

# Fall MTSS / RTI PLC

November 2, 2018



**Putting the Pieces Together**

# MTSS / RTI PLC Purpose & Goals

- To **facilitate** a network of **learning leaders** along their journey of MTSS implementation within districts throughout the region
- To facilitate **collaborative dialogue** among participants through the development of a **common understanding** and **common vocabulary** around MTSS
- To facilitate **ongoing learning** and **sharing** of evidence-based practices both within and beyond the region to support the whole child
- To **build capacity** to enable districts to support the diverse needs of all students



# Agenda



**Welcome/Housekeeping**



**Feeling Puzzled?**



**Hopes & Fears**



**“Megan Puzzle”**



**Break**



**Megan Review & Characteristics**



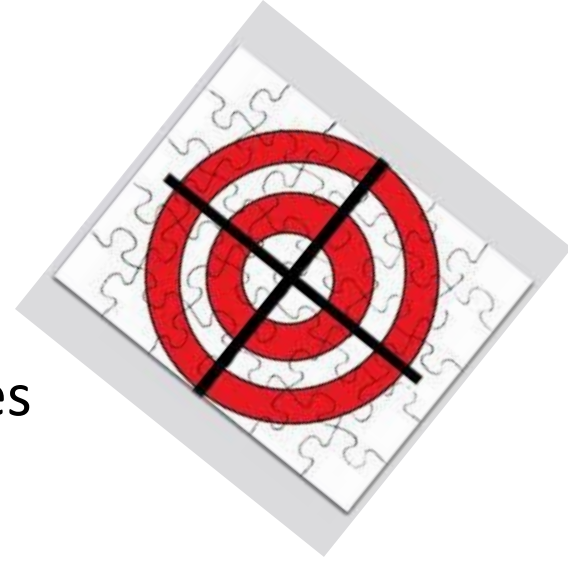
**What’s the Difference?**



**Wrap-up**

# Objectives

- Identify the differences and similarities of RTI and MTSS
- Discover the importance of shifting to an MTSS structure
- Brainstorm challenges and needs to implement MTSS



# Why MTSS / RTI?: Feeling Puzzled?!



The Every Student Succeeds Act (ESSA) prioritizes the need for a multitiered system of support (MTSS).

MTSS is a framework for improving outcomes for *all* students and for creating safe and supportive learning environments free of bullying, harassment, and discrimination.

ESSA provides greater flexibility to states in determining specific practices and service delivery models to improve school climate, increase school safety, and expand access to comprehensive learning supports.

# Padlet: Hopes & Fears

1. Individually, jot down one hope & one fear on a sticky note.
2. Once everyone is ready, introduce yourselves at your table.
3. Round robin share out your hopes.
4. As a group, discuss & select one powerful hope your group will post.
5. Round robin share out your fears.
6. After discussing, decide on one common fear among your group.
7. Post ONE note to the padlet identifying both your group's hope and its fear.



<https://padlet.com/kmackey3/MTSS>

# Student needs can be puzzling.....



“Twelve-year-old Megan was referred in early February for an individual comprehensive assessment by the 6th grade Student Assistance Team. The team finds her escalating problematic behaviors, poor attendance, frequent tardies, withdrawal from peers, and failing grades very concerning.”

## **Use the puzzle pieces to put together the whole picture of Megan**

- Part 1 - Name the puzzle pieces, put together the puzzle and discuss the questions
- Part 2 - Determine if the puzzle is complete, and discuss the questions





# Megan: The Whole Picture-Now What?

**Academic:** Transferred new district beginning of third grade. Grades at previous district average to above average. Grades have declined to near failing. Typically passes 6 week exams.

**Social:** Does not participate in class. No relationship with peers. Does not volunteer.

**Attendance:** 7 excused absences. Much tardiness due to being dropped off late after siblings being taken to different school.



**Emotional:** Apathetic, unmotivated, sullen, sad. Hates school

**Behavior:** Daydreams. Lack of eye contact. Lays head on desk. Frequently fails to complete in class assignments. Constant complaints of stomach aches and headaches in the morning.

**Medical:** Passed hearing and vision screening. Overweight.

**Family dynamics:** Contentious divorce of parents. Minimal contact with father. Babysits younger brothers every afternoon due to mother unable to afford child care.

# ACEs

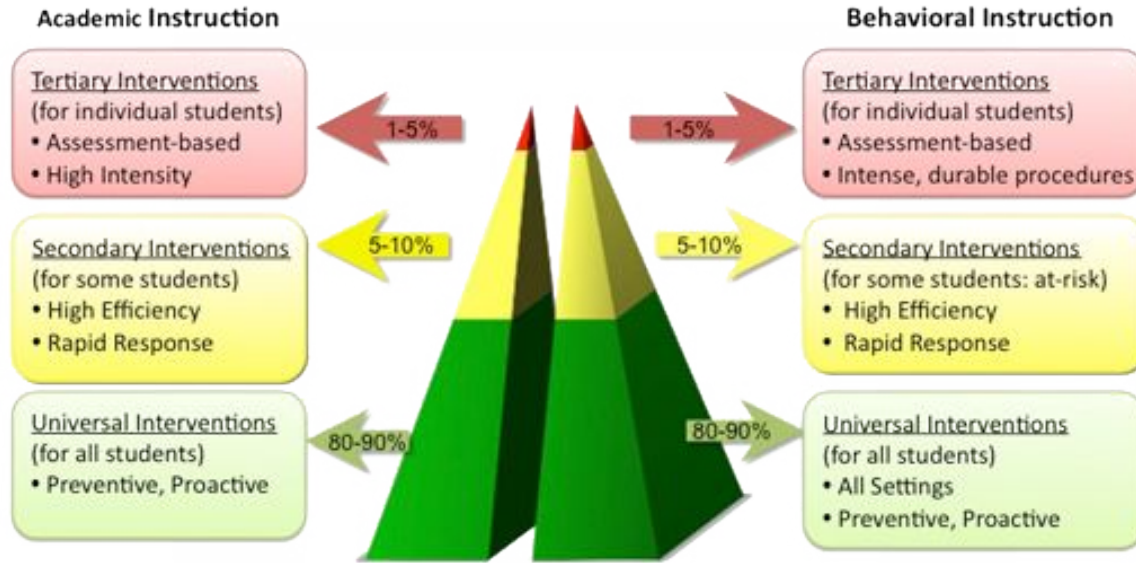
Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction.



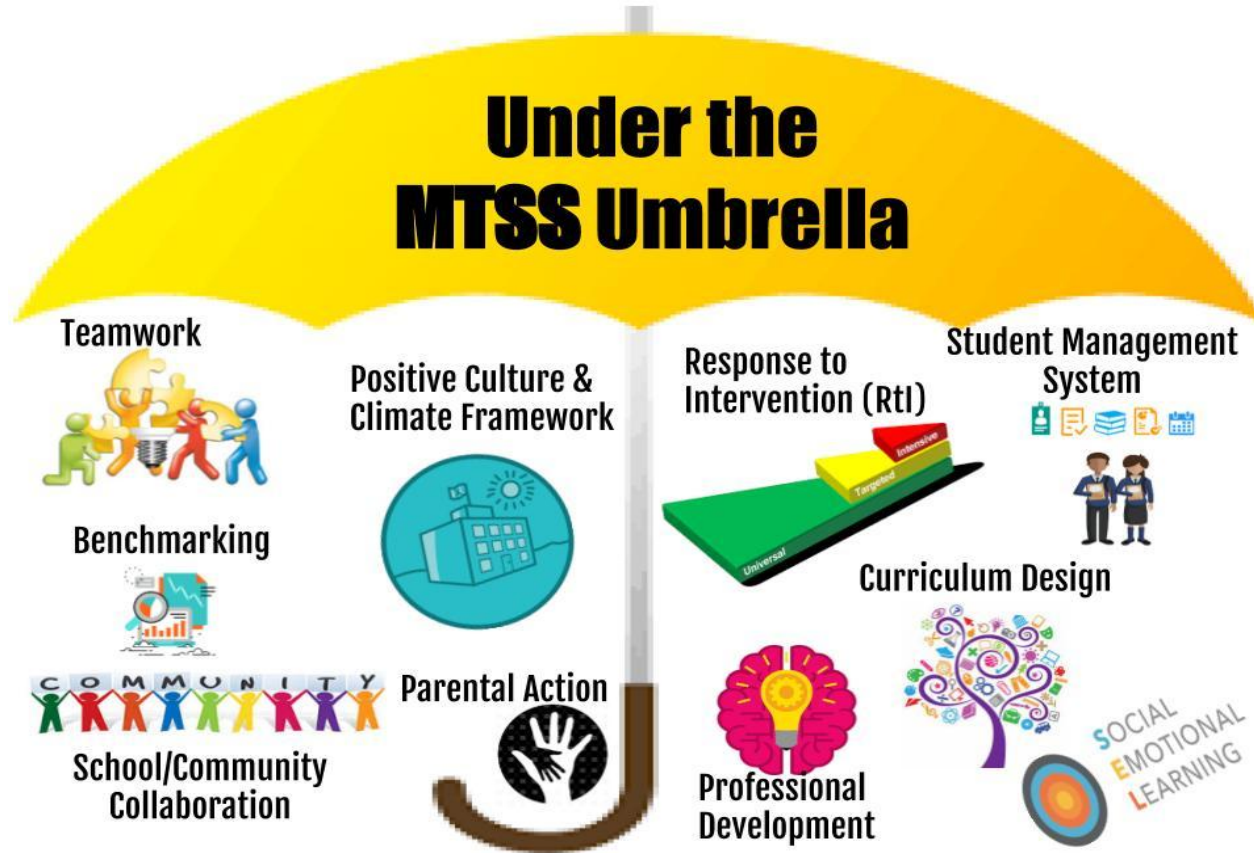
## Possible Examples of ACEs

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Intimate partner violence
- Mother treated violently
- Substance misuse within household
- Household mental illness
- Parental separation or divorce
- Incarcerated household member
- Poverty

# What is the Difference?!



# Integrated Framework



# MTSS : The Whole Picture

	RTI	MTSS
<b>Interventions:</b>	Academic	Academic, Behavioral, Social, Emotional
<b>Target Audience (in practice):</b>	Students in danger of failing or becoming designated as special education students	All students
<b>Resources &amp; Support:</b>	Students in the target audience	All students, teachers and support staff
<b>Collaboration:</b>	General educators and special educators work together on Tier2 & 3 support	Even greater focus on collaboration between general and special education
<b>Focus:</b>	Intervention and remediation	Intervention, remediation and a stronger sense of prevention
<b>Problems Addressed:</b>	Student level problems addressed	Both student and system level problems addressed
<b>Intervention Universe:</b>	Interventions centered within the school	Intervention centered in the school, community and in the home



# What's the Difference Between RTI and MTSS?

## Most Important Point (M.I.P.) Protocol:

- Individually, read the article, highlighting any key ideas
- On a sticky note, individually jot down your most important point (M.I.P.)
- Once your group is ready, round robin share out M.I.P.'s
- As a table, decide on one group M.I.P.
- Be ready to report out!



## What is the Difference Between RTI and MTSS?

JUN 05, 2017

Many educators view Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) as one and the same. The terms' similar definitions don't provide a strong distinction.

# Next Steps

- ❖ Individually, complete the “MTSS Next Steps” sheet.
- ❖ Share with your table group what you put on your sheet.
- ❖ As a table group, make a poster with all of your “Next Steps” to share with the whole group.



# Gallery Walk

As a group, travel to the right and review each group's chart.





# Thank you!

## Fall 2018 MTSS PLC

\* Required

### Evidence of Learning

Before this workshop, I would rate my knowledge of MTSS as: \*

	1	2	3	4	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

After this workshop, I would rate my knowledge of MTSS as: \*

	1	2	3	4	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

<http://tiny.cc/MTSS>

# Works Cited



<https://www.pbis.org/school/mtss>

<http://comprar-en-internet.net/worksheet/rti-11.html>

<http://www.onhandschools.com/blog/2017/06/what-difference-between-rti-and-mtss>

<http://www.edsynergy.org/implement-multi-tiered-system-support-grants-now-available.htm>

<http://www.nasponline.org/>

<https://www.pearsonclinical.com/>

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<https://www.samhsa.gov>