MTSS IN REMOTE PRACTICE

CRITICAL COMPONENT #3: DATA-BASED PROBELM-SOLVING

MTSS Integrated Academic & Behavior Systems NCDPI

The pandemic has had an impact on the instruction students have received over the past several months. Problem-solving around student and implementation data is important to plan for instructional needs, yet we recommend proceeding with caution when interpreting student data.

STEP 1: PROBLEM IDENTIFICATION

Multiple sources of data are utilized to identify the difference between current and expected outcomes related to attendance, behavior, social emotional, and academic goals.

Compare current screening results to expected outcomes to determine support.

Use local norms instead of national norms to identify instructional needs.

Guiding questions:
- What is the difference between where we are and where we want to be?
- What is the magnitude of the problem?
- What are the group level needs?

STEP 2: PROBLEM ANALYSIS

Attendance, behavior, social emotional, and academic data are used to analyze and hypothesize reasons students are not meeting expectations.
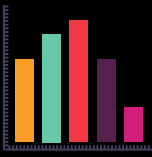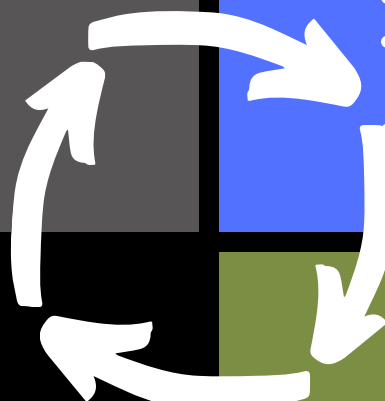
Universal screeners may not identify all students in need due to instructional loss.

Focus problem analysis at the group level first to determine overall instructional needs.

Guiding questions:
- What other data might we need?
- What is our hypothesis?
- Is the hypothesis related to things we can change?
- Have we considered instruction, curriculum, and environment?

If you are screening students multiple times, problem-solve around the students not making similar growth to the majority of students.

Guiding questions:
- Have expected outcomes been met?
- Was the plan implemented with fidelity?
- What are the multiple sources of data the team is using to evaluate progress?
- How have parents been involved in this plan?

During this time, we recommend implementation of class and grade level intervention.

Guiding questions:
- Is the plan "acceptable" and "realistic"?
- How will we measure effectiveness?
- How will we ensure fidelity?
- How often/when will we measure progress towards the goal?

STEP 4: PLAN EVALUATION

Student and implementation data specific to goals are monitored and reviewed.

STEP 3: PLAN IMPLEMENTATION

Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting expectations.