GETTING RTI AND MTSS TO THE NEXT LEVEL!

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Getting RtI and MTSS to the Next Level

Advanced Institute Integrating Behavior Support, Research-Based Literacy Practices, and Law K-12

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER
SCHOOL OF ALLIED HEALTH PROFESSIONS-HUMAN DEVELOPMENT CENTER

NEW ORLEANS, LA
APRIL 28 & 29

2016
DATA BASED CONFERENCES

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PRESENTERS

Randy Sprick, Ph.D.
After receiving his doctorate in 1979, Dr. Sprick began developing programs that would translate the massive volume of research on effective discipline and behavioral interventions into practical strategies that educators could easily adopt. He has produced numerous articles, books, and multimedia programs that assist school personnel in dealing with issues of discipline and classroom management, including PBIS, Discipline in the Secondary Classroom, Foundations, and the Teacher's Encyclopedia of Behavior Management. He was the recipient of the 2007 Council for Exceptional Children (CEC) Wallin Lifetime Achievement Award.

Nancy Marchand-Martella, Ph.D., BCBA-D
As professor of special education teaching classes in academic remediation with a focus on language arts and math interventions, Dr. Marchand-Martella has more than 30 years of experience working with at-risk populations, and more than 180 professional publications credited to her name. She is an author of Multiple Meaning Vocabulary, Lesson Connection and Core Lesson Connections for Reading Mastery Signature Edition, and Read to Achieve, an adolescent literacy program. She is also coauthor of the digital, print, and project-based SRA FLEX Literacy. Finally, she is co-leader consultant (along with Dr. Anita Archer) of a model demonstration project designed to improve literacy for students with disabilities in grades 6-12.

Perry Zirkel, Ph.D., J.D., LL.M.
Dr. Zirkel is university professor emeritus of education and law at Lehigh University. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,450 publications on various aspects of school law, with an emphasis on legal issues in special education. He is the author of CELC monograph The Legal Meaning of Specific Learning Disability, the two-volume reference Section 504, the ADA and the Schools, now in its third edition, and various updating articles on both SLD case law identification and RTI legal developments.

Mark R. Shinn, Ph.D.
Dr. Shinn is a professor of school psychology at National Louis University. Since his graduate school training at the Minnesota Institute for Research on Learning Disabilities, he has published more than 100 book chapters and refereed journal articles on academic screening, school-based SLD identification practices, and progress monitoring. He also has edited three editions of a research-based PTSD-TA academic and behavior interventions book for HPU. Dr. Shinn has provided staff development and consultation to schools and state departments of education in 43 states and most recently was involved in the rollout of Tennessee's Middle and High School RTI plans.

W. Alan Coulter, Ph.D.
Director of Education Initiatives at the Human Development Center and the T.E.A.S. Group that assists, SELs, and LEAs to implement Multi-Tiered Systems of Support (MTSS) and response to intervention (RtI). Dr. Coulter served on the President's Commission on Excellence in Special Education in 2001-02 and was director of the National Center for Special Education Accountability Monitoring.

Michelle M. Shinn, Ph.D., NCSPP
Dr. Shinn is a principal in Lake Forest, IL. She has over 20 years’ experience as a school psychologist, trainer, and administrator implementing school- and districtwide multi-tiered services and supports to improve outcomes for all learners. She has consulted with administrators and school staff in IL, OR, MN, MA, and NH and made numerous presentations at national conferences on implementing tiered services at the school and district levels.

Kimberly Gibbons, Ph.D.
Dr. Gibbons is associate director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Prior to that, she was executive director of the Crook River Education District, which has received national recognition for its pioneering use of RTI since 1979. She has been a director of special education, staff development coordinator, and school psychologist, and coauthored three books on RTI.

REGISTER NOW! http://go2link/NOLA2016
Mark’s Disclosure

Mark R. Shinn, Ph.D.:

- Serves as a **Paid Consultant** for Pearson Assessment for their AIMSweb product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI
- Was a **Consultant** for Cambium/Voyager/Sopris for their Vmath product, a remedial mathematics intervention, but has no financial interests
- Was a **Consultant** for McGraw-Hill Publishing for their Jamestown Reading Navigator (JRN) product and receives royalties
- Serves as a **Member of the National Advisory Board** for the CORE (formerly the Consortium on Reading Excellence) and receives a stipend for participation
Alan’s Disclosure

W. Alan Coulter, Ph.D.:
- Has NO financial relationships with any commercial vendor
- Serves on the Advisory Board for the National Center for Special Education Outcomes
IF YOU READ 1 THING (OR TWO)


And

1. Click on the Resources/Downloads Tab
2. Hover Over LINK TO PROFESSIONAL DEVELOPMENT MATERIALS VIA GO DADDY
3. Click on the 2.MTSS Conference New Orleans 2016
MARK’S BIG IDEAS

1. MTSS/RTI is an **Evolutionary Process** that Began in the Late 1970s!

2. Federal Law(s) and State Regulations Have “Legitimized” MTSS

3. We Need MTSS Now More Than Ever

4. We’re Still Getting Push Back, Sometimes for Good Reason
1. EVOLUTIONARY HISTORY...WHAT'S IN A NAME

- Data-Based Program Modification (DBPM)
- Pine County Model
- Instructional Support Teams (IST)
- Problem Solving Model
- Pre-Referral Intervention
- RtI
- MTSS (Multi-Tier or Multi-Tiered)
1. Why **You** are Doing MTSS is Important
2. Implementation Takes Time and Resources
3. Focus on What We are Learning
4. Focus on Adults
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5. We’ve Come a Long Way—We Have a Ways to Go!
RTI OR MTSS

- RTI evolved from IDEIA 2004 as a paraphrase of parts of a new way to identify SLD
- NCLB Had Already Legitimized Long Standing Efforts to Provide Early Intervention, Data-Based Decision Making, and Intensive Intervention So Every Problem Didn’t Become a Special Education Problem
- RTI as SLD Fueled the Rapid Expansion of Strategies for Screening, Early Identification, Research-Based Interventions of Increasing Intensity, and Progress Monitoring
- But RTI as SLD Became Confused with a Larger Service Delivery System
- MTSS is the System that Provides Coordinated Early Identification, Research-Based Interventions of Increasing Intensity, and Progress Monitoring
- RTI is the Process That is Used as Part of SLD Eligibility Determination
2. FEDERAL LEGITIMIZATION – EVERY STUDENT SUCCEEDS ACT (ESSA) STRENGTHENS MTSS

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“(b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

“(1) shall be in accordance with the purpose of this title;

“(2) shall address the learning needs of all students, including children with disabilities, English learners, and
tale

“(3) may include, among other programs and activities

“(F) developing programs and activities that increase the ability of teachers to
effectively teach children with disabilities, including children with significant cognitive

Section 1. SHORT TITLE.

This Act may be cited as the “Every Student Succeeds Act”.

may include the use of multi-tier systems

disabilities, and English learners, which include the use of multi-tier systems

of support and positive behavioral intervention and supports, so that such

children with disabilities and English learners can meet the challenging State

academic standards;
1. Why **YOU** are Doing MTSS is Important
2. Implementation Takes Time and Resources
3. Focus on What We are Learning
4. Focus on Adults
SWPBIS Fidelity Growth

Schaper, McIntosh, & Hoselton, 2015
It takes 13 years to take a new healthcare innovation from the point where we’ve demonstrated its benefit to the point where it has been established as the standard of care.

How Long Does it Take in Public Education?
MARK’S BIG IDEAS

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3. We Need MTSS **Now More Than Ever**

4. We’re Still Getting Push Back, Sometimes for Good Reason

5. We’ve Come a Long Way—We Have a Ways to Go!
3. MTSS NOW MORE THAN EVER

- **1,116 words**
  (Children in professional families)

- **749 words**
  (Children in working class families)

- **525 words**
  (Children in welfare families)
TRADITIONAL SCHOOLING EXACERBATES THE PROBLEM: THE GAP GETS BIGGER

(Hirsch, 1996)

5.2 years difference

*modified slightly from presentations by Joe Torgesen, Ph.D. Co-Director, Florida Center for Reading Research; www.fcrr.org
THE MTSS POTENTIAL

Grade level corresponding to age

Reading grade level

Low Risk on Early Screening

At Risk on Early Screening

1.0

2.5

3.2

4.9

5.2

With research-based core but without extra instructional intervention

With substantial instructional intervention

http://www.monitoringcenter.lsuhsc.edu
1. Why **You** are Doing MTSS is Important
2. Implementation Takes Time and Resources
3. Focus on What We are Learning
4. Focus on Adults
Poll the Participants
1. MTSS/RTI is an Evolutionary Process that Began in the Late 1970s!

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3. We Need MTSS Now More Than Ever

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5. We’ve Come a Long Way—We Have a Ways to Go!
PUSH BACK - PUSH BACK

- Misunderstanding: “RTI” is only about SLD Eligibility
- Excessive Proceduralism (2 Magical Things for X Number of Magical Weeks, Meetings, Meetings, and Forms, Forms, Forms
- Wait to Fail & Hoop-Jumping
- Too Much Testing, Especially with Young Students, and Little Use
- Over-Emphasis on General Education So Special Education Remains Business as Usual and “Left Behind”
- Weak & Wimpy Interventions, Often “Designed by Teachers” without Support to Give Them Better Intervention Programs
- Some School Psychologists Who Put Employment & Own Interests Ahead of Student, Teacher, and Family Need (What’s Worse Than Ability-Achievement Discrepancies? Patterns of Cognitive Strengths and Weaknesses (PSW)
- Too Many University Professors!
And Research That Gets Sensationalized and Over-Generalized
“the most comprehensive federal evaluation of the approach to date finds that it may hold back some of the children it was originally designed to support. First graders who received reading interventions actually did worse than virtually identical peers who did not get the more targeted assistance.”

Sparks, S. D. (2015). RTI Practice Falls Short of Promise. from Education Week
“The second and third grade students who received Tier 2 supports experienced no significant reading benefits from the interventions...first graders who received Tier 2 interventions actually did worse (their emphasis) than their peers who did not receive targeted assistance.”

RTI and MTSS work only when implemented with fidelity

By: RTI Network Team | Published: January 11, 2016

In November, 2016, the U.S. Department of Education published an evaluation of RTI. Ed Week then published an article interpreting the findings of the evaluation. The title of the article was: Study: RTI falls short of promise.

The RTI listserve and the RTI Action Network are dedicated to evidence based RTI (and MTSS), implemented with fidelity.

The problem the RTI listserve has with the study and its interpretation in Ed Week is that the reaction to the evaluation to this point does not take into account the potential misapplication of RTI in the district and schools evaluated. As examples, the evaluation did not assess the quality of the interventions used nor the fidelity with which the interventions were used.

The RTI listserve decided that there is a need to respond to the evaluation and the article.

The first response was to write a commentary. It was posted on Ed Week on January 5, 2016 (Four Steps to Implement RTI Correctly).

Amanda VanDeHeyden, Kim Gibbons, and Matt Burns developed presentations on smarter screening, leadership, and reading interventions.

Recent Comments

1. Screening: Smarter Screening
2. Leadership: Leadership for MTSS
3. Smarter Reading Intervention: Smarter Small-Group Reading Interventions

Mark Shinn and Rachel Brown contributed an article calling for careful analysis of the evaluation and its methodology:

- Much Ado About Little: The Dangers of Disseminating the RTI Outcome Study without Careful Analysis
- Brief Summary of the Shinn-Brown Review of the IES Report on Response to Intervention

Running head: MUCH ADON ABOUT LITTLE

Mark & Ado About Little: The Dangers of Disseminating the RTI Outcome Study without Careful Analysis

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Alan’s Big Ideas

1. Why **You** are Doing MTSS is Important
2. Implementation Takes Time and Resources
3. Focus on What We are Learning
4. Focus on Adults
Impact on Student Achievement

Marzano, Waters, & McNulty, 2005
Review - Alan’s Big Ideas

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4. Focus on Adults
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3. We Need MTSS *Now More Than Ever*

4. We’re Still *Getting Push Back*, Sometimes for *Good Reason*
What Lessons Have Been Learned?
**BIG LESSON #1**

- Standardize the Process-CUSTOMIZE THE IMPLEMENTATION!
  
  1 Size Doesn’t Fit All

- Implementation is Different in Community A than It is in Community B…Similar, But Different—

Thanks Tennessee DoE!
Big Lesson #2 & #3

Every Minute in a **Meeting** is a Minute Away from Teaching & Intervention

Every Minute in **Testing** is a Minute Away from Teaching & Intervention
Big Idea #4

Tier 2 Interventions AREN’T (SOLELY) Built on the Backs of GE Teachers
Big Idea # 5

Better Tools
Better Training
More Support
Big Lesson #6

No Failing in Tier 1 Before You Get Tier 2

No Failing in Tier 2 Before You Get Tier 3
We All Can Get Better Every Day & That’s Why We All Are Here!