

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILDREN

Seizing the Moment: Capitalizing on MTSS Implementation

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Today's Learning Outcomes

- Gain an understanding of the history of Specific Learning Disabilities
- Attain information about how North Carolina is implementing MTSS
- Learn about the essential components of MTSS implementation
- Receive information on the current implementation of MTSS in the Wake County Public School System

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A History of Specific Learning Disabilities (SLD)

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Then

"A learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors."
(Kirk, 1963)

Now

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations including conditions such as perceptual disabilities, brain injury, MBD, dyslexia, and developmental aphasia. It does not include learning problems that are the primarily the result of visual, hearing, or motor disabilities, of ID, SED, or of environmental, culture, or economic disadvantage. (NC Policy 2010)

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History

- Mid-1970s- Congress concerned about the new category of SLD and possibility the proportion of children with SLD might increase enormously.
- Congress established a temporary cap at 2% of the population as part of the 1975 EHA (PL 94-142), pending the development of regulations that would establish specific classification criteria that would limit prevalence and provide guidance to states.

History

- Significant shift to severe discrepancy was an uneasy compromise that solved a political problem in the 1970s.
- Little research was done on the possible consequences of the severe discrepancy.
- Research indicated potentially significant problems with alternative methods in reliability, validity, and control of prevalence.

History

- Consensus on best method to determine discrepancy and criteria for what constitutes "severe" has never been achieved.
- Debate continues on whether regression-based or simple standard score differences are the most appropriate approaches.
- Challenges to the ability-achievement discrepancy criterion appeared occasionally from 1975 to 1995 (e.g. Cruickshank, 1979, Sigel, 1989).

History

- Late 1990s- criticisms were sufficiently established by research; broader professional community took notice and professional associations began to consider alternatives.
- Very difficult for poor readers to meet the discrepancy criterion until grades 3 or 4, even though reading difficulties are apparent in late kindergarten and 1st grade.

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History- LD Summit 2001

- Rejected the use of the ability-achievement discrepancy as part of SLD classification criteria in their recommendations for the 2003 reauthorization of IDEA.
- L.D. Summit follow-up (Aug. 2001)- bring together the research community regarding the state of knowledge on identification, including definitions and classification criteria, and recommendations for improved practices.

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History- LD Summit 2001

- Reaffirmed LD as a lifelong disorder.
- However, it did not recommend the continual use of the discrepancy method.
- Recommended an alternative known today as RtI, with a focus on quality instruction.
- Thus, with RtI we see a shift from a deficit model to a problem-solving model.

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What Does It All Mean?

- The construct of SLD has always created controversy in the profession.
- The definition hasn't changed from Kirk's 1963 definition.
- The Office of Special Education was always concerned about the potential increasing numbers of students identified as SLD, thus a cap.
- The discrepancy method was simply an easy way for states to operationalize the disorder.

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Specific Learning Disability

- Estimates range from 1 in 7 to 1 in 10 individuals have a learning disability
- Multiple possible causes and many unknown causes
- When identified early and targeted, appropriate intervention occurs, prognosis is good
- Not all learning disabilities are the same, nor is the "treatment"
- Affect every person differently and they differ at various stages of development

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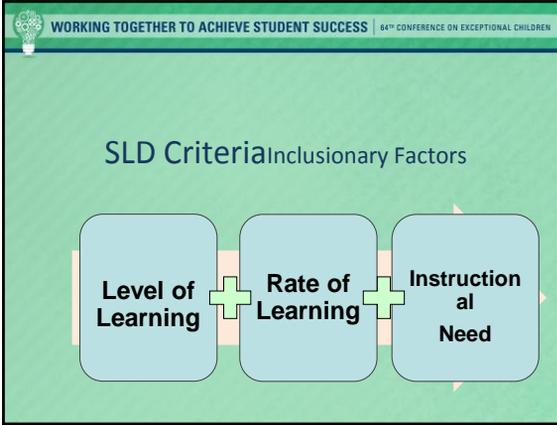
Specific Learning Disability (SLD) Procedures- IDEA 300.307

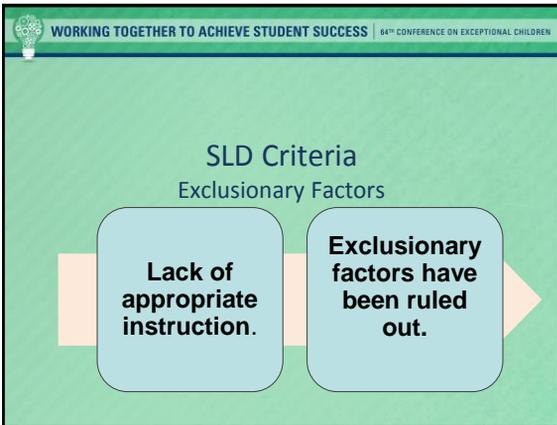
- A state must adopt... criteria for determining whether a child has a specific learning disability
- States may not require LEAs to use a discrepancy model for determining whether a child has a SLD*
- **States must permit a process based on a child's response to scientific, research-based interventions**

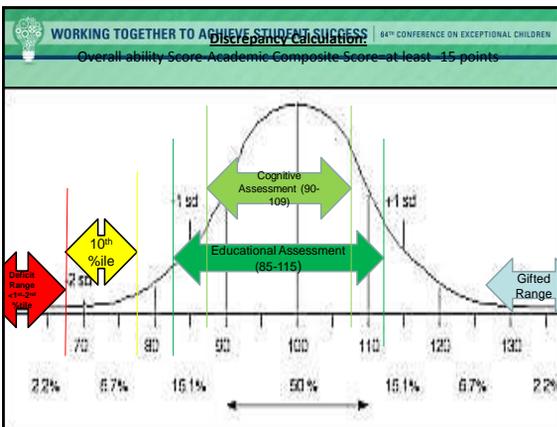
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North Carolina

- Currently follows IDEA- allows discrepancy or RtI
- SLD is only category in NC that allows use of RtI for eligibility
- "Intent to Implement" submitted to NCDPI prior to use of RtI for SLD eligibility
- Once school submits Intent to Implement, all students identified as SLD should be identified through RtI (initial evaluations and reevaluations)







Simple Discrepancy

- Not supported by research (Aaron, 1997; Stanovich, 1991; Macmann & Barnett, 1985; Francis et al, 2005)
- Instability over time
- Comparison of students with discrepancies to students without discrepancies show similar struggles, similar responses to intervention
- IQ is not an important factor in response to reading instruction
- The IQ/achievement discrepancy method assumes there is a perfect correlation between ability and achievement, which of course there is not (Flanagan, D., et al, 2007).





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Current State Work

- Development of RtI Guidance Document including SLD Eligibility
- Scaling Up Work Group
 - Focused work with State Implementation and Scaling up of Evidence-based Practices (SISEP)
 - Collaboration across DPI Agency and Institutions of Higher Education, and LEA representation
 - Establishment of Transformation Zones including RtI and PBIS
 - Developing one Multi-tiered System of Support
- Secondary RtI Pilots- Oak Foundation Grant
- Dual Discrepancy committee to make important policy decisions relative to SLD

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Professional Development	Coaching & Technical Assistance	Research & Evaluation	Communication & Visibility
Angie Cloninger	Beth Kolb	Amy Miller	Lynn Bailey
Angel Batts	Correy Watkins	Cayce McCamish	Laura Winter
Heather Boysel	Heather Boston	Jessica Wery	Anne Nixon
Susan Laney	Giancarlo Anselmo	Jim Deni	Connie Brown
Susan Osborne	Cindy Dewey	Bill Elvey	Jennifer Bibbs
Jackie Hahn	Kristi Day	Matt Hoskins	Fannie Mason
Denise Schultz	Lynn Makor	Perry Flynn	Marianne Coale
Lynne Loeser		Barbara Scriven	Rob McOuat
Alicia Miller			Allison Whitaker
			Spencer Register
			Courtney Moates

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NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

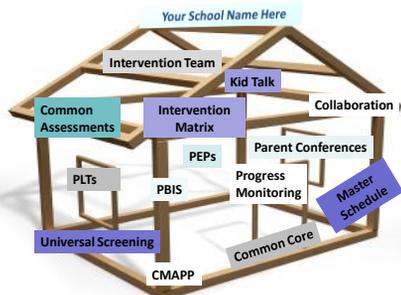
NC DPI Definition of RtI

NC Responsiveness to Instruction (NCRtI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.

What is RtI?

Framework that focuses on:

- Appropriate, targeted instruction
- Evidence-based teaching strategies
- Early intervention
- Accurate assessment with valid, reliable data
- Frequent progress monitoring
- Informed instructional decisions



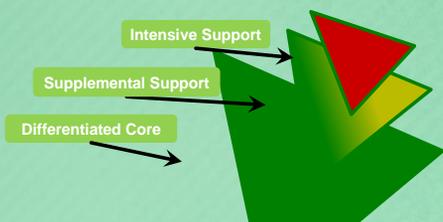
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Total School Improvement Model

- Problem-solving for all students
- Setting goals for groups of students and individual students
- Maximizing curriculum to meet needs of all students

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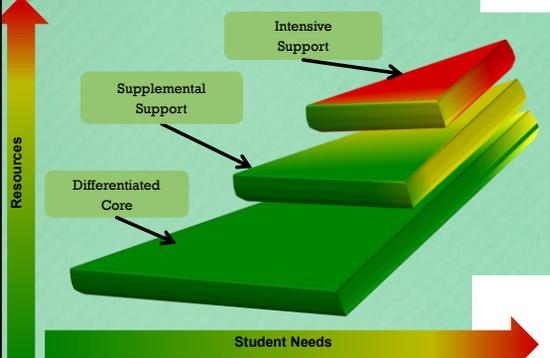
Layering of Support



The diagram illustrates the layering of support with three levels of intervention. At the base is the 'Differentiated Core', followed by 'Supplemental Support', and at the top is 'Intensive Support'. Each level is represented by a block of increasing height and complexity, with arrows pointing from the labels to their respective blocks.

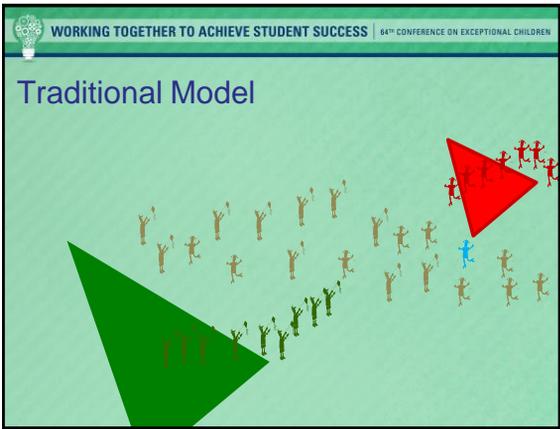
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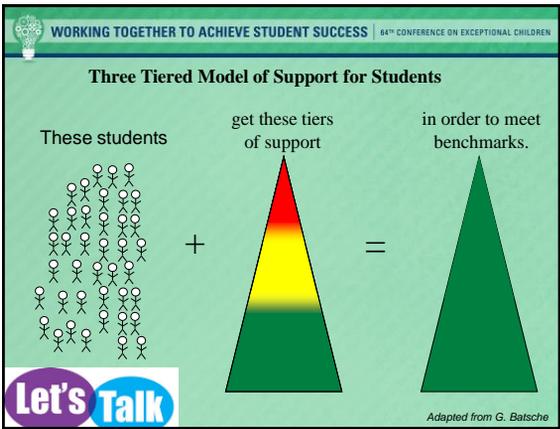
Resources Alignment



This diagram shows the relationship between resources and student needs. A vertical axis on the left is labeled 'Resources' and a horizontal axis at the bottom is labeled 'Student Needs'. Three blocks representing 'Differentiated Core', 'Supplemental Support', and 'Intensive Support' are shown, with arrows indicating their alignment with the axes.







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Challenges and Supports

- Discuss the two questions below. Answer each question on the two sheets of chart paper provided. Choose a reporter who will summarize your group's thoughts.

What is preventing your LEA from implementing RtI for SLD eligibility determination?

What supports does your LEA have that promotes or allows you to use RtI for SLD eligibility determination?

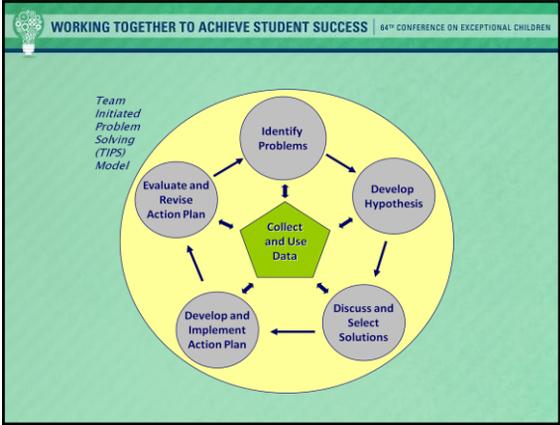
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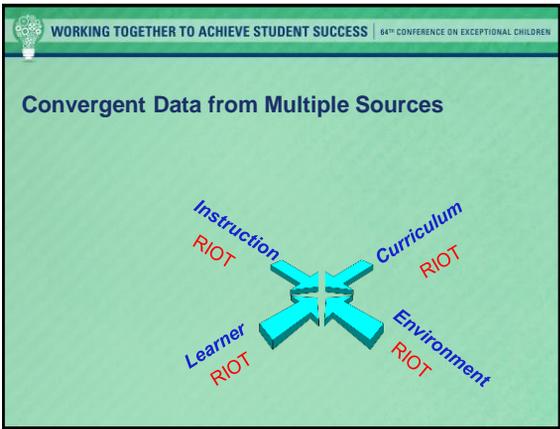
Using RtI to Define SLD in Terms of Severe Low Achievement

- Eliminates poor instructional quality as a possible explanation for learning difficulty.
- SLD designation is used only for those with inadequate response to validated instruction.
- The assumption: *If a learner does not respond to instruction that is effective for the vast majority of like peers, then something is unique about the learner.*

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Components of an MTSS Framework





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- ### Domains of Influence in Problem Solving
- Instruction How we teach what is being taught
 - Curriculum What is being taught
 - Environment Context where learning is to occur
 - Learner Characteristics intrinsic to the individual in relation to the concern

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<p>INSTRUCTION</p> <p>This domain includes:</p> <ul style="list-style-type: none"> • instructional decision-making regarding selection and use of materials, • instructional decision-making regarding placement of students in materials, • progress monitoring, • clarity of instructions, • communication of expectations & criteria for success, • direct instruction with explanations and cues, • sequencing of lesson designs to promote success, • variety of practice activities, and • pace of presentation of new content. 	<p>CURRICULUM</p> <p>This domain includes:</p> <ul style="list-style-type: none"> • long range direction for instruction, • instructional philosophy/approaches, • instructional materials, • intent, • stated outcomes for the course of study, • arrangement of the content/ instruction, • pace of the steps leading to the outcomes, and • general learner criteria as identified in the school improvement plan, LEA curriculum and benchmarks.
<p>ENVIRONMENT</p> <p>This domain includes:</p> <ul style="list-style-type: none"> • physical arrangement of the room, • furniture/equipment, • rules, • management plans, • routines, • expectations, • peer context, • peer and family influence, and • task pressure. 	<p>LEARNER</p> <p><i>This is the last domain to consider. Addressed when:</i></p> <ul style="list-style-type: none"> • the curriculum and instruction are appropriate, and • the environment is positive. <p>This domain includes student performance data:</p> <ul style="list-style-type: none"> • academic, and • social/behavioral. <p>Iowa DOE</p>

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RIOT Procedures

<p>Review</p> <ul style="list-style-type: none"> Records Cumulative Folders Work Samples Health Records 	<p>Interview</p> <ul style="list-style-type: none"> Teacher Parents Bus Drivers Child Significant Others
<p>Observation</p> <ul style="list-style-type: none"> Student-peer Student-teacher Parent-child 	<p>Test</p> <ul style="list-style-type: none"> Curriculum-based Behavior rating scales Norm-referenced Criterion-referenced

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Relevant/known

- What are the results of your reviewing, interviewing, observing, and assessment results so far and what does it tell you?
 - Oral reading fluency is low
 - Accuracy of reading is high
 - Does not answer comprehension questions on grade level text in class
 - Does not complete seatwork worksheets based on reading content
 - Avoids reading aloud at all costs
 - Moved in from a whole language oriented school

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Relevant/unknown

- Learner
 - Types of reading errors?
 - Phonemic awareness skills?
 - Monitors meaning while reading?
 - Able to telescope sounds?
 - Self corrects errors?
 - Adjusts reading to difficulty of material?
 - Reads strategically?
 - Uses prior knowledge?
 - Uses context clues?

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Using RtI to Make Eligibility Decisions



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Decision Rules

- Psychometrically sound progress-monitoring measures are used and decision-making rules established?
- Psychometrically and sensitive enough to measure student growth.
- Decision Making Rules. Christ, 2006 demonstrated measurement error associated with decisions made with fewer than 8 to 10 data points.

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Instructional Need

- Does the suspected disability have an adverse effect on educational performance, and require specially designed instruction?
- Other data – grades, test scores, work samples
- Do you have convergence/triangulation of data?

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Eligibility Decision

Educational Progress + Discrepancy + Educational Needs ■■ Eligibility Decision

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    graph LR
      A[Tells us what accelerates learning.] --> B[Tells us how unique the student is compared to peers.]
      B --> C[Tells us what and how to teach.]
      C --> D[Tells us whether or not interventions require special education resources.]
  
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Big Ideas for Eligibility Decisions

- Entitlement decision is a **continuation** of the problem solving process not the goal of it
- Entitlement decisions are considered when additional resources are needed **to sustain or improve the intervention(s)** being provided in order to assure FAPE
- Entitlement decisions require evaluating the effects of current and past interventions to determine whether an appropriate instructional plan has been identified and whether the student remains significantly discrepant from peers or educational expectations

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Big Ideas for Eligibility Decisions

- Entitlement process focuses on **knowing how to make a student more successful** rather than on validating that the student is sufficiently unsuccessful to warrant additional resources...
- What enables learning?**

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When We Think About Eligibility...It

- Is a high stakes, high consequence, decision
- Has potentially lifelong consequences
- Needs to be based on established standards
- Requires qualification by virtue of following the established process as defined
- Should not be done "just to help" kids

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Good Decisions

```

graph LR
    A[A strong RtI framework] --> B[Sufficient data collection and documentation]
    B --> C[Clearly articulated decision-making processes]
    A --> D[ ]
    B --> D
    C --> D
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Food for Thought:

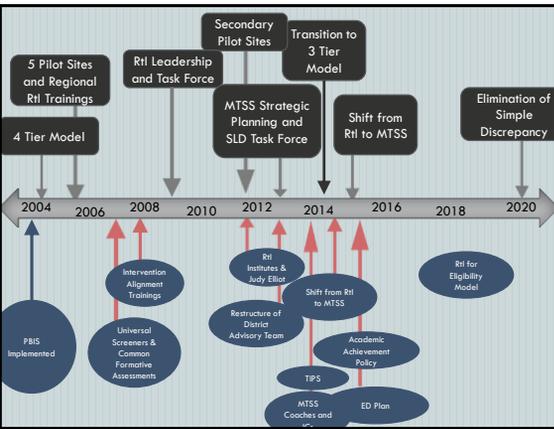
- Have we had RtI/MTSS taining?
- Are schools using the PS model with integrity? Do they understand the model?
- Do you have convergency/triangulation of data?
- Has the child had appropriate instruction in reading and math?



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Overview of Wake County MTSS Implementation





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Consultation and Collaboration

- Intervention Alignment
- National consultants
- MTSS Advisory Team
- MTSS Core Team
- NC RTI Consortium
- DPI's MTSS Field Consultant
- Principal Meetings
- Interdepartmental meetings/planning
- Ed Plan
- School Psychology MTSS Committee

WAKE COUNTY PUBLIC SCHOOL SYSTEM

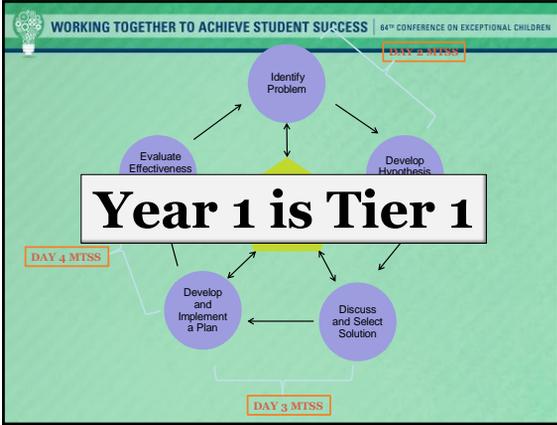
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WCPSS Achievement Policy

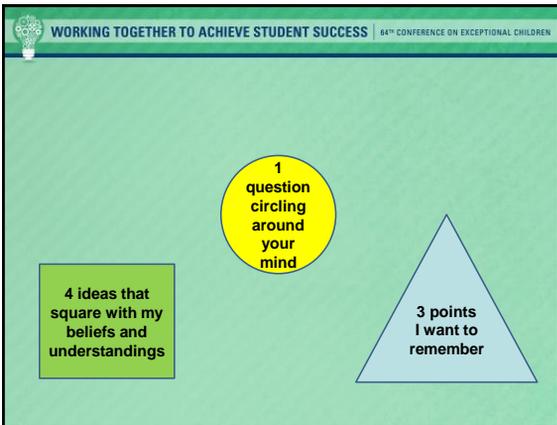
- 5500 MULTI-TIERED FRAMEWORK FOR ACADEMIC ACHIEVEMENT
- Essential Components of MTSS Policy:
 - Multi-Tiered Instruction and Intervention
 - Problem Solving Process
 - Data-Based Decision Making
 - Academic Engaged Time
 - School-Based Leadership Team
 - Targeted Professional Learning
 - Parent and Community Engagement

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Team Initiated Problem Solving (TIPS) Model







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Questions



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Resources for supporting your LEA with implementation:

- NC DPI: <http://www.ncpublicschools.org/curriculum/responsiveness/>.
- Kovaleski, Joseph F., Amanda M. VanDerHeyden, and Edward S. Shapiro. The RTI approach to evaluating learning disabilities. . . Print.
- "Multitiered Systems of Support." *The Special Edge* 26 (Summer 2013): 1-16. *CalSTAT Technical Assistance and Training*. Web. <http://www.calstat.org/textAlt/SpEDge_eng/summer2013-EDge-english.html>.
- Florida Problem Solving and Response to Intervention Project: <http://www.floridart.usf.edu/index.html>.

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