Multi-Tiered System of Support
MTSS

PARAMOUNT UNIFIED SCHOOL DISTRICT · 1953 ·

Resource Guide
Whole Child Domain

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Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) is a framework designed to streamline best practices and resources to meet the diverse needs of students. MTSS is not just about tiered interventions, it aligns the entire system of initiatives, supports, resources, and it implements continuous improvement processes throughout the system. All the systems in a school or district should fit together to ensure a high-quality education by bringing together both RtI[2] and PBIS data to match the academic, behavioral, and social-emotional supports available to assist the Whole Child.

This initial resource guide focuses on the structural components of MTSS, with an emphasis on the **Whole Child Domain** which includes *Academic Supports, Behavior Supports, and Social-Emotional Supports.* The embedded links are designed to accompany the general information provided on a section and/or topic. Users are encouraged to access the links for detailed information.

This guide is a living document that will be updated regularly to provide the most current information and resources. For more information on understanding MTSS, click the links below.

[Video overview of MTSS](#)
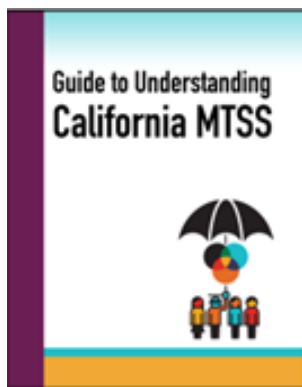
[Guide to Understanding California MTSS](#)

Educational Partners Shared Vision

The information contained in this guide reflects the collaborative efforts of the members of the Paramount Unified School District MTSS Team. The Team established a shared understanding of MTSS and is working to develop a systematic approach to establishing a sustainable district-wide MTSS system that will meet the diverse needs of every student. The PUSD Multi-Tiered System of Support will ensure equitable access to academic, behavioral, and social-emotional supports for all students.

The PUSD MTSS Team consists of a wide range of educational partners within the district community. The members include classroom teachers, instructional coaches/TOSAs, counselors, psychologists, social workers, curriculum specialists, behavior support providers, principals, assistant principals, and district directors.
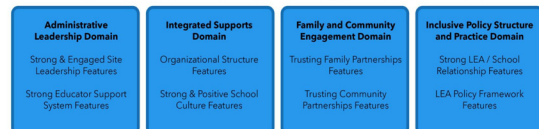
California MTSS Framework

The California MTSS Framework is comprised of five domains and 11 features. The domains and features are as follows:

Whole Child Domain

The Whole Child Domain focuses on supporting the whole child through a multi-tiered continuum of research-based practices used to meet the academic, behavioral, social-emotional and mental health needs of all students.

Administrative Leadership Domain

The Administrative Leadership Domain focuses on building *strong and engaged site leadership* that will support the work of MTSS through developing a vision, creating a leadership team, providing opportunities for all educational partners to contribute, actively participating in meetings, and using data to guide instructional decisions. Additionally, the Administrative Leadership Domain highlights the importance of a *strong educator support system* which provides access to instructional coaching, solicits input from teachers, makes learning opportunities available, uses data, and conducts strengths-based evaluations.

Integrated Supports Domain

The Integrated Supports Domain focuses on developing a *fully integrated organizational structure* that identifies who has access, adopts the use of non-categorical language and practices, promotes collaboration, and utilizes paraeducators to support an inclusive education. Additionally, the Integrated Supports Domain focuses on building a strong and positive school culture which includes creating a shared vision, fostering collaborative relationships, finding ways for all staff members to contribute, making certain that all students have access to extra-curricular activities, and demonstrating culturally responsive practices.

Family and Community Engagement Domain

The Family Community Engagement Domain focuses on building *trusting family partnerships* through engaging with students and families, soliciting on-going input and feedback, providing engagement opportunities, and facilitating home-school communication. Additionally, building *trusting community partnerships* requires engaging with the community, maintaining an open-door policy, ensuring reciprocity, and inviting community members to be educational partners.

Inclusive Policy structure & Practice Domain

The Inclusive Policy Structure & Practice Domain focuses on creating *strong district and school relationships*. A strong relationship is established by developing district-based teams, attending school-level meetings, proving district-level professional learning, identifying, and removing barriers, and regularly communicating outcomes. Additionally, the *LEA/District's Policy Framework* needs to link multiple initiatives, review data, review and revise policies as needed, select research-based practices, and expand practices into all schools.

Resources for Developing a Comprehensive Intervention & Support System

Use the link below to learn more about information about the following topics:

[Resources for Developing a Comprehensive Assessment System](#)

1. Interventions and Supports: **Academic**
2. Screening Tools and Charts: **Academic**
3. Interventions and Supports: **Behavioral**
4. Screening Tools and Charts: **Behavioral**
5. Interventions and Supports: **Social- Emotional**
6. Screening Tools and Charts: **Social-Emotional**
7. Interventions and Supports: **Mental Health**
8. Screening Tools and Charts: **Mental Health**
9. Resources to Support Decision Making for Assessment Tools
10. Implementation and Capacity Data Checklist/Rubrics
11. School Climate Survey

MTSS Connecting the Dots

[MTSS Connecting The Dots](#)

CA Multi-Tiered System of Support is a framework that supports equity-based inclusion to address students' academic, behavioral, and social-emotional learning within a fully integrated system of support. Refer to the links below to learn more about Connecting the Dots for the following topics:

1. Inclusive Academic Instruction & CA MTSS
2. English Learners & CA MTSS
3. Gifted and Talented (GATE) & CA MTSS
4. Mental Health & CA MTSS
5. Positive Behavior Interventions and Support & CA MTSS
6. Restorative Practices & CA MTSS
7. Social Emotional Learning & CA MTSS
8. Students with Disabilities & CA MTSS
9. School Counselor Role in CA MTSS
10. 4 Keys to College & Career Readiness & CA MTSS
11. Universal Design for Learning & CA MTSS

Relationship Between RTI², MTSS, and PBIS?
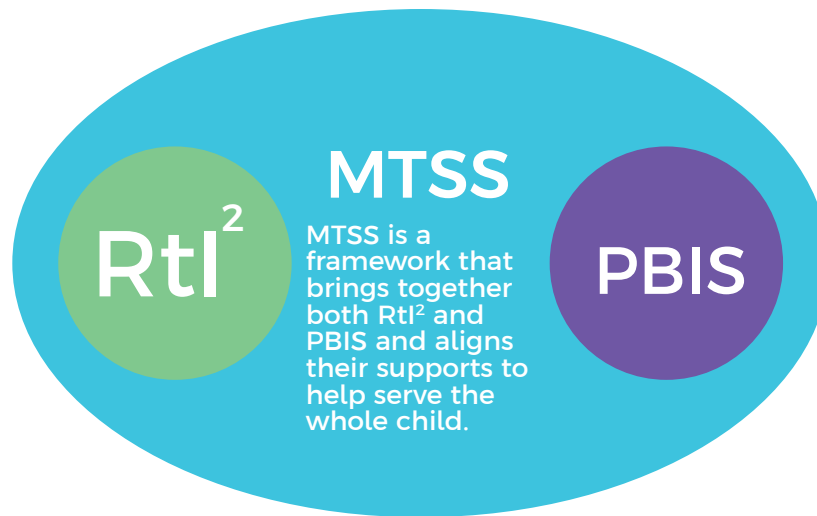
Multi-Tiered System of Supports

Key **similarities** between MTSS and RTI² both:

•   Support high-quality standards and research-based, culturally, and linguistically relevant instruction with the belief that every student can learn including students in poverty, students with disabilities, English learners, and students from all ethnicities evident in the school and district cultures.
•   Integrate a data collection and assessment system, including universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of service delivery
•   Rely on a problem-solving process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
•   Seek and implement appropriate research-based interventions for improving student learning.
•   Use school-wide and classroom research-based positive behavioral supports for achieving important social learning outcomes
•   Implement a collaborative approach to analyze student data and work together in the intervention process.

Key **differences** between RTI² and MTSS, MTSS:

- Aligns the entire system of initiatives, supports & resources
- Involves systematic support and high expectations for all students
- Integrate instructional and intervention support
- Challenges all school staff to change the way in which they have traditionally thought about supports for all students
- Include Universal Design for Learning (UDL) instructional strategies so all students have opportunities to learn

Important MTSS Reminders

PARAMOUNT MTSS

Curriculum

Collaboration

Social-Emotional Learning (SEL)

Tiered Supports
- Tier III
- Tier II
- Tier I

Positive Behavioral
Interventions and Supports
PBIS

Family and Community

Universal Design for Learning
UDL
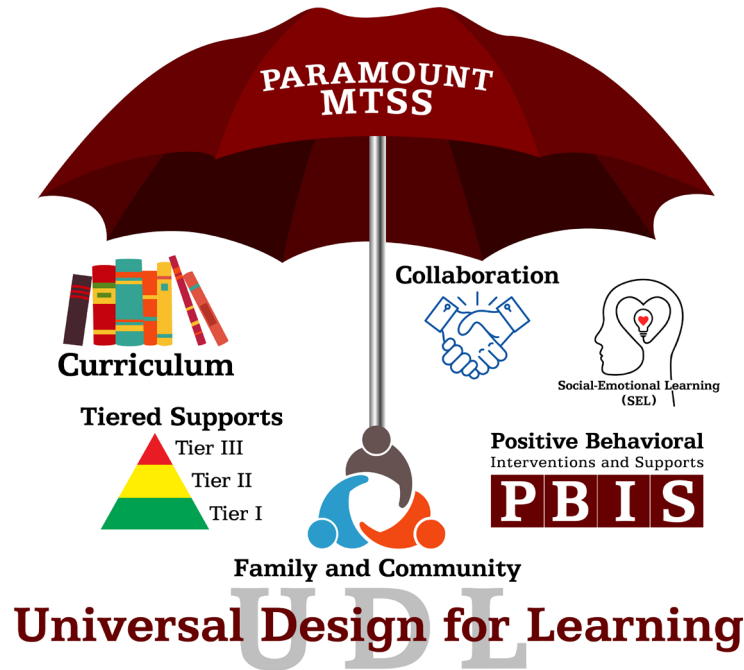
- MTSS is <u>not</u> the pathway to special education.

- MTSS is a framework, also known as the <u>underlying structure</u>. Student Study Teams (SST) fall under the MTSS umbrella to make certain that students receive appropriate supports.

- The focus of MTSS should be on creating <u>strong Tier 1</u> Universal Supports. Tier 1 needs to be implemented with fidelity to meet the needs of at least 80% of students.

- Tier 2 and Tier 3 are additive/layered and do **<u>not</u>** replace the universal supports.

- MTSS puts the responsibility of improvement on the system and <u>not</u> the student. Students are not Tiers (ex: Tier 2 student). Supports are tiered, and students are in the tiered supports.

- Movement between the three tiers is fluid and is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to the targeted supports.

Best Practices for a Multi-Tiered System of Support (MTSS)

Whitten, E., Esteves, K.J., Woodrow, A. (2019) RTI Success Proven Tools and Strategies for Schools and Classrooms

1. <u>Universal Design for Learning (UDL) and Differentiation Among the Tiers</u>
Involve changing the pace, level, or type of instruction to meet diverse needs in the classroom. High quality instruction uses student choice, multiple means of expression, and lessons that address the different ways students learn.

2. <u>Common Planning Time for Teachers</u>
Common planning time allows for teachers in the same grade or content area to plan purposeful flexible groups among the tiers. This time is also used for teachers to analyze assessment data to address the needs of students in a timely manner. Support specialist can also meet with teachers during this common time to offer support and insight related to their area of expertise.

3. <u>Universal Screening for All Students 2-3 Times a Year</u>
Screening is a quick assessment of a student's understanding, and it gauges knowledge and abilities. It supports instruction by benchmarking where students are at a specific point in the school year and supports the creation of initial intervention groups.

4. <u>Purposeful Progress Monitoring</u>
Monitoring students on a regular basis to determine if they are making progress on their goals is very important. Purposeful progress monitoring allows educators to make data-based decisions about the effectiveness of their strategy if the original intervention is not effective for a student.

5. <u>Targeted Interventions That Match Student Need and Defined Goals</u>
Interventions must align with the specific needs of individual students to help them reach their academic or behavioral goals. An intervention that does not match will not provide results in a timely manner.

6. <u>Evidence-Based Teaching at Each Tier</u>
It is important that the supports are based on evidenced-based practices.

7. <u>High-Quality Professional Development</u>
High-quality professional development should be linked directly to the implementation goals of MTSS is your district. Ongoing professional development is needed in order to continue to support educators and students.

Continuum of Support
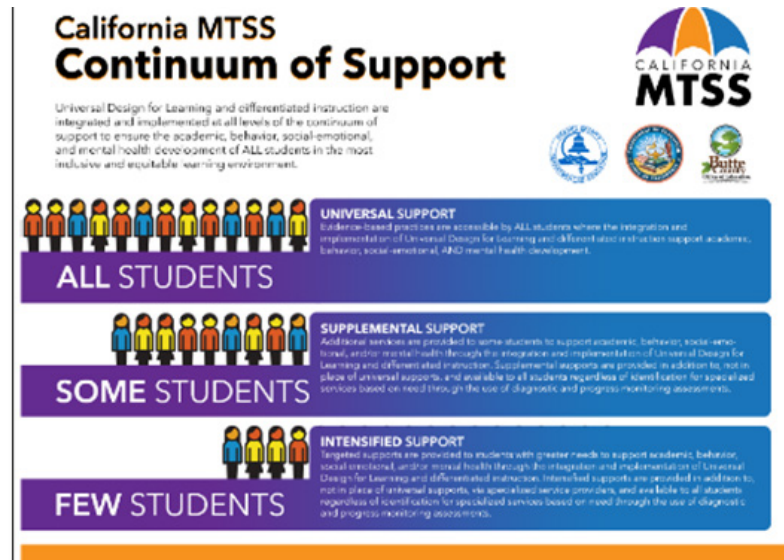
California MTSS Continuum of Support

The California Continuum of Support is designed to meet the needs of all students at various levels. The goal of the continuum is to provide **Universal** supports to all students yet understanding that some students may require **Supplemental** and/or **Intensified** support. It is key to understand that Tier 2/3 supports are additive and are not designed to replace the universal supports. The graphic on the next page has been adapted from the Orange County Department of Education to illustrate the similarities and differences on the continuum in the following key areas:

1. Personnel
2. Data
3. Evidence-Based Practices
4. Continuous Improvement Process

CA MTSS Continuum of Support

Intensified Support – Few Students			
Personnel Educational Partners	**Data**	**Evidence-Based Practices**	**Continuous Improvement Process**
Expanded Grade & Teaching Teams Specialist Parents & Students	Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data	Interventions based on needs Frequency, Duration, & Timeline Matched to need Intended to be Flexible	Individual Level Strengths-based

Supplemental Support – Some Students			
Personnel Educational Partners	**Data**	**Evidence-Based Practices**	**Continuous Improvement Process**
Expanded Grade & Teaching Teams Specialist Parents & Students	Decision Rules Daily Monitoring Frequent Progress Monitoring Intervention Fidelity Data	Interventions based on needs Frequency, Duration, & Timeline Matched to need Intended to be Flexible	Group Individual Levels Strengths-based

Universal Support – All Students			
Personnel Educational Partners	**Data**	**Evidence-Based Practices**	**Continuous Improvement Process**
Teams School Level Grade/Department Teaching Teams	Universal Screeners Outcomes Measures Fidelity Data	Curriculum Instruction	Schools and Grade Levels Strengths-based

Tier 1 – Universal Support

Proactive and Preventative

Universal (Tier 1) instruction, also known as **core instruction**, is the academic and behavioral grade level instruction that each student receives daily.

For approximately **80 - 85%** of students Universal (Tier 1) instruction will meet their academic, behavior and social emotional needs and they will demonstrate proficiency and growth when best first instruction is delivered.
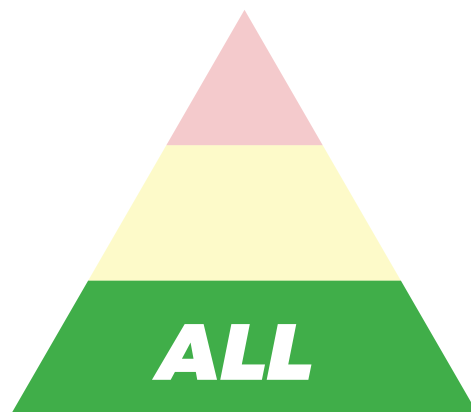
Universal (Tier 1) Instruction and Supports include:

- Applying high quality teaching and supports for academics, behavior, and social emotional wellness
- Implementing well-researched programs and best practices
- Planning flexible grouping and differentiation
- Delivering integrated instruction and intervention that is designed to meet the needs of all learners
- Providing structures and system for creating a positive school and classroom climate
- Ensuring cultural proficiency and inclusiveness

Source: Broward County MTSS

Tier 2 – Supplemental Support
Timely and Targeted
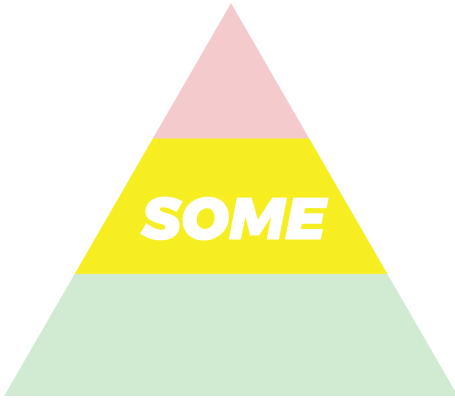
Targeted (Tier 2) instruction is strategic instruction, at grade level, for students who need additional support in learning grade level academic or behavioral material. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction.

Approximately **10 – 15%** of students may need Targeted (Tier 2) instruction. Tier 2 needs and interventions are identified during collaboration conversations referencing the four critical PLC questions.

1. *What do we want all students to know and be able to do?*
2. *How will we know if they learn it?*
3. *How will we respond when some students do not learn?*
4. *How will we extend the learning for students who are already proficient?*

Targeted (Tier 2) Interventions and Supports include:

- Aligning and integrating Targeted (Tier 2) interventions with Universal (Tier 1) academic and behavioral instruction and supports
- Working with smaller groups of students who share the same instructional need
- Implementing evidenced-based and culturally responsive teaching for the needs of the students
- Ensuring progress monitoring data are collected more frequently and monitored bi-weekly

Source: Broward County MTSS

Tier 3 – Intensive Support
Intensive Supports

Intensive (Tier 3) Instruction is intensive instruction and support provided to approximately **1 – 5%** of the students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students do not have the appropriate grade level skills yet to be successful in solely Tier 1. Interventions must be focused and occur individually or in very small groups. Tier 3 is <u>NOT</u> synonymous   with special education.
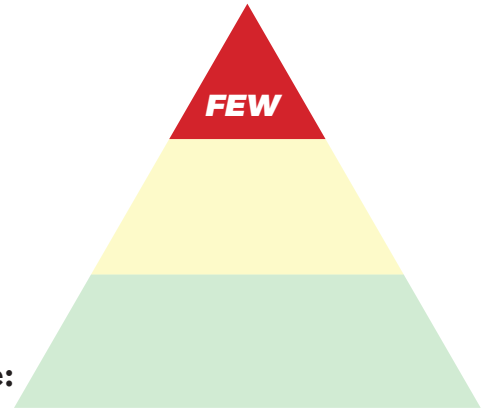
Intensive (Tier 3) Interventions and Supports include:

- Increasing time and intensity on the most critical set of skills
- Working with smaller instructional group(s) (1 – 3) students
- Integrating Intensive (Tier 3) interventions and supports with Universal Tier 1 instruction
- Using data to inform intensity and time while frequently monitoring progress at least weekly
- Providing multiple opportunities for guided practice
- Planning systematic instructional sequencing and scaffolding

Source: Broward County MTSS

PUSD Academic Supports

Tier 3

Student SMART Goal(s) created and measured in the area of need

Direct instructional support 1-3 students

Intensive, individualized, explicit instruction in the classroom or with intervention teacher/coach during the instructional day

After-school intervention

Collaboration with parent

Tier 2

Use of supplemental materials from evidenced- based curriculum

Use of different instructional strategies based on student need

Student SMART Goal(s) created and measured in the area of specific need

Targeted small group instruction focused on specific measurable needs

Small group after-school intervention

Co-teaching support in the classroom

Collaboration with parent

Tier 1

TK-12 District Curriculum

First Best Instruction

Universal Design for Learning (UDL)

Purposeful Learning

Grade-level Standards

Essential Standards – Rigor

Learning Targets/Objectives understood by students

Success Criteria

Meaningful Academic Tasks

Student Engagement

Collaborative Conversations

Student-Student Collaboration

Differentiation

Small Group Instruction

ELD- English Language Development

Culturally Responsive Teaching

Embedded opportunities for listening, speaking, reading, and writing

Scaffolding

Instructional Strategies

Active Participation

Pre-teach/re-teach

AVID

Close Reads

Write From Beginning and Beyond (WFBB)

Thinking Maps

Math Inquiry – CGI

Accountable Student Talk

Gradual Release

Explicit Vocabulary Instruction

Supplemental Supports

i-Ready, Lexia, ST Math

Support from instructional coaches and/or intervention teacher

Formative Assessments

Multiple opportunities to demonstrate learning

Modified classwork/homework

Home-school connection

PUSD Behavior Supports

Tier 3

PBIS Tier 3
Daily parent contact, if needed
Admin behavior contract
Behavior Plan
Functional Behavior Analysis (FBA) - BIP development
BIS support
Crisis Management protocols (crisis counseling, short term purposeful ind. counseling)
Counselor support (DIS)
Outside referrals (SARB, ERMHS, chronic mental/behavioral health related issues)
One-to-one parent support (wraparound services/higher level)

Tier 2

PBIS Tier 2
Structured breaks
Refer to guidance master plan (school-based mental health services (housing, provisions, lions club, Pathways, Parent Exchange club)
Responsive interventions (student safety plan, peer to peer support, trauma informed approaches)
Behavior contracts
Restorative Conferences
Small group/individual behavior support group
Attendance Support and Meetings
Check-in/Check-out Monitoring System
Counseling Support (social skills group)
Student support - daily monitoring log for behavior (informal or data-based), social connections
Student Interventions - tool box for self-regulation and mindfulness exercises
At-risk (counselor, social worker, BIS support - depending on need)
BIS classroom support

Tier 1

PBIS Tier 1

Positive Behavior Supports (PBIS)
Schoolwide Guidelines and Expectations
CHAMPS
Safe & Civil Behavior Assemblies
Schoolwide Positive Incentives
Evidenced-based Social-Emotional Learning (SEL) Lessons
Second-Step
Restorative Justice Practices
Structured Recess
Support from Counselor, Social Worker, and Behavior Support Provider
Student engagement opportunities (clubs, art clubs, music clubs, spirit week, college, and career week, Student leadership opportunities, etc....)
Community engagement opportunities (PTA and on-going events)
Parent learning opportunities
Meaningful home-school connections

PUSD Social-Emotional Supports

Tier 3

Home visit for social-emotional support, address confirmation or wellness check 2 people)
Crisis Intervention Psychiatric Mobile Response Team (PMRT)
Family Sessions - (Social Worker / Counselor)
Refer to outside providers - Community mental health needs beyond the scope of what the district can provide

Tier 2

Targeted push-in classroom support
Individual student check-in, check-out with support staff
Individual and/or group sessions Social Worker / Counselor)
Restorative Practices (Social Worker / Counselor/ Teacher WITH training)
Conflict Resolution. (Social Worker / Counselor / teachers)

Tier 1

Established Clear Expectations for Student Behavior and Support
School Readiness – Social Skills
Social-emotional lessons/activities
Second-Step Lessons (Teacher, Counselor, Social Worker
 Parent Workshop (i.e., Support for student health related issues, nutrition, health and wellness, positive parenting skills, relationship building, setting boundaries, discipline vs. punishment, building home-school connections, community resource fairs, college and career awareness, etc.)
Positive Behavior Intervention Supports (PBIS)
Social- Emotional Learning in Schools Presentation by PUSD Dr. Shanelle Watson and Edith Morales, LCSW
General Information Resources:
SEL-3-Signature-Practices-Playbook-10.21.19.pdf (casel.org)
5 Keys to Social and Emotional Learning Success
25 Ways to Integrate Social Emotional Learning - The Pathway 2 Success
CASEL Program Guide
Social and Emotional Learning (SEL) Toolkit - Youth Work Professionals
Examples of Social and Emotional Learning in Elementary English Language Arts Instruction
25 Social Emotional Learning Activities & How They Promote Student Well-Being
13 Powerful SEL Activities | Edutopia
Try saying something else

Reflective Questions

Tier 3

Did the student respond to any of the previous interventions? Which one(s)? Why do you think the student responded?
Which Tier or next level of supports, will best meet the students needs?

Tier 2

Behavior/Social-Emotional
Have I consulted with teachers, parents, and support staff to gather additional insights?
Have I worked collaboratively with parents/guardians to meet the students' needs?
Have I tried different strategies that match the students' interest and abilities?
Did I implement interventions supported by data with fidelity?

Tier 1

Academic
Have I communicated clear lesson objectives and criteria for success?
What do I want all my students to know and be able to do?
How will I know if they learned it?
How will I respond when some students do not learn?
How will I extend the learning students who have learned it?
What specific skills is the student missing? How do I know?
Do my interventions match the student's identified need?

Behavior/Social-Emotional
Have I had a planned conversation with the student regarding behaviors of concern?
Have I consulted with my peers for additional strategies or questions?
Have I consulted with the support staff counselor, psychologist, BIS, and or social worker?
Have I surveyed the interests of the student?
Have I identified a preferred adult on-campus?
Have I worked collaboratively with parents / guardians to meet the student's needs?
Have clear expectations been introduced, established, and practiced on an ongoing basis for students?

Examples of Types of Data to Determine Tiered Supports

Types of Data

Academic Supports	Behavior Supports	Social-Emotional Supports
Universal Screening	Behavior Referrals	Behavior Referrals
Foundational Skills	Behavior Ratings	Behavior Ratings
Common Assessment	Attendance	Attendance
District Benchmark	Counseling Referrals	Counseling Referrals
Unit Test	Health Referrals	Health Referrals
i-Ready	Universal Screener	Parent Request
Lexia	Parent Engagement Tracking Log (via questionnaires, pre/post-tests)	Parent Engagement Tracking Log (via questionnaires, pre/post-tests)
Reading Inventory Test	Teacher Surveys	Student Self-Monitoring
Summative Data	Student Self-Monitoring	Teacher Observations
Specific SMART Goals	Teacher Observations	Informal Observations by Support Specialist
Student Work Samples	Informal Observations by Support Specialist	Behavior tracking (ABC Data, Frequency Data, Duration Data)
	Behavior tracking (ABC Data, Frequency Data, Duration Data)	Direct Observations
	Formative and Summative	Rating Scales
	Direct Observations	Functional Behavior Analysis (FBA)
	Rating Scales	PBIS - SWISS Data tracking software
	FBA	Flowchart of interventions which includes referral for social-emotional supports
		Teacher pre & post survey - Did behavior increase, decrease, unchanged?
		Attendance

District MTSS Procedures

Beginning of the Year Procedures - (August-September)
- ☐ MTSS coordinator compiles a list of students that are currently receiving MTSS supports, specifically identifying the most recent level of support.
- ☐ MTSS coordinator gives a cumulative list to the principal and administrator designee.
- ☐ MTSS coordinator provides class lists to designated teachers.
- ☐ MTSS coordinator meets with classroom teacher(s) to review student's most current level of support to determine which supports will be in place during the first month of school.
- ☐ MTSS coordinator schedules first meeting with MTSS team.
- ☐ MTSS coordinator inputs MTSS information in district information system.

During the School Year
- ☐ Teachers adhere to the expectations in Tier 1. If a student is not making progress, teacher consults with the appropriate support staff (i.e., coach, counselor, BIS, etc..) for additional strategies and support.
- ☐ MTSS coordinator and/or support team can schedule a designated time dedicated to providing mini-professional development opportunities to build the staff's repertoire of strategies.
- ☐ Teacher refers student for additional supports if the student makes minimal progress in the identified area(s) based on data.
- ☐ Teacher communicates concern to parent before the parent receives a meeting invitation from the MTSS team.
- ☐ MTSS team schedules regular meetings to determine the fidelity of supports provided to students in Tiers 2 and 3.
- ☐ MTSS team review students' progress and adjust accordingly to meet the students appropriate support level
- ☐ MTSS coordinator updates information in district information system.

End of School Year
- ☐ MTSS coordinator ensures student MTSS data is updated in district system
- ☐ MTSS coordinator maintains all student information in a file and/or forward information to school of attendance.

MTSS Team Roles & Responsibilities

Administrator or Designee	• Oversee MTSS implementation • Attend MTSS meetings • Examine data and instructional practices at the Universal Tier 1 level (administrator) • Monitor fidelity of instruction (administrator) • Determine professional development needs as related to MTSS based on trends, patterns, and student outcomes
MTSS Coordinator	• Serve as liaison between school and district • Schedule MTSS meetings and ensure all relevant personnel are in attendance • Facilitate problem solving using school-wide data to guide instructional decisions • Disseminate MTSS information and resources • Assist in school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures • Record strategies, supports in tiered plans
School Counselor and/or Social Worker	• Attend meetings • Assist team in understanding the familial, cultural and community components of students' responses to instruction, learning and academic success • Evaluate student progress specific to behavioral, emotional, and mental health concerns and the effect on academic progress • Serve as community liaison to ensure adequate and appropriate resources for students and families in need • Assist with crisis response for students in critical need (e.g., suicide ideation, self-harm, family crisis, homelessness)

MTSS Team Roles & Responsibilities

Coaches	• Attend meetings • Support the referring teacher throughout the process • Understand instructional intervention programs, tools, and resources at each tiered level • Assist in observing students in the instructional environments to help identify appropriate intervention strategies, to identify barriers to intervention • Assists with progress monitoring and data collection • Provide professional development on effective strategies • Ensure appropriate data are provided prior to meetings
Classroom Teacher	• Provide high-quality standards-based instruction and interventions with fidelity • Implement evidenced-based strategies, supports, and plans for small group and/or individual students • Document interventions and progress monitoring data • Communicate student progress to parent(s)/ guardians • Refer student(s) for additional supports when specific measurable progress is not achieved within identified timeline • Ensure that appropriate data are provided before meeting • Collaborate with the MTSS/SST team to determine appropriate student supports • Attend meeting
Psychologist	• Attend meetings • Assists in observing student to help identify appropriate intervention strategies and/or barriers to intervention • Contribute expertise in data interpretation and analysis, progress monitoring and effective problem solving • Assists in designing interventions matched to student need, based on data • Administer diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses

MTSS Team Roles & Responsibilities

Behavior Support Provider (BIS)	• Attend meetings • Assists in observing students in the instructional environments to help identify appropriate strategies and barriers to student success • Assists with design and implementation of processes for progress monitoring and data collection
Speech & Language Pathologist	• Attend meetings, as needed • Provide expertise in language and speech assessments • Administer diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses
Parents/Guardians	• Attend meetings • Provide information about the child's background and developmental history • Works with the child at home • Communicate concerns and participate as a valued member of the MTSS team

Roles During Problem Solving Meeting

It important to maintain clear roles and responsibilities for MTSS meetings. When developing your team, consider assigning roles to each person for consistency in the process. It is important that the duties are the shared responsibility of all members in order to build a strong MTSS process. The chart below describes the basic roles and responsibilities. The list can be modified according to the needs of the school.

MTSS Coordinator	Schedules meetings, reserves meeting location, arranges coverage for classroom teachers and notifies all team members of scheduled meetings. Ensures parents/guardians were informed and invited
Facilitator	Facilitates and leads team in the process of data-based problem solving at all levels. Maintains order and fidelity, while ensuring consensus amongst team members
Data Manager	Reviews strategies supports and intervention plans, progress monitoring data and fidelity prior to meeting. Assist in interpreting and analyzing data
Recorder	Maintains documentation in District system during the facilitation of meetings. Documents and communicates meeting content, outcomes, and tasks to team members at all levels
Timekeeper	Monitors the time allocated to each stage of the meetings and ensures adherence to agree upon agenda

Glossary of Terms

MTSS	Multi-Tiered System of Supports	Multi-Tiered System of Supports (MTSS) is a term used to describe an evidenced-based framework or model of schooling that uses data-based problem-solving to integrate academic, behavior, and social-emotional…
RtI²	Response to Intervention	The practice of providing high-quality instruction, intervention, and suppers matched to student needs using learning rate over time and level of performance to make important instructional decisions.
PBIS	Positive Behavior Interventions and Supports	An implementation framework for maximizing the selection and use evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of all students.
UDL	Universal Design for Learning	A set of principles for curriculum development that gives all students an equal opportunity to learn. UDL provides a blueprint for creating instructional goals, methods, material, and assessments that work for everyone.
SEL	Social Emotional Learning	A process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
CRT	Culturally Responsive Teaching	A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
PM	Progress Monitoring	Progress monitoring is used to assess a student's performance, to quantify his/her rate of improvement or responsiveness to intervention, to adjust the students' instructional program to make more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.
FBA	Functional Behavior Assessment	An assessment conducted to determine the function of a student's behavior when a student exhibits serious and/or chronic challenging behavior.
PBIP	Positive Behavioral Intervention Plan	An individualizes, proactive plan designed to help reduce or prevent challenging behaviors by reinforcing strategies and positive behavior instruction.

Links & Resources

California Department of Education

Los Angeles County Department of Education

Orange County Department of Education

Broward County (MTSS)

Resources for Developing a Comprehensive Intervention & Support System

High-Impact Strategies to Provide Access to All Students

What is Universal Design for Learning (UDL)? (Video)

What is Universal Design for Learning (UDL)? (Article)

5 Examples of Universal Design for Learning in the Classroom

UDL at a Glance

What is UDL?

Center on PBIS – Positive Behavior Interventions and Supports

Support and Responding to Students' Social, Emotional, and Behavioral Needs:

Evidence-Based Practices for Educators

What is Progress Monitoring? - Illuminate Education

Common Core State Standards & Diverse Urban School Students: Using a Multi-tiered System of Support

Core Component 1: Classroom Instruction

National Response to Intervention

California's Social and Emotional Learning Guiding Principles (PDF)

Culturally and Linguistically Responsive Instruction

Culturally Relevant Pedagogy

Asset-Based Pedagogies

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Whitten, E., Esteves, K.J., Woodrow, A. (2019) RTI Success Proven Tools and Strategies for Schools and Classrooms