

## **Multi-Tiered System of Supports (MTSS) Process**

The first step in the MTSS process is to define the problem in measurable terms. Once the classroom teacher has defined the area/behavior of concern, then interventions are brainstormed. The second step is to identify and implement interventions. Interventions can be identified by the classroom teacher using own knowledge base, by collaborating with school staff, or by collaborating with Teacher Based Team. The intervention can be TIER 1 or TIER 2.

Once the intervention has been chosen, it is written in measurable terms so the effectiveness of the intervention can be monitored, this is the third step. The intervention is put into place and the data is collected over a 6- 8 week period of time using an approved progress monitoring tool. Parents/ Guardians may be informed at this time. The data must be examined and the effectiveness of the intervention is determined. If the intervention is effective it can be continued or terminated if no longer needed. If the intervention was effective but can't be sustained, an Intervention Assistance Team (IAT) referral is initiated. If the intervention is not effective a different intervention can be implemented or an IAT referral is initiated. Parents/ Guardians should be informed at this time (if they haven't been informed yet).

If a referral is warranted the IAT meeting will be scheduled on a designated IAT day. The IAT team is responsible for analyzing student progress and the effectiveness of interventions implemented. The team brainstorms additional interventions and accommodations to support student success. Most likely TIER 2 interventions will be suggested. IAT meeting and outcome is documented by a team member. Parents/Guardians are invited to the IAT meeting.

A follow-up meeting is typically scheduled for 6-8 weeks later. The follow up is a time of sharing additional data gathered and discussing if another intervention should be put into place or if the same intervention should be continued. If the student meets with success continue the intervention and change the criteria if needed. If the student does not meet with success a TIER 3 intervention may be suggested. IAT meeting and outcome is documented by a team member. Parents/Guardians are invited to the IAT meeting.

The success of a student is the result of the team's collaboration to find ways to meet the student's needs. The process is time intensive and relies heavily on a commitment to the process. It involves a clearly defined academic/ behavior area of concern, intervention, data, and progress monitoring.

### **Step by Step Referral Process:**

[Gilles Sweet Referral Process](#)

[Fairview Park Early Education Center Referral Process](#)

## **Multi-Tiered System of Supports (MTSS)**

[Multi-Tiered System of Supports \(MTSS\) Pyramid](#)

- **Tier 1 Core Instruction**
  - Most Important Level
  - Includes All Students
  - Scientifically-Based Curriculum with High-Quality Instruction
  - Differentiated Instruction
  - Universal Behavior Management System
  - Universal Screenings: Measures of Academic Progress (MAP), classroom fluency/fact tests, SWIS behavior data, Ohio State Tests (AIR assessments)
  - Panorama Universal Screener
  
- **Tier 2 Small Group Instruction**
  - Differentiated and/or leveled grouped instruction inside or outside of the classroom. Target a specific skill to improve
  - Group size: no more than 6
  - Frequency: at least 2 to 3 times per week
  - Duration: At least 6 weeks Monitor progress at least weekly
  
  - Just Words (Tier II decoding/encoding support)
  - PBIS suggested intervention
  - Title I Reading
    - K, 1, and 2: Foundations
    - 3: Leveled Literacy Intervention or Foundations
  
- **Tier 3 Intensive, Small group, Targeted Instruction**
  - Differentiated and/or leveled grouped instruction inside or outside of the classroom Target a specific skill to improve
  - Group size: no more than 3 Frequency: 4 to 5 times per week
  - Duration: At least 8 weeks
  - Monitor progress at least weekly
  - Parents will be invited and should be involved
  
  - Wilson Reading
  - Touch Math
  - FBA/BIP

### **Intervention Assistance Team (IAT)**

The IAT is a school-based problem-solving team whose purpose is to assist teachers in generating intervention strategies for classroom implementation that deal with the learning, emotional and behavioral needs of students. The purpose is to look for ways to support students and teachers in the regular classroom and not necessarily to identify a disability. Teachers are to identify the student concern, provide intervention, and progress monitor the effectiveness of the intervention. The team is seen as a place to problem solve and generate ideas for student success in the regular education setting. It is also seen as a team to evaluate the success of interventions implemented and identify additional interventions to support the student.

The team could include, but not be limited to, parent(s), teacher(s), principal, school psychologist, intervention specialist(s), and school counselor.

\*The Multi-Tiered System of Supports will not unnecessarily delay a team meeting or a child's being evaluated to determine eligibility for special education services. IAT meetings, tiers, and interventions are a team and/or building decision based on student need and services available. Parent requests for a team meeting and services will be taken into consideration.