

Tips for Families and Communities

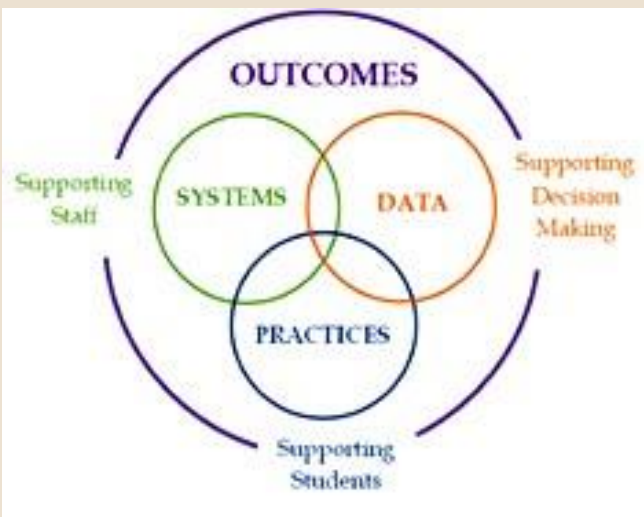
- Teach/Review and reinforce school expectations with your children
- Keep your home expectations realistic and offer choices
- Clearly state your expectations in advance
- Use “When...Then...” statements
- Catch your child being good
- Give positive and specific feedback (“Thank you for showing responsibility by taking out the trash tonight.” “I appreciate you helping your brother.” “I really like the way you...”)
- Stay calm and avoid a power struggle
- Take time each day to talk with your child about the experiences of his/her day at school. Ask “How” and “Why” questions. You may also say to your child, “Tell me about...” which creates more discussion.
- Read daily with your child. Ask him/her about the meaning of new words he/she learns from books you are reading.

Resources:

<https://vtss-ric.vcu.edu>

www.pbis.org

www.midwestpbis2.org



Creating a climate of success with MTSS

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Multi-Tiered System of Supports

Loudoun County
Public Schools



Empowering all students to
make meaningful
contributions to the world.

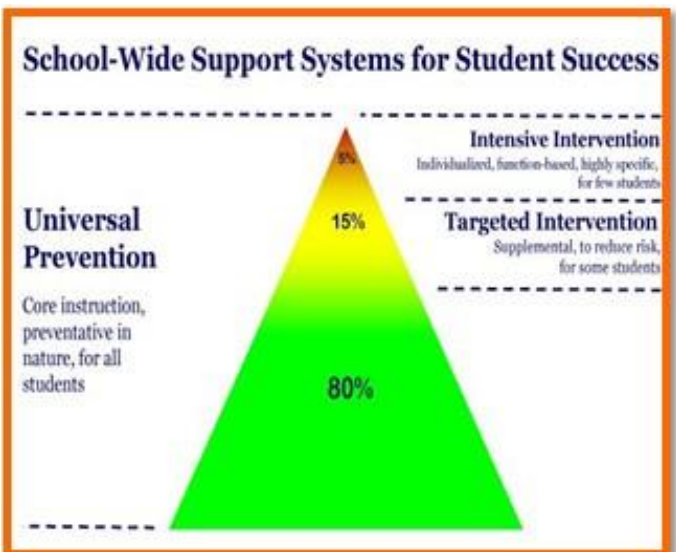
LCPS MTSS Website:
<https://www.lcps.org/MTSS>



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MTSS is an evidence-based instructional framework comprised of practices and interventions aimed at supporting the needs of all students. This holistic approach addresses academic, behavioral, and social emotional needs through the approaches of Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Social Emotional Learning (SEL).

The MTSS framework addresses student needs at three tiers, each including instructional strategies and interventions. This framework encourages schools to provide early intervention to assist in preventing or addressing academic, social-emotional, and/or behavioral difficulties early. Through problem-solving conversations and multiple sources of data, school-based teams can identify supports needed for student success.



THREE TIERS OF INSTRUCTION & INTERVENTIONS

Tier 1 (Primary): Tier 1 is often known as Universal Prevention Strategies or the Core and is provided to all students. At Tier 1, efforts are focused on preventing the development of new incidents/occurrences through the implementation of high-quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom). Universal screenings identify students who are not achieving as expected and require additional support within the core curriculum.

Tier 2 (Secondary): Tier 2 is often known as Targeted Interventions. At Tier 2, efforts are focused on reducing the frequency and intensity of academic, behavioral and/or social emotional needs for students who are not responsive to primary intervention practices by providing more focused, targeted, and frequent small group-oriented responses. Progress is monitored frequently using multiple assessments (e.g., behavioral data, benchmark assessments, etc.).

Tier 3 (Tertiary): Tier 3 is often known as Intensive Interventions. At Tier 3, efforts are focused on reducing the intensity, frequency, and/or complexity of existing academic, behavioral and/or social emotional needs that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing individualized responses. Progress is monitored even more frequently than in Tier 2 to determine the impact of the intervention on the student's learning.

FRAMEWORKS: PBIS, RTI, & SEL

Research based instructional approaches and evidence-based interventions offer a common approach to supporting students within the learning environment.

PBIS is a common vision, language, and practices used consistently across the school to improve school climate, teach and reinforce expectations, increase positive behaviors, academic achievement and equitable learning experiences. Implementation of PBIS can lead to a decrease in office referrals and suspensions. Behavioral health is supported across all three tiers of instruction to promote academic and social success for students.

RTI is a comprehensive assessment and intervention process that uses learning rate over time and level of performance to inform educational decisions while core instruction, with differentiation, is occurring. RTI provides a framework by which students are provided high-quality instruction and interventions matched to their individual instructional needs to ensure academic growth. Evidence-based interventions are evaluated through progress monitoring and summative assessments.

SEL is how students learn and apply knowledge and skills to develop healthy identities and confidence, set and achieve goals, manage feelings, work and play with others, show empathy, make responsible and caring decisions, and solve problems. Through SEL, students are better able to learn and contribute to a positive school environment. These skills are what build foundational knowledge to support the Profile of an LCPS graduate and career readiness.