

For Families

What Might You Do If You Have Concerns About Your Student's Academic or Behavioral Learning?

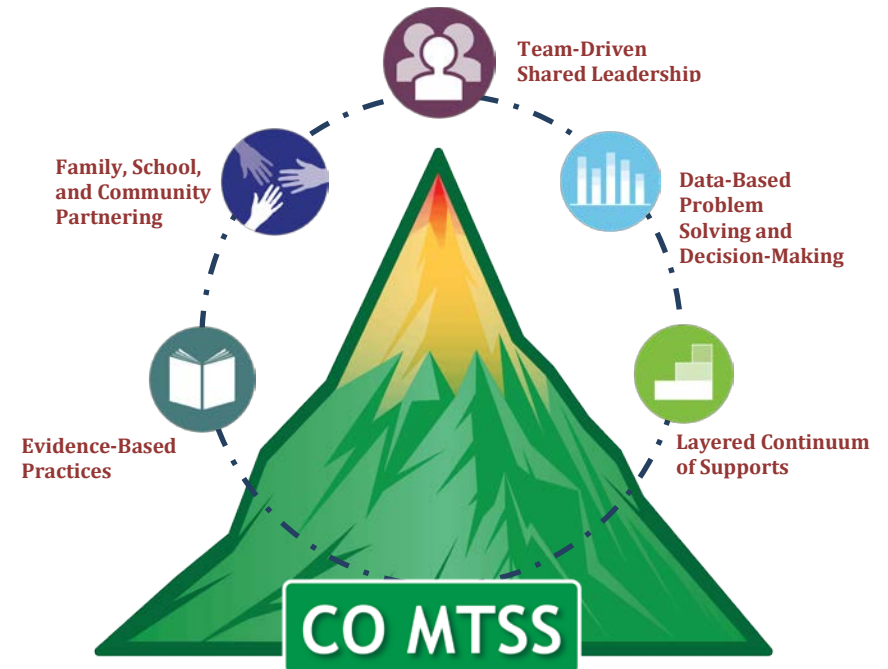
- ✓ Gather home information related to your concerns: specific strengths, challenges, interests, homework samples, attitude about school, previous school experiences, and relationships.
- ✓ Talk with your student's teacher or counselor about your hopes and concerns. Work together in developing two-way communication and home-school plans to support progress. Involve your student.
- ✓ If concerns continue, ask about your school's MTSS framework; this includes how targeted and/or intensive instruction and supports are implemented, and how the school's individualized problem solving team and process work.
- ✓ Participate in individualized problem solving discussions with the school's team; share information about your child's specific strengths and needs, including data from home.
- ✓ Develop interventions with school team, ask for strategies to support learning at home, and help monitor your child's progress towards meeting specific, measurable goals.
- ✓ Work with team to review data and revise intervention plan as needed; this may involve different or more intensive supports.



*Note: School MTSS frameworks and Individualized problem teams may have various titles.

For more information, please contact the Colorado Department of Education at <http://www.cde.state.co.us/mtss> or your school.

MTSS and Essential Components



Multi-Tiered System of Supports (MTSS)

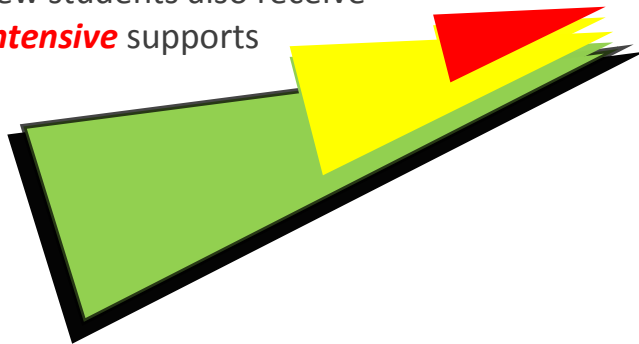
**Families, Educators, and
Community Collaborators**

Colorado Multi-Tiered System of Supports (MTSS)

MTSS is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. Response to Intervention (RtI) is incorporated within MTSS.

Layered Continuum of Supports

- Every student receives **Universal** supports
- Some students also receive **Targeted** supports
- Few students also receive **Intensive** supports



Adapted from Practitioners

MTSS Key Terms

Academic: The specific learning that relates to literacy (reading and writing), math, science, social studies, and other content areas.

Behavioral: The specific learning that relates to the way students conduct themselves, especially in social situation, such as self-regulation, problem solving, peer interaction, and classroom participation.

Individualized Problem Solving Team: A collaborative team (which includes families) that meets to evaluate individual student data, and plan and monitor prescribed targeted and intensive interventions when a student might be struggling or needing enrichment.

Progress Monitoring: The ongoing process of assessing a student's performance, to quantify the rate of improvement or responsiveness to intervention, to adjust the instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.

Family, School, and Community Partnering (FSCP): The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

Data-Based Decision Making: The process of planning for student success through the ongoing progress monitoring and analyses of data.

Problem Solving: A collaborative process based on the multi-tiered framework which includes prescribing, monitoring, and evaluating instruction based on data. There are four steps: *Define, Analyze, Implement, and Evaluate*.