

# **Multi-Tiered Systems of Support**

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# What is MTSS?



MTSS stands for **Multi-Tiered System of Supports**. It's a framework many schools use to give targeted support to struggling students.

MTSS is designed to help schools **identify struggling students early** and intervene quickly. It focuses on the “**whole child**.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and more!

The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to “move up” to one-on-one help.

# Comprehensive Approach to Student Success

- MTSS is a continued improvement process
- Supports successful implementation of a whole child approach
- Uses data to inform practices
- Connects existing efforts
- Aligns initiatives
- Creates safety and reduces discipline concerns
- Drives equitable implementation of a trauma-informed school with fidelity



# Comprehensive Approach



The goals of trauma-informed and multi-tiered supports create a **safe and predictable school climate, enhance the social environment, and reduce problematic behavior**

In a multi-tiered system, trauma-informed education is a **universal approach**.

Trauma-informed practices are good for **ALL** students!

# MTSS Four Components

Sustainable  
Teaming

The  
**SYSTEMS**  
keep the  
practices  
going.

Data-driven  
Decision  
Making

The **DATA**  
ensures **all**  
students' needs  
are being met  
through the  
practices.

Evidence  
Based  
Practices


The **PRACTICES**  
help schools  
develop  
academic  
achievement  
& positive  
environments for  
their students.

Continuous  
Improvement  
Cycle

The  
**CONTINUOUS  
CYCLE**  
drives the data,  
practices, and  
systems.

# Sustainable Teaming System

Sustainable teaming is a structure at all levels of an educational system consisting of collaborative members who engage all stakeholders to build and sustain capacity to meet the needs of all students.



Sustainable  
Teaming



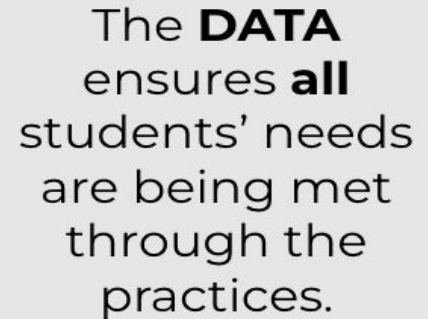
The  
**SYSTEMS**  
keep the  
practices  
going.

# Data-Driven Decision Making

Data-Driven Decision Making is an ongoing process at all levels of an educational system to collect and analyze data from multiple sources to identify local needs, determine plan of action, and evaluate practices.




Data-driven  
Decision  
Making



The **DATA** ensures **all** students' needs are being met through the practices.

# Evidence-based Practices

Evidence-based practices are activities, strategies, assessments, instruction, curriculum, and interventions derived from well-designed peer-reviewed studies demonstrating effectiveness.



Evidence  
Based  
Practices

The **PRACTICES** help schools develop academic achievement & positive environments for their students.



# Continuous Improvement Cycle

A continuous improvement cycle is a cyclical process intended to help teachers, leaders, and systems set goals, identify ways to improve, and evaluate change in a continuous feedback loop.



Continuous  
Improvement  
Cycle

The  
**CONTINUOUS  
CYCLE**  
drives the data,  
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# Why MTSS?



- Reduces discipline issues
- Improves school climate & safety
- Supports students behavioral & mental health
- Increases alignment of instruction between general & special education
- Lowers rates of suspension and expulsion
- Reduces special education referrals
- Provides a safe and predictable school environment
- Increases in positive relationships and interactions

**FEW**  
**1-5%**

**Individualized Interventions**  
Individualized, assessment-based  
Intense and durable system for  
high-risk behaviors

**SOME**  
**10-15%**

**Targeted Interventions**  
A few students identified as at-risk  
High efficiency, rapid response

**ALL**  
**80-90%**

**Universal Supports**  
For all students & settings.  
Focus on prevention

**REALIZE - RECOGNIZE - RESPOND**  
**RESIST RE-TRAUMATIZATION**

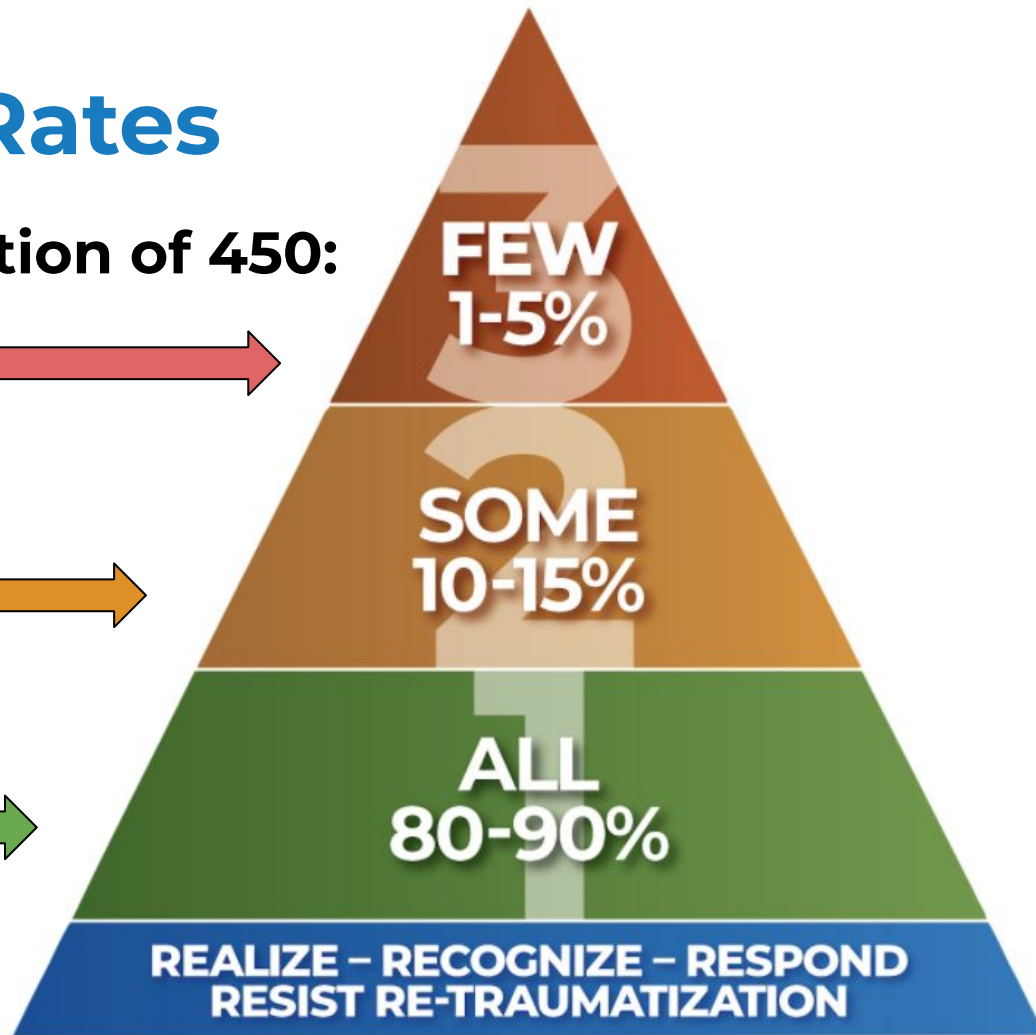
# Serviceable Base Rates

Based on a Student Population of 450:

**Tier 3**   
5 - 22 Students

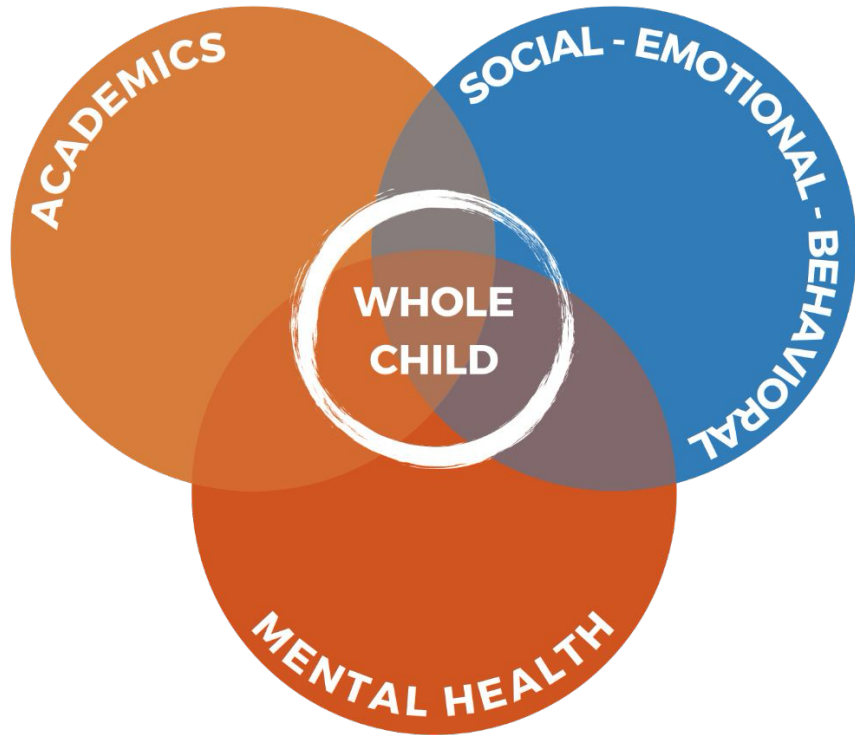
**Tier 2**   
45 - 67 Students

**Tier 1**   
450 Students



REALIZE - RECOGNIZE - RESPOND  
RESIST RE-TRAUMATIZATION

# Focusing on the Whole Child



Schools using MTSS seek successful educational, social-emotional-behavioral, and mental health outcomes for **all** students. The flexibility of this framework allows students to move fluidly among the tiers as needed. This process is **not linear** nor on a timeline.

# Tier One Supports

- Establish an MTSS Advisory Team
- Provide school-wide instruction
- Facilitate opportunities to create a positive school culture
- School-wide college & career fairs
- Provide resources (study skills, coping skills, etc.) school-wide
- Student plans for academics

## Tier One Proactive Prevention

# Tier Two Supports

## **Tier Two Targeted Interventions**

- Caregiver/student workshops
- Study groups for students struggling in particular areas
- Small group services
- Mentorship programs

# Tier Three Supports

- Consider IEP/504 accommodations
- BIP/FBA
- Refer to school psychologist
- Refer to mental health counselor

## Tier Three Intense Interventions



	Academics	Behavior	Attendance	Social/Emotional
Tier 1 Supports	Interventions Classroom support walkthroughs and feedback Professional Development Caregiver/Teacher communication Teacher strategies: * prompting, reateaching, visual cues, controlled choices,timer, restorative questions Class calm corners Universal screeners	Class calm corners PBIS incentives Classroom counseling lessons Teacher support Teacher strategies: * prompting, reateaching, visual cues, controlled choices,timer, restorative questions Class meetings	Caregiver/Teacher communication and engagement Caregiver resources and needs assessments Attendance incentives and pop up events	Classroom Counseling Lessons Class meetings Class calm corner Additional SEL lessons Caregiver workshops and resources Teacher supports from counselor
Tier 2 Supports	Interventions RTI progressing mointoring Tutoring Small Groups	Scheduled breaks and breaks as needed Small group counseling CICO 2 x 10 Mentoring Behavior contract School job Sensory tools and flexible seating	Caregiver meeting Letters home Home visits Small group services Recogonition of improvements	Small groups Social Stories Teacher consultation Teacher mentor 2 x 10 CICO Sensory tools and flexible seating
Tier 3 Supports	Interventions RTI Progressing mointoring Tutoring Small Groups IEP/504	Scheduled breaks and breaks as needed Referral to behavior liason BIP/FBA	Support Team meeting with caregiver Letters of attendance standing Home visits Court involvement	Referral to outside agency Individual counseling services IEP/504

# TIER THREE

## Intensive, Individualized Interventions

### Behavioral Interventions:

- Functional behavior assessment (FBA) and Behavior intervention plan (BIP)
- Safety plan
- Restorative conferences

### Academic Interventions:

- Modified instruction/assessments
- Alternate assignments
- Individualized instruction
- Specialized instruction

### Social/Emotional Interventions:

- Individual counseling
- Threat assessment
- Safety plan
- Restorative conferences
- Suicide screening
- Referral to community agency

### College/Career Interventions:

- Referral to community agencies to assist with FAFSA, support and resources for undocumented students, and other unique needs relating to college and career

# TIER TWO

## Targeted Interventions

### Behavioral Interventions:

- Check in, check out
- Small group counseling
- Restorative circles
- Skill building
- Mentoring
- 2x10

### Academic Interventions:

- Targeted evidence-based interventions
- Tutoring
- Check in, check out
- Mentoring
- Specialized instruction

### Social/Emotional Interventions:

- Small groups for anger management, conflict resolution, impulse control, etc
- Restorative circles
- Support groups
- 2x10

### College/Career Interventions:

- Consultation/collaboration with college/career counselors
- Small groups on college/career readiness
- Mentoring

# TIER ONE

## Universal Strategies

### Behavior Supports:

- Schoolwide expectations
- Differentiation
- Classroom management system
- Equitable classroom practices
- Restorative processes

### Academic Supports:

- Differentiation
- Classroom instruction on organization skills, study skills, responsibility, etc.
- Transition to the next grade

### Social/Emotional Supports:

- Teacher-led SEL integration
- Classroom instruction
- Bullying prevention
- Suicide prevention
- Substance use prevention

### College/Career Supports:

- Student appraisal and advisement
- Classroom instruction on career development and college knowledge
- College and career day

# Getting Started with MTSS

# Next Steps!

Begin by working with your **entire staff** to identify what supports are already in place

- PLC meeting, staff development, faculty survey, etc. (The more input you have, the better results you will have!)
- Categorize your interventions- academic, social/emotional, behavioral, attendance, college/career
- “Tier” your interventions! Which ones are universal, targeted, and intense?





# Moving Forward!



When completed, review your findings and discuss the following questions:

- What parts of your pyramid are robust? What does this tell you?
- What parts of your pyramid have gaps? What does this tell you?
- Overall, what does the pyramid tell you about the supports provided to your students?

# **Remember to evaluate & review your framework regularly!**



- **Advisory team**
- **Data, data, data**
- **What works for YOUR school?**