

MTSS 2019 Reformatting Experiment

Situation: Bethke has over 600 students with varied academic, social, and behavioral needs. MTSS has only 4 scheduled meeting days. We have added several meetings, but it has not fully met the needs of the teachers. Each student being brought to MTSS potentially needs two meeting dates. We need to find a way to make MTSS an accessible way to brainstorm student concerns and aid teachers while maintaining a reasonable number of committee meetings.

Proposed Solution: Streamline our current process to allow for more students to be brought to MTSS by discussing 4 (instead of 2) students per meeting. This will provide a way to be more efficient and solution based.

This may make some of us step out of our comfort zone.

Student Name: ___Liam Patterson

Teacher/Interventionist: _____Harras_____

Time 7:30/8:00

Teacher 1 presents data/Clarifying Questions	5 mins	<ul style="list-style-type: none"> • Very concerned about basic reading skills • Currently in 95% group intervention • Was removed from an IEP previously • Was in speech intervention last year and teacher is still concerned about speech • Sick frequently and absent a lot • Teacher would like ideas for next steps
; Teacher 2 presents data/Clarifying Questions	5 mins	

Break into 2 groups

<i>First, paraphrase greatest concern and teachers requested outcome</i>	3 mins	<ul style="list-style-type: none"> • Greatest concern: Lack of growth in literacy; specifically reading fluency and phonological skills • Already getting so many interventions; teacher is not sure what next step should be
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<p>Outcome-oriented, solution based brainstorming/ Probing Questions</p>	<p>7 mins</p>	<ul style="list-style-type: none"> • In interventions to address fluency and phonological skills • Could next step be language screening with Iby? Was in intervention with her last year; language seems to be really impacting his writing and speaking • Check in with Iby to get her take on his language • Came to Bethke on grade level, but seems to be stagnant and falling behind • Talk to kindergarten teacher to see what interventions were in place and if anything has changed • Struggles to focus and remain on task • Maybe meet with Carla about CFOL assessment/get more information about this • Could we implement some kind of on task chart to monitor attention piece
<p>Come back together and debrief whole group with each teacher/presenter and make record of final outcome</p>	<p>8 mins each</p>	<ul style="list-style-type: none"> • See highlighted portions above for next steps

Probing questions are intended to help the teacher think more deeply about the issue at hand.

Examples of probing questions:

**If time was not an issue?
 What sort of impact do you think....?
 this student?
 What is your hunch...?**

**What's another way you might?
 What is the best thing you think could happen for
 What other knowledge or training do you need?**