



MTSS

MULTI-TIERED SYSTEMS OF SUPPORT

A GUIDE TO MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Wyoming schools are committed to helping all children succeed. They help children learn and ensure those who need additional supports are successful. The Multi-Tiered System of Supports (MTSS) is one way schools provide those supports.

This booklet reviews the basic components of the MTSS process and includes questions you can ask your child's school to learn more about MTSS process. Also included are ways you can get involved in the process and where to go if you have questions or concerns.

MTSS EXPLAINED

MTSS is a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. MTSS is most commonly used in addressing reading, math and behavior, but can also be used in other areas of education. The MTSS process is flexible and designed by school districts to meet the needs of their students.

KEY COMPONENTS

MULTI-LEVEL PREVENTION SYSTEM

The MTSS process is divided into three tiers ensuring that every student receives academic and behavioral support that is evidenced-based, through layers that increase in intensity from universal (Tier I) to targeted (Tier II) to intensive (Tier III).





ACADEMICS

- Tier I: All students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students.
- Tier II: The school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum.
- Tier III: Intensive instructional support is provided to students with the greatest needs, with frequent progress monitoring.

BEHAVIOR

- Tier I: All students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline.
- Tier II: The school provides supplemental targeted behavioral skill interventions usually in small groups.
- Tier III: Student-centered planning is used to develop customized interventions with frequent progress monitoring.





UNIVERSAL SCREENINGS

Universal screenings review the progress of all students to help schools identify those who may need more support or other types of instruction. They are typically given 3 times a year.

As a result of this screening, students may be identified as needing supplemental instruction (Tier II), in addition to the high quality instruction they are receiving in Tier I. Evidence-based interventions are used to support students in their areas of need. Evidence-based interventions are teaching strategies or methods that have been proven to be effective in helping children to be more successful with academics or behavior. There are many different kinds of interventions and instruction that can happen in the classroom, outside the classroom, or in small groups.

PROGRESS MONITORING

Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes observations, tests, and other formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be adjusted.



Formal guidelines for progress monitoring should be developed by each school, and detail how long a child will receive a particular intervention and how they will determine whether the intervention is helping the child.

When the child meets the goals developed by the school, in collaboration with the parents or caregivers, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. However, when a higher level of support is needed, children are given individualized instruction which further focuses on supporting the skills they need to be successful learners (Tier III).

DATA-BASED DECISION MAKING

School teams in collaboration with families analyze and evaluate relevant data to inform, plan and implement strategies that support improved student and system outcomes.

WHAT QUESTIONS CAN YOU ASK TO LEARN MORE ABOUT MTSS IN YOUR CHILD'S SCHOOL?

- What curriculum is being taught in my child's classroom?
- What are the targeted interventions that my child's school is using if he/she is struggling in the classroom?
- What are the formal guidelines my child's school is using for progress monitoring?
- How will I be informed of the progress my child is making?
- What happens if an intervention is not working?

FAMILY ENGAGEMENT

Parents play a critical role in supporting what their children are learning in school. Research shows that the more parents are engaged in student learning, the higher the student achievement.

There are many ways parents can support what their child is doing in school. Here are a few:

Participate in school events with your child

Attend parent-teacher conferences and other school meetings about your child

Read everyday with your child

Enforce positive social skills at home

Nourish your child's energy and curiosity with learning opportunities

Talk regularly with your child's teachers

Speak up for your child

Support your child's successes

Understand the interventions used at school

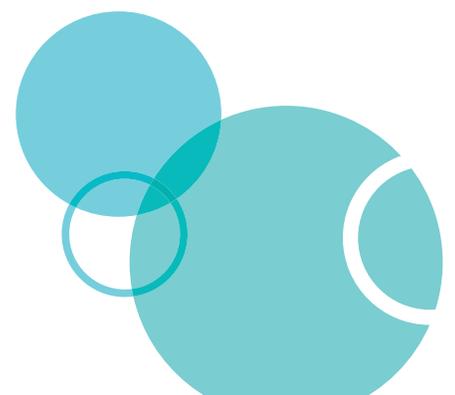
Practice reading and math daily with your child

Provide nutritious food and drink to your child

Offer to help your child with homework

React calmly

Talk to your child about their day at school





WHERE CAN I FIND OUT MORE INFORMATION ON MTSS?

You can find out more about Multi-Tiered Systems of Support on the **Wyoming Instructional Network website**.

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

For more information, contact Nick Whynott, WDE Early Childhood Supervisor, Division of Individual Learning, 307-777-2059 or nick.whynott@wyo.gov.

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