

**Designing ESSA-Friendly  
Multi-Tiered Systems for  
Academically and Behaviorally  
Struggling Students**

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**Presentation Overview**

- Overview
- ESEA Realities: Multi-tiered Systems of Support
- The MTSS Teams
- The School-Level Multi-Tiered Process
- The Student-Level Multi-Tiered Process
- The Case-Level Multi-Tiered Process
- Big Idea Summary

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# The Ultimate Educational Goal

IS TO:

**Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development**

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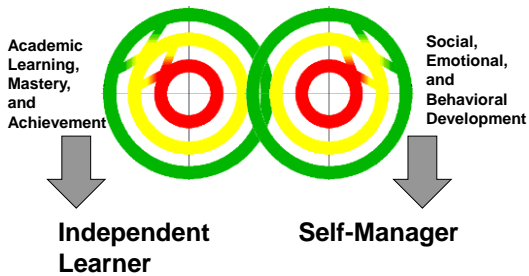
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**From a Student Perspective...  
Our Goal is to create...**



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**The MTSS Process focuses on providing students the academic and/or social, emotional, and behavioral services, supports, strategies, or programs they need to be successful.**



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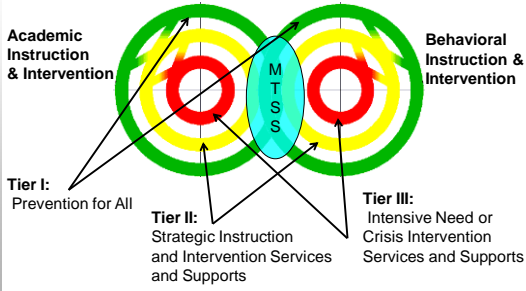
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**PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services**



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**Project ACHIEVE's Research-to-Practice Model**

**Project ACHIEVE:**

A district-wide continuous school improvement/ school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students



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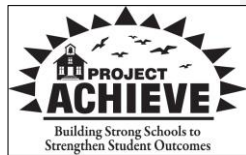
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**Project ACHIEVE: 1990- present**

**Project ACHIEVE's Evidence-based Model:**

U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) — 2000

Described in the National Registry of Evidence-based Programs and Practices (NREPP)



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## Project ACHIEVE: 1990- present

### Notable Project ACHIEVE Sites

- Arkansas Department of Education's State Personnel Development Grant
- Martin County (KY)/Laker Elementary (MI)—School Climate Transformation Grants
- Baltimore City (MD) School District—Outreach and Dissemination grant
- Shelby County (OH) & Northeast (NM) Regional Education Cooperatives —Elementary & Secondary Counseling grants
- Montgomery (MD) County School District—Safe Schools/Healthy Students grant
- Hillsborough/Polk County (Tampa Bay, FL) School Districts—U.S. Office of Special Education Programs grants
- 10 Native American communities—School Improvement Grants (SIG)

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## Where Do Multi-tiered Processes Start?

### In the classroom:

- With effective instruction and classroom management delivered by effective teachers
- Where students' mastery of academic material and positive response to classroom management is assessed and monitored in an ongoing way
- Where data-based problem-solving begins when students are not academically or behaviorally successful



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## Students Succeed Because of their Instructional Environments

### **Teacher-Instructional**

**Factors:**  
Are teachers well-matched to their students and curricula?



**Student Factors:**  
Are students prepared and "programmed" for success?

**Curricular Factors:**  
Are curricula well-matched to students and teachers?

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## Research-based Components of Effective Classrooms

- Curricular Alignment/Total Instructional Alignment
- Effective Instructional Grouping
- Effective Academic (Differentiated) Instruction
- Ready, Prepared, Motivated, Engaged Students
- Student Instruction in their “Zones of Success”
- Multi-Tiered Services, Supports, Programs, and Interventions for Struggling Students

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## The Characteristics of Effective Curricular Alignment and Instructional Preparation

- Need a Curricular Scope & Sequence that operationalizes District, State, and/or National Standards
- Units, Lessons, and Instructional Activities (including Homework) need clear content and/or skills outcomes
- Formative and Summative Assessments to track student learning and progress, mastery and autonomy, and independence and application must be reliable, valid, and determined prior to unit implementation

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## Scope & Sequence: by Skills

AREA OF READING INSTRUCTION AND SKILLS

LEVEL	Phonological Awareness	Phonics	Structural Analysis	Automaticity/Fluency	Vocabulary	Comprehension
Level 1 (Pre-K)	<ul style="list-style-type: none"> <li>• Rhyming</li> </ul>	<ul style="list-style-type: none"> <li>• Upper and Lower Case Letters (visual matching)</li> </ul>	---	<ul style="list-style-type: none"> <li>• Automaticity with Foundational Concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Categories</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Picturing</li> </ul>
Levels 2-5 (K)	<ul style="list-style-type: none"> <li>• Blending &amp; Segmenting Syllables &amp; Sounds</li> <li>• Beginning Sounds</li> <li>• Ending Sounds</li> <li>• Short &amp; Long Vowel Sounds</li> <li>• Manipulating Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabetizing</li> <li>• Letter-Sound Correspondence</li> <li>• Letter Names</li> <li>• Traced Silent Reading at Word Level</li> </ul>	---	<ul style="list-style-type: none"> <li>• Automaticity with Foundational Concepts</li> <li>• High-Frequency Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Concepts</li> <li>• Advanced Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Picturing</li> <li>• Comprehension Strategies with Narrative &amp; Informational Text</li> </ul>
Levels 6-9 (Grade 1)	<ul style="list-style-type: none"> <li>• Short &amp; Long Vowel Sounds</li> <li>• Manipulating Sounds (substitutions)</li> </ul>	<ul style="list-style-type: none"> <li>• Digraphs</li> <li>• Easily Reversible Letters (h, k, p)</li> <li>• Root Families</li> <li>• Contractions</li> <li>• Six Syllable Types                             <ul style="list-style-type: none"> <li>• Closed</li> <li>• Open</li> <li>• Silent</li> </ul> </li> <li>• Traced Silent Reading at Word Level</li> </ul>	---	<ul style="list-style-type: none"> <li>• Automaticity with Foundational Concepts</li> <li>• High-Frequency Sight Words</li> <li>• Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Categorizing &amp; Associations</li> <li>• Multiple Meaning Words</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Understanding Text Structure</li> <li>• Spawning Sentences</li> <li>• Comprehension Strategies with Narrative &amp; Informational Text</li> <li>• Reading Comprehension                             <ul style="list-style-type: none"> <li>• Making Words/Phrases with Pictures</li> <li>• Close Sentences</li> <li>• Comprehension</li> </ul> </li> </ul>

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### The Characteristics of Effective Curricular Alignment and Instructional Preparation

- Assessment Criteria/Outcomes that validly measure mastery and independence must be determined prior to unit implementation
- The Prerequisite Skills needed for Unit success must be determined, and students need to be assess on their mastery of these Skills prior to Unit instruction
- A valid Pre-Test that evaluates whether students have mastered the prerequisite skills

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### The Characteristics of Effective Curricular Alignment and Instructional Preparation

- From this Assessment determine:  
Students who need and can master Unit content/skills with--
  - Differentiated Instruction
  - Skill Remediation
  - Assistive Supports
  - Accommodations, and/or
  - Modifications
- From this Assessment, Instruction, and/or Progress Monitoring, need to determine Students who need strategic or intensive interventions, or compensatory supports

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### Components of Effective Classrooms: Teacher and Instruction Characteristics

#### Effective Teaching Skills and Practices (Danielson):

- I. Planning and Preparation
  - Knowledge of Content and Pedagogy
  - Knowledge of Students
- II. Creating an Environment for Learning
  - Respect and Rapport
  - Establishing a Culture of Learning
  - Managing Classroom Procedures
  - Managing Student Behavior
- III. Teaching for Learning
  - Communicates Clearly and Accurately
  - Uses Questioning and Discussion Techniques
  - Engaging Student Learning
- IV. Professionalism

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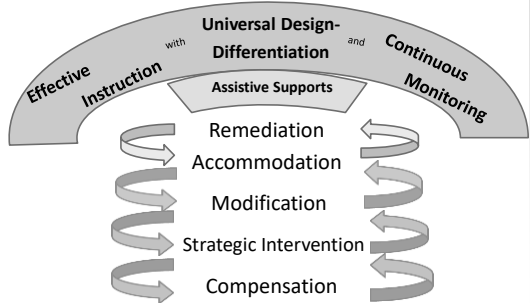
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**The Positive Academic Supports and Services (PASS) Model: A Service Delivery Continuum**




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**School-wide Positive Behavioral Support Systems (PBSS). . .**

Critical Elements

- Teachers' Classroom Management
- Social, Emotional, and Behavioral Self-Management through Social Skills Instruction in the Classroom
- Teaching Classroom/Building Routines
- Student Motivation and Accountability
- Multi-Tiered Strategic or Intensive Supports for Students with Challenging Behaviors

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**Key Self-Management Competencies**

- Social Competencies  
Listening, Engagement, and Response Skills  
Communication and Collaboration Skills  
Social Problem-Solving and Group Process Skills  
Conflict Prevention and Resolution Skills
- Emotional Competencies  
Emotional Awareness, Control, and Coping Skills--  
Self and Others  
Self-Concept/Self-Esteem Skills
- Behavioral Competencies  
Social, Interactional Skills  
Classroom and Building Routine Skills  
Instructional and Academic Supporting Skills

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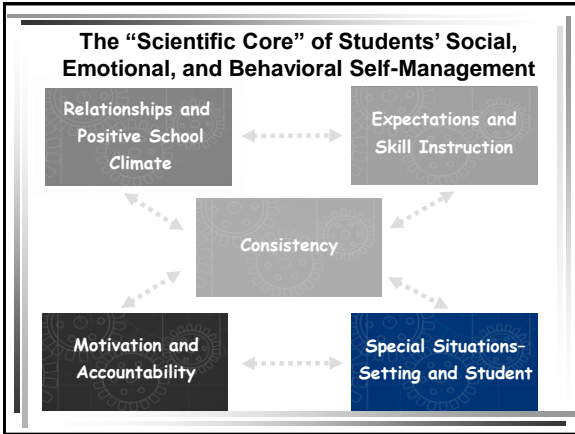
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### Where does the Multi-tiered Process Go?

For students who are not responding to effective instruction and teacher-initiated instructional or intervention approaches over time:

- The problem-solving process becomes more formal
  - diagnostic or functional assessments are completed
  - more intensive classroom-based interventions are implemented
  - student progress is monitored more frequently
  - data is used to determine the success of the interventions or the need for more intensive services.
- More specialized, multidisciplinary resources are used to deliver more specialized interventions to produce improved child outcomes
- The intensity of services delivered are driven by student outcomes!!

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### When Students do not Succeed: We Need to Analyze their Instructional Environments

**Teacher-Instructional Factors:**  
Are teachers well-matched to their students and curricula?

**Curricular Factors:**  
Are curricula well-matched to students and teachers?

**Student Factors:**  
Are students prepared and "programmed" for success?

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## Said a Different Way . . . Are Struggling Students . . .

**Instructional  
Casualties:**  
Past or  
Present?



**Student-Specific  
Casualties:**  
Past or  
Present?

**Curricular  
Casualties:**  
Past or  
Present?

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## When Students Academically Struggle or Present with Behavioral Challenges

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Using a problem-solving process that links to research-based instruction and/or interventions
- Providing consultation to teachers so that the instructional changes or targeted interventions are implemented with integrity and success.

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## When Students Academically Struggle or Present with Behavioral Challenges

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Collecting assessment and intervention progress or outcome data in case more intensive instruction or interventions are needed later.
- Increasing the knowledge and skills of all of the teachers and other professionals involved.

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# MTSS Realities . . .



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## The Reauthorized Elementary and Secondary Education Act (ESEA/ESSA)...

The recently-passed Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) transfers much of the responsibility for developing, implementing, and evaluating effective school and schooling processes to state departments of education across the country.

### **Why this Shift ???**

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## **ESSA's Definition for MTSS**

The new ESEA/ESSA defines "multi-tier system of supports" as:

*"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."*

The term appears only five times in the law. Two are in the section that defines the term as above.

The other three relate to struggling, ELL, and students with disabilities.

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**ESSA's Major Behavior-Related Components:  
(rti, pbis, mtss)**

- \* ESEA/ESSA does not mention "response-to-intervention."
- \* The law mentions "positive behavioral interventions and supports" three times and "multi-tiered systems of supports" five times, and ALWAYS in lower case words with NO acronyms.
- \* Thus, ESEA/ESSA does not require the use of the US DoE's PBIS or MTSS frameworks. States are free to adopt or create other models that work.

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**Some of the ESEA Shift to States and Districts is due to:**

Flaws and Negative Outcomes in the U.S. Department of Education's PBIS and MTSS/  
Rtl Frameworks



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**National Report on Rtl (2015)**

Evaluation of Response to Intervention Practices for Elementary School Reading

\* Commissioned by the U.S. Department of Education's Institute of Education Sciences; Completed by the National Center for Education Evaluation and Regional Assistance

\* Largest Federal Investigation of its Kind: 24,000 First through Third grade students in 13 states. Involved 146 schools implementing key elements of U.S. DoE's Rtl framework in literacy for at least three years, compared to 100 randomly-selected comparison schools in the same 13 states not implementing Rtl.

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## National Report on Rtl (2015)

### About the Study

\* The study compared the literacy progress of 1<sup>st</sup> through 3<sup>rd</sup> grade students during the 2011 to 2012 school year primarily using individually-administered norm-referenced and state high-stakes proficiency test.

\* Students in the 146 "Rtl Schools" qualified for Rtl Tier II interventions. The students in the 100 "Comparison Schools" barely made or just missed the cut-offs for Tier II (all based on Fall DIBELS or AIMSweb scores).

\* Data from 119, 127, and 112 Rtl schools were collected at the Grade 1, Grade 2, and Grade 3 levels, respectively.

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## National Report on Rtl (2015)

### Results

\* The 1<sup>st</sup> Graders receiving Tier II interventions performed **11% lower** on the reading assessments than the comparison school students.

\* At 1<sup>st</sup> Grade, **only four of the 119 schools (3%)** found data-based benefits for their Tier II students, while 15 schools had negative effects for their Tier II students. [100 schools (84%) showed no benefits for all of time and resources expended.]

\* The 2<sup>nd</sup> and 3<sup>rd</sup> graders receiving Tier II interventions **experienced no significant reading benefits**—although they did not lose ground.

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## National Report on Rtl (2015)

### Results

\* Students already receiving special education services or who were "old for grade" (probably due to delayed entrances or retentions) had particularly poor results when they received Tier II interventions.

\* For all students, the reading results did not significantly differ for students from different income levels, racial groups, or native languages.

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## U.S. Department of Education Report IES: April, 2013

### PBIS: Practice Concerns

- It is a "framework."
- 23,000 schools: PBIS Directors cannot say that all or any of them are using the same implementation process or components, nor can they vouch for their implementation integrity
- Focus on Common School Areas over Classrooms
- Never Get to Tier III
- Not Sustained over Time

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## PBIS Practice Concerns

- Historical focus largely on deficits (ODRs) than assets (social, emotional, behavioral self-management)
- Focus on Common School Areas over Classrooms
- Specific Percentages per Tier (80%, 15%, 5%)
- Defining Tier I (All), Tier II (Group), Tier III (Individual)
- A flawed Social-Emotional Screening process
- Sequential Tiered Implementation

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## PBIS Practice Concerns

- Universal intervention paradigm occurred instead of functional assessment to determine the root cause of the problem (e.g., Check-In/Check-Out; Check and Connect)
- Social Skills instruction not part of Tier 1; now used as Tier 2
- When students "fail" at Tier 2, assuming that they have more serious problems and need Tier 3 services
- Record reviews and functional assessment not recommended until Tier 3 (i.e., two doses of failure)
- Allowing a Tier 1 to 2 to 3/Tier 3 to 2 to 1 mentality

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## Free Resources Available

A Multi-Tiered Service and Support Implementation  
Blueprint for Schools and Districts: Revisiting  
the Science to Improve the Practice

[Knoff, Reeves, & Balow]

Project ACHIEVE's School Improvement and Positive  
Behavioral Support System/Social-Emotional  
Learning Overview [Knoff]

[www.projectachieve.info/store/more](http://www.projectachieve.info/store/more)

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## Components of the Multi-Tiered Process

The Multi-Tiered process involves two  
primary components:

### Component 1: Multi-Tiered Teaming

- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

### Component 2: The Data-Based Functional Assessment Problem-Solving Process

- Determines why a student is not responding to effective instruction and classroom management.

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## The Multi-Tiered Services Team

- Membership: Made up of the best academic and behavioral intervention specialists in or available to the school. Includes many of the school's instructional consultants, related services and special education personnel, and other direct service instructional and intervention support staff.

- Meets: On a weekly basis as an entire team to consider new cases and review existing cases. Its goals, outcomes, and agenda are connected to the school's SIP plan

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## Who's on Your Team???

### The **Multi-Tiered Services Team (MTSS):**

Building Principal/Administrator  
Curriculum/Academic Intervention Specialists  
Behavioral/Behavior Management Specialists  
Special Education Teachers  
Counselor  
School Psychologist  
Social Worker  
Speech Pathologist  
School Nurse

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## The Multi-Tiered Services Team

- **Responsibility:** Guides the school's use of data-based functional assessment problem-solving and intervention processes when students are not responding, academically or behaviorally, to effective instruction and classroom-based interventions
- Coordinates the school's early intervening services, and its strategic and intensive instruction and intervention process **for individual students** who are underachieving or unsuccessful, or who are non-responders or negative responders

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## The Multi-Tiered Services Team

- Ensures that students in need receive intervention services, as much as possible, in the general education classroom **through consulting with the regular classroom teacher(s).**



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### Scheduling MTSS Team Meetings

- The Building-level MTSS team meet weekly for at least 90 minutes (time for 2 New Cases and Case Reviews)
- Meetings occur during the contracted school day, and should be at a time when the referring teacher, clinical support staff, and other critical colleagues can attend (i.e., has coverage).

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### The Goals of MTSS Team Meetings

- Determine if there is enough “Relevant-Known” information to . . . .
- Identify the best academic or behavioral, assessment, instruction, or intervention specialist to. . .
- Go into the setting(s) where the “problem” exists to help teachers and others to “solve the problem”

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### A Template for the MTSS Team Meeting

- The Requesting Classroom Teacher presents the case guided by the Cumulative Folder Review form. (8 to 12 minutes without interruption)
- Other Team members share their information about the student/case.
- The Team clarifies and defines the problem, identifying skill gaps and replacement behaviors.

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## A Template for the MTSS Team Meeting

- "Relevant Known," "Relevant Unknown," and "Irrelevant" information is categorized.
  - When there are too many "Relevant Unknowns"-- Assign individuals to gather the information; Schedule a time to reconvene the Team
  - When most information is "Relevant and Known"-- Assign a MTSS Consultant to work with the Teacher on functional assessment/intervention activities
- Decide when the Team needs to review/receive updates on the case. (Between 2 to 6 weeks).

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## The Primary Case-Specific Outcome at the Building-level MTSS Team

1. If there are too many Relevant/Unknown questions and answers, the Building-level MTSS/RtI<sup>2</sup> team suspends the case review, decides who will collect what information, and determines when the team will reconvene to hear and consider the new data.
2. When there is sufficient information, the MTSS/RtI<sup>2</sup> team decides who is the best assessment- or intervention-oriented consultant, in or available to the school, to work directly with the teacher to complete a comprehensive functional assessment, and to help design, implement, and evaluate strategic instructional or intervention services, supports, strategies, or programs.

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## Critical Point. . .

Virtually all of the data-based functional assessment, intervention identification and planning, and intervention implementation and evaluation is done by the consultant assigned to the case by the Building-level MTSS team, outside of the MTSS team meetings, and directly in the classroom or setting where the difficulties are occurring.



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## Components of the Multi-Tiered Process

The Multi-Tiered process involves two primary components:

### Component 1: Multi-Tiered Teaming

- A teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation.

### Component 2: The Data-Based Functional Assessment Problem-Solving Process

- Determines why a student is not responding to effective instruction and classroom management.

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## Component 2: The Data-Based Functional Assessment Problem-Solving Process

# School-level Process

- Student-level Process
- Case-level Process

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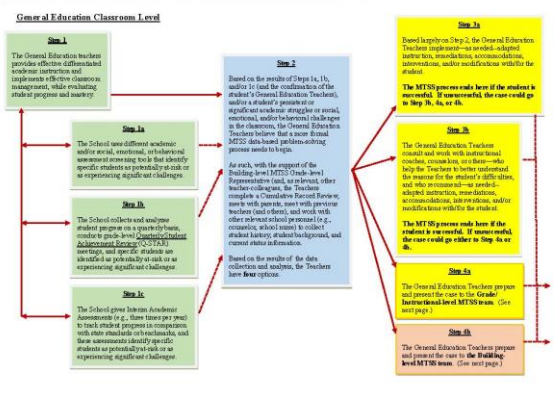
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Field-Tested and Validated MTSS Blueprint/Flowchart for a School - 1



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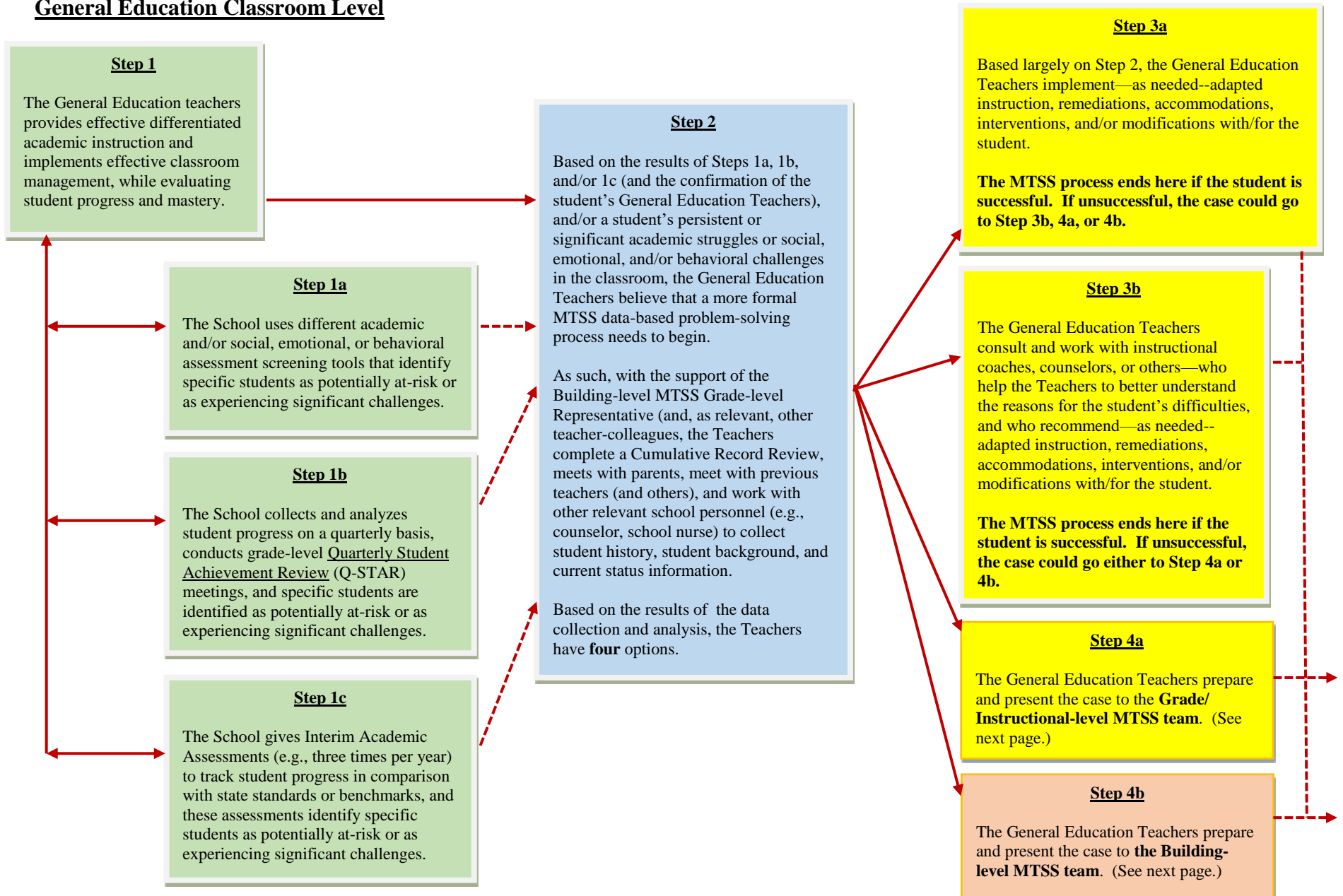
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# Field-Tested and Validated MTSS Blueprint/Flowchart for a School -1

## General Education Classroom Level



# A Field-Tested and Validated MTSS Blueprint/Flowchart for a School -2

## Grade/Instructional-Level MTSS Team

### Step 4a [Grade/Instructional-level MTSS Team]

After consulting with his/her Grade-Level MTSS Team Representative, the General Education Teachers prepare and present the case to his/her **Grade/Instructional-level MTSS Team**. One or more Grade-level colleagues then help the Teachers to reanalyze the data and situation, and implement additional/new classroom remediations, accommodations, interventions, and/or modifications with/for the student.

**The MTSS process ends here if the student is successful. If unsuccessful, the case could go to Step 4b.**

## Building-Level MTSS Team

### Step 4b [Building-level MTSS Team]

After consulting with his/her Grade-Level MTSS Team Representative, the General Education Teachers prepare and present the case to the **Building-level MTSS Team**.

Once enough relevant, known information is available, a Case Consultant is assigned to the Teachers to collaborate on and complete classroom-based functional assessments—leading to the implementation of additional/new classroom remediations, accommodations, interventions, and/or modifications with/for the student.

**The MTSS process ends here if the student is successful. If unsuccessful, the case could go to Step 5, Step 6, or Step 7.**

## Building-Level MTSS Actions

### Step 5

Based on a continued lack of student response (or a non-qualifying special education decision at Step 7), the **Building-level MTSS Team** reconsiders the case and assigns additional support for more intensive classroom-based intervention.

**The MTSS process ends here if the student is successful.**

OR

A referral is made to the Special Education Placement Team to determine special education eligibility.

### Step 6 [504 Assessment Team]

**This Step could be activated at any time that an educator or parent suspects that a student has a disability (including a medical condition) that is impacting or interfering with his/her educational (academic or social-behavioral) progress.**

As approved by the district, the school's **504 Assessment Team** (or another designated team) coordinates the assessments needed to validate (a) the presence of a student's disability (as defined in federal Section 504 law), and (b) the fact that the impact of the identified disability can be offset by implementing one or more accommodations or assistive supports.

If qualified, a formal 504 Plan is written for the student.

## The Special Education Process

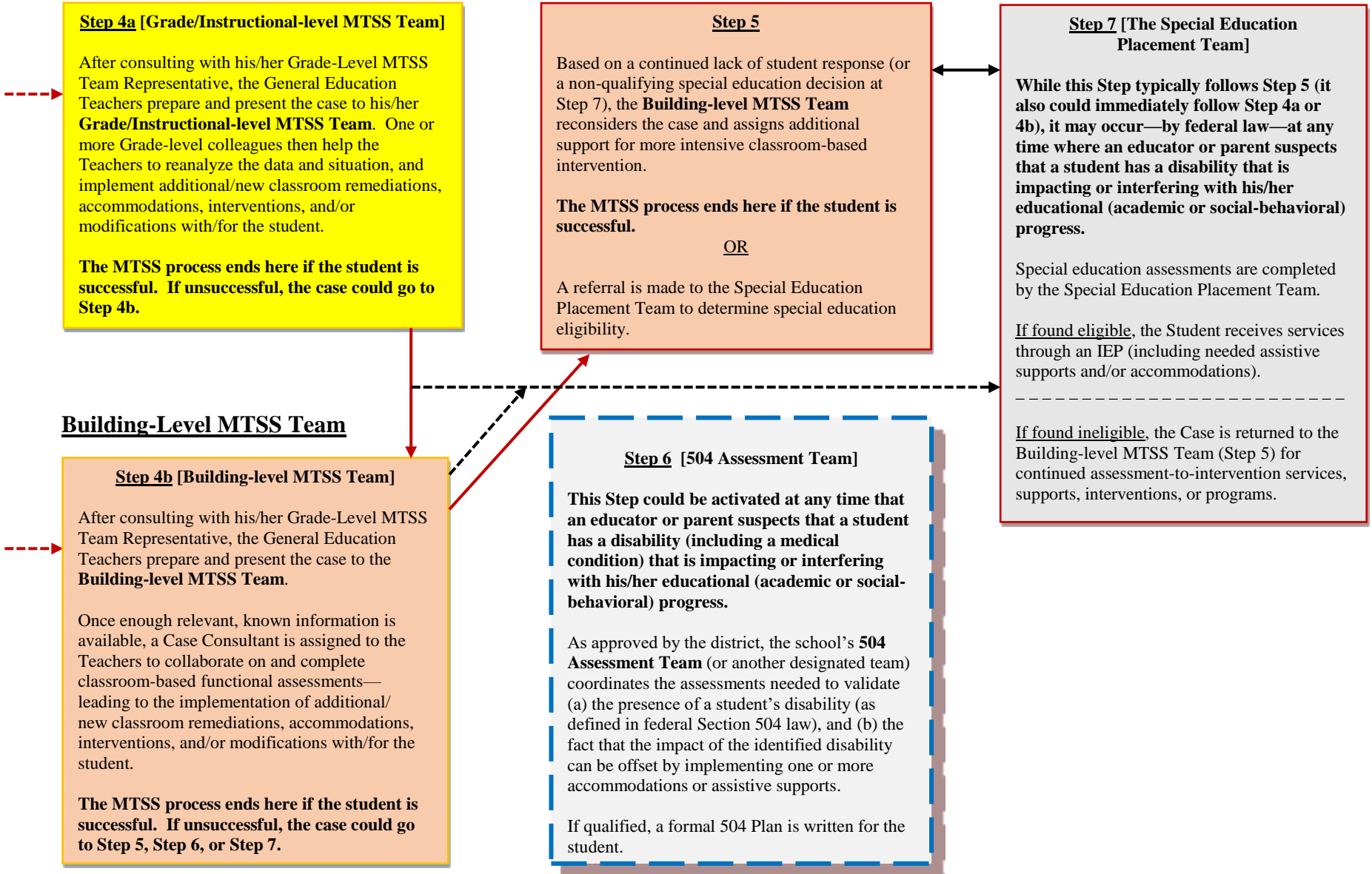
### Step 7 [The Special Education Placement Team]

**While this Step typically follows Step 5 (it also could immediately follow Step 4a or 4b), it may occur—by federal law—at any time where an educator or parent suspects that a student has a disability that is impacting or interfering with his/her educational (academic or social-behavioral) progress.**

Special education assessments are completed by the Special Education Placement Team.

If found eligible, the Student receives services through an IEP (including needed assistive supports and/or accommodations).

If found ineligible, the Case is returned to the Building-level MTSS Team (Step 5) for continued assessment-to-intervention services, supports, interventions, or programs.



## Students Succeed Because of their Instructional Environments

### Teacher-Instructional Factors:

Are teachers well-matched to their students and curricula?



### Student Factors:

Are students prepared and "programmed" for success?

### Curricular Factors:

Are curricula well-matched to students and teachers?

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## Effective Services for All Students

### Tier 1



### Characteristics

Positive/Safe School and Classroom Climates and Relationships  
 Effective Classroom Instruction  
 Effective Instructional Grouping  
 Effective Classroom Management  
 Student Instruction in "Zones of Success"  
 Social Skill Instruction and Use  
 Well-Designed and Implemented Progress Monitoring/Evaluation and Student Accountability Systems  
 Consistency  
 Student Modifications & Accommodations  
 Early Intervention

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## Research-based Components of Effective Classrooms

- Curricular Alignment/Total Instructional Alignment
- Effective Instructional Grouping
- Effective Academic (Differentiated) Instruction
- Ready, Prepared, Motivated, Engaged Students
- Student Instruction in their "Zones of Success"
- Multi-Tiered Services, Supports, Programs, and Interventions for Struggling Students

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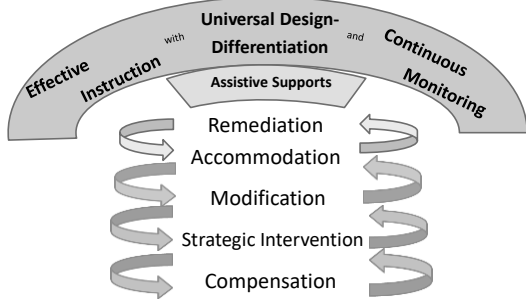
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60

**The Positive Academic Supports and Services (PASS) Model: A Service Delivery Continuum**




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61

**School-wide Positive Behavioral Support Systems (PBSS). . .**

Critical Elements

- Teachers' Classroom Management
- Social, Emotional, and Behavioral Self-Management through Social Skills Instruction in the Classroom
- Teaching Classroom/Building Routines
- Student Motivation and Accountability
- Multi-Tiered Strategic or Intensive Supports for Students with Challenging Behaviors

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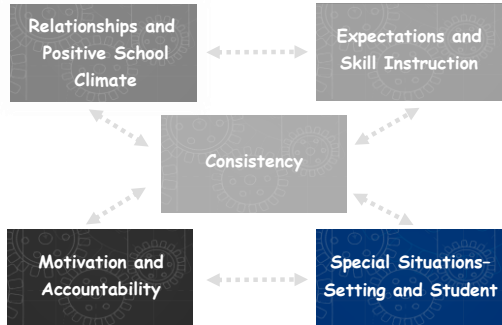
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62

**The "Scientific Core" of Students' Social, Emotional, and Behavioral Self-Management**




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63

**Component 2:** The Data-Based Functional Assessment Problem-Solving Process

- School-level Process
- Student-level Process

• **Case-level Process**

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**The Data-based, Functional Assessment Problem Solving Process**

Identify/Define the Problem  
What is the problem?

Functionally Analyze the Problem  
Why is it happening?

Develop/Implement Plan  
How are we going to solve the problem?

Progress Monitor/Evaluate  
Did our plan work?

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**An Overview of the Problem Solving Process at the Student Level**

- **Step 1:** Review all existing Data and History on the Student
- **Step 2:** Complete a "Gap Analysis," Functionally Describe the "Problem," and Identify Replacement Behaviors
- **Step 3:** Generate Hypotheses (using functional assessment) to explain why problem is occurring
- **Step 4:** Assess (confirm or reject) Hypotheses

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## An Overview of the Problem Solving Process at the Student Level

- Step 5: Design and Write the Intervention Plan
- Step 6: Implement the Intervention Plan and Interventions
- Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

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## Summary: The Critical MTSS/RtI<sup>2</sup> Problem Solving Components

- Accurate Identification of the "Problem" and the Gap between this and a desired Outcome
- Successful Differentiation between the "Problem" and a "Symptom"
- Accurate Functional Analysis of the Gap (i.e., WHY the gap exists)
- Successful Selection of the Research-based Intervention that links to the Functional Analysis
- Appropriate Training, Preparation, Implementation, and Evaluation of the Intervention

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## A Model Multi-Tiered Implementation Process/Flow-Chart for a School

### • Step 1

The General Education teachers provide effective differentiated academic instruction and implements effective classroom management, while evaluating student progress and mastery.

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### A Model Multi-Tiered Implementation Process/Flow-Chart for a School

- **Step 1a: Student is not Succeeding Academically or Behaviorally**

The General Education teachers do informal problem-solving, academic or behavioral curriculum-based analyses. . . then re-teach, modify the curriculum or instruction, provide skill remediation, implement informal accommodations . . .

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### A Model Multi-Tiered Implementation Process/Flow-Chart for a School

- **Step 2 Student Continues to Not Succeed– Progressively or Significantly**

Teachers begin the data-based, functional assessment process: Problem Identification

The teachers complete a Record Review, meet with parents, meet with previous teachers (and others), and work with relevant school personnel (e.g., counselor, school nurse) to collect student history, student background, and current status information.

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### Initial Problem Identification/Analysis Steps “First Things First”

- ❖ Consider, Describe, and Quantify Initial Concerns
- ❖ Review of Records [**See Handout**]
- ❖ Determine the Student’s Current Classroom Status:  
Academic/Behavioral Progress and Work Samples  
Scope & Sequence Checklist (academic concern)  
Behavioral Checklist (academic and behavioral concern)
- ❖ Parent Contact(s)/Interview(s)– Determine Need for Social-Developmental History
- ❖ Previous Teacher/Other Interview(s)
- ❖ Discount the Medical
- ❖ Classroom Observations

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**“First Things First” Record Review Data:  
School Management Systems**

If present (or programmed) in(to) a District/School’s Data Management System, this information is electronically imported into a virtual Cumulative Folder/Record Review Form at the beginning of the formal MTSS Problem-Solving process:

Student Name, Gender, Race, Birthdate, Current Age  
IEP/504 Status and Disability area/ELL Status

Chronological: Districts, Schools, Grades Attended; Teachers  
Absences, Tardies (To/within school), Homelessness, Custody  
Grades, GPA, Subjects failed, Retentions  
Vision, Hearing, Speech Issues  
Discipline Referrals to the Office, Suspensions, Expulsions  
Trips to the Nurse’s Office; Medications taken/taking

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**“First Things First” Record Review Data:  
School Management Systems**

Additional Cumulative Folder/Record Review Form Information:

Chronological:  
Screening, Progress Monitoring, Interim, and other Formative Assessments  
Previous/Current Get-Go Status and Specific Areas of Concern  
Previous Academic/Social, Emotional, Behavioral Services, Supports, Interventions, Plans (including 504 and IEP)– Service delivery dates, people involved, evaluations and outcomes  
School-based Mental Health or other Social Services/Community supports received– Service delivery dates, people involved, interventions/therapies implemented, evaluations and outcomes  
Teachers’ Detailed Description of Current Concerns and Hypotheses

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**Initial Problem Identification “Outcomes”**

- ❖ Identify Student Assets and Weaknesses
- ❖ Identify Critical Life Events, Milestones, Circumstances (Positive and Negative)
- ❖ Discount/Identify Medical, Physiological, Genetic, Biochemical Status, Circumstances, Events
- ❖ Identify Academic and Social-Emotional/Behavioral “Speed of Acquisition”/Developmental Progression
- ❖ Identify Issues of Attendance, Poor Instruction, School and/or Curricular Moves/Transitions

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## Said a Different Way . . . Are Your Struggling Students . . .

**Instructional Casualties:**  
Past or Present?



**Student-Specific Casualties:**  
Past or Present?

**Curricular Casualties:**  
Past or Present?

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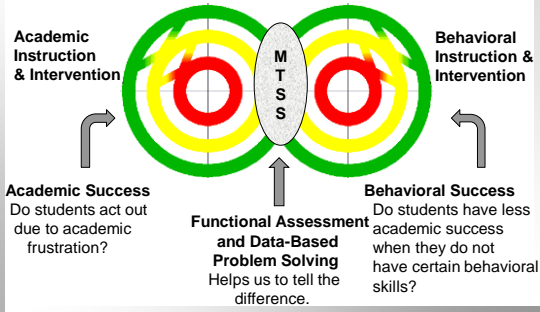
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## The Interdependency Between Academics and Behavior



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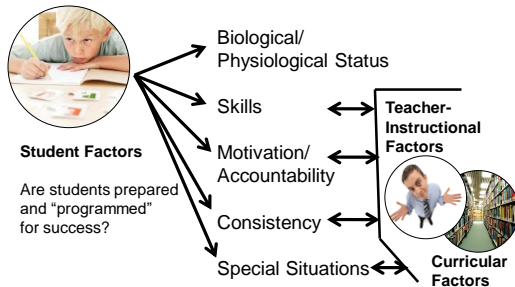
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## Functional Assessment Evaluates the Components of Student Self-Management



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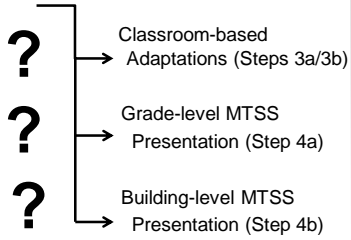
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## A Model Multi-Tiered Implementation Process/Flow-Chart for a School

### Step 2

### Step 3/4 Options




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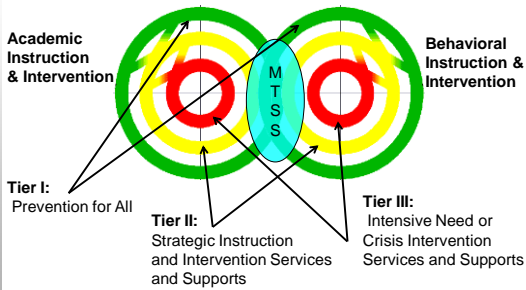
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## PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services




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## Implementing Interventions

- Interventions should:
  - ✓ Use a "Problem-solving, Consultation, Intervention" mode of operation.
  - ✓ Focus on changing behaviors; Not treating diagnostic labels, categories, or conditions.
  - ✓ Follow a "Response-to-Intervention" prevention-oriented model.
  - ✓ Be delivered in the Setting of Origin, or in the Least Restrictive Environment.

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## Implementing Interventions

- Interventions should be:
  - Linked to functional assessment/problem analysis results
  - Planned before they are executed
  - Acceptable and realistic
  - Produce meaningful results
  - Be taught to teachers and students before implementation
  - Be implemented with integrity and intensity
  - Be useful for other students whenever possible

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## Free Resources Available

A Multi-Tiered Service and Support Implementation Blueprint for Schools and Districts: Revisiting the Science to Improve the Practice  
[Knoff, Reeves, & Balow]

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Project ACHIEVE's School Improvement and Positive Behavioral Support System/Social-Emotional Learning Overview [Knoff]

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[www.projectachieve.info/store/more](http://www.projectachieve.info/store/more)

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## MTSS Guidebook Available

A Multi-Tiered Service and Support Implementation Guidebook for Schools: Closing the Achievement Gap

[Knoff, 2019]

Single Unit: \$29.95

Site License Purchase: \$119.95



<http://www.projectachieve.info/store/more>

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## BIG IDEA #1:

- The First “Intervention” is Effective Differentiated Academic and Behavioral Instruction by an Effective Classroom Teacher with Effective Classroom Management



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## BIG IDEA #2:

- Effective Instruction is Supported by Sound Curricula and Instructional Resources, and Prepared and Motivated Students



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## BIG IDEA #3

The Primary Multi-tiered Service Delivery Approach involves:

**Problem-Solving – Consultation – Intervention**

**NOT**

**Wait to Fail – Refer – Test – Place**



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# BIG IDEA #4

Multi-tiered processes are implemented along a continuum reflecting the Intensity of Services, Supports, Strategies, or Programs Needed by Students to be Academically or Behaviorally Successful



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# BIG IDEA #5

- The Multi-tiered Problem-Solving Process is Taught to, Modeled for, and Implemented by EVERYONE in the School.

It is:

- ✓ Written and Resourced,
- ✓ Planned and Consistent,
- ✓ Evaluated and Continuously Improved



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# BIG IDEA #6

- In order for the Problem-Solving Process to work instructional staff need to have access to a Building-level MTSS team of multidisciplinary experts to help facilitate the implementation of strategic or intensive assessment, instruction, or behavioral intervention processes



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Presentation Review

- Overview
- ESEA Realities: Multi-tiered Systems of Support
- The MTSS Teams
- The School-Level Multi-Tiered Process
- The Student-Level Multi-Tiered Process
- The Case-Level Multi-Tiered Process
- Big Idea Summary

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Blog: [www.projectachieve.info/blog](http://www.projectachieve.info/blog)  
Twitter: @DrHowieKnoff

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