






**Rhode Island's Family Guide
Multi-Tiered System of Support (MTSS)**

Developed by the
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AGENDA

Introduction to MTSS
How is MTSS different?
What is MTSS?
 Progress Monitoring
What if Special Education is needed?
 Questions parents can ask
 Tips parents can do at home



INTRODUCTION

- Rhode Island schools are committed to helping all children succeed!
- Multi-Tiered System of Supports (MTSS) is one way schools provide those supports.
- This training provides the basic components of any MTSS process and includes questions parents might want to ask their child's school to learn more about the MTSS process.
- Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

How is this new and different?



- Identify each child's needs and provide support as early as possible.
- Use strategies proven to work with all students.
- Provide support to meet each student's needs.
- Regularly check progress to know what works.
- Change instruction as needed to match each child's learning.



What is MTSS?

- MTSS is a multi-step problem solving team process of providing instruction and support to children to promote the academic and behavioral success of all children.
- Describes how schools go about providing supports for each child in their building to be successful.



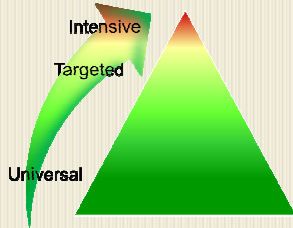
Integrates Existing Practices

- You may have heard of PBIS and/or RTI taking place in your school.
- MTSS is a merger of Positive Behavior Interventions & Supports (PBIS) and Response to Intervention (RTI) in order to provide a **whole child approach**.



What does MTSS look like?

In Rhode Island the MTSS process typically has 3 tiers. Each tier provides differing levels of support.



Progress Monitoring

- Another key component to the MTSS process is Progress Monitoring.
- A snapshot of how students are doing on a specific skill.
- Shows **what** the intervention is and **how** well the intervention is working.
- Helps determine whether an intervention is successful or needs to be adjusted.



Monitoring Progress



When monitoring progress, at times there may be a need to move immediately to the most intensive level of supports.



Academics

- In Tier I, all students receive **high quality curriculum** and core instruction in the general education classroom.
- In Tier II, the school provides **supplemental instructional support**, usually in small groups, to students who need additional support from what they receive from the general curriculum.
- In Tier III, **intensive instructional support** is provided to students with the greatest needs, with frequent progress monitoring.



Behavior

In Tier I, a school-wide approach is utilized to explicitly teach, practice and reinforce **positive behavioral expectations**.



In Tier II, the school provides supplemental targeted behavioral skill interventions and instruction **usually in small groups**.

In Tier III, student centered planning is used to develop function-based interventions and instruction **with frequent progress monitoring and provided by a specialist**.





Family and community supports are critical at every level of intervention.



What are the key components to any MTSS process?

All children receive high quality curriculum and instruction in the general education classroom (Tier I).





Tier I – Universal Screenings

- Another component of the MTSS process is that the school conducts universal screenings. **Universal screenings** review the progress of all students by ensuring that established benchmarks are met at the elementary level.
- These screenings are typically given three times a year.
- **Universal Screenings** help schools identify students who may need more support or other types of instruction.
- In middle and high school, screenings may take on the form of an Early Warning System (EWS) which reviews ongoing indicators of risk, including attendance, discipline, and grades.





Tier II – Supplemental Instruction

- Some children are identified as needing extra help.
- Usually receive additional help in small groups.



Middle & High School



- Focus on skills students need in order to make **meaningful progress** in academic content areas
- Interventions at the middle and high school level are **not simply re-teaching content** that has occurred in the classroom or providing study hall opportunities.





Tier III – Intensive Instruction

- Some students need more time, support and smaller groups than Tier II.
- This may mean a higher level of support is needed and explicit, individualized instruction which further focuses on supporting the skills they need to develop in order to be successful learners (Tier III).





Tier III – Intensive Instruction



When students' goals are met, it is recommended that gradually **decreasing intervention supports** and continuing monitoring progress to ensure that the **targeted skill is sustained**, as well as generalized back into a classroom setting.



What if the data suggests my child needs special education services?

- Parents have a **right to request a formal evaluation for these services.**
- Other forms of data might be gathered to ensure a full and comprehensive evaluation occurs to determine if a child is eligible to receive special education services.
- Parents must give ***prior written consent*** before this evaluation is conducted.



What if the data suggests my child needs special education services?

- Processes **cannot be used to delay or deny** the "Child Find" process if a child is suspected of having a disability.
- "Basic Rights in Special Education" and "Section 504: A Parent's Guide" trainings are available online www.ripin.org and in person. See the Resource Section at the end of this guide.



RI Parent Information Network (RIPIN), Parent Training and Information Center (PTIC) at 1-800-464-3399 or 401-270-0101 or the RI Department of Education, Office of Student Community and Academic Supports (OSCAS) Call Center at 401-222-8999.



Questions Families Can Ask About MTSS

What curriculum is being taught in my child's classroom?


When does Universal Screening occur and how will I be notified about my child's performance?

What are the specific interventions being put in place for my child if he/she is struggling in the classroom?

How will the school be monitoring my child's progress?



Questions Families Can Ask About MTSS




How will I be informed of the progress my child is making?

How are lessons taught and who is working and/or supporting my child?



What are the school wide behavioral expectations in the school?

What happens if an intervention is not working?

How is my child assessed?





How Can I Help My Child?

MTSS Tips for Families

Here are a few...

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Provide a space for your child to complete homework assignments
- Ask for regular monitoring reports
- Share your child's successes

MTSS Tips for Families

Here are a few more ...

- Learn more about the curriculum and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child
- Talk to your child about your expectations
- Help your child develop routines that support success in school
- Encourage your child's strengths
- Reinforce/reward your child for appropriate behavior at home.



If you still have questions?

Talk to your child's teacher or principal for more information about how MTSS is being implemented in your child's school.



Information/Resources

- RI MTSS website: www.ri.edu/sherlockcenter/rimtss
- RI Parent Information Network (RIPIN) Resource Center
1-800-464-3399 or 401-270-0101 www.ripin.org
- RI Department of Education (RIDE) Call Center
401-222-8999 <http://www.ride.ri.gov>



Additional Resources

- RTI Action Network - **Resources for Parents & Families**
<http://www.rtinetwork.org/parents-a-families>
- RI Department of Education – **Social & Emotional Learning (SEL) – Parent Toolkit** <http://www.parenttoolkit.com/index.cfm?objectid=50A8EC10-32D8-11E4-B03B0050569A5318>
- Harvard Family Research Project – **Parent-Teacher Conference Tip Sheets for Principals, Teachers and Parents**
<http://www.hfrp.org/family-involvement/publications-resources/parent-teacher-conference-tip-sheets-for-principals-teachers-and-parents>
- National PTA – **Parents' Guides to Student Success**
<http://www.pta.org/parents/content.cfm?ItemNumber=2583&navItemNumber=3363>



For more information about RIPIN and other workshops we offer, please contact our Resource Center at:

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