

# MTSS Fundamentals : The Starter Pack

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# Land Acknowledgement

We acknowledge and honor the traditional lands of the Palouse, Confederated Tribes of the Umatilla Nation, and the Confederated Tribes of the Colville Reservation on which we are gathered today. We pay respect to the elders and caretakers that have stewarded these lands throughout generations and that are still here today.

<https://native-land.ca/resources/territory-acknowledgement/>

<https://www.washingtontribes.org/the-tribes-of-washington/>





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# INTEGRATED MTSS CONFERENCE

Empowering Excellence: Co-Designing  
Systems through Instructional Leadership

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**JULY 31 – AUGUST 2, 2024**

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Washington Statewide  
**Family Engagement Center**  
FAMILIES, SCHOOLS, and COMMUNITIES in PARTNERSHIP



**Reduce stress with some  
deep breaths.**



**Mindful Moment**

**#HealthyMonday**

**HEALTHY  
MONDAY**

“MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.”

-Dr. George Sugai



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“Ruthless Equity: In a culture of belonging and inclusion, organizing to provide each student what they s(he) needs when they s(he) needs it, with urgency to ensure mastery of essential learning outcomes.”

-Ken Williams from *Ruthless Equity*

# Meet Our Team

## Solina Adelson-Journey



When students, families and DBDM is at the center of the framework, I believe that MTSS allows for equitable outcomes for all students in all areas of schooling.

### Experience

- Classroom teacher
- Reading specialist
- Behavior/SEL/MTSS District & Building-Based Coach
- Restorative Practices Specialist
- Administrator

## Weslee

MTSS is the foundation to providing equitable access to learning for each student. I believe it is an opportunity to remove systemic barriers while rebuilding equitable systems of support.

### Experience

- Classroom teacher
- PBIS District Level Coach
- Behavior/SEL/MTSS District & Building-Based Coach
- Restorative Practices Specialist
- Equity Mentor/Specialist
- Administrator Certificate



I don't want to be able to sleep like a baby, I want to be able to sleep like my husband Zzzzzzz...

## Tori Hazelton

Equity and educational justice mean that every student gets what they need when they need it, no matter what. I believe a strong MTSS framework that centers the needs of every student is the catalyst for just and humane schools where all students can thrive.

### Experience

- Middle and High School Teacher
- Dean of Students
- Principal K-12
- PBIS Trainer



I hate raisins. They are an abomination and have no right to be in any baked goods, most especially cookies. You won't convince me otherwise, it's a hill I will die on

# Today's Learning Intention



Understand how the phase out of discrepancy model can be supported through strong MTSS framework



Understand MTSS as a framework



Understand the five components of WA-MTSS



I will reflect on the WA MTSS framework MTSS implementation history and efforts to build my understanding on how it impacts my role and responsibilities as an educator.



# #1

## Learning Objective

Understand how the phase out of discrepancy model can be supported through strong MTSS framework





# The 5 Components

## Essential Components

MTSS consists of essential components which enable teams to work together to adapt instruction and supports to varied student needs



**Team-Driven Leadership**

**Data-Based Decision Making**

**Family, Student, and Community Engagement**

**Continuum of Supports**

**Evidence-Based Practices**

# Initiatives, Bills, Guidance, Policy, efforts that all reference, require or leverage a Multi-Tiered System of Supports

School  
Climate

Inclusionary  
Practices

Dyslexia  
Legislation

Discipline  
Reform

Comprehensive  
School  
Counseling  
Programs  
(CSCP)

Early  
Childhood  
Supports

Identification  
of Learning  
Disabilities

Social-Emotion  
al Learning

Behavioral  
Health

Language  
Access

Attendance

Washington  
Integrated  
Student Supports  
Protocol (WISSP)

School  
improvement

Learning  
Assistance  
Program

# What's your understanding of MTSS and the Discrepancy Model phase out?



1



2



3



4



# Specific Learning Disabled (SLD) Qualification in Washington State

There are currently 3 methods for determining specific learning disabled qualification in Washington State.

1. Discrepancy Model
2. Response to Intervention (embedded within MTSS)
3. Pattern of strengths and weaknesses in performance achievement (a basis for Professional Judgment)

# The 'Why' Behind the Discrepancy Model Phase Out

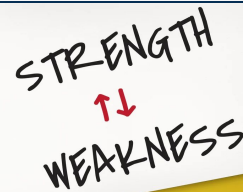
While national trends between 2009 and 2017 show a **decline** in identification of students with a specific learning disability (SLD) (NCES, 2017), Washington state showed an increase of 2,521 students (age 6–21) identified as having an SLD over that same 9-year period.



# Limitations to the “Test Score” Discrepancy Model

- Requires chronic school failure BEFORE remedial/special education supports can be given.
- Fails to consider that outside factors such as ineffective instruction and/or ineffective curriculum may contribute to a child's learning delay.
- More identified SLD students each year
- Disproportionate Identification (race, social/economic, etc.)
- Professional Judgment may be used without data to support qualification

# Where does that leave Patterns of Strengths and Weaknesses?



STRENGTH  
↑↓  
WEAKNESS

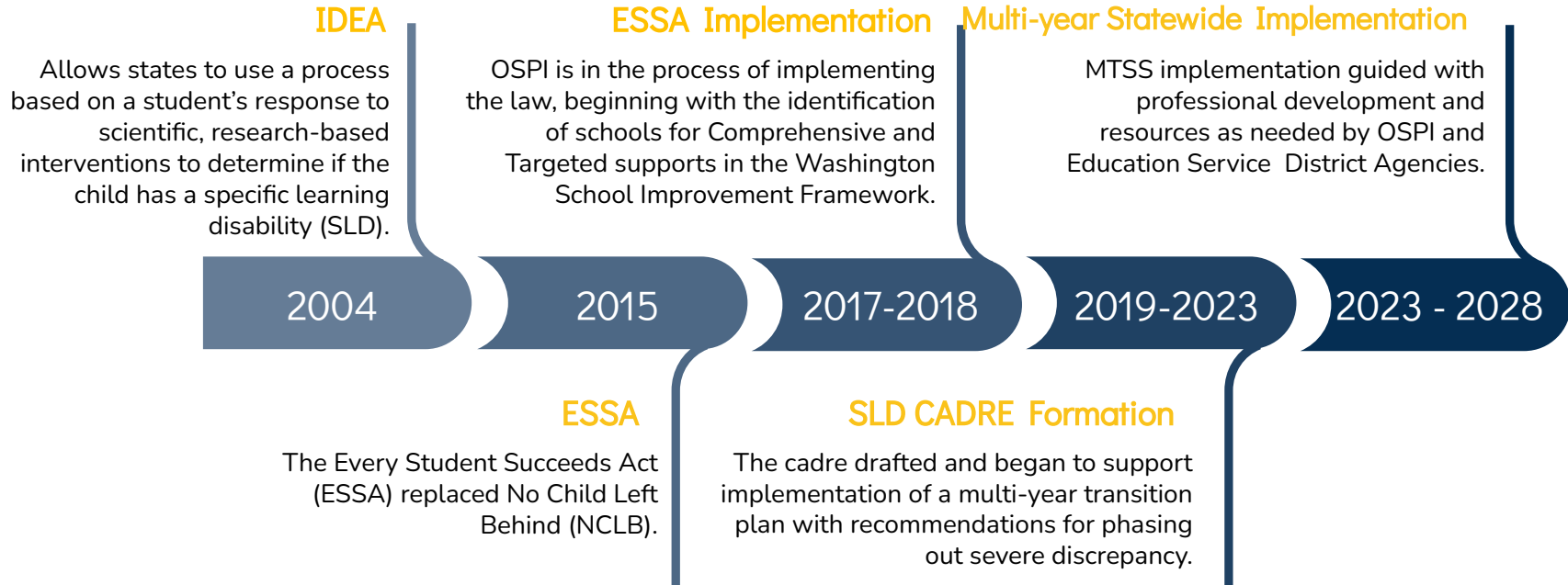
Patterns of strengths and weaknesses can be considered as additional data...

“...in cases where a student has not demonstrated adequate progress within a tiered delivery system, a comprehensive psychoeducational evaluation may be warranted. Joint Principle 7 NCLD encourages the use of measures of cognitive functioning when the assessments are needed to rule out intellectual disabilities or to inform educational decisions to better understand the student’s strengths and weaknesses (OSPI).”



Similarly to the discrepancy model, *Patterns of Strengths and Weaknesses* will not be able to be used as a stand alone approach for determining specific learning disabled qualification in Washington State.

# The History of Tiered Supports





# Recommended Benchmarks

## Year 1 - SY 2021-22

- Complete campus needs assessment, K-12, in reading, math, and writing (e.g., [Essential Components for RTI Integrity Rubric](#)) and develop a three-year plan related to [MTSS/RTI process and implementation](#), professional development, and resources
- Districts must comply with Dyslexia regulations [RCW 28A.230.260](#). See the [Dyslexia Implementation Early Screening Guide](#) for additional information
- Build and implement [Universal Design Learning \(UDL\) strategies](#) districtwide to support Tier I instruction and interventions

## Year 2 - SY 2022-23

- Initiate professional development and resource procurement based on needs assessment data
- School teams begin to utilize universal screening and progress monitoring data with the intent of identifying academically at-risk students who are potential special education referrals
- Districts create workgroups to review and revise as needed special education school board policies Washington State School Directors' Association ((WSSDA) Form 2161)

## Year 3 - SY 2023-24

- K-12 assessment teams begin to utilize progress monitoring data as part of a comprehensive evaluation for identification of students with a learning disability
- Districts submit special education school board policy (WSSDA Form 2161)
- Monitoring, evaluation, and improvement of fidelity cycles (e.g., [Fidelity Inventories](#))

## Year 4-9 - SY 2023-2028

- Ongoing multi-year implementation and transition of SLD evaluation using an RTI process, and phaseout of the discrepancy method by 2028
- Continuous improvement, ongoing support activities, and technical assistance



# A Focus on Year 4-9 (SY 2023-2028)

## Recommended Benchmarks

- **Ongoing** multi-year implementation and transition of SLD evaluation using an RTI process, and phaseout of the discrepancy method by **2028**
- Continuous improvement, ongoing support activities, and technical assistance



# #2

## Learning Objective

Understand MTSS as a framework



# What's a bike have to do with it?



What is the most important part of the bike in order to get you from point A to point B?



# MTSS

## Early MTSS Efforts

## Reimagined

## MTSS Reimagined

Students are their tier - “Tier 2 student”



Students receive supports they need and move flexibly between tiers as needed

Focus is on student problem solving



Focus is on *instructional* problem solving

Students w/ disabilities are not included - SPED is separate



ALL students receive Tier 1 and those who need intervention receive it regardless of label or diagnosis

Deficit-based thinking about students



Prevention-based approach to catch students before problems develop

System is person-dependent



System is driven and supported by teams



# #3

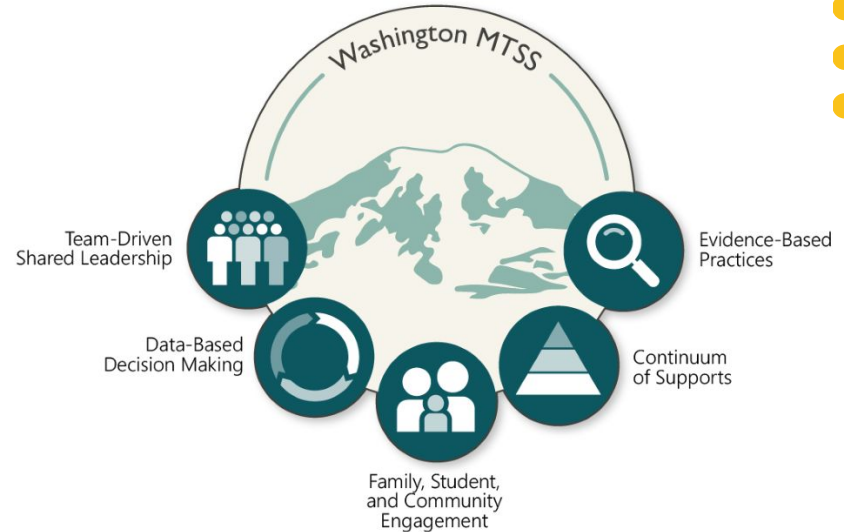
## Learning Objective

Understand the five components of WA-MTSS

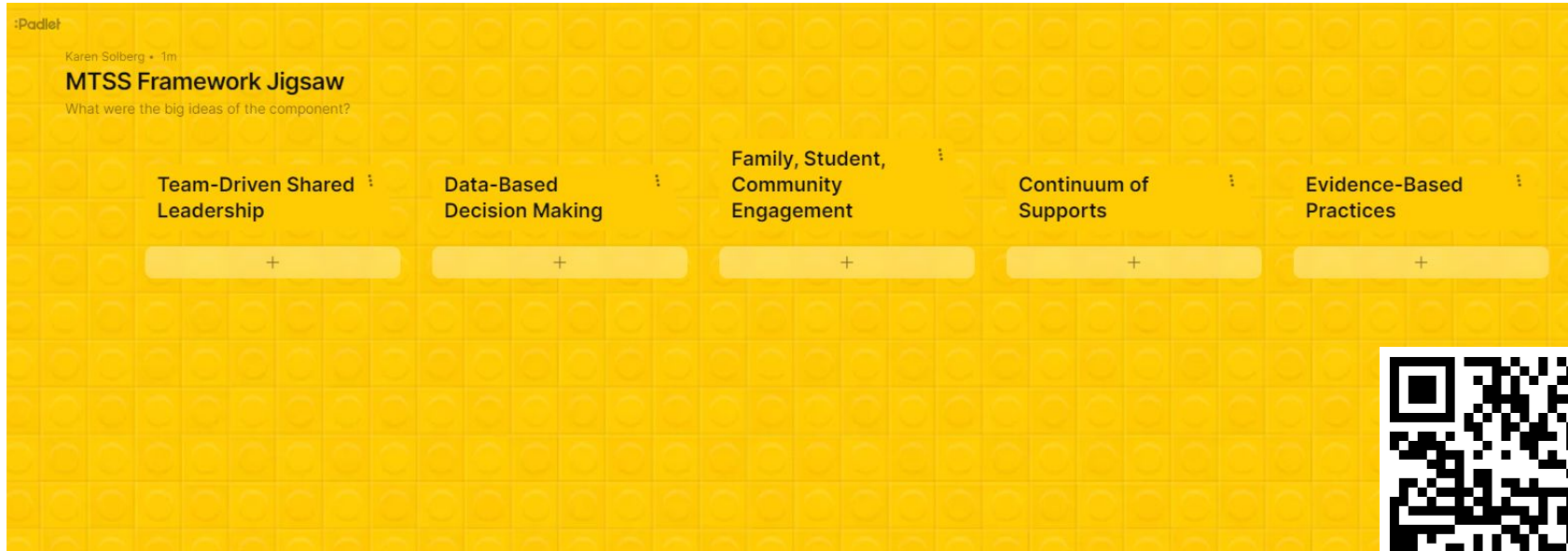


# WA State MTSS Framework Jigsaw

1. Assign a component to each member of your table group.
2. Read through your assigned component and use the padlet to record your noticing and wonderings.
3. Please share with your group your noticings and wonderings.



# WA State MTSS Framework Jigsaw







“If the adults are  
separate, then the  
kids are separate”  
- Gail Ghere





# Team Driven Shared Leadership

Sustained Implementation of MTSS is dependent on building the capacity of the organization to lead and support the essential MTSS components. This is done by leadership teams who share the responsibility to support all adults in the school building by planning, coordinating, monitoring, and adjusting MTSS implementation activities. Leadership teams are responsible for building the capacity of the team to lead the work as well as providing ongoing training and support to staff, families, and community partners to implement as intended. Leadership teams should have broad representation and an established process to regularly solicit input and collect data from staff, students, families, and community partners. This feedback helps drive implementation decisions. These teams also use validated tools such as the District Systems Fidelity Inventory to assess capacity and Schoolwide PBIS Tiered Fidelity Inventory and Reading Tiered Fidelity Inventory to 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. Districts and school teams use as agreed-upon process to guide their decision-making and continually improve supports. Plan-Do-Study-Act (PDSA) is a common process teams use to efficiently solve problems in four main steps: (1) identify the problem and plan a solution; (2) implement the solution as intended; (3) measure the impact of the solution to determine if the impact met or exceeded the desired outcome; (4) and outline next steps (National Implementations Research Network, 2014).

District and school teams use multiple sources of integrated 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. When possible, data should be disaggregated by grade level, race, eligibility for free and reduced price meals, and enrollments in special educations, Section 504, and English language services to identify disproportionality and inform improvements to ensure systems are supporting equitable outcomes for every student.





# Data-Based Decision Making

The table below summarizes common sources of data that teams use to inform system and support planning. Paired with summative measure, such as state assessment results and graduation rates, these measures can help teams assess overall impact of implementation.

| Type                | Purpose  | Use   |
|---------------------|--|---|
| Screening           | Predict level of risk for poor academic, social, emotional and behavioral outcomes       | Identify students who may benefit from additional assessment and support; inform resource allocation and modifications to instruction and supports      |
| Progress Monitoring | Assess rate of growth in response to academic, social, emotional and behavioral supports | Determine impact of supports; inform modifications to instruction and supports  |
| Fidelity            | Assess the extent to which evidence-based practices are being implemented as intended    | Identify strengths and areas of improvement in implementation; inform modifications to implementation at the system, classroom, and intervention levels |
| Perception          | Assess educator, student, and family perception of school environment                    | Identify strengths and areas of improvement in school climate; inform modifications to system and classroom environment                                 |





# Continuum of Supports

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. Every student has equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs. **Tier 1** is the foundation for additional layers of support and should meet the needs of approximately 80% of the student population. When more than 20% of students need additional support, leadership teams should re-examine the tier 1 supports in place, as it is an indication that tier 1 instruction and supports may be insufficient.

Targeted enrichment and interventions are added to accelerate learning and to remove barriers that prevent students from benefiting fully from universal instruction and supports. Providing students with supports that are integrated, matched to need, and aligned with universal instruction will foster independence and progress in general education universal instruction. **Tier 2** consists of evidence-based intervention programs that have (1) clearly defined entrance and exit criteria; (2) regular progress monitoring to assess their response to intervention; (3) explicit instruction with increased opportunities to practice and receive specific, frequent feedback; (4) gradual release of control and support when students master skills; and (5) increased communication with families to ensure consistency of support in school and at home (Anderson and Borgmeier, 2010; Newcomer, Freeman, and Barrett, 2013).

Students who demonstrate significant risk or do not respond to tier 2 interventions may receive **Tier 3** intensive interventions that are individualized to meet their needs. Interventions may be intensified across seven domains, including strength of the intervention program, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and data-based individualization, to meet the needs of individual students receiving tier 3 supports (Fuchs, Fuchs, & Malone, 2017).



# Evidence-Based Practices

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. There are four levels of evidence – strong, moderate, promising, and demonstrates a rationale – outlined in the definition. The Department recommends that districts and schools prioritize practices and interventions supported by the highest levels of evidence when possible. MTSS implementation seeks to ensure equitable application of evidence-based practices to benefit every student. At tier 1, curriculum and practices are research-based and aligned to grade-level standards and competencies.

At tier 2, interventions have been found to demonstrate positive impact through research, when delivered with fidelity. Tier 3 interventions show student impact through a data based individualization process that adapts interventions based on data and clinical judgment and expertise





# Family, Student, & Community Engagement

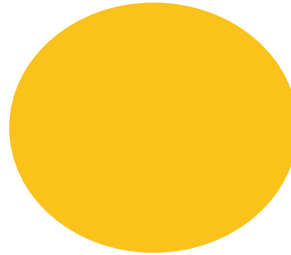
As organizations work to build systems that benefit every student, they also need to recognize that families are essential to student success throughout MTSS implementation. Family engagement occurs at the district, school, and classroom levels. Garbacz et al. (2019) outline several core features in their guide, “Family-School Collaboration: Tiered Fidelity,” including: positive relationships, two-way communication, meaningful decision-making, equity access and representation, training and support options for family, and evaluation of family school collaboration efforts. MTSS should also emphasize student voice in decisions about their own education and provide opportunities for instructional choice and designing supports that fit their individual strengths and needs. Input from students is particularly valuable in assisting educators to adapt and scaffold learning opportunities for students from different cultures, English Learners, students who have experienced trauma, and others. Finally, engaging community partners in multi-tiered supports is critical for building comprehensive systems. Community partners can serve on leadership teams, establish consistent supports between schools and communities, establish common data measures across settings, and help ensure sufficient intensity of supports. The Washington Integrated Student Supports Protocol (WISSP) provides a guide for meaningful partnership with families and community members to design supports that meet a range of student needs, particularly when those needs exceed the school’s capacity to meet them alone. MTSS provides the framework and methods for implementing supports in collaboration with community stakeholders, families, and students.

# Optimistic Closure



Square

Reflect on something that “squares” with your thinking.



Circle

Reflect on something that is still “circling” in your head or questions that you have.

Feedback Form





# Find Your Regional MTSS Expert

[Search your district on OSPI to find your Educational Service District \[ESD\]](#)

| Name                 | ESD     | Email                     | Phone        |
|----------------------|---------|---------------------------|--------------|
| Stephanie Detrick    | ESD 101 | sdetrick@esd101.net       | 509-378-1172 |
| Brandon Riddle       | ESD 105 | brandon.riddle@esd105.org | 509-823-3149 |
| Solina Journey       | ESD 112 | solina.journey@esd112.org | 360-952-3345 |
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| Kjersti Clayton      | ESD 171 | kjerstic@ncesd.org        | 509-239-8521 |
| Abby Buchanan        | ESD 189 | abuchanan@nwesd.org       | 360-707-8875 |

# Multi-Tiered System of Support (MTSS) -

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- [Overview of MTSS \(OSPI\)](#)
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# Welcome! Scan here to access today's materials

Access via the link below:

<http://bit.ly/4cV17tF>

