Multi-Level Prevention System

Multi-Level Prevention System, an essential component of *Georgia's Tiered System of Supports for Students,* is in alignment with *Coherent Instruction* and *Supportive Learning Environment* and crucial to the *School Improvement Process*. *Coherent Instruction, Supportive Learning Environment* and the *School Improvement Process* are part of *Georgia's Systems of Continuous Improvement.*

A Multi-Level Prevention System is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior concerns. The Tiered System of Supports for Students includes schoolwide implementation that focuses on the "what and how of instruction" and the provision of services and supports to students that meet their unique, whole-child needs. A multi-level prevention system includes three levels of intensity or prevention that includes high-quality core instruction, evidence-based practices and evidence-based interventions. The three levels of intensity are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention and Tier III: Tertiary Level - Intensive Intervention.

Essential Component: Multi-Level Prevention System
District and school leadership provide the necessary infrastructure to implement a schoolwide tiered system of multi-level instruction and intervention to maximize student achievement and reduce behavior concerns.

Sample Performance Indicators
Performance indicators include, but are not limited to:

- ☐ Uses research-based curriculum materials
- ☐ Articulates teaching and learning objectives
- ☐ Implements a standards-based core curriculum
- ☐ Differentiates instruction
- ☐ Provides enrichment opportunities for students who need enrichment/acceleration
- ☐ Uses evidence-based practices (EBPs) and high leverage practices (HLPs)
- ☐ Ensures that EBPs are aligned with the core curriculum
- ☐ Implements EBPs with fidelity
- ☐ Ensures EBPs supplement (*not supplant*) core instruction and curriculum
- ☐ Uses data in all decision-making processes
- ☐ Develops student educational plan that considers unique circumstances of students on a case-by-case basis, which incorporates core instruction and intensive interventions
- ☐ Adopts culturally and linguistically relevant instructional practices, assessments, and interventions
- ☐ Uses screening, progress monitoring, and other assessment tools schoolwide

For additional information, see **Multi-Level Prevention System** *in Georgia's Tiered System of Supports for Students Implementation Guide.*

Multi-Level Instruction/Prevention – *The tiered system includes a school-wide, multi-level system of instruction and intervention for preventing school failure.* *(See Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric)*			
Measures	**1** (Little to No Evidence)	**3** (Some Evidence)	**5** (Evident)
Primary-Level Instruction/ Core Curriculum (Tier I)			
Research-Based Curriculum Materials	Few core curriculum materials are research-based for the target population of learners (including subgroups).	Some core curriculum materials are research-based for the target population of learners (including subgroups).	All core curriculum materials are research-based for the target population of learners (including subgroups).
Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of assigned teacher.
Differentiated Instruction	Neither of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.
Standards-Based	The core curriculum (reading and mathematics) is not aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is partially aligned with the Georgia Standards of Excellence (GSE).	The core curriculum (reading and mathematics) is aligned with the Georgia Standards of Excellence (GSE).
Exceeding Benchmarks	Neither of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the schools provide enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

Multi-Level Instruction – The tiered system includes a school-wide, multi-level system of instruction and interventions for preventing school failure. *(See Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric)*			
Measures	**1** **(Little to No Evidence)**	**3** **(Some Evidence)**	**5** **(Evident)**
Secondary-Level Intervention **(Tier II)**			
Evidence-Based Intervention	Secondary-level interventions are not evidence-based in content areas and grade levels.	Some secondary- level interventions are evidence-based in content areas and grade levels.	All secondary-level interventions are evidence-based in content areas and grade levels.
Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
Addition to Primary	Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.

Multi-Level Instruction – The tiered system includes a school-wide, multi-level system of instruction and interventions for preventing school failure. *(See Georgia's Tiered System of Supports for Students District Fidelity of Implementation Rubric)*			
Measures	**1** **(Little to No Evidence)**	**3** **(Some Evidence)**	**5** **(Evident)**
Tertiary-Level (Intensive) Intervention (Tier III) *Individualized with a focus on the academic and behavioral needs of recommended students.*			
Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
Instructional Characteristics	None of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one or two of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	All of the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.
Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.