MTSS Intervention Process Flowchart

This process illustrated below is intended to wrap around the academic and social-emotional needs of the entire student body.

Based upon universal screening

data, some students experience

areas of need. SMART goal(s) are

set for student's area(s) of need, and the frequency/measure to

document and monitor progress

is determined.

Benchmark/universally screen
ALL students for areas of strength
as well as areas of need.

ALL Students Tier 1:
Whole Class Data-Driven
Differentiated Core Instruction
and Monitoring Progress

Students with goals for areas of need move to Tier 2: Whole Class Data-Driven Differentiated Core Instruction + Small Group Targeted Instruction in addition to core instruction.

Differentiated core instruction should meet the needs of 100% of students. About 15-20% of students will need additional support to master their benchmark.

Differentiated core instruction should support all students, with at least 80% of students meeting benchmark goals with core instruction alone. If is not, determine if the core is being used with fidelity, and/or instructional best practices are being utilized.

Determine the need for staff professional development regarding providing Tier 1 differentiated core instruction.

Student's response is progress monitored and documented, goal met, and small group targeted instruction has been completed.

Differentiated Tier 1 instruction continues.

Students with goals for areas of need move to Tier 2: Whole

Monitor student's progress aligned to small group targeted instruction for desired rate of progress towards the goal.

Grade level/Content team meetings held monthly to discuss and ensure all students receiving Tier 2 support are making progress, and patterns/trends are analyzed.

Student's response is progress monitored and documented, and student is not making expected progress towards goal. If goal is not being met, an individual problem-solving meeting is held for any student not making sufficient progress when supported by the Grade/Content Team. The team ensures:

- Intervention is appropriately matched to specific area of need.
- If size for small group targeted instruction is appropriate, and if intensity needs to be changed.
- The environment is conducive to the support provided.
- The intensity/frequency and duration of the intervention are considered based upon data and do not need to be dialed up/down.
- Finally, the team determines if intensive support (Tier 3) should be provided: Whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support.

Student's response is progress monitored and documented, goal met, and small group targeted instruction and intensive intervention have been completed. Whole Class Data-Driven **Differentiated** Core Instruction continues.

Student's response is progress monitored and documented; if goal is not met and need persists after Tier 3 intensive intervention, consult student support for next steps. Whole Class Data-Driven Differentiated Core Instruction continues.





Key Terms

MTSS (Multi-Tiered System of Supports):

A multi-tiered support foundation that wraps around a school's entire student body. Data is gathered and utilized to address academic and non-academic needs, such as attendance and social-emotional concerns. ensuring a holistic approach to support.

Core Instruction: The instructional strategies used routinely with all students in a general education setting are considered "core instruction."

Differentiation: Tailoring instruction for ALL student's readiness levels, interests, strengths, and learning preferences.

Social-Emotional Learning (SEL): The curriculum and/or strategies taught are specifically designed to develop the skill set for understanding and managing emotions, building resilience, problem-solving, and developing healthy relationships. Students learn from explicit instruction as well as from the actions and behaviors they are observing from others.

Intervention/Support: Intervention is a program or set of steps to help students improve in a specific area of need. Intervention can provide support with academic, behavioral, and/or socialemotional needs. The interventions provided to students should be research-based, explicitly matched to student's needs, set for a certain number of weeks, and then frequently reviewed for progress.

Universal Screening: When universal screeners are used three times a year, they provide valuable information about each student's areas of strength and need and can offer a snapshot of progress over time. The data from universally screening students helps educators keep abreast of any changes in student learning.

Tiers: MTSS, as a foundation, provides academic, behavioral, and social-emotional interventions organized into tiers (or levels) of support.

- Tier 1: Teachers provide differentiated core instruction to the whole class (ALL students):
- Tier 2: Teachers provide differentiated core instruction to the whole class + additional targeted instruction for students in need (often in small groups);
- Tier 3: Teachers provide differentiated core instruction to the whole class + additional targeted instruction (often small group) + intensive intervention (sometimes provided in one-to-one settings). The intensity/frequency and duration of the intervention are considered based upon need.

Progress Monitoring: Progress monitoring is used frequently (weekly/bi-weekly, depending on support) to assess a student's progress to determine the effectiveness of support provided to a student.





Resources

- MTSS Buy-in and Mobilization Guide
- Communication Planning for MTSS
- Which Data Rostering Method Should You Choose to Support Your MTSS Practice?
- Guide to Solving the Top Four MTSS Challenges
- Menual How to use progress monitoring data to guide decision making in an MTSS practice
- Developing a Successful MTSS/RTI Team
- Intervention Planning in MTSS: How to Balance Best Practices and Feasibility
- In MTSS, 5 Mistakes to Avoid When Constructing Your Students' Smart Goals

Citations

Sutton, E. (2021, July). Supporting teacher set and well-being within an mtss framework. Branching Minds, Inc. Retrieved September 21, 2021, from https://www.branchingminds.com/blog/supporting-teacher-sel-in-mtss

Tomlinson, C., & Moon, T. R. (2013, September). Assessment and Student Success in a Differentiated Classroom, Chapter 1. Differentiation: An overview. Retrieved May 13, 2021, from http://www.ascd.org/publications/books/108028/chapters/Differentiation@-An-Overview.aspx

About the Author

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