IMPLEMENTING A SCHOOLWIDE APPROACH TO TIERED INTERVENTIONS

LRE Training Module
Office of Special Education Programs
New Jersey Department of Education
2015-2016 School Year
WELCOME

• Introduction of the presenter and their professional background
• Review purpose of the training
• Housekeeping:
  • Sign In
  • Reference Documents
  • Facilities
  • Electronic Devices
  • Training Time Frame
  • Audience Poll
Workshop Goals

• Explore the elements of a successful tiered system of supports including research based interventions, assessment & practices, high quality instruction, and universal screening & progress monitoring.

• Identify the steps to successful implementation of a tiered system of supports including planning, identification of resources, implementation, and evaluation.
What is SWIFT?

Schoolwide Integrated Framework for Transformation
The SWIFT domains and features are the building blocks of effective inclusive education. Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive policies and practices to effectively meet the needs of ALL students, including students with disabilities and those with the most extensive needs.

**Domains and Features**

- **Administrative Leadership**
  - Strong and Engaged Site Leadership
  - Strong Educator Support System
- **Multi-tiered System of Support**
  - Inclusive Academic Instruction
  - Inclusive Behavior Instruction
- **Integrated Educational Framework**
  - Fully Integrated Organizational Structure
  - Strong and Positive School Culture
- **Family & Community Engagement**
  - Trusting Family Partnerships
  - Trusting Community Partnerships
- **Inclusive Policy Structure & Practice**
  - Strong LEA/School Relationship
  - LEA Policy Framework

**Tiered System of Supports**
## Why a Tiered System of Supports?

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<th>If NJDOE</th>
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<tr>
<td>Provides training and technical assistance on a sustainable schoolwide tiered system of support framework</td>
<td>...a differentiated and targeted approach will provide ALL students with what they need rather than a “one-size” fits all approach</td>
<td>...students with behavioral or emotional difficulties will be supported with interventions that are targeted and evidence-based</td>
<td>...an increased percentage of students with IEPs will benefit from education in general education settings for a greater percentage of their school day.</td>
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<td>...teachers will be better equipped with a toolbox of varied and differentiated supports to meet ALL students’ instructional and assessment needs</td>
<td>...students will experience increased time and success in less restrictive settings</td>
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PRE-ASSESS LEARNING GOALS

Please rate yourself on a scale of 1-5 with 1 being the lowest and 5 being the highest on your knowledge of the following topics:

1. What is a tiered system of supports?
2. Why utilize a tiered system of supports?
3. What are essential elements in a successful tiered system of supports framework?
4. How does a tiered system of supports framework sustain school improvement?
5. What are the steps for schoolwide implementation?
What is a Tiered System of Supports?

• This section will provide some common language and vocabulary used to define a tiered system of supports.
TRAINING VOCABULARY

Let’s play alphabet soup and review some of the acronyms you will come across in this training. If you know what the acronym stands for, then shout it out!

- MTSS or TSS
- RTI
- USDE
- OSEP
- I & RS
- LRE
- NJDOE
- SEA
- LEA
- CST
- UDL
- SWIFT
- CEIS
- IDEA
WHAT IS A TIERED SYSTEM OF SUPPORTS?
DEFINING MTSS

• A coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

  (Kansas State Department of Education, 2015).
THINK, PAIR, SHARE…

• Watch the MTSS video from Colleen Riley, State Director of Early Childhood & Title Services in Kansas. [https://www.youtube.com/watch?v=IjyzTNfwdCU](https://www.youtube.com/watch?v=IjyzTNfwdCU)

• Think about how MTSS was defined by Colleen Riley. Share your thoughts with the person next to you. Is this how you would define a tiered system of supports? Why or why not?
WHAT IS THE GOAL?

- Improve educational achievement including; academic, behavior and social/emotional success for all students.
WHY A TIERED SYSTEM OF SUPPORTS FRAMEWORK IS NEEDED

- Antisocial behavior patterns are most malleable before age 8 (Walker, Ramsey, & Gresham, 2004)
- Students’ academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3rd or 4th grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time (Hernandez, 2011)
- Nationally, 68% of 8th graders and 64% of high school seniors failed to become proficient readers (Deshler, 2004)
TSS ALIGNS WITH THE PRIORITIES OF USDE

• 2007 – 2012 grants to American Institute on Research to fund National Center on Response to Intervention

• Alignment of 2004 IDEA Reauthorization – LRE
TSS COLLABORATION ACROSS COMMUNITY, SEAs, LEAs and NJDOE

• Building infrastructure necessary to support TSS and the capacity to sustain the efforts.
• Collaboration
• Interdependence for support and to maximize efforts.
• A comprehensive use of all resources and information available.
TSS SUPPORTS TEACHERS AND INSTRUCTIONAL/SUPPLEMENTAL SERVICE PROVIDERS

- Provides support to match interventions with student needs evident to teachers in the classroom.
- Puts success of the student in the hands of the classroom teacher.
- Puts evidence of lack of success in the hands of the teacher.
- Puts ownership of students’ success in the hands of the instructional team leading to greater empowerment for teachers.
TSS SUPPORTS TEACHERS AND INSTRUCTIONAL/SUPPLEMENTAL SERVICE PROVIDERS

• Promotes further use of and provides further relevance for UDL.
• Reduction in over classification and misappropriate classification leads to better use of funding and resources.
• Reduction in the use of 504 plans as the answer to support students.
• Increasing attention on using interventions as a means to reach students will lessen behavior problems.
TSS SUPPORTS ALL STUDENTS

• Requires that teachers commit themselves to reaching ALL students.
• Minimizes labeling of students by promoting more immediate support and lessening of classification.
• Promotes inclusion
• Promotes targeted-instruction and meeting the needs of each student.
• Supports academic, behavior, and social-emotional learning.
STOP AND JOT

- Please stop and take time to reflect on what you have learned so far.
- How many participants currently have a TSS process in their district/school?
- Please share which reason presented was most convincing to you when thinking of developing a tiered system of supports in your district/school?
What are the Essential Elements in a Successful Tiered System of Supports Framework?

• This section will provide the essential elements needed to build a successful tiered system of supports framework.
Tiered System of Supports

Specialized Instruction

Behavior

Social & Emotional

Academic

School Leadership and School Climate & Culture

Family and Community Engagement
ESSENTIAL ELEMENTS

- Effective school leadership
- Positive school culture and climate
- High-quality curricula and instructional practices
  - Universal screening
  - Progress monitoring
  - Three-tiered prevention logic
    - Core, Supplemental, and Intensive Instruction
    - Continuum of supports that are flexible and increase in intensity, frequency, and duration
- Integrated model of data collection and analysis
- Collaborative problem-solving teams
- Commitment to teacher professional growth
- Family and community engagement
PARTICIPANTS’ POLL

• Which one of the elements discussed do you feel has the greatest impact on successful implementation of a schoolwide tiered system of supports? Please share why you selected this element.
Student success is created through a multi-tiered system of support with general and special education integrated at all three tiers. As the level of support becomes more intense, students continue to receive primary interventions in addition to more targeted and individualized supports.
ELEMENTS OF TIER 1

- **All** students receive Tier 1
- Core instructional program that is designed and delivered with fidelity by highly trained teachers
- UDL
- Group interventions and differentiation
- Progress monitoring and universal screening
- Most students will achieve a level of proficiency at Tier 1.
- Apx. 80 - 85% of students will remain in Tier 1.
ELEMENTS OF TIER 2

• **Some** students in Tier 2
• Frequent progress monitoring
• Changes in the frequency, intensity, and/or duration of targeted support(s)
• Utilization of supplemental programs and strategies
• Apx. 10 - 15% of students will be in Tier 2.
ELEMENTS OF TIER 3

• **Few** students in Tier 3
• Individualized student plan
• Intensive progress monitoring
• Changes in the intensity, frequency and duration of individualized support(s)
• Utilization of internal and external resources
• Program adaptations and modification
• Apx. 5 - 10% of students will be in Tier 3.
GROUP ACTIVITY

• In each group please discuss what type of supports you have in your district/school that would fit into your assigned tier. Please chart your responses and each group will present the information discussed.
TIME TO RE-BOOT YOUR WORKING MEMORY
How Does a Tiered System of Supports Framework Sustain School Improvement?

• This section will provide the research on how the development of a tiered system of supports framework works to sustain school improvement.
8 TURNAROUND PRINCIPLES

- **School Leadership**: Ensuring that the principal has the ability to lead the turnaround effort;
- **School Climate and Culture**: Establishing school environments with a climate conducive to learning and a culture of high expectations;
- **Effective Instruction**: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;
- **Curriculum, Assessment, and Intervention System**: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;
- **Effective Staffing Practices**: Developing the skills to better recruit, retain and develop effective teachers;
- **Enabling the Effective Use of Data**: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;
- **Effective Use of Time**: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and

**Effective Family and Community Engagement**: Increasing academically focused family and community engagement.
WHAT IS I&RS?

Intervention and Referral Services (I&RS) is a committee of professional staff members created to:

1. assist students who are experiencing learning, behavior, or health difficulties.
2. provide & recommend strategies and solutions to parents & staff in order to assist in the student’s success.
HOW DOES TSS ENHANCE THE I&RS PROCESS

- Provides an integrated framework of resources and supports to be used by the I&RS team in problem solving.
- Provides the I&RS team with guidelines for decision making.
- Supports shared ownership for the success of all students.
- Ensures continual assessment of the efficacy of ongoing interventions.
SUCCESS FOR ALL

• Let’s take a look at this video where Amy Henry from Michigan discusses how implementing a TSS framework supports all students and continuous school improvement.

https://www.youtube.com/watch?v=aBVjmxY2Nyw&list=PLjR0yjACZnz1tExC8XCdfjwDmX8nOejau&index=2
What are the Steps for Schoolwide Implementation?

- This section will provide the steps and resources needed for the implementation of a schoolwide tiered system of supports.
BUILDING SUPPORT

• Develop a district/school-based implementation team made up of various stakeholders:
  • Administration
  • School Faculty & Staff
  • Parents
  • Community Members
• Create a shared vision for developing a tiered system of supports
NEEDS ASSESSMENT

• Conduct a self assessment to gauge readiness for the initiative and identify areas of gaps and strengths/weaknesses within the district/school.

STRATEGIC PLANNING

• Based on data from the self assessment, develop a district/school strategic plan that identifies the following:
  • SMART goal(s)
  • Resources already available to support the goal(s)
  • Resources needed to support the goal(s)
  • Action steps, tasks, and deliverables
  • Person(s) responsible
  • Timeframe for completion

• Review sample strategic plan documents
  St. Lucie Public School:

  Michigan Department of Education:
  http://miblsi.cenmi.org/LinkClick.aspx?fileticket=22RfT59aTQc%3d&tabid=2314
FUNDING RESOURCES

• **Title I** - provides funds to improve achievement of the lowest-achieving students.

• **Title III** - helps ensure that limited English proficient (LEP) students master English.

• **IDEA-CEIS** – (coordinated early intervening services) set of coordinated services for students in kindergarten through grade 12 (with a particular emphasis on students in K-3) who are **not** currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
FUNDING RESOURCES CONSIDERATIONS

• Before using Title I, Title III, or CEIS funds to support TSS:
  • Define TSS (including core instruction, screening, interventions, and progress monitoring);
  • Consider the type of school;
  • Consider eligible students for each program; and,
  • Consider the supplement not supplant requirement for each program.
IMPLEMENTATION RESOURCES

• Tools for Universal Screening

• Tools for Progress Monitoring
  • http://www.intensiveintervention.org/chart/progress-monitoring

• Tools for Data Collection

• Tools for Instructional Interventions
  • http://www.intensiveintervention.org/chart/instructional-intervention-tools

• Tools for Behavioral Interventions
  • http://www.intensiveintervention.org/chart/behavioral-intervention-chart
6 STAGES OF IMPLEMENTATION

• Based on the district/school strategic plan the school will begin implementation in the following phases:
  • Year 1: Exploration
  • Year 2: Installation
  • Year 3: Initial implementation
  • Year 4: Full Implementation
  • Year 5: Innovation
  • Year 6: Sustainability

• It is important to note that although this is 6-year plan, some schools may spend more or less time in each stage.

Fixsen (2007)
EVALUATION

• The district/school will evaluate the implementation of the strategic plan to identify areas of success and areas that require refinement.

• Guiding Questions:
  • Were the original activities and timelines accurate?
  • Has implementation progressed according to schedule?
  • Have the professional development activities been delivered?
  • Do the activities and timelines require adjustment?
NEXT STEPS

• Where are you in the implementation of a TSS?
• What did you take away from this training that you feel you can go back and start implementing?
• Any final questions or comments?
POST-ASSESS LEARNING GOALS

Please rate yourself on a scale of 1-5 with 1 being the lowest and 5 being the highest on your new knowledge of the following topics:

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5. What are the steps for schoolwide implementation?
PRESENTATION RESOURCES

- Kansas MTSS
  - [www.kansasmtss.org](http://www.kansasmtss.org)
- National Center on Intensive Intervention
  - [www.intensiveintervention.org](http://www.intensiveintervention.org)
- National Center on Response to Intervention
- NJ Department of Education
  - [http://www.state.nj.us/education/rac/turnaround/](http://www.state.nj.us/education/rac/turnaround/)
- RTI Center
- RTI Network
- Schoolwide Integrated Framework for Transformation
- US Department of Education
  - [www.ed.gov](http://www.ed.gov)