Using Multiple Case Study to Explore MTSS–B in Elementary Schools

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Abstract

- In many school systems across Florida, students are at an increased risk of academic failure due to behavior. Due to these behaviors, many students are being disciplined in forms that distance them from education. To alleviate these problems, the Florida Department of Education has mandated the use of MTSS-B in schools to support the academic and behavioral needs of students in Florida's school systems.
- Previous research conducted on the implementation of MTSS-B in schools has shown that the MTSS system in school systems is effective in behavioral changes (Heliyon, 2023).
- This study's purpose is to evaluate and investigate how school systems implement the use of MTSS-B for students with behavioral challenges.

Introduction

- Recent studies in past years have shown a relationship between the implementation of MTSS-B in schools and an increase in mental, social, and behavioral health amongst students in a K-12 school setting.
- Behavioral issues and finding ways to deal with them in school systems have been a common problem for many years.
- Students who are at an increased risk of academic failure due to behavior has become a problem in recent years. Research that has been conducted has shown a relationship between early intervention with behavior and students' performance once they get early intervention treatment that they need.
- When researchers realized that behavior and management plays a vital role in a student's outcome, including not only academic success but also in their personal lives, they decided to create something that would help with this.
- The Federal Government introduced Every Student Succeeds Act in 2015, which required all school systems in the nation to implement the use of MTSS-B in their schools.
- Even with required implementation of MTSS, many school systems were and are still struggling with how to apply the ideas of tiers into their school.
- To have a better understanding of why many students are still experiencing academic failure due to behavior, we can take a deeper look at each school to see how they are applying the MTSS-B program. This study analyzes how each school is using the MTSS system, eventually looking at the bigger picture and leading a pathway to better support for schools and students.

Methods

- To investigate the Multi-Tiered System of Supports for Behavior (MTSS-B) implementation in two Title One schools, this study uses multiple case studies. A significant percentage of kids with Title One status come from low-income households. Even though student and staff demographic profiles of the two schools are similar, there is a noticeable difference in the discipline rates, which has led to an inquiry into the variables causing this variation.

Data Collection:
- Semi-structured group Interviews were conducted in which each school designated a team from the MTSS-B program, and these teams took part in semi-structured group interviews. The purpose of these meetings was to collect information about the teams' cooperative efforts and tactics used in MTSS-B implementation.
- We then used TFI Rating Scales in which the Tiered Fidelity Inventory (TFI) rating scales were received from the Center for Positive Behavioral Interventions and Supports (PBIS), and each member of the MTSS-B teams completed them on their own. A quantifiable indicator of each school's adherence to the PBIS practices and principles is provided by the TFI Rating scales.
- We then proceeded to conduct Semi-structured Individual Interviews with each member of the MTSS-B team to gain a deeper understanding of the viewpoints, experiences, and duties of each member of the MTSS-B teams.
- **Member Checking and Initial Coding:** During the one-on-one interviews, member checking—a validation technique—was used to make sure the collected data was accurate and reliable. In addition, preliminary coding was done with the one-on-one interviews to initiate the data organization and classification process.

Figures

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Results

- Preliminary results emphasize the significance of schools offering additional support through Tier 2 treatments in the Multi-Tiered System of Supports for Behavior (MTSS-B) to students experiencing behavioral issues.
- Given the significant role in identifying kids in need of assistance we noted that professional development is essential.
- Schools varied greatly in their adherence to MTSS-B principles underlying the need for solutions such as; making available resources and training at the school.
- Demands placed on schools, teachers, students, and families; we've noted that there are numerous factors involved in supporting students who struggle with behavior.
- Per self-ratings collected using the TFI, School 2 indicated implementing a higher fidelity, especially at Tier 2.
- Making targeted plans and ensuring schools have the tools they require using these findings will help improve the situation for students who struggle with behavioral issues.

Discussion

Findings
- Throughout this study, it was discovered that providing teachers and faculty members with the necessary training is essential for better addressing the needs of students with behavioral problems.

Strengths
- Strengths observed while conducting this project would be the ability to work at a self-pace, which allowed a sense of not feeling rushed to transcribe to the best of ability.

Limitations
- Limitations observed in this study was the lack of detailed discussion about the research topic beforehand. As a result, mistakes occurred in the transcripts due to the researchers' unfamiliarity with the study and its terminology. Discussion about the study only took place after the interviews were transcribed.

Future Directions
- There is a need to develop professional development programs specifically for Tier Two interventions, which could further enhance educators' capacity to address the needs of students with behavioral challenges.
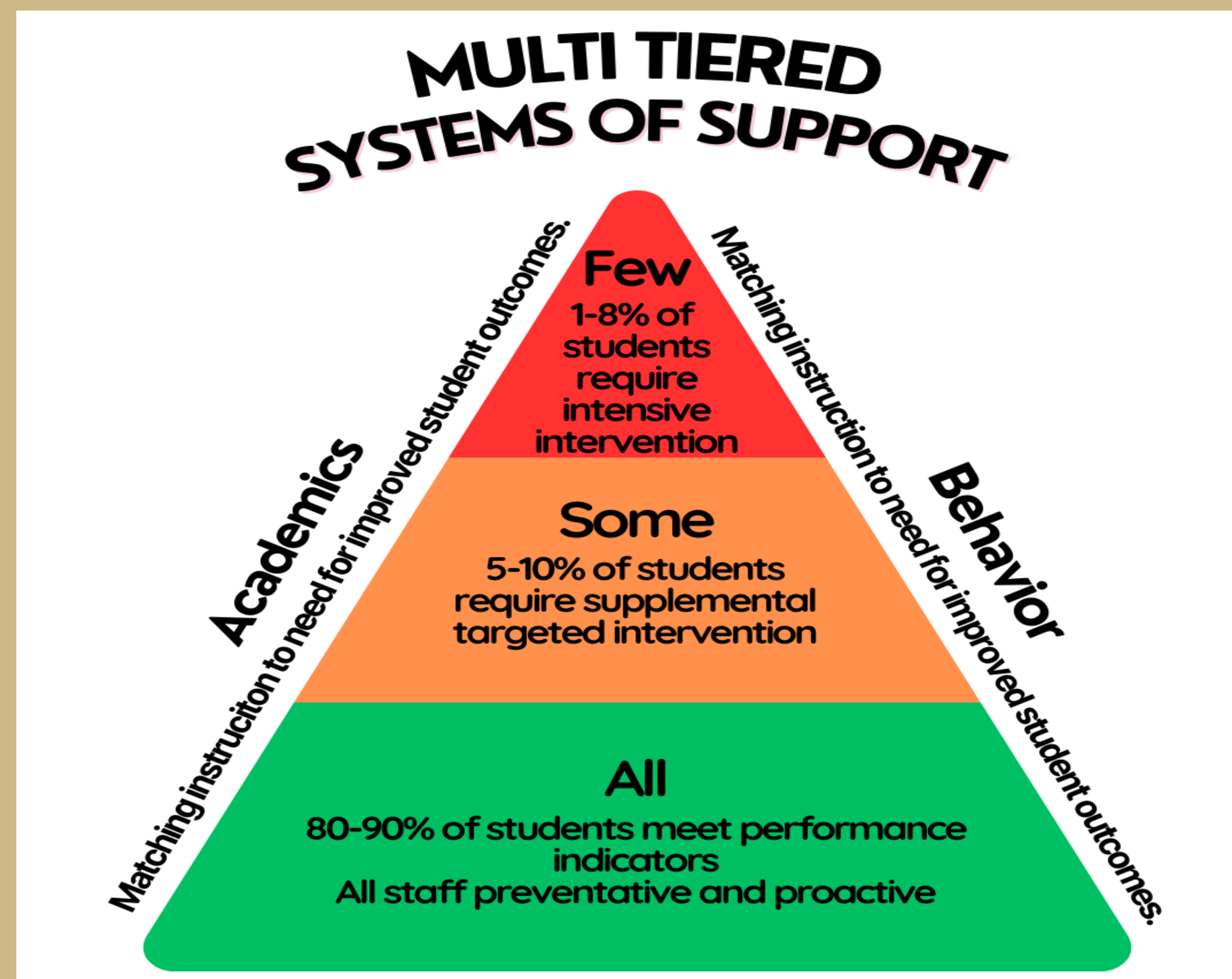
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