



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) IN LITERACY AND MATHEMATICS

Students receiving specialized instruction and services from the resource specialist program (RSP) or special day program for core curriculum (SDP-Core) typically require individualized intervention in reading, writing, ELD, and/or math on a daily or weekly basis. A multi-tiered prevention system includes three levels of instructional support that increase in intensity, frequency, and specificity in the event that students do not respond to intervention at a lower level. The primary level includes high quality core instruction, which is also referred to as the prevention level. The secondary level includes evidence-based intervention(s) of moderate intensity and increasing frequency. The tertiary prevention level includes highly individualized and/or specialized intervention(s) of increased intensity, frequency, and duration for students who show minimal response to secondary support and intervention. At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. The multi-level prevention and intervention system is sometimes called the multi-tiered system of support (MTSS). Similarly, the primary level may be known as Tier I, the secondary level as Tier II, and the tertiary level as Tier III or intensive intervention (Center on Response to Intervention, 2015).

Coordinated Levels of Intervention

Tier I: Students who are demonstrating risk of not meeting grade level expectations may need additional time and instruction in core, grade-level content. Tier 1 interventions are those which can be delivered within the instructional day by the general education teacher, though support and consultation from intervention or special education teachers is recommended. Examples of Tier 1 methods and strategies include re-designing whole-class and small-group lessons using principles of Universal Design for Learning and differentiated instruction, re-teaching of mini-lessons, and additional individualized support in missed key concepts or skills based upon formative assessment. Tier 1 intervention is usually delivered during small group rotations in the regular classroom.

Tier 2: Tier 2 instructional practices and materials are designed to supplement instruction in the core curriculum for students who need additional pre-teaching or re-teaching of content and skills. Tier 2 intervention is not a replacement of core curriculum, but it is targeted to individual student needs. Frequent progress monitoring of students is critical in ensuring that students are making progress toward grade level standards through timely, focused lessons. Tier 2 intervention lessons are typically no more than 30-45 minutes in duration. Examples of instructional materials designed to support Tier 2 instruction:

- *Focused Reading Intervention K-8*
- *Focused Math Intervention K-8*
- *Explorations in Core Math (Algebra 1 and up)*
- *Voyager Passport Reading K-5/6*
- *Step Up to Writing K-12*
- *Burst: Reading*
- *Triumphs and Wonders*
- *Read-180*
- *Reader's Handbook, Write Source, and English 3D*
- *REWARDS*
- *Six-Minute Solution/eSolution*
- *Vocab Journey*
- *Ticket to Read*
- *Vmath Live*
- *Reading A-Z/Learning A-Z*
- *Raz Kids*
- *Words Their Way*
- *ALEKS*
- *Algebra Ready*



Tier 3: Students who demonstrate significant delays in academic skills such as reading decoding, fluency, and comprehension and math computation and problem solving will need intensive intervention as determined by formative assessment data. Planning intensive intervention lessons takes into consideration three variables of instruction: frequency, duration, and intensity. Teachers assigned to deliver Tier 3 intensive intervention typically require more advanced, specialized training in the assessment methods and pedagogy required during the intervention, and they may also need additional time each week to score assessments and plan for subsequent instruction.

Materials selected for use during Tier 3 intensive instruction must be evidence-based and sequenced in a manner appropriate to the student's age and maturity level. Depending on the severity and pervasiveness of the learning gap, the IEP team may require teachers to replace core curriculum instruction for a defined period of time to be able to deliver to students the intensive intervention needed to continue to make progress. Whenever a core replacement curriculum is recommended for use, teachers are expected to deliver instruction with fidelity to the program's sequential and systematic methodology and to ensure adequate time for instruction is provided during the student's daily schedule. Core replacement programs typically take a two-hour block of time on a daily basis and are best provided in a smaller group setting than a typical classroom. All instruction and materials should be designed specifically for the student's age and maturity level.

Examples of Tier 3 intensive intervention programs recommended for use with students with disabilities or other struggling learners:

- *LANGUAGE! Focus on English Learning, 4th Edition*, grades 4 through 9
- Wilson Reading System
- *TransMath*, grades 5 through 10
- Other intensive, individualized literacy or math programs as appropriate

For more information, please contact:

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