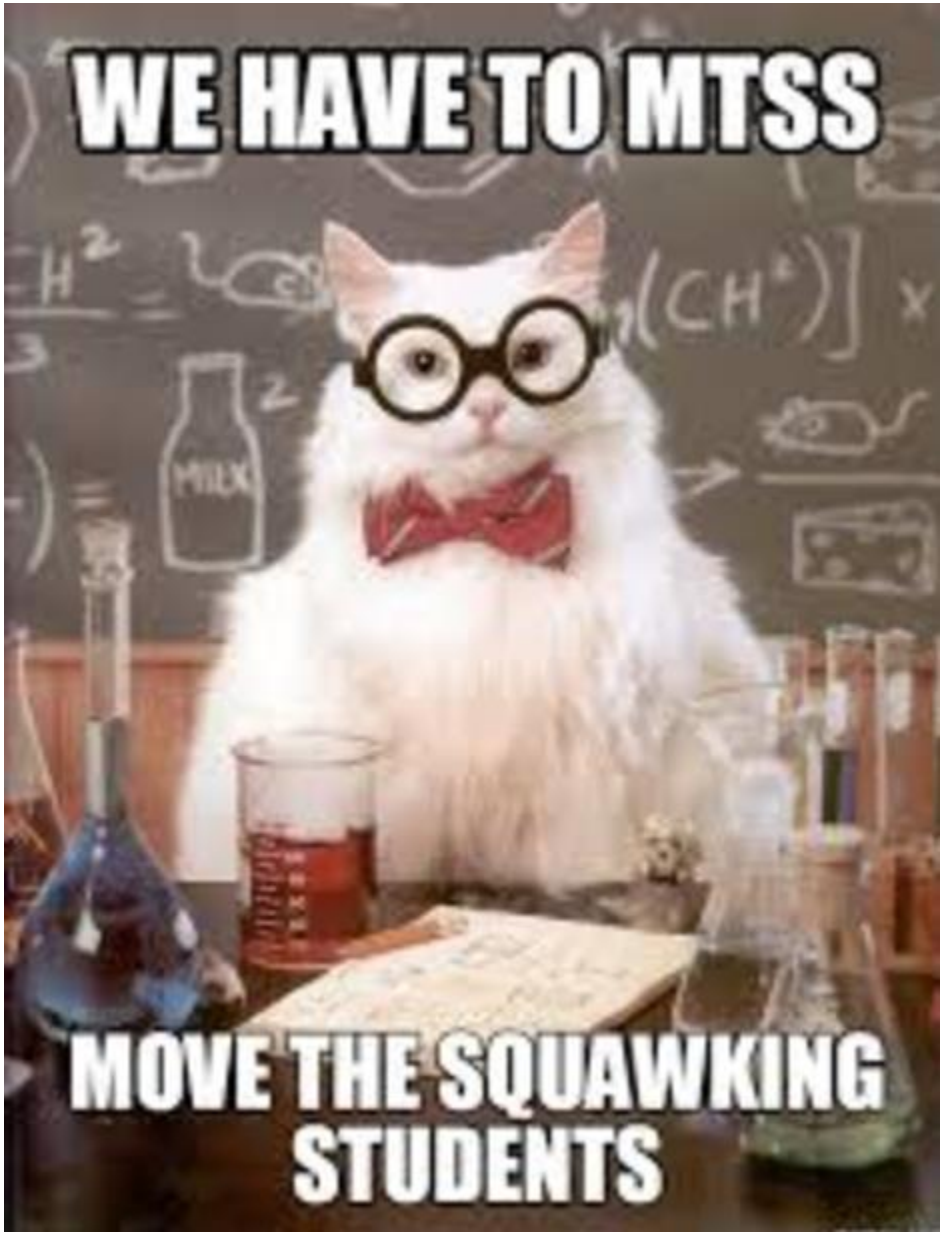
MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Tier 3

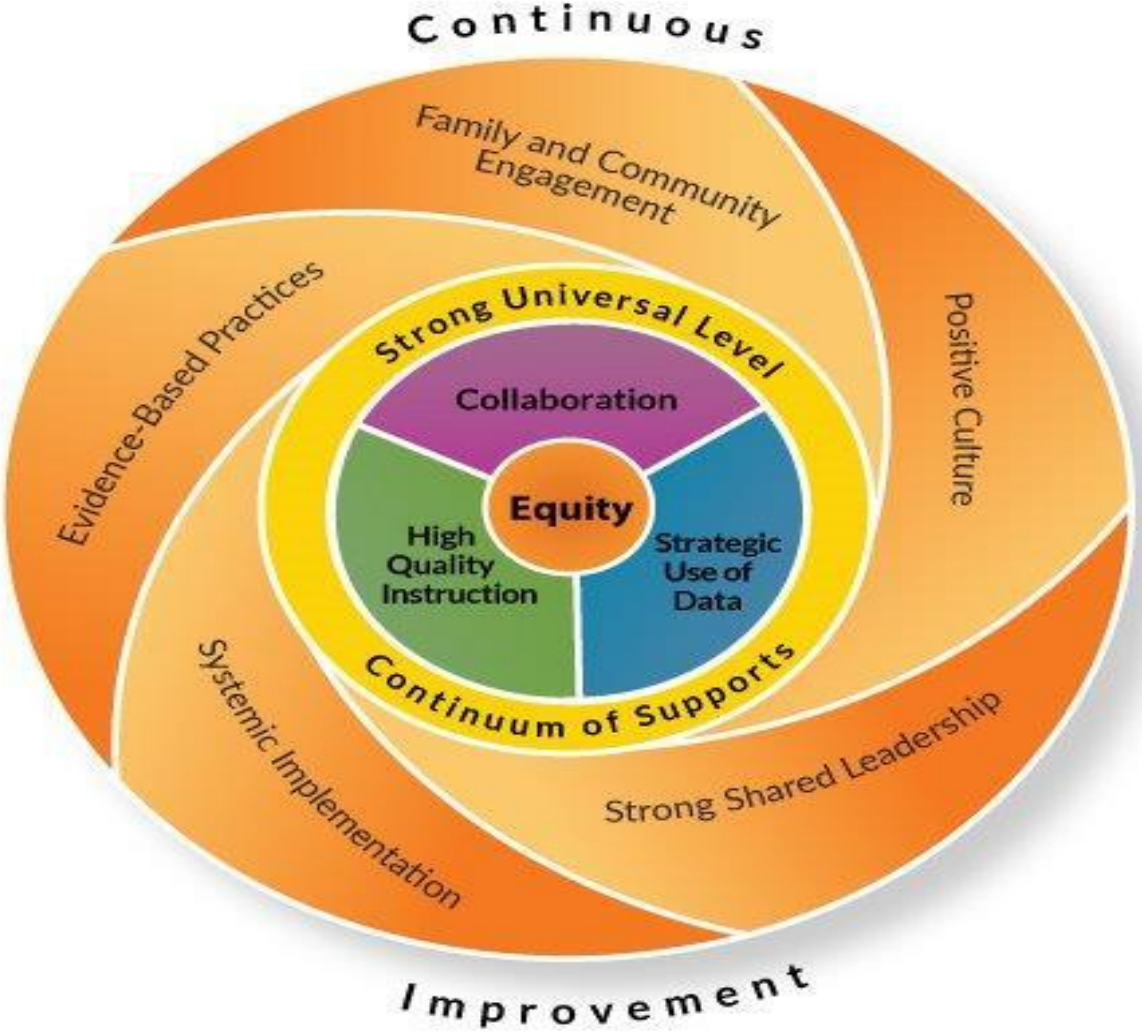
Washington Elementary

Agenda

- Brief Overview of MTSS
  - What and Why
  - Tiers
- Problem Solving Process
- SLD Requirements



What is MTSS?


Continuous
Improvement
Family and Community Engagement
Positive Culture
Strong Shared Leadership
Systemic Implementation
Evidence-Based Practices
Strong Universal Level
Collaboration
Equity
High Quality Instruction
Strategic Use of Data
Continuum of Supports

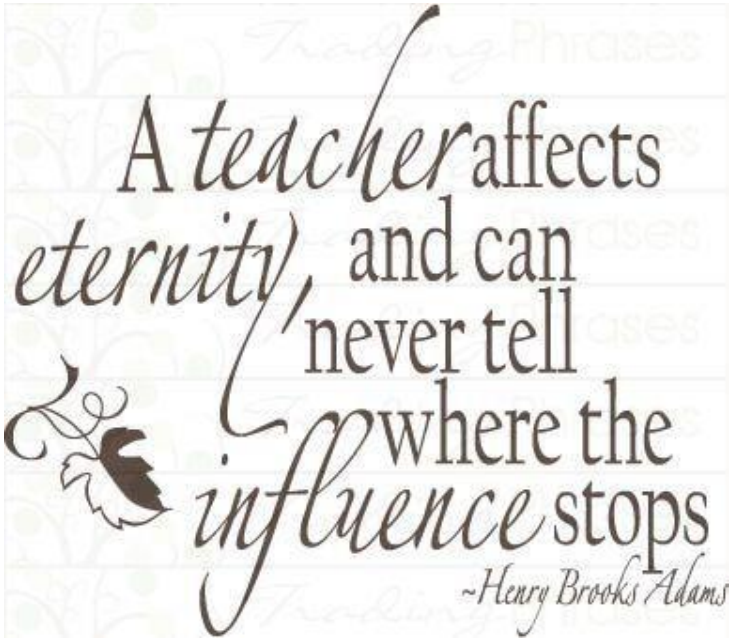
Why MTSS?

- 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"

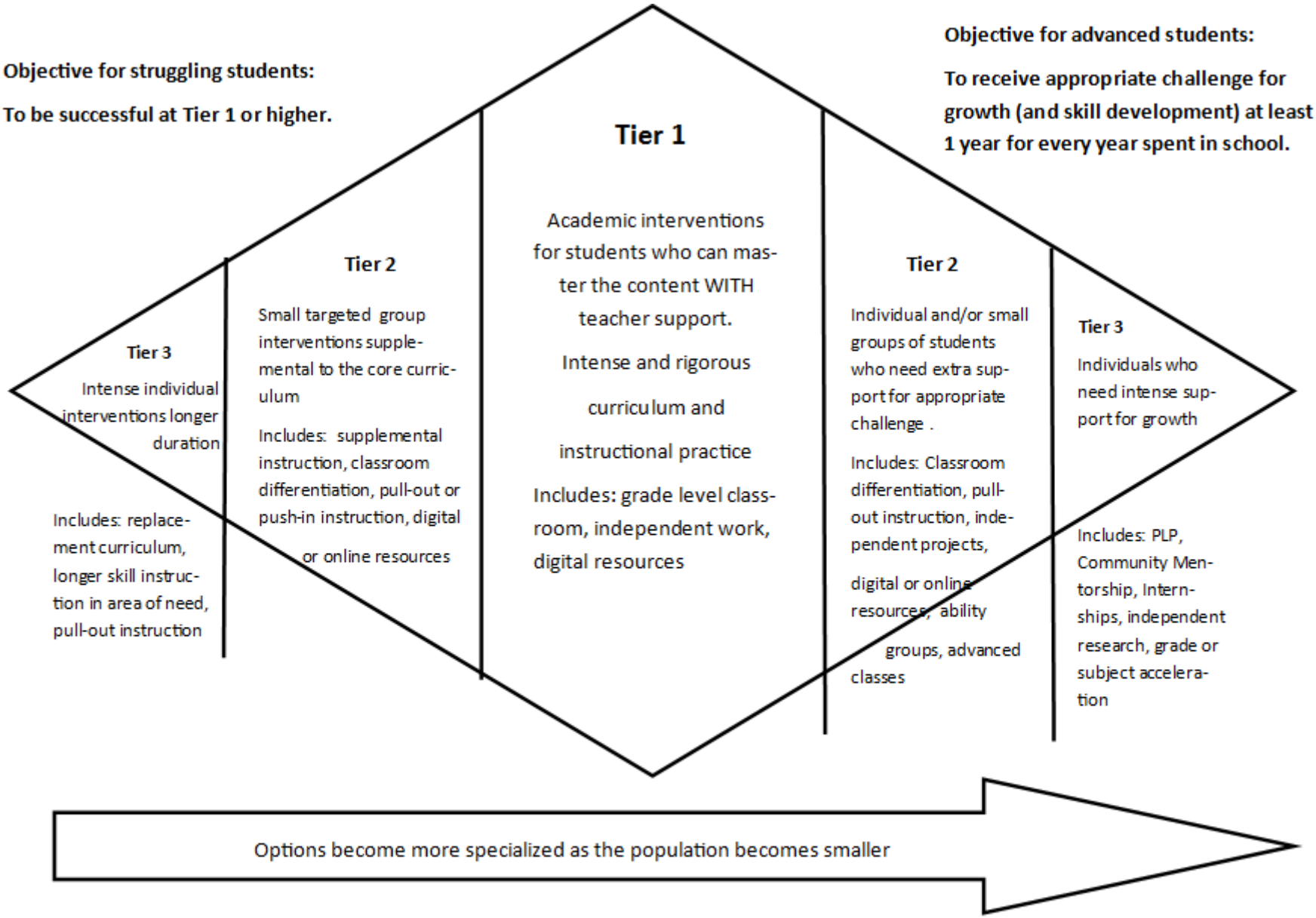



Tiered interventions
Personalized Learning
Staff Collaboration & Professional Development
Family Engagement
Community Partnerships
Quality Instruction
WES: Solutions for Student Success

MTSS Model

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

----------Intensity of Intervention----------→



Adapted from the Wisconsin Comprehensive Integrated Gifted Programming Model

MTSS Framework: Tier 1

- **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-2nd);Lexiles (2nd – 6th)
    - **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 (3rd – 6th)
  - Classroom performance (formative and summative)
  - Record reviews

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	Data Reviewed
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 Framework: Tier 2

- Instruction (10-15% of students)
  - instruction is provided in unison with the core curriculum
    - Supplemental or strategic support
    - **Supplemental Intervention –** *curriculum and instruction practices that are provided to SOME students IN ADDITION to the routine*
    - Meant for students who are deemed at-risk for failure, low-performing or needing enrichment
    - Implies a small group of three to five students for 20-40 minutes, at least three to five days a week.
    - **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).

MTSS Framework: Tier 2

- 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

MTSS Framework: Tier 2

- 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
  - Problem Solving Team might be utilized to determine effective interventions for students

Teams	Data Reviewed
PLC Team	Use screening data to triage students to tiered interventions; review of data
Problem Solving Team	Review achievement behavior support data to determine effects and needs for students

MTSS Framework: Tier 3

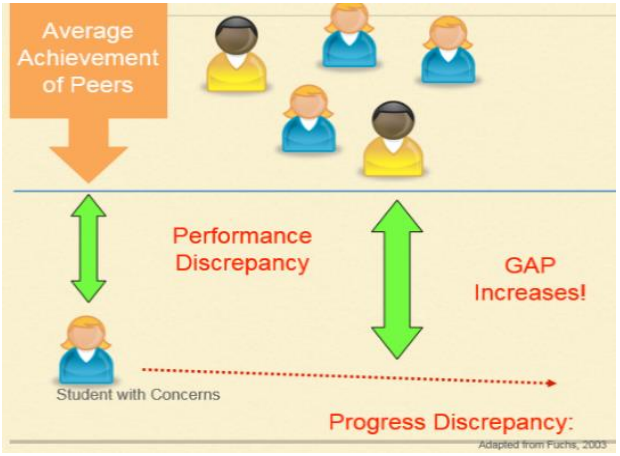
Instruction (1-5% of students)

Tier 3 – individualized, intensive instruction for students with significant underachievement; intensive, skill specific interventions in one-on-one or small group instruction that is either supplemental or supplanted.

- This implies smaller instructional group sizes, longer daily sessions and intervention over a longer term*
- Example: Replacement curriculum in special education
- **Intensive Intervention –** a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need

Assessment

- Progress monitoring on a weekly basis



*(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.)

MTSS Framework: Tier 3

- Problem-Solving
  - Problem Solving Team utilized to determine effective interventions for students
  - Special Education Referral

Teams	Data Reviewed
Problem Solving Team	Review achievement behavior support data to determine effects and needs for students
Special Education Referral	Review achievement behavior support data to determine effects and needs for students and if they meet criteria for a disability

Washington's Problem Solving Process

Referral is Made

- Referral can be made by parent or teacher
- Referral is completed on referral form
- Referral form is given to Ms. Geegan

Problem Solving Meeting is Scheduled

- Principal and/or psychologist review referral
- Meeting scheduled for next PLC meeting
- Attendees should bring any necessary data to meeting

Meeting is held

- Participants review data, following problem solving steps
- Participants determine next steps (intervention, other)
- All information is recorded on intervention tab of Alpine

Assigned parties complete intervention, collecting relevant data

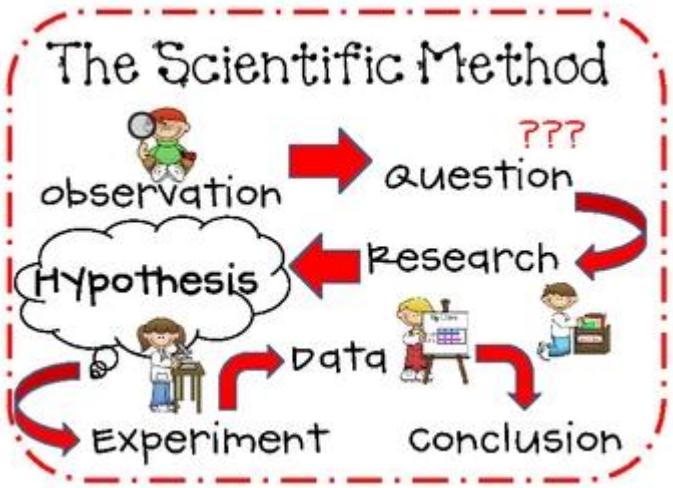
- Fidelity checks are completed during this time by administration
- Observations are completed as necessary

After set period of time, team reconvenes and reviews progress monitoring data

- Team makes decision on how to proceed next (i.e., continue with intervention, change intervention, discontinue with intervention)

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?)



Plan Development

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

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 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

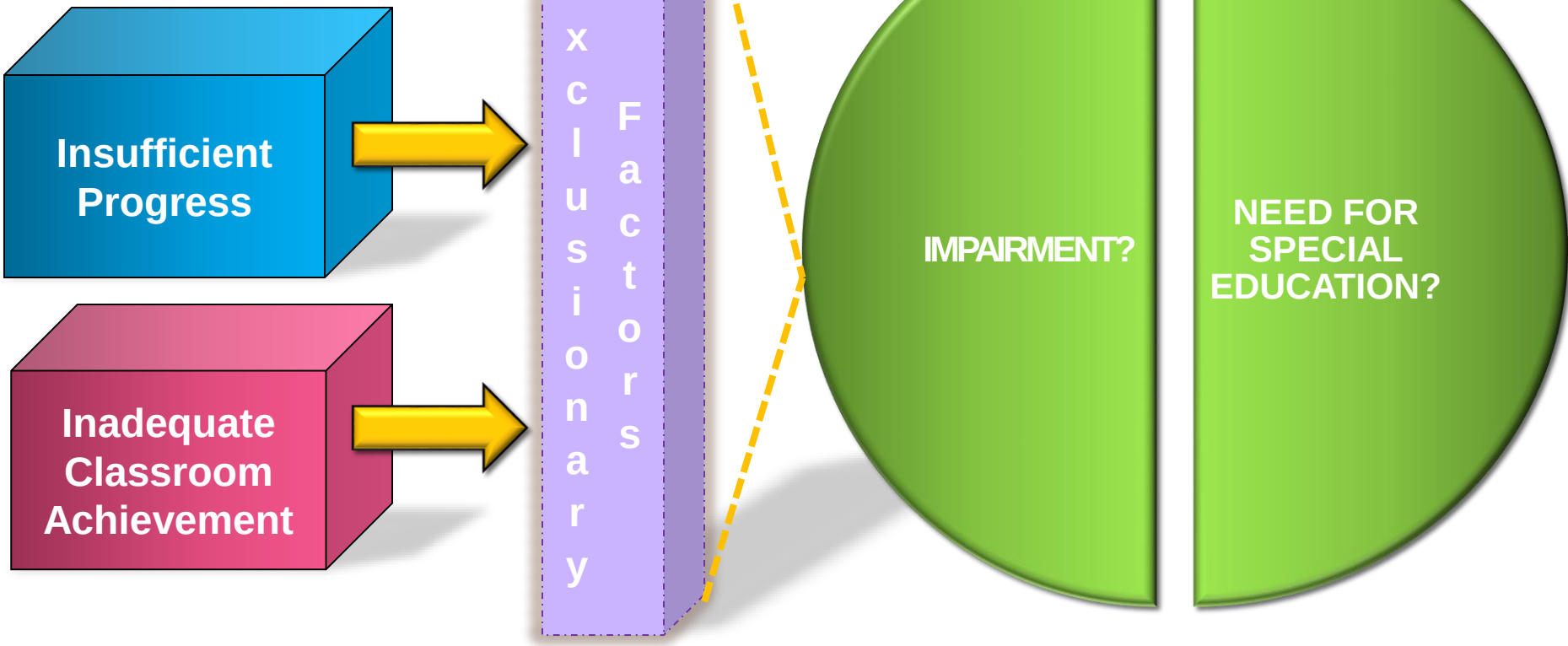
Form Review

- Alpine
  - Intervention Tab
  - PLP Tab

Specific Learning Disability & MTSS

- Overview of the Specific Learning Disability (SLD) criteria

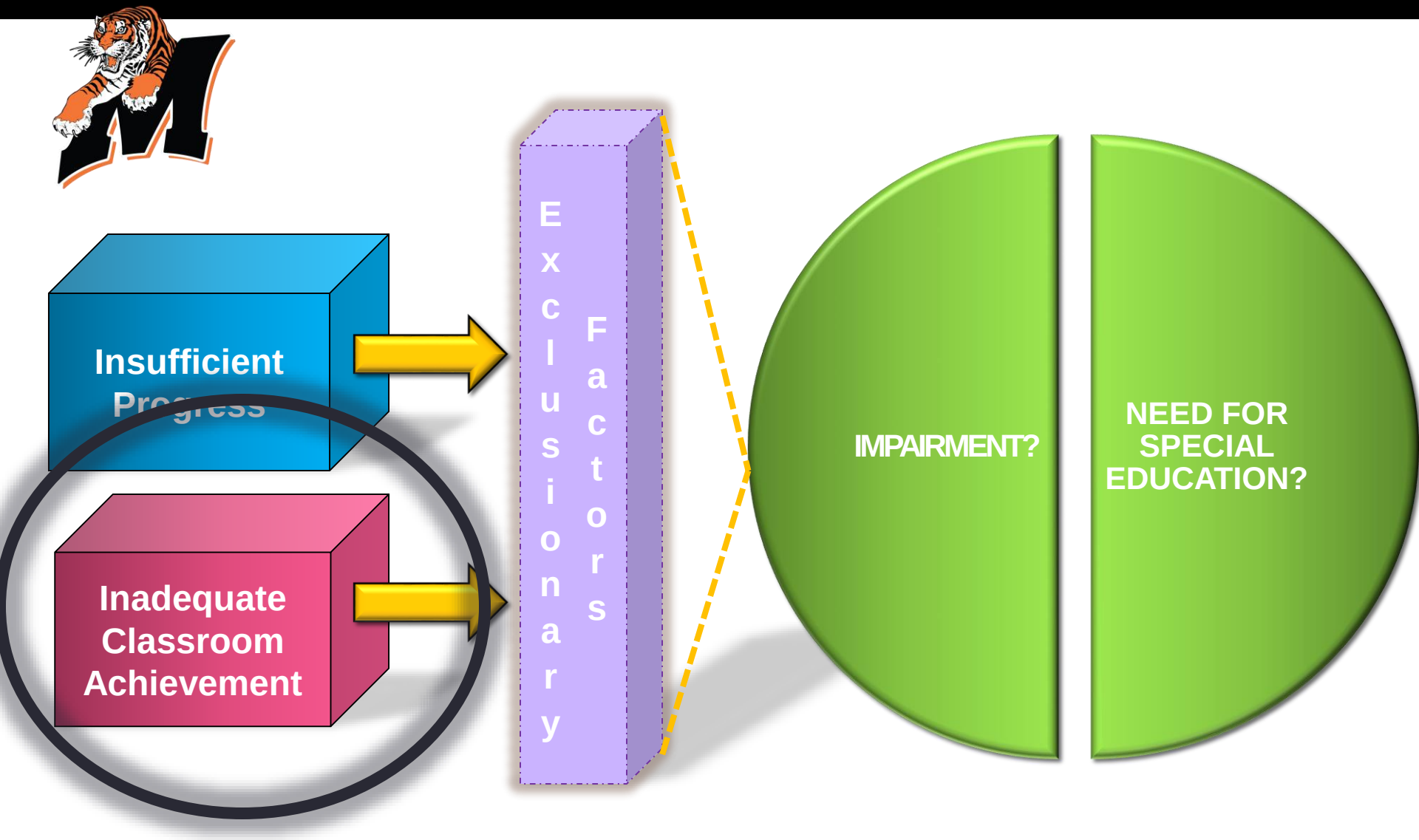
- No more discrepancy (15 point difference between IQ score and academic achievement score), unless the student is:
  - Parentally placed in private school
  - Or receives home based private education


Insufficient Progress
Inadequate Classroom Achievement
Exclusionary Factors
IMPAIRMENT?
NEED FOR SPECIAL EDUCATION?

Specific Learning Disability & MTSS

- 8 areas of SLD

- Have to rule out Exclusionary Factors:
  - Environmental or economic disadvantage
  - Lack of appropriate instruction
  - Limited English Proficiency
  - Other Impairments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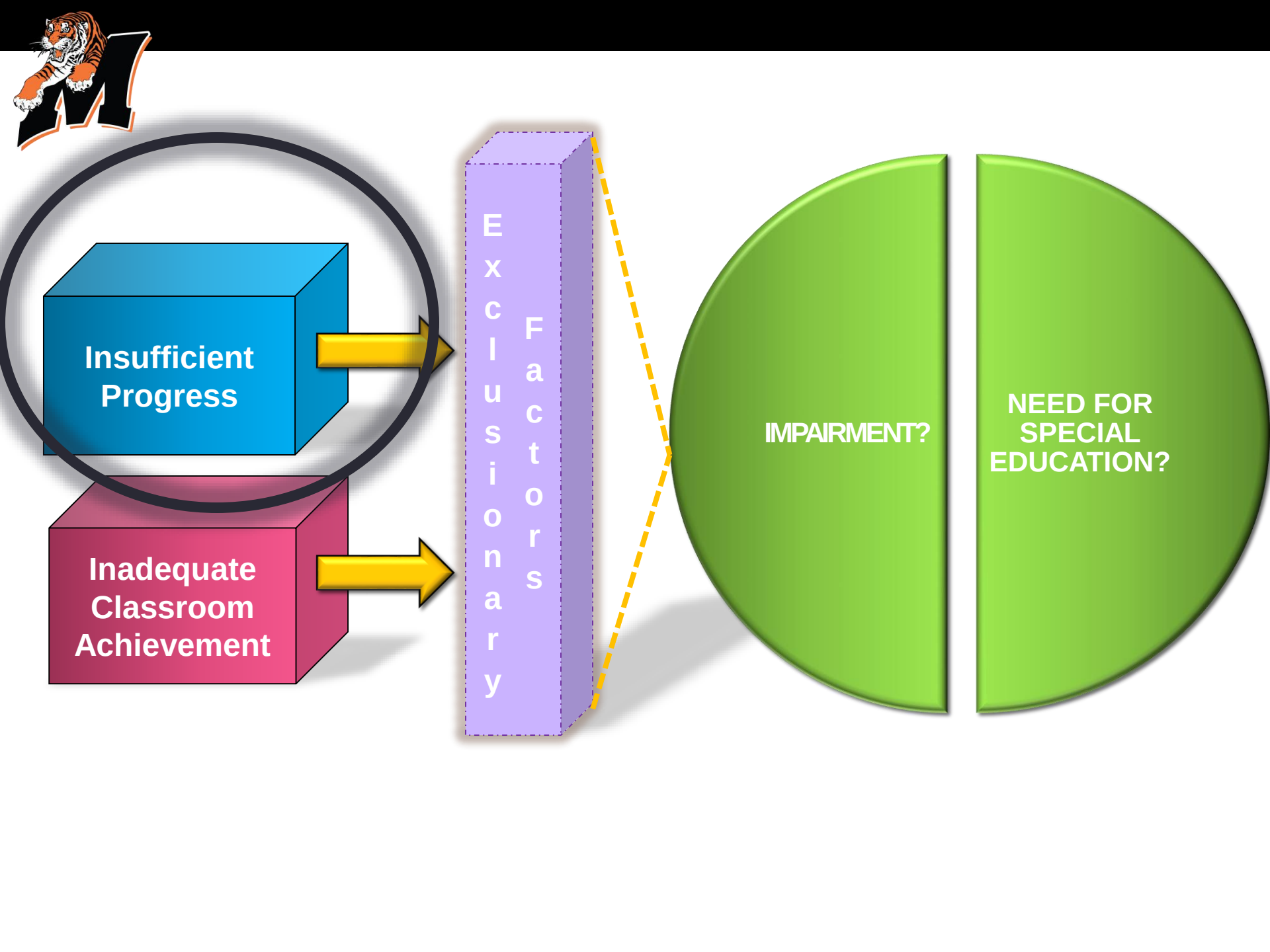
Specific Learning Disability & MTSS

- 1.25 SD cut score on reliable/valid test.
  - Mean of 100 = 81.25
  - Mean of 10 = 6.25
- Must be administered **after intensive intervention**
- Same cut score standard applies regardless of intellectual ability.
- Applies to each area of potential concern.

PI 11.36(6)(6)1.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Specific Learning Disability & MTSS

The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the 8 areas when using a process based on the child's response to intensive scientific, research-based or evidenced based interventions

The IEP team shall consider progress monitoring data from at least **two** intensive interventions, implemented with adequate fidelity and closely aligned to individual student learning needs.

Will this intervention count?

- Technique, program or practice
- Scientific, research or evidenced-based
- Individual or small group
- Focused on single or small numbers of discrete skills
- Substantial numbers of instructional minutes in addition to those provided to all pupils
- Closely aligned to individual learning needs (area of concern)
- Implemented with adequate fidelity
- Culturally responsive

- All interventions on the district MTSS website “count”

Will this intervention count?

- Must have 2 interventions in each area of concern
- Interventions can overlap areas for example reading fluency and comprehension can be same intervention
- Looking at about 18 weeks of intervention (9 weeks each intervention)

Progress Monitoring for SLD

- A scientifically based practice to assess student response to intervention
- Requires the use of valid and reliable tools (probes)
  - Brief, direct measures of specific academic skills
  - Multiple equal or nearly equal forms
  - Sensitive to small changes in student performance
  - Provides valid, reliable measures of performance during intervention. PI 11.02 (9)

Progress Monitoring for SLD

- Using AIMSweb – meets the requirements
- Allows for comparison of age level peers
- Goals set for the 25%ile nationally
- Determines trend (slope)

Progress Monitoring for SLD

- Establish a baseline – median score of 3 probes
- Goal set at 25th percentile Implement intervention for 9 weeks
- Collect weekly or more frequent p.m. data
- Meet with school psychologist, data team if possible after 9 weeks (Problem Solving team reconvenes)
- Make a decision based on trend line and goal (Is the intervention working, is student progressing?)
- Repeat the process if not making progress
- Refer for SLD after talking to problem solving team/psych

How do we determine insufficient progress?

- The student's progress needs to be accelerated beyond that of students who are meeting expectations. **OR**
- Can you expect the gap between the student's achievement and grade level expectations to close in a reasonable period of time? **OR**
- If the student's progress is showing reasonable acceleration, the IEP team still needs to consider if the student's progress, **as depicted by the trend line**, is sufficient and sustainable given the resources available in general education.

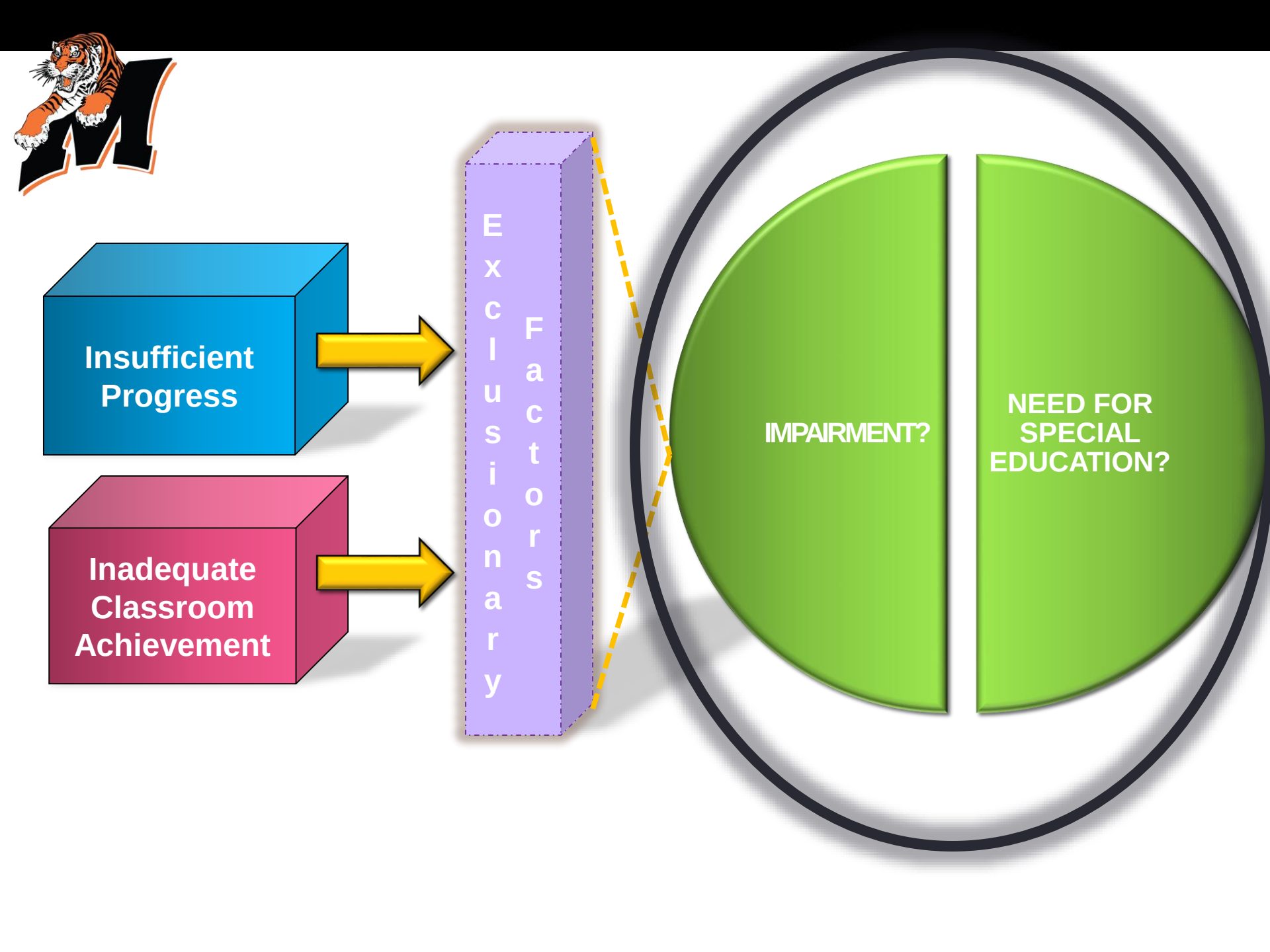
Adequate Fidelity

Interventions are provided:

- Manner highly consistent with design
- 80% of the recommended number of weeks, sessions and minutes per session

Ms. Geegan completes a fidelity check (observation) during intervention to ensure fidelity

- Be sure to email her when you are ready for the check
- This is not a “gotcha”, but a way to monitor fidelity for eligibility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Interventions for the Classroom

- Guess the Word(phonemic awareness)
- Assisted Reading (fluency)
- Have you Ever (vocabulary)
- Story Mapping(comprehension
- Concrete-Representational-Abstract (computation/problem solving)
- Mad Minute Math(computation)

Questions?

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