MTSS for Academics at the High School: Optimize Supports for At-Risk Learners

Jim Wright www.interventioncentral.org







Workshop Information

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



About Jim Wright

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

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



Handout 1

RTI Classroom Teacher Toolkit

MTSS for Academics at the High School: Optimize Supports for At-Risk Learners

Jim Wright, Presenter

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

Workshop PPTs and handout available at:

http://www.interventioncentral.org/goalacademy

Handout 2

RTI/MTSS for Academics: District-Wide Planning Tool

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

- 1. Appoint a recorder.
- 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'.
- Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

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

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

RTI/MTSS Training Agenda: Tasks



- 1. US: Review 'best practices' in Tiers 1, 2, and 3 of RTI/MTSS.
- 2. YOU: Consider GOAL Academy High School's RTI/MTSS model; identify areas for change.
- 3. US: Review GOAL Academy's current RTI/MTSS process; agree on 'next steps' to recalibrate.

RTI/MTSS Training Agenda: Tasks



- 1. Introduction: The Role of High Schools in Identifying and Supporting the At-Risk Student
- MTSS for Academics: An Overview of the Multi-Tier Support Model
- 3. CLOSE-UP: Tier 1: Helping the Classroom Teacher to Deliver Strong Instruction & Become an Intervention 'First Responder'
- 4. CLOSE-UP: Tier 2: Targeting Off-Grade-Level Deficits with Supplemental Interventions
- 5. CLOSE-UP: Tier 3: Creating a Strong MTSS Problem-Solving Team to Help Students with Intensive Needs
- SCHOOLWIDE CAPACITY-BUILDING: Establishing an MTSS Leadership Team; Writing an MTSS-Academic 'Blueprint' for Your School

RTI/MTSS Training Agenda: Tasks



- 7. REVIEW: Common MTSS High-School 'Crunch Points' and How to Overcome Them
- 8. DISCUSSION: Next-Steps MTSS Planning for GOAL Academy High School

MTSS for High Schools: Maintaining Perspective...

1. Nothing changes in your current problem-solving process based on today's training—unless you decide as a group to make those changes.



2. The goal today is not to convince you to adopt an MTSS model. You are already doing it. The only question today is whether you can do an even better job of supporting at-risk learners.



Introduction: The Role of High Schools in Identifying and Supporting the At-Risk Student



The Benefits of High Schools...

High schools offer significant, even irreplaceable, benefits of particular importance to at-risk learners. High schools:



- provide academic and vocational instruction to prepare students for transition to college or post-secondary employment.
- provide credentialing to certify the student's school-related accomplishments.
- provide remedial instruction to fill in academic-skill gaps often inherited from earlier grade levels.
- are one of the most important sources of youth mental-health services in the country in the forms of direct service and referrals.

Pro's & Con's of the Remote-Instruction Model

Potential Strengths

- + Learning is asynchronous.
- + Scheduling specific courses may be easier for students.
- + Students can progress at their own rate.
- + Students can juggle education with outside responsibilities, opportunities.
- + Because students are 'digital natives', they are already savvy in navigating/performing in online environments.

Potential Challenges

- Success requires that the student have skills and motivation to self-manage learning.
- Teachers may find that it takes greater effort to get to know learners' capacities in the digital classroom.
- Compared with in-person learning, remote instruction can attenuate the power of personal connection.

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The perfect is the enemy of the good.

-Italian Proverb

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The Virtual High School & MTSS: Challenges



- RTI/MTSS research at the high-school level is less advanced than at elementary & middle schools. So, high schools sometimes are required to adapt procedures from younger grades to fit their system.
- There is limited research into effective MTSS practices in virtual-instruction environments. Therefore, remote-learning institutions will need to translate direct-instruction procedures to fit their model.



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	
	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').	
	 Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social- emotional functioning. 	
	Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.	

Handout 1 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

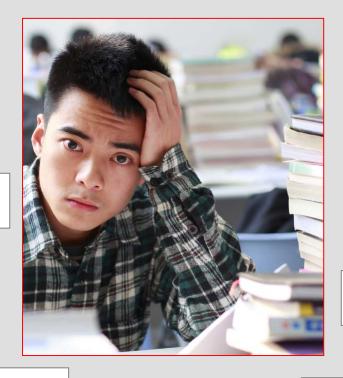
Basic academic skills

Emotional control

Academic 'survival skills'

Work completion

Transitions



Peer interactions

Self-efficacy

Self-understanding

Attentional focus

Self-advocacy



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





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



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







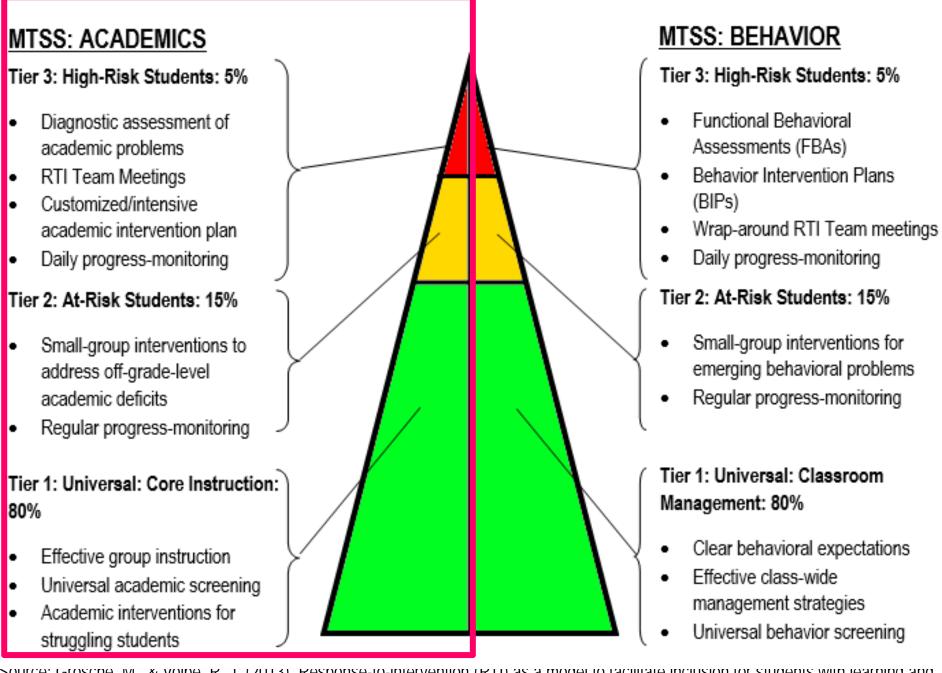
MTSS for Academics: An Overview of the Multi-Tier Support Model



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.



Source: Groscne, IVI., & Volpe, R. J. (2013). Response-to-intervention (R11) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education*, 28, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

Five Core Components of RTI/MTSS Service Delivery

- 1. Student services are arranged in a multi-tier model
- Data are collected to assess student baseline levels and to make decisions about student progress
- Interventions are 'evidence-based'
- 4. The 'procedural integrity' of interventions is measured
- RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

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

RTI/MTSS Continuum of Services: Tiers 1-3

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

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

Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.



Continuum of MTSS: Across Grade Levels



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

The student:

- received interventions in current classroom to address concerns.
- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.
- continues to show a large academic 'performance deficit'.
- has failed to close the academic gap with peers (as measured by school-wide screening tools).

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

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

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

- is a continuous-improvement model.
- will take 3 to 5 years to fully implement within a school...because MTSS must be achievable within a school's current resources.
- cannot advance faster than the ability of staff to 'assimilate change'.
- is unlikely to be successful unless every educator has a clearly defined MTSS role and knows what that role is.





CLOSE-UP: Tier 1: Delivering Strong Instruction to All Students







Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction

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

MTSS: Tier 1: Core Instruction

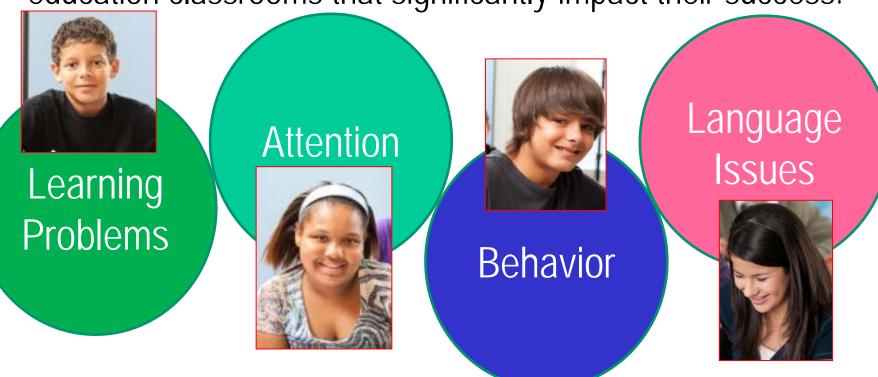
 Strong core instructional practices are the foundation of MTSS. They underlie and strengthen classroom instruction.

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

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

The Challenge of Learning Differences...

Students often bring learning differences to their generaleducation classrooms that significantly impact their success.



One positive step is to have an efficient toolkit of researchbased instructional strategies appropriate for the entire class.

MTSS: Tier 1: Core Instruction: Direct

Instruction

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

Handout 1: pp. 3-4

Teacher: Date: Class/Lesso	n:				
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.	kist to make sure that their				
Increase Access to Instruction					
Instructional Element	Notes				
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).					
☐ Content Review at Lesson Start. The lesson opens with a brief review					
of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).					
 Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008). 					
 Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008). 					
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2. Provided 'Scaffolding' Support					
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How To: Implement Strong Core Instruction

www.intervention

How to: Implement Strong Core Instruction Access to Instruction 2. 'Scaffolding' Support (Cont.) ☐ Group Responding

☐ Brisk Rate of Instruction

Timely Performance Feedback

Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

■ Support for Independent Practice

☐ Fix-Up Strategies

□ Regular Feedback

□ Guided Practice

□ Distributed Practice

☐ Step-by-Step Checklists

□ Instructional Match ☐ High Rate of Student Success □ Content Review at Lesson Start

☐ Preview of Lesson Goal(s)

☐ Chunking of New Material

□ Talk Alouds/Think Alouds

□ Collaborative Assignments

□ Checks for Understanding

■Work Models

□ Active Engagement

'Scaffolding' Support

☐ Detailed Explanations & Instructions

Increase Access to Instruction

- 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).

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

Provide 'Scaffolding' Support

- 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).

Provide 'Scaffolding' Support

- 3. Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).
- 4. Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How to: Implement Strong Core Instruction					
1. Access to Instruction	2. 'Scaffolding' Support (Cont.)				
☐Instructional Match	☐Group Responding				
☐ Content Review at Lesson Start	☐ High Rate of Student Success				
☐ Preview of Lesson Goal(s)	☐Brisk Rate of Instruction				
☐ Chunking of New Material	☐Fix-Up Strategies				
2. 'Scaffolding' Support	3. Timely Performance Feedback				

□ Regular Feedback

□ Guided Practice

□ Distributed Practice

☐ Step-by-Step Checklists

Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

■ Support for Independent Practice

☐ Detailed Explanations & Instructions

☐ Talk Alouds/Think Alouds

□Collaborative Assignments

□ Checks for Understanding

■Work Models

□ Active Engagement

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:

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

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	2. 'Scaffolding' Support (Cont.)			
☐Instructional Match	☐Group Responding			
☐ Content Review at Lesson Start	☐ High Rate of Student Success			
☐ Preview of Lesson Goal(s)	☐Brisk Rate of Instruction			
☐ Chunking of New Material	□Fix-Up Strategies			
2. 'Scaffolding' Support	3. Timely Performance Feedback			

□ Regular Feedback

□ Guided Practice

□ Distributed Practice

☐ Step-by-Step Checklists

Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

■ Support for Independent Practice

☐ Detailed Explanations & Instructions

□ Talk Alouds/Think Alouds

□Collaborative Assignments

□ Checks for Understanding

■Work Models

□ Active Engagement

How to: Implement Strong Core Instruction Access to Instruction 2. 'Scaffolding' Support (Cont.) ☐ Group Responding □Instructional Match □co Activity: Strong Direct High Rate of Student Success □Pre Instruction Brisk Rate of Instruction 02:00 IFix-Up Strategies 1. Review this list of elements of www.interventioncentral.org direct instruction. **Timely Performance Feedback** Discuss how your school Regular Feedback □ De might use this or a similar Step-by-Step Checklists checklist to create schoolwide expectations for strong, **Opportunities for Review/ Practice □**Wc consistent Tier 1 (core) □ Act Spacing of Practice Throughout Lesson instruction to benefit **I**Guided Practice

■Support for Independent Practice

□ Distributed Practice

struggling learners. \Box Co





CLOSE-UP: Tier 1:
Helping the Classroom
Teacher to Become an
Intervention 'First
Responder'



RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

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.

MTSS: Tier 1: Classroom Intervention

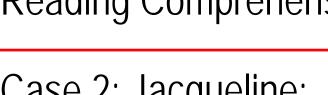
 Teachers sometimes need to put reading (or other academic) interventions in place for 'red flag' students.
 These are students whose delays or difficulties require a sustained remediation plan that will last at least several weeks.

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.

RTI Files...

Case 1: Tomás: Grade 7: Reading Comprehension



Case 2: Jacqueline:

Grade 1: Letter Knowledge



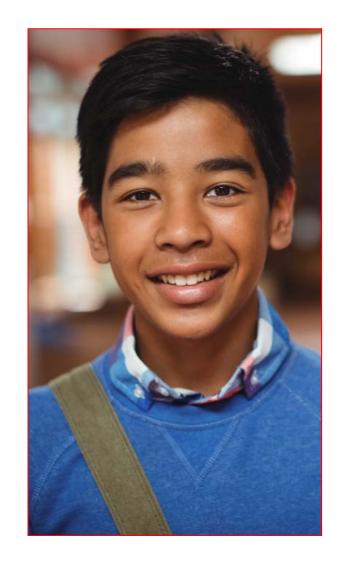
& Preparedness

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



RTI Files: Case 1

Tomás Grade 7 **Problem:** Reading comprehension Intervention: Read-Ask-Paraphrase



RTI Files: Case 1

- 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.

Resp

Read-Ask-Paraphrase: STEPS:

- 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.

READ-ASK-PARAPHRASE (RAP) Sheet: Reading Comprehension: Cognitive Strategy (Available on Conference Web Page)

Read-Ask-Paraphrase (F	RAP) She	eet		
Name:	Date:		Title/Pages of Reading:	
Student Directions: For each paragraph for idea of the paragraph is and what two key of	letails support th	at main idea; (3)	EAD the paragraph; (2) AS PARAPHRASE the main	X yourself what the main idea and two supporting
details in your own words and write them in	the blank provid	ed.		
Paragraph 1				
Paragraph 2				
Paragraph 3				
Paragraph 4				
Paragraph 5				

RTI Files: Case 1

• 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.

Readiness Assessment Tests (RATs). RATs are brief teacher-made assignments that students complete after reading but before that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.

Readiness Assessment Tests (RATs): Sample Questions.

Multiple Choice.

A solar eclipse occurs when:

- A. the sun cools and dims.
- B. the moon passes between the earth and sun.
- C. the earth spins on its axis.
- D. the earth blocks moonlight.

Short Answer.

A solar eclipse occurs when the _____ passes

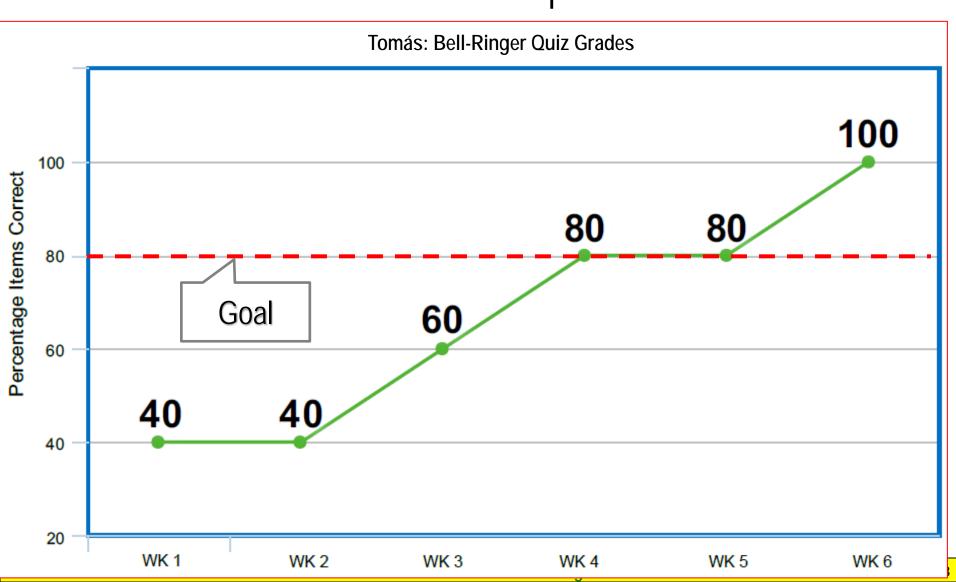
between the _____ and sun.

Essay

Write a brief essay explaining the cause of a solar eclipse.

RTI Files: Case 1

Tomás: Grade 7: Read-Ask-Paraphrase

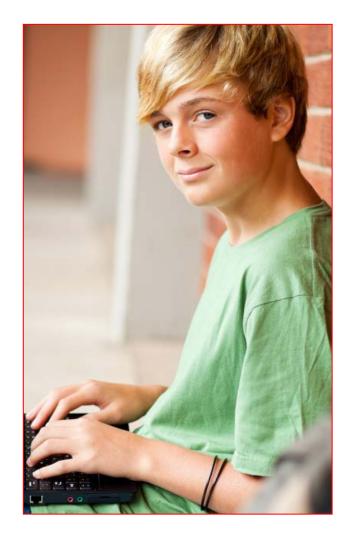


RTI Files: Case 1: Take-Away

- 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 selfmanaging learners, mastering and using effective strategies on their own.

RTI Files: Case 3

Russell Grade 10 Problem: Attendance and preparedness Intervention: Learning Contract



RTI Files: Case 3

- Problem: Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.
- Intervention: Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a learning contract.



Learning Contracts: Put Student Promises in Writing...

 Description. A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

 This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Learning Contract: Example

Nam	e. Russell B.	reacher.	мг. наррароп	Class/Course.	Science 10	Date: Feb 4, 2018		
	Russell B: Success Contract: Science 10							
l am	taking part in this leam	ing contrac	t to improve my	grades and pass	the course.			
Stud	ent Responsibilities							
l hav	e chosen to complete t	he followin	g actions:					
1	I will arrive to class or	n time.						
2	l will bring my work m assignments.	naterials to	class, includir	ng paper, noteb	ook, textbook,	and current		
3	l will keep my desk o	rganized o	during indepen	dent work.				
4	l will submit any curre	ent homev	work at the star	t of class.				
	her Responsibilities-	chiqua suc	nace in this cour	rea through those	actions/sunnort	e.		
My teacher will help me to achieve success in this course through these actions/supports: 1. Weekly reminders about any missing homework. 2. Extra-help period available for challenging assignments. 3. 4.								
Length of Contract								
The terms of this contract will continue until: April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.								
Sign-Offs								
Mr. Rappaport Russell B.								
	Mr. Rappaport		Russe	II B.	[Par	ent Name]		
	Teacher		Stude		•	Parent		
erve	reacies Student raient							

Learning Contracts: Put Student Promises in Writing...

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Learning Contract: Example

Name:	Russell B.	Teacher	Mr. Rappaport	Class/Course:	Science 10	Date: Feb 4, 2018	
Russell B: Success Contract: Science 10							
l am ta	aking part in this learni	ng contrac	t to improve my	grades and pass	the course.		
Studer	nt Responsibilities		·····				
I have	chosen to complete th	ne followin	g actions:				
1	will arrive to class or	n time.					
	will bring my work m ssignments.	aterials to	o class, includir	ng paper, noteb	ook, textbook,	and current	
3	will keep my desk or	ganized (during indepen	dent work.			
4	will submit any curre	nt homev	work at the star	t of class.			
	er Responsibilities						
My teacher will help me to achieve success in this course through these actions/supports: 1. Weekly reminders about any missing homework. 2. Extra-help period available for challenging assignments. 3. 4.							
Length of Contract							
The terms of this contract will continue until: April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.							
Sign-Offs							
Mr. Rappaport Russell B.							
	Mr. Rappaport		Russe	II B.	[Par	rent Name]	
	Teacher		Stude	ent		Parent	

Teacher: Mr. Rappaport Class/Course: Science 10

Date: Feb 4, 2018

I am taking part in this learning contract to improve my grades and pass the course.

htract: Science 10

s and pass the course.

Learning Cor

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

7 ha	ive chosen to complete the following actions:
1	I will arrive to class on time.
2	I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3	I will keep my desk organized during independent work.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

- Weekly reminders about any missing homework.
- Extra-help period available for challenging assignments.

will submit any current homework at the start of class.

Length of Contract

The terms of this contract will continue until

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Russell B.

Student

Sign-Offs

Russell B. Mr. Rappaport

Mr. Rappaport

[Parent Name] Parent

WWW.Interventioncentral.org

Learning Contract: Example

Name.	Russell B.	reactier.	мг. наррароп	Cidss/Course.	Science 10	Date. Feb 4, 2018		
	Russell B: Success Contract: Science 10							
I am ta	aking part in this learni	ng contrac	t to improve my	grades and pass	the course.			
	nt Responsibilities							
I have	chosen to complete th	ne followin	g actions:					
1	will arrive to class or	time.						
	will bring my work m ssignments.	aterials to	class, includir	ng paper, noteb	ook, textbook,	and current		
3	will keep my desk or	ganized (during indepen	dent work.				
4	will submit any curre	nt homev	work at the star	t of class.				
	er Responsibilities	chieve suc	cess in this cour	se through these	actions/support	s:		
Weekly reminders about any missing homework. Extra-help period available for challenging assignments. 3. 4.								
The terms of this contract will continue until:								
April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.								
Sign-Offs								
Mr. Rappaport Russell B.								
	Mr. Rappaport		Russe	II B.	[Par	rent Name]		
ELVEL	Teacher	U.	Stude	ent		Parent		

13

Date: Feb 4, 2018

Learning Contract: Example

Teacher: Mr. Rappaport Class/Course: Science 10 Russell B: Success Contract: Science 10 I am taking part in this learning contract to improve my grades and pass the course. Student Responsibilities-I have chosen to complete the following actions: will arrive to class on time. will bring my work materials to class, including paper, notebook, textbook, and current assignments. will keep my desk organized during independent work. will submit any current homework at the start of class. Teacher Responsibilities-My teacher will help me to achieve success in this course through these actions/supports: Weekly reminders about any missing homework. Extra-help period available for challenging assignments.

Length of Contract-

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs-

Mr. Rappaport Russell B.

Russell B. Mr. Rappaport

Student

Parent

[Parent Name]

Teacher: Mr. Rappaport Class/Course: Science 10

Date: Feb 4, 2018

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Russell B: Success Contract: Science 10

ng part in this learning contract to improve my grades and pass the course.

Responsibilities

osen to complete the following actions:

arrive to class on time

bring my work materials to class, including paper, notebook, textbook, and current

II keep my desk organized during independent work.

Il submit any current homework at the start of class.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

Teacher Responsibilities-

My teacher will help me to achieve success in this course through these actions/supports:

- Weekly reminders about any missing homework.
- Extra-help period available for challenging assignments.
- 3.

Mr. Rappaport

Russell B. Student

[Parent Name] Parent

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Learning Contract: Example

Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018 Russell B: Success Contract: Science 10 I am taking part in this learning contract to improve my grades and pass the course. Student Responsibilities-I have chosen to complete the following actions: will arrive to class on time. will bring my work materials to class, including paper, notebook, textbook, and current assignments. will keep my desk organized during independent work. will submit any current homework at the start of class. Teacher Responsibilities-My teacher will help me to achieve success in this course through these actions/supports: Weekly reminders about any missing homework. Extra-help period available for challenging assignments. Length of Contract-The terms of this contract will continue until: April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract. Sign-Offs-Mr. Rappaport Russell B. Russell B. Mr. Rappaport [Parent Name] Student Teacher Parent

Respon Teacher: Mr. Rappaport Class/Course: Science 10 Date: Feb 4, 2018 Russell B: Success Contract: Science 10 I am taking part in this learning contract to improve my grades and pass the course. Student Responsibilities I have chosen to complete the following actions: will arrive to class on time. class, including paper, notebook, textbook, and current Sign-Off. Both student and teacher independent work. (and, optionally, the parent) sign the t the start of class. learning contract. The student signature in particular indicates a n this course through these actions/supports: voluntary acceptance of the learning ng homework. llenging assignments. contract and a public pledge to follow through on its terms. at point, teacher and student will review progress and decide whether to or end this learning contract. Russell B. Mr. Rappaport Mr. Rappaport [Parent Name] Russell B. Student Parent Teacher WWW.Interventioncentral.org

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Learning Contract: Example

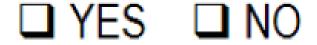
Name:	Russell B.	Teacher:	Mr. Rappaport	Class/Course:	Science 10	Date: Feb 4, 2018			
Russell B: Success Contract: Science 10									
I am taking part in this learning contract to improve my grades and pass the course.									
Student Responsibilities									
I have chosen to complete the following actions:									
1 I will arrive to class on time.									
2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.									
3 I will keep my desk organized during independent work.									
4 1	vill submit any curre	nt homev	work at the star	t of class.					
Teacher Responsibilities									
My teacher will help me to achieve success in this course through these actions/supports: 1. Weekly reminders about any missing homework. 2. Extra-help period available for challenging assignments. 3. 4.									
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Sign-Offs									
Mr.	Карраро	rt 	Russel	lB.					
	Mr. Rappaport		Russe	II B.	[Par	rent Name]			
.ci veii	Teacher	u	Stude	ent		Parent			

RTI Files: Case 3

 Progress-Monitoring: Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.



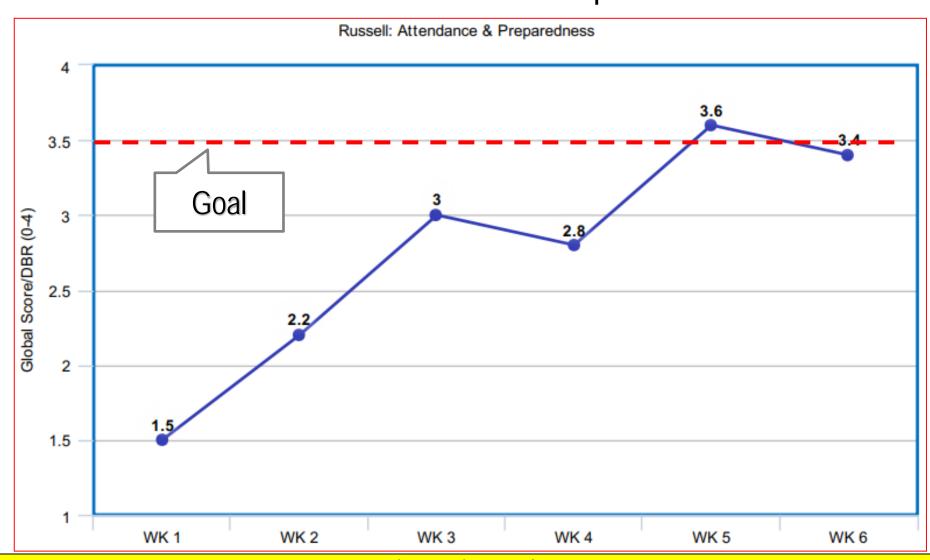
Russell was on-time to science class.



To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files: Case 3

Russell: Grade 10: Attendance & Preparedness



RTI Files: Case 3: Take-Away

 Learning Contracts are a great tool to record the outcome of parent conferences.

The list of strategies coming out of teacher/parent conferences to help a struggling learner are likely to qualify as 'RTI plans'—but only if they are written down. The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

RTI Files...

Case 1: Tomás: Grade 7: Reading Comprehension



Grade 1: Letter Knowledge



& Preparedness

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



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

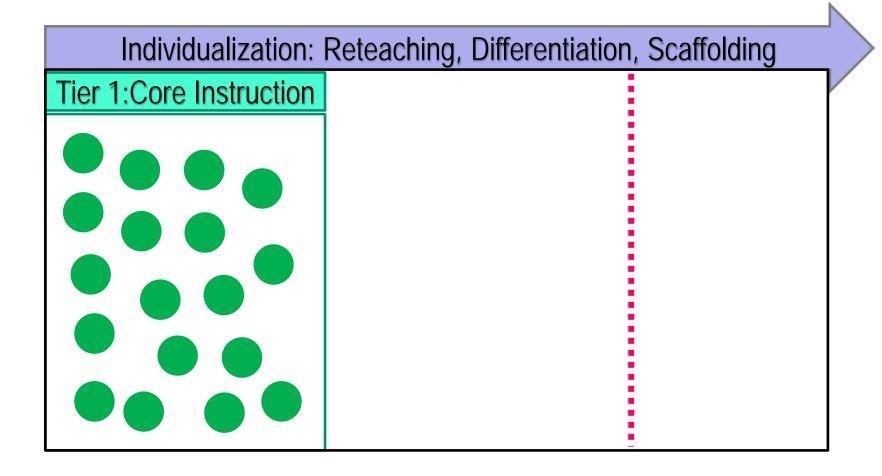
Instructors regularly engage in problem-solving efforts, such as:

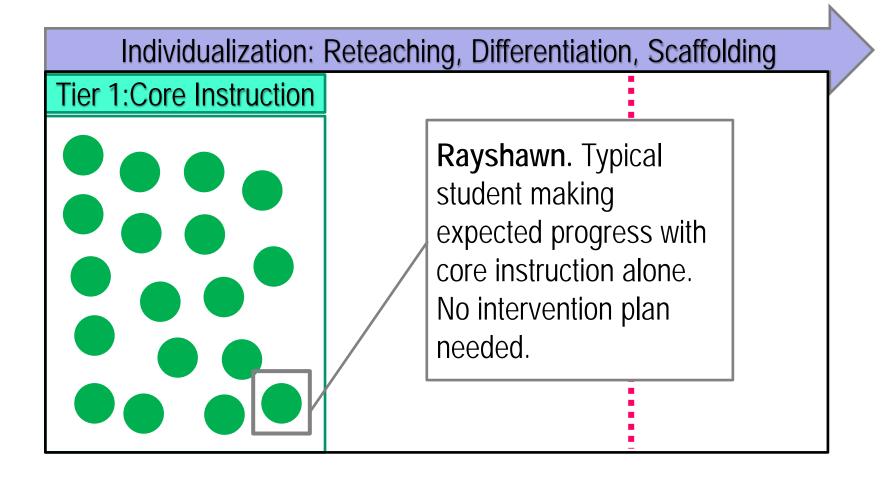
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

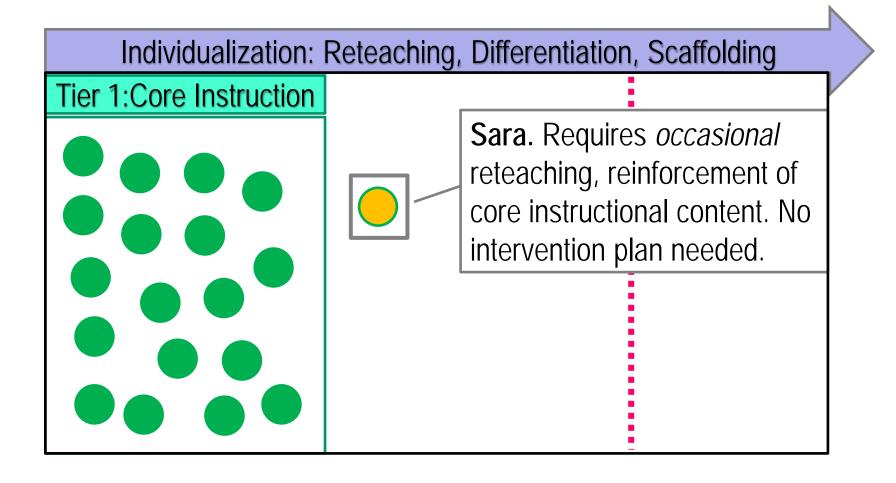
Teacher Problem-Solving: All the Work, Little Credit...

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

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

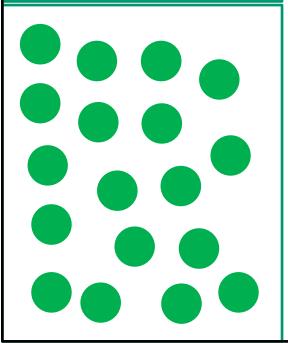






Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction



Tomás. Needs sustained teacher attention across several instructional weeks. Benefits from strategy to boost comprehension (i.e., Read-Ask-Paraphrase). Documentation of

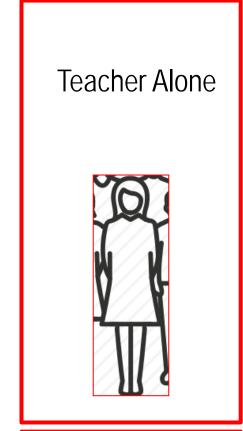


intervention plan

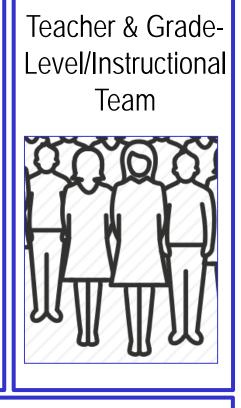
recommended.

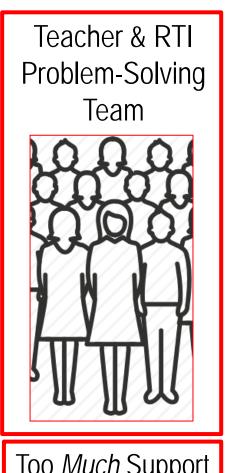
Teachers & Classroom Support Plans: Finding the Balance

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









Too *Little* Support

"Sweet Spot": Appropriate Support

Too *Much* Support

Tier 1 Intervention Plans: Essentials...

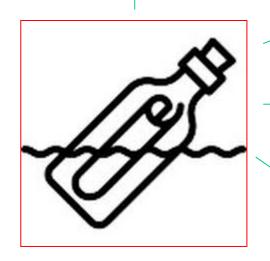


- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

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

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

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



RTI/MTSS Problem-Solving

Team. Your classroom intervention plan helps the team to make better recommendations.

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

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

- Imagine a teacher who has a student experiencing ongoing, serious academic difficulty in a class or course.
- For each of these items, decide what you believe should be the *minimum* expectations for that teacher to respond to this profile of struggling student.



Elements of Effective Classroom Academic Intervention

- 1. Describe the student academic problem(s) clearly and specifically
- 2. Find/use effective academicintervention strategies.
- 3. Use instructional adjustments/ accommodations as appropriate.
- 4. Record (write down) intervention efforts.
- 5. Collect data on whether academic performance improves
- Communicate with the student.
- Communicate with parent(s).







CLOSE-UP: Tier 2: Targeting Off-Grade-Level Deficits with Supplemental Interventions





RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction

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.

RTI/MTSS for Academics: **Tiers 2**: **Strategic Interventions**Guiding Points for Leadership...



- Tier 2 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.
- Tier 2 interventions should be dynamic—students can enter or exit Tier 2 at several checkpoints during the school year.
- Schools should inventory their current range of Tier 2 academic interventions to verify quality and note any gaps in service.

Tier 2: Strategic Intervention Services: Essentials

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

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

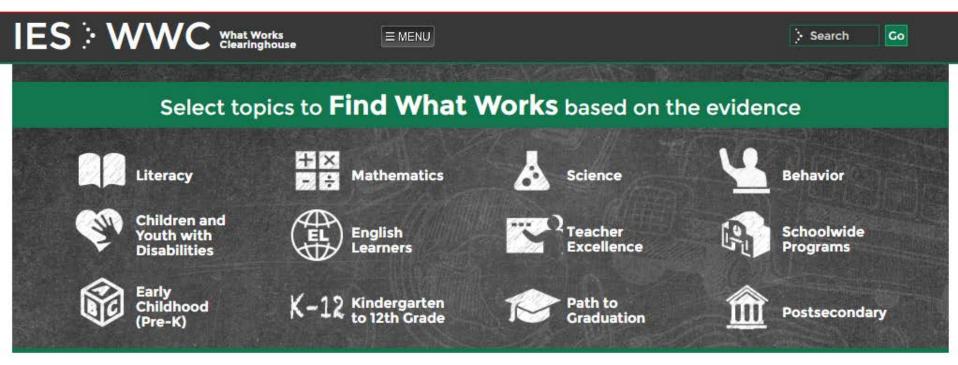
Tier 2: Strategic Intervention Services: Interventions



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

MTSS: Tier 2: Supplemental Intervention

- Q: Where can schools find good Tier 2 programs to match different areas of academic need?
- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/



Question: What instructional packages or software does your school use to provide Tier 2 interventions?



Tier 2: Strategic Intervention Services: Interventions



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

Tier 2: Strategic Intervention Services: Interventions



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

Scheduling Elementary Tier 2/3 Interventions

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

Anyplace Elementary School: MTSS Daily Schedule

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

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

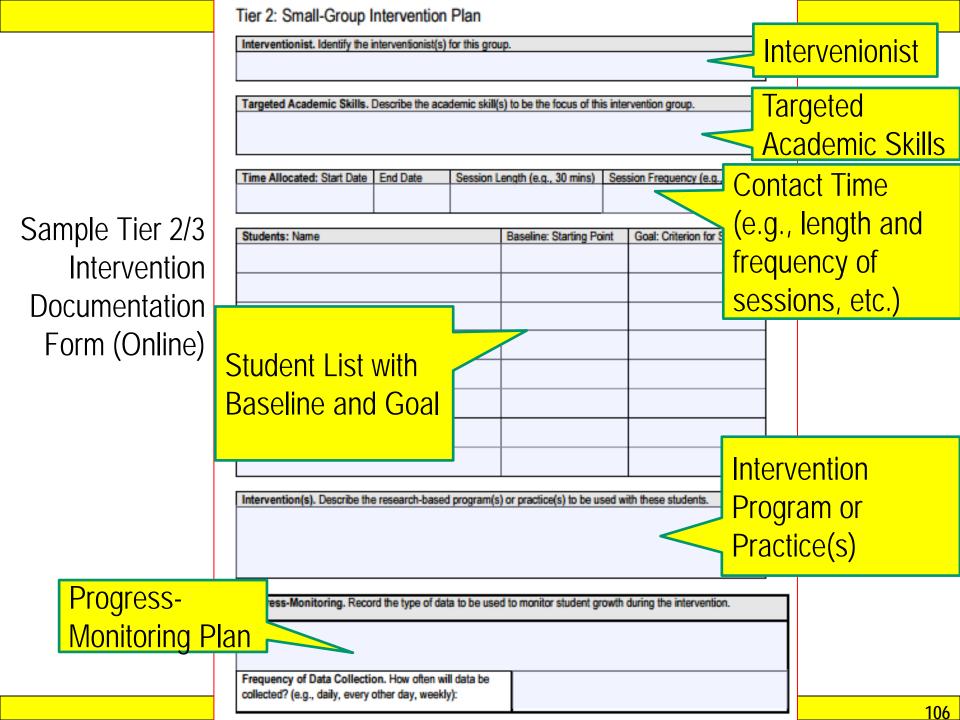
MTSS: Tier 2/3: Supplemental Intervention

- 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 minicourses 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.

Tier 2: Strategic Intervention Services: Interventions



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



Tier 2: Strategic 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 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Tier 2: Strategic Intervention Services: Data

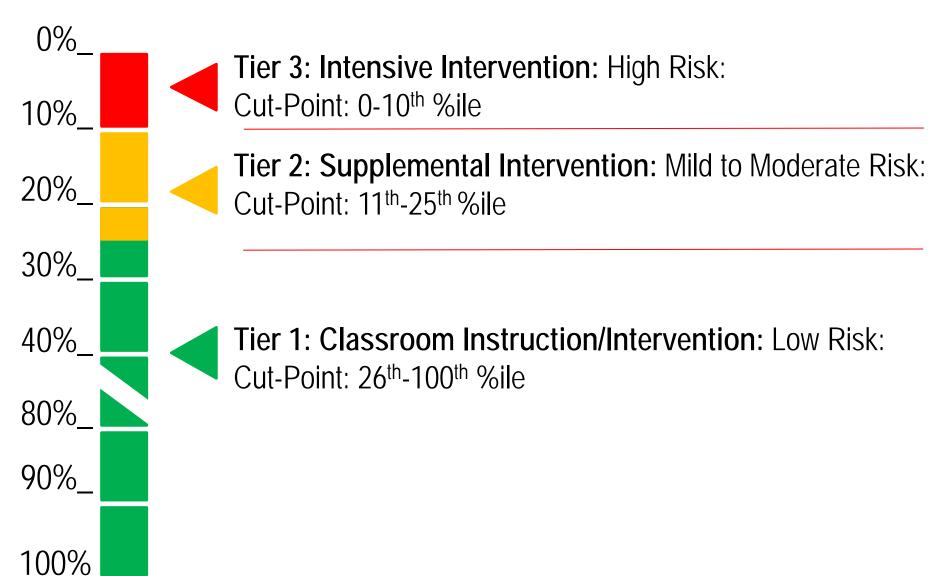


Adopt Entrance/Exit Criteria. Enrollment in Tier 2 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.



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

Typical Academic Screener Cut-points for RTI/MTSS Eligibility



Questions:

- What data sources or information does your school use to identify students who qualify for Tier 2/3 services?
- How would you rank these data sources from MOST important to LEAST important?



Tier 2: Strategic Intervention Services: Data



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



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

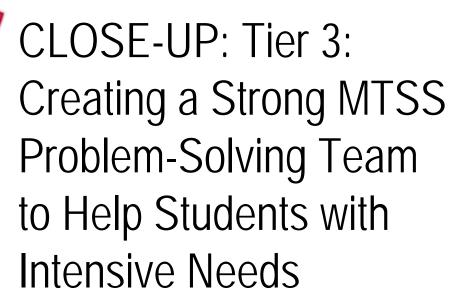
Goal Academy HS: Translating From Brick-&-Mortar to Virtual MTSS: Tier 2 Essentials...



- Identification. Students qualify for Tier 2 academic support using reliable data sources.
- Matching Services to Need. Tier 2 students are matched to appropriate intervention services based on academic need.
- Contact Time. Students get sufficient time in Tier 2 services to make a positive difference in skills.
- **Group Size**. Students are grouped to allow adequate educator contact time for instruction/ supervision (e.g., computerized interventions: staff monitor, check in regularly).
- Data. Student-performance data is collected to monitor progress.
- **Documentation**. There is a written record of the Tier 2 supports that students have received that is archived and accessible.













RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom

Academic Interventions

Tier 1: Core Instruction

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.

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

RTI/MTSS Problem-Solving Team: Challenges

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

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

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

Tier 3: RTI Team: Meeting Format

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

RTI/MTSS Problem-Solving Team: Challenges



Uphold the non-negotiables in the Team process.

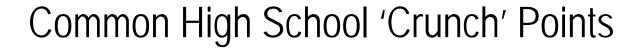
These 'non-negotiable' principles guide the Team:

- The Team's purpose is to create high-quality intervention plans for general education...NOT to fast-track students for special education services.
- Any stakeholder connected with the referred student can be written into a Tier 3 plan: classroom teacher(s), Tier 2 service provider(s), special-area teachers, support staff, paraprofessionals, the student, and parent(s).
- Compliance with Tier 3 plans is mandatory. Staff have a say in the plan's development. Once done, *all* stakeholders written in the plan are expected to carry out their responsibilities.



REVIEW: Common MTSS High-School 'Crunch Points' and How to Overcome Them







Teachers Are 'Reluctant' Classroom Interventionists.
 There are several common reasons why teachers may fail to tackle classroom interventions.

If you identify the obstacles that are more prevalent in your school, you can positively 'message' with them about MTSS while also addressing those concerns.



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.
- 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.)

- 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

05:00

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- 3. No Time. Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.
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 The School Loses 'MTSS Momentum'. Schools often encounter an initial burst of enthusiasm for MTSS. Over time, though, that momentum can fade.

Creating an MTSS Leadership Team and writing an MTSS Plan are related ways to build and maintain momentum and to see MTSS across the finish line.





Establishing an MTSS

Leadership Team;

Writing an MTSS-Academic 'Blueprint' for

Your School





Building MTSS Capacity: Leadership Team & Plan...

High schools can increase their chances of reaching a positive 'tipping point' with MTSS by:



 establishing an MTSS Leadership Team. This internal team meets regularly to establish MTSS procedures, set goals for revamping intervention and data collection to support MTSS, creates and standardizes use of MTSS forms, develops a streamlined system to record and archive MTSS interventions, etc.

Building MTSS Capacity: Leadership Team & Plan...

High schools can increase their chances of reaching a positive 'tipping point' with MTSS by:



writing an MTSS Building Plan. As the Leadership
Team develops an MTSS model for your school, this
plan should be put in writing and revised as needed.
Initially, the plan may cover only part of the MTSS
process (e.g., Tier 1 core instruction and Tier
1/classroom intervention). But as your school
incrementally 'grows' MTSS to encompass all Tiers, the
plan is updated.



DISCUSSION: Next-Steps MTSS Planning for GOAL Academy High School



RTI/MTSS Training Agenda: Tasks



- 1. US: Review 'best practices' in Tiers 1, 2, and 3 of RTI/MTSS.
- 2. YOU: Consider GOAL Academy High School's RTI/MTSS model; identify areas for change.
- 3. US: Review GOAL Academy's current RTI/MTSS process; agree on 'next steps' to recalibrate.

Purpose: To provide the student with classroom supports to 'get through the next lesson'.	Purpose: To find & fix off- grade-level skill gaps.

Team: Data Analysis

Team meets after 3 yearly

school-wide screenings to

place students using data-

unsuccessful at Tier 2, the

based entrance criteria.

Progression: If

Response to Intervention

Tier 2

Tier 3

Purpose: To create an

plan for intensive-need

Team: Multi-disciplinary

MTSS Problem-Solving

Team meets on students

who fail to succeed with

student has met 'decision

rules' for non-responder in

MTSS, the Team may refer

lesser interventions.

Progression: If

to CSE.

students.

individualized intervention

Team: Classroom teacher meets with **Tier 1 Team**: consultant or grade-level team. **Progression**: Tier 1 continues as long as needed. The student may also advance to Tier 2 if

Tier 1

student is referred to Tier 3 MTSS Team. Tier 1 is unsuccessful—but only if student is borderline or qualifies for Tier 2. www.interventioncentral.org

RTI/MTSS for Your School: Suggested 2020-21 Goals...

Tier 1: Classroom Intervention

Goal 1: Develop shared documentation form.

Goal 2: Create/update intervention bank.

Goal 3: Develop format for Tier 1 meetings (e.g., meet w grade-level teams or consultant).

Tier 2: Supplemental Intervention Goal 1: Clarify mission: To remediate off-level skills.

Goal 2: Schedule daily 'intervention period'.

Goal 3: Use objective data to recruit students—reducing dependence on teacher referrals.

Goal 4: Group students by need, not availability.

RTI/MTSS: District-Wide

Goal 1: Develop 'decision rules' to judge when a 'non-responding' student should be referred to SPED.

Goal 2: Update the district RTI/MTSS Plan based on changes agreed upon by this group.

RTI/MTSS for Your School: Suggested 2020-21 Goals...

Set RTI/MTSS Goals for the Current Year.

- Review the suggested goals on this slide.
- Agree on and record those KEY goals that your district should work on during the upcoming school year.

Supplemental Intervention

Goal 2: Schedule daily 'intervention period'.

Goal 3: Use objective data to recruit students—reducing dependence on teacher referrals.

Goal 4: Group students by need, not availability.

RTI/MTSS: District-Wide

Goal 1: Develop 'decision rules' to judge when a 'non-responding' student should be referred to CSE.

Goal 2: Update the district RTI/MTSS Plan based on changes agreed upon by this group.

HANDOUT 2: RTI/MTSS for Academics: District-Wide Planning Tool

DirectioAppolintsapleconidertool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals/legised/withes/states/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'.

Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

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

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

Handout 1: p. 10: Next Steps Planning Tool RTI/MTSS for Academics: District-Wide Planning Tool: 'Next Steps' Activity

Directions: Create a plan listing the key next steps that your school or district should take between now and June 2021 to advance the RTI/MTSS model for academics. Be prepared to report out.

	Goal Number(s) from Planning Tool/	Person(s)	Proposed	Additional Resources
	Description of Task	Responsible	Completion	Needed
			Date	
Е	[A.1.5] created a bank of academic	Reading	March 2020	Half-Day during Supt Conf
х	intervention ideas accessible by all	Teachers;		Day in March for staff
m	staff.	School		
p		Psychologist,		Follow-up training with
1		MS		grade level teams
е		Counselor		
1				
-				

DISCUSSION: RTI/MTSS Next-Steps



Select & discuss a *manageable* number of RTI/MTSS next steps that your school/district would like to accomplish over the next 6 months.



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 webbased 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.firebaseapp.com/