

# Implementing Multi-Tiered Systems of Support for Young Children: Challenging Issues, Creative Solutions

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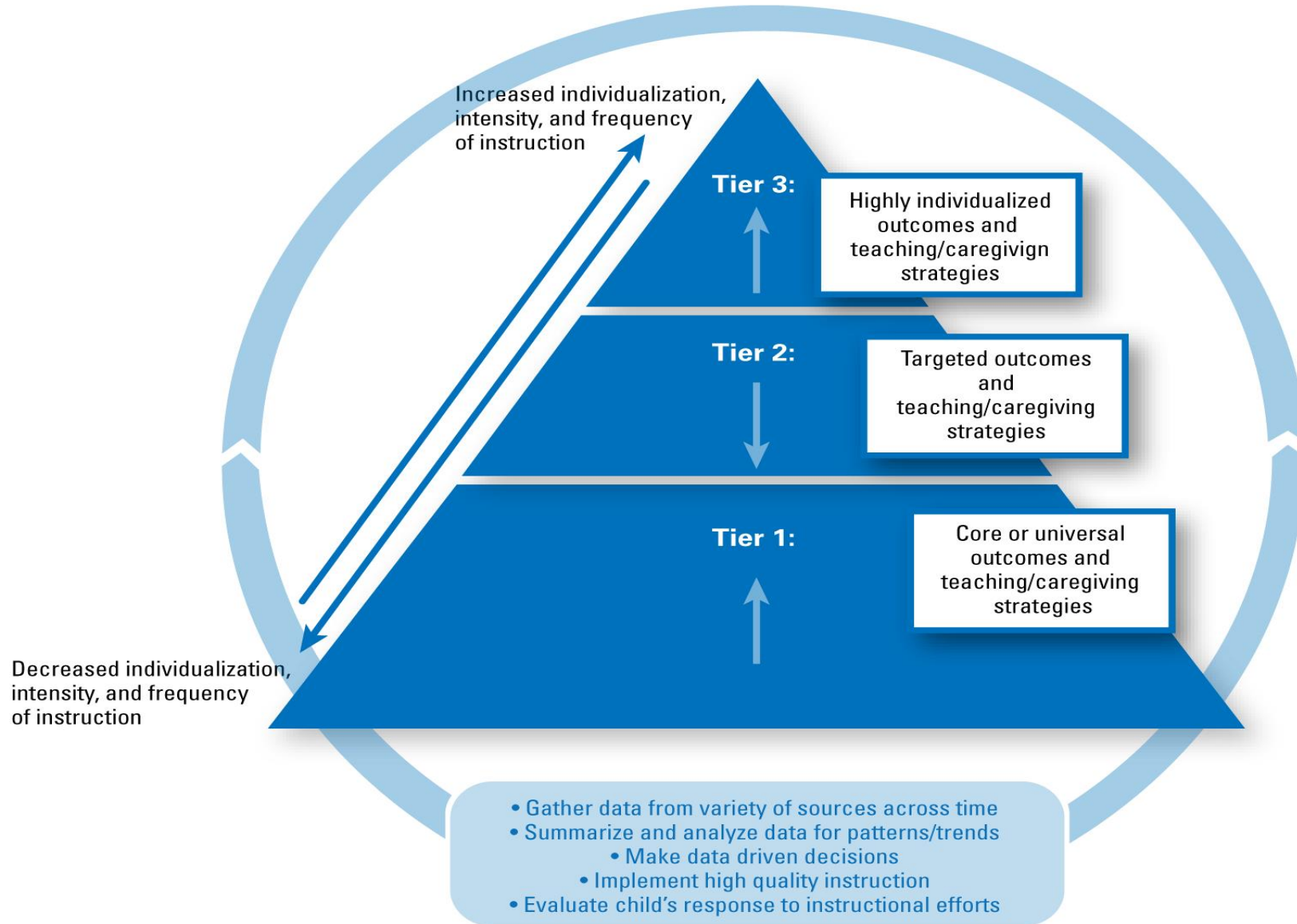
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# Who are you?

- ▶ How many of you have been implementing RTI or MTSS models for many years?
- ▶ How many of you have been implementing RTI/MTSS models in early childhood settings?
- ▶ How many have not been implementing in RTI in EC but have that as a goal?



# Why is MTSS needed?

- ▶ Children enter kindergarten with vastly different backgrounds in their readiness for school.
- ▶ Programs are aware that evidence-based practices in preschool can prevent later academic and behavior problems.
- ▶ Programs need to identify children who need additional support and provide it in a timely and efficient way.



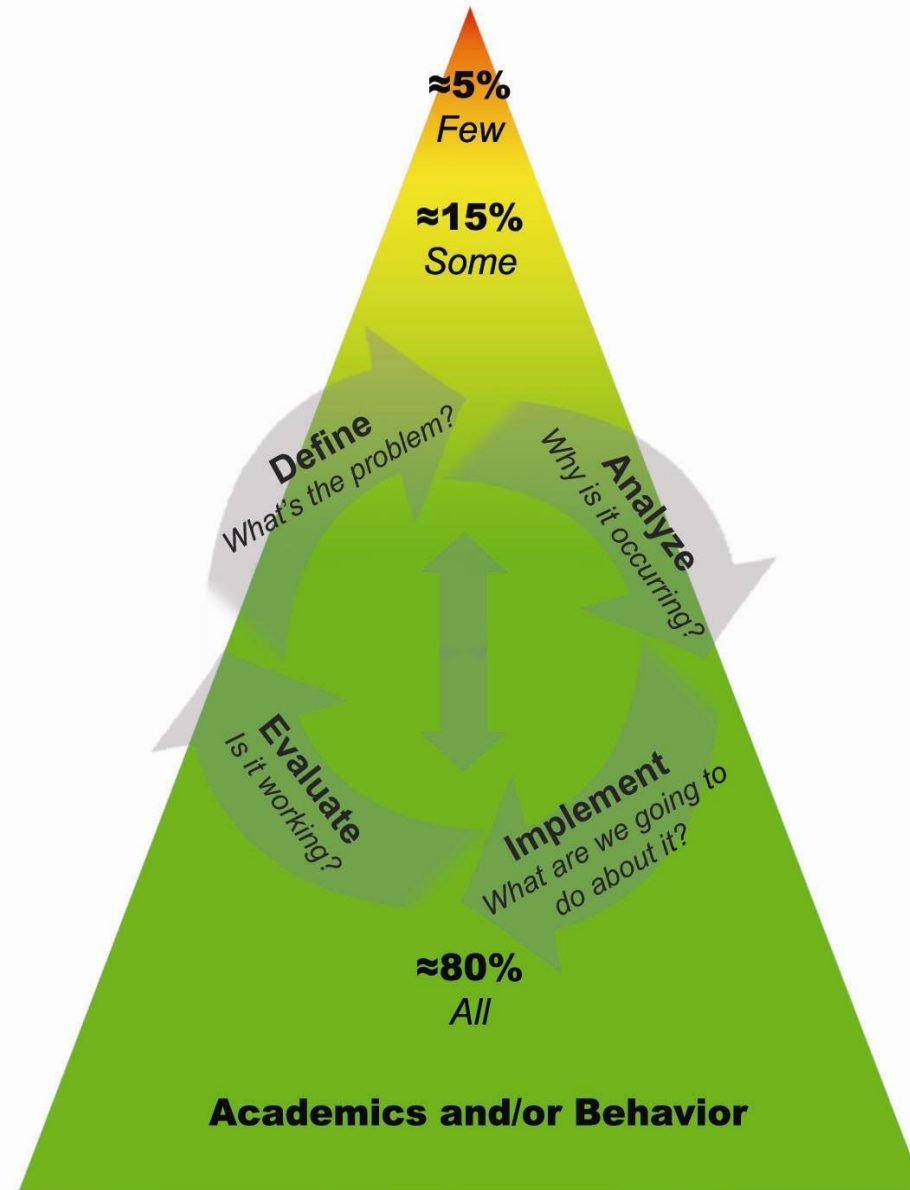
# Multi-Tiered Model of System, School & Program, and Classroom Supports Integrated with the Problem-solving Process

## ACADEMIC SYSTEMS

**Highest Tiers: Comprehensive & Intensive:** Few students who need individualized interventions.

**Middle Tiers: Strategic Interventions** Some students who need more support in addition to the core curriculum.

**First Tier: Core Curriculum:** All students, including students who require curricular enhancements for acceleration.



## BEHAVIOR SYSTEMS

**Highest Tiers: Intensive Intervention:** Few students who need individualized intervention.

**Middle Tiers: Targeted Group Interventions:** Some students who need more support in addition to school-wide positive behavior program.

**First Tier: Universal Interventions** All students in all settings.

Batsche,<sup>5</sup>  
2009



## 3 Big Challenges for MTSS in Early Childhood

1. How can we best meet the needs of Dual Language Learners using an MTSS approach?
2. How can we address needs of children with significant learning needs within an MTSS approach?
3. How can ECE program leaders and staff members start shifting into an MTSS model?