

**Broward County**



**Public Schools**

**Ensuring a  
Multi-Tiered System of Supports (MTSS)  
Response to Intervention (RTI)  
Model for All!**

Diversity, Prevention & Intervention



# PLEASE BE COURTEOUS

- Silence cell phones and close computers
- Take distracting side bars outside
- Signal



PRIORITIES  
AHEAD

# Training Objectives:


Participants will:

- Define and describe a multi-tiered system of supports
- Develop a common language
- Understand the urgency of implementing MTSS
  - Understand the differences between each Tier of support
  - Understand the 4 step problem solving process used within all tiers
- Know how to access RtI manual and resources

# MULTI-TIERED SYSTEM OF SUPPORTS

MTSS is a term used to describe an evidenced based model of schooling that uses data based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Response to intervention (RtI) is the process for implementing the MTSS framework.



# THREE-TIERED MODEL OF MTSS

## ACADEMIC SYSTEMS

**Tier 3: Comprehensive & Intensive** *Students who need individualized interventions.*

**Tier 2: Strategic Interventions** *Students who need more support in addition to the core curriculum.*

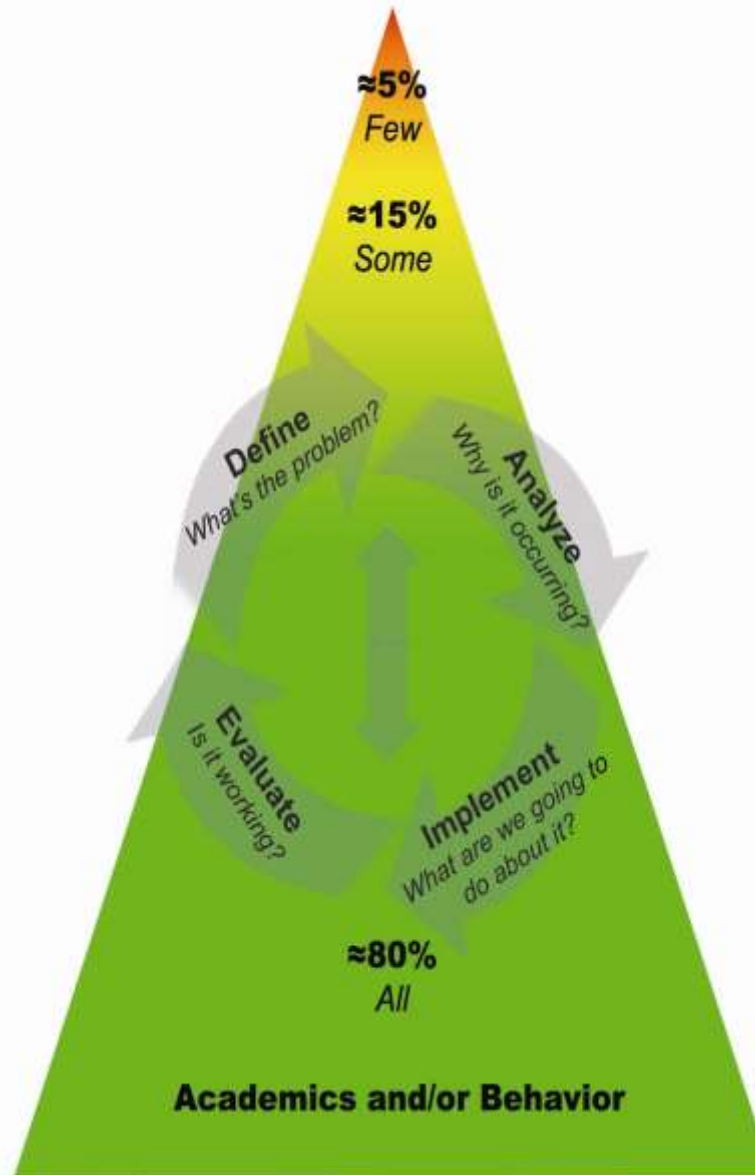
**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*

## BEHAVIOR SYSTEMS

**Tier 3: Intensive Interventions** *Students who need individualized intervention.*

**Tier 2: Supplemental Supports:** *Students who need more support in addition to school-wide positive behavior program.*

**Tier 1: Universal Interventions** *All students in all settings.*





**CORE STRONG**

# WHAT IS MULTI-TIERED SYSTEM OF SUPPORT/ RESPONSE TO INTERVENTION AND COLLABORATIVE PROBLEM SOLVING TEAM?

- **MTSS** is the road, the GPS system, the guidance...
- **Rtl and Rtl:B** are intersections, junctures....
- **CPS Team** is the driver (the number of passengers in the car depend on the situation and the destination)



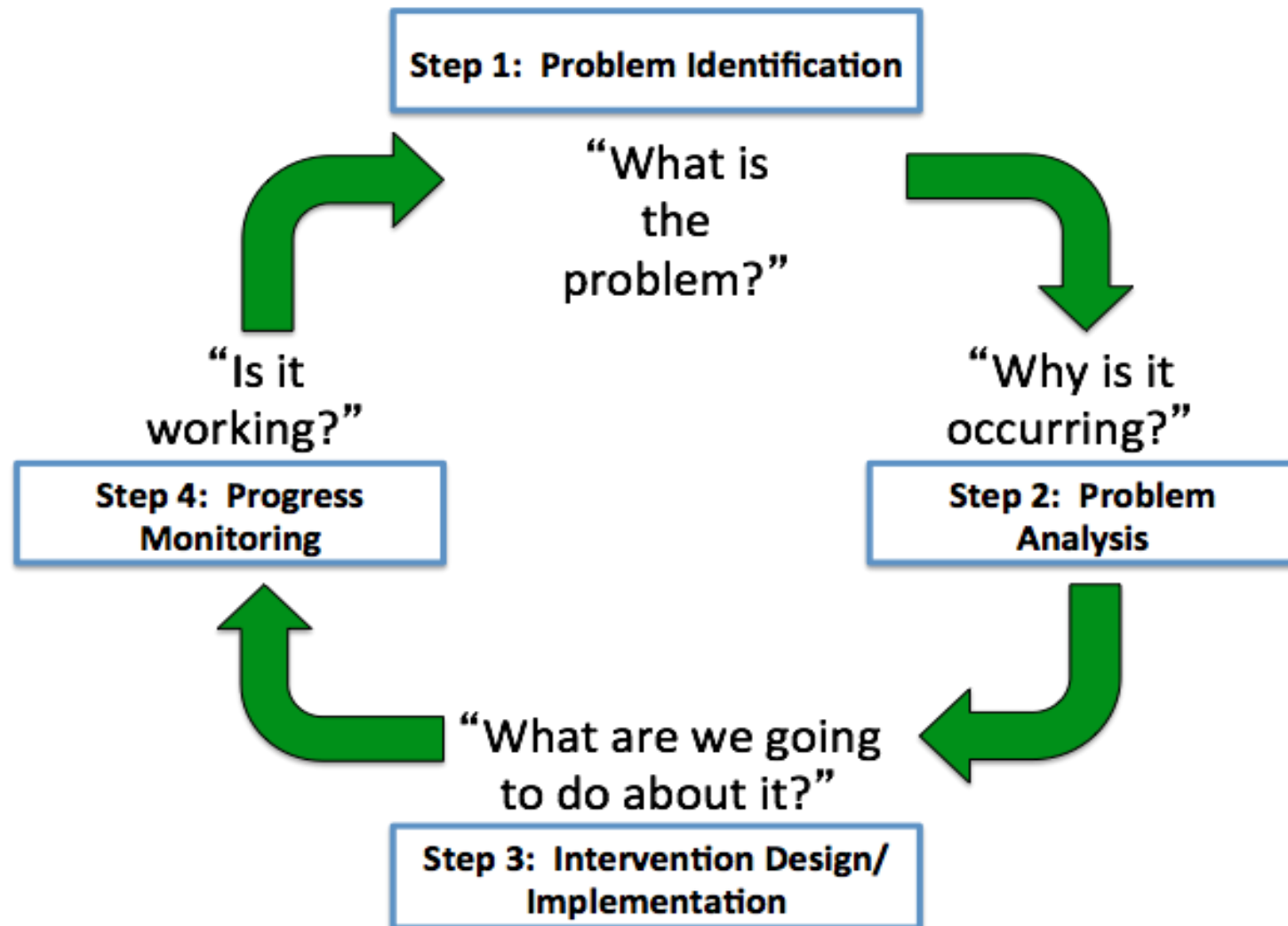
**This is a general education initiative!**



**Special Education**

**Last Resort**





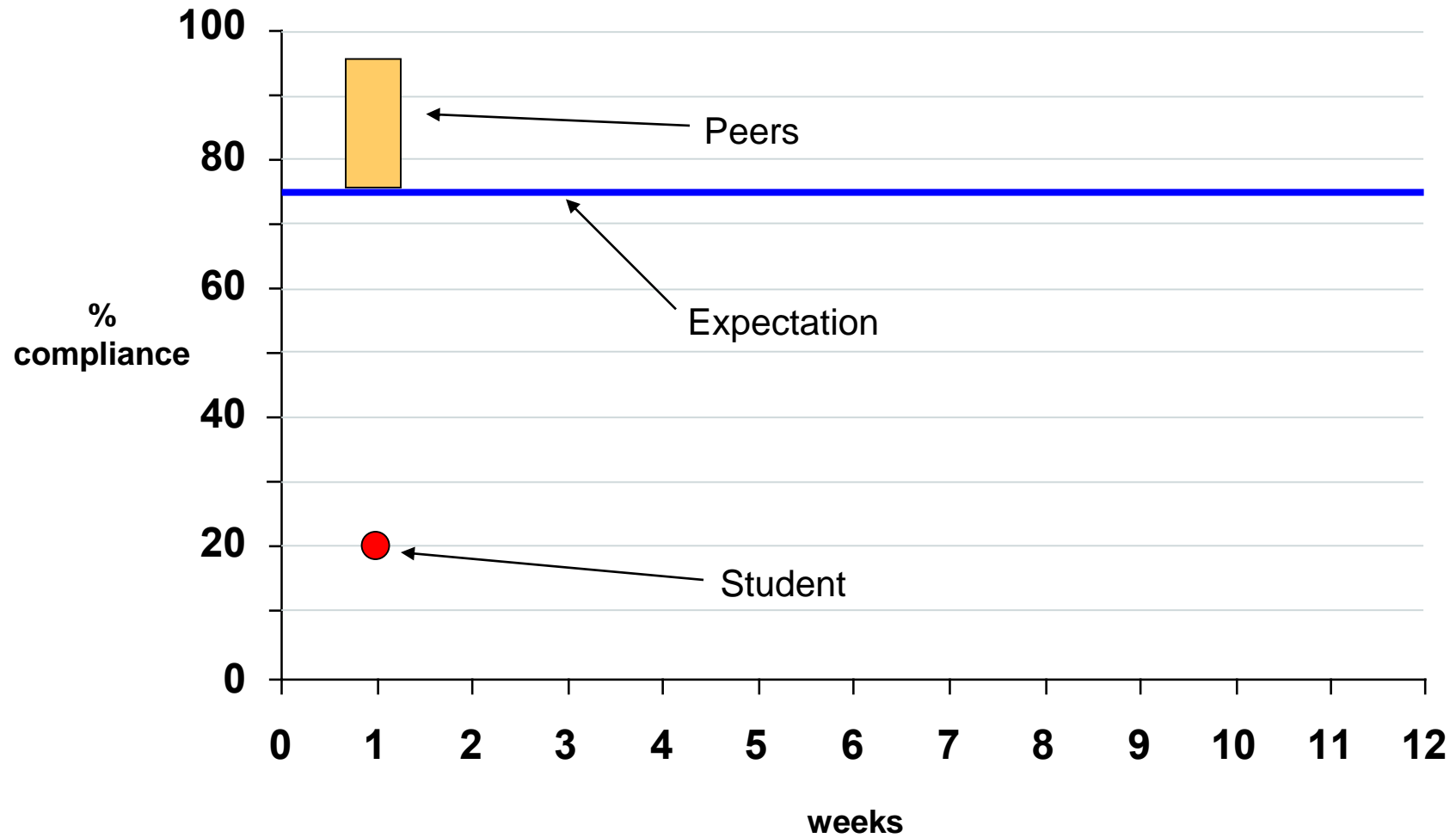
# THE PROBLEM SOLVING PROCESS

# **Step 1 – Problem Identification: What is the problem?**

**To identify a problem, you need to start with three pieces of data**

- Expected level of performance
- Student level of performance
- Peer level of performance

# PROBLEM ID




# **STEP 2 - PROBLEM ANALYSIS: WHY IS IT OCCURRING?**

**Hypotheses about why the student is not performing at rate with peers**

**Assessment data are collected to validate hypotheses**

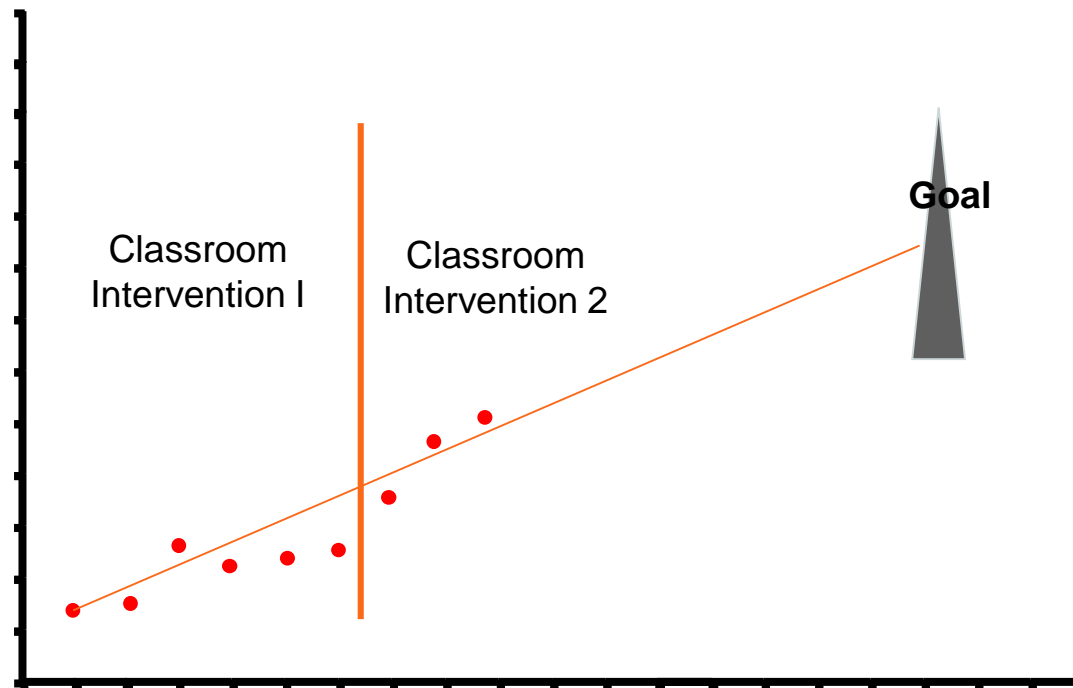


# STEP 3 – INTERVENTION DESIGN: WHAT ARE WE GOING TO DO?

- Match intervention type and intensity to student(s), setting/ problem
  - Interventions must focus on teaching replacement skills
  - Select evidence-based interventions that match context of school/classroom culture
  - Provide support for implementation
    - *Coaching*
    - *Evaluation of implementation integrity*
- 

# STEP 4 – PROGRESS MONITORING: IS IT WORKING?

- Making instructional/intervention decisions based on review and analysis of student data
- Progress monitoring always includes data & graphing



# Progress monitoring continued...

What does data indicate about intervention effectiveness?

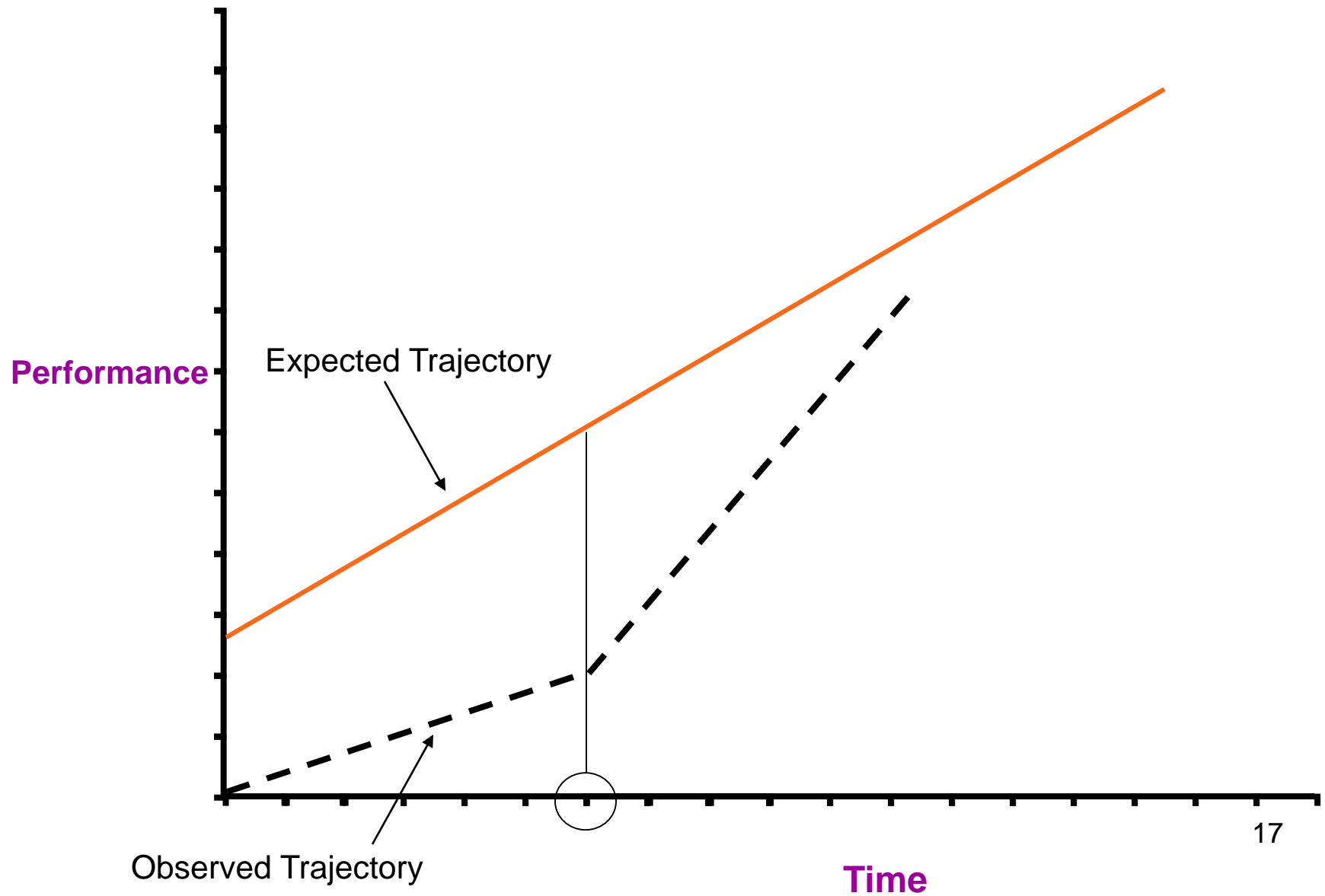
Effective?	NOT Effective?
<ul style="list-style-type: none"><li>• Continue the plan</li><li>• Develop a plan for maintenance</li></ul>	<ul style="list-style-type: none"><li>• Modify the plan</li><li>• Develop a new plan</li><li>• Consider referring back to problem-solving team if intervention is not working</li></ul>

# Decision Rules: What is a “Sufficient” Response to Intervention?

<i>Positive Response</i>	<i>Questionable Response</i>	<i>Poor Response</i>
Gap is closing	Rate at which gap is widening slows considerably, but gap is still widening	Gap continues to widen with no change in rate
Determine point at which target student will “come in range” of peers	Gap stops widening but closure does not occur	



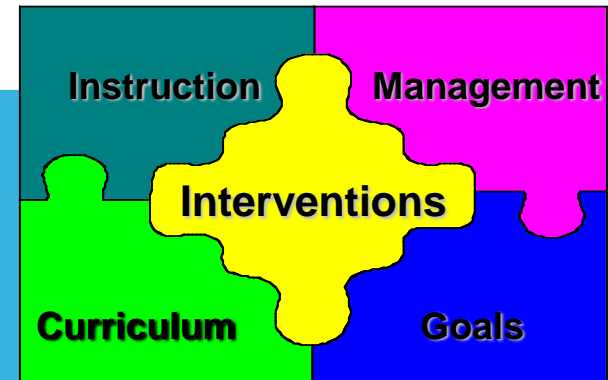
# Positive Response to Intervention



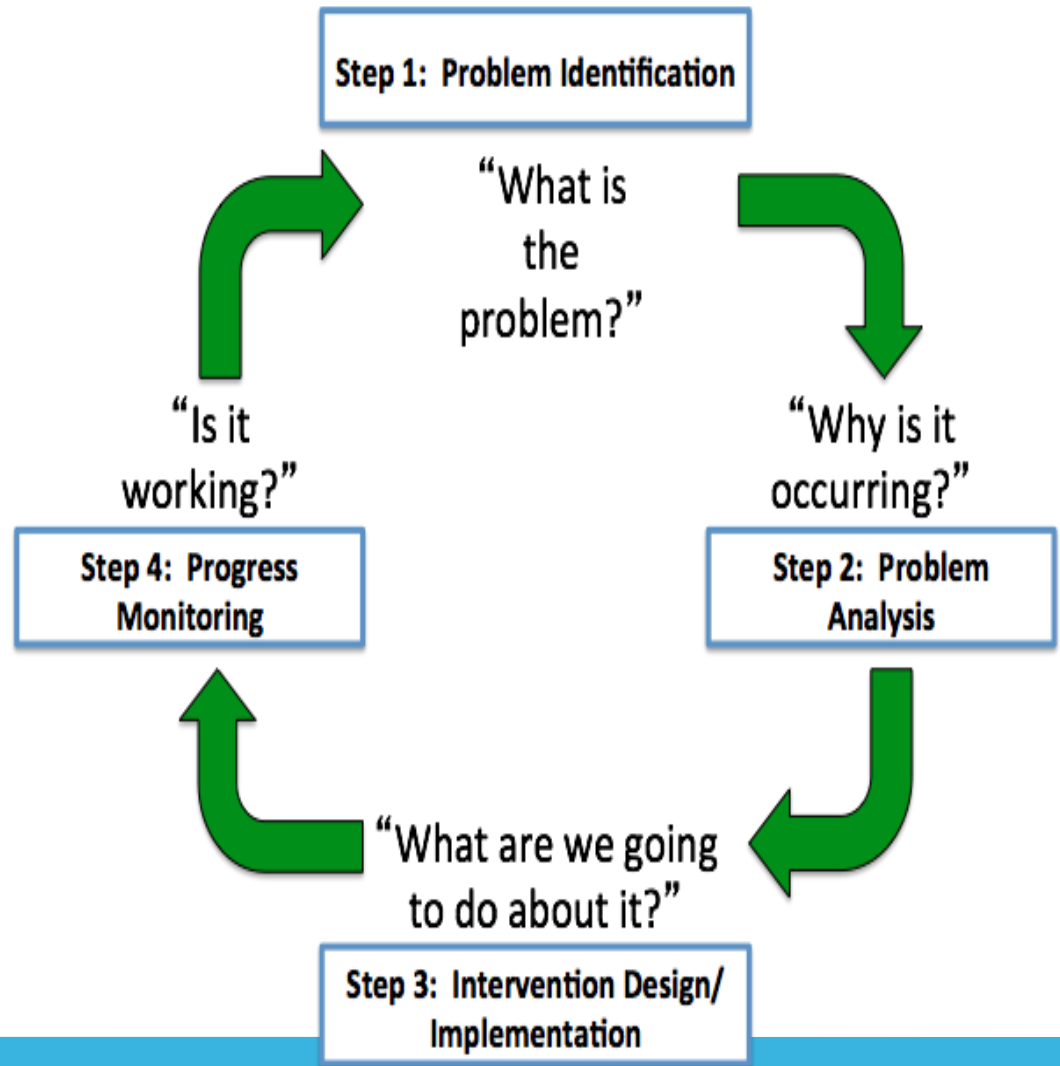
# when Interventions don't Work...

## Consider...

- Did you align the correct intervention with the identified problem?
- Did the teacher have input into the intervention planning?
- Is the intervention the best research-based one available?
- Do the interventions fit in with the instructional curriculum/routine?
- Is there proper support for the person implementing the intervention?



In each Tier, follow  
**The Problem Solving  
Process!**



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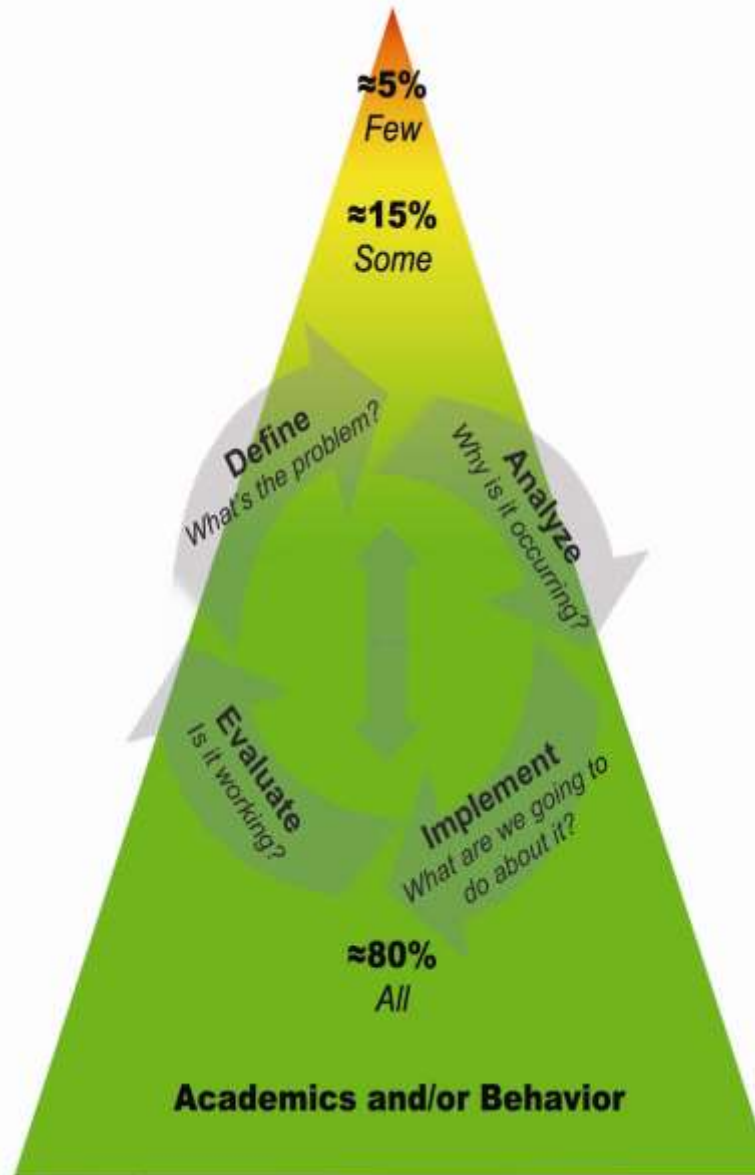
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# BASIC DIFFERENCES

## TIER 1

Core instruction

Strategies as needed

Tried for 4-6 weeks

Minimum documentation in BASIS  
“Strategies & Activities Form”

## TIER 2

Researched based intervention for a targeted problem

Specific progress monitoring tool used to assess progress

Progress graphed at least every 2 weeks for 6 weeks or more

Tier 2 specific documentation in BASIS – RtI section

## TIER 3

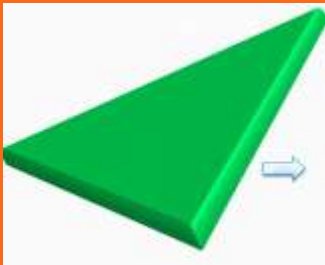
Research based intervention for a targeted problem – increase in frequency/intensity from Tier 2

Specific progress monitoring tool used to assess progress

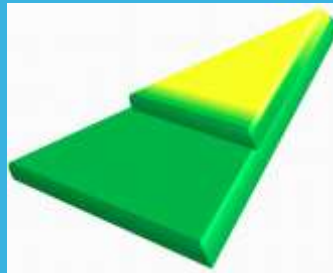
Progress graphed at least every week for 6 weeks or more

Tier 3 specific documentation in BASIS – RtI section

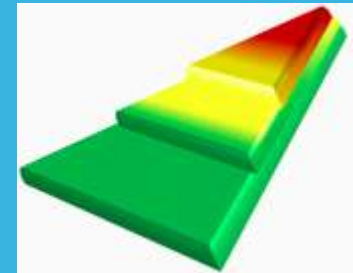
For behavior FBA/PBIP completed



ALL



SOME



FEW



**CORE STRONG**

# Entering RtI Records in BASIS



ALL RTI RECORDS MUST BE ENTERED INTO BASIS

# VISION

## **District Leadership team will:**

- create a systematic infrastructure for MTSS/RtI, consistent in its delivery with a common language and understanding of the RtI process by all
- provide sufficient support (district and technical) ensuring the implementation plan and timelines are achieved





# VISION

## Schools will:

- have a fully functioning, effective, CPS/RtI Team that addresses every tier
- provide tiered instruction and evidence-based interventions at all tiers
- progress monitor with fidelity and accountability at all tiers
- Document through BASIS
- Inform parents



# VISION

## CPS Teams will:

- Meet at least twice a month (never less, but more frequently if needed)
- Have a clearly identified and consistent professional who serves as coordinator of the CPS team
- Have a consistent method for case management of all Tier 2 and Tier 3 cases
- Provide support to all general education teachers with research based interventions for students at Tier 2 or Tier 3
- Engage in data-based decision making at Tier 1, 2 and 3
- Ensure utilization of BASIS for all documentation of MTSS/RtI



# THE MTSS/RTI MANUAL AND RESOURCES



Go to [www.browardprevention.org](http://www.browardprevention.org)  
Click into Rtl

# QUESTIONS?



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