

MTSS Update



**Tupelo Public Schools
2018**



Building a School-Wide Model Intervention System

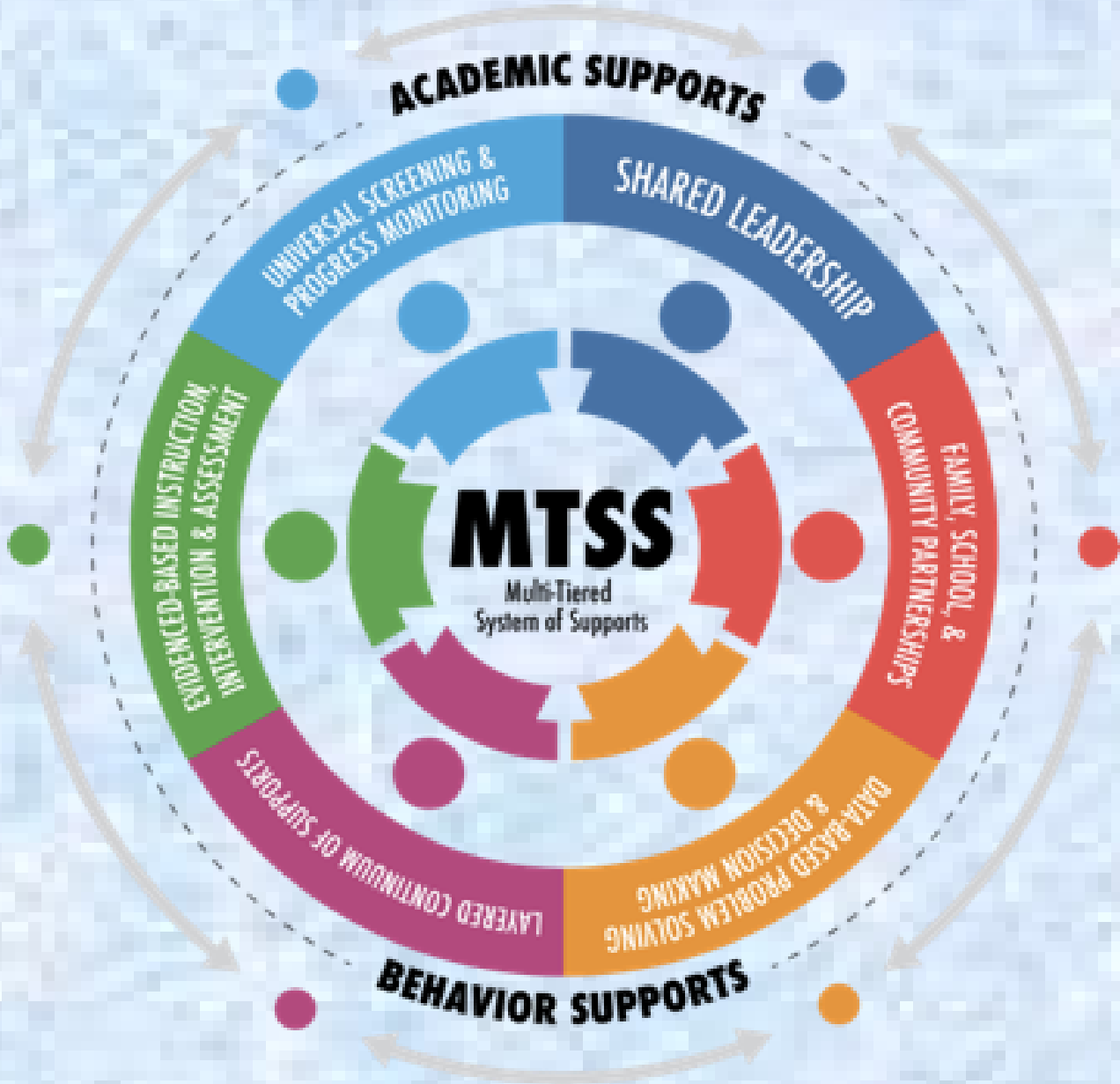


Tier 3
Intensive
Interventions

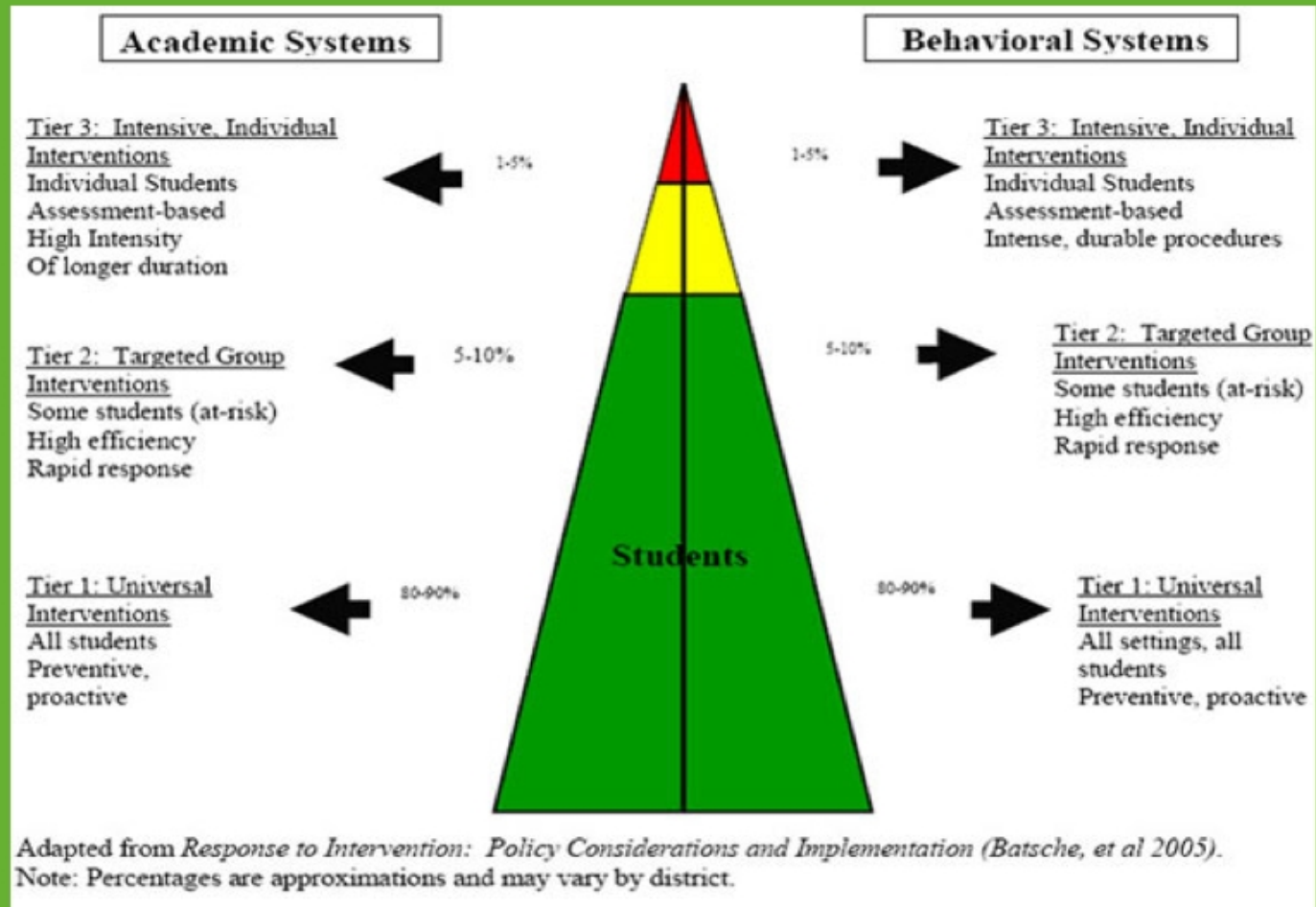
Tier 2
Targeted
Interventions

Tier 1
Core Curriculum

Picture retrieved from: sneakers.pair.com/l/school.jpg, 3/2005



Tier 3 Model





First Floor – Primary Core Curriculum

- **All students**
- Comprehensive **core** curriculum
- Differentiated Instruction
- Flexible grouping
- Benchmark assessments 3 times a year on grade level
 - Star K-3
 - Classworks 4-8
- Preventative and proactive
- 75-80% of students





Secondary – Roof Targeted Interventions

- Targeted group and individual interventions
- Programs, strategies, procedures to *enhance and support* primary program
- Aligned with primary program
- High efficiency, short term
- Progress Monitoring assessments once a week
- 5-10% of students
- 10 weeks duration





The Chimney –Tier 3 Intensive Interventions



- Different
 - Architecture
 - Scheduling
 - Delivery
- High intensity
- Longer Duration- 16 weeks
- Specifically designed intensive intervention for individual students
- Frequent progress monitoring assessments twice a week
- 3-5% of students



MTSS Team Requirements

Who- Administrator, Parent (***Written Prior Notice***), Teacher of student, Rti Coach, Counselor, Other members of team

How often- Initial meeting, 8 week review, 16 week review

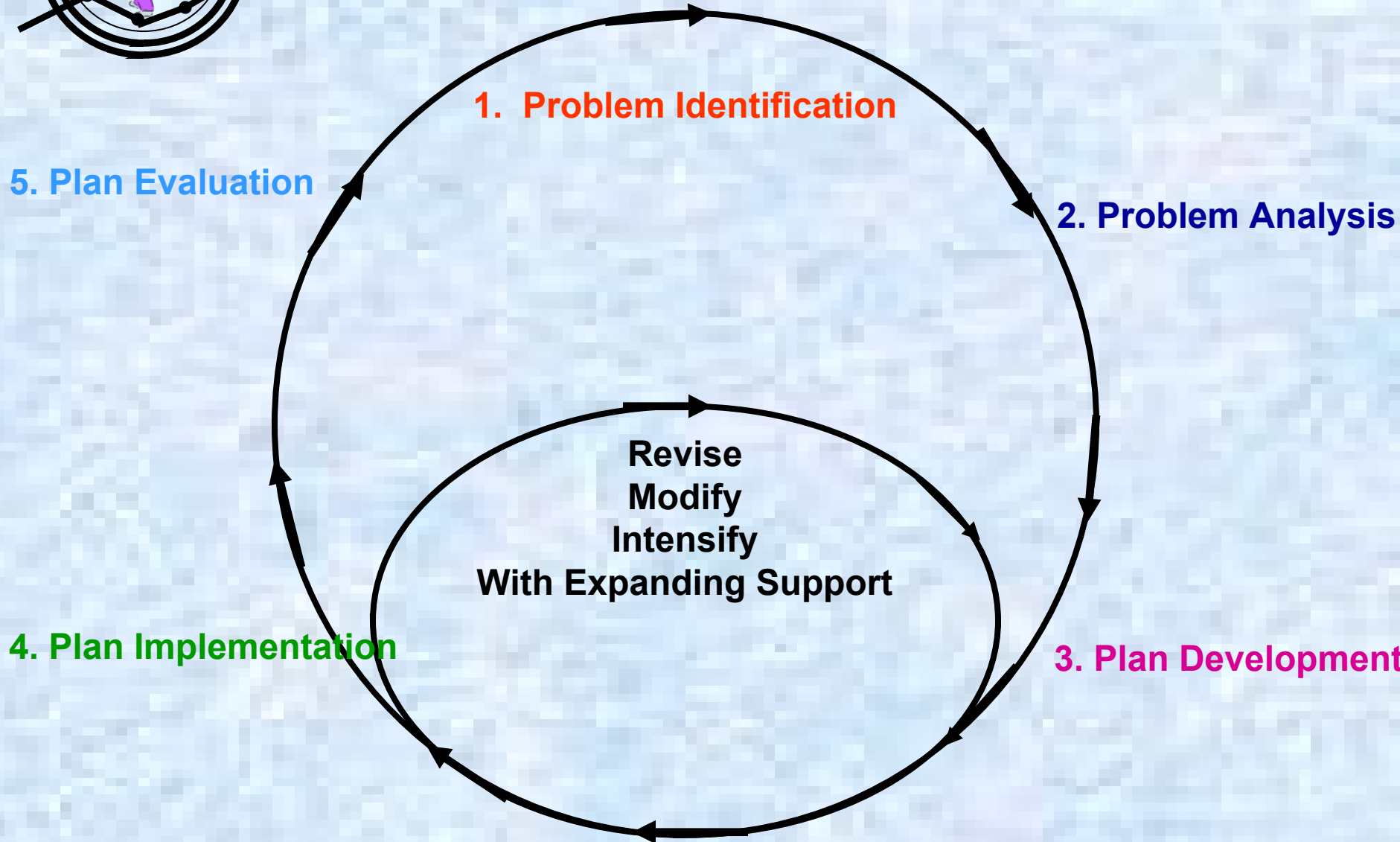
Documentation- Minutes from each meeting using meeting summary form.

A problem solving team for student academic or behavioral concerns.

Big Question:

How is this intensifying the instruction happening in the classroom?

Problem Solving Process





Four Organizing Principles

1. Earlier rather than later -- Prevention and early intervention are supremely more effective and efficient than later intervention and remediation for ensuring reading success.

2. Schools, not just programs -- Prevention and early intervention must be anchored to the school as the host environment and primary context for improving student outcome

3. Evidence, not opinion -- Prevention and early intervention pedagogy, programs, instruction and materials should be based on trustworthy scientific evidence.

4. Each and All-- To teach all children to read, we must teach each child to read.

Kameenui, E.J., Simmons, D.C.



Build your Library of Interventions





RTI Success

- DMTSS
- More intervention options
- Interventionist Experts
- Simplification of Paperwork
- MDE dyslexia site visit
 - “Model District for T3 Services”
- Level of Tier 3 refinement

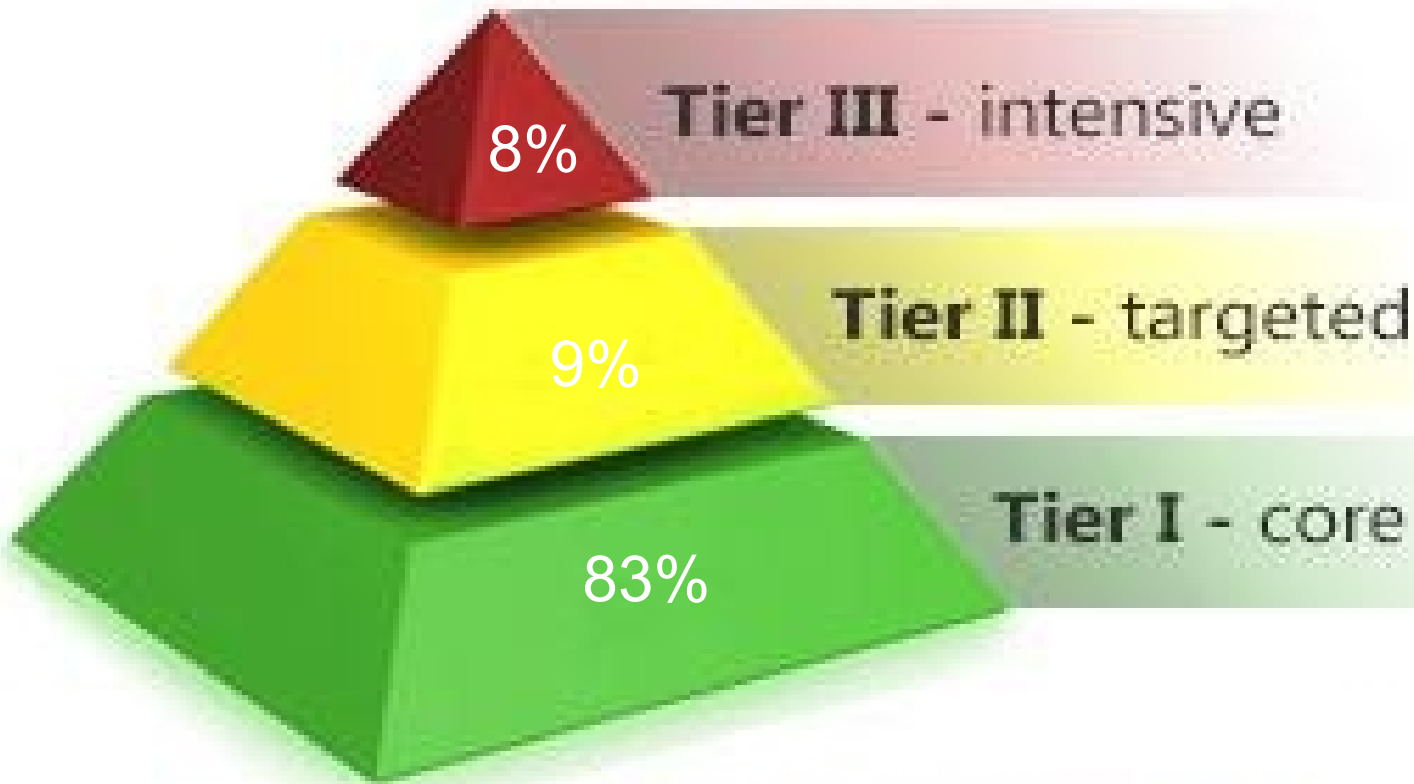


Challenges 16-17

- Integrity of Tier 3 meetings
 - “Drive by meetings”
- Integrity of interventions
 - Frequency of intervention not consistent due to interventionists being pulled for other tasks or to substitute.
 - Progress monitoring without instruction
- Overpopulation of Tier 3- **14%**



TPSD RTI



Response to Intervention



Tier 1 behavior PBIS (Positive Behavioral Intervention and Supports)

- Emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve positive behavior and lifestyle outcomes
- Targets *ALL* students and aims to build emotionally safe environments in which positive behavior is more likely to occur
- Alternative to traditional discipline which is punishment based
- PBIS is proactive and utilizes teaching and instruction, and employs reinforcement procedures



First 20 Days of School Tier 1

- Sets Universal Expectations
- First 3 days - set core behaviors: Be Respectful, Be Responsible, Be Safe
- Social Skills are taught from day 4-19
- Review on Day 20
- A good way to set the expectation of behavior for all students
- All students and teachers speak a common language



Tier 2 behavior

- Students with 3-5 Office Discipline Referrals should be placed in Tier 2
- Students receive specific behavior interventions based on the needs of the child (internalized behaviors - sadness, loneliness fearfulness, or externalized behaviors - disobedience, aggression, cheating, stealing)
- Goals are set based upon current behavior performance.
 - (ex: staying in seat, blurting out, following directions)
- Behavior is monitored daily often with a Daily Report Card.
- Individualized reward system is determined to help the student reach his/her behavior goals



Tier 3 behavior

- Students with 6 Office Discipline Referrals or severe internalizing behaviors
- Functional Behavior Assessments - a process used to gather details about events that predict and maintain a student's problem behavior
- Parent permission is obtained
- Teacher/Student interviews
- Student observation
- Determine function of behavior
- Behavior plan written and monitored
- Student goals are within reach (attainable)
- Student gains rewards as they progress toward goals.

