

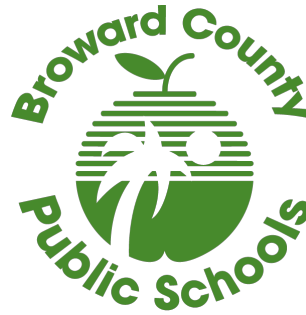


**A Multi-Tiered System of Supports/
Response to Intervention (MTSS/RtI)**

Manual

Revised Edition, June 2014

**Office of Academics, Student Support Initiatives Division
Diversity, Prevention, & Intervention Department**



Diversity, Prevention, & Intervention

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MTSS/RtI Practical Resource Guide

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A Multi-Tiered System of Supports
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“Educating Today’s Students For Tomorrow’s World.”

Rationale

This guide is intended to familiarize and assist schools in understanding the multi-tiered system of supports/response to intervention model (MTSS/RtI) that is governed by state and national law.

According to the Florida Administrative Code: **6A-6.6.0.331 General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services**,

“...it is the local school district’s responsibility to develop and implement a multi-tiered system of support which integrates a continuum of academic and behavioral interventions for students who need additional support to succeed in the general education environment”.

In 2004, the Congress acted on concerns about the increasing number of students in special education, and the related suspicion that many students currently classified as having a specific learning disability (SLD) might have avoided the need for special education if instructional support and interventions had been provided to them at an early stage in their education. Additionally, experts from different disciplines noted that the special education system in the United States represented a “wait-to-fail” model, rather than a system that focused first on quality interventions within the regular education environment, followed by case-by-case educational decision making based on struggling students’ response to high-quality research-based interventions.

Congress has since recommended school districts use a response to intervention procedure in both early intervening services and for the identification of students with learning disabilities.

This guide is not intended to discourage schools from referring students for evaluation, however, in many situations, by implementing a comprehensive and effective MTSS/RtI, students are given the opportunity to be successful within the general education setting. When appropriate, schools must secure timely evaluations for possible eligibility for special education services. The United States Department of Education (USDOE) has acknowledged that “it is critical that (the identification of students in need of special education and related services) take place in a timely manner and that no procedures or practices result in delaying or denying this identification.” It is further stated schools must provide on-going parental communication throughout the RtI process as well as if/when a determination is made to evaluate a student for special education eligibility, the appropriate parental consent forms must be provided within 20 days.

School leaders must commit to ensuring they and their staff read, understand and implement the various sections of this practical guide to MTSS/RtI and access the various links included in this guide for further information on national and state websites, training modules, parent information and implementation materials and resources. Schools should clearly identify an RtI coordinator and RtI team who will work to facilitate regular collaboration and problem solving with classroom teachers, students, and parents.

Our MTSS/RtI District Leadership Team (DLT) is committed to providing schools with resources and support, which will work to secure an infrastructure consistent in its delivery with a common language and understanding of RtI process by all stakeholders.

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Overview of Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI)

The Broward MTSS/RtI model has as its fundamental goal the assurance of success of every student by differentiating instruction and providing successively more intensive assistance based on student need through a tiered system of instruction and intervention (MTSS/RtI). Academic and behavioral needs are addressed using interventions grounded in best practices.

A Multi-Tiered System of Supports (MTSS) Framework (also referred to as Response to Intervention [RtI]):

- provides guidance for aligning and integrating various organizational components necessary for improving overall school effectiveness;
- is a term used to describe an evidence-based framework of educating students that includes providing high quality effective core instruction and intervention supports matched to student need; and
- uses collaborative data-based problem-solving to integrate academic and behavioral instruction and intervention.

Integrated Instruction and Intervention:

- is delivered to students across multiple tiers based on student need.

Need-driven Decision-Making:

- seeks to ensure that district and school resources reach the appropriate students at the appropriate intensity to accelerate the performance of ALL students to achieve and or exceed common grade level standards.

Assessment Data:

- provides the evidence of student learning; and
- based on this information, decisions are made about the most appropriate instruction and intervention to ensure better learning opportunities (academic and behavioral) and higher achievement for ALL students.

The Florida Department of Education (FLDOE) has suggested districts and schools organize their work in three stages or areas: Consensus, Infrastructure, and Implementation. These three stages can be described as follows:

- Consensus: Build consensus with implementers and the broader community around MTSS/RtI concepts.
- Infrastructure: Districts and schools examine their current practices against the critical components of MTSS/RtI and determine what is currently in place and what gaps need to be addressed.
- Implementation: Structures and supports are put in place for MTSS/RtI to be enacted with fidelity (adapted from *Response to Intervention: Blueprints for Implementation: District Level*, National Association of State Directors of Special Education, Inc., 2008).

The model to the right shows how Broward aligns with Florida State expectations.



Florida
Department
of Education

- ✚ Each Florida district should have a District-Based Leadership Team (DBLT); and
- ✚ Each school should have a School-Based Leadership Team (SBLT) that is responsible for MTSS/RtI implementation.

MTSS/RtI

- ✚ Has a District Leadership Team (DLT) composed of individuals from a variety of key departments; and
- ✚ Each school has a Collaborative Problem Solving (CPS) team with core members (and other members included as needed) who are responsible for implementing the Broward MTSS/RtI Model.

Broward
County School
District



MTSS/RtI Framework

The six key domains (elements) of an MTSS/RtI framework include:

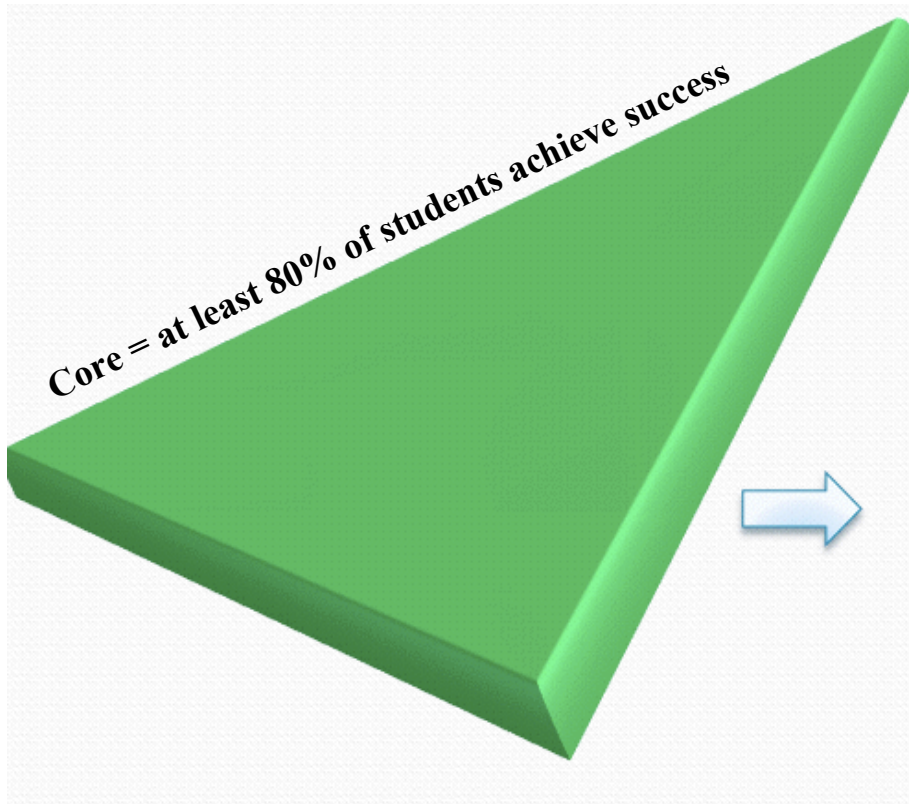
1. Three-Tiered Instructional/Intervention Model
2. Collaborative Problem Solving [CPS]
3. Leadership
4. Building the Capacity/Infrastructure for Implementation
5. Communication and Collaboration
6. Data Evaluation

Each of these components will be described in more detail here after.

1. Three-Tiered Instructional/Intervention Model

A multi-tiered instruction/intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of supports provided to students matches student need.

Tier 1: Core, Universal



Tier 1 is:

- high quality teaching and school supports for positive behavior and academics *all* students receive.
- effective if approximately 75-80% of students are successful as a result of core instruction, curriculum, and supports.
- the core curriculum that all students receive in all subjects and grade levels.
- implementing well-researched programs and best practices.

“If the water in the aquarium is dirty, it makes little sense to single out struggling fish for corrective treatment. The first corrective treatment that should be applied is: clean the water in the aquarium; all the fish will likely benefit from this action” (Source: Amelia Van Larsen, Pasco County Schools).

Tier 1 Assessment Examples	Tier 1 Core Strategy Examples
Discipline Data	School-Wide Positive Behavior Plan (SPBP)
Benchmark Assessment	Core Curriculum
Universal Screening	Positive Behavior Supports
	Whole-Class Strategies

Tier 1 Practical Examples

Reading: Calculate the percent of students achieving FCAT level 3 or higher in reading. If 75-80% of all students, and students in all subgroups, achieve at or above this criterion, it would suggest the core curriculum (Tier 1 strategies) in reading is indeed effective. On the other hand, if only 50% of students are achieving at FCAT Reading level 3 or higher, this would suggest the core curriculum and instruction in reading are not sufficient, as this is far too many students for a school to effectively provide supplemental and intensive support.

Behavior: Examine percentages of students with office discipline referrals (ODRs), suspensions/expulsions, and perhaps, student attendance rates. National recommendations for determining effectiveness of Tier 1 behavior curriculum suggest that approximately 80% of students receive 0-1 ODRs over the course of the school year, approximately 15% receive 2-6 ODRs, and approximately 5% receive 6 or more. This analysis should be carried out for both the total student population and all subgroups as well as by grade-level to ensure core curriculum for behavior is effective for the majority of students. In the instance that more than 20% of your student population is receiving multiple ODRs over the course of the year, a first step would be to review the fidelity of implementation of the behavioral curriculum (i.e., determine the frequency and quality of explicit behavioral instruction around school-wide expectations, rules for common areas, classroom rules, and 21st century skills needed to effectively engage in the Florida State Standards [e.g., collaborating with peers]) to determine whether or not Tier 1 curriculum and instruction for behavior are being implemented as intended.

Address fidelity and success of Tier 1 measures

When a Tier 1 problem is indicated, it would make little sense to target individual students for extra assistance until the deficiencies within core instruction and curriculum for academics or behavior are addressed. All students are likely to benefit from improved Tier 1 strategies, even those who are already proficient in the targeted skills.

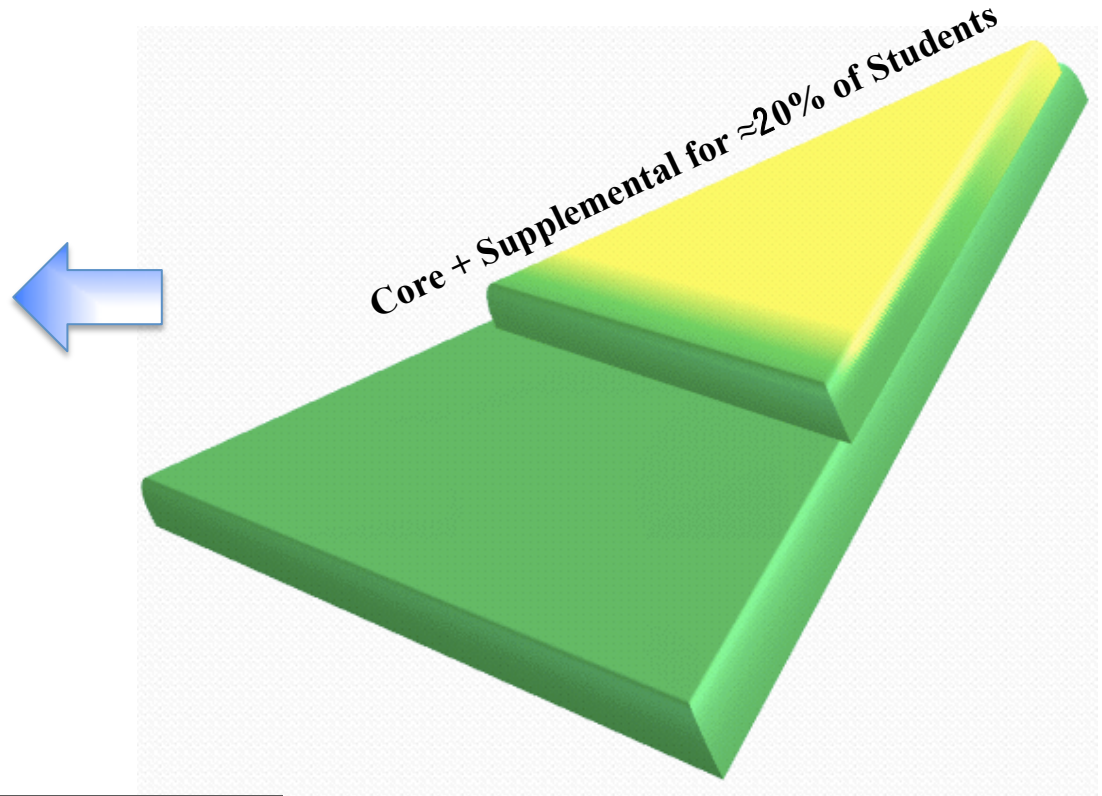
If effective Tier 1 strategies are utilized, far fewer students will need supplemental interventions required at Tier 2. When Tier 1 methods are not implemented with fidelity or if data (e.g., FCAT or other state mandated testing data, ODRs, etc.) demonstrate Tier 1 strategies to be ineffective (despite being implemented with fidelity), identifying the necessary changes to Tier 1 curriculum, instruction, and supports to increase the effectiveness of core should be the goal of the problem solving team.

Using the resources available at the district and school levels, decisions should be made about what changes need to be implemented at Tier 1 to attain the desired target of 75-80% of students achieving at or above expected levels. Once the changes have been implemented, the next iteration of data (e.g., results of benchmark testing and the following year's state test results, the following month's ODR rates, etc.) will allow for assessment of fidelity of implementation of Tier 1 strategies and subsequently the effectiveness of the Tier 1 curriculum and instruction.

Tier 2: Supplemental/Strategic/Targeted

Tier 2 is:

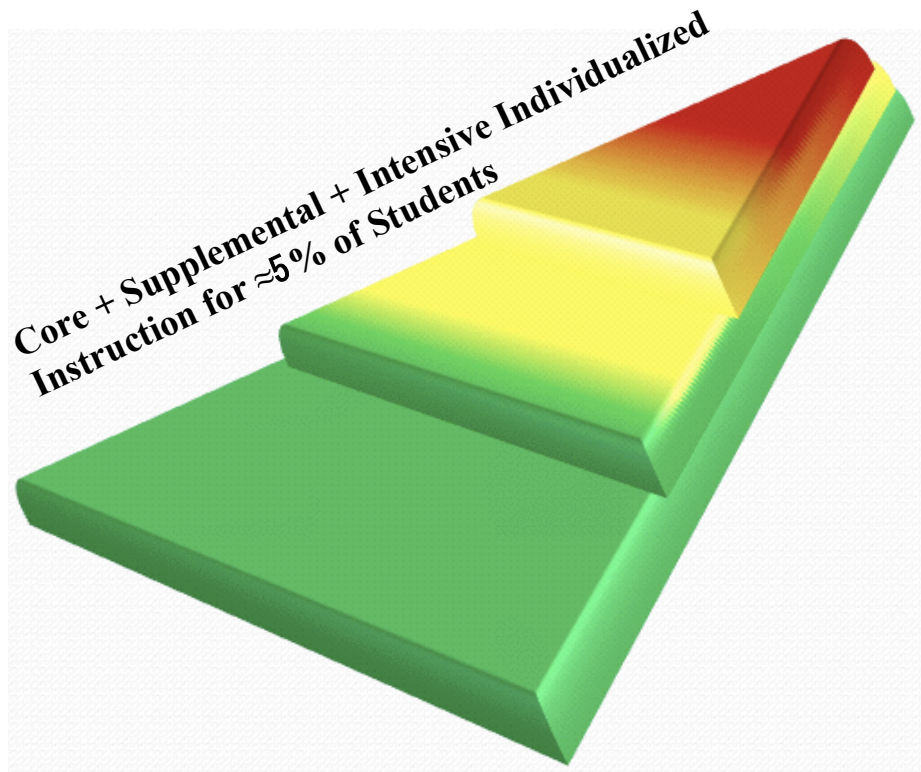
- additional supplemental instruction and intervention some students need in order to be successful with Tier 1 grade level expectations.
 - referred to as “strategic,” “supplemental” or “targeted,” because these interventions address specific student problems.
 - delivered in addition to core Tier 1 instruction/whole-class strategies.
 - linked to Tier 1 curriculum and expectations.
 - decisions made in collaboration with CPS team at the school (does not require full team meeting).
 - progress monitored and graphed.
 - evaluated for effectiveness of Tier intervention and followed-up with CPS team.
 - documented onto Behavioral and Academic Student Information System (BASIS).
- (See Appendix A for CPS team composition)*



Tier 2 Assessments Examples	Tier 2 Intervention Examples (Strategic)
Benchmark Assessments School Assessments <ul style="list-style-type: none"> ➤ FAIR, DAR, DIBELS, ODRs, tardies, absences, suspensions Behavioral Observations Intervention Data Gap Analysis	Journey’s Reading Tool kit Go Math Strategic Intervention Behavior Contract MTSS Literacy Plan Struggling Math Chart

In referring back to the example on page 3, you have cleaned the water in the aquarium. You now find you have two fish not thriving like the others. You would continue to feed all the fish and maintain clean water (Tier 1). Additionally, you might treat those two fish with supplemental vitamins (Tier 2). Those fish would get the extra care until no longer needed.

Tier 3: Intensive/Individualized



Tier 3 is:

- based on students’ response to evidence-based instruction and intervention in addition to the gap between student performance and expectation levels.
 - evaluating existing data from Tier 1 and progress monitoring data from Tier 2 interventions to allow the CPS team to determine if Tier 3 is appropriate.
 - Tier 1 and Tier 2 were implemented with fidelity
 - Data indicates that a student is not closing the performance gap
 - frequent progress monitoring that includes visual representation (e.g. graphs).
 - complete CPS team collaboration for further problem solving.
 - documented onto BASIS.
- See Appendix A for CPS Team composition*

The essential change from Tier 2 to Tier 3 is one of “*intensity*”—that is, a change in *frequency* of intervention (e.g., from 3 days/week to 5 days/week), *duration* of intervention (from 30 minutes/session to 45 minutes/session), *method* of intervention (e.g., from group counseling for problems with anger management to a Positive Behavior Intervention Plan (PBIP) along with individual counseling), or a combination of some or all of these increases in intensity of intervention delivery.

Note: Tier 3 interventions do NOT have to be delivered individually.

Tier 3 Assessments Examples	Tier 3 Intervention Examples (Intensive)
Functional Behavioral Analysis (FBA) Progress Monitoring Graph/RtI	Positive Behavior Intervention Plan (PBIP) Increased Intensity of Tier 2 Interventions (e.g. Go Math Intensive Intervention)

It is important to remember the three tiers do not have specific “start – stop” rules. The tiers describe different levels of support students receive as needed and will change as the needs of the students change. *(A visual depiction of the MTSS/RtI model with the three tiers delineated is provided in Appendix B)*

Tiers At A Glance

TIER 1 Core	TIER 2 Core + Strategic Intervention	TIER 3 Core + Intensive Intervention
<p>Core instruction/Best Practices</p> <p>Strategies as needed</p> <p>Implemented for 4-6 weeks with fidelity</p> <p>Minimum documentation in BASIS “Strategies & Activities Form”</p>	<p>Researched based intervention for a targeted problem</p> <p>Specific progress monitoring tool used to assess progress</p> <p>Progress monitored and graphed (Recommended every 2 weeks for 6 weeks or more)</p> <p>Tier 2 specific documentation in BASIS – RtI section</p>	<p>Research based intervention for a targeted problem – <u>increase in intensity from Tier 2</u></p> <p>Specific progress monitoring tool used to assess progress</p> <p>Progress monitored and graphed (Recommended every week for 6 weeks or more)</p> <p>Tier 3 specific documentation in BASIS – RtI section</p> <p>For behavior FBA/PBIP completed</p>

Note: Students are not required to “fail” in Tier 1 or Tier 2 before being provided Tier 3 support (if data suggests that level of need).

2. Collaborative Problem Solving (CPS)

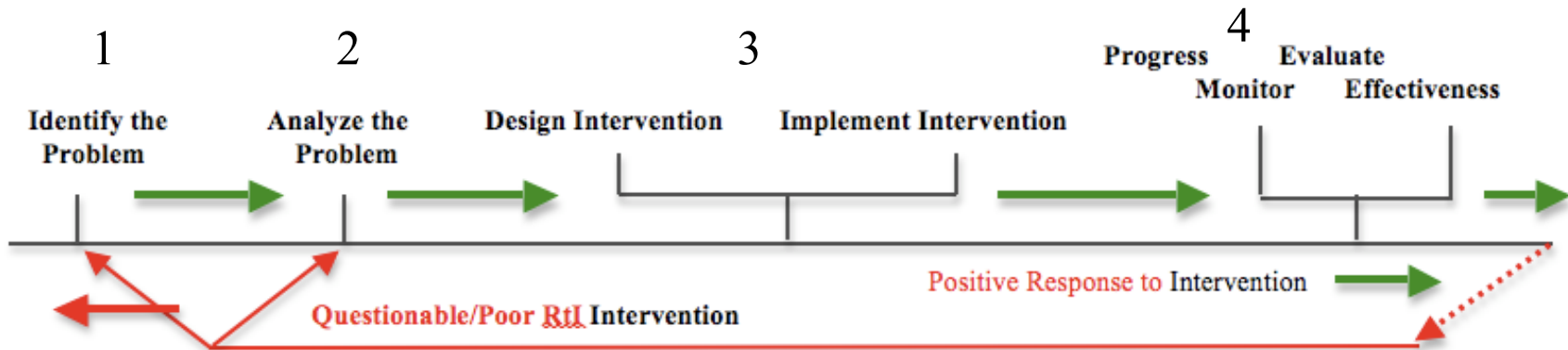
Collaborative Problem Solving (CPS) is recognized as a central process used to make educational decisions, determine school improvement goals and design, implement, and evaluate the effectiveness of school improvement plans. The CPS process is used to drive school wide MTSS/RtI implementation, school improvement and student intervention decisions. CPS includes the use of collaborative, data-based problem solving for student outcomes across content areas, grade levels, and tiers as well as the use of collaborative problem solving to address barriers to school-wide implementation of MTSS. CPS is critical to the development of other MTSS/RtI components since CPS is a core process used to guide decisions about both organizational systems change, as well as student instruction and support services.

In Broward County Schools, the Collaborative Problem-Solving (CPS) team is the central repository for academic and/or behavioral concerns about general education students and it is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated—that is, the CPS team is the School-Based Leadership Team mentioned in all FLDOE MTSS/RtI documents and the means by which MTSS/RtI is carried out in the Broward Schools.

The CPS team ensures Element One (Three-Tiered Instructional/Intervention Model) is carried out with fidelity. CPS teams are composed of several professionals. *See Appendix A for CPS Team composition.*

The graphic below illustrates the fluid and self-correcting nature of the four steps in the problem-solving process.

The CPS model is self-correcting. If or when a strategy or intervention is not successful, it is recycled back to the CPS Team for consideration about what next steps should occur.

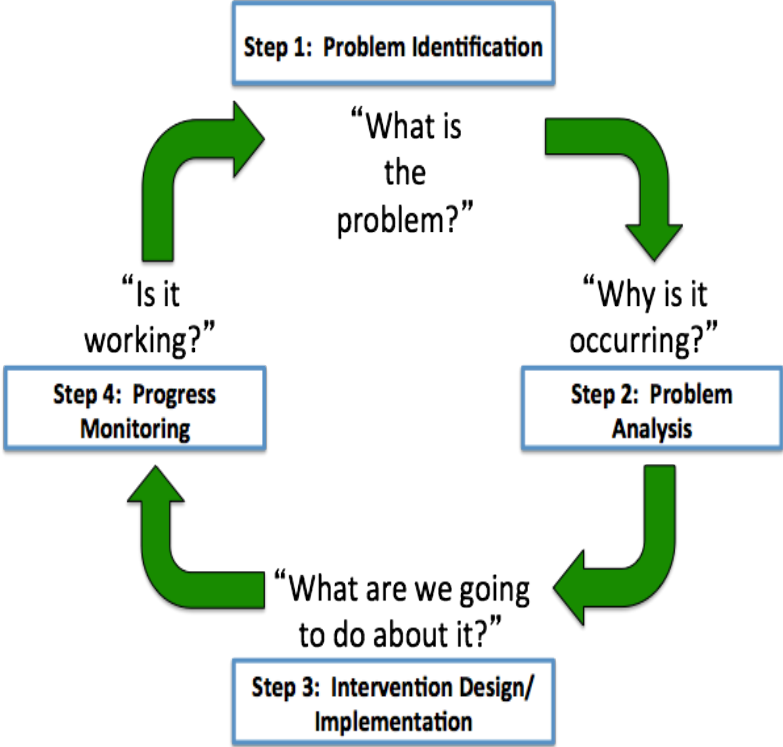


This method is believed to be the best approach for assessing the effectiveness of core programming in meeting students' needs, be they academic or behavioral. Problem solving (PS) provides the essential infrastructure for MTSS/RtI.

Problem Solving (PS) is a method of determining a solution for an agreed upon problem that includes a variety of stakeholders with multiple perspectives. An array of data are used in this process, ensuring a “complete picture” of the issue or problem is obtained, and solutions are identified at after careful consideration of all suggestions and ideas. The problem solving method has often been described as including four stages:

1. Identify the problem: Identify and define organizational and student achievement problems. Pinpoint the problem in measurable terms. For example, at School A 40% of students are receiving 2-6 Office Discipline Referrals (ODRs), while the expectation is that no more than 20% of students should receive between 2-6 ODRs.
2. Analyze the problem: Understand variables, which cause or contribute to the problem, review instructional, curricular, learner and environmental variables associated with academic and behavioral success. Generate alterable hypotheses about causes of the problem that when altered have a high likelihood of success in improving the problem. For example, at School A the school leadership team determined sufficient explicit instruction around appropriate behaviors had not been delivered.
3. Select and implement an intervention: Design appropriate instructional and intervention plans to reduce the problem. Use evidence-based interventions to address the identified problem. For example, at School A all classroom educator will implement effective preventative and instructional strategies such as CHAMPS, Positive Behavior Support (PBS), and Good Behavior Games (PAX).
4. Progress monitor and evaluate effectiveness: Evaluate effectiveness of instruction/intervention plans on resolving identified problem; use data based graphing to monitor intervention outcomes. For example, at School A, the data showed a decrease in the number of students receiving 2 or more ODRs.

This is another graphic representation to illustrate the four step problem-solving process and the cyclical nature of the steps.



3. Leadership:

Having an administrator take a leadership role and being seen as an active participant in team activities indicate a school has made a priority commitment to maintaining an effective MTSS/RtI Team. The administrator(s) ensures ongoing professional development for implementing MTSS/RtI, plans strategically for MTSS/RtI implementation and models a problem-solving process for school improvement. The school principal also supports the implementation of MTSS/RtI by communicating a clear vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring staff has the data needed for data-based problem solving.

4. Building the Capacity/Infrastructure for Implementation:

District support for implementation and capacity building includes staff at each level who provides professional development, support, and coaching for school-based staff. Professional development will help educators at all levels understand the MTSS/RtI process and become proficient at instructional practices that promote student success. Additional District support is provided for determining appropriate assessments and/or interventions that would best support student's learning. Other professional development will support PBS or CHAMPs, the school-wide behavior management system employed across the district, and effective CPS strategies. The Behavioral and Academic Student Information System (BASIS) is provided for all schools, ensuring effective problem solving and standardization of the MTSS/RtI process across the District.

- General Education Support: A CPS team is intended to support teachers in assisting struggling students make more progress within the general education classroom. The goal is to have the student make progress in response to a well-designed instructional core, including an ample amount of additional Tier 1 classroom strategies/best practices. If a student is not successful, interventions are initiated to increase or decrease a targeted student behavior (e.g. reading effectively). Referrals, evaluations, places (time out, administrators' office), or consequences are not interventions.

When CPS teams are seen as performing exclusively pre-referral activities for students who are to be evaluated for possible special education classification, they fail to achieve their intended purpose and staff members may experience frustration rather than support.

- Consistent Team Membership and a Regular Meeting Schedule: All staff should know who their CPS team members are and what their respective roles are in each step of the problem solving process. The team must meet regularly. **Teams that meet on an irregular basis (e.g., less than twice per month or primarily to facilitate ESE referrals) are not seen as vehicles for significant support in their schools.** Regular meetings promote an increased sense of accountability for team members who know when and how they will be expected to report on cases for which they have an assigned responsibility.
- Resources Management: While teaming can be a powerful way to produce quality problem solving outcomes, it is important to allocate only the amount of staff time a particular task requires. For example, one team member, rather than the full team of six or seven, can confer with a teacher to develop a clear definition of a student's problem. A tiered model of supporting teachers allocates additional resources to problem solving efforts when data progress monitoring data supports that need. In addition, a team using a structured meeting format (e.g. setting time limits to accomplish specific tasks) is far more likely to produce a meaningful product, in a shorter amount of time. Efficient meetings also require team members perform key roles such as meeting leader, recorder, and timekeeper.

- **Team Development Commitment:** A CPS Team must commit to providing significant time for staff to learn and practice the requirements of the MTSS/RtI Model. In addition to scheduling training experiences on requisite skills, CPS teams benefit from devoting a portion of their regular meeting times to self-assessment of their process and to expanding their collective repertoire of interventions.
(See Appendix C for a Benchmark Checklist for CPS Team Self-Assessment)
- **Problem Behavior Identification:** Effective problem solving requires the definition of the problem in terms of what the student is doing/not doing or what one could observe/measure that represents the teacher’s expressed concern. Avoid general descriptions and labels for students, such as “lazy”, “unmotivated”, “slow learner”, or “poor reader”. If multiple problems are identified, they are prioritized and targeted one at a time for intervention.
- **Evidence-Based Intervention Availability and Usage:** Schools wishing to offer an efficient intervention support system must have “off-the-shelf” intervention resources available for use by teachers. The interventions selected for use must be matched to the targeted problem and should be based upon evidence supporting their effectiveness in addressing the type of problem presented. The instruction, interventions and supports provided should be evidence-based. Evidence-based instruction and intervention include research-based instructional methods with a proven “track record” of effectiveness. In some areas, most notably reading, the approved evidence-based methods for Broward County Schools are clearly delineated in the District’s Multi-Tiered System of Supports Literacy Plan.
 - For reading, those methods/interventions listed in the *MTSS Literacy Plan* should first be used, prior to trying other methods.
 - For math, CPS teams may access the *Struggling Math Chart* as one source for interventions.
 - For behavioral supports and additional academic supports, a wide array of evidence-based interventions may be found on numerous web sites or in purchased programs from vendors (e.g., the R.I.D.E. program from Sopris West, school wide PBS plans and Safe and Civil Schools materials and resources, Intervention Central).
 (Links to academic and behavioral resources are provided in the chart in Appendix E)

5. Communication and collaboration:

- **Teacher Involvement:** Teacher involvement begins when all teachers are provided with a clear understanding of the purpose of the team support process. The teacher who requests assistance must be an active participant in all of the problem solving steps. Without this level of involvement, it is unlikely interventions, regardless of quality, will be implemented.
- **Parent and Student Participation:** Parents are important sources of historical and environmental information about students. They should be invited to participate and be informed at all decision-making points (*Florida Administrative Code 6A-6.0331*). Parent participation should be documented. Students being served through interventions should have a clear understanding of what is expected of them and, whenever possible, should play an active role in self-monitoring their behavior and/or academic progress.

6. Data Evaluation:

A central aspect of MTSS/RtI is using data to determine fidelity of implementation of instructional strategies and the subsequent effectiveness of those instructional strategies based on data demonstrating the students' responses to instruction and interventions. Students are continuously monitored to determine their progress toward mastery of core content and strategies are employed to help them meet standards.

- ✓ Formative assessments are an important vehicle for monitoring the progress of a student.
 - ✓ Assessments must be frequent and connected to the content and standard a student is working to master.
 - ✓ Effective progress monitoring data provides educators with the information needed to ensure timely support is provided to students in direct relation to the intensity of their needs.
 - ✓ Progress monitoring requires graphing, however it may look different throughout the Tiers.
 - tier 1 data collection and graphing is representative of the whole class; and
 - tier 2 and Tier 3 data collection and progress monitoring should be graphed individually for targeted area of intervention.
 - ✓ Graphical representation should be able to help educators and parents see current performance levels compared to goals/expected performance levels. The representation should also provide a sense of whether or not students will reach goals within a set amount of time.
- Data Collection and Analysis: Effective teams make use of their support staff with particular areas of expertise (e.g., reading or behavior) in determining how to collect data needed and how to interpret the data once collected. Interpretation of data leads to generation of hypotheses about the causes of problems and to the identification of desired outcomes.
- Pre-Intervention Problem Measurement (Baseline): Baseline data is essential to quantify subsequent judgments about whether the student is responding to interventions implemented. Failure to collect a pre-intervention baseline can be detrimental to the student in that progress may go unrecognized and result in incorrect inferences about the severity of the problem.
- Follow-Up for Intervention Implementation Fidelity and Fair Evaluation of Outcomes: Teachers and other team members can only make judgments about student response to interventions if the interventions are implemented consistent with the researched and intended method of delivery. It must also be implemented for the recommended time period before student response is measured.
- Post-Intervention Problem Measurement and Evaluation: The degree to which the CPS Team's process is successful is evident in the progress students make in response to interventions applied. Successful outcomes reinforce student and teacher efforts. Outcome evaluation data also may serve to identify areas in which teams may require further support and/or training.

At times, CPS teams may wish to obtain a self-assessment of their progress and needs with regard to the essential elements listed above. A *Benchmark Checklist* has been developed that assists teams with the vital process of understanding their current strengths and needs. To obtain a copy of the *Benchmark Checklist*, [click here](#) or use the link provided in *Appendix E*.

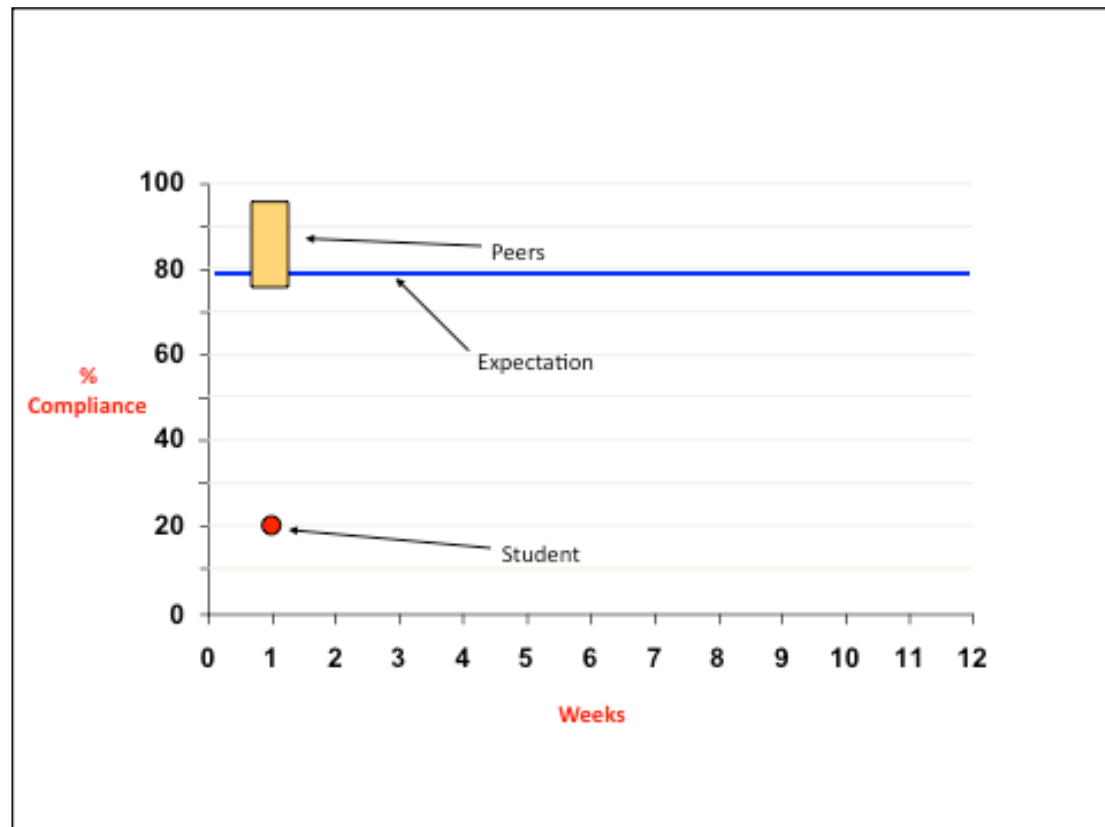
Tier 1, Tier 2, and Tier 3 Examples of MTSS/RtI

In the MTSS/RtI approach, the first decisions needed to be made concern the three tiers of intervention. That is, does the data indicate the problem requires Tier 1 strategies to be modified for all students; or is the problem such that Tier 2 or 3 interventions are needed to assist an individual student?

Compliance with Teacher Requests (Example #1)

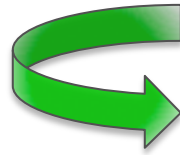
The graphics below provide examples of such data with conclusions drawn about what needs to be done in each case.

In these examples, effectiveness of classroom management is being addressed by examining the percent of compliance students demonstrate when given teacher directions and requests. When assessing which tier of intervention is appropriate for a particular problem, three pieces of information are needed: (1) an expectation of performance, (2) the target student's level of performance, and (3) the peer group's level of performance.

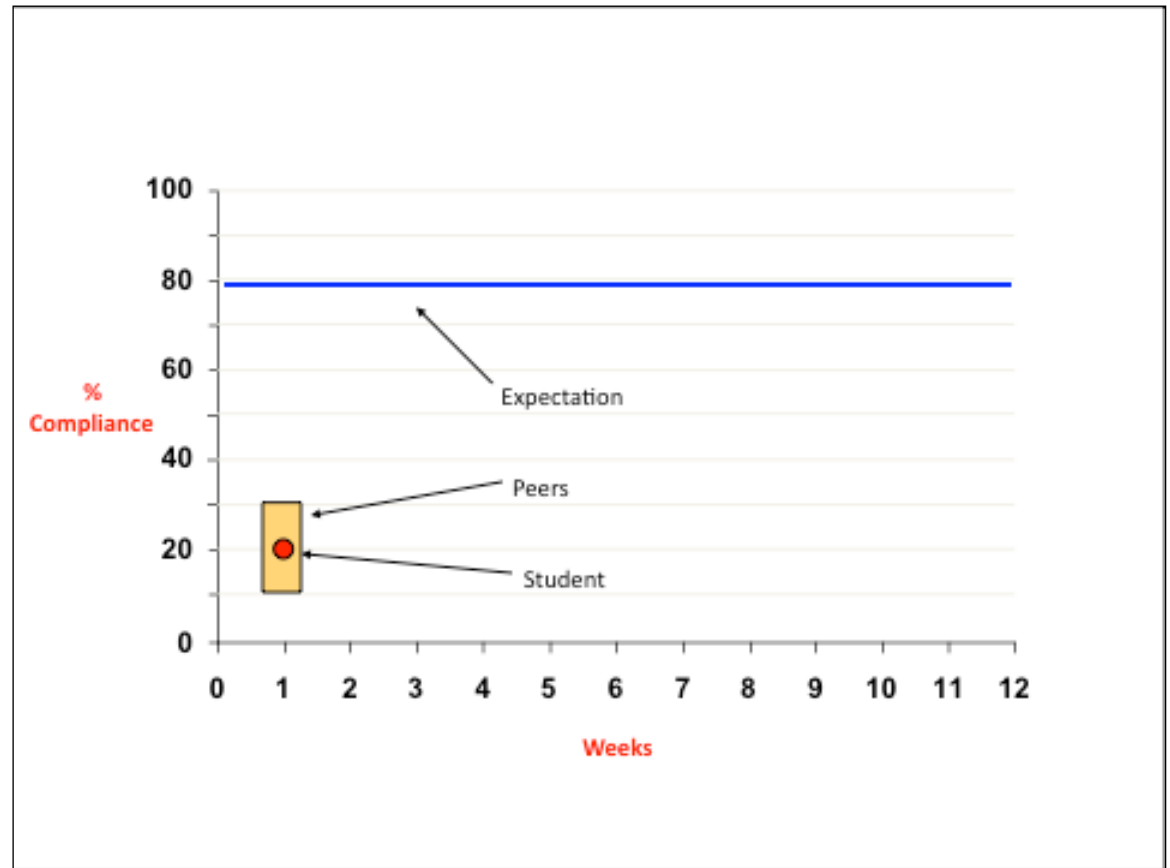


In this graphic, the teacher's expectation is that students will be compliant with her requests 80% of the time. Most students in the class (the peer group) meet or exceed this expectation, while the target student's level of compliance is only 20%; significantly below both expectation and the peer group's actual performance. The appropriate conclusion drawn from these data is that this represents an individual student issue. The classroom management strategies used by the teacher are effective for the vast majority of students in the class; hence, this is not a Tier 1 problem. A CPS team should recognize from this data that their first strategy should be to assist the teacher with a Tier 2 intervention to be used with the target student to increase compliance.

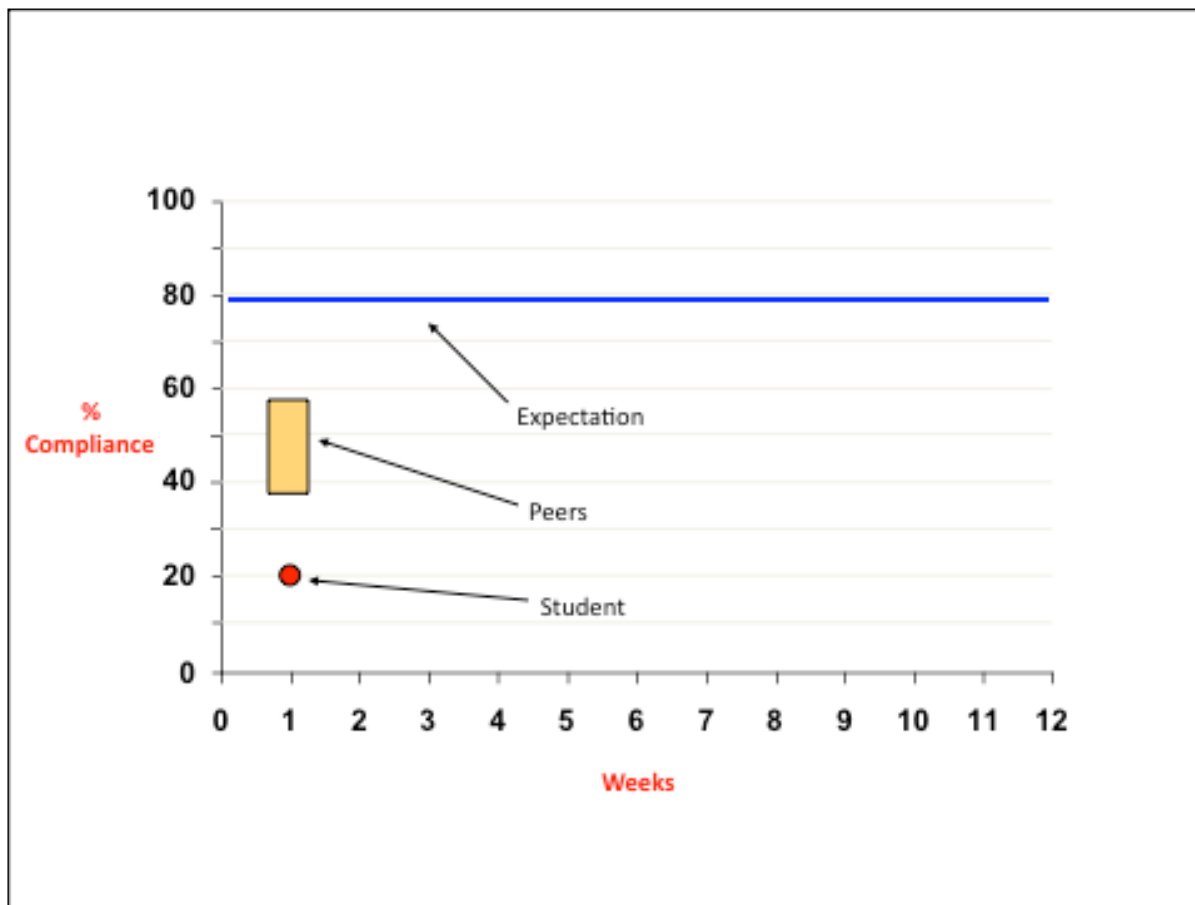
Compliance with Teacher Requests (Example #2)



In this second example, both the target student and the peer group are performing well below the teacher's expectation for compliance. Even though the teacher has singled out the target student in need of particular assistance with compliance, data does not support this conclusion. Rather, the data suggests a Tier 1 problem; the classroom management strategies being used by the teacher are ineffective for the vast majority of students in the class. At this point, it would make little sense to single out the target student for Tier 2 interventions; instead, new (or better implementation of) class-wide behavior management strategies (Tier 1) are needed to improve all students' levels of compliance. This scenario might suggest the need for teacher in-service or other support to learn and implement more successful classroom management strategies.

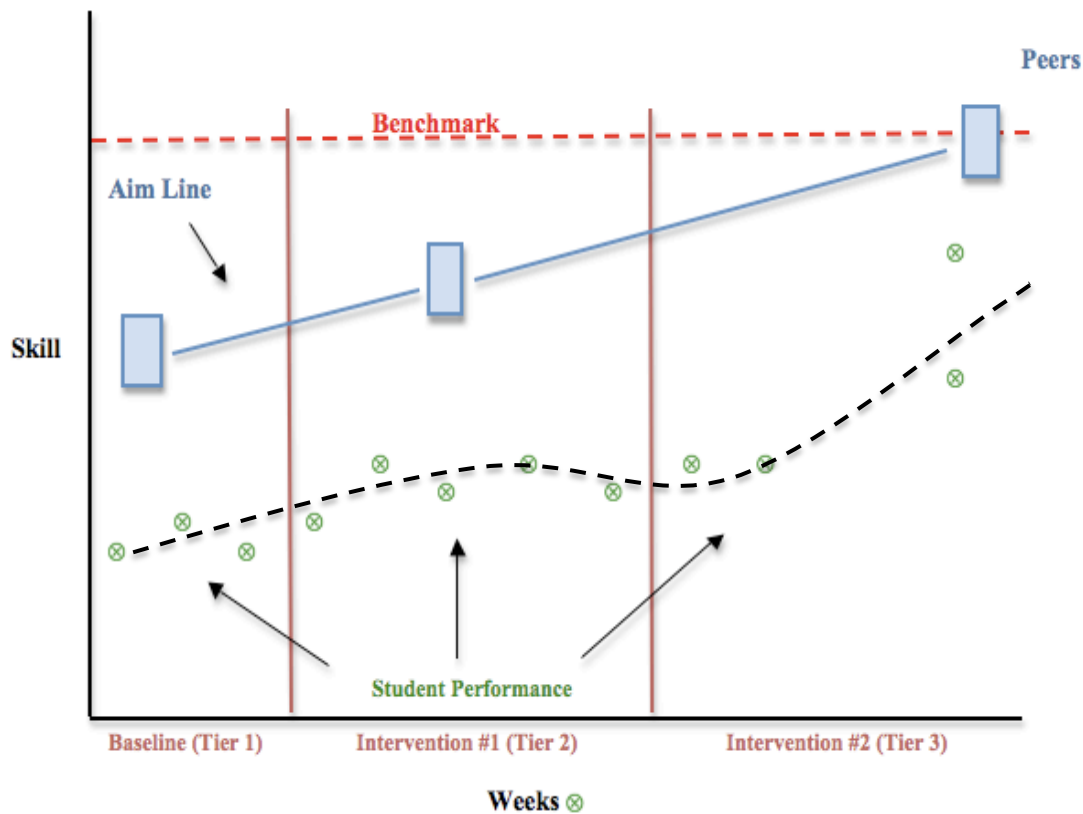


Compliance with Teacher Requests (Example #3)



In this third example, both problems exist. The peer group's performance is significantly below the teacher's expectation for compliance and the target student's performance is substantially lower than peers. The remedy in this case would be a combination of the previous two approaches. Tier 1 strategies need to be changed to improve levels of compliance for all students; simultaneously a Tier 2 intervention for the target student should also be considered by the CPS team to supplement the new Tier 1 strategies being employed for the entire class. This scenario also indicates the need for teacher training and support for more effective classroom management.

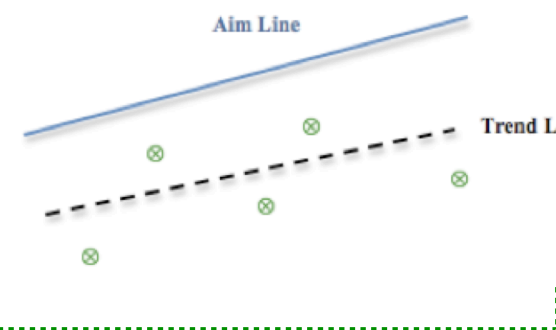
When it is established a situation represents an individual student problem (not a Tier 1 problem), the CPS Team must next consider what Tier 2 or 3 interventions are needed to support the student's needs in the classroom, and they must devise a data-based method for progress monitoring. The graphic below illustrates several key elements required for effective progress monitoring.



- The red dashed line indicates the benchmark level of performance (the goal or standard).

Benchmark

- The blue aim line represents the peer group (this class is on a trajectory to attain the benchmark).
- The trend line represents the individual student performance.



At baseline (when the student is being exposed to only Tier 1 strategies in the core curriculum), his performance is significantly below the peer group.

During Intervention #1 (Tier 2), it can be seen that the student is making some improvement with acquisition of the skill being taught (e.g., all but one data point are above baseline); however the trajectory is only slightly upward.

The situation changes dramatically with Intervention #2 (Tier 3), where the student's performance increases sharply and is on a clear path to intersect the aim line and attain the benchmark to close the performance gap.

Response to Intervention: Positive, Questionable, or Poor?

A few simple principles should assist the team in making the determination of whether a student's response to intervention is positive, questionable, or poor. In the vast majority of cases, visual inspection of the progress monitoring graphs will be sufficient. It is necessary that all CPS Team members understand how to detect positive, questionable, and poor responses to intervention. This information should be linked to key decisions about next steps for intervention planning. Additionally, all steps of the process including follow-up must be documented in BASIS. The following decision rules should aid in determining actions needed to be taken:

If the response to intervention is positive:

- continue the intervention until the student reaches benchmark (at least); and
- then fade the intervention to determine if the student has acquired functional independence with the skill/behavior.

If the response to intervention is questionable:

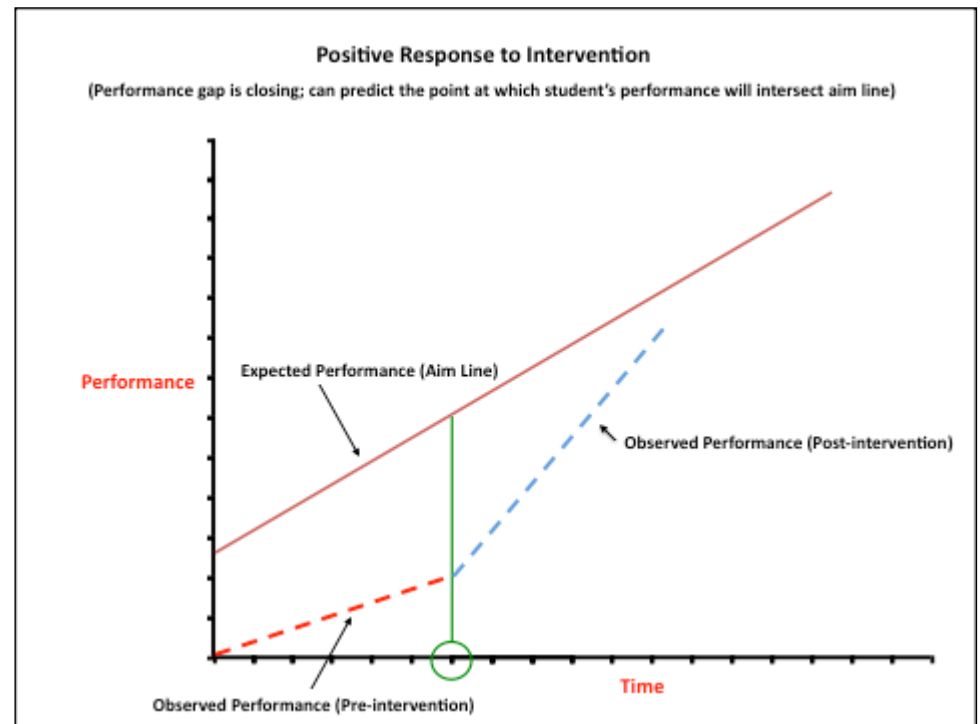
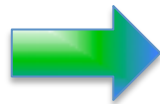
- increase the intensity of the current intervention for a short period of time and assess impact; and
- if performance improves, continue; if performance does not improve, return to problem solving.

If the response to intervention is poor:

- return to problem identification/analysis to see if the problem is identified correctly and/or a new intervention is needed.

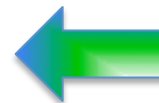
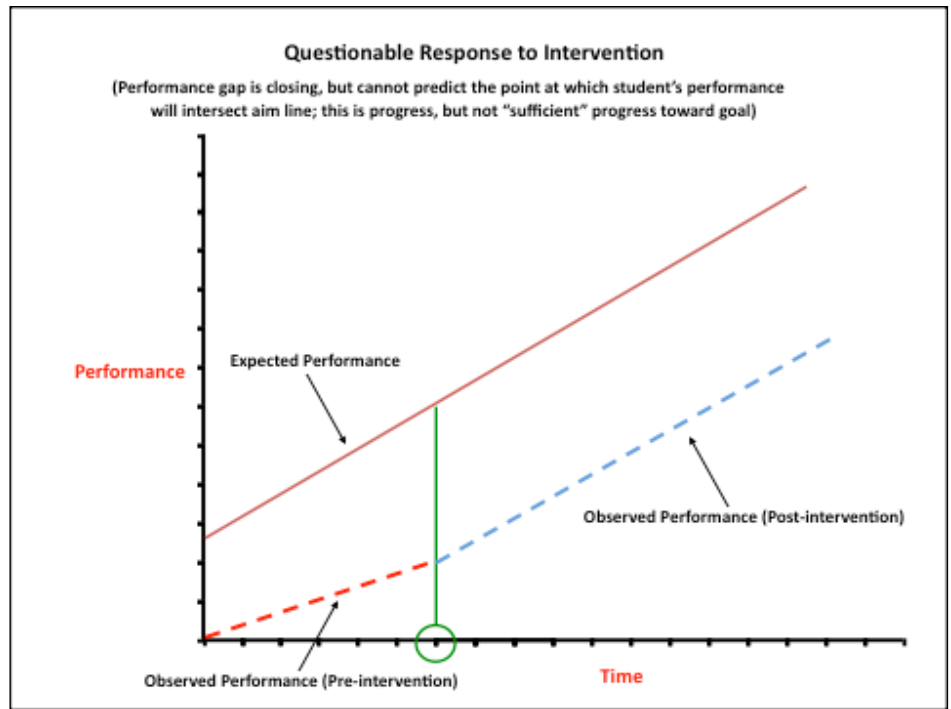
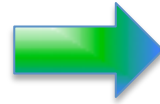
Positive Response to Intervention:

- is one in which the progress monitoring data shows a clear reduction in the gap between the student's observed level of performance and the expected level of performance; and
- the point at which the student's performance will meet expectations can also be clearly extrapolated on the progress monitoring graph.



Questionable Response to Intervention:

- is one in which the performance gap is closing, but the point at which the student's performance will meet expectations is not able to be extrapolated on the progress monitoring graph (e.g., the lines representing observed performance and expected performance are essentially parallel after intervention); and
- this would represent progress, but not "sufficient" progress toward the goal.

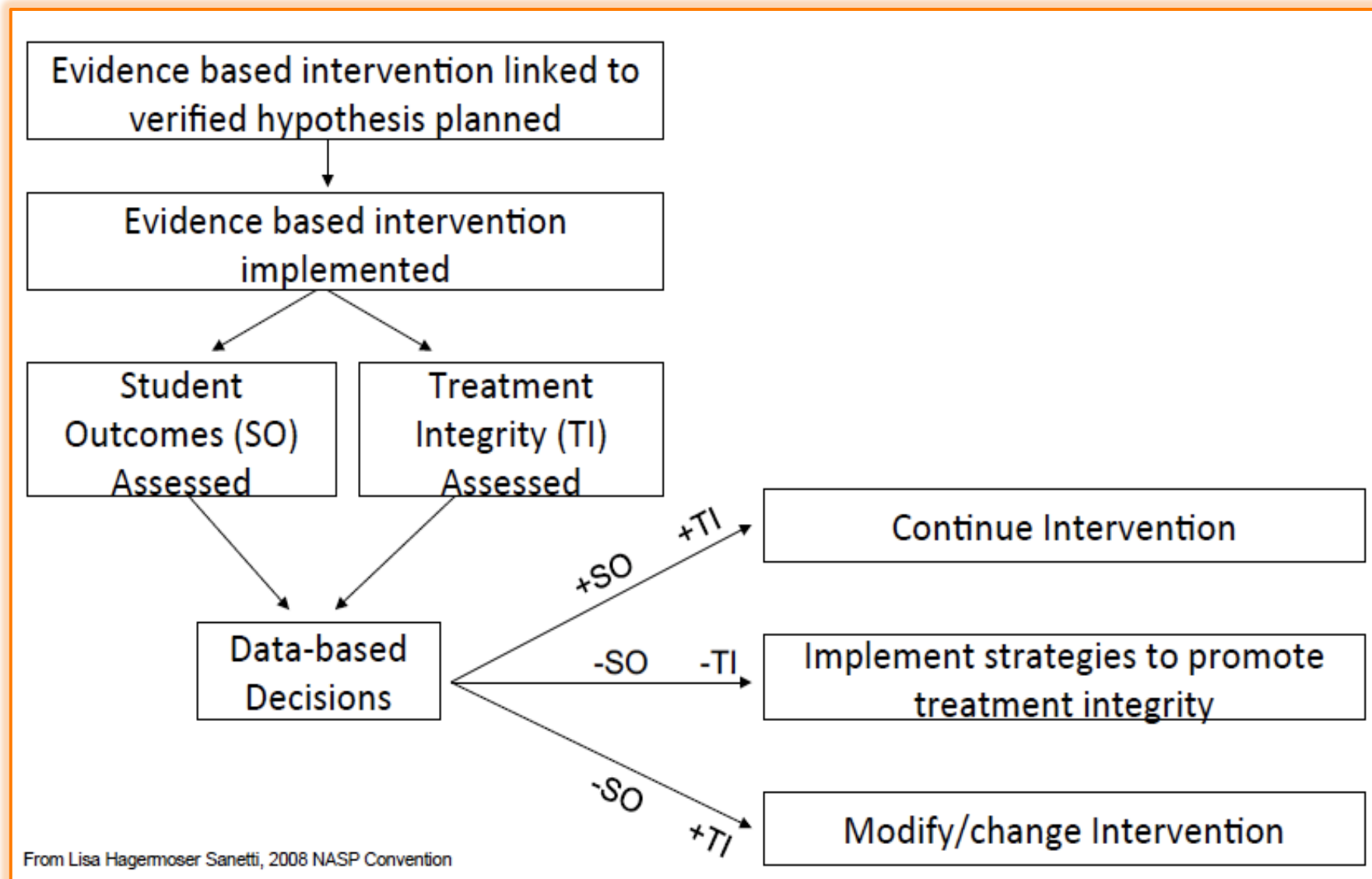


Poor Response to Intervention:

- is one in which the performance gap continues to widen, even after intervention (e.g., the distance between the lines representing observed and expected performance is growing larger).

(See Appendix D for Case Example of MTSS/RtI)

Evaluating the Effectiveness of Tiered Intervention Student Outcomes and Treatment Integrity



Practical Examples for Assessing Tier Effectiveness

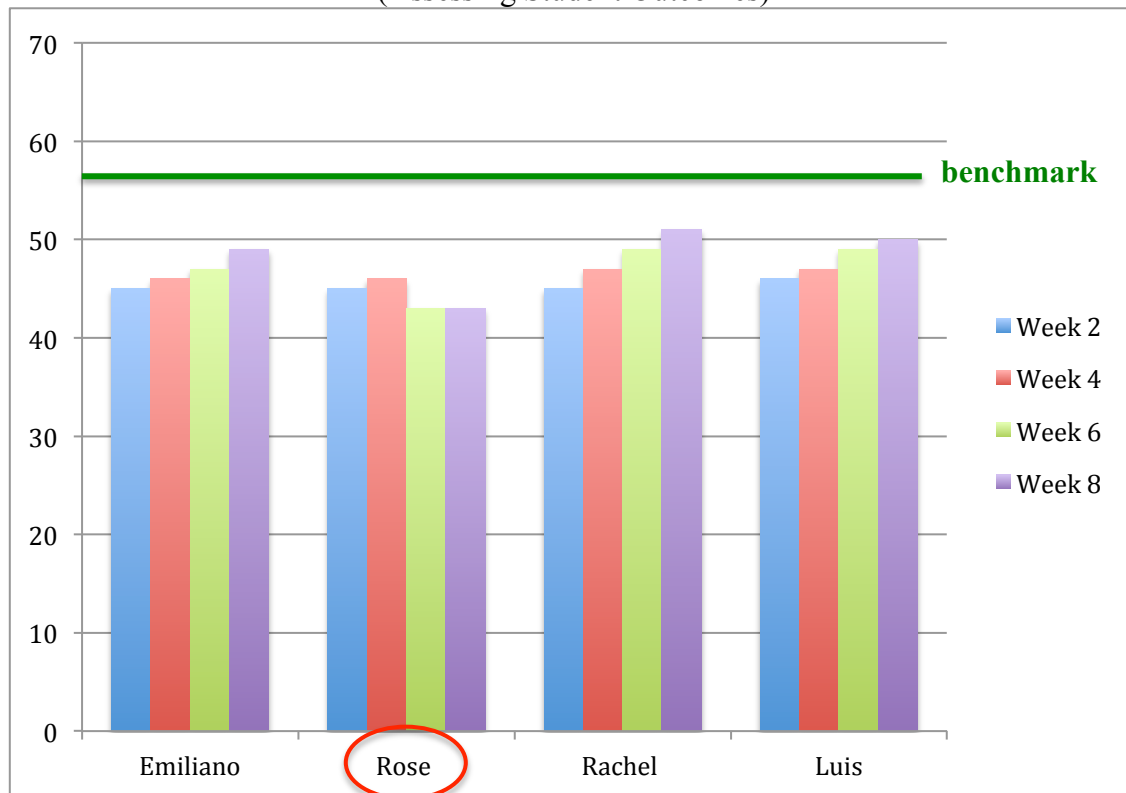
Rose in Ms. Avery's Class

Struggling in target skill area of fluency. Tier 1 data indicates that approximately 20% of the student's in Rose's class demonstrate this discrepancy. **Core effectiveness is 80%.**

Intervention: Rose is receiving 20 minutes of strategic instruction (Tier 2) three times per week along with three other classmates.

Is the Tier 2 instruction effective for 70-80% of students receiving the intervention?

Ms. Avery's Small Group
(Assessing Student Outcomes)



When a teacher starts a Tier 2 intervention, documentation should be recorded to check for fidelity of the intervention program.

The Tier 2 instruction should be effective for 70-80% of the students receiving the Tier 2 intervention.

In the graph to the left, Emiliano, Rachel, and Luis are showing an upward progression to the targeted benchmark; therefore the intervention is effective for 75% of the small group indicating positive student outcomes (SO).

Intervention Schedule: 20 min. 3 days/week

Teacher: Ms. Avery

Intervention Documentation Worksheet
Assessing Treatment Integrity (TI)

Are Tier 3 services appropriate?

Yes

The Tier 2 intervention Rose has been receiving for fluency is effective for 75% of the intervention group. The problem was identified correctly and prior interventions were tried.

Treatment integrity is good as shown in the Intervention Documentation Worksheet to the right. The intervention is consistently implemented and no additional factors are indicated.

However, Rose is not making adequate progress with this Tier 2 intervention. At this time Ms. Avery should follow up with her schools CPS team and begin to implement Tier 3 interventions with Rose by increasing the intensity (frequency to five times per week and duration to thirty minutes per day).

Group 2: Emiliano, Rose, Rachel, Luis	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	F	P	T	F	P	T	F	P	T	F	P	T	F	P	
Week 1	20	F	J	N/A	N/A	N/A	20	F	J	N/A	N/A	N/A	20	F	J	60
Week 2	20	F	J				20	F	J				20	F	J	60
Week 3	20	F	J				20	F	J				20	F	J	60
Week 4 *Rachel absent Fri.	20	F	J				20	F	J				20	F	J	60
Week 5	20	F	J				20	F	J				20	F	J	60
Week 6	20	F	J				20	F	J				20	F	J	60
Week 7	20	F	J				20	F	J				20	F	J	60
Week 8	20	F	J				20	F	J				20	F	J	60
Week 9																
Week 10																
Legend	Focus L = Language PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension						Program (create your own key. For example W= Wilson Foundations) J = Journey's Took Kit (Oral Reading Fluency) ___ = _____									

Using an Intervention Documentation Worksheet is a recommended tool to use for keeping a record of Tier 2/Tier 3-instruction integrity. Absences, tardies, suspensions etc. may impact a particular student's progress and the teacher will see the trends at a glance.

Jarrett in Mr. Burke's Class

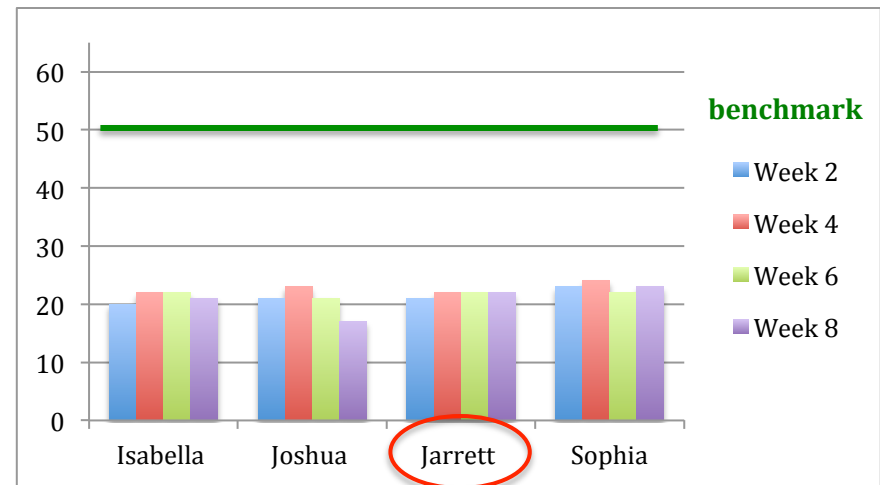
Struggling in target skill area of fluency. Tier 1 data indicates that approximately 20% of the student's in Jarrett's class demonstrate this discrepancy. **Core effectiveness is 80%.**

Intervention: Jarrett is receiving 20 minutes of strategic instruction (Tier 2) five times per week specific to the target skill area.

Is Tier 2 instruction effective for 70-80%?

	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	F	P	T	F	P	T	F	P	T	F	P	T	F	P	
Group 2: Isabelle, Josh/Jarrett, Sophia																
Week 1	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 2	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 3	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 4 *Rachel absent Fri	20	F	J	20	F	J	20	F	J	20	F	J	PLANNING DAY			80
Week 5	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 6	HOLIDAY			20	F	J	20	F	J	20	F	J	20	F	J	80
Week 7	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 8	20	F	J	20	F	J	20	F	J	20	F	J	20	F	J	100
Week 9																
Week 10																
Legend	Focus						Program									
T = Time (# of minutes)	L = Language						(create your own key. For example W= Wilson Foundations)									
P = Program/ Strategy	PA = Phonemic Awareness						J = Journey's Took Kit (Oral Reading Fluency)									
F = Focus	P = Phonics						_____ = _____									
	F = Fluency															
	V = Vocabulary															
	C = Comprehension															

Mr. Burke's Small Group



Are Tier 3 services appropriate?

No

Intervention treatment integrity is good (as shown on the left)

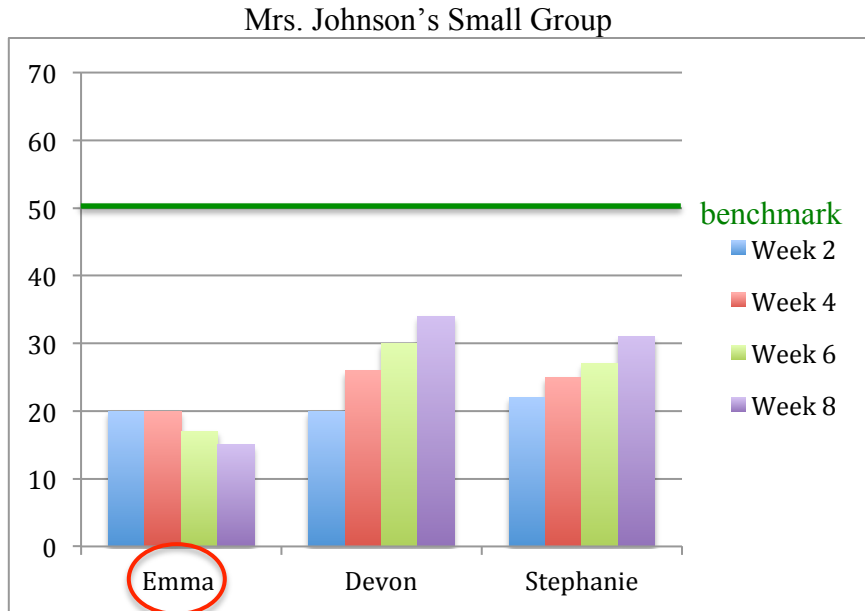
Yet, student outcome data above indicates that the Tier 2 intervention Jarrett is being provided is not effective for 70-80% of the intervention group. Tier 2 interventions should be adjusted to meet the needs of this small group. Follow up with CPS team and document in BASIS.

Emma in Mrs. Johnson's Class

Struggling in target skill area of fluency. Tier 1 data indicates that approximately 15% of the student's in Emma's class demonstrate this discrepancy. **Core effectiveness is 85%.**

Intervention: Emma is receiving 30 minutes of strategic instruction (Tier 2) three times per week specific to the target skill area along with a small group of students.

Is Tier 2 instruction effective for 70-80%?



	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	F	P	T	F	P	T	F	P	T	F	P	T	F	P	
Group 2: Stephanie, Emma, Devon																
Week 1 Emma abs. M, F	30	F	J	N/A	N/A	N/A	30	F	J	N/A	N/A	N/A	30	F	J	90
Week 2 Emma abs. W	30	F	J				30	F	J				30	F	J	90
Week 3	30	F	J				30	F	J				30	F	J	90
Week 4 Emma abs. M, W	30	F	J				30	F	J				30	F	J	90
Week 5	30	F	J				30	F	J				30	F	J	90
Week 6 Emma abs. M	30	F	J				30	F	J				30	F	J	90
Week 7 Devon abs. F	30	F	J				30	F	J				30	F	J	90
Week 8	30	F	J				30	F	J				30	F	J	90
Week 9 Emma abs. M, F																
Week 10 Emma abs. F																
Legend	Focus L = Language PA = Phonemic Awareness P = Program/ Strategy F = Fluency V = Vocabulary C = Comprehension									Program (create your own key. For example W= Wilson Foundations) J = Journey's Took Kit (Oral Reading Fluency) = _____						

Are Tier 3 services appropriate?

No

Intervention integrity is good.

Devon and Stephanie are making progress with Tier 2 intervention. However, Emma is not making progress. As seen in the Intervention Documentation Worksheet, Emma has multiple absences, which can be negatively impacting her progress toward the benchmark goal. Follow up with CPS Team to determine the next steps for Emma and document in BASIS.

Case examples were adapted from Florida's Problem Solving/Response to Intervention (PS/RtI) Project Materials.

Appendices



Appendix A

CPS Core/Supplemental Team Composition

Core Team

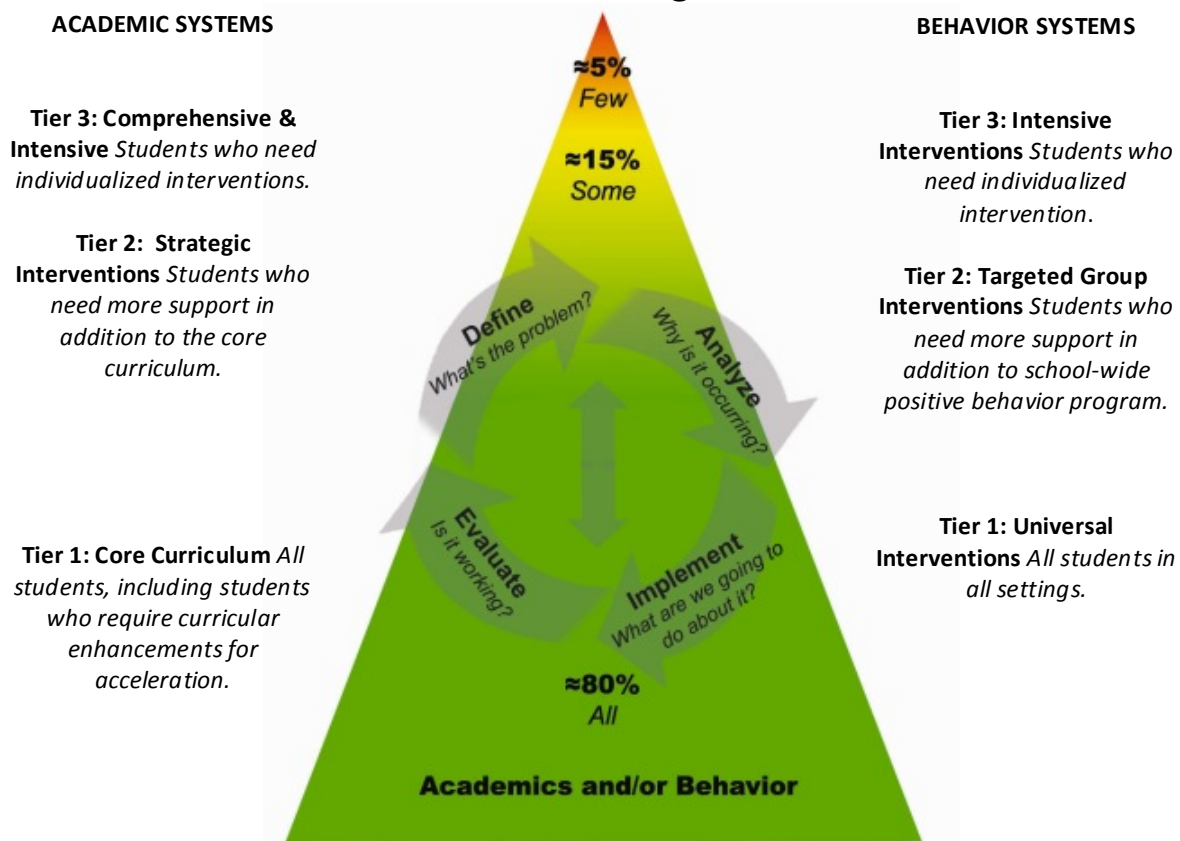
- ✓ Administrator (Principal or Assistant Principal)
 - ✓ Teacher(s) of the student referred to the CPS team
 - ✓ School counselor
 - ✓ School psychologist
 - ✓ School social worker
 - ✓ Reading specialist or coach (for all cases involving reading problems)
 - ✓ Math specialist or coach (for all cases involving math problems)
 - ✓ Parents (may be invited; may still proceed with CPS if they decline to participate)
-

Supplemental Members

- ✓ Other specialists as needed (e.g., behavior specialist, speech language pathologist (SLP), zone support personnel, school nurse/health tech. etc.)
- ✓ ESOL contact/coordinator as needed
- ✓ Student (when developmentally appropriate)

Appendix B

Three-Tiered Model of School Supports & the Problem-Solving Process



(Florida Department of Education, 2008)



Appendix C



COLLABORATIVE PROBLEM SOLVING (CPS) TEAM BENCHMARK CHECKLIST

Instructions: This checklist is designed to provide administrators and others with an easy assessment tool to determine the extent to which a school is implementing a CPS team approach. The evaluator should collect data on the benchmarks through observation of team activities, review of team documents, and direct report by participants and consumers.

The six key domains (elements) of an MTSS/RtI framework:

1. Three-Tiered Instructional/Intervention Model
2. Collaborative Problem-Solving [CPS]
3. Leadership
4. Building the Capacity/Infrastructure for Implementation
5. Communication and Collaboration
6. Data Evaluation

Rating Scale:

- 1 = No evidence
- 2 = Minimal evidence of implementation
- 3 = Evidence showing beginning *efforts toward* implementation (e.g., scheduled training, planning sessions)
- 4 = Documented evidence of implementation with missing elements or inconsistencies
- 5 = Documented evidence of full and consistent implementation

BENCHMARK	EVIDENCE	COMMENTS	RATING
Teachers clearly understand that the CPS team is a regular education, rather than a special education process, and they can explain how it works.	Ask teacher(s) what the team is intended to do and how it works, especially how to access help from the team.	Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)	1 2 3 4 5
Tier 1 academic elements and Tier 2 and Tier 3 academic interventions are developed and clearly defined.	Tier 1 academic elements are documented on the Tier 1 Teacher Strategies and Activities Form (Academic). Review the data that shows the target problem matches the evidenced-based intervention on the Tier 2 and Tier 3 Individual Intervention Record (Academic).	Measures: Essential Element 1 (Three-Tiered Instructional/Intervention Model)	1 2 3 4 5



<p>Tier 1 behavior strategies and Tier 2 and Tier 3 behavior interventions are developed and clearly defined.</p>	<p>Tier 1 behavior strategies are documented on the Tier 1 Teacher Strategies and Activities Form (Behavior).</p> <p>Review the data that shows the target behavior problem matches the behavior intervention on the Tier 2 and Tier 3 Individual Intervention Record.</p>	<p>Measures: Essential Element 1 (Three-Tiered Instructional/Intervention Model)</p>	<p>1 2 3 4 5</p>
<p>Teachers have reviewed records, defined the problem based on data, implemented substantive interventions, and measured progress before they meet with the team.</p>	<p>Review <i>Intervention Record</i> forms for written descriptions of these steps of the process.</p> <p>Observe a team meeting noting whether the teacher's presentation includes information indicating that she has performed these steps.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>A staff member assists the teacher in defining the problem and throughout the intervention steps.</p>	<p>Review <i>Intervention Record</i> forms for documentation identifying staff members who are providing support.</p> <p>Ask one of these staff members about how he/she provided assistance.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>The principal or an assistant principal is an active participant in team activities.</p>	<p>Ask the principal or AP about the current status of team operations. He/she should be able to describe the problem solving steps and the current strengths and weaknesses of the team. It should be clear that the administrator is responding based on direct observation of team activities.</p>	<p>Measures: Essential Element 3 (Leadership)</p>	<p>1 2 3 4 5</p>
<p>The following are members of the core team and attend whenever the team meets:</p> <ul style="list-style-type: none"> ✓ Administrator ✓ Other teacher ✓ Student's teacher ✓ Psychologist ✓ Guidance Counselor ✓ Social Worker ✓ Reading Specialist 	<p>Review a sample of <i>Intervention Record</i> forms to see which team members consistently attend meetings.</p>	<p>Measures: Essential Element 4 (Building the Capacity /Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>

<p>The team has met at least 4 times during the past 2 months.</p>	<p>Review the team’s meeting schedule or sample <i>Intervention Record</i> forms. If a team does not meet, one can assume that there is not a functioning team.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>Parent participation is evident throughout the entire problem solving process.</p>	<p>Review a sample of <i>Intervention Record</i> forms for parent contact dates or other parent conference documentation.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>Team meetings are run efficiently with assigned roles (e.g., recorder, timekeeper), time-limited tasks, and production of an intervention plan.</p>	<p>Observe a meeting for structure and focus.</p> <p>Review <i>Intervention Record</i> forms to see if the team is producing intervention plans that clearly describe what is supposed to happen.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>The team monitors its effectiveness and takes steps to correct any deficiencies identified.</p>	<p>Ask when the team last allocated a block of time to discuss the efficiency and effectiveness of its operations.</p> <p>Ask how the team is looking at intervention evaluation data to determine what’s working and in what areas the team may need to improve upon its procedures or develop additional interventions.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>The interventions used are matched to the target problem and based on evidence of effectiveness.</p>	<p>Review a sample of <i>Intervention Record</i> forms and compare the identified target problem with the description of interventions planned.</p> <p>Ask team members what resources they are using to identify evidence-based interventions for academic and behavioral problems (e.g. websites, or resource collections such as the R.I.D.E. program).</p>	<p>Measures: Essential Element 2 (Collaborative Problem Solving)</p>	<p>1 2 3 4 5</p>

Data are collected to measure the problem when it is identified and to measure the progress of all interventions tried.	Review a sample of <i>Intervention Record</i> forms for specific pre- and post-measures of the target problem. Team members should be able to describe the connections between data collected and decisions that were made about supports for the student.	Measures: Essential Element 6 (Data Evaluation)	1 2 3 4 5
The implementation of interventions is monitored and data are collected on student progress in response. A reasonable time is allotted to trying an intervention before making any judgment about efficacy. The team schedules time to review and discuss progress reports on intervention plans being implemented.	Review a sample of <i>Intervention Record</i> forms to see if a team member is being identified to provide follow-up support to the teacher on planned interventions. Check the team agenda for time allocated to follow up discussion on previous cases. Review a sample of <i>Intervention Record</i> forms and look at pre- vs. post-measures of the target problem. Check the interval recorded using 4-6 weeks as a general rule of thumb for “reasonable.”	Measures: Essential Elements 6 (Data Evaluation)	1 2 3 4 5

GENERAL INTERPRETIVE GUIDE

Many 1s and 2s are circled:

- A highly ineffective or dysfunctional CPS team. This team will need to address all aspects of CPS to become more efficient and effective.

The majority of ratings are 3s:

- A CPS team that is currently limited in its effectiveness, but has begun the process of team development. The ultimate success of this team will depend on continued improvements in areas of need and sustainability of those improvements.

One or more 4s are circled along with 5s in other areas:

- A CPS team that has specific needs for improvement. For example, the team meets regularly, has a consistent membership, and addresses student problems in a timely manner, but fails to design, implement, evaluate, and/or keep written records of data-based interventions. This team should focus its efforts on improving specific areas of inefficiency, while maintaining the strengths it has already developed.

All 5s are circled:

- A highly effective CPS team. This team should focus on sustaining its strengths.

Updated: June 2014

Appendix D

Case Example: Jackson

Background

Jackson is a third grade student struggling in reading. He is performing below benchmark and below his peers as evidenced through his classroom performance, curriculum-based assessment, and standardized measures. Ms. H and the Reading Coach have observed that Jackson's oral reading fluency is labored. When reading aloud, Jackson often stops, pauses and sometimes guesses (incorrectly) at words.

Teacher Action

- ✓ Using class data, Ms. H made the determination the core instruction was effective for approximately 70-80% of the class.
- ✓ Ms. H reviewed Jackson's student profile page on BASIS and his cumulative school record to consider any factors present that might be causing or impacting his problems with reading.
- ✓ Vision and hearing screenings were passed during the last semester of second grade.
- ✓ Jackson's previous report cards have indicated below level performance in reading; all other areas, including behavior, were on level or within the expected range.
- ✓ School attendance was adequate (Jackson was absent 3 days during the 2012-13 school year).
- ✓ Consulted with her colleagues in the third grade team and with the Reading Coach.
 - Ms. H was able to gain some additional strategies for reading instruction that were implemented in providing differentiated instruction to all students in the classroom (e.g., "Six-Minute Solution" was added for supplemental instruction in oral reading fluency).
- ✓ Ms. H also reviewed the Class Status Report (from the FAIR Broad Screen data, Pre Fluency Assessment) and subsequently formed reading groups for classroom instruction. Jackson was placed in a small group (*within* the 90-minute reading block) with other students who demonstrated difficulty with oral reading fluency.
 - Despite this strategy, Jackson continued to demonstrate difficulty in reading.
- ✓ Ms. H uses BASIS to document:
 - Ms. H creates a Tier 1 Strategies/Activities record
 - Ms. H creates a CPS Team Referral
- ✓ Ms. H also meets with Jackson's parents to explain the RtI process and get parental input.

CPS Action

- ✓ Ms. H met with appropriate members of the CPS team, reviewed all data, and determined Jackson should receive Tier 2 strategic interventions in reading, in addition to the Tier 1 interventions currently in place. CPS team completed the Initial Meeting Notes in BASIS.
- ✓ Diagnostic measures were needed in order to identify Jackson's specific problem (skill deficit) in reading so interventions known to be effective with the problem could be implemented. For this purpose, the *Diagnostic Assessments of Reading* (DAR) was administered along with analysis of Jackson's performance on FAIR. Deficits in oral reading fluency were identified and were determined to be the needed focus of Tier 2 Intervention.
- ✓ Ms. H administered a Pre Fluency Assessment to Jackson and to his classmates as a baseline measure of oral reading fluency skills. Oral Reading Fluency Norms was used to determine benchmark goals.
- ✓ After determining the target area, a Tier 2 Intervention Record was completed on BASIS. Ms. H made sure the goal is written in SMART (specific, measurable, attainable, realistic, and timely) format with specific beginning baseline data along with end goal data (e.g. from... to ... *see full example in graph*).

Intervention

Strategic Tier 2 Interventions included: Journey's Reading Intervention for fluency (20 minutes/3 days per week with a small group of approximately five students.

Tier 1 Interventions continued: Six-Minute Solution administered to whole class daily

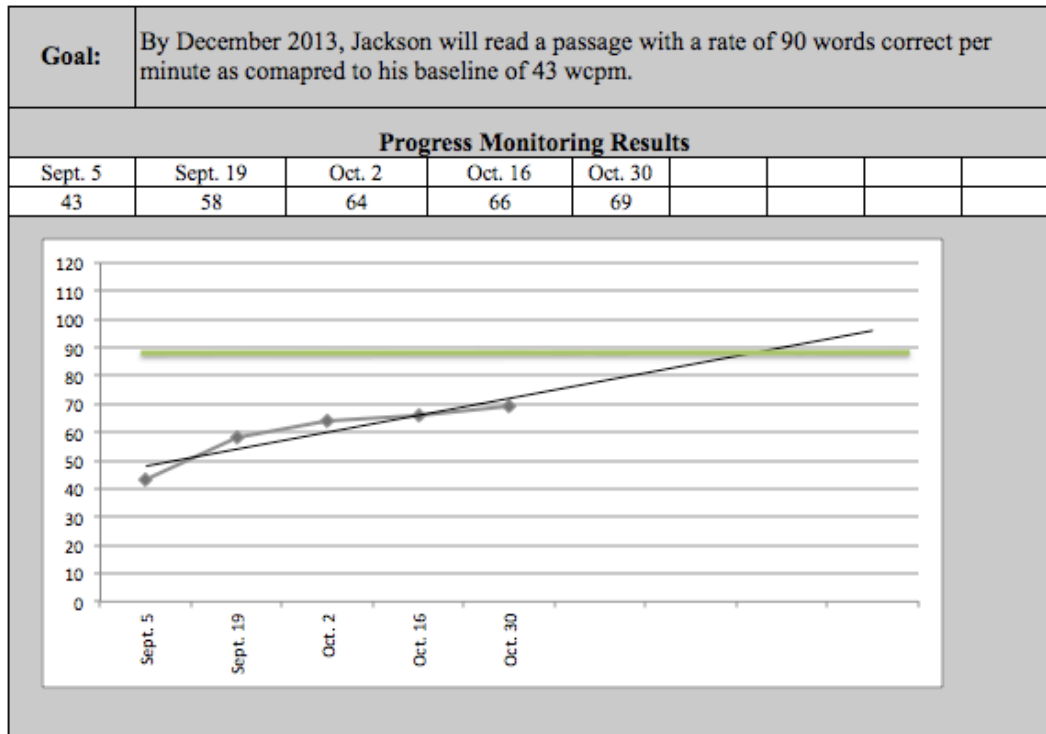
Response to Intervention

- ✓ Jackson's response to Tier 1 and Tier 2 interventions was monitored over a 6-week period.
- ✓ Ms. H administered a mini fluency assessment to Jackson every 2 weeks and recorded his fluency score in order to document progress/response to intervention.
- ✓ Ms. H also administered the same fluency assessment to the entire class every four weeks in order to monitor class-wide performance so Jackson's progress could be compared to peers.

Jackson's scores and benchmark expectations oral reading fluency are shown in the graph below.

Jackson's Tier 2 Fluency Intervention Graph

Student:	Jackson
School:	School A
School Year:	2013-14
Grade:	3rd
Class:	Ms. H
Intervention (s):	Fluency- 6 Minute Solution (Tier 1) Journey's Cold Reads (Tier 2)









✓ Ms. H reconvened with CPS team and completed the RtI Follow-Up form in BASIS.

Because Jackson was making adequate progress (the trend line showed the gap between his performance and expectation was closing significantly), Ms. H and the CPS team determined that Jackson should continue with intervention until the benchmark was attained. However, if Jackson's reading skills appear to decline at Tier 1, the Tier 2 interventions (e.g., small group instruction in addition to the 90-minute reading block) would be re-instated.

Appendix E

Resources

Primary Source for RtI for Broward County is BrowardPrevention.org

Internal Resources Materials for Teachers and CPS Teams	Internal Resources Forms that MUST be completed on BASIS
Behavior Management Resources Best Practices- Tier 1 Examples CPS Benchmark Checklist Creating Tier 1 Strategies/Activities (BASIS) Creating Tier 2 and Tier 3 Academic Records (BASIS) Intervention Documentation Worksheet  Oral Reading Fluency Norms Parental Input Form Problem Behavior Guide Resource Mapping RtI Decision Making Guide RtI Flow Chart Strategy vs. Intervention Guide Struggling Math Chart (K-12) Understanding the Acronyms * See MTSS Literacy Plan	CPS Team Initial Meeting Notes CPS Team Meeting Notes Follow-up CPS Team Referral Form Tier 1 Teacher Strategies and Activities Academic Tier 1 Teacher Strategies and Activities Behavior Tier 2 Behavior Intervention Record Tier 2 Individual Intervention Record Academic Tier 3 Individual Behavior Intervention Record Tier 3 Individual Intervention Record Academic
Internal Resources Progress Monitoring Graphs	Internal Resources Training Modules
Chart Dog  MTSS/RtI Student Progress Monitoring Graph (Individual)  MTSS/RtI Progress Monitoring Graph (Student and Class)  MTSS/RtI Progress Monitoring Graph (Whole Class)  Rock Hockman Behavior Graph PM 	CPS RtI Basics (Training Module) Progress Monitoring (Training Module) RtI Essentials (Training Module) RtI for Behavior (Training Module)
RtI Information for Parents/ Guardians	External Resources National and State Resources
Reading Strategies Booklet RtI Parent Brochure RtI Parent Brochure in Haitian/Creole RtI Parent Brochure in Portuguese RtI Parent Brochure in Spanish Student Progression Plan-BCPS Policy 6000.1	Florida Problem Solving & Response to Intervention Project Florida Response to Intervention Florida Senate Bill 850 Intervention Central on Response to Intervention National Association of School Psychologists (NASP) National Center on Response to Intervention National Center on Student Progress Monitoring RtI Action Network RtI Wire: Your Site for RtI Resources



Appendix F

Frequently Asked Questions (FAQs)

Broward MTSS/RtI Model

Q: Why is MTSS/RtI the best process to use to make decisions about instruction for students?

A: Evidence from research continues to indicate that Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) is the best means of assisting students in the general education classroom with academic and/or behavioral problems. It is a means of identifying problems early, providing assistance to students through evidence-based interventions, and progress monitoring those interventions to evaluate their effectiveness. Decisions about student's instructional needs are, thus, based on sound data about what is and is not working to promote academic and behavioral competence in the classroom. The state of Florida has adopted MTSS/RtI as its primary methodology for assisting all students experiencing challenges in the general education classroom.

Q: Is MTSS/RtI primarily a path to special education?

A: No. Although MTSS/RtI has some applicability to certain ESE eligibilities, it is first and foremost a general education initiative.

Q: How will we communicate about CPS/RtI to parents?

A: This is one of the responsibilities of the CPS team at each school. Regular communication with parents, both about interventions planned and progress monitoring of the interventions, is expected. It will be necessary for all CPS teams to determine who will be responsible for communicating with parents about their child's involvement in the CPS process.

Q: Is there flexibility in the model? For example, can our school implement a different behavior management model instead of CHAMPs?

A: In some areas, yes; in others, only after use of district approved methods and consultation with district level personnel has occurred. For behavior management in particular, there is flexibility. While the district strongly recommends CHAMPs or Positive Behavior Supports (PBS) as the universal behavior management system, a school could use a different method, so long as they have a clearly identified *school-wide approach* to classroom management. In some academic areas, most notably reading, there is somewhat less flexibility; those methods identified in the MTSS Literacy Learner Plan should be used first, prior to trying other methods of intervention.

Q: Is there technology to support the documentation of assessments, instruction, interventions and decisions?

A: Yes. The BASIS system provides electronic documentation of the MTSS/RtI process and is the required documentation for ALL Tier 2 and Tier 3 interventions.

Q: If our school is an "A" school do we need to implement the Broward MTSS/RtI model?

A: Yes. Even in "A" schools there are individual students who struggle with academics and/or behavior. MTSS/RtI would be required to address these students' needs in the classroom.

Q: If our school is meeting AYP do we need to implement the Broward MTSS/RtI model?

A: Yes; for the same reasons noted in the above response.

Q: Is the MTSS/RtI model about struggling or underperforming students only? What if a student is mastering content more quickly than his/ her classmates? Are they referred to the CPS team?

A: Yes, CPS/RtI is primarily intended for struggling students. A method already exists for making referrals for students suspected to be gifted.

Q: Are we only concerned about student achievement in reading and math or are other content areas addressed in the CPS/RtI process?

A: While reading and math are the first areas that should be addressed by the MTSS/RtI process, all academic areas (e.g., writing, social studies, science) as well as behavior problems and organizational skills should also be addressed.

Q: What if a parent insists on ESE testing?

A: Collaboratively discuss the various options with the parent so they completely understand both the RtI and ESE eligibility processes. Assist them in obtaining the information needed to make an informed decision in the best interest of their child. A school cannot refuse a parent request for testing. Federal regulations allow a parent to request an evaluation at any time. The provision of RtI alone is not a valid reason to deny an evaluation.

Data-Driven Decision Making

Q: How can we distinguish a Tier 1 intervention from a Tier 2 intervention from a Tier 3 intervention?

A: Tier 1 methods are “universal” (e.g., what all students receive; the core curriculum); Tier 2 interventions are “strategic/targeted,” intended for students who are struggling with either academics and/or behavior (e.g., for students who need small group, supplemental instruction in their area of difficulty; Tier 3 interventions are “intensive,” intended for students who need highly focused and intensive instruction in their area of difficulty. The essential change as the student moves up the tiers is one of “intensity” of intervention.

Q: How can we tell if a student’s response to an intervention is sufficient?

A: See section titled, *Response to Intervention: Positive, Questionable, or Poor?*

Collaborative Problem Solving

Q: Can my School-Based Leadership Team be my CPS team?

A: In Broward, the CPS team is defined as the School-Based Leadership Team for MTSS/RtI.

Q: Who is supposed to participate in the CPS team meetings?

A: See Appendix E for composition of the core CPS team, and supplemental members as needed. At minimum, the core members of the CPS team should always participate in meetings.

Q: Do we need parent permission to implement interventions designed by the CPS team?

A: No; however, best practice is to provide the parent with the notification of CPS process (*found in Appendix E*)

Q: How we address a parent who does not want their child to receive interventions?

A: Although it is not necessary to obtain consent to implement interventions for students, it is best practice to inform and explain the benefit and keep parents informed of the process of RtI.

On-going Assessments of Student Learning

Q: How do we know our assessments match the core content standards?

A: For reading and math, simply consult the MTSS Literacy Learner Plan and the Struggling Math Charts. For other academic content areas, this will require consultation with your grade level chair, department chair, and/or curriculum specialists at the District level.

Q: Are teacher-made assessments or informal, in-class assessments an appropriate way to determine if a student is making progress?

A: While teacher-made assessments may provide the teacher with good information about students' skill development, they are generally not appropriate for progress monitoring of MTSS/RtI.

Interventions and Documentation of Results

Q: How do we document what interventions have been tried with a student?

A: The District requires that all CPS teams complete the Intervention Records electronically on BASIS.

Q: How do we document the level of progress being made with interventions that are tried?

A: Progress is documented using the progress monitoring graphs generated as a required component of all Tier 2 and 3 interventions. The graphs should be attached to the Intervention Record mentioned above, so the CPS team will have a complete record of the student's responses to all interventions attempted. The graphs can be attached electronically on BASIS. Additionally, the CPS follow-up forms should be completed to indicate a student's response to intervention and next steps.

Q: Where do we find evidence-based interventions to use for specific student problems?

A: For reading and math, on the MTSS Literacy Learner Plan and Struggling Math Charts. For all other areas, see resources listed in Appendix E.

District Support and Professional Development

Q: What involvement will the District Leadership Team staff have in MTSS/RTI?

A: The District Leadership Team (DLT) will have a primary role in ensuring the MTSS/RtI Model is standardized and implemented in all Broward County Schools. The DLT team members will play a key role in assisting school with RtI methods.

Q: Will there be on-line opportunities to get training and/ or information about MTSS/RTI?

A: Yes. Many of the training opportunities will be made available through Brainsharks, webinars and training modules. See Appendix E. Comprehensive RtI information and resources is located on <http://www.browardprevention.org/basis/response-to-intervention/>

Appendix G

MTSS/RtI for English Language Learners (FAQs)

In implementing MTSS/RtI approaches with English Language Learners (ELLs), a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically appropriate instruction, no matter the educational setting. In other words, instruction and interventions must consider a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) in order for instruction to be appropriate.

Q: How can I tell the difference between a reading “disability” and reading difficulties in ELLs?

A: ELLs need explicit, intensive instruction to support their word reading skills, whether they have a reading disability or not. If they respond to this instruction (Tier 1, Tier 2), the difficulties that they are having are not due to a “disability”. The majority of ELLs develop word-reading skills that are equally as accurate and fluent as their classmates, without any significant delays. However, these same children often have low English vocabulary knowledge and reading comprehension skills.

Q: What skills must educators have to effectively implement MTSS/RtI for ELLs?

A: Personnel need to know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students.

Q: How is progress monitoring effectively implemented with ELLs?

A: Monitor ELLs' progress as frequently as the other students. Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. When making comparisons to the peer group, the appropriate reference group is other ELLs with similar language classifications and background characteristics, not same-age peers in the classroom from the dominant culture.

Q: How is Tier 1 instruction effectively implemented for ELLs?

A: Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas

Q: How is Tier 2 intervention effectively implemented for ELLs?

A: Do not wait for English oral language to improve before providing supplemental reading intervention to students who demonstrate weak reading skills or have evident reading difficulties in English.

Q: How is Tier 3 intervention effectively implemented for ELLs?

A: This level of intervention needs to be provided by a teacher (or other professional) with a strong background in literacy and an understanding of the educational needs of ELLs. Strategies and instructional routines such as repetitive language, modeling, time to practice and discuss reading, and systematic and explicit instruction are beneficial with ELLs who have reading difficulties.

Q: What if we have questions regarding strategies and/or supports for ELL students?

A: Consult the Multicultural, ESOL, and Program Services Department, or a bilingual psychologist assigned to your school.

Source: RtI Action Network. "Response to Intervention in Reading for English Language Learners." Retrieved from <http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

Web Resources for English Language Learners

Language Level Classifications and Descriptions

<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices/Appendix%20E%20Lang.%20Level%20Class%20copy.pdf>

ESOL Instructional Strategies Matrix

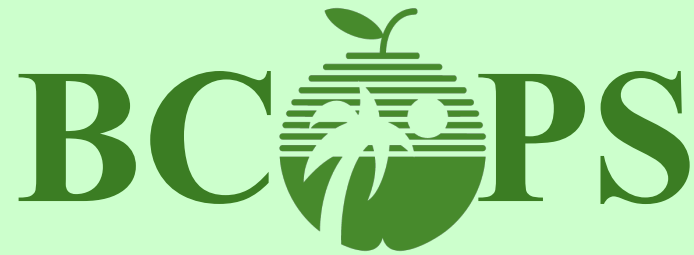
<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices/Appendix%20L%20MATRIX.pdf>

Description of Supplementary Materials

<http://www.broward.k12.fl.us/esol/Eng/What's%20New/PDF/DescSuppESOLElemMaterials.pdf>

The National Center for Culturally Responsive Educational Systems (NCCRESt)

www.nccrest.org/Briefs/Framework_for_RTI.pdf



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