

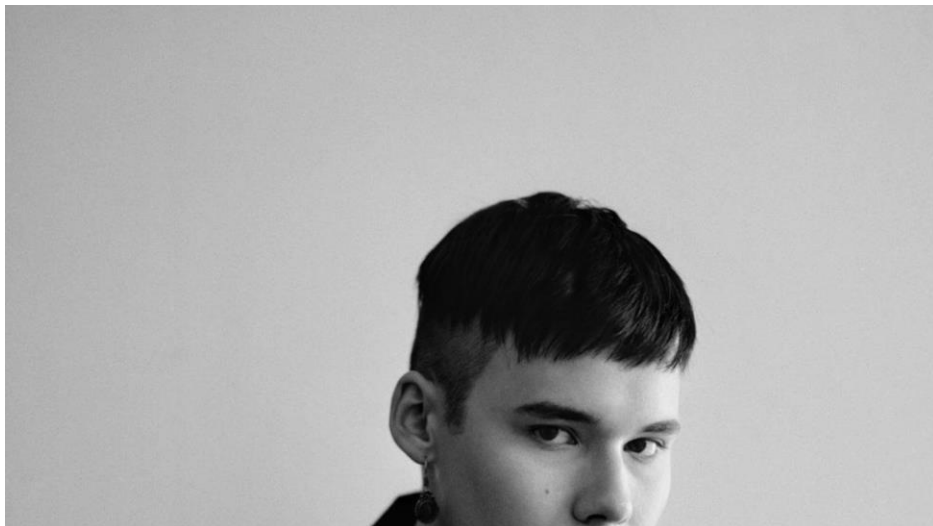


## School Social Work and MTSS/RtI

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*Why do we need to invest in implementation of Multi-Tier System of Support (MTSS)/Response to Intervention (RtI)?*

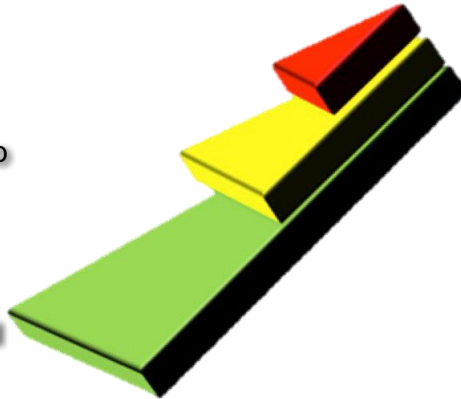
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## What is MTSS/RtI?

Group Activity #1: Log on to kahoot.it.com

- Few students also receive **Intensive** supports
- Some students also receive **Targeted** supports
- Every student receives **Universal** supports



1 - <https://play.kahoot.it/#/?quizId=fca7ff12-f8f2-48d6-a3ff-68a9391d4606>

### Legal Foundation for MTSS/RtI

The No Child Left Behind Act of 2001 (NCLB) (P.L. 107-110) holds schools accountable for student academic progress, and the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446) underscores the importance of using scientifically based research for intervention.

The purpose of Multi-Tier System of Support (MTSS) / Response to Intervention (RtI)

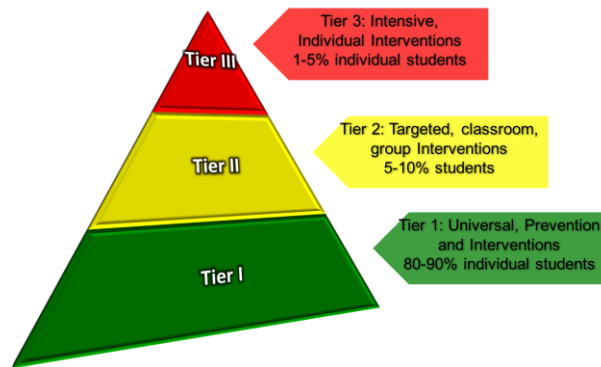
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*MTSS/RtI shifts the school system's focus from the use of scientifically supported methods to evaluate discrepancies between ability and performance for special education services to screening, data-based decision making, and progress monitoring for students in general education. MTSS/RtI provides a framework that integrates assessments, instruction, intervention and progress monitoring across all areas (i.e. academics, behavior). The goal is to:*

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- *Ensure that ALL students receive effective core instruction in the general education classroom.*
- *Identify students who are not making adequate academic or behavioral progress early, and provide them with immediate and effective intervention.*

- *Validly identify students with a disability and provides them with high-quality exceptional student education services.*
- 



What MTSS/Rtl is not



What MTSS/Rtl is not

- 
- A Special Education initiative
  - A new intervention program
  - A new assessment tool

- An intervention curriculum
  - A new barrier to special education services
  - An easier way to get students qualified for special education services
  - A method or place to send difficult students
- 

What does implementation of MTSS/RtI mean for educators?

What does implementation of MTSS/RtI mean for educators?

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- *We do not have to wait until a child has failed in order to act*
  - *We are called on to employ systems of collaboration and problem solving to identify difficulties early and with enough specificity to intervene*
  - *General education and special education can benefit from each other's expertise*
    - *All students have access to support at the first sign of struggle*
  - *These are all our students, and all of us are responsible for ensuring that all students learn*
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## The wrong questions



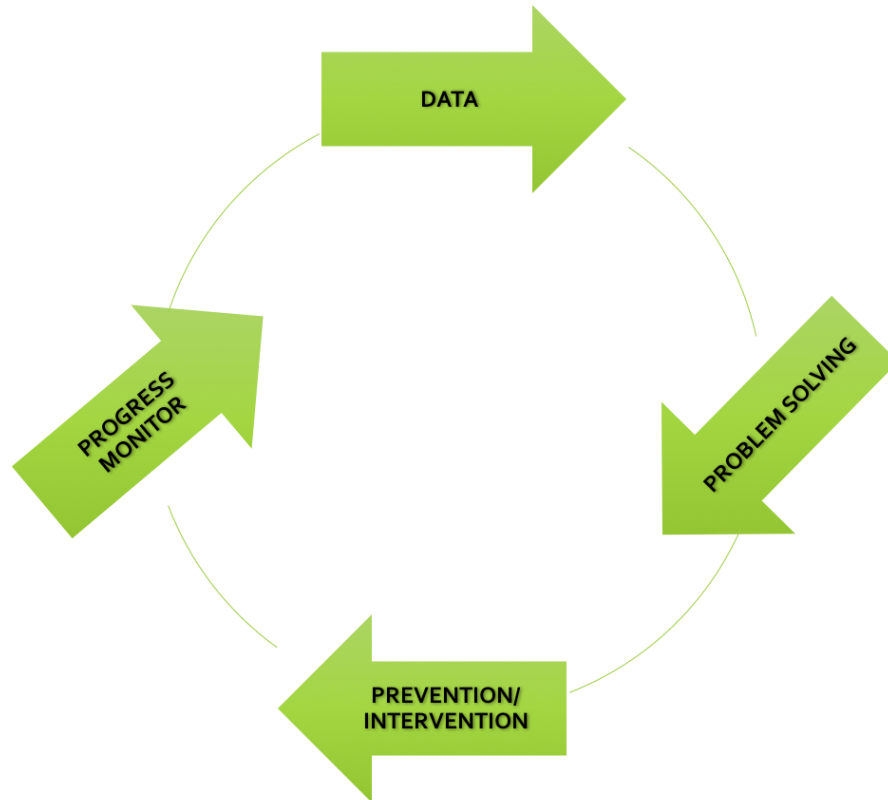
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- *How do we implement MTSS/RtI?*
  - *How do we get students proficient on state tests?*
    - *How do we stay legal?*
  - *What is wrong with the student?*
-

## The right questions



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- *What do we want for our children?*
  - *What do our children need?*
  - *What is our current reality?*
  - *What do we need to do?*
  - *How will we do it?*
-

## Main Concepts of MTSS/RtI



## Main Concepts of MTSS/RtI

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**Data Analysis:** RTI is a way of using data to systematically identify the reasons why a school, subset of students or individual student may be struggling.

**Problem Solving:** RTI is a way of helping the school staff, teacher, parent and/or student understand the identified areas of need, the goal(s) for improvement, how to get there, and how to know when they have been attained.

**Instruction, Prevention & Intervention:** RTI is a framework for systematically determining how well instruction, prevention and/or intervention is working for the core, for groups, or for individual students and making adjustments to accelerate learning for all.

**Progress Monitoring:** is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction or intervention, and to evaluate the effectiveness of instruction/intervention. Progress monitoring can be implemented with individual students or an entire class.

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## Tier 3 (Direct Intervention): Team (SST) A Review

School Support

What a Tier 3 or SST Meeting **is not** supposed to be?



What are the four (4) functions of the SST Team meeting?

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1. *Child Find for Exceptional Student Education*

2. *Response to Intervention (RtI)*

3. *Consultation*

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– *Crisis intervention*

– *Post-crisis support*

– *Retention*

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4. *Section 504 Evaluation and Support Planning*

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## Child Find for Exceptional Student Education

The SST **Child Find for ESE** function is one that processes and reviews all pertinent information relevant to a student concern by a parent/school staff

**NOTE:** Obvious handicapping conditions require an immediate referral for an evaluation

Parent Request for Comprehensive Evaluation of a Public or Private School Student:

- Consent for evaluation must be obtained within **30** calendar days of parental request (complete *FM 7087 Receipt of Private Evaluation or Documentation(s)*)
- School provides evaluation within **60** calendar days timeline
- SST fulfills both the Tier III problem solving function and Child Find function simultaneously

## Response to Intervention (RtI)

The SST process can also solely focus on **MTSS/RtI** support. MTSS/RtI is a multi-tiered approach of providing high quality instruction and matching instruction/intervention to the needs of all students.

The key components of MTSS/RtI are:

- Delivering evidence based instruction/intervention.
- Developing an infrastructure for a school-wide intervention system.
- Implementing an integrated data collection/assessment system to filter struggling students and to make data driven decisions at each Tier.
- Active involvement from the school-based leadership team.

## Consultation

The SST process can function as a multi-disciplinary **consultation** model to address the needs of students in crisis, who may require follow-up support or face possible retention.

### Student Crisis:

- Immediately following a crisis episode, a trained mental health professional must determine risk.
- After the immediate crisis the SST team must convene to determine appropriate support services.

### Post-Crisis Student Support:

- For those students who have been hospitalized for stabilization (voluntary or involuntary), SST consultation is required upon their return to school.
- SST will identify appropriate interventions for student and determine if a referral for evaluation is appropriate.
- Additional data may be collected after the consultation for those students referred for an immediate evaluation.

## Grade Retention

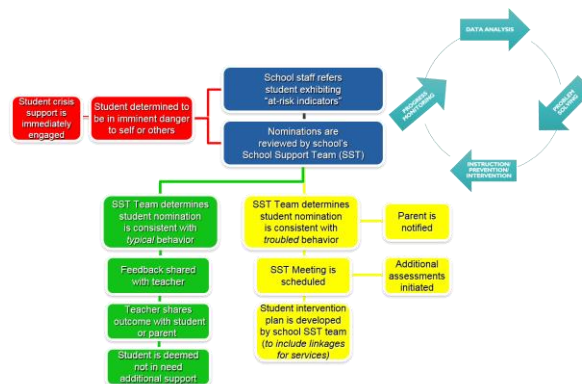
- Student Progression Plan requires SST Retention meeting for students being considered for possible retention.
- Team members include administrator, parent, and teacher.
- Team reviews targeted students progress data to determine if retention is needed.

## Section 504

The SST also functions to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations (**Section 504**) that will ensure their academic success and access to the learning environment.

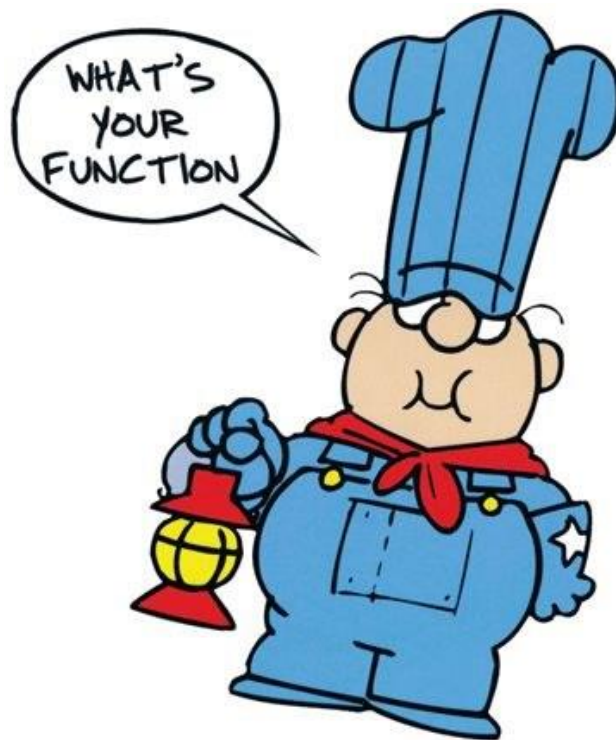
- SST coordinator receives all 504 requests
- SST considers the information for possible referral for 504 eligibility meeting
- School conducts 504 meetings for temporary eligibility

## SST and MTSS/RtI Process Model



## REVIEW: What are the functions of the school SST Meeting (Tier 3)?

Group Activity #2: Log on to kahoot.it.com



2 - <https://play.kahoot.it/#/?quizId=57c2f4d3-3525-4f9f-a6bf-f5a25aba058b>

## MTSS/RtI School Leadership Team

### Core Team Members

- **Administrator**
- **Target Area Specialist**
- **Teacher**
- **Counselor**
- **Psychologist**
- **Social Worker**
- **Supplemental Members: Speech and Language Pathologist (SLP)**

### School Administrator

School administrators are responsible for implementation of MTSS/RtI in their schools. Critical to accomplishing this mission, administrators must:

- Ensure consensus, buy-in and support of all school personnel

- Develop a system for monitoring and management of the process
- Facilitate access to data systems for collection and analysis
- Establish the core and supplemental members of the school's MTSS/RtI leadership team  
Identify roles & responsibilities for leadership team members
- Involve key stakeholders as needed based on the function of the meeting
- Establish regular MTSS/RtI 'data chats' or meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school
- Manage available resources (internal and/or external) needed to facilitate multi-tiered support

### School Social Worker

- To provide evidence-based (universal, targeted and intensive) education, behavior, and mental health services;
- To promote a school climate and culture conducive to student learning and teaching excellence; and
- To maximize access to school-based and community-based resources.

**Tier 1, universal services** are part of a school-wide effort to promote mental and behavioral wellness and prevent mental and behavioral health problems for all students. Key elements of Tier 1 include:

- Universal screening for academic, behavioral, and emotional barriers to learning to ensure early identification and early intervention.
- Infusion of social–emotional learning into the classroom/curriculum.
- Staff development related to identification of mental health concerns and referral processes.
- School-wide positive behavior interventions and supports with a focus on creating a positive school climate.

**Tier 2, targeted services** address identified or emerging mental and behavioral health problems, prevent risky behaviors, and increase protective factors for students and their families. Examples of evidence-based Tier 2 services include

- Suicide risk/threat assessment.
- Individual/group counseling and skill building groups.
- Development and monitoring of individual student behavior intervention plans.

Consultation with teachers and/or families to address mental and behavioral health problems.

**Tier 3, intensive services** focus on direct and indirect services to address identified mental and behavioral health problems. Examples of evidence-based Tier 3 services include:

- Direct therapeutic services to all students in need, including individual and group counseling, even in the absence of a clinical diagnosis or identified educational disability.
- Psychological assessment of social, emotional, and behavioral problems.
- Crisis intervention/crisis response.
- Facilitation of collaboration between school professionals and community agencies and other outside mental and behavioral health providers.

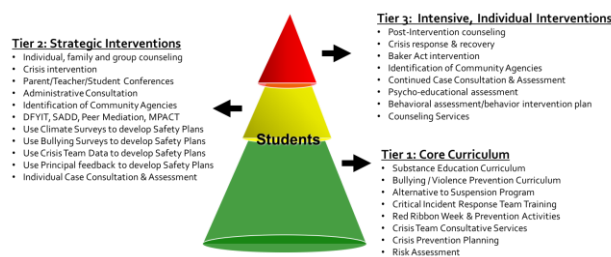
## MTSS/RtI Prevention, Education, Intervention

### Examples of Tiered Academic and Behavior Support

#### MTSS/RtI Support Across Academic and Behavior Domains

Domain	Tier 1	Tier 2	Tier 3
Academics	Core Curriculum (baseline data collection)	Core + Supplemental	Core + Supplemental +Intensive intervention
Behavior	Core (schoolwide policies & procedures, baseline data collection)	Core + Supplemental (behavior contracts, behavior plan, social skills development)	Core + Supplemental +Intensive (FAB/BIP)

#### Examples of multi-tier support services to address at-risk behavior



#### Student Behavior Data Subsets

Tier 1 Universal	Tier 2 Supplemental	Tier 3 Individual/Intensive
<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Faculty, student, family surveys</li> <li>• Direct observations</li> <li>• School climate surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Direct observations</li> <li>• Daily progress reports</li> <li>• Teacher nomination process</li> <li>• Standardized</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Faculty, student, family surveys</li> <li>• Direct behavior observation forms</li> <li>• Behavior rating scales</li> <li>• FBA forms and processes</li> <li>• Individualized measures of student outcomes</li> </ul>

## Group Activity Scenarios

### Scenario #1

**Aggregate school data for your middle school reflects that the percentage of students who reported being bullied incrementally increased over these last three school years.**

- What *Tier(s)* does the scenario represent?
- What data could you access to better understand this problem and resolve it?
- What are the 'measureable' indicators reflecting the problem?
- Who are team members you can involve to address this concern?
- What are internal and external resources that could be tapped to bring about positive change?
- What are some strategies you would recommend for your middle school to put in place?
- How do you measure the impact of these strategies?

### Scenario #2

**Alfred enrolled in six grade August, 2016. On the third day of school, the school administrator entered a SCM entry following an incident where Alfred was 'defiant' to his homeroom teacher.**

**Subsequently, Alfred averaged two infractions per week with the behaviors escalating to over ten infractions within the month, as documented by the SCM forms. Following some of these infractions, Alfred's parents were asked to pick him up from school and keep him home for a couple days or he was also referred to a Success Center.**

- What *Tier(s)* does the scenario represent?
- What data could you access to better understand this problem and resolve it?
- What are the 'measureable' indicators reflecting the problem?
- Who are team members you can involve to address this concern?
- What are internal and external resources that could be tapped to bring about positive change?
- What are some strategies you would recommend for your middle school to put in place?
- How do you measure the impact of these strategies?

## School Social Worker in Action



Thank you

