

Important Terms to Know

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

Intervention Plan: The components include 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 adequate 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, evidence based instruction: Instruction and interventions that are research based and have been proven to be effective for most students.

Universal screening: A step taken by school personnel early in the school year to determine which students are "at risk" for not meeting grade level standards or behavioral expectations. Universal screening can be accomplished by reviewing a student's recent performance on state or district tests or by administering an academic or behavioral screening to all students in a given grade. Students whose scores on the screening fall below a certain cutoff point are identified as needing continued progress monitoring and possibly more intensive interventions.

Problem Solving/Leadership Team (PSLT): A school based 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.

Steps in the Problem Solving Process



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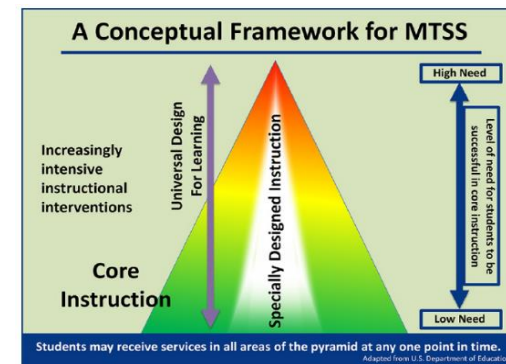
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Multi-Tiered System of Supports

PROACTIVE COLLABORATIVE INNOVATIVE

Hillsborough County Public Schools



Vision:

Preparing students for life.

Mission:

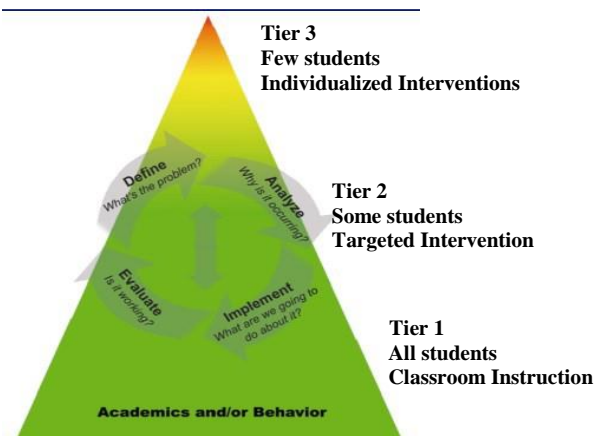
To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RtI)

MTSS is a formalized statewide effort to promote school-wide practices that ensure the highest possible success for all children. In the past you may have heard this referred to as Response to Intervention (RtI). The MTSS framework helps schools take a positive and proactive approach to educating each and every child. It also encourages schools to provide early intervention services to help prevent academic, social-emotional, and/or behavioral difficulties early.

The problem solving process is structured to identify students who struggle with learning, behavior and attendance as well as students who excel beyond their current grade level. It looks at how students respond to changes in how they are taught in their classroom or school.

School-based problem solving teams, which may include administrators, teachers, 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 tools (e.g., Ready, chapter tests and curriculum-based measures-CBM). These assessments help school teams identify how much support students may need based on the MTSS Tiers.



The MTSS process addresses students' needs at three tiers of support.

Tier 1

In Tier I, all students receive high-quality, research based instruction in the core curriculum to meet their needs in the general education classroom. Universal screenings identify students who are not achieving as expected and require additional support within the core curriculum.

Tier 2

At Tier 2, students not making adequate progress in the core curriculum are provided supplemental intervention to remediate targeted skill deficits. Tier 2 intervention includes instruction, strategies, and programs designed to supplement, enhance and support Tier 1. Teachers monitor student progress towards an individual goal using curriculum based measures (CBM) and behavioral data.

Tier 3

At Tier 3, students receive intensive, strategic, intervention specifically designed and customized to meet the student's needs. This intervention is the result of individualized problem solving and provided in addition to instruction provided at Tier 1 and Tier 2. Progress is monitored on a weekly to monthly basis to determine the impact of the intervention on the student's academic, behavioral or social emotional functioning.

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 addressed and how your child's progress is being monitored. Most importantly, parents should ask what they can do to be a part of the solution.

Parents should also ask when the school will update them on the results of the intervention. When possible, parents should make suggestions about strategies and interventions based on what they know works at home.

Finally, 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.

Additional tips for parents:

- Get to know your child's teacher
- Become familiar with the skills your child is expected to learn and appropriate rates of progress.
- Have a clear understanding of grade level benchmarks
- Read with your child every day
- Help with homework assignments
- Attend conferences/meetings about your child
- Become a parent volunteer
- Know your child's intervention plan

