



### What can I expect from schools using a Multi-Tiered System of Supports?

- ◆ Information on my child's progress in meeting grade-level standards;
- ◆ Notice of academic or behavior concerns (early identification);
- ◆ Instruction and intervention that is matched to my child's needs;
- ◆ Feedback on how my child is responding and making progress; and
- ◆ Involvement in individual, data-based problem solving for my child.

### Who do I contact if my child is struggling and needs help?

Contact your child's educator, the school administrator or the school counselor with your concerns.

### Where can I find additional information on Multi-Tiered System of Supports?

#### Parent Frequently Asked Questions about RtI – National Center on Response to Intervention

<http://florida-rti.org/index.htm>

#### A Parent's Guide to RtI – National Center for Learning Disabilities

<https://www.understood.org/en/school-learning/special-services/rti/understanding-response-to-intervention>

#### Family Guide to Response to Intervention

<http://florida-rti.org/parentResources/index.htm>

<https://families-together-inc.org/a-family-guide-to-multi-tier-system-of-supports-mtss/>

#### RTI Action Network – Resources for Parents and Families

<http://www.rtinetwork.org/parents-a-families>



# Parent Guide to Multi-Tiered System of Supports



## Introduction

Your child's school is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students.

This brochure provides an overview of the Multi-Tiered System of Supports for parents and answers common questions parents have about it. A parent video explaining the Multi-Tiered System of Supports can be viewed at <http://www.florida-rti.org/parentResources/videos.htm>.

### What is a Multi-Tiered System of Supports?

- ◆ A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- ◆ This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education.

### What is Response to Intervention?

- ◆ Response to Intervention (RtI) is the practice of using data to help educators match the correct level of support to what students need.
- ◆ Educators monitor student Response to Intervention to find out what works.

### What are the key components of a Multi-Tiered System of Supports?

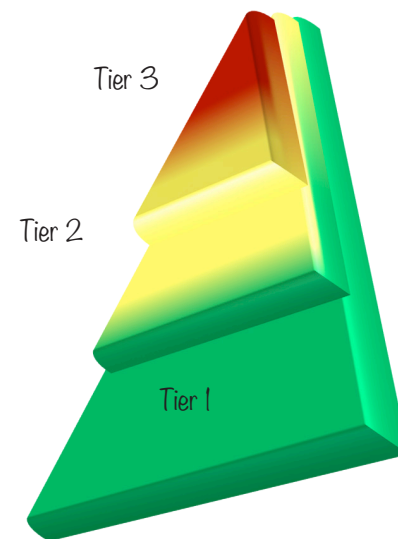
- ◆ High-quality instruction;
- ◆ Universal screening to identify students needing supplemental support;
- ◆ Multiple tiers of academic and behavioral support that are progressively more intensive;
- ◆ Evidence-based interventions matched to student need; and
- ◆ Ongoing progress monitoring of student performance (RtI).



### What are tiered supports?

A Multi-Tiered System of Supports organizes instruction and intervention into tiers, or levels of support:

- ◆ **Tier 1** – All students receive high-quality instruction in academics.
- ◆ **Tier 2** – In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.
- ◆ **Tier 3** – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.



### How does the school identify and support students?

- ◆ During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support.
- ◆ For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).
- ◆ Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school psychologists, school social workers, instructional coaches, intervention specialists and parents.
- ◆ Tier 3 individual problem-solving teams should include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process.
- ◆ At Tier 3, individual diagnostic assessments may be administered to help plan the intervention.
- ◆ Parents are not required to attend problem-solving meetings, but must be given opportunities to participate in problem-solving for their child.