

Fixing Multi-Tiered Systems of Support (MTSS):

The Keys to Successful Multi-Tiered Academic and Behavioral Interventions

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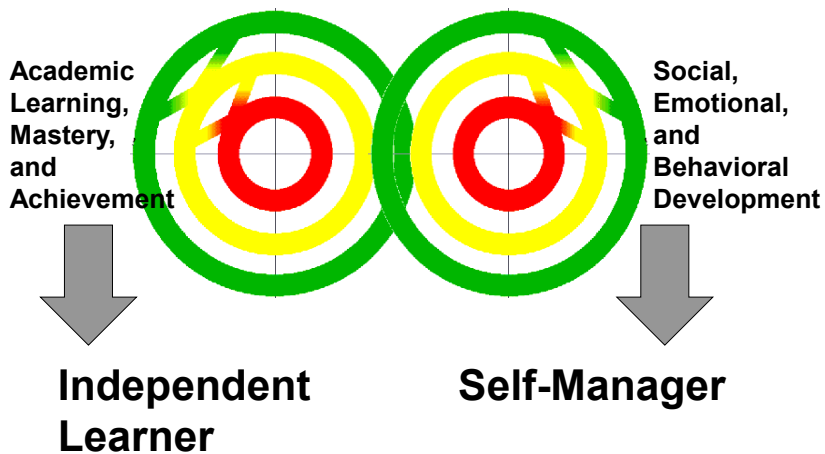
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The Ultimate Educational Goal

IS TO:

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

**From a Student Perspective...
Our Ultimate 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.



Project ACHIEVE's Research-to-Practice Model

Project ACHIEVE:

A district-wide continuous school improvement/ school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students

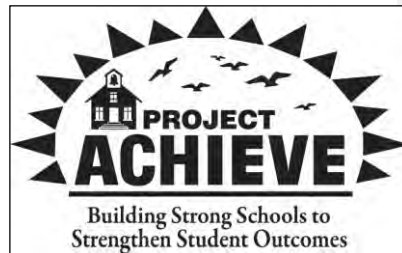


Project ACHIEVE: 1990- present

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)

Where Does Multi-tiered Process 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



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?

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, and Motivated Students
- Student Instruction in their “Zones of Success”

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

Other Research-based Components of Effective Classrooms

- Student Academic Engagement/Participation
- Well-Designed and Implemented Progress Monitoring/Authentic Assessment Systems
- Remediation, Accommodation, Modification
- Early Academic Intervention

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 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 ???

Recent Examples Where the U.S. Department of Education Failed Our Children

- Four (Five) Approaches to School Improvement
- Response-to-Intervention (Rtl) Framework
- The Positive Behavioral Interventions and Supports (PBIS) Framework
- Special Education Subpopulation and Triggers (e.g., LRE)
- The Federal Reading First Program

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.

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.

The MTSS “Bottom Line”

State Departments of Education and Districts that accept federal funds:

- Must develop their own multi-tier systems of support
- Are not required to adopt the U.S. Department of Education’s Office of Special Education Programs MTSS framework, and should not be penalized financially as long as their approach meets ESEA’s definition and conditions

The MTSS “Bottom Line”

State Departments of Education and Districts that accept federal funds:

- Need to revisit and revalidate their MTSS approaches—especially given the many flaws in the frameworks recommended through the U.S. Department of Education-funded TA Centers and other “national experts”

National Report on Rtl (2015)

Evaluation of Response to Intervention Practices for Elementary School Reading

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

National Report on Rtl (2015)

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 test.

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

National Report on Rtl (2015)

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.

National Report on Rtl (2015)

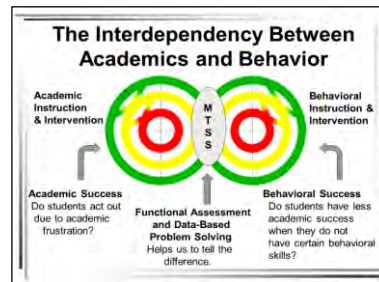
Results

* 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.

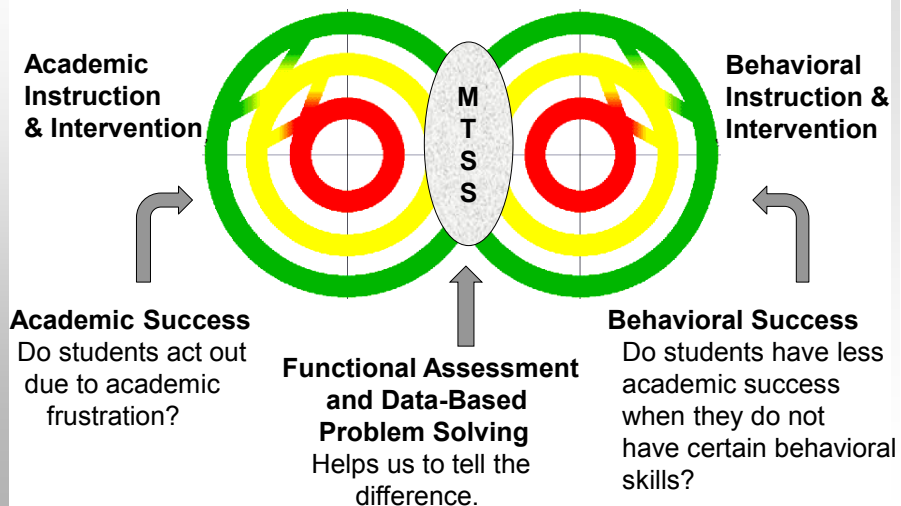
* For all students, the reading results did not significantly differ for students from different income levels, racial groups, or native languages.

Flaw #1. Missing the Interdependency between Academics and Behavior

The MTSS system must recognize the interdependency between students' academic and social, emotional, and behavioral status, skills, and success.



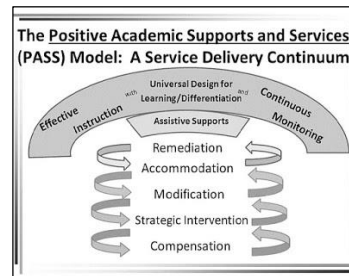
The Interdependency Between Academics and Behavior



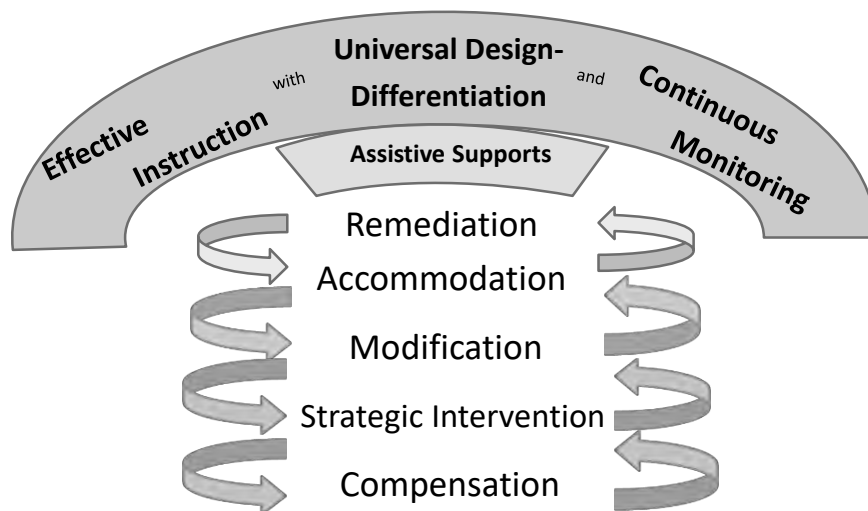
Flaw #2. Missing the Continuum of Instruction

Many state RtI or multi-tiered services guidebooks and systems do not provide a research-based continuum of academic services and supports.

Many also only focus on literacy.

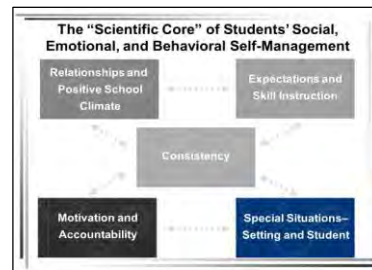


The Positive Academic Supports and Services (PASS) Model: A Service Delivery Continuum

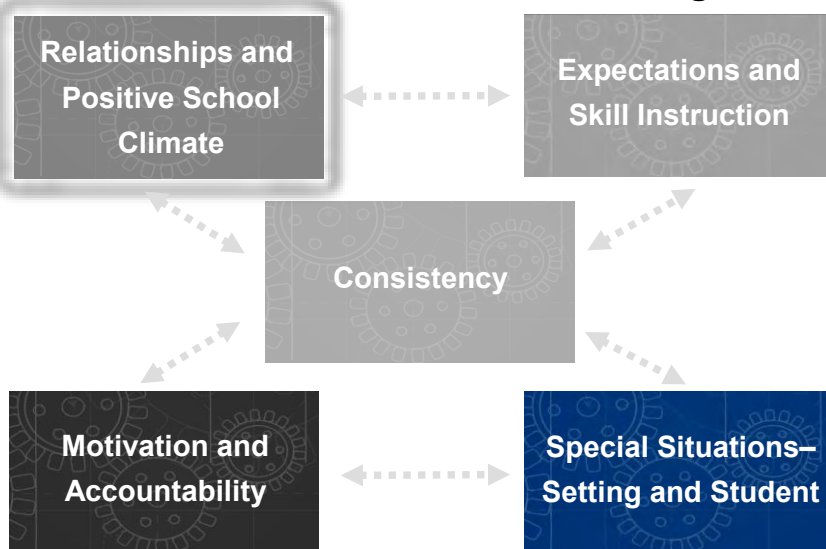


Flaw #3. Missing the Science of Social, Emotional, and Behavioral Self-Management

Many state RtI or multi-tiered services guidebooks and systems have adopted a PBIS framework that is not scientifically-grounded in special education, not psychology



The "Scientific Core" of Students' Social, Emotional, and Behavioral Self-Management

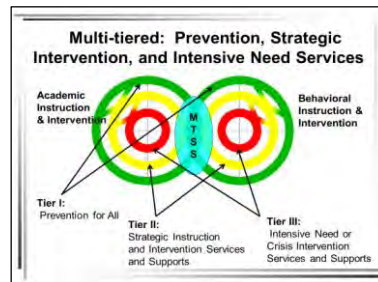


Flaw #4. The Tiers Reflect the Intensity of Services, Supports, Strategies, & Interventions

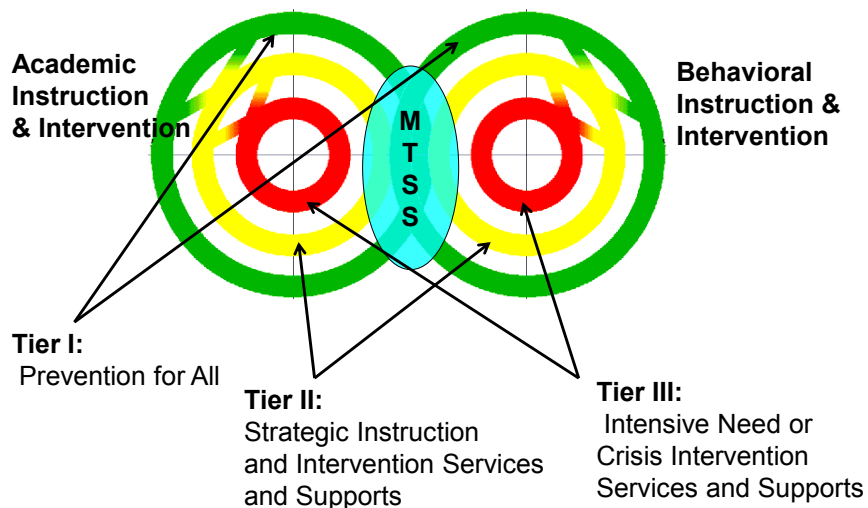
The MTSS tiers reflect a continuum of Prevention, Strategic Intervention, and Intensive Need/Crisis Management, as well as the intensity of services and supports.

They Do NOT reflect:

- * Percentages
- * Places
- * People



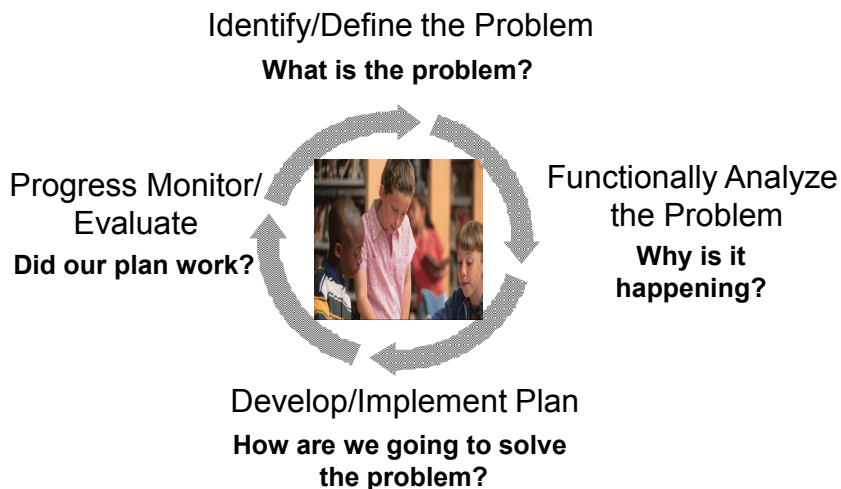
Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services



Flaw #5. Assessment, Intervention, and Service Delivery within the Tiers

- Everyone on staff is trained in the data-based problem-solving process
- Diagnostic assessment follows screening, and occurs before intervention
- Data-based problem-solving begins with the Classroom Teacher in Tier I
- Students do not need to sequentially move up and down the Tiers– they get the intensity of services they need when they need them

The Data-based, Functional Assessment Problem Solving Process



Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services

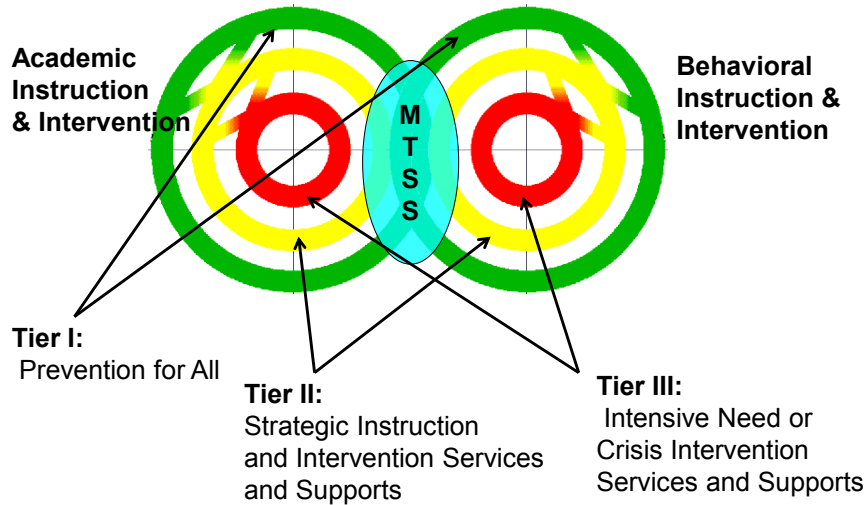


Table Talk.

- What are the Implications of these Flaws (and Solutions) for your District?



Flaw #6. Case Referrals and the Building-level MTSS Team

- Students are not referred to the MTSS Team, the Instructional Environment is
- The MTSS Team consists of the best academic/behavioral assessment/intervention experts in or available to the school
- Meetings are weekly and during the school day

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?

Who's on the MTSS Building-level Team???

Building Principal/Administrator
Curriculum/Academic Intervention Specialists
Behavioral/Behavior Management Specialists
Special Education Teachers
Counselor
School Psychologist
Social Worker
Speech Pathologist
School Nurse
School-based Mental Health Therapist
Teacher(s) bringing the Case

Flaw #7. Getting to and Out of the Building-level MTSS Team

- There is no intervention rule or criterion for teachers to gain “passage or entry” to discuss as case with the Building-level MTSS Team
- Meeting Goal: Identify the best assessment or intervention consultant who “works” the case with the classroom teachers in their settings

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”

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.



Flaw #8. Case Preparation and the Grade-level MTSS Team

- Every school convenes its Grade-level teams at least once per month as an MTSS Team
- A Building-level MTSS Team member is assigned to each Grade-level team to assist as a consultant and guide during Grade-level MTSS discussions
- Teachers, with their Building-level MTSS Representative, prepare for their MTSS meeting using the “First Things First”

Initial Problem Identification/Analysis Steps “First Things First”

- ❖ Consider, Describe, and Quantify Initial Concerns
- ❖ Review of Records
- ❖ 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

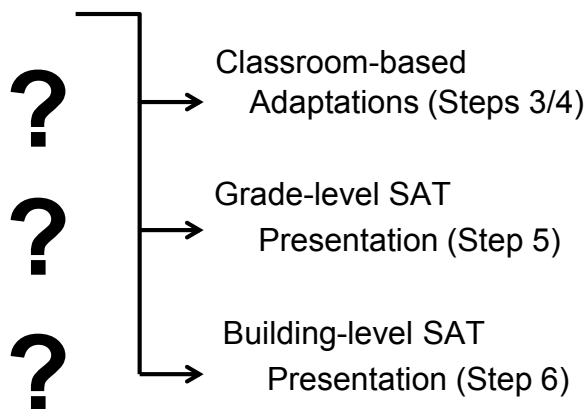
Initial Problem Identification “Outcomes”

- ❖ 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

A Model Multi-Tiered Implementation Process/Flow-Chart for a School

• Step 2 [Tier 1]

Options



Flaw #9. Academic Interventions

- Interventions need to be implemented by Specialists, NOT Paraprofessionals
- When the Academic Gap is TOO BIG, Core plus 30 will only Widen the Gap
- Who said, “Students need to master basic reading by Grade 3?”

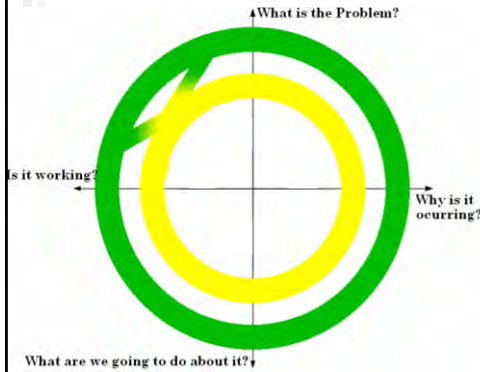


Flaw #10. Social, Emotional, and Behavioral Interventions

- Interventions focus on Skills, NOT Labels
- There are more than two Tier II Behavioral Interventions



Tier 2: Strategic Social, Emotional, or Behavioral Intervention Services and Supports



Relationship/Mentoring Interventions

Check-In/Check-Out
Check and Connect

Tier II Skill Instruction (High Hit 1-4)

Small Group Social Skills/
Socialization Training
Cognitive-Behavioral Training in:
Anger-/Emotion-/Self-Control
(Relaxation, Thought Stopping/Anxiety, ART)
Attention-Control Training

Tier II Motivational Interventions (High Hit 5)

Good Behavior Game, Positive/Differential
Reinforcement (DRO, DRI, DRI/A), Cueing/Stimulus
Control, Educative Time-Out, Group Contingencies,
Bonus/Response Cost, Positive Practice/Restitutive
Overcorrection

Strategic Special Situation Interventions

(High Hit 6-7)
Self-Concept, Divorce, Loss, Teasing/ Bullying, PTSD
Groups/Interventions

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]

Study Guide to:

“School Discipline, Classroom Management, and
Student Self-Management: A PBS/SEL Guide”

[Knoff]

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Foreword by Raymond J. McNulty

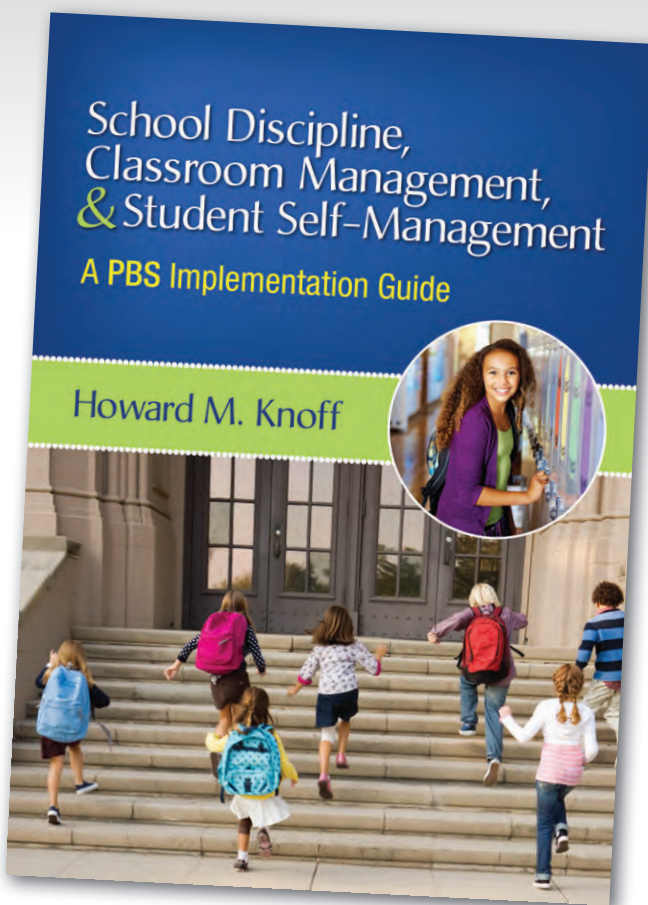
Student motivation and disengagement... teasing and bullying... peer pressure and alienation... school safety and classroom climate... disproportionality and services for behaviorally challenging students.

Here is the resource that integrates more than 20 years of research with evidence-based implementation in thousands of schools. . . telling you what works and what doesn't, and providing specific steps to ensure success across your students, staff, and school.

Dr. Howie Knoff has helped schools--nationwide--implement effective discipline and social, emotional, behavioral student interventions for over 30 years. He is a Past-President of the National Association of School Psychologists, Director of the Arkansas Department of Education's statewide PBIS program, and Professor at the University of South Florida.

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"The positive behavioral support approaches and the student and staff strategies described in this book significantly contributed to moving us from chaos to excellence. Our school was a racially diverse, inner-city school with virtually every student coming from a home of poverty. This program made every adult in the school a better educator and every student more skilled at self-management."

- Judy Zimny, Former Principal
Hotchkiss Elementary School, Dallas, TX

"This book reminds us that discipline problems often reflect students' lack of self-management skills. Knoff has written a practical guide that includes step-by-step checklists and procedures to help schools implement successful Positive Behavioral Support systems."

- Susan Gorin, Executive Director
National Association of School Psychologists

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