



Multi-Tiered Systems of Support

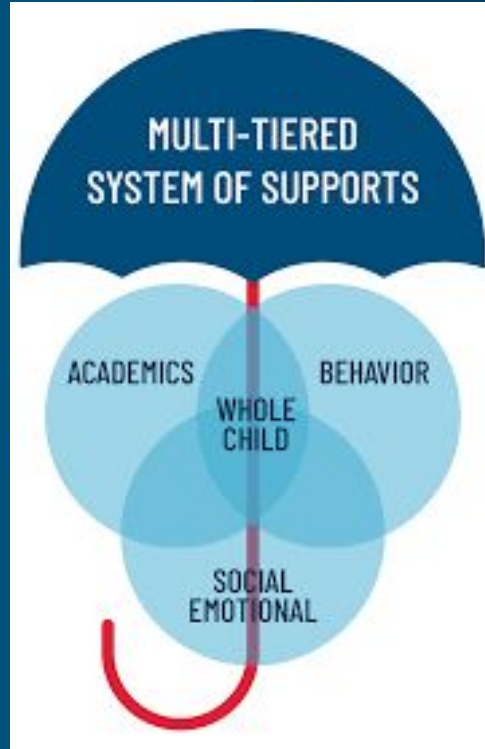
Berlin Central School District
2022-2023



What do you do for a student who's struggling academically?



What do you do for a student
who's slipping behaviorally,
socially, and/or emotionally?

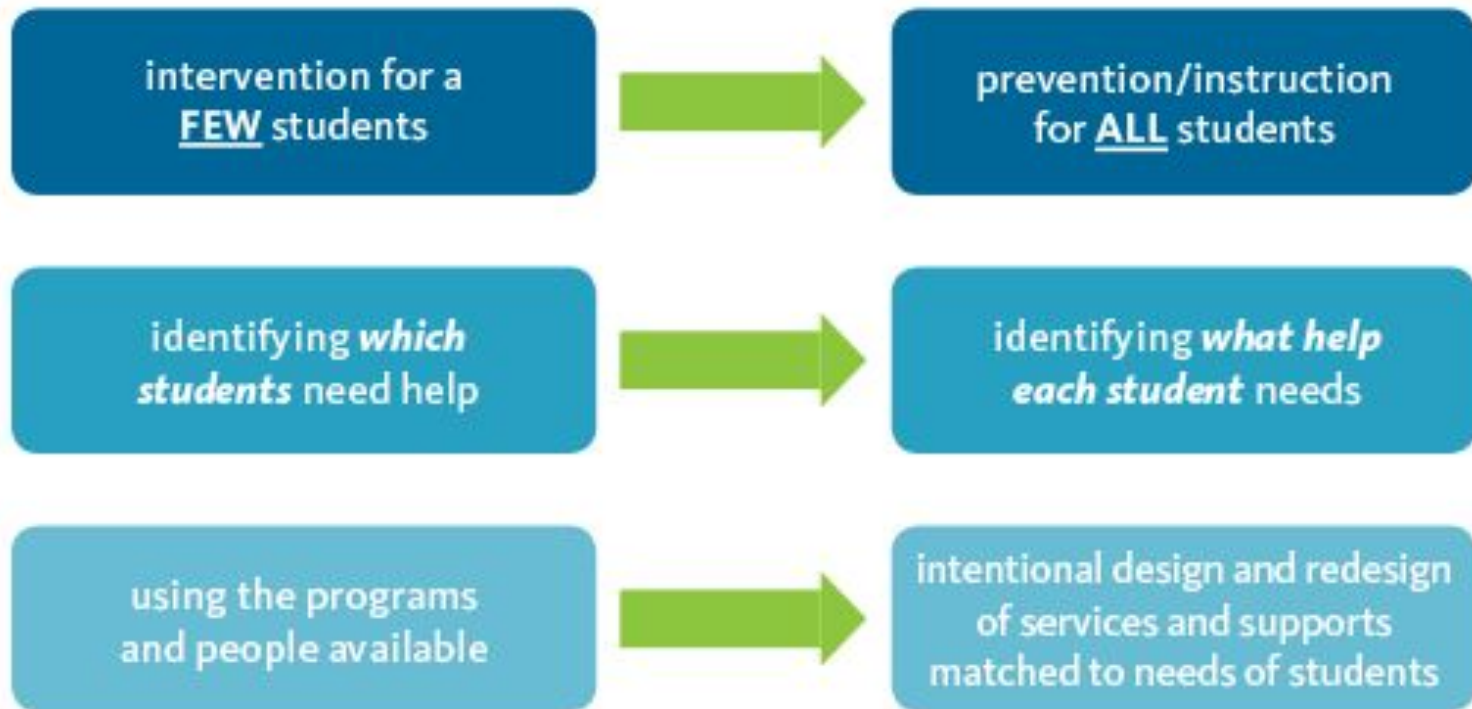


	Rtl	MTSS
Provides tiered academic support for struggling students	X	X
Provides tiered behavioral support for struggling students	X	X
Collaboration between para-professionals, specialists and teachers		X
Social Emotional Learning & Support		X
Team approach to looking at the needs of the WHOLE child, in order to remove barriers to educational success		X

RtI A + RtI B + Student Support Teams =
MTSS Team



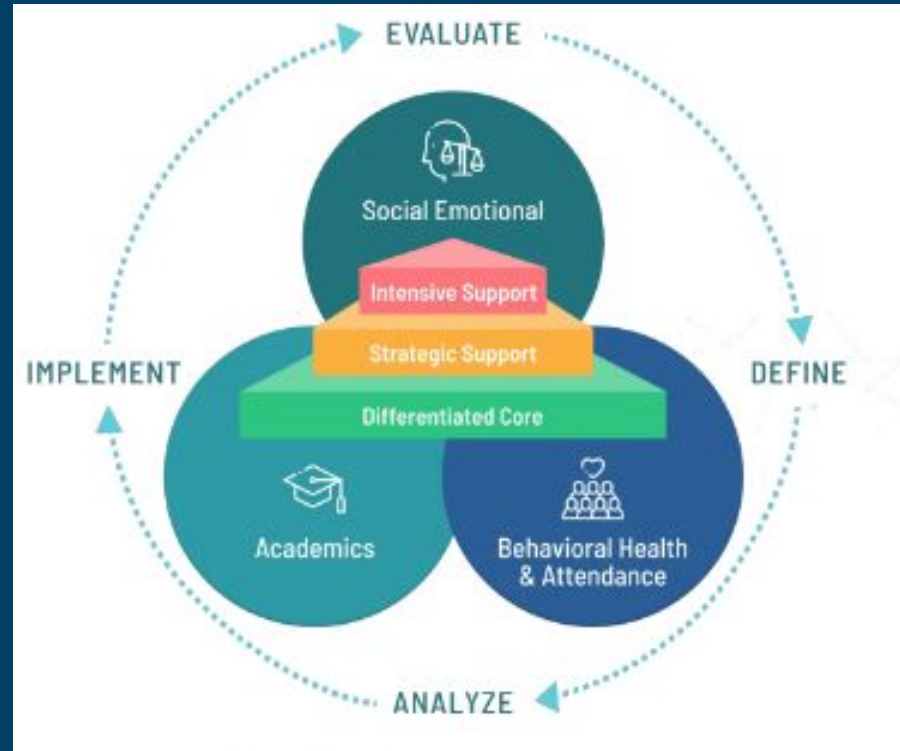
MTSS Paradigm Shift



What is MTSS?

- ❖ Universal Screening for all students
- ❖ Multi-Level Prevention system, beginning with Quality Core/Universal Curriculum & Instruction
- ❖ Problem Solving Protocol (Define the problem, Analyze Why, Develop Plan, Implement Plan, Evaluate and Revise)
- ❖ Using Data to inform instruction and intervention
- ❖ Communication and Collaboration

“Collaborate together to solve problems”



Universal Screening

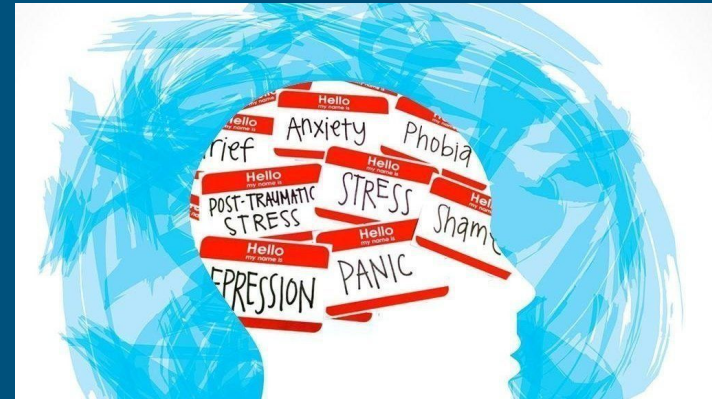
iReady - Universal screening with the iReady assessment gives teachers information about strengths and needs in students' basic reading and mathematics skills. Gaps in basic skills are the root of many later learning difficulties. Early detection and intervention in these gaps can help students reach their potential.

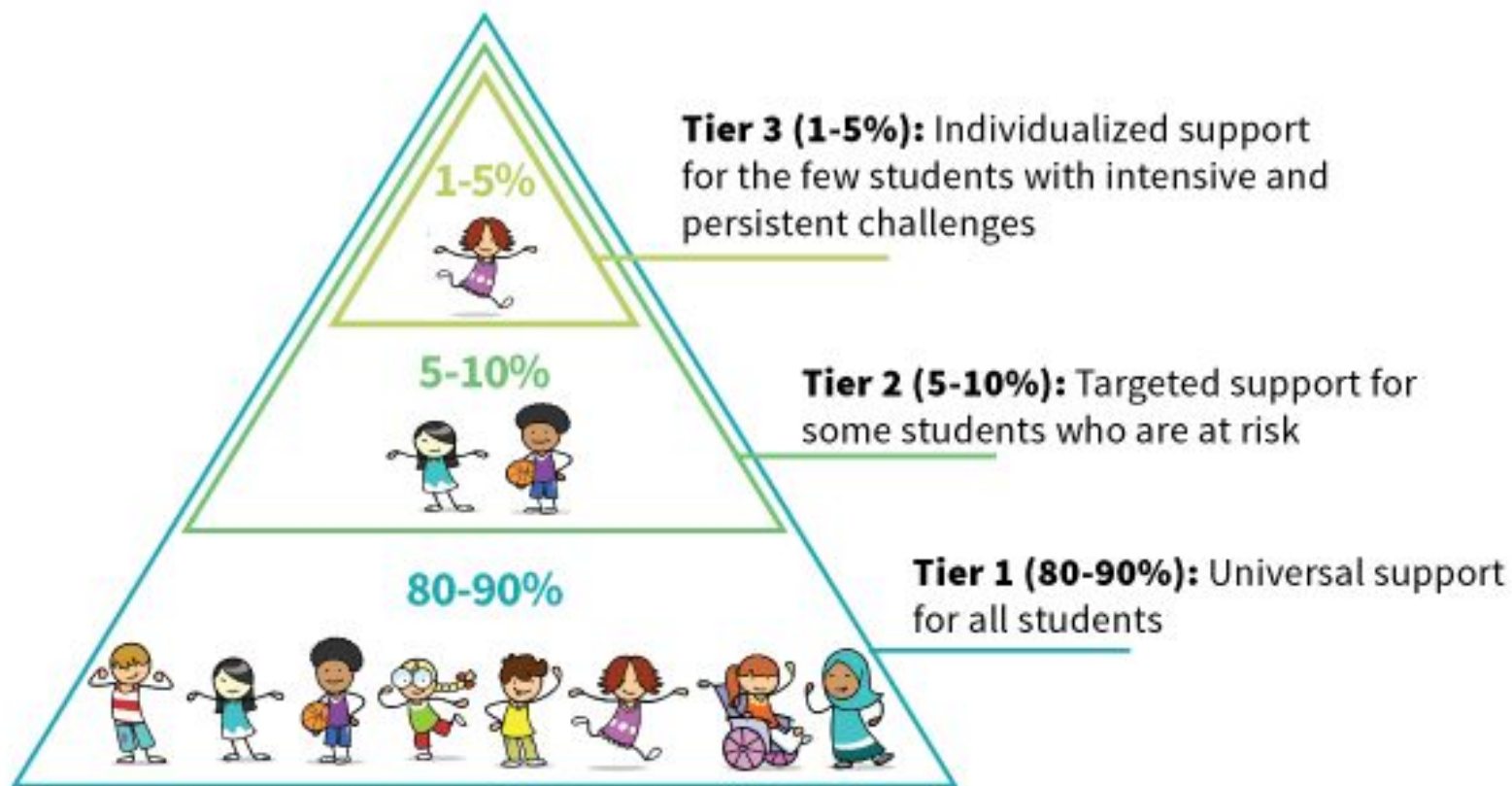
Student Risk Screening Scale - Internalizing and Externalizing (SSRS-IE) - universal screening tool used to identify students who may be at risk for challenging or antisocial behavior.

*Universal screening tools = better informed instruction and selection of appropriate supports for students.

*Universal screening tools are not used to exclude students from the instructional environment.

*Universal screening data is used in conjunction with multiple other data sources, in order to develop comprehensive support plans for students





Academic and Behavioral Systems

Tier 2 /Secondary Interventions (5-15%)

- High Efficiency
- Small Group Interventions
- Assessment Based
- Differentiation & Individualized Instruction / Support

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Tier 3 /Tertiary Interventions (1-5%)

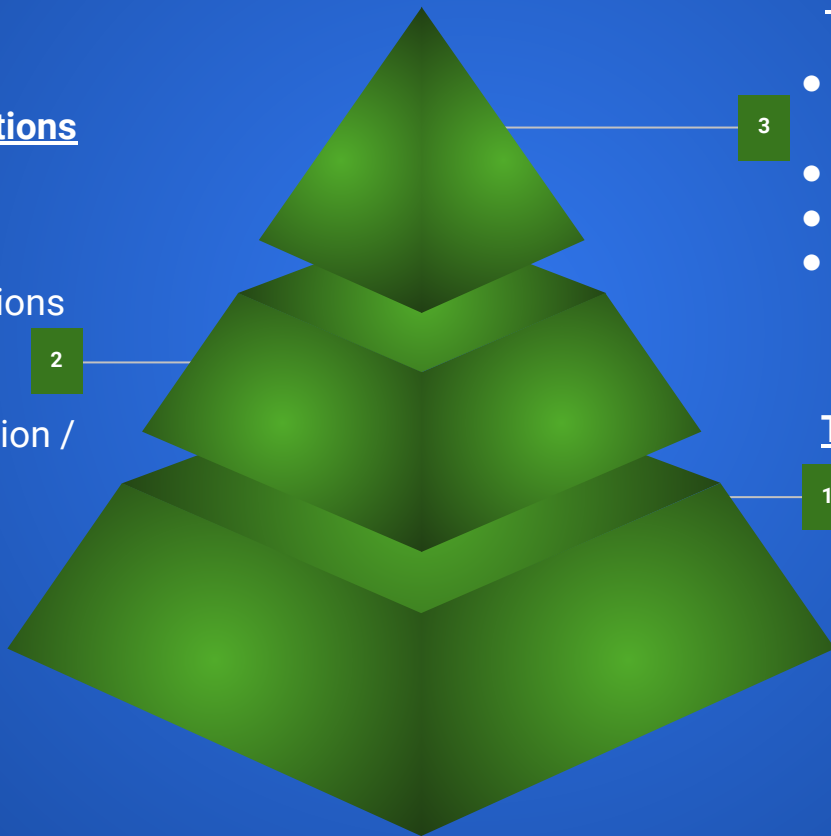
- Individualized or Smaller Group Interventions
- Assessment Based
- High Intensity
- Differentiation & Individualized Instruction / Support

3

Tier 1 /Universal Interventions (80-90%)

- All Students
- All Settings
- Preventive
- Proactive

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	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 1	<p>BES</p> <ul style="list-style-type: none"> ● Into Reading ● Small group instruction ● Envision ● Differentiated Instruction ● Parent-Teacher Conferences ● iReady personalized instruction ● Learning Centers <p>BMHS</p> <ul style="list-style-type: none"> ● Access to grade level curriculum through Core Instruction ● i Ready personalized instruction ● Differentiated Instruction ● Parent-Teacher Conferences 	<p>BES</p> <ul style="list-style-type: none"> ● Counselor Support ● Support from Family Liaison ● Restorative Practices ● TCI-S ● Character Education ● School Wide Behavior Matrix ● Mountaineer Merits System ● Parent-Teacher Conferences ● Access to Calm Space inside or outside the classroom ● Differentiated Instruction ● Classroom SEL lessons <p>BMHS</p> <ul style="list-style-type: none"> ● Restorative Practices ● TCI-S ● Access to Recovery Zone ● Behavioral Supports ● Differentiated Instruction ● Character Education ● SEL lessons embedded into instruction ● Parent - Teacher Conferences

	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 2	<p>BES</p> <ul style="list-style-type: none"> ● Foundations ● Leveled Literacy Interventions (LLI) ● iReady personalized instruction ● Supplemental small group instruction with a Reading or Math interventionist ● Structured literacy approach based on STRONG and/or STALL phonic assessment ● Parent-Teacher Meeting <p>BMHS</p> <ul style="list-style-type: none"> ● Small group differentiated instruction, inside the classroom, based on student skill level ● Team Teaching or additional adult support within the classroom ● Individualized targeted instruction in the classroom ● Parent-Teacher Meeting ● i Ready personalized instruction 	<p>BES</p> <ul style="list-style-type: none"> ● Counselor Support ● Support from Family Liaison ● Lunch groups ● Small focused counseling groups ● Restorative Practices ● TCI-S ● Individualized Behavior Plans ● Structured “Brain” Breaks ● Calming Space, inside or outside the classroom ● Parent-Teacher Meeting <p>BMHS</p> <ul style="list-style-type: none"> ● Restorative Practices ● Structured “Brain” Breaks ● TCI-S ● Access to Recovery Zone ● Behavioral Supports ● Parent-Teacher Meeting ● Individualized Behavior Plans

	Academic Supports & Interventions	Behavioral Supports & Interventions
Tier 3	<p>BES</p> <ul style="list-style-type: none"> • Individualized or smaller group size • Increased frequency and/or intensity of intervention strategies • Structured literacy approach based on STRONG and/or STALL phonic assessment • Parent-Teacher Meeting <p>BMHS</p> <ul style="list-style-type: none"> • Targeted instruction, outside of the classroom, based on student need • Increased frequency of delivery of intervention strategies • i Ready personalized instruction • Parent Teacher Meeting 	<p>BES</p> <ul style="list-style-type: none"> • Restorative Practices • TCI-S • Support from Family Liaison • Access to Calming Space, inside or outside the classroom • Individual Counseling • Parent-Teacher Meeting • Individualized Behavior Plans <p>BMHS</p> <ul style="list-style-type: none"> • Restorative Practices • TCI-S • Access to Recovery Zone • Behavioral Supports • Parent-Teacher Meeting • School Counseling • Community Mental Health Counseling (in-school) • Individualized Behavior Plans • Structured “Brain” Breaks

Who makes up an MTSS team?



Teamwork & collaboration are essential in providing support and increasing student success

Determining Who's At-Risk

Primary Data Sources:

iReady Diagnostic Assessments in Math and Reading
Student Risk Screening Scale

Secondary Data Sources:

Classroom Performance Assessments: Summative and Formative
NYS State Assessment Data
Behavioral Referral Data

Decision Options and Criteria:

Initial risk determinations are made by the building-level Rtl teams, through the referral process and analysis of multiple data sources.

Subsequent risk determinations such as:
Entry/Exit into Tier 2 and/or Tier 3 support and services are made by the building-level Rtl teams, based on analysis of assessment and progress monitoring data.

All of these decisions are made at scheduled team meetings.

Determining Student Response to Intervention

Primary Data Sources:

Classroom Performance (including formative and summative assessments)
 Goal/Progress Monitoring
 Fountas & Pinnell
 Behavioral Referral Data

Frequency per Tier:

Indicate how often or when decisions involving student response to intervention are determined per tier?

Tier 1

Tier 2

Tier 3

Throughout the school year, Upon Referral

Between 9 and 30 weeks

Between 15-20 weeks

Decision Options and Criteria:

Tier 1 – Core Instruction with preventative and proactive supports in the classroom for minor academic and behavioral concerns
 Tier 2 – Reading/Math/ELA/SEL support in a small group (3-5 students) setting inside, or outside of the classroom
 Tier 3 – Reading/Math/ELA/SEL Individualized or small group instruction outside the classroom

Additional Information & Resources

www.branchingminds.com



www.pbis.org



www.pbisworld.com

