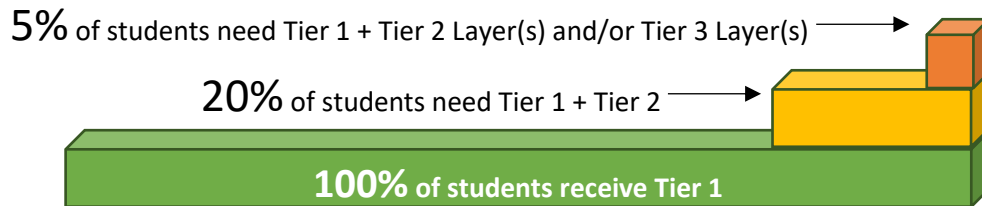


MTSS: 3-Tiered Approach

Key to success:

For MTSS to be effective, our Tier 1 Interventions must be effective for at least 80% of the students. Without this, resources cannot efficiently support our students needing Tier 2 and 3 interventions and supports.



Academics + Behavior + Social-Emotional

How do we determine the difference between each of the 3 tiers?

In the North Mason School District, there are multiple layers of support within each Tier. Some students may be successful with the differentiation that occurs in Tier 1, while others need two or three types of Tier 2 interventions. We refer to this as “layering” interventions and supports. Teams use data to determine which interventions each student may need and increase the *intensity* of each layer based on how the students respond to the intervention(s).

$$\textit{Intensity} = \textit{Time}/\textit{Focus}/\textit{Grouping}$$

Example: 3-tiered Elementary Reading Intervention

Tier 1	Tier 2	Tier 3
Time: 90 min Literacy, Daily	Time: Tier 1 + 20-30min, 3-5 days/week:	Time: Tier 1 + Tier 2 + 15 min, 5 days/per week:
Focus: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Focus: Phonics and Fluency	Focus: Phonics
Grouping: All students, provided by General Ed Teacher	Grouping: Group of 6 or less, provided by General Ed Teacher, interventionist, or para-educator	Grouping: Group of 3 or less, provided by General Ed Teacher, interventionist, or para-educator

Example: 3-tiered Middle/High School Math Interventions

Tier 1	Tier 2	Tier 3
Time: Core Math Class, Daily	Time: Tier 1 + 20-30min, 3-5 days/week:	Time: Tier 1 + Tier 2 + 20-30 min, 5 days/per week:
Focus: Grade level math standards	Focus: Increased opportunities to practice skills from Tier 1	Focus: Explicit instruction for 1-2 specific math skills
Grouping: All students, provided by General Ed Teacher	Grouping: Group of 5-8, provided by General Ed Teacher, interventionist, or para-educator	Grouping: Group of 3 or less, provided by General Ed Teacher, interventionist, or para-educator

Core Instruction – “Tier 1 Intervention”

Teaching the Whole Child is a Whole School commitment. Each school in the North Mason School District has a Tier 1 plan designed to meet the needs of the Whole Child:

Academics	Behavior	Social-Emotional Learning
<p><i>Whole School commitments to:</i></p> <p>Teach core curriculum with fidelity</p> <p>High-Leverage Teaching Strategies</p>	<p><i>Whole School commitments to:</i></p> <p>Positive Behavior Intervention and Supports (PBIS) in all areas of the school, including classrooms</p>	<p><i>Whole School commitments to:</i></p> <p>Teaching Explicit SEL Skills</p> <p>Instructional Practices to support Integration into Academics</p> <p>Culture and Climate Strategies</p>

Key Features of Tier 1 Intervention

- Equitable access and participation for ALL students
- Core Standards taught with validated curriculum
- High quality teaching with use of evidence-based strategies
- Designed by a general education teacher with the support of a Professional Learning Community (PLC).
- Tier 1 instruction (time and focus) is based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, etc.)
- Differentiation in Tier 1 may include small group work with the general education teacher or other property trained support staff (para-professional) that occurs *during* the core
- All students are screened 3 times each year
- Must be effective for at least 80% of our students

“If the water in the aquarium is dirty, it makes little sense to single out struggling fish for corrective treatment. The first corrective treatment that should be applied is: clean the water in the aquarium; all the fish will likely benefit from the action” (Source: Amelia Van Larsen, Pasco County Schools, borrowed from Deer Valley Unified School District)

Base Layer = 100% of students receive Tier 1 Interventions

Supplemental Instruction – “Tier 2 Intervention”

Each school in the North Mason School District has an Intervention Grid, consisting of research-based interventions for the Whole Child (academics, behavior, and social-emotional learning).

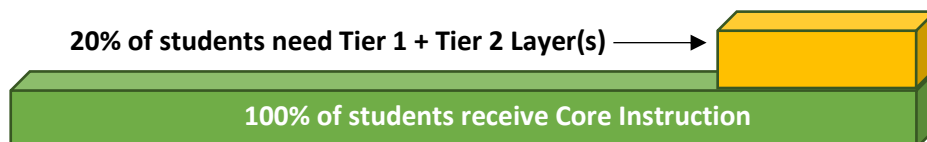
Intervention Grid Template:

Tier 2 Interventions	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria

Key Components of Tier 2 Intervention

- Interventions or supports are “layered” in addition to the Tier 1 interventions.
- Increased Intensity: focus on a few targeted skills, increased instructional time, and/or more frequent instruction.
- Designed in a team approach. Some interventions designed by PLC teams, while others from a school’s Tier 2 team.
- Typically provided to groups of students, or delivered in small groups.
- Supports may be provided by the general education teacher, Title/LAP teacher, counselor, or any other trained professional (including para-educators).
- Data are used to define Entrance and Exit criteria for each available intervention.
- Progress is monitored more frequently (monthly, weekly, or daily).
- Minimum of 3 data points before making a change to the intervention.
- Must be Effective for at least 80% of the students receiving the tier 2 intervention.
- Tier 2 interventions are NOT: a place where students go.
- Tier 2 interventions are NOT: a person.
- Student’s *receive* Tier 2 interventions, they are NOT “Tier 2 students”.

“In referring back to the aquarium example, you have cleaned the water in the aquarium. You now find you have 3 fish not thriving like the others. You would continue to feed all the fish and maintain clean water (Tier 1). Additionally, you might treat those two fish with supplemental vitamins (Tier 2). Those fish would get the extra care until no longer needed.” (Source: borrowed from Deer Valley Unified School District)



Intensive/Individualized Instruction – “Tier 3 Intervention”

Each school in the North Mason School District has an Intervention Grid, consisting of research-based interventions for the Whole Child (academics, behavior, and social-emotional learning).

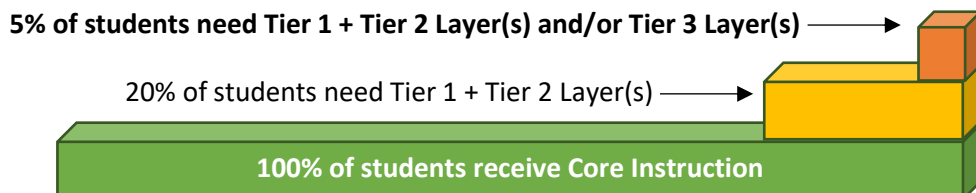
Intervention Grid Template:

Tier 3 Interventions	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria

Key Components of Tier 3 Intervention

- Interventions or supports are “layered” in addition to the Tier 1 and Tier 2 interventions.
- Increased Intensity: focus on 1-2 targeted skills, increased instructional time, and/or more frequent instruction.
- Designed in a team approach. Tier 3 teams consist of the student’s teacher, parent, and any specialist that may provide information to design and implement the individualize plan.
- Typically provided to individual students, or in groups of 2-3 students.
- Supports may be provided by the general education teacher, Title/LAP teacher, counselor, or any other trained professional (including para-educators).
- Data are used to define Entrance and Exit criteria for each available intervention.
- Progress is monitored more frequently (weekly or daily).
- Minimum of 3 data points before making a change to the intervention.
- Tier 3 interventions are NOT: a place where students go.
- Tier 3 interventions are NOT: a person.
- Student’s receive Tier 3 interventions, they are NOT “Tier 3 students”.

“In referring back to the aquarium example, you have cleaned the water in the aquarium (Tier 1), 3 are receiving supplemental vitamins (Tier 2). However, as you monitor these 3 fish daily, you notice 1 is still not responding. This fish may need further assessment to determine the next layer of support (Tier 3). You may find this fish needs daily intervention that is specific to their area of weakness. Monitor this fish most frequently to ensure the fish is responding well!”



FAQ about Tier 3 Behavior Interventions

- “Tier 3 is not Special Education, but students with IEP’s can have Tier 3 interventions”
- “We do not have ‘Tier 3 Students’... we have students that receive Tier 3 Interventions”
- To create a Tier 3 plan, **it takes a team....** In our “old system” this was an SST.... As we build a 3-tiered system (MTSS), Tier 3 meetings will replace the SST system
- **Tier 3 for Behavior requires a Function Based Assessment (FBA)** – this is not completed by 1 person, but a team that has training (typically lead by counselor, sped teacher, behavior specialist, social worker, or school psychologist)
- All **FBAs (Function Based Assessments)** include the following:

<u>Antecedent</u>	<u>Target Behavior</u>	<u>Consequences</u>	<u>Function</u>
<i>(What occurs just before the problem behavior)</i>	<i>(1 or 2 inappropriate behaviors, defined)</i>	<i>(What occurs just after the problem behavior)</i>	<i>(Why does this inappropriate behavior “work” for the student?)</i>

- All Tier 3 **Behavior Intervention Plans** have these components:

<u>Prevention</u>	<u>Teach</u>	<u>Reinforce</u>	<u>Response</u>
<i>(strategies, schedule, and environment changes to prevent the target behavior from occurring)</i>	<i>(Teach a <u>new</u> behavior that will replace the inappropriate behavior)</i>	<i>(Strategies to ensure the student will <u>want</u> to do the <u>NEW</u> behavior, instead of the inappropriate behavior)</i>	<i>(What is our plan for the moments the student uses the inappropriate behavior?)</i>