

The Teacher as 'First Responder': RTI/MTSS & Struggling Learners: Part 1

Jim Wright

www.interventioncentral.org





Workshop Information

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

1. Please keep your microphone muted until the Q&A segment.
2. If you have questions during the training, you can type them into the chat bar.
3. The PowerPoint and handouts for today's training are posted at this URL:

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

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.

Intervention Central
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo for Intervention Central is on the left, and the tagline "Your source for RTI resources" is on the right. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing buttons for Facebook, Twitter, Print, Email, and Google+. Below the heading, there are three main sections: "Products" featuring "RTI Data Collection Forms & Organizer", "Latest Updates" with a post from September 17th, 2013 about "Reduce Time-Outs With Active Response Beads", and a featured article from November 20, 2013, titled "Building Sight-Word Vocabulary: 4 Methods". On the right side, a "Featured Tools" sidebar lists various resources such as the Academic Intervention Planner, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker. A central image shows a teacher and four students gathered around a table, looking at a document together.

INTERVENTION CENTRAL Your source for RTI resources

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Response To Intervention – RTI Resources

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Products

RTI Data Collection Forms & Organizer

Latest Updates

September 17th, 2013
How To: Reduce Time-Outs With Active Response Beads
Active-Response Beads-Time Out replaces in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities.
[Read more...](#)

[20 Nov 2013] **Building Sight-Word Vocabulary: 4 Methods.** Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient tutoring interventions that promote student acquisition of common sight words.

[18 Nov 2013]. **CBM Warehouse: New Resources for Tracking Basic Academic Skills.** Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 8 areas: Letter Knowledge, Oral Reading Fluency, Reading Comprehension (Maze), Early Math (Number Sense), Math Computation, and Written Expression.

Featured Tools

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker

Handout



RT/MTSS Classroom Teacher Toolkit

The Teacher as 'First Responder': RT/MTSS & Struggling Learners

Jim Wright, Presenter




Email: jimw13159@gmail.com

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

Workshop PPTs and handout available at:


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

RTI/MTSS & the Classroom: Part 1: Workshop Agenda

-  1. RTI/MTSS. What is 'response-to-intervention' and how can it help schools to identify and support 'difficult-to-teach' students?
-  2. RESOURCES. What free internet intervention resources are available for teachers?
-  3. Q&A. What RTI/MTSS questions do you have?



RTI Files...



Case 1: Jacqueline:
1st Grade: Letter Knowledge



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



RTI Files: Case 1

Jacqueline
Grade 1

Problem: Limited
letter knowledge

Intervention:
Incremental
Rehearsal



RTI Files: Case 1

- **Problem:** Jacqueline cannot identify all mixed-case letters.
- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.



Letter Names: Incremental Rehearsal

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

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

Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters

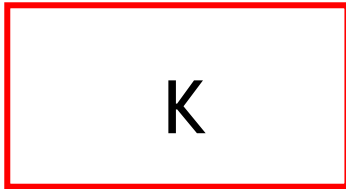
b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

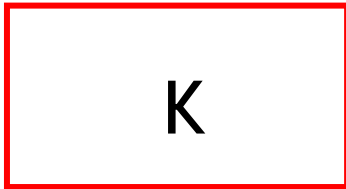
Incremental Rehearsal of Letter Names

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

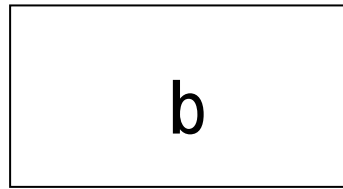


Incremental Rehearsal of Letter Names

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



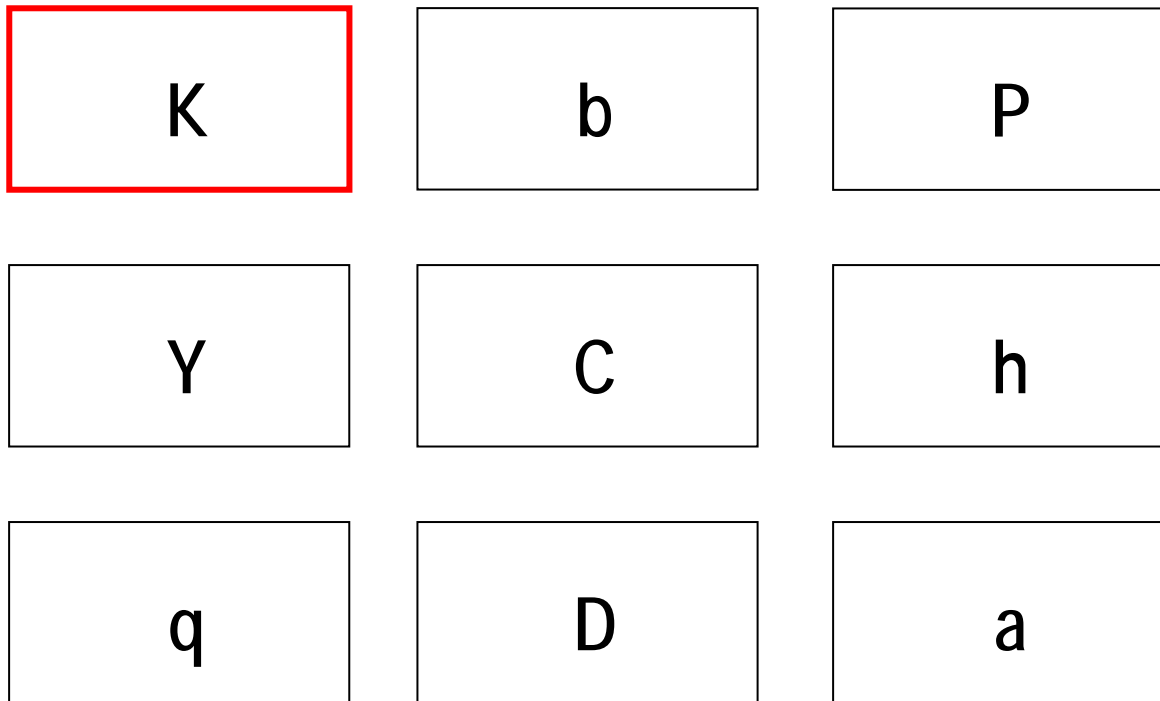
K



b

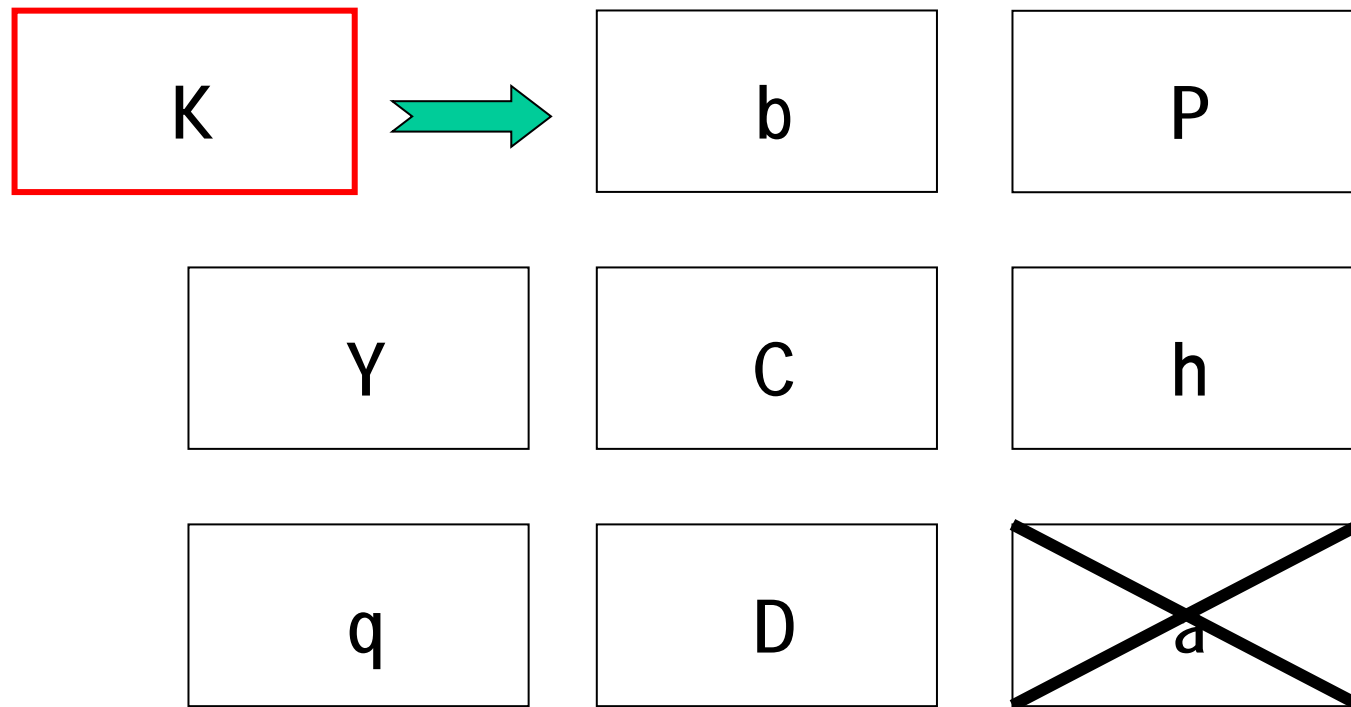
Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

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



Incremental Rehearsal of Letter Names

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

N

K

b

P

Y

C

h

Q

D

RTI Files: Case 1

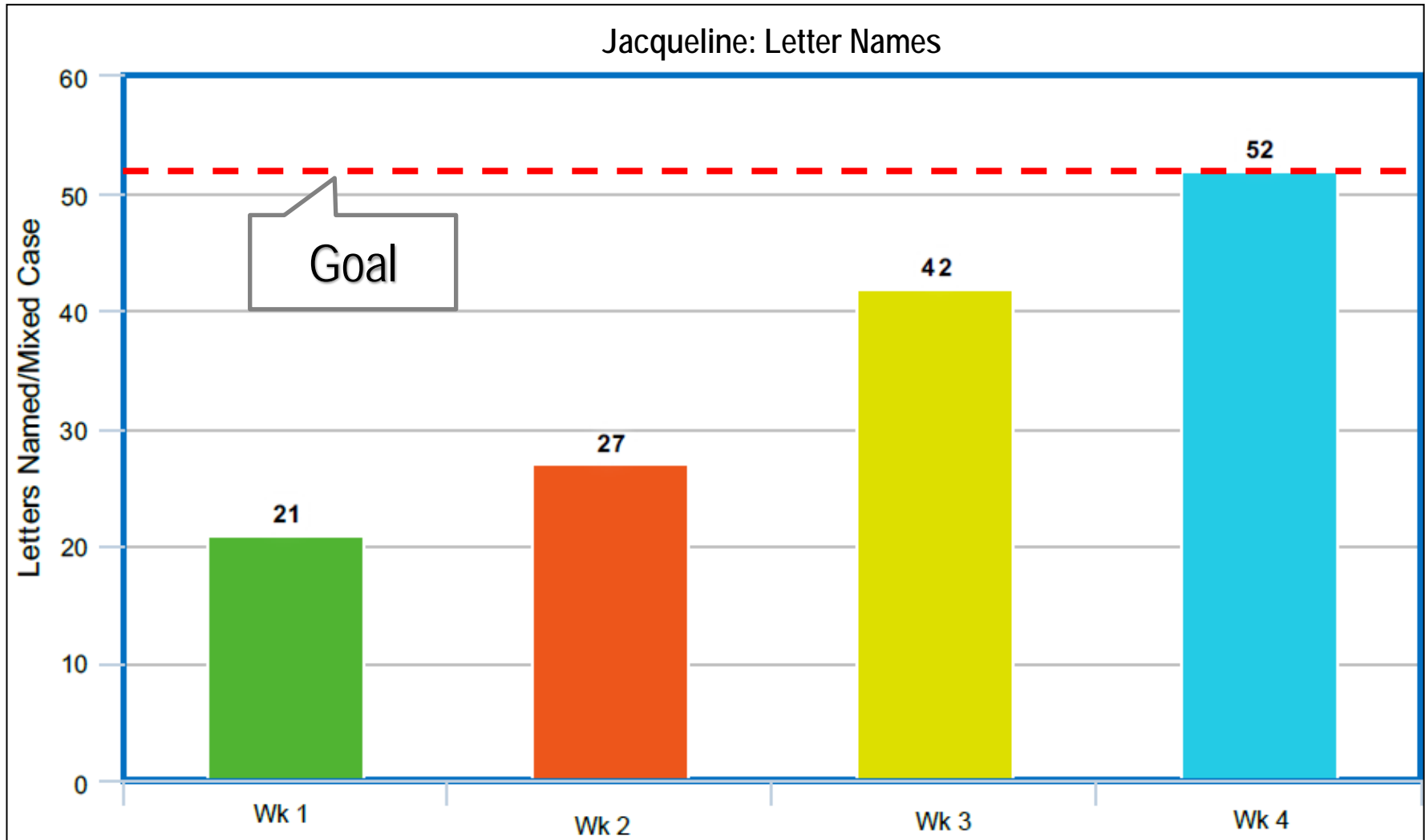
- **Progress-Monitoring:** During the intervention, Mrs. Sampson keeps a cumulative record of any additional letter-names that Jacqueline masters, entering them on a log sheet.

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



RTI Files: Case 1

Jacqueline: Grade 1: Incremental Rehearsal



RTI Files: Case 1: Take-Away

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

RTI Files: Case 2

Neda

Grade 4

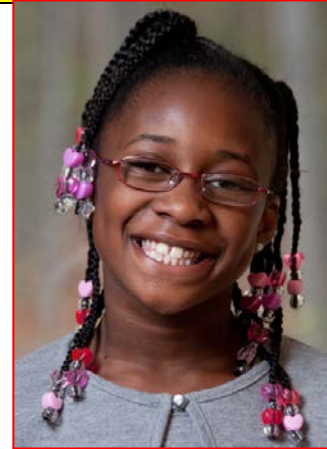
Problem: Limited
math-fact fluency

Intervention:
Cover-Copy-
Compare



RTI Files: Case 2

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



Cover-Copy-Compare: Math Facts

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

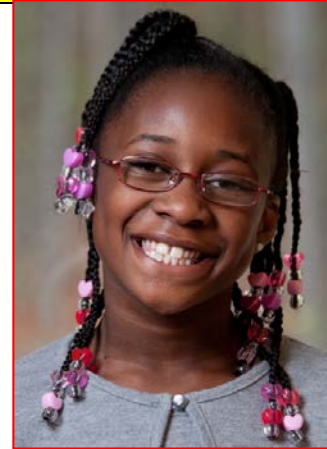
Cover-Copy-
Compare Math
Fact Student
Worksheet

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

RTI Files: Case 2

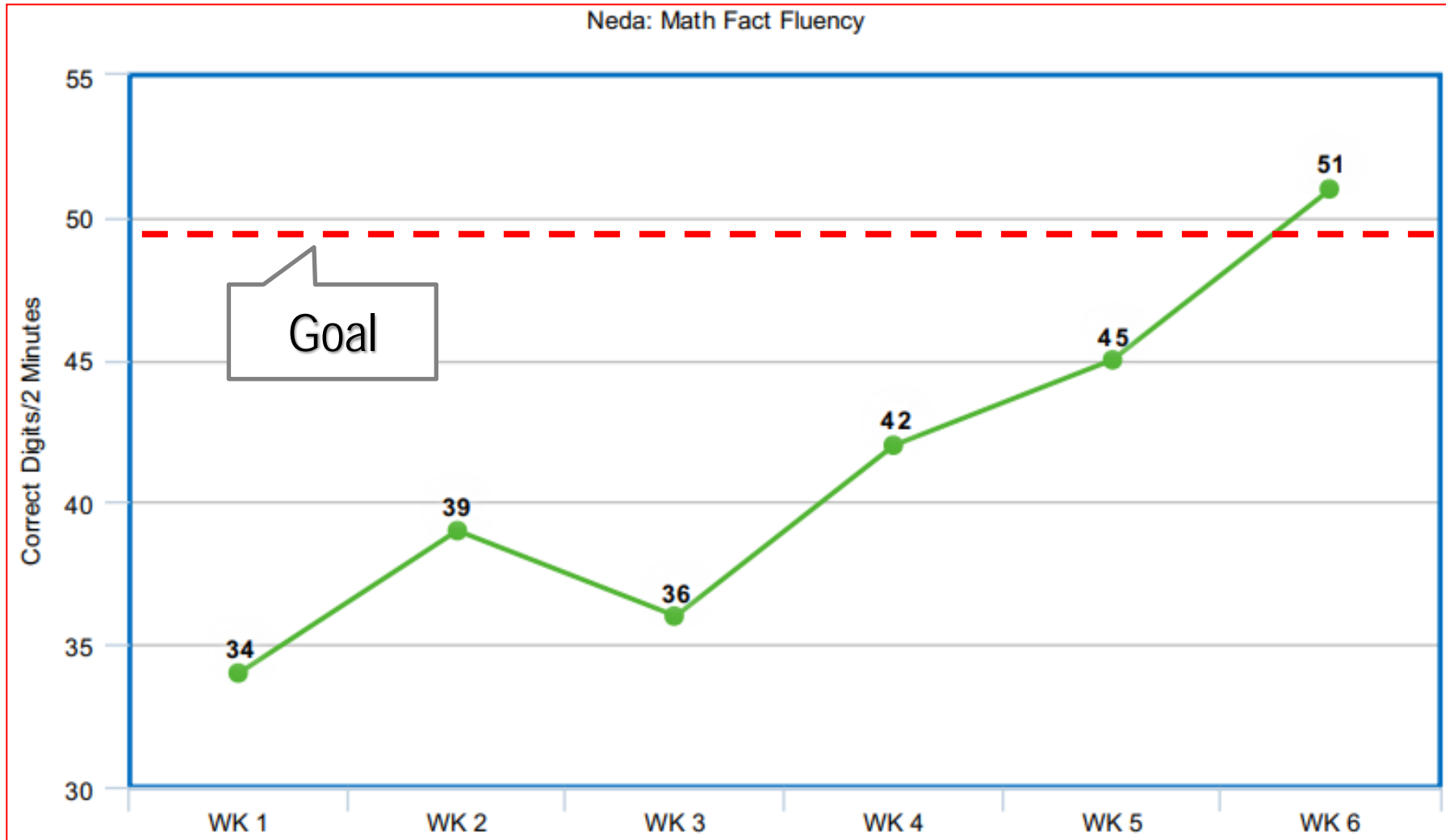
- **Progress-Monitoring:** Ms. Tanger will assess Neda's math-fact fluency once per week with a timed (2-minute) worksheet of randomly selected basic multiplication facts. The sheet will be scored for number of correct digits.

At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.



RTI Files: Case 2

Neda: Grade 4: Math-Fact Fluency




RTI Files: Case 2: Take-Away

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

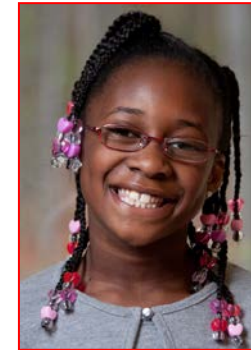
RTI Files...



Case 1: Jacqueline:
1st Grade: Letter Knowledge



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



zoom Survey

RTI/MTSS Tiers. What are the levels, or 'tiers', of academic intervention in RTI/MTSS?



RTI vs. MTSS: What is the Difference?

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

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

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

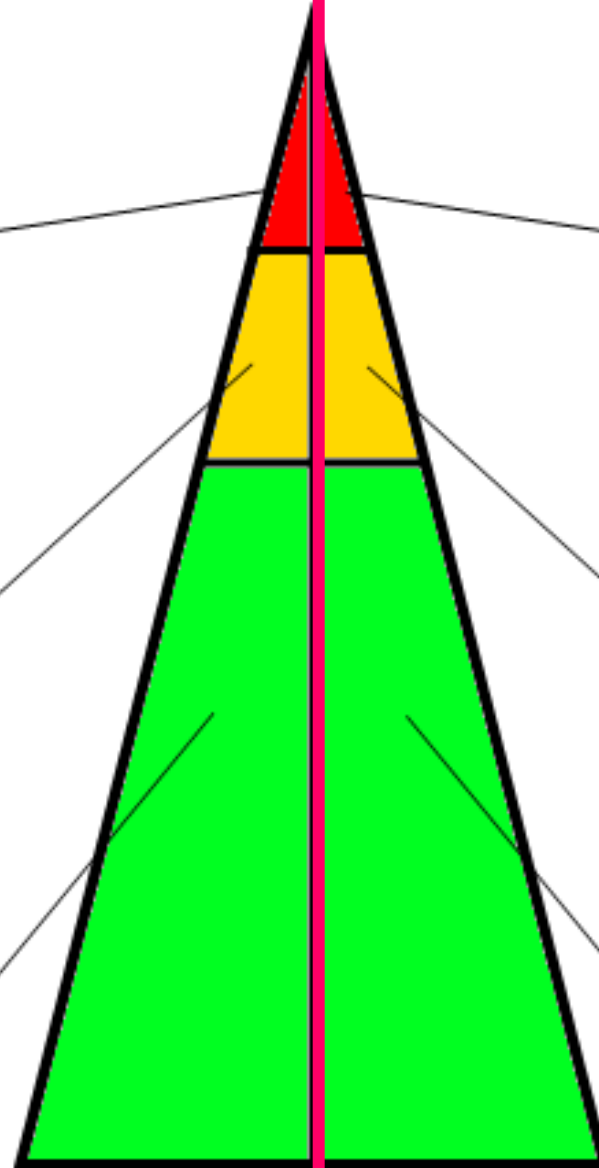
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

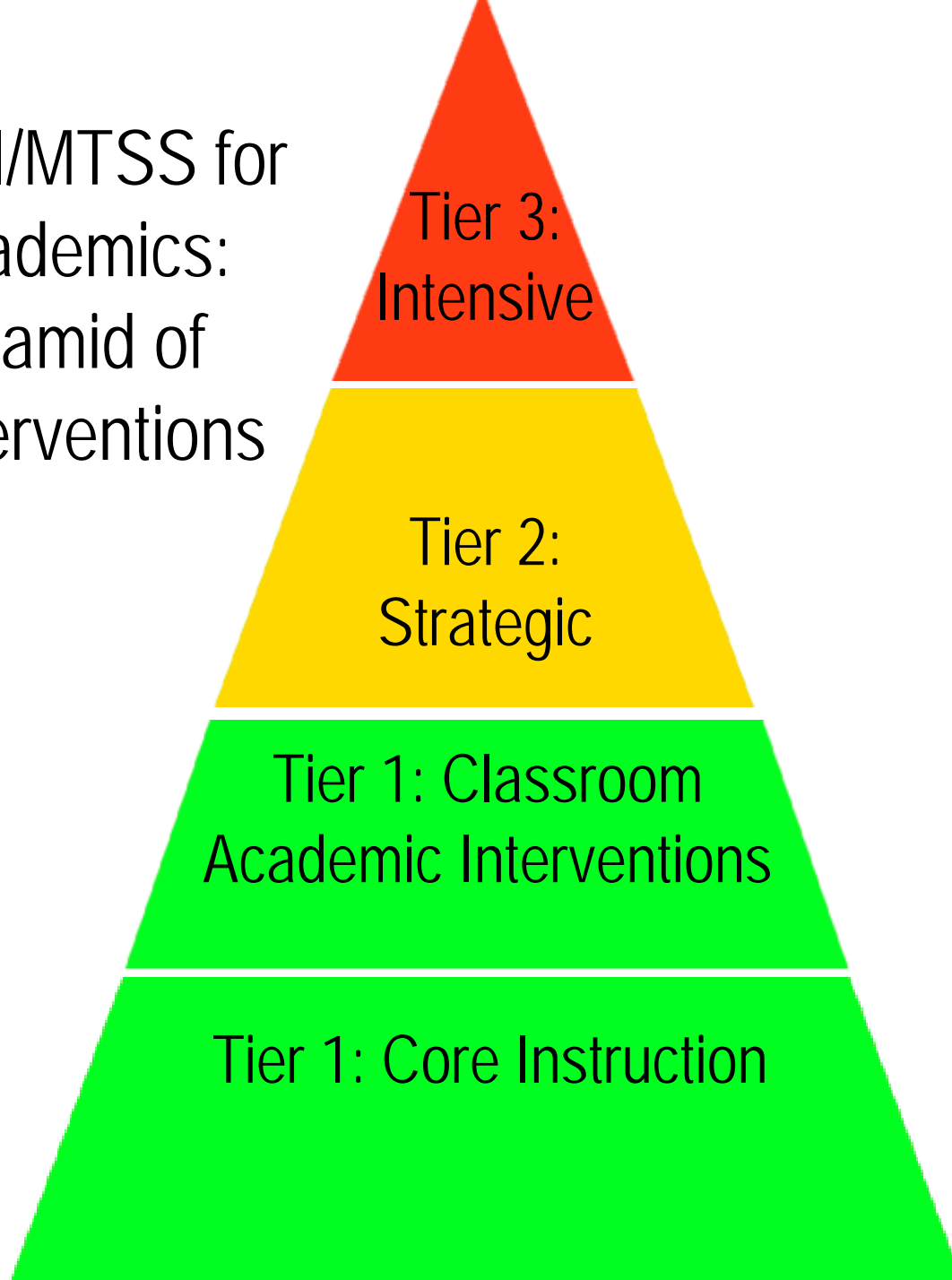
Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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

RTI/MTSS for
Academics:
Pyramid of
Interventions



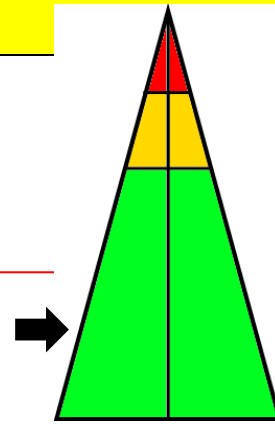
RTI/MTSS for Academics: Pyramid of Interventions



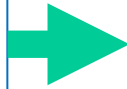
Tier 1: Core Instruction

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

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



...maximizes **time devoted to instruction** by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.



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



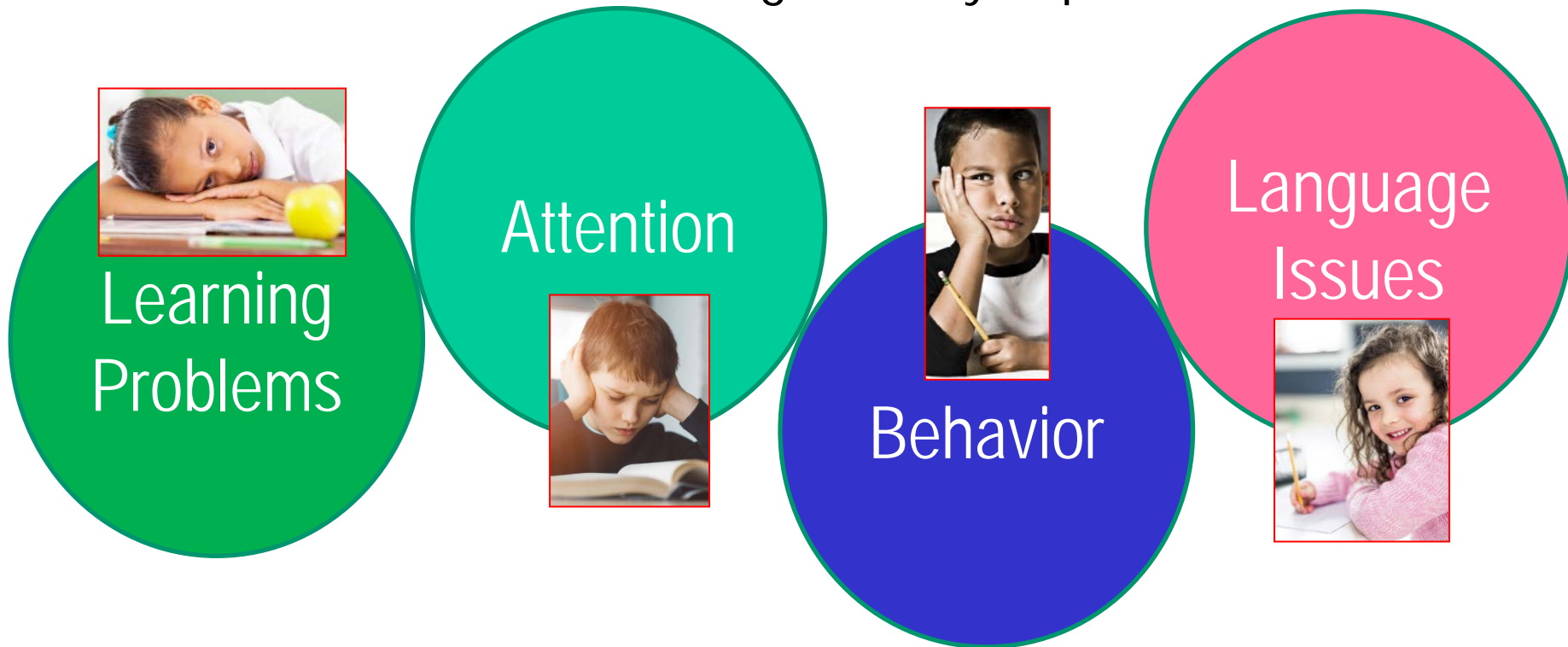
...provides **differentiated instruction** matched to student needs.



...for reading and mathematics instruction, uses programs and/or practices **supported by research**.

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.
pp. 3-4

How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

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

1. Increase Access to Instruction	
Instructional Element	Notes
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).	
<input type="checkbox"/> Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenhine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> 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).	
<input type="checkbox"/> Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

- 1. Access to Instruction**
- Instructional Match
 - Content Review at Lesson Start
 - Preview of Lesson Goal(s)
 - Chunking of New Material

- 2. 'Scaffolding' Support**
- Detailed Explanations & Instructions
 - Talk Alouds/Think Alouds
 - Work Models
 - Active Engagement
 - Collaborative Assignments
 - Checks for Understanding

- 2. 'Scaffolding' Support (Cont.)**
- Group Responding
 - High Rate of Student Success
 - Brisk Rate of Instruction
 - Fix-Up Strategies

- 3. Timely Performance Feedback**
- Regular Feedback
 - Step-by-Step Checklists

- 4. Opportunities for Review/ Practice**
- Spacing of Practice Throughout Lesson
 - Guided Practice
 - Support for Independent Practice
 - Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
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- Regular Feedback
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4. Opportunities for Review/ Practice

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



Motivating Students Through Collaboration: Numbered Heads Together (Online)



The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).
- students should have enough wait-time to formulate an adequate answer.,
- the teacher should provide targeted performance feedback (Maheady et al., 2006).

Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).

Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."*
3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.



Motivating Students Through Collaboration: Numbered Heads Together



- 4. Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "*All number [1, 2, 3, or 4] students who know the answer, raise your hand.*" The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "*How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand.*" [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/ Practice

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

How to: Implement Strong Core Instruction

1. Access to Instruction

Instructional Match

Co
 Pre
Activity: Strong Direct Instruction

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

De
2. Select ONE that for you is a relative STRENGTH.

Wo

Active Engagement

Collaborative Assignments

Checks for Understanding

2. 'Scaffolding' Support (Cont.)

Group Responding

High Rate of Student Success

Brisk Rate of Instruction

Fix-Up Strategies

Timely Performance Feedback

Regular Feedback

Step-by-Step Checklists

Opportunities for Review/ Practice

Spacing of Practice Throughout Lesson

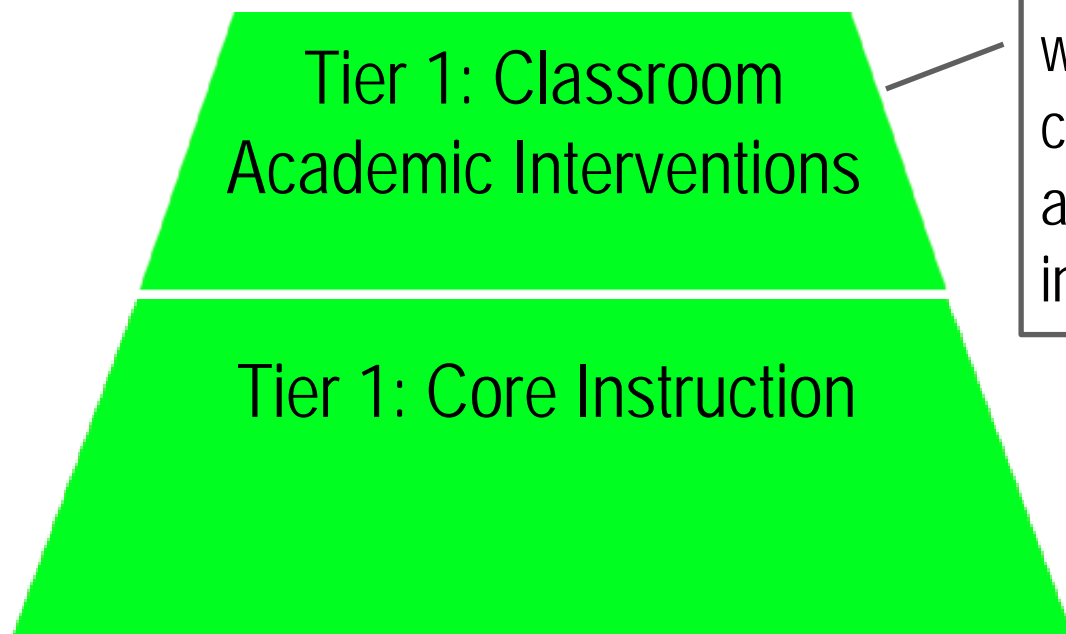
Guided Practice

Support for Independent Practice

Distributed Practice



RTI/MTSS for Academics: Pyramid of Interventions

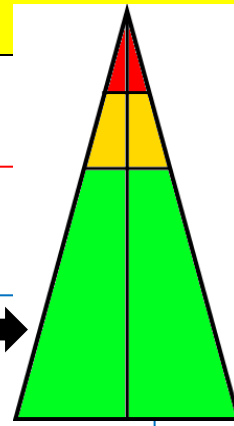


Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

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

Tier 1: Classroom Intervention. The teacher...



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



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



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

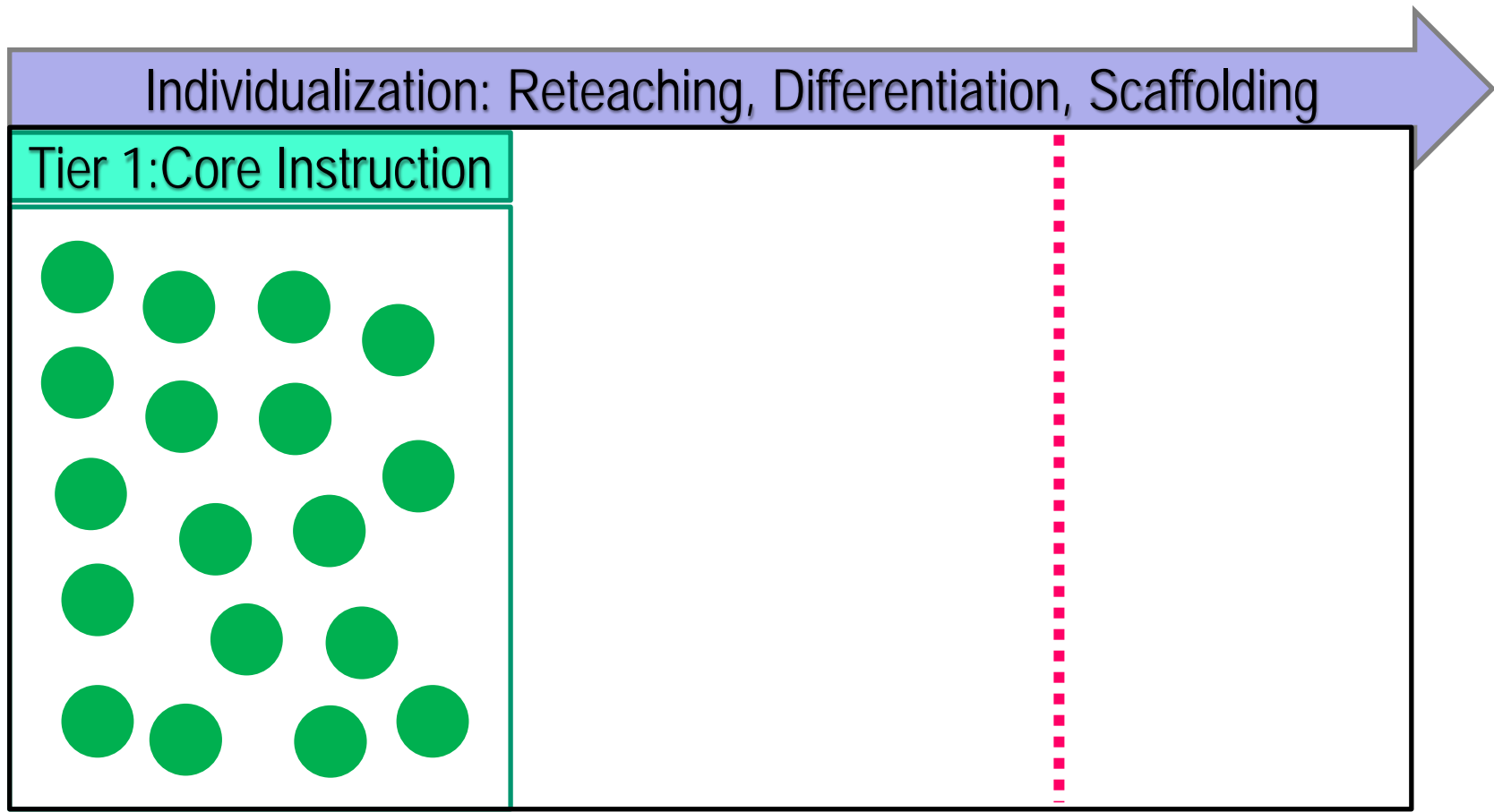


...selects method(s) to monitor student progress, setting a goal and collecting baseline data.

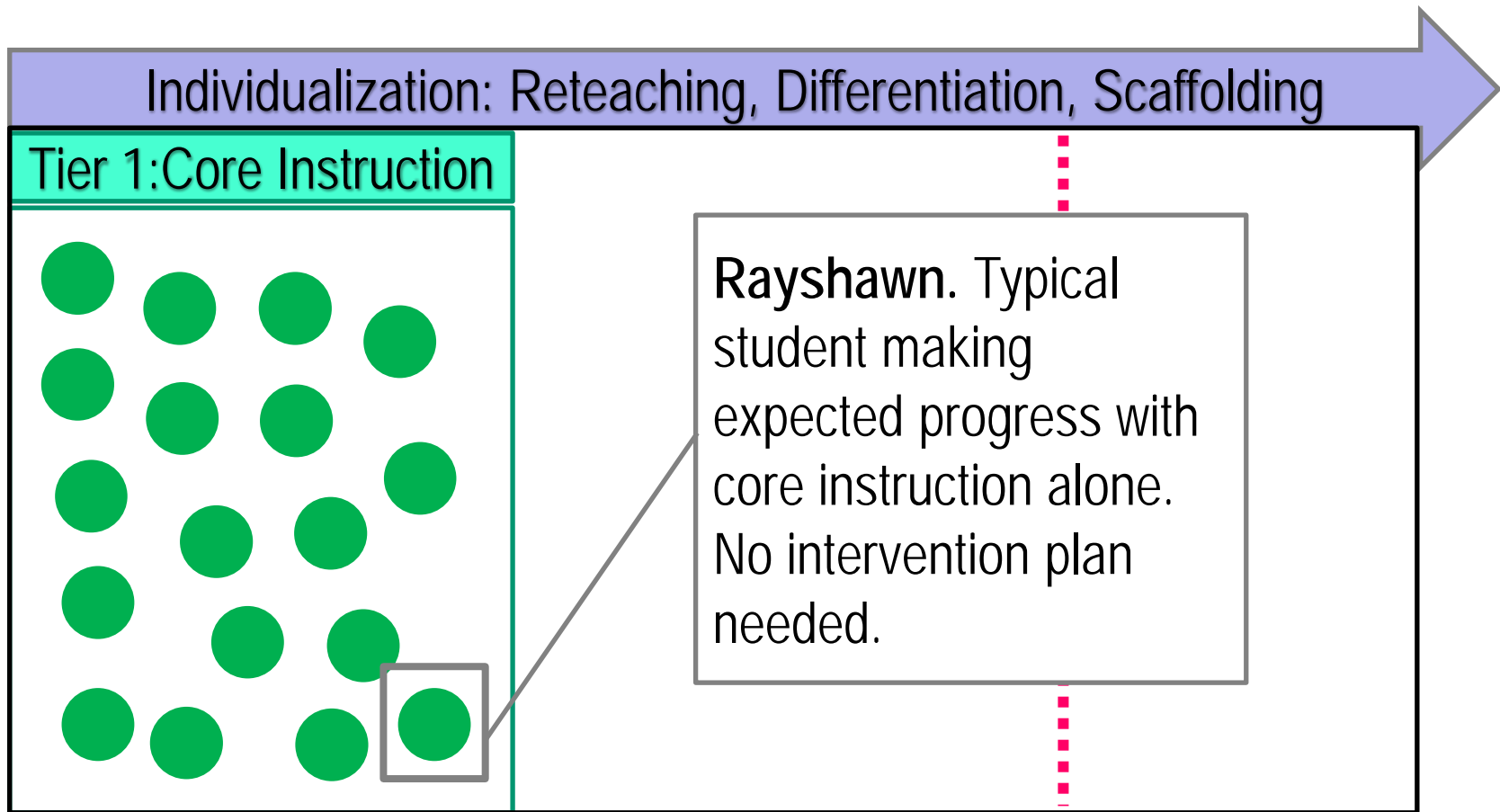


...chooses appropriate academic intervention(s) supported by research.

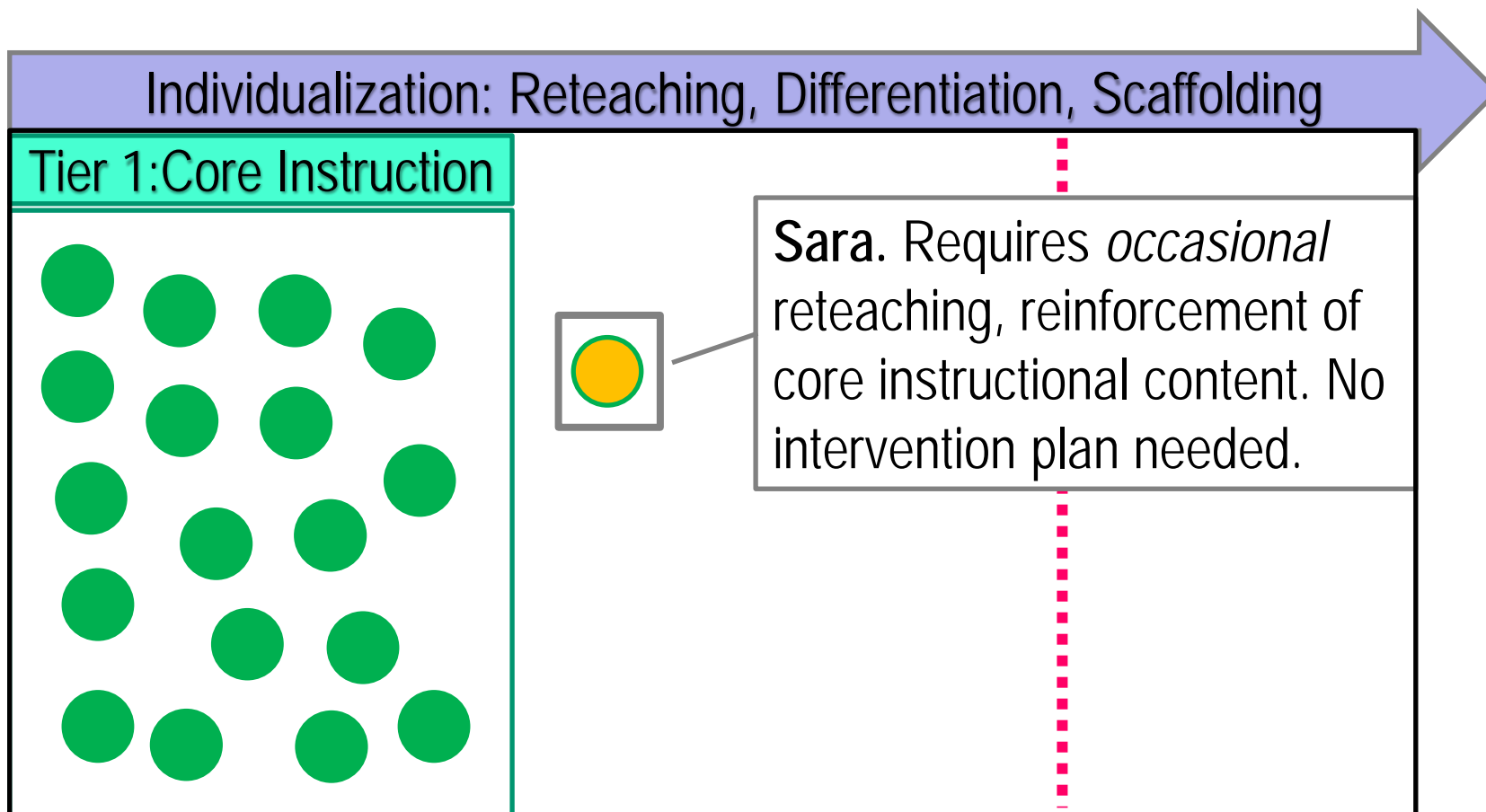
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



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



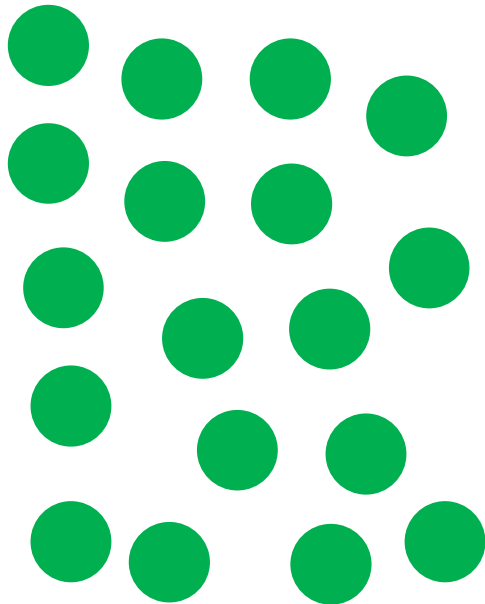
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



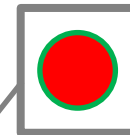
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1: Core Instruction



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



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

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

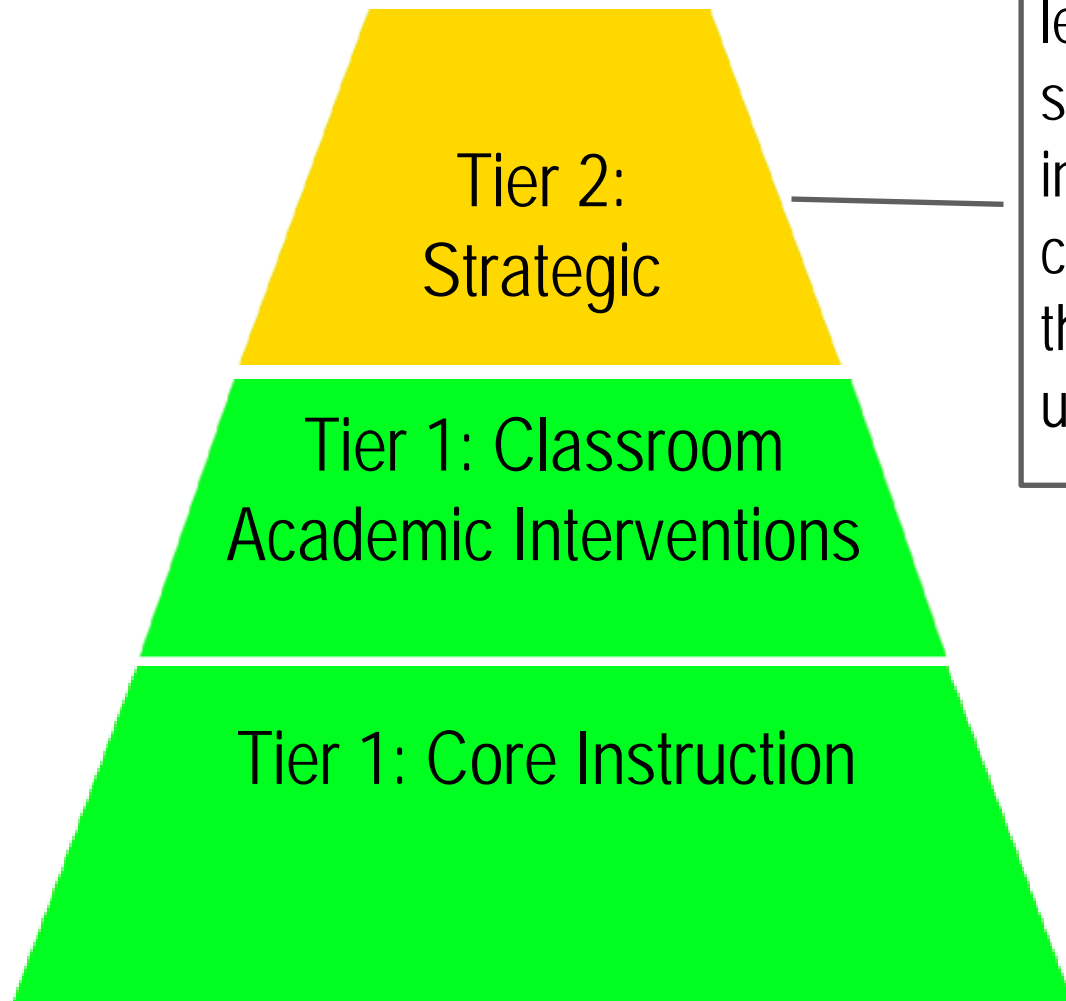
Parents & Student. You can make the creation of the Classroom Support Plan the focus of student and parent conferences.



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

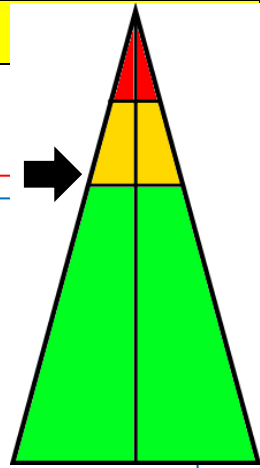
Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

RTI/MTSS for Academics: Pyramid of I



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

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



...students enter and exit Tier 2 services based primarily on the objective data of the school-wide screening tool(s) (e.g., 20-25th% or below), with teacher nomination as only a minor source of recruitment.

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

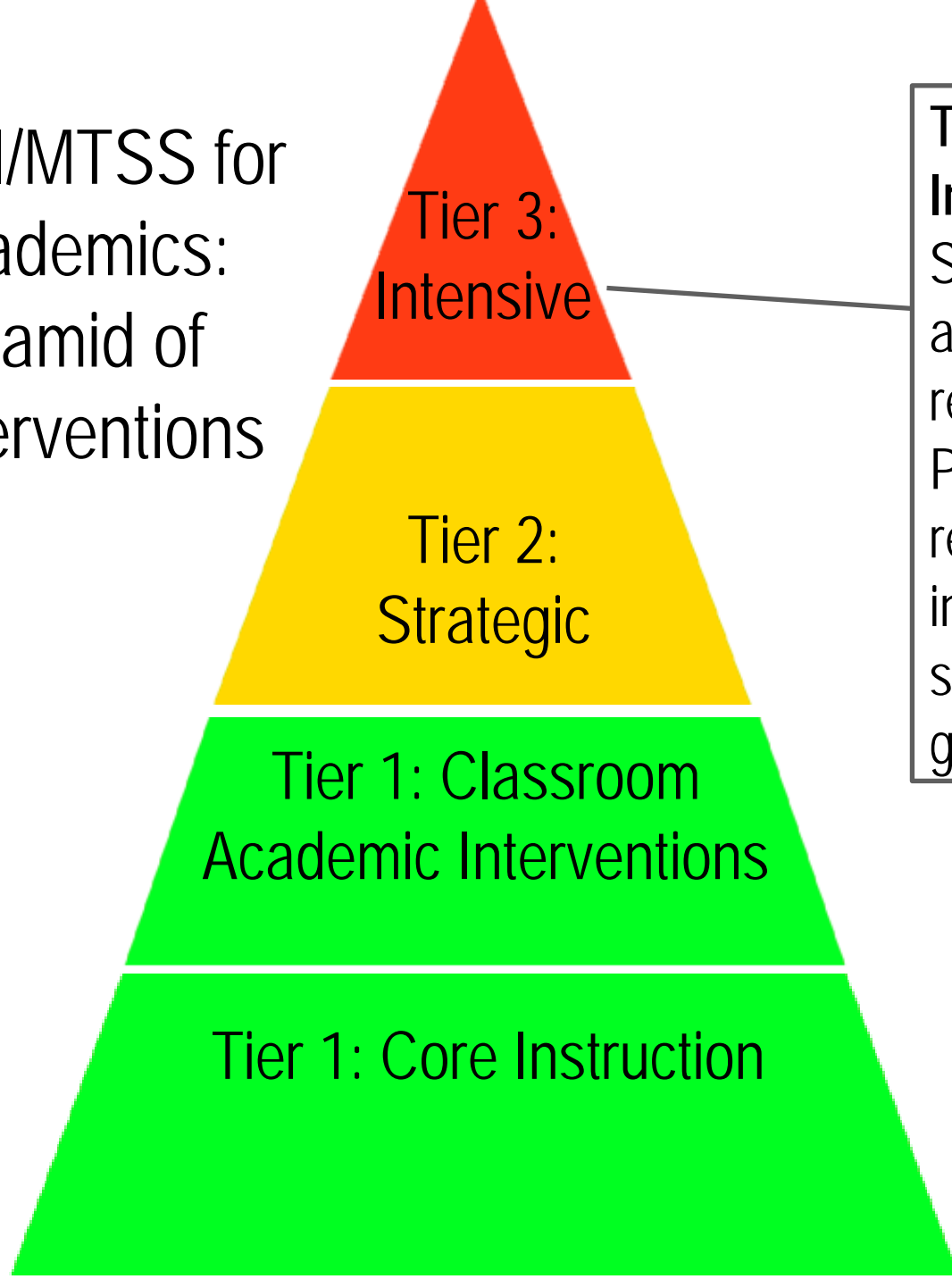


...the interventionist employs academic programs or practices supported by research.

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

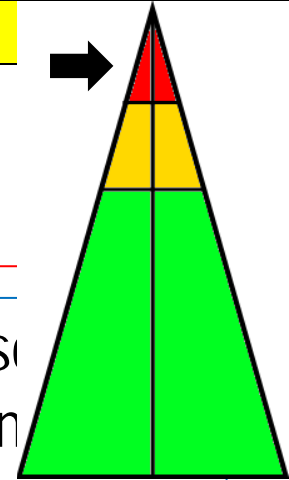
...interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .

RTI/MTSS for
Academics:
Pyramid of
Interventions



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

Tier 3: Intensive Intervention. The RTI Problem-Solving Team...



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


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



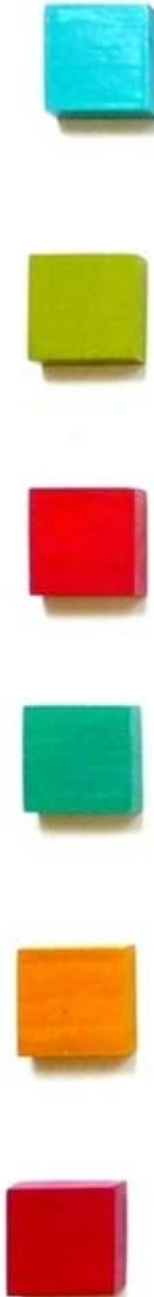
...produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.

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

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



Pivot Points. What are key classroom competencies that ANY student needs for school success?



The Struggling Student in a General-Education

Setting: Pivot Points

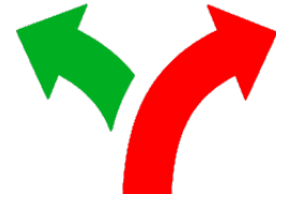


Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom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

Ranking	Student Competency
	A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. Work Completion. The student independently completes in-class work and homework.
	D. Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. Peer Interactions. The student collaborates productively and has positive social interactions with peers.
	H. 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').
	I. Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.

Handout
p. 2

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

Emotional control

Academic
'survival skills'

Peer interactions

Work completion

Self-efficacy

Transitions

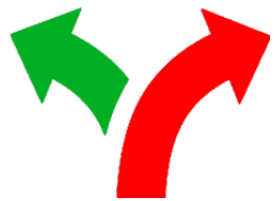
Self-understanding

Attentional focus

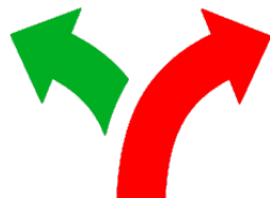
Self-advocacy



Pivot Points: The Struggling Student in a General Education Setting



A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.



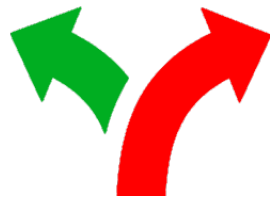
B. Academic Survival Skills. The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.



Pivot Points: The Struggling Student in a General Education Setting



C. **Work Completion.** The student independently completes in-class work and homework.



D. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).



Pivot Points: The Struggling Student in a General Education Setting



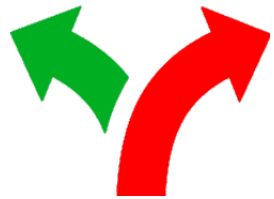
E. Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.



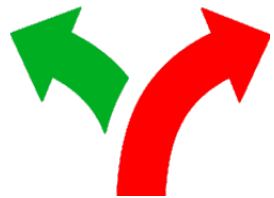
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Pivot Points: The Struggling Student in a General Education Setting



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H. 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').



Pivot Points: The Struggling Student in a General Education Setting



I. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.



J. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.



zoom Survey



COMING ATTRACTIONS: CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer. Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

Classroom Support Plan Writer

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

Get Started

URL: <https://interventioncentral-vue.firebaseio.com/>



Activity: RTI/MTSS Questions?

What additional RTI/MTSS questions do you have?

