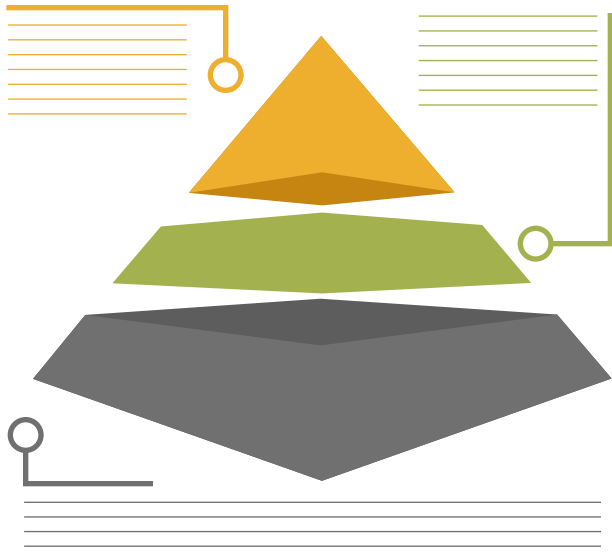




Multi-Level Services



Dana Anaby, Chantal Camden and the GOLDs/OR Group

dana.anaby@mcgill.ca
chantal.camden@usherbrooke.ca

DEFINITION



Building students' capacities by using whole-class instructional methods and interventions, and then gradually adapting or adding specific interventions according to individual student needs and their response to previous interventions

This principle is one of the 10 evidence-based principles, identified in a scoping review, that can guide the organization and delivery of services for students with disabilities in integrated classrooms.

Examples

Graduated supports (prevention-to-intervention) for young children with chronic conditions (Bagnato et al., 2004)

Adjusting supports as children with traumatic brain injury move through the recovery process and gradual return to school (Gioia et al., 2014)

Tiered individual remediation plans offered for middle school students with at-risk behaviour (Johnson, 2012).

Evidence & Outcome

In combination with other principles, multi-level services:

Are effective in improving, with increased intervention dosage, teachers' management of behaviours in children (Li-Grinning et al., 2014)

Increase student attention and improve classroom behaviours as rated by teachers (Holmes et al., 2015)

Improve measures of student achievement for students in disadvantaged areas (Johnson, 2012)

Application Ideas

Having clear procedures in place for determining the appropriate tier or level of intervention for each student

Determining risk status for entering and exiting a tier

Providing training or having a professional available for supervision of a class to provide feedback and consultation on grading activities to fit student needs