



# Virtual MTSS

Intervention and Assessment



# Planning and Problem-Solving: How can it work virtually?

- Virtual MTSS implementation may require training or refreshers on:
  - What problem solving teams are:
    - Solution driven- The focus is to meet the student's needs in the general education setting, if possible. The team develops interventions to produce positive outcomes.
  - The Problem-Solving Model:
    - NASP provides a problem solving model:
      - Problem Identification: What is the problem?
      - Problem Analysis: Why is it occurring?
      - Plan Development: What should be done?
      - Plan Evaluation: Did it work?

More information on problem solving teams can be found at:

[https://www.nasponline.org/assets/documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/nasp\\_probsolve.pdf](https://www.nasponline.org/assets/documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/nasp_probsolve.pdf)

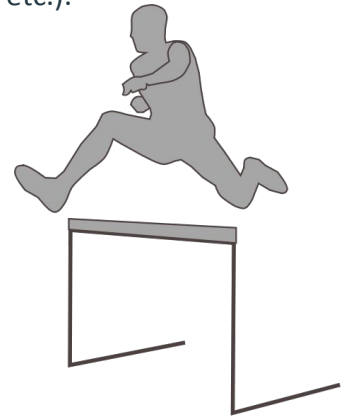
# Planning and Problem-Solving: How can it work virtually?

- Schools should develop problem-solving teams to meet regularly.
  - Usually a multidisciplinary team consisting of, at least a(n):
    - **General education teacher**
    - **Special education teacher**
    - **Administrator**
    - Instructional specialist/coach (if available)
    - School psychologist (if available)
  - Other members could include:
    - Speech/language pathologists
    - Occupational therapists (AT considerations)



# Planning and Problem-Solving: How can it work virtually?

- Possible hurdles:
  - Staff will require access to:
    - Virtual meeting platforms (e.g. Zoom, Skype, Adobe Connect, Cisco Webex, etc.).
    - Multiple technology tools (laptop, tablet, etc.).



# Virtual Tier 1:

- students struggling to meet benchmarks can be provided:
  - Accommodations. For example:
    - additional time to complete assignments.
    - supplemental instruction programs.
    - digital reading guides.
    - highlighting.
  - differentiated instruction (reteaching groups).
  - increased assessment measures or progress monitoring.

# Virtual Intervention at Tiers 2 & 3

- Use Scientific, Research-based interventions.
  - Highly structured and intensive
  - Usually scripted.
- If the intervention has either or both of the above, it could possible yield better results.
- Progress monitoring data may need to be interpreted with caution with little research on virtual intervention delivery.
  - PM data obtained from virtual settings could be verified with continued intervention delivery and PM once school resumes.

# Virtual Intervention: Pros and Cons

## Pros:

- Scheduling flexibility
  - Time
  - Length of sessions
  - Session frequency
- Grouping flexibility
  - Flex across teams or even grade-levels
  - Individual interventions!
- Interventionist options
  - Title One teachers
  - EL teachers
  - Instructional coaches

## Cons:

- Could be difficult to maintain student engagement.
- No use of physical manipulatives.
- Home environment distractions.
- Level of support or assistance.



# Virtual Testing/Screening



# Verifiable Student Data & Online Benchmarks and Progress Monitoring

- What is “verifiable student data”?
  - Ensuring that data from an online assessment is valid.
  - Basically making sure a student isn’t receiving additional help during an assessment.
- What are some ways of verifying data?
  - In-Person Testing: This is possible during traditional school settings but extended closure due to health hazards make this impossible.
  - Virtual Testing Rooms: This is the most feasible option if schools must close and benchmarks or regular progress monitoring must continue.

# Virtual Testing Rooms

- Professional testing centers can be used as a framework.
  - Test taker arrives and signs in.
  - assigned a computer
  - monitored via CCTV cameras.
- Virtual testing rooms would work similarly.
  - The student would:
    - login to the virtual testing room.
    - login to the testing platform.
    - be monitored by the virtual testing room teacher.

# Virtual Testing Rooms: Pros and Cons

## Pros:

- Scheduling flexibility
- Provides a semi-formal, semi-familiar testing setting.
- Efficiency: don't have to wait for everyone to finish.

## Cons:

- Technical issues.
- Webcam view is limited.
- Can't monitor every student's screen.
- Drop in scores due to change of setting.

# Benchmarking and PM Options

- These benchmark and/or PM systems are also approved for RSA:
  - Acadience, AIMSweb Plus, DIBELS, easyCBM, FAST, IREADY, and STAR
- All of these programs except for one (Acadience) have online testing options.
- Some of these programs are completely online.
- For Acadience:
  - Testing materials will need to be digitized to a non-editable file (e.g. PDF).
  - Digitizing math assessments that require non-verbal responses will be difficult to create and time consuming.

# References

Callan Stoiber, K. (2014). 3: Problem solving foundations for school psychological services. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 25-40). Bethesda, MD, MD: NASP.

Florida Department of Education. (2012). *Applying Florida's Planning and Problem-Solving Process (Using Rtl Data) in Virtual Settings*. <http://www.fldoe.org/core/fileparse.php/7509/urlt/0085404-mtss-virtual.pdf>