



Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

Application #2: Try Tiered Tools Instructions, Ideas

1. Introduction

Application Activity #2: Try Tiered Tools

This activity is intended to encourage adapting or creating partnering materials that are practical and relevant for a specific site or situation. The *MTSS FSCP Partnering Implementation Guide* offers various tools, videos, data sources, and slides, most of which can be adapted. Individual teachers or groups can work together to align materials and provide consistency throughout a school community; and save valuable time and resources. It is helpful to think of the tiers and special education process – as each brings unique needs. Individuals or groups can adapt the tools depending on the specific situation and purpose.

2. Instructions

This activity can be done individually or in groups, as part of training or individual study.

Materials: *MTSS FSCP Partnering Implementation Guide*; existing family-school partnering information and materials in a site or situation; other information from the CDE website or other resources.

Outcome: Participants create practical and relevant tools, which can be implemented as appropriate and needed. The tools will be shareable in various venues and formats and align with previous and future information, so as to be consistent and ensure effective practices.

Instructions: (These can be varied to fit audiences.) Please review information provided in the *MTSS FSCP Partnering Implementation Guide*, from the Colorado Department of Education, and at a specific site or situation. Collect data as needed. Choose an intended audience or specific need for tools, materials, information. Ask for stakeholder review and input. Then develop and apply tools. Think about developing for each tier and the special education process. Tie to data-based action planning. Evaluate effectiveness of tool.

Conclusion: Individual, team or organization adapts or creates tools, asks for feedback, and revises accordingly.

3. Ideas from the Field

Because of the uniqueness of each site or situation, specific examples are not provided. Instead, ideas from participants of online and face-to-face trainings are shared below



- Know what kinds of information, documents policies are currently in place as to the following types of issues, topics:
 - Homework
 - Home-school technology
 - Class or school websites
 - Texting
 - Letters
 - Teacher outreach
 - MTSS (or RtI) framework
 - Partnering

- Be smart in allocating resources and tapping expertise:
 - Have team representatives work together
 - Ask students, family members (including students), and community resources to serve on partnership material development groups
 - Adapt existing materials whenever possible – no need to “reinvent the wheel”
 - Ask leadership to request that language and messaging be consistent from department to department, team to team, grade to grade, teacher to teacher, organization to organization; this can apply to districts as well
 - Ask existing groups to participate and review – PTAs or PTOs, school district and accountability committees
 - Provide multiple sources, points of access for materials

- Always be open to feedback, evaluate tools used for effectiveness, and revise as might be indicated