



Florida's  
**MTSS**

A Multi-Tiered  
System of Supports

## INTEGRATING BEHAVIOR AND ACADEMICS INTO RESPONSE TO INTERVENTION (RTI)

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University of South Florida





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### What We Need for Education Reform

“Response to Intervention” (RTI) . . .  
a way of **screening** children, **early** in their schooling, that can help schools and educators **identify** those who may not be responding to instruction – and thus may be **at risk** for school failure. The technique allows schools, on a **school-wide** basis, to provide any student more **intensive support**—and **monitor** their **progress** – than may be typically available in every classroom.

Alexa Posny, Assistant Secretary, OSERS

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### What is RtI?

- 1) Multi-tiered
- 2) Problem solving approach
- 3) Evidence-based instruction/intervention
- 4) Increasing levels of intensity
- 5) Decisions based on data
- 6) Progress monitoring

- Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both

RtI Action Network

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## In Other Words...



- We organize our resources
  - Multi-Tier model
- So kids get help early
  - Actions based on outcomes (data!), not procedures
- We do stuff that's likely to work
  - Evidence-Based interventions
- And make sure they're successful
  - Progress monitoring
  - Problem-Solving process
  - Increasing levels of intensity

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## Doing More with Less



- Need a Comprehensive Approach to Behavior and Academics
- It may be necessary and more efficient to have a single, integrated system of supports
- May need to move away from separate, parallel systems

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## Braiding Academic & Behavior Supports





A Response to Intervention (RtI) Model is a *framework* for the integration of school-wide *academic* and *behavior* supports for each tier of intervention

Behavior, Goodman, & Mitchell, "Integrating Academic & Behavior Supports Within an RTI Framework, Part 1: General Overview" <http://www.rtiworks.org/html/behavior/integrating-behavior-and-academic-supports-general-overview>

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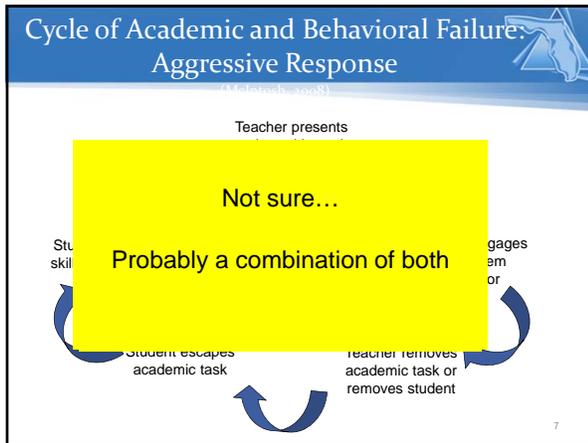
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- ### Top 10 Features of an RtI Model
- 1) Multi-tiered system of supports
  - 2) Universal screening
  - 3) Data-based decision making and problem solving
  - 4) Continuous progress monitoring
  - 5) Focus on successful student outcomes
  - 6) Continuum of evidence-based interventions
  - 7) A core curriculum provided for all students
  - 8) A modification of this core for students who are identified as nonresponsive
  - 9) A specialized and intensive curriculum for students with intensive needs
  - 10) Focus on fidelity of implementation
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## 1. MULTI-TIERED SYSTEM OF SUPPORTS

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### Tiered Model of School Supports & the Problem-Solving Process (parallel systems)

**ACADEMIC and BEHAVIOR SYSTEMS**

**Tier 3: Intensive, Individualized Interventions & Supports**  
 The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

**Tier 2: Targeted, Supplemental Interventions & Supports**  
 More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

**Tier 1: Core, Universal Instruction & Supports**  
 General academic and behavior instruction and support provided to all students in all settings.

Florida's State Transformation Team on RtI (Dec. 3, 2009)

For academics or behavior, RtI principles & characteristics are the same across tiers

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### TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

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

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

Tier I: Begins with clear goals:

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

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

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### TIER II: Supplemental, Targeted

Tier II

For approx. 20% of students

Core

+ Supplemental

...to achieve benchmarks

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

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

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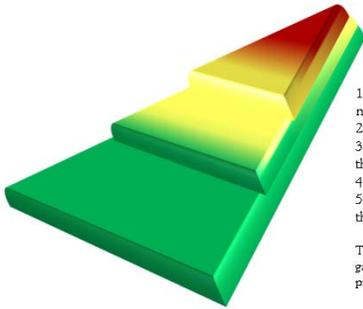
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**TIER III:**  
Intensive, Individualized



Tier III  
For Approx 5% of Students

Core  
+  
Supplemental  
+  
Intensive Individual Instruction  
...to achieve benchmarks

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

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

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2. UNIVERSAL SCREENING

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Identification (Screening)

**Commercial Screeners:**

- **SSBD:** Systematic Screening for Behavior Disorders
  - Walker & Severson (K-6 only)
- **SSBS:** School Social Behavior Scale
  - Merrell, (K-12)
- **Revised Problem Behavior Checklist**
  - Quay & Peterson (Ages 5-18)
- **ECBI:** Eyberg Child Behavior Inventory
  - Eyberg & Ross (Ages 2-17)
- **SESBI:** Sutter-Eyberg Student Behavior Inventory
  - Sutter & Eyberg (Ages 2-17)
- **SRSS:** Student Risk Screening Scale – Drummond
- **SSIS: Social Skills Improvement System** –Gresham & Elliott
- **CRS-R:** Conner's Rating Scales, Revised (Ages 3-17)

- **CBM (DIBELS/AIMSweb)**
- **SWIS**

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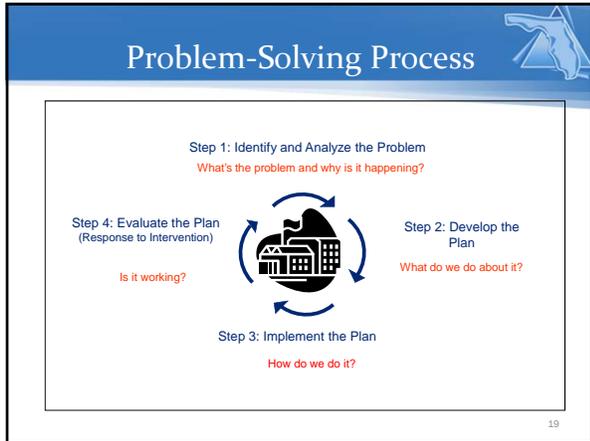
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### Step 1: Problem Identification Tier 1

- What do we expect our students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- Are there groups for whom core is not sufficient?

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### Step 2 – Problem Analysis Tier 1

- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
  - Why are some students not successful (*Initial Hypotheses*)?

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**Step 3: Plan Devel. and Implementation-Tier 1** 

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?

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**Step 4: Plan Evaluation-Tier 1** 

- Have planned improvements to core been effective?

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 *A Multi-Tiered System of Supports*

**4. CONTINUOUS PROGRESS MONITORING**

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## Progress Monitoring

- Progress Monitoring
  - CBM
  - SWIS
  - Check in-Checkout

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## Data Collection

<p><b>Progress Monitoring Frequency</b></p> <p>Several times a day Daily</p> <p>Once a day Several times a week 1-2x/week</p> <p>1-2x/Month Monthly</p>		<p><b>People Collecting Data</b></p> <p>Behavioral Expertise</p> <p>Teachers Paraprofessionals Guidance School Psychologist</p> <p>Teachers Anyone</p>
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## Do 80% of students exhibit appropriate behavior?

**Triangle Data Graph**  
Office Discipline Referrals (no minors)

- Students with 6+ Referrals
- Students with 2-5 Referrals
- Students with 0 or 1 Referrals

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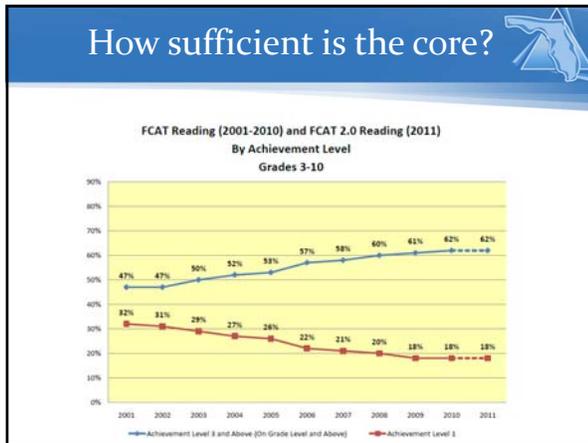
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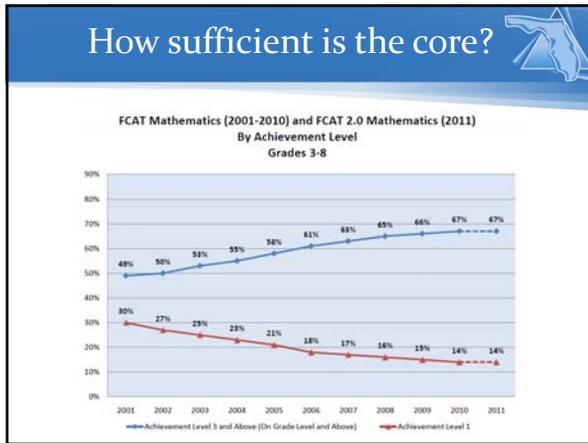
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### Class Recommended Level of Instruction Report

This report provides a summary of the students' overall progress. It can be used to get an overall sense of instructional levels in the class and to calculate the Effectiveness of Core Instruction (ECI) index and the three Effectiveness of Intervention (EI) indices.

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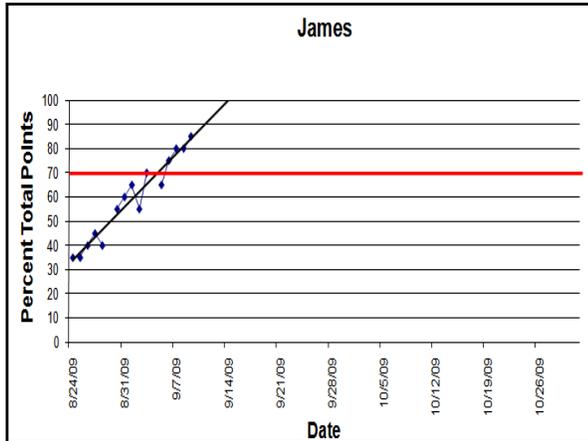
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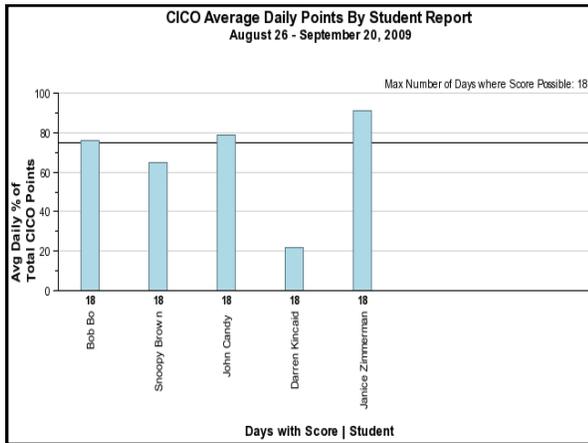
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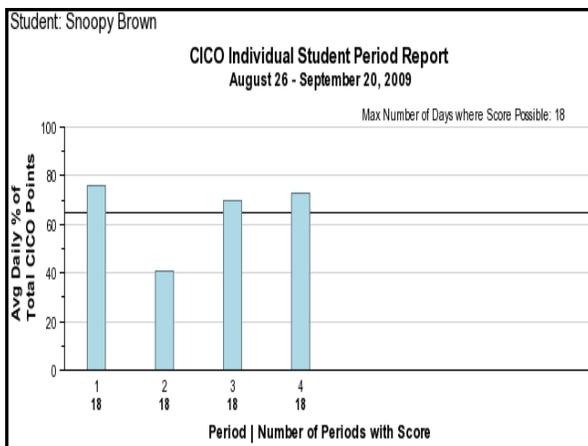
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## 5. FOCUS ON SUCCESSFUL STUDENT OUTCOMES

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### Problem Behaviors Improving

- **Discipline data show a decrease in problem behavior**
  - At least 80% of students receive 0-1 ODRs
  - Significant decrease in ODRs from previous month/quarter
  - Decrease in OSS/ISS days
- **Review other data sources to confirm progress**
  - At least 80% of students contact reward events
  - PIC/TIC, BoQ/SET
  - Consistency exists across teachers, grade-levels/hallways, etc.
  - School-climate/faculty surveys more positive or supportive
- **ODRs are decreasing equally - disaggregate the data**
  - ESE/SPED, ethnicity/race, free/reduced lunch, male/female
  - Classroom, grade-level, individual teachers

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### What is a "Sufficient" Response to Intervention

- **Positive Response**
  - Gap is closing
  - Can extrapolate point at which target student will "come in range" of peers – even if this long range
- **Questionable Response**
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- **Poor Response**
  - Gap continues to widen with no change in rate

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### Responses and Intervention Decisions

- **Positive**
  - Continue intervention with current goal
  - Continue intervention with goal increased
  - Fade intervention to determine if student(s) have acquired functional independence.

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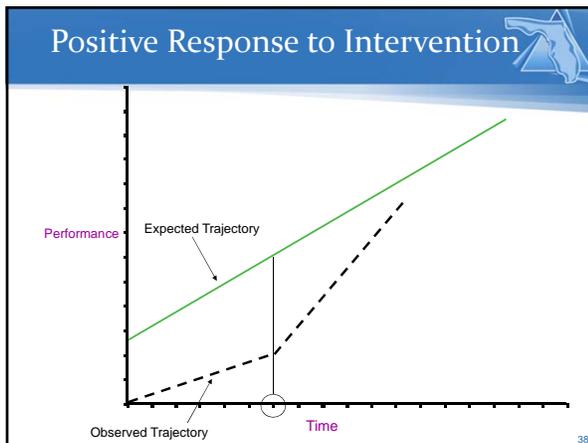
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### Responses and Intervention Decisions

- **Questionable**
  - Was intervention implemented as intended?
    - If no - employ strategies to increase implementation integrity
    - If yes - increase intensity of current intervention for a short period of time and assess impact.
      - If rate improves, continue.
      - If rate does not improve, return to problem solving.

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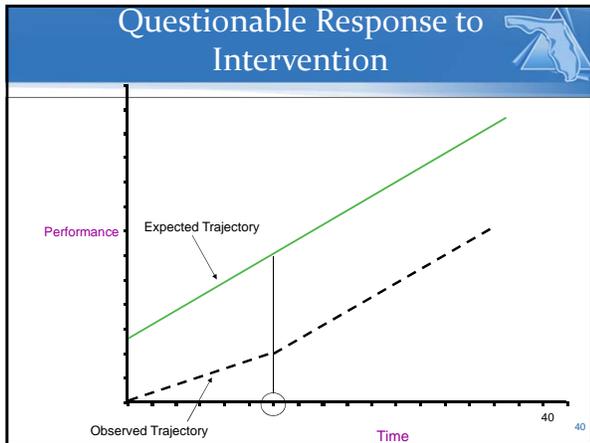
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- ### Problem Behaviors 'Holding Steady'
- Look for areas of improvement
    - BoQ/SET, PIC/TIC, Action Plan implementation
      - Increasing the level of support at Tier 1 may increase intervention effectiveness
  - Are your interventions targeted appropriately?
    - Review referrals by location, time of day, teacher, grad-level, etc.
    - Review expectations and rules
      - Are the expectations well-defined and have they been taught?
    - Review discipline procedures and definitions
      - Are problem behaviors well-defined?
      - Are office-managed vs. teacher-managed behaviors well-defined?
  - Do your interventions target the appropriate function/motivation of the problem behaviors?

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

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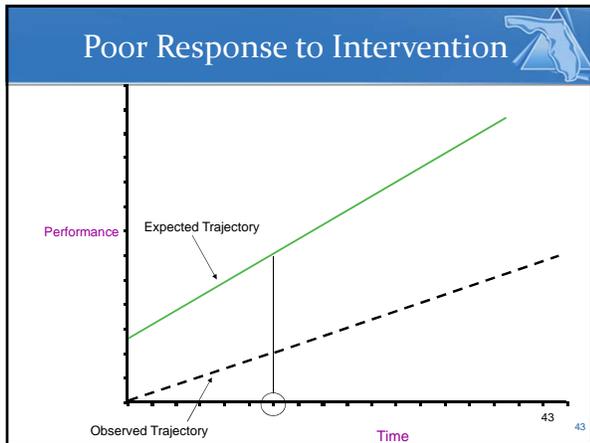
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### Problem Behaviors 'Getting Worse'

**Use the 4-step problem solving process:**

- 1. Identify the Problem**  
Be specific, problem behavior(s) should be well-defined
- 2. Analyze the Problem - Hypothesis development**  
Teaching - Are the expectations being taught as planned?  
Fidelity - Are the interventions being implemented as designed?  
Admin decisions & function of behavior: Is problem behavior being reinforced?
- 3. Design Interventions**  
Do the interventions target the problem behavior(s)?  
Have the strategies been taught to all staff?
- 4. Evaluation (Rtl) - Is it working?**  
Are the problem behaviors decreasing?

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### Data Analysis

- Lack of progress:**
  - Is the intervention being implemented with fidelity?
  - Do we have the right intervention?
  - Does it match the function?
  - Do we have the right function?
  - Do we (or student) need additional supplemental supports?
  - [YouTube - Cleaning Snow Off The Wrong Car](#)

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## 6. CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

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### Examples of Academic and Behavior Practices

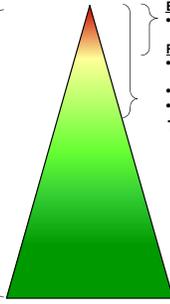
**Universal Prevention**

**Behavior**

- Identify expectations
- Teach
- Monitor
- Acknowledge
- Correct

**Reading**

- Evidence based curriculum focused on:
  - Phonemic Awareness
  - Alphabetic Principle
  - Fluency
  - Vocabulary
  - Comprehension
- Adequate teaching time
- Trained instructors
- Progress monitoring
- Active participation with frequent feedback



Continuum of Supports

**Intensive Intervention**

**Behavior**

- Individualized, functional assessment based behavior support plan

**Reading**

- Scott Foresman Early Reading Intervention
- Reading Mastery
- Corrective Reading

**Targeted Intervention**

**Behavior**

- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

**Reading**

- Teacher-Directed PALS
- K PALS
- First Grade PALS
- Road to the Code
- REWARDS
- Peer Assisted Learning Strategies
- Read Naturally

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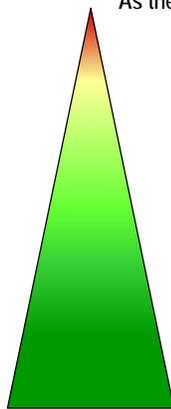
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### As the magnitude of the problem increases....





The required resources to address the problem increases



The need to enhance environmental structures increases



The frequency for collecting and acting upon information increases

Continuum of Supports

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## 7. A CORE CURRICULUM IS PROVIDED FOR ALL STUDENTS

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### A core curriculum is provided for all students

- Clear goals and expected outcomes
- Instructional delivery
  - Clear examples (and non examples)
- Instructional grouping
- Opportunities to practice skills
- Feedback on student responding
- Encouragement for appropriate responding
- Error correction
- Adequate instructional time

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### Research

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

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## 8. A MODIFICATION OF THIS CORE CURRICULUM FOR STUDENTS WHO ARE IDENTIFIED AS NON-RESPONSIVE



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### Tier 2: Supplemental Support

**Behavior**

- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

**Reading**

- Teacher-Directed PALS
- K PALS
- First Grade PALS
- Road to the Code
- REWARDS
- Peer Assisted Learning Strategies
- Read Naturally

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## 9. A SPECIALIZED AND INTENSIVE CURRICULUM FOR STUDENTS WITH INTENSIVE NEEDS



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**Tier 3: Intensive Support** 

**Behavior**

- Individualized, functional assessment based behavior support plan
  - Prevent-Teach-Reinforce Approach

**Reading**

- Scott Foresman Early Reading Intervention
- Reading Mastery
- Corrective Reading

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**10. FOCUS ON FIDELITY OF IMPLEMENTATION**

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**Fidelity of Implementation** 

- Are we implementing the practices correctly and consistently over time?

**HOW DO YOU KNOW?**

- Students cannot benefit from interventions that they do not experience! (Fixsen, Blase, Horner, & Sugai, 2008)

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**Evaluating the effectiveness of the intervention**

- Is intervention evidence-based?
- How effective is this intervention with students from similar backgrounds?
- How intense is the intervention? – the dosage (time and focus of intervention)
- Was the intervention implemented as planned?

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**Student Identification: A System or a Student Problem?**

- **Tier 1 SWPBS:**
  - Was the student taught the school-wide expectations and rules?
  - Did the student earn reinforcers for engaging in the school-wide expectations?
- **Gap Analysis (Classroom):**
  - Is the student's problem behavior significantly different from his/her peers?
  - Are effective instruction and behavior management occurring within the classroom?
- If the answer is "No" to any of these questions, address the environment (SWPBS/Classroom) before considering Tier 2 supports.

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