

Multi-Tiered System of Support

A multi-tiered system of supports (MTSS) is a framework to provide targeted and tiered interventions to students struggling to meet academic and behavioral standards. MTSS provides a continuum of supports which are typically conceptualized across three levels of increasing intensity. A well-developed MTSS is proactive in getting all students what they need to succeed.

Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

Movement amongst the three tiers is fluid and is not determined or defined by specific designation, such as diagnosed disabilities. Rather movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

BASIC MTSS FRAMEWORK

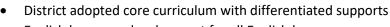
ACADEMIC	MTSS Tiered Supports	BEHAVIORAL
All students receive high-quality curriculum and instruction in the classroom. Teachers utilize effective teaching strategies to deliver standards-aligned teaching and learning and differentiate through small groups and targeted lessons.	TIER I	All students are explicitly taught school-wide positive behavioral expectations and are provided a social emotional learning program.
The school provides supplemental instruction, with progress monitoring, for students not meeting academic standards.	TIER II	The school provides supplemental behavioral skill interventions, with progress monitoring, for students with behavioral needs.
The school provides intensive skill-specific interventions with frequent progress monitoring for students significantly below grade level standards.	TIER III	The school provides customized interventions with frequent progress monitoring for students with significant behavioral needs.



EUSD MTSS - ACADEMIC

TIER I

Universal intervention for all students delivered in the classroom through differentiated instruciton and support.



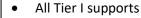
• English language development for all English learners

TIER II

Targeted, small group intervention provided to identified students.

TIER III

intensive intervention provided to identified students



- Student Success Teams
- Title I SIPPS Foundational reading skills intervention
- Title I Do the Math intervention program
- Title I Support Teacher Program



- All Tier I and Tier II supports
- Extended Learning opportunities (winter, spring, summer)
- Title I SIPPS intervention (small group afterschool)
- Title I Do the Math intervention (small group afterschool)



EUSD MTSS – BEHAVIORAL

TIER I

Universal intervention for all students delivered in the classroom through differentiated instruction and support.

TIER II

Targeted, small group intervention provided to identified students.

TIER III

intervention provided to identified students

- Move This World (Social Emotional Curriculum)
- Positive Behavior Interventions and Support (PBIS)
- Restorative Practices
- Olweus Bullying Prevention Program
- School Counselors (General Support for all classrooms whole group lessons)
- All Tier I supports
- District Behavioral Specialist (Behavior Implementation Plans)
- Olweus Bullying Prevention Program (targeted support)
- Restorative Practices (small group)
- School Counselors (small group)
- All Tier I and Tier II supports
- Behavioral Support Classrooms
- Standardized Behavior Management
- Behavioral Specialist (Teacher Support Program)
- Restorative Practices (conferences with student, parent, staff)
- Outside school-based mental health providers





PLACEMENT AND PROGRESS MONITORING TOOLS

ACADEMIC	MTSS Tiered Supports	BEHAVIORAL
Renaissance Early Literacy (grades Kindergarten and 1)		Fastbridge Social Emotional Screener
Renaissance Reading and Math (grades 2 – 8)	TIER I	Individual Behavior Implementation Plans
Desired Results Developmental Profile (Grades TK and K)		
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (grades K – 8)	TIER II	
Do the Math Assessments (pre, mid, and post) (grades TK – 8)		
MD Solutions Math Assessments (grades K – 2)	TIER III	
iReady Diagnostic Assessments (grades k – 8)		



References:

Harlacher, J. E., Sakelaris, T. L., & Kattelman, N. M. (2014). Practitioner's guide to curriculum-based evaluation in reading. New York, NY: Springer.