Multi-Tiered System of Support

Indiana IEP Resource Center
Agenda

• Where are we now?

• What is MTSS?

• Key Components

• Getting Started
What is Currently In Place?

- RTI
- Title 1
- G&T
- PBIS
- Special Education
- 504
- EL
- Other
Potential Issues

• Silos - isolation
• Redundancy of services and supports
• Lack of communication between programs
• More restrictive placements
• All or nothing membership to a group
• Limited connection to general ed curriculum
RTI/PBIS

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
What is MTSS?

All Students
One System
Continuum of Support
Multi-tiered System of Support

MTSS and Supporting Domains

Administrative Leadership
Integrated Educational Framework
Family & Community Engagement
Inclusive Policy Structure & Practice
MTSS

Elements of Each Tier

- Expanded Grade & Teaching Teams
  Data
  Interventions
  Continuous Improvement Process

- Teams
  Data
  Evidence-based Practices
  Continuous Improvement Process

- Intensified Support
  Additional Support
  Universal Support

UDL  Differentiated  Integrated
MTSS

- Few Students
- Some Students
- All Students

Intensified Support
Additional Support
Universal Support

UDL
Differentiated
Integrated
Universal Design for Learning

Guidelines

AFFECTIVE NETWORKS: THE WHY OF LEARNING
Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS: THE WHAT OF LEARNING
Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS: THE HOW OF LEARNING
Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

http://www.cast.org
Engagement

Provide Multiple Means of Engagement (*purposeful, motivated learners*)

- **Provide options for self-regulation**
  Promote expectations and beliefs that optimize motivation
  Facilitate personal coping skills and strategies
  Develop self-assessment and reflection

- **Provide options for sustaining effort and persistence**
  Heighten salience of goals and objectives
  Vary demands and resources to optimize challenge
  Foster collaboration and community
  Increase mastery-oriented feedback

- **Provide options for recruiting interest**
  Optimize individual choice and autonomy
  Optimize relevance, value, and authenticity
  Minimize threats and distractions

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Representation

Provide Multiple Means of Representation (resourceful, knowledgeable learners)

• **Provide options for comprehension**
  Activate or supply background knowledge
  Highlight patterns, critical features, big ideas, and relationships
  Guide information processing, visualization, and manipulation
  Maximize transfer and generalization

• **Provide options for language, mathematical expressions, and symbols**
  Clarify vocabulary and symbols
  Clarify syntax and structure
  Support decoding text, mathematical notation, and symbols
  Promote understanding across languages
  Illustrate through multiple media

• **Provide options for perception**
  Offer ways of customizing the display of information
  Offer alternatives for auditory information
  Offer alternatives for visual information

www.udlcenter.org
Provide Multiple Means of Action & Expression (*strategic, goal-directed learners*)

- Provide options for executive functions
  Guide appropriate goal-setting
  Support planning and strategy development
  Enhance capacity for monitoring progress

- Provide options for expression and communication
  Use multiple media for communication
  Use multiple tools for construction and composition
  Build fluencies with graduated levels of support for practice and performance

- Provide options for physical action
  Vary the methods for response and navigation
  Optimize access to tools and assistive technologies

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Differentiated Instruction

A way of thinking about teaching and learning designed to assist teachers in recognizing, understanding, and addressing student differences that are inevitable in virtually all classrooms. --Tomlinson & Imbeau, 2013
Essentials of Differentiated Instruction

• Providing a supportive learning environment
• Presenting a quality curriculum
• Developing assessment that informs teaching and learning
• Designing instruction that responds to student variance
• Organizing the classroom in a way that allows the teacher to lead and manage learning

Gartin, Murdick, Perner, & Imbeau, 2016
Integration

- Share information and data
- Communicate to avoid duplication or omission
- Share resources
- Cross curricula, cross environments, cross personnel
• So where do these happen?
  
  – Special ed
  – G&T
  – EL
  – Title 1
  – Etc.
Universal Targeted Intensive

Continuum of Support for All

Universal

Targeted

Intensive

Few

Some

All

Sugai & PBIS Center Dec 7, 2007
Label behavior...not people
Continuum of Support for ALL: “Molcom”

Behavior Support

Universal

Targeted

Intensive
Universal
Targeted
Intensive

Continuum of Support for ALL: “________”

Universal
Targeted
Intensive

Sugai & PBIS Center Dec 7, 2007
Harken, 2009
Pathways to Combined Academic & Behavior Challenges

Behavior (Interfere, Response Excludes)

Combined A + B Challenges

Academics → Social Behavior and/or Emotional

Attention (Social and academic)

Academics → social rejection
S/E Challenges

Macintosh & Goodman, 2016
Tier 1 + Tier 2

Tier 1 + Tier 2 + Tier 3

Tier 1

Severity of Educational Need

Amount of Resources Needed To Benefit

3x/year

2x/Month

Weekly

Harken, 2009
Tier 1

• Screening
• Research-based, culturally responsive, comprehensive core program(s)
  – Prioritized Standards
  – Coherent Curriculum
  – High Effect Instruction (Instructional Playbook)
• Universal Design for Learning (all Tiers)
• Differentiated Instruction
• Fidelity Measure informs Coaching
• Progress monitoring
Tier 1 – Universal – Core

- ALL students

**Amount of Resources Needed To Benefit**

**Severity of Educational Need**

- Universal Design
  - Presentation
  - Response
  - Engagement

- Data-based, Differentiated Instruction
  - Shared framework
  - E.g., Content, Process, Product

Adapted by McSheehan, 2012 from Harken, 2009
Tier 1: Data-based Decision Making

• Are we delivering instruction the way we intended?
  – FIDELITY

• Is the response sufficient?
  – If yes – continue/enhance
  – If no – recheck fidelity & provide coaching to educators, support personnel, and family
  – If no – continue, switch, increase intensity
IN ADDITION TO

Tier 2

Supplemental Instruction

Targeted Intervention
- Profile of Student Need
- Small Groups (5)
- Progress Monitor (2x/mo)

Adapted by McSheehan, 2012 from Harken, 2009
Tier 2: 
Data-based Decision Making

• Are we delivering instruction/intervention the way we intended?
  – FIDELITY

• Is the response sufficient?
  – If yes – discontinue (return Tier 1), continue/switch
  – If no – recheck fidelity & provide coaching to interventionist
  – If no – continue, switch, increase intensity
Tier 2

DECISIONS
1. Discontinue
2. Fidelity & Coaching
3. Continue / Switch
4. Increase Intensity
Tier 3: Data-based Decision Making

1) Are we delivering intervention the way we intended?

2) Are we delivering supports across the day the way we intended?
   - FIDELITY

• Is the response sufficient?
  - If yes – discontinue (return Tier 1), continue/switch
  - If no – recheck fidelity & provide coaching to interventionist
  - If no – continue, switch, increase intensity
**DECISIONS**

1. Reduce Intensity
2. Fidelity & Coaching
3. Continue / Switch

Adapted by McSheehan, 2012 from Harken, 2009
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Resources

WEBSITES

- www.swiftschools.org
- www.rtinetwork.org
- www.cast.org
- www.udlcenter.org
- www.pbis.org
Thank you

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