
Kansas Multi-Tier System of Supports

Presenters

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WWW.KANSASMTSS.ORG



Why a Model of Prevention?

- If intensive remediation isn't delivered until 3rd or 4th grade, many students will not ever catch up.
- 68% of 8th and 64% of High School Seniors nationally failed to become proficient readers (Deshler, 2004)



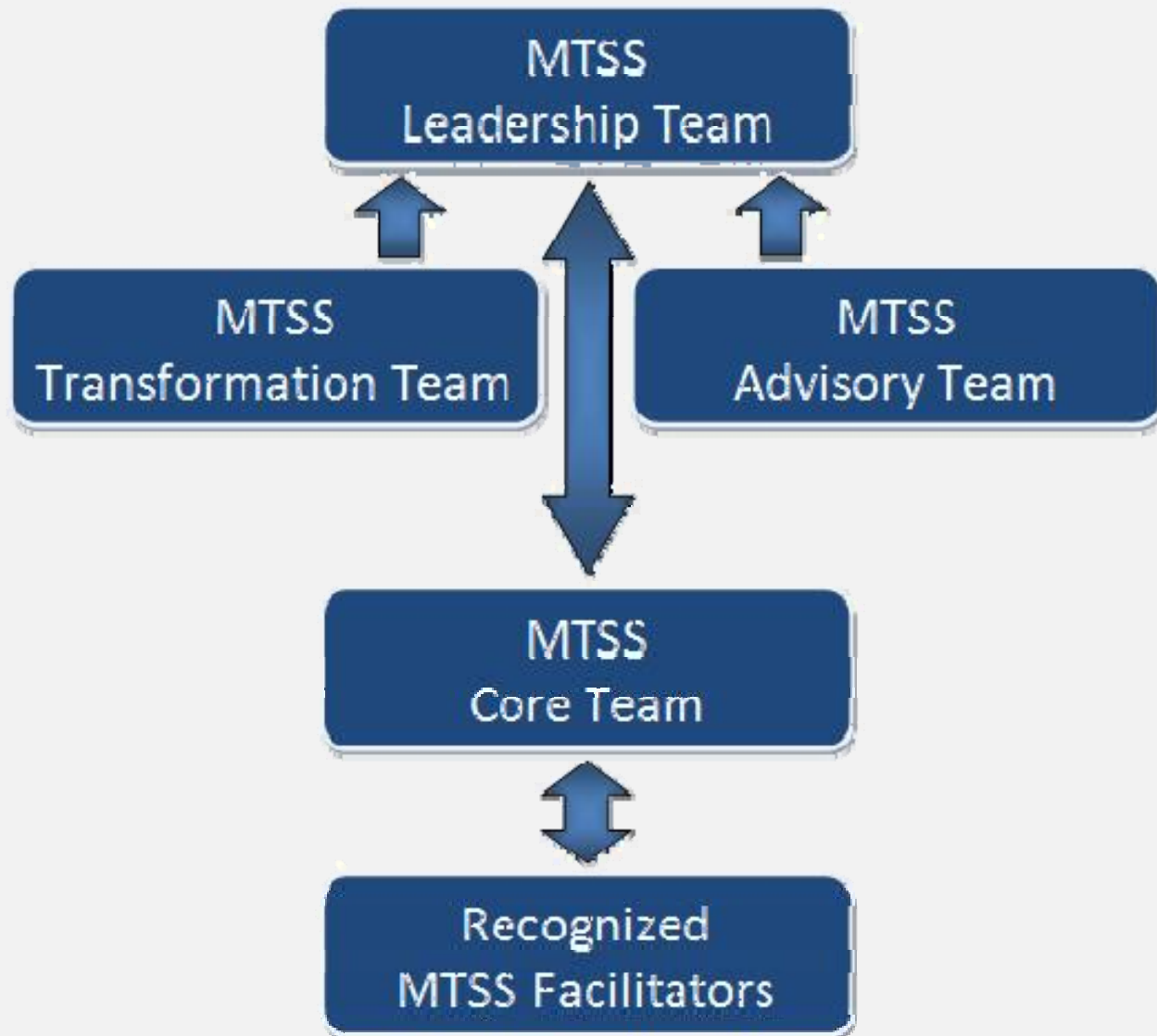
The Research

- Students who remain on track (earn at least 5 credits and get no more than one semester F) are 3 times more likely to graduate
- Just one semester F decreases the likelihood of graduating by 44%
- Only 31% of students with 3 semester F's graduate high school

(Allensworth and Easton, 2005)

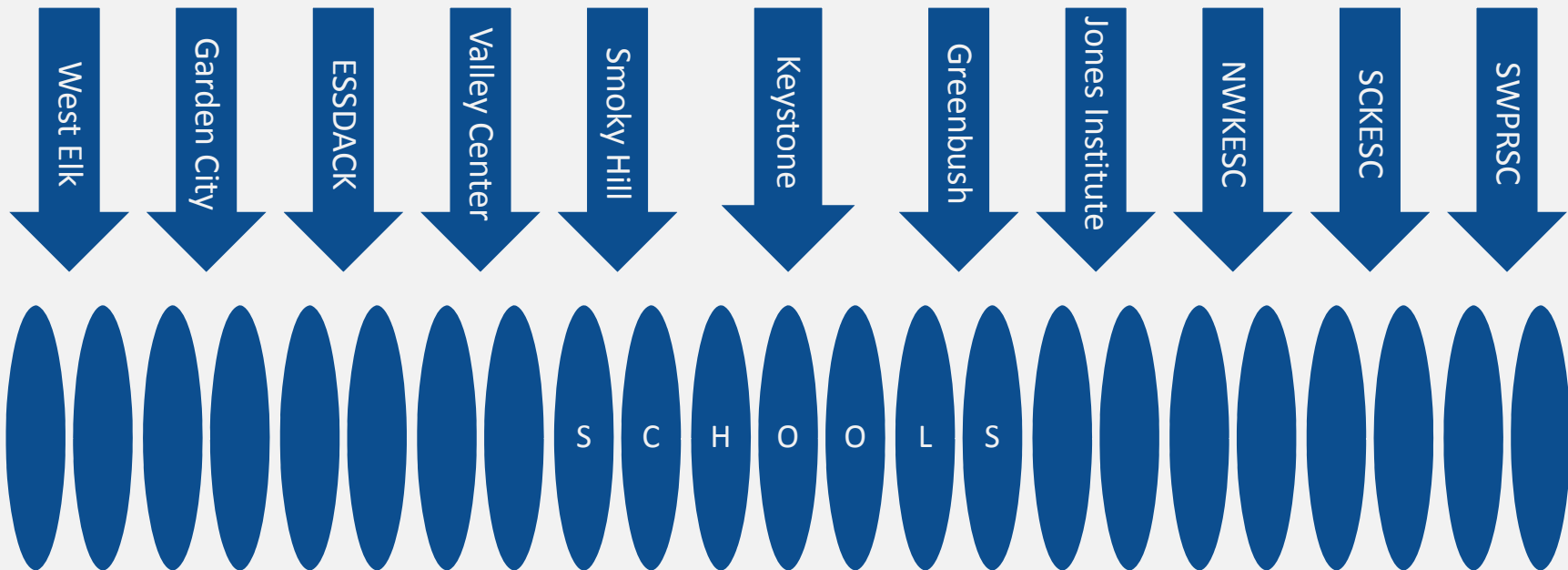


State MTSS Leadership Structure



Reaching the Schools

MTSS Core Team



Views of Rtl...

Narrow to Broad

- Identification of Students with SLD (Donovan & Cross, 2002)
- Individual Student Problem Solving
- Standard Protocol of Interventions
- Hybrid Model (NASDSE, 2006)
- Educational Change Paradigm (Sansosti & Noltemeyer, Annual 2008)



FEW: INTENSE
(+ CORE)

Intensive

**Individual Student
Problem Solving to Create
Customized Interventions**

SOME: SUPPLEMENTAL
(+ CORE)

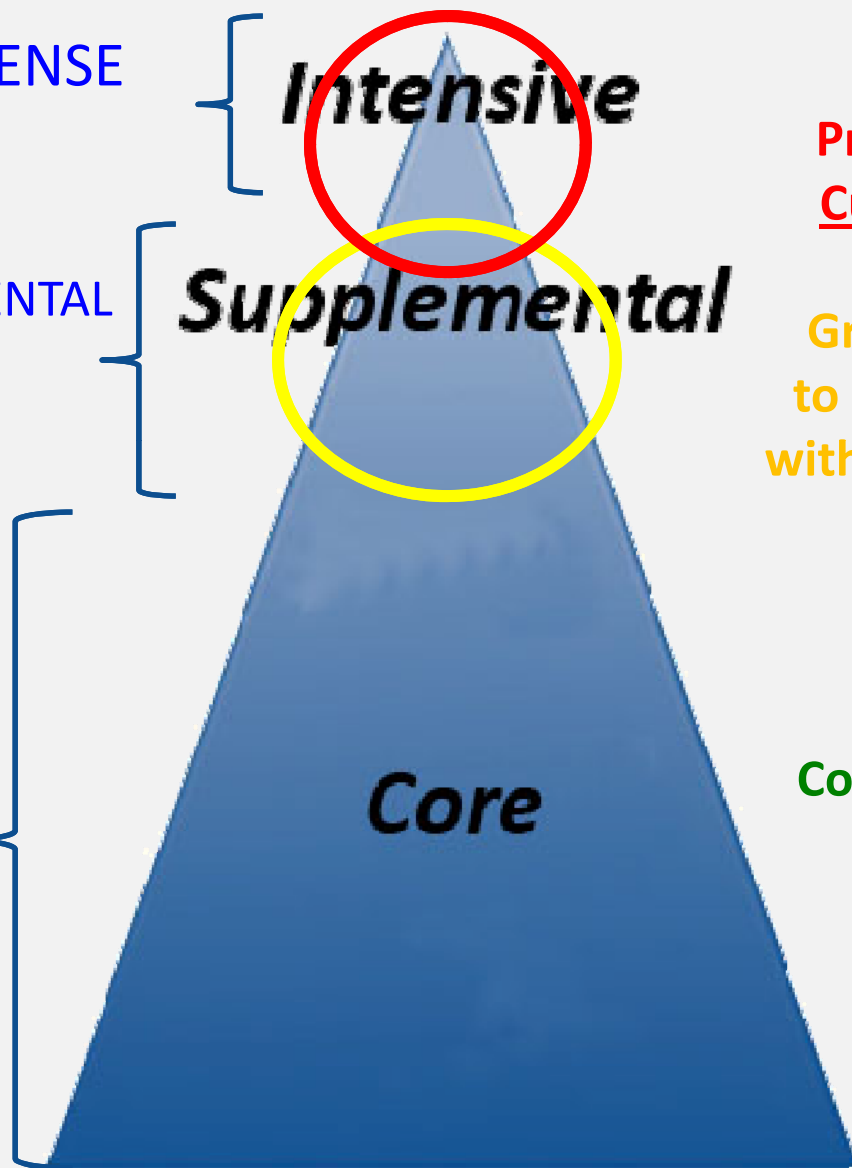
Supplemental

**Group Problem Solving
to Match Student Needs
with Protocol Interventions**

**ALL: CORE
INSTRUCTION
& CURRICULUM**

Core

**Core with Differentiation to
Meet Needs of Diverse
Students**



Creating a Multi-Tier System

Structuring (6 months – 2 years)

- Create the structures needed to support successful implementation

Implementation (Begins After Structuring)

- Each piece of the system begins to function

Refinement (Ongoing)

- Refinement occurs as data indicates



Typical Training Schedule

MTSS Preplanning Overview

½ Day

MTSS Leadership Essentials

1 Day

Structuring

Leadership/Professional Development/
Empowering Culture

2 Days

Content Specific

2 Days

Moving to Implementation

1 Day

Implementation

5 Days of 6 hrs./ea. Throughout yr.

Levels of Implementation

- Paper Implementation
 - Are the plans in place?
- Process Implementation
 - Are the plans being followed?
- Performance Implementation
 - Are the practices being done effectively?

(Fixsen, Naoom, Blasé, Friedman & Wallace, 2005)



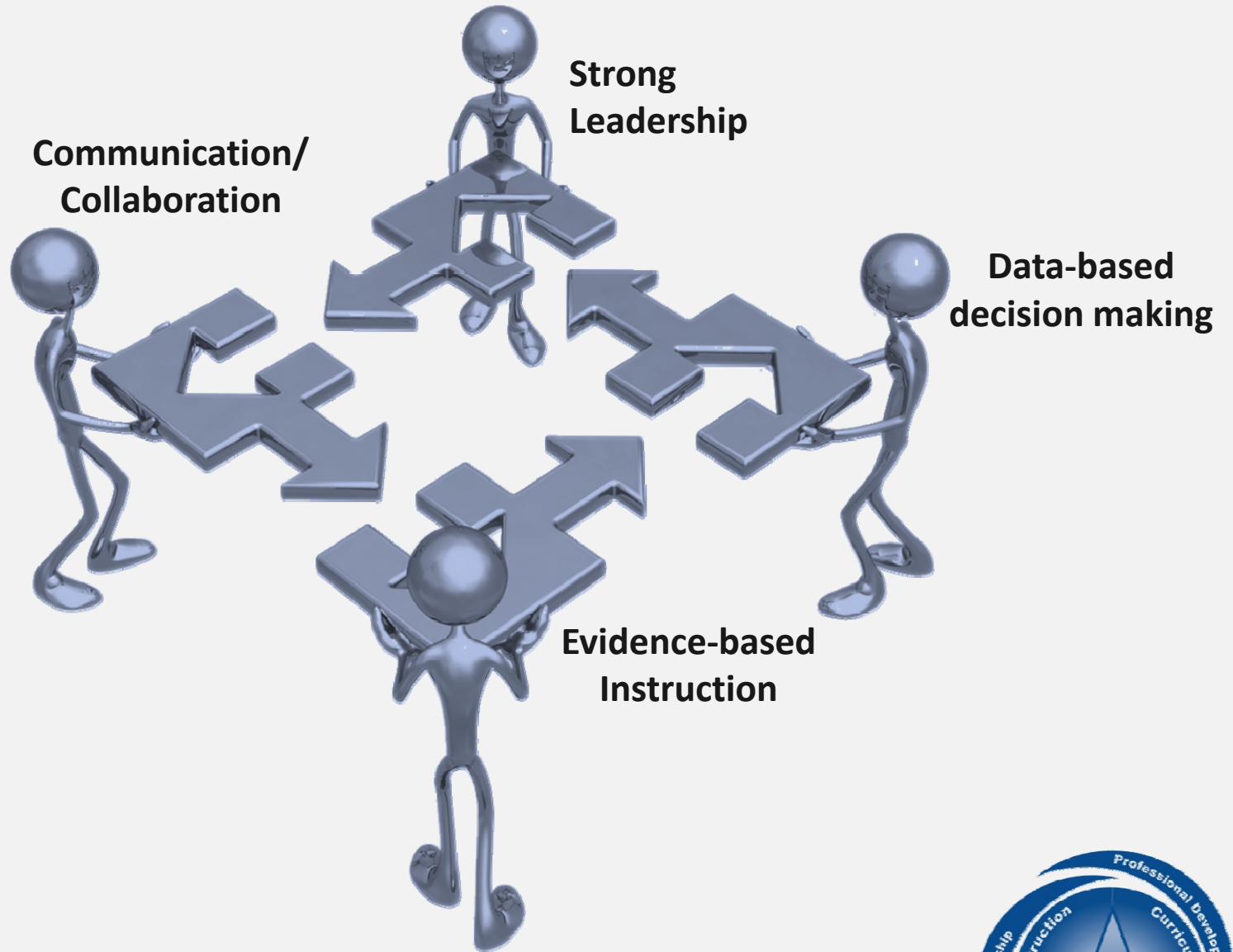
Monitoring Fidelity of Process Implementation

Monitoring Fidelity of Process Implementation

Building: _____ Year(s) of Implementation: _____


Leadership Team	Date	Evidence
Are building leadership team meetings occurring as scheduled?		
What decision making rules are used in which circumstances?		
Is the communication plan being carried out as planned?		
Is the communication plan regularly refined based upon stakeholder, collaborative and leadership team feedback?		
Has the leadership team conducted an audit for integrating existing teams addressing all areas (reading, math, behavior)?		
Collaborative Teams	Date	Evidence
Is the school's Shared Vision used by the leadership team when making decisions?		
Are the school's Core Beliefs used by teams when making decisions?		
Are collaborative teams representative of all stakeholders? (i.e., grade level, content area, entitlement, specials)		
Is the scheduled collaborative time used for data-based decision making?		
Are the 6 standards for family engagement utilized?		
Standard 1: Welcoming all families into the school community		
Standard 2: Communicating effectively		
Standard 3: Support student success		
Standard 4: Speaking up for every child		
Standard 5: Sharing power		
Standard 6: Collaborating with community		
Professional Development Planning	Date	Evidence
Is ongoing data review used to determine professional development needs?		
Assessment	Date	Evidence
Did the initial training occur as planned? <ul style="list-style-type: none"> • Universal screening • Progress monitoring • Diagnostic assessment • Outcomes assessment 		

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Federal & KS SPED Requirements


General Education Interventions are still required prior to a student being referred to special education.



Evaluations are still conducted to determine whether or not a student is eligible for special education services.



IEP teams are still the decision makers when it comes to planning goals and services.



Schools are still required to provide a free appropriate public education to all identified students with disabilities.

General Education Interventions

Before a child may be referred for a special education evaluation, school personnel are now required to have data-based documentation that:

- (1) general education interventions and strategies would be inadequate to address the areas of concern for the child,

or

- (2) the child was provided appropriate instruction in regular education settings that was delivered by qualified personnel;

and

- (3) the child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction. (K.A.R. 91-40-7(c))

Where is GEI in all this?

Kansas Special Education Process Handbook, Ch. 2 pgs. 4-6
Kansas Regulations 91-40-7 (c)

Kansas Approaches to GEI

- ❖ School-wide method utilizing MTSS
- ❖ Individual student problem-solving model
- ❖ Combination of both



Evaluation & Eligibility

- No changes in requirements or criteria
- Use Eligibility Indicators document
appendix A 3-4 of Process Handbook



Permissive Use of Funds

IDEA 2004 § 300.208

§ 300.208 Permissive use of funds.

- (a) Uses. Notwithstanding §§ 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
 - (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.



Permissive Use of Funds

KEY POINTS

➤ Location

- *General Education Classroom*
- *Other education-related setting as is appropriate for each student*
 - ✓ *Library*
 - ✓ *Pod*
 - ✓ *Resource Room*
 - ✓ *Speech Room*
 - ✓ *Other school environments*

➤ Instruction

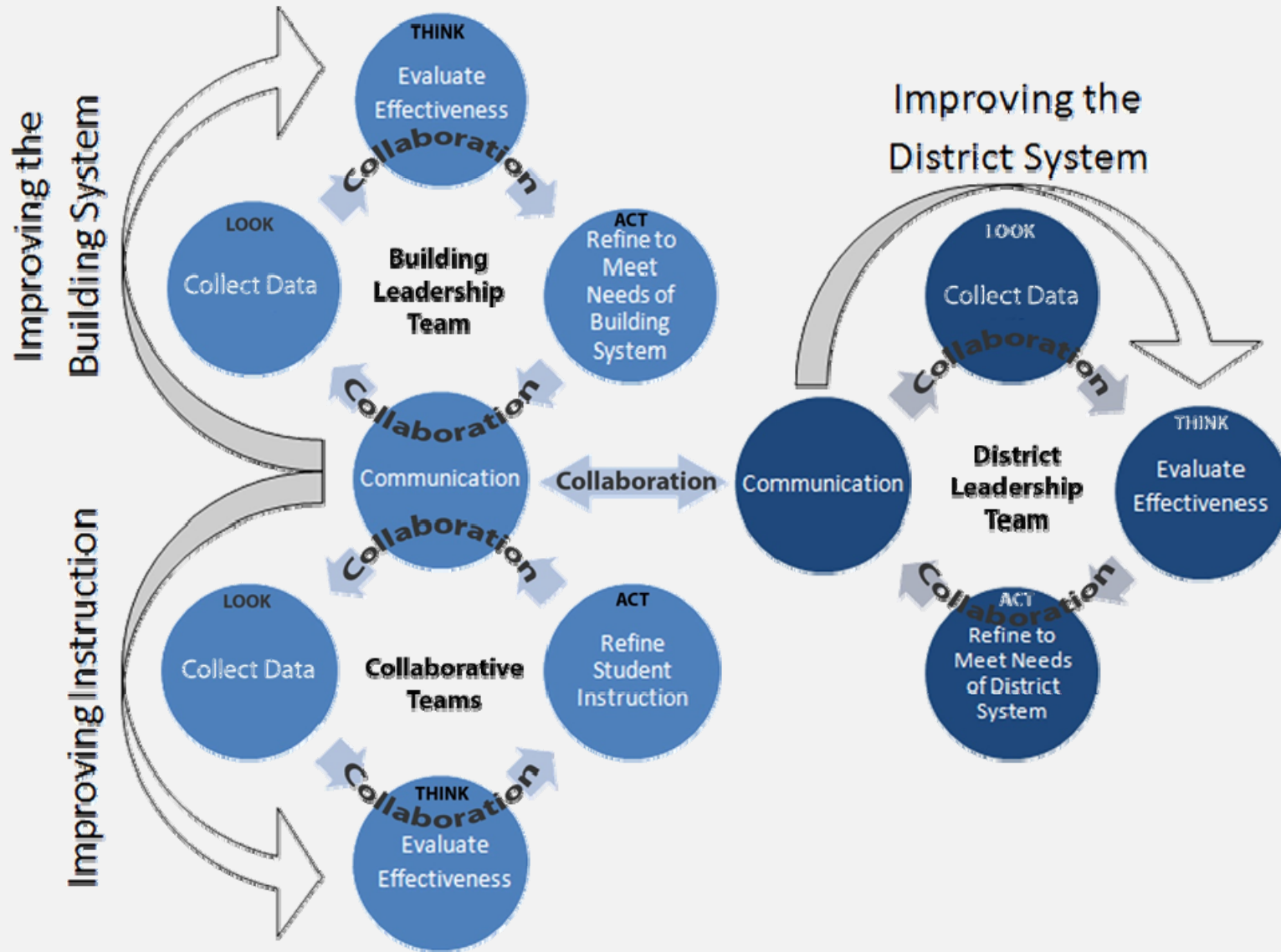
- *Directly connected to IEP*
- *Research-based group size recommendations*
 - *Elementary*
 - ✓ *Tier II* *maximum 3-5 students*
 - ✓ *Tier III* *maximum 1-3 students*
 - *Secondary*
 - ✓ *Tier II* *group size depending on age level and materials being used*
 - ✓ *Tier III* *maximum 3-5 students*

How Special Education Can Support MTSS

- Involvement in Professional Development
- Alignment of Instruction and Practices
- Conversations with Parents
- Staff Involvement



Self-Correcting Feedback Loop



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