

# MTSS for Academics: Supporting the Work

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



Camden Central School  
District

Camden High School

Camden Middle School

Camden Elementary  
School

McConnellsville  
Elementary School

## 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](http://InterventionCentral.org) website.

# Handout 1



INTERVENTION  
CENTRAL

*RTI Classroom Teacher Toolkit*

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## RTI/MTSS for Academics: An Audit

Jim Wright, Presenter

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Workshop Materials: <http://www.interventioncentral.org/rtiaudit>

MTSS resources can be downloaded from:

<http://www.interventioncentral.org/rtiaudit>

## 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.

<i>Status</i> (0,1,2)	<i>GOALS: The teacher's whole-group instruction:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- [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.	


## Two Camden Schools MTSS Goals for 2022-23

- 1. All teachers will implement Tier 1 research-based interventions in their classrooms and record data.*
- 2. Highly structured MTSS Building Committees will function with validity while meeting monthly.*

# MTSS: Supporting the Work: Agenda:

 1. *Review of 3 Tiers of MTSS-academic support.*

 2. *Preview of 12-13 July 2022 teacher MTSS training.*

 3. *Discussion: How can administrators support district goals of (1) Tier 1/classroom interventions and (2) MTSS building teams—and what do they need to accomplish this?*



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





## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

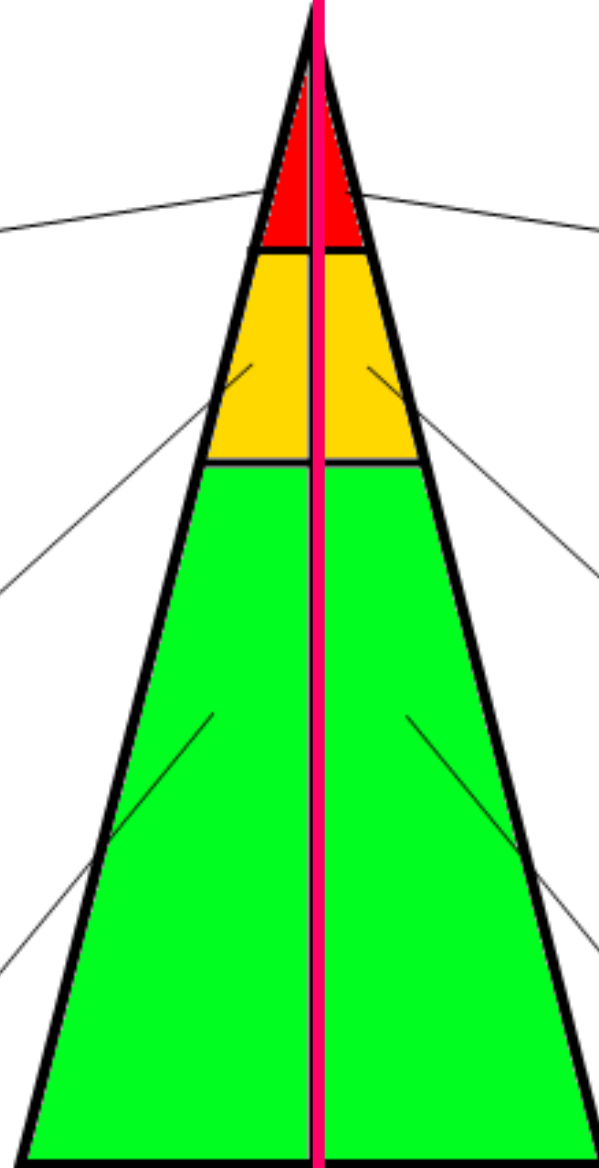
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **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%**

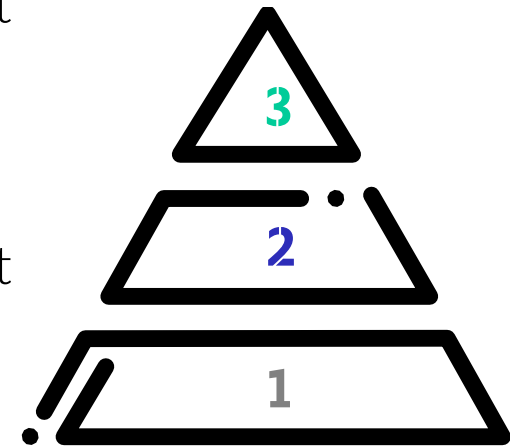
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

# 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.

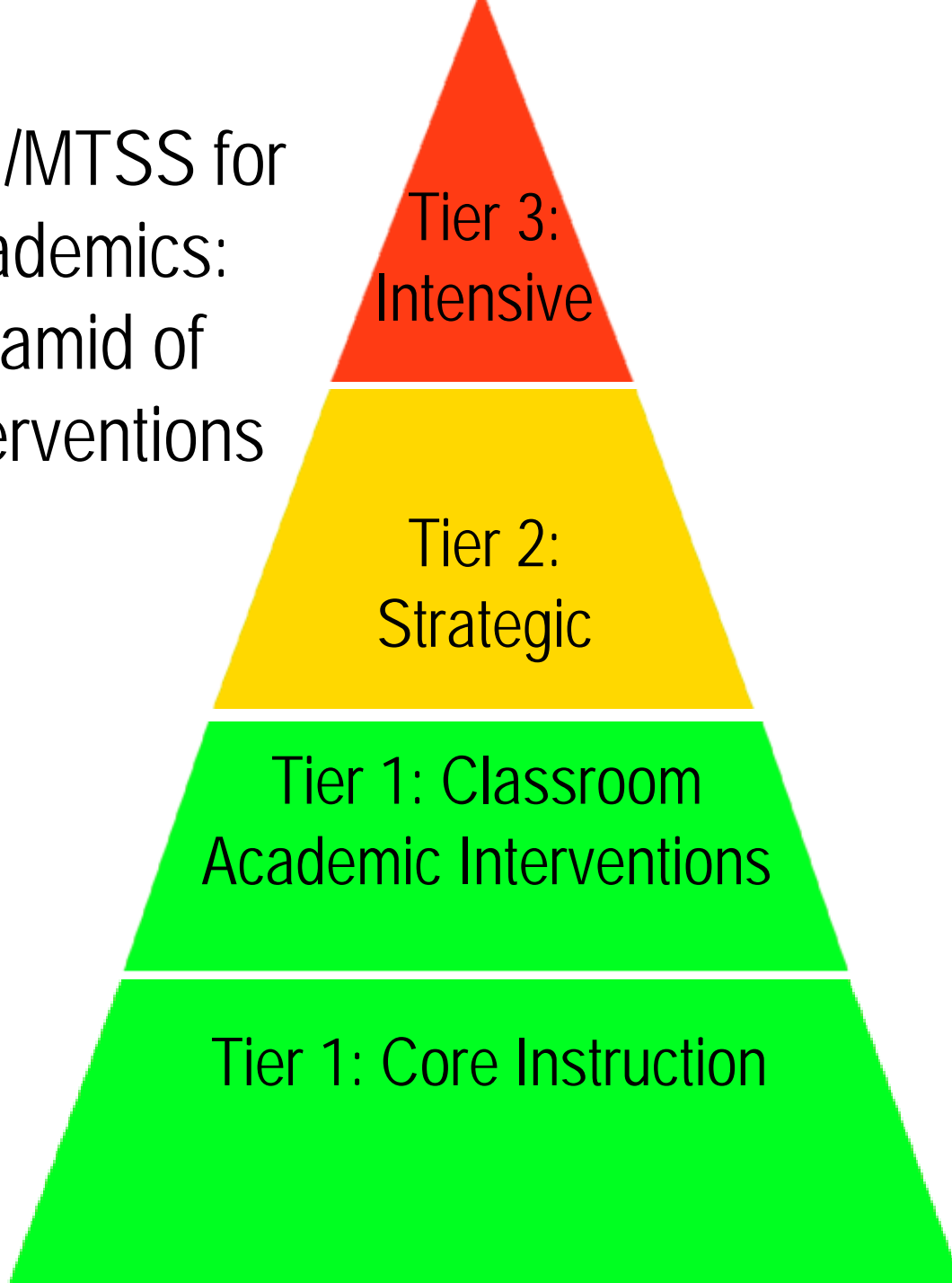




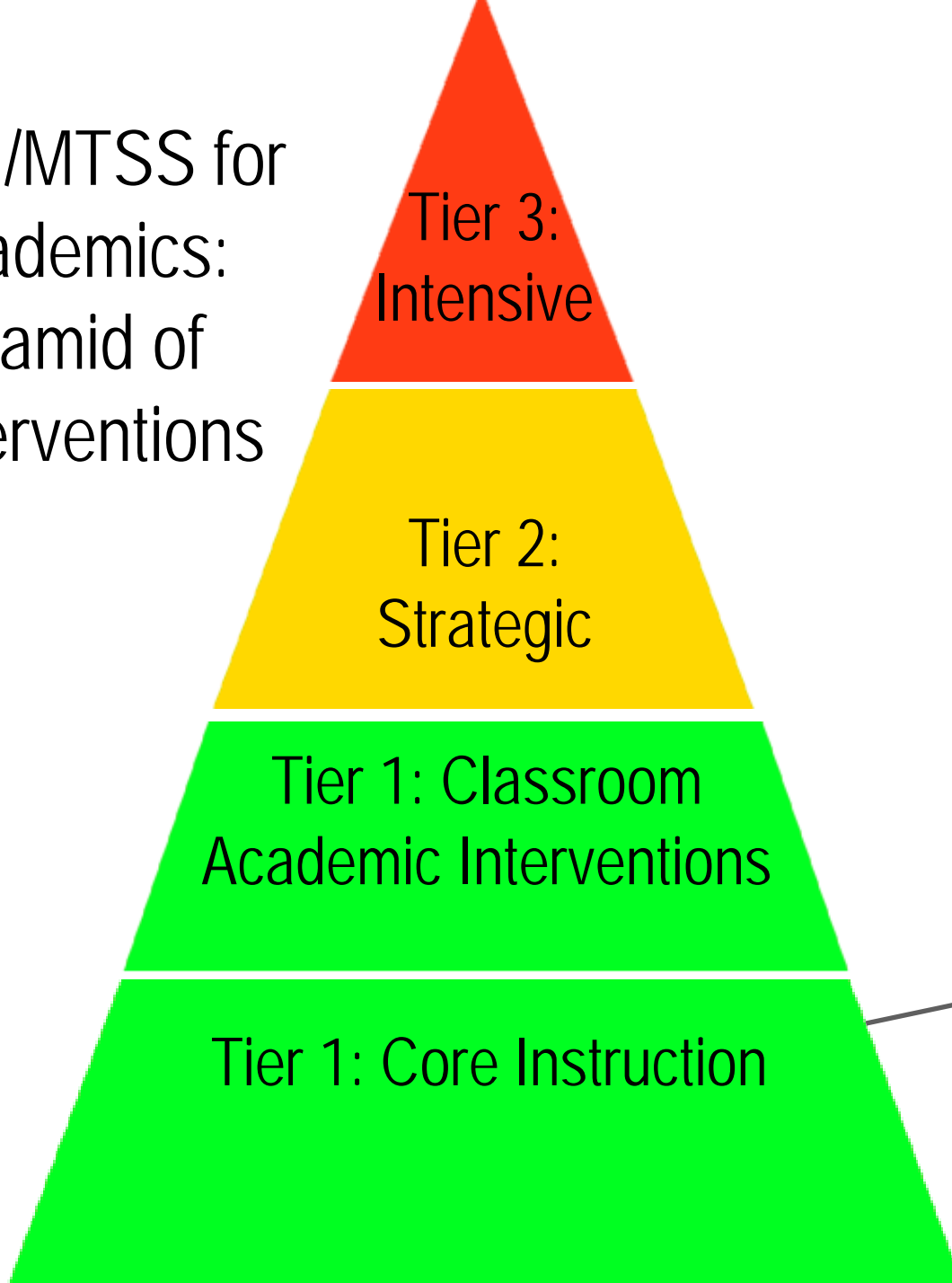
## RTI/MTSS for Academic Support: Key Ideas

1. **Early intervention is cost-effective.** Small academic problems are easier and less costly to fix than big problems.
2. **Interventions are put into writing.** Teachers write down individual interventions so that other educators can know what strategies do or do not benefit those learners.
3. **Data determines who needs interventions.** The school uses academic data to move students into / out of intervention services.
4. **Interventions are monitored.** Teachers collect progress-monitoring data for any RTI/MTSS intervention that 'counts' –so they can judge whether it is actually helping the student.
5. **RTI/MTSS is everyone's responsibility.** Every educator in the school has a defined role and toolkit of resources to participate in RTI/MTSS for academics.

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



Tier 3:  
Intensive

Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction

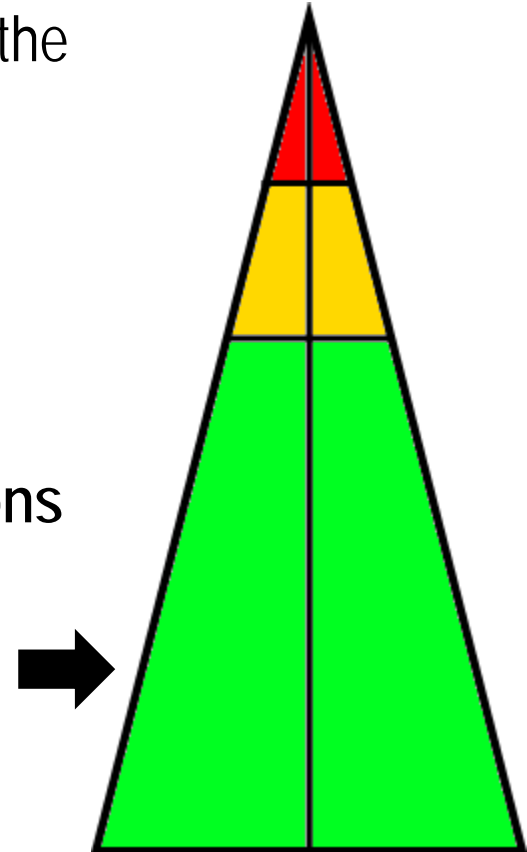
**Tier 1: Core Instruction (100%).** Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

# MTSS: Tier 1: Whole-Group Instruction

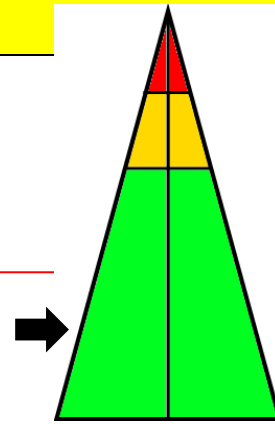
- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

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.



# Tier 1: Core Instruction. The teacher's whole-group instruction...



...incorporates essential elements of **explicit and systematic instruction** into lessons.



...uses strategies to promote **student engagement**.



...includes **frequent assessment** to gauge student mastery in real time.

...provides **differentiated instruction** matched to student needs.



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

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> <b>Detailed Explanations &amp; Instructions.</b> Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> <b>Think-Alouds/Talk-Alouds.</b> 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).	
<input type="checkbox"/> <b>Work Models.</b> The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> <b>Active Engagement.</b> 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

## 1. Access to Instruction

Instructional Match

Co  
 Pre  
**Activity: Strong Direct Instruction**

Ch  
1. Review this list of elements of **direct instruction**.

2. Discuss how your school might use this or a similar checklist to create school-wide expectations for strong, consistent Tier 1 (core) instruction to benefit struggling learners.

Checks for Understanding

## 2. 'Scaffolding' Support (Cont.)

Group Responding

High Rate of Student Success

Brisk Rate of Instruction

Fix-Up Strategies

**Timely Performance Feedback**

Regular Feedback

Step-by-Step Checklists

**Opportunities for Review/ Practice**

Spacing of Practice Throughout Lesson

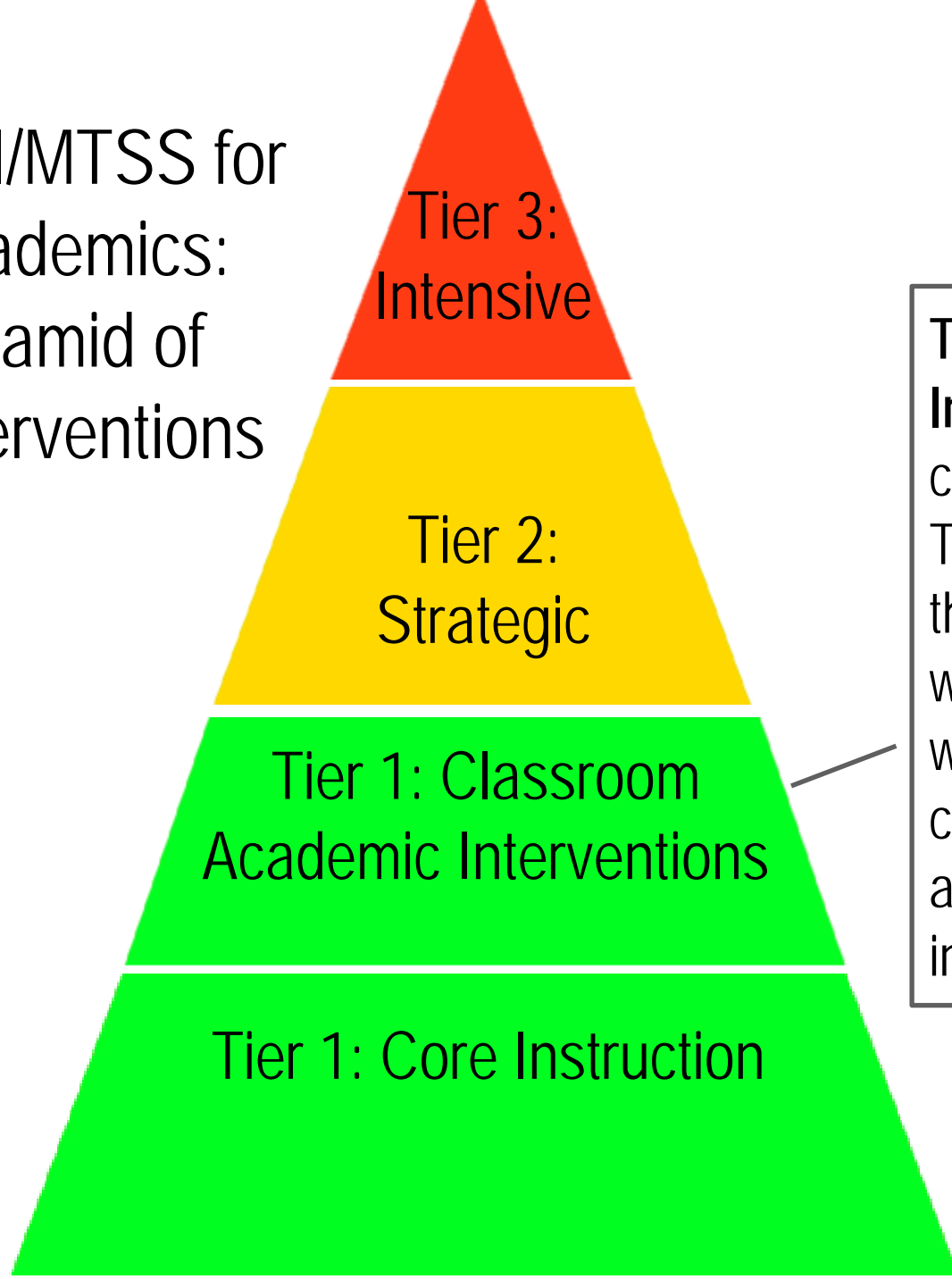
Guided Practice

Support for Independent Practice

Distributed Practice



RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



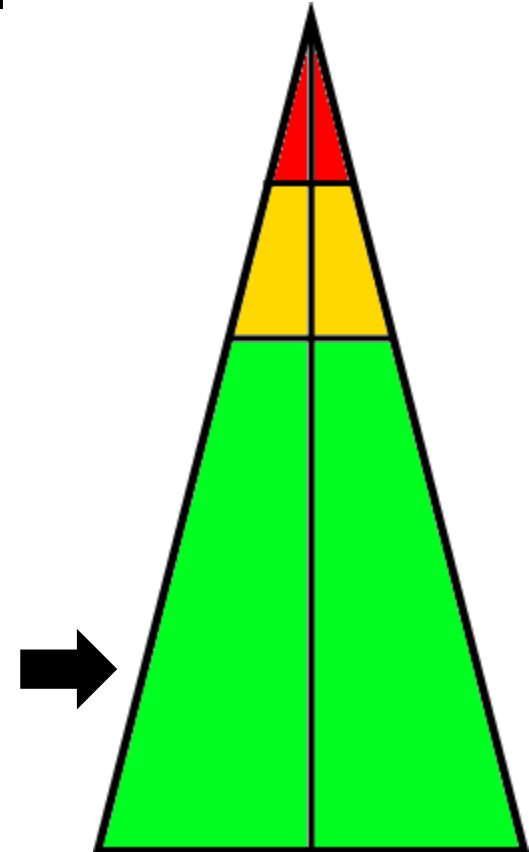
**Tier 1: Classroom Intervention.** The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

# MTSS: Tier 1: Classroom Intervention

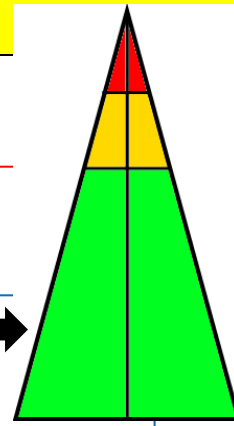
- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays** or **difficulties** require a **sustained remediation plan** that will last at least several weeks.

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.



## Tier 1: Classroom Intervention. The teacher...



...has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.



...uses standardized form(s) to record classroom interventions.



...defines the student's presenting academic problem(s) in clear and specific terms.



...selects method(s) to monitor student progress, setting a goal and collecting baseline data.



...chooses appropriate academic intervention(s) supported by research.



# Teacher Problem-Solving: Just a Part of the Job...

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

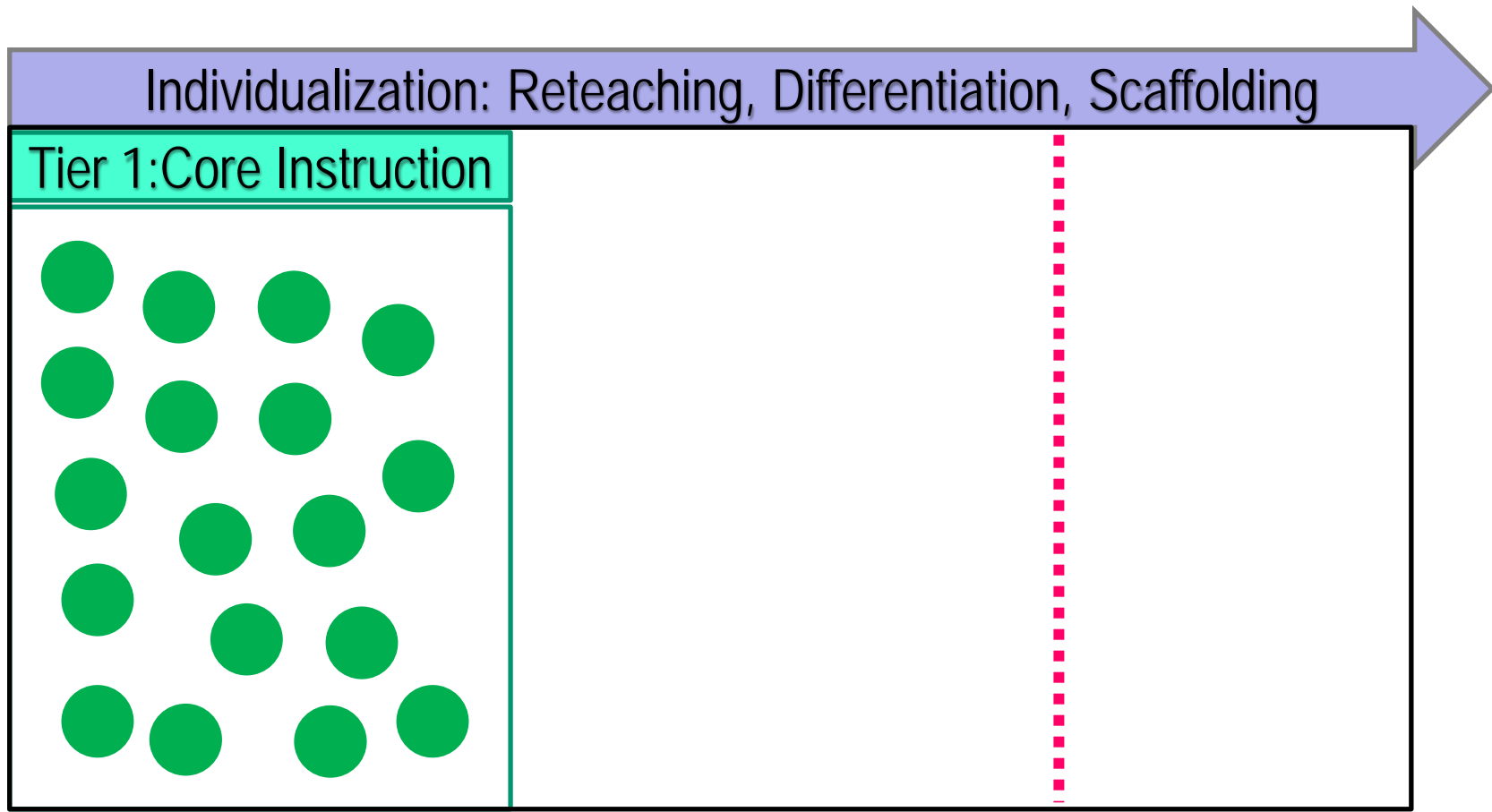
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of 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...

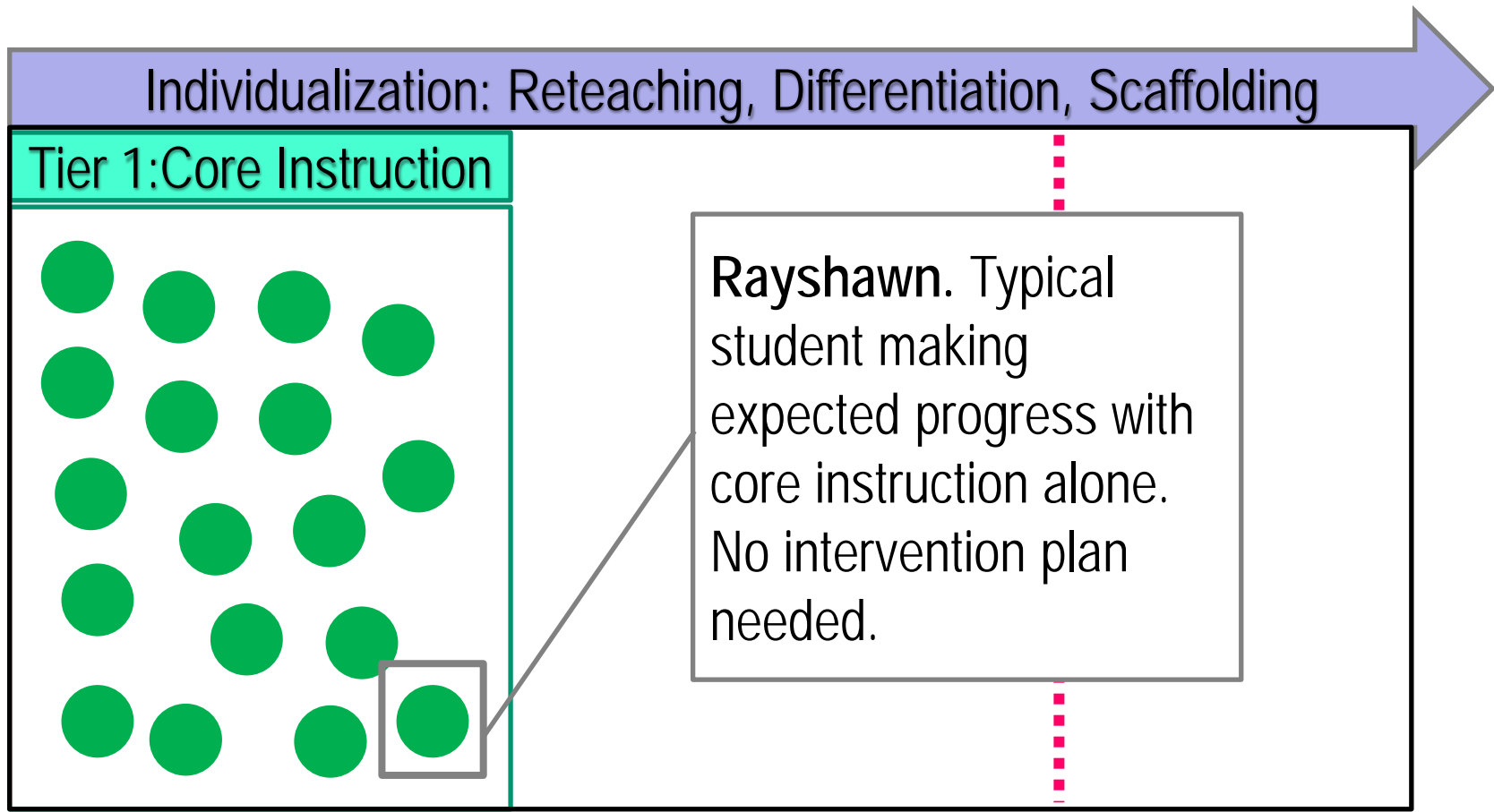
In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

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.

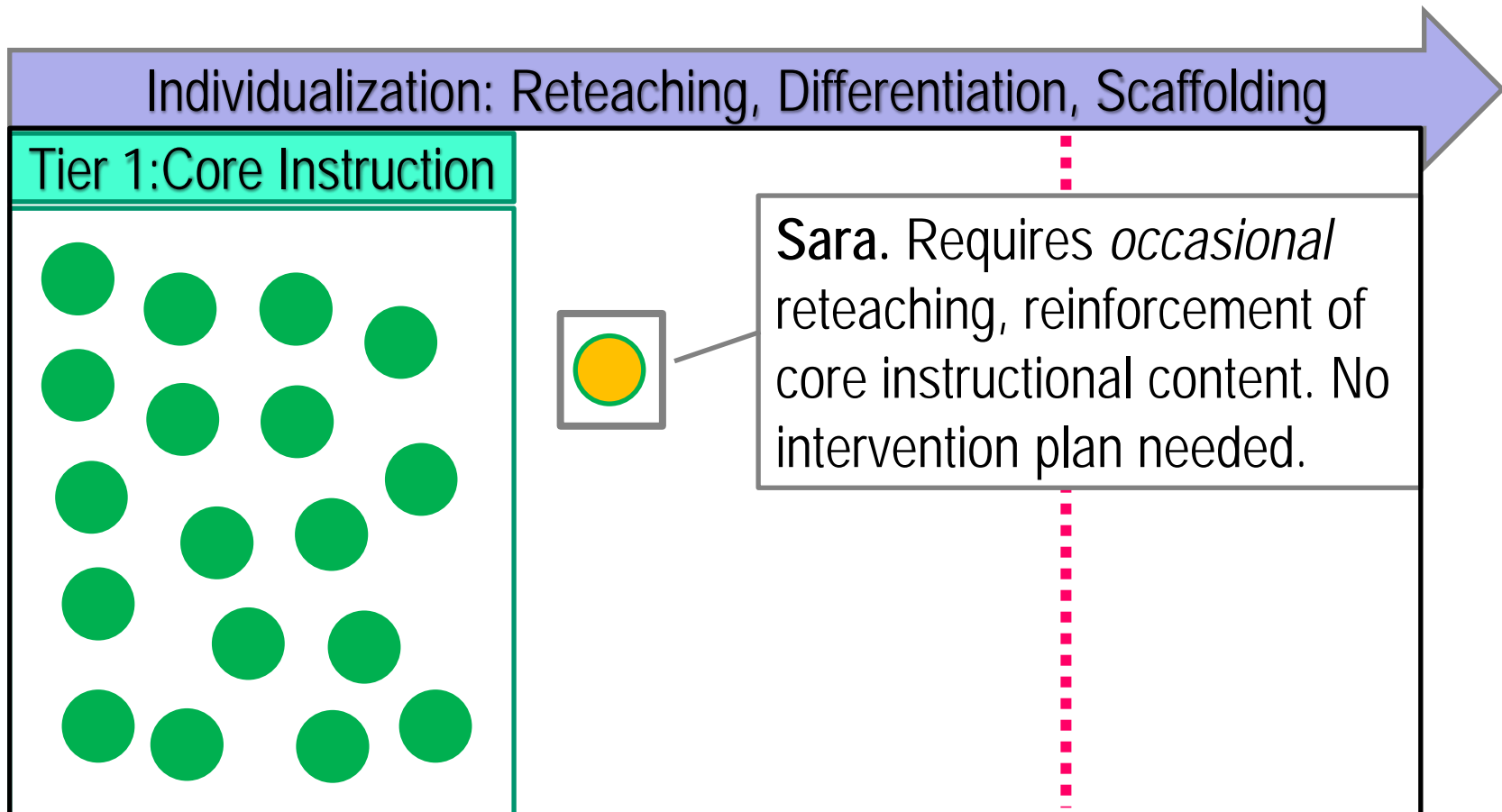
# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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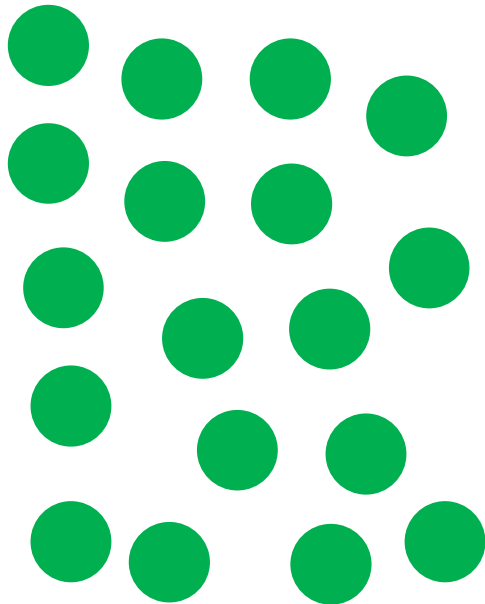
# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



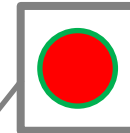
# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

## Tier 1: Core Instruction



**Neda.** Needs sustained teacher attention across several instructional weeks. Benefits from strategies to boost math-fact fluency (e.g., Cover-Copy-Compare). Documentation of intervention plan recommended.



# RTI Files: Case 4

Neda

Grade 4

*Problem:* Limited  
math-fact fluency

*Intervention:*  
Cover-Copy-  
Compare



# RTI Files: Case 4

- **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).

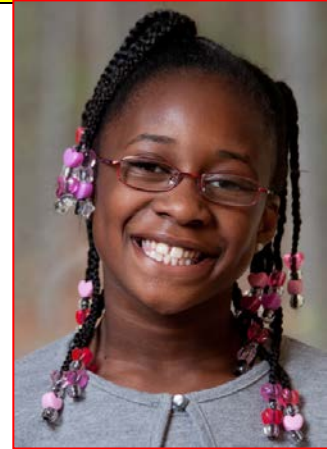
Cover-Copy-  
Compare Math  
Fact Student  
Worksheet

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

# RTI Files: Case 4

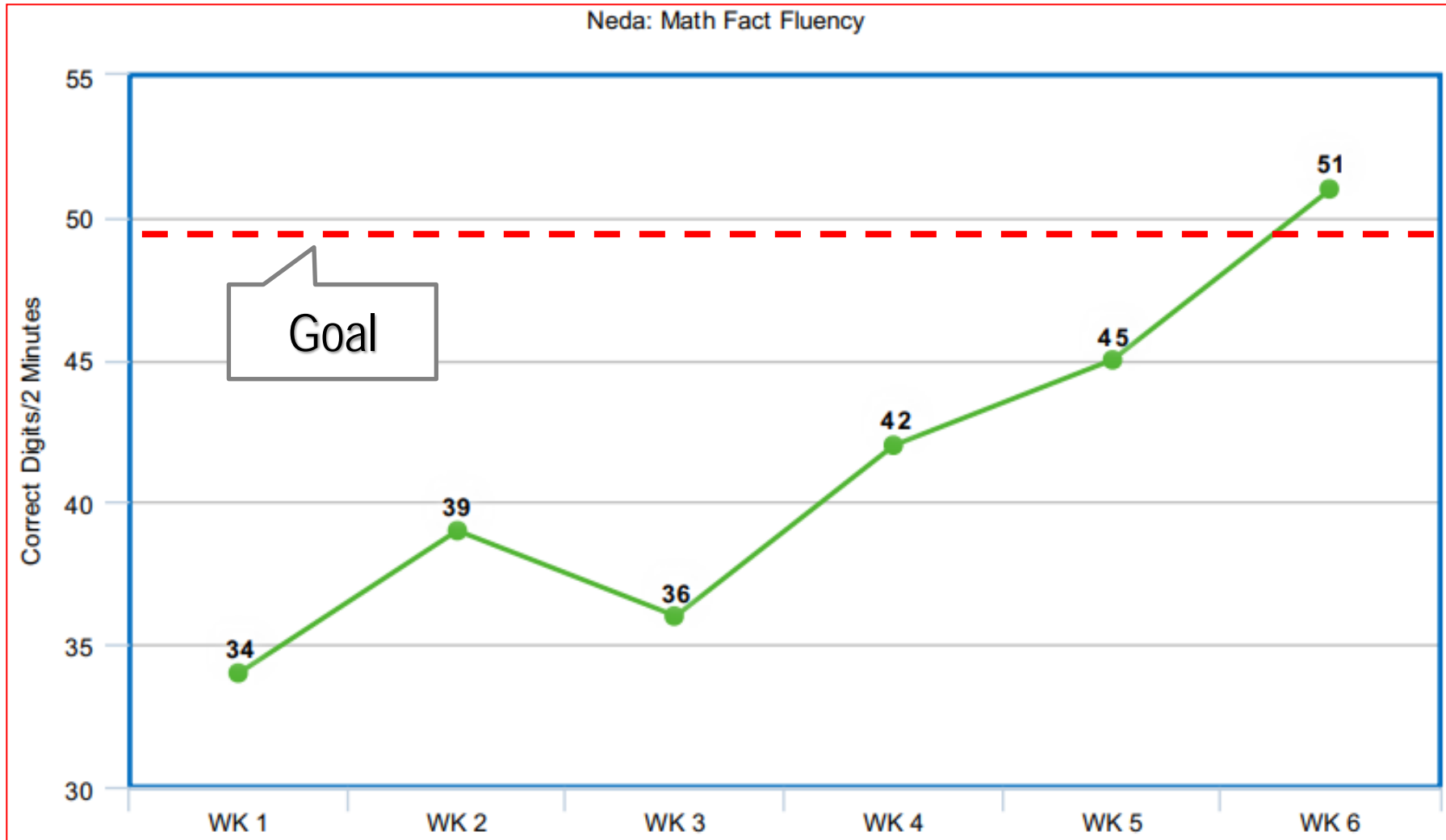
- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

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 4

Neda: Grade 4: Math-Fact Fluency



# Response to Intervention

Case Information

Problem Description

Interventions

*Camden Schools Form*

Plan to Monitor Progress

## Tier 1 Student Intervention Plan

Student Name*	Teacher Name*	Date*
---------------	---------------	-------

Area of Concern (target area)\*

Factors to be considered\*

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration)\*

Intervention start date\*                      Intervention end date\*

Student goal\*

\*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data\*                      Outcome\*

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

Comments\*

# Camden Schools Tier 1 Intervention Form

## Tier 1 Student Intervention Plan

Student Name:

Teacher Name:

Date:

# Camden Schools Tier 1 Intervention Form

## Tier 1 Student Intervention Plan

Student Name: **Neda S.** Teacher Name: **Mrs. Tanger** Date: **Feb 15, 2022**

# Camden Schools Tier 1 Intervention Form

**Area of Concern (target area):**

**Factors to be considered:**



# Camden Schools Tier 1 Intervention Form

Area of Concern (target area): **Neda will increase her fluency on multiplication math facts 0-12.**

Factors to be considered:

# Camden Schools Tier 1 Intervention Form

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered: On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.

# Camden Schools Tier 1 Intervention Form

**Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):**

**Intervention start date:**

**Intervention end date:**

**Student goal:**

**\*If you need additional resources/materials and training to implement the intervention, please see your building administration.**

Cover-Copy-  
Compare Math  
Fact Student  
Worksheet

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

# Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

**Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).**

Intervention start date:

Intervention end date:

Student goal:

**\*If you need additional resources/materials and training to implement the intervention, please see your building administration.**

# Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022  
(6 instructional weeks)

Student goal:

\*If you need additional resources/materials and training to implement the intervention, please see your building administration.

# Camden Schools Tier 1 Intervention Form

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022  
(6 instructional weeks)

Student goal: On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.

\*If you need additional resources/materials and training to implement the intervention, please see your building administration.

# Camden Schools Tier 1 Intervention Form

Record the data used to monitor the student's progress.

Baseline Data:

Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?



# Camden Schools Tier 1 Intervention Form

Record the data used to monitor the student's progress.

Baseline Data: **28 Correct Digits/2 mins**

Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

# Response to Intervention

Case Information

Problem Description

Interventions

How To: Create a Written Record of Classroom Interventions pp. 19-20: *Camden Schools Form*

Plan to Monitor Progress

## Tier 1 Student Intervention Plan

Student Name: **Neda S.** Teacher Name: **Mrs. Tanger** Date: **Feb 15, 2022**

Area of Concern (target area): **Neda will increase her fluency on multiplication math facts 0-12.**

Factors to be considered: **On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.**

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: **Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).**

Intervention start date: **Feb 15, 2022** Intervention end date: **April 5, 2022 (6 instructional weeks)**

Student goal: **On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.**

\*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data: **28 Correct Digits/2 mins** Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

# RTI Files: Case 4: 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.

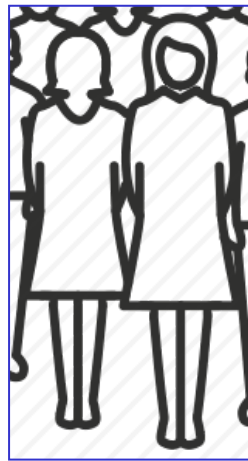
## Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?

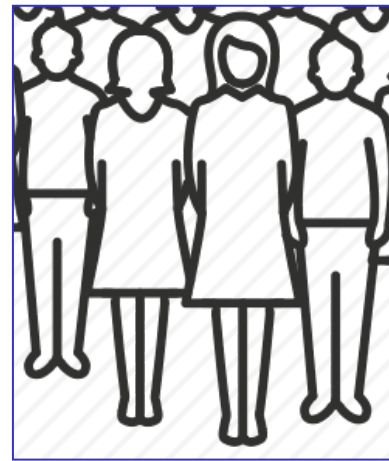
Teacher Alone



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.



## Activity: What Are Expectations of the Teacher as Academic 'First Responder'?

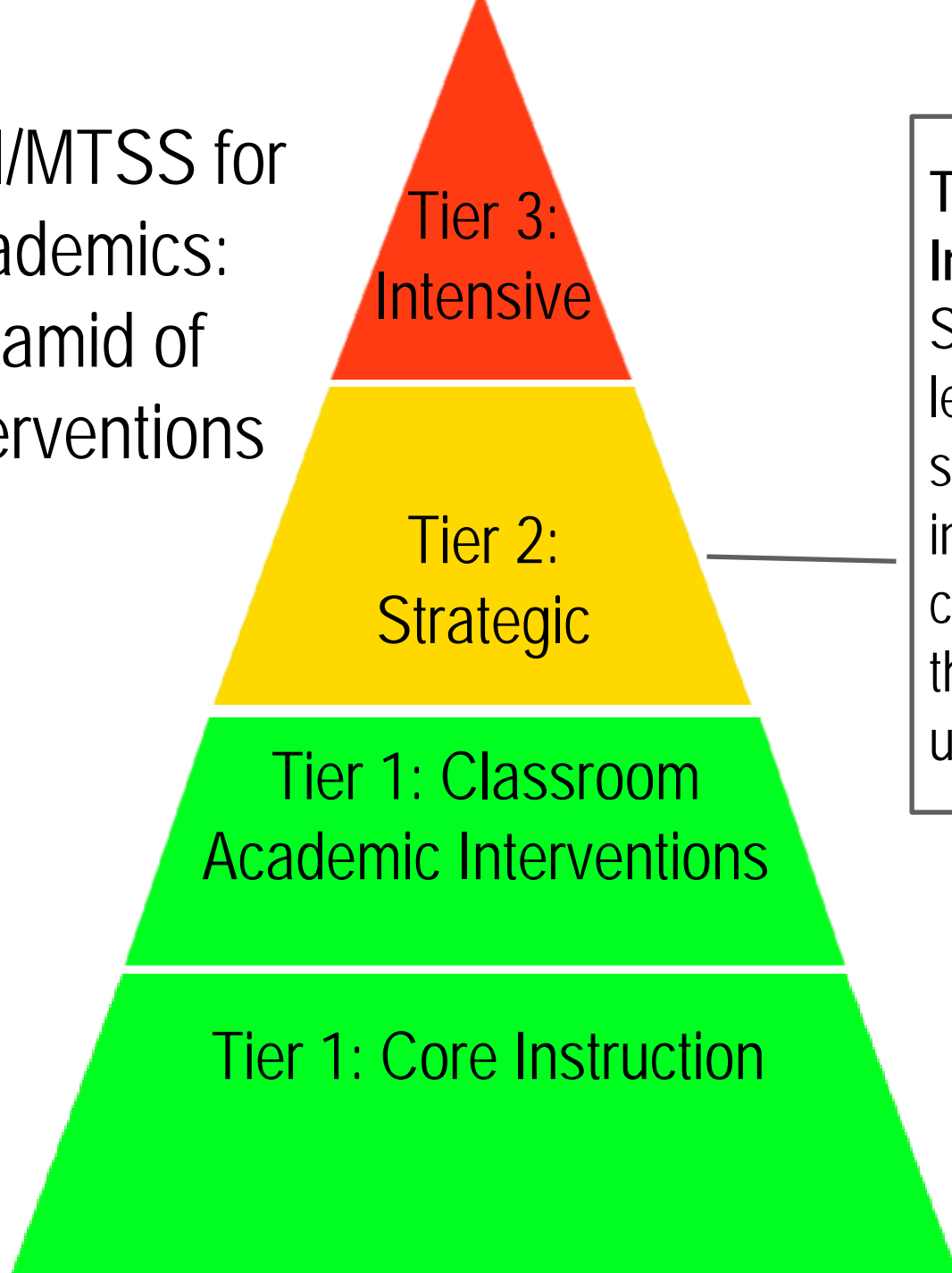
- Review this list of teacher steps to implement Tier 1/classroom interventions (Handout 1; p. 9).
- Which steps might be most challenging for teachers?
- What training, resources, and/or support will teachers need to perform these steps?



## 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).*

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



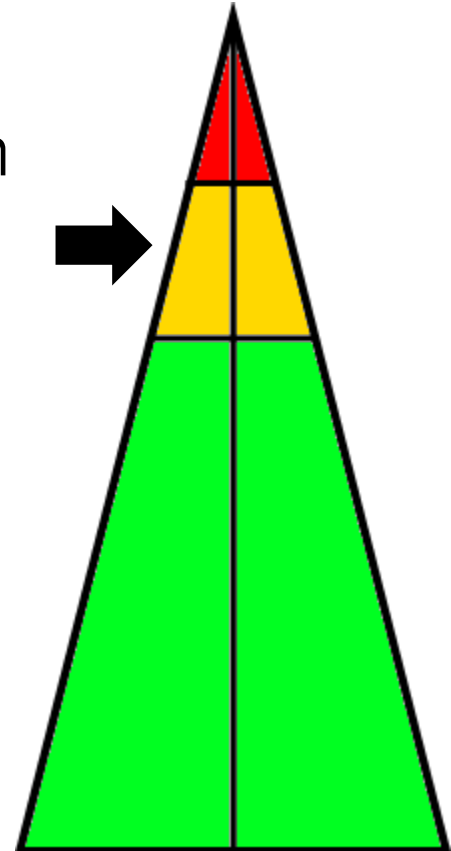
**Tier 2: Strategic Intervention (10-15%).** Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.



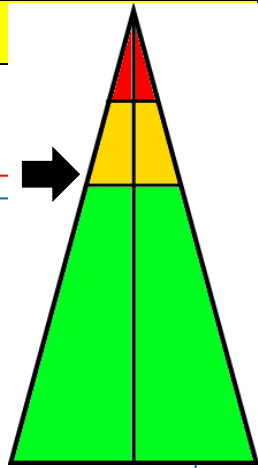
# MTSS: Tier 2: Supplemental Intervention

- 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**.



## Tier 2: Supplemental Intervention. At Tier 2,...



...students enter and exit Tier 2 services based primarily on objective academic data (e.g., school-wide screening tool(s): 20-25th% or below).

...interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.

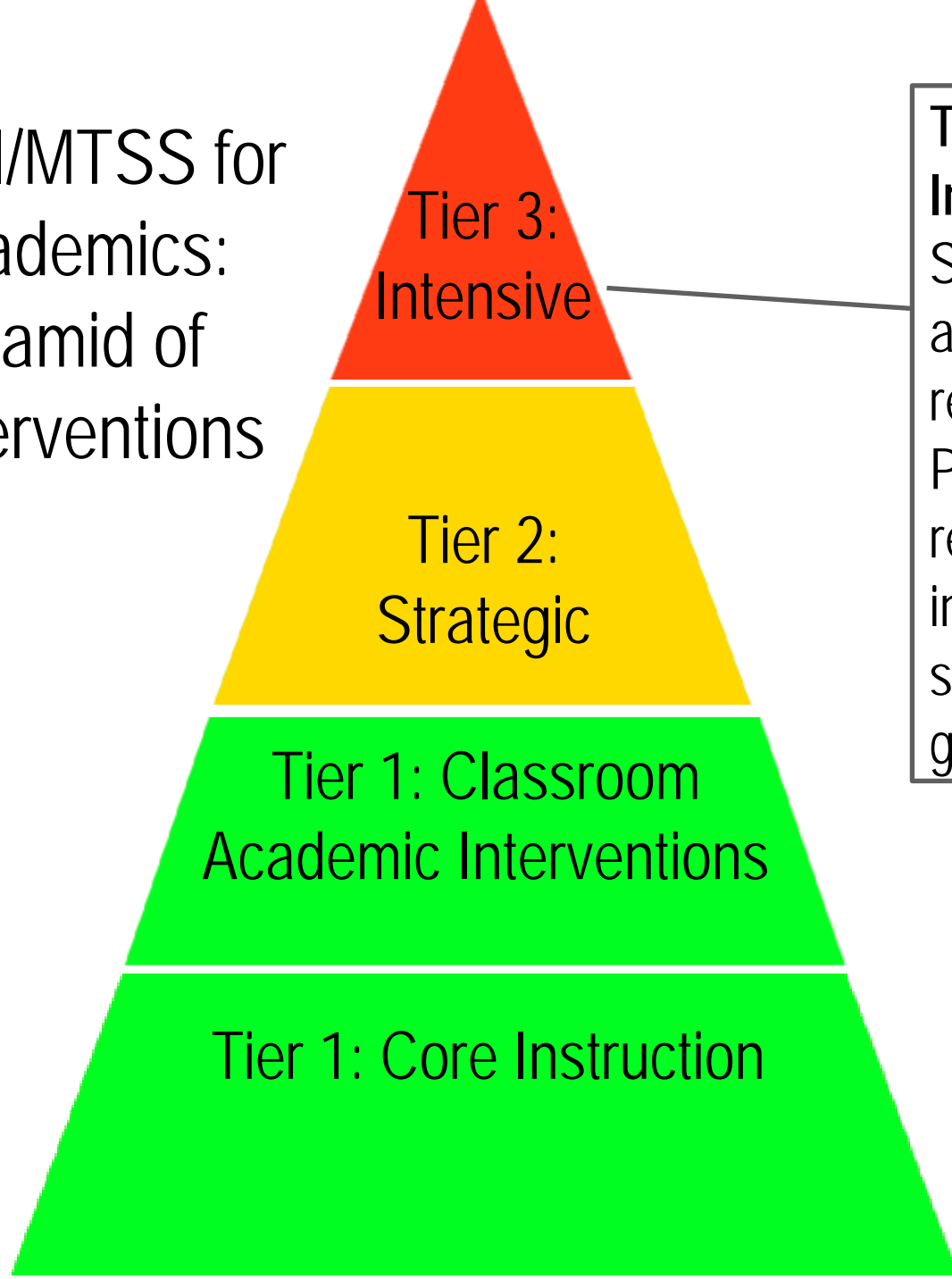


...the interventionist employs academic programs or practices supported by research.

...the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

...interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .

RTI/MTSS for  
Academics:  
Pyramid of  
Interventions



**Tier 3: Intensive Intervention (1-5%).** Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

“ *We can not solve our problems with the same level of thinking that created them.* ”

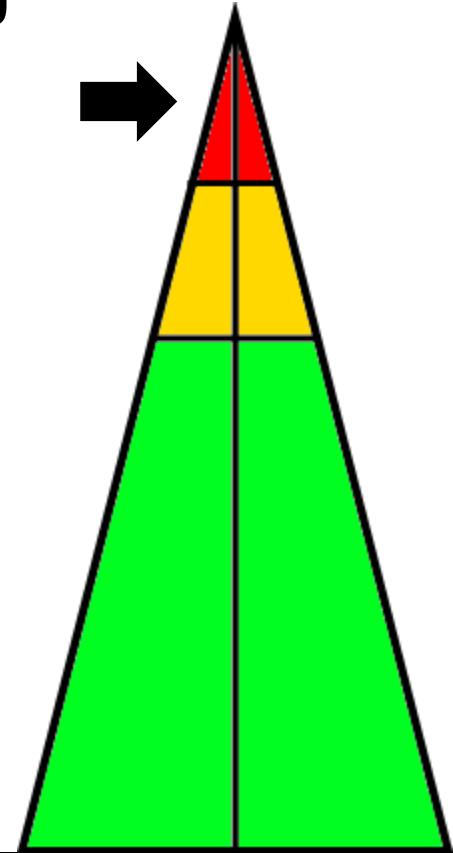
-Albert Einstein

# MTSS: Tier 3: Intensive Intervention

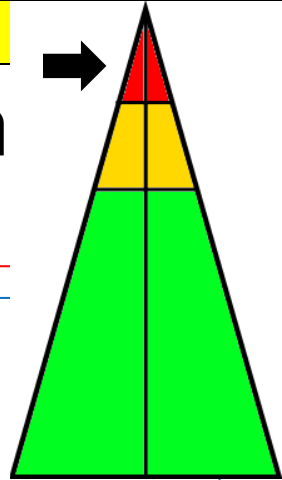
- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, **1-5% of students** may need Tier 3 support in a given year. The **MTSS Problem-Solving Team** designs and implements the Tier 3 intervention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



# Tier 3: Intensive Intervention. The MTSS Problem Solving Team...



...meets on referred students within 1-2 weeks of initial referral.

...follows a standardized problem-solving meeting format, with defined meeting roles and steps.



...produces a written record of RTI/MTSS /MTSS Team meeting discussion, including a customized intervention plan.

...routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

...expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.



## RTI/MTSS Problem-Solving Team: Challenges

**Develop decision rules to identify intervention 'non-responders'.** Schools with a high-quality RTI process are going to have students who qualify for IEPs. RTI can actually make the special-education referral process more rational, applying a process and data to decide when a student's difficulties are likely due to 'within-child' issues rather than inadequate instruction.

In almost all cases, a student in an RTI school who is referred to special education for academic reasons will have gone through at least *one* individualized Tier 3 RTI Team intervention. Schools should develop 'decision rules' that spell out the minimum expectations and quality indicators needed to certify that students show evidence suggesting that they are RTI 'non-responders'.



## RTI: Sample Decision Rules: Identifying the Academic 'Non-Responding' Student

The student:

- received interventions in current classroom to address concerns.
- has completed 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—with each trial 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 'evidence trail' shows that the student's interventions were:

- research-based.
- appropriately matched to the student concern.
- carried out with integrity.



# RTI Problem-Solving Team Roles

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

## 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**

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Creates a shared understanding among participants about meeting purpose and each person's role.

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Requires team/teacher to prioritize/select no more than 2 areas of student concern and to define each concern clearly and specifically.

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- **Step 7: Review the Intervention and Progress-Monitoring Plans**

Provides ideas to motivate student. Can also contribute to a positive 'solution focus' in the meeting.

## 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 Outcomes, 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

Requires 1 or more objective data sources to demonstrate the magnitude of the student concern(s).

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Creates a clear goal defining student success for the follow-up meeting, along with methods to monitor intervention progress.

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Contains strategies, etc., selected to help improve student concern(s). (Any stakeholder in the school setting can be written into the intervention plan.)



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Ensures that the school keeps the parent(s) informed about the student's continuing RTI/MTSS support plans.

## 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/Basic Information**
  - **Step 4: Set Academic and/or Behavioral**  
Outcome Goals and Methods for 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**
- Prevents misunderstandings about the intervention and progress-monitoring plans. Also, allows a final check for understanding and agreement among participants.

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# 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.



## 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.

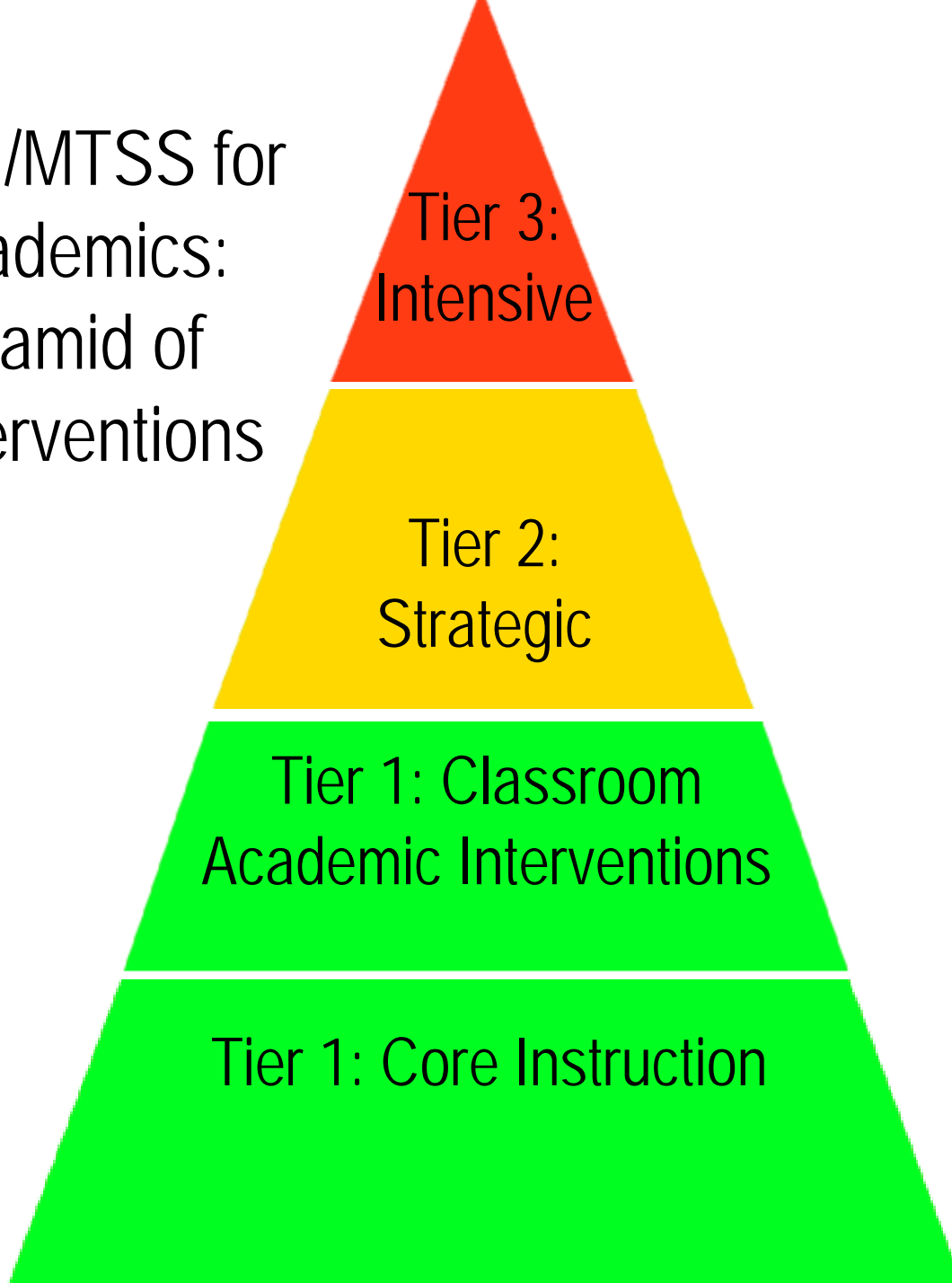
RTI/MTSS for  
Academics:  
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Tier 3:  
Intensive

Tier 2:  
Strategic

Tier 1: Classroom  
Academic Interventions

Tier 1: Core Instruction



# Response to Intervention

## Tier 1

## Tier 2

## Tier 3

**Purpose:** To provide the student with classroom supports to 'get through the next lesson'.

**Purpose:** To find & fix off-grade-level skill gaps.

**Purpose:** To create an individualized intervention plan for intensive-need students.

**Team:** Classroom teacher meets with **Tier 1 Team:** consultant or grade-level team.

**Team: Data Analysis Team** screens students 3 times per year and places them using data-based entrance criteria.

**Team: Multi-disciplinary MTSS Problem-Solving Team** meets on students who fail to succeed with lesser interventions.

**Progression:** Tier 1 — — —> continues as long as needed. The student may also advance to Tier 2 if Tier 1 is unsuccessful—but **only** if student is borderline or qualifies for Tier 2.

**Progression:** If —————> unsuccessful at Tier 2, the student is referred to Tier 3 MTSS Team.

**Progression:** If —————> student has met 'decision rules' for non-responder in MTSS, the Team may refer to CSE.



***RTI & Teacher Reluctance:*** What are reasons why teachers may be reluctant to support RTI in the classroom?



## 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. **'Unmotivated 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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# RTI/MTSS Questions?

What are your  
questions/thoughts about  
RTI/MTSS?





## *Supporting MTSS for Academics:*

How can administrators best support their buildings' MTSS work?

[Discussion]



# 12-13 July 2022 Teacher MTSS Training

- **Day 2: 12 July 2022: All Staff: Tier 1: Building a Classroom Intervention Toolkit.**  
This training demonstrates effective Tier 1/classroom interventions across a variety of academic areas. Participants will also learn about Internet sources to obtain high-quality research-based interventions to create their own intervention bank. Sample forms will be shared for documenting Tier 1 interventions. All materials and resources shared will be available after the workshop.
- **Day 3: 13 July 2022: All Staff: Tier 1: Building a Classroom Data-Collection Toolkit.**  
This workshop reviews a bank of common, feasible data-collection methods (e.g., curriculum-based measurement, rubrics, work products, checklists, etc.) to track the progress of Tier 1/classroom interventions in grades 3-12. Participants review how to reduce error and increase the trustworthiness of data sources. The training also presents a 7-step organizer to plan high-quality data collection for any student. The training includes free materials and resources to help schools build their own data-collection toolkit. |

# Building Administrators: Ideas to Promote MTSS Success

1. Regularly update staff about the status of MTSS implementation in your school and across the district.
2. During the pilot phase of Tier 1/classroom intervention, be an MTSS 'cheerleader', noting examples of teachers carrying out effective intervention plans.
3. Work to identify and eliminate obstacles to Tier 1 interventions (e.g., by finding time for teachers to talk with MTSS consultants).
4. When compliance with MTSS becomes a requirement, ensure that staff know what they are required to do and that this guidance comes from administration. [Non-admin staff should not be put in the position of 'MTSS enforcer'.]

## Two Camden Schools MTSS Goals for 2022-23

- 1. All teachers will implement Tier 1 research-based interventions in their classrooms and record data.*
  - 2. Highly structured MTSS Building Committees will function with validity while meeting monthly.*
- 

**Discussion:** What is your 2022-23 building plan to accomplish each of the above goals? What training and/or support do you need to accomplish these goals?