

South Dakota Multi-tiered System of Supports (MTSS)

The Perfect Marriage of

Academics

(Response to Intervention/RtI)



Behavior

(Positive Behavioral Interventions and Supports PBIS)

Agenda

- What is MTSS?
- Why implement a MTSS?
- The problem solving method
- Questions from the audience

What is Your VISION for Your District?



Problem Solving Shifts



The significant problems we have cannot be solved at the same level of thinking with which we created them.

Albert Einstein (1879 – 1955)

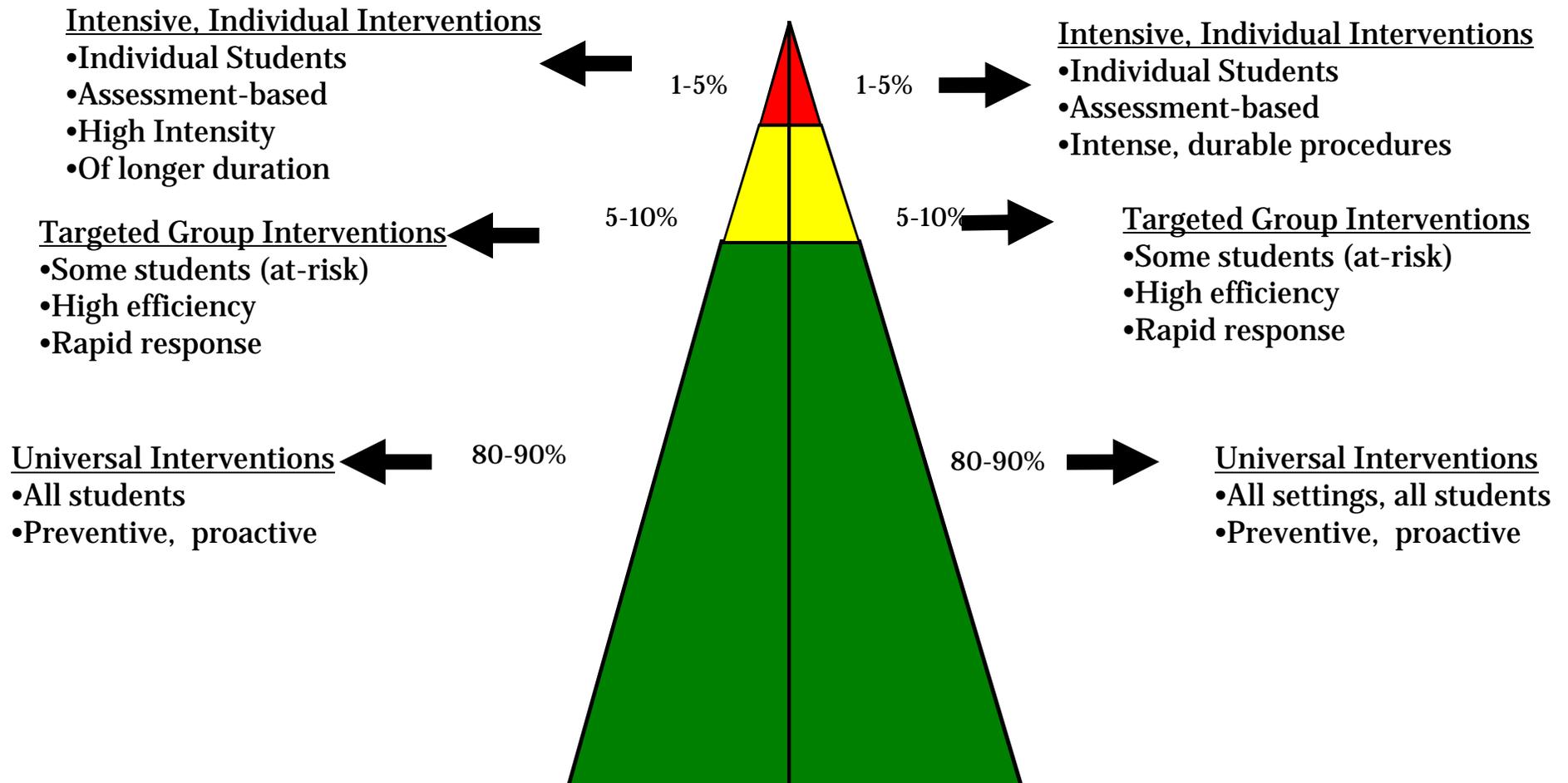
What is a Multi-tiered System of Supports? (MTSS)

- District level implementation
- Redesigns and establishes teaching and learning environments that are effective and efficient for **all** students, families, and educators.
- Matches instructional and intervention strategies and supports to student needs
- Ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions.
- A process to help schools provide high-quality instruction and interventions to students who may be struggling with learning or behavior.
- Help avoid a “wait to fail” situation because students get help promptly within the general education environment.
- Combines Response to Interventions (RtI) and Positive Behavioral Interventions and Supports (PBIS)

Multi-tier Model

Academic Systems

Behavioral Systems



What is Response to Intervention(RtI)

- Multi-tier, proactive approach to the early identification and support of students with learning needs.
- The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.
- Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

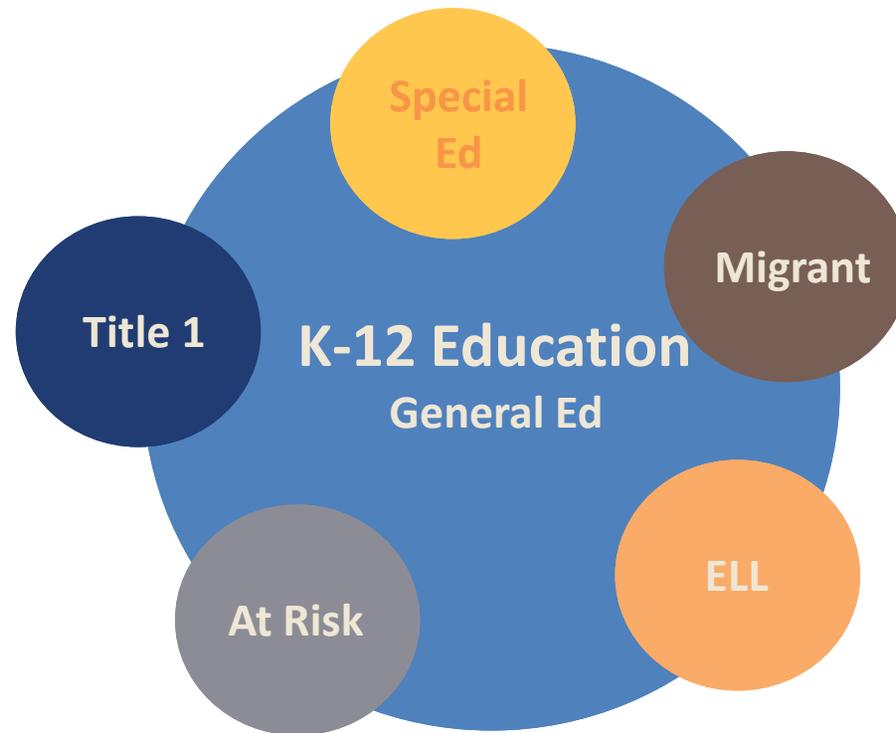
What is Positive Behavioral Interventions and Supports (PBIS)

- Multi-tier, proactive approach to the early identification and support of students with behavior needs.
- Establishes the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.
- Students struggling with behavior are provided with interventions at increasing levels of intensity to provide support based on their needs.

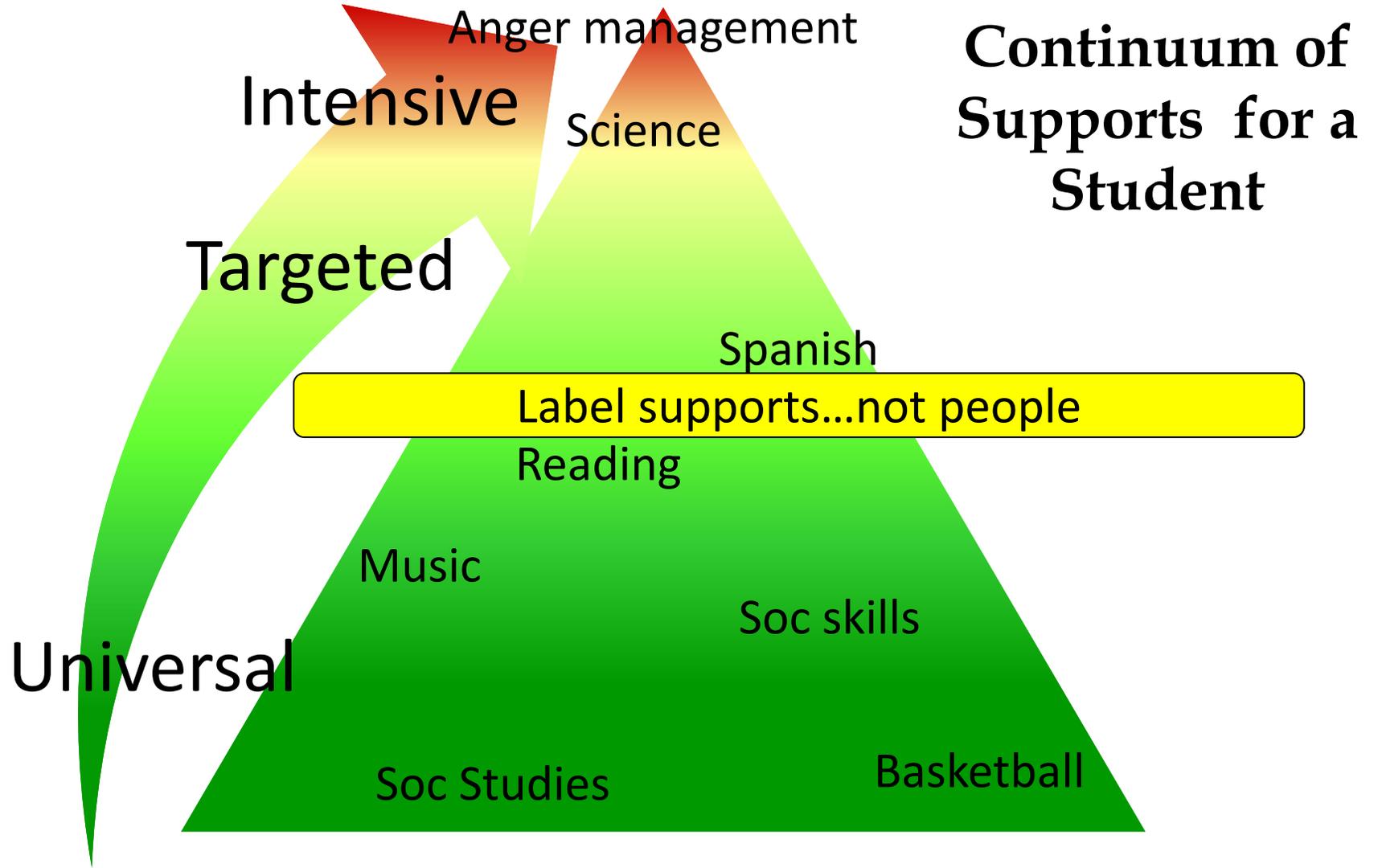
One Perspective on History

Our education system has grown up through a process of “*Disjointed Incrementalism*”

The Education System's Programmatic Evolution

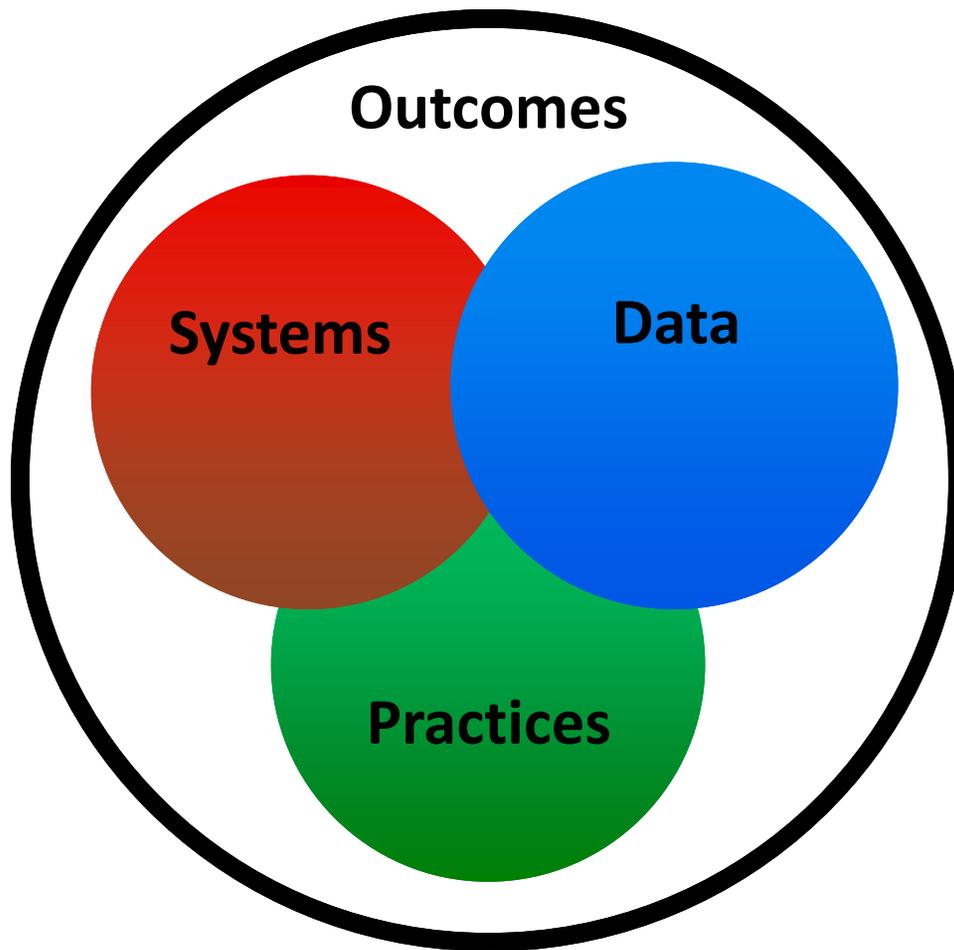


Billy Smith



Continuum of Supports for a Student

**Integrated
Elements**



**Supporting Social
Competence &
Academic
Achievement**

**Supporting
Decision Making**

Supporting Adults

Supporting Students

MTSS vs. Traditional Approach

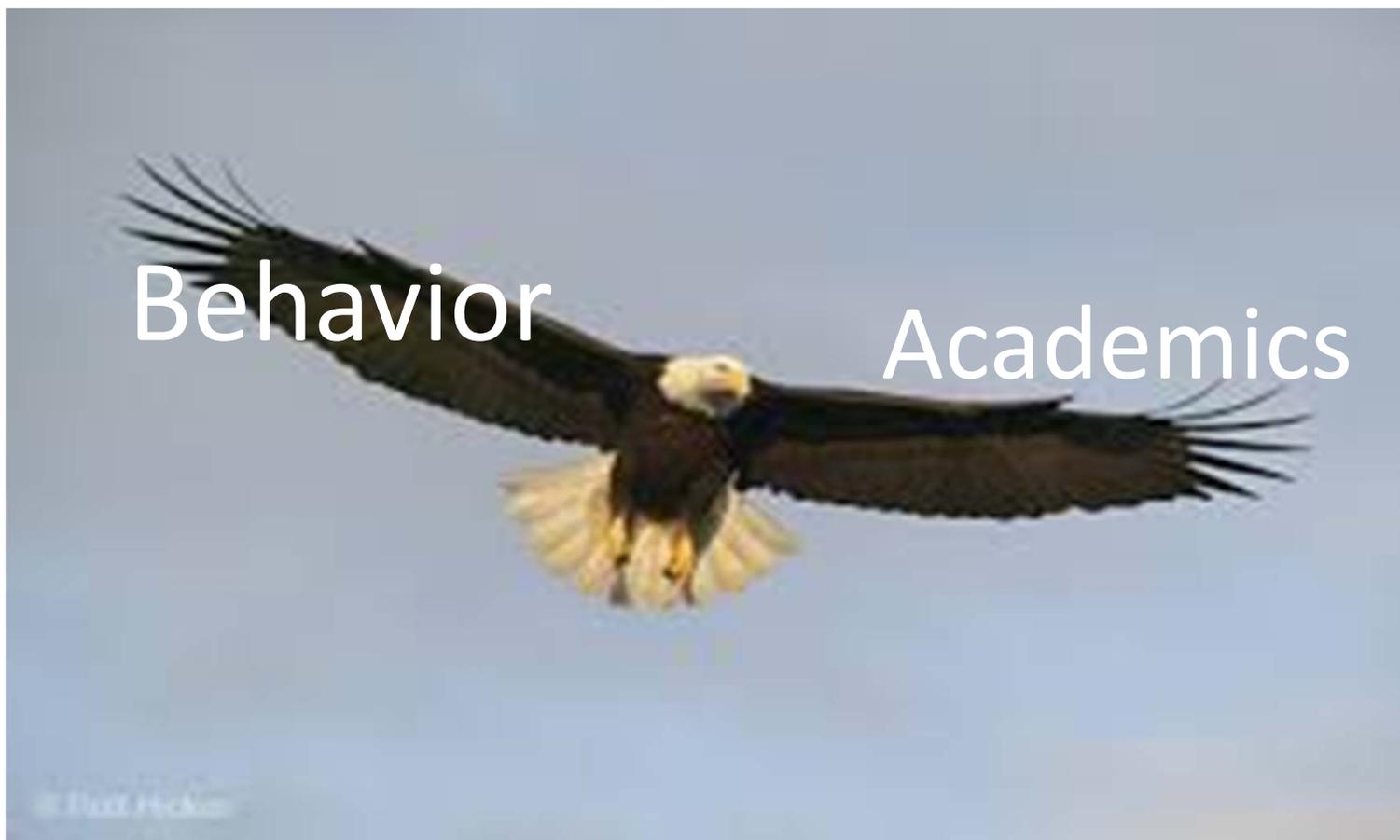
Traditional Approach

- Focus on student who need tier three supports
- Waited for students to need intensive interventions
- Use the most amount of time and resources for the smallest number of students
- “Guessing” as to what the issues are.

MTSS

- Main focus is on Universal Level supports
- Monitor data to ensure interventions are implemented early
- Work smarter not harder!
- Using data to drive decisions.

MTSS: Because Kids Need Both to FLY!



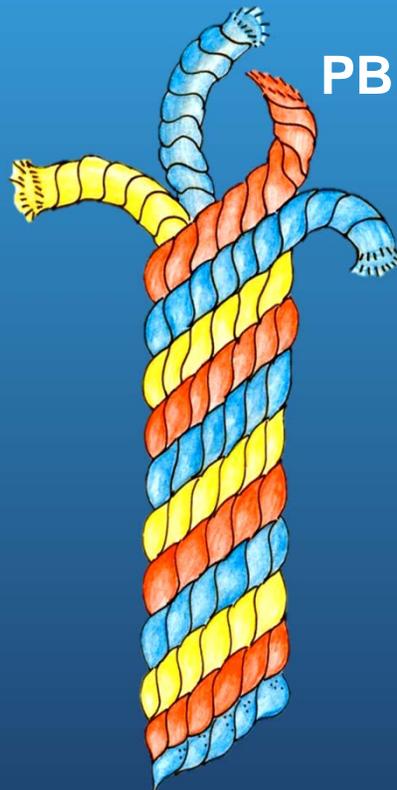
“But I Can’t Take On One More Thing!”



Making Room by Braiding MTSS Practices with Other State Initiative Practices

**Student
Achievement**

**Teacher/Principal
Effectiveness:
SLO Development
SD Framework for
Teaching**



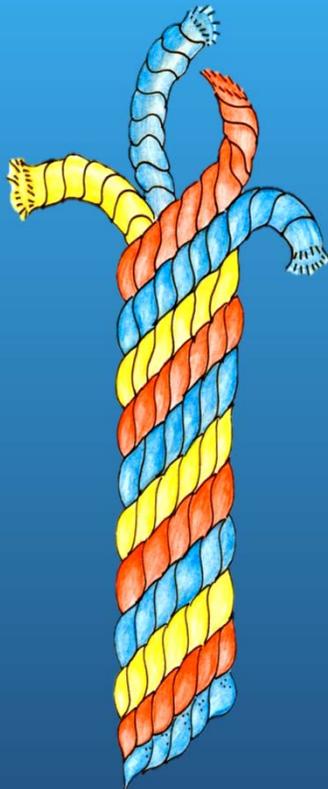
PBIS/RtI/MTSS

**Common Core
State Standards**

Successful Student Outcomes

Adopted from Dr. Steve Goodman

Teacher/Principal Effectiveness: SD Framework for Teaching



Successful
Student
Outcomes

Adopted from Dr. Steve
Goodman

All 4 Domains

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally

Teacher/Principal Effectiveness: SLO Development



Successful
Student
Outcomes

Adopted from Dr. Steve
Goodman

SLO Development
Requires:

- Pre-assessment
- Intentional teaching
- Progress Monitoring
- Problem-solving approach
- Post-assessment
- Data analysis

Common Core State Standards



Requires:

- Academic Risk Taking
- Speaking & Listening
- Problem Solving
- Academic Accountable "Talk"
- Regular Attendance/Instructional Time
- Academic Engagement
 - Relies on rigorous climate & culture
 - Relies on clear expectations
 - Relies on regular routines & structures
 - Relies on specific, frequent feedback
 - Relies on student driven learning
 - Relies on socially/emotionally strong students

Successful

Student Outcomes

Adopted from Dr. Steve Goodman

Student Achievement...



Experts Agree & Research Proves:
The Greatest Effect on Achievement is
Good Instruction.....

Good Instruction...

Rests upon success in the classroom

Rests upon relationships

Rests upon respect & rapport

Rests upon structure & expectations

Rests on Teaching and Reinforcing

Successful
Student
Outcomes

Adopted from Dr. Steve
Goodman

**Student
Achievement**

PBIS/RtI/MTSS

**Teacher/Principal
Effectiveness:
SLO Development
SD Framework for
Teaching**

**Common
Core State
Standards**

**All efforts can be applied to
each of these essential
"strands" to support
student success!**

Successful Student Outcomes

Adopted from Dr. Steve Goodman



MTSS Problem Solving

MTSS PROBLEM SOLVING PROCESS

Step 1—Define the problem
What is the problem?

Define

Step 2—Problem Analysis
Why is it occurring?

Analyze

Step 3—Plan Implementation
What are we going to do about it?

Implement

Step 4—Evaluate
Is it working?

Evaluate



Problem Solving: Levels of Implementation

Can be applied to the student, classroom, building, district, and system levels:

- **Student:** academic and/or behavior problem
- **Classroom:** discipline, returning homework
- **Grade Level:** low academic skill performance
- **Building:** bullying, attendance
- **District:** over-/under-representation
- **Families:** homework completion
- **Community:** availability of after-school options
- **SYSTEM:** *problem common to students in building*

SD MTSS Information

- PBIS started in 2006
- Rtl started in 2008
- MTSS started in 2013
 - Districts committed to go district wide with both Rtl and MTSS K-12
 - Currently have 15 MTSS districts

Current MTSS Districts

- Big Stone City
- Bon Homme
- Dupree
- Ipswich
- Kadoka
- Lead-Deadwood
- Lennox
- Oelrichs
- Plankinton
- Redfield
- Rosholt
- Rutland
- Shannon Co
- Smee
- Todd Co

South Dakota MTSS Non-Negotiables

The basis of South Dakota's MTSS is derived from these non-negotiables:

- all students will be taught effectively;
- a collaborative well-defined district and school-based leadership and organizational structure;
- the use of three tiers of increasingly intensive (time and focus of instruction) instructional supports and strategies;
- all instructional practices are focused on increasing student engagement;
- all staff will participate in professional development to ensure robust and valid core instruction and fidelity of implementation of a MTSS and the Common Core State Standards;
- the use of a problem-solving method to make decisions;
- the use of evidence based materials, instruction and interventions;
- continuous monitoring of student progress to drive instruction;
- the use of data driven decision making to match instructional resources to educational needs;
- an evaluation process that assesses expected rates of progress and monitors both implementation and outcomes;
- engage in community and family partnerships.

Implementation

- MTSS coordinators will go through district self-assessment to help districts find where their strengths and needs are
- MTSS coordinators will help develop a plan of action for districts to help them begin MTSS implementation.

THE BOTTOM LINE...

Are we matching instruction and interventions to student need?



Things to Think About

- **What systems are working at your school?**
- **What practices are working at your school?**
- **How do you know?**
- **What sources do you use to collect behavior data?**
- **How do you progress monitor the growth of the students?**

For More Information:

- Rebecca Cain rebecca.cain@state.sd.us or 280-3568
- <http://miblsi.cenmi.org>
- <http://www.florida-rti.org/floridamtss/index.htm>
- <http://www.kansasmtss.org>
- Coming soon: SD MTSS site