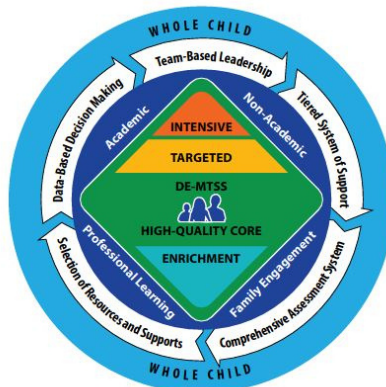


Multi-Tiered Systems of Support (MTSS)



Working with the school to support your child's academic, behavior and social-emotional development

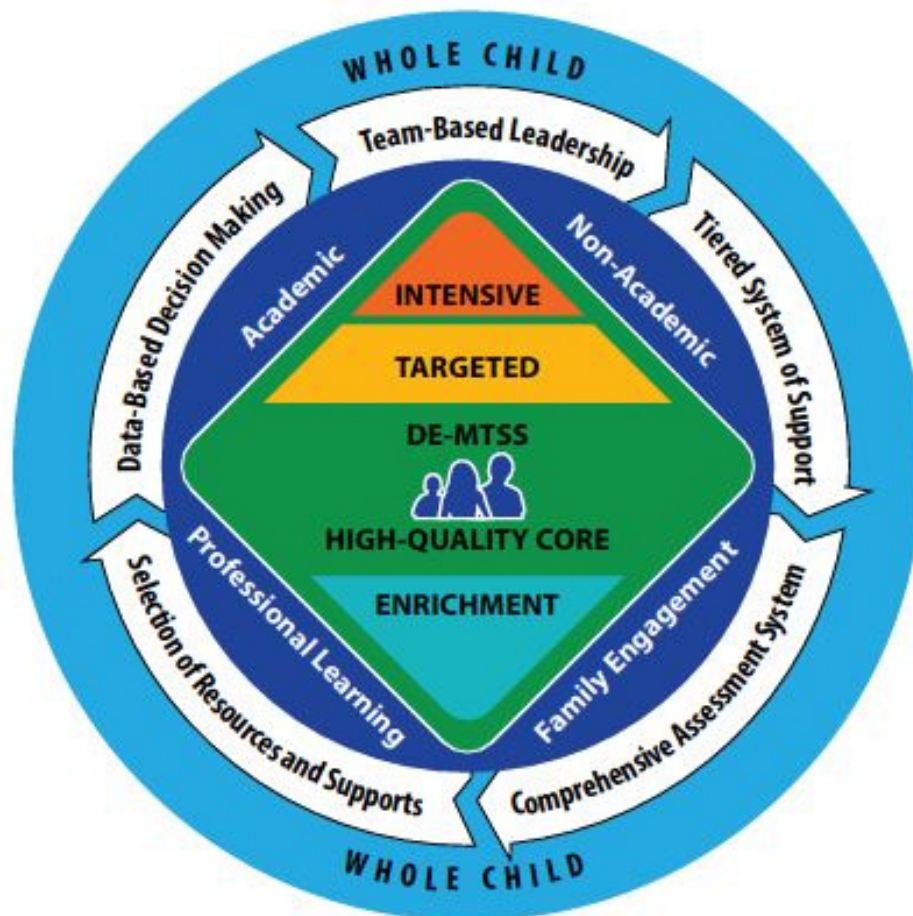
- Is your child struggling in school academically, behaviorally, or socially?
- Have you talked with your child's school team about MTSS?
- How can you support your child's learning?
- Where can you find more information about MTSS?



Visit the MTSS resource page on PIC's website:

<https://picofdel.org/type/mtss/>

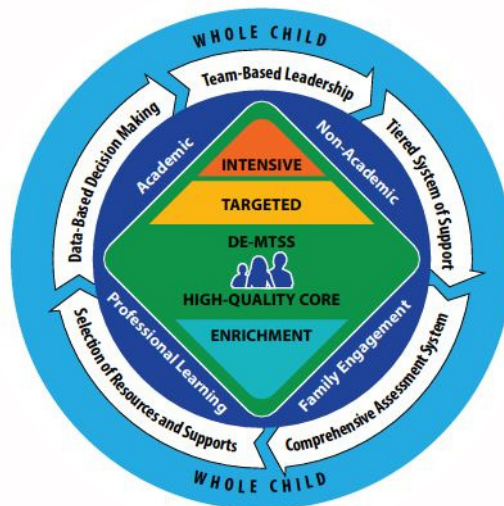
MTSS - SUPPORTING THE WHOLE CHILD



What is Multi-Tiered Systems of Support (MTSS)?

MTSS is a framework that is designed to meet the needs of the whole child through an integrated multi-level prevention system. MTSS uses team-based leadership, and data-based decision making, to meet the academic and non-academic needs of all students. High quality core academic instruction and non academic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring and additional assessments.

MTSS is a way to meet the learning needs of all students. It refers to evidenced-based, instructional strategies, interventions and other resources that are used to help all students achieve. MTSS is evidence-based, and uses problem solving to address both academic and behavioral instruction and interventions, (FL MTSS, 2011). When a school uses MTSS, all students are taught the same content, however some students receive additional help when needed. A school team reviews your child's progress using data to determine how to support your child's needs.



How will MTSS benefit my child?

- **MTSS addresses the whole child.** This means your child's academic, behavior and social needs will be supported. This includes academic areas such as reading and math, but also their behavior and social-emotional needs and how your child interacts and engages with his/her peers. MTSS addresses your child's complete learning experience.
- MTSS is researched based, and uses evidenced and data-based decision-making when considering instruction and interventions for your child. This means a team of individuals (including your child's teacher) have reviewed a number of data, including your feedback, to develop an intervention plan to support your child's needs and help them make progress.
- If needed, your child will receive additional supports targeted to his/her specific needs
- interventions will be closely matched to your child's specific needs
- Continued monitoring of your child's progress will generate data that helps the school team design instructions and interventions that benefit your child
- Flexible grouping allows your child to move within groups and settings to receive the instruction and intervention most appropriate to support their needs
- Information about your child's learning and progress during instruction and interventions can be beneficial in determining whether he/she would meet the criteria for special education.

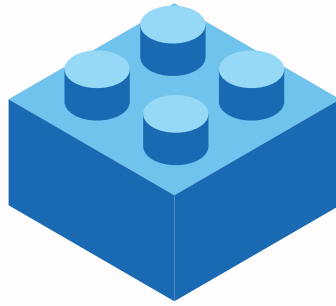
Who's Responsible for Providing MTSS?

A school-based, problem solving team coordinates the process. Teams are called different names including instructional/intervention support teams, problem-solving teams, however, generally serve the same role.

The team is generally comprised of 3-5 core team members which includes one of your student's teachers. This team reviews your student's data and uses this data to identify additional student needs and make decisions based on evidence gathered from the data. The team also designs an intervention plan which includes:

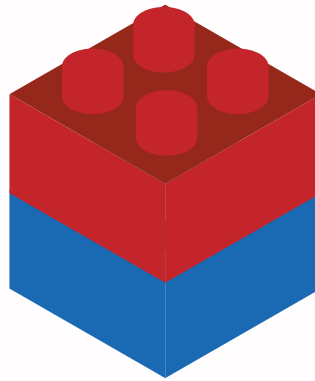
- Baseline data (your child's performance when a particular skill was assessed)
- Learning goals
- Type of intervention he/she will receive
- Types of scaffolds he/she will receive to help him/her access classroom instruction
- Data is collected to monitor and measure your student's progress

Your student's data and progress are reviewed every 6-8 weeks.



Tier 1 - Universal Instruction

ALL Students Receive Tier 1 Instruction



Tier 2 - Targeted Instruction

Interventions for students needing additional academic, behavior or social-emotional support as identified through data and assessment - students continue to receive Tier 1 supports



Tier 3 - Intensive Instruction

Interventions for students needing additional academic, behavior or social-emotional support with increased intensity in various settings

How is MTSS Implemented? What are Tiered Levels of Support?

A major concern for families and teachers is how to help children who experience difficulty learning in school. MTSS is a framework designed to meet the needs of the whole child at all levels of support. It is important to note that tiers are not locations; they are the levels of support that a student receives in addition to tier 1.

Universal - Targeted - Intensive & Enrichment

Tier 1 - Universal

- High quality instruction, aligned with Delaware state and district standards, for all students
- Differentiated Instruction is used to support the learning of all students
- Screening for ALL students conducted within the first four weeks of the school year, or within the first four weeks of a students entry into school
- 2nd screening for those students identified as possibly needing additional supports for learning (*academic, behavioral, or social & emotional needs*)
- ***School-Based, Problem-Solving team***, shall develop an intervention plan for students who require Tier 2 supports



Tiered supports are in addition to, however, not in place of the current supports your student is receiving. Students will continue to receive Tier 1 - Universal supports throughout their movement through tiers.


What are Tiered Levels of Support?

Tier 2 - Targeted

In addition to Universal Supports, students receive more specific interventions by trained staff, targeting a specific skill or behavior, which may be provided in small groups.

- Students receive additional support in their class or education setting by their teacher(s) or other trained staff, as determined by the student's need
- Interventions are evidenced-based
- Data is collected and your child's progress is monitored
- A school-Based problem-solving team will review your child's data in 6-8 weeks to determine if additional assessments, interventions are needed

If a student has made significant progress and is now on track to meet end-of-year goals, they may continue to receive Tier 2 interventions or be excused from Tier 2 supports.



Tiered supports are in addition to, however, not in place of the current supports your student is receiving. Students will continue to receive Tier 1
- Universal supports throughout their movement through tiers.

What are Tiered Levels of Support?

Tier 3 - Intensive

Tier 3 interventions build upon Tier 1 and Tier 2 interventions to provide intensive and individualized support based on need.

- Students continue to receive intensive intervention in identified areas in accordance with the **MTSS Intervention plan** developed by the school team
- Interventions received by the student are evidenced-based and provided by trained staff
- Interventions may be provided in small group, or individual support
- Progress is monitored to determine if interventions are working or need to be modified.
- Students who've made significant progress and are now on track to meet end-of-year goals, may continue to receive Tier 3 interventions with a new target, or be provided Tier 2 interventions
- Students who've made NO progress towards goals, or have made progress but are not on track to meet end of year targets, may continue to receive Tier 3 interventions with increased intensity, or be referred for an initial evaluation for special education services



Tiered supports are in addition to, however, not in place of the current supports your student is receiving. Students will continue to receive Tier 1 - Universal supports throughout their movement through tiers.

Essential Components of MTSS

DE - MTSS includes 5 essential components

- **Data-based decision Making**
- **Team-Based Leadership**
- **Tiered System of Support**
- **Comprehensive Assessment System**
- **Evaluation and Selection of Academic and Non-Academic Resources, Supports and Interventions**

My team members:

Use this list to keep track of important contacts in your child's school. Your child's school team may not be comprised of all the members below.

School Administrator: _____

Teacher _____

Special Education Teacher _____

School Psychologist or counselor _____

Reading Interventionist _____

Behavior Interventionist _____

Others: _____

Frequently Asked Questions

How is MTSS different from RTI or PBS?

RTI is an approach that provides continuous and “responsive” academic instruction and interventions for students when needed. PBS or PBIS (Positive Behavior Intervention & Supports) is also a tiered approach that addresses school-wide behavior and allows teachers to provide specific behavior interventions for students when needed. Both are frameworks geared to meet the academic and behavior and social-emotional needs of all students. This means the school has a process where they can intervene before a student falls behind either academically or behaviorally. Think of MTSS or Multi-Tiered Systems of Support as the combination of RTI, PBS and other systems – addressing the whole child.

What if the team says my child is making progress, but I disagree?

Share your concerns with your child's teacher. Ask to review the instruction and interventions that your child's receiving and the data showing their progress. This is a great opportunity for you and the school team to work together to address your concerns and ensure your student is receiving the proper supports and making progress.

**You are an expert about your child.
Share your expertise with your
child's school team.**



Questions to Ask your School Team

1. How is my child progressing in school?
2. How is their behavior during the day?
3. How is my child interacting with peers?
4. What screening procedures are being used with my child?
5. What specific academic, positive behavior or social- emotional instructional programs and/or interventions is the teacher using with my child?
6. How is my child's progress being monitored and what data is being collected?
7. How is the data collected about my child going to be used and by whom?
8. How does the classroom instruction and/or interventions match my child's needs?
9. At what point in the MTSS process can I request an evaluation for special education services?
10. How can I be more involved in the MTSS process with my child?
11. What data are used to decide whether students receive extra support?
12. How can I be kept informed about the support my child will receive?
13. What's the process for providing a MTSS intervention plan with families?



Families are critical to student success and are instrumental in the successful implementation of MTSS.

- Learn more about Multi-Tiered Systems of Support in your child's school
- Learn about differentiated Instruction, what that looks like, and how you can support your child's learning
- Find out more about your schools/districts' MTSS teams. There may be opportunities to participate or provide key input to school-based teams
- Learn about opportunities to provide feedback on school and district processes of selecting resources, supports and interventions

MTSS & Hybrid Learning

- Consider sharing new information about your child that may have impacted his/her learning with your child's teacher, or school team. This may include changes in routine, loss of a family member, increased behavior and/or social-emotional concerns.
- Also, think about your child's engagement and adjustment to online learning, including any interventions and/or strategies that have been effective since they've been learning at home and share that information with the team.



LEARN MORE ABOUT MTSS



Delaware Department of Education MTSS
Resource Page for Families and Educators

<https://www.doe.k12.de.us/mtss>



Intervention Intensification Strategy Checklist

This checklist serves as a guide for teams when
identifying and implementing tiered interventions.

<https://intensiveintervention.org/>



Publication: Returning to School: Considerations for
Students with the Most intensive Behavior Needs

<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>



Learn more about MTSS, including resources,
videos and other information on our MTSS Resource
Page!

<https://picofdel.org/type/mtss/>

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