



Day 2 Welcome and Keynote: *Leveraging MTSS to Develop and Implement the IEP*

Amy Peterson: So with that, let's get started on Prepping for PROGRESS Day 2: Raising Expectations, Access and Outcomes for Students with Disabilities. First off, I want to welcome everyone back who was able to participate in the session yesterday. We were so excited to have you join us for the introductory panel on belonging. We heard great things from our 3 panelists. We heard Dawn talk about the importance of intentionality as we think about setting up opportunities for students to feel like they belong and are engaged in their classrooms and their school environments. We heard Jennifer share her experiences with her son Jackson, and some of the things that she did as a parent to advocate for him, as well as what teachers and other leaders have done to support him, and feeling that he's included and belongs in the classroom. And we heard from Xuan, and we saw her video about some of the things that she experienced as a young person with a disability and some of the challenges she faced, as well as some of the things that she thinks might be helpful for us to consider as we think about fostering belonging for all students.

We then had the opportunity for those 2 Strand sessions. I know in the session that I was in on the ABC's of the IEP. We talked about some of the basics of the present levels statement and the goals and the statement of services and aids. We talked about the importance of all of the components of the IEP and then connecting those components together and then driving that and implementing the IEP.

And then I know in the other Strand session there was a lot of conversation about what is an accommodation? What is SDI? What is just good instruction? How do we distinguish between each of these features? So one of the things that we want to do is, have you all share out some of the things and the reactions that you had. So if you want to just take a minute to reflect in the chat. I can move forward.

What you are most excited about, or something that you've learned or heard yesterday. It might have been in the opening panel session. It might be. I've been something that you saw in one of the other sessions. What were some of the things that were your takeaways. And then I'm going to ask Tessie to share out some of the big reactions that we see in that the chat as your you guys are thinking.

Tessie Bailey: I will just say, I don't see anything at the moment. But I was in the other session. Amy was in the first one. It was just really this sort of clarity for folks of, how do we to distinguish between our services and ensure that students are getting high quality, special education and are getting those supplementary aids and services. And we hear, yeah, loved hearing from the parents. I think that part helps us really understand why we're doing what we're doing. What's the benefit? Different ways people are using the word inclusion.

And I will say, Amy, yesterday you shared that graphic with the bubbles on it that really just showed you that inclusion, and what the parent mentioned yesterday is often physical inclusion. But really, what we're looking at is this much deeper feeling of belonging that is beyond just the being present in that classroom, my favorite UDL, is important. Teaching self-advocacy, serving as an ally, the

accommodation session. Thanks, Missy. The tip sheets were great and belonging, being the foundational element for success for students with disabilities.

Anthony mentioned something with Xuan. I also was, I found, very powerful is her family being second language learners and just sort of, you know she didn't have that traditional advocacy from her family members that she was having to serve as her home her own advocate.

Yeah, not to limit students, you know. Keep your expectations high. And we'll talk a lot about that throughout today's session. We'll share a video specifically around that, including parents and students in all aspects of the education. Lots of kudos for the tip sheets, which is great. And that clarity between accommodations, modifications. the difference in services and aids that we have, sounds like a lot of folks had some amazing experiences yesterday. And hopefully, we can keep that going today. Assume competence. It's a great one to end on.

Amy Peterson: Great. Thank you so much. Thanks, Tessie, for navigating those discussions in the chat and keep them coming. Don't feel like you need to stop now, even though we're moving forward and take a look at what other people have reflected on. I know some of you weren't able to join us yesterday, but you can see some of the takeaways that other people had during those sessions yesterday.

Oops. It wasn't reacting, and then it moved too quickly. So just as a reminder. I wanted to welcome everyone this session and all of these events over these next couple of days is hosted by the PROGRESS Center. And if you're not familiar with the PROGRESS Center, our goal in the PROGRESS Center is really to provide information, resources, tools and technical assistance to support local educators and administrators and in developing and implementing that high quality educational programming for students with disabilities so they can make progress and meet challenging goals. The focus is on helping to provide a foundational high quality, foundational IEP, but also on the instruction and the experience of belonging and supporting educators and family engagement and ongoing teaming and supports all of those things that we need to do in our classrooms and our environment to support all students as well as students with disabilities to ensure they're making progress so that whole entirety of that high quality educational programming. We do that in a number of different ways, through our knowledge development work, through our ongoing partnership with selected local educators to help us test out some of this information and get feedback about what it looks like and feels like on the ground. And then we provide these tools and resources and materials to you freely available so that you can easily access. that information. All of that information you can see provided there for promotingprogress.org.

And with that I want to just share some brief introductions. I know I haven't introduced myself formally today. I am Amy Peterson. I lead out our universal technical assistance for the PROGRESS Center. I'm excited to be joined today by David Emenheiser, who is our project officer from the Office of Special Education Programs, and he's going to introduce himself in just a minute. And you saw Tessie up on the screen earlier. Tessie is our PROGRESS Center director. She will be sharing the keynote in just a couple of minutes. So welcome everyone for the session. Today we're excited to have you. We're excited to continue to engage in these great conversations over the next day or so.

So with that, I'm going to turn it over to David and let him do a brief introduction.

David Emenheiser: Thank you, Amy, and welcome to everyone from whenever and wherever you are joining us for this conversation for this training these couple of days.

I want to encourage all of you, as was mentioned already, that these are recorded. So please come back. Look at them again. Look at the things that you weren't able to attend, maybe the concurrent

sessions, and just share the information broadly. So just quickly, I want to bring some attention to the name of this event, which is Prepping for PROGRESS:

Raising Expectations, Access, and Outcomes for Students with Disabilities, and I think that it's important, because we'll never get to high outcomes if we don't have access, and we'll never have access if we don't have expectations for success. And so what I love about the way that this event is structured and what you will have opportunity to engage with today is a little bit of the both, and it's a little bit of the theory, the ideas, the sort of the emotional effective part, but then also some very clear resources and tools that you can then use and share and build that collective efficacy in your programs, in your schools, among your colleagues to really improve those outcomes for students with disabilities.

Again, I'm not going to take up a whole lot of time because I want to get to the meat of this, but I just thank you for attending, and thank you for sharing the information, so that more and more can come in and learn and share these resources with one another.

Amy Peterson: Great. Thank you so much, David. Yeah, thank you. So just as a brief reminder of what our schedule looks like for today, we had topical discussions. Many of you probably join those at 1015. I know that was very early for the Pacific Coast folks. And so you were likely not able to join those ones. But hopefully, you were able to join yesterday. We're in this general session right now, between 11 and 12:15 Eastern time. After that we'll have a 30 min break, if you're on the East Coast, maybe a good time for lunch. If you're on the West Coast, maybe a good time for breakfast. But just get up, stretch, move around. We know these are long days of engagement and a virtual platform, and we might be out of practice on that after a couple of years of being back in person a little bit more. After our break we'll have an opportunity to join 2 concurrent session times from 12 to 1:45 PM Eastern. That will be the first round of concurrent sessions, and then it will be repeated again from 2 o'clock to 3 PM Eastern.

After those concurrent sessions, we'll have a little bit of a break, and then we'll have a closing session for our PROGRESS portion of the event. As a reminder, there is a day 3 of this event that's really focused on content from the National Center on Intensive Intervention, and we'll talk more about that at the closing session later today. But we wanted to just give you an overview of what this event looks like, what's coming up, so that you can be prepared for the rest of the sessions today.

As I mentioned, with the concurrent sessions, they are going to be offered 2 times. So you have the opportunity for the earlier group at 12:45 or the later group at 2 o'clock. We have both of those options for you. There are 4 different topics for the concurrent sessions. The first is creative ways to engage families and community members, lessons from co-creating resources. We're excited to have some colleagues from the Arlington Public School district. some of the ways that they have been engaging families in their community around special education.

We have prepping pre-service and in-service teachers for progress. If you're a faculty member, or you design professional learning, that might be a great session to think about attending, thinking how you might design professional development and supports for pre-service and in-service educators. For those who are in the middle grades, or the secondary grades, ensuring SDI in the secondary setting, might be a great session for you to attend and back by popular demand from last year we have a session led by Drs. David Bateman and Mitch Yell for providing a free, appropriate public education lessons from the due process hearing front. We'll hear from them about some of the lessons they've learned over time around due process hearings and what that looks like, it means like means for us. So again, you have an option to choose 2 of these sessions. So you can attend one during the first chunk of time and a second during the second chunk of time, all of the sessions will be recorded. So if you really want to go to all 4 of them, but you don't have the option today, you can listen to the other 2 at a later date.

One other ongoing challenge that we know many of you have been facing, we're really sorry that this is happening, we are using a new system this year. We were trying to make it easier for it to be a one stop shop for you to go to one place to get all of the links and information for the session. It's probably working great for a couple of folks, but it might not be working well for everyone. I know that people have been getting stuck in this loop of adding their email address, getting a link sent to their email, and having to add their email address again and getting the same visual. I've been trying to work with the systems people at this the event platform space but unfortunately, a lot of their feedback and troubleshooting hasn't done a lot of good. So our real backup troubleshooting is that you email us at progresscenter@air.org if you're having trouble getting into the sessions, we appreciate you taking a chance at trying to get into the system before going ahead and emailing us, just so that we're not in and dated with millions of emails. I'm trying to get you those links to the sessions.

But if you're having any trouble getting in just email us directly, we will get those session links to you so you can join the session when you're able. We again apologize and really appreciate your patience with using this new system and our learning that maybe it wasn't the platform for us. So again, thank you for your patience and this, and we will get those links to you as soon as possible, and don't hesitate to reach out.

For those of you that are haven't been able to get into the system, and that weren't with us yesterday and didn't see this slide. You will see when you join the system. The first pages, the welcome screen, the second tab over is the schedule, and that shows you all of the sessions that are available for upcoming the ones that you have it put on your schedule and the ones that have already occurred. So you can see the upcoming, my schedule and past tabs up here at the top. If you're interested in attending one of those sessions you can click on, attend, and that will put it on your schedule. But when you are ready to join the session right at the top of the hour, or the time for the session. It will show up as live. Now you'll click on the join Zoom, and you'll just be transplanted right here into the Zoom session. Something to know is that doesn't show up until the session starts. So once it says Live now you'll you're able to join the Zoom. But a couple of minutes ahead of time you're not seeing that Join Zoom link again. If you have problems getting to any of these sessions, don't hesitate to reach out to us by email. We will do our best to get you the links to the sessions.

As I mentioned before, all of the event materials will be available for you on the PROGRESS Center website. Already all of these different presentation slide decks are up there as well as some related resources. We will continue to add those related resources based on things that people shared. There were lots of great links that were shared in the chat yesterday for the belonging panel. We will make sure to get those up there on the site for you to be able to easily access at a later date as well. This will also be where you're providing the record or getting the recording after the event on this web page. So you'll see on that same expanded accordion there for the first strand. It says, strand slides underneath that, we will see strand recording, and the transcript eventually, as we get those materials all up and ready for you. Our goal will be to get those recordings up and available to you as soon as possible after the event, we want to do a little bit of cleaning up on some of those material so that you don't have to sit through some of those intro pieces, or a break during a breakout session, or something like that. But we'll work on getting those up within the next week or so after the event.

As I mentioned yesterday, Mia is our go-to for all of our technical support. You'll see her in the chat if you have any questions. Don't worry about that. We can go ahead and address them as quickly as possible as much as we can, so reach out to her directly you can find her name in the chat list, and you can reach out to her there. If you have a question, a technical issue, or accessing a session, accessing materials or anything like that. Don't worry about that. We'll get to you. Her email address is available up there for you. and again, you can also reach out to us through the PROGRESS Center email box.



As I mentioned yesterday, we'd love for you to continue to connect with us on Facebook and on Twitter or X, @K12PROGRESS on both. You can see the PROGRESS Center on the Twitter as well as on Facebook up here. If you have a reaction or something, a learning that you want to share about the event, or something that you took away from the event. Please use the hashtag promoting progress 2023, so please use #PromotingPROGRESS2023 to share any learnings that you have, you can look at what other people might have shared, using that hashtag as well. So again Promoting PROGRESS 2023, not 2022. If you look at that, you might see some learnings that people had last year during the event.

And with that I'm going to turn it over to Dr. Tessie Bailey. She's going to lead us in a keynote presentation focused on leveraging an MTSS to develop and implement the IEP.

Tessie Bailey: Thanks so much. Thanks, Amy, and I want everybody to give a shout out to Amy. Probably it's like quietly in your room, but Amy has done an amazing job getting this 3 day event scheduled. So if you have a chance, make sure you give her some kudos. So I'm here. I'm excited to be talking about leveraging MTSS to develop the and implement the IEP.

As Amy mentioned, I am the director of the PROGRESS Center, but I was previously the director of the MTSS Center at AIR and worked with the initial center on response to intervention that was funded by OSEP. And so I'm going to share sort of this 20 years of working in tiered systems of support, and how we've been sort of back and forth with including special education services within the MTSS. And some of you may be older like me, we're like, Well, didn't we start here? And some of you are new, maybe aren't familiar with MTSS. Until the reauthorization of ESSA are like, wow, yeah, how do we include it? So we're trying to bring those 2 worlds together.

I love this quote, I kind of take it out of context. But I think it's really important to say both from the way that we design and deliver a special education, but really in the way that we design and deliver school every day. So there's no way a single teacher has all the time, knowledge, skills to meet the needs of all of the students in their class, and I think sometimes we feel this burden to be able to meet all of those needs.

I think the other thing that I just want to make really clear is that there is no program, no federal program, no local program that has all the time knowledge and skills to be able to meet their need of the needs of students in that school. So just to clarify, general education can't do everything. Title services can't do it. And that's what really moved us into the way that we think about a tiered system of support. It's that we're leveraging all of these great Federal and State and local resources to meet the needs of all of the students within our class.

Now, something is probably not surprising to you is that students with disabilities are general education students first, right? No matter what. That's how our per-pupil spending is set up. It's how all our services are set up. All students gain access and benefit, but about 60% of students are only receiving, or only about 68% of students are receiving about 80% of their time or education within the general curriculum. We do know that overall, 95% of students with disabilities spend some portion within the general education curriculum. But if you think about the purpose of the IEP, it's to ensure that students can access and benefit from school, from the general curriculum that's being provided to all students, so that they have the same opportunities for post school outcomes, the same opportunities for employment and attending college.

So as we move through this session, I want you to remember that all students are general education students. There are some students who need special education. That's your related services, your supplementary aids and services to be able to fully access and benefit from that school experience, or that general curriculum.

Now on the flip side, let's talk about MTSS. And I will say that the MTSS language didn't even really surface till about 2011 and it wasn't until the reauthorization of the Every Student Succeeds, or the ESSA ACT that we started to think about MTSS much more globally, I mean. It's been around for some time, but right now it's sort of taken, it's like boom, and we're moving into this. It's the norm that we see across all States and across all schools within the act itself, you will see that it was identified as a way to improve outcomes for students with disabilities as well as English language learners.

So there was this direct connection with the assumption that if we implemented a tiered system of support in our schools, students with disabilities would be able to benefit, like all of the other students within that school. The other thing within a tiered system of support that the ESSA sort of highlighted was our use of evidence-based interventions and a fun fact, if you look at the original reauthorization of IDEA in 2004, there's this front part, you know, the preamble where they respond to questions. This terminology of evidence base came up, and you know they said, well, you know, that's really a term of art, because at the time we were looking at research based interventions or scientifically based research interventions. So we've evolved, and our thinking has, I think that's what's so exciting around, you know, the world of education, we're learning from the things that didn't work. And now we're understanding it, that if we want to create a tiered system in which all students can benefit, we need to increase our evidence space right beyond just what a randomized control trial can do. And, in fact, those of you who are in my session yesterday read that when we look at the statement of aids and services, we're looking at those that are based on peer-reviewed research.

Now, I want to just clear the air a little bit, so there's some common misconceptions. They probably will come up in the chat box a little bit as well, but you know we often hear, or early on we used to hear that the primary purpose of MTSS was to identify students who needed to be in special education or any sort of special service, and in reality, you know, while RTI within MTSS this validated approach of determining students' response based on data can support your child find activities.

The primary purpose now is really to maximize student achievement and support students, social, emotional, and behavioral needs. It's much bigger, right? We took something that was very narrow and assumed that school was functioning really well, and we were adding on the tier, 2 tier, 3 for a full system. Now we've started to think about the full system as a whole.

Something else we often hear, and maybe in your own state you're hearing this as well is that special education is tier 3, or there's another tier that's for kids with disabilities. And as early as the 1990s we started to look at these, you know, tiers of support with increasingly intense academic and behavioral support for students.

Now, special education, as you probably know, is not a tier, as we just saw that students with disabilities participate in all levels of the system. And each kid has unique needs, where some kids might need really ongoing intensive supports that look like what you would provide in tier 3. But there might also be some students who just need small group instruction that looks a little bit more like tier 2. And if we have a really well-designed tiered system of support, students with disabilities can receive those services in the most appropriate level of support.

Something else we also hear, and this actually came up in some guidance from 2011, was this worry about kids who had IEPs participating in our tier 2 interventions. Now, the things that you know we think about with the delivery of MTSS is, we're looking at standardized interventions. Well, and if the kid benefited from that, then they don't need special education.

Kids have disabilities, and those disabilities have different needs. If I look at, what are the elements of the specially designed instruction that this student needs to access and benefit from the curriculum,

then I, as a school, can figure out how best to implement that, right? So some kids may benefit from the use of standardized intervention programs, but it's not likely to be the full IEP program that we're providing to the student.

The other thing is this idea that tier 3 intensive intervention is the same as specially designed instruction, and I just wanna say it's a sort of, there was a recent webinar by the National Center on Intensive Intervention, and we might be able to put the link in the chat box for you, but it shows us this validated approach called database individualization that we can use to design specially design instruction as well as intensive intervention at tier 3. Now you might see that some students are getting what looks like specially designed instruction, but under the regulations, specially designed instruction addresses a disability related need. Right? So while I might be getting special instruction because I just don't know how to use AI or some other skill, it doesn't meet the definition of SDI, because my lack of knowledge, skills, or use of strategies is not because of a disability related need.

So I just want to put something out there. And you know, based on what I just said is other than having a disability related need, why might a kid need specialized instruction through MTSS? So just feel free to put that in the chat box.

I think about my youngest kid who receives specialized instruction and how he swims. He's just really skinny, and he would sink all the time right? It's not because of a disability. It's just designed a little bit differently. Yeah. So English language learner, COVID. They missed a lot of school. They came in as a home school student. Poor attendance, cultural challenges, absences. Right? So there's a lot of reasons. Kids might need specialized instruction.

And what we're looking at with the use of MTSS is to rule out things within the regulation which are COVID, poor attendance, second language learner for instruction. But the PLAAFP itself allows us to meet the needs of every kid in our school while simultaneously being able to address the specialized needs.

And if you look in the chat box, you will see that there's so many reasons that we need schoolwide MTSS, and that disability is just one of those factors, right? So it's not an all or nothing. And that's because a tiered system of support provides this continuum of supports even for students with disabilities. So if you think about, you know the way that our school should be set up is, our tier one should be accessible to the majority of students within that school without supplemental support. And that's where we get to that 80. Now, if you think about it, if a kid is not benefiting from the tier one, special education isn't going to replace that missing effect.

The intent of special education is to add on, right, to increase the overall effect of what students would get from our tier one instruction. Now some students, in order to fully benefit from tier one, will likely need some supplemental supports at tier 2, right, that small group standardized intervention that are filling in knowledge, skill, and strategy, gaps that initially prevented the kid from accessing and benefiting from their tier one.

And in some cases you need something a little more intense, a little more specialized. The kid had some pretty severe trauma. They're coming back to school. Our school needs to be able to respond in a unique way to help that student, just like we might have a student who has intensive needs as the result of a disability.

So when we think about how we provide those services for students, they are across the tiers of support. There are some students with disabilities who, you know, will benefit from tier one with just accommodations. That's your 504. Maybe they need some, you know, some specially designed

instruction that can be delivered within the general education classroom, and they're receiving supplementary aids and services in tier one.

And there's likely to be some students with disabilities who have very intensive needs in which we are engaging in an iterative process to really understand what are the specialized adaptations that we need to be implementing to fully support the student.

And I want you to think about kids as kids, as general education students, not as special education students or tier 2 students, because there is no kid in our entire system who has a need at tier 2 for everything. Right? Kids are kids. They're sort of all over the spectrum.

A lot of our tier one systems we have in place meet the needs, most of the needs of kids. Some of the kids will have some tier 2 needs. They need a little bit more opportunities for practice, a little bit more explicit instruction, and some students will need more intensive supports in some key areas. But just because I have a disability doesn't mean all of my services need to be at a tier 3 level, right? So that's really where the IEP outlines what are the specially designed instruction that's necessary for the student, and what are the accommodations and modifications and supports that I can provide to the student? So they get maximum benefit from the tier one system.

Now, MTSS is pretty cool, because if we are, you know, responsible for implementing multiple federal programs, within our schools, MTSS can help us do that. So if you think about a tiered system of support, it can help with our child find requirements or eligibility, determination, obligations under the act. So the first one it says, to assist in child find obligations. Right? We can leverage the screening process that we have. If you're implementing high-quality screening, you have a risk verification which helps you rule out some of those things like attendance or COVID or you know, maybe lack of instruction.

In addition, you'll see that, you know, MTSS can ensure the provision of tier 2 and tier 3 interventions that help us meet the requirements prior to referral and eligibility determination for students. With learning disabilities, we are required to rule out lack of instruction before we make an eligibility determination and MTSS can help us do that.

The other thing is, it can help provide some of that data that's necessary for us in our eligibility determination to assess need. Because if in tier 3, the kid is needing multiple adaptations to be able to progress or you know, benefit, that's an indication that this kid needs adaptations or specially design instruction as it's defined under the act. We just have to make sure that they meet the other requirement of having a disability, and that's what constitutes the need.

The other thing is, MTSS can help us with our obligations for formal progress monitoring data that can be provided to the parents. The regulation right here is related to, prior to referral and eligibility, determination. But even in your IEP you have this obligation to provide evidence of how you're monitoring and ensuring progress.

And finally, the last one is really about comparing student performance to their peers and being able to gather data. And what's nice is, this can help both in us understanding students' needs different than the kids within the school, which can also help us in the development of the present levels of performance. That will be part of that initial IEP going forward.

So I talked a little bit about those not yet identified, but I think where we see the greatest benefit are for those who are already identified under IDEA, and we know that to appropriately support students, we need effective implementation of MTSS. It goes back to that first quote I shared: which is special ed teachers can't do everything. The system's not designed for the special ed teacher to create the full

benefit for students. It's the coordination and collaboration between the effects of general education plus the effects of special education that allow the student to fully benefit from school.

And we see that right? I mean, that's why we had our Supreme Court decision with *Endrew F.*, you know, is saying that in order for us to meet our substantive obligation, meaning our so what, right? It's not just, did we write the IEP? Or that we include all the parts. But did we really make a difference? This is what we're talking about with that substantive piece. A school must offer an IEP that's reasonably calculated. And if a special ed teacher is the only person who's implementing the components of the IEP, then they're only going to get limited effect from school.

But if we're doing that in collaboration with our related service providers or general ed teachers or special ed teachers, we're going to be offering a program that's of high quality and that will allow students to make appropriate progress in light of their circumstances. Right? Whether they have severe cognitive disabilities, or, you know, executive functioning needs or behavioral needs. So I want to share some strategies for leveraging MTSS for the IEP development. And then I'll talk about how to do it for implementation.

So, and these are based on, you know, I've been in the MTSS, world or RTI world for about 23 years now, and I will say it's evolved over time. You know, I started as a special education teacher in a tiered system of support, and then, you know, had to really understand where the roles fit within the system.

So for the development of the IEP, the first strategy would be to leverage that MTSS data for your present level statement. Right? I mean, part of putting the IEP, you know, drafts together and constructing what's happening, it's a lot, and if teachers are spending their time on the procedural paperwork requirements, then they're not providing instruction which provides the effect.

So if we look at more streamlined ways in which we can leverage that tiered system of support data, it's going to allow us to have a better picture of, for one, how does the disability impact the student in the general education? And what is the level of progress that's needed for this student to really receive full benefit? That, then, can help us design our programming in a way that's more likely to be reasonably calculated.

The other thing is about if we're using a tiered system of support, it can really provide the infrastructure for developing validated goal setting. Now, not every student is going to utilize the MTSS data for goal setting. But it does provide many students a realistic baseline or a good baseline, for where they are, and the benchmarking and rates of improvement that exist within a progress monitoring or a screening system can help us better articulate why this level of progress is needed for a student to fully access and benefit.

So if you look back at the indirect decision, right? It's reasonably calculated for appropriate progress, meaning we need to make sure that whatever benefit that the student is getting is relevant to helping them progress in that general curriculum.

The other thing is around using the evidence that comes from your progress monitoring data and your instructional delivery to really develop the statement of services and aids. And I think a lot of the questions that we have received at both centers is, how do I know how much time I should put in the IEP?

If you're using a similar validated approach to what you're using at a tier 3, you will have really robust data that allows you to confidently say these are the adaptations that are necessary for progress. These are the things that do not work for this student. This is the amount of time the student needs, or



the number of practice opportunities that are necessary for this kid to fully benefit. It allows us to be more precise and intentional in our teaching.

In our session yesterday we did talk about the statement of services and aids. And I think about, you know, we, we have this monumental task with our IEP teams to develop a program that's going to help this kid progress in a school system that maybe was not as accessible because of their disability.

So we have to be able to set up that tiered system of support that allows us to understand, what are the needs of special education that the student has? What related services will help that kid benefit from special education? And ultimately, what are the necessary supplementary aids and services for this kid to be able to access and benefit from tier one? And that's what's nice about, you know the IEP, is it provides this one big program that includes all these cool parts as opposed to like tier 2, which is your one intervention. Now we're putting this package deal together so that the kid can get greater benefits.

And I shared this, and I think Amy put some links in the chat box. But you know, the National Center on Intensive Intervention, over the last 12 to 13 years, has really refined and validated approach, that while it's often seen as an approach for intensification at tier 3 becomes also a validated approach for the design and delivery of SDI. And when we have these comparable approaches to designing instruction, it's much easier for general ed and special ed to collaborate when they feel like they function in two separate systems, then it's really difficult to get that full benefit.

So specially designed instruction, you know, it does require an evidence-based iterative process that uses individual progress monitoring data to help us make decisions around adaptations. And on the screen, what you'll see is the graphical sort of element, or Flowchart from the NCII or the Center on Intensive Intervention, and for students with disabilities, we start with that IEP. That's that orange box at the top, and we monitor the extent to which what we proposed and implemented actually benefited the student, and then we periodically review the data. It's part of your monitoring plan to determine what's working and what's not working.

That's where we get into this. We look at additional data we identify if additional adaptations are needed for SDI, and then we continue to monitor. That's what special education is. It's our, you know, skills in using the data to really intensify and individualize for a student who's not responding as expected.

And what happened is we took that benefit into tier 3, right? It didn't replace the benefit. But it said other kids can also benefit from this intentionality or this validated approach. So there are 5 steps. And I think this is in that process. These align with what happens at tier 2 and a tier 3 within a tiered system of support. So you know, we start with that validated program in A for students who are already identified. This is the IEP and then we progress monitor the extent to which it worked. Most IEPs work for students, right? But in some cases, kids will need more support, right? More academic or functional supports in order to benefit.

So this process is exactly what we're doing in our tier 2. That's the step one, right? The kids sitting in tier 2 standardized intervention. It doesn't work for them based on our progress monitoring data. We look at the data to understand why it didn't work. And then we adapt the intervention, right? And when those adaptations are the result of disability-related needs. Then we start to say, Hmm, we need to either amend the IEP or include these within the SDI that we proposed.

The other thing I mentioned is around the strategy of utilizing that MTSS data to really inform the way that we propose services. Some of you are probably out there going, I don't know, I just do 30 minutes for kids with learning disabilities, or you know, I select the minutes based on the programs available. But if we really have a well-designed MTSS, this iterative process allows us to really understand what

are the unique needs of that student, so that we can intensify, you know, and get the student to a level of growth that's expected.

So this is just like a sample illustration is, we put the IEP in place. The student made some progress, but not based on, you know, the level of progress we had outlined in the IEP goal. You know, we were providing 30 min of specially designed instruction. And what we found is we just weren't really getting the effect. And so the team comes together and, you know, problem solves about why the student is not benefiting from something we thought was reasonably calculated. And we make those adaptations until we find the sweet spot. So these data here indicate that when this student received 60 minutes of specially designed instruction in this case distributed across the day, we saw significantly greater rate growth rates than when the student was only getting 30 minutes, right. And that's something we might see in tier 2 as well. Right. The student makes some progress with 30 minutes, but when we intensify and distribute it across the day, the student is making greater effects.

So the design piece, I think, makes a lot of sense and we often don't have access to that data. Or maybe, you know, we are. Our Ieps don't run with the benchmarking periods or whatever it might be. But these are things we control. We can sort of leverage the system in a way that helps create greater efficiency and effectiveness in the design of the IP.

So how can MTSS then support the implementation of the IEP? We looked at some of the comments. This seems to make a lot more sense, right? That the screening and progress monitoring data can help us monitor the extent to which the student is benefiting from the general curriculum as a result of the IEP, and I often try to remind folks that, you know, special education is not the sole purpose to make sure the kid progresses on the IEP goals. That's just one part. But the other thing is to make sure they're progressing in the general curriculum.

The other nice thing about MTSS is that the teaming infrastructure allows for greater collaboration with our general education and special education and related services partners. That infrastructure is so critical to the success of students, because otherwise we're functioning in silos and hoping it works. The other thing is that, you know, the purpose of the IEP is to ensure kids can access and benefit from the general curriculum that's provided in tier one. And so when we think about, you know, that being the sole purpose, then we can test the extent to which the IEP we developed is reasonably calculated to help the student progress greater in the tier one and also to make progress on their IEP goals.

And the other thing that, you know, in the late 90s, when we started to think about this development of a school schedule that included tier 2 and tier 3, it offered these more logical times in which we could in some cases pull out instruction. Some kids are going to need some of that smaller, you know, isolated SDI, but that school schedule allows the student to get their needs met without being pulled from some of the general curriculum, or in some cases, the specials, the fun part of the school day.

So that leveraging, that last part, is leveraging that system, that tiered system of support can really allow us to collectively meet the needs of students within our school. We're not just creating a system for students with disabilities or students, you know, who are struggling and not yet identified. But instead, we're seeing any kid within the system who needs, you know, what looks like a supplemental level of support, tier 2 can get that just like a student who needs much more intensive support. Our school has the infrastructure, and it's not leaving the special education teacher to do this work in isolation, but to leverage the sort of collective efficacy with the school itself.

So I think you know, just in summary, that MTSS provides that infrastructure for us to deliver the full statement of aids and services right? The supplementary aids and services are those that are delivered within the general curriculum. The special education can be delivered at what looks like a tier 2 versus a tier 3. But that infrastructure is there, and the same for related services.



But what we're finding is that schools that are using UDL high levels of differentiation and high leverage practices, which I'll talk about here, are allowing students to get those services within the general education curriculum or within the general education classroom, and we're seeing greater success for those students.

So and I just want to share. You know that MTSS has, we as a field have identified the high leverage practices as a way for us to implement high quality tier 1, tier 2, and tier 3 instruction. Right? They're not in and of themselves SDI, but teachers who are using those practices, general teachers at the tier one level that are then being used by special education teachers in an intensified way, are getting the greatest benefit. Right? Because we have an aligned system in which kids can benefit, get some benefit from the general curriculum and get increased benefit from the delivery of specially designed instruction and related services.

And on the PROGRESS Center, we have been doing a lot of work in this area in collaboration with CEC and with the CEEDAR Center in taking those practices that have been identified for special education teachers and understanding, if I have to start somewhere, what are those practices that have the greatest effects, and these are the ones that we want to institutionalize within our tiered systems of support.

The first one probably is not surprising is intentional planning, explicit instruction, the delivery of explicit instruction, and the intensification which I just shared. That's really where we see the greatest effects in terms of evidence-based interventions or programs that are being delivered.

On the right hand side are 3 areas in which we see large effects across disability categories, across grade spans, that if we are embedding within our tiered system of support, the explicit instruction and opportunities to practice cognitive and metacognitive skills, kids with and without disabilities, gain the necessary skills to be a learner and benefit from school. This can then be intensified through your IEP. But all kids need this. The same thing with teaching social behaviors that we're explicitly teaching students the behaviors that they need to function within school.

And then, finally, the use of instructional technology, not to replace teachers, but to improve or increase the number of opportunities for practice, so that kids who are struggling can get what they need, while simultaneously allowing teachers to meet the diverse needs within their classroom.

So I just want to close up. And I know there's some questions in the chat, and Amy's going to facilitate those is, you know, this is just the MTSS and the IEP. I will say that, I'll just put it out there, and I don't think I need to, but MTSS is not an intervention. You would never write it in an IEP, right? But the strategy we have to think about what goes in the IEP is the adaptations to instruction that the student needs, the accommodations and the modifications that the student needs. And then we leverage MTSS to implement this, right?

So we do get a lot of questions. And we say, well, what if we're in the initial phases of MTSS? You know, regardless of your MTSS implementation, you are still obligated to provide FAPE to students. We just know that when we're implementing MTSS, we are more efficient and effective in meeting students', meeting our obligations for FAPE. So it's not a well, let's wait to get MTSS in, please, and then we can focus on how we include students, you know, what interventions can we use for students you know, for the SDI for students? We get this question all the time. There is no program that's SDI that you can buy designed for the individual student.

With that said, you can use purchased programs to deliver, right, and if you understand the adaptations that the student needs, then you can identify standardized programs that address those needs right?

But it's not, it's not that all this is the SDI program that we use for students like we might do within a tiered system of support and say, this is our tier 2 intervention that we're using for most students.

What supports are available to assist special ed teachers in their role for MTSS? My recommendation is to really become familiar with the resources on the National Center on Intensive Intervention. There are, and you can see, you know, just here in the center there are literacy resources for designing and implementing specially design instruction in reading and math and behavior that fit within the tiered structure of a school system. We talk about from the PROGRESS Center, SDI is what you have to do, regardless of your implementing MTSS, this center can help you really make those strategic connections of how do we leverage the resources to really be able to integrate or create a single robust system called MTSS?

Some of those resources I'll just pull out that are on the center is, there are professional learning resources. There are lesson plans that allow us to do some of the intensification that you might see both in tier 3 for kids not yet identified, as well as those who are already identified. So you can see there's literacy, literacy resources and behavior.

And then I shared a little bit about the HLPs that, you know, we have identified as giving you the biggest bang for you buck, both in the design and delivery of specially designed instruction. Those are also relevant to the implementation of instruction within tiers 1, 2, 3. So we have a series of tip sheets that are available. But we also have some self-paced learning modules that supplement the HLP work that you would see released by the CEEDAR Center and CEC.

You know, I get this, too, is like, wait, remind me again, you know, how does MTSS really benefit special education implementation? To be honest, it's really around leveraging, and David mentioned this, our collective capacity and our collective efficacy. No individual in that school can do everything. And so, when we have a tiered system of support that supports educators in their ability to design and deliver instruction, special education is going to benefit from that. They're going to benefit from the data that that is inherent in the system. They're going to benefit from the core programming and the supplemental supports and intensive supports at tier 2 and tier 3. The infrastructure is that the teaming piece, the schedule that can really help with the sort of thinking about how we meet the needs of a large case load collectively, right? It's not just me meeting the needs of my 45 students. But the school is meeting the needs. And I'm part of that process.

So I'm going to stop right there. I'm going to leave this up on the screen, and I turned off my chat box because I couldn't see, but I just I think there might be some questions. So I'll pass it to Amy.

Amy Peterson: Yeah, and please, if you have a question for Tessie, we do have a couple of minutes, so please keep them coming as they come through while you're thinking about those questions. I want to ask: one recommendation or one question of all of you. In your participant list, can you go ahead and look at what your name looks like there? And if it's just your first name, or maybe it's your email address, or maybe it's a symbol or something like that. Can you go ahead and put the name that you have used to register for the system? At least your first and last name, so we can match you up, particularly if you are interested in getting a certificate of attendance for the session. It will just help us on the back end.

But one of the questions, Tessie, that came in was asking a little bit more of clarification about is special education moving toward being a service given to students in need of more permanent, consistent, long term support throughout the student's academic learning and our special ed teachers moving toward being more scientific data centered.

Tessie Bailey: Well, I'm going to just answer the second one first. I would hope so, and I will say, in the early work of special education, some of you may be older like me, too. We talked a lot about precision teaching. That's what allowed us to provide specialized instruction is, we used data, our knowledge of the student and the context to really make decisions in terms of the first one. I don't know that special education is dramatically changing. I think the way that we think about its implementation is evolving.

We have, if you look back over the 45 years, have often perceived them, as you know, sort of these siloed systems, and kids with disabilities would go over to special ed and then would go over to general ed. And I think what we're trying to do is to be more strategic in knowing that if we're going to support students with disabilities, we can't have these 2 systems where they go to the special ed teacher get their stuff, and we hope it helps them. We now need to be more intentional in that integration of the transfer of that knowledge.

That's, I think, where we're moving towards, and I think we've been moving there for a long time, is this greater collaboration as a school system to support kids with disabilities that it doesn't fall just on the shoulders of an individual or an individual program. And I think that, you know, special ed programs focus on the really narrow specific needs, but the MTSS has to focus on all of the needs, right? I mean that it's not just, the kid is a kid in special ed. It's going to address some of those disability related needs. MTSS will be much bigger.

Amy Peterson: Great, thanks. I just want to send a quick clarification about the certificates to everyone. You will get a certificate of attendance for all of the sessions that you attend. So we will couple all of that information together. So it's not after each that individual session will be one certificate for all of the sessions you attend, and we'll get that out to you hopefully within a week or 2 after the event. So if you when you registered, you probably identified that you want a certificate. If you're not sure, go ahead and send us an email at the PROGRESS Center and just confirm that you want a certificate, and I know that a lot of you are having trouble finding a place to put or change your name. So what people are doing is great. Changing your just putting your name here in the list, just so that we have that confirmation. It just helps us on the back end. So no problems there.

Tessie Bailey: There are 2 questions in the Q. A. Amy, that's what I was going to ask you and I want to address the most recent one. It's such in self students who are in self-contained classes. I think this is often where we say all kids are involved in MTSS except for those students. I mean, technically, students who are in self contained classes are still getting access to the general curriculum. So even though they're in that class, that class in and of itself is not SDI. And we'll talk about that in a later session.

What you design and deliver within that class is really the SDI. So if you think about a self-contained class, the student is still likely getting the tiered system of support access, maybe to a modified general curriculum, but each individual within that that class is still getting what they need from their IEP. The self-contained class just helps me with the infrastructure to do that, and so should a special ed teacher included.

So should the special ed teacher be included in MTSS? There is a great Q and A, it's from 2011 from OSEP, that really clarifies what is the role of special education in the pre-referral pieces of it. A lot of it has to do with how your funding structure is in your state and your district. There's a lot greater flexibility with blended funding. But if you, for example, are using title funds for interventions, and then you're using early intervening services. Students with disabilities cannot double dip in the early intervening funded interventions. And so that's where I would work with your federal programs folks to make sure that you're not, those kids are not getting a double dose of those services.

And are there models of how this would function in large schools and small schools? There are, and at the MTSS Center. Dr. Jason Harlecher is the director of that center now, and we have schools that we've been working with over the last 5 years to help sort of set up this infrastructure.

Yeah, the question about the big picture in schools, where the roles are defined. I think the challenge that we ought to have in big schools is the bureaucracy is like, who's responsible? How does the information get down? But with that said, we've been working with some very large schools who have been inclusive of the different roles within the system, in the development and design of the guidance around what it looks like, right? And I think it's going to look a little bit different in each school. But there needs to be some clearly defined roles and routines. If you're going to make this work well.

So I think I think I've got all the questions. If there's others, please let me know. And then I have a session later, the SDI in the secondary settings, because for one, MTSS is a little more challenging in the secondary settings. And what's interesting is the delivery of specially design instruction. So how do those two leverage each other to really meet the needs of kids? So thanks, Amy.

Amy Peterson: Yeah, thank you so much, Tessie, for answering those questions. So then, on the next slide, we just have a quick reminder about the layout for today. So after this session we'll have that time for a quick break. We will then go into those concurrent sessions. You can choose one of those 4 sessions we talked about earlier. Then we'll have a little bit of a break. You can choose the second concurrent session that you're interested in attending. We'll have another break, and then we'll have that final closing session for the PROGRESS Center sessions at the end of the day today. And, as I mentioned earlier, we have lots of NCII related sessions tomorrow. So Tessie mentioned the data based individualization process. We'll go deeper into DBI. We'll go deeper into progress monitoring and intensifying intervention. So look forward to having you back for those sessions as well.

I mentioned this already, but all of these materials can be found here on the PROGRESS Center's website. We'll keep adding additional links as they come forward. I appreciate everyone who's put in their names in the chat there. If you need to follow up after with an email, feel free to do that as well to let us know that your name was in here. And we had a question about the schedule one more time, Tessie, so if you can go back one slide.

You can see the schedule here for the day. You'll also see that in the event program which can be found on the Progress Centers website as well as on the registration page. for the event itself.

So if there's not any questions any more questions, thank you all for your time. It's been a great session this morning. It's about 12, currently on my time, and so we will go ahead and let you all go and have a little bit of a break, and we'll see you back together at 12:45 for the concurrent sessions.

Tessie Bailey: Thanks everyone.