

Multi-Tiered System of Supports (MTSS): 10 Tips for Restarting and Reopening

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
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Georgia Department of Education

Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdevents>
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Multi-Tiered System of Supports (MTSS): 10 Tips for Restarting and Reopening

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Center on
Multi-Tiered System of Supports

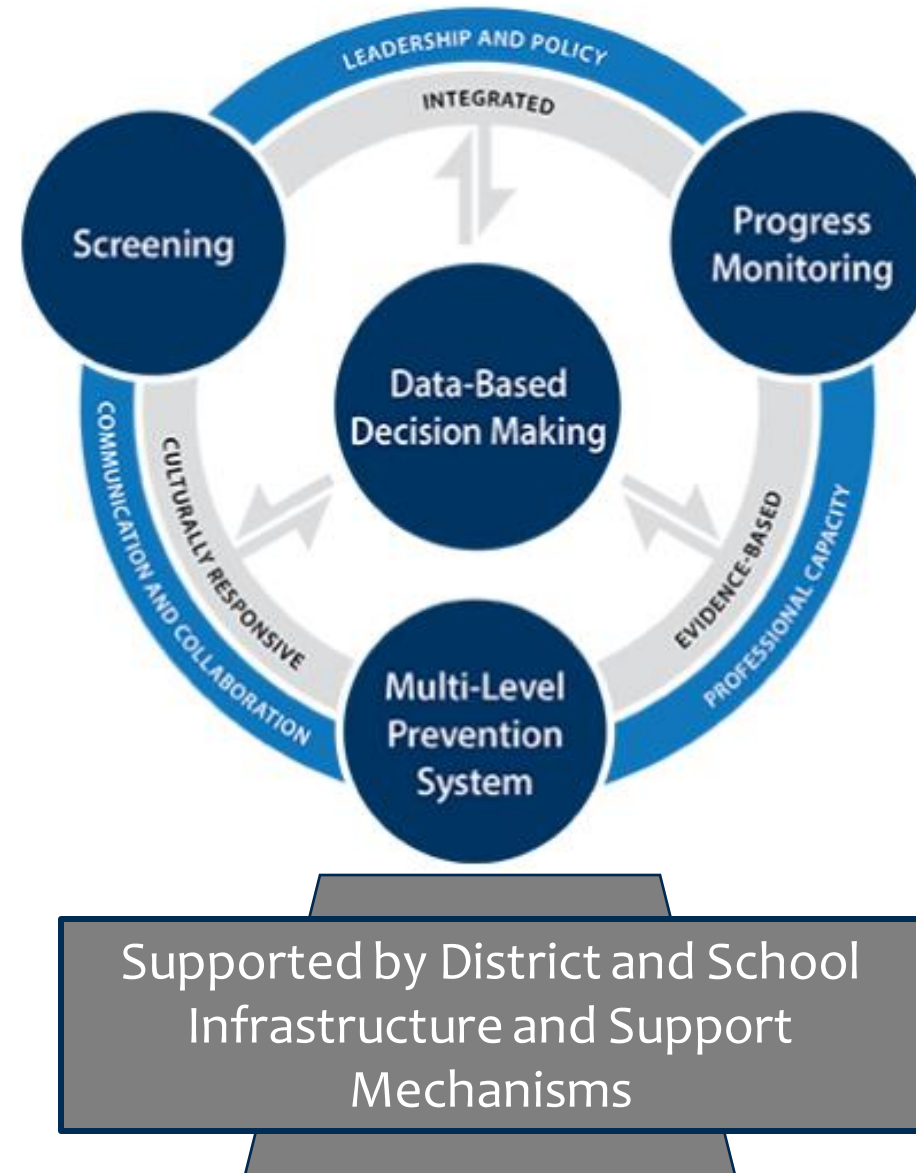
at the American Institutes for Research® ■

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INTENSIVE INTERVENTION

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How can MTSS help?
MTSS provides the data and infrastructure necessary to effectively restart and reopen!



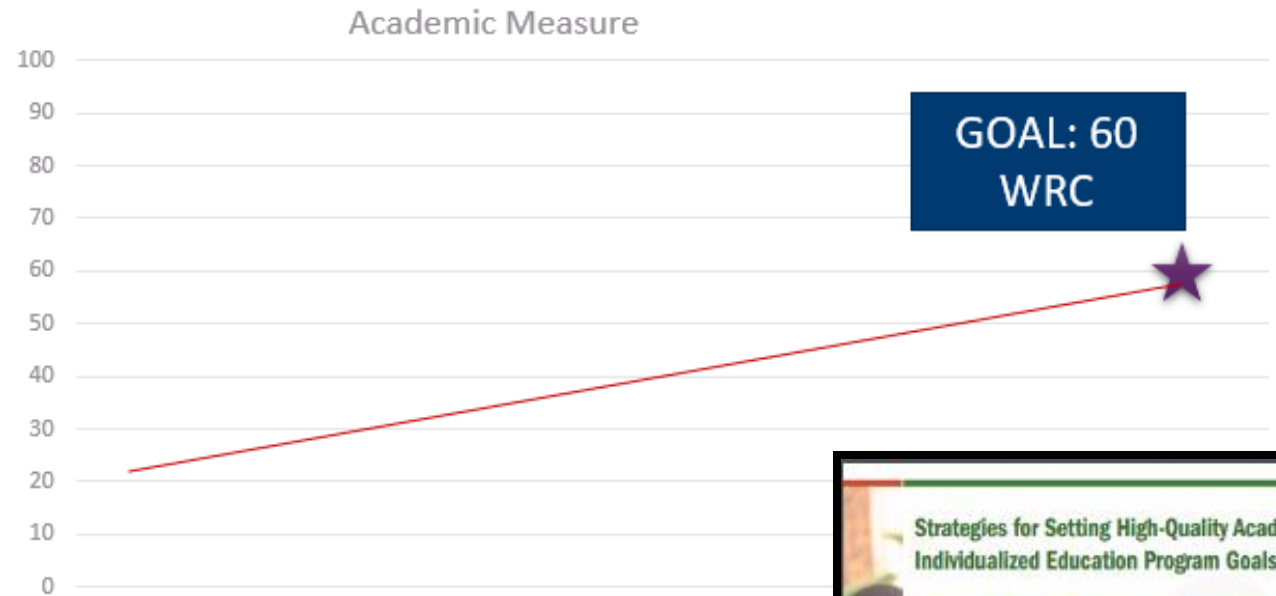
Remember...

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.

**Tip #1:
Prioritize
learning goals
before setting
system goals.**



HLP 11 Goal Setting

Long term goals can help ensure students are "involved in and make progress in the general education curriculum."

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Watch later Share

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Strategies for Setting High-Quality Academic Individualized Education Program Goals

Feb

Lead: Rose Pollock, PhD, and Debra Pennington, PhD

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Tip #2: Start slow to go fast!

Relationships and
routines matter.



Tip #3: Avoid ‘assumacide’ by using screening data to understand currently levels of performance and needs.

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

Tip #4: Use benchmarks and rates of improvement with caution and confirm data with at least two additional data sources.

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](#)

All	Title	Area	Age/Grade
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	Kindergarten
<input type="checkbox"/>	Acadience Reading (aka DIBELS Next)	Composite Score	Grade 1
<input type="checkbox"/>	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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Legend

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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

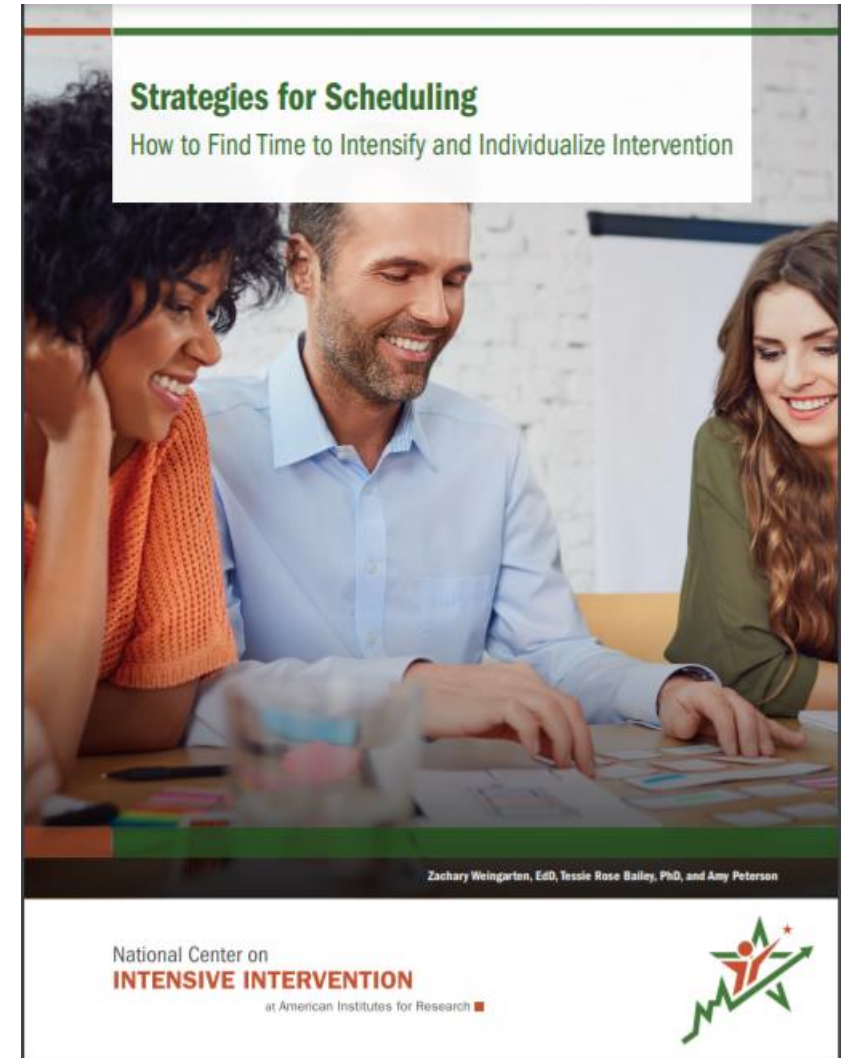
[Apply Filters](#) [Show Advanced Filters](#) [Clear Filters](#)

[Compare Tools](#) [Reset Chart](#)

All	Title	Area	Age/Grade	Informant	Classification Accuracy		Technical Standards		Usability Features	
					Criterion 1 Fall	Criterion 1 Winter	Criterion 1 Spring	Criterion 2 Fall	Criterion 2 Winter	Criterion 2 Spring
<input type="checkbox"/>	FAST™	Social, Academic, &	Grades K-5	Teacher	●	●	●	—	—	—

Tip #5: Maximize available learning time by increasing opportunities for practice and feedback within Tier 1 and intervention.

More time is not always better.



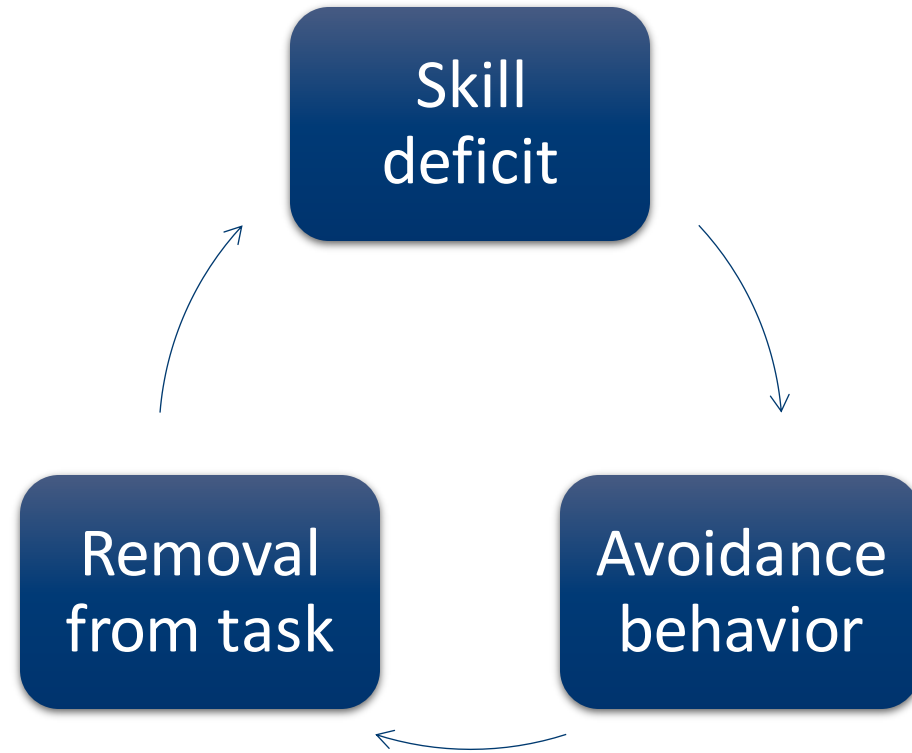
The image shows the cover of a report. At the top, the title "Strategies for Scheduling" is written in green, with the subtitle "How to Find Time to Intensify and Individualize Intervention" below it. The main visual is a photograph of three people (two women and one man) sitting around a table, looking at documents and smiling. At the bottom of the cover, the authors' names "Zachary Weingarten, EdD, Tessie Rose Bailey, PhD, and Amy Peterson" are listed. The logo for the National Center on Intensive Intervention at American Institutes for Research is at the bottom right.

Strategies for Scheduling
How to Find Time to Intensify and Individualize Intervention

Zachary Weingarten, EdD, Tessie Rose Bailey, PhD, and Amy Peterson

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Tip #6: Integrate social, well-being, and behavioral instruction and supports within academic instruction.



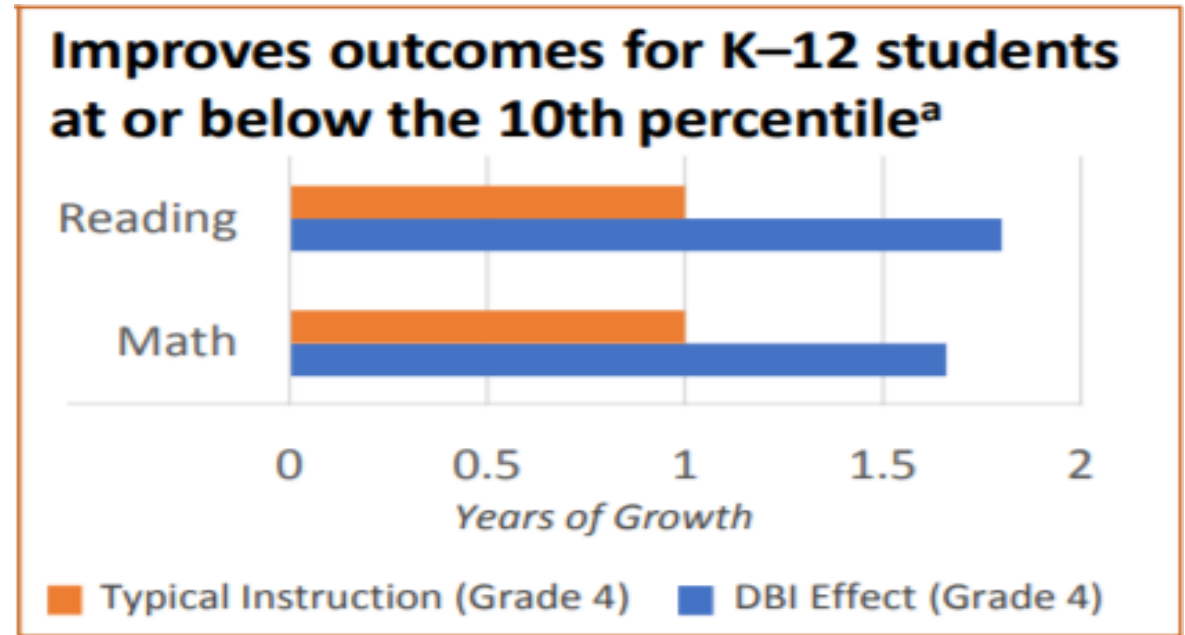
Tip #7: Prioritize increasing the quality of instruction and supports through the use of high leverage practices over finding the 'right' program.

Quality Tier 1 provides the biggest bang for your buck!

How can we increase the teaching of skills to...

- Lead a group discussion
- Explain and model content, practices, and strategies
- Elicit and interpret individual students' thinking
- Diagnose particular common patterns of student thinking and development in a subject-matter domain
- Implement norms and routines for classroom discourse and work
- Coordinate and adjust instruction during a lesson

Tip #8: Ensure students with significant learning needs have immediate **access to intensive intervention** delivered with fidelity.



Tip #9: Maintain and sustain family engagement to increase opportunities for extended practice and learning.



Tip #10: Avoid returning to prior ineffective or inefficient practices.

Use ongoing MTSS data within continuous improvement to adapt your processes, tools, and interventions to address learning needs.



Q&A

Next Steps and Resources

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IMPLEMENTATION

REQUEST SUPPORT

SPECIAL TOPICS

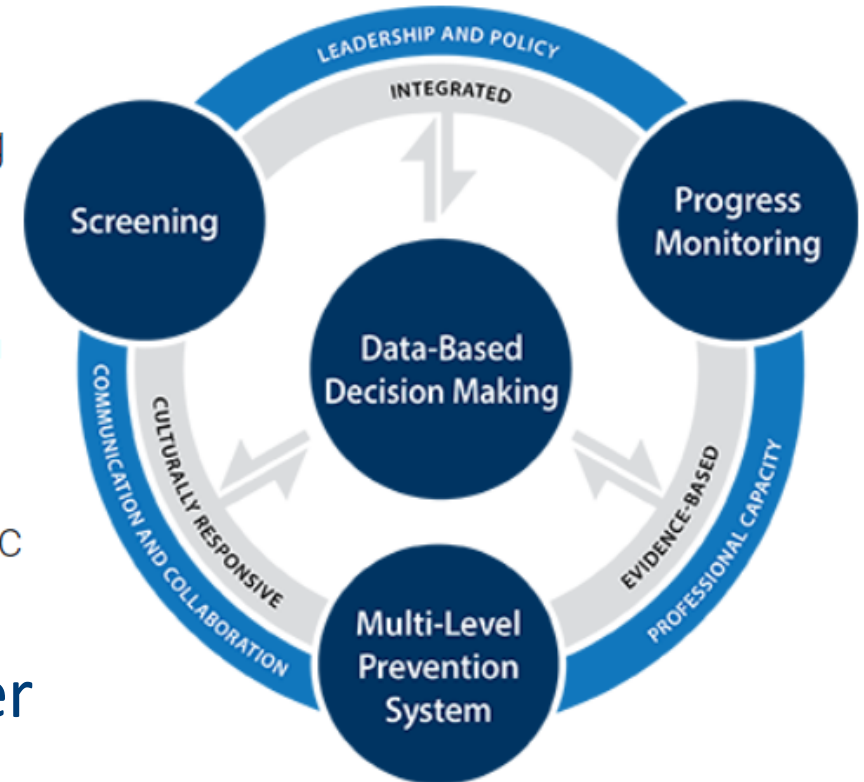
OUR EXPERTISE ▾

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

@MTSSCenter

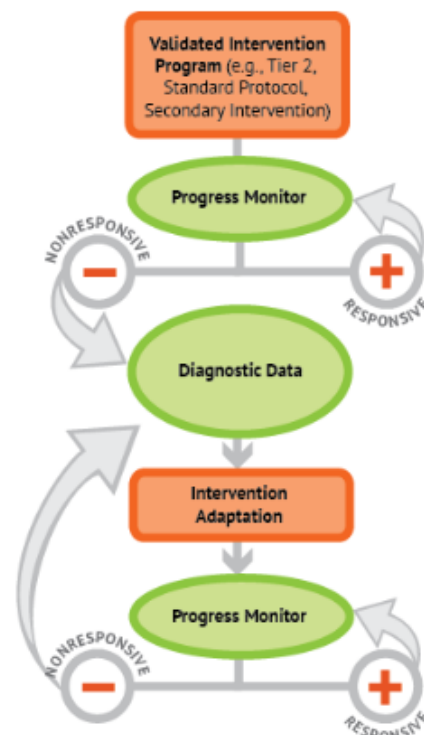


National Center on Intensive Intervention: Learn more about Tiers 2-3 and MTSS Assessment!

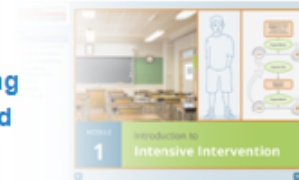
Visit www.intensiveintervention.org

The screenshot shows the homepage of the National Center on Intensive Intervention. At the top, it says "National Center on INTENSIVE INTERVENTION at American Institutes for Research". There is a search bar and social media icons for YouTube and Twitter. The main navigation bar includes "Intensive Intervention", "Tools Chart", "Implementation Support", "Intervention Resources", and "Voices from the Field". The main content area features a "National Center on Intensive Intervention Mission and Approach" section with a paragraph describing the center's role and a "Learn More" button. Below this are four categories: "State and Local Leaders", "Trainers & Coaches", "Educators", and "Higher Education Faculty", each with an "Explore all" button and a brief description of the resources available.

Click on each step of the DBI graphic to learn more about the DBI process and find relevant resources.



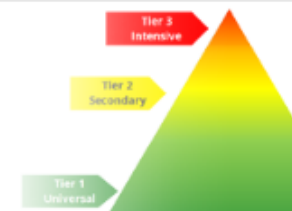
Access an Interactive Online Module Introducing Intensive Intervention and Applying DBI >



Learn About Intensive Interventions and Special Education >



Learn About Intensive Interventions and MTSS >



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THANK YOU

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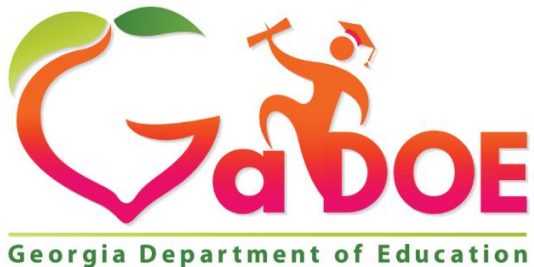


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