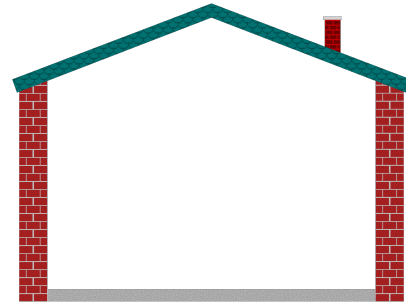


Multi-tiered System of Supports

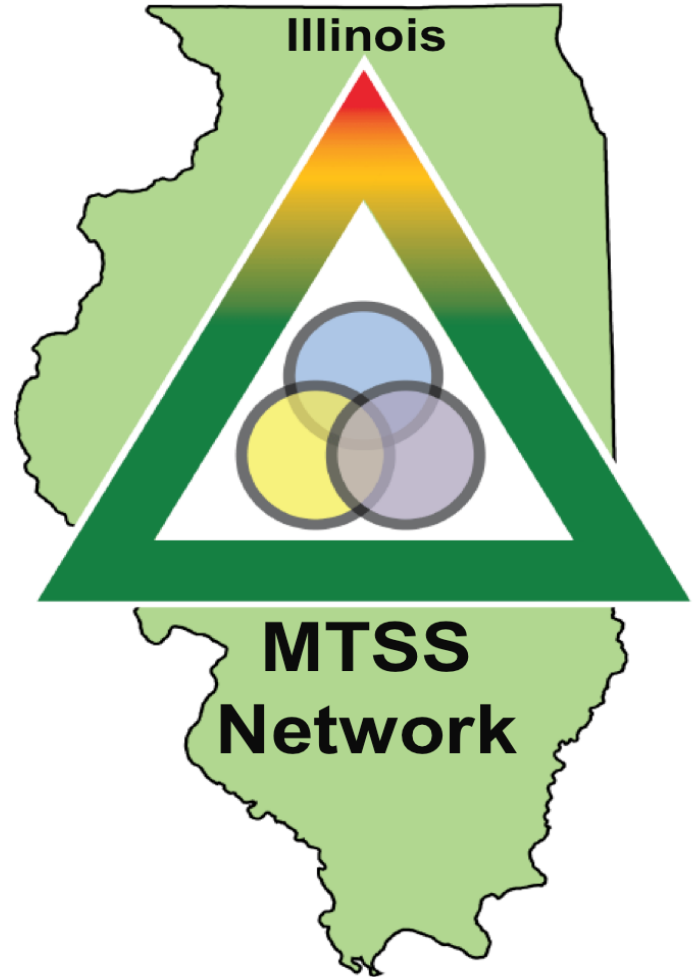
A Framework for
Student Success



Illinois MTSS Definition

A **Multi-Tiered System of Supports**

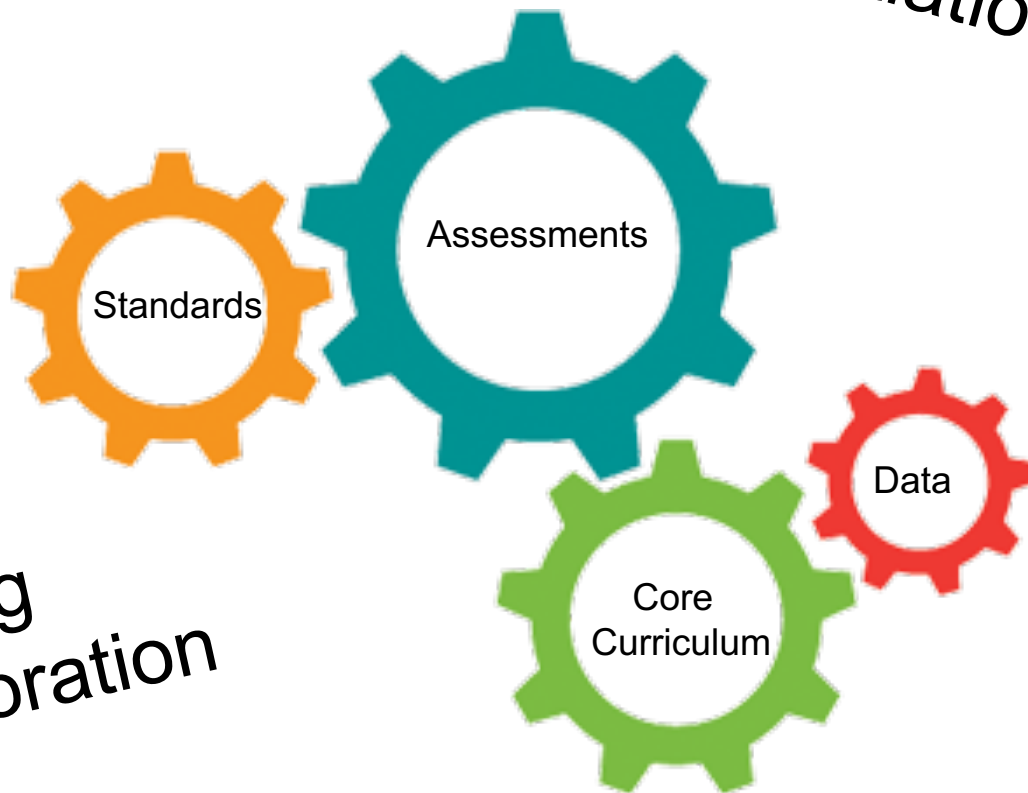
is a **systemic, prevention-focused, data informed** framework **for continuous improvement** providing a **continuum of supports** for **ALL learners**.



Systemic Approach

Differentiation

Deliberate



Intentional

Ongoing
Collaboration

Prevention-Based

When



Who needs supports?

Effective

Who needs challenges?



Data Informed Problem Solving

School Level



Classroom Level

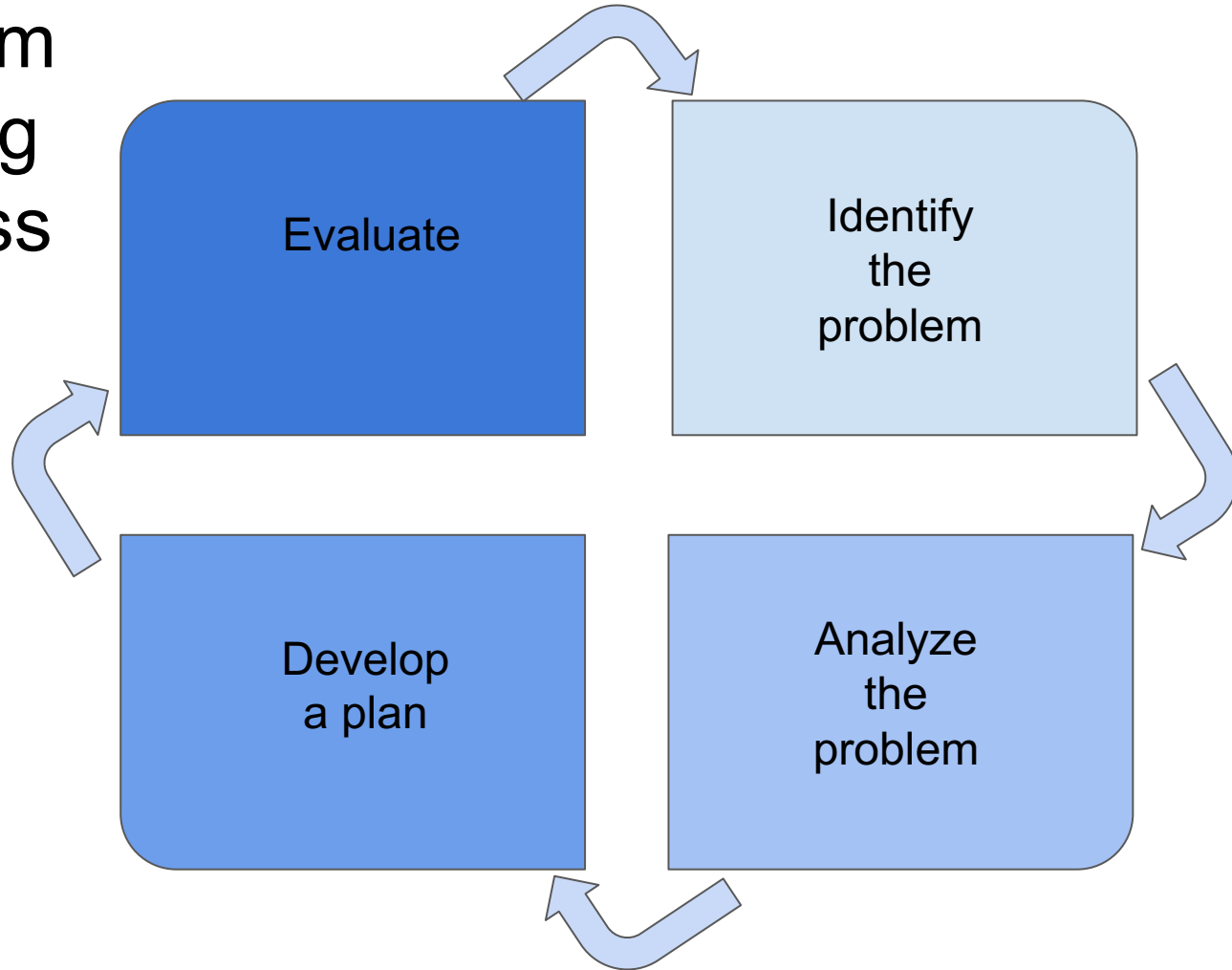


Individual Student Level

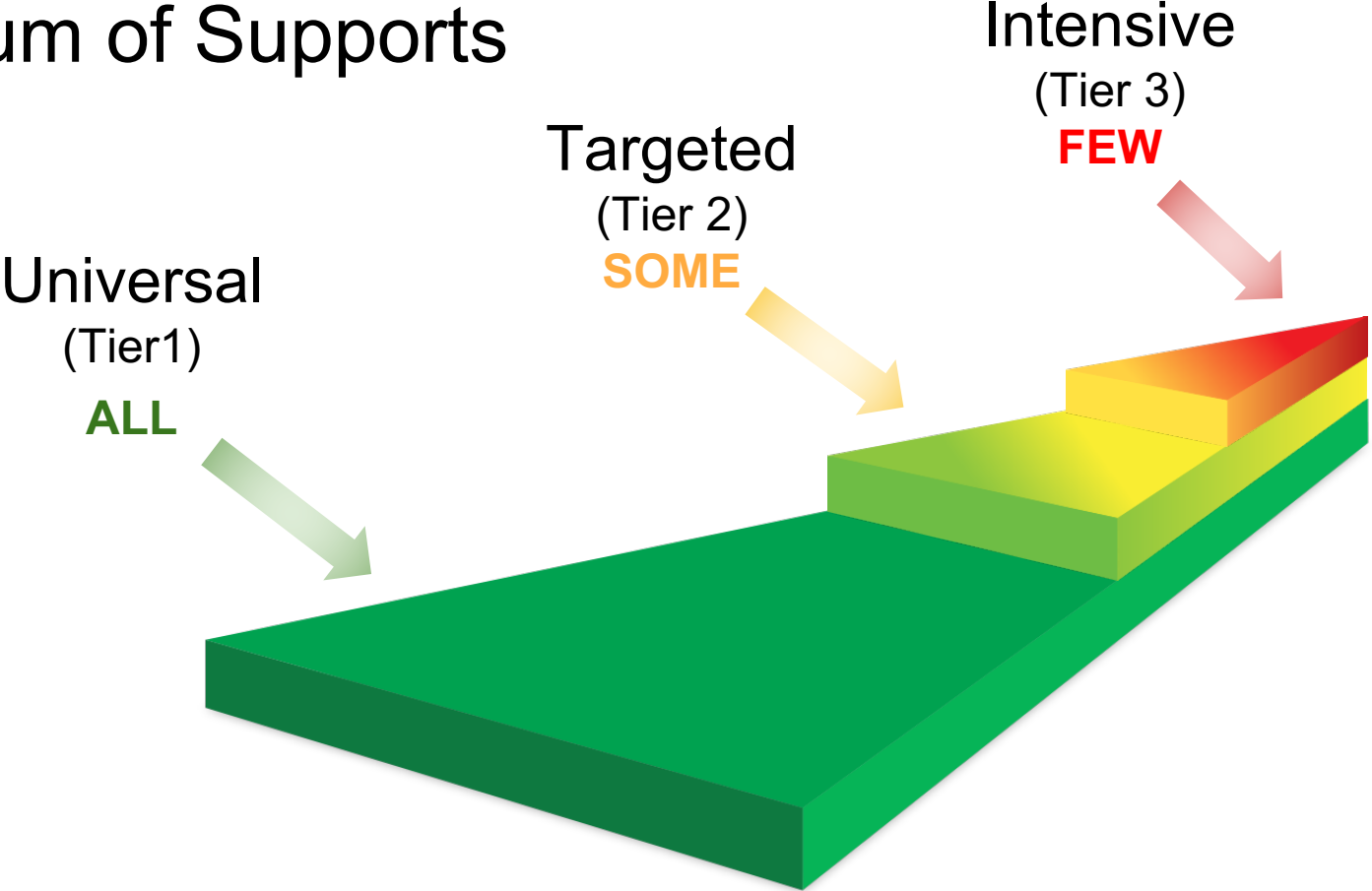


Protected Time

Problem Solving Process



Continuum of Supports



McLean Co. Unit

District 5 Early

Learning MTSS

Kris Pennington, Principal & EL Coordinator • 06.15.2017

Task force

Teachers-ESL, SPED, Gen Ed

Psychologists

Social workers

Speech pathologists

Special Ed administrator

EL Principal/EL Coordinator

why?

STUDENTS COMING INTO PROGRAM WITH LIMITED EXPOSURE AND BACKGROUND EXPERIENCES

GIVE TEACHERS AND STUDENTS SUPPORT WITH EVIDENCE BASED PRACTICES AND ASSESSMENTS, AND INTERVENTIONS IN A SYSTEMATIC MANNER TO IMPROVE OUTCOMES

DECREASED NUMBERS OF REFERRALS VERY EARLY IN THE SCHOOL YEAR

GIVE CHILDREN EXPOSURE IN SCHOOL BEFORE CONSIDERING EVALUATION AND IDENTIFYING AS SPECIAL EDUCATION

2 Identified areas

Literacy

Social-Emotional

Social emotional steps of support

1. 8 weeks of enrollment and PBIS(EL) is implemented school-wide with fidelity and integrity(CORE instruction).
2. After 8 weeks(October): SSBD-Systematic Screener for Behavior is administered for all to identify top externalizers and internalizers
3. Identified students are given a Tier 2 coach/mentor: Check-in/Check out:data is collected for 2 (8-week) cycles.

Social emotional step of support

5. If after 6 weeks, CICO is not successful-Individualized CICO(check in/check out) may be implemented(ICICO)

Other interventions: SAIG Group(Second Step); brief FBP(Functional Behavior Plan)

6. If unsuccessful after two cycles: go to CARES TEAM (TIER 3)

7. If necessary, complete special education evaluation.

Social emotional step of support

Other practices(Wrap around) along the way:

- connect families with mental health services as needed
- individual or family counseling
- Parent/family workshops or other opportunities such as “Love & Logic”; PBIS practices; parent support groups

Social emotional cont...where are we now?

End of year one implementation

Task force will get together summer 2017 to review data and review what worked and what we still need to work on after year one

literacy

We quickly discovered that our district needed to implement literacy practices with fidelity and integrity before moving into a systematic approach of intervention practices

Literacy Task force

2016-2017 school year: task force spend most time working on:

1. identifying what research showing is most importance in early childhood. We landed on phonemic awareness.
2. What interventions are out there
3. How will we improve our CORE instruction in phonemic awareness
4. Began a plan to implement improving practices in literacy-
beginning 2017-2018 school year

Literacy MTTTS-where are we now?

2017-2018 school year: implementation of improving practices in literacy

-beginning by using researched based resources -continuing the task force

-book studies

-using SLPs as a resource

-Coaching in FD(PEG classrooms) OUR WISH IS FOR MORE COACHES

-we are open to your ideas!

penningk@uni
t5.org

Resources that can be shared:

District steps outlined for S/E

CICO(check-in/check out) forms

Parent letters



Antoinette Taylor

Exceptional Needs

tant

www.atexceptional.com

- **Doctoral Student:** PhD P-12 Curriculum and Instruction
- **President-elect:** Illinois DEC: Division of Early Childhood
- **Chairperson:** Illinois Attendance Commission
- **Co-chair:** Illinois Early Childhood (MTSS) **Multi-tiered System of Support Committee**
- **Advisory Board:** IL MTSS - N (Multi-tiered System of Support - Network)
- **EC LRE Stakeholder** (Policy Advisory Workgroup)
- **P-20 Council:** Family Youth Community and Engagement Committee and College and Career Readiness Committee

Early Childhood Umbrella



- **0-3** Birth to three
- **3-5/6:** Pre-K
- **6-8:** School-Aged

MTSS History Walk



MTSS...the Definition

Response to Intervention (RtI) is referenced in the former **No Child Left Behind Act** as well as the **Individuals with Disabilities Act (IDEA) reauthorization in 2004**. RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. The RtI model is multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important education decision, including possible determination of eligibility for exceptional education services.

Federal

Each district shall, no later than the beginning of the 2010-2011 school year, implement the use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure described in 34 CFR 300.304.

Federal

- Must permit the use of a process based on the student's response to **scientific, research-based intervention**
- Must document how the student responds to **scientific, research-based interventions**
- Must document that the student does not achieve adequately or make sufficient progress in state-approved grade-level standards

Illinois

- Use of a process that determines how the student responds to **scientific, research-based interventions as part of the evaluation**
- Development and distribution of a State RtI Plan by January 1, 2008 by the State Superintendent et. al

MTSS versus Special Education



1st things 1st: Federal Determination

- It has come to the attention of the Office of Special Education Programs that in certain instances LEAs may be using Response to Intervention strategies to delay or deny a timely initial evaluation for children suspected of having a disability. States and LEAs have an obligation to ensure that children suspected of having a disability are not delayed or denied because of implementation of an RtI strategy.

U. S. Dept. of Ed. 1/21/11 Memo to State Superintendents

Rule #1

(This is THE Preface Statement of MTSS

U.S Dept. of Ed (OSEP)

When a district implements the use of a process of this type, the district shall not use any child's participation in the process as the basis for denying a parent's request for an evaluation.

http://www.isbe.net/spec_ed/pdfs/OSEP_Rtl_memo11-07_012111.pdf

Illinois State Board of Education

Educational Rights and Responsibilities: Understanding Special Education in Illinois

**Illinois State Board of Education
Special Education and Support Services
June 2009**

http://www.isbe.net/spec-ed/html/parent_rights.htm- 28.8KB - ISBE

Illinois State Board of Education

If you believe that your child is in need of special education services, you have the legal right to ask that the school evaluate your child to determine whether he or she is eligible to receive special education services. ***You can ask the school to evaluate your child at any time, regardless of where your child is at in the Rtl process.***

Present Day (ESSA and MTSS)

- ESSA provides greater flexibility to states in determining specific practices and service delivery models to improve school climate, increase school safety, and expand access to comprehensive learning supports. MTSS enables the integration of multiple school improvement efforts and represents an effective strategy to accomplish the following goals:

- Improve outcomes for *all* students, including high-performing students, English language learners, students receiving special education services, and those struggling with barriers to learning.
- Improve instruction and alignment of curricula across general and special education.
- Improve school climate and safety.
- Create safe and supportive learning environments free from bullying and harassment.
- Support students' mental and behavioral health.
- Implement effective discipline policy and practice. Importantly, ESSA recognizes the effectiveness of MTSS.
- **It also speaks to necessary** and **ongoing** professional development.

www.nasaponline.org



**We Thank You
Have a Blessed Weekend**

