Implementing Effective Multi-Tiered Systems of Supports: Academic and Social-Emotional Prevention, Assessment, and Intervention

Quiz

Session 6. Designing and Implementing a Comprehensive Schoolwide System of MTSS Services and Supports Effective Planning, Process, Procedures, & Practices [2 hours/4 minutes]

- Introduction
- ESEA Realities Reviewed: Multi-tiered Systems of Support
- Core MTSS Principles
- The School-Level Multi-Tiered Process
- How to Start Your MTSS Planning
- Summary

Questions

1. Which of the following is not a Core MTSS Principle?

   A. Students succeed academically and behaviorally when educated in safe and positive school settings.
   B. Classroom instruction, for all students, focuses on academic mastery and social, emotional, and behavioral competence.
   C. A school's interim or group achievement test and its State Benchmark Proficiency Exam are best for measuring students' academic progress.
   D. All instructional or intervention services for struggling students are delivered as much as possible in the general education classroom.

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2. After a Classroom Teacher, supported by his/her MTSS Building-level Representative, completes the information and data collection parts of the "First Things First" activities, the following decisions could be made:

   A. Implement a classroom-based intervention with the student that worked in the past, and that was identified by interviewing a past teacher.
   B. Convene the teacher's Grade-level (or Instructional-level) Team to access their ideas and collegial consultation.
   C. Proceed to the Building-level MTSS Team to access its multidisciplinary perspectives, and a case consultant.
   D. All of the above.

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3. True or False: Most of the root cause, hypothesis testing analysis in the MTSS data-based problem-solving process is completed by a consultant, designated by the MTSS Building-level Team, outside of (or away from) the MTSS Meeting itself.

A. True
B. False

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4. As part of the MTSS school-level process described, which of the following is true when students receive accommodations through a 504 Plan:

A. Student do not have the right to accommodations through a 504 Plan. These are provided at the discretion of the District.
B. Student may receive accommodations through a 504 Plan at any point in the MTSS process if the student qualifies.
C. Students receive accommodations through a 504 Plan based solely on the recommendation of the MTSS Team's school psychologist.
D. Students receive accommodations through a 504 Plan only after classroom remediations or modifications have been unsuccessful.
E. Students may receive accommodations on a short-term basis and if they are successful, they are written into a formal 504 Plan.

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5. True or False. Based on the MTSS process described, the classroom teacher(s) for the student being discussed at a Building-level MTSS Team meeting are invited, have a relatively minor role in the proceedings, and are bound by Team decisions.

A. True
B. False

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