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
The Ultimate Educational Goal

IS TO:

Maximize ALL Students’
Academic Achievement and
Social, Emotional, and Behavioral Development

From a Student Perspective…
Our Goal is to create…

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

Tier I: Prevention for All

Tier II: Strategic Instruction and Intervention Services and Supports

Tier III: Intensive Need or Crisis Intervention Services and Supports

Project ACHIEVE's Research-to-Practice Model

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)
**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?
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

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
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 assessed on their mastery of these Skills prior to Unit instruction
- A valid Pre-Test that evaluates whether students have mastered the prerequisite skills

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

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

- Universal Design
- Differentiation
- Remediation
- Accommodation
- Modification
- Strategic Intervention
- Compensation
- Continuous Monitoring
- Effective Instruction
- Assistive Supports

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

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
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!!

When Students do not Succeed:

We Need to Analyze 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?
Said a Different Way . . . Are Struggling Students . . .

Instructional Casualties:
Past or Present?

Student-Specific Casualties:
Past or Present?

Curricular Casualties:
Past or Present?

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.

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.
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??

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.
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.

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/RtI Frameworks


* 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 RtI framework in literacy for at least three years, compared to 100 randomly-selected comparison schools in the same 13 states not implementing RtI.
About the Study

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

* Students in the 146 "RtI Schools" qualified for RtI 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 RtI schools were collected at the Grade 1, Grade 2, and Grade 3 levels, respectively.

Results

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

* At 1st 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 2nd and 3rd graders receiving Tier II interventions experienced no significant reading benefits—although they did not lose ground.

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.
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

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

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
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.

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.
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

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

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).
Scheduling MTSS Team Meetings

- The Building-level MTSS team meets 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).

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”

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.
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).

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 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 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.

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.
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.

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

- School-level Process
  - Student-level Process
  - Case-level Process

Field Tested and Validated MTSS Blueprint Flowchart for a School...
Component 2: The Data-Based Functional Assessment Problem-Solving Process

- School-level Process

- Student-level Process
  (Student Groups or Individual Students)

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

General Education Classroom Level

**Step 1**
The General Education teachers provides effective differentiated academic instruction and implements effective classroom management, while evaluating student progress and mastery.

**Step 1a**
The School uses different academic and/or social, emotional, or behavioral assessment screening tools that identify specific students as potentially at-risk or as experiencing significant challenges.

**Step 1b**
The School collects and analyzes student progress on a quarterly basis, conducts grade-level Quarterly Student Achievement Review (Q-STAR) meetings, and specific students are identified as potentially at-risk or as experiencing significant challenges.

**Step 1c**
The School gives Interim Academic Assessments (e.g., three times per year) to track student progress in comparison with state standards or benchmarks, and these assessments identify specific students as potentially at-risk or as experiencing significant challenges.

**Step 2**
Based on the results of Steps 1a, 1b, and/or 1c (and the confirmation of the student’s General Education Teachers), and/or a student’s persistent or significant academic struggles or social, emotional, and/or behavioral challenges in the classroom, the General Education Teachers believe that a more formal MTSS data-based problem-solving process needs to begin.

As such, with the support of the Building-level MTSS Grade-level Representative (and, as relevant, other teacher-colleagues, the Teachers complete a Cumulative Record Review, meets with parents, meet with previous teachers (and others), and work with other relevant school personnel (e.g., counselor, school nurse) to collect student history, student background, and current status information.

Based on the results of the data collection and analysis, the Teachers have four options.

**Step 3a**
Based largely on Step 2, the General Education Teachers implement—as needed—adapted instruction, 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 3b, 4a, or 4b.

**Step 3b**
The General Education Teachers consult and work with instructional coaches, counselors, or others—who help the Teachers to better understand the reasons for the student’s difficulties, and who recommend—as needed—adapted instruction, 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 either to Step 4a or 4b.

**Step 4a**
The General Education Teachers prepare and present the case to the Grade/Instructional-level MTSS team. (See next page.)

**Step 4b**
The General Education Teachers prepare and present the case to the Building-level MTSS team. (See next page.)
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.

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.

**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.
Students Succeed Because of 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?

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

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

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

The “Scientific Core” of Students’ Social, Emotional, and Behavioral Self-Management

- Expectations and Skill Instruction
- Special Situations: Setting and Student
Component 2: The Data-Based Functional Assessment Problem-Solving Process

- School-level Process
- Student-level Process
- Case-level Process

The Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem
What is the problem?

Progress Monitor/Evaluate
Did our plan work?

Functionally Analyze the Problem
Why is it happening?

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

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
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

Summary: The Critical MTSS/RtI² 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

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

If present (or programmed) into 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

“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

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
In this section, we explore the relationship between academics and behavior, highlighting the importance of identifying and addressing academic casualties.

### Instructional Casualties
- **Past or Present?**

### Curricular Casualties
- **Past or Present?**

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

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The interdependency between academics and behavior is crucial. Functional Assessment and Data-Based Problem Solving help distinguish between academic success and behavioral success. For instance:

- **Academic Success:** Do students act out due to academic frustration?
- **Behavioral Success:** Do students have less academic success when they do not have certain behavioral skills?

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Functional Assessment Evaluates the Components of Student Self-Management:
- **Biological/Physiological Status**
- **Skills**
- **Motivation/Accountability**
- **Consistency**
- **Special Situations**
- **Teacher-Instructional Factors**
- **Curricular Factors**

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These factors interact in complex ways, affecting both academic and behavioral outcomes. Understanding and addressing these interdependencies is key to supporting student success.
A Model Multi-Tiered Implementation Process/Flow-Chart for a School

Step 2

Step 3/4 Options

- Classroom-based Adaptations (Steps 3a/3b)
- Grade-level MTSS Presentation (Step 4a)
- Building-level MTSS Presentation (Step 4b)

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

Tier I: Prevention for All

Tier II: Strategic Instruction and Intervention Services and Supports

Tier III: Intensive Need or Crisis Intervention Services and Supports

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.
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

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

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
BIG IDEA #1:
- The First "Intervention" is Effective Differentiated Academic and Behavioral Instruction by an Effective Classroom Teacher with Effective Classroom Management

BIG IDEA #2:
- Effective Instruction is Supported by Sound Curricula and Instructional Resources, and Prepared and Motivated Students

BIG IDEA #3
The Primary Multi-tiered Service Delivery Approach involves:

Problem-Solving – Consultation – Intervention

**NOT**
Wait to Fail – Refer – Test – Place
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.

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

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.
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

Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Educational Services

49 Woodberry Road
Little Rock, AR 72212

E-mail: knoffprojectachieve@earthlink.net
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