

**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

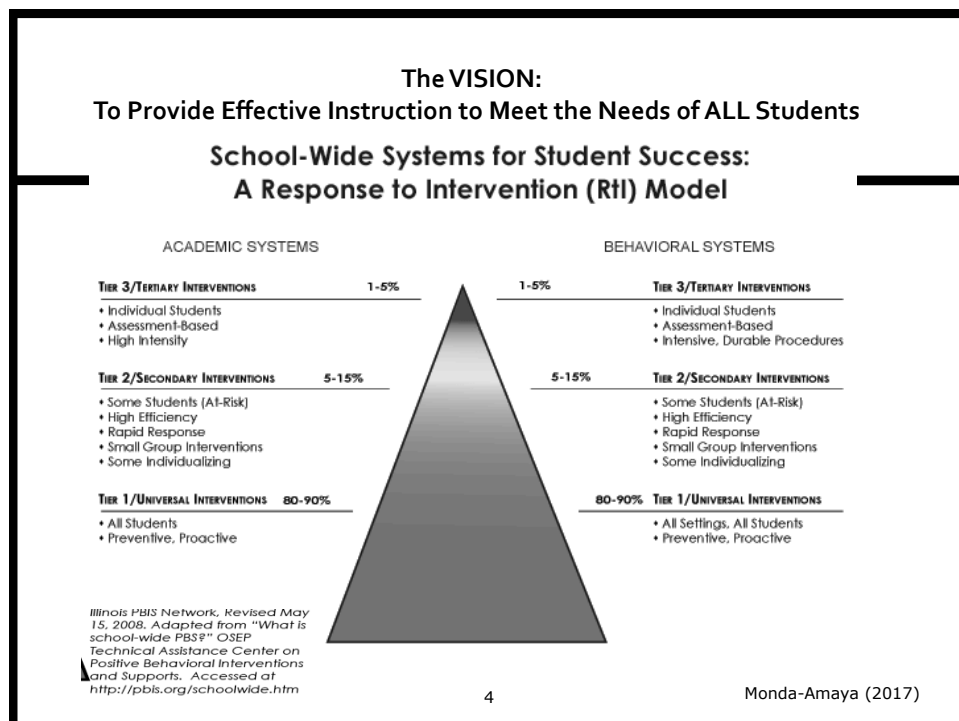
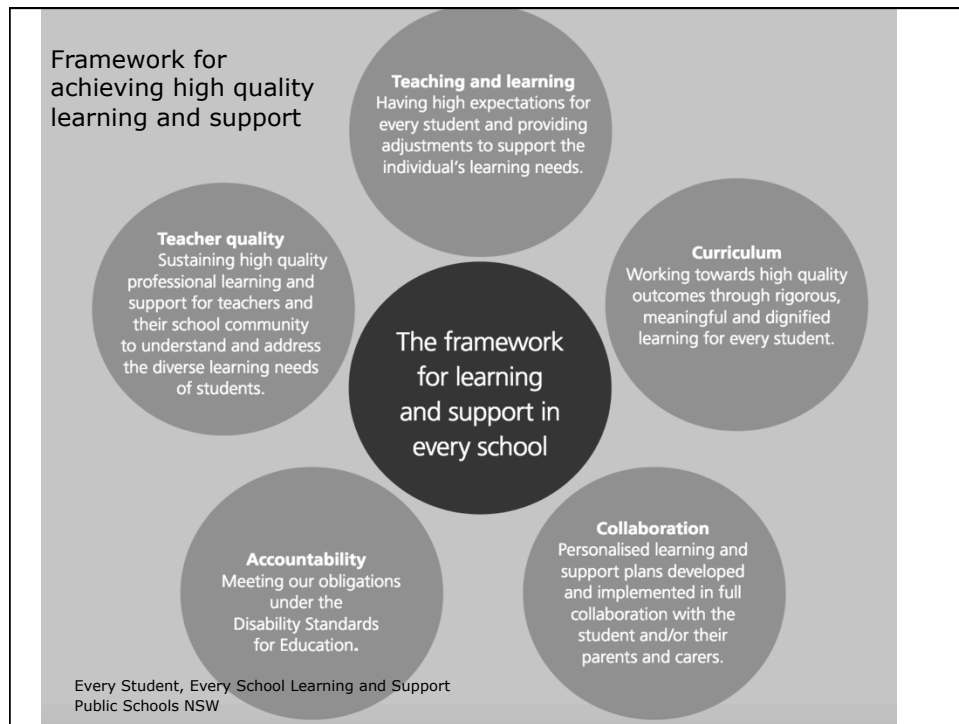
"The achievement of successful educational outcomes for every student, from Kindergarten to Year 12 and in preparation for adult life, is supported through high quality teaching and learning"

"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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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

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Old System of Problem Solving

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

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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**

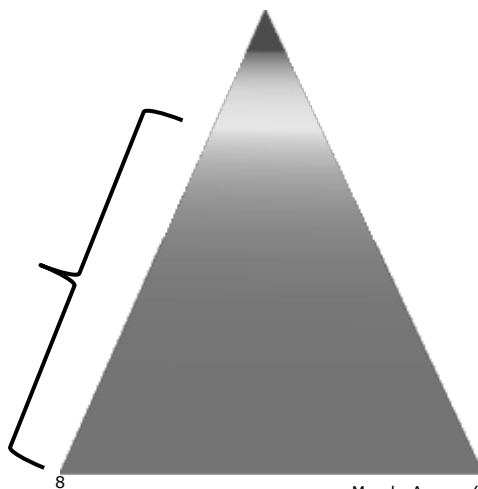
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Tier 1: Core Class Instruction

Tier 1

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



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Tier 1 Core Class Instruction— Reading Example (from Sharon Vaughn)

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

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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

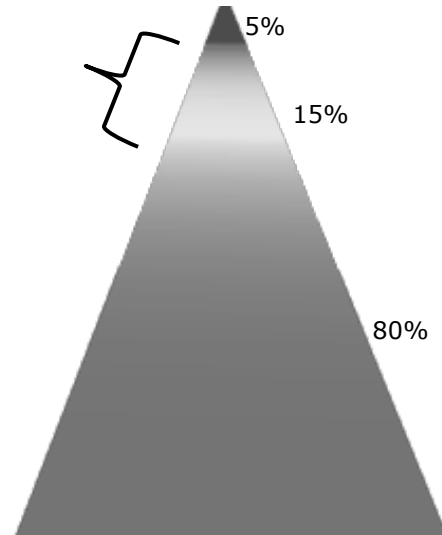
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Tier 2: Additional Interventions

•Interventions in addition to time allotted for core instruction

•Includes programs, strategies, and procedures designed and employed to supplement, enhance and support Tier 1



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Tier 2: Small Group Intervention –Reading Example (from Sharon Vaughn)

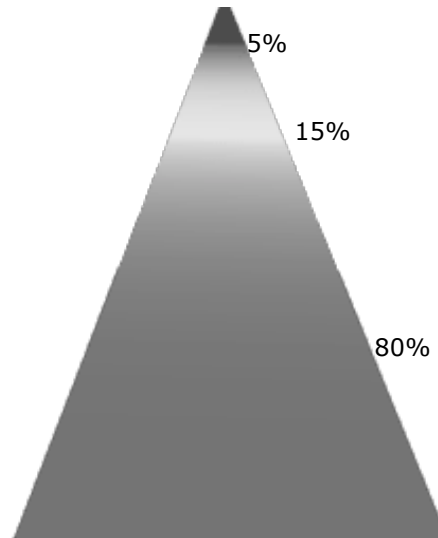
Focus	For students identified with marked reading difficulties, who have not responded to Tier 1 efforts
Program	Specialized, scientifically-based reading programs emphasizing 5 critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:5)
Time	25-30 min. per day in small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

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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



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

Focus	For students identified with marked reading difficulties, who have not responded adequately to Tier 1 & Tier 2 efforts
Program	Individualized and responsive intervention emphasizing critical elements reading for students with reading difficulties/disabilities
Grouping	Homogeneous small group instruction (1:3)
Time	50 min. per day in small group in addition to 90 min. of core reading instruction
Assessment	Weekly progress monitoring on target skills to ensure adequate progress & learning
Interventionist	“Research-provided” interventionist
Setting	Appropriate setting within or outside the classroom designated by the school

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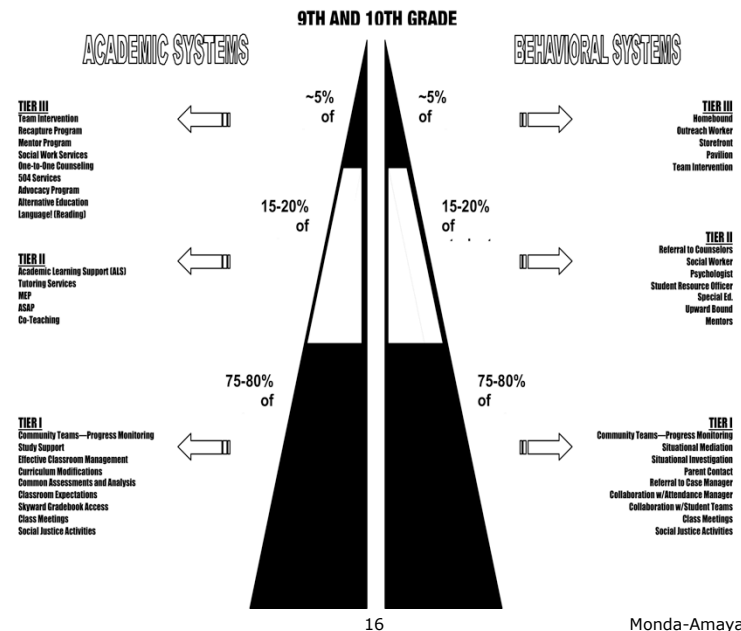
What You Must Have at Tiers 1, 2 & 3

- **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**

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UHS RESPONSE TO INTERVENTION



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Activity:

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



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Assessment with MTSS

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Collecting Data

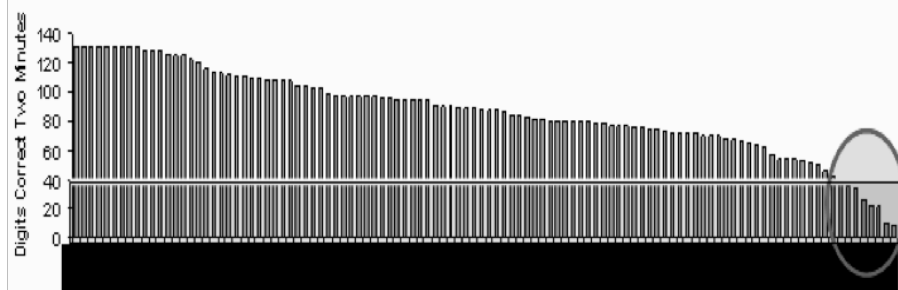
- **Universal Screening or Benchmarking**
 - Assessing all students at critical times (e.g., Fall, Winter, Spring)
 - Questions: How effective is the school, the curriculum and the instruction? Which students may be at risk for falling behind?
- **Ongoing Assessment**
 - Assessing students in classroom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

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After School Wide Intervention--No Systemic Problem

Fourth Grade

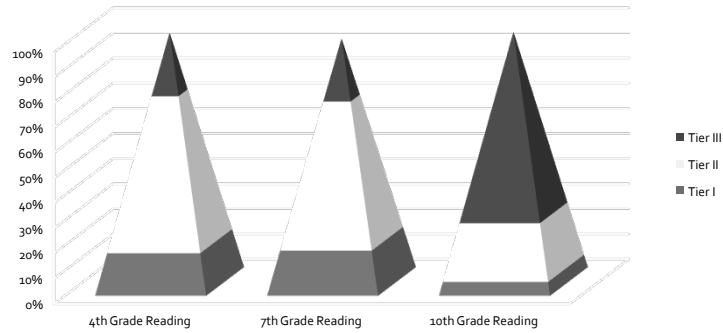


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XXX School District

Illinois State Assessment Performance Summary 2012 - 2013



	Tier I	Tier II	Tier III
4th Grade Reading	16%	59%	24%
7th Grade Reading	16.94%	55.95%	23.79%
10th Grade Reading	5.20%	22.10%	72.00%

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Brumback (2013)

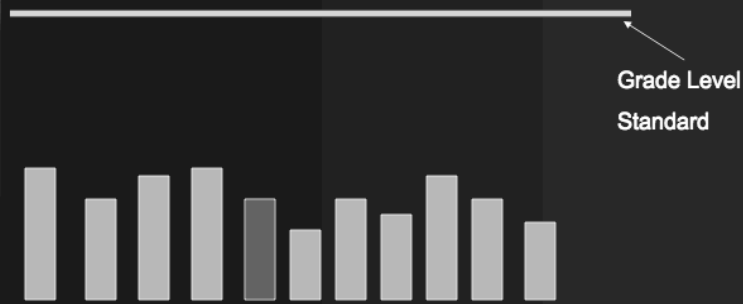
Sample Assessment Schedule

Goals	4th Grade			7th Grade			10th Grade		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Operations and Algebraic Thinking	121-199	135-212	140-215						
	195-205	203-219	203-221						
	202-231	207-235	211-240						
Algebra Functions, Expressions and Equations				150-223	150-225	150-228	160-233	160-234	160-235
				220-230	223-233	227-234	232-238	233-239	234-240
				225-236	228-240	228-241	237-250	238-255	239-260
Number and Operations Base Ten	128-206	138-213	142-209						
	195-215	192-217	196-217						
	202-230	209-240	211-240						
Number and Operations Fractions	150-205	155-212	160-214						
	198-213	199-219	206-220						
	208-230	209-240	209-240						
Real and Complex Number Systems				150-223	150-225	150-228	160-233	160-234	160-235
				220-230	223-233	227-234	232-238	233-239	234-240
				225-236	228-240	228-241	237-250	238-255	239-260
Measurement and Data	140-206	140-211	140-213						
	185-213	204-219	206-219						
	202-230	206-240	211-255						
Statistics and Probability				150-223	150-225	150-228	160-233	160-234	160-235
				220-230	223-233	227-234	232-238	233-239	234-240
				225-236	228-240	228-241	237-250	238-255	239-260
Geometry	130-206	135-207	135-209	150-223	150-225	150-228	160-233	160-234	160-235
	201-219	197-218	203-217	220-230	223-233	227-234	232-238	233-239	234-240
	208-230	208-240	211-245	225-236	228-240	228-241	237-250	238-255	239-260

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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?

(C)ISTEEP

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Linear Equations

This table compares scores on the final exam to hours of study for a partial list of students.

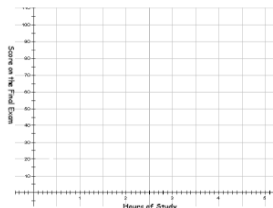
a. Graph the data in the space provided below. Draw and label your axes.

b. Write a sentence to describe the relationship between hours of study and the final exam score.

c. Draw a line that best fits the data.

d. Use this line to predict the score of a student who studied zero hours: _____

Hours of Study	Score on the Final Exam
0.5	60
1	70
1.5	72
2	80
2.25	80
3	88
4	95



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

Equation _____
Explanation: _____

f. 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: _____

g. Use your equation to predict the number of hours studied by a student who scored 90 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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Reese, et al. (2008)
Monda-Amaya (2013)

Assessment to Support Instructional Decision Making

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Using Student Data 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**

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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

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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

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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.

<http://syllabus.nesa.nsw.edu.au/support-materials/differentiated-programming/>

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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.

<http://syllabus.nesa.nsw.edu.au/support-materials/differentiated-programming/>

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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

<http://syllabus.nesa.nsw.edu.au/support-materials/differentiated-programming/>

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Differentiate How Students Demonstrate Learning

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

<http://syllabus.nesa.nsw.edu.au/support-materials/differentiated-programming/>

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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.**

<http://syllabus.nesa.nsw.edu.au/support-materials/differentiated-programming/>

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Level of Adjustments



Questions???