# MTSS PROBLEM SOLVING CONSIDERATIONS

## MTSS Systems Team Meeting Agenda

<table>
<thead>
<tr>
<th>Data-Based Problem Solving Meeting</th>
<th>Systems Level Development Meeting</th>
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<tbody>
<tr>
<td><strong>REVIEW</strong></td>
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<tr>
<td>1. Ensure that essential roles are covered for meeting functioning</td>
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<td>2. Review notes from previous meeting</td>
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<td>3. Evaluate system support/intervention plans from previous meetings</td>
<td>3. Follow up from previous meeting: progress toward objectives, discussion decisions, and actions</td>
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<td>4. Review data summary from previous month and other relevant data discussions and decisions</td>
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<td><strong>OBJECTIVES</strong></td>
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<tr>
<td>1. Follow the 4-step problem solving process</td>
<td>1. Identify the problem and goal:</td>
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<tr>
<td>• What is the problem?</td>
<td>• Defining desired outcomes</td>
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<tr>
<td>• Why is it occurring?</td>
<td>• Brainstorming resources</td>
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<tr>
<td>• What are we going to do about it?</td>
<td>• Identifying potential barriers</td>
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<tr>
<td>• Is it working?</td>
<td>• Brainstorming strategies to eliminate barriers</td>
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<td>2. Utilize the Instructional Considerations as guiding questions if the team gets stuck in the process</td>
<td>2. Remember to continually consider the simplest thing that can be done that will have the greatest impact</td>
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<td>3. Utilize monthly data summary and other data routinely collected to maintain focus on predictable system obstacles and other emerging needs</td>
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<td><strong>NEXT STEPS</strong></td>
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<tr>
<td>1. Assign tasks to team members and determine how progress toward completion of tasks will be evaluated</td>
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<tr>
<td>2. Determine the details of the task, who is responsible, and timeline for completion</td>
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Colorado MTSS
PROBLEM SOLVING PROCESS

Step 1—Define the problem
What is the problem?

Step 2—Problem Analysis
Why is it occurring?

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

Step 4—Evaluate
Response to Intervention
Is it working?
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
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
  o INSTRUCTION
  o CURRICULUM
  o ENVIRONMENT

to increase the probability that learning will occur?

IMPORTANT CONSIDERATIONS

<table>
<thead>
<tr>
<th>Educationally Relevant and Alterable</th>
<th>Educationally Relevant and Inalterable</th>
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<tbody>
<tr>
<td>Known Information</td>
<td>THIS IS WHAT WE WANT!</td>
</tr>
<tr>
<td>Unknown Information</td>
<td>Disregard or Low Priority</td>
</tr>
<tr>
<td>Assessment Questions</td>
<td>DON’T GO HERE!</td>
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COLORADO DEPARTMENT OF EDUCATION
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.

**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.

What is the simplest thing that can be done that has the greatest impact?
**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 students(s) will require supplemental, targeted or more intensive, individualized intervention/support?
- What are the *alterable* factors we can change to improve our performance?

Adapted from *Florida’s Multi-Tiered System of Supports*
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 students(s) will require more intensive, individualized instruction/intervention?

Adapted from Florida’s Multi-Tiered System of Supports
## 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?

Adapted from Florida’s Multi-Tiered System of Supports