

MTSS: Multi-Tiered System of Supports Tiers 2 & 3

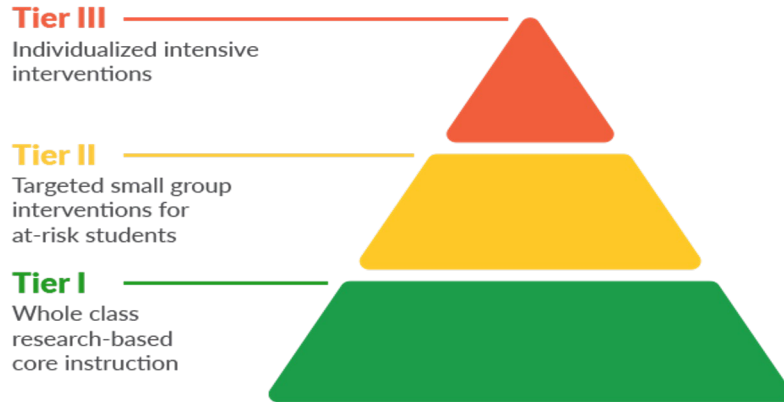
Implementation of MTSS Tiers 2 & 3 in Rural Schools

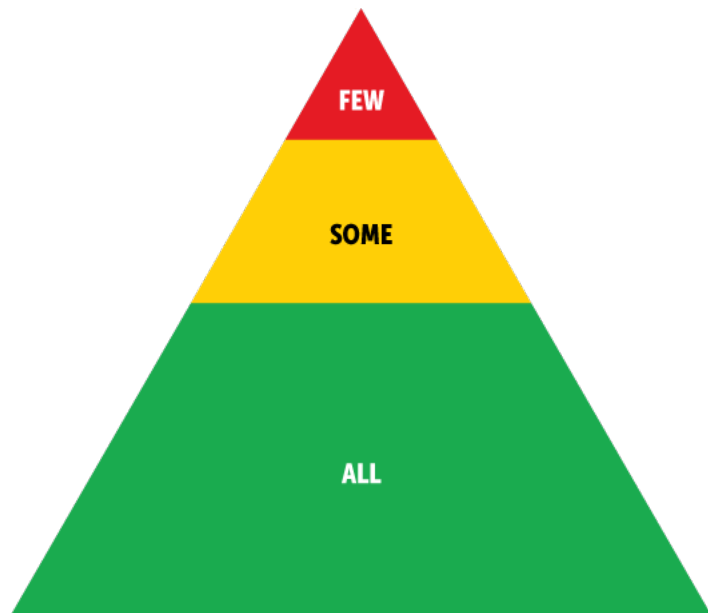
Learning Objectives

- Define universal screening and progress monitoring
- State the differences between Tiers 1, 2, & 3
- Describe the process by which students move across tiers
- Obtain practical strategies and procedures for implementing and monitoring Tier 2 and Tier 3 interventions in rural schools

Quick Review

- MTSS is a tiered framework of prevention and intervention designed to meet the needs of all students (academic, behavioral, and social-emotional supports)
- MTSS Tier 1 targets the *whole-school* and is the foundation for MTSS implementation





A-B-C's for MTSS Implementation in Rural Schools

Pierce and Mueller (2018) conceptualized the following “A-B-C’s” to help rural schools implement MTSS:

A

Approach academic and behavioral instruction simultaneously

B

Be creative with data opportunities

C

Collaborate with purpose

Meeting the Needs of Rural Schools

This module will incorporate:

- The A-B-C's of MTSS implementation
- No to low cost strategies to support the implementation of Tiers 2 & 3 in rural schools



Universal Screening

= foundation for data-based
decision making

Universal Screening

- Foundation for data-based decision making
- Universal screening typically takes place 3x per year
 - Fall, Winter, Spring
- All students take the screener(s)
 - Academic and behavioral
- It is important for schools to select screeners that fit their needs
- Schools also need to establish predetermined cut-off points to delineate “at risk” students

Free Universal Screeners - Academic

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - K-8
- Acadience Reading & Acadience Math
 - K-6
- Intervention Central
 - Curriculum Based Measurements (CBM) for Letter Name Fluency, Letter Sounds, Oral Reading Fluency, Maze Passages, Early Math Fluency, Math Computation, & Written Expression
- Easy CBM
 - K-5

Free Universal Screeners - Behavior/SEL

- Student Risk Screening Scale (SRSS)
 - K-12
 - Teacher ratings
- Strengths and Difficulties Questionnaire (SDQ)
 - K-12
 - Teacher, parent, and self-report ratings
- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)
 - K-12
 - Teacher and self-report ratings



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Academic Screening Tools Chart

Universal screening can be used to identify which children will need the most intensive intervention. In some cases, children with the weakest initial skills may bypass Tier 2 intervention and move directly into intensive intervention. The tools on the academic screening tools chart can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention.

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.

Last updated: July 2021. [Click here for a brief summary of the new and improved tools we've released.](#)

View Chart
Resources



Print Current
Chart View

Legend Convincing evidence Partially convincing evidence Unconvincing evidence Data unavailable Disaggregated data available

FILTER RESULTS

Subject

- Reading
- Mathematics

Grade

- Pre-K
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)

Apply Filters

Show Advanced Filters

Clear Filters

Moving Across Tiers



Moving Across Tiers

- Movement across tiers can look different depending on the school district
- Relies on universal screening data
 - Students who are identified as “at risk” (i.e., requiring more supports) from universal screening procedures will be referred to Tier 2
- Referrals
 - Students can also be directly referred to Tier 2 at any time throughout the school year

“Referral” to MTSS

- Schools should have a standard MTSS referral form
- Forms should include:
 - Demographics
 - Attendance data
 - Universal screening data
 - Curriculum based measurements
 - Performance on classroom assignments (i.e., tests, quizzes, projects, grades)
 - Previous interventions
 - **Student strengths and weaknesses**
- Parents should be made aware when their child enters MTSS Tier 2



MTSS Teams



- School-Level Team (Tier 1)
 - Meet at least 3x per year to review universal screening data
 - Determine what students are “at-risk” according to predetermined cut-off scores
- Grade/Content-Level Team (Tier 2)
 - Meet at least once per month
 - Review referrals to determine what students require Tier 2 supports
 - Review progress of students receiving Tier 2 support
- Individual Student Support Team (Tier 3)
 - Meet weekly or biweekly to create/revise intervention plans for students with more significant needs (Tier 3)

Multidisciplinary and Collaborative

Tier 2

- Tier 2 = standardized, targeted group instruction
 - About 3-7 students per group
- Comprised of students who are identified as at-risk (i.e., those students who are having difficulty meeting standards with Tier 1 supports alone)
- About 5-15% of student population
- Typically involve an additional 60-90 minutes of instruction (on top of core instruction + Tier 1 supports)
- Students receive explicit instruction and feedback

Evidence-Based

= based on scientific
evidence not personal
judgement

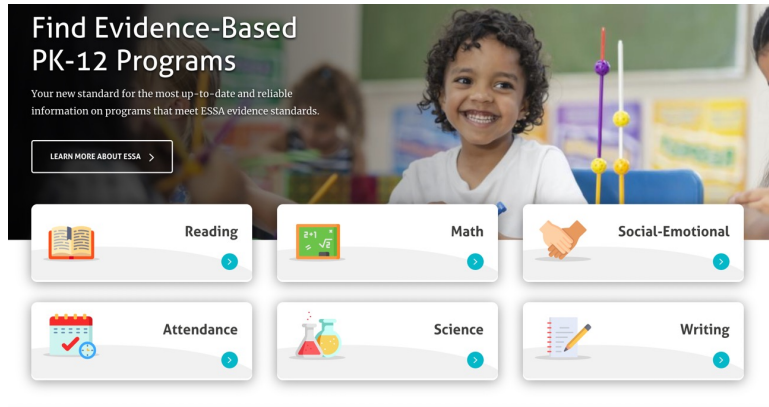
Every Student Succeeds Act (ESSA)

- ESSA emphasizes the use of evidence-based interventions
 - Interventions that are empirically supported
- ESSA's 4 Levels of Evidence
 - **Level I: Strong Evidence**
 - **Level II: Moderate Evidence**
 - **Level III: Promising Evidence**
 - Level IV: Demonstrates Rationale



Where to Find Evidence-Based Interventions

- Evidence for Essa
 - <https://www.evidencefoessa.org/>
 - Guidance for PK-12 evidence-based interventions across domains
- What Works Clearinghouse (WWC)
 - Division of the Institute of Education Sciences (IES)

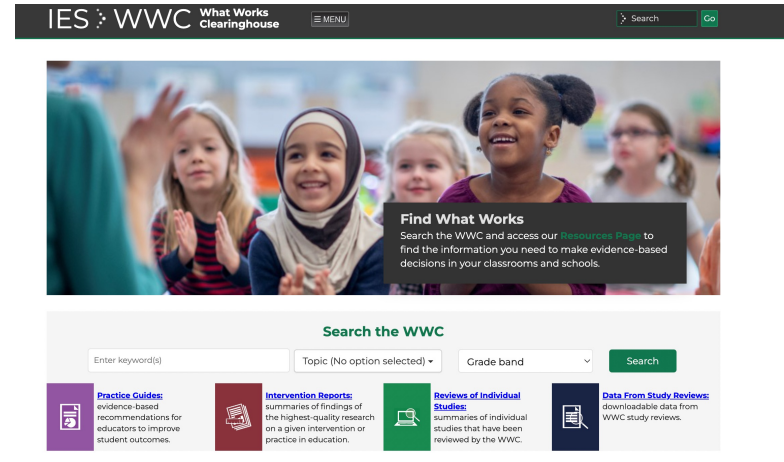


Find Evidence-Based PK-12 Programs

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

[LEARN MORE ABOUT ESSA](#)

- Reading
- Math
- Social-Emotional
- Attendance
- Science
- Writing



IES WWC What Works Clearinghouse

Search

Find What Works

Search the WWC and access our [Resource Page](#) to find the information you need to make evidence-based decisions in your classrooms and schools.

Search the WWC

Enter keyword(s) Topic (No option selected) Grade band Search

- Practice Guides:** evidence-based recommendations for educators to improve student outcomes.
- Intervention Reports:** summaries of findings of the highest-quality research on a given intervention or practice in education.
- Reviews of Individual Studies:** summaries of individual studies that have been reviewed by the WWC.
- Data From Study Reviews:** downloadable data from WWC study reviews.



« BACK TO PROGRAMS



SOCIAL-EMOTIONAL

GRADES

PREK - MIDDLE

Second Step - Social-Emotional Learning



Provider

Committee for Children

800-634-4449

info@cfchildren.org

www.secondstep.org

Cost

Second Step Elementary: \$2359 for K-5 Bundle

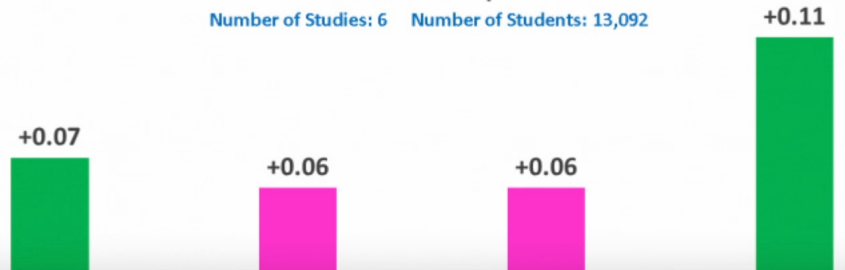
Second Step Middle School: \$2,749-\$8,799 for Schoolwide License

Grades Studied

K-7

Groups Studied

Second Step
Number of Studies: 6 Number of Students: 13,092



Tier 2 - Academics

- Small group intervention can be provided by regular education teacher or interventionist
 - Staffing support: volunteers can include retired teachers, university students, high school students, and other community members
- Content is dependent on student needs
- *Example:* A student may be pulled out of class for 30 minutes, 2-3x per week to receive direct, explicit instruction in decoding

Spotlight: Targeted Reading Instruction (TRI)



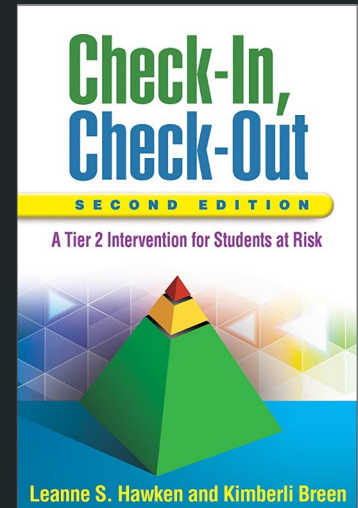
- Developed by the University of North Carolina at Chapel Hill to meet the needs of early elementary classroom teachers in rural schools
- Combines teacher professional development/training with student intervention
- Daily, 15-minute 1:1 instruction for struggling readers in Kindergarten and 1st grade
 - Oral language, decoding, writing, comprehension, vocabulary, and fluency skills
- Teachers receive ongoing professional development for tutoring and reading instruction from a literacy coach
 - Weekly, online coaching sessions
- Promising research on a “train the trainer” model to promote sustainability in rural schools

Tier 2 – Behavior & SEL

- Check-in/Check-out (CICO)
- Behavior contracts
- Daily progress reports
- Student mentors
- Lunch bunches
- Group counseling
- *Example: Cognitive Behavioral Intervention for Trauma in Schools (CBITS)*



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Progress Monitoring


= assessment of student performance on a consistent basis to determine responsiveness to intervention

Progress Monitoring in Tier 2

- Progress monitoring is an essential component of MTSS
 - Determines student responsiveness to instruction/intervention
- “Progress monitoring assessments should be short and frequent skill-based assessments that offer a snapshot of student learning related to the instructional objective across both academics and behavior” (Bailey et al., 2020, p. 21)
- Research indicates that 6-9 data points are required over time to determine student progress (i.e., 6-9 weeks of intervention)
 - Not as straightforward with behavioral interventions

Data Opportunities

- Teacher
 - Curriculum based measurements
 - Performance on in-class or homework assignments
 - Exit tickets
- Student Support Staff
 - Behavioral observations, standardized assessments
- Parents
 - Anecdotal information on student's health, sleeping habits, extracurricular activities, current life stressors, triggers
- Students
 - Self-monitoring – students set goals and evaluate their progress with support from teachers
 - Students become aware of their own academic and behavioral growth edges

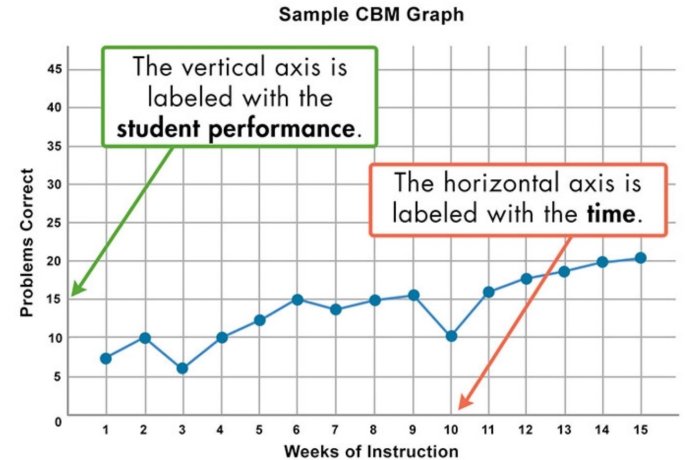
My Self-Monitoring Form			
Name: _____			
Date: _____			
Today in class . . .	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
	Was I following the classroom rules?	Y	N
	Was I paying attention to my assigned work?	Y	N
Total number of Y (yes) = _____ My Goal = _____			
Signed: _____			
Student	Teacher	Parent	

(Pierce & Mueller, 2018; Wilkinson, 2008)

Analyzing the Data

Graphing

- Graphing the data provides a visual representation of student progress over time
 - Graphing makes it easy to interpret results and share with other stakeholders
- First step is to establish baseline and benchmark goal
- Administer CBM probes at regular intervals (i.e., weekly, bi-weekly) and graph results



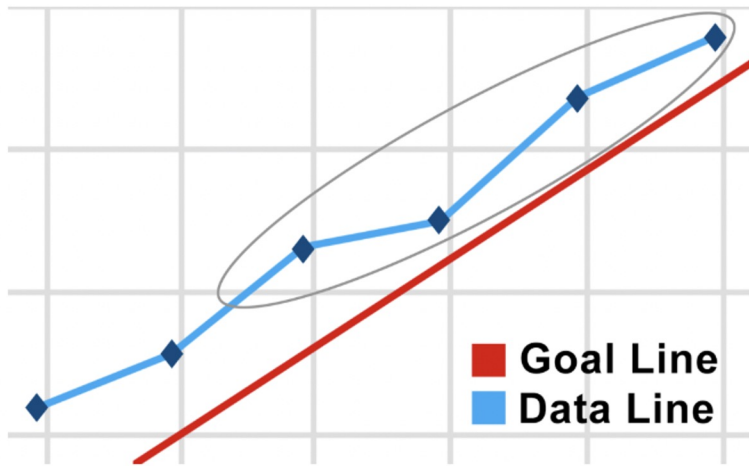
IRIS Center



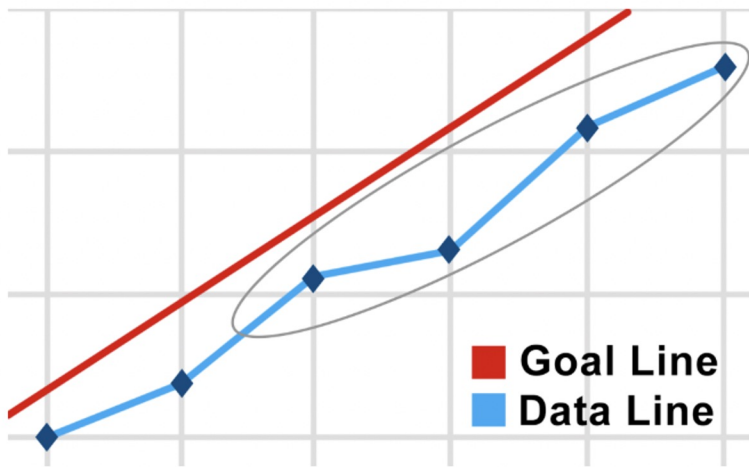
Four-Point Method

- Method of graphing student progress over time against “goal line” to inform effectiveness of intervention
- Uses the 4 most recent data points to determine whether or not intervention should be continued or changed





If most of the four most recent data points are on or above the goal line, the student is demonstrating improved outcomes. The teacher should continue with the current instructional program.



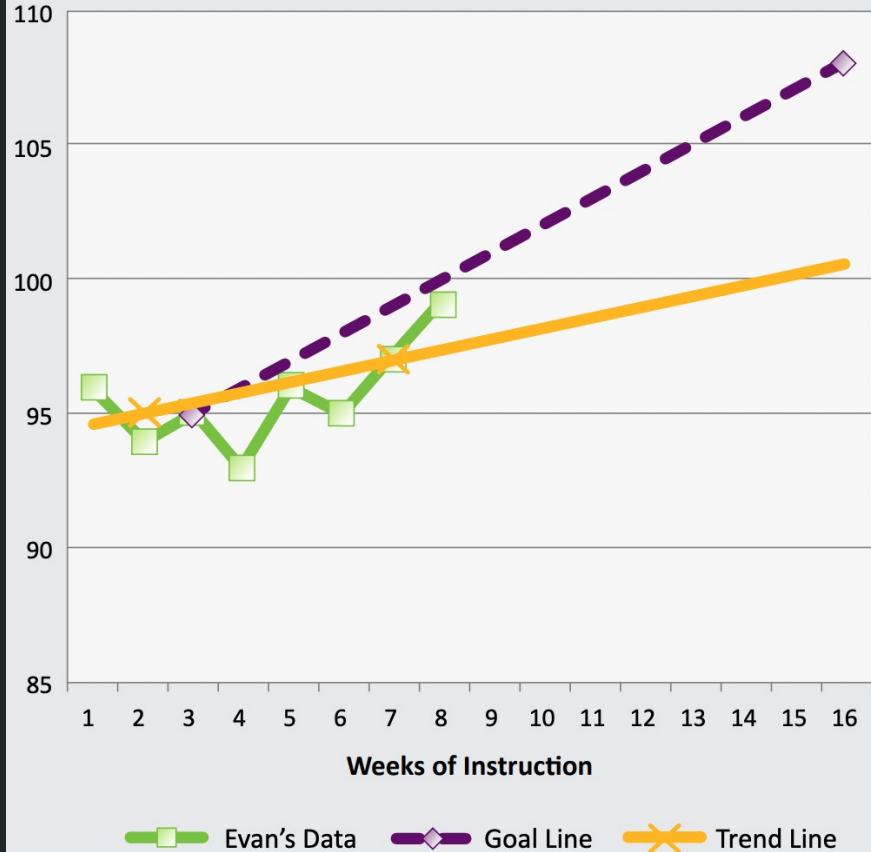
If most of the four most recent data points are below the goal line and data indicate that the child or student will not meet the benchmark, performance is not improving. It is time for the teacher to make an instructional change.

Trend Line

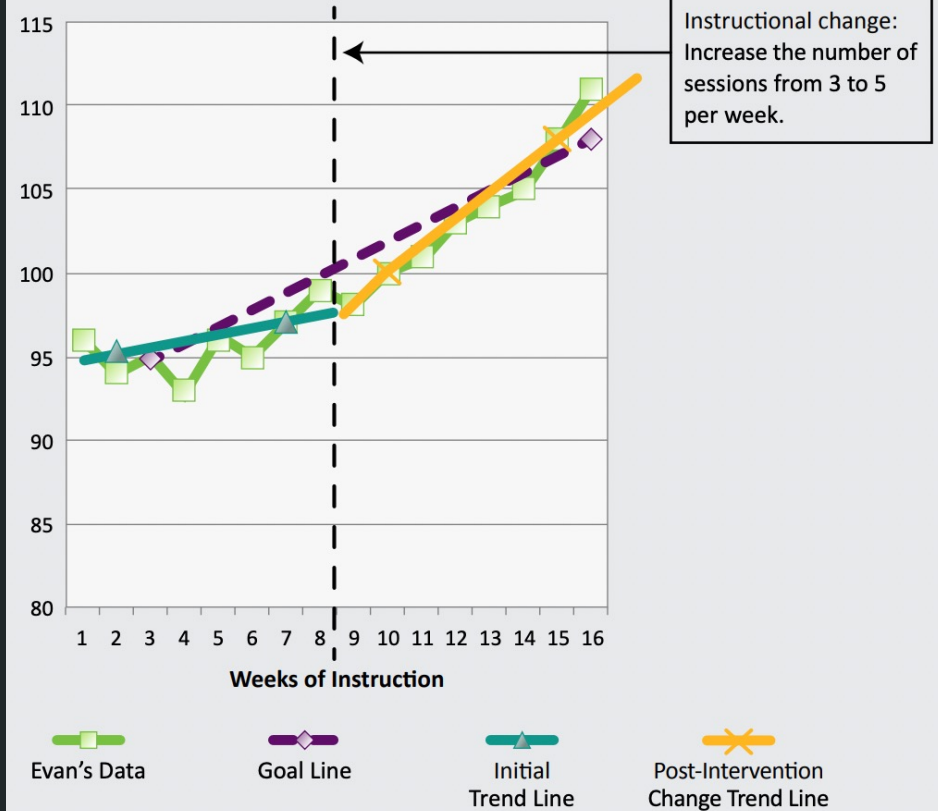
- More in-depth method of graphing and making data-based decisions on student progress through comparison of goal line and trend line
- Trend line provides trajectory of expected progress given current performance

Let's see this in action with a case example of "Evan" provided by the National Center on Response to Intervention...

Words Read Correctly per Minute



Words Read Correctly per Minute



Student Progress Monitoring Tool

Q Search Sheet Share

Home Insert Draw Page Layout Formulas Data Review View

Paste Cut Copy Format Merge & Center Conditional Formatting Format as Table Cell Styles Insert Delete Format AutoSum Fill Sort & Filter Find & Select

H22 fx

Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	W		
1	Ramirez	Marcus	2	Computation	2	19	0.7	9/10/15	30	8	4	5	7	9	8	8	7			
				Maze	2	25	0.8	2/19/16	15	7	9	6	9	9	12	10				
				WIF	2	32	1.4	3/2/16	12	15	17	16	19	15	20	22	23			
2	Doe	Jane	3	Computation	3	22	0.9	5/11/15	16	5	5	5	4	5	7	8	9			
				Maze	2	30	1.0	6/13/15	13	8	8	8	8	7	10	10	7			
				WIF	3	33	1.3	4/2/15	9	20	20	21	22	20	20	27	27			
3	Camper	Happy	3	Maze	3															
				Computation	3															
				WIF	2															
4				Maze																
				Computation																
				WIF																
5				Maze																
				Computation																
				WIF																

The National Center on Intensive Intervention developed a **free** student progress monitoring tool for data collection and graphing

What about behavior and SEL data?

- Data from CICO sheets, behavior contracts, & daily report cards
- Log entry data
- SEL screeners
- Student self-report ratings
- Ratings from teachers and parents

Data-Based Decision Making

Assessing the Data

- If 6-9 data points indicate that the student is not responding to the intervention, the MTSS team may decide that the student requires more intensive supports
- It is important to note that students with more significant deficits may bypass Tier 2-level supports and move directly into Tier 3-level supports and/or be referred to special education

MTSS Team Decision Options

1. Discontinue Tier 2 interventions (student met/surpassed goal)
2. Continue Tier 2 interventions (student is on track to meet goal)
3. Provide Tier 3 interventions or referral to special education*

**Some schools utilize models in which special education is provided through Tier 3. In this case, if a student is not responding to Tier 2 interventions, a referral to special education would be the next step.*

Tier 3

- Tier 3 = intensify and individualize
- Individualized and adapted interventions based on student data
 - Small student to staff ratios
 - Ideally, intervention is provided 1:1 (no more than 3 students per group)
- Comprised of students with significant, persistent needs
- About 1-5% of student population
- Includes multidisciplinary and wrap-around supports
- In some schools, Tier 3 may be special education

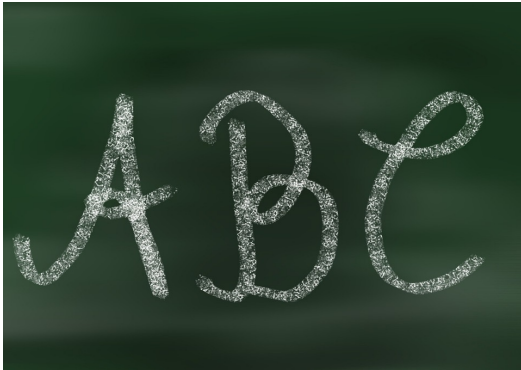
Taxonomy of Intervention Intensity

Developed by Fuchs et al. (2017) to help evaluate and build intervention intensity:

- **Strength** - *How well the intervention works for those with more intensive needs*
- **Dosage** - *Size of group, number of minutes per sessions, number of sessions per week*
- **Alignment** - *How well the intervention addresses the skill deficit and does not address areas of strength*
- **Attention to Transfer** - *Extent to which an intervention is generalizable to other learning concepts and related skills*
- **Comprehensiveness** - *Number of explicit instruction principles within the intervention*
- **Behavioral Support** - *Extent to which intervention incorporates SEL/behavioral principles to minimize non-productive behavior*
- **Individualization** - *Process by which data-based decision making is used to adjust intervention to individual needs of student*

Tier 3 – Behavior

- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)



ABC Analysis Sheet Able2LEARN

Name: _____ Date: _____

Observer: _____

Behavior: _____

Date	Time	Antecedent	Behavior	Consequence	Possible Function

Tier 3 – Social Emotional Learning/Mental Health

- Individual counseling
 - Teletherapy options
- *Small* group counseling
- External resources/referrals



What comes after Tier 3?

- Tier 3 requires consistent progress monitoring
 - 6-9 data points to determine progress
- If a student is unable to make significant progress, the MTSS team should consider a referral to special education

Conclusions

- MTSS relies on data-based decision making
- Universal screening and progress monitoring are essential components of MTSS implementation
- Evidence-based interventions are key
- Multidisciplinary, collaborative teams can help rural schools efficiently and effectively implement MTSS

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Thank you!
