APPENDIX V – 103
TUSD MTSS PROCESS

2016-2016 Newly Hired School Psychologists
Information Session
MULTI-TIER SYSTEM OF SUPPORTS

- Response to Intervention (RtI) and Positive Behavior Intervention System (PBIS)
- System wide changes to instruction and school climate/procedures and routines
- Catch kids before they fail and support the learning of all students
TUSD  MTSS CORE PRINCIPLES

• Multi-Tier System of Supports is:
  • A system for efficient instruction
  • A method for evaluating the needs of all student outcomes through carefully selected and implemented interventions
  • May be used to assist the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional education program, 504 plan or other educational option.
WHEN DONE CORRECTLY, MTSS IS MORE THAN A PROGRAM, IT IS REALLY A SCHOOL REFORM MODEL

• TUSD has invested in training for classroom teachers

• Danielson’s Framework for Effective Teaching and PBIS
• Consistent Districtwide curriculum written by grade level
• Reading and Math common assessment probes
• District Benchmark assessments (School City)
  • (ELD students CBM assessments from AVENUES)
• Professional Learning Community
• Learning Support Coordinators (now MTSS coordinators)
TUSD  MTSS CORE PRINCIPLES

- We can effectively teach all children
- Early intervention
- Use a multi-tiered model of service delivery
- Use a problem-solving method to make decisions within a multi-tiered model
- Use research-based, scientifically validated interventions and instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment in screening, diagnosis, and progress monitoring
- Instruction is differentiated to meet the needs of the individual student
School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Individual or Group

- **Universal**
  - All settings, all students
  - Preventive, proactive

- 1-5% range for specific interventions
- 5-10% range for targeted groups
- 80-90% range for universal strategies
ASSESSMENTS TO GUIDE INSTRUCTION

• **OUTCOME ASSESSMENT:** After major unit of instruction
  • AZ Merit, School City Benchmarks, Measures Standards proficiency

• **UNIVERSAL SCREENING:** 3 to 4 times per year
  • DIBELS Next (curriculum based) Identify Students At risk

• **DIAGNOSTIC ASSESSMENT:** When needed
  • CORE Assessing Reading - Multiple Measures Answers why students are struggling
  • Identifies skill gaps and guides intervention targets

• **PROGRESS MONITORING:** Ongoing
  • DIBELS Next progress monitoring
  • Identifies effectiveness and/or need for adjustment of intervention
  • Measures growth over time
  • As intensity of intervention increases, monitoring needs to be more often
TIER 1 INTERVENTIONS
(AVAILABLE TO ALL STUDENTS)

• High quality Core instruction
• Classroom based, data driven differentiated instruction
• English Language Development instruction for students not proficient in English
• School-wide Positive Behavior system (PBIS)
• Consistent routines & procedures
• If effectively used and implemented, 80%-85% of the students should be successful
TIER 2 SUPPLEMENTAL INTERVENTIONS
(NEEDED BY ABOUT 15% OF STUDENTS)

- Classroom based, small group/individual instruction (in addition to core instruction using a Reteach/Enrich model)
- Before or afterschool tutoring (consistent, targeted)
- Additional Direct instruction (reading/math interventionist, dropout prevention, magnet support teacher, etc.)

- Success Maker program (20 minutes 4 x per week minimum)
- ACHIEVE 2000
- Edgenuity (credit recovery)

- Class-wide counseling lessons
- Restorative Practices
TIER 3 INTENSIVE INTERVENTION
(NEEDED BY ABOUT 5% OF STUDENTS)

• Not so much……

• Targeted skill identified by data
• Systematic and explicit instruction
• Teach to mastery
• Progress monitoring often to gauge response to intervention

• FBA and behavior intervention plan
PROBLEM SOLVING APPROACH STEPS

• Define
• Analyze
• Implement
• Evaluate

• (not standard protocol method)
Define the problem by determining the discrepancy between what is expected and what is occurring.

Ask,

• What is the problem?
• What specifically do we want students to know and be able to do, compared to what they now know and are able to do.

• If over 20% of the students are not meeting expectations, examine instruction, curriculum, and environment for needed adaptations and develop group intervention.
ANALYZE

• Analyze the problem using data to determine why the discrepancy is occurring

Ask
• Why is it taking place?
• Why is the desired goal not occurring?
• What are the barriers to the student doing and knowing what is expected?
IMPLEMENT

- Implement **with integrity** a planned intervention that will address a student’s performance goal

- Delineate how the student’s progress will be monitored.

Ask

- What are we going to do?
EVALUATE

- Evaluate the effectiveness of the intervention plan
- Use progress monitoring data to identify the student’s response to the intervention plan

- Ask,
- Is it working?
- How does the student’s progress compare to typical peers?

If needed, how will the instruction/intervention plan be adjusted to better support the student’s progress?
EXPECTATIONS

• Some schools have a designated MTSS Coordinator
• Other schools will “make-do”

• Principals/administrators are expected to at least participate and possibly lead the MTSS team
• Data is to be reviewed at least monthly and reported to district leadership
• Problems/trends are identified and solutions planned
  • Behavior Referrals
  • Academic concerns
THE NITTY G RITTY
Forms and procedures
### Section A: Student Information

| Student: | Jose Smith |
| SAIS #: | 123412345678 |
| Date of Birth: | 7/5/2007 |

| School: | Manzo |
| Grade Level: | 3rd |
| Date: | 12/2/2015 |

**Date(s) of Parent /Guardian Contact:** __12/1/2015____  
**Method of contact:** __phone call__

**Summary of discussion:** Told mom my concerns, explained what interventions were happening in addition to the regular class instruction

### Section B: Universal Screener Data

<table>
<thead>
<tr>
<th>Date</th>
<th>Measure</th>
<th>Student result</th>
<th>Peer Average</th>
<th>Expected /goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/2015</td>
<td>DIBELS ORF</td>
<td>44 wpm, 88% accuracy</td>
<td>68 wpm, 91% accuracy</td>
<td>70 wpm, 95% accuracy</td>
</tr>
<tr>
<td>9/1/2015</td>
<td>DIBELS_DAZE</td>
<td>Adjusted score 0</td>
<td>Adjusted score 4.4</td>
<td>Adjusted score 8</td>
</tr>
</tbody>
</table>

### Section C: Tier 1 Core Instruction/Classroom Environment

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer</th>
<th>Comments (attach form if needed)</th>
</tr>
</thead>
</table>

### Section D: Tier 1 Targeted Academic/ Behavior Intervention

<table>
<thead>
<tr>
<th>Date started</th>
<th>Targeted Skill</th>
<th>Intervention /Method</th>
<th>Frequency (minutes /# days per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2015</td>
<td>Reading fluency</td>
<td>Partner oral reading</td>
<td>10 minutes/ 3 days per week</td>
</tr>
</tbody>
</table>

**Goal statement:**  
Specific, Measurable, Attainable, Realistic and Time bound  

**By 12/5/2015 Jose will be able to read 68 words per minute correctly, at 95% accuracy**
<table>
<thead>
<tr>
<th>Date</th>
<th>8/2</th>
<th>8/9</th>
<th>8/16</th>
<th>8/23</th>
<th>8/31</th>
<th>9/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score/result</td>
<td>46 wpm 80% acc</td>
<td>49 wpm 82% acc</td>
<td>52 wpm 80% acc</td>
<td>55 wpm 81% acc</td>
<td>55 wpm 82% acc</td>
<td>58 wpm 81% acc</td>
</tr>
<tr>
<td>Peer comparison</td>
<td>55wpm 85% acc</td>
<td>54wpm 86% acc</td>
<td>56wpm 88% acc</td>
<td>53wpm 88% acc</td>
<td>55 wpm 86% acc</td>
<td>58wpm 90% acc</td>
</tr>
</tbody>
</table>

Comments:

If possible attach graph with Aim line and goal.
CLASSROOM TEACHER RESPONSIBILITIES

• Monitor effectiveness of core instruction
  • Assignments
  • End of chapter assessments
  • DIBELS monitoring
  • School City assessments

• PLC team review data
  • Plan for differentiation of instruction

• Monitor and collect data on Tier 1 Interventions

• If it is an ongoing concern, follow the school process for MTSS
SYNERGY DOCUMENTATION??

• Unknown what it looks like, but teachers will add intervention data/info

• New program purchased to identify students school wide more equitably
  • October roll out?

• DIBELS Benchmark testing in August

• School City 4th quarter data for some

• AZMerit data not yet available
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Category</th>
<th>Activity Description</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/05/2015</td>
<td>12:30PM</td>
<td>Academic</td>
<td>In small group student received phonics, fluency, and comprehension focused intervention five times a week.</td>
<td>Darden, Alicia R</td>
</tr>
<tr>
<td>09/30/2015</td>
<td>11:00AM</td>
<td>Academic</td>
<td>Other (15 min) 9/30 - 10/1 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. <strong>10/1 Student read 17 of 26 words correctly in one minute.</strong></td>
<td>Darden, Alicia R</td>
</tr>
<tr>
<td>09/28/2015</td>
<td>11:00AM</td>
<td>Academic</td>
<td>Other (15 min) 9/28-9/29 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. <strong>9/29 Student read 10 of 15 words correctly in one minute.</strong></td>
<td>Darden, Alicia R</td>
</tr>
<tr>
<td>09/23/2015</td>
<td>11:00PM</td>
<td>Academic</td>
<td>Other (15 min) 9/23-9/25 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. <strong>9/25 Student read 9 of 20 words correctly in one minute.</strong></td>
<td>Darden, Alicia R</td>
</tr>
<tr>
<td>10/05/2015</td>
<td>12:30PM</td>
<td>Academic</td>
<td>In small group student received phonics, fluency, and comprehension focused intervention five times a week.</td>
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FORMS TO COMPLETE BEFORE MTSS MEETING

• Nurse vision and hearing
• Meeting Preparation form

• Classroom Environmental Checklist and Instructional Procedure Checklist should be completed by MTSS team member
  • Teachers need a copy to know what is expected

• MTSS Tier 1 Intervention/data collection should be completely filled out by classroom teacher
## MTSS Meeting Preparation Form

<table>
<thead>
<tr>
<th>Concerns:</th>
</tr>
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<tbody>
<tr>
<td>Absence/tardy rate issue? (Which grades and totals, Absences/days Tardy this year)</td>
</tr>
<tr>
<td>Multiple school enrollments? (list)</td>
</tr>
<tr>
<td>Classroom or school change midyear?</td>
</tr>
<tr>
<td>Prior academic concerns? (Grades, FFR on District/State tests, recent drop in grades)</td>
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<tr>
<td>Prior Student Support Plan? (ARID, AZ Reads, etc.)</td>
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<tr>
<td>Prior grade retention? If yes, which grade(s)</td>
</tr>
<tr>
<td>English Language Learner? (List AZELLA Level, scores and test dates)</td>
</tr>
<tr>
<td>Concerns with English development? (Avenues e-assessment info)</td>
</tr>
<tr>
<td>Special Education or 504 Plans? (Eligibility/initial placement)</td>
</tr>
<tr>
<td>Prior behavior concerns? (Indicate reoccurring issue/patterns)</td>
</tr>
<tr>
<td>Repeated detention, in-school, out of school suspension? (Indicate # days)</td>
</tr>
<tr>
<td>Medical or Mental Health concerns?</td>
</tr>
<tr>
<td>Does not ask for help when needed</td>
</tr>
<tr>
<td>Disorganized with school materials</td>
</tr>
<tr>
<td>Poor homework completion</td>
</tr>
<tr>
<td>Difficulty staying focused/easily distracted</td>
</tr>
<tr>
<td>Poor in class assignment completion</td>
</tr>
<tr>
<td>Poor peer and adult relationships</td>
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<tr>
<td>Gives up easily when frustrated</td>
</tr>
</tbody>
</table>

If yes add specific details:
MTSS Nurse Form

Student's Name: ___________________________ Date: ______________
Teacher: ___________________________ Grade: ______________

Please complete this form and return it to classroom teacher by ______________.

Does student have any vision problems?  [ ] Yes  [ ] No

If yes, does student wear glasses?  [ ] Yes  [ ] No

Date of last exam:

<table>
<thead>
<tr>
<th>Right eye</th>
<th>Near</th>
<th>Far</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Was a medical referral made?  [ ] Yes  [ ] No

Date of last exam:

<table>
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<tr>
<th>Right</th>
<th>Left</th>
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</thead>
<tbody>
<tr>
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</table>

Was a medical referral made?  [ ] Yes  [ ] No

Is the student taking any medication?  [ ] Yes  [ ] No

Are there any known medical problems?

From your perspective as school nurse, do you have any concerns?
# School and Classroom Instructional Procedure Checklist

**Student's Name:** ____________________________  
**Date:** ____________________________  
**Teacher:** ____________________________  
**Grade:** ____________________________

## SCHOOL WIDE PROCEDURES

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
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- Going to the office, nurses office, library, computer lab, cafeteria, etc
- Playground procedures (getting and returning materials)
- Walking the hallways individually and as a group
- Responding to emergencies (e.g. fire drill, lock down)
- Arrival and dismissal procedures (including buses)
- Between class transition procedures / passing period

## PARTICIPATING IN CLASSROOM DISCUSSION & ASKING QUESTIONS

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partial</th>
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</table>

- Listening to and responding to questions
- Participating in class and small group discussions
- Working cooperatively with others
- Needing help or conferencing with another student
- Asking questions
- What to do if you are suddenly ill
- Classroom etiquette, saying "please" and "thank you"

## STUDY AND ORGANIZATION SKILLS

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partial</th>
<th>No</th>
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</tbody>
</table>

- Organizing and keeping a notebook, binder, folder
- Keeping a clear and organized desk
- Checking and using classroom materials
- Placing headings on papers
- Student data binder

## CLASSROOM PROCEDURES

<table>
<thead>
<tr>
<th>Yes</th>
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</table>

- Getting materials/supplies (e.g. paper, pencil, scissors, glue, etc)
-Sharpening pencils
- Passing In papers/turning In work
- Working in small groups
- Visitor in the classroom
- Entering class tardy
- Making up work when absent
- What to do when teacher is working with small groups
# Classroom Environment Checklist

**Student's Name:** __________________________  **Date:** ________________

**Teacher:** __________________________

## Classroom Structure

<table>
<thead>
<tr>
<th>Yes</th>
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- Independent work in quiet area with individual seating
- Small group area allows students to interact
- Large group faces teacher
- No hidden areas: teacher can see all students
- Free time set up so students do not disturb others
- Classroom noise level is appropriate
- Pre-assigned location for materials needed for instruction
- Pre-assigned location for students to submit completed work
- Materials are in low traffic areas so as not to disturb others
- Tools such as pencil sharpeners are in low traffic areas
- Teacher workstation does not interfere with student movement
- Teacher's attention is on students and not on workstations

## Operating Procedures and Routines

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<thead>
<tr>
<th>Yes</th>
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- Routines are developed for getting, using, and returning materials
- Students understand the routines and use them
- There is an entry activity
- Instruction begins immediately
- Instructions and explanations are clear and concise
- Reminders of routines are provided before each activity
- Transitions are smooth, students know what they are to do
- Transition activities are provided and effective
- Students are provided a routine to follow if they finish an activity before the rest of the class
- There is a routine for the end of the class
- The schedule is posted
- Students have been taught the routines
- Student seating increases academic achievement rather than social interaction

## Classroom Structure

<table>
<thead>
<tr>
<th>Yes</th>
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</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

- Classroom rules or expectations are posted
- Classroom rules or expectations are stated positively
- Students have been taught the rule
- Expected behavior is modeled
- Students are reminded about expected behavior
- Expected behavior is adequately acknowledged
- There is a system for addressing infractions
WHERE DO WE FIT?

• After intervention plan is created and data collection method is identified, data collection is similar to Tier 1 data collection

• Team should meet again on student in 4 to 6 weeks. (need 6 data points)

• Only after several Tier 2/3 attempts with minimal progress should a Special Education referral be made

• SCHOOL PSYCHOLOGIST SHOULDN'T BE INVOLVED IN THE FINAL MEETING WHEN A REFERRAL DECISION IS TO BE MADE AND PARENT SHOULD ALWAYS BE INVITED TO THAT MEETING

• (You could hold a Review of Data meeting at the same time if you are so inclined)
SOME DATA EXAMPLES

• Teachers used Sound Partners and sight word practice

• Monitoring was at 2nd grade level Oral Reading Fluency

• Three different decisions

• Examples of interventions for reading
QUESTIONS?

• How long will it take before a student can be referred for Special Ed testing?

• What if they are not eligible for an IEP?

• What interventions should I use?

• What next?