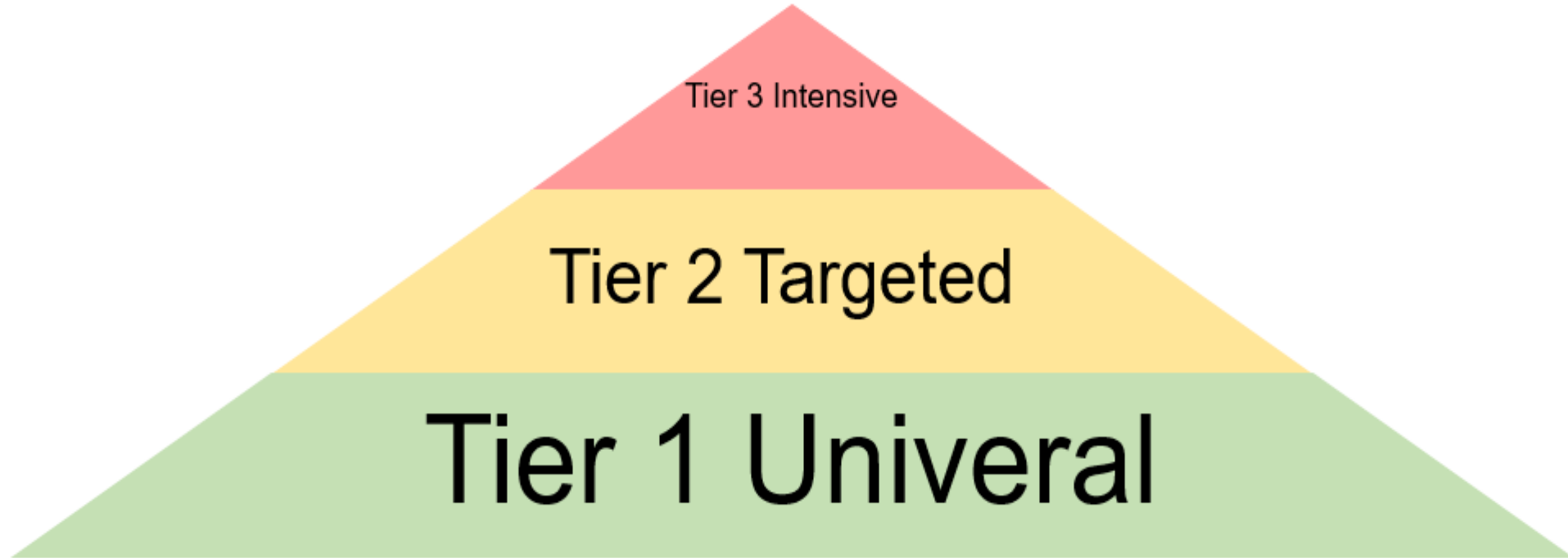


**Topic: In what ways does MTSS support students who are at risk by providing a culturally responsive learning environment?**



<https://www.esc11.net/Page/8512>

# Multi-Tier Support-MTSS



# What is MTSS?

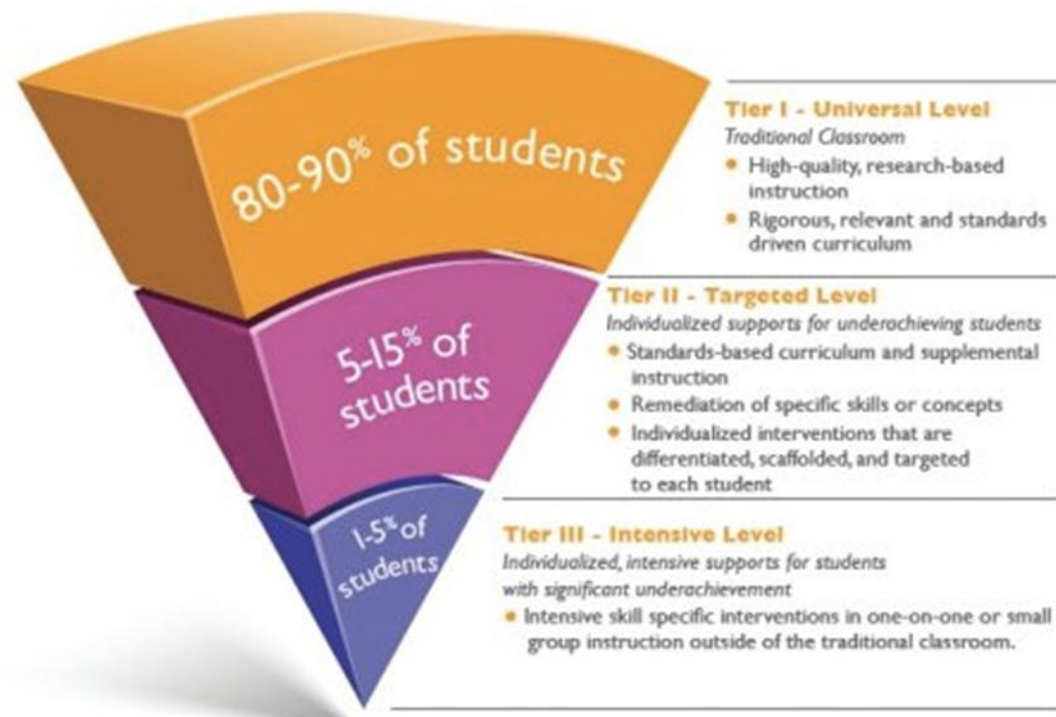
- Scott, 2016 explained that, as a multi-tiered system of support (MTSS) provides a framework for intervention for all school officials and students. Positive Behavioural Interventions (PBIS) and response to intervention (RTI) are examples of MTSS applied to behaviour and learning. To increase the probability of student success, MTSS focuses on the simplest and most effective methods. Intervention often begins at the schoolwide level, or at the primary level, where instruction is delivered effectively.

# What is MTSS Goal?



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- Goal: to **identify** children who may be struggling to learn and **intervene early** so they can catch up to their peers.
- It can be designed to identify children who are struggling in **academic or behavioral** areas.



# How is MTSS different from typical practice in early education?

- We don't usually systematically address the range of individual differences that exist across children.
- We often wait for significant delays before we provide additional support (and then it is a referral to special education).
- MTSS identifies who needs the additional support and provides a continuum of evidence-based practices within the general education settings.
- The focus of MTSS is prevention—providing additional support as soon as it's needed for success.
- The aim of MTSS is to use proven instructional strategies.

In typical practice in early education...

# Core principles of MTSS?

1. All children can learn and achieve....when they are provided with high quality supports to match their needs.
2. Instruction should focus on both academic and behavioral goals.
3. Children showing signs of delay should be identified as early as possible and should be provided with a level of instructional intensity to match their needs.
4. Interventions to address children's needs should be designed by collaborative teams.
5. All intervention should be based on evidence based practices and implemented with fidelity.
6. Children's responses to intervention should be continuously monitored. 7. Interventions should be informed by student data.

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

## ESSENTIAL COMPONENTS

### INSTRUCTION AND INTERVENTION

- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

### PROBLEM SOLVING

- Collaborative problem solving model

### DATA/ASSESSMENT

- Monitor progress
- Data based decision making
- Use assessments for three purposes

### STAKEHOLDER ENGAGEMENT

- Engage parents and community

### IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity



—Michigan Department of Education



# MTSS Service Delivery System is designed to...



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- PROMOTE development of essential skills known to correlate with success in later school and community settings.
- PREVENT delayed growth and performance challenges by targeting critical foundation skills.
- PROVIDE timely evidence-based interventions of the proper dosage to ameliorate delays or challenges.

# Tier1-Tier2-Tier3

## TIER 1

### **Tier 1 refers to the Core Universal Instruction and Supports.**

These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. It is the core program in which all students receive high quality evidenced-based instruction. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

## TIER 2

### **Tier 2 refers to Targeted Supplemental Interventions and Supports.**

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10–15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

Wayne RESA, Multi-Tier System of Support

<https://resources.finalseite.net/images/v1568836530/resanet/uqbhj3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf>

## TIER 3

### **Tier 3 refers to the Intensive Individualized Interventions and Supports.**

Tier 3 contains more focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. This tier also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and supports of Tier 3.

Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students at Tier 3 are of much smaller sizes than Tier 2 with some models including one-to-one instruction.

Wayne RESA, Multi-Tier System of Support

<https://resources.finalseite.net/images/v1568836530/resanet/uqbhj3quz8ct9rmkfiw7/ClassroomMTSSQuickGuide.pdf>

# Why MTSS should be introduced into Cambodia Educational Framework?

 To achieve Education strategy plan priorities 2019-2023, MoEYS has embraced two overarching policies:

1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and
2. Ensure effective leadership and management of education officials at all levels.

## Nationwide Drop Out Rate 2018-2019:

A high dropout rate continues to be a big concern in many developing countries, including Cambodia, (MoEYS, 2019).

- Primary School: (grades 1-6)= 4.4%,
- Secondary students (grades 7-9)=15.8%, and
- High school students (16.9%)
- As of 319.172 students enrolled, there were 148.021 students repeated grades  
(Failed their academic and need to enrol in the same grade again)

## Question

1. Which students are considered to be at risk?
2. What should be done to resolve the dropout and absenteeism issues?
3. Are you familiar with the Multi-Tiered Support System?
4. When your students are not achieving their academic goals or showing signs of behavioral problems, what solutions have you implemented?

## **At risk students:**

Children who are at risk, including those with social issues, behavioural issues, drug and alcohol problems, low socioeconomic status, poverty, child labour exploitation, and those living in dysfunctional families, should be given greater attention.

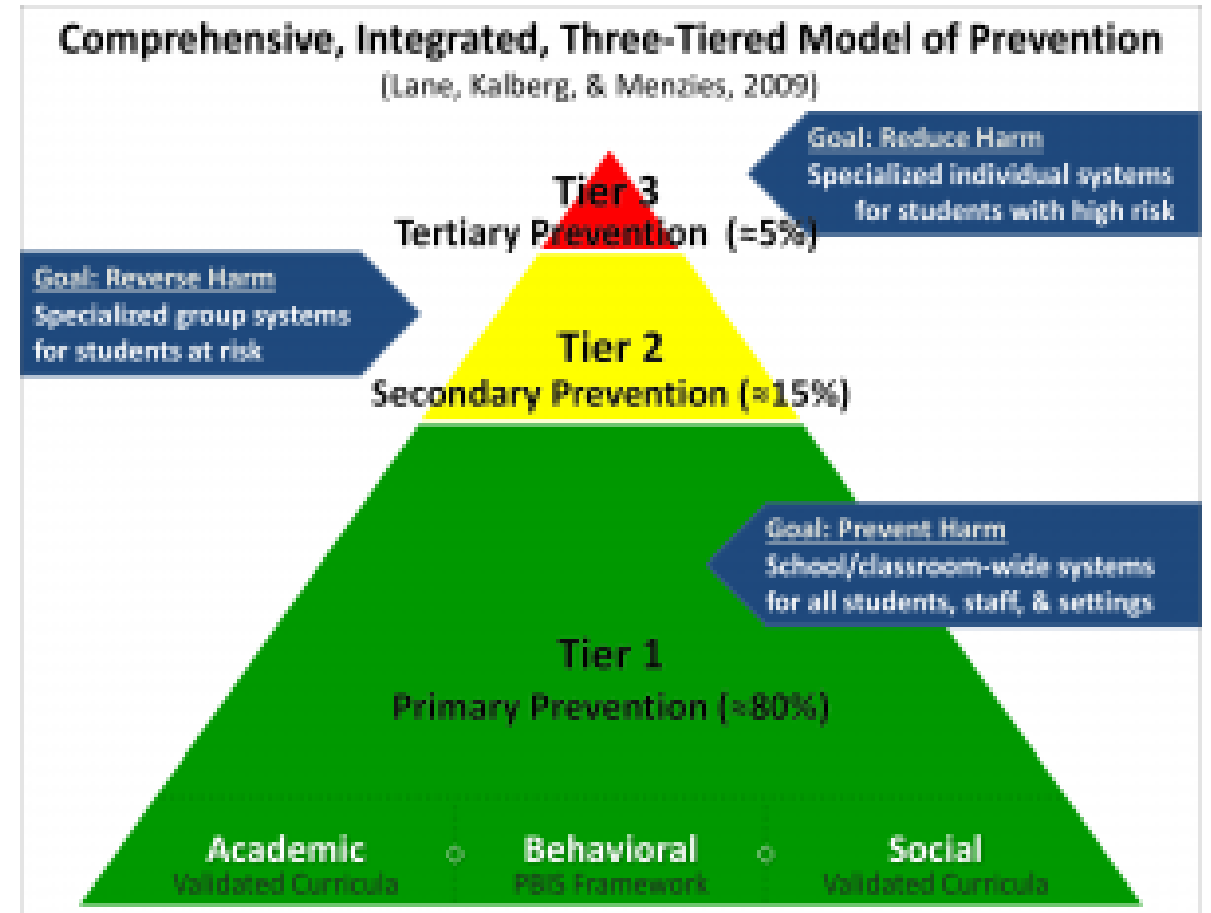
Students who are most at risk face the following factors :

- Poor school climate, unsupportive teaching & learning environment.
- Curriculum, pedagogy and framework is not adapted to students' diversity
- Being neglect and isolated.
- Lack of understanding of students' different background and individual needs.
- Low attendance, problematic behavior and low academic performance
- Poverty, low socioeconomic, child labor work, child abused.
- No motivation from family and school.
- Dysfunctional family, mental and physical issues.



The Office of Learning Supports at Colorado Department of Education, 2015, articulate in their outlined in report that, MTSS has six essential components:

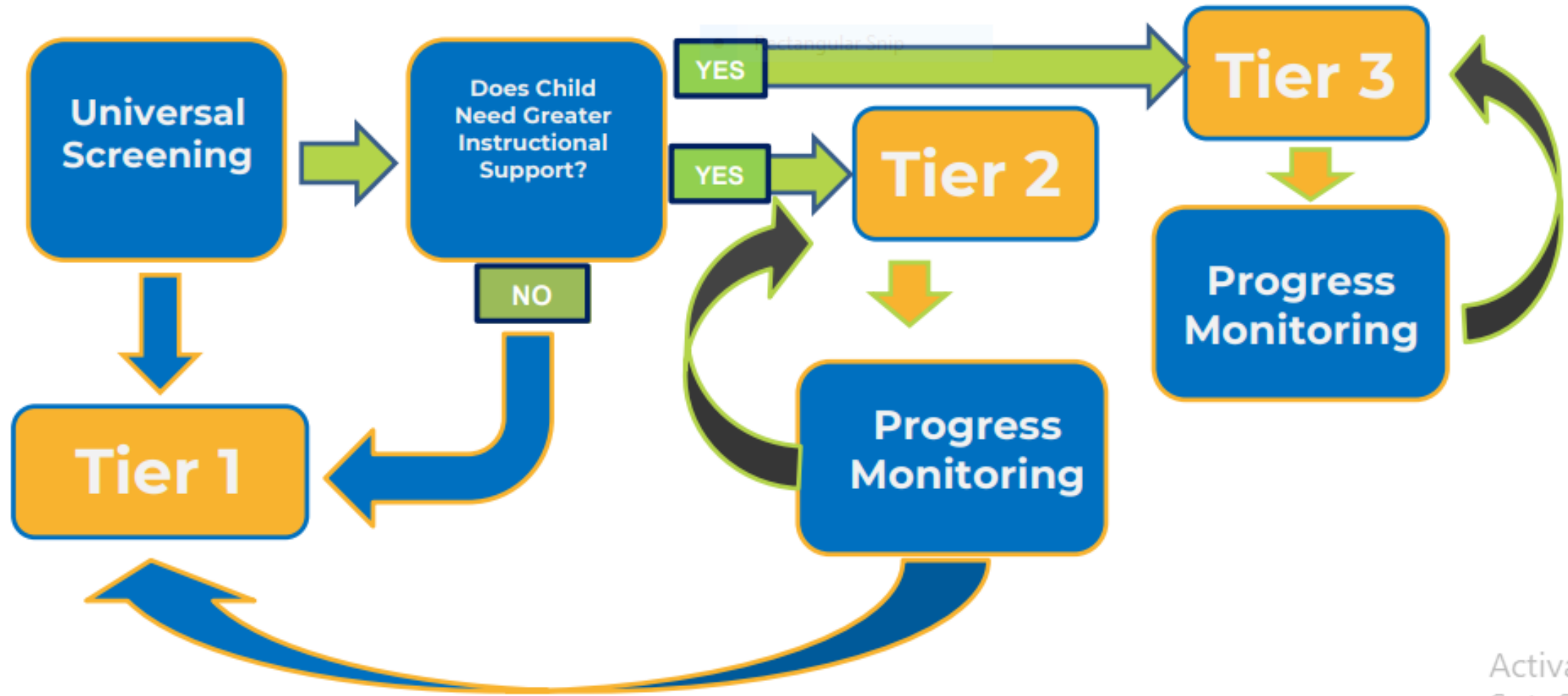
- (a) shared leadership,
- (b) data-driven decision making,
- (c) a layered continuum of supports,
- (d) an evidence-based approach to instruction, intervention, and assessment,
- (e) universal screenings and progress monitoring, and
- (f) partnerships among schools and families.



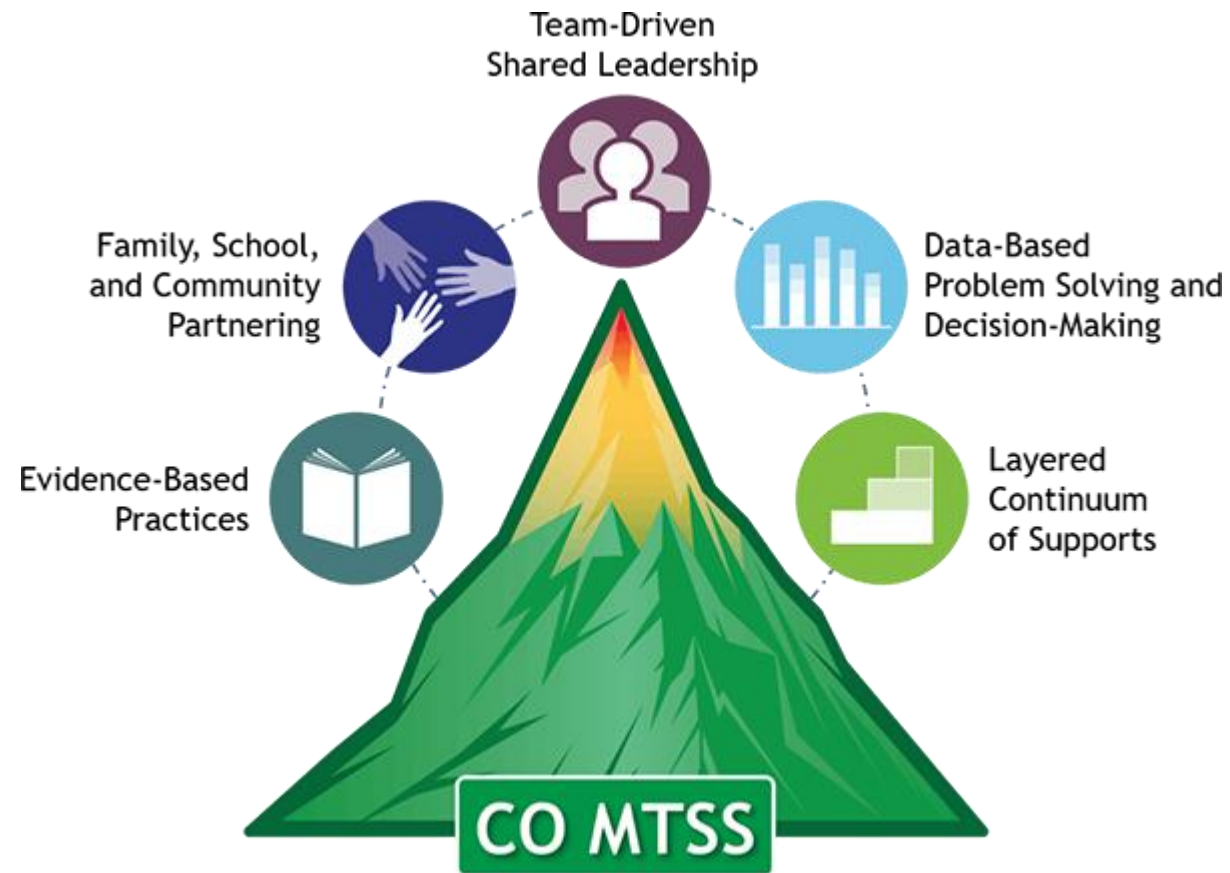
## What Screening?

“School-wide behavior screeners...  
facilitate more accurate decision making and involve carefully  
monitoring risk and progress in the school as a whole.  
More specifically, school-wide screeners also engage teachers in  
identifying at-risk students who may require additional academic,  
behavioral, or social support”  
(Lane, 2012)

# Universal Screening and Progress Monitoring



It can be incorporated into Cambodia's educational quality improvement strategy plan by using a Multi-Tier Support System (MTSS) widely implemented in many developing countries to improve instruction for all diverse learners, particularly those students who are at risk.



## Notion of MTSS in Cambodia Context.

- Even though the MTSS have not yet been introduced into the Cambodian national education system, there are some NGOs and stakeholders that are partially implementing them already. Consequently, not all Cambodian at-risk children receive the same level of support, with the exception of those identified by the NGOs as intended beneficiaries. Many at-risk students are not receiving equity education with care and support, and as a result, supports from the government must be taken into consideration.

MTSS systems have already been incorporated into the operation of a few international nongovernmental organizations (NGOs) that are increasingly involved in supporting the government and supporting Cambodia students out of poverty and uneducated situation for example: Cambodian Children's Fund (CCF).

CCF, 2022 “We’re removing barriers to the classroom and bringing high quality education to kids living in one of Cambodia’s most impoverished communities”.

“In order to bring lasting change to a community, its people, and their struggles, it requires a deep-seated understanding of their daily struggles”, (CCF, 2022)

<https://www.cambodianchildrensfund.org/how-we-work>



- Basic needs: House, Clean Water, food, physical and emotional Care.
- Family and Community: (Child Care, foster Care, medical Clinic, emergency assistance, Community awareness training, Financial Stability).
- Education: All students in all grade can access CCF satellite schools and public schools for free with all learning materials and assistance supports.
- Leadership: CCF is providing every leadership skills to all students because the next generation needs to become poverty-free leaders.  
(CCF, 2022)

# Conclusion:

MTSS provides an effective framework for supporting children who are at risk of dropping out of school. The implementation of this initiative will require an extensive amount of technical support, funding, rewriting of frameworks and commitment.

It involves changing values, beliefs, roles, relationships, and work approaches to adapt MTSS through cultural responsiveness. Adaptive change may lead teachers and school management teams to realize they are responsible and obligated to instruct each student with quality and equity of diversity. Changing systems may be necessary to support students who are at risk or other underserved groups. A more adaptive approach entails changing mindsets in addition to routines (Leverson, Smith, McIntosh, Rose, & Pinkelman, 2016).



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