

**AUSTIN INDEPENDENT SCHOOL DISTRICT**  
**Multi-Tiered System of Support (MTSS) through the Child Study System (CSS) Vocabulary**

<b>Vocabulary</b>	<b>Definition/Explanation</b>	<b>Additional Information and/or Resources</b>
<b>Multi-Tiered System of Support (MTSS)*</b>	A structure that addresses the academic, behavioral, attendance needs of the whole child through a supportive, integrated, and strengths-based lens (all tiers); includes SEL, MTSS, and Comprehensive Student Health supports; through the Child Study System (CSS)	<a href="http://www.childstudysystem.org/">http://www.childstudysystem.org/</a>
<b>MTSS Process</b>	An ongoing data-based decision making process for determining instruction through ongoing student assessment, including universal screening, diagnostic, and intervention with progress monitoring, used for measuring each student’s learning rate and level of performance	<a href="http://www.childstudysystem.org/rti-within-the-css.html">http://www.childstudysystem.org/rti-within-the-css.html</a>
<b>Tier 1</b>	Instruction and behavioral supports serving 100% of the student population; includes problem solving for academic and behavior issues addressed in the general education classroom	<a href="http://www.childstudysystem.org/rti-within-the-css.html">http://www.childstudysystem.org/rti-within-the-css.html</a>
<b>Tier 2</b>	Targeted research-based instruction determined by the diagnostic tool(s); typically done in a small group of students by a teacher and/or interventionist using evidence-based materials and specific progress monitoring (at minimum one/month)	<a href="http://www.childstudysystem.org/rti-within-the-css.html">http://www.childstudysystem.org/rti-within-the-css.html</a>
<b>Tier 3</b>	Intense research-based instruction determined by the diagnostic tool(s) that typically occurs in a small group of students by a teacher or interventionist using evidence/research-based materials and specific progress monitoring (at minimum twice/month); required by only a VERY small portion of the student population needing this level of support if previous supports are followed and implemented with fidelity	<a href="http://www.childstudysystem.org/rti-within-the-css.html">http://www.childstudysystem.org/rti-within-the-css.html</a>
<b>Social Emotional Learning (SEL)</b>	A process for helping children and adults develop fundamental skills for life effectiveness; SEL teaches the skills needed to handle ourselves, relationships, and work effectively and ethically, including recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically	<a href="https://www.austinisd.org/academics/sel">https://www.austinisd.org/academics/sel</a>

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<b>Child Study Team (CST)</b>	A campus team minimally comprised of the CST chair, administrator, counselor, teacher(s), parent(s), and other members as needed, which meets to problem-solve and provide/coordinate Tier II and some Tier III behavior/academic/attendance interventions, observations, services, and supports for students through the child study system process	<a href="http://www.childstudysystem.org/">http://www.childstudysystem.org/</a>
<b>electronic Child Study Team (eCST)</b>	District-developed electronic case management system used by 100% of AISD campuses for all students based on need	<a href="http://www.childstudysystem.org/ecst-manual.html">http://www.childstudysystem.org/ecst-manual.html</a>
<b>Roster-Based Program (RBP)</b>	Created in eCST to address a needed intervention for a group of students; includes progress monitoring information	<a href="http://www.childstudysystem.org/ecst-manual.html">http://www.childstudysystem.org/ecst-manual.html</a>
<b>504 Committee</b>	A group of people “ <i>knowledgeable about the student</i> ” minimally comprised of the campus 504 Coordinator, a campus administrator, at least one Gen. Ed. teacher, and parent(s); other members may be added to the committee as needed (e.g., nurse, counselor, etc.); must meet at least once a year to review each student’s Individual Accommodation Plan (IAP) and make all intervention and accommodation decisions for 504 students identified on a campus	<a href="http://www2.ed.gov/about/offices/list/ocr/504faq.html">http://www2.ed.gov/about/offices/list/ocr/504faq.html</a>
<b>e504</b>	District-developed electronic case management system used by 100% of AISD campuses for all 504 students	<a href="https://www.austinisd.org/academics/504services">https://www.austinisd.org/academics/504services</a>
<b>Individualized 504 Accommodation Plan</b>	An accommodation plan for students eligible for 504 services completed through the collaboration of the Campus 504 Committee; used to ensure equitable access of disabled students to their education	<a href="http://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html">http://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html</a>
<b>Admission, Review, and Dismissal Committee (ARD Committee)</b>	A team minimally comprised of a general education teacher, special education teacher, administrator, parent, and other members as needed which meets at least annually to review progress, set goals, and create the Individualized Education Plan (IEP)	<a href="https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf">https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf</a>

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<b>Special Education Electronic Document System (SEEDS)</b>	District-developed electronic case management system used by 100% of AISD campuses for all students receiving special education services	<a href="https://access.austinisd.org/servlet/Login.action">https://access.austinisd.org/servlet/Login.action</a>
<b>Individualized Education Plan (IEP)</b>	A required legal document developed by the ARD committee that outlines and defines learning goals, supports, and services for any student who has been identified as having a disability and is receiving special education services; the IEP should be tailored to the unique needs of the student to provide the maximum benefit and must be reviewed annually	<a href="http://www.wrightslaw.com/info/iep.success.bateman.htm">http://www.wrightslaw.com/info/iep.success.bateman.htm</a>
<b>Functional Behavior Assessment (FBA)</b>	A system that gathers information from a variety of sources, to provide an explanation about what may be causing or maintaining identified behaviors that cause a student difficulty; provides insight as to which consequences may be effective to elicit a more positive behavioral response; FBA guides the behavior intervention plan (BIP)	<a href="http://bit.ly/spedFBA">http://bit.ly/spedFBA</a>  For Gen Ed and 504, training is required to receive the FBA/BIP templates
<b>Behavior Intervention Plan (BIP)</b>	A written plan based on data from a Functional Behavioral Assessment (FBA) that identifies behavioral concerns affecting a student's educational progress; includes targeted behaviors, support interventions/replacement behaviors, and progress monitoring	<a href="https://www.pbis.org/">https://www.pbis.org/</a>
<b>Inclusion</b>	The practice of educating all students receiving special education services alongside their non-disabled peers in the Least Restrictive Environment (LRE); may include modification and/or accommodation	<a href="http://www.wrightslaw.com/info/lre.faqs.inclusion.htm#sthash.DHhAL5T8.dpuf">http://www.wrightslaw.com/info/lre.faqs.inclusion.htm#sthash.DHhAL5T8.dpuf</a>
<b>Universal Screener</b>	A brief assessment administered to all students to determine who is at risk for behavior and/or academic difficulty	<a href="http://www.childstudysystem.org/universal-screeners.html">http://www.childstudysystem.org/universal-screeners.html</a>
<b>Diagnostic Tool</b>	An assessment used to determine individual needs of students identified by the universal screener; used to pinpoint student's specific academic and behavioral gaps and to guide decisions about instruction and intervention	Some suggested diagnostic tools can be found at: <a href="http://curriculum.austinisd.org/Rtl/TAP/ELA/K5_literacyTAP.html#assessment">http://curriculum.austinisd.org/Rtl/TAP/ELA/K5_literacyTAP.html#assessment</a>
<b>Interventionist</b>	Specialist who works directly with students	

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<b>Instructional Coach</b>	Specialist who works directly with teachers, administrators, other adult professionals, and paraprofessionals	
<b>Pre-teach</b>	The process of teaching prerequisite skills prior to Tier 1 instruction	
<b>Reteach</b>	The process of teaching previously taught on-grade level content after an assessment has revealed student misconceptions or errors in understanding; <b>reteach is part of Tier 1 instruction</b> which reviews concepts on grade level that were previously taught	Core curriculum for AISD can be found at: <a href="https://www.austinisd.org/academics/resources">https://www.austinisd.org/academics/resources</a>
<b>Intervention</b>	A process that provides research-based and targeted instruction based on the results of the diagnostic tool to address student need and close academic and behavioral gaps	<a href="http://curriculum.austinisd.org/Rtl/TAP/ELA/K5_literacyTAP.html">http://curriculum.austinisd.org/Rtl/TAP/ELA/K5_literacyTAP.html</a>
<b>Intensive Reteach Support</b>	A system designed to provide tools, strategies, and resources for students to access and master grade-level TEKS and assessments through small group reteach instruction over a specified number of days; students targeted are those at risk of not meeting the TEA standard on state testing	Updated reteach lessons are created each year
<b>Fidelity</b>	The act of implementing an intervention, program, or curriculum with accuracy and precision in accordance with the developers' specifications or research findings	<a href="http://curriculum.austinisd.org/Rtl/TAP/ELA/index.html">http://curriculum.austinisd.org/Rtl/TAP/ELA/index.html</a>
<b>Differentiation</b>	<p>The adjustment of instruction either within or outside of grade-level, based on interest, readiness, or learning style; it is responding to the needs of all learners through an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curricula at all tiers</p> <p><i>Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.</i></p> <p style="text-align: right;"><i>~ Carol Tomlinson</i></p>	<a href="http://education.ky.gov/education/diff/Documents/tomlin00.pdf">http://education.ky.gov/education/diff/Documents/tomlin00.pdf</a>

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<b>Accommodation</b>	Supports and services intended to reduce or even eliminate the effects of a student's disability, but do not reduce learning expectations; accommodations do not change the TEKS, but make education more accessible to the student by making changes in environment, instruction, and/or materials	<a href="http://bit.ly/accomod">http://bit.ly/accomod</a>
<b>Modification</b>	Practices and procedures that change the nature of the task or target skill; changing the curriculum/curricular expectations so that the student is successful	<a href="http://bit.ly/accomod">http://bit.ly/accomod</a>
<b>Progress Monitoring</b>	A process used to assess academic performance, to quantify rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction; progress monitoring focuses on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths	<a href="http://www.rti4success.org/video/implementer-series-what-progress-monitoring">http://www.rti4success.org/video/implementer-series-what-progress-monitoring</a> <a href="http://www.rti4success.org/video/implementer-series-using-progress-monitoring-data-decision-making">http://www.rti4success.org/video/implementer-series-using-progress-monitoring-data-decision-making</a>
<b>Student Health Information System (SHIS)</b>	An electronic medical record (EMR) developed by AISD for the purpose of maintaining a student's private and confidential medical records, patient health information (PHI), immunization status, health history, nurse visit encounters, medical diagnoses, and/or a student's Individual Health Care Plan (IHCP); can only be accessed by the school nurse or School Health Assistant (SHA); SHIS information is protected under the Health Insurance Portability and Accountability Act (HIPAA)	
<b>Individual Health Care Plan (IHCP)</b>	A health management and treatment plan developed at the request of the parent/guardian; for health care services received at school or during school related activities	<a href="https://www.austinisd.org/health">https://www.austinisd.org/health</a>

\*MTSS formerly RtI (Response to Intervention) and CSSF (Child Study System Facilitators)