

Developing Effective MTSS Tier 2 and Tier 3 Reading Interventions: Guidelines for Schools



Jim Wright

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Multi-Tier System of Supports

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The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. 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", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section, dated September 17th, 2013, highlights an article titled "How To: Reduce Time-Outs With Active Response Beads", describing a strategy to replace in-class time-outs with active response beads to promote self-management skills. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states that Intervention Central provides free resources to help struggling learners and implement RTI to meet Common Core State Standards, with a "Spread the word about ICI" link. Two news items are listed: one from November 20, 2013, about "Building Sight-Word Vocabulary: 4 Methods" for promoting reading fluency, and another from November 18, 2013, about "CBM Warehouse: New Resources for Tracking Basic Academic Skills" covering areas like Letter Knowledge, Oral Reading Fluency, Reading Comprehension, Early Math, and Math Computation. On the right, a "Featured Tools" sidebar lists various resources such as the 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, and Student Academic Success Strategies - Checklist Maker.

Workshop PPTs and handout available at:

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



MTSS Toolkit: A Practical Guide

Developing Effective MTSS Tier 2 and Tier 3 Reading Interventions: Guidelines for Schools

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3 November 2016

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Durham, NC

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

Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: _____ Team Members: _____ Date: _____

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Multi-Tier System of Supports

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School:

Date of Inventory:

Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

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



The Data Analysis Team: Command & Control for Tier 2/3 Services

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

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

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

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

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

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

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

Next Steps: Creating a Building-Wide System of Tier 2/3 MTSS Reading Support:

Participants: _____

School: _____ Date: _____

GOAL 1: The school inventories its full range of Tier 2/3 programs, practices, and personnel available for reading interventions. Using this inventory, the school verifies that its Tier 2/3 programs/practices are supported by research.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: A Data Analysis Team (DAT) meets to review school-wide screening data at 3 points during the school year. At those meetings, the DAT (1) shares screening results with grade-level teams; (2) identifies students to be entered into or exited from Tier 2 services; and (3) matches entering students to appropriate intervention groups.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____






Comments: _____


“ *The perfect is the enemy of the good.* ”

-Italian Proverb

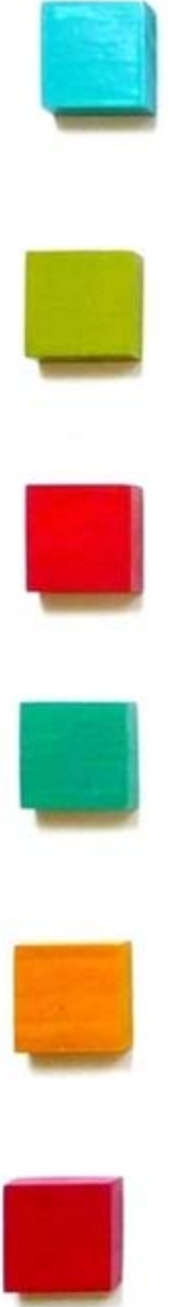


Agenda: MTSS Reading: Tiers 2 & 3

-  1. Tier 2/3 Reading Support: Introduction. What are the role and purpose of Tier 2/3 services in MTSS?
-  2. High-Quality Reading Programs. What are examples of effective research-based Tier 2/3 reading programs? And what are quality indicators for any Tier 2/3 reading support?
-  3. Data Analysis Team (DAT): Establishing Command & Control. What is the function of the DAT and how does it manage the placement and regular review of student receiving Tier 2/3 help?
-  4. School-Wide Reading: Screening & Progress-Monitoring. How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services? And what are methods for tracking intervention progress?
-  5. Intervention Integrity. What are convenient ways that schools can measure that Tier 2/3 reading plans are carried out with integrity?



**Tier 2/3 Reading Support:
Introduction. What are the role and
purpose of Tier 2/3 services in MTSS?**



School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students. The number of years we have to apply these minutes is fixed. Therefore, each minute counts and schools cannot afford to support inefficient models of service delivery.”

p. 177

Source: Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-193).

Five Core Components of MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are 'evidence-based'
4. The 'procedural integrity' of interventions is measured
5. 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.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

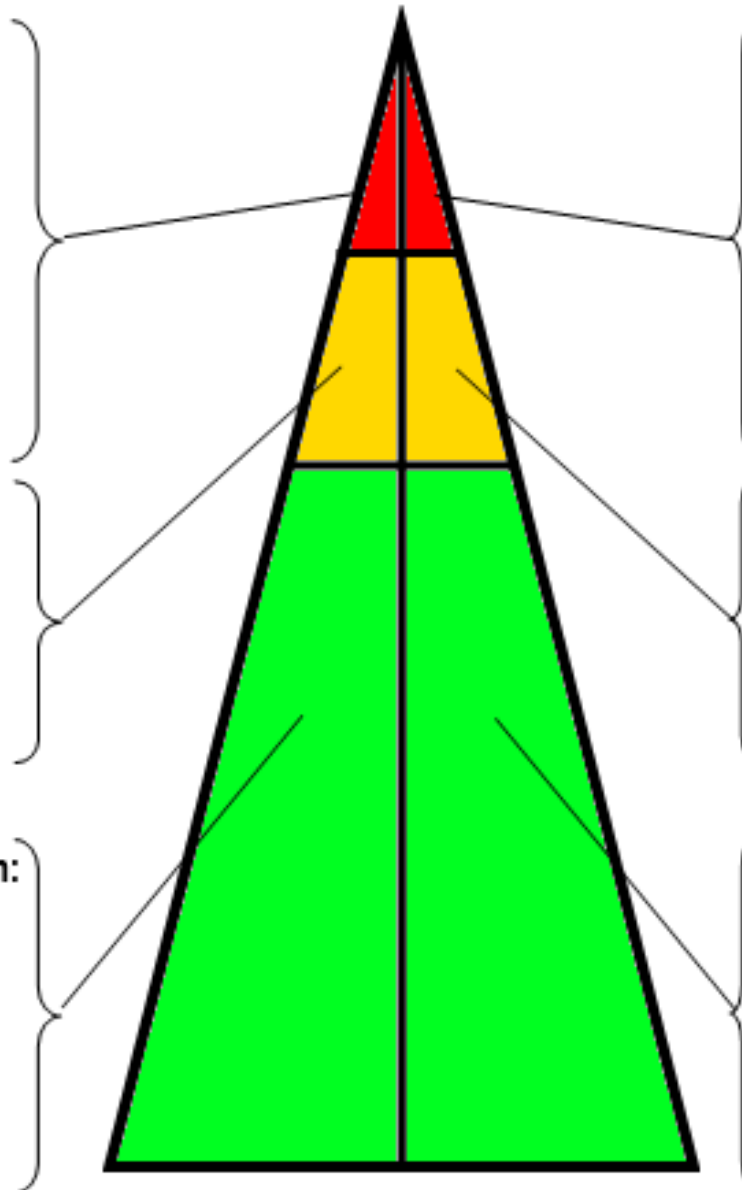
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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

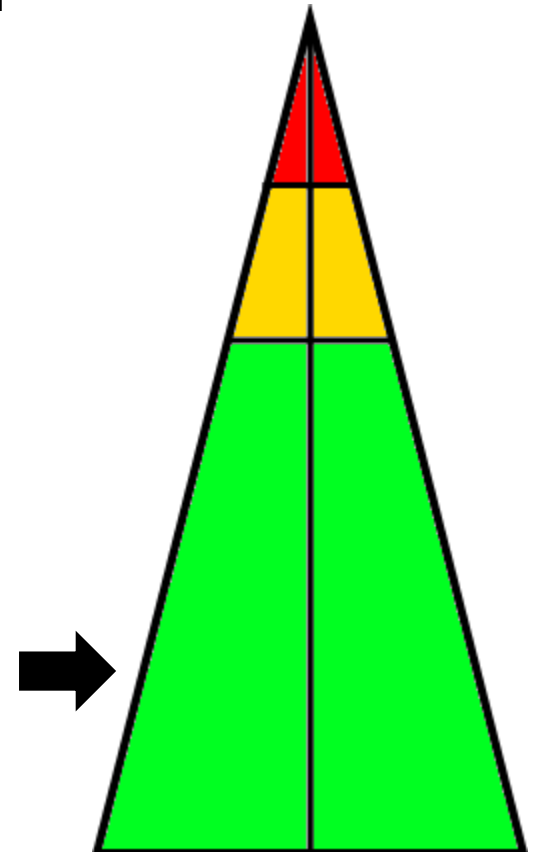
Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

MTSS: Tier 1: Classroom Intervention

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

Tier 1 interventions take place in the classroom, typically during core instruction.

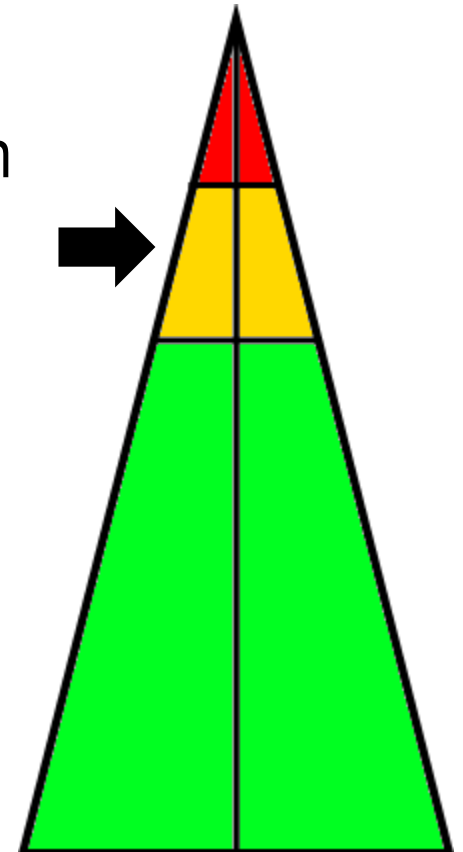
Tier 1 interventions are often modest in scope but can still have strong positive outcomes. They follow the full MTSS problem-solving approach--adapted to the realities of a busy classroom environment.



MTSS: Tier 2: Supplemental Intervention

- When students have moderate academic delays that cannot be addressed by classroom support alone, they are placed in Tier 2 (supplemental) intervention. About 10-15% of students may qualify for Tier 2 services.

Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is evaluated. Those who have made progress sufficient to no longer need supplemental help are exited from Tier 2 services, while new students at-risk for academic failure are recruited.

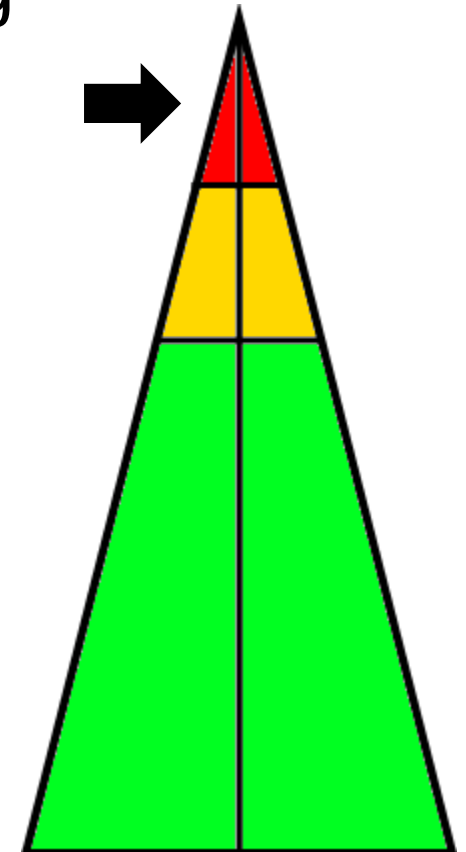


MTSS: Tier 3: Intensive Intervention

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

The Team identifies the most important blockers to student success and develops a customized intervention plan to address those concerns.

Tier 3 stands apart from lesser Tiers because of the intensity of intervention and customized, problem-solving focus.

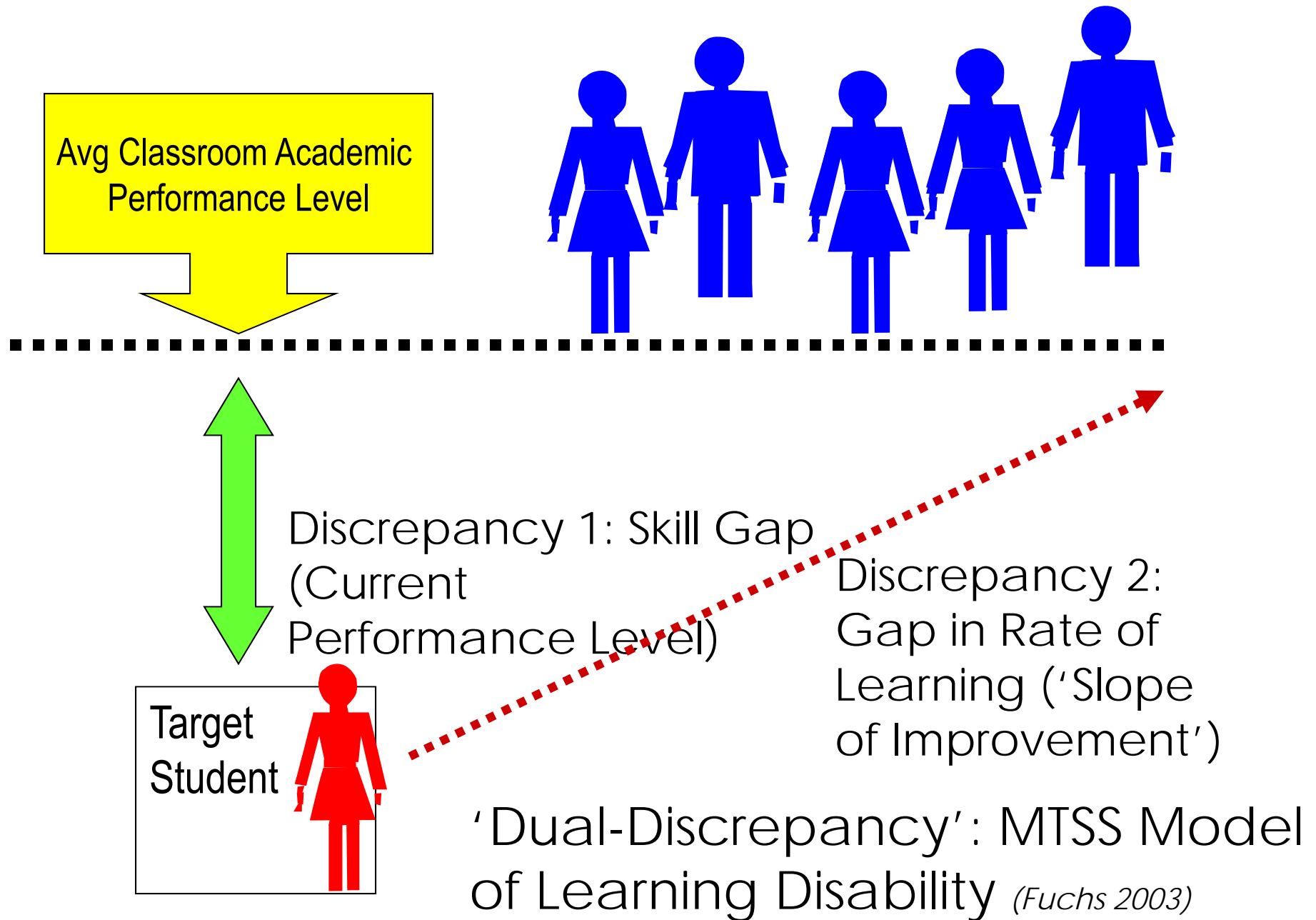


What does MTSS for reading look like when applied to an individual student?

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

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).
- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).

Multi-Tier System of Supports



MTSS: Decision Rules: Identifying the Academic 'Non-Responding' Student

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 MTSS 'evidence trail' shows the student's interventions were:

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

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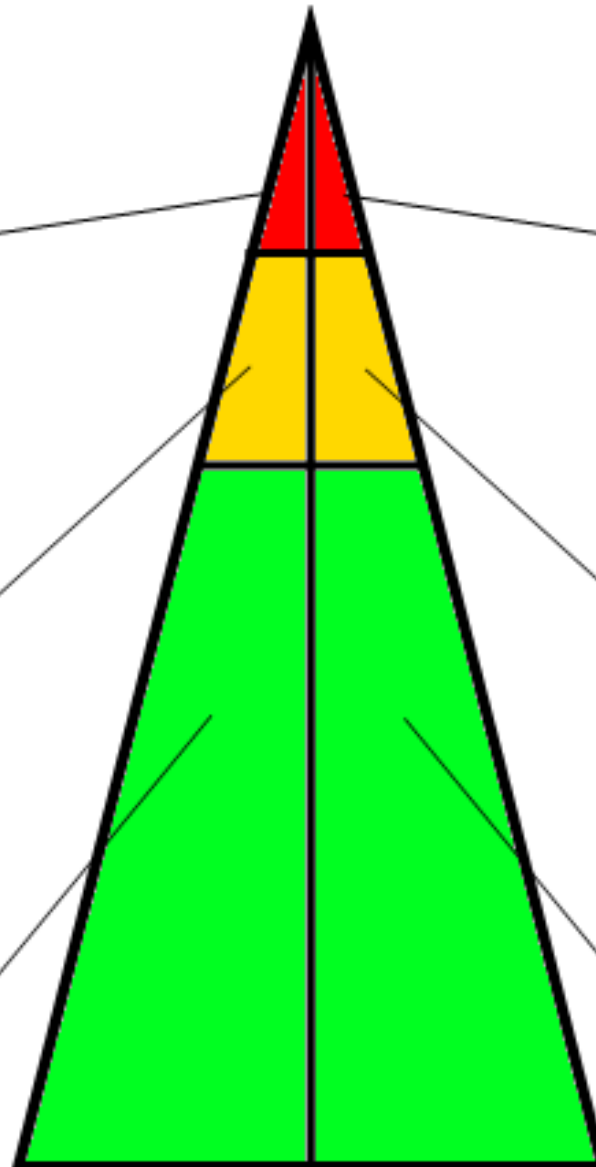
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Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

Tier 2/3 Entrance/ Exit Workbook p. 1

Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: _____ Team Members: _____ Date: _____

Directions. Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

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Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
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- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

Tier 2: Academic Intervention Services: Essentials



Tier 2/3 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

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

Tier 2: Academic Intervention Services: Interventions



Use Interventions Supported by Research. Intervention plans for Tier 2/3 students contain programs or practices supported by research.



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

Using Non-Instructional Personnel as MTSS Interventionists

“Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model... Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”

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 p. 90

Tier 2: Academic Intervention Services: Interventions



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

Scheduling Elementary Tier 2/3 Interventions

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

Anyplace Elementary School: MTSS Daily Schedule

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 mini-courses run opposite a study hall. Students can be recruited for a mini-course based on need.
 - *Credit recovery.* Students can take a core course online (via credit recovery) to allow time for MTSS support during the school day.

Tier 2: Academic Intervention Services: Interventions



Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.

Tier 2: Academic Intervention Services: Interventions



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.



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Tier 2: Academic Intervention Services: Data



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Intervention Central
10-Minute 'Count Down' Timer

10:00

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Prioritizing Tier 2: Activity: Workbook: p. 2

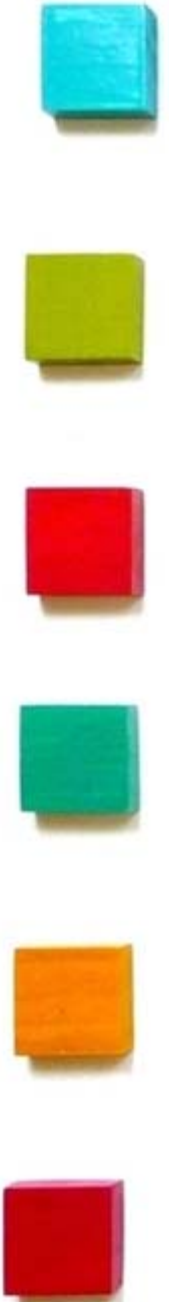
In your groups:

- Appoint a recorder.
- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).
- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.

Tier 2: What Elements Should Be Prioritized? In your group, discuss the elements of Tier 2 academic services at your school that you feel should be given priority for review or change. For each element selected, jot down your change-recommendations for the current year (easier fixed) and/or next year (e.g., changes requiring more time for preparation, shared decision-making, etc.). To spur discussion, review the attached *Tier 2: Academic Intervention Services: General Guidelines*.

Tier 2 Element	2016-17 (This Year): Changes/Recommendations	2017-18 (Next Year): Changes/Recommendations

High-Quality Reading Programs.
What are examples of effective research-based Tier 2/3 reading programs? And what are quality indicators for any Tier 2/3 reading support?



Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

High-quality Tier 2/3 reading interventions have these 4 important attributes. They:

- are supported by research.
- target off-grade-level reading skills to fill in gaps and catch the student up with grade peers.
- provide remediation in specific, clearly defined academic skills.
- are scripted in sufficient detail to allow interventionists to carry them out with fidelity.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs

Here are 3 things that high-quality Tier 2/3 reading interventions are NOT:

- Homework help, test preparation, or reteaching of core-instructional content.
- People. (The 'reading teacher' is not an intervention.)
- Locations. (The 'Learning Lab' or 'Academic Support Center' is not an intervention.)

Defining High-Quality Tier 2/3 Reading Interventions Example: HELPS (www.helpsprogram.org)

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

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.

HELPS Reading Fluency Program
 www.helpsprogram.org
 LINK AVAILABLE ON
 CONFERENCE WEB PAGE



<h3>One-on-One Program Is Now Available!</h3> <p>Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.</p> <p>READ MORE</p>	<h3>Strengths of One-on-One Program</h3> <ul style="list-style-type: none"> Evidence-based and scientifically-validated Requires no more than 10-12 minutes per day, 2-3 days per week Has been successfully used with students of all different reading levels Can be easily integrated as part of a school's Response-to-Intervention (RTI) model <p>READ MORE</p>	<h3>Importance of Reading Fluency</h3> <p>An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.</p> <p>However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.</p> <p>READ MORE</p>	<h3>Other HELPS Programs</h3> <p>At the present time, all materials for the HELPS One-on-One Program are available for use.</p> <p>However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.</p> <p>READ MORE</p>
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The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from the website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$40 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

RELATED LINKS

- AIMSweb
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

UPDATES

Program Updates
 Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
 Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates
 Posted on July 8, 2010

- HELPS website improves in several ways



Vignette 1: HELPS demonstration

- Student's name: Sam (2nd grade)
- Teacher's name: John
- Passages student will read: 4 & 5
- Does student meet Reading Goal? – Yes
- Directions used: Scripted Directions
- The student is receiving HELPS session #5

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Is the HELPS Program supported by research?

A: Yes. Dr. John Begeny, the program creator, has published several studies demonstrating HELPS' effectiveness in boosting reading fluency:

- Begeny, J.C., Upright, J.J., Easton, J.E., Ehrenbock, C.A., & Tunstall, K.R. (2013). Validity estimates and functionality of materials and procedures used to monitor the implementation integrity of a reading intervention. *Journal of Applied School Psychology, 29*, 284-304.
- Begeny, J.C., Braun, L.M., *Lynch, H.L., *Ramsay, A.C., & Wendt, J.M. (2012). Initial evidence for using the HELPS reading fluency program with small instructional groups. *School Psychology Forum: Research in Practice, 6*, 50-63.
- Begeny, J.C., Ross, S.G., Greene, D.J., Mitchell, R.C., & Whitehouse, M.H. (2012). Effects of the Helping Early Literacy with Practice Strategies (HELPS) Reading Fluency Program with Latino English language learners: A preliminary evaluation. *Journal of Behavioral Education, 21*, 134-149.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS allow the tutor to target off-level reading skills?

A: Yes. HELPS has reading passages that span multiple grades and gives the tutor guidelines on how to match the student to the appropriate reading materials.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does the HELPS program provide scripted directions to the interventionist to ensure that the intervention is carried out with fidelity?

A: Yes. When an educator creates a free account on the www.helpsprogram.org website, he or she can download a program manual, materials for the student and tutor, and a demonstration video that shows several HELPS sessions. All materials ensure that schools can conduct self-guided trainings to deliver the HELPS tutoring program at a high level of quality.

Tier 2: Sample Reading Interventions

Big Ideas in Reading

1. “Phonemic Awareness: The ability to hear and manipulate sounds in words.
2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
3. Fluency with Text: The effortless, automatic ability to read words in connected text.
4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from <http://reading.uoregon.edu/index.php>

Sample Strategy to Promote...Phonics/Alphabetics

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.



K

Incremental Rehearsal of Letter Names

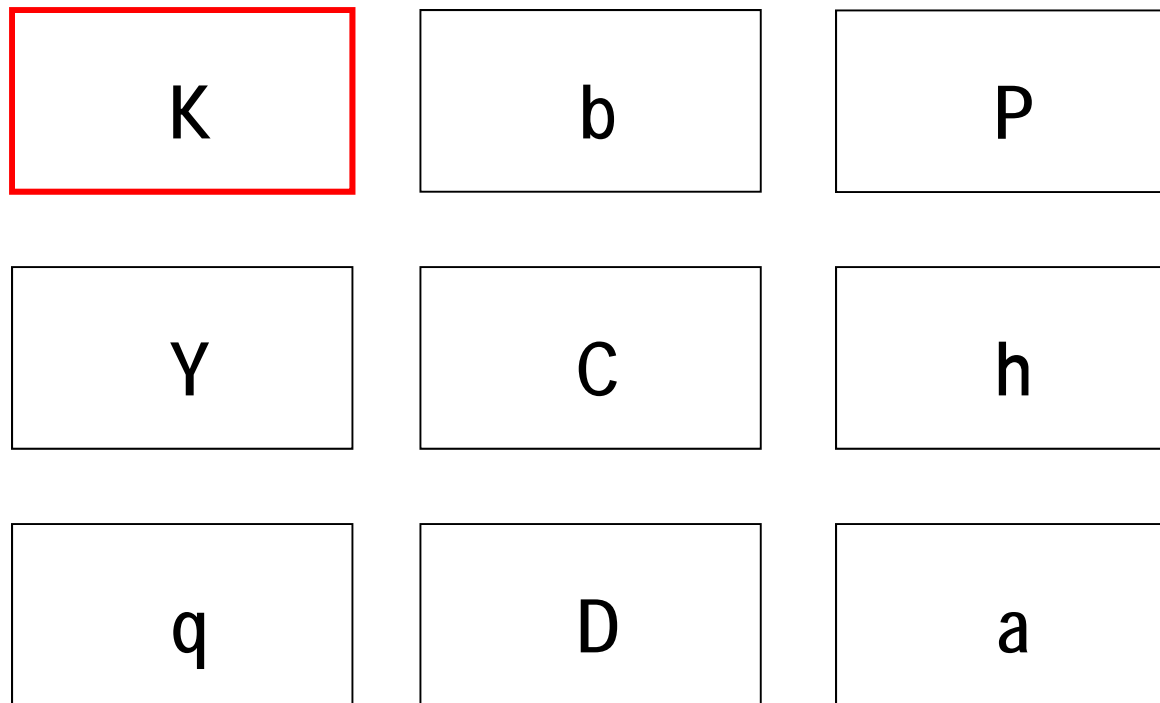
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

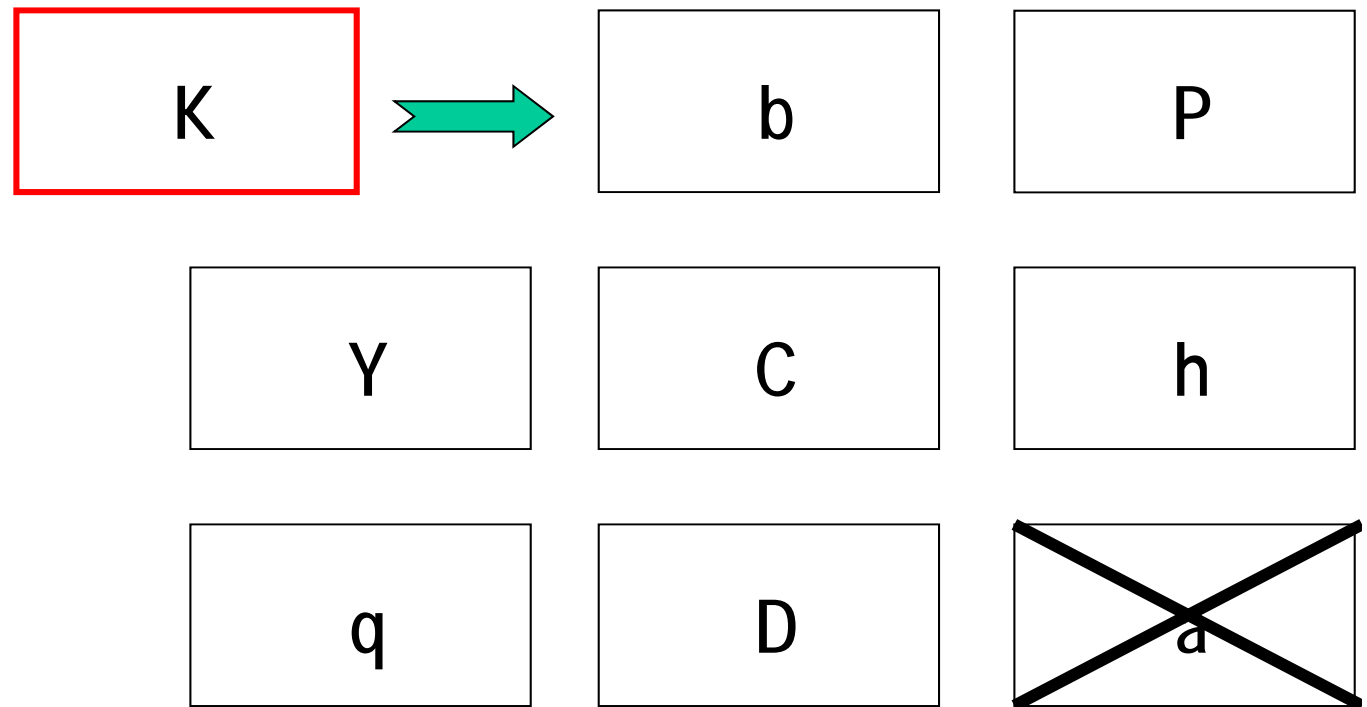
Incremental Rehearsal of Letter Names

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

Sample Strategies to Promote...Reading Fluency

Classroom Academic Interventions: Reading Fluency

- **PAIRED READING: INCREASE READING FLUENCY.** Teacher and student begin the session reading aloud in unison.

During the session, at the student's choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher corrects the error and resumes reading in unison.

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

- Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - *When asked to read aloud, I did my best reading.*
 - *When others were reading, I paid close attention.*
 - *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.





































Multi-Tier System of Supports

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>When others were reading, I paid close attention.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3

Multi-Tier System of Supports

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Sample Strategies to Promote...Reading Comprehension

Self-Regulation: Motivation...With a Plan

“Self-regulation of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress.” p. 451

Tier 2/3 Reading Interventions at the Middle & High School Level

- Reading interventions at the secondary level often continue to focus on basic skills such as fluency and comprehension. However, another area of Tier 2/3 reading support at the higher grades is to teach students to use a simple, efficient collection of reading strategies across settings and content areas.

The next several slides show examples of reading-related strategies that the student would be taught in Tier 2 sessions. The interventionist then becomes the 'coach' while the student assumes the role of the 'interventionist', employing the strategies as needed in core instruction.

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] Linking Pronouns to Referents (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: *"The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it Cambrian Period."*

Reading Comprehension: Self-Management Strategies

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

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

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself 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 in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Self-Management Strategies

- A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:
 1. **ASK:** Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
 2. **READ:** While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
 3. **TELL:** After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

Name: Passage/Page Title: Date: **Step 2: Goal While Reading: I READ the passage carefully for full understanding:**

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Conference Web
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I DO understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1. 2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.










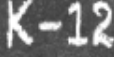


Multi-Tier System of Supports

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/>

The screenshot shows the IES What Works Clearinghouse (WWC) website. At the top, there is a dark header with the IES and WWC logos, a "MENU" button, and a search bar with a "Go" button. Below the header is a green banner with the text "Select topics to Find What Works based on the evidence". The main content area is a grid of 12 topic categories, each with an icon and a label:

 Literacy	 Mathematics	 Science	 Behavior
 Children and Youth with Disabilities	 English Learners	 Teacher Excellence	 Schoolwide Programs
 Early Childhood (Pre-K)	 K-12 Kindergarten to 12th Grade	 Path to Graduation	 Postsecondary

What Works Clearinghouse

The What Works Clearinghouse is sponsored by the US Department of Education and is an impartial reviewer of interventions suitable for Tiers 2 & 3.

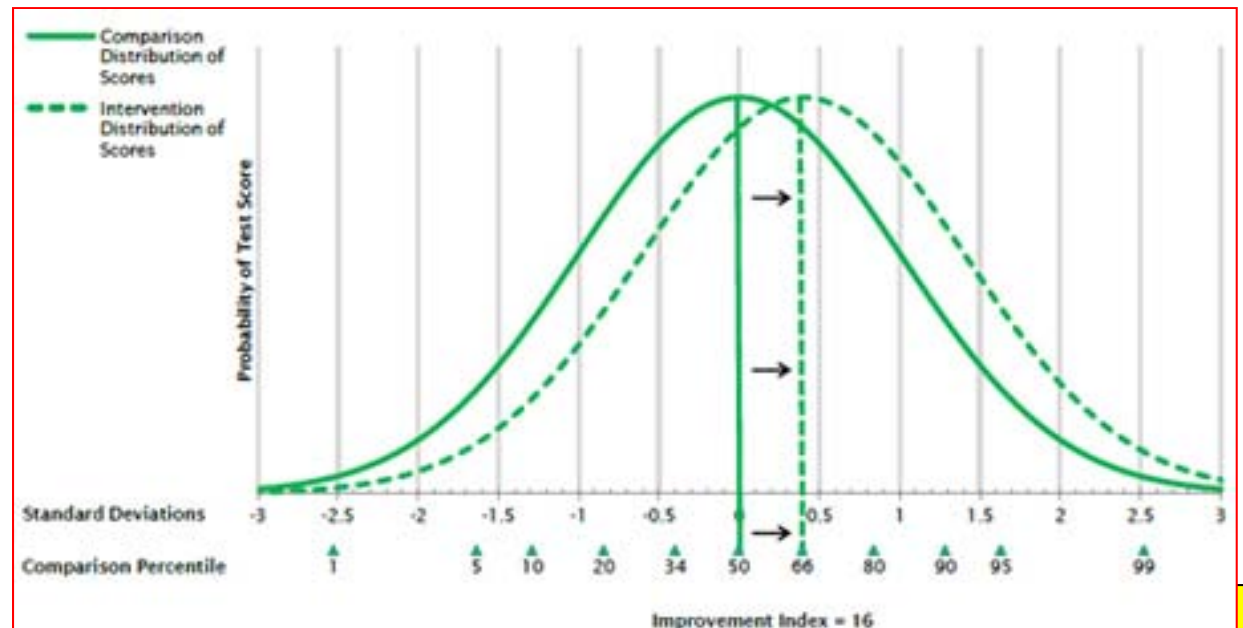
The site reviews all available published and unpublished studies of a commercial intervention and comes up with an 'improvement index' that summarizes that program's overall effectiveness in strengthening students' skills in one or more targeted academic areas.

What Works Clearinghouse: Improvement Index

“Improvement Index. The expected change in percentile rank for an average comparison group student if the student had received the intervention. It is measured as the percentile difference between the intervention group mean and the comparison group mean using the comparison group distribution.”

Source: What Works Clearinghouse. Material in the public domain.

Source: What Works Clearinghouse. (n.d.). Glossary: Improvement index. Retrieved from <http://ies.ed.gov/ncee/wwc/Glossary>



What Works Clearinghouse: Improvement Index

So the improvement index is simply a change score. If a program has an improvement index of 16, for example, it means that an average student participating in the program would perform 16 points higher in percentile ranking on the outcome measure when compared to peers who did not receive that program.

Multi-Tier System of Supports

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).

The screenshot shows the homepage of the Best Evidence Encyclopedia (BEE). The header features a logo of a bee reading a book and the text "Best Evidence Encyclopedia Empowering Educators with Evidence on Proven Programs". Navigation links include Home, About the BEE, Review Methods, Sign Up for Updates, and Resources. A search bar is located in the top right. The main content area is titled "Which educational programs have been successfully evaluated in valid research?" and includes a list of user groups: POLICY MAKERS, PRINCIPALS, TEACHERS, and RESEARCHERS. A sidebar on the left lists "Program Reviews" for Mathematics and Reading, and "Comprehensive School Reform" and "Early Childhood" sections. A "Spotlight" section on the right features a photo of Robert Slavin and a link to a new blog. At the bottom, there is a promotion for "Better: Evidence-based Education Magazine" and logos for Johns Hopkins University and CDDRE.

Multi-Tier System of Supports

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

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

Users can streamline their search by subject and grade level (elementary or middle school).

National Center on Intensive Intervention
 at American Institutes for Research

Resources Tools Charts Implementation Support About Us

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Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Effect Size*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. *Additional information* is provided below the chart.

Grade Level: - Any - Subject: - Any - Apply

Study Quality Effect Size Intensity Additional Research

Title	Study	Participants	Design	Fidelity of Implementation	Measures Targeted	Measures Broader
Academy of MATH	Torlaković (2011)	●	●	○	●	●
Academy of READING	Hederowicz & Trifka (1997)	●	●	○	●	●
Academy of READING	Torlaković (2011)	●	●	○	●	●
Burst-Reading	Dubal, Hamly, Pavlov, Richards, Yarnbe, et al. (2012)	○	○	○	●	○
Early Vocabulary Connections	Nelson, Vadeay, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Han, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myra, Solim, Stuart, VanDerweert, et al. (2008)	●	●	●	●	●
Fast Forward Language Series	Slettery (2003)	○	●	●	●	●
Fast Forward Language Series	Miller, Morasovich, Tallal, DeVivo, Uhn, et al. (1999)	●	●	○	●	●
Fast Forward Language Series	Scientific Learning Corporation (2004)	●	○	●	●	●
FocusMATH Intensive Intervention	Myra & Baird-Wilkerson (2011)	●	●	●	●	○
Fraction Face-Off (previously Fraction Challenge)	Fuchs, Solimaker, Long, Namkung, Hamlett, et al. (2011)	●	●	●	●	●

Conducting a School-Wide Inventory of Tier 2/3 Services

Schools can verify the quality of their Tier 2/3 reading services and better coordinate them by inventorying their current Tier 2/3 offerings. For each program, the following information is collected:

- *Name of Academic Program or Practice*
- *Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)*
- *Grade Level(s) Served*
- *Date of Purchase or First Use in Your School*
- *Interventionists (who in your school is trained to use this program?)*
- *Date of Most Recent Training in this Program/ Practice*

Multi-Tier System of Supports

Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

School:

Date of Inventory:

Person(s) Completing:

Directions. Please list details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading, math, and/or other student academic delays or deficits. NOTE: If you are unsure of exact dates of purchase or most recent training, use approximate dates.

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


Handout: Tier
2/3 Building
Inventory Form

Building Inventory Form: Activity

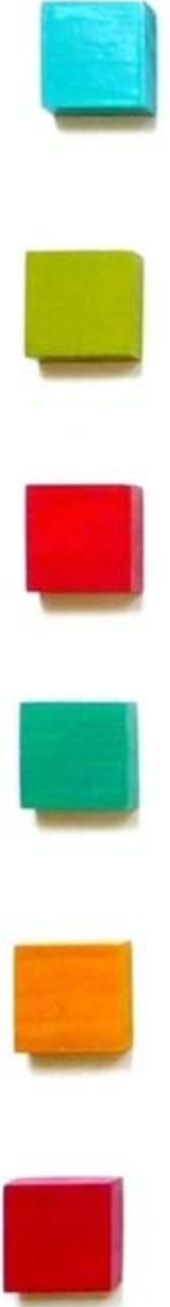
Inventory Your School-Wide Tier 2/3 Reading Programs. List details for all of the Tier 2/3 intervention programs or practices that your school currently has in place to address reading-related delays or deficits. **NOTE:** If you are unsure of exact dates of purchase or most recent training, use approximate dates. (And if you are unsure whether a person or 'intervention' belongs on the form, list it and tag with an asterisk.)



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



School-Wide Reading: Screening & Progress-Monitoring. How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services? And what are methods for tracking intervention progress?



School-Wide Academic Screeners: Purpose and Types

Building-Wide Screening: Assessing All Students

(Stewart & Silbergliit, 2008)

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

Screening data can be used to:

- evaluate and improve the current core instructional program.
- allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silbergliit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

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

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

Multi-Tier System of Supports

Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

[Visit Cambium/Sopris](#)

DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

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DIBELS Next

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

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Basic-Skills Screener Example: DIBELS Next

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

Curriculum-Based Measures (CBMs)

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

Schoolwide Screening Tools: 2 Types (Cont.)

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

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

The assumption built into curriculum-skills screeners is that when teachers can map the ‘holes’ in a student’s academic skills, they can adjust instruction to address those gaps.

Multi-Tier System of Supports

The screenshot displays the NWEA website's navigation and main content. The top navigation bar includes links for 'Events', 'Contact Us', 'Reports Login', and 'Partner Support', along with a search bar and social media icons for Facebook, Twitter, LinkedIn, YouTube, and RSS. The left sidebar contains a menu with 'ABOUT NWEA', 'OUR RESEARCH', and 'PRODUCTS & SERVICES'. Under 'PRODUCTS & SERVICES', there is a section for 'Common Core MAP Assessments' with a list of links: 'MAP® Overview', 'MAP®', 'MAP® for Science', 'MAP® for Primary Grades', 'Skills Pointer', 'Children's Progress Academic Assessment (CPAA)', 'End of Course Assessments', and 'Formative Assessment Item Bank'. The main content area features a large image of a young girl looking at a laptop. Overlaid on this image is a text box with the title 'Measures of Academic Progress' and a paragraph: 'Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.' Below the image, the word 'MAP' is written in large, bold letters. At the bottom, there is a horizontal navigation bar with four buttons: 'MAP OVERVIEW', 'MAP ALIGNMENT', 'MAP SCORING', and 'USING THE DATA'.

NWEA
Northwest Evaluation Association

Events | Contact Us | Reports Login | Partner Support

ABOUT NWEA >
OUR RESEARCH >
PRODUCTS & SERVICES

Common Core MAP
Assessments

- MAP® Overview
- MAP®
- MAP® for Science
- MAP® for Primary Grades
- Skills Pointer
- Children's Progress Academic Assessment (CPAA)
- End of Course Assessments
- Formative Assessment Item Bank

Measures of Academic Progress

Understanding each student's academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time.

MAP

MAP OVERVIEW | MAP ALIGNMENT | MAP SCORING | USING THE DATA

Curriculum Skills Screener Example: Measures of Academic Progress

“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

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

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.
- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.

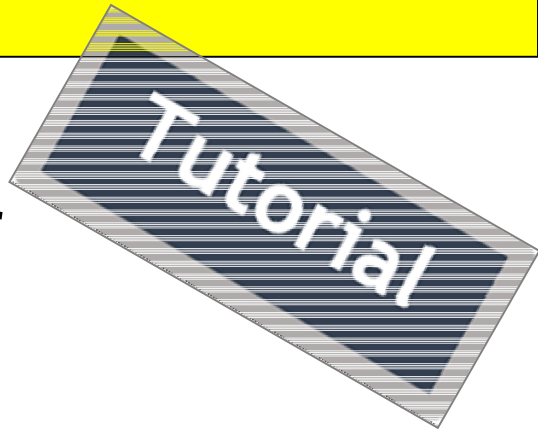
Clearinghouse for MTSS Screening and Progress-Monitoring Tools

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

The screenshot displays the National Center on Intensive Intervention website. The header includes the organization's name and its affiliation with the American Institutes for Research. A navigation bar contains 'Resources', 'Tools Charts', and 'In'. The main content area is titled 'Academic Progress Monitoring GOM' and includes a brief description of the tool chart. Below the description are filters for 'Grade Level' and 'Subject', both set to '- Any -', with an 'Apply' button. A tabbed interface shows 'Psychometric Standards', 'Progress Monitoring Standards', and 'Data'. The 'Progress Monitoring Standards' tab is active, displaying a table with columns for 'Title', 'Area', and 'Reliability of Performance Level Score'. The table lists several tools, all with a reliability score of 4 (indicated by four red circles).

Title	Area	Reliability of Performance Level Score
AIMSweb	M-CBM	4
AIMSweb	Math Computation	4
AIMSweb	Math Concepts and Applications	4
AIMSweb	Oral Reading Fluency (R-CBM)	4
AIMSweb	Test of Early Literacy - Letter Naming Fluency	4
AIMSweb	Test of Early Literacy -	4

Tier 2: Establish Entrance & Exit Criteria



Using Screening & Other Data Sources to Match Students to Tiers of Intervention: 6 Steps

- At each school-wide MTSS academic screening, the school should use objective data sources to enter students into and exit them from Tier 2/3 services.

Here is a tutorial for how schools can select Tier 2/3 data sources, arrange them in descending order of importance, set cut-point scores to determine student Tier placement, and use this screening system to create a dynamic model for Tier 2/3 intervention placement.



Using Screening & Other Data Sources to Match Students to Tiers of Intervention: 6 Steps

- Step 1: Define Academic-Intervention Tiers
- Step 2: Select Data Sources to Make Tier 1-3 Intervention Placements
- Step 3: Apply 'Weights' to Each Data Source
- Step 4: Set Cut-Point Bands by Tier for Each Data Source
- Step 5: Use the Data Sources in Ranked Order of Importance to Sort Students into MTSS Tiers (and Exit Those No Longer Needing Tier 2)
- Step 6: Group Students by Intervention Need



Step 1: Define Academic-Intervention Tiers

The school defines the Tiers of academic intervention and the student profile that matches each.

NOTE: The Tier categories should span all students. This allows the school to ‘sort’ every student into a defined Tier level based on school-wide screening results.

Anyplace Elementary School Example: Define Academic-Intervention Tiers: Example

Here is how one elementary school defined its Tiers:

- Tier 1: Core Instruction. The student needs no intervention.
- Tier 1: Classroom Intervention: The classroom teacher provides the intervention.
- Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits.
- Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
- Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.

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.



Tier 2/3
Entrance/ Exit
Workbook p. 3

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2/3 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with area(s) of competence.

Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any MTSS school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

- Possible Intervention Levels**
- Tier 1: Core Instruction.** No intervention is needed.
 - Tier 1: Classroom Intervention:** The classroom teacher provides the intervention.
 - Tier 2: 'Early Response' Supplemental Intervention:** Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)
 - Tier 2: 'Advanced' Supplemental Intervention:** The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
 - Tier 3: Intensive Intervention:** The reading or math teacher or other designated Tier 3 interventionist provides the intervention.

Tier 2 Entrance/Exit Workbook: Activity

Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any MTSS school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for *each* Tier selected.



Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT
<input checked="" type="checkbox"/> Tier 1: Core Instruction. No intervention is needed.	
<input checked="" type="checkbox"/> Tier 1: Classroom Intervention: The classroom teacher provides the intervention.	
<input type="checkbox"/> Tier 2: 'Early Response' Supplemental Intervention: Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)	
<input checked="" type="checkbox"/> Tier 2: 'Advanced' Supplemental Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	
<input checked="" type="checkbox"/> Tier 3: Intensive Intervention: The reading or math teacher or other designated Tier 2 interventionist provides the intervention.	



Step 2: Select Data Sources to Make Tier 1-3 Intervention Placements

Schools use objective data sources to identify students who are at risk of academic failure and require intervention support. Each data source should:

- be valid (an accurate measure of the student ability(ies) it claims to assess).
- be reliable (e.g., data collected by different educators on the same student using the same measure should yield similar results).
- add new information and value to the student assessment picture (that is, not highly correlated with other data sources).

Five Core Components of Reading

- “Phonemic Awareness: The ability to hear and manipulate sounds in words.
- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
- Fluency with Text: The effortless, automatic ability to read words in connected text.
- Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

AIMSweb School-Wide Screening Tools: Basic-Skills Reading Measures

Measure	Reading Skill
Letter Naming Fluency	Phonics
Letter Sound Fluency	Phonics
Phoneme Segmentation Fluency	Phonemic Awareness
Nonsense Word Fluency	Phonics
Oral Reading Fluency	Fluency
MAZE Passages	Comprehension

Anyplace Elementary School Example: Select Data Sources to Make Tier 1-3 Intervention Placements

At grade 4, the school selects these data sources to find students at risk for reading failure:

- AIMSweb: Reading Screening Tools:
 - Oral Reading Fluency (Fluency)
 - Maze Passages (Comprehension)
- Teacher Nomination
- North Carolina End-of-Grade Tests of English Language Arts (ELA)/Reading Grades 3-8 (Scaled Scores/Performance Level)



Step 3: Apply 'Weights' to Each Data Source

Not all data sources are created equal:

- Schools estimate the relative contribution that each data source makes to identifying the true 'at-risk' student.
- Then the data sources are ranked in descending order of importance.
- When making intervention placement decisions, information sources with greater weight have more influence in placing students.

Anyplace Elementary School Example: Apply 'Weights' to Each Data Source

Of grade 4 data sources, the school realizes that AIMSweb data gives the best information about risk status in component reading skills, followed by NC EOG ELA/Reading Test scores. However, Teacher Nomination often does not offer much new information, as it correlates highly with (overlaps with) student performance on both AIMSweb and the state ELA/Reading test

Anyplace Elementary: Ranking of Data Sources: High to Low

1. AIMSweb: Reading Screening Tools: Oral Reading Fluency (Fluency) & Maze Passages (Comprehension)
2. NC EOG ELA/Reading Test (Scaled Scores/Performance Level)
3. Teacher Nomination



Step 4: Set Cut-Point Bands by Tier for Each Data Source

For those data points that can be quantified as cumulative points, percentiles, or performance levels, the school sets ‘cut-points’, or score thresholds and ranges, for each Tier.

These cut-points allow the school to categorize students by Tier, based on their screening performance.

When cut-point scores are complete for one or more data sources, every student in the school can be assigned a degree of risk for academic failure.

Multi-Tier System of Supports

**AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate**

Grade	Percentile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
	90		151		169		184	0.9
	75		125		141		156	0.9
	50		100		114		127	0.8
Tier 2 →	25	57382	75	58592	89	59844	101	0.8
Tier 3 →	10		48		62		72	0.7
	Mean		100		115		128	
	StdDev		40		42		44	

**Selecting Performance ‘Cut-Points’ for Tier 2/3
Services: Example using AIMSweb Norms**

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

Multi-Tier System of Supports

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Point: AIMSweb Rdng	2. Cut-Point: NC EOG ELA/Rdng
Tier 1: Core Instruction	21%ile -100%ile	
Tier 1: Classroom Intervention	16%ile -20%ile	
Tier 2: 'Early Response' Supplemental Intervention	11%ile -15%ile	
Tier 2: 'Advanced' Supplemental Intervention	6%ile -10%ile	
Tier 3: Intensive Intervention	1%ile -5%ile	

Multi-Tier System of Supports

NC End of Grade (EOG) ELA/Reading Grades 3-8 Achievement Level Ranges (Cut Scores Matched to Global Performance Levels)

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts/Reading (Starting with 2013-14 school year)	3	≤431	432-438	439-441	442-451	≥452
	4	≤438	439-444	445-447	448-459	≥460
	5	≤442	443-449	450-452	453-463	≥464
	6	≤441	442-450	451-453	454-464	≥465
	7	≤444	445-453	454-456	457-468	≥469
	8	≤448	449-457	458-461	462-472	≥473

Multi-Tier System of Supports

NC End of Grade (EOG) ELA/Reading Grades 3-8 Achievement Level Ranges (Cut Scores Matched to Global Performance Levels)

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

Multi-Tier System of Supports

Anyplace Elementary School Example: Set Cut-Point Bands by Tier for Each Data Source: Grade 4

RTI: Tier	1. Cut-Points: AIMSweb Rdng	2. Cut-Points: NC EOG ELA/Rdng
Tier 1: Core Instruction	21%ile -100%ile	≥ 448 (Lvls 4-5)
Tier 1: Classroom Intervention	16%ile -20%ile	445-447 (Lvl 3)
Tier 2: 'Early Response' Supplemental Intervention	11%ile -15%ile	443-444 (Lower Lvl 2)
Tier 2: 'Advanced' Supplemental Intervention	6%ile -10%ile	439-442 (Upper Lvl 2)
Tier 3: Intensive Intervention	1%ile -5%ile	≤ 438 (Lvl 1)



Step 5: Use the Data Sources in Ranked Order of Importance to Sort Students into MTSS Tiers (and Exit Those No Longer Needing Tier 2)

Use the first data source with the greatest weighting (e.g., AIMSweb school-wide reading screeners) to ‘sort’ all students into the appropriate Tier-- from Tier 1: Core Instruction to Tier 3: Intensive Intervention.

Then go to the next data source (e.g., NC EOG ELA/Reading Testing).
NOTE: If data sources disagree about Tier level, a school has the option to resort them into the higher intervention Tier.

Apply Teacher Nomination data last and with caution. When other data sources fail to identify an at-risk student, the Teacher Nomination should be used only if it provides specific additional information about the nature of the academic deficit(s).

Multi-Tier System of Supports

Anyplace Elementary School Example: Use the Data Sources to Sort Students into MTSS Tiers

RTI: Tier	1. Cut-Point: AIMSweb	2. Cut-Point: NC EOG ELA/Rdng	#/Students from Gr 4 (120 Total)
Tier 1: Core Instruction	21%ile -100%ile	≥ 448 (Lvls 4-5)	82
Tier 1: Classroom Intervention	16%ile -20%ile	445-447 (Lvl 3)	12
Tier 2: 'Early Response' Supplemental Intervention	11%ile -15%ile	443-444 (Lower Lvl 2)	7
Tier 2: 'Advanced' Supplemental Intervention	6%ile -10%ile	439-442 (Upper Lvl 2)	15
Tier 3: Intensive Intervention	1%ile -5%ile	≤ 438 (Lvl 1)	4



Step 6: Group Students by Intervention Need

Use data sources to group students at each Tier according to shared intervention profiles/needs.

For most students, the academic screening data (e.g., AIMSweb) is sufficient for placement (e.g., a grade-4 student with moderate reading fluency delays benefits from a program to boost oral reading fluency).

However, students with more severe delays in academic screening and/or low NC EOG testing results may need further diagnostic testing to accurately determine the appropriate intervention program.



Using Screening & Other Data Sources to Match Students to Tiers of Intervention: 6 Steps

- Step 1: Define Academic-Intervention Tiers
- Step 2: Select Data Sources to Make Tier 1-3 Intervention Placements
- Step 3: Apply 'Weights' to Each Data Source
- Step 4: Set Cut-Point Bands by Tier for Each Data Source
- Step 5: Use the Data Sources in Ranked Order of Importance to Sort Students into MTSS Tiers (and Exit Those No Longer Needing Tier 2)
- Step 6: Group Students by Intervention Need

Tier 2/3 Entrance/Exit Workbook: Activity

Set up your academic screening program. In column 1, generate a list of screeners and other data sources that you will use to determine student eligibility for Tier 2 academic services. In column 2, rank-order these data sources based on their relative importance for Tier 2 identification (i.e., “1” for the most important data source, “2” for the next most important source, etc.). In column 3, begin to plan how your building will establish ‘cut-points’ (if applicable) for each data source.



Column 1: List Each Data Source	Column 2: Rank Your Data Sources	Column 3: Create a Plan to Establish Cut-Points for Each Data Source

Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?





The Data Analysis Team: Command & Control for Tier 2/3 Services

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

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

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

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

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

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

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



Data Analysis Team: Tier 2/3 Command & Control

DAT: Purpose. The Data Analysis Team (DAT) is the ‘command and control’ group for determining which students qualify for Tier 2/3 academic services and assigning them to the appropriate intervention support.

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.



Data Analysis Team: Tier 2/3 Command & Control

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

- share screening results with grade-level teachers to help them to improve instruction
- identify specific students that qualify for Tier 2/3 services; and
- assemble an individual plan for each student identified for Tier 2/3 services.



Data Analysis Team: Tier 2/3 Command & Control

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

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



Data Analysis Team: Tier 2/3 Command & Control

DAT: Meeting Structure. The steps in preparing for and running each DAT meeting (fall/winter/spring) are:

- PREPARATION: STEP 1: Establish Objective Data Sources.
 - PREPARATION: STEP 2: Prepare Data Reports for Current Screening.
-
- DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams.
 - DAT MEETING: STEP 2: Identify Tier 2/3 Students.
 - DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.



Tier 2/3 Entrance/ Exit Workbook p. 3

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2/3 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with area(s) of competence.

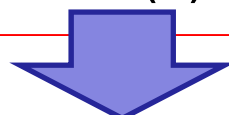
Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT

Determine Your School's Levels of Intervention. Review the intervention levels below. (Those already checked are Tiers that any MTSS school must implement.) If your school plans to recruit classroom teachers as Tier 2 providers (Tier 2: Early-Response Supplemental Intervention), check that box. Note that your school will set cut-points on school-wide screener to determine student eligibility for each Tier selected.

- Possible Intervention Levels**
- Tier 1: Core Instruction.** No intervention is needed.
 - Tier 1: Classroom Intervention:** The classroom teacher provides the intervention.
 - Tier 2: 'Early Response' Supplemental Intervention:** Classroom teachers provide the intervention for students with 'milder' Tier 2 deficits. (This category could include middle or high school teachers with an AIS period.)
 - Tier 2: 'Advanced' Supplemental Intervention:** The reading or math teacher or other designated Tier 2 interventionist provides the intervention.
 - Tier 3: Intensive Intervention:** The reading or math teacher or other designated Tier 3 interventionist provides the intervention.

Tier 2/3 Entrance/Exit Workbook: Activity

Recruit your 'dream' Data Analysis Team (DAT). Collectively, the DAT should (a) understand data collection and analysis of school-wide screening data; (b) know programs, providers, and number of 'slots' available for Tier 2 across the school; (c) be able to set up and document Tier 2 intervention plans; and (d) have skills to dialog with classroom teachers on collegial terms on how to strengthen whole-group instruction. Write down names and/or positions of staff you believe should be considered for DAT membership, along with their area(s) of competence.



Staff Member/Position	Area(s) of Competence to Support the Tier 2 DAT



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school selects school-wide screeners.* The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills.

For each screening tool, the school establishes ‘cut-points’—score ranges that allow students to be sorted and placed in categories according to their level of risk for academic failure.



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

Risk categories include:

- *Tier 1: Core Instruction: Low Risk: No intervention is needed.*
- *Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.*
- *Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps.*
- *Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits.*



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school identifies additional data sources.* The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support.

When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 1: Establish Objective Data Sources.

- *The school weights screeners and other data sources.* The school weights in descending order of importance all measures to be used to make intervention placements, with the most ‘diagnostic’ sources appearing in first position.

When a student’s several data sources show an inconsistent data profile (e.g., with some sources indicating a need for intervention and others suggesting that the student is low-risk), the school assigns greater weight to the more ‘trustworthy’ data sources to help to resolve the uncertainty.



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 2: Prepare Data Reports for Current Screening. The DAT:

- *compiles grade-level summaries depicting patterns of student performance by grade level.*

Summary information for interpreting the effectiveness of core instruction might include:

- the overall percentage of students performing at or above grade level on each screening measure,
- targeted analyses of percentages of students demonstrating mastery of particular academic skills (e.g., oral reading fluency), etc.



Data Analysis Team: Tier 2/3 Command & Control

PREPARATION: STEP 2: Prepare Data Reports for Current Screening. The DAT:

- *prepares student eligibility lists by Tier.*

At every grade level, the school generates lists for each screening measure that use predetermined cut-point scores to group students into corresponding intervention Tiers.



Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 1: Have Instructional Conversations with Grade-Level Teams. DAT meets with teachers at each grade to:

- *evaluate the effectiveness of core instruction.* Core instruction is judged to be adequate if at least 80% of students perform at or above the benchmark cut-point(s).
- *examine patterns of student performance.* DAT and teachers next look over the screening results to see what grade- or class-wide patterns of performance emerge.
- *brainstorm ideas to strengthen instruction.* DAT and teachers discuss specific strategies to be incorporated into core instruction at the grade level to improve learning and outcomes.

DAT: Tier 1: Screening Data & Instruction: Qs

According to our most recent screening data, 65 percent of our third-grade met or exceeded the benchmark for oral reading fluency. That's well below our goal of 80 percent. What ideas do you have to target fluency in core instruction?

4

The data show that there are at least 4 students in each of your first-grade sections who have big gaps in their letter-identification skills. Let's brainstorm ways that you can provide classroom support to help these students to catch up with their peers.

When you look at student performance in reading comprehension, some of your fourth-grade classrooms were at or above benchmark and some below. Why do you think we have these differences—and more importantly, what can we do to address them?



Data Analysis Team: Tier 2/3 Command & Control

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

TIP: Delegate to streamline grade-level meetings. Schools may find it difficult to convene a meeting between the entire DAT and each grade-level instructional team.

One solution is first to convene the full DAT collectively to analyze screening results and compile analyses for all grade levels.

Then a sub-group of the DAT can be delegated to meet with the various grade levels to convey the updated screening information and the full DAT's recommendations--and to generate an action plan.

Strong Core Instruction.

What are the elements of direct instruction that teachers can include in whole-group instruction to optimize learning for the widest range of at-risk students?



RTI: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction. pp. 7-8

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

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).
2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

7. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

How to: Implement Strong Core Instruction

1. Access to Instruction

Instructional Match

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Activity: Strong Direct Instruction & the DAT

1. Review this list of elements of direct instruction (pp. 7-8).
2. Explore how your school or district might use this or a similar checklist to guide discussion about how to strengthen core reading instruction in DAT meetings with grade-level teachers.

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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





Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 2: Identify Tier 2/3 Students. The DAT next reviews screening results at each grade level.

The Team's task in this phase is to identify students who qualify for Tier 2/3 services based on their falling below the Tier 2/3 eligibility cut-point scores on the screening measure(s).

DAT: Tier 2/3: School- and Grade-Wide Analysis: Qs



Now let's focus on our screening cut-point scores for reading comprehension across grades 2 through 6. Which students fell into the Tier 2/Tier 3 ranges?

How many students in our fifth grade qualify for Tier 2 or Tier 3 services because of reading delays? And if we cap groups at 7, how many students can our current MTSS providers accommodate at that grade level?

Are there any students appearing on our Tier 2/3 eligibility list who are a surprise because we thought their skills were stronger than we saw in the screening?

Which students were so low on our reading screenings that we should do more diagnostic assessment to pinpoint their intervention needs?



Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student. In the final segment of the DAT meeting, the Team assigns each student to a specific reading group/program and creates a matching intervention plan.

For each student discussed, the team decides on details such as what group and intervention program that learner is to be assigned to, the frequency and length of intervention sessions, and the number of weeks the intervention will last before check-up. The DAT also creates a written record of the intervention plan.

DAT: Tier 2/3: Individual Intervention Planning: Qs

OK, Let's look at Jack, the next student on our Tier 2 list.

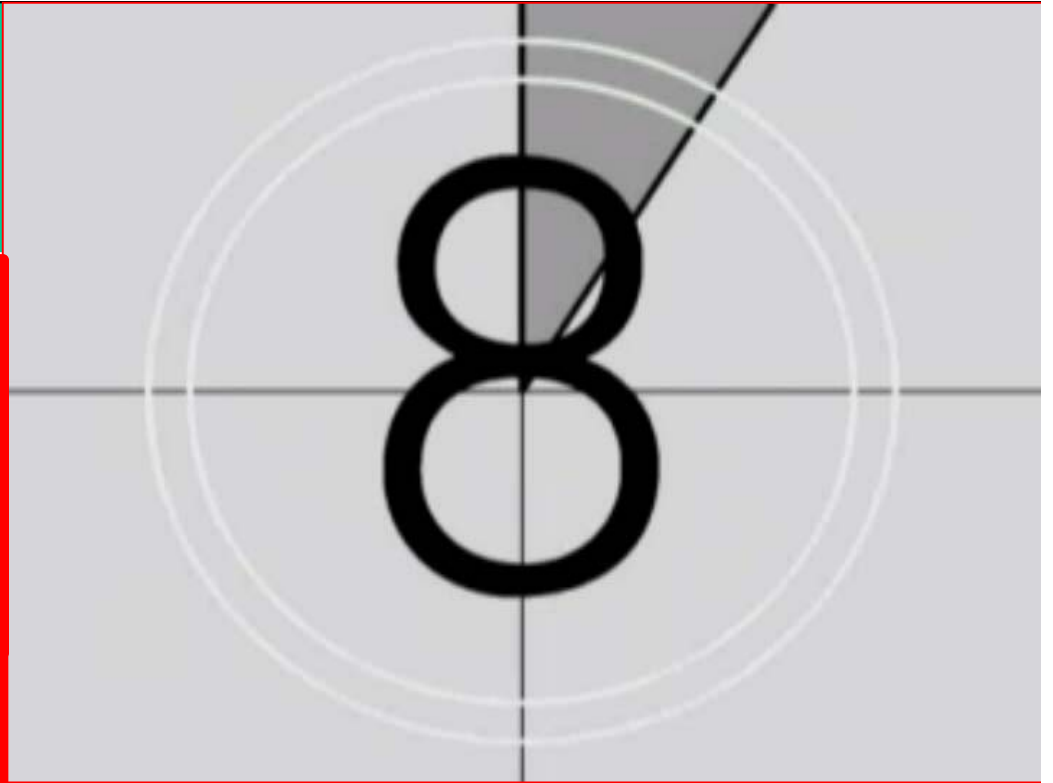
According to our screening data, what reading intervention would be best for Jack?

How will we monitor Jack's progress during the intervention —and how often?

What will be the maximum size of Jack's reading group?

How frequently should Jack's reading group meet?

How many weeks will the intervention last before we check in on Jack's reading progress?





Data Analysis Team: Tier 2/3 Command & Control

DAT MEETING: STEP 3: Develop Intervention Plans for Each Eligible Tier 2/3 Student.

TIP: Delegate development of intervention plans to Tier 2/3 providers. The DAT can find it time-consuming in a single meeting to create individualized plans documenting all details of each eligible student's Tier 2/3 reading interventions.

An alternative is to give intervention providers responsibility for documenting Tier 2/3 plans, to be completed soon after the DAT meeting. The full DAT retains responsibility for identifying Tier 2/3 students and making assignments to groups and reading programs.

Tutorial

Classroom Intervention Planning Sheet

pp. 14-16

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:		Interventionist(s):		Date Intervention Plan Was Written:	
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:	
Description of the Student Problem:					

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

--

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

--

Training

What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

--

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:		Ideas for Intervention Progress-Monitoring <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal	
How often will data be collected? (e.g., daily, every other day, weekly):		

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
Date intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015	Total Number of Intervention Weeks:	8 weeks
Description of the Student Problem:	Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.				

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Ask-Read-Tell Cognitive Strategy:

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Training

What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:	completed ART sheets; quiz grades		Ideas for Intervention Progress-Monitoring <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal		
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades		
How often will data be collected? (e.g., daily, every other day, weekly):			
ART sheets/as readings are assigned; quizzes weekly			

Multi-Tier System of Supports

Creating a Written Record of Classroom Interventions: Form

- *Case information.* The opening section of the form includes general information about the case, including:
 - Target student
 - Teacher/interventionist
 - Date of the intervention plan
 - Start and end dates for the intervention
 - Description of the student problem to be addressed

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015	Total Number of Intervention Weeks:	8 weeks
Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.			

Name: Passage/Page Title: Date: **Step 2: Goal While Reading: I READ the passage carefully for full understanding:**

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Conference Web
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1. 2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Multi-Tier System of Supports

Creating a Written Record of Classroom Interventions: Form

- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Ask-Read-Tell Cognitive Strategy

Creating a Written Record of Classroom Interventions: Form

- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Creating a Written Record of Classroom Interventions: Form

- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Creating a Written Record of Classroom Interventions: Form

- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention, to include:
 - what type of data is to be used
 - collects and enters student baseline (starting-point) information
 - calculates an intervention outcome goal
 - The frequency that data will be collected.

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. If a method is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and enter the frequency that you plan to monitor the intervention. Tip: Several ideas for classroom data collection are provided in the Appendix.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information					
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Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Ask-Read-Tell Cognitive Strategy: Link: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	completed ART sheets; quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	
<ul style="list-style-type: none"> Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist 	

Tier 2/3
Entrance/ Exit
Workbook p. 4

Develop a Draft Agenda for Data Analysis Team Meetings. Look over the sample agenda and script for running a Data Analysis Team meeting (handout: pp. 8-13). Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. NOTE: In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you can schedule and script those as separate events.

DAT Meeting Agenda


Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	
TASK 3 →: • _____	
TASK 4 →: • _____	
TASK 5 →: • _____	
TASK 6 →: • _____	
TASK 7 →: • _____	
TASK 8 →: • _____	

Tier 2/3 Entrance/Exit Workbook: Activity

Develop a Draft Agenda for Data Analysis Team Meetings.
 Look over the handout for running a Data Analysis Team meeting. Using this resource as a general guide, draft an agenda ('Tasks' list) for how your DAT meetings will be conducted. **NOTE:** In this exercise, if your school chooses to schedule face-to-face meetings between DAT members and classroom teachers to talk about the impact of screening results on core instruction, you have the option to schedule and script those as separate events.



Task Title	What is to be accomplished (include scripted dialog if helpful)
TASK 1 →: • _____	
TASK 2 →: • _____	



Intervention Integrity. What are convenient ways that schools can measure that Tier 2/3 reading plans are carried out with integrity?
pp. 17-23



Tutorial: Interventions: Why Assess Integrity?

When a struggling student fails to respond adequately to a series of evidence-based interventions, that student is likely to face significant and potentially negative consequences, such as failing grades, long-term suspension from school, or even placement in special education.

It is crucial, then, that the school monitor the integrity with which educators implement each intervention plan so that it can confidently rule out poor or limited intervention implementation of the intervention as a possible explanation for any student's 'non-response'.

Source: Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).



Intervention Integrity Check: Direct Observation

Intervention integrity is best assessed through direct observation (Roach & Elliott, 2008).

- The key steps of the intervention are defined and formatted as an observational checklist.
- An observer watches as the intervention is conducted and checks off on the checklist those steps that were correctly carried out. The observer then computes the percentage of steps correctly carried out.

Mult

Intervention Script Builder for: Student Name: _____ Grade: _____

Teacher/Team: _____ Intervention Start Date: ____/____/____

Description of the Target Academic or Behavior Concern: _____

'Yes/No' Step-by-Step Intervention Check

Intervention Script Builder

Each Step Marked 'Negotiable' or 'Non-Negotiable'

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
Intervention Check	Intervention : detail so that t	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	2. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	3. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	4. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	5. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step
This step took place Y__ N__	6. _____	<input type="checkbox"/> Negotiable Step <input type="checkbox"/> Non-Negotiable Step

Limitations of Direct Observation as an Intervention Integrity Check



- Direct observations are time-consuming to conduct.
- Teachers who serve as interventionists may at least initially regard observations of their intervention implementation as evaluations of their job performance, rather than as a child-focused RTI “quality check”.
- An intervention-implementation checklist typically does not distinguish between--or differentially weight--those intervention steps that are more important from those that are less so. If two teachers implement the same 10-step intervention plan, for example, with one instructor omitting a critical step and the other omitting a fairly trivial step, both can still attain the same implementation score of steps correctly completed.

Source: Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Supplemental Methods to Collect Data About Intervention Integrity



Teacher Self-Ratings: As a form of self-monitoring, directing interventionists to rate the integrity of their own interventions may prompt higher rates of compliance (e.g., Kazdin, 1989). However, because teacher self-ratings tend to be ‘upwardly biased’ (Gansle & Noell, 2007, p. 247), they should not be relied upon as the sole rating of intervention integrity. One suggestion for collecting regular teacher reports on intervention implementation in a convenient manner is to use Daily Behavior Reports (DBRs; Chafouleas, Riley-Tillman, & Sugai, 2007).

Sources:

Chafouleas, S., Riley-Tillman, T.C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction*. New York: Guilford Press.

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Gove, CA: Brooks/Cole..

Multi-Tier

Intervention Contact Log

Staff Member(s) Implementing Intervention: _____
 Classroom/Location: _____ Intervention Description: _____

Student _____ (should be capped at 6-7 students.)

A. _____ G. _____
 B. _____ H. _____
 C. _____ I. _____

Date: _____ Time Start: _____:_____:_____ AM End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Comments: _____

**Teacher
 Intervention
 Integrity Self-Rating**

To what degree were you able to carry out the intervention as designed?

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

**Intervention Contact
 Log**

Not at all Somewhat Fully
 AM AM

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

To what degree were you able to carry out the intervention as designed? _____
 1 2 3 4 5 6 7 8 9
 Not at all Somewhat Fully

Date: _____ Time Start: _____:_____:_____ AM Time End: _____:_____:_____ AM
 Students Absent: _____

Supplemental Methods to Collect Data About Intervention Integrity



Intervention Permanent Products: If an intervention plan naturally yields permanent products (e.g., completed scoring sheets, lists of spelling words mastered, behavioral sticker charts), these products can be periodically collected and evaluated as another indicator of intervention integrity (Gansle & Noell, 2007).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).

Intervention Integrity: Verify Through a Mix of Information Sources



Schools should consider monitoring intervention integrity through a mix of direct and indirect means, including direct observation and permanent products (Gansle & Noell, 2007), as well as interventionist self-ratings (Roach & Elliott, 2008).

Source:

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251).


Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.195-208).

Tier 2/3: Measuring Intervention Integrity: Activity

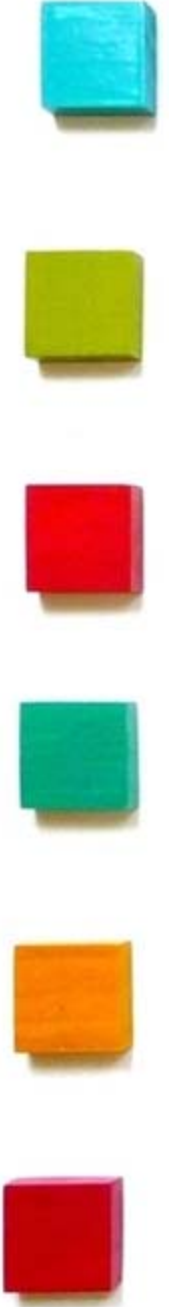
In your groups:

- Consider the 3 options reviewed today for evaluating the integrity of Tier 2 interventions:
 1. Direct observation/use of intervention checklist
 2. Teacher self-rating
 3. Student work products
- Answer this question:

At your school, what method(s) and sources of information should be used to monitor the integrity of interventions delivered by a Tier 2/3 provider?








MTSS & Tier 2/3 Interventions:
Choose the Path. What are the next steps that your school can take during this (and the next) school year?





Agenda: MTSS Reading: Tiers 2 & 3

-  1. Tier 2/3 Reading Support: Introduction. What are the role and purpose of Tier 2/3 services in MTSS?
-  2. High-Quality Reading Programs. What are examples of effective research-based Tier 2/3 reading programs? And what are quality indicators for any Tier 2/3 reading support?
-  3. Data Analysis Team (DAT): Establishing Command & Control. What is the function of the DAT and how does it manage the placement and regular review of student receiving Tier 2/3 help?
-  4. School-Wide Reading: Screening & Progress-Monitoring. How can schools use screening tools proactively to enter students into and exit them from Tier 2/3 services? And what are methods for tracking intervention progress?
-  5. Intervention Integrity. What are convenient ways that schools can measure that Tier 2/3 reading plans are carried out with integrity?

Next Steps: Activity

In your groups:

- Review the 4 goal statements on the next-steps planner (on right).
- For each goal, develop a plan to move toward that goal in the current or next school year (list implementation steps, key people, resources needed, additional comments).
- Be prepared to report out!

Next Steps: Creating a Building-Wide System of Tier 2/3 MTSS Reading Support:

Participants: _____

School: _____ Date: _____

GOAL 1: The school inventories its full range of Tier 2/3 programs, practices, and personnel available for reading interventions. Using this inventory, the school verifies that its Tier 2/3 programs/practices are supported by research.

List the 'next steps' for this goal:

1. _____
2. _____
3. _____
4. _____
5. _____



Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: A Data Analysis Team (DAT) meets to review school-wide screening data at 3 points during the school year. At those meetings, the DAT (1) shares screening results with grade-level teams; (2) identifies students to be entered into or exited from Tier 2 services; and (3) matches entering students to appropriate intervention groups.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____