Using Multi-Tiered Systems of Support to Create Environments that Address the Needs of all Learners

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Successful Learning Conference 2017

Learning and Support in NSW

“The achievement of successful educational outcomes for every student, from Kindergarten to Year 12 and in preparation for adult life, is supported through high quality teaching and learning”

“We must find better ways of assuring that we meet the additional learning needs and supports of every student in every school”

Every Student, Every School
Learning and Support
Public Schools NSW

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Framework for achieving high quality learning and support

Teaching and learning
Having high expectations for every student and providing adjustments to support the individual's learning needs.

Teacher quality
Sustaining high quality professional learning and support for teachers and their school community to understand and address the diverse learning needs of students.

Curriculum
Working towards high quality outcomes through rigorous, meaningful and dignified learning for every student.

Accountability
Meeting our obligations under the Disability Standards for Education.

Collaboration
Personalised learning and support plans developed and implemented in full collaboration with the student and/or their parents and carers.

The framework for learning and support in every school

Every Student, Every School Learning and Support
Public Schools NSW

The VISION:
To Provide Effective Instruction to Meet the Needs of ALL Students

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

ACADEMIC SYSTEMS

Top 1/Universal Interventions (60-90%)
- All Students
- Proactive

Top 2/Secondary Interventions (5-15%)
- Some Students (At-Risk)
- High Intensity
- Rapid Response
- Small Group Interventions
- Some Individualizing

Top 3/Differential Interventions (1-5%)
- Individual Students
- Assessment-Based
- High Intensity

BEHAVIORAL SYSTEMS

Top 1/Universal Interventions (60-90%)
- All Settings, All Students
- Proactive

Top 2/Secondary Interventions (5-15%)
- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Top 3/Differential Interventions (1-5%)
- Individual Students
- Assessment-Based
- Intensive, Guided Procedures

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Using MTSS Schools Can:

- screen to determine levels of performance
- monitor student progress on an ongoing basis
- use data to make instructional decisions
- provide interventions that have a strong evidence base
- adjust the intensity and nature of interventions depending on student responsiveness
- identify students with disabilities

Old System of Problem Solving

<table>
<thead>
<tr>
<th>Referral Driven</th>
<th>3 Tier System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait for Student to Fail</td>
<td>Prevention-driven through Universal Screening (Benchmarking) and individual referrals</td>
</tr>
<tr>
<td>Highly teacher dependent (some teachers under-refer, others over-refer)</td>
<td>Not dependent on referral; students not benefiting automatically receive support</td>
</tr>
<tr>
<td>Often teams changed names (TAT to SAT) but roles remained same (child-focused)</td>
<td>Roles and functions of teams change to Tools, Training, Support</td>
</tr>
<tr>
<td>Still seen as a ‘hoop’ to Special Education eligibility</td>
<td>Focus on effective interventions in a 3-Tiered model</td>
</tr>
<tr>
<td>Interventions often delivered in isolation, sometimes not effective.</td>
<td>Interventions come first to groups, constant evaluation</td>
</tr>
</tbody>
</table>
What is RTI/MTSS?

RTI is a process that integrates assessment and intervention using a multi-level system to:

• increase learning opportunities for all students
• prevent and remediate academic problems
• identify students at risk for poor learning outcomes
• maximize achievement for all students
• identify students with learning disabilities
• reduce behavior problems

Tier 1: Core Class Instruction

Tier 1

• progress monitoring of all students
• Data-based decision making
• Ongoing Professional Development for Effective Instruction
• In-Class Support and Mentoring

Monda-Amaya (2017)
Tier 1 Core Class Instruction—
Reading Example (from Sharon Vaughn)

<table>
<thead>
<tr>
<th>Focus</th>
<th>For all students --around big 5 of reading instruction: Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, &amp; Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Use of reading instruction and curriculum with a research base/Differentiated Instruction</td>
</tr>
<tr>
<td>Grouping</td>
<td>Multiple grouping formats to meet student needs</td>
</tr>
<tr>
<td>Time</td>
<td>90 minutes per day or more</td>
</tr>
<tr>
<td>Assessment</td>
<td>Benchmark assessment at beginning, middle &amp; end of academic year</td>
</tr>
<tr>
<td>Interventionist</td>
<td>General education teacher</td>
</tr>
</tbody>
</table>

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What does this mean in the classroom?

For general education teachers, RTI is really about knowing how to design and deliver effective instruction to all students in your classroom

- knowing where they need to be
- knowing where our students are
- determining what students need
- understanding how they best learn
- selecting appropriate research-based methods and strategies to give all students access to content
- using student performance data to guide instructional decisions
- engaging in ongoing monitoring of student performance to fine tune instruction
- determining which students need more intensive instruction in order to access the content
**Tier 2: Additional Interventions**

- Interventions in addition to time allotted for core instruction
- Includes programs, strategies, and procedures designed and employed to supplement, enhance and support Tier 1

<table>
<thead>
<tr>
<th>Focus</th>
<th>For students identified with marked reading difficulties, who have not responded to Tier 1 efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Specialized, scientifically-based reading programs emphasizing 5 critical elements of beginning reading</td>
</tr>
<tr>
<td>Grouping</td>
<td>Homogeneous small group instruction (1:5)</td>
</tr>
<tr>
<td>Time</td>
<td>25-30 min. per day in small group in addition to 90 min. of core reading instruction</td>
</tr>
<tr>
<td>Assessment</td>
<td>At least monthly (twice monthly under ASPIRE) progress monitoring on target skills to ensure adequate progress &amp; learning</td>
</tr>
<tr>
<td>Interventionist</td>
<td>“Research-provided” interventionist</td>
</tr>
<tr>
<td>Setting</td>
<td>Appropriate setting within or outside the classroom designated by the school</td>
</tr>
</tbody>
</table>
Tier 3: Intensive Interventions

Tier 3
• Specifically designed and customized small-group interventions that are extended beyond the time allocated for Tier 1 & Tier 2

Effects of Intensive Interventions

Tier 3: Intensive Intervention–Reading Example
(from Sharon Vaughn)

<table>
<thead>
<tr>
<th>Focus</th>
<th>For students identified with marked reading difficulties, who have not responded adequately to Tier 1 &amp; Tier 2 efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Individualized and responsive intervention emphasizing critical elements reading for students with reading difficulties/disabilities</td>
</tr>
<tr>
<td>Grouping</td>
<td>Homogeneous small group instruction (1:3)</td>
</tr>
<tr>
<td>Time</td>
<td>50 min. per day in small group in addition to 90 min. of core reading instruction</td>
</tr>
<tr>
<td>Assessment</td>
<td>Weekly progress monitoring on target skills to ensure adequate progress &amp; learning</td>
</tr>
<tr>
<td>Interventionist</td>
<td>“Research-provided” interventionist</td>
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What You Must Have at Tiers 1, 2 & 3

- Effective research-based curriculum and instruction
- Ongoing Professional Development
- Student Progress Monitoring
- Trained Leadership
- Decision-Making Process (Child Study, problem-solving teams)
- Accountability for Implementation Integrity & Social Validity

UHS RESPONSE TO INTERVENTION

9th and 10th Grade

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Activity:

- What interventions, activities, programs, and curricula do schools use to address student needs at TIERS I, II & III?

Assessment with MTSS
Collecting Data

- **Universal Screening or Benchmarking**
  - Assessing all students at critical times (e.g., Fall, Winter, Spring)
  - Questions: How effective is the school, the curriculum and the instruction? Which students may be at risk for falling behind?

- **Ongoing Assessment**
  - Assessing students in classroom
  - Questions: Are students making progress in core instruction? How can the teacher change instructional planning and delivery, accommodate all types of learners, or rethink curriculum?
How Do you KNOW if Core Instruction is Working: Screen-Many students not Learning at Tier 1

Kalisha in Red Seems to be a Problem

Now does she look like a problem?

Linear Equations

This table compares scores on the final exam to hours of study for a period of trials.

<table>
<thead>
<tr>
<th>Hours of Study</th>
<th>Score on the Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Write the equation of the best fit line that you drew. Explain what you did to find this equation.

Equation __________________________

Explanation __________________________

Use your equation to predict the score of a student who studied 2.7 hours. Show your work or explain how you did it. If you use your calculator, tell how.

Predicted Score __________________________

Explanation __________________________

Use your equation to predict the number of hours studied by a student who scored 80 on the exam. Show your work or explain how you did it. If you use your calculator, tell how.

Predicted Number of Hours __________________________

Explanation __________________________

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Assessment to Support Instructional Decision Making

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals
- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop and maintain a district-wide data system
Data –based Decision Making:
In-class Assessment

Make student performance data part of an ongoing cycle of instructional improvement

- Collect and prepare a variety of data about student learning
  - Chapter and unit tests
  - Reading Inventories/Running Records
  - Teacher-made tests
  - Classwork
  - Projects – using rubrics
  - Exit slips
  - Probes
  - Student Response Evaluations (clicker, Response analysis)
  - Recorded Observations
  - Interviews

Armed with data, teachers make decisions about:

- Prioritizing instructional time
- Grouping and regrouping
- Differentiating instruction
- Determining who needs additional instruction about a concept or topic
- More easily identifying students strengths and needs
- Gauging instructional effectiveness
- Refining instructional methods
Differentiate Programming

- Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.


Differentiate the Delivery of Content

- Curriculum compacting
- Providing key vocabulary
- Developing individual learning goals
- Including learning centres to facilitate guided or independent learning
- Providing a variety of stimulus materials in a range of mediums.

Differentiate by Making Modifications to Instruction and Student Groupings

- Tiered and levelled activities
- Interest centres
- Learning contracts
- Problem-solving and challenge-based learning opportunities
- Open-ended questioning
- Group and independent study


Differentiate How Students Demonstrate Learning

- Collaborative and individual learning
- Project-based work
- Student choice
- Teacher/student dialogue around learning activities

Differentiate the Learning Environment

- Structure and organisation of the classroom, including class routines
- Ways students interact with and work with others by providing opportunities for individual, collaborative and whole class group work.

Questions???