Multi-Tiered System of Supports (MTSS) and Special Education: Session 2

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Session Outcomes

At the end of the session, participants will be able to:

• Define the five steps in the data-based individualization (DBI) process.

• Explain how DBI can be used to provide intensive intervention for students with severe and persistent reading difficulties at Tier 3 and support implementation of the SST.

• Use the DBI teaming process and tools to develop a hypothesis and identify intervention adaptations for students with significant academic and behavioral needs.
Session 2 Agenda (1:00pm – 4:00pm)

• 1:00 – 2:15 MTSS and Special Education
  – How does special education fit in the tiered system of supports?
  – What role does MTSS play in special education?

• 2:15 – 2:30 Break

• 2:30 – 3:30 Data Based Individualization
  – What is Data-Based Individualization and how it aligns to Georgia’s SST?

• 3:30 – 4:00 Question and Answer Session
MTSS and Special Education (or is it Special Education and MTSS?)
Why We Do What We Do


• “To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” (emphasis added)
There is no way a single system has all the time, all the knowledge, and all the skills to meet all the needs of every child in every school or district. 

Buffman, Mattos, & Webber 2009

We need a sustainable ecosystem with capacity to develop and implement high-quality educational programming for students with disabilities. We NEED collective efficacy.
Collective efficacy starts with the **right** questions!

- What do we want for our **students** and families?
- What is the **current reality** and who are the players?
- What do our **students and families need** to be successful?
- How can we **maximize our resources** to support students and families?
Development of high-quality educational programming

Implementation of high-quality educational programming

Improved access and outcomes - FAPE
IDEA FAPE Requirements

Procedural
In the development of an IEP, has the IEP team complied with the procedures set forth in IDEA? (Rowley)

Substantive
Is the IEP reasonably calculated to enable the child to make progress that is appropriate in light of the child's circumstances? (Endrew F.)

Implementation
In implementing the IEP, were the instructional services and supports outlined in the IEP provided as agreed on during the IEP process?
Program Development: Procedural

Present Levels of Academic and Functional Performance (PLAAFPs)

Monitoring Plan

Measurable Goals

Participation Outside Regular Education and in State and Districtwide Assessments

Date, Frequency, Duration and Location of Services

Statement of Special Education and Aids and Services
Program Development: Substantive

**PLAAFPs:**
Provide an assessment and data-driven baseline

**Measurable Goals:**
Connects to our PLAAFPs, SDI, and progress

**Monitoring Plan:**
Informs us if services are leading to progress or if changes are needed

**Specially designed instruction (SDI):**
Addresses unique needs and ensures access to and progress in the general curriculum
IEPs: Same Essential Ingredients but Individualized Based on Student Need
What good is a great IEP if it doesn’t guide implementation?
FAPE and Implementation: Breaking Down Findings from Case Law

Fidelity of Implementation

Capacity to Implement
Implementing High-Quality Educational Programming: Building a Sustainable Ecosystem Through MTSS
What is Data-Based Individualization and how does it align to Georgia’s SST?
MTSS is About Addressing the Whole Child. *DBI is about addressing intensive needs.*

Supports are tiered, NOT students.
Why Do We Need Intensive Intervention?

Evidence-based or validated programs are not universally effective programs; 3 to 5 percent of students need more help (Fuchs et al., 2008; NCII, 2013).

Students with intensive needs often require 10–30 times as much practice as their peers to learn new information (Gersten et al., 2008).
What is Data-Based Individualization (DBI)?

- Data-based individualization (DBI) is an *evidenced-based process* for individualizing and intensifying interventions *for students with severe and persistent learning and behavioral needs.*

- The process integrates *evidence-based intervention, assessment, and strategies.*
What is DBI?

*Is...*

- Individualized based on student needs
- More intense, often with substantively different content AND pedagogy
- Involves more frequent and precise progress monitoring
- An approach that integrates academic and behavioral supports

*Is Not...*

- A single approach
- A manual
- A preset program/intervention
- More of the same Tier 1 instruction
- More of the same Tier 2 instruction
Student Support Teams (SST): What is SST in Georgia?

- SST is an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

- The Student Support Team is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral.

160-4-2- (gadoe.org)
What occurs when SST is utilized to support a student?

A systemic, collaborative, **problem solving process** is used to generate recommendations that are targeted to the student’s learning or behavior problem.

Recommendations, which include a **specific academic and/or behavior plan**, are documented in SST records and provided to the student’s teacher(s) and/or others to implement with the student.

The team then **meets periodically** to review the student’s progress monitoring data and determine the need for continuing, modifying, or conducting the intervention.
Georgia Board of Education Rule: Student Support Team
Six Step Process

1. Identification of needs
2. Assessment, if necessary
3. Educational Plan
4. Implementation
5. Follow-up and support
6. Continuous monitoring and evaluation
Data-Based Individualization (DBI) process is embedded in Georgia’s SST Structure and Process

Data-Based Individualization (DBI) Process

1. Identification of needs
2. Assessment, if necessary
3. Educational Plan
4. Implementation
5. Follow-up and support
6. Continuous monitoring and evaluation

Georgia Board of Education Rule: Student Support Team Six Step Process
How does DBI support implementation of special education requirements?

When implemented as part of MTSS, DBI can help schools implement special education requirements within a comprehensive support system.

Referral & Eligibility Requirements

• Ensure provision of intensive interventions to rule out lack of instruction.
• Provide formal PM data that can be provided to parents.
• Compare student performance to peers.
• Provide evidence of need for SPED.

IEP Development & Implementation

• Provide data for PLAAFPS
• Set more realistic IEP PM goals
• Design specially designed instruction.
• Provide estimates of level of service needed.
• Monitor and report progress towards IEP goals.
Laying the Foundation for DBI

• STEP 1: Start with a standardized, validated intervention program

For students with an IEP, this would the specially designed instruction and program supports.
Validated Intervention Program (e.g., Tier 2, IEP)

Design of Plan \times \text{Delivery or Fidelity} = \text{Impact}
Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program Specificity:** How well is the intervention defined and different from other interventions?

**Adherence:** How well do we stick to the plan, curriculum, or assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)
Laying the Foundation for DBI

• STEP 2: Develop a progress monitoring plan, which includes an ambitious goal.
Remember...

**Monitoring progress** is not the same as **progress monitoring**.

### Monitoring Progress
- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with HLPs (e.g., interpreting student thinking)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

### Progress Monitoring
- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Used for students verified as at-risk (~20-25%)
Document the Progress Monitoring Plan

**Elementary Example**
- **Tool:** Passage Reading Fluency (PRF) – 2nd Grade
- **Frequency:** Weekly
- **Review Date:** Every 6 weeks
- **Baseline:** 23 WRC
- **Target Goal (Spring Benchmark):** 90 WRC

**Secondary Example**
- **Tool:** Direct Behavior Rating – Academic Engagement
- **Frequency:** Collected daily but summarized and graphed weekly
- **Review Date:** Every 6 weeks
- **Baseline:** 20%
- **Target Goal (Spring Benchmark):** 90%
Requires a goal based on valid strategies and valid approach to analyzing the data.
Requires a goal based on valid strategies and valid approach to analyzing the data.
BREAKOUT: Review and Reflect

• To what extent does your school have the foundational steps to support intensive intervention at Tier 3?

• Are most students in the school responding to steps 1 & 2?
STEP 3: Use informal diagnostic data to develop a **hypothesis** about WHY the student is not responding.
What should be considered when developing a hypothesis?

- Intervention Design (Strength/Evidence base)
- Intervention Delivery/Fidelity
- Learner Needs and Background

- Taxonomy of Intervention Intensity Dimensions—Refining the Hypothesis
Using Diagnostic Data to Develop Hypothesis to Intensify

• Teacher reviews classroom assessment data and conducts observations of her learning behavior. Behavior observations suggest that the student struggles to master skills as quickly as her same age peers and needs more practice than her peers.

• Hypothesis: If the student is provided additional opportunities of direct instruction, feedback, and practice on target skills, then he/she would move to mastery of these skills more quickly.
Responding to Non-responders

STEP 4: Intensify and individualize the intervention to address the hypothesis.
Connecting the hypothesis to the intensification strategy

Diagnostic data indicated Kelsey had difficulty applying decoding strategies to words with short and long vowels, especially ‘i’ and e’.

**Hypothesis:** If Kelsey is provided explicit instruction in decoding short and long vowels, then she will improve her decoding and oral reading fluency.
Using Data to Intensify the Intervention

- Fidelity and observation data indicate that Kelsey is becoming more frustrated and less engaged in the intervention.

- **Hypothesis:** If Kelsey was more engaged and able to control her frustration, then she would benefit more from the intervention.
Resources for Adapting the Intervention

Tips for Successful Intensification!

• Select strategies that address the hypothesis.

• Select a few important adaptation strategies.
STEP 5: Monitor the student’s response to the adaptation (at least 6-8 data points)
Documenting progress resulting from adaptations
DBI is an ongoing process based on student responsiveness to the intervention.
DBI and SST Meetings
### General Guidelines Based on Best Practices & Research for Teaming

<table>
<thead>
<tr>
<th>Progress Monitor (PM) Testing Frequency</th>
<th><strong>Probable strength of PM data’s ability to reliably inform instruction and decision making</strong></th>
<th>R-CBM Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After 4 week period</td>
<td>After 6 week period</td>
</tr>
<tr>
<td>2x/week</td>
<td><strong>Good</strong></td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>1x/week</td>
<td>** Fair**</td>
<td>** Fair**</td>
</tr>
<tr>
<td>Every ~10 days</td>
<td>** Poor**</td>
<td>** Poor**</td>
</tr>
<tr>
<td>Every 2 weeks</td>
<td>** Poor**</td>
<td>** Poor**</td>
</tr>
<tr>
<td>Every 3 weeks</td>
<td>Poor</td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Every 4+ weeks</td>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

(Ardoin, & Christ, 2009; Fuchs, & Stecker, 2003; Good, Simmons, & Kame'enui, 2001)
Progress Monitoring: Do the data indicate the intervention is working?
Tools to Facilitate Efficient and Timely Problem-Solving Meetings

- Facilitator Guides
- Participant Guides
- Note-Taking Resources

Visit [www.intensiveintervention.org](http://www.intensiveintervention.org) to access.
Sample Initial Meeting Agenda

- Gather relevant team members and assign roles.
- Identify teaming roles
- Clarify meeting purpose.

### Initial Meeting Agenda

<table>
<thead>
<tr>
<th>Roles</th>
<th>Sample Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator: Organizes the group, sets the meeting and keeps the participants on task.</td>
<td>Intervention provider</td>
</tr>
<tr>
<td>Referring Teacher: Completes pre-meeting process, describes the student, and shares student data during the meeting.</td>
<td>Content specialist</td>
</tr>
<tr>
<td>Scribe: Takes informal notes and shares brainstorming ideas in a visible space.</td>
<td>Administrator</td>
</tr>
<tr>
<td>Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time.</td>
<td>School psychologist</td>
</tr>
<tr>
<td>Note-Taker: Takes formal notes for documentation using a template.</td>
<td>Social worker</td>
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<tr>
<td></td>
<td>Sped teacher</td>
</tr>
<tr>
<td></td>
<td>General educator/classroom teacher</td>
</tr>
<tr>
<td></td>
<td>Parent (as available and appropriate)</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist</td>
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<tr>
<td></td>
<td>Speech Therapist</td>
</tr>
<tr>
<td></td>
<td>Physical Therapist</td>
</tr>
</tbody>
</table>

### Sample Initial Meeting Agenda

<table>
<thead>
<tr>
<th>Step</th>
<th>Who</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and purpose</td>
<td>Facilitator</td>
<td>2 min.</td>
</tr>
<tr>
<td>2. Describe the student and share data</td>
<td>Referring teacher</td>
<td>5 min.</td>
</tr>
<tr>
<td>3. Ask clarifying questions to create a hypothesis</td>
<td>Team</td>
<td>5 min.</td>
</tr>
<tr>
<td>4. Review evidence-based strategies for intensification</td>
<td>Team</td>
<td>8-10 min.</td>
</tr>
<tr>
<td>5. Prioritize and plan</td>
<td>Team</td>
<td>5 min.</td>
</tr>
<tr>
<td>6. Wrap-up and next steps</td>
<td>Team</td>
<td>5 min.</td>
</tr>
</tbody>
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Center on Multi-Tiered System of Supports at the American Institutes for Research®

Electronic Tool
Data Teaming Process – Validated Process for **Efficient** and **Effective** Meetings

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Role</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction and purpose</strong></td>
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</tr>
<tr>
<td>5.</td>
<td><strong>Prioritize and plan</strong></td>
<td>Team</td>
<td>5–7 min.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Wrap-up and next steps</strong></td>
<td>Facilitator</td>
<td>3 min.</td>
</tr>
</tbody>
</table>
Preparing for the Meeting: Meeting Facilitator

Provides guidance to support activities:

– Before the meeting
– During the meeting
– After the meeting
Preparing for Teaming: Referring Teacher

- Success of teaming depends on knowledge of student based on accurate data.
- Referring teacher SUMMARIZES data prior to meeting.
- Referring teacher comes prepared to share major concerns and hypothesis about why the student is not responding.
Georgia’s Online MTSS/SST (GO MTSS/SST) Application

The purpose of the Georgia’s Online MTSS/SST (GO MTSS/SST) Application is to help districts and schools to create, monitor, update and maintain a record of a student's response to interventions.

Georgia’s Online MTSS/SST Application

Tier II Module (SY 21-22)

Tier III Module (SY 20-21)

This application aligns and integrates with Georgia's Online IEP (GO-IEP) which is based on Maryland's Online IEP system, developed by Johns Hopkins University.

Georgia's Online MTSS/SST Fact Sheet
Facilitating DBI with GO MTSS/SST

Data Based Individualization (DBI) Process

GO MTSS/SST: SST Page(s)

- Progress Monitoring Page
  - Add Intervention
  - Progress Monitor
  - Adapt Intervention

- Student Data Page
  - Add Assessment Sources
  - Identify Strengths and Weaknesses

GO MTSS/SST Demo Site
Free Tools and Resources to Support Teaming

- [https://intensiveintervention.org/implementation-intervention/data-teaming](https://intensiveintervention.org/implementation-intervention/data-teaming)
Question and Answer
Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).

**HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?**

- **Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.**

- **Partner with selected local educators to develop and implement high-quality educational programs.**

- **Provide tools, resources, and training materials for ALL educators, leaders, and families.**

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!
Welcome to the MTSS Center

Since 2007 the MTSS Center has been a leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. To learn more about the essential components of MTSS click on the components of the graphic.

www.MTSS4success.org
National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

Visit www.intensiveintervention.org
Thank You!

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