

# MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

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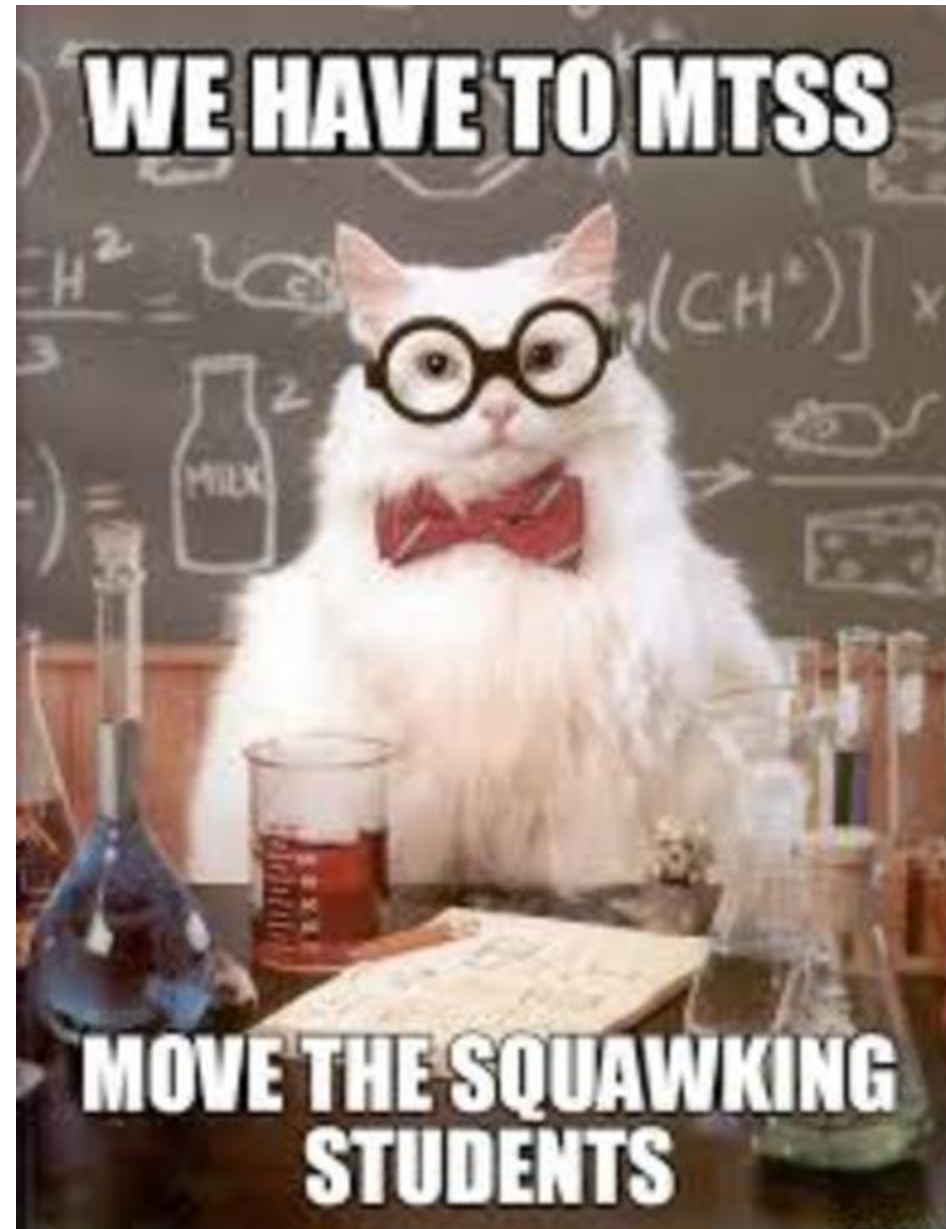


Madison Elementary



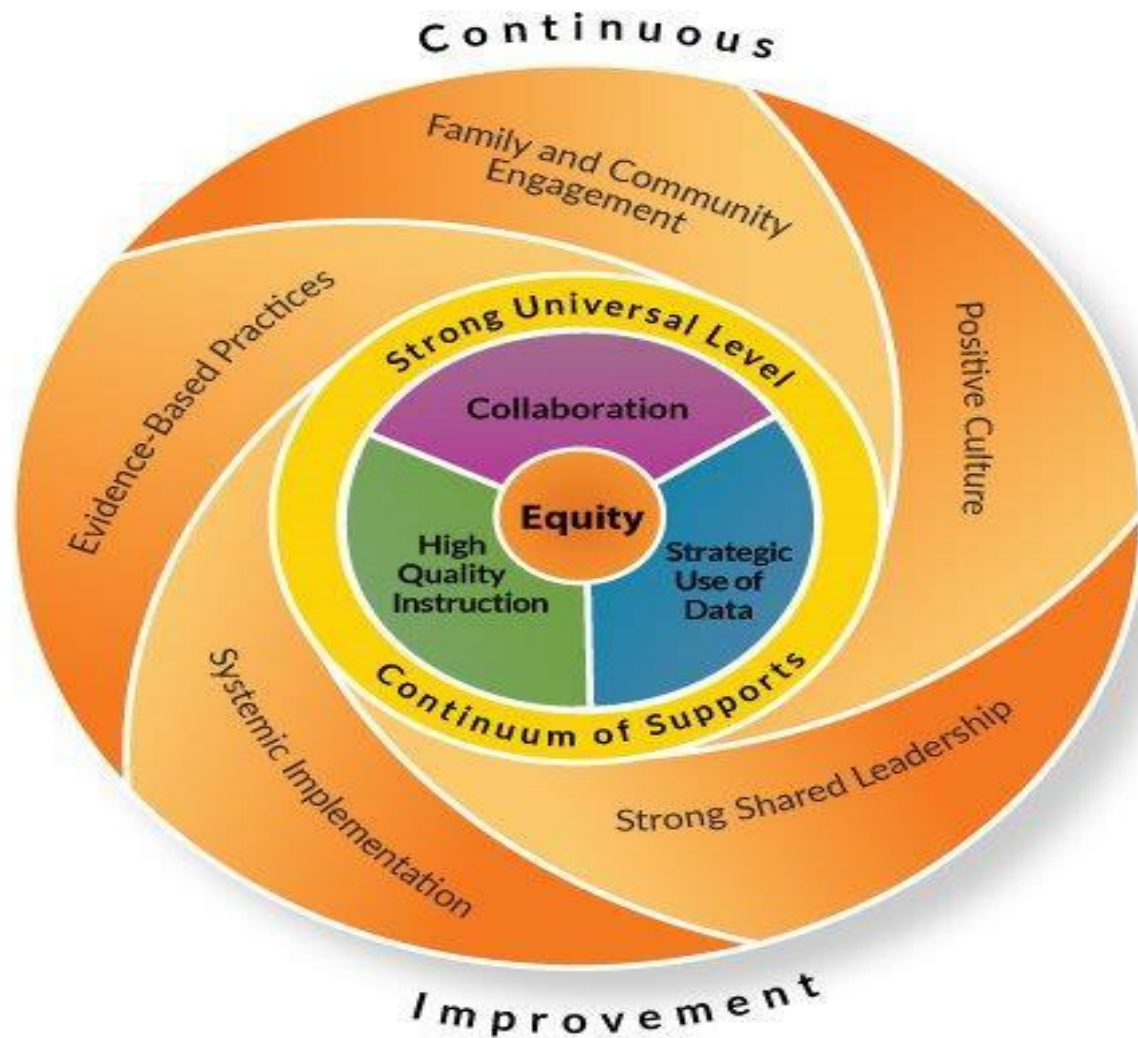
# Agenda

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





# What is MTSS?

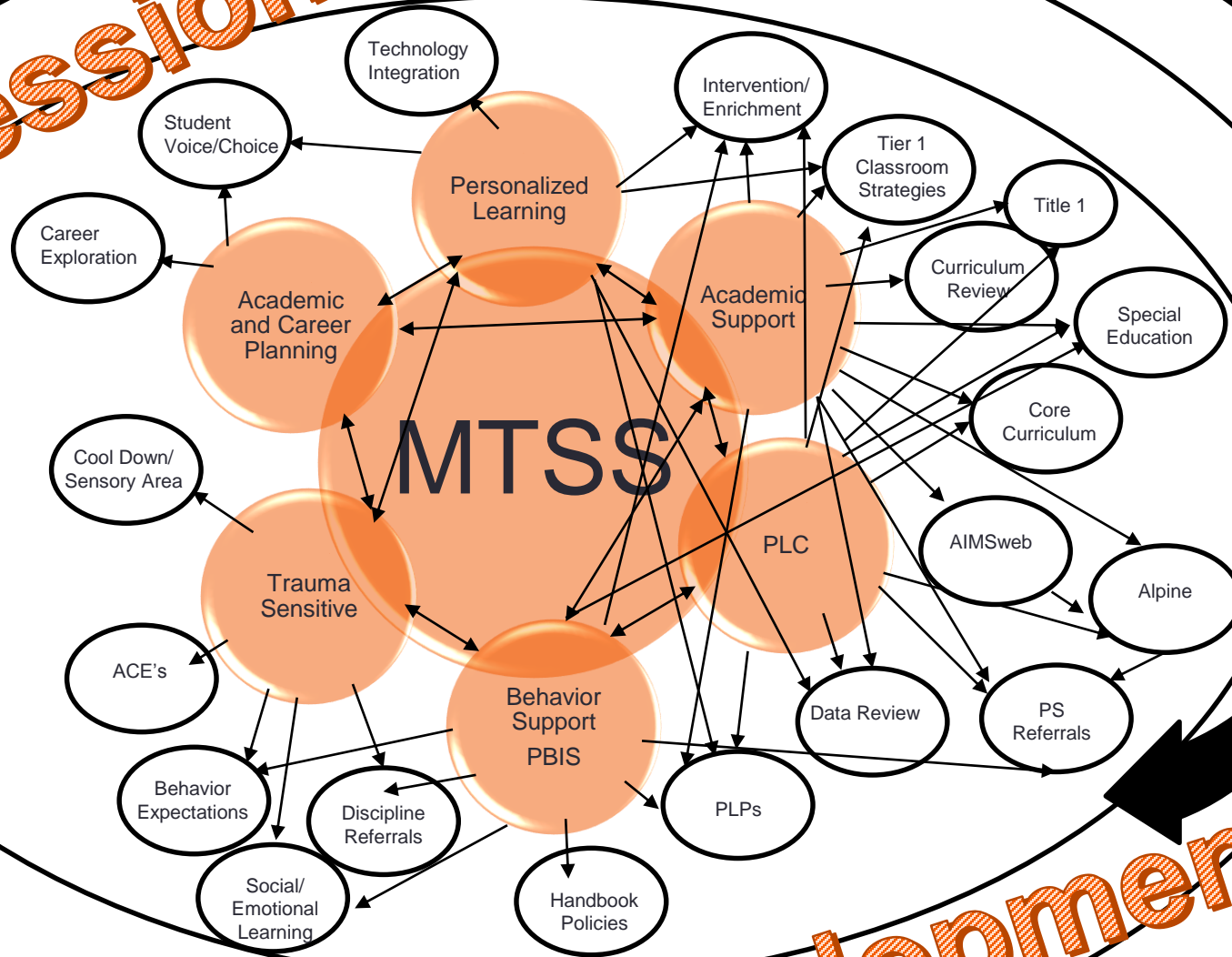




## Why MTSS?

*A teacher affects  
eternity, and can  
never tell  
where the  
influence stops*  
~Henry Brooks Adams

Professional



Development



# 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)

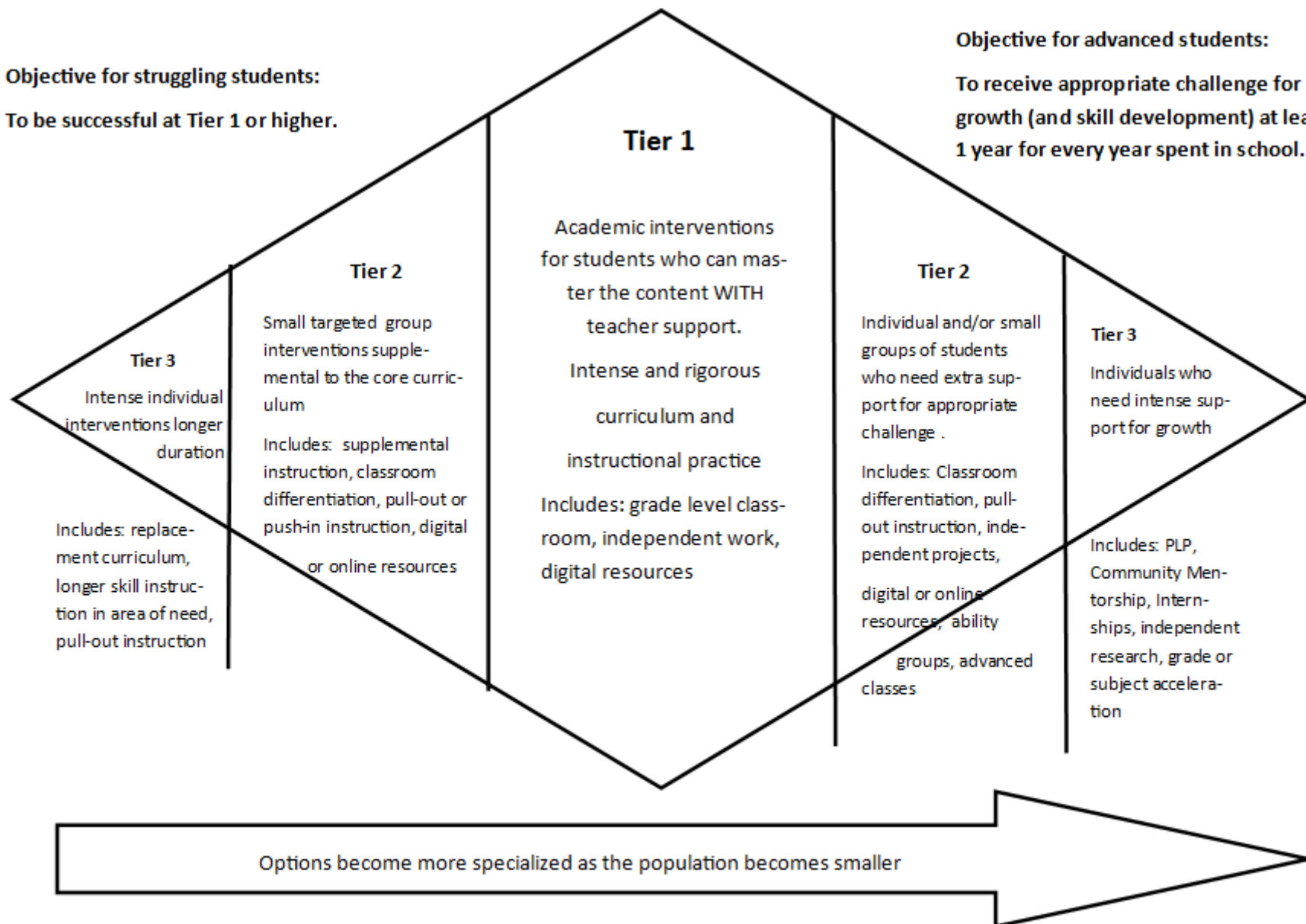
-----Intensity of Intervention----->





**Objective for struggling students:**  
To be successful at Tier 1 or higher.

**Objective for advanced students:**  
To receive appropriate challenge for growth (and skill development) at least 1 year for every year spent in school.





# MTSS Framework: Tier 3

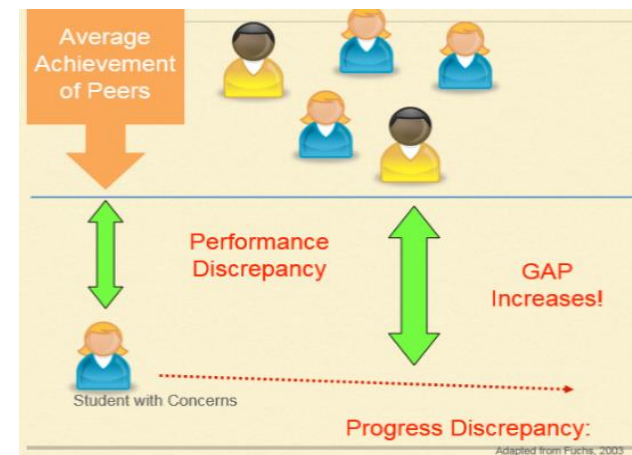
Instruction (1-5% of students)

**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



# Madison'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 Mrs. Scheer

## Problem Solving Meeting is Scheduled

Tiffany & Deanna review referral

Meeting will be scheduled for the 2<sup>nd</sup> Wednesday of every month

Before meeting, Deanna gathers data needed

## 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 Tiffany

Observations are completed by Deanna

## 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)



# 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 \_\_\_\_\_.”



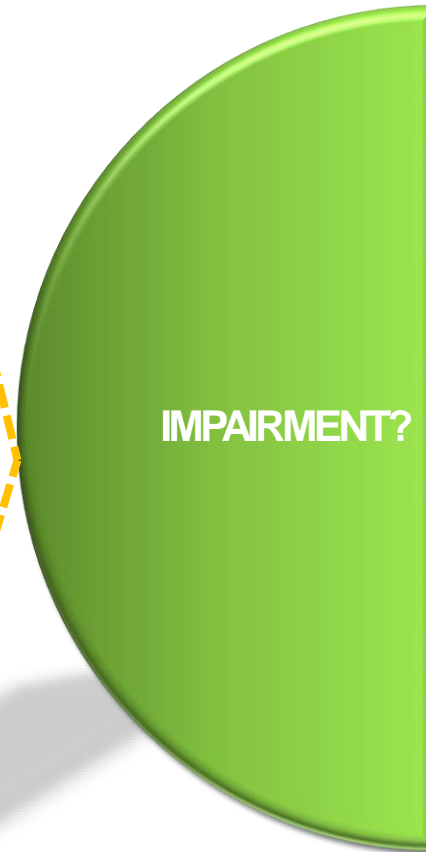
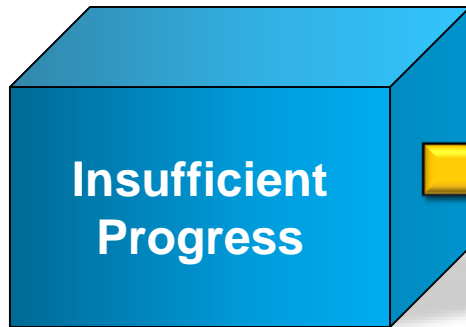
# Form Review

- Alpine
  - Intervention Tab
    - Please enter all interventions done with students in this tab
  - PLP Tab
- MTSS Website
  - Problem Solving Referral Form
  - Intervention Site: <https://www.marshfieldschools.org/Page/623>



# 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

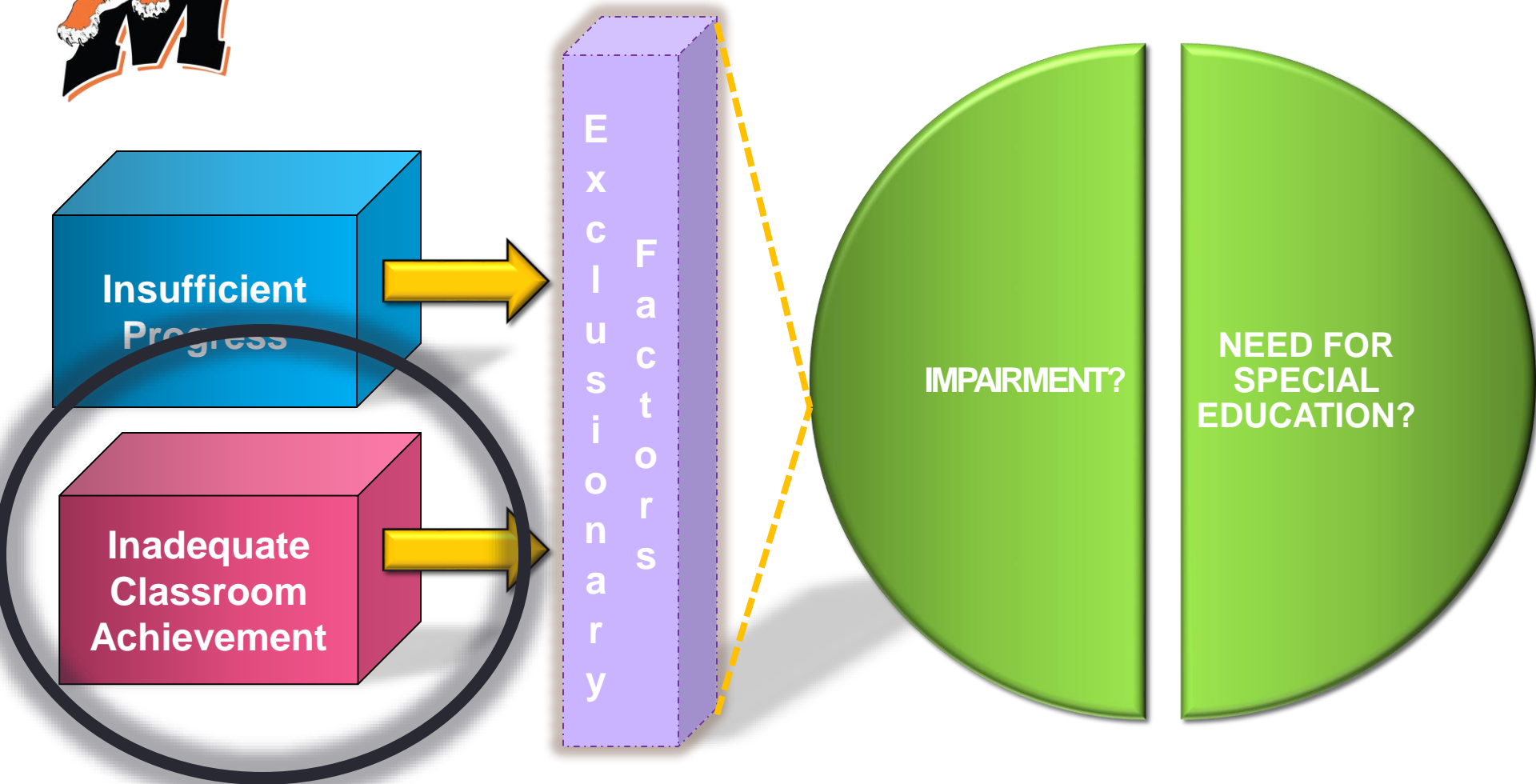






# Specific Learning Disability & MTSS

- 8 areas of SLD
- Have to rule out Exclusionary Factors:
  - Environmental or economic disadvantage
  - Lack of appropriate instruction
  - Limited English Proficiency
  - Other Impairments

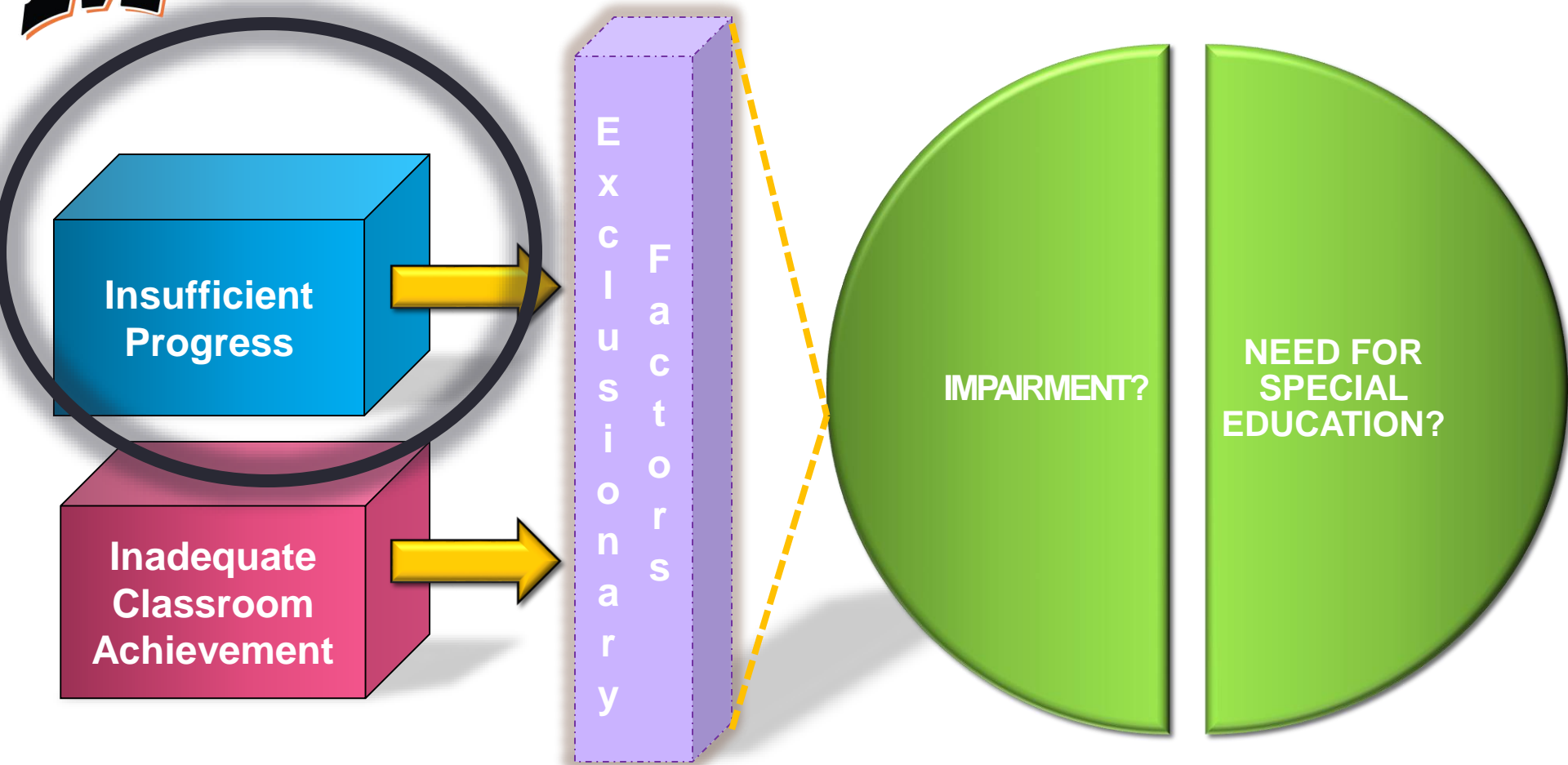




# Specific Learning Disability & MTSS

- 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.





# 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)



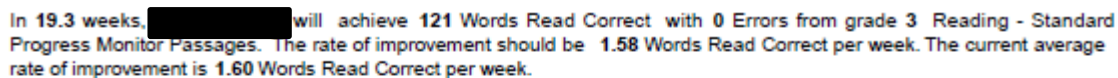
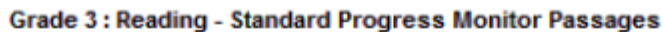
# Progress Monitoring for SLD

- 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)

[illegible]



# 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

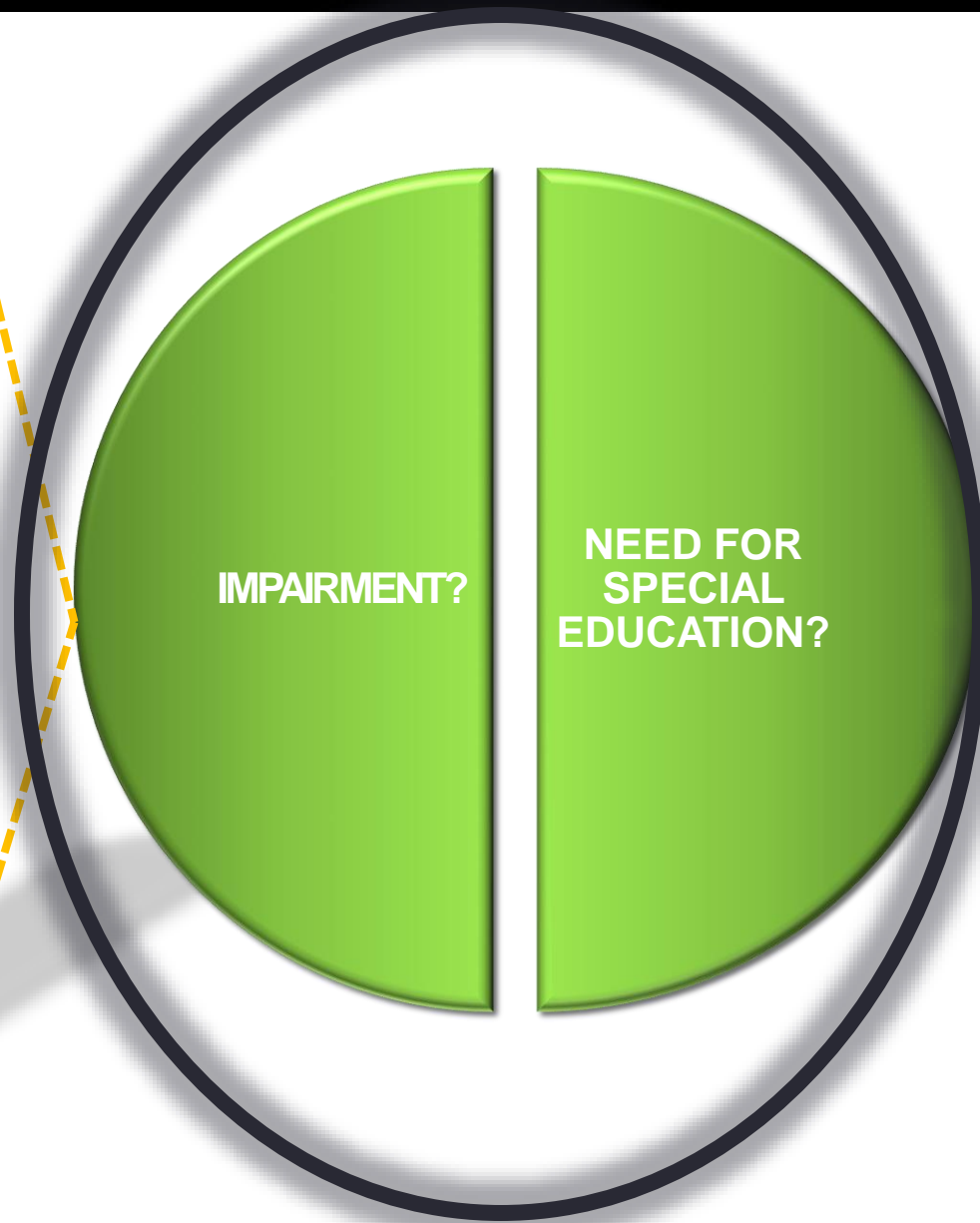
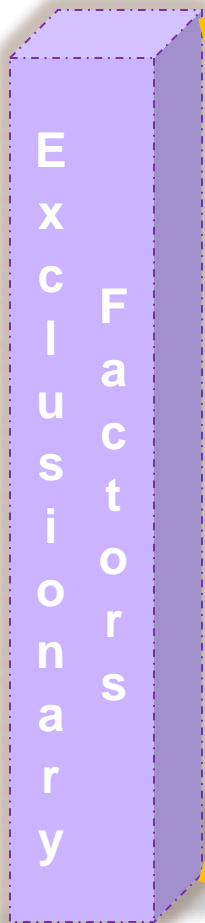
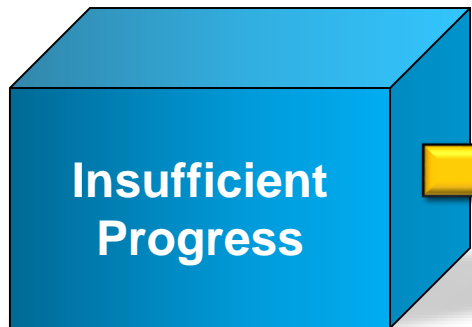
Interventions are provided:

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

Mrs. Scheer 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







# Questions?

- Contact Information:
  - Deanna Rugzie
  - Madison
  - [Rugzie@marshfieldschools.org](mailto:Rugzie@marshfieldschools.org)