

**Philippine Educational
Measurement and
Evaluation Association**

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THE MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR TEACHERS AND STAKEHOLDERS

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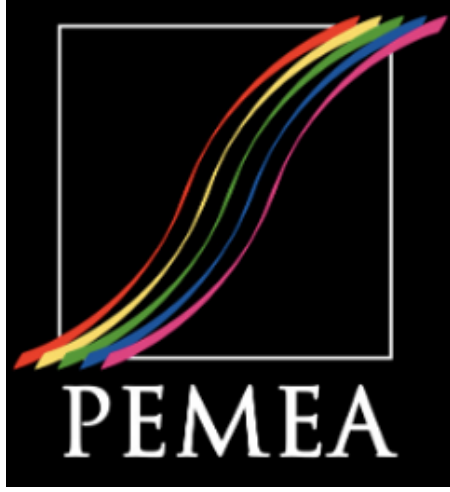
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Multi-Tiered Systems of Support (MTSS) for Schools and Teachers

The Multi-tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for learners with various needs (PBIS, 2021).





The Three Tiers of MTSS

- ➔ Tier 1 - Learners receive the **same instruction and support** as all their peers and classmates
- ➔ Tier 2 - Learners receive **supplemental support** on top of Tier 1 if they are having difficulty achieving their classroom learning goals
- ➔ Tier 3 - Learners receive **highly individualized intervention** on top of Tier 1 and Tier 2 instruction



Elements of MTSS

- **Universal screening** for all students early in each school year
- Increasing levels of **targeted support** for those who are **struggling**
- **Integrated plans** that address students' academic, behavioral, social, and emotional needs
- A **school-wide approach to student support**, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.

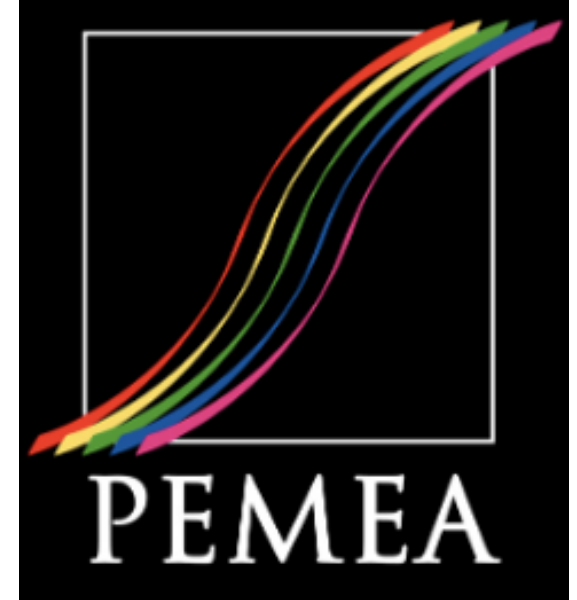
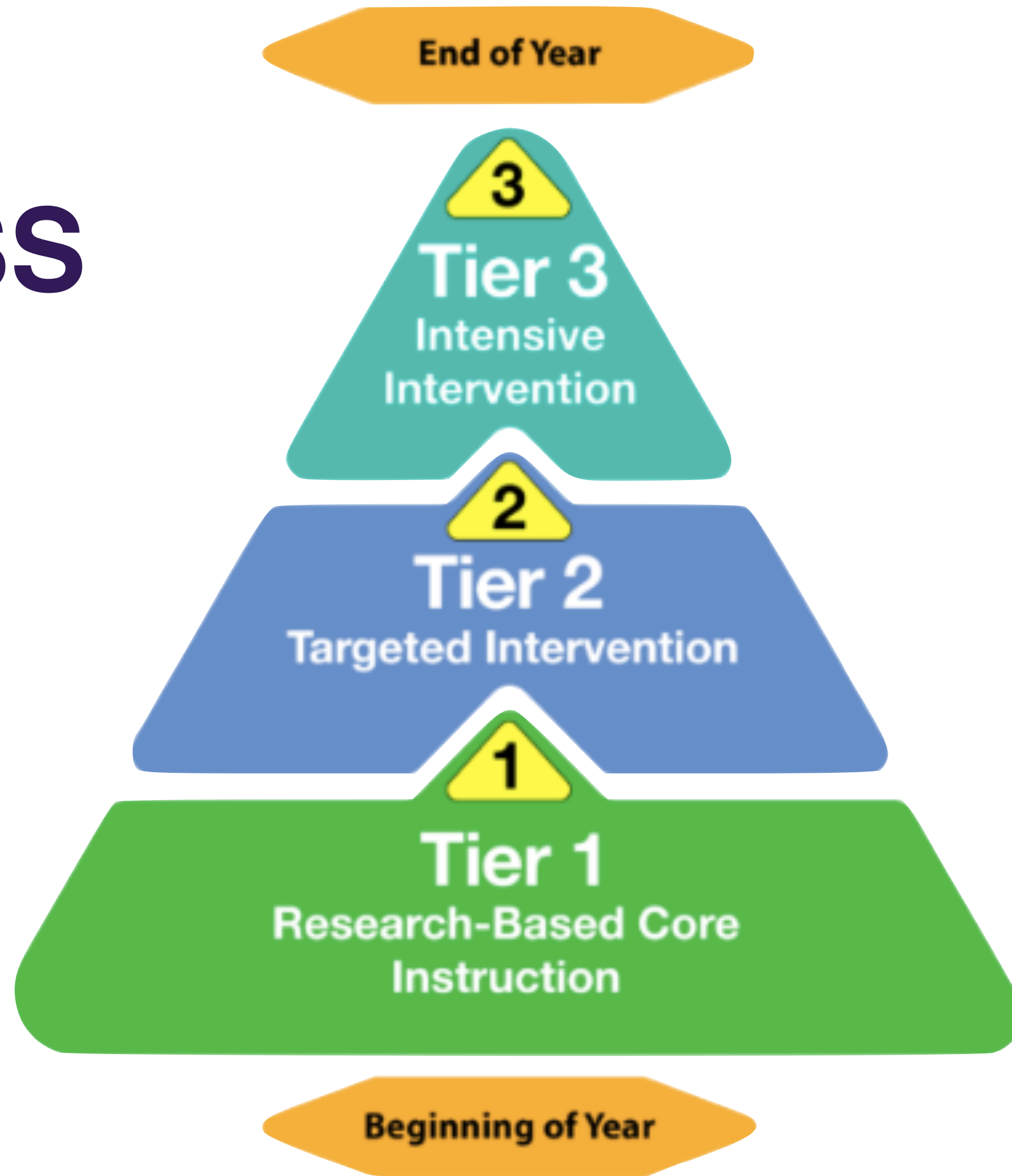


Elements of MTSS

- **Professional development** so staff can provide interventions and monitor progress effectively
- **Family involvement** so parents and caregivers can understand the interventions and give support at home
- **Frequent monitoring of students' progress** to help decide if they need more interventions
- The use of **evidence-based strategies** at every tier of support



The Three Tiers of MTSS





Tier 1

General Instruction

Strategy 1.1: Inclusive Practices

Strategy 1.2: Remote Teaching

Beyond Technology



Strategy 1.1: Inclusive Practices



There are two evidenced-based inclusive practices that can be used in the Tier 1 classroom where learner diversity is exhibited. These are:

- Universal Design for Learning (UDL)
- Differentiated Instruction (DI).

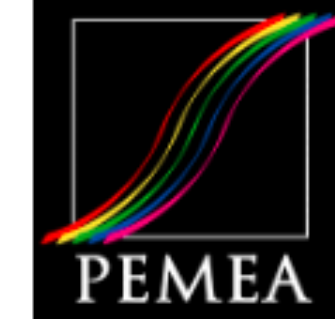


Strategy 1.1: Inclusive Practices

Universal Design for Learning (UDL)

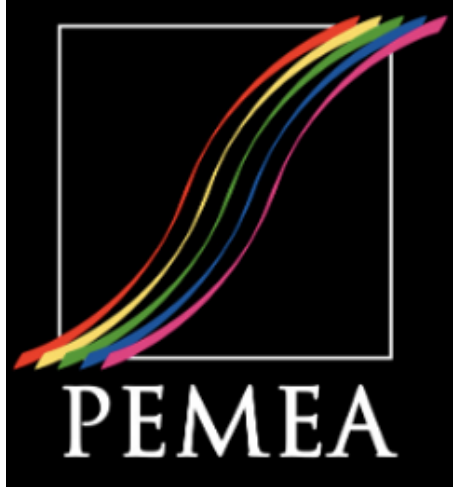
The design of instructional materials and activities to make the content information accessible to all children





Three UDL Principles

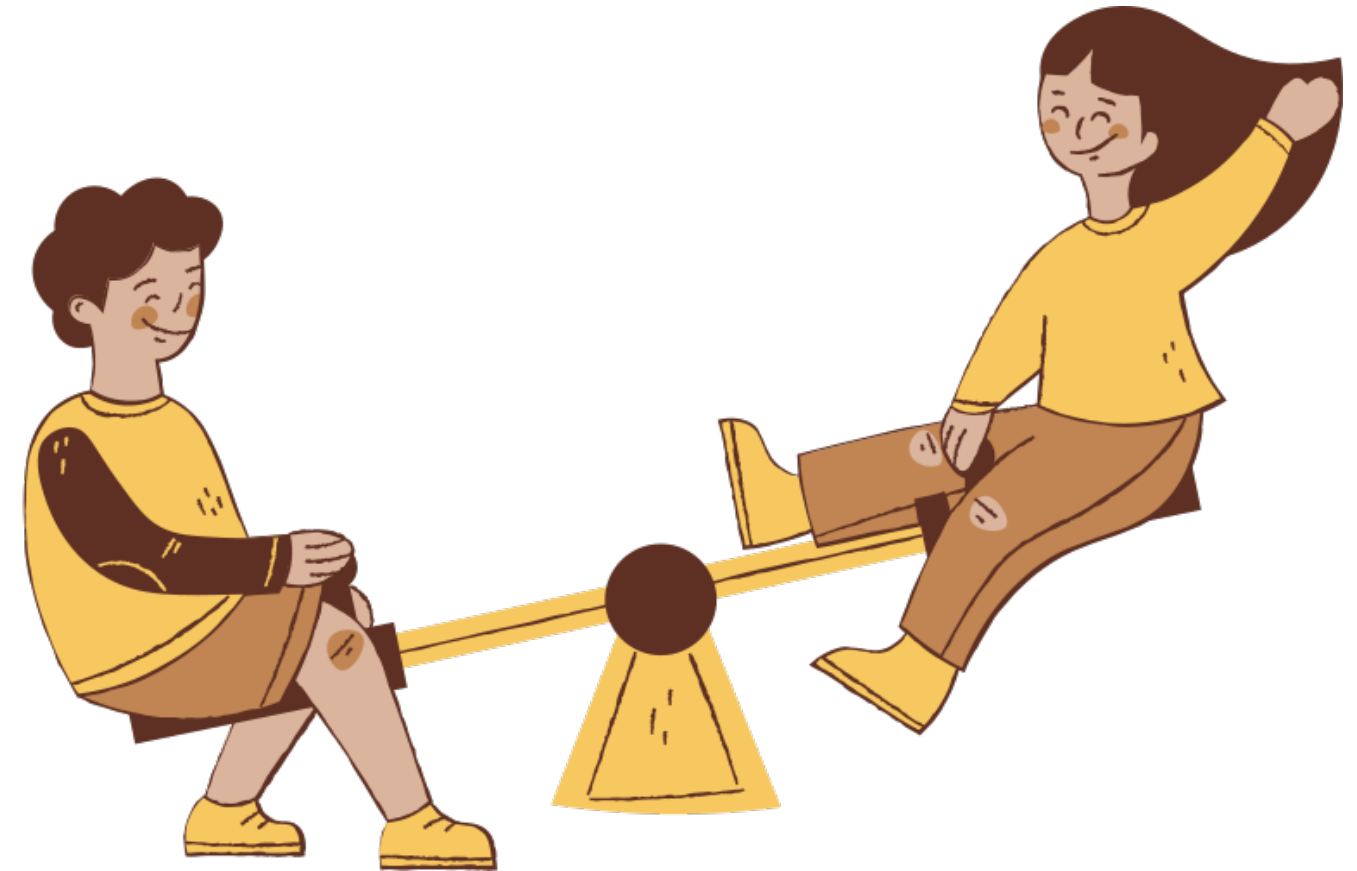
Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement
The “WHAT” of learning	The “HOW” of learning	The “WHY” of learning
Creating varied ways of presenting the information	Allowing learners to express what they have in mind	Utilizing different techniques to reinforce learning
Audio, visual, digital, manipulative materials, graphic organizers, etc.	Offer choices for evaluation, include their ideas, allow technology use	Offer options for peer, small, and big group tasks, varying difficulty of activities

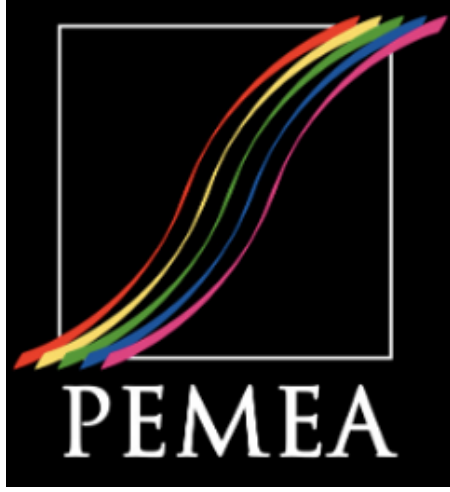


Strategy 1.1: Inclusive Practices

Differentiated Instruction (DI)

A systematic approach to planning curriculum and instruction for academically diverse learners





Elements of the curriculum that can be differentiated:

1

Content

What is taught?

What is learned?

2

Process

How is taught?How is

it learned?

3

Product

How is learning

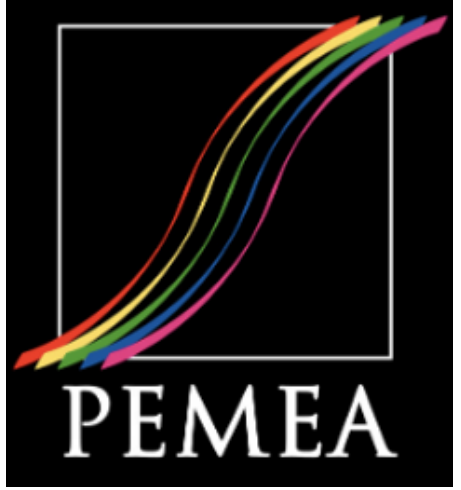
demonstrated?

4

Learning Environment

How is classroom

arranged?



Similarities of DI and UDL

- LEARNERS SHOULD NOT ALL BE FORCED TO FIT INTO A MOLD
 - MEET INDIVIDUAL NEEDS
 - GIVE LEARNERS ACCESS TO SAME HIGH-QUALITY CONTENT
 - CREATE SUPPORTIVE LEARNING ENVIRONMENTS
 - PROVIDE MULTIPLE WAYS TO DEVELOP SKILLS
 - EMPHASIZE CRITICAL THINKING
 - ASSESS PROGRESS AND ADJUST AS NEEDED
-

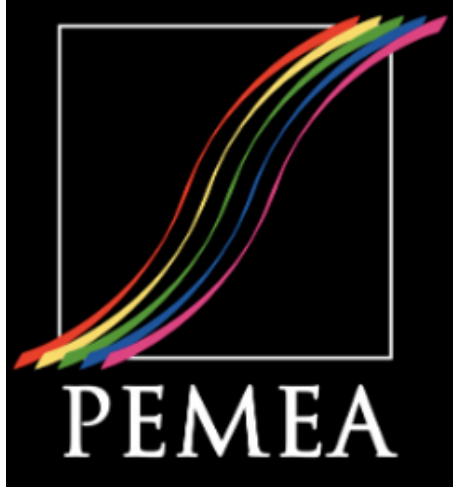
Tier 2

Targeted Instruction

Strategy 2.1: Social Thinking

Strategy 2.2: Social Emotional
Learning (SEL)

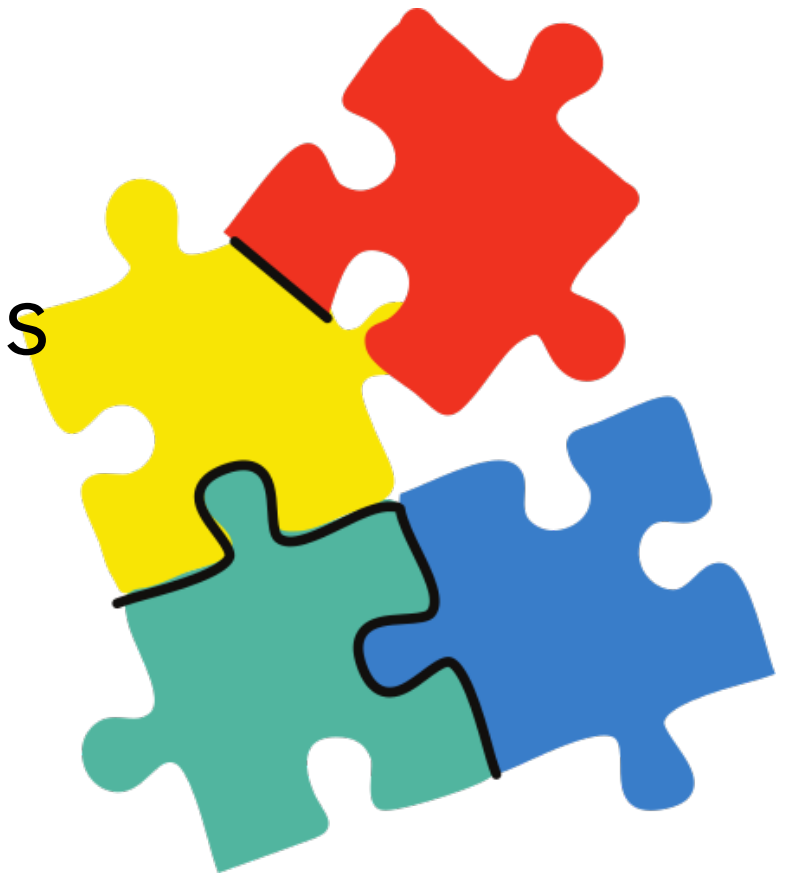




Strategy 2.1: Social Thinking

Infusing Social Skills Instruction into the curriculum

- In planned instruction, teachers integrate social skills instruction within academic instruction
- During naturally occurring social interaction, use impromptu responses to stimulate learners to practice “Social Thinking Skills”.



The Social Thinking Skills Model

Adapted from Leffert, Brady, and Siperstein (2009)

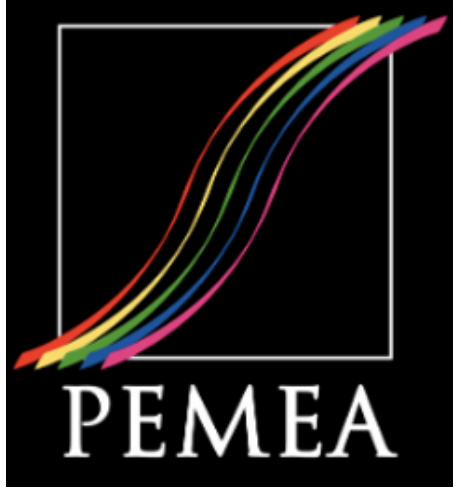


Strategy 2.1: Social Thinking

Benefits from Social Thinking Skills

- Think about other people's feelings
- Ask about other people's personal experiences
- Work in group setting at school
- Make and keep friends
- Play with peers in an age-appropriate way
- Keep schoolwork organized
- Stay calm in stressful situations
- Read the social cues of peers.





Strategy 2.2: S.E.L.

Impacts of Social-Emotional Learning with At-Risk Learners

- Academic Achievement
- Positive life outcomes
- Reduced aggression
- Coping with trauma



Strategy 2.2:

Social Emotional Learning

- Focused on teaching learners the skills to navigate their lives



Strategy 2.2: S.E.L.

Self-Management Strategies



Goal Setting



Behavior monitoring



Self-
reinforcement



Self-
evaluation

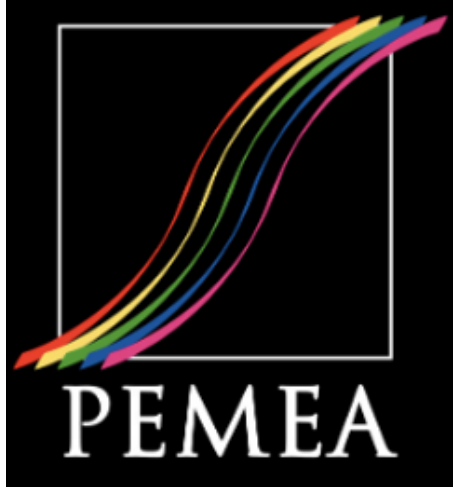
Tier 3

Individualized instruction

Strategy 3.1: Individualized Education Plan (IEP)

Strategy 3.2: Intensive Intervention and Added Support (IIAS)

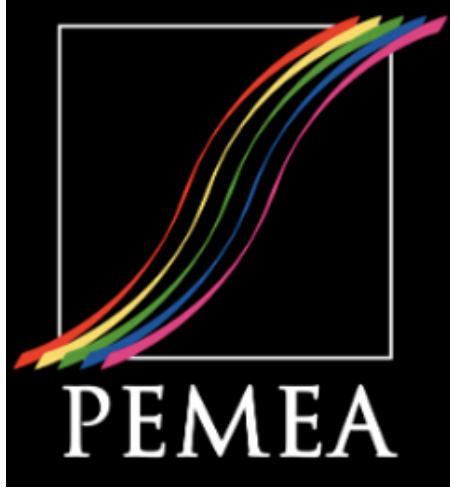




Strategy 3.1: Individualized Education Plan

- The IEP document is a blueprint for the special education services a child will receive

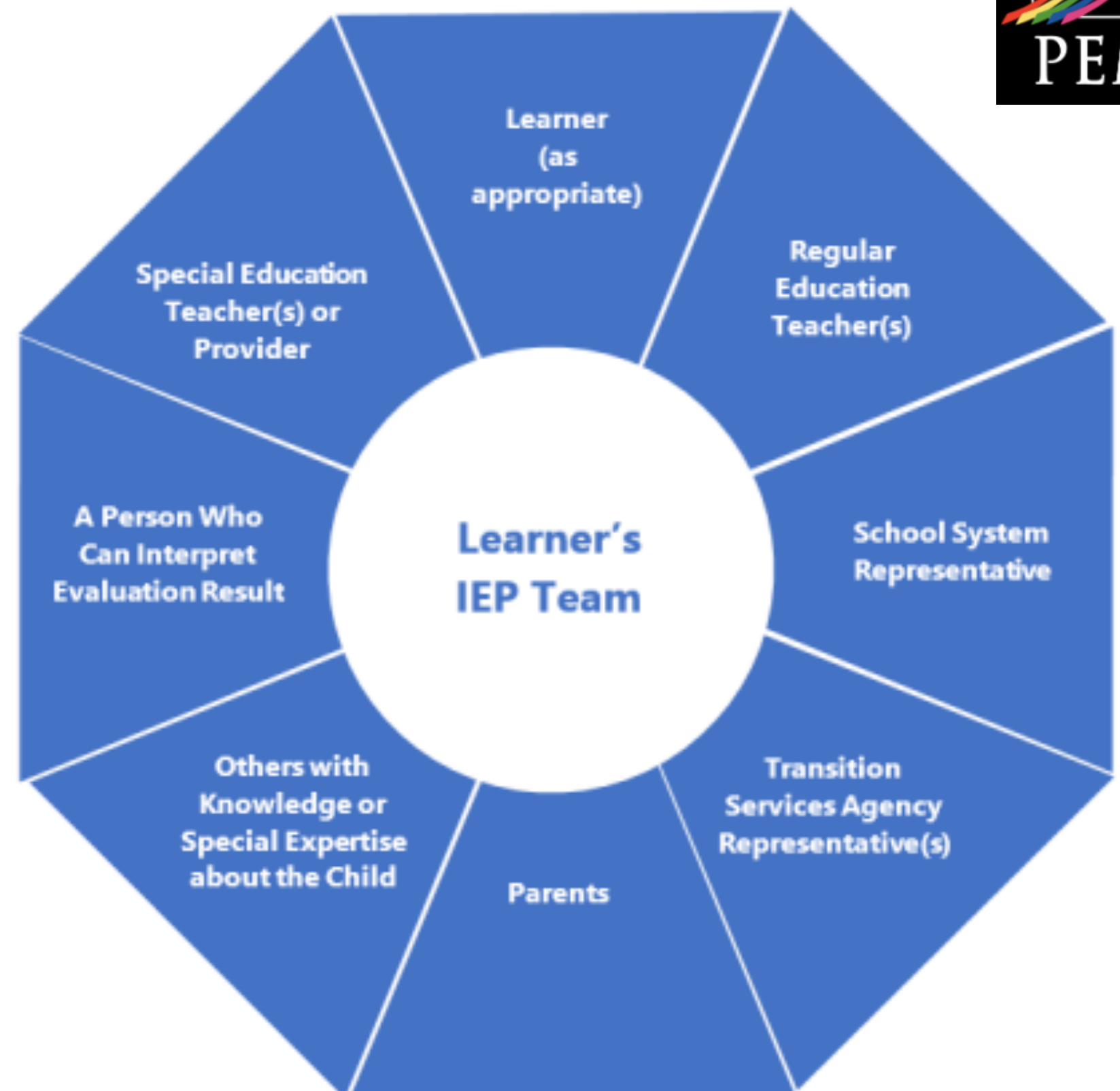


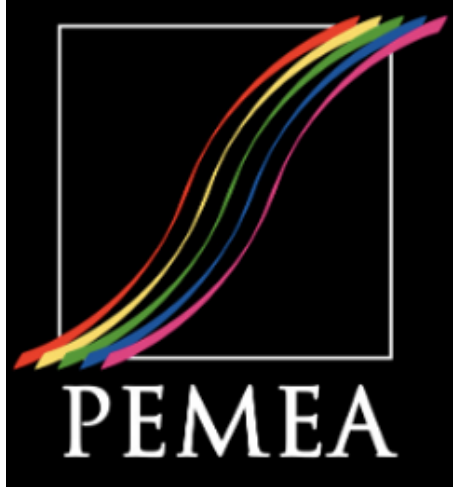


Strategy 3.1: I.E.P. The IEP Team

- Certain individuals must be involved in writing a child's Individual Education Program (IEP)

(Adapted from Office of Special Education and Rehabilitative Services, U.S. Department of Education (2020))





Strategy 3.1: I.E.P. Developing IEPs

To integrate all data sources, the following areas must be considered:

1. REFERRAL

2. ASSESSMENT

3. ELIGIBILITY

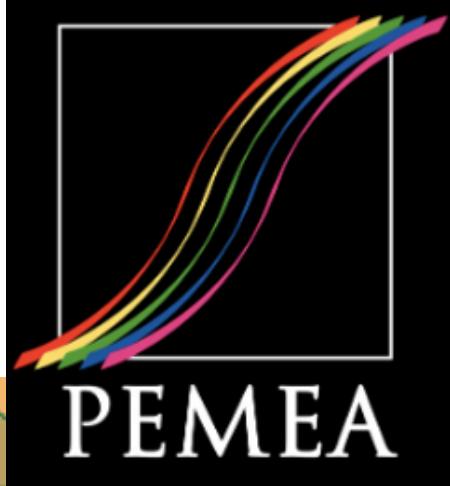
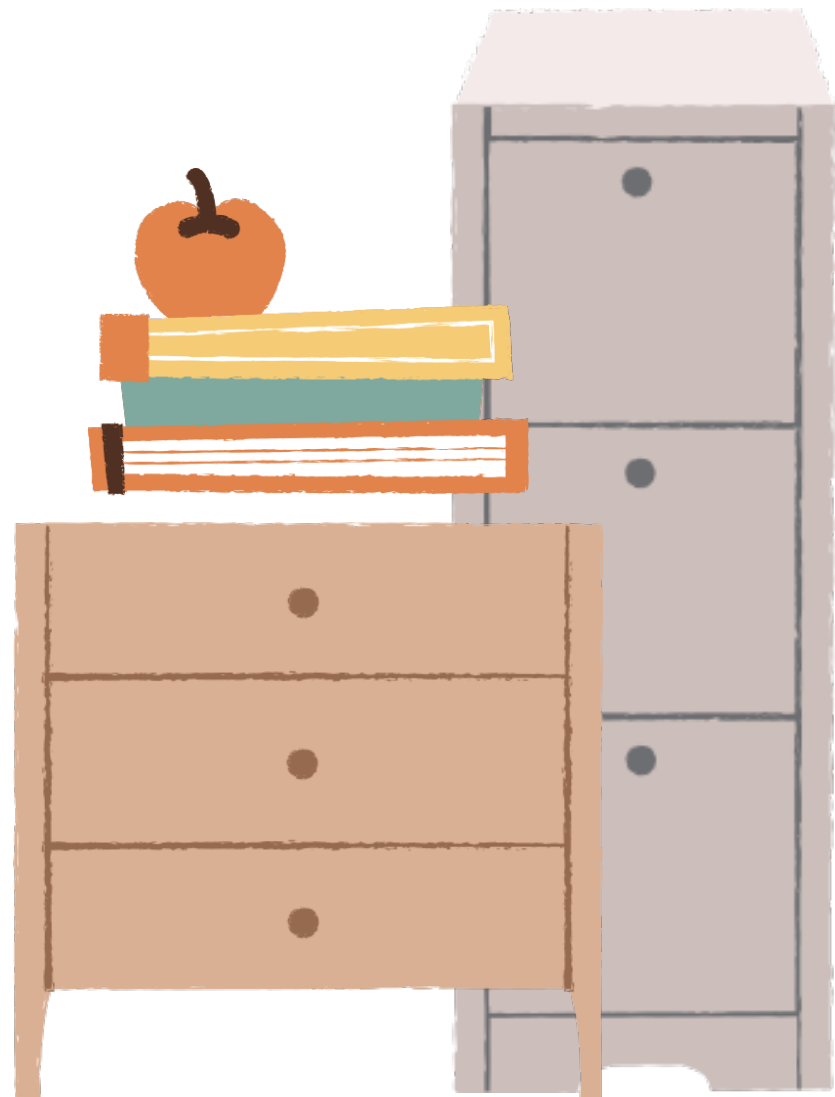
4. SETTING UP A MEETING

5. DEVELOPMENT OF THE IEP

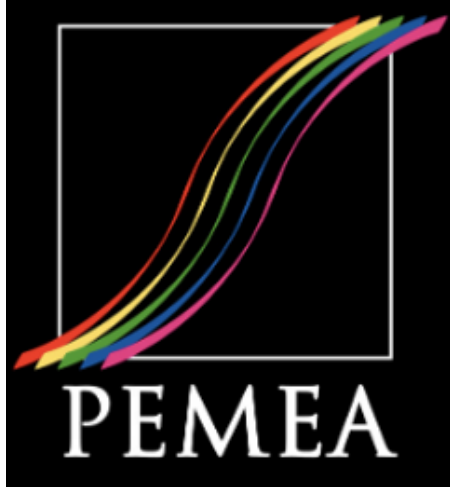
6. IMPLEMENTATION

7. EVALUATION

IEP Sample



GOALS and BENCHMARKS/ OBJECTIVES			
AREA	GOAL	BASELINE	BENCHMARK/OBJECTIVES
Reading Comprehension Skills	Tim will be able to read at a grade-appropriate rate and fluency to support comprehension.	When given a fourth-grade reading material, Tim will read at 80 wpm with 80% accuracy and will be able to answer at least 2/5 of the guide questions correctly.	In 3 months, when given a fourth-grade reading material, Tim will read at 120 wpm with 95% accuracy and answer 4/5 guide questions correctly over repetitive monitoring.
Mathematical Skills	Tim will be able to develop an understanding of fractions as numbers. He will be able to represent fractions on a number line, identify equivalent fractions and compare fractions. He will also be able to demonstrate the rules for multiplying and dividing fractions.	When given 5 sets of fractions to multiply and divide, Tim can correctly compute with 60% accuracy.	In 3 months, when given 5 sets of fractions to perform mathematical operations in a span of 5 minutes, Tim will be able to compute with 85% accuracy over consecutive training.
Socialization Skills	Tim is expected to engage with age-level peers without feeling shy or rejected.	Tim will communicate / play with his classmates/ friends three times a day for 5 consecutive days.	At 36 weeks, Tim will communicate/play with his classmates/friends five times a day for 5 consecutive days.



Strategy 3.2

Intensive Intervention and Added Support (IIAS)

As a model for helping, consultation can help problem-solve for one learner, and in doing so, expand the consultee's (teacher) repertoire of strategies for other learners with similar challenges

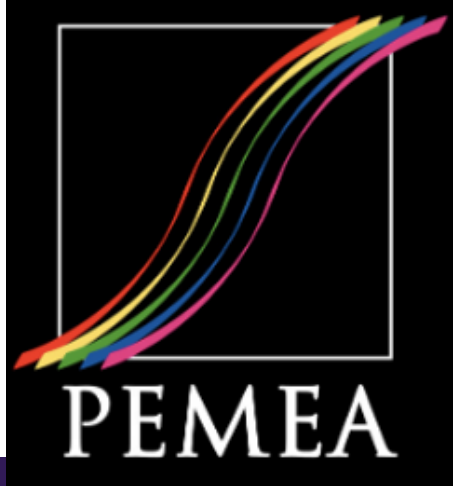


Strategy 3.2: IIAS

The consultee-consultant model in Tier 3

- The behavioral consultation process involves shifting the global to specific
- Highlights parental involvement
- Relies on the teacher's experience in providing practical solutions



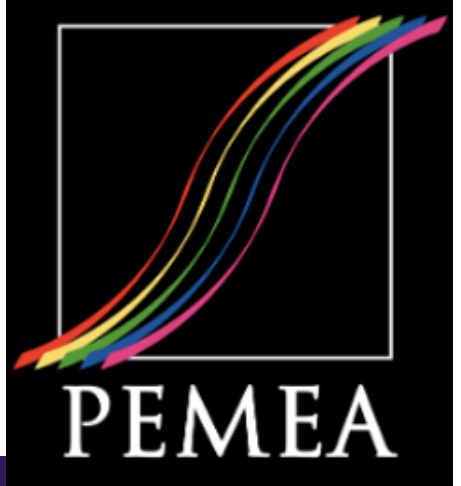


Strategy 3.2: IIAS
Main
responsibilities of
teachers in
intervention
programs

**1. PROVIDE INFORMATION ON A CHILD'S
PRESENT EDUCATIONAL PERFORMANCE**

**2. ALIGN INSTRUCTIONAL GOALS WITH
THE CHILD'S NEEDS**

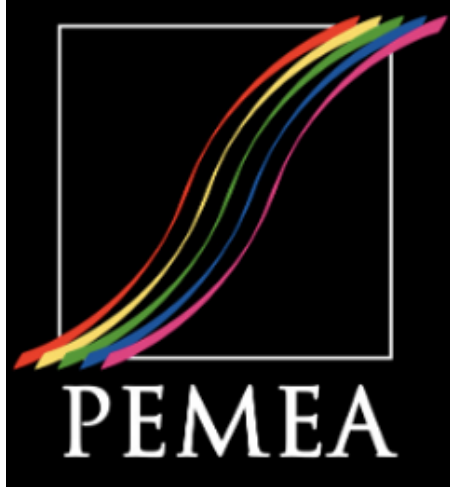
**3. GIVE INFORMATION ON SPECIFIC
EDUCATION SERVICES**



Strategy 3.2: IIAS
Main
responsibilities
of teachers in
intervention
programs

4. PROVIDE INFORMED DECISIONS ON THE EXTENT TO WHICH A CHILD CAN PARTICIPATE IN REGULAR SCHOOL PROGRAMS

5. PARTICIPATE IN DESIGNING THE EVALUATION CRITERIA AND ASSESSMENT



Strategy 3.2: IIAS

How to provide appropriate Tier 3 support

- Screening tools and data collected as part of regular school practices are a starting point.
- Decisions regarding Tier 3 supports are a team-based process and family engagement is critical.
- The process should be as transparent as possible, with the intervention grids readily accessible.

Strategy 3.2: IIAS

Contextualization of the IIAS

- Frequent home visits by the teachers
- Specialized activities
- Teacher discussions
- Gathering data
- School management decisions



Strategy 3.2: IIAS

Sample interventions in instruction for children in Tier 3

- Use play in teaching concepts about safety, identity, and roles and responsibilities
- Highlight the child's strengths by asking them to write what they are good at

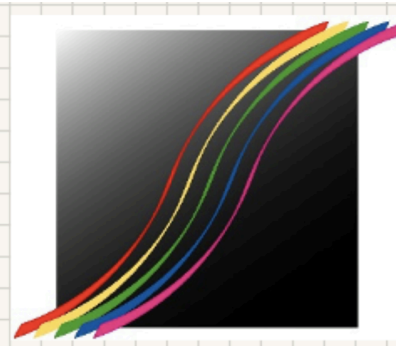


Strategy 3.2: IIAS

Sample interventions in instruction for children in Tier 3

- Integrate what the child loves doing
- Teach the child boundaries about body safety and consent
- Use personalized stories in addressing aggression-related issues





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**THANK YOU FOR
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