

2. School-Wide Multi-Tier System of Supports Approach to GEI

The law allows schools to use a process that assesses a child's response to scientific, evidence-based intervention to determine whether the child is making sufficient progress to meet age or State-approved grade-level standards. Kansas encourages schools to use a school-wide, multi-tiered model of support for all children including both academic and behavioral concerns. In Kansas, this is supported through Kansas Multi-Tier System of Supports (Kansas MTSS) which includes both academic and behavior supports. The following briefly explains the multi-tiered aspect of the school-wide approach.

Tier 1: All children receive a core instructional program that uses a scientifically validated curriculum that is provided for all students. Schools choose curricula that have evidence of producing adequate levels of achievement (i.e., evidence-based) and instruction is differentiated within the core to meet a broad range of student needs. Therefore, interventions are provided via the general curriculum. Universal screening of all children to monitor progress and to identify children who may need additional support is conducted. Approximately eighty percent of children in the school will be successful in the general curriculum.

Tier 2: Those children who do not respond to the core instructional procedures will receive targeted group interventions in addition to core instruction. More frequent measures of progress monitoring are used to collect child progress data. Approximately fifteen percent of children in the school will need targeted (supplemental) support.

Tier 3: A few children receive intensive, individualized interventions. These are in addition to the supports provided in Tier 1. Interventions will be more intensive and delivered in more substantial blocks of time. Approximately five percent of children in the school will need this kind of intensive support.

The graphic below depicts MTSS.



Within a MTSS depicted above, children will receive GEI as a part of the system in place for all students. Data collected at each tier should guide school personnel as to the next steps to take based on the child's response to interventions tried. At least by the time a child is ready to access the more intensive supports of Tier 3, the school should employ the use of individualized problem solving to design the intensive individualized support the child will receive as well as a plan to monitor the child's progress and document the child's response to the scientifically research-based interventions. The approach of individual child problem solving is therefore a component of the larger school-wide system, or it may stand alone as a method to conduct GEI as outlined below.