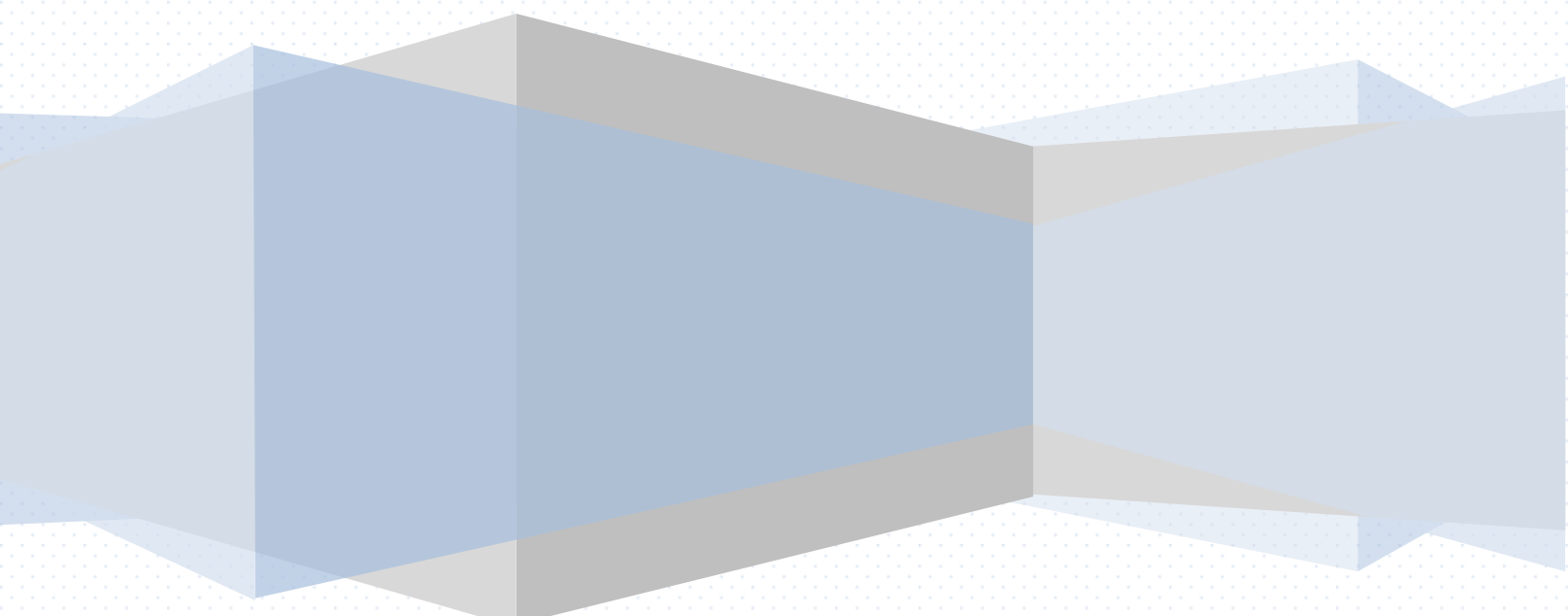


# Ch. 3: Three-Tiered Model of Service Delivery

MDCPS

Office of Academics, Accountability & School Improvement  
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Research shows that Multi-tiered System of Supports relies on a strong instructional base, or core and additional levels of intervention to meet the needs of all students. It is a model intended to address academic and behavioral needs through prevention and early intervention to provide students who are struggling with the supports they need immediately to reach standards.

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tiered service delivery model provides a range of instructional interventions of varying levels of intensity to address these needs.

The value and strength of the Multi-tiered Model lies in the provision of targeted, intense and explicit instruction that is commensurate with the level of student need. Differences between tiers are characterized by the intensity of the services provided. "Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as more intensive instruction" excerpt taken from the MTSS Implementation components

[http://www.floridarti.usf.edu/resources/format/pdf/mtss\\_q\\_and\\_a.pdf](http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf).

In the RTI/MTSS framework, ALL students receive high quality, scientific, research based Tier 1/core instruction from general education teachers. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated and aligned.

Tier I instruction should enable most students to meet grade-level standards. Tier 1 Problem-solving must occur if less than 80% of students are not at benchmark. In other words, if a review of the data sources reveals that there are more than 20% of students who need Tier II or Tier III interventions, then instructional modifications need to be made at Tier I.

RtI/MTSS for Behavior (RtI:B) promotes data- based problem solving within a multi-tiered system of supports that aims to **prevent inappropriate behavior, teach and reinforce appropriate behaviors**. As with RtI/MTSS for academics, struggling students receive evidenced based interventions and progress monitoring measures. RtI:B meets the needs of students and families by:

- Creating a safe and positive school climate
- Increasing academic engagement and motivation to learn
- Using data to design, implement and monitor interventions
- Creating school wide policies, expectations, and processes

### Tier I Core Instruction

Tier I *core instruction* must be both differentiated and culturally responsive in order to effectively serve the vast majority of students. In the core, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match using evidence-based instructional strategies with fidelity.

Miami-Dade's Comprehensive Research-Based Reading Plan (CRRP) and the Florida State Board Rule 6A-6.053 clearly indicates that the reading block will include whole group instruction using the comprehensive core reading program and small group differentiated instruction in order to meet individual student needs. (<http://www.justreadflorida.com/docs/6A-6-053.pdf>)

Example: 90 minute Reading Block with Additional Time for Immediate Intensive Intervention (iii)							
Instruction	Possible Time	Class Configuration					Examples of Teacher-Led Instruction
90 minutes daily	30-45 minutes	Whole Group					Implement Comprehensive Core Reading Program (CCRP)
							<b>Phonemic Awareness:</b> <ul style="list-style-type: none"> <li>Blending &amp; Segmenting word parts &amp; sounds in words</li> </ul> <b>Phonics &amp; Fluency:</b> <ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>Blending words</li> <li>Choral reading decodable book</li> </ul> <b>Vocabulary &amp; Comprehension:</b> <ul style="list-style-type: none"> <li>Robust vocabulary instruction</li> <li>Pre-reading strategies</li> <li>During reading strategies</li> <li>Postreading strategies</li> </ul>
	45-60 minutes	Differentiated Instruction- (Group 1 - 4**)		Small Groups			Implement CCRP resources and supplemental materials/programs
		*15 minutes for each group	M	T	W	Th	F
	Session 1 (15 min)	1	1	1	1	1	<b>Group 2:</b> word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support.
	Session 2 (15 min)	2	2	2	2	2	<b>Group 3:</b> read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.

<http://www.justreadflorida.com/90-minute-chart.asp>

Students whose literacy development is determined to be at risk or who are not progressing in the core curriculum, continue to receive strong core instruction and additional supplemental interventions at Tier II.

RtIB: The goal for Tier I is the **prevention of problem behavior and promotion of positive behavior** by establishing processes that should facilitate success for at least 80% of the students.

In RtIB, the principle of the multi-tiered model is the maintenance of positive, evidence-based behavioral supports readily available for all students. This requires systemic processes that yield a positive school climate. The system for Tier I school-wide positive behavioral supports includes efforts to create connections with students, teach students expected behaviors and problem-solving skills, reinforce and reward desired student behaviors, provide engaging and rigorous academic instruction, and include families as partners in the educative process.

As a system-wide Universal Support effort in schools, Tier I positive behavior support consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior.

For example, to prevent injuries to students caused by running in hallways, schools may develop Universal Supports by 1) establishing and teaching the rule, “walk in the hallways;” 2) creating a routine in which staff station themselves in the hallways during transition times to supervise the movement of pupils; or 3) altering the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways. Interventions may include:

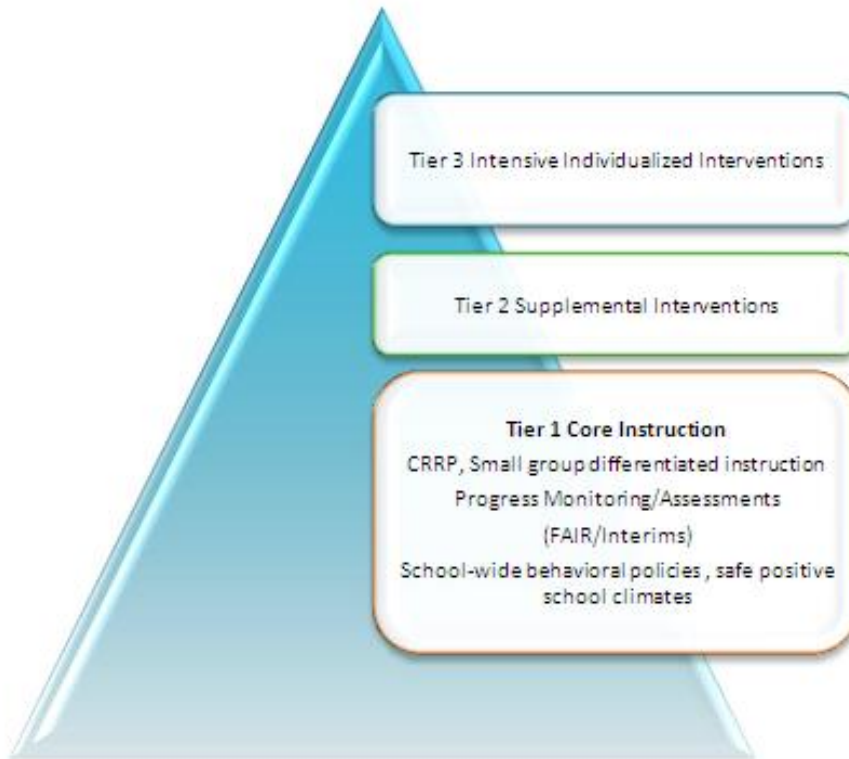
- Increasing Positive Reinforcements
- Bullying / Violence Prevention Curriculum
- M-DCPS Alternative to Suspension Program (ASP)
- Crisis Prevention Planning
- Positive Behavior Support (PBS)
- CHAMPS

### ***Tier 1: What I do for everyone***

*Small fluid groups receiving differentiated instruction for application of skills and concept formation, re-teaching, enrichment, and/or additional practice.*

*Teachers may change their method of instruction, provide the child with additional help, as well as provide accommodations or modifications.*

*Universal supports are available to ALL students in academics & behavior*



### ***Tier II Supplemental Interventions***

Tier II *supplemental interventions* are provided to students who are not achieving the desired standards through the core curriculum alone.

Tier II is provided in addition to Tier I. That is, the interventions that are selected are provided ***in addition to*** core instruction. For example, in K-5 an ***additional*** 30 minutes outside the reading 90 minute reading block is allocated for Tier II Supplemental Interventions.

Interventions are generally provided to small groups of students and may occur in the homeroom or in other settings. At Tier II, ongoing progress monitoring involves reviewing group data, or data of the student's performance (formative & outcome data) at both Tiers I & II. For additional information refer to *Ch. 7 OPM/MDCPS RtI/MTSS Guide 2013-14*. Ongoing-progress monitoring is done more frequently at Tier II than Tier I, usually occurring at least every twenty days, or more frequently as determined by the problem solving/PS team. Data gathered through Tier II ongoing-progress monitoring allows the PS team to determine if any changes need to be made to the group's intervention plan or to identify individual students who continue to struggle despite Tier 1 & II supports.

Tier II support is provided in addition to Tier I instruction

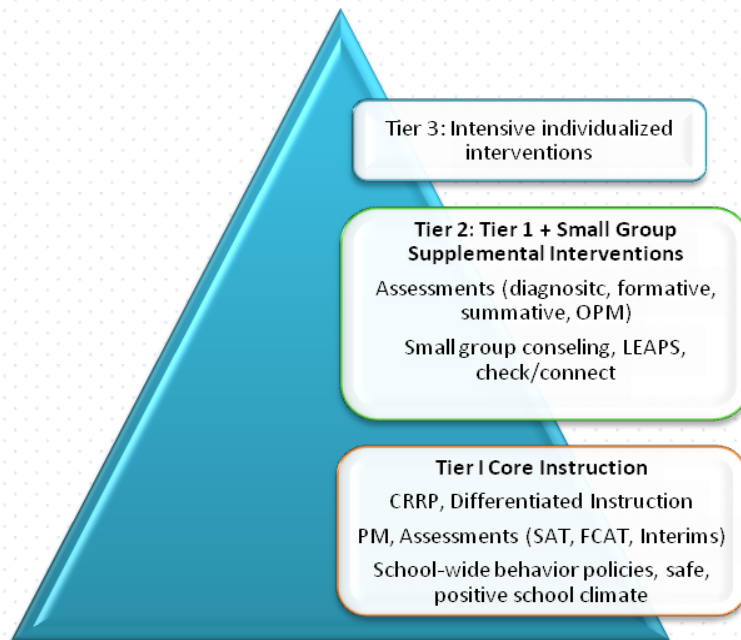
If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions. This level of intervention planning is developed through the SST process.

The goal of RtIB Tier II is to ***provide services for students whose behaviors require supplemental group intervention*** matched to the function of the students' behavior.

In RtIB, Tier II intervention objectives relate to maintaining a safe school environment, social and emotional competence, self-regulation, problem solving and decision-making, student self-advocacy and independence, positive character traits, and pro-social behaviors as alternatives to aggression, violence, or self-destructive behavior.

- Tier II interventions use an effective instructional model that includes advance organizers (attention, rationale, stated expectations and objectives), direct, explicit skill instruction, modeling, role-play and guided practice, and posted organizers (home learning assignments, reviews and tests). Students participate in structured experiential activities and discussion. The implementation process includes procedures and time allocated for teaching behavioral skills, monitoring skill development and generalization, and recognition for student progress.
- The Center for Special Instruction (CSI) using academic and behavioral interventions
- Group intervention sessions for specific topics such as coping skills, anger management, problem-solving and conflict resolution, substance abuse, violence prevention, grief, assertiveness, developmental issues and social skills.
- Alternative to Suspension (Examples: Saturday school, after school, work detail)
- School-based mentors
- Second Step: A Violence Prevention Curriculum
- LEAPS
- Check and Connect

The diagram below illustrates Tier II supports:



### ***Tier III Intensive Individualized Interventions (iii)***

Tier III/intensive supports are intended for a small percentage of students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier II interventions. **Effectiveness is defined as “approximately 70% of students receiving Tier 2 services meet or exceed grade level Tier 1 proficiency levels established by the district”** (*excerpt taken from “Florida’s MTSS: MTSS Implementation Components, Ensuring common language and understanding”* [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)).

These students will require curriculum and instruction that is more explicit and intense. These interventions should be designed to meet individual student needs by identifying and targeting the specific skill deficits of the student. The goal is to accelerate a student’s rate of learning by increasing the intensity of the intervention.

Intensity can be increased by increasing the frequency and duration of individualized interventions, by decreasing group size, or by increasing academic engagement. Intensive individualized interventions are usually delivered in groups of no more than three students. Ongoing-progress monitoring at Tier III is completed more frequently than at the other two tiers and should align to the type and level of the intervention provided.

Prior to selecting intensive individualized interventions, **additional targeted assessments** may be necessary to help isolate the skill deficits and guide intervention design. These assessments use direct measures in addition to analysis of RTI data to provide more in-depth information about a student’s instructional needs and are used to identify the student’s skill deficits.

The goal of RtIB at the tier III level is to ***increase the individual student's rate of progress through intensive individualized interventions for specific skill deficits***. These interventions are derived from the results of the functional assessment of behavior, which is used to formulate the behavior intervention plan. This plan is used for the implementation and monitoring of the Tier III interventions.

The diagram below illustrates Tier III supports:

