A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Using Tier 1 Problem Solving to Improve Outcomes for Students with Disabilities

ISRD Winter Institute 2022

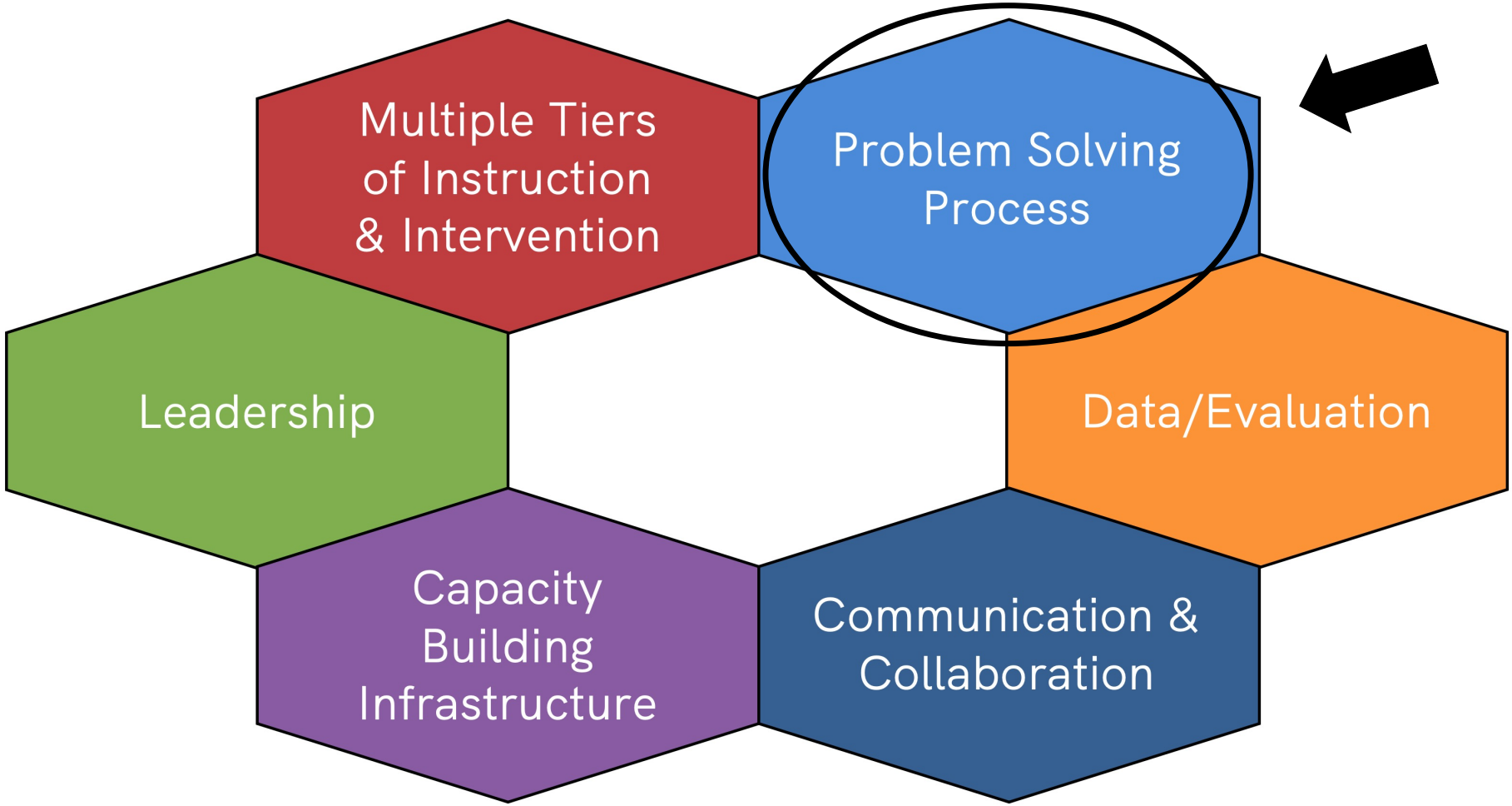
Toolbox Link:
https://floridarti.usf.edu/resources/presentations/index.html

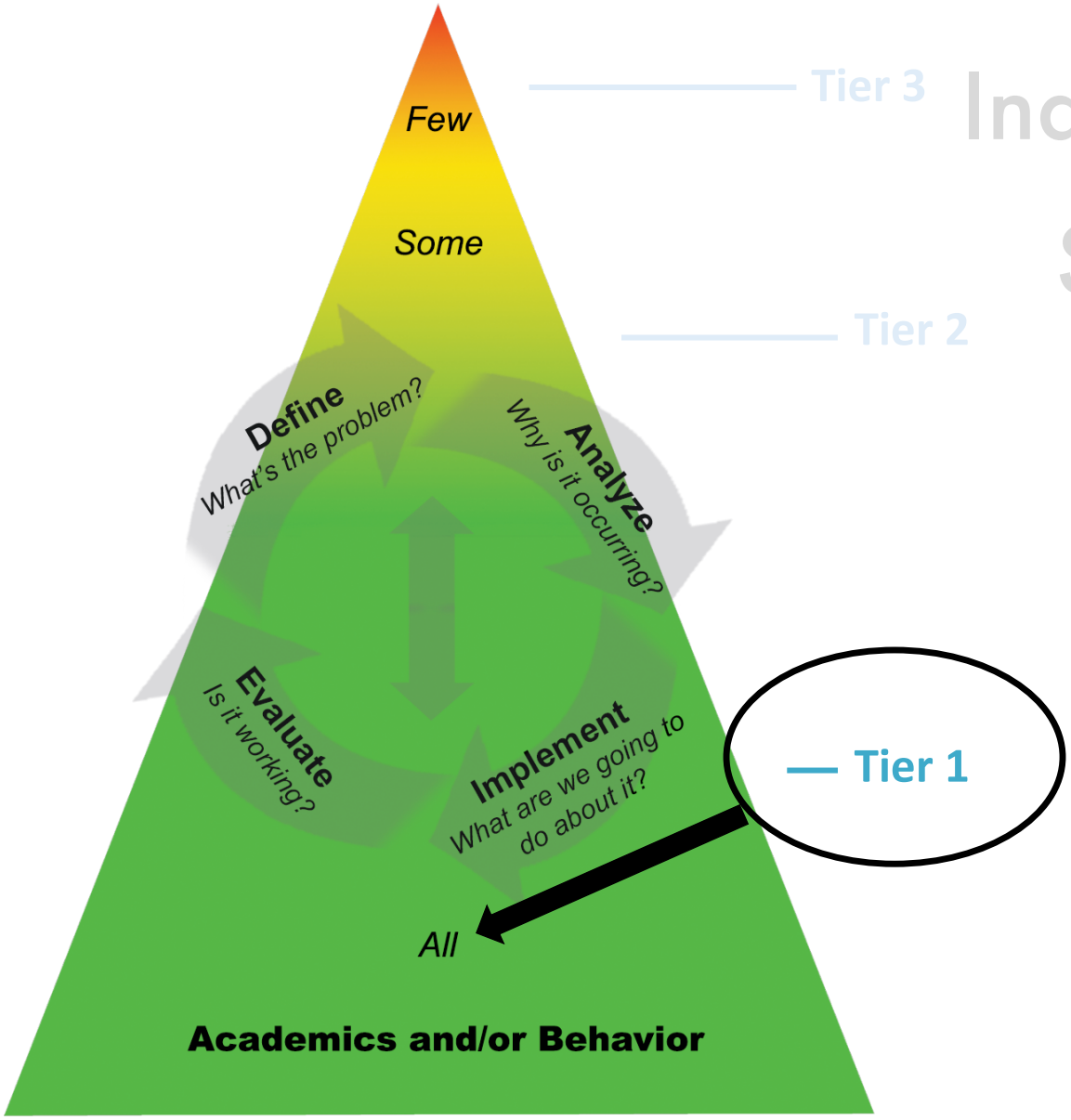
Professional Learning Objectives

Participants will know and understand:

- The four steps of data-based problem solving
- How the use of Tier 1 problem solving can help increase equitable outcomes for students with disabilities
- How to identify potential barriers to accessing standards-based instruction
- How problem analysis can inform comprehensive instructional planning
- How ongoing progress monitoring can be used to guide instructional decisions toward the attainment of short- and long-term learning goals for students with disabilities
- Upcoming opportunities for professional learning and technical assistance focused on improving outcomes for students with disabilities in schools identified for Targeted Support & Improvement and availability of online course

Problem Solving in Context





Tier 3

Individual Student

Tier 2

Small Group

Tier 1

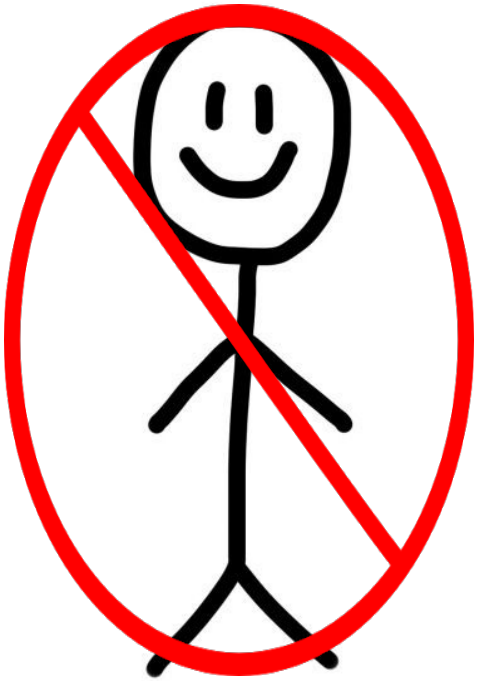
Classroom

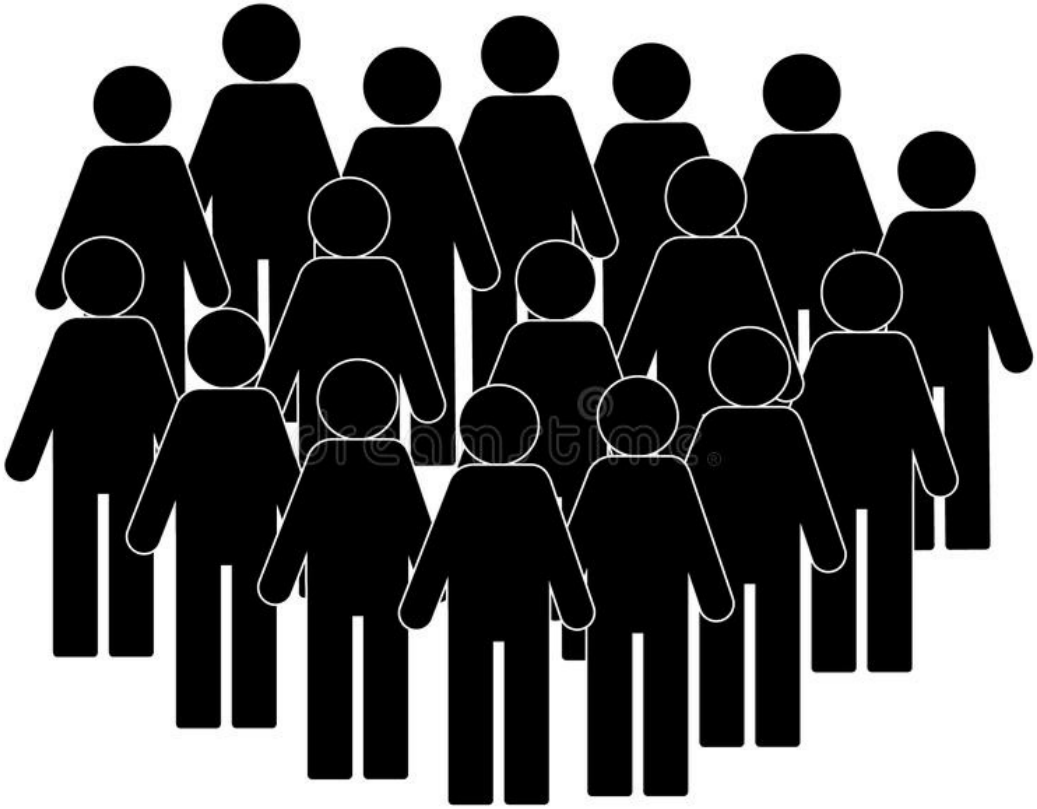
Grade Level/ Subject Area

School

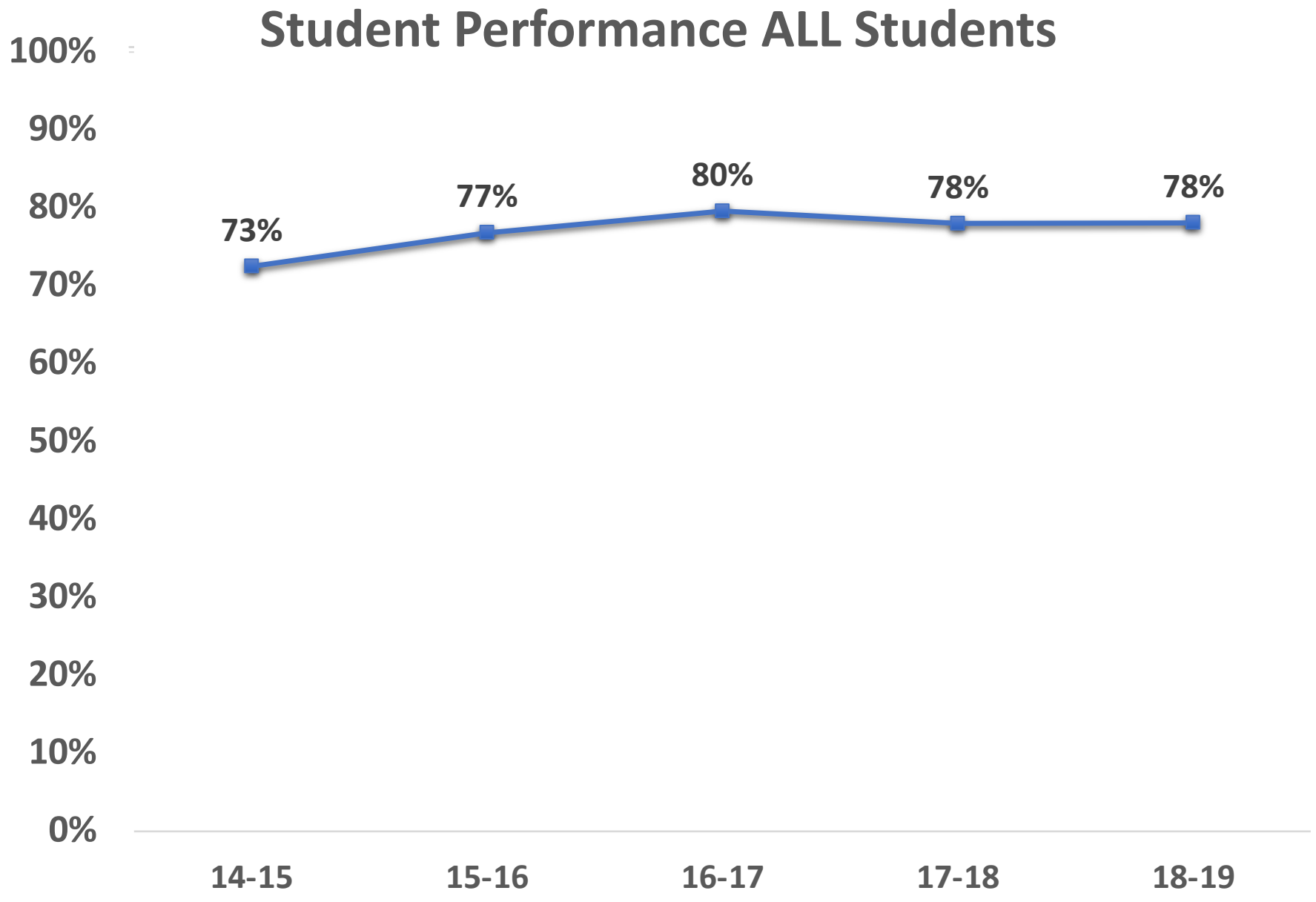
District

Looking at the Group *AS* a Group



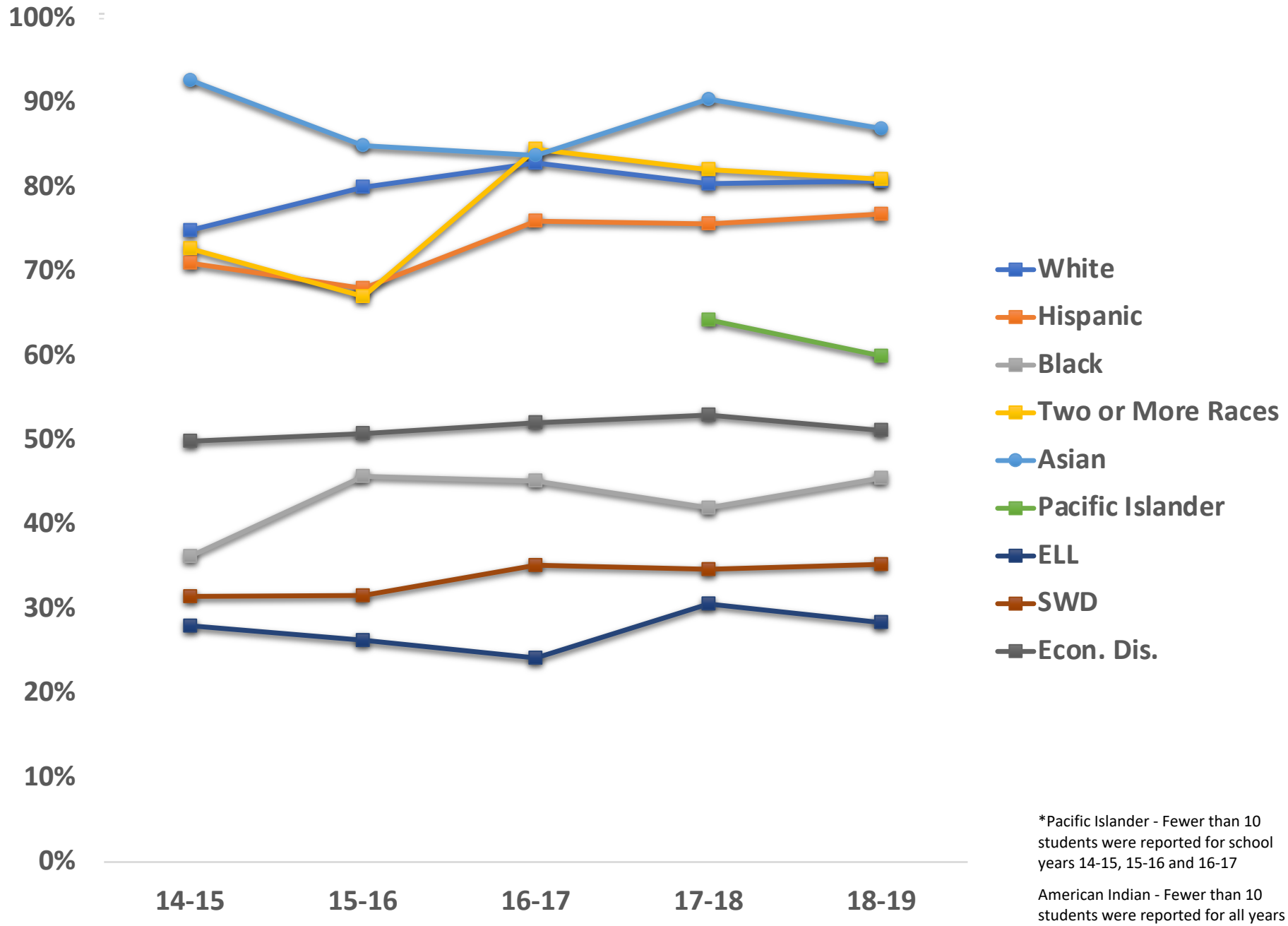


BUT… What About Subgroups?



FSA ELA 3rd grade

% of Students Meeting Proficiency by Subgroup



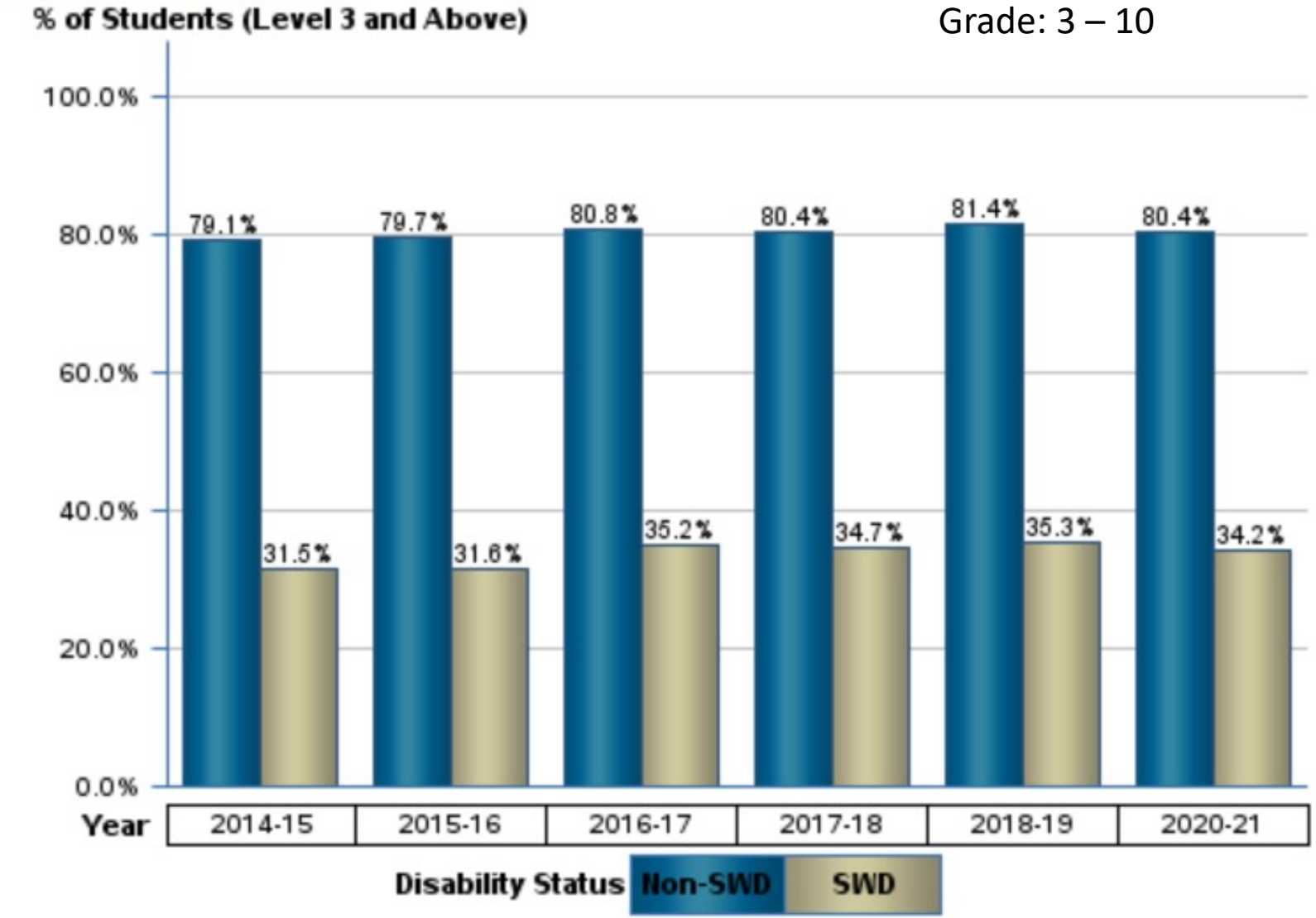
*Pacific Islander - Fewer than 10 students were reported for school years 14-15, 15-16 and 16-17

American Indian - Fewer than 10 students were reported for all years

Student Performance by Disability Status

Applied filters: None

FSA ELA Data
Grade: 3 – 10



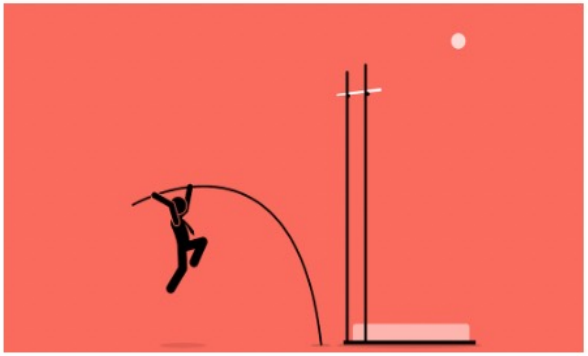
https://edstats.fldoe.org

Turn and Talk

Why do many students with disabilities perform significantly lower than their non-disabled peers?

GTIPS | SIP | ESSA

ESSA and **TS&I**



TS&I Subgroup(s) performing at/below 31% on Federal Percent of Points Index for 3 years
Subgroup performing at/below 40% for current year

Florida ESSA State Plan, 2018 - https://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf

USDOE Guidance

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

November 16, 2015

Dear Colleague:

Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled.[1] Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.[2] Conversely, low expectations can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled.

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary

OSEP Dear Colleague Letter on FAPE

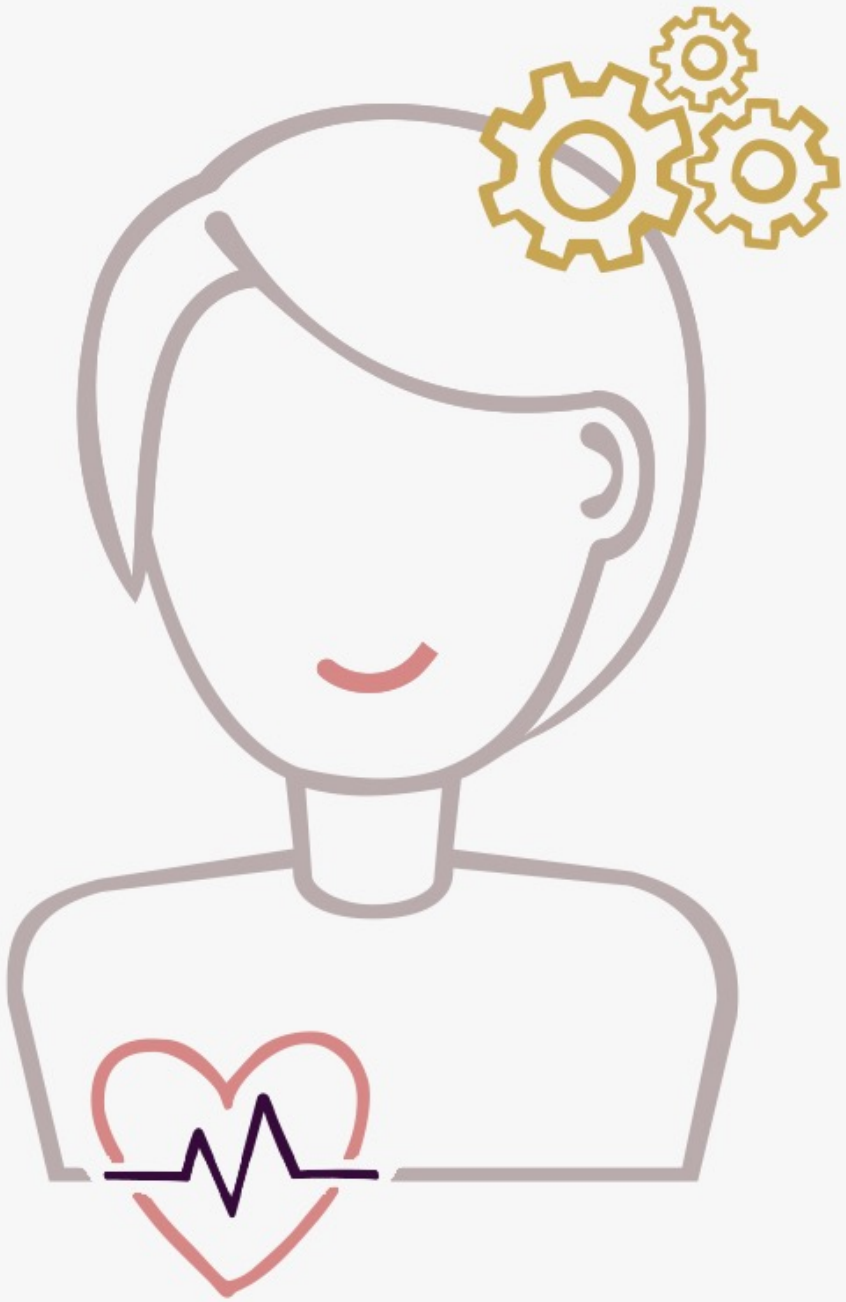
November 16, 2015

- IEP aligned with academic standards for the grade in which the student is enrolled
- SWD can learn grade-level content and make progress
- Provision of appropriate instruction, services, supports

Presume Competence

"…in the **absence of conclusive data,** educational decisions ought to be based on **assumptions which, if incorrect**, will have **the least dangerous effect** on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits."

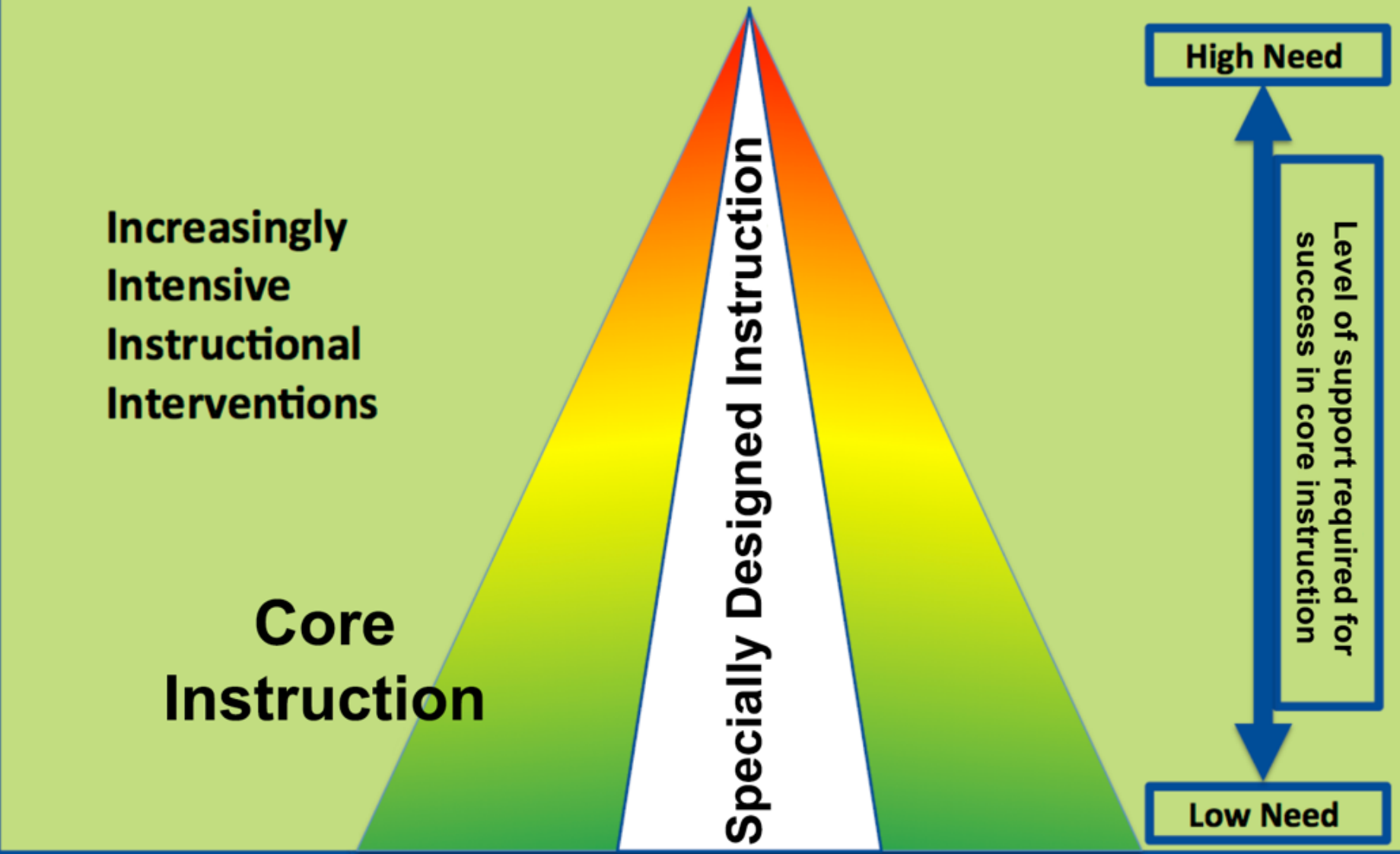
Donnellan, 1984, as cited by Jorgensen, 2005



Educator Beliefs

- All means **ALL**
- High expectations
- Inclusive education

SDI Throughout the Tiers



Students may receive services in all tiers at any point in time.

Adapted from U.S. Department of Education

RtI Beliefs Scale - Revised 2018

1. District: _____

2. Role:
___PS/RtI Coach ___Teacher-General Education ___Teacher-Special Education
___School Counselor ___School Psychologist ___School Social Worker
___Principal ___Assistant Principal ___Instructional/Content Coach
Other (Please specify): _____

3. Grade levels you currently serve (check all that apply):
___Preschool ___Elementary School ___Middle School ___High School
Other (Please specify): _____

Directions: *Using the scale below, please indicate your level of agreement or disagreement with each of the following statements by shading in the circle that best represents your response.*

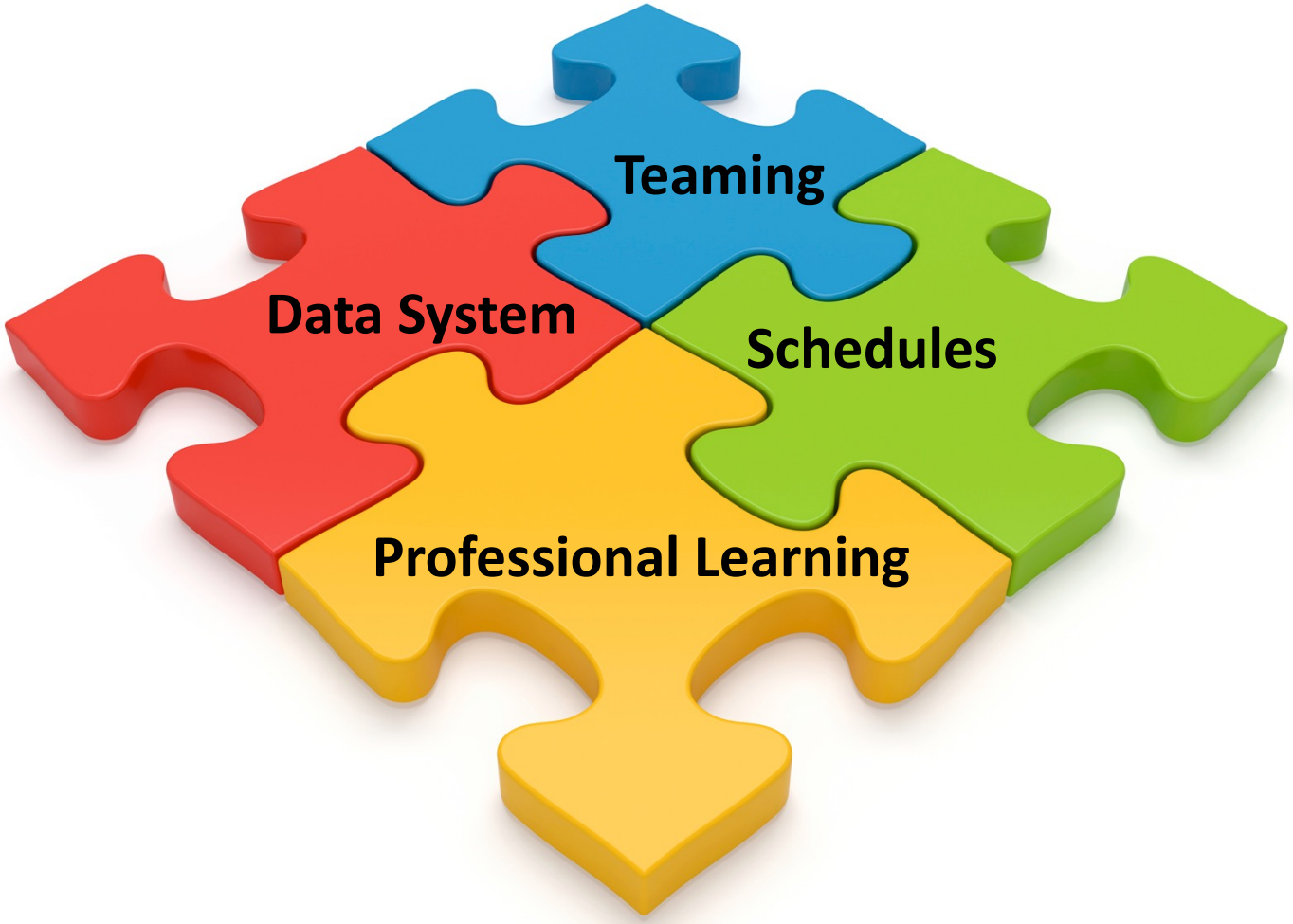
① = **Strongly Disagree (SD)**
② = **Disagree (D)**
③ = **Neutral (N)**
④ = **Agree (A)**
⑤ = **Strongly Agree (SA)**

	SD	D	N	A	SA
4. Multi-tiered systems of support (MTSS), when effectively implemented, is a framework that allows educators to meet the needs of all students for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
c. Social-Emotional	①	②	③	④	⑤
5. High school student outcomes (achievement levels, on-time graduation, post-secondary enrollment/career attainment) are related to student performance in elementary and middle school.	①	②	③	④	⑤
6. All students are capable of learning at high levels.	①	②	③	④	⑤
7. Core instruction should be effective enough to result in at least 80% of students achieving grade level standards/expectations.	①	②	③	④	⑤
8. I have a responsibility to ensure that all students learn at high levels OR meet grade-level standards/expectations.	①	②	③	④	⑤

RtI Beliefs Scale

https://floridarti.usf.edu/resources/format/pdf/beliefs_scale2018.pdf

Infrastructure



Problem Solving Process

Goal/Problem Identification

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to Intervention/Instruction
Is it working?

Step1: Goal Identification (Problem Identification)

What do we want students to know and be able to do?

Expected vs. Current Levels at Tier 1

Is Tier 1 sufficient?

> ≅ 80% → YES

< ≅ 80% → NO

Sunnyville Middle School, 6th Grade

- Grade Level Team*
- 54th percentile = on track
- Tier 1 Problem Solving
- Screening Data
- Look out for 

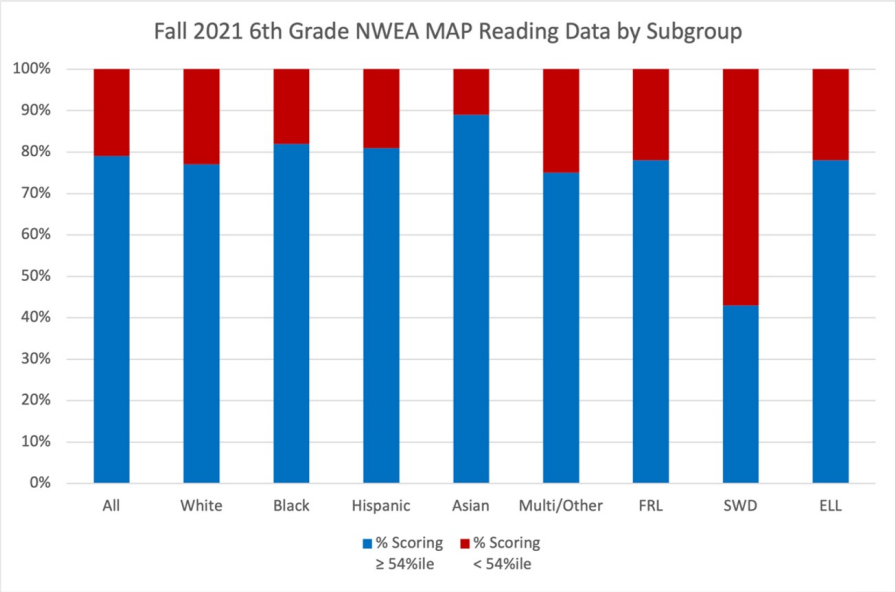
* Includes both General and Exceptional Ed. Teachers

Let's Practice Step 1!

Let's Practice!

Step 1: Problem Identification

Is core instruction sufficient for all subgroups of students? Review the data below and discuss your rationale.



Adapted from the Fall 2021 MAP™ Assessment

Review and Respond

Problem Solving Process

Problem Analysis

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

Step 2: Problem Analysis
Why is the problem occurring?

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Step 2: Problem Analysis

Generate hypotheses

Gather information

What is a ”hypothesis?”

- Research-based
- Alterable
- Measurable
- Leads to intervention

How and where do I gather information?

DOMAINS	R Review	I Interview	O Observe	T Test
I **Instruction**				
C **Curriculum**				
E **Environment**				
L **Learner**				

Consider High Probability Barriers

HYPOTHESIS DOMAINS	EXAMPLES
I Instruction	Opportunities to respond, provision of feedback, content anchoring, teacher expectations, provision of SDI
C Curriculum	Rigor, scope, sequencing, format, relevance, provision of accommodations
E Environment	Principles of Universal Design for Learning (UDL), classroom management, physical barriers to learning
L Learner	Chronic absenteeism, implications of health impairment, student behavior, self-determination

Example

Hypothesis: Reading accuracy is below expectation because… sufficient instruction on word attack strategies is not occurring.

Prediction Statement: **If** sufficient instruction on word attack strategies occurs, **then** students' reading accuracy will improve.

Assessment: **R**eview lesson plans to find out to what degree word attack strategies are being taught.

Let's Practice Step 2!

Step 2: Problem Analysis

The team generated multiple educated guesses or "hypotheses" across the domains of instruction, curriculum, environment, and learner. Review the hypothesis below and respond to the questions that follow.

Hypothesis #1 (Instruction): A lower percentage of students with disabilities are meeting grade level expectations in reading because small group differentiation during core instruction does not occur as it should.

a. Which method(s) could they use? Review, Interview, Observe, or Test
b. What specifically will they need to determine?

Review and Respond

Problem Analysis: ICEL x RIOT Examples

	Hypothesis	R - Review		I - Interview		O – Observe	T - Test
I - Instruction	**Instruction** *Example Hypothesis:* The problem is occurring because instruction is delivered primarily in lecture format, and students are not provided an opportunity to engage in cooperative/peer-based learning.	• **Review** permanent products for evidence of how content is taught • **Review** lesson plans	**OR**	• **Survey** students about their experiences with current format of instruction • **Interview** teachers about the structure/format of their typical instruction	**OR**	• **Observe** classroom instruction for evidence of lecture versus cooperative/peer-based learning opportunities	N/A
C - Curriculum	**Curriculum** *Example Hypothesis:* The problem is occurring because pacing schedules and scope and sequence are fixed, and do not allow for adjustments based on student strengths and needs.	• **Review** permanent products for evidence of pacing and scope and sequence of the curriculum • **Review** lesson plans	**OR**	• **Interview** teachers about the pacing and scope and sequence of instruction		N/A	N/A
E - Environment	**Environment** *Example Hypothesis:* The problem is occurring because the classroom arrangement does not allow for flexibility and student choice/preference for learning.	N/A		• **Interview** students about available and preferred learning options in the classroom (individual/independent, group activities, cooperative/peer-based learning, etc.)	**OR**	• **Observe** classroom arrangement during lessons for evidence of flexibility and options for student choice/preference	N/A
L - Learner	**Learner** *Example Hypothesis:* The problem is occurring because students are not aware of the technology and accommodation options available during learning, and therefore do not take ownership of or advocate for their learning.	• **Review** permanent products for evidence of student choice in using technology and accommodations for accessing and engaging with the content	**OR**	• **Interview** students about their knowledge and awareness of the options for accessing and engaging with the content, and how to make appropriate technology and accommodation selections	**OR**	• **Observe** students during instruction for evidence of students making choices for accessing and engaging with the content and advocating for their learning	N/A

Problem Solving Process

Instructional/Intervention Design

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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Step 3: Instructional/Intervention Design
What are we going to do?

Step 4: Response to Intervention/Instruction
Is it working?

Step 3: Instructional/Intervention Design
What are we going to do?




Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible?	Who is responsible?	Who is responsible?
What will be done? .	What will be done?	What will be done?	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur?	How will we decide if the plan is effective?
Where will it occur?	Where will it occur?	How will data be shared?	

Let's Practice Step 3!

Step 3: Intervention Design

Complete the "Support" section of the Comprehensive Intervention Plan

How might the 6th grade teachers be supported?

Intervention Plan	Support Plan (for interventionists)	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? All 6th grade ELA teachers What will be done? Using selected Tier 2 words from grade level text, teachers will provide explicit instruction (with practice and feedback) in morphology, affixes, root words, for at least 10 minutes prior to teaching with the text. Teachers will implement differentiated small group instruction within core ELA classes, creating the small groups based on data, and will include explicitly teaching (with practice and feedback) word identification skills (e.g., decoding, fluency, morphology, etc.) When will it occur? Daily during core instruction Where will it occur? Classroom	Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? All 6th grade ELA teachers and Reading Coach What will be done? 1) Each teacher will keep a weekly Documentation Worksheet noting a) the frequency of differentiated instruction, b) the focus of the instruction, and c) the students in each of the groups 2) Reading Coach will document fidelity measured during observations, and gather applicable walkthrough data specific to instructional practices and routines When will it occur? 1) Teachers maintain worksheets daily 2) Reading Coach gathers observation data weekly How will data be shared? Teachers will review the data during PLC meetings and problem solve any implementation issues	Who is responsible? All 6th grade ELA teachers What data will be collected and when? Quarterly end of unit assessment data (measures vocab/comprehension); Weekly Lexia data (measures word identification skills); Winter NWEA MAP assessment in mid-December. How will we decide if the plan is effective? The 6th grade team will review data on: 10/5, 11/2, 11/30, 12/21 Winter NWEA MAP assessment data will be reviewed on January 9 to determine student RtI. **Based on % of SWD scoring at or above 55th percentile** on the Winter MAP assessment, RtI will be based on the following: Positive response: ≥ 67% Questionable: 51-66% Poor: ≤ 50%

Review and Respond

Strategies to Reduce High Probability Barriers

- Monitor SWD progress frequently
- Continue Tier 2 and/or Tier 3 support
- Ensure collaboration and alignment
- Adhere to UDL principles in the general education setting
- Use of assistive technology and appropriate accommodations
- Ensure effective, explicit, differentiated instruction in the general education setting

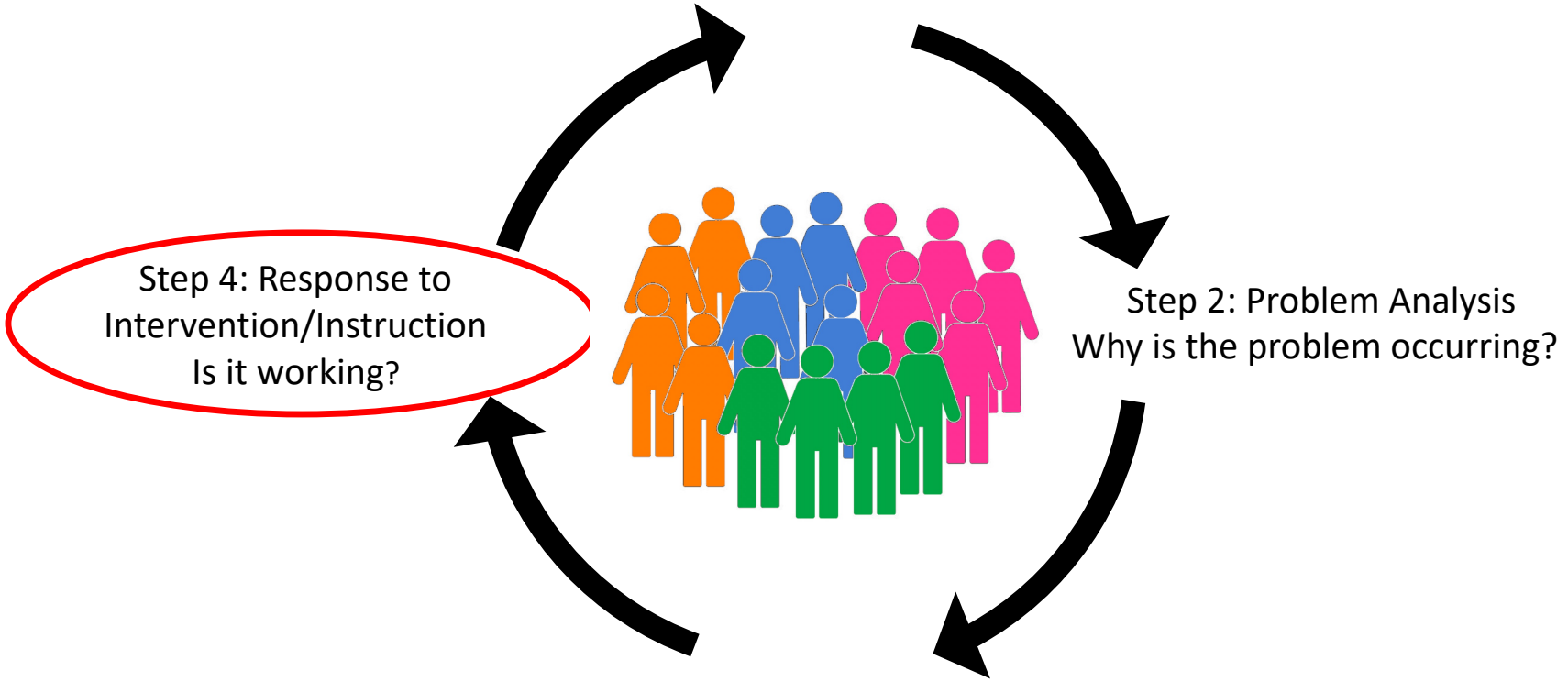
Strategies continued

- Use multiple data sources (Instructional factors, Early Warning System indicators, etc.) to identify other factors that impact academic performance
- Set high expectations for all students, including SWD, to master grade level standards
- Adhere to problem solving and tiered support practices that identify what “enables learning” for students

Problem Solving Process

Response to Intervention/Instruction

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?



Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

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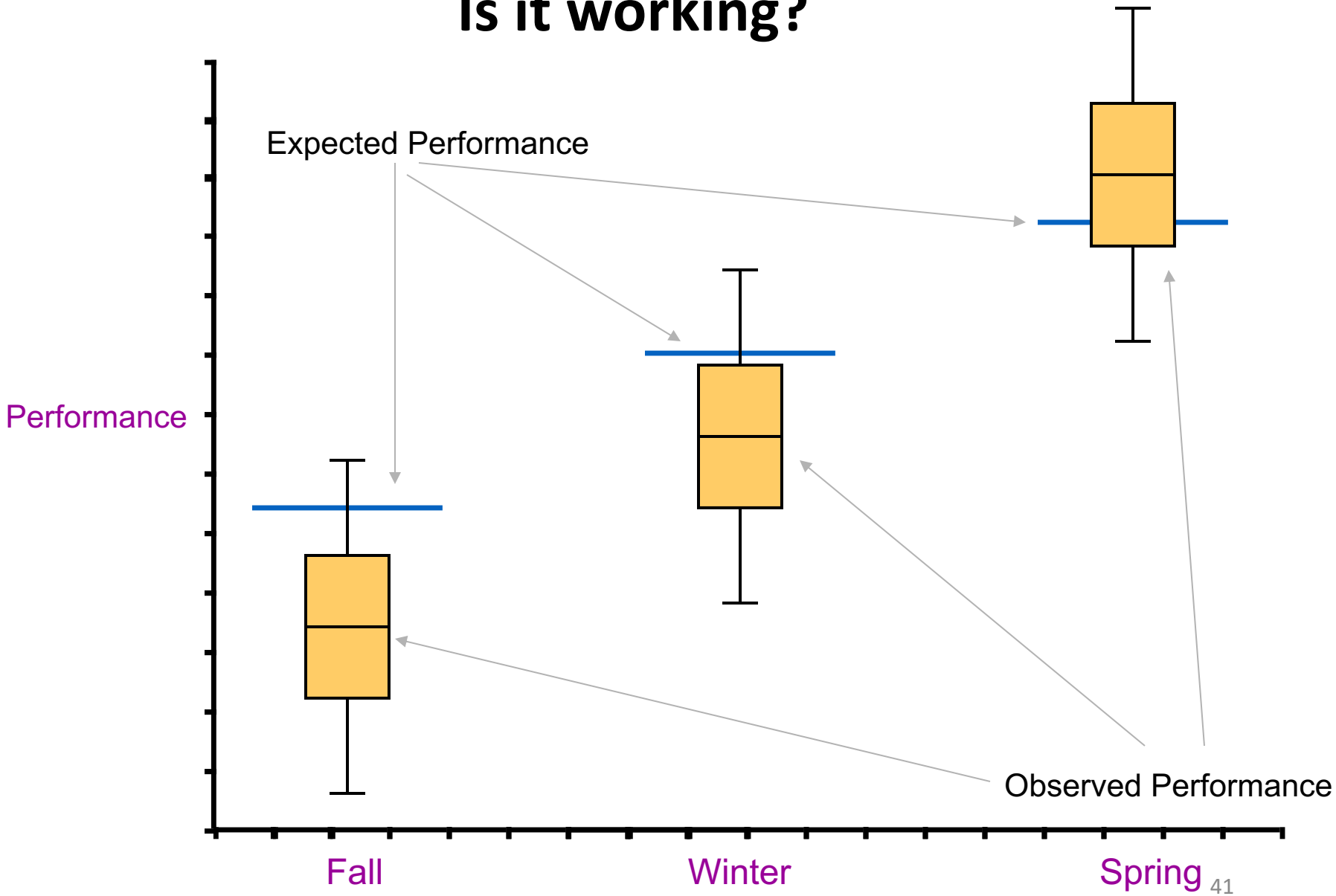
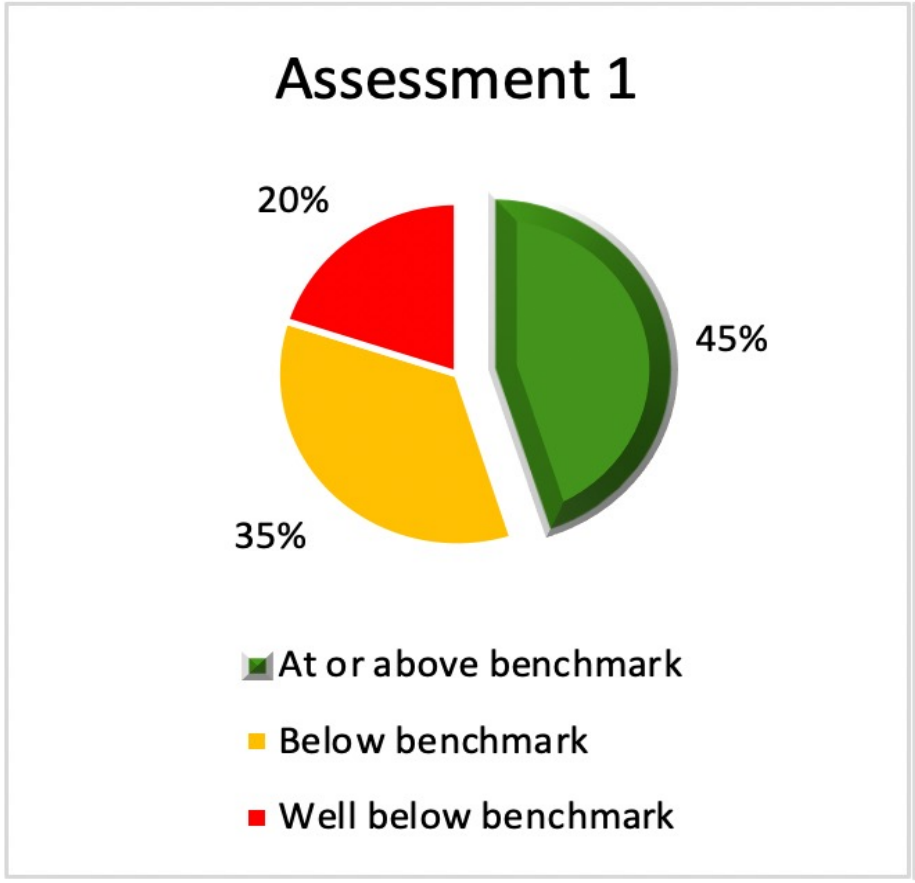
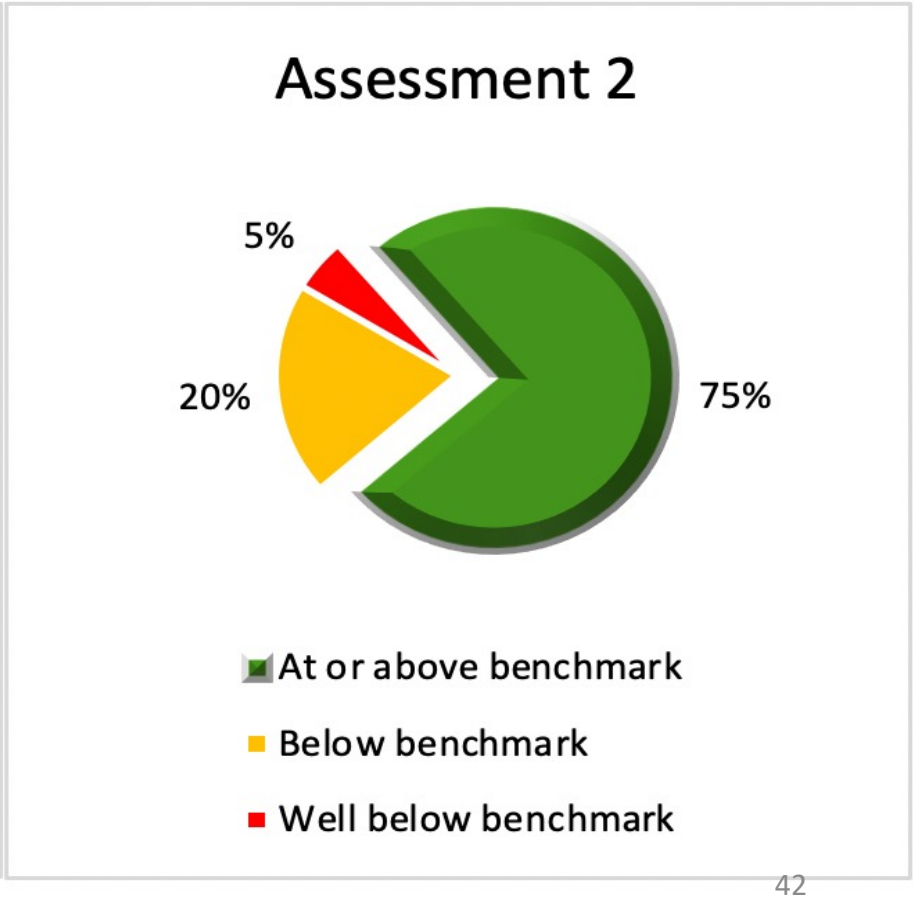


Example
Is the plan working?

SWD Data – Assessments 1 and 2



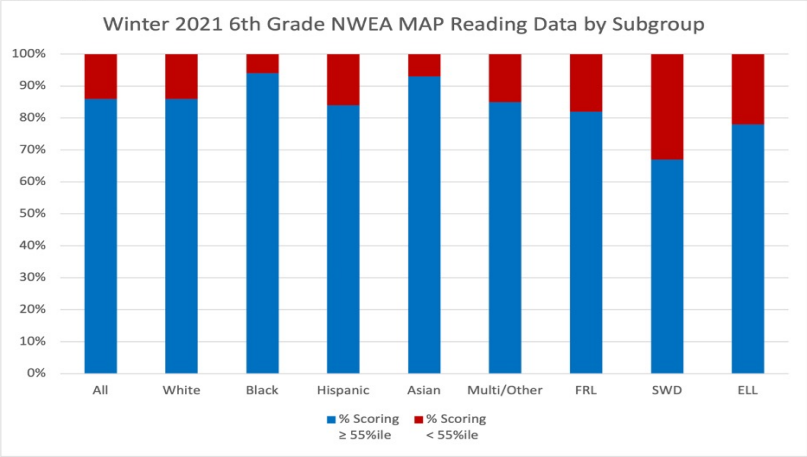


Let's Practice Step 4!

Step 4: Response to Intervention/Evaluation
Use the decision rules to determine the students' response to intervention.

Goal statement: At least 70% of 6th grade SWDs will score at or above the 55th percentile on the Winter MAP Reading assessment

Decision Rules:
Positive response: ≥ 67%
Questionable: 51-66%
Poor: ≤ 50%



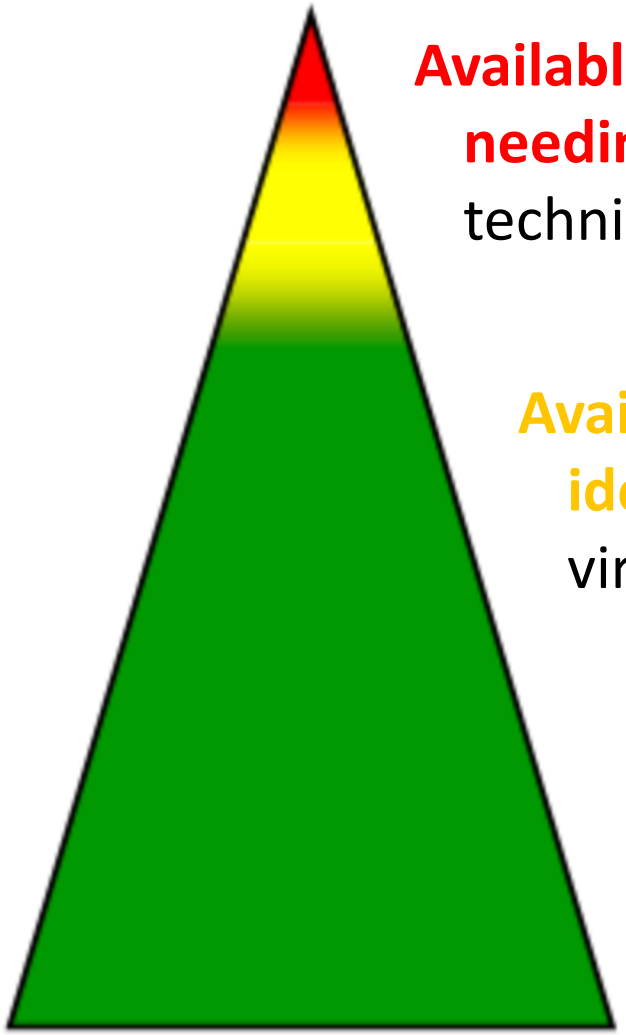
	# of Students	# Scoring ≥ 55%ile	% Scoring ≥ 55%ile	# Scoring < 55%ile	% Scoring < 55%ile
SWD	60	40	67%	20	33%

1. Was the students' response positive, questionable or poor?

2 What would you recommend as next steps for the tea

Review and Respond

Coming Soon… Supports for Schools Identified for TS&I for SWD Subgroup



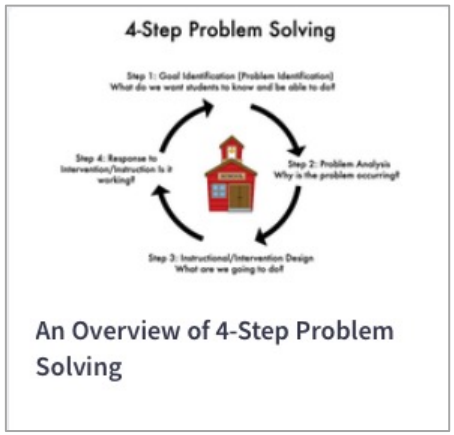
Available to districts identified by BESE for needing the most intensive supports: Onsite technical assistance

Available to districts with ≥ 70% of schools identified for TS&I-SWD: Face to face and virtual Community of Practice (CoP) sessions

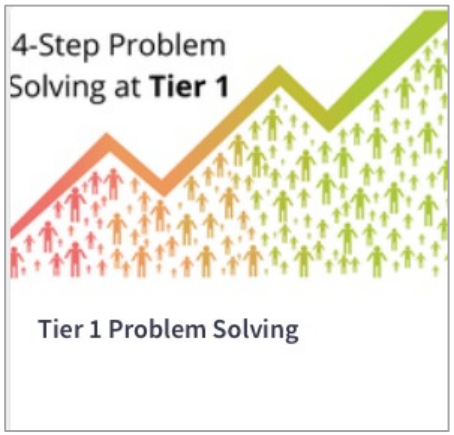
Available to all: Online resources, technical assistance

Questions?

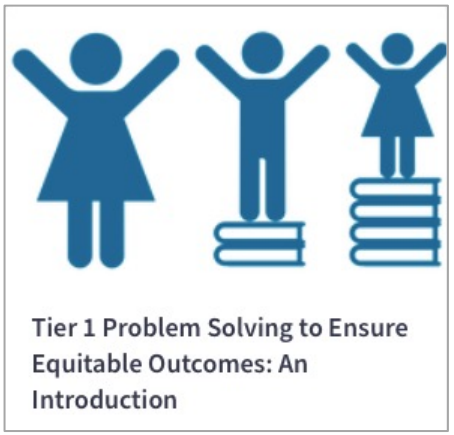
Want to learn more about PS?



An Overview of 4-Step Problem Solving



Tier 1 Problem Solving



Tier 1 Problem Solving to Ensure Equitable Outcomes: An Introduction

https://floridarti.usf.edu/resources/pl_modules/index.html

Helpful Links

Technology & Learning Connections: https://www.tlc-mtss.com/

Florida Inclusion Network (FIN): https://www.floridainclusionnetwork.com/

Guiding Tools for Instructional Problem Solving (GTIPS): https://www.livebinders.com/b/2785147?tabid=250b3e02-61fa-d7d4-f3b5-84767eb6cb50

CEEDER Center: https://www.livebinders.com/b/2785147?tabid=250b3e02-61fa-d7d4-f3b5-84767eb6cb50

CAST: https://www.cast.org/

Thank you…
And please connect with us!

Florida's Problem-Solving/Response to Intervention Project

http://www.floridarti.usf.edu/

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