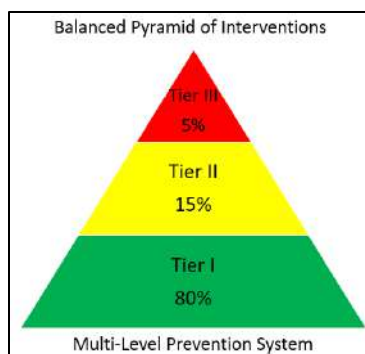


MTSS Snapshot: Myths & Facts

A Multi-Tiered System of Supports (MTSS) is a framework intended to support ALL students, and it is considered best practice for teaching and learning. Occasionally, practices and/or requirements can drift from the intent of the original purpose. When this happens, there can be some confusion. Read on as two myths and facts are revealed:

#3 MYTH: Only struggling students are placed in MTSS tiers so that they can be identified for special education.

Fact: MTSS is a framework for ALL students! At Tier I, you will note 80% as the percentage labeled on Tier I. That percentage is an estimate of the number of students who should be successful with Tier I instruction.



The true percentage of students served in Tier I is 100% - *ALL students*. Of the 100%, it is estimated that 80% will be successful at Tier I. Approximately 15% of the 100% will require additional supports or Tier II evidence-based interventions. The percentage of students in need of Intensive Interventions at Tier III is approximately 5% of the 100%.

Answer: MTSS is a framework designed to meet the needs of ALL students. When implemented with fidelity, a tiered support system can actually reduce the number of inappropriate special education referrals and placements. The pyramid image represents the Multi-Level Prevention System. It is not a “wait to fail” model, but instead, it is considered a “prevention” model that is designed to provide supports for students in areas of specific need. It should be understood that not all students will require supports. With robust Tier I instruction, consisting of evidence-based practices (EBPs) and high leverage practices (HLPs), the number of students in need of support will be reduced which is far more manageable for educators and effective for students.

#4 MYTH: Student Support Team (SST) is for all Tier II and Tier III students.

Fact: Although SST can be initiated at any time, it is most often initiated at Tier III when evidence suggests a need for intensive interventions. Furthermore, students are not “Tier II or Tier III students.” Only interventions are tiered.

Answer: Because the Multi-Level Prevention System is designed to “prevent” failure, it should not be assumed that SST is initiated automatically before interventions are incorporated. Educators must determine if the data suggests more individualized instruction is needed. However, an educator or a parent may request SST be initiated at any time. Additionally, if there is a student suspected to have some type of disability, an evaluation for eligibility cannot be denied or delayed for any reason. There is no standard practice for “tiering students” because interventions are tiered, not students.

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Georgia’s Tiered System of Supports for Students