

WHAT IS TIER 3? OKMTSS: INTENSIVE SUPPORTS

What is Tier 3? “Intensive Help for a Few Students ”

Tier 3 is the most intensive level of support in Oklahoma’s Multi-Tiered System of Supports (OKMTSS). It is for a small number of students who need more help than Tier 1 and Tier 2 provide. Tier 3 supports are based on student data and are designed to meet a student’s individual needs.

Examples of Tier 3 academic support:

- **Providing intensive instruction focused on a specific skill the student is struggling with.** (Students receive very focused instruction on one skill that data shows they need the most help with.)
- **Using evidence-based intervention programs that may be different from Tier 2 programs.** (Schools use proven programs designed for students who need more intensive support.)
- **Providing instruction more often and for longer periods of time.** (Students receive instruction more frequently and for longer sessions than in Tier 2.)
- **Giving immediate and frequent feedback to the student.** (Students are told right away how they are doing so they can adjust and learn more effectively.)
- **Using progress monitoring data to closely track how the student is responding.** (Schools collect data often to see if the support is working and make changes when needed.)

Examples of Tier 3 behavior support:

- **Providing individualized behavior support based on student needs.** (Support is designed specifically for the student, based on behavior data.)
- **Teaching behavior skills with high levels of structure and support.** (Students are taught clear behavior expectations using very direct instruction.)
- **Practicing skills frequently with adult guidance.** (Students practice behaviors often with close adult support and guidance.)
- **Monitoring behavior progress regularly to guide changes.** (Schools review behavior data often to decide if the plan needs to be adjusted.)

Additional ways schools support families at Tier 3 include sharing frequent progress-monitoring data and explaining how intensive supports may be adjusted based on that data. Families are involved in decision-making conversations with the school team as interventions are intensified, individualized, or changed to better meet the student’s needs.

Child Find:

Schools cannot use MTSS to make you wait before looking into whether your child has a disability that may need special education. If a parent, teacher, or other school staff suspects a child has a disability, the school must **identify, locate, and evaluate the child for special education** without making you go through all the MTSS steps first.