



Florida's
MTSS

A Multi-Tiered
System of Supports

BLENDING ACADEMIC AND BEHAVIOR RESPONSE TO INTERVENTION

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Braiding Academic & Behavior Supports



School Improvement
Positive Behavior Support
Response to Intervention

No Child Left Behind

Successful Student Outcomes

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

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

Understanding a "System"

- A **System** is an orderly combination of two or more individuals whose interaction is intended to produce a desired outcome (Curtis & Stollar, 2002)
 - Comprised of people
 - Fluid
 - Constantly reinventing itself
 - Complex web of communication
 - Reciprocal influence

Necessary for All Tiers

- Work on these immediately:
 - Committed Leadership
 - Well-Defined roles
 - Collaborative team processes
 - Effective coaching & team facilitation
 - Consistent use of problem solving process
 - Data-Based decision making
 - Recognition that behavioral & academic skills are **learned** and must be **taught**

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Necessary for All Tiers

- Address these next:
 - Written practices, policies & implementation plans
 - Use of evidence-based programs & practices (EBP's)
 - Targeted professional development that includes follow-up coaching
 - Evaluation of intervention fidelity & effectiveness

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Areas for Integration

- Mission
- Teaming
- Communication
- Coaching
- Problem-solving
 - Tier 1
 - Tier 2 and beyond

Mission and Vision



Multi-Tiered System of Supports - Inter-Project Collaborative

The collaborative vision of the Florida Problem-Solving/Response to Intervention (FL PS/RtI) and the Florida Positive Behavior Support/Response to Intervention for Behavior (FLPBS/RtI:B) Projects is to:

- Enhance the **capacity** of all Florida school districts to successfully implement and sustain a **multi-tiered system** of student supports with **fidelity** in every school;
- **Accelerate and maximize student academic and social-emotional outcomes** through the application of **data-based problem solving** utilized by **effective leadership** at all levels of the educational system;
- Inform the **development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery** that prepares all students for **post-secondary education and/or successful employment within our global society.**

Stages of Implementation



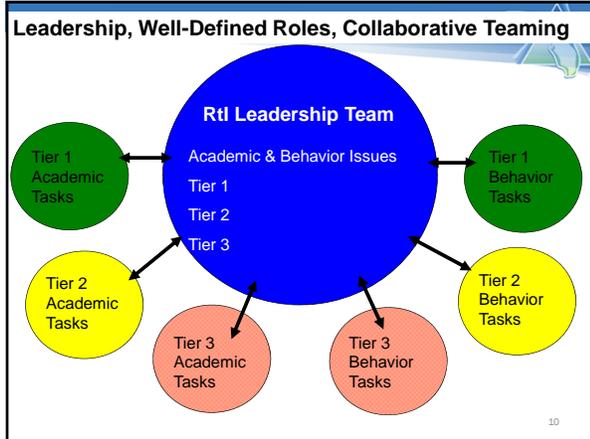
Exploration/Adoption	Installation	Initial Implementation	Elaboration	Continuous Regeneration
Develop Commitment	Establish Leadership Teams, Set Up Data Systems	Provide Significant Support to Implementers	Embed as Standard Practice Add Schools	Increase Efficiency and Effectiveness

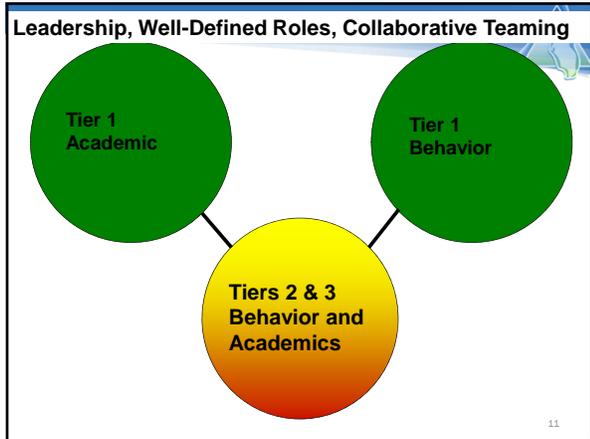
Implementation of MTSS in practice typically proceeds through three stages:



- **Consensus** building – Why are we doing this?
- **Infrastructure** building – What are we doing?
- **Implementation** – How are going to maintain what we've built?

*National Association of State Directors of Special Education (www.nasdse.org)





Handout

Subcommittee Communication Tool (p.1 of 2)

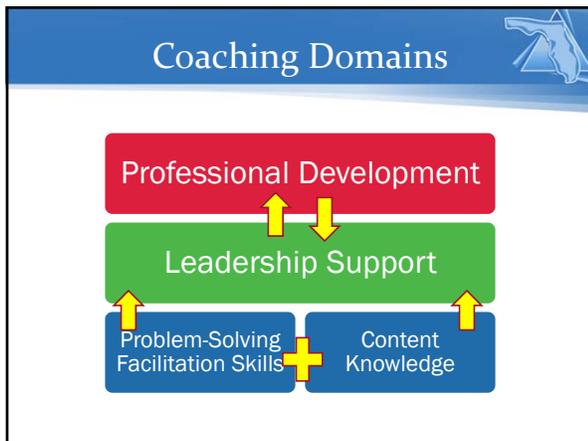
Academic and Behavior Subcommittee Responsibilities and Tasks

Subcommittee Name:		Meeting Dates:	Meeting Times:
Mission:			
Members	Name:	Role:	
	Name:	Role:	
	Name:	Role:	
	Name:	Role:	
Tasks	<ol style="list-style-type: none"> 1. Identification Data. What are the data you will need to identify students in need of intervention at this tier? 2. Names of Students. Based on the identification data, who are the students in need of intervention at this tier? 3. Progress Monitoring. What are the data that are being collected to monitor the students who have been identified for intervention? 4. Tier Decision Points. Based on progress monitoring data, at what point will a student either move up a tier or move down a tier. 5. Student Status. Are the students making progress? A quick summary to update the full team on students who are either moving up or down a tier. See the example below. 		

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Coaching Responsibilities

- 1) Demonstrate effective *interpersonal communication* skills
- 2) Use multiple *types and sources of data* to answer a variety of problem-solving questions
- 3) Disseminate evidence-based *content knowledge*
 - a. Organizational Change/Implementation Process
 - b. Integrated MTSS Three-Tiered Model
 - c. Best Practices in Reading, Math, Behavior Instruction
- 4) Facilitate team-based *collaborative problem solving*
- 5) *Support capacity* of leadership team and staff to sustain a MTSS
- 6) Provide *professional development* training and technical assistance
- 7) *Evaluate the impact* of coaching activities and supports



1) Problem-Solving Facilitation Skills

- **School-Based Consultation Activities**
 - Individual consultation
 - Small group problem-solving consultation (Gutkin & Curtis, 2008)
 - Systems-level consultation (Curtis, Castillo, & Cohen, 2008)
- **Consultation Skills**
 - Knowledge of empirically validated consultation models/approaches
 - Communication skills (i.e., questioning, listening, summarizing, paraphrasing, delivering, integrating, empathizing)
 - Interpersonal collaborative skills (i.e., relationship-building, trust, shared decision-making)
 - Knowledge and skills to effectively facilitate the 4-step problem-solving process

2) Content Knowledge 	
Instruction & Pedagogy	Systems Issues
Evidence-Based Practices for Academics & Behavior (Core, Supplemental, & Intensive)	Systems Change Literature & Stages of Concern
Classroom Management Strategies	Multi-Tiered Systems of Support
Intervention Resources	Best Practices in Professional Development
Curriculum & Instructional Routine	Policies & Procedures at State & District Level
Effective Teaming	
Data-Based Problem-Solving & Evaluation	
Treatment Acceptability, Social Validity, & Stakeholder Buy-In	

3) Leadership Support

- Coaches **develop the leadership skills** of teachers and principals in order to address whole-school organizational improvement, facilitate reallocation and deployment of resources ,and evaluate outcomes (Neufeld & Roper, 2003)
- MTSS Leadership (Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
 - Establish a vision with a sense of urgency for change, maintain focus and deliver a consistent message over time
 - Focus on schools (districts are successful when schools are successful)
 - Create relationships with stakeholders based upon mutual respect and shared responsibility
 - Engage in expert problem solving
 - Invest in professional development

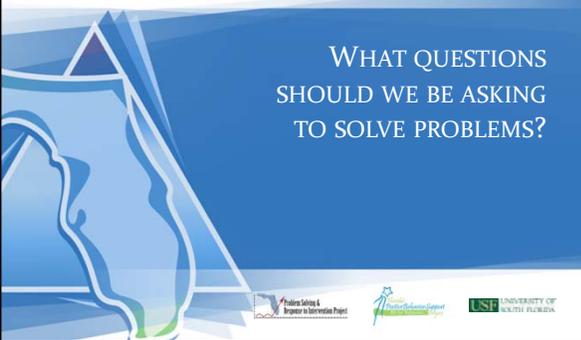
4) Professional Development

- Educators need PD to obtain skills necessary to implement any change effort (Sansosti, Telzrow, & Noltemeyer, 2008). Examples of PD required of all educators in RtI:
 - Developing and gathering data sources
 - Interpreting data
 - Matching interventions to student need
 - Presenting intervention outcomes to others
 - Engaging in problem-solving processes
- Coaches provide one-on-one PD, PD in small groups, as well as whole-school or district/regional PD (Borman, Feger, & Kawakami, 2006)
- Florida Department of Education Professional Development System Evaluation Protocol (April, 2010)
(<http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf>)

Florida's **MTSS** | A Multi-Tiered System of Supports



WHAT QUESTIONS SHOULD WE BE ASKING TO SOLVE PROBLEMS?



Problem Solving & Response to Intervention Project | Florida Department of Education | USF UNIVERSITY OF FLORIDA

Problem Solving Process



Define the Problem
What Do We Want Students to KNOW and Be Able to DO?

Problem Analysis
Why Can't They DO It?

Implement Plan
What Are WE Going To DO About It?

Evaluate
Did It WORK?
(Response to Intervention – RTI)

Florida's Guiding Questions

Step 1 – Problem ID

- What do we expect out 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?

Step 2 – Problem Analysis

- 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?

Step 3 – Plan Development and Implementation

- 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?

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to core been effective?

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?

Expectations for Behavior



- 80% have 1 or fewer ODRs
- Are the # of ODRs, ISS and OSS per 100 students higher than the national or district average?
- Are the # of ODRs, ISS and OSS per 100 students decreasing?
- Is attendance steady?

Expectations for Literacy & Math



- Sunshine State Standards (SSS)
- Grade-level expectations (GLE)
- Objectives and Goals of GLEs

- The standards are the curriculum.
- Tier 1 data: AYP (state test-NCLB); State reading test (FCRR/FAIR)
- State assessments based on SSS.
- Additional, district specific?

Step 1: Problem Identification Tier 1

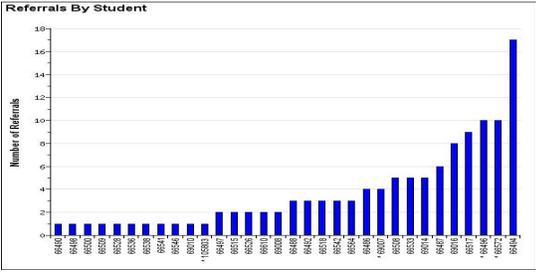


- What do we expect our students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- Are there groups for whom core is not sufficient?

Do 80% of students exhibit appropriate behavior?

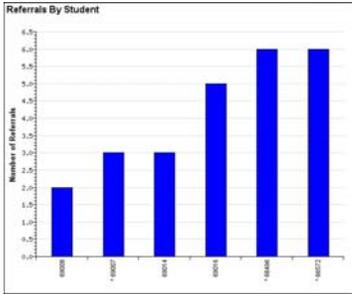


Referrals By Student



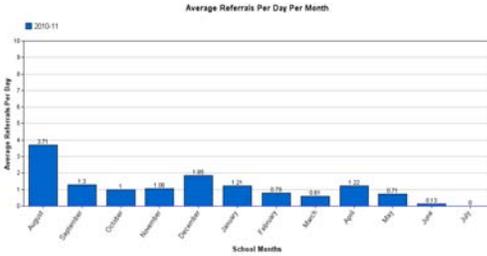
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8	

During the current year, does the school have students with 2 or more ODRs by October 1?

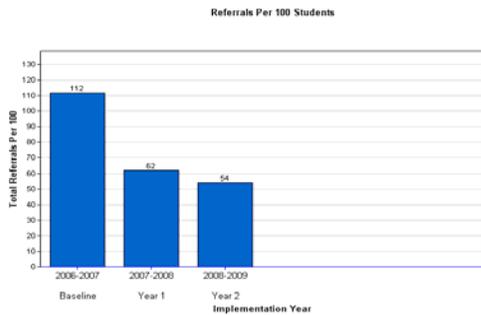


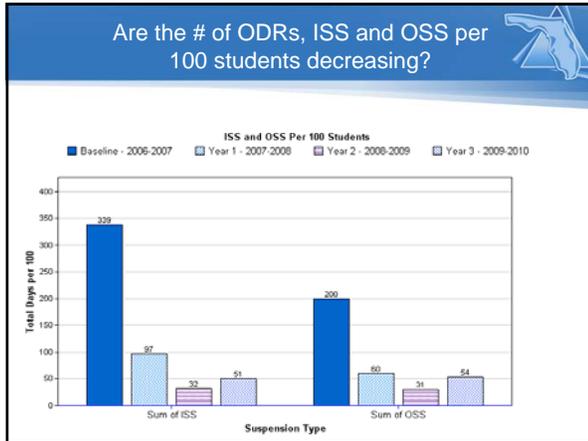
Are the # of ODRs, ISS and OSS per 100 students higher than the national or district average?

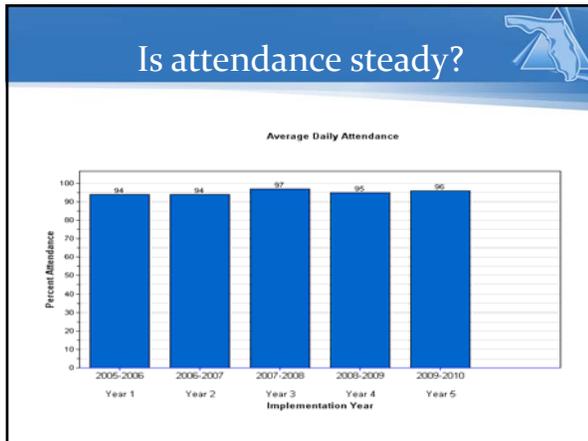
- National Average for MS is .5 per 100 students



Are the # of ODRs, ISS and OSS per 100 students decreasing?



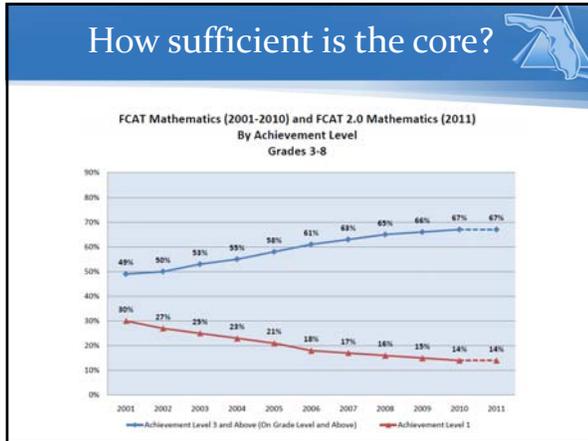


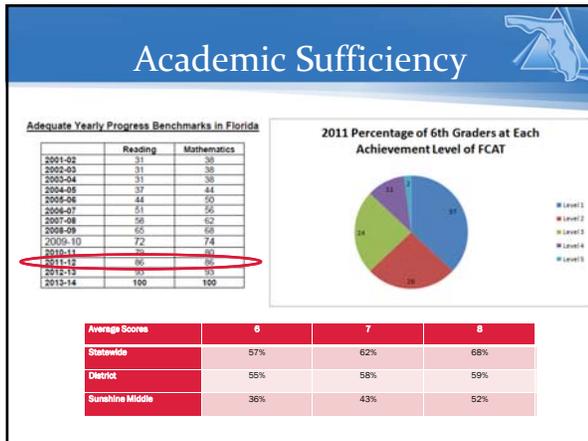


Sources of Data

Florida Assessments for Instruction in Reading

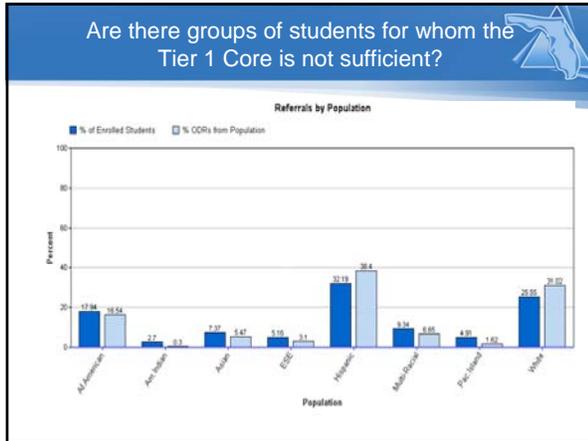
FLORIDA ACHIEVES! | FOCUS | PMRN Progress Monitoring & Reporting Network | Florida EQC Assessments

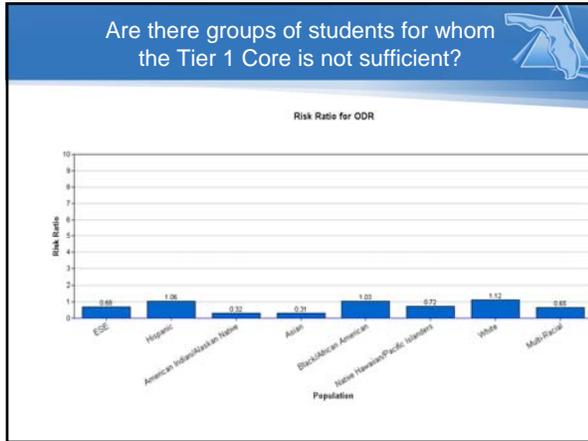


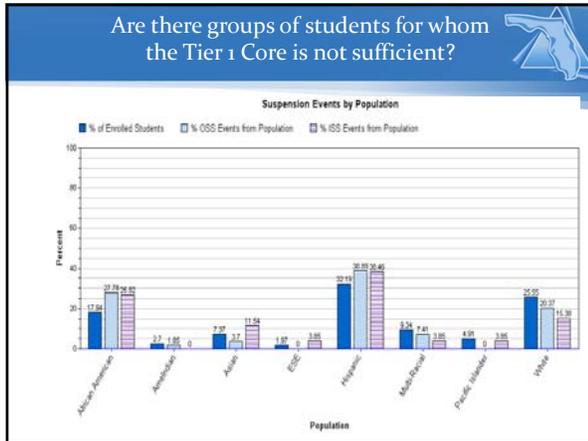


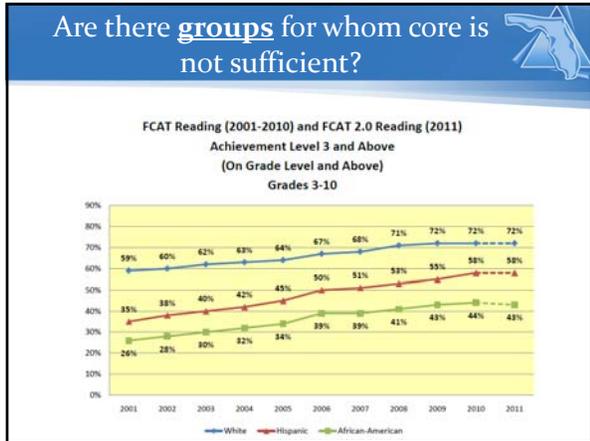
Step 1: Problem Identification Tier 1

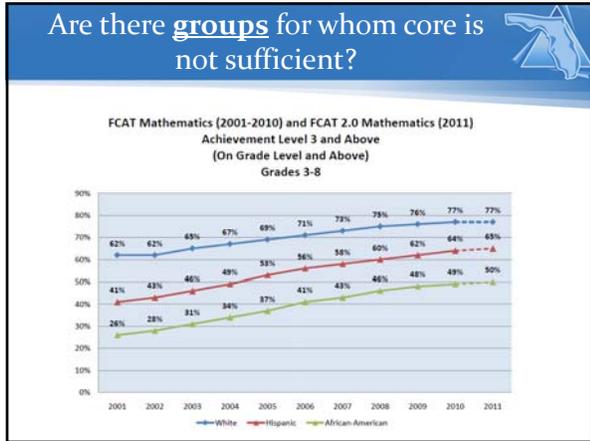
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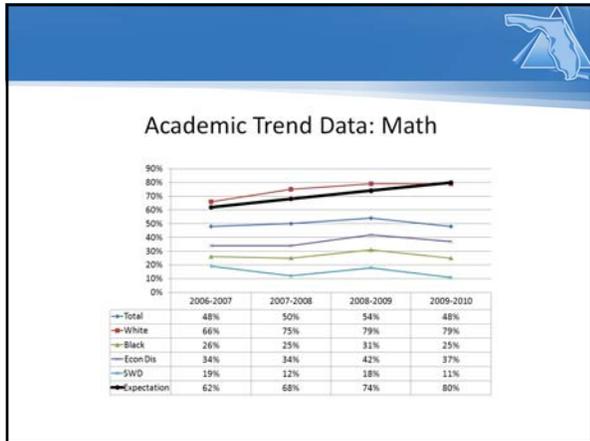












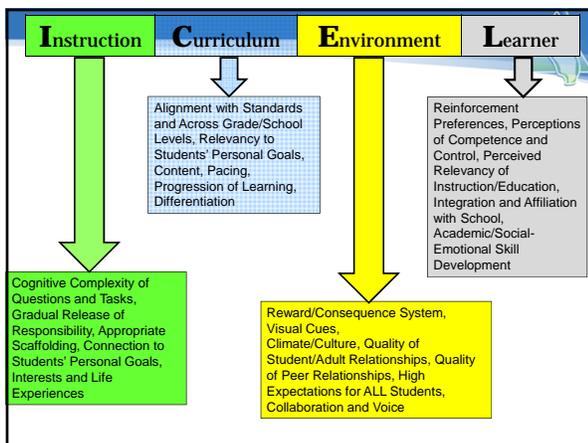
Step 2 – Problem Analysis
Tier 1

- 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*)?

What potential barriers have precluded us from achieving expected performance levels?

Lack of...

- Common Assessments
- Common Planning
- Ongoing Progress Monitoring
- Curriculum Mapping Aligned with NGSSS and Common Assessments
- Resource Availability
- Administrative Support
- Professional Development



Step 2: Problem Analysis – Tier 1



1. Instruction

- Are best practices in instruction being delivered to those students?
- Is instruction being delivered in sufficient amounts or as often as necessary?

2. Curriculum

- Are lesson plans in alignment with the appropriate core standards/expectations?
- Are the curricular materials being used with fidelity or as designed?
- Does staff have the knowledge and skills to utilize the curricular materials in alignment with grade-level/school-wide standards or expectations?

3. Environment

- Do all staff and students know the school-wide behavioral expectations?
- Are they being used consistently across all settings? (e.g., school climate)?
- Are the school-wide behavioral expectations in alignment with the school/district missions?
- Are best practices in classroom management being utilized and in alignment with the school-wide behavioral expectations?

4. Learner

- Are students accessing the available instruction? (e.g., attendance)
- Are students "actively engaged" in classroom instruction?
- Do students perceive having a positive relationship with their school/teachers?

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?

Key Considerations



- Utilize existing tools and resources whenever possible.
- **Align strategies and interventions specifically to identified barriers which preclude student success within core instruction.**
- Select research-based strategies and interventions to address identified barriers.
- Communicate the “compelling why” of interventions with teachers, parents, and students.

Selecting Research-Based Strategies and Interventions

This section features a collage of four book covers related to education and technology. The top-left cover is 'Educating the Net Generation' by Peter C. Dinkley and James C. Hesse. The top-right cover is 'Motivation Matters and Interest Counts: Fostering Engagement in Mathematics'. The bottom-left cover is 'ENGAGING SCHOOLS' showing a group of students and a teacher. The bottom-right cover is 'Learning Powered by Technology: Transforming American Education'.

Technology Resources

This section displays a collage of various technology resources. Visible logos and text include 'Blogger', 'Rock Our World', 'Word2Word Language Resources', 'Discovery Education', 'engrade', 'voicethread', 'cable in the classroom', 'Student Progress Monitoring', and 'unitedstreaming'. There is also an RSS feed icon and a small image of a person's face.

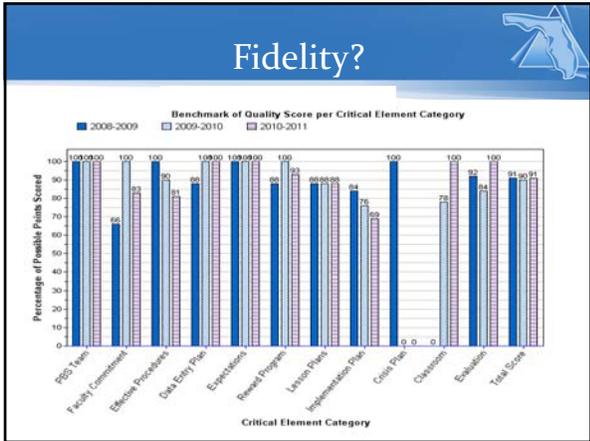
Planning for Step 4

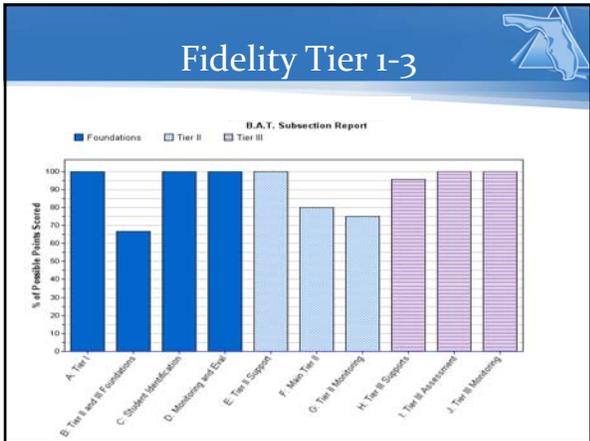
- How will **fidelity of interventions** be monitored over time?
- How will **sufficiency and effectiveness of strategies and interventions** be monitored over time?
 - How will the data be displayed?
- How will “good”, “questionable,” and “poor” responses to intervention be **defined**?

How will fidelity be monitored over time?



- Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered.
- Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed.
- Fidelity also applies to the problem solving process...bad problem solving can lead to bad decisions to implement otherwise good interventions.





Step 4: Plan Evaluation- Tier 1



- Have planned improvements to core been effective?

Has anything worked?



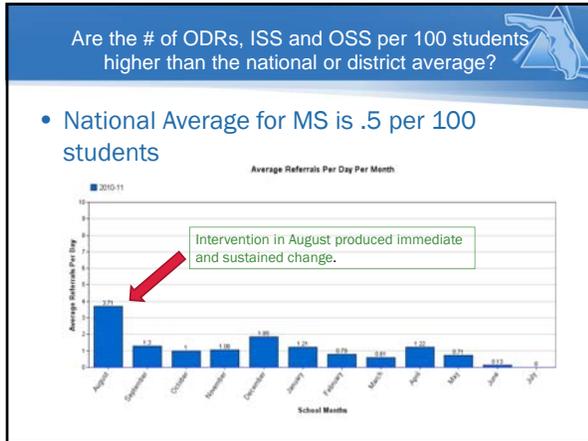
**FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)
Achievement Level 3 and Above
(On Grade Level and Above)
Grades 3-10**

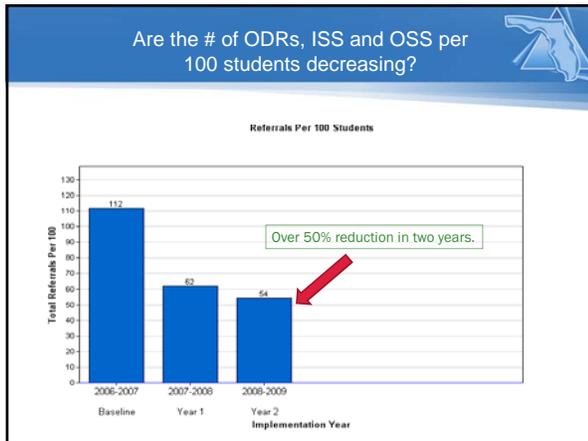
Year	White	Hispanic	African American
2001	59%	35%	26%
2002	60%	38%	28%
2003	62%	40%	30%
2004	63%	42%	32%
2005	64%	45%	34%
2006	67%	50%	39%
2007	68%	51%	39%
2008	71%	53%	41%
2009	72%	55%	43%
2010	72%	58%	44%
2011	72%	58%	43%

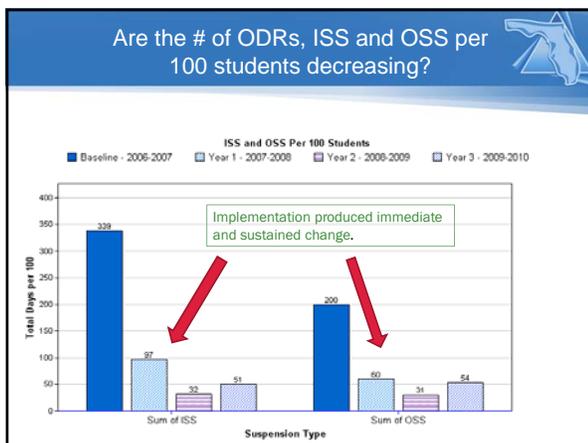
Academic Trend Data: Math



	2006-2007	2007-2008	2008-2009	2009-2010
Total	48%	50%	54%	48%
White	66%	75%	79%	79%
Black	26%	25%	31%	25%
Econ Dis	34%	34%	42%	37%
SWD	19%	12%	18%	11%
Expectation	62%	68%	74%	80%







Tier 2 –Guided Questions

Step 1 – Problem ID

- **What do we expect out 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 no more than 20% of students identified for Tier 2 supports?
 - Are our students making progress in their Tier 2 interventions?
- **Are there groups for whom Tier 2 is not sufficient?**
 - Disproportionality (race, ethnicity, sex, ESE, grade level, class distribution, etc.) in ISS, OSS, ODR
 - Representation of students in multiple groups (issues in behavior AND academic domains)
 - Function and type of problem identified by:
 - ODR
 - Standardized screener
 - Teacher nomination
 - Academic assessments
 - Behavior assessments

Tier 2 –Guided Questions

Step 2 – Problem Analysis

- **Since the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?**
 - Initial hypothesis for groups of students: “In these situations (antecedents), these groups of students engage in these behaviors (behaviors), as a result, these types of outcomes are achieved for the students (consequences)
- **If students are not making progress at Tier 2, is it programmatic or student specific?**

Tier 2 –Guided Questions

Step 3 – Plan Development and Implementation

- **What strategies or interventions will be used?**
 - Matching intervention to function and specific academic need
 - Limited number of generic approaches
- **What resources are needed to support implementation of the plan?**
 - See resources required from RTIB paper (quick turn around, limited teacher training, progress monitoring, etc.)
- **How will sufficiency and effectiveness of Tier 2 supports be monitored overtime?**
 - Introduction of progress monitor tool consistent across all interventions
 - Impact of Tier 2 interventions on Core outcome measures (ISS, OSS, ODRs)
- **How will fidelity be monitored over time?**
 - Usefulness of PIC and BAT for fidelity
- **How will “good”, “questionable,” and “poor” responses to intervention be defined?**
 - Goal level and criteria for attainment of goal developed by the Tier 2 team

Tier 2 –Guided Questions 

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to Tier 2 been effective?
 - Decreases in “core” behavioral issues (OSS,ISS, ODRs)
 - Per student
 - Per groups of students/interventions
 - Per entire school/grade/classroom
 - Student improvement assessed by progress monitoring tool’s goal

Questions? 

- Do you have questions?

Before you leave the session.. 

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions

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