MTSS for Academics: Optimize Supports for At-Risk Learners

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About Jim Wright

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

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

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Handout

RTI Classroom Teacher Toolkit

MTSS for Academics: Optimize Supports for At-Risk Learners

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

Workshop PPTs and handout available at:

http://www.interventioncentral.org/rtiaudit

RTI/MTSS Workshop Agenda:

1. What are 'best practices' for setting up the RTI/MTSS 3 Tiers of academic intervention?

2. What are important 'next steps' for moving RTI/MTSS forward at your school and across your district?

"

For Want of a Nail (proverb)

For want of a nail the shoe was lost…

For want of a shoe the horse was lost…

For want of a horse the knight was lost…

For want of a knight the battle was lost…

For want of a battle the kingdom was lost…

So a kingdom was lost—all for want of a nail.

"

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

RTI vs. MTSS: What is the Difference?

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

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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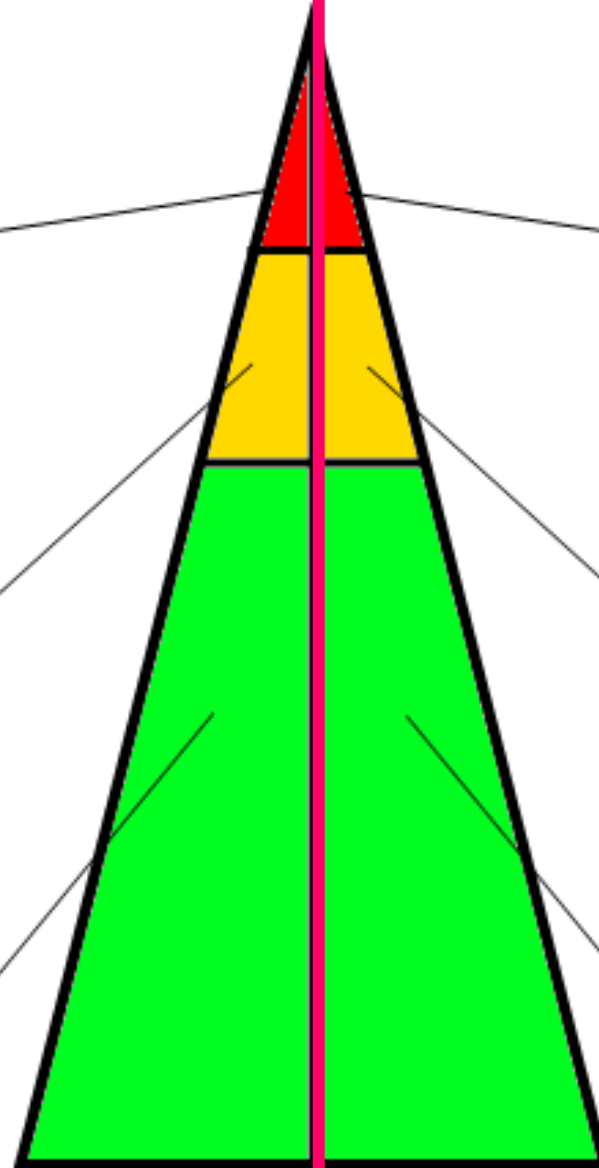
MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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

RTI/MTSS Continuum of Services: Tiers 1-3

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

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

Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.
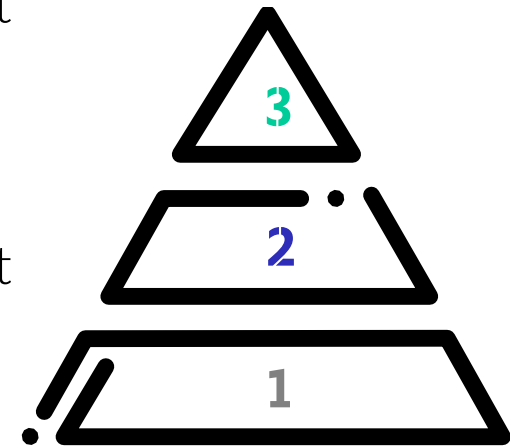
RTI/MTSS: Decision Rules: Identifying the 'Non-Responding' Student in Academics

The student:

- received interventions in current classroom to address concerns.

- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.

- continues to show a large academic 'performance deficit'.

- has failed to close the academic gap with peers (as measured by school-wide screening tools).

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

- research-based.

- appropriately matched to the student concern.

- carried out with integrity.

RTI/MTSS for Academic Support: Key Ideas

1. **Early intervention is cost-effective.** Small academic problems are easier and less costly to fix than big problems.

2. **Interventions are put into writing.** Teachers write down individual interventions so that other educators can know what strategies do or do not benefit those learners.

3. **Data determines who needs interventions.** The school uses academic data to move students into / out of intervention services.

4. **Interventions are monitored.** Teachers collect progress-monitoring data for any RTI/MTSS intervention that 'counts' –so they can judge whether it is actually helping the student.

5. **RTI/MTSS is everyone's responsibility.** Every educator in the school has a defined role and toolkit of resources to participate in RTI/MTSS for academics.

MTSS: Taking On the Academic Challenge(s)
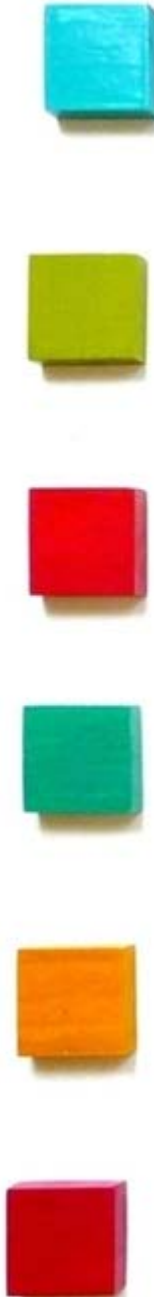
Discussion:

- What is the **single** academic deficit, skill deficiency, or other problem that you consider to be the **greatest challenge** to student success in your classroom or school?

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

Handout p. 2

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

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

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

The Struggling Student in a General-Education Setting: Pivot Points
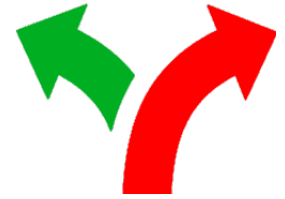
Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

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

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic 'survival skills'

Peer interactions

Work completion

Self-efficacy

Transitions

Self-understanding

Attentional focus

Self-advocacy

Pivot Points: The Struggling Student in a General Education Setting
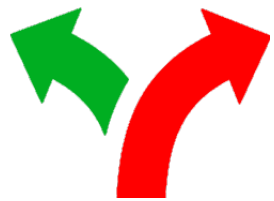
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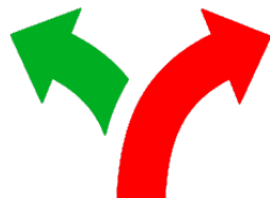
B. **Academic Survival Skills**. The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting

C. **Work Completion.** The student independently completes in-class work and homework.
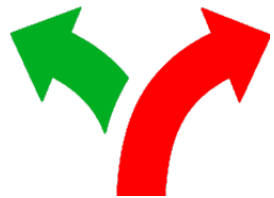
D. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting

E.   **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
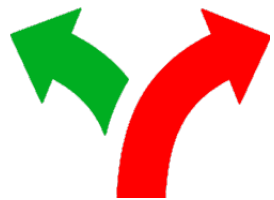
F.   **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting
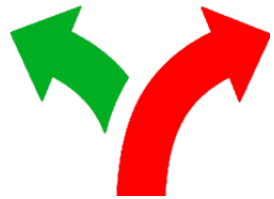
G. Peer Interactions. The student collaborates productively and has positive social interactions with peers.

H. Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').

Pivot Points: The Struggling Student in a General Education Setting

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

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

A. **Basic Academic Skills.** The student has sufficient mastery of

DIRECTIONS. Review the 10 'pivot points' discussed today.

Select 1 that you or your school find **most** challenging.

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...demic survival skills (e.g., homework ...e their learning.

...n-class work and homework.

...mic routines and behavioral expectations ...ecials).

...oriate ability to focus attention in large and

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Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY

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

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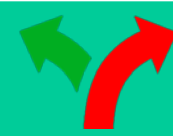
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J.   **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Tier 1: Core Instruction. What are the elements of strong direct instruction that promote student success?

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

- Teachers need clear guidance on how to include direct-instruction elements in lesson plans.

- Schools require a shared definition of 'high-quality instruction' across *all* classrooms to bring up the academic performance of all students.

MTSS: Tier 1: Core Instruction

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

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

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

The Challenge of Learning Differences…

Students often bring learning differences to their general-education classrooms that significantly impact their success.

Learning Problems

Attention

Behavior

Language Issues
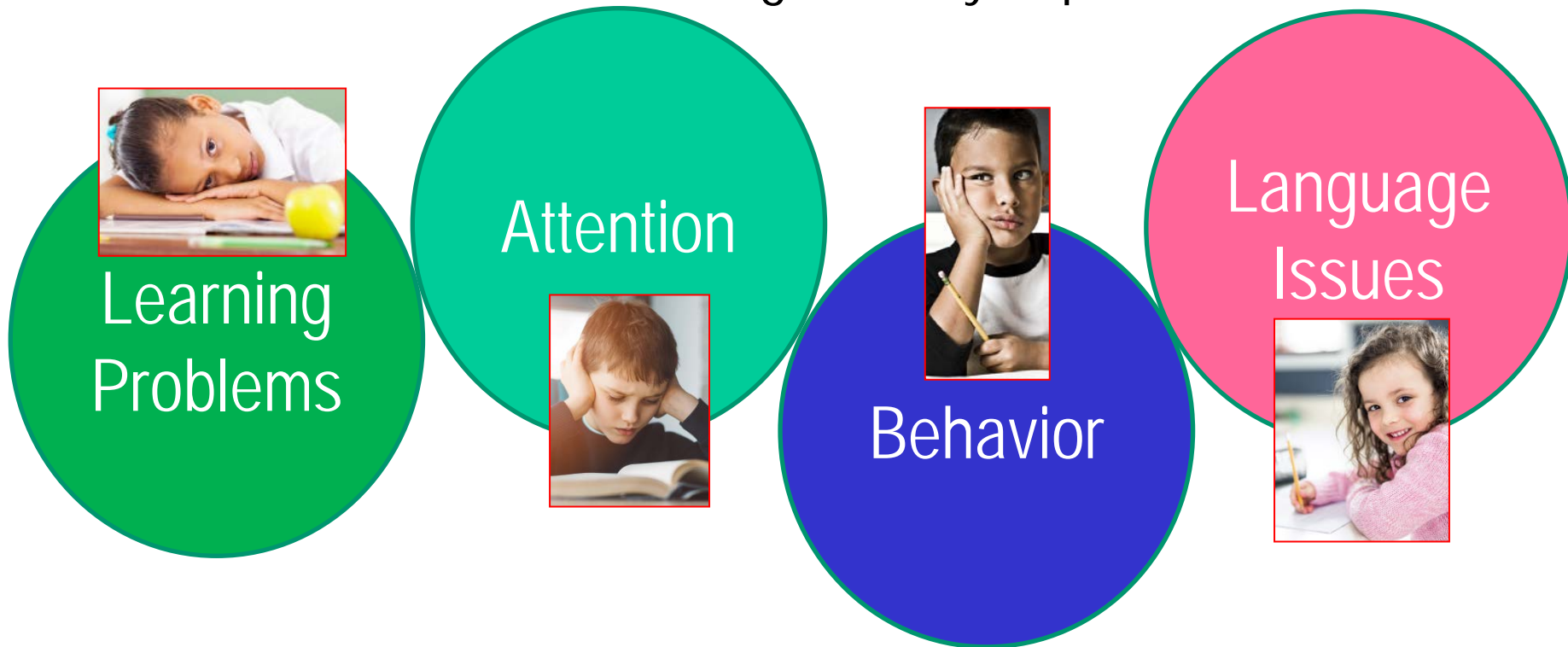
One positive step is to have an efficient toolkit of research-based instructional strategies appropriate for the entire class.

MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
Handout: pp. 3-4

How To: Implement Strong Core Instruction

Teacher: [   ]   Date: [   ]   Class/Lesson: [   ]

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

1. Increase Access to Instruction

Instructional Element	Notes
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ 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).	
☐ 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).	
☐ 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).	
☐ 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

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

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❑Support for Independent Practice

❑Distributed Practice

Motivating Students Through Collaboration: Numbered Heads Together (Online)

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

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

- students should have enough wait-time to formulate an adequate answer.,

- the teacher should provide targeted performance feedback (Maheady et al., 2006).

Motivating Students Through Collaboration: Numbered Heads Together

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

Motivating Students Through Collaboration: Numbered Heads Together

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

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

Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."*

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

Motivating Students Through Collaboration: Numbered Heads Together

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

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

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

2. 'Scaffolding' Support (Cont.)

- ❑ Group Responding
- ❑ High Rate of Student Success
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How to: Implement Strong Core Instruction

1. Access to Instruction

☐ Instructional Match

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Opportunities for Review/ Practice

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☐ Distributed Practice

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction**.
2. Discuss how your school might use this or a similar checklist to create school-wide expectations for strong, consistent Tier 1 (core) instruction to benefit struggling learners.

InterventionCentral
2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

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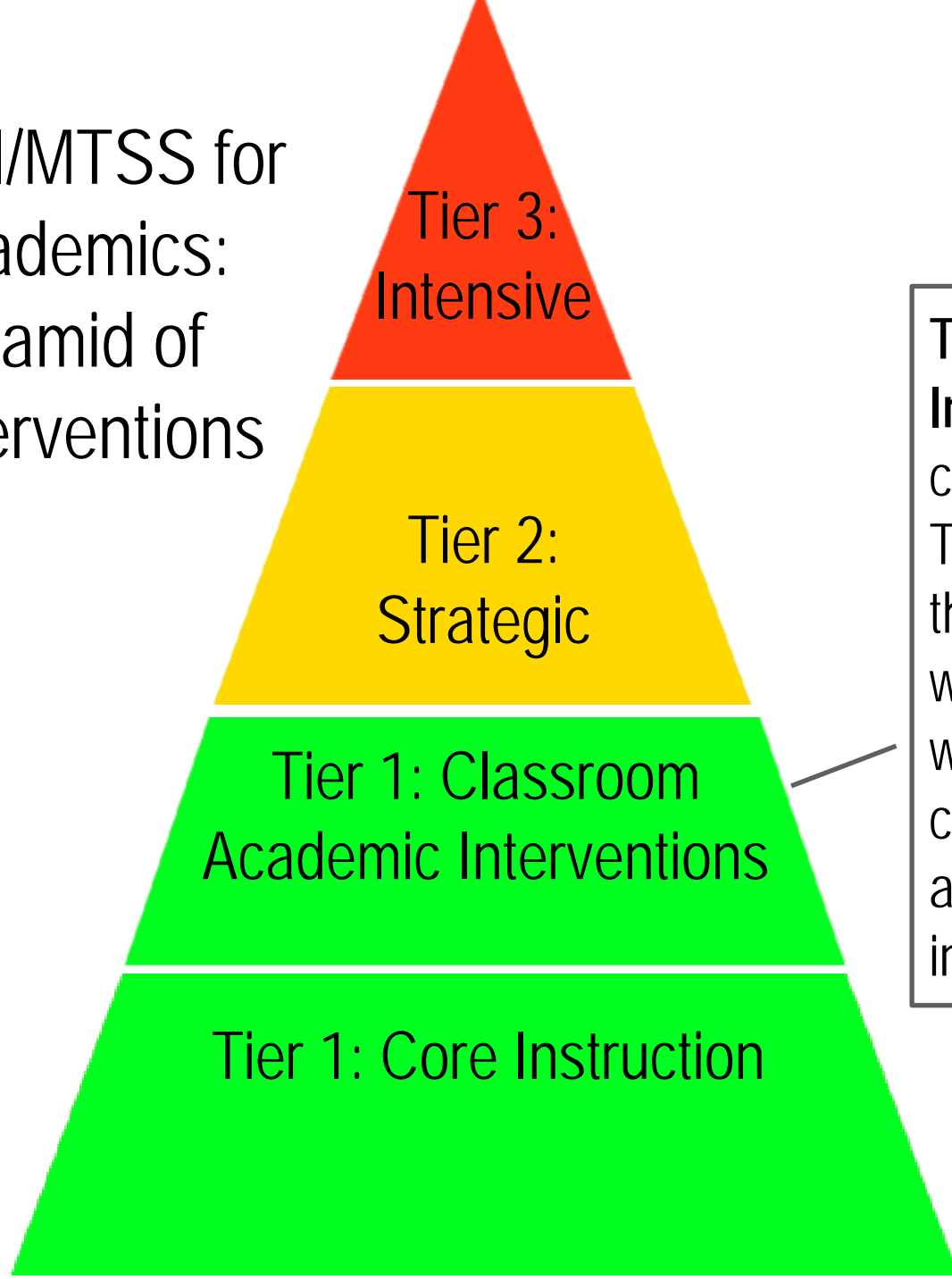
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

RTI/MTSS for Academics:
Tier 1: **Classroom Interventions**
Guiding Points for Leadership…

- Academic problems should be clearly defined: "If you can't name it, you can't fix it."

- Interventions should be supported by research.

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

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

- Interventions should be carried out with integrity.

MTSS: Tier 1: Classroom Intervention

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

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

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

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

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

- searching the Internet for ideas to help a struggling learner.

- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.

- conferencing with a student to develop an action-plan to improve academic performance.

- brainstorming with members of the grade-level or instructional team for ideas to support a student.

- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.

- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

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

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

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

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Rayshawn. Typical student making expected progress with core instruction alone. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

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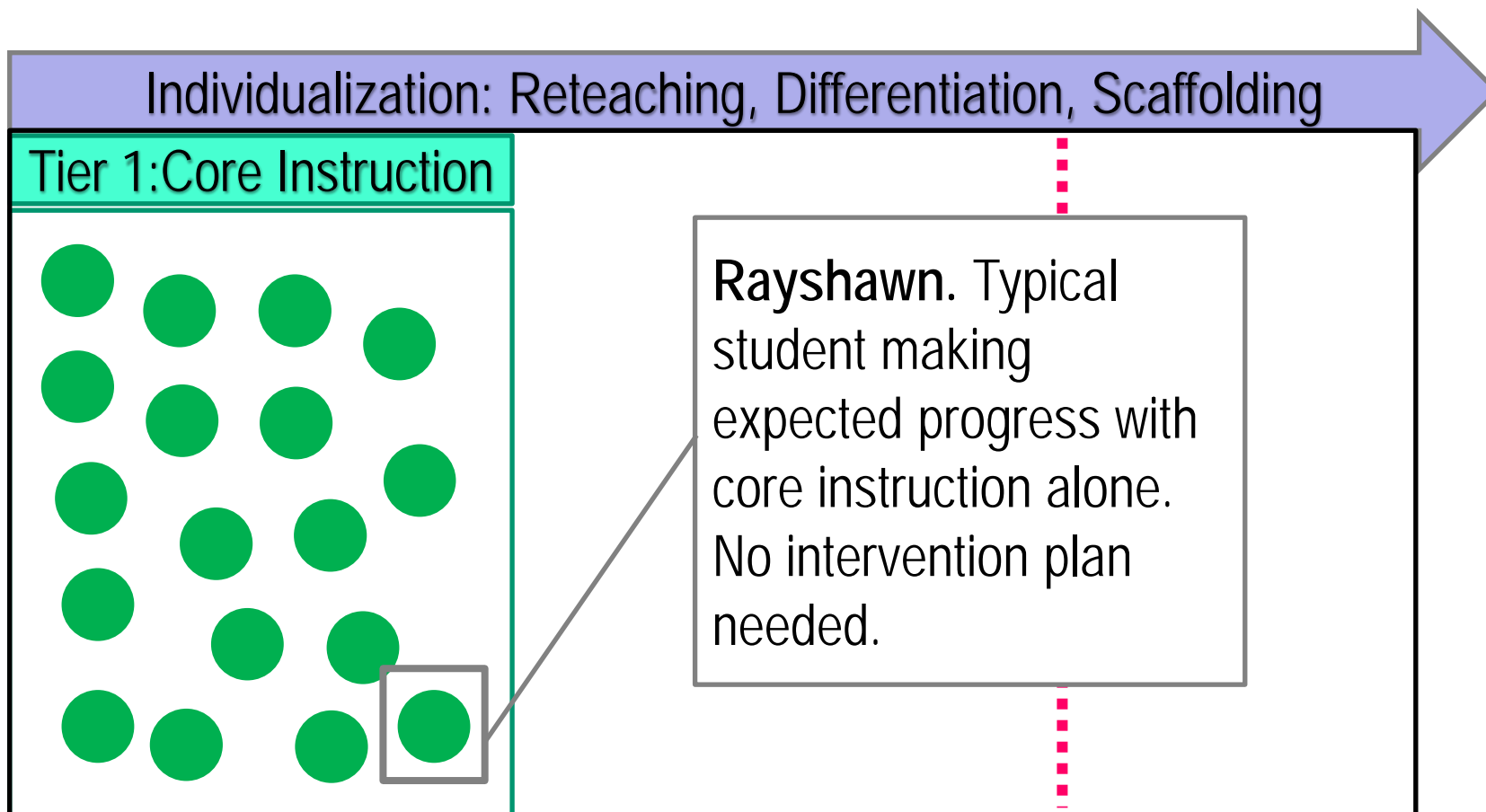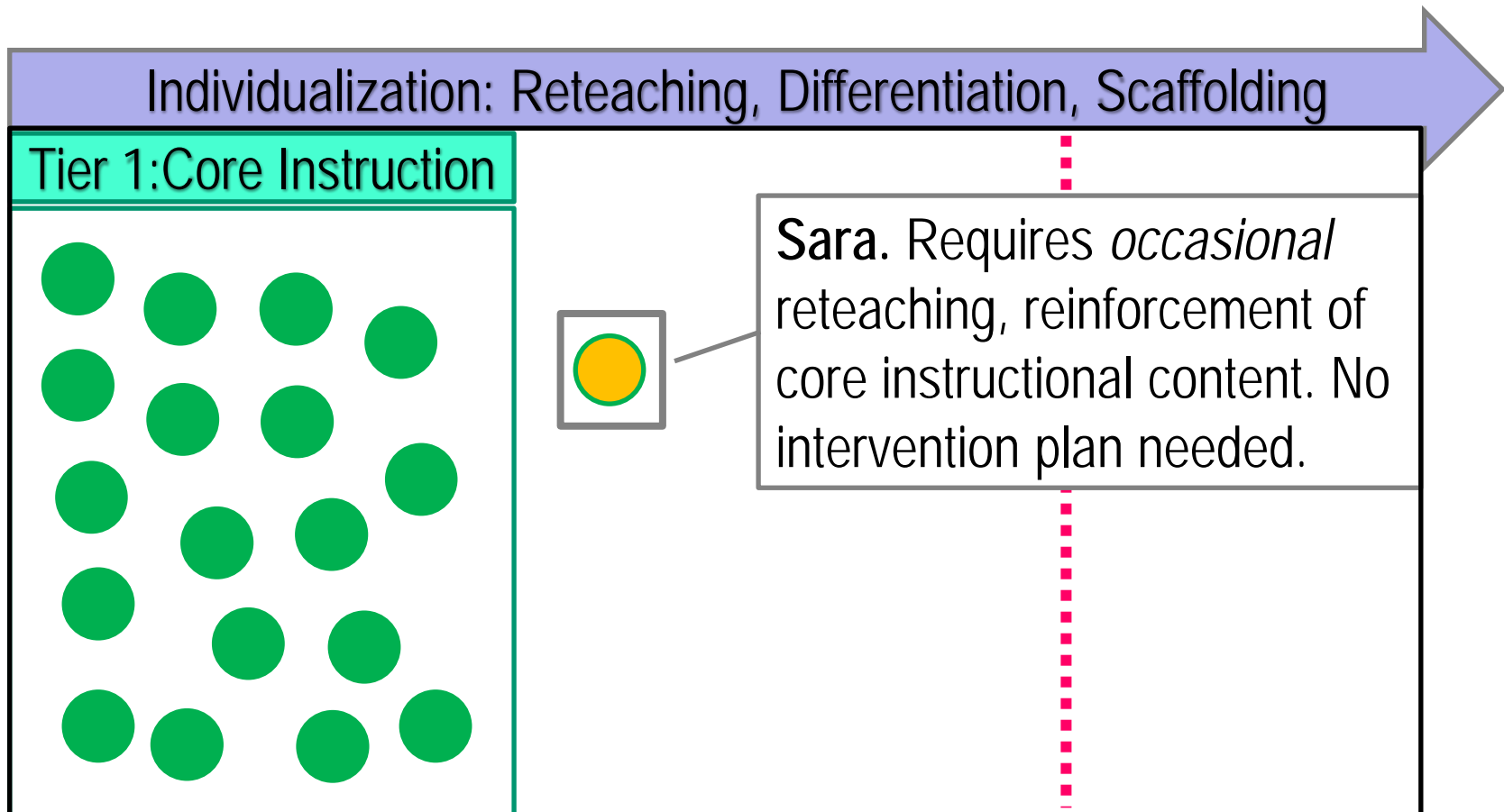
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Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction
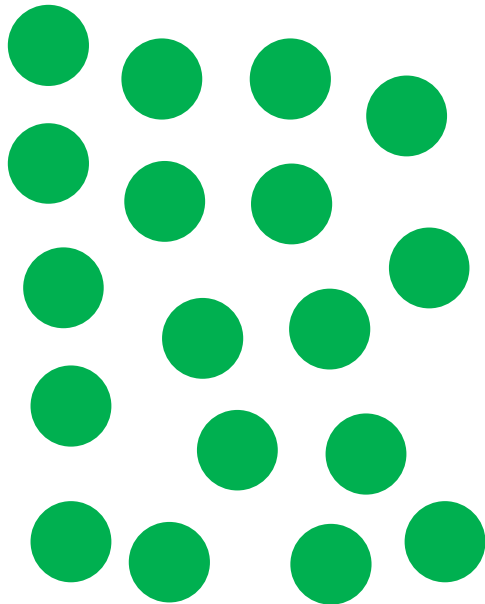
Neda. Needs sustained teacher attention across several instructional weeks. Benefits from strategies to boost math-fact fluency (e.g., Cover-Copy-Compare). Documentation of intervention plan recommended.
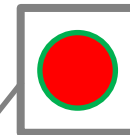
Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?
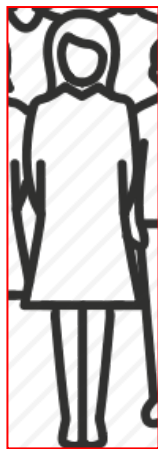
Teacher Alone	Teacher & Consultant	Teacher & Grade-Level/Instructional Team	Teacher & RTI Problem-Solving Team
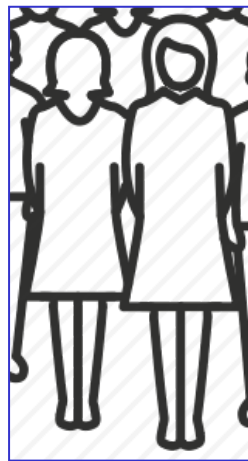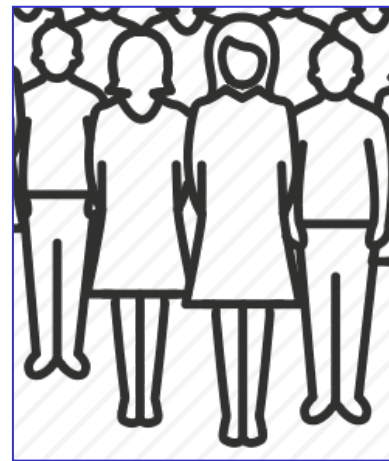
Too *Little* Support	"Sweet Spot": Appropriate Support	Too *Much* Support

Tier 1 Intervention Plans: Essentials…

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

RTI Files…

Case 1: Jacqueline:
Grade 1: Letter Knowledge

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

RTI Files: Case 1

Jacqueline
Grade 1

Problem: Limited letter knowledge

Intervention: Incremental Rehearsal

RTI Files: Case 1

- **Problem:** Jacqueline cannot identify all mixed-case letters.

- **Intervention:** Her teacher, Mrs. Sampson, decides to use **incremental rehearsal**, a high-success intervention to help her to master all letter names. This intervention will be delivered 3 times per week in 12-minute sessions—and will last for 6 weeks.

Letter Names: Incremental Rehearsal

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

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

Incremental Rehearsal of Letter Names

'KNOWN' Letters

'UNKNOWN' Letters

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.

b	P	K
Y	C	N
h	q	w
D	a	I
m	t	c
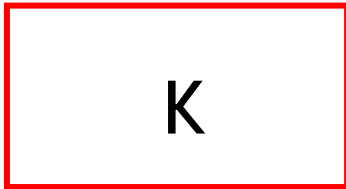
Incremental Rehearsal of Letter Names

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
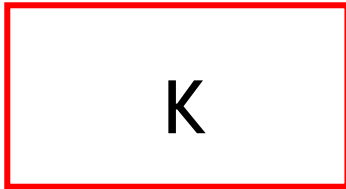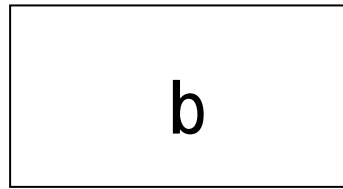
Incremental Rehearsal of Letter Names

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).

K	b	P
Y	C	h
q	D	a
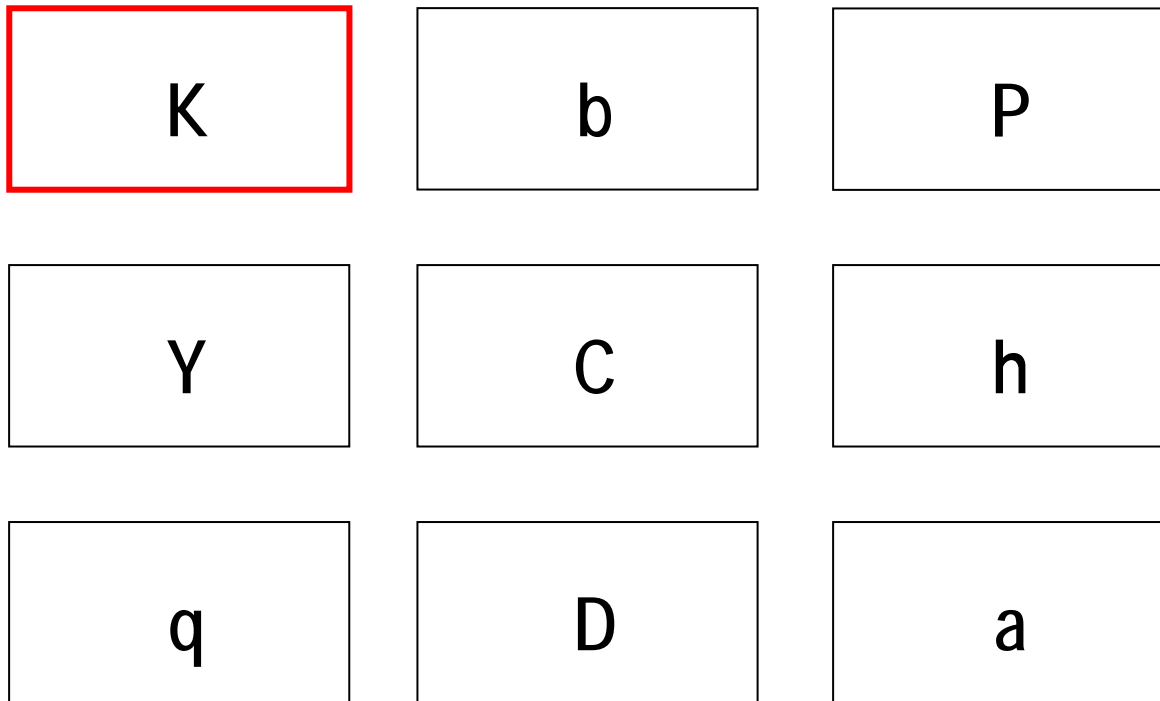
Incremental Rehearsal of Letter Names

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.

K → b P

Y C h

q D ~~a~~
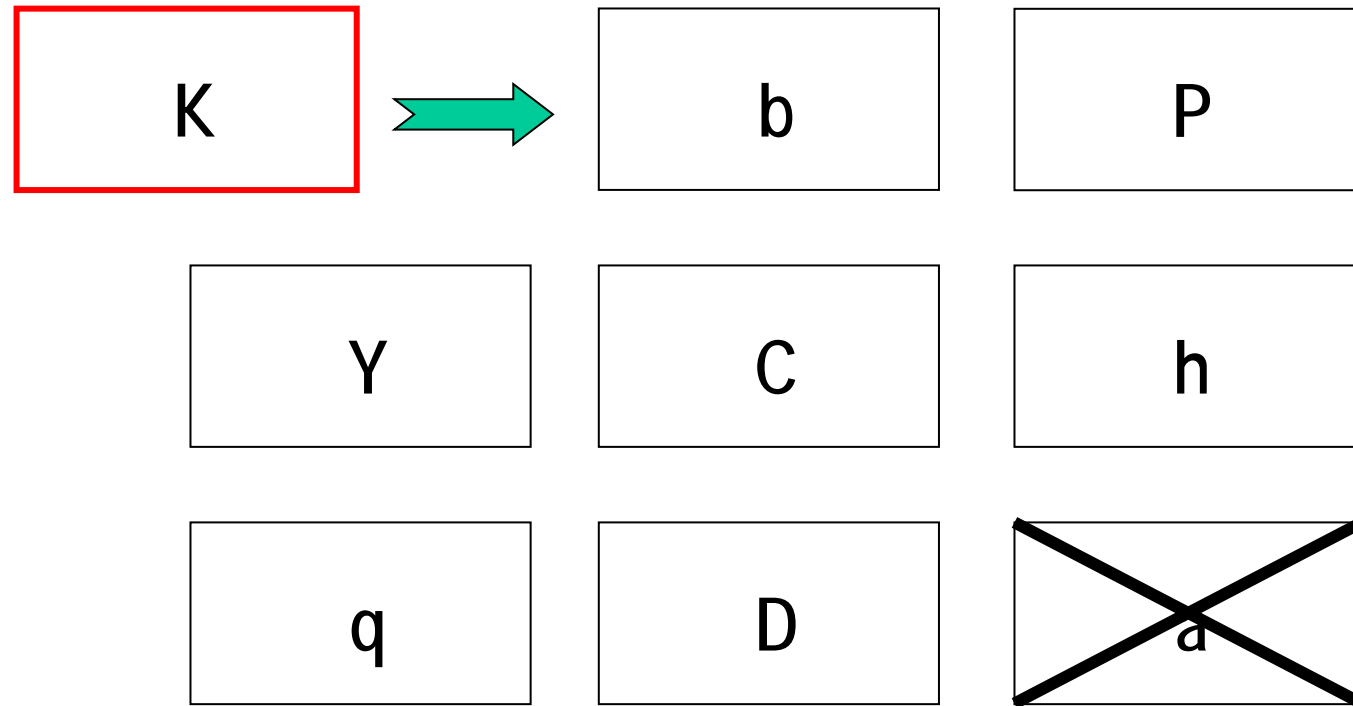
Incremental Rehearsal of Letter Names

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

N		K	b
		P	Y	C
		h	Q	D

RTI Files: Case 1

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

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

RTI Files: Case 1
Jacqueline: Grade 1: Incremental Rehearsal
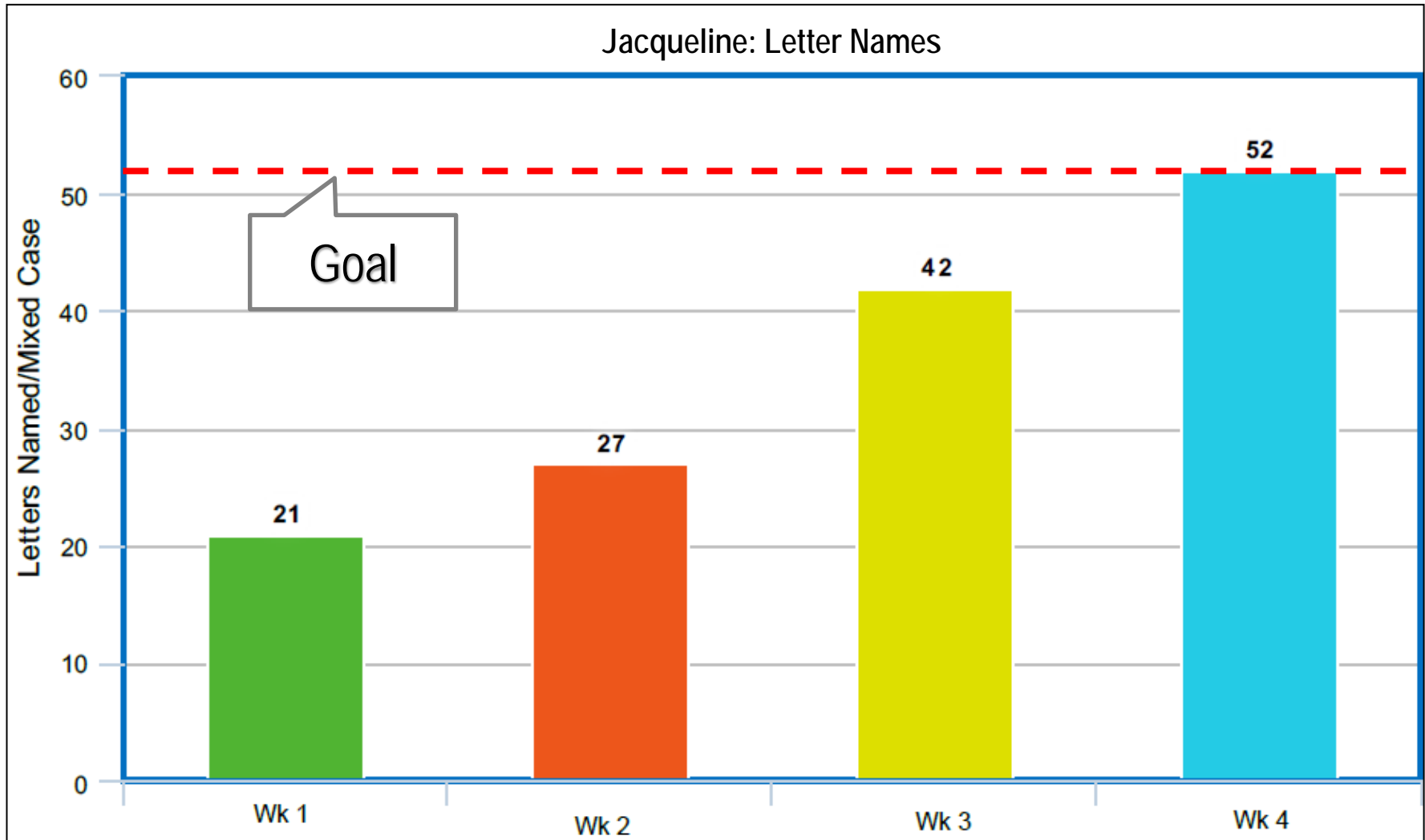
RTI Files: Case 1: Take-Away

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

RTI Files: Case 2

Neda
Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

RTI Files: Case 2

- **Problem:** Neda is slow in solving basic multiplication facts.

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

Cover-Copy-Compare: Math Facts

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

Cover-Copy-Compare Math Fact Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

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

Cover-Copy-
Compare Spelling
Student
Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. **product**
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

RTI Files: Case 2

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

  At **baseline**, Neda scores 28 correct digits/2 minutes. According to Grade 4 benchmark norms, the **outcome goal** after 6 weeks is for Neda to score at least 49 correct digits/2 minutes.
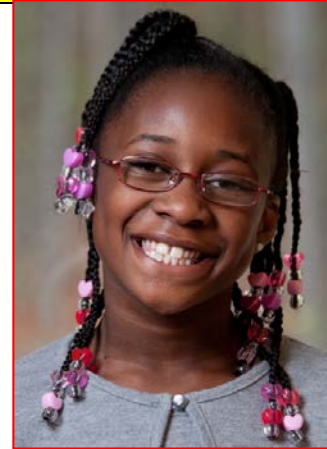
RTI Files: Case 2
Neda: Grade 4: Math-Fact Fluency
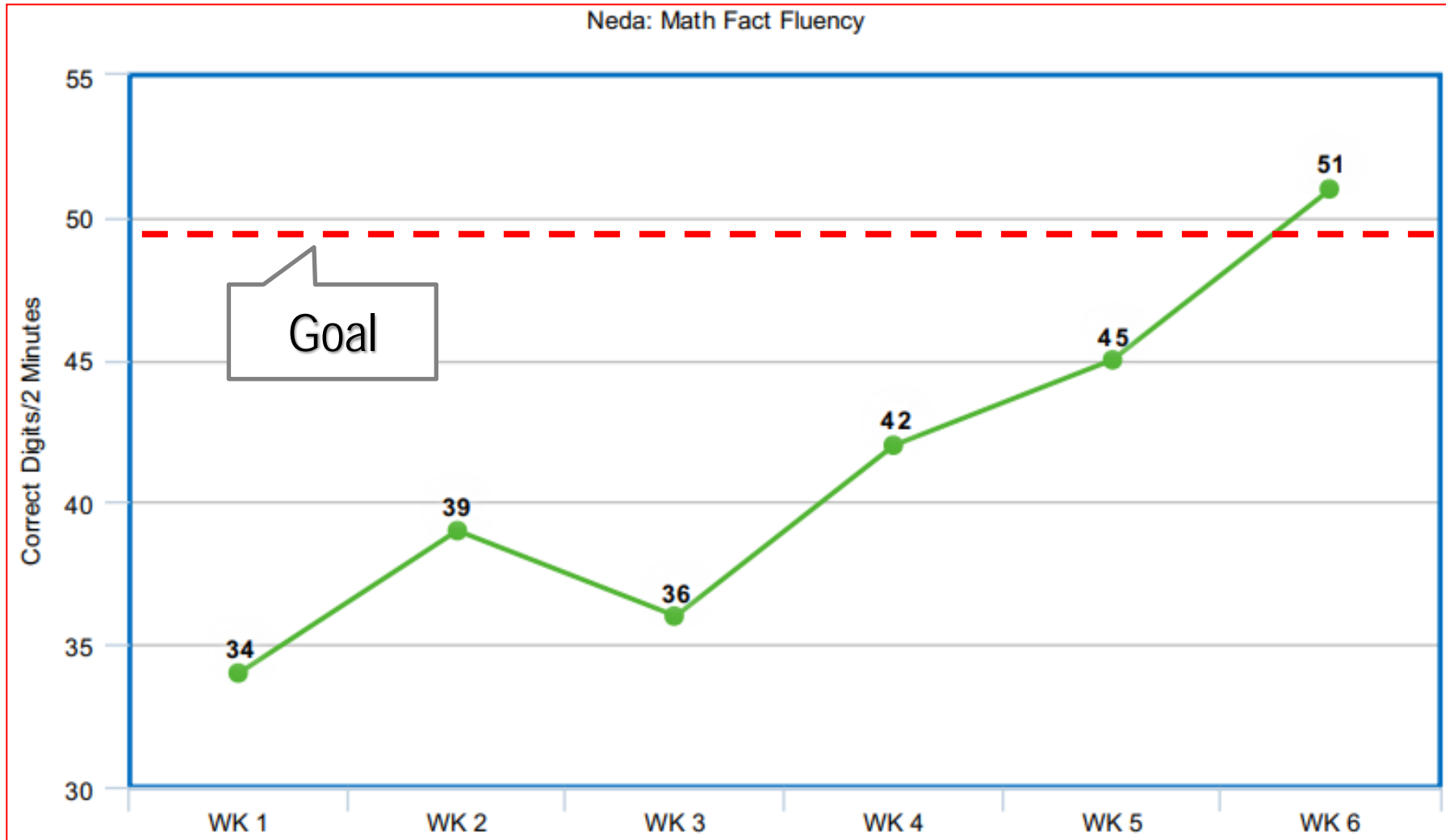
RTI Files: Case 2: Take-Away

- **Cover-Copy-Compare** is an example of an intervention that is simple to use and to supervise.

- Schools can use a wide range of personnel to deliver interventions: classroom teachers, support staff (including teacher assistants/aides, adult volunteers, and cross-age (older) peer tutors—even parents!

- Interventions like Cover-Copy-Compare are perfect for non-instructional personnel to administer or oversee.

RTI Files…

Case 1: Jacqueline:
Grade 1: Letter Knowledge

Case 2: Neda: Grade 4:
Math-Fact Fluency
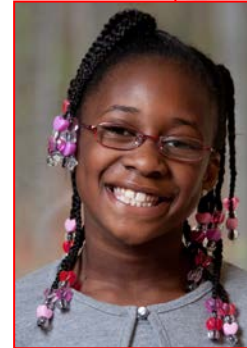
RTI/MTSS Classroom Support Plan: 'Message in a Bottle': Who might benefit?

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

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

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

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

Activity: What Are Your Expectations of the Teacher as Academic 'First Responder'? (Handout; p. 6)

- Imagine a teacher who has a student experiencing ongoing, serious academic difficulty in a class or course.

- For each of these items, decide what you believe should be the **minimum** expectations for that teacher to respond to this profile of struggling student.

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Elements of Effective Classroom Academic Intervention

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

Tier 1/Academic Interventions Discussion:

- Review the **Tier 1/Classroom Intervention Roadblocks** slide (next).

- Identify any **roadblocks** present in your school and brainstorm ways to **overcome** those Tier 1 obstacles.

Classroom Intervention Roadblocks

Teacher skills: Teachers do not identify and prioritize student concerns in clear and specific terms.

System: Schools lack objective risk profiles to ensure equity in identifying students eligible for Tier 1/classroom interventions (e.g., being considered for retention; failing a course in second consecutive marking period).

System: Teachers lack an easily accessible intervention bank with sufficient ideas to address most common classroom concerns.

System: Teachers lack a supportive setting (e.g., consultant, instructional team meeting, etc.) to discuss interventions.

System: Schools lack a single, shared form/format to document (put into writing) Tier 1/classroom interventions.

System: Tier 1/classroom interventions are not routinely archived for long-term storage, indexing, and retrieval.

Tier 2: Strategic Interventions for Academics. What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction
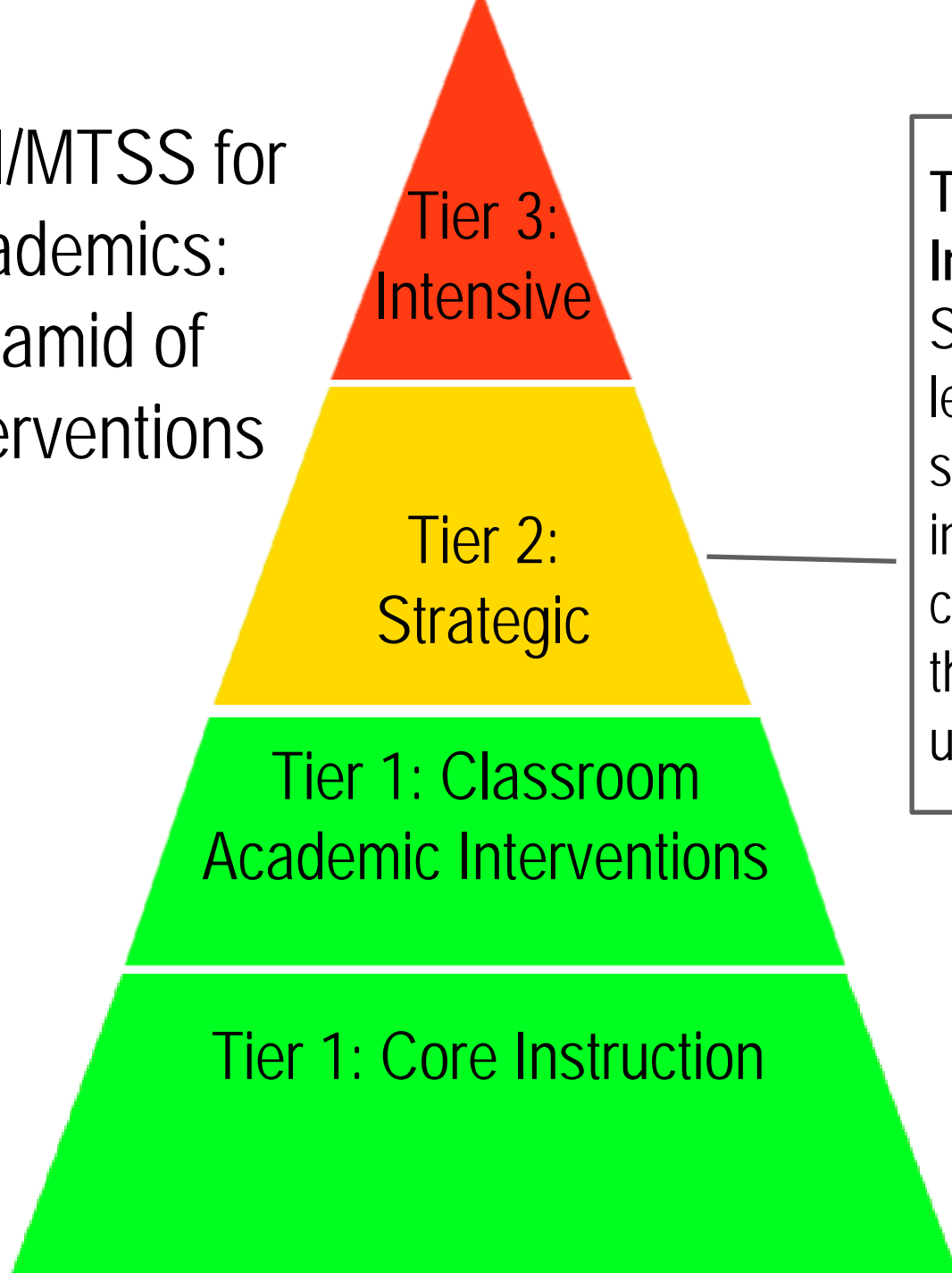
Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

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

- Tier 2 interventions should target off-grade-level academic skill deficits. They are **not** simply reteaching of classroom content, homework, or test preparation.

- Tier 2 interventions should be **dynamic**—students can enter or exit Tier 2 at several checkpoints during the school year.

- Schools should **inventory** their current range of Tier 2 academic interventions to verify quality and note any gaps in service.

" *The perfect is the enemy of the good.* "

-Italian Proverb

Tier 2: Strategic Intervention Services: Essentials

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

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

Tier 2: Strategic Intervention Services: **Interventions**

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

HELPS Reading Fluency Program

Intervention Example 3:
HELPS (https://www.helpseducationfund.org/ programs-services/helps-one-on-one/)

- 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: Tier 2 Reading-Fluency Program

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: 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.

Tier 2: Strategic Intervention Services: **Interventions**

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

Tier 2: Strategic Intervention Services: **Interventions**

3

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

Scheduling Elementary Tier 2/3 Interventions

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

Anyplace Elementary School: MTSS Daily Schedule

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

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

Tier 2: Strategic Intervention Services: **Interventions**

4

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

Tier 2: Small-Group Intervention Plan Form: Example: Reading Fluency

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
M 10/10/16	F 12/02/16	20 mins	Daily

Students: Name	Baseline: Starting Point	Goal: Criterion for Success
Banks, Nicole Gr 5	51 wpm/Gr 3	63 wpm/Gr 3
Lacosta, Andrea Gr 4	44 wpm/Gr 3	56 wpm/Gr 3
Washington, Tyrell Gr 5	49 wpm/Gr 3	61 wpm/Gr 3

Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Group-Based Repeated Reading

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Mrs. Kordisky, Reading Teacher

focus of this intervention group.

		ns)	Session Frequency (e.g., 3x/wk)
M 10/13/15	F 12/02/15	20 mins	Daily

Students: Name	Baseline: Starting Point	Goal: Criterion for Success
Banks, Nicole Gr 5	51 wpm/Gr 3	63 wpm/Gr 3
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Washington, Tyrell Gr 5	49 wpm/Gr 3	61 wpm/Gr 3

Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

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CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Intervention Plan Form: Example: Reading Fluency

Interventionist. Identify the interventionist(s) for this group.

Mrs. Kordisky, Reading Teacher

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.
Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.
Oral Reading Fluency

Reading Fluency

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Oral Reading Fluency

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Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.
CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.
Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.
Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
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Group-Based Repeated Reading

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.
CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan Form: Example: Reading Fl...

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
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Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Group-Based Repeated Reading

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan Form: Example: Reading Fluency

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

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Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

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Group-Based Repeated Reading

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan Form: Example: Reading Fluency

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.
Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.
Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
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Lacosta, Andrea Gr 4	44 wpm/Gr 3	56 wpm/Gr 3
Washington, Tyrell Gr 5	49 wpm/Gr 3	61 wpm/Gr 3

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.
CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials (Tier 2 instructional level)

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Small-Group Intervention Plan Form: Example: Reading Fluency

Tier 2: Small-Group Intervention Plan

Interventionist. Identify the interventionist(s) for this group.

Mrs. Kordisky, Reading Teacher

Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.

Oral Reading Fluency

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g., 3x/wk)
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Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.

Group-Based Repeated Reading

Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.

CBM/Oral Reading Fluency using EasyCBM.com Gr 3 materials

Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):	Weekly

Tier 2: Strategic Intervention Services: **Data**

5

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.)

6

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

Tier 2: Strategic Intervention Services: **Data**

7

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

8

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

Data for Tier 2 Eligibility: Weight It, Don't Triangulate It...

MTSS School-Wide Screener:
iReady/Star/NWEA MAPS, etc.

← Valid, reliable risk-prediction tool

Classroom Data:
Fountas & Pinnell Reading BAS,
Developmental Reading Assessment, etc.

← Instructional information: not normed

Teacher Concern/Nomination

← Subjective, not independent of 'classroom data' source

Applying Tier 2 School-Wide Screener Eligibility Cut-Points: 4 Possible Outcomes

FALSE POSITIVE (+).
The student possesses **grade-appropriate** academic ability **but** the screening shows that they **qualify** for Tier 2 intervention.

TRUE POSITIVE (+).
The student is in the **'at-risk'** range for academic ability **and** the screening shows that they **qualify** for Tier 2 intervention.

TRUE NEGATIVE (-).
The student possesses **grade-appropriate** academic ability **and** the screening shows that they do **NOT qualify** for Tier 2 intervention.

FALSE NEGATIVE (-).
The student is in the **'at-risk'** range for academic ability **but** the screening shows that they do **NOT qualify** for Tier 2 intervention.

NOTE: POSITIVE = QUALIFIES FOR TIER 2 SERVICES
NEGATIVE = DOES NOT QUALIFY FOR TIER 2 SERVICES

Setting Screening-Data Cut-Points: Setting Eligibility Criteria While Controlling for Error

Cut-points are applied to screening data to serve as the 'gates' that admit students or block them from Tier 2 services.

- A 'relaxed' cut-point for Tier 2 (e.g., 30th percentile) will increase FALSE-POSITIVE errors—admitting more students for services whose skills DO NOT require remediation—while minimizing FALSE-NEGATIVE errors.

- A stringent cut-point for Tier 2 (e.g., 15th percentile) will increase FALSE-NEGATIVE errors—blocking more students from services whose skills DO require remediation—while minimizing FALSE-POSITIVE errors.

Tier 2: Strategic Intervention Services: **Data**

9

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

10

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

Tier 2 Academic Interventions: Quality Indicators

1. Use interventions supported by research.
2. Cap group size.
3. Schedule adequate time.
4. Put plans in writing.
5. Monitor the intervention.
6. Measure intervention integrity.
7. Adopt entrance/exit criteria.
8. Use objective data sources.
9. Select Screeners that identify the right students
10. Appoint a Data Analysis Team.

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.

Available Online

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

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

- *Name of Academic Program or Practice*

- *Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)*

- *Grade Level(s) Served*

- *Date of Purchase or First Use in Your School*

- *Interventionists (who in your school is trained to use this program?)*

- *Date of Most Recent Training in this Program/ Practice*

MTSS: Tier 2: Supplemental Intervention

Q: Where can schools find good Tier 2 programs to match different areas of academic need?

- The What Works Clearinghouse (WWC) is the best source of impartial information about effective Tier 2/3 programs: http://ies.ed.gov/ncee/wwc/

Tier 2/Academic Interventions Discussion:

- Review the **Tier 2 Intervention Roadblocks** slide (next).

- Identify any **roadblocks** present in your school and brainstorm ways to **overcome** those Tier 2 obstacles.

**Tier 2 Services
Roadblocks**

System: Tier 2/3 interventionists primarily reteach/reinforce classroom instruction rather than identifying and fixing off-grade-level skill deficits.

System: Tier 2/3 interventionists do not use programs or practices supported by research.

System: Tier 2/3 interventionists do not put their student academic-intervention plans in writing—or fail to adequately document those plans.

System: The school uses a range of data sources of uneven quality to recruit students for Tier 2/3 services.

System: The school does not evaluate Tier 2/3 performance every 6-10 weeks to prevent students from spending too long in ineffective interventions.

Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team. When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?

RTI/MTSS for Academics: **Tier 3: Intensive Intervention: RTI/MTSS Team:** Guiding Points for Leadership…

- Schools need a well-functioning RTI/MTSS Team at Tier 3—because students who come to that team require an intensive 'problem-solving' approach to figure out why they are struggling.

- In districts fully implementing RTI/MTSS, a student is seldom referred to the Special Education Team to investigate a reading disability without first having gone through a Tier 3 MTSS Team meeting and intervention plan to verify that all reasonable general-education supports were provided.

RTI/MTSS for
Academics:
Pyramid of
Interventions

Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

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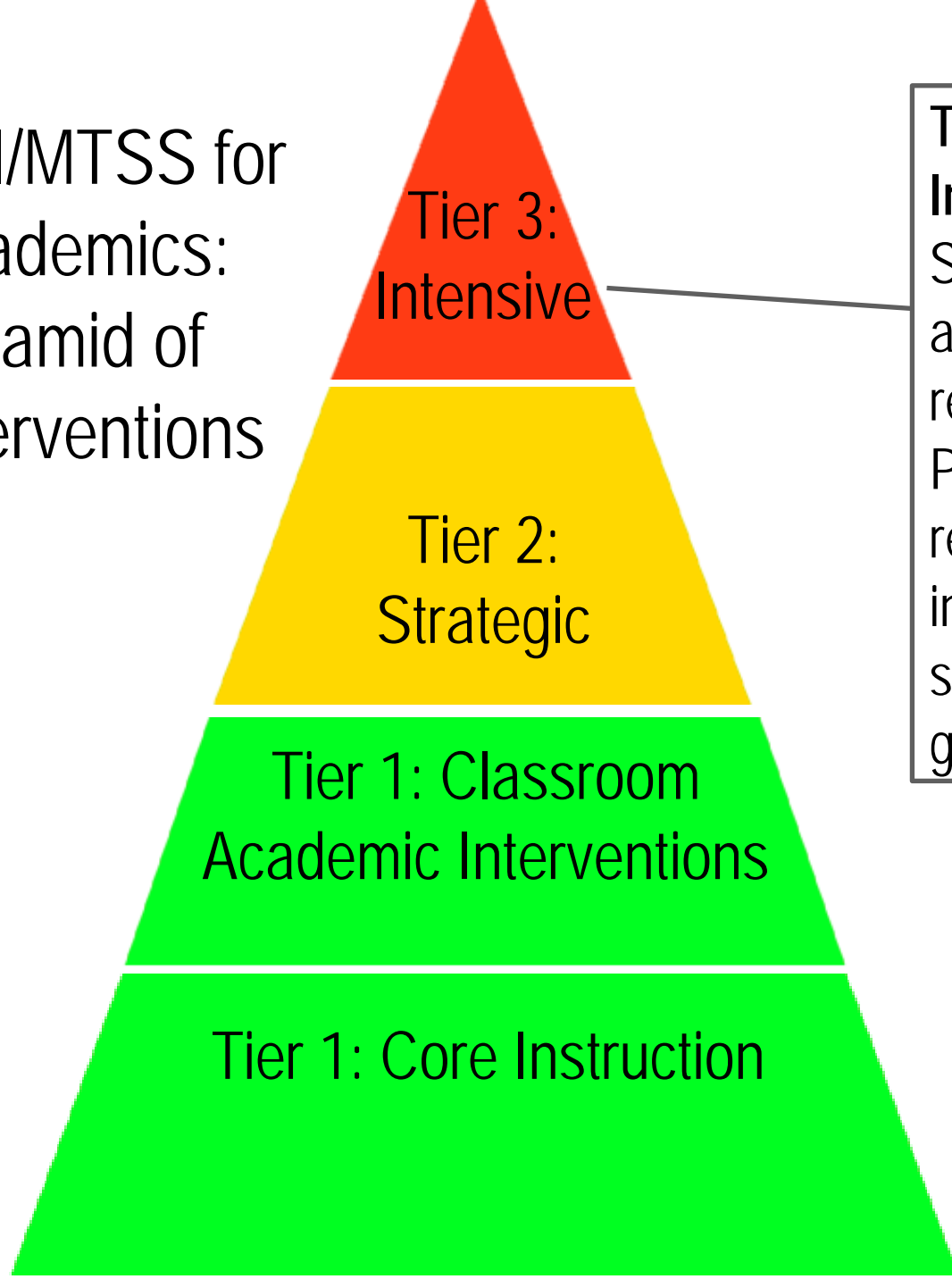
Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

MTSS: Tier 3: Intensive Intervention

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

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

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

MTSS Team: A Multi-Disciplinary Group

The MTSS Problem-Solving Team functions best when it has a mix of disciplines serving on it. Possible members include general and special-education teachers, support staff (e.g., counselors, school psychologists), related-service providers, and administrators.

While a school may want to recruit a large pool of MTSS Team talent, a smaller number (e.g., 4-6 Team members) would typically be invited to a particular student meeting.

RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator
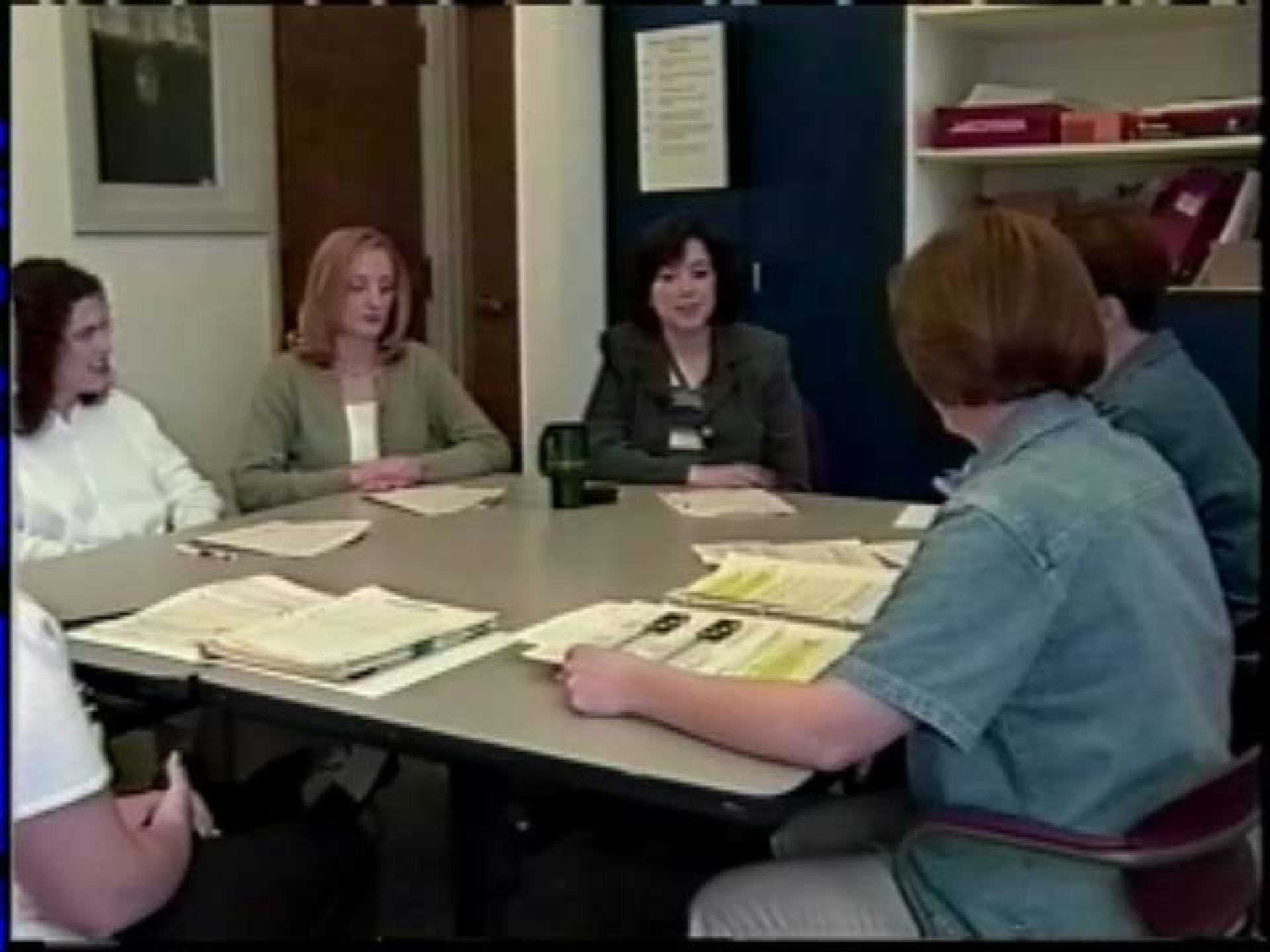
RTI/MTSS Problem-Solving Team: Challenges

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

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

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

Tier 3: RTI Team: Meeting Format

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

Tier 3: RTI Team: Meeting Format

■ **Introductions**/Talking Points

Creates a shared understanding among participants about meeting purpose and each person's role.

■ **Step 1:** Select Intervention Target(s)

■ **Step 2**: Inventory Student's Strengths, Interests, Incentives

■ **Step 3:** Review Background/Baseline Data

■ **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.

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- **Step 7:** Review the Intervention and Progress-Monitoring Plans

Requires team/teacher to prioritize/select no more than 2 areas of student concern and to define each concern clearly and specifically.

Tier 3: RTI Team: Meeting Format

- **Introductions**/Talking Points
- **Step 1:** Select Intervention Target(s)
- **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives

  > Provides ideas to motivate student. Can also contribute to a positive 'solution focus' in the meeting.

- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

Tier 3: RTI Team: Meeting Format

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

Requires 1 or more objective data sources to demonstrate the magnitude of the student concern(s).

Tier 3: RTI Team: Meeting Format

■ **Introductions**/Talking Points

■ **Step 1:** Select Intervention Target(s)

■ **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives

■ **Step 3:** Review Background/Baseline Data

■ **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-M

Creates a clear goal defining student success for the follow-up meeting, along with methods to monitor intervention progress.

■ **Step 5:** Design an Intervention Plan

■ **Step 6:** Share RTI Intervention Plan With Pa

■ **Step 7:** Review the Intervention and Progres Monitoring Plans

Tier 3: RTI Team: Meeting Format

■ **Introductions**/Talking Points

■ **Step 1:** Select Intervention Target(s)

■ **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives

■ **Step 3:** Review Background/Baseline Data

■ **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress

■ **Step 5:** Design an Intervention Plan

■ **Step 6:** Share RTI Intervention Plan With Parent(s)

■ **Step 7:** Review the Intervention and Progress-Monitoring Plans

Contains strategies, etc., selected to help improve student concern(s). (Any stakeholder in the school setting can be written into the intervention plan.)

Tier 3: RTI Team: Meeting Format

■ **Introductions**/Talking Points

■ **Step 1:** Select Intervention Target(s)

■ **Step 2**: Inventory Student's Strengths, Talents, Interests, Incentives

■ **Step 3:** Review Background/Baseline Da

■ **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progre

■ **Step 5:** Design an Intervention Plan

■ **Step 6:** Share RTI Intervention Plan With Parent(s)

■ **Step 7:** Review the Intervention and Progress-Monitoring Plans

> Ensures that the school keeps the parent(s) informed about the student's continuing RTI/MTSS support plans.

Tier 3: RTI Team: Meeting Format

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

Prevents misunderstandings about the intervention and progress-monitoring plans. Also, allows a final check for understanding and agreement among participants.

Tier 3: RTI Team: Meeting Format

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

RTI/MTSS Problem-Solving Team: Challenges

Uphold the non-negotiables in the Team process.
These 'non-negotiable' principles guide the Team:

- The Team's purpose is to create high-quality intervention plans for general education…NOT to fast-track students for special education services.

- Any stakeholder connected with the referred student can be written into a Tier 3 plan: classroom teacher(s), Tier 2 service provider(s), special-area teachers, support staff, paraprofessionals, the student, and parent(s).

- Compliance with Tier 3 plans is mandatory. Staff have a say in the plan's development. Once done, *all* stakeholders written in the plan are expected to carry out their responsibilities.

RTI/MTSS Problem-Solving Team: Challenges

Accept RTI Team referrals from multiple sources. Referrals to the Tier 3 RTI Team can come from any stakeholder who works with the student: classroom teachers, Tier 2 interventionists; administrators; mental health staff.

Indirectly, even parents can be a source of RTI Team referrals, so long as they make that request through a school contact and it is deemed appropriate for the Tier 3 Team.

In other words, no student with intensive needs should struggle without Tier 3 support because a specific educator will not make that referral.

Handout: pp. 15-16

	- [A.2.12] ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may choose to write all intervention plans or delegate that task to assigned Tier 2 interventionists.	
	- [A.2.13] verifies that Tier 2/3 interventionists are setting outcome goals and collecting regular progress-monitoring data for each student on intervention (minimum of 2 times per month for Tier 2; weekly for Tier 3).	

Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team. The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year.

Status (0,1,2)	GOALS: The RTI/MTSS Problem-Solving Team	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- [A.3.1] meets on referred students within 1-2 weeks of initial referral.	
	- [A.3.2] has procedures in place (e.g., guidelines and a gate-keeper) to 'screen out' referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.	

RTI/MTSS Elements: Prioritize!

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

  - '**0**'= done.

  - '**1**'= a priority to immediately address.

  - '**2**'= to be postponed until a more suitable future date.

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

Status (0,1,2)	GOALS: The RTI/MTSS Problem-Solving Team
	☐ meets on referred students within 1-2 weeks of initial referral.
	☐ has procedures in place (e.g., guidelines and a gate-keeper) to 'screen out' referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.
	☐ follows a standardized problem-solving meeting format, with formal meeting roles and steps.
	☐ produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.
	☐ Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (5). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

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- [A.3.3] follows a standardized problem-solving meeting format, with formal meeting roles and steps.

Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (Cont.). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

- [A.3.4] produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.

- [A.3.5] routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

Tier 3/Intensive Interventions Discussion

- Consider your current **MTSS Problem-Solving Team** (e.g., IST, CST, etc.).

- What does your current team **do well**?

- What are areas in which your team could **improve**?

CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

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

- browse collections of reading, math, behavior, and accommodation ideas.

- select specific intervention ideas matched to particular groups or individuals.

- add personal notes to the plan to clarify implementation.

- label, download, and print the resulting customized 'Classroom Support Plan'.

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

URL: https://interventioncentral-vue.firebaseapp.com/

Classroom Support Plan Writer

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

Get Started

Lab Work: Explore Intervention Resources: Classroom Support Plan Writer

1. Using the link posted on the workshop page, open the *Classroom Support Plan Writer*.
   Create a sample plan with at least 1 selected intervention. Add your own notes to that intervention.

2. Download and view your finished product.

3. Share your intervention plan with your group.

MTSS: Systems-Level Change

Jim Wright
www.interventioncentral.org

MTSS and Systems-Change: 3 Catalysts

1. Establish an **MTSS Leadership Team**.

2. Update your district **MTSS Plan**.

3. Decide on the **MTSS PD content** to share with staff this year and develop a **training calendar**.

Establish an **MTSS Leadership Team.**

What is the Purpose of the MTSS Leadership Team?

The MTSS Leadership Team guides the overall MTSS process.

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

The MTSS Leadership Team also ensures that a standard MTSS process is followed by everyone in the school.

Setting Up & Launching an MTSS District Leadership Team (pp. 8-9)…

1. Recruit your Team, to include key 'stakeholders' who can contribute to developing a district MTSS plan.

2. Schedule regular meetings (e.g., monthly).

3. Compare the best-practice MTSS model to current district MTSS practices to identify strengths and challenges.

4. Write an MTSS district plan outlining how at-risk students move progressively through the intervention Tiers.

5. Select a manageable number of MTSS 'next-step' goals to concentrate on during the current school year.

6. Meet regularly as a Leadership Team to monitor MTSS implementation & resolve Qs and challenges that arise.

Handout p. 18

Goal Number(s) from Planning Tool/ Description of Task	Person(s) Responsible	Proposed Completion Date	Additional Resources Needed

Update your **MTSS Building/District Plan**.

Your District MTSS Plan: Updating the Roadmap

- Getting your current MTSS vision down in writing is a crucial first step in revising your MTSS model.

- Your MTSS Leadership Team meets to reach consensus on how Tiers 1, 2, and 3 will operate.

- Your plan 'locks in' those expectations as a shared roadmap for everyone to follow.

- Your district plan can also include realistic timelines for implementation (e.g., Tier 2 changes will be made during the 2023-24 school year) to avoid taking on too much change at one time.

Decide on the **MTSS PD content** to share with staff this year and develop a **training calendar**.

Preparing Teachers for MTSS: 4 Steps

1. Offer MTSS information to teachers in a series of short presentations or discussion forums.

2. Present MTSS as a coordinated, schoolwide approach to address long-standing teacher concerns about struggling students.

3. Solicit teacher input when building your school's MTSS model.

4. Link all significant school and district initiatives to MTSS.

MTSS and Systems-Change: 3 Catalysts

1. Establish an **MTSS Leadership Team**.

2. Update your district **MTSS Plan**.

3. Decide on the **MTSS PD content** to share with staff this year and develop a **training calendar**.

RTI &Teacher Reluctance: What are reasons why teachers may be reluctant to support RTI in the classroom?

RTI & 'Teacher Reluctance'

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as 'interventionists' and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers' reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention 'first responders'…

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

2. **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions(Cont.)

3.   **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4.   **'Status Quo' Bias.** Teachers are comfortable with the current situation and do not sense a need to change their professional routines.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

5. **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose control of the classroom.

6. **'Unmotivated Students'.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are 'more deserving'.

Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as 'magic'. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.

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RTI/MTSS for Academics: Next-Steps Planning. What are the 'next steps' that your school/district will take to improve your RTI/MTSS process?
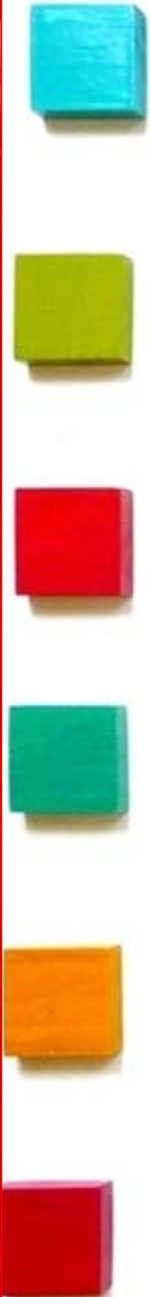
RTI/MTSS Next-Steps Planning Session

In your teams:

1. Choose a *manageable* number of RTI/MTSS next steps that you would like your school/district to accomplish during the remainder of the current school year. (Also, think of ways that the North Central OH ESC might support you in this work.)

2. Be prepared to report out to the large group.