
Welcome to Lunch and Learn Education Series



Center for Disabilities

*Provided to you through a collaborative effort between
SD Parent Connection and USD Center for Disabilities*

WHAT SHOULD I
EXPECT IF MY
CHILD IS IN A
MULTI-TIERED
SYSTEM OF
SUPPORT SCHOOL?



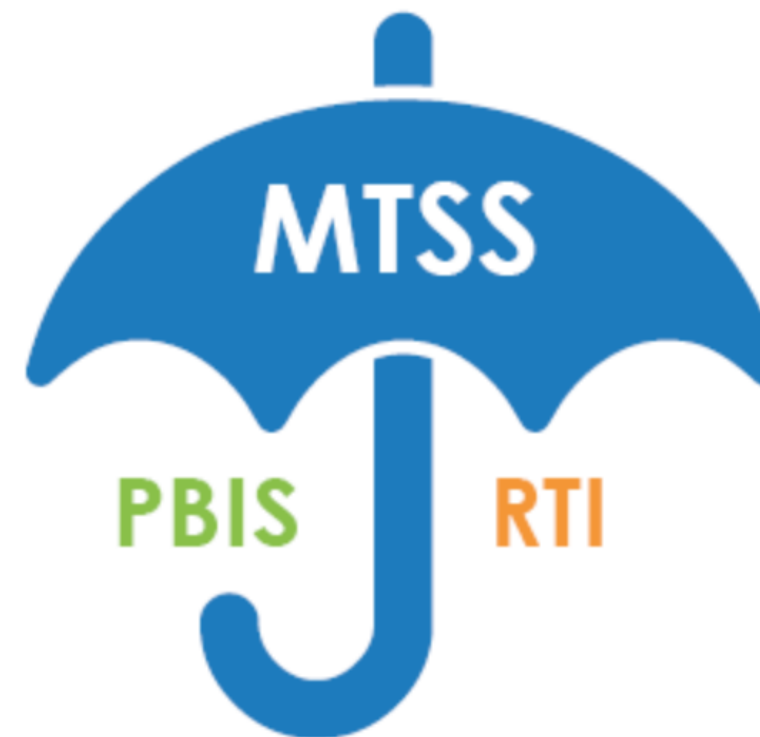
- Brandi Gerry, Implementation Specialist
 - SSIP (State Systemic Improvement Plan – Indicator 17)
 - SPDG (State Personnel Development Grant)
 - Region 1 Program Representative



- Rebecca Cain, PD & Behavior Specialist
 - Indicators 2 & 4
 - MTSS/PBIS
 - School Climate
 - Suspension/Expulsion
 - Dyslexia
 - ELL
 - Region 2 (Sioux Falls) Program Representative

ALPHABET SOUP

- MTSS= Multi-tiered System of Supports
- PBIS = Positive Behavioral Interventions and Supports (behavior)
- Rtl= Response to Intervention (academics)



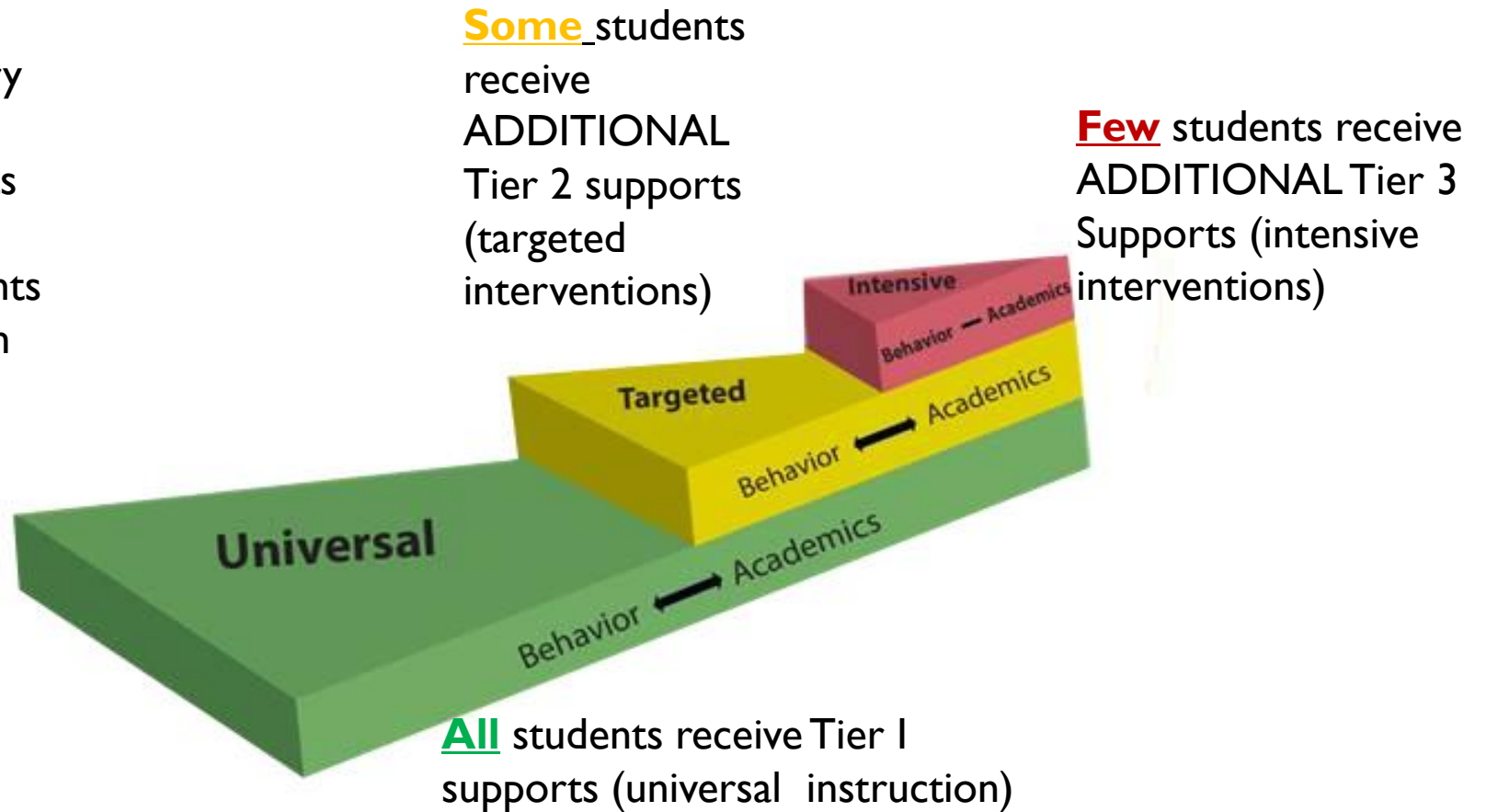
MTSS IS

1. A SYSTEM with many strategies
2. Proactive and preventative
3. For ALL students
4. Collecting data to make decisions
5. Happening in all classrooms/locations
6. A continuous process
7. Using evidenced based interventions
8. Progress monitoring for intervention effectiveness

MTSS IS NOT

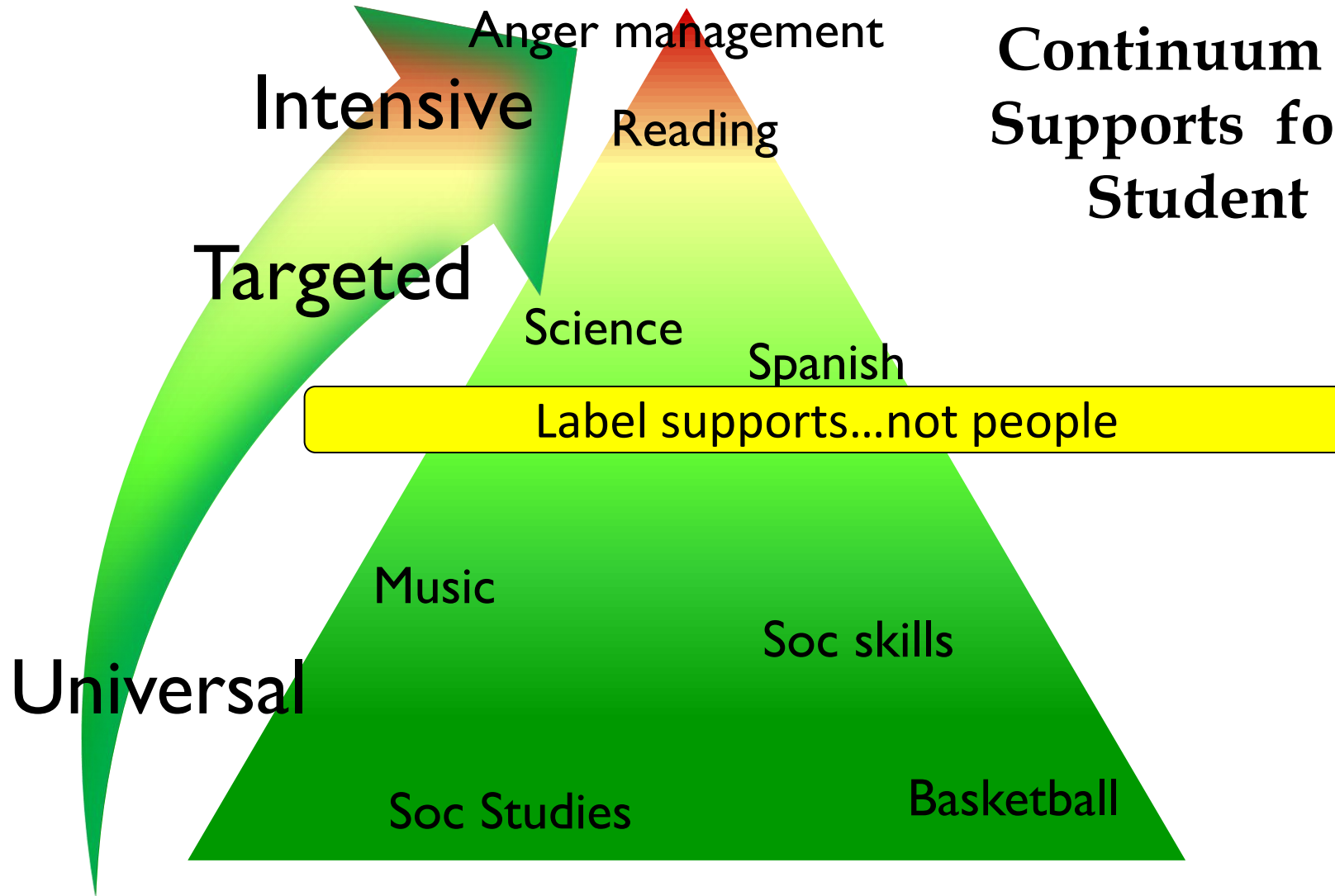
1. A specific strategy
2. “Wait to fail” model
3. Special education specific
4. Using “hunches” or “best guesses”
5. Done in a specific room
6. Stand alone tests and interventions
7. Guessing if an intervention should work
8. Continuing to use interventions that are not working

1. Students receive the necessary supports based on **data**
2. The **intensity** of the supports increases with each tier
3. The tiers are **fluid** and students move between them based on needs
4. The tiers are used for both **academics** and **behavior**

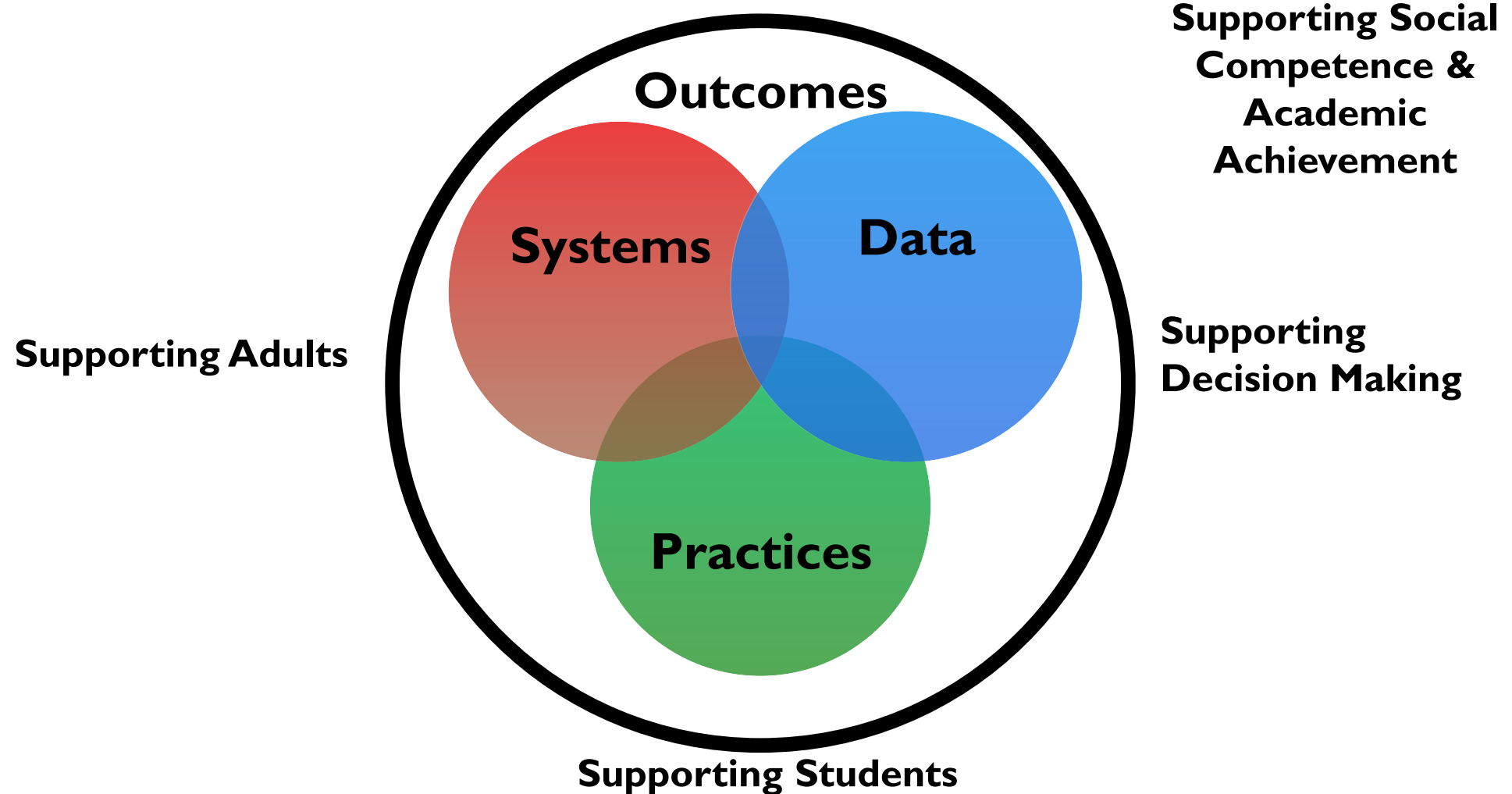


MULTI-TIERED MODEL- “THE WHO” AND “THE WHAT”

Continuum of Supports for a Student

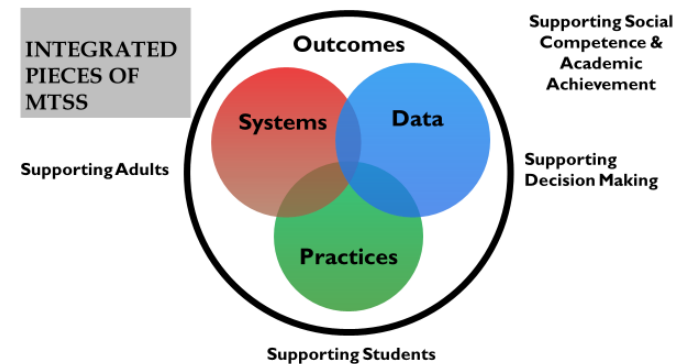


INTEGRATED PIECES OF MTSS “THE HOW”



DATA-SUPPORTING DECISION MAKING

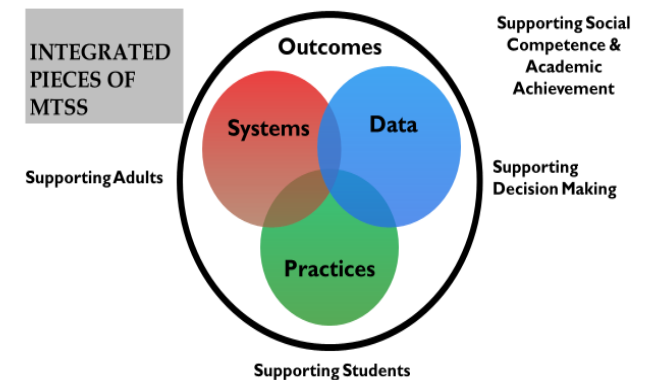
- Data based decision making
 - Schools use data from screening, progress monitoring, and interventions in many ways.
 - Effectiveness of instruction
 - Effectiveness of intervention
 - Adjusting student supports



Adapted from the OSEPTA Center for PBIS

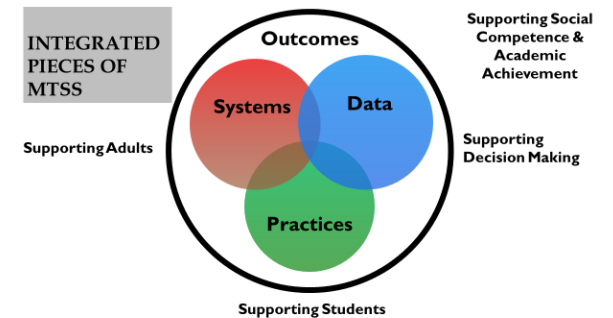
DATA-SUPPORTING DECISION MAKING FOR ACADEMICS

- **Universal Screening = Early identification** of skill deficits and appropriate intervention implementation.
 - PURPOSE: Identify students who are at risk for poor learning outcomes
 - FOCUS: ALL students
 - TOOLS: Brief assessments that measure academic or behavioral skills appropriate for that grade level
 - TIMEFRAME: Administered more than one time per year (e.g., fall, winter, spring)



DATA- SUPPORTING DECISION MAKING

- Progress monitoring- a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.
- **PURPOSE**: Monitor students' response to intervention. Adjust intervention supports if needed.
- **FOCUS**: Students receiving tier 2 or tier 3 interventions.
- **TOOLS**: Brief assessments that measure specific target skills.
- **TIMEFRAME**: Progress is assessed at regular intervals (e.g., weekly, biweekly, or monthly).



Adapted from the OSEPTA Center for PBIS

DATA-SUPPORTING DECISION MAKING FOR BEHAVIOR

I DON'T WANT TO GO TO SCHOOL! I HATE SCHOOL! I'D RATHER DO ANYTHING THAN GO TO SCHOOL!

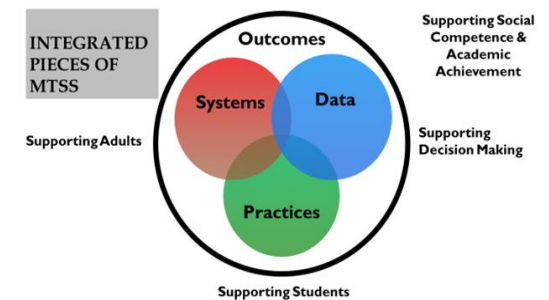


Office Discipline Referrals: Most districts do NOT use Universal Screening for behavior

- TOOLS USED: Major and minor offenses
- PURPOSE: Identify students who are at risk for missing learning time due to behaviors
- FOCUS: ALL students
- TIMEFRAME: Data is looked at at least monthly, sometimes weekly/daily

Other behavior data used:

- Tardies
- Absences
- Suspensions
- Restraints/seclusions
- Trips to the nurse's office

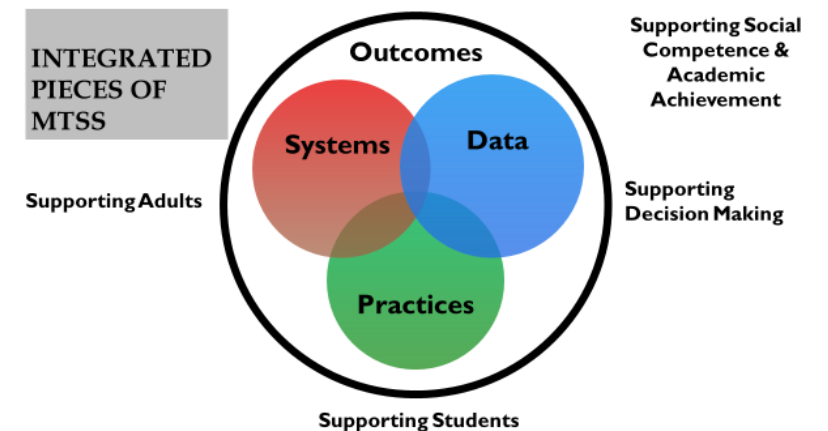


Adapted from the OSEP/TA Center for FBIS

PRACTICES-SUPPORTING STUDENTS

Intervention

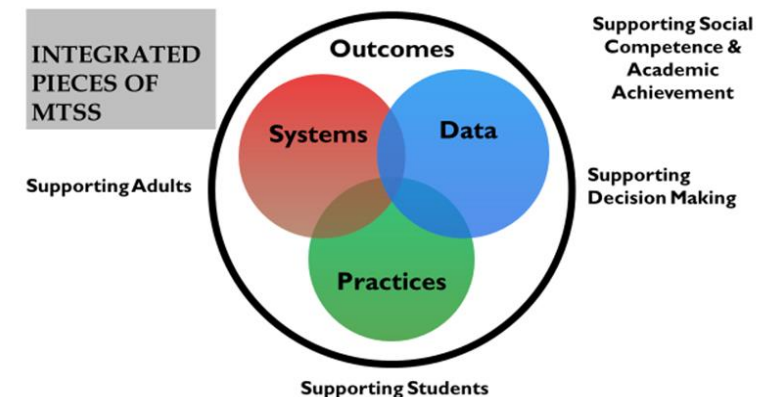
- Academic and behavioral strategies, and practices designed for some students who are not making expected progress and who are at risk for academic and behavioral failure.



PRACTICES-SUPPORTING STUDENTS

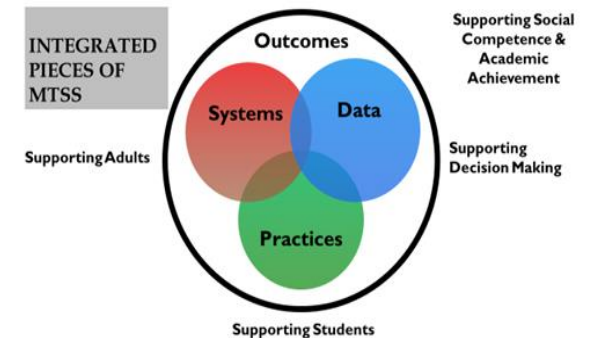
Instruction

- High-quality, scientifically based classroom instruction and management practices. All students receive high-quality, research-based instruction in the general education classroom and teachers use proactive classroom management techniques to ensure positive and productive learning environments



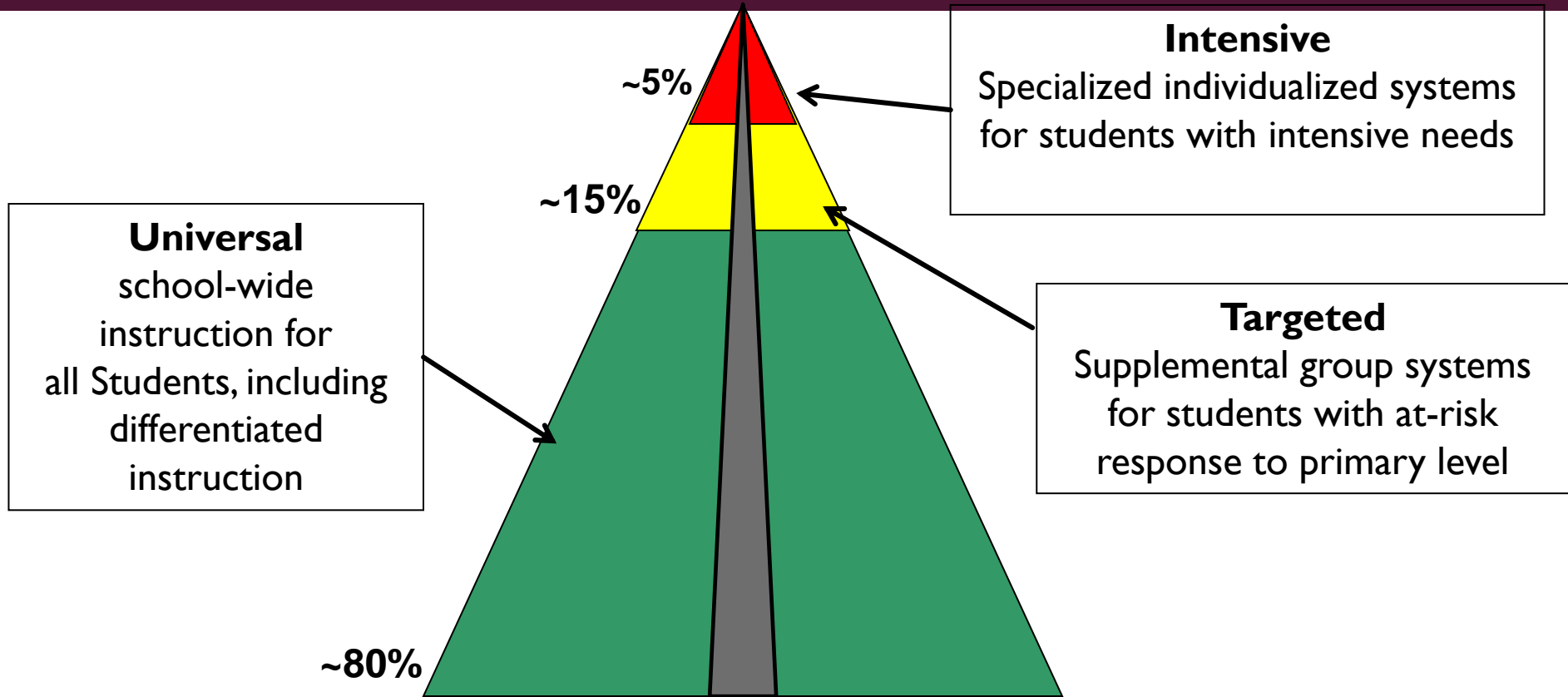
SYSTEM-SUPPORTING ADULTS

- School staff-quality professional development provided
- School staff- The team structure builds in supports to ensure sustainability
- Parents- Provided with progress on a regular basis
- Parents- Informed of the MTSS process



Adapted from the OSEPTA Center for PBIS

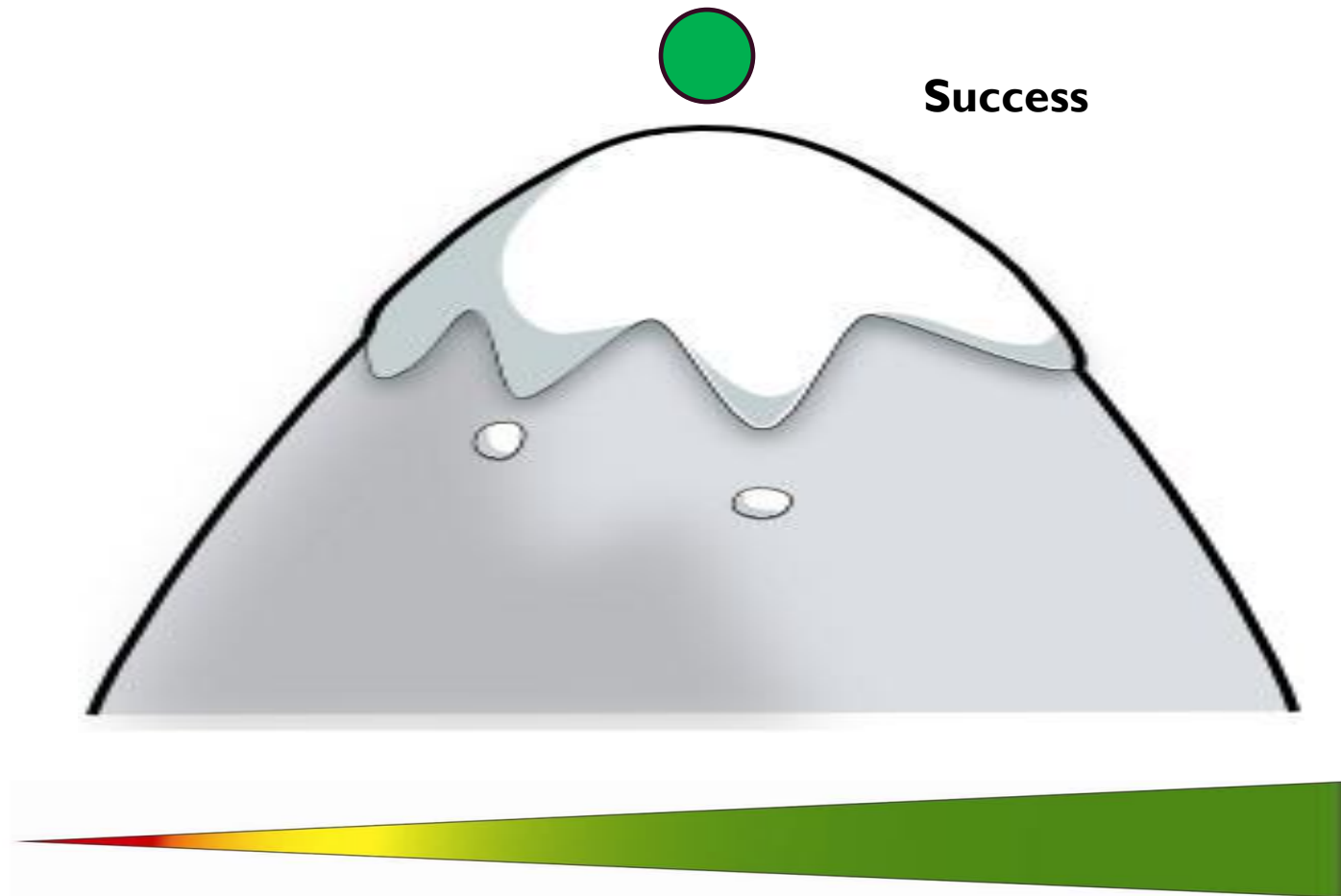
WHAT ABOUT STUDENTS WITH DISABILITIES?



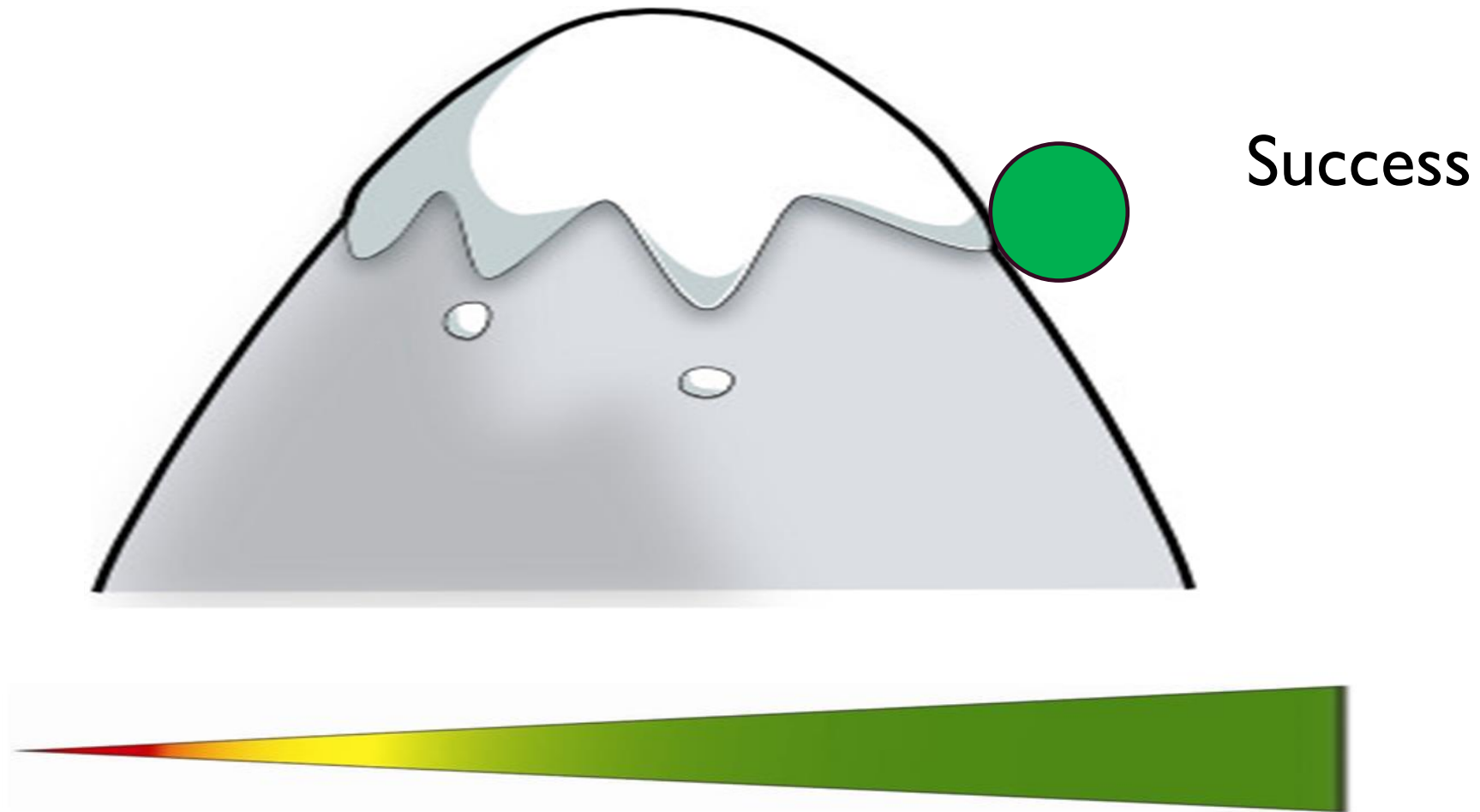
WHY WOULD A DISTRICT
WANT TO HAVE AN MTSS
SYSTEM?



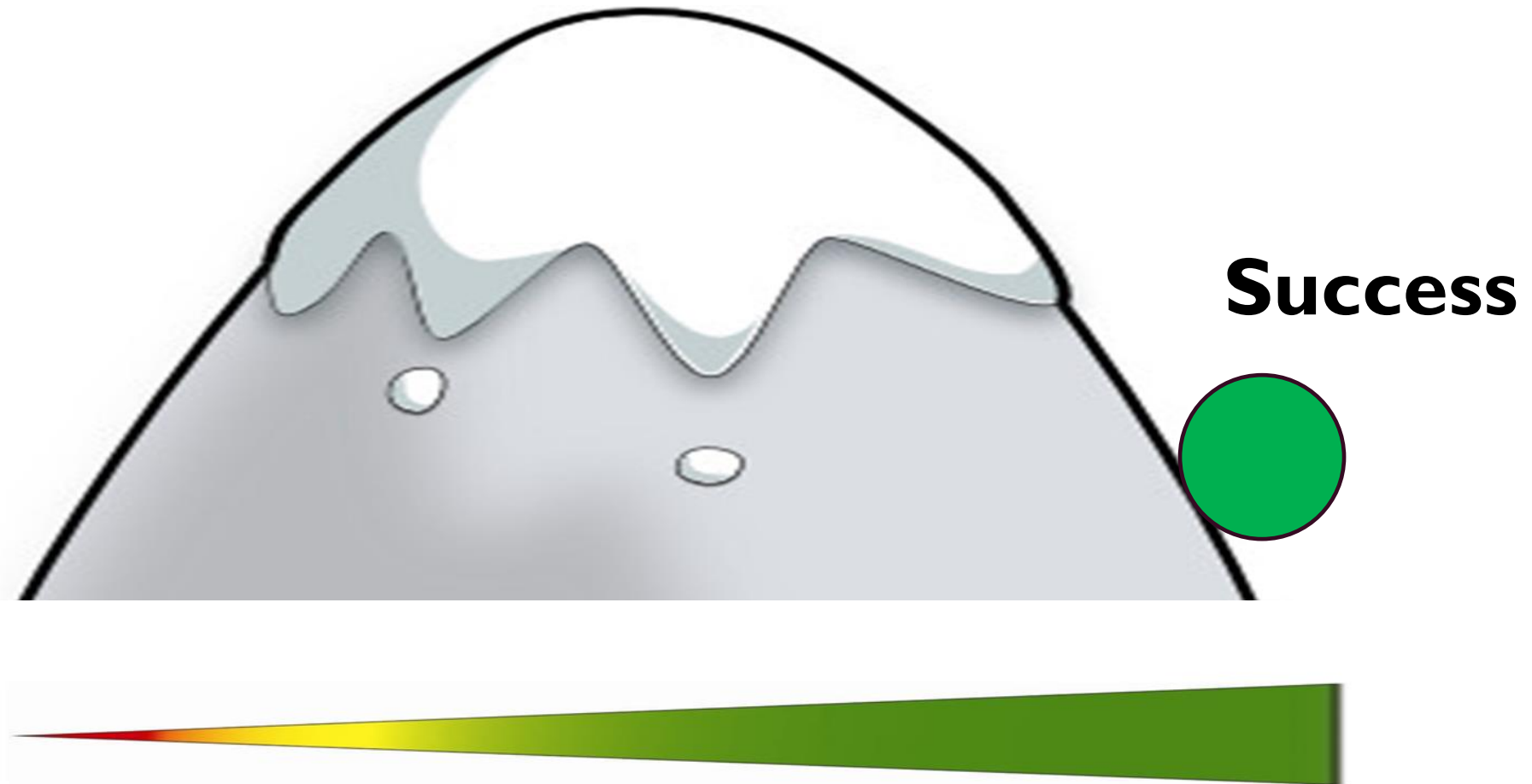
MTSS STRUCTURE: SUCCESS PREDICTS SUCCESS



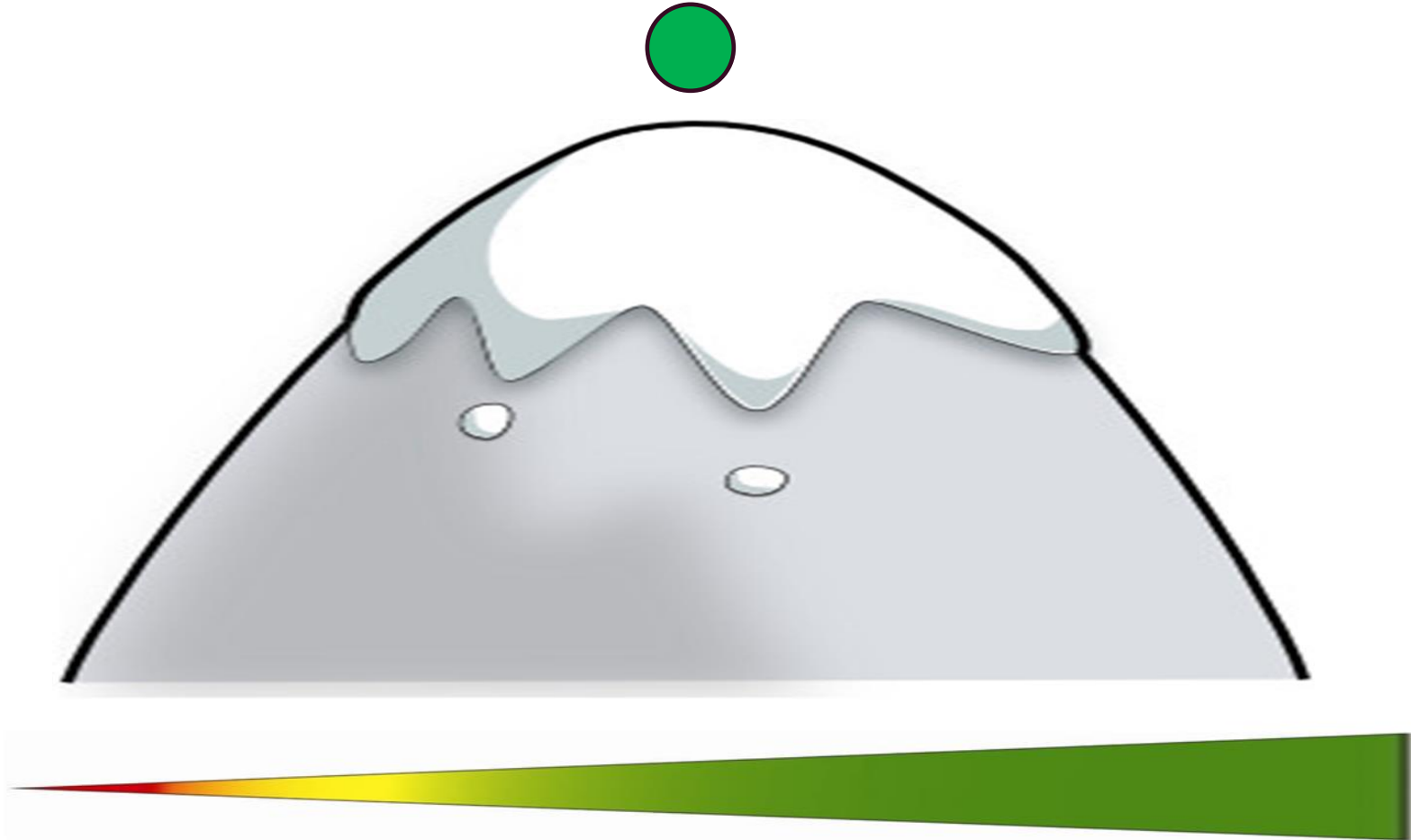
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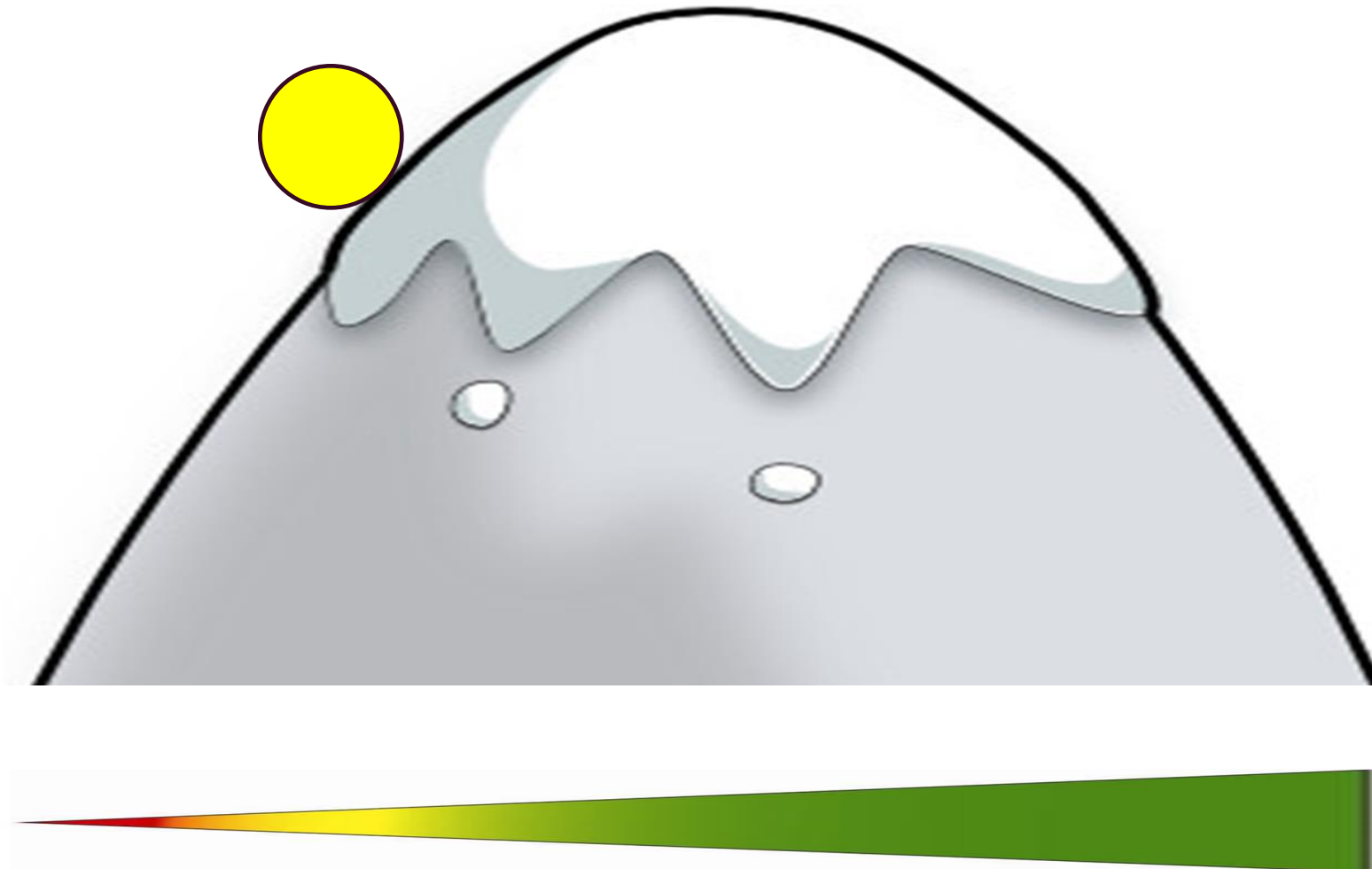
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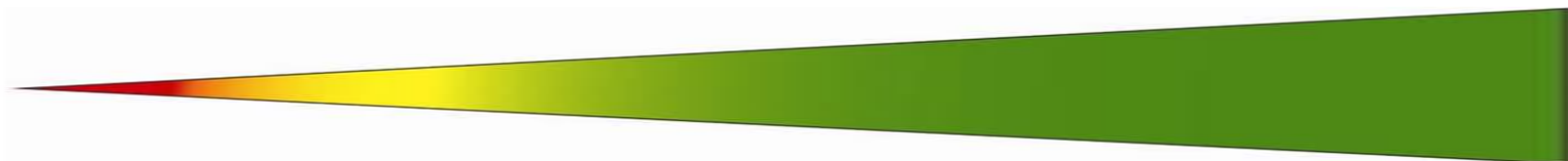
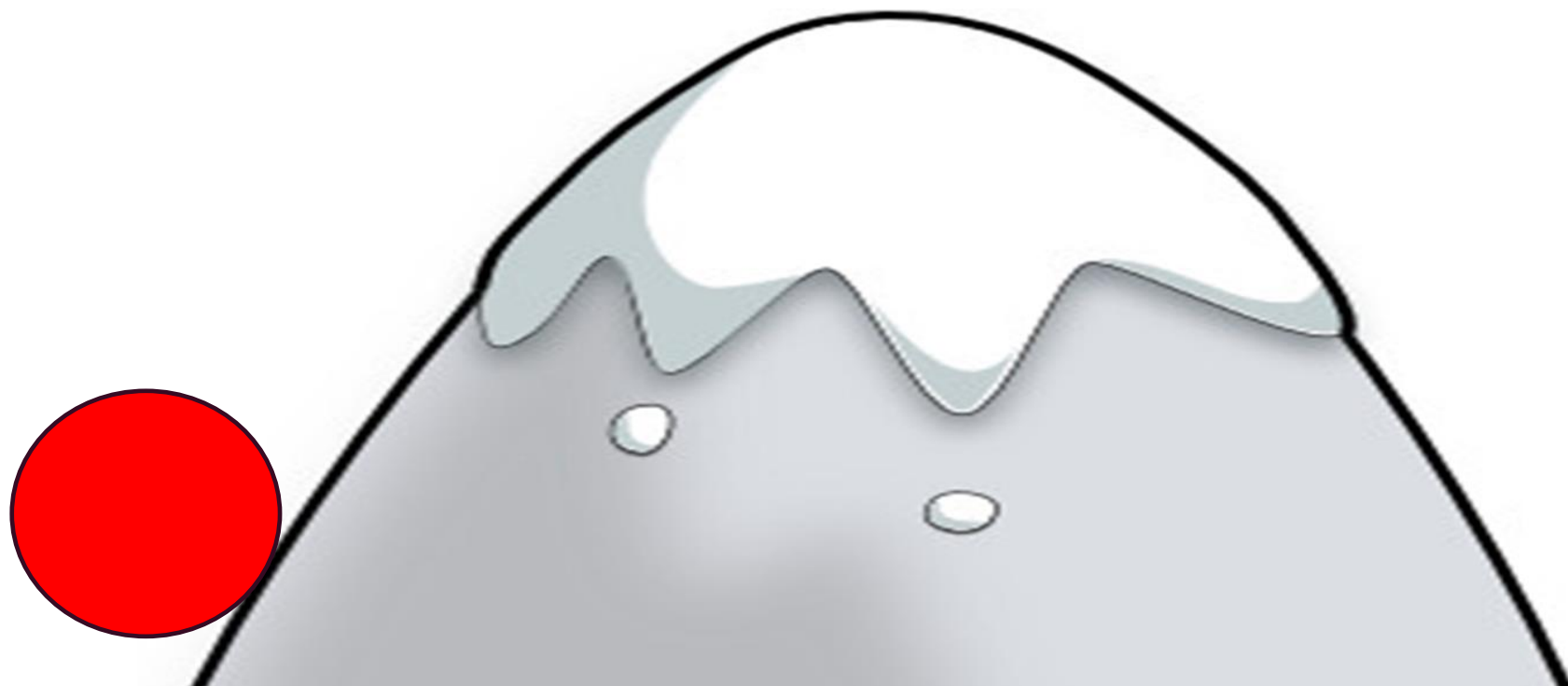
WHAT HAPPENS IF THEY DON'T SEE SUCCESS?



THE SOONER WE CATCH THEM, THE EASIER IT IS TO PUSH THEM
BACK UP



THE FURTHER THEY ROLL, THE HARDER IT IS TO PUSH THEM BACK UP THE HILL!



EXAMPLES OF SUPPORTS

Behavior

- Tier I:
 - Setting school-wide expectations
 - Teaching expectations
 - Teaching positive behavior
 - Reinforcement systems

Academics

- Tier I:
 - Teaching curriculum that includes “The Big Five” areas
 - Phonics
 - Phonemic awareness
 - Vocabulary
 - Fluency
 - Comprehension
 - Explicit Instruction

EXAMPLES OF SUPPORTS

Behavior

- Tier 2
 - Check In/ Check Out
 - Social skills groups
 - Anger management techniques
 - Reteaching behaviors in naturally occurring settings

Academics

- Tier 2
 - Small intervention groups (3-5 students)
 - Group focus is on specific reading skills
 - Progress is checked regularly
 - If a student masters skills, they may move to a different group or no longer need Tier 2.
 - If student is not making progress, more intensive supports may be provided.

EXAMPLES OF SUPPORTS

Behavior

- Tier 3
 - Functional Behavior Assessments conducted
 - Behavior Support Plans written
 - High frequency reinforcements
 - Visual aids
 - Taking a break techniques

Academics

- Tier 3
 - Very small, intervention groups (1-3 students)
 - Group focus is on specific reading skills, but at more intensive level.
 - Progress is checked regularly
 - If a student masters skills, they may move to a different group or no longer need Tier 2.
 - If student is not making progress, may be referred for special education evaluation.

QUESTIONS?

