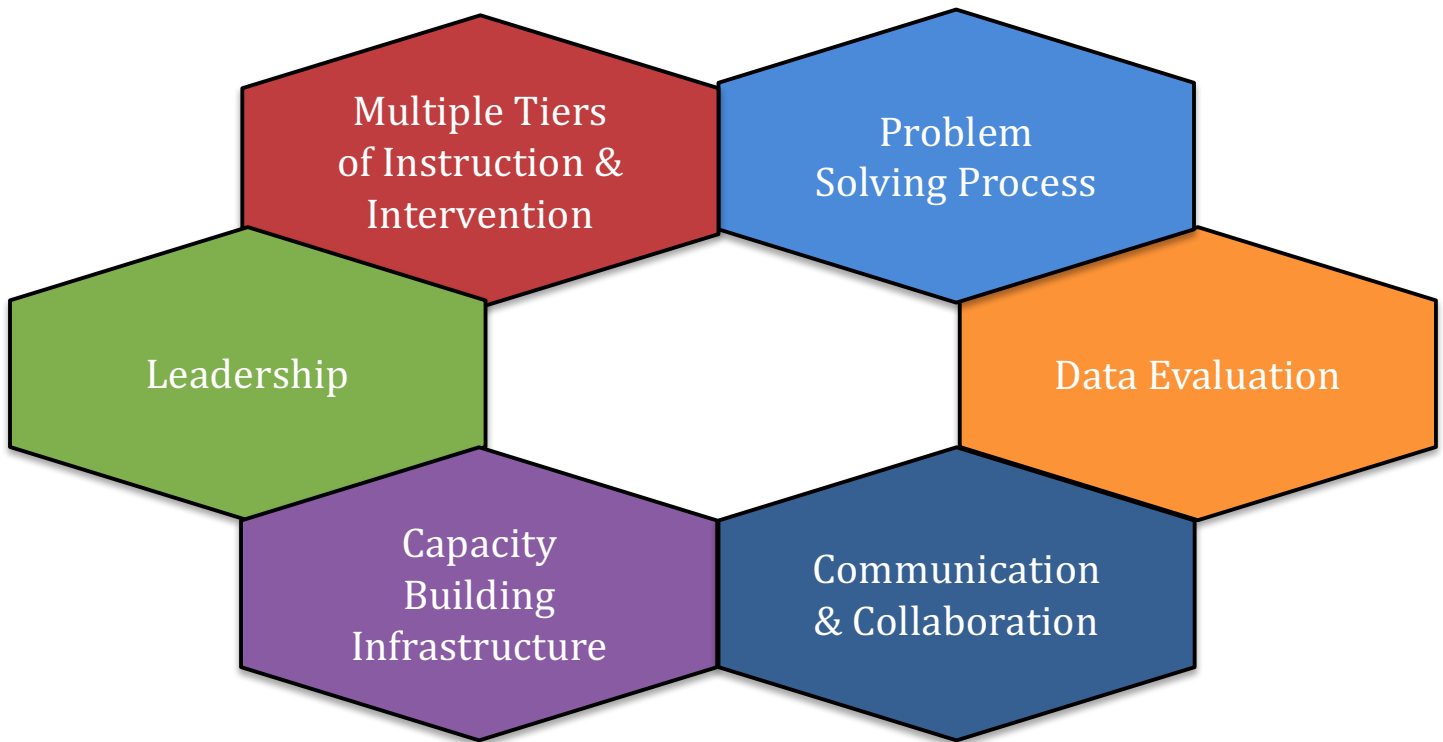




*A Multi-Tiered  
System of Supports*

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



***MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.***

*A Collaborative Partnership Between Florida's Problem Solving/Response to Intervention Project, Florida's Positive Behavior Support Project, and the Florida Department of Education*

<p>Multiple Tiers of Instruction &amp; Intervention</p>	<ul style="list-style-type: none"> <li>• <b>“What students get”</b></li> <li>• Learning standards &amp; behavioral expectations</li> <li>• Curriculum &amp; instruction practices</li> <li>• Evidence-based programs &amp; practices</li> <li>• Reciprocal relationship b/w achievement &amp; behavior</li> <li>• <i>Frequency &amp; Intensity of Services Matched to Student Need</i></li> </ul>
<p>Problem Solving Process</p>	<ul style="list-style-type: none"> <li>• <b>“How we decide who get’s what”</b></li> <li>• Common problem solving process used with fidelity</li> <li>• Collaborative and team-based decision-making</li> <li>• Effectiveness of decisions measured by student growth</li> <li>• Decision protocols; Decision rules</li> <li>• <i>Frequency &amp; Intensity of Problem Solving Matched to Need</i></li> </ul>
<p>Leadership</p>	<ul style="list-style-type: none"> <li>• Actively involved with MTSS implementation</li> <li>• Distributed leadership/shared leadership</li> <li>• Aligns MTSS planning and school improvement</li> <li>• Allocation of professional development resources</li> <li>• Influences culture and climate of the school</li> <li>• Reciprocal relationship with coaching supports</li> </ul>
<p>Capacity Building Infrastructure</p>	<ul style="list-style-type: none"> <li>• Ongoing, data-driven professional development &amp; coaching</li> <li>• Role-specific training matched to responsibilities</li> <li>• Schedules allow for multiple tiers of instruction/intervention &amp; data-based problem solving</li> <li>• Established written practices, policies and implementation guidance (e.g., plans)</li> </ul>
<p>Communication &amp; Collaboration</p>	<ul style="list-style-type: none"> <li>• Effective teaming and communication practices: <ul style="list-style-type: none"> <li>○ Build &amp; sustain consensus about MTSS</li> <li>○ Build purposeful relationships (internal/external)</li> <li>○ Transparent &amp; full involvement in review of data (implementation data &amp; student data)</li> <li>○ Alignment of roles &amp; responsibilities</li> <li>○ Coordinate efficient use of resources &amp; troubleshooting</li> </ul> </li> </ul>
<p>Data Evaluation</p>	<ul style="list-style-type: none"> <li>• Data Culture: Build consensus on purpose of using data; multiple uses based on types of decisions to make.</li> <li>• “Data System” defined as more than computer tech; aligned data use roles &amp; responsibilities from district to classroom</li> <li>• Multiple sources and types of reliable and valid data</li> <li>• User-friendly; Data summaries matched to guiding questions</li> </ul>