



MULTI-TIERED SYSTEM OF SUPPORT

NC Department of Public Instruction

Intensive: Recommendations for Documentation of Intensive Problem-Solving

The following are recommendations to assist District MTSS Teams in planning methods for documenting the components and implementation of a multi-tiered system of support.

Intensive support describes the expectations, instructional routines, and materials utilized with **students requiring the most intensive level of support in a building**. This is in addition to Core and Supplemental supports, and is intended to accelerate a student's rate of learning to result in a lessening/closing of gaps between the student's performance and grade level expectations. Planning Intensive support involves a team of professionals that include those knowledgeable about the student, the individual needs of the student, and resources available to assist the acceleration of student learning (may include specialists, administrators, and student; must include student's parent/guardian and teachers); this team is known as the Individual Problem-Solving Team. Intensive support individualizes a student's instruction in order to accelerate learning and close gaps.

- Documentation of intensive support includes two components:
 1. Documentation of the Environment, Curriculum, and Instruction is defined by the District MTSS Team and/or School Leadership Team.
 2. Documentation of problem solving for students requiring intensive support by the Individual Problem-Solving Team.

1. Documentation of the environment, curriculum, and instruction is defined by the District MTSS Team and/or School Leadership Team and includes consideration of the following elements:

Environment

Physical factors

- Group arrangement, access to resources, and visual support

School-wide, classroom, and small group behavioral expectations, rules, and routines

- Expectations for attendance during intensive support
- Methods and strategies for maintaining 4:1 positive to negative or corrective teacher to student interactions
- Methods for providing feedback (affirming, corrective/instructive) feedback to students regarding targeted behavioral skill development

Instructional environment

- Master schedule includes allotments for resources (time and personnel) to provide Intensive support, and the following:
 - Frequency of instruction (e.g., daily, weekly, 16-week session)
 - Time allotted for instruction (per session; length of unit/program)
 - Group size

Curriculum (academic and behavior)

- Materials/resources utilized
- Skills/standards addressed and alignment to Core
- Describe scope and sequence of delivery
- Capacity for differentiation of materials

Instruction (academic and behavior)

- Design of instruction (including opportunities/need for explicit instruction and differentiation)
- Student engagement/responses (describe methods for securing student engagement, eliciting frequent student responses)
- Methods for individual and group feedback (e.g., praise, encouragement, correction)
- Opportunities for scaffolding (e.g., teaching background knowledge, pre-teaching critical vocabulary)
- Description of practice (including deliberate practice, retrieval practice, distributed practice)



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2. Documentation of problem solving for students requiring intensive support by the Individual Problem-Solving Team.

Learner History

Review/compile the following information:

- Attendance (include tardies and early dismissals where applicable)
- Truancy
- Grades
- Past test scores
- Family involvement
- Response to instruction and intervention
- Office discipline referrals, classroom behavior data, social contracts
- Instructional time lost due to discipline incidents

Problem Identification

- Identify area(s) of need based on multiple data sources
- Ascertain the gap between where the student is and where they should be (i.e., baseline data)
- Obtain evidence that this is the right problem to work on

Problem Analysis

- Team creates hypothesis regarding why the problem is occurring
- Review evidence of specialized data gathering to answer the question why (i.e., observations, diagnostic assessments, interviews, reviewing records, etc.)
- Determine root cause of student gaps (e.g., skill, performance, function)
- Define precise problem statement (i.e., what + why)

Plan Implementation

- Develop SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) goal
- Plan description (what, who will deliver, when, where, how often)
- Define method of monitoring progress
- Define method of monitoring fidelity
- Establish review date

Plan Evaluation

- Determine plan for regular data analysis and team response based on intensity of needs
- Recommended next steps