

*There are many ways
parents can support
what their child is doing in
school.*

Here are a few:

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Ask for regular monitoring reports
- Share your child's successes
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child



*Where can I find out more
information on*

MTSS?

Kansas Parent Information Resource Center
(KPIRC)

1-866-711-6711

www.kpirc.org

Families Together, Inc. (PTI)

1-800-264-6343

www.familiestogetherinc.org

Kansas State Department of Education (KSDE)

1-800-203-9462

www.ksde.org

Kansas MTSS website

www.kansasmtss.org

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Center for Learning Disabilities (NCLD).***

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A Family Guide to Multi-Tier System of Supports (MTSS)



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



Multi-Tier System of Supports (MTSS)

What is MTSS?

MTSS is a multi-step process of providing instruction and support to promote the academic 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. The MTSS process is flexible and designed by school districts to meet the needs of their students.

What does the MTSS process look like?

The MTSS process typically has three tiers. Each tier provides differing levels of support.

- **In Tier I**, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students.
- **In 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.
- **In Tier III**, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.

What are the key components to any MTSS process?

A key component to the MTSS process is that all children receive high quality curriculum and instruction in the general education classroom (Tier I).

Another component of the MTSS process is that the school conducts universal screenings. **Universal screenings review the progress of all students, these screenings are typically given three times a year.** Universal screenings help schools identify students who may need more support or other types of instruction.

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

Another key component to the MTSS process is 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 the school that 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, 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 more intense instruction, in smaller groups, which further focuses on supporting the skills they need to be successful learners (Tier III).