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

Tessie Rose Bailey, PhD, American Institutes for Research

Center on
Multi-Tiered System of Supports
at the American Institutes for Research

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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

Endrew F. v. Douglas County School District RE-1 (2017)

- "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 <u>sustainable ecosystem</u> with capacity to develop and implement high-quality educational programming for students with disabilities.
We NEED <u>collective efficacy</u>.

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?

FAPE Requirements

Program Development: Procedural

Participation Outside Regular Education and in State and Districtwide Assessments

Present Levels of Academic and Functional Performance (PLAAFPs)

Monitoring Plan

Statement of Special Education and Aids and Services

Date, Frequency, Duration and Location of Services

Measurable Goals

Program Development: Substantive

PLAAFPs: Provide an assessment and data-driven baseline

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

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

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

Progress

Ongoing Teaming

Family Engagement

Effective Instruction

MTSS

Educator Support

IEP

Feeling of Belonging
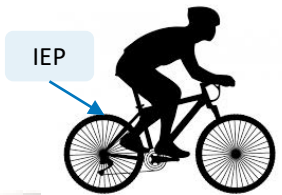
What is Data-Based Individualization and how does it align to Georgia's SST?

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MTSS is About Addressing the Whole Child. *DBI is about addressing intensive needs.*
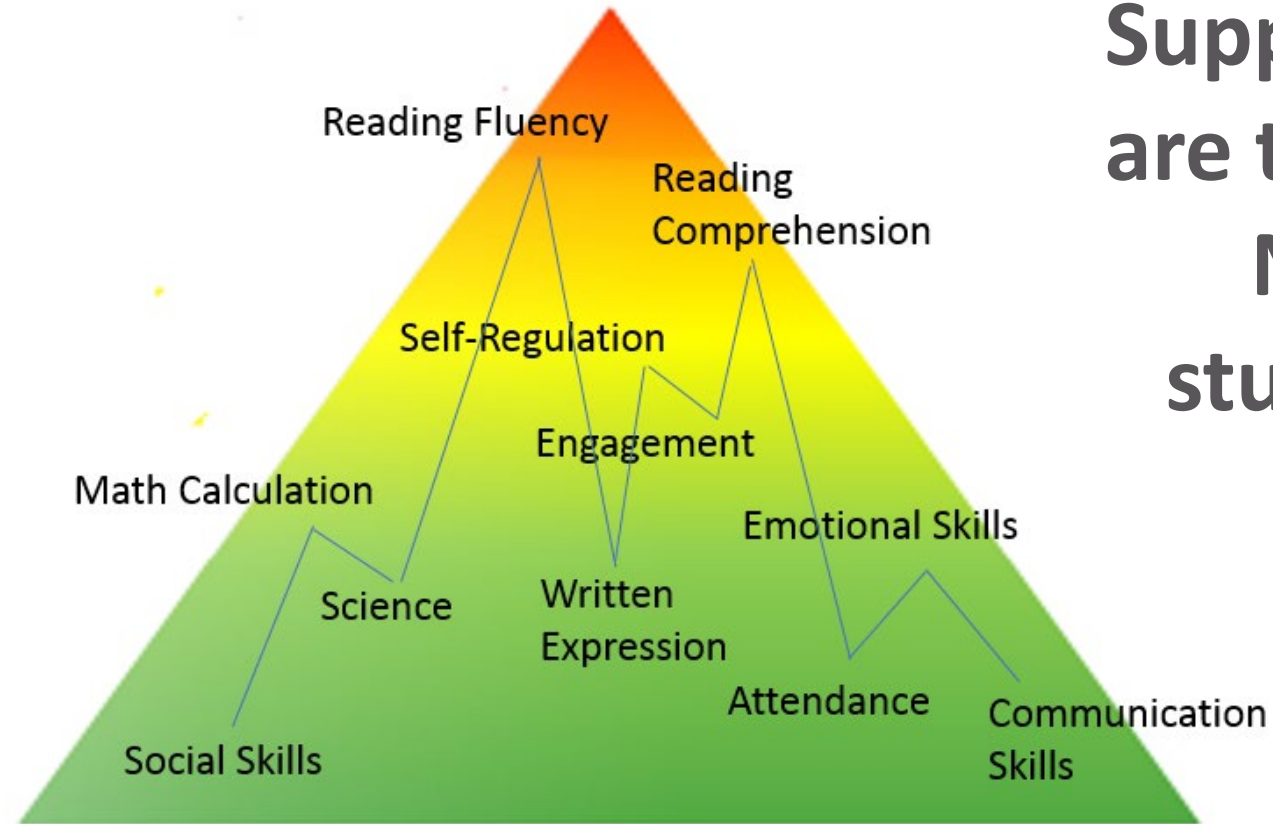
Supports are tiered, NOT students

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.**

DBI Process
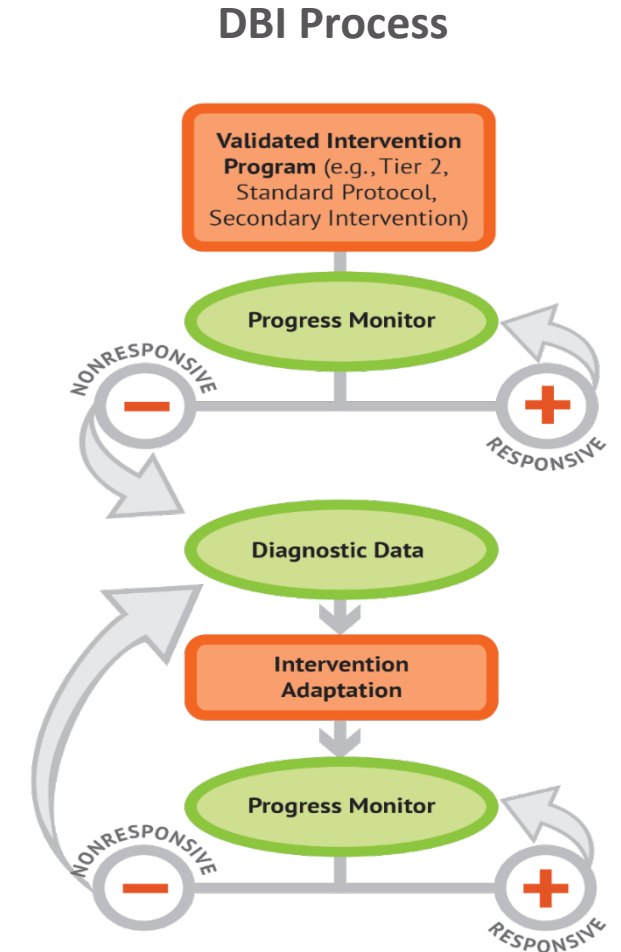
What is DBI?

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**.

Microsoft Word – SST Revised October 5, 2000 (gadoe.org)

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
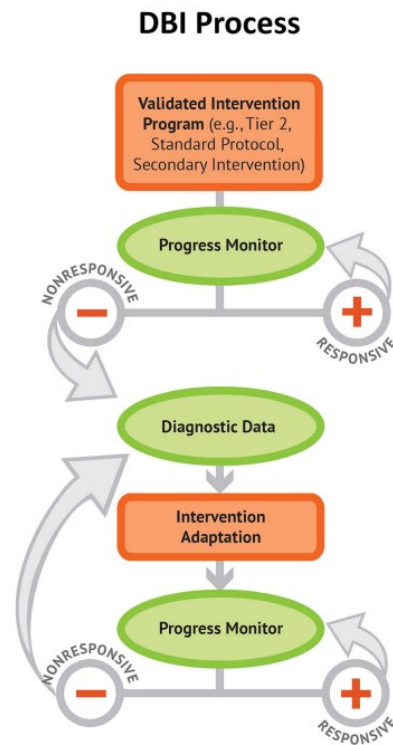
DBI Process

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

Diagnostic Data

Intervention Adaptation

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

Georgia Board of Education Rule: Student Support Team Six Step Process

1. Identification of needs

2. Assessment, if necessary

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Georgia Department of Education

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 X **Delivery or Fidelity** = **Impact**
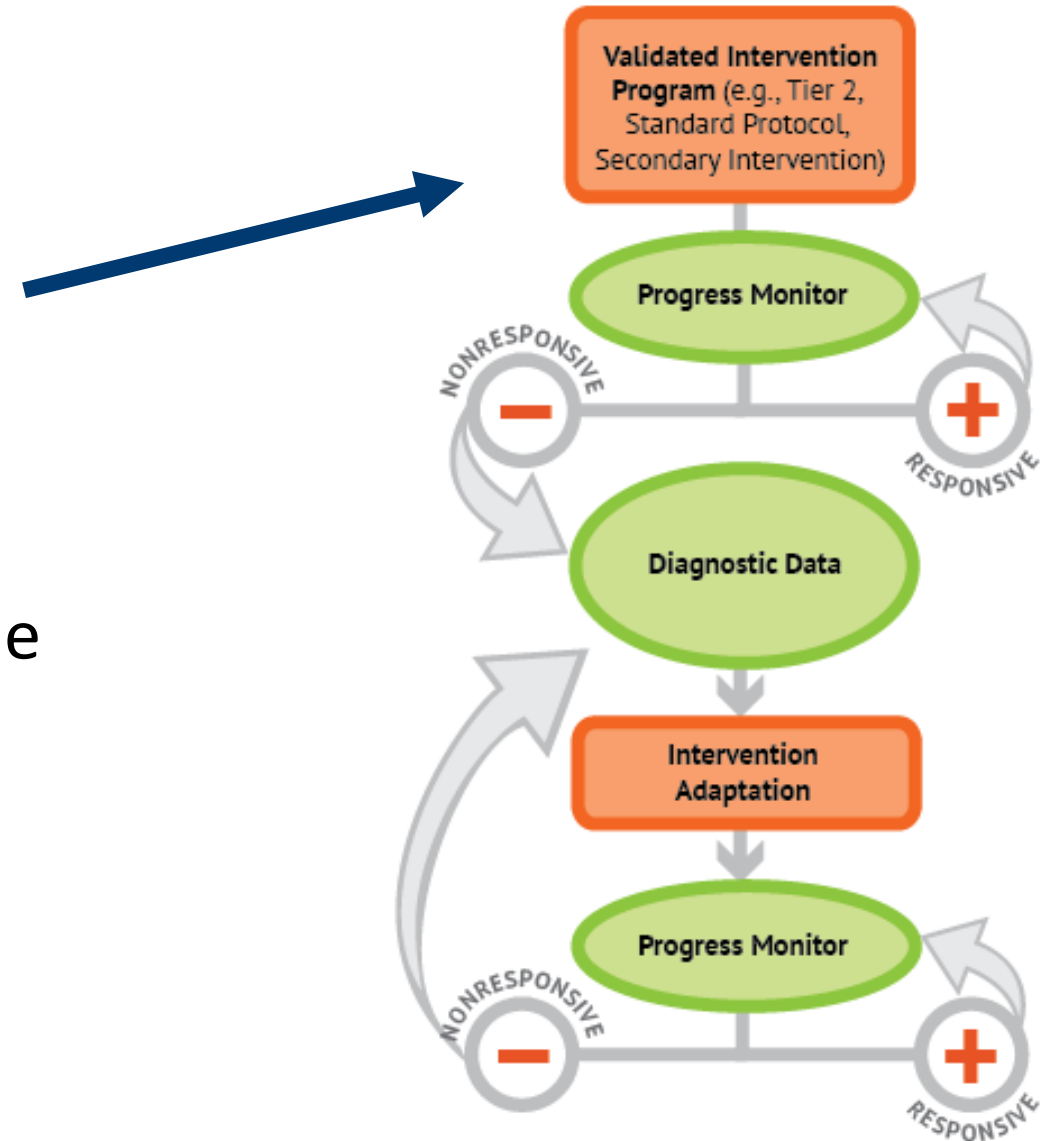
Five Elements of Fidelity

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.
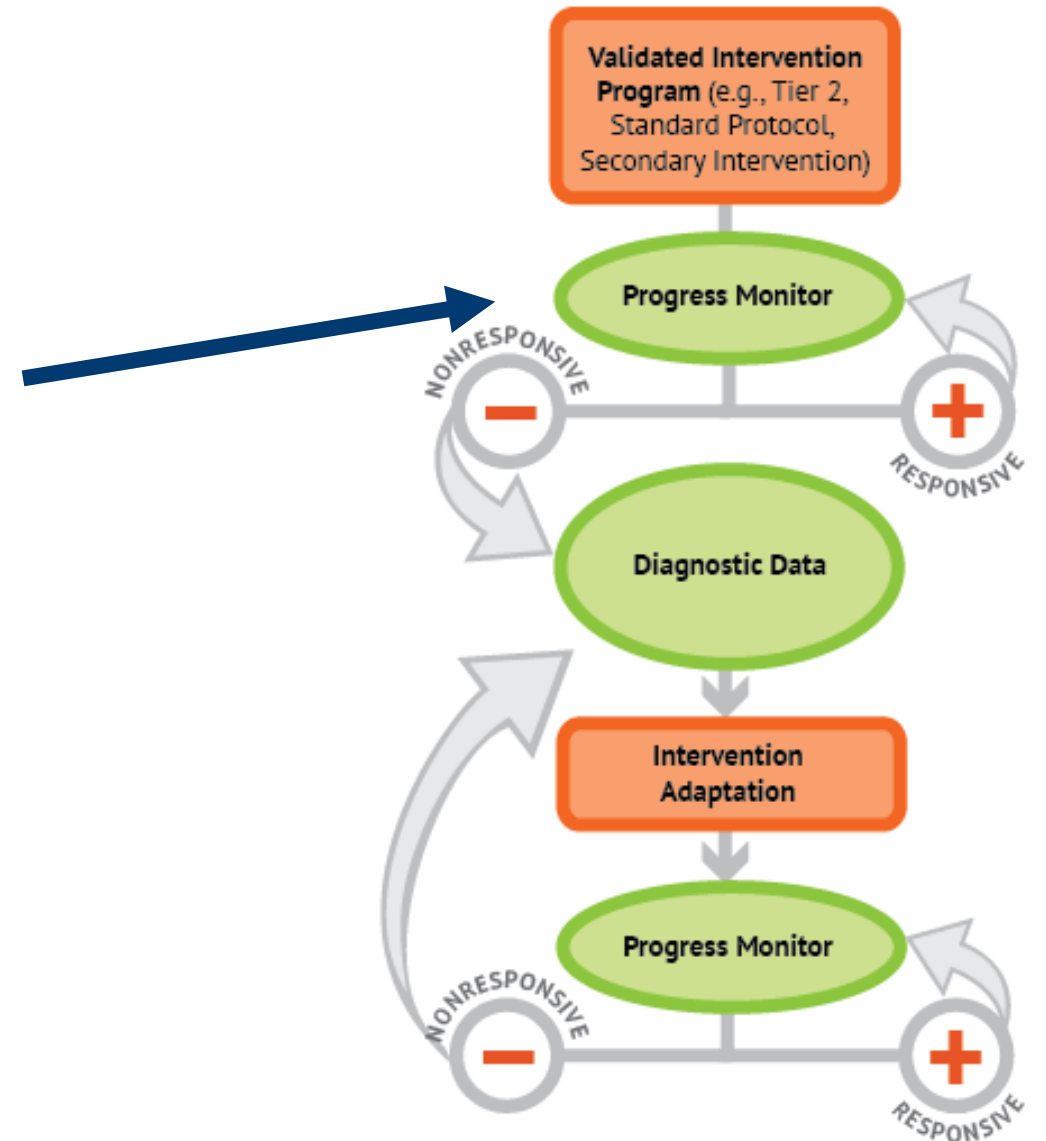
Remember…

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%)

30

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%

ANALYZING DATA — Do data indicate that the intervention is working?

If no, move to Step 3.

If yes, **move back to Step 1** and continue to provide the validated intervention and monitor progress.

Academic Measure
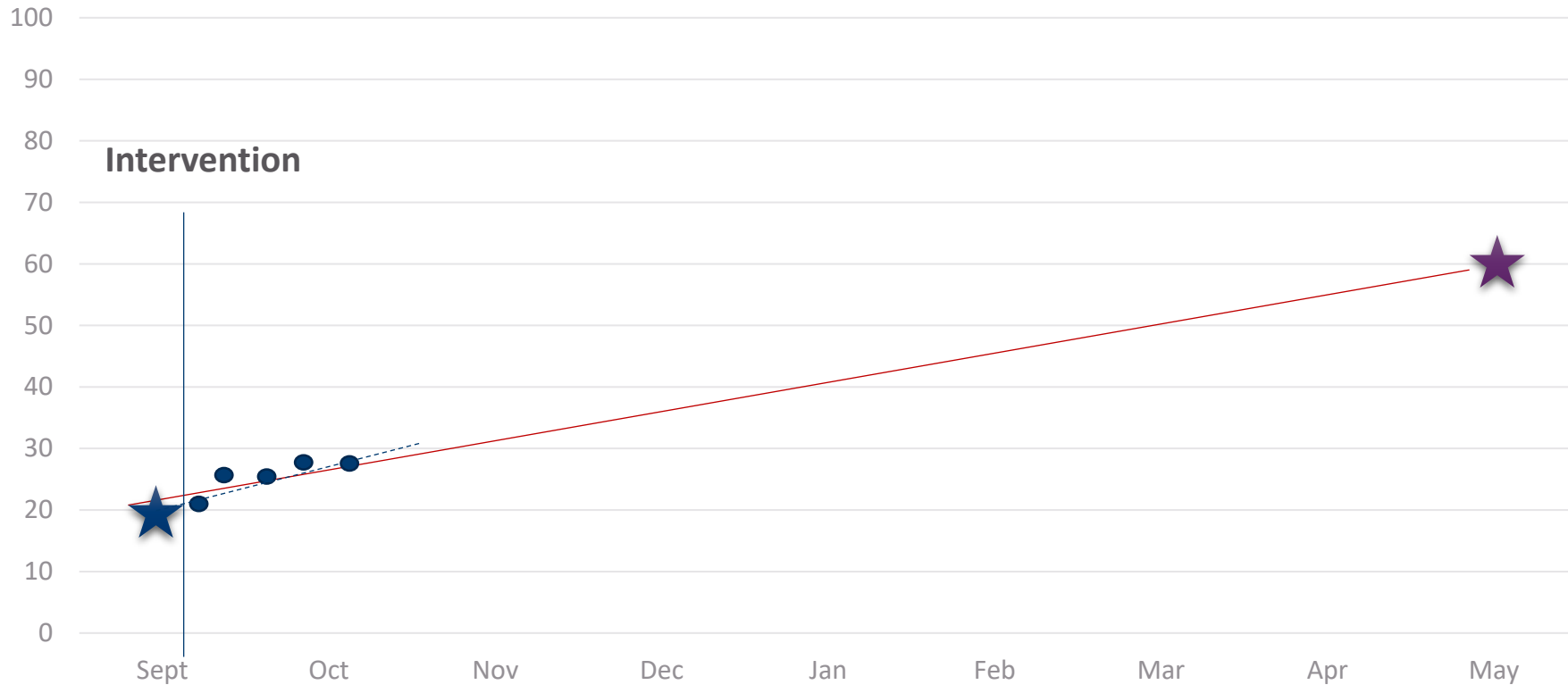
Intervention

Requires a goal based on valid strategies and valid approach to analyzing the data.

ANALYZING DATA — Do data Indicate that the Intervention Is working?

If no, move to Step 3.

If yes, **move back to Step 1** and continue to provide the validated Intervention and monitor progress.

Academic Measure
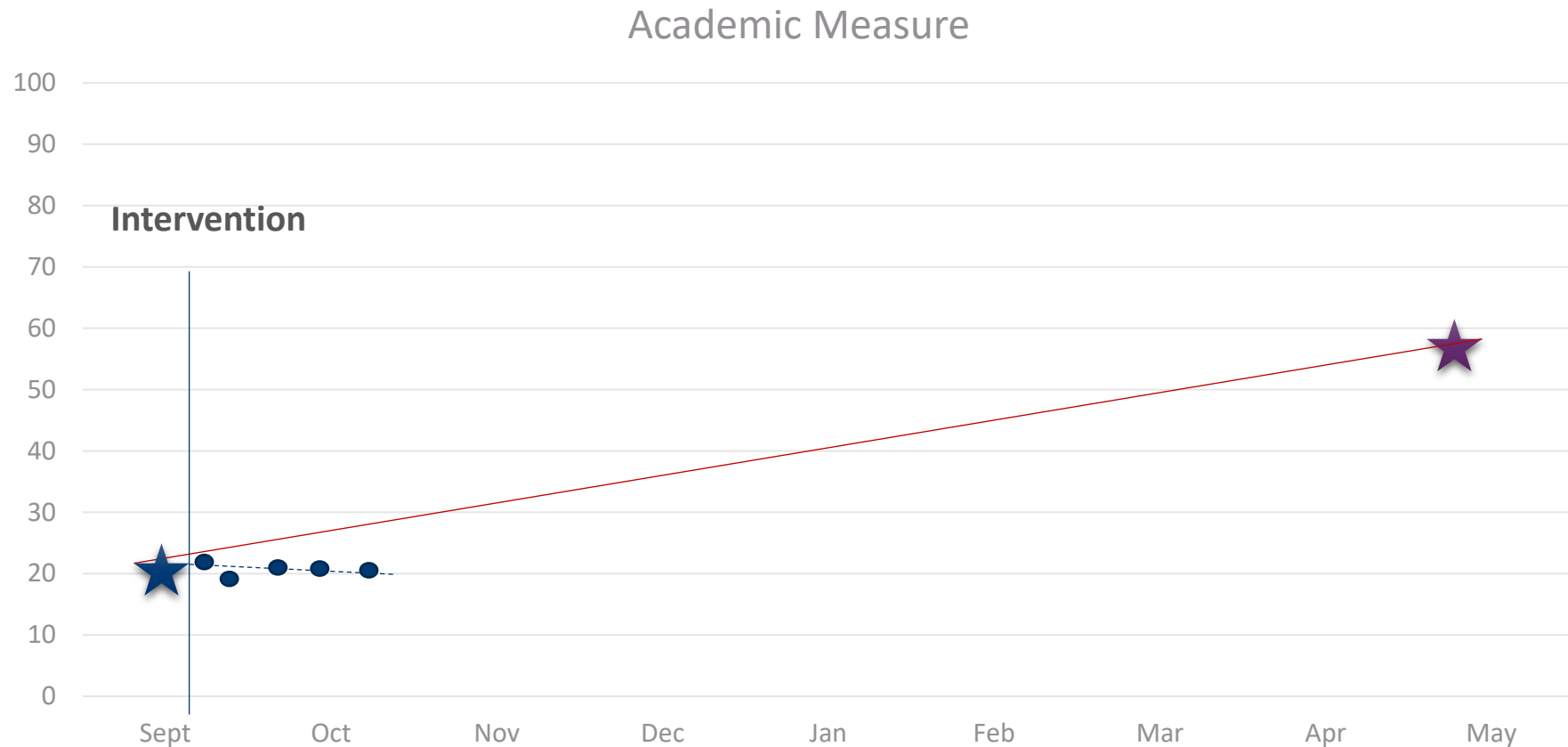
Intervention

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?

DBI: Responding to Non-responders

STEP 3: Use informal diagnostic data to develop a **hypothesis** about WHY the student is not responding.
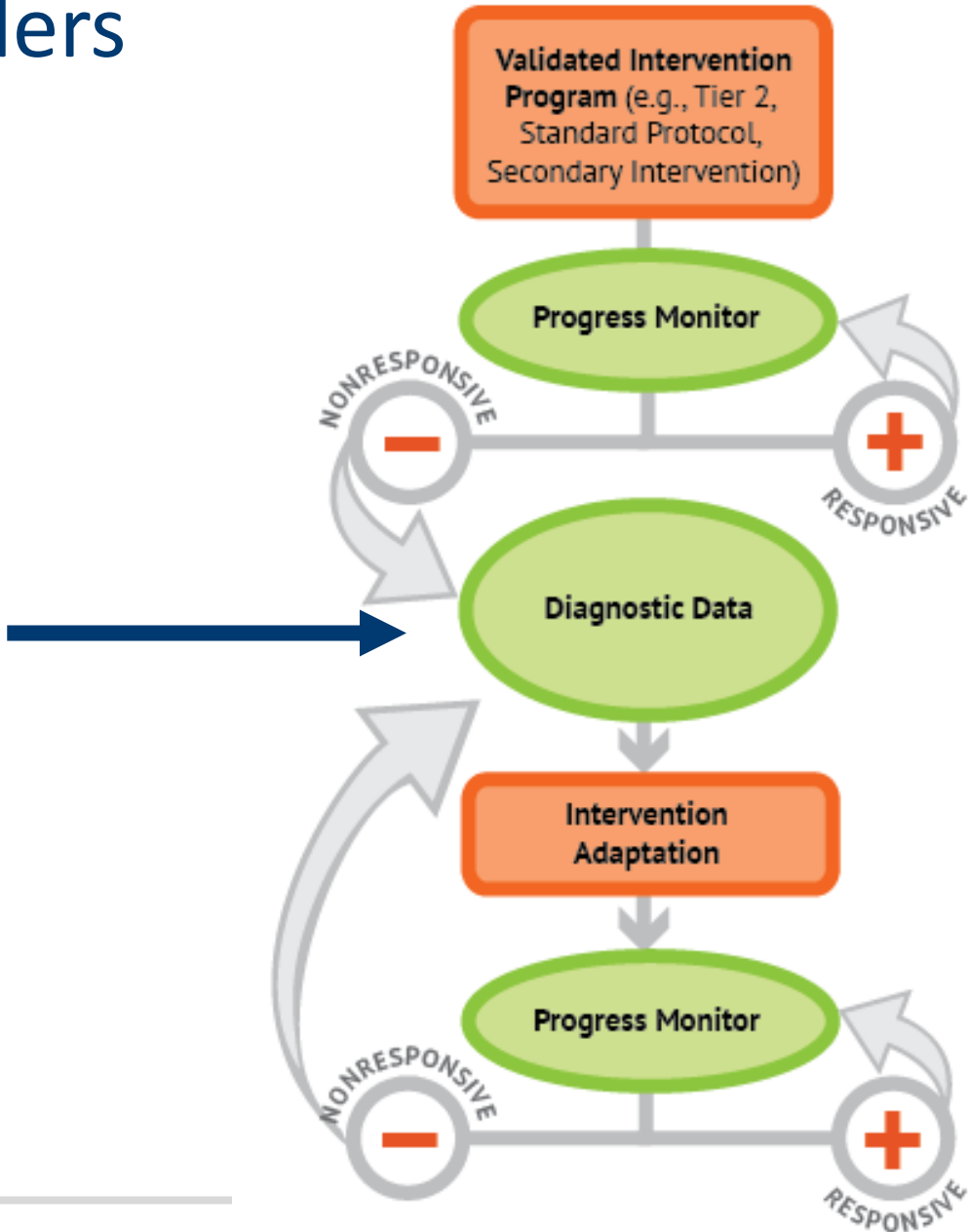
What should be considered when developing a hypothesis?

- Intervention Design (Strength/Evidence base)

- Intervention Delivery/Fidelity

- Learner Needs and Background

- *Taxonomy of Intervention Intensity Dimensions—Refining the Hypothesis*

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Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the Intervention Intensification Strategy Checklist. When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the Data-Based Individualization Implementation Log and informal diagnostic data may help teams answer the sample questions below related to these three areas.

Tip: If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
  - For the identified skill deficits and/or function of the behavior?
  - For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
  - For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)? Does the behavior intervention complement rather than supplant the academic focus (*academic support*)?

If teams indicate no or are unsure about any of these questions, click on the link in the parentheses to access additional questions to help clarify or narrow the hypothesis.
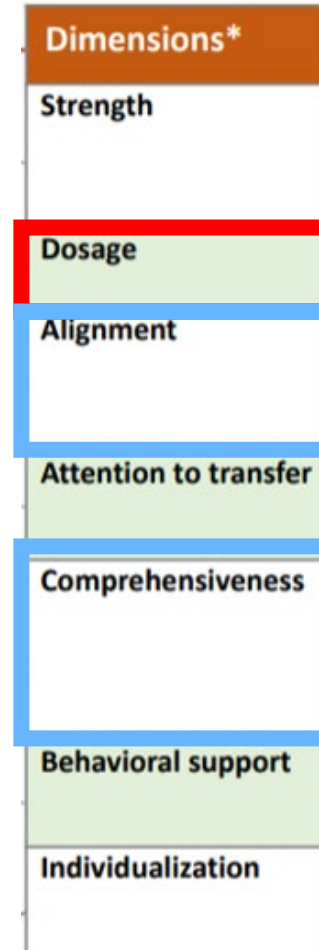
Intervention Delivery/Fidelity

- Does the interventionist have the necessary training with fidelity?
- Is there evidence that the intervention was delivered

Handout

# 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.

Dimensions*
Strength
Dosage
Alignment
Attention to transfer
Comprehensiveness
Behavioral support
Individualization

Responding to Non-responders

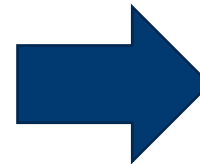| Dimensions* |
| --- |
| Strength |
| Dosage |
| Alignment |
| Attention to transfer |
| Comprehensiveness |
| Behavioral or academic support |

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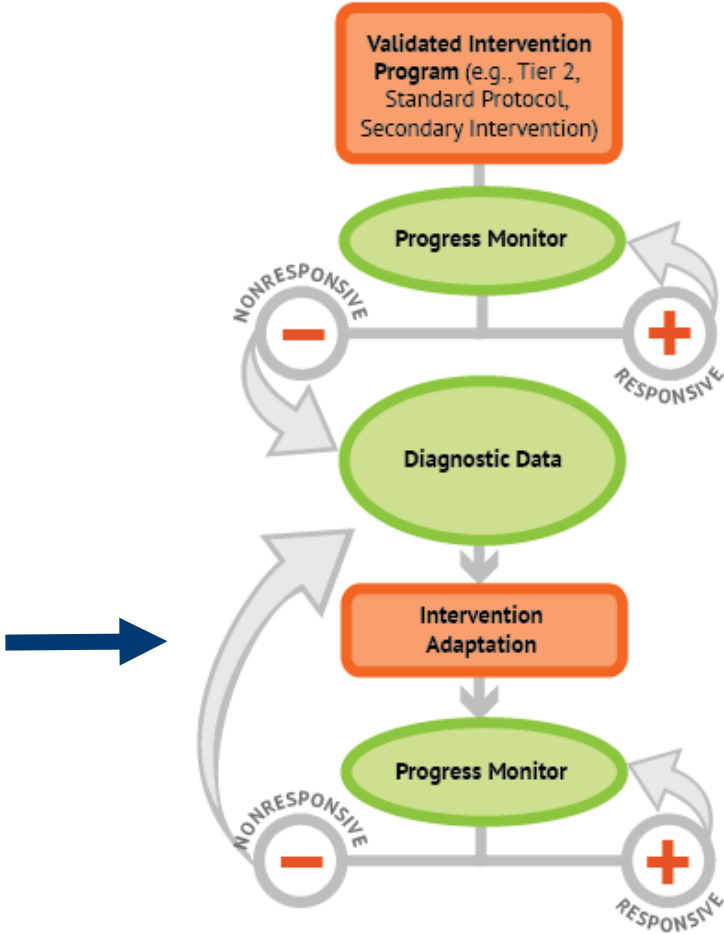
Connecting the hypothesis to the intensification strategy

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.

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Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the Taxonomy of Intervention Intensity.

Dosage
Increase opportunities for practice and corrective feedback.
- ☐ Increase the length of intervention sessions.
- ☐ Increase the number of intervention sessions per week.
- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

Alignment
- ☐ Increase instructional time for the target skill.*
- ☐ Supplement intervention with National Center on Intensive Intervention materials in reading, math, or behavior.
- ☐ Focus on discrete skill instruction within the target skill.
- ☐ _____

Attention to Transfer
- ☐ Align instructional routines and language with core instruction and the environment.
- ☐ Preteach content.
- ☐ Embed guided practice on target skills within core instruction and other environments.
- ☐ Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- ☐ Explicitly teach connections.
- ☐ _____

Comprehensiveness or Elements of Explicit Instruction
- ☐ Use precise, simple language to teach key concepts or procedures.
- ☐ When introducing a concept, provide worked examples and show the steps in writing.
- ☐ Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.

National Center on Intensive Intervention
Intensification Strategy Checklist—1
September 2019

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.

Self-Management

Terminology and Definitions

Self-Management: Students are taught self-management strategies as way to help them take responsibility for their behavior. Self-management should be used in conjunction with reinforcement strategies, and it is important to have a student focus on appropriate behaviors when using self-management strategies.

Self-Monitoring: Students record their demonstration of a specified, observable behavior.

Self-Evaluation: Students evaluate their performance demonstrating a specified, observable behavior to be compared against preidentified performance expectations or a teacher's rating.

Purpose and Overview

Teaching students to use techniques to monitor and manage their own behaviors can support them with independent regulation of emotions or behaviors. Self-management systems include self-monitoring (e.g., recording), self-evaluating (e.g., rating) behaviors, or both in conjunction with reinforcement strategies. Students need to be taught how to use self-management systems, as well as the purpose of monitoring or evaluating one's own behavior.

Prior to implementing a self-management system, it is important to use data to determine

1. Patterns about when the problem behavior occurs (e.g., time of day, specific activities, with a specific person)
2. Frequency, duration, and intensity of behavior
3. The hypothesized function the behavior serves (e.g., attention seeking, escape/avoidance)

Resources for Adapting the Intervention

Tips for Successful Intensification!

- Select strategies that address the hypothesis.

- Select a few important adaptation strategies.

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Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

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- ☐ Decrease the group size.
- ☐ Increase the total number of sessions.
- ☐ Decrease the heterogeneity of the groups (group students with similar performance levels).
- ☐ Consider an intervention setting with fewer distractions.
- ☐ Embed additional practice and feedback sessions throughout the day.
- ☐ _____

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Attention to Transfer
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- ☐ _____

**Comprehensiveness or Elements of Explicit Instruction**
- ☐ Use precise, simple language to teach key concepts or procedures.
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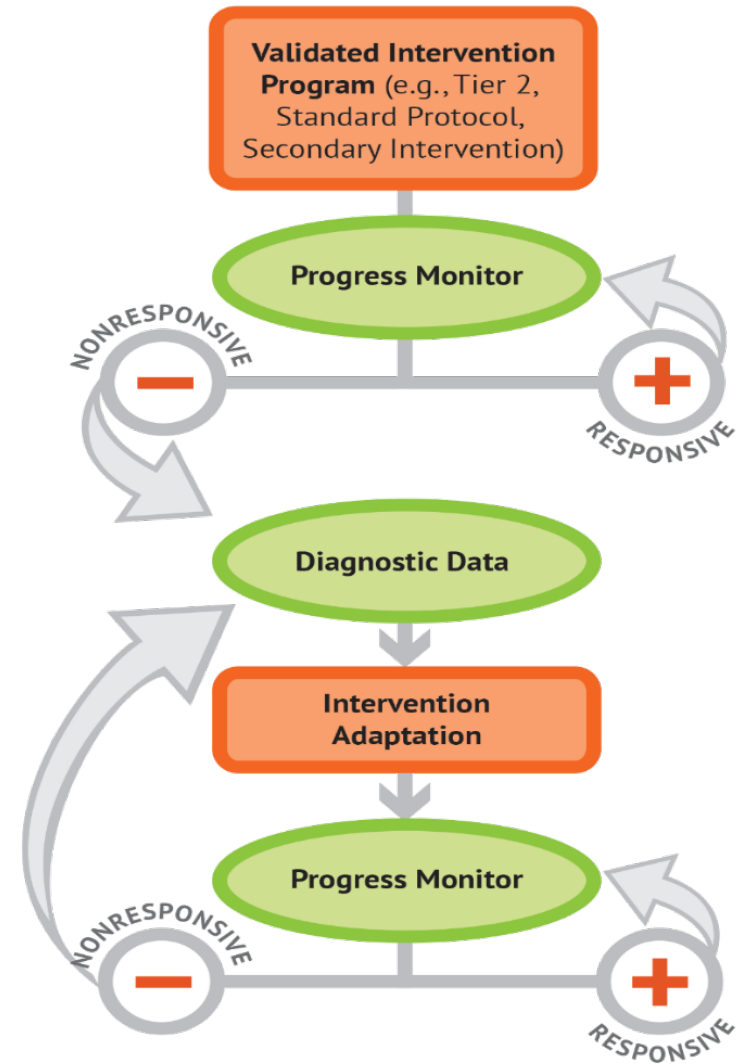**Handout**

Monitoring Response to Adaptation

STEP 5: Monitor the student's response to the adaptation (at least 6-8 data points)
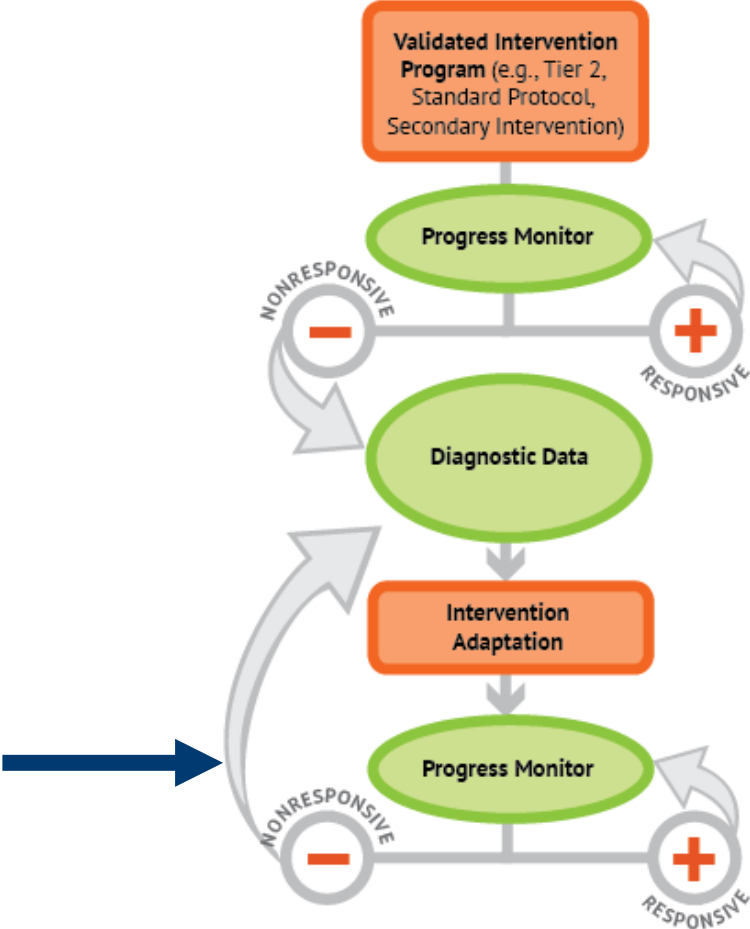
Documenting progress resulting from adaptations
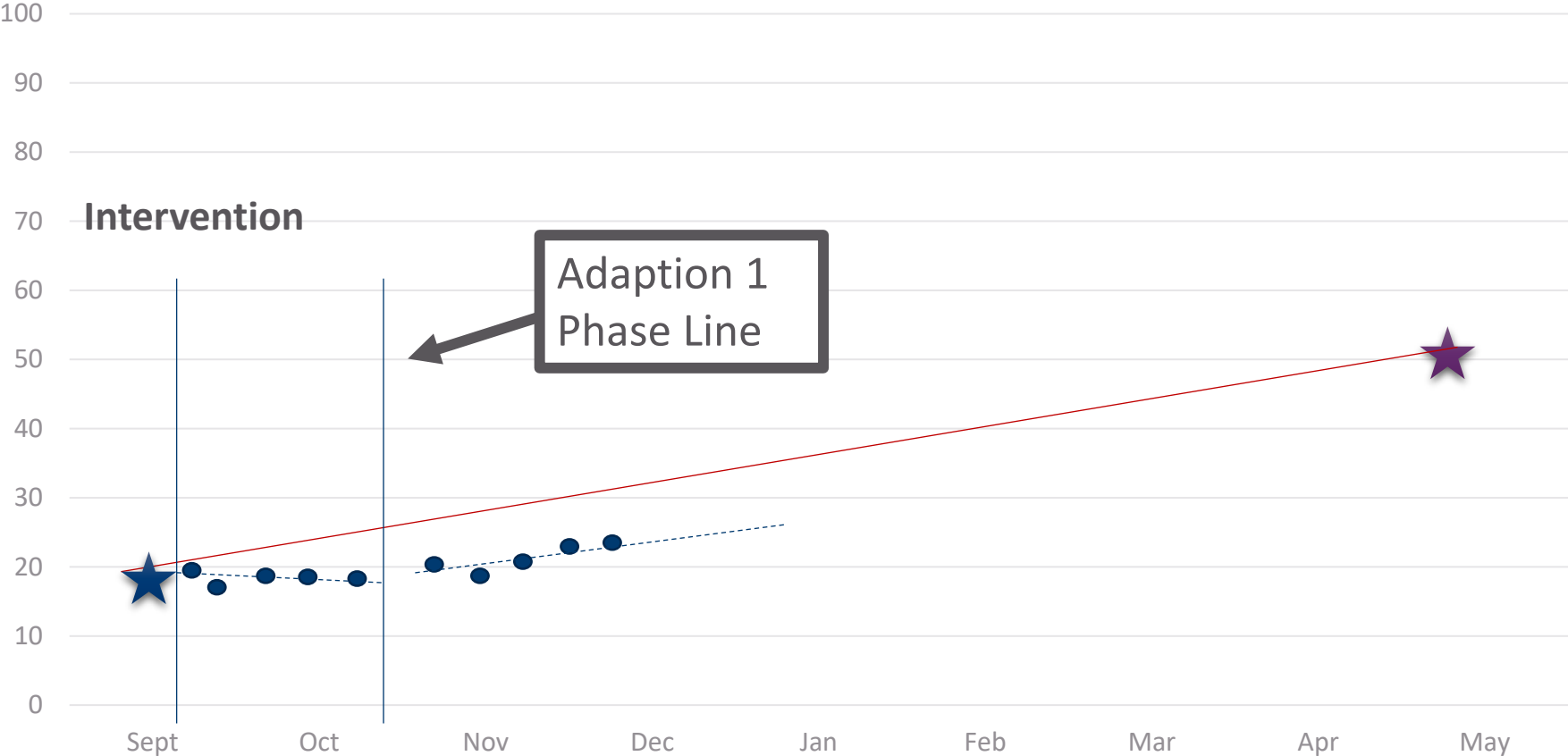
DBI is an ongoing process based on student responsiveness to the intervention.
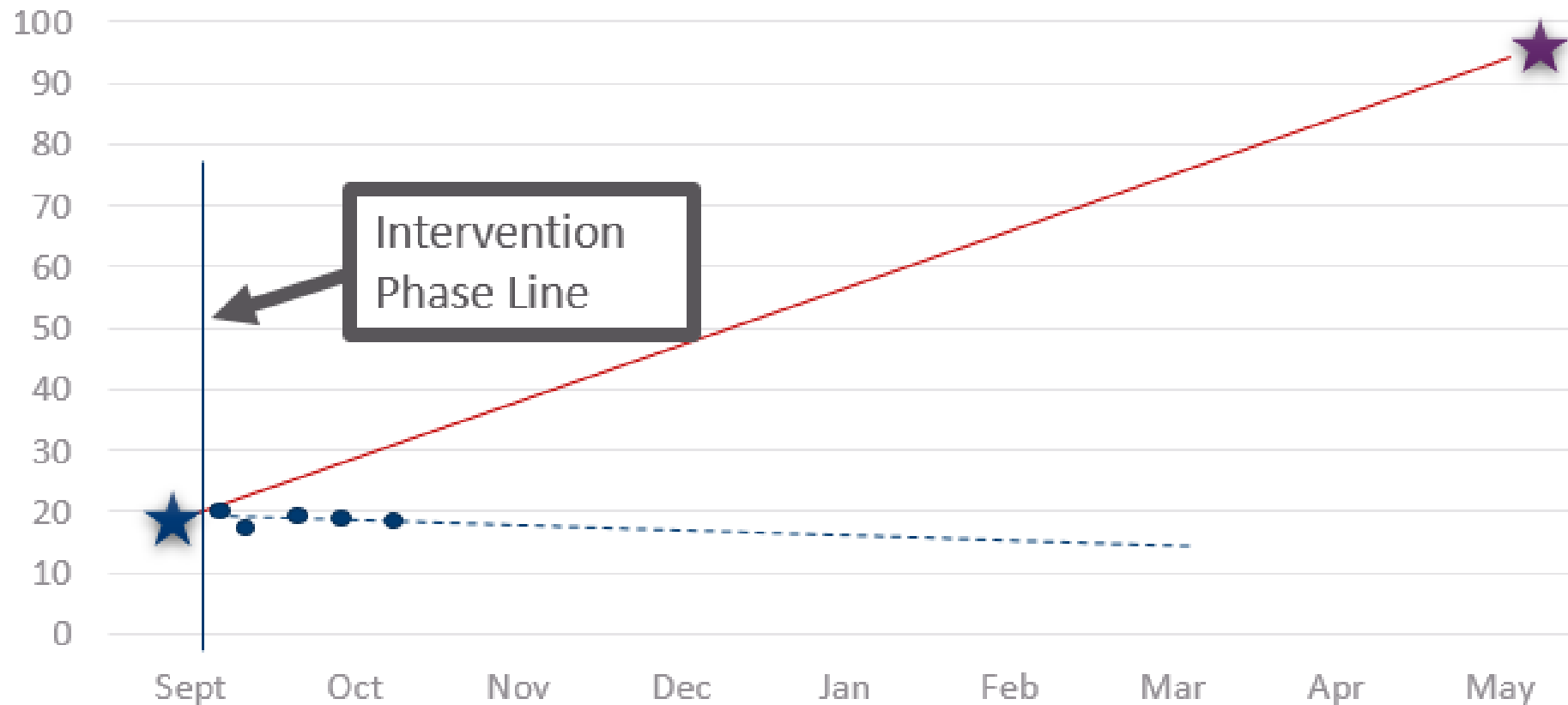
DBI and SST Meetings

General Guidelines Based on Best Practices & Research for Teaming

Progress Monitor (PM) Testing Frequency	**Probable strength of PM data's ability to reliably inform instruction and decision making				R-CBM Recommendation *(Other measures need only one probe per session.)*
	After 4 week period	**After 6 week period**	**After 8 week period**	**After 10+ week period**	
2x/week	**Good	**Excellent	**Excellent	**Excellent	1 probe
1x/week	** Fair	** Fair	**Good	**Excellent	1 probe
Every ~10 days	**Poor	**Poor	**Fair	**Good	1 probe
Every 2 weeks	**Poor	**Poor	**Poor	**Fair	1 probe
Every 3 weeks	Poor	**Poor	**Poor	**Poor	Median of 3 probes
Every 4+ weeks	Poor	Poor	**Poor	**Poor	Median of 3 probes

(Ardoin, & Christ, 2009; Fuchs, & Stecker, 2003; Good, Simmons, & Kame'enui, 2001)

Progress Monitoring: Do the data indicate the intervention is working?

ANALYZING DATA — Do data indicate that the intervention is working?

− If no, move to Step 3.

+ If yes, move back to Step 1 and continue to provide the validated intervention and monitor progress.

Intervention Phase Line

Tools to Facilitate Efficient and Timely Problem-Solving Meetings

- Facilitator Guides

- Participant Guides

- Note-Taking Resources

Visit www.intensiveintervention.org to access.

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Home › Implementation Support ›
Tools to Support Intensive Intervention Data Meetings

These student meeting protocols are intended to support data team meetings for students receiving intensive intervention. The following documents are split into three sections: pre-meeting, initial meeting, and progress monitoring meetings.

- The **pre-meeting documents** are intended to support teams as they develop a holistic sense of the student including relevant background information, current performance, current supports, prior intervention efforts, and other relevant data.
- The **initial meeting documents** are intended to support teams as they analyze data and design intensive intervention plans for students.
- The **progress monitoring meeting documents** are intended to support teams as they review student progress monitoring data after the initial intervention plan has been put in place and determine whether the student is making progress at an acceptable rate or adaptations to the intervention plan is necessary.

These documents are intended as examples, and many have been posted in word format so that you can adapt them to meet the needs of your school's team. Additional handouts are also available.

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Initial Meeting Participant Guide

(30 minutes)

Meeting Step	Who	Time
Before the meeting • Compile student information and data, including graphed progress-monitoring data, relevant work samples, and other diagnostic data	Referring teacher	Before meeting
1. Introduction and purpose • Welcome the team and referring teacher • Explain the purpose of the meeting • Review team meeting roles and agenda	Facilitator	2 min.
2. Describe the student and share data • Briefly describe the student's strengths, area(s) of concern, and previously attempted interventions • Share relevant student data (progress monitoring and diagnostic)	Referring teacher	5 min.
3. Ask clarifying questions to create hypothesis • Ask teacher clarifying questions to better support effective and accurate data analysis and understand student challenges • Develop a hypothesis for why the student is responding insufficiently	Team	5 min.
4. Review evidence-based strategies for intensification • Discuss evidence-based strategies that align to the hypothesized skill deficit or function of behavior • Record potential evidence-based strategies so that the list is visi[ble to] members		8–10 min.
5. Prioritize and plan		

Handout

Sample Initial Meeting Agenda

- Gather relevant team members and assign roles.

- Identify teaming roles

- Clarify meeting purpose.

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Initial Meeting Agenda

(30 minutes per student)

Roles	Sample Team Members
• **Facilitator:** Explains the purpose of the meeting and keeps the participants on task. • **Referring Teacher:** Completes premeeting process, describes the student, and shares student data during the meeting. • **Scribe:** Takes informal notes and tracks brainstorming ideas in a visible space. • **Timekeeper:** Times each section of the meeting and helps the team adhere to the allotted time. • **Note-Taker:** Takes formal notes for documentation using a template.	• Intervention provider • Content specialist • Administrator • School psychologist • Social worker • Special educator • General educator/classroom teacher • Parent (as available and appropriate) • Occupational Therapist • Speech Therapist • Physical Therapist

Step	Who	Time
Complete the Premeeting Form and bring graphed progress-monitoring data, sample progress-monitoring probes, relevant work samples, and other available diagnostic data.	Referring teacher	Before meeting
1. Introduction and purpose	Facilitator	2 min.
2. Describe the student and share data	Referring teacher	5 min.
3. Ask clarifying questions to create hypothesis	Team	5 min.
4. Review evidence-based strategies for intensification	Team	8–10 min.
5. Prioritize and plan	Team	5–7 min.
6. Wrap-up and next steps		

Electronic Tool

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

1. **Introduction and purpose**	Facilitator	2 min.
2. **Describe the student and share data**	Referring teacher	5 min.
3. **Ask clarifying questions to create hypothesis**	Team	5 min.
4. **Review evidence-based strategies for intensification**	Team	8–10 min.
5. **Prioritize and plan**	Team	5–7 min.
6. **Wrap-up and next steps**	Facilitator	3 min.

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.

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AIR ■ IDEAs that Work

Premeeting Process Guidance Document

Purpose: Before a student is referred for intensive intervention, it is important that the team get a holistic sense of the student, including relevant background information, current performance, current supports and previously attempted intervention(s), and other relevant data. Creating a form or having a system for compiling and documenting this information will help to expedite the initial meeting as well as ensure that the proper process has occurred.

Note to facilitators: NCII provides a sample premeeting form that can be filled out for students to document this process. Although there is no set form that teams must use to document the premeeting process, teams should ensure that their premeeting documentation is—

- ✓ Concise—ideally a one- to two-page "snapshot" of a student
- ✓ Thorough—includes important background information and data
- ✓ Accessible—available to all team members prior to the meeting

Information that should be compiled before a meeting includes the following:

1. **Student demographic and background performance information**
   - Name, age, grade, and date of birth
   - Does the student have an individualized education program or 504 plan?
   - Is the student an English language learner?
   - Has the referring teacher communicated with the classroom teacher or previous teachers to get information about the student's performance?
   - Has the referring teacher shared these concerns with the parent/guardian?

2. **Summary of current performance in relevant content areas**
   - Describe the present level of performance in each content area (e.g., reading, mathematics, behavior/social skills).
   - Describe strengths in each content area.
   - Describe and prioritize concerns in each content area.

3. **Summary of current supports in relevant content areas**
   - What supports does the student already receive?
   - What tier of support does the student receive in each content area?

National Center on Intensive Intervention   Pr

Handout

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.
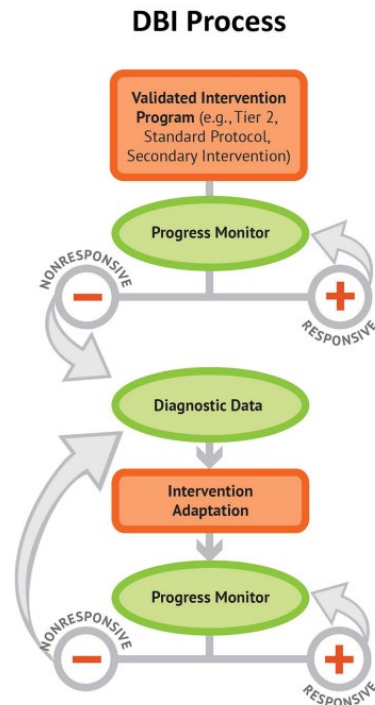
Georgia's Online MTSS/SST Application
- Tier II Module (SY 21-22)
- Tier III Module (SY 20-21)
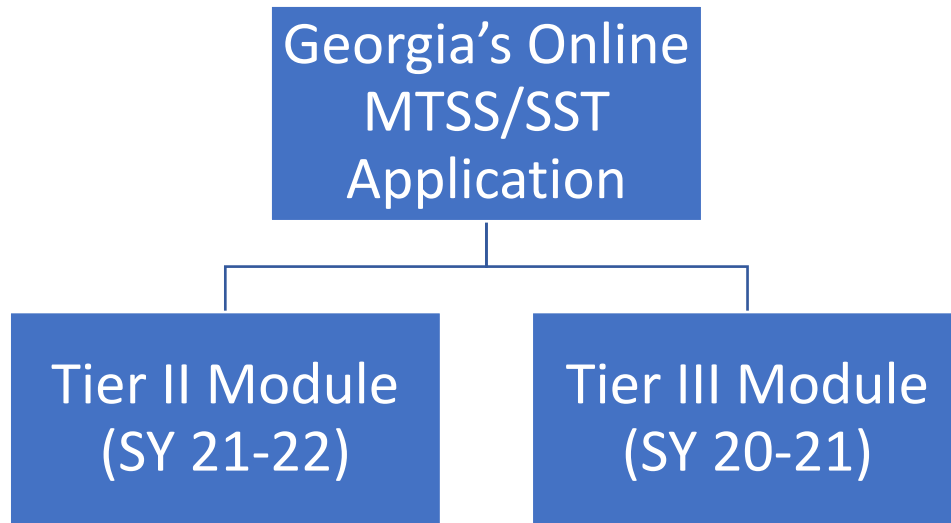
[Georgia's Online MTSS/SST Fact Sheet](#)
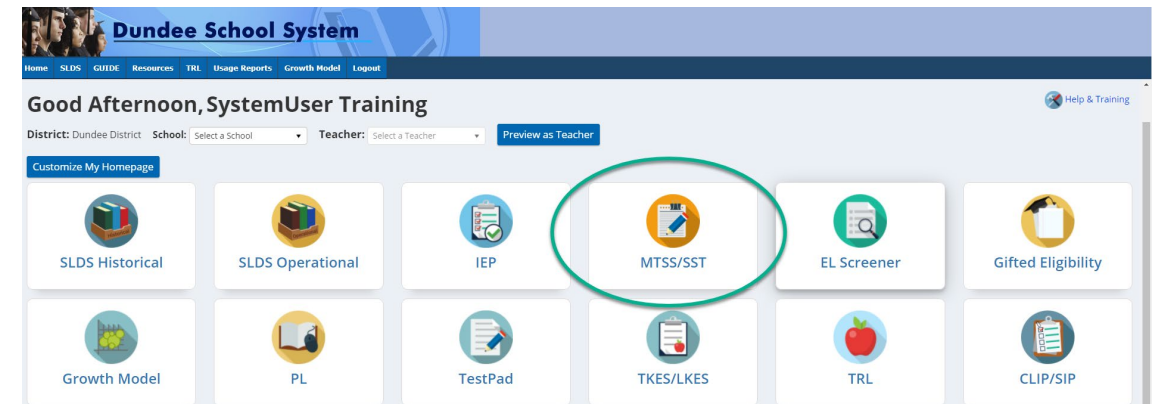
This application aligns and integrates with Georgia's Online IEP (GO-IEP) which is based on Maryland's Online IEP system, developed by Johns Hopkins University.

Facilitating DBI with GO MTSS/SST

Data Based Individualization (DBI) Process

DBI Process

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

Diagnostic Data

Intervention Adaptation

Progress Monitor

NONRESPONSIVE − RESPONSIVE +

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

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 to learn more!

www.MTSS4success.org

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

Visit www.intensiveintervention.org

Thank You!

Tessie Rose Bailey, PhD

Director, MTSS Center at AIR (www.mtss4success.org)

Director, PROGRESS Center (www.promotingPROGRESS.org)

Advisor, National Center on Intensive Intervention (NCII; www.intensiveintervention.org)

Principal Consultant, National Center on Systemic Improvement (NCSI; https://ncsi.wested.org/)

Email | tbailey@air.org

Center on
Multi-Tiered System of Supports
at the American Institutes for Research ■