



Multi-Tiered System of Support (MTSS) Manual

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everything to help
your student
succeed...



Program Summary

This section serves to provide information about the function and purpose of the Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) program.

Georgia Department of Education

According to the GADOE, Georgia's Tiered System of Supports for Students (Georgia's MTSS) is a framework that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. In Georgia, a three-tiered prevention system, based in the general education classroom guides teachers and leaders to routinely implement a strong and rigorous standards-based learning environment.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process also known as Response to Intervention or RTI. RTI is embedded within Georgia's Tiered System of Supports for Students. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

Goals of an RTI System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- **To "add to" general education instruction, not "replace" with something different.**
- To provide interventions ("help") as a natural, ongoing part of education that doesn't wait until the student is struggling.

[Every Student Succeeds Act \(ESSA\)](#) requires the use of evidence-based interventions and suggests that schools and districts implement a tiered system of supports. ESSA also allows state flexibility in using grant funds to implement a MTSS framework for literacy in kindergarten through grade 12 [\[Sec 2224\(e\)\(4\)\]](#).

[House Bill 740](#) requires local school systems to use multi-tiered system of supports and reviews prior to expelling or assigning a student in preschool through third grade to out-of-school suspension for more than five consecutive or cumulative days during a school year.



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Overview

Pyramid of Supports

Source: Georgia Department of Education

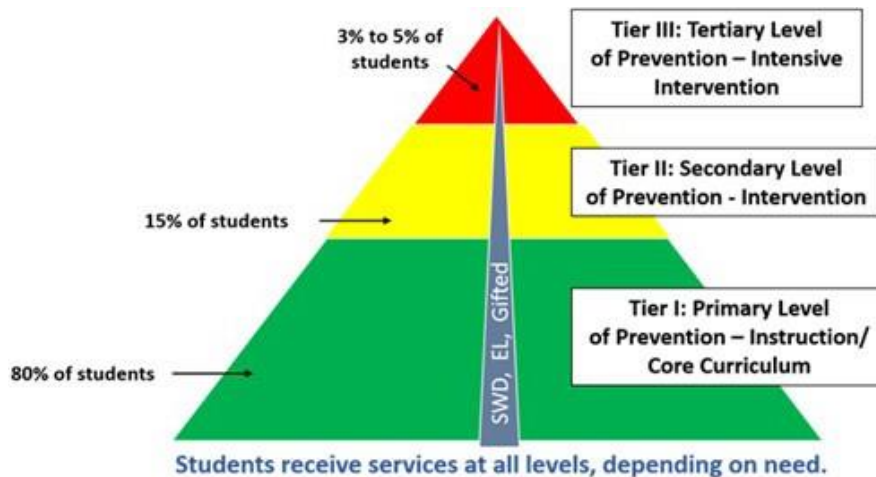
Multi-Level Prevention System

Response to Intervention (RTI) is embedded throughout Georgia's Tiered System of Supports for Students (Georgia's MTSS) framework. RTI is embedded within the Multi-Level Prevention System to provide support matched to student need to maximize student achievement and improve behavioral outcomes.

Georgia's MTSS includes schoolwide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole child needs.

Until now, Georgia was the only state to have a four-tiered pyramid. Now, Georgia operates within a three-tiered, multi-level prevention system. Students will receive services at all levels, depending on their needs. When all components are implemented, research shows results include strengthened Tier I instruction with 80% of students responding to core curriculum.

Georgia's Tiered System of Supports for Students represents a cross-divisional effort among Teaching and Learning, School and District Effectiveness, Federal Programs, Positive Behavioral Interventions and Supports and Special Education.



A multi-level prevention system is an essential component of Georgia's MTSS. The component includes three levels of intensity or prevention that is designed to improve high-quality core instruction, evidence-based interventions, and supports when used effectively within the framework.

The triangle graphic depicts the progression of support across the multi-level prevention system. The triangle represents three levels of prevention and the percentage of students that are expected to benefit from the levels of prevention in an effective system.

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The levels are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention and Tier III: Tertiary Level - Intensive Intervention.

Tier I: Primary Level – Instruction/Core Curriculum

Focus	All Students
Instruction	District curriculum and instruction practices that are research based; aligned with state or district standards; and incorporate differentiated instruction
Setting	General education classroom
Assessments	Screening, continuous progress monitoring, and outcome measures or summative assessments

Tier II: Secondary Level – Intervention

Focus	Students identified as in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes
Instruction	Targeted, supplemental instruction delivered to small groups (evidence-based interventions)
Setting	General education classroom or other education settings within the school
Assessments	Progress monitoring, diagnostic

Tier III: Tertiary Level - Intensive Intervention

Focus	Students who have not responded to primary or secondary level prevention
Instruction	Intensive, supplemental instruction delivered to small groups or individually
Setting	General education classroom or other appropriate setting within the school
Assessments	Progress monitoring, diagnostic



Positions/Roles and Responsibilities

MTSS Academic Intervention Coordinator

The MTSS Academic Intervention Coordinator is a highly qualified, state certified educator responsible for implementing MTSS processes and procedures. Coordinators provide support and guidance to school-based staff, and help manage the learning process by focusing on students' individual needs. Coordinators monitor student progress through various platforms and work closely with Intervention Specialists, teachers, students, and parents/Learning Coaches to advance each student's learning toward established goals.

MTSS Behavior Intervention Specialist

The MTSS Behavior Intervention Specialist is a highly qualified, state certified educator responsible for delivering specific behavioral interventions. Specialists provide support and guidance, manage the learning process, and focus on students' individual behavioral needs. Specialists monitor student progress through various platforms, and work closely with teachers, students, and parents/Learning Coaches to advance each student's behavior toward established goals



Chapter 1: Glossary of Commonly Used Terms

Terms from Georgia Department of Education Website

Acceleration – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At Risk – students who have poor learning and/or behavioral outcomes. Also, students in jeopardy of being retained or students who may not be on track to graduate on time.

Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Best Practices – evidence-based teaching strategies that generate positive student response.

Collaboration – a team process of working together cooperatively to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components – a comprehensive set of services, resources, and cohesive strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and Linguistically Responsive Teaching – integrating instructional resources and tools that include the student’s native language and/or rhetoric and experiences to eliminate learning barriers.

Data-Based Decision Making- an essential component of Georgia’s Tiered System of Supports for Students: a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students’ varying interests, readiness levels, and learning needs.

Early Intervention Program (EIP)- The Early Intervention Program (EIP) is designed to provide interventions for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both in order to help them meet grade-level expectations within the shortest possible time.

Effective Teaming – a critical element of Georgia’s Tiered System of Supports for Students; a team of people who work collaboratively to accomplish goals by reviewing data and determining next steps.

Evidence-Based Practices - an essential component of Georgia’s Tiered System of Supports for Students; an educational practice or strategy that has factual evidence for result.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.

Family and Community Engagement – a critical element of Georgia’s Tiered System of problem-solving process and in decisions regarding adjustments to interventions to improve academic and behavioral outcomes.

Fidelity (Fidelity of Implementation) - the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers’ specifications.

Framework – intended plan or model for articulating teaching/learning activities, assessment/tests, processes, and desired results that can maximize student achievement. This may include long-term understandings/knowledge, essential questions, tasks/activities, culminating tasks, rubrics, and resources.

High Leverage Practices (HLP) – teaching strategies that are used by teachers to support student learning.

Infrastructure – an essential component of Georgia’s Tiered System of Supports for Students; knowledge, resources, and organizational structures of a school that support the effective use of an MTSS framework.

Professional Learning - a critical element of Georgia's Tiered System of Supports for Students; district and school leadership provide a supportive environment for teachers' learning which helps to ensure highly qualified staff, quality instruction, and implementation of evidence-based practices.

Progress Monitoring – an essential component of Georgia's Tiered System of Supports for Students; scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class.

Remedial Education Program (REP)- The Remedial Education Program is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math.

Screening - an essential component of Georgia's Tiered System of Supports for Students; conducted to identify students who may need additional instruction or help so that early intervention can occur. Screening assessments or tests typically are brief and usually are administered with all students at a grade level.



Chapter 2: Tiers of Support

2.1: Tier 1-Standards Based Learning

Tier 1: Primary Level-Instruction/Core Curriculum-Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of the Response to Intervention model. Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized, and the student is not showing significant improvement, this should be the trigger that activates the school's RTI plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2.

2.2: Tier 2-Needs Based Learning

Tier 2: Secondary Level-Intervention- Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be evidence-based and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. If such interventions, implemented with fidelity and for an established duration, are not effective, then the staff must call upon the assistance of the MTSS Team and may refer the student for Tier 3 support.

Students who are not successful at Tier 1 may require additional support and progress monitoring at Tier 2. Students are identified for Tier 2 through consideration of their MAP/iReady/Class Assessments and Milestones scores (where applicable), educational history, and teacher input. Once a student is elevated to Tier 2, he or she will begin meeting with his or her MTSS/EIP teacher for additional remediation sessions each week.

The teacher should develop rigorous yet realistic, measurable goals for the student. The teacher will provide targeted instruction and will collect weekly data points to monitor student growth and progress.

2.3: Tier 3-Student Support Team

Tier 3: Tertiary Level-Intensive Intervention- If a student is not making adequate progress or showing appropriate growth at Tier 2, the MTSS team may determine that he or she needs additional support at the Tier 3 level. In order to elevate a student to Tier 3, the MTSS team (School Level Coordinator, Intervention Specialists, content teachers, and parent when possible) will hold an SST meeting to review student data. If the student's progress monitoring data from Tier 2 shows little or no growth, the team may decide to elevate the student to Tier 3. The SST team should develop realistic yet rigorous, measurable goals for the student.

Once elevated, the student will receive a higher frequency and intensity of interventions and support structured to the individual needs of the student. The intervention specialist will meet with the student in a small group each week to provide individualized remediation in the necessary areas, while also collecting data on the student's progress. Progress monitoring data is collected weekly to analyze the student's response to interventions. SST meetings are held every 4-6 weeks to review the data and determine if growth has occurred. Students may stay at the Tier 3 level and continue receiving Tier 3 supports or move to Tier 2 if data indicates substantial growth. When students have received interventions for an adequate period of time and little to no growth has been made, they may be referred for further evaluation and Special Education consideration.

In summary, the SST is mandated by federal court order and our MTSS model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of evidence-based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Multi-Level Prevention System is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

2.4: Special Education Referral

After providing interventions and collecting data for 6-8 weeks, the SST team will reconvene and review student data. If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction, a request for an educational evaluation may be initiated. At that time, the team may decide to continue supporting the student at Tier 3 or may decide to refer the student for a psychoeducational evaluation and Special Education consideration.



Chapter 3: Solving Learner Concerns- Processes and Procedures

3.1 Identification of MTSS Students

Tier 1 - General population of students- Universal screeners and benchmark assessments are administered periodically throughout the year to determine students in need of more targeted instruction.

Tier 2- The MTSS team uses a variety of sources to identify students for Tier 2 support. The team considers iReady Diagnostics, MAP scores, and Milestones scores, as well as retention history and teacher recommendation.

Tier 3- Students who have 4 or more data points and who do not make adequate progress at Tier 2 are considered for Tier 3 support. The Student Support team considers academic history, GA Milestones, MAP scores, Interim Assessments, current grades, pretest scores, enrollment history, and Tier 2 data when elevating a student to Tier 3. If data shows the need for elevation, the student is referred to Tier 3.

3.1 Identification of EIP Students

First, all students take universal screeners and are identified based on weaknesses in Reading and Math. Next, EIP rubric checklists are used by EIP teachers to verify data and identify students for EIP. Lastly, EIP teachers serves all students identified for Reading and Math interventions. They use interventions and progress monitor weekly to bring students back to grade level expectations. The link below is from the state and it provides the rubrics for Reading and Math in K-5. <https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Early-Intervention-Program.aspx>

3.1 Identification of REP (Remedial Education Program) Students

Students are identified based on criteria from the state eligibility found in the REP Guidance. The link below provides that information.

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Remedial-Education-Program.aspx>

3.2: Progress Monitoring

Tier 1- Students are monitored three times per year through MAP and Interim Assessments.

Tier 2- Students meet with general education Math and/or ELA teachers two times per week for small group targeted classes. Tier 2 progress monitoring probes monitor student progress on grade level. After six weeks of progress monitoring, the teacher may complete an SST Referral if the student is not making adequate progress at Tier 2.

Tier 3- Students continue to work with general education Math and/or ELA teachers for small group targeted classes PLUS 2-3 time per week with Tier 3 Intervention/EIP Teacher for more intensive interventions and student specific progress monitoring.

3.3: Universal Screeners

The purpose of the Universal Screeners is to screen and identify students needing additional academic and/or behavior support, prior to failing. Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support.

Universal Screeners at DuBois

Georgia Milestones- The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school.

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

MAP/NWEA- MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

iReady Diagnostic- The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning.

3.4: Data Analysis

The data team will meet frequently to confirm the fidelity of interventions through review and analysis of data. Additional interventions may be required if little or no progress is documented. The data team will follow established data analysis protocols to determine if additional interventions should be implemented and assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

At Tier 3, data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals.

3.5: Meetings

For students receiving Tier 2 supports, EIP teachers and School Level Coordinators meet monthly to review student progress. Students not making adequate progress are referred to the Student Support Team. The Student Support Team will schedule a meeting to review data and implement Tier 3 interventions and supports. Initial meetings are held, and subsequent SST meetings are held approximately every 4-6 weeks to review progress and determine effectiveness and response to the intervention.



Chapter 4: Direct Parent Referrals

The Office of Special Education has the responsibility of identifying, evaluating and providing specialized instruction to eligible students in the least restrictive environment. Child Find activities are conducted on behalf of all children with disabilities. We are required to ensure that each identified child has access to a Free Appropriate Public Education (FAPE). Please see the Georgia Department of Education website for Georgia State Board Rules regarding [Child Find Procedures](#) and [FAPE](#).

If a student is experiencing academic, behavioral, or social difficulty, he or she is referred to the Multi-Tiered Support Team (MTSS). This team may include teachers, counselors, parents, administrators, special educators, speech pathologists, and psychologists. School staff members or parents may make a referral to the MTSS. The MTSS committee discusses the student's difficulties and brainstorms in order to come up with possible strategies or interventions that may help the child perform in the regular classroom. The MTSS monitors the child's progress and reviews the case periodically to change strategies if necessary. Written parental consent is obtained prior to any assessment to determine if a child is eligible for special education. The strategies and progress monitoring process will continue during the special education evaluation process, per Georgia State Board Rules. Parents are always welcome and encouraged to attend MTSS meetings regarding their child. Parents maintain their due process right to request an evaluation. However, referral and eligibility for special education should not be considered without documentation of prior instructional interventions. A Multi-Tiered Support Team bypass procedure does exist (see Georgia Rule 160-4-2-.32) for rare cases when indicated by the severity of the disability or extreme circumstances.

If a parent requests their student to be evaluated due to a suspected disability, they must put it in writing and submit to the Special Education Director. At that point, the Director has 60 days to get testing in place with the School Psychologist. During that time, the Special Ed. Director will confirm or refer that student to the MTSS Coordinator to ensure that proper interventions and data is being collected.

Tier 3/MTSS team must consider that there may be one or more factors internal to the student (e.g., needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success. If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to ongoing progress. The Tier 3/MTSS team closes the case and terminates it from their active caseload. If after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point a referral for a Special Education comprehensive evaluation is appropriate. It is important to note that this is not to say that the MTSS team has, by referring, diagnosed a disability. However, it is also not their prerogative to decline to refer students because they doubt that the student would qualify for a disability category.



Chapter 5: Academic Interventions

5.1: Elementary School (K-5)

Tier 2 Interventions

Content specific, researched-based intervention strategies and progress monitoring tools, approved by the school district, are used with the student. The student meets for RTI/MTSS in a small group with the content teacher twice weekly for targeted instruction and progress monitoring. Progress is reviewed by the teaching team and MTSS team. Other school-based assessment data is reviewed along with this data to determine if the student should be referred to the Student Support Team for a meeting with the parent and recommendations for further interventions and progress monitoring.

Tier 3 Interventions

Content specific, researched-based intervention strategies and progress monitoring tools, approved by the school district, are used with the student. After the Student Support Team meeting, the student continues to meet for RTI/MTSS in a small group with the content teacher twice weekly for targeted instruction and progress monitoring plus an additional small group session with the intervention specialist, which is held via webcam for additional student observation. Data is collected and recorded for up to 12 weeks. Data is reviewed periodically during this 12-week period by the Multi-Tiered Support Team. Other school-based assessment data is reviewed along with this data to determine if the student should be referred for more intensive support, which may include a change in interventions and progress monitoring as well as a decision to recommend an evaluation to determine eligibility for special education services. At the elementary school level, an evaluation for phonological processing or speech/language therapy may also be included if the progress monitoring data and webcam observations raise other learning or behavior concerns

5.2: Middle School (6-8)

Tier 2 Interventions

When students do not adequately respond to Tier 1 instruction, targeted services and interventions are added as the next layer of support. These interventions are done in Read 180 and Math 180. The goal is to reach students who are at-risk by providing interventions to help fill in the gaps before more specialized instruction is needed. This is done in addition to Tier 1 instruction.

Progress Monitoring is conducted weekly to determine what impact the intervention is having on the targeted concern. Data Points are collected weekly.

Tier 3 Interventions

When students do not adequately respond to Tier 2 targeted interventions, an MTSS meeting is held to determine the next layer of support, Tier 3 is applied, while Tier 2 supports are continued. Tier 3 includes intensive research-based interventions provided individually or in small groups. Tier 3 is distinguished from Tier 2 by frequency of sessions, smaller group size and the expertise of an intervention specialist. Current Tier intervention tools include iReady.

Students are monitored and Tier 3 meetings are held every 4-6 weeks to determine next steps. Students who demonstrate growth may stay at Tier 3 or move down to Tier 2. Students who are not showing growth may require more intensive interventions or if interventions at this level prove to be inadequate, students may be considered for specialized services.

5.3 : Commonly Used Interventions/Strategies

Letter Sound Strategies

Sorting picture cards based on the initial sound

Finger stretching words

Elkonin Boxes

Phonological and Phonemic Awareness

Onset-Rime Blending and Body-Coda Blending

More Ideas for Onset-Rime and Blending Strategies (Video: 9:50)

Word Families

Informal Decoding Inventory assists teachers in pinpointing students exact area of need in phonics/reading skill development
Alphabet Knowledge Strategies

Repeating/singing the Alphabet Song

Using a letter chart to track (point to) the letters as your student says them.

Flash card repetition of letters

Uppercase and lowercase letter matching

Reading Fluency Strategies

Chunking words

Echo Reading

Sight word memorization (flash cards, etc.)

Reading Comprehension Strategies

Strategies that Promote Comprehension

Directed Reading and Thinking Activity (DRTA); Ask Read Tell (Graphic Organizer) is one example

KWL-Know Want Learn (Graphic Organizer) for Expository Text

I-Chart for content area texts

Questioning the Author

Transactional Strategy Instruction

There are several other strategies listed as well, for both narrative and expository texts:

Helping Struggling Readers: Target the Problem

Paragraph Shrinking

Get the Gist: Summarizing Strategy for Any Content

Identifying Main Idea and Summation- Students determine what is important and then put it in their own words. It is important to understand the author's purpose when implementing this process.

Making Inferences-Students use prior knowledge and recognize clues in the text itself to determine meaning not explicitly stated in the passage.

Repeated Readings-Students read repeatedly short passages until they achieve a satisfactory level of fluency.

Visualizing- Readers take advantage of illustrations, headings, and titles embedded in the text or create their own mental images or drawings when reading text without illustrations.

Story Maps- When reading narrative text, students can diagram the story grammar to raise awareness of the elements the author uses to construct the story.

Retelling- Students are asked to retell a story in their own words which forces them to analyze the content to determine what is important.

Predictions- Students make a prediction about a story based on the title and any other clues that are available, such as illustrations. Teachers should ask students to find text that supports or contradicts their predictions.

[Charts and Graphic Organizers](#)- Graphic organizers provide visual representations of the concepts in expository text. Representing ideas and relationships graphically can help students understand and remember them. These include the following: tree diagrams, timelines, flowcharts, and K-W-L charts.

[Base Words and Affixes](#)

Reading Fluency Strategies

Teacher Modeling-Teacher modeling teaches word recognition in a meaningful context, demonstrates correct phrasing, and gives students practice tracking across the page.

Repeated Reading- Students reread passages which in turn, helps increase understanding and increases speed. When students read the same words so many times that they begin to know them and are able to identify them in other text.

[Reading Together](#) (Explicit/Implicit Modeling, Choral Reading, Echo Reading, Paired Reading)

[Choral Reading](#)

[Repeated Reading](#)

[Sight Word Strategies](#)

Written Expression Strategies

[Teaching Elementary School Students to Be Effective Writers \(includes link to Practice Guide from What Works Clearinghouse\)](#)

[Writing Module - click on links to read about Pre-Test, In Depth, In Practice, Assignments and Post-Test Effective Writing Strategies](#)

[Reading 101: A Guide to Teaching Reading and Writing for K-3 \(can also be for remediation up to Grade 5\) - 9 Modules for Teachers](#)

Modeling- Model the specific skill students should learn during writing instruction. Interactive writing can also be used to guide the student towards independence.

Pre-Writing Activities- Before beginning a writing assignment, students take part in planning or visualizing the topic to be written about. This could include drawing pictures, writing out a plan, reading articles or a discussion about the topic.

Sentence Starters- Teacher gives students a way to start their writing as students often struggle with the first step.

Multi-Step Writing Process-Training using the 4 steps of the writing process (planning, drafting, revision, and editing)

Graphic Organizers- Students use various graphic organizers to assist with planning, organization, and development of content.

Sentence Level Composition- Teaching students to use a variety of sentence structures that are connected in coherent ways.

Feedback- Teachers should give specific feedback on writing assignments using a balance of positive reinforcement and constructive feedback on skills students can use to continue to improve.

Revision- Feedback used above will have a greater impact if students have the opportunity to revise their writing based on feedback from teachers.

Math Strategies

Strategic Number Counting

Incremental Rehearsal of Math Facts

Cover Copy Compare

Cover-Copy-Compare is an approach to building fluency with basic facts and computation. A student looks at a solved mathematics problem, covers it, copies and solves it, and then compares to see if the newly written problem matches the original problem. Cover, Copy, and Compare only takes a few minutes to complete, and students can use the practice every day.

Intermixing Easy and Hard Problems

Using manipulatives to show the problem

Drawing a picture

Counting on-Counting on is where you start with the larger number of the two numbers and count on the smaller number. This is much more efficient than beginning with the smaller number and counting on. For

example: $4 + 7 =$ Start with the larger number (7) and then get your students to count on 4: 8, 9, 10, 11. You could get your students to use counters, their fingers or a number line/track. Get students to first circle the larger number and then count on. You could also complete counting on using a 100 chart.

Number line

Tens frame

Touchpoints (Touch Math)

Hundreds Chart

Jump Strategy-Using a number line to jump in tens and ones to arrive at the answer. Split Strategy-Split a number into parts and subtract each part separately. This is useful for larger numbers.

Repeated Addition-Adding the same number again and again to get the answer to a multiplication problem. It is an entry-level strategy for multiplication and will naturally occur when students are first presented with multiplication problems.

Repeated Subtraction- The process of subtracting the same number from another number two or more times until 0 is reached. This strategy specifically supports division. To use this strategy, you take the dividend and repeatedly take the divisor away from it.

[Cognitive and Metacognitive Strategies \(Say Ask Check strategy\)](#)

[School-Wide Strategies for Managing Math Instruction](#)

[Best Practices in Math Instruction \(K-6\)](#)

[Word Mnemonics \(Word Problems & Multi-Step Problems\)](#)

[Math PPTs, Intervention Strategy Docs and Other Resources](#)



Chapter 6: Behavior Interventions and Progress

Monitoring

Tier 2: Secondary Level-Intervention

Tier 2 is characterized by the addition of concentrated small-group or individual interventions provided by a Behavior Intervention Specialist that target specific behavioral needs. All Tier 2 Interventions must be evidence-based and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Behavior Intervention Specialists use evidence-based interventions, goal setting, and ongoing progress monitoring to measure student response to interventions and to guide the decision-making process. Progress monitoring is more frequent and is vital to judge the effectiveness of interventions based on the student's response to them. If such interventions, implemented with fidelity and for an established duration, are not effective, then the staff must call upon the assistance of the Multi-Tiered Support Team (MTSS) and may refer the student for Tier 3 support.

Students who are not successful at Tier 1 may require additional support and progress monitoring at Tier 2. Students are identified for Tier 2 through consideration of the following, but not limited to: attendance, engagement/participation, assignment completion, impact of diagnoses, and other behaviors that negatively impact them in the classroom setting. Once a student is elevated to Tier 2, he or she will begin participating in the Check-in/Check-out program. The Behavior Intervention Specialist should develop goals that are realistic and measurable for the student. The Behavior Intervention Specialist will provide a weekly Check-in session and a Checkout session and will collect weekly data to monitor student growth and progress.

Tier 3: Tertiary Level-Intensive Intervention

If a student is not making adequate progress or showing appropriate growth at Tier 2, the MTSS team may determine that he or she needs additional support at the Tier 3 level. In order to elevate a student to Tier 3, the MTSS team (School Level Coordinator, Intervention Specialists, content teachers, and parent when possible) will hold an MTSS meeting to review student data. If the student's progress monitoring data from Tier 2 shows little or no growth, the team may decide to elevate the student to Tier 3. The MTSS team should develop realistic yet rigorous, measurable goals for the student.

Once elevated, the student will receive a higher frequency and intensity of interventions and support structured to the individual needs of the student. The Behavior Intervention Specialist will meet with the student in a small group or individually each week to continue providing weekly Check-in/Check-out sessions. Tier 3 support will add an extra layer of support including classroom observations and an engagement contract, while continuing to collect data on the student's progress. Progress monitoring data is collected weekly to analyze the student's response to interventions. MTSS meetings are held every 4-6 weeks to review the data and determine if growth has occurred. Students may stay at the Tier 3 level and continue receiving Tier 3 supports or move to Tier 2 if data indicates substantial growth. When students have received interventions for an adequate period of time and little to no growth has been made, they may be referred for further evaluation and Special Education consideration.

In summary, the MTSS is mandated by federal court order and our MTSS model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any MTSS relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of evidence-based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Multi-Level Prevention System is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.



Frequently Asked Questions About MTSS

From GaDOE Website

For Parents

What is Georgia's Tiered System of Supports for Students?

A tiered system of supports is being implemented statewide and has five essential components, including: Screening, Progress Monitoring, Multi-Level Prevention System, and Data-Based Decision Making. Georgia added Infrastructure as a fifth component to help districts and schools develop a systemic and preventive educational framework. The critical elements of Infrastructure are Leadership, Effective Teaming, Professional Learning, and Family & Community Engagement.

Why does Georgia's Tiered System of Supports for Students matter?

When all the essential components are implemented as intended, results include sustained academic improvement, more efficient use of resources and staff, decreased inappropriate special education services, and a reduction in student grade retention. Schools and districts have also seen a drop in expulsions, behavioral referrals, and suspension rates.

What is required to improve outcomes for students?

In order to be successful, everyone must be involved in the process (parents, teachers, administrators, community members etc.).

The framework improves response times and helps educators rapidly respond to student needs. • The framework aligns teams and school systems, helping to streamline information and resources necessary to improve student learning.

Educators and families must work together to prevent poor outcomes for all students and ensure students have the tools to be successful.

ALL students are screened to identify those who may be at risk for poor academic or behavioral outcomes. Progress monitoring provides information that allows teachers to better target student needs and appropriately match instruction, resources, and supports.

Teams are focused on prevention to make decisions that ensure all students are continuing to improve.

How can parents and students get involved?

Frequently communicate with your child's teacher(s).

Attend school functions such as parent-teacher conferences.

Monitor and assist with your child's homework assignments.

Find out what skills and knowledge your child is expected to learn.

Ask school team members the following questions:

What are the targeted supports that my child's school is using if he/she is struggling in the classroom?
What are the formal guidelines my child's school is using to identify progress toward goals?
How will I be informed of the progress my child is making? o What happens if my child is not making progress?

What if my child is recommended to receive additional support?

Attend team meetings. Remember the importance of your voice in your child's education.
Help plan interventions for academic and/or behavioral needs.
Practice and reinforce any strategies or educational plans at home.
Always ask questions when things are not clear.

Where to go for more information:

Contact your child's teacher, the school principal, or visit the [Georgia's Tiered System of Supports for Students](#) website.

For Teachers

What do I do if a parent says they think their student needs an IEP?

Assure the parent GCA has a multi-tiered system of supports and a process in place for determining proper instructional and behavioral supports to ensure the least restrictive environment and to also use this process to determine if a student is eligible for special student support services. That begins with making sure students are participating in all supports currently available to provide accurate data to support the need for more intense interventions. Contact School Level MTSS Coordinator

What do I do if a parent says their child was in RTI or SST at the previous school?

Records of the supports and interventions will need to be requested by DuBois staff to determine prior supports and adjust to the virtual setting. Contact School Level MTSS Coordinator.

What do I do if a parent sends me a psychological evaluation/medical information regarding a student?

Thank them for sharing this information with you and let them know the information will be reviewed for educational planning. Contact School Level MTSS and 504 Coordinators

What do I do if a parent says their student has a condition or medical issue and because of this, the child cannot do school/participate every day?

Please find out as many details as you can and let parents know they will be contacted regarding the situation as medical records and other pieces of information will need to be collected. Contact School Level MTSS and 504 Coordinator

What do I do if a parent says his student has an IEP or had an IEP at their previous school or a few years ago?

Please ask parents to send copies of the current or previous IEP information. Please contact the Special Education department with the student information so records can be requested. Contact Special Education Department

What do I do if a parent requests testing to see if their child is dyslexic or has a learning disability?

GCA has a multi-tiered systems of support and a process in place for determining proper instructional and behavioral supports to ensure the least restrictive environment and to also use this process to determine if a student is eligible for special student support services. However, if a parent makes a direct request for an evaluation or Special Education services, please contact your school level MTSS coordinator immediately. Contact School Level MTSS Coordinator

What do I do if a parent says a child is in private speech or other therapies and wants it through the school?

Speech and Language Impairment is an eligibility category of Special Education and a student must go through the MTSS process in order to qualify for this service. Private therapies cannot be transferred to the school without a student meeting eligibility and moving through the MTSS process. If a parent requests speech services or an evaluation, please contact your school level MTSS coordinator. Contact School Level MTSS Coordinator

What do I do if a student is not attending classes and is below level?

In order for a student to move up the tiers of interventions, there has to be data demonstrating interventions have not been successful. If a student does not participate in interventions, it cannot be determined if the interventions have been effective. Discuss with your Lead Teacher for a plan of action and next steps to take.

Bibliography/Resources

Bibliography

Georgia Department of Department of Education:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Pages/TieredSystemofSupports.aspx>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Documents/GaMTSS/MTSSFamilGuide.pdf>

<https://www.gadoe.org/Curriculum-instruction-and-Assessment/Curriculum-andInstruction/Pages/Response-to-intervention.aspx>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

Child Find Procedures

FAPE

NWEA/MAP Growth

Resources

Selecting Evidenced-Based Tools for Implementing Intensive Intervention

<https://intensiveintervention.org/resource/selecting-evidence-based-toolsimplementing-intensive-intervention>

National Center on Intensive Intervention Tools Chart

<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/BestEvidenceEncyclopedia>

<http://www.bestevidence.org/>

Evidence-Based Tools for implementing Intensive Intervention <https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Evidence%20Based%20Practices%20Guidance%20--%20GaDOE%206-2018.pdf#search=selecting%20evidence-based%20interventions>

Positive Behavioral Interventions and Supports

<https://www.pbis.org/> <http://www.pbiscaltac.org/>

NEA Positive Behavioral Interventions https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

Elementary School Resources

Reading Rockets

www.readingrockets.org

Reading IQ

<https://www.readingiq.com/teachers>

Book Wonders Fluency: Fluency Probes for K-6 Teachers

https://www.lake.k12.fl.us/cms/lib05/fl01000799/centricity/domain/6456/book_wondersfluency.pdf

Reading and Math

ABC Mouse

<https://www.abcmouse.com/abt/homepage?8a08850bc2=T1645668731.1558528850.523>

Learnzillion

<https://learnzillion.com/p/Starfall>

<http://more.starfall.com>

Math

Numberfly: Math Problem Generator

<http://www.lefthandlogic.com/php/numberfly/numberfly.php>

Online Rekenrek/Math Rack (K-1) <https://apps.mathlearningcenter.org/number-rack/?15b2j9pu> National Council of Teachers of Mathematics/Classroom Resources <https://www.nctm.org/classroomresources/>

Online Manipulatives https://www.mathplayground.com/math_manipulatives.html

https://www.k6.thinkcentral.com/content/hsp/math/hspmath/na/common/itools_int_9780547584997/main.html

Science and Social Studies

<https://www.nasa.gov/kidsclub/index.html>

<https://online.kidsdiscover.com/> <https://www.wonderopolis.org/>

Handwriting

<https://www.lwtears.com/freeresources>

Writing

Read, Think, Write

<http://www.readwritethink.org> *My*

Storybook

<https://www.mystorybook.com/>

Spelling

Spelling City

<https://www.spellingcity.com/>

Keyboarding Practice

Typing Club

www.typingclub.com

Dance Mat Typing

<http://www.bbc.co.uk/guides/z3c6tfr> *Learn to Type*

www.typing.com *Keyboarding Games* www.learninggamesforkids.com/keyboarding/games.html

Middle School Resources

Reading/ELA

Text Look Back

<https://www.interventioncentral.org/academic-interventions/reading-comprehension/textlookback>

Vocabulary

<https://www.vocabulary.com/> *IXL*

<https://www.ixl.com/> *Reading*

Fluency - CBM

<https://app.easycbm.com/>

Written Expression

CBM

<https://www.interventioncentral.org/teacher-resources/curriculum-based-measurementprobes-writing>

Math

Khan Academy

<https://www.khanacademy.org/> *IXL*

<https://www.ixl.com/> *Xtra*

Math

<https://xtramath.org/#/home/index>



Appendices

Appendix 1: Forms

Parental Rights—This form explains the rights of the parents regarding special education.

Parent Request for Special Education Notice (PRSN) Response Letter—This letter is sent to parents who make a direct parent request for an evaluation. The letter explains the SST process and required documentation.

MTSS Referral Form- This form is used to refer a Tier 1 student to Tier 2 who has not already been identified.

Tier 3 Meeting Form—This form is used to document student data and meeting notes during an SST Tier 3 meeting.

Tier 3 SST Parent Invite Letter—This form is sent to parents to invite them to a Tier 3 SST meeting.

Hearing and Vision Permission Form—This form provides a visual example of a completed 3300

(Hearing