

Important Terms to Know...

Intervention: Consistent, systematic teaching and involvement with a student in order to improve his or her performance academically, socially, or emotionally.

Intervention Plan: The components include an objective, what will be done, who will do it, how it will be done, when it will be done, when it will be reviewed, who will review it, and what will happen if the student makes or does not make adequate progress.

Scientific, Research-based Instruction: Curriculum and educational interventions that are research-based and have been proven to be effective for most students.

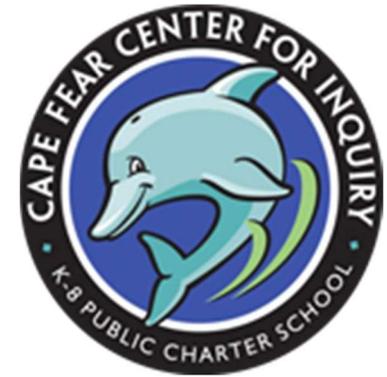
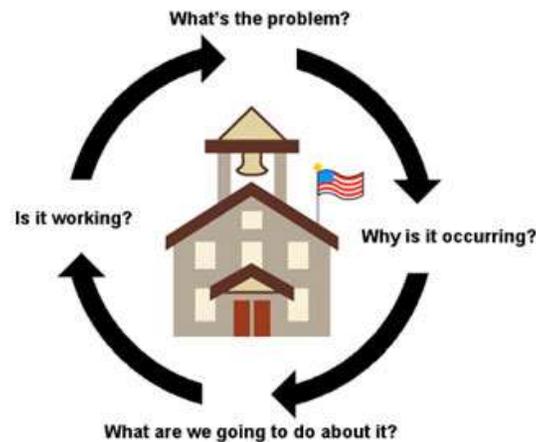
Universal Screening: A step taken by school personnel three times a year (fall, winter, spring) to determine which students are “at risk” for not meeting grade level standards, as well as students that may be exceeding grade level standards. Students whose scores on the screening fall below or above a certain cutoff point are identified as needing continued progress monitoring and possibly more intensive interventions.

Progress Monitoring: A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, small groups, or an entire class.

Problem-Solving/Leadership Team: A school based team that meets regularly to analyze student data, and to identify where the learning and behavior needs are occurring in order to develop interventions. The team, along with the parent, makes decisions to determine what intervention may be most appropriate for the student to achieve adequate progress.

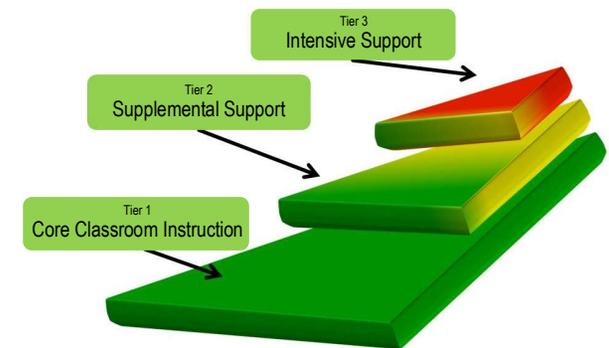
Data-Based Decision Making: The use of data to guide design, implementation, and adjustment of instruction.

Steps in the Problem Solving Process



Multi-Tiered Systems of Support (MTSS)

A Guide for Parents

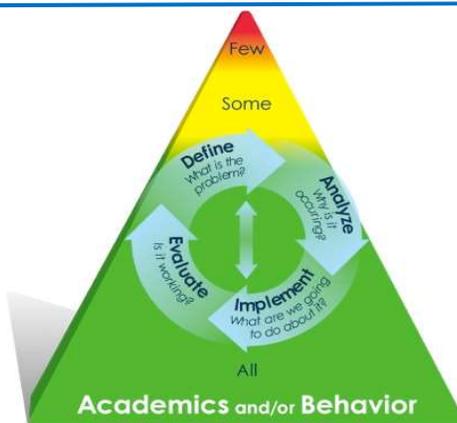


Multi-Tiered Systems of Support (MTSS)

MTSS is a formalized statewide effort to promote school-wide practices that ensure the highest possible success for all children. In the past you may have heard this referred to as Problem Solving Model/Response to Intervention (PSM/RtI). The MTSS framework helps schools take a positive and proactive approach to educating each and every child. It also encourages schools to provide early intervention services to help meet any academic, social-emotional, and/or behavioral needs early.

The problem-solving process is structured to identify students who struggle with learning, behavior and attendance, as well as students who excel beyond their current grade level. It looks at how students respond to changes in how they are taught in their classroom or school.

School-based problem-solving teams, which may include administrators, teachers, and support staff, meet to talk about possible reasons for learning, behavior and/or attendance needs. The team implements intervention plans for students and progress is monitored using progress monitoring instruments. These assessments help school teams identify how much support students may need based on data.



The MTSS Process Addresses Students' Needs with Three Tiers of Support...

Core Classroom Instruction (Tier 1)

In Tier 1, all students receive high-quality, research based instruction in the core curriculum to meet their needs in the general education classroom. Universal screenings identify students who are not achieving as expected, or exceeding expectations, and require additional support within the core curriculum.

Supplemental Support (Tier 2)

In Tier 2, students not making adequate progress in the core curriculum are provided small-group, supplemental instruction in addition to the time allotted for core instruction. Tier 2 includes instruction, strategies, and programs designed to supplement, enhance and support the core curriculum. Teachers monitor student progress frequently using multiple assessments, curriculum-based measurement, running records, fluency and behavioral data.

Intensive Support (Tier 3)

In Tier 3, students receive intensive, strategic, research-based instruction specifically designed and customized to meet the student's needs. This instruction, which targets the student's skill needs, is extended beyond the time for Tier 1 and Tier 2 instruction. Progress is monitored even more frequently than in Tier 2 to determine the impact of the intervention on the student's learning.

What is the Role of the Parent?

Parents should participate in problem-solving discussions with their child's teacher about their child's specific strengths and areas of need. If your child is participating in a Supplemental or Intensive-level intervention, ask school staff what academic, social-emotional or behavioral area is being addressed and how your child's progress is being monitored. Most importantly, parents should ask what they can do to be a part of the solution.

Parents should also ask when the school will update them on the results of the intervention. When possible, parents should make suggestions about strategies based on what they know works at home.

Finally, parents should praise their children for any improvement in the area of need and continue to communicate with school staff to ensure progress is maintained.

Additional Tips for Parents:

- Get to know your child's teacher & team
- Become familiar with the skills your child is expected to learn
- Have a clear understanding of grade-level benchmarks
- Read with your child every day
- Help with homework assignments
- Attend conferences & meetings
- Become a parent volunteer
- Know your child's intervention plan
- Be open to recommendations