

## Effective inclusion of multitier support system framework for college and career readiness

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### ABSTRACT

Effective Decision making, critical thinking and problem-solving abilities can be developed in young students at secondary school level as well as at the college level. MTSS approach creates a platform for students to easily access and cultivates college and career readiness through various tiers of interventions in response to individual student needs. The reformation for development in secondary schools can be provided by raising an attempt to improvise current practices of college and career readiness (CCR). A proof-based school wide intervention like Positive Behavioral Interventions and Supports (PBIS) and Response to Interventions (RTI)—were developed to primarily target on elementary systems and then transformed to secondary schools. Here, we provide an overview of a recently established CCR framework emphasizing both academic and nonacademic factors essential for student's growth and career development. The existing interventions and strategies along with data-informed efforts included in a multitier system of support (MTSS) can be utilized with CCR approaches within secondary schools. Improved college outcomes of all students, including those with disabilities can be achieved by embedding CCR within established MTSS approaches. In this study, a framework comprising college and career readiness for secondary students with disabilities is highlighted based on a synthesis of extant research articulating student success.

**Keywords:** *Academic, Non-Academic, Students with Disabilities, College Career Readiness, Career Development, Interventions*

**B**uilding robust mentality and improving confidence in the students who are moving from school education to collegiate education have been a major priority over the past decade. The main focus is moved exclusively from high school education to successful entry in to collegiate education and to the workforce. (Dougherty, S. M., & Lombardi, A. R. 2016), By considering this, secondary school teachers face an overwhelming challenge to prioritize academic and nonacademic components and customize learning process to meet the individual needs of students, especially students with disabilities. (Fowler, C. H., Test, D. W., Cease-Cook, J., Toms, O., Bartholomew, A., & Scroggins, L. S. 2014) For many aspects, enhancing post-secondary results for youth with

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## **Effective inclusion of multitier support system framework for college and career readiness**

disabilities requires connecting all secondary staff, comprising general and special educators, through school wide endeavors.

The expansion of Multitier Support System (MTSS) frameworks inside secondary schools includes essentially academic elements and behavioral support, including a college and career readiness (CCR) focus may give a chance to merge academic, social, behavioral and non-academic factors supporting students not exclusively to complete secondary school however to be set up for collegiate training and long-term professions. The main purpose of this paper is to propose a framework for expanding secondary school enhancement by adding research and proof-based practices by incorporating both extensive and special curriculum to advance CCR for students with disabilities.

Given the developing execution of school wide MTSS in secondary schools, we initially provide information on MTSS and portray usage of two proof-based methodologies at first intended for elementary schools which includes Response to Interventions [RTI] and Positive Behavior Interventions and Supports [PBIS]). Next, we characterize research related with CCR; typical vocabularies utilized all through secondary school training strategies and practices and spotlight a developing framework of CCR. We have then given multiple instances of inserting CCR into MTSS to improve collegiate education outcomes for all students as well as especially those with disabilities. At last, we made suggestions to quantify constancy of usage.

### ***Introduction to Multitier Support System***

A Multi-Tier Support System (MTSS) is a fundamental, continuous developing structure in which information based critical thinking and dynamic decision making implementing across various stages of the instructive framework for supporting students. (Multitiered System Support – MTSS) The structure of MTSS is a "method of working together" which uses top notch proof based guidance, intercession, and evaluation practices to guarantee that each student gets the suitable degree of support to be fruitful. A Multi-Tiered Support System causes schools and areas to sort out resources through arrangement of academic standards and behavioral expectations, developed with accuracy and endured over time to enhance the performance of each pupil to accomplish as well as surpass capability. (Fuchs D. & Fuchs L. S. 2006).

### ***Key components of multitier support system in secondary schools***

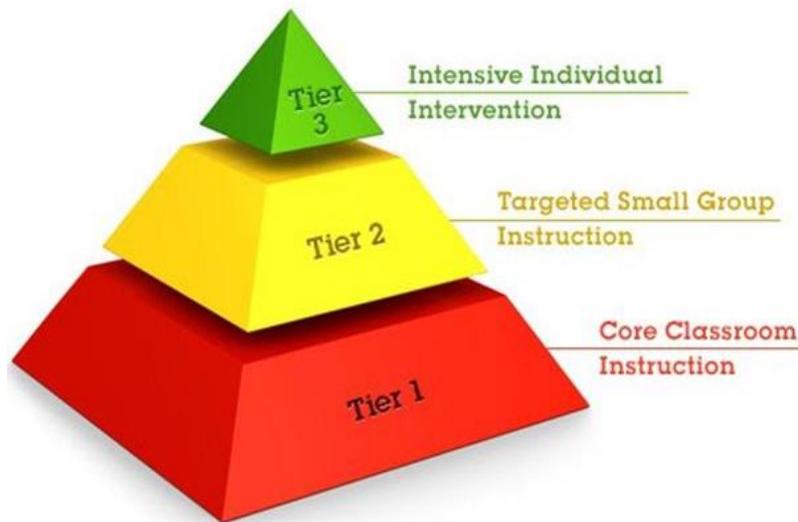
In secondary school system, MTSS adopts a proactive strategy to recognize students with academic or behavioral needs. Early evaluation and intercession for these students can assist them with finding their peers sooner for learning. The integrated instruction model of MTSS utilizes collected information to evaluate student needs and give them interventions in appropriate levels. (Sugai, G. 2012) The key components of MTSS are as follows:

- Provides universal support to students, staffs, and Parents by implementing screening and progress monitoring;
- Supports critical thinking, decision making and problem solving using collaborative approach;
- Supports active involvement and administration practices by providing good leadership platform.
- Tiers of interventions that can be amplified in response to create multilevel prevention systems to increase student academic skills and improve behavior;

**Effective inclusion of multitier support system framework for college and career readiness**

- An intensive support including universal, targeted, and intensive tiers to ensure a sequence of proof-based practices and interventions.

**THREE TIERS OF SUPPORT IN MTSS**



*Fig – 1: MTSS Three-Tiered Support System*

The struggling students can be supported to find their peers to learn by providing a strategy of early identification and intervention at the various levels. MTSS utilizes three tiers of support to assist all students at different levels. (PBIS Rewards)

Tier 1 – Universal or primary: Tier 1, as a largest tier with a majority of students about 75-90% establishes the entire structure and incorporates the whole school with core guidelines and fundamental interventions. This structure assists with building positive connections among staff and students. It incorporates proactive classroom management techniques planned for creating a strong learning environment. Students who fail in these interventions may move into Tier 2.

**Table 1: MTSS Tier 1 for College and Career Readiness Framework**

MTSS Tier	Academic Engagement	Mindsets	Learning Process	Critical Thinking	Interpersonal Engagement	Transition Competencies
Tier I	<ul style="list-style-type: none"> <li>• Progress monitoring of students</li> <li>• Language art Career report</li> <li>• SAT/ACT PLAN tests as component of assessment</li> <li>• Career development advisory periods with content</li> <li>• Career Enrollment and technical education</li> <li>• Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Individual &amp; Service learning opportunities</li> <li>• School wide mentoring (adult &amp; peer models)</li> <li>• Parent involvement</li> <li>• School climate screeners &amp; initiatives</li> <li>• Tracking extracurricular activities</li> <li>• Self-determination skills (goal setting, action planning)</li> </ul>	<ul style="list-style-type: none"> <li>• Study strategies instruction embedded within academics (e.g., Cornell notes)</li> <li>• Technology-enhanced learning</li> <li>• Project-based learning</li> <li>• Cooperative learning</li> <li>• Small group and centered based</li> <li>• Online courses</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting in mathematics</li> <li>• Civic responsibility discussion in social studies</li> <li>• Flipped classrooms (technology enhanced)</li> <li>• Peer critique and mentoring</li> <li>• Student portfolios</li> <li>• Emphasizing higher order thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mentoring / peer counselors</li> <li>• Suicide prevention programs</li> <li>• Alcohol and drug prevention programs</li> <li>• School wide positive behavioral interventions and supports</li> <li>• Civic education</li> </ul>	<ul style="list-style-type: none"> <li>• Early career assessment</li> <li>• College planning with guidance counselors</li> <li>• Post-school tracking systems for all</li> <li>• Multiple pathways: 21st Century schools; Tech Prep School-business partnerships</li> <li>• Job fairs, college fairs</li> <li>• Child care, health classes</li> <li>• Budgeting/finance courses and workshops</li> </ul>

Tier 2 – Secondary: Several students need some additional support with extra assistance in meeting academic and behavioral objectives. In Tier 2, small group of pupils about 10-25% get that support. Frequently these interventions and supports are conveyed in clusters, for

## Effective inclusion of multitier support system framework for college and career readiness

example, group studies or group discussions. Tier 2 often uses Check-In/Check-Out (CICO) interventions. This selective support permits students to progress in the direction of finding their learning peers.

**Table 2: MTSS Tier II for College and Career Readiness Framework**

MTSS Tier	Academic Engagement	Mindsets	Learning Process	Critical Thinking	Interpersonal Engagement	Transition Competencies
Tier II	<ul style="list-style-type: none"> <li>• Early warning systems</li> <li>• Check-In/Check-Out</li> <li>• Placement training</li> <li>• Co-teaching in core academics</li> <li>• Instructional accommodations</li> <li>• Academic progress monitoring</li> <li>• After school training</li> </ul>	<ul style="list-style-type: none"> <li>• Dropout prevention models (school wide and student-specific)</li> <li>• Self-monitoring/self regulation instruction and supports</li> <li>• Outreach to hard-to-reach families</li> <li>• Parent advocate as liaison</li> <li>• Social skills and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Study skills class and additional support (AVID, GEAR UP)</li> <li>• Accommodations for engagement (guided notes)</li> <li>• Assistive technology for access to content</li> <li>• Small group instruction in goal setting</li> <li>• Self-monitoring academic behaviors (homework)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded AP courses and academic monitoring</li> <li>• Summer workshops and classes</li> <li>• Service-learning applying academics to real-life events</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills tutoring</li> <li>• Social emotional counseling groups</li> <li>• School outreach to hard-to-reach families</li> <li>• Home visits/parent training</li> </ul>	<ul style="list-style-type: none"> <li>• Career academies</li> <li>• Expanded practice with college placement exams</li> <li>• Elective courses in career development</li> <li>• Job club</li> <li>• School and community collaboration</li> <li>• Summer career internships and employment programs</li> </ul>

Tier 3 – Tertiary: Students with critical a difficulties who do not react to the interventions and supports in Tier 1 or Tier 2 are providing assistance in Tier 3. Tier 3 consisting individual students with a percentile less than 10% gets individualized supports and can incorporate assistance from outside organizations, such as counselors, advisors or family therapists.

**Table 3: MTSS Tier III for College and Career Readiness Framework**

MTSS Tier	Academic Engagement	Mindsets	Learning Process	Critical Thinking	Interpersonal Engagement	Transition Competencies
Tier III	<ul style="list-style-type: none"> <li>• School engagement interventions</li> <li>• Curricular and instructional supports provided in general education</li> <li>• Collaboration with related services personnel (counseling, social work)</li> <li>• Peer supports strategies</li> <li>• Access to communication systems</li> <li>• Embedding skills across content and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed Individualized Education Program (IEP) planning</li> <li>• Self-determination instruction and opportunities</li> <li>• Parent engagement in planning and IEP development</li> <li>• Cultural liaisons for families</li> <li>• Peer mentoring strategies for intensive social supports</li> </ul>	<ul style="list-style-type: none"> <li>• Visual supports for scheduling/organization</li> <li>• Peer supports in general education</li> <li>• Assistive technology for communication and learning</li> <li>• Intensive self monitoring/self regulation</li> <li>• Self-determination training for problem solving, goal setting, action planning</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving skills embedded in academic, behavior, social context</li> <li>• Curricular and instructional supports provided in general education</li> <li>• Opportunities to practice and generalize across multiple settings</li> </ul>	<ul style="list-style-type: none"> <li>• Individual counseling sessions</li> <li>• Instruction in social pragmatics, communication, and interactions</li> <li>• Access to social communication supports (AAC)</li> <li>• Collaboration with outside agencies</li> <li>• Cultural liaisons for families</li> <li>• Social stories/social narratives</li> <li>• Peer mentoring supports for social engagement (e.g., Best Buddies)</li> </ul>	<ul style="list-style-type: none"> <li>• Person-centered planning</li> <li>• Wraparound services</li> <li>• Work-based learning opportunities (paid and unpaid)</li> <li>• Community-based transition programs</li> <li>• Parent engagement in post-school planning</li> <li>• Collaboration with adult services for post-school supports</li> <li>• Instruction and experiences for health, wellness, relationships, sexuality, financial literacy</li> </ul>

MTSS tiers help schools to implement levels of supports dependent on capacity so that students get proper guidance, support, and interventions dependent on individual need. As a result, students are identified based on the type of support they require, instead of their tier levels. This encourages trainers to respond suitably and provide assistance to students to encourage and flourish in the classroom. (Sugai, G., Horner, R. H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., Simonsen, B. 2010)

## Effective inclusion of multitier support system framework for college and career readiness

As the basic initiatives, MTSS approaches were developed. RTI and PBIS are most established approaches among them and have gained traction inside secondary schools. Both RTI and PBIS are viewed as framework for school wide promoting interventions and supports availability to all students while guaranteeing targeted and intensive academic and behavioral interventions to students who are in need, including students with disabilities.

### RESPONSE TO INTERVENTION

RTI is a multi-tiered framework developed to identify and help students to learn through an efficient methodology that incorporates techniques for intervention across Curriculum, Instruction, Assessment and Implementation. This approach enhances academic achievement and reduces behavioral problems. (Danielson, L., Roberts, G., & Scala, J. 2010) RTI depends on collected information to identify, support, and observe students learning needs by providing intensive proof-based interventions.

**Table 4: Responsiveness to Interventions with Academic Systems and Behavioral Systems**

Academic Systems		Behavioral Systems	
<u>Intensive, Individual Interventions</u> Individual Students Assessment based High Intensity	1-5%	<u>Intensive, Individual Interventions</u> Individual Students Assessment based Intense durable procedures	1-5%
<u>Targeted group Interventions</u> Some students at risk High efficiency Rapid response	5-10%	<u>Targeted group Interventions</u> Some students at risk High efficiency Rapid response	5-10%
<u>Universal Interventions</u> All students Preventive, proactive	80-90%	<u>Universal Interventions</u> All settings , all students Preventive, proactive	80-90%

RTI process starts with an all inclusive screening of all students in the general instruction classroom. When a student gives indications that he/her is experiencing difficulty in understanding, an intervention is scheduled. An intervention is the point at which the Response team and the student's parents meet to come up with an approach to help students. The response team is comprised of the principles and guideline, counselor, special education trainer and a couple of people who work with the student. In the event that the pupil has just had an intervention is as yet struggling, the RTI team will meet student's parents once again to choose more interventions. When the student continues to struggle, the response team will provide more intense interventions and works to identify a specific learning disability (SDL). For example, as per the guidelines of Special Education " a child does poorly on a test that requires reading; through the RTI process, the teacher tries reading the questions to the students to find out if the student knows the answer but is perhaps struggling with reading". This process can help screen a student for a SDL or help determine if the student needs further testing. (Speed strategies and resources "Responsiveness to interventions") RTI is implemented inside secondary schools as a fundamental MTSS approach which provides an opportunity to strengthen connectivity for extensive understandings of adolescent learning and commitment. Like RTI, the ongoing development of PBIS in secondary schools represents a move toward secondary system reform. (Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. 2009)

## **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS**

PBIS is a school wide structure and proof-based system which uses multiple tiers of social and behavioral supports intended to enhance school culture and prompting towards improved student behavioral outcomes. PBIS uses research-based strategies for powerful, team-based implementation to promote reliable school wide behavioral expectations along with progressively intensive interventions. Applying PBIS in secondary schools needs fidelity to initiate contextual factors and hence can distinctively activate and leverage adolescent commitment.

PBIS approach is effective in elementary schools for reducing behavioral problems with an acknowledgement due to well established evidences. (Bradshaw, C., Koth, C., Thorton, L., & Leaf, P. 2009). As identified in one study, there is a lack of exploration at the secondary level, because, following 19,054 schools actualizing PBIS where just 2,403 (12.6%) were secondary schools. (Flannery, K. B., Frank, J. L., Kato, M. M., Doren, B., & Fenning, P. 2013). Interestingly, constancy of implementing information is associated with secondary schools in this specific investigation demonstrated that to be effective, compared to primary schools, PBIS took more time to actualize and required extra staff. Like the outcomes of secondary schools implementing RTI (Danielson, L., Roberts, G., & Scala, J. 2010), PBIS researchers have focused on the influence of secondary school contexts on effectiveness.

Somewhat, PBIS is additionally best in class in encouraging secondary implementation, and developing proof recommends significant associations can happen between PBIS approaches and certain aspects of preparing secondary students to be college and career ready. For instance, Freeman and associates (2016) discovered preliminary positive connections between PBIS execution and secondary school dropout avoidance among 883 secondary schools across 37 states. In their investigation, PBIS had positively effects on student participation and behavior, which are well- established risk indicators of dropouts. (Gleason, P., & Dynarski, M. 2002) However with a specific note, short-term PBIS interventions didn't significantly affect reducing dropout rates (Freeman, J., Simonsen, B., McCoach, D. B., Sugai, G., Lombardi, A., & Horner, R. 2016), but instead, progress toward school finish completion is reinforced over time. Such discoveries provide a substantial conclusion that supporting PBIS in secondary schools requires long term and interesting methodologies arranged inside adolescent commitment to guarantee school completion prompting positive post-school outcomes.

## **ACADEMIC AND NON-ACADEMIC FACTORS IN COLLEGE AND CAREER READINESS**

CCR is a multidimensional factor that incorporates academic factors such as grade point average, entrance exam score for college admission and non-academic factors such as student engagement and motivational programs.

Unfortunately, CCR models and measures (counting the CCSS) depend fundamentally on academic indicators; there is proof to show these measures don't adequately match with knowledge and skills required by first-year college students. In addition, the College and Career Readiness and Success Center place three wide regions that must be focused when characterizing CCR: academic information, pathway information, and skills for long lasting learning. (American Institutes for Research. (2014) The college and career readiness and success organizer)

Non-academic factors highlight on the student dispositions and behaviors empowering acquisition of academic knowledge, skills and abilities, for example, student engagement and motivational programs, process-oriented skills cultivating study propensities as well as social and emotional development. Nonacademic factors additionally incorporate practices related with moving from secondary school to college and careers. (Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. 2012)

### *Academic Engagement*

Engage students to realize an association between regular practices and long term objectives. Student engagement has considered as an outcome of how well the student fits inside the learning environment. (Fredricks, J. A., McCloskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. 2011) Academic engagement program has been categorized into two wide areas. They are.

**Cognitive/academic engagement:** involves connecting ideas and organizing concepts across and inside core and elective content zones, in this way making knowledge pertinent and significant to young people.

**Behavioral engagement:** Behavioral engagement is demonstrated apparently through student's approaches to deal with class work, such as, regular attendance to class, active participation, class cooperation, and finishing assignments on time.

### *Academic Mind-Sets*

With a strong belief in a school culture, student academic mind set cultivate persistence leading to a growth orientation. At the end of the day, students who feel associated with school will trust in peers and adults in facing academic challenges and learn from their mistakes, at last observing results in their work while making associations with real lives.

Cultivating a development attitude is regularly connected to persistence. (Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. 2012) Ideas of self-assurance recognizable to special instructors envelop similar mindset behaviors of decision making, Target setting, self advocacy, self awareness, and self observing described through academic mind sets.

### *Learning Processes*

Learning strategies are used by students to access academic information such as skills and procedures. (Deshler, D. D., Schumaker, J. B., Lenz, K., Bulgren, J. A., Hock, M. F., . . . Ehren, B. J. 2001) Test-taking, note-taking, working in groups collaboratively, arranging materials, and time management are completely connected with learning processes that can be instructed to students. Many proofs show that, students, especially first generation college students and young people with disabilities, who took an interest in structured programs to build learning procedures during secondary school reported like more confident and enthusiast about their abilities to manage course coursework. (Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., & Alkan, E. 2008)

### *Critical Thinking*

The operational meaning of critical thinking is focused on expected skills cutting across academic substance. (Conley, D. T. 2010) Despite of particular academic disciplines, college students are expected to think critically when they arrive into a college campus, and first-time employees are expected to learn rapidly to become master in job specific problem solving such as solving a work conflict, or defining new production objectives. (Lombardi,

## Effective inclusion of multitier support system framework for college and career readiness

A. R., Conley, D. T., Seburn, M., & Downs, A. M. (2013) The original domain of critical thinking was adapted from cognitive framework and comprised of five components:

1. Problem formulation,
2. Research,
3. Interpretation,
4. Communication,
5. Precision/ Accuracy.

### *Social Skills*

From various aspects of research on student's interpersonal skills, adults inside schools and the broader community, skills such as interpersonal skills like communication, empathy, social awareness, mutual respect, and responsibility were recognized. (Mishkind, A. 2014) Despite the fact that components of social skills have been added in CCR frameworks, it is not adequately explained inside statewide definitions.

### *Transition Knowledge*

This area involves planning for life after secondary school and is mainly influenced by the special curriculum secondary transition literature base. Basically, students must understand processes consisting effective transitions from secondary school to college and careers such as college and employment request applications, information about scholarships, creating resumes). Students should understand the dissimilarities between secondary school and college campus learning environment such as staff and peer expectations, hostel living, entertainment and relaxation and also about career environments such as, working environment professionalism, meeting and interviews, associate/manager/administrator relationships. This area of specialization also incorporates developing living plans for adults such as monetary education or financial literacy, health and wellness, transportation and opportunity for self-advocating in school, home, and the networked community.

## **ORGANIZING FRAMEWORK OF CCR FOR SECONDARY STUDENTS WITH DISABILITIES**

In general, we distinguished six areas of CCR for secondary school educators to consider when assisting students with disabilities. These six areas incorporate both academic and nonacademic factors; however, they are not generally highlighted in the state content guidelines related with CCR. Subsequently, the motivation behind this study was to realize the viewpoints of state-level partners in articulating, clarifying, and refining the proposed CCR organizing structure. Due to the exploratory idea of this study in understanding students availability from a particular state of context, qualitative research strategies were used to co-construct new information and measure assessment and comprehension of the proposed organizing structure. (Mary E. Morningstar, Allison Lombardi, Catherine H. Fowler, and David W. Test, 2015)

Table 5 - CCR Framework for College students with Disabilities

Academic Engagement	Mindsets	Learning Process	Critical Thinking	Interpersonal Engagement	Transition Competencies
<p><b>Cognitive and Content knowledge</b></p> <ul style="list-style-type: none"> <li>• Language studies</li> <li>• Mathematics</li> <li>• Science and Social studies</li> <li>• Career and Technical education</li> </ul> <p><b>Knowledge structures</b></p> <ul style="list-style-type: none"> <li>• Factual</li> <li>• Linking ideas</li> <li>• Organizing concepts</li> <li>• Challenge level</li> </ul> <p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Productivity</li> <li>• Work habits</li> <li>• Class participation</li> <li>• Adaptability/flexibility</li> <li>• Course completion</li> </ul>	<p><b>Sense of belonging</b></p> <ul style="list-style-type: none"> <li>• Trusting relationships: Academic and nonacademic</li> <li>• Extracurricular engagement</li> </ul> <p><b>Growth mind-set</b></p> <ul style="list-style-type: none"> <li>• Opportunities to practice</li> <li>• Learn from mistakes/ progress</li> </ul> <p><b>Ownership of Learning</b></p> <ul style="list-style-type: none"> <li>• Help seeking</li> <li>• Self-awareness</li> <li>• Self-efficacy</li> <li>• Self-monitoring</li> <li>• Goal setting</li> </ul> <p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Effort</li> <li>• Motivation</li> <li>• Value</li> <li>• Grit/tenacity</li> </ul>	<p><b>Skills of Accessing content</b></p> <ul style="list-style-type: none"> <li>• Test-taking</li> <li>• Note-taking</li> <li>• Time management</li> <li>• Organizational</li> <li>• Technology</li> <li>• Meta-cognitive</li> </ul> <p><b>Learning Engagement</b></p> <ul style="list-style-type: none"> <li>• Group/team</li> <li>• Listening and speaking</li> </ul>	<p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Recognizing or formulating problem</li> <li>• Hypothesis</li> <li>• Strategize actions</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Identifying solutions</li> <li>• Collection of data</li> </ul> <p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesizing</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Product creation</li> <li>• Product presentation (verbal, written)</li> </ul> <p><b>Precision/accuracy</b></p> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Confirmation on results</li> <li>• Transfer of skills</li> </ul>	<p><b>Self</b></p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Adaptability</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Assertion</li> <li>• Accountability</li> <li>• Leadership</li> <li>• Collaboration</li> </ul> <p><b>Understanding others</b></p> <ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Empathy</li> <li>• Tolerance of diversity</li> </ul>	<p><b>Early planning</b></p> <ul style="list-style-type: none"> <li>• Goals tied to interests</li> <li>• Managing application and interview processes</li> <li>• Financial planning</li> <li>• Individual and environmental fit</li> </ul> <p><b>Career culture</b></p> <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Knowledge of career resources</li> <li>• Employer expectations</li> <li>• Workplace fit</li> </ul> <p><b>College culture</b></p> <ul style="list-style-type: none"> <li>• Campus resources</li> <li>• Program of study</li> <li>• Faculty expectations</li> <li>• Campus living</li> </ul> <p><b>Adult Roles / responsibilities</b></p> <ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Accessing community resources</li> <li>• Health and wellness</li> <li>• Advocating supports and accommodations</li> <li>• Transportation</li> <li>• Adult living</li> <li>• Community membership</li> <li>• Civic engagement</li> </ul>

## CONCLUSION

The MTSS approach with operational CCR can connect the contextual elements exceptional to secondary schools and adolescent students. The integrated CCR approach goes past academic and behavioral foci of most entitled multitier strategies such as, RTI, PBIS, by emphasizing student commitment in learning and planning for adult life as a basic segment of in-school academic and behavioral achievement and simultaneously preparing youth for college and professional careers. A basic differentiation with this methodology is that while RTI and PBIS are intended to help students to "get to graduation". They don't concentrate on postsecondary outcomes and are not adequately express in focusing on critical CCR opportunities and experiences. In this proposed structure coordinates CCR and MTSS through a mixed methodology that brings together the best accessible proof on academic and non-academic factors with established procedures for proceeding with MTSS.

This structure empowers secondary teachers and researchers to work in collaboration for information collection and analyze efforts, which encourages testing and further refinement of the six factors of CCR structure utilizing experiential linkages inside existing secondary MTSS efforts. Every component of the integrated CCR structure brings a particular reference toward student-centric academic and non-academic factors associated with short-term and intermediate results with in school learning engagement and also with long-term outcomes such as college and career success. The framework outlined herein advances secondary school reforms in which all students, including those with special educational needs, are considered in school wide college and professional career readiness while guaranteeing advantages from multidisciplinary experiential literature such as secondary specialized curriculum, progress, RTI, MTSS. Eventually, this Structural methodology can potentially guarantee secondary school is more significant and mould students for better adult life.

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## Effective inclusion of multitier support system framework for college and career readiness

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The author declared no conflict of interest.

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