



## Brief Overview of MTSS-RtI

MTSS-RtI includes evidence-based instructional and intervention supports provided for students at increasing levels of intensity in a 3 tiered model. Tier 1 – Primary Prevention is provided for ALL students, Tier 2 – Early Targeted Intervention are provided for some students, Tier 3 – Intensive Targeted Intervention are provided for few students. The MTSS-RtI framework encourages the review of data and problem solving to determine student’s response to instruction and intervention (RtI). Data are used to help us answer this question, *Are students learning across all tiers?* If the results are not what we expect, MTSS-RtI leads us to engage in problem solving to determine why/why not?

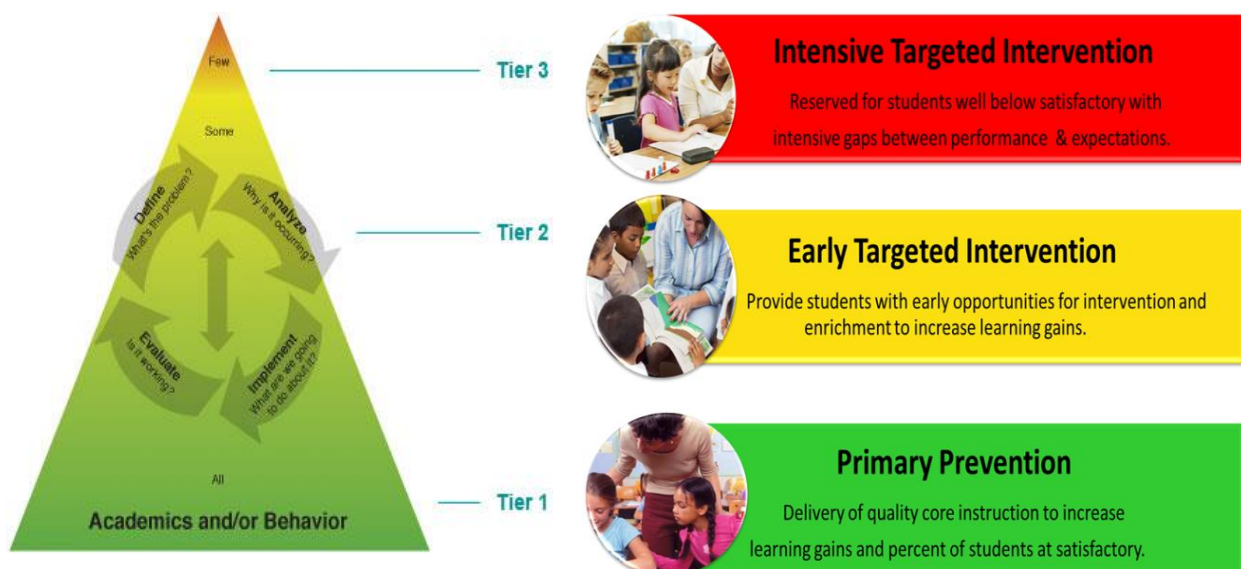
## The MTSS-RtI Tiered Framework

**Tier 1** is what “ALL” students get in the form of instruction (academic, behavior and attendance) and school-wide student supports. Tier 1 focuses on the delivery of the district’s Core Curriculum and is aligned with grade level standards/expectations.

**Tier 2** is what “some” students receive in addition to Tier 1 instruction/support. Tier 2 interventions are skill specific and targeted to the needs of children within the same intervention group. Intervention delivery can be provided by a variety of professionals (e.g., general education and/or ESE teachers, behavior specialists, etc.) and for a variety of reasons, academics, behavior, and/or attendance.

**Tier 3** is what “few” students receive and it is the most intense level of support a school can provide to a student within the MTSS framework. Tier 3 supports are provided to very small groups and/or individual students. Tier 3 supports require more time and a narrower focus of instruction/intervention than Tier 1 or 2 supports.

The purpose of a Multi-tiered System of Supports is to provide students with multiple opportunities to overcome significant barriers to learning within the general education setting.



Tiers describe the intensity of support students may receive to improve learning, attendance and behavior. Student supports are fluid within the tiered model. This means that the intensity of supports students receive should be transitioned up or down within the Tiers based on student performance over a set amount of time. The student's performance should be compared to grade level benchmarks and intervention SMART goals. Students do not leave Tier 1 to receive intervention in Tier 2 or 3. Likewise, a student should not receive Tier 3 intervention prior to receiving Tier 2 interventions. Rather, multi-tiered instruction/intervention is provided as a continuum of supports across each Tier and is intensified based on the students' needs and their response to instruction/intervention data.

### **MTSS-RtI Problem-Solving Process**

Throughout the delivery of instruction and interventions, the 4-step problem solving process is used to match instructional and intervention resources to students' educational needs. School teams continue to engage in data review and the 4 step problem solving process to ensure that student success is being achieved and maintained.

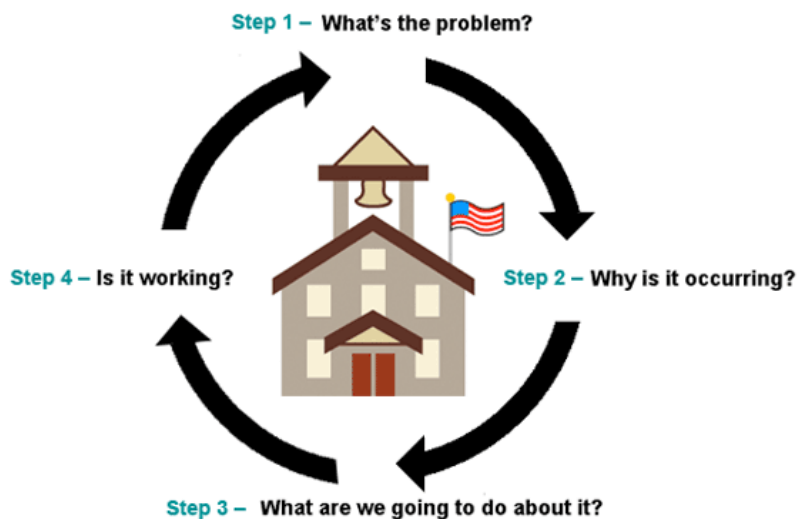
#### **The 4-step problem-solving process involves:**

**Step 1: Problem Identification:** Define, in objective and measurable terms, the goal(s) to be attained. Identify if there is there a gap between the grade level expectations and the student's performance.

**Step 2: Problem Analysis:** Identify possible reasons why the desired goal(s) is not being attained.

**Step 3: Instructional/Intervention Plan:** Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

**Step 4: Review of Effectiveness:** Evaluate the effectiveness of the plan in relation to stated goals.



## Parental Involvement with MTSS-RtI

Parents should be made aware of the support that their child is receiving across all three Tiers of support for academics, behavior and/or attendance. At Tiers 1 & 2, the teacher informs the parent in writing and during parent-teacher conferences of the students' support and progress. At Tier 3, the parent is invited to participate in the Tier 3 meeting and subsequent meetings to assist in planning for intensive support and be informed of the students' progress over time.

It is important for parents to ask when the school will update them on the results of the interventions. When possible, schools should make suggestions about strategies and interventions that parents can also support at home. Additionally, parents should praise their children for any improvement in the area of concern and continue to communicate with school staff to ensure progress is maintained.



For myths and truths about MTSS-RtI, parents should visit the following link:  
<http://www.florida-rti.org/parentResources/index.htm>

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