Multi-Tiered System of Supports

Quick Reference Guide

MTSS FLOWCHART FOR PRE-K – 12

MTSS — Multi Tiered Systems of Support

TIER I

- **ALL** Students receive High Quality Classroom Instruction and supports for Academic and Behavior
- Universal Screener
- Curriculum aligned to state standards
- Differentiated Instruction
- **Students not successful at Tier I should move to Tier II**

TIER II

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Supplemental Instruction for identified skill deficits
- Progress Monitoring
- **Differentiated Instruction**
- **Students successful in Tier II may continue in Tier II or return to Tier I**
- Students not successful in Tier II should be referred to the Teacher Support Team (TST) for Tier III supports

TIER III

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Intensive Intervention for multiple identified skill deficits
- Progress Monitoring
- Differentiated Instruction
- **Student successful in Tier III may: continue Tier III, return to Tier II, return to Tier I.**
- **Students not successful at Tier III may: continue Tier III with an additional intervention attempted or be referred for Child Find to identify and evaluate the need for special education services.**

CHILD FIND

- **Students suspected of having a disability continue to** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education Director, another school administrator, or the Multidisciplinary Evaluation Team.
- Written consent for the evaluation must be obtained from the parent prior to the assessment.
- The MTSS Process can not be used to deny nor to delay the appropriate evaluation of a child suspected of having a disability.
- Special Education does not require all students go through the MTSS Process prior to a comprehensive assessment.
- **Students eligible for special education services will have an Individualized Educational Plan (IEP) put in place.**
- **Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504.**

MISSISSIPPI DEPARTMENT OF EDUCATION

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Tier I: **Quality Classroom Instruction**

MDE	District	School	Teacher
MDE will provide implementation guidance and training on the following: – Essential components of RtI – Mississippi College- and Career-Readiness Standards (MCRSS) – MCCRS scaffolding documents – Universal screening assessments and tools – Standards for Professional Learning – Literacy professional development (PD) – District requested trainings to support State Board of Education goals – State MSIS database **MDE will coordinate services offered within the state agency to meet district needs.**	**Districts should:** – Establish District Leadership Team – Follow State Board Policy 4300 – Ensure universal screening of all students in reading, mathematics, state-assessed courses, and behavioral-emotional areas, three (3) times a year at equal intervals – Provide diagnostic screeners – Establish benchmark standards for proficiency – Ensure adherence to all testing policies – Analyze district data to ensure core curriculum meets the needs of students – Develop instructional management plan using research-based strategies – Develop district-wide behavioral support plan – Implement positive behavior intervention & supports (PBIS) – Provide training on formative and summative assessments and classroom observation – Provide data-based PD – Ensure curricula and instructional materials are aligned to CCRS	**Schools should:** – Support State Board Policy 4300 – Implement district instructional management plan – Coordinate screening of all students K-8 and those who will be/are taking state-assessed content courses – Develop school-wide behavioral support plan – Implement PBIS – Track office discipline referral (ODR) patterns – Conduct classroom observations a minimum of three (3) times per year and provide feedback to teachers – Implement data-based PD – Provide resources needed to support interventions – Assist with scheduling minimum 30-minute intervention block(s) – Review universal screening data to identify students scoring below benchmark – Maintain parental/family and community involvement – Communicate needs to the school district	**Teachers should:** – Implement State Board Policy 4300 – Provide high-quality classroom instruction aligned to the MCCRS – Conduct universal screening of academics and behavior three (3) times per year – Identify students who have discrepancy from peers – Identify students at or below the recommended percentile of the universal screener – Identify student deficits – Adapt instruction to meet the needs of students that require additional support – Administer formative and summative assessments – Differentiate instruction – Communicate regularly with school administrators and families on student progress – Provide PBIS – Analyze all data sources to identify students in need of Tier II/Tier III interventions

Tier II: **Supplemental Instruction**

MDE	District	School	Teacher
MDE will provide: – Screening tools chart and resources for research-based intervention strategies – PD resources for Tier II interventions supported by scientifically-based research (SBR) – Recommended best practices for implementing Tier II interventions – All-Inclusive Intervention Documentation (AID) packet for model documentation forms at Tier II – PD on the appropriate implementation – Resource document for selecting research-based interventions – PD on data analysis	**Districts should:** – Establish District Leadership Team – Require implementation of research-based intervention strategies – Provide PD for Tier II interventions supported by SBR – Require schools to have a minimum 30-minute intervention block for Tier II – Review implementation integrity through systemic analysis of implementation data – Analyze district data in order to provide needed resources to schools	**School Administrators should:** – Select research-based intervention strategies that target students' needs – Designate interventionist(s) or small group instruction – Observe and document implementation integrity through systematic observations at least two (2) times during 10-week period – Analyze school data to determine proper allocation of resources – Participate in documented reviews of students receiving Tier II – Ensure behavioral support plan addresses the components of positive behavior support (PBIS) for Tier II students – Establish and maintain school Teacher Support Team (TST) – Motivate staff and build teacher buy-in – Provide extra time for collaboration and planning – Revise master schedule to reflect minimum 30-minute intervention blocks – Organize delivery of interventions (who/when/where)	**Teachers should:** – Provide high-quality Tier I core instruction – Conduct hearing and vision screening – Complete student profile for students in need of Tier II intervention [Section 1A of AID packet] – Provide small group interventions for a 10-week period (recommended) to eliminate gaps between present achievement and grade level expectations – Collaborate with interventionist (if applicable) – Complete Supplemental Instruction intervention details [Section 2A of AID packet] – Monitor Student progress on target skills twice per month [Section 2B of AID packet] – Communicate with school leaders and families on student progress [Appendix D of AID packet] – Refer students to the Teacher Support Team (TST) for Tier III consideration if adequate progress is not made after 10 weeks [Section 3A of AID Packet]

Tier III: **Intensive Interventions**

MDE	District	School	Teacher

MDE will provide guidance to districts, schools, teachers, and support personnel on:
– Utilizing data to make decisions,
– Selecting appropriate interventions, and
– Progress monitoring student outcomes
 	
MDE will provide the Multi-Tiered System of Supports Documentation Packet for model documentation forms at Tier III
 	
MDE will provide training on the MCCRS scaffolding documents
	Districts should:
	– Schedule Leadership Team meetings regularly
	– Require implementation of research-based intervention strategies
	– Review implementation integrity through systemic analysis of implementation data
	– Record the number and percentage of students referred to TST
	– Analyze types of referrals to determine if there are patterns best addressed at the group level
	– Provide professional development for Tier III interventions supported by SBR
		School Administrators should:
		– Establish Teacher Support Team (TST) **[Section 3A of AID packet]**
		– Provide a system of instructional supports for staff
		– Provide data driven PD
		– Allocate resources according to school needs
		– Analyze student data to assess effectiveness of interventions and PD
		– Select research-based intervention strategies that target students' needs
		– Schedule TST meetings
		– Schedule Tier III intervention time into the master schedule
		– Designate individual(s) responsible for Tier III implementation
		– Notify parents/families at start of Tier III process **[Appendix D of AID packet]**
		– Conduct and document intervention integrity observations **[Section 3C of AID packet]**
		– Establish behavioral support plan that addresses the components of positive behavior support
			Teachers should:
			– Continue to provide highly-effective Tier I core instruction
			– Provide intensive interventions designed for up to 16-week period
			– Use progress monitoring information to:
			  ◇ determine if students are making adequate progress
			  ◇ identify students as soon as they begin to fall behind, and
			  ◇ modify instruction early enough to ensure each student gains essential skills
			– Maintain communication with school leaders and families on student progress
			– Meet with TST to examine universal screening, progress monitoring and current data such as formative assessments, classroom assessments and benchmark data necessary to select intensive intervention(s)

Response to Intervention Resources

General

Mississippi Department of Education Response to Intervention Website: http://www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team
This site describes the role of the Department of Intervention Services and includes general information on the RtI process. It also contains RtI Resources for teacher and school use.

National Center on Response to Intervention: http://www.RTI4Success.org
This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics, and a discussion forum.

Understood.org: https://www.understood.org/en/school-learning/special-services/rti
This site includes basic resources on RtI (information about the three tiers, what RtI should and should not include, and questions to ask your school about RtI). It also has a "Parenting Coach" that gives parents practical ideas for social, emotional, and behavioral challenges based on the child's issue and grade level.

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide:
http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html
This site links to publications that provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

Response to Intervention Blueprints: School Level: http://www.centeroninstruction.org/files/SCHOOL.pdf
This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the school level.

Response to Intervention Blueprints: District Level: http://www.centeroninstruction.org/files/DISTRICT.pdf
This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners:
http://www.centeroninstruction.org/files/Framework_for_RTI.pdf
This pdf document discusses the benefits of the RtI process for ELLs.

Promising Practice Network: http://www.promisingpractices.net
This site provides quality evidence-based information about what works to improve the lives of children, families, and communities. A wide variety of programs are reviewed including academic, behavioral, physical and mental development, after-school, and mentoring programs.

National Center on Student Progress Monitoring: http://www.studentprogress.org/chart/chart.asp
  This site includes a chart detailing the results of the review of progress monitoring tools for General Outcome Measures (GOMs) and Mastery Measures (MMs), as well as supplemental resources on RtI.

National Center for Culturally Sensitive Educational Systems: http://www.nccrest.org/publications/tools.html
  This site contains links to the Mississippi Cultural Responsivity Matrix – A Teacher's Self-study Guide for Culturally Responsive Teaching Practices in Grade K-6 and Equity in Special Education Placement: A School Self- Assessment Guide for Culturally Responsive Practice, as well as other links meant to support equity for all students.

Interventions

Best Evidence Encyclopedia (BEE): http://www.bestevidence.org/
This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.

What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/
This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question "What works in education?" based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

Intervention Central: http://www.interventioncentral.org
This site includes ideas for both academic and behavioral interventions, as well as information on curriculum-based measures and a Behavioral Intervention Planner.

Early Childhood

Frameworks for Response to Intervention in RtI: *Description and Implications* http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf
  This pdf document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.

Roadmap to Pre-K RtI: http://www.florida-rti.org/Resources/_docs/roadmaptoprekrti.pdf
  This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.

Literacy

Florida Center for Reading Research (FCRR): http://www.fcrr.org/
  The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

FCRR Interventions for Struggling Readers: http://www.fcrr.org/interventions/index.shtm
This site details progress monitoring to improve reading instruction and interventions for struggling readers.

FCRR Selecting Research-Based Reading Programs: http://www.fcrr.org/profDev/profDevSelectingPrograms.shtm
This site is intended to assist educators in choosing reading and professional development programs. The resources can be used at the school and district level.

Early Literacy Resources: http://www.free-reading.net
This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices [Grades 4–12]: http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8
This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.

Behavior

Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center: http://www.pbis.org/
This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.

PBIS Videos: https://www.pbis.org/video-examples/video
This page contains several videos that are useful for staff introduction and training on PBIS.

Functional Behavior Assessment: http://cecp.air.org/fba/
This site has resources needed to understand functional behavioral assessments (FBAs) and behavioral intervention plans (BIP), as well as their impact on addressing students' problem behaviors.

Reducing Behavior Problems in the Elementary Classroom: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf
This site links to a pdf guide that is designed for elementary school educators and school- and district-level administrators. It offers prevention, implementation, and school-wide strategies that can be used to reduce problem behaviors.