

# 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

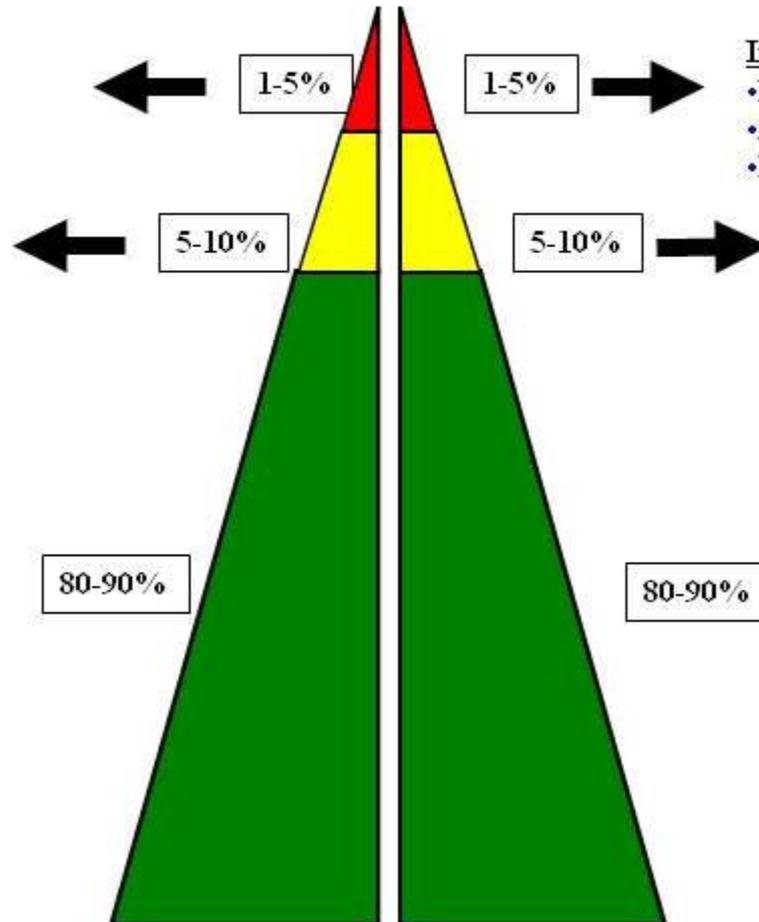
- Individual Students
- Assessment-based
- Intense, durable procedures

### 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

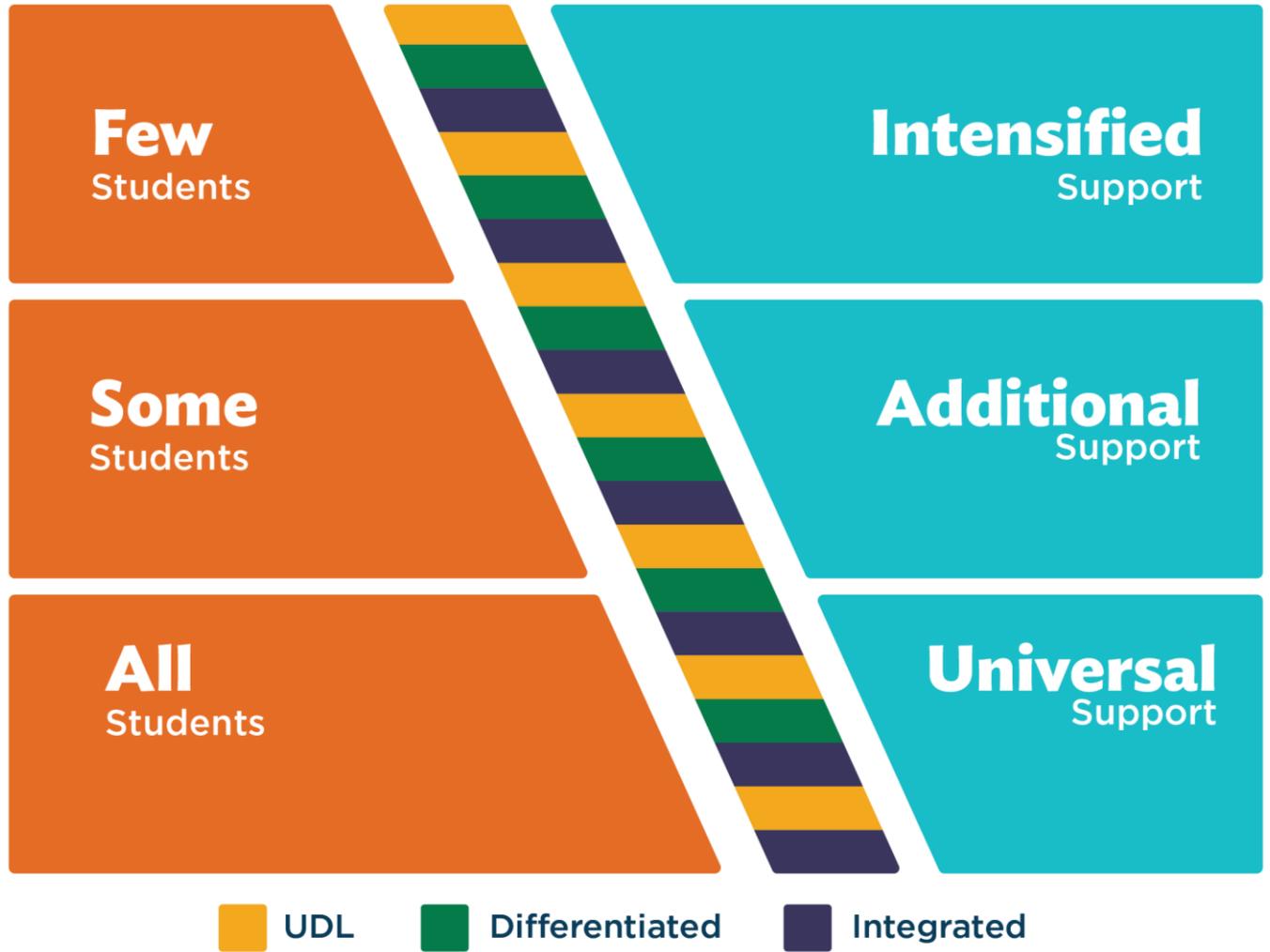
Continuum of Support

**MTSS**  
and Supporting  
Domains

# Multi-tiered System of Support

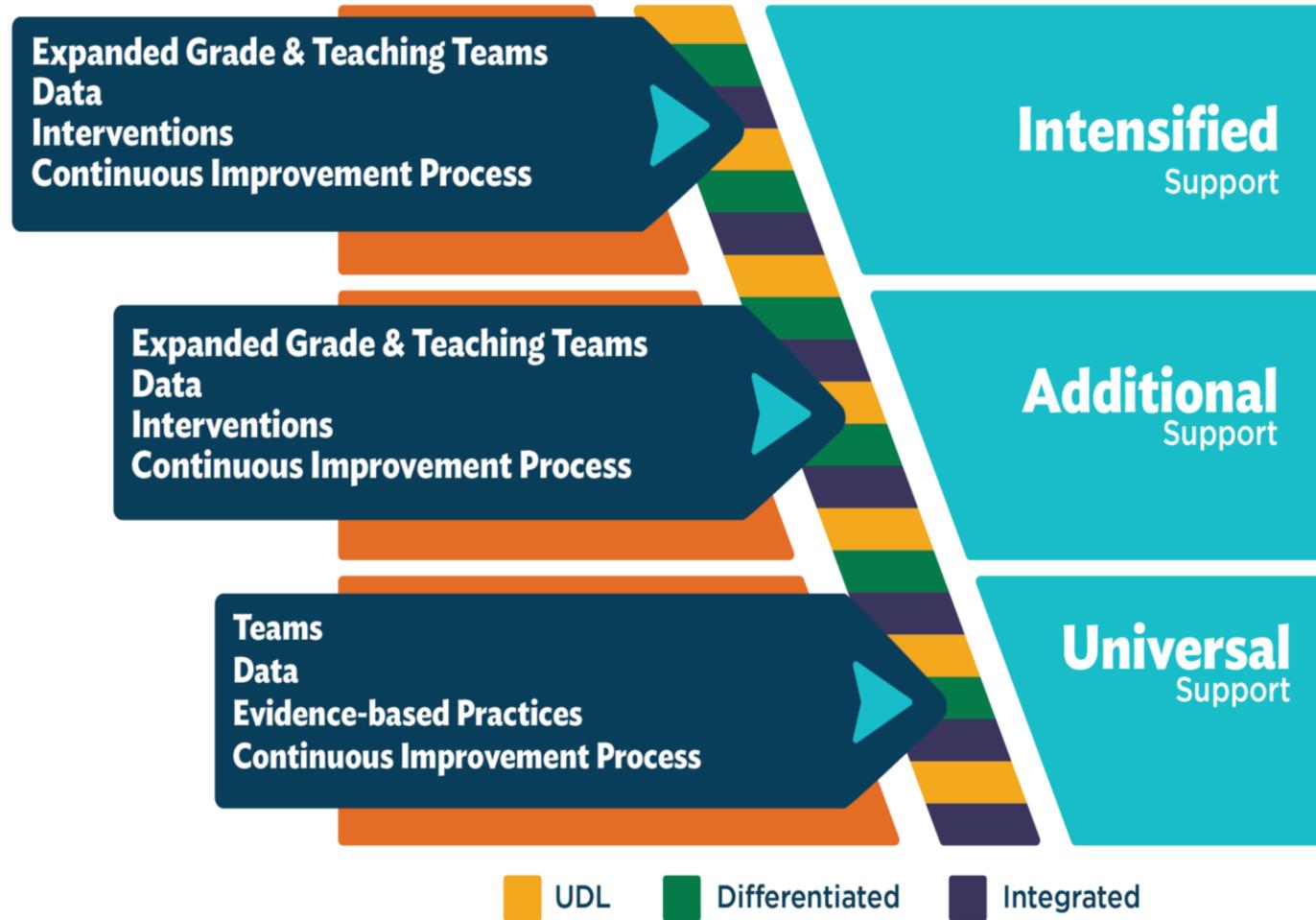


**MTSS**

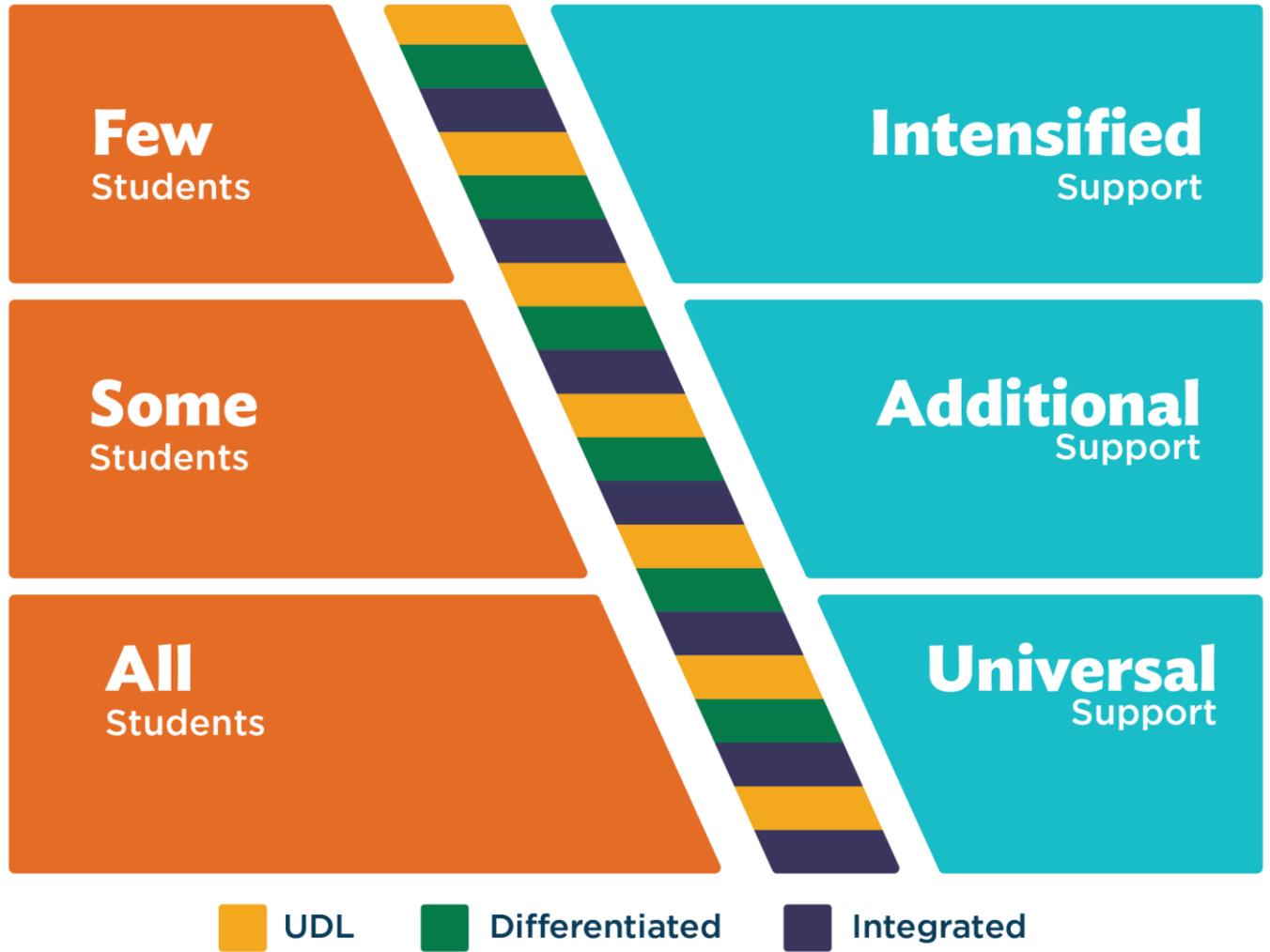


# MTSS

## Elements of Each Tier



**MTSS**



**Few**  
Students

**Intensified**  
Support

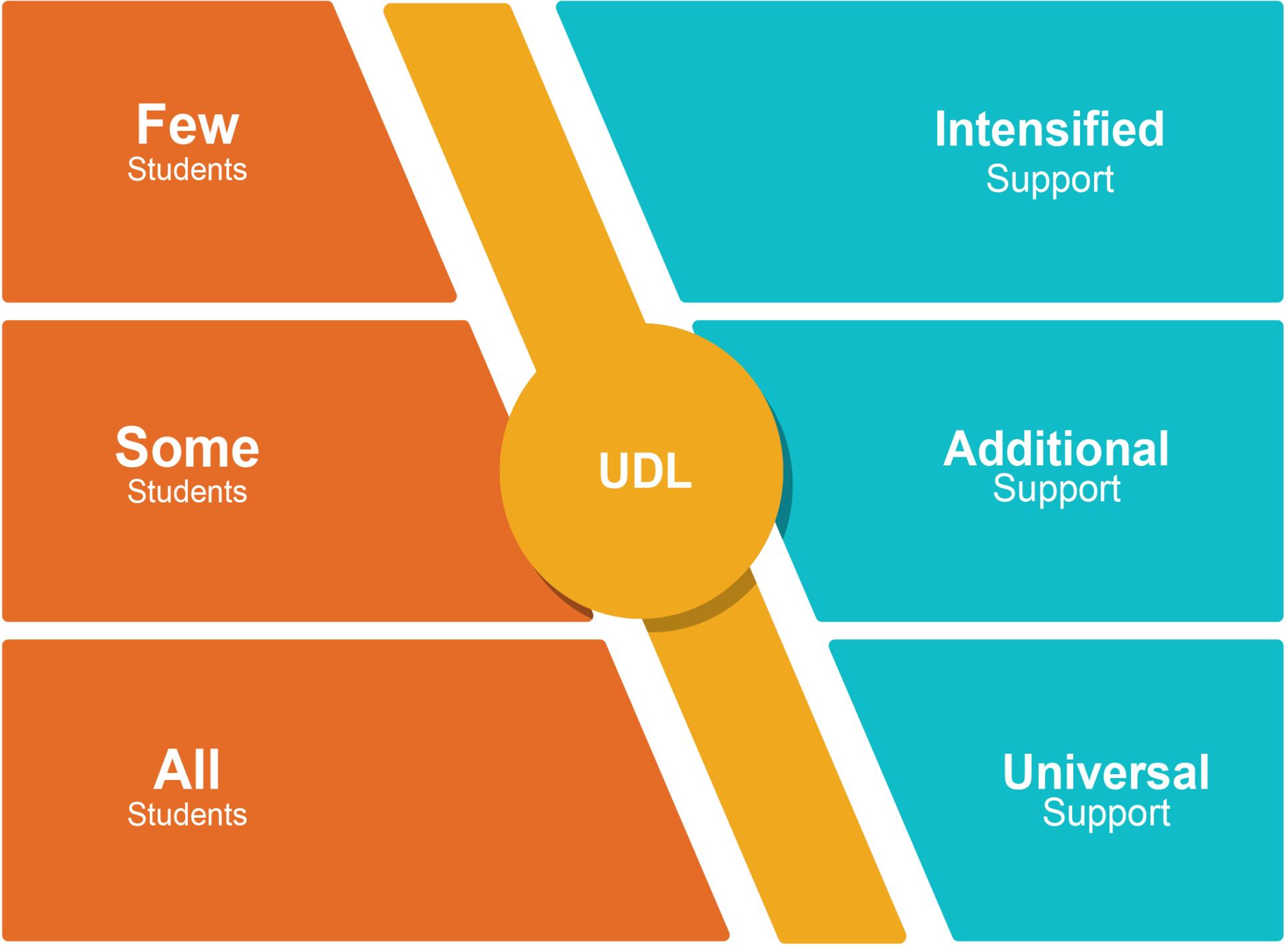
**Some**  
Students

**UDL**

**Additional**  
Support

**All**  
Students

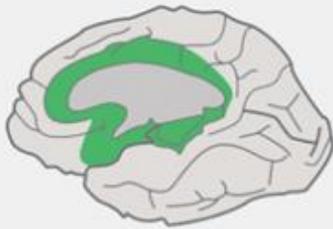
**Universal**  
Support



# UDL

## Universal Design for Learning Guidelines

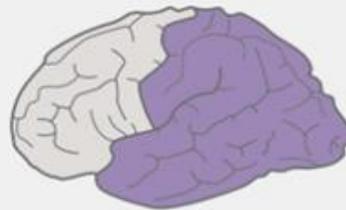
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



### Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

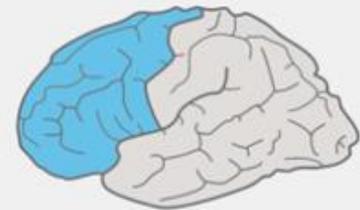
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



### Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING

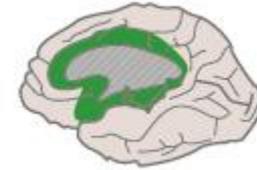


### Action & Expression

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

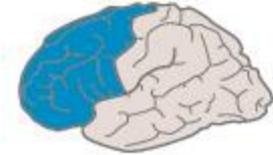
# Representation



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

# Action & Expression



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

**Few**  
Students

**Intensified**  
Support

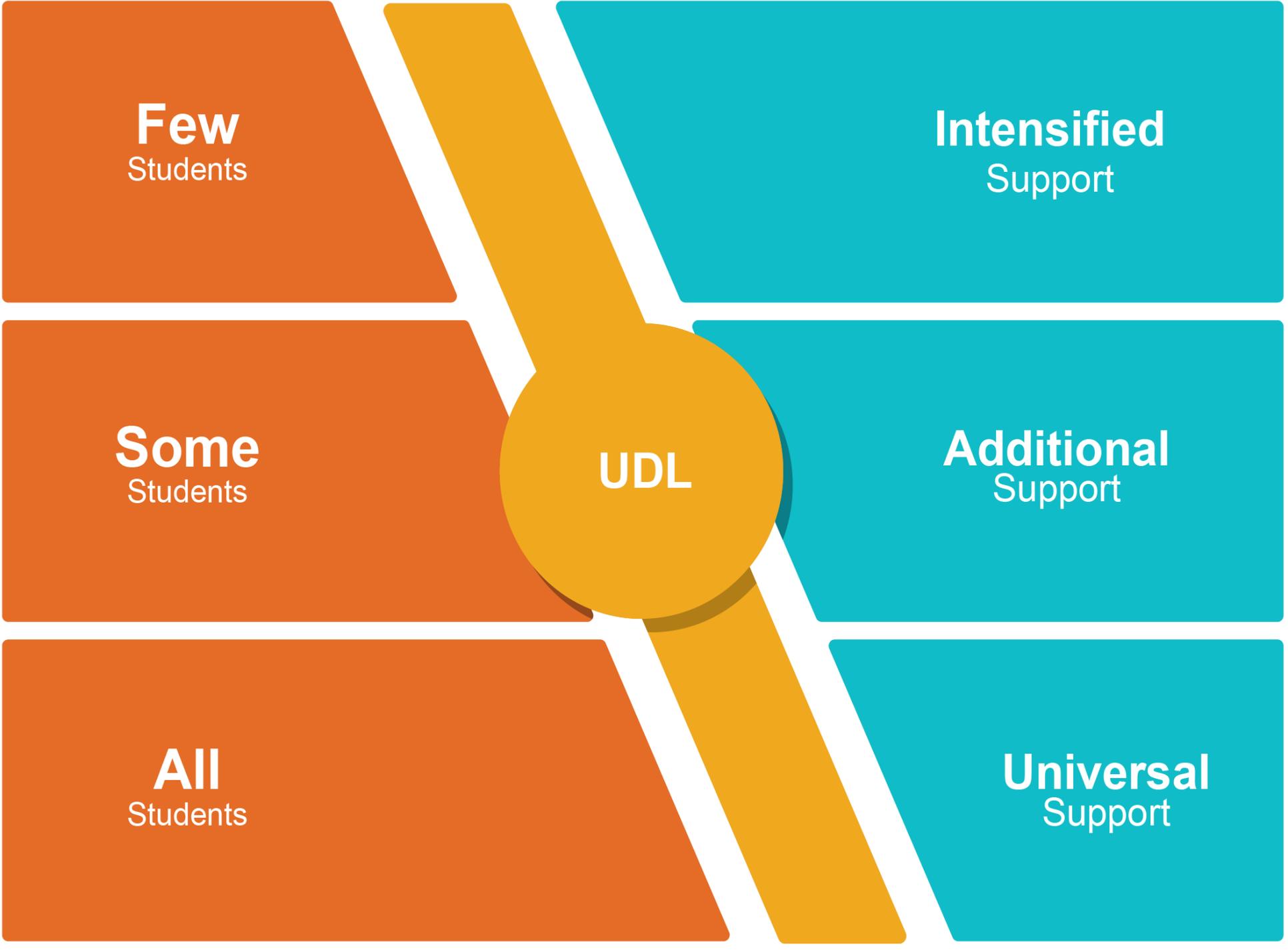
**Some**  
Students

**UDL**

**Additional**  
Support

**All**  
Students

**Universal**  
Support



**Few**  
Students

**Intensified**  
Support

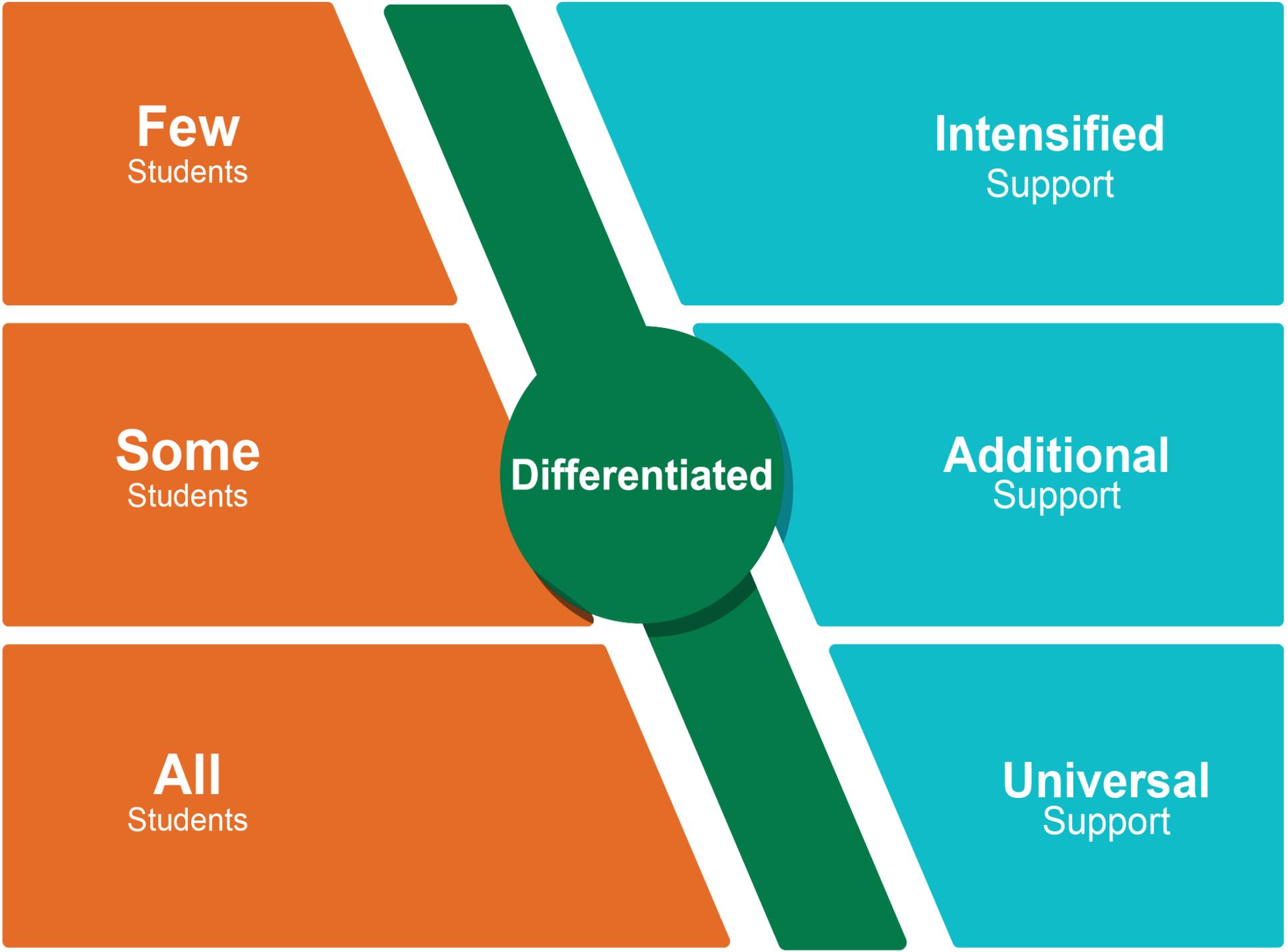
**Some**  
Students

**Differentiated**

**Additional**  
Support

**All**  
Students

**Universal**  
Support



# 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

**Few**  
Students

**Intensified**  
Support

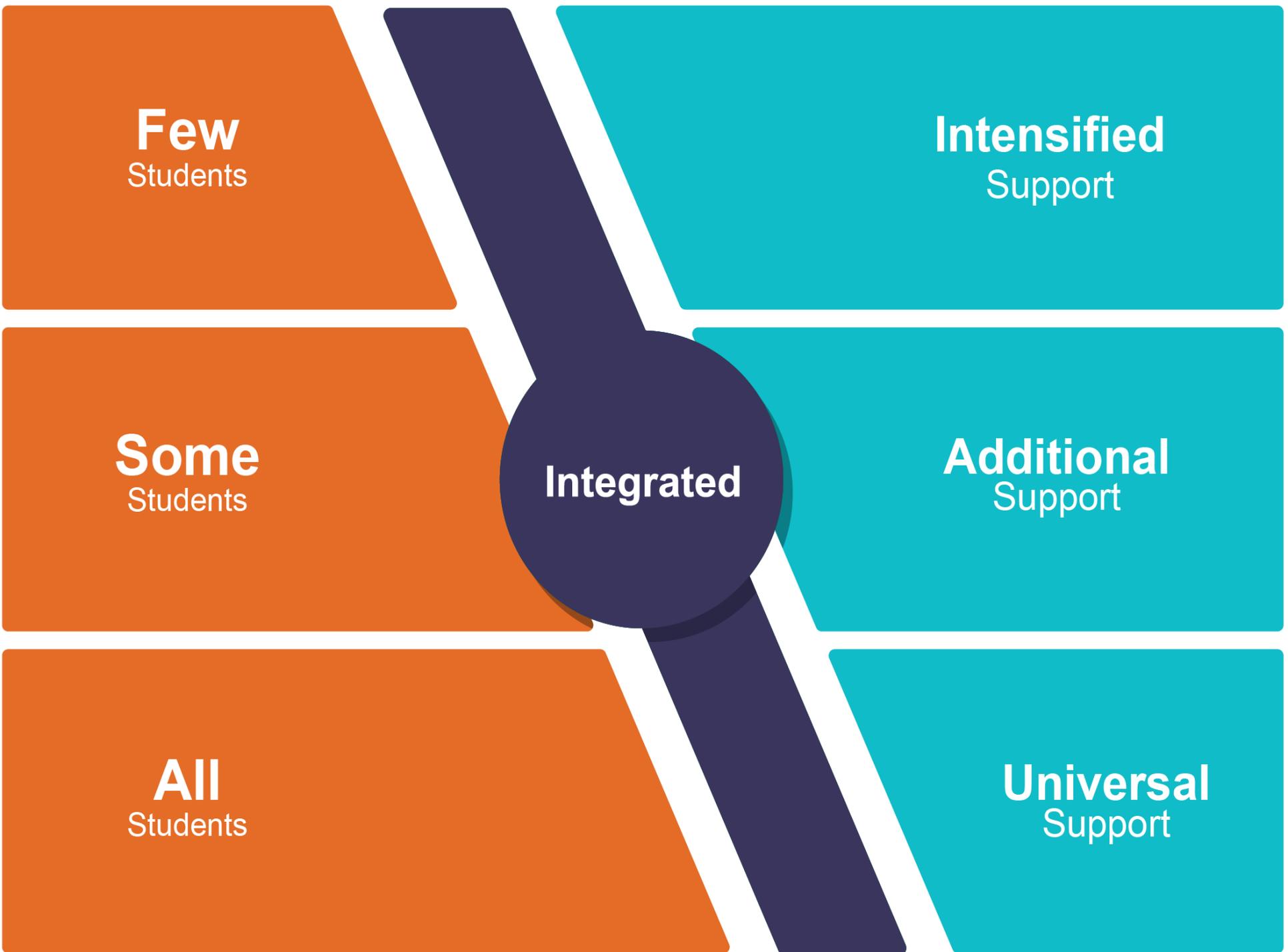
**Some**  
Students

**Integrated**

**Additional**  
Support

**All**  
Students

**Universal**  
Support

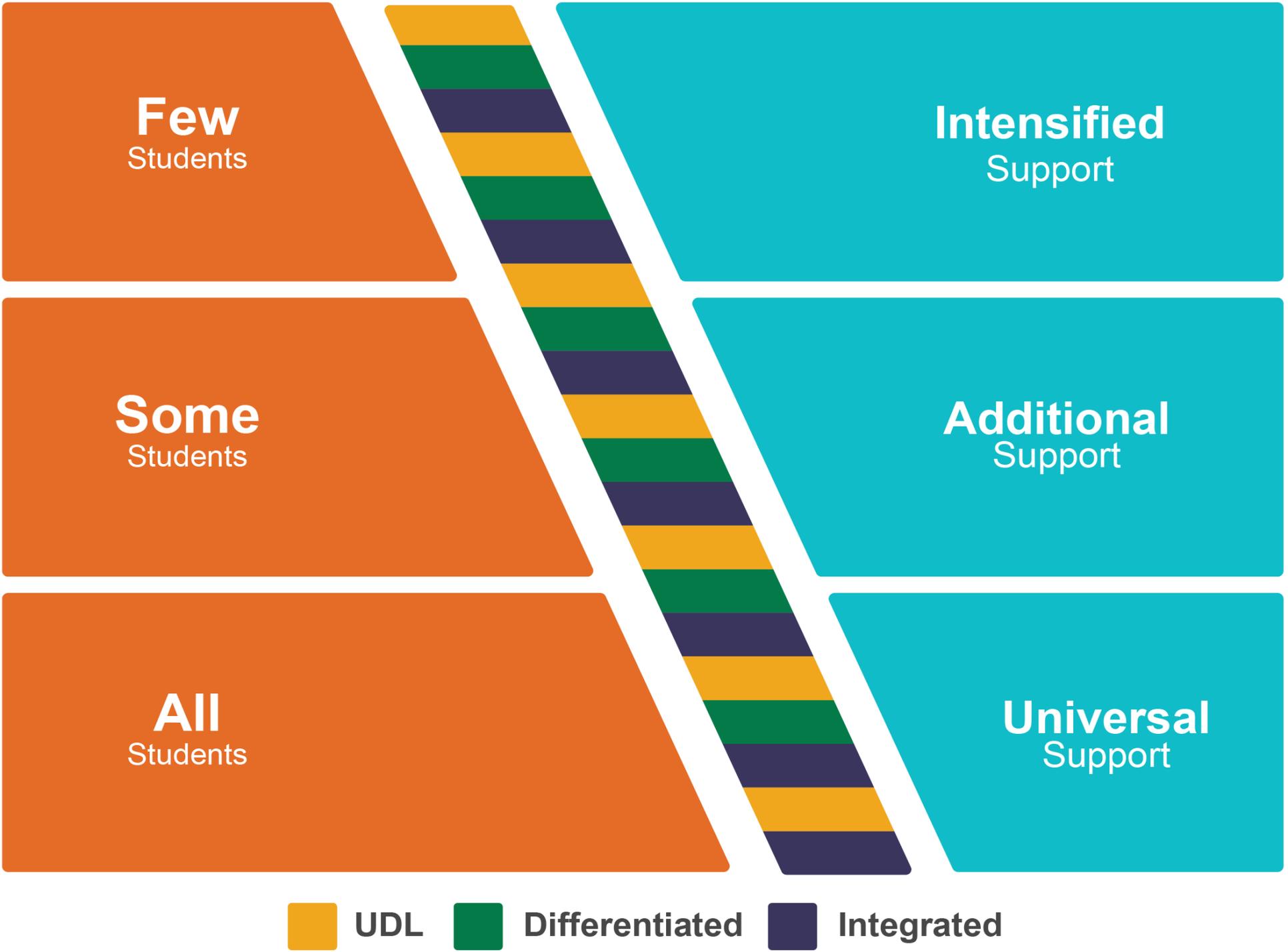


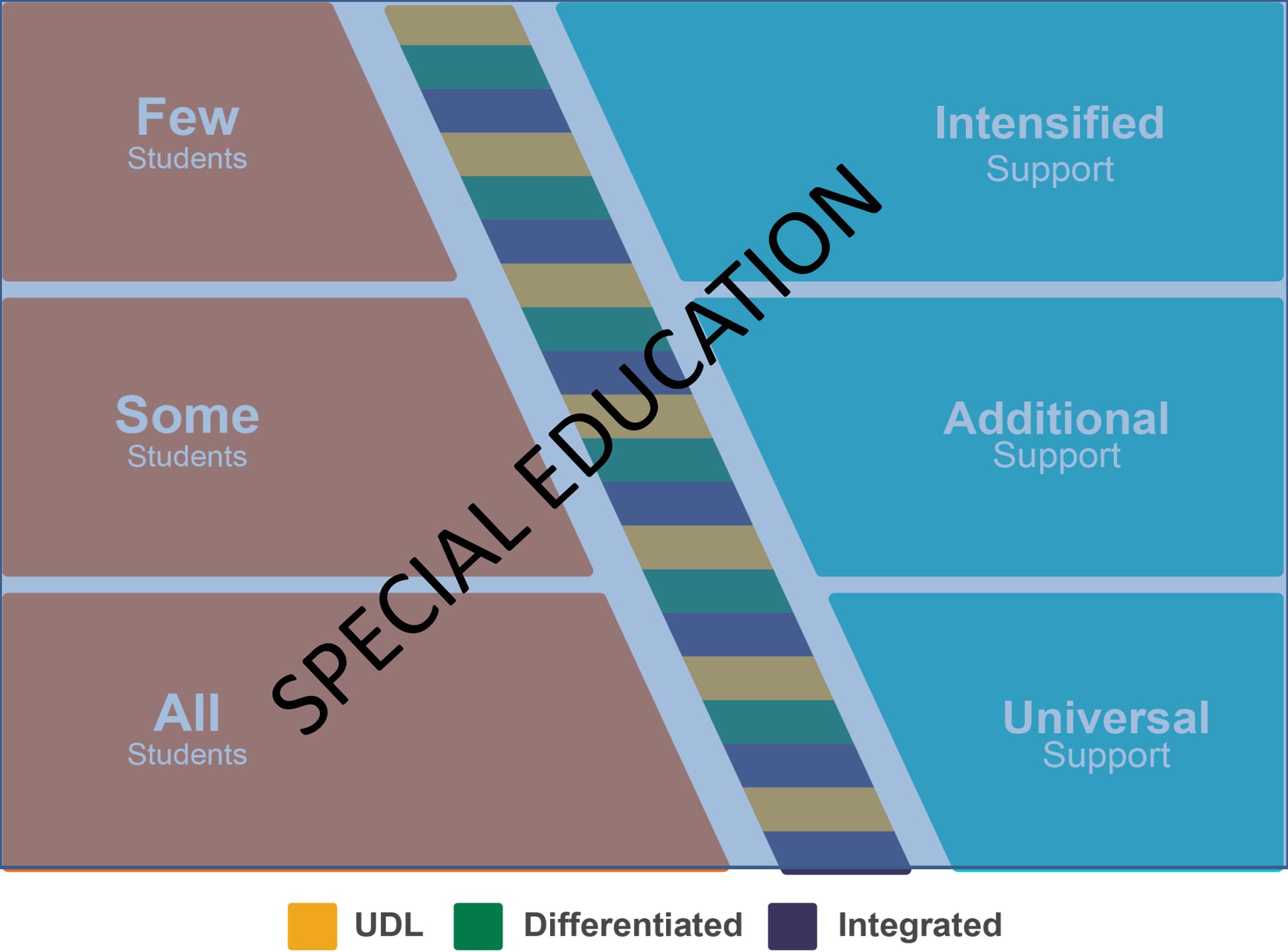
# Integration

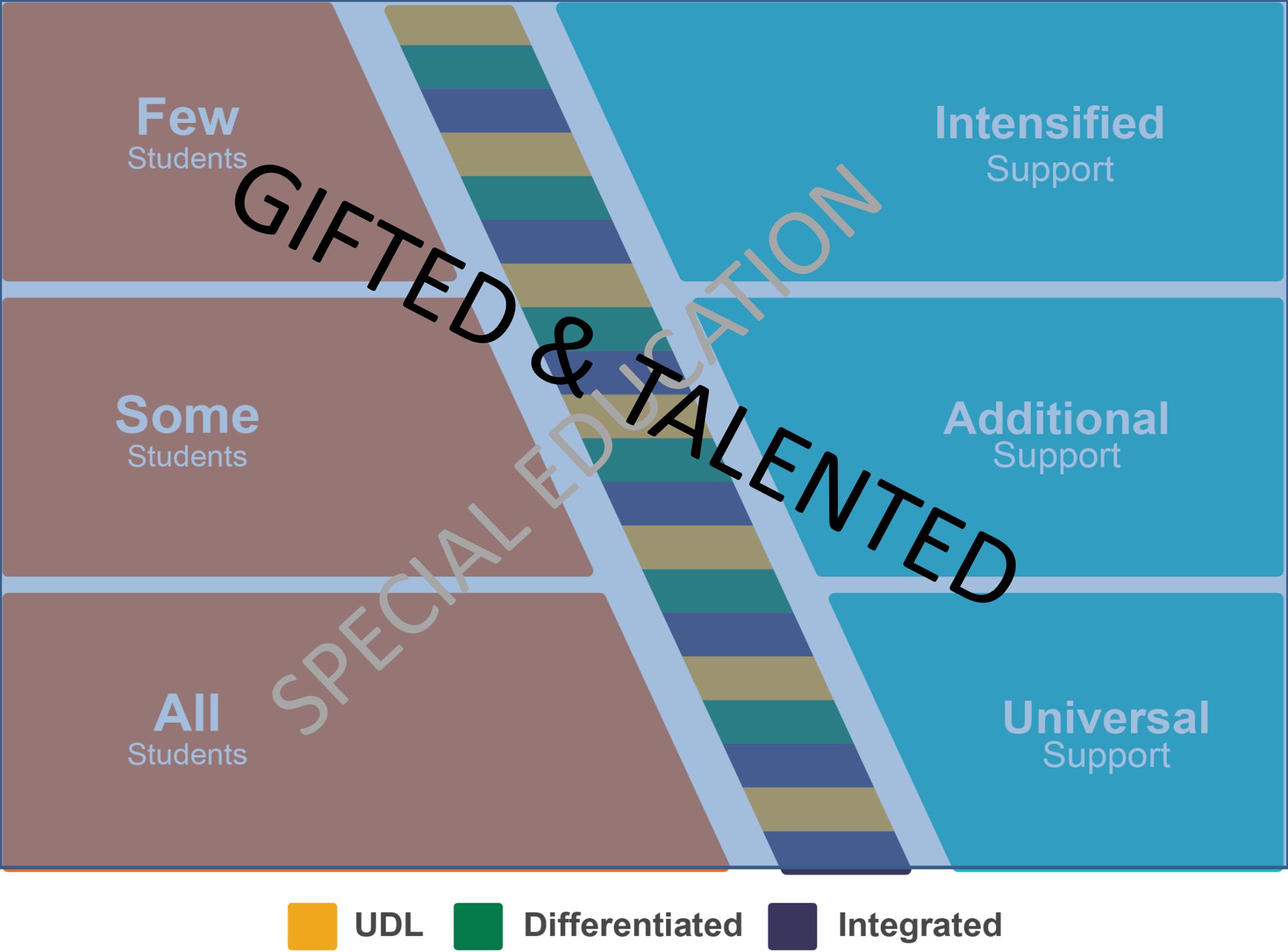
- Share information and data
- Communicate to avoid duplication or omission
- Share resources
- Cross curricula, cross environments, cross personnel



- So where do these happen?
  - Special ed
  - G&T
  - EL
  - Title 1
  - Etc.









**Few**  
Students

**Intensified**  
Support

**Some**  
Students

**Additional**  
Support

**All**  
Students

**Universal**  
Support

**EL SERVICES**



**UDL**



**Differentiated**



**Integrated**





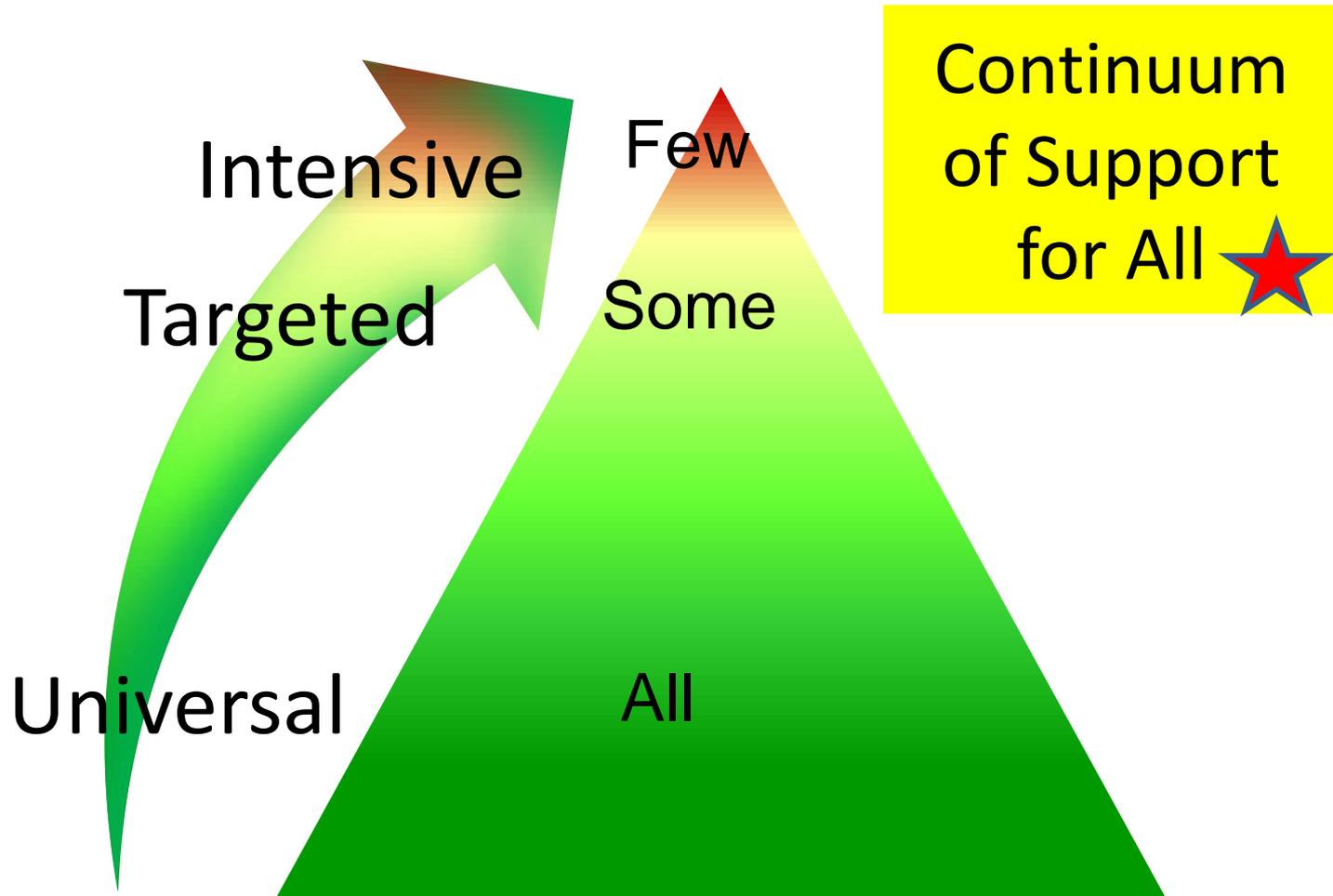
**UDL**

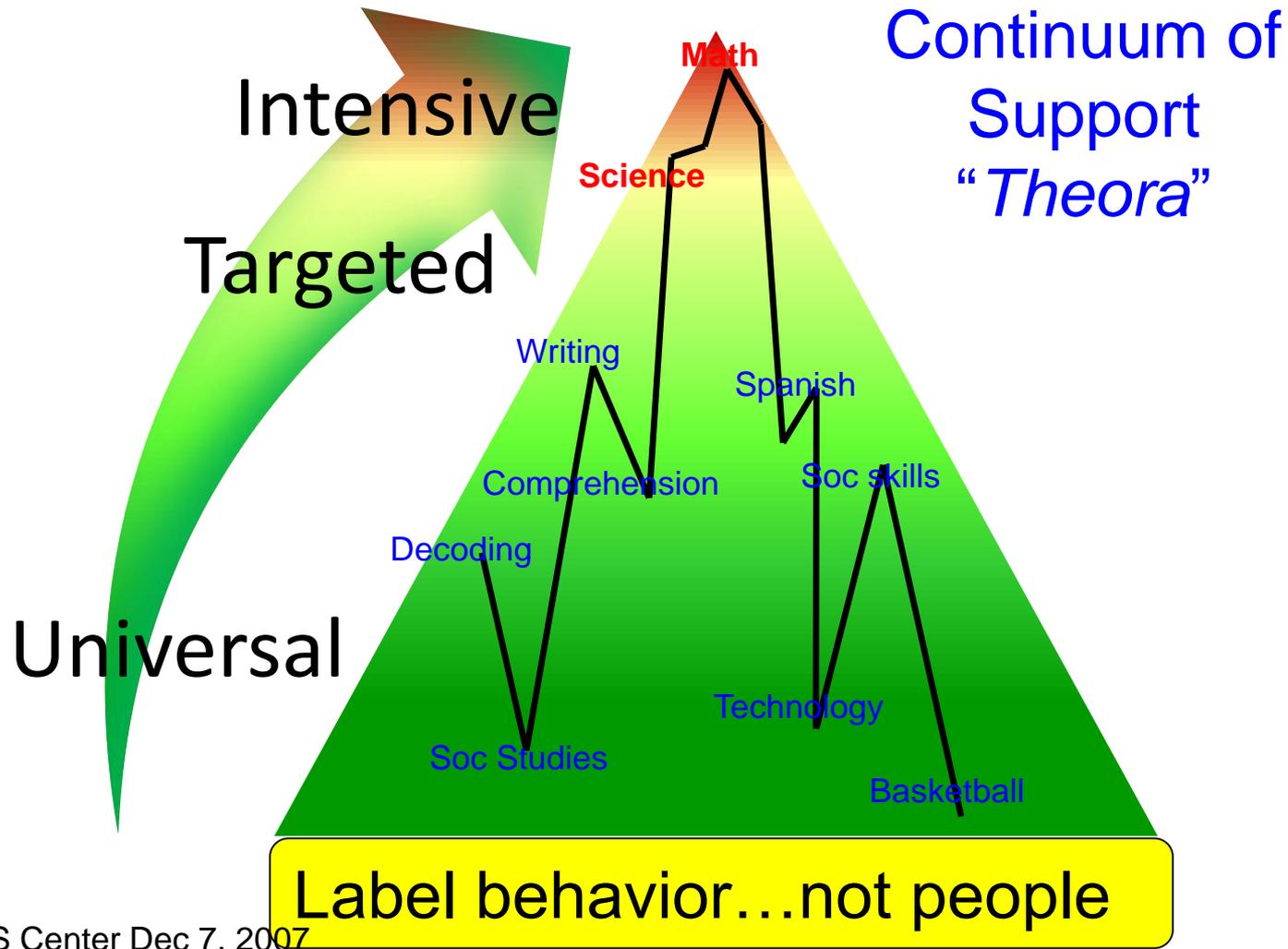


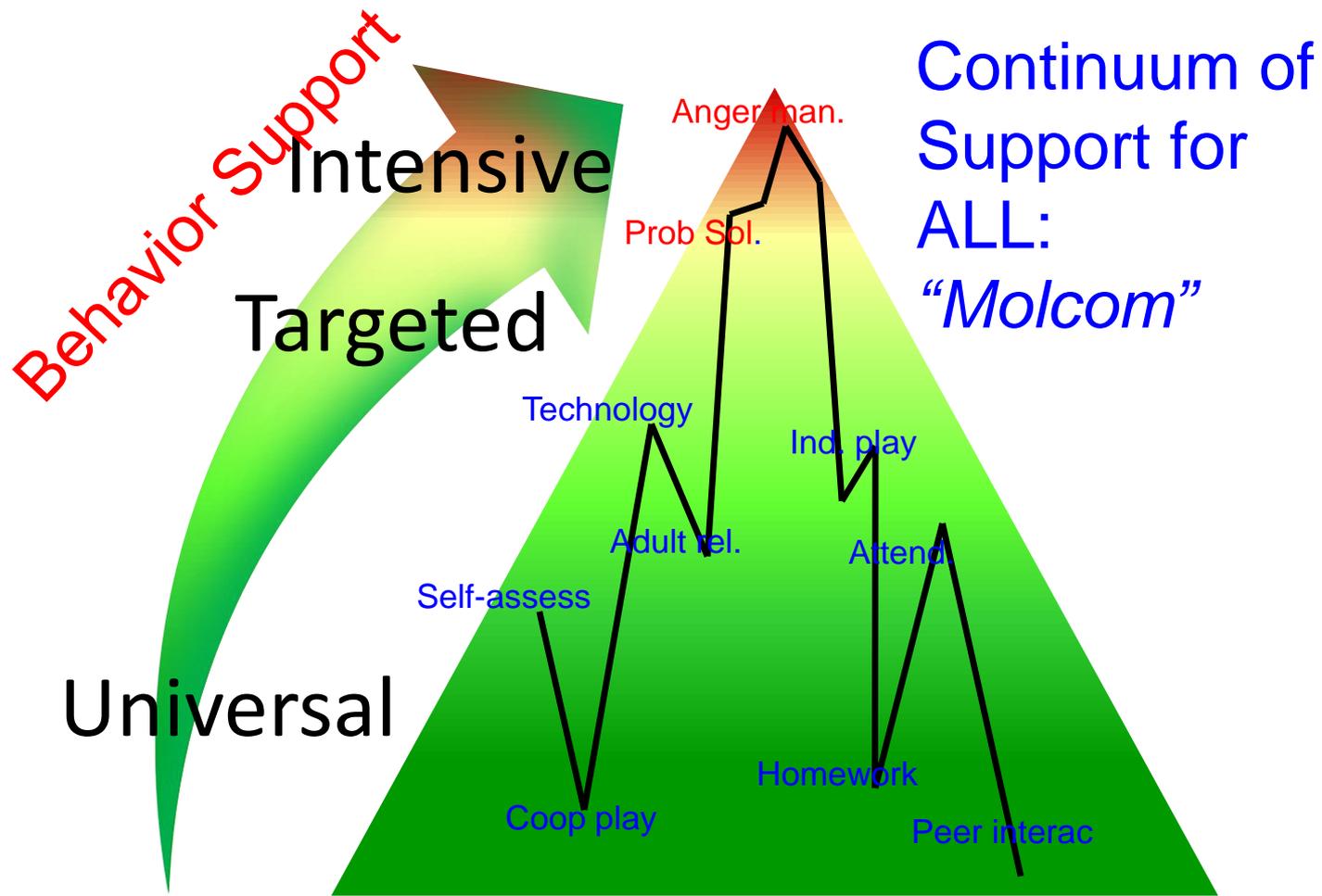
**Differentiated**



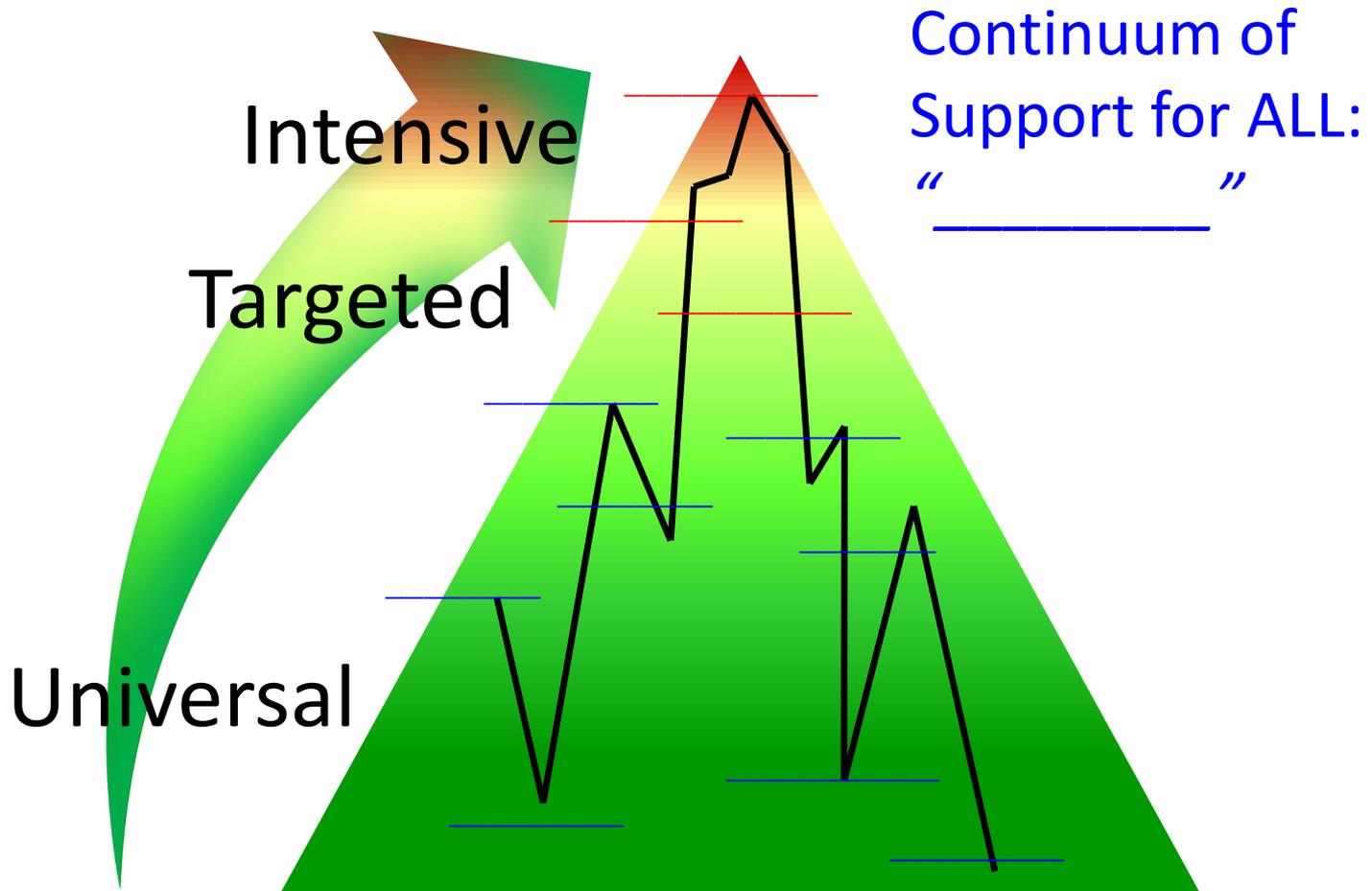
**Integrated**

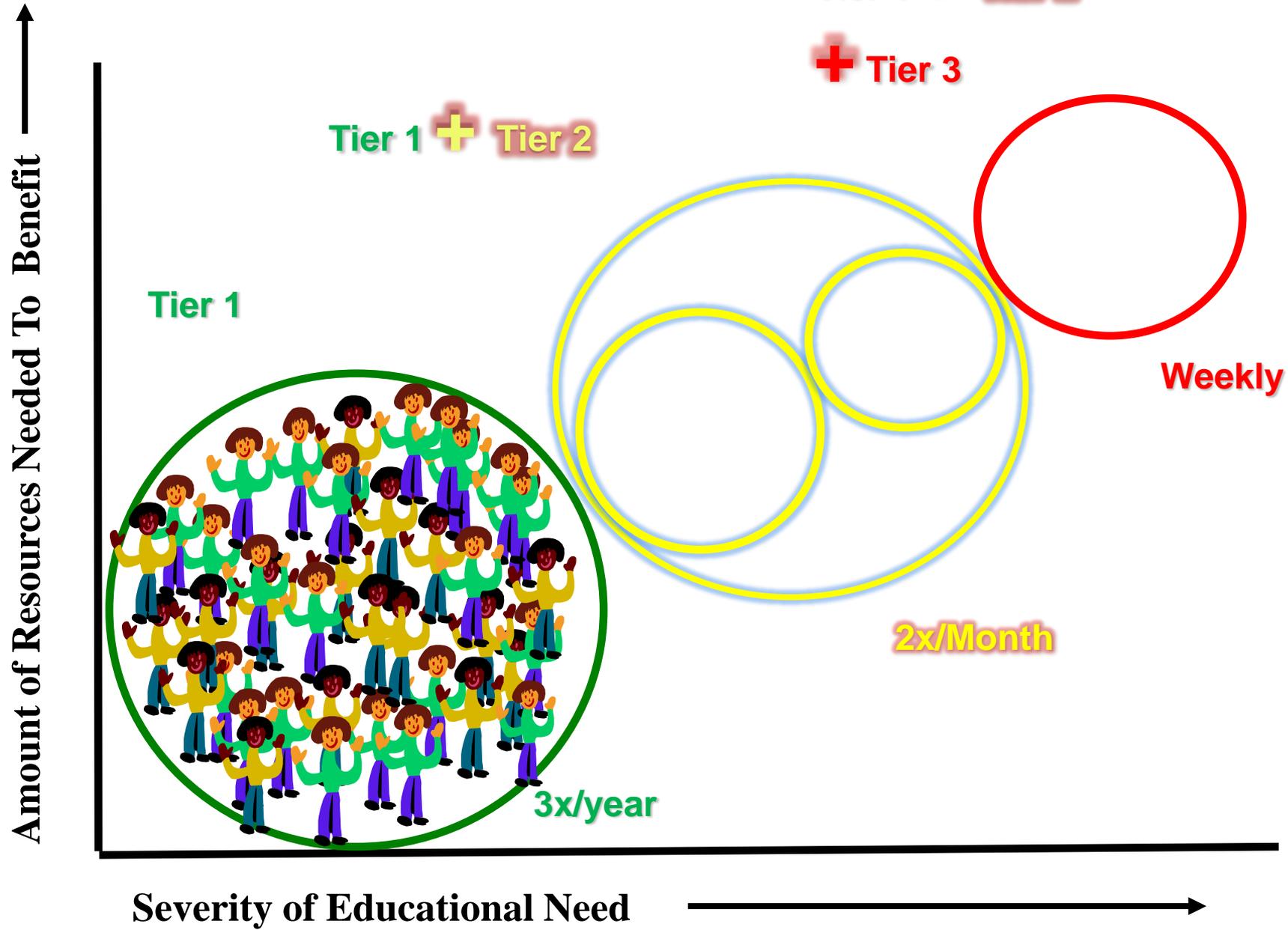




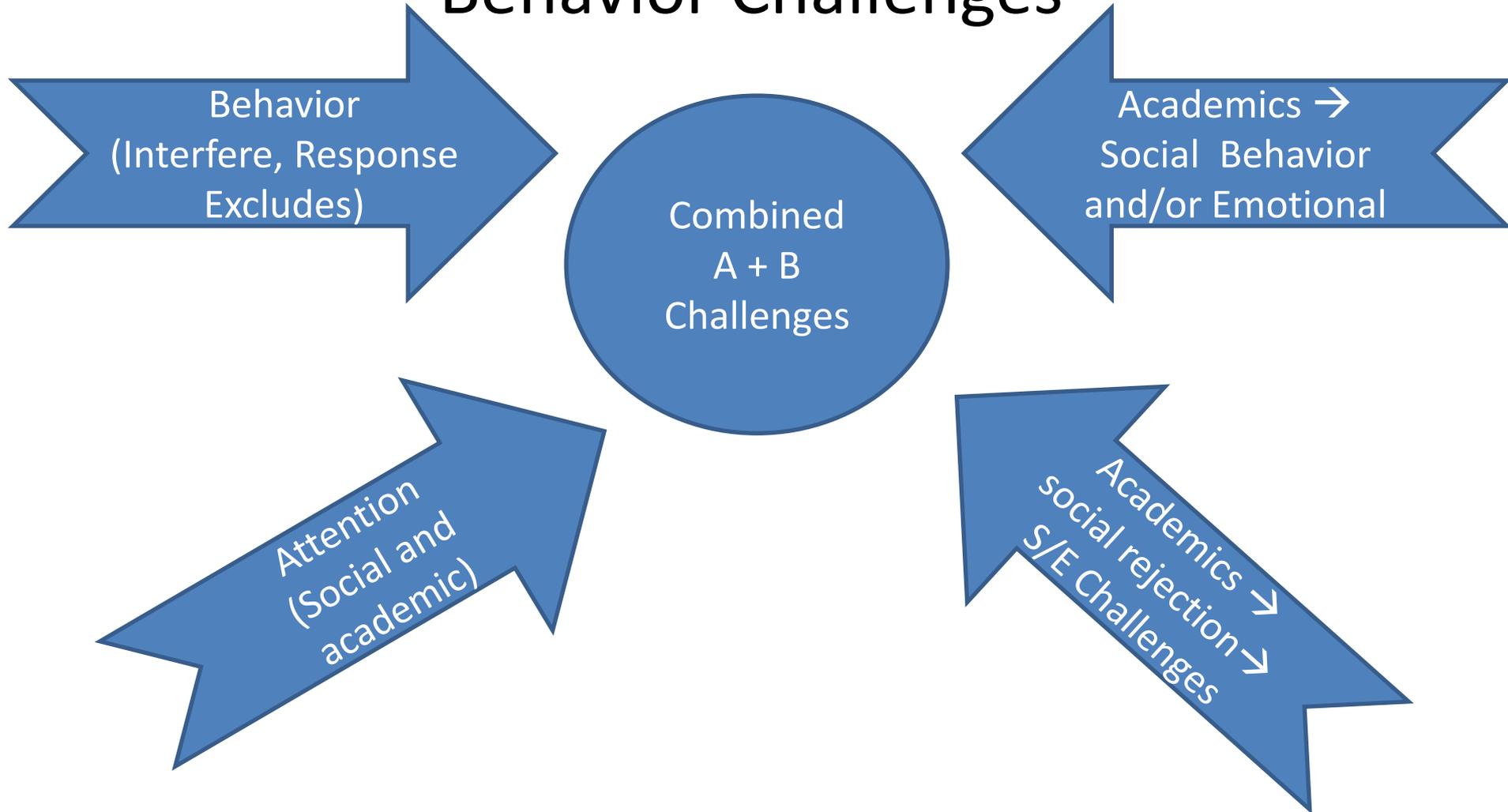


Label behavior.....not kids

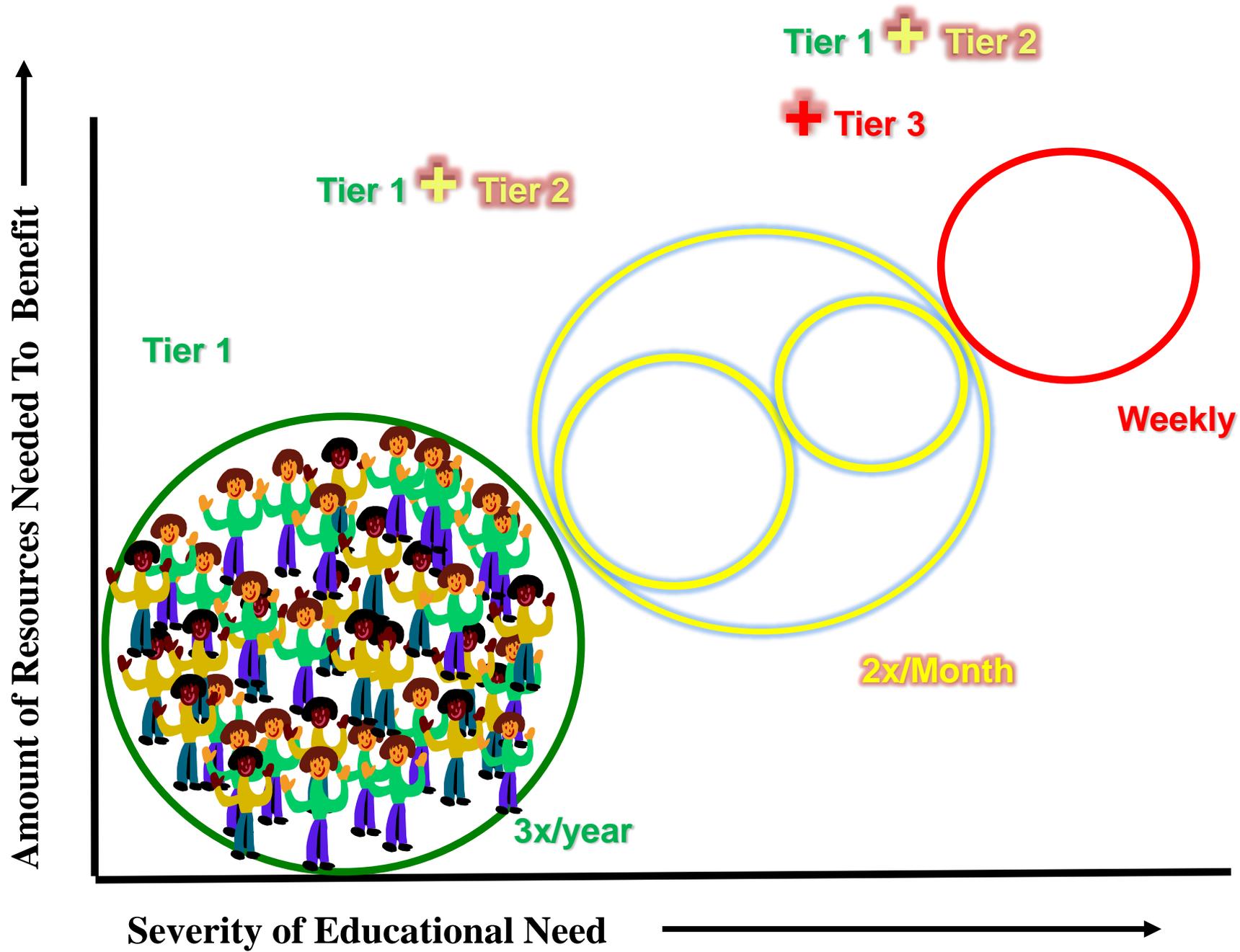




# Pathways to Combined Academic & Behavior Challenges



Macintosh & Goodman, 2016



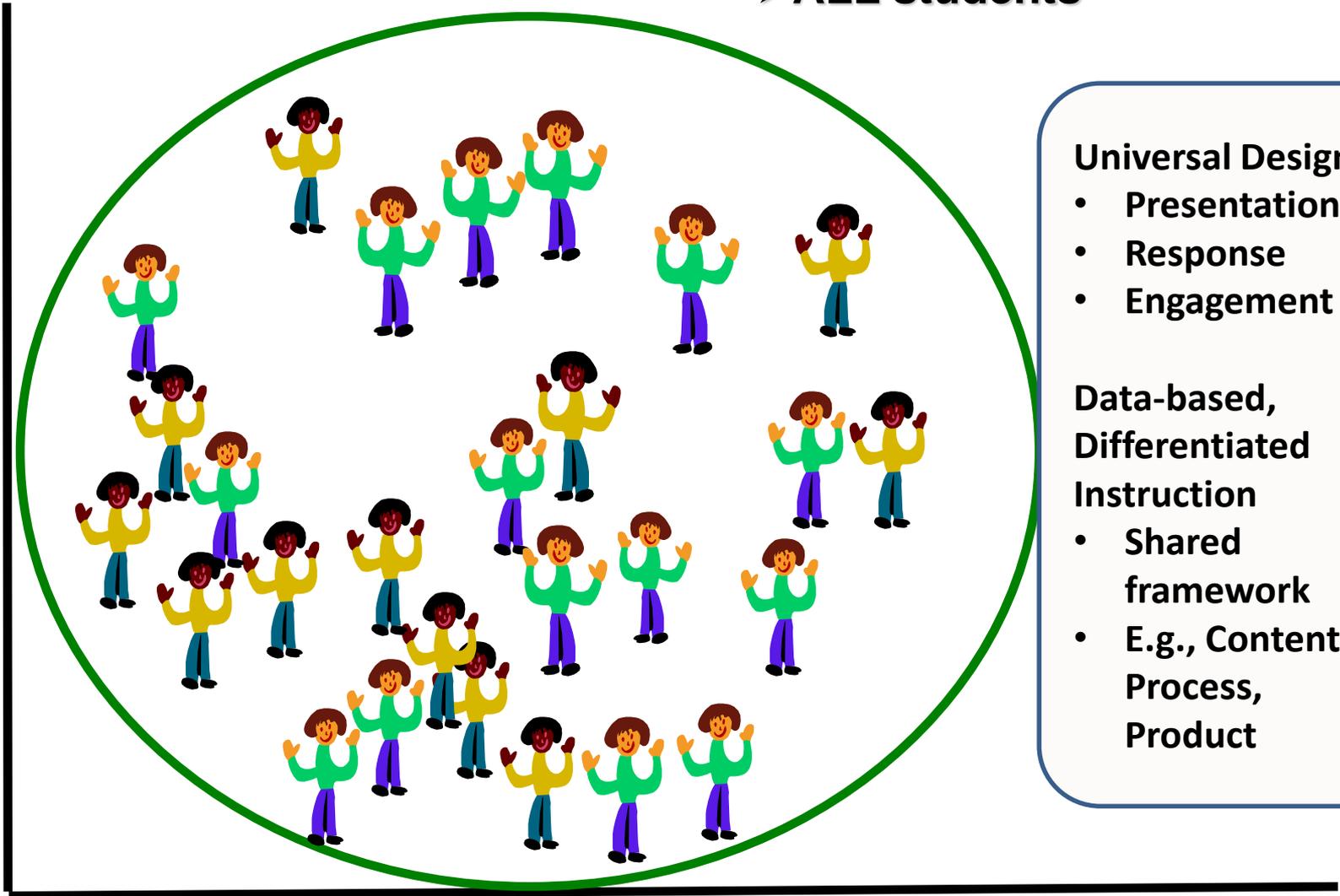
# Tier 1

- 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



## Universal Design

- Presentation
- Response
- Engagement

## Data-based, Differentiated Instruction

- Shared framework
- E.g., Content, Process, Product

# 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

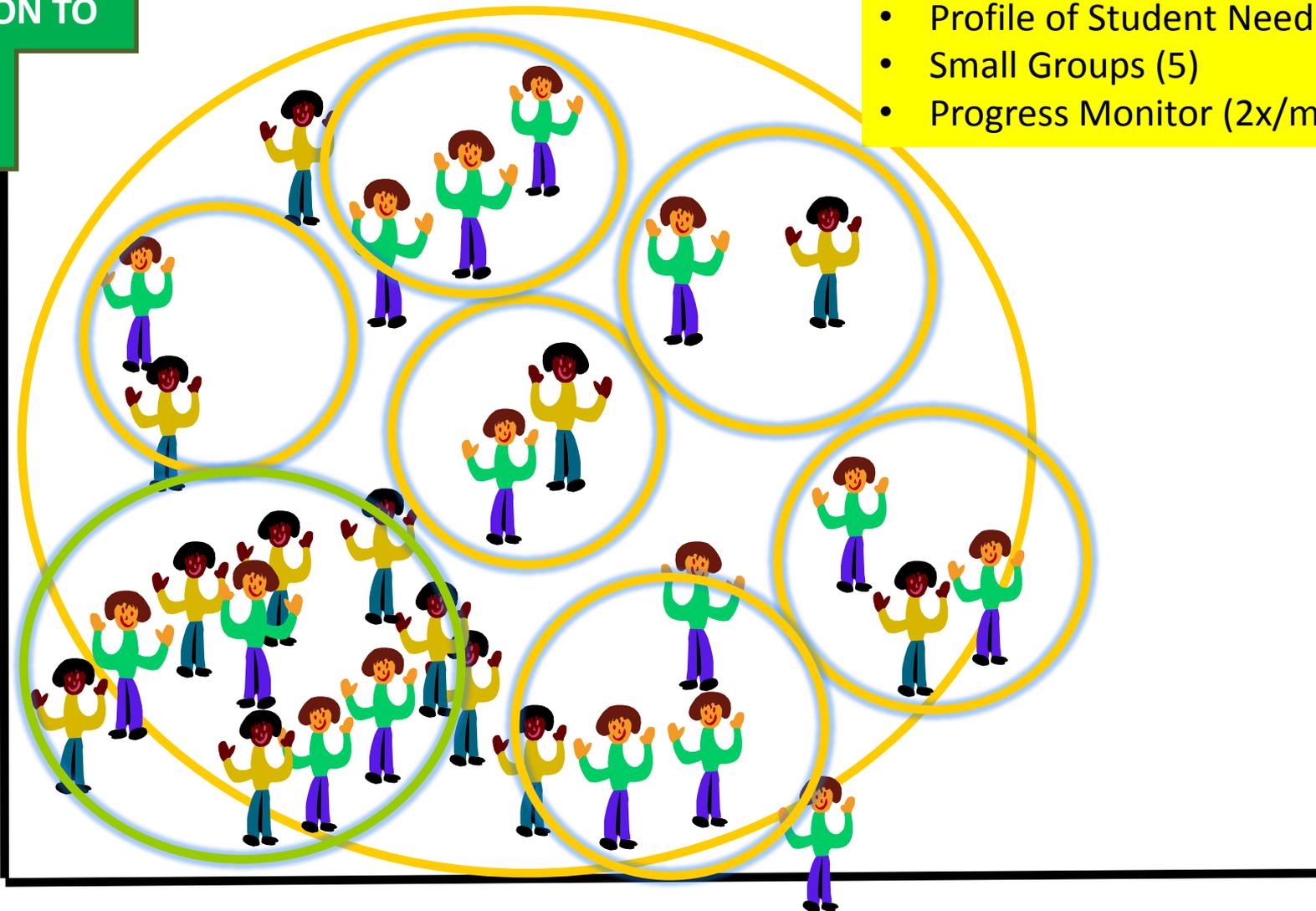
# Tier 2

IN ADDITION TO

## Supplemental Instruction

### Targeted Intervention

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



# Tier 2:

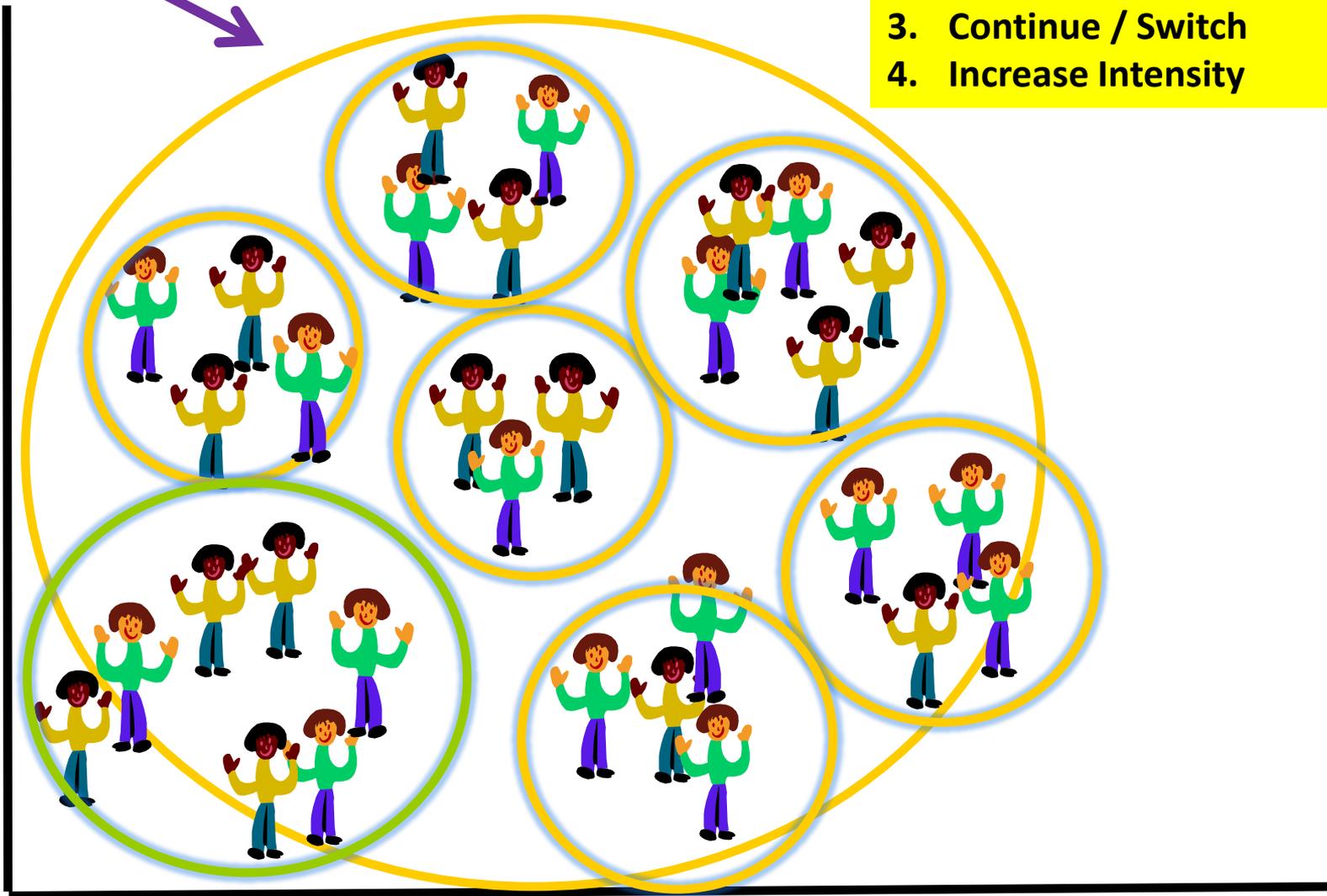
## Data-based Decision Making

- 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

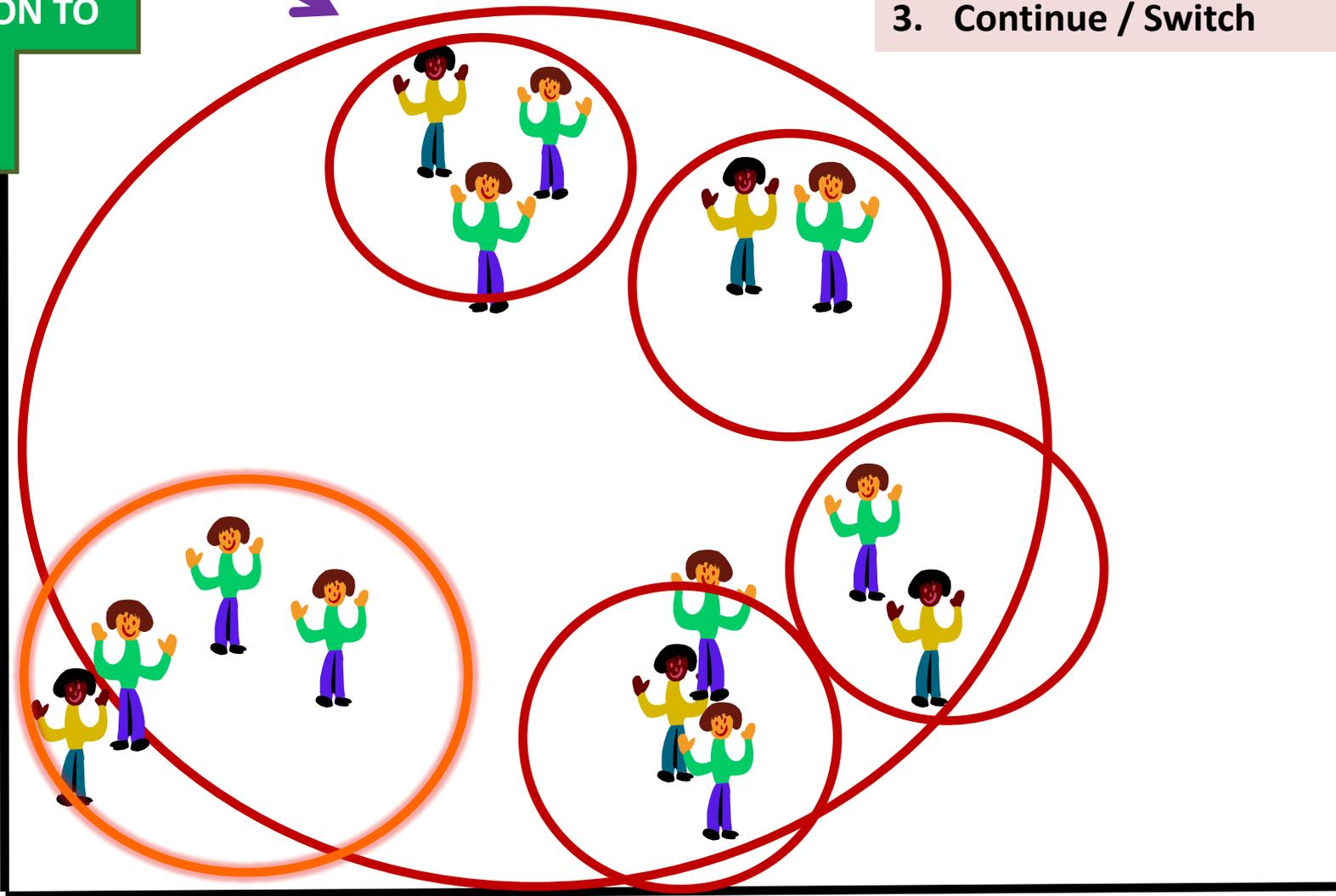
- 1) Are we delivering intervention the way we intended?
- 2) Are we delivering supports across the day the way we intended?
  - FIDELITY
- Is the response sufficient?
  - If yes – discontinue (return Tier 1), continue/switch
  - If no – recheck fidelity & provide coaching to interventionist
  - If no – continue, switch, increase intensity

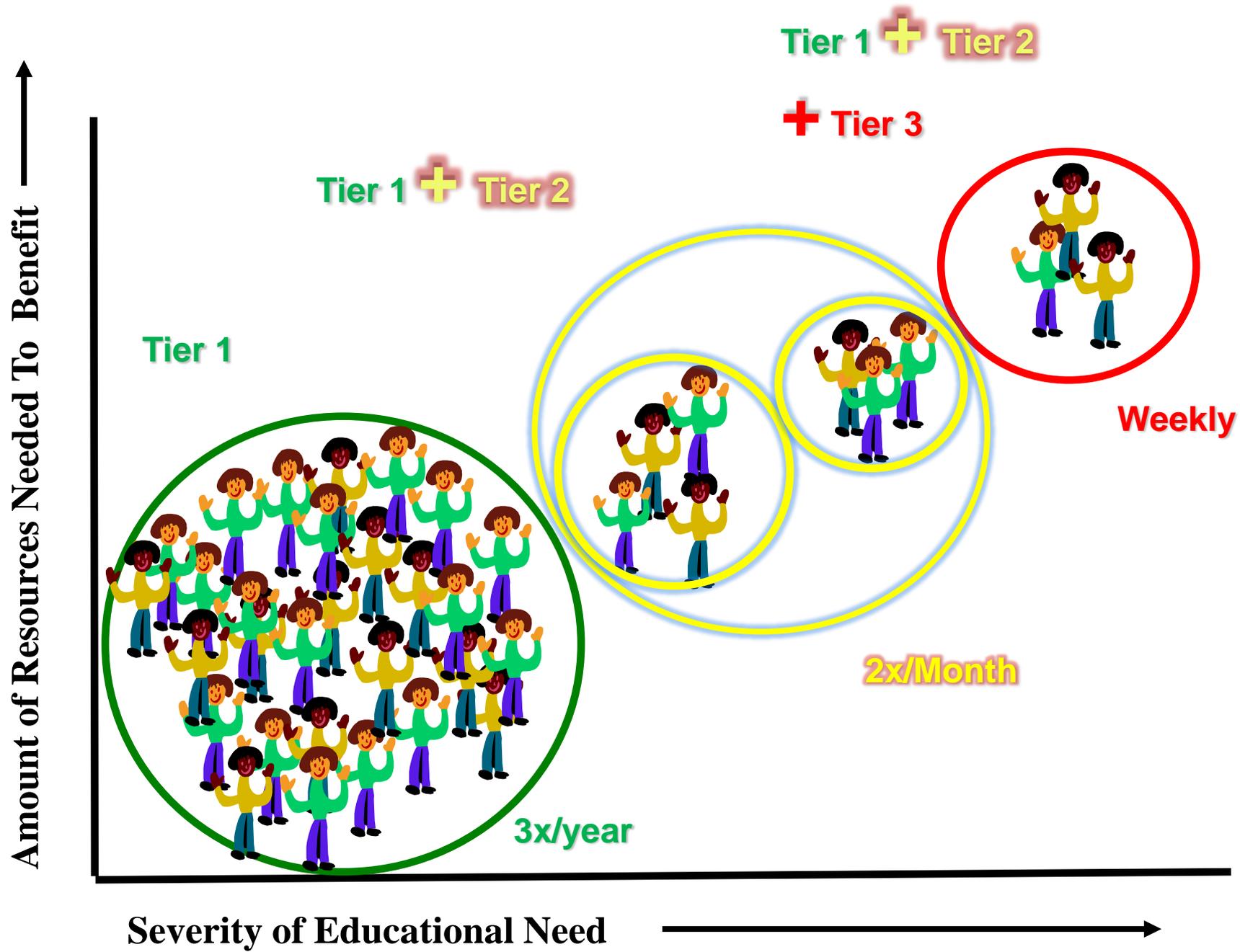
# Tier 3

IN ADDITION TO

## DECISIONS

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





Adapted by McSheehan, 2012 from Harken, 2009

# Resources

## WEBSITES

- [www.swiftschools.org](http://www.swiftschools.org)
- [www.rtinetwork.org](http://www.rtinetwork.org)
- [www.cast.org](http://www.cast.org)
- [www.udlcenter.org](http://www.udlcenter.org)
- [www.pbis.org](http://www.pbis.org)

# Thank you

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