



Multi-Tiered Systems of Support (MTSS)

Parent Presentation October 2020

Park Ridge-Niles School District 64



Presenters:

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Multi-Tiered Systems of Support (MTSS) Parent Presentation

01: An Introduction to MTSS

02: Problem Solving Method of Decision-Making

03: Using Data to Inform Instruction

04: The Role of Parents in the MTSS Process

05: MTSS and Special Education

Questions



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01

An Introduction to MTSS

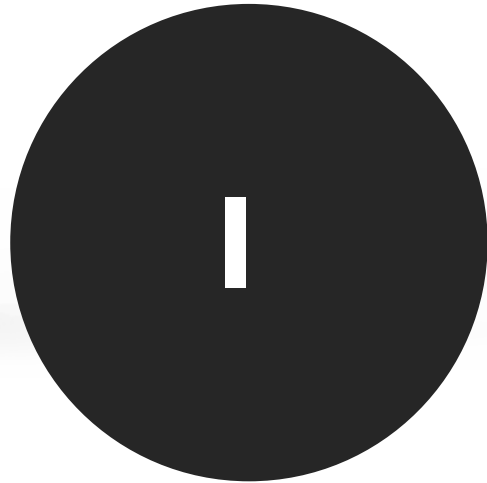
What is Multi-Tiered Systems of Support



- + A process designed to help schools focus on and provide high-quality instruction through research-based or evidence-based interventions and strategies to students who may be struggling academically, behaviorally or socially
- + An intervention or strategy with specific instruction that is matched and used to help with a student need
- + Student progress is monitored often to check the effectiveness of the interventions and is used to shape instruction and make educational decisions

What is Multi-Tiered Systems of Support

MTSS Has 3 Important Parts:



**A Tiered Model
of School
Supports**

+



**Using a problem
solving method
of
decision-making
at each Tier**

+



**Analyzing data
to inform the
instruction and
intervention at
each Tier**

What is Multi-Tiered Systems of Support

There are 3 TIERS



TIER 1

Core Instruction and Supports

TIER 2

Targeted Supplemental Instruction and Intervention

TIER 3

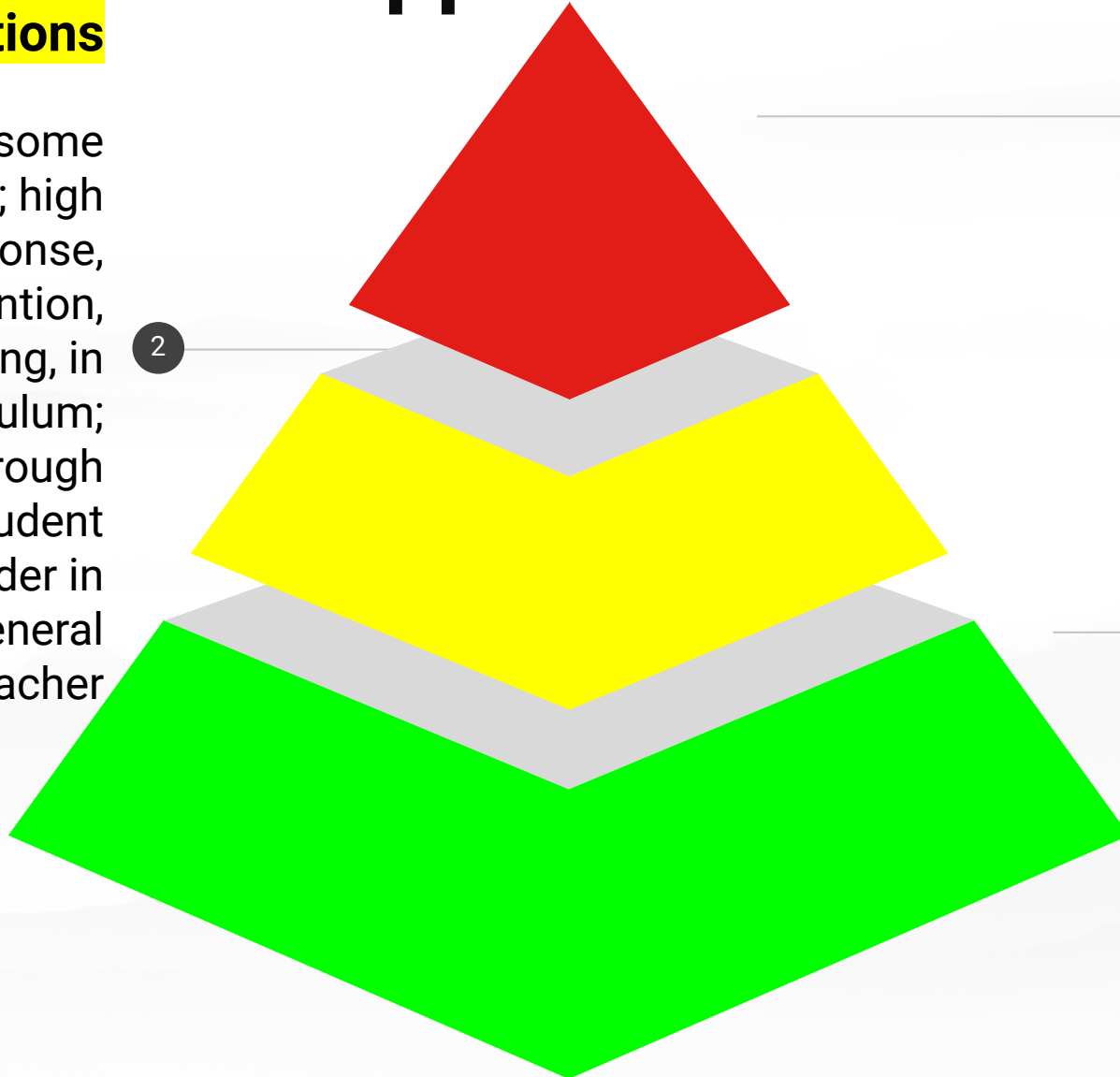
Intensive Individualized Instruction and Intervention

What is Multi-Tiered Systems of Support

TIER 2 / Secondary Interventions

5-15% of students, some students (at risk); high efficiency, rapid response, small group intervention, some individualizing, in addition to core curriculum; service delivered through interventionist or student service provider in collaboration with general education teacher

2



TIER 3 / Tertiary Interventions

1-5% of students, individual students; assessment-based, high intensity, in addition to core curriculum; service delivered through interventionist or student service provider in collaboration with general education teacher

3

TIER 1 / Universal Interventions

80-90% of all students in all settings; preventative practice, differentiated instruction, foundational curriculum with a general education teacher

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What is Multi-Tiered Systems of Support

Balanced Assessment Portfolio

- Classroom assessments
- Common assessments
- Universal Screeners
- Standardized Assessments



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02

Problem Solving Method of Decision-Making

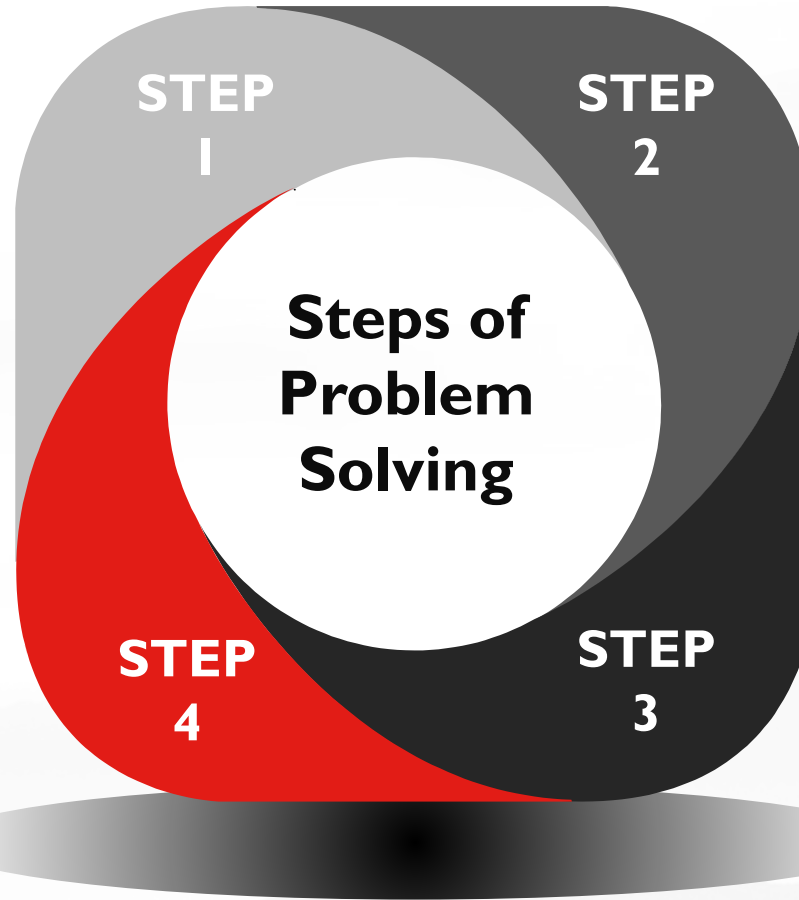
Problem Solving

Identify the Problem:

Determine the gap or difference, may be defined using school-wide, small group, or individual student data

Monitor Student

Progress: Collect and use school-wide, small group, and individual student data to determine if the plan is working or if changes are needed



Analyze the Problem:

Use information collected from a variety of sources to determine why academic, behavior or social concerns may be occurring

Develop and Implement

a Plan: Set a goal, select instruction, monitor progress, carry out plan and monitor for fidelity

Problem Solving

- Universal Screening data is used to determine if core curriculum is effective
- Grade level teams analyze data to determine how many students are meeting benchmarks and grade level standards
- If the majority of students are not meeting, changes and/or improvements in core curriculum and instruction occur immediately
- Universal Screening data is used to make instructional changes to better meet student skill needs

TIER I

Problem Solving for All Students



- Universal data is used to identify students who may need more support or differentiated instruction
- Student receives Tier I intervention or strategy minimally for 6-8 weeks

Problem Solving

- A data review team uses Universal Screening data to identify groups of students who have some risk of not meeting grade level standards and those who have common needs
- Identify research or evidence-based interventions or strategies that are proven to effectively address the specific skill need(s) of the small group

TIER 2

Problem Solving for All Students



- Universal data is used to identify students who may need small group support
- Student receives Tier 2 intervention or strategies minimally for 12-16 weeks

Problem Solving

- Individual Problem-Solving Team (IPST) monitors data to determine large gaps in skills for small groups of students and/or individual students to have intense skill needs
- Create plans utilizing research or evidence-based interventions and strategies can be provided to address the needs of small groups of students
- Some students may have specific skill needs that require individualization

TIER 3

Problem Solving for All Students



- Individualized Problem-Solving Team (IPST) uses data is used to identify students who need intense intervention
- Student receives Tier 3 intervention or strategy minimally for 6-8 weeks



03

Using Data to Inform Instruction

Using Data to Inform Instruction



TIER 2

Data collected monthly to determine extra instruction, interventions and/or strategies that are making a difference & determine whether a change is needed



TIER 1

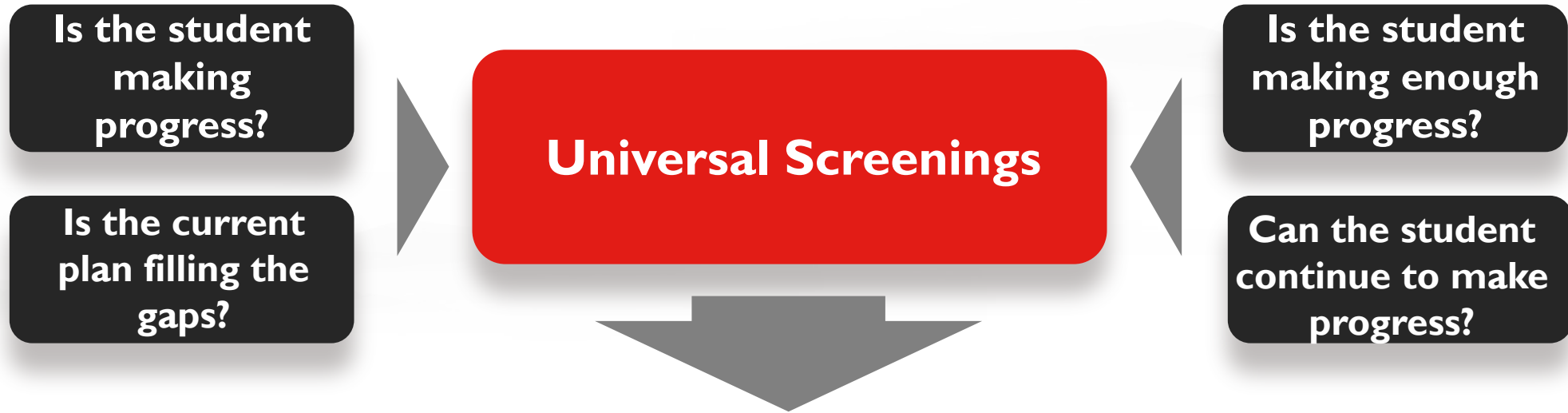
Data is collected as often as 3 times a year, screening and benchmarking, compare to grade level benchmarks, determine if core is effective, also monitor behavioral and social skills



TIER 3

Data is collected at least weekly so decisions and changes can be responsive to individual student need

Using Data to Inform Instruction



The information collected through Universal Screening and Progress Monitoring is used to help the team answer the following questions about the student's skills:



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The Role of Parents in the MTSS Process

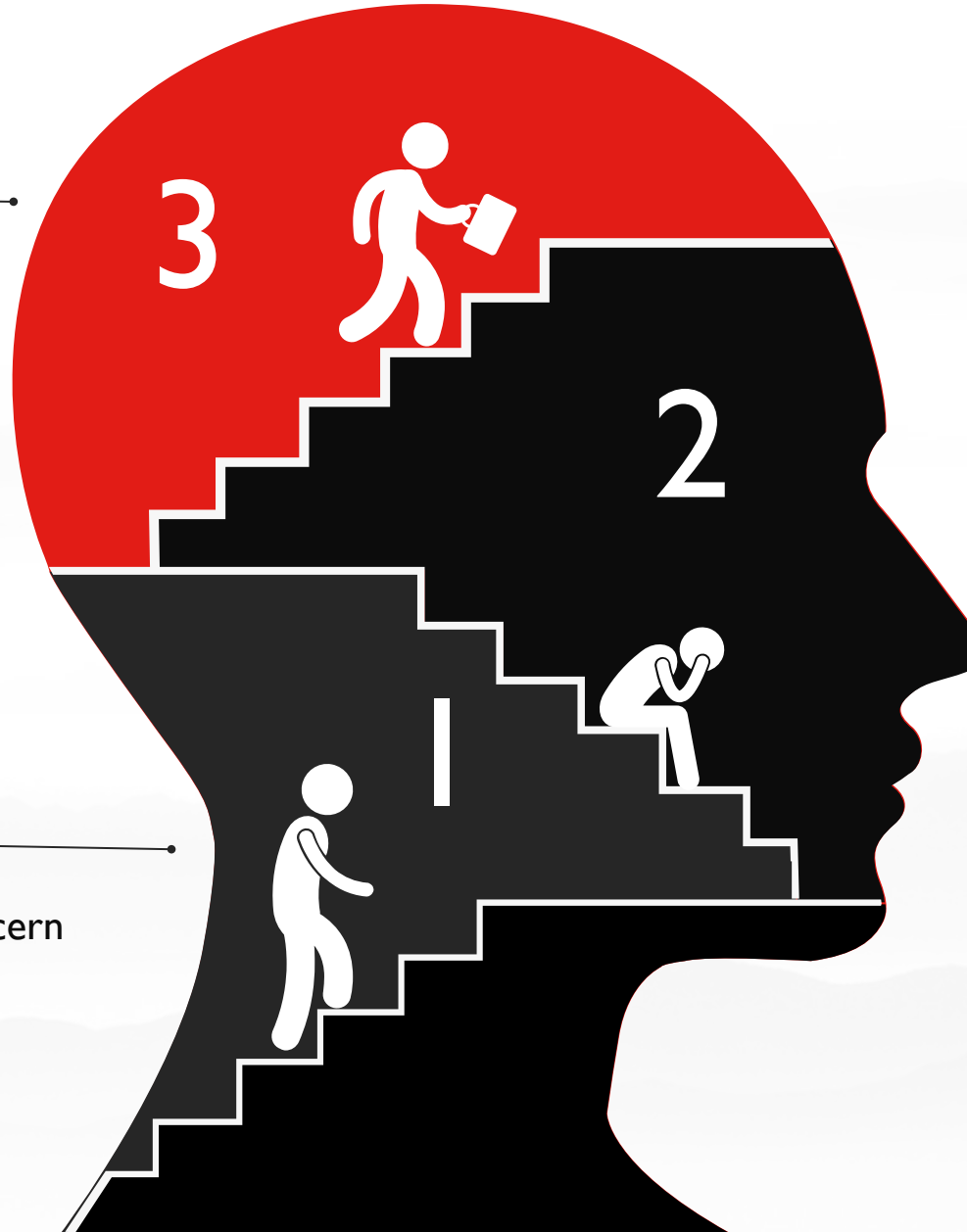
The Role of Parents

TIER 3

- A meeting is schedule with the Individualized Problem-Solving Team and parent
- More individualized intensive plan is created
- Parents receive progress monitoring reports from Interventionist and teacher

TIER 1

- Grade level team and/or teacher has concern regarding Universal Screening (academic, behaviorally, or socially)
- Teacher shares concern with parent
- Teacher differentiates instruction



TIER 2

- Student data is reviewed by Data Review Team
- Small group plan is created with Interventionist and, based on need, consultation with student service provider
- Parents are communicated with regarding the plan by the Interventionist
- Parents receive progress monitoring reports from Interventionist and teacher



Suggestions to Consider

Communicate regularly with your child's teacher

When possible, use the same strategies or interventions at home

Ask the school to provide you with regular progress monitoring reports

Always ask questions when things are not clear!

⊕ Ask what interventions, matched to your child's needs, are being used to address academic, behavioral, or social concerns



Ask the school about the formal guidelines they are using for progress monitoring

If your child is in TIER 3, attend the Individualized problem-solving team meeting

Praise your child for any progress or general improvement in the area(s) of concern

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MTSS and Special Education

MTSS and Special Education

TWO CONSIDERATIONS

01

TEAM QUESTION:

Is the data showing that the student has a significant skill deficit and is making insufficient progress, even when provided with intense, research or evidence-based interventions or strategies?

02

TEAM QUESTION:

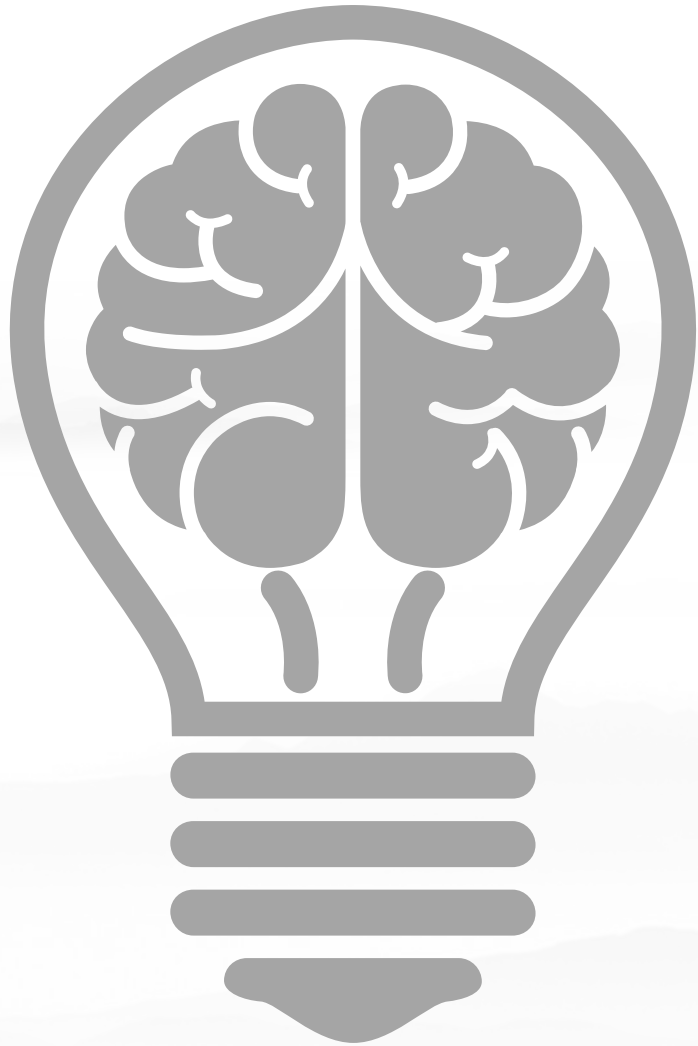
Does the student need to receive ongoing, additional, and substantial specialized supports and services in order to participate and make progress in the general education curriculum?

MTSS and Special Education

To Determine Special Education Eligibility:

- Existing data collected during MTSS will be used
- School team along with parents will determine if the data is sufficient
- The need for additional data will be determined
- Parent consent for evaluation is required
- During this process, the student will continue to receive interventions





ADDITIONAL RESOURCES:

[Illinois MTSS Network](#)

[Midwest PBIS Network](#)

[MTSS and the use of Fastbridge Assessments](#)

[Part 226.130 of the Illinois Administrative Code](#)

[Every Student Succeeds Act](#)

[Office of Special Education Programs](#)

[D64 Parent Guidance Document](#)

THANK YOU

