



MTSS Framework

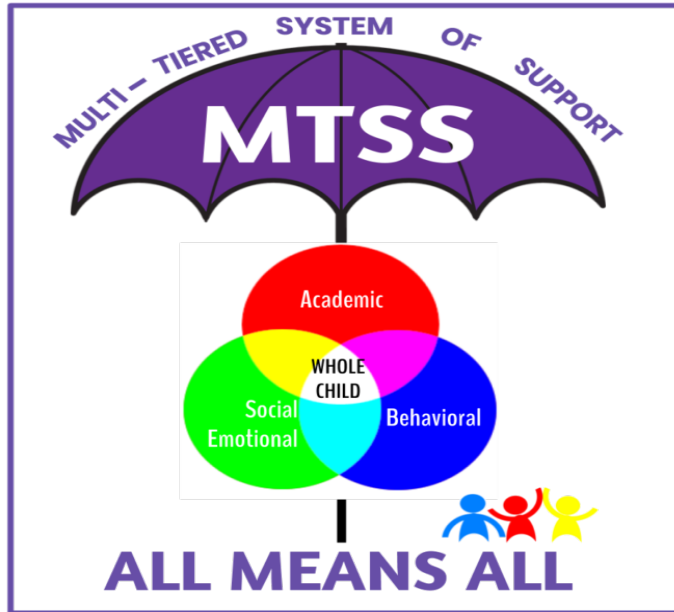
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What is Multi-Tiered Systems of Support (MTSS)

Multi-Tiered Systems of Support (MTSS) is a whole-child approach that integrates academic, behavioral, and social-emotional instruction and support. MTSS optimizes student growth through a proactive, preventative framework composed of multiple layers of tiers, aligned to the varying needs of **all** students.



- MTSS encompasses support for the whole child, and takes into account academics, behavior, and social/emotional learning.
**PBIS is a tiered system under the MTSS umbrella.

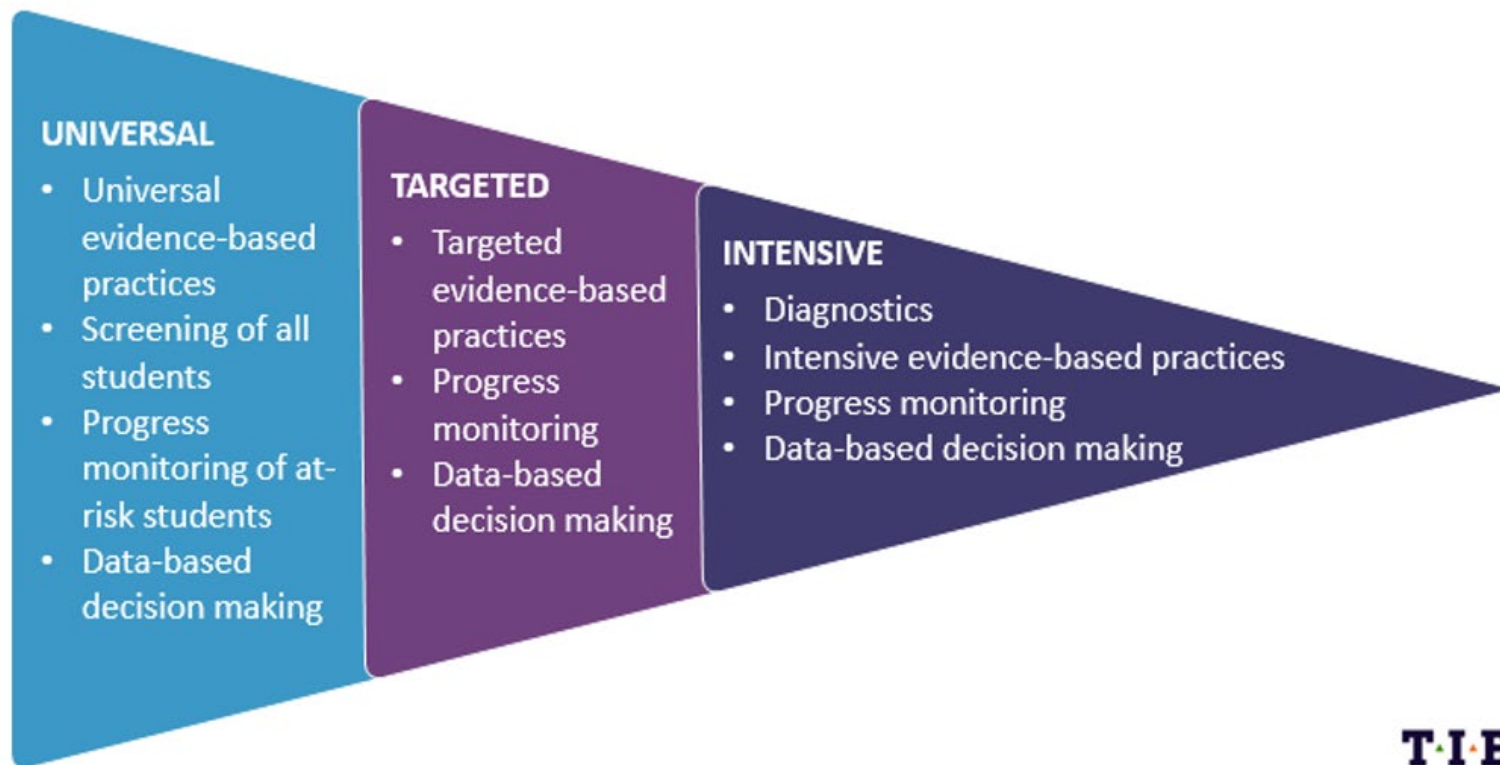
RTI vs. MTSS

	RTI	MTSS
Students:	Students identified as “at risk” or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social- Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated – academic needs are discussed in isolation.	Integrated – academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, grade level /PLC, and a MTSS Campus Team.

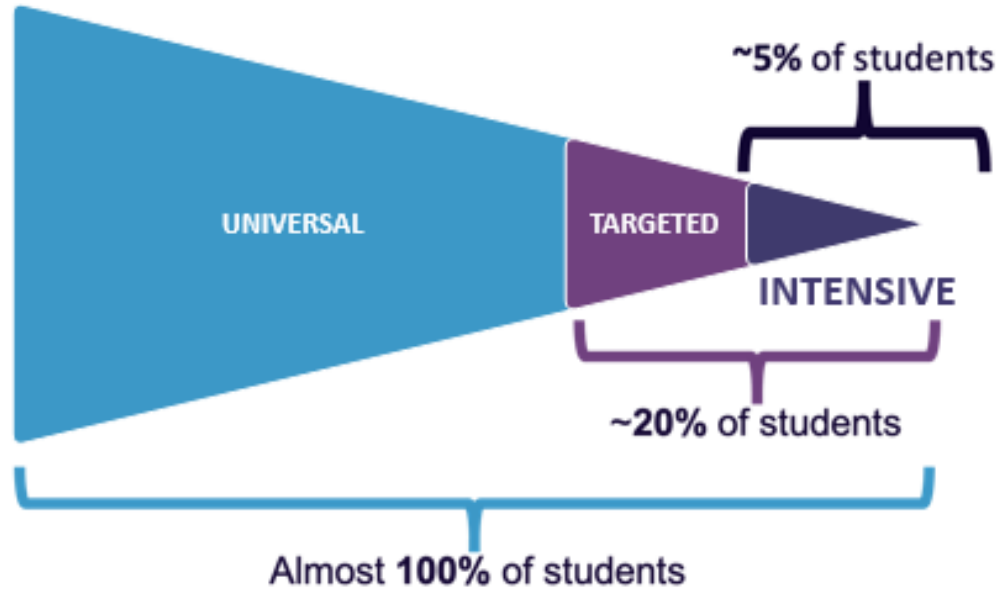
Tier 1- Universal/Core Instruction

Tier 2- Targeted Supports/Group Interventions

Tier 3- Intensive Interventions

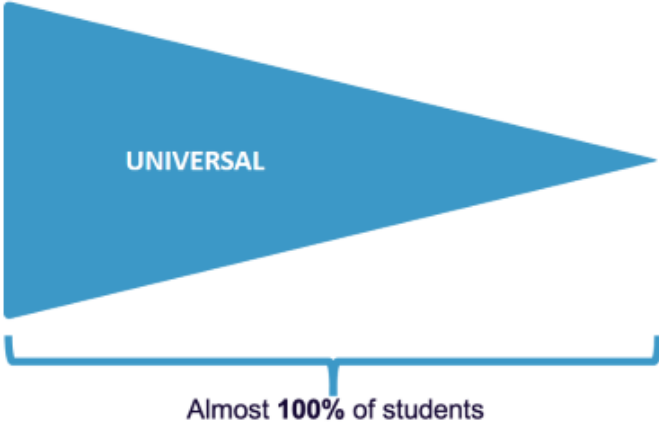


Tier interventions



Tier 1

Universal Intervention




- Also known as Tier 1 or primary prevention
- Designed for all students
- Occurs in general education classroom
- Almost all students participate
- ~80% of students need **only** universal intervention

TIER



Tier I

This approach starts with high-quality classroom instruction for all students together with periodic screening.



Many times in K-12 classrooms there is an initial screening based on scientific research.



Through this screening process, students are continuously assessed in order to measure their rate of progress.

Tier 2

Targeted Intervention

- Also known as Tier 2 or secondary prevention
- Designed for students experiencing difficulty in academics or behavior
- Can occur inside or outside of the classroom in small groups
- Provided in conjunction with universal intervention
- ~20% of students may require targeted intervention

T·I·E·R

Tier II

Students who need extra support are selected to receive more intensive, targeted instruction in small groups/pull-out services in addition to their regular curriculum.

Data is necessary to determine what accommodations and interventions are needed

Small groups/aprox. 30 min lessons of targeted curriculum-aligned content.

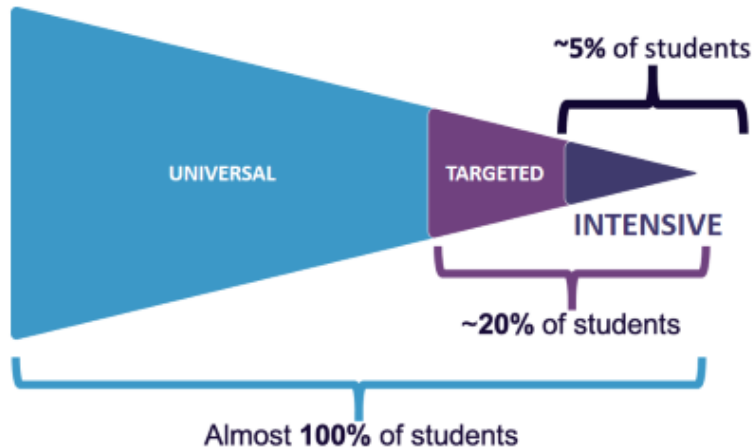
Many times its small group but there are some times 1:1 supports are necessary for individual needs.

This could be during reading/writing or math groups

Minimum of 3 times per week (progress assessed at least every 2 weeks).

Tier 3

Intensive Intervention



- Also known as Tier 3 or tertiary prevention
- Designed for students who demonstrate inadequate response to universal and targeted intervention
- ~5% or less of students require intensive intervention

Tier III

This tier includes intensive instruction for individual students, consisting of additional time and frequency (5 times per week).

Progress monitoring for this tier occurs more regularly.

TIER III does not mean an automatic SPED referral unless it is proven that students are not responding to the intervention.

TIER THREE

Intensive, Individualized Interventions

Behavioral Interventions:

- BIP
- FBA
- behavior contracts
- DEAP Counseling Meetings

Academic Interventions:

- modification
- intensive individual interventions
- individualized instruction
- specialized instruction

Social/Emotional Interventions:

- referral to outside agency
- threat assessment safety plan
- Return to school plan
- individual counseling
- Psychological Evaluation

College/Career Interventions:

- Foundation Graduation Plan
- IEP w/ workforce readiness grad
- Advanced Degree plan SPED

TIER TWO

Targeted Interventions

Behavioral Interventions:

- behavioral contract
- check-in check out
- group/individual sessions
- self-reflection
- restorative practices
- skill instruction

Academic Interventions:

- intervention/lab
- accommodations
- pull out program
- mandatory tutoring
- Evidence based strategies
- specialized instruction

Social/Emotional Interventions:

- group counseling
- support/mentorship
- threat assessment

College/Career Interventions:

- Endorsement specific activities (MS/HS)
- TSI Prep
- Bridge Camp
- Group sessions- retainees/at risk

TIER ONE

Universal Strategies

Behavioral Supports:

- PBIS or similar
- Define, Teach, Model
- Schoolwide Expectations

- Academic- tutoring

Academic Supports:

- Differentiation
- Strategic Grouping
- Peer Assisted Learning
- Metacognition Strategies
- Reciprocal Teaching

SEL-Lessons

Social/Emotional Supports:

- Fundamental 5 SEL
- Calming Corner
- Mindfulness Strategies
- Leader in Me
- Teacher Led SEL

College-Steam Fiesta

College/Career Supports:

- College Career Awareness Strategies
- Alumni Visits
- College Visits
- CTE Open House
- Career Days

MTSS Team Members

To be decided by Admin

- Administrator
 - Instructional Facilitator
 - Counselor/CIS
 - Instructional Specialist-
Reading/Math
 - Referring Teacher
 - Coaches
 - Special Programs
 - Migrant/Social Worker
 - Special Ed consult as needed
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MTSS Process

Universal Screeners-Team determines cutoffs for placement

Hold Meetings

Determine TIER

Set Goals

Provide Intervention and Accommodations

Teacher Progress Monitors

Meet every 4-6 weeks to review progress/change TIERS

Benefits of MTSS

- Improved Academic outcomes
 - Fewer Referrals to SPED
 - Improved Self Esteem
 - Reduced Disciplinary Referrals
 - Enhanced Social Emotional Development
 - Positive School Culture
 - Improved Test Scores
 - TIA
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Thank You

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