

Important Terms to Know

Intervention: Systematic involvement with a student in order to improve his or her performance academically, socially or emotionally.

Progress Monitoring Plan: An individualized plan that includes 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 expected progress.

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.

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 during the school year to determine which students are "at risk" for not meeting grade level standards. Screenings can be accomplished by reviewing a student's recent performance on state or district tests or by administering an academic screening test to all students in a given grade. Students who fall below a certain cutoff point are identified as needing continued progress monitoring and possibly more intensive interventions.

Diagnostic Screenings: May be requested in order to obtain information about the student and to guide the intervention process.

MTSS Team: A school base team that meets regularly to analyze student data, and to identify where the learning and behavior problems 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.

Formal Evaluation: May be requested by the MTSS team, which includes parents, after Tier 3 intervention data

Steps in the Problem Solving Process



Tips for Parents

- ◆ Get to know your child's teacher (s).
- ◆ Familiarize yourself with the skills your child is expected to learn.
- ◆ Gain a clear understanding of grade level expectations.
- ◆ Read with your child daily.
- ◆ Help your child with homework.
- ◆ Attend conferences / meetings about your child.
- ◆ Volunteer at your child's school.
- ◆ Know your child's intervention plan.

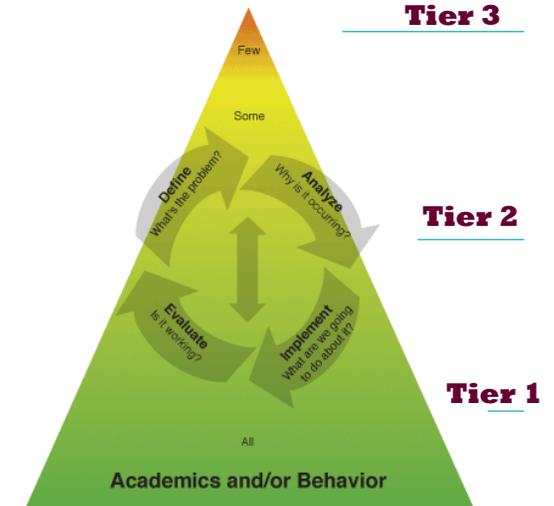
Tips For Parents of High School Students

- ◆ Follow your child's academic progress on Parent Portal.
- ◆ Have a clear understanding of graduation requirements.
- ◆ Get to know your child's School Counselor and use resources provided for scholarships and academic planning.
- ◆ Help your child gain experience in a wide variety of fields by promoting community service and extra-curricular activities.
- ◆ Attend after-school workshops, information sessions & college & career fairs.
- ◆ Promote your child's interests and goals for the future.
- ◆ Visit college and post-secondary campuses whenever you travel.

For further information, contact the MTSS coordinator at your child's school.



What Parents Should Know About Multi-Tiered System of Supports (MTSS)



Multi-Tiered System of Supports -
What is it and How Can It Help Your Child?



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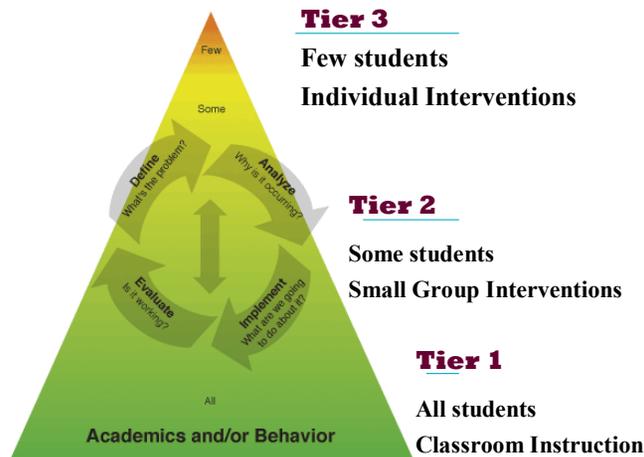
Florida's Multi-Tiered System of Supports

What is a Multi-Tiered System of Supports?

MTSS is a term used to describe an evidence-based model of instruction that uses data-based problem-solving to integrate academic and behavioral interventions. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

The problem solving process is used to identify struggling students whether the struggle is with learning, behavior or attendance. It also looks at how students respond to changes in how they are taught in their classroom or school.

The school based MTSS Team, which may include administrators, teachers, school counselors, school psychologist and other school staff, meet to talk about possible reasons for learning, behavior and/or attendance problems. The team implements intervention plans for students and progress is monitored using progress monitoring instruments (e.g. DEA scores, chapter tests and curriculum-based measures). These assessments help school teams identify how much support students may need based on the MTSS tiers.



MTSS—3 Tiers of Support

Tier I

Refers to the high quality instruction that is provided to all students in the general education classroom.

Tier 2

Refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

Tier 3

Refers to the interventions that are provided to individual students.

What can I expect with MTSS?

- ◆ Frequent updates of student progress
- ◆ Early identification of academic or behavioral concerns at the first signs of difficulty.
- ◆ Help for your child that increases or decreases depending on his or her needs.
- ◆ Information and involvement in planning and providing interventions to help your child.
- ◆ Information about how your child is responding to the interventions being provided.

What do I do if I believe my child is struggling?

- ◆ Talk with your child's teacher.
- ◆ Review and assist with homework assignments.
- ◆ Ask for regular progress monitoring reports.
- ◆ Celebrate your child's successes.
- ◆ Learn more about the curriculum, assessments, and interventions being used in your child's school.
- ◆ Participate in conferences and other meetings

What is the Role of the Parent?

Parents should participate in problem-solving discussions with their child's teacher about the child's specific strengths and areas of need. If your child is participating in a Tier 2 or Tier 3 intervention, ask school staff what academic, social-emotional or behavioral area is being monitored. Most importantly, parents should ask what they can do to be a part of the solution.

Parents should be mindful that the MTSS process takes time. It is not a "quick fix" and interventions take time to monitor to determine if the interventions are effective. Parents may ask when the school will update them on the results of the intervention.

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