MTSS: RTI

Tradewinds Elementary

Video
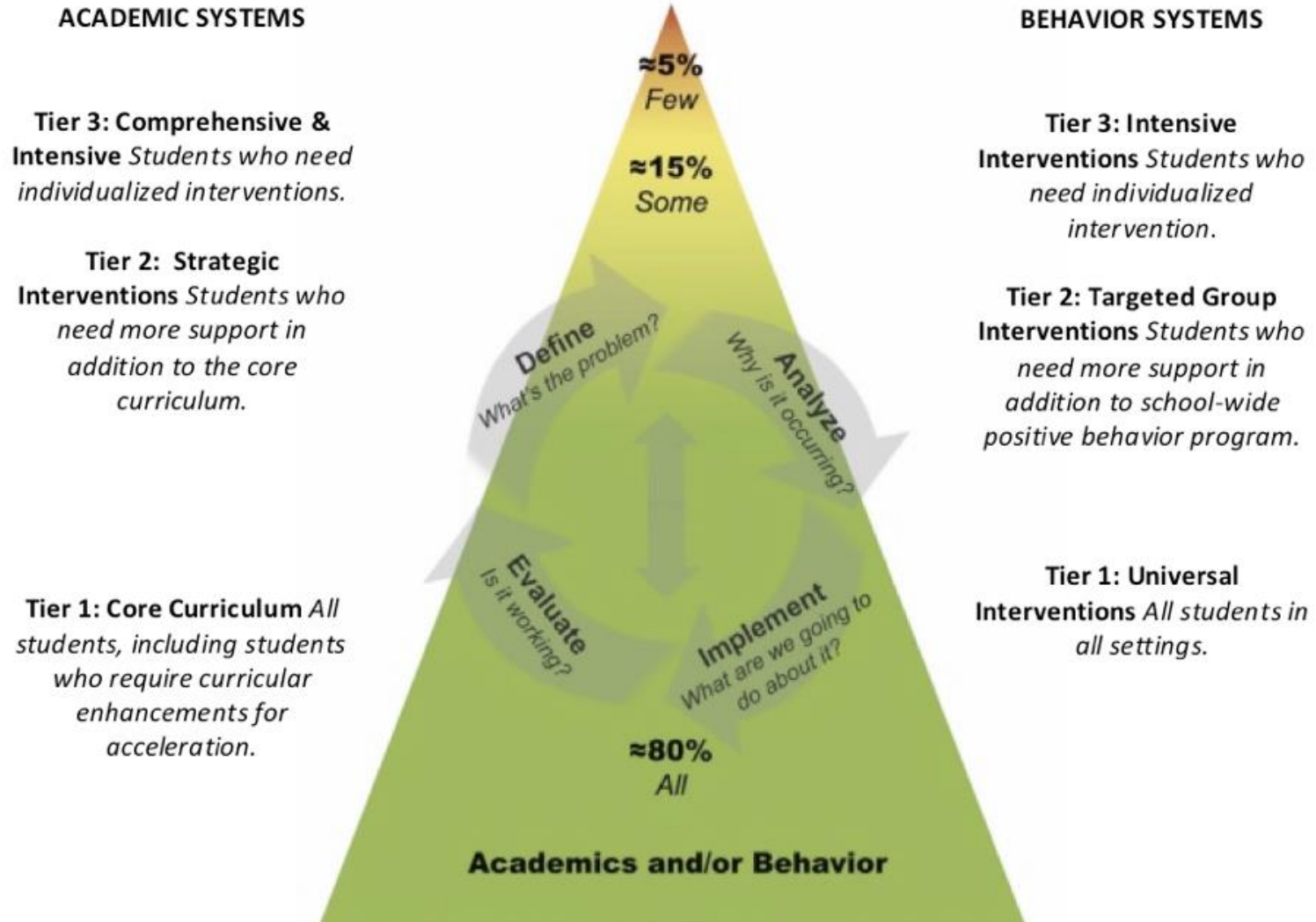
- https://youtu.be/KrapFXnZIDE

Kahoot It!

- https://play.kahoot.it/#/k/753fe77f-3a8d-446f-be30-33b87cafb7a2

What is MTSS?

- MTSS is an integrated instruction and intervention that is delivered to students in varied intensities based on student need.
- **Tier 1**: Focuses on the implementation on the district's core curriculum aligned to the standards.
  - ALL students
- **Tier 2**: In addition to Tier 1 instruction to improve student performance under Tier 1 expectations.
  - SOME students (20% - 30%)
  - More intense, more time, narrowed focus of instruction
- **Tier 3**: Most intense service level provided to students to overcome significant academic or behavior barriers
  - FEW students (less than 20%)
  - Very small groups or individuals

Three-Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC SYSTEMS

BEHAVIOR SYSTEMS

Tier 3: Comprehensive & Intensive *Students who need individualized interventions.*

Tier 2: Strategic Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*

≈5% Few

≈15% Some

Define What's the problem?

Analyze Why is it occurring?

Evaluate Is it working?

Implement What are we going to do about it?

≈80% All

Tier 3: Intensive Interventions *Students who need individualized intervention.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to school-wide positive behavior program.*

Tier 1: Universal Interventions *All students in all settings.*

Academics and/or Behavior

Step 1: Identify Students

◦ PMP criteria
  ◦ current BAS level
  ◦ previous year FSA

◦ Teacher observation

◦ Student stops making growth

◦ Student begins to regress

Step 2: Begin Documentation

◦ Generate PMP

◦ Enter 3 Tier 1 strategies in BASIS
  ◦ Best practice is to try one new strategy every week for 3 weeks.

◦ If tier 1 strategies are unsuccessful, contact Case Manger to begin RTI process
  ◦ K/1 – Dorman
  ◦ 2/3 – Campolo, Gates, Larrieux
  ◦ 4/5 or behavior – Cost

◦ Case Manager will request Vision & Hearing screening

Step 3: Meet with Case Manager

- Have an initial meeting with Case Manager or RTI team (depending on complexity of the child)

- Review preliminary data and document in Initial Meeting Notes (Case Manager's responsibility)

- Decide on Tier 2 intervention
  - ***If comprehension is the weakness, phonics __must__ be ruled out first through assessment given by Case Manager. Also recommended to complete Language Checklist to identify possible gaps in language processing and consult with SLP if concerns are identified.

- Create Tier 2 intervention record in BASIS and set a goal

- Inform parents (conference form, email, etc.) and provide copy of documentation to case manager

- **Hearing & Vision must be screened at the beginning of the RTI process – follow up with Case Manager and/or ESE Specialist**

Step 4: Implement Tier 2

◦ Implement intervention daily with fidelity for 6-8 weeks

◦ No more than 30% of your class

◦ Must target area the source of the area of weakness (phonics, comprehension, etc.)

◦ Collect progress monitoring data **weekly**

◦ At 6 week mark, meet with Case Manager to record data on graphs prior to Tier 2 follow-up meeting

  ◦ Graph 1: Progress monitoring data in comparison to group
  ◦ Graph 2: Goal data (BAS if reading) in comparison to grade level expectations

◦ Schedule a Tier 2 follow up meeting through Case Manager

◦ Administer assessment to see if student has met Tier 2 goal

Step 5: Tier 2 Follow Up Meeting

◦ Invite parents to attend

◦ Present data to the RTI team and have parent sign graphs

◦ Upload graphs into BASIS

◦ Decide as a team if Tier 2 is successful

◦ Either:

  ◦ Continue Tier 2

  ◦ Scale back to Tier 1

  ◦ Intensify with Tier 3

◦ RTI team will complete Progress Monitoring Notes in BASIS and Tier 3 academic record, if necessary

Step 6: Implement Tier 3

◦ Implement intervention daily with fidelity for 6-8 weeks

◦ No more than 20% of your class

◦ Must target area the source of the area of weakness (phonics, comprehension, etc.)

◦ Collect progress monitoring data **weekly**

◦ At 6 week mark, meet with Case Manager to record data on graphs prior to Tier 3 follow-up meeting

   ◦ Graph 1: Progress monitoring data in comparison to group
   ◦ Graph 2: Goal data (BAS if reading) in comparison to grade level expectations

◦ Schedule a Tier 3 follow up meeting through Case Manager

◦ Administer assessment to see if student has met Tier 3 goal

Step 7: Tier 3 Follow Up Meeting

◦ Invite parents to attend

◦ Present data to the RTI team and have parent sign graphs

◦ Upload graphs into BASIS

◦ Decide as a team if Tier 3 is successful

◦ Either:
  ◦ Continue Tier 3
  ◦ Scale back to Tier 2
  ◦ Refer for evaluation and seek parent consent

◦ RTI team will complete Progress Monitoring Notes in BASIS

◦ ESE Specialist or School Psychologist will generate and send home Parent Consent for evaluation and Parent Information Form (PIF)

Possible Step 8: Evaluation

◦ During evaluation process:
  ◦ Continue with Tier 3 intervention
  ◦ Continue to collect progress monitoring data
  ◦ School Psychologist performs evaluation
◦ RTI team will meet to complete MDT report
◦ If student become eligible for ESE services, parent will be invited to ESE eligibility meeting/staffing

Sum it up!

- https://youtu.be/nkK1bT8ls0M