

Multi-Tiered Systems of Support

A Multi-Tiered System of Supports (MTSS) is a framework designed to respond to the needs of all students within a system which integrates, but is not limited to, tiered behavior (e.g. Positive Behavioral Interventions and Supports) and academic (e.g. Response to Intervention—RTI) supports.

MTSS is a whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through a layered continuum of evidence-based practices and systems. (Source: Technical Assistance Center on Positive Behavioral Interventions and Supports)

**Promising
Practices:
Inclusion
Equity
Opportunity**

WHO NEEDS IT?

Schools and school districts. Effective and efficient multi-tiered systems of support are beneficial for all students, particularly at-risk youth and students with disabilities.

WHO SUPPORTS THIS WORK?

- Technical Assistance Center for Positive Behavioral Interventions and Supports
www.pbis.org
- Iris Center
<http://iris.peabody.vanderbilt.edu>
- SWIFT Schools
www.swiftschools.org
- National Center on Intensive Interventions
www.intensiveintervention.org

WHAT IS IT?

- A comprehensive system of differentiated supports that includes: evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to student's needs.
- The Institute of Education Sciences describes RTI, a form of MTSS, as a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RTI systems combine universal screening and high quality instruction for all students with interventions targeted at struggling students. RTI strategies are used in both reading and math instruction.

HOW DO WE KNOW IT WORKS?

According to research, implementation of positive behavioral interventions and supports, one type of MTSS, has been linked to:

- Decreases in problem behaviors as measured by office discipline referrals (Sherrod, Getch, & Ziomek-Daigle, 2009)
- Reduction in suspensions (Bradshaw, Mitchell, & Leaf 2010)
- Increases in reading and math achievement as measured by standardized tests (Menendez et al., 2008)
- Improved proportion of students at 3rd grade who met the state reading standard (Horner et al. 2009)
- Improved 5th grade academic performance (Bradshaw, Mitchell, & Leaf 2010)
- Improved "organizational health" within schools (Bradshaw et al, 2008)

HOW DO WE IMPLEMENT IT?

See the links below for resources and tools that may assist with the implementation of an MTSS:

- ◆ [Questions and Answers on Response to Intervention \(RTI\) and Early Intervening Services \(EIS\)](#)
- ◆ [Improving Literacy Instruction in School Settings](#)
- ◆ [Designing and Delivering Intensive Intervention in Behavior](#)
- ◆ [Behavioral Intervention Tools Chart](#)
- ◆ [Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs](#)
- ◆ [Academic Intervention Tools Chart](#)
- ◆ [Introduction to Data-Based Individualization \(DBI\): Considerations for Implementation in Academics and Behavior](#)

The U.S. Department of Education issues this *Promising Practices* series as part of the My Brother's Keeper (MBK) initiative to provide educators, administrators, and pre-service teachers with practical information about approaches shown to improve early literacy and behavior outcomes for all students, including students with disabilities, English learners, and young men and boys of color. This series addresses MBK Taskforce Recommendation 6.2: Enhance and expand efforts to develop and promote best practices for teachers to address instructional and classroom issues such as early literacy screening.

LINKS TO RESOURCES AND TOOLS

Questions and Answers on Response to Intervention (RTI) and Early Intervening Services (EIS) — [http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8,](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8)

Using Functional Behavioral Assessment for Diagnostic Assessment in Behavior — <http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6>

Designing and Delivering Intensive Intervention In Behavior — <http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8>

Behavioral Intervention Tools Chart — <http://www.intensiveintervention.org/chart/behavioral-intervention-chart>

Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs — <http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-dbi>

Improving Literacy Instruction in School Settings — <http://www.centeroninstruction.org/module-1-research-overview-on-discussion-of-text-improving-literacy-instruction-in-school-settings>

Academic Intervention Tools Chart — <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

Academic Progress Monitoring Tools Chart — <http://www.intensiveintervention.org/chart/progress-monitoring>

Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior — <http://www.intensiveintervention.org/resource/introduction-data-based-individualization>