

WYOMING MTSS INTRODUCTORY MODULE SERIES

MODULE 1: IMPLEMENTATION OF MTSS

Participant Workbook

About This Workbook

This participant workbook is intended for use with the following additional resources:

- Module 1: Implementation of MTSS PowerPoint Presentation
- Module 1: Implementation of MTSS Facilitator's Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.

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Handout 1.1: Activator Activity

	What I Think It Is	What It Is
Benefits of schoolwide MTSS implementation		
Essential components of MTSS implementation		
How MTSS aligns and supports existing district, state, and federal initiatives		

Handout 1.2: Clarifying Misconceptions About MTSS

What MTSS Is	What MTSS Is Not
A PREVENTION framework for school improvement made up of core components and features	A program or curriculum
For ALL students, including those students in need of enrichment	Just for struggling students or students with disabilities
Flexible for schools and districts to customize to meet their unique circumstances	A one-size-fits-all prescriptive model
Collaborative and incorporates a team-based approach of representative stakeholders	The responsibility of one teacher or one specialist
Data driven, using multiple valid and reliable data sources	Based on assumptions or unreliable data
Framework that can be used to assist with special education decisions	Prereferral process for special education

Handout 1.3: Wyoming MTSS Fidelity of Implementation Rubric

The MTSS Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring school-level fidelity of MTSS implementation. The rubric is adapted from the *RTI Fidelity of Implementation Rubric* (Center on Response to Intervention, 2014).

School Name: _____ **Date of Self-Evaluation:** _____

Team Members Participating in Review:

Name	Role

Measures	1	3	5
1. Screening—The MTSS framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
a. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
b. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
c. Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	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.

Measures	1	3	5
2. Progress Monitoring---Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.			
a. Progress-Monitoring Tools	Selected progress-monitoring tools meet no more than one of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet two or three of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet all of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence.
b. Progress-Monitoring Process	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

Measures	1	3	5
3. Data-Based Decision Making—Data-based decision-making processes are used to inform instruction, movement within the multi-level system, and disability identification (in accordance with state law).			
a. Decision-Making Process	The mechanism for making decisions about the participation of students in the instruction/ intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).
b. Data System	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.

Measures	1	3	5
c. Responsiveness to Secondary and Intensive Levels of Intervention	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.
4. Multi-Level Instruction—The MTSS framework includes a schoolwide, multi-level system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multi-level instruction also is known as the multi-tiered system of support (MTSS).			
4a. Primary-Level Instruction/Core Curriculum (Tier I)			
i. Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
ii. Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.

Measures	1	3	5
iii. Differentiated Instruction	Neither of the following condition is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.
iv. Standards Based	The core curriculum (reading and mathematics) is not aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is partially aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is aligned with the Common Core or other state standards.
v. Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.
4b. Secondary-Level Intervention (Tier II)			
i. Evidence-Based Intervention	Secondary-level interventions are not evidence based in content areas and grade levels where they are available.	Some secondary-level interventions are evidence based in content areas and grade levels where they are available.	All secondary-level interventions are evidence based in content areas and grade levels where they are available.
ii. Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.

Measures	1	3	5
	foundational skills that support core program learning objectives.		
iii. Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
iv. Addition to Primary	Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.
4c. Intensive Intervention (Tier III)—Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level.			
i. 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.
ii. Instructional Characteristics	None of the following conditions is met: (1) the intervention is individualized; (2) intensive	Only one or two of the following conditions is met: (1) the intervention is individualized; (2) intensive	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-

Measures	1	3	5
	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.	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.	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.
iii. 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 address the general education curriculum in an appropriate manner for students.	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 address the general education curriculum in an appropriate manner for students.

Measures	1	3	5
5. Infrastructure and Support Mechanism---Knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals.			
a. Prevention Focus	Staff generally perceive MTSS as a program that solely supports the prereferral process for special education.	Some staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having academic problems.	All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having academic problems.

Measures	1	3	5
b. Leadership Personnel	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the MTSS framework at the school; support for MTSS implementation is not very evident.	Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school and help make the framework more effective; support for MTSS implementation is a high priority.
c. School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	Some forms of school-based professional development are available, but most are not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
d. Schedules	Schoolwide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	Schoolwide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
e. Resources	Resources (e.g., funds, programs) are not allocated to support MTSS implementation.	Resources (e.g., funds, programs) are partially allocated to support MTSS implementation.	Resources (e.g., funds, programs) are adequately allocated to support MTSS implementation.

Measures	1	3	5
f. Cultural and Linguistic Responsiveness	One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.
g. Communications With and Involvement of Parents	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.
h. Communication With and Involvement of All Staff	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	At least two of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	All of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.

Measures	1	3	5
i. MTSS Teams	Only one of the following conditions is met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	All of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.
6. Fidelity and Evaluation---System for collecting and analyzing data to measure fidelity and effectiveness of the MTSS model.			
a. Fidelity	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2) procedures are in place to monitor the processes of administering and analyzing assessments.

Measures	1	3	5
b. Evaluation	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	One or two of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.

Handout 1.4: Optional Team Activity—MTSS Fidelity of Implementation Self-Assessment

Estimated Time: 30–60 minutes

Overview

The MTSS Fidelity of Implementation Rubric is for use by teams responsible for monitoring school-level fidelity of MTSS. Completion of the rubric facilitates rating the following components of MTSS implementation:

- Assessments (screening and progress monitoring)
- Data-based decision making
- Multi-level instruction (Tier 1, 2, and 3)
- Infrastructure and supports

The rubric provides a framework and a process for recording school-level implementation of the essential components of MTSS. The group should aim to reach consensus and be prepared to provide evidence and rationale for the ratings assigned. The rubric is not intended to be used to monitor compliance. Rather, the rubric will help the school team self-assess and address questions about their MTSS implementation such as:

- What are we doing well with regard to implementation of an MTSS framework? What areas need support or improvement?
- How can we increase our capacity to support schoolwide implementation of an MTSS framework? What are our priorities?

Recommended Activity

1. To ensure input from all team members, consider having each member rate each component individually before the group rating.
2. As a team, come to consensus on a rating for each component of the rubric. In some cases, the team may need to gather additional data to confidently rate the criteria.
3. Consider the questions above along with the ratings and rubric descriptors and develop an action plan for addressing areas of need and actions that can increase capacity to support schoolwide implementation.

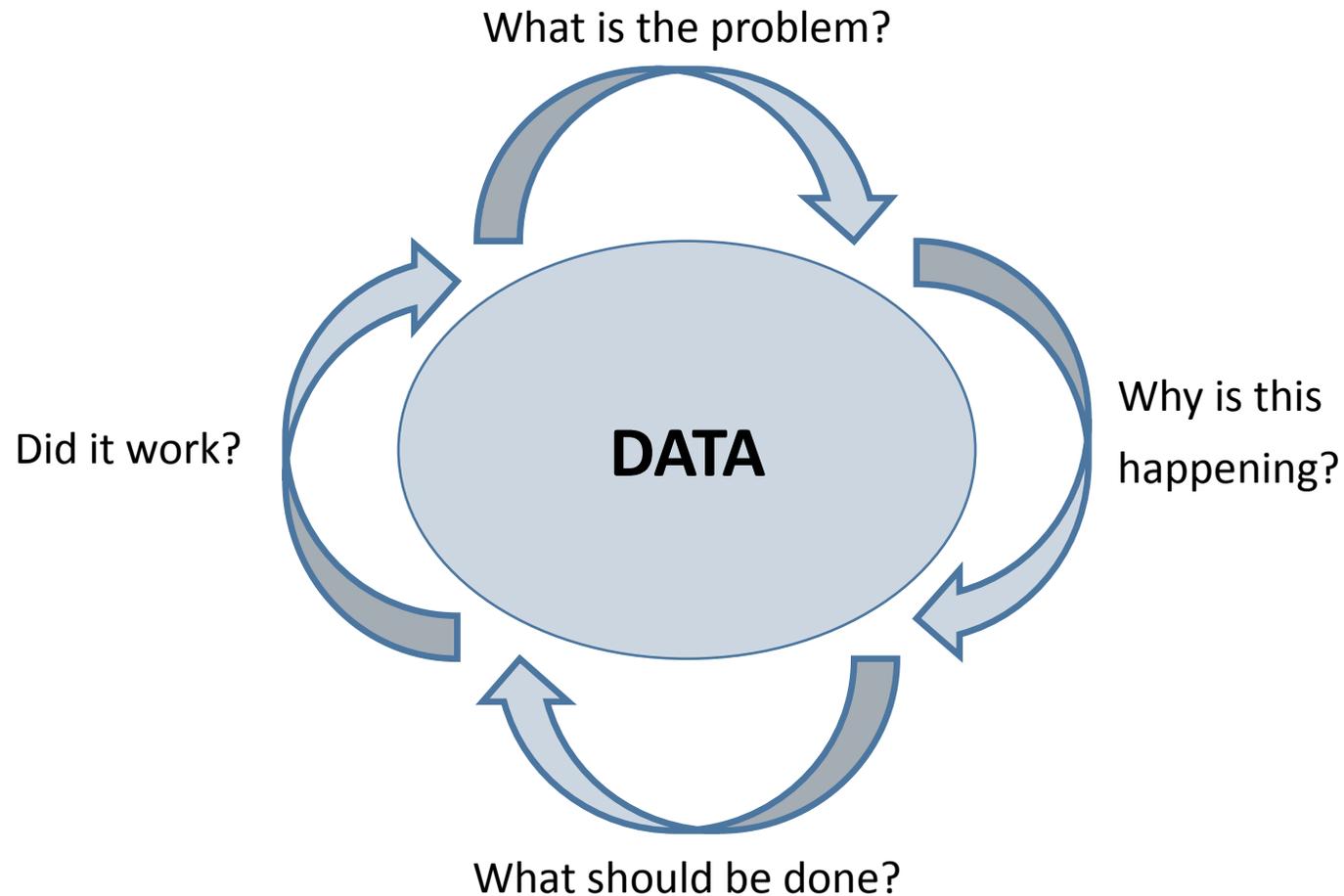
Link to the rubric: <http://wyominginstructionalnetwork.com/spdinitiatives/mtss/>

Handout 1.5: Making Connections

Directions: Mark an “X” in the column to indicate whether each of the essential components supports the initiative in some way. Discuss with your group how the component does or could support the initiative.

School or District Initiative	Screening	Data-Based Decision Making	Progress Monitoring	Multi-Level Prevention System

Handout 1.6: Overview of Wyoming Problem-Solving Process



Snapshot: Wyoming Problem-Solving Guide

<p>Step 1: Problem Identification <i>What is the problem?</i></p> <p>PURPOSE: To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.</p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> • What is the desired outcome? What is the actual performance? • What is the difference between the two? • If there is more than one problem, determine which is the highest priority? • Is the problem schoolwide, grade level, whole class, small group, subgroups, or individual? <p>OUTCOME CONSIDERATIONS: Academics, social behavior, adults, and students</p>	<p>Step 2: Problem Analysis <i>Why is it happening?</i></p> <p>PURPOSE: To gather relevant information in the domains of instruction, curriculum, environment, and the learner(s) through the use of reviews, interviews, observations, and tests to determine contributing factors to the problem.</p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> • Have we collected data about variables that are educationally relevant and alterable? • Is there something we could change about the Instruction, Curriculum, or Environment to increase the probability that learning will occur? <p>OUTCOME CONSIDERATIONS: Focus on educationally relevant and alterable variables</p>
<p>Step 3: Plan Development and Implementation <i>What should be done?</i></p> <p>PURPOSE: To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.</p> <p>GUIDING COMPONENTS:</p> <ul style="list-style-type: none"> • System supports or interventions must be based upon data and knowledge gained through problem identification and problem analysis. • System support or intervention plan development includes selection of an evidence-based practice, persons responsible, alignment of resources, fidelity measures, progress monitoring how progress will be monitored, and specific scheduled decision points. 	<p>Step 4: Plan Evaluation <i>Did it work?</i></p> <p>PURPOSE: To determine the effectiveness of implemented system supports or interventions and make appropriate decisions.</p> <p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> • Was the system support or intervention successful? • Does the plan require more time and monitoring or modification? • Was the system support or intervention implemented with fidelity? • Was the outcome met according to set criteria? • Do we have the resources to sustain these supports? • Do we need to go back to previous steps? • What progress can we celebrate?

Handout 1.7: MTSS Teaming Structure and Tasks

Task 1: The first task is to identify who should be on the team. Identify the names of recommended team members who represent key stakeholders and possess the skills necessary for an effective team. Team considerations are found on the next page.

Recommended Team Representation	Team Member Names	Current Position/Expertise	MTSS Team Role
Administrators			
General Education			
Special Education			
Families			
Content Specialist— Behavior			
Content Specialist— Literacy/Mathematics			
Other:			
Other:			
Other:			

Team Selection Considerations:

- *Do our team members possess the knowledge and skills necessary for an effective team* (e.g., data analysis and interpretation; content knowledge—behavior, mathematics, reading; authority to allocate of resources; knowledge of family and community needs)?
- *Does our team include representation of all key stakeholder groups* (e.g., administrators, special education, general education, interventionists, families, and content specialists)?

Task 2: Through consensus building, develop team norms. List the expectations of meeting attendance and participation in positive terms. Discuss how you will address concerns that may arise with the team.

Examples of norms to consider:

- Respect other opinions.
- Cell phone on silent and answered only for emergencies.
- Be prepared and on time.
- Communicate misunderstanding or disagreement.
- Allow all voices to be heard.

Assign roles to team members to ensure that meetings are effective. Team roles to consider:

- *Meeting Facilitator*—directs team through the meeting (should not be the principal).
- *Case Manager*—makes sure all stakeholders are invited and present; coordinates implementation of team decisions.
- *Scribe*—takes notes and completes the RTI Intervention Plan document.
- *Timekeeper*—redirects team to immediate focus of meeting; keeps and calls “time” for various meeting components in problem solving.
- *Food Czar*—arranges for snacks at meetings.
- *Celebrator*—comes prepared to quickly share two items worth celebrating since the last meeting.
- *Evaluator of Team Effectiveness*—gain feedback about how to improve efficiency and effectiveness.

Task 3: Establish your MTSS team meeting length (e.g., one hour) **and schedule** (e.g., weekly, bimonthly).

Task 4: Create a meeting agenda template. See the example on the next page.

Sample MTSS Team Meeting Agendas

Program Development Meeting		Data-Based Problem-Solving Meeting	
Review	<ol style="list-style-type: none"> 1. Review notes from last meeting. 2. Ensure that essential roles are covered for meeting functioning. 3. Follow up last month’s target discussion, decisions, and actions. 	Review	<ol style="list-style-type: none"> 1. Review notes from last meeting. 2. Evaluate system support/intervention plans from previous meetings (Plan Evaluation phase of problem solving). 3. Ensure that essential roles are covered for meeting functioning. 4. Review last month’s data summary and other relevant data discussions and decisions.
Target	<ol style="list-style-type: none"> 1. Discuss the system-level target, including identification, analysis using data, plan development ideas, and evaluation. 2. Remember that when developing the system, it is important to ask: “What is the simplest thing we can do that has the greatest impact?” 	Target	<ol style="list-style-type: none"> 1. Follow the four-step process: <ol style="list-style-type: none"> a. What is the problem? b. Why is it happening? c. What should be done? d. Did it work? 2. Look to guiding questions and problem-solving considerations if your team gets stuck in the process. 3. Utilize monthly data summary and other data routinely collected to maintain focus on predictable system failures and emerging needs.
Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long-range activities will be evaluated. 2. List who is responsible, when the task is due, and what the task entails. 	Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long-range activities will be evaluated. 2. List who is responsible, when the task is due, and what the task entails.

MTSS Team Development Action Plan

Record any action steps that need to be taken to establish the MTSS team. Include a description of action steps, time frame, person responsible, and resources.

Action Step	Person Responsible	Time Frame	Resources Needed

Handout 1.8: Resources to Support MTSS Implementation

Resource Documents

Essential Components of RTI—A Closer Look at Response to Intervention, National Center on Response to Intervention (April 2010, PDF). The National Center on Response to Intervention (NCRTI) developed this resource to provide a definition of RTI, review essential RTI components, and respond to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices and supports the implementation of a comprehensive RTI framework. http://www.rti4success.org/sites/default/files/rtiessentialcomponents_042710.pdf

RTI Placemat (PDF). This at-a-glance “RTI placemat” serves as a supplemental resource to the Essential Components document. http://www.rti4success.org/sites/default/files/RTI_Placemat_2015.pdf

RTI Glossary of Term (PDF). This glossary of RTI terms was developed by NCRTI. It defines some of the most commonly used terms in an RTI framework. <http://www.rti4success.org/resources/rti-glossary-terms>

Information Brief: Developing an RTI Guidance Document, NCRTI. This tool is based on the lessons learned from providing support to states developing guidance documents. Included in this tool are frequently asked questions about guidance documents and a template to help states, districts, and schools develop their own documents. <http://www.rti4success.org/resource/developing-rti-guidance-document>

RTI Pilot Site Selection: Things to Consider, NCRTI. Pilot sites often play an important part in effective RTI implementation. This information brief guides teams through the steps of developing an RTI pilot site selection process. It provides team facilitators discussion questions that they can use to help teams examine their priorities, evaluation strategies, resources, and possible selection processes. <http://www.rti4success.org/resource/rti-pilot-site-selection-things-consider>

Implementation Research: A Synthesis of Literature, National Implementation Research Center (NIRN). This monograph summarizes findings from an extensive review of the research

literature on the implementation of evidence-based practices.

<http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf>

Response to Intervention (RTI): Funding Questions and Answers, NCRTI. This document provides written responses from the U.S. Department of Education Office of Special Education Programs (OSEP) on the use of Individuals with Disabilities Education Act (IDEA) funds for the implementation of RTI and answers eight commonly asked questions on funding RTI.

<http://www.rti4success.org/resource/response-intervention-rti-funding-questions-and-answers>

Implementing RTI Using Title I, Title III, and CEIS Funds: Key Issues for Decision-Makers, U.S. Department of Education. The U.S. Department of Education created this presentation to answer questions specifically about funds provided under three federal programs: Title I of the Elementary and Secondary Education Act, Title III of the Elementary and Secondary Education Act, and funds for Coordinated Early Intervening Services, available under the Individuals with Disabilities Education Act.

<http://www.rti4success.org/resource/implementing-rti-using-title-i-title-iii-and-ceis-funds-key-issues-decision-makers>

Videos

What is response to intervention (RTI)? (26:30 minutes). Dr. Tessie Rose Bailey, NCRTI. A recorded webinar, webinar transcript, PDF Version, and Live Chat Q & A are available.

<http://www.rti4success.org/video/what-rti-essential-components>

Ask the Expert: What is RTI and what are the essential components that must be present for it to be implemented with fidelity? (5:46 minutes). Whitney Donaldson, NCRTI, responds to the question, “What is RTI?” (October 2010).

<http://www.rti4success.org/video/what-rti-and-what-are-essential-components-must-be-present>

Ask the Expert: How does RTI differ from previous approaches to providing interventions? (5:46 minutes). Dr. Tessie Rose Bailey, NCRTI, responds to the question (October 2010). <http://www.rti4success.org/video/how-does-rti-differ-previous-approaches-providing-interventions>

Ask the Expert: If an elementary school is already implementing RTI in academic subjects, what is the best way for them to begin to incorporate behavior interventions? (6:16). Joe Wehby, NCRTI, responds to the question (March 2012). <http://www.rti4success.org/video/if-elementary-school-already-implementing-rti-academic-subjects-what-best-way-them-begin>

Ask the Expert: How does RTI fit in with other policy initiatives? (03:16). Dr. Evelyn Johnson, NCRTI, responds to the question (September 2010).

<http://www.rti4success.org/video/how-does-rti-fit-other-policy-initiatives>

Ask the Expert: How can I get teachers and staff to buy in to the RTI process? (02:00). Dr. Evelyn Johnson, NCRTI, responds to the question (May 2010).

<http://www.rti4success.org/video/how-can-i-get-teachers-and-staff-buy-rti-process>

Ask the Expert: We hear a lot about fidelity of implementation when talking about RTI. What does this really mean? (05:17). Doug Fuchs, NCRTI, responds to the question (March 2010). <http://www.rti4success.org/video/we-hear-lot-about-fidelity-implementation-when-talking-about-rti-what-does-really-mean>

Webinars

Planning and First Steps for RTI, NCRTI. In this webinar, Dr. Alexandra Hilt-Panahon and Deborah Gould Stover provides examples of what planning is required before successfully implementing RTI as well as the initial steps that should be taken when implementing RTI within schools. Examples illustrate how elementary schools have used RTI to address the needs of culturally and linguistically diverse student populations. In addition, the webinar shares how elementary schools have resolved challenges such as revising schedules and reallocating personnel to provide interventions. <http://www.rti4success.org/video/planning-and-first-steps-rti>

We're "Doing RTI"—A Closer Look at Implementation (51:28), NCRTI. In this webinar, Dr. Rebecca Zumeta, NCRTI, and Mike Jacobsen, director of assessment in RTI in Washington state's White River School District, discuss how NCRTI's implementation integrity rubric was used to conduct an interview process that helped the state's pilot sites evaluate their RTI implementation.

<http://www.rti4success.org/video/were-doing-rti-closer-look-implementation>

RTI Implementation: Developing Effective Schedules at the Elementary Level, NCRTI. This 60-minute recording offers recommendations for efficient, effective, and sustainable schedules. It also addresses issues related to the development of effective schedules for the implementation of RTI at the elementary level, including the scheduling of core instruction, intervention time, team meetings, and planning. <http://www.rti4success.org/video/rti-implementation-developing-effective-schedules-elementary-level>

Planning and First Steps for RTI (57:34), NCRTI. This webinar provides examples of what planning is required before successfully implementing RTI as well as the initial steps that should be taken when implementing RTI within schools. Examples illustrate how elementary schools

have used RTI to address the needs of culturally and linguistically diverse student populations. In addition, ideas are shared to show how elementary schools have resolved challenges such as revising schedules and reallocating personnel to provide interventions.

<http://www.rti4success.org/webinars/video/888%20>

Tools

Wyoming MTSS Implementation Checklist for Literacy and Behavior, WY Project WIN.

The purpose of these checklists is to determine the extent to which school personnel are implementing the core features of schoolwide multi-tiered systems of support for literacy and behavior. <http://wyominginstructionalnetwork.com/spdginitiatives/mtss/>

Essential Components of RTI Integrity Rubric and Worksheet, NCRTI. The RTI Essential Components Integrity Rubric and the RTI Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of response to intervention (RTI) implementation. The rubric and the worksheet are designed to be used together and are aligned with the essential components of RTI.

<http://www.rti4success.org/resource/essential-components-rti-integrity-rubric-and-worksheet>

Active Implementation Tools, SISEP and NIRN. AI Lessons on tools are very short (5–15 minutes), interactive Web presentations designed to help you and your team get started and get better with Active Implementation. They focus on specific implementation tools and practices and can be viewed online for self-paced learning or used for professional development in a team setting. <http://implementation.fpg.unc.edu/modules-and-lessons>

Scaling-Up Tools and Resources, SISEP. The SISEP Center produces a variety of tools and resources for implementation, scaling, and system reinvention work as well as delivers online and of-line coaching, teaching, and learning. <http://sisep.fpg.unc.edu/tools-and-resources/home>

MTSS Checklists and Forms, RTI Action Network. This site provides sample MTSS planning forms and checklists, such as *Self-Assessment of Problem Solving Implementation* (SAPSI), treatment integrity protocols, beliefs and perceptions of MTSS skills surveys, and intervention documentation forms. <http://www.rtinetwork.org/getstarted/checklists-and-forms>

Get Started: MTSS Implementation, RTI Action Network. This online resource focuses on the necessary steps for developing a building-level plan for successful implementation of MTSS. It includes five sections: Building Support, Develop a Plan, Implement Your Plan, Evaluate and Refine, and Checklists and Forms. <http://www.rtinetwork.org/getstarted>

Implementing District PBIS, PBIS. The Web resource outlines the district-level infrastructure necessary to implement and sustain a tiered system of behavior support. Users can access tools, articles, videos, and training resources. <http://www.pbis.org/school/district-level>

Training Modules

Train the Trainer Materials: Response to Intervention Implementer Series, NCRTI. These materials are intended for use by those wishing to conduct a training of trainers (TOT) for the RTI Implementer Series. TOT facilitators should have knowledge of the materials provided here, the Implementer Series training module materials (e.g., PowerPoints, training manuals, and handouts), Facilitator’s Guide, and related readings found on the center’s website. The three Implementer Series training modules are intended for beginning implementers of RTI and provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation.

<http://www.rti4success.org/resource/train-trainer-materials-response-intervention-implementer-series>

RTI Implementer Series Self-Paced Learning Modules, NCRTI. The RTI Implementer Series Self-Paced Learning Modules is a series of 11 learning modules for implementers of response to intervention (RTI). The learning modules are intended to provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation. Each module includes the learning module (live version and downloadable version), transcript, PowerPoint presentation, handouts, and the training manual (if available).

<http://www.rti4success.org/resource/rti-implementer-series-self-paced-learning-modules>

Developing an RTI Professional Development Plan: Things to Consider, NCRTI. This module is designed to help participants plan effective and appropriate professional development based on research, data, and best practices. Through the module, participants will increase their understanding of the necessary considerations for developing a professional development plan, increase awareness of available professional development tools, and draft a professional development plan. <http://www.rti4success.org/resource/developing-rti-professional-development-plan-things-consider>

Active Implementation (AI) Modules, SISEP and NIRN. AI Modules are short (30–45 minutes) online modules designed to be self-paced or blended with in pre-service and in-service training. They include content, activities, and assessments designed to promote the knowledge and practice of implementation science and scaling up.

<http://implementation.fpg.unc.edu/modules-and-lessons>

General Web Resources

MTSS—Wyoming Project WIN. Wyoming educators go to this site for MTSS resources. In addition to links to national resources, users will find MTSS implementation tools developed by local educators. <http://wyominginstructionalnetwork.com/spdginitiatives/mtss/>

National Center on Intensive Interventions (NCII). NCII’s mission is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs. <http://www.intensiveintervention.org/>

The National Center for Response to Intervention. The NCRTI website provides various user-friendly resources for elementary and secondary schools and districts implementing schoolwide tiered systems of support. Resources include training materials, video clips and webinars, tools charts, and access to numerous documents. <http://rti4success.org>

National Implementation Research Network (NIRN). The mission of NIRN is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services. The website provides resources and trainings materials to support implementation. <http://nirn.fpg.unc.edu/>

Positive Behavior Interventions and Support (PBIS). PBIS is a national technical assistance center that emphasizes the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities. The website provides recorded videos and webinars, self-paced training materials, and implementation resources. <http://www.pbis.org/>

RTI Action Network. This website provides information for practitioners with information on what is RTI, professional development opportunities, implementation information, and opportunities to connect with others. <http://www.rtinetwork.org/>

State Implementation & Scaling-up of Evidence-based Practices (SISEP) Center. SISEP has been working with several states on scaling up RTI, transition programs, and PBIS statewide. This site has numerous resources, including assessments of implementation, planning resources, and evaluation resources. <http://sisep.fpg.unc.edu/>

Module 1 Quiz

Module 1: Implementation of Multi-Tiered Systems of Support

Quiz 1

Multiple Choice: Select the best answer.

1. Which of the following is *not* a potential benefit of multi-tiered systems of support framework implementation?
 - a. Decreased suspension and expulsion rates
 - b. Decreased appropriate special education referral and placement rates
 - c. Decreased inappropriate special education referral and placement rates
 - d. Decreased student grade retention
2. What students receive instruction and support within a multi-tiered systems of support framework?
 - a. Only students who need additional academic interventions
 - b. Only students who do not already receive special education services
 - c. Only students who need additional behavioral support
 - d. All students
3. What are the four essential components of MTSS implementation?
 - a. Universal screening, progress monitoring, standardized testing, data-based decision making
 - b. Universal screening, progress monitoring, multi-level prevention system, data-based decision making
 - c. Universal screening, progress monitoring, problem solving, data tracking system
 - d. Universal screening, progress monitoring, multi-level prevention system, interventions

True/False: Identify whether the statement is true or false.

4. MTSS is a multi-level prereferral process for special education.
5. MTSS targets and supports only students with academic needs.
6. Students with disabilities receive services at all levels within MTSS depending on need.
7. MTSS implementation supports existing Wyoming state initiatives such as the SSIP/SIMR.

Module 1 Glossary

Core curriculum. The core curriculum includes the materials and instructional standards required of all students in the general education setting. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education.

Data-based decision making. Data-based decision making is the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Evidence-based intervention. An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention.

Fidelity of implementation. Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Individualized Education Program (IEP). An IEP is a legal document that describes the plan for delivering specially designed instruction, related services, and accommodations to meet the educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA). IDEA was originally passed in 1975 as the Education for All Handicapped Children Act, with the latest reauthorization in 2004. It is the federal special education law that guarantees a free, appropriate, public education in the least restrictive environment for students with disabilities from birth through age 21. IDEA 2004 allows response to intervention to be used as a basis for decision making when determining whether a student is eligible for special education services as a student with a learning disability.

Multi-Tiered Systems of Support (MTSS). MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs

within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. Response to intervention (RTI) and positive behavioral interventions and supports (PBIS) are examples of MTSS.

Positive Behavioral Interventions and Supports (PBIS). (PBIS is a tiered behavior support framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve behaviorally important outcomes for all students. PBIS provides a decision-making framework that guides the selection, integration, and implementation of preventive and instructive behavioral practices. For additional information, view the National Technical Assistance Center on Positive Behavioral Interventions and Supports website (<https://www.pbis.org/>).

Problem-solving approach. Within an MTSS, RTI, or PBIS model, a problem-solving approach is used to tailor an intervention for an individual student. A problem-solving approach typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress monitoring. Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention. For additional information, view the National Center on Intensive Intervention's Academic Progress Monitoring and Behavioral Progress Monitoring Tools Charts (<http://www.intensiveintervention.org/resources/tools-charts>).

Response to Intervention (RTI). RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. For more information, view the Center on Response to Intervention website (<http://www.rti4success.org>).

Screening. Screening is conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level. Some schools use a gated screening

system, in which universal screening is followed by additional testing or short-term progress monitoring to confirm a student's risk status before intervention occurs.

Tier 1. Tier 1 also may be referred to as the core curriculum or primary prevention level. The primary prevention level is the first level in a multi-level prevention system. It consists of high-quality core curriculum and research-based instructional practices that meet the needs of most students

Tier 2. Tier 2 also may be referred to as the targeted intervention or secondary prevention level. It is the second level of intensity in a multi-level prevention system. Interventions occurring at the secondary level are evidence based and address the learning or behavioral challenges of students identified as at risk for poor learning or behavioral outcomes.

Tier 3. Tier 3 may be referred to as intensive intervention or tertiary prevention level. This level is typically the most intense level of a multi-level prevention system. Tier 3 consists of individualized, intensive intervention(s) for students who have severe and persistent learning or behavioral needs. Data-based individualization is an approach that may be used within the tertiary prevention level.