

COMPONENTS AND RESEARCH-BASED PRACTICES OF A COMPREHENSIVE AND NURTURING MTSS SCHOOL CULTURE

HUMAN DEVELOPMENT CENTER
LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER
NEW ORLEANS

APRIL 2ND & 3RD, 2020



CALENDAR OF SESSIONS

THURSDAY

8:30–9:00	WELCOME: Implementing MTSS on a Foundation of Tiers and the Lessons We Have Learned
9:00–10:15	KEYNOTE 1 Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better
	KEYNOTE 2 CHOICE A The Next MTSS Frontier: Mathematics
	KEYNOTE 2 CHOICE B Law and MTSS Implementation
12:45-2:15	DAY 1 AFTERNOON BREAKOUT CHOICES:
	Personalizing Behavioral Interventions to Enhance Results: The 4 M Method
	Assessments, Data-Based Decision Making and How to Avoid Fooling Yourself
	Increasing the Intensity of Core Reading Instruction Aligned to Reading Science
	Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504
2:30–4:00	BREAKOUT CHOICES:
	Got Good Culture?: School Climate, Infrastructure, and Mind Frames
	Basics Skills Screening and Proactive Intervention Design
	Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1
	Digging Deeper Into Mathematics MTSS

FRIDAY

8:30–8:45	WELCOME AND JUDICIOUS REVIEW: Old Thinking Versus New Thinking
8:45–10:00	KEYNOTE 1: A Tale of Three Tiers: Lessons learned about Positive Behavior Interventions and Supports and What We Need to Know Next
10:15-11:45	KEYNOTE 2: Focus on Less - Then Obsess! Developing School-wide Coherence Around Universal Academic Instructional Priorities Across the Grades and Discipline
12:30–2:00	BREAKOUT CHOICES:
	Between a Rock and a Hard Place: Implementing and Managing Alternatives to Suspension
	Secondary MTSS That Make Sense
	Easy Win # 1 in MTSS Implementation
	A New Approach to Implementation Fidelity: Fixing the Weak Link in MTSS
2:15–3:45	BREAKOUT CHOICES:
	Interactive Session to Enhance Your MTSS Implementation Plan
	Easy Win # 2 in MTSS Implementation
	It's About PROGRESS, Including IEPs

Conference Description

Join us for our 6th Annual MTSS Conference in New Orleans

In conjunction with the the Louisiana State University Human Sciences Human Development Center (LSUHDC), Data-Based Conferences will be bringing our team of national experts to back to New Orleans on Thursday and Friday, April 2nd and 3rd, 2020.

Through a combination of whole group keynotes and smaller group break outs that participants choose to attend, our nationally recognized presenters will offer a range of professional development experiences from schools that are very experienced to those just getting started. Among the key topics will be the following:

CONSTRUCTIVE SCHOOL DISCIPLINE AND MORE NURTURING ENVIRONMENTS

Learn what is known (and not known) about Positive Behavior Intervention Supports (PBIS) effectiveness, promising practices and outcomes in reducing exclusionary discipline practices, as well as research on teacher well-being as a variable in understanding barriers to implementation of evidence-based practices. Learn about these practices from Dr. Jeff Sprague.

TRAUMA-INFORMED, EVIDENCE-BASED PRACTICES IN MTSS

Knowledge of trauma impact is not enough unless it is paired with evidence-based practices that can address the social-emotional and educational impact of trauma. Learn about these practices from Dr. Clayton Cook.

IMPLEMENTING THE "BIG DOGS" OF EFFECTIVE INSTRUCTION

Research has identified a few "big dogs" of effective instruction that impact student achievement across grades, tiers, and programs, yet that are typically not part of preservice training and therefore, under-utilized. Learn about these "big dogs" from Dr. Kevin Feldman.

LAW AND LORE

Legal compliance is often cited as a barrier to MTSS implementation, whether in providing more intensive general education intervention, special education eligibility, 504 plans, behavior supports, and special education practices. Learn about these practices from our nation's leading special education law authority, Dr. Perry Zirkel.

MATHEMATICS AND MTSS

Typical MTSS implementation begins and ends with reading/language arts and behavior supports. However, the needs of America's students in mathematics are just as important. Learn about how to undertake Math MTSS implementation from Dr. Amanda VanDerHeyden.

Our other nationally recognized experts will bring professional development on MTSS practices that are scientifically sound, AND practical to support your implementation efforts, including:

- * Behavior support strategies to improve school climate
- * Simple and scientifically sound basic skills screening for early intervention and to determine when disability may be suspected
- * Progress monitoring across Tiers and programs
- * Special education assessment practices for specific learning disabilities (SLD), and writing more time and cost efficient IEP goals to ensure scientifically sound progress monitoring and revision of IEPs when appropriate
- * Secondary MTSS
- * Supporting high quality and high fidelity implementation.

Join us by going to the Pull Down Menu entitled Purchasing Conference Attendance to Register and make Payment Arrangements. For more detailed information, go to the New Orleans MTSS conference page.

Attendance is limited and we expect to fill all available spaces within 45 days of initial announcement at dbconferences.com.

Attendance is limited to 300.



VENUE

LSUHSC Human Development Center
411 S. Prieur, New Orleans, LA

ACCOMMODATIONS

The Human Development Center is conveniently located to any of the hotel areas of New Orleans and is less than 1 mile from the Superdome, 1 mile from the Warehouse District, 2 miles from the French Quarter, and 3 miles from the Garden District.

Go to [Hotel and Lodging Information](#) or contact mark@dbcconferences.

NETWORKING EVENT ON THURSDAY LATE AFTERNOON

Back by popular demand, DBC Conferences will host a social event at Avenue Pub (theavenuepub.com) at 1732 St. Charles Avenue right off the street car! Rated one of the best craft beer places in the US (and great food), we "cover" the tab until our contribution runs out!

COST & REGISTRATION

2-Day Registration

\$350 on or before March 15th
\$400 after March 15th
\$150 FULL-TIME graduate student

1-Day Registration

\$250 on or before March 15th
\$300 after March 15th

FULL TIME (Starving) 2-Day Graduate Student Rate

\$150 on or before March 15th
\$200 on or before March 15th

REGISTRATION and PAYMENT

1. Go to dbcconferences.com and Select the New Orleans MTSS 2-day or 1-day product.
2. Complete the required information, including payment arrangements. Credit cards are preferred but payment by a Purchase Order/ Invoice process is accepted.

Registration includes continental-style breakfast and lunch on both days.

- Opportunities to Earn Continuing Professional Development Credit (CPD):
- NASP NCSP CPD Credit for School Psychologists

Payment accepted through credit card, PayPal, or purchase order. Conference fees are refundable less \$75 if cancelled 30 days prior to conference. No refunds after that point.

For more information, go to dbcconferences.com

Thursday Schedule

7:45	Registration/Refreshments
8:30–12:00	Keynotes
12:00–12:45	Box Lunch
12:45–2:15	Breakout Session I
2:30–4:00	Breakout Session II

INTRODUCTORY SESSION 8:30-9:00

Implementing MTSS on a Foundation of Tiers and the Lessons We Have Learned

Alan Coulter and Mark R. Shinn

30 Years of implementation efforts have identified "lessons learned" that facilitate implementation success and reduce the "mistakes" that can derail good practice. This session gives us 10 lessons that serve as consistent themes across all sessions.

KEYNOTE 1 9:00-10:15

Using Trauma-Informed Behavioral Supports to Make MTSS Bigger and Better

Clay Cook

Schools serve as the primary setting for students' access to social, emotional, and behavioral supports. Recent events like Hurricane Harvey and findings from the Adverse Childhood Experience Study (ACES) remind us that significant numbers of students are exposed to traumatic events that impact their social, emotional, and behavioral functioning in school. As a result, trauma-informed practices should be integrated into MTSS to increase student access to these supports. This keynote discusses the why and how schools can expand MTSS to incorporate a continuum of trauma-informed practices, promoting well being and reducing social, emotional, and behavioral barriers to academic and life success.

SELECT 1 OF THESE 2 KEYNOTES

10:30-11:45

The Next MTSS Frontier: Mathematics

Amanda VanDerHeyden

Too many children struggle to master important math skills, closing doors to long-term school and career success. MTSS is an ideal framework to improve math achievement schoolwide. This keynote will detail how to launch your mathematics MTSS implementation, getting

adults to do what works, from core instruction and remedial interventions that close math achievement gaps for at risk students. Attendees will see a concrete vision of "how to" deliver multi-tiered prevention and intervention services in mathematics, how to know if efforts are working, and how to adjust course when efforts are not paying off.

OR

Law and MTSS Implementation

Perry Zirkel

This session addresses the federal and state law provisions specific to MTSS and RTI, with due differentiation between (a) mandatory and permissive legal provisions; (b) legal provisions and agency "guidance," and (c) legal requirements and professional best practices. The session synthesizes applicable case law, identifying those issues that are (a) clearly settled, (b) currently a matter of controversy, and (c) to a surprisingly predominant extent, left for school districts to decide.

LUNCH PROVIDED 12:00-12:45

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSIONS I 12:45-2:15

Personalizing Behavioral Interventions to Enhance Results: Matching, Mapping, Monitoring, & Meeting

Clay Cook

A one-size-fits-all approach to intervention planning for students with social, emotional, and behavioral difficulties (SEBD) results in limited success and is wasteful of educators' time and resources. This session discusses an approach to personalizing interventions to students with SEBD that has been shown to increase successful outcomes. Attendees will learn about this IM4 – intervention matching, mapping, monitoring, and meeting – and be provided with resources to guide and support successful implementation in their schools.

Assessments, Data-Based Decision-Making, and How to Avoid Fooling Yourself

Kim Gibbons and Alan Coulter

The easiest person to fool is yourself when installing MTSS. This session introduces a process for participants to self-assess their practices in assessment, data-based decision-making, practical implementation science, and common

cognitive MTSS biases with tools to avoid common implementation errors and ways to prevent them. Tips for streamlining assessments and protocols for decision-making.

Current Thorny Child Find and Eligibility Issues Under the IDEA and Section 504

Perry Zirkel

This session digs deeper on legal issues that are currently a matter of controversy, with a focus on child find and eligibility under the IDEA and Section 504. These issues include (a) the blurry boundary between general and special education; (b) the interaction between RTI and child find or eligibility; (c) the under- and over-identification of Section 504 students; and (d) alleged new disabilities, including complex trauma, lead exposure, and electromagnetic hypersensitivity syndrome.

Core Reading Instruction Aligned to Reading Science and Student Need

Mark R. Shinn

It is been impossible to escape acknowledgement of the gap between reading science and instructional practices that have not benefited student success. This session will identify key features that must be addressed so that the explicitness of reading instruction can be aligned to reading science and the needs of students.

AFTERNOON BREAKOUT SESSIONS II 2:30-4:00

Digging Deeper Into Mathematics MTSS

Amanda VanDerHeyden.

At risk children fare the worst in K-12 math instruction. This session provides an overview of key elements of effective core mathematics instruction, describes how to use math screening data, and gives attendees the “how to” lead the successful implementation of math MTSS. This session will help schools identify and implement intensive and individual interventions for at risk students to catch them up.

Got Good Culture?: School Climate, Infrastructure, and Mind Frames

Alan Coulter

Implementing MTSS typically focusses on assessment and interventions. However, without leaders who build

a positive school culture and climate and install mind frames for student success, implementation will not produce the desired outcomes. MTSS fails without effective organizational culture. This session identifies the essentials of how leaders can build an infrastructure to support MTSS including 10 mind frames linked to positive student outcomes.

Basic Skills Screening and Proactive Intervention Design

Mark R. Shinn

Considerable advances have been made in MTSS basic skills screening practices that reduce testing and decision-making time while increasing the opportunity for intervention planning. This session presents how simple, time efficient basic skills data can be used to triage students into appropriately intensive interventions aligned to intervention resources.

Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1

Kim Gibbons

Core instruction is presumed to meet most students needs. However, many schools have found themselves trying to "intervene their way to improvement" by providing all students below grade level with Tier 2 or 3 interventions. This session introduces an action plan that answers 5 questions:

1. Is universal instruction effective?
2. What needs must be addressed to improve it?
3. How will identified universal instruction be addressed?
4. How will universal instruction improvements be monitored over time? and
5. Have universal instruction improvements been effective? Tools and resources will be shared to guide the work.

CONFERENCE SESSIONS

Friday Schedule

7:45	Refreshments
8:30–11:45	Keynotes
11:45–12:30	Box Lunch
12:30–2:00	Breakout Session I
2:15–4:00	Breakout Session II

WELCOME SESSION: 8:30-8:45

Old Thinking vs New Thinking

Mark R. Shinn

MTSS is based on new thinking, that not every problem learning is a special education problem, but requires early and powerful general education intervention.

KEYNOTE 1: 8:45-10:00

A Tale of 3 Tiers: Lessons learned about Positive Behavior Interventions and Supports and What We Need to Know Next

Jeffrey Sprague

Educators in today's schools and classrooms are seeking support and training to adopt and sustain effective, cost-efficient school-wide, classroom and individual student positive behavior support practices. In addition, educators increasingly recognize the critical role of parent involvement and support in the school wide PBIS process. At the same time, schools are also struggling to integrate positive school discipline practices and social-emotional learning in a pressurized context of reducing exclusionary discipline while maintaining high stakes academic outcomes for an increasingly diverse and at-risk. This session will highlight some big ideas from research on these issues, including what is known (and not known) about PBIS effectiveness, promising practices and outcomes in reducing exclusionary discipline practices, and research on teacher wellbeing as a variable in understanding barriers to implementation of evidence-based practices.

KEYNOTE 2: 10:15-11:45

Focus on Less - Then Obsess! Developing School-wide Coherence Around Universal Academic Instructional Priorities Across the Grades and Discipline

Kevin Feldman

Years of empirical research and practical reflection indicate organizing schools around evidence-based instructional practices is an essential component of improving student achievement, or as Mike Schmoker quips, "Focus on Less, Then Obsess!" This keynote guides all educators in a hands-on, practical exploration of how to use best evidence resources to identify a very limited number of essential instructional tools or "Big Dogs," to engage staff in an on-going process of implementing, adapting, and refining their use across the grades and content areas.

LUNCH PROVIDED 11:45-12:30

Please visit with our sponsors and attend some of the targeted lunch demonstrations.

AFTERNOON BREAKOUT SESSION I 12:30-2:15

Between a Rock and a Hard Place: Implementing and Managing Alternatives to Suspension

Jeffrey Sprague

Educators are stuck between the "rock and a hard place" of supporting ALL students' success while using "discipline" to correct the behavior of a FEW students. This session offers alternative strategies to traditional exclusionary discipline practices. Topics include disciplinary equity, and how to (a) set up an objective and fair system of exclusion (office referrals and suspensions), (b) alternatives to classroom and out of school suspension (including restorative practice and trauma-informed strategies), (c) conduct effective data collection and analysis, and attend to teacher well-being as a factor to reduce exclusion.

Secondary MTSS That Makes Sense

Mark R. Shinn

MTSS/RTI often doesn't make sense to secondary teachers. This session describes how middle and high school MTSS is different—from its prevention focus for core content area instruction to its screening and progress-monitoring practices—with attention to differentiating and intervening with students who need intensive treatment

versus content area instruction and/or behavioral support.

Implementing Big Dog #1: Academic English and Comprehension

Kevin Feldman

This session will provide practical actions that translate into instruction so that teachers can increase the growth and development of academic English and increase comprehension.

Blame Free Implementation Fidelity: Fixing the Weak Link in MTSS

W. Alan Coulter and Kim Gibbons

The weak link in MTSS/RTI implementation is intervention implementation fidelity. When low fidelity is observed, the typical (but erroneous) cause is labeled teacher resistance. This begins a contentious consultation relationship, or worse, fidelity measurement is ignored. This session flips the mindset about fidelity with three specific tools to enhance consultee relationships and improve implementation fidelity. Participants will leave with a protocol and evidence-based steps to use in real-world settings.

AFTERNOON BREAKOUT SESSION II 2:15-4:00

Implementing Big Dog #2: Actionable Feedback

Kevin Feldman

This session presents another one of the "easy wins" * strategies that make MTSS success for likely and increases achievement outcomes. The session focuses on how schools can acquire a "shared focus" and generation Actionable Feedback in a process called Public Practice - such as Learning Walks, Peer Coaching, Video feedback, and Administrative walk throughs.

It's About PROGRESS

Mark R. Shinn

Monitoring basic skills progress frequently remains a challenge in Tiers 2 and 3 in MTSS and especially special education IEPs. This session presents simple, inexpensive, yet scientifically sound progress monitoring strategies that have been shown to increase student achievement.

Interactive Session to Enhance Your MTSS Implementation Plan

W. Alan Coulter and Kim Gibbons

This session is intended to enable attendees to use some of the information gained at the conference to improve the quality of their MTSS implementation.



Jeffrey Sprague, Ph.D.,

Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior. He directs research and demonstration projects related to positive behavior interventions and supports (PBIS), MTSS, school safety, restorative practice in schools, alternative education, juvenile delinquency prevention, and bullying prevention. His research activities encompass applied behavior analysis, positive behavior interventions and supports, functional behavioral assessment, school safety, youth violence prevention, and juvenile delinquency prevention. He has collaborated with multiple state departments of education on federal grant projects to implement large scale PBIS in schools and hundreds of schools and county districts across the US. His recent work has focused on disciplinary equity for all students by integrating PBIS and Restorative Practice.



Clay Cook, Ph.D.

University of Minnesota John and Nancy Peyton Faculty Fellow in Child and Adolescent Wellbeing and Associate Professor of School Psychology. He has extensive research and practical experiences in MTSS implementation to promote children’s mental and behavioral health. He has received over \$ 8.5 million in grant funding from multiple agencies and foundations. Dr. Cook routinely consults with school systems throughout the US to improve practices and outcomes for students with or at-risk for social, emotional, and behavioral problems.



Amanda VanDerHeyden, Ph.D.

President of Education Research and Consulting and author of Spring Math. She has served as a contributor to NIH, IES at the U.S. Department of Education and on numerous boards including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL. Dr. VanDerHeyden has published more than 80 scholarly articles and chapters, 7 books, and addressed state school psychology associations and state departments of education in 30 states. She has directed many school-wide improvement efforts with strong results on student learning,



Perry A. Zirkel, Ph.D., J.D., LL.M.

Professor emeritus of education and law at Lehigh University. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,500 publications on various aspects of school law, with an emphasis on legal issues in special education. He is the author of CEC monograph The Legal Meaning of Specific Learning Disability; the two-volume reference Section 504, the ADA and the Schools, now in its third edition; and various updating articles on both SLD case law identification and RTI legal developments.



Kevin Feldman, ED.D.

Emeritus* Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and an educational consultant working with publishers, schools, and districts across the country and internationally. As SCOE Director of Reading and Intervention, he developed, organized, and monitored PreK-12 programs for literacy and the prevention and treatment of reading difficulties.

Dr. Feldman’s focus is on practical, evidence-based approaches to accelerate academic literacy across grades and content areas with expertise in (a) student engagement, (b) academic vocabulary, (c) comprehension/critical thinking strategies, (d) preventing early reading failure, and (e) English Learners, and Special Education and other high risk students. He is a consulting author for Prentice-Hall Middle/High School Language Arts, Social Studies, and Science Programs, and is the co-author of Scholastic’s READ 180 Adolescent Literacy Intervention Program.



Kimberly Gibbons, Ph.D.

Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. She was executive director of the St. Croix River Education District, which received national recognition for its pioneering use of RTI since 1979. A former director of special education, staff development coordinator, and school psychologist, she has coauthored three books on MTSS/RTI and supported MTSS implementation multiple districts in multiple states.



W. Alan Coulter, Ph.D.

Dr. Coulter supports schools and state departments of education to design and implement Multi-tiered Systems of Support (MTSS) and response to intervention (RtI). He served on the President’s Commission on Excellence in Special Education in 2001-02. Dr. Coulter has 48 years of experience in organizational change and leadership to ensure schools provide early intervening services and appropriate, nondiscriminatory identification of disabilities with fidelity.



Mark R. Shinn, Ph.D.

Professor of school psychology at National Louis University and author of more than 100 book chapters and journal articles on academic screening, school-based SLD identification practices, and progress monitoring. Dr. Shinn has provided staff development to schools/ state departments of education in 44 states including the rollout of Tennessee’s Middle and High School RTI2 plans.



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Math Instruction
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BRANCHING MINDS

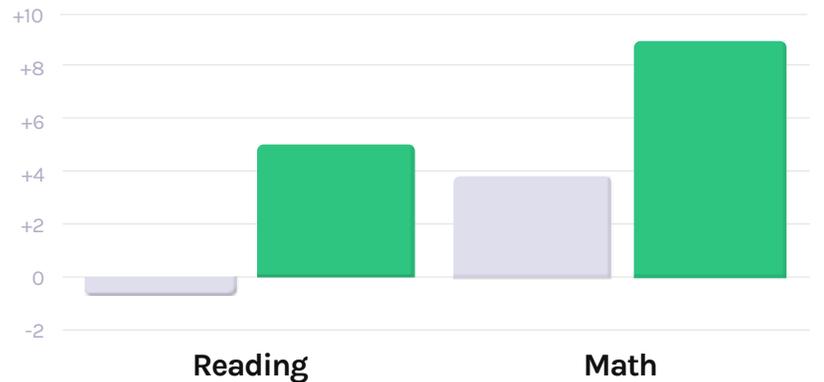
A PATH TO SUCCESS FOR EVERY LEARNER: PERSONALIZING LEARNING THROUGH RTI/MTSS

Branching Minds is a cloud-based application using the most advanced learning science and education research to help schools transform RTI/MTSS.

By helping teachers to follow best practices of problem-solving work efficiently, effectively and collaboratively from the start, Branching Minds saves teachers time and effort while improving student outcomes for ALL students.

ACADEMIC GROWTH

Percentile on NWEA Map



Branching Minds helps educators to:

- Make data-driven decisions at every step of the intervention process
- Collaborate easily and consistently across grades, school, and the district
- Problem-solve for student support guided by the best practices of RTI/MTSS
- Understand students' strengths and challenges across academic, cognitive, social-emotional and behavioral areas
- Immediately access and understand the support plan, its implementation, and effectiveness
- Help students succeed faster and more easily

"Branching Minds is the most user-friendly, modern, intuitive RTI/MTSS platform on the market."

Dawn Kulpa, Director of MTSS and SEL, San Antonio ISD (TX)

"Branching Minds' innovative approach personalizes and individualizes effective interventions to meet the needs of every child."

Dr. Jill Gildea, Superintendent, Park City Schools (UT)

"I love that Branching Minds keeps me on task and holds me accountable to enter my data each week!"

Jenna Bica, School Psychologist, Bedford City School District (OH)

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MTSS Can Improve the Academic Outcomes for All Students...

When Processes, Instruction and Interventions All Align

While there is no one “right” way to implement MTSS, there is a proven process for developing systems that will ensure successful implementation and lasting change. CORE’s **Designing and Implementing MTSS Institute** assists school leadership teams to implement MTSS as a coordinated PreK-12 system of academic and behavior support.

Over three days, you’ll focus on the academics within MTSS. CORE MTSS math and reading experts will teach your team the knowledge and skills to achieve successful implementation and ensure lasting change.

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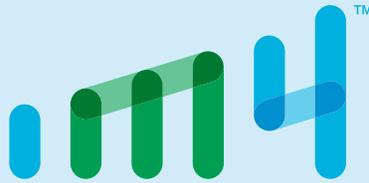


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- Guidance to ensure the effective implementation of your chosen ELA and math programs



IM4 provides a much needed solution to improve intervention programming for students who exhibit social, emotional, and behavioral challenges that serve as barriers to learning.

IM4 simplifies intervention programming by coordinating the process from beginning to end: Match, Map, Monitor, and Meet.

IM4 provides data management and tracking across students so schools are able to track who is receiving an intervention, where students are at in the intervention process, and how well students are responding to the intervention.

IM4 provides teams with the necessary information to engage in effective problem-solving and make timely and accurate data-driven decisions about students.

MATCH

Students exhibit social, emotional, and behavioral challenges for different reasons. The first step in IM4 is for you to input the challenges you are witnessing and the system identifies the most appropriate, evidence-based intervention for each student.

MAP

Choosing the most appropriate intervention will not succeed if it is not implemented effectively. Step 2 in the process creates a plan for delivery of the intervention that maintains its research-tested parameters.

MONITOR

It is critical that intervention delivery and student response is collected and measured over time. The third step of the process assists educators in collecting and reviewing data as the intervention is delivered.

MEET

Many school personnel have a stake in a student's success, but may have only bits of information and not the whole picture. The final step brings together all personnel involved in the intervention delivery to evaluate success and determine appropriate next steps.

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