

How does MTSS relate to Special Education

“What is MTSS and why does it matter in special education?”





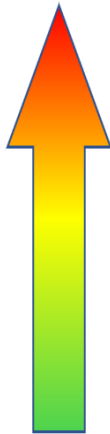
Colorado Department of Education's Definition of MTSS:

Multi-tiered systems of support is defined as a *prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.*

MTSS: A framework to organize supports that intentionally aligns support intensity with need.

School Supports

More Intensive



Less Intensive

Student Needs

(Or family, or
staff needs)

High Needs

Low Needs

1. Efficiency of Effort
2. Clarifies Evaluation of Supports



Under the MTSS Umbrella

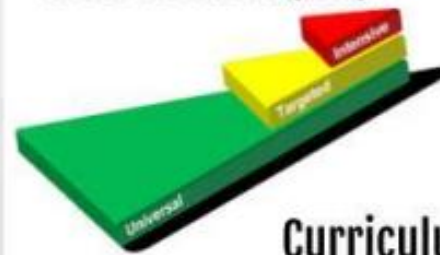
Teamwork



Positive Culture & Climate Framework



Response to Intervention (RtI)



Student Management System



Benchmarking



Curriculum Design



Parental Action



School/Community Collaboration

Professional Development



**SOCIAL
EMOTIONAL
LEARNING**



Response to Intervention (RtI):

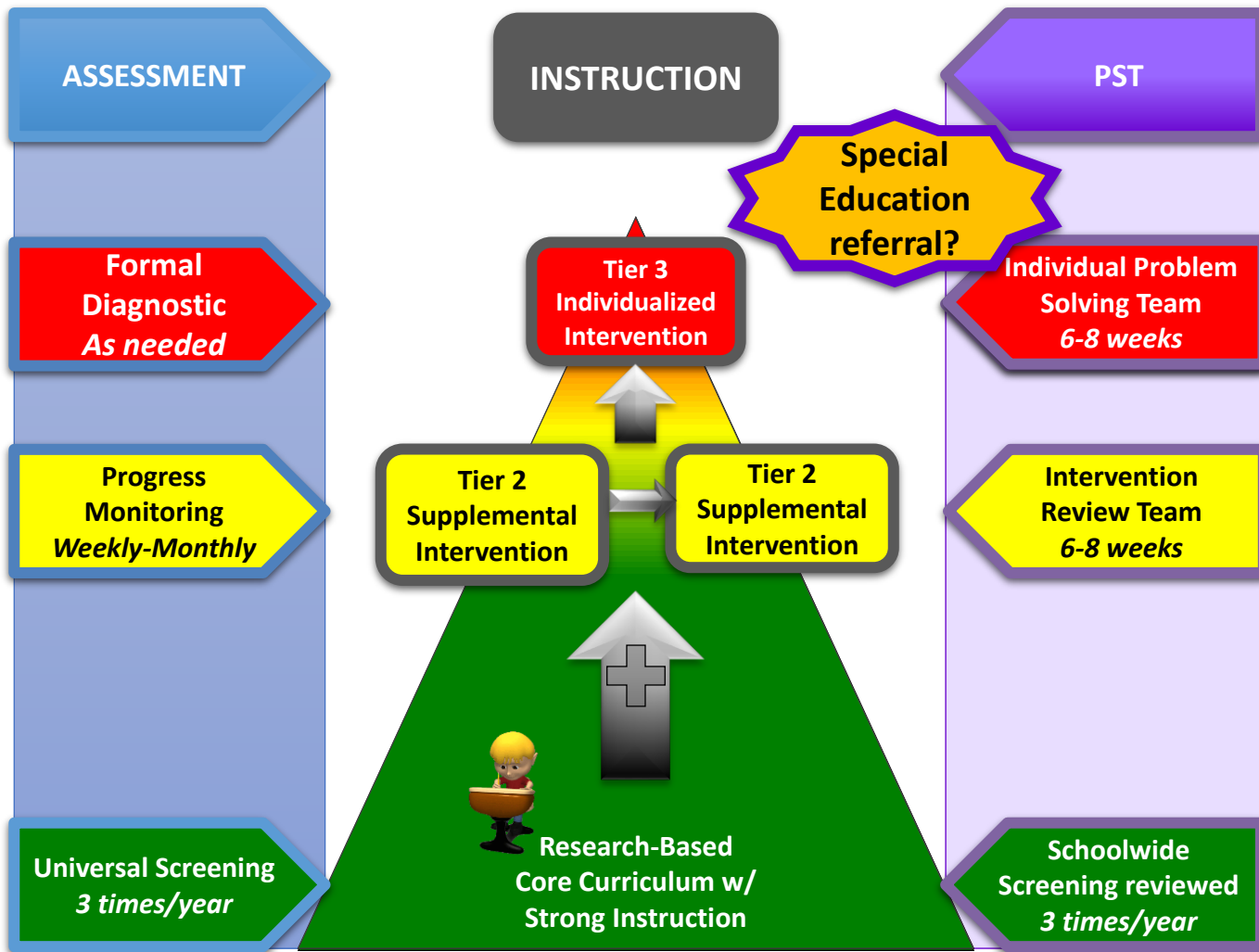
RtI is narrowly focused on the use of data, practices, and individual student systems to ensure every student makes the necessary educational growth to succeed in postsecondary settings and to advance in career pathways of choice. In Colorado, RtI is defined as a preventive approach to improving individual outcomes through high-quality universal instruction within a multi-tiered system that connect supports matched to students' academic, social emotional, and behavioral needs.



Essential Component of Rtl & MTSS:



- **Data-Based Problem Solving and Decision-Making:** A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.



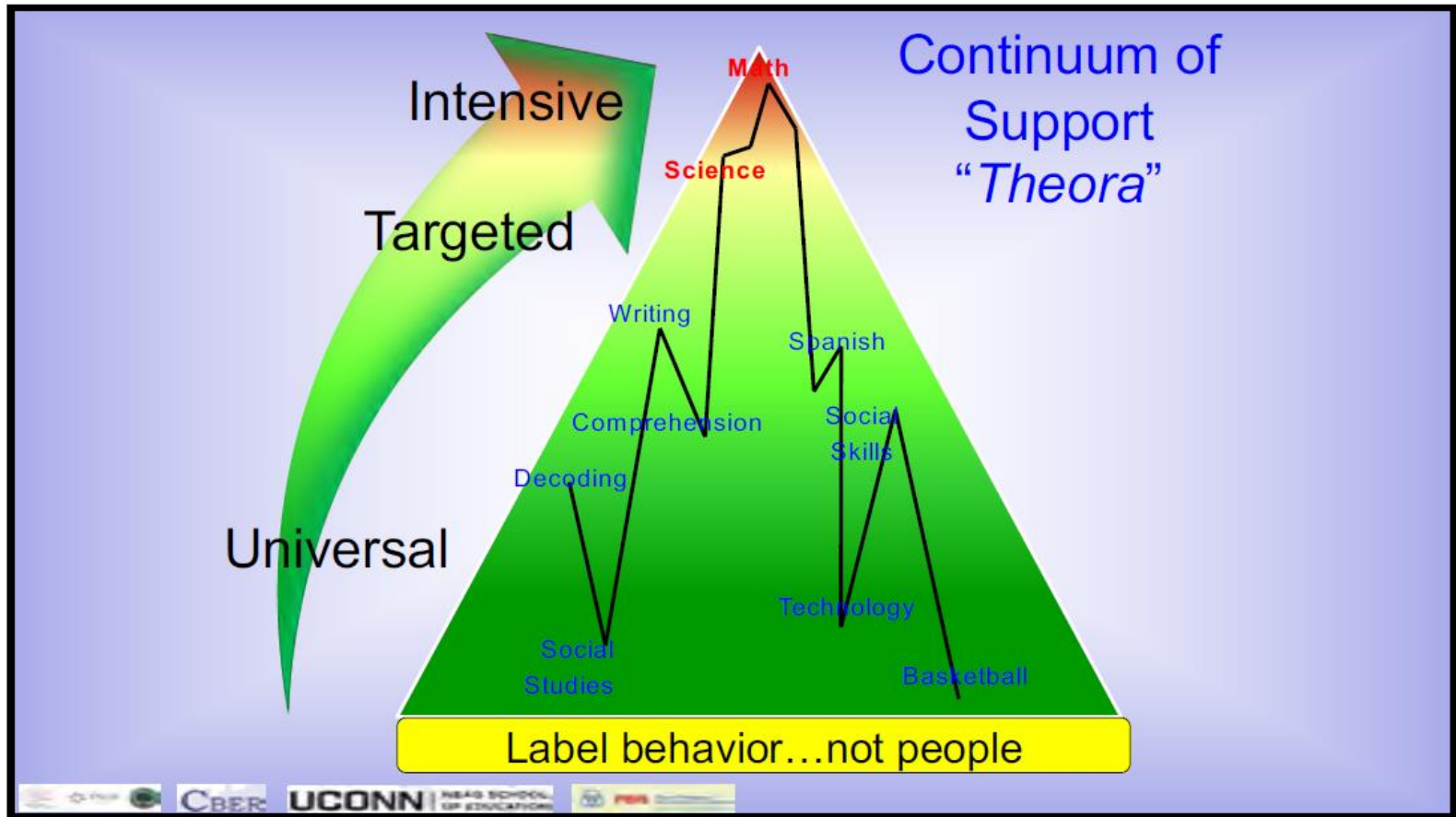


When a student goes through your Rtl system, what will you see in the data?

- Done without fidelity and no growth:** restart/enter with implementation as it was planned; consider barriers to implementing [*How do you reduce, eliminate, navigate barriers?*]
- Done without fidelity and growth:** change the plan/document to reflect “what is done and working” = assess variables; “what *variations* are occurring that are resulting in gains”
- Done with fidelity and no/low growth:** re-enter problem solving and/or change intervention (consider changes in intensity level)
- Done with fidelity and growth:** continue support and/or plan to “fade” or “graduate” (celebrate progress/exit)



What the process provides:





Individualized Education Plan:

Required for Specific Learning Disability

The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: **IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)**

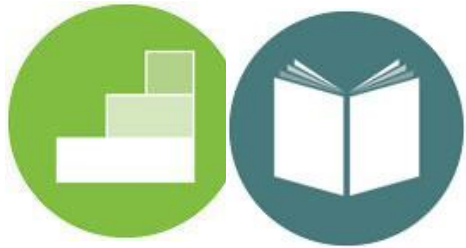
1. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, **and**
2. The child does not make **sufficient progress** to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

Check all areas that meet both conditions:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation | <input type="checkbox"/> Oral Expression |
| <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Mathematical Problem Solving | <input type="checkbox"/> Listening Comprehension |

The attached evaluation report must contain documentation of the following: **IDEA 34 C.F.R. § 300.311**

- A body of evidence that demonstrates
 1. Academic Skill deficits, **and**
 2. **Insufficient progress** in response to scientific, research-based intervention in the area(s) identified above
- An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.
- The instructional strategies used
- The student-centered data collected including documentation of **repeated assessments** or achievement at reasonable intervals



Layered Continuum of Supports and Evidence Based Practices

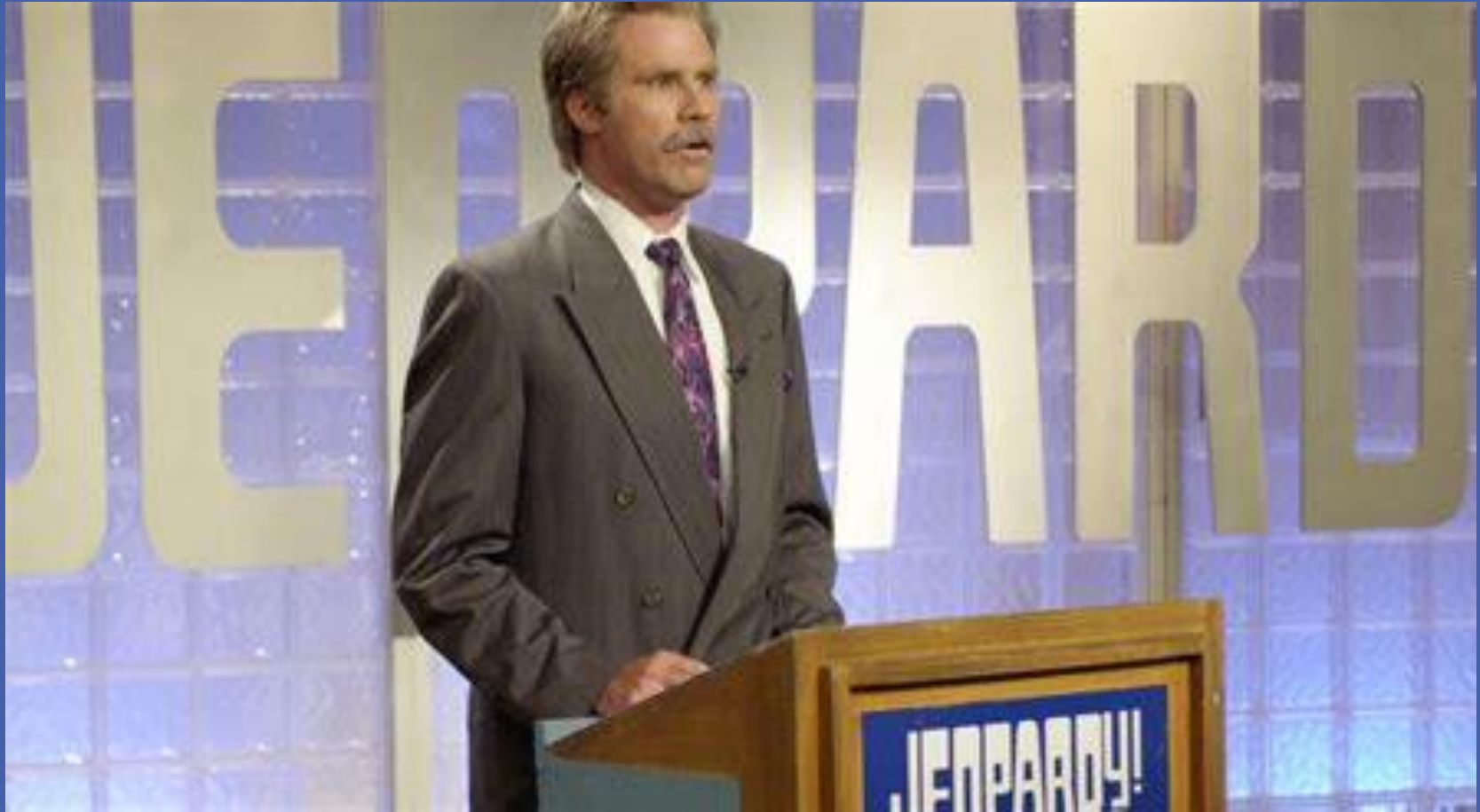
Required for Serious Emotional Disability

All four of the following qualifiers shall be documented for either of the above criteria demonstrated: **ECEA 2.08 (3)(c)**

Yes	No	A variety of instructional and/or behavioral interventions were implemented within general education, and the child remains unable to receive reasonable educational benefit from general education; and
Yes	No	Indicators of social/emotional dysfunction exist to a marked degree; that is, at a rate and intensity above the child's peers, and outside of his or her cultural norms, and outside the range of normal development expectations, and
Yes	No	Indicators of social/emotional dysfunction are pervasive, and are observable in at least two different settings within the child's environment. For children who are attending school, one of the environments shall be school; and
Yes	No	Indicators of social/emotional dysfunction have existed over a period of time and are not isolated incidents, or transient, situational responses to stressors in the child's environment.



Questions to consider:





What happens at your school and/or what is the school's process when a parent expresses a concern to a teacher that their child might have a disability?

What happens at your school and/or what is the school's process when a teacher has a concern that a student has a disability?

Who is the person at your school that has the best understanding of your Rtl system and/or can answer the two preceding questions?



Who is the person at your school that has the best understanding of your school's academic & behavioral data?

What is the school process to determine whether a student should receive additional interventions and/or move to a special education evaluation?

How will your school determine and distinguish between students who were impacted from COVID and/or those that are suspected of having a disability?





Why is Rtl important?

1. A robust Rtl system helps minimize the number of referrals that fall onto the special education department and provides a stronger foundation for special education evaluations when they do make their way to the special education team.
2. It helps minimize students being misidentified, under-identified, and/or overidentified.
3. It gets students the help they need quicker.

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