It does not **matter** how slowly **you go** as long as you do **not stop**.

- Confucius

Welcome Student Success Teams

SST: The Whole Child Framework

January 25, 2024

Presented by:

Christi Sickel
Assistant Director of Special Education

Chris Hautala
Coordinator Early Intervening Services

Introductions and Welcome

Please Share:
- Name

- School District/School

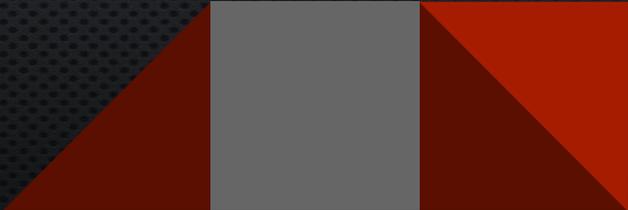- One word to describe where your school is in the SST process

Agenda

- Welcome & Introduction
- Objectives of Training
- Paradigm Shift
- 5 Components-Digging in
- Resources for Teams to Share
- Review MTSS Forms
- Team Building/Collaboration
- Questions/Next Steps

THE EXPERT IN ANYTHING WAS ONCE A BEGINNER

HELEN HAYES
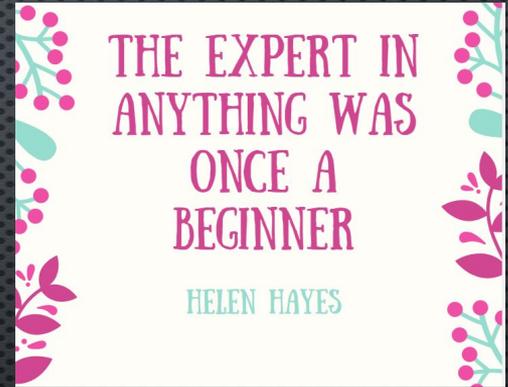
Objectives

Teams will:
1. Continue to build understanding regarding MTSS/SST process.
2. Be equipped with resources to uphold the MTSS/SST process.
3. Strengthen understanding of MTSS process using a whole child lens.
4. Collaborate and share successes.
5. Plan next steps for their teams.

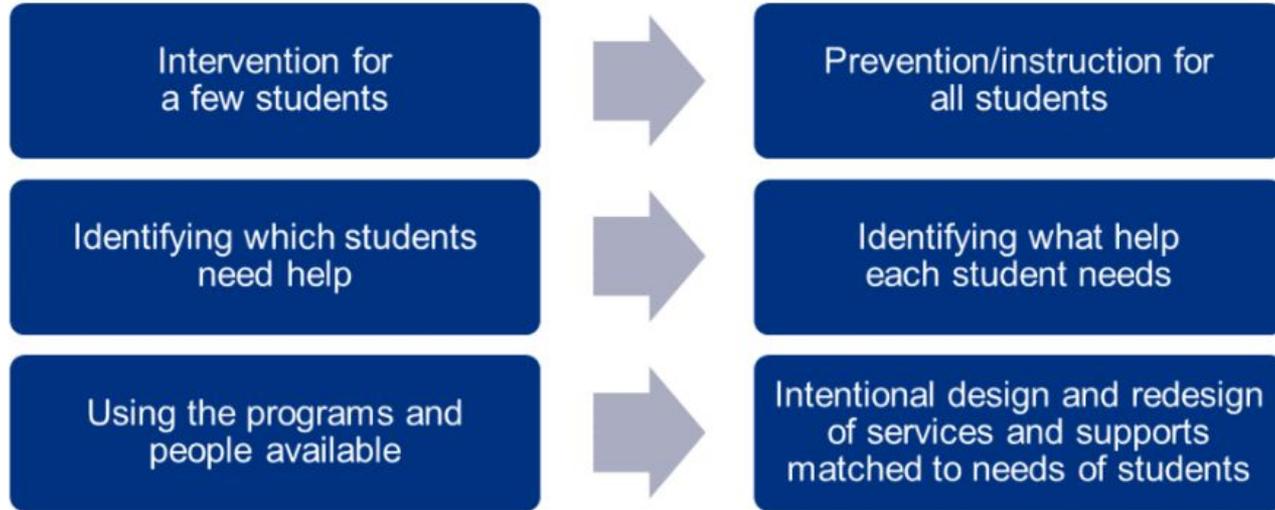# Multi-tiered System of Supports (MTSS)

MTSS Paradigm Shift

Intervention for a few students	→	Prevention/instruction for all students
Identifying which students need help	→	Identifying what help each student needs
Using the programs and people available	→	Intentional design and redesign of services and supports matched to needs of students

Image adapted from Istation, From RTI to MTSS Building Your Intervention Team

MTSS ≠ **Special Education**

MTSS → Supporting all students needs using evidence based practices

Referral for Special Education Services

Why Tier 3 support is <u>not</u> synonymous with special education

Just because a student is receiving Tier 3 support doesn't mean the student has a learning disability or requires special education services. Some students with disabilities may not need Tier 3 support at all, while other students without disabilities may benefit from intensive Tier 3 services.

"Special education can and should be part of the MTSS system and very often that most intensive level of supports can be, or in some cases should be, special education."

-Zumeta Edmonds

MTSS: What is a Multi-Tiered System of Supports? EducationWeek October 13, 2023

The MTSS framework consists of five fundamental components that work together for successful implementation:

1. An Infrastructure that provides a system in which people can work effectively and efficiently.
2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes.
3. Multi-layered practices and supports that match intensity of services to level of student need.
4. Assessment tools with which to accurately and reliably collect information that aids decision making.
5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

1. An Infrastructure that provides a system in which people can work effectively and efficiently.

- **Strong Leadership**

- **Strong Team**

- **Capacity Building Infrastructure**

- **Universal data review process**

Let's Reflect on Infrastructure:

- **Strong Team**
  - Have we determined who needs to be there?
  - Does each team member understands their purpose, role, and responsibilities?
- **Capacity Building Infrastructure**
  - Do we have regularly scheduled meetings?
    Do we have processes and procedures in place for communication and collaboration within the SST and to all building staff?
  - Do we have a process for teachers/staff to bring concerns to SST?
- **Universal data review process**
  - Do we have a process to look at building wide, grade level, and classroom data established?
 - Is it part of the SST meeting or a separate piece of your processes?
  -

Menti

2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes.

- Plan to share MTSS process to support all students with all families.

- Process to share how interventions can support individual students to their family.

"Families and Schools – Perfect Partners for Student Success"
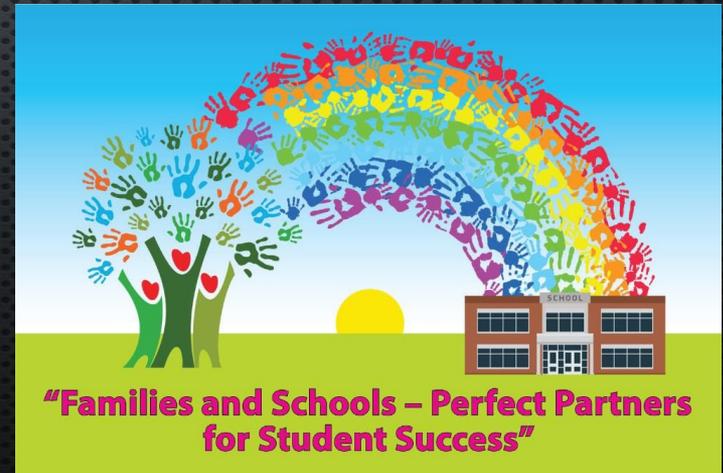
Let's Reflect on Family & Community Engagement:

- **Share with all families**
  - How do families in your district receive information about the MTSS process in your district?
  - Do staff members know, and have necessary resources, to answer families questions?
  -

- **Share with individual families**
  - Do we have a consistent procedure to communicate with families when staff have concerns about students and want to begin formal interventions?
  - Do families know the process and/or resources available for their student if they have concerns?

Menti

3. Multi-layered practices and supports that match intensity of services to level of student need.

- Multiple tiers of instruction, intervention,and support that includes learning standards and behavioral expectations.
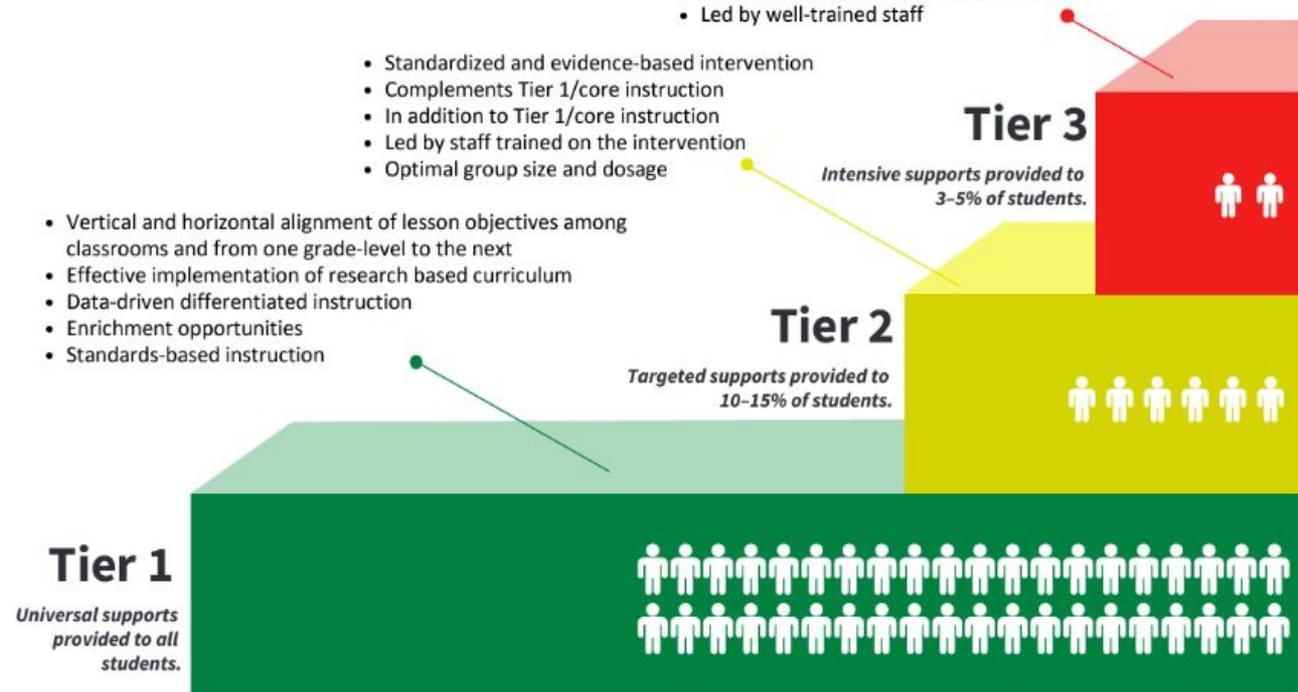
- Problem Solving Process

What is Multi-Level Prevention System?

The multi-level prevention system provides increasingly intense levels of instruction and support to address student need.

- More intensive than Tier 2
- Individualized to address student need through an iterative manner
- Aligned with core instruction on a case-by-case basis
- Optimal group size based on student need
- Led by well-trained staff

- Standardized and evidence-based intervention
- Complements Tier 1/core instruction
- In addition to Tier 1/core instruction
- Led by staff trained on the intervention
- Optimal group size and dosage

- Vertical and horizontal alignment of lesson objectives among classrooms and from one grade-level to the next
- Effective implementation of research based curriculum
- Data-driven differentiated instruction
- Enrichment opportunities
- Standards-based instruction

Tier 3
Intensive supports provided to 3–5% of students.

Tier 2
Targeted supports provided to 10–15% of students.

Tier 1
Universal supports provided to all students.

AIR
Advancing Evidence.
Improving Lives.

Center on Multi-Tiered System of Supports

Visit mtss4success.org to learn more
Follow us @MTSSCenter

Essential Features of Tier 1

1. Materials and strategies are research-based, including for subgroups.

2. Teaching and learning objectives are articulated within and among grade levels.

3. Instruction is accessible to all students and is differentiated for students on, below, and above grade-level.

4. Data are used well to address students' needs, including evaluating the health of Tier 1.

5. Core curriculum is aligned with state standards.

6. Includes enrichment for students exceeding benchmark.

Tier 1 includes high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. For academics, students receive high-quality instruction with a research-based curriculum. For social, emotional, and behavioral needs, students receive instruction on schoolwide expectations or norms, as well as instruction on social-emotional competencies.

- Does your Tier 1 address academic, social, emotional, and behavioral needs of students?
- How much time is devoted to Tier 1?
- Are the materials evidence-based?
- Is the instruction evidence-based?

Resources to Support Tier 1:

High-Leverage Practices

Intensifying Instruction at Tier 1

Meeting Needs of Students with Disabilities

AIR
Advancing Evidence.
Improving Lives.

Center on
Multi-Tiered System of Supports

Visit mtss4success.org to learn more
Follow us @MTSSCenter

1. Delivery and design is **standardized.**

2. Uses an **evidence-based intervention** or evidence-based practices with fidelity.

3. Prioritized for **15–20%** of student population.

4. Delivered by **adequately trained** staff.

Are you on the right path?

10 Essential Features of Tier 2

At Tier 2, schools provide small group, standardized academic, social, emotional, and behavioral supports using validated intervention programs.

5. Provided **in addition** to Tier 1 core programming.

6. Group size as designed by developer, but typically **3–7 students.**

7. Increased **family involvement** and communication relative to Tier 1.

8. Regular **monitoring of progress** (i.e., monthly, weekly).

9. Increased practice and feedback on targeted skills relative to Tier 1.

10. Frequency and duration of sessions, and **length of intervention defined by developer.**

Essential Features of Tier 3

Tier 3 is individualized and intensive intervention designed to help students with severe and persistent academic, social, emotional, and/or behavioral needs, including students with disabilities. It is a data-driven process characterized by increased intensity and individualization of supports.

Resources:
- National Center on Intensive Intervention
- PROGRESS Center
- What is Data-Based Individualization?
- NCII Tools Chart
- Institute for Education Sciences Practice Guide
- Measuring fidelity

1. Prioritized for **3-5%** of the student population identified as most at-risk.

2. Interventions are **individualized and adapted** to address the student's data-based needs

3. Interventions are **more intensive** than Tier 2 by using the taxonomy of intervention intensity.

4. Provided by **adequately trained staff** with applicable background.

5. **Group size is optima**l and based on age and needs of students**.**

6. **Aligned** with Tier 1 on a case-by-case basis.

7. Ongoing **family communication** and engagement.

8. **Progress monitoring occurs weekly** followed by regular teaming.

Click here to use the Taxonomy of Intervention Intensity to individualize your interventions!

Let's Reflect on Multi-layered Practices:

- **Multiple tiers of instruction, intervention, and support**
  - Standards-based instruction, enrichment opportunities, data-driven differentiated instruction, research based curriculum, alignment of learning objectives from grade to grade?
  - Tier 2 and Tier 3 interventions complement Tier 1 and are *in addition* to quality core instruction?
  -

- **Problem solving process**
  - Do we have a consistent procedure?
    - Define problem or goal
    - Analyze the problem and relevant data
    - Implement an intervention plan
    - Evaluate the intervention for effectiveness

Menti

4. Assessment tools with which to accurately and reliably collect information that aids decision making.

Types of Assessments				
What	**Why**	**Who**	**When**	**Additional Characteristics/Considerations:**
Universal Screener				
criterion-based or skill-based assessment focused on targeted skills	used to identify the students who may not be making adequate progress towards grade level expectations and those who may be at risk for learning difficulties when provided a general education with standards-based curriculum and evidence-based practices	all students	3 times a year, generally during benchmarking periods fall, winter, spring	-consists of brief assessments focused on targeted skills -criterion-referenced or skill-based -quick turn-around time of aggregated and disaggregated data -repeatable, reliable, valid
Grade Level Core Assessments				
set of grade-level standards-aligned formative and summative assessments	-used to evaluate student learning, skill acquisition, and academic achievement of grade-level standards or expectations -used to monitor the effectiveness of core curriculum and instructional practices	all students	-at the conclusion of a defined instructional period, such as after the introduction of a new concept, or at the end of a multi-week lesson or short course	-criterion-referenced
Diagnostic				
assessment given to understand the causes for student performance and to identify specific area(s) of need	used to inform instruction of individual students – information is used to plan, modify, and/or differentiate instruction, intervention, curriculum choices, and/or environment	those students identified by universal screener as being below grade level or at risk for falling below grade level	administered regularly – frequency depends on needs of student, intensity of instruction/intervention	-includes enough items for each assessed attribute to give teachers a reasonable fix on the student's mastery -valid, reliable
Progress Monitoring Intervention & Support Services				
assessment given at regular intervals to monitor student's response to intervention	-to determine whether a student receiving an intervention is making adequate progress and the rate of the student's progress -to provide information on the effectiveness of the intervention	-students receiving intervention -consider progress monitoring students identified as at-risk who are not receiving intervention as a way to more closely monitor their progress in core	frequency should match the intensity of the student need recommended: every 2-4 weeks for students receiving Tier 2 intervention, weekly for students receiving Tier 3 intervention	-easy and efficient to administer -sensitive to small degrees of improvement -repeatable -data comparable across students
Growth				
assessment that measures individual students' academic progress over time	-to determine if individual students are making expected or accelerated growth, or widening an achievement gap -allows educators to learn more about their impact on student learning and achievement	all students	3 times a year, generally during benchmarking periods fall, winter, spring	-normative or criterion reference

Components of a Balanced, Comprehensive, and Equitable Assessment System

Assessment is the process of gathering evidence of student learning to guide educational decisions. Assessments are designed to provide information about student learning for a particular purpose. The purposes and uses of assessment information differ at each level of the educational system (classroom, district/schools, and state) and for the stakeholders using the information. There is no single assessment that can be used to support all purposes and uses. Together, information from each layer should describe the learning expectations defined in the standards.

Primary Purpose Key:

- Inform immediate next steps in learning for teachers and students
- Measure individual student achievement
- Inform instruction and planning
- Program and policy evaluation
- Indicator of students who may need additional supports

Classroom

Formative Assessment Process
Ongoing, during learning

Teachers use evidence during lessons to guide feedback and next steps in learning

Students use evidence during peer feedback, self-assessment, and discourse

- Shows evidence of learning as it is developing
- Both teachers and students use evidence to inform next steps in learning

Formal Classroom Assessments
Weekly, monthly

Classroom summative assessments, curriculum-embedded assessments

- Evidence of retained learning across a few related lessons or a group of lessons or standards over a period of learning
- Most useful to teachers, students, and their families as evidence of what a student has recently learned; given during a pause in learning and may contribute to grades

District/School

Interim/Benchmark
2-3 times per year

Benchmark, common assessments

- Evidence of retained learning at various benchmarks throughout the year or progress in specific skills
- Most useful to groups of teachers and school leaders for identifying concerns or allocating resources

Screening and Intervention Assessments
As needed

Diagnostic assessment, universal screener, and progress monitoring

- Evidence of student strengths and needs in specific skill areas to inform instructional supports
- Most useful to inform targeted instruction and intervention in specific skill areas

State

Standardized Summative Assessment
1 time per year, after learning

State summative assessments (e.g., MCA, ACCESS for ELLs)

- Summarized evidence of retained learning of the standards
- Most useful to school and district leaders as one piece of information to evaluate curriculum and program alignment to standards and to ensure all students have access to rigorous, standards-based content

Let's Reflect on Assessment:

Four Essential Components (Do we have each implemented?)

- Screening
- Progress Monitoring
- Multi-level prevention system
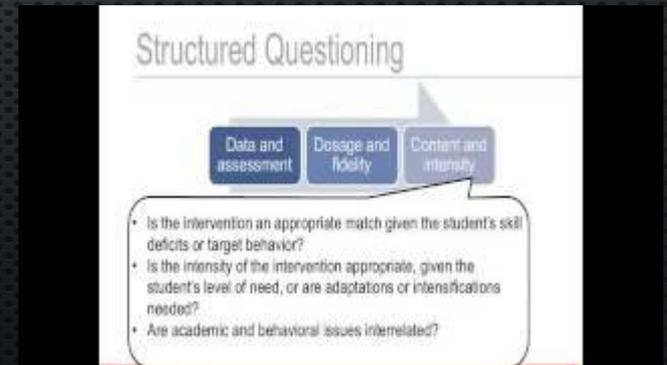- Data-based decision making

Assessments (Do all staff know)

- What assessments are used?
- Why?
- Who?
- When?
- Purpose of each?

Menti

5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.

- Clear process for moving between tiers

- Accessible data system

- Implemented with fidelity

Resources to Support Problem Analysis:
Measuring Educationally Relevant and Alterable Variables

Instruction

Curriculum

Environment

Measure the variables listed below under each domain for how they the learner:

Instruction
- Use of high-leverage practices
- Opportunities to respond
- Corrective feedback
- Explicitness
- Engagement strategies
- Culturally relevant

Curriculum
- Match to learner's need
- Task difficulty in relation to background knowledge
- Scope and sequence
- Skill mastery along the instructional hierarchy

Environment
- Clearly taught expectations
- Use of acknowledgment
- Positive interactions
- Predictable routines
- Supportive discipline

Instruction resources
- High-Leverage Practices
- Modules on instruction from PROGRESS Center
- Taxonomy from NCII
- Explicit instruction from Dr. Archer
- Measuring opportunities to respond

Curriculum resources
- Literacy lesson plans from NCII
- Lead 4 Literacy
- Instructional hierarchy
- Conducting error analysis

Environment resources
- Belonging in the classroom (PROGRESS Center)
- Modules on behavioral support from NCII
- Classroom management self-assessment

Key Questions:
- Is the instruction high-quality and evidence-based?
- Is the curriculum accessible and matched to the student's current skills?

Key Questions:
- Is the environment positive and conducive to learning?
- Are there learner characteristics to consider?

Learner(s)

Center on Multi-Tiered System of Supports ◆ AIR

Visit mtss4success.org to learn more
@MTSSCenter

MTSS Data-Driven Decision Making and Information Flow Chart

School-wide Data Review
Planning Core for *All* Students

- What do we want all students to know, understand, and be able to do?
When do want them to have learned it?
- How will we know if they know and can do it?
- How will we scaffold so that all students can engage in core/ grade level instruction?
- How will we differentiate for those who haven't learned it or already know it?

Fall Screener Data-Dive –
Checking for Risk

- Who is not currently meeting grade level expectation?
- Who is at risk of falling behind grade level?
- Which students are making expected, accelerated, or flat growth?

- What are the implications for core?
- Is there a need for Tier 1 intervention?
- How can this data help in planning whole group and small group instruction?

Winter Screener Data-Dive –
Checking the Progress and Growth of *All* Students and Evaluating the Effectiveness of Core

- Who is not currently meeting grade level expectation?
- Who is at risk of falling below?
- Which students are making expected, accelerated, or flat growth?
- What additional information/data do we have that confirms or contradicts this screener data?
- What is the impact of the current curriculum and instructional practices of Tier 2/3 program and support services on the students receiving these services?

- What is the impact of current core curriculum and instructional practices on all students?
- What are the implications for core?
- Is there a need for Tier 1 intervention?
- How can this data help in planning whole group and small group instruction?

Aligning Core and Tiered Supports

-What standards, skills, strategies, content, and vocabulary are being taught/reviewed in core?
-What standards, skills, strategies, content, and vocabulary are being taught/reviewed in intervention, special education, and other support services?

Progress Monitoring

(RtI) 6–8 wks. Checking the Growth and Progress of Students and Evaluating Effectiveness of Programming

-Who (in addition) needs a Tier 2 or 3 intervention?
-What progress is each student making in their intervention, special education, and/or other support services?
-What impact is the intervention and/or support service having on each student in core?
-Who can move out of intervention?
-Who is / isn't meeting their IEP / language goals?
- What changes need to be made?

Diagnostic Assessment-
Gathering Information and Decision Making

-What are the student's needs, gaps in learning, or challenges?
-Which students need intervention?
-Which intervention best matches the student need(s)?

Tier 2/3 Intervention

-What progress monitoring tool best aligns with the intervention?

-How is each student responding to the intervention?
-What progress is each student making within the intervention?

Student Support Services
(SpEd, EL)

-What is each student's IEP / language goal(s)?
-What are the student's adaptations / accommodations for core?

- How is each student responding to their support services?
- What progress is each student making within their service?

Child Study

- Which students need to move forward in the referral process?
- What progress monitoring data have we collected to show the need?
- What additional data / information do we need to successfully move forward in the process?

Universal Screener:

Universal Screeners are used...

- to identify the students who may not be making adequate progress towards grade level expectations and those who may be at risk for learning difficulties when provided a general education with standards-based curriculum and evidence-based instructional practices
- as a high-level data point to assess the effectiveness of core and instructional programming

CORE Standards-Aligned, Grade-Level Formative & Summative Assessments

Core Assessments are used to...

Formative Assessments:
- identify specific area(s) of need & support towards grade level achievement
- plan, modify, and/or differentiate instruction, intervention, curriculum choices, and/or environment in the Core

Summative Assessments:
- evaluate student learning, skill acquisition, and academic achievement of grade-level standards or expectations
- monitor the effectiveness of core curriculum and instructional practices

Diagnostic Assessments

Diagnostics Assessments are ...

- are given to understand the causes for student performance and to identify specific area(s) of need.
- used to plan, modify, and/or differentiate instruction, intervention, curriculum choices, and/or environment in Tier 2 orTier 3 intervention and/or specialized students support services

Progress Monitoring Assessments

Progress Monitoring Assessments are ...

- given at regular intervals to monitor student's responses to intervention / support services in order to determine whether a student receiving intervention / service is making adequate progress and to measure the rate of student progress.
- used to provide information on the effectiveness of the intervention / support service

Let's Reflect on Data-driven Decisions:

Clear process for moving between tiers
- Where are you at in this process?
- How do you communicate with staff?
- How do staff communicate with SST?

Accessible data system
- What are you using?
- Do staff know and understand?

Implemented with fidelity

Menti

What is the Taxonomy of Intervention Intensity?

The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:

- Does evidence suggest the intervention is expected to lead to improved outcomes (**strength**)?

- Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (**dosage**)?

- Does the intervention match the student's identified needs (**alignment**)?

- Does it assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?

- Does the intervention include elements of explicit instruction (**comprehensiveness**)?

- Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?
  Can the intervention be easily integrated into academic instruction (**academic support**)?

- Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation
https://intensiveintervention.org/taxonomy-intervention-intensity

The Taxonomy of Intervention Intensity* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. TEACHING Exceptional Children, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.

When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

DBI Process

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

Progress Monitor

Diagnostic Data

Intervention Adaptation

Progress Monitor

Taxonomy Dimensions

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization

Evaluate current interventions

Already **have an intervention**? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.

Select a new intervention

Looking for a **new intervention**? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

Intensify the intervention

Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the **adaptations or intensification** of the intervention over time.

Interested in learning more about what NCII has to offer? Connect with us!

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Visit www.intensiveintervention.org to learn more

Contact us at NCII@air.org

Connect with us at @TheNCII

National Center on INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

The *Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Taxonomy of Intervention Intensity: Behavior

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

WANT TO LEARN MORE?   Visit us at www.intensiveintervention.org.
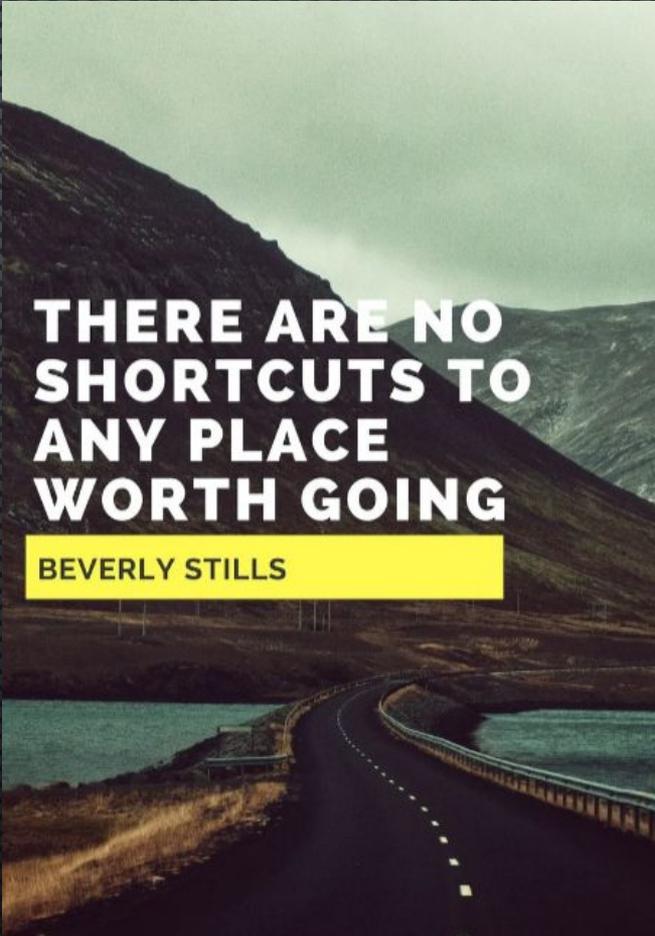
THERE ARE NO SHORTCUTS TO ANY PLACE WORTH GOING

BEVERLY STILLS

Quick Look -

Review Forms

"Too often we give children answers to remember rather than problems to solve.

ROGER LEWIN

Part 1: Team Discussion

- *This form is intended to be a guide to have meaningful discussions and develop a plan.*
- *Staff expressing concern should complete the entire form prior to SST meeting.*

SST General Education Questionnaire

Student Name:		DOB:		Grade:		SST Meeting Date:	

District:		Serving School:	
Staff Name/Title:		Staff Email:	

1. Communication Log *(use to document areas of concern, interventions to begin, and referral to MTSS process)*

Date & Person Contacted	Method: phone, text, in-person, or email	Parent/Guardian Concerns and Feedback (provide details)
	phone ▾	
	email ▾	
	email ▾	

2. Please list 2-3 strengths for this student:

3. School Attendance History Information: *(print and attach attendance report from last 2 years)*

Length of time the student has been in current district:	☐ Less than 6 months ☐ 6 months to 1 year ☐ 1-3 years ☐ 4+ years	Name of schools attended: (List below)

4. Vision/Hearing Screening: *(NOTE: If student has a recently identified vision/hearing impairment, a 30-day corrective period must be implemented before the intervention process can proceed.)*

Date of school nurse vison screening		Date of school nurse hearing screening		Notes:
Vision Results:		Hearing Results:		
Does student wear glasses?		☐ Yes ☐ No		
Does student have hearing aids or use assistive hearing technology?		☐ Yes ☐ No		

5. Medical History: (Discuss with school nurse and list any significant conditions and/or results including both physical and mental health) Notes:

6. Is the student receiving any additional school or community-based services or support? ☐ Yes ☐ No	**If yes, please list service(s) and provider(s):**

7. Required supplemental data to print, discuss at meeting, and attach:

	Student Demographic summary page
	Student Enrollment Information
	Discipline/Behavior Referrals (Past 2 years, as applicable)
	Attendance Report (Past 2 years, as applicable)
	Grades (Past 2 years, as applicable)
	Universal Benchmark Data used to include Progress Monitoring graphs (3x per year)
	Other academic assessment/data (i.e., running records, writing samples, etc.)
	Other pertinent documentation and/or data sources: (i.e. mental health evaluation)

---

8. Indicate Area(s) of Concern: *Check all that apply If needed, intervention resources are available in the MTSS Intervention Bank, or you may choose an alternate Scientific Research Based Intervention (SRBI).*

Reading
- ☐ Phonemic Awareness
- ☐ Phonics
- ☐ Reading Fluency
- ☐ Vocabulary
- ☐ Reading Comprehension
- ☐ Dyslexia
- ☐ Other:

Math
- ☐ Fact Fluency
- ☐ Number Operations
- ☐ Math Word Problems
- ☐ Number Sense
- ☐ Math Concepts
- ☐ Other:

Speech/Language: Comprehension
- ☐ Listening Comprehension/Receptive Language
- ☐ Comprehension (understanding directions)
- ☐ Other:

Speech/Language: Oral Expression
- ☐ Communication (Conversation Skills)
- ☐ Articulation (sound production)
- ☐ Voice
- ☐ Fluency/Stuttering
- ☐ Vocabulary
- ☐ Grammar
- ☐ Sentence Structure
- ☐ Semantics
- ☐ Low Language Development
- ☐ Other:

Writing/Spelling
- ☐ Writing
- ☐ Spelling
- ☐ Other:

Emotional (Social Emotional)
- ☐ Anxiety
- ☐ Depression
- ☐ Mild Internalizing Concerns
- ☐ Social Skills/Peer Relationships
- ☐ Transitions
- ☐ Communication
- ☐ Other:

Behavior
- ☐ Inattention/Hyperactivity
- ☐ Disruptive Behavior
- ☐ Non-Compliance
- ☐ Not Following the Rules
- ☐ Other:

Executive Functioning
- ☐ Off-task
- ☐ Organization
- ☐ Initiating Tasks
- ☐ Assignment/Work Completion
- ☐ Attention/Focus
- ☐ Self-Control/Impulsivity/Response Inhibition
- ☐ Other:

Other
- ☐ Health
- ☐ Outside Diagnosis
- ☐ Vision
- ☐ Hearing
- ☐ Fine Motor
- ☐ Gross Motor
- ☐ Other: (please describe)

9. Next Steps | *To be completed at SST meeting for students who will receive interventions*

Prioritize top 2-3 areas of concern. List intervention to be used and staff responsible for each intervention.
Note: Each intervention should be documented on its own MTSS Part 2: Intervention Data sheet.

Area of Concern 1:	Planned Intervention:	Staff Responsible:
Area of Concern 2:	Planned Intervention:	Staff Responsible:
Area of Concern 3:	Planned Intervention:	Staff Responsible:

Top Section
- This shows the prior planning & purpose

Engagement & Participation
- Include date each week
- Tracked on Intervention Data Sheet each day

Progress Monitoring Data
- Minimum of 1 x week for academic
- Minimum of 3 x week for behavior
- Collected on Intervention Data
- Graphed by hand and/or excel or other resource
- *For program-based interventions, data & graph may be printed and attached to this form. Example: FAST*
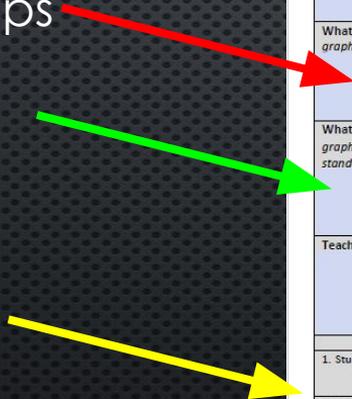
Interventions & Progress Monitoring

1. How do we quantify the current level in the area of concern?
2. What is the goal?
   a. Increase a skill/behavior
   b. Decrease a negative behavior
3. Choose intervention
4. How do you progress Monitor?
   a. KISS
   b. Tools: Method used to quantify the original need could be one option

Use data from graph to answer these questions and determine next steps

Northland LEARNING CENTER

Multi-tiered System of Supports (MTSS) Student Success Team
This form pertains to K-12 students only

Updated 9/18/23

Part 2: Intervention Data

Student Name:	DOB:	Grade:	Meeting Date:

Area of Concern #1:   Specific skill:

Round 1: *First 6-week cycle of Intervention #1*	**Round 2:** *Second 6-week cycle of Intervention #1*
Intervention: (name/description)	Intervention: (name/description)
Intervention completed by: (name of staff/position)	Intervention completed by: (name of staff/position)
What does data show? *(Based on progress monitoring graph, is student making growth toward goal?)*	What does data show? *(Based on progress monitoring graph, is student making growth toward goal?)*
What does data show? *(Based on progress monitoring graph, is student making growth toward grade level standards?)*	What does data show? *(Based on progress monitoring graph, is student making growth toward grade level standards?)*
Teacher Feedback/Observation:	Teacher Feedback/Observation:

Round 1 Student Success Team Decision		**Round 2 Student Success Team Decision**	
1. Student is making adequate progress. *Move to watchlist to monitor progress. Interventions may continue.*	☐	1. Student is making adequate progress. *Move to watchlist to monitor progress. Interventions may continue.*	☐
2. Student is not making adequate progress. *Proceed with 2nd round of interventions using a new intervention to address area of concern.*	☐	2. Student is not making adequate progress. *Proceed with optional 3rd round of interventions using a new intervention to address area of concern.*	☐
List new intervention: *(name/description)*	Staff Responsible:	List new intervention: *(name/description)*	Staff Responsible:
3. Other: (please list)	☐	3. Other: (please list)	☐

Northland LEARNING CENTER

Multi-tiered System of Supports (MTSS) Student Success Team

This form pertains to K-12 students only

updated 9/21/23

Part 4: Referral for Special Education Evaluation

A. Student Demographics

Student Name:		MARSS #:		DOB:		Age:		Grade:	

Gender:		Race/Ethnicity:		Resident District:		Providing District:		Providing School:	

Parent/Guardian Name:		Parent/Guardian Email:	

B. Staff Information

Date Referral Sent:		Name of Referring Staff Member:		Staff Email:	

Additional staff who know student well to assist in referral process. (including classroom teacher if different from referring staff)

Staff Name:	Staff Email:	Staff Name:	Staff Email:

C. Additional Information needed for Evaluation Planning

Does student have a 504 plan?	☐ Yes	☐ No
Has this student repeated a grade(s)?	☐ Yes	☐ No

Educational History: (Work with special education staff and check all that apply)
- ☐ Student has received MTSS intervention.
- ☐ Student has previously been referred to Special Education.
- ☐ Student has had a special education evaluation in this district, another district, or another state.
- ☐ Student is currently receiving special education services. (i.e. speech)

Services currently or previously received: (check all that apply)
- ☐ Tutoring ☐ ADAPT/Counseling ☐ Occupational Therapy ☐ Physical Therapy ☐ Speech/Language
- ☐ Title I ☐ Outside Counseling ☐ Other:

Describe communication Skills: ☐ Non-verbal ☐ A Few Words ☐ Phrase Speech ☐ Halting Speech
- ☐ Articulation Errors ☐ Poor Grammar ☐ Difficulty Conveying Thoughts/Ideas ☐ Slow Verbal Response Time
- ☐ Difficulty Repeating Back Information ☐ Fluent Speech ☐ ASL ☐ Other:

If student is non-verbal or physically impaired, how do they functionally communicate their responses?
- ☐ Signing/Gestures ☐ Picture Board ☐ Technology (describe:) ☐ Other: (describe)

D. NLC Socio-Cultural Checklist (Must be completed; check all that apply)

Race/Culture
1. The student is racially different from the majority of peers and staff in this school.	☐
2. The student's family participates regularly in events within their race/cultural group and/or the family is an enrolled member of a recognized American Indian tribe.	☐
3. The student seldom interacts with peers or staff of other racial/cultural backgrounds or has poor relations with peers and staff of other racial/cultural backgrounds.	☐
4. The student recently moved from another town, city, district, or state.	☐
5. None of the above apply to this student.	☐

Communication/Language
1. There is a language, dialect, or communication style other than standard English spoken by the family members in the student's home.	☐
2. The student has a language, dialect, or communication style other than standard English.	☐
3. None of the above apply to this student.	☐

Other Factors

1. The student's family has moved more than once during the current school year of has a pattern of moving at least once a year over several years.	☐
2. The student's previous education has been sporadic, limited, or very different from the current school.	☐
3. The student's primary caregiver has changed within the last year.	☐
4. The student has recently experienced a crisis or trauma	☐
5. The student expresses or displays a sense of stress, anxiety, or isolation.	☐
6. None of the above apply to this student.	☐

E. Areas of Concern (check ALL that apply)

Academic Skills	Performance/Work Production
☐ Basic Reading Skills (i.e., Phonics)	☐ Attention
☐ Reading Fluency/Low Words Correct Per Minute	☐ Organization
☐ Reading Comprehension	☐ Study Skills
☐ Difficulty Recalling Vocabulary/Concepts	☐ Limited Endurance
☐ Basic Math Skills	☐ Task Initiation
☐ Math Facts	☐ Task Completion
☐ Math Calculations	☐ Limited Physical Strength
☐ Math Concepts/Problem Solving	☐ Attendance
☐ Spelling	☐ Fatigue
☐ Written Expression (ideas; grammar; mechanics)	☐ Difficulty Concentrating
☐ Handwriting skills (legibility; fine motor control)	☐ Planning and/or Sequencing Information
☐ Listening Skills (e.g. recall; multi-step directions; comprehension of verbal information)	☐ Other:
☐ Oral Language (if checked, please also check appropriate boxes in communication area in part C)	
☐ Other:	

Behavior	Other
☐ Verbally Aggressive	☐ Fine Motor Skills (e.g., buttons, tying, using scissors, handwriting, keyboarding)
☐ Physically Aggressive	☐ Gross Motor Skills
☐ Disruptive	☐ Low Cognitive Ability
☐ Non-Compliant	☐ Communication Skills
☐ Frequent Blurting Out	☐ Daily & Independent Living Skills
☐ Hyperactive/Impulsive	☐ Social & Interpersonal Skills
☐ Withdrawn	☐ Difficulty with Changes in Routine
☐ Anxious	☐ Difficulty with Transitions
☐ Disordered Thoughts (e.g., irrational, incoherent)	☐ Difficulty Making Friends
☐ Atypical Behavior (e.g., delusional, extremely odd actions, self-injury) Describe:	☐ Social Naivete or Vulnerability
☐ Other:	☐ Other:

Please Share Additional Concerns and Important Information Here (e.g. other test data, teacher/student interactions, office discipline referrals, student's own concerns, needed accommodations)

Attach the following documentation from MTSS Student Support Process

	Part 1: Discuss Form including all supplemental data
	Part 2: Intervention Data
	Part 3: Team Data Review
	Any Community based Medical Evaluation(s) and/or Mental Health Diagnostic Assessments

Special Education Case Manager Name:		Case Mgr. Email:	

Student Success Team Chairperson:	Name:
Building Administrator	Signature:
	Name:
	Signature:

Note: if Student has an ADHD diagnosis, DSM-V form from Sped forms is required

Team Building & Collaboration

1. Where is your team in the whole child MTSS process?

2. Where is your building/team going?

3. What are your next steps?

4. What supports and resources do you need?

MTSS Student Support Team Process Guide

NLC Website

Northland
LEARNING CENTER

Multi-Tiered Systems of Support (MTSS) Student Support Process
Resource Guide
for Student Success Teams

September 21, 2023
1

Resources

- AIR Essential Components of MTSS Infographic Collection
  - What is the taxonomy of Intervention Intensity?
  - What is the Taxonomy of Intervention Intensity and when do I use it?
- NCII: Data Rich, Information Poor?
- NLC Intervention Bank

- Teacher's Encyclopedia of Behavior Management 100+ Problems/500+ Plans

- CAREI Center for Applied Research and Educational Improvement

- Testing123 Minnesota Data and Assessment Literacy

- NLC MTSS Resource Guide for Student Success Teams

- School Psychologists, CEIS Coordinator, NLC Coordinators and Assistant Directors

Menti

Survey/CEUs:

[Wrap Up Survey/CEU Link](#)