





Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.




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With over 25 years in teaching and leadership, Lisa specialises in the inclusion of students with disability. Recognised internationally for her research on school attendance, she serves on the Executive Board of the International Network for School Attendance. Lisa leads the Faculty of Education Disability Research Collaboration, focusing on projects In2School and Pathways2Participation, and engages in international inclusive education initiatives in India and Latin America. Her work addresses the marginalisation of students with mental health disorders and other disabilities.

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Using tiered supports to improve school attendance

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Acknowledgement of Country



The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).


The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

In making this Acknowledgement of Country we commit to respectful and responsible conduct towards all others according to the Traditional lore of this land, particularly at times of formal ceremony.

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4 Quality Education

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

THE WORLD IS FALLING FAR BEHIND IN ACHIEVING QUALITY EDUCATION


DESPITE SLOW PROGRESS

WITHOUT ADDITIONAL MEASURES, BY 2030:


- 84 MILLION** CHILDREN AND YOUTH WILL BE OUT OF SCHOOL
- 300 MILLION** STUDENTS WILL LACK BASIC NUMERACY/LITERACY SKILLS
- ONLY 1 IN 6** COUNTRIES WILL ACHIEVE UNIVERSAL OCCUPATIONAL SKILLS COMPLETION TARGET

THE PANDEMIC CAUSED LEARNING LOSSES IN 4 IN 5 OF 104 COUNTRIES STUDIED

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What do we know about factors related to school attendance problems?

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Literature Review 


Review of literature causes/reasons for school absence

- 2000-2023
- Three databases – PsychINFO, ERIC, Education Database
- 4675 papers identified
- 146 reported on factors associated with school attendance in Western cultures
- Melvin, McKay-Brown, Heyne & Cameron

Research outcomes to be shared at conference only: publication will be available in 2025.

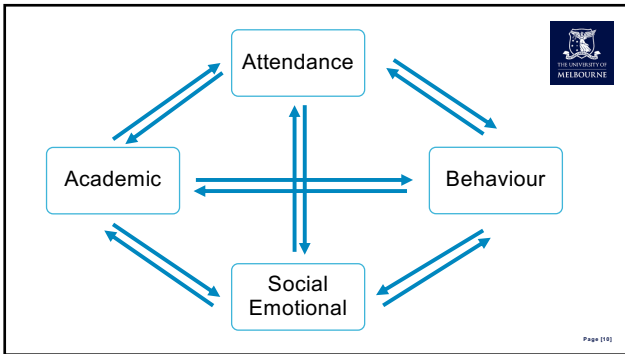
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So, what can we do? 

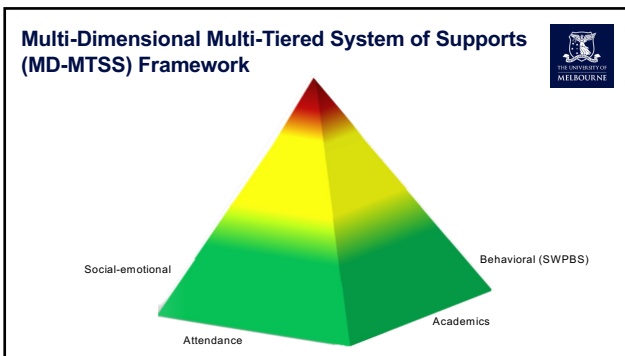


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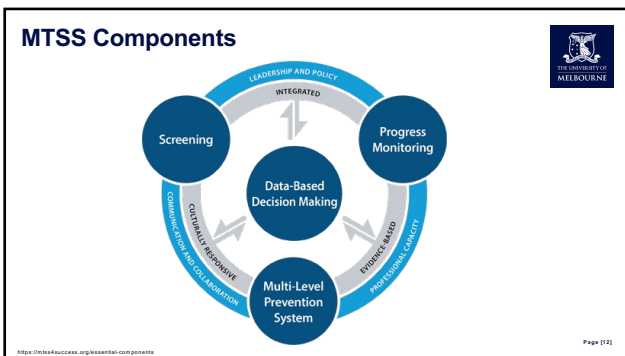
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**How confident are you in the components of MTSS?
Use the QR code to access the padlet.**



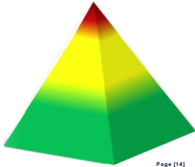
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Why MD-MTSS




1. Need for early identification and intervention with progress monitoring
2. Functional needs-based assessment
3. Empirically supported procedures and protocols to reduce obstacles to achievement
4. Compatibility between multi-tier approaches
5. A team-based approach for implementation



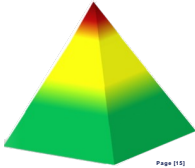
(Kearney & Graczyk et al., 2014; Sailor, 2009) Page 114

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Early identification and intervention with progress monitoring




- Focus on prevention and early intervention
- Meeting the needs of all students
- Universal screening



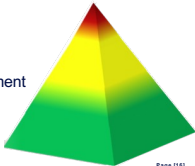
(Kearney & Graczyk et al., 2014) Page 115

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Functional needs-based assessment and intervention




- **Why:**
 - Use of functional analyses to identify needs
 - Attendance and behaviour – avoid, escape; access, obtain
- **What:**
 - Functional needs – strengths, adjustments, replacement behaviours, learning domains




(Kearney & Graczyk et al., 2014) Page 174

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Evidence-based intervention




- Data-based decision making
- Problem solving approaches
 - Performance based
 - Skills based
- Protocol based
 - Evidence-based programs



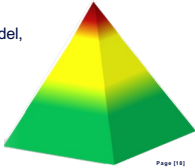
(Kearney & Graczyk et al., 2014) Page 172

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Multi-tiered frameworks




- Match support to the needs of all students through a tiered framework
- Focus on *systems* and *groups* of students, along with *individual* students
- Compatible with one another: RtI, SWPBS, Pyramid Model, MTSS-SAP
- Use assessment: fidelity of implementation, screening, progress monitoring and diagnostic



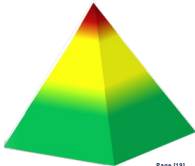
(Kearney & Graczyk et al., 2014) Page 193

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Team-based approach



- Develop system and school-wide assessment protocols
- Identify students at-risk of behavioural, academic, attendance, SEL difficulties
- Interdisciplinary team
- Data analysis




(Kearney & Graczyk et al. 2014; Sailor, 2009)

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MD-MTSS and research



- Schools implementing SWPBS had lower absences and late arrivals when compared with the control (Caldarella et al., 2019)
- Tier 1 supports implemented with fidelity can lead to improved attendance (Freeman et al., 2019; Freeman et al., 2016; McDaniel & Bloomfield, 2020; Fas & Bradshaw, 2012)
- Universal SEL programs improve school functioning which includes academic achievement, study skills, attendance, lates, and on-task behaviours (Cipriano et al., 2023)
- High quality SEL programs and practices result in improved student academic, behavioural and life outcomes (Durlak et al., 2011, Taylor et al., 2017)
- Looping (same teacher instructing students for two years) led to increases in academic outcomes and approved attendance (Cistone & Shneyderman, 2004)
- Integrated SEL and literacy curriculum led to increases in attendance and teacher-reported academic skills (Doyle et al., 2023; Gomez et al., 2024)
- Case study of RTI implemented in a high school setting over two years led to improvements in academic achievement (GPA) and attendance and a reduction in referrals to special education services (Fisher & Frey, 2013)

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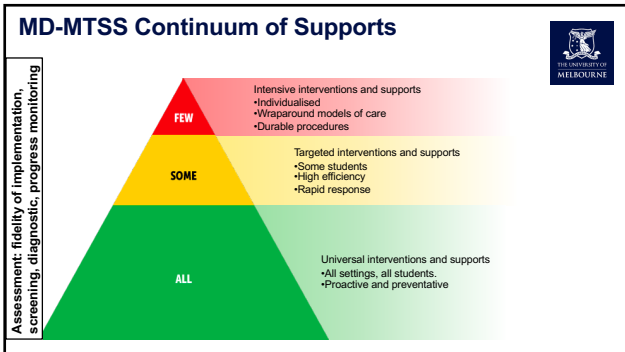
However, fidelity of implementation is paramount



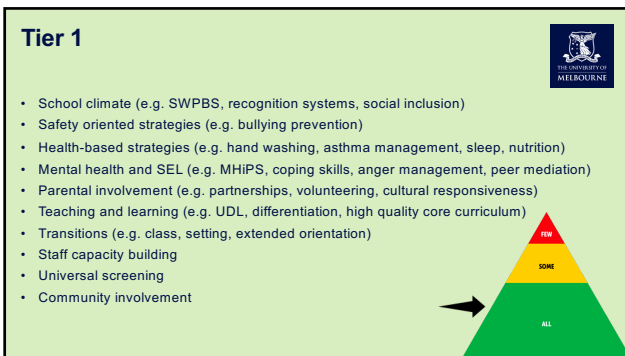
The Academic and Behavior Response to Intervention School Assessment (ASA: Scott et al., 2013) is a tool that can be used to assess MTSS implementation in reading, writing, mathematics and behaviour.

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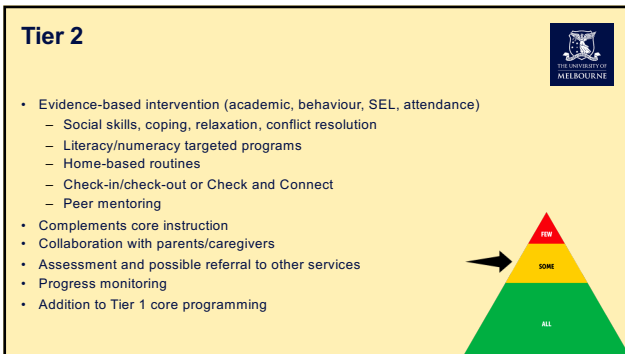
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Tier 3

- Data-based interventions adapted based on student need
- Use instructional hierarchy (acquisition, fluency, generalisation, adaptation)
- Expanded Tier 2
- Individualised learning/education plan using MD-MTSS
- Wraparound models of support
- Transitional programs
- Progress monitoring
- Relationship to Tier 1 core programming




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School Infrastructure and support mechanisms


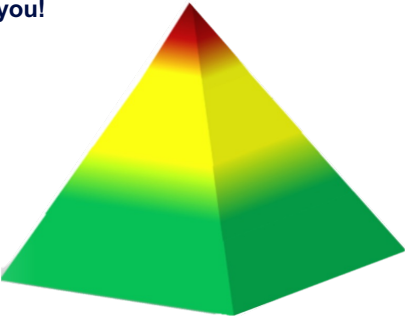
Prevention focus	MTSS leadership team	School based professional development	Assessment schedules
Cultural and linguistic responsiveness	Communication with and involvement of families	Communication with and involvement of staff	Fidelity of implementation
Evaluation of framework			

<https://mtss4success.org/> Page 241



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Thank you!



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Questions?



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INSA
International Network
for School Attendance

www.insa.network

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