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

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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, & Stubblefield, 2003; Diller, Hughes, & Farmer, 2008; Simeone, Coyne, Kwek, McDonagh, Hann, & 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 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

Essential Components of MTSS
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)

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**Why? Identify Students At-Risk**

Access to supplemental supports may be based on school resources.

**Why? Using Screening Data to Examine Effectiveness of Core Instruction**

Source: National Center on Response to Intervention

**Why? Resource allocation and technical assistance.**

SAMPLE Winter SRSS Behavior Screening Results

- 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.

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**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 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).

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 at risk or not.

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) |

### 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)

### 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 at-risk (~20-25%)
Selecting Progress Monitoring Tools

Examples: Secondary PM Tools

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

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

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

NOTE: Behavior PM Tools look at levels of performance.
Critical Feature 2: Progress Monitoring Process

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

Data Collection and Entry
- Identifying Appropriate Students
- Goal Setting

Importance of Using Validated Goal Setting Procedures

- GOAL: 40 WRC

- Student Data
- Goal Line
- Trend Line

Importance of Validated Decision Making Processes

- SAMPLE: Passage Reading Fluency

- Standardized Intervention
- T2 Group Adaptation 1
- T2 Group Adaptation 2
- T3 Individual Adaptation 1

MTSS DBDM: Problem Solving at All Levels

Essential Component: Data-Decision Making
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

State System of Support & Regional System
How do we improve regional and 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?

Teacher Level
How do we improve student level supports to improve outcomes?

Improved Student Outcomes

Data Literacy Continuum: Essential Elements

Data Exploration
- What?
  - Purpose and vision (set the path)
  - Research questions (what do we want/need to know)
- Considerations
  - Who are the impacted stakeholders?
  - Establishing buy-in prior to moving forward

Data Management
- What?
  - Data definitions
  - Data collection
  - Data access
  - Data submission
  - Data fidelity
  - Data management system/storage
- Considerations
  - Costs, time, feasibility, burden on stakeholders

Data Use
- What?
  - Data analysis
  - Data use/data-based decision making
- Considerations
  - Use of data systems, improvement in decision making
  - Efficiency and effectiveness

In effective MTSS models……

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

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
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?

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>
</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)

Essential Component: Multi-tiered Prevention System

Why Do We Need a Prevention Framework?

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction or Intervention Approach</td>
<td>Comprehensive, research-based curriculum</td>
<td>Standardized, targeted small-group instruction</td>
</tr>
<tr>
<td>Group Size</td>
<td>Classwide (with some small-group instruction)</td>
<td>3-7 students</td>
</tr>
<tr>
<td>Assessment</td>
<td>Screening, 3 times yearly</td>
<td>At least biweekly or monthly</td>
</tr>
<tr>
<td>Population Served</td>
<td>All students</td>
<td>Students identified as at risk (~15%–20%)</td>
</tr>
</tbody>
</table>

Sample Tiers of Academic Supports

Essential Component: Multilevel Prevention System

Note: SWDs, GT, ELLs receive services at all levels, depending on need.
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

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

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

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

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

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 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 moderate intervention needs, expressed in terms of effect size. Effect size of .20 indicates no intervention; .35 indicates a meaningful improvement; .50 or larger is a strong [16].</td>
</tr>
<tr>
<td><strong>Dosage</strong></td>
<td>The number of opportunity to respond and receive corrective feedback.</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>How well the program aligns to the instructional objective.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>The context in which the intervention is delivered.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>The evidence of the intervention is gathered.</td>
</tr>
</tbody>
</table>

**Research-Based Curricula**

- 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

**Evidence-Based Intervention**

- 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?**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small (minimum)</td>
<td>0.25 to 0.34</td>
</tr>
<tr>
<td>Moderate</td>
<td>0.35 to 0.49</td>
</tr>
<tr>
<td>Strong</td>
<td>0.50 or larger</td>
</tr>
</tbody>
</table>

**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**

- **NCII Interventions Tools Chart**
- **What Works Clearinghouse**
- **Best Evidence Encyclopedia**
  - http://wara.bestevidence.org/

**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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence</td>
<td>How well do we stick to the plan, curriculum, or assessment?</td>
</tr>
<tr>
<td>Exposure/Duration</td>
<td>How often does a student receive an intervention? How long does an intervention last?</td>
</tr>
<tr>
<td>Quality of Delivery</td>
<td>How well is the intervention defined and different from other interventions?</td>
</tr>
<tr>
<td>Program Specificity</td>
<td>How well is the intervention designed and different from other interventions?</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>How engaged and involved are the students in this intervention or activity?</td>
</tr>
</tbody>
</table>

(Sara & Schneider, 1995; Gresham et al., 1993; O’Donnell, 2008)
Critical Features of Tier 3: Data-based Individualization

1) 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.

2) 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.

3) Tier 3 or intensive intervention
   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.

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>Instruction/Intervention Approach</td>
<td>Follow standardized evidence-based programs as designed</td>
<td>Use standardized evidence-based program as a platform, but adapts instruction based on student data</td>
</tr>
<tr>
<td>Duration and timeframe</td>
<td>Use duration and timeframe defined by developer</td>
<td>Increase frequency and/or duration to meet student needs</td>
</tr>
<tr>
<td>Group size</td>
<td>3–7 students (as defined by developer)</td>
<td>Decrease group size to meet student needs (no more than 3)</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>At least monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td>Population served</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>

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.

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.
### 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.

### 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.

### 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.

### 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!
Resources: National Resources

Center on Response to Intervention
www.rti4success.org

National Center on Intensive Intervention
www.intensiveintervention.org

CEEDAR Center
http://ceedar.education.ufl.edu/

For More Information
Tessie Rose Bailey, PhD
Principal Technical Assistance Consultant
American Institutes for Research
tbailey@air.org

References


