
MTSS and the Keys to Success

By James E. Los

Foundations of MTSS Success: From Research to Practice

The *Blueprint III* (Ysseldyke et al., 2006) and *Model for Comprehensive and Integrated School Psychological Services* (National Association of School Psychologists, 2010) call school psychologists to act as leaders in the provision of (a) academic instructional supports and interventions and (b) social, emotional, and behavioral prevention and intervention services using multitiered systems of support (MTSS). MTSS is conceptualized as a general framework for delivering academic and behavioral supports through two multitiered approaches: response to intervention (RTI; see Jimerson, Burns, & VanDerHeyden, 2016) and positive behavior supports (PBS; see Sailor, Dunlap, Sugai, & Horner, 2009). According to Stoiber (2014, p. 56), effective implementation of school-based MTSS depends on the following six core components:

1. High-quality differentiated instruction
2. Meaningful assessment, screening, and progress monitoring
3. Identifying and selecting prevention and intervention programs and strategies
4. Intervention fidelity
5. Identifying, selecting, translating, and evaluating evidence-based practices
6. Professional development

These foundations of MTSS reflect best practices in the field, and yet the gap between research on effective practices and the actual implementation of systems-level change in the schools remains an important issue (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). This handout is intended to serve as a concise—yet comprehensive—reference guide that explains these six essential components of MTSS and refers practitioners to evidence-based resources for implementing component. This guide will help school leaders in understanding and advocating for the effective systems-based delivery of academic and mental health services to all learners.

Table. Essential Components of MTSS

<p>I. High-Quality Differentiated Instruction</p> <ul style="list-style-type: none"> • Increase opportunities and time to learn. • Teach and re-teach core curriculum with more examples and practice. • Increase engagement by matching instructional level to learners, keeping content relevant, and using diverse strategies. • Use flexible grouping and match the pace, type, and level of content and the dosage and duration of instruction and intervention to the needs of the learners. 		
<p>Application to Reading RTI</p> <p>Instruction Based on 5 Big Ideas of Reading (National Reading Panel https://www.nichd.nih.gov/publications/pubs/nrp/Pages/findings.aspx)</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics • Reading fluency • Vocabulary • Reading comprehension 	<p>Application to Math RTI</p> <p>Instruction Based on Core Components of Math (Math Advisory Panel https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf)</p> <ul style="list-style-type: none"> • Number sense • Rational numbers • Basic number operations 	<p>Application to PBIS</p> <p>Instruction Based on Core Components of PBIS (Sugai et al., 2005)</p> <ul style="list-style-type: none"> • Post behavioral expectations/rules • Teach social behaviors that increase social and academic success • Reward systems for positive behavior • Continuum of consequences for problem behavior
<ul style="list-style-type: none"> • FCRR http://www.fcrr.org/resources/resources_sca.html • Reading Rockets http://www.readingrockets.org/article/effective-reading-instruction 	<ul style="list-style-type: none"> • CASEL http://www.casel.org • CT Clearinghouse https://www.ctclearinghouse.org/ 	
<p>II. Screening and Progress Monitoring</p> <ul style="list-style-type: none"> • Identify relevant standards for assessing key academic and behavioral competencies. • Select valid criteria for identifying inadequate performance. • Specify decision rules based on scores. • Screen academic and behavior problems three times per year (fall, winter, and spring). 		
<p>Application to Reading RTI</p> <p>Universal Screening and Progress Monitoring Tools</p> <ul style="list-style-type: none"> • AIMSweb R-CBM http://www.aimsweb.com/assessments/features/assessments/reading-cbm • DIBELS Next https://dibels.org/dibelsnext.html • easyCBM Reading https://dibels.uoregon.edu/assessment/reading/ • FastBridge CBMreading http://www.fastbridge.org/assessments/reading/cbmreading/ 	<p>Application to Math RTI</p> <p>Universal Screening and Progress Monitoring Tools</p> <ul style="list-style-type: none"> • AIMSweb M-CAP http://www.aimsweb.com/assessments/features/assessments/match-concepts-applications and AIMSweb M-COMP http://www.aimsweb.com/assessments/features/assessments/math-computation • DIBELS Math https://dibels.org/dibelsmath.html • easyCBM Math https://dibels.uoregon.edu/assessment/math/ 	<p>Application to PBIS</p> <p>Universal Screening and Progress Monitoring Tools</p> <ul style="list-style-type: none"> • BESS http://www.pearsonclinical.com/education/products/100001482/basc3-behavioral-and-emotional-screening-system--basc-3-bess.html • BSAD https://shop.mentalhealthscreening.org/products/brief-screening-for-adolescent-depression-bsad-student-screening-form-100-pack • CICO-SWIS https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx-cico

<ul style="list-style-type: none"> Renaissance Star Reading https://www.renaissance.com/products/assessment/star-360/star-reading-skills/ 	<ul style="list-style-type: none"> FastBridge CBMmath http://www.fastbridge.org/assessments/math/cbmmath/ Renaissance Star Math https://www.renaissance.com/products/assessment/star-360/star-math-skills/ 	<ul style="list-style-type: none"> CSCSS http://www.michaelfurlong.info/CSCSS/cscss-forms/ ISIS-SWIS https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx-isis SAEBRS http://www.fastbridge.org/assessments/behavior/ SDQ http://www.sdqinfo.com/ SSBD https://pacificnwpublish.com/products/SSBD-Online.html SSIS Performance Screening Guide http://www.pearsonclinical.com/education/products/10000356/social-skills-improvement-system-ssis-performance-screening-guide.html SRSS https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale SWIS https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx-swis
<ul style="list-style-type: none"> Center on RTI http://www.rti4success.org/resources/tools-charts/screening-tools-chart NCII http://www.intensiveintervention.org/chart/progress-monitoring 	<ul style="list-style-type: none"> Center on RTI http://www.rti4success.org/resources/tools-charts/screening-tools-chart NCII http://www.intensiveintervention.org/chart/progress-monitoring 	<ul style="list-style-type: none"> CI3T http://www.ci3t.org/screening NCII http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools
<p>III. Focus on Prevention and Intervention</p> <ul style="list-style-type: none"> Prioritize goals for changing academic and social–emotional outcomes. Focus on key competencies that predict positive student outcomes. Implement strategies consistently across multiple settings. 		

Table. Essential Components of MTSS

Application to Reading RTI	Application to Math RTI	Application to PBIS
<ul style="list-style-type: none"> Curriculum Aligned with Common Core State Standards in Reading Problem-Solving Teams http://www.fastbridge.org/2016/06/effective-problem-solving-teams/ 	<ul style="list-style-type: none"> Curriculum Aligned with Common Core State Standards in Math Problem-Solving Teams http://www.fastbridge.org/2016/06/effective-problem-solving-teams/ 	<ul style="list-style-type: none"> Social–Emotional and Behavioral Curriculum School Safety Team Problem-Solving Teams http://www.fastbridge.org/2016/06/effective-problem-solving-teams/
<ul style="list-style-type: none"> SEC http://www.ccsso.org/Resources/Programs/Surveys_of_Enacted_Curriculum_(SEC).html 	<ul style="list-style-type: none"> SEC http://www.ccsso.org/Resources/Programs/Surveys_of_Enacted_Curriculum_(SEC).html 	<ul style="list-style-type: none"> CPTED http://www.cpted.net/ FRIENDS https://www.friendsresilience.org/ PATHS http://www.channing-bete.com/prevention-programs/paths/paths.html Positive Action https://www.positiveaction.net/ PREP₂RE https://www.nasponline.org/professional-development/prepare-training-curriculum Preventing Suicide: A Toolkit for High Schools https://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf Second Step http://www.cfchildren.org/second-step Social Decision Making/Problem Solving Program https://www.researchpress.com/books/702/social-decision-making-social-problem-solving-sdmmps SSIS – CIP http://www.pearsonclinical.com/education/products/10000337/social-skills-improvement-system-ssis-classwide-intervention-program-ssis-cip.html Strong Kids http://strongkids.uoregon.edu/index.html
<p>IV. Intervention Fidelity</p> <ul style="list-style-type: none"> Target teaching practice with long-range effect on academic and behavioral outcomes. Provide constructive feedback on implementation. Adapt strategies to features of classroom environment. 		

Application to Reading RTI	Application to Math RTI	Application to PBIS
<ul style="list-style-type: none"> • Explicit Instruction and Modeling Implementation • Integrity Protocols • Direct Observations • CES • https://eric.ed.gov/?id=EJ881183 • Intervention Central • https://www.interventioncentral.org/sites/default/files/RTI_academic_intv_components.pdf • NCI • http://www.intensiveintervention.org/fidelity-resources • RTI Action Network • http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols 	<ul style="list-style-type: none"> • Explicit Instruction and Modeling Implementation • Integrity Protocols • Direct Observations • CES • https://eric.ed.gov/?id=EJ881183 • Intervention Central • https://www.interventioncentral.org/sites/default/files/RTI_academic_intv_critical_components.pdf • NCI • http://www.intensiveintervention.org/fidelity-resources • RTI Action Network • http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols 	<ul style="list-style-type: none"> • Explicit Instruction and Modeling Implementation • Integrity Protocols • Direct Observations • CES • https://eric.ed.gov/?id=EJ881183 • NCI • http://www.intensiveintervention.org/fidelity-resources • RTI Action Network • http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols
<p>V. Evidence-Based Practices</p>		
<ul style="list-style-type: none"> • Compare research sample to current student population. • Select valid data collection tools. • Use outcome data to focus and refine strategies. 		
Application to Reading RTI	Application to Math RTI	Application to PBIS
<ul style="list-style-type: none"> • Evidence-Based Interventions • Ask, Read With Alertness, Tell • Clunk or Clunk • FIST • Incremental rehearsal • Letter boxes • Listening passage preview • Paragraph shrinking • RAP-Q • Recorded words • Reinforcement with performance feedback • Repeated readings with comprehension • Repeated readings with phase drill error correction • Sound boxes • Story mapping • Syllable segmenting and blending error correction • Time delay 	<ul style="list-style-type: none"> • Evidence-Based Interventions • Drill techniques • Practice with modeling • Explicit instruction • Student verbalizations of mathematical reasoning • Include a broad range of examples • Cross-age tutoring • Concrete-representational-abstract • Speed-based intervention • Teach to use visual representations of problems • Self-monitor problem solving • Self-reflect on problem-solving process 	<ul style="list-style-type: none"> • Evidence-Based Interventions • Anger Coping • BEP • Bully Busters • CHP • Check & Connect • Check, Connect, & Expect • CPRT • CWD-A • CWPT • Coping Cat • Coping Power • Expect Respect • FSS • FBA and BIP • First Step to Success • GBG • Group Anger Control Training

Table. Essential Components of MTSS

		<ul style="list-style-type: none"> • Group Cognitive Behavioral Therapy • KiVa • Method of Shared Concern • OBPP • PPP • Problem-Solving Training • Rational-Emotive Mental Health Program • Self-Control Therapy • SOS • S.S.GRIN • SST • Steps to Respect • Stories of Us • Taking ACTION • The Incredible Years • TF-CBT
<ul style="list-style-type: none"> • Blueprints http://www.blueprintsprograms.com/ • EBI Network http://ebi.missouri.edu/ • Intervention Central http://www.interventioncentral.org/ • Promising Practices http://www.promisingpractices.net/ • NREPP https://www.samhsa.gov/nrepp • WWC https://ies.ed.gov/ncee/wwc 	<ul style="list-style-type: none"> • Blueprints http://www.blueprintsprograms.com/ • EBI Network http://ebi.missouri.edu/ • Intervention Central http://www.interventioncentral.org/ • Promising Practices http://www.promisingpractices.net/ • NREPP https://www.samhsa.gov/nrepp • WWC https://ies.ed.gov/ncee/wwc 	<ul style="list-style-type: none"> • Blueprints http://www.blueprintsprograms.com/ • EBI Network http://ebi.missouri.edu/ • Intervention Central http://www.interventioncentral.org/ • Promising Practices http://www.promisingpractices.net/ • NREPP https://www.samhsa.gov/nrepp • WWC https://ies.ed.gov/ncee/wwc
<p>VI. Professional Development</p> <ul style="list-style-type: none"> • Specify steps needed to reduce barriers to student learning. • Determine how MTSS will be evaluated. • Facilitate mentoring and coaching. 		
<p>Application to Reading RTI</p> <ul style="list-style-type: none"> • Form Leadership Team • Ensure Staff Support • Organize Training • Secure Funding • Engage Families • Enhance Sustainability 	<p>Application to Math RTI</p> <ul style="list-style-type: none"> • Form Leadership Team • Ensure Staff Support • Organize Training • Secure Funding • Engage Families • Enhance Sustainability 	<p>Application to PBIS</p> <ul style="list-style-type: none"> • AIM FBA Tool • BAT • BoQ • ECBoQ • EC SET-PW • Early Childhood Self Assessment Survey: Assessing Behavioral Support in Early Childhood Settings

<ul style="list-style-type: none"> • FACTS • F-BSP • ISSET Tool • MTSS Implementation Inventory • SAS • School Safety Survey • SET • SWBPS Implementation and Planning Self-Assessment • TIC • SWPBIS TFI • Tier II Self Assessment and Action Plan 		<ul style="list-style-type: none"> • MIBLSI https://miblsi.org/training-materials • NCII http://www.intensiveintervention.org/video-resource/what-does-it-take-implement-mtss-finding-professional-development-resources-support
<ul style="list-style-type: none"> • OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports https://www.pbis.org/about-us 	<ul style="list-style-type: none"> • MIBLSI https://miblsi.org/training-materials • NCII http://www.intensiveintervention.org/video-resource/what-does-it-take-implement-mtss-finding-professional-development-resources-support 	<p><i>Note.</i> AIM = Assess-Intervene-Monitor; BEP = Behavior Education Program; BESS = BASC-3 Behavioral and Emotional Screening System; BIP = Behavior Intervention Plan; BSAD = Brief Screen for Adolescent Depression; BoQ = Benchmarks of Quality; CASEL = Collaborative for Academic, Social, and Emotional Learning; CES = Convergent Evidence Scaling; CHP = Challenging Horizons Program; CI3T = Comprehensive, Integrated, Three-Tiered; CICO-SWIS = Check-In Check-Out; CPRT = Child Parent Relationship Therapy; CPTED = Crime Prevention Through Environmental Design; CSCSS = California School Climate and Safety Survey; CWD-A = Adolescent Coping with Depression Course; CWPT = Classroom Peer Tutoring; EBI = Evidence-Based Intervention; ECBoQ = Early Childhood Benchmarks of Quality (ECBoQ); EC SET-PW = Early Childhood System-wide Evaluation Tool; F-BSP = Functional Behavior Support Plan F-BSP; FACTS = Functional Assessment Checklist for Teachers and Staff; FBA = Functional Behavior Assessment; FCRR = Florida Center for Reading Research; FIST; FSS = First Steps to Success; GBG = Good Behavior Game; ISIS-SWIS = Individual Student Information System; ISSET = Individual Student Systems Evaluation Tool; MIBLSI = Michigan’s Integrated Behavior and Learning Support Initiative; NCII = National Center on Intensive Intervention; NREPP = National Registry of Evidence-Based Programs Practices; OBPP = Olweus Bullying Prevention Program; OSEP = Office of Special Education Programs; PPP = Penn Prevention Program; RAP-Q; SAEBRS = Social, Academic, and Emotional Behavior Risk Screener; SAS = Self-Assessment Survey; SDQ = Strength and Difficulties Questionnaire; SEC = Surveys of Enacted Curriculum; SET = School-wide Evaluation Tool; SOS = Signs of Suicide; S.S.GRIN = Social Skills Group Intervention; SSBQ = Systematic Screening for Behavioral Disorders; SSIS – CIP = Social Skills Improvement Systems Classroomwide Intervention; SSRS = Student Risk Screening Scale; SWIS = School-Wide Information System; SWPBS = School-wide Positive Behavior Support; TF-CBT = Trauma-Focused Cognitive Behavior Therapy; WWC = What Works Clearinghouse</p>

References

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