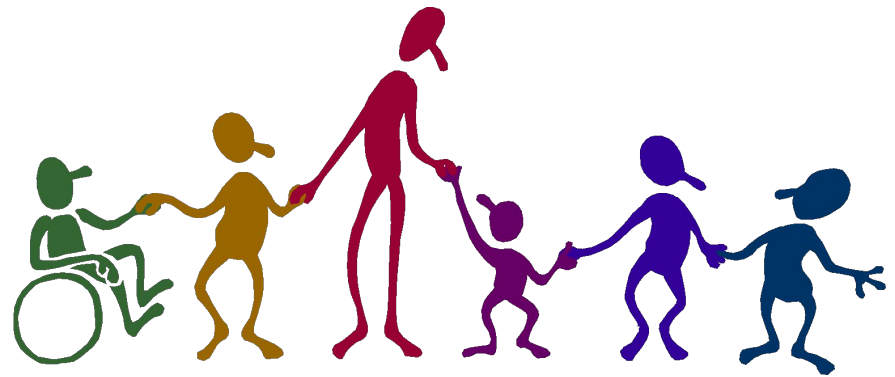


**“Teaching Special
Populations”**

Welcome to Module 8

Dr. Paula
Lovo



Contents

- **Topic 1. What is Special Education?**
- **Topic 2. As a general education teacher, what are my responsibilities?**
- **Topic 3. How do I incorporate MTSS and collect data?**



*There is nothing as unequal
as the equal treatment of
unequals.*

Oliver Wendell Holmes
Supreme Court Justice

Topic 1. What is Special Education?

- History of Educating Children with Disabilities
<https://youtu.be/ZMpay6mdLYw?si=BeN1ZtDIVDd5RPIX>
- Public Law 94-142 and IDEA [A History of the Individuals With Disabilities Education Act](#)
 - Read all sections
 - Conditions Before EHA and IDEA
 - 1950s, 1960s, 1970s: Initial Federal Response
 - 1975: Public Law 94-142
 - 1980s and 1990s, including the introduction of early intervention
 - 2000s and 2010s
 - Stakeholders
 - Sources and Resources

Reflection Questions:

- What did you learn from each century discussed?
- Write a brief statement on the importance of **FAPE** and the **LRE**.
- Has Special Education ever touched your life through friends or family?
How?

The Individuals with Disabilities Education Act - IDEA 2020

- 2020 - Last reauthorization of Individuals with Disability Education Act (IDEA) recognizing its importance to all children
- Stresses that a disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society
- Federal law ensures services to children with disabilities throughout the nation

IDEA proposes:

1. To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; (This means that schools must provide eligible children who have a disability with specially designed instruction to meet their unique needs, at no cost to the child's parents. This specially designed instruction is known as special education).
2. To ensure that the rights of children with disabilities and their parents are protected;
3. To assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
4. To assess and ensure the effectiveness of efforts to educate children with disabilities

- [IEP Tipsheet for Parents, An Overview of the IEP](#)

IDEA, Section 504, and ADA

Three major federal laws protect the rights of people with disabilities.

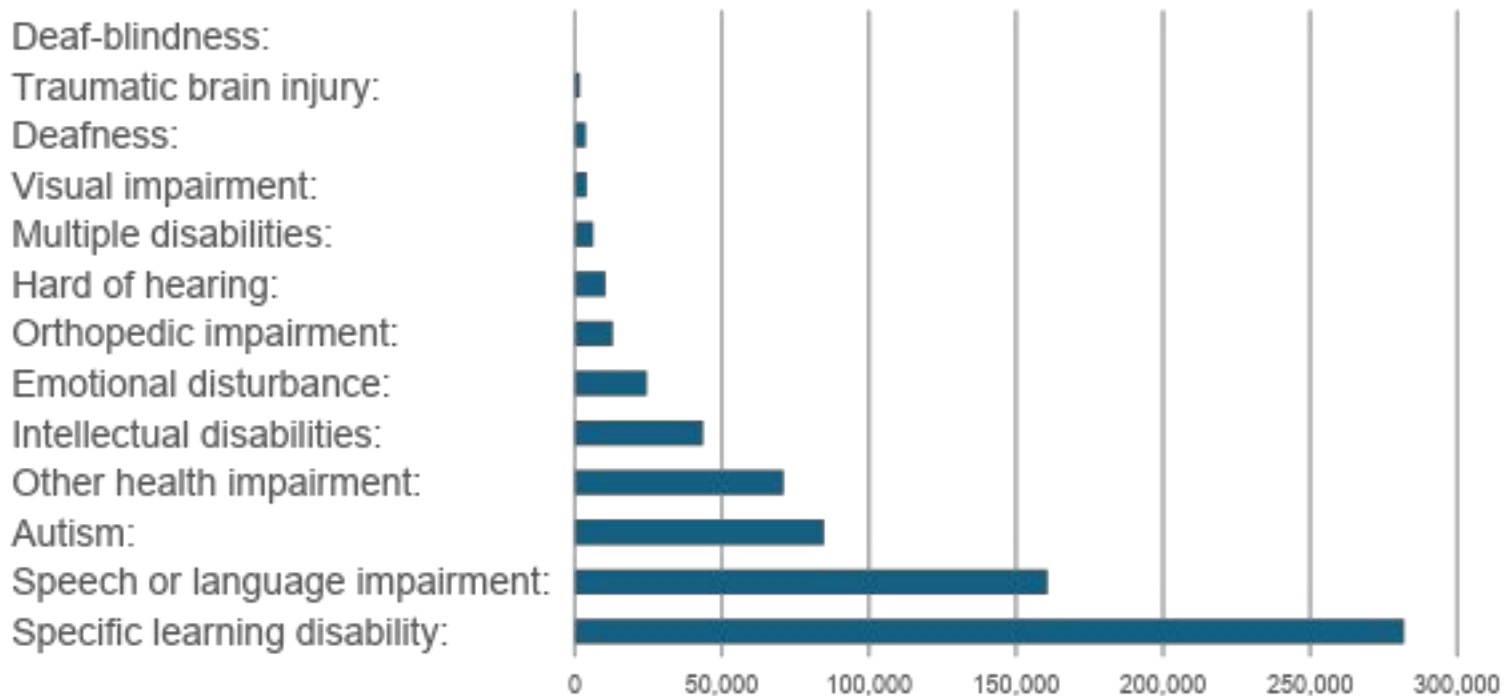
- **Individuals with Disabilities Education Act (IDEA)**: This education law requires public schools to meet the unique needs of eligible K–12 students with disabilities . Schools do this by providing services.
- **Section 504 of the Rehabilitation Act (Section 504)**: This civil rights law prohibits disability discrimination at schools that get federal funding. Schools meet these requirements by removing barriers to learning.
- **Americans with Disabilities Act (ADA)**: This civil rights law prohibits disability discrimination for workers by schools, employers, and anyone who offers goods and services to the public.

Topic 1 Continued

- Where does Special Education Take Place?

Federal requirements	State requirements	
Regular classes	Regular education programs (<i>EC</i> Section 56367)	* Designated services means transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.
Special classes	Resource specialist program (<i>EC</i> Section 56362) Part Day	
Special Schools	* Designated instruction and services (<i>EC</i> Section 56363)	** California School for the Deaf (CSD) in Fremont, Serving Northern California
Home instruction	Special classes (<i>EC</i> Section 56364.2) All Day	
Hospital instruction	Nonpublic, nonsectarian school services (<i>EC</i> Section 56365)	California School for the Deaf (CSD) in Fremont, Serving Northern California
Institutional instruction	**State special schools (<i>EC</i> Section 56367)	California School for the Blind (State Special School, Fremont)
	Early education programs for infants (<i>EC</i> Section 56425.5)	

(A) California's Eligibility by the 13 Categories



- Observe which eligibilities have the most students. Which children are most likely in your classroom?
- Observe which have the least. These are called low incidence disabilities which include: Visual impairment, Hearing loss, Deaf-blindness, Significant cognitive impairment.

(B) California's Eligibility by the 13 Categories

Some scholars and activists have chosen to write “dis/ability” instead of “disability” as a way to raise awareness that what we describe as “ability” or “disability” are socially constructed ideas based in societal views that are created by people and that change over time and in different cultural contexts.

By saying that dis/ability is a socially constructed idea, this is not intended to suggest that differences in cognitive, social, or physical development do not exist (e.g., dyslexia, autism, dwarfism, etc.), but instead, to emphasize that the way these differences are perceived in a society can differ significantly over time and in different cultural contexts.

For instance, a child in a wheelchair in a city that is adapted with ramps, elevators, and other assistive supports will not have their “abilities” limited by the environment in the same way they would if they were living in an environment without any of these supports. Or, a child who is identified as “nonverbal” might be highly verbal (and highly skilled) if offered, for instance, a computer system to communicate with others.

These examples also reinforce that emphasizing the “lack of ability” does not allow us to acknowledge a child’s strengths and skills or the manner in which our perceptions of what counts as “ability/disability” is influenced by the cultural beliefs, values, and resources in our communities. To read more, see [History of Disability Studies in Education](#) (Hunter 2012). *Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes* , p 23

Your five (5) takeaways from this article:

- 1.
- 2.
- 3.
- 4.
- 5.

Growth of Eligibilities in California's Public Schools

The eligibility categories of Speech and Language and Specific Learning Disabilities make up the majority of special education students.

- ASD (Autism Spectrum Disorder) is a developmental disorder characterized by mild to severe deficits in social interaction and communication including a limited range of activities and interests, and repetitive behaviors. The chances of an autistic child being in your class is increasing. Autism is the fastest-growing special education eligibility category for public education in California and the nation. Between 1998 and 2002, the number of pupils with ASD (Autism Spectrum Disorder) receiving services in California nearly doubled, from 10,360 to 20,377. These numbers continue to climb. In 2004, there were 4,427 additional pupils diagnosed with autism, an increase of 18 percent. The California Department of Developmental Services data for California show for the quarter ending in June 2006, 3,717 three- and four-year olds were diagnosed with ASD.
- August 23, 2007, the Centers for Disease Control estimated that autism occurs once in every 150 births and the Autism Society of America lists autism as the fastest-growing developmental disability with a 10 percent to 17 percent annual growth.
- Nationwide, in a one-year period, 97-98 to 98-99, autism has increased by 26% among children ages 6 to 21 attending school in the United States. In the same population, the following relevant increases were reported in the same period:
 - All disabilities: 2.6%
 - Specific learning disabilities: 2.27%
 - Speech and language impairment: 1.03%
 - Severe emotional disturbances: 1.94%
- This growth is prompting the need for educational services to support these students and the continued need for general education teachers and specialists to work together.

What are General Education Legal and/or Ethical Obligations?

- Forward an evaluation request to the appropriate personnel
- Know and implement all portions of the IEP for your student
- Monitor and communicate academic and behavioral progress at least as frequently as other students
- Attend and assist in the design of the Individual Educational Program
- Include all students in state and local assessments using appropriate adaptations or alternate assessments

The General Education Teacher's Responsibilities

The general education teacher who has a student with an IEP in their class must adhere to the agreed upon services listed in the student's Individualized Education Program (IEP). Responsibilities may include:

- Reviewing the IEP Responsibilities for General Ed Educators
 - Report on goals
 - Instruct using accommodations and/or modifications to the curriculum. (The SPED teacher can assist with these and provide support on how to implement them if necessary).
 - Collect data on performance and behavior
 - Manage a paraeducator who is providing support to the student
 - Provide space and support with assistive devices and technology
 - Attend IEP meeting(s) to report on progress and provide instructional information to the team

Note: If a general education teacher feels after implementing the IEP services and collecting appropriate data that they are not working for the student, they may consult with the SPED case manager and if necessary, request an IEP meeting to be held.

Maintain confidentiality!!!

Role of the Preschool Teacher as Part of the IEP Team

- The role of the preschool teacher as a part of the IEP team is to:
 - provide information regarding the child's current level of performance in the preschool education environment;
 - provide information on the preschool foundations, curriculum, and expectations; □ participate in discussions about how best to teach the student;
- assist in determining:-
 - appropriate positive behavioral interventions and strategies;
 - special education services, activities, and supports needed by the student;
 - support needed for preschool personnel.

IEP Team Meeting

The Individualized Education Plan (IEP) **is a legal document** that must be written for each child who is eligible for special education services. The IEP helps ensure that special education services are provided as planned, and that their appropriateness is evaluated regularly.

The IEP specifies services to be provided by the school district. It describes anticipated long-term goals for a student and serves as a "blueprint" for instruction in the school environment. It is not, however, a daily lesson plan.

The IEP **must** be reviewed and updated annually. However, parents and/or teacher(s) can request a review more frequently. Note: there is no such thing as an emergency IEP.

Who should attend an IEP team meeting?

Current law stipulates that, **at a minimum**, the following persons must attend an IEP team:

- the parent(s) or guardian(s);
- ***a teacher knowledgeable about the student (a student's general education teacher participates to the extent appropriate)***;
- an administrator, or designee;
- the student, when appropriate, (usually middle and high school students attend); and
- special education teacher.

What pages of the IEP relate to me?

- General education teachers need to know:
 - Case manager, eligibility, and related services
 - Present levels of Educational Performance page (i.e. social skills, behavior, and health concerns are areas of need that cross all disciplines)
 - Goals & Objectives (MS only): your responsibilities for implementation in relationship to the subjects you teach
 - Any Variations, Accommodations and Modifications
 - If applicable, Positive Support Behavior Plan

Input

The classroom teacher is responsible for student progress and the implementation of the IEP. The Individualized education program (IEP) is the crown jewel of special education. It is a written statement of the educational program designed to meet a child's individual needs. Every child with a disability who receives special education and related services under IDEA must have an IEP. It has two general purposes: 1) to set reasonable learning goals for the child and 2) to state the services that the child needs in the LRE.

Input

1) According to IDEA: Parents and guardians have the right to request an evaluation for services at any time. Parents sometimes share that they think their child may have a disability and need special education. Check with your school or district for the recommended response to this inquiry. The general education teacher needs to document this conversation and give it to the appropriate person at their site (school psychologist, principal....).

- One response from the teacher is to have the parent put their request in writing and give it to the principal, Director of Special Education or district/school designee.

2) According to IDEA: The evaluation of a child must be “full and individual” and rely on a variety of measures and tests.

- It is important **for you** to know that the District has a designated amount of time to respond to the parent with an evaluation form needing parental written consent.

3) Parents have the right to participate in the evaluation process and the right to appeal evaluation results.

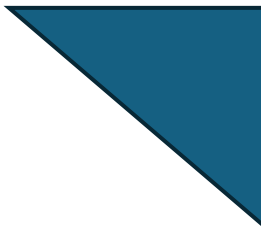
- The district does not have to evaluate the child just because parents have asked. The district may decline in writing within a specific time frame. The district will note specific reasons that staff “does not suspect that the child has a disability.

Evaluation rights: What you need to know

What these laws provide	IDEA	Section 504	ADA
Legal rights for people with disabilities	X	X	X
An Individualized Education Program (IEP) for eligible K–12 students	X		
Special education and related services to meet a student’s unique needs	X		
A 504 plan for eligible K–12 students (Cannot have IEP and 504)		X	
Accommodations (like audiobooks or extra time) for K–12 students	X	X	
Accommodations for college students		X	
Reasonable accommodations in workplaces (with 15 or more employees)			X
A requirement that public schools find and evaluate — at no cost to families — kids who may have a disability	X		
Education funding for schools	X		
A free appropriate public education (FAPE) in the least restrictive environment (LRE) for students	X	X	
Procedural safeguards that protect families’ rights (like access to school records)	X	X	
Due process (or an impartial hearing) for resolving disputes between families and schools	X	X	
Freedom from discrimination at private schools (including colleges and universities) that get federal funding		X	X

What is the Difference Between Section 504 & IDEA?

- What are some characteristics of high-risk students?
 - ADD or ADHD
 - Diabetes, Tourette's Syndrome
 - Food Allergy
- Are these characteristics eligible under IDEA or 504?
- Section 504 is significantly broader than IDEA
- The qualifying physical or mental impairments are not tied to the 13 disabilities identified under IDEA
- Section 504 is a function of general education not special education
- 504 students do not have an IEP



“We have an obligation to think of
students
as difficult to teach before we
label them
as unable to learn.”

Fletcher, Coulter, Reschly & Vaughn, 2004

Topic 2: Considerations before referral to Special Education

Area 1: The five “I” of schooling – Read each article and write a brief synopsis of what you learned.

- Infrequent schooling - [Consequences of Irregular Attendance & Frequent School Switches – Education & Children Experiencing Homelessness](#)
 - Inconsistent schooling – [How education interruptions can hurt student achievement](#)
 - [The difference between chronic truancy and chronic absenteeism](#)
 - Inferior schooling – lack of access to grade-level standards [MultiBrief: Why minority students get inferior educations: School funds and teacher expectations](#)
 - Interrupted schooling – migrant [Schooling, Interrupted](#)
 - Insufficient schooling - [How uneven educational outcomes begin, and persist, in the US](#)
- ✓ See [Slide 20](#): California Research on School Attendance

Area 2: Language Difference vs. Disability, [Slides 21-23](#)

Area 3: Disproportionality, [Slide 23](#)

Area 4: Methods for initial screening, [Slide 24](#)

- And IF MTSS Strategies and Interventions were appropriately implemented,
- THEN a referral is considered for special education assessment IF the student’s “difficulties” are NOT due to the above.

California Research on School Attendance

- When students miss a day of school, it actually puts them two days behind their classmates.
- Students who are absent an average of 15 days a year miss a year's worth of school before their senior year.
- Students who miss eight days or more a year may not be on track to graduate high school.
- **REPORTED BY: MADERA COUNTY SUPERINTENDENT OF SCHOOLS, 2018**

Area 2: Language Difference vs. Disability

Characteristics of some English Learners

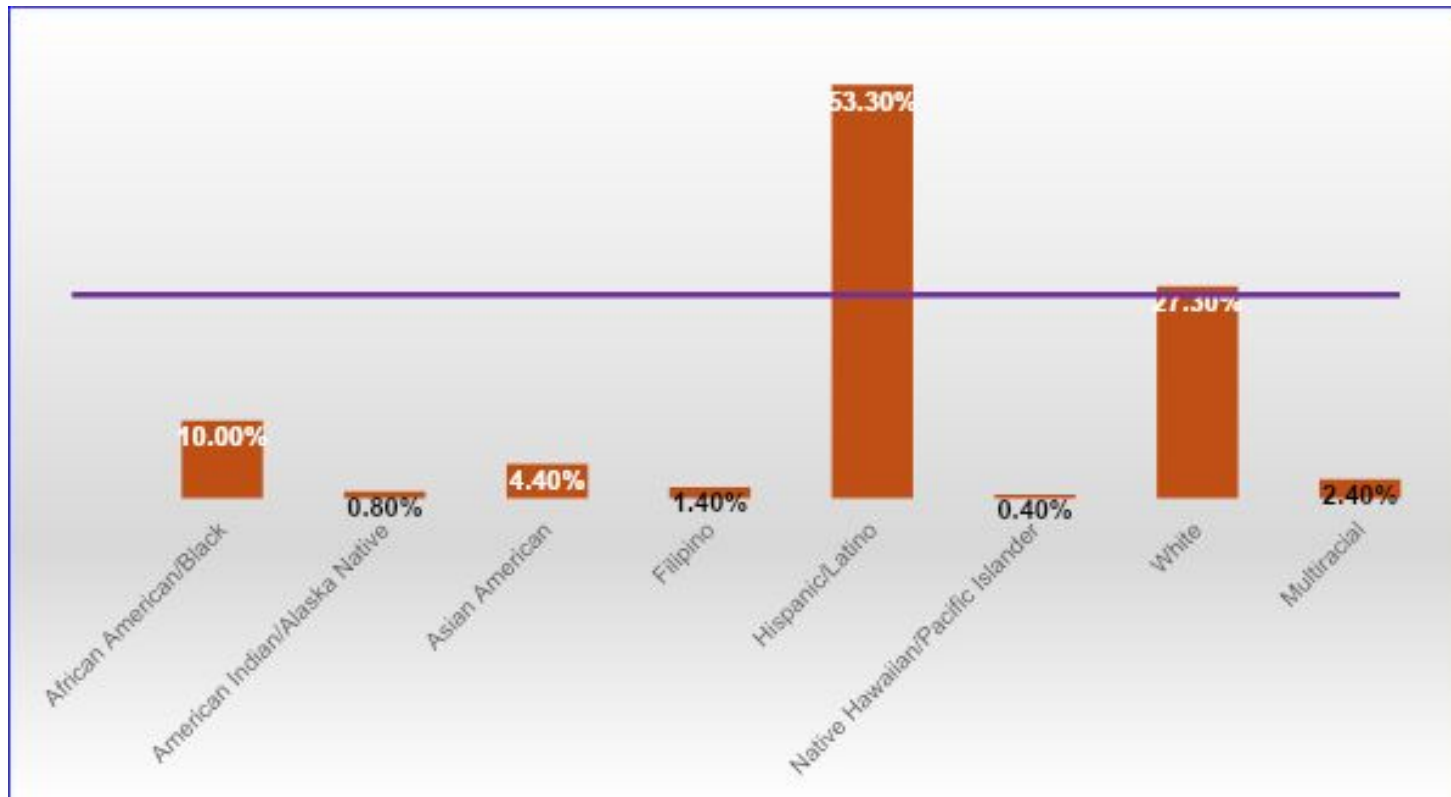
- Review the next slide as to the disproportionality of Latinos/Hispanics in Special Education.
- Now review the points below:
 - The student often needs to hear speech that is slower than normal.
 - There is often a delay between the time a question is asked, and a response is given.
 - The student often needs to have questions and/or directions repeated.
 - The student needs to sit in the front of the room.
 - The student learns better with visual input rather than auditory.
 - A student appears to be nonverbal but may understand what is said.
- However, some children have a learning or physical disability and should not be denied special education services.

These are all characteristics of some English Learners, and they could be characteristics of a child with special needs. Not enough data to say the child is special needs.

Dual Language Learners with Disabilities or Other Special Needs

- **Research** indicates that many families of preschoolers with special needs value home language maintenance and bilingualism for their children. Given the significance of the culture of a family, parent-child interactions, a child's sense of identity and belonging, and the parents' sense of competence and confidence, families should be encouraged to maintain the home language with their children... [I]t is most noteworthy that emerging research suggests that children with a wide range of abilities and language difficulties can learn more than one language. This is a significant message to share with practitioners and families of young dual language learners with special needs.
- *Source:* State Advisory Council on Early Learning and Care 2013, Paper 6, Early Intervention and Special Needs, 225-26

California's Special Education Eligibility by Ethnicity



Area 3: Disproportionality and impact on children of color

- Please read: [Understanding Disproportionality in Special Education: Strategies for Equity and Inclusion - Special Education Journey \(special-education-journey.com\)](https://special-education-journey.com)
- View: Black students, especially boys, in Special Education <https://youtu.be/25spJCEX338?si=hlJHNKfgvzMkSBWH>
- Read [Disproportionality in Special Education Fueled by Implicit Bias](#)
- Write briefly on what you have learned about disproportionality:
 - Describe how disproportionality is written into IDEA
 - Ways to limit behavior referrals and maintain in regular classroom
 - Ways to support student social-emotional growth
 - Ways to interest children of color in school and schooling
- [Family Partnerships and Culture Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes](#)

Area 4: Methods of Initial Screening

- https://youtu.be/Atiuuy-7fBA?si=4_dUttbiH9ahYVII
- Area 4 Notetaking Guide with questions: What assessments do I use in each category? Which might I use to assess for special education eligibility?

Input

The **discrepancy model** was used to determine eligibility for special education services. When Congress reauthorized IDEA, they changed the law about identifying children with specific learning disabilities. Schools will “not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability ...” (Section 1414(b)) ([*Wrightslaw: Special Education Law, 2nd Edition*](#), page 97). Multiple sources of information are now used, not a single test.

- PreK-K
 - Some schools and districts use the Desired Results Developmental Profile as a starting point.
 - [Introduction to Desired Results - Child Development \(CA Dept of Education\)](#) as a component of data gathering.
- Assessments for Special Education
 - [English Learner Students with Disabilities - Services & Resources \(CA Dept of Education\)](#) – Using your knowledge of IDEA, what do you notice about the guide?
 - [Memorandum from the Director of Special Education - Announcements & Current Issues \(CA Dept of Education\)](#) Special Education Assessment of African American Students.
- Screening for Students who are Neurodiverse* and possibly Dyslexia as per Senate Bill 114
 - [California Literacy - Teaching & Learning \(CA Dept of Education\)](#)
 - [Reading Difficulties Risk Screener Selection Panel - Advisory Bodies, Commissions, Committees & Panels \(CA Dept of Education\)](#) – Must have screening by December 31, 2024. Most districts are waiting for the CDE list.

[*Neurodivergence](#) is an umbrella term for anyone whose brain functions, processes, behaves, and learns differently from what is generally considered “typical.” This may include Autism, ADHD, personality disorders, and others.

What are the requirements in conducting an initial evaluation?

Learning Disability Association of America

[Evaluating Children to Determine Eligibility for Special Education Services and Reevaluation Requirements – Learning Disabilities Association of America](#)



When conducting an individualized initial evaluation, the local agency, known as the school district, shall:

- Make sure that all tests and assessment materials used to evaluate the child are chosen and given in a manner that is not discriminatory on a racial or cultural basis.
- Shall make sure the assessment materials are provided and administered in the child's native language (or other mode of communication), unless it is clearly not feasible to do so.
- Use a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability.
- Not use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate education program for the child.
- Ensure that the child is assessed in all areas related to the suspected disability.
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assure that assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child.



Using I.Q tests in initial evaluations [Memorandum from the Director of Special Education - Announcements & Current Issues \(CA Dept of Education\)](#)

Collect data from multiple contexts

Hamayan, et.al. (2007)

SEVEN AREAS TO CONSIDER:

- LEARNING ENVIRONMENT (type of instruction, materials used, range of services offered, use of native language, assessment used, etc.)
- PERSONAL AND FAMILY (socio-economic status, expectations, experiential background, family dynamics, etc.)
- PHYSICAL AND PSYCHOLOGICAL (medical conditions, social and emotional development, etc.)
- PREVIOUS SCHOOLING (amount and quality of previous schooling in both English and the student's native language, attendance, mobility, etc.)
- ORAL LANGUAGE AND LITERACY DEVELOPMENT (in both the native language and in English)
- ACADEMIC ACHIEVEMENT (in both the native language and in English)
- CROSS-CULTURAL (cultural differences and effect on learning)

Topic 3:

List 5 Instructional Adjustments You Make for Students

- 1.
- 2.
- 3.
- 4.
- 5.

You will revisit these later.

Accommodations vs. Modifications

- **Accommodations** level the playing field.
- **Modifications** change the field you're playing on.



- It is important to note that within special education the terms accommodation/modification are often used interchangeably, yet the courts see accommodations as leveling the playing field and modifications as changing the game entirely.



Adaptations and Variations

- Adaptations for all students are **variations** which **DO NOT** alter the standards.
- Adaptations which **DO NOT** fundamentally alter the standard are **accommodations**.
- Adaptations which **DO** fundamentally alter the standard are **modifications**.
 - Modifications may have serious implications for promotion, credits, high school graduation, entrance to college/university, and the military

“Adaptation” is an umbrella term meaning aids, benefits and services that afford an eligible student equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the student’s needs.

Accommodations and Modifications level the playing field for students with an IEP. They must be documented on the IEP to implement them.

Accommodations/Modifications

Grading

- Confusion over accommodation or modification?
- Why care?
 - Transcripts may show modifications, but may not show accommodations
 - Reporting student achievement may be impacted
- **Input**
- A general rule with accommodations noted on the IEP. If the achievement or level of performance expected is the same for all students in the general education classroom, then the grading system should also be the same.
- However, will the student with an IEP master the same material but demonstrate the mastery in alternate ways or with supports? Those supports should be noted on the IEP and grading should be the same for all students.

Who decides?

- Decisions regarding the use of accommodations and/or modifications must be made on an individual basis by the IEP Team
- Decisions must be based on the child's unique, and individualized need, not on what we do for all kids with a particular disability classification
- The use of accommodations or modifications should enable to child to demonstrate progress
- Individual Education Plans should offer equal opportunity for success. IEPs should not modify the student's ability to obtain a diploma...be careful what is written in the IEP

List of 5 Adjustments

Go back and look at the 5 Adjustments on Slide 26. Consider whether each adjustment was a variation, accommodation or modification. Write your response.

Adjustment	Variation	Accommodation	Modification

CULTURE SHAPES:

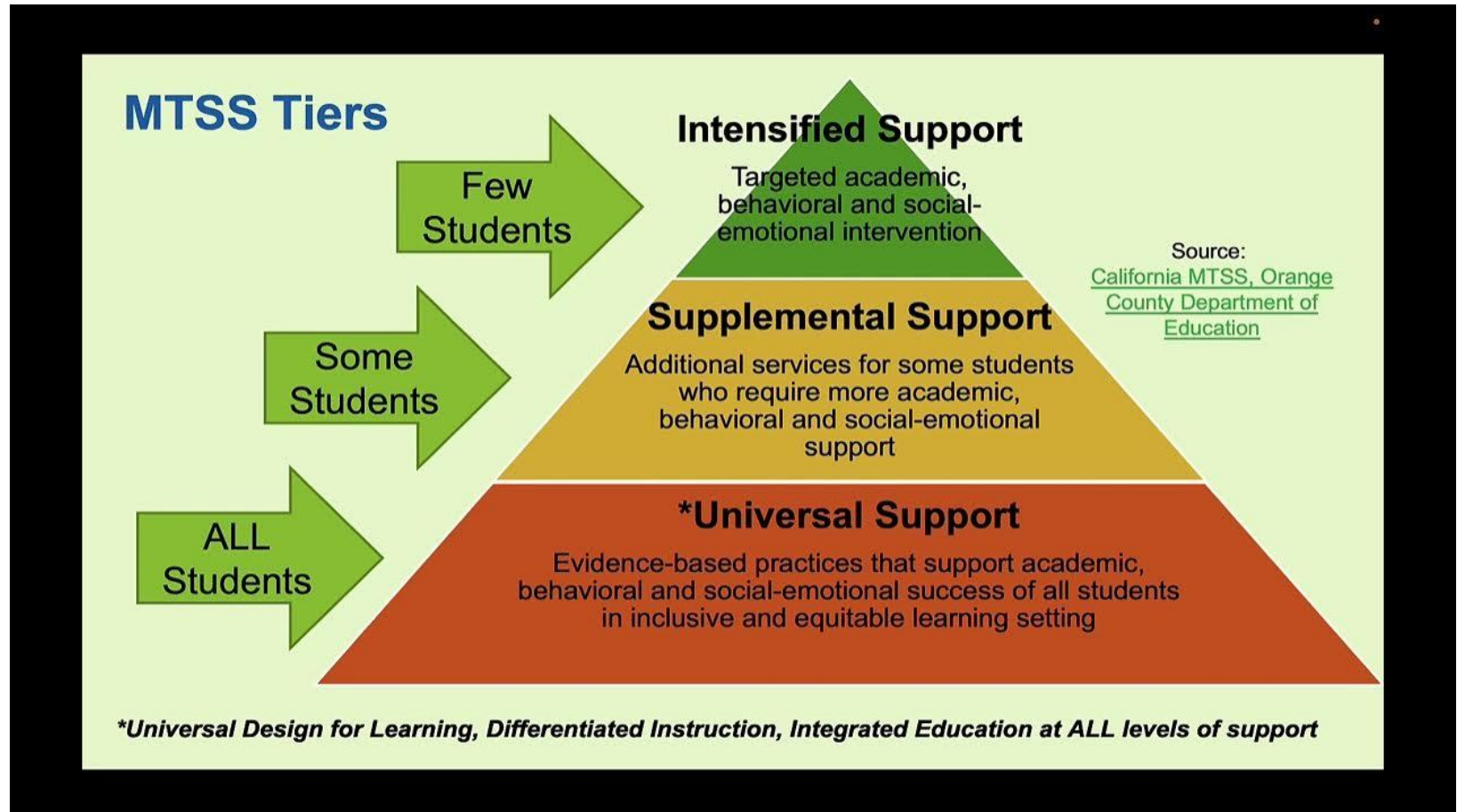
- The way we THINK (*COGNITION*)
- The way we INTERACT (*BEHAVIOR*)
- The way we COMMUNICATE (*LANGUAGE*)
- The way we TRANSMIT KNOWLEDGE to the next generation (*EDUCATION*)

C. Collier, 1988

Topic 3: Introduction to MTSS

Multi-Tiered System of Support is a response to instruction which provides a triage *process* that allows for progressive increase in intensity and duration of instruction for students who continue to struggle with the general education curriculum. Schools can meet the needs of all students and reduce the numbers of students inappropriately identified with specific learning disability.

Topic 3: Academic and Social-Emotional Tiers of Support



The Principles of MTSS

- Early Intervention to prevent failure vs. the “wait to fail” model
- Research-based data driven instruction
- Multi-tiered interventions at varying levels of intensity for students struggling with behavior and/or learning
- Student progress monitored in response to strategies, approaches, and peer performance
- Assessments
 - Universal screening
 - Progress monitoring
 - Diagnostic
- Research shows that when resources are used to prevent failure, the cost of those preventive services is recouped three-fold by what is saved in avoiding later, more intensive supports. (Allan Lloyd-Jones, Special Education Division at CDE).
- The high-quality instruction mentioned here is provided in the least restrictive environment, general education. General education teachers and support personnel give students every opportunity to access the general education core curriculum before referring to more intensive or less integrated settings and services.
- Assessments (Informal, formal, classroom, checks for understanding):
 - Directly assess specific skills in standards
 - Sensitive to small amounts of growth
 - Brief
 - Repeatable
 - Easy to use
 - Direct relationship to instructional decision-making

Special Education – a service not a life sentence!

Why Multi-Tiered System of Support

- In California, MTSS is an integrated, comprehensive framework that focuses on the state curriculum standards, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does testing:
 - Systematically addressing support for all students, including gifted and high achievers.
 - Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
 - Integrating instructional and intervention support so that systemic changes are sustainable and based on grade level-aligned classroom instruction.
 - Challenging all school staff to change the way in which they have traditionally worked across all school settings.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts.

Anticipated Impact of MTSS

- Discuss this research with your online peers. How could the impact of MTSS early intervention seek to mitigate these issues?
 - Research has also demonstrated that students of color with disabilities often experience under-identification for early intervention services and overrepresentation in specific special education categories, especially in the classification “emotional disturbance” (Artiles, Klingner, and Tate 2006; Rueda et al. 2008; Ward 2010). Artiles has shown that children of color who have been labeled with the same high-incidence special education dis/ability (e.g., learning disabilities, emotional disturbance, intellectual dis/ability, and speech and language impairment) are placed in more segregated and restrictive settings than their White peers with the same dis/ability (2011). *Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes* , p 23

Your five (5) takeaways from the conversation:

- 1.
- 2.
- 3.
- 4.
- 5.

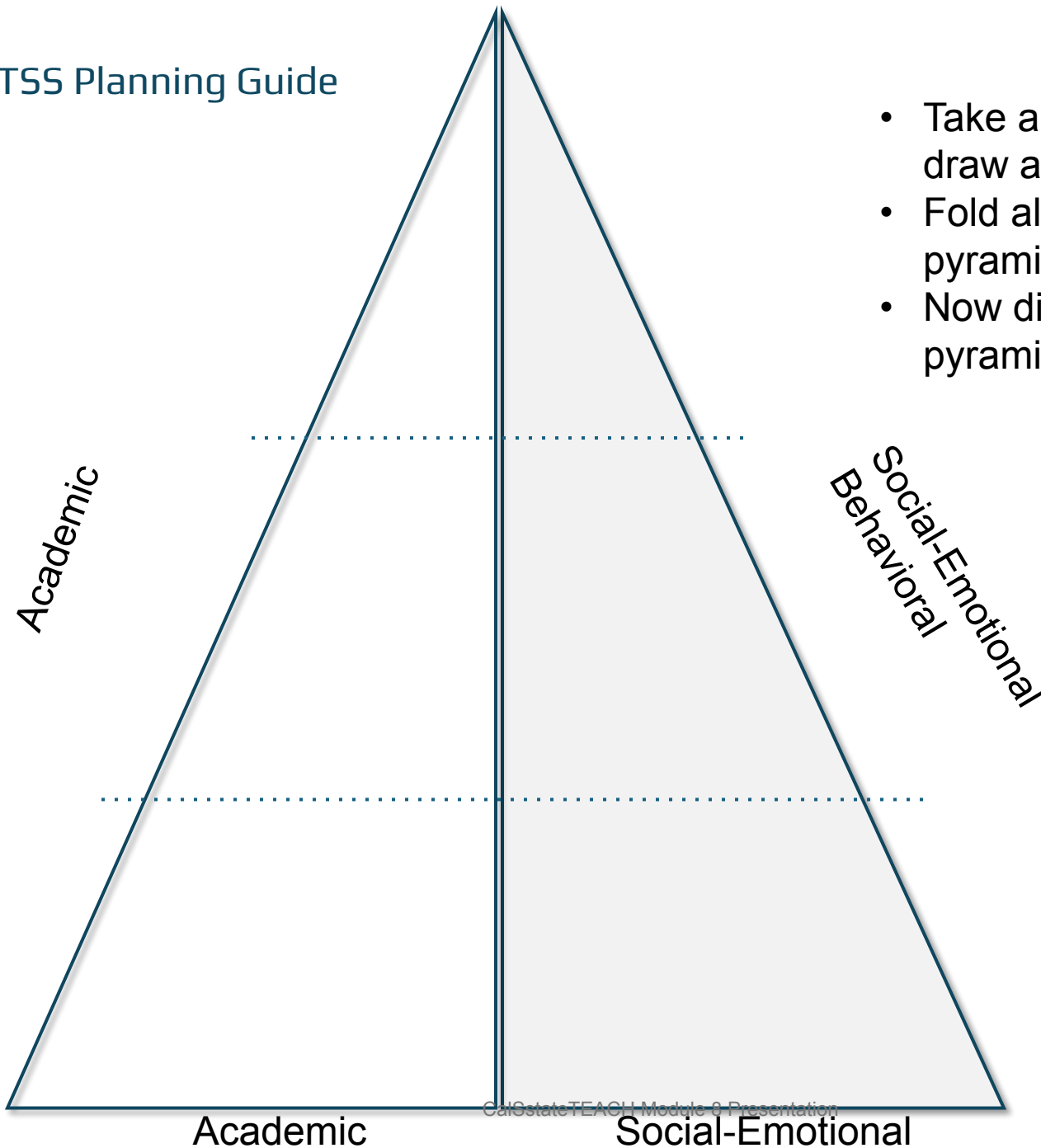
MTSS brings about the following changes:

All students can learn, some students require more intensive, systematic, explicit instruction of content, strategies, and skills at all levels.

- The “Independent”, “Go-it-alone” teacher is a thing of the past.
- Teachers will need to take responsibility for all students in their grade or class which will require greater collaboration with other professionals.
- PreK and elementary focus is on basic skills and social-emotional support. MTSS includes:
 - Differentiation of Instruction
 - Problem solving model for addressing students’ difficulties
 - Varied duration, frequency, and time of interventions

MTSS Planning Guide

- Take a sheet of paper and draw a pyramid
- Fold along the center of the pyramid
- Now divide each side of the pyramid into tiers



To plan for MTSS

- Name three students: one that may not have interventions and two that do.

1.

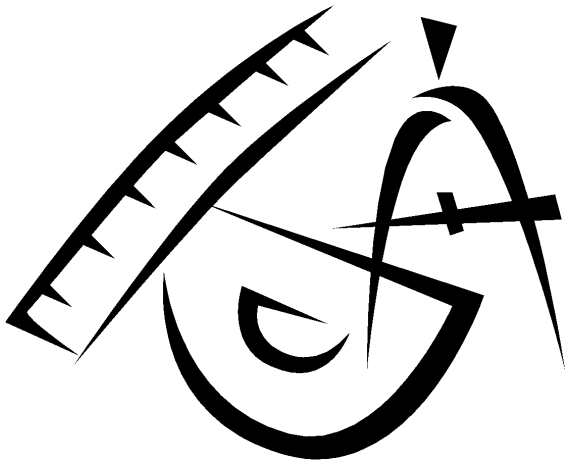
2.

3.

- Which student/s may need Tier II Short-term assistance?
- Which student/s may need Tier III Support Services?
- Which of the Tier II and/or Tier III students need both Academic and Socio-Emotional Support Interventions?
- What does that say to you?

“If you cannot measure it,
you cannot improve it.”

British Scientist Lord Kelvin



Data Driven Decisions and Instructional Adjustments

Data-Driven Decisions

- Effective instructional techniques
- Behavioral support
- Early intervening services
- Research-based strategies
- Movement between tiers
- When to refer for additional assessment

Reflection on Instruction

- Is the general education curriculum effective for most students?
- Which of the students are not responding sufficiently to the general education curriculum?
- Is targeted intervention effective for most students or a particular student?
- Has a particular student made sufficient progress when provided with a range of interventions directed toward targeted skills?

Reflect...

MTSS is best as a collaborative experience with peers who may have contact with a focus students. During a conversation, how would you describe learning?

On the next two slides, there are six statements that may be confusing to the listener.

1. How can you rephrase the statements to be measurable and observable?
2. Which words make the statements difficult for your colleagues to measure and observe?
3. Below rewrite the sentences to make them so other people will observe the same thing as you have.

Observable and Measurable Statements.

Providing the student assistance may mean describing learning difficulties or behavioral difficulties to other professionals. Teachers must provide descriptions that are both observable and measurable. Reword each “Opinion” statement into a “Fact” that your colleague can picture.

Opinion

- Student.....
- 1) is not picking up English.
- 2) is below grade level.
- 3) has difficulty doing multiplication and division problems.
- 4) is very low academically.
- 5) can decode well but doesn't understand what she reads.
- 6) cannot remember multi-step directions.

Fact

- Student
- 1)
- 2)
- 3)
- 4)
- 5)
- 6)



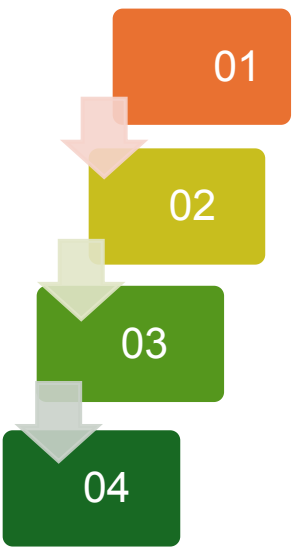
Hint: Words that may be difficult for others to interpret.

- Student.....
 - 1) is not picking up English.
 - 2) is below grade level.
 - 3) has difficulty doing multiplication and division problems.
 - 4) is very low academically.
 - 5) can decode well but doesn't understand what she reads.
 - 6) cannot remember multi-step directions.

Clinical Practice – Review Outcomes

•Candidates will complete a lesson plan, implement, analyze data, and reflect with their observer. The MTSS lesson will incorporate students from the three tiers with data collected to describe interventions and support for their students' learning and/or behavior. (MTSS Lesson Plan)

MTSS is how we provide an equitable and successful education for ALL students. Problem-Solving Model drives the decision made in the MTSS System and includes 4 steps:

- 
1. Problem Identification (“Who and what are we concerned about?”) the difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
 2. Problem Analysis (“Why do we think the problem is occurring?”), multiple sources of data are used (e.g., formative and summative assessments, attendance data, interventions used) to generate possible causes(s) of the problem.
 3. Plan Implementation (“What can we do about it?”) using an intervention plan. The plan contains learning goals, support activities that are research-based strategies to maximize the likelihood of success, and a plan for monitoring progress.
 4. Plan Evaluation (“Was our support successful?”) with review of progress data to determine if the plan was delivered clearly and impact data available. If positive impact is evident, replicate successful strategies. If positive impact is not evident, the problem-solving process begins again.

End of Section Assignment

Using your knowledge from Module 8, list the laws, policies, and procedures that need to be enforced in this district:

[Bay Area district settles suit alleging inequitable education practices | EdSource](#)

IT'S WHAT YOU LEARN AFTER
YOU KNOW IT ALL
THAT COUNTS.

JOHN WOODEN