

MTSS: Current Best Practices



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Overview

- Where do these “Best Practices” come from?
- What is MTSS (and what is it NOT)?
- What are best practices for school-wide MTSS?
- Illustration

Where do these “Best Practices” come from?

- Empirical research
 - See handout: “Selected Research for MTSS”
 - See also
 - National Center for Response to Intervention
 - www.rti4success.org
 - National Center on Intensive Intervention
 - www.intensiveintervention.org
 - What Works Clearinghouse
 - http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

What is MTSS?

What it is NOT

- A curriculum
- A type of assessment
- A type of intervention

What it IS

- A school-wide framework for early intervention and prevention
- An alternative to IQ-achievement discrepancy approach (i.e., Response to Intervention; IDEA 2004)

Best Practices for LD Identification

IQ-Achievement discrepancy approach to LD identification

- Psychometrically flawed
- Inconsistent and arbitrary
- Fails to discriminate a qualitatively different group of students from a larger group of low achievers
- Limited instructional utility
- “Wait to fail” model

How MTSS is designed to address these problems

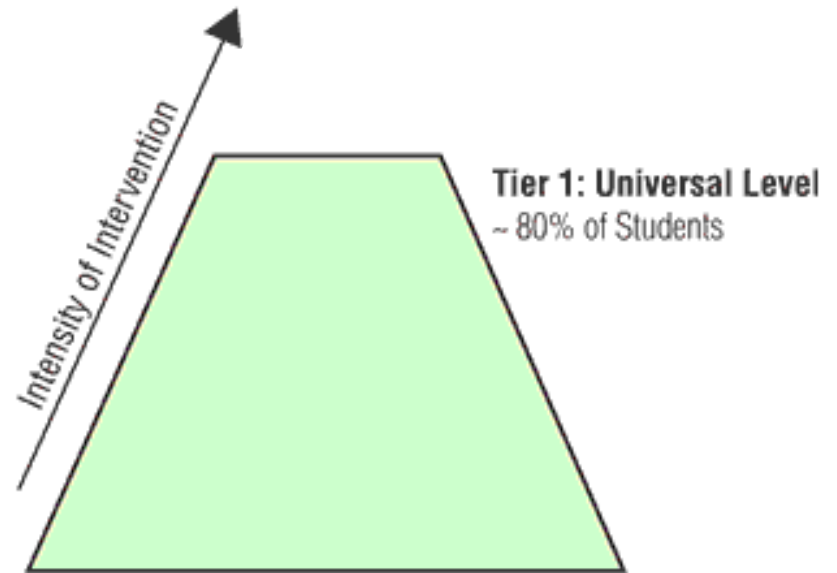
- Reliable/valid measures
- Identifies students who are unresponsive to high-quality instruction
- High instructional utility
- Allows for early identification and prevention

Best Practices for School-Wide MTSS

1. School-wide, 3-tiered model
2. Definition of achievement
 - (e.g., proficiency on MCA math and reading)
3. Reliable, valid assessment (predictive of MCA)
 - Universal screening (2-3 x per year)
 - Frequent progress monitoring of students at risk
4. Defined range of cut scores to determine need for intervention
5. High quality, *research-based*, culturally responsive core instruction
6. Evidence-based intervention
7. Collaborative team problem solving
8. Flexible movement across tiers

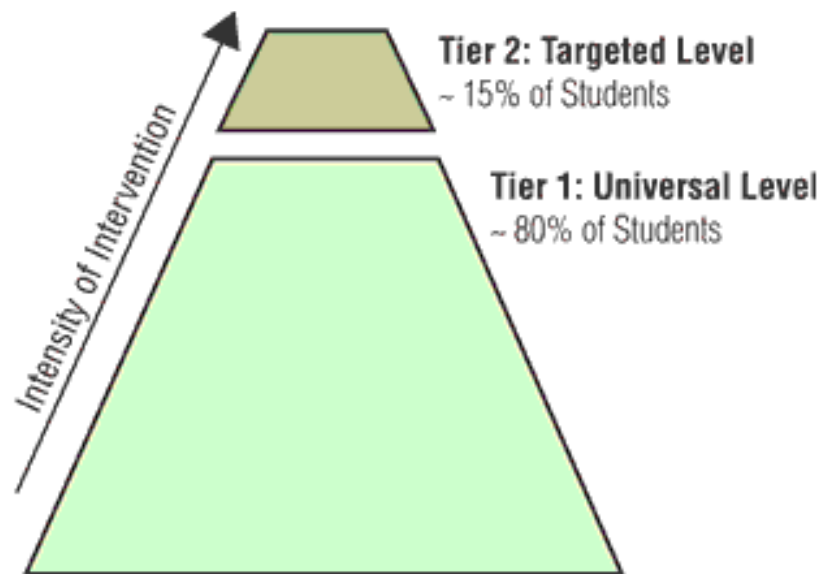
Tier 1

- Universal screening
- Progress monitoring of students at risk using tools that
 - Are *reliable, valid, easy to administer, sensitive to growth*
 - Indicate effectiveness of instruction or need for change
- High-quality research based core instruction
- Fidelity of implementation
- Professional development and ongoing support



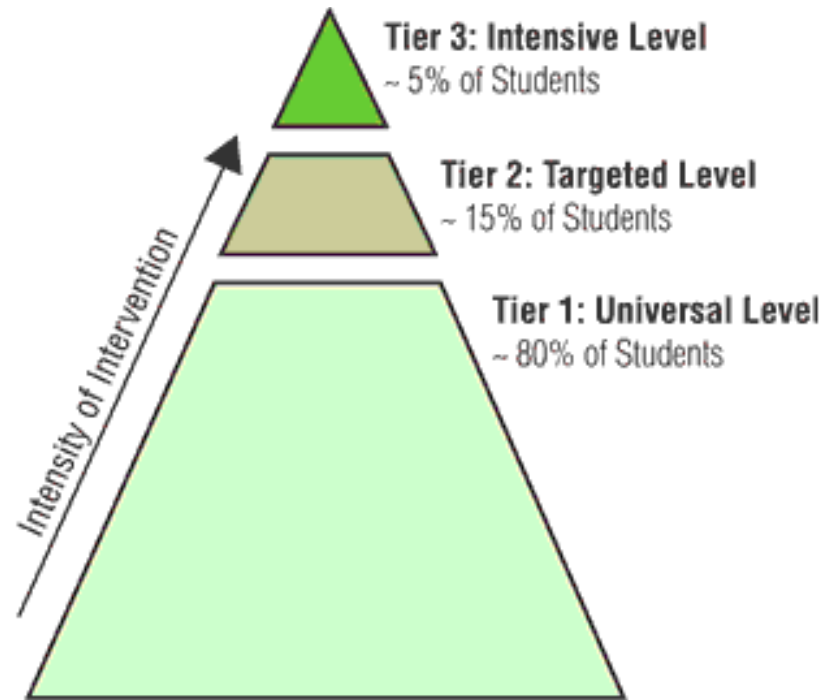
Tier 2

- Supplemental intervention within general education
- *In addition to core*
- *Small-group* instruction
- Delivered by qualified instructor
- Explicit, structured intervention (standard protocol)
- Grouping is *flexible*
- Progress monitoring is key



Tier 3

- Most *intensive* and *individualized*
- May be more frequent, in smaller groups
- Delivered by specialist
- Most like special education
- Referral to special ed should still includes comprehensive evaluation and due process

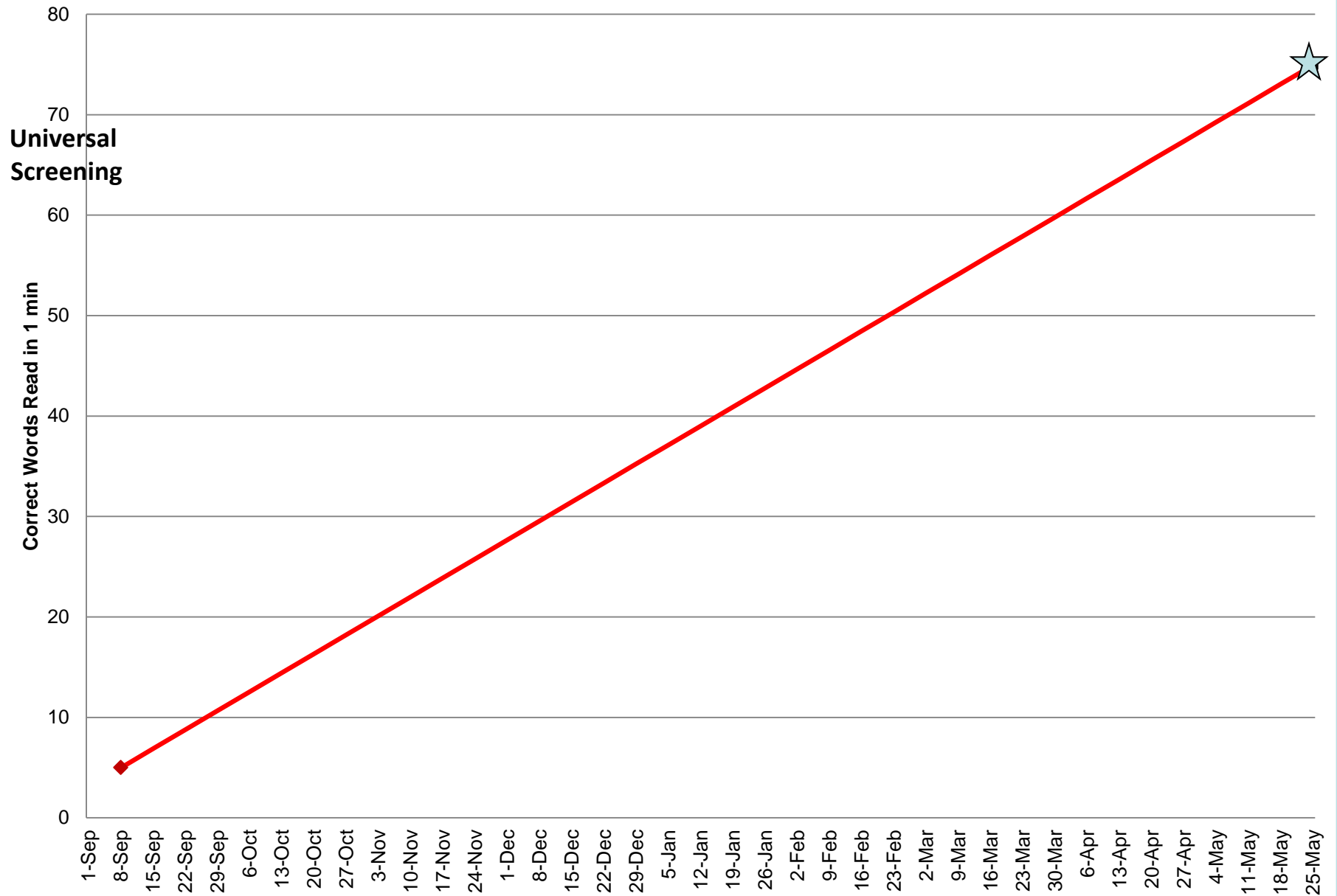


How do we know when it's working?

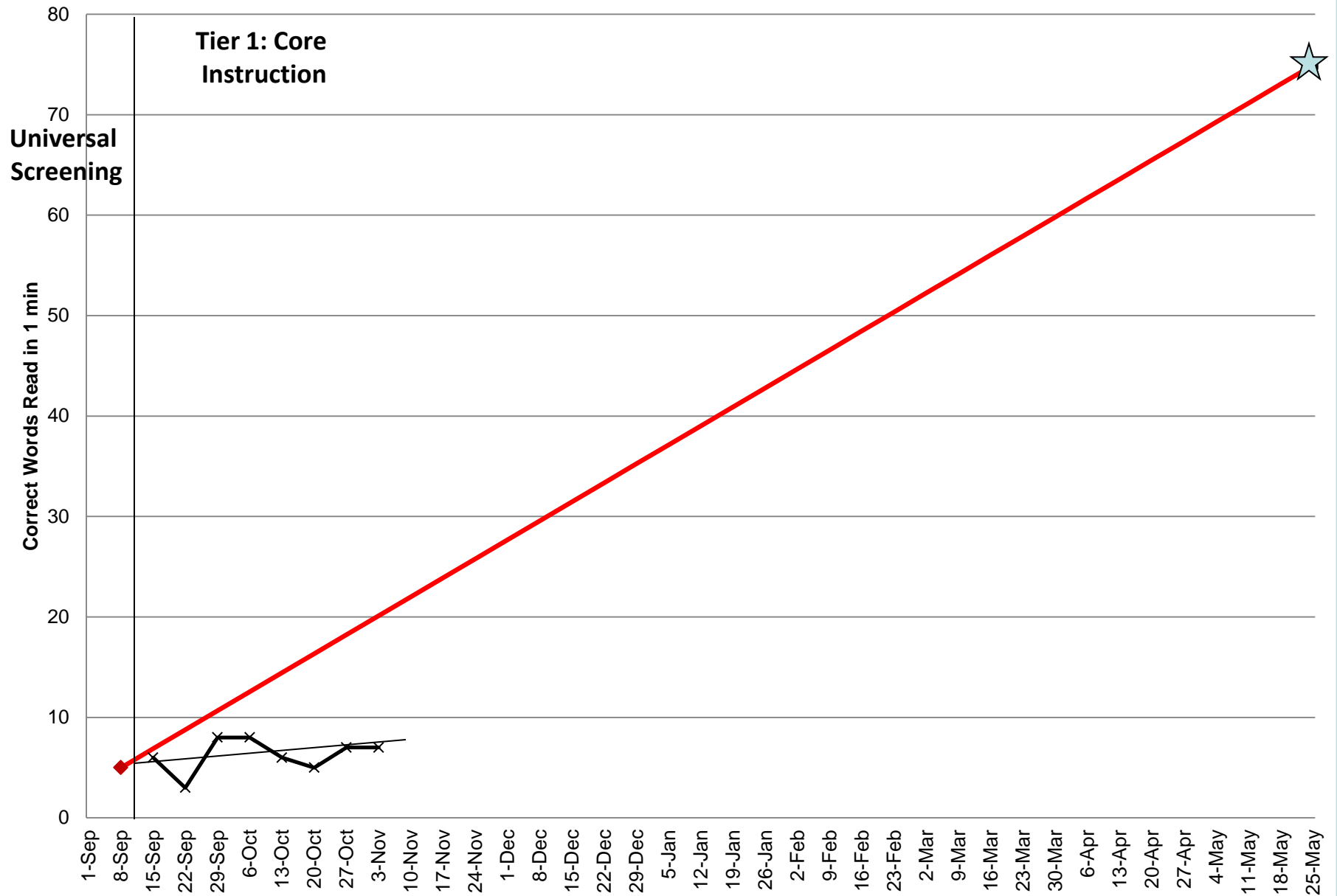
- Most students thrive in core instruction.
- Some students succeed once they are given supplemental, evidence-based intervention.
- A small number of students are identified who require intensive, individualized intervention.
 - Because they have a *need* for intensive intervention.
 - NOT because they have been deprived of high-quality instruction.

ILLUSTRATION

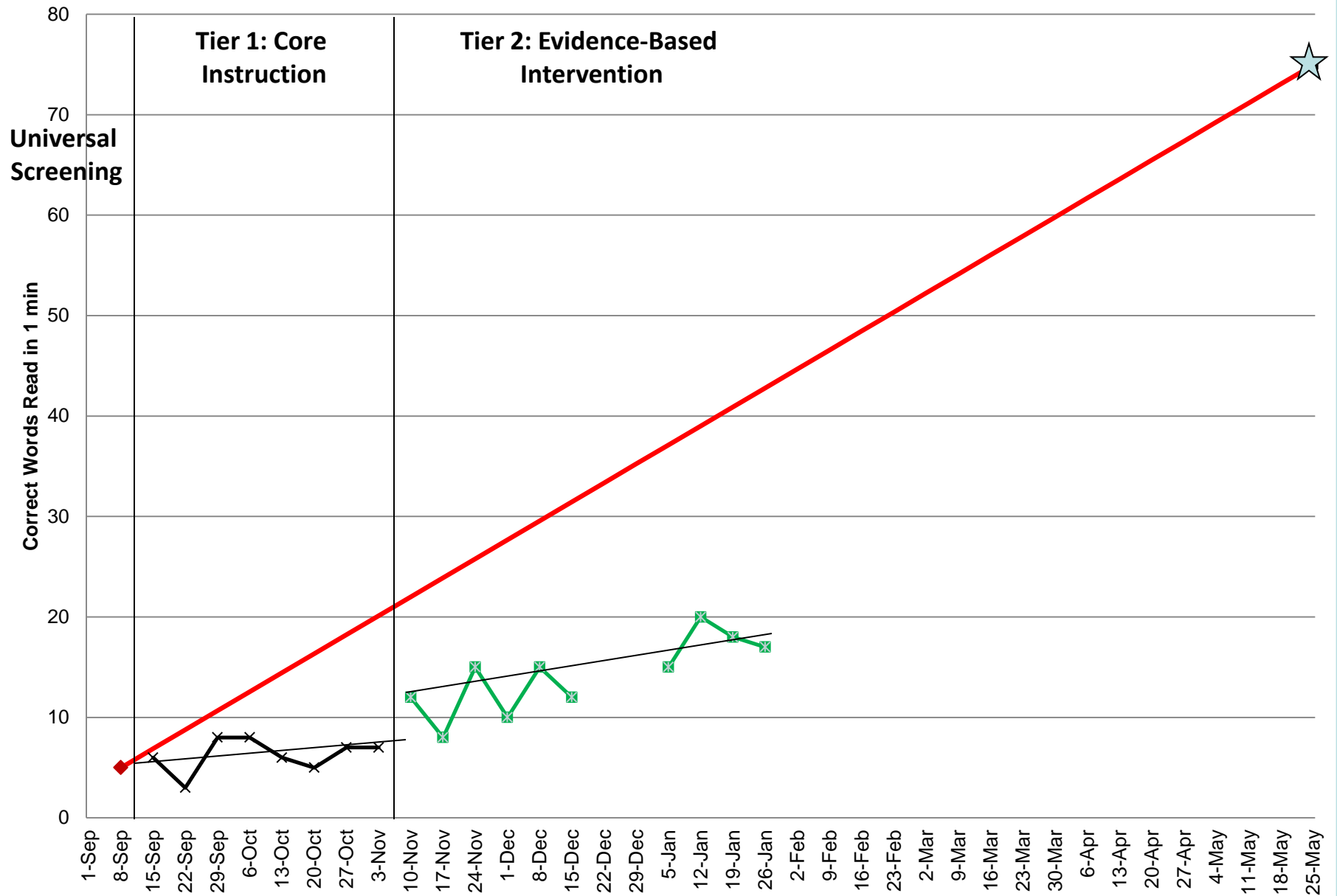
Riley's Graph



Riley's Graph



Riley's Graph



Riley's Graph

