

# MTSS PROBLEM SOLVING CONSIDERATIONS

## MTSS Systems Team Meeting Agenda

Data-Based Problem Solving Meeting		Systems Level Development Meeting	
<b>REVIEW</b>	<ol style="list-style-type: none"> <li>1. Ensure that essential roles are covered for meeting functioning</li> <li>2. Review notes from previous meeting</li> <li>3. Evaluate system support/intervention plans from previous meetings</li> <li>4. Review data summary from previous month and other relevant data discussions and decisions</li> </ol>	<b>REVIEW</b>	<ol style="list-style-type: none"> <li>1. Ensure that essential roles are covered for meeting functioning</li> <li>2. Review notes from previous meeting</li> <li>3. Follow up from previous meeting: progress toward objectives, discussion decisions, and actions</li> </ol>
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Follow the 4-step problem solving process <ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• Why is it occurring?</li> <li>• What are we going to do about it?</li> <li>• Is it working?</li> </ul> </li> <li>2. Utilize the Instructional Considerations as guiding questions if the team gets stuck in the process</li> <li>3. Utilize monthly data summary and other data routinely collected to maintain focus on predictable system obstacles and other emerging needs</li> </ol>	<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1. Identify the problem and goal: <ul style="list-style-type: none"> <li>• Defining desired outcomes</li> <li>• Brainstorming resources</li> <li>• Identifying potential barriers</li> <li>• Brainstorming strategies to eliminate barriers</li> </ul> </li> <li>2. Developing action plans <ul style="list-style-type: none"> <li>• Specifying follow-up plans</li> <li>• Developing plan for evaluating progress</li> </ul> </li> <li>2. Remember to continually consider the simplest thing that can be done that will have the greatest impact</li> </ol>
<b>NEXT STEPS</b>	<ol style="list-style-type: none"> <li>1. Assign tasks to team members and determine how progress toward completion of tasks will be evaluated</li> <li>2. Determine the details of the task, who is responsible, and timeline for completion</li> </ol>	<b>NEXT STEPS</b>	<ol style="list-style-type: none"> <li>1. Assign tasks to team members and determine how progress toward completion of tasks will be evaluated</li> <li>2. Determine the details of the task, who is responsible, and timeline for completion</li> </ol>

# Colorado MTSS

## PROBLEM SOLVING PROCESS

**Step 1—Define the problem**  
What is the problem?

Define

**Step 2—Problem Analysis**  
Why is it occurring?

Analyze

**Step 4—Evaluate  
Response to Intervention**  
Is it working?

Evaluate

**Step 3—Plan Implementation**  
What are we going to do about it?

Implementation



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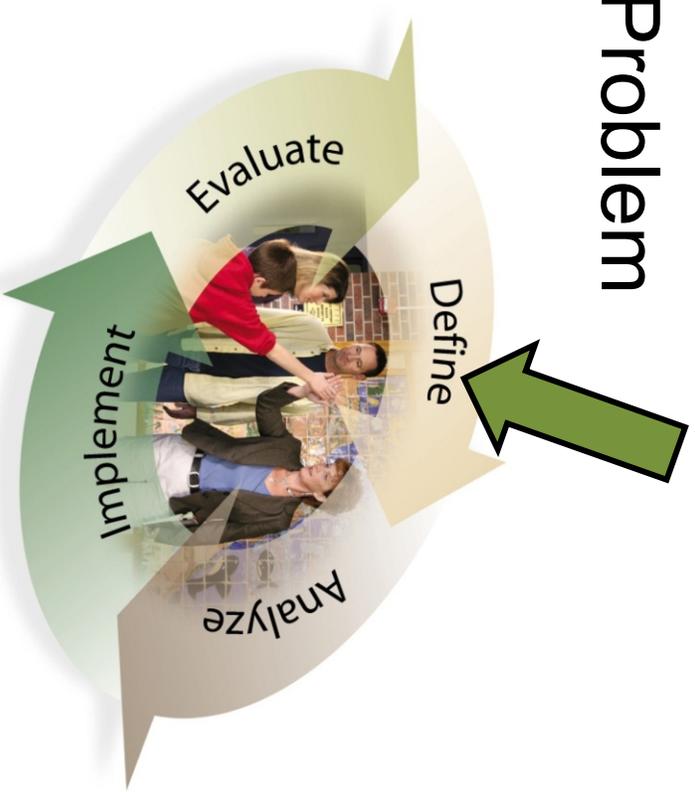
# What is the problem?

## Step 1—Define the Problem

**PURPOSE:** To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.

### **GUIDING QUESTIONS:**

- What is the desired outcome?
- What is the actual performance?
- What is the difference between the two?
- If there is more than one problem determine which is the highest priority.
- Is the problem school-wide, grade level, whole class, small group, or individual?



### **OUTCOME CONSIDERATIONS**

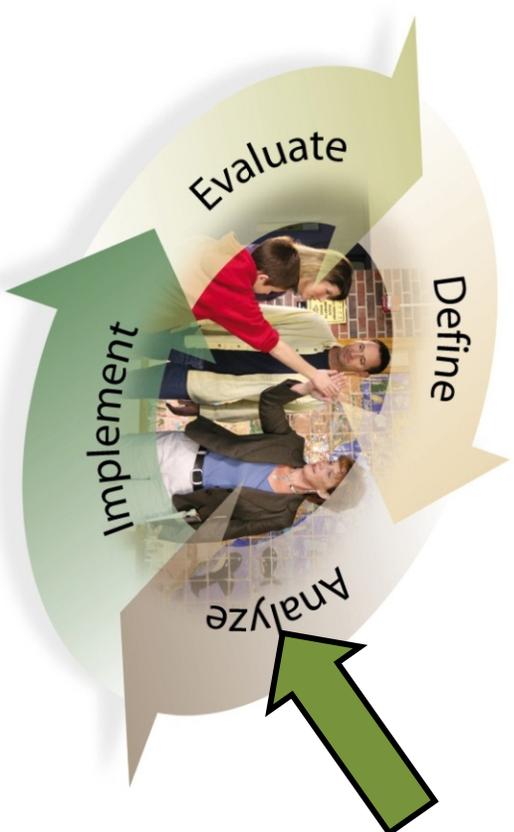
Academics, Social Behavior, Adults and Students

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# Why is it occurring?

## Step 2—Problem Analysis

**PURPOSE:** To gather relevant information in the domains of instruction, curriculum, environment and the learner(s) through the use of reviews, interviews, observations and tests to determine contributing factors to the problem.



### GUIDING QUESTIONS:

- Have we collected data about variables that are educationally relevant and alterable?
  - Is the something we could change about the
    - **INSTRUCTION**
    - **CURRICULUM**
    - **ENVIRONMENT**
- to increase the probability that learning will occur?

### IMPORTANT CONSIDERATIONS

<i>Known Information</i>	<i>Unknown Information</i>	<i>Educationally Relevant and Alterable</i>	<i>Educationally Relevant and Inalterable</i>
<b>THIS IS WHAT WE WANT!</b>	Assessment Questions	<b>DON'T GO HERE!</b>	Disregard or Low Priority

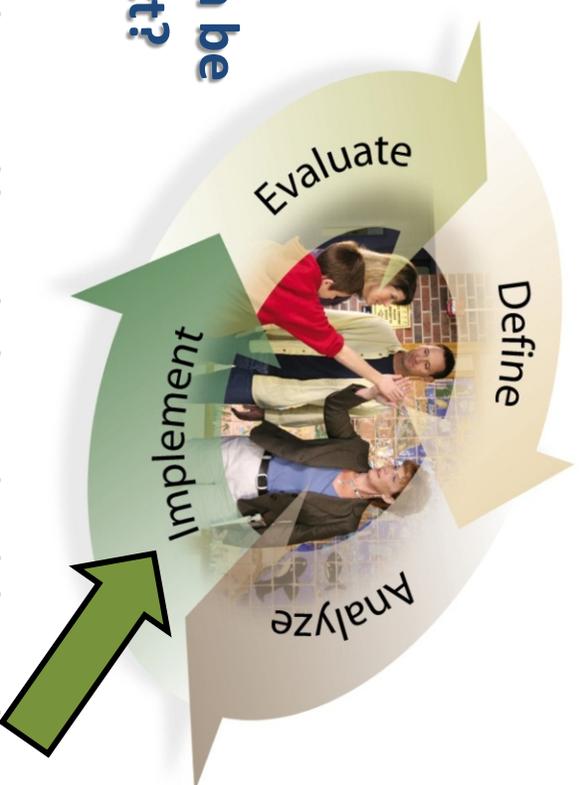


# What are we going to do about it?

## Step 3—Plan Implementation

**PURPOSE:** To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

**What is the simplest thing that can be done that has the greatest impact?**



### **GUIDING COMPONENTS:**

- System supports or interventions must be based upon data and knowledge gained through the steps of **problem definition** and **problem analysis**.
- System supports or intervention plan development includes selection of an evidence-based practice, determination of who will be responsible, alignment of resources, how fidelity of implementation will be measured, how progress will be monitored, and specific decision points criteria met.
- Progress monitoring involves collecting, graphing and using data frequently.
- Progress monitoring requires plan development including who, what, when, and how frequently data are collected and reviewed.

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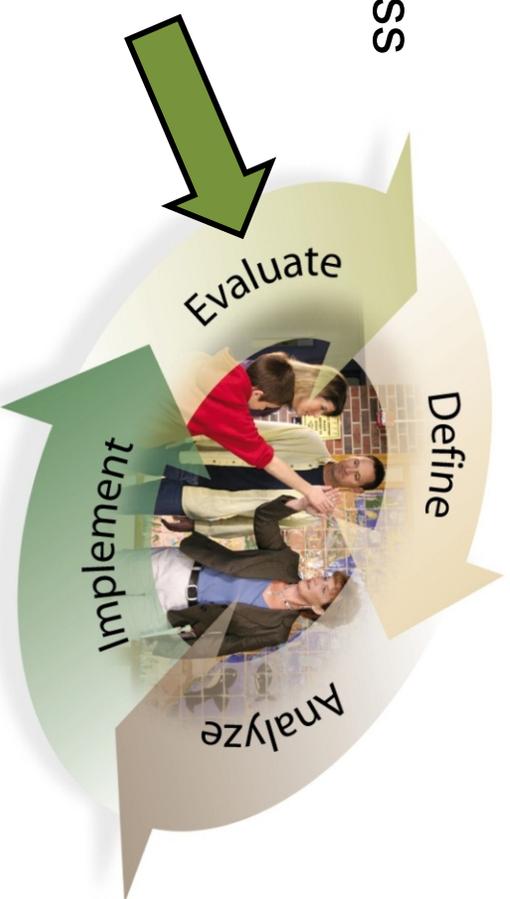
# Is it working?

## Step 4—Evaluate Response to Intervention

**PURPOSE:** To determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.

### **GUIDING QUESTIONS:**

- Was the system support or intervention successful?
- Does the plan require more time and monitoring or modification?
- Was the system support or intervention implemented with fidelity?
- Was the outcome met according to set criteria?
- Do we have the resources to sustain these supports?
- Do we need to go back to previous steps?
- Celebrate progress!



# MTSS PROBLEM SOLVING CONSIDERATIONS

## INSTRUCTIONAL CONSIDERATIONS

### UNIVERSAL Supports and Core Instruction

- Are students provided with core instruction that is evidence-based utilizing effective instructional practices?
- What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
- Is core instruction/support effective?
  - What percent of students are achieving standards/benchmarks/behavioral expectations?
  - What percent of students in subgroups (racial/ethnic groups, gender, age, disability, free and reduced lunch, etc.) are achieving standards/benchmarks/behavioral expectations?
  - If addressing an individual student's needs, what percent of students in their subgroup are achieving benchmarks/standards/behavioral expectations?
  - Is there a relationship between behavior (absences, tardies, positives, ODRs, etc.) and achievement? For which groups of students?
- If core instruction is not effective:
  - Is the curriculum appropriately matched to the needs of the students?
  - Is support provided for implementation fidelity?
- To what extent is the school-based leadership team engaged in Universal level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
- How are families and students involved or engaged in supporting effective core instruction/behavioral supports?
- What is the decision rule to determine if student(s) will require supplemental, targeted or more intensive, individualized intervention/support?
- What are the **alterable** factors we can change to improve our performance?

# MTSS PROBLEM SOLVING CONSIDERATIONS

## INSTRUCTIONAL CONSIDERATIONS

### TARGETED Supports and Supplemental Interventions

- What specific supplemental intervention/support, aligned with core instruction, is planned to improve the performance of students who need additional instruction and support (e.g., more academic-engaged time, more focused intervention, smaller group size, type of delivery, methodology, etc.)? Consider the following information:
  - Amount of additional time
  - Focus of the instruction/intervention
  - Specific instructional strategies/behavior support
  - Method and frequency of progress-monitoring assessments
  - Evidence of fidelity
  - Sufficiency of intervention/support
- How is the supplemental intervention implemented?
  - Academic-Engaged Time—How much more time is provided?
  - Curriculum—What is used?
  - Personnel—Who, when, and where is it provided? Are the highest levels of instructional expertise matched to students with the most significant needs? How is support provided to ensure fidelity of implementation?
  - Families—How are the families involved or engaged in supporting the interventions?
- How effective is the supplemental instruction for groups of students who need additional instruction and support?
  - What assessments are used for ongoing data collection aligned with core instruction?
  - How frequently are assessments conducted? How frequently are they analyzed by the team?
  - How are families engaged in progress monitoring, analysis of level of performance, and rate of progress?
  - How does the team determine whether the instruction/intervention is effective?
  - If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?
  - What is the decision rule to determine if student(s) will require more intensive, individualized instruction/intervention?

# MTSS PROBLEM SOLVING CONSIDERATIONS

## INSTRUCTIONAL CONSIDERATIONS

### INTENSIVE Supports and Individualized Intervention

- What specific intensive, individualized intervention, aligned with core/supplemental instruction, is planned to improve the level of performance and the rate of progress of the individual student (e.g., more academic-engaged time, more focused intervention, smaller group size, type of delivery, methodology, etc.)? Consider the following:
  - Amount of additional time
  - Focus of the instruction/intervention
  - Specific instructional strategies/behavior support
  - Method and frequency of progress-monitoring assessments
  - Evidence of fidelity
  - Sufficiency of instruction/support
- How is the intensive, individualized intervention delivered?
  - Academic-Engaged Time—How much more time is provided?
  - Curriculum—What does the student need?
  - Personnel—Who, when, and where is it provided? Are the highest levels of instructional expertise matched to students with the most significant needs? How is support provided to ensure fidelity of implementation?
  - Families—How are the student’s families involved or engaged in supporting the interventions to increase the student’s level of performance and rate of progress?
- How effective is the intensive, individualized intervention for the student?
  - What assessments are used for ongoing data collection?
  - How frequently are assessments conducted? How frequently are assessment results analyzed by the team?
  - How are families involved or engaged in progress monitoring, analysis of level of performance, and rate of progress?
  - How does the team determine whether the instruction/intervention is effective?
  - If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?
  - What is the decision rule to determine any necessary adjustments to the instruction/interventions?