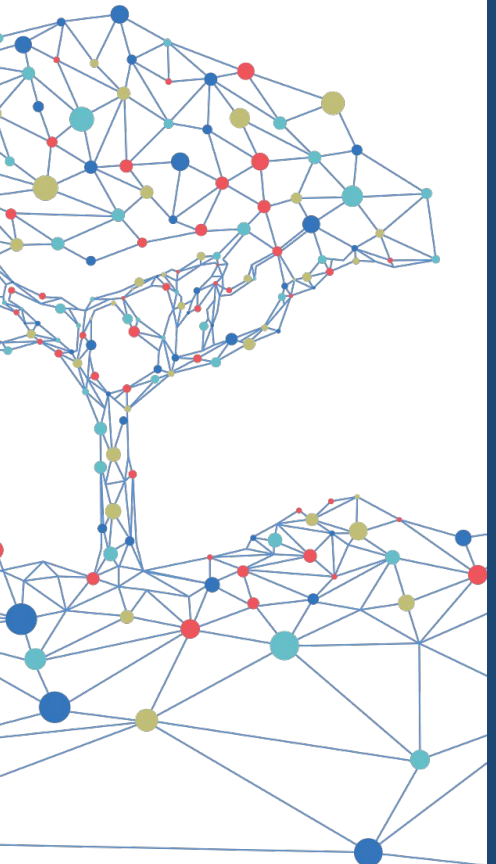


BRANCHING MINDS

Cracking the Code:

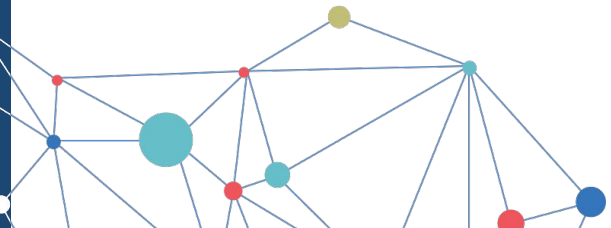
Bridging MTSS and Special Education for Student Success

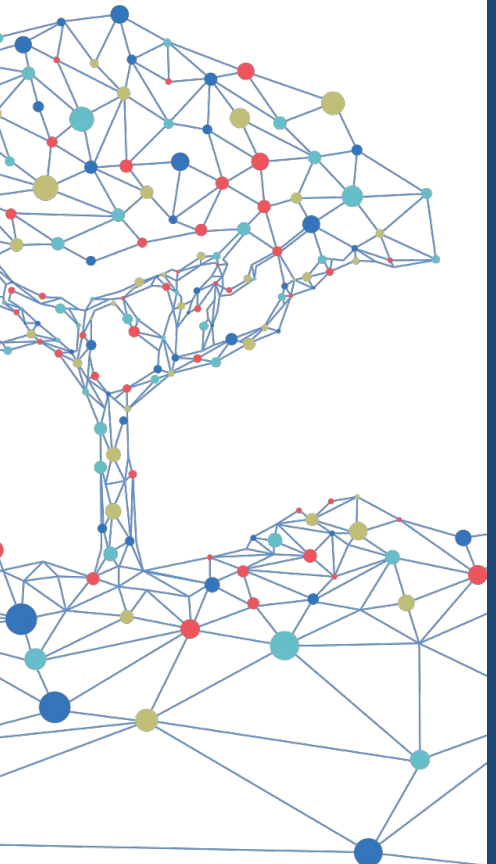
January 29th, 2025



WELCOME

- Please share your role and location in the chat box!
- This is a webinar format - your camera and mic are off.
- Please interact using chat and Q&A.
- The webinar recording, slides, and resources will be shared with you via email following the webinar.





BRANCHING MINDS

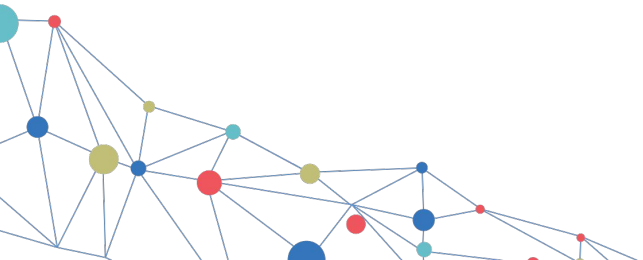
MAKE YOUR MTSS VISION A REALITY

Centralize, Visualize, and Activate Your Data,
so data-driven problem-solving can actually solve problems.

Before we begin...

Sign up for the Branching Minds resources digest: bit.ly/BRMsignup

Subscribe to our Podcast Schoolin' Around: **bit.ly/BRM-podcast**



Presenters



Karen Hamilton

Consultant & Retired Assistant Superintendent- Wake County Public Schools



Hiral Vekaria

Director of Leadership Development- National Association of School Psychologists.



Heather Boling

School Administrator- Wake County Public Schools

Learning Objectives

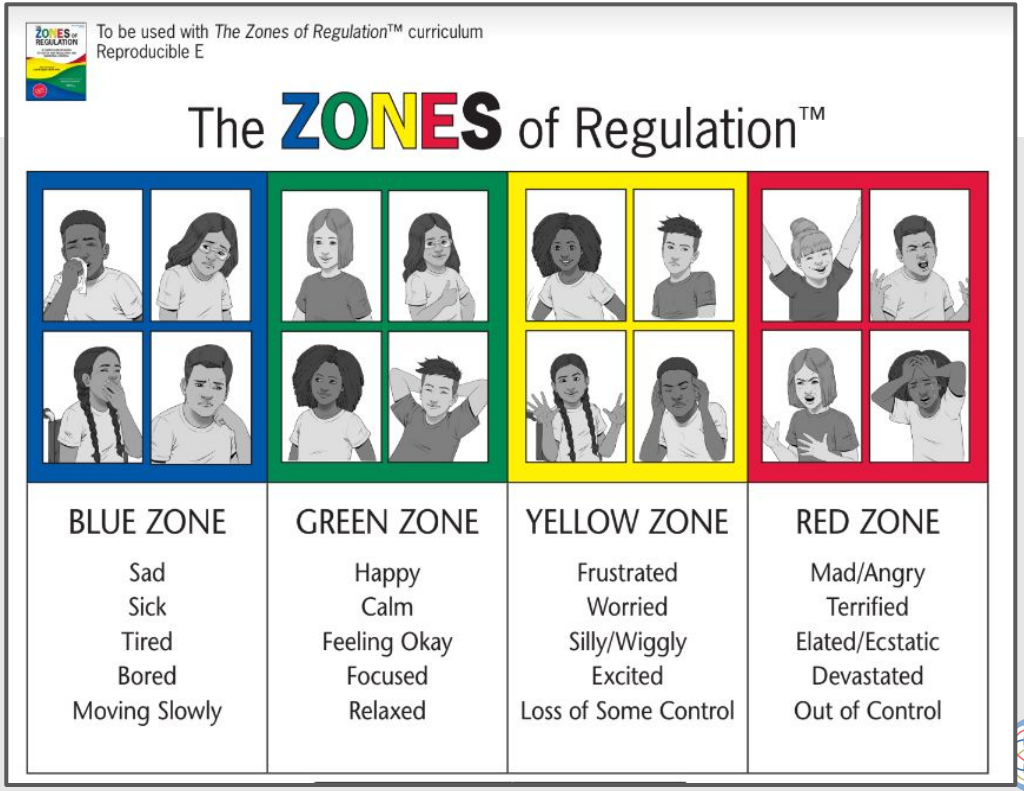
- Explore how MTSS and SPED frameworks complement each other to provide comprehensive support for students with and without disabilities.
- Learn strategies to meet legal requirements while fostering innovation in student interventions.
- Identify actionable steps to ensure all students, regardless of ability, have equitable access to high-quality, tiered supports.



Check-In

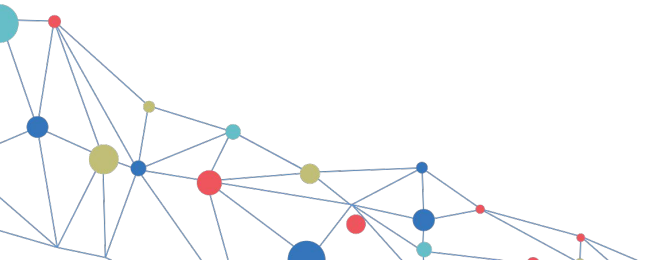
Joy comes to us in ordinary moments. We risk missing out when we get too busy chasing down the extraordinary.

Brené Brown



Agenda

- Why Multi-Tiered Systems of Support?
- Implementation at the District and School Level
- MTSS and Special Education
- Real talk! Examples from our experiences at various levels in school districts



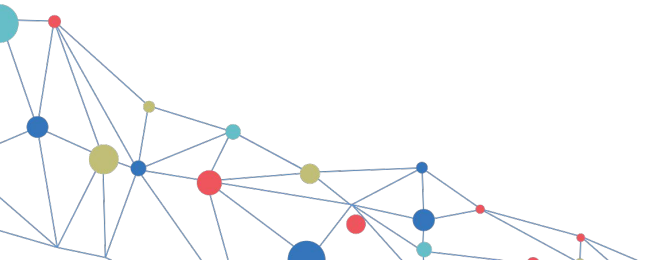
Every system is aligned for the results it gets



Inclusion Activity

"Data can be humanizing.
Data can be liberating.
Data can be healing."

Adapted from *Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation*



A Human Workplace

Heartbeat Why LOVE Meet Us Services Tools
Let's Connect

Apr 6 • Written By Steven Byers

Humans aren't meant to be redesigned. Systems are.

Relational Thinking

I have been a student of systems thinking for many years, dating at least back to my study of the profound teachings of W. Edwards Deming in the mid-1990s. Almost at the same time, I learned about Peter Senge and read his powerful book, "The Fifth Discipline." I was hooked and since those days have continued to explore and teach and deepen my understanding of systems thinking. One thing that has changed for me is that I now use the phrase "relational thinking" when speaking with those I think might react negatively to the word "system," which means different things to different people.

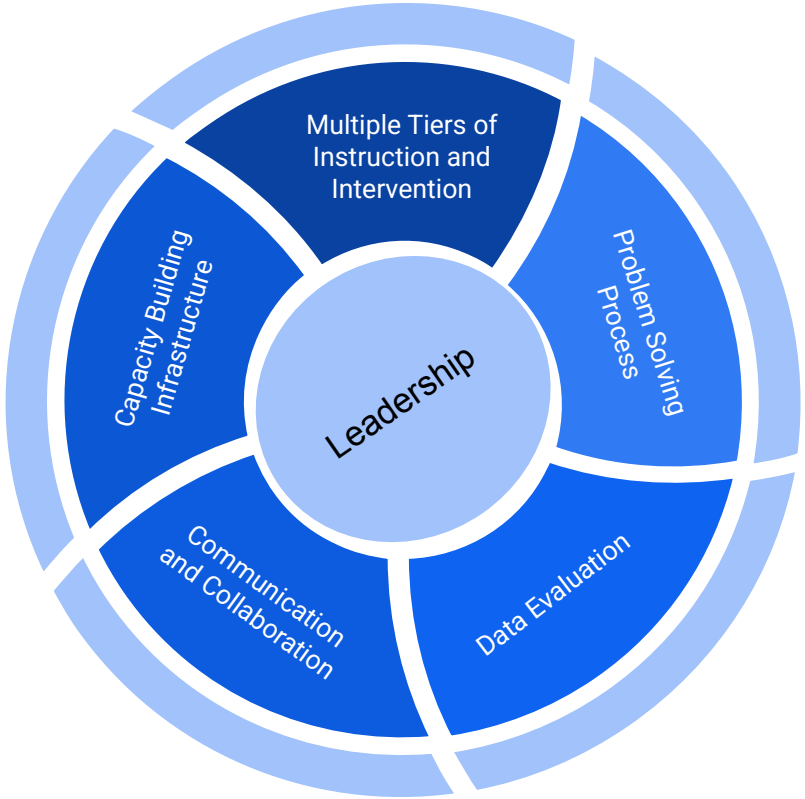
Love in the Workplace? Really?

Back when I was beginning to learn what it meant to see the world through a systemic lens I certainly did not use the word "love" in connection with workplace culture. I haven't found any source to support Deming's use of the word "love" in any of his writing, but he did say that "people are entitled to joy in work." And, Point 8 of his 14 Points for the Transformation of Management is "Drive out fear, so that everyone may work effectively for the company."

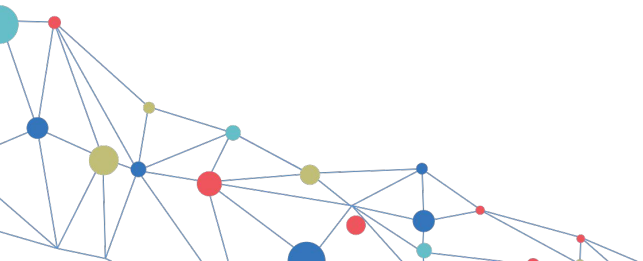
Senge suggests **what makes us special as a species is that we are a loving species**. He says if we want to become systems intelligent, "we need to fall in love with all of life."

These quotes feel pretty close to "more love, less fear." I feel like two of my foundational teachers really primed me for hearing Renée Smith's message of "Make Work More Human" when I first participated in the Gatherings of the A Human Workplace community

Critical Components of MTSS



District Level Thinking



Where are you on your journey?

Compelling Why

Who is
<u>your</u>
student?

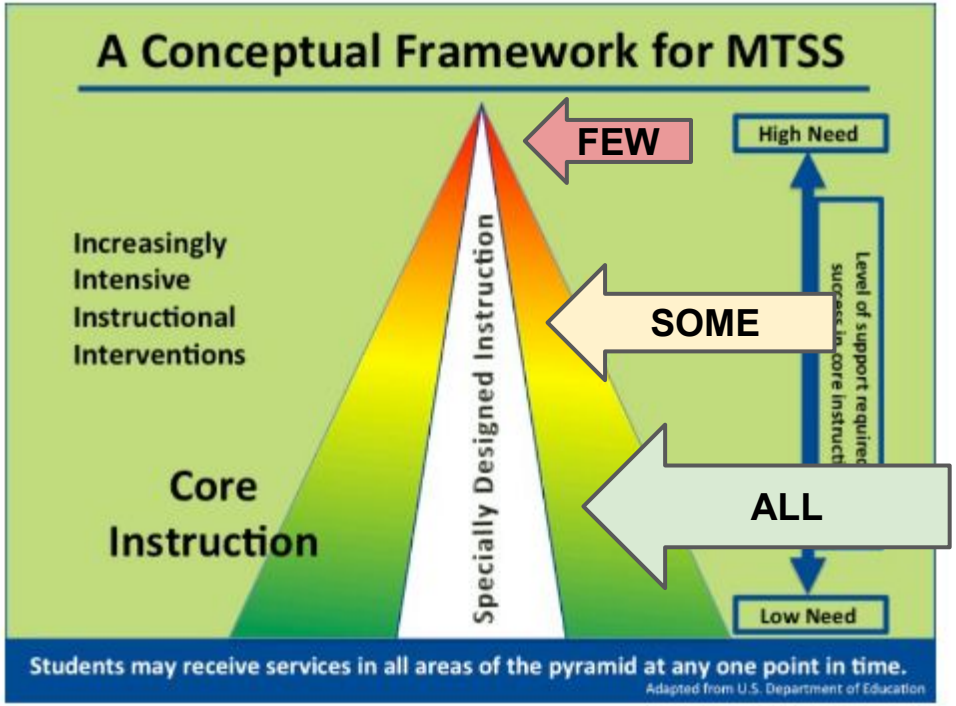




Can I do this in my class?

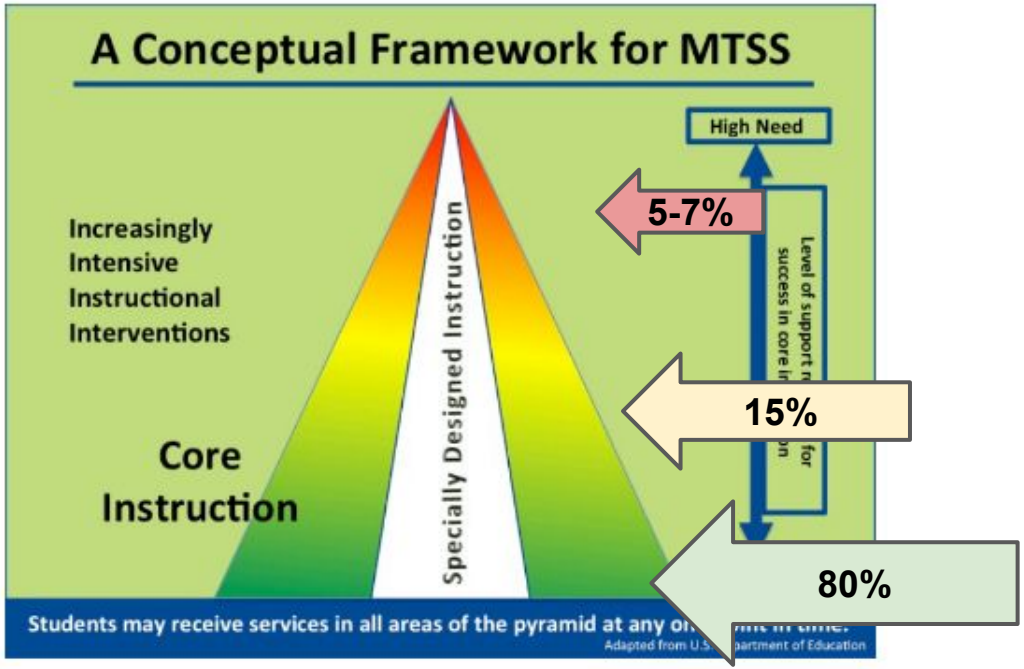
You can tier any type of instructional data sets for students

Goal is ALWAYS 100% proficiency, not just growth



Florida Department of Education

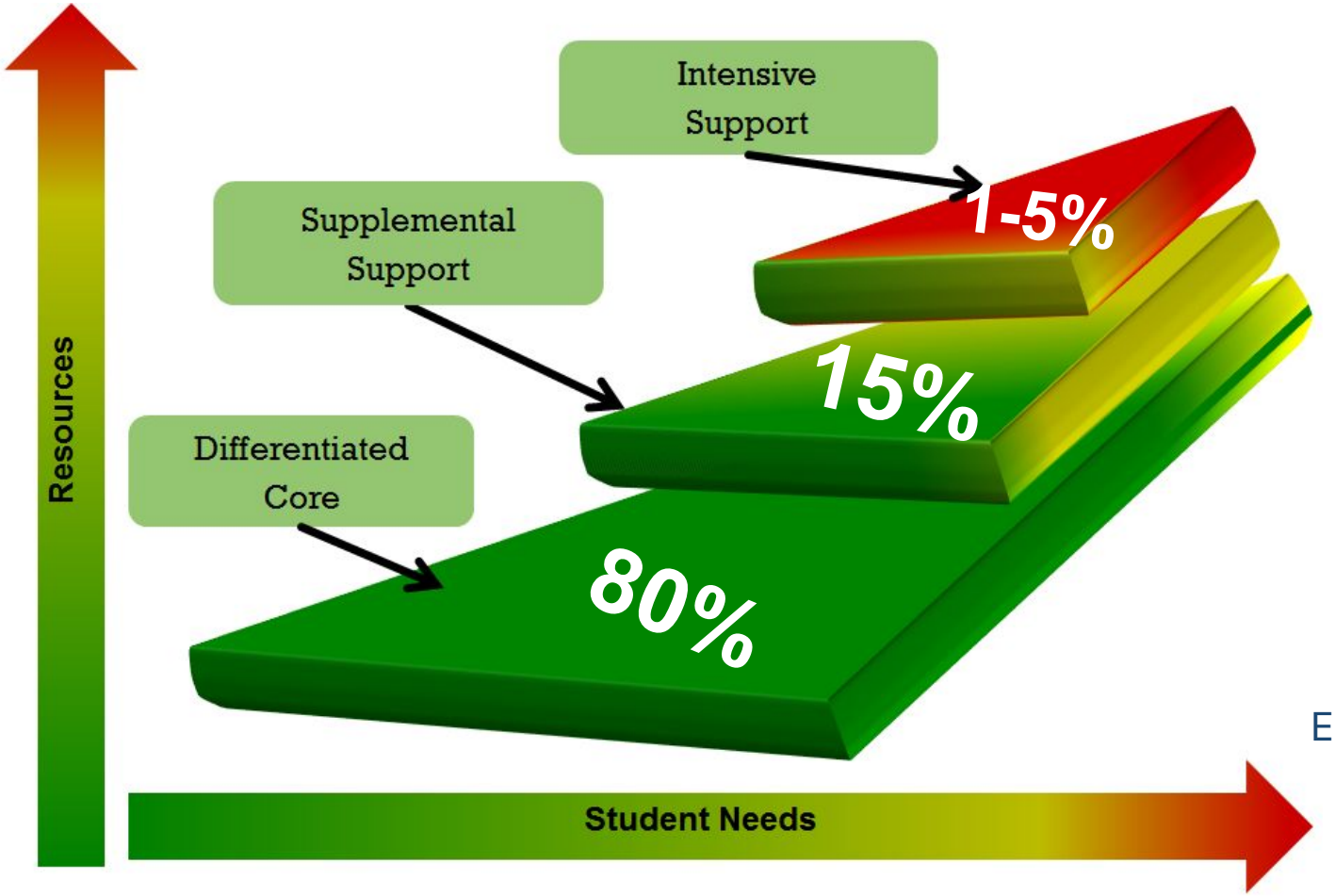
Core Instruction is Clutch



"You can't intervene your way out of poor core instruction…"

George Batsche

Resource Mapping



Elliot & Batsche

Evidence of Every Ed

- Effective core instruction for **all** students!
  - ***Targeted instruction and interventions*** for **all learners**
  - both at-risk and highly able
- Significant improvements in **prosocial behaviors**
- Reduction in ***over-representation*** of all student groups
- Maximize and realign resources for a **return on investment**
- ***Growth*** and overall improvement in **achievement rates**



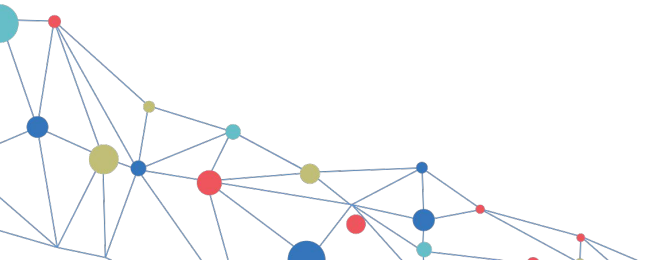
Elliot & Batsche

Standard Treatment Protocol

Standard
(Consistent, same for all students)

Treatment
(Instruction & Intervention)

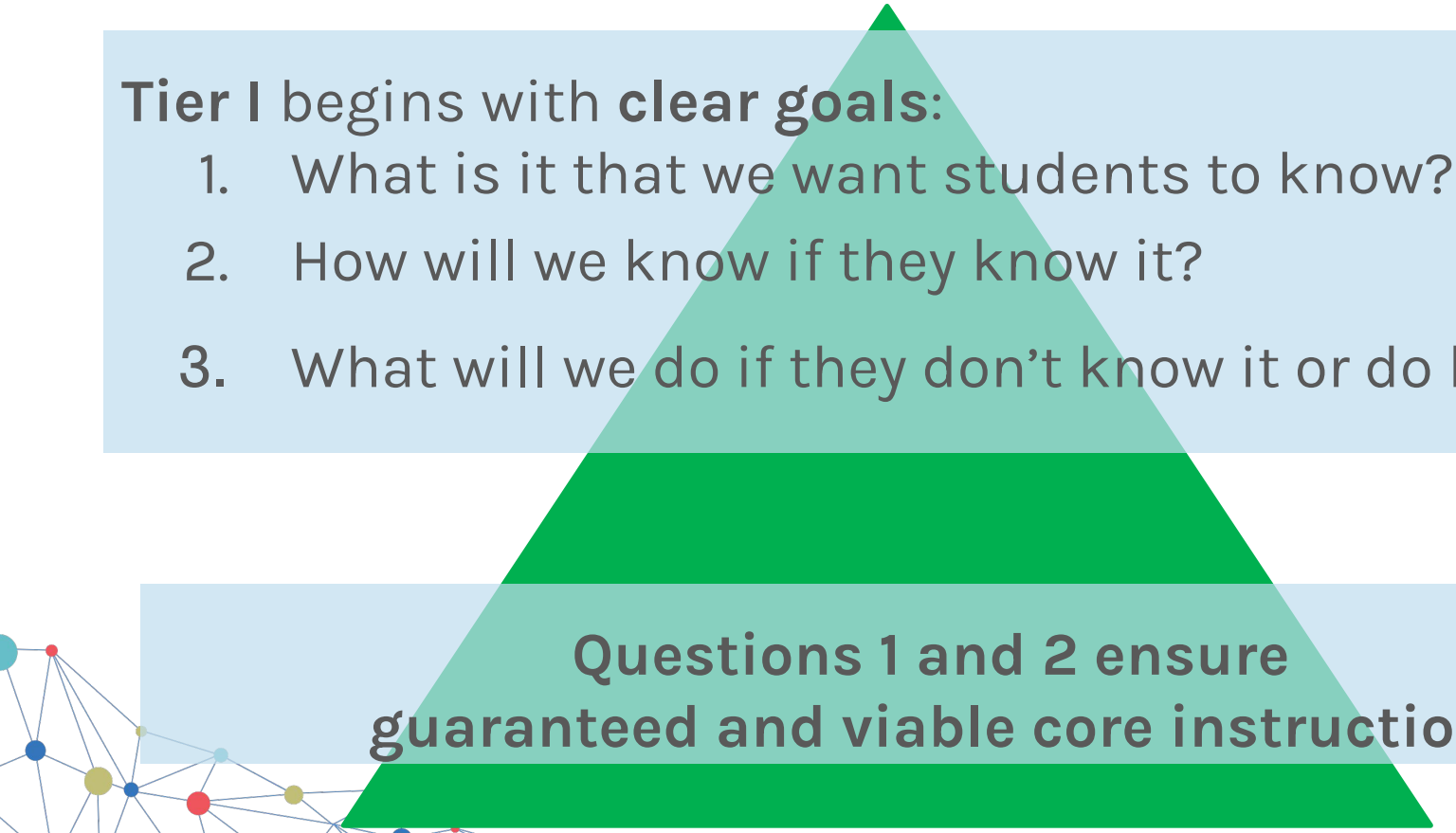
Protocol
(Predetermined format/delivery system)



Tier I: CORE

Tier I begins with **clear goals**:

1. What is it that we want students to know?
2. How will we know if they know it?
3. What will we do if they don't know it or do know it?



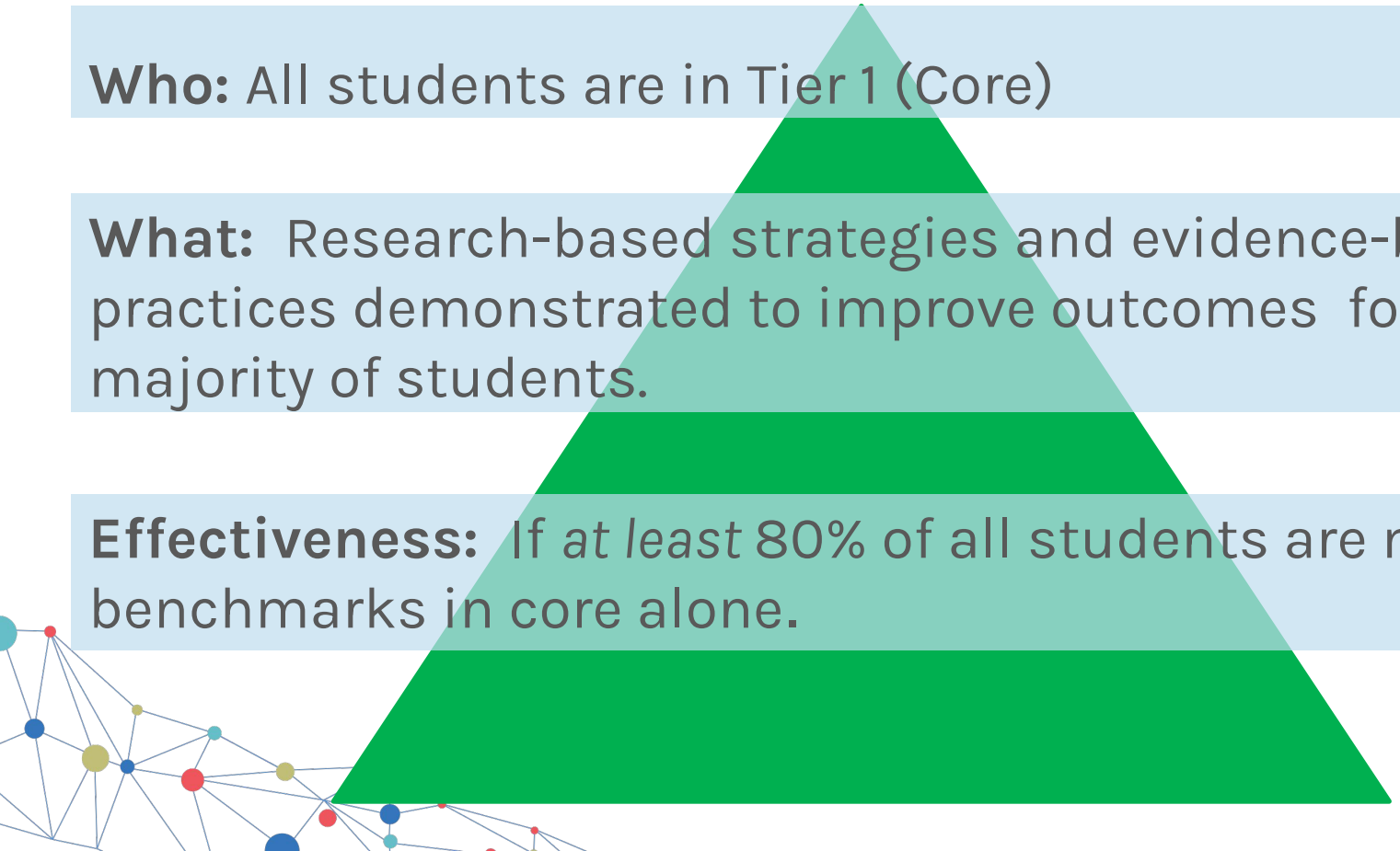
Questions 1 and 2 ensure guaranteed and viable core instruction

Tier I: CORE

Who: All students are in Tier 1 (Core)

What: Research-based strategies and evidence-based practices demonstrated to improve outcomes for the majority of students.

Effectiveness: If *at least* 80% of all students are meeting benchmarks in core alone.



Adjusting Core

If *less than* 80% of students are proficient consider adjusting what's in your control:

- ➔ Instruction
- ➔ Curriculum
- ➔ Environment

AIR® Advancing Evidence. Improving Lives. | Center on Multi-Tiered System of Supports

RIOT and ICEL Matrix

	Instruction	Curriculum	Environment	Learner(s)
General Hypothesis	Is the instruction evidence-based, explicit, and intense enough?	Does the curriculum match the students' need(s)? Do they have the prerequisite skills to access it?	Does the environment support learning in a positive, proactive way?	Does the instruction, curriculum, and environment consider learners' characteristics?
Review:	• permanent products or lesson plans for previous strategies and interventions used; instructional demands; differentiation provided; types of responses by students • previous instruction for practices or interventions used	• lesson plans for skills taught in relation to students' mastery of skills; scope and sequence of skills; learning objectives relative to student skills; massed versus distributed practice; juxtaposition of examples used for concepts	• lesson plans for extent to which behavioral expectations were taught • seating charts or arrangement for access to materials, board, sound in room	• products or gradebook for comparing student(s) scores to classroom average or others in group • records for health history; attendance; previous test results and patterns • previous instruction for response and change in skills
Interview:	• teacher for intended versus actual use of strategies; perceptions of use of strategies • peers for perception of tasks and instruction	• teacher for adherence to curriculum, pacing, lessons, etc.; alignment of core with interventions and of needs of student(s)	• teacher for teaching of expectations and routines; use of classroom management strategies • students for perception of climate, structure, and routines	• perception of needs and skills; perceptions between classes or core versus intervention(s)
Observe:	• lessons for adherence and use of evidence-base practices • task demands; completion of tasks by student(s); opportunities to respond and accuracy of responses; focus of instruction compared to students' mastery of skill along instructional hierarchy	• fidelity to content/lesson plans • alignment of objectives, use of curriculum, content covered between classrooms, settings, etc.; clarity of learning objectives	• physical environment • interactions among students and among student-staff/teacher • feedback (error correction and praise) provided	• behavior patterns (antecedents, behaviors, responses) • student engagement with content
Test:	• administer fidelity checklists or measures of instructional practices • manipulate instructional practices or demands and measure effect on student(s') responses	• determine readability of texts, assignments, etc. in relation to student reading level • manipulate difficulty of material or manner in which it's presented to measure effect on student(s') responses	• administer classroom environment scales • compare student(s') performance between settings or classrooms	• direct assessment to determine student's mastery of skills along instructional hierarchy • administer/examine diagnostic data for student(s') • conduct error analysis to determine error patterns • direct behavior rating to quantify behaviors of concern

Harlacher, J., Potter, J., & Collins, A. (2024). Untangling data-based decision making: A problem solving model to enhance MTSS. Marzano Resources.

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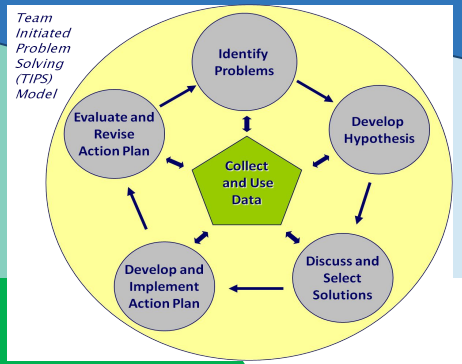
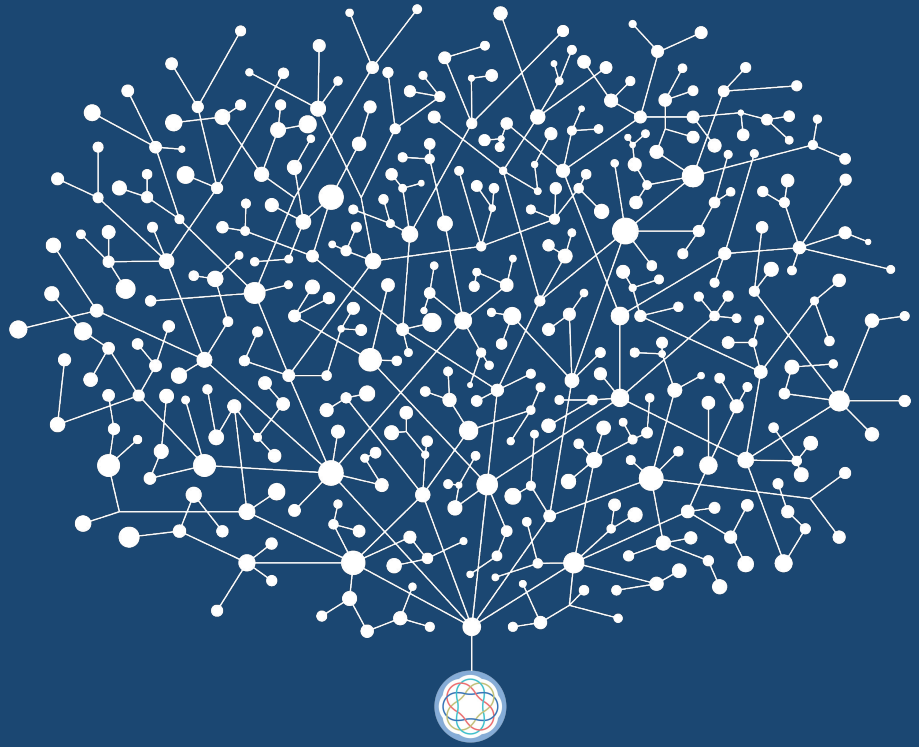
Adjusting Core

If *less than* 80% of students are proficient consider adjusting what's in your control:

- ➔ Instruction
- ➔ Curriculum
- ➔ Environment

What are some ways to tweak core instruction to reach larger numbers of students?





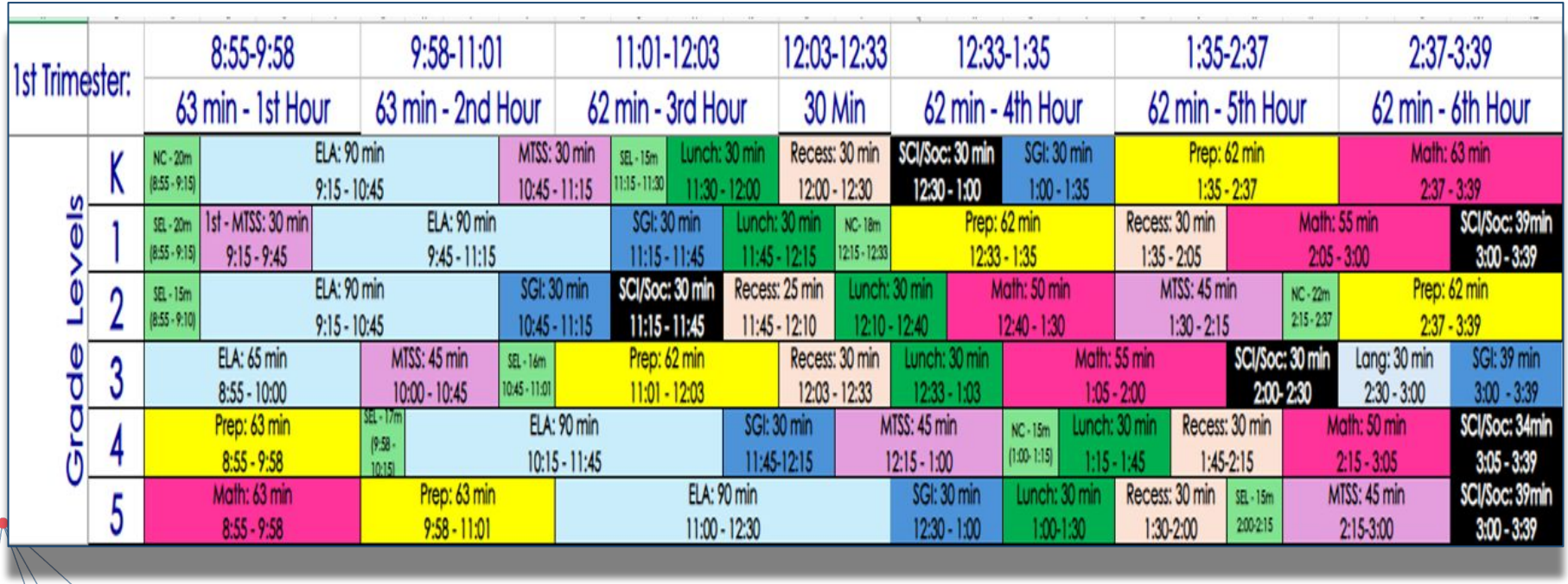
How To and Examples

Master Schedules

8:00-8:30	Arrival/Breakfast/Check-ins	
8:30-9:10	Morning Meeting/Social Skills (Core Practice, Schedule, Second Step, Student Goals, Check-ins) (40 min)	
9:10-9:15	CORE ELA (50 min)	ELA Intervention, Erichment and Small Groups *to include push-in pull-out, IEP instruction AND progress monitoring (faciltiated not only by intervention but also by certified teacher) (50 min)
9:15-9:20		
9:20-9:25		
9:25-9:30		
9:30-9:35		
9:35-9:40		
9:40-9:45		
9:45-9:50		
9:50-9:55		
9:55-10:00		
0:00-10:05	Movement Break/Transition (10 min)	Movement Break/Transition (10 min)
0:05-10:10		
0:10-10:15	ELA Intervention, Enrichment and Small Groups: Letterland Whole Group/Heggerty Phonemic Awareness Instruction *to include push-in pull-out, IEP instruction AND progress monitoring (faciltiated not only by intervention but also by certified teacher) (40 min)	CORE ELA (60 min)
0:15-10:20		
0:20-10:25		
0:25-10:30		
0:30-10:35		
0:35-10:40		
0:40-10:45		
0:45-10:50		
0:50-10:55	Math: Intervention, Enrichment and Small Groups (20 min)	
0:55-11:00		
1:00-11:05		
1:05-11:10		

11:20-11:25	Specials (30 min)	CORE Math (50 mins)
11:25-11:30		
11:30-11:35		
11:35-11:40		
11:40-11:45	Recess (30 min)	
11:45-11:50		
11:50-11:55		
11:55-12:00		
12:00-12:05		
12:05-12:10		
12:10-12:30	Lunch (20 min) (Teacher Duty-Free Lunch)	
12:30-12:45	Mid Day Meeting (Core Practice, Student Goals, Check-ins) (15 min)	
12:45-12:50	Math CORE (50 min)	Math: Intervention, Enrichment and Small Groups (20 min)
12:50-12:55		
12:55-1:00		
1:00-1:05		
1:05-1:10		Specials (30 min)
1:10-1:15		
1:15-1:20		
1:20-1:25		
1:25-1:30		
1:30-1:35		
1:35-1:40	Movement Break/Transition (10 min)	Recess (30 min)
1:40-1:45		
1:45-1:50	ELA: Handwriting/Writing (20 mins)	
1:50-1:55		
1:55-2:00		
2:00-2:05		

Master Schedules



1st Trimester:	8:55-9:58 63 min - 1st Hour	9:58-11:01 63 min - 2nd Hour	11:01-12:03 62 min - 3rd Hour	12:03-12:33 30 Min	12:33-1:35 62 min - 4th Hour	1:35-2:37 62 min - 5th Hour	2:37-3:39 62 min - 6th Hour
Grade Levels K	NC - 20m (8:55 - 9:15) ELA: 90 min 9:15 - 10:45	MTSS: 30 min 10:45 - 11:15	SEL - 15m 11:15 - 11:30 Lunch: 30 min 11:30 - 12:00	Recess: 30 min 12:00 - 12:30	SCI/Soc: 30 min 12:30 - 1:00 SGI: 30 min 1:00 - 1:35	Prep: 62 min 1:35 - 2:37	Math: 63 min 2:37 - 3:39
1	SEL - 20m (8:55 - 9:15) 1st - MTSS: 30 min 9:15 - 9:45 ELA: 90 min 9:45 - 11:15	SGI: 30 min 11:15 - 11:45 Lunch: 30 min 11:45 - 12:15	NC - 18m 12:15 - 12:33	Prep: 62 min 12:33 - 1:35	Recess: 30 min 1:35 - 2:05 Math: 55 min 2:05 - 3:00	SCI/Soc: 39min 3:00 - 3:39	
2	SEL - 15m (8:55 - 9:10) ELA: 90 min 9:15 - 10:45	SGI: 30 min 10:45 - 11:15 SCI/Soc: 30 min 11:15 - 11:45	Recess: 25 min 11:45 - 12:10 Lunch: 30 min 12:10 - 12:40	Math: 50 min 12:40 - 1:30	MTSS: 45 min 1:30 - 2:15 NC - 22m 2:15 - 2:37	Prep: 62 min 2:37 - 3:39	
3	ELA: 65 min 8:55 - 10:00 MTSS: 45 min 10:00 - 10:45	SEL - 16m 10:45 - 11:01 Prep: 62 min 11:01 - 12:03	Recess: 30 min 12:03 - 12:33 Lunch: 30 min 12:33 - 1:03	Math: 55 min 1:05 - 2:00 SCI/Soc: 30 min 2:00 - 2:30	Lang: 30 min 2:30 - 3:00 SGI: 39 min 3:00 - 3:39		
4	Prep: 63 min 8:55 - 9:58 SEL - 17m (9:58 - 10:15) ELA: 90 min 10:15 - 11:45	SGI: 30 min 11:45-12:15 MTSS: 45 min 12:15 - 1:00	NC - 15m (1:00- 1:15) Lunch: 30 min 1:15 - 1:45 Recess: 30 min 1:45-2:15	Math: 50 min 2:15 - 3:05 SCI/Soc: 34min 3:05 - 3:39			
5	Math: 63 min 8:55 - 9:58 Prep: 63 min 9:58 - 11:01	ELA: 90 min 11:00 - 12:30 SGI: 30 min 12:30 - 1:00	Lunch: 30 min 1:00-1:30 Recess: 30 min 1:30-2:00	SEL - 15m 2:00-2:15 MTSS: 45 min 2:15-3:00 SCI/Soc: 39min 3:00 - 3:39			

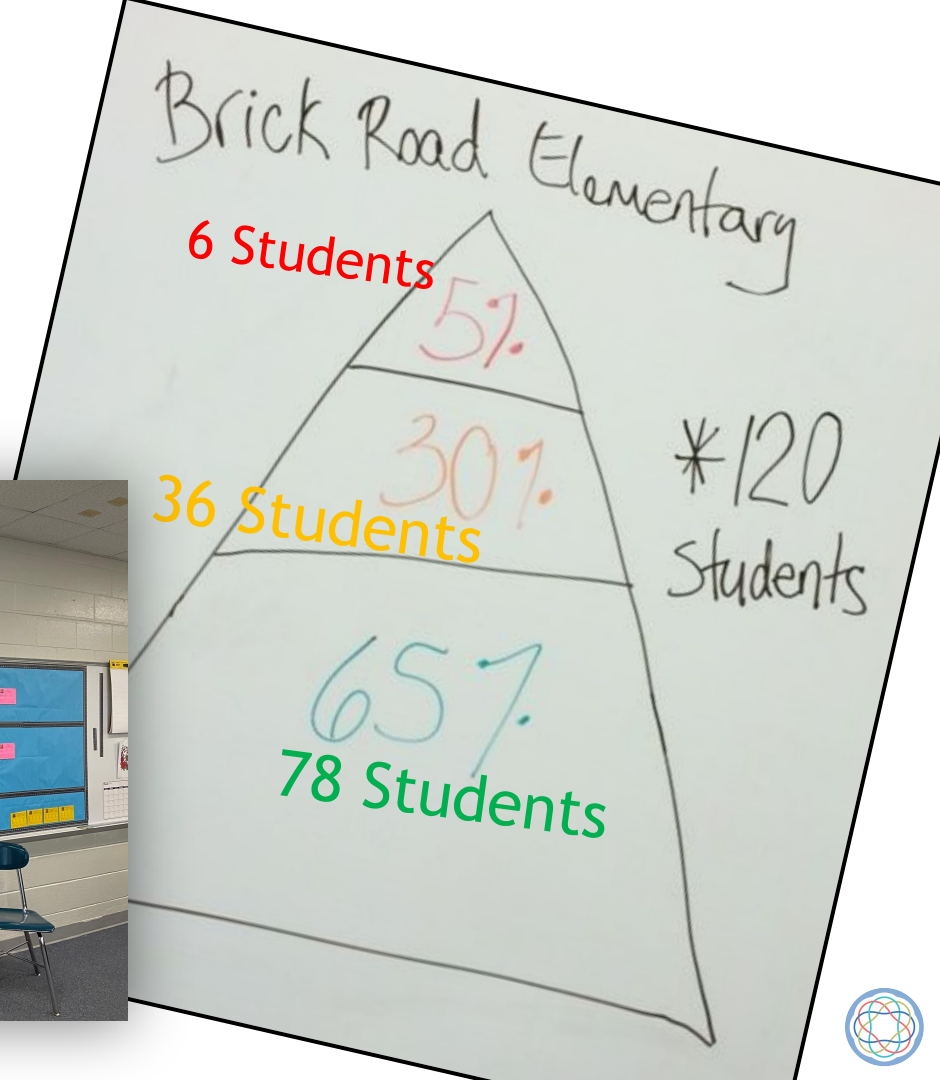
Core Instruction Data

Class Summary | BOY | MOY | EOY

DIBELS Next®

BOY	MOY	EOY	PM
Comp. Score	Comp. Score	Comp. Score	Recent PM History
			NWF
			DORF





Schoolwide Data

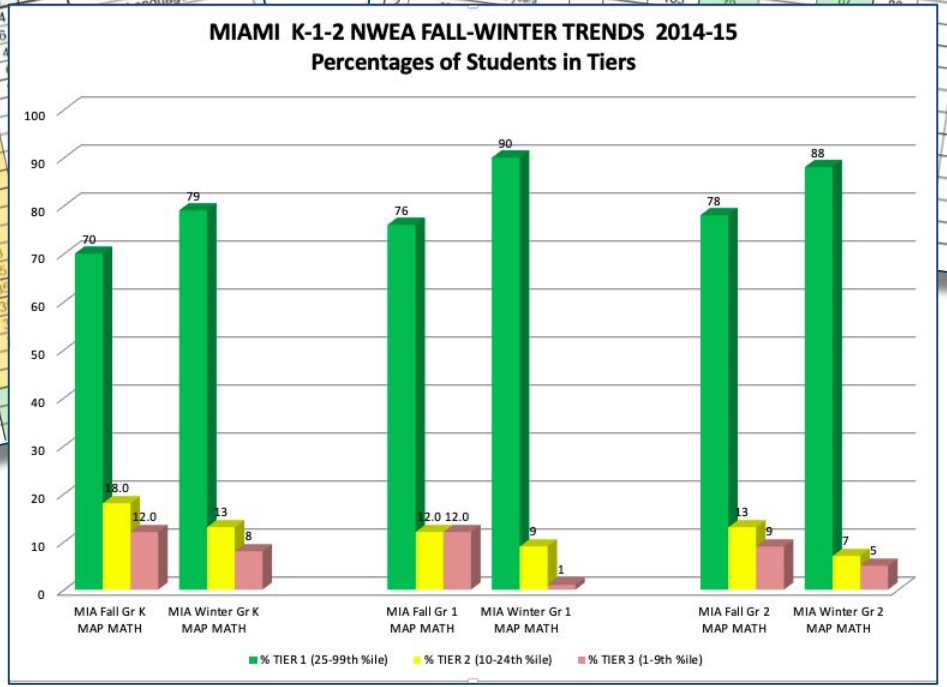
MOY 3rdQ Schoolwide Data

Data Decision Process for Entry and Exit	Students Projected to be on our Kid Talk Spreadsheet from 1stQ to 3rdQ		Students With Supports at 3rdQ	Students Transitioning to Core by 3rdQ
Literacy *mCLASS-red and/or yellow in 2 or more measures (not including Composite), progress monitoring, Case 21, digging deeper, EOG scores, Kid Talk Spreadsheet	184	**75%**	138 *(Difference of 46)*	*BOY/MOY mCLASS DEF Report 58%
Math *Report card grades, Kid Talk Spreadsheet	144	**44%**	63 *(Difference of 81)*	*Report Card Grades 34%
Behavior *Conduct Grades, Minor & Major Referrals, Kid Talk Spreadsheet	62	**50%**	31 *(Difference of 31)*	*Conduct Grades, Minor & Major Referrals, Kid Talk Spreadsheet 50%

Data Review Example (Core Instruction and Intervention Support)

Grade	14-15 District Enter Date	Primary Disability	Teacher	14-15 NWEA Fall Primary Reading RIT Score	14-15 NWEA Fall Primary Reading %ile	14-15 NWEA Winter Primary Reading RIT Score	14-15 NWEA Winter Primary Reading %ile	DRA Spring 2014	DRA Winter 2015	Intervention
2	08/27/2012 - 2 years		Meech	169	33	133	1			corrective reading
2	01/23/2014 - 1 years		Krietz	154	8	156	3			
2	08/28/2014 - 0 years		Meech	142	1	157	4			
2	09/06/2013 - 1 years	OHI	Stein	162	18	164	9			
2	11/02/2012 - 2 years	SLI	Stein	153	7	167	13			
2	08/27/2012 - 2 years		Krietz	155	9	168	15			
2	08/30/2012 - 2 years		Krietz	162	18	169	16			
2	08/30/2012 - 2 years		Meech	178	55	171	20			
2	11/13/2012 - 2 years	SLI	Braun	160	15	172	22			
2	12/06/2012 - 2 years		Stein	164	22	173	24			
2	08/27/2012 - 2 years		Stein	162	18	173	24			
2	08/27/2012 - 2 years		Krietz	174	45	174	26			
2	08/30/2012 - 2 years		Stein	171	38	175	28			
2	08/27/2012 - 2 years		Krietz	173	43	177	33			
2	08/27/2012 - 2 years		Krietz	170	35	178	35			
2	08/28/2013 - 1 years		Krietz	180	60	178	35			
2	08/27/2012 - 2 years		Krietz	175	48	178	35			
2	08/26/2013 - 1 years		Krietz	173	43	178	35			
2	08/30/2012 - 2 years		Stein	151	5	179	35			
2	08/27/2012 - 2 years		Braun	167	28	179	35			
2	08/30/2012 - 2 years		Braun	175	48	179	35			
2	08/27/2012 - 2 years		Meech	164	22	180	35			
2	08/27/2012 - 2 years		Meech	177	53	180	35			
2	08/27/2012 - 2 years		Meech	159	14	180	35			

2	08/30/2012 - 2 years	Braun	178	55	195	78	18	Fluency and Vocabulary
2	08/27/2012 - 2 years	Krietz	182	65	195	78	16	Fluency and Vocabulary
2	08/27/2012 - 2 years	Meech	184	70	196	80	16	Fluency and Vocabulary
2	08/27/2012 - 2 years	Stein	191	84	196	80	20	Guided Reading
2	08/28/2013 - 1 years	Stein	187	76	196	80	20	Fluency and Vocabulary
2	08/27/2012 - 2 years	Krietz	182	65	197	82	18	Guided Reading
2	08/27/2012 - 2 years	Meech	186	74	197	82	20	Fluency and Vocabulary
2	08/27/2012 - 2 years	Braun	184	70	198	84	18	Fluency and Vocabulary
2	01/07/2013 - 2 years	Meech	179	58	198	84	16	Fluency and Vocabulary
2	03/20/2013 - 1 years	Krietz	188	78	199	85	20	Fluency and Vocabulary
2	08/27/2012 - 2 years	Meech	187	76	199	85	18	Fluency and Vocabulary
2	08/27/2012 - 2 years	Braun	191	84	200	87		Guided Reading
		Braun	185					Fluency and Vocabulary
								Making Meaning (Hardy)
								Guided Reading
								Guided Reading
								Guided Reading
								Making Meaning (Hardy)
								Guided Reading
								Making Meaning (Hardy)
								Making Meaning (Hardy)
								Making Meaning (Hardy)

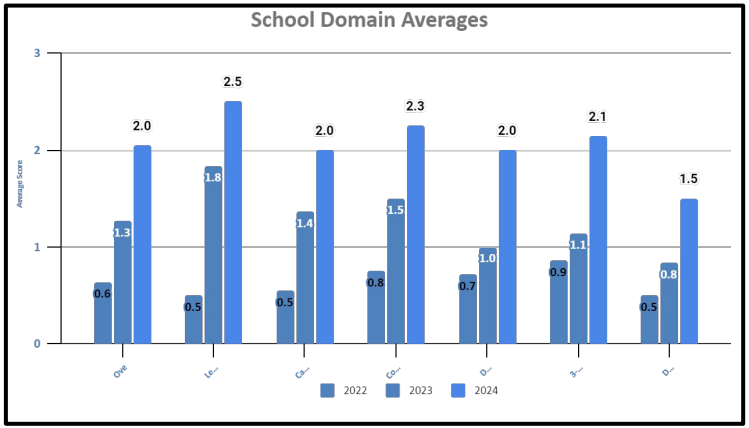


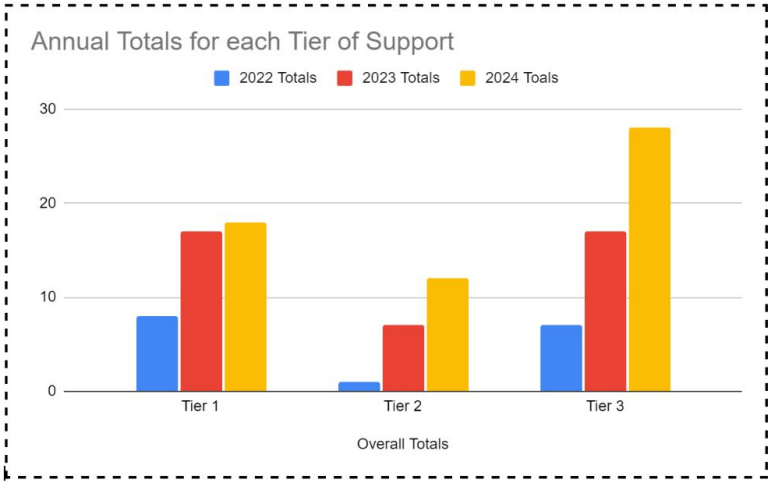
Behavioral Health Data

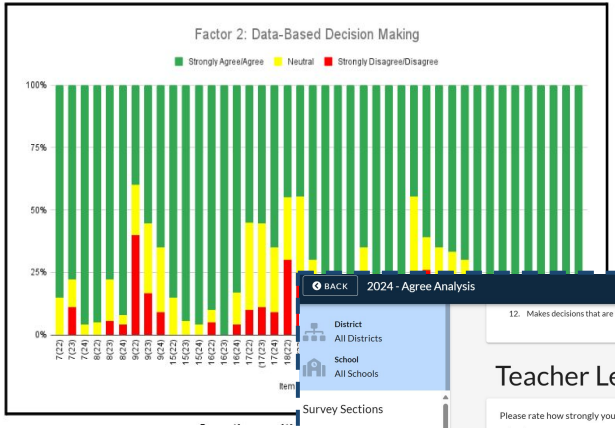
Physiological	Safety	Love & Belonging	Esteem Needs
Food Insecurity	Housing Transition	Chronic Absenteeism	Majors/Minors
	CPS Referrals	Student Survey	Suspensions
	Suicide & Threat Assessments	Teacher Working Conditions	Behavior Intervention Plans
	Self-Injury Reports	Teacher Survey	Functional Behavior Assessments

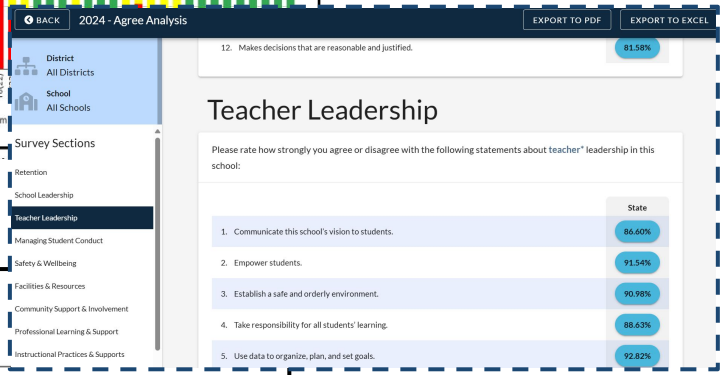
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Student Initials	Subgroup	Grade	Teacher	Food Insecurity	No Contact	CPS	Suicide/Threat /Self-Injury	Crisis Event	Absenteeism	Suspensions	Major	Minor	Behavior Intervention Plan	FBA/BIP	Totals
	EXAMPLE	Multiracial	1	Smith	X	X	X		X	X				X		

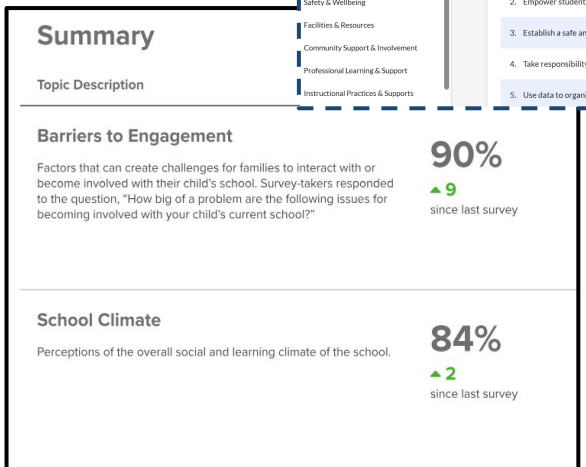
Schoolwide Data





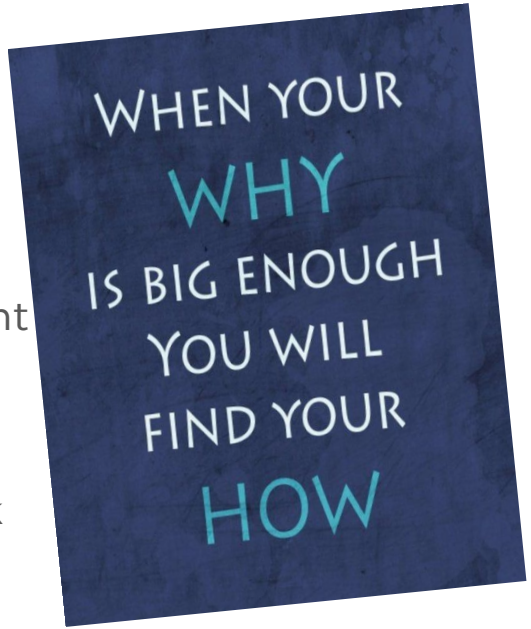


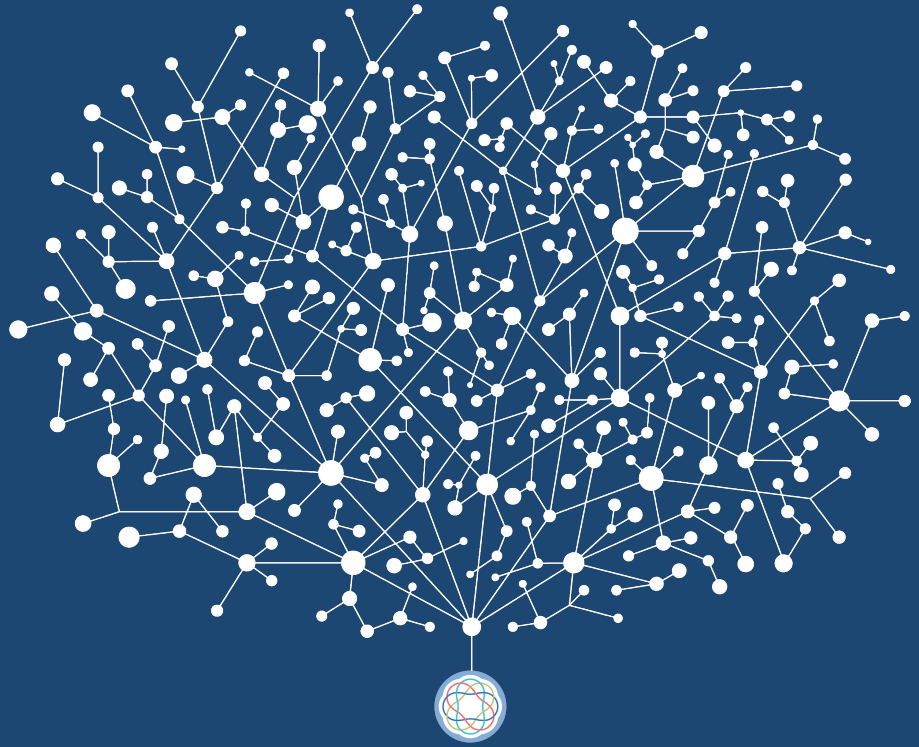




School Structures & Supports

- Keep data and your why at the heart of it all
- Lessen the burden on the system by understanding conceptual model of 80/15/5
- The 6 components of MTSS is how we do school improvement
  - Beliefs and perception data
  - Working conditions
  - Parent and community engagement
- Use reputable authentic sources that you can root your work into
  - Standard Treatment Protocols
- Start where you are, accept the present, determine what practices will give you the greatest return
- Implementation Science
- Build buy in and capacity along the way



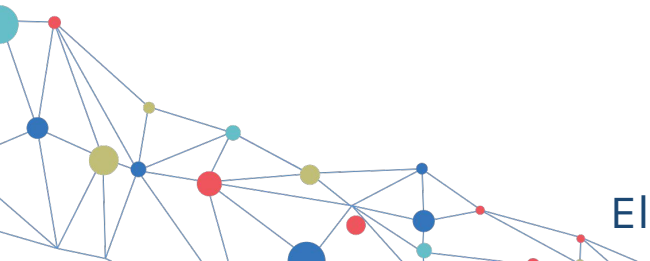


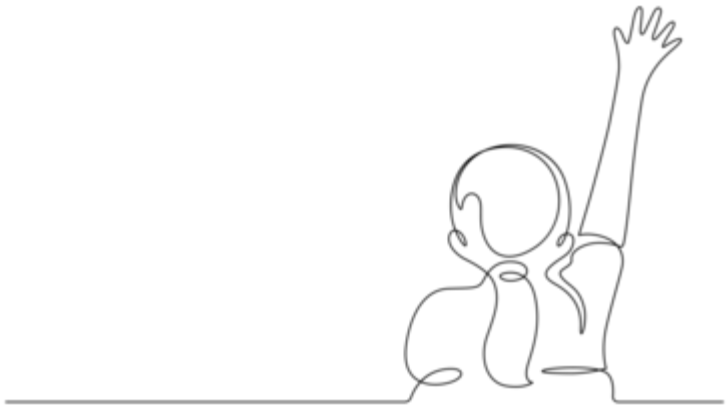
Closing and Reflections

Two basic questions...

1. Are we happy with our data for **all** students?

2. Is every classroom one you would put your own loved one?





What to avoid?

- Not starting with data around the effectiveness of core instruction
- Not using a data based problem solving model
- Not starting...
- Forgetting that at the end of the day there's someone else's child on the other side of the data, and that child has a contribution to offer society



Standard Treatment Protocols: Intervention

Grade Level Intervention Log

Grade:

Intervention	Skill addressed	Brief description	Who? (Para, teacher etc)	Frequency (3x/4x week)	Duration (minutes)

Elementary Go-To Intervention Strategies

Reading Strategies/Interventions

Phonological Awareness

- Great Leaps
- Recipe for Reading
- Letterland Interventions
- Elkonin Boxes
- Tapping Sounds (fingers, full-body movements)
- Sounds and Letters Program
- Move-It-and-Say-It
- Sound Manipulation Activities (verbal games)
- Words Their Way
- Word Sorts

Alphabetic Principle

Make sure students know letter sounds before intervention r this skill

- Elkonin Boxes
- Move-It-and-Say-It
- Letterland Interventions

Sight Words

- Great Leaps
- Repeated Practice (websites/flashcards/looping powerpoints)
- Interspersal of Known and Unknown Sight Words (flash cards)
- Multi-sensory methods
- Sight word phrases

Fluency

- Great Leaps
- Sight word phrases
- Choral Reading

Math Strategies/Interventions

- Manipulatives
- Concrete materials
- Concrete-Representational-Abstract
- Direct instruction with number lines
- Direct instruction with base ten concepts
- Graph Paper
- Calculators
- Reduce the number of problems per page
- Allow extra time
- Pre-teaching/Review vocabulary
- Mnemonics
- Bar Models (www.thinkingblocks.com)

Writing Strategies/Interventions

Modeling

- Variety of Writing Instruments (i.e. pencils)
- COPS/CUPS strategy
- Recording story into electronic device before writing product, listening to recording while writing story

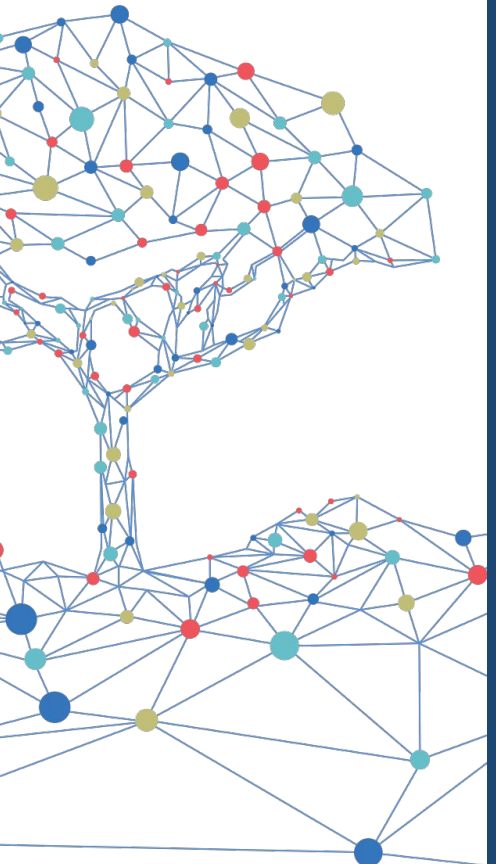
Daily Diary/Journal

- Spelling Journals
- Graphic Organizers
- Word Dictionaries Revise, Edit, Proofread

Behavior Strategies/Interventions

Universal PBIS strategies

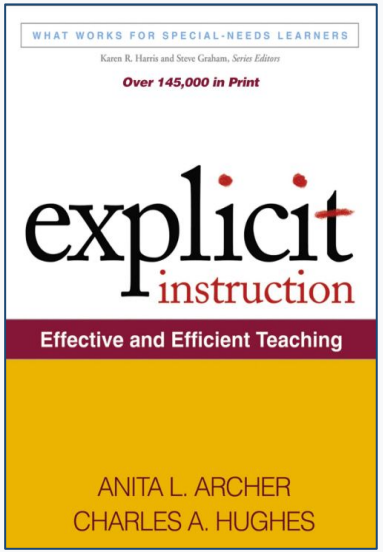
- Use of timer-to encourage appropriate use of time
- 'Cool Down/Break/Safe Space' area
- Positively stated requests



Questions?

Resource Toolkit

- Classwide Intervention Example
- https://www.attendanceworks.org/
- http://www.centeroninstruction.org/files/Principal%20s%20Guide%20to%20Intervention.pdf
- https://fcrr.org/educators
- https://www.interventioncentral.org/response-to-intervention
- CASEL: SEL 3 Signature Practices Playbook
- Zones of Regulation
- Early Identification System Resources
- Resource Mapping Guide (for SEL)



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References and Other Resources

- NIRN - https://nirn.fpg.unc.edu/
- AIR - https://www.air.org/
- MTSS Center https://mtss4success.org/
- Annual MTSS Innovations Conference https://www.mtss-innovations.com/
- NASP - https://www.nasponline.org/
- What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/

→ District school psychologists

→ District School Improvement Framework

→ Curriculum and Instruction departments

→ Mental Health Structures

→ Attendance and Tardy policies

Upcoming Webinars!

- **How to Choose and Fund an MTSS Platform for Your District**

  Thursday, February 13th @ 10am ET



- **Roll Call! Addressing the Roots of Absenteeism with MTSS w/ EdWeb**

  Thursday, February 27th @ 1:00 pm ET



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Group

TIER 4 PROJECT UNICORN

PROJECT UNICORN

Interoperability
Rating Tier 4
by Project Unicorn

DIGITAL PROMISE PRODUCT CERTIFICATION

Digital Promise

Research-Based Design
Product Certification
by Digital Promise

common sense

Privacy Rating
by Common Sense

DIGITAL PROMISE PRODUCT CERTIFICATION

Digital Promise

Learner Variability
Certification
by Digital Promise

ESSA LEVEL II
Moderate Evidence

A quasi-expirimental study
with a large and diverse
sample size of students

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AICPA SOC

SOC 2 Type 2 Certification
by AICPA

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OneRoster®

OneRoster 1.2 Certification
by 1EdTech



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