

## COUNTYWIDE Collaborative Work

### MTSS PROTOCOL for PROBLEM SOLVING

#### STEP 1: PROBLEM IDENTIFICATION - *What is the problem?*

1. A teacher is concerned about a student not meeting expectations.
  - a. Teacher talks to the student.
  - b. Teacher talk to the parent.
  - c. Teacher talks to student's other teachers, if applicable.
  - d. Teacher reviews the student's cum file.
    - i. Look for patterns with attendance.
    - ii. Look for patterns with grades.
    - iii. Look for patterns with behavior incidents.
    - iv. Look for past successful and unsuccessful interventions, if applicable.
    - v. Look at test scores.
    - vi. Look at previous school history; contact previous school if necessary.
    - vii. Look at most recent evaluation report, if applicable.
    - viii. Look at IEP Goals/Objectives and progress, if applicable..
    - ix. Note: If you do not know how to access student cum file, ask your building secretary or administrator.
  - e. Teacher can ask admin/designee for current/past data not readily available to the teacher. Your school social worker, guidance counselor are good contacts.
  - f. Teacher maintains all documentation.
  - g. Teacher completes Step 1 of the Problem Solving Worksheet.
  - h. Next step(s)
    - i. If this is an individual concern,
      1. Then the teacher will intervene in tier 1 to support the student in meeting expectations. The teacher should document and progress monitor the student
        - a. Elementary Example: Struggled with unit on common long vowel patterns. Provide on-going instruction for common long vowel patterns.
        - b. Secondary Example: Struggled with unit on themes and central ideas. Provide on-going instruction for themes and central ideas.

2. Next step if no progress; the teacher moves on to Step #2 (problem analysis) to problem solve with his/her PLC.
- ii. If this is a group-level concern
    1. The teacher plans and administers a classroom wide interventions(s); monitors students' progress.
      - a. Elementary Example: At least 60% of students did not meet nonsense word (phonics) target. Phonics intervention
      - b. Secondary Example: At least 605 of students did not meet aReading (comprehension) target. Comprehension intervention
    2. Next step if the teacher is still concerned about the individual student, the teacher moves on to Step #2 (problem analysis) to problem solve with PLC. Teacher brings updated data (following classroom wide intervention) to the PLC for problem analysis.

**STEP 2: PROBLEM ANALYSIS - *Why is the problem occurring?***

**STEP 3: PLAN DEVELOPMENT - *What are we going to do about it?***

**STEP 4: PLAN IMPLEMENTATION - *How will we make it happen?***

2. The teacher takes the information gathered from #1 (Problem Identification) to his/her grade level (or equivalent) PLC for problem solving.
  - a. Teacher presents concern(s) to the PLC.
  - b. Collaboratively, the PLC analyzes the problem, following Step 2 of the 5 step problem solving model.
  - c. Collaboratively, the PLC moves on to Steps 3 and 4 - Plan Development and Implementations.
  - d. The teacher/PLC implements the plan and collects data on the intervention(s).
    - i. Note: a team may have multiple PSDA (plan/study/do/act) cycles on one intervention and/or multiple interventions.

**STEP 5: PLAN EVALUATION - *Response to instruction/intervention, is it working?***

- e. Next Steps
  - i. Student's response to intervention(s) is successful.
    1. Continue with the intervention plan until complete.
    2. Monitor student progress.
    3. Teacher files all documentation (MTSS Problem Solving Worksheet and supporting documents) in student cum file.
  - ii. Student's response to intervention(s) is not successful.

1. The teacher refers the student to the building level problem solving team (/MTSS/PST/SAT/TAT).
2. The building level problem solving team reviews the data to determine:
  - a. Was instruction/intervention aligned with the verified hypothesis?
  - b. Are there other hypotheses to consider?
  - c. Was the problem identified correctly?
3. Based upon the results of #2, the building level problem solving team will make next recommendation.
  - a. To continue the problem solving process and monitor student's progress. OR
  - b. Refer student for special education evaluation.

## INTERVENTION INFORMATION

- Each site has a continuum of support for academics and behavior. The continuum begins with the first best core instruction in the classroom, a part of [Tier 1](#). Also a part of Tier 1 support is a [classroom wide intervention](#).
- Differentiation vs. Accommodation vs. Interventions
  - Elementary Example: teach different sounds (review specific sequence of phonics) vs. provide quiet setting vs. develop a different instructional plan
  - Secondary Example: teach prerequisite skills (review specific sequence of comprehension skill development based on the standards) vs. provide quiet setting vs. develop a different instructional plan
- Fidelity - WHY & WHAT
  - Fidelity is all about doing what we say we are going to do; it is a strict adherence to processes and protocols. For example, if we say that we are going to provide a 20 minute intervention 3 times a week for a student we want to ensure that the time is met with the intervention resources, and that the person delivering the intervention has been trained.
  - Examples - teacher pulled to sub; scheduling; moving
  - Interventions are evidence based, which is based on implementing with fidelity
- Data Points/Timing
  - Individual basis
  - General guidelines
    - SSE recommends if student is really on the radar, then up it - Over 8 weeks, progress monitor 1/week then 2/week then reverse
    - ZM - monitors weekly; for kids thinking they are going to sped then twice
    - Lincoln - Siri's intervention; progress monitors every other week depending on schedule
    - Progress monitor at least weekly

- Progress monitor intervention at ability level weekly
  - At least once a month, progress monitor at grade level
  - Others - at instructional level
- CAREI training info with a comment individual basis
- Referral for Special Education Evaluation
  - Bare Minimum
    - Problem Solving Team consensus for evaluation with data to back up
    - Problem Solving Worksheet with MTSS protocol followed

## SCHOOL TEAMS

Level 1

Level 2

Level 3

Level 4

PLCs vs Innovation Teams