

**General Education Interventions/Response to Intervention/  
Multi Tiered System of Support**

(Child Find for kindergarten through age 21)

For children in kindergarten through age 21, Kansas screening laws require that schools utilize observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening, and age-appropriate assessments for school aged children designed to identify possible physical, intellectual, social or emotional, language, or perceptual differences. Screening must be available for students attending both public schools and private schools.

In Kansas, this screening is conducted, in part, through the **required implementation of general education intervention (GEI)**.

The purpose of GEI is to intervene early for any child who is presenting academic or behavioral concerns. This intervention leads to a better understanding of the supports children need in order to be successful in the general education curriculum and school setting. The data collected during GEI assists in determining which children may be children with potential exceptionalities who need to move to initial evaluation for special education. Collaboration between special and general education staff is an important part of the GEI process.

The GEI process should continue until a successful intervention is determined, when it is evident that the successful intervention requires resources beyond those available in general education, and/or when the team suspects the child is a child with an exceptionality (disability or giftedness). The GEI team is responsible for planning and implementing the interventions. They are responsible for making one of the following determinations when doing so:

- Continue the intervention and monitor child progress
- Change or modify the intervention and monitor child progress
- Change or modify the intervention, monitor child progress, and carry the child into initial evaluation.

This process does not end until the child is successful! Even when the decision has been made to move from GEI into an initial evaluation, the intervention process should not stop. It becomes part of the evaluation process.

Kansas regulations state that a school may refer a child for an initial evaluation when:

- School personnel have **data-based documentation** which indicates that GEI and strategies would be inadequate to address the areas of concern for the child.
- School personnel have **data-based documentation** that indicates that prior to, or as a part of the referral, the following were met:
  - The child was provided appropriate instruction in regular education settings that was delivered by qualified personnel;
  - The child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction;
  - The assessment results were provided to the child's parents; and
  - The assessment results indicate an evaluation is appropriate.

GEI may be carried out through a school-wide approach of providing a multi-tiered system of scientifically research-based interventions for all children (**MTSS**) &/or through an **individual child problem-solving approach**.

Kansas encourages schools to use a school-wide, multi-tiered system of supports for all children to address both academic and behavioral concerns. In Kansas, this is supported through the Multi-tiered System of Supports (MTSS) which includes both school-wide academic supports and school-wide positive behavior supports. The three-tiered model is described below.

1. All children receive a core instructional program that uses a scientifically validated curriculum that is provided for all students. Schools choose curricula that have evidence of producing adequate levels of achievement and instruction is differentiated within the core to meet a broad range of student needs. Interventions are provided via the general curriculum. Universal screening of all children to monitor progress and to identify children who may need additional support is conducted. Approximately 80% of children in the school will be successful in the general curriculum.
2. Those children who do not respond to the core instructional procedures will receive targeted group interventions in addition to core instruction. More frequent measures of progress monitoring are used to collect child progress data. Approximately 15% of students will need targeted supplemental support.
3. A few children receive intensive, individualized interventions. These may be in addition to, or instead of the supports provided in Tier 1 & 2, depending upon the needs of the child. Interventions will be more intensive and delivered in more substantial blocks of time. Approximately 5% of students will need this intensive support.

Data collected at each tier should guide school personnel as to the next steps to take based on the child's response to interventions tried. At least by the time a child is ready to access the intensive supports of Tier 3, the school should employ the use of individualized problem solving to design the intensive individualized support the child will receive as well as to plan to monitor the child's progress and document the child's response to the scientifically research-based interventions. The approach of individual child problem-solving is therefore a component of the larger school-wide system, or it may stand alone as a method to conduct GEI as outlined below.

### **Individual Problem-solving Approach:**

This process is typically carried out through a building level problem-solving team or SIT (student intervention team). The intent of the team is to provide support to any child who may be experiencing difficulty (behaviorally or academically) and to work to improve the overall achievement of all children in the school.

The following outlines the four basic steps of problem solving and indicates briefly what happens at each step.

1. Problem Identification
  - a. Define the problem.
  - b. Measure the skill or behavior in the natural setting to establish baseline performance.
  - c. Estimate the severity of the problem using age norms or comparing to peers.
  - d. Establish expectations for the child.
2. Problem Analysis
  - a. Analyze antecedent, situational, and consequent conditions.
  - b. Use ICEL (instruction, curriculum, environment, learner) to analyze the problem.
  - c. Collect additional data as needed to understand the cause of the problem.
3. Develop and Implement an Intervention Plan
  - a. Formulate a plan that uses scientific research based interventions designed to target the cause of the presenting problem.
  - b. Establish intervention goals.
  - c. Develop a plan for monitoring progress which specifies the child data to be collected and the schedule for collecting it. Decide how the data will be displayed (chart or graph) to facilitate evaluation.
  - d. Implement the plan with treatment integrity and frequent monitoring of progress.
4. Evaluate and Revise Plan
  - a. Review progress monitoring data to determine if enough progress has been made by repeating Step 1.
  - b. If expectations have not been met, repeat Step 2 to further analyze the problem.
  - c. Revise current intervention or select a new intervention including components of Step 3.

## **Data Collection & Documentation for GEI**

IDEA 2004 requires that before a child may be referred for a special education evaluation, data-based documentation must be collected that provides support that:

1. GEI interventions and strategies would be inadequate to address the areas of concern for the child, **OR**
2. The child was provided appropriate instruction in regular education settings that was delivered by qualified personnel; **AND**
3. The child' academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction.

Additional documentation is required for schools that use MTSS. In addition to the data described above, the school must document that the child's parents were notified about:

- The State's policies regarding the amount and nature of child performance data that would be collected and the general education services that would be provided;
- Strategies for increasing the child's rate of learning; **and**
- The parents' right to request an evaluation.

(Adapted from KSDE Process Handbook)

**It is an expectation of the MAR-NEM COOP administration that every school in the cooperative at every grade level have a team in place to conduct GEI. These teams should include the participation and collaboration of both general and special education personnel. Individual problem solving or MTSS may be utilized, depending on the individual district's policies.**

**A typical team would include an administrator, a counselor, a special education teacher &/or school psychologist, grade level teachers (or a variety of subject area teachers for secondary level), and a school social worker (if the district employs one).**

**Data-based documentation is required and each individual building team should develop a system for monitoring progress and collecting/displaying data. When a student is referred for an initial comprehensive evaluation, this documentation MUST be forwarded to the MAR-NEM COOP office along with the referral for assessment form.**

**Sample forms from a variety of sources are included in this section.**

**Research -based interventions should be utilized.**

***MAR-NEM COOP hosts Principals' meetings during September to share information about special education policies/procedures, changes in the law/regulations, general education interventions, and local information concerning requirements of special education staff in their buildings. The principals receive a copy of the special education procedural manual, and the director of special education reviews the manual, emphasizing points of particular interest/concern to the principals. During this meeting, other information and resources are provided to the principals to assist them in providing special education services within their buildings. Examples of resources provided: information on RTI, strategies and interventions for general education interventions, flyers on upcoming conferences of interest and Kansas Infinitec Coalition information.***