

MTSS Overview

What is MTSS?

The multi-tiered system of supports (MTSS) framework can be considered the umbrella for other support systems, such as data-based individualization (DBI), response to intervention (RTI), and positive behavior intervention and supports (PBIS). MTSS encompasses academic, behavioral, and mental health supports for all students.

Students in general education and those receiving special education and related services can participate in MTSS. **MTSS is not used to delay or deny a child’s right to an initial evaluation for special education and related services.**

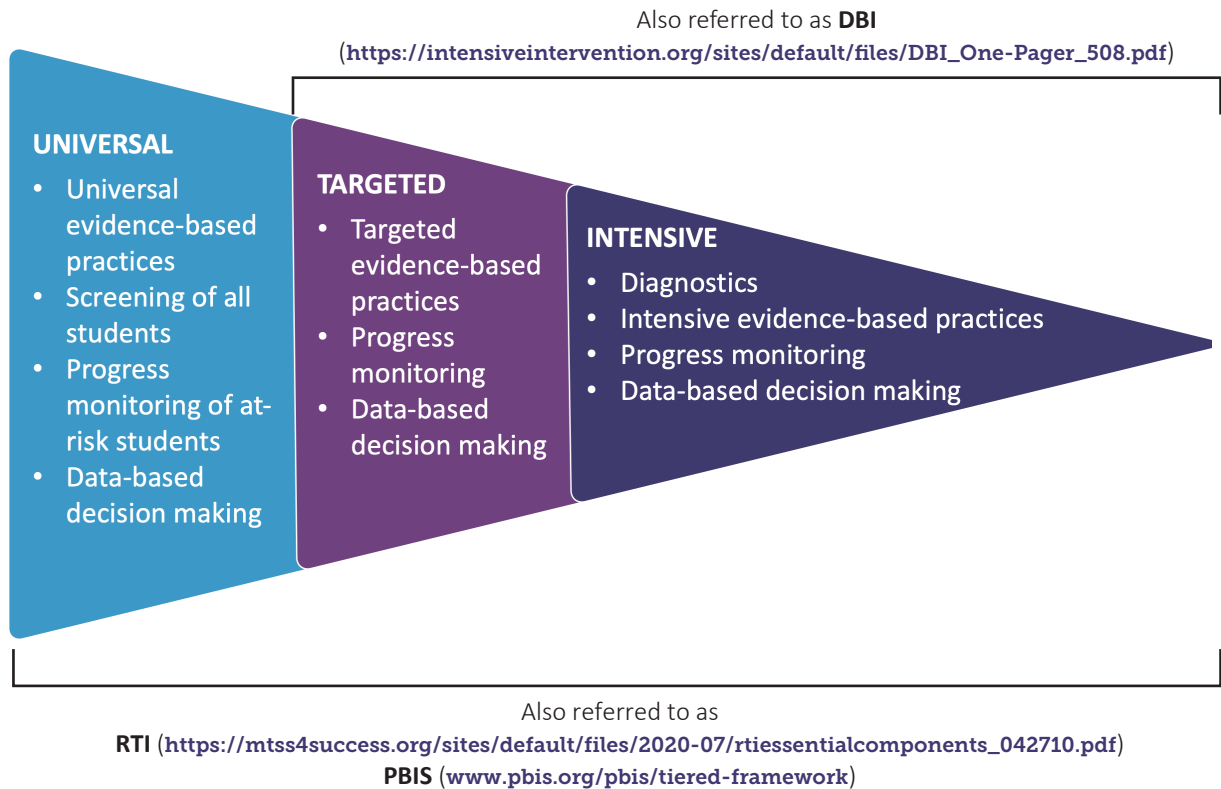
A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for all students. Through MTSS, schools identify students in need of additional support and provide these students with evidence-based intervention to reduce academic and behavioral gaps.

MTSS promotes collaboration among teachers—both general education and special education—and support specialists. MTSS also helps schools effectively communicate student progress to caregivers.

Figure 1 shows the connections among the tiers of MTSS. MTSS may also be referred to by several different names.

Senate Bill 11 and House Bill 18, passed in 2019, require schools to address the mental health and wellness of students. To meet this challenge, MTSS provides an intentional and systematic approach for meeting students’ academic and behavioral needs.

Figure 1: MTSS Components and Other Support Systems

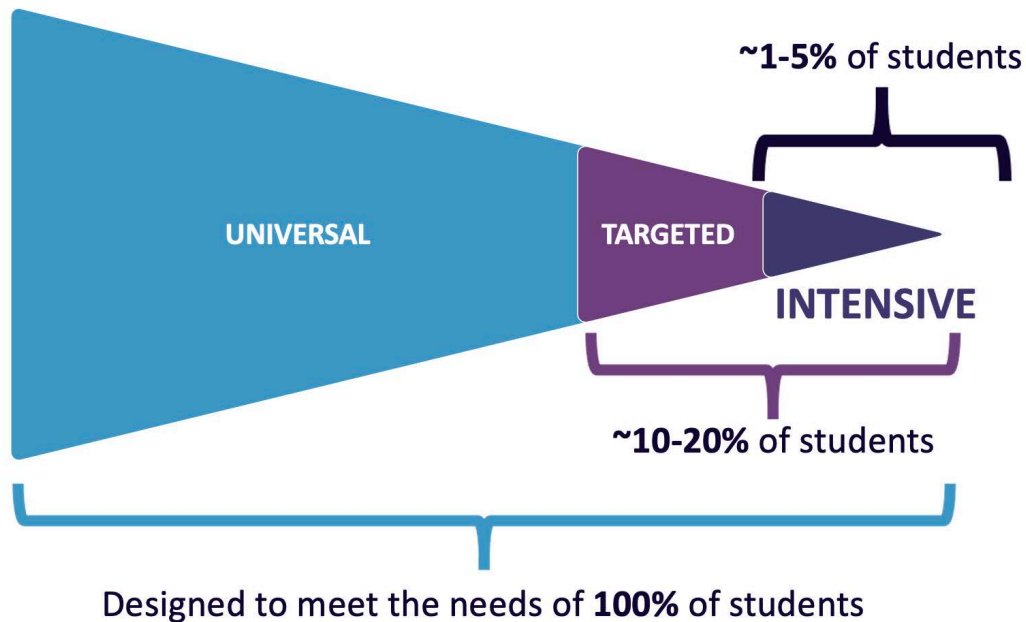


Using assessment data is key to driving differentiated instruction and decision making.

MTSS Model

The most common MTSS model includes three levels, or tiers: universal, targeted, and intensive. Figure 2 shows the proportion of students who receive each type of intervention.

Figure 2: The MTSS Tiers



Universal intervention, also referred to as Tier 1 or primary prevention, is a systematic approach for supporting **all students** schoolwide. Universal intervention occurs in the general education classroom and is designed for all students to participate. It includes evidence-based practices, research-based curricula, differentiation, scaffolded instruction, and universal design for learning. Universal intervention alone meets the needs of **about 80% of a school's population** for both academics and behavior.

Targeted intervention, often referred to as Tier 2 or secondary prevention, is designed for students experiencing difficulty in academics or behavior. Targeted intervention can occur in many different settings—inside or outside of the general education classroom—with small groups of students. Students receiving targeted intervention should continue to receive universal intervention.

Typically, **about 10-20% of students** require targeted intervention. This is a small percentage of students in a school. If many students need targeted intervention, the school needs to evaluate its universal intervention.

Intensive intervention, often called Tier 3 or tertiary prevention, is designed for students who demonstrate inadequate response to universal and targeted intervention. Intensive intervention may occur within or outside of special education. Schools have different ways of conceptualizing and implementing intensive intervention.

A much smaller number of students—typically **about 5% or less**—require intensive intervention.

MTSS involves universal intervention for **all**, targeted intervention for **some**, and intensive intervention for a **small number** of students.

This document was created in collaboration with the TIER Network.
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