

PART 4

MTSS in Practice

Tier 1 is the foundation. Tier 2 and Tier 3 are layered—not replacements for it.

INDIVIDUAL EXERCISE: Map My Resource Teacher Role Across the Tiers



How to use this activity

Identify where your current practice is strong and where greater clarity is needed.

TIER 1 Consultant & Capacity Builder: How do I observe classroom conditions, model practices, support differentiation, and strengthen routines/accessibility?	
TIER 2 Collaborator & Problem Solver: How do I identify patterns, clarify needs, develop targeted supports, model strategies, monitor, and adjust?	
TIER 3 Team Partner & Coordinator: How do I contribute to individualized planning, identify triggers/protective factors, align adult responses, and coordinate implementation?	
TIER 1 CONTINUITY: How do we ensure targeted/intensive supports do not disconnect the student from universal classroom instruction and belonging?	

SMALL-GROUP DISCUSSION / ACTIVITY: **Catch it earlier**



Discuss

Choose a predictable Tier 2 difficulty: task avoidance, transition difficulty, assessment anxiety, shutdown, peer conflict, or escalating frustration.

1. Map the reactive pathway: Trigger → Stress → Escalation → Crisis → Intervention.
2. Map the preventive pathway: Trigger/Demand → Early Signs → Targeted Adult Support → Regains Capacity → Returns to Engagement.
3. Identify the earliest point where a realistic adult action could change the trajectory.
4. Name what information should be monitored to decide whether support is helping.

SELF-REFLECTION QUESTIONS: Tier 1 check

- What universal classroom condition could reduce the number of students needing targeted support?
- Where might pull-out or individualized support unintentionally replace core instruction or belonging (consult the **Resource Teacher Service Models** as a reference at page 8)?
- What could I strengthen with classroom teachers before adding something new (please keep in mind the teacher's capacity when considering implementing new strategies or resources)?

The Resource Teacher service models

Resource Models



Resource Teacher

Support delivered through two classroom-based models



Consultation Model

- ✓ Resource or remedial teacher directly supports the classroom teacher
- ✓ Indirect service delivered to students
- ✓ Joint planning, problem-solving, and strategy development



Collaborative Model

- ✓ Classroom and resource teachers jointly plan interventions
- ✓ Shared monitoring of student progress
- ✓ Co-developed learning targets



Direct Support VS. Capacity Building



Direct Support

Working directly with the student

- Supporting the student
- Co-regulating
- Clarifying a task
- Practising a skill
- Providing a break
- Responding to difficulty



Capacity Building

Strengthening the system around the student

- Supporting the adults around the student
- Modelling co-regulation
- Helping teachers identify barriers
- Helping the skill generalize to class
- Designing sustainable regulation supports
- Building conditions that prevent difficulty



The goal is not less support.

It is support that becomes increasingly embedded in the student's everyday environment.

Push-In Resource Models



In-Class Support

- ✓ Resource teacher works directly within the regular classroom
- ✓ Students remain integrated with peers
- ✓ Targeted academic support provided during instruction



Co-Teaching Approaches

Six evidence-based co-teaching structures

- ✓ One Teacher, One Support
- ✓ One Teacher, One Observer
- ✓ Parallel Teaching
- ✓ Station Teaching
- ✓ Alternative Teaching (Small Targeted Group)
- ✓ Team Teaching



Pull-Out Resource Models



Resource Room

- ✓ Students leave class temporarily for targeted intervention
- ✓ Individual or small-group instruction
- ✓ Focus areas: literacy, numeracy and executive functioning



Remedial Services

- ✓ Short-term targeted intervention
- ✓ Academic support tailored for students at risk
- ✓ Re-teaching or pre-teaching core curriculum content



Individual Intervention

- ✓ One-to-one support specialists
- ✓ Resource or special education teacher
- ✓ Speech-Language Pathologist, Psychologist, Psychoeducator or Special Education Technician



These resource models can be used in both Elementary and Secondary settings.

Small Group Service Models



Targeted Intervention Groups

- Reading**
Structured decoding and comprehension skill groups
- Numeracy**
Foundational math principles and problem solving
- Social Skills**
Guided peer interactions and emotional regulation
- Executive Functioning**
Organization, planning and focus strategies



Response to Intervention (RTI/MTSS)

TIER 1

Universal classroom supports for all students



TIER 2

Targeted small-group intervention for students at risk



TIER 3

Intensive individualized intervention for students with high needs



Specialized Class Models



Specialized Support Classroom

Self-contained setting tailored for intensive academic and developmental needs.



Low Student-Teacher Ratio

Provides intensive, personalized instruction and specialized behavioral or developmental support within a structured classroom setting.



Flexible Classroom Integration

Students may be integrated into the regular classroom for specific subjects or parts of the school day to foster social and academic inclusion.