




Early Multi-Tiered Systems of Support (Early MTSS)

A tiered intervention framework of evidence-based practices to promote social, emotional, and behavioral development of young children.

Tier	Component	Practices	Evidence
 Universal	Nurturing and Responsive Relationships	Supporting children's play; Responding to child conversations; Support communication of children with special needs; Specific praise and encouragement of appropriate behavior; Build relationships with children; Responsive relationships with families	Burchinal, Vandergrift, Pianta, & Mashburn, 2010; Fullerton, Conroy, & Correa, 2009; Howes & Smith, 1995; Kontos, 1999; Mill & Romano-White, 1999; National Research Council, 2001; Peisner-Feinberg et al., 2000; Pianta,
	High Quality Supportive Classroom Environments	Adequate materials; Defined play centers; Balanced schedule (large & small group); Structured transitions; Individualized instructions for children who need support; Teach and promote small number of rules; Design activities that are engaging to children; Provide clear directions	Brown, Odom, & Conroy, 2001; Chien et al., 2010; DeKlyen & Odom, 1998; Ivory & McCollum, 1999; Jolivet et al., 2001; National Research Council, 2001; Peisner-Feinberg et al., 2000; Sainato, Jung, Salmon, & Axe, 2008
 Secondary	Targeted Social Emotional Supports	Teach children to identify and express emotions; Teach and support self-regulation; Teach and support strategies for handling anger and disappointment; Teach and support social problem solving; Teach and support cooperative responding; Teach and support friendship skills; Teach and support collaboration with peers; Partner with families in teaching social emotional skills	Bierman et al., 2008; Denham & Burton, 1996; Domitrovich et al., 2007; Hune & Nelson, 2002; Kam, Greenberg, & Kusche, 2004; Sheridan et al., 2010; Vaughn et al., 2003; Webster-Stratton, Reid, & Stoolmiller, 2008; Webster-Stratton, Reid, & Hammond, 2001
 Tertiary	Intensive Individualized Interventions	Convene a team; Collect data to determine nature of problem behavior; Develop individualized behavior support strategies; Implement behavior support plan with consistency; Conduct ongoing monitoring of child progress; Revise plan when needed; Partner with families and other colleagues in plan implementation	Blair, Fox, & Lentini, 2010; Carr et al., 1999; Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Dunlap & Fox, 1999; Kern, Ringdahl, Hilt, & Sterling-Turner, 2001; McLaren & Nelson, 2008; Strain & Timm, 2001; Wood, Ferro, Umbreit, & Liaupsin, 2011