

# MULTI-TIERED SYSTEM OF SUPPORT (MTSS) TIER 2

---



Fall 2016

Deanna Dimick, MTSS Facilitator



# Session Objectives

- Recap of Tier 1
  - Marshfield Model and Vision
- Tier 2 Introduction
  - Vocabulary
  - Tier 2 Components
    - Instruction
    - Assessment
    - Problem Solving
  - Updates
  - Survey





# MTSS

- MTSS = Multi-Tiered System of Support
- It is based on the assumption that **ALL** students can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.
- Main Goal:
  - To problem-solve why students are struggling with grade level content and provide assistance to those identified students within all tiers to 'close the gap' of student achievement



# District Vision

The School District of Marshfield's vision for the implementation of a MTSS framework, embedded in best practice, is to ensure that **ALL** students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavior needs are not only met, but promote growth within the learning environment.





# Reflection

Why did you become an educator/join the education field?

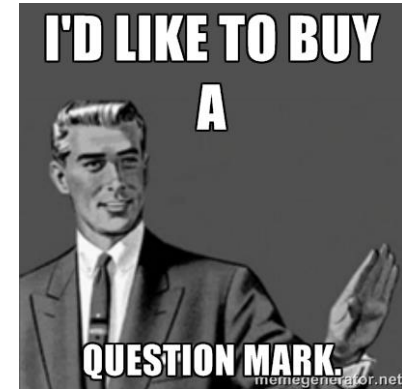
To the world  
you may be just  
a teacher but to  
your students  
you are a HERO!





# Reflection

- What does this have to do with MTSS?
- The MTSS framework is what allows us as educators to:
  - “make a difference in the lives of children”***
  - “to help students reach their full potential”***
  - “To be a part of those “aha” moments”***
- The Unified School District of Marshfield’s vision for the implementation of a MTSS framework, embedded in best practice, is to ensure that **ALL** students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students’ academic and behavior needs are not only met, but promote growth within the learning environment.
- A framework of prevention





# MTSS Framework

**Tier 1** – high-quality, research-based instruction made up of a standards driven curriculum. It is made up of the following:

- **High Quality Instruction** – engaging, standards-based, data-driven, and research-based instruction which are grounded in culturally responsive practices
- **Culturally Responsive Practices** – account for and adapt to the broad diversity of race, language and culture in Wisconsin schools and prepare all students for a multicultural world
- **Curriculum** – is what is taught, including scope, sequence, pacing, materials, rigor, format, relevance (provide examples, such as, Imagine It! of our curriculums)
- **Assessment**
  - Universal screening– AIMSweb; PALS (4k-2<sup>nd</sup>)
    - **Screening** – *testing to determine if a student is sufficiently different (discrepant) such that more intensive intervention may be required*
    - **Universal Screening** – *Testing of ALL students to identify at-risk*
    - **Benchmark Assessment** – *combines screening and progress monitoring (it is both)*
  - State assessments – Forward (3<sup>rd</sup> – 8<sup>th</sup> , 10<sup>th</sup>)
  - Lexiles (2<sup>nd</sup> – 6<sup>th</sup>)
  - Classroom performance (formative and summative)
  - Record reviews



# Assessment Changes

- Assessment
  - Universal screening – ACT Aspire (7-10<sup>th</sup> grade) Spring Only
  - Students Below the Benchmark on ACT Aspire will receive:
    - AIMSweb screening in identified areas
    - If below targets on AIMSWeb they will receive:
      - STAR assessment as a diagnostic
  - All information will be used to determine your at-risk students and help decide the level of intervention needed



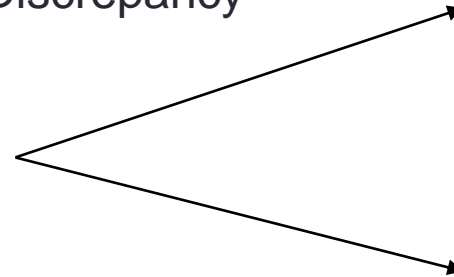


# Which students are we talking about?

Content Area Courses

Student  
doing  
poorly in  
Social  
Studies

Severe Basic Skill  
Discrepancy



Minimum Basic Skills

Tier 2 or 3

Intensive Basic  
Skills Intervention

Treat

Tier 1

General Education

Content Area  
Support (CRC)

Support

\*Adapted from "Supporting High Quality Implementation of MTSS: Nobody Said It would be "Easy" presentation by Mark Shinn, Ph.D. on February 15, 2016



# MTSS Framework

## Tier 1

- Problem-Solving
  - Grade Level Teams (PLC)
  - utilize and review grade/content level data to determine how students are progressing toward standards
  - Data drives instruction!
    - Constant review of formative assessments
    - Helps determine differentiation and flexible groups
  - MTSS building teams should review school wide data trends to help determine supports needed

Teams	Comments
PLC Team	Use screening data to triage students to tiered interventions; review of data
MTSS Building Team	Review school level achievement & behavior support data to determine effects and needs

\*Adapted from “Supporting High Quality Implementation of MTSS: Nobody Said It would be “Easy” presentation by Mark Shinn, Ph.D. on February 15, 2016



# MTSS Model

Tier I:	Tier II:	Tier III:
<b>High Quality Core Instruction (Best Practices) (Support for students)</b>	Supplemental Instruction (Intervention) (Treatment for students)	Individualized Intensive Instruction (Intervention) (Treatment for students)

-----Intensity of Intervention----->





## Tier 2

**Tier 2** – is made up of curriculum and instructional practices that are provided to some students and in addition to the routine (same definition as supplemental intervention). This implies a small group of three to five students for 20-40 minutes, at least three to five days a week.

(Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists.)

**Intervention** – a systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need. An intervention teaches skills to help students overcome specific deficits or maladaptive response patterns. Interventions require a targeted assessment, planning, and data to be effective; consideration is given to the nature of the problem (skill deficit vs. performance deficit).

- Remember – supplemental *INSTRUCTION* to core





# Is it an intervention?

- **Intervention** – the systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need



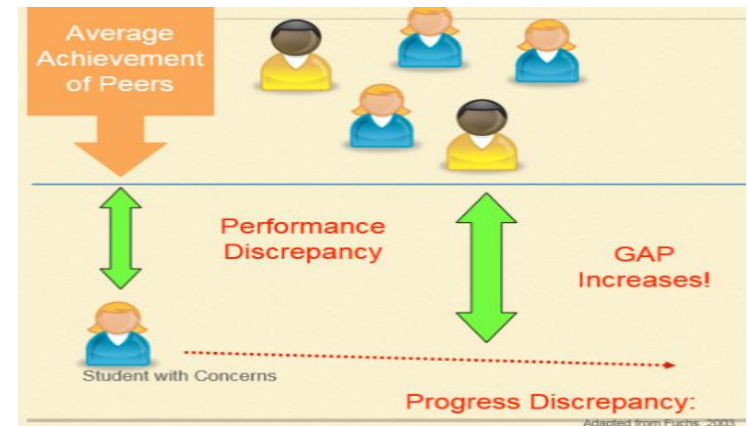
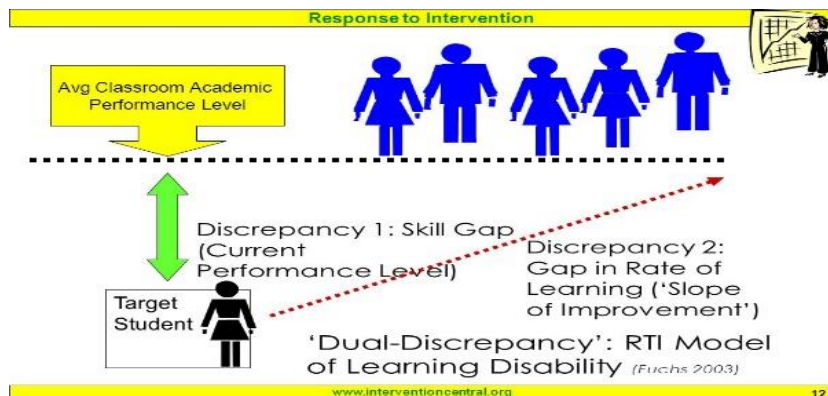

# New Vocabulary: Tier 2

**Supplemental Instruction** – curriculum and instruction practices that are provided to some students in addition to the routine

**Performance Discrepancy** – how a student's level of achievement compares to the expected level of achievement, norm-based. (see graphic)

**Progress Discrepancy** – how a student's rate of improvement (ROI) compares to the expected level of ROI of achievement with norm-based criteria (see graphic)

**Rate of Improvement** - is a numerical index that reflects how rapidly raw scores on a measure increase during a given school year





## Tier 2

- Instruction
  - Supplemental Instruction
  - Intervention
- Assessment
  - **Progress Monitoring** - is used to assess students' academic performance to quantify a student rate of improvement or responsiveness to instruction, and evaluation the effectiveness of instruction

- Example: AIMSweb
- Done on bi-weekly or weekly basis

*\*For an SLD referral: must be weekly*



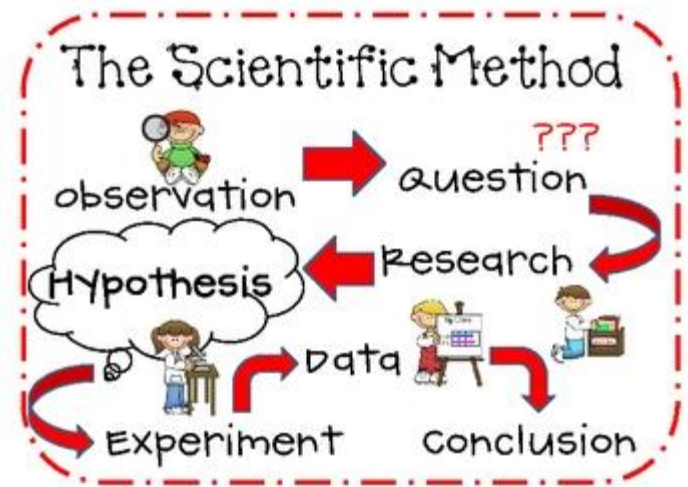
- **Fidelity** – is the degree to which an intervention or instruction is delivered as planned with accuracy and consistency
  - Fidelity Logs & Checks



# Tier 2 – Problem Solving

- Process

1. Problem Identification (What's the problem?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
  - a) Intervention determined
  - b) What assessment will be used?
  - c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)

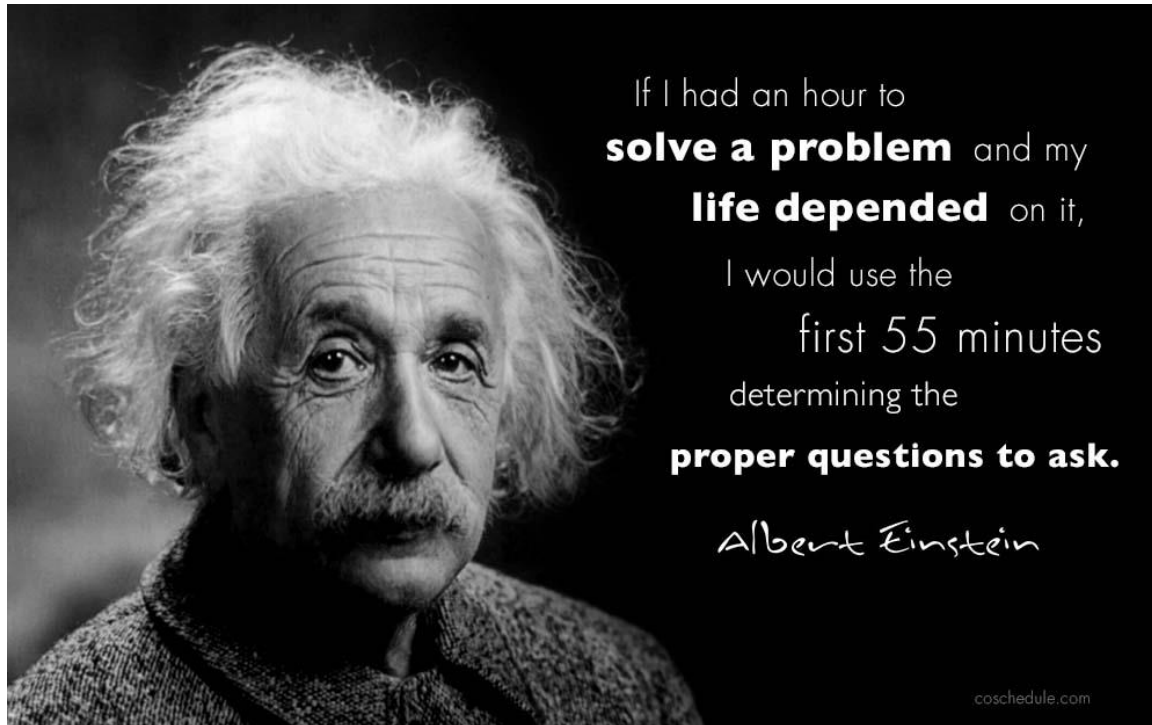






# Problem Solving Process

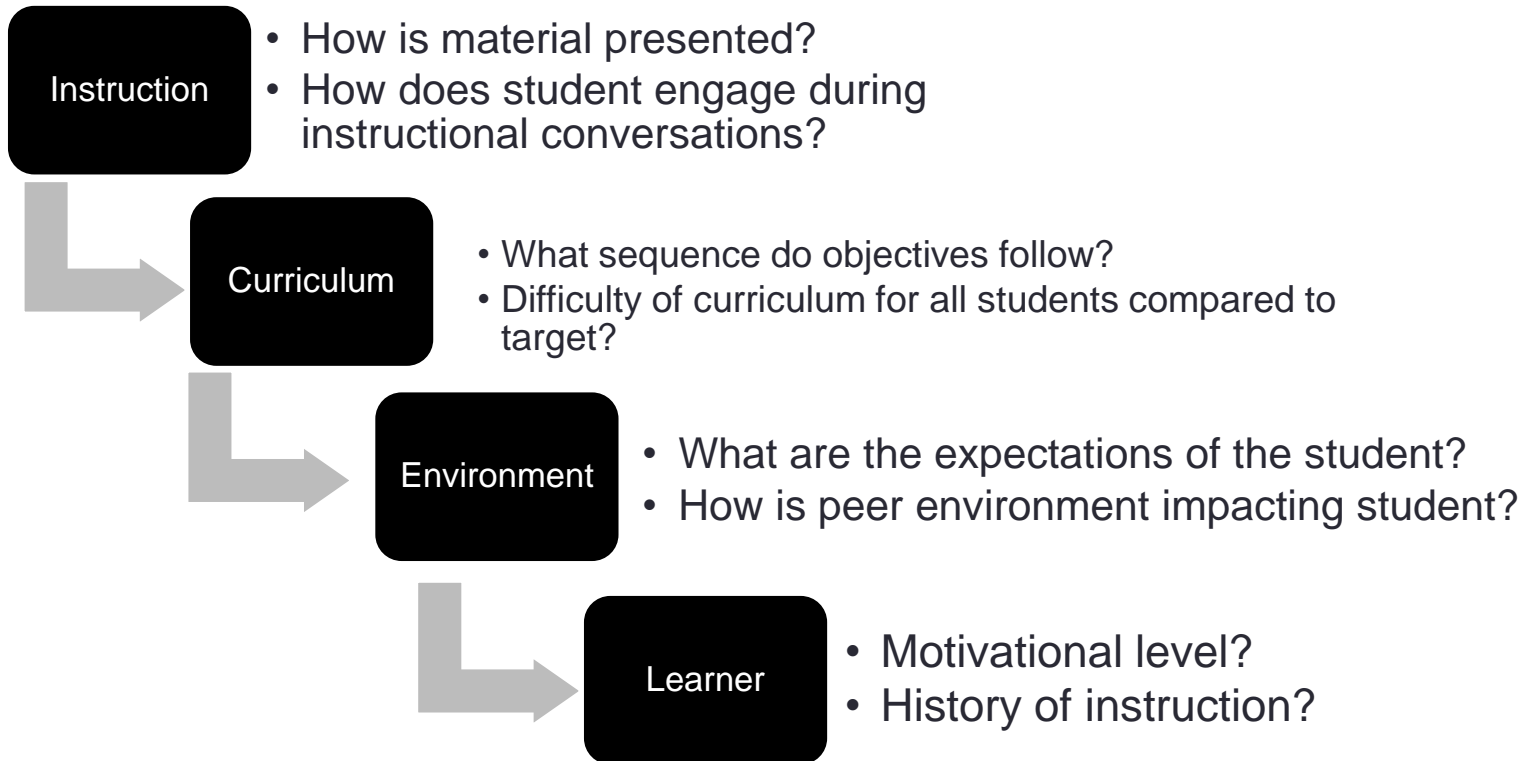
Why are these steps important?





# Problem Identification

- Progression of conversation:





# Problem Analysis

- Reviewing possible reasons for skill deficit
- Generate a hypothesis to determine why the problem is occurring based on data reviewed
  - Why do we create a hypothesis?
  - **Hypothesis** - a proposed explanation for a phenomenon. For a hypothesis to be a scientific hypothesis, the scientific method requires that one can test it.



**KEEP  
CALM  
AND  
CREATE A  
HYPOTHESIS**



# Plan Development

- **Who:** will implement intervention
- **What:** intervention will be used; progress monitoring tool will be used
- **When:** intervention will be conducted; progress monitoring will be done
- **Where:** intervention will be implemented
- **How:** intervention will be implemented

**Intervention bank will help with this**



# Goal Statement

- Goal statement will address the hypothesis question
- The goal(s) should be specific, including baseline data, what the desired outcome should be and within what timeframe it will be completed
- Goal statements should be written using the following formula: “By \_\_\_\_\_ (date), Sally will have increased within the area of reading fluency from 28 words per minute (the problem) to \_\_\_\_\_.”



# Plan Implementation

- Intervention will be administered as prescribed, which was developed during the plan development phase
- Ensure fidelity at this phase
- Be sure to be progress monitoring (collecting data)



# Plan Evaluation

- Upon completion of the intervention cycle, the team reviews progress monitoring and fidelity data to determine if the prescribed plan was effective in achieving student progress
- Consider the following:
  - If the student has made adequate progress toward their goal and no longer requires intervention, fading out the intervention
  - Student has made adequate progress but continues to need support
  - Student has made insufficient and requires a change in the current plan
  - Student has made insufficient progress, after multiple interventions, and requires a referral for an evaluation



# 2016-2017 Goals

- Develop a common understanding of best practices in Tier 2
  - Instruction = Intervention
  - Assessment = Progress Monitoring
  - Problem Solving = Problem Solving in PLC or PS Teams
- Update Manual
  - Address Problem Solving at Tier 2 = Plan Evaluation
- Begin using identified interventions





# Updates

- Website
  - New items added
    - Updated manual with new vocabulary
    - Articles
- Intervention Bank



# Survey

- Go to link:

<https://www.surveymonkey.com/r/T2M9SBK>





# Thank you!

Deanna Dimick

[dimick@marshfieldschools.org](mailto:dimick@marshfieldschools.org)

School Psychologist

Madison Elementary

MTSS Facilitator

*No, I'm not a superhero,  
I'm something even  
more powerful....*

# I AM A TEACHER

*I don't need a cape,  
because I'm lifted up by  
the amazing & inspiring  
kids I teach.*

**VENSPIRED.COM**