Multi-Tiered System of Supports (MTSS) and Special Education

Tessie Rose Bailey, PhD, American Institutes for Research
Session 1 Outcomes (9:00 – noon)

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?

3. What Tier I practices are necessary and effective for successful implementation of a multi-tiered system of supports (MTSS)?
Effective MTSS focuses on the right questions!

• What do we want for our children, educators, and schools?
• What is our current reality and who are the players?
• What do our children, educators, and schools need to be successful?
• How can we maximize our resources to support students, teachers, and schools?
Understanding the *What* and *Why* of MTSS
SY 2020-21: % of SWDs educated inside the regular class
Comparison of % of SWDs educated inside the regular class SY 2012 and 2020
There is no way a single system has all the time, all the knowledge, and all the skills to meet all the needs of every child in every school or district.  

*Buffman, Mattos, & Webber 2009*

We depend on collective efficacy.
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 district 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
Leverages Multiple Sources of Data

- **Screening/Benchmarking**: Helps identify students who may need additional support and 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.

- Tier 1: Universal Level of Prevention
- Tier 2: Targeted Level of Prevention
- Tier 3: Intensive Level of Prevention

SWDs, GT, ELs receive services at all levels, depending on need.
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, 2015)

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?

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

Design \( \times \) Infrastructure \( \times \) Implementation

**District and School Infrastructure and Support Mechanisms**
- Leadership
- Effective Teaming
- Professional Learning
- Family and Community Engagement
### Georgia’s Tiered System of Supports for Students

**School Fidelity of Implementation Rubric**

<table>
<thead>
<tr>
<th>Tertiary Level (Intensive) Intervention (Tier III)</th>
<th>Individualized with a focus on the academic and behavioral needs of recommended students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Data-Based Interventions</strong></td>
<td><strong>Intensive Interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.</strong></td>
</tr>
<tr>
<td><strong>Adapted Based on Student Need</strong></td>
<td><strong>Intensive Interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program.</strong></td>
</tr>
<tr>
<td><strong>B. Instructional Characteristics</strong></td>
<td>All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.</td>
</tr>
<tr>
<td><strong>C. Relationship to Primary</strong></td>
<td>Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.</td>
</tr>
</tbody>
</table>

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**Georgia MTSS Fidelity Rubric:**

**Understanding the Critical Features of The Essential Components**
Take a moment and review the MTSS image, what do you see?
Essential Component: Screening
### Essential Component: Screening

<table>
<thead>
<tr>
<th><strong>Purpose</strong></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><strong>Focus</strong></td>
<td>ALL students</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>Administered more than one time per year (e.g., fall, winter, spring)</td>
</tr>
</tbody>
</table>
## Why screen? Identify students at-risk.

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>01256</td>
<td>Jim</td>
<td>179</td>
<td></td>
<td></td>
<td>Established</td>
<td>Continue Enhancement</td>
</tr>
<tr>
<td>02343</td>
<td>Jenny</td>
<td>107</td>
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<tr>
<td>16705</td>
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<td></td>
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<tr>
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</table>

Cut score = 102

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<th>ID</th>
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<th>Errors</th>
<th>Accuracy</th>
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<tbody>
<tr>
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<tr>
<td>06235</td>
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<td>72</td>
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<tr>
<td>08752</td>
<td>Jeremy</td>
<td>71</td>
<td></td>
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<td>Established</td>
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Emerging > 70

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Accuracy</th>
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<th>Potential Instructional Action</th>
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<tr>
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<tr>
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<td>Assess and Consider Tier II Prevention</td>
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Deficient > 46

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Accuracy</th>
<th>Performance Summary</th>
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</tr>
</thead>
<tbody>
<tr>
<td>01834</td>
<td>Jade</td>
<td>43</td>
<td></td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
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<tr>
<td>23515</td>
<td>James</td>
<td>39</td>
<td></td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
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<tr>
<td>22145</td>
<td>Jed</td>
<td>31</td>
<td></td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
</tr>
</tbody>
</table>

Access to supplemental supports may be based on school resources.

Source: National Center on Response to Intervention
Why screen? Allocate and support decisions.

SAMPLE Winter SRSS Behavior Screening Results

PERCENTAGE OF STUDENTS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Low Risk</th>
<th>Moderate Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>30%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>1</td>
<td>69%</td>
<td>24%</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>78%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>80%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>91%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>63%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>6</td>
<td>70%</td>
<td>30%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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 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.
Did you know?

Screening data can help with the development of the statement of present levels of academic and functional performance (PLAAFP) in the IEP. It can provide...

1. Evidence of “How the child’s disability affects the child’s involvement and progress in the general education curriculum [IDEA Sec. 300.320 (a)(1)(i)]
2. Baseline data for developing appropriately ambitious measurable annual goals [Endrew F, 2017].
3. Evidence of progress within the general education curriculum.
Essential Component: Progress Monitoring
## Essential Component: Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Purpose</strong></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><strong>Focus</strong></td>
<td>Students identified through screening as at risk for poor learning outcomes</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Brief assessments that are valid, reliable, and evidence-based</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>Students are assessed at regular intervals (e.g., daily, weekly, biweekly, monthly)</td>
</tr>
</tbody>
</table>
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 high leverage practices (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%)
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? Allows educators to intervene to prevent poor learning outcomes.
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)
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 2: At least 9 alternate forms
  – Tier 3: 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

<table>
<thead>
<tr>
<th>Academic Progress Monitoring Tools Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>This tool chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:</td>
</tr>
<tr>
<td>- Performance Level Standards</td>
</tr>
<tr>
<td>- Growth Standards</td>
</tr>
<tr>
<td>- Usability</td>
</tr>
<tr>
<td>Last updated October 2018. Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.</td>
</tr>
<tr>
<td>Legend:</td>
</tr>
<tr>
<td>- Convincing evidence</td>
</tr>
<tr>
<td>- Partially convincing evidence</td>
</tr>
<tr>
<td>- Unconvincing evidence</td>
</tr>
<tr>
<td>- Data unavailable</td>
</tr>
<tr>
<td>- Disaggregated data available</td>
</tr>
<tr>
<td>Filter Results:</td>
</tr>
<tr>
<td>Subject:</td>
</tr>
<tr>
<td>- Reading</td>
</tr>
<tr>
<td>- Mathematics</td>
</tr>
<tr>
<td>- Spelling &amp; Written Expression</td>
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<tr>
<td>Grade:</td>
</tr>
<tr>
<td>- Pre-K</td>
</tr>
<tr>
<td>- Elementary (K-5)</td>
</tr>
<tr>
<td>- Middle School (6-8)</td>
</tr>
<tr>
<td>- High School (9-12)</td>
</tr>
</tbody>
</table>

<table>
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<th>Behavior Progress Monitoring Tools Chart</th>
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<td>- Elementary (K-5)</td>
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<tr>
<td>- Middle School (6-8)</td>
</tr>
<tr>
<td>- High School (9-12)</td>
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<tr>
<td>Informant/Refer:</td>
</tr>
<tr>
<td>- Mother/Father</td>
</tr>
<tr>
<td>- Teacher</td>
</tr>
</tbody>
</table>
| - Other:
  | - Not specified |

Critical Feature 2: Progress Monitoring Process

- CRITERIA 1. progress monitoring occurs at least monthly for students receiving Tier 2 and at least weekly for students receiving Tier 3.

- 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.
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
Did you know?

MTSS progress monitoring processes and data can help with developing IEP measurable annual goals and measuring progress toward those goals as required by IDEA. It can ... 

1. Be used to ensure students with disabilities are making progress on important general education outcomes.
2. Provide data of the child’s progress toward meeting the measurable annual goals [IDEA, Sec. 300.320 (a)(3)(i)]
3. Provide evidence of progress for periodic reporting required under the IDEA [Sec. 300.320 (a)(3)(ii)].
4. Increase parent engagement through access to easily understandable graphed progress data.
Essential Component: Data-Decision Making
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

https://intensiveintervention.org/resource/IEP-Teams
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>
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</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>
</tr>
<tr>
<td>Reading Fluency</td>
<td>.34</td>
<td>11</td>
</tr>
<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)*
The Success of MULTI-LEVEL PREVENTION SYSTEM Also 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

HLPs, EBPs, EBIs, IEPs, etc.
HLPs are applicable to the everyday work across the tiers of support.

- Fundamental to effective teaching across the tiers
- Cut across content domains and grade levels
- Used frequently
- Supported by research
Examples of HLPs
HLPs are Supported by Different Levels of Evidence and Policy

**Research Evidence (ex.)**

- Setting long- and short-term learning goals for students (ES = .59 - .68)
- Implementing organizational routines (ES = .52)
- Building respectful relationships with students (ES = .52)
- Providing oral and written feedback to students (ES = .70)
- Explaining and modeling content, practices, and strategies (ES = .60)

**Policy and Practice**

- Talking about a student with parents or other caregivers
- Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

(Hattie, 2018)
What are Evidenced-Based Practices (EBPs)?

EBPs are delivered using HLPs!

- Are content specific
- Developmentally appropriate
- Learner dependent
- Supported by research
Six High-Leverage, Evidence-Based Practices for SWDs

Planning for Instruction

Delivering Instruction

Reviewing and Intensifying Instruction

Cognitive and Metacognitive Strategies

Teaching Social Behaviors

Instructional Technology
Evidence-Based **Instructional Practice Briefs**

- Six downloadable practice briefs
- Each brief covers:
  - What do teachers need to know?
  - Planning and Individualizing Instruction for Students with Disabilities
  - Access to the General Education Classroom
  - How to Get Started
Considerations for Selecting MTSS Instructional Practices

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>Cost, specialized training, or complexity are feasible within current context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptability</td>
<td>Acceptable for impacted stakeholders, including teachers, leaders, and families.</td>
</tr>
<tr>
<td>Impact</td>
<td>Evidence that it produced positive results on desired outcomes, strength of the effects, and amount of evidence.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Research demonstrates impacts in similar setting and with children with similar characteristics (age/grade, cultural, needs, socioeconomic).</td>
</tr>
</tbody>
</table>

[https://ncsi-library.wested.org/resources/732](https://ncsi-library.wested.org/resources/732)
What is Tier 1?

• The education system designed to meet the diverse needs of its learners.

• Includes the ‘what’ and ‘how’.

• Includes everything that is NOT “intervention”. For example,
  » Core academic and behavior curriculum and instruction
  » Schedule
  » Teacher – student interaction
  » School culture
  » Standards
  » State- and district-requirements
  » Technology and resources
So, what really is Tier 1?

- Core system, programming, and supports available to all students.
- Foundation of MTSS.
Tier 1 is the most important level of support!

- Designed and implemented to meet the needs of the greatest number of students with diverse learning needs.

- Provides the greatest opportunity for collective efficacy and impact.

- Provides the foundation for successful supplemental intervention, enhancement, and special education, as appropriate.
Poor quality of Tier 1 programming impacts Tiers 2 and 3

Increase in # of students in intervention.

Decrease in impact of interventions and instruction.

Fuchs & Fuchs, 2017
The effects of Tiers 2 and 3 build upon the collective effects of Tier 1

(Fuchs, & Fuchs, 2003)
Districts and schools cannot buy or intervene their way out of a poor-quality Tier 1 system.
Ineffective Tier 1 focuses on the **wrong** questions.

- How do we get students proficient on state tests?
- What curriculum, interventions, or data systems should we purchase?
- How do we meet the legal requirements of state or federal law?
- What is wrong with the student(s)?
- What is wrong with the teacher or school?
Indicators of Tier 1 Concerns

- Less than 75-80% of students are identified as at or above grade level expectation on identified measures.
- Inconsistent performance across classrooms, grades, or schools.
- Poor attendance, low student engagement, and/or frequent behavior problems.
- High rates of students (>20%) identified for supplemental support.
- Differential benefit across subpopulations.
- Low teacher satisfaction or engagement.
Critical Features of Tier I Instruction: Where should we start?

**Design**
- Uses evidence-based practices (EBP) and research-based curriculum materials
- Articulation of teaching and learning (in and across grade levels)
- Curriculum aligned with state standards
- Schedule

**Delivery**
- Fidelity of implementation of EBPs and HLPs
- Consistent use of differentiated instruction
- Inclusion of students with disabilities and those exceeding benchmark
Critical Features of Tier 2

1. Uses evidence-based interventions (EBI) that support academic, social, emotional, 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 1

The Success of INTERVENTIONS Also Boils Down to One Simple Equation
Key Considerations When Designing and 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*)?
Implementation Fidelity Resource

https://intensiveintervention.org/resource/five-elements-fidelity
## 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. |

[https://www.gadoe.org/wholechild/Documents/MTSS/SchoolFidelityImplementationRubric.pdf](https://www.gadoe.org/wholechild/Documents/MTSS/SchoolFidelityImplementationRubric.pdf)
Validated Approach to Intensive Intervention

DBI Process

- Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)
- Progress Monitor
- Diagnostic Data
- Intervention Adaptation
- Progress Monitor

- 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>
Did you know?

Special education can be delivered across the tiers of support based on the unique needs of the student!
There is no single evidence-based practice that works for every student in every situation.
Next Steps and Resources
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.
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 GA MTSS Fidelity Rubric.

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

• Engage stakeholders from the beginning!
Did We Meet the Session Questions?

• 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)?

• What are the essential components of MTSS? To what extent are we implementing the essential components?

• What Tier I practices are necessary and effective for successful implementation of a multi-tiered system of supports (MTSS)?

Join us at 1:00pm for Session 2.
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!
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 www.MTSS4success.org
National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

Visit www.intensiveintervention.org
Thank You!

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Director, PROGRESS Center (www.promotingPROGRESS.org)
Advisor, National Center on Intensive Intervention (NCII; www.intensiveintervention.org)
Principal Consultant, National Center on Systemic Improvement (NCSI; https://ncsi.wested.org/)
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References


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Project Officer, Jennifer Coffey.
Offering a holistic education to each and every child in our state.

www.gadoe.org

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