

West Virginia Tiered System of Support: Designing a System of Support



Purpose

The purpose of this tool is to help leadership teams design a school-wide system of support and interventions based on the West Virginia Tiered System of Support (WVTSS) framework.

How to Use

As districts and schools think about implementing WVTSS, consider the following questions at each tier. For help answering any of the following questions, refer to the recommendations at each tier in the West Virginia Tiered System of Support Overview Document.

Groundwork & Training

I. Universal Screening

- How will students be identified who need supplemental support?
- What universal screeners are already in place?
- Are the screeners evidence-based?
- Is there any duplication in data collected when using more than one screener?
- If so, can one or more of the screeners be eliminated without losing data that is needed?

II. Universal Instruction

- Does every student have access to instruction and instructional resources that are aligned to grade-level standards and developmentally appropriate?
- Is differentiated instruction embedded in Universal instruction?
- Do all teachers understand and implement Universal Design for Learning?
- Have we clearly defined the positive behaviors (effort, attendance, social behaviors) that we want all students to demonstrate?
- Is there a plan to explicitly teach, reinforce, and support these behaviors?
- How will student progress be measured toward meeting academic, behavior and social-emotional expectations?

III. Targeted Intervention

- How will students be accurately identified who need targeted support?
- Are collaborative teams in place to determine who will provide the targeted intervention and when the intervention will take place?

- Are effective, research-based protocols consistent to systematically analyze causes for limited response to universal instruction and identify appropriate targeted supports?
- How will student progress be monitored?
- How frequently will the collaborative team meet to review individual and group interventions?

IV. Intensive Intervention

- What intensive interventions are currently available?
- Are effective, research-based protocols consistent to systematically analyze causes for limited response to targeted intervention and identify appropriate intensive supports?
- How will student progress be monitored?
- How frequently will the collaborative team meet to review individual and group interventions?

V. Special Education Identification

- Who will sit on the Student Assistance Team (SAT)?
- Are effective, research-based protocols consistent to systematically analyze causes for limited response to intensive intervention as part of identifying the need for a special education referral?
- Is there an agreed upon process to determine if special education is necessary, appropriate, and defensible for a student?

