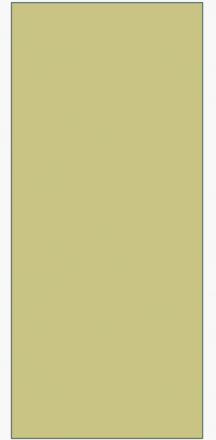# WHAT IS MTSS?

TESSIE ROSE BAILEY, PHD

BY THE END OF THIS SESSION, SCHOOL TEAMS WILL

- Identify two reasons for implementing schoolwide MTSS.
- Define the four MTSS components.

There is no way a **single teacher**
has all the **time**,
all the **knowledge**,
and all the **skills**
to meet all the needs
of every child in his or her class(es).

Buffman, Mattos, & Webber 2009

As a community we do and we can.

WHY MTSS?

HISTORICAL LOOK AT RTI/MTSS: USDOE

- Growing expectation that failure in general education was a student issue (i.e., disability) and not a system or instructional issue developed

- Lack of significant academic improvement, particularly in reading

- USDOE Initial Response to Issue: **Reading First (K-3)**
  - Assessment System
  - Use of research-based core and evidenced based-interventions
  - Teaming

IDEA 2004 LEARNING DISABILITY ELIGIBILITY

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- **Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction** in regular education settings, delivered by qualified personnel; and

- **Data-based documentation of repeated assessments** of achievement at reasonable intervals, reflecting **formal assessment** of student progress during instruction, which was provided to the child's parents.

(www.idea.ed.gov)

WHY MTSS?

- Sustained improvements in academic performance for ALL students
  - IES Practice Guides for Reading and Math
- Decreased expulsion, behavioral referrals, and suspension rates

(*Burns, Appleton, and Stehouwer, 2005; Dexter, Hughes and Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, and Kame'enui, 2008*)

WHY MTSS?

- Strong positive effects on system outcomes
  - Decreased inappropriate special education referral and placement rates
  - Reduction in student time in SPED services
  - Reduction in #of students retained in a grade.

(Burns, Appleton, and Stehouwer, 2005; Dexter, Hughes and Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, and Kame'enui, 2008)

WHAT'S IN A NAME?

Response to Intervention (RTI)

Some viewed RTI more narrowly, either as a tiered system for academics only or as the eligibility process for specific learning disabilities

Positive Behavior Intervention Supports (PBIS)

PBIS is considered the tiered system of behavioral support

WHAT'S IN A NAME? ALIGNING TIERED-SYSTEMS

Multi-tiered Systems of Support (MTSS)

Vision-Hearing

Behavior (PBIS)

Health (e.g., weight, height, scoliosis)

Social-Emotional

Academics (RTI)

Speech and Language

THE WRONG QUESTIONS:

- How do we implement MTSS?
- How do we get students proficient on state tests?
- How do we stay legal?
- What is wrong with the student?

THE RIGHT QUESTIONS:

- What do we want for our children?
- What do our children need?
- What is our current reality?
- What do we need to do?
- How will we do it?

"Life is really simple, but we insist on making it complicated."

— Confucius

WHAT IS MTSS?

- Multi-tiered System Support (MTSS) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

- With MTSS, 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 based on a student's responsiveness, and RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.
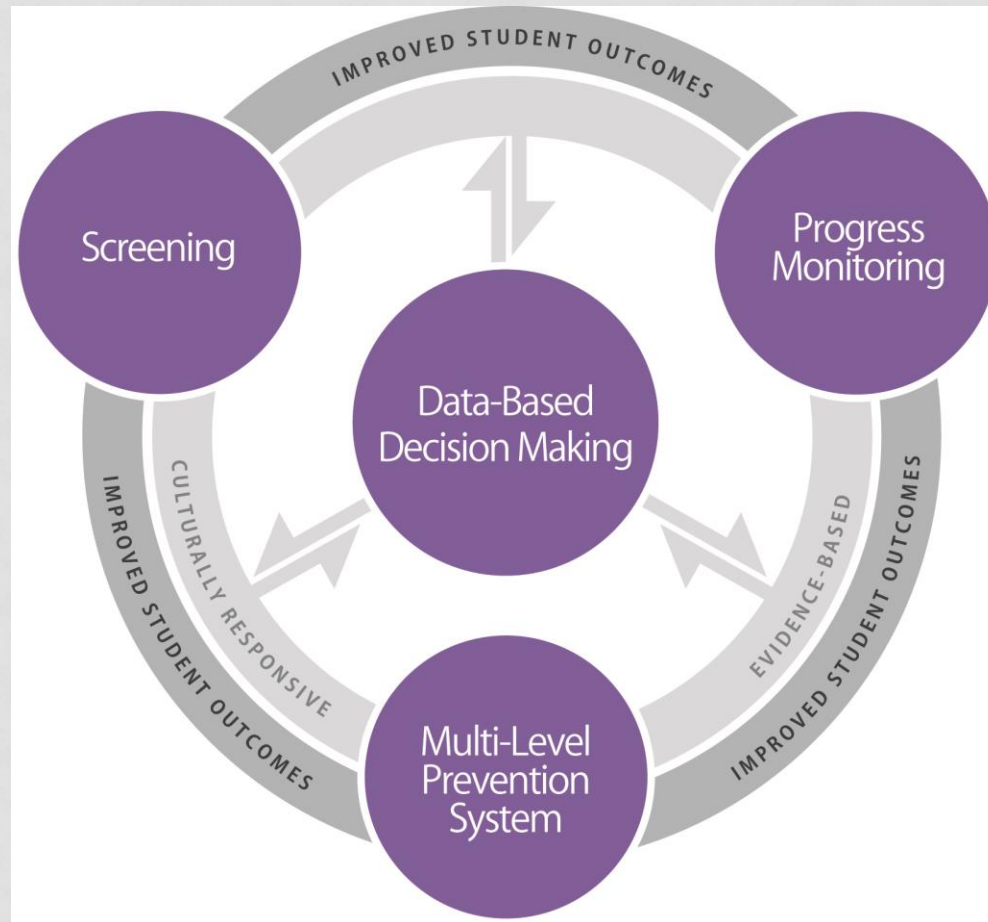
(National Center on Response to Intervention, 2010)

ESSENTIAL COMPONENTS OF MTSS FRAMEWORK

- Screening
- Progress Monitoring
- Schoolwide, Multi-Level Prevention System
  - Primary Level
  - Secondary Level
  - Tertiary Level
- Data-Based Decision Making for:
  - Instruction
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)

ESSENTIAL COMPONENTS OF MTSS

NCRTI, 2010

WY MTSS FIDELITY RUBRIC

- Adapted from the [Center for Response to Intervention Fidelity Rubric](#)
- Clarifies implementation criteria for the essential components and other implementation factors

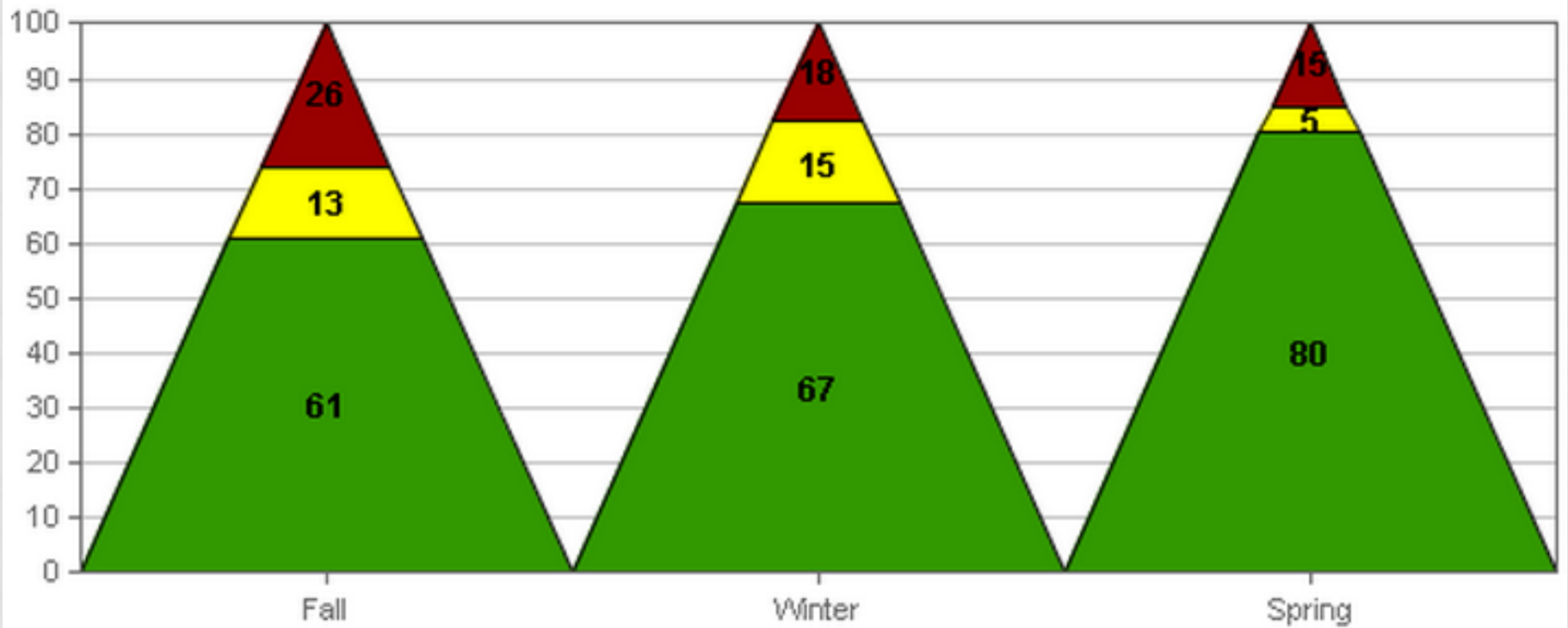# SCREENING

ESSENTIAL COMPONENT

WHAT IS SCREENING?

- PURPOSE: identify students who potentially at risk of poor learning outcomes

- FOCUS: conducted for all students

- TOOLS: involves brief assessments that are valid, reliable, and evidence based

- TIMEFRAME: administered more than one time per year (e.g., fall, winter, spring)

PURPOSE OF SCREENING

- Identify students at risk for poor learning outcomes
- Identity students who need additional assessment (i.e., progress monitoring) and instruction (i.e., secondary or tertiary)
- Provide data on the effectiveness of the core instruction and curriculum

SHOWING GROWTH OVER TIME

Kindergarten Letter Sound Fluency

Grade 2 : 2010-2011 School Year
Reading - Curriculum Based Measurement
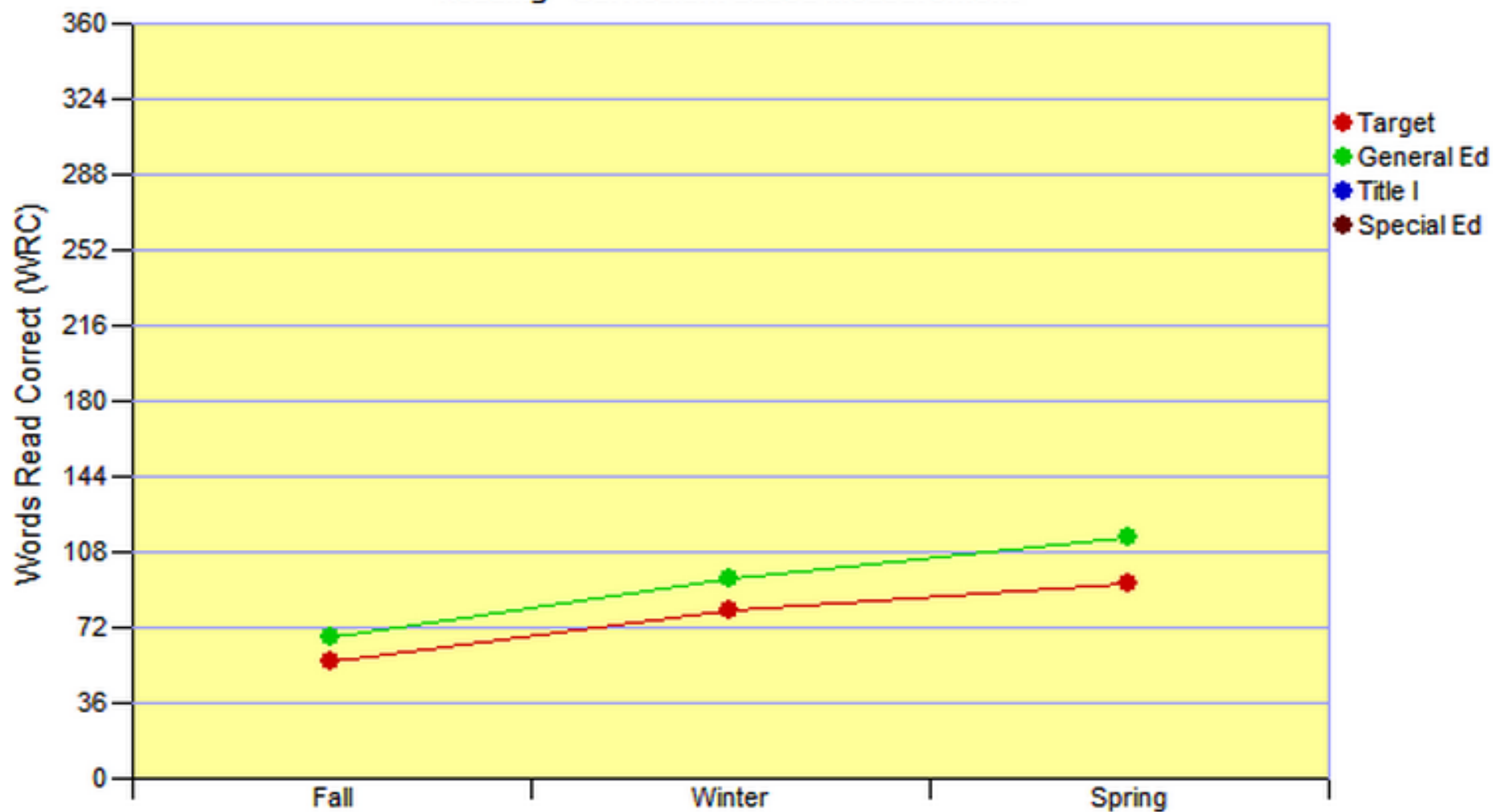
	Fall	Winter	Spring	Growth Rate
Target	55.0	80.0	92.0	1.0 WRC/week
General Ed	66.8	94.4	114.6	1.3 WRC/week

FOCUS OF SCREENING

- Screening typically includes all students
- Two-stage screening process
  - Stage 1: Universal screening
  - Stage 2: More in-depth testing or progress monitoring for students who scored at or below the cut score
- Should be an educationally valid outcome

SCREENING TOOLS

- Must choose reliable, valid tools that demonstrate diagnostic accuracy
- Must choose age-appropriate outcome measures that capture student ability
- May have different screeners to assess different outcome measures

NCRTI SCREENING TOOLS CHART

Screening Tools Chart

Subject: [Select Subject ▾] Grade: [Select Grade ▾] [Filter] [Reset]

Tools ▽△	Area ▽△	Classification Accuracy ▽△	General-izability ▽△	Reliability ▽△	Validity ▽△	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations ▽△	Efficiency — Administration ▽△	Efficiency — Administration & Scoring Time ▽△	Efficiency — Scoring Key ▽△	Efficiency — Benchmarks / Norms ▽△	COMPARE / RESET
A+ LearningLink: Progress in Math	Math	◑	Moderate Low	◑	◑	—	Group	35 – 40 Minutes	Computer Scored	Yes	☐
AIMSweb	Math – CBM	◑	Moderate High	◑	○	—	Group	2 Minutes	Yes	Yes	☐
AIMSweb	R-CBM Oral Reading	◑	Moderate High	◑	●	—	Individual	2 Minutes	Yes	Yes	☐
AIMSweb	Test of Early Numeracy - Missing Number	◑	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	☐
AIMSweb	Test of Early Numeracy - Number Identification	◑	Broad	●	○	—	Individual	2 Minutes	Yes	Yes	☐
AIMSweb	Test of Early Numeracy - Oral Counting	◑	Broad	◑	○	—	Individual	2 Minutes	Yes	Yes	☐
AIMSweb	Test of Early Numeracy - Quantity Discrimination	◑	Broad	◑	●	—	Individual	2 Minutes	Yes	Yes	☐
Discovery Education Predictive Assessment	Math	●	Moderate High	●	◑	◑	Group	40 Minutes	Yes	Yes	☐
Discovery Education Predictive Assessment	Reading	●	Moderate High	●	◑	◑	Group	40 Minutes	Yes	Yes	☐
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	◑	—	Individual	2 Minutes	Yes	Yes	☐

SAMPLE: KINDERGARTEN MEASURES

Letter Naming Fluency

Letter Sound Fluency

CBM Passage Reading Fluency

Last summer my family took a great train adventure. My mom and dad, my sister Rachel, and I live in Minnesota and my cousins live in California. We traveled over two thousand miles by train to visit them.

Our trip began in Saint Cloud. At midnight, a whistle blew and a train with fifteen huge cars pulled into the station.

"All aboard," the conductor called.

He helped us into the train. We climbed narrow stairs that led to a second level. The car was dark, and the people were sleeping. We walked silently through the rows of seats until we found our seats.

"Your seats lean back for sleeping," the conductor told us. He showed my sister how to move her seat. Next he gave us pillows. Mom took our blankets from her bag.

At first we were too excited to sleep. The train rocked from side to side and made clickety-clack sounds. Soon the rhythm of the sounds and the rocking made us sleepy. We finally dozed off.

PROGRESS MONITORING

ESSENTIAL COMPONENT

WHAT IS PROGRESS MONITORING?

- PURPOSE: monitor students' response to primary, secondary, or tertiary instruction
- FOCUS: students identified through screening as at risk for poor learning outcomes
- TOOLS: brief assessments that are valid, reliable, and evidence based
- TIMEFRAME: students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

PURPOSE OF PROGRESS MONITORING

Allows practitioners to…

- Estimate rates of improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction in order to design more effective, individualized instruction

PROGRESS MONITORING TOOLS

- Progress monitoring tools are—
  - brief assessments
  - reliable, valid, and evidence based
  - repeated measures that capture student learning
  - measures of age-appropriate outcomes
- Different progress monitoring tools may be used to assess different outcome measures

NATIONAL CENTER ON INTENSIVE INTERVENTIONS: PROGRESS MONITORING TOOLS CHART

| Psychometric Standards | Progress Monitoring Standards | Data-based Individualization Standards |

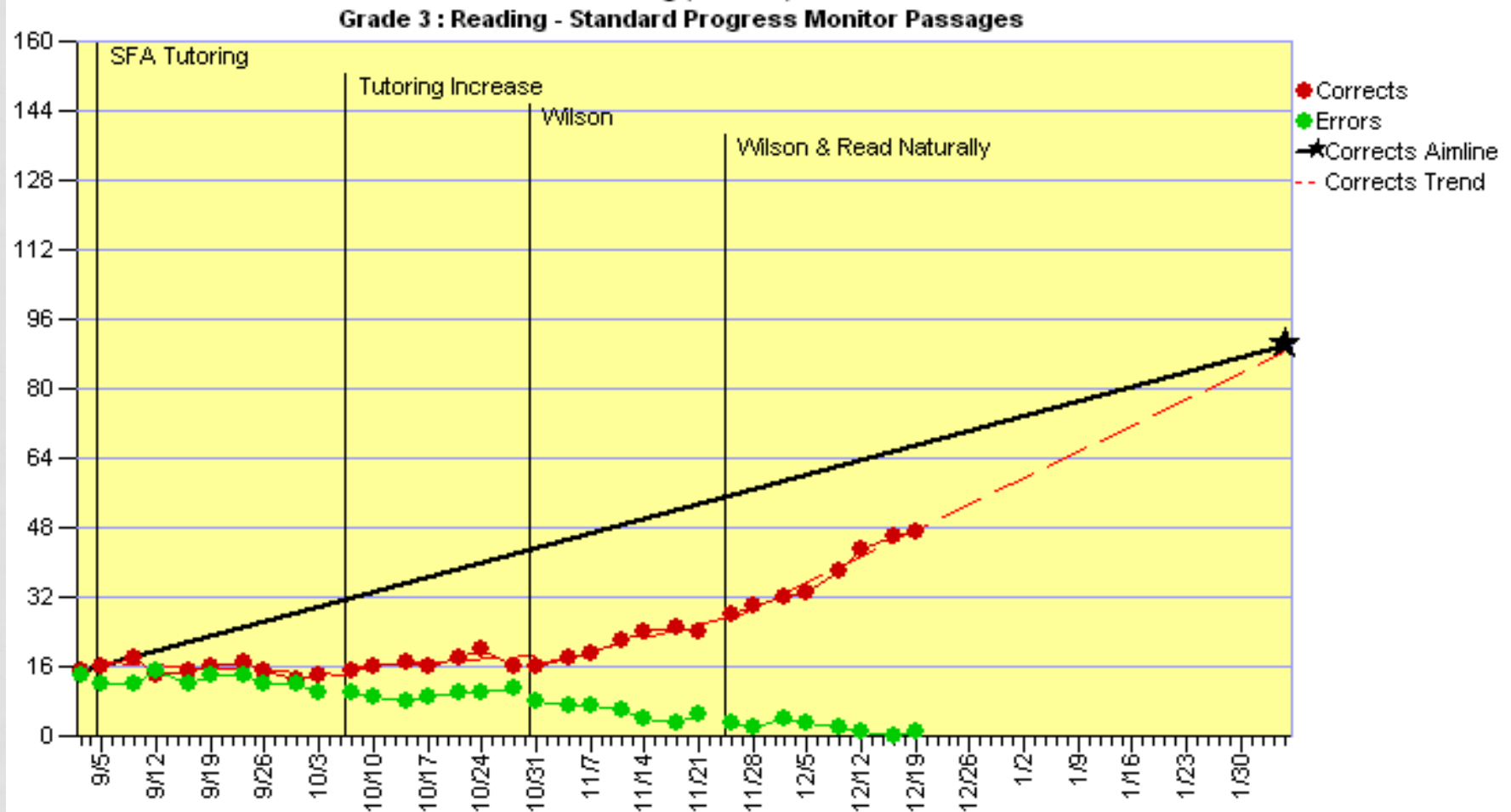| Title ▲	Area	Reliability of the Performance Level Score ⓘ	Reliability of the Slope ⓘ	Validity of the Performance Level Score ⓘ	Predictive Validity of the Slope of Improvement ⓘ	Disaggregated Reliability and Validity Data ⓘ
AIMSweb	M-CBM	●	●	●	●	●
AIMSweb	Math Computation	●	●	○	▬	▬
AIMSweb	Math Concepts and Applications	●	●	●	○	▬
AIMSweb	Oral Reading Fluency (R-CBM)	●	●	●	●	●
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●	●	●	●	●
AIMSweb	Test of Early Literacy - Letter Sound Fluency	●	●	●	●	●
AIMSweb	Test of Early Literacy - Nonsense Word Fluency	●	●	●	●	●
AIMSweb	Test of Early Literacy - Phonemic Segmentation Fluency	●	●	●	●	●
AIMSweb	Test of Early Numeracy - Missing Number	●	●	●	●	●
AIMSweb	Test of Early Numeracy - Number ID	●	●	●	●	●
AIMSweb	Test of Early Numeracy - Oral Counting	●	●	●	●	●
AIMSweb	Test of Early Numeracy - Quantity Discrimination	●	●	●	●	●

FREQUENCY OF PROGRESS MONITORING

- Should occur at least monthly.
- 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.

IDEA 2004 LEARNING DISABILITY ELIGIBILITY

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

- **Data-based documentation of repeated assessments** of achievement at reasonable intervals, reflecting **formal assessment** of student progress during instruction, which was provided to the child's parents.

(www.idea.ed.gov)

PM INSTRUCTIONAL DECISION MAKING

Grade 3 : Reading - Standard Progress Monitor Passages

Legend:
- Corrects (red)
- Errors (green)
- Corrects Aimline (black with star)
- Corrects Trend (dashed red)

Annotations on chart: SFA Tutoring, Tutoring Increase, Wilson, Wilson & Read Naturally

DATA-BASED DECISION MAKING

ESSENTIAL COMPONENT

DATA-BASED DECISION MAKING: THE BASICS

- Analyze data at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of prevention (e.g., primary, secondary, tertiary)

- Establish routines and procedures for making decisions

- Set explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)

- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies
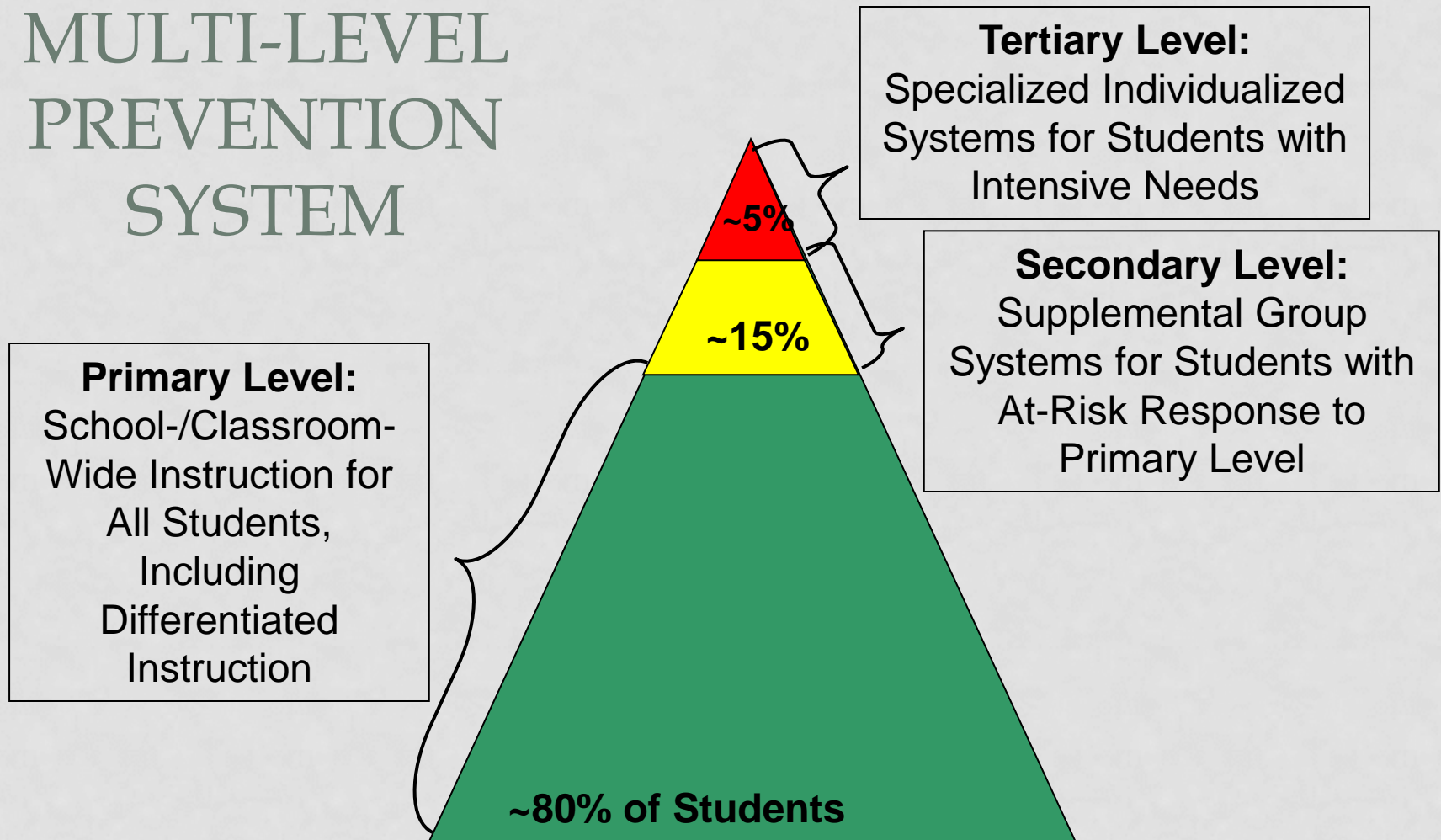
DATA-BASED DECISION MAKING: TYPES OF DECISIONS

- Instruction
- Movement within the multi-level prevention system
- Disability identification (in accordance with state law)

MULTI-TIERED SYSTEM OF SUPPORT

ESSENTIAL COMPONENT

MULTI-LEVEL PREVENTION SYSTEM

Tertiary Level: Specialized Individualized Systems for Students with Intensive Needs

~5%

Secondary Level: Supplemental Group Systems for Students with At-Risk Response to Primary Level

~15%

Primary Level: School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

~80% of Students

MULTI-TIERED PREVENTION SYSTEM

	Primary (T1)	Secondary (T2)	Intensive (T3)
Instruction/ Intervention Approach	Comprehensive research-based curriculum	Evidence-based standardized and targeted small-group instruction	Individualized, based on student data
Group Size	Class-wide (with some small group instruction)	3–7 students	No more than 3 students
Monitor Progress	1x per term (AKA, Screening)	At least 1x per month	Weekly
Population Served	All students	At-risk students	Significant and persistent learning needs

TIER I CORE PROGRAM

- FOCUS: all students
- INSTRUCTION: District curriculum and instructional practices that are research based, aligned with state or district standards, incorporate differentiated instruction
- SETTING: general education classroom
- ASSESSMENTS: screening, continuous progress monitoring, and outcome measures

TIER I FOCUS

- Designed to meet the needs of ALL students
  - Including students with disabilities, learning differences, or language barriers
  - Expect at least 80% of students to benefit from Tier I alone
- Increases access through
  - Universal design for learning (UDL)
  - Differentiated instruction
  - Practices that are linguistically and culturally responsive
  - Accommodations
  - Modifications

TIER II OR SECONDARY LEVEL

- FOCUS: students identified through screening as at-risk for poor learning outcomes
- INSTRUCTION: targeted, supplemental instruction delivered to small groups
- SETTING: general education classroom or other general education location within the school
- ASSESSMENTS: progress monitoring, diagnostic

SELECTING EVIDENCED BASED TIER II INTERVENTIONS

- Academic Interventions
  - National Center for Intensive Interventions
  - Best Evidence Encyclopedia
  - What Works Clearinghouse
- Behavior
  - What Works Clearinghouse
  - PBIS.org

TIER III OR TERTIARY LEVEL

- FOCUS: students who have not responded to primary or secondary level prevention

- INSTRUCTION: intensive, evidence-based supplemental instruction delivered to small groups or individually

- SETTING: general education classroom or other general education location within the school

- ASSESSMENTS: progress monitoring, diagnostic

TIER III AND INTENSIVE INTERVENTION

Intensive intervention is designed to address *severe and persistent* learning or behavior difficulties. Intensive interventions should be:
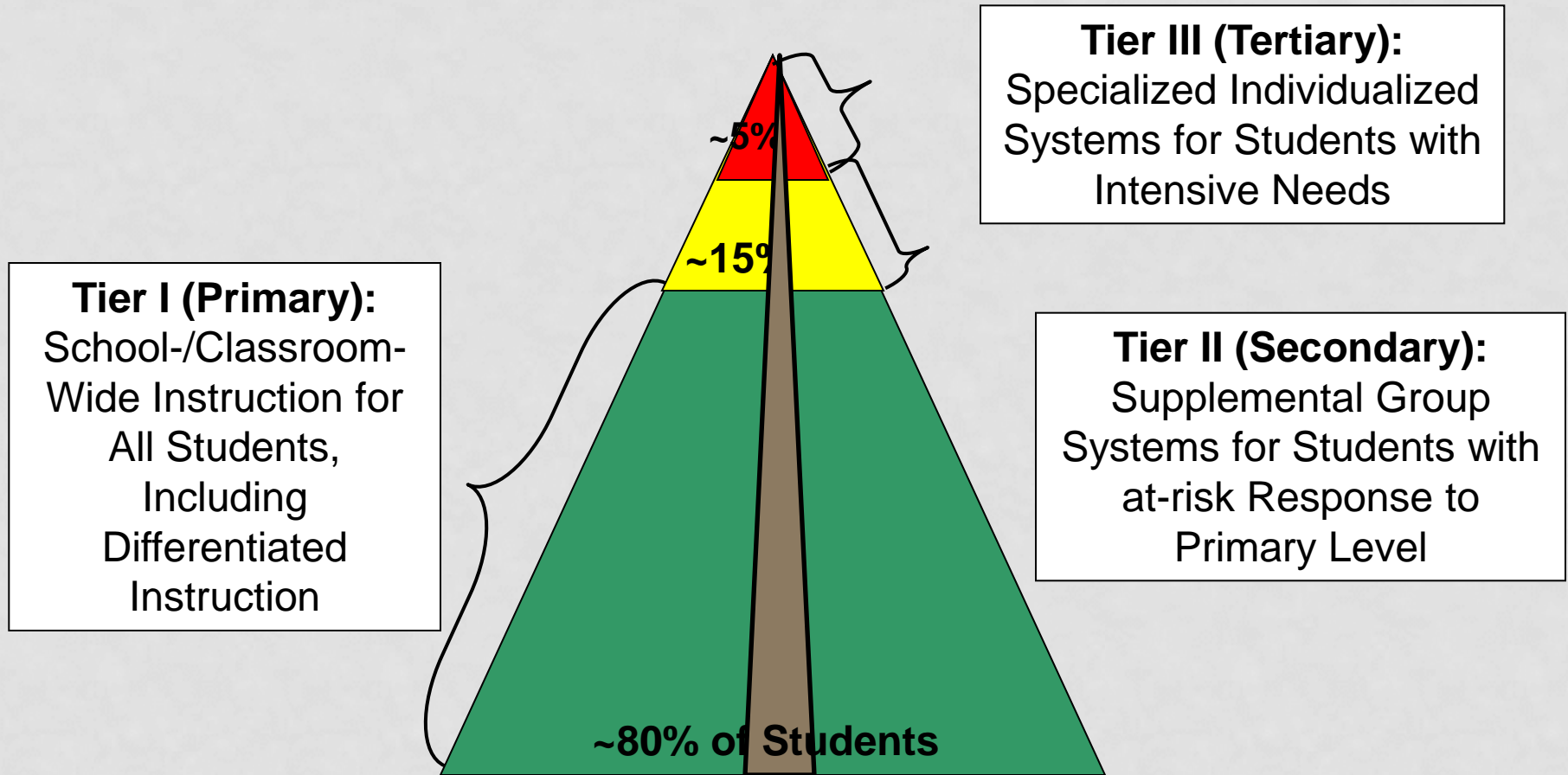
(a) Driven by data

(b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports
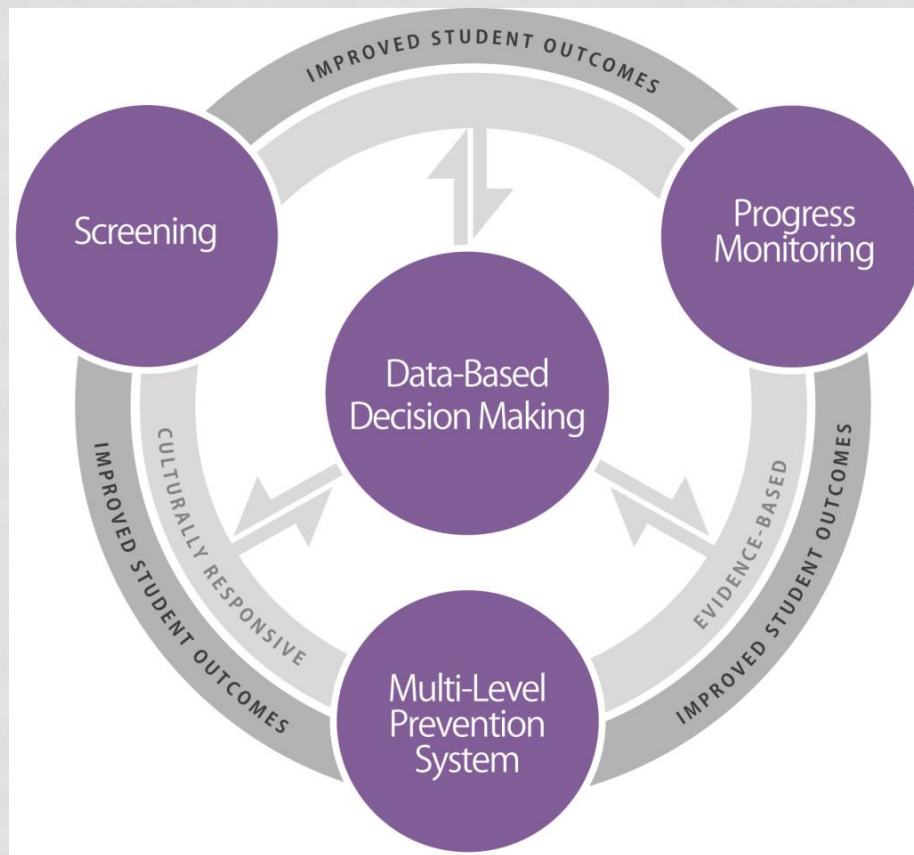
(NCII, 2012)

EFFECTIVE TIER II AND TIER III

- Data should indicate:
  - Adequate progress for most students in secondary and tertiary interventions
  - Implementation fidelity for interventions and data-based decision rules

WHAT ABOUT IDENTIFIED STUDENTS WITH DISABILITIES?

Tier III (Tertiary): Specialized Individualized Systems for Students with Intensive Needs

Tier I (Primary): School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

Tier II (Secondary): Supplemental Group Systems for Students with at-risk Response to Primary Level

~5%

~15%

~80% of Students

ESSENTIAL COMPONENTS OF RTI

NCRTI, 2010

CRITERIA FOR OTHER FACTORS FOR MTSS IMPLEMENTATION

- Infrastructure and Support Mechanisms
  - Prevention Focus
  - Leadership Personnel
  - School-based Professional Development
  - Schedules
  - Resources
  - Culturally and Linguistically Responsive
  - Communications With and Involvement of Parents
  - Communication with all Staff
  - RTI Teams
- Fidelity and Evaluation

IMPLEMENTING THE MTSS FRAMEWORK

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components

COMPLETE THE WY MTSS FIDELITY OF IMPLEMENTATION RUBRIC

- Ensure participation of all stakeholders
- Gain team consensus for each rating
  - Not like voting
  - Give and take
    - Many times it "takes"
  - Compromise exists as people get the opportunity to state their point of view
  - Everyone gets "something" although concessions are made

GENERAL WEBSITE RESOURCES

- **The National Center for Response to Intervention,** http://rti4success.org
  - The National Center on Response to Intervention's website provides resources for elementary and secondary schools and districts.
- **RTI Action Network** http://www.rtinetwork.org/
  - This website provides information for practitioners with information on what is RTI, professional development opportunities, implementation information, and opportunities to connect with others
- **National Center on Intensive Interventions,** http://www.intensiveintervention.org/
  - Provides resources and technical assistance 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.

RESOURCES: MTSS/RTI DOCUMENTS

- **Essential Components of RTI- A Closer Look at Response to Intervention**, *NCRTI* **(April 2010, PDF)**. Provide a definition of RTI, reviews essential RTI components, and responds 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.

- **RTI Placemat (PDF)**, NCRTI. This at-a-glance "RTI placemat" serves as a supplemental resource to the Essential Components document.

- **RTI Glossary of Term (PDF).** NCRTI. Defines some of the most commonly used terms in an MTSS/RTI framework.

- **IES Practice Guide for Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades** , IES (2009). Helps educators develop and implement MTSS/RTI to assist students struggling with reading. The guide presents recommendations and indicates the quality of the research base that supports them.

RESOURCES: MTSS/RTI VIDEO CLIPS

- 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 of the NCRTI response to the question, What is RTI? (October 2010).

- Ask the Expert: How does RTI differ from previous approaches to providing interventions? (5:46 minutes), NCRTI. Dr. Tessie Rose Bailey responses to the question (October 2010).

- Response to Intervention: A Tiered Approach to Instructing All Students (3:00 minutes). Short video clip on what is RTI released by Atlas Initiative.

- What is Response to Intervention (RTI)? (26:30 minutes). Dr. Tessie Rose Bailey, NCRTI. Recorded webinar and webinar transcript.

RESOURCES: MTSS/RTI IMPLEMENTER SERIES SELF-PACED LEARNING MODULES

- The RTI Implementer Series Self-Paced Learning Modules is a series of 11 learning modules for implementers of Response to Intervention (RTI).

- Intended to provide foundational knowledge about the essential components of RTI and to build an understanding about the importance of RTI implementation.

- Adapted as self-paced and downloadable versions of the RTI Implementer Series Training Modules upon which they are based.

- Each module includes the learning module (live version and downloadable version), transcript, PowerPoint presentation, handouts, and the training manual.

- Locate modules be clicking here.