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Introducing MTSS to Your Team



BRANCHING MINDS

Welcome!



Welcome!

Welcome to the Branching Minds guide for introducing MTSS to your team!

At Branching Minds, we have worked with hundreds of schools and districts across the country, supporting their transition to a Multi-Tiered System of Supports (MTSS) as a foundation for all students.

Transitioning your campus to MTSS does not have to be overwhelming or daunting, although we understand that any change can feel scary at times. These downloadable slides provide the essentials to prepare for the transition to MTSS, and make the change easier for all!

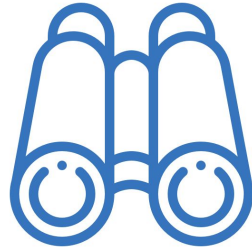


What will my participants understand once we have worked with these slides?

- ❑ Why we are transitioning to MTSS
- ❑ What is MTSS
- ❑ What to expect from your leadership team as we implement MTSS
- ❑ Using our new MTSS handbook
- ❑ Universal screening and core instruction
- ❑ Moving towards robust intervention and progress monitoring
- ❑ Creating our new MTSS teams and reducing meetings
- ❑ Adjusting to change
- ❑ Where do we go for more information?

Why transition to MTSS?

Because we must...

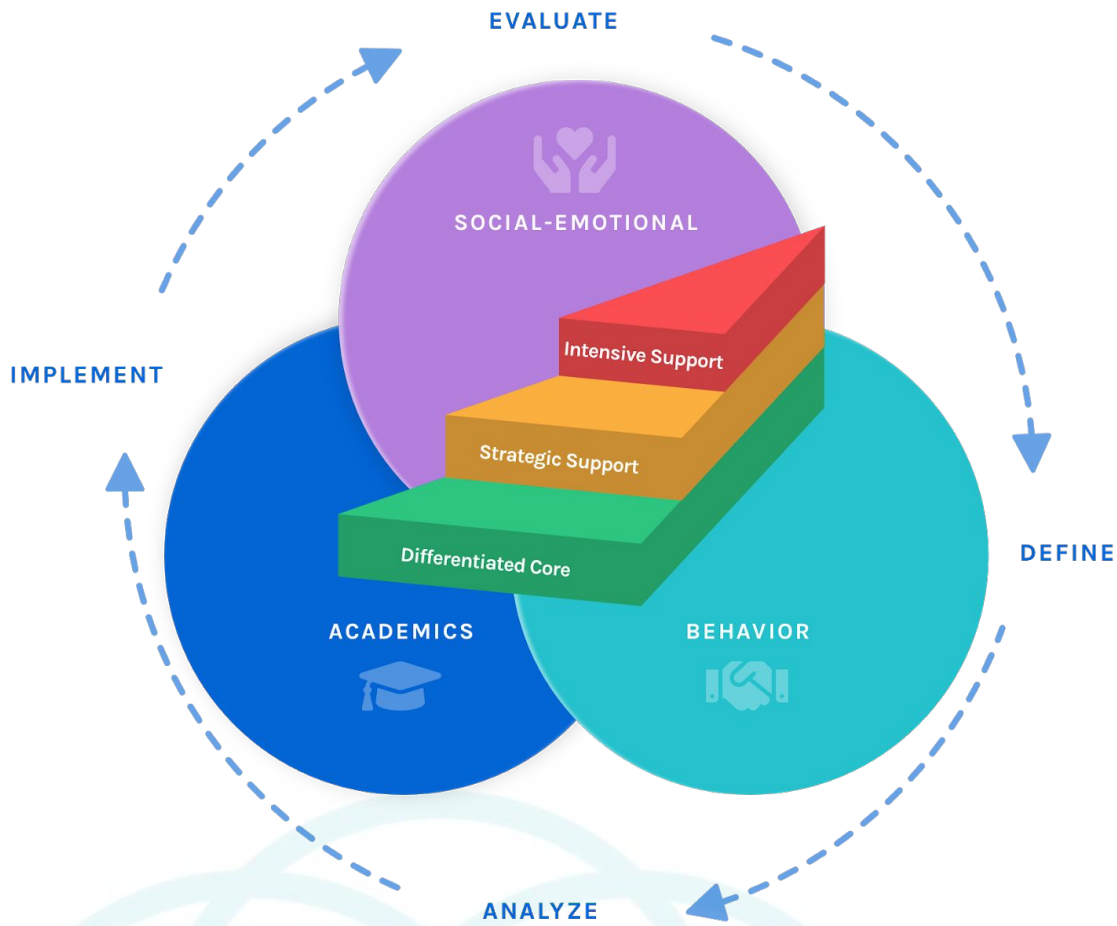


understand what level
of support each student
needs, and why

stop students from
“slipping through the
cracks,” proactively

improve education for
ALL students, equitably

What is MTSS?



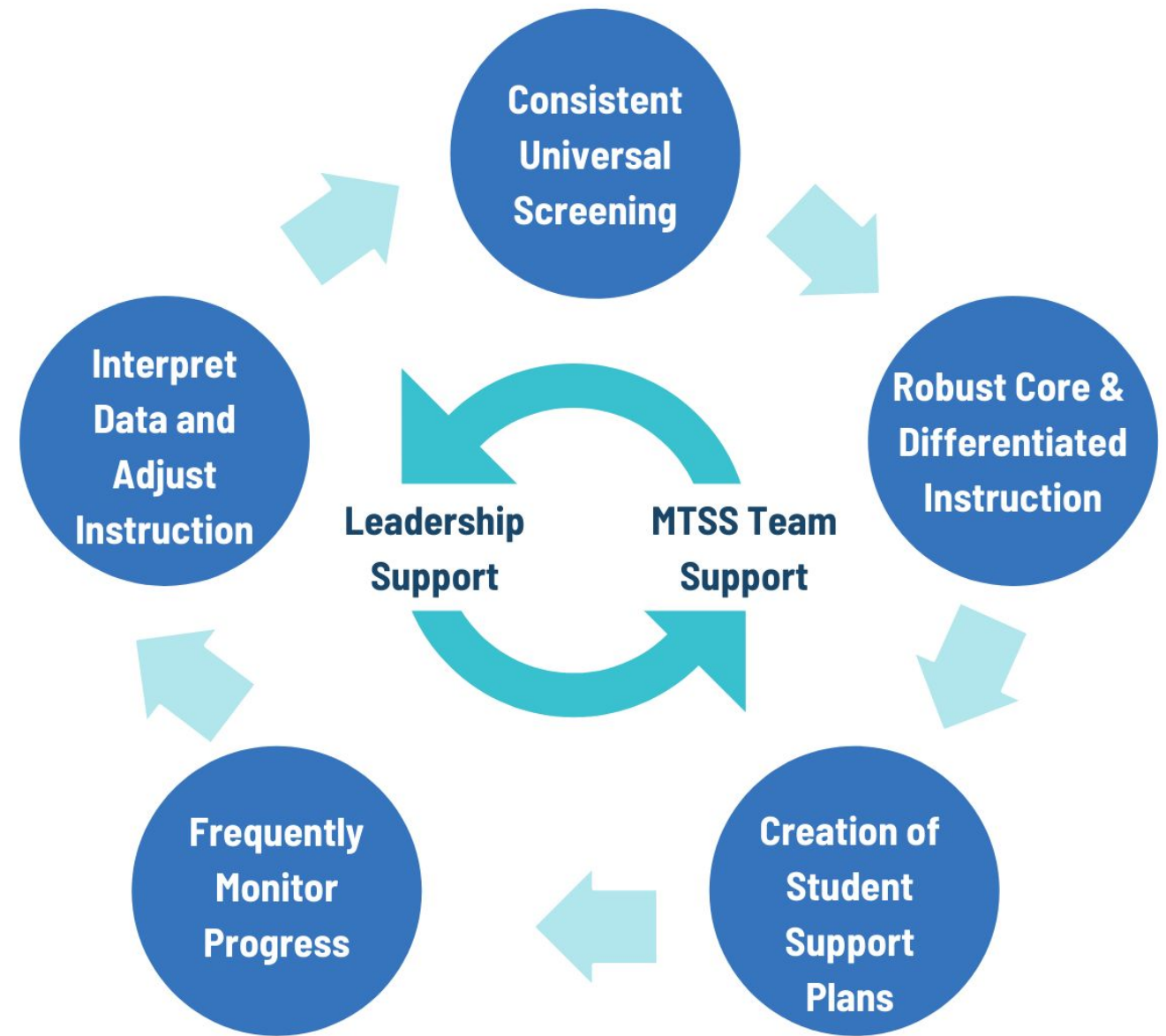
Multi-Tiered System of Support (MTSS) is a foundation that wraps around the entire student body and uses data-driven problem-solving to address academic and non-academic (attendance / social-emotional) needs.

What is MTSS?

MTSS includes the following:

- Robust core curriculum and differentiated instruction that meets the needs of 80% or more of students;
- The use of valid and reliable universal screeners for all students and the creation of student support plans based upon universal screening data and the frequent use of reliable progress monitoring;
- The creation of "student support/decision teams" to review student progress and adjust the duration and intensity of planned interventions as needed; and
- The support from leadership to provide frequent and clear messaging, professional development for staff, time for teachers to collaborate, and other needed resources to ensure MTSS is successful.

Our Wrap-Around MTSS Cycle of Support



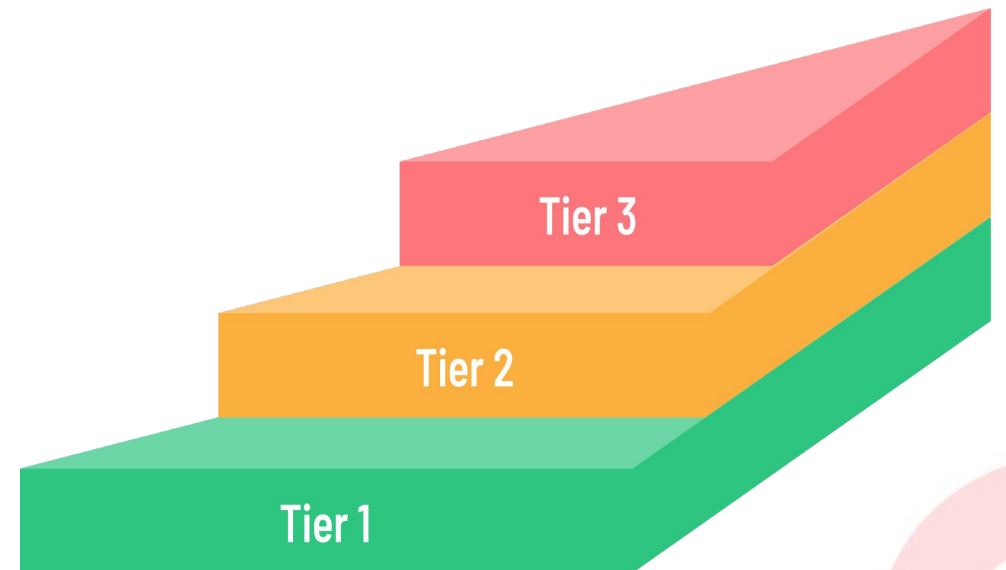
MTSS Tiered Support as a Framework for Organization in Schools Everyday

- **Tier 1:** Whole class core differentiated instruction;
- **Tier 2:** Whole class core differentiated instruction + additional targeted instruction (often small group);
- **Tier 3:** Whole class core differentiated instruction + additional targeted instruction (often small group) + intensive intervention (sometimes 1:1). The intensity/frequency and duration of the intervention are considered based upon data.

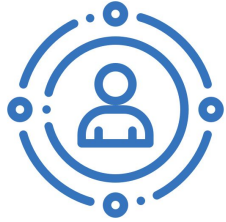
Tier 3: 1-5% High Intensity Support for individual students

Tier 2: 5-15% Early Intervention - High Efficiency Strategic Support using small group interventions

Tier 1: 100% Differentiated Instruction for all students—Using best evidence-based supports. Students receive additional support at Tier 2 and Tier 3



Important Key Concepts for MTSS



Core Instruction: The instructional strategies used routinely with all students in a general education setting are considered 'core instruction.



Differentiation: Tailoring instruction for ALL of your student's readiness levels, interests, and learning preferences.
(Tomlinson & Moon, 2013)



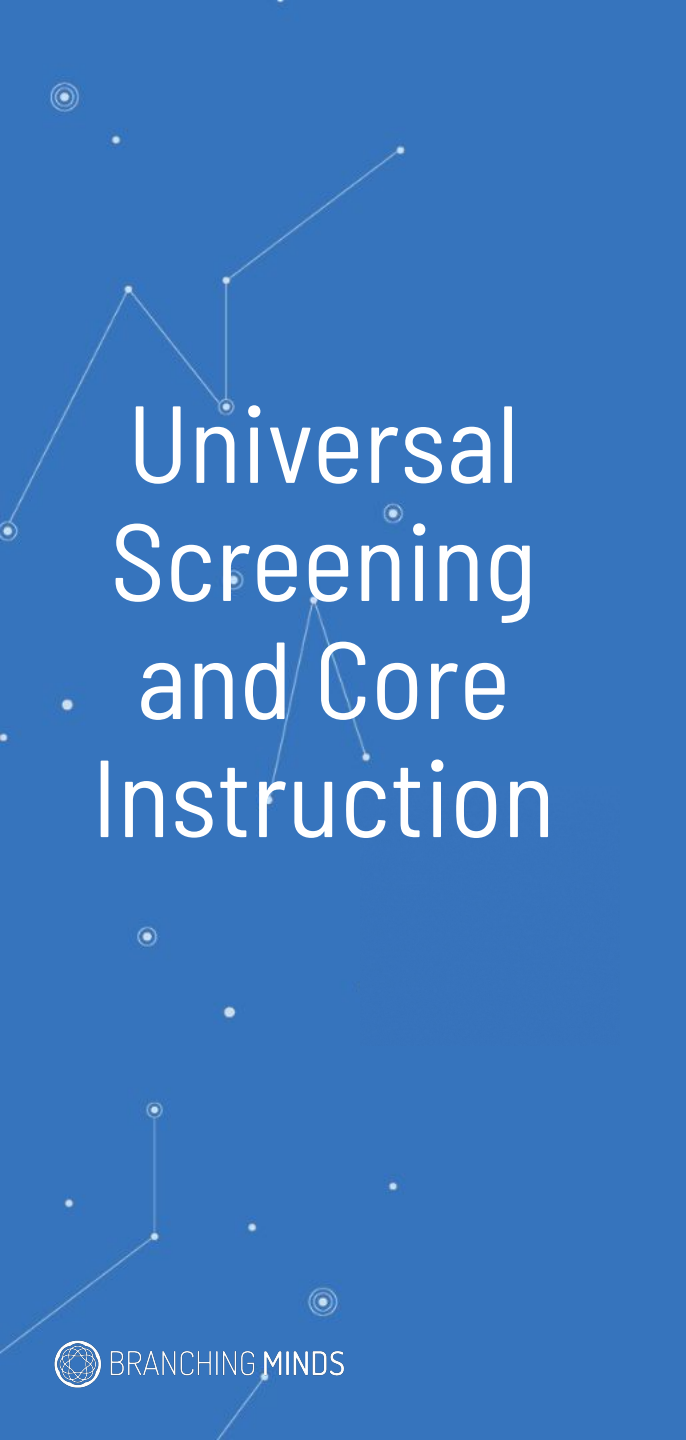
Intervention: An Intervention is an intentional, research or evidence-based program, instructional activity or strategy to target a specific academic/social emotional/behavioral skill. Interventions are delivered with a specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in a variety of contexts such as small groups, one on one, afterschool, and tutoring

What to expect from your leadership team as we implement MTSS

- Professional development to discuss MTSS and how to implement it throughout the year -- you are not alone!
- Regular check-ins through quick surveys and questionnaires to see how MTSS is going -- your opinion matters!
- Resources such as:
 - A handbook to provide reminders of new protocols alongside why we are moving to MTSS;
 - Time to collaborate with your colleagues;
 - Valid and reliable assessments to screen and monitor progress;
 - Research-based interventions to apply based upon identified needs; and,
 - Support with assessments and data analysis

Our New MTSS Handbook





Universal Screening and Core Instruction

Universal screeners provide valuable data about each student's areas of strength and need, and some screeners offer a snapshot of historical progress. The data from universally screening all students help us keep our finger on the pulse of any changes in student learning.

Universal Screening Cycle in MTSS



Collect data to determine student's areas of strength and need


Understand if core curriculum is working and when to provide intervention

Progress monitor interventions and measure historical growth

Universal Screening and Core Instruction

Core instruction should be accessible to all students and provide support for all learners. With robust core instruction, 80% of students will meet benchmark goals without additional instruction, with support provided for 100% of students at the Tier 1 level. If we find that less than 80% of students are meeting benchmark standards, then we must ask are we:

- Differentiating instruction effectively to make core instruction accessible for all students?
- Maintaining fidelity to our core curriculum?
- Utilizing universal screening assessment data to guide core instruction to support all students?



Moving towards robust intervention and progress monitoring

Once students are identified with specific needs based upon multiple factors (universal screening data, observations, collaboration in team meetings, etc.), evidence-based interventions can be applied for areas of need and then monitored.

A Research-based intervention should be;

- Carried out for a specific number of weeks, based upon the evidence of its success;
- Documented along with the time/place intervention is provided; and
- Frequently monitored for progress.

Creating our new MTSS Team and Reducing Meetings

Meeting Type	Meeting Goals	Meeting Frequency
School Level MTSS Meeting	Evaluate tier movement , growth, and equity across school	3x a year (after each screening period)
Grade/Content Team MTSS Meeting	Create group plans, identify patterns of need, and monitor student progress	1 planning period a month for each grade or content team
Student Support Team MTSS Meeting	Create and evaluate plans for individual students	½ or full day, every other week or weekly (depending on population need)



Adjusting to Change

*"...if you always do what you've always done, you'll
always get what you've got." (Anonymous)*

Change can be hard!! Remember the “**why
MTSS,**” especially during difficult times.

ACCESS the RESOURCES

- [Google Slides version](#) of this document to access the speaking notes
- [The Ultimate Guide to MTSS](#)
- [The Guide to Solving the Top four MTSS Challenges](#)
- [Infrastrutritional Alignment for MTSS](#)
- [All RTI/MTSS Webinars](#)
- [MTSS Meetings Guide](#)
- [RTI/MTSS Implementation Fidelity Reference Guide](#)
- [MTSS Health Data Collection Worksheet + RTI/MTSS Action Plan Worksheet](#)
- [Core Workout Worksheet](#)
- [Audit the Use of Intervention Programs in MTSS/RTI](#)



More information here!



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