

MTSS for Reading Success

behavioral
intervention

multi-tiered

evidence based

academic
intervention

MTSS for Reading Success

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MTSS Lingo

MTSS Multi-Tiered Systems of Support

RtI Response to Intervention

PBIS Positive Behavioral Interventions and Supports

SEL Social and Emotional Learning

UDL Universal Design for Learning

Source

Integrated Multi-Tiered Systems of Support

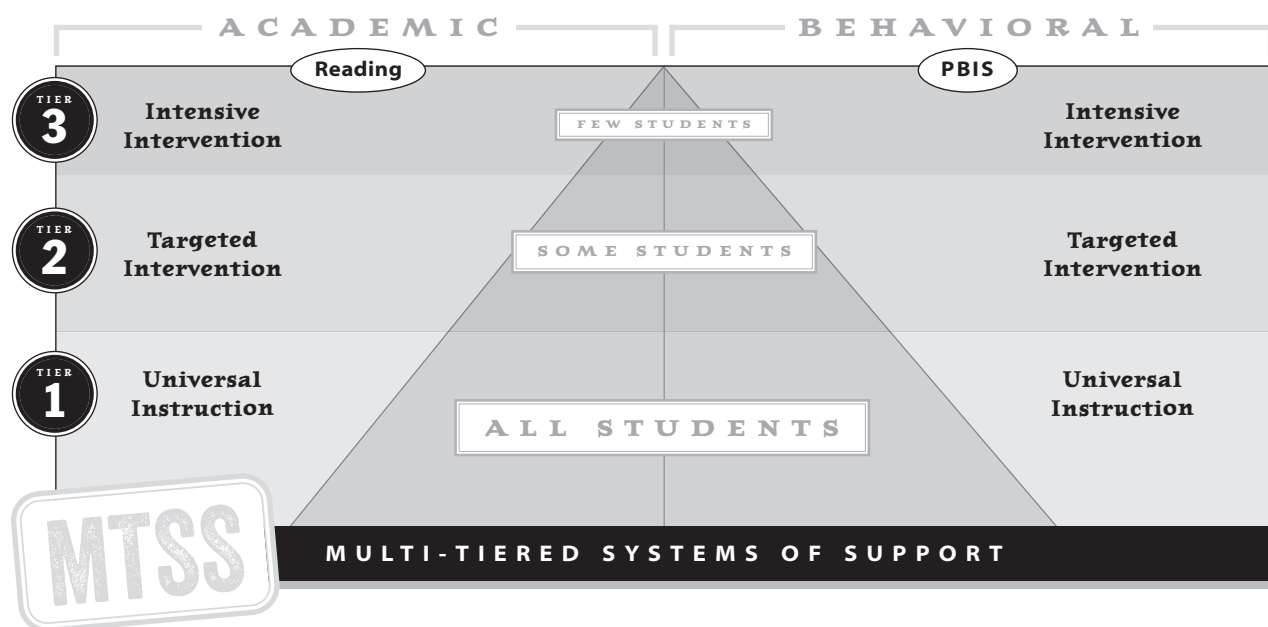
Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS (2016) by Kent McIntosh & Steve Goodman. New York: Guilford.

Multi-Tiered Systems of Support (MTSS) is a coordinated system of academic and behavioral supports designed to ensure that all students get off to a healthy start and achieve school success. While Response to Intervention (RtI), a first-generation service delivery model, focused initially on improving academic achievement in areas such as reading or math, MTSS addresses the interconnectedness of both academic achievement and student behavior. For adopting and organizing interventions, MTSS incorporates a tiered approach to academics as well as a tiered approach to schoolwide behavior called Positive Behavioral Interventions and Supports (PBIS).

Students with low academic skills are more likely to exhibit unwanted behavior in school. The connection is strongest between literacy (e.g., reading) and externalizing problem behavior such as disruption or “acting out” (Lin et al. 2013). Throughout schooling, this reciprocal connection intensifies. For example, a student who originally faced only one challenge such as a reading difficulty or a problem behavior in elementary school is at much greater risk of facing both reading and behavioral challenges in middle or high school (Fleming et al. 2004; McIntosh et al. 2008).

MTSS has four basic components:

- Multi-Tiered Levels of Prevention and Support
- Evidence-Based Programs with High-Quality Instruction
- Ongoing Assessment
- Data-Based Decision Making and Problem Solving



Online Sources

PBIS: Positive Behavioral Interventions and Supports

Tier 1 Supports
Tier 2 Supports
Tier 3 Supports

Q www.pbis.org

RtI Action Network

Tiered Instruction/Intervention

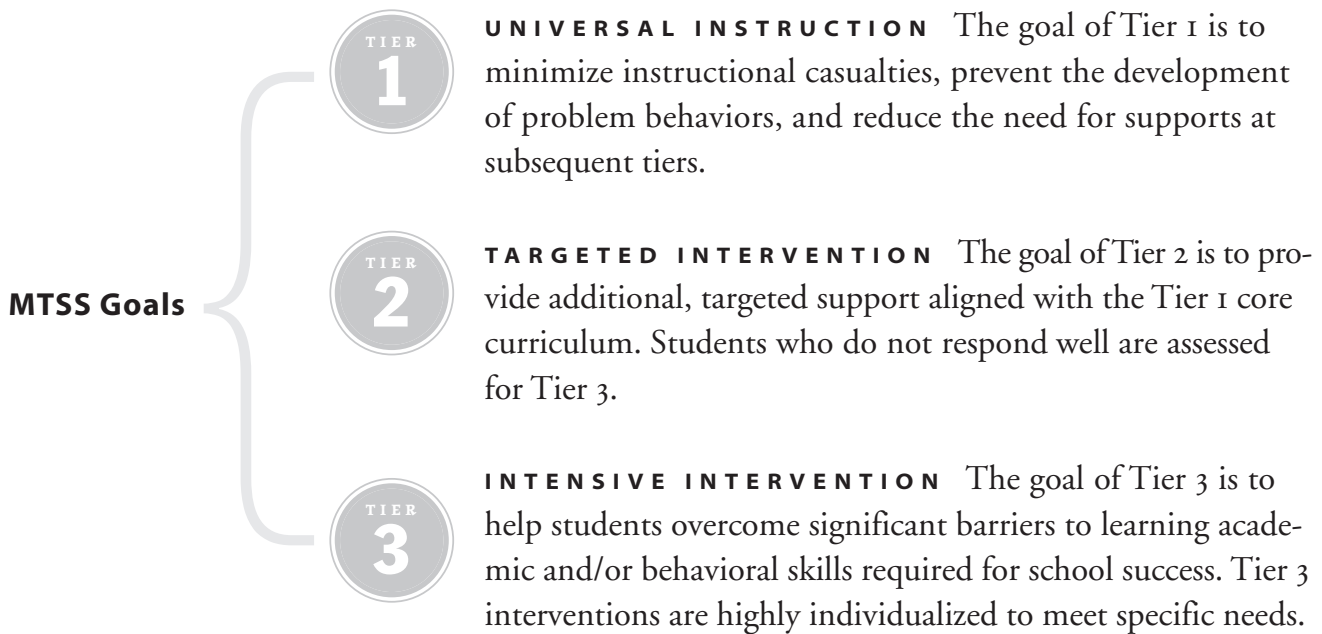
Q www.rtinetwork.org

Multi-Tiered Levels of Prevention and Support

A multi-tiered system can be applied as a unifying framework to nearly any approach in education (McIntosh and Goodman 2016). The system incorporates three hierarchical levels, or tiers, that represent levels of prevention or support. They are Tier 1: Universal Instruction; Tier 2: Targeted Intervention; and Tier 3: Intensive Intervention. The tiers describe intensity of instruction—not specific programs, students, or staff. Each tier is layered on the previous tier’s level of support; that is, students receive additional support, not support that replaces or supplants what preceded it. Based on assessment data, a student can transition up or down within the tiers.

Tier 1 is the differentiated, evidence-based core instruction that all students receive. Core instruction should meet the needs of most students, but *some* students will require Tier 2 targeted, small-group interventions in addition to Tier 1 instruction. In Tier 2, there may be a *few* students who do not respond to the targeted interventions; they may require more individualized interventions provided in Tier 3. For students who do not respond to Tier 3 intensive interventions, referral to special education may be warranted.

| MTSS Levels of Prevention and Support | | |
|--|---|---|
| Level of Support | Academic (Reading) | Behavioral (PBIS) |
| TIER 1 UNIVERSAL INSTRUCTION | High-quality, evidence-based core reading instruction to prevent reading problems and reduce the number of students at risk for reading failure | High-quality, schoolwide learning environments to prevent problem behaviors from occurring |
| TIER 2 TARGETED INTERVENTION | Supplemental, short-term, small-group interventions to improve students' specific reading skills | Focused, frequent, small-group responses to reduce incidents of problem behaviors in situations where such incidents are likely |
| TIER 3 INTENSIVE INTERVENTION | Extremely focused, stand-alone interventions for students who continue to have acute difficulties in reading, despite Tier 1 and Tier 2 efforts | Individualized responses to problem behaviors that are resistant to or unlikely to be addressed in Tier 1 or 2 |



Online Sources

WWC: What Works Clearinghouse

Find what works based on evidence.

 www.ies.ed.gov/ncee/wwc


National Center on Intensive Intervention

Behavioral Intervention Tools Chart

 www.intensiveintervention.org

IRIS Center

Evidence-Based Practices: Identifying and Selecting a Practice or Program

 www.iris.peabody.vanderbilt.edu



SEE ALSO . . .

Essential Components of Reading

Instruction, p. 7

Evidence-Based Programs with High-Quality Instruction

Evidence-based educational programs include core curricula, interventions, practices, or policies aimed at improving student outcomes. The federal Every Student Succeeds Act (ESSA) calls on states, districts, and schools to select evidence-based interventions (i.e., programs). Interventions supported by higher levels of evidence are more likely to improve student outcomes because they have been proven to be effective (U.S. Department of Education 2016). In general, an evidence-based intervention is one that is supported by strong research evidence demonstrating its effectiveness.

Focus on the Big Ideas

One of the key principles of effective instruction, which applies equally to academic and behavioral instruction, is focusing on the big ideas. According to Coyne, Kame'enui, and Carnine (2007), big ideas tell us what content is most important to teach—content that facilitates the most efficient and broadest acquisition of knowledge.

The National Reading Panel (2000) concluded that the big ideas in teaching reading are explicit instruction in phonological awareness, decoding and word recognition, reading fluency, vocabulary, and comprehension—the topics in this book! A more recent report on early literacy (Foorman et al. 2016), which was based on studies published since 2000, analyzed levels of evidence for the effect of reading curricula and interventions on student achievement. The report found strong evidence for instruction in letter knowledge, phonological awareness, decoding, and word recognition; moderate evidence for reading fluency and comprehension; and minimal evidence for vocabulary.

BIG IDEAS

| Academic Instruction | Behavioral Instruction |
|--|--|
| Components of Reading Instruction <ul style="list-style-type: none"> • Phonological Awareness • Decoding and Word Recognition • Reading Fluency • Vocabulary • Comprehension | Social and Emotional Learning (SEL) <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making |

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Online Source


CASEL: Collaborative for Academic, Social, and Emotional Learning
Core SEL Competencies

 www.casel.org

There is less collective agreement on what constitutes the big ideas of behavioral instruction (McIntosh and Goodman 2016). One possibility is social and emotional learning (SEL), a curriculum that falls within schoolwide PBIS. The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes the big ideas of social and emotional learning as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. SEL enhances students’ capacity to deal effectively and ethically with daily tasks and challenges (CASEL 2018).

Online Source

IRIS Center
Evidence-Based Practices: Implementing a Practice or Program with Fidelity.

 www.iris.peabody.vanderbilt.edu

Fidelity of Implementation

After selecting and then implementing an evidence-based program, teachers sometimes do not see the results they expected. In many cases, teachers then conclude that the program is ineffective and either discontinue its use or switch to another. Research indicates that one of the most common reasons that teachers do not get the anticipated results is that they have not properly implemented the program as intended, or with fidelity. Fidelity of implementation occurs when teachers use an program in exactly the same way that it was designed to be used and delivered (IRIS Center 2014a,b).

According to the IRIS Center (2014a,b), fidelity of implementation consists of three key components:

ADHERENCE Follow the instructional procedures of the program as they were intended and implement all components in the correct order.

EXPOSURE/DURATION Implement the program for the recommended length of session (e.g., 40 minutes), duration (e.g., one semester), and frequency (e.g., daily).

QUALITY OF DELIVERY Deliver the program using effective instructional techniques (e.g., explicit instruction).

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SEE ALSO . . .

Effective Instructional Techniques, p. 176

The most effective and durable interventions for both academic and behavior support involve teaching, and the higher the quality of instruction, the more powerful the intervention.

— MCINTOSH &
GOODMAN, 2016

Professional Development

There are specific sets of knowledge and skills required for implementing an integrated MTSS model. It is crucial for staff to have regular opportunities for high-quality professional development. Educators will need training on how to identify quality evidence-based academic and behavioral programs and how to implement with fidelity their selected programs. In addition, they will require support in using and understanding appropriate assessments plus ongoing job-embedded coaching and modeling of good instruction. Most important, educators will need to learn the components of effective reading instruction, how to actively engage students, and how to tie social and emotional learning into academic content.



Online Source

The UDL Guidelines

 www.udlguidelines.cast.org

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Source

Design and Deliver

Design and Deliver: Planning and Teaching Using Universal Design for Learning (2014) by Loui Lord Nelson. Baltimore, MD: Paul H. Brookes.

Universal Design for Learning (UDL)

Curriculum and instruction should be accessible to everyone; it should be universal. Students come to school with various backgrounds, strengths, needs, and interests. Universal Design for Learning (UDL) is “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (CAST 2018). UDL aims to meet the needs of diverse learners by creating flexible paths to achievement. By reducing curriculum-based barriers, UDL maximizes learning opportunities.

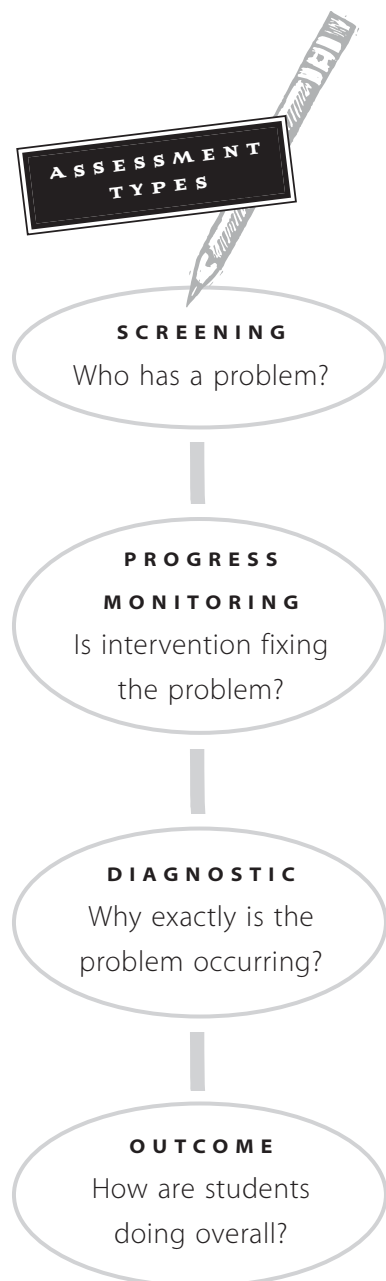
The UDL Guidelines contain three guiding principles that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The guiding principles are to provide multiple means of engagement, representation, and action and expression. Taken together, the three principles lead to the ultimate goal of UDL: to develop expert learners.

| UDL Guiding Principles | | | |
|---|---|---|---|
| UDL Principle | Description | Ultimate Goal | Rationale |
| Provide Multiple Means of Engagement | Stimulating students’ interest and motivation for learning | Expert learners who are purposeful and motivated | Learners differ in the ways in which they can be engaged or motivated to learn. |
| Provide Multiple Means of Representation | Presenting information and content to students in different ways | Expert learners who are resourceful and knowledgeable | Learners differ in the ways that they perceive and comprehend information presented to them. |
| Provide Multiple Means of Action and Expression | Differentiating the ways that students can express what they know | Expert learners who are strategic and goal directed | Learners differ in the ways that they can navigate a learning environment and express what they know. |

Based on CAST 2018.

Ongoing Assessment

An essential feature of MTSS is the use of assessment data. Reliable screening, progress monitoring, diagnostic, and outcome assessments are used to identify academic and behavioral needs of students. Through regular, ongoing assessment, teachers can identify students who are at risk and need more support, are likely to make adequate progress without additional support, and who will need more intensive support. In addition, teachers and schools can use assessment data to determine whether instruction and intervention efforts are producing desired results.



Screening

In Tier 1 of MTSS, universal screening is used to quickly determine whether students are at risk for future academic failure or behavioral problems and may benefit from additional support. In elementary, screening is typically conducted three times a year (e.g., fall, winter, spring). In secondary, screening for the next school year is often conducted at the end of the previous school year. In reading instruction, screening often involves the use of curriculum-based measurement (CBM). To screen behavior, schools often use data such as student attendance, suspensions, and Office Discipline Referrals (ODRs). ODRs document events of unwanted behavior that required teacher or administrator intervention.

Progress Monitoring

Progress monitoring is the repeated measurement of student performance. In MTSS, students are monitored on a regular, ongoing basis to determine whether they are making adequate progress and/or whether a specific instructional or behavioral intervention is working or needs to be adjusted. Across the three tiers, frequency of administration is based on level of need. For example, progress monitoring may be conducted three times a year in Tier 1, monthly or bimonthly in Tier 2, and weekly or biweekly in Tier 3. CBM is often used to monitor



SEE ALSO . . .

Reading Assessment, p. 10
 Assessment Resources, pp. 77, 95, 127,
 195, 251, 271, 339, 435, 505, 701
 Curriculum-Based Measurement (CBM),
 pp. 12, 328

DATA

individual facts, statistics, or items of information that may be the result of measurements or objective observation (plural of *datum*)

progress in reading. For behavior, schools often monitor student progress with daily behavior report cards in addition to monitoring ODRs on a monthly basis (Volpe and Fabiano 2013).

Diagnostic

Diagnostic assessments are used to pinpoint a student's specific area of weakness. These more time-consuming assessments are used only when there is a clear expectation that they will provide new information about a student's learning difficulties or behavioral problems. For students with reading difficulties, diagnostic assessment is used to discover exactly which reading components are impaired and to determine the starting point for instruction. For students with behavioral problems, a Functional Behavior Assessment (FBA) may be used to provide a detailed analysis of an unwanted behavior.

Outcome

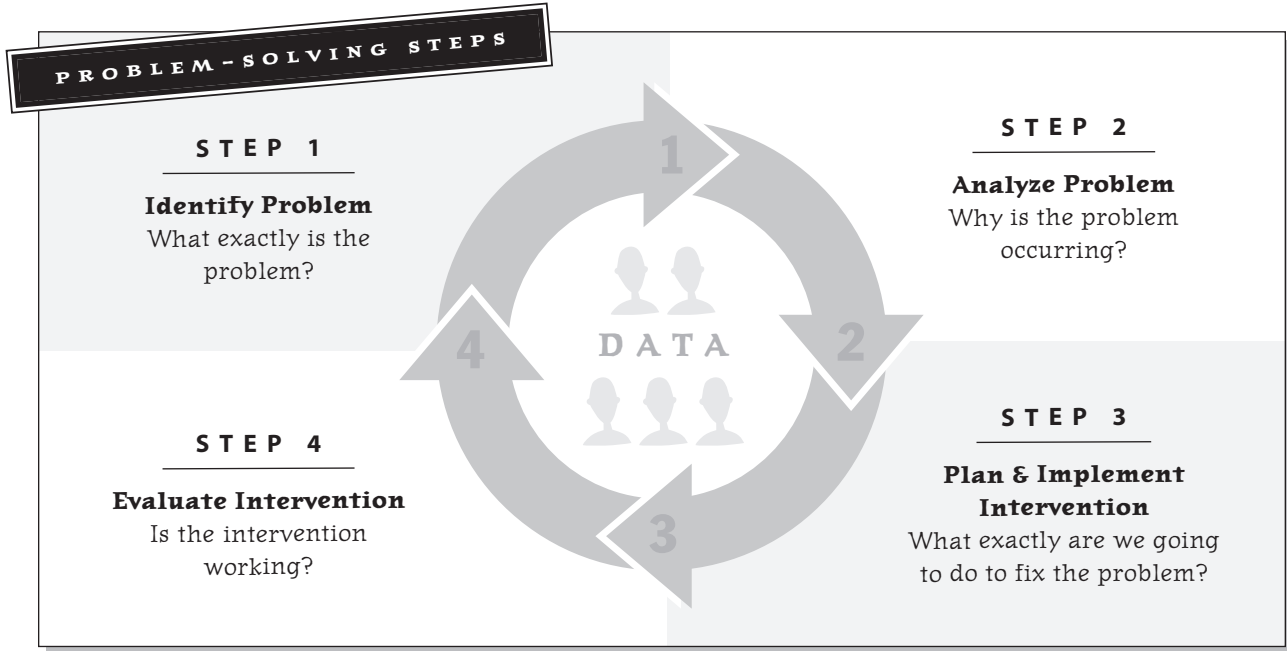
Outcome assessments are given to all students at the end of the school year. This type of summative assessment provides an indication of the overall effectiveness of the educational program, including the effectiveness of an integrated MTSS model. The general outcome measures that are most familiar to educators are state, high-stakes achievement tests.

Data-Based Decision Making and Problem Solving

Data-based decision making involves using student assessment data and other relevant information to determine how to best enhance students' academic and behavioral outcomes across all tiers of support. The decision-making process includes a problem-solving process that is also data driven. Throughout the school year, the problem-solving process is critical to making instructional decisions and adjustments needed for continual improvement.

Steps of the Problem-Solving Process

The MTSS problem-solving process is data driven, systematic, and ongoing. Four basic steps form the cyclical structure of problem solving.



Sample Questions

- STEP 1** What exactly is the problem? Is it an individual student problem or a larger systemic problem? What specifically do we want students to know, understand, and be able to do?
- STEP 2** Why is the problem occurring? Why are students not achieving the desired academic or behavioral outcomes? What are the barriers to the student(s) doing and knowing what is expected?
- STEP 3** What exactly are we going to do to fix the problem? Who is responsible? What skills will be targeted? How will effectiveness be measured? How will data be collected? How will we monitor fidelity of implementation?
- STEP 4** Is the intervention working? Is student response positive, questionable, or poor? What needs to be changed to better support students? Was the intervention implemented with fidelity?

Multi-Tiered Model of Reading Instruction

TIER
1

TIER
2

TIER
3

Universal Instruction

Targeted Instruction

Intensive Intervention

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| | | Universal Instruction | Targeted Instruction | Intensive Intervention |
|---------------------------------|------------|--|--|--|
| Program | Elementary | Evidence-based core program implemented with fidelity | Evidence-based, supplemental, short-term interventions implemented with fidelity | Evidenced-based, focused, stand-alone interventions implemented with fidelity |
| | Secondary | | | |
| Learner | Elementary | All students | Students who need additional, targeted support | Students who are not making adequate progress, despite Tier 1 and 2 efforts |
| | Secondary | | | |
| Time | Elementary | From 90 to 120 minutes per day | From 30 to 45 additional minutes per day, three-to-five times per week | From 45 to 60 additional minutes per day |
| | Secondary | From 40 to 60 minutes per day, or one period per day | | One period per day; may replace core program |
| Grouping | Elementary | Whole class plus differentiated instruction | Small group (e.g., four to eight students) intervention | Separate, one-to-one or small group (e.g., two to four students) intervention |
| | Secondary | | Separate intervention class or period before, during, or after school | |
| Teacher | Elementary | Classroom teacher | Classroom teacher and/or interventionist | Interventionist or specialist |
| | Secondary | | | |
| Assessment | Elementary | Screening three times per year for all students; progress monitoring as needed | Progress monitoring (curriculum-embedded and/or CBM) monthly or bimonthly; diagnostic assessment as needed | Progress monitoring (curriculum-embedded and/or CBM) weekly or biweekly; diagnostic assessment as needed |
| | Secondary | Standardized achievement tests at end of the school year; screening as needed during the year | | |
| Professional Development | Elementary | Ongoing training and support aligned with core program, assessment, and data-based decision making | Ongoing training and support aligned with core and intervention programs, assessment, and data-based decision making | Ongoing training and support aligned with stand-alone intervention program, assessment, and data-based decision making |
| | Secondary | | | |





MTSS Can Improve Academic Outcomes for All Students...

When Processes, Instruction and Interventions All Align

For more information and to discuss how CORE can help you get the most benefit from MTSS, call 888.249.6155 ext. 3 or email ldiamond@corelearn.com.

The long-term success of MTSS is often determined by how well it has been designed and implemented. While there is no one “right” way to implement MTSS, there is a proven process for developing systems that will ensure successful implementation and lasting change.

Our **Designing and Implementing Multi-Tiered Systems of Support (MTSS) Institute** assists school leadership teams to implement MTSS as a coordinated PreK-12 system of academic and behavior support. Over three days, you'll focus on the academics within MTSS. CORE MTSS math and reading experts will teach your team the knowledge and skills to achieve successful implementation and ensure sustainable, lasting change.

You will:

- Learn the elements of successful school-based implementation.
- Discover the key roles and responsibilities of school leaders and school-based teams.
- Master scientifically sound measures for universal screening and progress monitoring.
- Learn proven processes for qualifying students for special education and creating specific and rigorous individualized education program (IEP) goals.
- Learn to design comprehensive, coordinated, and evidence-based instruction and intervention strategies across tiers of increasing intensity in reading and math.



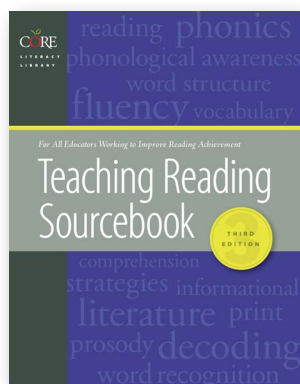
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A Complete ToolKit to Master the Science of Teaching Reading

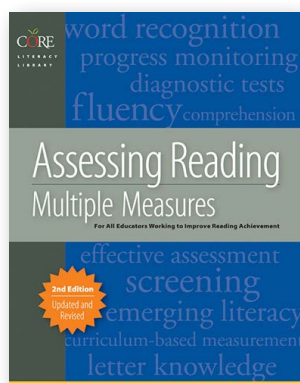
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together and
save 10%

CORE developed these literacy guidebooks to give educators practical help in teaching reading and providing effective interventions to students with difficulty reading, including English language learners and students with dyslexia. Both books are newly revised and updated for the latest in evidence-based instructional practice.



Teaching Reading Sourcebook, 3rd Edition

The new *Teaching Reading Sourcebook, 3rd Edition* is a comprehensive reference about reading instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the *Sourcebook* includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program—phonemic awareness, decoding, vocabulary development, fluency, and comprehension—in a practical hands-on teacher's guide. The new edition includes an entire chapter on reading instruction within Multi-Tiered Systems of Support (MTSS).



Assessing Reading: Multiple Measures, Revised 2nd Edition

The new *Assessing Reading: Multiple Measures, Revised 2nd Edition* provides a collection of tests for the comprehensive assessment of skills related to reading. These assessments can help identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.

The majority of the tests are individually administered. Updated, easy-to-follow instructions are given for the administration and scoring of each test along with reproducible record forms. Interpretation is based on skill mastery and comparison of performance among students in the classroom. Spanish assessments are included for the early grades.



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