

***Side by Side Comparison of MASST-R  
with Components of Response To Intervention(RtI)***

<b>RtI</b>	<b>MASST-R</b>
<p><b>1. Universal, proactive screening</b> – Systematic process of <i>detecting</i> a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.</p>	<p><b>1. Universal, proactive screening</b> – Possible sources include Office Discipline Referrals (ODRs), attendance reports, lack of compliance with school-wide rules, grades, teacher referrals, behavior screeners</p>
<p><b>2. Progress monitoring</b> – Practice that is used to assess students’ academic or behavioral performance and evaluate the effectiveness of instruction.</p>	<p><b>2. Progress monitoring</b> – Student journals and graphic organizers built into the program, local optional use of state assessment data, behavior rating scales, classroom observations with frequency ratings</p>
<p><b>3.. Evidence-based/scientifically-validated interventions</b> – Idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.</p>	<p><b>3. Evidence-based/scientifically-validated interventions</b> – Ongoing quantitative and qualitative research with promising trends with increased locus of control, adaptive behavior, and decreasing school and conduct problems</p>
<p><b>4. Multiple tiers of behavior support</b> – Service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.</p>	<p><b>4. Multiple tiers of behavior support</b> – Program appropriate for universal, supplemental, and intensive tiers of instruction</p>
<p><b>5. Differentiated curriculum</b> – Student support is based on increasing individualization of need.</p>	<p><b>5. Differentiated curriculum</b> – Program provide opportunities for student self-reflection and individual decision-making</p>
<p><b>6. Treatment (implementation) integrity</b> – Notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.</p>	<p><b>6. Treatment (implementation) integrity</b> – Program provides guidance for fidelity of implementation through the <i>Facilitator’s Manual</i> and the <i>Guide for Conducting the Lesson</i>. Fidelity can be evaluated through reporting or observational measures use the <i>Facilitator Feedback</i> and <i>Site Observation</i> records).</p>
<p><b>7. Professional Development</b> – Practice of preparing individuals to understand and implement requirements of initiative or program in order to enhance treatment integrity.</p>	<p><b>7. Professional Development</b> – Optional professional development available before and/or during implementation.</p>
<p><b>8. Coordinated Funding Avenues</b> – The idea that funding sources can be combined to allow multiple avenues of funding access.</p>	<p><b>8. Coordinated Funding Avenues</b> Components of RtI supporting the efforts of IDEA 2004 may be funded by, and coordinated with, activities funded by NCLB.</p>

***\*The authors have evaluated the MASST-R lessons for alignment with this initiative. 1  
No endorsement on the part of any organization is implied or intended.***

## References

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<http://www.ideapartnership.org>