

MULTI-TIER SYSTEM OF SUPPORTS AND RAK

The chart below shows how Multi-Tiered System of Supports (MTSS) helps students develop kindness skills and how RAK materials can facilitate the implementation of MTSS in the classroom. Note how the RAK Student Self-Assessment, the Collaborative Learning Guide, the Focusing and Problem-Solving Strategies and other RAK materials can be used to support students at all tiers; please reference the [Collaborative Learning Guide](#) for more information about how to use RAK materials to support students.

	HOW MTSS SUPPORTS DEVELOPMENT OF KINDNESS SKILLS	HOW RAK MATERIALS SUPPORT MTSS
TIER I: (80% OF STUDENTS)	<p>Description: Through the universal teaching of the RAK materials schoolwide, about 80 percent of students are expected to be able to acquire and learn kindness skills. RAK's kindness-based approaches are designed to improve school culture and support academic and social and emotional learning.</p> <p>Strategies: Provide schoolwide instruction, use common language and expectations, implement student and teacher self-assessments, track outcomes using school data.</p>	<p>Lesson Plans: Adapt using the Tips for Diverse Learners at the end of each activity to meet the needs of all Tier 1 students.</p> <p>Student Self-Assessment: Use to develop class goals around kindness</p> <p>Focusing Strategies: Use at regular times during the day to develop attention, intention and attitude.</p> <p>Problem-Solving Strategies: Use with class to solve specific problems.</p> <p>Collaborative Learning Guide: Help the class or school to set kindness goals and identify research-based strategies and interventions to help meet those goals within the class or school.</p> <p>Kindness Writing Prompts: Use in class to help develop awareness around the Kindness Concepts.</p>
TIER II: (15% OF STUDENTS)	<p>Description: Approximately 15 percent of students will need targeted support to acquire and learn kindness skills, in addition to universal instruction.</p> <p>Strategies: Use targeted small group instruction aimed at teaching specific kindness skills and concepts, involve families and students to create targeted kindness goals, track outcomes using school data.</p>	<p>Kindness Tool Kits: Use to provide small group support around developing kindness skills.</p> <p>Student Self-Assessment: Use to group students who are working on a specific Kindness Concept.</p> <p>Focusing and Problem-Solving Strategies: Reference to develop a focusing strategy or solve specific problems within small groups</p> <p>Collaborative Learning Guide: Helps groups set kindness goals and identify research-based strategies and interventions to help meet those goals within a small group.</p>
TIER III: (1-5% OF STUDENTS)	<p>Description: About 1 to 5 percent of students will need intensive individual support to acquire and learn kindness skills, in addition to small group and universal instruction.</p> <p>Strategies: Use intensive and frequent instruction aimed at teaching specific kindness skills and concepts, involve students, families and/or community resources to create targeted individual kindness goals, create individualized interventions.</p>	<p>Kindness Tool Kits: Use to provide individualized support around developing kindness skills.</p> <p>Student Self-Assessment: Help students determine what Kindness Concepts are strengths and to set Kindness goals in areas they need to grow.</p> <p>Focusing and Problem-Solving Strategies: Reference to develop a specific focusing strategy or solve specific problems for an individual.</p> <p>Collaborative Learning Guide: Help students set kindness goals and identify research-based strategies and interventions to help meet individual goals.</p>