

Connecting PLPs and MTSS

Multi-tiered systems of support (MTSS), formerly known as Response to Intervention (RTI), is a key component of the Rhode Island Department of Education's [Comprehensive Literacy Guidance](#). MTSS is a framework for school improvement that ensures all students are supported in meeting academic, behavioral, and social-emotional outcomes. Through the MTSS framework, all students have access to grade level, standards aligned instruction through the use of high-quality instructional materials and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive individualized interventions at Tier 3. Coherence across the tiers is an important consideration when planning instruction to ensure it provides the same set of grade-level student experiences for all students (e.g., core instruction, interventions, extended time). This ensures students engage in instructional experiences connected with each other and with core grade-level instruction. While not always possible across the MTSS system, instructional supports should prepare students for or extend core learning by covering the same topics or concepts.



Interventions

PLPs support students who require intervention in addition to differentiated core instruction (Tier 1). Interventions are systematic instructional plans utilizing evidence-based materials and practices that are designed to help students achieve progress towards grade level goals.

[The National Center on Intensive Intervention](#) outlines the following key instructional principles for effective intervention:

- **Explicit:** concepts and skills are clearly explained and modeled
- **Systematic:** skills presented build upon previously taught skills in a logical sequence
- **Precise, simple, and replicable language:** short, clear, and consistent language is used so students can recall key information and steps involved in a skill or concept
- **Repeated opportunities to practice, build fluency, and review:** guided practice with teacher support leads to mastery, followed by independent practice to ensure students do not internalize mistakes or errors
- **Frequent opportunities to respond and interact:** multiple tools and techniques (personal whiteboards, turn and talk, etc.) are used to increase a student's opportunity to show their understanding
- **Specific error correction and feedback:** immediate positive and corrective feedback is provided to ensure students correctly practice skills. A suggested sequence for error correction is shown below:

Step 1: Identify the error and explain why it is incorrect.

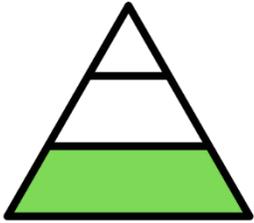
Step 2. Model the correct response.



Step 3. Provide the student with an opportunity to provide a correct response.

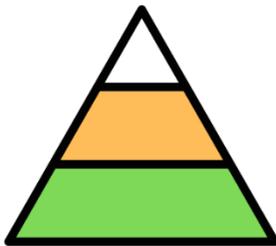
Defining the Tiers

Tier 1:



At Tier 1, core instruction aligned to grade level, Rhode Island State Standards using high-quality instructional materials is provided for all students by the classroom/content area teacher. Differentiation for all students is provided as Tier 1 support. All students are assessed with a universal screener to identify areas of strength and need, as well as which students are at risk of difficulties in literacy and require Tier 2 or Tier 3 intervention.

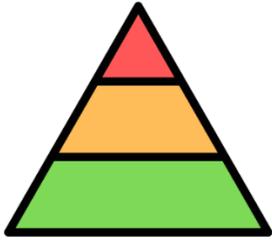
Tier 2:



At Tier 2, students who require support beyond Tier 1 receive small-group evidence-based targeted interventions matched to their needs delivered through a standard protocol by a qualified literacy teacher who has been trained in delivering the intervention and have demonstrated proficiency in the knowledge of the science of reading and structured literacy. They must also be trained in the program or methods used during the intervention. The teacher must have the time to not only deliver the intervention with integrity but analyze the data and participate in strategic planning. **Tier 2 instruction is provided in addition to, *not* as a replacement for, Tier 1 instruction.** Additionally, Tier 2 instructional content should mirror the content the student is learning in Tier 1/HQIM when possible, to provide instructional coherence. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective. Progress monitoring data including the use of general outcome measures, is used to identify which students are making adequate progress and should continue with Tier 2 support, which have made enough progress to return to Tier 1, and students for whom individualized Tier 3 intervention is necessary.



Tier 3:



At Tier 3, students who require support beyond Tier 1 and Tier 2 receive intensive, individualized interventions delivered by a qualified literacy teacher who has been trained in delivering the intervention and has knowledge of the practices of the science of reading and structured literacy. The teacher must have the time to not only deliver the intervention but analyze the data and participate in strategic planning.

Tier 3 is not synonymous with special education. Students who require Tier 3 intervention include students who have not responded to evidence-based Tier 2 interventions delivered with fidelity, students whose screening data indicate an urgent need for intense intervention, and students with IEPs who are not making adequate progress in meeting IEP goals. Different interventions require different dosages to be effective. Interventions should be delivered in accordance with research indicating the dosage and schedule needed for the instruction to be effective. Additionally, Tier 3 instructional content should mirror the content the student is learning in Tier 1/HQIM when appropriate, to provide instructional coherence. Progress monitoring with general outcome measures is used to identify which students are making adequate progress and should continue with Tier 3 support, which have made enough progress to return to Tier 1 and 2 support, and students for whom Tier 3 support is not working.

For additional information on MTSS visit [BRIDGE-RI](#).