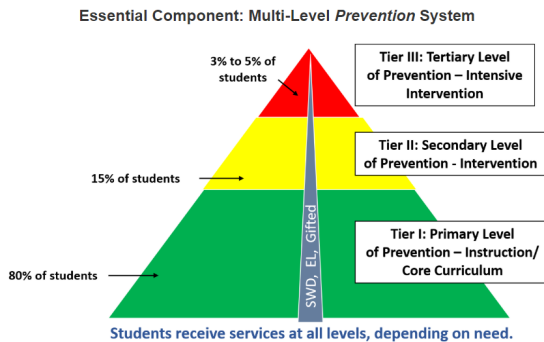


## What is MTSS?

Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems” (Adopted from National Center on Response to Intervention, 2010) The MTSS process begins with high quality core instruction and universal screening for all students. MTSS is a prevention model designed to identify students in need of support and/or acceleration and intervene as quickly as possible.

In order for MTSS to be successful, the following must be in place:

- High-quality, scientifically-based core instruction, where differentiation is the standard
- Ongoing student assessment
- Tiered Instruction
- Parent Involvement



## Goals of MTSS

- Proactively address academic and behavior needs
- Implement evidence-based interventions for students in need of supplemental support
- Close the learning gap
- Prevent academic failure
- Encourage teachers to use data to make instructional decisions
- Increase parent involvement at all three tiers



## Progress Monitoring

The progress of every student in Fayette County Schools (K-12) is monitored three times a year through universal screening assessments or early warning indicator tools. When students receive supplemental, small group, or individualized instruction, their progress is checked more often at regular intervals. This is done to determine if the instruction is working, or if the child needs to have a different kind of supplemental instruction.

# MULTI-TIERED SYSTEM OF SUPPORTS



## A Parent's Guide to MTSS

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## **Tier 1**

The MTSS process begins with quality core instruction to all students by the classroom teacher. Teachers use a variety of effective methods and materials to meet the needs of all students in his/her class. Certified teachers administer universal screeners to all students. Those students who are in need of additional support are identified.

### **How can parents support Tier 1 preventions?**

- Communicate frequently with your child's teacher
- Review your child's work samples and assessment results
- Attend school functions, such as Open House or Parent Night
- Support and reinforce classroom/school rules
- Attend parent/teacher conferences
- Share questions or concerns with the teacher
- Praise your child for good work and discuss issues that are problems
- Ask your child questions about his/her day.

## **Tier 2**

Tier 2 supports are in addition to regular classroom instruction. Students may be taught in a small group, receive additional instruction time and/or use a specific intervention targeted to the area of need. These interventions may take place in the classroom or with additional support from teachers outside the regular classroom.

### **How can parents support Tier 2 preventions?**

- Review progress in the support class
- Attend team meetings
- Discuss interventions and strategies with teachers
- Implement and reinforce strategies at home
- Encourage your child as he/she shows progress
- Praise persistence and work ethic
- Speak with your child's teacher regarding attempted interventions and their results

## **Tier 3**

For some students, additional intervention may be needed. Tier 3 supports are designed around the child's needs using targeted, researched-based interventions. At tier 3, a team of teachers, parents, and support staff meets to review information and plan interventions. They will also determine how often the student's progress will be monitored.

### **How can parents support Tier 3 preventions?**

- See parent involvement strategies in previous tiers
- Participate in student support meetings with school staff
- Grant permission for the school to administer a Hearing/Vision screening (if needed)
- Consider providing information through a parent questionnaire
- Be an active participant in planning next steps for your child

For more information visit:

[Georgia's Tiered System of Supports  
www.rtinetwork.org](http://www.rtinetwork.org)  
[www.pbis.org](http://www.pbis.org)