Designing and Implementing a Comprehensive Schoolwide System of MTSS Services and Supports

Effective Planning, Process, Procedures, & Practices

Howard M. Knoff, Ph.D.
President, Project ACHIEVE Educational Services

howieknoff1@projectachieve.info
www.projectachieve.info
501-312-1484

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Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Educational Services

49 Woodberry Road
Little Rock, AR 72212

E-mail: howieknoff1@projectachieve.info
Phone: 501-312-1484

Websites: www.projectachieve.info
Blog: www.projectachieve.info/blog
Twitter: @DrHowieKnoff

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Presentation Overview

- Introduction
- ESEA Realities Reviewed: Multi-tiered Systems of Support
- Core MTSS Principles
- The School-Level Multi-Tiered Process
- How to Start Your MTSS Planning
- Summary

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The Ultimate Educational Goal

IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

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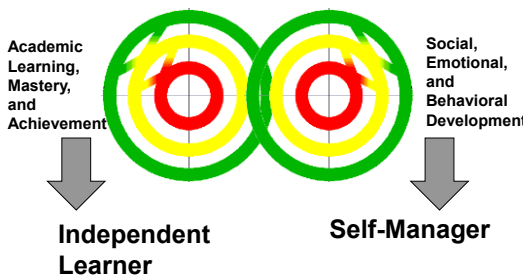
From a Student Perspective… Our Goal is to create…



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The MTSS Process focuses on providing students the academic and/or behavioral services, supports, strategies, or programs they need to be successful.

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Where Does Multi-tiered Process Start?

In the classroom:

- With effective instruction and classroom management delivered by effective teachers
- Where students' mastery of academic material and positive response to classroom management is assessed and monitored in an ongoing way
- Where data-based problem-solving begins when students are not academically or behaviorally successful

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Where does the Multi-tiered Process Go?

For students who are not responding to effective instruction and teacher-initiated instructional or intervention approaches over time:

- The problem-solving process becomes more formal
  - diagnostic or functional assessments are completed
  - more intensive classroom-based interventions are implemented
  - student progress is monitored more frequently
  - data is used to determine the success of the interventions or the need for more intensive services.
- More specialized, multidisciplinary resources are used to deliver more specialized interventions to produce improved child outcomes
- The intensity of services delivered are driven by student outcomes!!

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How Did RtI Move to MTSS?

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National Report on RtI (2015)

Evaluation of Response to Intervention Practices for Elementary School Reading

* Commissioned by the U.S. Department of Education's Institute of Education Sciences; Completed by the National Center for Education Evaluation and Regional Assistance

* Largest Federal Investigation of its Kind: 24,000 First through Third grade students in 13 states. Involved 146 schools implementing key elements of U.S. DoE's RtI framework in literacy for at least three years, compared to 100 randomly-selected comparison schools in the same 13 states not implementing RtI.

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National Report on RtI (2015)

About the Study

* The study compared the literacy progress of 1st through 3rd grade students during the 2011 to 2012 school year primarily using individually-administered norm-referenced and state high-stakes proficiency test.

* Students in the 146 "RtI Schools" qualified for RtI Tier II interventions. The students in the 100 "Comparison Schools" barely made or just missed the cut-offs for Tier II (all based on Fall DIBELS or AIMSweb scores).

* Data from 119, 127, and 112 RtI schools were collected at the Grade 1, Grade 2, and Grade 3 levels, respectively.

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National Report on RtI (2015)

Results

* The 1st Graders receiving Tier II interventions performed 11% lower on the reading assessments than the comparison school students.

* At 1st Grade, only four of the 119 schools (3%) found data-based benefits for their Tier II students, while 15 schools had negative effects for their Tier II students. [100 schools (84%) showed no benefits for all of time and resources expended.]

* The 2nd and 3rd graders receiving Tier II interventions experienced no significant reading benefits—although they did not lose ground.

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National Report on RtI (2015)

Results

* Students already receiving special education services or who were “old for grade” (probably due to delayed entrances or retentions) had particularly poor results when they received Tier II interventions.

* For all students, the reading results did not significantly differ for students from different income levels, racial groups, or native languages.

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MTSS Flaws and Solutions

A Multi-Tiered Service and Support Implementation Blueprint for Schools and Districts: Revisiting the Science to Improve the Practice

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Presentation 1:

Seven Flaws and Ten Effective MTSS Practice Solutions (Knoff, Reeves, & Balow article)

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ESSA’s Definition for MTSS

The new ESEA/ESSA defines "multi-tier system of supports" as:

"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."

The term appears only five times in the law. Two are in the section that defines the term as above.

The other three relate to struggling, ELL, and students with disabilities.

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ESSA's Major Behavior-Related Components: (rti, pbis, mtss)

* ESEA/ESSA does not mention "response-to-intervention."

* The law mentions "positive behavioral interventions and supports" three times and "multi-tiered systems of supports" five times, and ALWAYS in lower case words with NO acronyms.

* Thus, ESEA/ESSA does not require the use of the US DoE's PBIS or MTSS frameworks. States are free to adopt or create other models that work.

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Core MTSS Principles

1. Students succeed academically and behaviorally when educated in safe and positive school settings, and taught in secure and supportive instructional environments.

2. Classroom instruction—for all students—focuses both on academic achievement and mastery, and social, emotional, and behavioral self-management and competence. Instruction is differentiated to maximize students' learning, mastery, and proficiency.

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Core MTSS Principles

3. Students' academic and behavioral progress is continually monitored in the classroom using curriculum-based and other authentic assessments. Assessment results are used as the basis for all instructional decisions.

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Core MTSS Principles

4. When individual students are not making appropriate academic or behavioral progress, teachers—supported by others in the building—use a diagnostic assessment process to determine the root causes.

* These assessments investigate (a) the efficacy of past or present instructional approaches; (b) the potential that curricular materials are or were not well-matched to student needs; and/or (c) the presence of student-specific conditions or circumstances that interfered with learning.

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Core MTSS Principles

4. When individual students are not making appropriate academic or behavioral progress, teachers—supported by others in the building—use a diagnostic assessment process to determine the root causes.

* Based on the assessment results, and to facilitate progress and success, students may receive (a) specific services or supports, and/or they may need (b) instructional or intervention modifications or programs.

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Core MTSS Principles

5. All instructional or intervention services are delivered, to the greatest degree possible, in general education settings, or in the settings where any concerns are occurring. Teachers receive consultative support from other colleagues, as needed, to ensure the fidelity of intervention implementation.

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The Primary Multi-tiered Service Delivery Approach

Problem-Solving – Consultation – Intervention

NOT

Wait to Fail – Refer – Test – Place

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The Goals of the MTSS Process

When Students do not Respond to Effective Classroom Instruction and Modification, to Address their Needs by:

- Using a problem-solving process to identify the root causes of students' academic struggles or social-emotional challenges—linking the results to research-based services, supports, strategies, or interventions
- Providing consultation to teachers so that the instructional changes or targeted interventions are implemented with integrity and success.

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The Goals of the MTSS Process

When Students do not Respond to Effective Classroom Instruction and Modification, to Address their Needs by:

- Collecting assessment and intervention progress or outcome data to validate success, or to create a baseline in case different or more intensive instruction or interventions are needed later.
- Increasing the knowledge and skills of all of the teachers and other professionals involved.

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The team is the cornerstone of the learning organization

What really matters is how people make decisions and take action. . .

How the team
thinks and
acts together.

Peter Senge

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The Primary Keys to Effective Organizational Execution

(Covey, 1989)

1. Know the Goal(s)
2. Know what to do to ACHIEVE the Goal(s)
3. Keep Score
4. Hold People in the Organization Accountable

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Components of the Multi-Tiered Process

The Multi-Tiered process involves two primary components:

Component 1: Multi-Tiered Teaming

- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

Component 2: The Data-Based Functional Assessment Problem-Solving Process

- Determines why a student is not responding to effective instruction and classroom management.

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Components of the Multi-Tiered Process

The Multi-Tiered process involves two primary components:

Component 1: Multi-Tiered Teaming

- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

Component 2: The Data-Based Functional Assessment Problem-Solving Process

- Determines why a student is not responding to effective instruction and classroom management.

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Who's on Your Team???

The Multi-Tiered Services Team (MTSS):

Building Principal/Administrator
Curriculum/Academic Intervention Specialists
Behavioral/Behavior Management Specialists
Special Education Teachers
Counselor
School Psychologist
Social Worker
Speech Pathologist
School Nurse

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The Multi-Tiered Services Team

- Ensures that students in need receive intervention services, as much as possible, in the general education classroom **through consulting with the regular classroom teacher(s)**.

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Components of the Multi-Tiered Process

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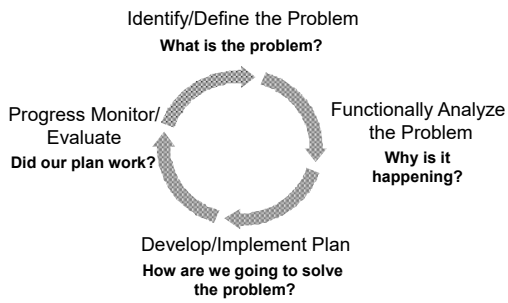
The Data-based, Functional Assessment Problem Solving Process



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The Critical MTSS Problem Solving Components

- Accurate Identification of the "Problem" and the Gap between this and a desired Outcome
- Successful Differentiation between the "Problem" and a "Symptom"
- Accurate Functional Analysis of the Gap (i.e., WHY the gap exists)
- Successful Selection of the Research-based Intervention that links to the Functional Analysis
- Appropriate Training, Preparation, Implementation, and Evaluation of the Intervention

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An Overview of the Problem Solving Process at the Student Level

- Step 1: Review all existing Data and History on the Student
- Step 2: Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors
- Step 3: Generate Hypotheses (using functional assessment) to explain why problem is occurring
- Step 4: Assess (confirm or reject) Hypotheses

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An Overview of the Problem Solving Process at the Student Level

- Step 5: Design and Write the Intervention Plan
- Step 6: Implement the Intervention Plan and Interventions
- Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

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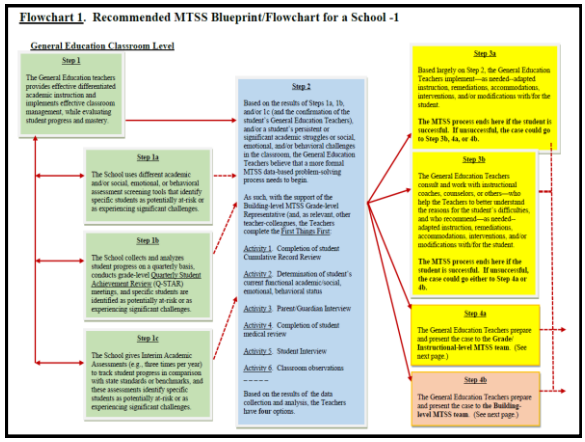

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Step 1: Effective Differentiated Classroom Instruction and Classroom Management

Step 1

The General Education teachers provides effective differentiated academic instruction and implements effective classroom management, while evaluating student learning, progress, and mastery.

See Handout of Flowchart-1

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Research-based Components of Effective Classrooms

- Curricular Alignment/Total Instructional Alignment
- Effective Instructional Grouping
- Effective Academic (Differentiated) Instruction
- Effective Social, Emotional, and Behavioral Instruction
- Ready, Prepared, and Motivated Students
- Student Instruction in their "Zones of Success"

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Other Research-based Components of Effective Classrooms

- Student Academic Engagement/Participation
- Well-Designed and Implemented Progress Monitoring/Authentic Assessment Systems
- Remediation, Accommodation, Modification
- Early Academic Intervention
- Multi-Tiered Consultation Available

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More Research-based Components of Effective Classrooms

- Teachers' Classroom Management
- Social, Emotional, and Behavioral Self-Management through Social Skills Instruction in the Classroom
- Teaching Classroom/Building Routines
- Student Motivation and Accountability
- Multi-Tiered Strategic or Intensive Supports for Students with Challenging Behaviors

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Steps 1, 1a, 1b, and 1c: Tracking Student Progress through Formative Assessments

Show Me the Data !!!

See Handout of Flowchart-1

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Steps 1, 1a, 1b, and 1c: Tracking Student Progress through Formative Assessments

A continuum of formative and summative assessments are available to track students' academic and behavioral progress—the latter in the classroom and across different common school settings (e.g., the hallways, buses, cafeteria, etc.).

These assessments range from in-class curriculum-based and observational assessments to more global end-of-course, school-level, interim, and state proficiency assessments.

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Step 1: Teacher-Developed Curriculum-Based and Classroom Management Assessments that Track Student Progress

Step 1

The General Education teachers provides effective differentiated academic instruction and implements effective classroom management, while evaluating student progress and mastery.

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Step 1a: School-Administered Academic and/or Social-Emotional or Behavioral Screeners that Track Student Progress

Step 1a

The School uses different academic and/or social, emotional, or behavioral assessment screening tools that identify specific students as potentially at-risk or as experiencing significant challenges.

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Step 1b: School-Supervised Quarterly Student Achievement Review (Q-STAR) Meetings to Track Student Progress

Step 1b

The School collects and analyzes student progress on a quarterly basis, conducts grade-level Quarterly Student Achievement Review (Q-STAR) meetings, and specific students are identified as potentially at-risk or as experiencing significant challenges.

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Step 1c: School-Supervised Interim Academic Assessments that Track Student Progress

Step 1c

The School gives Interim Academic Assessments (e.g., STAAR, Acadience, NWEA, Istation, SuccessMaker—given three times per year) to track student progress in comparison with state standards or benchmarks, and these assessments identify specific students as potentially at-risk or as experiencing significant challenges.

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Steps 1, 1a, 1b, and 1c: Professionals Potentially Involved in Progress Monitoring Activities

Individuals/Teams Potentially Involved

- General/Special Education Teachers
- Instructional Coaches
- Grade-level Teams/Other PLCs
- Curriculum & Instruction and/or School Discipline Committees
- Academic Departments or Department Chairs
- Counselors/School Psychologists/Social Workers
- Attendance Officers
- School Nurses
- Administrators/Deans

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Step 1, 1a-c: Student is not Succeeding Academically or Behaviorally in the Classroom

General Education teachers use the assessment results from Steps 1/1 a-c) to problem-solve and complete classroom-based academic or behavioral curriculum-based analyses. . . then re-teach, modify the curriculum or instruction, provide skill remediation, implement informal accommodations . . .

OR

Move to the next level of MTSS problem-solving. . . .

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Step 2: The Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Functionally Analyze the Problem
Why is it happening?

Develop/Implement Plan
How are we going to solve the problem?

Progress Monitor/ Evaluate
Did our plan work?

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Students Succeed Because of their Instructional Environments

Teacher-Instructional Factors:
Are teachers well-matched to their students and curricula?

Curricular Factors:
Are curricula well-matched to students and teachers?

Student Factors:
Are students prepared and "programmed" for success?

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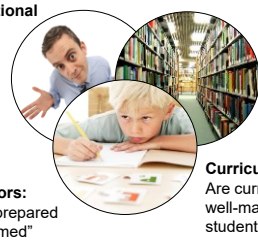
When Students do not Succeed:

We Need to Analyze their Instructional Environments

Teacher-Instructional Factors: Are teachers well-matched to their students and curricula?



Curricular Factors: Are curricula well-matched to students and teachers?

Student Factors: Are students prepared and "programmed" for success?

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Said a Different Way . . . Are Struggling Students . . .

Instructional Casualties: Past or Present?

Curricular Casualties: Past or Present?

Student-Specific Casualties: Past or Present?

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Step 2: Problem Identification Questions

1. What are the most significant presenting student problems; where, when, with whom, and under what circumstances are they occurring; and what current actions are helping to prevent these problems from occurring or to moderate or resolve these problems when they do occur?

What, if anything, seems to "trigger" or initiate the presenting problem(s)?

2. How significant are these problems when compared with other students, and in how many classrooms or settings are they occurring? That is, are the problems occurring only during one classroom period (or in one academic area or time of the day), during half of the school day, or during virtually the entire school day?

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Step 2: Problem Identification Questions

3. How long have these problems (or their precursors) been present this year, and relative to the student's entire school career? That is, has the student experienced or exhibited the problem(s) in past years, or does this appear to be a "new" issue that has never been reported or observed?

4. Are there any curricular and/or teacher/instructional factors (past or present) that seem to be triggering or contributing to the presence of the student problem, or does the problem appear to be student-specific?

5. What, if any, **remedial and/or intervention approaches** have been tried so far? How long were they in place? Were they implemented consistently and as designed? What data were collected to determine the effectiveness of the approaches? And, to what degree were the approaches successful?

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Step 2: Problem Identification Questions

6. Similar to #5 above, were any **formal or informal instructional accommodations** provided to the student in an attempt to prevent or respond to the problem? What were they? How long were they in place? Were they implemented consistently and as designed? What data were collected to determine the effectiveness of the approaches? And, to what degree were the approaches successful?

7. Similar to #5 above, were any **formal or informal curricular modifications** provided to the student in an attempt to prevent or respond to the problem? What were they? How long were they in place? Were they implemented consistently and as designed? What data were collected to determine the effectiveness of the approaches? And, to what degree were the approaches successful?

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Initial Problem Identification/Analysis Steps

"First Things First"

- Consider, Describe, and Quantify Initial Concerns
- Review of Records
- Determine the Student's Current Classroom Status:
  Academic/Behavioral Progress and Work Samples
  Scope & Sequence Checklist (academic concern)
  Behavioral Checklist (academic and behavioral concern)
- Parent Contact(s)/Interview(s)– Determine Need for Social-Developmental History
- Previous Teacher/Other Interview(s)
- Discount the Medical
- Classroom Observations

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"First Things First" Record Review Data: School Management Systems

If present (or programmed) in(to) a District/School's Data Management System, this information is electronically imported into a virtual Cumulative Folder/Record Review Form at the beginning of the formal MTSS Problem-Solving process:

Student Name, Gender, Race, Birthdate, Current Age
IEP/504 Status and Disability area/ELL Status

Chronological: Districts, Schools, Grades Attended; Teachers
Absences, Tardies (To/within school), Homelessness, Custody
Grades, GPA, Subjects failed, Retentions
Vision, Hearing, Speech Issues
Discipline Referrals to the Office, Suspensions, Expulsions
Trips to the Nurse's Office; Medications taken/taking

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"First Things First" Record Review Data: School Management Systems

Additional Cumulative Folder/Record Review Form Information:

Chronological:
- Screening, Progress Monitoring, Interim, and other Formative Assessments
- Previous/Current Get-Go Status and Specific Areas of Concern
- Previous Academic/Social, Emotional, Behavioral Services, Supports, Interventions, Plans (including 504 and IEP)– Service delivery dates, people involved, evaluations and outcomes
- School-based Mental Health or other Social Services/Community supports received– Service delivery dates, people involved, interventions/therapies implemented, evaluations and outcomes

Teachers' Detailed Description of Current Concerns and Hypotheses

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Step 2: Completing the "First Things First"

Step 3 Activity Checklist

Activity	Person(s)/PLC Responsible	Date of Completion
Activity 1. Completion of student medical review		
Activity 2. Completion of student Cumulative Record Review		
Activity 3. Student Interview		
Activity 4. Parent/Guardian Interview		
Activity 5. Determination of student's current functional academic/social, emotional, behavioral status		
Activity 6. Classroom observations		

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Initial Problem Identification "Outcomes"

- Identify Student Assets and Weaknesses
- Identify Critical Life Events, Milestones, Circumstances (Positive and Negative)
- Discount/Identify Medical, Physiological, Genetic, Biochemical Status, Circumstances, Events
- Identify Academic and Social-Emotional/Behavioral "Speed of Acquisition"/Developmental Progression
- Identify Issues of Attendance, Poor Instruction, School and/or Curricular Moves/Transitions

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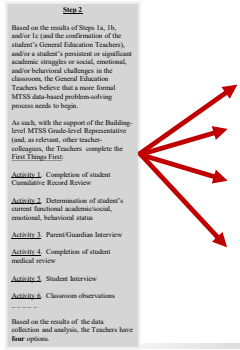
After Step 2: Possible Next Steps


Step 2

Based on the results of Steps 1a, 1b, and/or 1c (and the confirmation of the student's General Education Teachers), and/or a student's persistent or significant academic struggles or social, emotional, and/or behavioral challenges in the classroom, the General Education Teachers believe that a more formal MTSS data-based problem-solving process needs to begin.

As such, with the support of the Building-level MTSS Grade-level Representative (and, as relevant, other teacher-colleagues, the Teachers complete the First Things First:

Activity 1 Completion of student Cumulative Record Review

Activity 2 Determination of student's current functional academic/social, emotional, behavioral status

Activity 3 Parent/Guardian Interview

Activity 4 Completion of student medical review

Activity 5 Student Interview

Activity 6 Classroom observations

– – – – –

Based on the results of the data collection and analysis, the Teachers have four options.

- Step 3a. Remediation, Intervention, Informal Accommodations, and/or Informal Modifications.
- Step 3b. Consultation and Classroom-based or Classroom-focused Instruction or Intervention Services, Supports, Strategies, or Programs.
- Step 4a. Grade/Instructional-Level MTSS Team Meeting.
- Step 4b. Building-Level MTSS Team Meeting.

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Danger… Danger …

Beware the unintended effects when a District requires …

… a "Ticket to Ride"…

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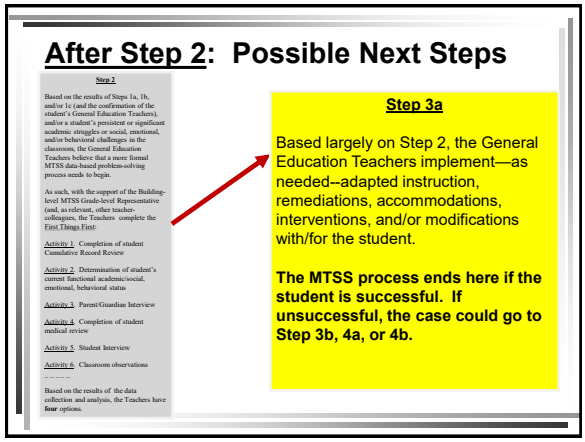
After Step 2: Possible Next Steps



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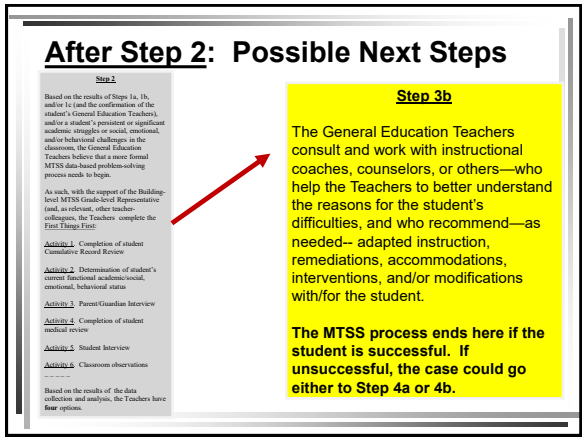
After Step 2: Possible Next Steps



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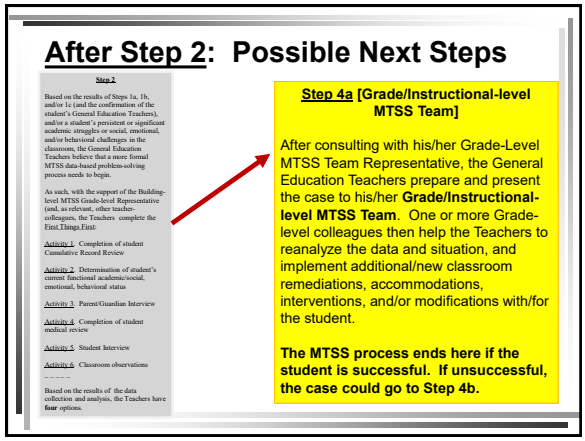

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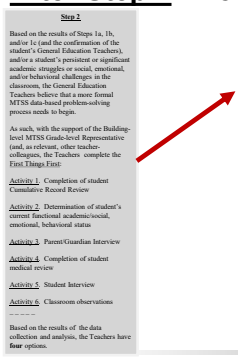
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As such, with the support of the Building-level MTSS Grade-level Representative (and, as relevant, other teacher-colleagues, the Teachers complete the First Things First:

Activity 1. Completion of student Cumulative Record Review

Activity 2. Determination of student's current functional academic/social, emotional, behavioral status

Activity 3. Parent/Guardian Interview

Activity 4. Completion of student medical review

Activity 5. Student Interview

Activity 6. Classroom observations

Based on the results of the data collection and analysis, the Teachers have **four** options.

Step 4b [Building-level MTSS Team]

After consulting with his/her Grade-Level MTSS Team Representative, the General Education Teachers prepare and present the case to the **Building-level MTSS Team**.

Once enough relevant, known information is available, a Case Consultant is assigned to the Teachers to collaborate on and complete classroom-based functional assessments—leading to the implementation of additional/ new classroom remediations, accommodations, interventions, and/or modifications with/for the student.

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Scheduling MTSS Team Meetings

- The Building-level MTSS team meet weekly for at least 90 minutes (time for 2 New Cases and Case Reviews)
- Meetings occur during the contracted school day, and should be at a time when the referring teacher, clinical support staff, and other critical colleagues can attend (i.e., has coverage).

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The Goals of MTSS Team Meetings

- Determine if there is enough "Relevant-Known" information to . . . .
- Identify the best academic or behavioral, assessment, instruction, or intervention specialist to. . .
- Go into the setting(s) where the "problem" exists to help teachers and others to "solve the problem"

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A Template for the MTSS Team Meeting

- The Requesting Classroom Teacher presents the case guided by the Cumulative Folder Review form.
  (8 to 12 minutes without interruption)
- Other Team members share their information about the student/case.
- The Team clarifies and defines the problem, identifying skill gaps and replacement behaviors.

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A Template for the MTSS Team Meeting

- "Relevant Known," "Relevant Unknown," and "Irrelevant" information is categorized.

  --When there are too many "Relevant Unknowns"– Assign individuals to gather the information; Schedule a time to reconvene the Team

  --When most information is "Relevant and Known"– Assign a MTSS Consultant to work with the Teacher on functional assessment/intervention activities

- Decide when the Team needs to review/receive updates on the case. (Between 2 to 6 weeks).

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The Primary Case-Specific Outcome at the Building-level MTSS Team

1. If there are too many Relevant/Unknown questions and answers, the Building-level MTSS/RtI^2 team suspends the case review, decides who will collect what information, and determines when the team will reconvene to hear and consider the new data.

2. When there is sufficient information, the MTSS/RtI^2 team decides who is the best assessment- or intervention-oriented consultant, in or available to the school, to work directly with the teacher to complete a comprehensive functional assessment, and to help design, implement, and evaluate strategic instructional or intervention services, supports, strategies, or programs.

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Critical Point. . .

Virtually all of the data-based functional assessment, intervention identification and planning, and intervention implementation and evaluation is done by the consultant assigned to the case by the Building-level MTSS team, outside of the MTSS team meetings, and directly in the classroom or setting where the difficulties are occurring.

See Handout of Flowchart-2

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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Functionally Analyze the Problem
Why is it happening?

Develop/Implement Plan
How are we going to solve the problem?

Progress Monitor/ Evaluate
Did our plan work?

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Problem Analysis Areas

Instructional Casualties: Past or Present?

Curricular Casualties: Past or Present?

Student-Specific Casualties: Past or Present?

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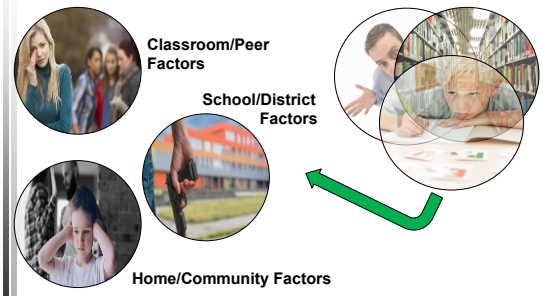
Problem Analysis Areas



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Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

What is the problem?

Functionally Analyze the Problem

Why is it happening?

Develop/Implement Plan

How are we going to solve the problem?

Progress Monitor/ Evaluate

Did our plan work?

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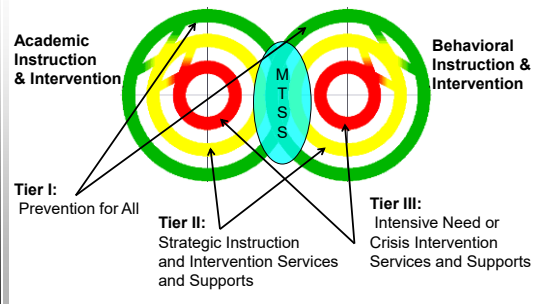
Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services



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Implementing Interventions

- Interventions should:
  - ✓ Use a "Problem-solving, Consultation, Intervention" mode of operation.
  - ✓ Focus on changing behaviors; Not treating diagnostic labels, categories, or conditions.
  - ✓ Follow a "Response-to-Intervention" prevention-oriented model.
  - ✓ Be delivered in the Setting of Origin, or in the Least Restrictive Environment.

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Implementing Interventions

- Interventions should be:
  - Linked to functional assessment/problem analysis results
  - Planned before they are executed
  - Acceptable and realistic
  - Produce meaningful results
  - Be taught to teachers and students before implementation
  - Be implemented with integrity and intensity
  - Be useful for other students whenever possible

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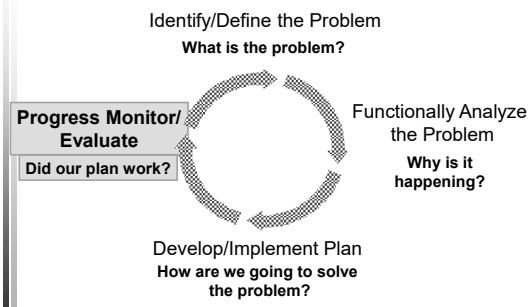
Engaging in the Data-based, Functional Assessment Problem Solving Process



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Step 5: Re-Thinking Student Assessment or Intervention

Step 5

Based on a continued lack of student response (or a non-qualifying special education decision at Step 7), the **Building-level MTSS Team** reconsiders the case and assigns additional support for more intensive classroom-based intervention.

The MTSS process ends here if the student is successful.

OR

A referral is made to the Special Education Placement Team to determine special education eligibility.

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Step 6: 504 Assessment and Eligibility

Step 6 [504 Assessment Team]

This Step could be activated at any time that an educator or parent suspects that a student has a disability (including a medical condition) that is impacting or interfering with his/her educational (academic or social-behavioral) progress.

As approved by the district, the school's **504 Assessment Team** (or another designated team) coordinates the assessments needed to validate (a) the presence of a student's disability (as defined in federal Section 504 law), and (b) the fact that the impact of the identified disability can be offset by implementing one or more accommodations or assistive supports.

If qualified, a formal 504 Plan is written for the student.

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Step 7: Special Education Assessment and Eligibility

Step 7 [The Special Education Placement Team]

While this Step typically follows Step 5 (it also could immediately follow Step 4a or 4b), it may occur—by federal law—at any time where an educator or parent suspects that a student has a disability that is impacting or interfering with his/her educational (academic or social-behavioral) progress.

Special education assessments are completed by the Special Education Placement Team.

If found eligible, the Student receives services through an IEP (including needed assistive supports and/or accommodations).

If found ineligible, the Case is returned to the Building-level MTSS Team (Step 5) for continued assessment-to-intervention services, supports, interventions, or programs.

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Questions & Discussion

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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How to Start MTSS Planning

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- Current Status Assessment/Needs Assessment:
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  - Staff Instruction (see Evaluation Tool)
  - Staff Professional Development
- Resource Analysis: Consultants
- Resource Analysis: Interventions
- Action Plan

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Self-Assessment of MTSS Implementation (SAM; FL MTSS Project)

This tool evaluates the school-level implementation of a Multi-Tiered System of Supports by investigating the elements and fidelity of its continuum of assessment, instruction, intervention, and data-based problem-solving—including administrative support, professional development, data management systems, staff acceptance and involvement, and other resource and technical supports.

This tool has rubrics to evaluate the following critical MTSS elements:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

See Separate Handout

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MTSS Effective Instruction Evaluation

Activity: Answer the Following Questions relative to your Classroom, Grade-Level, or School, and Outline the Implications of Your Questions on the Handout at the end of your Packet.

See Separate Handout

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MTSS Effective Instruction Evaluation

1. Does every teacher know the current functional skill level (mastery) of each student in literacy, math, oral expression, and written expression?
2. Does every lesson, unit, or course explicitly identify the knowledge and content, and skill and application mastery-level outcomes expected of every student in measurable terms? As well as how teachers and students will assess (with explicit criteria or decision rules) mastery accurately?
3. Does every lesson, unit, or course identify the prerequisite knowledge/content and skills/application needed in order to effectively teach (and have students learn) all expected lesson, unit, and course outcomes?
4. Does every teacher assess every student's prerequisite knowledge and skills prior to instruction, and remediate skill gaps as needed?

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MTSS Effective Instruction Evaluation

5. Do teachers have the differentiated curricular materials (direct and supplemental) needed to effectively teach, progress monitor, and formatively/summatively assess mastery prior to lesson or unit instruction?

   Have these materials been field-tested and demonstrated successful for their students?

6. Are teachers at the same grade-level (across grade-levels, and across academic disciplines) in the same school/district using the same steps, scripts, algorithms, or rubrics for the same skills or strategies being taught?

   [Especially in the areas of Literacy, Math, Oral Expression, and Written Expression?]

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MTSS Effective Instruction Evaluation

7. Do teachers have no more than three or four functional skills groups in their classrooms—especially in literacy, math, and English Language Arts—for which to differentiate instruction?

8. Do all students take responsibility for their academic and social interactions and progress—and that of their peers?

9. Are all students, preschool through high school, being taught and reinforced for interpersonal, social problem solving, conflict prevention/resolution, and emotional control and coping skills?

Are all students, similarly, being taught in the areas of organization, time and stress management, and how to prioritize their activities and other processes?

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MTSS Effective Instruction Evaluation

10. Are at-risk, unresponsive, disengaged, underperforming, unmotivated, unsuccessful, and failing students (and their teachers) receiving the multi-tiered services, supports, strategies, and programs they need to be academically and interpersonally successful?

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Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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Resource Analysis/Capacity Building: Finding Consultants

- Every staff person is a potential consultant for someone else
- Schools need to systematically identify every staff person's skills
- Staff need to use the skills of every staff member

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IDENTIFYING CLASSROOM-BASED AND SCHOOL-BASED CONSULTANTS: THE PROFESSIONAL RESOURCE SURVEY

Staff person's name
Current staff/grade level position
Primary grade level of students seen
Educational degree(s)
Specialty area of degree(s)
Special certifications held, special training or workshops completed
Special areas of educational expertise for students
Favorite learning or fun activities with students
Special in/out-of-school talents, hobbies, or activities

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IDENTIFYING CLASSROOM-BASED AND SCHOOL-BASED CONSULTANTS: THE PROFESSIONAL RESOURCE SURVEY

Specialty Areas to Survey:

Literacy—Phonemic Awareness, Sound-Symbol Association/Phonics, Decoding/Fluency, Vocabulary, Comprehension
Mathematics—Numeration, Calculation, Application
Language Arts
Science, Social Studies, Technology

Increasing or Establishing New Behaviors
Decreasing or Eliminating Inappropriate Behaviors
Teaching Attention and Engagement Skills
Teaching Social, Self-Management, and Self-Control Skills
Addressing Externalizing Behavior (Anger, Acting Out, Aggression)
Addressing Internalizing Behavior (Anxiety, Withdrawal, Depression)
Increasing Student Motivation
Peer Engagement and Management Skills

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See Separate Handout

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Presentation Review

- Introduction
- ESEA Realities Reviewed: Multi-tiered Systems of Support
- Core MTSS Principles
- The School-Level Multi-Tiered Process
- How to Start Your MTSS Planning
- Summary

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Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Educational Services

49 Woodberry Road
Little Rock, AR 72212

E-mail: howieknoff1@projectachieve.info
Phone: 501-312-1484

Websites: www.projectachieve.info
Blog: www.projectachieve.info/blog
Twitter: @DrHowieKnoff

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