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

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Center on
Multi-Tiered System of Supports
at the American Institutes for Research®

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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?

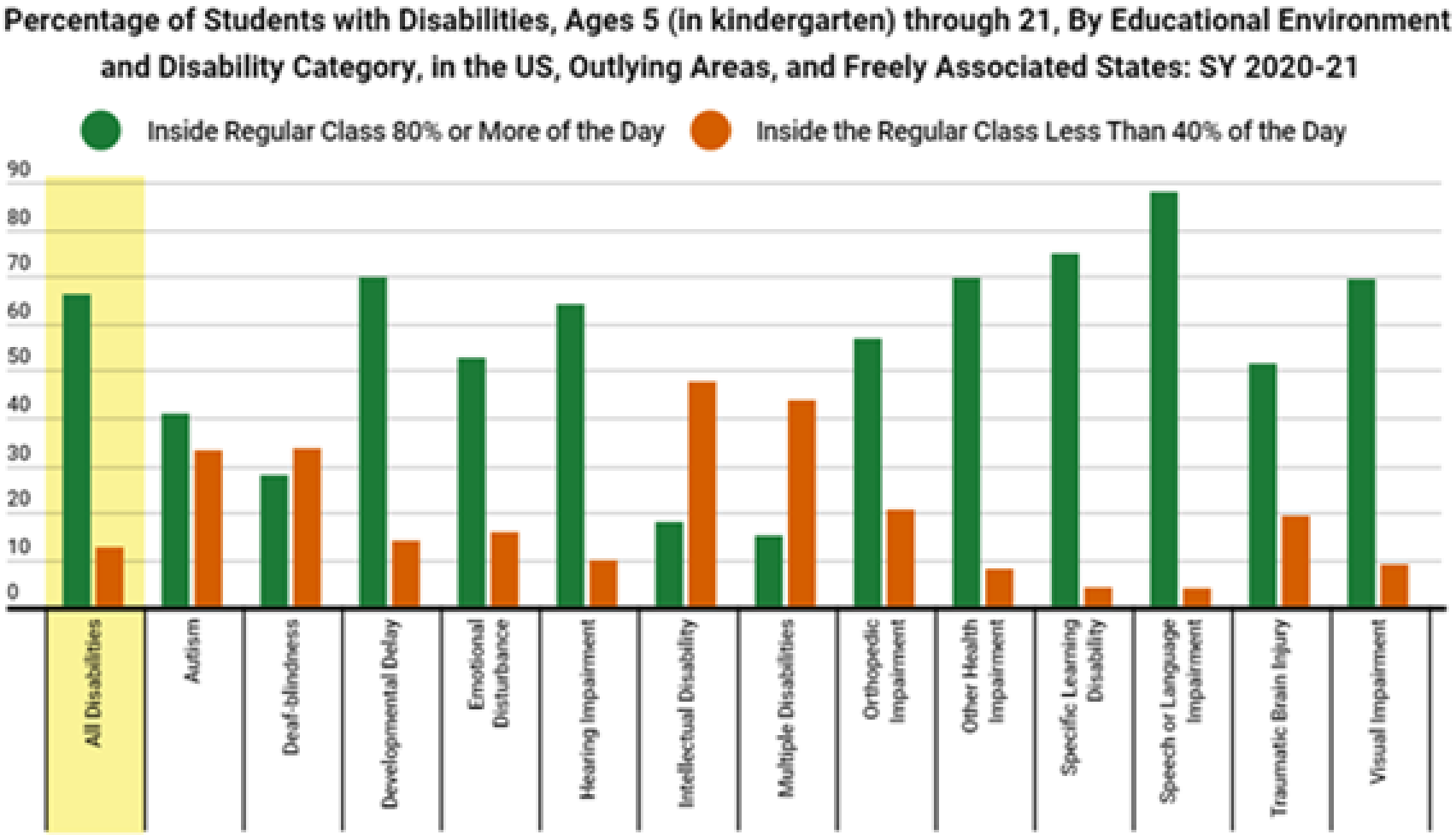
3. What Tier I practices are necessary and effective for successful implementation of a multi-tiered system of supports (MTSS)?

Effective MTSS focuses on the **right** questions!

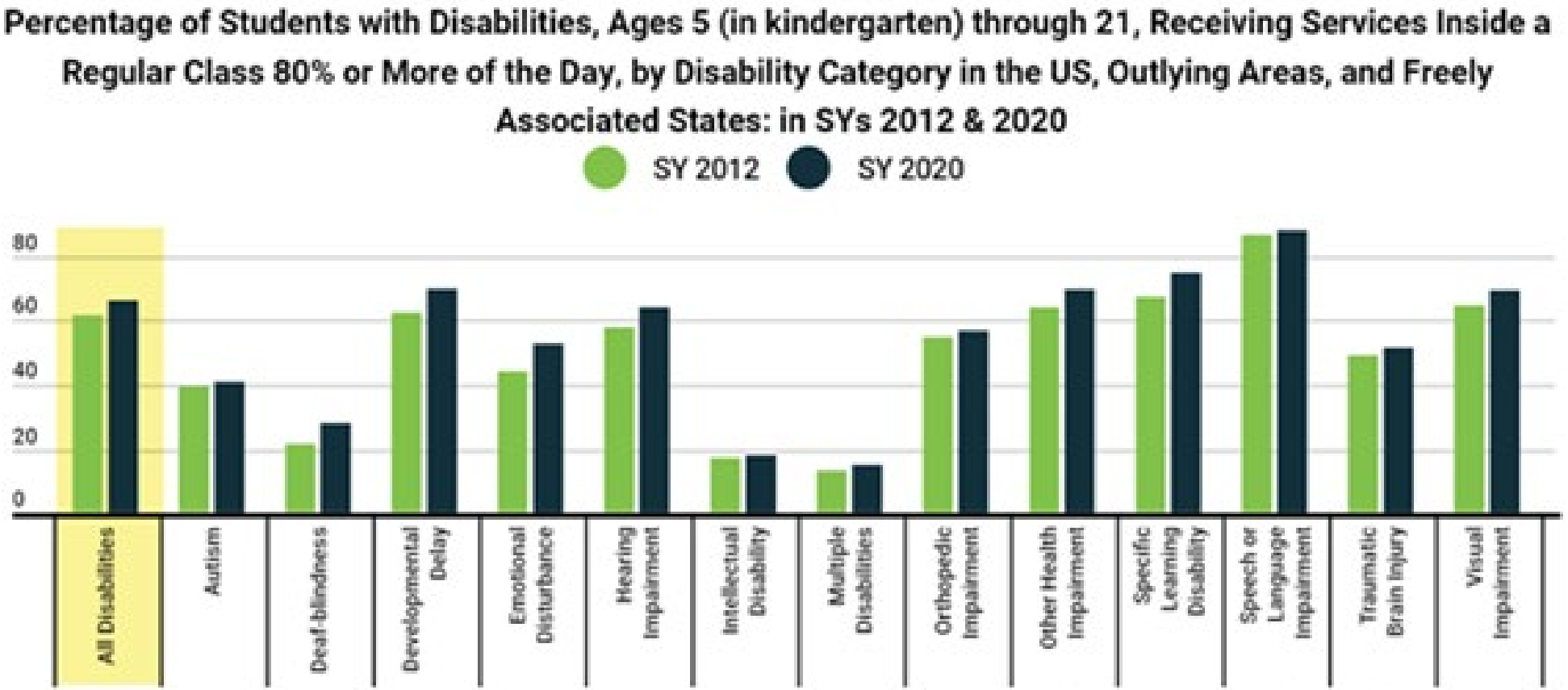
- **What do we want for our children, educators, and schools?**
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?

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



Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2020-21. https://data.ed.gov/dataset/71ca7d0c-a161-4abe-9e2b-4e68ffb1061a/resource/c515f168-be9c-4505-a6d7-d52a47b9b2b7/download/bchildcountandedenvironment2020-21.csv.

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.

×

Evidence you are making a difference.

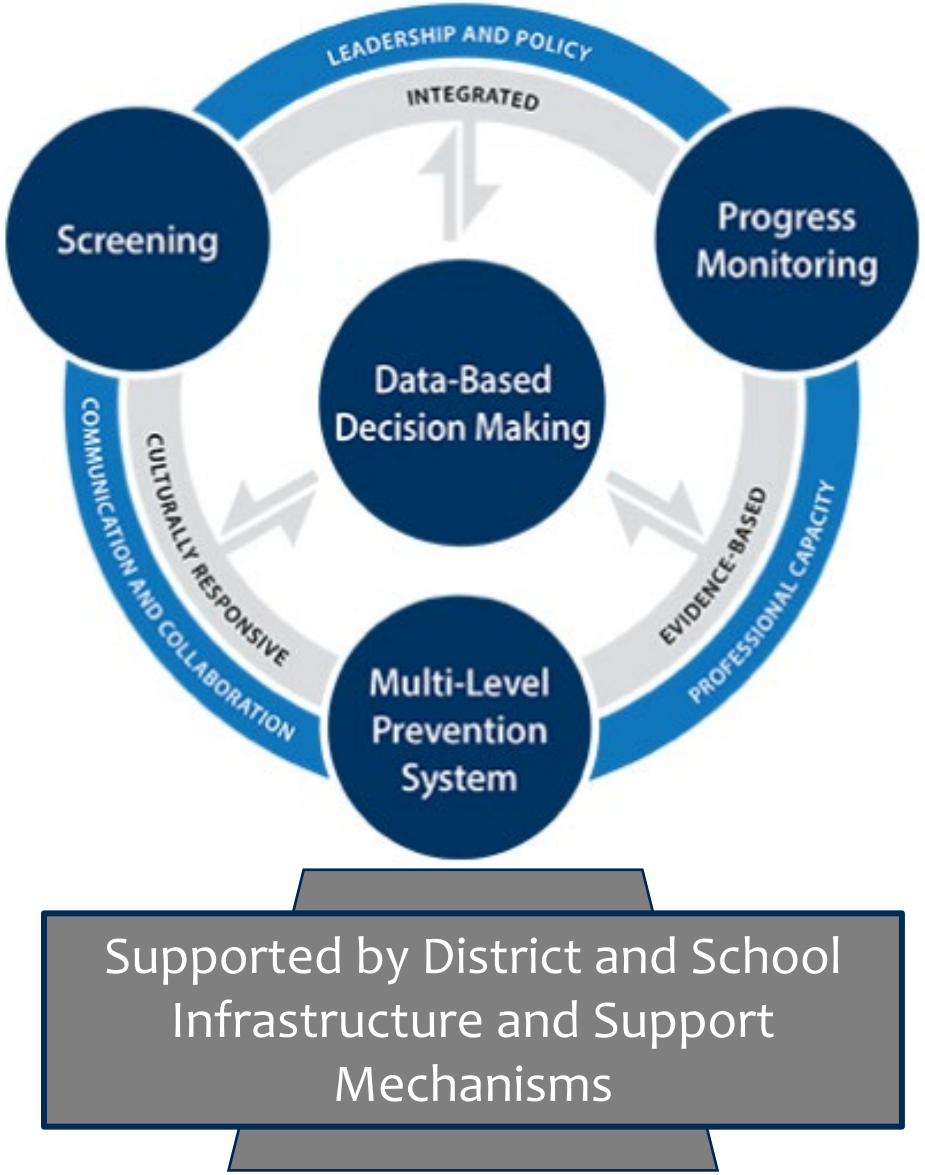
=

ES = 1.57*

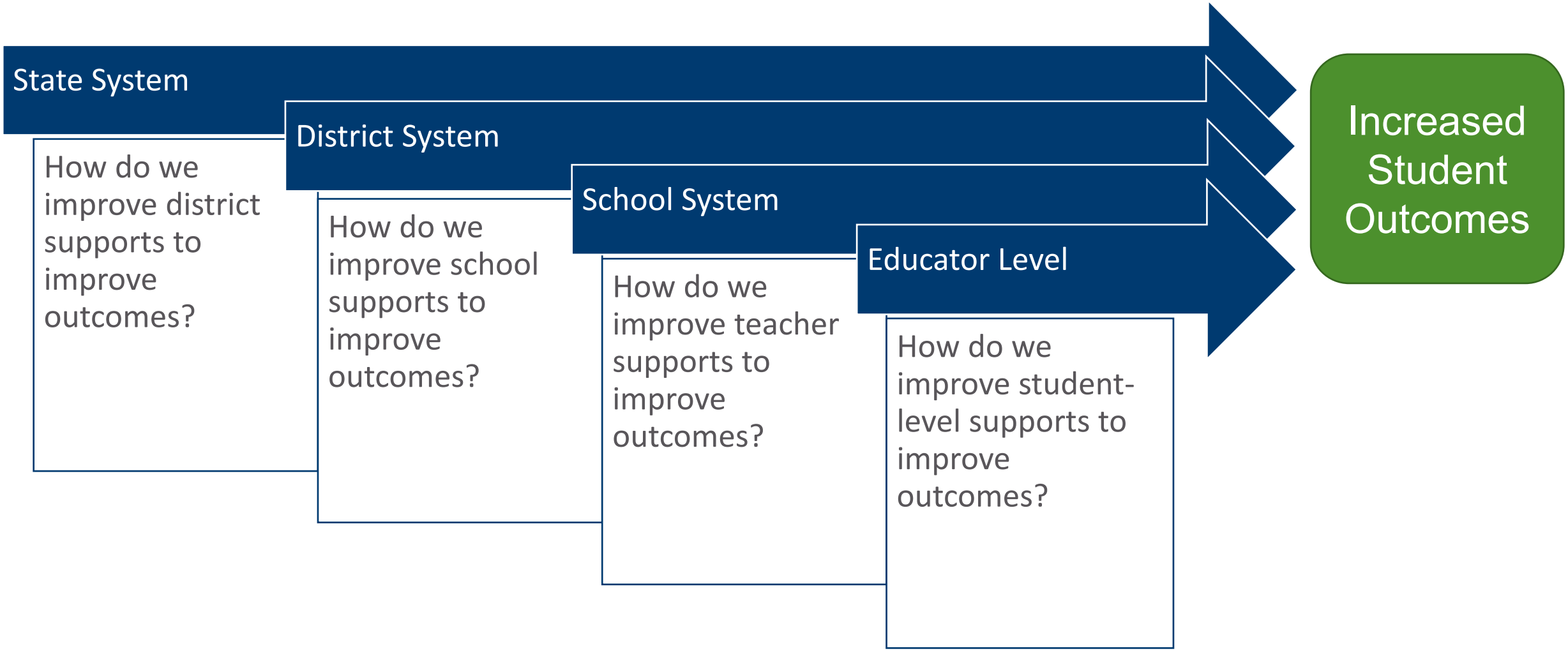
(Eells, 2011; Hattie, 2017)

What is MTSS?

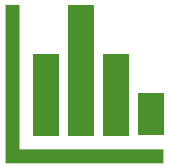
MTSS provides the data and infrastructure necessary to develop collective efficacy!



MTSS provides the data necessary for decision making.



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.

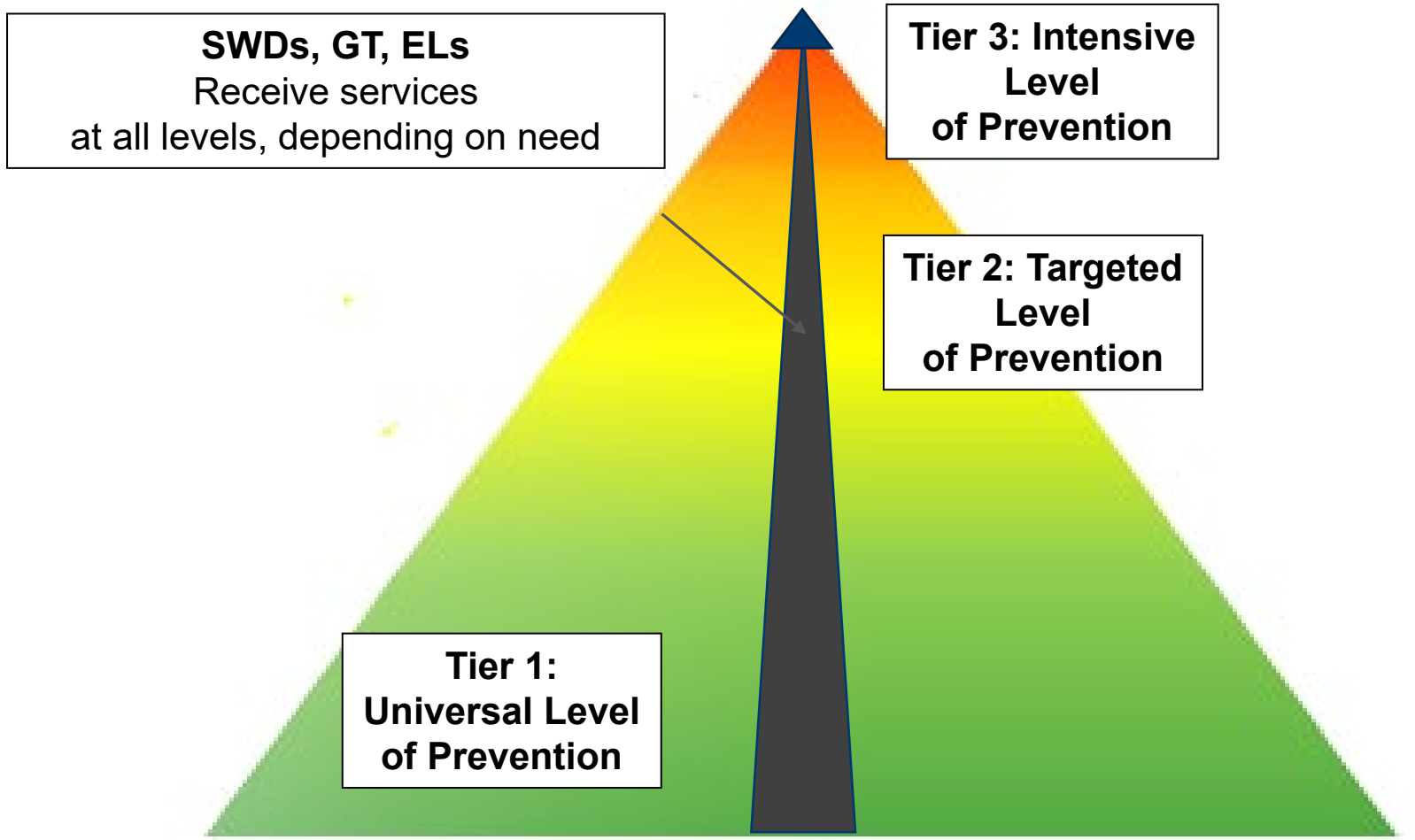
Diagnostic Data

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

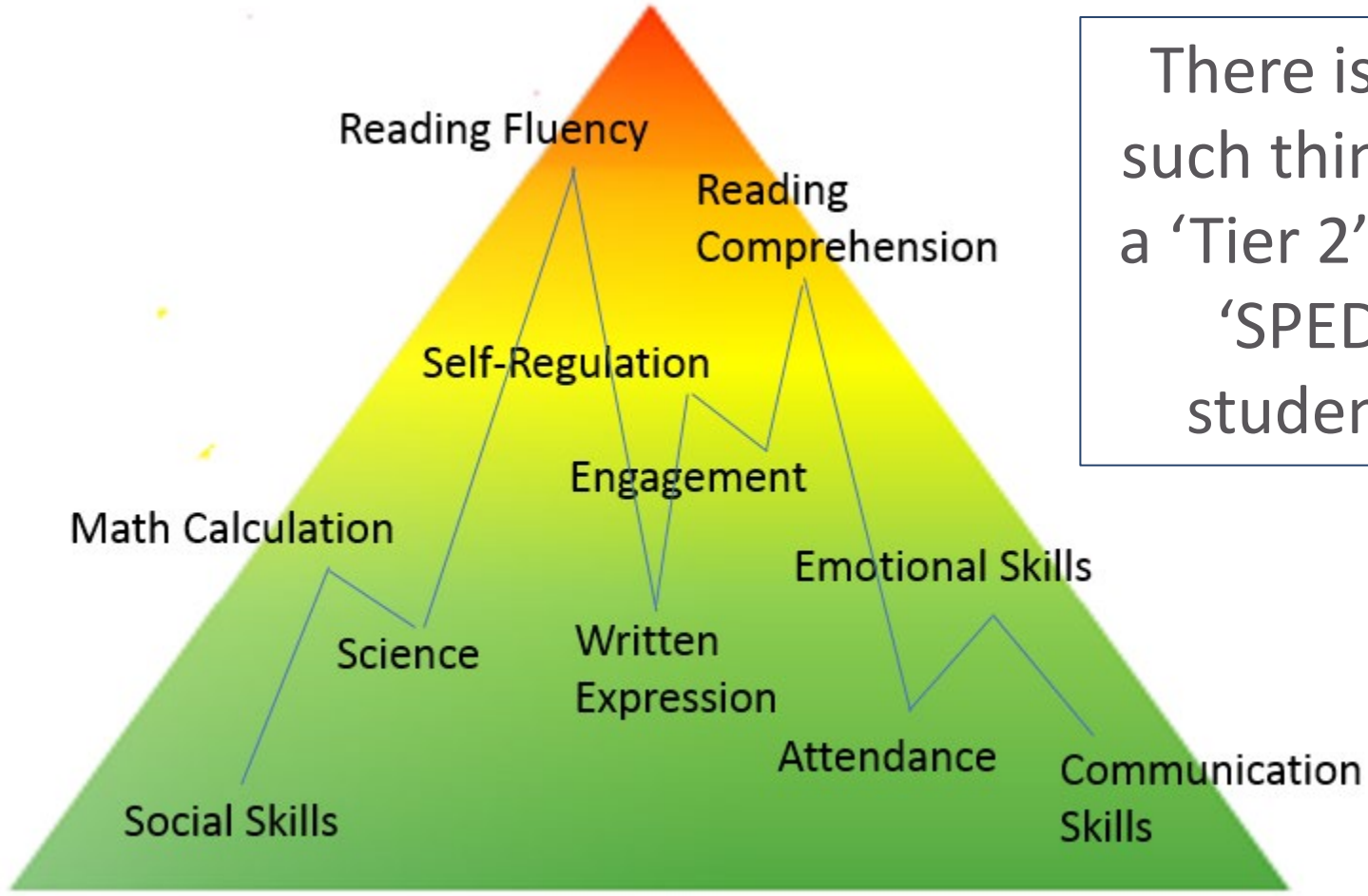
Fidelity

Helps identify if implementation adjustments are needed before other changes.

MTSS provides a continuum of supports.



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.

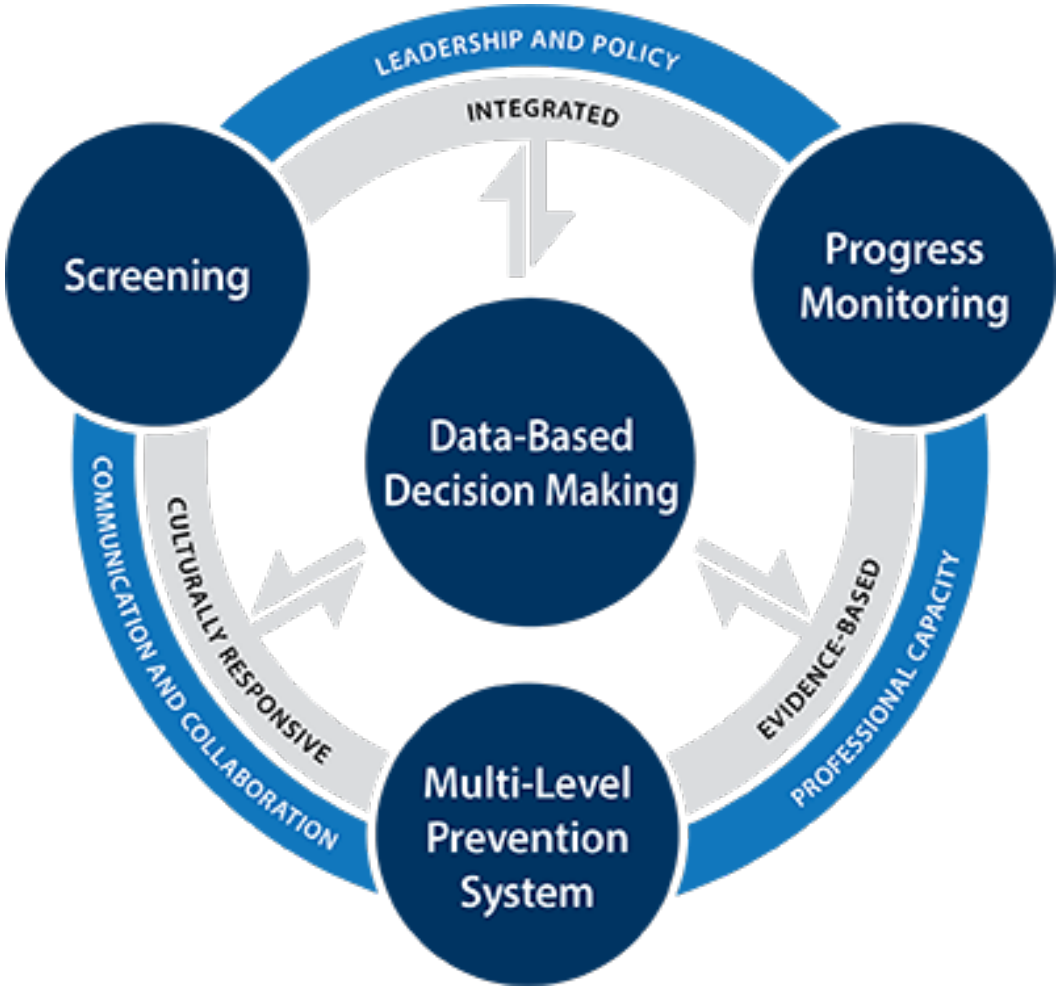
(Adapted from *National Center on Response to Intervention, 2010*)

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?

Lack of Fidelity

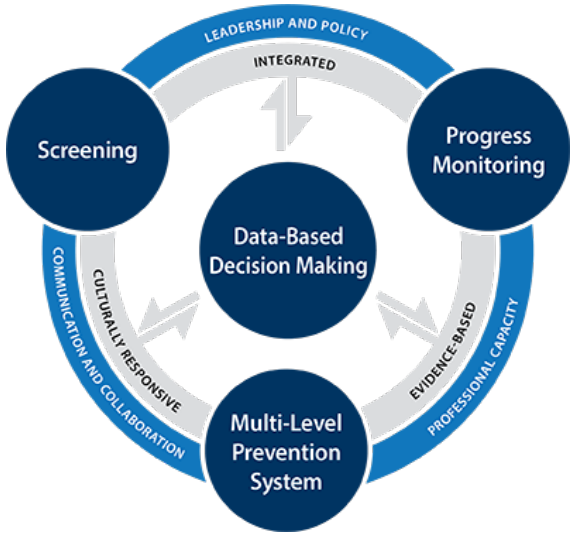
Poor Selection of EBPs/HLPs/ Assessments

Poor Implementation

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



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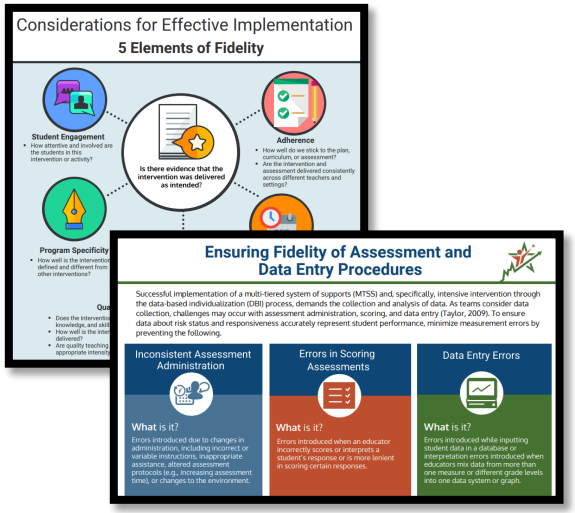
Infrastructure

District and School Infrastructure and Support Mechanisms

- Leadership
- Effective Teaming
- Professional Learning
- Family and Community Engagement

×

Implementation



Georgia MTSS Fidelity Rubric: Understanding the Critical Features of The Essential Components

Georgia's Tiered System of Supports for Students
School Fidelity of Implementation Rubric

***Tertiary Level (Intensive) Intervention* (Tier III) –** *Individualized with a focus on the academic and behavioral needs of recommended students*			
A. Data-Based Interventions Adapted Based on Student Need	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.	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.	Intensive interventions are more intensive than secondary interventions and are 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) through an iterative manner based on student data.
B. Instructional Characteristics	None 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.	Only one or two 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.	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.
C. Relationship to Primary	Neither 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.	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.	Both of the following conditions are 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.

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Last updated 12/2018
Adapted from Center on Response to Intervention
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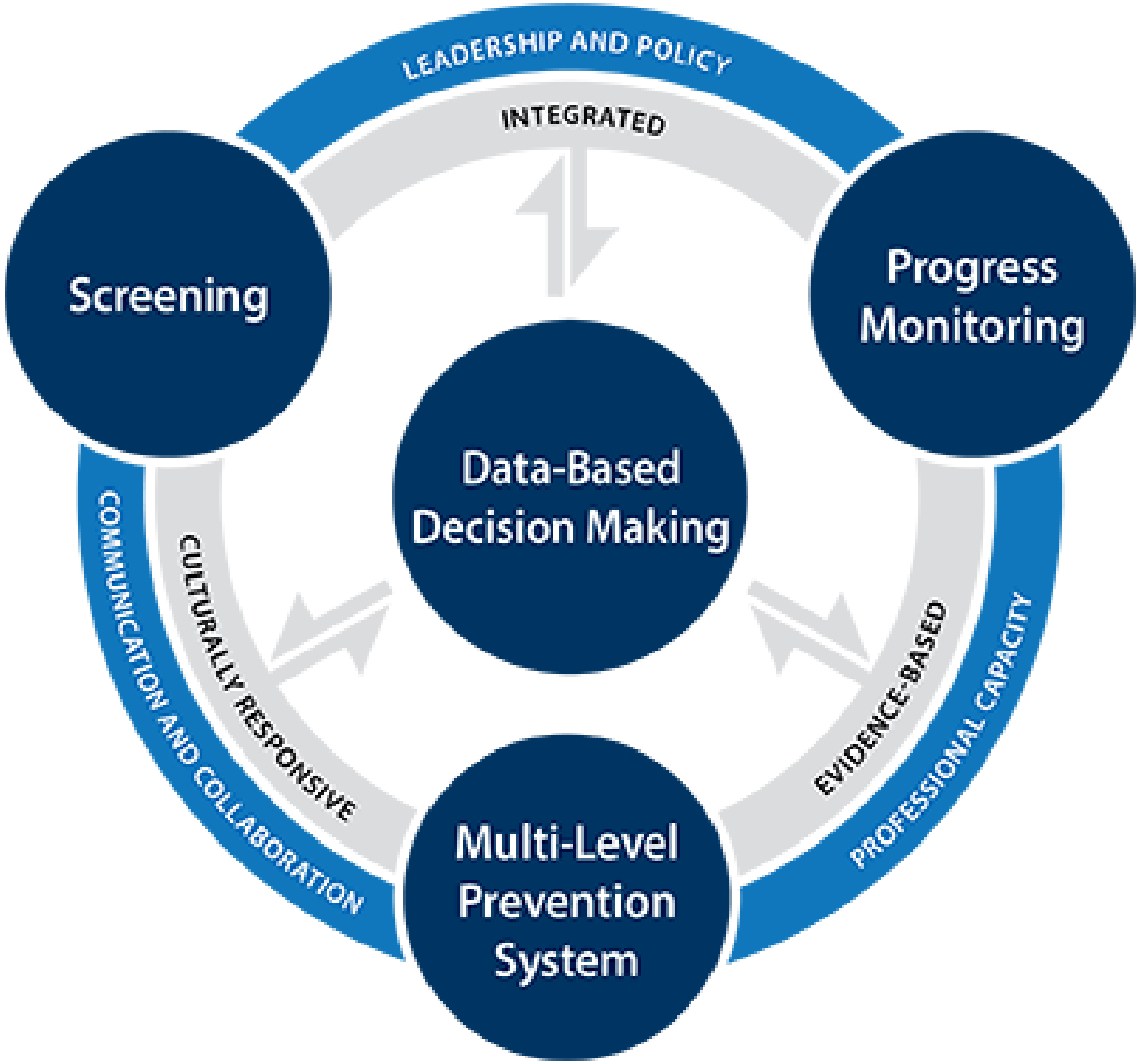
Take a moment and review the MTSS image, what do you see?



Essential Component: Screening

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Handout Pg 3

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)

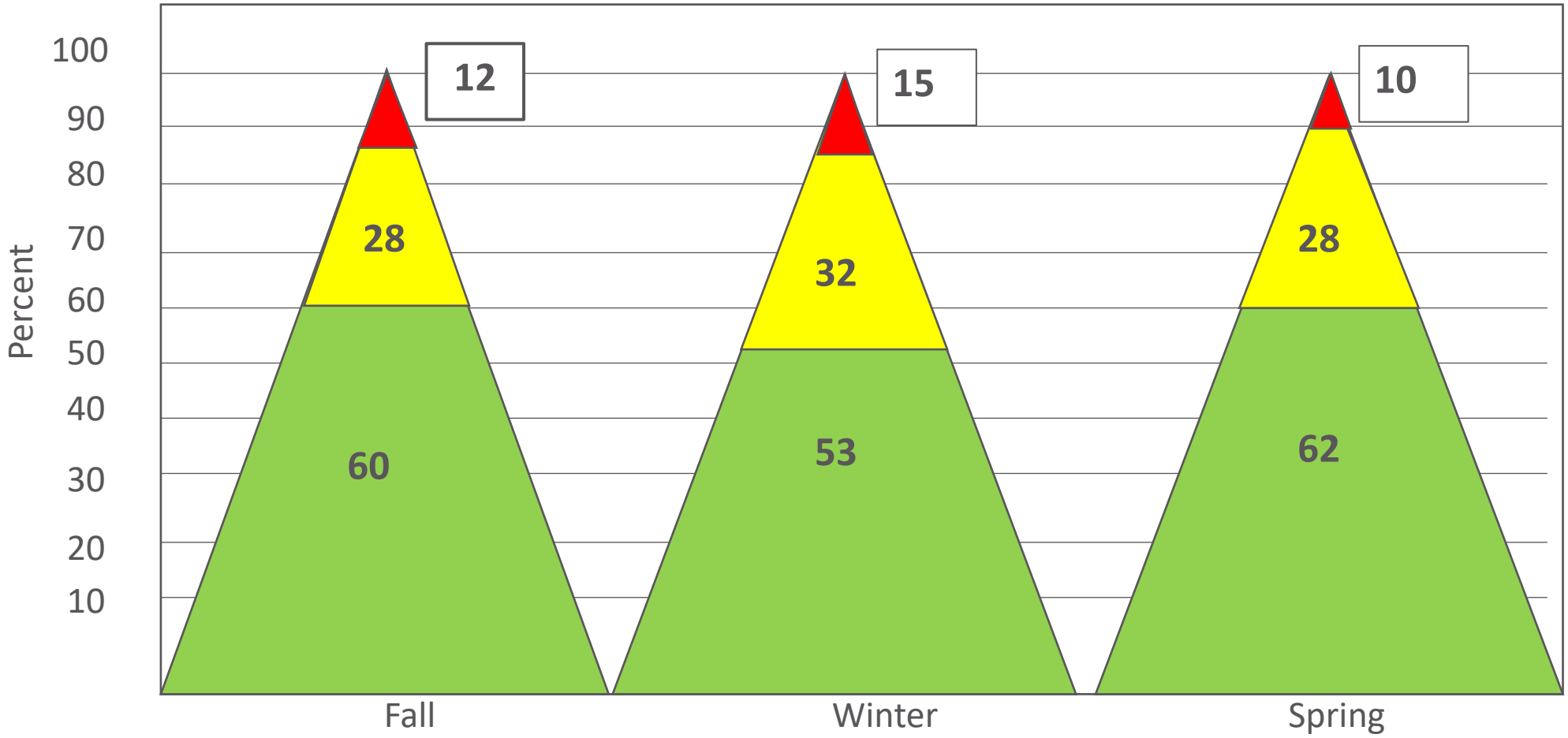
Why screen? Identify students at-risk.

Access to supplemental supports may be based on school resources

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
01256	Jim	179			Established	Continue Enhancement
02343	Jenny	107			Established	Continue Tier I Prevention
16705	Jackie	105			Established	Continue Tier I Prevention
02341	Jill	103			Established	Continue Tier I Prevention
----------Cut score = 102----------						
23602	Jerry	101			Established	Continue Tier I Prevention
14507	Jack	101			Established	Continue Tier I Prevention
06235	Jerome	90			Established	Continue Tier I Prevention
01267	Joann	88			Established	Continue Tier I Prevention
20002	Jared	86			Established	Continue Tier I Prevention
00012	Jason	80			Established	Continue Tier I Prevention
12325	Jeff	77			Established	Continue Tier I Prevention
02345	Jessica	77			Established	Continue Tier I Prevention
01384	Jen	74			Established	Continue Tier I Prevention
04312	Jim	72			Established	Continue Tier I Prevention
08752	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	Jaclyn	55			Emerging	Assess and Consider Tier II Prevention
13551	Janet	53			Emerging	Assess and Consider Tier II Prevention
Deficient > 46						
01834	Jade	43			Deficient	Assess and Consider Need for Tier III Prevention
23515	James	39			Deficient	Assess and Consider Need for Tier III Prevention
22145	Jed	31			Deficient	Assess and Consider Need for Tier III Prevention

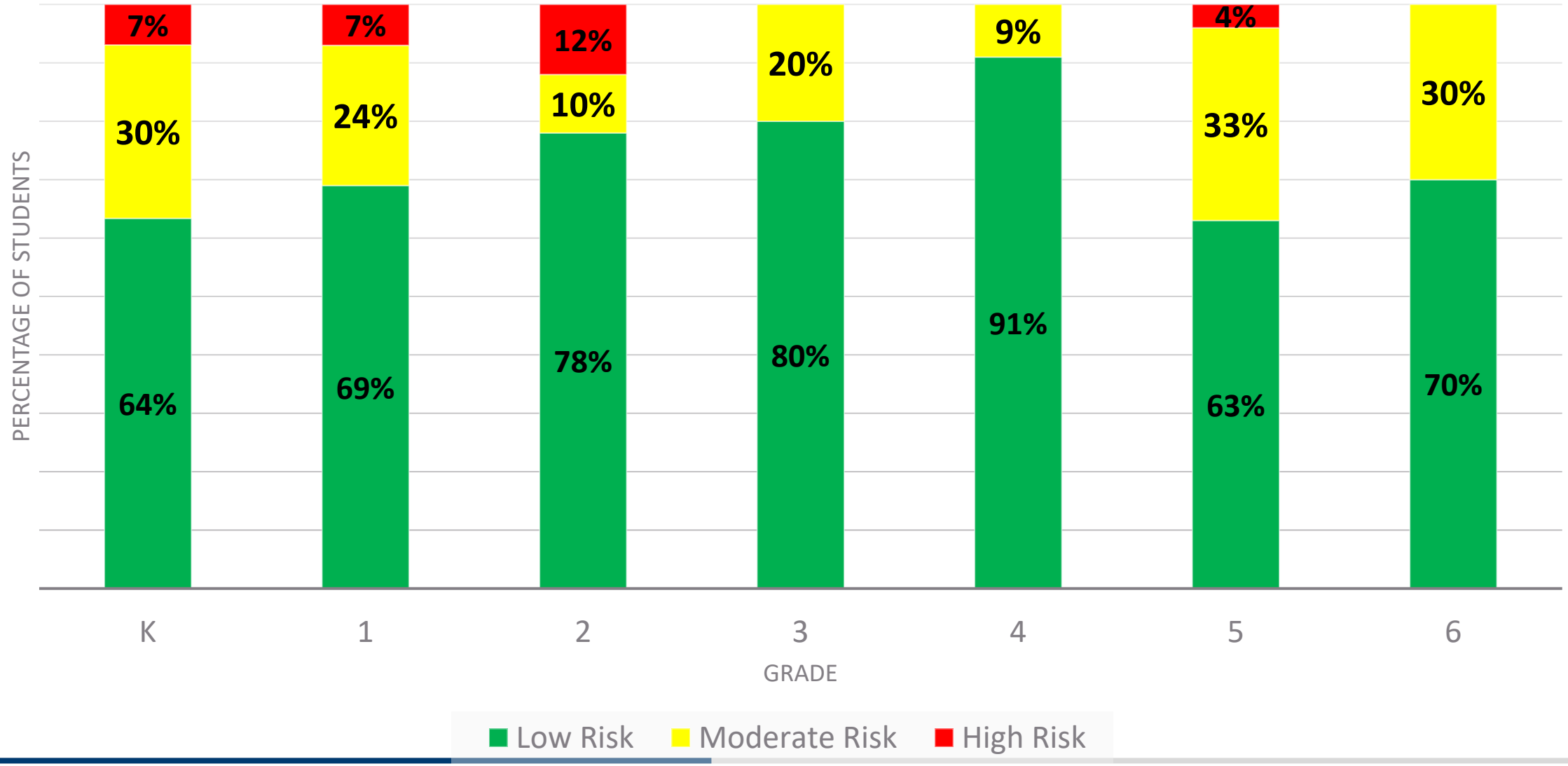
Source: National Center on Response to Intervention

Why screen? Examine effectiveness of core instruction and programming.



Why screen? Allocate and support decisions.

SAMPLE Winter SRSS Behavior Screening Results

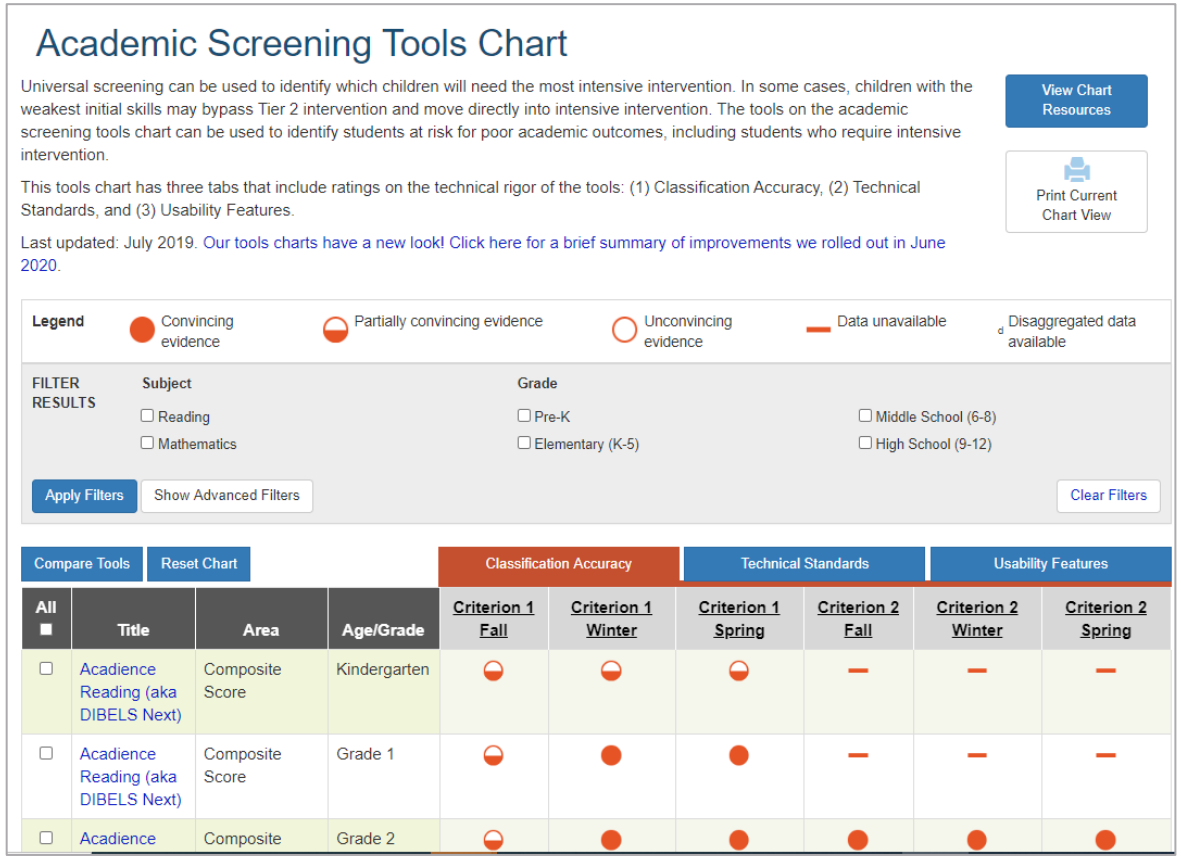


Screening Criteria 1: Screening Tools

- 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
Pg 3

NCII Academic and Behavior Tools Chart: Resources for identifying screening tools for grades K-12



Academic Screening Tools Chart

Universal screening can be used to identify which children will need the most intensive intervention. In some cases, children with the weakest initial skills may bypass Tier 2 intervention and move directly into intensive intervention. The tools on the academic screening tools chart can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention.

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.

Last updated: July 2019. Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.

View Chart Resources

Print Current Chart View

Legend: Convincing evidence; Partially convincing evidence; Unconvincing evidence; Data unavailable; Disaggregated data available

FILTER RESULTS

Subject: Reading; Mathematics

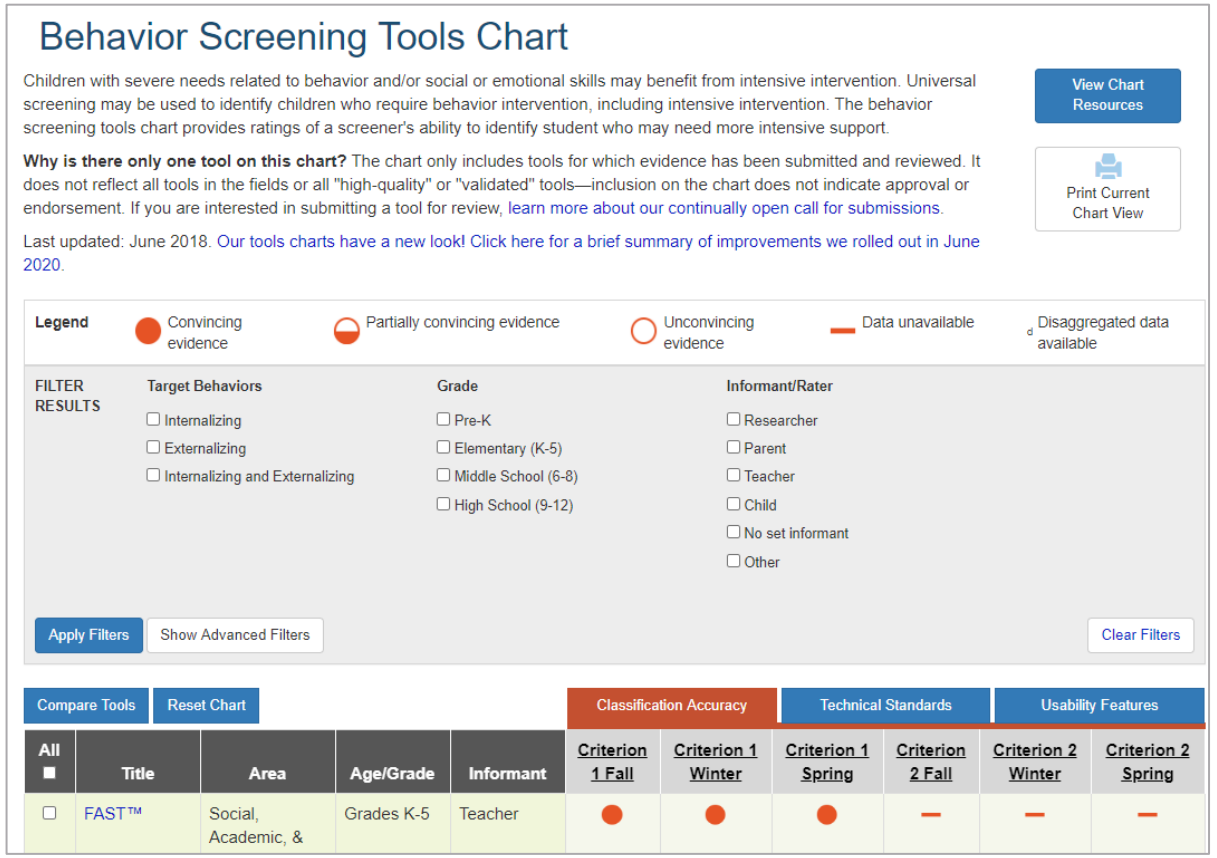
Grade: Pre-K; Elementary (K-5); Middle School (6-8); High School (9-12)

Apply Filters | Show Advanced Filters | Clear Filters

Compare Tools | Reset Chart

Classification Accuracy | Technical Standards | Usability Features

All	Title	Area	Age/Grade	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
☐	Acadience Reading (aka DIBELS Next)	Composite Score	Kindergarten	◒	◒	◒	–	–	–
☐	Acadience Reading (aka DIBELS Next)	Composite Score	Grade 1	◒	●	●	–	–	–
☐	Acadience	Composite	Grade 2	◒	●	●	●	●	●



Behavior Screening Tools Chart

Children with severe needs related to behavior and/or social or emotional skills may benefit from intensive intervention. Universal screening may be used to identify children who require behavior intervention, including intensive intervention. The behavior screening tools chart provides ratings of a screener's ability to identify student who may need more intensive support.

Why is there only one tool on this chart? The chart only includes tools for which evidence has been submitted and reviewed. It does not reflect all tools in the fields or all "high-quality" or "validated" tools—inclusion on the chart does not indicate approval or endorsement. If you are interested in submitting a tool for review, learn more about our continually open call for submissions.

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View Chart Resources

Print Current Chart View

Legend: Convincing evidence; Partially convincing evidence; Unconvincing evidence; Data unavailable; Disaggregated data available

FILTER RESULTS

Target Behaviors: Internalizing; Externalizing; Internalizing and Externalizing

Grade: Pre-K; Elementary (K-5); Middle School (6-8); High School (9-12)

Informant/Rater: Researcher; Parent; Teacher; Child; No set informant; Other

Apply Filters | Show Advanced Filters | Clear Filters

Compare Tools | Reset Chart

Classification Accuracy | Technical Standards | Usability Features

All	Title	Area	Age/Grade	Informant	Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
☐	FAST™	Social, Academic, &	Grades K-5	Teacher	●	●	●	–	–	–

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).

Handout
Pg 3

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

Purpose	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
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., daily, weekly, biweekly, monthly)

Handout Pg 4

Did you know…

Monitoring progress is not the same as **progress monitoring**.

Informal

Monitoring Progress

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

Progress Monitoring

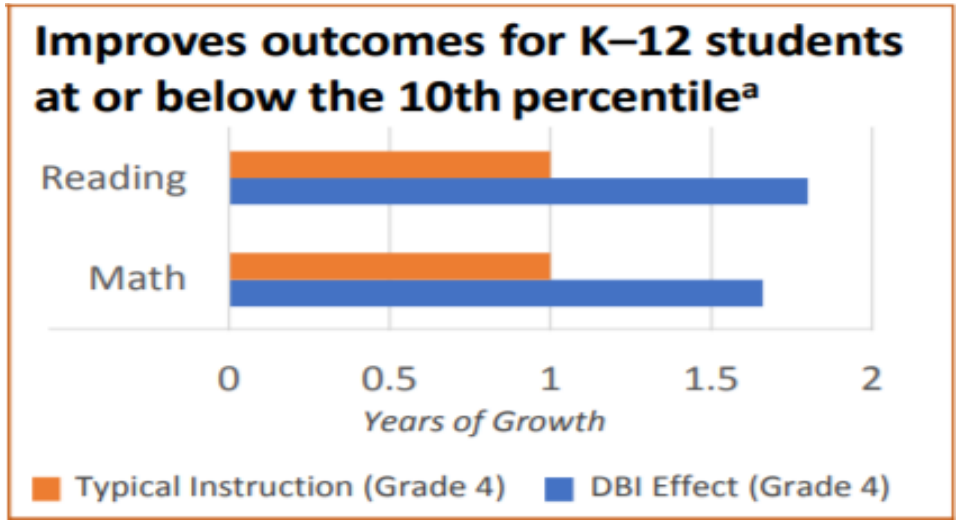
- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Requires a goal
- Used for students verified as at-risk (~20-25%)

Formal

Why Progress Monitoring?

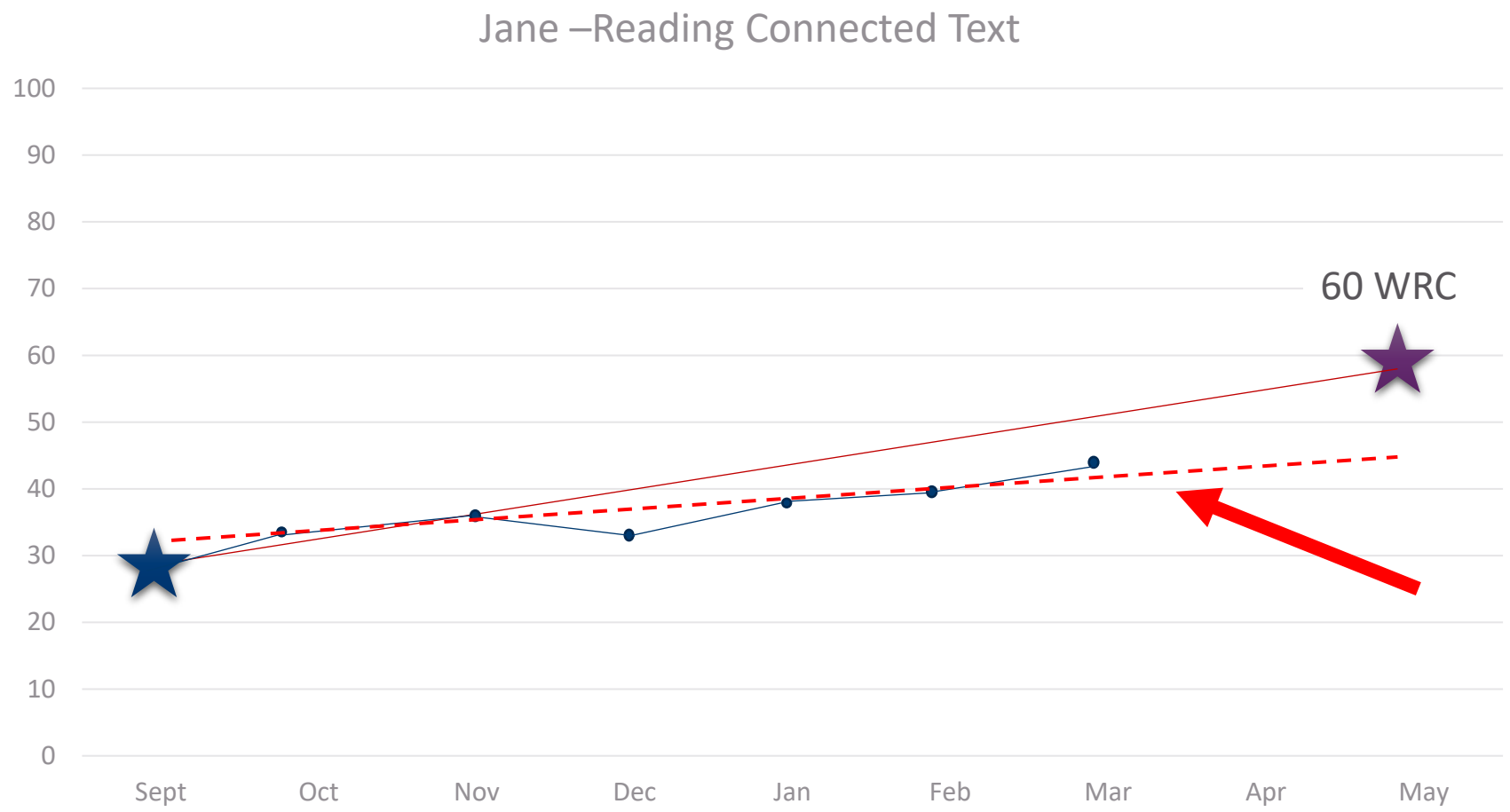
Improves Student Outcomes

- 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 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)

Progress Monitoring Tools

Progress Monitoring Process

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

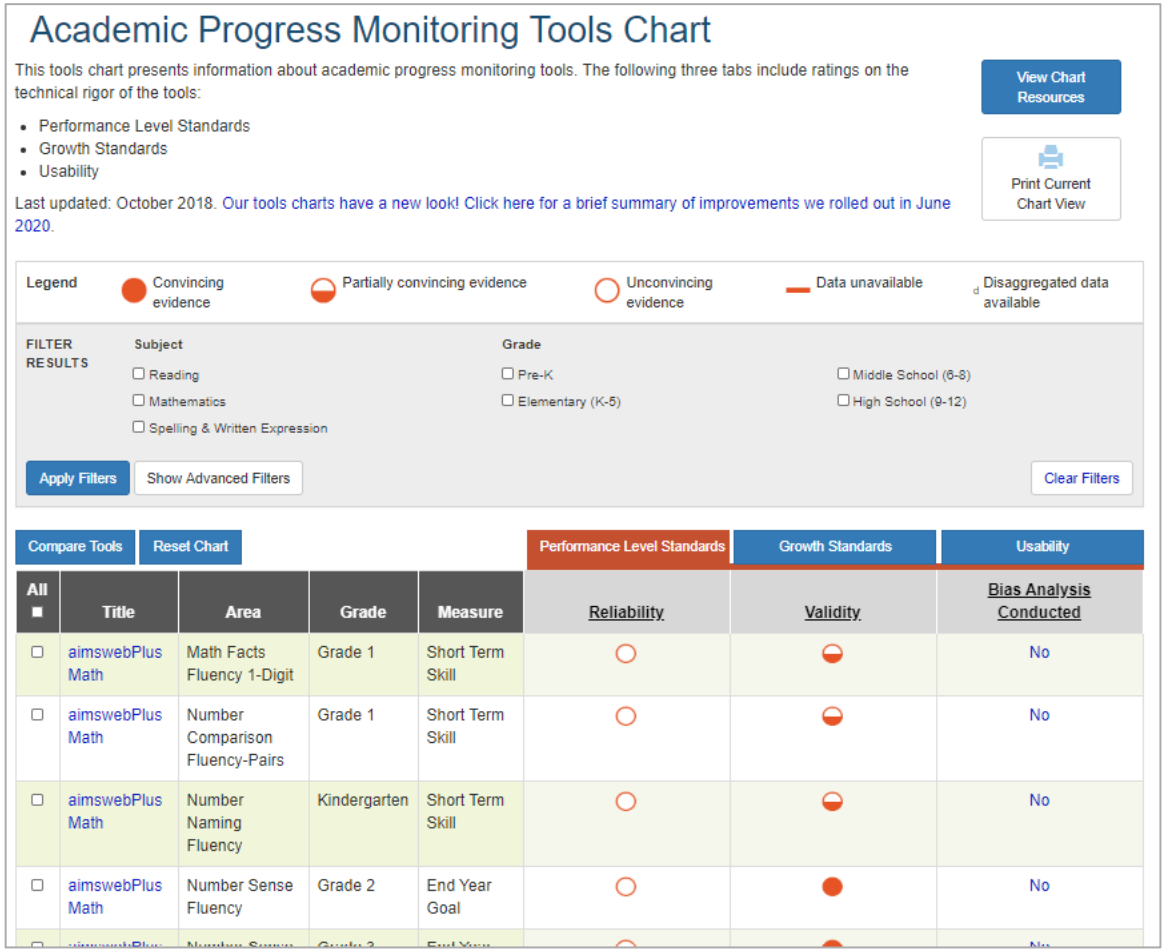
CRITERIA 2. specify minimum acceptable growth;

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**.

Handout Pg 4

Selecting Progress Monitoring Tools: Varies by Grade Span and Domain



Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

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.

View Chart Resources

Print Current Chart View

Legend: Convincing evidence; Partially convincing evidence; Unconvincing evidence; Data unavailable; Disaggregated data available

FILTER RESULTS

Subject: Reading; Mathematics; Spelling & Written Expression

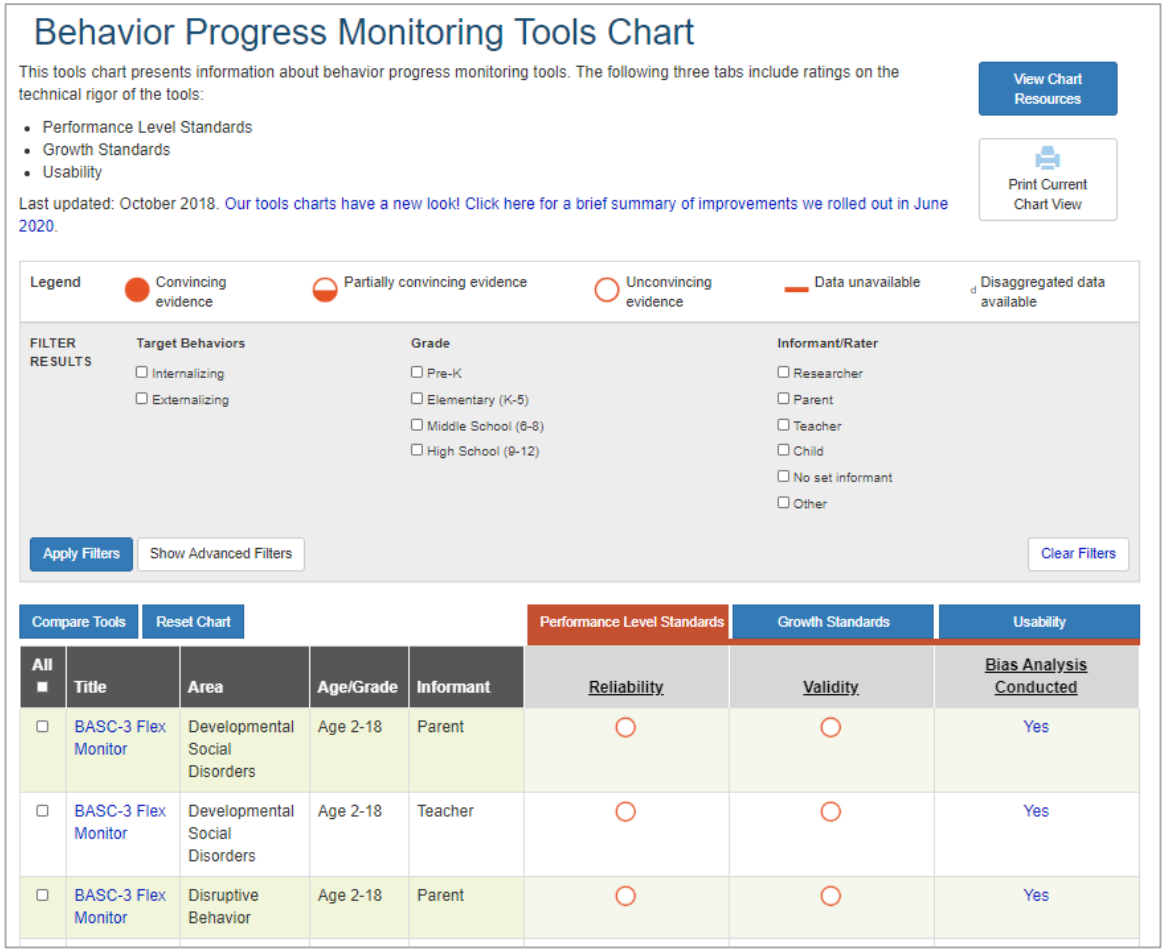
Grade: Pre-K; Elementary (K-5); Middle School (6-8); High School (9-12)

Apply Filters | Show Advanced Filters | Clear Filters

Compare Tools | Reset Chart

					Performance Level Standards	Growth Standards	Usability
All	Title	Area	Grade	Measure	Reliability	Validity	Bias Analysis Conducted
☐	aimswebPlus Math	Math Facts Fluency 1-Digit	Grade 1	Short Term Skill	○	◒	No
☐	aimswebPlus Math	Number Comparison Fluency-Pairs	Grade 1	Short Term Skill	○	◒	No
☐	aimswebPlus Math	Number Naming Fluency	Kindergarten	Short Term Skill	○	◒	No
☐	aimswebPlus Math	Number Sense Fluency	Grade 2	End Year Goal	○	●	No

https://charts.intensiveintervention.org/aintervention



Behavior Progress Monitoring Tools Chart

This tools chart presents information about behavior progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

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Legend: Convincing evidence; Partially convincing evidence; Unconvincing evidence; Data unavailable; Disaggregated data available

FILTER RESULTS

Target Behaviors: Internalizing; Externalizing

Grade: Pre-K; Elementary (K-5); Middle School (6-8); High School (9-12)

Informant/Rater: Researcher; Parent; Teacher; Child; No set informant; Other

Apply Filters | Show Advanced Filters | Clear Filters

Compare Tools | Reset Chart

					Performance Level Standards	Growth Standards	Usability
All	Title	Area	Age/Grade	Informant	Reliability	Validity	Bias Analysis Conducted
☐	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Parent	○	○	Yes
☐	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Teacher	○	○	Yes
☐	BASC-3 Flex Monitor	Disruptive Behavior	Age 2-18	Parent	○	○	Yes

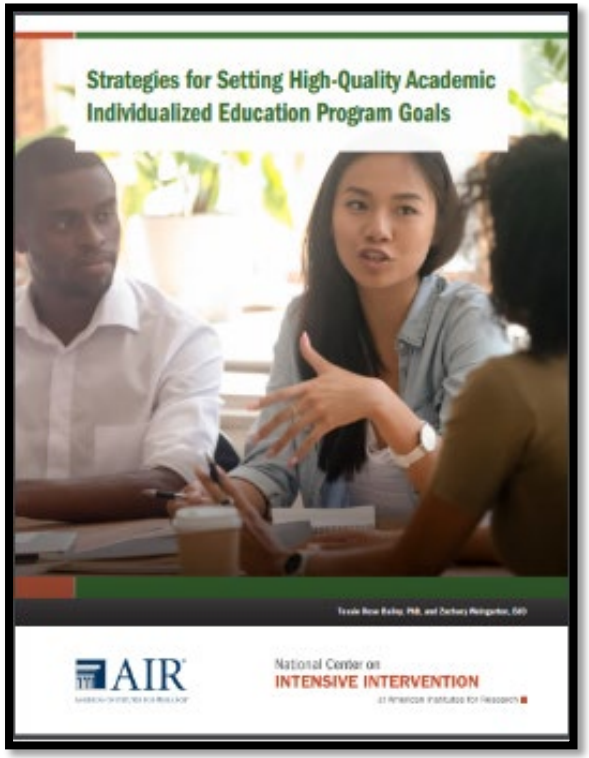
https://charts.intensiveintervention.org/bprogressmonitoring

Critical Feature 2: Progress Monitoring Process

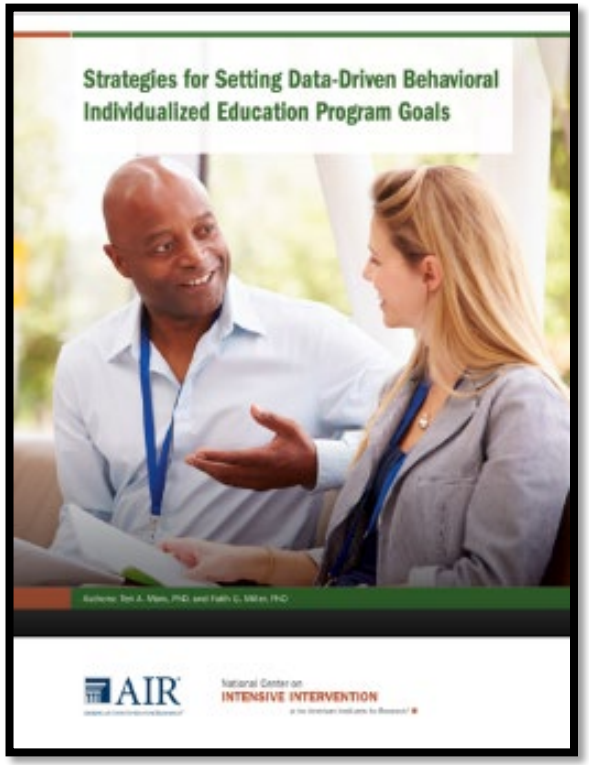
- CRITERIA 1. progress monitoring occurs **at least monthly** for students receiving Tier 2 and **at least weekly** for students receiving Tier 3.
- What does the research say?
  - As the number of data points increases, the effects of measurement error on the trend line decreases.
  - Christ & Silberglitt (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

Georgia Problem-Solving Cycle

These 5 steps make up the *how* of Georgia Systems of Continuous improvement and are critical to the **Data-based Decision-Making** component of GA's MTSS.

Essential Component: Data-Based Decision Making (DBDM)

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

Georgia MTSS Teaming Structures

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

Teaming Structures Across the Tiers

	Schoolwide (Core/Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)	Individualized Education Program (IEP) Team
Key Questions	Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?	Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?	Are the intensive supports meeting the academic or behavioral needs of students with intensive needs?	Are the special education supports and services appropriate and meeting academic or behavioral needs of students with IEPs?
Relevance to Data-Based Individualization	X	X	✓	✓
Team Membership	School/building leadership team, with subcommittees focused on academics and behavior (as needed)	Grade-level or problem-solving teams with representatives from school leadership team subcommittees (as needed)	Student-level team with representatives from problem-solving teams, and personnel with content and data analysis expertise	Similar to intensive support team, with additional members required by IDEA for a multidisciplinary team
Roles and Responsibilities	Develop plan, support implementation, and monitor the effectiveness of Core/Tier 1 programming	Develop plan, support implementation, and monitor the effectiveness of Targeted/Tier 2 programming	Develop plan, support implementation, and monitor the effectiveness of Intensive/Tier 3 programming	Determine special education eligibility, develop an IEP aligned with an intensive support plan, monitor the effectiveness of Intensive programming, and evaluate progress toward IEP goals
Data Sources	Benchmark/universal screening assessments, district assessments, state assessments, discipline referrals	Benchmark/universal screening assessments, progress monitoring measures, behavior "point sheets," discipline referrals	Academic diagnostic assessments, functional behavior assessment, individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)	Use data from Tiers 1–3 with requirements for special education eligibility and programming (e.g., psychoeducational assessments, speech/language assessments, medical assessments and diagnoses)
Frequency of Data Collection/Data Review	Academics and behavior: Three times per year	Academics: One or more times per month Behavior: One or more times per week	Academics: One or more times per week Behavior: One or more times per day	Progress may use data collected in various tiers of support or may be specific to IEP goals; IEP must be reviewed at least

Handout

https://intensiveintervention.org/resource/IEP-Teams

Essential Component: Multi-level Prevention System

Why Do We Need a Prevention Framework?

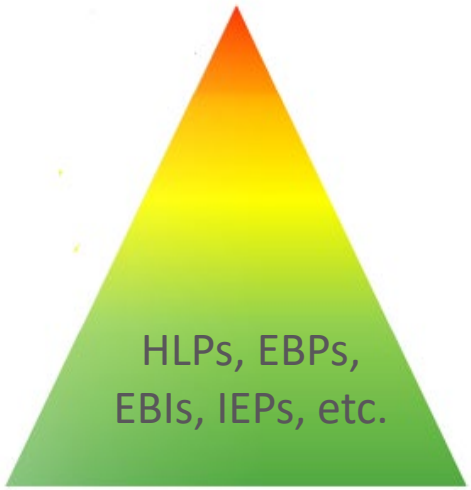
Student Outcome	Early Elementary K–3		Upper Grades 4–9	
	Mean ES	No. of Effects	Mean ES	No. of Effects
Comprehension	.46	25	.09	37
Reading Fluency	.34	11	.12	8
Word Reading	.56	53	.20	22
Spelling	.40	24	.20	5

Note: ES = effect size

(Wanzek et al., 2013)

The Success of MULTI-LEVEL PREVENTION SYSTEM Also Boils Down to One Simple Equation

Design



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Infrastructure

District and School Infrastructure and Support Mechanisms

- Leadership
- Effective Teaming
- Professional Learning
- Family and Community Engagement

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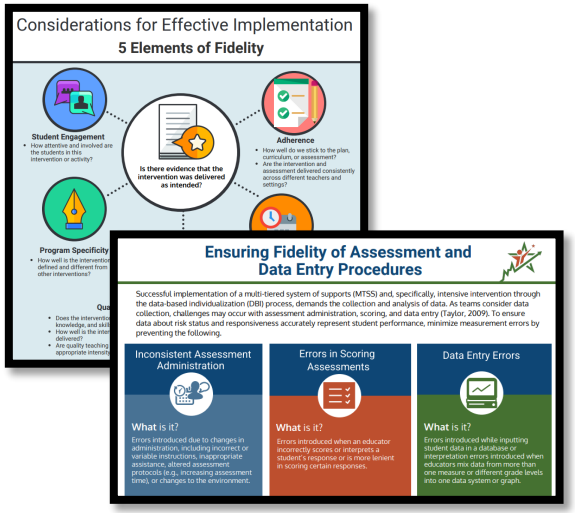
Implementation



HLPs are applicable to the everyday work across the tiers of support.

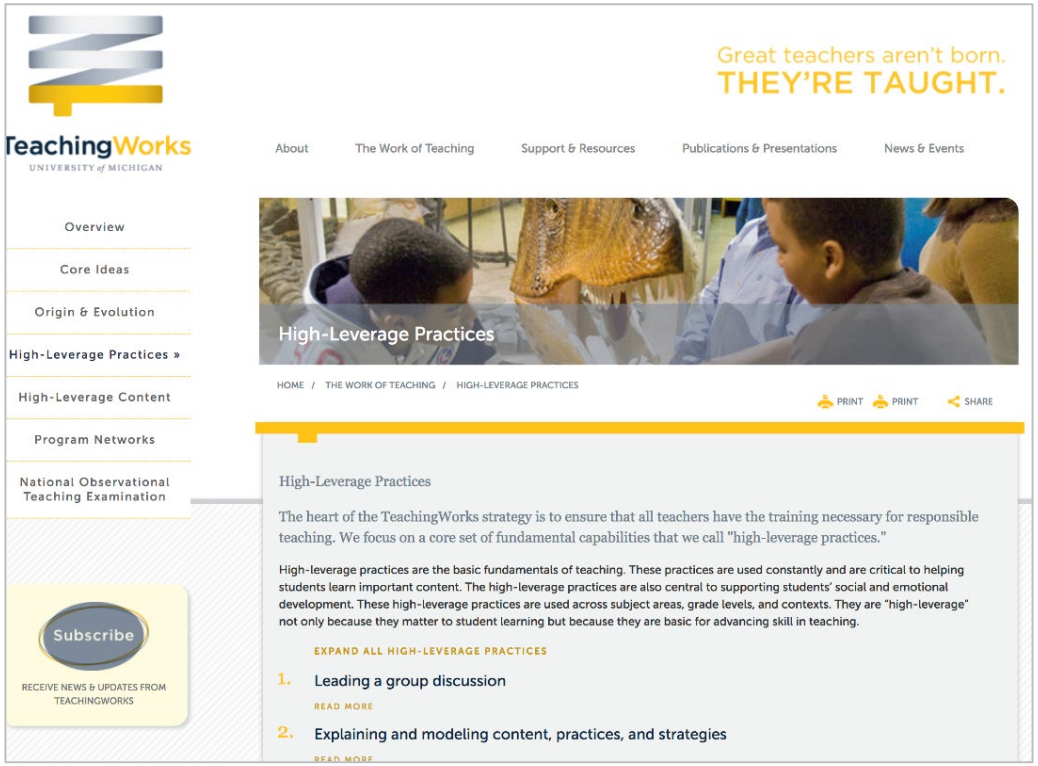
Fundamental to effective teaching across the tiers

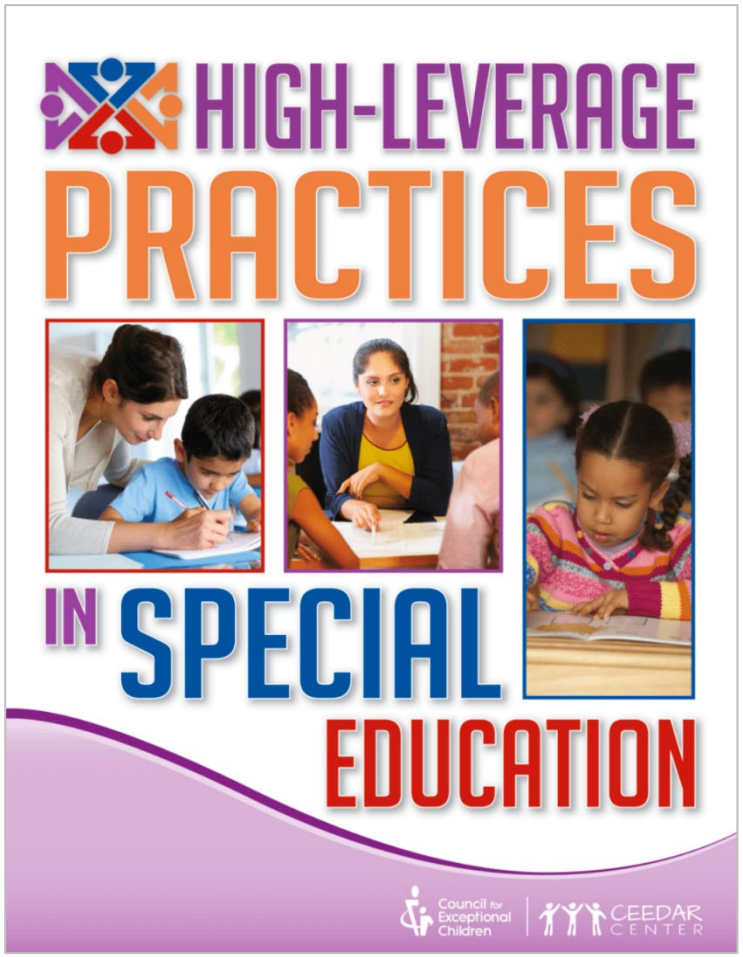
Cut across content domains and grade levels

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
- Cognitive and Metacognitive Strategies
- Delivering Instruction
- Teaching Social Behaviors
- Reviewing and Intensifying Instruction
- 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

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

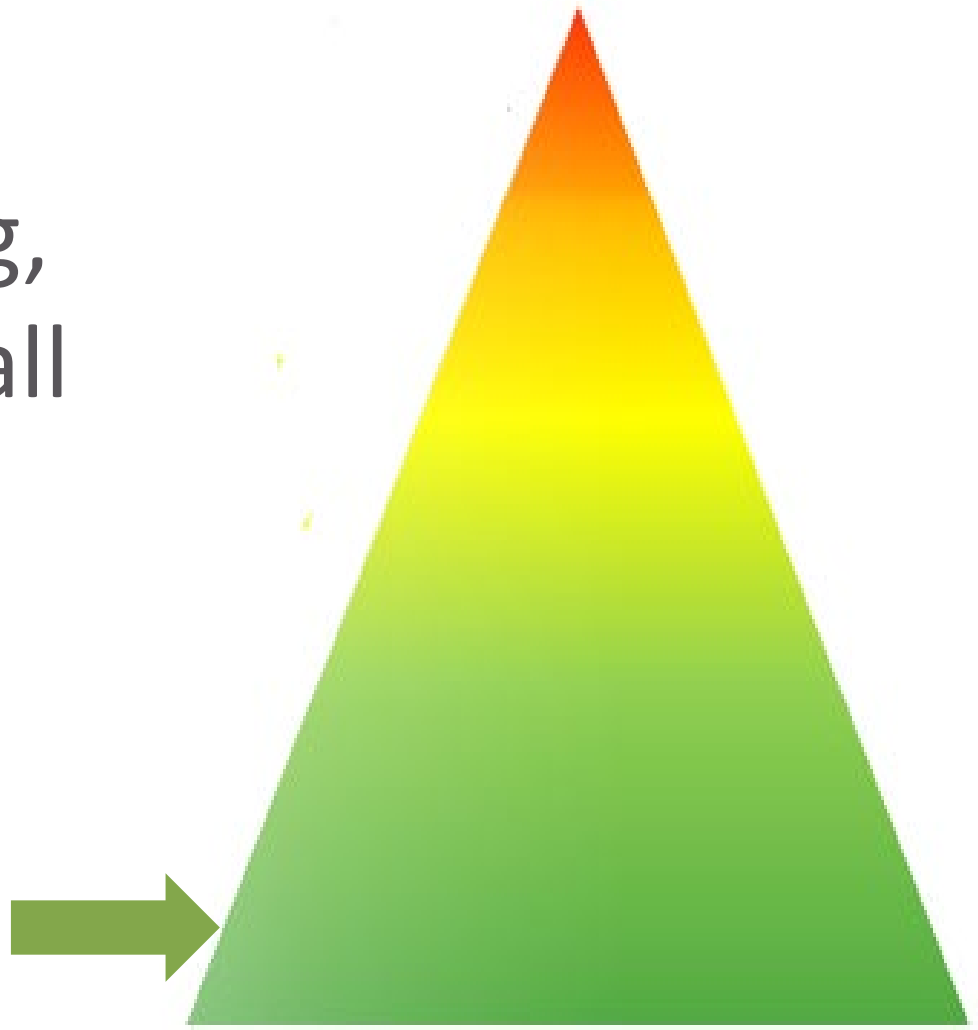
https://ncsi-library.wested.org/resources/732

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

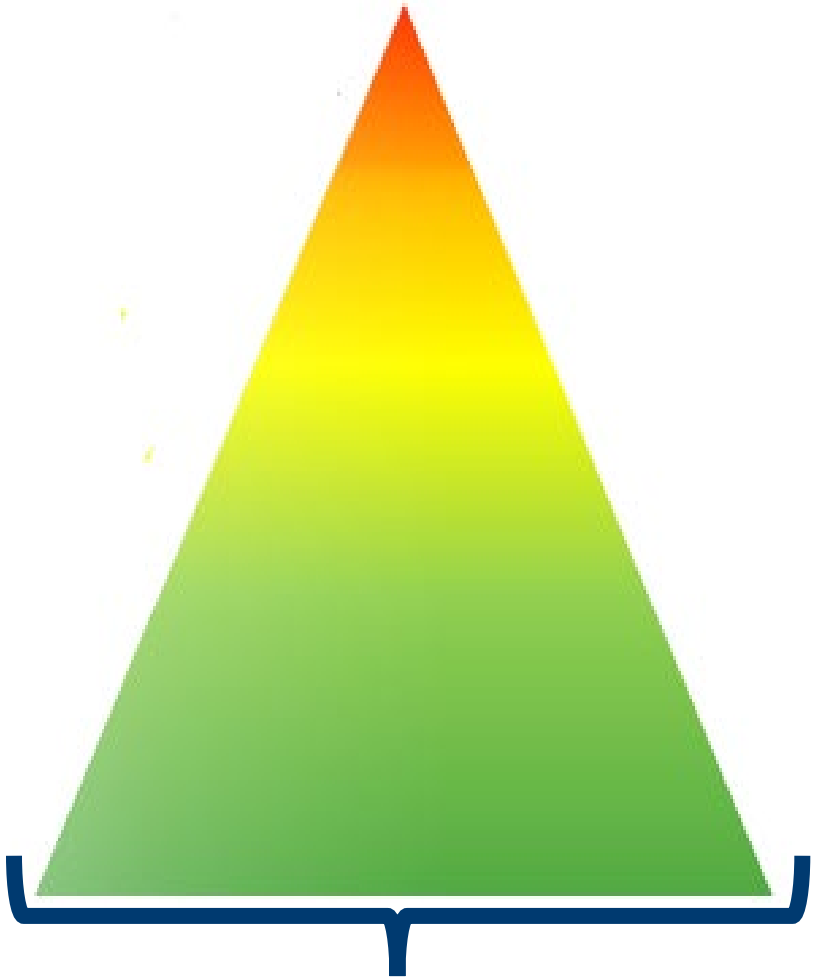
So, what really is Tier 1?

- Core system, programming, and supports available to all students.
- Foundation of MTSS.

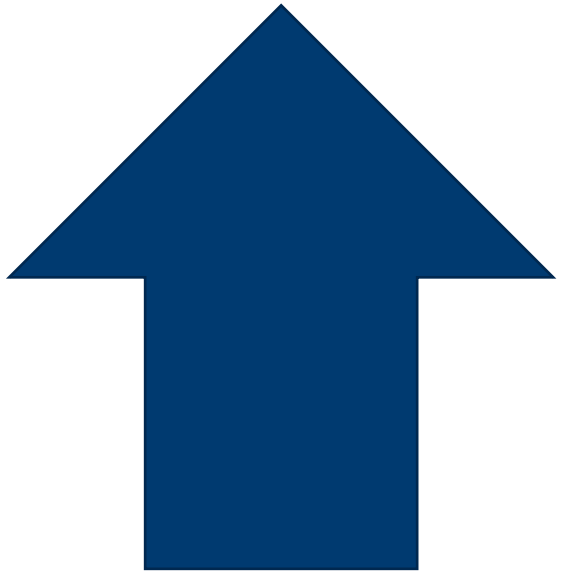


Tier 1 is the most important level of support!

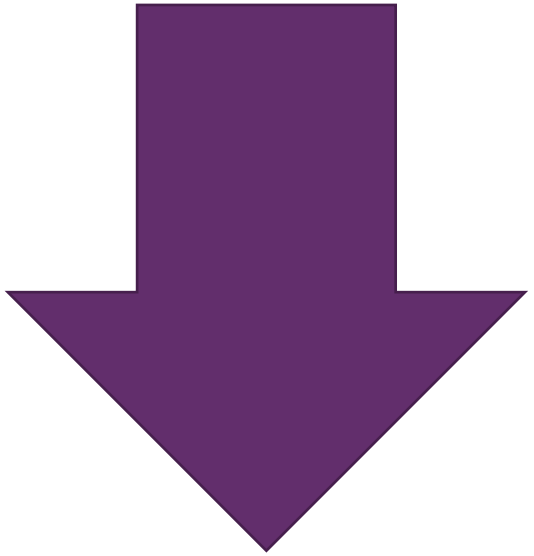
- Designed and implemented to meet the needs of the greatest number of students with diverse learning needs.
- Provides the greatest opportunity for collective efficacy and impact.
- Provides the foundation for successful supplemental intervention, enhancement, and special education, as appropriate.



Poor quality of Tier 1 programming impacts Tiers 2 and 3



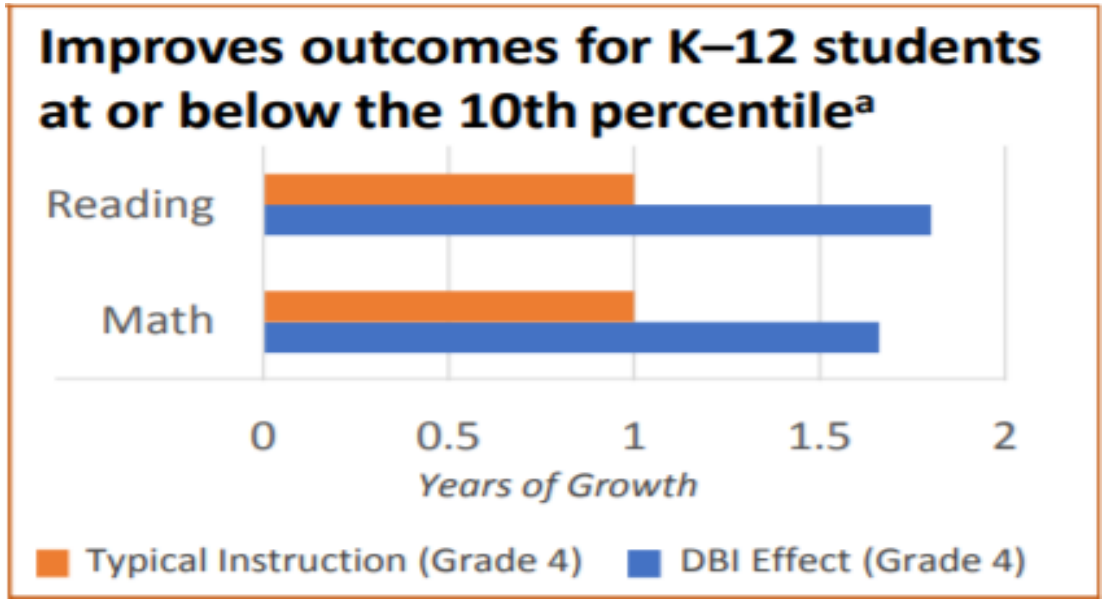
Increase in # of students in intervention.



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

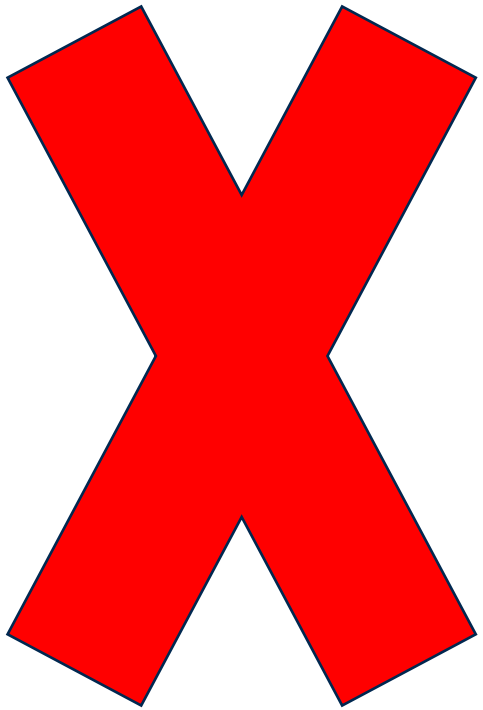


(Fuchs, & Fuchs, 2003)

Districts and schools cannot buy or intervene their way out of a poor-quality Tier 1 system.

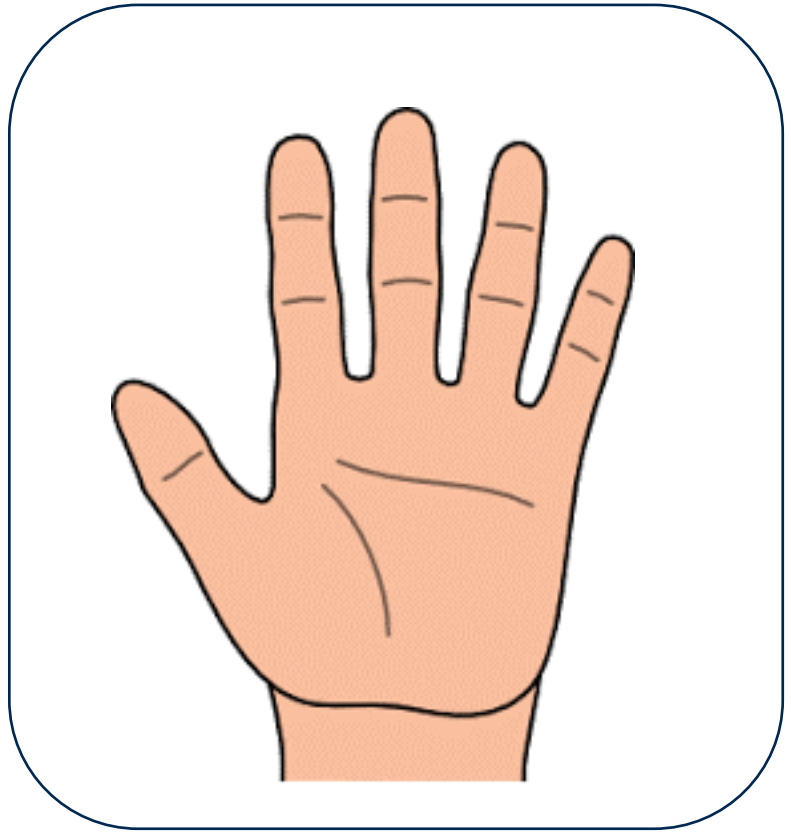
Ineffective Tier 1 focuses on the **wrong** questions.

- 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

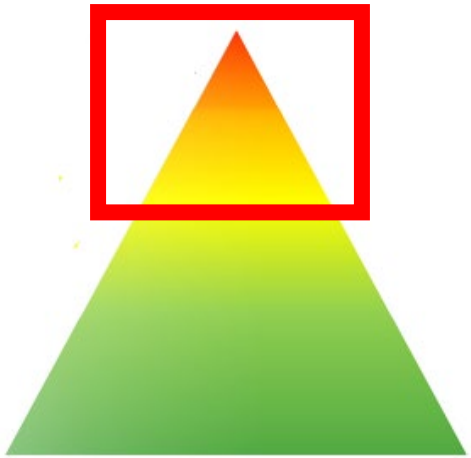
Critical Features of Tier 2

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

https://www.gadoe.org/wholechild/Documents/MTSS/SchoolFidelityImplementationRubric.pdf

The Success of INTERVENTIONS ***Also*** Boils Down to One Simple Equation

Intervention Design



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Infrastructure

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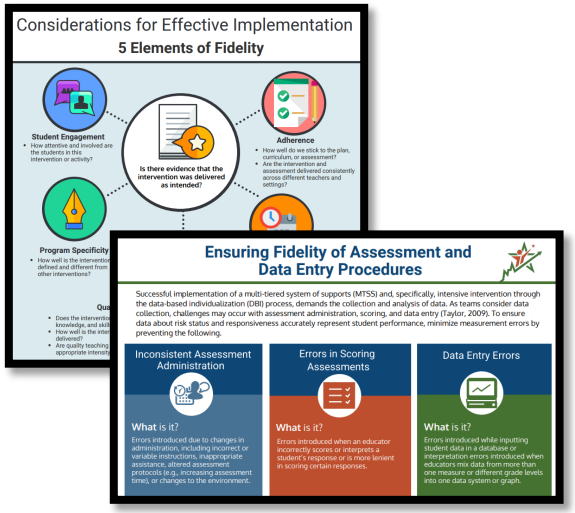
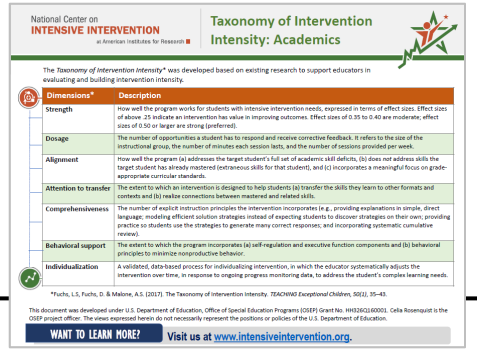
Intervention Implementation



Key Considerations When Designing and Selecting Interventions


National Center on INTENSIVE INTERVENTION at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

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 0.40 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.
Individualization	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.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50*(1), 35–43.

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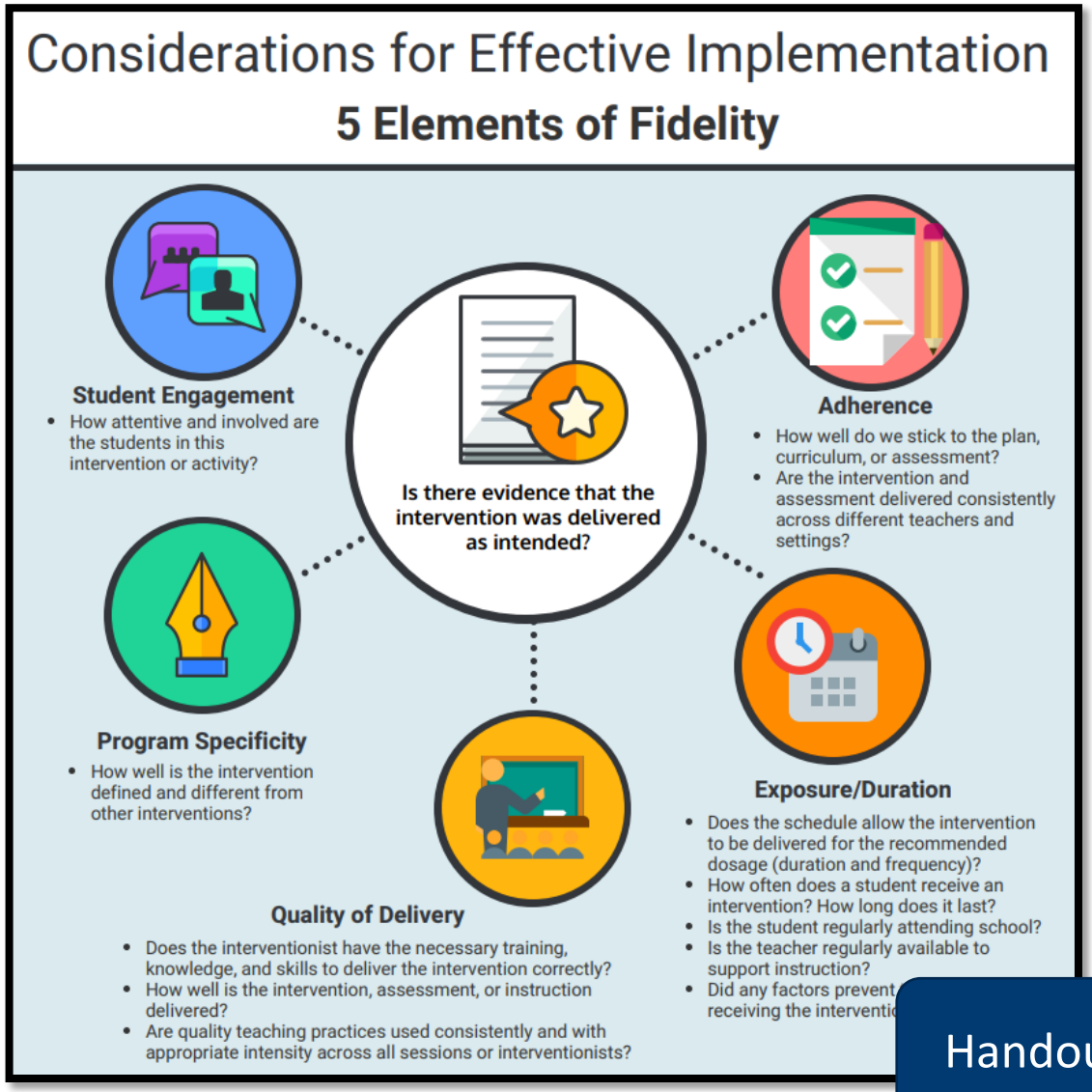
WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

- ✓ 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



Handout

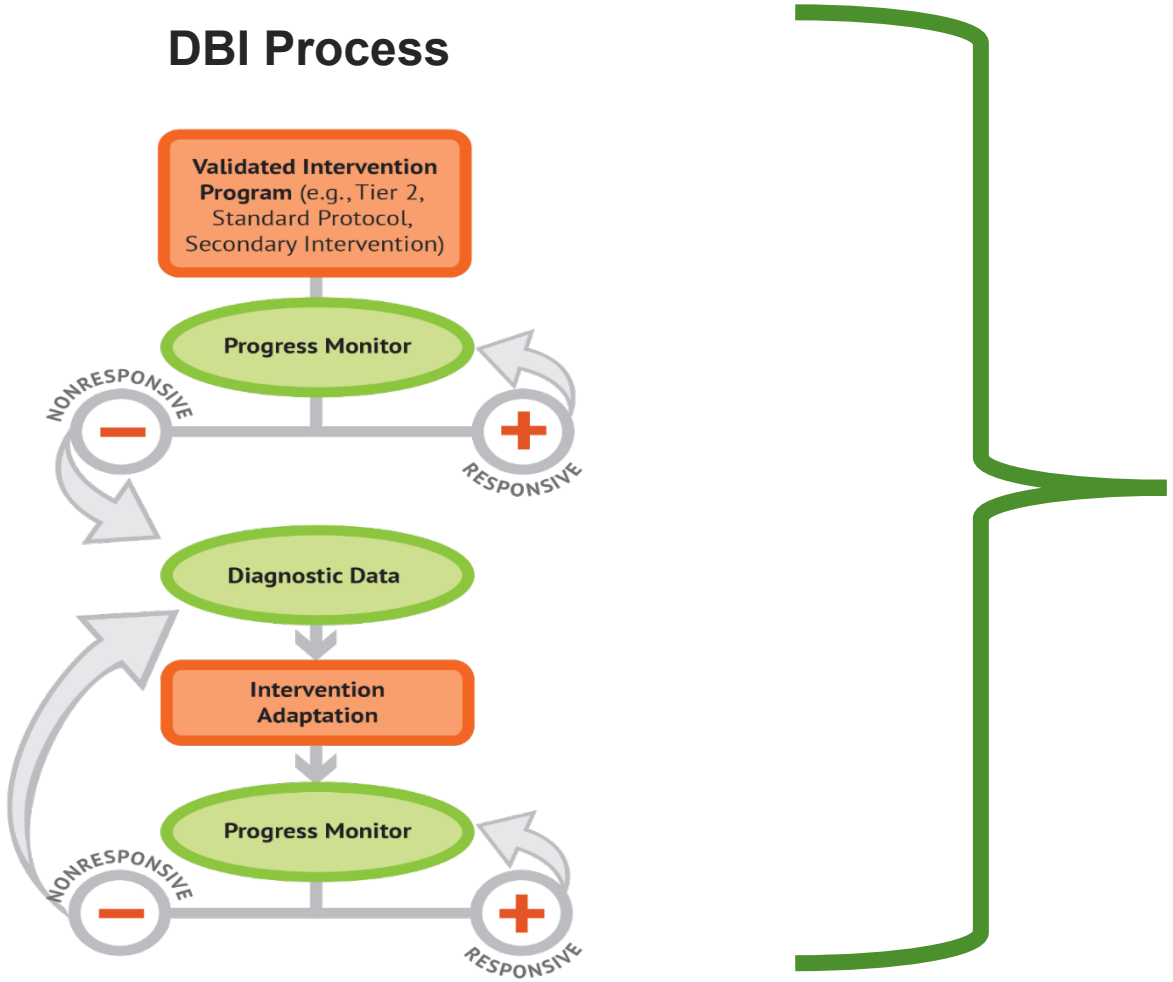
https://intensiveintervention.org/resource/five-elements-fidelity

Critical Features of Tier 3: Data-based Individualization

Critical Features of Tier 3	Description
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

Validated Approach to Intensive Intervention



- Is a *process* for delivering intensive intervention
- Origins in experimental teaching
- Is *not* a one-time fix
- *Integrates* data-based decision making across academics and social behavior

National Center on Intensive Intervention (2013)

How do Tier 2 and Tier 3 Compare?

	Tier 2	Tier 3
Instruction/ Intervention Approach	Follow standardized evidence-based programs as designed	Intensify standardized evidence-based intervention based on individual student data
Duration and timeframe	Use duration and timeframe defined by developer	Intensify dosage dimension based on individual student need to provide up to 10-30 more opportunities
Group size	3–7 students (as defined by developer)	Decrease group size to meet student needs and increase opportunities for response and feedback (no more than 3)
Progress Monitoring	At least monthly, more frequent is recommended	At least 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)

Did you know?

Special education can be delivered across the tiers of support based on the unique needs of the student!

Disclaimer

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 to learn more!

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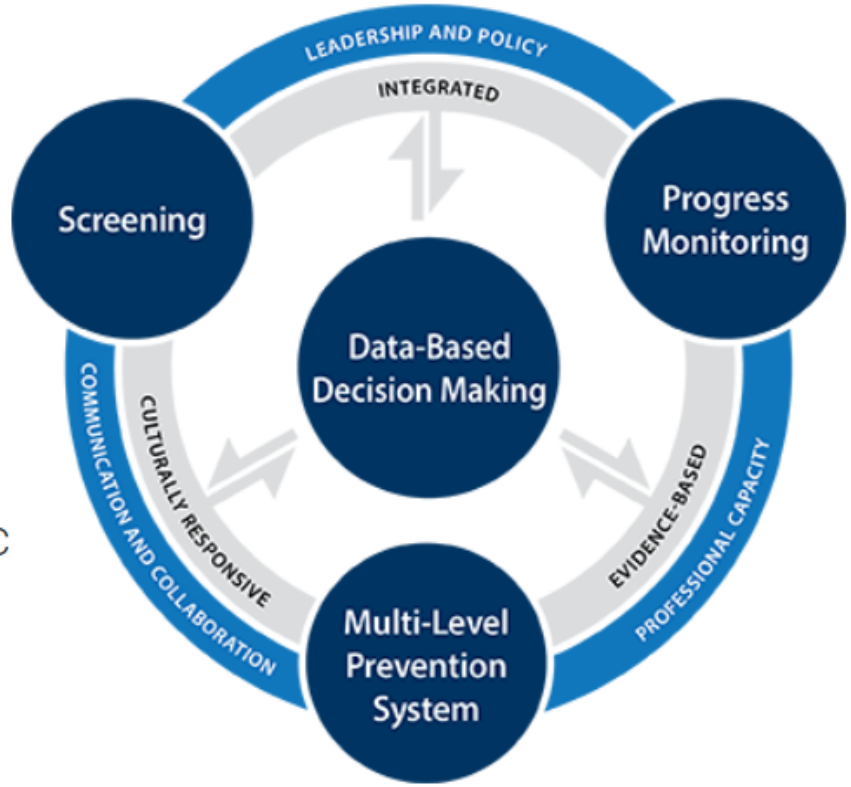
Welcome to the MTSS Center

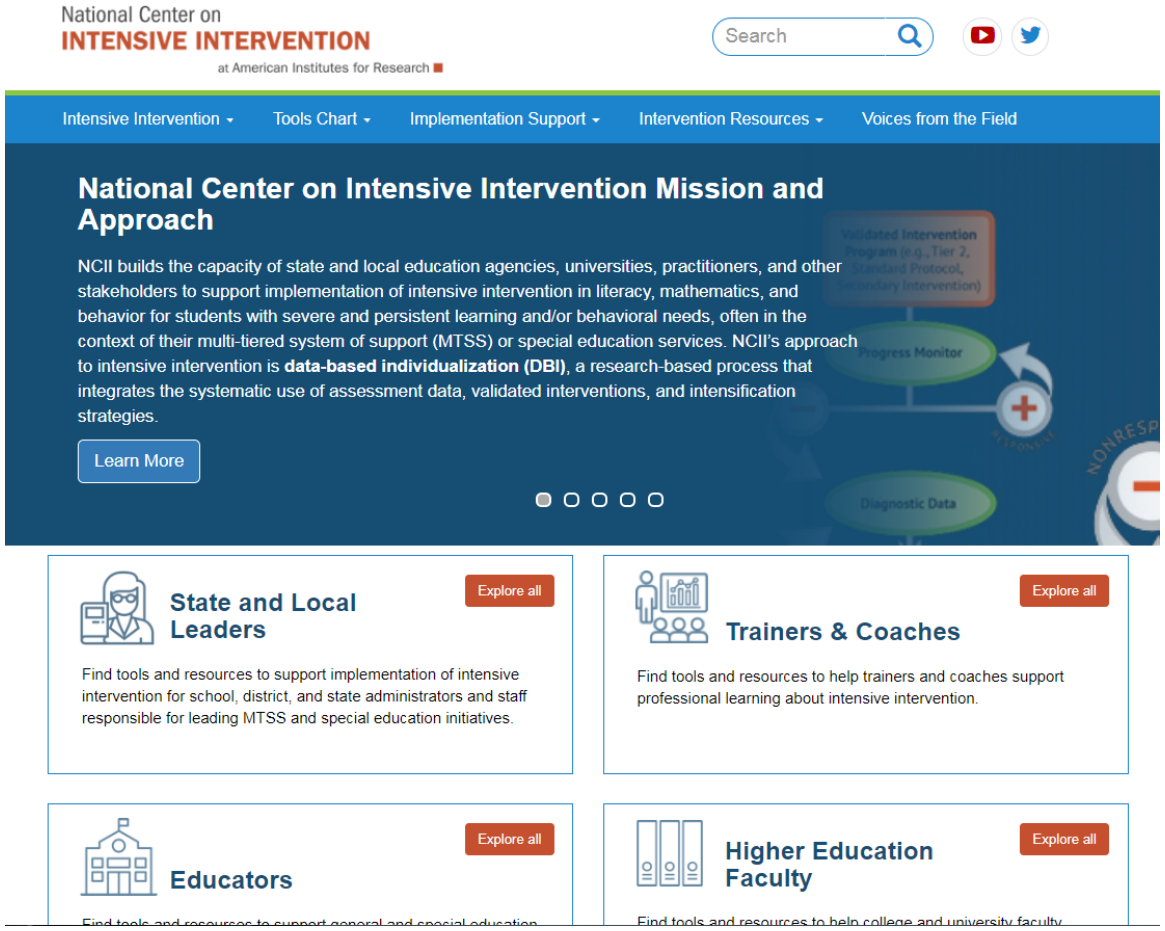
Since 2007 the MTSS Center has been a leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates assessment and intervention within a multi - level prevention system to maximize student achievement and reduce behavior problems. To learn more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

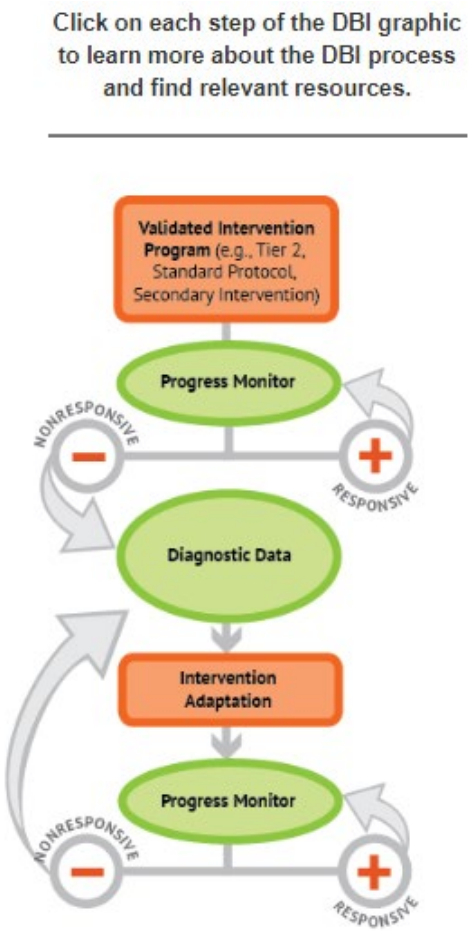


www.MTSS4success.org

National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

Visit www.intensiveintervention.org





Thank You!

Tessie Rose Bailey, PhD

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Director, PROGRESS Center (www.promotingPROGRESS.org)
Advisor, National Center on Intensive Intervention (NCII; www.intensiveintervention.org)
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Project Officer, Jennifer Coffey.

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