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## Multi-Tiered System of Supports in Florida: Exploring the Knowledge of Parents Within the MTSS Process

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MULTI-TIERED SYSTEM OF SUPPORTS IN FLORIDA: EXPLORING THE  
KNOWLEDGE OF PARENTS WITHIN THE MTSS PROCESS

by

STEPHANIE TROISI

A thesis submitted in partial fulfillment of the requirements  
for the Honors in the Major Program in Exceptional Student Education  
in the College of Education and Human Performance  
and in the Burnett Honors College  
at the University of Central Florida  
Orlando, Florida

Spring Term 2015

Thesis Chair: Dr. Mary E. Little

## **ABSTRACT**

In the American public school system, as of 2011, over 8% of students are placed in special education programs. To provide early intervention for struggling students before placement into special education services, three-tier model called Response to Intervention (RtI) was put into effect (FDOE, 2009). RtI (currently known as, Multi-Tiered System of Support-MTSS) is a multi-tiered system for struggling learners that provides increasingly intense levels of academic interventions and assessment (Bryd, 2011). Early intervention is a set of services for students who are at risk of, or who currently have, developmental delays or social emotional problems (Guralnick 2005). MTSS focuses on six core components: (1) evidence-based curriculum, instruction, intervention, and extension; (2) assessment and progress monitoring; (3) data-based decision making; (4) leadership; (5) family, school and community partnerships; and (6) cultural responsiveness (Kashima, Schleich, & Spradlin, 2009).

The goal of this research is to gain a clearer understanding of parents' perception of the MTSS process, their knowledge of the MTSS process, and their involvement in school-based reading interventions for their children who are receiving intensive interventions at the UCF Reading Clinic.

I discovered that overall there was a dissatisfaction with both the communication between the parents and school, and the support that is provided for students. The majority of the parents surveyed recognized the term MTSS but they lacked a deep understanding of the process. Overall, there seemed to be a lack of understanding about how MTSS related to their student and what it meant for their child's education.

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## **CHAPTER 1: CONCEPTUAL FRAMEWORK**

### Topic and Research

The Multi-Tiered System of Support (MTSS) has become increasingly popular among educators in recent years due to its functionality and integration in the classroom. This popularity is evident because many educators provide special services through an inclusive service delivery model, as opposed to pulling students out of the classroom to provide instruction (Brunken, Friedli, Sanger, Snow, & Ritzman, 2012). The purpose of my research was to gain a better understanding of parental knowledge of their child's education as their child receives additional reading services and interventions. I wanted to examine what parents already knew about the Response to Intervention (RtI) process (now called Multi-Tiered System of Support-MTSS), parent perception of services related to their child, and their level of satisfaction and suggestions related to parental involvement. Understanding parent perception, current involvement, and satisfaction with their child's learning within current educational processes are critical links to enhancing their child's learning and school success.

### Significance of Research

Studies have shown that parental involvement has been correlated with student achievement, such as grades, test scores, and teacher ratings of student competence. Parental involvement has also been linked to school success, such as lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Hoover-Dempsey, Sandler, & Walker, 2005). In addition, parental involvement is attributed to the positive psychological processes and attributes that

encourage student achievement, including students at risk for poorer educational or developmental outcomes (Hoover-Dempsey, Sandler, & Walker, 2005).

### Rationale

Over the past decade, a model of prevention and early intervention known as response to intervention (RtI), now known as Multi-Tiered System of Supports (MTSS), has gained popularity (Grosche & Volpe, 2013). The implementation of MTSS includes many complex issues, many related to parental knowledge and involvement. The MTSS process begins with high-quality instruction and universal screenings of all students. Students identified as struggling then receive intervention based upon their needs. Educational decisions regarding the frequency and intensity of intervention are contingent upon the student's response to instruction. Teachers are expected to closely monitor student progress throughout the process (RtI Action Network, n.d.). Teachers are mandated to provide parents with a brief overview of MTSS terms and interventions either at the beginning or end of parent conferences or during different informal meetings, such as beginning-of-the-year orientation. It is important for the schools to provide information to parents and involve parents in this process for many reasons. Parents may need accurate, factual information regarding decision-making and instruction as MTSS is a series of decisions based on progress monitoring or performance. Secondly, an additional educational referral can be the outcome of the MTSS process in Florida. Since parents need to be involved in special education process, it makes sense to have them involved from the start. Lastly, research shows that when schools involve parents, outcomes are positive for students and parents (Byrd, 2011). When examined, the issue of parental involvement and academic

achievement showed positive correlations, suggesting that when parental involvement increases, academic achievement also increases (Fan & Chen, 2001).

As a student moves within the tiers of MTSS, the partnership between the school and parents will become stronger and grow as collaboration and communication increases. For this to occur, parents and teachers must be aware of the MTSS processes, procedures, and resources while implementing additional instruction and interventions through the MTSS tiers of services. It is important to have information and resources available to parents, especially as procedures change within the school. “Being informed about your school’s MTSS process is the first step to becoming an active partner” (Kashima, Schleich, & Spradlin, 2009, pg.5). Parental involvement has proven to play a role in student success. Therefore, it is important to note factors that impact how family members become involved. Such factors include: clarifying their educational role, discussing feelings about parental skills, comfort, and knowledge to teach children and welcoming parents into schools (Kashima, Schleich, & Spradlin, 2009). Given the recent implementation of MTSS in Florida, this research has the potential to add to this important body of knowledge about parent attitudes and involvement in the MTSS processes.

Currently, MTSS in Florida is undergoing changes in its implementation of instruction and intervention. The statewide Florida Positive Behavior Intervention Support and Florida Problem-Solving/RtI Projects have integrated with Technology and Learning Connections for Assistive Technology and Universal Design for Learning to have district-wide implementation of integrated systems, which include data-based planning and problem solving system, both academically and behaviorally. Through these changes within the Florida MTSS system, the Florida Department of Education (FDOE) has published a Response to Intervention Plan



(Statewide Response to Instruction/Intervention Implementation Plan <http://www.florida-rti.org/floridaMTSS/RtI.pdf>) which provides state-level framework to assist districts with critical components, definitions and applications to support the development of school-wide implementations (Florida's Multi-Tiered System of Supports at <http://www.florida-rti.org/index.htm>). Florida provides continuous efforts to ensure systematic problem-solving and the MTSS framework encompass the various elements of Florida's educational system.

## **CHAPTER 2: LITERATURE REVIEW**

### What is MTSS?

Multi-Tiered System of Supports is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions (NASDSE, 2006). Evidence-based instruction is provided to all students; however, additional services are provided once problems are identified, regardless of placement in special education. MTSS is intended to prevent the wait-to-fail approach but rather intervene before a child fails. The main components of MTSS are: (a) evidence-based instruction across multiple tiers; (b) all students are regularly screened for both behavior and academic problems; (c) student response to instruction is assessed frequently; (d) teachers make instructional decisions based on data; and (e) if children are in need of more support, children move up the tiers where instruction becomes more intense, specific, and individualized (Grosche, & Volpe, 2013). MTSS may also help schools identify students who are eligible for exceptional student education resources. However, the goal of MTSS is to expand and implement instructional alternatives and behavioral support systems regardless of whether a child needs special services (FDOE, 2010).

MTSS is an educational framework that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The instruction and intervention is delivered to students in multiple tiers based on the documented student need (Florida's Multi-Tiered System of Supports <http://www.florida-rti.org/index.htm>). This process starts with high-quality instruction and universal screening of all children in the general education classrooms. Students who demonstrate a need for extra support are provided with interventions at increasing

levels of intensity to improve their learning. Various personnel may provide these services including general education teachers, special educators, and specialists. Student progress is closely monitored, and educational decisions are made based on student response to instruction. For implementation of this MTSS system to work well, the following essential components must be implemented: (1) high quality, scientifically based classroom instruction, (2) ongoing student assessment, (3) tiered instruction, and (4) parent involvement (RtI Action Network, n.d.).

### Three Tiers of Support

MTSS in Florida consists of three tiers to provide various levels of intervention to struggling learners. The first tier involves ongoing screening and progress monitoring for the entire class. This tier is considered the prevention stage as it focuses on addressing every student, regardless of their capabilities. The second tier focuses on those students from the first tier who are at risk and show a need for additional support as they continue to perform below grade level. They receive specific services in similar ability groups. Lastly, the third tier consists of intensive, individualized intervention for students who are still struggling and have not shown improvement after 12 weeks of tier two instruction (Brunken, Friedli, Sanger, Snow, & Ritzman, 2012).

### Allocation of Resources

Within MTSS, resources are allocated to address student needs. At each tier, data are collected to measure the efficacy of the supports so decisions can be made about which interventions and instruction is effective and be maintained. MTSS involves using multiple sources assessment data to distribute resources in order to improve learning for all students through integrated academic and behavioral supports. To achieve the efficient use of resources,

schools start with identifying trends and patterns through school-wide and grade-level data. Students who demonstrate a need for further instructional intervention beyond what is provided across the board for behavior or academic areas are provided with need-based interventions delivered individually or in small groups at increasing levels of intensity over time (Florida's Multi-Tiered System of Supports <http://www.florida-rti.org/index.htm> ).

### Parent Involvement

Being informed about the MTSS process within schools is the first step to becoming an active partner. As procedures change within schools, it is pertinent to have information and resources readily available to all stakeholders in this process, especially parents. Parental involvement varies due to multiple reasons. However, increasing parental involvement in the MTSS process is very important. Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores. Also indicators of school success, including lower rates of retention in grade, lower drop-out rates, higher on time high school graduation rates and higher rates of participation in advanced courses (Pomerantz, Moorman, & Litwack, 2007).

Every parent's level of involvement is different. Grolnick and Slowiaczek (1994) defined parents' involvement in children's schooling as parents' commitment of resources to the academic arena of children's lives. Some parents are only involved at home rather than being involved with the child's progress in the classroom. Three major reasons that affect parent involvement are parents' motivational beliefs, parents' perceptions of invitations to involvement and parents' life-context variables (Hoover-Dempsey, Sandler, and Walker, 2005). School-based involvement represents practices on the part of parents that require making contact with

schools. Contact with school can include, but are not limited to, being present at general school meetings, talking with teachers, attending school events, and volunteering at school. Surveys show that nationally, approximately two thirds of parents attend school functions, regardless of their ethnicity (U.S. Department of Education, 2006).

## **CHAPTER 3: RESEARCH DESIGN**

### Overview

The purpose of this research was to determine the level of knowledge parents had regarding the Multi-Tiered System of Supports process in their schools within the educational system. In order to gain insight into this subject, I administered a survey and interviewed three parents of elementary-aged students who attended a large Florida school district. After collecting my data, I created three case studies showing what parents know about MTSS in their child's school. The focus of the survey and interview was parental level of involvement in their child's education, what knowledge, if any, they had regarding MTSS and their level of satisfaction with any provided intervention and instruction.

### Methodology

In order to gain a better understanding of this subject, I researched parent satisfaction, current level of academic involvement, and knowledge of MTSS. To begin my research, I first completed my Institutional Review Board (IRB) requirements to conduct research with human subjects (See Appendix A). I decided to conduct my research with parents of students who would be voluntarily attending the Toni Jennings Exceptional Education Institute and the Reading Clinic. Parents voluntarily applied to bring their child to the clinic one day per week for more intensive reading interventions provided by UCF College of Education students, under the direction and supervision of Dr. Taylor Wenzel, faculty member. The following chart provides the demographics of the students enrolled in the UCF Reading Clinic.

*Table 1*

Student	Gender	Grade Level	Race	Primary Language	School Special Services
A.S.	M	4	Unknown	English	Tutoring- math & reading
X.S.	M	3	White/Black, African American or Negro	English	Special Education, Reading Teacher, Speech and Language, Social Skills, ESE
J.H.	M	4	Hispanic/Latino	English	Speech and Language ended in 3 <sup>rd</sup> grade
H.S.	F	3	Black, African American, or Negro	English	ESOL, Learning Disability
G.C.	F	3	White	English	Special Education, Gifted, Learning Disability
T.G.	M	3	Black, African American, or Negro	English	None
J.G.	M	2	Black, African American, or Negro	English	Intervention

During the selection process, I reviewed background information completed by the parents/guardians of students enrolled by their parents in the Toni Jennings Reading Intervention Clinic at UCF. I then selected three parents of students who attended the UCF Reading Clinic based on pre-determined qualifications such as school district, grade level, and any special services their child may receive. I selected parents that had various backgrounds including diverse native languages, ethnicity, race, and gender. These parents were contacted to gain their willing participation before interviewing them about their knowledge of and participation with the MTSS process and interventions for their child within the child's school.

The purpose of the TJEEI Reading Intervention Clinic at UCF is to provide elementary aged students with reading interventions based on their individual needs for an hour and 30 minutes once a week. Using this background knowledge, I selected three individuals who were of similar elementary age within the same large school district. I chose students that receive or once received special services at their school. I wanted to select a diverse group of individuals, considering their gender, race, primary and secondary languages, and the type of services they received at their school. From this information, I selected the parents to interview about their knowledge of the MTSS process. The following chart highlights the key components that I used to select the three students.



Table 2

	Gender	Grade	Race	Diagnosed Disabilities	Special Services	Primary Language	Secondary Language
X.S	Male	3 <sup>rd</sup>	White, Black/African American	ADHD & Dyslexia	Special Education, Reading Teacher, Speech and Language, Social, ESE	English	Spanish
J.H.	Male	4 <sup>th</sup>	Hispanic/Latino	No Diagnosed Disability	Speech and Language services ended in 2 <sup>nd</sup> grade	English	Spanish
H.S.	Female	3 <sup>rd</sup>	Black/African America	Learning Disability	ESOL services	English	

\*Initials are used for confidentiality

After selecting the three children, their parents were invited to participate in person by their reading clinician at the beginning of the scheduled session. Upon approval, I administered a brief survey (See Appendix B) which they completed and then answered a few questions in a subsequent phone interview. Once I gathered all my information, I was able to get a glimpse into the knowledge of the RtI/MTSS process of these parents. Parents who participated in this research had varying characteristics that are briefly described in the following case study overviews. To learn more about the participants, read the following descriptive vignettes.

#### Participant 1

The parent of X.S. has a student that attends a large school district in Central Florida. This student is a third grade, mixed race male with ADHD and Dyslexia. He receives special

services through Special Education, Reading Teacher, Speech and Language, Social Skills, and ESE services at his school. The primary language spoken at home is English, while the secondary language is Spanish.

#### Participant 2

The parent of J.H. has a student that attends a large school district in Central Florida. This student is a fourth grade Hispanic/Latino male who formerly received speech and language services through his school. The primary language spoken at home is English, while the second language in their household is Spanish.

#### Participant 3

Lastly, the parent of H.S. has a student that attends the same large school district in Central Florida. This student is a third grade Black female with a learning disability and is an ESOL student at her school. At home, the only language spoken is English.

#### Data Collection

First, I administered a Likert scale survey adopted from *Implementing Intensive Intervention: Lessons Learned from the Field* (National Center of Intensive Intervention, n.d.) (See Appendix B). Parents were asked various statements to determine their knowledge of MTSS within the school system. Parents then provided a brief background about their child as well as their satisfaction with how involved they are with the MTSS process at their child's school. Parents were given the surveys upon their arrival at the reading clinic and returned them when they were completed by the end of the reading session.

Following the survey, parents were contacted for a phone interview to discuss their knowledge regarding MTSS in relation to their student. The interview consisted of ten

questions focused on what the parents know about MTSS, what information they have heard regarding the process, what services, if any, their student receives and asked them to share their thoughts on interventions provided. The interview allowed parents to state what they knew regarding MTSS and the various tiers of intervention as well as what information educators have shared with them regarding this process.

After completing the survey, parents selected a phone interview time from predetermined choices for later in the week. Interviews lasted 15 to 20 minutes where parents were asked questions regarding their knowledge of the MTSS process, any services their child receives through their school, and which allowed them to share any information parents felt was related to any special services their child receives.

## **CHAPTER 4: FINDINGS**

### Participant 1 Results

The parents of participant 1 strongly agreed that her son was evaluated using the MTSS process in school and agrees that she was informed about MTSS and its various tiers. However, she disagreed that she was not aware of specific information about the tier of intervention. She was unsatisfied with the level of communication between the school and herself and had no response/was neutral to the school expressing clear academic and behavioral goals for her child, the school provides appropriate support for her child, and the overall services being provided during school. Although not positive on the details, this parent was familiar with the term MTSS and that it was used for reading at school. She received a flyer at the beginning of last school year highlighting changes in MTSS and informing her that the term would be changed. It would no longer be called MTSS. Educators at the school talked with her regarding her son and what services he would qualify for based on his annual review. They informed her of what her son would be receiving, but she was unfamiliar with the terms and their meaning. In regards to the support the school provides, she felt that each child learns differently and that interventions should not be standardized for all students but individualized for each student to benefit as best as possible.

### Participant 2 Results

This parent agreed that she was informed about the MTSS process at her child's school and strongly agreed that he receives additional services outside of the school hours. But, she disagreed that he received any special services at his school. She expressed no response or was

neutral to her son being evaluated through MTSS at his school, having knowledge about the three tiers within MTSS, and knowing which tier her child received services. She disagreed that the school makes clear academic and behavioral goals for her son and that the school provides appropriate support for her child. She was dissatisfied with the level of communication between herself and the school and was dissatisfied with the services being provided to her child. He has been attending his current school for 5 years and this parent was unfamiliar with the term "MTSS". She was aware of computer-based intervention for reading that they use at school but that was the extent of her knowledge. She was concerned about how Common Core affects students in reading. She stated that parents are unfamiliar with this new information and are unable to assist at home with reviews and topics. The content of the Common Core appeared to be based on critical thinking, which may result in lower test scores due to lack of support at home. She only received newsletters about upcoming topics which was not enough to provide help outside of school.

#### Participant 3 Results

This parent expressed an overall satisfaction with both communication and support provided by the school. She strongly agreed on every question about being knowledgeable about MTSS and its tiers. She understood what the various tiers were and which tier her daughter receives services. She was aware of academic and/or behavioral goals set by the school and were satisfied by the services provided to meet these set goals. This parent was somewhat familiar with the term "MTSS" and was knowledgeable about the three tiers and their definitions. She appeared to be an actively-involved parent who has frequent meetings whenever she has questions about anything that may be happening regarding her son and his education.

Overall, she was satisfied with the current level of support her son receives regarding his instruction and intervention within his school.

*Table 3*

	Familiar with MTSS?	What information have you received about MTSS?	How long has your child been a student at their current school?	Does your child receive special services? How often?
X.S.	Yes	A flyer	4.5 years	Social skills 30 min 2x wk Speech & Lang. 30 min 3x wk Occupational Therapy Once a month, moving to observation
J.H.	No	Never heard of the term	5 years	Tutoring for students with low reading
H.S.	Yes	I have meetings often and am knowledgeable	4 years	Academic services once a week

### Conclusions

In administering the survey and follow-up interviews, I determined a basic level of knowledge that a sample of parents had regarding their knowledge of MTSS, the tiers, and their overall satisfaction with the interventions provided. The survey showed that some of parents who have children that received additional services both in and out of school were either neutral/no response or disagree with statements that the school clarified the academic and behavioral goals for their child and the school provided appropriate support for their child. In addition, these parents were satisfied with the level of communication with the school and with

the services the school was providing their child. Some parents were aware of the MTSS services at their school, although there was an inconsistent knowledge about whether students have been evaluated using MTSS, what the various tiers were and where their child received services within these tiers.

The three interviews portrayed a range of answers, from parents who were unfamiliar with MTSS and any information regarding it, to parents who were knowledgeable about the three tiers within the MTSS process and the progression of students within these tiers. From the information gathered from the interviews, the more involved the parent is, the more knowledgeable they are regarding MTSS. Parents who had frequent meetings to discuss their child were very knowledgeable, while parents who just received information through what the school distributed knew very little about the process. All parents discussed the information that educators shared with them about extra services provided such as computer-based interventions, meetings to discuss specific needs, and an overview of the tiers within the MTSS process. Although parents were aware of such tiers, only one parent was aware of the tier in which their child received services. Parents were not informed about MTSS and the relationship it has on their individual child. At most, they were given a brief overview of the concept by school personnel or the classroom teacher. Unless parents actively took it upon themselves to learn more and dive deeper, they remained in the dark and unaware of what this means for their child. Overall, there seems to be a lack of communication leading to an overall breakdown in parents learning and understanding all that there is to the MTSS process. For specific answers and more information, see Appendix C: Surveys.

## **CHAPTER 5: DISCUSSION**

Before I started this study, I had a basic overview of MTSS and its purpose within schools. MTSS, previously known as RtI, has been used in schools but wasn't general knowledge of parents or educators. Through my research, I've learned more about MTSS, as well as discovered the lack of knowledge that parents have regarding MTSS. Parents are unaware of goals and what MTSS means with regards to their children. I realized that parents that were well-informed and satisfied with the level of communication between themselves and the school, initiated contact themselves to get answers to their needs and concerns. Through this process, I discovered concerns that parents have such as their desire to help, but they were unsure how to help their students.

### Educational Implications for Schools/Teachers

When effective, communication between teachers and families provides the two parties with a deeper understanding of mutual expectations and children's needs, thus enabling both to effectively assist children and to establish the basis of cooperation (Symeou, Roussounidou, & Michaelides, 2012). Parents are unaware of academic and behavioral goals set for their students and lack the knowledge to help them reach their goals. Schools and teachers are required to inform parents about MTSS; however, parents still have questions. Parents are overwhelmed with unfamiliar terminology about interventions and services, but they leave with more questions than when they started. Parents face a challenge to help their children in areas where they struggle when they are unsure about these areas. There is a communication breakdown which leads to a breakdown between the necessary collaboration between teachers and parents. Parents



are unable to adequately provide support at home without the proper education about where their child struggles and what they can do to help.

Communicating with families is an important aspect of the teaching profession, yet few programs adequately prepare teachers to develop their knowledge, skills, and dispositions for family-school relationships (Walker & Dotger, 2012). Having successful communication with parents helps create a positive atmosphere and allows for a partnership to help ensure student success in the classroom. Without proper education and training about best practice for communicating with parents, teachers are unprepared to tackle issues that parents have. Without the knowledge of parental concerns for their child's education and the ability to effectively communicate educational decisions and processes, a communication gap begins and continues to grow with time.

### Summary

This research allowed me to explore the MTSS process and the roles of parents. I was able to gather information from parents that gave insights into parental concerns and knowledge of MTSS that have professional implications to help me further develop my knowledge and ability to have parent-teacher partnerships. The biggest benefit through this study was administering my survey before interviewing parents. The interview provided me with a chance to dig deeper and understand the reasoning behind their answers on the survey. Looking back, if given the chance, I would have included more probing questions to gather even more data from what parents were telling me. I received beneficial information from parents that opened me up to ideas and concerns that I had not previously thought about. This research has made me more aware of the significance between teacher-parent partnerships and has sparked an interest in

learning more about the relationship and how to have an effective parent-teacher collaboration both in and out of the classroom.

## **APPENDIX A: IRB APPROVAL LETTER**

## Appendix A



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**  
**FWA00000351, IRB00001138**

To: **Mary E. Little and Co-PI: Stephanie Troisi**

Date: **October 22, 2014**

Dear Researcher:

On 10/22/2014, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Response to Intervention: The Effect of Parental Involvement on Student Success
Investigator:	Mary E Little
IRB Number:	SBE-14-10588
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

A handwritten signature in black ink that reads "Joanne Muratori".

Signature applied by Joanne Muratori on 10/22/2014 11:43:12 AM EDT

IRB Coordinator

## **APPENDIX B: SURVEY**

## Appendix B

### Survey

Name of Interviewee: \_\_\_\_\_ Date: \_\_\_\_\_

### Part I.

	Strongly Disagree	Disagree	Neutral/No Answer	Agree	Strongly Agree
1. My child receives special services at the school they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My child receives services outside of regular school hours (before/after school tutoring etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have been informed about the Response to Intervention (RtI)/ Multi-Tiered System of Supports (MTSS) process at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My child has been evaluated using the RtI/MTSS process at their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am familiar with the tiers that a child may be categorized in within the RtI/MTSS process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am aware of the tier in which my child falls in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school makes clear the academic and/or behavioral expectations/goals for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child's school provides appropriate support for my child in their area of weakness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am satisfied with the level of communication between the school and me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am satisfied with the services the school is providing my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Part II. Interview**

- How long has your child been a student at their current school?
- Are you familiar with the term that may be used in schools called, “Response to Intervention (RtI)”?
- Please share with me what you know about “Response to Intervention” or “Multi-tiered System of Support”?
- What kind of information have you received from educators at your school about “Response to Intervention”?
- Have the teachers at school talked with you about various tiers of services or extra interventions? Could you tell me a little more about these services?

- If your child receives services at their school, how often? Are they academic, behavioral, or both?
- Does your student receive any special reading classes or extra tutoring?
- Is there anything else you would like to tell us about how their current school supports students with academic and/or behavioral needs?
- Is there any other extra help that is provided to your student? Please describe.
- Is there anything else you would like to share with me about the assistance that your student receives to improve his/her learning?

Thanks so much!



## **APPENDIX C: COMPLETED SURVEYS**

## Appendix C: Completed Surveys

	Strongly Disagree	Disagree	Neutral/No Answer	Agree	Strongly Agree
1. My child receives special services at the school they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. My child receives services outside of regular school hours (before/after school tutoring etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. I have been informed about the Response to Intervention (RTI)/ Multi-Tiered System of Supports (MTSS) process at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. My child has been evaluated using the RtI/MTSS process at their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. I am familiar with the tiers that a child may be categorized in within the RtI/MTSS process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. I am aware of the tier in which my child falls in.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school makes clear the academic and/or behavioral expectations/goals for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child's school provides appropriate support for my child in their area of weakness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am satisfied with the level of communication between the school and me.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am satisfied with the services the school is providing my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neutral/No Answer	Agree	Strongly Agree
1. My child receives special services at the school they attend.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My child receives services outside of regular school hours (before/after school tutoring etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. I have been informed about the Response to Intervention (RTI)/ Multi-Tiered System of Supports (MTSS) process at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. My child has been evaluated using the RtI/MTSS process at their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am familiar with the tiers that a child may be categorized in within the RtI/MTSS process.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am aware of the tier in which my child falls in.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school makes clear the academic and/or behavioral expectations/goals for my child.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My child's school provides appropriate support for my child in their area of weakness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am satisfied with the level of communication between the school and me.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am satisfied with the services the school is providing my child.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neutral/No Answer	Agree	Strongly Agree
1. My child receives special services at the school they attend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. My child receives services outside of regular school hours (before/after school tutoring etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. I have been informed about the Response to Intervention (RTI)/ Multi-Tiered System of Supports (MTSS) process at my child's school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. My child has been evaluated using the RtI/MTSS process at their school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. I am familiar with the tiers that a child may be categorized in within the RtI/MTSS process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. I am aware of the tier in which my child falls in.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The school makes clear the academic and/or behavioral expectations/goals for my child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. My child's school provides appropriate support for my child in their area of weakness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. I am satisfied with the level of communication between the school and me.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. I am satisfied with the services the school is providing my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **APPENDIX D: INTERVIEW FIELD NOTES**

## Appendix D: Interview Field Notes

### Part II. Interview

- How long has your child been a student at their current school?  
Pre-K thru 3<sup>rd</sup> (4½) yrs
- Are you familiar with the term that may be used in schools called, "Response to Intervention (RTI)"? yes
- Please share with me what you know about "Response to Intervention" or "Multi-tiered System of Support"? for reading, at least 4x a wk  
intervention = additional services  
not 100% sure of details
- What kind of information have you received from educators at your school about "Response to Intervention"? I recieved a flyer beginning of last yr highlighting changes in RTI. No longer called RTI but now its being called that again
- Have the teachers at school talked with you about various tiers of services or extra interventions? Could you tell me a little more about these services? I was told not by teachers but by coordinator that he sets up IEPs & annual reviews. I called her when I thought my son was dyslexic. He said son qualified for add. services (30 min sessions) for 1 on 1 instruction & small group. Some reading int. are don in class - not pull out. Work on fluency, phonological awareness, blending (Not aware of what these words mean). Have comp. based programme pulled for speech & language.
- If your child receives services at their school, how often? Are they academic, behavioral, lang or both?  
Social skills 30x 2wk  
Speech & lang 30x 3wk  
OT - moving to observation once a month

- Does your student receive any special reading classes or extra tutoring?

UCF reading clinic (outside of school)  
Voyager: through school - ticket to read. We log into app at night

- Is there anything else you would like to tell us about how their current school supports students with academic and/or behavioral needs?

No, I feel like all curriculum & int. groups aren't individualized. All students learn diff., this doesn't work for all students. In int. prog. for long time. maybe diff things they can do to be more effective

- Is there any other extra help that is provided to your student? Please describe.

ESE, Speech

- Is there anything else you would like to share with me about the assistance that your student receives to improve his/her learning?

ND

Thanks so much!

## Part II. Interview

- How long has your child been a student at their current school?  
5 yrs
- Are you familiar with the term that may be used in schools called, "Response to Intervention (RTI)"?  
No
- Please share with me what you know about "Response to Intervention" or "Multi-tiered System of Support"?  
knows nothing
- What kind of information have you received from educators at your school about "Response to Intervention"?  
no intervention; never heard about concept
- Have the teachers at school talked with you about various tiers of services or extra interventions? Could you tell me a little more about these services?  
computer based; istation, maby math
- If your child receives services at their school, how often? Are they academic, behavioral, or both?  
tutoring for just low readers  
Gael news club - voluntary - teaches respectful behavior once a wk



- Does your student receive any special reading classes or extra tutoring?

No (UCF clinic)

- Is there anything else you would like to tell us about how their current school supports students with academic and/or behavioral needs? Concern w/ Common Core & how it affects students in reading. Parents who want to help → more critical thinking. Hard to review w/ student before tests. Just tell them their learning. Can be challenging to understand b/c no review so kids get low marks.

- Is there any other extra help that is provided to your student? Please describe.  
Just UCF reading clinic & me helping at home. Going to the library

- Is there anything else you would like to share with me about the assistance that your student receives to improve his/her learning?

I see an improvement in motivation to read more.  
They feel more secure about reading

Thanks so much!

## Part II. Interview

- How long has your child been a student at their current school?

4 years

- Are you familiar with the term that may be used in schools called, "Response to Intervention (RTI)?"

yes - sounds familiar

- Please share with me what you know about "Response to Intervention" or "Multi-tiered System of Support"?

3 tiers, start w/ tier 1, if doesn't work then you move up tiers. Helps in area they're struggling with.

- What kind of information have you received from educators at your school about "Response to Intervention?"

i have meetings all the time if i have questions & don't understand. They provide as much as possible.

- Have the teachers at school talked with you about various tiers of services or extra interventions? Could you tell me a little more about these services?

Yes, they gave me a breakdown of the tiers & what they are.

- If your child receives services at their school, how often? Are they academic, behavioral, or both?

Only academic once a day.

- Does your student receive any special reading classes or extra tutoring?  
yes
- Is there anything else you would like to tell us about how their current school supports students with academic and/or behavioral needs? No
- Is there any other extra help that is provided to your student? Please describe.  
yes, she has an outside tutor.
- Is there anything else you would like to share with me about the assistance that your student receives to improve his/her learning? No, they're doing a wonderful job.

Thanks so much!

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