Multi-Tiered System of Supports (MTSS) in Florida: An Overview
Outline

• History/Context of MTSS in Florida
• Components of MTSS
• Additional supports and tools to facilitate MTSS
Organizational Improvement Through a MTSS Framework

Framing the Context
Leading Implementation

• Both FL PBS & FL RtI want to:
  – Develop district organizational capacity to...
  – ...establish a **three-tiered model** of service delivery...
  – ...that is driven by a **data-based approach** to decision-making, and used to...
  – ...**evaluate the efficiency and effectiveness** of evidence-based practices on student outcomes.

• Organizational “silos” as a barrier to efficient integration of resources

• **MTSS as a framework** for alignment and integration of multiple initiatives
Parallel RtI:A & RtI:B?
Integrated MTSS?

Parallel System

Integrated System
“MTSS”

Define
What’s the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

Academics and/or Behavior

Academic
Behavior
Vision

- The collaborative vision of the Florida Problem-Solving/Response to Intervention (FL PS/RtI) and the Florida Positive Behavior Support/Response to Intervention for Behavior (FLPBS/RtI:B) Projects is to:
  
  - Enhance the *capacity* of all Florida school districts to successfully implement and sustain a *multi-tiered system* of student supports with *fidelity* in every school;

  - *Accelerate and maximize student academic and social-emotional outcomes* through the application of collaborative *data-based problem solving* utilized by *effective leadership* at all levels of the educational system;

  - Inform the *development, implementation, and ongoing evaluation* of an *integrated, aligned, and sustainable system of service delivery* that prepares all students for *post-secondary education and/or successful employment within our global society.*
Florida’s MTSS Model
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
Multi-Tier Model of Service Delivery

- Standards Based Instruction
- Assessments to inform instruction
- Enables efficient use of school resource
- Evidence-based programs and practice
- Focus on integration & alignment with core (Academic & Behavior)
- Frequency & intensity of instruct/intervention match to student need
Problem-Solving

- Consistent 4-step PS process
  - The 4-step problem-solving model involves:
    - Step 1: Define, in objective and measurable terms, the goal(s) to be attained.
    - Step 2: Identify possible reasons why the desired goal(s) is not being attained.
    - Step 3: Develop & implement a well-supported plan involving evidence-based strategies to attain the goal(s).
    - Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

- Education decisions (e.g. intervention effectiveness) are measured by student growth.
- Collaborative Team-based
- Decision protocols; decision-rules
- Frequency & intensity of assessment & problem solving match to student need
1. Problem Identification

What do we want students to know and be able to do?

2. Problem Analysis

Why is this not occurring?

3. Intervention Design

What are we going to do about it?

4. Response to Intervention

Is it working?

Data Evaluation

Problem Solving Process

Multiple Tiers of Instruction & Intervention

Leadership

Capacity Building Infrastructure

Communication & Collaboration

Leadership

Data Evaluation

Multiple Tiers of Instruction & Intervention

Communication & Collaboration
## Problem Solving Crosswalk

### 4-Step Process

1. Is there a problem and what is it?

2. Why is the problem happening?

3. What can be done about the problem?

4. Did the intervention work?

### 8-Step Process

1. Determine a priority, describe the problem, set a goal/outcome and ID how you will measure that goal/outcome

2. Identify resources & barriers to attaining that goal.

3. Prioritize the barriers.

4. Brainstorm strategies to eliminate or reduce the barrier

5. Develop action plan to implement strategies.

6. Develop follow-up plan.

7. Evaluate reduction/elimination of barrier.

8. Evaluate progress toward original goal.
Leadership

- Principal actively involved in MTSS implementation
- Strategic MTSS Implementation Plan developed
- Cross-disciplinary Leadership Team is responsible for MTSS implementation
- Leadership Team organizes professional development and coaching supports for MTSS implementation
Data Evaluation

- Integrated data system
- Comprehensive efficient and user-friendly data system for decision-making
- Evaluation of effectiveness of interventions and fidelity of implementation
- Use of valid and reliable assessments from a variety of sources
- Ongoing assessment of student learning
• Ongoing data-driven Professional Development and Coaching

• Professional Development aligned with expected responsibilities of trainees

• Schedules allow for multiple tiers of instruction and intervention, along with collaborative, data-based problem-solving

• Establish written practices, policies, and implementation plans
• Staff have consensus about and engage in MTSS implementation

• Family and community engagement

• Staff are provided data on MTSS implementation fidelity and student outcomes
Critical Components of MTSS

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
SAM – Self Assessment of MTSS Implementation

• 39 items organized into 6 domains

• Four point scale
  – “0” = Not Implementing – no consensus or infrastructure
  – “1” = Emerging/Developing – building consensus; designing infrastructure
  – “2” = Operationalizing – implementing structures; building consistency/integrity
  – “3” = Optimizing – MTSS embedded w/integrity

• Facilitated administration
“An Introduction to a Multi-Tiered System of Supports” (MTSS) accessible through Florida’s Professional Development Portal

http://pdportal.florida-ese.org

1. What Is an MTSS and Why Is It Important
2. Multi-Tiered System of Support
3. The Problem-Solving Process
4. ESE Eligibility in an MTSS
5. Case Study Applications of MTSS Practices

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Thoughts, Questions?

- **Reflections**
  - What of this is consistent with what I already know?
  - What of this is new?
  - What of this makes me uncomfortable?
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Thank You!