



The following slides included in this training PowerPoint provide a broad context of educational services in Colorado using the Multi-Tiered System of Supports.

These slides may also be found within the Comprehensive Overview Training PowerPoint, which provides guidance on the eligibility categories for special education services.

It is recommended that these slides be used in advance of any of the training guidance PowerPoints on individual eligibility categories to set the stage for educational services in Colorado.

Together We Can

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.

Mission

The mission of CDE is to shape, support, and safeguard a statewide education system that prepares all students for success in a globally competitive world.

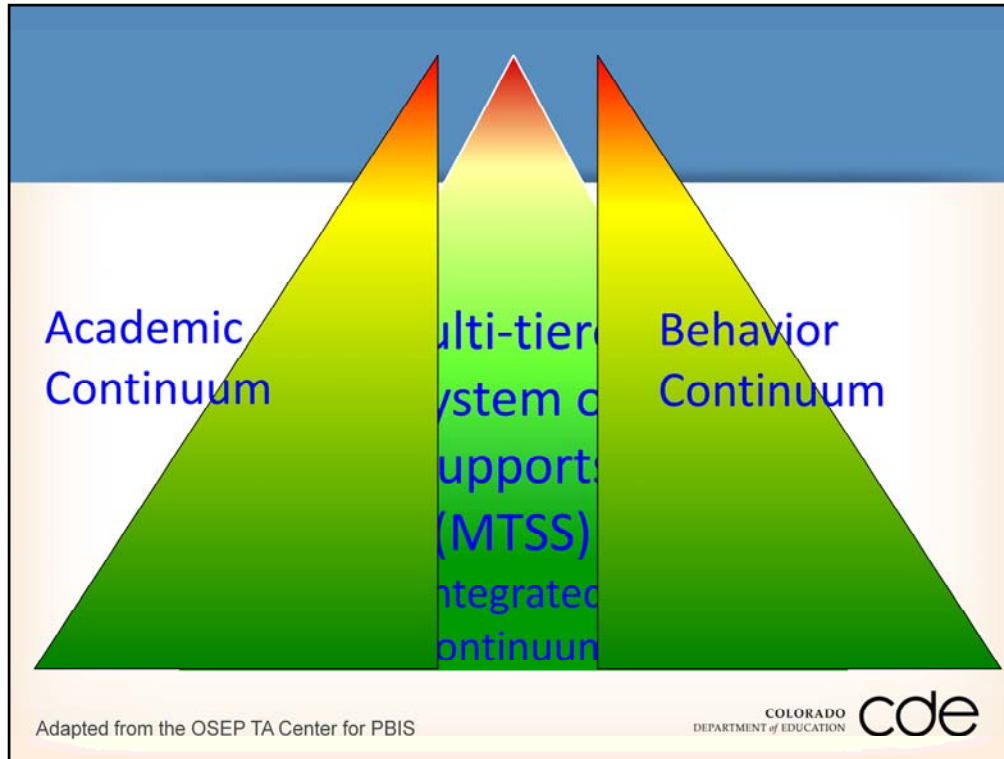


**Multi-Tiered
System of Supports (MTSS)**
A Clear Benefit for Students with Disabilities

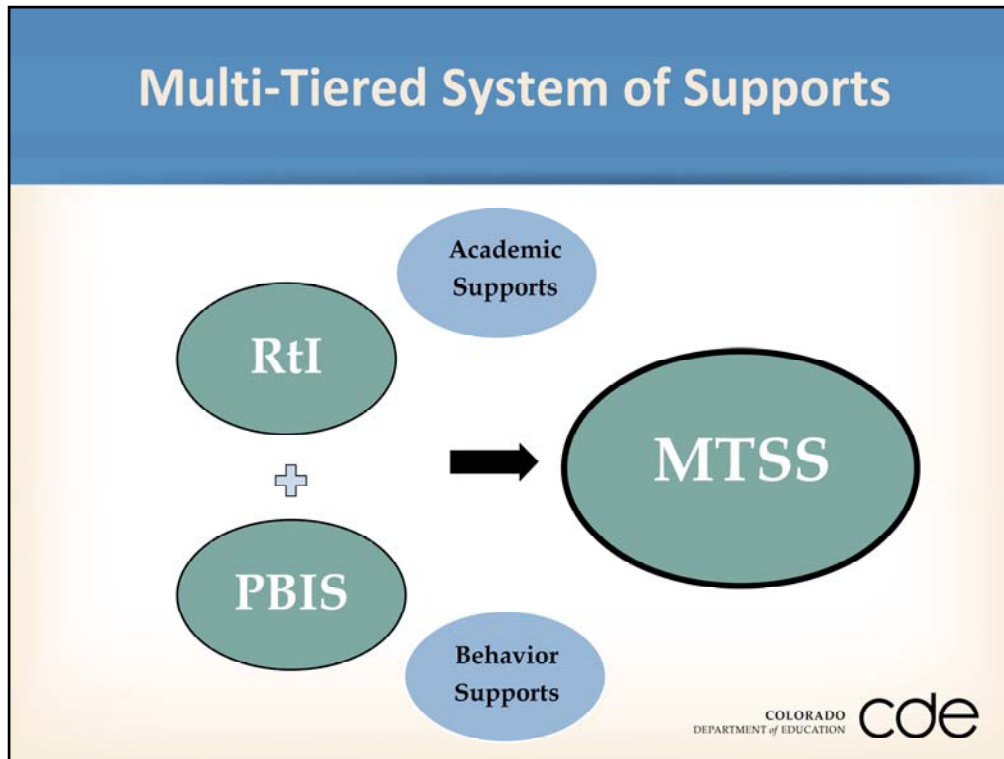
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The MTSS will be important for the instruction of all students, including students who are suspected and/or confirmed as having an educational disability.



- A Multi-Tiered System of Supports (MTSS) is the framework for how we address needs for every student within the system.
- This includes all academic and behavior supports that are in place for all tiers (Universal, Targeted, Intensive)
- The idea is that there is ONE system and MULTIPLE supports.
- As we consider the eligibility for special education within the context of MTSS, this framework allows us to better address the statement, “The child can receive benefit from general education alone.”

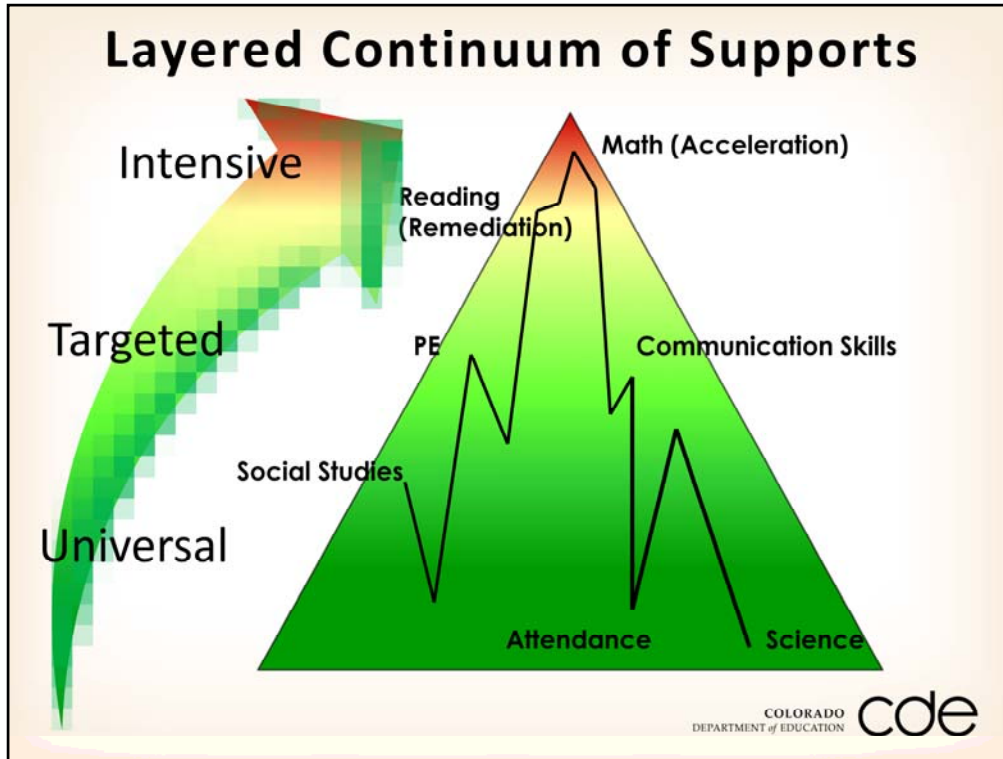


Animated slide:

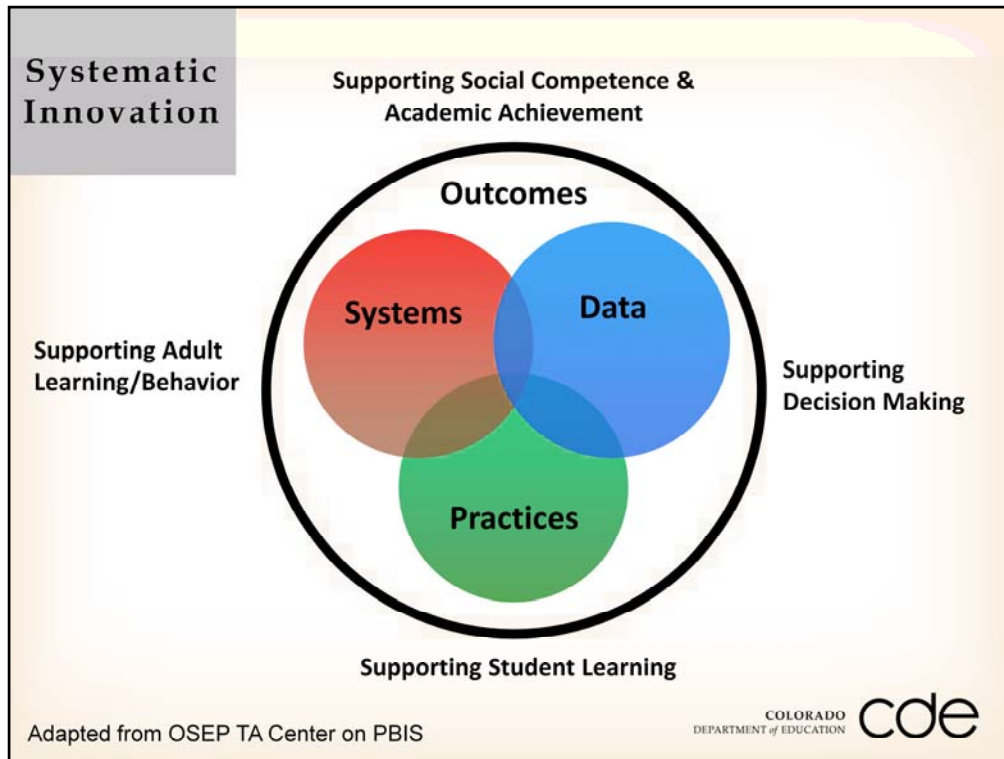
Click once to bring in the Academic & Behavior circles

Click again to allow all circles to move behind MTSS circle

- MTSS is pulling together both academic supports and behavior supports into a continuum of supports across tiers.
- RtI is part of MTSS and typically, in the past, has addressed academic supports. "RtI" lives in legislation in two places (ECEA regarding Specific Learning Disability (SLD) determination and the READ Act) in Colorado so it will not go away, it is simply integrated into the overall concept of MTSS. MTSS is not something separate.
- Positive Behavioral Interventions and Supports (PBIS) (in place in over 900 schools across Colorado) is also not separate but an integrated part addressing behavior supports within an MTSS framework. For schools not using the PBIS structure, the MTSS model must include behavioral supports across tiers.



- Tiers represent the supports students receive, not the students.
- Here is an example of one student whose needs span across the tiers. This child would be requiring an intensive intervention of acceleration in math because he may be two years ahead, yet need an intensive remedial intervention for a reading deficit. Other needs can be addressed through targeted and/or universal supports.
- The primary message here is to label the supports not the students. For example: This could easily be the needs of a child with autism spectrum disorder and we would not refer to that child as a “tier three student”



Adapted from Sugai (PBIS model)

- MTSS is about a systematic approach considering:
 - Data—supporting decision making
 - Practices—supporting student learning
 - Systems—supporting adult learning/behavior
- When these things are considered in a school system, student outcomes improve and more appropriate referrals and eligibility of students with disabilities occur

“Multi-Tiered System of Supports...”

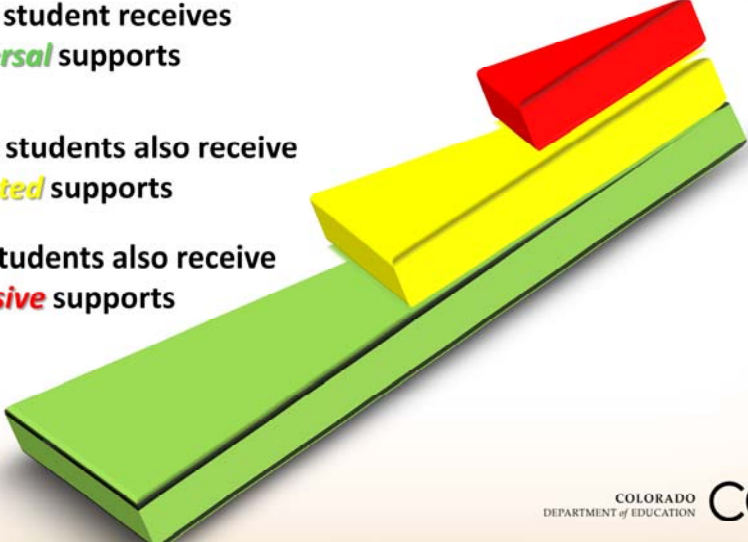
Whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices & systems

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- This is the adopted working definition of MTSS for Colorado
- It includes the intentional use of the term “EVERY” because the term “ALL” has not always meant all
- This provides common language with the key terms underlined
- Layered continuum is particularly important (move to next slide)

Layered Continuum of Supports

- Every student receives **Universal** supports
- Some students also receive **Targeted** supports
- Few students also receive **Intensive** supports



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- The idea of layered continuum is that “every” student within the school receives universal supports.
- Some students ALSO receive targeted supports but their universal supports do not go away.
- Few students ALSO receive intensive supports
- Example of a blanket—everyone gets one layer, some need an extra blanket but we don’t take the first one off to add the second or third.

Multi-Tiered System of Supports

For more information about MTSS, please contact the Office of Learning Supports within the Colorado Department of Education.

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Thank You!

