Using Multi-Tiered Systems of Support for Implementation of Early Screening of Dyslexia

What Are Multi-Tiered System of Supports?

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for all students. This prevention-based approach helps schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. By integrating these supports, schools may also increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goldman, 2016). MTSS ensures students benefit from nurturing, anti-racist environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs. Key components of MTSS are:

- **Team-driven shared leadership.** Teams share the responsibility of making decisions at all levels.
- **Data-based decision making.** Teams use high-quality data collected from many sources to make decisions.
- **Family, student, community engagement.** Teams work with families, students, and community partners to plan, deliver, and improve services.
- **Continuum of supports.** Teams provide tiered supports to students that increase in intensity based on student need.
- **Evidence-based practices.** Teams use practices proven effective through research to increase student learning across all tiers.

What Are the Implementation Stages?

School teams implement MTSS in stages to build awareness and increase intentionality.

1. **Exploration.** An implementation team assesses school needs, implementation requirements, existing resources, and potential barriers. This assessment informs their implementation plan.
2. **Installation.** Once the implementation team has a plan, they secure resources necessary to implement MTSS.
3. **Initial Implementation.** The team launches the new system and monitors initial implementation data to make intentional adjustments.

4. **Full Implementation.** The team reaches full implementation when supports are delivered as intended across all tiers. They review implementation and outcome data at least annually to improve their system (Fixsen et al., 2005)

Where to Start?

St. Martin et al. (2015) created the [Reading Tiered Fidelity Inventory (R-TFI)](#) to help school leadership teams assess the extent to which practices of a multi-tiered system of supports for reading, or what they refer to as a "School-Wide Reading Model," are delivered as designed (pp. 4). The following table provides an overview of high-leverage practices and resources to help schools plan, implement, and assess their School-Wide Reading Model.

High-Leverage Practices in a School-Wide Reading Model

Teams	Coordinate **teams across the district and school** to provide integrated academic, behavioral, and social emotional supports. Lead meetings with a clear purpose, **structured agenda (see Appendices: 5.1, 5.2, or 5.3)**, and defined roles to efficiently problem-solve together. Engage families and community partners throughout the problem-solving process to provide comprehensive supports.
Implementation	Use a **formal process** to determine core reading programs, interventions, and practices that are aligned to state learning standards, **scientifically validated**, and responsive to the cultural and linguistic diversity of the community. Provide a **continuum of evidence-based and culturally responsive supports** that are matched to student need. Create a **welcoming and organized learning environment** with high expectations for all students.

Resources	*Provide written guidelines for **delivering reading supports** to all instructional staff.*
	*Coordinate **scheduling**, training, and **data collection** across the district and school to align resources.*
	Provide training to ensure all staff know how to deliver instruction as designed.
	Offer coaching to staff to ensure all instruction is delivered as designed.
Evaluation	*Collect high quality data from multiple sources to assess the quality of implementation and **student response** to instruction and intervention.*
	Study student and implementation data to create a plan that meets student needs at various levels of the School-Wide Reading Model.
	*Review the plan every 4-6 weeks to determine which supports to stop, continue, or **intensify based on student and implementation data**.*

Next Steps?

The Dyslexia Advisory Council suggests schools review the R-TFI to become more familiar with the tool and the features of a School-Wide Reading Model. Once familiar with the R-TFI, schools may consider the following questions to create a plan for implementation:

- **Who will be involved in the R-TFI assessment and what role will they serve?** (e.g., facilitator, notetaker, data coordinator, voting member of the school leadership team)

- **What training is needed for those involved in the R-TFI?** (e.g., **facilitator training**)

- **When will the data be shared with various stakeholder groups?** (e.g., school leadership team, grade-level teams, parents, community members)

- **How will the data be used to decide next steps in the implementation of a School-Wide Reading Model?** (e.g., integration into existing school plan, such as the School Improvement Plan, with goals determined by areas of growth in the assessment,

strategies and resources needed for improvement, staff responsible for implementing changes, date of next implementation check)

For more information and resources related to MTSS, please visit OSPI's MTSS webpage.

References

Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* The Guilford Press.

St. Martin, K., Naintais, M., Harms, A., & Huth, E. (2015). *Reading Tiered Fidelity Inventory (Elementary-Level Edition).* Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.