RTI/MTSS for Academics: District Audit & Planning Session

Jim Wright

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RTI/MTSS Training & Consultation
RTI/MTSS: District and Building Audit Session

Jim Wright, Presenter

23 July 2018
Connetquot Central School District
Bohemia, NY

Workshop Materials: http://www.interventioncentral.org/rtiaudit
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 30% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone. |
|---|---|---|
| **Status**<br>(0, 1, 2) | **GOALS: The teacher’s whole-group instruction:** | **Discussion (current implementation; questions; next steps; persons responsible, etc.)** |
| | | |
| | o maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc. | |
| | o incorporates essential elements of explicit and systematic instruction into lessons. | |
| | o for reading and mathematics instruction, uses programs and/or practices supported by research. | |
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.
NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts.

School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).

Continuum of RTI: Across Grade Levels

Elementary School  Middle School  High School
Response to Intervention/Multi-Tier System of Supports

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

What does RTI/MTSS for academics look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under MTSS is the ‘dual discrepancy model’ (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Response to Intervention/Multi-Tier System of Supports

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI/MTSS Model of Learning Disability (Fuchs 2003)
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.
**Pivot Points.** What are key classroom competencies that ANY student needs for school success?

Handout 1: p. 2
The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Student Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.</td>
</tr>
<tr>
<td>B.</td>
<td>Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.</td>
</tr>
<tr>
<td>C.</td>
<td>Work Completion. The student independently completes in-class work and homework.</td>
</tr>
<tr>
<td>D.</td>
<td>Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).</td>
</tr>
<tr>
<td>E.</td>
<td>Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.</td>
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<tr>
<td>F.</td>
<td>Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.</td>
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<td>G.</td>
<td>Peer Interactions. The student collaborates productively and has positive social interactions with peers.</td>
</tr>
<tr>
<td>H.</td>
<td>Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').</td>
</tr>
<tr>
<td>I.</td>
<td>Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.</td>
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<td>J.</td>
<td>Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.</td>
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The Struggling Student in a General-Education Setting: Pivot Points

Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.
Response to Intervention/Multi-Tier System of Supports

Pivot Points: Strengthening the Student Skillset

- Basic academic skills
- Emotional control
- Academic ‘survival skills’
- Peer interactions
- Work completion
- Self-efficacy
- Transitions
- Self-understanding
- Attentional focus
- Self-advocacy
1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
3. **Work Completion.** The student independently completes in-class work and homework.

4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.
Pivot Points: The Struggling Student in a General Education Setting

7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes (‘growth mindset’).
9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.
DIRECTIONS. Review the 10 ‘pivot points’ discussed today.

1. Select up to 3 that you or your school find most challenging.

2. Number those selected in order from greatest (‘1’) to least (‘3’) importance.

3. Be prepared to report out.

Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.
### Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

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Agenda for Today’s RTI/MTSS Work. . .

Review RTI/MTSS Elements. What are the essential components of RTI/MTSS that should be part of any district’s planning?

Prioritize RTI/MTSS Elements. Which elements has your district already completed? Which should take precedence during the 2017-18 school year? Which can be delayed until next year (or later)?

Develop This Year’s RTI/MTSS Roll-Out Plan. For each of the RTI/MTSS elements targeted for this year, what is a concrete plan (e.g., persons responsible, deadline dates, resources needed, etc.) to make it a reality?
**Tier 1: Core Instruction.** What are the elements of strong direct instruction that promote student success?
Response to Intervention/Multi-Tier System of Supports

RTI/MTSS for Academics: Tier 1: Core Instruction
Guiding Points for Leadership...

- Teachers need clear guidance on how to include direct-instruction elements in lesson plans.
- Schools require a shared definition of ‘high-quality instruction’ across all classrooms to bring up the academic performance of all students.
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.
MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.

Handout 1; p. 3
### How to: Implement Strong Core Instruction

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<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
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<tr>
<td>- Instructional Match</td>
<td>- Group Responding</td>
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<tr>
<td>- Content Review at Lesson Start</td>
<td>- High Rate of Student Success</td>
</tr>
<tr>
<td>- Preview of Lesson Goal(s)</td>
<td>- Brisk Rate of Instruction</td>
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<td>- Chunking of New Material</td>
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<td>- Regular Feedback</td>
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<td>- Work Models</td>
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<th>4. Opportunities for Review/Practice</th>
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<td>- Active Engagement</td>
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<td>- Spacing of Practice Throughout Lesson</td>
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<td>- Guided Practice</td>
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<tr>
<td>- Support for Independent Practice</td>
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<tr>
<td>- Distributed Practice</td>
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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

*Provide ‘Scaffolding’ Support*

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
How To Implement Strong Core Instruction

**Provide ‘Scaffolding’ Support**

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

**Give Timely Performance Feedback**

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

**Provide Opportunities for Review & Practice**

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
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**Activity: Strong Direct Instruction**

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.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

**Tier 1: Core Instruction.** The teacher delivers high-quality core instruction— at least 80% of academic screening benchmarks through classroom instructional support alone.

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<td>☐ provides differentiated instruction matched to student needs.</td>
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Tier 1: Core Instruction (4). 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. Whole-group instruction:

[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.

[A.1.4] provides differentiated instruction matched to student needs.
Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?
**MTSS: ACADEMICS**

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**MTSS: BEHAVIOR**

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

RTI/MTSS for Academics:
Tier 1: Classroom Interventions

Guiding Points for Leadership...

• Academic problems should be clearly defined: “If you can’t name it, you can’t fix it.”

• Interventions should be supported by research.

• Any interventionist should document (write down) the intervention plan before starting it.

• Formative data should be collected on any intervention to monitor student progress.

• Interventions should be carried out with integrity.
MTSS: Tier 1: Classroom Intervention

• Teachers sometimes need to put reading (or other academic) interventions in place for 'red flag' students. These are students whose 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.
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?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1: Core Instruction
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

- **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?

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

- **Ricky.** Needs sustained teacher attention across several instructional weeks. Benefits from scaffolding strategies (e.g., preteaching vocabulary) to fully access core instruction. Intervention plan recommended.
Tier 1: Classroom Intervention: Building Capacity
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 Intervention Plan: ‘Message in a Bottle’: Who might benefit?

Next year’s teacher(s). The plan allows them to build on the current teacher’s hard-won knowledge about the student.

Parent(s). The plan documents clearly the strategies that the teacher has put in place to support their child.

RTI/MTSS Problem-Solving Team. The classroom intervention plan helps the team to make better recommendations, based on the teacher’s findings.

CSE/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.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’=done
  - ‘1’=priority to work on this year.

**Tier 1: Classroom Intervention: Building Capacity.** The school has prepared teachers in carrying out classroom (Tier 1) interventions.

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<td>created a bank of academic intervention ideas accessible by all staff.</td>
</tr>
<tr>
<td></td>
<td>created a bank of classroom data-collection methods accessible by all staff.</td>
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<tr>
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<td>defined the ‘essentials’ of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).</td>
</tr>
<tr>
<td></td>
<td>developed standardized form(s) to record classroom interventions.</td>
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<tr>
<td></td>
<td>developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).</td>
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</tbody>
</table>
Tier 1: Classroom Intervention: Building Capacity (5). The school has prepared a ‘toolkit’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- [A.1.5] created a bank of academic intervention ideas accessible by all staff.
- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.
- [A.1.7] defined the ‘essentials’ of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).
Tier 1: Classroom Intervention: Building Capacity (Cont.).
The school has prepared a ‘toolkit’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

[A.1.8] developed standardized form(s) to record classroom interventions.

[A.1.9] developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).
Tier 1: Classroom Intervention: Teacher Skills
Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan.

3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.
### How To: Create a Written Record of Classroom Interventions (Online)

#### Case Information
- **Student:** Patricia M.
- **Date Intervention Was Written:** 4 Feb 2013
- **Student:** Patricia M.
- **Date Intervention Was Written:** 4 Feb 2013
- **Date Intervention is to Start:** 11 Feb 2013
- **Date Intervention is to End:**
- **Total Number of Intervention Weeks:** 4
- **Description of the Student Problem:** Student has difficulty summarizing and retaining key information from social studies course readings.

#### Problem Description
- **Intervention:**
  - **What to Write:** Write intervention, you can use this script:
  - **Text Lookback (see Question Generation):**
  - **Index cards for question generation:**
  - **Training:**
    - **What to Write:** Note what specific knowledge, skills, and/or the student will be taught to carry out this intervention.
    - **Meet with Patricia before starting intervention.**
    - **Plan to Monitor Progress:**
      - **Type of Data Used to Monitor:**
        1. Student self-assessment of reading comprehension using a 4-point rating scale: 0 = Did not understand reading; 4 = Fully understood reading
        2. Quiz grades
      - **Baseline:**
        - **Student self-ratings:** 1.6 average
        - **3 quiz grades:** 65 average
      - **Outcome Goal:**
        - **Student self-ratings:** 3.5 average quiz grades: 75 average
      - **How often will data be collected?**
        - **Self-Assessment:** after each assigned reading; quiz grades: weekly

#### Listing of Intervention Elements
- **Materials:**
  - Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
- **Progress-Monitoring:**
  - Ideas for intervention progress-monitoring:
    - Existing data: grades, homework logs, etc.
    - Rubric
    - Curriculum-based measurement
    - Behavior report card
    - Behavior checklist
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool. Rate each goal, using this scale: The goal is:

  - ‘0’= done
  - ‘1’= a priority to work on this year.
  - ‘2’= to be postponed until 2019-20.

**Tier 1: Classroom Intervention: Teacher Skills.** The classroom teacher is the ‘teacher gives additional individualized support to struggling students beyond what is provided in group i

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The teacher:</th>
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<tbody>
<tr>
<td></td>
<td>• defines the student’s presenting academic problem(s) in clear and specific terms.</td>
</tr>
<tr>
<td></td>
<td>• chooses appropriate academic intervention(s) supported by research</td>
</tr>
<tr>
<td></td>
<td>• selects method(s) of data collection suitable for tracking the student’s intervention progress.</td>
</tr>
<tr>
<td></td>
<td>• documents the classroom intervention plan in writing.</td>
</tr>
</tbody>
</table>
Tier 1: Classroom Intervention: Teacher Skills (4). The classroom teacher is the ‘first responder’, giving additional individualized support to struggling students. The teacher:

- **[A.1.10]** defines the student’s presenting academic problem(s) in clear and specific terms.
- **[A.1.11]** chooses appropriate academic intervention(s) supported by research
- **[A.1.12]** selects method(s) of data collection suitable for tracking the student’s intervention progress.
- **[A.1.13]** documents the classroom intervention plan in writing.
Tier 2/3: Strategic & Intensive 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: 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 for Academics: Tiers 2/3: Strategic & Intensive Interventions

Guiding Points for Leadership…

• Tier 2/3 interventions should target off-grade-level academic skill deficits. They are \textit{not} simply reteaching of classroom content, homework, or test preparation.

• Tier 2/3 interventions should be \textit{dynamic}—students can enter or exit Tier 2/3 at several checkpoints during the school year.

• Schools should \textit{inventory} their current range of Tier 2/3 academic interventions to verify quality and note any gaps in service.
Tier 2/3: Reading Intervention
Services: Essentials

Tier 2/3 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 2/3 services should be structured at your school...
Use Interventions Supported by Research. Intervention plans for Tier 2/3 students contain programs or practices supported by research.
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.
Response to Intervention/Multi-Tier System of Supports

HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
HELPS: Tier 2 Reading-Fluency Program

Step 1
Verbal Cuing Procedure and Expectations
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.
Cap Group Size. Tier 2/3 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 2/3: Reading Intervention Services: **Interventions**

**Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td>9:00-9:30</td>
</tr>
<tr>
<td></td>
<td>Classroom 1</td>
<td></td>
<td></td>
<td>9:45-10:15</td>
</tr>
<tr>
<td></td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td></td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td></td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td></td>
<td>Classroom 1</td>
<td>Classroom 2</td>
<td>Classroom 3</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

MTSS: Tier 2/3: Supplemental Intervention

- Secondary schools have explored these scheduling ideas:
  - *Schoolwide MTSS period.* The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 support.
  - ‘*Zero’ period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for MTSS help.
  - *Core course with extended time.* Students attend a double period of English or math, allowing additional time for MTSS support.
  - *Study hall coordinated with MTSS services.* 4-6-week MTSS mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
  - *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for MTSS support during the school day.
Put Plans in Writing. Tier 2/3 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., 3x/wk)

<table>
<thead>
<tr>
<th>Students: Name</th>
<th>Baseline: Starting Point</th>
<th>Goal: Criterion for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**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):

[Link to the form online](www.interventioncentral.org)
Tier 2/3: Reading Intervention Services: Data

**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.

**Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.
Tier 2/3: Reading Intervention Services: Data

7 Adopt Entrance/Exit Criteria. Enrollment in Tier 2/3 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 2/3 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.
Select Screeners that Identify the Right Students. Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

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 2/3 services.
<table>
<thead>
<tr>
<th>Name of Academic Program or Practice</th>
<th>Academic Areas Targeted (e.g., reading comprehension, math computation)</th>
<th>Grade Level(s) Served</th>
<th>Date of Purchase or First Use in Your School</th>
<th>Interventionists (who in your school is trained to use this program?)</th>
<th>Date of Most Recent Training in this Program/Practice</th>
<th>Additional Comments (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: HELPS Program</td>
<td>Reading fluency</td>
<td>Grades 4-5</td>
<td>Dec 1, 2012</td>
<td>2 Reading Teachers, 1 Teaching Assistant</td>
<td>Refresher training Sept 2015</td>
<td>Our school intends to expand this program to grade 6 next year.</td>
</tr>
</tbody>
</table>

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.
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:
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).
National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2019-20.

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity. Students receive high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of students.

<table>
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<th>Status (0,1,2)</th>
<th>GOALS: The school:</th>
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<tr>
<td></td>
<td>□ verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.</td>
</tr>
<tr>
<td></td>
<td>□ has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.</td>
</tr>
<tr>
<td></td>
<td>□ provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).</td>
</tr>
<tr>
<td></td>
<td>□ has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.</td>
</tr>
</tbody>
</table>
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (4). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.1] verifies that Tier 2/3 academic services target off-grade-level skills gaps—rather than reteaching course content or providing homework help or test preparation.

[A.2.2] has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.

[A.2.3] provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).
Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (Cont.). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.4] has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.
**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: ACADEMICS

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

MTSS: BEHAVIOR

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

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: Tier 3: Intensive Intervention

- Students with substantial reading deficits who do not respond to lesser interventions may receive a Tier 3 intervention. In a typical school, 1-5% of students may need a Tier 3 intervention in a given year.

The group that designs and implements the Tier 3 intervention plan is the MTSS Problem-Solving Team.

The MTSS Team develops customized intervention plans. The Team identifies the most important blockers to student success and develops a unique intervention plan to address those concerns.
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
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td></td>
<td>• Write a short introductory ‘script’ to ensure that important points are always reviewed at the start of the meeting.</td>
</tr>
<tr>
<td></td>
<td>Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.</td>
<td>• Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.</td>
</tr>
<tr>
<td></td>
<td>Guides the Team through the stages of the problem-solving process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checks for agreement between Team members at important discussion points during the meeting.</td>
<td></td>
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<tr>
<td></td>
<td>Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control—e.g., classroom instruction).</td>
<td></td>
</tr>
</tbody>
</table>
## Response to Intervention/Multi-Tier System of Supports

<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorder</td>
<td></td>
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<tr>
<td></td>
<td>□ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.</td>
<td>• Sit next to the facilitator for ease of communication during the meeting.</td>
</tr>
<tr>
<td></td>
<td>□ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.</td>
<td>• When the Team is engaged in exploratory discussion, use ‘scratch paper’ to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.</td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
</tr>
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<td>---------------</td>
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</tr>
</tbody>
</table>
| Time-Keeper   | Monitors the time allocated to each stage of the meeting and informs members when that time has expired. | • Give the Team a ‘two-minute warning’ whenever time is running low during a stage of the meeting.  
• If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage. |
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| Case Manager     | - Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student. | - If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”  
- After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance. |

- Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.
<table>
<thead>
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<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| Coordinator   | Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. | • During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar.  
• Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff. |
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 Teams: Managing Those ‘RTI Emergencies’
When asked to state her main referral concern, the referring teacher at the RTI Team meeting declares that “The problem is that the student just can’t do the work. We need to find a better placement for him than my classroom!”

How can your team respond (or avoid this situation in the first place)?
Managing Those ‘RTI Emergencies’

During the RTI Team meeting, the team recommends a number of research-based intervention ideas for a student with academic delays. For each idea, the teacher says, “I’ve already tried that.”

How can your team respond (or avoid this situation in the first place)?
RTI/MTSS Elements: Prioritize!

• Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  
  – ‘0’= done
  
  – ‘1’= a priority to work on this year.
  
  – ‘2’= to be postponed until 2019-20.

**Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team.** The individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students make Tier 3 during the school year.

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The RTI/MTSS Problem-Solving Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>meets on referred students within 1-2 weeks of initial referral.</td>
</tr>
<tr>
<td>○</td>
<td>has procedures in place (e.g., guidelines and a gate-keeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support</td>
</tr>
<tr>
<td>○</td>
<td>follows a standardized problem-solving meeting format, with formal meeting roles and steps.</td>
</tr>
<tr>
<td>○</td>
<td>produces a written record of RTI/MTSS Team meeting discussion, including a customized intervention plan.</td>
</tr>
<tr>
<td>○</td>
<td>Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.</td>
</tr>
</tbody>
</table>
Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (5). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

[A.3.1] meets on referred students within 1-2 weeks of initial referral.

[A.3.2] has procedures in place (e.g., guidelines and a gatekeeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.

[A.3.3] follows a standardized problem-solving meeting format, with formal meeting roles and steps.
Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (Cont.). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

- [A.3.4] produces a written record of RTI/MTSS Team meeting discussion, including a customized intervention plan.
- [A.3.5] routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.
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.

School-Wide Academic Screeners: Purpose and Types
Building-Wide Screening: Assessing All Students

(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students. Screening data can be used to:

– evaluate and improve the current core instructional program.

– allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

– guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

– set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.
DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today

Getting Started With DIBELS Brochure
Transitioning to DIBELS Next
DIBELS Next Benchmark Goals
Basic-Skills Screener Example: DIBELS Next

“DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals.”

<table>
<thead>
<tr>
<th>CBM</th>
<th>Skill Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Sound Fluency</strong></td>
<td>Alphabetics/Phonics</td>
<td>1 Minute: Student <strong>reads letter names</strong> or <strong>sounds</strong> from a randomly generated list.</td>
</tr>
<tr>
<td><strong>Fluency/Letter Name Fluency</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Oral Reading Fluency</strong></td>
<td>Reading Fluency</td>
<td>1 Minute: Student <strong>reads aloud</strong> from a <strong>text passage</strong>.</td>
</tr>
<tr>
<td><strong>Reading Comprehension Fluency (Maze)</strong></td>
<td>Reading Comprehension</td>
<td>3 Minutes: Student <strong>reads silently</strong> from a <strong>Maze passage</strong> and selects correct word in each choice item that restores meaning to the passage.</td>
</tr>
<tr>
<td><strong>Early Math Fluency</strong></td>
<td>Number Sense</td>
<td>1 Minute: Student completes an Early Math Fluency probe: (1) <strong>Quantity Discrimination</strong>; (2) <strong>Missing Number</strong>; or (3) <strong>Number Identification</strong></td>
</tr>
<tr>
<td><strong>Computation Fluency</strong></td>
<td>Math Fact Fluency</td>
<td>2 Minutes: Student <strong>completes math facts</strong> and receives credit for each <strong>correct digit</strong>.</td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
<td>Mechanics/Conventions of Writing</td>
<td>4 Minutes: Student reads a story-starter (sentence stem), then produces a <strong>writing sample</strong> that can be scored for <strong>Total Words Written</strong>, <strong>Correctly Spelled Words</strong>, <strong>Correct Writing Sequences</strong>.</td>
</tr>
</tbody>
</table>
Schoolwide Screening Tools: 2 Types (Cont.)

School-wide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the ‘holes’ in a student’s academic skills, they can adjust instruction to address those gaps.
Measures of Academic Progress
Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

MAP

MAP OVERVIEW  MAP ALIGNMENT  MAP SCORING  USING THE DATA
“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”
Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.

- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.
Clearinghouse for MTSS Screening and Progress-Monitoring Tools

- The National Center on Intensive Intervention (http://www.intensiveintervention.org/chart/progress-monitoring) maintains pages rating the technical adequacy of MTSS progress-monitoring tools that can also be used for screening. Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool. Rate each goal, using this scale: The goal is:
  - ‘0’= done
  - ‘1’= a priority to work on this year.
  - ‘2’= to be postponed until 2019-20.

### Tiers 2/3: Data: School-Wide Academic Screeners

Screeners are administered to students for Tier 2/3 services.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The school has:</th>
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<tbody>
<tr>
<td></td>
<td>- selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.</td>
</tr>
<tr>
<td></td>
<td>- identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.</td>
</tr>
<tr>
<td></td>
<td>- established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.</td>
</tr>
<tr>
<td></td>
<td>- ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.</td>
</tr>
</tbody>
</table>
Tiers 2/3: Data: School-Wide Academic Screeners (4). Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

- [A.2.5] selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.
- [A.2.6] identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.
- [A.2.7] established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.
Tiers 2/3: Data: School-Wide Academic Screeners (Cont.). Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

[A.2.8] ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.
Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?
The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the ‘command and control’ group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team’s tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student.

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

PREPARATION: STEP 1: Establish Objective Data Sources. An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- selects screeners. The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes ‘cut-points’—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
  A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
  B. Tier 1: Classroom Intervention: Emerging Risk: A classroom intervention plan is sufficient.
  C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
  D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- identifies additional data sources. The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- weights screeners and other data sources. The school weights in descending order of importance all measures to be used to make intervention placements, with the most ‘diagnostic’ sources appearing in first position. When
Data Analysis Team: Tier 2 Command & Control

DAT: Purpose. The Data Analysis Team (DAT) is the ‘command and control’ group for determining which students qualify for Tier 2 academic services and assigning them to the appropriate intervention support.

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.
Data Analysis Team: Tier 2/3 Command & Control

DAT: Tasks. The tasks of the Data Analysis Team are to:

• share screening results with grade-level teachers to help them to improve instruction

• identify specific students that qualify for Tier 2/3 services; and

• assemble an individual plan for each student identified for Tier 2/3 services.
Data Analysis Team: Tier 2/3 Command & Control

**DAT: Membership & Skills.** The DAT is multi-disciplinary, with no minimum or maximum number of participants. Collectively, the DAT membership should:

- be knowledgeable of all intervention personnel and evidence-based programs available at Tiers 2/3.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have capacity to document each Tier 2/3 intervention.
DAT: Meeting Structure. The steps in preparing for and running each DAT meeting (fall/winter/spring) are:

• PREPARATION: STEP 1: Establish Objective Data Sources.

• PREPARATION: STEP 2: Prepare Data Reports for Current Screening.

• DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.

• DAT MEETING: STEP 2: Identify Tier 2/3 Students.

• DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
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**Tier 2: Strategic Intervention: Data Analysis Team.** The school has established a system for managing students in Tier 2 services.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The Data Analysis Team:</th>
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<tbody>
<tr>
<td></td>
<td>□ has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make up Tier 2 academic support.</td>
</tr>
<tr>
<td></td>
<td>□ meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.</td>
</tr>
<tr>
<td></td>
<td>□ follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.</td>
</tr>
<tr>
<td></td>
<td>□ ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may choose to write all intervention plans or delegate that task to assigned Tier 2 interventionists.</td>
</tr>
</tbody>
</table>
Tier 2: Strategic Intervention: Data Analysis Team (5). The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services. The Data Analysis Team:

[A.2.9] has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make up Tier 2 academic support.

[A.2.10] meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.
Tier 2: Strategic Intervention: Data Analysis Team (Cont.). The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services. The Data Analysis Team:

[A.2.11] follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.

[A.2.12] ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may write all intervention plans or delegate that task to Tier 2 interventionists.

[A.2.13] verifies that Tier 2/3 interventionists set outcome goals and collect regular progress-monitoring data for each student on intervention (at least 2 times per month at Tier 2; weekly at Tier 3).
RTI: Systems-Level Change

Jim Wright
www.interventioncentral.org
The ‘Last Mile’ Problem: Definition

“A phrase originally used in the telecommunications and technology industries to describe the barriers and high cost to connecting the end customer to a communications network.

The final step of connecting customers is called the "last-mile problem", because the end link between consumers and connectivity has proved to be disproportionately expensive to solve.”

Bringing RTI/MTSS for Academics to Every Classroom: The ‘Last Mile’ Problem
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. **‘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.
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

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District-Wide

RTI/MTSS Coordination & Support. What district-level supports can promote the success of the RTI/MTSS model?
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 for Academics:

District-Wide:

Guiding Points for Leadership...

- The school district should have an RTI Leadership Team in place to provide ‘command-and-control’ over RTI/MTSS.
- All schools should use a standard set of RTI/MTSS procedures, forms, and language.
The RTI Leadership Team: What is Its Purpose?

The RTI Leadership Team guides the overall RTI process.

The group meets periodically (e.g., monthly) on an ongoing basis to evaluate the RTI project, shape its future direction, determine what resources the project requires, and allocate those resources.

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.
What is the Purpose of the RTI Leadership Team?

- The RTI Leadership Team has several functions: (1) to draft and update a district RTI implementation plan, (2) to keep all schools throughout the district in compliance with good RTI practices, and (3) to identify and make available to schools the resources required to implement RTI successfully. The RTI Leadership Team’s duties include:

- **Drafting a multi-year plan** that will guide the district in the implementation of RTI while using existing resources. The team’s RTI Plan should encompass a three-year rollout schedule.

- **Supervising RTI implementation.** The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.
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.
RTI/MTSS Elements: Prioritize!
• Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  – ‘0’= done
  – ‘1’= a priority to work on this year.
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**RTI/MTSS District-Wide.** The school district has adopted a process of planning and oversight with fidelity and consistency across classrooms, grade levels, and schools.

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<th>GOALS: The school district has:</th>
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<tbody>
<tr>
<td></td>
<td>□ established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RTI/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.</td>
</tr>
<tr>
<td></td>
<td>□ developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team (CSE).</td>
</tr>
<tr>
<td></td>
<td>□ created a written RTI/MTSS implementation plan to cover all schools.</td>
</tr>
</tbody>
</table>
**RTI/MTSS District-Wide (3).** The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

[A.4.1] established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.
RTI/MTSS District-Wide (Cont.). The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

[A.4.2] developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team (CSE).

[A.4.3] created a written RTI/MTSS implementation plan to cover all schools.
Activity: RTI/MTSS Flowchart

- Study this RTI/MTSS flowchart.
- How does your current building RTI/MTSS process resemble this model?
- How is your current process different from this model?
- What next steps should your school take to better align your RTI/MTSS process with this model?
Response to Intervention/Multi-Tier System of Supports

Activity: Develop Your RTI/MTSS Academic ‘Action Plan’

1. Divide into your work groups (e.g., by elementary school).
2. Appoint a recorder.
3. Identify up to 5 RTI/MTSS ‘next steps’ you would like to accomplish by June 2019.
4. Be prepared to report out.