MTSS

A partnership between LSEM and the KS LCMS district with gratitude to the KS LWML

LSEM

Lutheran Special Education Ministries

- Our Mission: We are a ministry that partners with Christian schools and churches to advance the success of children who have various learning abilities.
- Our Vision: It is our vision that every child, regardless of their learning ability, will have access to a Christian education.

What is MTSS

Multi-Team Support Systems

- You might see it as I-MTSS (*Integrated* MTSS)
- Framework for improving the outcomes of all students, including those with disabilities
- Supported through federal policy

What does the research say?

Study	I-MTSS Focus	Research Design	Outcomes*	
			Reading	*Behavior*
• Algozzine et al. (2012)	Schoolwide PBIS + Comprehensive Reading Model	Cluster Randomized Waitlist Control Trial	↑	↑
• Chapparo et al. (2020)	Effective Behavioral and Instructional Support System (EBISS)	Descriptive	↑	?
• Ervin et al. (2006)	Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)	Descriptive	↑	↑↓
• Lane & Menzies (2003a, 2003b, 2005)	Schoolwide Behavior Plan + District Literacy Plan	Descriptive	↑	↑↓
• McIntosh et al. (2006)	Schoolwide PBIS + Scientifically-Based Reading Instruction	Descriptive	↑	↑
• Noltemeyer & Sansosti (2012)	Interconnected Systems Model (ISM)	Descriptive & Predictive	↑	?

* ↑ = improved (in desired direction), ↓ = not improved ↑↓ = mixed results, ? = outcome not reported

- controlled conditions (What Works Clearinghouse)
- further research is needed
- rigorous research supports frameworks focused on either behavior or academics
- the above research suggests promise of implementing MTSS framework

What does the research say?

Study	I-MTSS Focus	Research Design	Outcomes*	
			Reading	*Behavior*
• Algozzine et al. (2012)	Schoolwide PBIS + Comprehensive Reading Model	Cluster Randomized Waitlist Control Trial	↑	↑
• Chapparo et al. (2020)	Effective Behavioral and Instructional Support System (EBISS)	Descriptive	↑	?
• Ervin et al. (2006)	Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)	Descriptive	↑	↑↓
• Lane & Menzies (2003a, 2003b, 2005)	Schoolwide Behavior Plan + District Literacy Plan	Descriptive	↑	↑↓
• McIntosh et al. (2006)	Schoolwide PBIS + Scientifically-Based Reading Instruction	Descriptive	↑	↑
• Noltemeyer & Sansosti (2012)	Interconnected Systems Model (ISM)	Descriptive & Predictive	↑	?

* ↑ = improved (in desired direction), ↓ = not improved ↑↓ = mixed results, ? = outcome not reported

- More research is needed in:
  - efficacy of MTSS across academic areas
  - efficacy of MTSS across school levels (most is done at the elementary level
  - comparative of MTSS and non-integrated practices

Who uses MTSS?

- all states have some sort of MTSS implemented
- more than 90% use the MTSS framework for both behavioral and academics
- current reviews do not delineate if implementation is siloed, aligned, or fully integrated
- CA, DE, KS, MI, RI are clear in their emphasis of full integration between behavior and academics with MTSS

Key Compenents

- research-informed practices
- data-driven decision making
- team and coaching structure
- professional development
- ways to support sustained implementation

Umbrella

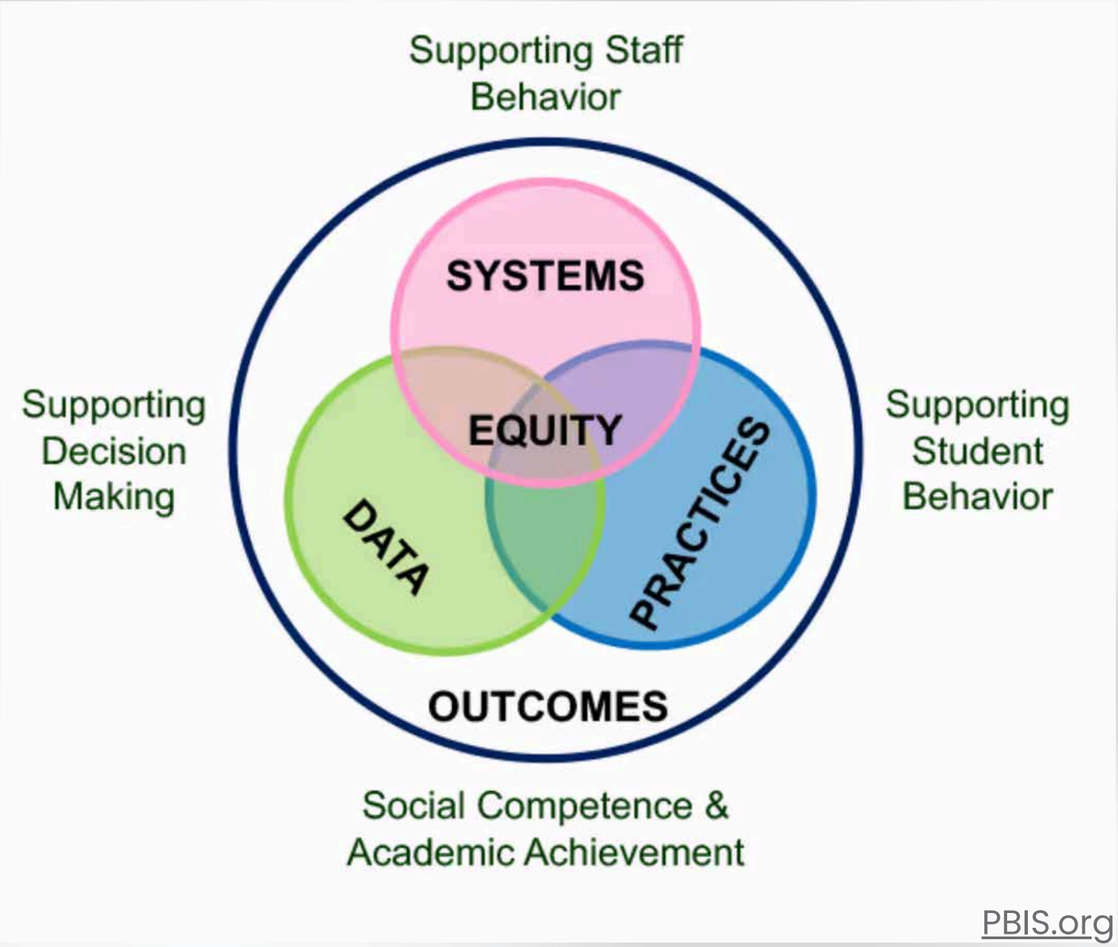
- Positive Behavior Intervention Supports (PBIS)
  - Tiers 1, 2, 3
- Universal Design for Learning (UDL)
- Response to Intervention (RtI)

First:

Research-based practices

Positive Behavior Support Systems: PBIS

- evidence-based practice
- supports students behavioral, academic, social, emotional, and mental health
- creates positive, predictable, and safe learning environments



PBIS.org

How does PBIS work?

SYSTEMS

establish how your schools and programs operate

DATA

used to select, monitor, and evaluate outcomes

PRACTICES

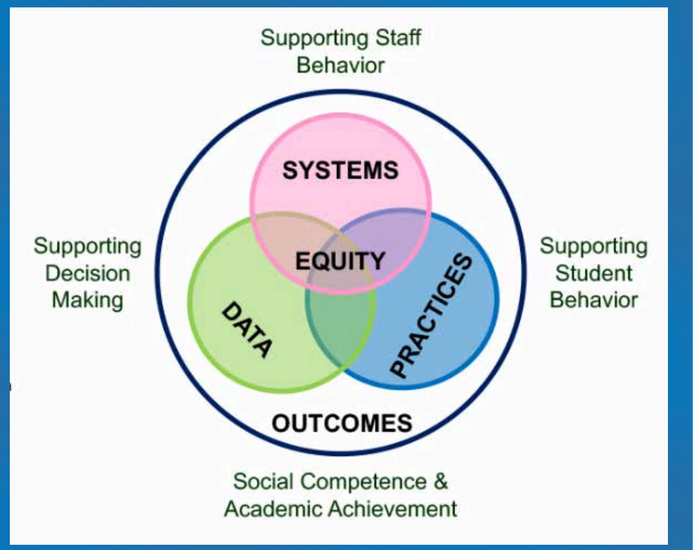
supports students and creates a positive learning environment

OUTCOMES

set goals for families, students, educators / your whole school community

EQUITY

connectedness and belonging



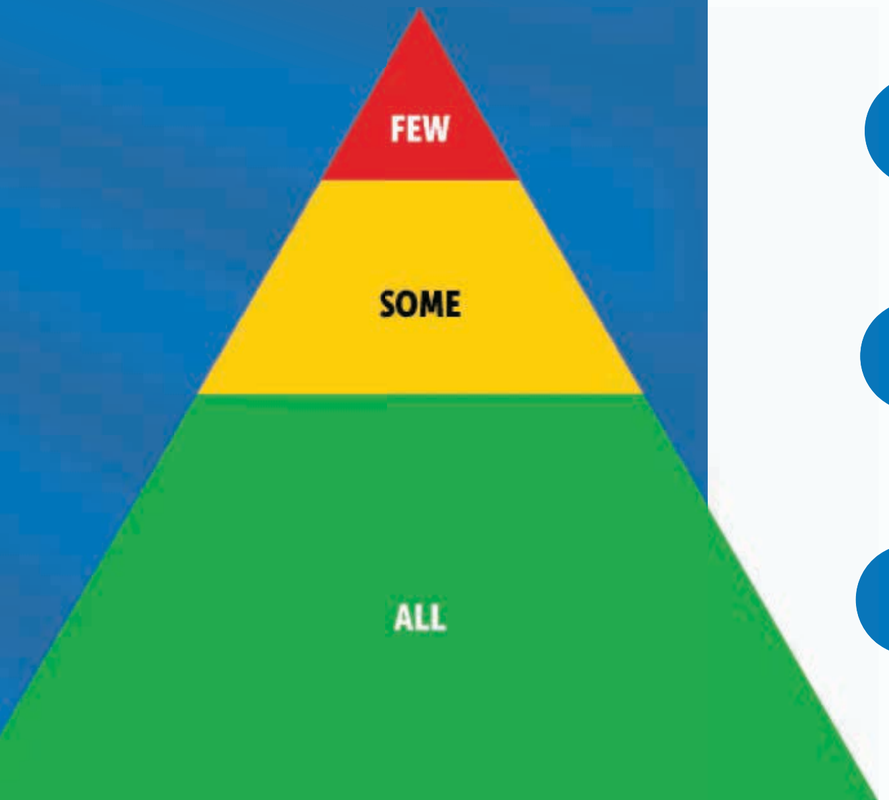
How does PBIS work?

starts with a shared vision for your school:

- includes a representative, someone who is leading and is accountable
- families

supportive admin
access to PD
ongoing data fidelity

MORE ON THIS LATER!



TIER 3

- 1-5% of students
- intense
- individualized
- not special education, but may include identified students

TIER 2

- 10-15% students
- additional instruction
- practice behavioral, social, emotional, academic skills
- consistent small group interventions

TIER 1

- primary intervention / UDL
- supports everyone
- basic school functioning

Universal Design for Learning: UDL

Based on the idea that no one is “average.” All students have the power to learn.

Optimizes teaching and learning

- BRAIN-BASED: NO TWO BRAINS ARE ALIKE
- MANAGES UNIQUE LEARNERS
- ENGAGEMENT
  REPRESENTATION
  ACTION/EXPRESSION

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

— Alexander den Heijer

Engagement

Based on the idea that no one is “average.” All students have the power to learn.

What motivates your students to engage in class?

LEANERS ARE DIFFERENT IN WHAT MOTIVATES THEM

FIND CONNECTIONS

“LEARNER VARIABILITY”

- **MOTIVATIONS CHANGE**
- **ENTHUSIASM CHANGES**
- **WORK ALONE/TOGETHER**
- **STRICT/SPONTANEITY**

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

— Alexander den Heijer

Representation

Based on the idea that no one is “average.” All students have the power to learn.

> **“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”**
>
> **— Alexander den Heijer**

How do your students understand you?

LEANERS ARE DIFFERENT IN HOW THEY PERCEIVE MEANING

DIFFERENCES:

- SENSORY
- LD
- CULTURAL
- REGIONAL

OPTIONS ARE NECESSARY

Action and Expression

Based on the idea that no one is “average.” All students have the power to learn.

> **“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”**
>
> **— Alexander den Heijer**

How can your students show you what they've learned?

LEANERS ARE DIFFERENT IN HOW THEY SHOW THEY LEARN

OPTIONS ARE NECESSARY

DIFFERENCES:

- **TEXT, NOT SPEECH**
- **DRAW, NOT WRITE**
- **EXPLAIN, NOT ITEMIZE**

Guidelines

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

— Alexander den Heijer

"The goal of UDL is learner agency..."

Guidelines

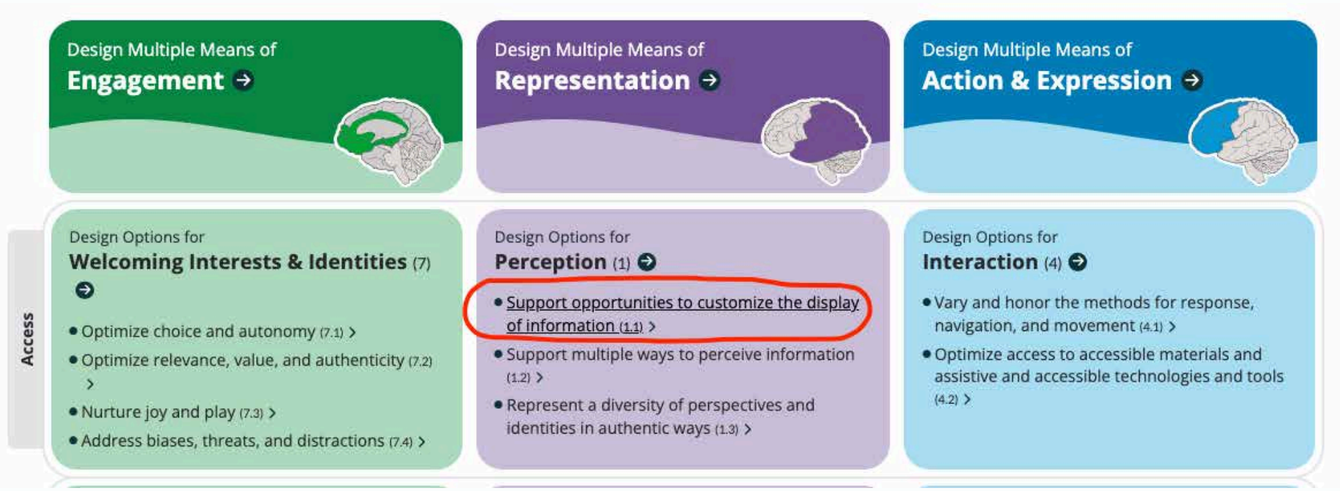
1

UDL Guidelines for empowered learning

The CAST Universal Design for Learning Guidelines offer research-based suggestions and prompts to support the application of UDL in any learning environment. This ensures that all learners can access and participate in meaningful, challenging learning opportunities.

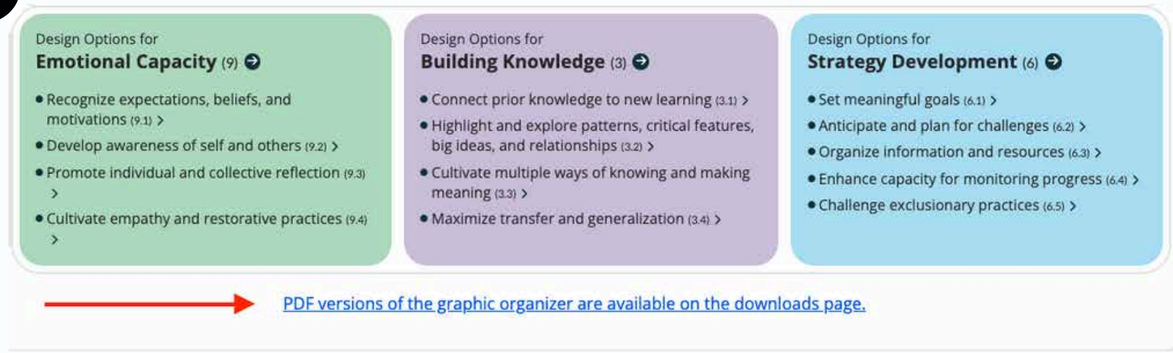
Explore the UDL Guidelines

2



Guidelines

3



4

With numbers

Do you prefer a version of the UDL Guidelines that numbers the Guidelines and Considerations for reference and research attribution?

Download Version 3.0 with numbers

Without numbers

Do you prefer a version of the UDL Guidelines without numbers to help focus on the content for UDL implementation?

Download Version 3.0 without numbers

Without considerations

Do you prefer a blank version of the UDL Guidelines without considerations?

Download Version 3.0 without considerations

Guidelines

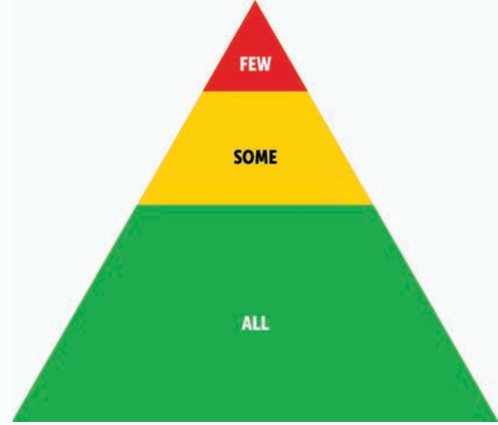
5

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

	Design Multiple Means of **Engagement**	Design Multiple Means of **Representation**	Design Multiple Means of **Action & Expression**
Access	Design Options for **Welcoming Interests & Identities**	Design Options for **Perception**	Design Options for **Interaction**
Support	Design Options for **Sustaining Effort & Persistence**	Design Options for **Language & Symbols**	Design Options for **Expression & Communication**

Response to Intervention: RtI



Emphasizes modeling, teaching, acknowledging positive SELB skills

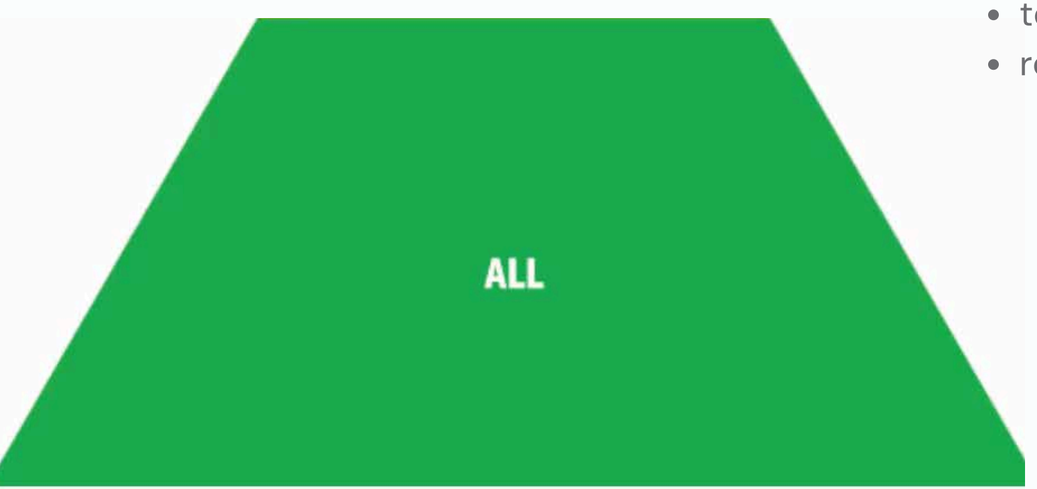
- teachers are “on” all the time
- teaching and lesson planning that reaches all learners at all times
- acknowledges above and beyond SELB - not everyday expectations

Team is meeting regularly to plan and evaluate

- reviews test scores
- meets with teachers

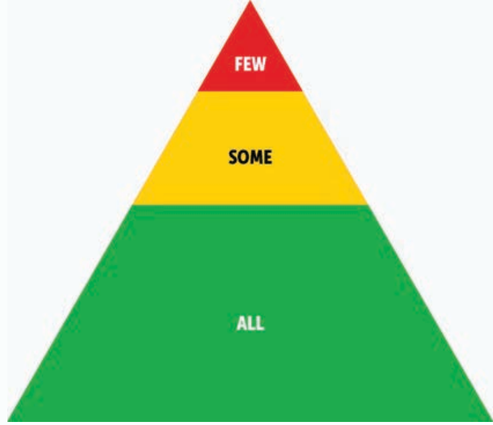
Leaders for positive school climate

- spirit days
- positive signage
- teacher recognition
- reteaching practices in place for unwanted behaviors (**replacement behaviors**)



DATA DRIVEN!

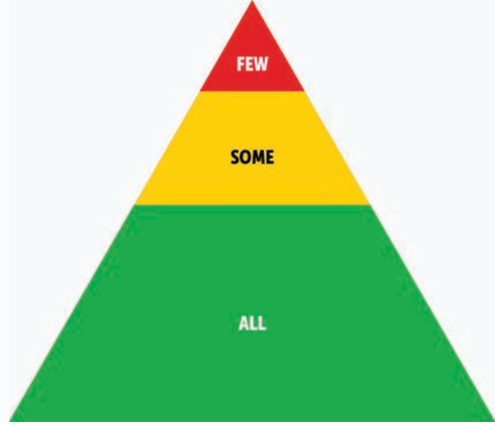
Response to Intervention: RtI



10-15% of students

- need extra academic or SELB support
- small group (no more than 10:1)
- regular and consistent
- very low effort for teachers
- flexible practices
- looking at the **function of the behavior**
- utilizes a check in/check out process (CICO)
- ex: if 30% of children in Tier 2 are Black and 15% of students in school are Black, focus on tightening up Tier 1
- inform parents/include

DATA DRIVEN!



Response to Intervention: RtI

1-5% of students

- groups are 1-2:1
- intense
- intentional

wrap-around services

most likely:

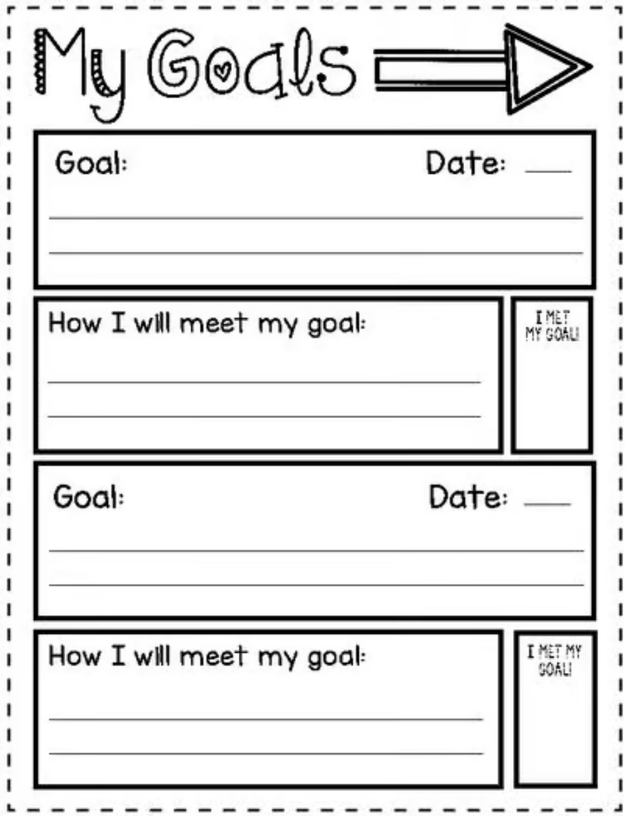
- functional behavior assessments - why is the behavior happening

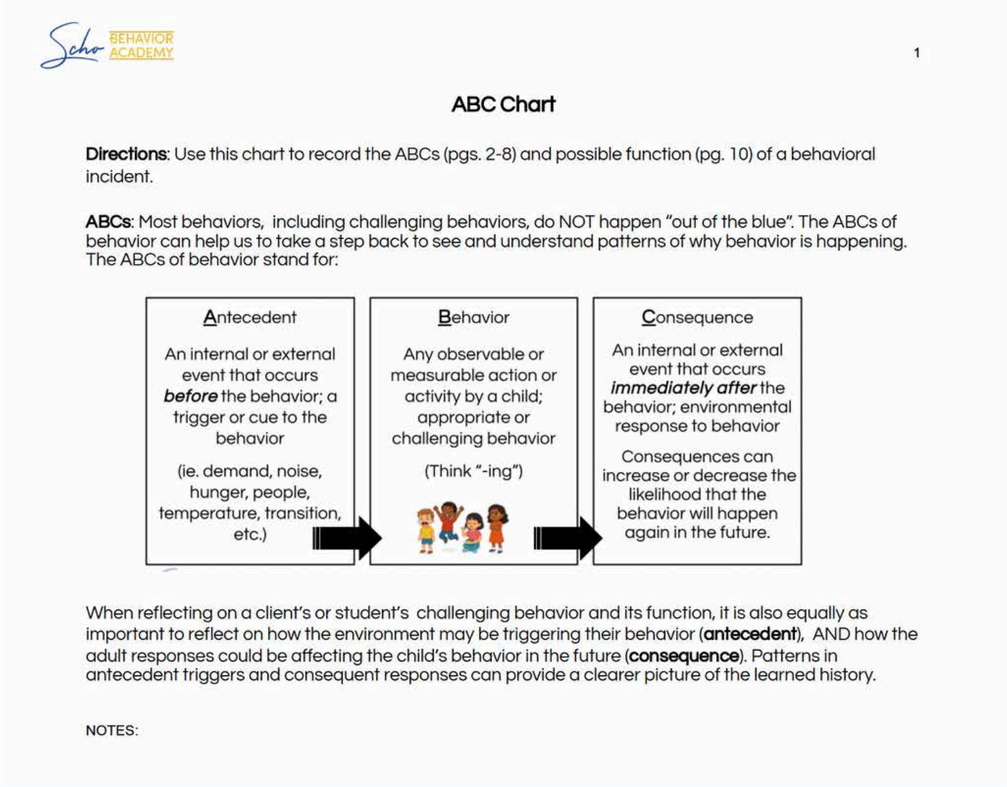
consider the student's culture, environment, background

DATA DRIVEN!

Behaviors

MORE ON THIS LATER!





Scho BEHAVIOR ACADEMY

1

ABC Chart

Directions: Use this chart to record the ABCs (pgs. 2-8) and possible function (pg. 10) of a behavioral incident.

ABCs: Most behaviors, including challenging behaviors, do NOT happen "out of the blue". The ABCs of behavior can help us to take a step back to see and understand patterns of why behavior is happening. The ABCs of behavior stand for:

Antecedent	Behavior	Consequence
An internal or external event that occurs ***before*** the behavior; a trigger or cue to the behavior (ie. demand, noise, hunger, people, temperature, transition, etc.)	Any observable or measurable action or activity by a child; appropriate or challenging behavior (Think "-ing")	An internal or external event that occurs ***immediately after*** the behavior; environmental response to behavior Consequences can increase or decrease the likelihood that the behavior will happen again in the future.

When reflecting on a client's or student's challenging behavior and its function, it is also equally as important to reflect on how the environment may be triggering their behavior (**antecedent**), AND how the adult responses could be affecting the child's behavior in the future (**consequence**). Patterns in antecedent triggers and consequent responses can provide a clearer picture of the learned history.

NOTES:

Second: data-driven decision making

Why use data?

- better student outcomes
  - 20-30% improvement over two years
- personalized instruction
  - 1.5x gains than the national average
- real-time feedback for targeted improvements
- know what resources are needed
- curriculum decisions
- better teacher collaboration
- continuous school improvement
- student engagement and accountability improvements

Third:
teaming and coaching

Teams and coaches

Teams and coaches are embedded in PBIS and RtI

- leadership teams
- behavioral coaches
- school-wide supports
- admin

Provides classroom teachers with a person, or team, to go to for help and support

Provides classroom teachers with a person, or team, to go to for resources

Provides classroom teachers with a person, or team, when parents also need support

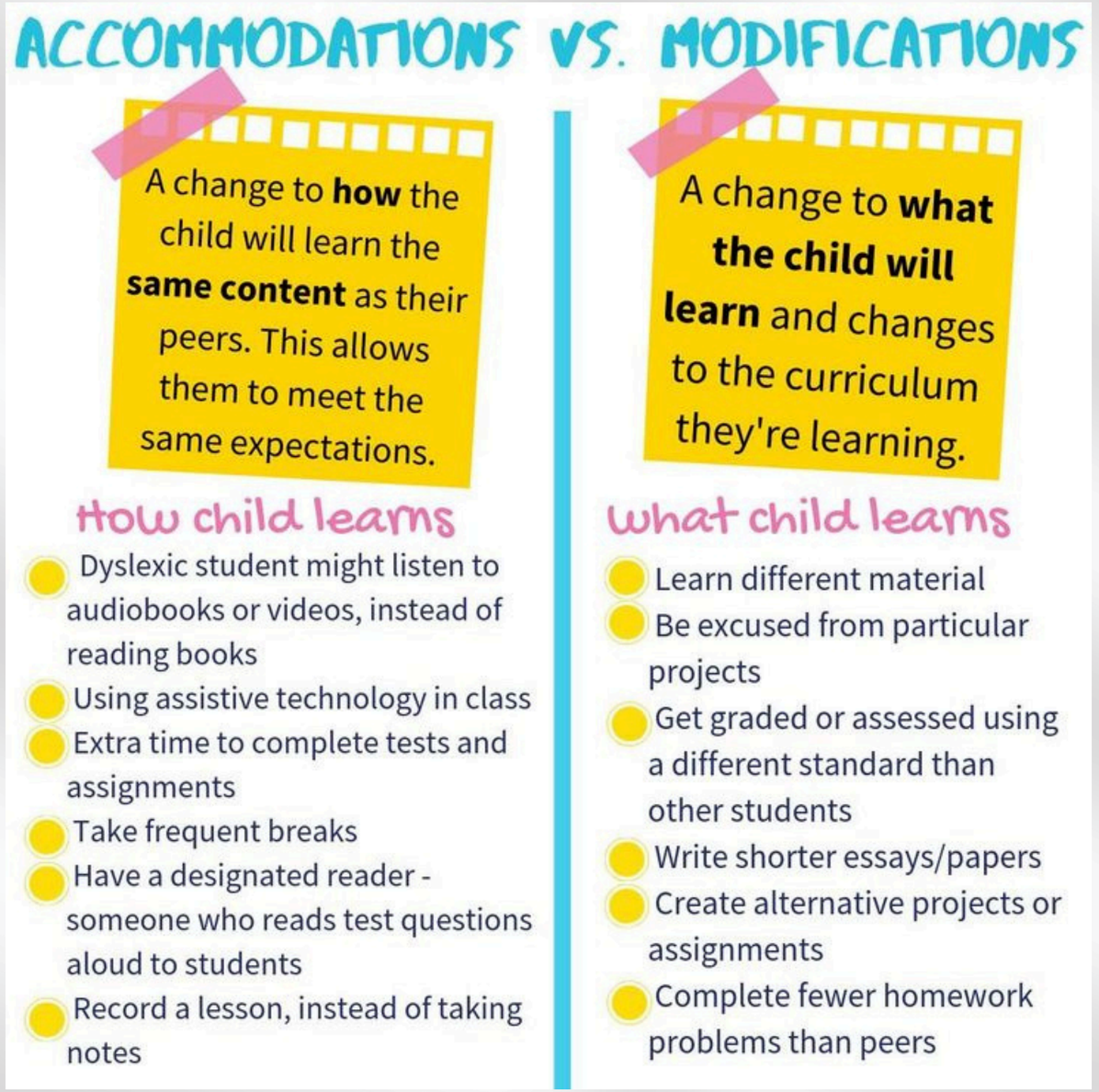
Next:
Professional Development

PD

Key for growth and development personally/professionally and school-wide

- PBIS techniques
- RtI techniques
- interventions
- how to make and utilitize small groups
- behavior interventions
- accommodations/modifications

INTENTIONAL TEACHERS KEEP LEARNING!



Last:
Sustaining Programs

The Million Dollar Question:

How will your school continue systems and implementation with fidelity??

- staff changes
- student needs
- admin changes
- testing changes
- data information
- updates in practice

Thank you!

Thank you for participating.

Quick Review

- research-informed practices
- data-driven decision making
- team and coaching structure
- professional development
- ways to support sustained implementation

- You might see it as I-MTSS (Integrated MTSS)
- Framework for improving the outcomes of all students, including those with disabilities
- Supported through federal policy

research practices include:

- PBIS
- UDL
- RtI

Research is still shaky on its success, but emerging research shows promised when implemented with fidelity

Contact

Dr. Tracie Salgado
Director of Special Education

3773 Geddes Rd.
Ann Arbor, MI 48105-3028

PH: 248-419-3390
CELL: 608-397-4871
Email: tsalgado@luthsped.org
www.luthsped.org

LUTHERAN SPECIAL EDUCATION MINISTRIES

Please reach out with questions or needed support!

- tsalgado@luthsped.org
- info@luthsped.org
- LSEM: 248-419-3390
- www.luthsped.org