PaTTAN
Pennsylvania Training and
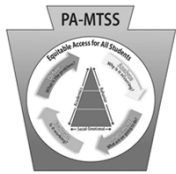Technical Assistance Network

PA-MTSS

Enhancing Problem-Solving and
Decision-Making within Tiered
Systems and the SLD Eligibility
Process

Dr. Jennifer Collins, NCSP
Statewide MTSS Lead Consultant

Agenda

1. 1. MTSS & RTI Concept Review
2. 2. What is the Rationale for RTI?
3. 3. Best Practices and Research in SLD Identification
4. 4. PA's RTI/SLD Application and Approval Process
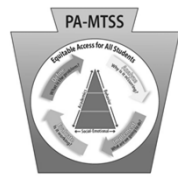
Revisiting the difference between MTSS & RTI

PA-MTSS

- RTI is an assessment PROCESS that serves as a component of Specific Learning Disabilities (SLD) identification in IDEA 2004. As originally conceived, RTI had a special education focus.

- MTSS is a SYSTEM that is much broader than RTI and is a comprehensive school improvement framework that includes a continuum of supports and services to meet the needs of all students, including students with disabilities.

System Vs Process

Academic, Behavior and Social-Emotional SYSTEM of Support to Promote Equitable Access and Positive Outcomes for ALL Students

You need an effective MTSS to determine RTI!

Assessment PROCESS to Determine SLD for SOME Students

Shinn, 2016

QUIZ	• Within a Tiered System and the RTI assessment process, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions. The intensity and nature of instruction and intervention is adjusted based on student response and growth toward benchmarks. • In addition, RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities • TRUE FALSE

Where we are….	•56 BSE approved RTI/SLD schools (represent 22 districts or 3%) •97% operating under ability-achievement

Table Talk | • Why RTI as the Approach?

IDEA & ESSA

1. Evidence-based instruction has to replace weak, philosophy-driven intervention practices.

2. Universal screening has to replace a flawed referral-based model.

3. We have to adopt early identification and early intervention approaches to avoid the pervasive ''wait to fail'' approach.

Shinn, 2017

IDEA & ESSA

4. We have to adopt progress monitoring with formative evaluation to ensure a commitment to improved outcomes with individual students.

5. We have to keep moving toward an integrated accountability model that acknowledges the interdependence of effective general, remedial, and special education programs rather than stand-alone, isolated services.

Shinn, 2017

Table Talk	• When should students be referred for an evaluation?

Major Talking Point:

Setting the Stage for Today

- What if your school uses the ability-achievement discrepancy as the approach for SLD Determination but uses RTI in your Multi-Tier System of Supports?

QUIZ

- Students are permitted to move back and forth between levels of a Multi-Tiered System of Support.

- TRUE   FALSE

Questions	What are Response to Intervention (RTI) Methodologies? May all schools use Response to Intervention (RTI) Methodologies within their Multi-Tiered System (MTSS)? •

Question	• May all schools use the Response to Intervention (RTI) Approach for SLD Determination?

The Identification of Specific Learning Disabilities:
A Summary of Research on Best Practices

Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices.* Austin, TX: Texas Center for Learning Disabilities.

file:///C:/Users/jcollins/OneDrive%20-%20pattan.net/Desktop/SLD-Manual_Final%20Fletcher.pdf
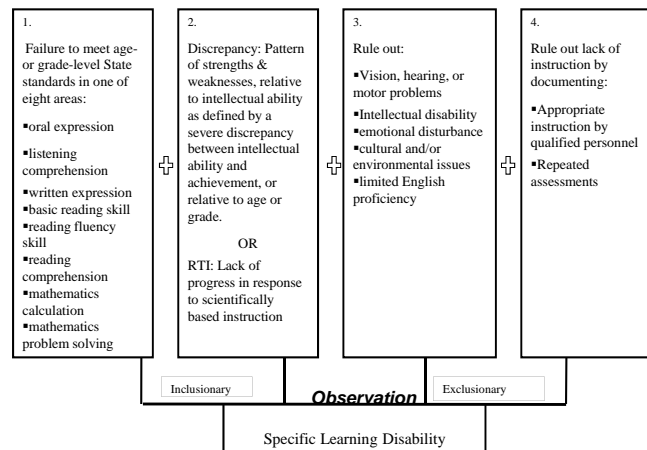

IDEA 2004

- Definition of a Specific Learning Disability

-

- Has remained a constant since PL 94-142 (1975); the best marker was conceptualized to be a significant discrepancy between IQ and achievement and rule out of motor, emotional/behavioral, economic disadvantage, cultural, limited English proficiency, etc.

3/19/2020

IDEA 2004 Revised SLD Eligibility Criteria	• • Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability … • • Must permit the use of a process based on the child's response to scientific, research-based intervention; and • • May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability… —U.S. Department of Education, 2006, p. 46786

QUESTION	• May schools use MTSS as a system and RTI as an assessment process to delay or deny a referral to special education? •

WHAT IS A COMPREHENSIVE EVALUATION?

A data gathering process…..

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1. Failure to meet age- or grade-level State standards in one of eight areas: •oral expression •listening comprehension •written expression •basic reading skill •reading fluency skill •reading comprehension •mathematics calculation •mathematics problem solving	2. Discrepancy: Pattern of strengths & weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. OR RTI: Lack of progress in response to scientifically based instruction	3. Rule out: •Vision, hearing, or motor problems •Intellectual disability •emotional disturbance •cultural and/or environmental issues •limited English proficiency	4. Rule out lack of instruction by documenting: •Appropriate instruction by qualified personnel •Repeated assessments

Inclusionary	*Observation*	Exclusionary

Specific Learning Disability

8 Components	Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent May not use any single measure or assessment as the sole criterion

8 Components	Must use technically sound instruments that are – racially and culturally fair, administered in native language; – used for purposes for which they are reliable and valid; – administered as designed by trained and knowledgeable personnel; and – tailored to area of educational need, adapted to physical and sensory disabilities

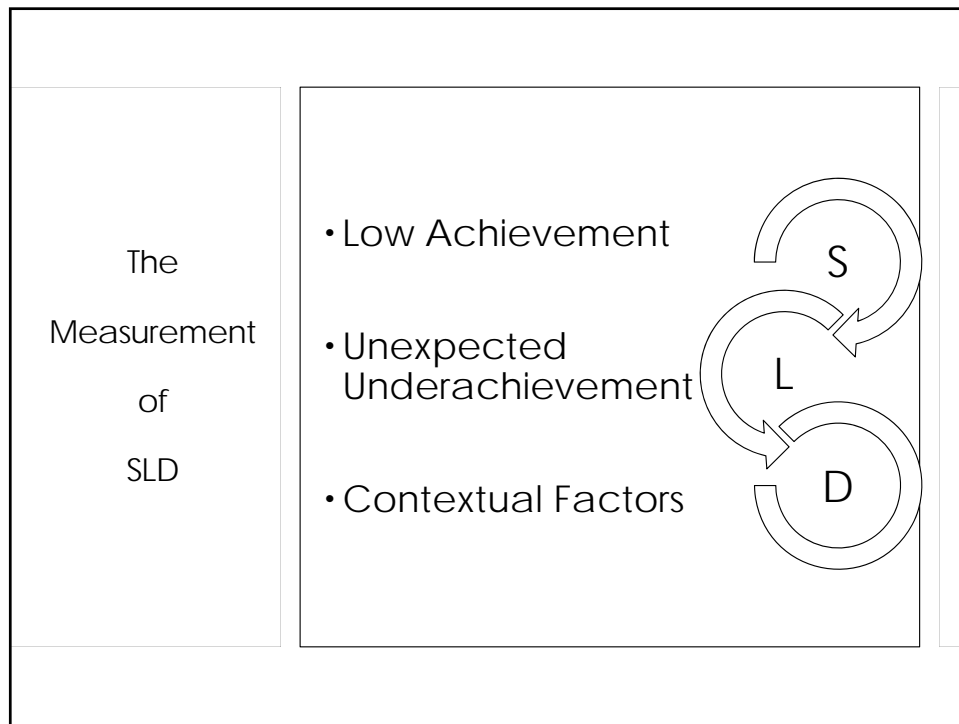| 8 Components	The child is assessed in all areas related to the suspected disability (i.e., it's a data-gathering process)

8 Components	• The evaluation is coordinated with assessments of other [local education agencies] (e.g., when the student comes to a new school district with a previous evaluation and [individualized education program], these data must be considered)

| 8 Components | • The evaluation is sufficiently comprehensive to identify the child's special education and related service needs, whether or not commonly linked to the identified disability category (i.e., interventions may be provided that reflect the child's individual needs regardless of the eligibility category) |

| 8 Components | • Assessment data directly assist persons in determining the educational needs of the child (e.g., IQ scores are composites and not indicators of intervention goals) |

8 Components	• Additional requirements: • Review existing relevant evaluations and data and determine what additional data are needed (e.g., formal testing may not be needed)

QUIZ	• The RTI process in and of itself replaces the need for a comprehensive evaluation when a disability is suspected. • TRUE FALSE

The

Measurement

of

SLD

- Low Achievement

- Unexpected Underachievement

- Contextual Factors

S

L

D

Is there a meaningful difference between a student who scores .9 grade levels below grade-level expectations in reading and a student who scores 1.1 grade levels below expectations?

Remember:

- SLD is a latent/ unobservable construct

- All test scores, observations, or rating scales include uncertainty and error.

What's Right About RTI (Instructional Discrepancy) as a Classification Approach?

No matter the approach, how might problem-solving teams enhance reliability
of SLD Identification?

Enhancing Reliability of SLD Identification

❑Multiple measures of same skill

❑Confidence intervals

❑Existing data

❑Observational data

How do problem-solving teams determine whether student Response to Intervention (RTI) was adequate or inadequate?

Adequate vs. Inadequate Response?

no universally agreed upon criterion

- Dual Discrepancy:

- Student growth/slope over time (rate)
- +
- Post-intervention performance with proportional weight on level when determining SLD

Evaluating Instructional Response	• For modifying (intensifying) instruction, the <u>slope</u> is important. • For SLD Identification, <u>the end point</u> is more important than the slope or amount of change because the information on growth is contained in the end point.

Dual Discrepancy Criteria for Informing SLD Determination	**Performance** • Does not achieve adequately to meet grade level standards • (LEVEL – Standardized Achievement Tests, Benchmark Status on CBM, and/or Standards-Based Measures - PSSAs)	**Progress** • Does not make sufficient progress to meet grade level standards • (RATE – CBM)

Practice Performance (Level) Deficit

Which students have a performance deficit?

- 5th grade   National Percentile

- Student 1   28th
- Student 2   11th
- Student 3   86th
- Student 4   5th
- Student 5   35th

Practice Performance (Level) Deficit

Which students have a performance deficit?

- 5th grade   National Percentile

- Student 1   28th
- Student 2   11th
- Student 3   86th
- Student 4   5th
- Student 5   35th

Progress Deficits are revealed via Progress-Monitoring

Progress Deficit or Inadequate RTI (Growth)

- Collect data frequently
- Display and review data graphically
- Create explicit decision rules for when to continue or modify instruction
- Implement data collection & decision rules with integrity
- Provide clear direction for instructional modifications and alternatives

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How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

A) A similar endpoint (level) as Jen's grade level peers?

B) A similar growth rate as Jen's grade level peers?

C) A similar growth rate as Jen's academic like peers?

How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

A) A similar endpoint (level) as Jen's grade level peers?

Jen – Raw Score (35) on Benchmark Assessment – 1st percentile

Jen's Peers – Median Raw Score (92) on Benchmark Assessment – 30th percentile

Jen would need to increase her raw score on the benchmark assessment by 57 points to close gap!! A 400 percent increase!?!

How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

B) A similar weekly growth rate as Jen's grade level peers?

If Jen's peers across the nation grow at an average ROI of 1.22 words per minute per week (30th percentile), Jen's RTI would be considered adequate then if her ROI was 7.83 words per minute per week (needed ROI to move from 1st to 30th percentile and close Jen's gap) – is an ROI of 7.83 realistic?

How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

B) A similar weekly growth rate as Jen's grade level peers?

Forget about same endpoint then, how about the same rate of weekly improvement???

Jen's grade level peers = 1.22 (ROI)
Jen = 1.22 (ROI)

How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

Jen's grade level peers = 1.22 (ROI)
Jen = 1.22 (ROI)
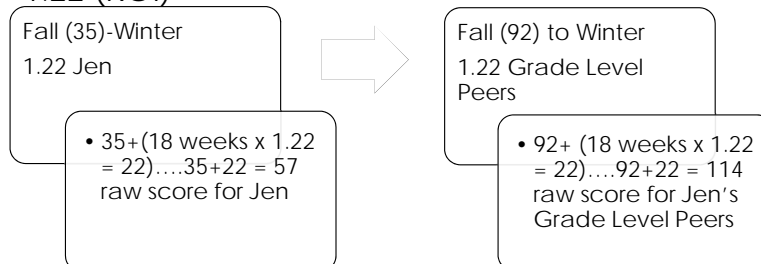
Fall (35)-Winter
1.22 Jen

- 35+(18 weeks x 1.22 = 22)....35+22 = 57 raw score for Jen

Fall (92) to Winter
1.22 Grade Level Peers

- 92+ (18 weeks x 1.22 = 22)....92+22 = 114 raw score for Jen's Grade Level Peers

How much progress/growth is sufficient?
How do we substantiate adequate versus inadequate RTI?

C) A similar growth rate as Jen's academic like peers?

STUDENT GROWTH PERCENTILES......

https://www.youtube.com/watch?v=mpQkP9UQ9SU

Student Growth Percentiles (SGPs)

Equalize the Playing Field – High but Realistic Growth is Measured by Starting Points among Like Academic Peers and Above Typical Growth Goals relative to Starting Point – 50-60th percentile growth goals are equivalent to above typical growth which is considered high but realistic and meaningful

Academically-Like Students   SGP of 50/ROI of 4.8 (Above Typical Growth)
Jen – 1st percentile   Jen's ROI from F-W = 1.5 (SGP of 10 - WBT)
Nikole – 10th percentile   Nikole's ROI from F-W = 2.0 (SGP of 20 - BT)
Jared – 6th percentile   Jared's ROI from F-W = 3.4 (SGP of 40 – T)
Erika – 3rd percentile   Erika's ROI from F-W = 7.0 (SGP of 80 – WAT)
Karen – 5th percentile   Karen's ROI from F-W = 5.5 (SGP of 60 – AT)

In comparison to her "like-academic peers", Erika had an SGP of 80 and demonstrated more growth than 80 percent of her academic-like peers. Therefore, Erika's RTI is considered to be well above typical and therefore adequate at this time.

Student Growth Percentiles (SGPs)

Equalize the Playing Field – High but Realistic Growth is Measured by Starting Points among Like Academic Peers and Above Typical Growth Goals relative to Starting Point – 50-60th percentile growth goals are equivalent to above typical growth which is considered high but realistic and meaningful

Academically-Like Students   SGP of 50/ROI of 4.8 (Above Typical Growth)
Jen – 1st percentile   Jen's ROI from F-W = 1.5 (SGP of 10 - WBT)
Nikole – 10th percentile   Nikole's ROI from F-W = 2.0 (SGP of 20 - BT)
Jared – 6th percentile   Jared's ROI from F-W = 3.4 (SGP of 40 – BT)
Erika – 3rd percentile   Erika's ROI from F-W = 7.0 (SGP of 80 – WAT)
Karen – 5th percentile   Karen's ROI from F-W = 5.5 (SGP of 60 – AT)

In comparison to her "like-academic peers", Karen had an SGP of 60 and demonstrated more growth than 60 percent of her academic-like peers. Therefore, Karen's RTI is considered to be above typical and therefore adequate at this time.

Student Growth Percentiles (SGPs)

Equalize the Playing Field – High but Realistic Growth is Measured by Starting Points among Like Academic Peers and Above Typical Growth Goals relative to Starting Point – 50-60th percentile growth goals are equivalent to above typical growth which is considered high but realistic and meaningful

Academically-Like Students   SGP of 50/ROI of 4.8 (Above Typical Growth)
Jen – 1st percentile   Jen's ROI from F-W = 1.5 (SGP of 10 - WBT)
Nikole – 10th percentile   Nikole's ROI from F-W = 2.0 (SGP of 20 - BT)
Jared – 6th percentile   Jared's ROI from F-W = 3.4 (SGP of 40 – T)
Erika – 3rd percentile   Erika's ROI from F-W = 7.0 (SGP of 80 – WAT)
Karen – 5th percentile   Karen's ROI from F-W = 5.5 (SGP of 60 – AT)

Jen had an SGP of 10, meaning that Jen demonstrated less growth than 90 percent of her academic-like peers from fall to winter. Therefore, Jen's Response to Intervention (RTI) is considered to be inadequate or well below typical when compared to the growth of her academic-like peers from fall to winter.

Student Growth Percentiles (SGPs)

Equalize the Playing Field – High but Realistic Growth is Measured by Starting Points among Like Academic Peers and Above Typical Growth Goals relative to Starting Point – 50-60th percentile growth goals are equivalent to above typical growth which is considered high but realistic and meaningful

Academically-Like Students   SGP of 50/ROI of 4.8 (Above Typical Growth)
Jen – 1st percentile   Jen's ROI from F-W = 1.5 (SGP of 10 - WBT)
Nikole – 10th percentile   Nikole's ROI from F-W = 2.0 (SGP of 20 - BT)
Jared – 6th percentile   Jared's ROI from F-W = 3.4 (SGP of 40 – T)
Erika – 3rd percentile   Erika's ROI from F-W = 7.0 (SGP of 80 – WAT)
Karen – 5th percentile   Karen's ROI from F-W = 5.5 (SGP of 60 – AT)

Nikole had an SGP of 20, meaning that Nikole demonstrated less growth than 80 percent of her academic-like peers from fall to winter. Therefore, Nikole's Response to Intervention (RTI) is considered to be inadequate or below typical when compared to the growth of her academic-like peers from fall to winter.

Student Growth Percentiles (SGPs)

Equalize the Playing Field – High but Realistic Growth is Measured by Starting Points among Like Academic Peers and Establishing a Minimum SGP that is Equivalent to Above Typical Growth (i.e., 50-60th percentile growth goals are equivalent to above typical growth which is considered to be high but realistic – attainable and meaningful)

Academically-Like Students   SGP of 50/ROI of 4.8 (Above Typical Growth)
Jen – 1st percentile   Jen's ROI from F-W = 1.5 (SGP of 10 - WBT)
Nikole – 10th percentile   Nikole's ROI from F-W = 2.0 (SGP of 20 - BT)
Jared – 6th percentile   Jared's ROI from F-W = 3.4 (SGP of 40 – T)
Erika – 3rd percentile   Erika's ROI from F-W = 7.0 (SGP of 80 – WAT)
Karen – 5th percentile   Karen's ROI from F-W = 5.5 (SGP of 60 – AT)

Write a Statement for Jared:

6 Things to Remember

1. Use multiple data points and measures (greater sensitivity, assess full range of component academic skills, collect data to inform future interventions)

2. Avoid fixed cut points

3. Use confidence intervals

4. Employ high thresholds for treatment planning

5. Use tests with same normative basis

6. Academic difficulties may also be due to other disabilities, such as a sensory problem, intellectual disability, or another pervasive disturbance of cognition, like autism spectrum disorder.

| Question | • How do Child Find mandates fit within MTSS as a system and RTI as an assessment process? |

| IDEA 2004 Reading | • <u>SLD in 3 Reading Domains</u>

• Basic Reading (Dyslexia)

• Reading Fluency

• Reading Comprehension |

Constructs	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
Word Recognition **Phonetic Decoding Reading Fluency**	• Word Identification • Word Attack • Word Reading sentence reading	• Word Reading • Pseudoword Decoding • Oral Reading

Constructs	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
Reading Comp	• Passage Comp	• Reading Comp

Planning for Reading Interventions

Deficits in word rec vs reading comp

- Allows for differentiation of intervention programs (targeted based upon degree of deficiency)

- Students with specific deficits in comp may require more text and language-focused interventions

Deficits in both

- Comprehensive, integrated reading program that includes systematic instruction in foundational reading skills

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IDEA 2004

Math

- 2 Domains Math SLD:

- Calculations (Dyscalculia)

- Problem-Solving

Constructs

Math Computation

	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
	• Calculation	• Numerical Operations

Constructs

Math Problem-Solving

Math Fluency

	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
	• Applied Problems	• Problem-Solving
	• Math Facts	• Math Fluency

Planning for Math Intervention	• Basic math computation and fact retrieval difficulties are best addressed through comprehensive math programs that teach procedural knowledge through word problems

IDEA 2004 Written Expression	• Broad Domain • *Handwriting • *Spelling • *Composition

Constructs	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
Spelling & Handwriting	• Spelling	• Spelling

Constructs	Woodcock-Johnson IV	Wechsler Individual Achievement Test - III
Written Expression Writing Fluency	• Spelling • Writing Samples • Sentence Writing	• Spelling • Written Expression • Writing Fluency

Planning for Writing Intervention

http://www.thinksrsd.com/

- There are well established methods for teaching transcription (handwriting and spelling).
- The strongest evidence for programs involving composition is <u>self-regulated strategy development</u>, which teaches strategies for compositing and editing, along with organizational components.

Assessing and Building Automaticity

- Automaticity is critical for cognitive efficiency, but also because it allows for greater opportunities to practice academic tasks in reading, writing, and math.

Assessing and Building Automaticity	• Many children with SLD struggle to achieve automaticity because of difficulties with basic skills—difficulties that are compounded because these students have fewer opportunities to access print, complex math, or composition writing. • ***need for interventions to include multiple quality opportunities for practice and engagement

Question	• If a student shows obvious signs of a severe learning disability, should they be able to bypass receipt of tiered supports and services?

BSE's RTI/SLD Approval Process

RTI SLD Application
https://www.pattan.net/getattachment/Multi-Tiered-System-of-Support/Response-to-Intervention-RTI/RTI-SLD-Determination/UsingResponseIntervention_SL.PDF/?lang=en-US

Bureau of Special Education (BSE):

RTI/SLD Approval Process

Interested schools should submit their "Intent to Apply" by October 30th to their PaTTAN MTSS Regional Lead Consultant.

Schools are encouraged to consult with their Intermediate Unit MTSS Regional Consultant to assist them with the preparation of the application.

Prior to final submission, a PaTTAN consultant will schedule an on-site visit with your team to review the prepared application

Applications are due February 15th each year.

Once received, BSE staff will review your application to determine your approval status.

Evidence

Several of the indicators/clusters require submission of evidence.

Ensure that the evidence aligns with the criteria as required.

Typical Errors

Evidence-based core instruction (i.e., meeting the needs of the majority of students) is not or can not be substantiated

Schedule does not reflect a minimum of 90 minutes for Core Reading Instruction

Progress Monitoring is not frequent enough

Evidence-based practices/Intervention not implemented with fidelity

High percentages of students receive supports and services through the advanced tiers, thereby undermining the integrity and quality of services provided to students who are at-risk

Graph examples do not reflect high but realistic goal-setting and/or how growth or lack there of relative to peers and self was determined

Provision of intervention without making changes to instructional intensity or complying with child find mandates when there is inadequate response (continued below average growth)

Question

- Is there a difference between a specially-designed instruction within an Individualized Education Program (IEP) and what a child would receive within a tiered system of support, particularly at the Tier 3 supports and services level**?**

Question

- What if a parent requests an evaluation but the school does not suspect that a child has a disability?

Enhancing Early Literacy Outcomes within Tiered Systems (NCIL)

Live Binder Link: https://bit.ly/2wm003p

Key: MTSST3

ENHANCING SECONDARY OUTCOMES: 9TH GRADE ACADEMIES

Live binder link:

Key: MTSS ESO
https://www.livebinders.com/b/2567546

Bootcamp Livebinder
link: https://www.livebinders.com/b/2515026

Access key: BOOTCAMP

Enhancing Student Engagement through Integrated Tiered Systems

Live Binder Link: https://bit.ly/2wjVgLL

Key: MTSS ABO

**Enhancing Writing Outcomes
within Tiered Systems**

Live Binder Link: https://bit.ly/2MMVcOV

Key: MTSS-W

**Enhancing Math Outcomes
within Tiered Systems**

Live Binder Link: https://bit.ly/2MucKAd

Key: MTSS-M

Enhancing Middle School Literacy Outcomes Using WORD GENERATION

Live Binder Link: https://bit.ly/2MrIoy6

Key: MTSS WG

RTI SLD LIVE BINDER

• https://www.livebinders.com/b/2566010

• Key: RTI/SLD

Training and Technical Assistance Resources

Fletcher, J. M., & Miciak, J. (2019). *The identification of specific learning disabilities: A summary of research on best practices*. Austin, TX: Texas Center for Learning Disabilities..

MTSS Academic, RTI, Literacy and Mathematics Web Pages
www.pattan.net

MTSS Fidelity Tool:
https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\instructional\mtss_fidelityenhancing_rti.pdf&hash=381bd671ef0f5b70a22a636d6fcc8b55d5a36fbeeca398ea525846e3da1733b8&ext=.pdf

RTI SLD Application
https://www.pattan.net/getattachment/Multi-Tiered-System-of-Support/Response-to-Intervention-RTI/RTI-SLD-Determination/UsingResponseIntervention_SL.PDF/?lang=en-US

National Center on Intensive Intervention
https://intensiveintervention.org

RTI Action Network
http://www.rtinetwork.org/

National Center on Improving Literacy (NCIL)
https://improvingliteracy.org/

IES-WWC Practice Guides
https://ies.ed.gov/ncee/wwc/PracticeGuides

Kovaleski, J.F., VanDerHeyden, A.M, & Shapiro, E. (2013). The RTI approach to evaluating learning disabilities. New York: The Guilford Press.

https://rti4success.org/sites/default/files/Parent%20FAQs%20About%20RTI.pdf

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pennsylvania
DEPARTMENT OF EDUCATION

Secretary of Education
Pedro A. Rivera

Office of Elementary and Secondary Education
Matthew Stem, Deputy Secretary

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