Welcome to
Lunch and Learn Education Series

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
MTSS = Multi-tiered System of Supports
PBIS = Positive Behavioral Interventions and Supports (behavior)
RtI = Response to Intervention (academics)
<table>
<thead>
<tr>
<th><strong>MTSS IS</strong></th>
<th><strong>MTSS IS NOT</strong></th>
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<tbody>
<tr>
<td>1. A SYSTEM with many strategies</td>
<td>1. A specific strategy</td>
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<td>2. Proactive and preventative</td>
<td>2. “Wait to fail” model</td>
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<td>3. For ALL students</td>
<td>3. Special education specific</td>
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<td>4. Collecting data to make decisions</td>
<td>4. Using “hunches” or “best guesses”</td>
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<td>5. Happening in all classrooms/locations</td>
<td>5. Done in a specific room</td>
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<td>6. A continuous process</td>
<td>6. Stand alone tests and interventions</td>
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<td>7. Using evidenced based interventions</td>
<td>7. Guessing if an intervention should work</td>
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<td>8. Progress monitoring for intervention effectiveness</td>
<td>8. Continuing to use interventions that are not working</td>
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All students receive Tier I supports (universal instruction)

Some students receive ADDITIONAL Tier 2 supports (targeted interventions)

Few students receive ADDITIONAL Tier 3 Supports (intensive interventions)

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

- Anger management
- Reading
- Science
- Spanish
- Music
- Soc skills
- Basketball
- Soc Studies

Label supports...not people

Adapted from the OSEP TA Center for PBIS
INTEGRATED PIECES OF MTSS “THE HOW”

Supporting Adults

Supporting Students

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Outcomes

Data

Systems

Practices

Adapted from the OSEP TA Center for PBIS
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
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)
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).
DATA-SUPPORTING DECISION MAKING FOR BEHAVIOR

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
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.
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
WHAT ABOUT STUDENTS WITH DISABILITIES?

Universal
school-wide instruction for all Students, including differentiated instruction

~15%

Targeted
Supplemental group systems for students with at-risk response to primary level

~80%

Intensive
Specialized individualized systems for students with intensive needs

~5%
WHY WOULD A DISTRICT WANT TO HAVE AN MTSS SYSTEM?
MTSS STRUCTURE: SUCCESS PREDICTS SUCCESS
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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 1:
  - Setting school-wide expectations
  - Teaching expectations
  - Teaching positive behavior
  - Reinforcement systems

Academics
- Tier 1:
  - 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?

I LOVE QUESTIONS

QUESTIONS ARE MY FAVORITE