# Interactive Questions for MTSS

This document offers a variety of questions designed to engage an audience through interactive tools like Kahoot!, Mentimeter, or Padlet (each offer a free version). School and district teams have used a selection of these questions to assess knowledge before or after a professional learning event. Others have used them as a dynamic method to present the information.

Questions are presented in bold, with correct answers highlighted. The accompanying explanations help facilitators provide feedback and expand on the content of each question. Facilitators can use all the questions or select specific ones based on the focus of the professional learning event.

**The *best* strategy for improving student achievement across a grade level is by:**

- Providing timely Tier 2 interventions
- Delivering high-quality afterschool tutoring
- Improving core instruction through Tier 1 problem-solving
- Identifying students in need of Tier 3 intervention

*Explanation*: While providing timely, high-quality Tier 2 and Tier 3 interventions or afterschool tutoring are excellent strategies, the *best* way to improve student achievement across a grade level is by engaging in Tier 1 problem solving to improve core instruction.

**Which of the following are reasons to implement an MTSS?**

- To increase graduation rates
- To improve student performance
- To match services to student need
- All of the above

*Explanation*: When an MTSS is implemented well, districts and schools will appropriately match supports to student needs, which will result in improved student performance that will lead to increased graduation rates.

**Which students are served within an MTSS?**

- Only students who are struggling
- Only general education students
- Students receiving supplemental and intensive intervention
- All students

*Explanation*: When districts and schools employ an MTSS framework, educators use a data-driven problem-solving process to guide multiple tiers of standards-aligned instruction and interventions, aimed at enhancing the academic and behavioral outcomes of ALL students.

**Which statement about Christina is most accurate?**

- Christina is in MTSS
- Christina is in the MTSS process
- Christina receives tiered instruction based on need
- Christina is an MTSS student



Florida's Problem Solving/Response to Intervention Project is a collaborative project between the Florida Department of Education and the University of South Florida. Learn more at https://floridarti.usf.edu.

*Explanation*: Referring to students as being "in MTSS" or "in the MTSS process" can unintentionally suggest that MTSS is only for "struggling" students. Instead, it is important to convey that MTSS is an educational framework aimed at achieving positive outcomes for every student. This framework includes a full range of support for every student, including those with disabilities. It is more accurate to view MTSS as the approach we use to educate all students and optimize their outcomes.

**Which statement is correct?**

- Mary is a Tier 3 reading student.
- Mary receives Tier 3 reading interventions.
- Both statements are correct

*Explanation*: The correct language is "Mary receives Tier 3 reading interventions." MTSS is about intensifying instruction to improve student outcomes. MTSS provides a common framework and way of work to make that intensification possible. Most importantly, the term "tier" should be used to describe the *intensity of the instruction* and **not** to label the student.

**MTSS is:**

- A process used to determine eligibility for ESE
- A tiered intervention delivery system
- The process of using a student's response to intervention to make instructional decisions
- An educational framework designed to ensure successful outcomes for ALL students

*Explanation*: MTSS is an operational framework designed to organize and direct the delivery of supports that are tailored to meet students' specific needs, serving ALL students within an educational system. It includes multiple tiers of instruction and intervention, it also incorporates a process of using students RtI to make instructional decisions, and data collected through data-based decision making can be used for determining eligibility for ESE. However, MTSS is, by definition, an educational framework designed to ensure successful educational outcomes for all students.

**A Tier 1 intervention is:**

- The first intervention attempted for an individual student
- The same thing as core instruction
- A universal change to Tier 1/Core instruction that impacts all students
- Instruction that excludes students on Access Points

*Explanation*: An "intervention" in the simplest terms is any change or adjustment to instruction provided to the whole group, small group, or individual student. It can be applied across all tiers of instruction, and at the Tier 1 level, it impacts all students receiving core instruction.

**About how many students in a school should be in Tier 1?**

- 80%
- 20%
- 100%
- None of the above

*Explanation*: Tier 1 is the universal, or core instruction that every student receives. Some students will also receive Tier 2, and a few will receive Tier 3 in addition to Tiers 1 and 2. But 100% of students will receive Tier 1,

since it is the classroom instruction, curriculum and environment that is designed for all students' achievement of the standards.

**The term *TIER* is defined by:**

- The intensity of the instruction/intervention
- The students who receive the intervention at varying levels of intensity
- The steps that must be completed prior to ESE eligibility
- A place where student receive intervention

*Explanation*: Within Florida's schools, the continuum of support provided to students is described as Tier 1, 2, and 3 levels of instruction and intervention with each tier increasing in intensity from the one before. Therefore the "tiers" describe the intensity of the instruction/intervention provided. It does not describe a place where students receive intervention or the students receiving the intervention.

**_____ is the process by which instructional decisions are made.**

- MTSS
- Problem Solving
- RtI
- Intervention Design

*Explanation*: Problem solving is a team-based, collaborative process used to make decisions at all levels of the educational system, from the district-wide organization to the individual student. While several models of data-based problem solving exist, the four-step problem-solving process used within Florida's model of MTSS includes: 1) problem identification where we define the goals or expectations to be attained, 2) problem analysis where we identifying possible reasons why the desired goals are not being attained, 3) instructional/intervention design where we develop a plan for and implementing evidence-based strategies to attain the goals, and 4) Response to Intervention/Instruction where we evaluate the effectiveness of the plan.

**Data-based problem solving involves the use of:**

- Whole group data (Tier 1)
- Small group data (Tier 2)
- Individual student data (Tier 3)
- All of the above

*Explanation*: Problem solving often gets introduced only at the individual student level. Instead, we advocate that this process should be applied at all three tiers of instruction as it provides a structured, effective way to use data to intensify support and provide interventions to improve outcomes based on student need. Data-based problem solving can also be used by grade level teams and professional learning communities or PLCs to make sound Tier 1 and Tier 2 decisions.

**Problem solving can be used for the following:**

- Improving Tier 1
- Planning for Tier 2 intervention
- Improving outcomes for individual students
- Addressing systems-level barriers
- All of the above

*Explanation*: Data-based problem solving is used for improving student outcomes across content areas, grade levels, and tiers, as well as to address barriers to the school wide implementation of MTSS.

**The problem-solving process ends when the following occurs:**

- When we get through Step 4
- When we refer the students for an evaluation
- When the student is found eligible for special education
- When we find what works & student(s) meet grade level standards

*Explanation*: Problem solving and evaluating response to intervention does not 'start' and 'end' like the former referral process. It's an ongoing, cyclical way of work that applies to all students, including students who are found eligible for exceptional student education and related services. Response to instruction and intervention is monitored as closely for students with disabilities as it was prior to eligibility determination.

**Within an MTSS, the goal is for 80% of students to be successful.**

- True
- False

*Explanation:* The goal is always for 100% of students to be successful. Most systems have the resources to provide additional (supplemental, intensive) support to only about 20% of students; therefore, the aim is for 80% of students to be successful with core instruction alone.

**All instruction and interventions must be aligned to standards.**

- True
- False

*Explanation:* All instruction and intervention are aligned to standards. This is a given in Tier 1; however, it is also critical in Tiers 2 and 3 as well. The purpose of Tier 2 and 3 is to support student success in Tier 1 and therefore, those supports should tie directly back to the standard or to a barrier skill that is preventing the student from demonstrating the mastery of the standard.

**Core math instruction should look the same in every 1st grade classroom in the district.**

- True
- False

*Explanation:* The instruction in each classroom should be designed to meet the needs of the students in that classroom. The data in one classroom in one school may indicate that additional time is needed to address a certain skill during core instruction, whereas data in another classroom in another school does not. Therefore, core instruction may not be identical in all classrooms across the district.

**MTSS at the school level should be developed around existing policies and procedures.**

- True
- False

*Explanation*: Implementing MTSS and using the problem-solving process can help inform policies and procedures and helps to address and potentially change school and district policies that are not supportive of implementing best practices for students.

**Problem solving always begins with looking at data.**

- True
- False

*Explanation*: Every step of problem solving uses data, but the process always begins with a question. Are our 7th grade students meeting expectations in Civics? How are our 9th grade Algebra 1 students performing overall? Do our kindergarten students leave kindergarten prepared for success in reading in 1st grade? What percentage of our 3rd grade students are meeting expectations in math?

**You can problem-solve without using student names.**

- True
- False

*Explanation:* Tier 1 problem solving considers the effectiveness of core instruction, it does not require knowing the names of individual students. When individual student performance is analyzed, it is typically problem solving at the Tier 2 or Tier 3 level.

**The best problem solving is done in one meeting.**

- True
- False

*Explanation:* Florida's definition of "Problem Solving" includes all four steps: problem identification, problem analysis, plan development, and plan evaluation. It would not be possible to complete all steps of the problem-solving process in one meeting.

**Providing interventions should wait until the first universal screening scores are available in the fall.**

- True
- False

*Explanation:* There is likely enough historical/previous year's data for interventions to continue well before the first universal screening data is available.

**Data is used in every step of the problem-solving process.**

- True
- False

*Explanation:* Within an MTSS framework, we use data-based decision making in a problem-solving process. We rely heavily on data in MTSS because it allows us to make objective decisions. While we recognize that anecdotal information has its place, we do not make decisions based on this alone.

**Problem solving is defined as:**

- A process used to develop effective instruction/interventions
- A process to make students eligible for ESE
- A method of testing students for grade level placement
- A process to evaluate the quality of teachers

*Explanation*: Data-based problem solving is defined as a critical component of an MTSS and is essential to improving educational outcomes for students across content areas, grade levels, and tiers. It is a team-based, collaborative process used to make decisions at all levels of the educational system, from the district-wide

organization to the individual student. While data from problem solving may be used for grade level placement, demonstrating instructional effectiveness, or for eligibility determinations, they are not the purpose of engaging in problem solving.

**During Step 4 of the problem-solving process, if a student has a *questionable* RtI, the first thing the team should do is:**

- Increase the intensity of the intervention
- Change the intervention
- Check intervention fidelity
- Decrease the goal

*Explanation*: If the student response to intervention (RtI) is questionable or poor, teams should ensure that the intervention was implemented as designed before making any changes to the plan. When checking intervention fidelity, the team may find that the intervention was delivered for less time (e.g., duration, frequency) than planned, or they may find issues with adherence to the intervention plan. It is always recommended to improve fidelity of intervention implementation before increasing or changing the intervention. There is typically no instance where decreasing the goal is appropriate.

**During problem identification (Step 1) educators quantify or measure a problem by considering**

- Family history
- The difference between the expected levels and the current levels
- Multiple reasons why the problem is occurring
- Results from private evaluations

*Explanation*: During Problem Identification, problem solving teams identify the expected level of performance and compare that to the current level of student performance. This is often referred to as examining *the gap* between expected level and current level. During the second step of problem solving, teams begin to examine why the problem is occurring. Family history and results from private evaluations are not required within the problem-solving process.

**Which of the following is essential to include in an intervention plan?**

- What will occur
- When it will occur
- Where it will occur
- Who will do it
- All of the above

*Explanation*: Step 3 of problem solving involves the development of a comprehensive intervention plan that includes a level of specificity that will help ensure that the plan is implemented as designed. It is critical to identify *exactly* what will be done, who will do it, and when and where it will occur. High level of detail will leave little room for confusion or guesswork when it comes to implementation.

**Problem Analysis answers which of the following questions?**

- What is the problem?
- Why is the problem occurring?
- What are we going to do about the problem?
- Is the intervention working?

*Explanation*: 'What is the problem?' is asked during Step 1, Problem Identification. 'What are we going to do about it?' is asked during Step 3, Intervention Design, and 'Is the intervention working?' is asked during Step 4, Plan Evaluation. It is during Step 2, Problem Analysis when 'Why is the problem occurring?' is asked and answered.

**In which step of the problem-solving process do we decide whether or not to keep an intervention?**

- Step 1 – Problem ID
- Step 2 – Problem Analysis
- Step 3 – Intervention Design & Implementation
- Step 4 – Response to Instruction/Intervention

*Explanation*: In the fourth step of the problem-solving process, we ask the question "is it working?" In this step, we want to know if the intervention plan that was designed is effective in accomplishing our goal. Once it is determined if improvement toward the goal has been made and if the plan was implemented with fidelity, teams will determine what next steps will be, including whether or not to keep an intervention in place.

**In what step of the problem-solving process do we ask the question "Why is the problem occurring?"**

- Step 1 – Problem ID
- Step 2 – Problem Analysis
- Step 3 – Intervention Design & Implementation
- Step 4 – Response to Instruction/Intervention

*Explanation:* In problem analysis we identify possible reasons why the desired goal(s) is not being met. We do this through generating hypotheses that are alterable and gathering data to validate or rule out the hypothesis. We do this because taking time to gather data to validate the hypothesis will increase the likelihood that the intervention will be successful. In problem analysis, we also want to ensure we focus on alterable variables. Despite this being one of the most powerful steps, this is often the most skipped step in problem solving.

**Students must get through Tier 1 and Tier 2 before they can get Tier 3.**

- True
- False

*Explanation*: Within an MTSS, students are provided interventions based on their identified need. If a student is receiving only Tier 1 instruction and is identified as performing significantly below where he or she would be expected to be performing based on his or her grade level, the student does not need to first receive Tier 2 interventions for a period of time before they receive Tier 3 intervention supports. A team may also decide that a student be provided Tier 2 (small group interventions), and Tier 3 (individualized interventions) support immediately and simultaneously. Students are monitored frequently, and if they are progressing, the level of support provided to students is gradually reduced so that he or she can maintain success given the general

education instruction and supports (Tier 1). In other words, it is the degree of student need that drives the level of support provided to a student.

**Students with disabilities:**

- Are provided Tier 2 and Tier 3 intervention, as needed
- Are not excluded during problem solving at any tier
- Receive SDI and accommodations across all three tiers
- All of the above

*Explanation*: Students with disabilities are held to the same standards as their non-disabled peers and should always be included when teams problem solve at Tier 1, Tier 2, and Tier 3. It is essential that every student, including students with a disability, are provided the level of support they need and that the interventions selected or designed are carefully matched to those needs. In addition, the specially designed instruction and accommodations outlined in the IEP must be provided during instruction and intervention at all tiers.

**Students served in self-contained settings are included in problem solving across all tiers.**

- Always true
- Never true
- Depends on the situation
- It is the principal's decision

*Explanation*: Most students with a disability are expected to achieve the same academic and behavior standards as their non-disabled peers. Students held to the same standards should always be included at all levels of problem solving, regardless of their instructional setting.

**ESE students should always be included when teams are problem solving.**

- Always true
- Depends on the situation
- Always false
- It is the principal's decision

*Explanation*: Regardless of what level of instruction/intervention is being discussed (Tier 1, Tier 2, Tier 3) or what the unit of analysis is (whole school, grade level, content area, classroom, small group, etc.) students' ESE eligibility should never exclude them when teams are problem solving.