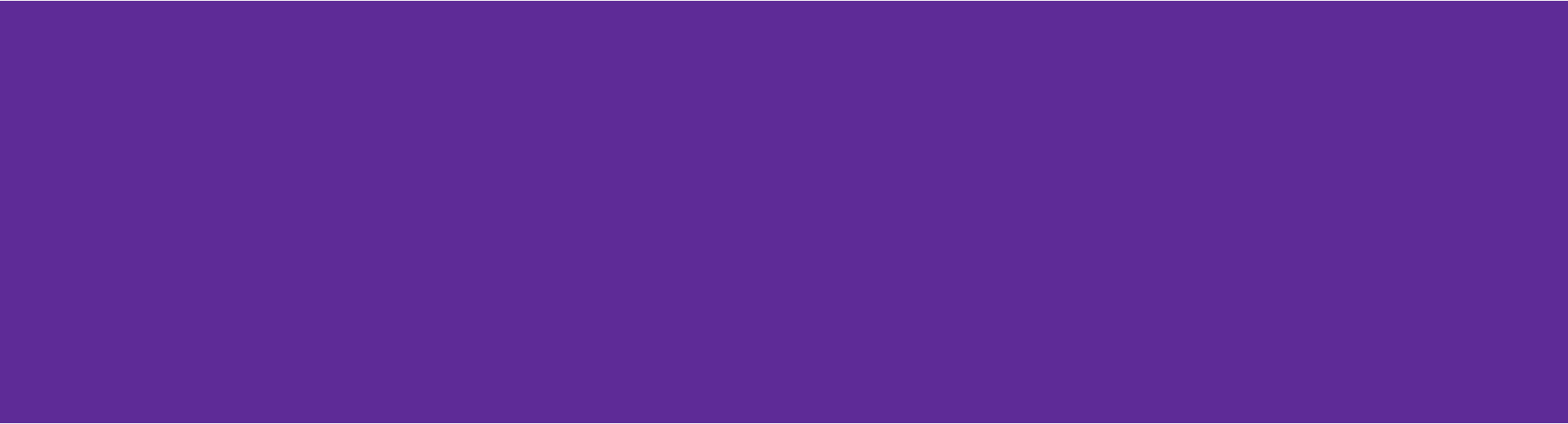


# MTSS/RTI for CHW

Speech and Language Pathology Department

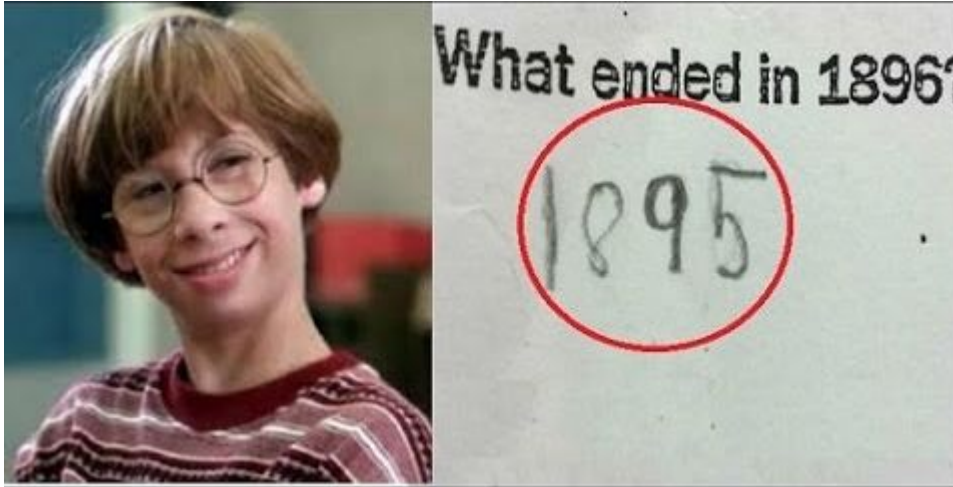
Chris Birr, MTSS Coordinator- School District of Elmbrook

Financial Disclosure – employed by the Elmbrook Public Schools as MTSS/RTI  
Coordinator; Non-financial Disclosure – none



# Unreliable and invalid quiz

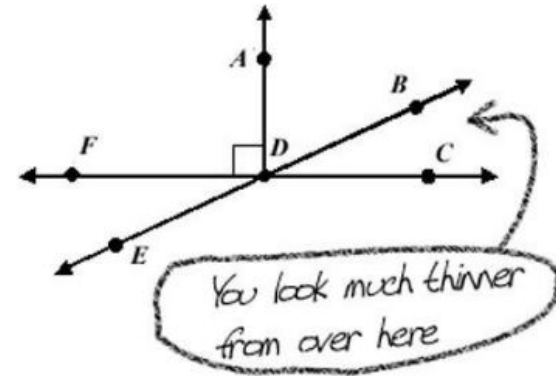
[Kahoot.it](https://kahoot.it)



Where was the American Declaration of Independence signed?

*At the bottom.*

Name an angle complimentary to BDC:



# Outline

1. What is RTI/MTSS?
2. Key Components of RTI/MTSS
3. What can you do to support students within the RTI/MTSS framework
4. High Quality Resources
5. Discussion

# My understanding of RTI/MTSS in public schools is....

Strong

Moderate

Basic

Non-existent, here for  
EU and donuts. Wake

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# What is RTI/MTSS?

**RTI**- Response to Intervention

**MTSS**- Multi-Tier System of Support

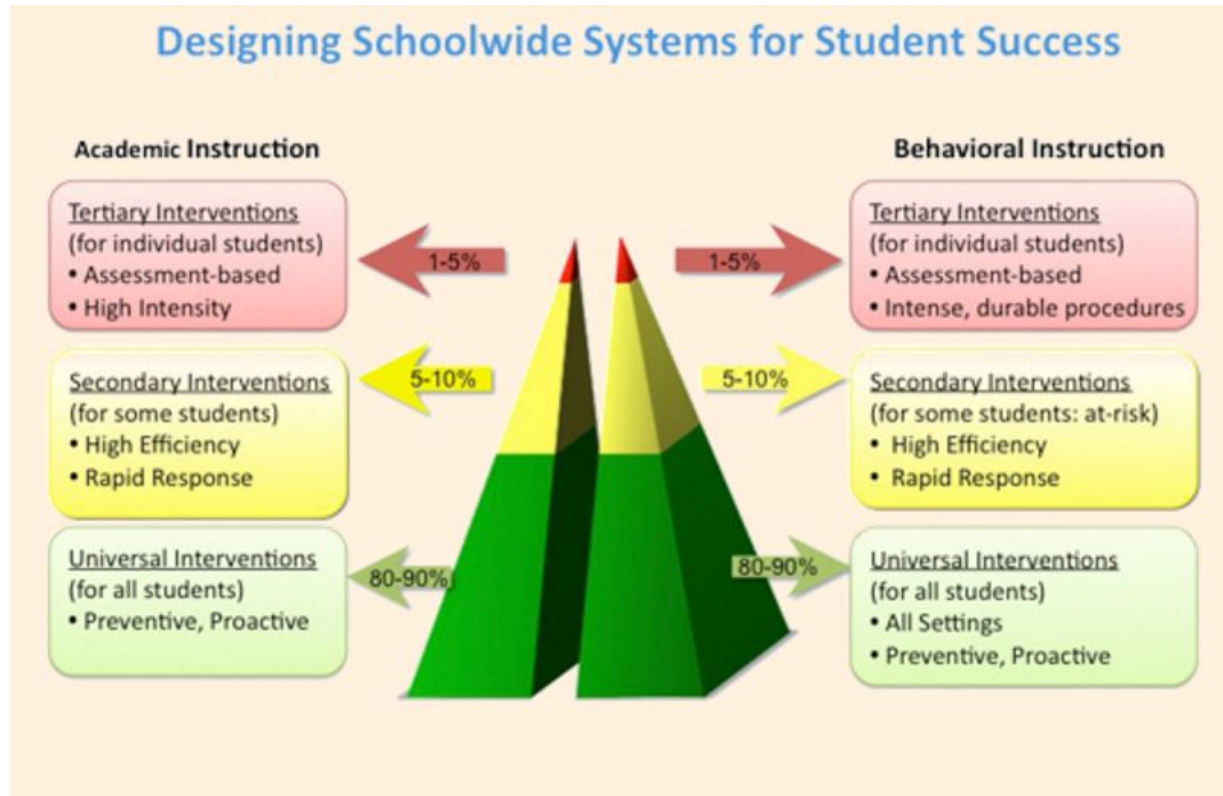
**Definition** from RTI Action Network- “... a **multi-tier approach** to the *early* identification and support of students with **learning and behavior** needs”

RTI and MTSS are **cultural changes** that schools undertake to *meet student needs* through early and targeted intervention

# What MTSS is not...

- A purchased program
- A new way to track students
- An initiative that requires a lot more money
- Numerous hurdles to get kids into special education
- A geometric shape (pyramid, triangle, pillar, etc....)

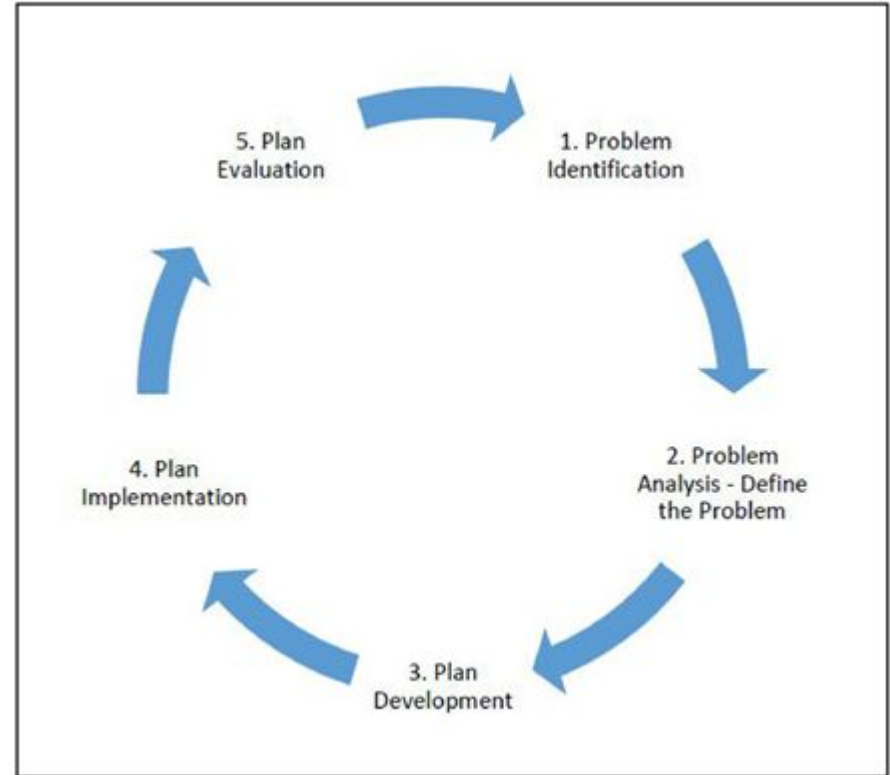
# And...it's a pyramid



Source:  
[www.pbis.org](http://www.pbis.org)

# Problem Solving Process

1. **Problem Identification**-  
What is the problem?
2. **Problem Analysis**- Narrow in  
on precise skill deficit
3. **Plan Development**-schedule  
instruction and monitoring
4. **Plan Implementation**- with  
monitoring
5. **Plan Evaluation**- will she  
catch up?





# Kari- First Grade

- K5 in CA, moved over summer
- Some inattentive behavior, poor choices
- **Previous** teacher report:
  - “Reading is a struggle”
- **Current** teacher: “Struggles to read sight words, below peers in reading, early literacy skills appear to be present.”



Know who this is?

I feel really old...

# Kari- fall screening data

9/30/2015

fall

2016

Independent Level

A

## NWEA MAP

Reading

1/12/2016

winter

1

Score

Std. Err

Percentile

142

2.9

1

## Growth

### Goals

Goal

Score

Std. Err

PL

Foundational Skills

143

5.8

Low

Language and Writing

142

5.8

Low

Literature and Informational

136

5.8

Low

Vocabulary Use and Functions

146

5.8

Low

# What does all that screening data mean?

TABLE OF PERFORMANCE							
Fall							
Grade	National Fall 95th %ile	***Score to Predict ACT of 24	*Tier 1 Target (NAEP Aligned)	Fall Tier 1 Target Percentiles	National Fall 50 <sup>th</sup> %ile	Tier 2 Consideration- 25th %ile	National Fall 10 <sup>th</sup> %ile NWEA
K5	165	N/A	147	71	138	126	116
1	182	N/A	166	67	161	152	144

## Trigger 1

Fall MAP RIT is 142,  
below 10th %ile

## Trigger 2

Fall TC Level is A- below

Teachers College-Reading and Writing Project Running Record Elmbrook Targets/Triggers-Elementary Independent Level						
	Fall Target	Fall Trigger	Winter Target	Winter Trigger	Spring Target	Spring Trigger
K	N/A	N/A	B	N/A	D	B
1	D	B	G	E	J	H

# Reading is a concern, but what area?

Screening identifies a problem, but not what the problem is...

## **Narrowing in:**

1. Screener strand analysis (MAP, STAR), What areas are low?
1. Examine pattern of errors on CBM/IRI (CVC, CVCe, etc)
2. Conduct brief diagnostic assessment (CORE, Quick Phonics Screener)

Target Critical Components of Reading (NRP, 2000)

- Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

**Reading Rockets link- Excellent Site/Resource!!**

# What does Kari need?

Examined available information, determined:

- Letter Names mastered
- Letter Sounds mastered
- Needs decoding instruction (CVC, CVCe, etc)

Team selected an intervention that focuses on letter sounds, blends, and word analysis

Monitoring using Nonsense Word Fluency transferring to Oral Reading if needed

# Back to Kari...

1. **Problem Identification:** Reading - based on results of 2 assessments
2. **Problem Analysis:** vowels and blends (sounds)
3. **Plan Development:** Letter sound, blend work
  - a. 4 days a week, 20 minutes, group of 3,
  - b. Monitor Letter Sounds, Nonsense Word Fluency, Oral Reading (Winter/Spring)- every other week
4. **Plan Implementation:** Start 9/28, check back on 10/22
5. **Plan Evaluation:** use CBM to monitor progress



# CBM example

im	kep	wuk	zis	zec	/ 14 (14)
des	yoc	fil	nib	tat	/ 15 (29)
vok	aj	sem	jut	lut	/ 14 (43)
loz	vuz	tod	pob	zuf	/ 15 (58)

Dad and Rob went fishing.	5
"We will catch fish to eat for lunch," said Dad.	15
They loaded their fishing things into the boat: poles, bait,	25
life jackets, and a net.	30

# Nonsense Word Fluency

Another Early Literacy CBM

- Students need to sound out nonsense words in one minute
- Reliable, Valid, easy to repeat

Baseline 31(25-50th %ile), goal to reach 61 or closing in on 50th %ile

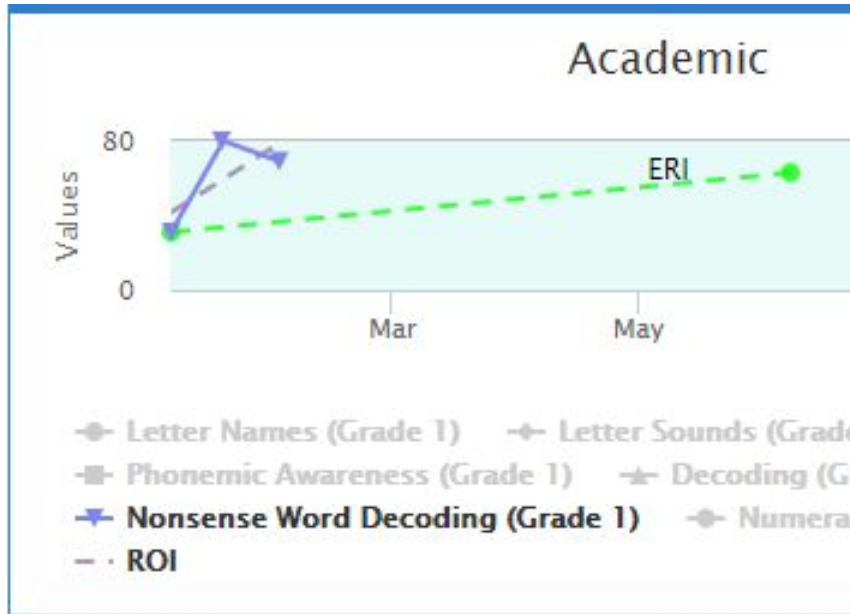
1	90	69	103	125	1.56
	75	49	73	94	1.25
	50	34	54	68	0.94
	25	22	40	51	0.81
	10	13	30	38	0.69
	Mean	39	61	75	
	SD	25	32	35	
N	25099	25099	25099		



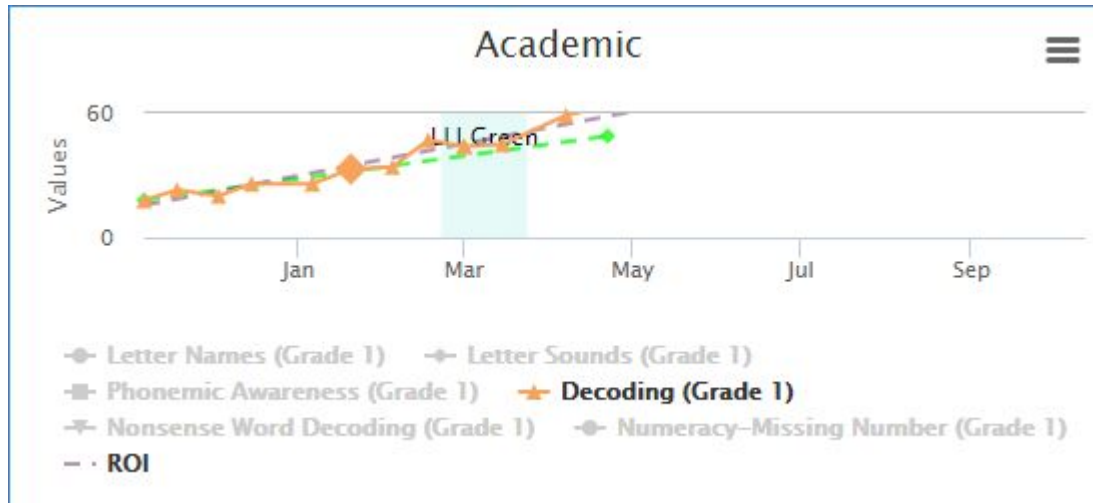
# How'd she do? Nonsense Word Fluency

Well Above Goal and 50th %ile score of 68

Might have stopped a little early...



# This team was on it! Oral Reading Fluency

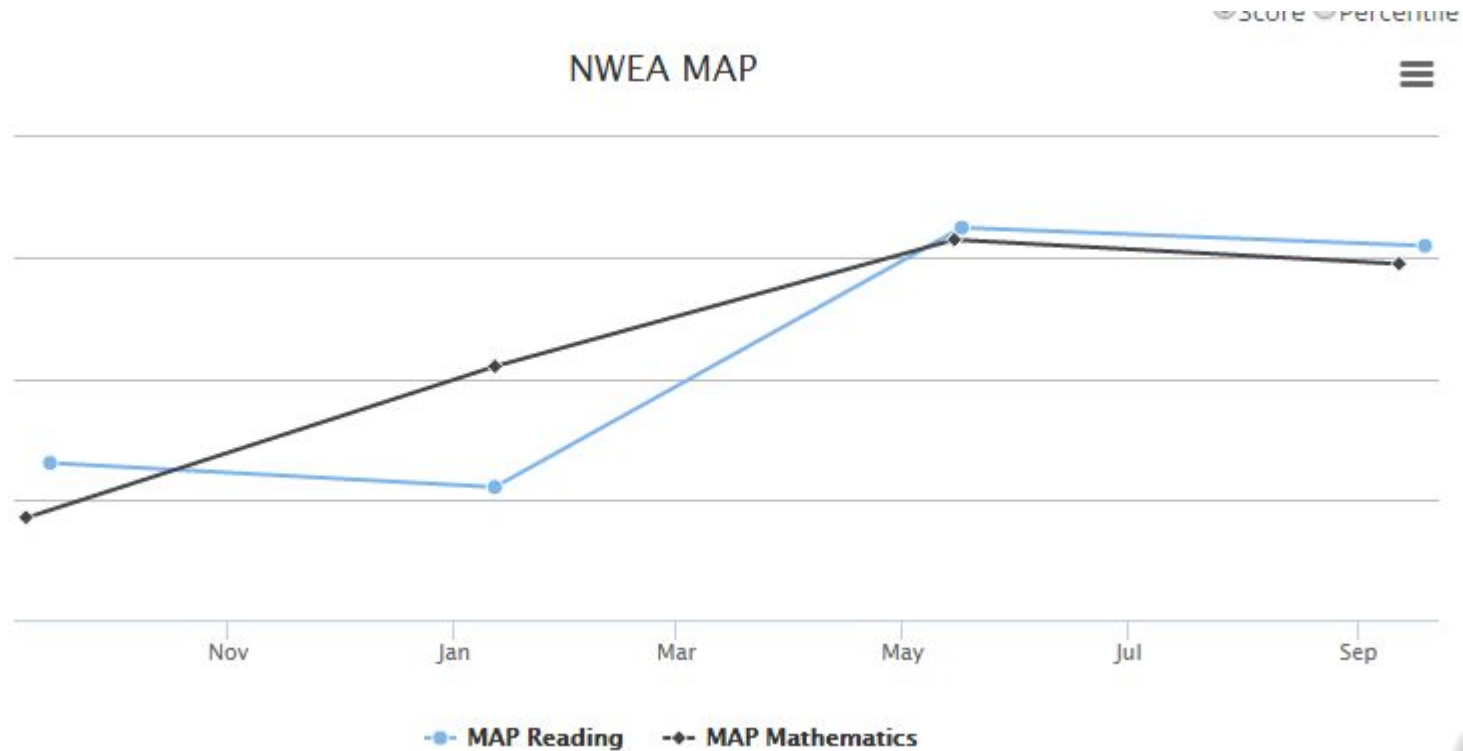


Above Goal Line

Exceeded 50th %ile



# The True Test.... Winter and Spring!



**NWEA MAP**

## MAP Mathematics

Discipline	Date	Term	Grade
Mathematics	5/15/2016	spring	1

Score	Std. Err	Percentile
183	2.9	56

**NWEA MAP**

## MAP Reading

Discipline	Date	Term	Grade
Reading	5/17/2016	spring	1

Score	Std. Err	Percentile
185	3.2	70

**NWEA MAP**

## MAP Reading

Discipline	Date	Term	Grade
Reading	9/19/2016	fall	2

Score	Std. Err	Percentile
182	3.5	68

**NWEA MAP**

## MAP Mathematics

Discipline	Date	Term	Grade
Mathematics	9/12/2016	fall	2

Score	Std. Err	Percentile
179	2.9	56

# Wait...What? That last slide was a mess.

Kari- started below expectations

**Problem:** Low reading scores in fall (Houston!)

**Problem Analyzed-** decoding instruction needed

**Plan Developed:** Intervention selected, delivered and skills monitored- she met goals set based on level of attainment and expected growth

**Plan Evaluated-** Good to Go! Stop! Monitoring and Screening Data indicated she was of little risk to NOT pass benchmarks

# Critical Components of RTI/MTSS

## Overarching Themes of MTSS/RTI (NASDSE, 2008)

1: **High Quality, Evidence Based instruction and Intervention**

2: **Decisions will be based on learning rate and level of performance** according to reliable and valid data

3: **High stakes decisions** will be made with the **use of reliable and valid data** assessments

# High Quality, Scientifically Based Instruction

Questions to ask about instruction.

[Adapted from RTI Action Network \(click for link\)](#)

- What essential skills are or were taught?
- How is instruction explicit and systematic?
- How is adequate practice provided with opportunities to respond (OTR) using essential skills?
- What evidence indicates students learned material rather than had it taught to them? (For example, the material was *covered* in class.)

Curriculum is *district* selected.

# Ongoing Student Assessment

## 4 Types of Assessment and Examples:

1. **Program Evaluation**- how is the system working? (WI-Forward, MAP, STAR, FastBridge)
2. **Screening**- which students are not making grade level expectations given universal instruction? (MAP, STAR, FastBridge, I-ready)
3. **Diagnostic**- What are the specific skill needs of students who are struggling in reading or math? (measures of specific skills, CBM such as aimsweb or easyCBM, FastBridge, running records- Fountas and Pinnell, Teachers College)
4. **Progress Monitoring**- What does the student's growth look like? (aimsweb, easyCBM, FastBridge)



# Universal Screening

**Purpose:** Identify students as on or off track for meeting grade level benchmarks

**Defensible** screening approaches *should* satisfy three criteria:

1. **Classification accuracy** : a good screener accurately classifies students at-risk or not for failure
2. **Efficiency** : the process should not be too costly, time consuming, or cumbersome
3. **Consequential validity**: the net effect for students must be positive (Messick, 1989). Students identified by the process should be provided service in a timely and efficient manner.

[Source: Jenkins, J.R. & Johnson, E. \(2009\). Universal screening for reading. Why and how we should do this. RtI Action Network. Click to access original post.](#)

# Progress Monitoring

Curriculum Based Measures (CBM) are the Gold Standard in Monitoring Progress.

The advantages to using CBM to monitor progress are:

- **Efficiency**- measures take from 1-10 minutes to administer
- Alignment to **BASIC SKILLS**
- **Reliability** (similar scores result from different assessors)
- **Flexible use:** Universal screening & monitoring: Is gap closing?

Look for aimsweb, easyCBM, FastBridge Results

# RTI for SLD

8 Areas of SLD (same as it ever was...):

**Oral expression; Listening comprehension;** Written expression; Basic Reading; Reading Fluency; Reading Comprehension; Mathematics Calculation; and Mathematics Problem Solving (Reasoning)

## Same Two Questions

1. Does the student have an impairment?
2. Does the student require special education to address the needs resulting from the impairment?

# 3 Components of SLD through RTI

1. **Inadequate Classroom Achievement- in suspected area**
  - a. **After** 2 Scientific Research Based Interventions (SRBI)
  - b. Academic Achievement Standard Score below 81 (10th Percentile)
2. **Insufficient Progress- using valid/reliable progress monitoring (CBM)**
  - a. Baseline- then monitor weekly
  - b. Goal to reach 25th percentile
3. **Rule out Exclusionary Factors:**

Other impairments, Environmental, cultural or economic factors, Limited English proficiency, Lack of appropriate instruction, fidelity of intervention delivery, correct targeting of skills, Evidence/Research basis of intervention

# How System Level MTSS and RTI for SLD fit

**Objective:** Increase outcomes for ALL

- **Early** Intervention based on screening (risk)
- **Monitor** frequently if response not observed
- **Respond:** Increase intensity/instruction to negate exclusionary factors

## When I provide an evaluation report, the following happens

Frequent follow up, school follows recommendations

One call some clarification then not sure

Parent says the school was given a copy.

Nothing I know of.

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# How you can help

Outside input is most helpful when:

- Skill deficits are identified based on data and assessment results
- Areas of weakness are described as discrete skills rather than possible disability areas
- Recommendations provide and describe instructional strategies rather than lists of program names
- Parents communicate with both providers and objectives are understood by all working with the child

# More ways to help

- Send samples of vocabulary or comprehension tools to teachers and ask for feedback (through parent or via release of information)
  - Is it helpful? Does it align to classroom instruction? What changes would make it more useful?
- Highlight critical recommendations and provide most important first



**Find all information here:**

[Elmbrook Schools MTSS Site](#)

This is our “RtI Manual”

- Public and Open to all
- Updates made in ‘real time’
- Will probably change in December, updates will be sent

# **MTSS/RTI Resources- click on underline**

RTI Action Network- General RTI Information

National Center on RTI

What Works Clearinghouse- Intervention Reviews/Practice Guides

Interventioncentral.org- Intervention and other free resources, free but good

National Center for Intensive Intervention- top notch intervention information

The Ceedar Center- Resources and research

The IRIS Center (Vanderbilt)- training and information

# Questions/Contact Information

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