

Mapping Instruction & Intervention Across Tiers

INCREASING INSTRUCTIONAL INTENSITY IN A MTSS FRAMEWORK

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Tier 1 Universal Instruction

- All students receive core, grade level reading instruction – including students who score below the screener's cut score and students in need of individualized instruction.
- High-quality Tier I reading instruction is delivered in both whole and small group formats – and is aligned with the core reading program.
- At the elementary school level, core reading instruction should address the essential components of reading, with emphasis shifting appropriately at each grade.
- This includes explicit, systematic strategy instruction in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension.
 - Structured literacy

Tier 1 Universal Instruction

- Are all students provided with evidence-based learning support across all learning settings?
- Are all students fully engaged across all learning settings?
 - Students engaged in talk and conversation
- Is Tier 1 instruction resulting in learning gains for the majority of students?
- How is instructional fidelity verified?

Tier 2 Supplemental Intervention

- Tier II instruction includes students who score below the screener's cut score – as well as students who may potentially need individualized instruction.
- To increase the intensity of instruction for students receiving Tier II supports, explicit and systematic instruction typically occurs in small groups of 3-8 students, among students with similar reading needs (i.e., foundational reading skills, or comprehension).
- The focus of this instruction is on teaching, reviewing, and practicing targeted skills from Tier I instruction using a standardized intervention program.
- Tier II instruction is delivered supplementally, or in addition to, to Tier I (core) instruction.

Tier 2 Supplemental Instruction/Intervention

- What additional instructional time is needed?
- What specific supplemental learning supports are needed?
- To what degree are students receiving supplemental supports improving?
- Has progress monitoring increased across all settings?
- How is instructional fidelity verified?

Tier 3 Intensive Intervention

- Tier III instruction typically includes students who need individualized instruction.
 - To further increase the intensity of instruction for students receiving Tier III supports, this instruction occurs in very small groups (up to 3 students) or is 1:1.
- Students who do not respond to Tier 1 universal instruction and Tier II intervention that is delivered with fidelity require intensive instruction at Tier III.
- This instruction is even more explicit and systematic,
 - a highly structured evidence-based intervention program to address individual needs.
- Teams should utilize [Data-based Individualization \(DBI\)](#).
- Tier III instruction typically focuses on up to three essential components of reading (e.g., phonics and fluency). Tier III instruction is delivered either *supplementally*, or in addition to, to Tier I (core) instruction and in place of, or in addition to, Tier II instruction, or *supplantive* to the core, or providing an alternate core curriculum.

Tier 3 Intensive Intervention

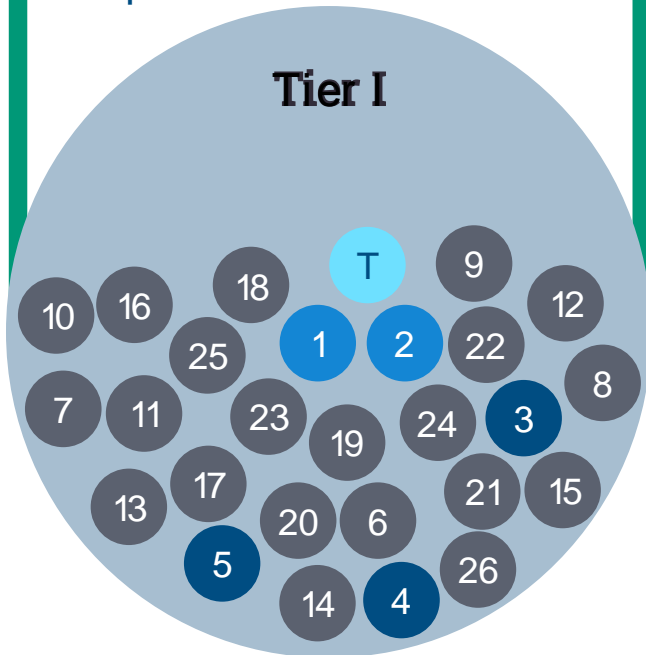
- How do we further increase intensity of instruction?
- What supports, assessments, and staff are needed?
- How will parents be supported?
- How is instructional fidelity verified?
- Some students may require an alternate core material that is more explicit and systematic in order to make progress
 - Alternate core does address standards
 - If core is not evidence-based, a student may require an intervention that supplants the core.
 - Structure of the master schedule may impact an alternate core.



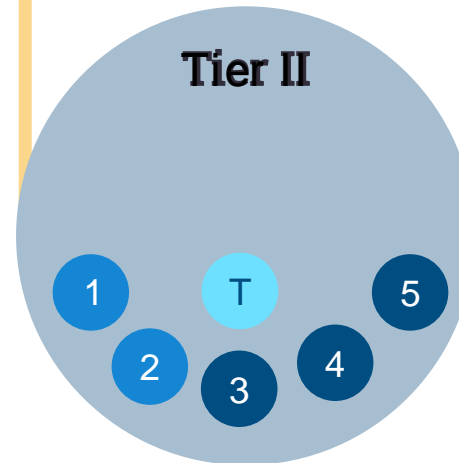
Increasing Intensity Across Tiers of Instruction

Explicit, systematic instruction with an increase in intensity

- All Students - whole group and small group
- Explicit, systematic, strategy instruction using core reading program: phonological awareness, phonics, fluency, vocabulary, comprehension



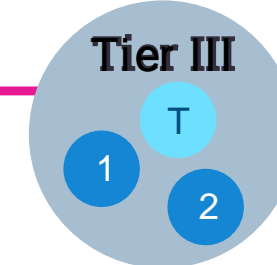
- Students below benchmark
- In addition to Tier I
- More explicit and systematic
- Teach/review/practice targeted skills from Tier 1 instruction



Key

- Teacher
- Students who score below the screener's cut score
- Student
- Students in need of individualized instruction

- Students who do not respond to Tier II intervention
- Explicit, systematic delivery of highly structured evidence-based program to address individual needs
- Typically focuses on up to three essential components of reading



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The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

	Dimensions*	Description
	Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
	Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
	Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
	Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
	Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
	Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
	Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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	Dimensions*	Description
	Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
	Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
	Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
	Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
	Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
	Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
	Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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How to get started

RESOURCE MAPPING

- [Example of a Resource Mapping Protocol from the University of Florida](#)
- Develop an instructional materials matrix if you do not already have one
- If resources do not allow for the purchase of Evidence Based Curriculum, consider Evidence Based Practices and Interventions
 - [Evidence Based Interventions website](#)
 - From the University of Missouri
 - A range of interventions from curriculum to evidence-based strategies organized by skill area and deficit

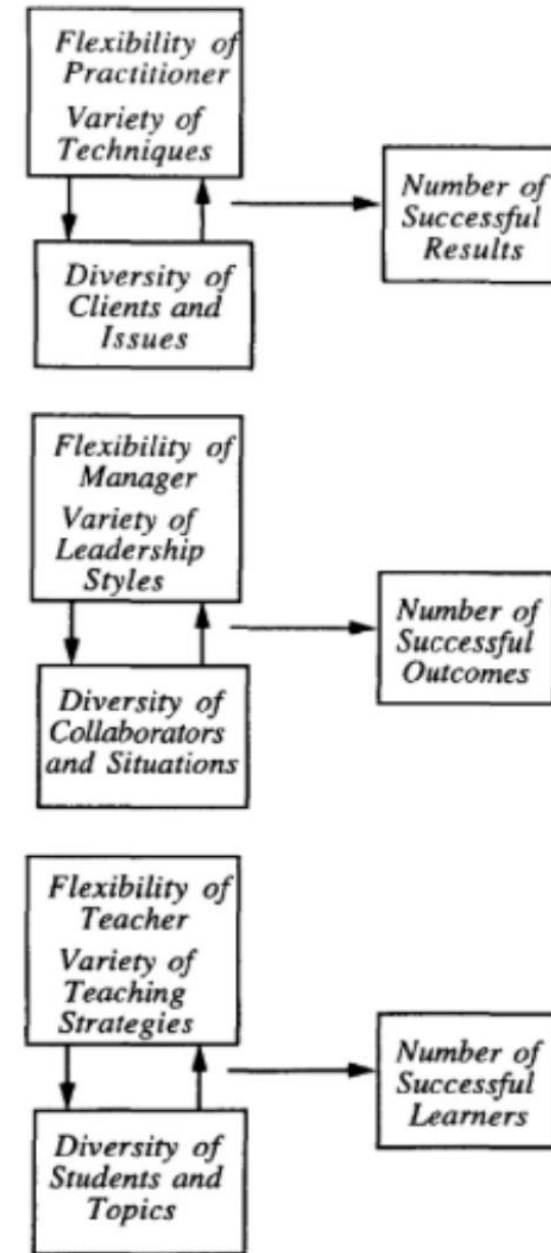
NEEDS ASSESSMENT

- Examine your current system to determine where the needs are in implementation
- [OSPI MTSS Components and Resources](#)
 - [National Implementation Research Network: District Capacity Assessment \(DCA\)](#)

Law of Requisite Variety

(W. Ross Ashby)

Outcomes are dependent on the ability to address a variety of different needs and situations



Example of an Instructional Programs Matrix

Program	Description	P K	K	1	2	3	4	5	6-8	9-12

- Color code by tier
- Description can note instructional practices embedded in each program

Don't let perfect be the
enemy of good

Implementing MTSS

<https://mtss4success.org>

Phase 1: Plan For Success



Conduct Needs Assessment

 [MTSS Fidelity of Implementation Rubric](#)

Develop Collaborative Vision

+

Define Framework and Select Evidence-based Practices

+

Develop Implementation and Evaluation Plan

+

Multi-tiered System of Supports (MTSS) Fidelity of Implementation Rubric (Updated March 2021)

Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. (Center on MTSS, 2020, [www.MTSS4success.org](https://mtss4success.org))

Overview

The MTSS Fidelity of Implementation Rubric is for use by individuals and teams responsible for supporting local implementation of MTSS. It can support local educators and teams in the following:

- self-evaluating and monitoring fidelity of local MTSS implementation,
- developing and monitoring MTSS implementation action plans,
- planning and prioritizing MTSS professional learning, and
- guiding continuous improvement efforts.

The rubric aligns with the essential components and supporting infrastructure shown through over a decade of research, national policy, and local implementation to support successful implementation of MTSS. Although the research on tiered system of supports began several decades ago, the development of this implementation rubric began under the National Center on Response to Intervention, a 2007 – 2012 U. S. Department of Education funded center hosted at the American Institutes for Research (AIR).

The rubric is accompanied by an optional worksheet that teams can use to engage in thoughtful discussion and review documentation of implementation to accurately rate and identify strengths and limitations of current implementation. Please note

**MTSS Rubric and
Review Sheet
(<https://mtss4success.org>)**

Establishing Data Based Decision Making Processes

- Data Based Decision making, if set up appropriately, should reduce inequitable referral practices and disproportionality. Reliance on teacher and parent referrals is problematic for these equity challenges.
- Determine decision rules
 - Determine cut scores based on your data sources (example: 10th percentile, 25th percentile are generally used for Tier 3 and 2)
 - Consider multiple data sources
 - Dyslexia requirements as additional source of data
 - Previous data
 - Placement tests
 - Target the students most in need, not those on the cusp of meeting benchmark
 - [FP MTSS A guide](#)
 - An example of implementation of decision rules and intervention protocols







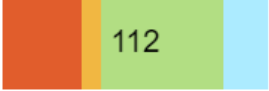



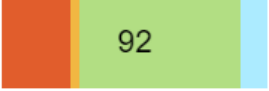
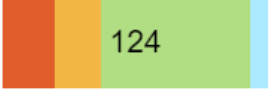








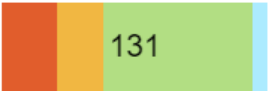




Further Considerations

- Master Schedule Planning
- Funding Sources
 - Braided Funding
- In order to use data to make decisions, we need reliable sources of data
 - Invest in reliable and valid tools
 - Benchmark assessments
 - Progress monitoring tools
 - Diagnostic assessments
 - Ongoing staff training and coaching
- Once we have reliable and valid data, it is equally important to have teams that can use that data to make decisions

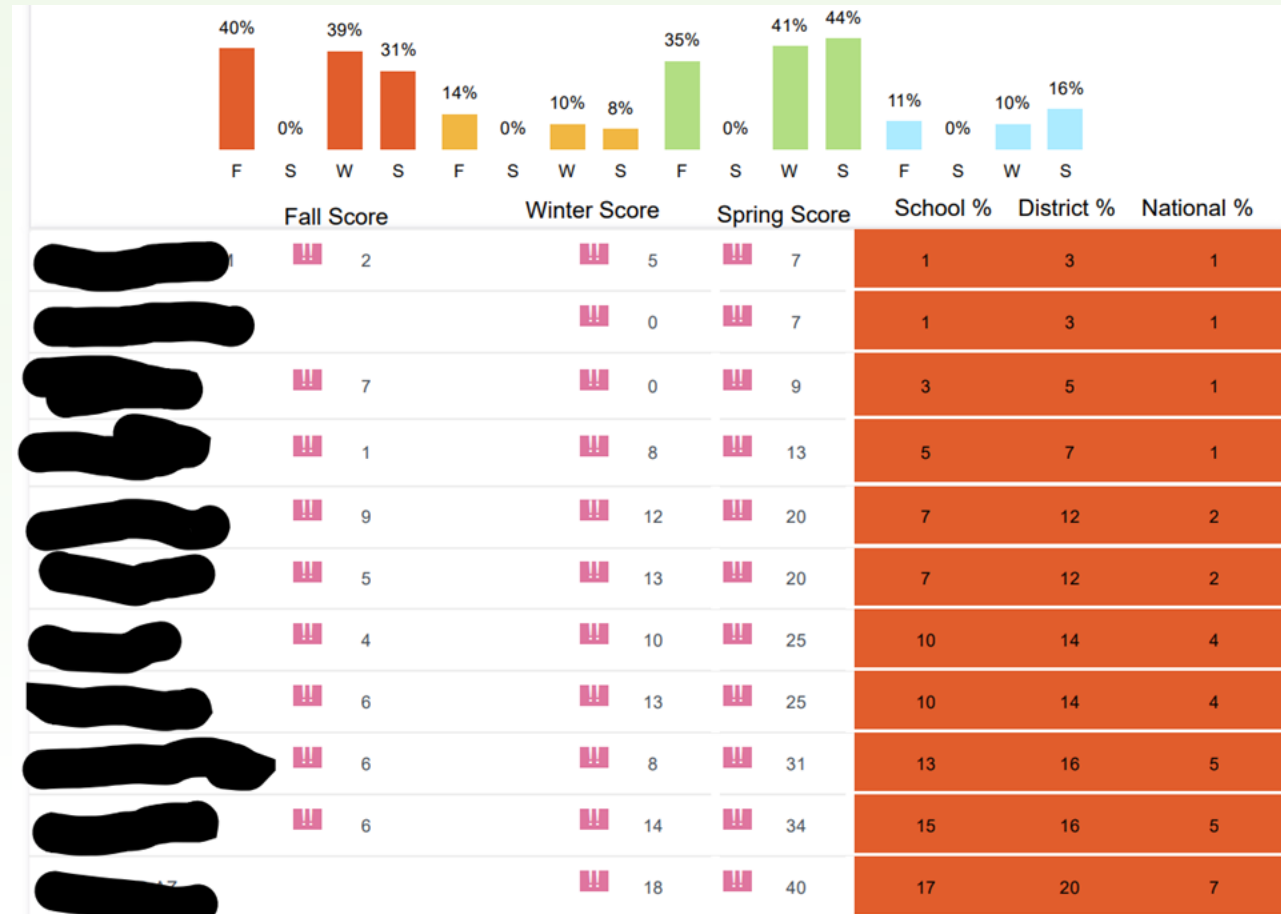
Team Structures

- It is important to have teams evaluating the health of the system at all three tiers, as well as using data to make instructional decisions at all three tiers
- Teams should have representation from administration, general education, and special education. They should have team members who are able to interpret the data and facilitate the meetings.
 - We would recommend having a weekly standing meeting for this purpose, so meets do not have to be scheduled as needed.
 - Who is on teams may differ for the three tiers.
- These meetings should have a consistent protocol
 - Consider Team Initiated Problem Solving (TIPS) training for your problem-solving teams to ensure efficient meaningful problem-solving meetings for students that are not responding well to tier 3 interventions.

Screening Scores and Resources over time...

Grade Level	Median Student ⊕ More Data		Predicted Score	End of Year Goal Score	Benchmark Score
	Fall Score	Spring Score			
ONE	 6	 44	 46.5	 66.0	 66.0
TWO	 38	 112	 113.8	 131.0	 101.0
THREE	 92	 124	 126.9	 125.0	 125.0
FOUR	 113	 146	 147.2	 147.0	 147.0
FIVE	 131	 169	 171.9	 192.0	 162.0

Screening



Older grades, including SBA and ELL

Adding Teacher	Last Name	First Name													
			CBM	ROI	CBM	Maze	Maze	SBA	SBA	ELL	Dec. 1	Jan. 1	Feb.1	June. 1	Final
			May	OR	Sept	May	Sept	March	May	Level	Update	Update	Update	Update	Lesson
			2017	F-W	2017	2017	2017	2016	2017						June
			169-196+		151-176	29-34+	24-29+	2490-2623	2533-2663						
			139-168	0.85	121-150	20-28	17-23	2432-2489	2473-2532						
			113-138		95-120	16-19	13-16								
			91-112	>.85	75-94	12-15	9-12	2367-2431	2416-2472						
			0-90		0-74	0-11	0-8	2114-2366	2131-2415						
								3rd grade	4th grade						
new 5/31/2017	B	J	12		13		3								RMK-120
TC/BS	ER	P	70	1	51	9	10	2358*	2361	3	RM3-4	RM3-14	RM3-31	RM3-76	RM3-80
	LH	C	72	1.1875	52	10	6	2246	2318	2	RM3-4	RM3-14	RM3-31	RM3-76	RM3-80
	LT	A	71	1.125	57	10	8	nh	2365		RM1-155		RM2-17	RM2-68	RM2-75
new 10/24/2016	G	N	82	1.1875	65	4	9	nh	2296		new Oct.24,2016		RM2-85	RM2-128	RM2-130
	RR	A	78	0.4063	67	9	3	2229	2271	2	RM2-70		RM2-85	RM2-128	RM2-130
	K	D			68		3	nh	nh						
	R	N	88	0.7188	75	7	8	2349	2311						
	T	K	94	0.75	87	10	17	2383	2439						
	V	A	97	1.1875	87	11	13	2291	2415***	2					
	B	R	114	1.0938	90	19	14	2492	2532**						
	LV	E	115	1.0625	91	13	16	2375	2484	3					
	PJ	J			96		10	nh	nh						
new 2/7/2017	W	J	101	0.75	97	5	5	nh	2458						
	G	O	102	0.1875	102	12	14	2333	2316	3					
	C	A	100	1.5212	104	10	8	2344	2444						

An example from Math

[illegible]

RAN Spreadsheet

DOB	Age	Objects RS-sec.	Objects %ile rank	Colors RS-sec.	Colors %ile rank	Numbers RS-sec.	Numbers %ile rank	Letters RS-sec.	Letters %ile rank
10/30/2015	6 Years, 8 Months	48	86%	56	63%	67	16%	77	13%
4/25/2016	6 Years, 2 Months	64	55%	69	45%			-	
11/12/2015	6 Years, 8 Months	59	61%	51	81%	100	3%	103	7%
9/2/2015	Months	80	12%	98	3%	73	10%	112	3%
12/10/2015	6 Years, 7 Months	80	16%	57	65%	54	50%	57	50%
8/23/2016	Months	88	25%	138	1%	234	1%		
10/2/2015	6 Years, 9 Months	55	65%	55	65%	48	53%	50	53%
3/15/2016	6 Years, 3 Months	53	82%	46	92%	52	68%	52	73%
2/21/2015	7 Years, 4 Months	82	5%	77	12%	54	16%	36	65%
10/2/2014	7 Years, 9 Months	60	25%	84	5%	37	53%	36	53%
12/16/2014	7 Years, 6 Months	62	19%	55	47%	55	9%	62	6%
6/24/2015	7 Years, 0 Months	71	18%	58	53%	40	63%	54	32%
12/17/2014	7 Years, 6 Months	74	6%	72	13%	52	13%	44	30%
11/20/2014	7 Years, 7 Months	91	1%	84	5%	51	14%	Spanish	
5/2/2015	7 Years, 2 Months	66	19%	73	16%	57	16%	68	14%