Multi-Tiered System of Supports (MTSS): Building a Sustainable Prevention System to Support All Learners

Tessie Rose Bailey, PhD, American Institutes for Research

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Session Outcomes

1. What is multi-tiered system of supports (MTSS) and how will it benefit Georgia schools and students? How does it differ from Georgia’s response to intervention (RTI)?

2. What are the essential components of MTSS? To what extent are we implementing the essential components?
Today’s Agenda

9:00 - 9:15   Welcome, Introductions, and Overview of the Session
9:15 – 9:45  Understanding the *What* and *Why* of MTSS
9:45 – 10:15 Essential Components: Screening and Data Decision Making
10:15 -10:30 Break
10:30 – 11:00 Progress Monitoring and Data Decision Making
11:00 -11:45 Tiers of Support: Core Programming and Intervention
11:45 - 12:00 Session Closing and Next Steps
Understanding the *What* and *Why* of MTSS
There is no way a single teacher has all the time, all the knowledge, and all the skills to meet all the needs of every child in his or her class(es).

Buffman, Mattos, & Webber 2009

We depend on collective efficacy.

Collective Teacher Efficacy is the collective belief of educators in their ability to positively affect students.
Collective efficacy is more than just ‘beliefs’. It is built on evidence of impact.

Collective belief that you can make a difference. \times \text{Evidence you are making a difference.} = \text{ES} = 1.57^*

(Eells, 2011; Hattie, 2017)
What is MTSS?
MTSS provides the data and infrastructure necessary to develop collective efficacy!
MTSS provides the data necessary for decision making.

State System
How do we improve state supports to improve outcomes?

District System
How do we improve school supports to improve outcomes?

School System
How do we improve teacher supports to improve outcomes?

Educator Level
How do we improve student-level supports to improve outcomes?

Increased Student Outcomes
Sources of Data to Inform MTSS Implementation

**Screening/Benchmarking**
- Helps identify students who may need intensive intervention.

**Progress Monitoring**
- Helps identify *when* an instructional change is needed.

**Diagnostic Data**
- Helps identify *how* to adapt and/or modify instruction.

**Fidelity**
- Helps identify if implementation adjustments are needed before other changes.
MTSS provides a continuum of supports.

SWDs, GT, ELLs
Receive services at all levels, depending on need

Tier 1: Universal Level of Prevention

3% to 5% of students

Tier 2: Targeted Level of Prevention

15% of students

Tier 3: Intensive Level of Prevention

80% of students
MTSS addresses the needs of the whole child by aligning systems and supports.

There is no such thing as a ‘Tier 2’ or a ‘SPED’ student!
So what is it? Defining MTSS

- MTSS integrates data and instruction and intervention within a schoolwide, multilevel *prevention system* to maximize student achievement and reduce behavior problems.

(Adapted from *National Center on Response to Intervention, 2010*)
Multi-tier system of support in Every Student Succeeds Act (ESSA)

1. MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].

2. Identified as an approach for improving outcomes for students with disabilities and English language Learners [Sec 2103 (b)(3)(F)].

3. ESSA requires use of evidence-based interventions.
Why MTSS?

Evidence suggests it works (1.07 ES)

Improved Outcomes
- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement.
- Increased in on-time graduation.

Strong positive effects on system outcomes
- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education referral and placement rates
  - Reduction in student time in special education services
  - Reduction in student grade retention

(Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame’enui, 2008; Hattie, 2015)
So why aren’t we seeing these kinds of results?

Lack of Fidelity  
Poor Selection of EBPs/HLPs/Assessments  
Poor Implementation

Many schools self-identifying as “implementing MTSS” are not implementing all of the components with fidelity.
The Success of MTSS Boils Down to One Simple Equation

Design

Infrastructure

Implementation

District and School Infrastructure and Support Mechanisms

- Leadership
- Effective Teaming
- Professional Learning
- Family and Community Engagement
Essential Component: Screening
**Essential Component: Screening**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Identify students who are at risk for poor learning outcomes and provide an indicator of system effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>ALL students</td>
</tr>
<tr>
<td>Tools</td>
<td>Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Administered more than one time per year (e.g., fall, winter, spring)</td>
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</table>

<table>
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<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
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<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
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Access to supplemental supports may be based on school resources

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Cut score = 102

Emerging > 70

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Deficient > 46

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<td>Deficient</td>
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<tr>
<td>22145</td>
<td>Jed</td>
<td>31</td>
<td></td>
<td></td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
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</tbody>
</table>

Source: National Center on Response to Intervention
Why screen? Support resource allocation and support decisions.

SAMPLE Winter SRSS Behavior Screening Results

<table>
<thead>
<tr>
<th>PERCENTAGE OF STUDENTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7% 7% 12% 20% 9% 4%</td>
<td>K</td>
</tr>
<tr>
<td>30% 24% 10% 80% 91% 33%</td>
<td>1</td>
</tr>
<tr>
<td>64% 69% 78% 80% 91% 30%</td>
<td>2</td>
</tr>
<tr>
<td>63% 30% 12% 9% 4% 7%</td>
<td>3</td>
</tr>
<tr>
<td>63% 33% 9% 7% 4% 12%</td>
<td>4</td>
</tr>
<tr>
<td>63% 30% 12% 9% 4% 7%</td>
<td>5</td>
</tr>
<tr>
<td>63% 30% 12% 9% 4% 7%</td>
<td>6</td>
</tr>
</tbody>
</table>

Low Risk  Moderate Risk  High Risk

Center on Multi-Tiered System of Supports at the American Institutes for Research®
Screening Criteria 1: Screening Tools

• Evidence indicates that the screening tools
  • are reliable
  • have strong correlations between the instruments and valued outcomes
  • are accurate predictions of risk status

• Staff is able to articulate the supporting evidence.
NCII Academic and Behavior Tools Chart: Resources for identifying screening tools for grades K-12

https://charts.intensiveintervention.org/ascreening

https://charts.intensiveintervention.org/bscreening
Screening in Secondary Settings: Using Common Early Warning Indicators (EWI)

- Indicators that are highly predictive of a student’s likelihood of dropping out of school or not graduating in four years:

  - Attendance
  - Behavior (suspension)
  - Course Proficiency (GPA, course failures)

Learn more about designing and implementing early warning systems at [https://www.air.org/resource/early-warning-systems-education](https://www.air.org/resource/early-warning-systems-education).
Screening Criteria 2: Universal Screening Process

• All of the following conditions are met:
  • Screening is **conducted for all students** (i.e., is universal).
  • **Procedures are in place to ensure implementation accuracy** (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).
  • A process to **screen all students occurs more than once per year** (e.g., fall, winter, spring).
Screening Criteria 3: Data Points to Verify Risk Status

- **Screening data** are used in concert with at least **two other data sources** (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.
Summary: Key Features of Screening

1. Includes all students.

2. Depends on brief tools that are valid and reliable.

3. Assesses educationally relevant outcomes.

4. Academic and behavior screening occur at least two times each year (fall, winter).
   a. Spring is optional but highly recommended

5. Used to identify students at-risk for poor learning outcomes.
Essential Component: Progress Monitoring
## Essential Component: Progress Monitoring

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Monitor students’ response to instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Students identified through screening as at risk for poor learning outcomes</td>
</tr>
<tr>
<td>Tools</td>
<td>Brief assessments that are valid, reliable, and evidence-based</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Students are assessed at regular intervals (e.g., daily, weekly, biweekly, monthly)</td>
</tr>
</tbody>
</table>
Why Progress Monitoring?

Improves Student Outcomes

• Learning Goals vs. no goals (Hattie, 2018; ES = .68)

• Formative Evaluation (Hattie 2011, 2015; ES = .68 to .90)

(Fuchs, & Fuchs, 2003)
Why Progress Monitoring?

Data allow us to...

- Compare the efficacy of different forms of instruction.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when an instructional change is needed.
Why progress monitoring? Allows educators to intervene prevent poor learning outcomes.
Did you know...

Monitoring progress is not the same as progress monitoring.

**Monitoring Progress**
- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with HLPs (e.g., interpreting student thinking)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

**Progress Monitoring**
- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Requires a goal
- Used for students verified as at-risk (~20-25%)
Critical Features of Progress Monitoring

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness.

(National Center on Intervention Interventions, 2017)
Selecting Progress Monitoring Tools

• Brief, valid and reliable tools that can be used at frequent intervals.

• Data must be able to be graphed to show changes in performance over time (at least 6-9 data points)

• Can be teacher created or published.

• Can be measure of single skill or intervention measures or measure of general success on skill (preferred).
Critical Feature 1: Progress Monitoring Tools

CRITERIA 1. have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level;
   – Tier II: At least 9 alternate forms
   – Tier III: At least 20 alternate forms

CRITERIA 2. specify minimum acceptable growth;

CRITERIA 3. provide benchmarks for minimum acceptable end-of-year performance; and

CRITERIA 4. have available reliability and validity information for the performance-level score and staff is able to articulate the supporting evidence.
Selecting Progress Monitoring Tools: Varies by Grade Span and Domain

https://charts.intensiveintervention.org/aintervention

https://charts.intensiveintervention.org/bprogressmonitoring
## Examples: Secondary PM Tools

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Measures</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Ongoing formative assessment</td>
<td>• Daily</td>
</tr>
<tr>
<td></td>
<td>• Common math assessments</td>
<td>• Monthly</td>
</tr>
<tr>
<td></td>
<td>• Common writing prompts</td>
<td>• Monthly</td>
</tr>
<tr>
<td></td>
<td>• Grades</td>
<td>• Semester/quarterly</td>
</tr>
<tr>
<td></td>
<td>• Attendance</td>
<td>• First 20 days of school</td>
</tr>
<tr>
<td></td>
<td>• Behavior data</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Teacher developed algebra CBMs</td>
<td>• Every other week</td>
</tr>
<tr>
<td></td>
<td>• Maze or oral reading passages</td>
<td>• Weekly/every other week</td>
</tr>
<tr>
<td></td>
<td>• D/F reports</td>
<td>• Weekly</td>
</tr>
<tr>
<td></td>
<td>• Systematic Direct Observations/DBR</td>
<td>• Weekly</td>
</tr>
<tr>
<td>3</td>
<td>• Maze or oral reading passages</td>
<td>• Daily/Weekly</td>
</tr>
<tr>
<td></td>
<td>• Teacher developed algebra CBMs</td>
<td>• Daily</td>
</tr>
<tr>
<td></td>
<td>• Intervention specific measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Systematic Direct Observations/DBR</td>
<td></td>
</tr>
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</table>

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Examples: Valid Behavior Progress Monitor Approaches

- Systematic Direct Observation
- Direct Behavior Rating (DBR)
Direct Behavior Rating: Academic Engagement Example

**Academically Engaged**
Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

**Interpretation:** The teacher estimated that the student displayed *academically engaged* behavior during 60 percent of the time in general education setting (or small group).
Critical Feature 2: Progress Monitoring Process

• CRITERIA 1. progress monitoring occurs **at least monthly** for students receiving Tier II and **at least weekly** for students receiving Tier III.

• What does the research say?
  – As the number of data points increases, the effects of measurement error on the trend line decreases.
  – Christ & Silberglitt (2007) recommended six to nine data points.
Critical Feature 2: Progress Monitoring Process

• CRITERIA 2: procedures are in place to ensure implementation accuracy.
Goal setting and progress monitoring

Without a goal, you can’t determine progress.

https://intensiveintervention.org/resource/high-quality-academic-IEP-goals

https://intensiveintervention.org/resource/high-quality-behavior-IEP-goals
Importance of Using Validated Goal Setting Procedures

1st Grade: Reading Connected Text

GOAL: 40 WRC

Student Data  Goal Line  Trend
Importance of Using Validated Goal Setting Procedures

1st Grade: Reading Connected Text

GOAL: 60 WRC
Importance of Validated Decision Making Processes

SAMPLE: Academic Behavior

- Standardized Intervention
- T2 Group Adaptation 1
- T2 Group Adaptation 2
- T3 Individual Adaptation 1
Essential Component: Data-Decision Making
MTSS Data-Based Decision Making: Problem Solving at All Levels

<table>
<thead>
<tr>
<th>Are teaching and learning well articulated within the ...</th>
<th>so that students have similar high-quality experiences...</th>
<th>Yes or No</th>
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</thead>
<tbody>
<tr>
<td>district</td>
<td>regardless of their assigned school?</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>regardless of their grade?</td>
<td></td>
</tr>
<tr>
<td>grade</td>
<td>regardless of their teacher?</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td>regardless of their instructional level?</td>
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</tr>
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</table>
Georgia Problem-Solving Cycle

These 5 steps make up the *how* of Georgia Systems of Continuous improvement and are critical to the **Data-based Decision-Making** component of GA’s MTSS.
**Essential Component: Data-Based Decision Making (DBDM)**

- Analyze data at all levels of MTSS:
  - Implementation (e.g., state, district, school, grade level)
  - Prevention (i.e., primary, secondary, or tertiary)
- Establish routines and procedures for making decisions
- Set explicit decision rules
- Use data to evaluate effectiveness of:
  - Core curriculum
  - Instructional and behavioral strategies
Georgia MTSS Teaming Structures

- State Leadership Team
- Regional Team
- District Leadership Team (DLT)
- Building (School) Leadership Team (BLT)
- Grade or Content Teams
- Cross-Grade and Content Teams
Did you know???

- Data-decision making, particularly progress monitoring, is the least implemented component of MTSS. Any ideas about why?

57% Not Enough Time!
34% Too Much Data!
26% Not Accessible!

(Data Quality Campaign, 2018)
Collaboration is most effective when teachers feel safe asking questions and revealing weakness to their peers. 

(Fuchs, Fuchs & Bahr, 1990)
Essential Component: Multi-level Prevention System
Why Do We Need a Prevention Framework?

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Early Elementary K–3</th>
<th>Upper Grades 4–9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean ES</td>
<td>No. of Effects</td>
</tr>
<tr>
<td>Comprehension</td>
<td>.46</td>
<td>25</td>
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<tr>
<td>Reading Fluency</td>
<td>.34</td>
<td>11</td>
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<tr>
<td>Word Reading</td>
<td>.56</td>
<td>53</td>
</tr>
<tr>
<td>Spelling</td>
<td>.40</td>
<td>24</td>
</tr>
</tbody>
</table>

*Note: ES = effect size (Wanzek et al., 2013)*
**Essential Component: Multilevel Prevention System**

- **Tier 1: Universal Level of Prevention**
  - 80% of students

- **Tier 2: Targeted Level of Prevention**
  - 15% of students

- **Tier 3: Intensive Level of Prevention**
  - 3% to 5% of students

SWDs, GT, ELLs receive services at all levels, depending on need.
## Sample Tiers of Academic Supports

<table>
<thead>
<tr>
<th></th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction or Intervention Approach</strong></td>
<td>Comprehensive, research-based curriculum</td>
<td>Standardized, targeted small-group instruction</td>
<td>Individualized, based on student data</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Classwide (with some small-group instruction)</td>
<td>3–7 students</td>
<td>No more than 3 students</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Screening, 3 times yearly</td>
<td>At least biweekly or monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>All students</td>
<td>Students identified as at risk (~15%–20%)</td>
<td>Significant and persistent learning needs, nonresponders (3%–5%)</td>
</tr>
</tbody>
</table>
Critical Features of Tier I Instruction

✓ Uses research-based curriculum materials
✓ Articulation of teaching and learning (in and across grade levels)
✓ Consistent use of differentiated instruction
✓ Instruction aligned with state standards
✓ Inclusion of students with disabilities and those exceeding benchmark
Building a Robust Instructional Framework With Alphabet Soup

- HLPs
- EBPs
- MTSS
High Leverage Practices (HLPs)

• “A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”

  (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

• HLPs are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices.

  (McLeskey & Brownell, 2015)
HLPs

• Applicable to the everyday work of teachers
  – Fundamental to effective teaching
  – Used frequently
  – Cut across content domains and grade levels
  – Supported by research or policy

Examples:
• Leading a group discussion
• Explaining and modeling content, practices, and strategies
• Eliciting and interpreting individual students’ thinking
• Diagnosing particular common patterns of student thinking and development in a subject-matter domain
• Implementing norms and routines for classroom discourse and work
• Coordinating and adjusting instruction during a lesson
Examples of HLPs

Great teachers aren’t born, THEY’RE TAUGHT.

High-Leverage Practices

The heart of the TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call “high-leverage practices.”

High-leverage practices are the basic building blocks of teaching. These practices are used continuously and are critical to helping students learn important content. The high-leverage practices are also central to helping every student’s social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are “high-leverage” not only because they matter most to student learning but also because they are based on evidenced skills in teaching.

1. Leading a group discussion
2. Explaining and modeling content, practices, and strategies

Center on Multi-Tiered System of Supports at the American Institutes for Research®
What about Evidenced-Based Practice (EBPs)?

- Are content specific
- Developmentally appropriate
- Learner dependent
- Are taught using HLPs

Examples:
- Repeated Readings
- Explicit Vocabulary Instruction
- Teach problem solving
Resources for Evaluating and Selecting Evidence Base

<table>
<thead>
<tr>
<th>NCII Interventions Tools Chart</th>
<th>What Works Clearinghouse</th>
<th>Best Evidence Encyclopedia</th>
</tr>
</thead>
</table>
Critical Features of Tier 2

1. Uses evidence-based interventions (EBI) that support academic and behavior needs
2. Complements core academic and behavior instruction/program
3. Uses standardized interventions with appropriate dosage and grouping size delivered by trained personnel with fidelity
4. Scheduled in addition to Tier I
Key Considerations When Selecting Interventions

✓ Does evidence suggest the intervention is expected to lead to improved outcomes (strength)?
✓ Will the group size, duration, and frequency provide sufficient opportunities to respond (dosage)?
✓ Does the intervention match to the student’s identified needs (alignment)?
✓ Does it assist the student in generalizing the learned skills to general education or other tasks (attention to transfer)?
✓ Does the intervention include elements of explicit instruction (comprehensiveness)?
✓ Does the student have opportunities to develop the behavior skills necessary to be successful (behavioral support)?
Elements of Validated Interventions

1. DESIGN: Designed Based on Intervention Taxonomy

2. DELIVERY: Fidelity
   a) Adherence
   b) Student Engagement
   c) Program Specificity
   d) Quality of Delivery
   e) Exposure
## Taxonomy of Intervention Intensity

The *Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity.

<table>
<thead>
<tr>
<th>Dimensions*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength</strong></td>
<td>How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).</td>
</tr>
<tr>
<td><strong>Dosage</strong></td>
<td>The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>How well the program (a) addresses the target student’s full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.</td>
</tr>
<tr>
<td><strong>Attention to transfer</strong></td>
<td>The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.</td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).</td>
</tr>
<tr>
<td><strong>Behavioral support</strong></td>
<td>The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.</td>
</tr>
<tr>
<td><strong>Individualization</strong></td>
<td>A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress-monitoring data, to address the student’s complex learning needs.</td>
</tr>
</tbody>
</table>

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Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this intervention or activity?

**Program specificity:** How well is the intervention defined and different from other interventions?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

**Adherence:** How well do we stick to the plan, curriculum, or assessment?

**Exposure/Duration:** How often does a student receive an intervention? How long does an intervention last?

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)
## Critical Features of Tier 3: Data-based Individualization

<table>
<thead>
<tr>
<th>Critical Features of Tier 3</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Data-Based**             | • Is more intensive than Tier 2 interventions.  
• Is adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).  
• Uses an iterative process based on student data |
| **Intensive Intervention** | • Is individualized.  
• Led by well-trained staff experienced in individualizing instruction based on student data.  
• Uses optimal group size (according to research) for the age and needs of students. |
| **Addresses Tier 1 Based on Student Need** | • Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. |
NCII’s Approach to Intensive Intervention

- Is a **process** for delivering intensive intervention
- Origins in experimental teaching
- Is **not** a one-time fix
- **Integrates** data-based decision making across academics and social behavior
## How do Tier 2 and Tier 3 Compare?

<table>
<thead>
<tr>
<th></th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction/Intervention Approach</strong></td>
<td>Follow standardized evidence-based programs as designed</td>
<td>Intensify standardized evidence-based intervention based on individual student data</td>
</tr>
<tr>
<td><strong>Duration and timeframe</strong></td>
<td>Use duration and timeframe defined by developer</td>
<td>Intensify dosage dimension based on individual student need to provide up to 10-30 more opportunities</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>3–7 students (as defined by developer)</td>
<td>Decrease group size to meet student needs and increase opportunities for response and feedback (no more than 3)</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>At least monthly, more frequent is recommended</td>
<td>At least weekly</td>
</tr>
<tr>
<td><strong>Population served</strong></td>
<td>At-risk (typically 15–20% of student population)</td>
<td>Significant and persistent learning and/or behavior needs (typically 3–5% of student population)</td>
</tr>
</tbody>
</table>
What about Tier 3 or Intensive Intervention in Secondary Settings?

• *STRONG EVIDENCE for secondary literacy*: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
  

• *MODERATE EVIDENCE for dropout prevention*: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
  
Closing and Next
MTSS Things to Remember

- Is preventative and outcome oriented.
- Assists in aligning state and federal (i.e., IDEA, ESSA) requirements under a single system.
- Aligns multiple domains under a common structure and language.
- Provides structure and data to support teaming and problem solving across systems.
- Is curriculum and program independent.
MTSS Implementation Challenges

• Unclear distinction between core instruction (AKA Tier 1) and small group intervention supports (Tier 2).

• Unclear distinction between small group intervention (Tier 2) and intensive intervention or specially design instruction (Tier 3).

• Intensity of intervention defined more often in “quantitative” ways than in “qualitative” ways.

• Use of progress monitoring data more clearly defined and well established in elementary reading (K-3) than in other domains and grade spans

• Evidenced-based interventions do not exist or are limited in some domains and grade spans.
Suggested Next Steps

• Identify opportunities for increasing your team’s and staff’s knowledge about the essential components of MTSS.

• Consider completing meeting with your team to complete the *MTSS Fidelity Rubric*.

• Identify strengths and areas of improvement in your current implementation.

• Engage stakeholders from the beginning!
**Document Your Thinking**

- Share your thinking about the questions posed in Reflection Activity: The What and Why of MTSS.

- Use this information to develop talking points you would like to share with other staff about the **What and Why of MTSS**.

**Reflection Activity. The What and Why of MTSS**

<table>
<thead>
<tr>
<th>Questions</th>
<th>What are my thoughts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the potential benefits of MTSS for my site?</td>
<td></td>
</tr>
<tr>
<td>What essential components of MTSS we should focus on initially?</td>
<td></td>
</tr>
<tr>
<td>How can we use MTSS to align existing district, state, and federal initiatives?</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the MTSS Center

Since 2007 the MTSS Center has been a leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. To learn more about the essential components of MTSS click on the components of the graphic.
National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

Visit [www.intensiveintervention.org](http://www.intensiveintervention.org)
Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).

**How Will We Help Improve Outcomes for Students With Disabilities?**

- **Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.**
- **Partner with selected local educators to develop and implement high-quality educational programs.**
- **Provide tools, resources, and training materials for ALL educators, leaders, and families.**

Visit us at [www.promotingPROGRESS.org](http://www.promotingPROGRESS.org) to learn more!