Developing Effective MTSS Tier 2 and Tier 3 Interventions: Guidelines for Schools

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1 May 2018 Interventionist Training: Recommendations for Principals to Advance Tier 2/3 RTI Between Now and 1 Oct 2018:

- Use spring benchmark data to recruit students for fall math/reading Tier 2/3 groups.
- Use spring benchmark data to project fall intervention needs; allocate interventionist time to grade levels dependent on number of Tier 2/3-eligible students.
- Standardize Fall screenings: Complete screenings 4-5 weeks into school yr.
- Time for Data Analysis Teams to have time to meet with teachers to share classroom suggestions for applying iReady results.
- Create Tier 2/3 intervention groups that are homogeneous.
- Limit Tier 2/3 intervention groups in size when possible to accelerate learning.
- Use iReady to set clear data cut points for Tier 2/3 entry/exit.
- Form Tier 2 Data Analysis Teams to include principals.
- Add more research based programs.
Mission Statement: Interventionists

The goal of the West Babylon School District is to help our students achieve their potential.

The intervention program strives to meet the individual learning needs of children who are performing below grade level expectations. Students’ academic needs will be identified through a collaborative process involving educators, parents, and children. Once establishing specific concerns, the Interventionist will develop and implement a plan to help each child reach targeted goals. The overall purpose is to increase academic proficiency and develop student accountability in order to foster success and independence.
Multi-Tier System of Supports

Response To Intervention – RTI Resources

Featured Tools
- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Printer
- Letter Name Fluency Generator
- Math Word - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker

Latest Updates
- September 17th, 2012
  How To: Reduce Time-Outs With Active Response Desks
  Active Response Desk-Time Out encourages in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities. Read more...
- [22 Nov 2012] Building Sight Word Vocabulary: 4 Methods. Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient teaching interventions that promote student acquisition of common sight words.
Workshop PPTs and handout available at:

http://www.interventioncentral.org/westbabylon
RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

**Tier 1: Core Instruction.** The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The teacher's whole-group instruction:</th>
<th>Discussion (current implementation; questions; next steps; persons responsible, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- [A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.</td>
<td></td>
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<tr>
<td></td>
<td>- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.</td>
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</tbody>
</table>
The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the ‘command and control’ group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team’s tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- selects screeners. The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes ‘cut-points’—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
  A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
  B. Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.
  C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
  D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- identifies additional data sources. The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- weights screeners and other data sources. The school weights in descending order of importance all measures to be used to make intervention placements, with the most ‘diagnostic’ sources appearing in first position. When
Handout 3:
“Workbook”
The perfect is the enemy of the good.

-Italian Proverb
Agenda: RTI/MTSS: Tiers 2 & 3

1. **Tier 2/3 Academic Support: Introduction.** What are the purpose and quality indicators of Tier 2/3 services in MTSS?

2. **Tier 2 RTI/MTSS & School/Parent Communication.** What information should be shared with parents about students’ Tier 2 services?

3. **Tier 2 RTI/MTSS Services: Data Collection.** What are considerations when monitoring student progress at Tier 2?
Tier 2/3 Academic Support: Introduction. What are the purpose and quality indicators of Tier 2/3 services in MTSS?
MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for ‘red flag’ students. These are students whose academic delays or difficulties require a sustained remediation plan that will last at least several weeks.

The purpose of Tier 1 interventions is to support core instruction. They take place in the classroom, typically during core instruction.

Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the MTSS problem-solving approach—adapted to the realities of a busy classroom environment.
MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students’ progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.
MTSS: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, 1-5% of students may need Tier 3 support in a given year. The MTSS Problem-Solving Team designs and implements the Tier 3 intervention plan.

The Team identifies the most important blockers to student success and develops a customized intervention plan to address those concerns.

Tier 3 stands apart from lesser Tiers because of the intensity of intervention and customized, problem-solving focus.
What does MTSS for reading look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under MTSS is the ‘dual discrepancy model’ (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Target Student

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: MTSS Model of Learning Disability (Fuchs 2003)
MTSS: Decision Rules: Identifying the Academic ‘Non-Responding’ Student

The student:

• received interventions in current classroom to address concerns.
• has completed a combination of 3 or more ‘intervention trials’ at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.
• continues to show a large academic ‘performance deficit’.
• has failed to close the academic gap with peers (as measured by school-wide screening tools).

The MTSS ‘evidence trail’ shows the student’s interventions were:

• research-based.
• appropriately matched to the student concern.
• carried out with integrity.
Multi-Tier System of Supports

MTSS: ACADEMICS

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
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- Customized/intensive academic intervention plan
- Daily progress-monitoring

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Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 3: High-Risk Students: 5%

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.
- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.
Tier 2: Academic Intervention Services: Essentials

Tier 2/3 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2/3 should be structured at your school...
Multi-Tier System of Supports

Tier 2: Academic Intervention Services: Interventions

1. Use Interventions Supported by Research. Intervention plans for Tier 2/3 students contain programs or practices supported by research.

2. Cap Group Size. Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
Scheduling Elementary Tier 2/3 Interventions

Option 3: ‘Floating MTSS’: Gradewide Shared Schedule. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: MTSS Daily Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>2:00-2:30</td>
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Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.
Tier 2: Academic Intervention Services: Interventions

5 Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.

6 Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.
Tier 2: Academic Intervention Services: Data

**7. Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.

**8. Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
Multi-Tier System of Supports

Tier 2: Academic Intervention Services: Data

Select Screeners that Identify the Right Students. Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.
Multi-Tier System of Supports

RTI/MTSS Elements: Prioritize!

• Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

Rate each goal, using this scale: The goal is:

– ‘0’ = done
– ‘1’ = a priority to work on this year.
– ‘2’ = to be postponed until 2018-19

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity. Students receive high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of students:

<table>
<thead>
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<th>Status (0,1,2)</th>
<th>GOALS: The school:</th>
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<td>□ verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.</td>
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<td>□ has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.</td>
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<td>□ provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).</td>
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<td>□ has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.</td>
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</tbody>
</table>
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (4). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.1] verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.

[A.2.2] has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.

[A.2.3] provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (Cont.). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.4] has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.
Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: __________________ Team Members: __________________ Date: ___________

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school’s Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

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In your groups:

- Appoint a recorder.
- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).
- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.
Tier 2 RTI/MTSS & School/Parent Communication. What information should be shared with parents about students’ Tier 2 services?
NYSED Part 100 Regulations:

100.2 General School Requirements

Response to intervention programs.

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements...

6. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
   1. the amount and nature of student performance data that will be collected and the general education services that will be provided . . . ;
   2. strategies for increasing the student's rate of learning; and
   3. the parents' right to request an evaluation for special education programs and/or services.
West Babylon K-5 Progress Report

Your child has received Response to Intervention services in the subject area indicated.

This form is automatically collecting email addresses for West Babylon Union Free School District users. Change settings

Date:

Month, day, year

Subject Area

☐ ELA

☐ MATH
Tier 2 RTI/MTSS Services: Data Collection. What are considerations when monitoring student progress at Tier 2?
Here are important guidelines: Tier 2 data-collection methods for academic interventions should:

**measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.

**be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months—whether the intervention is effective.

**yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

**include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student’s baseline performance (starting point) and uses that information to calculate an outcome goal.