RTI/MTSS: A ‘Recalibration’ for Educators

Jim Wright

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RTI/MTSS Classroom Teacher Toolkit

The Teacher as Classroom First-Responder: Resources
Jim Wright, Presenter

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Edgemont UFSD
Scarsdale, NY

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Workshop Materials: http://www.interventioncentral.org/edgemont
Classroom Support Plan Writer: https://interventioncentral-vue.firebaseapp.com/
Workshop PPTs and handout available at:
http://www.interventioncentral.org/edgemont
MTSS for Academics. What is MTSS and what are the Tiers of intervention for academic support?
The PowerPoint deck can be downloaded from:
http://www.interventioncentral.org/edgemont
About Jim Wright

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

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

- Today’s workshop provides a general ‘refresher’ in RTI/MTSS as part of your district’s efforts to revamp RTI/MTSS across the grade levels.

- Nothing changes in your current classroom practice based on today’s training.

- RTI/MTSS is about providing support to at-risk learners, so it is not a ‘new thing’ for elementary or secondary schools. You’ve been doing it all along.
Motivated & At Grade Level

Deficient Skills in Reading Comprehension

‘Learned Helplessness’

Limited ‘Academic Survival Skills’

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

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

- RTI usually refers to a school’s academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.
MTSS: ACADEMICS

Tier 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

Continuum of RTI: Across Grade Levels

- Elementary School
- Middle School
- High School
Struggling Students: Unique Challenges…

Struggling learners may:
• have significant deficits in basic academic skills
• lack higher-level problem-solving strategies and concepts
• present with issues of school motivation
• show social/emotional concerns that interfere with academics
• have difficulty with attendance
• be in a process of disengaging from learning even as adults in school expect that those students will move toward being ‘self-managing’ learners…
**Pivot Points.** What are key classroom competencies that ANY student needs for school success?
# 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>
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<tbody>
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<td>Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.</td>
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<td>Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).</td>
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<td>Peer Interactions. The student collaborates productively and has positive social interactions with peers.</td>
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<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>
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<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.
Pivot Points: Strengthening the Student Skillset

Basic academic skills
- Academic ‘survival skills’
- Work completion
- Transitions
- Attentional focus

Emotional control
- Peer interactions
- Self-efficacy
- Self-understanding
- Self-advocacy
Pivot Points: The Struggling Student in a General Education Setting

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.
Pivot Points: The Struggling Student in a General Education Setting

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.
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.
Handout p. 5: This resource can help the teacher to identify a student’s most prominent ‘roadblocks’ to school success.

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MTSS for Academics.
What are the 3 tiers of student MTSS support for academics, and how are they connected?
RTI: Decision Points and Quality Indicators

The next sections of this presentation summarize RTI at each intervention tier as:

- ‘Decision points’: People looking at data, talking about individual student needs, deciding what intervention supports those students need, designing intervention plans for those students.

- ‘Quality indicators’: The elements that must be in place to ensure quality interventions.
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.

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: pp. 2-3
<table>
<thead>
<tr>
<th>How to: Implement Strong Core Instruction</th>
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<tbody>
<tr>
<td><strong>1. Access to Instruction</strong></td>
</tr>
<tr>
<td>- Instructional Match</td>
</tr>
<tr>
<td>- Content Review at Lesson Start</td>
</tr>
<tr>
<td>- Preview of Lesson Goal(s)</td>
</tr>
<tr>
<td>- Chunking of New Material</td>
</tr>
<tr>
<td><strong>2. ‘Scaffolding’ Support (Cont.)</strong></td>
</tr>
<tr>
<td>- Group Responding</td>
</tr>
<tr>
<td>- High Rate of Student Success</td>
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<tr>
<td>- Brisk Rate of Instruction</td>
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<tr>
<td>- Fix-Up Strategies</td>
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<tr>
<td><strong>2. ‘Scaffolding’ Support</strong></td>
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<tr>
<td>- Detailed Explanations &amp; Instructions</td>
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<tr>
<td>- Talk Alouds/Think Alouds</td>
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<tr>
<td>- Work Models</td>
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<tr>
<td><strong>3. Timely Performance Feedback</strong></td>
</tr>
<tr>
<td>- Regular Feedback</td>
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<tr>
<td>- Step-by-Step Checklists</td>
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<tr>
<td><strong>4. Opportunities for Review/Practice</strong></td>
</tr>
<tr>
<td>- Active Engagement</td>
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<tr>
<td>- Collaborative Assignments</td>
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<tr>
<td>- Checks for Understanding</td>
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<tr>
<td>- Spacing of Practice Throughout Lesson</td>
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<tr>
<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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</tbody>
</table>
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).
### Activity: Strong Direct Instruction

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

2. Select ONE that for you is a relative STRENGTH.
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.
- Selects method(s) to monitor student progress, setting a goal and collecting baseline data.
- Uses standardized form(s) to record classroom interventions.
- Defines the student’s presenting academic problem(s) in clear and specific terms.
- Chooses appropriate academic intervention(s) supported by research.
RTI Files...

Case 1: Neda: Grade 4: Math-Fact Fluency

Case 2: Tomás: Grade 7: Reading Comprehension
RTI Files: Case 1

Neda
Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare
RTI Files: Case 1

• **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).
<table>
<thead>
<tr>
<th>Math Facts</th>
<th>1. $9 \times 7 = 63$</th>
<th>9a. $9 \times 7 = 63$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. $9 \times 2 = 18$</td>
<td>2a.</td>
</tr>
<tr>
<td></td>
<td>3. $9 \times 4 = 36$</td>
<td>3a.</td>
</tr>
<tr>
<td></td>
<td>4. $9 \times 1 = 9$</td>
<td>4a.</td>
</tr>
<tr>
<td></td>
<td>5. $9 \times 9 = 81$</td>
<td>5a.</td>
</tr>
<tr>
<td></td>
<td>6. $9 \times 6 = 54$</td>
<td>6a.</td>
</tr>
<tr>
<td></td>
<td>7. $9 \times 3 = 27$</td>
<td>7a.</td>
</tr>
<tr>
<td></td>
<td>8. $9 \times 5 = 45$</td>
<td>8a.</td>
</tr>
<tr>
<td></td>
<td>9. $9 \times 10 = 90$</td>
<td>9a.</td>
</tr>
<tr>
<td></td>
<td>10. $9 \times 8 = 72$</td>
<td>10a.</td>
</tr>
</tbody>
</table>
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 1
Neda: Grade 4: Math-Fact Fluency

Goal

Graph showing the progress of Neda's Math Fact Fluency over 6 weeks. The goal is indicated by a dashed line.
RTI Files: Case 1: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.
- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!
- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.
RTI Files: Case 2

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase
RTI Files: Case 2

- **Problem:** When Tomás reads assigned informational passages independently, he does not always retain the key ideas.

- **Intervention:** His Social Studies instructor, Mr. Garber, decides to teach Tomás to use Read-Ask-Paraphrase (RAP), a self-managed reading comprehension strategy. The student will then use RAP on all assigned readings.
Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

Read-Avsk-Paraphrase: STEPS:

1. **Read**: Read the paragraph closely.
2. **Ask**: What is the main idea and 2 supporting details?
3. **Paraphrase**: Write key idea and details in your own words.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
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<table>
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<tr>
<th>Paragraph 2</th>
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<th>Paragraph 3</th>
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<th>Paragraph 4</th>
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<table>
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<tr>
<th>Paragraph 5</th>
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</table>
RTI Files: Case 2

• **Progress-Monitoring:** Mr. Garber already assesses class-wide comprehension of assigned readings once per week with a brief bell-ringer quiz (5-item: short-answer).

At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.
RTI Files: Case 2
Tomás: Grade 7: Read-Ask-Paraphrase

Tomás: Bell-Ringer Quiz Grades

<table>
<thead>
<tr>
<th>Week</th>
<th>Grade</th>
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<tbody>
<tr>
<td>WK 1</td>
<td>40</td>
</tr>
<tr>
<td>WK 2</td>
<td>40</td>
</tr>
<tr>
<td>WK 3</td>
<td>60</td>
</tr>
<tr>
<td>WK 4</td>
<td>80</td>
</tr>
<tr>
<td>WK 5</td>
<td>80</td>
</tr>
<tr>
<td>WK 6</td>
<td>100</td>
</tr>
</tbody>
</table>

Goal: 80% or higher
RTI Files: Case 2: Take-Away

• With many middle- and high-school classroom academic interventions (such as Read-Ask-Paraphrase), the student is the interventionist and the teacher is the coach.

• That is, students are encouraged to become self-managing learners, mastering and using effective strategies on their own.
RTI Files…

Case 1: Neda: Grade 4: Math-Fact Fluency

Case 2: Tomás: Grade 7: Reading Comprehension
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 your instructional team or department 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?
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?

Sara. Requires occasional reteaching, reinforcement of core instructional content. No intervention plan needed.
Individualization: Reteaching, Differentiation, Scaffolding

**Tier 1: Core Instruction**

**Tomás.** Needs sustained teacher attention across several instructional weeks. Benefits from intervention plan (e.g., Read-Ask-Paraphrase) to fully access core instruction. Intervention plan recommended.

**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.
MTSS: Tier 2: Supplemental Intervention (AIS)

- 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.

...interventions seek to fix any academic deficits that interfere with classroom success.

...the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.
What is an Example of a High-Quality Tier 2/3 Reading Intervention?: HELPS (www.helpsprogram.org)

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

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
HELPS: Tier 2 Reading-Fluency Program

Step 1
Verbal Cueing 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.
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 Team meeting discussion, including a customized intervention plan.

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

...routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.
Tier 3 Interventions Are Developed With Assistance from the School’s MTSS (Problem-Solving) Team

Effective MTSS Teams:

• Are multi-disciplinary and include classroom teachers among their members
• Follow a structured ‘problem-solving’ model
• Use data to analyze the academic or behavioral problem and match the student to effective, evidence-based interventions
• Develop a detailed research-based intervention plan to help staff with implementation
• Support teachers as needed to ensure success in carrying out the intervention (‘intervention integrity’)

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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.
MTSS for Academics: FAQs...

- Why is our district changing its MTSS model? Aren’t we already doing a good job supporting our at-risk learners?
- How will changes in MTSS in our schools affect the classroom teacher’s role?
- When students get Tier 2 services, do they also need Tier 1 (classroom) interventions? If so, why?
- How can a teacher manage all of the students in their class that might need a Tier 1 intervention?
- How does a teacher know if the teaching practices they use with an MTSS student are ‘research-based’?
Strategies to **Promote** Positive Student-Teacher Relationships
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Maintaining a High Rate of Positive Interactions.* Teachers promote a positive relationship with any student by maintaining a ratio of at least three positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Emphasizing the Positive in Teacher Requests* (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can’t help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

• *Greeting Students at the Classroom Door.* A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007) and promote personal connections with students.

The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structuring Teacher-Student Interactions* (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student’s problem behaviors or poor academic performance.
Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Pre-Session Attention* (Wood, Kisinger, Brosh, Fisher & Muharib, 2018). For students who appear to interrupt instruction to seek adult attention, give the student a dose (e.g., 2 minutes) of positive individual attention just before instruction begins.

This pre-session attention can reduce that student’s immediate attention-seeking behaviors.
5 Teacher Questions about MTSS and the Classroom…

• Why is our district changing its MTSS model? Aren’t we already doing a good job supporting our at-risk learners?

• How will changes in MTSS in our schools affect the classroom teacher’s role?

• When students get Tier 2 services, do they also need Tier 1 (classroom) interventions? If so, why?

• How can a teacher manage all of the students in their class that might need a Tier 1 intervention?

• How does a teacher know if the teaching practices they use with an MTSS student are ‘research-based’?