



## Major MTSS Pitfalls

This document contains information regarding Major MTSS Pitfalls as identified by Fuchs & Fuchs (2017).

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### Major MTSS Pitfalls

Lynn and Doug Fuchs (2017) identified three major MTSS Pitfalls:

1. Poor quality Tier 1 programming
2. Flooding Tier 2 with false positives
3. Failing to meaningfully distinguish the intensity of Tier 2 from intensive intervention categorized as Tier 3

#### **Pitfall #1: Quality of Tier 1 Programming**

- Costly error because poor Tier 1 quality increases the number of students that will require more expensive Tier 2 supports
- When a high percentage of students require Tier 2 supports, the quality of the supports decrease:
  - Larger group size
  - Shorter intervention blocks
  - Less qualified interventionists
  - Less support for interventionists

#### **Pitfall #2: Flooding Tier 2 with False Positives**

- Purpose of screening is to predict students if left in Tier 1 without additional support would develop academic or behavioral problems
- Universal screening can identify false positives because the cut scores are set too high, to avoid missing any truly at-risk children
- These students would appear to be at-risk or right on the bubble on the screening assessment but they would develop adequate academic skills in the Tier 1 programming without Tier 2 supports

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### **Pitfall #3: Failing to Distinguish Tier 2**

- Small group intervention using a validated program
- The program includes specified procedures for how many lessons, length of lessons, and how many days per week the program should be administered (Fuchs & Fuchs, 2017)
- Program includes explicit routines, error correction procedures
- Program mastery assessments are administered
- Interventionists are taught what program components to prioritize for re-teaching and increased practice opportunities

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