MTSS for Academics: Optimize Your District Plan 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.

Handout 1

RTI Classroom Teacher Toolkit

HANDOUT 1

Tier 1: The Classroom Teacher as Intervention 'First Responder'

Jim Wright, Presenter

23-24 August 2022
Southeast Regional Partnership Center-ONC
BOCES

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/ONC_BOCES

Workshop PPTs and handout available at:

http://www.interventioncentral.org/ONC_BOCES

Handout 2

RTI Classroom Teacher Toolkit

HANDOUT 2

Tier 2: Supplemental Interventions to Fix Off-Grade-Level Skill Gaps

Jim Wright, Presenter

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Handout 3

INTERVENTION
CENTRAL

RTI Classroom Teacher Toolkit

HANDOUT 3

Tier 3: Developing an MTSS Problem-Solving Team for Intensive Intervention Planning

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Handout 4

RTI Classroom Teacher Toolkit

HANDOUT 4

District-Wide: Writing Your MTSS Plan

Jim Wright, Presenter

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23-24 Aug 2022 RTI/MTSS Training Agenda: Team Tasks

1. Review 'best practices' in Tiers 1, 2, and 3 of RTI/MTSS.

2. Consider your school's RTI/MTSS model; identify areas for change in 2022-2023.

3. Create an updated draft of your MTSS District Plan.

Lab Work: Save a Copy of the District MTSS-A Plan Template

- Assign a recorder.

- Go to the workshop page: http://www.interventioncentral.org/ONC_BOCES

- Click on the link 'Sample MTSS Plan Template' to open a Google Doc version of the MTSS-A Plan template.

- Save a copy to your Google Drive or download a copy to your hard-drive.

- This will be the electronic document that you will edit through these two days of MTSS work.

MTSS for Academics: A Preview of the Multi-Tier Support Model

RTI vs. MTSS: What is the Difference?

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

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

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

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

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
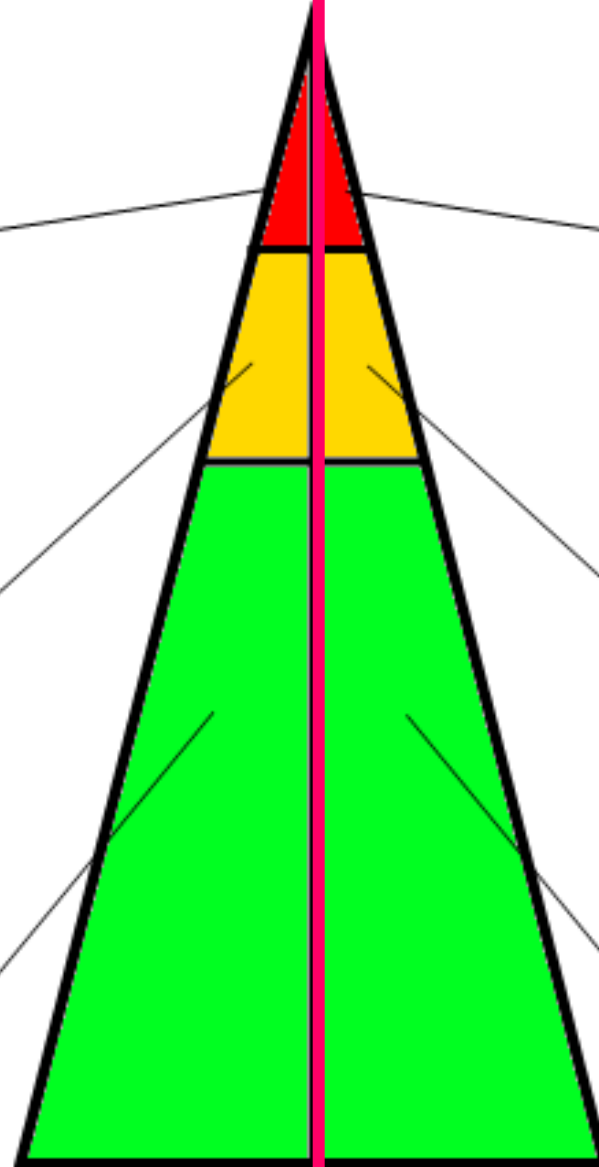
MTSS: BEHAVIOR

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

Continuum of MTSS: Across Grade Levels

Elementary School   Middle School   High School

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.

RTI/MTSS Continuum of Services: Tiers 1-3

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

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

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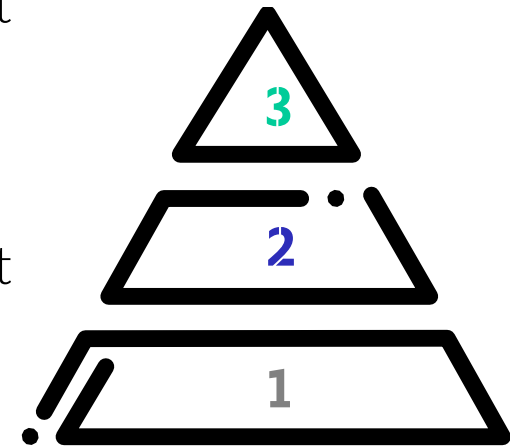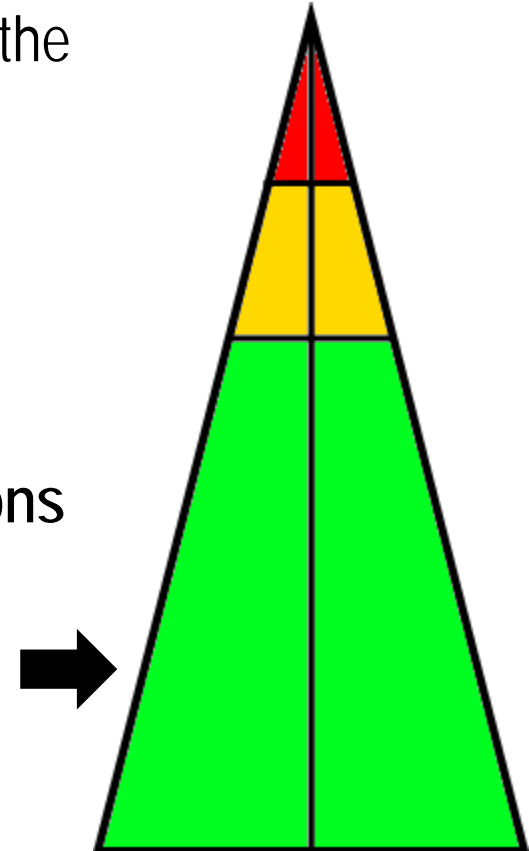
MTSS: Tier 1: Whole-Group Instruction

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

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

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

Tier 1: Core Instruction. The teacher's whole-group instruction...
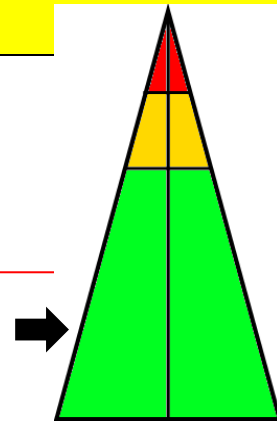
...incorporates essential elements of **explicit and systematic instruction** into lessons.

...uses strategies to promote **student engagement**.

...includes **frequent assessment** to gauge student mastery in real time.

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

MTSS: Tier 1: Classroom Intervention

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

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

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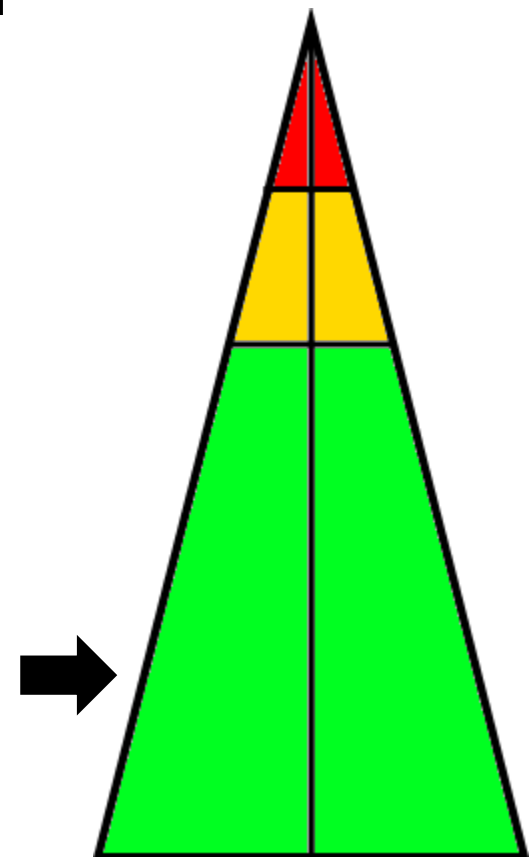
Tier 1: Classroom Intervention. The teacher...

…has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.
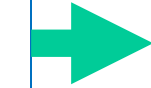
…uses standardized form(s) to record classroom interventions.
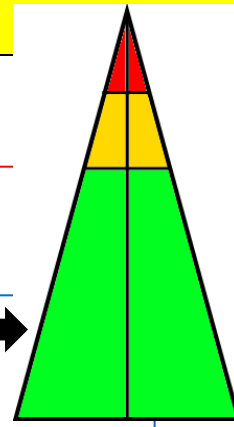
…defines the student's presenting academic problem(s) in clear and specific terms.

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

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

Reading Comprehension: Text Summarization

Read-Ask-Paraphrase:
During independent reading, the student: will:
1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

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

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**.
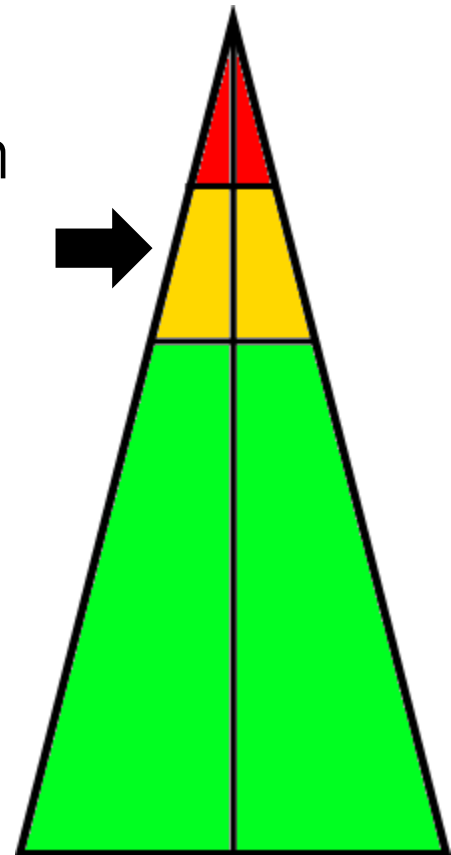
Tier 2: Supplemental Intervention. At Tier 2,...
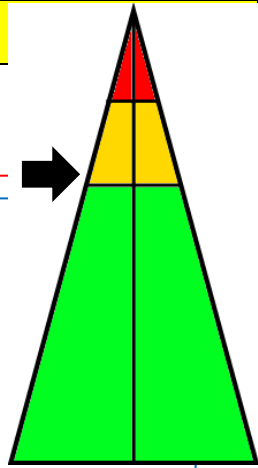
...students enter and exit Tier 2 services based primarily on objective academic data (e.g., school-wide screening tool(s): 20-25th% or below).

...interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.
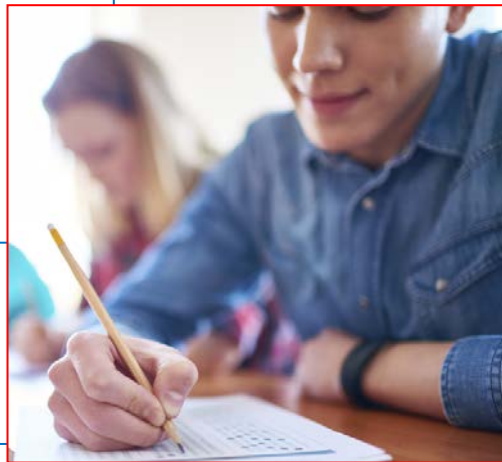
...the interventionist employs academic programs or practices supported by research.

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

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

MTSS: Tier 3: Intensive Intervention

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

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

  Tier 3 stands apart from lesser Tiers because of the **intensity of intervention** and **customized, problem-solving focus**.
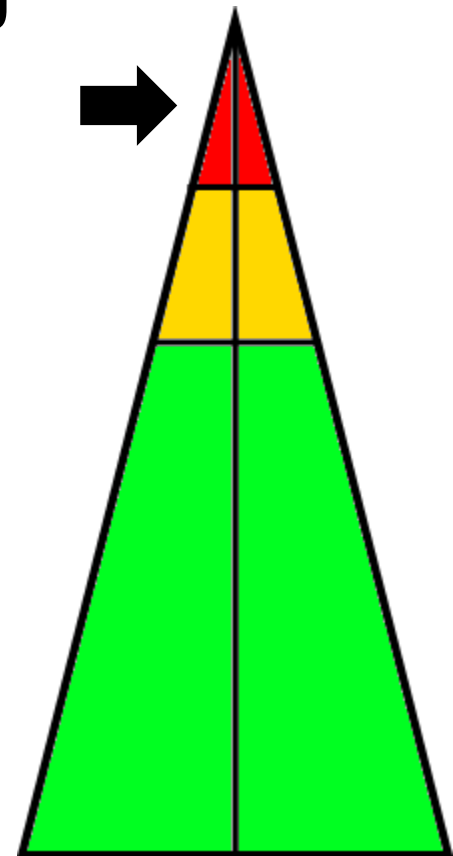
Tier 3: Intensive Intervention. The MTSS Problem Solving Team…
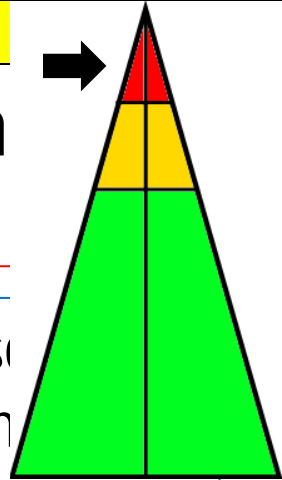
…meets on referred students within 1-2 weeks of initial referral.

…follows a standardized problem-s[...] meeting format, with defined meetin[...] and steps.

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

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

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

Tier 3 Interventions Are Developed With Assistance from the School's MTSS (Problem-Solving) Team

Effective MTSS Teams:

- Are multi-disciplinary and include classroom teachers among their members

- Follow a structured 'problem-solving' model

- Use data to analyze the academic or behavioral problem and match the student to effective, evidence-based interventions

- Develop a detailed research-based intervention plan to help staff with implementation

- Check up on teachers' success in carrying out the intervention ('intervention integrity')

Tier 1	Tier 2	Tier 3
Purpose: To provide the student with classroom supports to 'get through the next lesson'.	**Purpose:** To find & fix off-grade-level skill gaps.	**Purpose:** To create an individualized intervention plan for intensive-need students.
Team: Classroom teacher meets with **Tier 1 Team**: consultant or grade-level team.	**Team:** **Data Analysis Team** screens students 3 times per year and places them using data-based entrance criteria.	**Team:** Multi-disciplinary **MTSS Problem-Solving Team** meets on students who fail to succeed with lesser interventions.
Progression: Tier 1 ▬ ▬ ► continues as long as needed. The student may also advance to Tier 2 if Tier 1 is unsuccessful—but **only** if student is borderline or qualifies for Tier 2.	**Progression:** If ────► unsuccessful at Tier 2, the student is referred to Tier 3 MTSS Team.	**Progression:** If ────► student has met 'decision rules' for non-responder in MTSS, the Team may refer to CSE.

MTSS-Academics (MTSS-A): Workshop Goals

1. *Understand the MTSS-A Model.* What do the 3 Tiers of MTSS-A intervention look like?

2. *Q&A.* What questions do you have about MTSS-A?

3. *Select Key MTSS-A 'Next Steps'.* What are steps that your school will take in the coming year to tune-up your MTSS-A model?

4. *Update Your District MTSS Plan.* What specific details of your MTSS-A model will you include in your new/updated district MTSS plan?
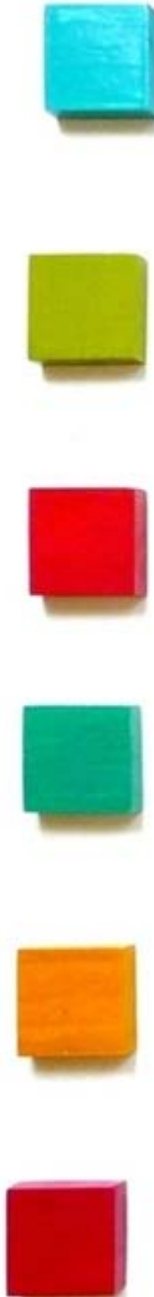
Today's Schedule

- 8:30-9:15   Tier 2: Supplemental Interventions
- 9:15-10:00   **Teams: MTSS Plan-Writing**
- 10:00-10:45   Tier 2>Tier 3: Intensive Interventions
- 10:45-11:30   **Teams: MTSS Plan-Writing**
- 11:30-12:15   LUNCH
- 12:15-1:00   Tier 3/Data Collection
- 1:00-1:45   **Teams: MTSS Plan-Writing**
- 1:45-2:15   Bringing MTSS Change to Your School: Next Steps
- 2:15-3:00   **Teams: MTSS Plan-Writing**

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

Handout 1 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
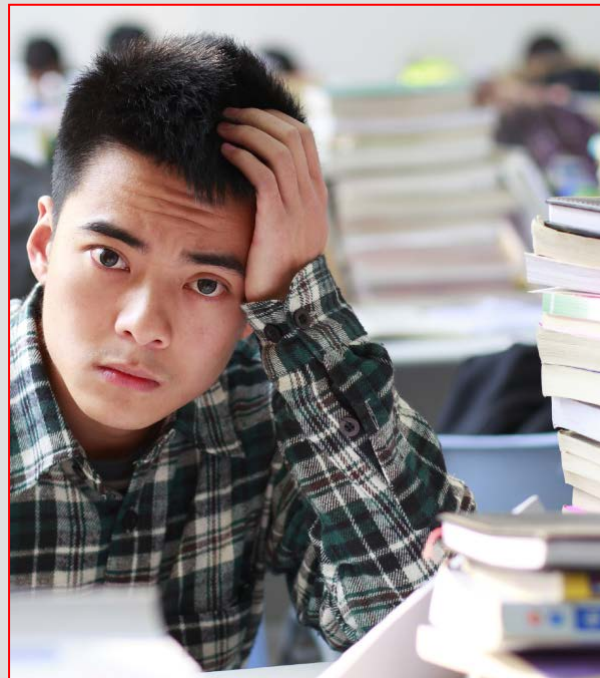
Pivot Points: The Struggling Student in a General Education Setting

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

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

Pivot Points: The Struggling Student in a General Education Setting

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

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

Pivot Points: The Struggling Student in a General Education Setting

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

6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting

7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

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

Pivot Points: The Struggling Student in a General Education Setting

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

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

05:00

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...sswork.

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...s settings, responding appropriately to

...as positive social interactions with peers.

...ir academic abilities, believing that ...ult in improved outcomes.

...e patterns of strength and weakness in ...tioning.

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

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

1. Select up to **3** that you or your school find most challenging.

2. Number those selected in order from greatest ('1') to least ('3') importance.

3. Be prepared to report out.

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

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

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

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

4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
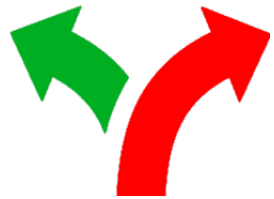
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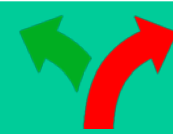
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10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

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

RTI/MTSS for
Academics:
Pyramid of
Interventions
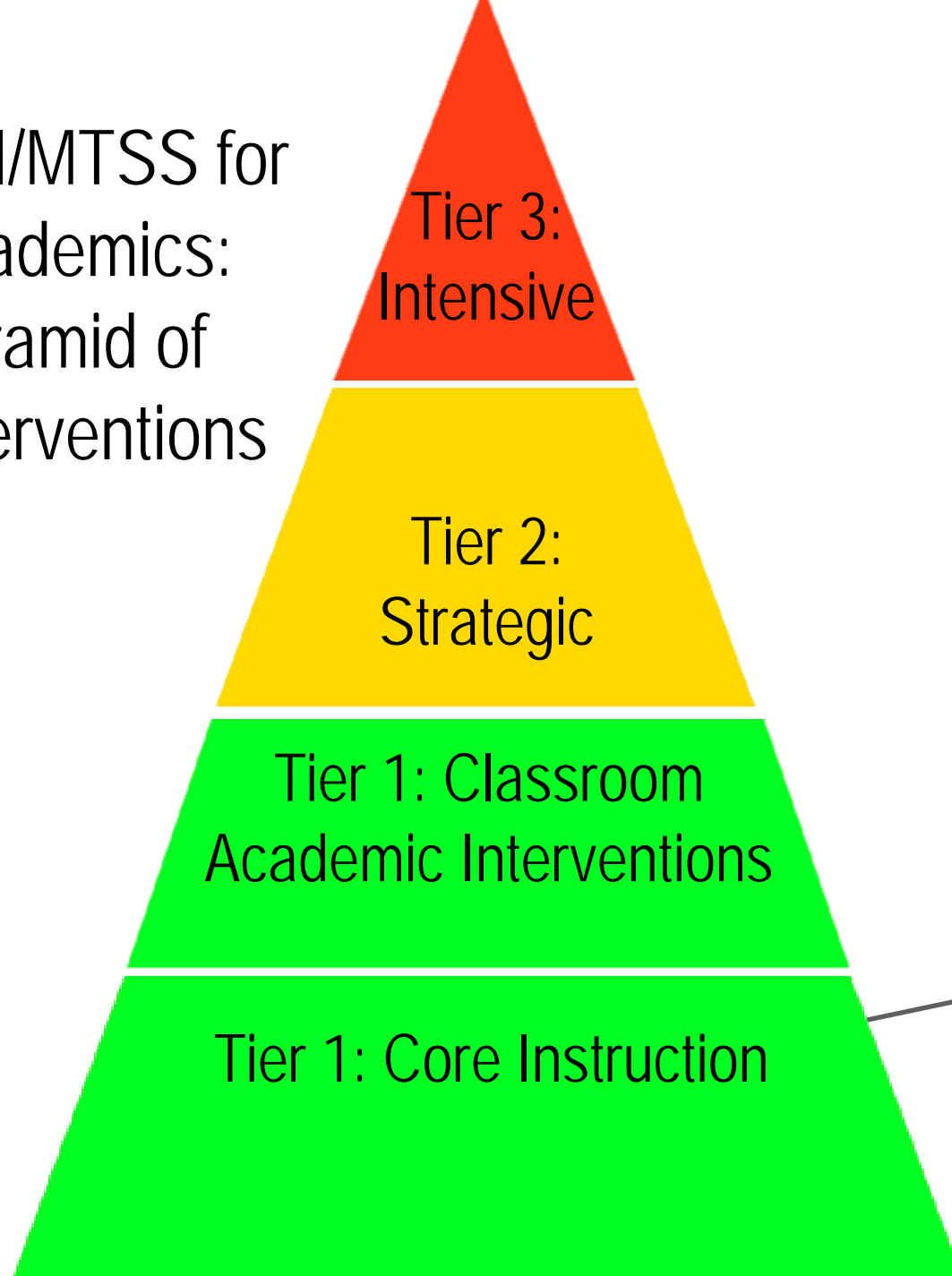
Tier 3:
Intensive

Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

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

MTSS: Tier 1: Core Instruction

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

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

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

The Challenge of Learning Differences…

Students often bring learning differences to their 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 1: 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

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How to: Implement Strong Core Instruction

1. Access to Instruction

❑ 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

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

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4. Opportunities for Review/ Practice

❑ Spacing of Practice Throughout Lesson

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How to: Implement Strong Core Instruction

1. Access to Instruction

☐ Instructional Match

☐ Co...

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2. ...

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☐ Wo...

☐ Act...

☐ Co...

☐ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

☐ Group Responding

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☐ Regular Feedback

☐ Step-by-Step Checklists

Opportunities for Review/ Practice

☐ Spacing of Practice Throughout Lesson

☐ Guided Practice

☐ Support for Independent Practice

☐ 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

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

RTI/MTSS for Academics: Pyramid of Interventions
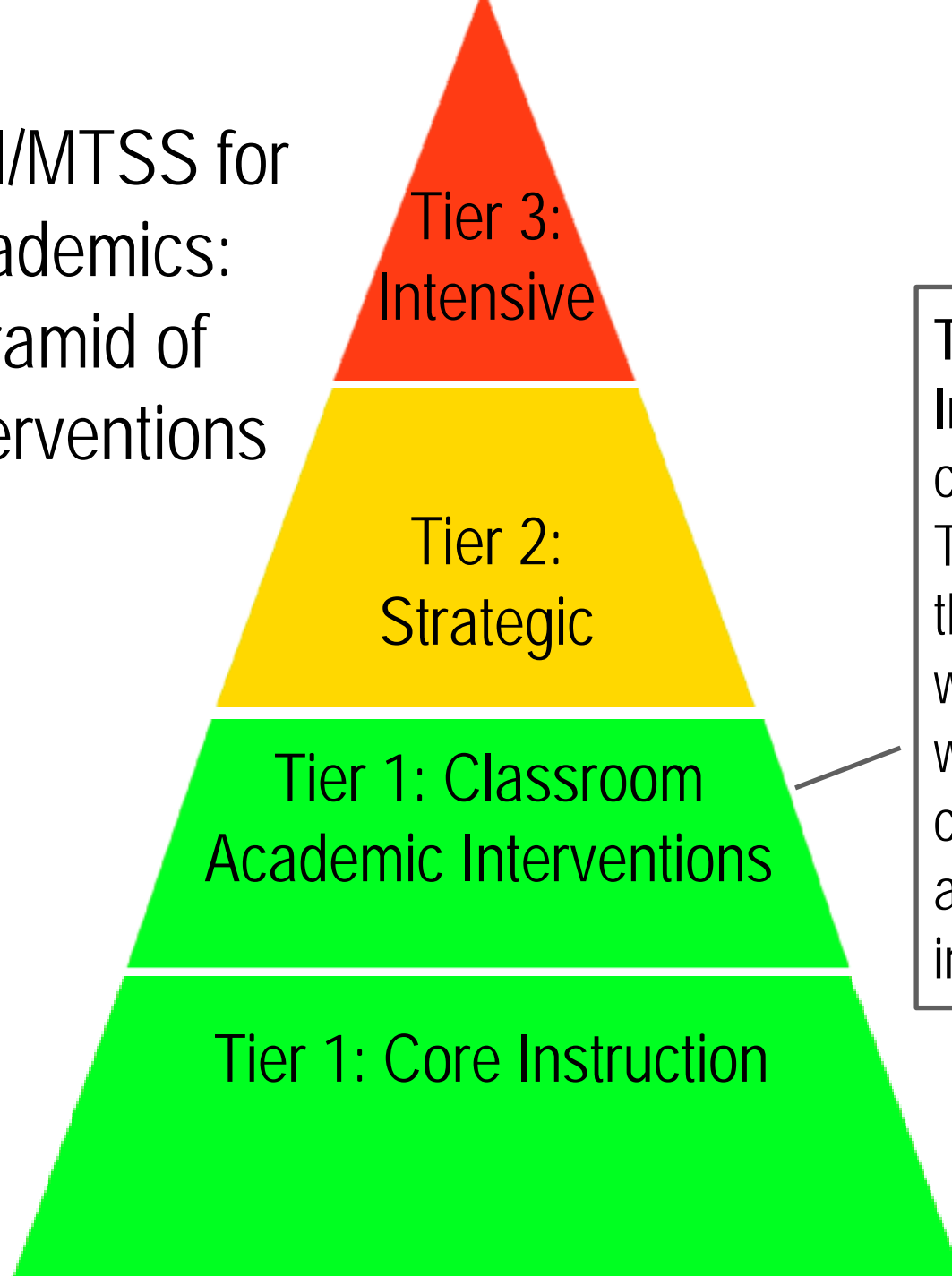
Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

Tier 1: Core Instruction

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

MTSS: Tier 1: Classroom Intervention

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

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

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

RTI Files…

Case 1: Tomás: Grade 7: Reading Comprehension

Case 2: Jacqueline: Grade 1: Letter Knowledge

Case 3: Russell: Grade 10: Attendance & Preparedness
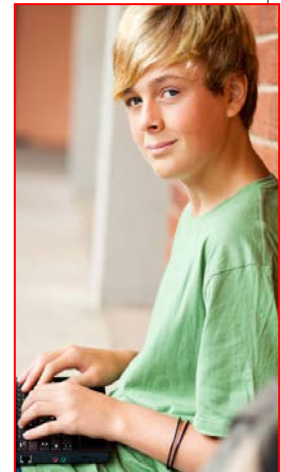
Case 4: Neda: Grade 4: Math-Fact Fluency

RTI Files: Case 1

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase

RTI Files: Case 1

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

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

Reading Comprehension: Self-Management Strategies

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

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

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

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

RTI Files: Case 1

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

  At **baseline**, Tomás is earning quiz grades averaging 40 percent (2 of 5 correct). The **outcome goal** in 6 weeks is for Tomás to earn quiz grades of 80 percent or higher.

RTI Files: Case 1
Tomás: Grade 7: Read-Ask-Paraphrase

Tomás: Bell-Ringer Quiz Grades
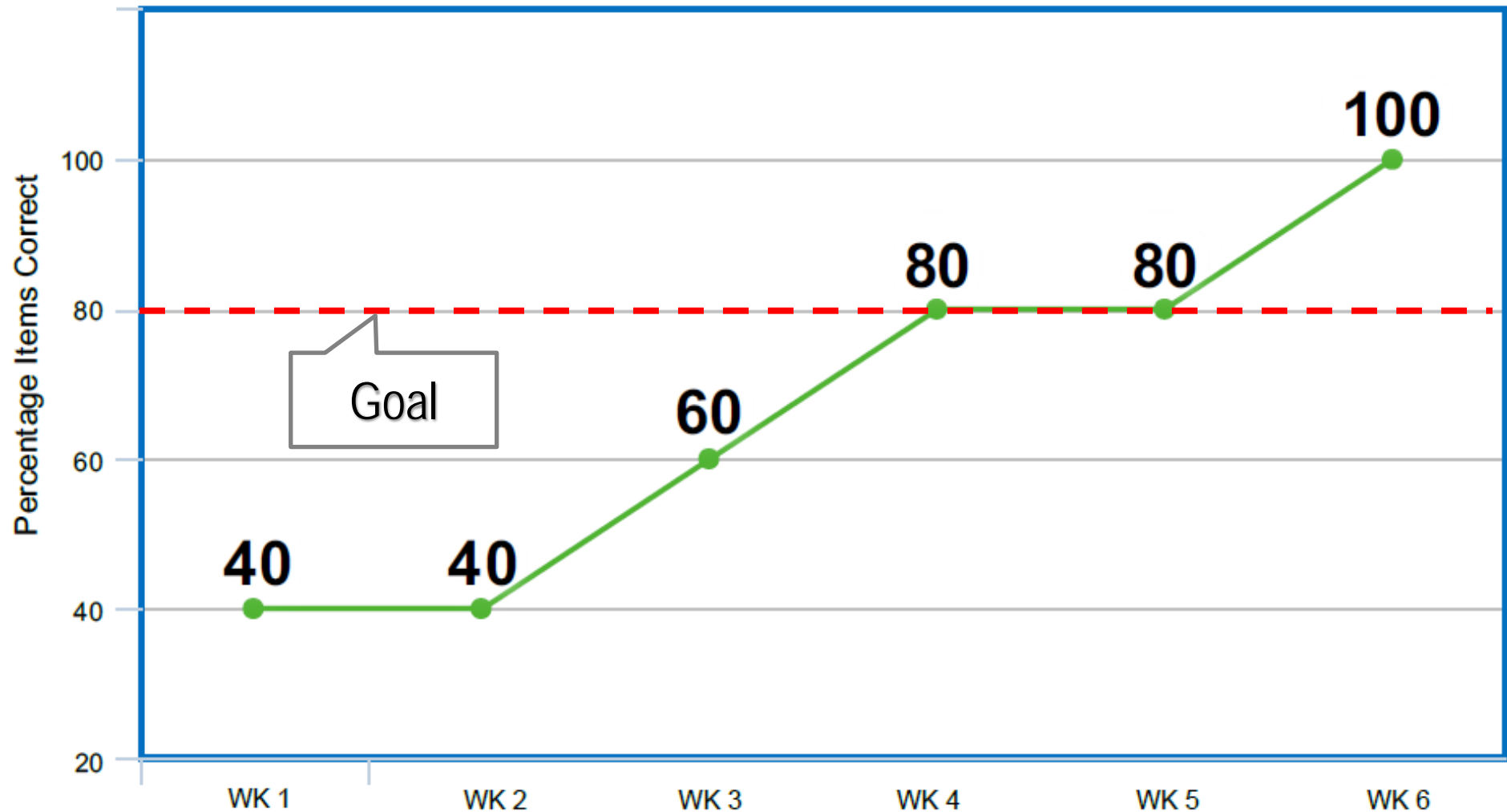
RTI Files: Case 1: Take-Away

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

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

RTI Files: Case 2

Jacqueline
Grade 1

Problem: Limited letter knowledge

Intervention: Incremental Rehearsal

RTI Files: Case 2

- **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
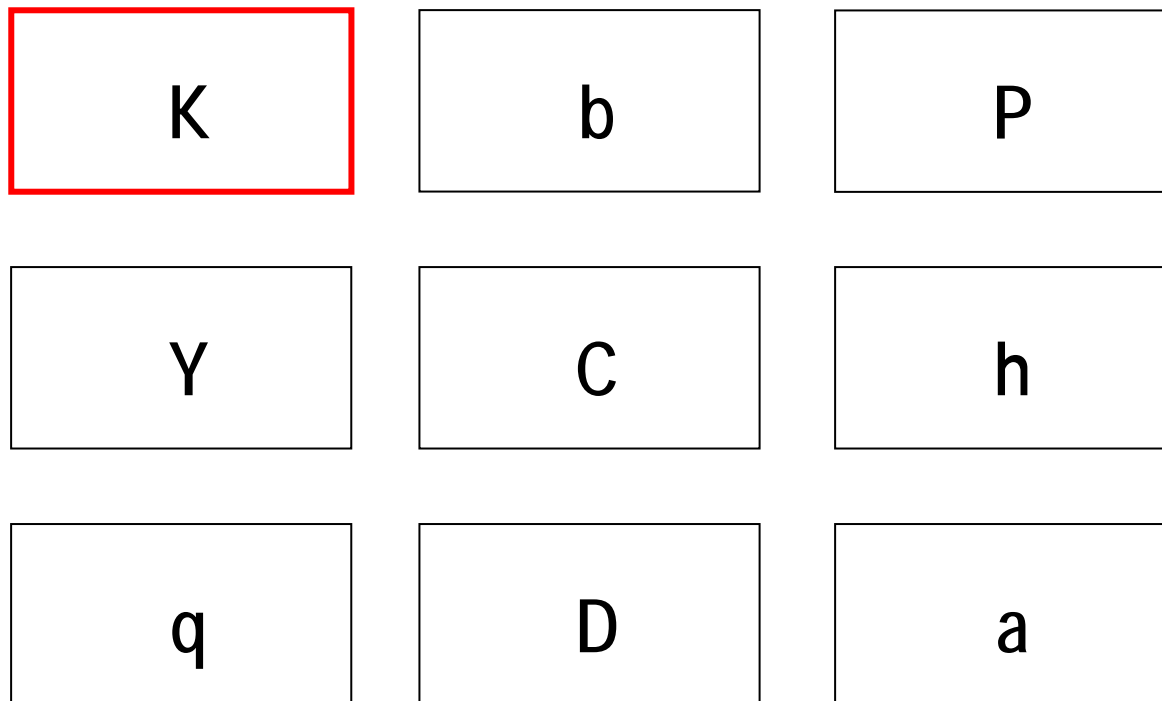
Incremental Rehearsal of Letter Names

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
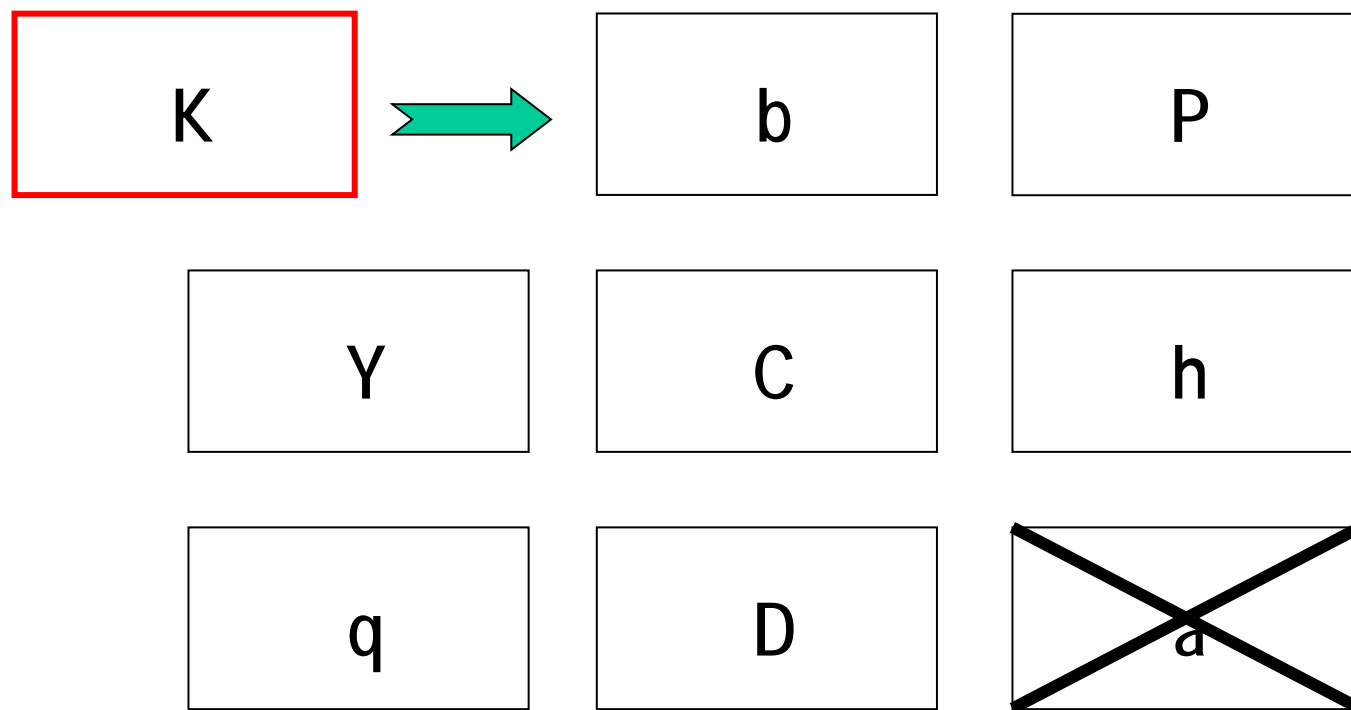
Incremental Rehearsal of Letter Names

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 2

- **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 2
Jacqueline: Grade 1: Incremental Rehearsal
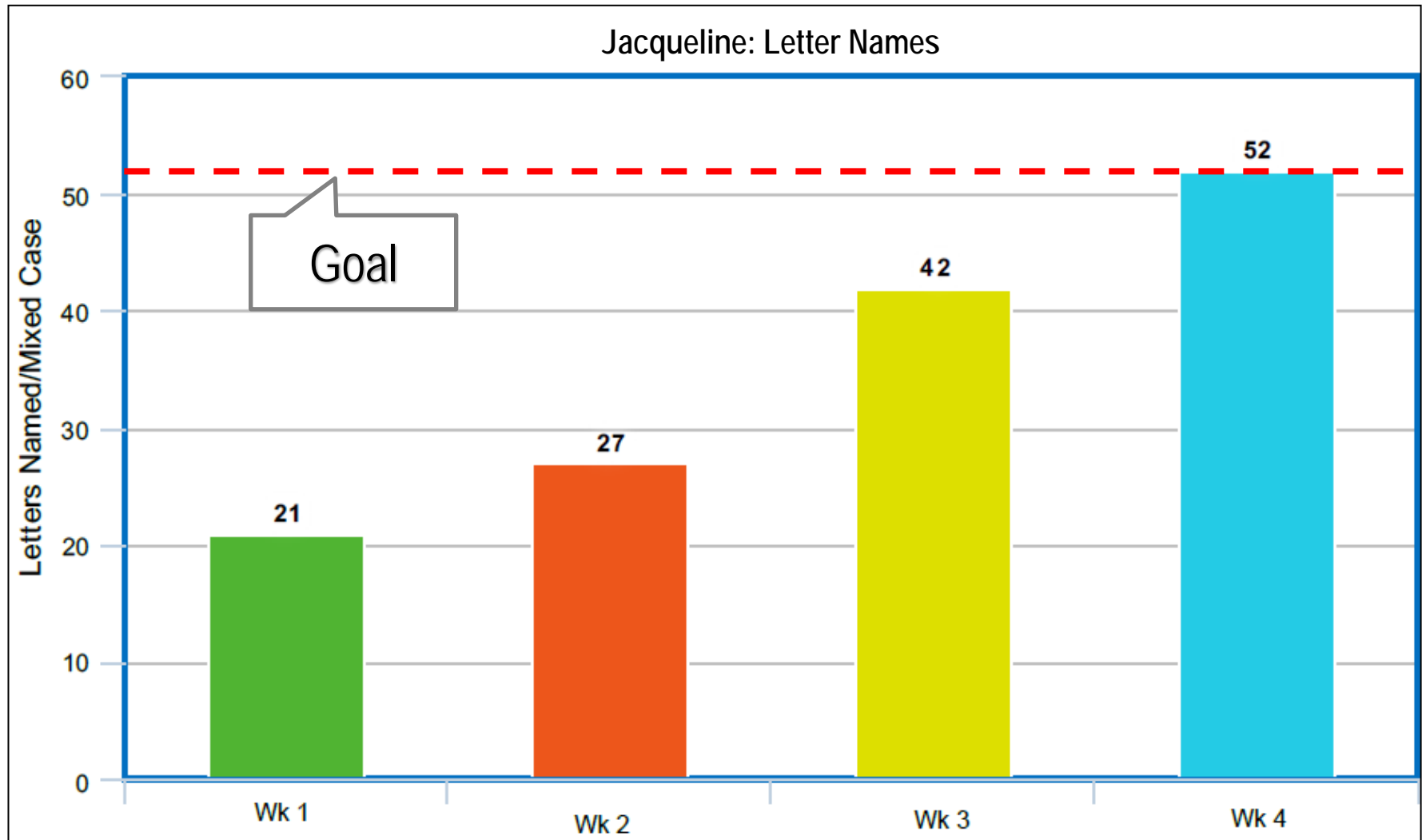
RTI Files: Case 2: Take-Away

- 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 3

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

RTI Files: Case 3

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.

- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

Learning Contracts: Put Student Promises in Writing…

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

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

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

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract:
Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities---

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

Teacher Responsibilities---

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract---

The terms of this contract will continue until:

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

Sign-Offs---

Russell B.	*Mr. Rappaport*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,

- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and

- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

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

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract:
Example

| Name: Russell B. | Teacher: Mr. Rappaport | Class/Course: Science 10 | Date: Feb 4, 2018 |

Russell B: Success Contract: Science 10

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Sign-Offs--

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

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

Learning Contract

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

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

ntract: Science 10

s and pass the course.

I have chosen to complete the following actions:

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2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

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Teacher Responsibilities--------------
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Sign-Offs----------------

Mr. Rappaport   *Russell B.*

Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract:
Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities---|

I have chosen to complete the following actions:

1   I will arrive to class on time.

2   I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3   I will keep my desk organized during independent work.

4   I will submit any current homework at the start of class.

Teacher Responsibilities--

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

1. Weekly reminders about any missing homework.
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Sign-Offs--

Mr. Rappaport   *Russell B.*

Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities--

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, note assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

> *Student Actions.* The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs--

Mr. Rappaport   *Russell B.*

_____   _____   _____
Mr. Rappaport   Russell B.   [Parent Name]
Teacher   Student   Parent

Learning Contract:
Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities--

I have chosen to complete the following actions:

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2 | I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 | I will keep my desk organized during independent work.

4 | I will submit any current homework at the start of class.

Teacher Responsibilities--

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

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Sign-Offs--

Mr. Rappaport | *Russell B.* |

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

...Responsibilities--

...hosen to complete the following actions:

...ll arrive to class on time.

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

...ll keep my desk organized during independent work.

...ill submit any current homework at the start of class.

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

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

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

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract:
Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities

I have chosen to complete the following actions:

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4 | I will submit any current homework at the start of class.

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2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract

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

Sign-Offs

Mr. Rappaport   *Russell B.*

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities --

I have chosen to complete the following actions:

1 | I will arrive to class on time.

... class, including paper, notebook, textbook, and current

... independent work.

... t the start of class.

... n this course through these actions/supports:

...ing homework.
...llenging assignments.

... ue until:

... at point, teacher and student will review progress and decide whether to
... or end this learning contract.

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Sign-Offs --

Mr. Rappaport	Russell B.	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract: Example

Name: Russell B. **Teacher:** Mr. Rappaport **Class/Course:** Science 10 **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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

Student Responsibilities

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Length of Contract

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Sign-Offs

Mr. Rappaport — *Russell B.*

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

RTI Files: Case 3

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

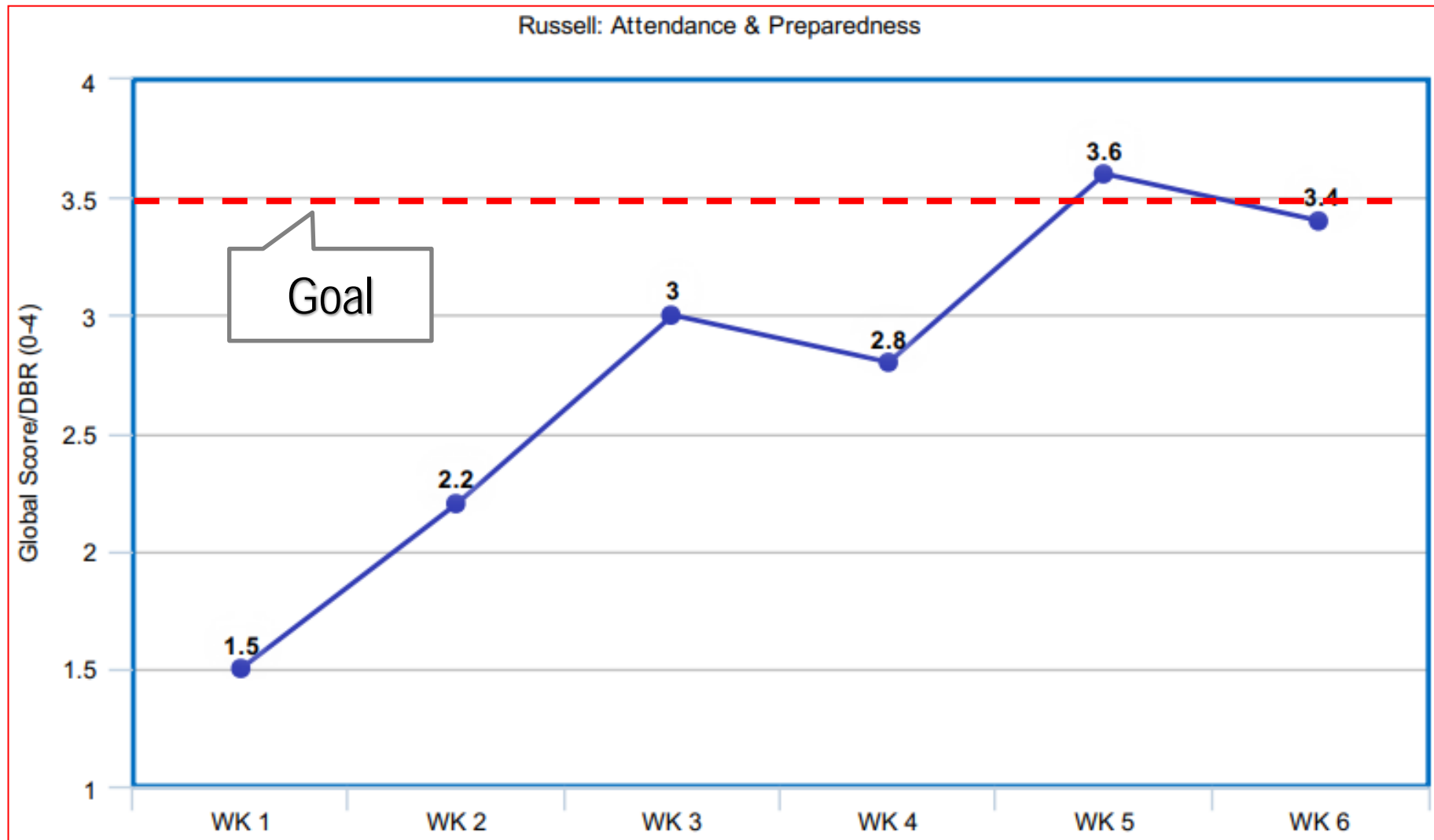> ### *Russell was on-time to science class.*
>
> ☐ YES   ☐ NO

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

RTI Files: Case 3
Russell: Grade 10: Attendance & Preparedness

Russell: Attendance & Preparedness

Goal

RTI Files: Case 3: Take-Away

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

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

RTI Files: Case 4

Neda

Grade 4

Problem: Limited math-fact fluency

Intervention: Cover-Copy-Compare

RTI Files: Case 4

- **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.
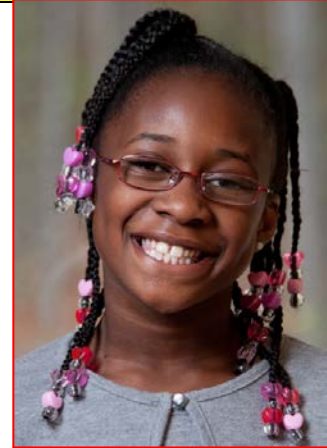
Cover-Copy-Compare: Math Facts

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 x 7 = 63	1a. 9 x 7 = 63
	1b.
2. 9 x 2 = 18	2a.
	2b.
3. 9 x 4 = 36	3a.
	3b.
4. 9 x 1 = 9	4a.
	4b.
5. 9 x 9 = 81	5a.
	5b.
6. 9 x 6 = 54	6a.
	6b.
7. 9 x 3 = 27	7a.
	7b.
8. 9 x 5 = 45	8a.
	8b.
9. 9 x 10 = 90	9a.
	9b.
10. 9 x 8 = 72	10a.
	10b.

RTI Files: Case 4

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

Neda: Math Fact Fluency

Goal
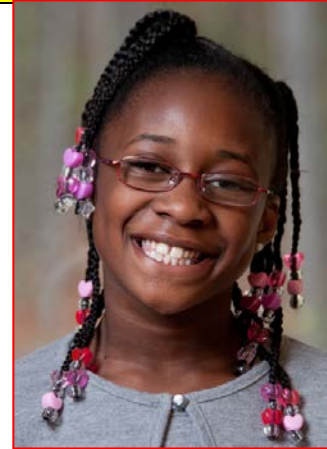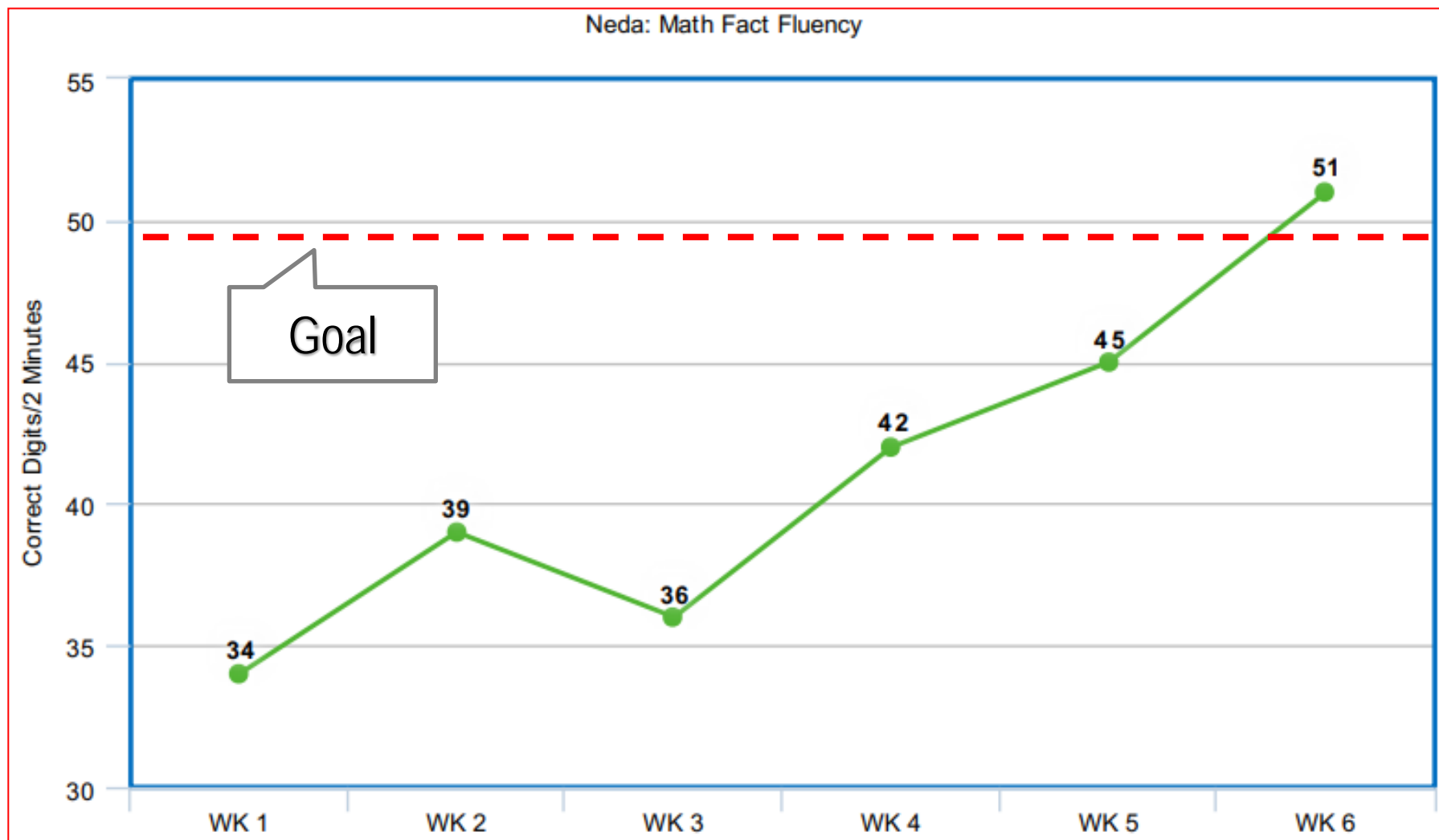
RTI Files: Case 4: Take-Away

- **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.
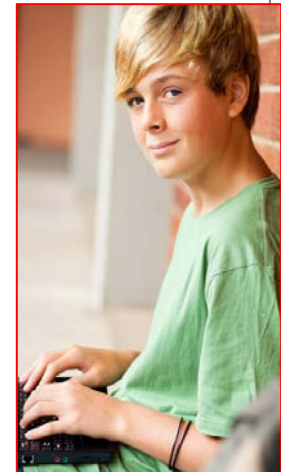
RTI Files…

Case 1: Tomás: Grade 7: Reading Comprehension

Case 2: Jacqueline: Grade 1: Letter Knowledge

Case 3: Russell: Grade 10: Attendance & Preparedness

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

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

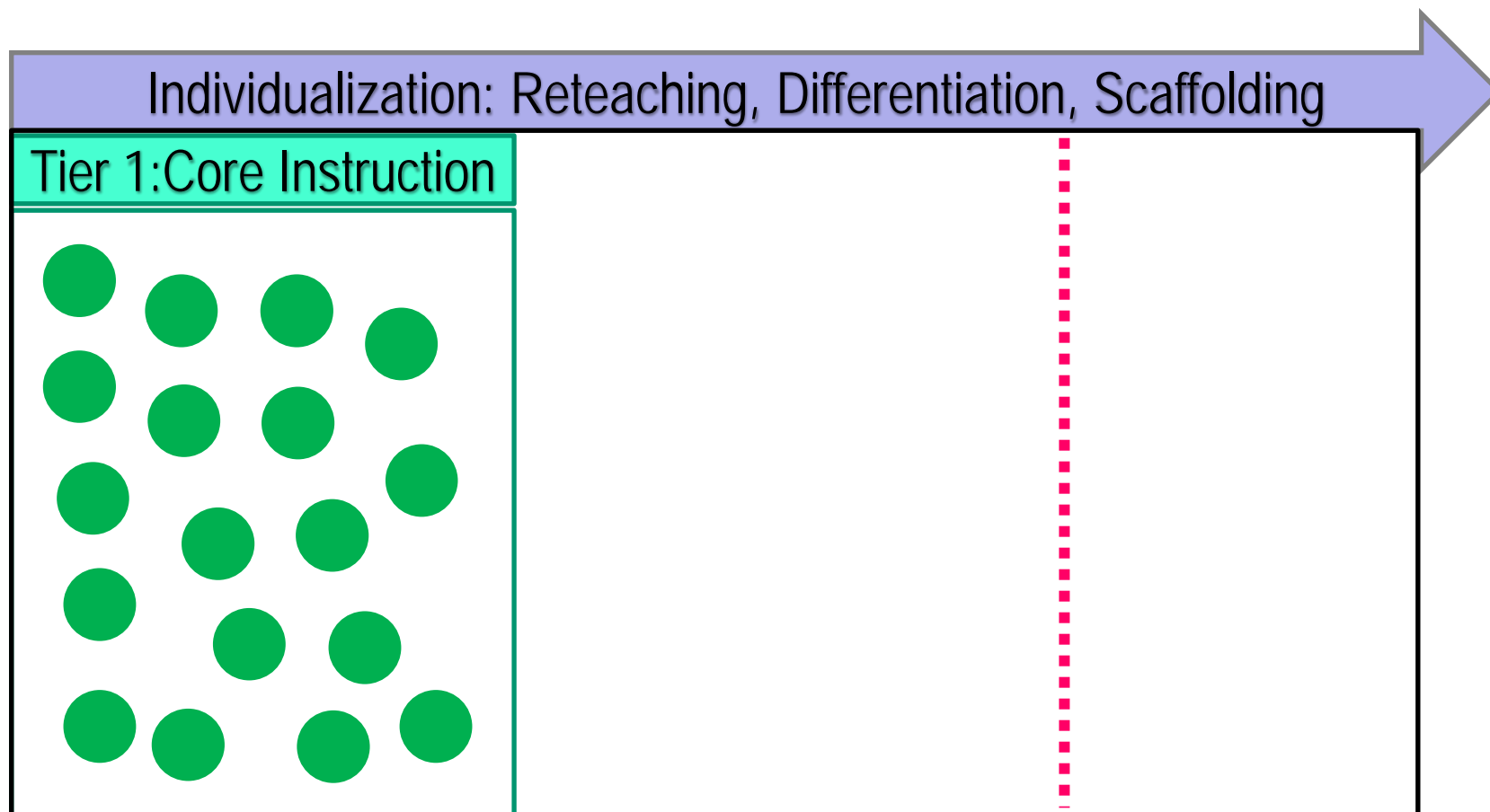Instructors regularly engage in problem-solving efforts, such as:

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

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

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

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

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

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

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

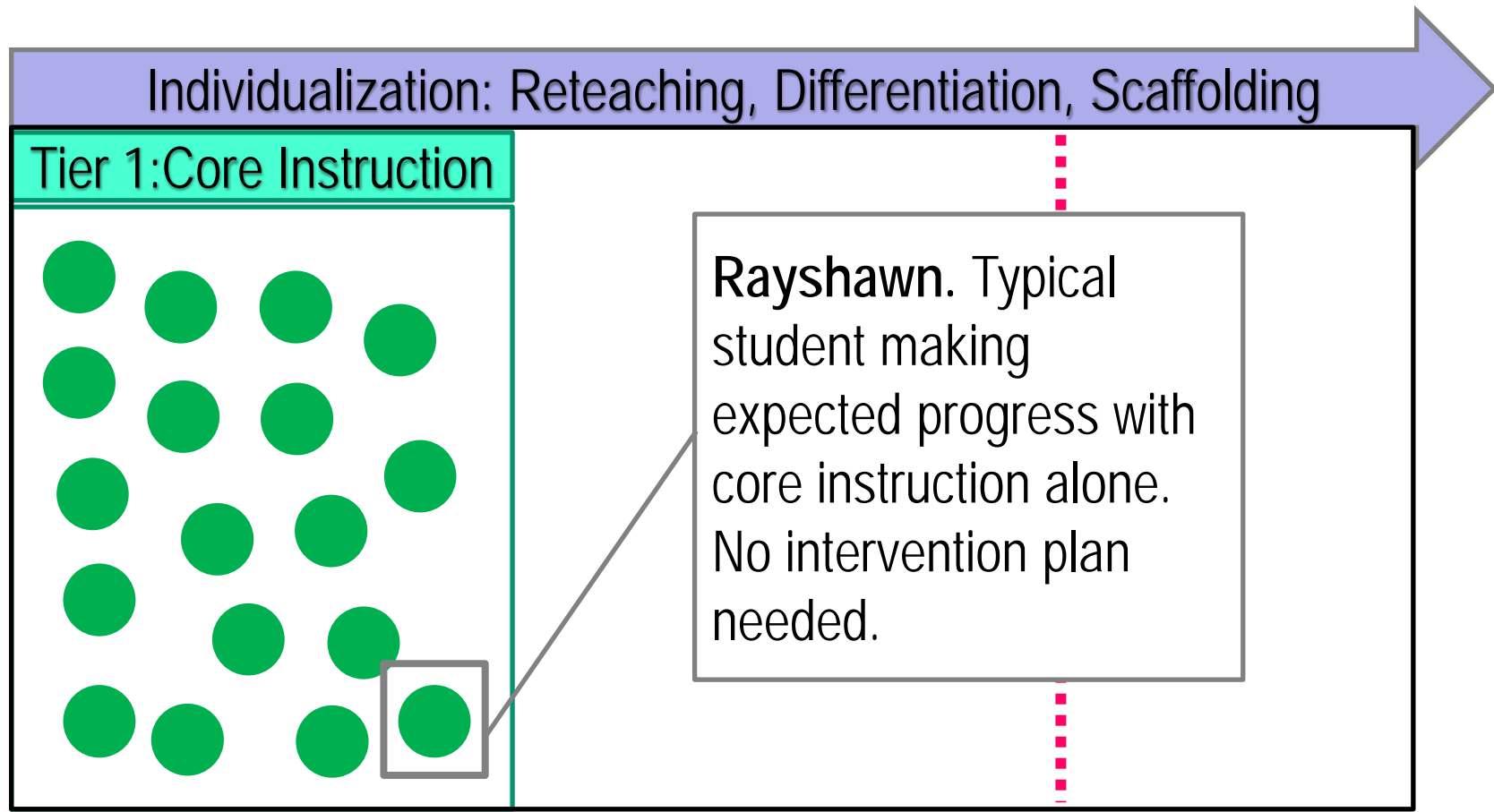In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their 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.
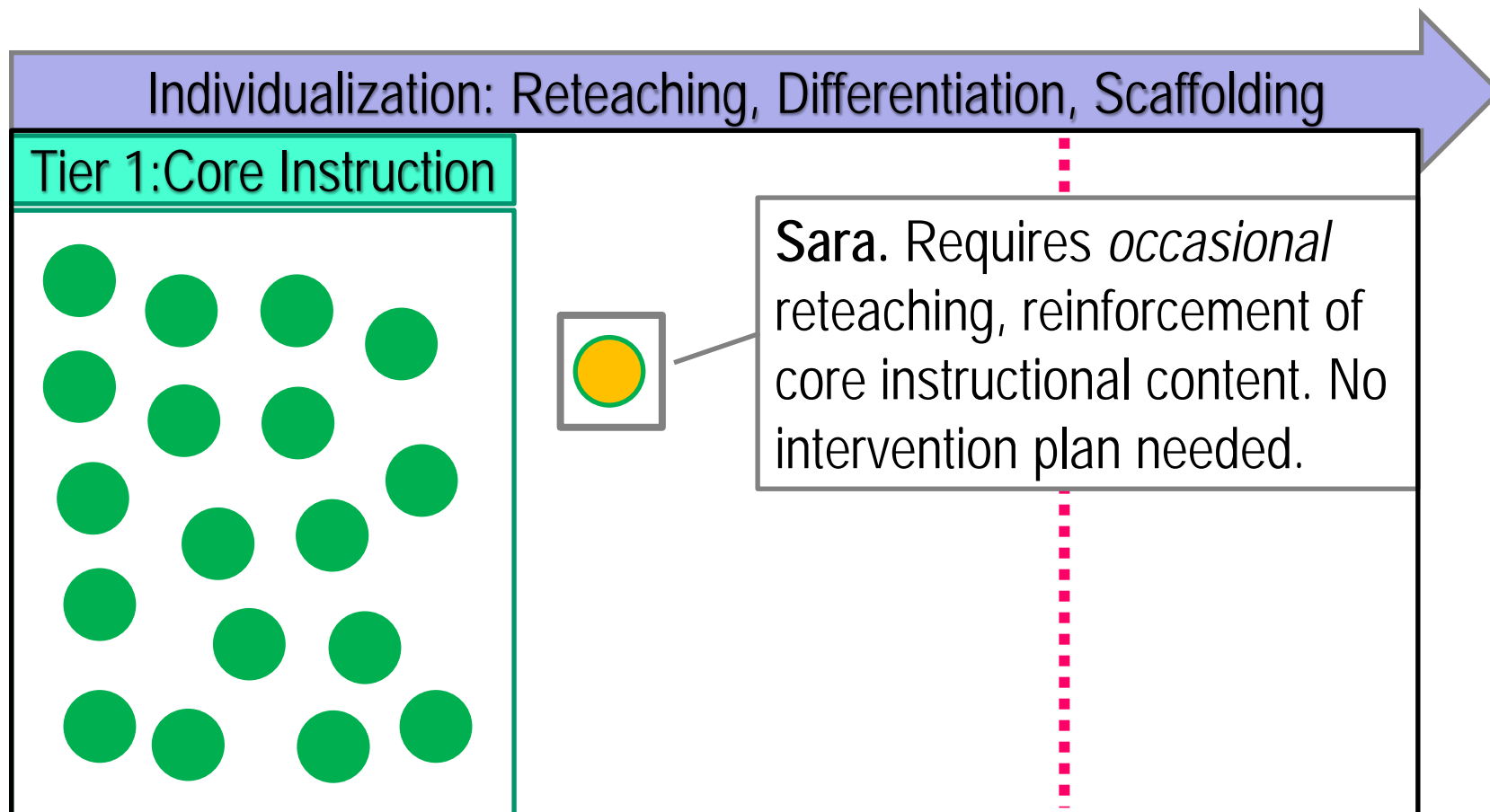
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

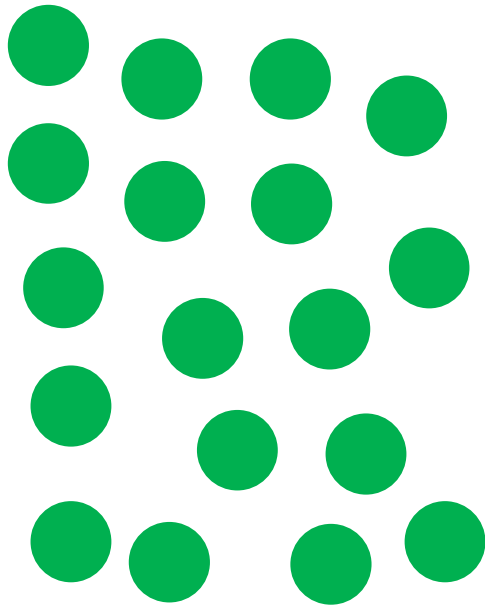**Sara.** Requires *occasional* reteaching, reinforcement of core instructional content. No intervention plan needed.

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Tomás. Needs sustained teacher attention across several instructional weeks. Benefits from strategy to boost comprehension (i.e., Read-Ask-Paraphrase). Documentation of intervention plan recommended.
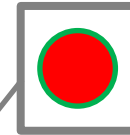
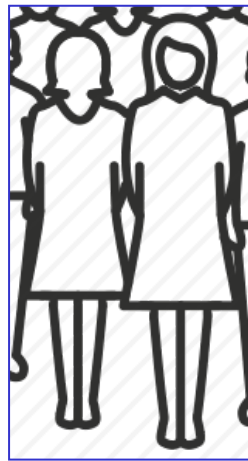# Teachers & Classroom Support Plans: Finding the Balance

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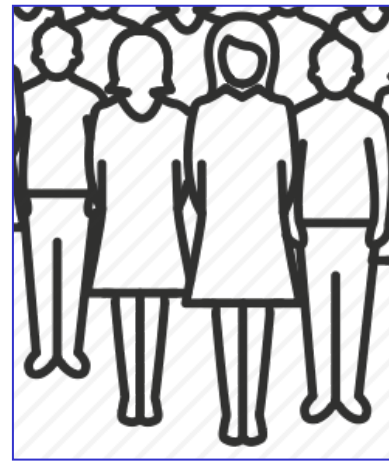

| Teacher Alone | Teacher & Consultant | Teacher & Grade-Level/Instructional Team | Teacher & RTI Problem-Solving Team |

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

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

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

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

Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.
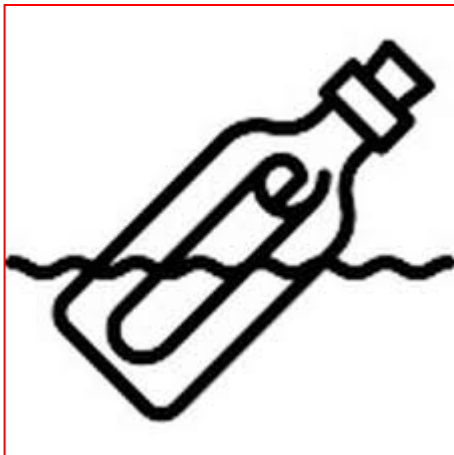
Activity: What Are Your Expectations of the Teacher as Academic 'First Responder'? (Handout 1; p. 15)

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

- Which of the responsibilities on the right do you feel would **not** be appropriate to expect of that classroom teacher to support this 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).*

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.

Classroom Intervention Roadblocks

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

...k profiles to ensure equity in identifying ...om interventions (e.g., being considered ...cond consecutive marking period).

...ccessible intervention bank with ...mmon classroom concerns.

...ve setting (e.g., consultant, instructional ...rventions.

...ared form/format to document (put into writing) Tier 1/classroom interventions.

Activity: Tier 1: Intervention Roadblocks

1. Look over this list of potential **classroom intervention roadblocks**.
2. Pick **one** that you feel is most important to address at your school.

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

RTI/MTSS Elements: Prioritize!

- Open Handout 4 to p. 3: *Tier 1: Classroom Intervention: Building Capacity.*

- Review each RTI/MTSS goal in this section:(items **A.1.5**-**A.1.9** only) . Rate each goal, using this scale: The goal is:

  - '**0**'= accomplished.

  - '**1**'= a priority to work on this year (2022-23).

  - '**2**'= to be postponed until next year (2023-24).

Tier 1: Classroom Intervention: Building Capacity. The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions.

Status (0,1,2)	GOALS: The school has:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.1.5]** created a bank of academic intervention ideas accessible by all staff.	
	- **[A.1.6]** created a bank of classroom data-collection methods accessible by all staff.	
	- **[A.1.7]** defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).	
	- **[A.1.8]** developed standardized form(s) to record classroom interventions.	
	- **[A.1.9]** developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).	

InterventionCentral
10-Minute 'Count Down' Timer

10:00

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Tier 1: Classroom Intervention: Building Capacity (5). The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- [A.1.5] created a bank of academic intervention ideas accessible by all staff.
- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.
- [A.1.7] defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).

Tier 1: Classroom Intervention: Building Capacity (Cont.). The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- [A.1.8] developed standardized form(s) to record classroom interventions.

- [A.1.9] developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).

Reading Interventions. What are examples of classroom interventions 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.

Five Components of Reading

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

Grade 1: Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

d   i   r

- The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting 'word' composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks--with one bold letter displayed per side.
  - Block 1: t,c,<u>d</u>,<u>b</u>,f,m: green marker
  - Block 2: a,e,i,o.u,i (The letter *I* appears twice on the block.): blue marker
  - Block 3: <u>b</u>,<u>d</u>,m,n,r,s: red marker

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., <u>*b*</u> and <u>*d*</u>).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf
Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. **Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. **The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting 'word'.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

INTERVENTION STEPS (Cont.):

3. **The student identifies and records the word as 'real' or 'nonsense'.** The student then identifies the word as 'real' or 'nonsense' and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. **The activity continues to 10 words.** The activity continues until students in the group have generated at least 10 words on their recording sheets.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.
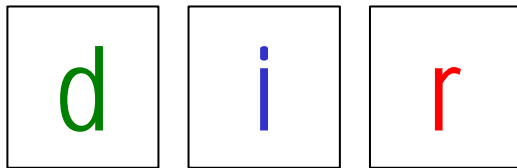
Letter Cube Blending Sample Recording Sheet

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

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Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

Directions: Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the 'word' spelled out on the Cubes. Then have the student decide whether the 'word' is real or nonsense and write the word under the appropriate column below. Continue until at least 10 'words' have been generated by this group activity.

Student Name __Carrie_____

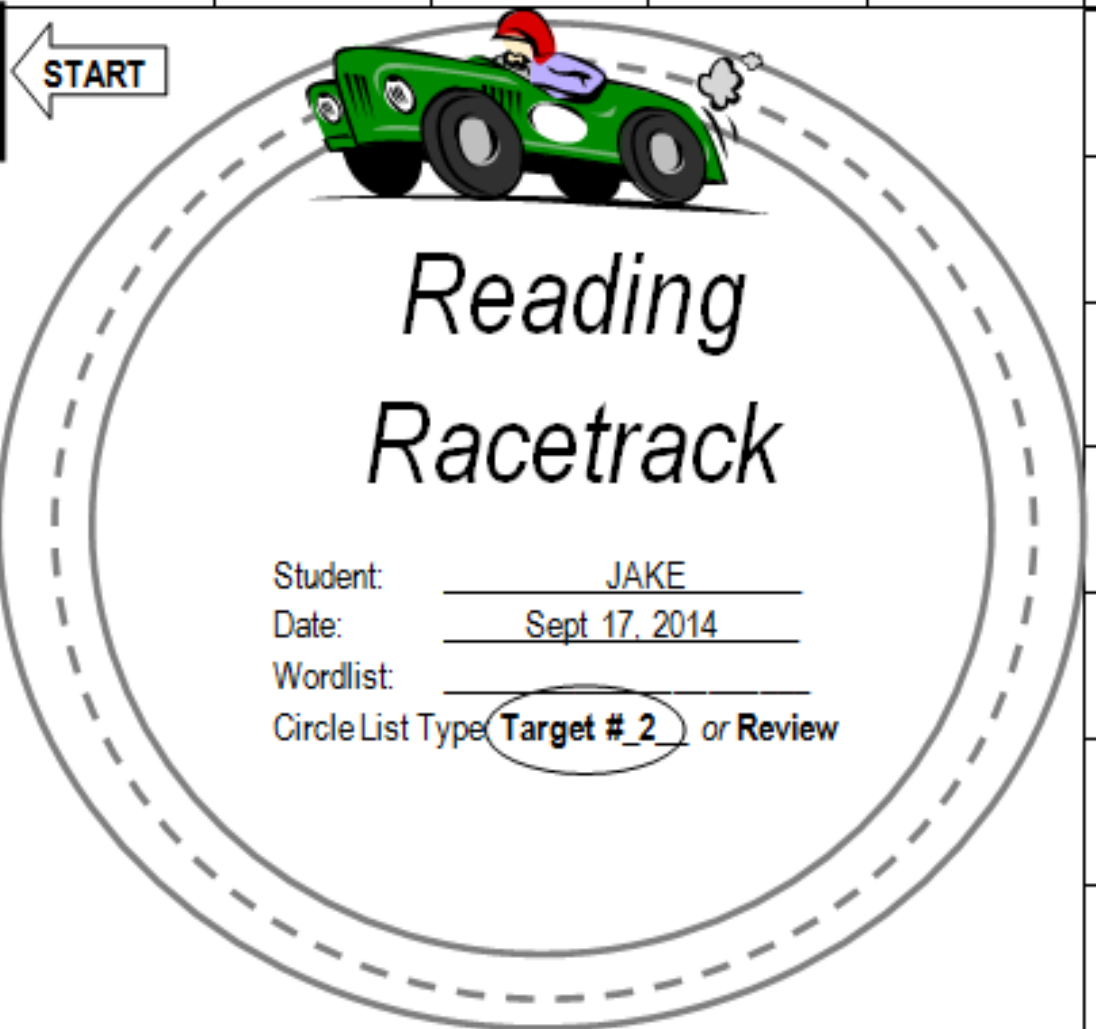| Real Word	Nonsense Word
bar fun	dir

Grade 2: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

Intervention: Reading Racetrack

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.

- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

1 had ← START

Reading Racetrack

Student: _____ JAKE _____
Date: _____ Sept 17, 2014 _____
Wordlist: _____
Circle List Type (**Target #_2_**) or **Review**

2 five		21 five
3 stop		20 some
4 know		19 then
5 then		18 were
6 were		17 had
7 some		16 know
		15 stop

8 five	9 stop	10 were	11 had	12 know	13 some	14 then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack Score Sheet

Student:_____ Wordlist: _____Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Grade 3: Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading

- Group-Based Repeated Reading

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.

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

2. *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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Grade 4: Problem: *"Malik doesn't closely monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.

- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.

- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk' Check Sheet

The Savvy Teacher's Guide: Reading Interventions That Work   Jim Wright (www.interventioncentral.org)   27

MY READING CHECK SHEET*

Name: _____ Class: _____

Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...
- Reading the paragraph over.

Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...
- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

*Adapted from Anderson (1980), Babbs (1984)

Lab Work: Create a Tier 1 Academic Intervention 'Bank'

Teachers need easy access to effective intervention ideas.

- Discuss how your school(s) might develop a bank of academic interventions for teachers to access.

Important Qs:

❑ Who would participate in this project?

❑ How would interventions be stored and shared with others?

❑ What is a timeline for getting an intervention bank into the hands of teachers in your school(s)?

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Grade 5+: Problem: *"Dominic struggles to retain the 'gist'/main ideas of passages."*

Interventions:

- Linking Pronouns to Referents
- Mark It/Jot It
- Double Entry Journal

NOTE: As the student self-manages these interventions, they tie up minimal instructional time.

Smithsonian

TweenTribune

search

Teacher Sign Up

Sign In

GRADE K-4   GRADE 5-6   GRADE 7-8   GRADE 9-12   SPANISH   TECH   TEACHER

Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune (www.tweentribune.com).

- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.

- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, *Q?rius*

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because ⊙ it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

relationship

algae and fungus come together, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.

Reading Comprehension: Annotation

- **Mark It/Jot It** prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

! It's weird to have insects in a fancy meal.

Source: Mariage, T.V., Englert, C. S., & Mariage, M. F. (2020). Comprehension instruction for Tier 2 early learners: A scaffolded apprenticeship for close reading of informational text. Learning Disability Quarterly, 43(1), 29-42.

Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: _____Tim S._____ Date: __Feb 24, 2021__

Reading Assignment: __Would You Eat Soup Made from Crickets?__

Passage from My Reading	My Thoughts About This Passage
It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.	I would not want to eat insects if they are not safe as food.
In Thailand alone, there are 200 species of insects eaten as food.	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of ____.
This makes me think of ____.
This is important because ____.
I think this means _____.

The reason I picked this is _____.
What confuses me about this is _____.
This is interesting, because _____.
Somebody who reads this might believe that _____.

Source: Poch, A.L., & Lembke, E.S. (2018). Promoting content knowledge of secondary students with learning disabilities through comprehension strategies. Intervention in School and Clinic, 54(2), 75-82.

Websites with Research-Based Intervention Ideas

Intervention Sources: WWC Practice Guides
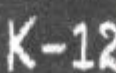
- The What Works Clearinghouse is a federally sponsored site that includes a series of 'practice guides': summaries of current best practices in classroom instruction.

  All guides are written for teachers and are free for download.

Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.

- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

FLORIDA CENTER FOR READING RESEARCH

HOME   ABOUT   NEWS   PROJECTS   PEOPLE   RESOURCES   LIBRARY

EARCH / RESOURCES / STUDENT CENTER ACTIVITIES

Student Center Activities

From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center Activities for use fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offer differentiated instruction and how to use the Student Center materials.

Grades K-1 Student Center Activities

Grades 2-3 Student Center Activities

Grades 4-5 Student Center Activities

Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.

CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

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

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

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

- add personal notes to the plan to clarify implementation.

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

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

Classroom Support Plan Writer

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

Get Started

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

Lab Work: Intervention Scavenger Hunt

1. Go to the workshop page:
    http://www.interventioncentral.org/ONC_BOCES

2. Find the links under the heading **Free Intervention Websites/Resources.**

3. Review any of these links to find at least <mark>1 intervention strategy</mark> that you believe could address a common student concern at your school.

4. Share this intervention idea with your table.

Running Effective Tier 1 Meetings: The Role of Consultant
(Handout posted on workshop page)

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?
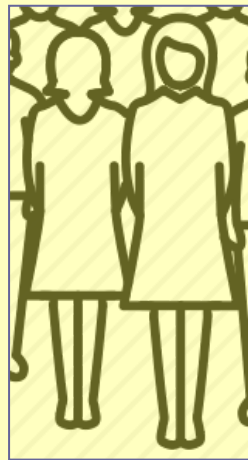
Teacher Alone	Teacher & Consultant	Teacher & Grade-Level/Instructional Team	Teacher & RTI Problem-Solving Team
Too *Little* Support	"Sweet Spot": Appropriate Support		Too *Much* Support
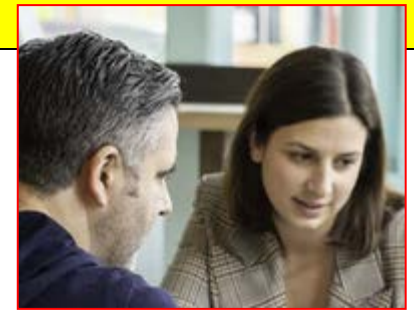
Tips for Teacher Consultation…

The goal of consultant and teacher is to reach shared agreement in developing a Tier 1/classroom intervention plan.

Consultants can use an array of communication strategies to engage and motivate teachers to serve as classroom 'first responders'.

Tips for Teacher Consultation…

Here are several ideas to encourage positive interactions and outcomes during Tier 1/classroom intervention-planning conversations:

Tips for Teacher Consultation…

- *Classroom interventions address classroom problems.* When a teacher has a student requiring a Tier 1/classroom intervention, the instructor's goal is to create a plan that will help the student to 'get through the next lesson' (i.e., achieve success in the classroom).

  The teacher is NOT expected to fill in the student's off-grade-level skill gaps—as that is the responsibility of Tier 2.

1

Tips for Teacher Consultation…

- **Intervention-planning is negotiation.** The consultant is co-equal with the teacher—able to *suggest* strategies but not dictate them. Tier 1 problem-solving meetings represent a process of *negotiation,* with consultant and classroom teacher reaching agreement on:

  - the cause(s) and degree of severity of the student's presenting deficits(s).
  - what key 1-2 problems to focus on at the meeting.
  - what intervention strategies to include in the Tier 1 plan.
  - how to monitor intervention progress.

2

Tips for Teacher Consultation…

- ***Limit conversation to 'the fixable'.*** Whenever discussion veers toward factors that educators cannot change (such as patterns of parenting), the consultant should be quick to steer it back to goals that can be achieved within the school setting.

3

Tips for Teacher Consultation…

- *Focus on the needs of the 'struggling learner'.* The consultant can increase teacher acceptance of intervention recommendations by framing those recommendations as matching the unique needs of the struggling student.

  For example, instead of saying "You should pre-teach vocabulary for Ricky to prepare for challenging reading assignments", the consultant might say, "Ricky is a halting reader. He would benefit from having difficult vocabulary terms pre-taught before a challenging reading assignment."

4

Tips for Teacher Consultation…

- *Redefine 'successful intervention'.* Teachers can be reluctant to try a classroom intervention because they worry that—if the student fails to respond—this will reflect badly on the instructor.

  Teachers should be reassured, however, that if an intervention is implemented with care and yet the student fails to respond, that outcome actually represents valuable new information about what attempted intervention strategies the student did NOT respond to.

5

Tips for Teacher Consultation…

- ***The teacher remains responsible for the intervention.*** The consultant assists the teacher in the process of creating a viable intervention plan. That assistance may even include the consultant visiting the classroom to demonstrate specific intervention strategies.

    However, the teacher is the classroom 'first responder' and retains ultimate responsibility for carrying out the intervention.

6

The Structure of a Tier 1/ Classroom Intervention Meeting

Talking Points: Introduce meeting expectations.

1. **Problem ID:** Agree on target problem areas.
2. **Intervention:** Select interventions to match problems.
3. **Data:** Choose progress-monitoring method(s).
4. **Follow-Up:** Select check-in date.
5. **Obstacles:** Identify & plan to address roadblocks. Before adjourning, teacher and consultant briefly review the intervention plan and identify any likely roadblocks / problems that may arise. They then brainstorm ideas to address each potential roadblock.

Lab Work: Consulting with Teachers...

Review the tips shared today for consulting with your teacher colleagues.

Pick ONE idea from this list that you feel is *especially* important for teaching staff to remember.
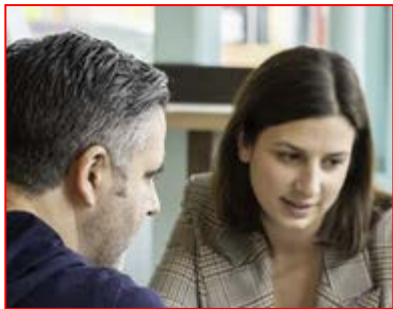
Consultation Tips:

1. *Classroom interventions address classroom problems.*

2. *Intervention-planning is negotiation.*

3. *Limit conversation to 'the fixable'.*

4. *Focus on the needs of 'the struggling learner'.*

5. *Redefine 'successful intervention'.*

6. *The teacher remains responsible for the intervention.*

05:00

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 2022-23 school year) to avoid taking on too much change at one time.

Your District MTSS Plan: Updating the Roadmap

Jim Wright
www.interventioncentral.org

INTERVENTION
CENTRAL

Handout 4

RTI Classroom Teacher Toolkit

HANDOUT 4

District-Wide: Writing Your MTSS Plan

Jim Wright, Presenter

23-24 August 2022
Southeast Regional Partnership Center-ONC
BOCES

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/ONC_BOCES

Handout 4: pp. 12-28 Sample MTSS-A District Plan

Writing the District RTI/MTSS Academic-Support Plan: A Model

This document provides a 'starter' narrative that schools are welcome to adapt as they write their own RTI/MTSS-Academic District Plan. The sections below contain descriptions of Tiers 1, 2, and 3, as well as school-wide screening procedures. Included in each section are questions that your implementation team may want to consider as you write your MTSS plan.

Multi-Tier System of Supports (MTSS) is a school-wide model of student support. The foundation of MTSS is strong core instruction delivered in all classrooms. Our schools also use screening data to identify students who need additional intervention assistance. They then design specific intervention plans for those at-risk students to meet their learning needs and monitors their intervention progress.

All interventions used under MTSS should be 'research-based': shown through rigorous research to be effective in school settings. This document describes the MTSS plan for multi-tiered academic support currently in place in [SCHOOL/DISTRICT NAME].

Tier 1: Core Instruction

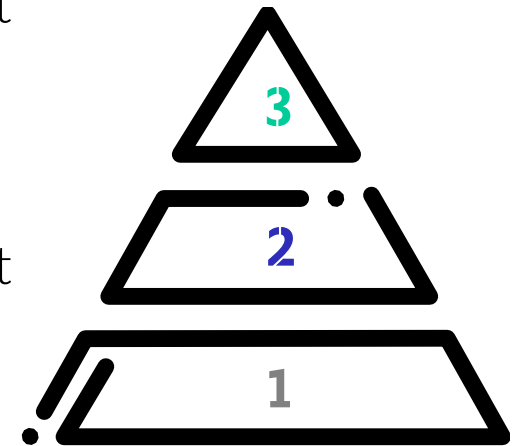Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

Essential Element	Questions for Your MTSS Plan	NOTES
Instructors include effective elements of direct instruction in their lessons. See Table 1: How To: Deliver Direct Instruction in General-Education Classrooms for a listing of these elements.	• What framework will your school use to verify direct-instruction elements?	
Teachers use frequent formative assessment strategies to track in real time their students' understanding of instructional content. Examples of formative assessment include rich questioning and discussion; comment-only marking that provides feedback without grades; student self-evaluation using rubrics or checklists, etc.	• How will your school define & monitor teacher use of these assessment strategies?	
Instructors employ feedback from formative assessments to reinforce instruction as needed by: (1) providing students with corrective feedback; (2) reteaching material; or (3) teaching additional skills or concepts required by learners.	• How will your school verify the linkage between formative assessment and instructional decisions?	
Teachers are able to use a variety of scaffolding and differentiation strategies to assist students who have difficulty with classwork.	• What ideas for scaffolding and differentiating instruction are available to your teachers?	

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.

Reviewing a Sample District MTSS Plan

- The handout is a sample MTSS plan that your district is welcome to use or borrow from as you construct your own updated plan.

- This sample plan contains verbal descriptions of how the 3 intervention Tiers operate and are interlinked, along with additional attachments that give more detail.

- The sample plan also includes relevant questions to guide schools as they develop their own MTSS plans.

...SS...anized...

Text on a white background is the plan narrative (which you are welcome to edit).

BOLD text are those sections that are most likely to be customized by each district.

Text on a gray background includes guiding questions to consider when writing your plan.

You can use the 'NOTES' column to record your group's running discussion notes about the plan.

Essent...	Questio... or Your MTSS Plan	NOTES
Teachers are e... ...aged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who: • **are failing a class, course, or subject area.** • **are receiving Tier 2 or Tier 3 supplemental intervention services.** • **are being considered for possible grade-retention**	• *What are your school's 'non-negotiable' indicators that a student requires Tier 1 intervention?*	

...SS Plan is Organized...

The 'Additional Resources' section of the plan contains reference documents such as this Direct-Instruction Checklist that the school has decided to include in their plan.

⚙ www.interventioncentral.org 8

...struction in General-Education

...s of a direct-instruction approach. When preparing lesson ...checklist to make sure that their lessons reach the widest range of div...rs.

1. Increase Acc...s 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).	

Tier 1: Classroom Intervention
pp. 13-14

Tier 1: Classroom Intervention

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instruction.

Essential Element	Questions for Your MTSS Plan	NOTES
Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who: • are failing a class, course, or subject area. • are receiving Tier 2 or Tier 3 supplemental intervention services. • are being considered for possible grade-retention	• What are your school's 'non-negotiable' indicators that a student requires Tier 1 intervention?	
Teachers in our schools have two options to meet with colleagues to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress: • Consultant. Our schools have compiled a list of consultants available to meet with individual teachers to help them to create and to document an intervention plan. • Team. Teachers can bring students to their regularly-scheduled grade-level, instructional, or department teams to conduct intervention-planning meetings with their instructional colleagues.	• What is your school's solution to the requirement that teachers talk with colleague(s) as they put together a classroom intervention plan?	
All teachers have access to a 'toolkit' of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans. In addition, teachers are encouraged to consult Table 2: Tiers 1-3: Internet Sources for Research-Based Interventions for	• What is your school's timeline and workplan to create and deploy a classroom intervention 'toolkit'?	

RTI/MTSS Plan: Tier 1: Classroom Intervention

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instruction.

RTI/MTSS Plan: Tier 1: Classroom Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who: • **are failing a class, course, or subject area.** • **are receiving Tier 2 or Tier 3 supplemental intervention services.** • **are being considered for possible grade-retention**	• *What are your school's 'non-negotiable' indicators that a student requires Tier 1 intervention?*

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RTI/MTSS Plan: Tier 1: Classroom Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
Teachers in our schools have two options to meet with colleagues to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress: • *Consultant.* Our schools have compiled a list of consultants available to meet with individual teachers to help them to create and to document an intervention plan. • *Team.* Teachers can bring students to their regularly-scheduled grade-level, instructional, or department teams to conduct intervention-planning meetings with their instructional colleagues.	• *What is your school's solution to the requirement that teachers talk with colleague(s) as they put together a classroom intervention plan?*

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RTI/MTSS Plan: Tier 1: Classroom Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
All teachers have access to a 'toolkit' of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans. In addition, teachers are encouraged to consult Table 2: *Tiers 1-3: Internet Sources for Research-Based Interventions* for additional district-approved internet sources of quality research-based intervention ideas.	• *What is your school's timeline and workplan to create and deploy a classroom intervention 'toolkit'?*

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Table 2: *Tiers 1-3: Internet Sources for Research-Based Interventions* p. 21

Table 2: Tier 1, 2, 3: Internet Sources for Research-Based Interventions

Listed below are Internet sources that meet the district's definition as 'research-based'. School staff can use these links to find or evaluate academic and behavioral intervention programs and strategies appropriate for Tiers 1-3.

Internet Intervention Source
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).
Evidence-Based Intervention Network (*http://ebi.missouri.edu/*). Sponsored by the School Psychology program at the University of Missouri, this site contains academic and behavioral intervention scripts suitable for classroom use.
Florida Center for Reading Research (*http://www.fcrr.org*). This website contains a search tool to find lesson plans to teach the five components of reading: *http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx*
Instructional Intervention Tools Page (*http://www.rti4success.org/instructionTools*). Sponsored by the National Center on RTI, this page provides ratings to intervention programs in reading, math, and writing. Users can streamline their search by subject and grade level.
Intervention Central (*http://www.interventioncentral.org*). The site includes a range of academic and behavioral intervention ideas suitable for classroom use.
What Works Clearinghouse (*http://ies.ed.gov/ncee/wwc/*). Sponsored by the US Dept. of Education, this website has two major sources of intervention information: (1) Practice Guides: These free 60-100 page guides summarize current research for teachers on intervention topics like math instruction, reading interventions, and behavior management; (2) Program Reviews: This website reviews core instruction and intervention programs in reading/writing, math/science, and other academic areas. The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

RTI/MTSS Plan: Tier 1: Classroom Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
Tier 1 interventions are typically implemented for **4 to 8 instructional weeks**. Student groups for Tier 1 interventions are **capped at 5 students**. Tier 1 interventions are **monitored at least bi-weekly** to allow the teacher to judge quickly whether interventions are effective or should be changed. A listing of tools appropriate for classroom progress-monitoring for a variety of student concerns appears in Table 3: *Methods to Monitor Tier 1 (Classroom) Interventions.*	• *What are your school's minimum expectations for high-quality classroom interventions?*

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Table 3: Methods to Monitor Tier 1 (Classroom) Interventions

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	• Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	• General behaviors (e.g., complies with teacher requests; waits to be called on before responding) • Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	• Step-by-step cognitive strategies • Behavioral routines • Generalization: Target behavior carried out across settings
Curriculum-Based Measures/Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	• Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	• Homework grades • Test grades • Quarterly report card grades

Table 3: *Methods to Monitor Tier 1 (Classroom) Interventions* pp. 22-24

Tier 1: Classroom Intervention

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instruction.

Essential Element	Questions for Your MTSS Plan	NOTES
Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who: • are failing a class, course, or subject area. • are receiving Tier 2 or Tier 3 supplemental intervention services. • are being considered for possible grade-retention	• What are your school's 'non-negotiable' indicators that a student requires Tier 1 intervention?	
Teachers in our schools have two options to meet with colleagues to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress: • Consultant. Our schools have compiled a list of consultants available to meet with individual teachers to help them to create and to document an intervention plan. • Team. Teachers can bring students to their regularly-scheduled grade-level, instructional, or department teams to conduct intervention-planning meetings with their instructional colleagues.	• What is your school's solution to the requirement that teachers talk with colleague(s) as they put together a classroom intervention plan?	
All teachers have access to a 'toolkit' of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans. In addition, teachers are encouraged to consult Table 2: Tiers 1-3: Internet Sources for Research-Based Interventions for	• What is your school's timeline and workplan to create and deploy a classroom intervention 'toolkit'?	

Tier 1: Classroom Intervention
pp. 13-14

Lab Work: Sample District Plan: Tier 1: Classroom Intervention

In your group:

1. Appoint a recorder.

2. Look over the narrative describing **Tier 1: Classroom Intervention** on Handout 4: pp. 13-14 of the sample MTSS Plan.

3. Edit/add to the wording of this section to match the Tier 1 MTSS goals for your own school or district.

4. [If time allows] Continue to edit other plan sections to match your group's MTSS goals.

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

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

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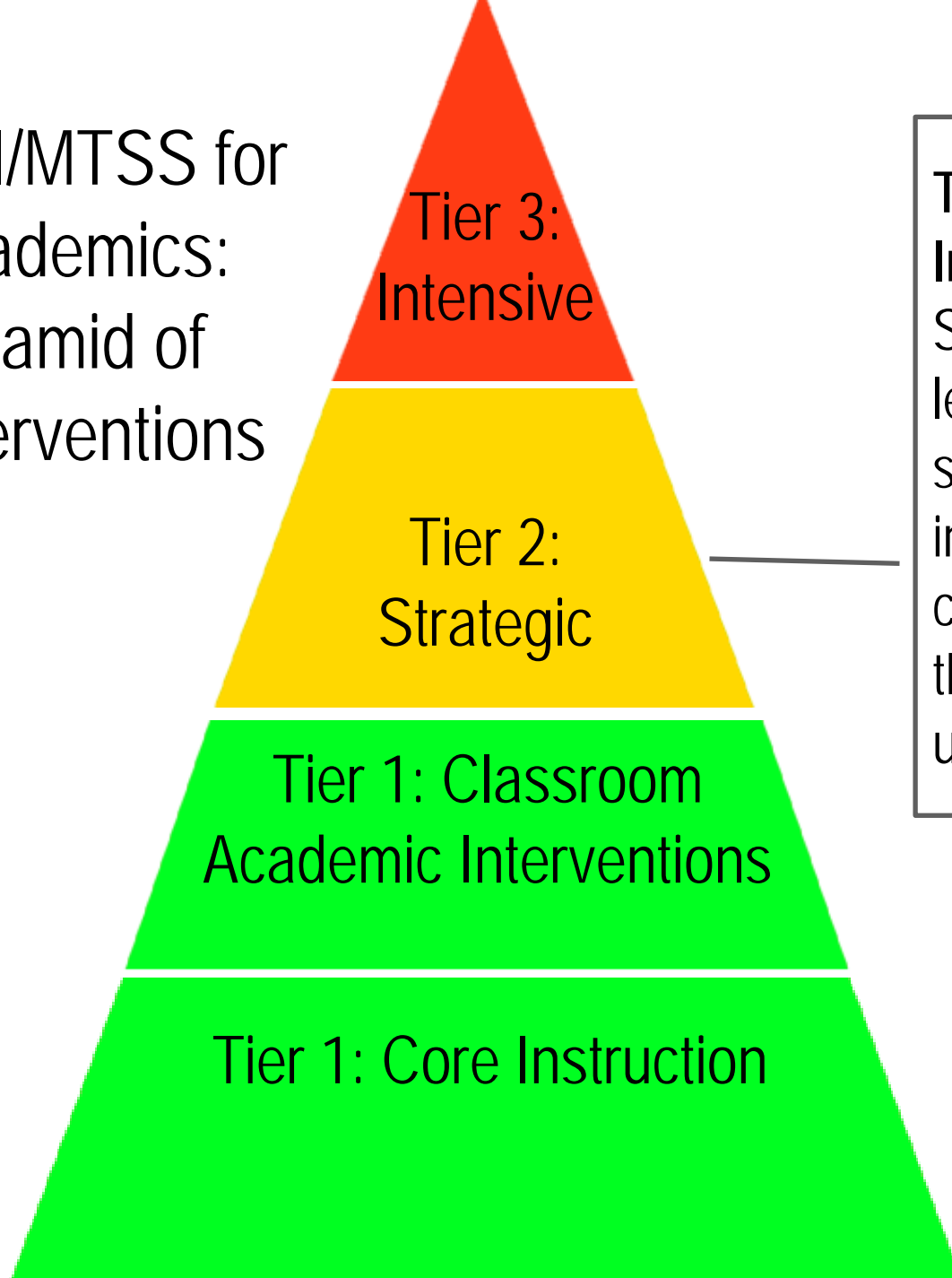
Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

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

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

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

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

" *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.

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

HELPS: Tier 2 Reading-Fluency Program

Step 1
Verbal Cueing Procedure and Expectations

HELPS Program

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

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

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

MTSS: Tier 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/

InterventionCentral
15-Minute 'Count Down' Timer

15:00

www.interventioncentral.org

Lab Work: Complete a
Tier 2/3 program inventory
(Handout 2: p. 7)

Schools inventory the array of Tier 2/3 programs/practices in place to address reading, mathematics, and/or content-area academic delays.

Inventory of Tier 2/3 Programs/Practices

Directions. List those programs/practices that make up your school/district's current range of Tier 2/3 services.

Research-Based?	Tier 2/3 Intervention Program/Practice	Grade Level(s)	Area(s) of Academic Deficit Targeted	Method of Delivery	Frequency/ Length of Sessions
_X_ Yes ___ No ___ Not Sure	Read 180: Computer-Assisted Instruction	6-8	Reading fluency, comprehension	Whole class; small group; individual	3-5 days/week 30-45 min sessions
___ Yes ___ No ___ Not Sure					

15-Minute 'Count Down' Timer

15:00

www.interventioncentral.org

Lab Work: Investigate additional Tier 2/3 programs. (Handout 2: p. 8)

1. Go to the workshop webpage: https://www.interventioncentral.org/ONC_BOCES

2. Click on 'What Works Clearinghouse' to open this website.

Prospective Tier 2/3 Programs/Practices

Directions. Visit the What Works Clearinghouse site (https://ies.ed.gov/ncee/wwc/). Use the search and filtering tools to find one or more programs that you might add to your school's inventory of Tier 2/3 reading, math, and/or general academic-skill programs.

Tier 2/3 Intervention Program/Practice	Grade Level(s)	Area(s) of Academic Deficit Targeted	Method of Delivery	Frequency/ Length of Sessions

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

2

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

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

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

Scheduling Elementary Tier 2/3 Interventions

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

Anyplace Elementary School: MTSS Daily Schedule

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

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

MTSS: Tier 2/3: Supplemental Intervention

- Secondary schools have explored these scheduling ideas:
    - *Schoolwide MTSS period.* The school sets aside a period per day (e.g., 35-45 minutes) for Tier 2/3 support.
    - *'Zero' period.* Students attend electives before the official start (or after the end) of the school day—freeing up time for MTSS help.
    - *Core course with extended time.* Students attend a double period of English or math, allowing additional time for MTSS support.
    - *Study hall coordinated with MTSS services.* 4-6-week MTSS 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: Strategic Intervention Services: **Interventions**

4

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

Tier 2/3 Written Plan: Minimum Elements

A written Tier 2/3 small-group intervention plan should include:

1. Name of interventionist
2. The shared academic deficit(s) to be the focus of the intervention group.
3. The total contact time for the intervention (e.g., start and end dates; frequency of sessions; length of sessions)

4. Names of students in the group, with baseline performance and outcome goal for each.
5. Intervention(s) to be used.
6. A progress-monitoring plan (to include data collection method and frequency of assessment).

Tier 2: Small-Group Intervention Plan

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

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

Time Allocated: Start Date	End Date	Session Length (e.g., 30 mins)	Session Frequency (e.g.,

Students: Name	Baseline: Starting Point	Goal: Criterion for S

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

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

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

Sample Tier 2/3 Intervention Documentation Form (Online)

Interventionist

Targeted Academic Skills

Contact Time (e.g., length and frequency of sessions, etc.)

Student List with Baseline and Goal

Intervention Program or Practice(s)

Progress-Monitoring Plan

Tier 2: Small-Group Intervention Plan

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

Tier 2: Intervention Plan Form: Example: Reading Fluency

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

Mrs. Kordisky, Reading Teacher

		ns)	Session Frequency (e.g., 3x/wk)
M 10/15/13	F 12/02/13	25 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

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

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

W

Tier 2: Small-Group Intervention Plan

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

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 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)
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
	44 wpm/Gr 3	56 wpm/Gr 3

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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.

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)
M 10/10/16	F 12/02/16	20 mins	Daily

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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.

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)
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

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

...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)
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

Lab Work: Task: Standardize Tier 2/3 Small-Group Plan Documentation Form

1. Go to the workshop webpage: https://www.interventioncentral.org/ONC_BOCES

2. Click on the link 'Tier 2: Small-Group Intervention Plan' to open the sample Tier 2 documentation form.

3. Using this form as a model, discuss what essential intervention information you would like your Tier 2/3 providers to record. (HINT: Think of downstream consumers such as the MTSS Team & CSE.)

4. [If time allows] Discuss how your school/district could archive completed Tier 2/3 intervention plans for easy future retrieval.

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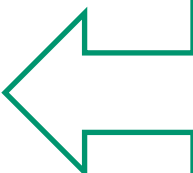
Use Objective Data Sources. Students are identified for Tier 2 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.

Data for Tier 2 Eligibility: Weight It, Don't Triangulate It...
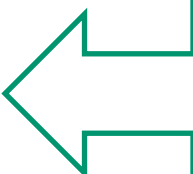
MTSS School-Wide Screener:
iReady/Star/NWEA MAPS, etc.
PRIMARY Data Source

Valid, reliable risk-prediction tool
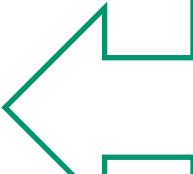
Classroom Data:
Fountas & Pinnell Reading BAS,
Developmental Reading Assessment, etc.
SUPPLEMENTAL Data Source

Instructional information: not normed

Teacher Concern/Nomination
SUPPLEMENTAL Data Source

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.

Lab Work: List important data-screening data sources (Handout 2: p. 10)

List of Screener Data Sources

Directions.
- List screener(s) and other important data sources that your school will use to determine student eligibility for Tier 2/3 academic services. Include a grade range for each measure.
- Note whether each will be a PRIMARY or SUPPLEMENTARY data source. (Supplementary data sources carry less weight than primary sources in determining Tier 2/3 eligibility.)
- If possible, try to set a cut-point/cut-score for each data source to identify 'below-grade-level' skill gaps.

Data Source	Grade Range	Status	Cut-Point/Cut-Score
		___ Primary ___ Supplementary	

NOTE: If your school does not have a screening battery in place, brainstorm local data sources (e.g., attendance, grades, office referrals, etc.) that you could use in the meantime to identify students at risk for academic failure.

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: MS/HS Essentials for Academic Intervention.

- **Identification.** Students qualify for Tier 2 academic support using reliable data sources.

- **Matching Services to Need.** Tier 2 students are matched to appropriate intervention services based on academic need.

- **Contact Time.** Students get sufficient time in Tier 2 services to make a positive difference in skills.

- **Group Size.** Students are grouped to allow adequate educator contact time for instruction/ supervision (e.g., computerized interventions: staff monitor, check in regularly).

- **Data.** Student-performance data is collected to monitor progress.

- **Documentation.** There is a written record of the Tier 2 supports that students have received that is archived and accessible.

RTI/MTSS Elements: Prioritize!

- Open Handout 4 to pp. 4 & 5: *Tier 2/3: Strategic/Intensive Intervention.*

- Review each RTI/MTSS goal in this section:(items **A.2.1**-**A.2.4** only) . Rate each goal, using this scale: The goal is:

  - '**0**'= accomplished.

  - '**1**'= a priority to work on this year (2022-23).

  - '**2**'= to be postponed until next year (2023-24).

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity. Student high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of student

Status (0,1,2)	GOALS: *The school:*
	☐ verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.
	☐ has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.
	☐ provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).
	☐ has a process to periodically measure *intervention integrity* via direct observation, educator self-rating, work products, and/or attendance.

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (4). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

- [A.2.1] verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.

- [A.2.2] has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.

- [A.2.3] provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (Cont.). Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

[A.2.4] has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.

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 2 Services:
Roadblocks**

System: Tier 2/3 interventionists primarily reteach/reinforce classroom instruction rather than ...el skill deficits.

...o not use programs or practices

...o not put their student academic- ...l to adequately document those plans.

...of data sources of uneven quality to ...s.

...uate Tier 2/3 performance every 6-10 weeks to prevent students from spending too long in ineffective interventions.

Activity: Tier 2:
Intervention
Roadblocks
1. Look over this list of potential **roadblocks** to **Tier 2 services**.
2. Pick **one** that you feel is most important to address at your school.

Tier 2: Strategic Intervention
Handout 4: p. 14

additional district-approved internet sources of quality research-based intervention ideas.		
Tier 1 interventions are typically implemented for 4 to 8 instructional weeks. Student groups for Tier 1 interventions are capped at 5 students. Tier 1 interventions are monitored at least bi-weekly to allow the teacher to judge quickly whether interventions are effective or should be changed. A listing of tools appropriate for classroom progress-monitoring for a variety of student concerns appears in Table 3: *Methods to Monitor Tier 1 (Classroom) Interventions*.	• What are your school's minimum expectations for high-quality classroom interventions?	

Tier 2: Strategic Intervention

Our schools provide Tier 2 (strategic) interventions outside of core instruction. Students are recruited based on measures of academic performance (local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs.

Essential Element	Questions for Your MTSS Plan	NOTES
Groups for Tier 2 interventions are capped at 7 students. Tier 2 interventions are implemented for at least 6 to 8 instructional weeks. At minimum, Tier 2 interventions are delivered at least 3 days per week in 30-minute sessions but may meet for longer sessions or more frequently depending on student need and availability of intervention staff.	• What would your school define as the minimum expectations at Tier 2 for group size, length of session, frequency of session, and duration of intervention (in weeks).	
Our schools use intervention programs and practices in Tier 2 that have research evidence of their effectiveness. Table 4: *Tier 2/3 Intervention Programs at a Glance* presents a list of the current evidence-based Tier 2 academic-intervention programs available at our schools.	• How will your school inventory your existing programs and practices? • What standard are you adopting for 'evidence-based' or 'research-based'?	
Intervention providers at Tier 2 monitor students' academic progress at least twice per month using appropriate instructional assessments.	• What is the minimum schedule of progress-monitoring for your Tier 2 programs?	

RTI/MTSS Plan: Tier 2: Strategic Intervention

Our schools provide Tier 2 (strategic) interventions outside of core instruction. Students are recruited based on measures of academic performance (local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs.

RTI/MTSS Plan: Tier 2: Strategic Intervention

Essential Element	Questions for your MTSS Plan
Groups for Tier 2 interventions are capped at **7 students**. Tier 2 interventions are implemented for at least **6 to 8 instructional weeks**. At minimum, Tier 2 interventions are delivered at least **3 days per week** in **30-minute sessions** but may meet for longer sessions or more frequently depending on student need and availability of intervention staff.	• *What would your school define as the minimum expectations at Tier 2 for group size, length of session, frequency of session, and duration of intervention (in weeks).*

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RTI/MTSS Plan: Tier 2: Strategic Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
Our schools use intervention programs and practices in Tier 2 that have research evidence of their effectiveness. Table 4: *Tier 2/3 Intervention Programs at a Glance* presents a list of the current evidence-based Tier 2 academic-intervention programs available at our schools.	• *How will your school inventory your existing programs and practices?* • *What standard are you adopting for 'evidence-based' or 'research-based'?*

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Tier 4: *Tier 2/3 Intervention Programs at a Glance*
Handout 4:
p. 25

Table 4: Tier 2/3 Intervention Programs at a Glance

Listed below are intervention programs available in the school to support Tier 2 and Tier 3 interventions. Each program description includes information about the type of academic deficit that it is designed to address:

Tier 2/3 Intervention Program	Grade Levels	Area(s) of Academic Deficit Targeted	Method for Delivering This Intervention Program	Frequency and Length of Sessions
Read 180: Computerized	6-8	Reading fluency, comprehension	Class-wide instruction; small-group instruction; Independent computer tutorial	3-5 days per week; 45-90-minute sessions
HELPS Program www.helpsprogram.org	6	Reading fluency	Trained Tutors (college practicum students; paraprofessionals)	3-5 days per week; 15-minute sessions

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/

RTI/MTSS Plan: Tier 2: Strategic Intervention (Cont.)

Essential Element	Questions for your MTSS Plan
Intervention providers at Tier 2 monitor students' academic progress at least **twice per month** using appropriate instructional assessments.	• *What is the minimum schedule of progress-monitoring for your Tier 2 programs?*

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RTI/MTSS Plan: Tier 2: Strategic Intervention

Review the **Tier 2: Strategic Intervention** section (Handout 4: p. 14) of your model plan.

- Discuss and note any edits or changes your team would like to make to this section.

- Also attempt to fill out the table of Tier 2 programs in Handout 4: p. 25.

additional district-approved internet sources of quality research-based intervention ideas.

Tier 1 interventions are typically implemented for 4 to 8 instructional weeks. Student groups for Tier 1 interventions are capped at 5 students. Tier 1 interventions are monitored at least bi-weekly to allow the teacher to judge quickly whether interventions are effective or should be changed. A listing of tools appropriate for classroom progress-monitoring for a variety of student concerns appears in Table 3: *Methods to Monitor Tier 1 (Classroom) Interventions.*	• What are your school's minimum expectations for high-quality classroom interventions?

Tier 2: Strategic Intervention

Our schools provide Tier 2 (strategic) interventions outside of core instruction. Students are recruited based on measures of academic performance (local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs.

Essential Element	Questions for Your MTSS Plan	NOTES
Groups for Tier 2 interventions are capped at 7 students. Tier 2 interventi... least 6 to 8 instructional... interventions are delivered... 30-minute sessions but m... or more frequently depend... availability of intervention s...	• What would your school...	
Our schools use interventi... in Tier 2 that have researc... effectiveness. Table 4: *Tie...* at a Glance presents a list... based Tier 2 academic-int... available at our schools.		based" or "research-based"?
Intervention providers at Tier 2 monitor students' academic progress at least *twice per month* using appropriate instructional assessments.	• What is the minimum schedule of progress-monitoring for your Tier 2 programs?	

CLOSE-UP: Tier 3: Creating a Strong MTSS Problem-Solving Team to Help Students with Intensive Needs

RTI/MTSS for Academics: Pyramid of Interventions

Tier 3: Intensive

Tier 2: Strategic

Tier 1: Classroom Academic Interventions

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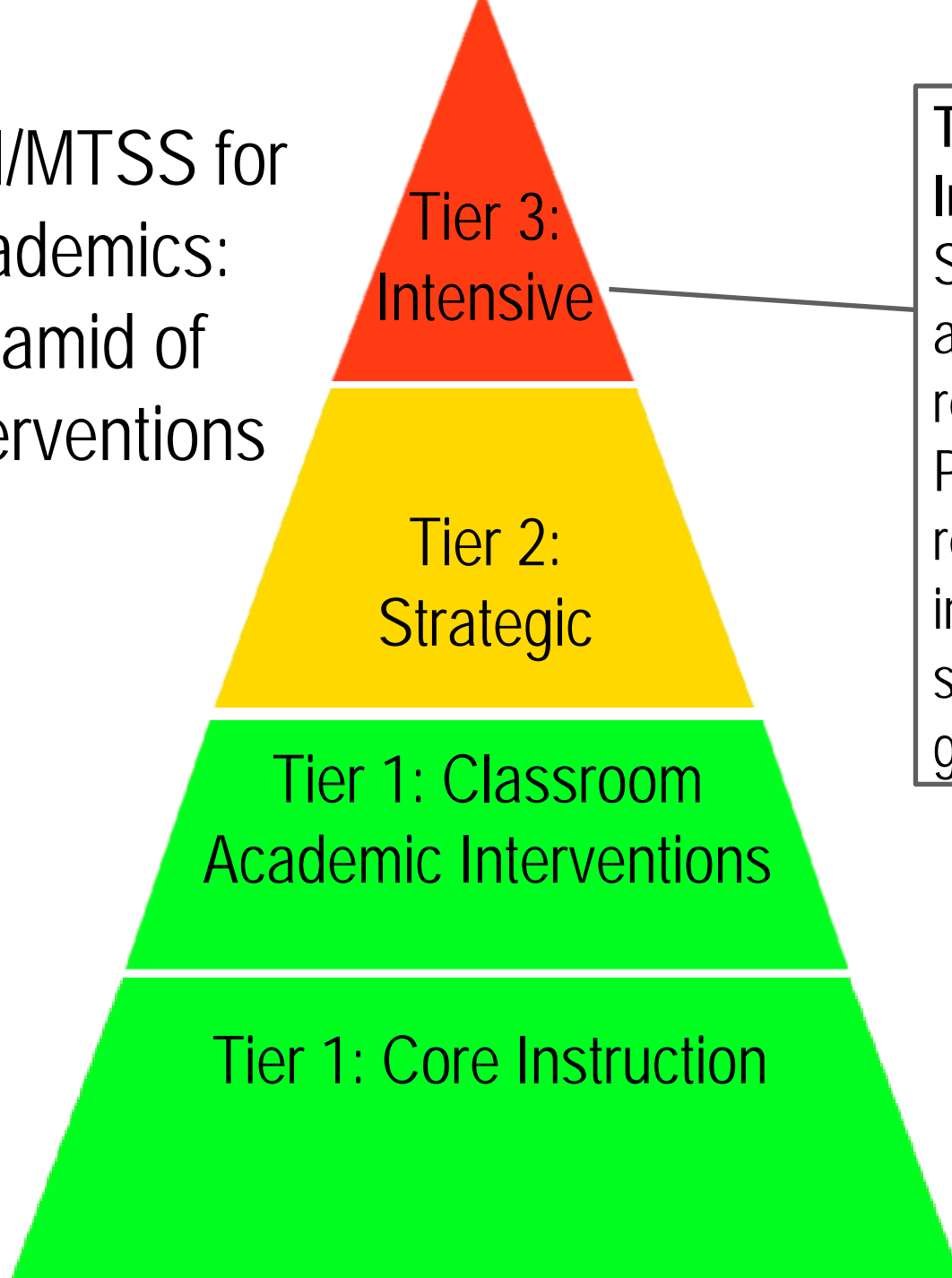
Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

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

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

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

MTSS: Tier 3: Intensive Intervention

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

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

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

MTSS Team: A Multi-Disciplinary Group

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

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

RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

RTI Teams: The Role of the Case Manager

The Case Manager-Teacher 'Pre-Meeting': Creating a More Efficient RTI Team Process

Prior to an initial RTI Problem-Solving Team meeting, it is recommended that a case manager from the RTI Team schedule a brief (15-20 minute) 'pre-meeting' with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RTI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RTI Team meeting.

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. *Explain the purpose of the upcoming RTI Problem-Solving Team meeting:* The case manager explains that the RTI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

2. *Define the student referral concern(s) in clear, specific terms.* The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns. NOTE: Use the guides that appear on the next page for writing academic or behavioral problem-identification statements and for dividing global skills into component sub-skills.

Student Co[ncern] _____

Student Co[ncern] _____

3. *Decide whe[...]* [te]am meeting. The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RTI decision-making.

Handout 3: pp. 4-5

Data Source	Types of Data to Be Collected
Archival data: Select relevant information already in the cumulative folder or student database.	
Student work products. Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment. Decide whether more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.)	

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement

Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement

Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills

Global Skill:	Example : Global Skill: The student will improve classroom organization skills/
Sub-Skill 1: _____	Example: Sub-Skills for "Classroom Organization Skills"
Sub-Skill 2 _____	☐ Sub-Skill 1: Arrive to class on time ☐ Sub-Skill 2: Bring work materials to class
Sub-Skill 3 _____	☐ Sub-Skill 3: Follow teacher directions in a timely manner
Sub-Skill 4 _____	☐ Sub-Skill 4: Know how to seek teacher assistance when needed
Sub-Skill 5 _____	☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Case Manager: Role

- Meets with the referring teacher(s) briefly (15-20 minutes) prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.

- Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.

Case Manager: Pre-Meeting Steps

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. *Explain the purpose of the upcoming RTI Problem-Solving Team meeting:* The case manager explains that the RTI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

Case Manager: Pre-Meeting Steps

2. *Define the student referral concern(s) in clear, specific terms.* The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns.

Case Manager: Pre-Meeting Steps

3. *Decide what data should be brought to the RTI Team meeting.* The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s).

Case Manager: Pre-Meeting Steps

Data Source	Types of Data to Be Collected
Archival data: Select relevant information already in the cumulative folder or student database.	
Student work products. Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment. Decide whether more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.).	

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: For science homework...	... Tye turns in assignments an average of 50% of the time....	... while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills	
Global Skill: _____	Example : Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: _____ Sub-Skill 2: _____ Sub-Skill 3: _____ Sub-Skill 4: _____ Sub-Skill 5: _____	Example: Sub-Skills for 'Classroom Organization Skills' ☐ Sub-Skill 1: Arrive to class on time ☐ Sub-Skill 2: Bring work materials to class ☐ Sub-Skill 3: Follow teacher directions in a timely manner ☐ Sub-Skill 4: Know how to seek teacher assistance when needed ☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

Team Activity: Defining Case Manager & the RTI Team 'Pre-Meeting'

At your table, discuss:

- *who* might serve as case managers at your school, and

- *when* these 'pre-meetings' might take place.

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.

Worksheet: Tier 3:Problem-Solving Team: Handout 3: p.19

Describe Tier 3 'Non-Negotiables'. Problem-Solving Teams should have clear expectations for teacher referrals.

Tier 3: Non-Negotiables: Getting Specific

1. Write a description of your group's 'non-negotiable' expectations of the documentation required to refer a student to the RTI Team.

2. Brainstorm a process for reviewing RTI Team referrals and –if necessary— 'walking them back' to the referring educator for more interventions.

InterventionCentral
10-Minute 'Count Down' Timer

10:00

www.interventioncentral.org

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 5:** Design an Intervention Plan

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

■ **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)
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- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

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

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

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

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

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

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

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
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- **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)
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- **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 w... arent(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
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- **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.

Tier 3: Intensive Intervention
Handout 4:
pp. 15-16

programs?

Tier 3: Intensive Intervention

Students with significant academic delays who have not responded to lesser levels of academic support receive Tier 3 (intensive) interventions. Tier 3 intervention plans are delivered individually or in small groups, consist of research-based elements, and are evaluated periodically to ensure that students are making adequate progress.

At our school, an MTSS Problem-Solving Team ('MTSS Team') has been established to develop and oversee Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed and a customized intervention program is developed to match that student's needs.

Essential Element	Questions for Your MTSS Plan	NOTES
The MTSS Team is multi-disciplinary, made up of both teachers and support staff. The team: • follows a consistent, structured problem-solving model during its meetings. • schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective. • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.	• Does your school's MTSS Team have a multi-disciplinary membership and follow a structured problem-solving process?	
The MTSS Team follows clear guidelines for when to accept a Tier 3 student referral. Generally, the MTSS Team reserves its meetings for any student with serious academic and/or behavioral challenges that has failed previously to make appropriate progress with Tier 1 (classroom) and Tier 2 (strategic) intervention services. However, the MTSS Team can also take referrals for students in sudden crisis or otherwise requiring immediate attention.	• Does your MTSS Team have guidelines for determining when to accept a referral?	

RTI/MTSS Plan: Tier 3: Intensive Intervention

Students with significant academic delays who have not responded to lesser levels of academic support receive Tier 3 (intensive) interventions. Tier 3 intervention plans are delivered individually or in small groups, consist of research-based elements, and are evaluated periodically to ensure that students are making adequate progress.

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RTI/MTSS Plan: Tier 3: Intensive Intervention

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RTI/MTSS Plan: Tier 3: Intensive Intervention

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RTI/MTSS Plan: Tier 3: Intensive Intervention

Essential Element	Questions for your MTSS Plan
Tier 3 interventions are implemented for **6 to 8 instructional weeks**. At minimum, Tier 3 interventions are delivered in **30-minute sessions**, **4-5 days per week** but may meet for longer sessions depending on student need and availability of intervention staff.	• *What capacity does your school have to deliver interventions at the 'intensive' level?*

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RTI/MTSS Plan: Tier 3: Intensive Intervention

Review the **Tier 3: Intensive Intervention** section (pp. 15-16) of your model plan.

- Discuss and note any edits or changes your team would like to make to this section.

- Explore what would be needed to actually implement these elements.

- Develop a timeline for implementation.

programs?

Tier 3: Intensive Intervention

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InterventionCentral
15-Minute 'Count Down' Timer

15:00

www.interventioncentral.org

Data Collection: Monitoring Student Progress on Classroom Interventions

How to Succeed with Tricky Data Collection

What are ways to measure **basic academic skills**?

- Curriculum-Based Measurement:
  - **Letter Knowledge**
  - **Reading Fluency**
  - **'Number Sense'/Early Math Fluency**
  - **Math Fact Fluency**
  - Written Expression

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

  CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

- **CBM: Letter Knowledge: Letter Name Fluency (LNF)** [1 minute]: The student is given a random list of upper- and lower-case letters and identifies the names of as many letters as possible.

Accessing Materials:

- easyCBM.com offers free printable letter-knowledge assessments and norms.

Assessor Copy **Form K-2**

Student Name: _____ Date: _____

Letter Names

Procedures

Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row." Demonstrate by sweeping your finger from left to right across the first row. "Move your marker down after each row." Demonstrate. "Any questions?... Ready?...Begin." At 60 seconds, say "Stop." Mark the last letter with a bracket.]

Note: This is a 60 second timed test.

Scoring

If student:

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

X	o	s	A	B	O	E	a	x	T	10
r	e	S	Z	t	L	N	R	C	p	20
D	m	n	P	f	I	K	F	c	M	30
i	k	G	z	v	U	W	Q	h	w	40
u	l	y	d	V	b	J	q	j	A	50
o	E	T	X	s	A	O	x	B	a	60
e	R	t	C	L	r	S	p	N	Z	70
n	P	K	M	D	f	c	m	F	I	80
z	U	i	h	w	G	v	Q	W	k	90
d	V	u	b	l	j	A	q	J	y	100

Correct _____

Accessing Materials:

- Intervention Central has a free letter-knowledge probe generator and directions for administration and scoring.

Letter Naming Fluency Probe Generator

* Indicates a required field

Alphabet
[English ▾]

Letter Case
[Lowercase ▾]

Font Family
[Helvetica ▾]

Font Size
[14 ▾]

Total number of letters to appear in the probe* (Max: 400)
[100]

☑ **Add letters as needed to fill out final line of probe**

Name of this list (?)
[   ]

[Download PDF] [Email PDF]

- **CBM: Oral Reading Fluency** [1 Minute]. The student reads aloud from a passage, with the reading sample scored for words read correctly (WRC) and errors.

  NOTE: The speed and accuracy of a child reading aloud is correlated with increased comprehension and overall reading skill.

Assessor Copy   **Form 5-4**

Student Name: _____   Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "**This is a story about Gaby. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin.**"

2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

Gaby was nervous to start school. She had just moved to California after	13
growing up in Mexico. She didn't speak English very well and hadn't met any other	28
girls in her neighborhood who were her age. She had seen a few of them playing in	45
their yards, but she was too nervous to go and talk with them. She had so many	62
friends back in Mexico who were in her class in school. But she had left that all	79
behind to come and live in California.	86
Her dad had gotten a new job in Los Angeles, and Gaby had to move with	102
him. At first she was angry that she would have to leave her school and all of her	120
friends behind. Her parents convinced her that making new friends would be a good	134
...ides, she would be able to spend time with some of her cousins who	149
...ved to the U.S. She told herself that everything would be okay.	163
...irst day of school, she waited all alone at the bus stop. She saw a	180
...ng up the sidewalk and approaching her. Gaby was extremely	192
...would she say if the girl tried to talk to her? When the girl arrived,	209
...o Gaby and asked her if she was new, Gaby had been practicing for	226
...that she would know what to say. She said hi back and introduced	242
...this wouldn't be so bad after all.	251

...s Read:_____ - # of Errors:_____ = CWPM:_____

Accessing Materials:

• easyCBM.com offers free printable ORF probes and norms.

Grade 4			
Percentile	**Fall**	**Winter**	**Spring**
10th	69	85	87
25th	87	112	112
50th	107	138	138
75th	132	159	167

Accessing Materials:

- Acadiencelearning.org offers free printable ORF probes and benchmark goals/cut-points.

2 Acadience Oral Reading Fluency
Grade 4/Benchmark 2.2

▶ Now read this story to me.
Please do your best reading.
Ready, begin.

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Story Tree

0	When you have a lot of relatives you've never met, it's hard to keep	14
14	them all straight. At least, that's how it seemed to Joseph as he listened	28
28	to his grandfather's stories. The stories were about Joseph's ancestors	38
38	from long ago. Many had come to America from Eastern Europe. Some	50
50	had sailed on the Mayflower! Others faced dangers as they went west in	63
63	covered wagons. Even though their names were unfamiliar, Joseph loved	73
73	hearing about their adventures.	77
77	One day, Joseph decided to record the names of the people in the	90
90	stories. Each time Grandpa mentioned a relative, he wrote the name on	102
102	an index card. If Grandpa knew when the person was born or died, he	116
116	recorded that, too. On the back, he added interesting details from the	128
128	person's life.	130
130	"You know, we could lay out those cards so you could see how all	144
144	these people are connected," suggested Grandpa. He helped Joseph	153
153	match cards that named husbands and wives or brothers and sisters.	164
164	Soon, there were clusters of cards scattered everywhere. It seemed very	175
175	complicated, and it was clear that Joseph felt more confused than ever!	187
187	Grandpa laughed. "Maybe you should make a card for yourself and	198
198	arrange the rest to show how everyone is related to you," he said.	211
211	"That's a great idea!" said Joseph. "I'll lay out the cards to show our	225
225	family tree."	227

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)
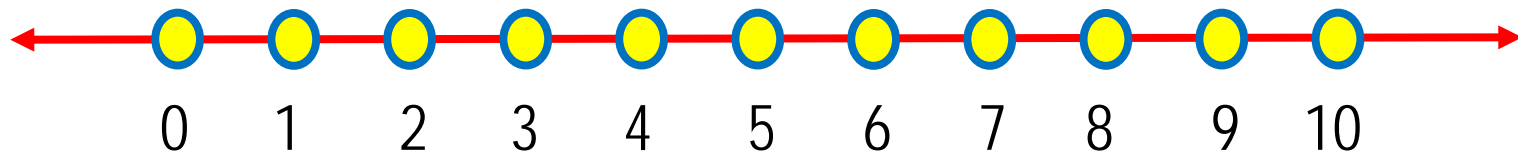
- **CBM: Early Math Fluency: Quantity Discrimination** [1 minute]: The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

  4   12

- **CBM: Early Math Fluency: Missing Number** [1 minute]: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.

  14   __   16   17

- **CBM: Early Math Fluency: Number Identification** [1 minute]: The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

  34   37   50   38   1

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

numberfly

The application to create CBM Early Math Fluency probes online

Numberfly Early Math
Fluency Generator
http://www.interventioncentral.org

Use this free online application to design and create Early Math Fluency Probes, including:

•Quantity Discrimination
•Missing Number
•Number Identification

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the *lowest* and *highest* numbers to be selected in the quantity-discrimination items:

FROM 0 ▾   TO 20 ▾

How many quantify discrimination items should appear *in each row*?:

3 ▾ items

How many *rows* of items should appear on the student worksheet?:

8 ▾   Submit

🔲 QD Directions: Download directions for administering and scoring *Quantity Discrimination* probes, test statistics, & brief guidelines for use in an **RTI** process

🔲 QD Graph: Access a time-series graph to chart student progress using *Quantity Discrimination* probes

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the *lowest* and *highest* numbers to be selected in the missing number items:

FROM 0 ▾   TO 20 ▾

How many missing number items should appear *in each row*?:

3 ▾ items

How many numbers should appear in **each number series**?

3 ▾   items

CBM: Math Fact Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

Benefits of Automaticity of 'Arithmetic Combinations'
(Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations ('math facts') and global math delays

- Automatic recall of arithmetic combinations frees up student 'cognitive capacity' to allow for understanding of higher-level problem-solving

- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties…

Source: *Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. Journal of Learning Disabilities, 38, 293-304.*

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet

Example: Answer Key

$$6 \times 8$$

$$\begin{array}{r} 6 \\ \times\ 8 \\ \hline 48 \end{array}$$

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)	
Grade	**Digits Correct in 2 Minutes**
1-3	Frustration 20 or less Instructional 21-40 Mastery 41 or higher
4 & Up	Frustration 40 or less Instructional 41-80 Mastery 81 or higher
Comments: These math computation norms are still widely referenced. They are best regarded as a rough indicator of 'typical' student math computation skills.	

Free materials can be created using Superkids.com Math Worksheet Generator

SuperKids®

Education for the Future

educational tools > > > math

SuperKids Math Worksheet Creator

Have you ever wondered where to find math drill worksheets? Make your problem, the maximum and minimum numbers to be used in the problems, specifications, ready to be printed for use.

- Addition
- Subtraction
- Mixed Addition and Subtraction
- Multiplication
- Division
- Order of Operations
- Pre-Algebra

URL: http://www.superkids.com/aweb/tools/math/

How to Succeed with Tricky Data Collection

What are ways to measure **behavior**?

- **Behavior Report Cards**
- Behavior Checklists
- Behavior Logs

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

- **What It Can Measure:**

  ❑ General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

  ❑ Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   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.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   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.

Total YES Score:____ Total NO Sco

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Follows class rules with no mo[...] violations per session. Did the student succeed in thi[...] ❏ YES ❏ NO					
Completes assignments within the a[...] time. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   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.

Total YES Score:____ Total NO Score: ____

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❏ YES ❏ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within the time. Did the student succeed in ❏ YES ❏ NO					
Completes assignments with 80% Did the student succeed in this behavior ❏ YES ❏ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   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.

Total YES Score:____ Total NO Score: ____

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha... ❑ YES ❑ NO					
Completes assignments with 8... Did the student succeed in t... ❑ YES ❑ NO					
Complies with teacher requests. (2... noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ 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.

Total YES Score:____ Total NO Score: ____

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session.					
Did the student succeed in this behavior goal?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
❏ YES ❏ NO					
Completes assignments within the allocated time.					
Did the student succeed in this behavior goal?	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
❏ YES ❏ NO					
Completes assignments with 80% acc...					
Did the student succeed in this beh...					
❏ YES ❏ NO					
Complies with teacher requ... noncompliance per period)					
Did the student succeed in this b...					
❏ YES ❏ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Behavior Report Card

Charlene: Behavior Report Card

Student Name: _Charlene_   Date: _____

Rater: _Mr. Wright_   Classroom: _Classroom 345_

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.

Charlene brought all necessary work materials to class.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1...........2...........3

Poor   Fair   Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____   Date: _____

Comments:

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card   Switch to Expert Mode

Save   Save as...   Start New Report Card

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title ?   Person to fill out the report card ?
Roy's Behavior Report Card   Mr. Wright

Directions ?   Student's classroom ?
Review each of the Behavior Report   Room 345
Card items below. For each item,
rate the degree to which the student   Student's first and last name ?
showed the behavior or met the   Roy   Atkins
behavior goal.
                                        Gender ? male

Font family ? san serif   Font size ? 10 pt

☑ Append signature section ?

Instructions for report card signer ?   Person to sign the report card ?
I have reviewed this completed Behavior Parent
Report with my child.

Previous   Next

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

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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Establish an **MTSS District Leadership Team**.

Handout 4 pp. 10-11: Establishing an MTSS District Leadership Team

Establishing and Running a District-Level MTSS Leadership Team: Frequently Asked Questions

Frequently Asked Question	Action Steps
What is the purpose of the MTSS Leadership Team? The MTSS Leadership Team has several functions: (1) to draft and update a district MTSS implementation plan, (2) to keep all schools throughout the district in compliance with good MTSS practices, and (3) to identify and make available to schools the resources required to implement MTSS successfully. • *Drafting a multi-year plan* that will guide the district in the implementation of MTSS while using existing resources. The team's MTSS Plan should encompass a three-year rollout schedule. Each year, that plan is updated to accommodate changes in district funds and resources, changes in state and federal guidelines and regulations, and new findings in MTSS research. • *Supervising MTSS implementation.* The MTSS Leadership Team oversees that MTSS is implemented in a uniform manner throughout the school district. For example, the team ensures that the same procedures and measures are used to complete universal screenings in literacy across all classrooms or schools at each elementary grade, that MTSS Problem-Solving Teams in each building use a similar meeting process, and that each school observes the same decision rules in determining if a general-education student on intervention is a 'non-responder'. One caution: Be sure not to overlook 'dissident' voices when select MTSS Leadership Team members. Members who may have some reservations about MTSS but also possess experience and knowledge that would be valuable to the team.	☐ *Determine the team's scope and responsibilities.* At the district level, decide on what the scope, authority, and responsibilities of the MTSS Leadership Team are to be. Be sure to confront potentially difficult questions such as 'Will the Leadership Team's MTSS recommendations be binding on individual schools or merely advisory?' ☐ *Review state guidelines that may impact your MTSS Leadership Team.* Review any relevant guidelines or regulations from your state department of education to determine whether the state offers guidance on the makeup and functioning of the MTSS Leadership Team or content of an MTSS district plan.
Who should serve on the MTSS Leadership Team? Your district should assemble a multi-disciplinary team to serve as your MTSS Leadership Team. The team should include influential district administrators such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff (e.g., school psychologists, reading teachers) across the district that will participate in RTI. Additionally, the team should have representatives from school buildings to help the team to keep lines of communication open with its campuses. Finally, the membership on the team should be balanced to include representatives from important stakeholder groups (e.g., building administrators, general education teachers, etc.). .	☐ *Generate a recruitment list.* Create a list of positions and/or personnel from school buildings and at the district level to be recruited for the MTSS Leadership Team. Review the list to ensure that no important district department, school/ program, or stakeholder group has been overlooked.
How should MTSS Leadership Team meetings be organized? Team meetings should follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion: • *Regularly scheduled meetings.* The MTSS Leadership Team should meet at least monthly to allow it to effectively oversee the MTSS implementation process across the district—and to respond to problems or challenges as they emerge. • *Standing meeting agenda.* In addition to those topics brought up for discussion by team members, the MTSS Leadership Team should establish a small set of 'standing agenda' items— key discussion topics that are revisited at each meeting. Examples of topics that might be included on a team's standing meeting agenda might include 'school-wide literacy screenings', 'resources for classroom interventions', and	☐ *Schedule meetings.* Create a schedule of MTSS Leadership Team meetings for the full school year—and ensure that those meeting dates are shared with all team members. ☐ *Draft a standing meeting agenda.* Select topics to be put onto a standing meeting agenda for the MTSS Leadership Team. Set time aside occasionally at team meetings to discuss items should be removed from or

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 across individual schools.

What is the Purpose of the MTSS Leadership Team?

- The MTSS Leadership Team has several functions: (1) to draft and update a district MTSS plan, (2) to keep all schools throughout the district in compliance with good MTSS practices, and (3) to identify and make available to schools the resources required to implement MTSS successfully. The MTSS Leadership Team's duties include:

- *Drafting a multi-year plan* that will guide the district in the implementation of MTSS while using existing resources. The team's MTSS Plan should encompass a three-year rollout schedule.

- *Supervising MTSS implementation.* The MTSS Leadership Team oversees that MTSS is implemented in a uniform manner throughout the school district.

- One caution: Be sure not to overlook 'dissident' voices when select MTSS Leadership Team members. Members who may have some reservations about MTSS but also possess experience and knowledge that would be valuable to the team.

RTI Leadership Team 'Action Steps'

- *Generate a recruitment list.* Create a list of positions and/or personnel from school buildings and at the district level to be recruited for the MTSS Leadership Team. Review the list to ensure that no important district department, school/ program, or stakeholder group has been overlooked.

- *Schedule meetings.* Create a schedule of MTSS Leadership Team meetings for the full school year—and ensure that those meeting dates are shared with all team members.

- *Draft a standing meeting agenda.* Select topics to be put onto a standing meeting agenda for the MTSS Leadership Team. Set time aside occasionally at team meetings to discuss items should be removed from or added to the agenda.

- [Optional] *Develop a list of work groups.* Divide the duties of the full MTSS Leadership Team into work groups. For each subcommittee, select a descriptive name, define its duties, and recruit members from the larger team.

RTI Leadership Team 'Action Steps'

- *Conduct an inventory of MTSS resources.* As one of its first acts, the MTSS Leadership Team should conduct a thorough inventory of resources available to support MTSS at the district level and at each school. This inventory should be updated yearly.

Activity: Put Together an MTSS Leadership Team

At your table:

- Generate a list of the building/district people and/or positions that you believe should be represented on your MTSS District Leadership Team.

- Talk about how your team will function: e.g., how often will it meet? How will the team communicate with stakeholders in the district about MTSS?

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 RTI.

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

   - ACTION STEP: *Create a year-long MTSS information-sharing plan.* Determine what MTSS information your school would like to present to staff, as well as the degree of faculty input and discussion needed. Then draft a year-long plan to communicate with staff about RTI. Each year, update the plan to keep faculty updated about implementation of the MTSS model.

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

- ACTION STEP: *Get feedback from teachers about their classroom concerns.* Find opportunities to engage teachers in productive discussions about what they see as the greatest challenges facing them as instructors. Note the teacher concerns that surface most often. For each teacher concern, generate ideas for how an MTSS model in your school might help teachers with that issue. Craft these ideas for instructor support into 'talking points' and include them in your school's MTSS presentations.

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

- ACTION STEP: *Include teachers on the MTSS Leadership Team.* One of the best ways to ensure that teachers have input into the MTSS development process is to include teacher representatives on the MTSS Leadership Team, the group that oversees the district's implementation of RTI.

# 4.	Link all significant school and district initiatives to RTI

- ACTION STEP: *Organized all school programs under the MTSS framework.* Schools should present MTSS as an elastic multi-tier problem-solving framework. First, the school lists all of its significant current programs or initiatives intended to assess or intervene with students with academic or behavioral needs. The school then assigns each of the programs or initiatives to Tier 1, 2, or 3 in the MTSS framework. The message for staff is that, while specific *programs* may come and go, the overarching MTSS model is both adaptable and durable--and that much of the power of MTSS rests on its potential to integrate a series of isolated programs into a larger unified and coordinated continuum of student support.

Lab Work: Create an MTSS Professional Development Plan for Your Staff

In your group:

1. Appoint a recorder.

2. Write a summary of the *minimum* essential MTSS information you would like to share with your staff before your target date (e.g., the end of December 2022).

3. List potential large- and small-group opportunities across the year when you can present MTSS information. (Consult a school calendar, if available.)

4. Next to each PD opportunity/date, list the MTSS topic(s) to be presented.