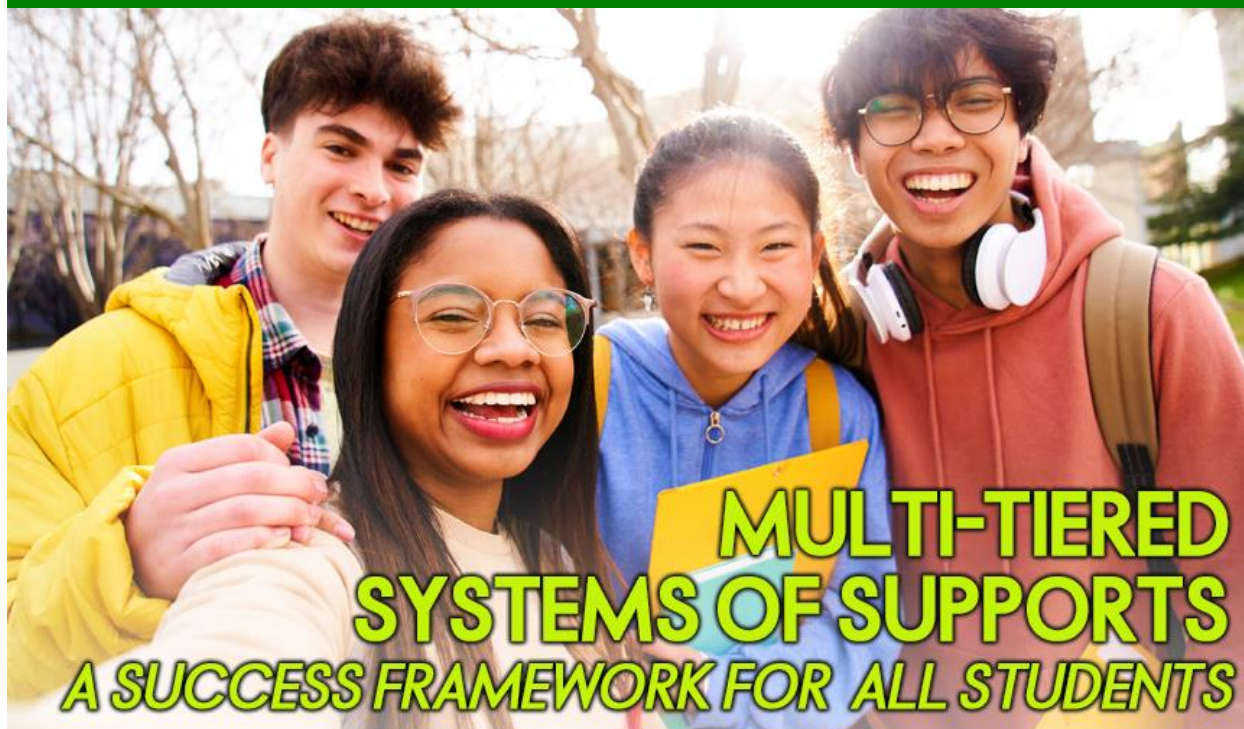TTAC Monthly e-Newsletter

Ready, Set, Go
Success for All

An e-Newsletter linking people and resources to support quality practices in the education of all students

MULTI-TIERED SYSTEMS OF SUPPORTS
A SUCCESS FRAMEWORK FOR ALL STUDENTS

When implemented with fidelity, an integrated multi-tiered system of supports (MTSS) has been shown to be a responsive and effective framework for providing layered evidence-based practices and intensified supports to address the learning needs of all students (McIntosh & Goodman, 2016). Proactive and preventative by design, MTSS connects existing efforts through data, systems, and practices that enhance educational outcomes for divisions, schools, teachers, families, and students (Center on Multi-Tiered System of Supports, 2020).

Get Ready

Build a Strong Tier One Foundation

Tier 1 core instruction is the foundation of the MTSS framework. It is the written, taught, and tested curriculum in which **ALL** students participate. Most education MTSS models, such as Response to Intervention (RTI) or Positive Behavior Interventions and Supports (PBIS), suggest that the instructional needs of approximately 80 percent of students will

be met through high-quality Tier 1 instruction (Fuchs, 2017). Cautionary MTSS guidance suggests that "you cannot intervene your way out of core instruction that is not effective" (Metcalf, n.d., p. 3). This implies the importance of all educators intentionally utilizing research and evidence-based inclusive practices, such as those identified as High Leverage Practices for inclusive classrooms (McLeskey et al., 2022). Resources that can help any educator develop, enhance, or polish their effective core instruction skills include:

- Resources for High Leverage Practices in Inclusive Classrooms
- High Leverage Practices Crosswalks for Literacy, Mathematics and Transition
- Professional Learning Series on High Leverage Practices
- Supporting and Responding to Classroom Behavior: Evidence-Based Classroom Strategies for Teachers
- Defusing Disruptive Behavior
- Classroom Behavior Management
- Multi-tiered Systems of Support (MTSS) for Students with the Most Significant Cognitive Disabilities

Get Set

Provide an Evidence-Based Continuum of Interventions and Supports

The MTSS preventative and proactive framework uses screening and early identification systems for identifying students who may benefit from intensified interventions within a continuum of supports (VDOE, 2023). Through problem-solving conversations and the use of multiple sources of data for decision-making, school-based teams match identified learning needs to evidence-based interventions that intensify from one tier to the next (Center on Multi-Tiered Systems of Support, 2021). Resources that can help division and school teams get set to provide advanced tier interventions and monitor student progress include:

- What Works Clearinghouse Screening and Program Research and Practice Guides
- Progress Monitoring Overview and Tools
- Specially Designed Instruction (SDI) Assessment and Implementation
- Intensive Intervention Overview for Families
- Data-Based Individualization: Intensive Intervention
- Using Multiple Data Sources to Develop a Comprehensive Learner Profile

Go

Learn more about MTSS

To learn more about the MTSS framework and evidence-based academic, social, and behavioral interventions and supports, go to:

- [VDOE MTSS 101-Multi-Tiered System of Supports](#)
- [Virginia Tiered Systems of Supports](#)
- [Center on Multi-Tiered Systems of Supports: Multi-Level Prevention System](#)
- [National Center on Intensive Intervention](#)
- [Positive Behavior Interventions and Supports (PBIS)](#)

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