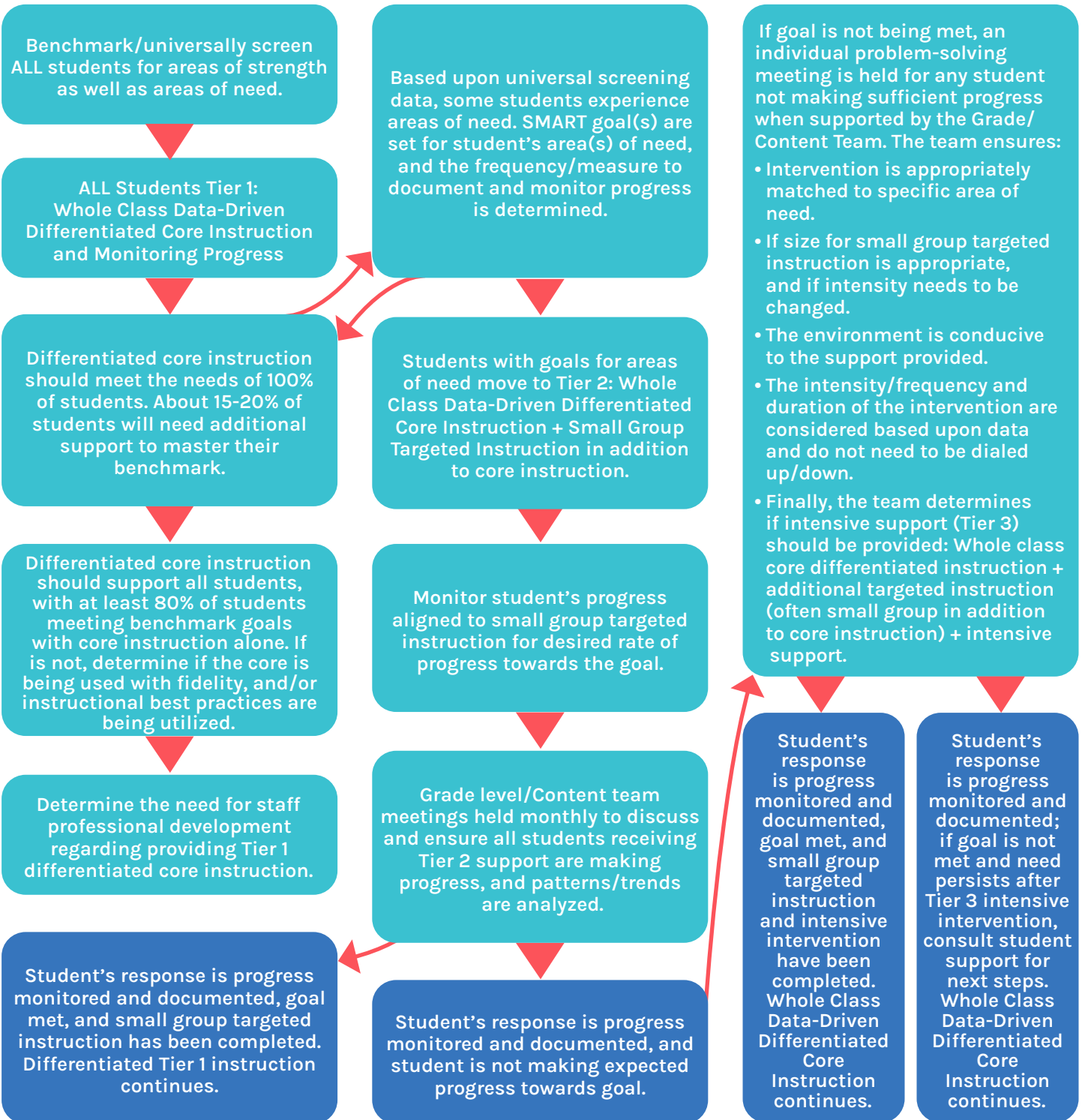




MTSS Intervention Process Flowchart

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





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 social-emotional 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](#)
-  [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

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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>

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