



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**The Administrator's Role in
Supporting MTSS as
System-Wide Improvement**

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Office of Education | Department of Public Instruction

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Plan for This Session

- The Structure of MTSS
 - Why embrace MTSS?
 - 7 essential components
 - Conditions that support effective implementation
 - The scope of MTSS
- Using Data to Strengthen Programs
 - Identifying needs at the district/classroom and student levels
- MTSS Across Professions
- Putting it in Place
 - MTSS and Your School
 - Action Plan: MTSS and You

The Structure of MTSS

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Terminology

- Multi-Tiered System of Supports (MTSS)
- Vs
- Response to Intervention or Instruction (RTI or RtI)

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Why Do MTSS? What's Wrong?

- ✓ *Research suggesting that the number of students with reading problems could be reduced by 70% with early identification and prevention*

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- ✓ *Over-identification into Special Ed as the only option for struggling students*

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- ✓ Wait-to-fail model of referral to Special Ed

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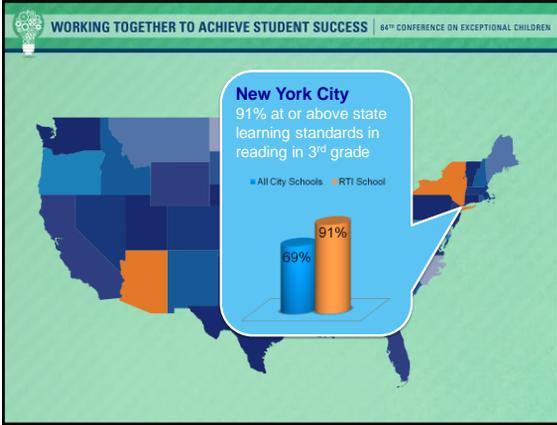
Why Do MTSS? What's Wrong?

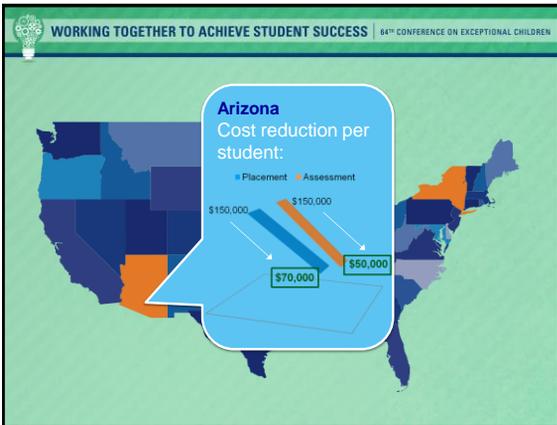
- ✓ Research suggesting that the number of students with reading problems could be reduced by 70% with early identification and prevention
- ✓ Over-identification into Special Ed as the only option for struggling students
- ✓ Wait-to-fail model of referral to Special Ed
- ✓ Lack of confidence in identification of students with LD and SLI

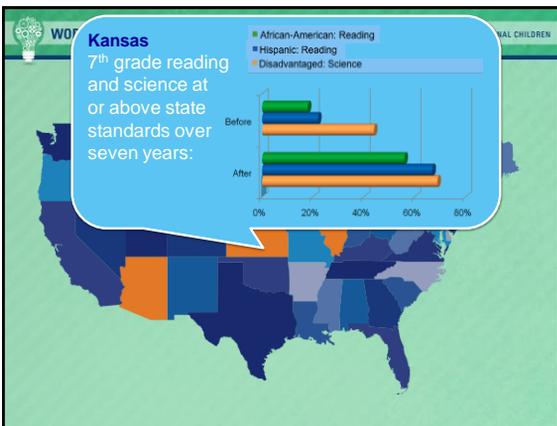
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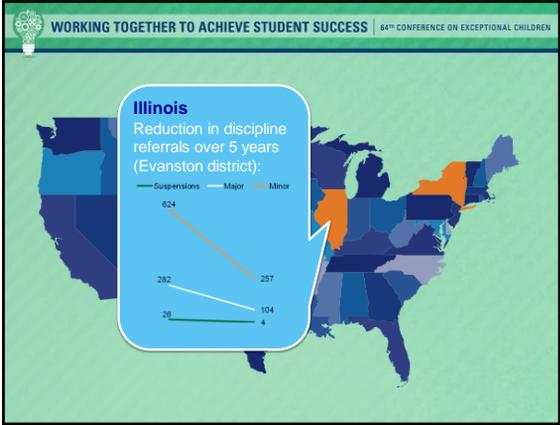
Why Do MTSS? Follow the data ...

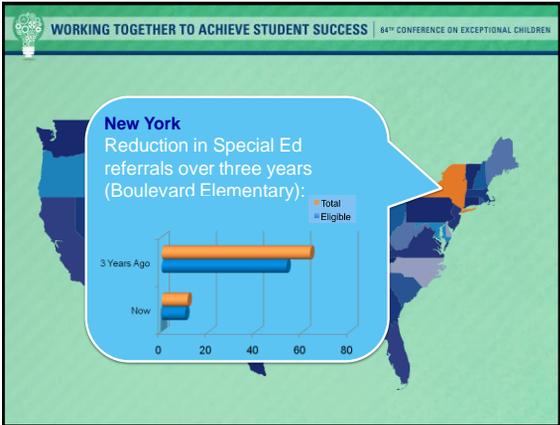
Results from Across the USA











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THE VALUE OF MTSS

- http://www.youtube.com/watch?feature=player_embedded&v=c046XzAioaw
- *While watching the videos throughout the day, use the Capture Sheet to jot down take-away messages and action steps for you and/or your school*

See Handout

Making it Happen: Essential Components

rtinetwork.org/about-us/position-statement

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NC MTSS

- Definition**
- 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.
- NCDPI Vision**
- Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

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LAYERING OF SUPPORT

The diagram illustrates the layering of support. It features three stacked rectangular blocks that increase in size and height from left to right. The bottom block is green, the middle block is yellow-green, and the top block is red. To the left of the blocks is a vertical arrow pointing upwards, labeled 'Resources'. Below the blocks is a horizontal arrow pointing to the right, labeled 'Student Needs'.

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- All students receive high-quality, scientifically-based instruction provided by qualified personnel, to ensure that their difficulties are not due to inadequate instruction.

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- **Data-based decisions are made regarding students' instructional needs based on multiple data points taken in context over time.**

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- **Teachers must implement instruction and intervention with fidelity, i.e., as intended and with appropriate consistency.**

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- Teachers must implement instruction and intervention with fidelity, i.e., as intended and with appropriate consistency.
- Schools must implement essential components of MTSS with fidelity, i.e., consistent with critical program design features.

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Increasingly intensive instruction / intervention

- Tier 1
 - Works for about 80% of your students
 - Effective core curriculum
 - Universal screening to identify struggling learners
- Tier 2
 - Interventions for about 15% of your students
 - Regular progress monitoring to assess effectiveness of intervention and make modifications based on data
- Tier 3
 - Intervention for about 5% of your students who need more intensive support

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What increases??

- Frequency and duration of lesson
- Frequency of progress monitoring
- Size of group – full class, small group, individual
- More focused individualized instruction
- Personnel – teacher, aide, reading specialist, special educator, SLPs

Conditions that Support Effective Implementation

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Don Deshler: Conditions that Support Effective Implementation

<http://rtinetwork.org/professional/videos/podcasts/don-deshler-conditions-that-support-effective-implementation-of-rti>

Use your Capture Sheet to jot down points in this video that are particularly relevant to your school.

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A quick summary:

- Active administrative support

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- Active administrative support
- Data teams

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- New roles and responsibilities for teacher, e.g., progress monitoring, intensive interventions
- Ongoing professional development
- Time to make the change and adjustment
- Teacher involvement in meaningful dialogue about adjustments needed to be successful
- Recognition this is a complex initiative across the school

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Scope of MTSS

- Academics (reading and math) and Behavior
- PreK - Secondary level
- For all students including those with disabilities, disadvantaged, ELL, and gifted/talented
- LD Identification

MTSS and Behavior

RtI Application Examples		
	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title I, school psychologist, etc.	General educator, special educator, behavior specialist, Title I, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, record review, gating
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers

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Handout:
Is It MTSS in Your School?

- Use the Checklist “Is It MTSS in Your School?” to examine the status of essential elements and conditions for effective MTSS that are currently in place in your school.

See Handout

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Let's See MTSS in Action

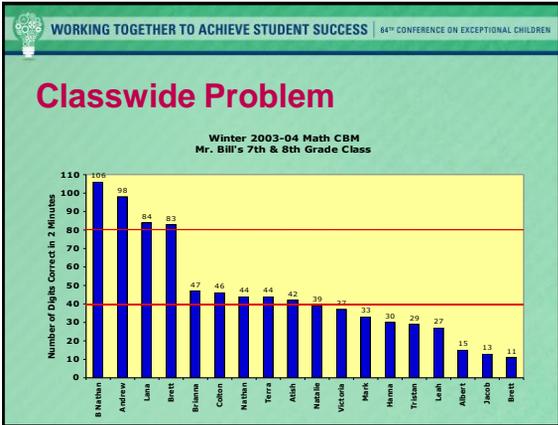
<http://ritnetwork.org/professional/videos/virtualvisits>

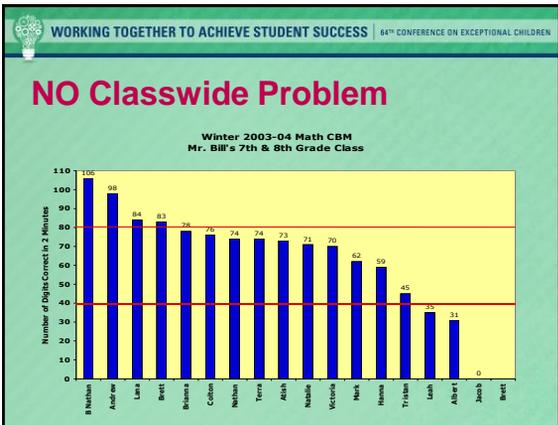
Boulevard Elementary School,
Gloversville, NY

Virtual Visit

**Using Data to
Strengthen Programs**

MTSS and Core Instruction





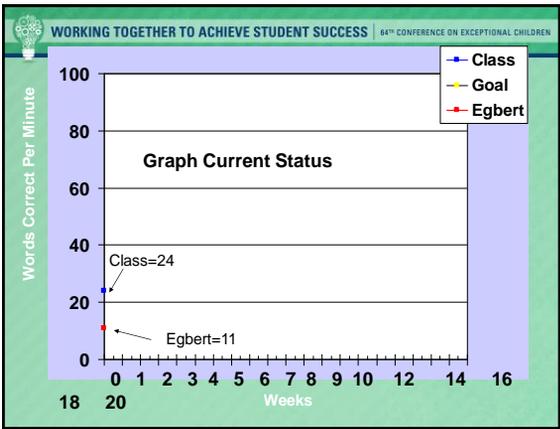
Individual Students

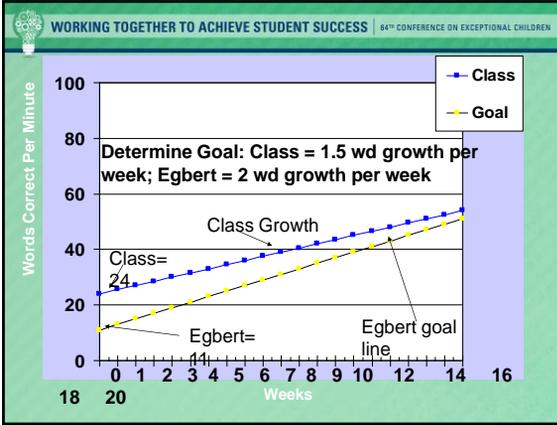
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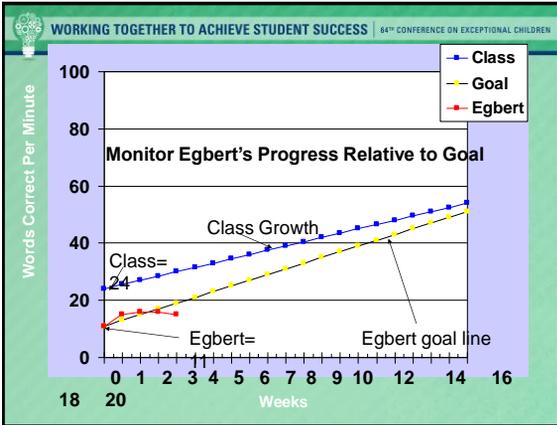
Case I - Egbert

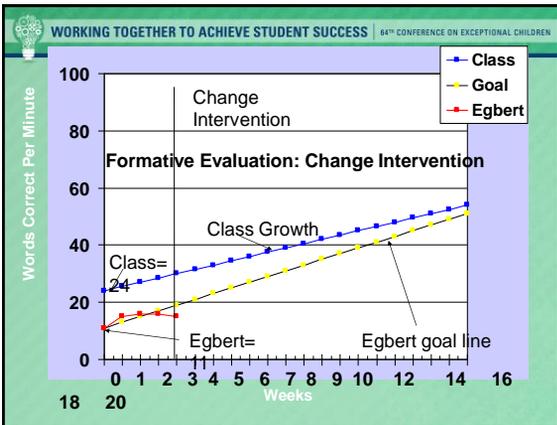
- Egbert: middle of Kindergarten
 - Screening data, Eggie below benchmarks for Ktg in letter-sound recognition; behavioral problem
 - Now what?
 - Classroom instruction for all children emphasizing phonemic recognition skills
 - Additional small group instruction in the classroom with continued monitoring
 - Increase assessment once per month for Eggie and others similar to him

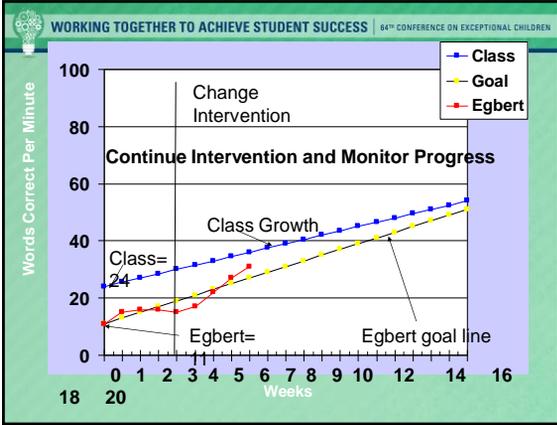
This example is courtesy of Dr. Dan Reschly, Vanderbilt U.

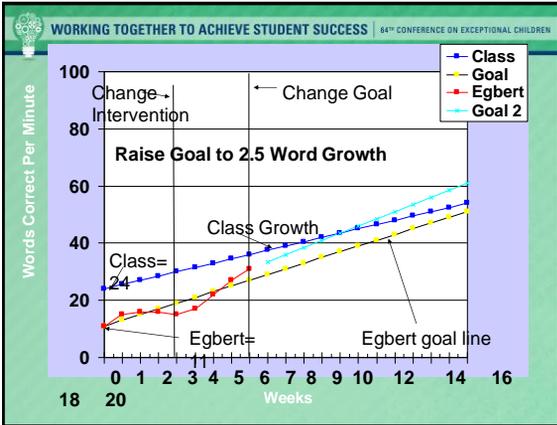


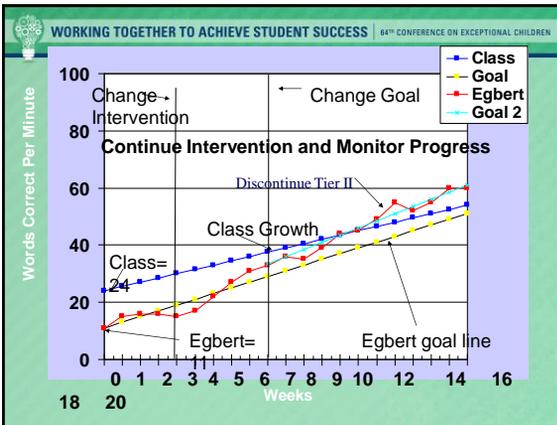












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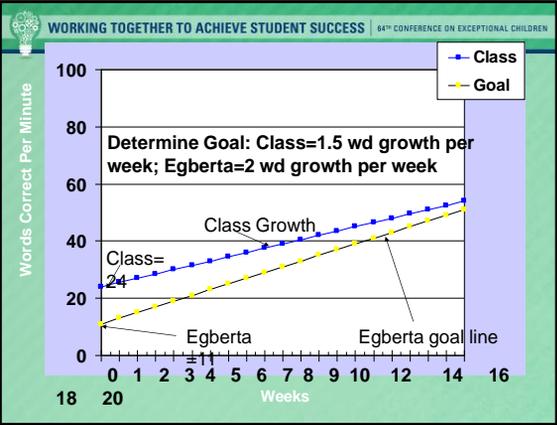
Decisions Re Egbert

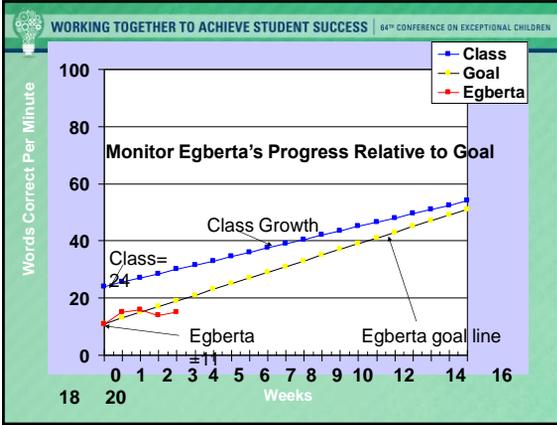
- Fade Tier II academic intervention
 - Reduce number of weekly sessions
 - Monitor progress to ensure continued progress
- Do NOT consider more intensive interventions

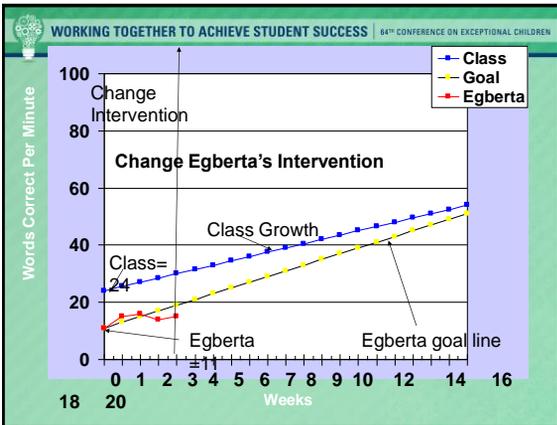
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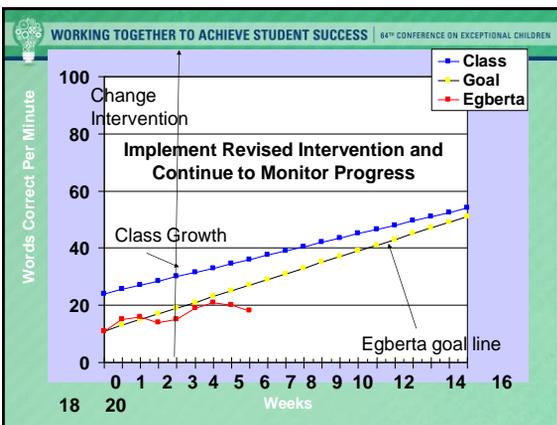
Case II: Egberta

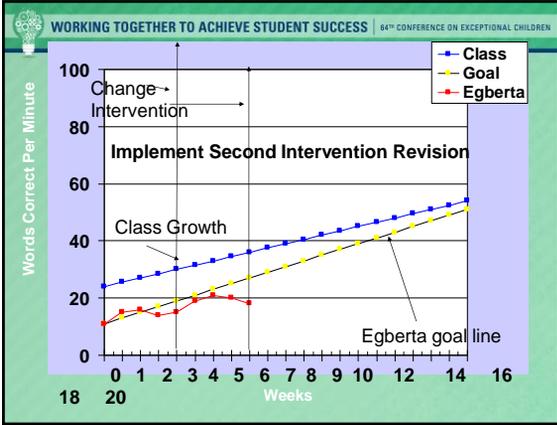
- Egberta (Egbert's twin sister)
 - Similar performance in reading
 - No behavioral issues, described as quiet, cooperative child who tries hard and does not disrupt the class
 - Would she be identified in the traditional system dependent on teacher referral?
 - Is identified through universal screening

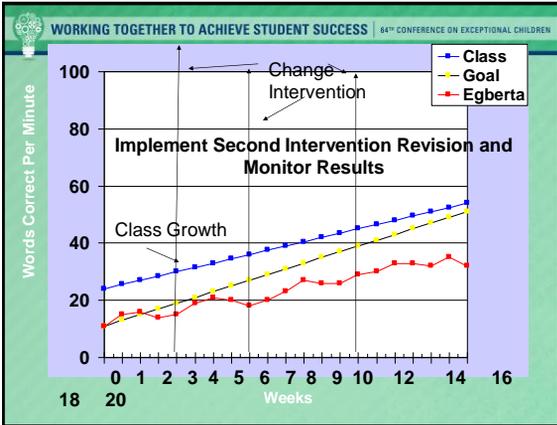


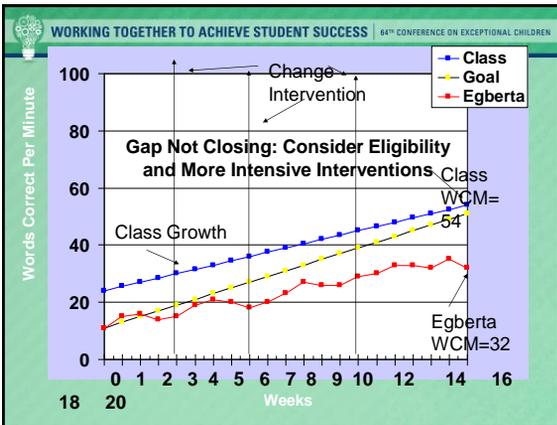












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Egberta
Consideration of Eligibility

Levels Difference: Large performance differences compared to peers

Rate Difference: Large differences in rate and trajectories of learning compared to peers when provided with high quality interventions implemented over a significant period

Documented Adverse Impact on Education

Documented Need for Special Education

MTSS Across Professions

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Overall, Who Does MTSS Where?

- MTSS is not general education or special education – it is **ALL** education
- Classroom instruction and interventions include **consultation** and **collaboration** with special education and related services personnel

So, somewhere in the overall system, everyone and every place is involved – and the more integrated, the better

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Roles for Special Ed and Related Service Providers
Tier 1- Focus on Prevention

- Serve on data team
- Conduct staff training on instructional strategies
- Observe student/teacher interactions
- Consult on modifications and differentiation
- Model instruction
- Provide materials
- Assist with screenings and progress monitoring
- Conduct classroom-based lessons

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Roles for Special Ed and Related Service Providers
Tier 2- Focus on Remediation

- Continue supports from Tier 1, with increased consultation, collaboration and coordination of specialists and parents

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Roles for Special Ed and Related Service Providers
Tier 3- Focus on Intervention

- Increase consultation with specialists
- Conduct dynamic assessment, i.e. observe and analyze communicative and academic behaviors of students and explore alternative instructional procedures to meet individual needs
- Conduct short-term remedial work with small groups and individual students

Putting It in Place

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Assessing Where You Are and Where You Need to Go

School-wide assessment
Can be surprising what's already in place and where the gaps are

- Example: SAPSI

Consensus	Not started
Infrastructure	In progress
3 Tiers	Implemented
Monitoring	Maintained

Checklists available at www.RTINetwork.org

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Handout:

Rate your school as **planning, in progress, implementing, or maintaining** on the following components of MTSS:

- **Consensus:** commitment and support from administrators, staff; Leadership Team formed
- **Infrastructure:** data collection, reporting, and use to evaluate students, curriculum, instruction and environment across all tiers
- **3-Tier model:** core, supplemental instructional and interventions in place
- **Monitoring:** system in place to use data and program reviews on a regular basis to monitor MTSS program

See Handout

Action Plan: MTSS and You

1. List two actions you will take beginning next week. This could be changes in your work, materials you'll share, or conversations you'll begin with colleagues.
2. Write two goals for action you will take by the end of the school year.
3. Write reminders for two topics you will research further.

See Handout

Resources

- RTINetwork.org for comprehensive site
 - SAPSI
 - Videos
 - Chats
 - Articles
 - Blogs
- Professional organizations' web sites, e.g.
 - ASHA.org
 - NASPonline.org
 - NASDSE.org/Projects/MultTierSystemofSupportsMTSS

Q & A





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The Administrator's Role in Supporting MTSS as System-Wide Improvement

CAPTURE SHEET FOR VIDEOS

Take-Away Messages

Action Steps



IS IT MTSS IN YOUR SCHOOL??

Check off what's happening in your school's MTSS implementation.

- Direct measures of skills in natural settings over time**
- Strong focus on prevention and early identification and intervention**
- Fidelity of instruction**
- Fidelity of implementation**
- Ongoing professional development**
- Family involvement**
- PreK through secondary**
- Behavior and academics**
- For students with disabilities, disadvantaged, ELL, gifted/talented**
- All students receive high quality scientifically-based instruction provided by qualified personnel**
- All students are screened to identify those who need extra supports**
- Changes in instruction are made based on student data**
- Student progress is monitored frequently**
- Increasingly intensive levels of intervention and special instruction are matched to student needs**
- Intensity varies across group size, frequency and duration of intervention, frequency of progress monitoring, instruction, and level of training of the professionals providing instruction or intervention**

Assessing Where You Are and Where You Need to Go

	Not Started	Planning	In Progress	Implementing	Maintaining
Consensus: <i>commitment and support from administrators, staff; Leadership Team formed</i>					
Infrastructure: <i>data collection, reporting, and use to evaluate students, curriculum, instruction and environment</i>					
3-Tier model: <i>core, supplemental instructional and interventions in place</i>					
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RtI Application Examples

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