

**CONDUCTING EFFECTIVE
MTSS TEAMS:
CONSULTING, DATA, AND
SYSTEMS**

@burnsmk1

1

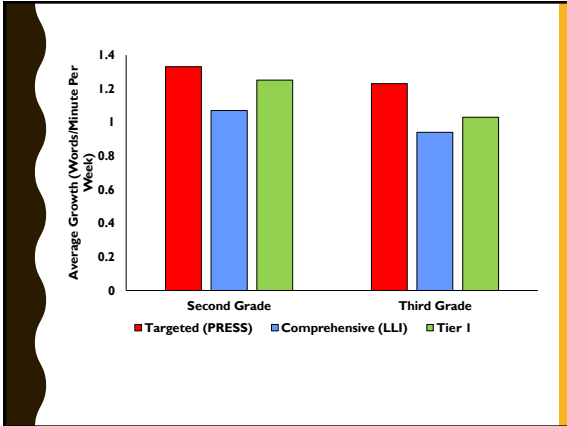
Analyses Conducted at Each Tier of Intervention and Who Conducts Them

	Analysis	Data	By Which Team
Tier 1	➤ Is there a classwide problem?	➤ Universal screening data	➤ Grade Level Team
Tier 2	➤ Who needs intervention?	➤ Universal screening data	➤ Grade Level Team
	➤ What is the category of the problem?	➤ Comparisons of data from core instructional components	➤ Grade Level Team
	➤ Is the student making adequate progress?	➤ Monitoring with a general outcome measure (GOM) and a skill measure	➤ Grade Level Team
Tier 3	➤ What is the causal variable?	➤ Relevant student outcome and environmental data	➤ Problem Solving Team
	➤ Is the student making adequate progress?	➤ Monitoring with a GOM and a skill measure	➤ Grade Level Team

2

PLC Meetings:	Agenda
PLC: 1 st weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus on various topics (e.g., math, STEM, behavior, environment, or other school topical initiatives)
PLC: 2 nd weekly meeting of the month MTSS (Core Instruction Literacy Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • Examine various formal and informal data to drive core instruction • Agenda will include embedded professional development on topics that address opportunities and challenges for core instruction
PLC: 3 rd weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus with schools studying varied topics
PLC: 4 th weekly meeting of the month MTSS (Data Analysis)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate (data management team) • Analyze screening/benchmark data • Analyze progress monitoring data • Discuss, monitor and adjust tiered interventions.

3



7

META-ANALYSIS

- 24 studies of K-8 small-group reading interventions
 - 27 effects
- Median $g = 0.54$
- Targeted (comprehension, fluency, vocabulary, decoding, phonemic awareness)
 - 14 effects, $g = 0.65$
- Comprehensive
 - 13 effects $g = 0.33$

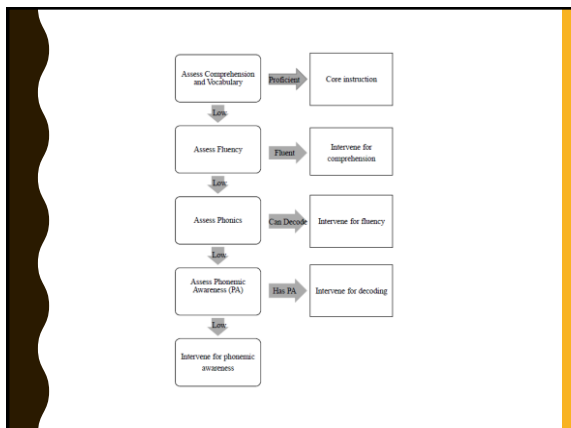
• Hall & Burns (2018)

8

ASSESS 4 NRP AREAS

- Vocabulary/Comprehension
 - MAP
 - Star Reading
- Fluency
 - Oral reading fluency
 - Test of Silent Contextual Reading Fluency
- Phonics
 - NWF
 - Word attack - WJ
 - Spelling
- Phonemic Awareness
 - Phonemic Awareness Inventory
 - NA at secondary setting

9



10

Grade	Phonemic Awareness	Phonics	Fluency	Comprehension
Kindergarten	Road to the Code	Sound Partners	NA	NA
First Grade	Road to the Code	Sound Partners	NA	NA
Second Grade	Intervention for All: Phonological Awareness	Sound Partners	Read Naturally	Learning Strategies Curriculum: Inference Strategies (LSC:IS)
Third Grade	NA	Phonics for Reading	Read Naturally	LSC:IS
Fourth Grade	NA	REWARDS	Read Naturally	LSC:IS
Fifth through Eighth Grades	NA	REWARDS	Read Naturally	LSC:IS

11

Student	MAP RIT	RIT %ile	ORF	Accuracy
2	144	1	2	20%
36	146	1	7	41%
33	148	1	11	52%
34	160	6	22	82%
10	158	3	23	77%
27	158	3	27	87%
7	154	1	30	77%
11	160	6	31	82%
6	160	6	36	86%
5	152	1	38	91%
4	169	24	42	91%
32	166	17	44	90%
37	161	8	50	96%
17	174	37	54	95%
8	162	9	57	88%
30	155	1	57	93%
26	166	17	58	92%
3	177	45	68	96%
19	180	53	68	94%
22	190	78	72	99%
13	172	32	74	96%
1	175	39	75	95%
8	187	71	76	96%
14	182	58	78	99%
31	172	32	81	96%
25	176	42	86	99%
38	184	64	97	97%
28	193	84	100	99%
23	191	80	105	98%
18	188	73	110	99%
21	178	47	110	99%
16	186	69	116	99%
35	181	56	140	100%

Criteria:
MAP (or STAR) = 25th percentile
ORF = Benchmark
Accuracy = 93% (95th grade)

12

GRADE-LEVEL TEAM MEETING - PROGRESS

- Who is making sufficient progress?
 - Should we discontinue and write a transition plan?
- Who is not making sufficient progress?
 - Should we make a change within the tier?
 - Should we change tiers?
- Is there anyone new that we should talk about?

16

TEAM MEMBERS

- Referring teacher
- Principal
- Another general education teacher from same grade
- Special education teacher
- School psychologist
- Others as needed (another teacher, Title I teacher, SLP, counselor, social worker, nurse, etc.)

Table 2—Variance of Retention Rates Between Groups of Schools

Group	n	M	SD
Group 1	13	140.73	71.00
Group 2	12	18.40	136.22

Note: The t value for the comparison of Groups 1 and 2 is 2.08 (p < .05).

Table 3—Variance of Retention Rates Between Groups of Schools

Group	n	M	SD
Group 1	13	44.05	20.00
Group 2	12	20.00	9.00

Note: The t value for the comparison of Groups 1 and 2 is 2.07 (p < .05).

17

TEAM ROLES

- Systems Manager - Organizes meeting & monitors status
- Consultant
- Problem-solving Facilitator

18

CONSULTATION

- Within 2 to 5 days of referral
 - Behaviorally define problem
 - Prioritize
 - Observe kid/baseline data
- Conduct meeting within 2 weeks
 - 10 to 15 minutes
- Meet within 2 weeks of conference
 - discuss the teacher's understanding
 - assess implementation integrity
 - problem solve previously unforeseen difficulties with the intervention

19

INSTRUCTIONAL HIERARCHY: STAGES OF LEARNING

	Acquisition	Proficiency	Generalization	Adaption
Learning Hierarchy	■ Slow and inaccurate	■ Accurate but slow	■ Can apply to novel setting	■ Can use information to solve problems
Instructional Hierarchy	■ Modeling ■ Explicit instruction ■ Immediate corrective feedback	■ Novel practice opportunities ■ Independent practice ■ Timings ■ Immediate feedback	■ Discrimination training ■ Differentiation training	■ Problem solving ■ Simulations

Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. C. Lovitt, M. D. Eaton, & C. L. Hansen (Eds.) *The fourth R: Research in the classroom* (pp. 23-40). Columbus, OH: Charles E. Merrill.

20

Learning Process

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    graph LR
      A[Acquire] --> B[Maintain]
      B --> C[Generalize]
    
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21

PROBLEM ANALYSIS

- At the end of the lesson, can the kid do it? (Learn it in the first place?)
- If the kid learns it, does she remember it the next day?
- If she remembers it, can she apply or use it?

22



Acquire

Back it up!
Make it easier



Retain

Increased repetition within lesson (IR)
Increased repetition across lessons or frequent review



Generalize

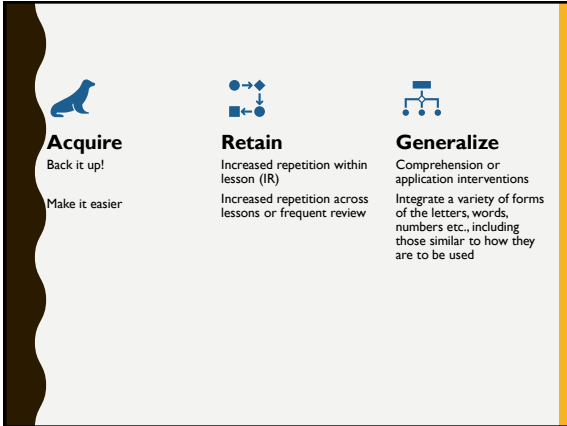
Comprehension or application interventions
Integrate a variety of forms of the letters, words, numbers etc., including those similar to how they are to be used

23

PROBLEM-SOLVING FACILITATOR

- Timer
- Assessment
 - Does the information align with the purpose for the assessment?
 - Is the information about an alterable variable?
 - Does this information directly link to instruction/intervention? (Hosp, 2008)
- Research-based intervention?
- Keeps conversation about that which is relevant and under school's control

24



Acquire
Back it up!
Make it easier

Retain
Increased repetition within lesson (IR)
Increased repetition across lessons or frequent review

Generalize
Comprehension or application interventions
Integrate a variety of forms of the letters, words, numbers etc., including those similar to how they are to be used

25

INTERVENTION INTEGRITY

- Three-part process
- Direct Observation
 - Gold standard
- Self-Report
 - More frequent
- Permanent Product

26

Name _____ Fidelity Check Score _____ of 10/18
 School _____ # of No. _____
 Word(s) _____ (1st 2- Intervention Protocol)
 Fluency (2 of 2)

Use the Reading Target: Fluency- repeated reading (with comprehension)
 Level: Transitional

Procedure:

1. Explain that students will be reading a passage several times. "Today, we'll read (title of passage) multiple times to work on increasing our fluency. Fluency is the rate, accuracy, and expression that we read--not just how fast we can read. At the end of the passage, we'll answer some questions together."
2. Give a copy of each passage to the student.
3. Explain to each student that we will be reading together for one minute. "We will read this together for one minute. After we read, we'll go back and look at the words we missed. Each time that we read, we'll try and read more than the last time. Does anyone have any questions?"
4. Start the first child. "Begin."
5. Intentional error insertion: At one minute, say this and mark the last word said by the student. "Stop. Make error corrections being sure that all students respond. "This word is *is*. What word is that?" Yes, that word is *is*."
6. Have students go back to the beginning of the sentence and read it again. "Let's go back to the beginning of this sentence and read it again with the correct word." Provide corrective feedback if necessary. Or, congratulate. "Great job!"
7. Move to the next error. When all errors have been corrected, read the passage a second time.
8. Explain that students will now read it a second time. "Now, we'll read the same passage a second time. All of you will read and we will try to read more than what we read last time. This time, I'll ask all of you what the passage was mostly about after we read the entire thing."
9. The students then reread the passage for 3 minutes.
10. Ask students what the passage was about. Encourage to include think time so every student has a chance to think about the answer. "Now, I want you each to think to

133

27
