

GT in MTSS

[Topic Overview Video \(link\)](#) 



Why:

While the Multi-tiered System of Support is usually associated with struggling students performing below grade level, gifted and advanced learners should not be forgotten. First, some gifted learners also have another exceptionality requiring support. However, their advanced capabilities cannot be overlooked. Second, gifted learners are not all alike, and some need more advanced learning support than others. Just as students with disabilities require a continuum of options for support, so do the advanced learners.

Instructional Implications:

- ⦿ **Advanced learning needs** are intentionally and strategically addressed
- ⦿ Students **receive individualized instruction** aligned with how they learn best
- ⦿ Twice-exceptional learners receive support for their strengths which can lead to better growth in areas of relative weakness

Guiding Questions:

- ⦿ What national, state, and local policies guide RtI (Response to Intervention) and MTSS (Multi-Tiered Systems of Support)?
- ⦿ Are advanced learning needs addressed in the RtI or MTSS plans?
- ⦿ What existing protocols and practices can be cross-applied to advanced learners?
- ⦿ How are the needs of twice-exceptional (2E) learners addressed in policy and/or protocols?
- ⦿ What correlation can we draw between struggling learners' and advanced learners' instructional needs?
- ⦿ What resources do we currently have to address the needs of advanced learners? What barriers exist for teachers to access and utilize these resources?
- ⦿ What professional learning opportunities exist for differentiated instructional strategies and resources? What gaps exist in the professional learning opportunities? How do we fill them?

3 Best Practices:

1

Expand the MTSS framework to include tiers for advanced and gifted learners

2

Support twice-exceptional students with “gifted and ...” practices to focus on strengths first

3

Provide gifted services as a continuum instead of a “one size fits all” model

Resources:

Choice, P., Walter, S., & Basamo, K. (2011). *The new Rtl: Response to Intelligence* (2nd Ed.). Pieces of Learning.

Coleman, M.R. & Johnsen, S.K. (2011). *Rtl for gifted students*. Prufrock Press.

Johnsen, S. & Coleman, M.R. (2012). *Implementing Rtl with gifted students: Services, models, trends, and issues*. Prufrock Press.

Johnsen, S. & Sulak, T. (2012). *Serving gifted students within an Rtl framework: A practical guide*. Prufrock Press.

McCance, L. How MTSS supports Gifted students. *Branching Minds*.



GT in MTSS Worksheet

Directions: Use these guiding questions to incorporate GT into your MTSS or RTI models.

1

Consider testing requirements.

National level

State level

Local level

2

What existing programs and practices can be applied to advanced learners?

3

How can your RTI / MTSS practices support twice-exceptional learners?

4

What professional learning do your teachers need to incorporate gifted learners into the MTSS framework?

