



# Intervention Strategies for Educators within the Multi-tiered System of Support

## Course Syllabus

### Course Description

The purpose of this professional development course is to provide the appropriate knowledge and resources to teachers and professionals by selecting and implementing the best scientifically-based research practices. This includes knowledge and resources on instructions and interventions that meet the needs of all students in school settings across different levels of the Multi-Tiered Systems of Support (MTSS) framework and align with the student's Individualized Education Program. Participants will learn to differentiate MTSS, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS), use problem-solving processes, choose and evaluate interventions, and collaborate with professionals and parents.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in practical, research-based knowledge and skills to identify, implement, and evaluate evidence-based interventions within a Multi-Tiered System of Supports (MTSS) framework, with a strong emphasis on collaboration, differentiation, and inclusive practices.

### Course Objectives

At the end of this course you should be able to:

1. Differentiate Multi-Tiered System of Support (MTSS), Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS) by creating a comparison chart that outlines the purpose, structure, and key components of each system.
2. Utilize the problem-solving process in a Multi-Tiered System of Support and Response to Intervention by applying each step of the process to a real or simulated student case study.
3. Create a list of five high-quality interventions for various students in school settings by analyzing student data and matching it to appropriate, evidence-based strategies.
4. Choose, implement, and evaluate a selected intervention based on the Council for Exceptional Children (CEC) standards by developing a real or simulated case study report that includes rationale, implementation steps, and outcome evaluation.
5. Implement evidence-based screening, monitoring, and intervention strategies at the Tier I level by designing a classroom-level plan in collaboration with appropriate professionals.
6. Employ evidence-based screening, monitoring, and intervention strategies at the Tier II level by developing an intervention plan that includes specific student needs, tools used, and progress-monitoring data.



7. Utilize evidence-based screening, monitoring, and intervention strategies at the Tier III level by conducting a mock team meeting and submitting a Tier III intervention protocol based on a real or simulated student scenario.
8. Collaborate with other professionals and parents to implement evidence-based practices within classrooms by designing and demonstrating a lesson plan that incorporates Universal Design for Learning (UDL) principles and at least one assistive technology tool.

### **Course Modules**

- Module 1: Multi-Tiered System of Supports, Quiz 1
- Module 2: Problem Solving Process in MTSS, Quiz 2
- Module 3: Evidence-based Practices in MTSS Part I, Quiz 3
- Module 4: Evidence-based Practice at MTSS Part II, Quiz 4
- Module 5: Evidence Based Practices at Tier I, Quiz 5
- Module 6: Evidence Based Practices at Tier II, Quiz 6
- Module 7: Evidence Based Practices at Tier III, Quiz 7
- Module 8: Some Considerations in EBPs

### **Grading**

Each quiz must be passed at an 80% or higher (three attempts allowed).

### **Format**

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.