



**NeMTSS**  
FRAMEWORK



**NEBRASKA**  
PARAEDUCATOR  
CONFERENCE

**Be Informed, Confident and Empowered**

**10:15-11:00 a.m. (CT)**  
**1:45-2:30 p.m. (CT)**

### Region 1

ESUs 4, 5, 6 and LPS

Scott Eckman ([scott.eckman@esu6.org](mailto:scott.eckman@esu6.org))

### Region 2

ESUs 2, 3 and OPS

Kala Peyton ([kpeyton@esu3.org](mailto:kpeyton@esu3.org))

### Region 3

ESUs 1, 7, 8

Brooke Gebers ([bgebers@esu1.org](mailto:bgebers@esu1.org))

### Region 4

ESUs 9, 10, 11, 17

Kris Kampovitz ([kkampovitz@esu10.org](mailto:kkampovitz@esu10.org))

### Region 5

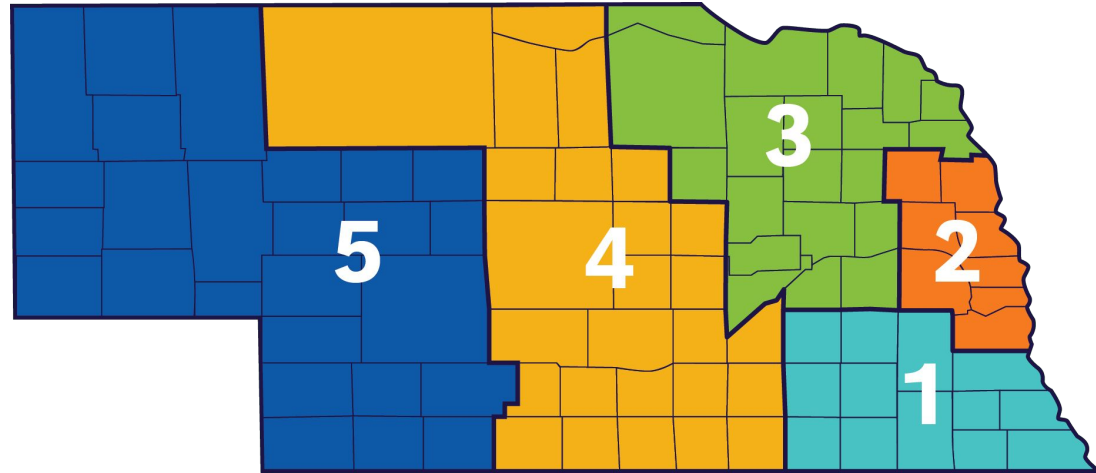
ESUs 13, 15, 16

Tessa Fraass ([tfraass@esu13.org](mailto:tfraass@esu13.org))



[NeMTSS Website](#)

The NeMTSS Implementation Support team works statewide across five regions. If you have questions, please contact your **Regional Support Lead**.



# Learning Objectives

- ✓ Recognize how your work with students makes a positive impact as part of a Multi-tiered System of Support (MTSS) Framework.
- ✓ Explore how your work supports Individual Family Service Plans (IFSP) Individualized Education Plans (IEP) and Targeted Improvement Plans (TIP), and why it matters.
- ✓ Identify the four evidence-based strategies from the Targeted Improvement Plan (TIP) that you can use to support all students in achieving positive outcomes.

# Welcome Inclusion Activity

## *“Like Me”*





# THE PARAEDUCATOR

---

is often the key to how **inclusive** a student's education is—by how they support **social** interactions, make **academic** content accessible, and support the **comfort** needs of the student.



Recognize how your work with students makes a positive impact as part of a Multi-tiered System of Support (MTSS) Framework.



**NeMTSS**  
FRAMEWORK

In Nebraska, a Multi-tiered System of Support (MTSS) is defined as an ***educational framework*** for ***continuous improvement***, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for ***all students*** in the state.

# NeMTSS Provides and Fosters

High-quality instructional materials

Early intervention

Involvement of all educators

A problem-solving process

Community Partnerships

Support for every learner

Academic, social, emotional and behavioral support





EXCLUSION



SEPARATION



INTEGRATION



INCLUSION

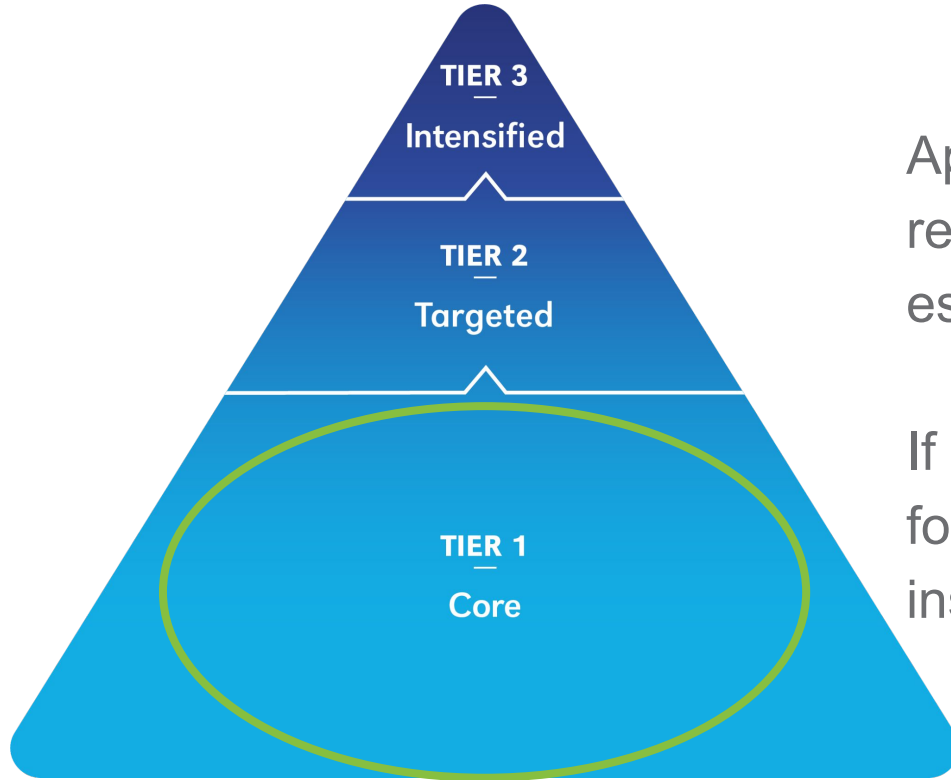


*Inclusion:  
A sense of  
genuine  
belonging*

Yale Poorvu Center for Teaching and Learning

There is clear and consistent **evidence** that **inclusion** provides **benefits** for **students with AND without disabilities**.

# Tier One: Core



Approximately 75-80% of students reaching benchmark criteria established by screening tools

If below 75%, it is essential to intensify focus on improving tier one core instruction

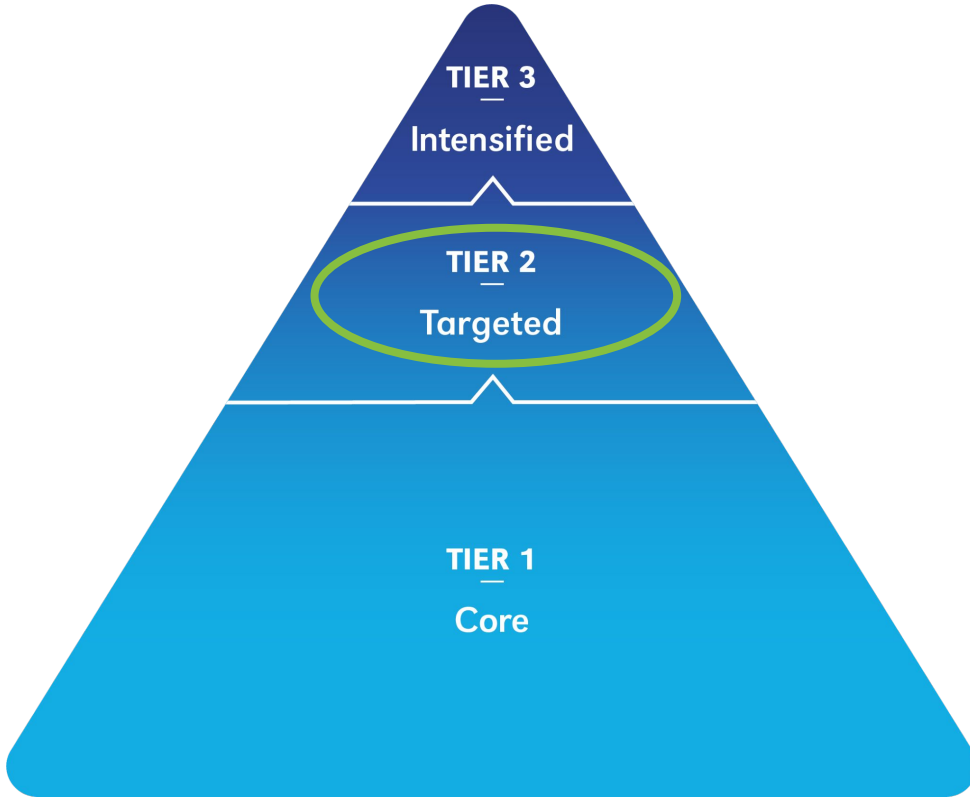
# Tier One:Core

## *Foundation for the NeMTSS Framework*

- All students
- Preventative and proactive
- Social, emotional, behavioral and academic
- Positive relationships between staff and students
- Evidence-Based Practices
- High-Quality Instructional Materials
- Fidelity of implementation
- Balance needs with resources available
- Supportive atmosphere



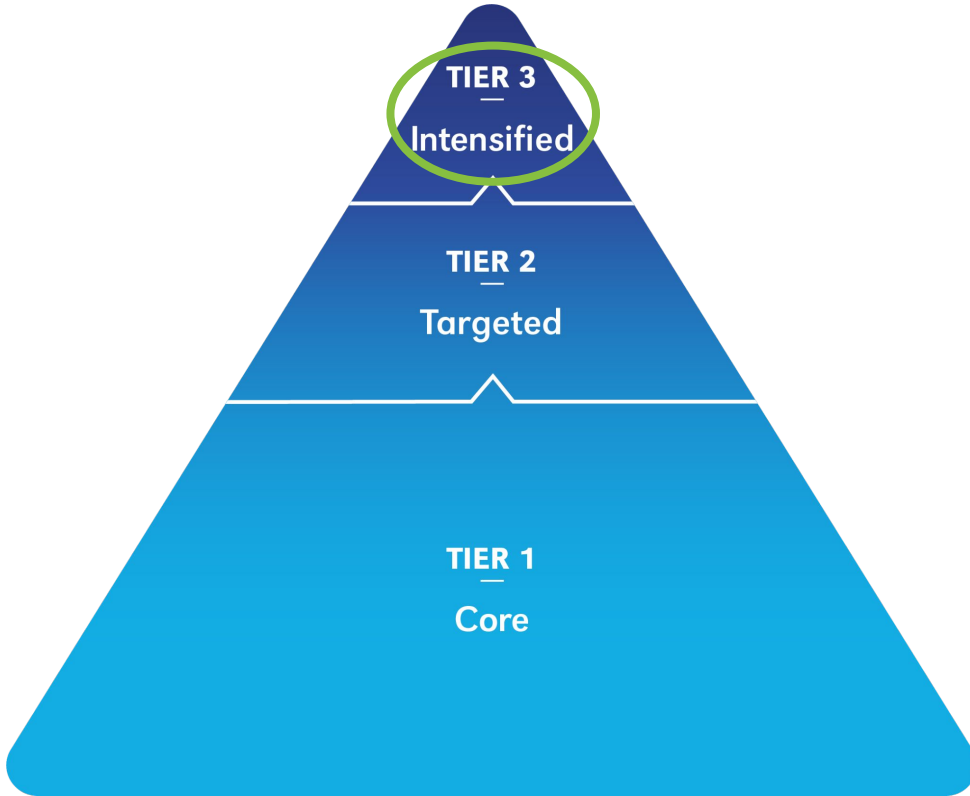
# Tier Two: Targeted



Approximately 10-25% receiving skill-focused targeted support based on data **IN ADDITION** to core instruction

The support provided needs to be evidence-based and is determined using problem-solving and decision rules

# Tier Three: Intensified



Less than 10% receiving skill-focused intensified support based on data **IN ADDITION** to core and supplemental instruction

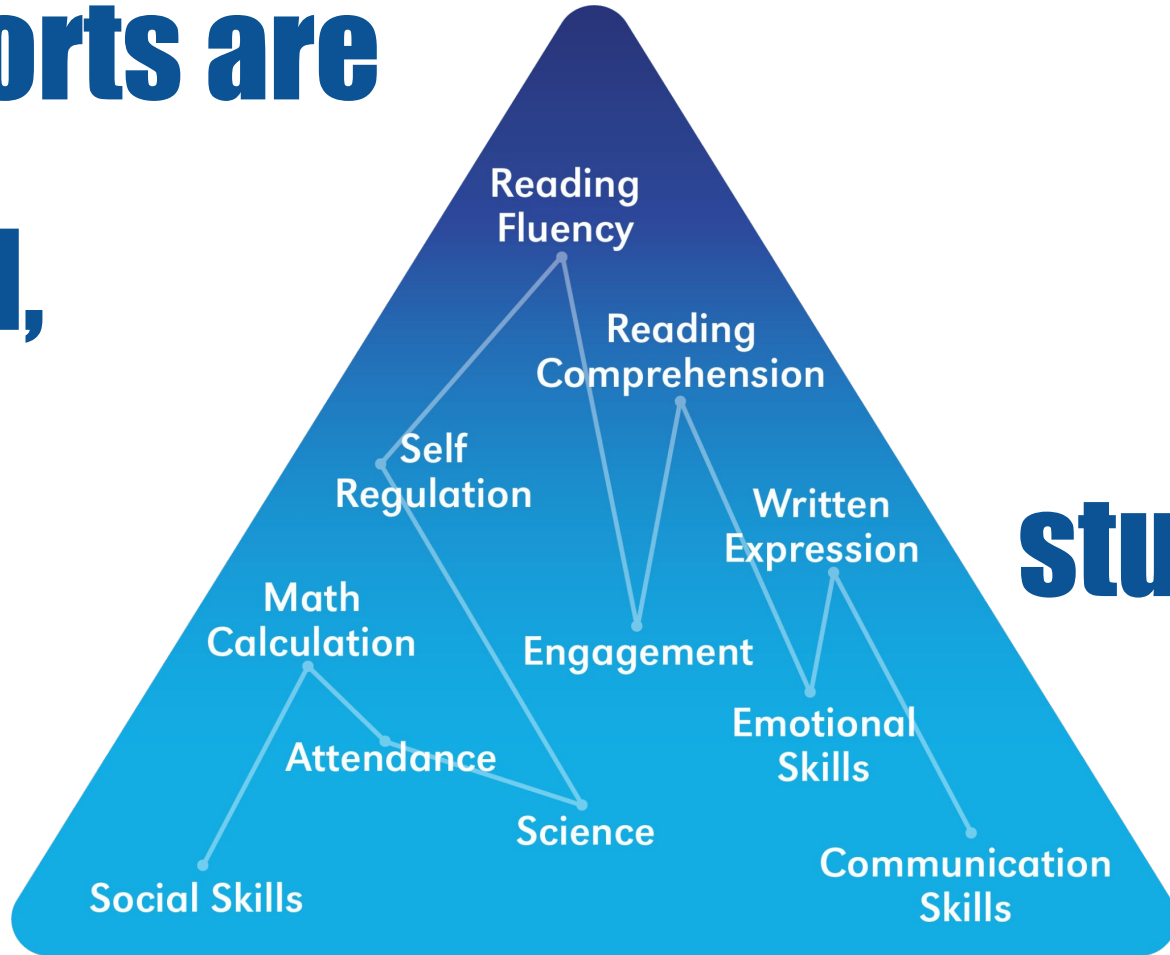
The support provided needs to be evidence-based and is determined using problem-solving and decision rules

# Tiers Two and Three: Targeted and Intensified

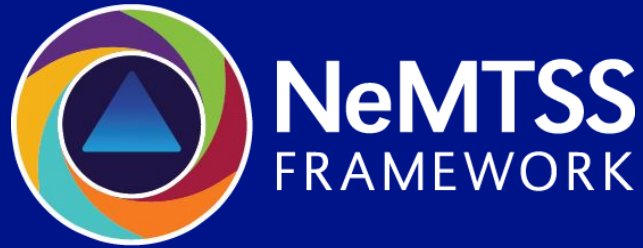
- Some students
- Responsive to specific skills
- Social, emotional, behavioral and academic
- Problem Solving Process
- Evidence-Based Practices
- High-Quality Instructional Materials
- Fidelity of implementation
- Decision Rules
- Supportive atmosphere



**Supports are  
tiered,**



**NOT  
students.**



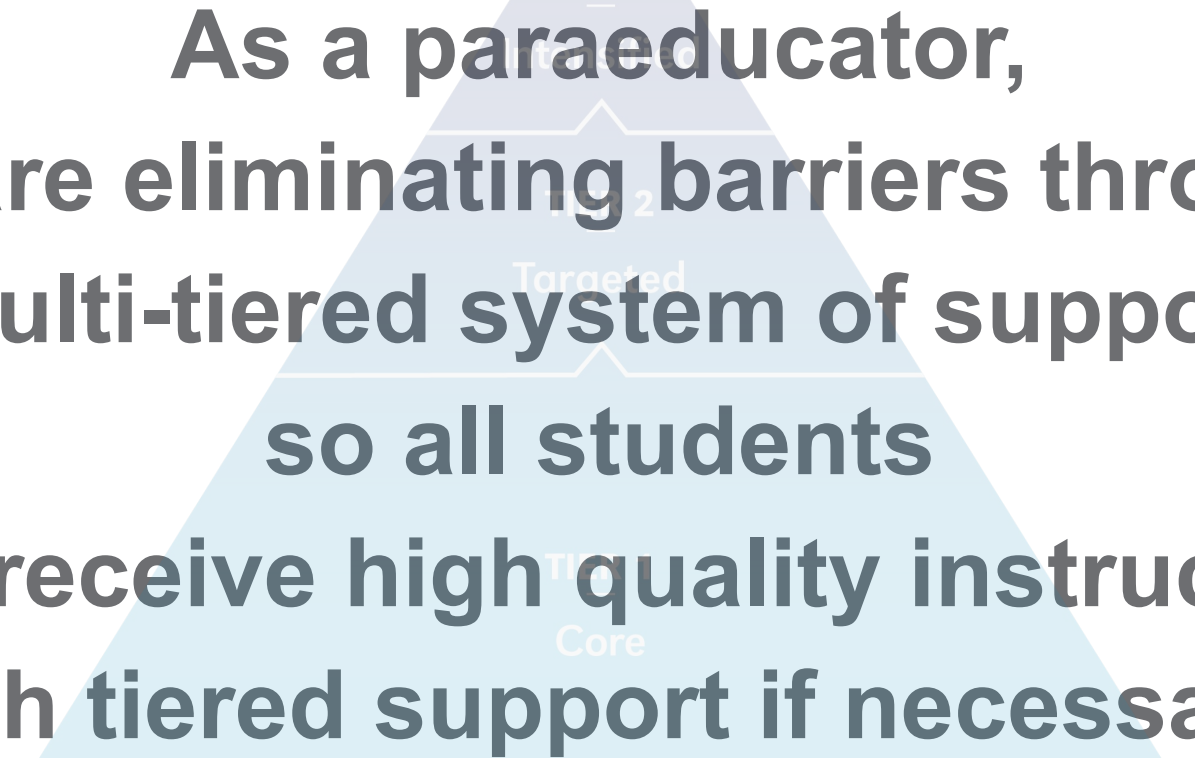
Explore how your work supports Individual Family Service Plans (IFSP) Individualized Education Plans (IEP) and Targeted Improvement Plans (TIP), and why it matters.





# Nebraska Department of Education – Office of Special Education

- ▶ Individuals with Disabilities Education Improvement Act of 2004
  - ▶ Ensures all children with disabilities receive a free and appropriate public education that meets their individual needs
- ▶ Nebraska Special Education Act
  - ▶ Rule 51



**As a paraeducator,  
YOU are eliminating barriers through a  
multi-tiered system of support  
so all students  
can receive high quality instruction  
with tiered support if necessary.**



- Flexible support for students in a variety of settings
- Increased opportunities for close observation of students
- Valuable team member in problem solving and decision making

# Individual Family Service Plan (IFSP)

- Written legal document that lays out the supports and services kids with developmental delays need to start catching up.
- Created for eligible kids from birth to age 3 who need extra help with physical, communication, self-help, cognitive, or social-emotional skills.
- Outlines what families need to help kids with early intervention.



# Individual Education Plan



A written statement for each child or youth with a disability that describes their educational program and is developed, reviewed, revised, and implemented in accordance with special education laws and regulations.



## Individual Education Program (IEP)

**Student:** Corn Husker **Date of Birth:** October 12, 2006 **Grade:** 9 **School:** Nebraska High School **School District:** Nebraska Community Schools

**Parents:** Mr. and Mrs. Husker

**In Effect:** 8 / 15 / 2022 to 8 / 15 / 2023

**The Following Participants Were In Attendance At The IEP Meeting Conference Date:** 8 / 15 / 2022

Participant Name(s)	Position/Relationship To Student	Date
Mr. Husker	Parent	<u>8</u> / <u>15</u> / <u>2022</u>
Corn Husker	Student (whenever appropriate, or if the student is 14 years of age or older)	<u>8</u> / <u>15</u> / <u>2022</u>
Mr. Hughes	Regular education teacher	<u>8</u> / <u>15</u> / <u>2022</u>
Ms. Black	Special education teacher or provider	<u>8</u> / <u>15</u> / <u>2022</u>
Dr. Caldwell	School district representative	<u>8</u> / <u>15</u> / <u>2022</u>
	Individual to interpret evaluation results	<u>8</u> / <u>15</u> / <u>2022</u>

### Special Considerations

#### Student's strengths:

Corn is very friendly and gets along well with others. He does well with math computation but his struggles with reading make it hard for him to apply this to word problems.

#### Parental information, including concerns for enhancing their child's education:

Mr. and Mrs. Husker are concerned about Corn's transition into high school. They worry that he won't be able to keep up in his classes and won't be able to earn the credits he needs to graduate.

#### Results of initial or recent evaluation(s):

The most recent triennial evaluation indicates that Corn continues to qualify as a student with a specific learning disability in reading fluency and reading comprehension.

#### Results of child's performance on any general state and district-wide assessments:

Corn's most recent NSCAT shows that he is not proficient in the areas of reading, math, science, or social studies.

**If behavior impedes learning, consideration of the use of positive behavioral interventions and strategies:**

N/A

**If student has Limited English proficiency, consideration of language needs**

N/A

**If the student is blind or visually impaired, the IEP shall provide Braille instruction and the use of Braille, unless after an evaluation it is determined that Braille, and the use of Braille is not appropriate for the child:**

N/A

**Consideration of the Child's Communication Needs:**

N/A

**For children who are deaf or hard of hearing consideration of the following 3 areas:**

**1. Child's language and communication needs:**

N/A

**2. Opportunities for direct communication with peers and professionals in the child's language and communication mode:**

N/A

**3. Academic level and opportunities for direct instruction in the child's language and communication mode:**

N/A

**Consideration of the Child's Need for Assistive Technology Service or Device:**

Corn needs text to speech technology in order to access grade level text.

**Present Level of Academic Achievement and Functional Performance:**

Includes how the child's disability affects the child's involvement and progress in the general education curriculum, or for preschool children, how their disability affects the child's participation in appropriate activities:

Reading: Corn currently reads at a third grade reading level. He has a hard time recognizing unfamiliar words which limits his fluency and comprehension. This impacts his ability to read grade level text and keep up with his peers.

## Goals

### Goal 1

#### Measurable Annual Goal:

Corn will analyze the development of two or more implied or explicit themes over the course of a literary text or texts. **LA.10.RP.1**

#### Short Term Objectives:

Corn will identify an explicit theme over the course of a literary text or texts  
Corn will identify an implied theme over the course of a literary text or texts  
Corn will analyze the development of one explicit theme over the course of a literary text or texts  
Corn will analyze the development of one implied theme over the course of a literary text or texts

#### Measurable Annual Goal:

Citing relevant and thorough textual evidence to support ideas, Corn will evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text. **LA.10.RI.1**

#### Short Term Objectives:

Corn will identify an author's perspective or use of point of view  
Corn will identify relevant and thorough textual evidence to support his ideas  
Corn will identify the style and meaning of grade-level information text

#### Measurable Annual Goal:

Corn will integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes **LA.10.V.1**

#### Short Term Objectives:

Corn will:

- Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
- Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.



## PROGRESS REPORT:

**Schedule:** Quarterly

**Evaluation Procedures/Instruments:** Progress monitoring tools, teacher made tests, teacher observations

**Person(s) Responsible:** Ms. Black, special education teacher

**Review Dates:** August 15, 2023

### Statement of progress:

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Corn's progress will be communicated through progress reports. Additional communication (i.e. phone calls and emails) will be utilized on an as needed basis.

### Statement of Special Education and Related Services:

Provide a statement of special education services provided to the child and include a description of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom.

Corn will receive 90 minutes of direct support in the general education classroom during ELA.

### Accommodations/Modifications

Provide a statement of the accommodations and/or modifications provided to the child.

Corn will receive the following accommodations:

- Extended time
- Read aloud
- Shortened assignments
- Preferential seating
- Use of calculator
- Audio textbooks



What is one way you have helped support  
a student's IFSP or IEP?

What is something new you've learned  
about an IFSP or IEP?



**NeMTSS**  
FRAMEWORK

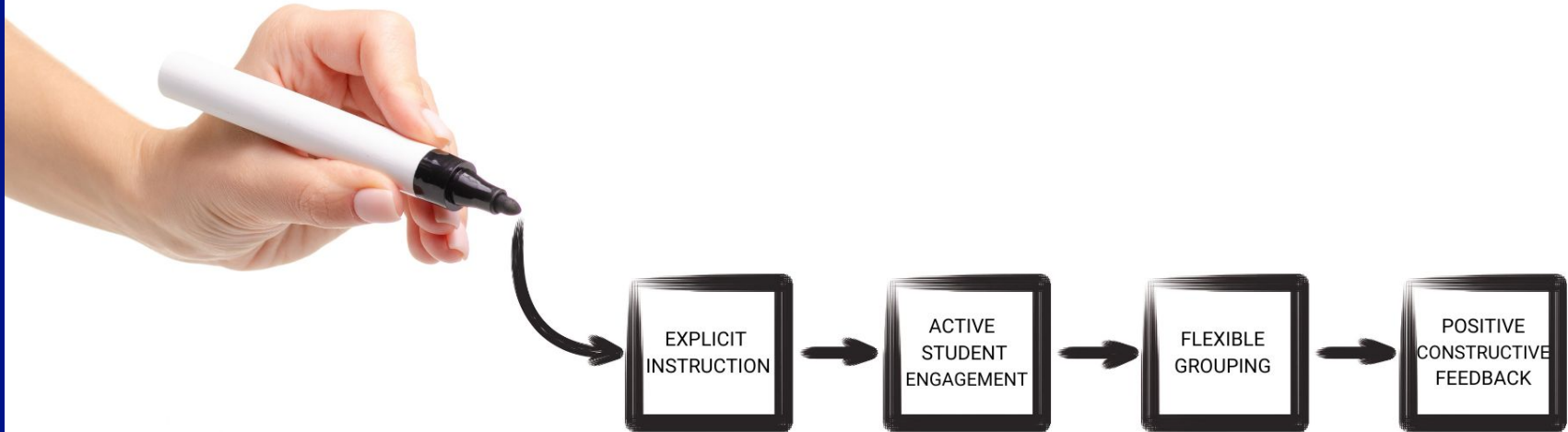


# Targeted Improvement Plan

# Targeted Improvement Plan Requirements

- Focus for improvement
- Measurable goal with annual targets
- Student-centered, evidence based strategy to affect the outcomes for students with disabilities
- Implementation plan
- Criteria to measure fidelity of the student-centered, evidence based strategy selected
- Aligned to the overall general education improvement activities being implemented at the district

# Evidence-Based Strategies Guiding the Targeted Improvement Plan





**NeMTSS**  
FRAMEWORK



# Explicit Instruction

Explicit instruction is “instruction that *does not leave anything to chance* and it does not make assumptions about skills and knowledge that children will acquire on their own.”

-Joe Torgesen (2004)

# Explicit Instruction includes variations of...



- Direct explanation
- Modeling
- Guided practice
- Independent practice
- Feedback
- Discussion
- Monitoring



# Explicit Instruction

**Instruction**

**I Do**

- Explain
- Model
- Think Aloud

**Guided Practice**

**We Do**

- Student Engagement
  - Guided Practice
  - Immediate Feedback

**Independent Practice**

**You Do**

- Independent Application
- Check for Understanding

# Teach Students How To Have Discourse

Rocks vs. Sedimentary Rocks



Use Clear and Concise Academic Vocabulary

## Monitor closely

- Walk Around, Look Around, Talk Around

## Provide Immediate/Informative Feedback

- Delivered immediately and tied to students' actions

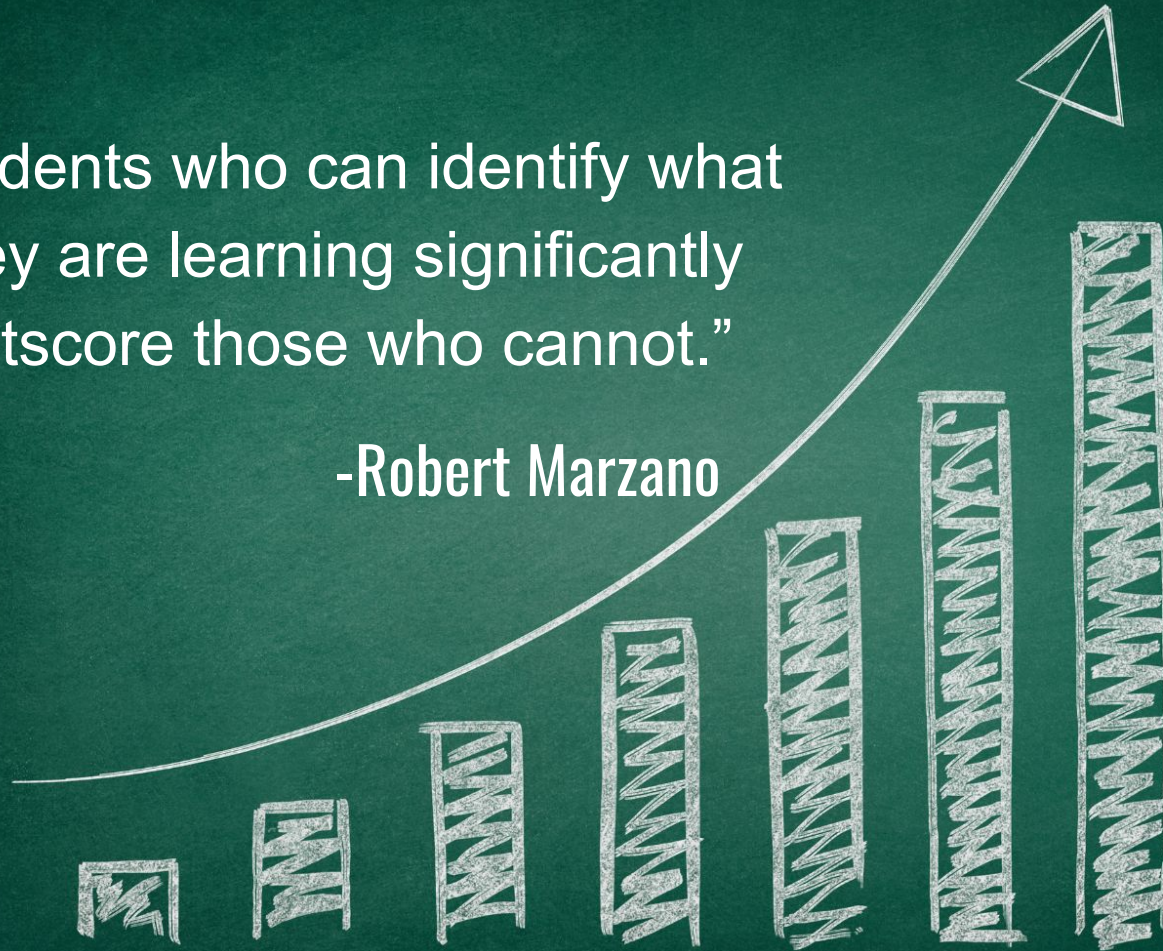


## Help Make Connections

- Connect skills and concepts

“Students who can identify what they are learning significantly outscore those who cannot.”

-Robert Marzano





**NeMTSS**  
FRAMEWORK



# Active Student Engagement

# Let's Reminisce....

Think about your favorite adult in school and/ or favorite class?

- What did you like about your favorite adult in school?
- What did you like about your class?
- How did the adult make you feel?
- How did you feel during that class?

# Why Active Student Engagement Matters

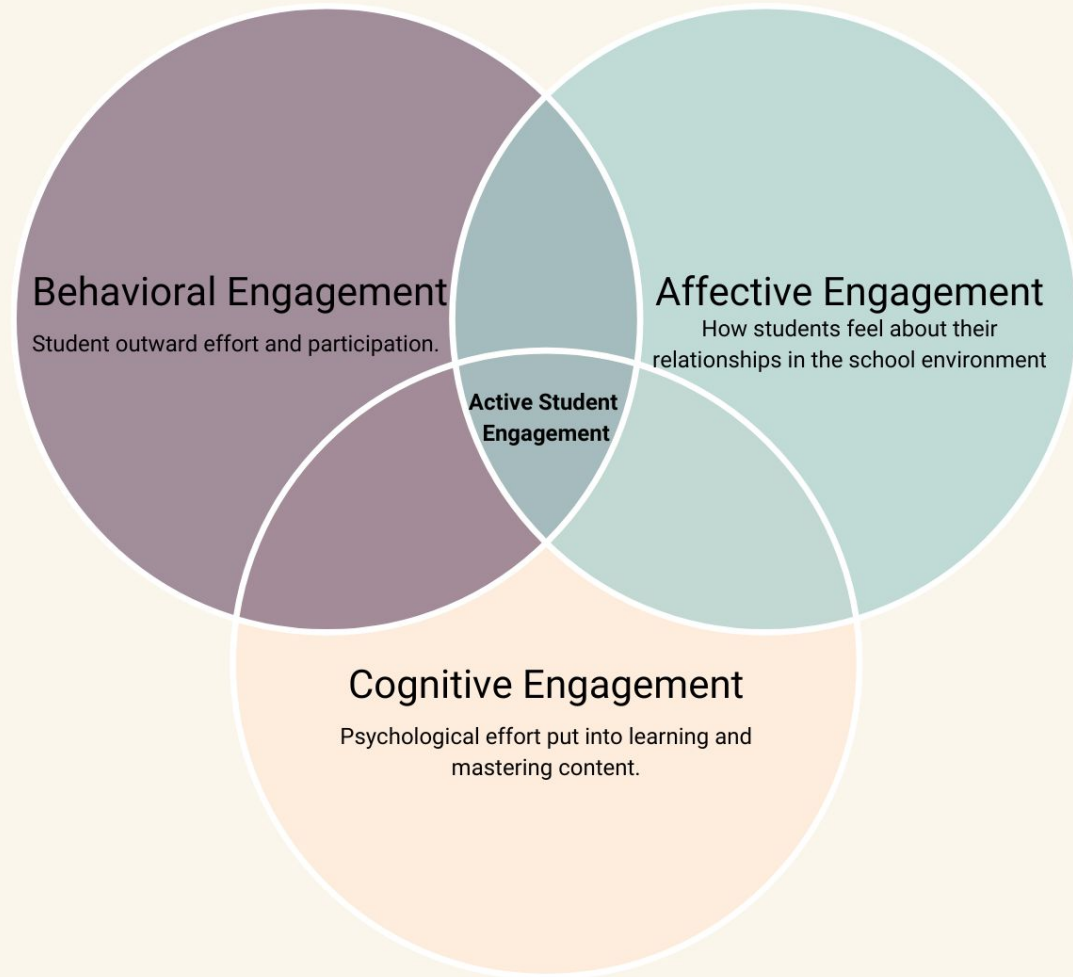
**Students who report higher engagement within school are...**

- Less likely to drop out, or get in other trouble in and out of school
- More successful on immediate school-related tasks
- Make healthier life choices
- Have stronger social-emotional well-being
- Go on to more lucrative careers



The simplest way to think about student engagement is to picture yourself digging deep into your bag of tricks to keep students **actively involved in the learning process.**





# Engaged students are...

- ones who lose track of time and space
- not afraid to fail or succeed
- able to express their honest opinions and concerns
- deeply involved in the learning process
- emotionally, intellectually, and behaviorally invested in learning



# Engaged classrooms and/or small groups

- An atmosphere of respect and understanding exists
- Student collaboration is the norm
- Meaningful conversation flows between students and teachers
- Responsibility replaces accountability
- Everyone is a teacher and a learner
- All voices are heard and valued
- Personalization (knowing the students) influences the content

# Let's Reminisce....

Think about your favorite adult in school and/ or favorite class?

- What did you like about your favorite adult in school?
- What did you like about your class?
- How did the adult make you feel?
- How did you feel during that class?



**NeMTSS**  
FRAMEWORK



# FLEXIBLE GROUPING

# Flexible Grouping

- Data-driven instructional strategy
- Fluid
- Used to target specific student needs
- Highly structured
- Requires intentional planning and clear directives
- Provides an appropriate setting for the goals of the lesson
- Best used alongside other evidence-based practices



# FLEXIBLE GROUPING IS NOT:

Only based on ability level

To be used only when practicing a skill

One-size - fits-all

Just for academics

Always teacher led

# Teacher Selected Groups

- Ability or Readiness Level
- Learner Preference



*Intentional  
or  
Random*

# Student Selected Groups

- Learner Preference
- Interest

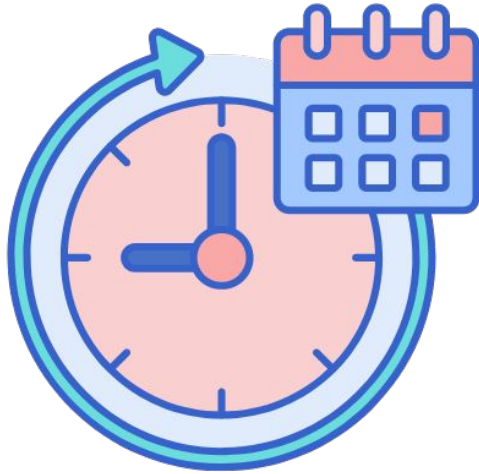


# Selecting Groups based on Data

- Assessment data
- Formative assessment data
- [Student Interest and Learning Survey](#)
- Behavioral data
- Social/Emotional/BehaviorLearning (SEBL) screener
- [Collaborative for Academic, Social, Emotional Learning \(CASEL\) competencies](#)



# Ensure Structure



- Explicitly teach routines and expectations
- Establish specific goals and tasks
- Give clear and concise directions

# Meeting Academic and Social- Emotional Needs

Consider student personalities. Aim for a balance of introverts and extroverts.

Build in extra time for an icebreaker.

Check for understanding of the learning activity at each step.

Reduce social anxiety. Assign roles like a reader and a recorder. Use sentence stems.

Debrief by asking students how the learning experience was and how to improve.

Use technology such as Jamboard, Google Doc, or Mentimeter to capture feedback from students.



**NeMTSS**  
FRAMEWORK



# POSITIVE CONSTRUCTIVE FEEDBACK

# Positive Constructive Feedback is..

- Timely
- Meaningful; makes connections to prior learning
- Genuine and age-appropriate
- Clear, specific, concrete, succinct
- Contingent and goal directed
- Verbal, written, discussion/  
questioning



# Why Positive Construction Feedback Matters

- Increases students' motivation and effort toward learning tasks
- Boosts confidence
- Shows student you value them
- Helps students understand and develop their skills
- Positive impact on individual performance

# Positive Constructive Feedback

## Example

“You’re on the right track with question number 3 but there is a small error. Look back at your sample problems and see if you can find where you made a calculation error with a negative number.”

## Non-example

“Question 3 is incorrect. Try it again and just try harder this time.”





**Constructive feedback should include information that will help the students identify their specific mistake and next steps to fix it.**



Effective feedback is:

- goal-directed
- constructive
- immediate
- respectful and positive





Paraprofessional:  
The heartfelt hero.  
Using their talents to  
help students discover  
their own.

Dedicating their time and  
energy each day to the  
students in their care,  
and doing it all while  
meeting the individual  
needs of many.

#schoolheroes  
Teresa Kwant