

Understanding a Framework for Interventions

**Multi-Tiered System of Supports
(MTSS)**

MTSS

Framework of interventions and supports designed to address these behavioral and academic challenges

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

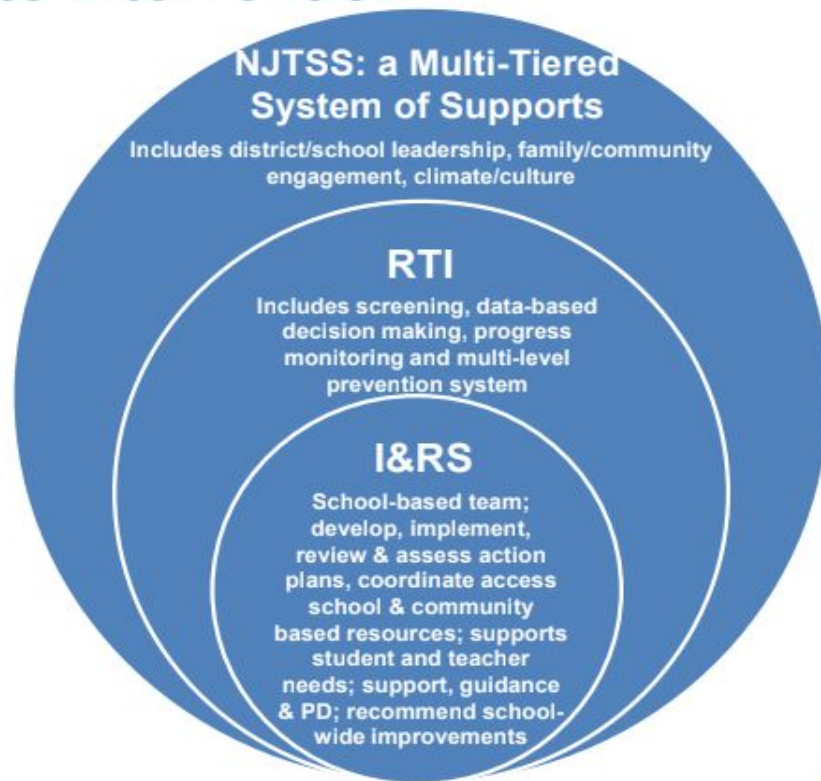
Key Components

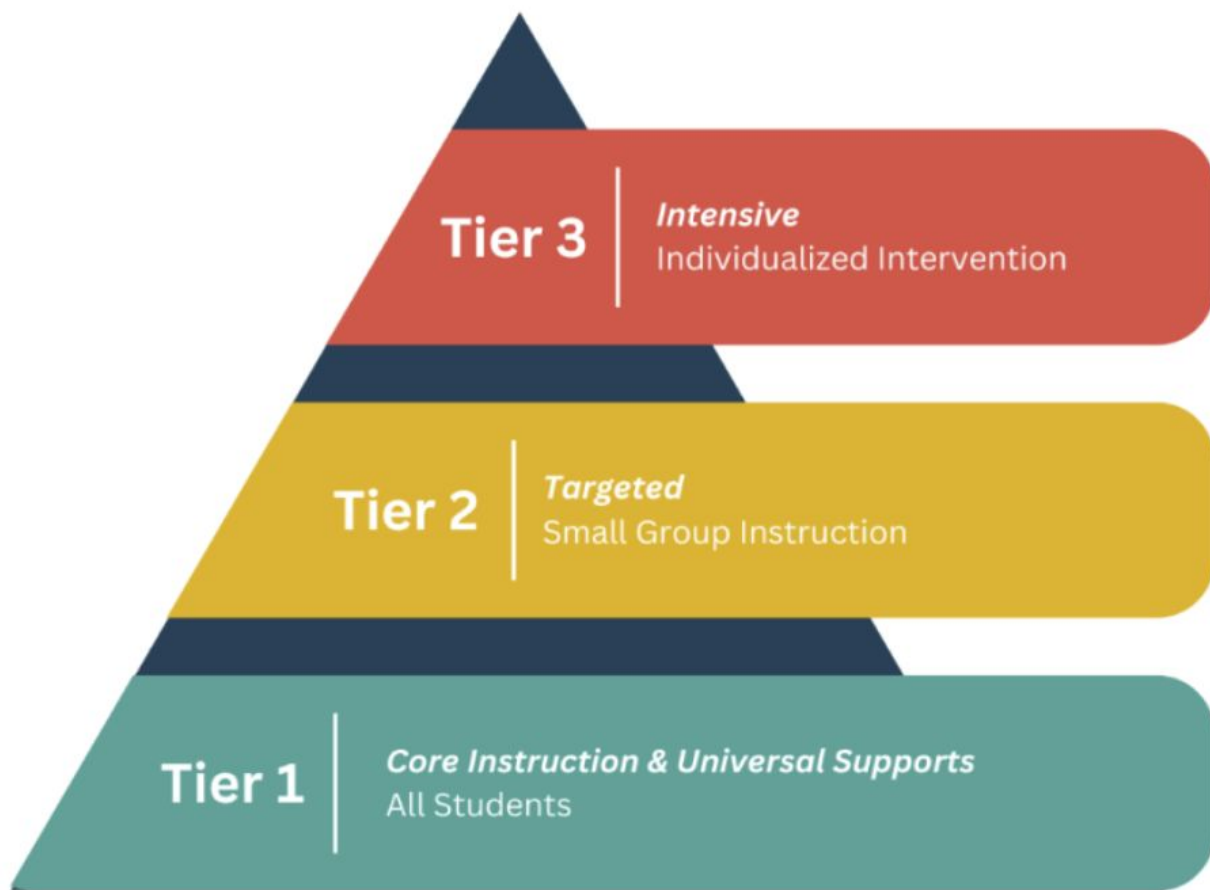
- **Universal screening of all students early in the school year**
- **Tiers of interventions that can be amplified in response to levels of need**
- **Ongoing data collection and continual assessment**
- **Schoolwide approach to expectations and supports**
- **Parent involvement**

SYSTEMS OF INTERVENTION

RTI-baseline, data driven, progress monitoring, tiered instruction

NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention





Tier 1

Tier 1 – Universal or primary – Majority of students (75-90%)

Tier 1 encompasses the entire school with core instructions and basic interventions.

This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.

Universal Screenings

Tier 1=Good Teaching Practices and Differentiation

Students who do not respond to these interventions may move into Tier 2.

Tier 2

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals.

Tier 2 plans develop goals and interventions that these individuals receive that help.

Academic Needs: Often these interventions and supports are delivered in small group settings, such as reading groups, basic skills interventions, supports in the classroom.

Behavior Needs: Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. Counseling support, social skills interventions, etc.

This targeted support allows students to work toward catching up with their peers.

Tier 3

Tier 3 – Tertiary – Individual students (3-5%)

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2.

Tier 3 gives these students individualized supports

These students may require referral to Child Study Team if interventions are not successful and prepare them to learn in a small group.

Data Driven and Team Approach

- Interpretation of data to determine student progress and action steps
- Communication and collaboration- progress monitoring
- Teamwork focused on making data driven decisions
- Professional development

Essential Components

- ***High-quality, scientifically based classroom instruction.*** All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention.