

# Platform Entry Points in Branching Minds

Branching Minds believes in differentiation for students, so of course we believe in differentiation for districts launching our platform! There are a number of ways to effectively begin using Branching Minds.

Districts with a clear action plan for gradual platform usage see greater success and buy-in from their educators, which leads to more impactful outcome for students.

We've compiled common platform entry points used by Branching Minds partners – including setup and communication tips – organized from the simplest to the most comprehensive. If you aren't sure where to start, consider one, or a few, of the following starting points:

- 1. Logging External Communications**
- 2. Logging Behavior Incidents**
- 3. Utilizing Staff Collaboration Tools**
- 4. Creating Plans for Students: Group Plans**
- 5. Creating Plans for Students: Individual Plans**



## Entry Point 1

# Logging External Communications



Logging external communication in BRM provides a streamlined, transparent way for teachers to collaborate with each other and guardians/families. This easy documentation creates an approachable entry point, encouraging users to explore and naturally adopt other features of the platform.

### Platform Set Up:

- Set up Family Communication letter templates (optional).
- Determine which family/guardian communications should be logged in BRM
- Customize the “Branching Minds Kick-Off Deck” to represent your district/school’s launch plan

### Introduce Entry Point to Users:

- Send communication to users requesting they take the MTSS Learning Hub quick clip, “Communication and Collaboration Tools”
- Consider providing an overview of BRM to your team using the customizable “Branching Minds Kick-Off Deck”
- Share expectations for which family/guardian communication types should be logged in BRM
- For additional support, share this help article on [how to log family communications](#)

### Next steps:

Once your team feels comfortable logging communications, you can help them move on to Utilizing Collaboration Tools or Creating Plans for Students (groups or individual plans).



## Entry Point 2

# Logging Behavior Incidents



Branching Minds makes logging behavior incidents easy, giving educators instant access to data for monitoring patterns and trends. Because all authorized users can see the incident details, this information fosters collaborative problem-solving and effective decision-making.

### Platform Set Up:

- Set up the [behavior incident library](#).
- Determine which types of incidents are to be logged in BRM (some districts log all incidents, while others use BRM for minor incidents only, keeping majors in their Student Information System).
- Customize the “[Branching Minds Kick-Off Deck](#)” to represent your district/school’s launch plan

### Introduce Entry Point to Users:

- Send communication to users requesting they review the BRM help article on [How to Log Behavior Incidents](#)
- Consider providing an overview of BRM to your team using the customizable “[Branching Minds Kick-Off Deck](#)”
- Share expectations for which behavior incidents should be logged in BRM
- After users learn to log incidents, recommend users watch the MTSS Learning Hub quick clip, “*Behavior Incident Report*” or read the [Behavior Incident Report](#) help article



### Entry Point 3

## Utilizing Staff Collaboration Tools



Logging services and/or meetings in BRM actively achieves streamlined, transparent collaboration among educators by making shared, historical knowledge of student needs readily accessible. This efficient use of shared knowledge benefits both educators and students.

### Platform & Launch Set Up:

- Set up the [Services drop down list](#) (if planning to document services)
- Determine which services and/or meetings are to be logged in BRM
- Customize the “[Branching Minds Kick-Off Deck](#)” to represent your district/school’s launch plan

### Introduce Entry Point to Users:

- Send communication to staff requesting they complete the MTSS Learning Hub quick clip, “*Communication and Collaboration Tools*”
- Consider providing an overview of BRM to your team using the customizable “[Branching Minds Kick-Off Deck](#)”
- Share expectations for which services and/or meetings should be logged in BRM
- For additional support, share these BRM help articles on: [how to log meetings on BRM](#), and/or [how to log services on BRM](#)

*Note: If your partnership includes the Meeting Assistant, encourage staff to view the MTSS Learning Hub course, “Meeting Assistant” and following help article: [AI Meeting Assistant for Student-Level MTSS Meetings](#).*



## Entry Point 4

# Creating Plans for Students: Group Plans (Typically Tier 2)



Schools often find it easiest to begin by focusing on either group plans (typically Tier 2) or individual plans (typically Tier 3). **We recommend starting with the plan creation and delivery process that is already most established on your campus or across your district.**

For a full preview of the workflow, please head to the MTSS Learning Hub and view the “*Creating Support Plans*” course.

### Tips for Starting with Creating Plans in Branching Minds:

- Start small: Identify a specific, willing group of users (e.g., Dedicated Interventionists, Grade 2 teachers).
- Focus the scope: Begin with a single topic area (e.g., Reading or Math) before applying broadly.
- **Prioritize documentation: If strong intervention processes exist but progress monitoring is still developing, start by documenting interventions first and integrate progress monitoring into the platform later.**

### Platform & Launch Set Up:

- Review BRM platform configurations to align with your district/school workflow. Instructions can be found under the [Configuring Branching Minds](#) tutorial page
  - Tier Automation
  - EWS Risk Criteria
  - Support Library
  - Assessment Library
  - Custom Goal Bank (if desired)

## Platform & Launch Set Up (Cont.):

- Determine expectations for:
  - who gets a plan (ex: Tier 2, Grades 6-8, Reading), and
  - which staff are responsible for plan creation.
- Customize the “[Branching Minds Kick-Off Deck](#)” to represent your district/school’s launch plan

## Introduce Entry Point to Users:

- Provide an overview of BRM to your team using the customizable “[Branching Minds Kick-Off Deck](#)”
- Share usage expectations with district/building leaders and educators
- Send communication to staff requesting they complete the MTSS Learning Hub course: *Platform Orientation for Teachers or Managers* (approx. 45 min)

## Additional Resources to Support Plan Creation:

### 1. Identify Student Needs and Creating Groups with students struggling in the same topic area

- MTSS Learning Hub Quick Clip: *Identifying and Grouping Students with Similar Needs*
- Help Article: [Creating and Managing Groups](#)

### 2. Create an Intervention Plan for each group\*

- MTSS Learning Hub Quick Clip: *Creating Support Plans*
- Help Article: [Academic Intervention Plans](#)
- Help Article: [Creating a SEL & Behavioral Health Plan](#)

\*Note: Behavior Progress Monitoring can only be set for individual students.

### 3. Implement the Intervention Plan and document their work

- MTSS Learning Hub Quick Clip: Navigating the To-Do List
- Help Article: [All about the To-Do List](#)

### 4. Evaluate Progress of Groups during and after the intervention cycle

- Help Article: [Creating and Managing Groups](#)
- Help Article: [Understanding Progress Chart Data](#)

#### Next Steps:

Once they have gone through this workflow, you can help educators complete an **[Insight Survey](#)** for students who are not making adequate progress during their intervention and adjust support. Following the Insight Survey, consider adjusting a group plan or create an individual plan for this student. Don't forget to add in documenting communication and/or using collaboration tools, or expanding your expectations for which students should have a plan in Branching Minds

## Entry Point 5



# Creating Plans for Students: Individual Plans (Typically Tier 3)



Schools often find it easiest to begin by focusing on either group plans (typically Tier 2) or individual plans (typically Tier 3). We recommend starting with the plan creation and delivery process that is already most established on your campus or across your district.

For a full preview of the workflow, please head to the MTSS Learning Hub and view the “Creating Support Plans” course.

### Tips for Starting with Creating Plans in Branching Minds:

- Start small: Identify a specific, willing group of users (e.g., Dedicated Interventionists, Behavioral Specialists).
- Focus the scope: Begin with a single topic area (e.g., Reading, Math, or Behavior) before applying broadly.
- **Prioritize documentation: If strong intervention processes exist but progress monitoring is still developing, start by documenting interventions first and integrate progress monitoring into the platform later.**

### Platform & Launch Set Up:

- Review BRM platform configurations to align with your district/school workflow. Instructions can be found under the [Configuring Branching Minds](#) tutorial page
  - Tier Automation
  - EWS Risk Criteria
  - Support Library
  - Assessment Library
  - Custom Goal Bank (if desired)
- Determine expectations for:
  - who gets a plan (ex: Tier 3, Grades 6-8, Reading), and
  - which staff are responsible for plan creation.

## Platform & Launch Set Up (Cont.):

- Customize the “[Branching Minds Kick-Off Deck](#)” to represent your district/school’s launch plan

## Introduce Entry Point to Users:

- Provide an overview of BRM to your team using the customizable “[Branching Minds Kick-Off Deck](#)”
- Share usage expectations with district/building leaders and educators
- Send communication to staff requesting they complete the MTSS Learning Hub course: *Platform Orientation for Teachers or Managers* (approx. 45 min)

## 1. Additional Resources to Support Plan Creation:

### Identify Student Needs

- MTSS Learning Hub Quick Clip: *Identifying and Grouping Students with Similar Needs*

## 2. Create an Intervention Plan for each student

- MTSS Learning Hub Quick Clip: *Creating Support Plans*
- Help Article: [Academic Intervention Plans](#)
- Help Article: [Creating a SEL & Behavioral Health Intervention Plan](#)

## 3. Implement the Intervention Plan and document their work

- MTSS Learning Hub Quick Clip: *Navigating the To-Do List*
- Help Article: [All about the To-Do List](#)

## 4. Evaluate Progress of intervention after one intervention cycle

- Help Article: [Understanding Progress Chart Data](#)
- Help Article: [Editing Intervention Plans](#)