

# MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

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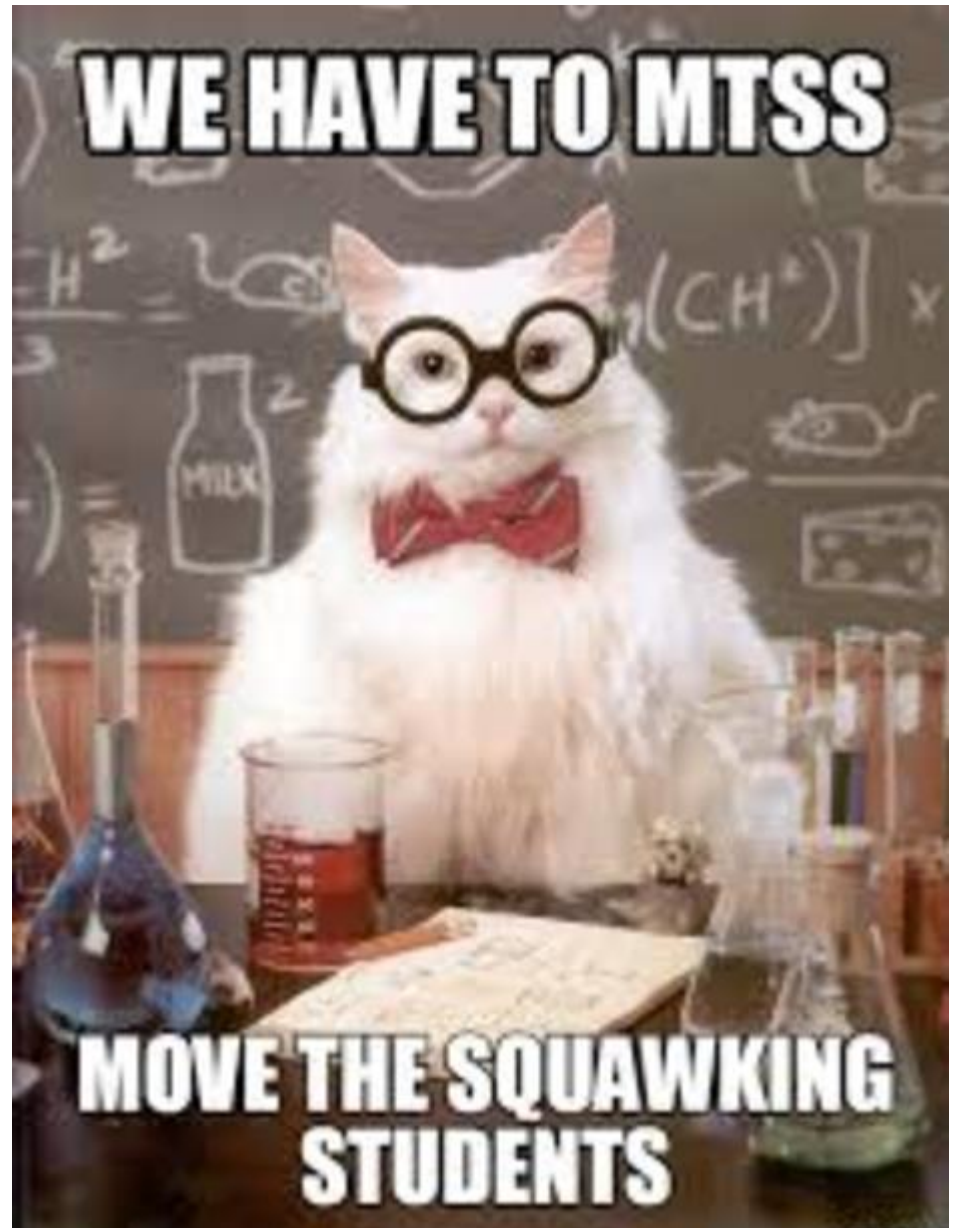
Tier 3  
Fall 2017

Deanna Rugzie, MTSS Facilitator



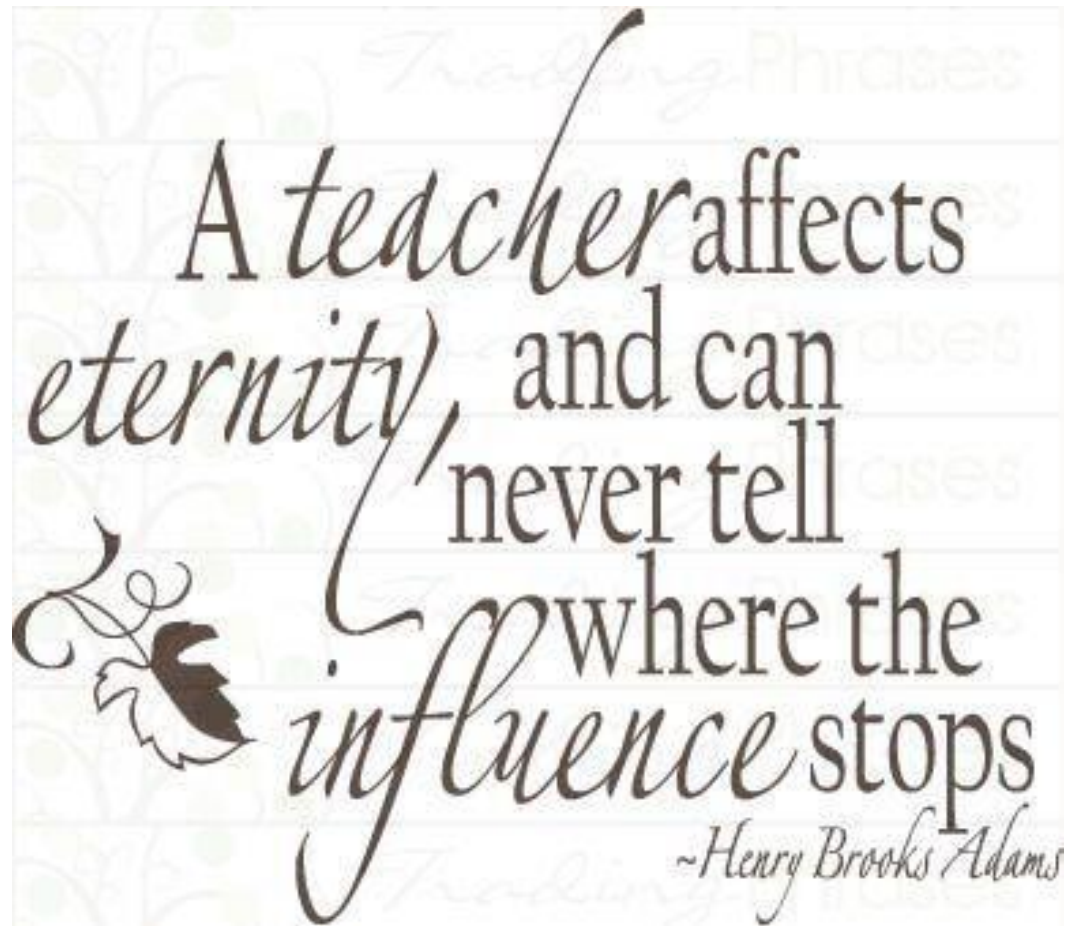
# MTSS

- MTSS = Multi-Tiered System of Support
- It is based on the assumption that **ALL** students can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.



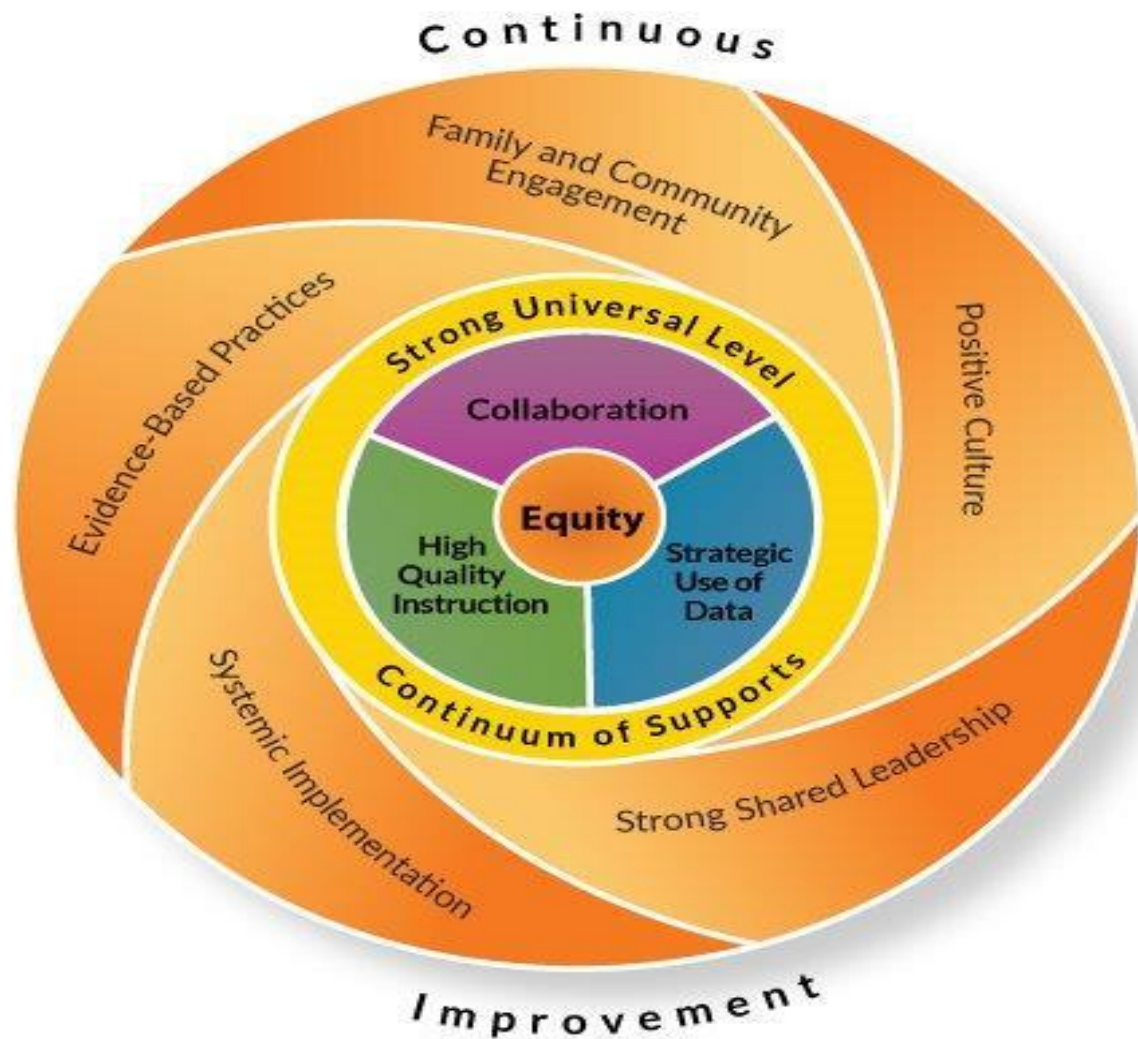


## Why MTSS?

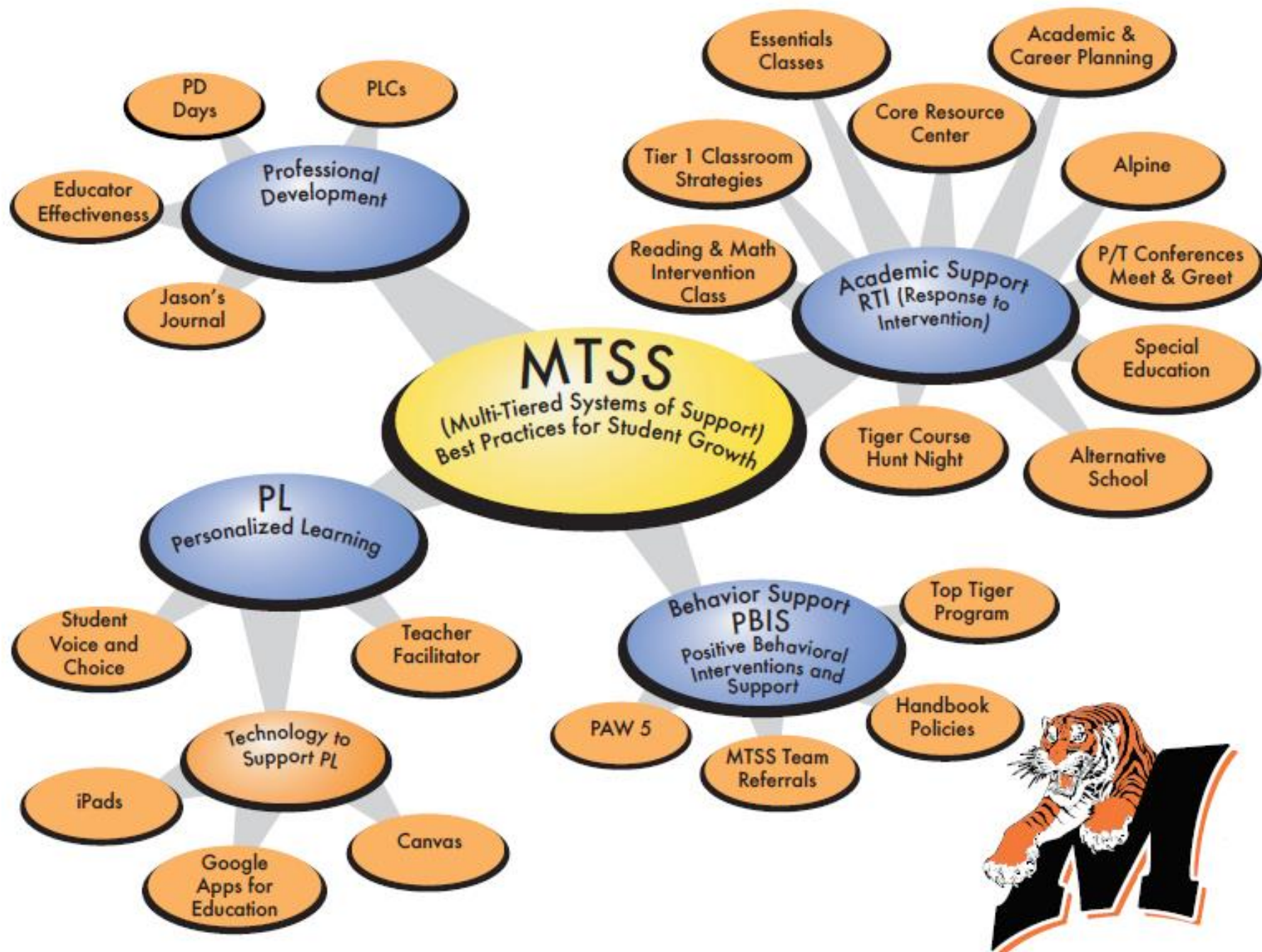




# What is MTSS?







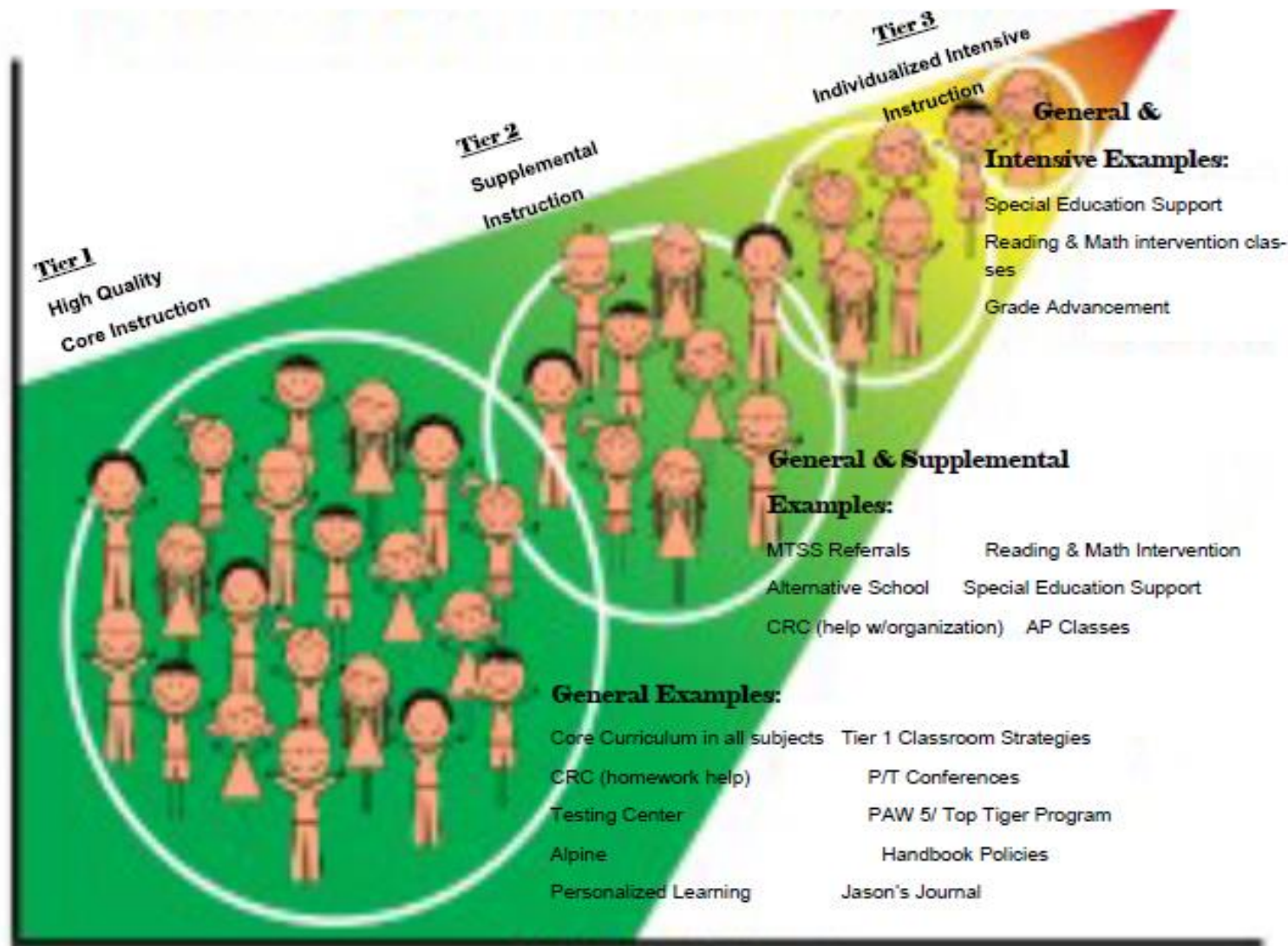


# Progression of MTSS

- REMINDER:
  - Lots of research and efforts were put into place for implementation at the elementary level
  - Across the nation
- Middle Schools and High Schools were not “on the radar” for MTSS implementation until just recently.



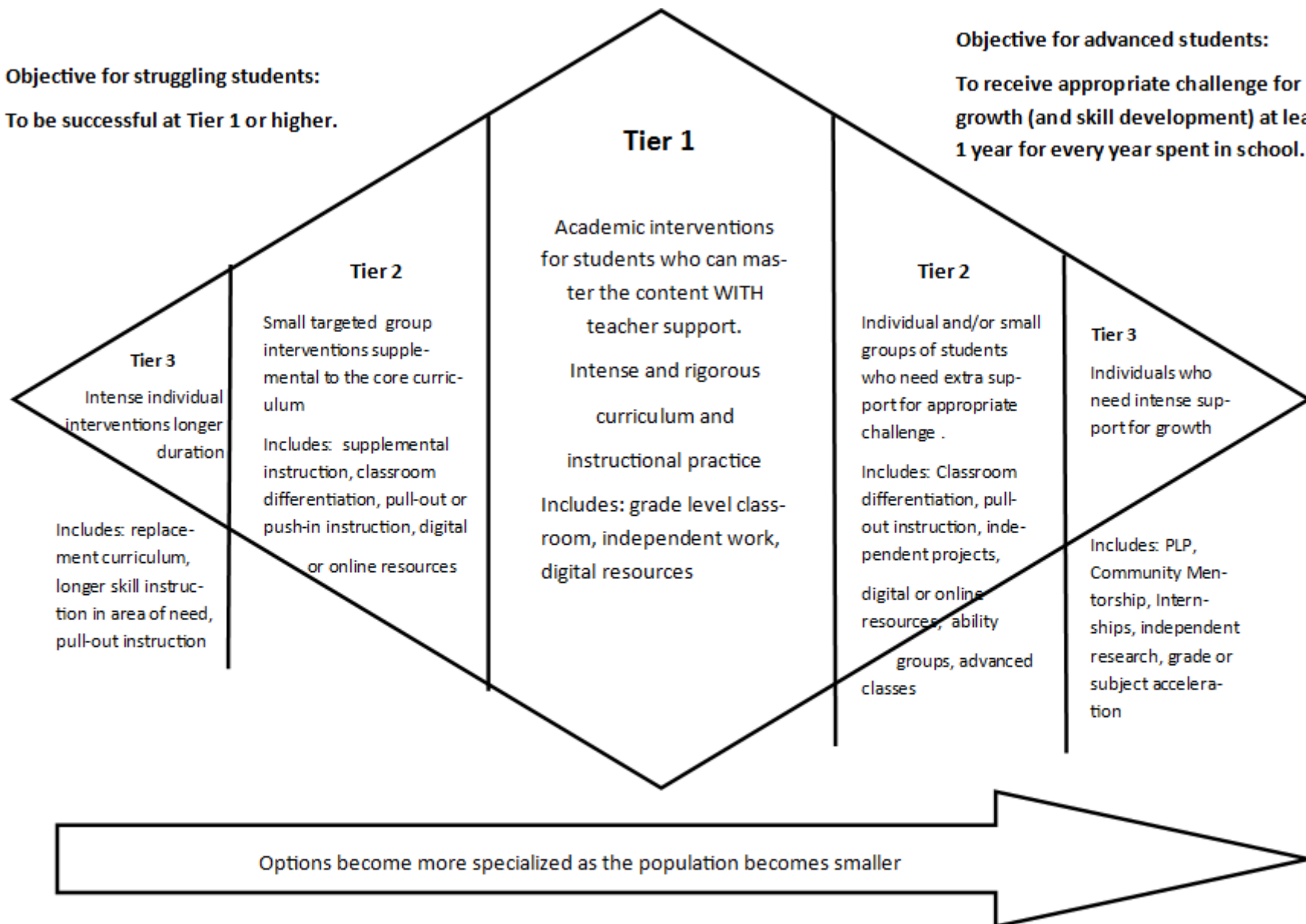
AMOUNT OF RESOURCES NEEDED TO  
SUPPORT STUDENTS



INTENSITY OF NEED

**Objective for struggling students:**  
To be successful at Tier 1 or higher.

**Objective for advanced students:**  
To receive appropriate challenge for growth (and skill development) at least 1 year for every year spent in school.







# MTSS Framework: Tier 3

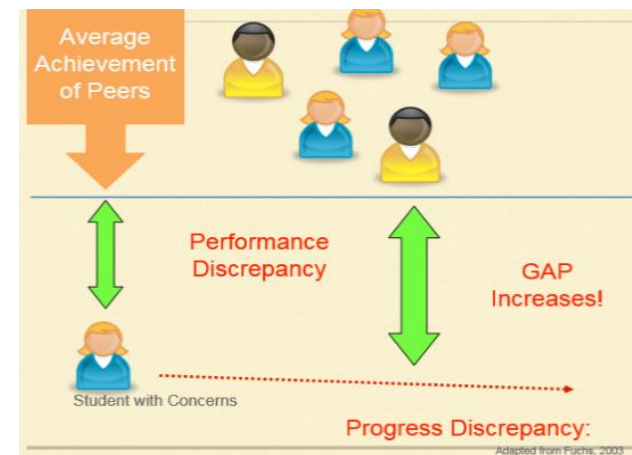
Instruction (1-5% of students)

**Tier 3** – individualized, intensive instruction for students with significant underachievement; intensive, skill specific interventions in one-on-one or small group instruction that is either supplemental or supplanted.

- This implies smaller instructional group sizes, longer daily sessions and intervention over a longer term\*
- Example: Replacement curriculum in special education
- **Intensive Intervention** – a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need

Assessment

- Progress monitoring on a weekly basis



Adapted from Fuchs, 2003

\*(Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists. )



# MTSS Framework: Tier 3

- Problem-Solving
  - Problem Solving Team utilized to determine effective interventions for students
- Special Education Referral

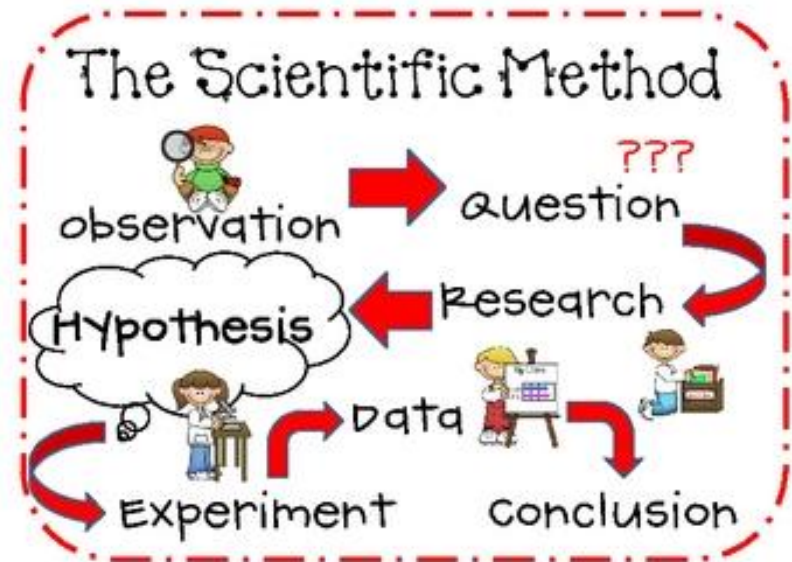
Teams	Data Reviewed
Problem Solving Team	Review achievement behavior support data to determine effects and needs for students
Special Education Referral	Review achievement behavior support data to determine effects and needs for students and if they meet criteria for a disability



# Problem Solving

- Process

1. Problem Identification (What's the problem?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
  - a) Intervention determined
  - b) What assessment will be used?
  - c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)

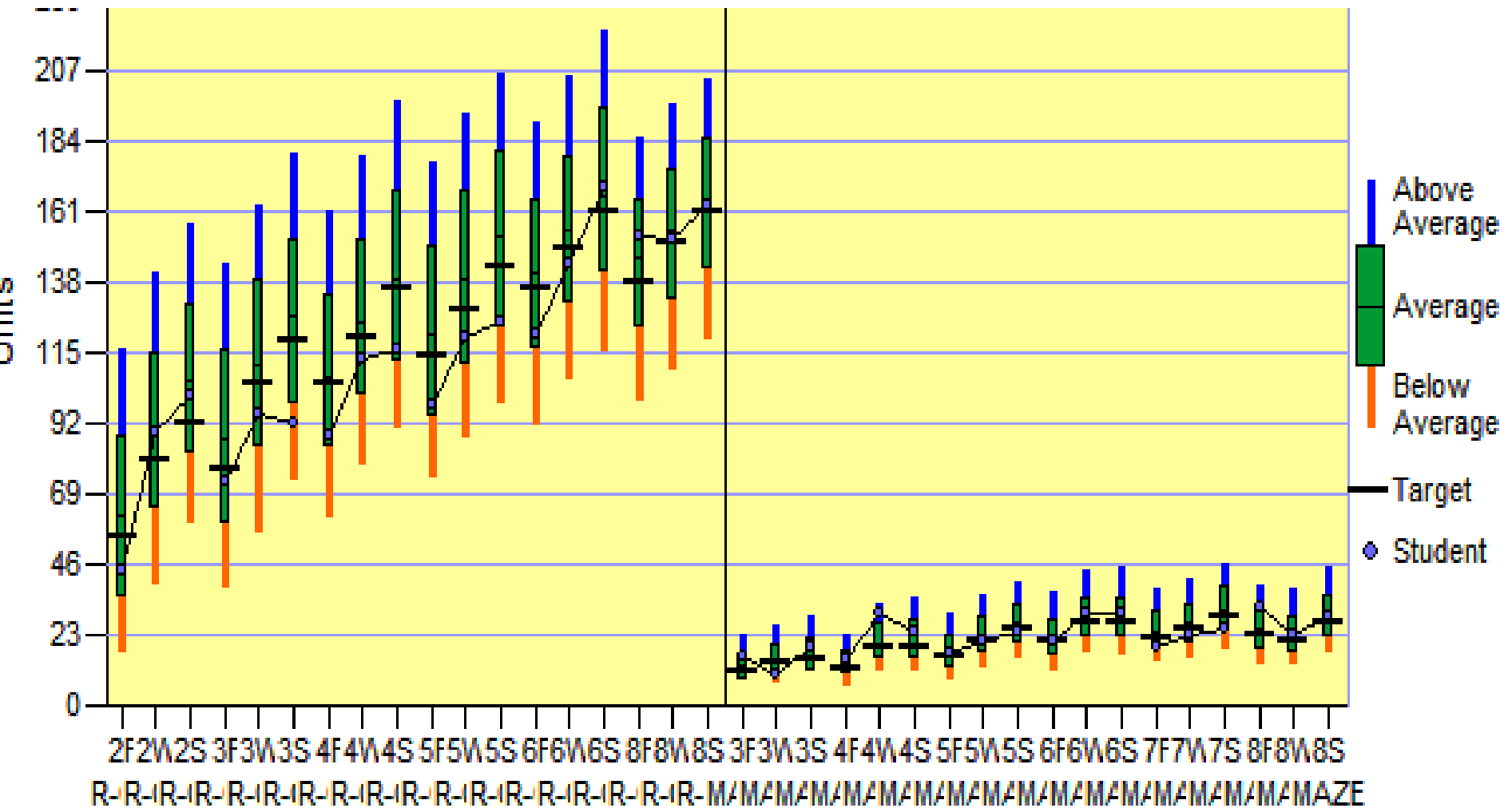






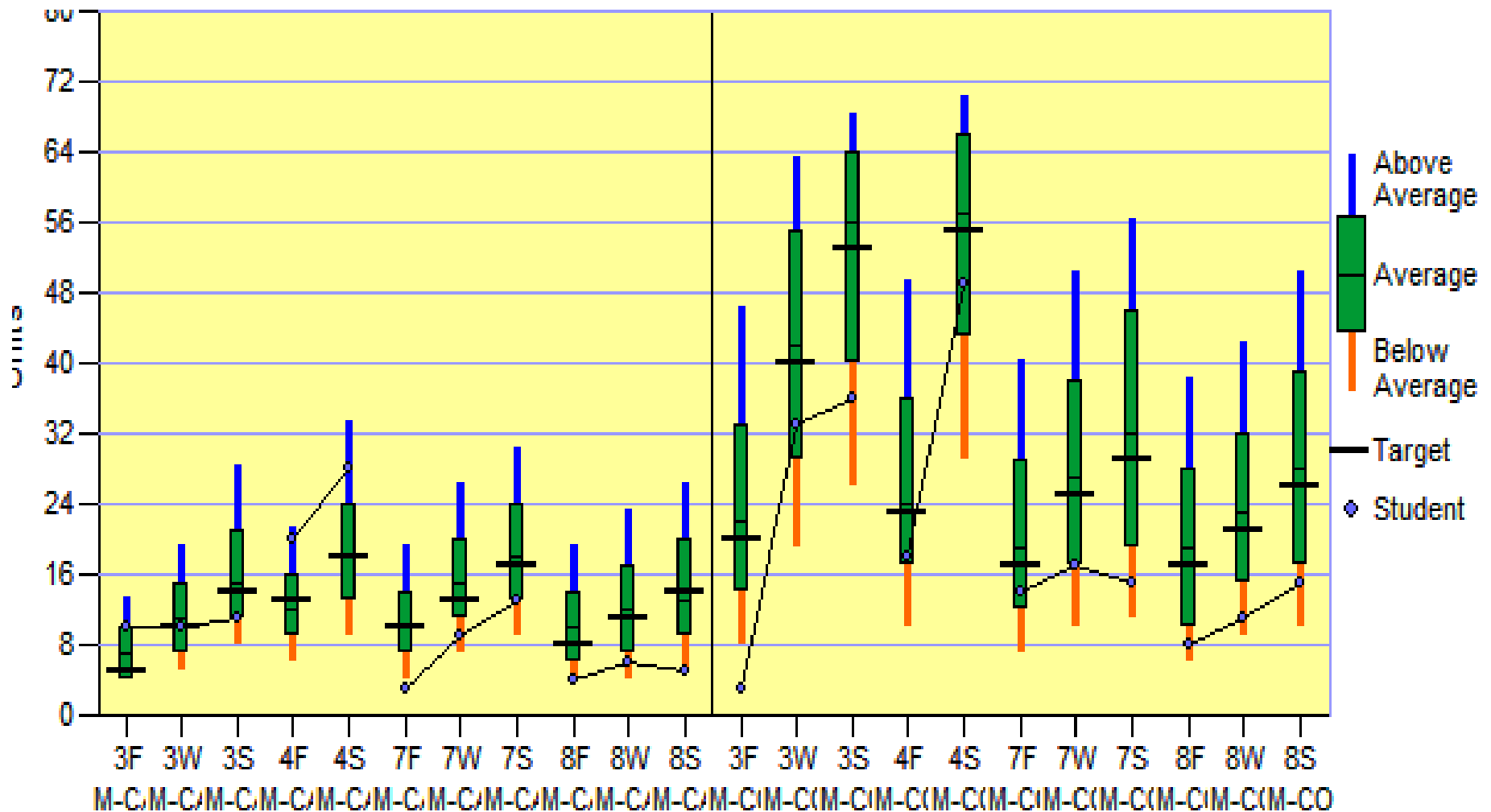


# What Tier?





# What Tier?





# Questions?

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