

MTSS 101

Dispelling the
Mythology

Who am I?

- RJ Monton (he/him)
- Assistant Director of MTSS
 - Office of the Superintendent of Public Instruction
- Center for the Improvement of Student Learning
- BS in Outdoor Recreation
 - (Plymouth State College)
- M.Ed. in Special Education
 - (Plymouth State University)
- WA State Admin. Cred.
 - (Seattle Pacific University)
- 7 Years as an Outdoor Educator (NH)
- 3 Years as a K-4 Special Education Teacher (NH)
- 3 Years as a HS Special Education Teacher (WA)
- 3 Years as a Program Specialist (WA)
- 3 Years as an Associate Director of Special Ed/Behavioral Health (WA)



Your OSPI Team

Center for the Improvement of Student Learning

- Maria Flores – Executive Director of CISL
 - Justyn Poulos – Director of MTSS
 - Mark McKechnie – Sr. Consultant, Equity in Student Discipline
 - RJ Monton – Assistant Director of MTSS
 - Robin Howe - OSPI/CISL Administrative Assistant
 - Heather Rees – Research Analyst
 - Stella Lugalía - OSPI/CISL Administrative Assistant
-

Why am I here?

Visit 7 Myths Related to MTSS

- Myth
- Reality

Why you?

- Beginning your understanding
- Strengthening your understanding
- Looking for new ways to bring material back to your staff
- You're here for your booster shot of MTSS excitement to dive into the school year

How to ask questions?

- Use the chat function
- I will pause after each Myth to field a few
- I aim to reserve time at the end for a few more.
- There are a lot of folks in here, so we may not get to them all in 'real time'



Myth #1

Its just another thing...

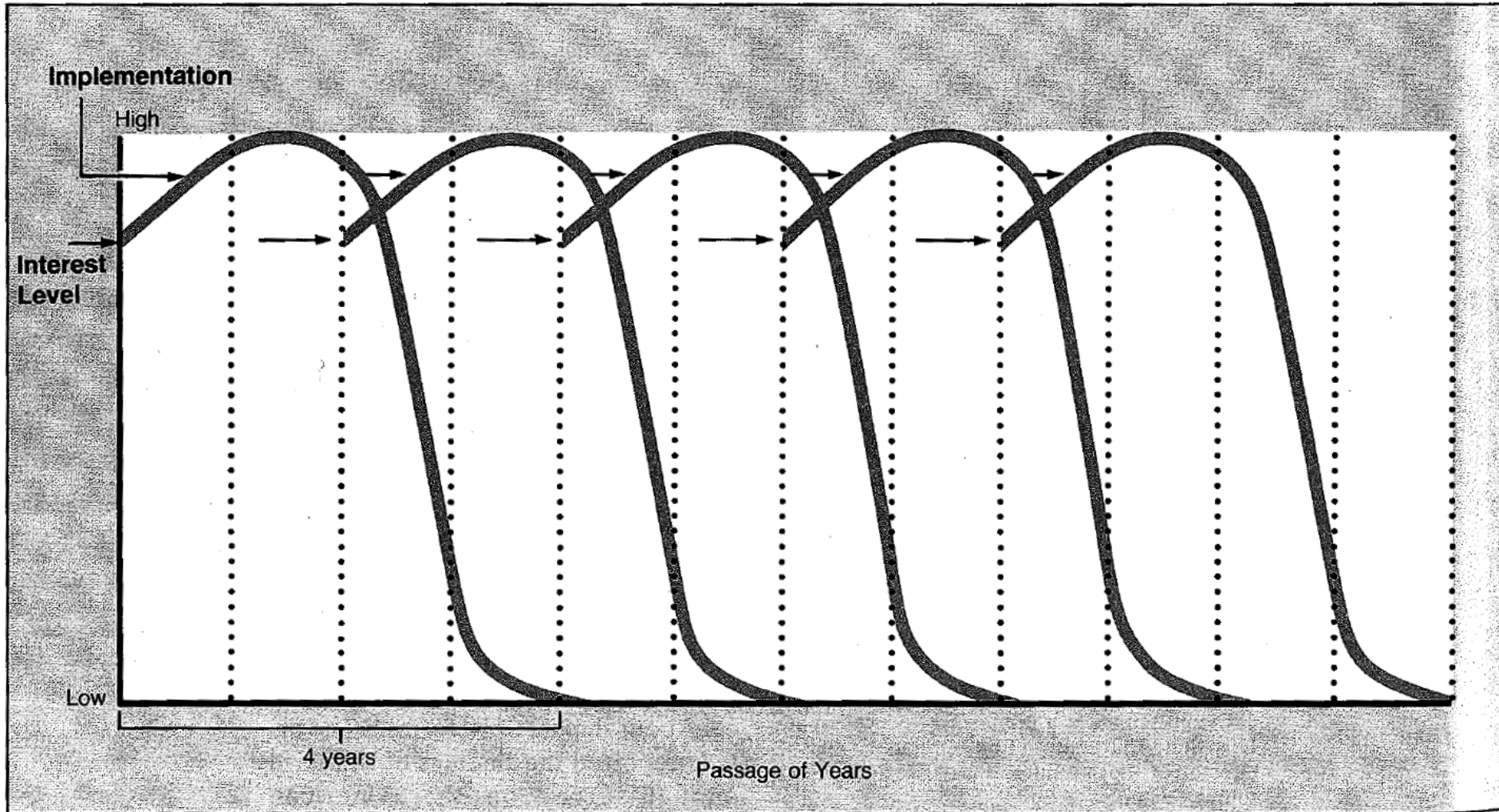
We tried that
before...

It didn't stick...

Is that just
giving kids
rewards...

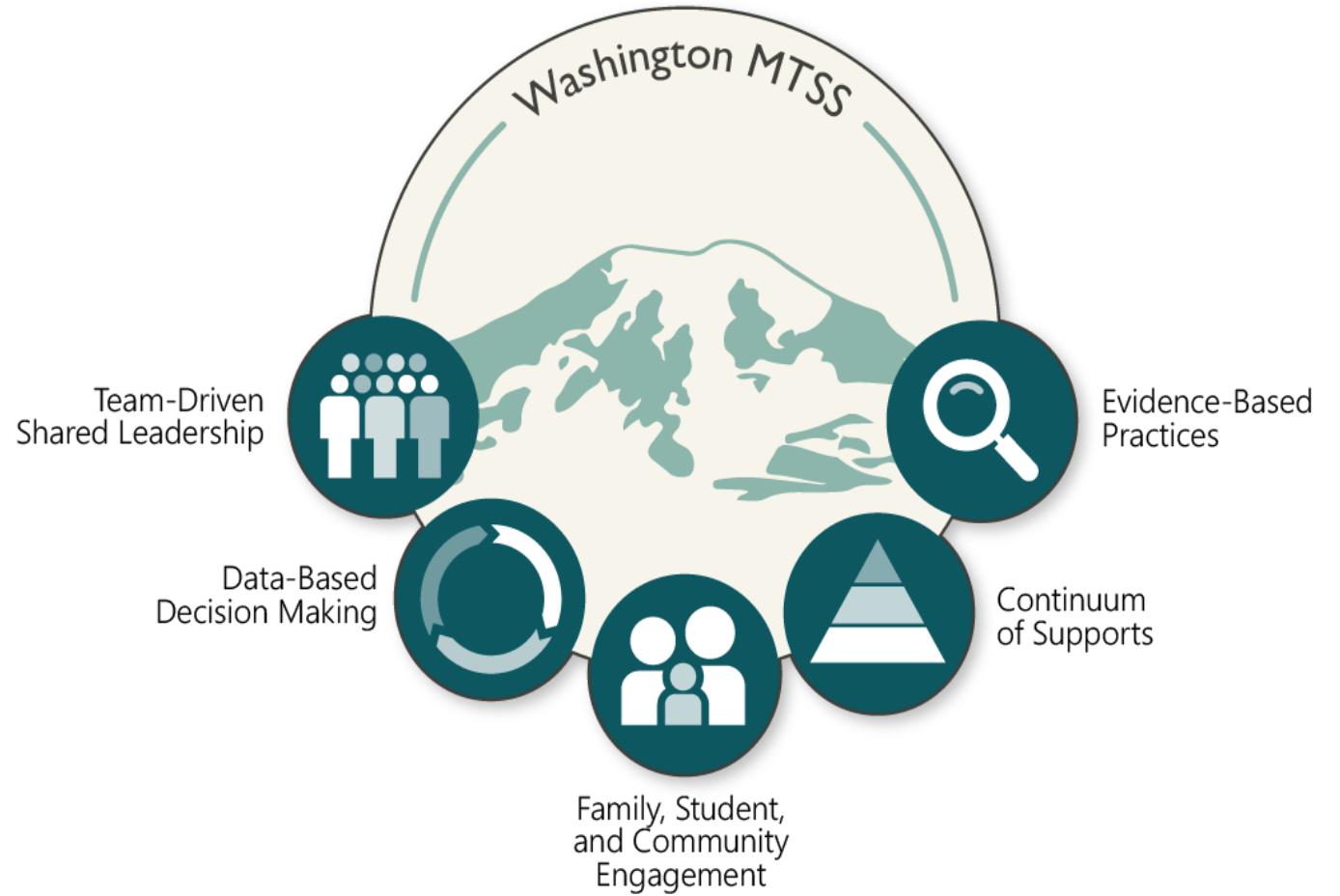
ONE
MORE
THING

Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

*Washington's
Multi-Tiered System
of Supports
Framework*



Team Driven Shared Leadership

- Sustained Implementation of MTSS is dependent on building the capacity of the organization...
- ...leadership teams who share the responsibility to support all adults in the school building...
- Leadership teams should have broad representation and an established process to regularly solicit input and collect data...
- ...assess fidelity of implementation in order to prevent drift from the core, evidence-based features of the system.

Data Based Decision Making

- Teams at all levels of the system (district, school, grade) use data to inform decision-making. District and school teams use an agreed-upon process to guide their decision-making and continually improve supports.
- Teams use multiple sources of data to plan, deliver, and improve supports across the system.
- Teams can determine root causes of problems and coordinate supports more effectively when they review academic, social, emotional, and behavioral data together.

Family, Student, and Community Engagement

- ...families are essential to student success throughout MTSS implementation.
- Family engagement occurs at the district, school, and classroom levels
- MTSS should also emphasize student voice in decisions about their own education
- Engaging community partners in multi-tiered supports is also critical for building comprehensive systems


Continuum of Supports

A thick yellow horizontal bar spans the width of the slide, with a vertical yellow bar extending downwards from its right end.

- Instruction, enrichment, and intervention are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students.
- In a multi-tiered system of supports, tiers describe the intensity of support provided.
- Tiers do not define students

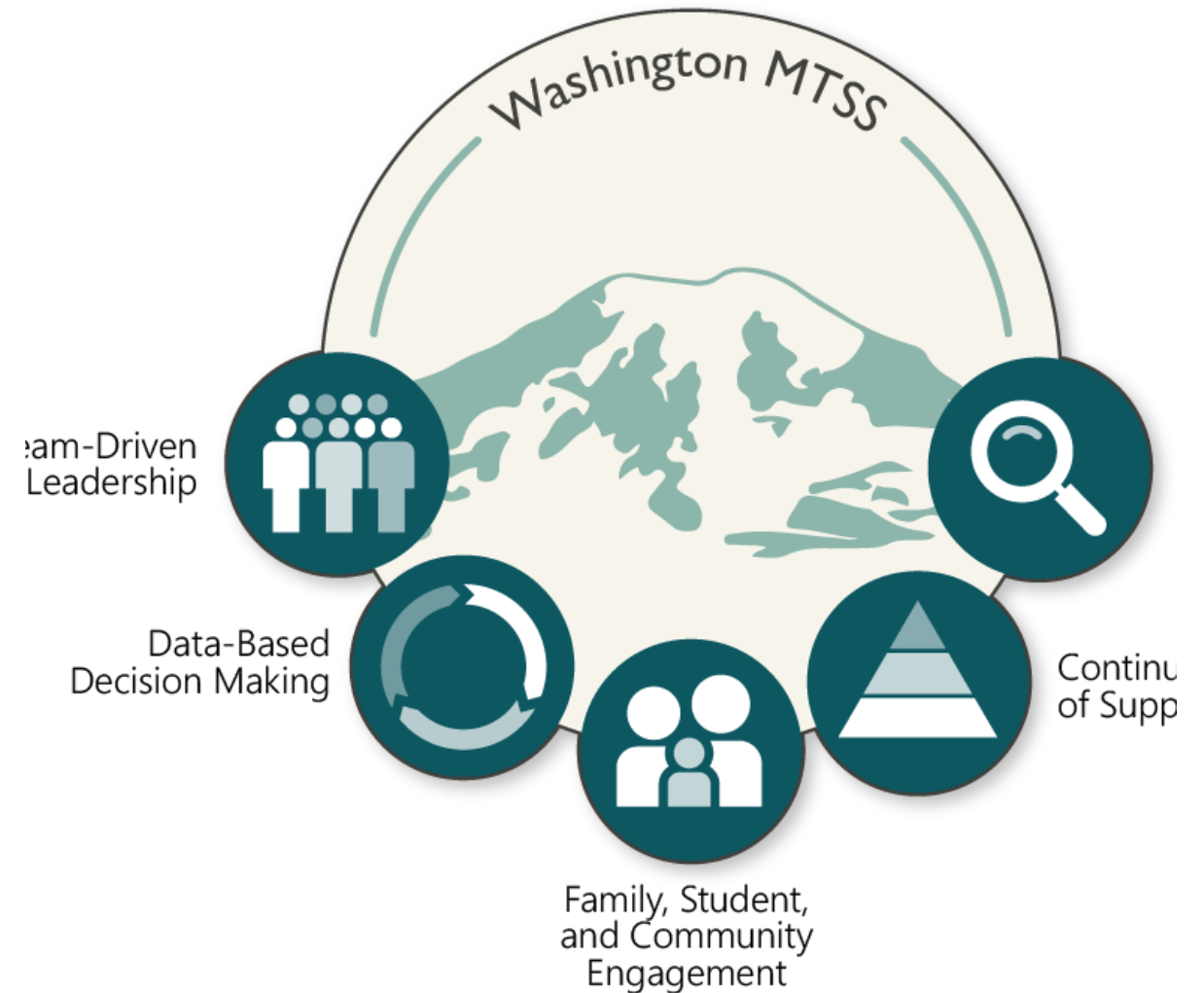
Evidence Based Practices

A thick yellow horizontal bar spans the width of the slide, with a vertical yellow bar extending downwards from its right end.

- To increase instructional impact, it is important that practices and interventions are grounded in evidence.
 - The U.S. Department of Education (2016) defines “evidence-based” as activities, strategies, or interventions that have been proven to improve student outcomes.
- 
- A thin grey horizontal bar is located at the bottom of the slide.

5 Core Components of WA MTSS

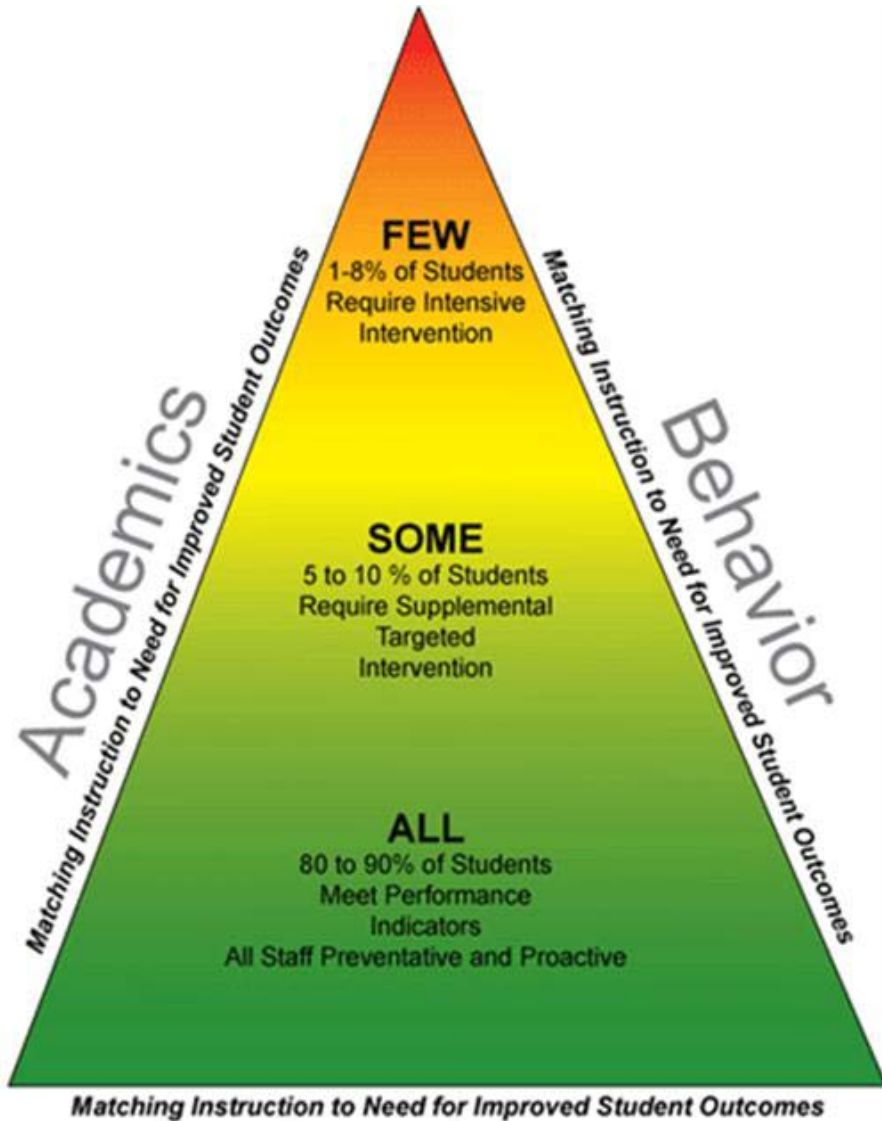
- Team Driven Shared Leadership
- Data Based Decision Making
- Family, Student, and Community Engagement
- Continuum of Supports
- Evidence Based Practices





Question Pause – Myth 1

Myth #2



It is Just a triangle...

And doesn't work for my field, role, or focus...

Stop searching for the perfect triangle to represent your framework

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

1-5%

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

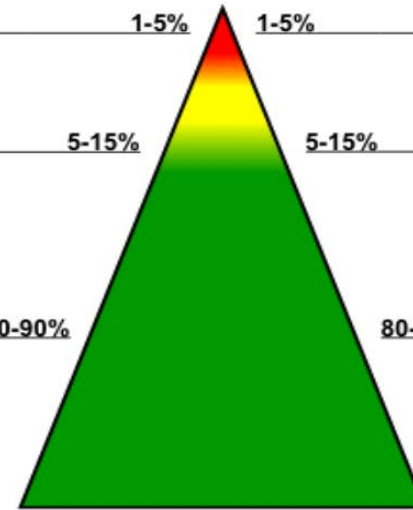
Tier 1/Universal Interventions

- All students
- Preventive, proactive

80-90%

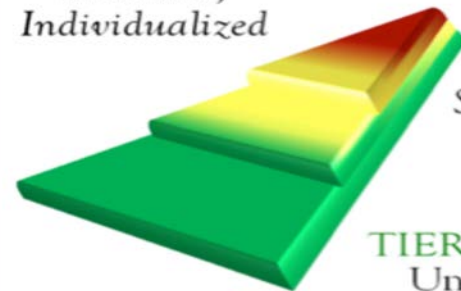
Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



Minor PBS Network. Revised May 15, 2006. Adapted from "What is school-wide PBS?" CSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

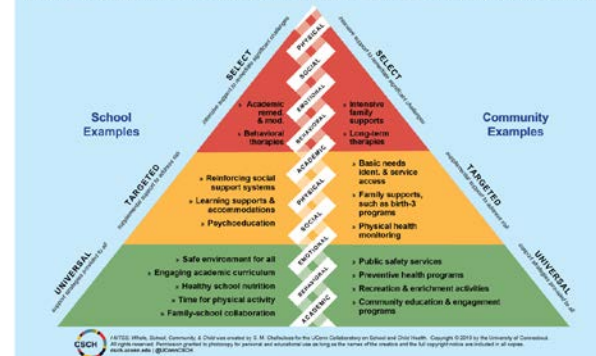
TIER III:
Intensive,
Individualized



TIER II:
Supplemental,
Targeted

TIER I: Core,
Universal

Integrated Multi-Tiered Systems of Support (I-MTSS): Whole School, Community, & Child





Question Pause – Myth 2

Myth #3

MTSS is just a
pathway to Special
Education



Specific Learning Disability – IDEA

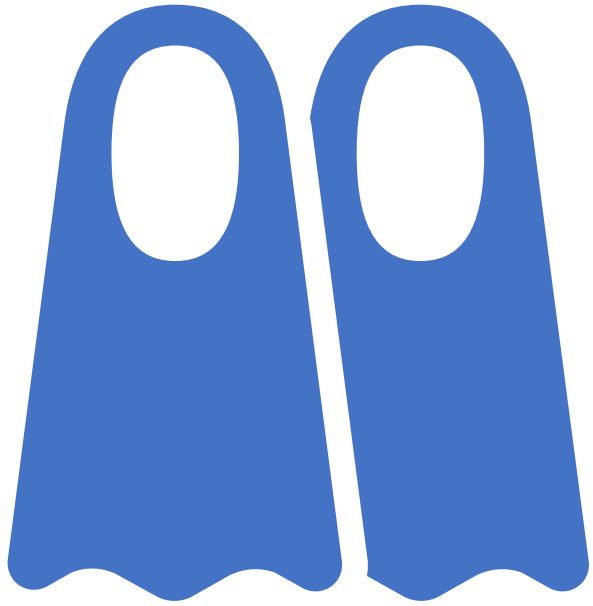
- The final regulations issued in August 2006 after the reauthorization of IDEA 2004 made
exter of the 2006 the u deter a pol a Sta Zirke base perm whet unde “not
“**must permit the use of a process based on the child’s response to scientific, research-based intervention,” and “may permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability”**
for a child is a child with a disability and for determining an appropriate educational program for the child” [34 CFR §300.304(b)(2)].

Specific Learning Disability Eligibility - WA

- **WAC 392-172A-03060**
- **Process based on a student's response to scientific research-based intervention.**
- (1) School districts using a process based on a student's **response to scientific, research-based interventions** to determine if a student has a specific learning disability shall adopt procedures to ensure that such process includes the following elements:
 - (a) **Universal screening and/or benchmarking** at fixed intervals at least three times throughout the school year;
 - (b) **A high quality core curriculum designed to meet the instructional needs of all students;**
 - (c) Scientific research-based interventions as defined in WAC [392-172A-01165](#) are identified for use with students needing additional instruction;
 - (d) **Scientific research-based interventions used with a student are appropriate for the student's identified need and are implemented with fidelity;**
 - (e) **A multitiered model is developed for delivering both the core curriculum and strategic and intensive scientific research-based interventions in the general education setting;**
 - (f) **Frequent monitoring of individual student progress occurs in accordance with the constructs of the multitiered delivery system implemented in the school consistent with the intervention and tier at which it is being applied; and**
 - (g) Decision making using problem solving

Dyslexia - E2SSB 6162

- Sec 2.
 - “Beginning in the 2021-22 school year, and as provided in this section, each school district must use **multitiered systems of support** to provide interventions to students in kindergarten through second grade who display indications of, or areas of weakness associated with, dyslexia.”
 - “In order to provide school districts with the opportunity to **intervene before a student’s performance falls significantly below grade level**, school districts must screen students in kindergarten through second grade for indications of, or areas associated with, dyslexia.”



Let's flip our
thinking on
this....



Question Pause – Myth 3

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

← 5-10%

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

→ 1-5%

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

→ 5-10%

Myth #4

Special Education is Separate, Special Education is Tier 4

Individual Student Teams

Student and family

Community supports

Individuals identified by family/student

staff with familiarity of student

Staff with familiarity to school systems

(May be the IEP team)

Individual Student Team Tasks



Responsible for individual student's academic growth



social-emotional-behavioral growth



career development



quality of life

Inclusionary Practices

- MTSS is built on a foundational value of meaningful inclusion, both academically and behaviorally through:
 - Highly effective core instruction and support
 - Layered interventions that support students receiving core instruction in addition to additional supports matched to student need.
 - Reduced use of exclusionary discipline practices through prevention and response to environmental barriers to student success.



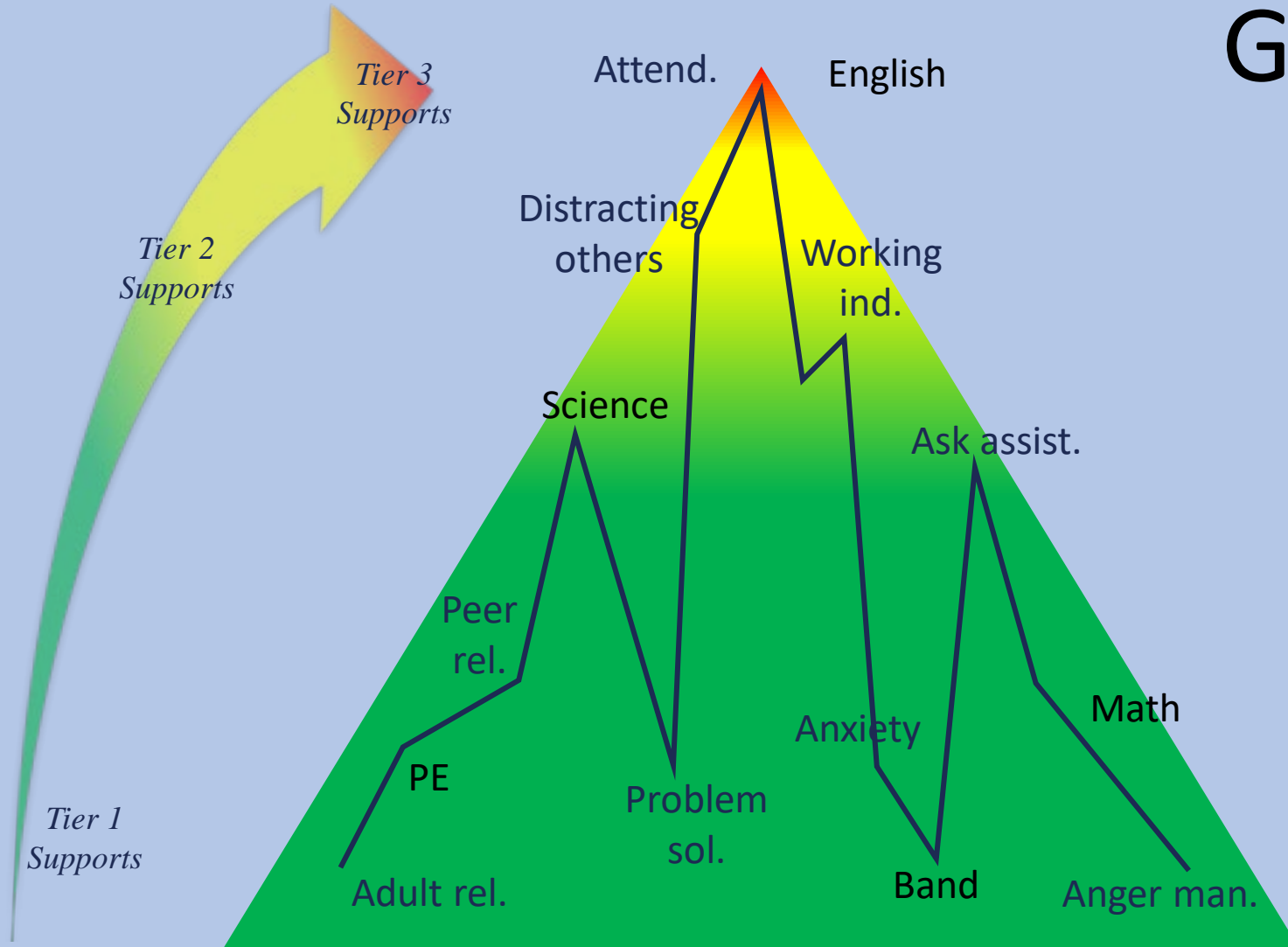
Question Pause – Myth 4

Myth #5

MTSS only further labels students.



George

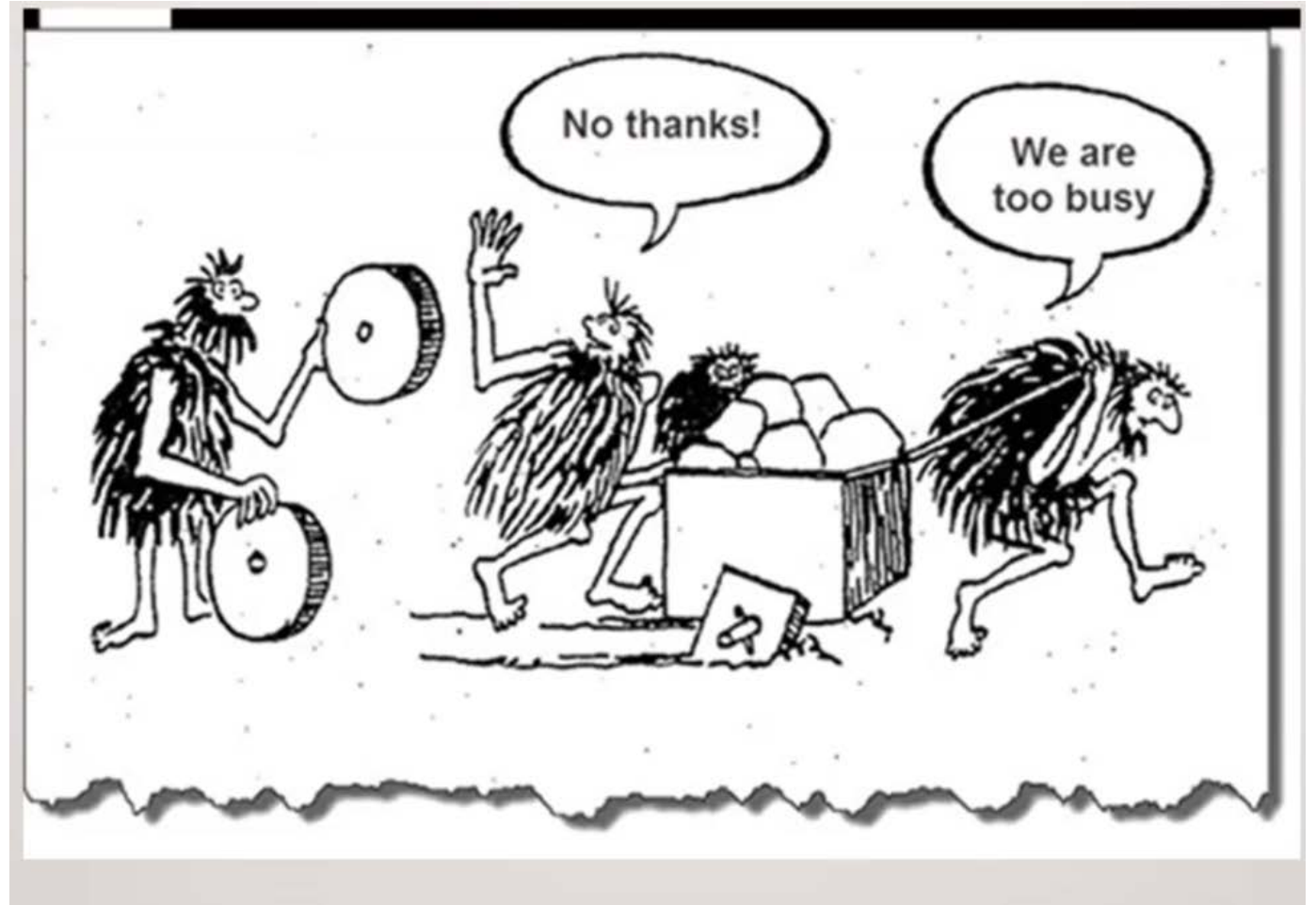




Question Pause – Myth 5

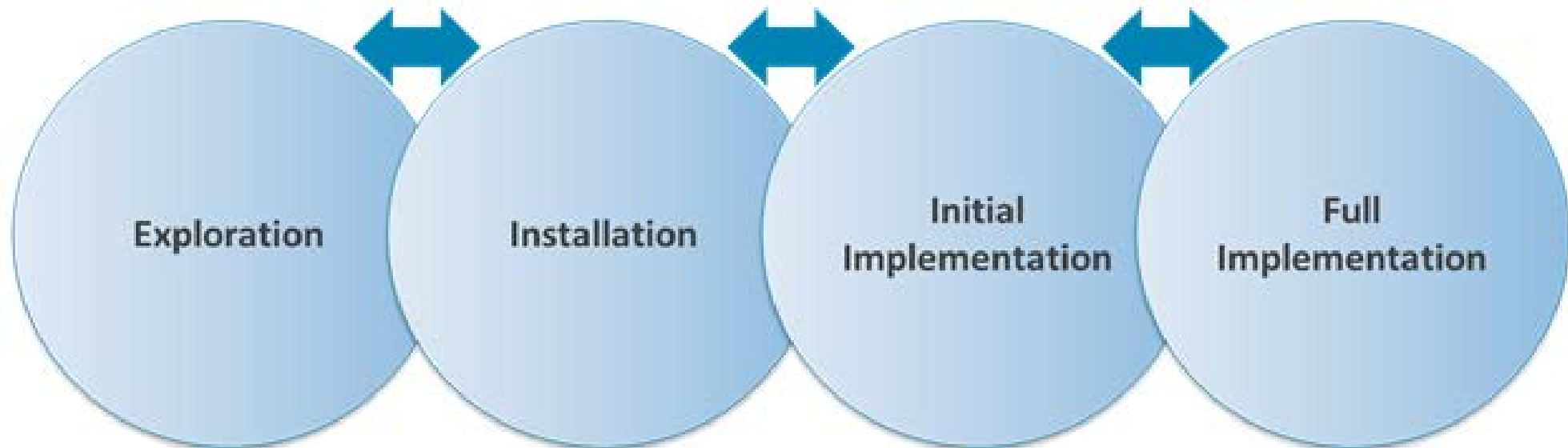
Myth #6

MTSS takes too long...



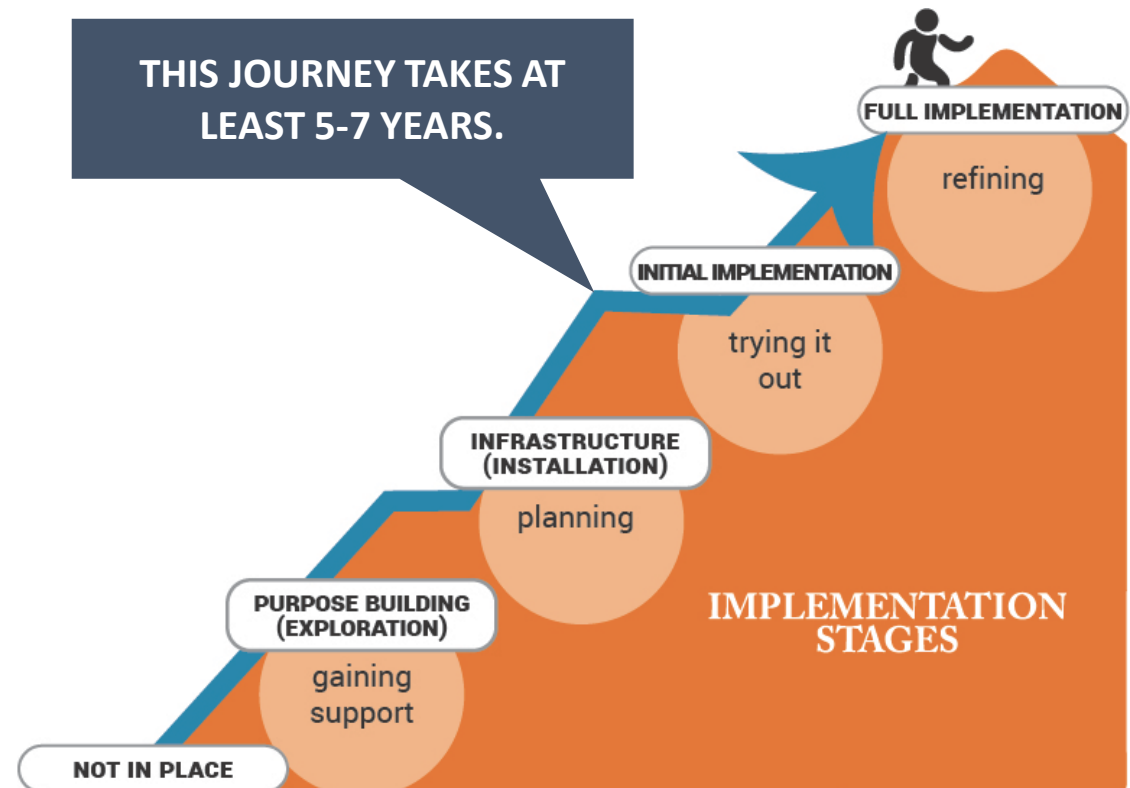
Implementation Stages

Implementation is not an event. Implementation is “a specified set of activities designed to put into practice an activity or program of known dimensions.” These activities occur over time in stages that overlap and that are revisited as necessary dimensions.



What is Fidelity or Full Implementation?

- **Fidelity** means that schools are accurately and consistently delivering innovation as designed.
- Academic assessments refer to this as **full implementation**.



Based on: Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231)

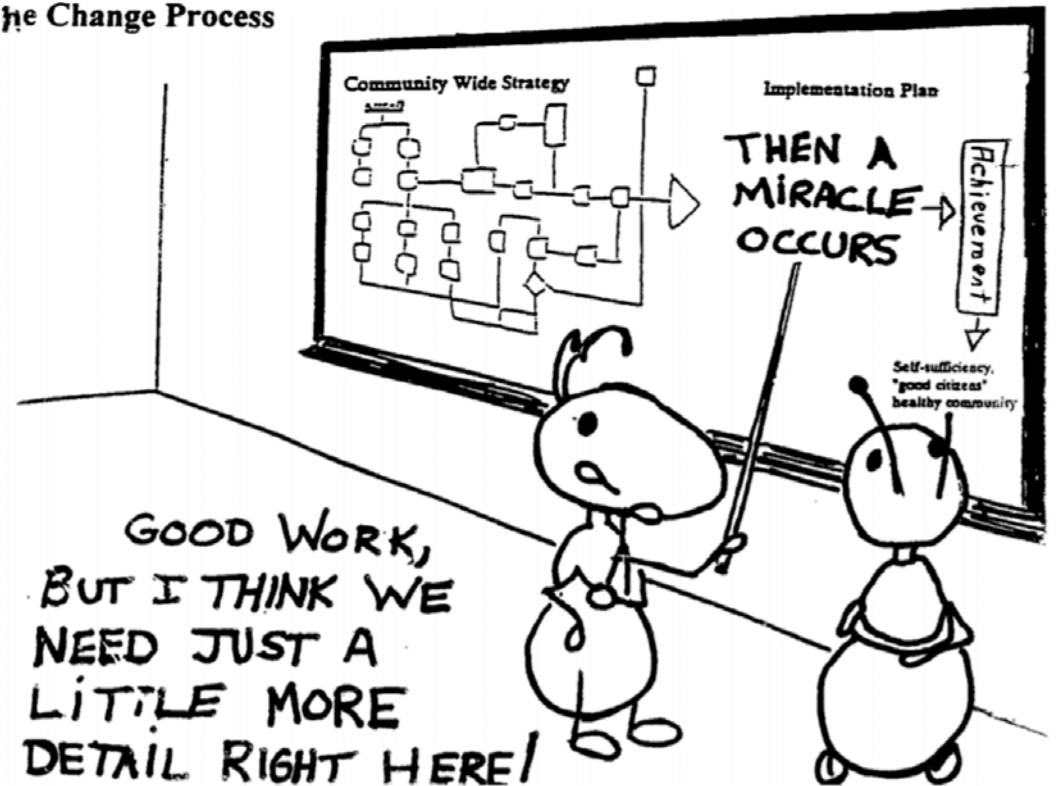


Question Pause – Myth 6

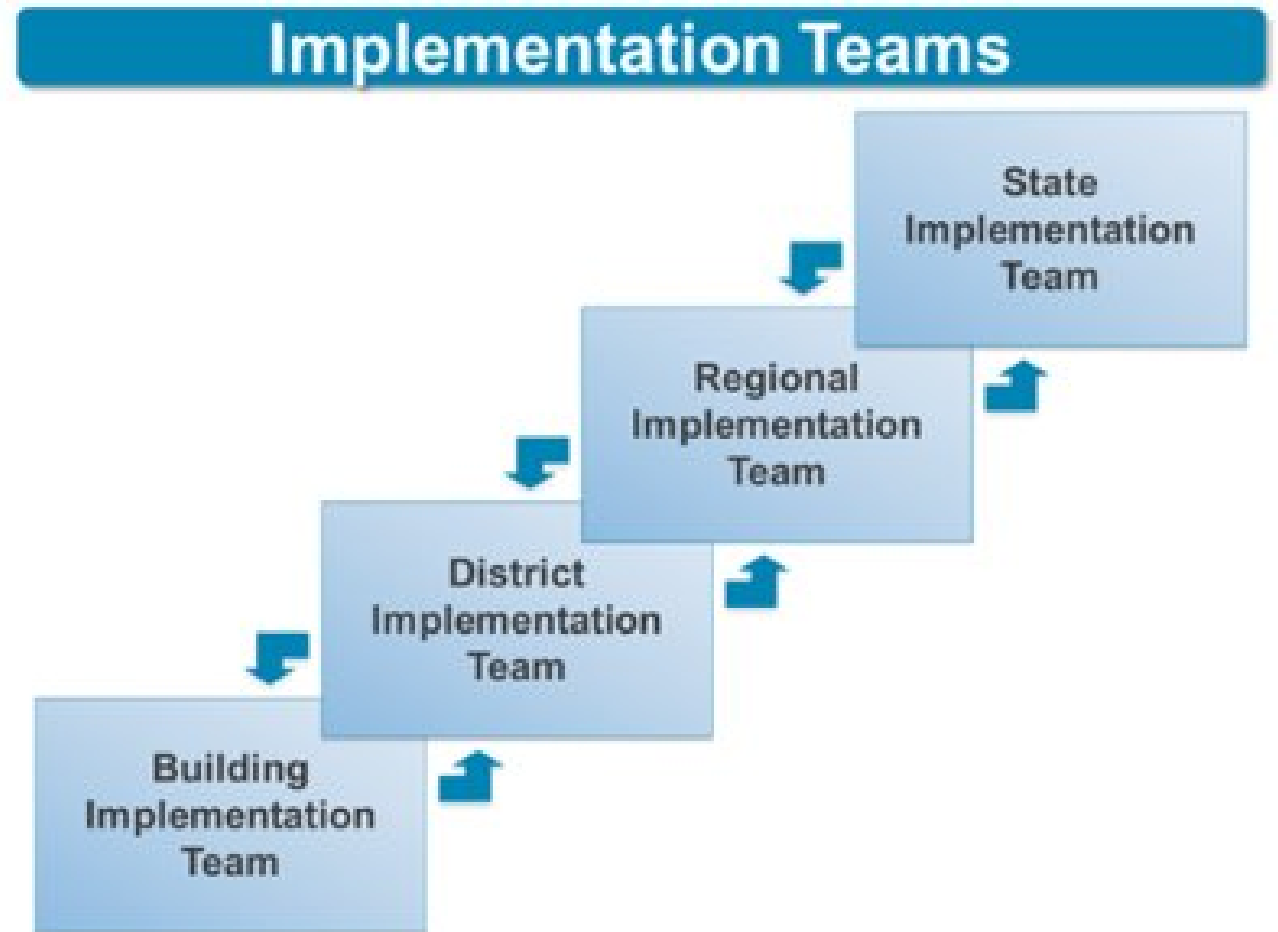
Myth #7

We can implement MTSS without "Doing MTSS"

The Change Process



Cascading Support Model



Cascading Supports

Who is supported?

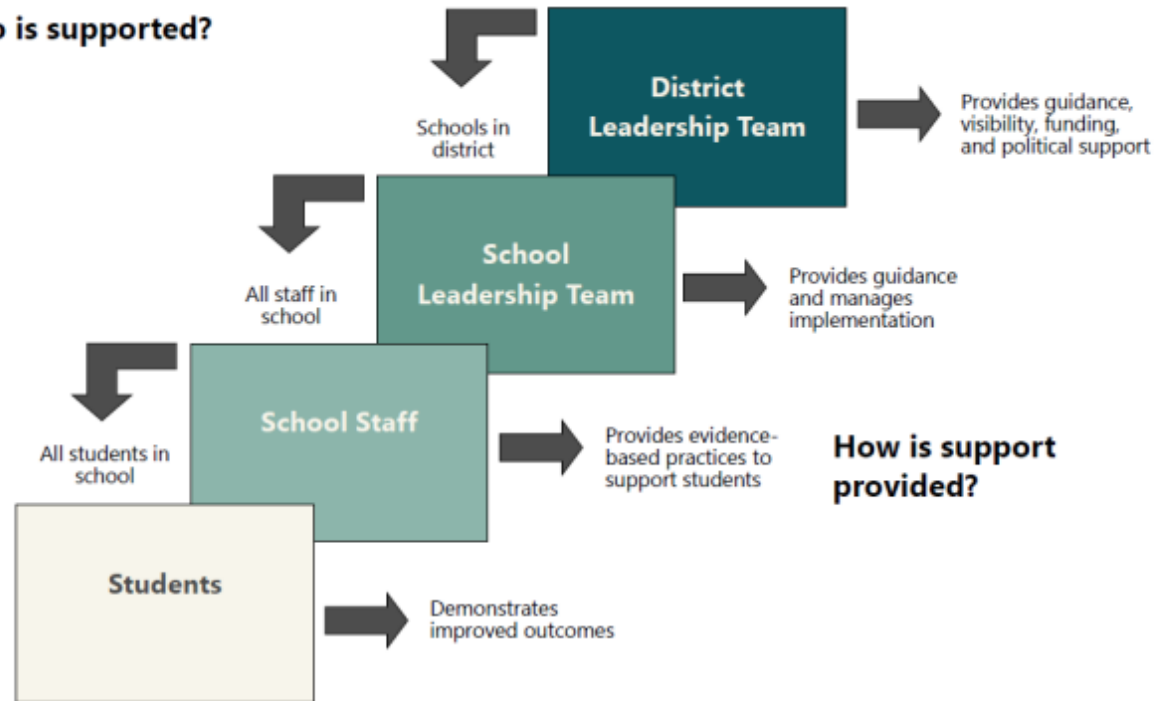
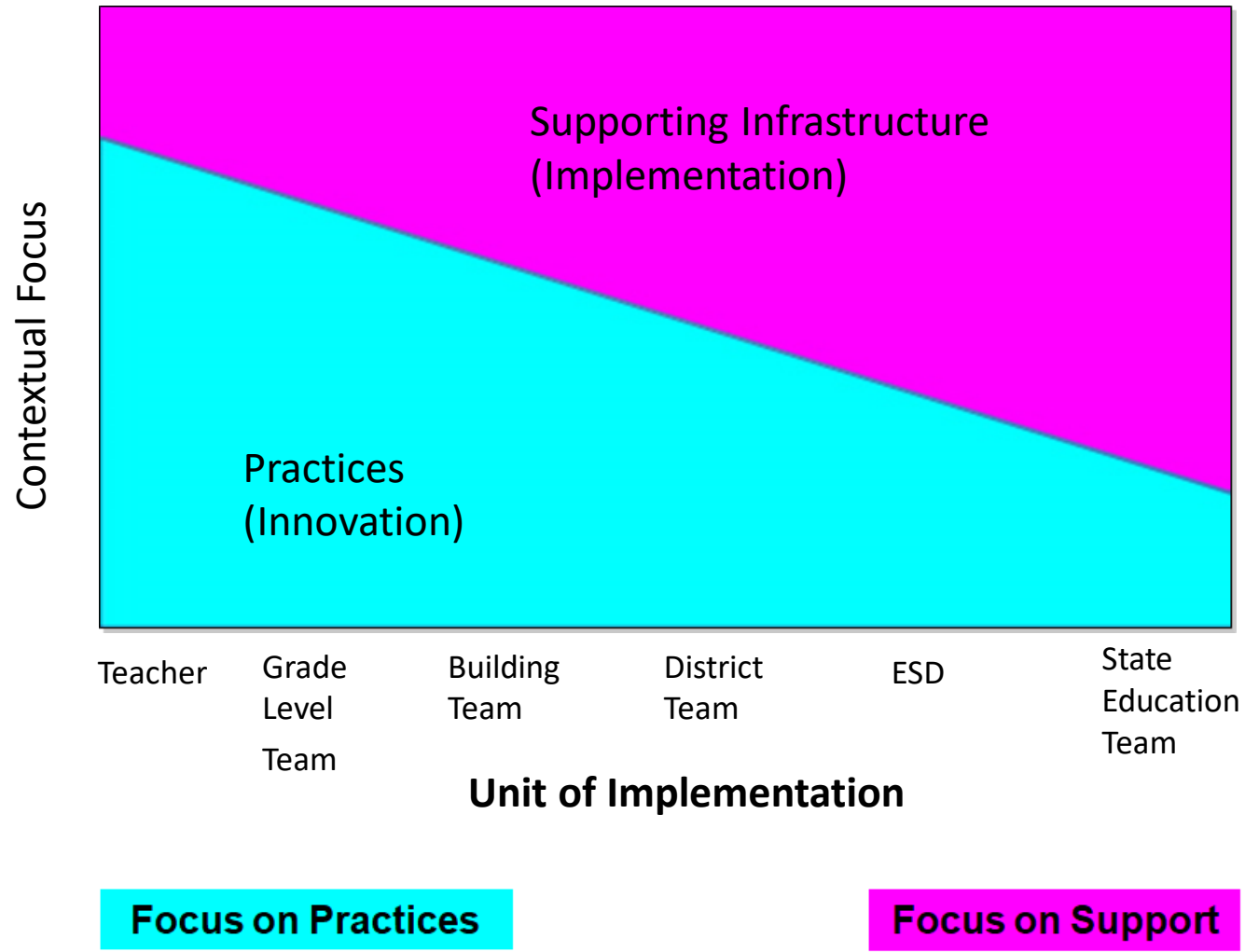
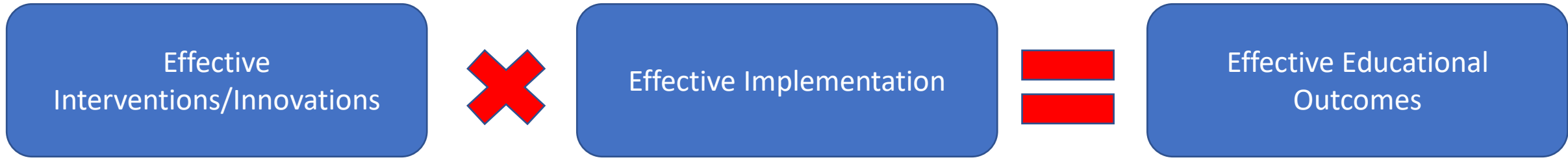


Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.

Framework for Addressing Practice & Supports







Question Pause – Myth 6

Still feeling
uncomfortable?

Want Myths 8, 9, 10?

We are not ready for MTSS.

Our school/district/facility is
too small or unique.

MTSS is a 4 -letter word in our
district.

Who are your
allies in the
field?

MTSS State Implementation Team Contacts

Educational Service District Staff

Name	ESD	Email	Phone Number
Stephanie Detrick	ESD 101	sdetrick@newesd101.net	509-378-1172
Tammy Woodard	ESD 113	twoodard@esd113.org	509-869-7699
Kelly Bolson	ESD 123	kbolson@esd123.org	509-947-0094
Solina Journey	ESD 112	solina.journey@esd112.org	406- 570-9643
Abby Trimble	ESD 189	atrimble@nwsed.org	360-707-8875
Tori Hazelton-Snyder	ESD 121	thazeltonsnnyder@psed.org	503-803-1573
Stephanie Andler	ESD 171	stephaniea@ncsed.org	509-969-2541

Office of Superintendent of Public Instruction Staff

Justyn Poulos	Director of MTSS	justyn.poulos@k12.wa.us	360-725-6132
RJ Monton	MTSS Assistant Director	rj.monton@k12.wa.us	206-247-9919
Mark McKechnie	Senior Consultant on Equity in Student Discipline	mark.mckechnie@k12.wa.us	360-725-6039
Robin Howe	Administrative Assistant 4	robin.howe@k12.wa.us	360-725-6052
Stella Lugalia	Administrative Assistant 3	stella.lugalia@k12.wa.us	360-701-5276

<https://www.k12.wa.us/sites/default/files/public/cisl/pubdocs/Contacts%20MTSS%20State%20Implementation%20Team.pdf>

Further MTSS Resources

- Check the OSPI MTSS Webpage for upcoming events.
- Webinars in 2021-2022
- Currently building number of Courses thru Evergreen State College
- Reach out the Regional Implementation Coordinator at your ESD

The screenshot shows a website navigation menu on the left with the following items: CIA and Waivers ▶, Multiple Pathways to Graduation (HB 1599), Graduation Requirements ▶, High School Transcripts, Testing ▶, Career & Technical Education ▶, Special Education ▶, Support Programs ▼, Attendance, Chronic Absenteeism, and Truancy ▶, Center for the Improvement of Student Learning (CISL) ▶, Dual Credit Programs ▶, Early Learning ▶, Ninth Grade Success ▶, Learning Assistance Program ▶, Multi-Tiered System of Supports (MTSS) ▼ (circled in red), MTSS Events, Integrated Student Support, MTSS Components and Resources, Reengaging & Reducing Dropouts ▶, System and School Improvement ▶, Student Discipline ▶, Student Support, and Student Transfers.

Values
To ensure every student has equitable access to the instruction and supports they need to thrive, district and school teams:

1. Identify and address biases and systemic barriers that drive inequitable access and disparate outcomes for Black, Indigenous, and students of color, students experiencing poverty, students receiving special education or English learner services, students who identify as LGBTQ+, and highly mobile student populations.
2. Collaborate with students, families, and community partners to leverage the unique cultural and linguistic assets of their communities in order to provide every student an inclusive and responsive learning environment.
3. Deliver comprehensive supports that consistently meet every student's needs and accelerate student academic, social, emotional, and behavioral learning.

Essential Components
MTSS consists of essential components which enable teams to work together to adapt instruction and supports to varied student needs. The essential components of MTSS are interrelated, and as the intensity of student need increases, each of the components also increases in intensity. Staff use evidence-based practices to accelerate student learning across all tiers. You can take a deeper dive into these essential components by looking through the [MTSS resource page](#). Additionally, the [MTSS Guidance document \(PDF\)](#) provides a full outline of the five components of Washington MTSS shown on the graphic below.

Contact Information
MTSS State Implementation Team
[Contacts \(PDF\)](#)

The graphic titled "Washington MTSS" features a central mountain range. Surrounding it are five circular icons representing the essential components: "Team-Driven Shared Leadership" (group of people), "Evidence-Based Practices" (magnifying glass), "Continuum of Supports" (pyramid), "Family, Student, and Community Engagement" (group of people), and "Data-Based Decision Making" (circular arrows).

Thank You!

Questions?

- RJ Monton
 - rj.monton@k12.wa.us