Multi-Tiered Systems of Support: Birth through Third Grade

MISSION

The variety and quality of experiences during the first eight years of life provide the essential foundation for each child's future success. The purpose of this resource is to promote continuity of practice among families, educators, and community partners that leads to optimal conditions for learning.

GOAL

Professionals and stakeholders will understand and implement research- based, developmentally appropriate practices; ensuring alignment birth through third grade.

STAKEHOLDERS

Children, Families, Community Partners, District Administrators, Principals/Site Administrators, Teaching Teams, Child Care Providers, Service Providers, Higher Education.

BIRTH TO THIRD GRADE ALIGNMENT TARGET

Knowing about Child Development and Learning	Knowing What Is Individually Appropriate	Knowing What Is Culturally Appropriate
It is essential that the school, community, and families embrace the birth to third grade learning continuum that builds a strong foundation of supports for children with a deeper understanding of appropriate teaching practices to help children be engaged and successful learners.	Understanding what children know and can do, how they process information, solve problems, and how they interact with other children and adults, guides student learning and growth along the birth to third grade learning continuum.	Educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units. (NAEYC 1995, 2)

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
1. **Screening:** **a. Developmental Screening** Each child is screened when entering a program by using procedures or instruments designed to identify those who may need further assessment or intervention. Children are assessed in hearing, vision, medical, cognitive, language, motor and/or social emotional development. **b. Universal Screening** A universal screener is an assessment tool that is used as the first step in determining whether students are on track for meeting future outcomes/goals or at-risk for learning problems (e.g. reading, math, behavior, writing). quick and efficient to administer and score and also provide valid and reliable information that test the critical skills they are designed to assess and they provide consistent information overtime because they test the same skills each time. The information obtained from the assessments is predictive of future student performance.	• Analysis of comprehensive screening results are used to identify if children are developmentally on track and may need a referral(ie. hearing, vision, medical, cognitive, speech and language, motor, social emotional). • The universal screener allows data to be entered into a data management system in order to receive visual displays of the data for more efficient and effective data analysis.	• Completed screenings. • Analysis of screen results, referral documents, and follow up where needed • Screening is completed with benchmark skills 3-4 times per year. • Implement tiered interventions to target specific skills.	• GSRP Implementation Manual - Child Assessment • Ages and Stages • Brigance • Battelle Developmental Inventory • Dial-4 • Early Screening Inventory- Revised • PELI • FastBridge • AIMS WEB

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2. Intervene early by providing a multi-tiered model of instruction and intervention. **Tier 1**- Following the components of the PQA and approved research based curricula that are aligned with the Michigan Early Childhood Standards of Quality , classroom instruction will meet all of the learning needs of all learners. **Tier 2-** Classroom based individual or small group interventions for literacy, motor development and social/emotional skills for some learners. **Tier 3-** Targeted individualized interventions that may require further support from additional staff (ie. play therapy, sensory diet, behavior plan, speech therapy, behavioral intervention, occupational therapy, social/emotional support, etc.) for a few students.	• Data from each tier is disaggregated for analysis at the individual, classroom, site/subrecipient, and county level on an ongoing basis. Annually review all of the systems data to determine if the overall MTSS structure needs to change.	• Professional development calendar, coaching plan, and sign-in sheets documenting staff are trained to implement all 3 tiers of support with fidelity. • Documentation of a high quality evaluation process exists that includes a professional growth model for each member of the teaching team. Staff evaluations document that staff demonstrate the skills and competencies to plan, differentiate and accommodate instruction to meet the needs of all students. • Lesson plans showing differentiation based on child needs. Individualized instruction will be reflected in small group time. • Data review teams meet regularly to evaluate the effectiveness of each tier in the MTSS model. • A process exists to guide personnel in how students receive instruction and/or intervention in fluid a manner. • Written documents that articulate the system of supports identified for all learners. • Staff can clearly articulate the system of supports. • A problem solving model is utilized to design and evaluate the effectiveness of instruction and intervention at each tier. (Z-Model, Hexagon Model). • Student achievement data documents a unified system delivering effective instruction to ALL students.	• [Pre-K Resources RTI](#) • [Social/Emotional RtI Framework](#) • [PBIS World](#) • [The Social and Emotional Outcomes Cross State Learning Network](#) • [Center on the Social Emotional Foundations for Early Learning](#) • [Technical Assistance Center on Social Emotional Intervention for Young Children](#) • [The Colorado Center for Social Emotional Competence and Inclusion](#) • [Program Quality Assessment (PQA)](#) • [Helping Children Cope with Traumatic Stress Manual](#) • [Essential Instructional Practices in Early Literacy](#) • [Conscious Discipline RtI](#) • [A Model for RtI in Pre-K](#) • [Missouri Positive Behavior Intervention Supports](#) • [Center for Early Childhood Mental Health Consultation](#) • [Resources on RTI in Early Childhood](#) • [MDE MTSS](#) • [What Works ClearingHouse](#) • [RTI4 Success](#)

Multi-Tiered System of Support: Birth through Third Grade —*continued*

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
3. **Implement core curriculum instruction and interventions with fidelity** that assure developmentally appropriate practices (DAP). There is alignment between program quality data and outcome data. Where there is not alignment between program quality data and outcome data, teams engage in problem solving.	• Aggregate and analyze PQA and child assessment data to determine curriculum and assessment are delivered with fidelity. • Measure students' performance related to the program, practices, and/or strategies on a regular basis to determine impact; when growth is not sufficient, the first step should always be to measure fidelity of implementation.	• Professional development documentation supports that all staff are trained in DAP, the chosen curriculum and assessment. • Classroom and Individual student data is analyzed and reviewed by teaching teams to differentiate instruction.	• [Center for Response to Intervention in Early Childhood](#) • [Developmentally Appropriate Practices](#) • [GSRP Implementation Manual: Curriculum](#) • [Vermont Early MTSS Inventory](#) • [Fidelity Checklist](#) • [PRE SET](#) • [SET](#) • [Phonemic Awareness Curriculum](#) • [Second Step](#) • [Al's Pal](#) • [Missouri PBIS](#)
4. **Monitor student progress to inform instruction** Teachers use relevant data from ongoing child assessments including objective anecdotal notes to measure ongoing student progress. This data is used to inform educational decisions that impact individual learning.	• Use progress monitoring results from ongoing child assessment to evaluate and make data driven decisions about instruction. • Use ongoing assessment data to determine if children need further instructional support, and if specific interventions are needed in Tier 2 and Tier 3. • Assessment data is also used to monitor progress to determine if academic or behavioral interventions are effective.	• Professional development documentation supports that all staff are trained to use assessment tools with fidelity. • Lesson plans showing differentiation based on child needs. • Ongoing assessment results based on anecdotal notes written with fidelity. • Classroom observations and teacher interviews. • Reports from approved assessment tool.	• [COR Advantage](#) • [AEPS](#) • [TS Gold](#) • [TS Gold Plus](#) • [Early Literacy Progress Monitoring](#) • [Progress Monitoring](#) • [Value of Universal Screening and Progress Monitoring](#) • [Designing a Framework](#) • [Progress Monitoring Briefs: RTI](#) • [Essential Components](#) • [Pyramid Model](#) • [Positive Behavior Interventions and Supports (PBIS)](#) • [GSRP Implementation Manual: Child Assessment](#)

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Multi-Tiered System of Support: Birth through Third Grade —*continued*

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5. **Use data to make instructional decisions** The School Readiness Advisory, Teaching Teams and Administrative Staff use data to guide all of their program and instructional decisions. Consistently applies the steps of the problem-solving process at multiple levels of the system (e.g. district, building, grade level, classroom and individual student).	• Aggregate and analyze all program data for continuous improvement. • Progress monitoring involves frequent assessment of student's knowledge, skills and the impact of instruction/intervention on student performance. • Ensure that teams at multiple levels (e.g., district implementation teams, building leadership teams, grade level teams, etc.) have effective meeting structures in place.	• Documentation from Data and School Readiness teams • Annual program goals • Agendas, minutes and data review guides from meetings • Alignment and integration with local Great Start Collaborative and pre-K to Third grade MTSS teams	• [A Model of RTI in PreK](#) • [Data Driven Decision Making in Early CHildhood Classroom](#) • [DataBased Decision Making](#) • [Guiding Tool](#) • [GSRP Implementation Manual: Program Evaluation](#) • [Classroom Problem Solving Guide](#) • [Z Model](#) • [Hexagon tool for problem solving](#)
6. **Engage parents in meaningful exchange of information that allows for shared ideas that supports for parents as their child's first teacher** sharing as partners in their child's development and Parent engagement in attaining Third Grade Reading Proficiency.	**Analyze parent engagement data:** • Membership on Local Interagency Coordinating Council, Local Leadership Group, Data Team, School Readiness Advisory, Great Start Collaborative Parent Coalition, PTO/PTA, parent focus groups etc. • Parent surveys • Parent teacher conference documentation • Parent volunteers • Home visiting documentation • Parent attendance in program activities	• Documentation of parent engagement information; i.e. conferences, websites, newsletters, open houses, surveys, interviews etc. • Participation in Data Review teams and parent teacher conference as evidenced by sign in sheets, meeting minutes, conference forms.	• [Engaging Families](#) • [The Response to Intervention Approach in Early Childhood](#) • [Engaging Parents](#) • [Research Brief on MTSS & Family/Community Engagement](#) • [MDE Parent Engagement Toolkit](#) • [Family Partnership](#) • [Kansas Family Partnership Standards](#) • [Family PBIS](#) • [Family Matrix Example](#) • [Parent Involvement within MTSS](#) • [GSRP Implementation Manual: Parent Involvement](#) • [Read at Home plans](#)