

**MTSS Community of Practice
Meeting Conversation Transcript**

Feb 13, 2020

- Annette Young: Annette Young, MT SSIP Implementation Specialist
- Kelly Barger: This is something we are trying to develop and figure out now, which is part of the reason I have joined this community of practice
- Kim Watchorn: MTSS scale-up consists of grounding: building common language and common understanding!
- Steve Goodman: Tiered delivery system along continuum of intensity matched to student need
- Annette Young: Montana's are all based on the implementation stages.
- Jessica Hammond: We are looking to scale up our MTSS also
- cherylhuffman: Data-based Decision Making, Tiered Interventions, Progress Monitoring, Professional Development, Leadership, Teaming, Family Engagement
- Kim Dupre: Aligned Organizational Structure
Data Informed Decision Making
Evidence-Based Practices
Family, School, and Community Partnerships
Monitoring Student Progress
Evaluation
- Kim Watchorn: Kim Watchorn, MTSS Coordinator in the Thompson School District, Colorado
- Melissa Hannasch: Leadership, Capacity/Infrastructure, Communication/Collaboration, Data-Based Problem Solving, 3-tier Model, Data Evaluation
- Lori Hensold: We use the domains reflected in the SAM developed by Florida. There are six: Leadership, capacity building, communication/collaboration, DVPS, tiered instruction, data and evaluation.
- Annette Young: yes to all of the samples listed for Montana
- sydnee.seager: Hello from Utah, This is Sydnee Seager, SPDG Project Director
- Kim Watchorn: In Colorado, we have 5 Essential Components: Team-Driven Shared Leadership; Data-Based Problem Solving and Decision-Making; Family, School, and Community Partnering; Layered Continuum of Supports; and Evidence-Based Practices

Kim Watchorn: I would add that Implementation Science is foundational and a part of our Prevention-based framework; as systems coach, I promote systems-thinking, infrastructure /competency development, and securing MTSS as the organizational framework we use to operate (and elevate approaches)

Jessica Hammond: We've seen many of these in NJ and we are making significantly changes with our SPDG, but we want to scale this up throughout the state

Lori Hensold: And especially as teams take a 'whole student' approach including academics, behavior and SEL

Steve Goodman: Focus on students which needs targeted in specific areas of deficits, providing greater opportunities for instruction, practice and feedback

sydnee.seager: Target interventions based off data

Jessica Hammond: data based decision making

Annette Young: Small-group size

Kelly Barger: This applies to strategies as well as programs....correct?

Tara Courchaine: How do you apply this for students who are culturally and linguistically diverse?

sydnee.seager: I just was reviewing NIIC and WWC websites with some schools this morning to look at their intervention programs in tier 2

Lori Hensold: How would describe what should be done to support fidelity?

Lori Hensold: Yes

Kelly Barger: individualized

Thom Jones: Intensified tier II intervention for use with no more than 1-3 students focusing on a subset skill deficiency with progress monitoring weekly (PM GOM monthly to monitor generalization/ skill transfer)

Peg Sullivan: group size, duration and time frame and smaller population

Annette Young: the big difference is you're remediating at this point

Lori Hensold: Individualized instruction, more frequent progress monitoring

cherylhuffman: Tier 3 is individual, monitored more frequently, and the population served is 5-10% of students

Steve Goodman: Greater intensity on student's needs, prerequisite, requisite skills and connection of behavior and academic

sydnee.seager: I think some LEA's make the mistake of thinking special ed is tier 3

Jessica Hammond: I agree Sydnee! I hear it all the time

Jessica Hammond: We are doing a lot of work to support schools in provides tiered supports to all students to include special needs, ELLs etc

Kim Watchorn: We still have had need to reinforce that we do treat advanced tiers as supplementary vs. supplanting, reminding of the conditions of , "layering," supports for focused attention (matching supports to identified need), but not reducing/limiting access/opportunity to universal (Tier 1); we believe each student (SWD, ELs) all should be served within Tier 1, and supports are tiered and intensified, as is evident (in response to data & team-based decision-making, 4 step PSP)

Lori Hensold: Thanks, Teri!

Jessica Hammond: That's the message we are sending as well Kim.

Jennifer.Coffey: Dane & Schneider article:
<https://www.sciencedirect.com/science/article/abs/pii/S0272735897000433>

sydnee.seager: Thanks

Jessica Hammond: Thank you Jennifer

Jessica Hammond: This is so informative Teri!

Kim Watchorn: Like the chicken & egg! :-)

Kim Watchorn: Thanks for sharing the tools and referencing how to apply them!

Peg Sullivan: Very helpful, sorry I have to leave for another meeting.

Debra Jennings: Thank's Teri.

sydnee.seager: Thanks Teri, these are great resources.

Jessica Hammond: Thank you so much Teri, this was so great, incredibly informative with so much useful info and resources.

Steve Goodman: Teri- thanks so much for the wonderful information

Thom Jones: Thank you Teri!

Kim Dupre: Thanks

Jeff Adams: Thank you

Annette Young: awesome information!

Wendi Jenkins: Thanks Teri!!

Stacy's iPad: Thank You!

Kim Watchorn: Teri - This was a great review of your content and catered to this audience. That's much-appreciated! Thanks!!

Kim Watchorn: I appreciate the TA lens!¶

Melissa Hannasch: Thank you, Teri! As always, great resources!!

Lori Hensold: Thanks, Teri!

cherylhuffman: especially important to be intentional with students with severe needs