

**Web Resources:**

Florida's Multi-Tiered System of Supports

<http://www.florida-rti.org/>

To view Bradford County's MTSS manual go to

<http://www.bradfordschools.org/departments/exceptional-education/>

The collaborative vision of the Department and statewide projects, Student Support Services Project, Problem Solving/Response to Intervention Project (PS/RtI) and Florida's Positive Behavior Support Project (FPBS), supporting the implementation of Florida's MTSS is to:

- Enhance the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school.
- Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system;
- Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society.

For additional information about Multi-Tiered System of Supports and Positive Behavior Support contact:

**Tammy Saxon**  
**Director Exceptional Student Education**  
**and Student Services**  
**Bradford County School District**  
**(904)966-6001**

**Bradford County  
School District**



**Problem  
Solving/Multi-Tiered  
System of Supports (MTSS)**

**Bradford County School District**  
**501 W. Washington St.**  
**Starke, FL 32091**

## What is MTSS and PBS?

Multi-Tiered System of Supports (MTSS) is a process which includes the provision of systematic, research-based instruction and interventions to struggling students with academic and/or behavioral difficulties. The assumption is that academic and behavioral interventions are matched to a student's needs and that the monitoring of progress is continuous. MTSS and PBS are designed as early intervention to prevent long-term academic failure. MTSS/PBS is a school-wide initiative that is a general education service, but can also be implemented in special education settings.

MTSS/PBS uses a multi-tiered problem solving approach for providing interventions to students at increasing levels of intensity based on progress monitoring and data as analyzed by the School-Based Intervention Team (S-BIT).

### The Three Tiers

**Tier I** - Tier I consists of the core curriculum and school-wide behavioral expectations used with every student. When implemented 80-90% of students will respond and achieve established benchmarks. Assessments are administered three to four times a year and are used to identify students who have not developed the essential skills required for success at the next level of instruction.

**Tier II**- If students do not make adequate progress in Tier I, more intensive services and targeted interventions are provided in addition to the core curriculum. Progress is monitored more closely, for example monthly or bi-weekly.

**Tier III** – Students who do not adequately respond to the targeted interventions in Tier II will receive more explicit instruction tailored to specific individual student learning or behavioral targets or goals. Progress is monitored more frequently, for example bi-weekly or weekly.

If students are not successful in Tier III or if the resources needed to maintain the interventions are

beyond what is available in the general education setting. Exceptional Student Education Services may be considered.

### MTSS IS A FLUID MODEL



STUDENTS MOVE WITHIN TIERS BASED ON THEIR MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)!

### Positive Behavior Support

Positive Behavior Support is a collaborative, assessment-based approach to developing effective school-wide interventions for problem behavior.

PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle changes for all students.

The aim is to build effective school-wide environments in which positive behavior is more effective than problem behavior so that academic success can be achieved.

Positive Behavior Support (PBS) is also referred to as Response to Intervention for Behavior (RtIB). The acronym is often seen as PBS:RtIB.

### What Can I Expect With MTSS?

- You will be informed and involved in planning and providing interventions for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive frequent progress monitoring data about how your child responds to the intervention provided.
- You will be involved in a team that uses information gathered from your child's response to instruction and intervention to make important decisions regarding your child's educational needs.

This may include decisions about special education services. Visit [www.floridarti.usf.edu/](http://www.floridarti.usf.edu/) for more

information, including an Evaluation Tool Technical Assistance Manual about MTSS.

### What is the Evaluation Going to Include?

The evaluation procedures will include ongoing assessments of your child's response to the instruction and interventions, interviews, observations, the analysis of all the information about your child, and sometimes individual tests that are given by a specialist such as a school psychologist or a speech/language pathologist. The details and decisions about what evaluation procedures will be conducted are determined by the team, which includes the parent.

### How Will I Know the Results?

Once the team decides that it has enough data to determine whether your child is eligible for special education, which is called exceptional student education (ESE) in Florida schools, the evaluation procedures are complete. Next, you will be invited to a meeting as part of the team to discuss the eligibility decision and next steps for ensuring that your child's educational needs are met. If your child is eligible for ESE services, an individual education plan (IEP) will be developed. You will be asked to give your consent for services before the IEP can be implemented. If your child is not eligible for ESE services, the team will continue to work with him/her to identify the implement effective instruction and interventions. The team's problem-solving process continues in an ongoing effort to improve and maintain an effective education for your child. If you have any questions, you are encouraged to contact your child's teacher. The relationship between you and your child's teacher, as well as other members of the school team, can be very helpful in the process of finding solutions for meeting your child's educational needs.