
For: School Boards, Superintendents, School Administrators, and All Other Concerned Stakeholders who are struggling to make schools better

About MTSS and Addressing Barriers to Learning and Teaching

We have received inquiries about how MTSS relates to efforts to develop a Unified, Comprehensive, and Equitable System of Learning Supports for addressing barriers to learning and teaching and re-engaging disconnected students.

MTSS as formulated in many school improvement plans is little more than a description of the levels of a simplified continuum of intervention.

For the continuum to guide significant school improvements, each level needs to be evolved into an integrated set of *subsystems* that weaves together existing school and community resources addressing common concerns. See *MTSS: Strengths and Weaknesses* <http://smhp.psych.ucla.edu/pdfdocs/mtss.pdf>

But also note that framing a continuum is not enough. The many fragmented activities going on at each subsystem level have to be organized into a delimited set of arenas that reflect the major daily efforts schools make to address barriers to learning and teaching. See the recent discussion in chapter 12 of *Improving School Improvement* http://smhp.psych.ucla.edu/improving_school_improvement.html (This discussion stresses six organized arenas and maps them across the continuum.)

Combining the continuum and organizing the activities provides a unified framework that is being used by states, districts, and schools in mapping existing efforts and planning how to develop a comprehensive and equitable approach.

Please share with relevant stakeholders.

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