RTI/MTSS for Academics: Audit Your School, Update Your Plan

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Workshop Information

Here are some points to review about today's training:

1. During the training, you can enter questions in the 'chat' section for review in the Q&A segment.

2. I have several activities in which I will encourage you to enter your responses in the chat bar.

3. Please keep your microphone muted unless asking Qs.

4. The PowerPoint for today's training is posted at this URL:

http://www.interventioncentral.org/nyack

About Jim Wright

Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the InterventionCentral.org website.

Handout 1

RTI Classroom Teacher Toolkit

RTI/MTSS for Academics:
An Audit

Jim Wright, Presenter

Email: jimw13159@gmail.com

Workshop Materials: http://www.interventioncentral.org/nyack

Workshop PPTs and handout available at:

http://www.interventioncentral.org/nyack

Handout 2

RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

Tier 1: Core Instruction. The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

Status (0,1,2)	GOALS: The teacher's whole-group instruction:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- [A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.	
	- [A.1.3] for reading and mathematics instruction, uses programs and/or practices supported by research.	

RTI/MTSS Training Agenda: Tasks

1. US: Review 'best practices' in Tiers 1, 2, and 3 of RTI/MTSS.

2. YOU: Consider Nyack Schools' RTI/MTSS model; identify areas for change.

3. US: Review Nyack Schools' RTI/MTSS process & agree on 'next steps'.

RTI/MTSS for Academics: An Introduction. What does the RTI/MTSS model look like?

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students
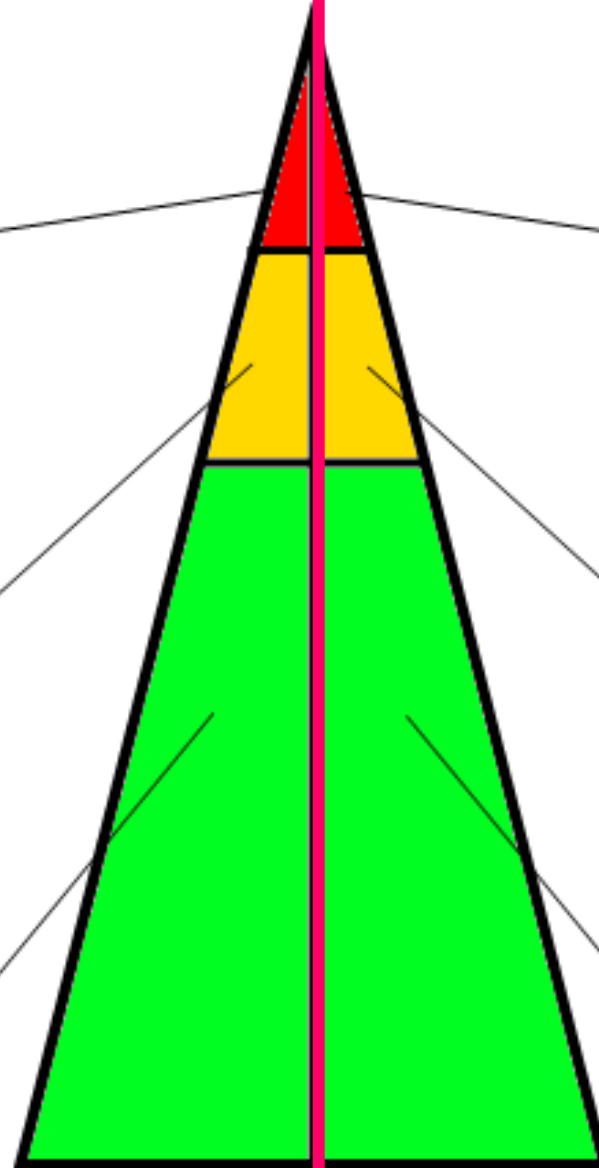
MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model

2. Data are collected to assess student baseline levels and to make decisions about student progress

3. Interventions are 'evidence-based'

4. The 'procedural integrity' of interventions is measured

5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

RTI/MTSS Continuum of Services: Tiers 1-3

Tier 3: Intensive Intervention (1-5%). Students who failed to respond to lesser interventions are reviewed by the RTI/MTSS problem-solving team and receive an individualized intervention plan. Groups are capped at 3 students and meet daily for at least 30 minutes.

Tier 2: Strategic Intervention (10-15%). Students receive small-group intervention (group size of 5-7) at least 3 times weekly for 30 minutes. The focus is on finding and fixing off-grade-level skill gaps.

Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.
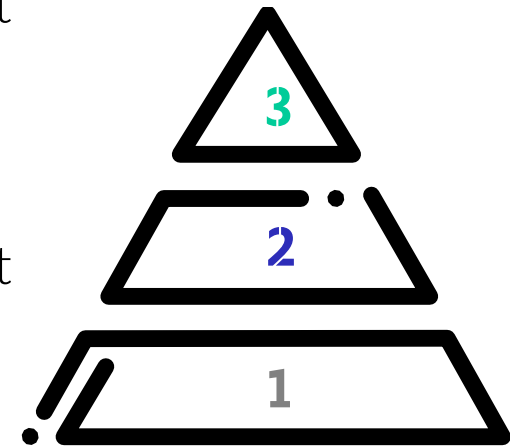
Continuum of RTI: Across Grade Levels

Elementary School   Middle School   High School

RTI/MTSS: Decision Rules: Identifying the 'Non-Responding' Student in Academics

The student:

- received interventions in current classroom to address concerns.

- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.

- continues to show a large academic 'performance deficit'.

- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The RTI/MTSS 'evidence trail' shows the interventions were:

- research-based.

- appropriately matched to the student concern.

- carried out with integrity.

Reality Check: Multi-Tier System of Supports (MTSS)…

- is a continuous-improvement model.

- will take 3 to 5 years to fully implement within a school…because MTSS must be achievable within a school's current resources.

- cannot advance faster than the ability of staff to 'assimilate change'.

- is unlikely to be successful unless **every educator** has a clearly defined MTSS role and knows what that role is.

ZOOM POLL

Tier 1: Core Instruction. What are the elements of strong direct instruction that promote student success?

RTI/MTSS for Academics: Pyramid of Interventions
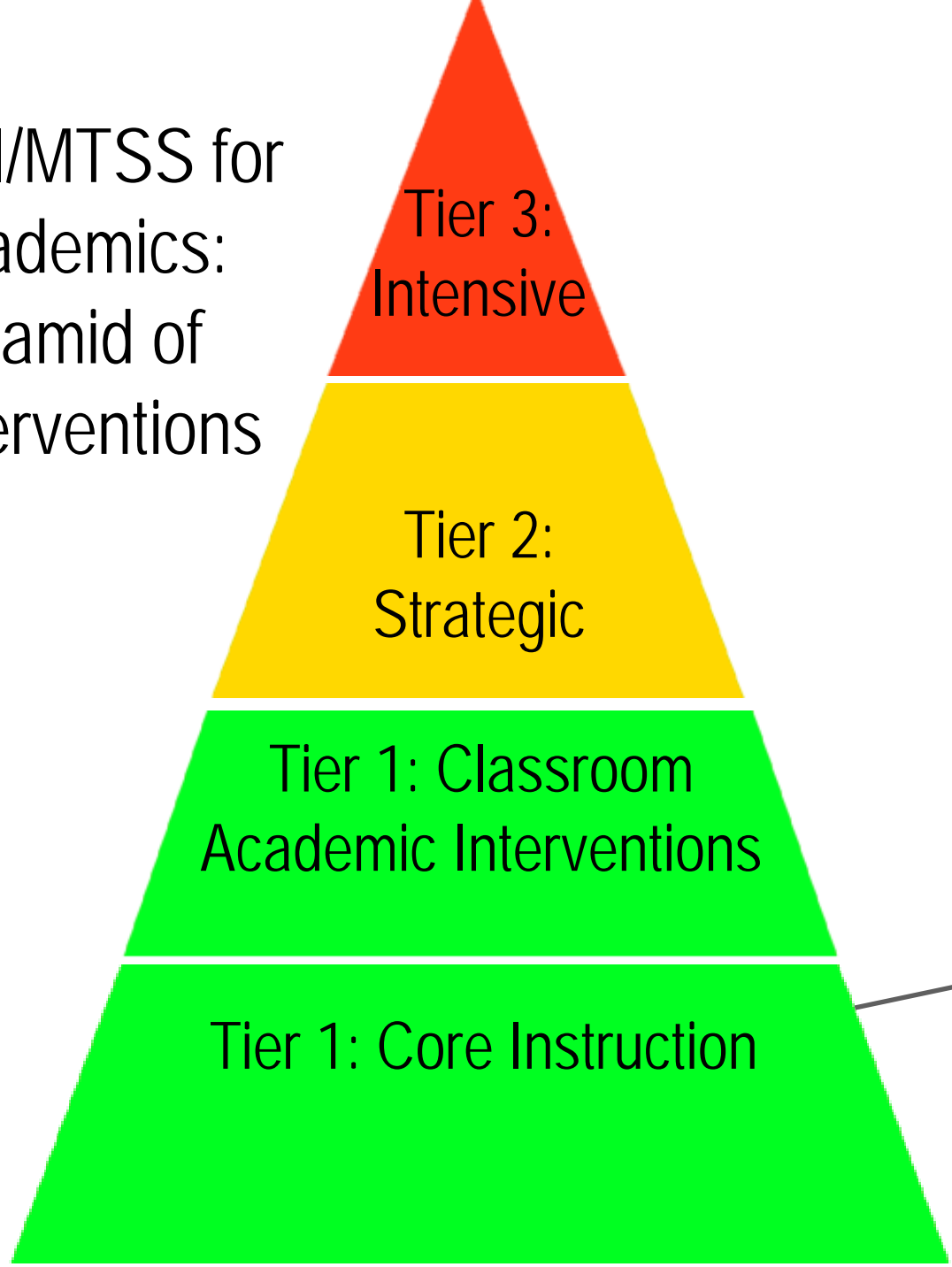
Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

  When teachers are able successfully to teach across the **full range** of classroom ability levels, individualized **interventions** may not be needed.

  Strong instruction includes making optimal use **of instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations** & **supports** as appropriate.

The Challenge of Learning Differences…

Students often bring learning differences to their general-education classrooms that significantly impact their success.

Learning Problems

Attention

Behavior

Language Issues
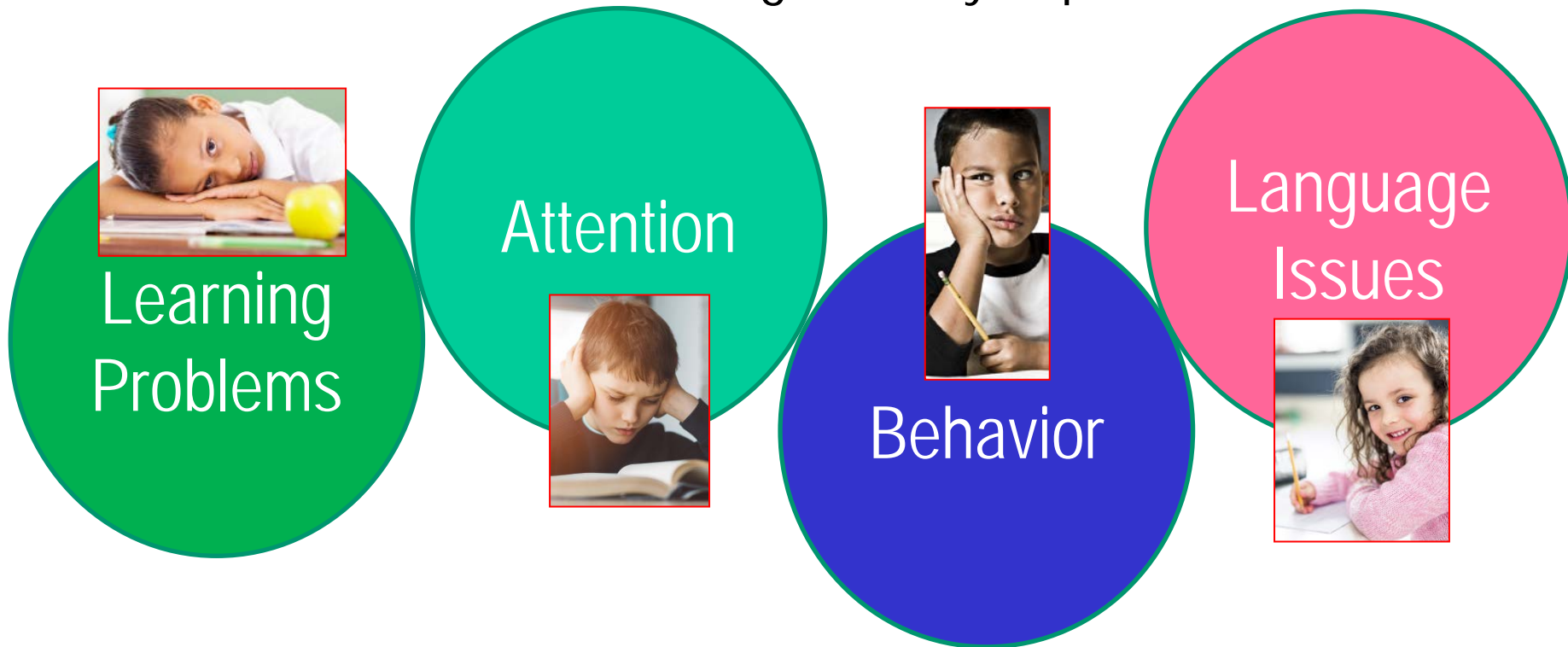
One positive step is to have an efficient toolkit of research-based instructional strategies appropriate for the entire class.

MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
Handout 1: pp. 3-4

How To: Implement Strong Core Instruction

Teacher: [   ] Date: [   ] Class/Lesson: [   ]

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction

❑ Instructional Match

❑ Content Review at Lesson Start

❑ Preview of Lesson Goal(s)

❑ Chunking of New Material

2. 'Scaffolding' Support

❑ Detailed Explanations & Instructions

❑ Talk Alouds/Think Alouds

❑ Work Models

❑ Active Engagement

❑ Collaborative Assignments

❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

❑ Group Responding

❑ High Rate of Student Success

❑ Brisk Rate of Instruction

❑ Fix-Up Strategies

3. Timely Performance Feedback

❑ Regular Feedback

❑ Step-by-Step Checklists

4. Opportunities for Review/ Practice

❑ Spacing of Practice Throughout Lesson

❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions**. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How to: Implement Strong Core Instruction

1. Access to Instruction

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- ❑ Checks for Understanding

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- ❑ Support for Independent Practice
- ❑ Distributed Practice

How to: Implement Strong Core Instruction

1. Access to Instruction

❑ Instructional Match

❑ Co...

❑ Pre...

❑ Ch...

2.

❑ De...

❑ Tal...

❑ Wo...

❑ Act...

❑ Co...

❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

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Opportunities for Review/ Practice

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❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

Activity: Strong Direct Instruction (pp.3-4)

1. Brainstorm about how your school could encourage teachers to use this list of **elements** of **direct instruction** in their classrooms.
2. Share your ideas via mic or by typing into the chat bar.

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑ Instructional Match
- ❑ Content Review at Lesson Start
- ❑ Preview of Lesson Goal(s)
- ❑ Chunking of New Material

2. 'Scaffolding' Support

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- ❑ Spacing of Practice Throughout Lesson
- ❑ Guided Practice
- ❑ Support for Independent Practice
- ❑ Distributed Practice

InterventionCentral
2-Minute 'Count Down' Timer

02:00

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Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?

MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays** or **difficulties** require a sustained **remediation plan** that will last at least several weeks.

  Tier 1 interventions take place in the **classroom**, typically **during core instruction**.

  Tier 1 interventions are often modest in scope but can still have strong **positive outcomes**. They follow the full MTSS **problem-solving approach**--adapted to the realities of a busy classroom environment.
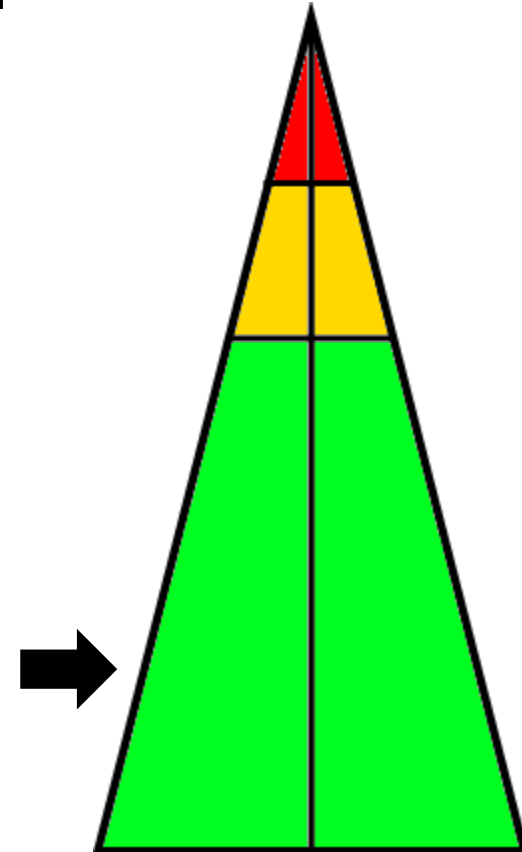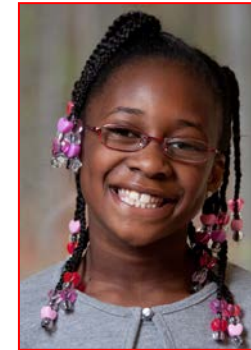
RTI Files...

Case 1: Jacqueline:
1st Grade: Letter Knowledge

Case 2: Neda:
4th Grade: Math-Fact Fluency

RTI Files: Case 1

Jacqueline
Grade 1

Problem: Limited letter knowledge

Intervention: Incremental Rehearsal

RTI Files: Case 1

- **Problem:** Jacqueline cannot identify all mixed-case letters.

- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

'KNOWN' Letters　　　　**'UNKNOWN' Letters**

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.
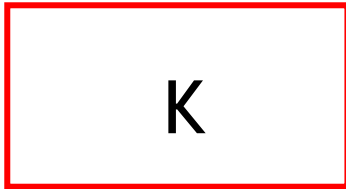
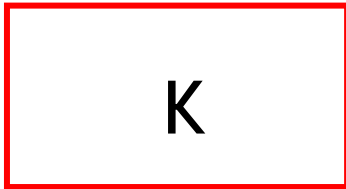| 'KNOWN' Letters		'UNKNOWN' Letters
b	P	K
Y	C	N
h	q	w
D	a	l
m	t	c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.
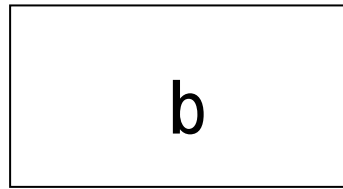
K

Incremental Rehearsal of Letter Names

Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K   b

Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).

K	b	P
Y	C	h
q	D	a
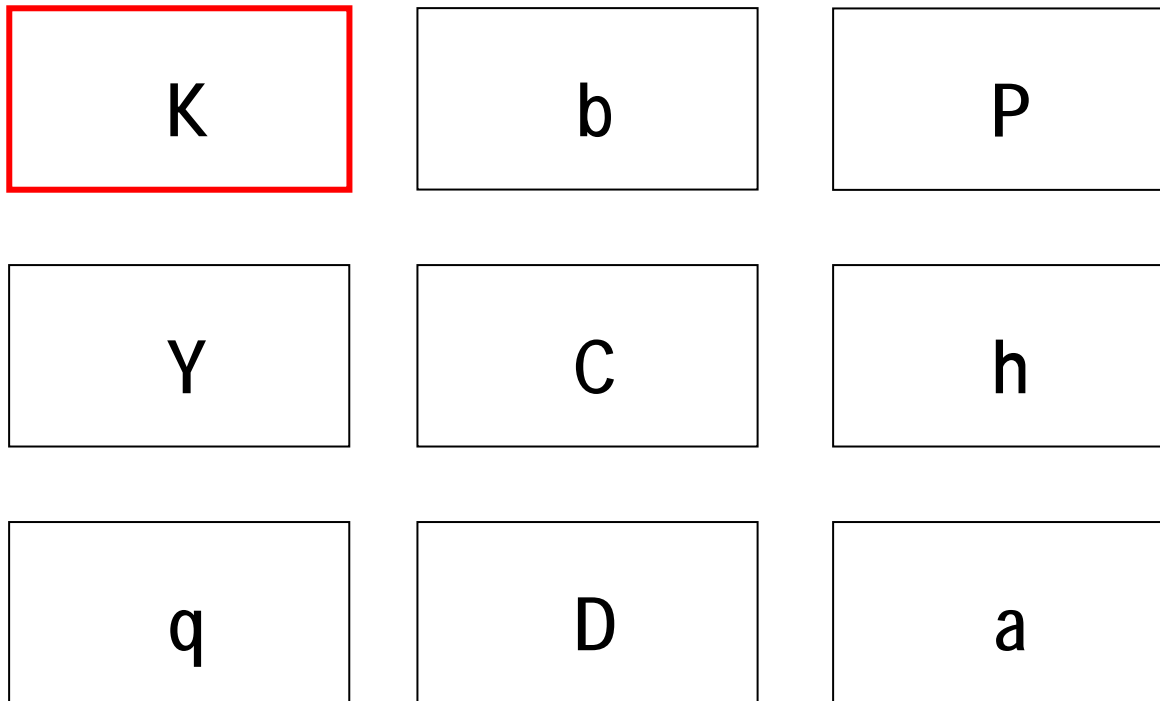
Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.

K	→	b	P

Y	C	h

q	D	~~a~~
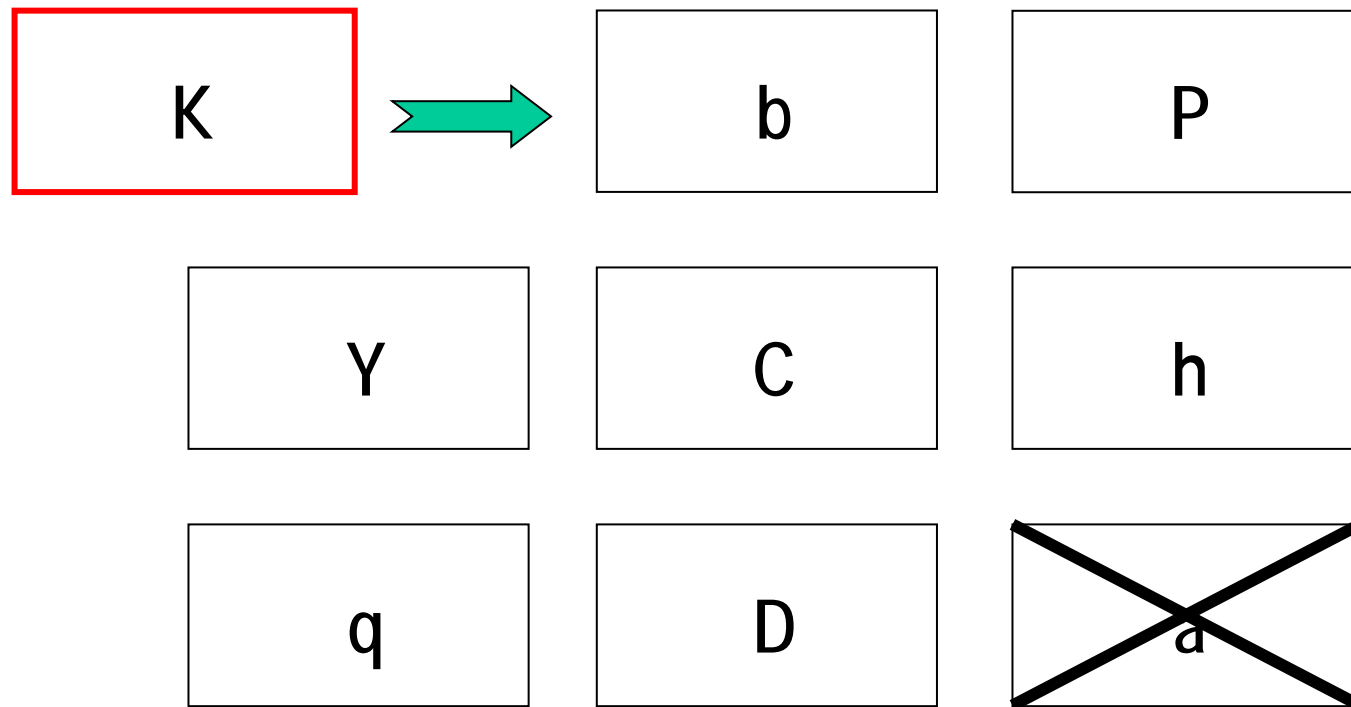
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify- and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

|		
N	**K**	**b**
	P	**Y**	**C**
	h	**Q**	**D**

RTI Files: Case 1

- **Progress-Monitoring:** During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

  At **baseline**, Jacqueline can identify 21 letters correctly. The **outcome goal** for Jacqueline is to name **all** 52 mixed-case letters accurately and quickly.

RTI Files: Case 1
Jacqueline: Grade 1: Incremental Rehearsal
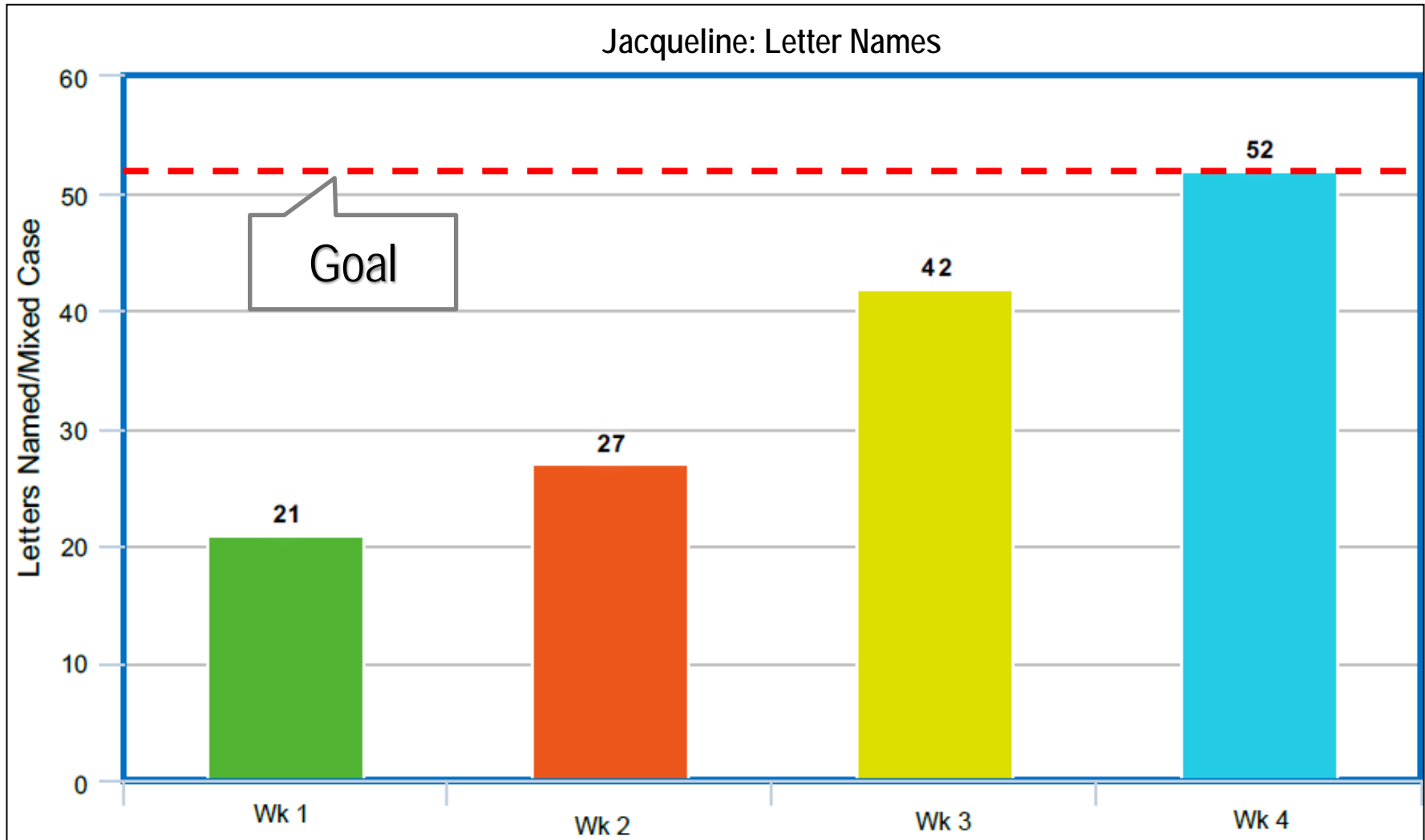
RTI Files: Case 1: Take-Away

- Interventions are not…
  - an object ('flashcards')
  - a person ('the Reading Teacher')
  - a place ('The Learning Center').
- Instead, interventions are the actual instructional strategies/steps used to teach the struggling learner.
- So while 'flashcards' are **not** an intervention, '**incremental rehearsal** using mixed-case letter ID flashcards' **is** an intervention.

RTI Files: Case 2

Neda

Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

RTI Files: Case 2

- **Problem:** Neda is slow in solving basic multiplication facts.

- **Intervention:** Neda's math teacher, Ms. Tanger, decides to use **Cover-Copy-Compare** (CCC), a student-directed strategy that relies on short-term memory retrieval to memorize math facts. The student will use CCC during daily deskwork.
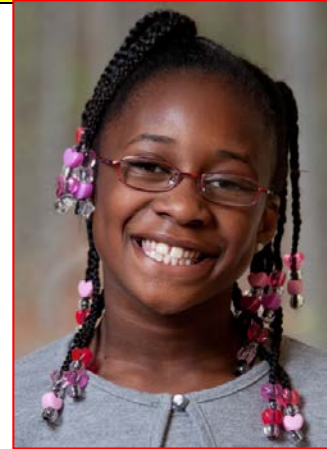
Cover-Copy-Compare: Math Facts

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).

Cover-Copy-Compare Math Fact Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

| Math Facts	Student Response
1. 9 x 7 = 63	1a. 9 x 7 = 63
	1b.
2. 9 x 2 = 18	2a.
	2b.
3. 9 x 4 = 36	3a.
	3b.
4. 9 x 1 = 9	4a.
	4b.
5. 9 x 9 = 81	5a.
	5b.
6. 9 x 6 = 54	6a.
	6b.
7. 9 x 3 = 27	7a.
	7b.
8. 9 x 5 = 45	8a.
	8b.
9. 9 x 10 = 90	9a.
	9b.
10. 9 x 8 = 72	10a.
	10b.

RTI Files: Case 2

- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

  At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.
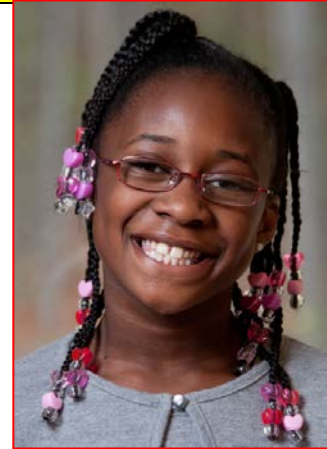
RTI Files: Case 2
Neda: Grade 4: Math-Fact Fluency

Neda: Math Fact Fluency

Goal
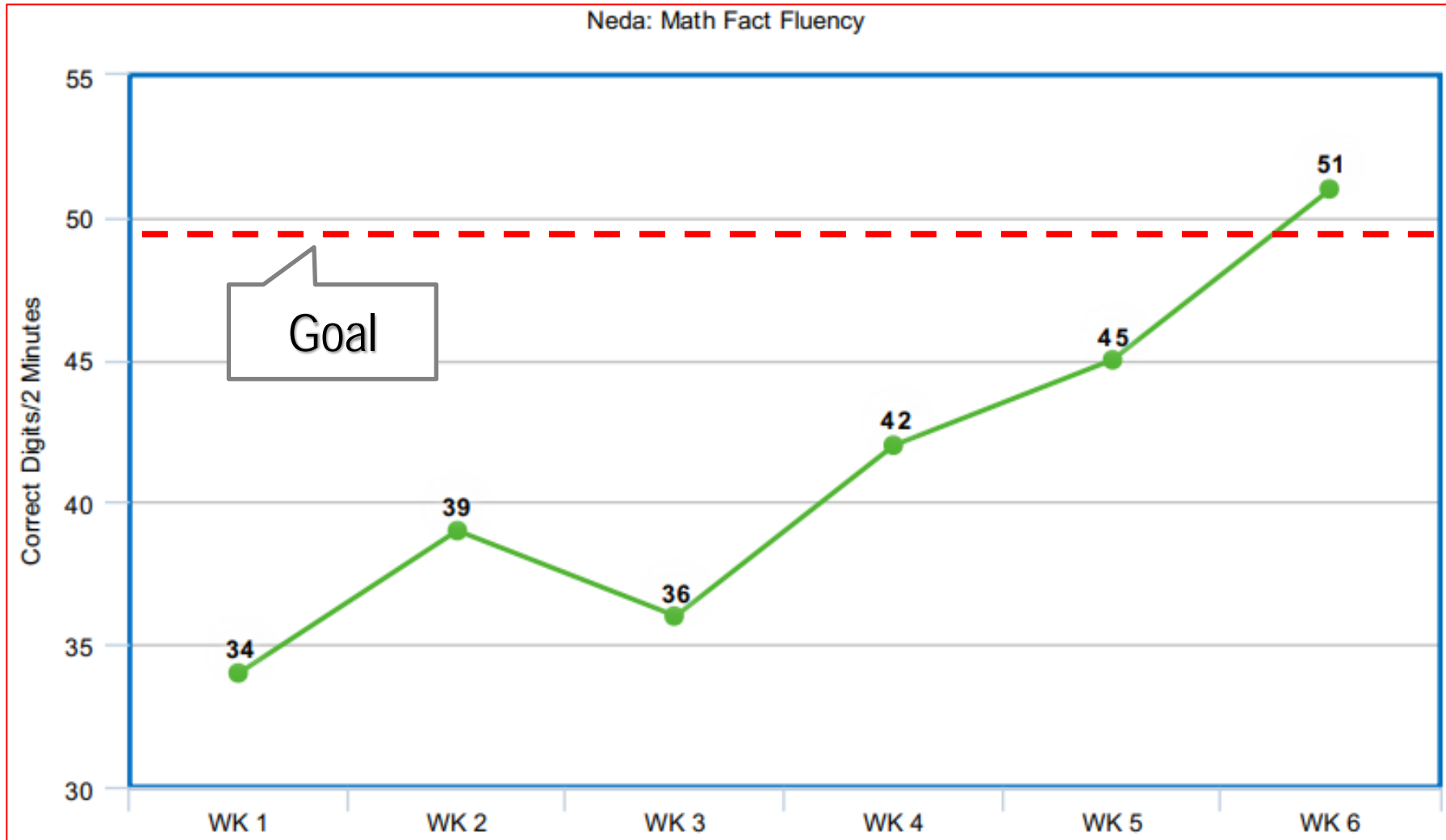
RTI Files: Case 2: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.

- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!

- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.

RTI Files...

Case 1: Jacqueline:
1st Grade: Letter Knowledge

Case 2: Neda:
4th Grade: Math-Fact Fluency

Teacher Problem-Solving: Just a Part of the Job…

Instructors regularly engage in problem-solving efforts, such as:

- searching the Internet for ideas to help a struggling learner.

- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.

- conferencing with a student to develop an action-plan to improve academic performance.

- brainstorming with members of the grade-level or instructional team for ideas to support a student.

- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.

- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit…

In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

Activity: What Are Your Expectations of the Teacher as Academic 'First Responder'? (Handout 1; p. 9)

- Imagine a teacher who has a student experiencing ongoing, serious academic difficulty in a class or course.

- For each of these items, decide what you believe should be the *minimum* expectations for that teacher to respond to this profile of struggling student.
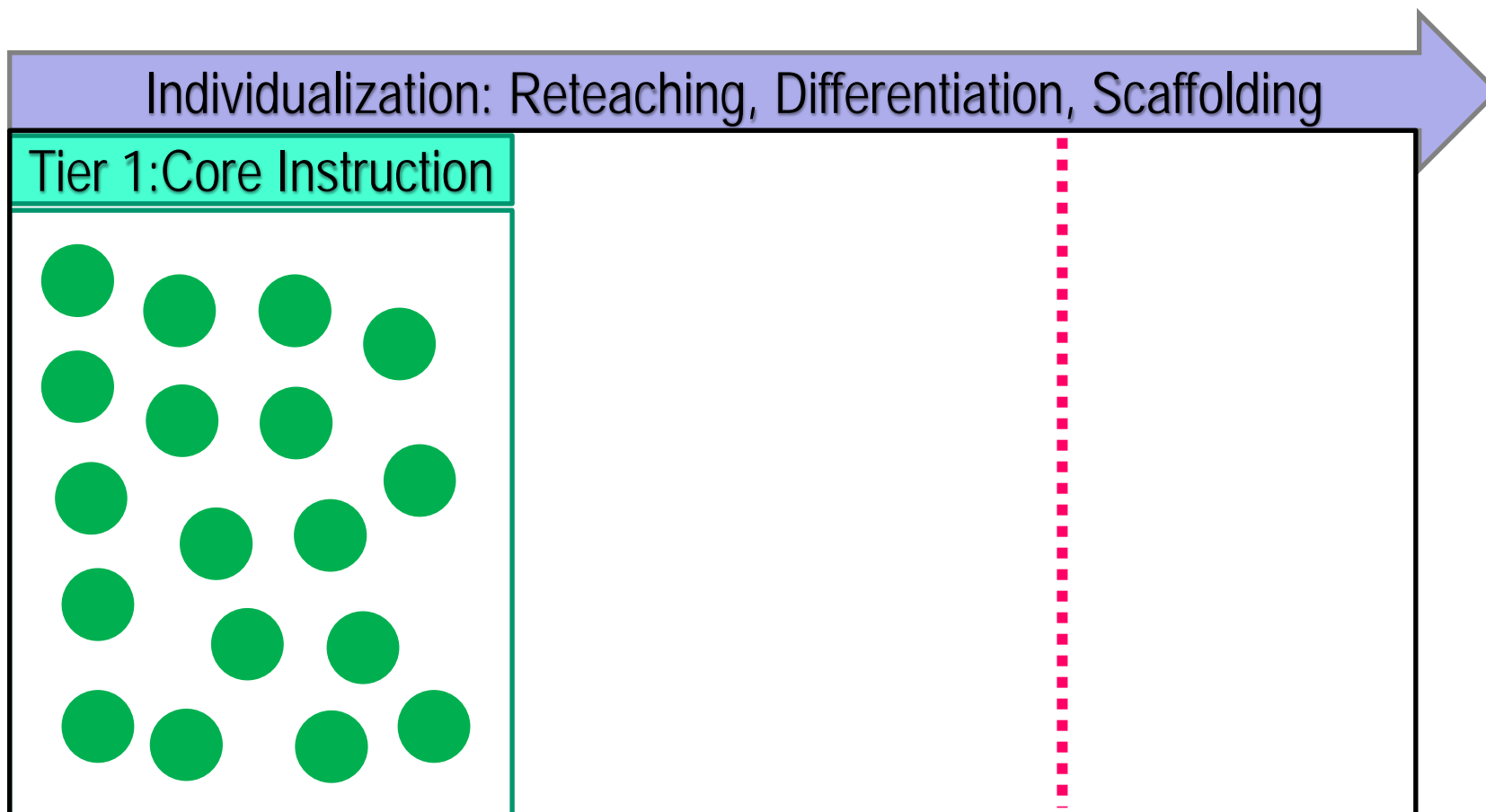
InterventionCentral
5-Minute 'Count Down' Timer

05:00

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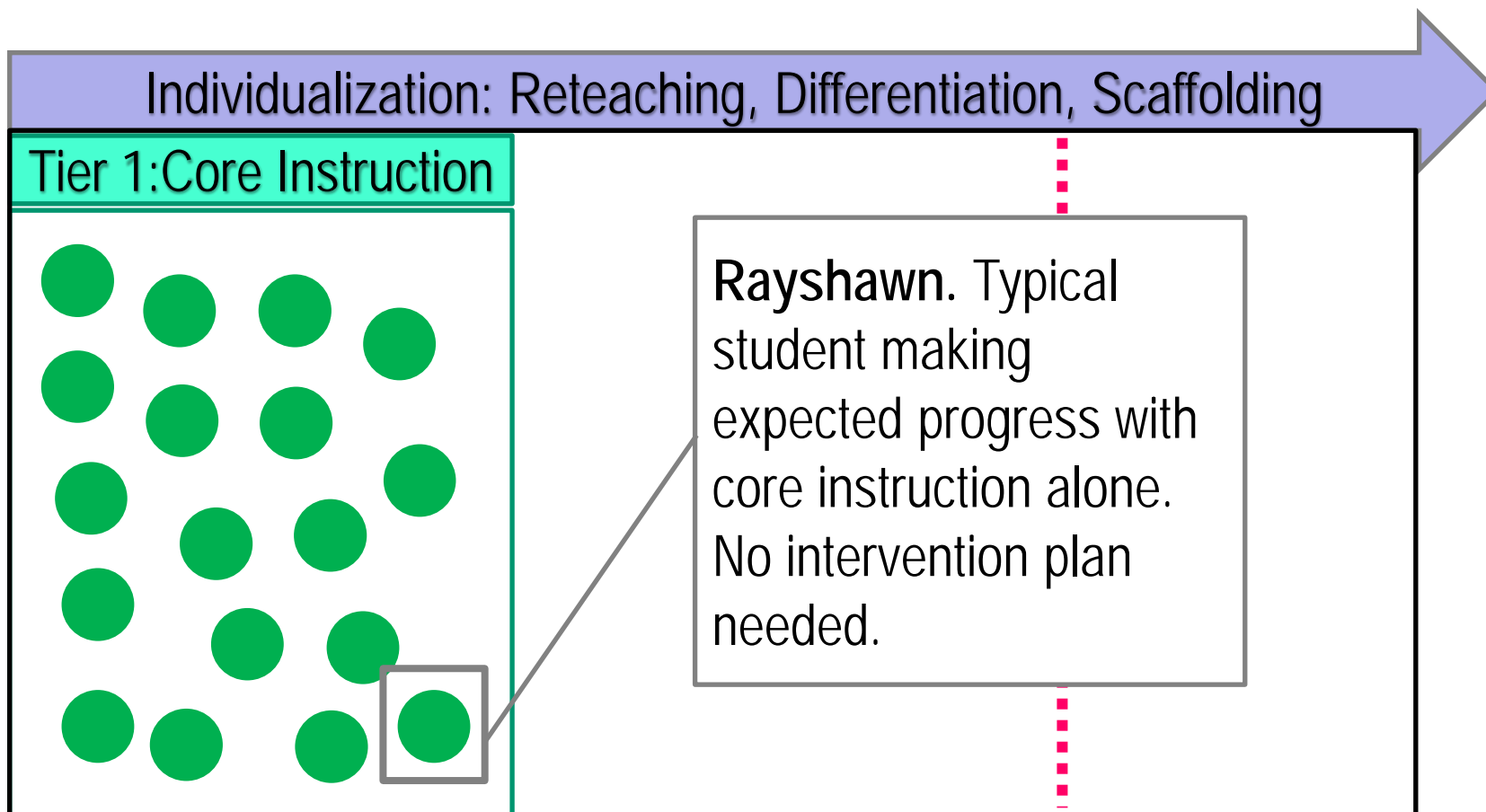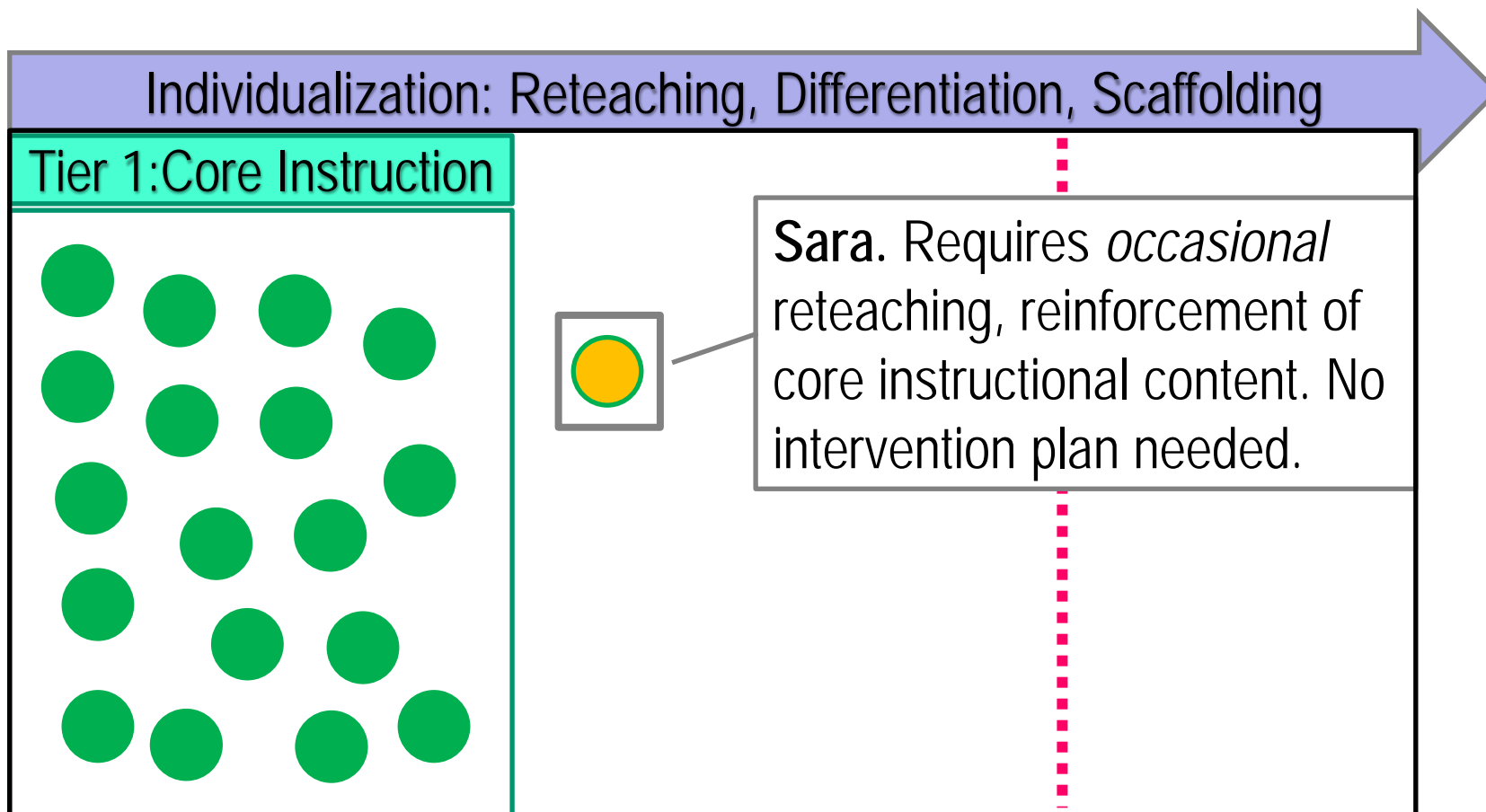| Elements of Effective Classroom Academic Intervention |
|---|
| 1. *Describe the student academic problem(s) clearly and specifically* |
| 2. *Find/use effective academic-intervention strategies.* |
| 3. *Use instructional adjustments/ accommodations as appropriate.* |
| 4. *Record (write down) intervention efforts.* |
| 5. *Collect data on whether academic performance improves* |
| 6. *Communicate with the student.* |
| 7. *Communicate with parent(s).* |

zoom POLL

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Sara. Requires *occasional* reteaching, reinforcement of core instructional content. No intervention plan needed.

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction
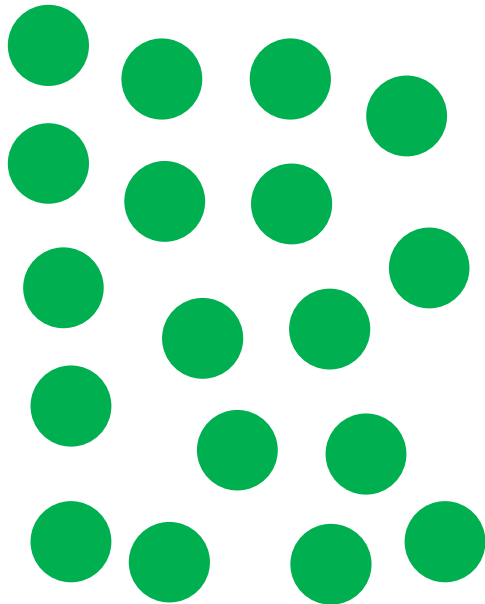
Andrew. Needs sustained teacher attention across several instructional weeks. Benefits from strategies to boost letter knowledge (e.g., Flashcards/3-Second Delay). Documentation of intervention plan recommended.
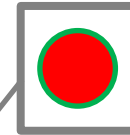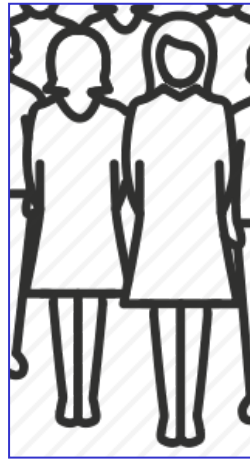
Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?
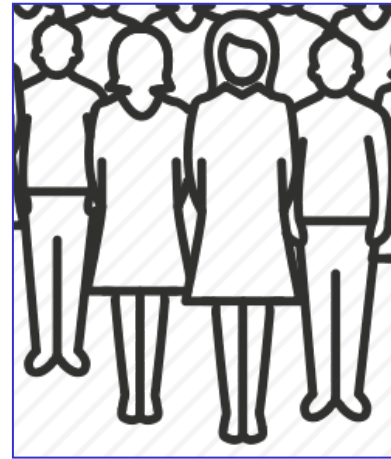
Teacher Alone	Teacher & Consultant	Teacher & Grade-Level/Instructional Team	Teacher & RTI Problem-Solving Team
Too *Little* Support	"Sweet Spot": Appropriate Support		Too *Much* Support

Tier 1 Intervention Plans: Essentials…

■ At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

■ The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant

■ The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

RTI/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

Colleagues. Your intervention efforts can be read by your fellow teachers and future educators

Parents & Student. You can make the creation of the Classroom Support Plan the focus of student and parent conferences.

RTI/MTSS Problem-Solving Team. Your classroom intervention plan helps the team to make better recommendations.

Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

Tier 2: Strategic Interventions for Academics. What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?

MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

  Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.
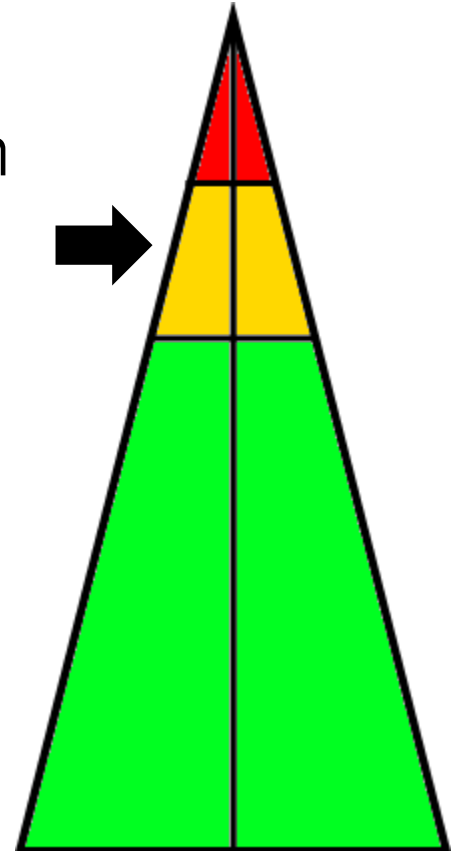
RTI/MTSS for Academics: **Tiers 2: Strategic Interventions**
Guiding Points for Leadership…

- Tier 2 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.

- Tier 2 interventions should be **dynamic**—students can enter or exit Tier 2 at several checkpoints during the school year.

- Schools should **inventory** their current range of Tier 2 academic interventions to verify quality and note any gaps in service.

Tier 2: Strategic Intervention Services: Essentials

Tier 2 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2 services should be structured at your school…

Tier 2: Strategic Intervention Services: **Interventions**

Use Interventions Supported by Research. Intervention plans for Tier 2 students contain programs or practices supported by research.

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

Five Components of Reading

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Defining High-Quality Tier 2/3 Reading Interventions Example:
HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

  Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE

HELPS: Tier 2 Reading-Fluency Program

HELPS Helping Early Literacy with Practice Strategies

Vignette 1: HELPS demonstration

- Student's name: Sam (2nd grade)
- Teacher's name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

Tier 2: Strategic Intervention Services: **Interventions**

Cap Group Size. Tier 2 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students.
(Tier 3 groups are capped at 3 students.)

Tier 2: Strategic Intervention Services: **Interventions**

Schedule Adequate Time. The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes.
(Tier 3 services meet daily for at least 30 **minutes.)**

Scheduling Elementary Tier 2/3 Interventions

Option 3: *'Floating MTSS':Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: MTSS Daily Schedule

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Tier 2: Strategic Intervention Services: **Interventions**

4

Put Plans in Writing. Tier 2 intervention plans are written down before the intervention begins.

Sample Tier 2/3 Intervention Documentation Form (Online)

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g.,

Students: Name	Baseline: Starting Point	Goal: Criterion for S

Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):

Callouts:
- Interventionist
- Targeted Academic Skills
- Contact Time (e.g., length and frequency of sessions, etc.)
- Student List with Baseline and Goal
- Intervention Program or Practice(s)
- Progress-Monitoring Plan

Tier 2: Strategic Intervention Services: **Data**

5

Monitor the Intervention. Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month. (Tier 3 data collection occurs at least weekly.)

6

Measure Intervention Integrity. Information is collected (e.g., student attendance, direct observation of Tier 2 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Tier 2: Strategic Intervention Services: **Data**

7

Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.

8

Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.

Tier 2: Strategic Intervention Services: **Data**

9

Select Screeners that Identify the Right Students. Data sources used for Tier 2 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

10

Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2 services.

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School: Date of Inventory: Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

Name of Academic Program or Practice	**Academic Area(s) Targeted** (e.g., reading comprehension, math computation)	**Grade** Level(s) Served	Date of **Purchase** or **First Use** in Your School	**Interventionists** (who in your school is trained to use this program?)	Date of **Most Recent Training** in this Program/ Practice	Additional **Comments** (Optional)
EXAMPLE: HELPS Program www.helpsprogram.org	Reading fluency	Grades 4-5	Dec 1, 2012	2 Reading Teachers 1 Teaching Assistant	Refresher training Sept 2015	Our school intends to expand this program to grade 6 next year.

Available Online

Conducting a School-Wide Inventory of Tier 2/3 Services

Schools can verify the quality of their Tier 2/3 reading services and better coordinate them by inventorying their current Tier 2/3 offerings. For each program, the following information is collected:

- *Name of Academic Program or Practice*

- *Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)*

- *Grade Level(s) Served*

- *Date of Purchase or First Use in Your School*

- *Interventionists (who in your school is trained to use this program?)*

- *Date of Most Recent Training in this Program/ Practice*

MTSS: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/

Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .

 zoom POLL

Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team. When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?

MTSS: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, **1-5% of students** may need Tier 3 support in a given year. The **MTSS Problem-Solving Team** designs and implements the Tier 3 intervention plan.

  The Team identifies the most important blockers to student success and develops a customized **intervention plan** to address those concerns.

  Tier 3 stands apart from lesser Tiers because of the **intensity of intervention** and **customized, problem-solving focus**.
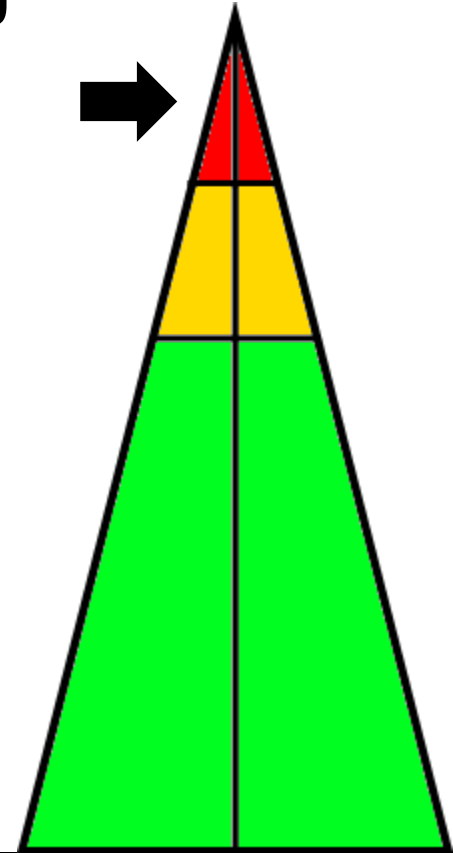
RTI/MTSS for Academics: **Tier 3: Intensive Intervention: RTI/MTSS Team:** Guiding Points for Leadership…

- Schools need a well-functioning RTI/MTSS Team at Tier 3—because students who come to that team require an intensive 'problem-solving' approach to figure out why they are struggling.

- In districts fully implementing RTI/MTSS, a student is seldom referred to the Special Education Team to investigate a reading disability without first having gone through a Tier 3 MTSS Team meeting and intervention plan to verify that all reasonable general-education supports were provided.

MTSS Team: A Multi-Disciplinary Group

The MTSS Problem-Solving Team functions best when it has a mix of disciplines serving on it. Possible members include general and special-education teachers, support staff (e.g., counselors, school psychologists), related-service providers, and administrators.

While a school may want to recruit a large pool of MTSS Team talent, a smaller number (e.g., 4-6 Team members) would typically be invited to a particular student meeting.

RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

RTI/MTSS Problem-Solving Team: Challenges

Focus on the 'fixable'. At RTI Team meetings, the discussion can easily veer toward factors contributing to student failure that are outside of the school's direct control—e.g., lack of structure at home, etc.

Because the RTI Team is focused on creating a plan to positively address the student's school issue(s), the facilitator and other Team members should be quick to nudge the conversation back to those factors that the school does have influence over.

Of course, if a parent contact is warranted to share school concerns, that can be written into the RTI Plan. However, the Team should then move briskly on to discuss fixable factors.

Tier 3: RTI Team: Meeting Format

- **Introductions**/Talking Points
- **Step 1:** Select Intervention Target(s)
- **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

RTI/MTSS Problem-Solving Team: Challenges

Uphold the non-negotiables in the Team process.
These 'non-negotiable' principles guide the Team:

- The Team's purpose is to create high-quality intervention plans for general education…NOT to fast-track students for special education services.

- Any stakeholder connected with the referred student can be written into a Tier 3 plan: classroom teacher(s), Tier 2 service provider(s), special-area teachers, support staff, paraprofessionals, the student, and parent(s).

- Compliance with Tier 3 plans is mandatory. Staff have a say in the plan's development. Once done, *all* stakeholders written in the plan are expected to carry out their responsibilities.

School-Wide Reading: Screening & Progress-Monitoring.
How can schools use screening tools in reading proactively to enter students into and exit them from Tier 2/3 services?

RTI/MTSS for Academics:
Tiers 2/3: School-Wide Screeners
Guiding Points for Leadership…

- School-wide screeners should be designed to predict student risk for academic failure.

- Classroom instructional information (e.g., Fountas and Pinnell; Developmental Reading Assessment) should not be used for school-wide screening, as it is not normed.

- If teacher nominations are used for Tier 2/3 placement, they should be weighted less than formal screeners, as they can be subjective.

MTSS Literacy: Assessment & Progress-Monitoring

To measure student 'response to instruction/intervention' effectively, the MTSS Literacy model measures students' reading performance and progress on schedules matched to each student's risk profile and intervention Tier membership.

- **Tier 1: Benchmarking/Universal Screening.** All children in a grade level are assessed at least 3 times per year on a common collection of literacy assessments.

- **Tier 2: Strategic Monitoring.** Students placed in Tier 2 (supplemental) reading groups are assessed 1-2 times per month to gauge their progress with this intervention.

- **Tier 3: Intensive Monitoring.** Students who participate in an intensive, individualized Tier 3 reading intervention are assessed at least once per week.

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

MTSS: Teacher as Classroom 'First Responder'. What are reasons that teachers may be reluctant to take on the role of classroom academic or behavior interventionist?

RTI & 'Teacher Reluctance'

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as 'interventionists' and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers' reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention 'first responders'…

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

2. **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions(Cont.)

3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4. **'Status Quo' Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.

6. **'Undeserving Students'.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are 'more deserving'.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as 'magic'. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.

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ZOOM POLL

Activity: RTI/MTSS Questions/ Discussion

What questions do you still have about RTI/MTSS 'best practices' and your school/district process?