WHOLE-SCHOOL FRAMEWORKS

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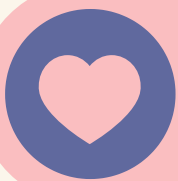
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TODAY'S AGENDA

WHAT ARE THESE FRAMEWORKS?

FRAMEWORK REVIEWS
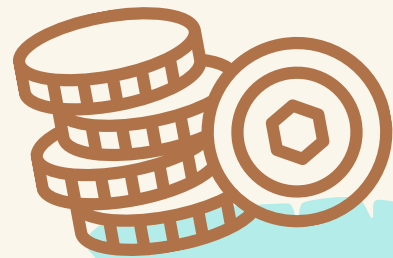
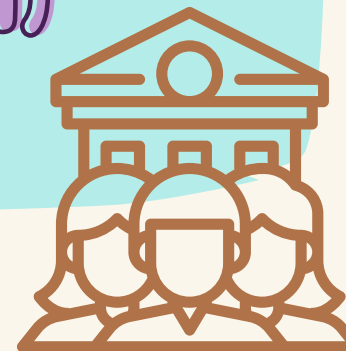MTSS

CASE EXAMPLE

INTRODUCTION

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS)

+

RESPONSE TO INTERVENTION (RTI)

=

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

POSITIVE BEHAVIORAL SUPPORTS AND INTERVENTIONS (PBIS)

Evidence-Based tiered system

Tiered system that focuses on behavioral supports, based on the student's level of need

Based on problem solving and aims to prevent inappropriate behavior via teaching & reinforcing appropriate behaviros

Tier 3: Few

Tier 2: Some

Tier 1: All

PBIS: HISTORICAL CONTEXT

IDEA

Focus on Behavior

EARLY DEVELOPMENT

- PBIS developed out of the need to provide evidence-based behavioral interventions for students with behavioral disorder (BD)
- Re-authorization of IDEA in 2004

EXAMPLE OF PBIS

Token Economy | Rewards System

- Tier 1 (whole school)
- Positive behaviors teachers and staff see are rewarded
- Points or tokens are tallied
- Points are redeemed

RESPONSE TO INTERVENTION (RTI)

- Tiered system with a focus on academic supports

- Grew out of special education, all students are screened for learning challenges

- Focus on the student's response to the intervention

RESPONSE TO INTERVENTION (RTI)

Derived from IDEA

Focus on academics

EARLY DEVELOPMENT

- Teachers track progress of all students--> identify students with higher needs
  - Teacher referrals
- Began as a way to provide additional supports to students with disabilities

GOALS

- Identify and provide supports to students who are struggling before they fall behind
  - Identifying learning disabilities

RtI Data Collection - Academic

Name: _____   Grade: _____   Classroom Teacher: _____

Tier: 2   3   Problem Area: Reading Math   Target Area: _____

Intervention: _____   Intervention Teacher: _____

Frequency: _____   Assessment being used: _____

Goal(s): _____
_____

Name	Assessment 1: Date:	Assessment 2: Date:	Assessment 3: Date:	Assessment 4: Date:	Assessment 5: Date:	Assessment 6: Date:
Average						

Parent notified of RtI on conference form: Yes   No   Date of conference:_____

Parent attended RtI meeting: Yes No   Date of meeting: _____

Tentative date of next RtI meeting: _____

Graph(s) created: Yes   No   How many graphs were created: _____

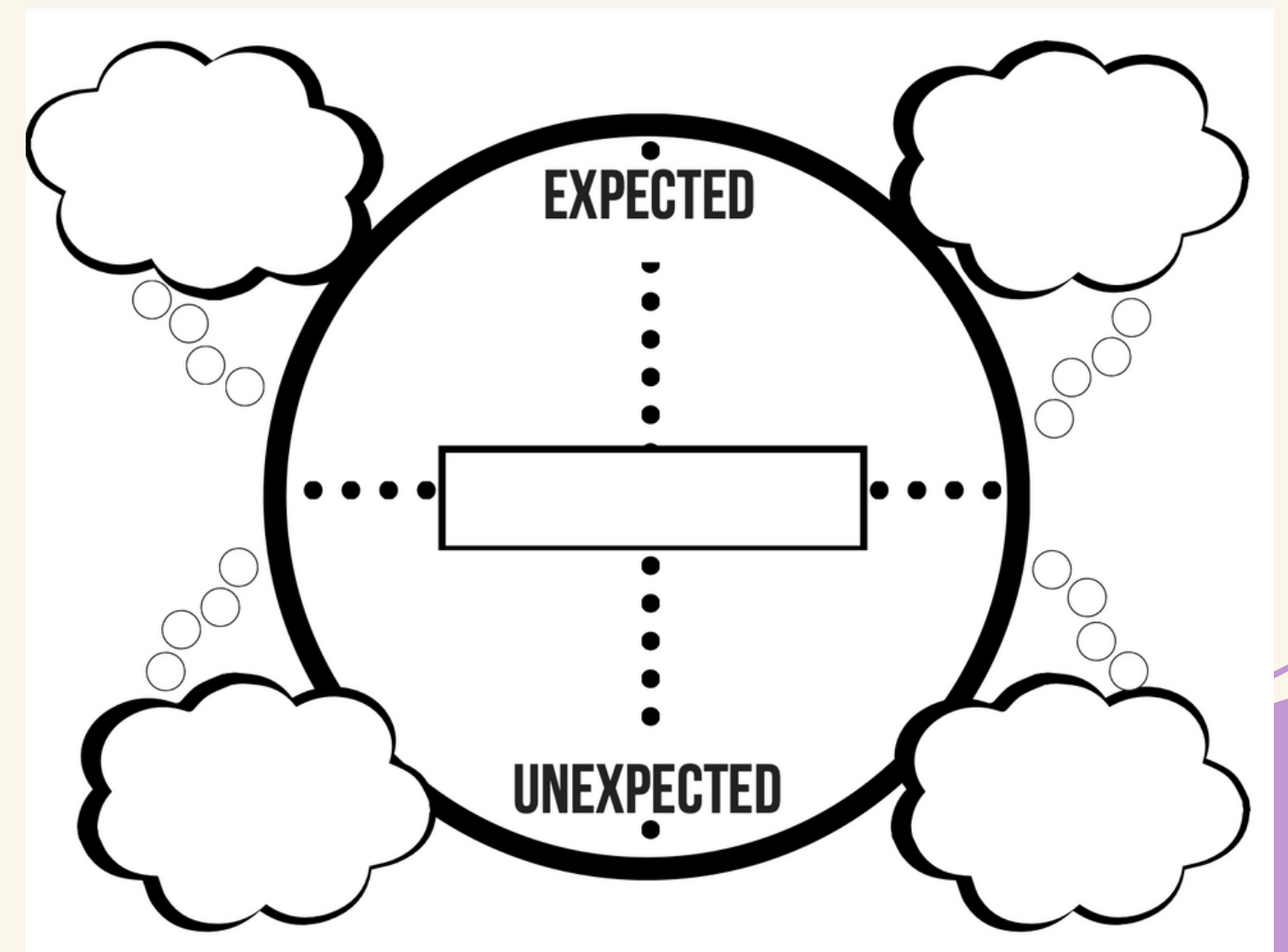What information was graphed: Intervention Group   Class   Grade

Notes/Observations:

EXAMPLE OF RTI

Differentiated Instruction

- Alternating between group and individual activities
- Game-based learning
- Mixing technologies
- Graphic organizer
- State objective at start and finish
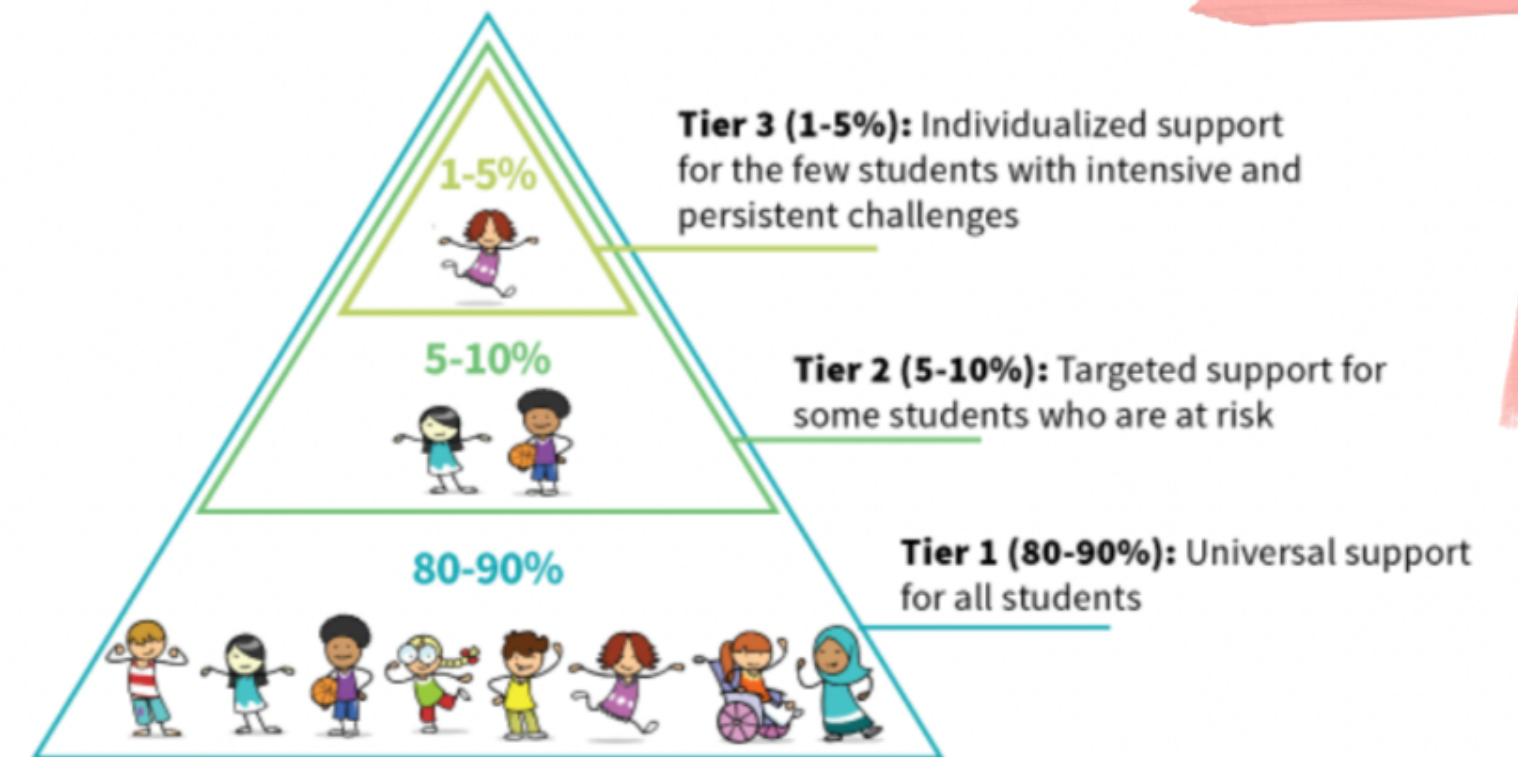
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

- Grew out of integration of PBIS and RTI

- Collaborative evidence-based approach developed to enable differentiated and personalized instruction & intervention

- A proactive approach vs set curriculum

- Integrates behavioral, academic, and SEL supports

- School Counselors provide support within MTSS. Implementation, planning, executing, etc. involves the WHOLE SCHOOL

1-5%
5-10%
80-90%

Tier 3 (1-5%): Individualized support for the few students with intensive and persistent challenges

Tier 2 (5-10%): Targeted support for some students who are at risk

Tier 1 (80-90%): Universal support for all students

ESSENTIAL COMPONENTS OF MTSS

♥ UNIVERSAL SCREENING

♥ MULTI-LEVEL PREVENTION SYSTEM

♥ DATA-BASED DECISION MAKING

♥ PROGRESS MONITORING

MTSS

7 GUIDING PRINCIPLES OF MTSS

1 MTSS is for ALL students

2 Leadership is vital

3 Scientific, research-based core instruction and intervention are the foundation for success

4 Instructionally relevant, valid, and reliable assessments are critical for providing proactive and reactive support

5 A Response Protocol is used to make support decisions for students on a continuum of needs.

6 Data guide instructional decisions.

7 Educators are also respected as diverse learners.

PLANNING FOR MTSS

- Planning is essential to successful implementation of MTSS
- Planning activities may include:
  - Needs assessments
  - Establishing priorities
  - Assessing existing resources
  - Developing a vision
  - Evaluation planning,
  - Picking assessments (including universal screener)
  - Choosing evidence-based interventions

TIER 1

Whole School Interventions & Universal Supports

Core Instruction

- Curriculum based on state standards
- Endorses Universal Design for Learning
  - Framework for considering and addressing diverse learning needs through the learning environment
- Student Engagement
  - Opportunities to Respond
  - Providing students with choices

Generally, 80% of students' needs are met within this tier

TIER 2

Targeted Group Interventions

Tier 1+Group Intervention for Identified Students

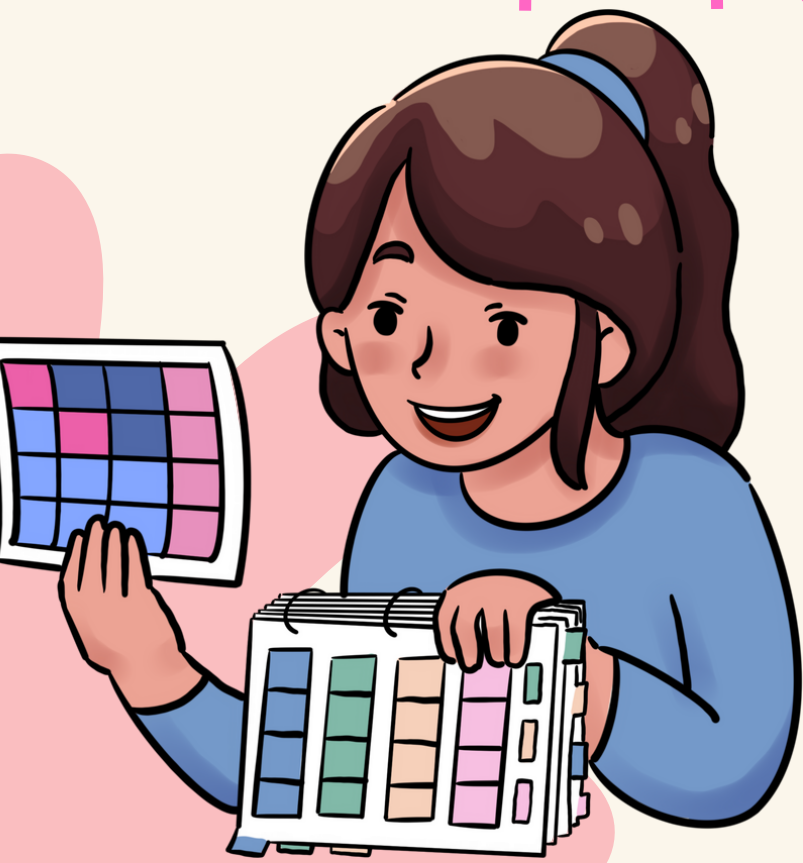Interventions are more explicit and intensive than core instruction

Generally, 5-15% of students need tier 2

TIER 3

Intensive Individualized Intervention

Individualized Based on Student Needs

Tier 1+Group Intervention (Tier 2)+ Intensive Intervention (Tier 3)

- Usually occur 1 on 1
- Referrals to community partners as needed
- Based on data
- Includes problem solving

Generally, 1-5% of students need tieer 3

LET'S PRACTICE

GO TEAM

Let's practice with a case study to help gain familiarity in thinking about interventions and supports within a tiered system. While there are numerous considerations when implementing MTSS (interventions, progress monitoring assessments, selection of universal screener, etc.) you would be working with the entire school team for successful implementation!

CASE STUDY

Hogwarts High | 9-12 | Urban School Setting | One SC per grade level

You are the SC for 9th graders at Hogwarts High. It is the summer and your school teams have geared up to plan to implement MTSS in the upcoming year. Your team is reviewing prior assessments & data, including a whole-school student needs assessment. The data shows an increase in the number of students reporting bullying at your school, compared to previous years. Additionally. students reported feeling disconnected from the school community and identified trouble navigating peer relationships as a one of their top concerns. Utilizing the MTSS framework, what would be a tier 1 intervention(s)you could provide?

CASE STUDY CONT.

Hogwarts High | 9-12 | Urban School Setting | One SC per grade level

You've implemented your chosen tier 1 strategy (or strategies!) and go into the school year. Around fall break, you check the data you have collected via a progress management technique and notice something. While overall there have been fewer student reports of bullying, some students' names continue to come up as continuing the behavior. Additionally, teachers are referring various 9th grade girls to your office frequently due to the students often crying in classes, isolating themselves, and expressing they do not belong at school.

Utilizing the MTSS framework, what would be a tier 2 intervention(s) you could provide?

CASE STUDY CONT.

Hogwarts High | 9-12 | Urban School Setting | One SC per grade level

You've implemented your chosen tier 2 strategy (or strategies!) and continue with the school year. It is now the spring term and you're talking with the teachers and administration, reviewing the progress of the students who were a part of your tier 2 intervention. Two student's are identified as having made minimal progress towards their target goals. One student continues to be referred to the office for concerns related to bullying. The other student has become even more withdrawn from class, hasn't turned HW in since the start of the new year, and has been seen crying alone at lunch numerous times.

Utilizing the MTSS framework, what would be a tier 3 intervention(s) you could provide?

REFERENCES

Branching Minds. (2022). What is MTSS? https://www.branchingminds.com/mtss-guide

Helpful Resource:

Center on Multi-Tiered System of Supports at the American Institutes for Research; https://mtss4success.org/implementation