MTSS Intervention Process Flowchart

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

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

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.

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.

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.

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.

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, goal met, and patterns/trends are analyzed.

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.

Student’s response is progress monitored and documented, and student is not making expected progress towards goal.

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.

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 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


About the Author

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