

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

Tessie Rose Bailey, PhD

Session Outcomes

- 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?

Today's Agenda

- 9:00 – 9:30 Welcome and Overview
- 9:30 – 10:30 Understanding the *What* and *Why* of MTSS
- 10:30 – 10:45 Break
- 10:45 – 12:00 Overview of Essential Components of MTSS
- 12:00 – 1:00 Lunch
- 1:00 – 1:15 Reflection Activity
- 1:15 – 2:45 Overview of Essential Component of MTSS
- 2:45 – 3:00 Closing and Next Steps

Understanding the *What* and *Why* of MTSS

What's the big deal about MTSS?

1.07 ES
(that's really large!!)

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.

History of National Support for Tiered Systems of Support

- No Child Left Behind (NCLB)- Reading First
- National Center on Student Progress Monitoring (NCSPM, 2002-2007)
- [National Center on Response to Intervention](#) (NCRTI, 2007-2012; CRTI, 2012- present)
- [National Center on Intensive Intervention](#) (2012 – present)
- [National Center on Systemic Improvement](#) (2015 – 2020)
- Every Student Succeeds Act (ESSA)


Multi-tier system of support in Every Student Succeeds Act (ESSA)

- MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].
- Identified as an approach for improving outcomes for students with disabilities and English language Learners [Sec 2103 (b)(3)(F)].
- ESSA requires use of evidence-based interventions.

Georgia's System of Continuous Improvement

1 Team
1 Plan
1 Service Delivery Model

Who benefits from tiered system of supports?

 1,716,785 students	ESOL 5.4%	SPED K-12 11.6% ↑
Gifted & Talented 11.5%	Free & Reduced Meals 61%	Limited English Proficient 8%

Source: Enrollment in Georgia Public Schools, 2016-17

Who benefits from a tiered system of supports?

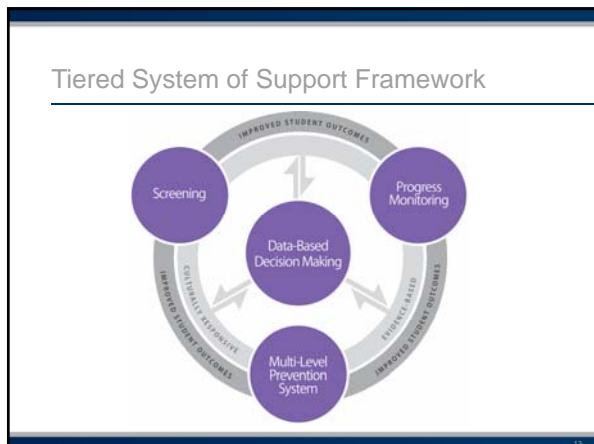
- Georgia Department of Education
- Regional Service Providers
- School Districts
- Schools
- Teachers
- Students

We all do!

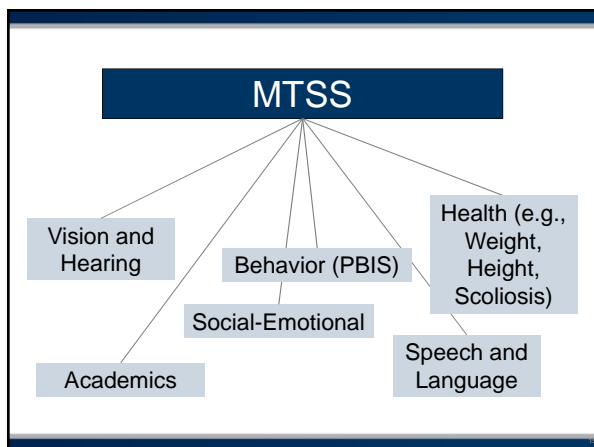
Defining MTSS

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

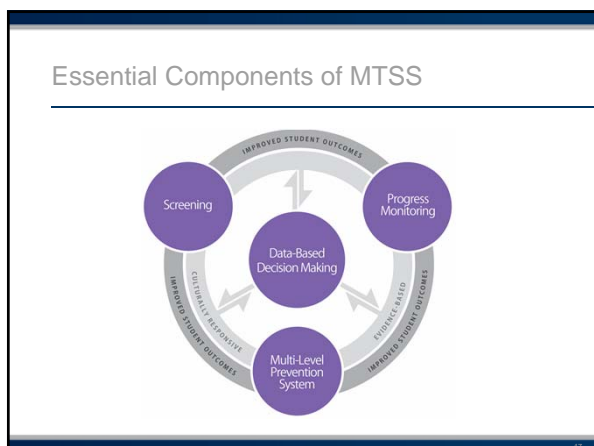
(Adapted from National Center on Response to Intervention, 2010)



- ### Facilitates Systems and Initiative Alignment
- Is preventative and outcome oriented.
 - Aligns special and general education requirements under IDEA and ESSA.
 - 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.



- ### Clarifying Misconceptions About MTSS
- Which of these misconceptions do you frequently encounter?
 - What are some questions you have about the misconceptions?
 - What are some ways you can support staff in recognizing the misconceptions and improving implementation of an MTSS framework?
- Handout 2



MTSS Fidelity Rubric

Center for RESPONSE to INTERVENTION
© 2014 National Center for Learning Disabilities

Multi-Tiered System of Support Fidelity of Implementation Rubric

The Multi-Tiered System of Support (MTSS) Fidelity Rubric is the tool by individuals who are responsible for monitoring school-level fidelity of MTSS implementation. The rubric is aligned with the essential components of a tiered system of support and the substructure that is necessary for successful implementation. It is accompanied by a worksheet with probing questions and score points for use in an interview with the leadership team.

Misconception	Screening	Progress Monitoring	Multi-Level Prevention System	Data-Based Decision Making
Screening The MTSS personnel accurately identify students at risk of poor learning outcomes or challenging behaviors.	1. Evidence indicates that the screening tools are reliable, consistent between the assessors and valid measures are strong, and production of risk status are accurate.	1. Evidence indicates that the screening tools are reliable, consistent between the assessors and valid measures are strong, and production of risk status are accurate, and staff is able to articulate the supporting evidence.	1. Evidence indicates that the screening tools are reliable, consistent between the assessors and valid measures are strong, and production of risk status are accurate, and staff is able to articulate the supporting evidence.	1. Evidence indicates that the screening tools are reliable, consistent between the assessors and valid measures are strong, and production of risk status are accurate, and staff is able to articulate the supporting evidence.
Universal Screening One or more of the following conditions are met: (1) screening is conducted for all students (i.e., all students are screened, across all grade levels, and across all content areas); and (2) a process to screen all students exists (even if not yet implemented) (e.g., fall, winter, spring).	1. One or more of the following conditions are met: (1) screening is conducted for all students (i.e., all students are screened, across all grade levels, and across all content areas); and (2) a process to screen all students exists (even if not yet implemented) (e.g., fall, winter, spring).	1. One or more of the following conditions are met: (1) screening is conducted for all students (i.e., all students are screened, across all grade levels, and across all content areas); and (2) a process to screen all students exists (even if not yet implemented) (e.g., fall, winter, spring).	1. One or more of the following conditions are met: (1) screening is conducted for all students (i.e., all students are screened, across all grade levels, and across all content areas); and (2) a process to screen all students exists (even if not yet implemented) (e.g., fall, winter, spring).	1. One or more of the following conditions are met: (1) screening is conducted for all students (i.e., all students are screened, across all grade levels, and across all content areas); and (2) a process to screen all students exists (even if not yet implemented) (e.g., fall, winter, spring).
Data Points for Yearly Risk Screening data are used to inform and/or to verify the status of individual students in or at risk.	1. Screening data are used to inform and/or to verify the status of individual students in or at risk.	1. Screening data are used to inform and/or to verify the status of individual students in or at risk.	1. Screening data are used to inform and/or to verify the status of individual students in or at risk.	1. Screening data are used to inform and/or to verify the status of individual students in or at risk.

Essential Component: Screening

Essential Component: Screening

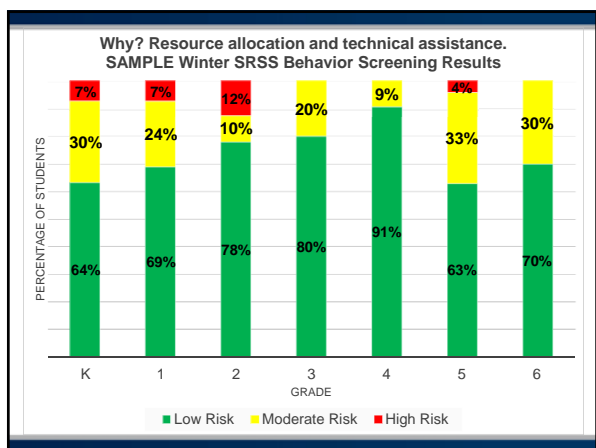
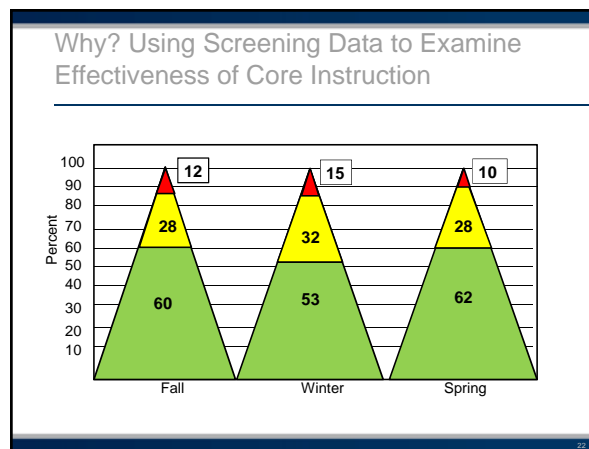
Purpose	Identify students who are at risk for poor learning outcomes and provide an indicator of system effectiveness.
Focus	ALL students
Tools	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems
Time Frame	Administered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

Why? Identify Students At-Risk

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
01256	Jim	179			Established	Continue Enhancement
02343	Jeremy	107			Established	Continue Tier I Prevention
01205	Jackie	105			Established	Continue Tier I Prevention
02341	Jill	103			Established	Continue Tier I Prevention
-----Cut score = 102-----						
02001	Jerry	101			Established	Continue Tier I Prevention
14507	Jack	101			Established	Continue Tier I Prevention
08245	Jessie	98			Established	Continue Tier I Prevention
01257	Joan	88			Established	Continue Tier I Prevention
20002	Jared	86			Established	Continue Tier I Prevention
00032	Jason	80			Established	Continue Tier I Prevention
12235	Jeff	77			Established	Continue Tier I Prevention
02345	Jessica	77			Established	Continue Tier I Prevention
01284	Jim	74			Established	Continue Tier I Prevention
04112	Jim	72			Established	Continue Tier I Prevention
08751	Jeremy	71			Established	Continue Tier I Prevention
-----Emerging > 70-----						
14562	Jackson	69			Emerging	Assess and Consider Tier II Prevention
09873	Jessie	69			Emerging	Assess and Consider Tier II Prevention
05631	Jillian	60			Emerging	Assess and Consider Tier II Prevention
02344	Juanita	57			Emerging	Assess and Consider Tier II Prevention
12074	Justin	55			Emerging	Assess and Consider Tier II Prevention
13551	Janet	53			Emerging	Assess and Consider Tier II Prevention
-----Deficient > 48-----						
01324	Jade	43			Deficient	Assess and Consider Need for Tier III Prevention
02342	James	37			Deficient	Assess and Consider Need for Tier III Prevention
02145	Jed	31			Deficient	Assess and Consider Need for Tier III Prevention

Access to supplemental supports may be based on school resources

Source: National Center on Response to Intervention



- ### 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.
- Handout 4

NCII Academic and Behavior Screening Tools Chart

<https://charts.intensiveintervention.org/chart/academic-screening>

<https://charts.intensiveintervention.org/chart/behavior-screening>

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).

Handout 4

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.

Measure 1:
AT-RISK

+

Measure 2:
AT-RISK

+

Measure 3:
AT-RISK

=

AT-RISK,
begin
intervention

Measure 1:
AT-RISK

+

Measure 2:
NOT AT-RISK

+

Measure 3:
NOT AT-RISK

=

Potential Risk,
Tier 1
Prevention +
Monitor

Why Verify Risk Status?

- MTSS success depends on accurate identification of students who are considered at risk.
- Screening tools are not 100% accurate and many, especially at K-1, tend to over-identify.
- Verifying risk can reduce over-and under-identification of students in supplemental supports.
- Reducing over- and under-identification can save time, resources, and student frustration!

Reflection: Key Features of Academic and Behavior Screening

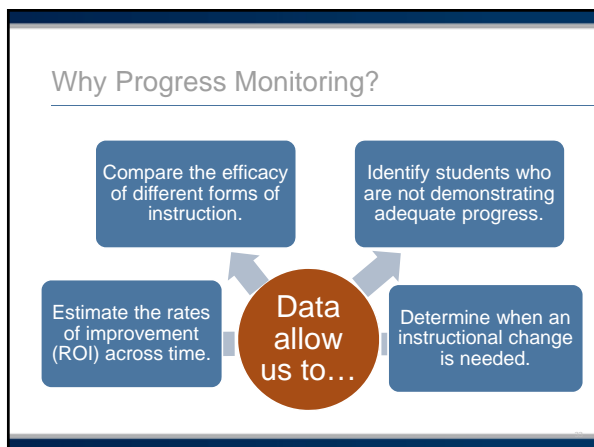
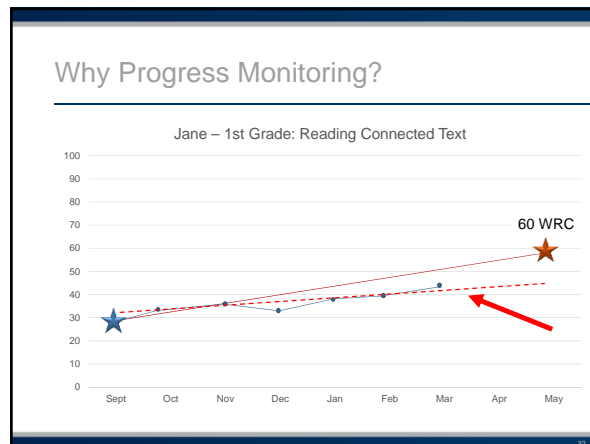
- Includes all students.
- Depends on brief tools that are valid and reliable.
- Assesses educationally relevant outcomes.
- Academic and behavior screening occur at least two times each year (fall, winter).
 - Spring is optional but highly recommended
- Used to identify students at-risk for poor learning outcomes.

Essential Component: Progress Monitoring

Why Progress Monitoring?

When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better.

(Fuchs & Fuchs, 2002, p. 1)



Essential Component: Progress Monitoring

Purpose	Monitor students' response to primary, secondary, or tertiary 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
Focus	Students identified through screening as at risk for poor learning outcomes
Tools	Brief assessments that are valid, reliable, and evidence-based
Time Frame	Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

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
- 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)

Progress Monitoring Tools

Progress Monitoring Process

Selecting Progress Monitoring Tools

Examples: Secondary PM Tools

Tiers	Measures	Frequency
1	<ul style="list-style-type: none"> Ongoing formative assessment Common math assessments Common writing prompts Grades Attendance Behavior data 	<ul style="list-style-type: none"> Daily Monthly Monthly Semester/quarterly First 20 days of school
2	<ul style="list-style-type: none"> Teacher developed algebra CBMs Maze or oral reading passages D/F reports Systematic Direct Observations/DBR 	<ul style="list-style-type: none"> Every other week Weekly/every other week Weekly Weekly
3	<ul style="list-style-type: none"> Maze or oral reading passages Teacher developed algebra CBMs Intervention specific measures Systematic Direct Observations/DBR 	<ul style="list-style-type: none"> Daily/Weekly Daily

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

Critical Feature 1: Progress Monitoring Tools

CRITERIA 2. specify minimum acceptable growth;
 CRITERIA 3. provide benchmarks for minimum acceptable end-of-year performance; and

NOTE: Behavior PM Tools look at levels of performance

Critical Feature 1: Progress Monitoring Tools

CRITERIA 4. have available reliability and validity information for the performance-level score and staff is able to articulate the supporting evidence.

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 & Silbergliitt (2007) recommended six to nine data points.

Critical Feature 2: Progress Monitoring Process

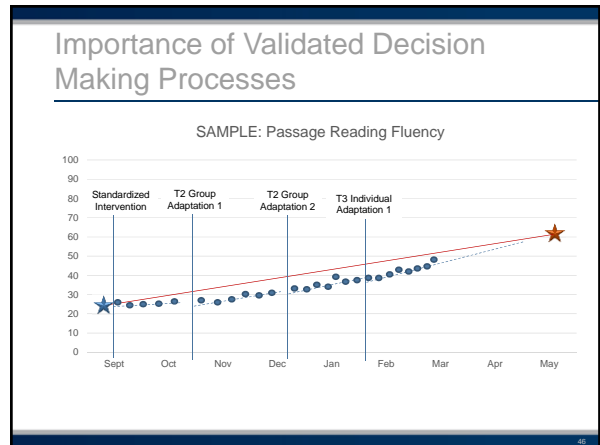
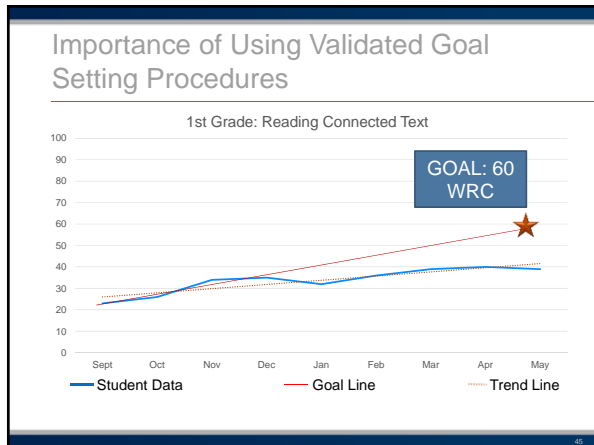
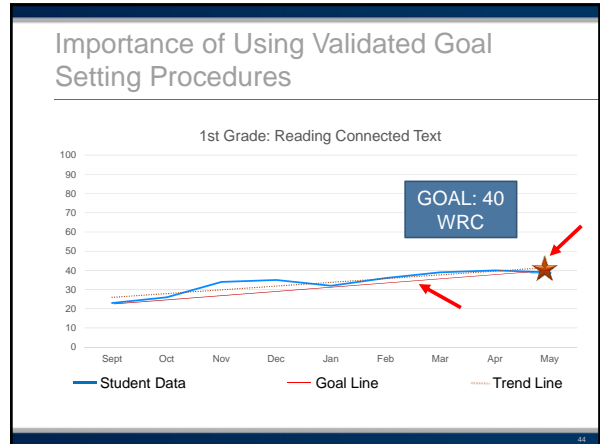
- CRITERIA 2: procedures are in place to ensure implementation accuracy.

Identifying Appropriate Students

Goal Setting

Data Collection and Entry

Data Decision Making



Essential Component: Data-Decision Making

MTSS DBDM: Problem Solving at All Levels

Are teaching and learning well articulated within the ...	so that students have similar high-quality experiences...	Yes or No
district	regardless of their assigned school?	
school	regardless of their grade?	
grade	regardless of their teacher?	
class	regardless of their instructional level?	

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 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.

DBDM at All Levels of MTSS

Data Literacy Continuum: Essential Elements

Data Exploration	Data Management	Data Use	Improving Data Literacy
What? <ul style="list-style-type: none"> Purpose and vision (set the path) Research questions (what do we want/need to know) 	What? <ul style="list-style-type: none"> Data definitions Data selection Data collection/access Data submission Data fidelity 	What? <ul style="list-style-type: none"> Data analysis Data use/data-based decision making Data sharing and reporting 	What? <ul style="list-style-type: none"> Efficiency and effectiveness Data integration Sustainability at data use/management Scaling processes Improving fidelity
Considerations <ul style="list-style-type: none"> Who are the impacted stakeholders? Establishing buy-in prior to moving forward 	Considerations <ul style="list-style-type: none"> System/storage Costs, time, feasibility, burden on stakeholders 	Considerations <ul style="list-style-type: none"> Balance of use... systems improvement, instructional decision making, reporting Use depends on role 	Considerations <ul style="list-style-type: none"> Did we answer our questions? How can we improve costs, time, feasibility, data system, burden on stakeholders for data use?

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

In effective MTSS models.....

- collaborative teams are formed using the resources, talent, and personnel across the educational system.

Handout 8

Collaboration is most effective when teachers feel safe asking questions and revealing weakness to their peers.

(Fuchs, Fuchs & Bahr, 1990)

Does your system support teachers in engaging in effective collaboration?

Reflection.

- Based on our self-evaluation so far, what are areas of strength for our school or district?
- What are areas where we could improve? Are there changes we can make now that would increase the effectiveness of our current system?

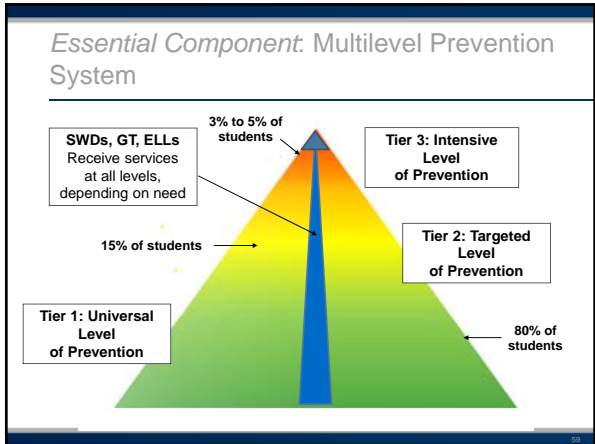
Essential Component: Multi-tiered Prevention System

57

Why Do We Need a Prevention Framework?

Student Outcome	Early Elementary K-3		Upper Grades 4-9	
	Mean ES	No. of Effects	Mean ES	No. of Effects
Comprehension	.46	25	.09	37
Reading Fluency	.34	11	.12	8
Word Reading	.56	53	.20	22
Spelling	.40	24	.20	5

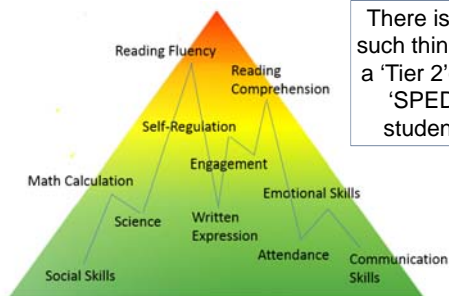
Note: ES = effect size (Wanzek et al., 2013)



Sample Tiers of Academic Supports

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

Addressing the Whole Child Through MTSS



There is no such thing as a 'Tier 2' or a 'SPED' student!

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

Handout
7

Building a Robust Instructional Framework With Alphabet Soup



MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs.

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

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

The image shows a screenshot of the Teaching Works website. On the left is a navigation menu with options like Home, About, and High-Leverage Practices. The main content area features a large graphic with the text 'HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION' and several small photos of students and teachers. Below the graphic is a section titled 'High-Leverage Practices' with a brief description and a list of practices including 'Leading a group discussion' and 'Expliciting and modeling content, practices, and strategies'.

What about Evidenced-Based Practice (EBPs)?

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

Examples:

- Repeated Readings
- Reading Mastery
- Explicit Vocabulary Instruction
- Check-in Check-Out
- Check and Connect

Resources for Evaluating and Selecting Evidence Base

<p>NCII Interventions Tools Chart</p> <p>http://www.intensiveintervention.org/chart/instructional-intervention-tools</p>	<p>What Works Clearinghouse</p> <p>http://ies.ed.gov/ncee/www/findwhatworks.aspx</p>	<p>Best Evidence Encyclopedia</p> <p>http://www.bestevidence.org/</p>
---	---	---

Critical Features of Tier 2

1. Uses evidence-based interventions that support academic and behavior needs
2. Complements core academic and behavior instruction/program

Handout 7

Critical Features of Tier 2

3. Uses standardized interventions with appropriate dosage and grouping size delivered by trained personnel with fidelity
 - Standardized intervention
 - » uses research-based instructional programs
 - » provided in a specific manner to students
 - » typically includes a step-by-step sequence

(Vaughn et al., 2012)
4. Scheduled in addition to Tier I

Handout 7

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*)?

Taxonomy of Intervention Intensity

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

Dimensions*	Description
Strength	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 0.49 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	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.
Alignment	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.
Attention to transfer	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.
Comprehensiveness	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).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Handout	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.

*McIntyre, L.L., & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. TEACHING Exceptional Children, 50(2), 35-43.

Strength: Varying Evidence Standards

Research-Based Curricula	Evidence-Based Intervention
<ul style="list-style-type: none"> Recommended for primary prevention across subjects Components have been researched and found to be generally effective Curriculum materials have not been rigorously evaluated as a package 	<ul style="list-style-type: none"> Recommended for secondary and tertiary prevention Materials evaluated using rigorous research design Evidence of positive effects for students who received the intervention

How do you measure *Strength*?

Strength	Effect Size
Small (minimum)	0.25 to 0.34
Moderate	0.35 to 0.49
Strong	0.50 or larger

What to Look For When Examining the Published Evidence Base

- Effect Size**
 - Does the evidence suggest the intervention can produce the result we expect?
- Type/Source**
 - Is the source reputable? Can it be trusted?
- Population**
 - Were the students included in the study similar to our students?
- Desired Outcomes**
 - Were the outcomes of interest relevant to our students?

Resources for Evaluating Evidence Base of Published Interventions

<p>NCII Interventions Tools Chart</p> <p>http://www.intensiveintervention.org/chart/instructional-intervention-tools</p>	<p>What Works Clearinghouse</p> <p>http://ies.ed.gov/ncee/wwc/findwhatworks.aspx</p>	<p>Best Evidence Encyclopedia</p> <p>http://www.bestevidence.org/</p>
--	--	--

Dosage

- Refers to number of opportunities to respond and receive corrective feedback.
- Impacted by several variables:
 - Size of instructional group
 - Number of minutes each session lasts
 - Number of sessions provided per week

Alignment

- Addresses the target student's full set of academic skill deficits.
- Does *not* address skills the target student has already mastered (extraneous skills for that student).
- Interventions should focus on systematic instruction on up to three foundational skills (e.g., phonics, comprehension, fluency).
- Incorporates a meaningful focus on skills necessary to access grade-appropriate curricular standards.

Attention to Transfer

- Refers to the extent to which
 - an intervention is *systematically designed* to help students transfer the skills they learn to other formats and contexts.
 - the intervention helps students realize connections between mastered and related skills

“generalization”

Comprehensiveness

Reflects the number of explicit instruction principles the intervention incorporates. Examples...

1. provides explanations in simple, direct language.
2. models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own.
3. ensures students have the necessary background knowledge and skills to succeed with those strategies.
4. gradually fades support for students' correct execution of those strategies.
5. provides practice so students use the strategies to generate many correct responses.
6. incorporates systematic cumulative review

Behavior Support

self-regulation

ability to manage your emotions and behavior in accordance with the demands of the situation

executive function

a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal

They make up the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully

Academic Support in Behavior Interventions

- Is it easily integrated within the context of academic instruction?
- Does it compliment rather than supplant the academic focus?
- Does it include procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)?

Five Elements of Fidelity

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

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

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

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

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

(Dane & Schneider, 1998; Gresham et al., 1993; O'Donnell, 2008)

Critical Features of Tier 3: Data-based Individualization

Tier 3 or intensive intervention

- 1) Is more intensive than Tier 2 interventions.
- 2) 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).
- 3) Uses an iterative process based on student data.

Handout 7

Critical Features of Tier 3: Data-based Individualization

Tier 3 or intensive intervention

- 1) Is individualized.
- 2) Led by well-trained staff experienced in individualizing instruction based on student data.
- 3) Uses optimal group size (according to research) for the age and needs of students.

Handout 7

Critical Features of Tier 3: Data-based Individualization

- 1) Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need.
- 2) Intensive interventions address the general education curriculum in an appropriate manner for students.

Handout 7

Tier 3: Data-Based Individualization (DBI)

Recommended Approach to Intensive Interventions for Students with Significant and Persistent Learning Challenges

- Origins in experimental teaching
- Systematic process for decision making and intensifying instruction
- NOT A ONE-TIME FIX

Visit National Center on Intensive Interventions at www.intensiveintervention.org to learn more.

How do Tier 2 and Tier 3 Compare?

	Tier 2	Tier 3
Instruction/Intervention Approach	Follow standardized evidence-based programs as designed	Use standardized evidence-based program as a platform, but adapts instruction based on student data
Duration and timeframe	Use duration and timeframe defined by developer	Increase frequency and/or duration to meet student needs
Group size	3–7 students (as defined by developer)	Decrease group size to meet student needs (no more than 3)
Progress Monitoring	At least monthly	Weekly
Population served	At-risk (typically 15–20% of student population)	Significant and persistent learning and/or behavior needs (typically 3–5% of student population)

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.
 - <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>
- **MODERATE EVIDENCE** for dropout prevention: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
 - <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Closing and Next

91

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.

92

REMEMBER: MTSS provides the infrastructure and supports necessary for teachers to effectively implement EBPs using HLPs.

Effective implementation of EBPs using HLPs by ALL teachers is necessary for MTSS to result in sustained benefits for ALL students.

93

Changing Roles of Leadership

- Phase 1. Building and District Leadership will collaborate to structure their MTSS in the respective buildings.
- Phase 2. Establish core beliefs; identify tools and procedures for universal screening, progress monitoring, & DBDM; and identify the district and school-based coordinators and team members.
- Phase 3. To support sustaining and refining of MTSS, ensure availability of on-going trainings and supports.

Leadership should make sure that MTSS is a priority when allocating resources, providing support and visibility, and removing barriers to implementation.

94

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!

95

Resources: National Resources

Center on Response to Intervention

www.rti4success.org

National Center on Intensive Intervention

www.intensiveintervention.org

CEEDAR Center

<http://cedar.education.ufl.edu/>

97

For More Information

Tessie Rose Bailey, PhD

Principal Technical Assistance Consultant

American Institutes for Research

tbailey@air.org



98

References

- Aceves, T. C., & Orosco, M. J. (2014). *Culturally responsive teaching* (Document No. IC-2). Gainesville, FL: University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center. Retrieved from <http://cedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf>
- Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23(4), 381–394.
- Charlton, C., Ross, S., & Sabey, C. (2017, March). *Critical incidents in the implementation of a multi-tiered system of supports*. Presentation at the Association for Positive Behavior Supports' Annual Conference, Denver, CO.
- National Center on Response to Intervention. *The essential components of RTI*. Retrieved from www.rti4success.org
- Dexter, D. D., Hughes, C. A., & Farmer, T. W. (2008). Responsiveness to intervention: A review of field studies and implications for rural special education. *Rural Special Education Quarterly*, 27(4), 3–9.
- Simmons, D. C., Coyne, M. D., Kwok, O. M., McDonagh, S., Ham, B. A., & Kame'enui, E. J. (2008). Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. *Journal of Learning Disabilities*, 41(2), 158–173.

99