

Intervention- Parent Guide

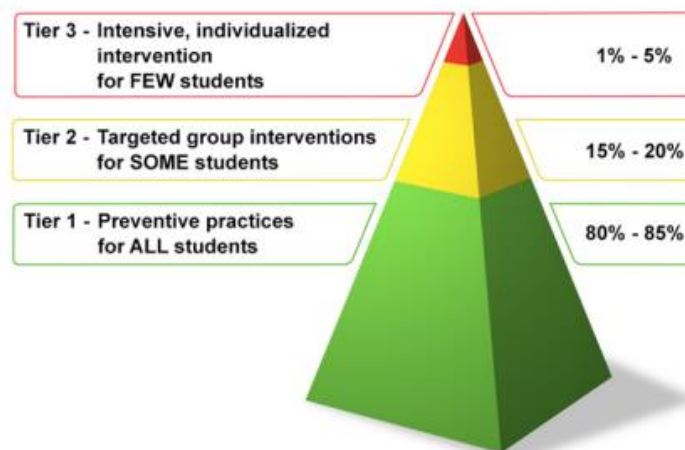
What is a Multi-Tiered System of Supports (MTSS)?

A multi-tiered system of supports is a framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. It is a prevention-based framework designed to improve learning outcomes through a layered continuum of supports (Three-Tiered Model).

What is a Layered Continuum of Supports?

A Layered Continuum of Supports includes three tiers of instruction. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

- Tier I is the **UNIVERSAL** layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole group, small group, and individual settings. It is ongoing and cannot be replaced by an additional tier. It is layered by adding additional supports as needed.
- Tier II is the **TARGETED** layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to core high-quality instruction.
- Tier III is the most **INTENSIVE** layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.



How Does a School/District Identify Students for MTSS Supports?

A student is considered for intervention supports if data indicates lack of adequate student progress. Multiple data points are utilized to determine the need for academic and/or behavioral supports. A team of individuals applies a problem-solving process in-order-to create a plan for students who need supplemental or intensive supports.

*We look at universal screeners such as Heggerty (phonological awareness), phonics screener, iReady scores, and grades to identify students in need of intervention.

Can My Child Progress Out of Intervention?

Intervention is a fluid process, and a student can move in and out of the tiers. For example, your child might begin the year at Tier III, move to Tier II, and finish the year at Tier I (or begin at Tier II, move to Tier I, and then back to Tier II). Tier placement is determined by the Teacher Support Team as data is analyzed throughout the year. Students are placed back at Tier I when multiple data points, including intervention progress monitoring reports, support that the student has made adequate educational progress.

What if Interventions are Not Successful?

Next Steps:

When data is reviewed and analyzed, a decision should be made regarding the success of the intervention plan. If it is concluded that the intervention plan was not successful the Teacher Support Team (TST) must decide if the intervention should be revised, goals adjusted, or the student should be referred to the Multidisciplinary Evaluation Team.

Here at LPS, we want to identify and help struggling students early. Early intervention is very important. Just because a student is in intervention, does not mean they will be referred or tested for special education. The main goal of intervention is to close the gap in a child's education.

The reality is, students who demonstrate difficulty with foundational skills essential to reading such as: alphabetic knowledge, phonemic awareness, and phonics are at a greater risk for reading failure.

The good news is, with early intensive intervention/reading therapy, students with reading difficulties can make good progress and begin to close the gap between them and their same age peers.

Time is of the essence. When parents and teachers begin to notice characteristics of of reading difficulty, help should not be delayed. With frequent, purposeful, on-going intervention, students can begin to make great progress!