SLD Eligibility Within an MTSS Framework: Necessary Components for Effective Decision-Making

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Agenda: Let's Talk About SLD Eligibility

- Why MTSS?
- Why A Different Way?
- What are the Big Ideas about Eligibility?
- Review and reflect the "Big 5" components needed for implementation and sustainability of MTSS.
  - Assessments
  - Decision Making
  - Multilevel Instruction
  - Infrastructure and Support
  - Fidelity and Evaluation
- How Does SLD Entitlement fit within the Framework?

Materials for Today

https://tinyurl.com/OSPASLD

Opening Activity

Ask two people near you what they want to learn this morning.

Lost in the Woods

A group of managers got lost in the woods. Undaunted they organized into several teams and began hacking a path through the dense undergrowth. Hours passed, but the managers were cheerful. They had become an efficient "operating unit" and were proud of their achievement.

Lost in the Woods

One of the group decided to climb a tree to see how far they had come. But the woman shouted down, "*Stop!*" *We are headed in the wrong direction. We have to change course.*"

The managers shook their heads in disbelief and defiance and said, *"But we can't stop now; We are making great progress!"*

Moral of the Story

- ✓It's hard give up what we do well, even if it is no longer relevant.
- ✓We must continually reassess our direction.
- ✓Implement research-based instruction to increase achievement levels of all students.

THOUGHT FOR TODAY

The difficulty lies, not in the new ideas, but in escaping from the old ones, which ramify, for those brought up as most of us have been, into every corner of our minds.

John Maynard Keynes (1883 - 1946), The General Theory of Employment, Interest and Money (13 December 1935)

What is Needed

- Embrace a Fundamental Belief: All Children Can Learn Despite Many Obstacles Outside Our Control,
- Understand: If We Keep Doing What We have been Doing, We will Keep Getting What We have been Getting: Great Variability in Outcomes & Further Disadvantaging of the Most Disadvantaged.
- Create A Sense of Urgency & Conviction: We Can & Must Do Better for Large Numbers of Students!

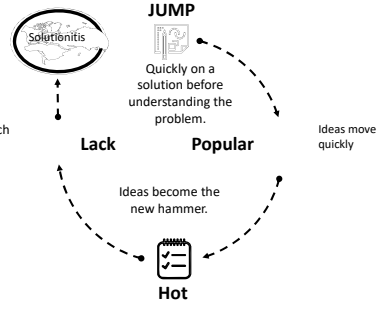
MTSS

- Is not just a process of providing interventions to a small group of students.
- Is a school reform model that involves new ways of thinking and doing business in education.

Thoughts on Sustainability

- It's hard to sustain practices over time with fidelity.
- MTSS is like a recipe. It's not a McDonald's "value menu" where you like one part but not another part.
- It takes time to understand it's a system and it all interacts with each other.
- You can't pick and choose!

Solutionitis



Implementation: The Big Five!

Assessments

Data-Based Decision Making

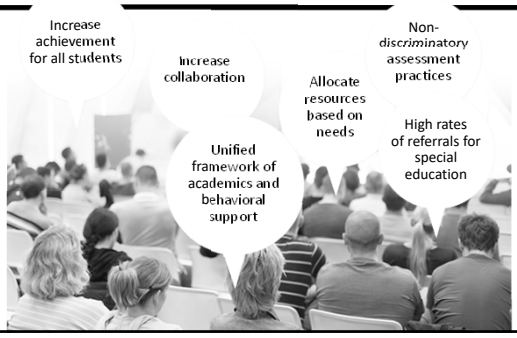
Multilevel Instruction

Infrastructure & Support

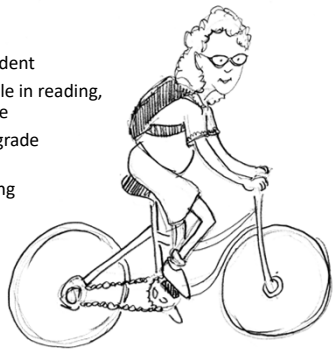
Fidelity & Evaluation

Why MTSS?

Why MTSS?



- 5th grade student
- 99th percentile in reading, math, science
- Has met 8th grade targets
- Is she applying herself



- 7th grade student
- Grade-level reading and math
- A's and B's on report card
- Likes school
- No reported concerns from parents or teachers

- 9th grade student
- Partially proficient on MCA reading since 4th grade
- Below target on school-wide screening since 4th grade
- Struggles to keep up
- She's not sure she is college material

- Second grade student
- 4th percentile in reading
- 2nd percentile on MAP test
- Frequent disciplinary referrals
- Little progress after two years of supplemental interventions

What are the Big Ideas around MTSS and Eligibility?

Big Idea #1: There is not a right way to do a wrong thing.

The SLD IQ Test - True or False

1. IDEA '04 prohibits the use of I.Q. tests in the identification of specific learning disabilities (SLD).
2. Response to Intervention (RtI) is required by IDEA '04 in order to identify SLD.
3. To adequately identify SLD a test of cognitive processes is essential to determine goals for the individual educational program (IEP).
4. When conducting an intervention as part of RtI, it is essential to measure the fidelity of implementation.
5. Determining a child eligible for special education services as having SLD usually results in a better educational outcome (i.e. earning a high school diploma, etc.).

The SLD I.Q. Test

6. The ability-achievement discrepancy model meets APA standards for reliability.
7. The ability-achievement discrepancy model meets APA criteria for validity.
8. The current six component definition of specific learning disabilities (IDEA '97) is supported by more than 30 years of research on SLD.
9. Students who receive ineffective instruction in reading in early grades develop persistent reading problems that are resistant to intervention, including special education, in middle and high school.

True or False

10. Screening and evaluation of academic skills for all students in early grades is too costly and inefficient for use by schools.
11. Identification of SLD at grades 4 to 7 results in the most beneficial outcomes for those students (increased high school diplomas, etc.).
12. Identification of SLD using the ability-achievement discrepancy approach is cost efficient (standardized & reliable routine professional practices).

Doing the right thing

- Why do we continue to allow a model that is invalid and does not contribute to better outcomes for students?
- What is wrong with comparing students to local expectations and standards and making decisions about resources and interventions based on student need?
- Why do we continue struggling with demarkation points for entitlement?
- Why is it so hard to do the right thing?

Problems with Current System

- Four major themes in classifying students:
  - Current categories for students classified as LD are arbitrary, inconsistent, and unreliable.
  - Considerable variation exists between states on definitions of formulas to use.
  - Greater emphasis needs to be placed on the LRE and the design of effective instructional environments rather that the assessment of students to determine eligibility.
  - Wait to Fail approach

Cognitive Processing?

- "The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions (page 649 of final regulations)."

Cognitive Processing and Evaluations

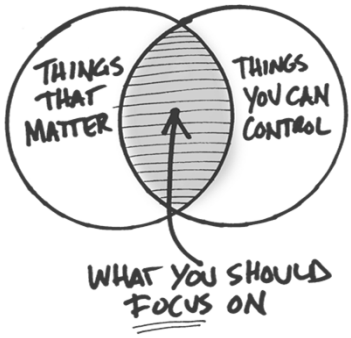
- A comprehensive evaluation could include an assessment of cognitive processes.
- A comprehensive evaluation is required.
- There is no mandate for anything in the comprehensive evaluation
- No support for cognitive processing requirements in preamble

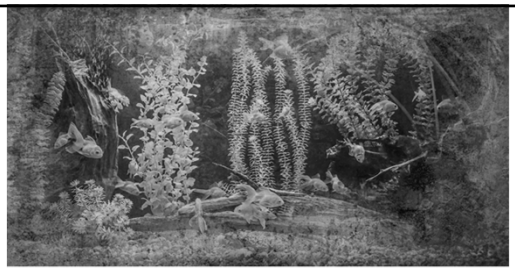
A few tips from Jim Ysseldyke

- We need to move from sifting and sorting to multi-tiered serving.
- We need to shift our focus from struggling students to making sure all students struggle.
- The best place to start correcting learning problems is in the instructional process.
- Keep our focus on assessment practices that matter!
- Focus on Alterable Variables

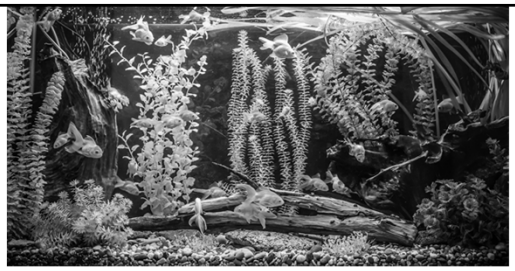
Focus on Alterable Variables

Spend less time making predictions about students' lives and more time finding ways to make a difference in their lives.

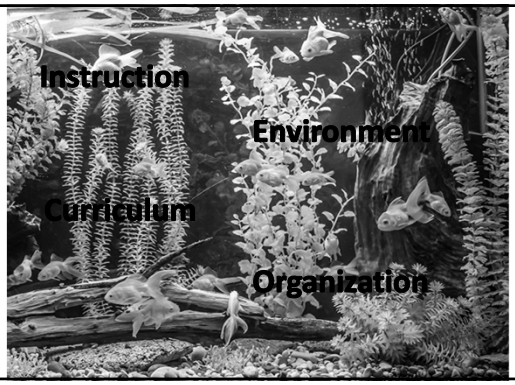




If the water in the aquarium is dirty,
don't spend time diagnosing individual fish.



Don't diagnose the fish,
change the water.



The question needs to change!

Shift the question we are asking from:

"What about the student is causing the performance discrepancy?"

to

"What about the instruction, curriculum, & environment should be altered so that students will learn and be more successful?"

MTSS…

Old Thinking	New Thinking
An instructional program	**A framework to implement effective practices**
The old way of doing business with a new label (pre-referral intervention)	**Proactive and data-driven**
Intended to encourage placement of students	**Matching needs and resources**
Possible to implement alone	**A collaborative effort**
The same for every school	**Uniquely designed for each site**
A special education, a general education, a gifted, a talented and gifted initiative	**An every education initiative focusing on system change**

What We Were Getting: The Old Way

- Siloed System of General and Special Education with not much in between.
- Students with the most intensive needs at each grade level didn't EVER qualify for services despite having identical needs to students who did qualify.
- Many students with intensive needs didn't qualify until 4th or 5th grade resulting in a Wait to Fail Model.

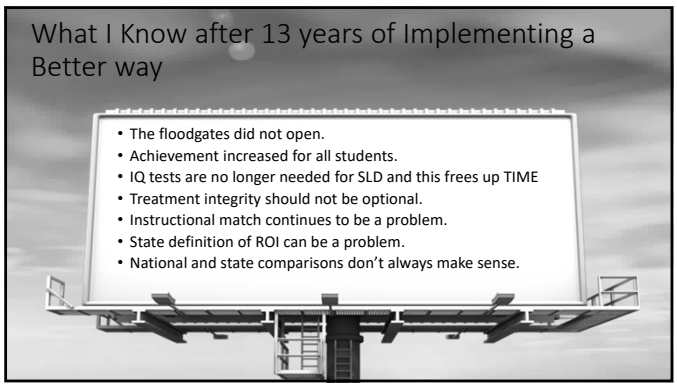
New Thinking

- Every Problem Learning is NOT a Special Education Problem, But Requires Early and Intensive Intervention
- Identifying What the Student "NEEDS" Is the Key to Any Assessment Activity
- If You NEED Something (Intensive Intervention), You GET Something (Appropriately Intensive Intervention)
- Early Intervention MUST Be Driven by Universal Screening, Especially K-6, Not Referral

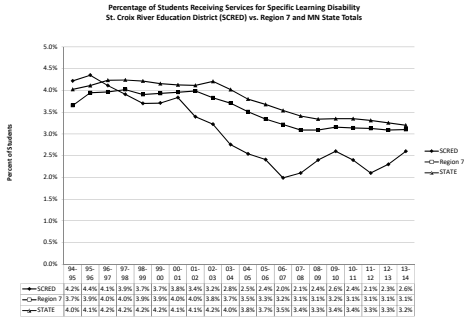
New Thinking

- General Education Must Provide Stronger Core, Research-Based Programs AND a Broader Range of Appropriately Intensive Interventions
- Intervention is PROACTIVELY DESIGNED. Figure Out WHAT We Do, THEN Figure Out WHO NEEDS IT!
- Special Education Needs to Focus on Results, not Just Compliance and that Means Increasing Research-Based Practices and Intensity of Intervention

What I Know after 13 years of Implementing a Better way



- The floodgates did not open.
- Achievement increased for all students.
- IQ tests are no longer needed for SLD and this frees up TIME
- Treatment integrity should not be optional.
- Instructional match continues to be a problem.
- State definition of ROI can be a problem.
- National and state comparisons don't always make sense.



	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
SCRED	4.2%	4.4%	4.1%	3.9%	3.7%	3.7%	3.8%	3.4%	3.2%	2.8%	2.5%	2.4%	2.0%	2.1%	2.4%	2.6%	2.4%	2.1%	2.3%	2.6%
Region 7	3.7%	3.9%	4.0%	4.0%	3.9%	3.9%	4.0%	4.0%	3.8%	3.7%	3.5%	3.3%	3.2%	3.1%	3.1%	3.2%	3.1%	3.1%	3.1%	3.1%
STATE	4.0%	4.1%	4.2%	4.2%	4.2%	4.2%	4.1%	4.1%	4.2%	4.0%	3.8%	3.7%	3.5%	3.4%	3.3%	3.4%	3.4%	3.3%	3.3%	3.2%

Big Idea #2: MTSS is about improving outcomes, not just about qualifying for services

Imagine this in Columbus, Ohio….

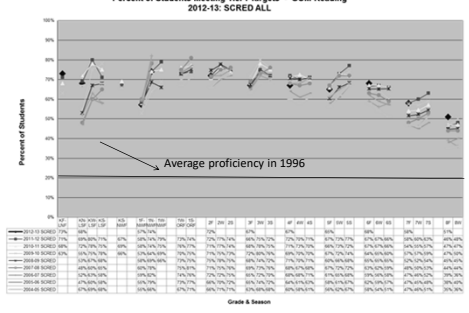
- 200 **new jobs**
- $93.2 million **in home sales**
- $8.1 million **in auto sales**
- $9.9 million **in Federal tax revenue**
- $61.9 million **in earnings**
- $2.5 million **in state and local tax revenue**
- $49.2 million **in spending**
- $180 million **savings on healthcare**
- $100 million **in GDP**

How Could this Happen???

Ohio | Columbus | All Students | APPLY

Your community's graduation rate is **73%***

Increasing your graduation rate to **90%** could mean



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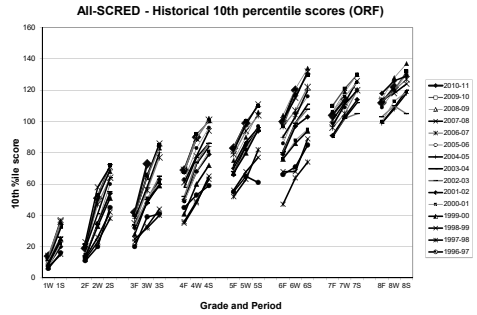
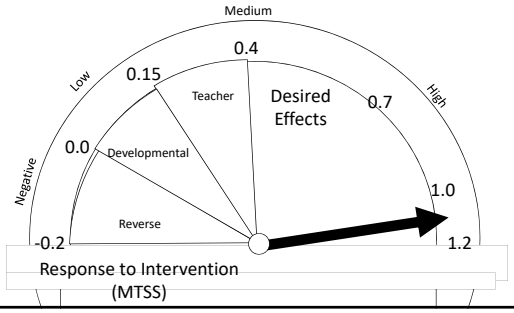
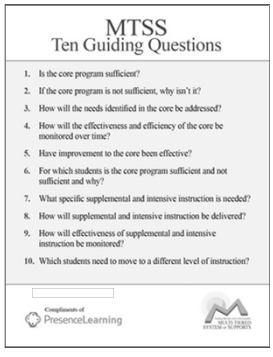






MTSS
Ten Guiding Questions

1. Is the core program sufficient?
2. If the core program is not sufficient, why isn't it?
3. How will the needs identified in the core be addressed?
4. How will the effectiveness and efficiency of the core be monitored over time?
5. Have improvement to the core been effective?
6. For which students is the core program sufficient and not sufficient and why?
7. What specific supplemental and intensive instruction is needed?
8. How will supplemental and intensive instruction be delivered?
9. How will effectiveness of supplemental and intensive instruction be monitored?
10. Which students need to move to a different level of instruction?

Compliments of PresenceLearning

activity TIME

- With a partner:
  - Review the 10 essential questions
  - What questions are being addressed in your building?
  - What questions need more discussion?
- Pop-Up

Big Idea #3: Data are not optional but we have to be Data Literate!

Traditional Approaches to Assessment: Goldilocks

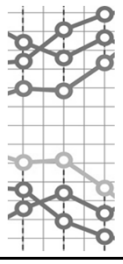
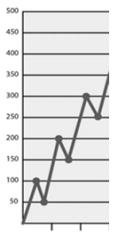
- The porridge is too cold.
  - Obsession with standardized test results and AYP.
  - Miss attention to individual student needs.
- The porridge is too hot.
  - Mandating pre and post tests at every grade level, laboriously analyze interim assessments, lots of top down actions.

Traditional Approaches to Assessment: Goldilocks

- The porridge is just right.
  - Use benchmark assessment and progress moitoring data to change what we are doing with kids.
  - Create common expectations for each grade
  - Build teacher capacity.
- And she ate it all up.
  - Alignment of district curriculum and assessments with state standards.
  - Visually display progress monitoring during weekly PLC's.
  - Standards-based report cards
  - Student self-assessment of progress

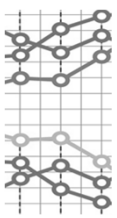
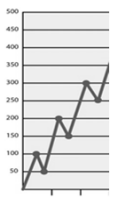
Assessments

Tools | Screening | Data | PM Tools | PM Process

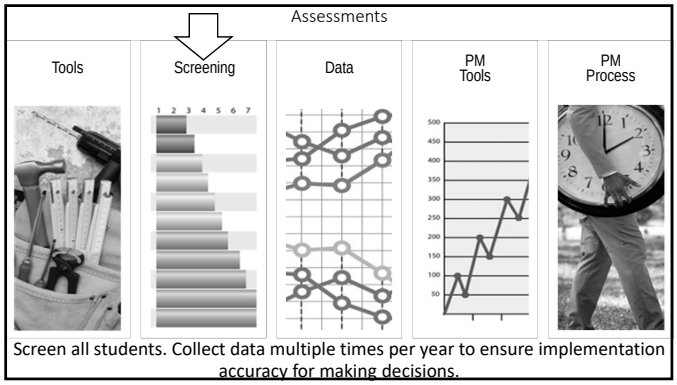




Assessments

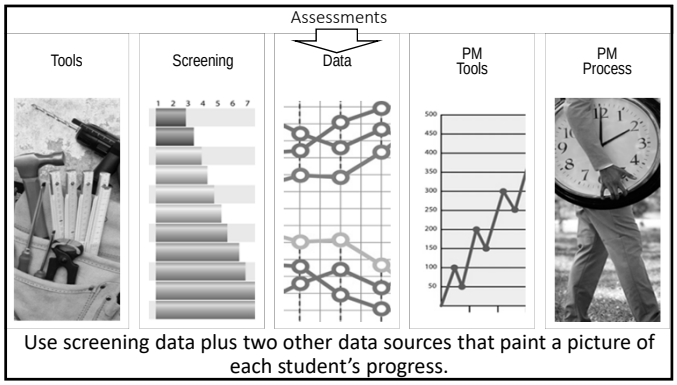
Tools | Screening | Data | PM Tools | PM Process

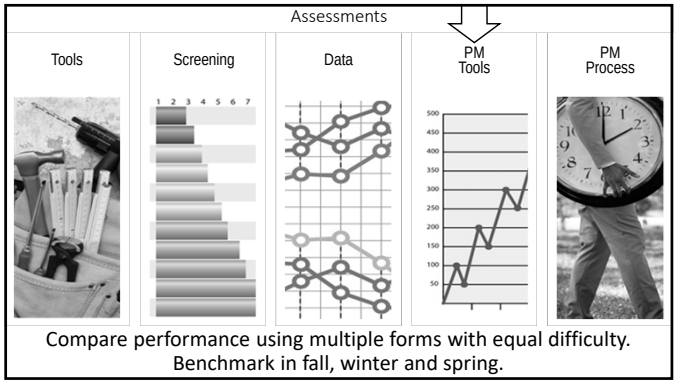
Tools should be reliable and valid. Staff should be able to articulate how and why they are.



Screen all students. Collect data multiple times per year to ensure implementation accuracy for making decisions.



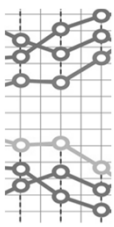
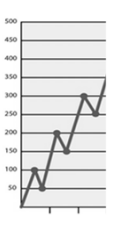
Use screening data plus two other data sources that paint a picture of each student's progress.



Compare performance using multiple forms with equal difficulty. Benchmark in fall, winter and spring.

Assessments

Tools | Screening | Assessments | PM Tools | PM Process

Develop schedules and put procedures in place to ensure that the process is being implemented accurately.

Key Purposes of Assessment

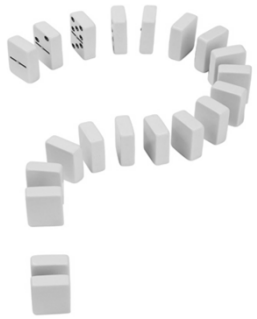
- Screening
- Diagnostic
- Progress Monitoring
- Outcomes

A CAREI Resource

- Data Literacy Discussion Guides for PLC's
- 1-Page Fact Sheets organized around each purpose of assessment
- For use in PLC discussions

Universal Screening

- Turn to a neighbor
- What questions are you answering during universal screening?

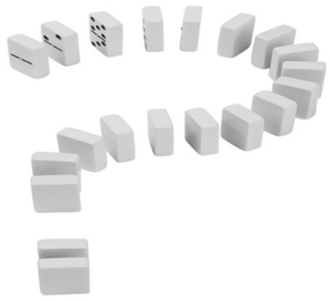


Talk about Diagnostic Assessment

- Turn to a neighbor
- What Questions are You Answering during Diagnostic Assessment?

Talk about Progress Monitoring

- Turn to a Neighbor
- What Questions are You Answering During Progress Monitoring?



Characteristics of An Effective Measurement System

- ✓ Valid
- ✓ Reliable
- ✓ Simple
- ✓ Quick
- ✓ Inexpensive
- ✓ Easily Understood
- ✓ Can Be Given Often
- ✓ Sensitive to Growth Over Short Periods of Time

Assessment Inventory by Purpose

Grade	Measure	Screening	Diagnostic	Progress Monitoring	Outcomes

MTSS Assessment Inventory

Screening

Valid: Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests Correlations between the instruments and valued outcomes are strong

Reliable: Consistency of performance is stable and consistent. Reliability coefficients should be .8 for screening and .9 for important individual decisions.

Accurate: Predictions of risk status are accurate.

Grade	Measure	Reliable	Valid	Accurate	Simple and Quick to Administer	Easily Understood

MTSS Assessment Inventory

Progress Monitoring

Selected progress-monitoring tools meet all of the following criteria:

- Simple and quick to administer; Easy to understand; Reliable and Valid; Sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals; Specify minimum acceptable growth; Sensitive to change over small amounts of time; and Provide benchmarks for minimum acceptable end-of-year performance.

Grade	Measure	Reliable	Valid	Alternate Forms of Equal Difficulty	Simple and Quick to Administer	Easily Understood	Sensitive to change	Specify Minimum Acceptable Growth	Benchmarks for End of Year Performance

- With your neighbor, identify one issue, problem, or concern related to Assessments in your building or district?
- What ideas do you have about how to address this issue?

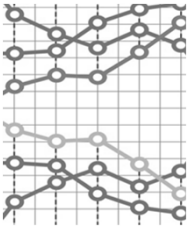
Big Idea #4

A Decision Making Model is Critical

Data-Based Decision Making

Process

Data System

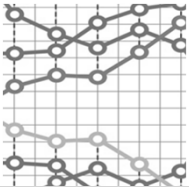


Responsiveness

Data-Based Decision Making

Process

Data System



Responsiveness

Decisions we make about students should be data-driven, involve teams and have clear sets of rules.

What is expected?

- When reflecting on current data, you first have to know what your expectation is.
- What is the expected performance?
- This work involves making comparisons.

Comparisons: 80% Based on What?

- **Norm-Based**: Comparison to others to allow for sorting and ranking.
  - Local Percentiles
  - National Percentiles
- **Criterion-Based**: Comparison to a pre-determined target to determine mastery of specific objectives.
- **Self:** Comparison to self at a previous time.

Norm-Based: Example

- National Norms
  - Using national norms to evaluate the percentage of students on-track.
  - NWEA MAP Score - 40th percentile for Reading RIT is a score of 204 in Grade 5.
- Local Norms
  - Useful for resource allocation
  - Rank order of scores locally with percentiles.

Development of Target Scores

- Logistical regression procedures used to predict performance on MCA-II
- Tier 1 and Tier 2 Targets Developed

Curriculum Based Measurement of Reading

Words Read Correct Per Minute
Revised in October, 2013

Grade	Risk Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
1	Low	NA	51 ↑	80 ↑
	Moderate	NA	7-50	38-79
	High	NA	6 ↓	37 ↓
2	Low	71 ↑	100 ↑	118 ↑
	Moderate	31-70	64-99	82-117
	High	30 ↓	63 ↓	81 ↓
3	Low	100 ↑	123 ↑	138 ↑
	Moderate	59-99	88-122	100-137
	High	58 ↓	87 ↓	99 ↓
4	Low	123 ↑	148 ↑	160 ↑
	Moderate	81-122	106-147	118-159
	High	80 ↓	105 ↓	117 ↓
5	Low	126 ↑	149 ↑	161 ↑
	Moderate	85-125	106-148	117-160
	High	84 ↓	105 ↓	116 ↓
6	Low	148 ↑	168 ↑	178 ↑
	Moderate	106-147	123-167	131-177
	High	105 ↓	122 ↓	130 ↓
7	Low	175 ↑	181 ↑	181 ↑
	Moderate	126-174	141-180	160-180
	High	125 ↓	140 ↓	159 ↓
8	Low	175 ↑	181 ↑	181 ↑
	Moderate	134-174	144-180	163-180
	High	133 ↓	143 ↓	162 ↓

Measures of Academic Progress – Reading

NWEA MAP Reading to MCAIII Reading 2013:

Grade	Risk Level	Fall Target Score	Spring Target Score
2	Low	180 ↑	195 ↑
	Moderate	160-179	181-194
	High	159 ↓	180 ↓
3	Low	194 ↑	205 ↑
	Moderate	180-193	197-204
	High	179 ↓	196 ↓
4	Low	205 ↑	214 ↑
	Moderate	195-204	206-213
	High	194 ↓	205 ↓
5	Low	211 ↑	217 ↑
	Moderate	202-210	209-216
	High	201 ↓	208 ↓
6	Low	218 ↑	223 ↑
	Moderate	209-217	216-222
	High	208 ↓	215 ↓
7	Low	224 ↑	228 ↑
	Moderate	216-223	220-227
	High	215 ↓	220 ↓
8	Low	229 ↑	231 ↑
	Moderate	220-228	224-230
	High	219 ↓	223 ↓
9	Low	228 ↑	232 ↑
	Moderate	214-227	218-231
	High	213 ↓	217 ↓
10	Low	232 ↑	234 ↑
	Moderate	220-231	222-233
	High	119 ↓	221 ↓

Another Criterion-Based Example: TIES

AIMSweb and Children's Educational Service (CES) Oral Reading Fluency

Grade	Tier	Fall Score	Winter Score	Spring Score
1	Exceeds Target		84+	113+
	Meets Target		51-83	80-112
	Below Target		7-50	38-79
	Well Below Target		Below 7	Below 38
2	Exceeds Target	102+	132+	150+
	Meets Target	71-101	100-131	118-149
	Below Target	31-70	64-99	82-117
	Well Below Target	Below 31	Below 64	Below 82
3	Exceeds Target	131+	151+	163+
	Meets Target	100-130	123-150	138-162
	Below Target	59-99	88-122	100-137
	Well Below Target	Below 59	Below 88	Below 100
4	Exceeds Target	146+	170+	182+
	Meets Target	123-145	148-169	160-181
	Below Target	81-122	106-147	118-159
	Well Below Target	Below 81	Below 106	Below 118
5	Exceeds Target	165+	184+	193+
	Meets Target	126-164	149-183	161-192
	Below Target	85-125	106-148	117-160
	Well Below Target	Below 85	Below 106	Below 117

- ✓ Exceeds Target – Predicts a score of 24 on ACT.
- ✓ Meets Target – Approximately 90% of students scoring in this range are predicted to meet standards MCA-III
- ✓ Below Target – Approximately 50% of students scoring in this range are predicted to meet standards on the MCA III.
- ✓ Well Below Target – Approximately 10% of students scoring in this range are predicted to meet standards on the MCA-III

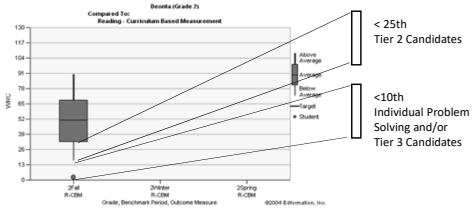
Caveats and Cautions

- Understand what type of criterion you are using!

NWEA MAP RIT Reading Grade 5

	RIT Score	Percentile
Norm-Based	204	40th
Criterion-Based	211	62nd

Schools Use GOM in Universal Screening Instead of Referral Driven Practices



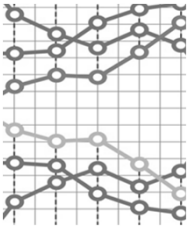
< 25th
Tier 2 Candidates

<10th
Individual Problem Solving and/or
Tier 3 Candidates

Data-Based Decision Making

Process

Data System



Responsiveness

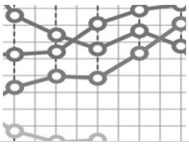
Data System

- Data Summary Charts Created & Accessed by all Teachers.
- Protocols for Data Analysis Readily Available for All Teachers.
- Database that contains Universal Screening Results from Previous Year & Summarized Data from Other Years.

Data-Based Decision Making

Process

Data System

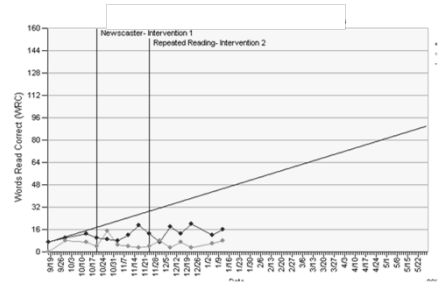


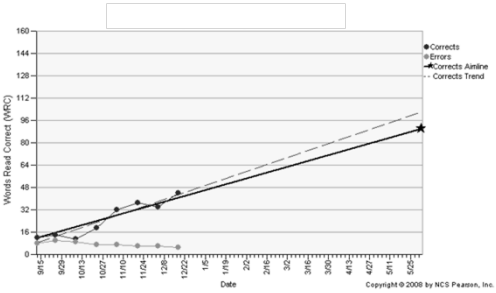
Responsiveness

Make Decisions based on reliable & valid data that reflect student progress (or slope) toward the ultimate goal and implement accurately.

Decision-Making Rules

- Helps people who review data decide when a change in instruction is necessary.
- Helpful terms:
  - Level (Current Performance)
  - Slope (growth rate or improvement)
  - Aimline (Expected growth)
  - Trend line (Actual growth)





Documentation of Process is Critical

- Must have a clearly defined process
- Forms and guidelines to guide process
- Start out with "tight reigns"
  - SCRED oversight of referrals
  - Problems with documentation

Action Item: Take Stock!

- Do you have a written MTSS guide that is used for training and support?
  - Operationalized decision-rules
  - Definition of Tiers
  - Types of teams
  - Decision-making protocols?
  - Evaluating responsiveness to intervention
- Do you have a data system that is easy to use and makes the team work more efficient?

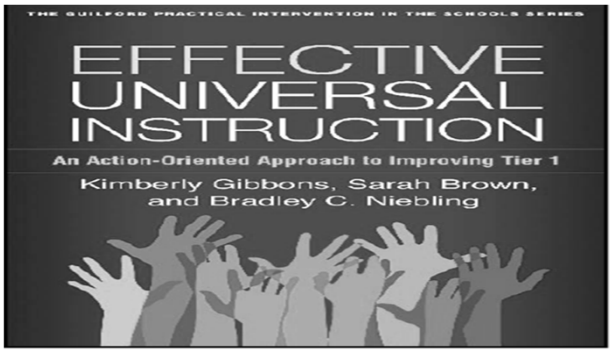
Big Idea #5: Don't Ignore Unviversal Instruction!

The 11th Commandment

Thou shall not address
inadequate Tier I (Core)
through Tier II
and Tier III supports alone.

Pop-Up: How do you define universal instruction?

- Tell the person next to you how you define universal instruction.



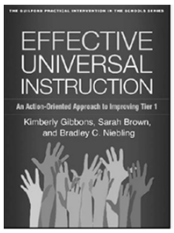
Why Focus on Core Instruction?

- Most efficient use of school resources
- All students receive effective instruction: proactive & preventative
- Inadequate instruction is eliminated as a reason for low performance
- Core programming that includes periodic screening identifies students who are struggling academically and may need more differentiation.

The Relationship Between MTSS & the Book

Why This Book ?

- Many Districts around the country are Implementing MTSS.
- Effect Size of MTSS on Student Achievement is Large when Implemented w/Fidelity (d=1.09).
- Many Districts begin Implementation Focusing on Tier 2 & Tier 3.
- 1st step - Evaluate Effectiveness of Universal Instruction (T1).



Core Instruction Tier 1

- Research-Based Curriculum
- Articulation of Teaching and Learning Standards
  - Within Grade Levels
  - Across Grade Levels
- Standards Based
- Differentiated Instruction
- Exceeding Benchmark

Defining a Strong Core

- All materials & instruction used to provide the main classroom instruction in a particular content area
  - Often more than a single textbook
- Whatever it takes to get most students meeting grade level standards
  - Will differ from district to district, school to school, cohort to cohort

Goal for a Strong Core

- To create a core instructional program that results in about 80 percent of students meeting grade level expectations without additional support
- At least 95% of students who begin the year at grade level expectations will end the year (begin the next year) at grade level expectations
  - Utilizing evidence based materials and instructional techniques
  - Utilizing personnel and time resources creatively and wisely

In some Respects, it's Much Easier to Design & Implement Interventions for At-Risk Students than to Analyze Universal Instruction.

The Work Is Hard but the Payoffs are Large!

It is Impossible to Intervene Your Way Out of a Problem w/Universal Instruction!

- Lack of Resources
- Band-Aid vs. Genuine Solution
- Reactive vs. Proactive

Embedding an Action Planning Process into the Work

- Is universal i
- If UI is n t, what need e addressed?
- How w e ne tified be add d?
- How w e effectiv d efficie f UI be monitored over time.
- Have imp ts to UI bee e?

SOLUTIONITIS

Big Idea #6: We have an URGENT need for Powerful Instruction and Interventions Across Tiers of Service

POWERFUL THINKING POWERFUL RESULTS

If All You Have is a Hammer,

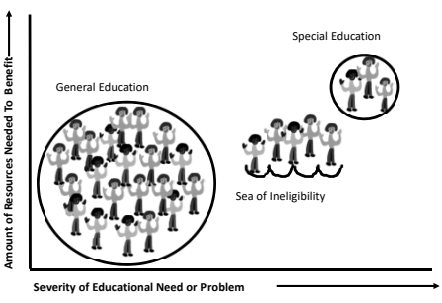
Everything Starts to Look Like a Nail

If All a Teacher Has for *Support* for *Students with Academic and/or Behavioral Needs*

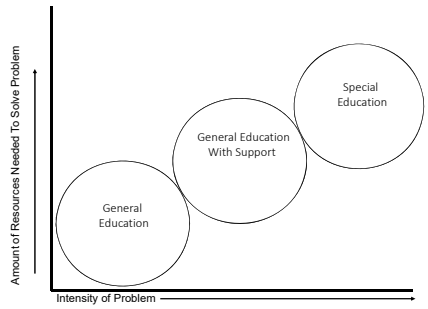
is Special Ed

Every Student with Academic and/or Behavioral Needs Will Look Like a.....

This is what we had…



Problem Solving Approach



Successful Multi-Tier Models Have:

- Continuum of services and/or programs across tiers that are scientifically based
- Methods of evaluating & monitoring progress across tiers, ideally those considered scientifically based
- Efficient, COMMON methods of communicating student performance for all disciplines.

Defining Tier 2 Instruction

Interventions are:

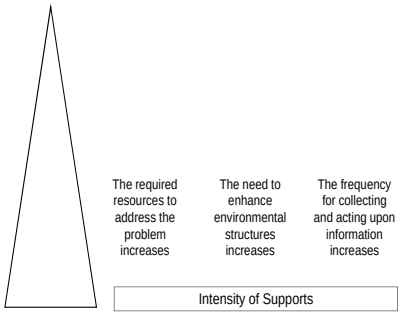
- evidence-based,
- standardized,
- well-aligned with core instruction and incorporate foundational skills that support learning objectives of core instruction.
- led by staff who are trained in the intervention,
- designed to have optimal Group size and dosage for the age and needs of the student.
- supplemental to core instruction.

Tier 2 is "MORE"

- (More) **Time**
- (More) **Explicit Teacher-Led Instruction**
- (More) **Scaffolded Instruction**
- (More) **Opportunities to Respond** with **Corrective Feedback**
- (More) **Language Support**, Especially Vocabulary
- (More) Intensive **Motivational Strategies**
- (More) Frequent **Progress Monitoring**

Must have systems in place that allow movement in and out.

As the magnitude of the problem increases...



Secondary Practices for Tier 2 Intervention

- **Class size.** The student-teacher ratio was ~ 10–15:1
- **Schedule.** Interventions often occurred during electives or an already existing "flex" class period.
- **Delivery.** General education teachers most frequently taught the intervention classes, but some schools reported a combination of general educators, special educators, and specialists.
- **Frequency.** Most students received interventions daily.
- **Duration.** Most interventions were a class-long session (typical time was 44 minutes).

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Secondary Examples

- Check and Connect
- Homework Lunch Intervention
- Reading intervention elective period
- Math intervention elective period
  - Transmath

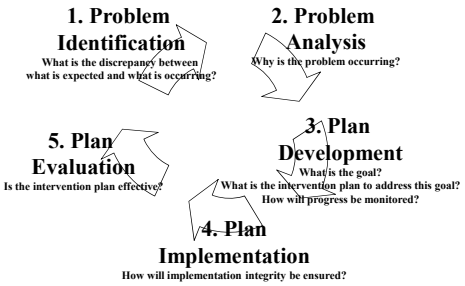
Quality Components of Tier 3

Intensive Interventions Defined:

Instruction provided to a few students (in addition to core instruction) who need significant differentiation and greater intensity in their instruction.

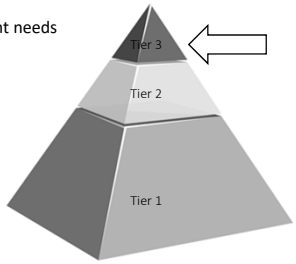
Intensive Intervention does NOT equal Special Education

Steps of Problem-Solving



Tier 3: Intense Intervention

- ✓ Matched to student needs
- ✓ Optimal group size and dosage
- ✓ Delivered by trained staff
- ✓ Relationship to grade-level standards



Students Requiring Intensive Instruction

- (Most) **Time**
- (Most) **Explicit Teacher-Led Instruction**
- (Most) **Scaffolded Instruction**
- (Most) **Opportunities to Respond** with **Corrective Feedback**
- (Most) **Language Support**, Especially Vocabulary
- (Most) Intensive **Motivational Strategies**
- (Most) Frequent **Progress Monitoring**

How Intense is the Intervention?
Considering Defining Factors

- **More intensive instruction may include:**
  - More in-depth assessment if necessary
  - More precisely targeted at right level
  - Smaller instructional groups
  - More instructional time (frequency and/or length)
  - Clearer and more detailed explanations
  - More extensive opportunities for guided practice
  - Higher rates of responding
  - More opportunities for error correction and feedback
  - Higher rigor
  - Increased expertise of interventionist

What Could We Change?

- Focus or skill
- Teaching strategies: More explicit, more modeling, more practice, more previewing, better matched with core
- Materials: Easier, better matched (cultural, interests, etc.)
- Arrangements: Size group, location, who is teaching?
- Time: Amount of time, days per week, time of day
- Motivation: Interests, goals, rewards, home/school

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Highly Effective Practices (Hattie, 2009)

- **Teaching**
  - Formative Evaluation (d = .90)
  - Comprehensive Interventions for L.D. Students (d = .77)
    - Direct Instruction (d = .59) + Teaching Strategies (d = .60)
  - Feedback (d = .73)
  - Spaced vs. Mass Practice (d = .71)
  - Meta-Cognitive Strategies (d = .69)
  - Self-Verbalization/Self-Questioning (d = .64)
- **Teacher**
  - Teacher Clarity (d = .75)
  - Teacher-Student Relationships (d = .72)
- **Curricula**
  - Vocabulary Programs (d = .67)
  - Repeated Reading Programs (d = .67)

Case Review Protocol: Problem Solving Model

Response To Intervention Case Review Protocol

Student: School: Grade:

Standard	Intervention 1	Intervention 2
Problem Identification		
▪ An initial discrepancy was defined in observable measurable terms and was quantified.	▪	▪
▪ Documented Data from at least two sources converge to support the discrepancy statement.	▪	▪
▪ Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.	▪	▪
Problem Analysis		
▪ Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified discrepancy. These data are documented	▪	▪
▪ A single hypothesis for the cause of the discrepancy was selected. At least two pieces of data converge to support this hypothesis. At least one of these is quantitative.	▪	▪

activity TIME

Self-Assessment

- ✓ Fidelity Rubric
- ✓ Multi-Level Instruction
- ✓ When to do this with your team?

Think-Pair-Share

- What are your strengths and opportunities for Tier 2-3?

What work remains to be done in this area?

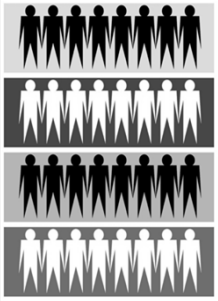
The Importance of Inventories

- ✓ Does your building have a accurate inventory of curriculum and intervention strategies across tiers?
- ✓ Has the inventory been shared with all staff
- ✓ What work remains to be done?

activity TIME

Big Idea #7: Collaboration and Teamwork are Essential.

Consider Nested Teams to Support MTSS Implementation



1. **A District-Level MTSS Team** to make things happen for the district
2. **A Building Leadership Team** to make things happen for the school
3. **Grade-Level or Core team** w/support to make things happen for groups of students
4. **A Problem-Solving team** to make things happen for individual students

Action: Take Stock!

- Conduct an inventory of teams. Work smarter not harder!

- Team Inventory
- Roles and Responsibilities

Working Smarter Not Harder

School: _____|_____ Date: ___/___/___

- **PART 1**: List all the committees and initiatives that are currently on your campus and complete the requested information in the corresponding columns
- **PART 2**: Based on your results, what committees can we: (a) eliminate? (b) combine? (c) provide increased follow-up support? How can we infuse Problem Solving across our committees? Write your results on the back page of this activity.
- **PART 3**: Determine your next steps – Strategic Planning Later

Committee/ Initiative	Purpose What is the goal for this committee/ initiative?	Facilitator	Target Group- Who is involved?	Frequency of Meetings	Relation to School Improvement Goals (1=low, 3=high)	Effectiveness of work conducted in committees (1=low, 3=high)
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3
					1 2 3	1 2 3

2 Minute Discussion

activity TIME

- Do you have too many teams, not enough, or just the right amount?
- How effective and efficient are your teams?
- Would an inventory of teams be helpful?

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Big Idea #8: Treatment Integrity is not a "Maybe."

This is the topic of this afternoon!

Fidelity of Implementation

- Fidelity of District and Implementation Plan
- Fidelity of Core Instruction
- Fidelity of Interventions
  - Intervention Scripts (checklists)
  - Direct Observation
- Fidelity of Frequency and Intensity of Interventions
- Fidelity of Progress Monitoring

Big Idea #9: Special Education Should Be

What is DIFFERENT once a student qualifies for Special Education?

Important Questions

- How often do we continue implementing ineffective interventions?
- How do we intensify interventions?
- How do we match interventions to student needs?
- How do we ensure that effective instructional practices are being used that will accelerate learning?

Instructional Match is Critical

- Matching interventions to skill deficit
  - Problem Analysis is critical!
  - Can't do vs. won't do
  - Reading: 4-Box Sort
  - Math: Conceptual vs. Procedural
  - Behavior: FBA
- Matching intensity to need
  - Time and frequency
  - Use common sense!

National Consensus that Special Education (Still) isn't "Special"

> …an important cause of SWD's abysmal academic achievement in the elementary grades and in high school is that schools fail to provide sufficiently intensive instruction—not because they willfully withhold it, but because they fail to recognize a need for it, and they have lost the know-how to provide it.
>
> There needs to be renewed focus on intensive intervention…

Fuchs, D., Fuchs, L. S., McMaster, K. L., & Lemons, C. J. (2018). Students with disabilities abysmal school performance: An introduction to the special issue. *Learning Disabilities Research & Practice, 33*, 127-130.

National Consensus that Special Education (Still) isn't "Special"

> Special education services currently are insufficient to fulfill IDEA's promise of a free, appropriate public education for all students with LD. In our view, this situation exists because the focus on providing intensive, data-driven, student-focused, individualized instruction has been lost…
>
> Co-teaching seems to support the egalitarian aims of inclusion, but the data on student achievement in co-taught classrooms are very limited… To date, there are still no data that support causal inference—that is, that co-teaching leads to improved outcomes for students with disabilities.
>
> Lemons, C. J., Vaughn, S., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education service for students with learning disabilities: Considering intervention intensity. *Learning Disabilities Research & Practice, 33*, 131-143.

Incompatible Behavior(s)

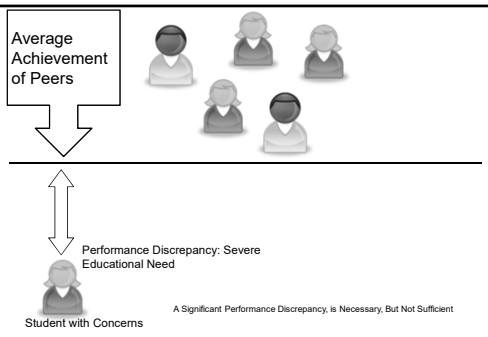
…a behavior that's incompatible with, or cannot occur at the same time as, the problem behavior.

The focus is on *replacing negative behaviors with positive behaviors*.

Testing for Special Education Eligibility is Incompatible with Increasing Behavior Support and Research-Based Mental Health Interventions

Special Education and MTSS Entitlement

- Instead of IQ/Achievement Discrepancy:
  - –Problem solving teams will design powerful interventions for students following the 5-step problem process
  - –Regular data collection
  - –Students will be eligible to receive special education services when data a discrepancy on both level and slope of performance
  - –Exclusionary Factors



Adapted from Fuchs, 2003

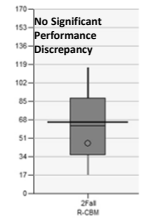
HOW TO MEASURE THE PERFORMANCE DISCREPANCY?

Measuring the Performance Discrepancy is the EASIEST Thing to Do.

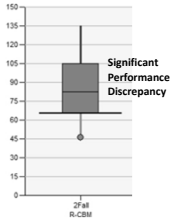
Use a Validated, Norm-Referenced Achievement Test, But Be Attentive to Issues of

- Are National Norms Representative of the Community Where Students Go to School? If Not, Local Norms Are Essential!
- Do You Want a Seamless Assessment System or “Separate” Assessment System

Norms Matter when Determining the performance Discrepancy



Average Reader Nationally
34th Percentile



Significantly Discrepant Reader
Locally
9th Percentile

USE OF LOCAL NORMS

Standard 12.5.

Local norms should be developed to support test users' intended interpretations.

Comment: Comparison of examinees' scores to local as well as more broadly representative norms can be informative. Thus, sample size permitting, local norms are often used in conjunction with published norms, especially if the local population differs markedly from the population on which the published norms are based. In some cases, local norms may be used exclusively.

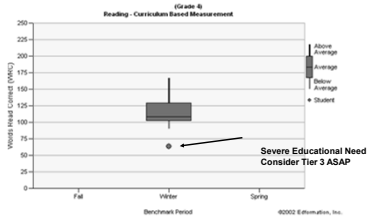
(p. 196)

American Psychological Association, American Educational Research Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological tests*. Washington, DC: American Educational Research Association.

Mark Shinn's Cut to the Chase Perspective

1. If Local Norms and National Norms Don't Differ, Use the Norms that Work Best to Communicate.
2. IF They Differ, Use Local Norms as the PRIMARY Decision Making Metric. It's How Teachers and Parents "Think" About Problems. It's Straight. No Mental Gymnastics Required.
3. Local Norms Reflect a Real Distinction of What is a General Education Problem for Many Students and the Few Who May Require a More Intensive Intervention.
4. DON'T BE SCARED! IT'S GOOD PROFESSIONAL PRACTICE!

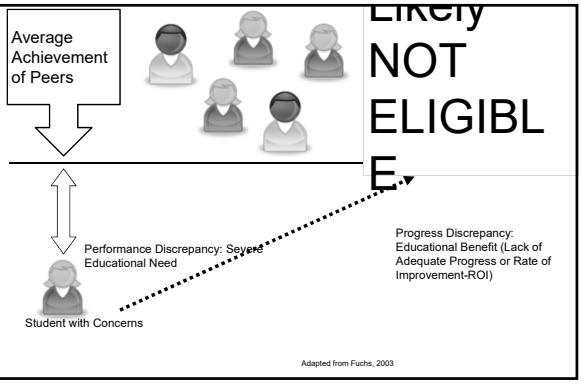
A Severe performance Discrepancy

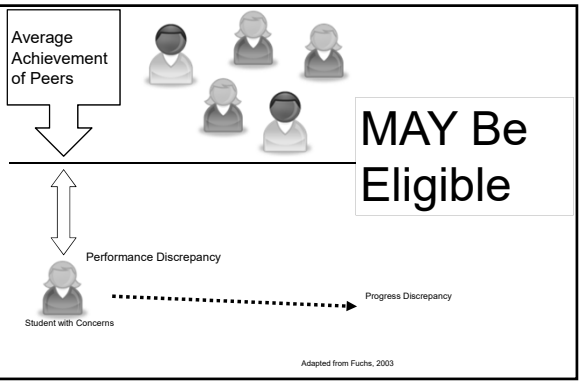


CRITICAL SLD ELIGIBILITY COMPONENT: PROGRESS DISCREPANCY

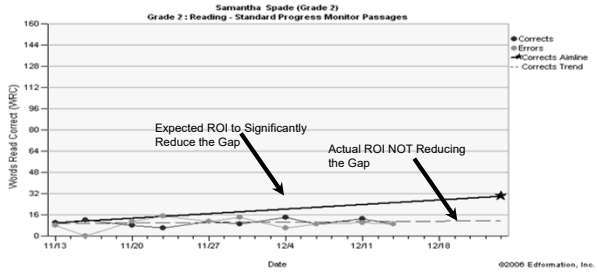
PROGRESS DISCREPANCY

How a Student's RATE OF IMPROVEMENT (ROI) Compares to the the EXPECTED LEVEL ROI of Achievement, Norm-Based or Standards-Based

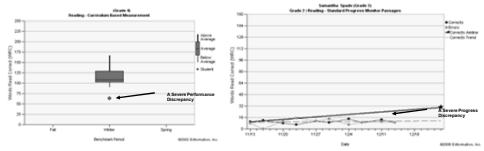




CBM Is a useful tool TO MEASURE THE PROGRESS DISCREPANCY



PUTTING THE CONCEPTS TOGETHER



Performance Discrepancy + Progress Discrepancy =

Dual Discrepancy

CURRENT PRACTICES

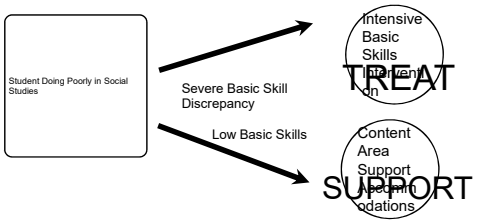
Content Area Courses

In Special Education

Student Doing Poorly in Social Studies

Student Receives Homework Help, Accommodations (Extended Time, Modified Grades) or "Alternative" Social Studies with Lower Content and Reduced Expectations

The performance Discrepancy is in Basic Skills That Require Intervention

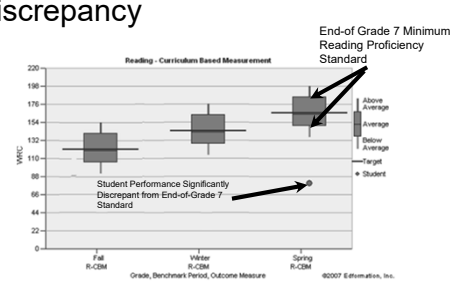


RTI AS SLD IDENTIFICATION GRADES 9-12

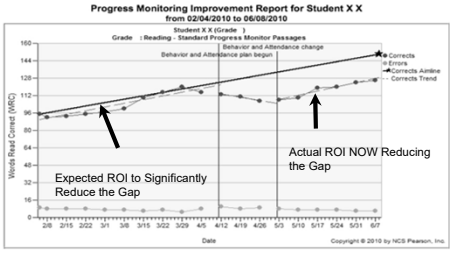
Students May Be Eligible for Special Education under the Category of SLD Grades 9-12 IF:

1. Severe Achievement Discrepancy Below the Median of Local End-of-Year Grade 7 Students as Measured By CBM Using Grade 7 Tests (a Standards-Based approach)—Use Confidence Intervals and Don't Get Rigid on the Cutscore
2. Severe Progress Discrepancy—Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When
   (i) Tier 3 Intervention is of Appropriate Intensity
   (ii) Delivered With Fidelity
3. The Proposed Special Education Intervention Has a Direct Instruction, Basic Skills Focus that is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs
4. All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed

Grade 9-12 SID Performance Discrepancy



Measuring The High School Progress Discrepancy



Case Study: Billy 8th grade

Problem Identification

- **R**ecord Review
- **I**nterview teacher, parent, and student
- **O**bservation
- **T**esting

Discrepancy Statement: Billy is reading 52 words correct per minute with 2 errors on eighth grade level reading passages. The target for 8th grade students in the spring is 170 WCPM.

Case Study

Problem Analysis

Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the discrepancy.

Case Study

Converging data support the chosen hypothesis:

Billy is reading 52 words correct per minute with 2 errors on eighth grade level reading passages while same grade peers are expected to read 170 WCPM **because** Billy needs more practice to increase his reading fluency.

Case Study

Plan Development

1. Goal: By May 2005, Billy will read 113 words correct per minute with 0 errors from Grade 8 R-CBM passages. The rate of improvement should be 1.2 words correct per week.
2. Instructional Plan: Billy will participate in the Six Minute Solution reading intervention being implemented by Mr. Teacher in addition to his current reading program.

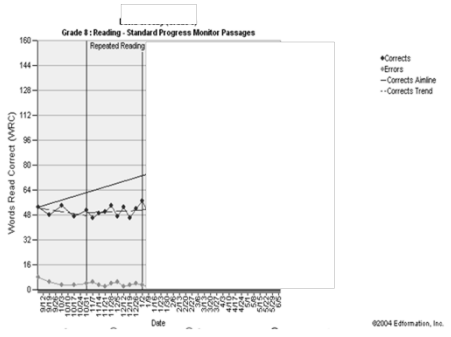
Case Study

2. Materials Needed: Aimsweb Grade 7 Reading passages, timer, colored pencils, graph
3. Measurement System: R-CBM collected weekly by a resource room paraprofessional on Tuesdays.
   - Grade 8 reading passages for progress monitoring.

Case Study

Plan Implementation

- The school psychologist observed Mr. Teacher implement the Six Minute Solution. A script was used for training the teacher, and this same script was used during the observation.
- The observation indicated that the intervention was implemented correctly.
- Data were collected and graphed as stated in the plan.



Case Study

Plan Evaluation

- The intervention was implemented with fidelity.
- Pre-intervention discrepancy stayed the same.
- Team went through problem-solving steps again.

Case Study

1. Problem Identification

Discrepancy Statement: Billy is reading 58 words correct per minute with 2 errors on eighth grade level reading passages. The target for Grade 8 is 170 WCPM with an expected growth rate of 1.2 words per week.

2. Problem Analysis

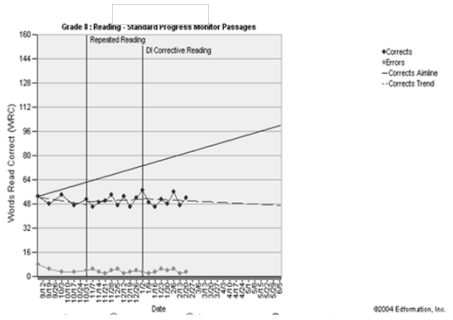
RIOT/ICEL

Hypothesis: Billy is reading 58 words correct per minute with 2 errors on eighth grade level reading passages while same grade peers are expected to read is 170 WCPM **because** Billy needs more instructional time to increase his reading fluency.

Case Study

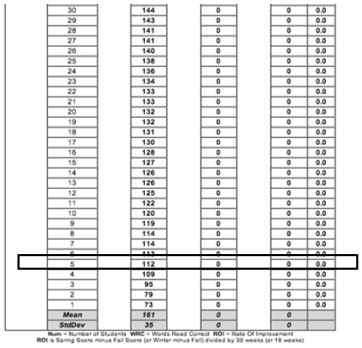
3. Plan Development

Small group reading using Corrective Reading, Level B Curriculum with reading teacher daily for 50 minutes in addition to core reading class.



Oral Reading Fluency

Grade	Minimum growth rate	Slope of benchmark targets (growth per week)	Maximum growth rate
1	0.84	1.36	1.88
2	1.03	1.31	1.59
3	0.75	1.03	1.31
4	0.55	0.83	1.11
5	0.50	0.78	1.06
6	0.58	0.86	1.14
7	0.30	0.58	0.86
8	0.28	0.56	0.84



30	144	0	0	0.0
29	143	0	0	0.0
28	141	0	0	0.0
27	141	0	0	0.0
26	140	0	0	0.0
25	138	0	0	0.0
24	136	0	0	0.0
23	134	0	0	0.0
22	133	0	0	0.0
21	133	0	0	0.0
20	132	0	0	0.0
19	132	0	0	0.0
18	131	0	0	0.0
17	130	0	0	0.0
16	128	0	0	0.0
15	127	0	0	0.0
14	126	0	0	0.0
13	126	0	0	0.0
12	125	0	0	0.0
11	122	0	0	0.0
10	120	0	0	0.0
9	119	0	0	0.0
8	114	0	0	0.0
7	114	0	0	0.0
6	113	0	0	0.0
5	112	0	0	0.0
4	109	0	0	0.0
3	95	0	0	0.0
2	79	0	0	0.0
1	73	0	0	0.0
Mean	*161*	*0*	*0*	
StdDev	*35*	*0*	*0*	

Num = Number of Students **WRC** = Words Read Correct **ROI** = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks)

Case Study: Entitlement Decision

Student's slope is -.4 words per week

- Bottom of confidence interval for Grade 8 is .28.

Student's level is 52.

- 5th percentile score is 112 based on district local norms.

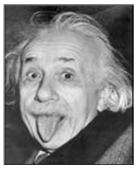
Case Study

- Case Review Protocol indicates problem solving process was used with fidelity.
- Team verified information processing concerns.
- Team addressed exclusionary factors
- Team Verified high degree of instructional need that must be addressed through SE services.
- Team concludes student is eligible for special education services.

Closing Activity

Tell your neighbor three things you plan to share with your building team regarding the content this morning?

What's Next?
Is Change Necessary?



"Insanity is doing the same thing over and over and expecting a different result."

—Albert Einstein

THOUGHTS FOR TODAY...

"Those who say it can't be done should get out of the way for those doing it."

---Chinese Proverb

The Moso Bamboo Tree

The Moso bamboo plant grows in China & the far east. After the Moso is planted, growth occurs slowly for up to 5 years - even under ideal conditions! Then, as if by magic, it suddenly begins growing at the rate of nearly 2 ½ feet per day, reaching a full height of 75 feet within 6 weeks.

But it's not magic. The Moso's rapid growth is due to the extensive root system it develops during those first five years, five years of getting ready.

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