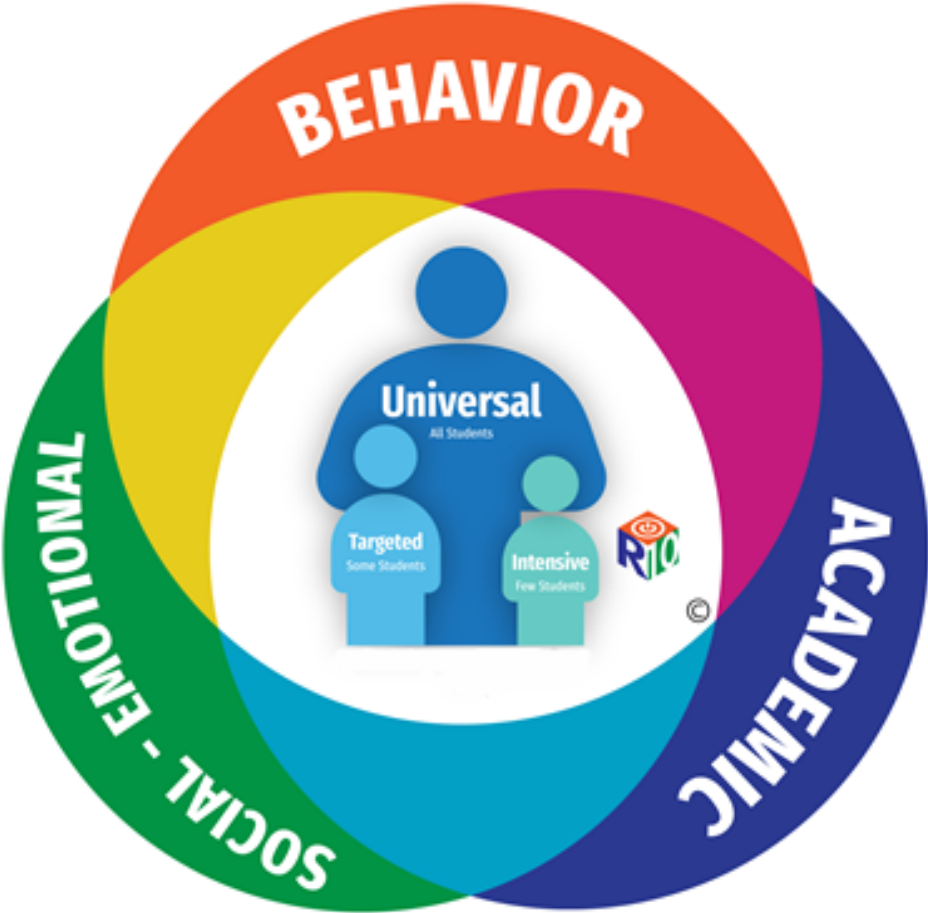


# Multi-Tiered Support System

Caddo Mills ISD

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Updated September 2021



## **Multi-Tiered Support System**

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## **PART ONE: Defining Response to Intervention**

### **Multi-Tiered Systems of Support**

What is Multi-Tiered Systems of Support (MTSS)? Multi-Tiered Systems of Support (MTSS) is a framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional supports for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroomwide, to targeted and intensive interventions

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs. The goal of MTSS is to find struggling students early and quickly provide intervention. The systems use interventions proven by research to meet a student's needs. Progress monitoring data is used to make decisions about movement between the tiers.

There are typically three tiers of support in an MTSS model.

- Tier 1 includes high quality classroom-wide instruction and support for all students.
- Tier 2 provides targeted support to address a student's gaps in skills.
- Tier 3 involves intensive support usually provided more often and in smaller groups.
- Use MTSS to delay or deny access to special education or other supports for students.
- Require a student to go through all MTSS tiers or spend a certain amount of time in MTSS before they are referred for a special education evaluation.

What MTSS is...

- A systematic problem-solving approach that ensures no student falls through the cracks.
- Good teaching, Good classroom management

What MTSS is NOT...

- A program or curriculum
- A form of Special Ed

#### **Benefits of MTSS**

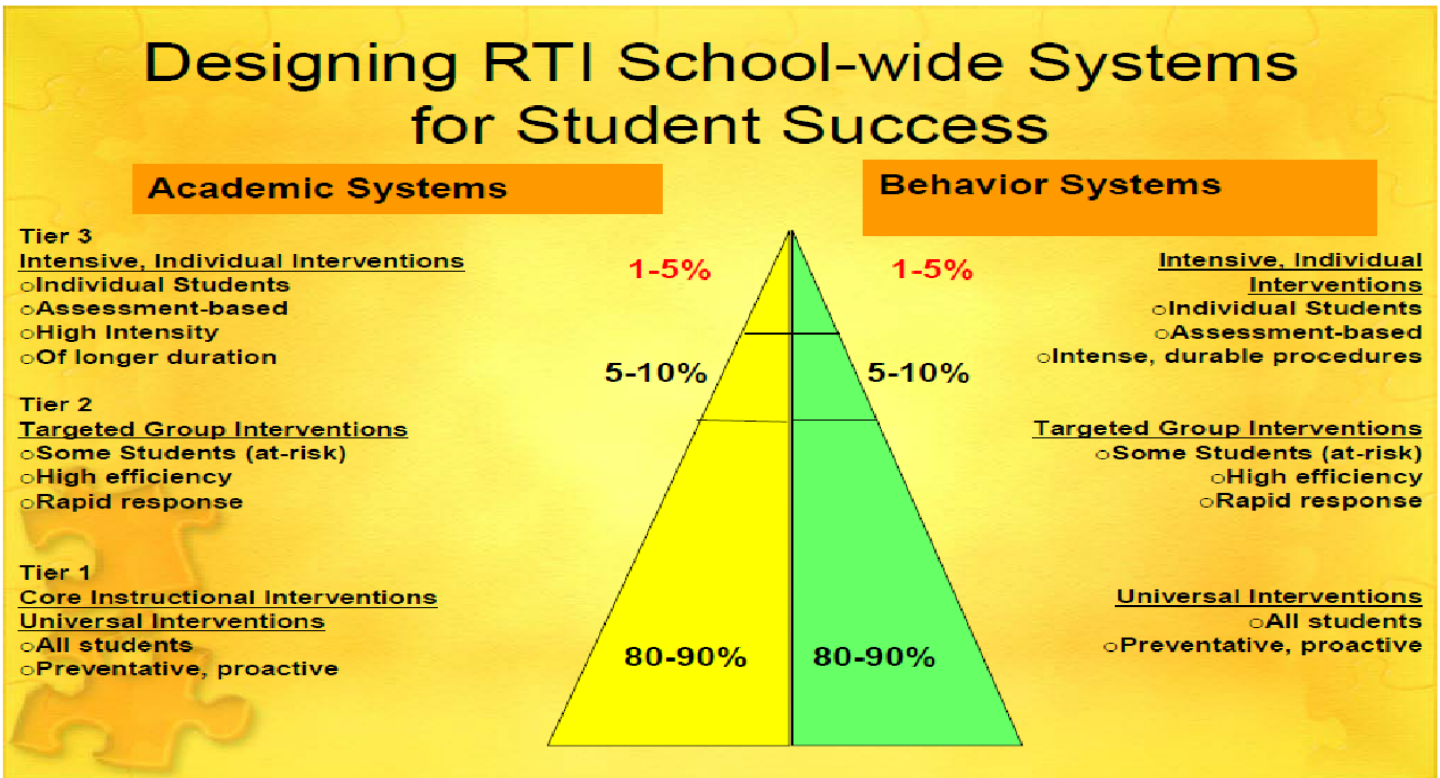
MTSS holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in Texas schools can result in

- more effective instruction;
- increased student achievement;
- more appropriate LD identification;
- increased professional collaboration; and
- overall school improvement.

### **Academic Support**

Academic Support is commonly known as Response to Intervention (RtI). Traditionally, Academic Supports, or RtI, have been viewed only for students with significant academic learning gaps. In the Multi-Tiered Systems of Support (MTSS) Model, Academic Supports encompass Prevention, Enrichment and Intervention. It is the opportunity to intervene on the behalf of a child regardless of whether that child's educational setting is a regular general education class, a special education class, or advanced academics.

The MTSS framework allows for teachers to provide high quality instruction with tiered intervention strategies. It is imperative that all students have equitable access to education, despite their language, disability, and/or educational background. These efforts are essential in prevention of opportunity gaps (as indicated in the data table below) and over-identifying students with disabilities. The use of frequent monitoring allows for staff members to develop these individualized strategies and move students through the tiers at the pace of the students, with designated supports. Data and frequent progress monitoring provide the ability to make results based behavioral and/or academic decisions in a timely manner.



### Who is responsible for Academic Support?

Since RtI is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI.

- **The Principal** is the instructional leader of the school and so must be the leader in developing and implementing an RtI model.
- **Counselors** play important roles in designing the RtI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions.
- **Teachers**, of course, are the most important component of an RtI team and need to understand all aspects of RtI. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI is crucial to success. The activities that comprise RtI typically occur in the general education setting as schools use a variety of strategies to assist struggling students.
- **Instructional Specialists** may provide specific interventions for students that need more concentrated and focused instruction in order to be successful. It is necessary for Instructional specialists to work closely with classroom teachers to provide the most effective intervention for each student.
- **Paraprofessionals** may implement small-group interventions, assess progress, and maintain crucial databases showing that progress.

## **Social-Emotional**

Social-Emotional supports are necessary in supporting the whole child. A child's mental and emotional well-being are critical in ensuring the child is able to maximize his/her potential not only in academics, but as a contributing member of society. "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2020).

Integrating social-emotional supports in the multi-tiered systems framework is fundamental in developing mindsets to create inclusive opportunities for children and remove inequitable barriers that may exist. Although Social-Emotional learning cannot resolve inequities that exist, the practices allow children and adults to develop relationship skills, self and social awareness, self-management and responsible decision making skills.

## **Behavior Supports and Services**

Behavior Supports and Services begin with strong, universal systems of support. Research demonstrates that school discipline infraction data mirrors the disparities in prisons, yielding a strong correlation between school discipline and the criminal justice system. This overall impacts our society with an increase in drop-out students, unemployment, substance abuse and mental-health problems.

To prevent this from occurring and build racial equity within our school system, it is imperative that a well-represented problem-solving team creates a system that ensures restorative justice so that these inequities don't exist. A problem-solving approach allows an LEA to support the whole child and ensure behavior doesn't impact academics and academics doesn't impact behavior. One way to create this is complementing Positive Behavior Interventions and Supports (PBIS) with Restorative Practices.

Positive Behavior Interventions and Supports are strategies employed by schools to effectively teach, encourage, and reinforce pro-social behavior in and out of the classroom. A positive approach to working with students includes a focus on prevention and early intervention; teamwork between all adults; meeting students' needs; and building a positive school climate.

Positive behavior interventions and supports are strategies employed by schools to effectively expect, teach, and encourage pro-social behavior in classrooms and school-wide. A positive approach includes a focus on prevention, early intervention, teamwork between all adults working with students, meeting student needs, and building a positive school climate.

	<b>TIER 1: CORE CLASS CURRICULUM</b>	<b>TIER 2: SMALL GROUP INTERVENTION</b>	<b>TIER 3: INTENSIVE INTERVENTION</b>
<b>Focus</b>	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
<b>Grouping</b>	As needed	Homogeneous small group instruction (1:5–10)	Homogeneous small group instruction (1:3)
<b>Time</b>	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
<b>Assessment</b>	<b>Universal Screening</b> at beginning, middle, and end of the academic year (or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
<b>Interventionist</b>	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
<b>Setting</b>	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school

\*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school.

## **PART TWO: MTSS Requirements**

**Tier 1:** Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the MTSS instructional model. Instruction utilizes research based strategies for all students. Student assessment data is monitored and instruction is matched to student need for those who don't make the expected progress in the classroom.

*Students are placed in intervention if concerns persist and the student does not demonstrate progress in the classroom.*

**Tier 2:** Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students. Tier 2 interventions are performed by the general ed teacher and/or an instructional specialist.

Teachers will complete Tier 2 Intervention Planning Sheet which includes the following:

- ☐ Determine areas of difficulty based on results of formative and summative assessments,
- ☐ Generate goals and intervention strategies,
- ☐ Design an intervention plan to meet student's specific needs to include frequency of sessions, progress monitoring, group size and duration,
- ☐ Document interventions – dates, skills, duration of session, programs utilized,
- ☐ Progress monitor every two weeks,
- ☐ Analyze/evaluate the data and review/revise plan as needed.

Consultation with other teachers, instructional specialist, counselor and principal may be necessary to generate a successful intervention plan

***Parent notification of student intervention is mandatory.***

**Tier 3:** Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5–10% of the students. Tier 3 interventions may be performed by the general ed teacher or an instructional specialist.

The teacher will complete the Tier 3 Intervention Planning Sheet which includes:

- ☐ Follow the steps from Tier 2 for generating goals and intervention strategies
- ☐ Create a targeted intervention plan that either increased frequency of intervention, decreased group size, move student to a different group, or changes intervention.
- ☐ Progress monitor every week.

***Parent communication continues with Tier 3 interventions.***

If a student does not meet their individual goals with Tier 3 interventions and problems still persist, then a CARE Team referral is necessary. The general education teacher will complete the CARE Team referral with Tier 2 and Tier 3 documentation.

**CARE Team (Campus Assistance, Referral and Evaluation):** The purpose of the CARE Team is to evaluate the student's progress during and after they have been through the RtI process and to determine the next step in identifying the needs of the student. Some students may require additional diagnostic testing and

will be referred for Special Education, Dyslexia, or 504 services. The CARE Team may be composed of the campus Principal, Assistant Principal, General Ed teacher, Counselor, Instructional Specialist and the parent. The CARE Team will make one of three recommendations based on the documentation presented by the general ed teacher.

1. Additional interventions should be implemented before referring this student for additional diagnostic evaluations.
2. The presenting problem could be addressed through campus programs and/or referral for consideration for dyslexia or 504 services.
3. The severity of the presenting problem is such that a referral for special education evaluation is warranted and the documentation provided supports the decision.

### **Fidelity of Implementation**

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; gaps in fidelity should be identified and corrected.

### **Assessment leading to data-based decisions**

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:

1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.

Progress monitoring helps teachers choose effective, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

#### **Benefits of Progress Monitoring**

- Accelerated learning due to appropriate instruction
- Informed instructional decisions
- Effective communication with families and other professionals about students' progress
- High expectations for students by teachers
- Appropriate special education referrals
- Documentation of student progress for accountability purposes

### **MTSS's role in determining learning disability (LD) eligibility**

As established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004, school districts may choose to use RtI as one of a variety of ways to determine appropriate LD eligibility. This use of RtI addresses concerns with models of LD identification that primarily rely on the use of IQ tests and performance discrepancy. Additional information regarding the use of RtI in determining LD eligibility is available in a question and answer format at

<http://www.tea.state.tx.us/special.ed/guidance/rules/index.html>



### **Using an MTSS model to address behavioral concerns**

Behavioral issues can negatively impact learning as learning difficulties can negatively impact behavior. As students' academic success improves in school, their social and behavioral success tends to improve as well. Nevertheless, an RtI model specifically designed to address behavioral difficulties can

- improve the pace of that improvement;
- support academic growth; and
- help improve the climate of the school.

Both academic and behavioral interventions contain the same components:

- The needs of most students are met through high-quality, research-based universal instructional and behavioral practices.
- Students needing additional intervention are identified and served through Tier 2 interventions. Tier 2 interventions are chosen through a campus-designed standard protocol or problem-based model. Student progress is carefully monitored, and interventions are modified as necessary.
- Custom-designed Tier 3 interventions are implemented with the small percentage of students who are not successful with Tier 2 interventions.
- Fidelity of implementation is crucial to success at all three tiers. As with academic models, the focus of the entire school using RtI to address behavioral concerns can shift from identifying negative behavior to teaching and promoting positive behavior.

## PART THREE: Instructional Strategies and Interventions

### Instructional Strategies and Good Practices for All Subject Areas and Grade Levels

Strategy	Example
Identifying Similarities and Differences	Venn diagrams or charts to compare and classify. Engage students in comparing, classifying, creating metaphors and analogies.
Summarizing and Note Taking	Students expose what is essential through creating a summary in their own words, teacher provides rubric for creating summary and uses consistent format for notes.
Reinforcing Effort and Providing Recognition	Teacher personalizes recognition; students keep log of goals and track their own progress
Nonlinguistic Representation	Students use graphic organizers, pictures, thinking maps, etc. to focus on the important concepts.
Cooperative Learning	Small groups with positive interdependence, clearly defined instructions, individual and group accountability.
Generating and Testing Hypotheses	Students predict what would happen if an aspect of a familiar system, (government or transportation) were changed.
Student/Teacher Response Journal	Students write a guided journal entry about a topic learned in class, the teacher writes specific feedback to the student about the journal entry.
Set Objectives and Provide Feedback	Teacher sets objectives for units with students encouraged to personalize their learning goals. Feedback should be corrective in nature relating to specific levels of knowledge. Rubrics should be used and students led feedback sessions are encouraged.

Sources [http://www.edvactia.org/pdta/pdf/Effective\\_Instructional\\_Strategies.pdf](http://www.edvactia.org/pdta/pdf/Effective_Instructional_Strategies.pdf)

### Instructional Practices, Procedures and Materials for All Subjects Areas and Grade Levels

Many of these practices may be used on statewide assessments.

Practice	Example
Preferential Seating	Student may sit where they are most comfortable and in the most productive area for that student (away from the door, close to the teacher, etc).
Read Out Loud	Students are allowed to read out loud to self, reading aloud into a voice-feedback device (whisper phone), or reading aloud into a recording device and listening to the recording.
Scratch Paper/Workspace	Students are given scratch paper, colored paper, graph paper, white board, sticky notes, etc. to make notes or write computations.
Use of Highlighters, Colored Pencils or Crayons	Students may use highlighters, colored pencils or crayons to emphasize important information.
Colored Overlays	Overlays may be placed over a page if needed.

Blank Place Markers		Students may use blank place markers or sticky notes as a tracker for reading, to cover answer choices, or to cover the other content on the page as to not be overwhelmed with print.
Minimize Distractions		Students may use a stress ball, noise-reducing headphones, or instrumental music played through headphones or earbuds to reduce distractions.

Sources: <http://www.tea.state.tx.us/student.assessment/taar/manuals/>

### Behavioral Strategies:

Source: Individual Cited from the works of – Research Based Strategies (RBS) by Dr. Ruby Payne, Find at [http://www.ahaprocess.com/store/more/excerpts/book\\_ResearchBasedStrategies.pdf](http://www.ahaprocess.com/store/more/excerpts/book_ResearchBasedStrategies.pdf). This is combined with the research-based checklist developed in Chicago for quantifying and qualifying behavioral issues.

Behavior	Strategy
<b>Activity</b>	
<ul style="list-style-type: none"> <li>• Makes disruptive noises (taps, hums, etc.)</li> <li>• Out of seat without permission</li> <li>• Speaks out/interrupts lesson activity</li> <li>• Fidgets with hands, clothes, materials</li> <li>• Disturbs others by talking, touching, taking materials</li> </ul>	<p>Teach student ‘silent’ ways to release the energy – tap on the leg, prop feet on Kleenex box, sit on a beach ball with a small amount of air.</p> <p>Give student a symbol or sign for when he/she has something to say. He/She is only allowed to comment when he has the symbol.</p> <p>Help student to chunk time into reasonable amounts with a schedule of the day. Younger students can use picture schedule. The student can move a marker to the next item on the schedule.</p>
<b>Attention</b>	
<ul style="list-style-type: none"> <li>• Does not attend classroom instruction</li> <li>• Does not complete classroom work</li> <li>• Does not follow instructions</li> </ul>	<p>Give student choices so that he feels he is in control.</p> <p>Chunk activities into smaller lessons and then give reward time. (10 minutes of math worksheet – 5 minutes on the computer)</p> <p>Teach student how to make a plan to manage his/her impulse control. Include times of day, steps to do, tally system, and “How did I do?” segment. It’s important to note it is the student who plans, not the teacher. Plan must be written. For younger student, the plan can involve drawing pictures or pictures from clip art.</p>
<b>Conduct</b>	
<ul style="list-style-type: none"> <li>• Loses temper easily</li> <li>• Provokes quarrels/fights by name-calling, touching, etc</li> <li>• Openly defies authority</li> <li>• Influences others to misbehave</li> <li>• Strikes adults with hands, feet, or objects</li> <li>• Strikes other students</li> </ul>	<p>Use peer mediation to teach conflict resolution.</p> <p>Use social stories to model appropriate behavior.</p> <p>Create a ‘safe zone’ for the student. An area he/she can remove themselves to if they feel a loss of control.</p> <p>Teach student how to verbalize his/her feelings. Give them words to use when they are angry.</p> <p>The student</p>

<ul style="list-style-type: none"> <li>• Is passively uncooperative</li> </ul>	
<b>Social/Emotional</b>	
<ul style="list-style-type: none"> <li>• Appears sad or sullen</li> <li>• Is fearful/avoidant</li> <li>• Is self-isolated from other students</li> <li>• Is unaccepted by the group</li> <li>• Is easily led</li> <li>• Appears frustrated</li> </ul>	<p>Use peer mediation to teach conflict resolution.</p> <p>Use social stories to model appropriate behavior.</p> <p>Teach student how to make a plan to manage his/her impulse control. Include times of day, steps to do, tally system, and “How did I do?” segment. It’s important to note it is the student who plans, not the teacher. Plan must be written. For younger student, the plan can involve drawing pictures or pictures from clip art.</p>

### Intervention Resources and Programs for Reading

This is a list of suggested research-based programs available to Caddo Mills ISD. Teachers are not limited to these programs or resources.

Tier	Elementary	6 <sup>th</sup> through 8 <sup>th</sup>	High School
Tier 2	Small Group Instruction (6-8 students) Guided Reading (leveled readers) Daily Reading Reinforcers Peer Tutoring TEKS Resource System AR Alphabet Mats Lakeshore Sight Word Games Flash Cards Fast Mapping Word Chunking Phonics Word Sorts Various iPad apps Tumblebooks Online Textbooks Accelerated Reader Dolch High Frequency Words Kamico Interactive Boards Kidspiration Project Share Moby Max	Small Group Instruction Study Island Leveled Reading Daily Reading Reinforcers Peer Tutoring TEKS Resource System Flash Cards Tumblebooks Online Textbooks Accelerated Reader Kamico Interactive Boards Region 10 Tutorials Project Share Khan Academy Youtube TeacherTube BrainPop Newsela Edgenuity Readworks	Small Group Instruction Leveled Reading Daily Reading Reinforcers Peer Tutoring TEKS Resource System Edgenuity Flash Cards Online Textbooks Accelerated Reader Kamico Interactive Boards Region 10 Tutorials Project Share Khan Academy Youtube TeacherTube BrainPop Newsela Readworks
<b>All Tier 2 resources may be used with students in Tier 3.</b>			
Tier 3	M Class Strategies MTA Small Group Instruction (3-4 students) Individual Tutorials	Small Group Instruction Individual Tutorials Reading Lab	Small Group Instruction Individual Tutorials Lab Strides Classes

**Progress Monitoring at least every 9 weeks is mandatory.**

K-2<sup>nd</sup> Running Records, DRA, Amplify

3<sup>rd</sup> -5<sup>th</sup> DRA, Unit tests, weekly quizzes, Benchmarks, AR360

6<sup>th</sup> -8<sup>th</sup> Unit test, weekly quizzes, Checkpoints, Benchmarks,

9<sup>th</sup>-11<sup>th</sup> Unit test, weekly quizzes, Checkpoints, Benchmarks, Edgenuity

**Intervention Resources and Programs for Math**

This is a list of suggested research-based programs available to Caddo Mills ISD. Teachers are not limited to these programs or resources.

Tier	Elementary	7th through 8 <sup>th</sup>	High School
Tier 2	Sharon Wells (2 <sup>nd</sup> – 5 <sup>th</sup> grade) Small Group Instruction Moby Max (K - 4th) IXL (5th and 6th) Manipulatives Lakeshore Games Flash Cards Math Journals Peer Tutoring TEKS Resource System Flash Cards Various iPad apps Education City Online Textbooks Kamico TAKS Master Interactive Boards Region 10 Tutorials Project Share Khan Academy Youtube TeacherTube	Small Group Instruction (6-8 students) IXL Go Formative Manipulatives Flash Cards Math Journals Peer Tutoring TEKS Resource System Flash Cards Online Textbooks Kamico Interactive Boards Khan Academy Region 10 Tutorials Youtube TeacherTube	Small Group Instruction (6-8 students) Go Formative Delta Math Manipulatives Flash Cards Math Journals Peer Tutoring TEKS Resource System Edgenuity Flash Cards Online Textbooks Kamico Interactive Boards Region 10 Tutorials Khan Academy Youtube TeacherTube
<b>All Tier 2 resources may be used with students in Tier 3.</b>			
Tier 3	Small Group Instruction (3-4 students) Individual Tutorials	Small Group Instruction Individual Tutorials Math Lab	Small Group Instruction Individual Tutorials Strides Classes

**Progress Monitoring at least every 9 weeks is mandatory.**

K-2<sup>nd</sup> Checkpoints, daily assignments

3<sup>rd</sup> -5<sup>th</sup> Unit tests, weekly quizzes, Benchmarks, Education Galaxy

6<sup>th</sup> -8<sup>th</sup> Unit test, weekly quizzes, Checkpoints, Benchmarks, Study Island

9<sup>th</sup> -11<sup>th</sup> Unit test, weekly quizzes, Checkpoints, Benchmarks, Edgenuity

For question or concerns about the RtI process you may contact the campus principal, campus counselor, or the district curriculum director.

Helpful Resources for RtI information:

[www.tea.state.tx.us/](http://www.tea.state.tx.us/)

[www.edutopia.org](http://www.edutopia.org)

[www.21stcenturythingsforteacher.net](http://www.21stcenturythingsforteacher.net)

<http://www.rti4success.org>