



Florida's
MTSS

A Multi-Tiered
System of Supports

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) AND MEDICAID: A WORKING PARTNERSHIP

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The Conundrum of American Public Education



We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



Ron Edmonds, 1982 in DeFour et al., 2004

MTSS and Medicaid



- Medicaid funds services provided to students who:
 - Have an IEP or IFSP (IDEIA Part B or C)
 - Have a claimable Medicaid service on IEP
 - Are Medicaid eligible
 - Under 21 years of age
- Those Medicaid funded services are delivered within a Multi-Tiered System of Supports

The Cultural Context Within Which We Are Trying to Facilitate Systems



- Challenging Times In Which to Educate America's Children and Youth
 - Transition to Common Core State Standards
 - Transition to Common High Stakes Assessments
 - Performance Evaluations Tied to Student Growth
 - Economic Crises-greater efficiency of operations needed
 - Alternatives to Public K-12 Education
 - AYP Projections and Expectations
 - Recruitment and Retention of Qualified Professionals
 - Common Language/Common Understanding with Educators, Parents and the Community

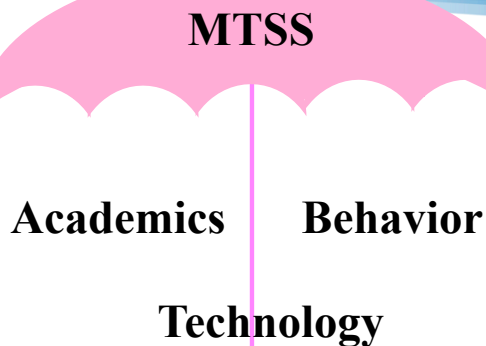
What Are These Changes Telling Us?

- What matters is **Results** not Process
- Can no longer afford to React - Focus on **Prevention**
- **Transparency** with student outcome **Data**
- **Integrate** Services
- **Data-Based** decisions - Personnel
- Central administration insist on **Evidenced-Based Practice**
- **Accountable, Efficient, and Flexible**



MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
- The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.
- “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency .



Highly Effective Practices: Research

- High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (*Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006*)
- Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (*Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006*)
- “Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)
- Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (*McIntosh, 2008; McIntosh, Sadler, & Brown, 2010*)

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School-wide Behavior & Reading Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model
 - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

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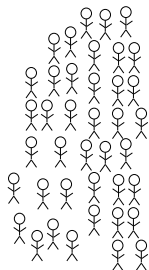
What's it look like?

Characteristics of a School with MTSS

- Frequent data collection on students in critical areas
- **Prevention**
 - Early identification of students at risk
 - Early intervention
 - Interventions evaluated frequently and modified
 - Tiered levels of service delivery
 - All decisions made with and verified by data
 - Walk-throughs and support for good first teaching

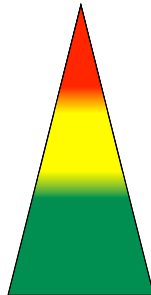
Three Tiered Model of Student Supports

These students



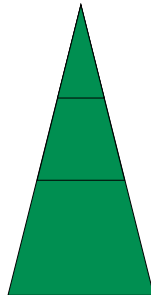
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get these tiers of support



=

in order to meet benchmarks.



The goal of the tiers is student success, not labeling.

MTSS & the Problem-Solving

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports.

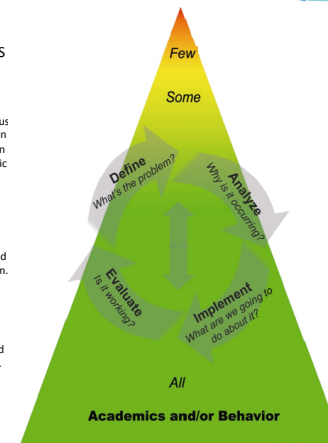
The most intense (increased time, narrowed focus reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings.



Revised 12/7/09



Florida's
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IT'S A FRAME, NOT A BOX

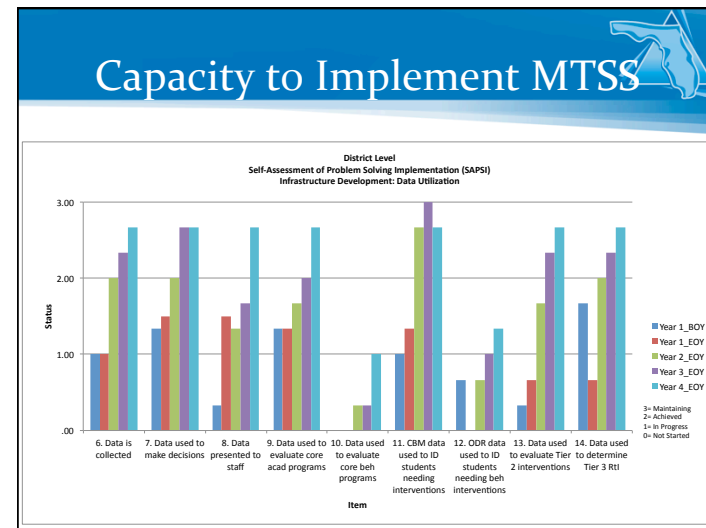


Parts of the "Frame"

- 3 Tiers of service delivery into which all academic and behavioral instruction/ intervention "fit."
 - Content is not been defined by the model
- Use and regular review of data to ensure students are responding to the tiered instructional delivery.

Parts of the "Frame"

- Using a problem-solving process, instruction/ interventions are modified and intensified based on student performance data
- Instruction is integrated and systematically planned across the tiers



Important Links



- <http://www.floridarti.usf.edu>
 - Technical Manual

- <http://www.florida-rti.org>
 - Guiding Tools for Instructional Problem-Solving (GTips)

Student Achievement Student Performance



- **Academic Skills**
 - Goal setting tied to state/district standards
 - Common Core State Standards
 - Developmental Standards
- **Academic Behaviors-Student Engagement**
 - Behaviors associated with successful completion of the academic skills
 - On-task, self-monitoring, goal setting, content of private speech
- **Inter-/Intra-Personal Behaviors**
 - Behaviors that support social skills
 - Social/emotional development

Lesson Study:

Integrating Academic Instruction and Student Behavior



- What are the evidence-based instructional strategies that will attain the academic skill set?
- What academic engagement behaviors will be necessary to translate the academic skill into academic performance?
- What social/emotional behaviors are resources and obstacles to the skill and performance goals?
- HOW WILL WE MATCH THE INSTRUCTIONAL STRATEGIES WITH ENGAGEMENT FACTORS?

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INFRASTRUCTURE

Problem Solving & Response to Intervention Project

Florida's Positive Behavior Support

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Critical Elements



- District/School Organizational/Team Structure
- Multi-Tiered System
- Data-Based Problem-Solving Process
- Scheduled Data Review
 - Health and Wellness
 - Problem Solving
- Intervention Sufficiency and Support
- Implementation Data
- Professional Development

Implementation Model



- District-based leadership team (DBLT)
- School-based leadership team (SBLT)
- School-based coaching
 - Process Technical Assistance
 - Interpretation and Use of Data
- Evaluation Data

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ORGANIZATIONAL STRUCTURE

Problem Solving & Response to Intervention Project

Florida's Multi-Tiered System of Supports

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District Infrastructure




- District Leadership
 - Common Language/Common Understanding
 - Is there a “unified” system of instruction at the district level?
- District Plan Requirements
 - Consensus, Infrastructure, Implementation
 - District Policies
 - Professional Development and Technical Assistance
 - Implementation Monitoring
 - Implementation Fidelity
 - Evaluation Plan

Professional Development: Core Skill Areas for ALL Staff




- *Data-Based Decision Making Process*
- *Coaching/Consultation*
- *Problem-Solving Process*
- *Data Collection and Management*
- *Instruction/Intervention Development, Support and Evaluation*
- *Intervention Fidelity*
- *Staff Training*
- *Effective Interpersonal Skills*

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Critical Elements




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PROBLEM-SOLVING IS THE ENGINE THAT DRIVES INSTRUCTION AND INTERVENTION

It is the MOST Critical Skill A Leader Can Possess



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Problem Solving Process



Define the Problem
Defining Problem/Directly Measuring Behavior

Problem Analysis
Validating Problem
Ident Variables that Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Evaluate
Response to Intervention (RtI)

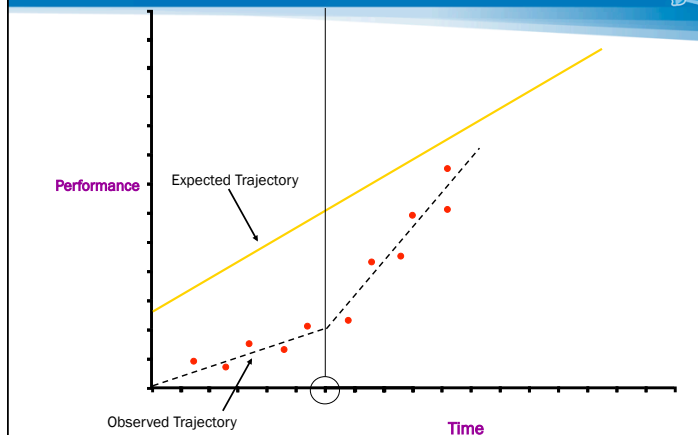
Steps in the Problem-Solving Process

- 1. Problem Identification**
 - Identify replacement behavior
 - Data- current level of performance
 - Data- benchmark level(s)
 - Data- peer performance
 - Data- GAP analysis
- 2. Problem Analysis**
 - Develop hypotheses (brainstorming)
 - Develop predictions/assessment
- 3. Intervention Development**
 - Develop interventions in those areas for which data are available and hypotheses verified
 - Proximal/Distal
 - Implementation support
- 4. Response to Intervention (RtI)**
 - Frequently collected data
 - Type of Response- good, questionable, poor

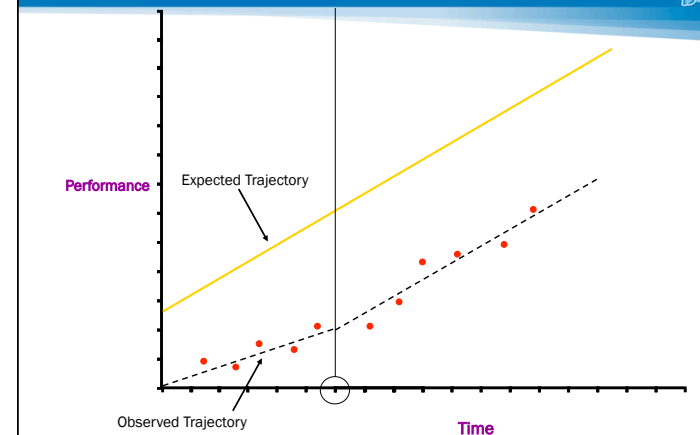
Decision Rules: What is a “Good” Response to Intervention?

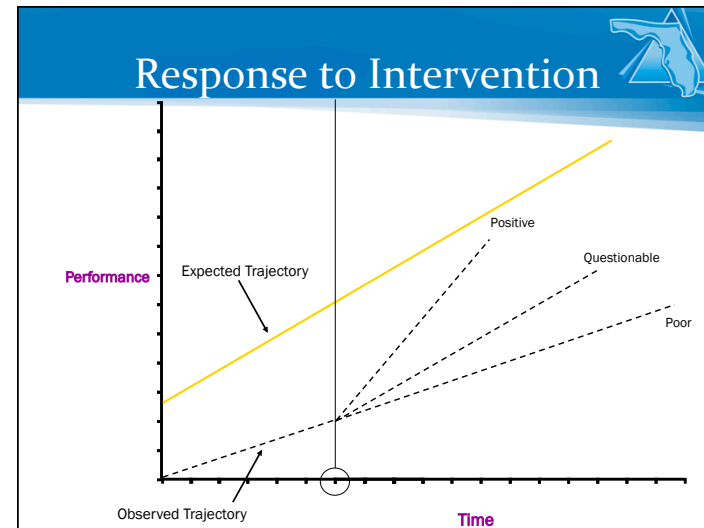
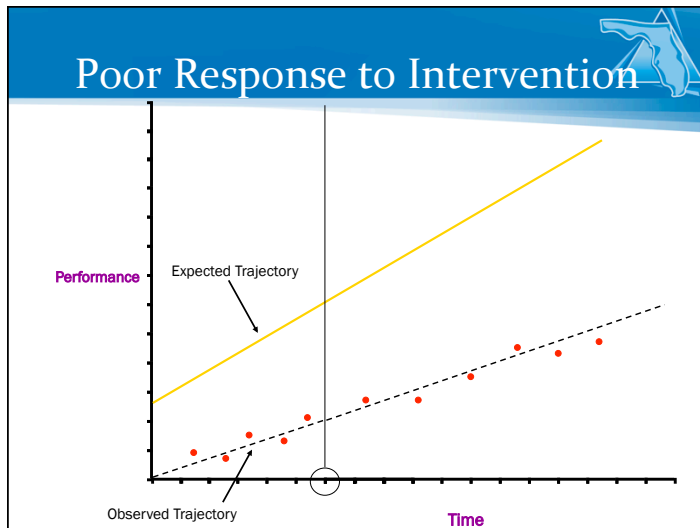
- **Positive Response**
 - Gap is closing
 - Can extrapolate point at which target student(s) will “come in range” of target—even if this is long range
 - Level of “risk” lowers over time
- **Questionable Response**
 - Rate at which gap is widening slows considerably, but gap is still widening
 - Gap stops widening but closure does not occur
- **Poor Response**
 - Gap continues to widen with no change in rate

Positive Response to Intervention



Questionable Response to Intervention






- ### Decision Rules: Linking Rtl to Intervention Decisions
- Positive
 - Continue intervention with current goal
 - Continue intervention with goal increased
 - Fade intervention to determine if student(s) have acquired functional independence

- ### Decision Rules: Linking Rtl to Intervention Decisions
- Questionable
 - Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact.
 - If rate improves, continue. If rate does not improve, return to problem solving

Decision Rules: Linking RtI to Intervention Decisions



- **Poor**
 - Was intervention implemented as intended?
 - If no - employ strategies in increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

Multi-Tiered System

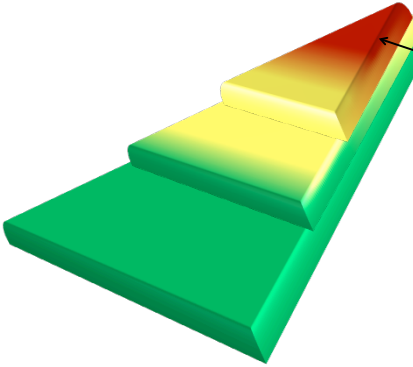
Tier III
For Approx 5% of Students
Core

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Supplemental

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Intensive Individual Instruction
...to achieve benchmarks

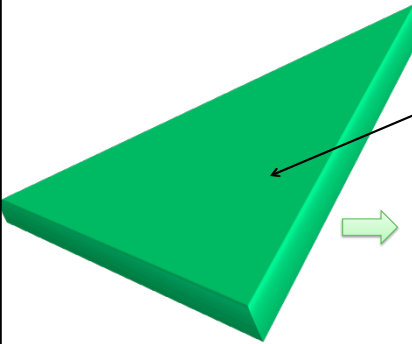


1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels




Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How do we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum



Characteristics of Effective Instruction				
<small>(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)</small>				
Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	%	%	%
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	%	%	%
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	%	%	%
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	%	%	%
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	%	%	%
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	%	%	%
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	%	%	%
Independent Application	Do students have sufficient opportunities to practice new skills independently?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	%	%	%
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	%	%	%

TIER II: Supplemental, Targeted

Tier II
For approx. 20% of students
Core
+
Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?


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Critical Questions/Issues Tier 2

- Purpose and expectation of Tier 2 services should be explicit and understood by providers:
 - Increase performance of students relative to Tier 1 standards
 - Link curriculum content and strategies with Tier 1
 - Assess against Tier 1 expectations
 - 70% of students receiving Tier 2 should attain proficiency.

Examples of Tier 2 Medicaid Funded Services




- Speech therapy to a group of students
- Counseling a group of students
 - E.g., students with medical conditions
- Group social skills training
 - E.g., Improve peer relations



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INTEGRATING THE TIERS

Instructional Integration

- Focus of Tiers 2 and 3 is specialized instructional strategies, time and focus of instruction
- Application of instructional strategies should include application to core instructional materials and content
- Single intervention plan with focus, activities and content contributed by each provider
- Agreement on progress monitoring level and content (Should be Tier 1)

Data Review

- Regularly scheduled “data days” at the district and school levels
- Health and Wellness reviews
- 3-4 times/year
- Grade level aggregates to school
- School level aggregates to district
- Principal meets with school-based staff
- District meets with principals
- “What is inspected is respected”

Intervention Sufficiency Intervention Support

- Sufficiency is equated with time
- Intervention support addresses the implementation integrity issues
- How do you document sufficiency?
- How do you facilitate integrity?

Intervention Support Meeting Activities

- Review student performance data
- Identify barriers to successful implementation of the instruction/intervention
 - Problem-solve barriers
- Review critical components of the instruction/intervention

Intervention Documentation Worksheet

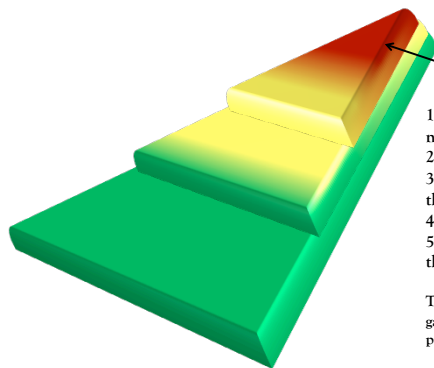
Week of _____ Teacher: _____

Student	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	

Legend

T = Time (in minutes)	Focus	Programming
P = Program	L = Language	(Create your own key. For example: W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)
F = Focus	PA = Phonemic Awareness	
	P = Phonics	
	F = Fluency	
	I = Instructional	
	C = Comprehension	
	MC = Math Computation	
	MA = Math Applications	
	B = Behavior	

TIER III: Intensive, Individualized



Tier III
For Approx 5% of Students
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

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Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- | | |
|--|-------------|
| More instructional time | } resources |
| Smaller instructional groups | |
| More precisely targeted at right level | } skill |
| Clearer and more detailed explanations | |
| More systematic instructional sequences | |
| More extensive opportunities for guided practice | |
| More opportunities for error correction and feedback | |

Examples of Tier 3 Medicaid Funded Services



- Behavioral evaluation by a school psychologist
- Functional behavior assessment by a behavior analyst
- OT and/or PT evaluation of an individual student
- Parent consultation regarding behavior by a social worker
- Administering medication by an LPN

DATA AND USAGE OF DATA

Academic AND Behavior
Academic and Behavior
Integrated

Sources of Data



- Academic performance
- Discipline data- Office discipline referrals (ODR)
- Academic, Medical, Behavioral, Records
- Referral history
- IEPs, 504 Plans, FSPs
- Observation-Student Engagement Behaviors
- PBS benchmark assessment
- School climate surveys
- Attendance data

Progress Monitoring & Reporting Network: Reports

Class Recommended Level of Instruction Report

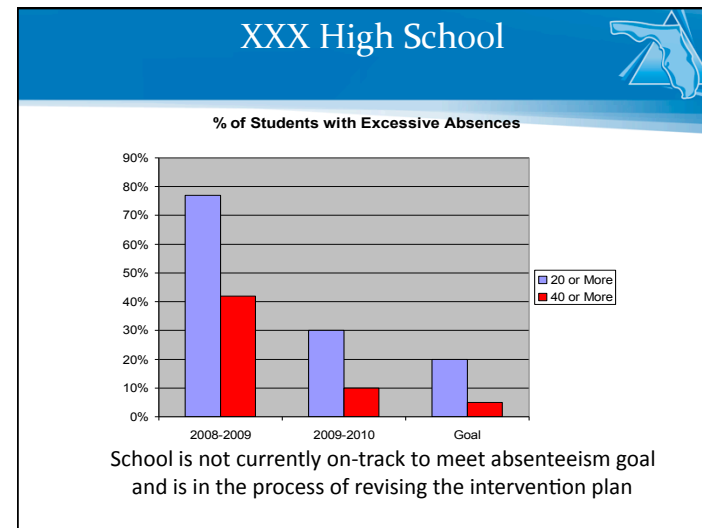
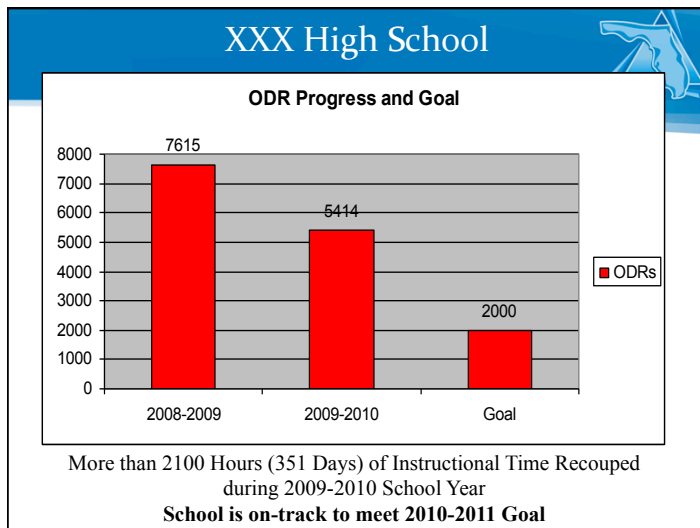
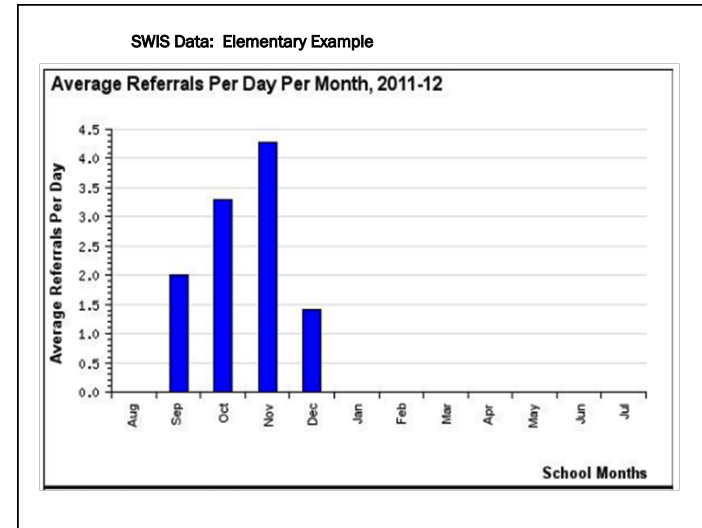
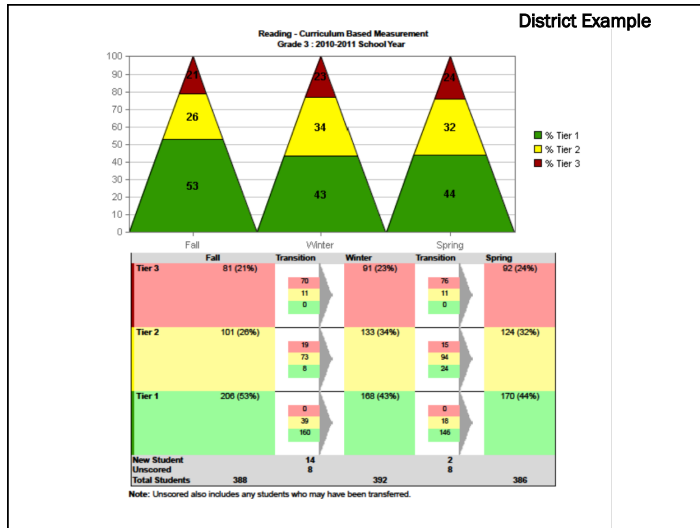
District: Your District School: Your School Teacher: Teacher Name

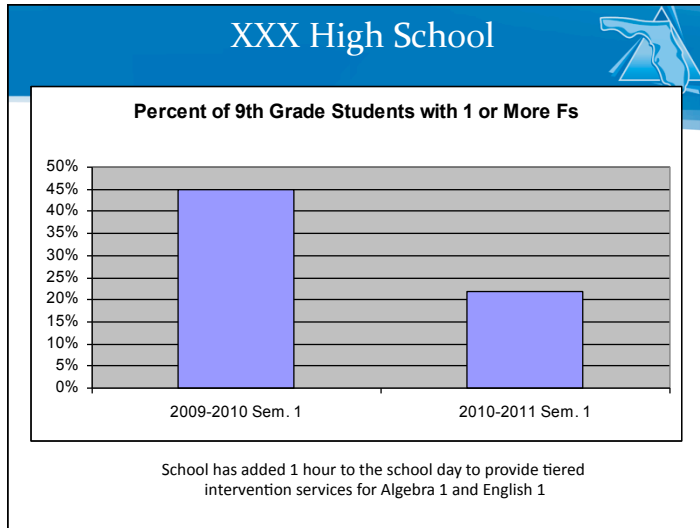
Grade: Kindergarten Probe: All Student: All

Assessment: All School Year: 2004-2005 Date/Time: 6/20/2005 9:40 AM

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.





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INTEGRATED ACADEMIC AND BEHAVIOR DATA

