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

Jim Wright
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Workshop Agenda

1. *MTSS for Academics.* What is MTSS and what are the Tiers of intervention for academic support?

2. *Questions.* What are your questions about MTSS for academics?
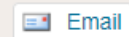
Handout

RTI/MTSS Classroom Teacher Toolkit

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

Jim Wright, Presenter

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

The PowerPoint deck can be downloaded from:
http://www.interventioncentral.org/rcsd

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.

Thoughts Before We Begin…

- Today's workshop provides a general 'refresher' in RTI/MTSS for middle and high schools as part of your district's efforts to revamp RTI/MTSS across the grade levels.

- Nothing changes in your current classroom practice based on today's (or next week's) workshop.

- RTI/MTSS is about providing support to at-risk learners, so it is not a 'new thing' for secondary schools. You've been doing it all along.

Motivated & At Grade Level

Deficient Skills in Reading Comprehension

'Learned Helplessness'

Limited 'Academic Survival Skills'

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

RTI vs. MTSS : What is the Difference?

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

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

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

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

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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

MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

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- 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 RTI: Across Grade Levels

Elementary School   Middle School   High School
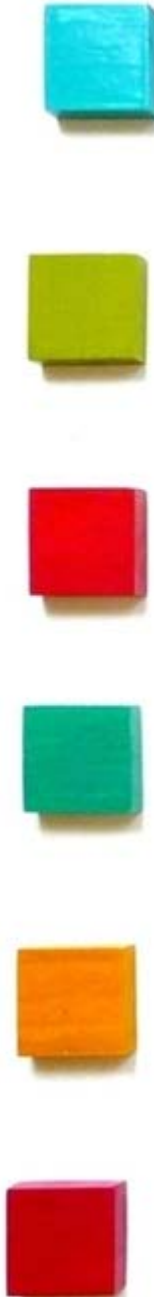
Secondary Students: Unique Challenges…

Struggling learners in middle and high school may:

- Have significant deficits in basic academic skills

- Lack higher-level problem-solving strategies and concepts

- Present with issues of school motivation

- Show social/emotional concerns that interfere with academics

- Have difficulty with attendance

- Are often in a process of disengaging from learning even as adults in school expect that those students will move toward being 'self-managing' learners…

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

Handout p. 2

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

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

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

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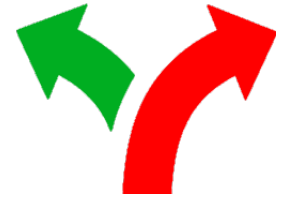
Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

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

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

Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic 'survival skills'

Peer interactions

Work completion

Self-efficacy

Transitions

Self-understanding

Attentional focus

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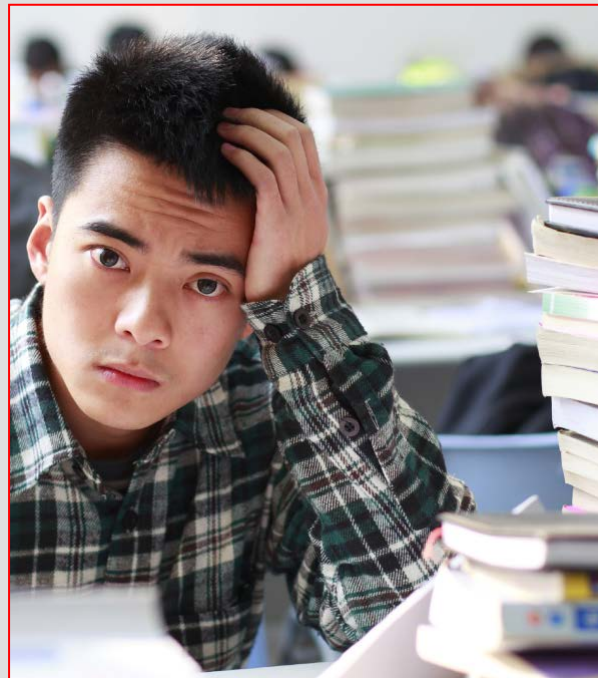
Pivot Points: The Struggling Student in a General Education Setting

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Pivot Points: The Struggling Student in a General Education Setting

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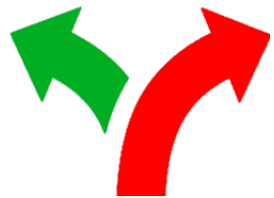
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Pivot Points: The Struggling Student in a General Education Setting

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Pivot Points: The Struggling Student in a General Education Setting

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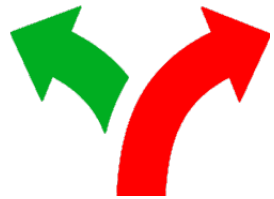
9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

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

ZOOM POLL

MTSS for Academics. What are the 3 tiers of student MTSS support for academics, and how are they connected?

MTSS: ACADEMICS

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RTI: Decision Points and Quality Indicators

The next sections of this presentation summarize RTI at each intervention tier as:

- 'Decision points': People looking at data, talking about individual student needs, deciding what intervention supports those students need, designing intervention plans for those students.

- 'Quality indicators': The elements that must be in place to ensure quality interventions.

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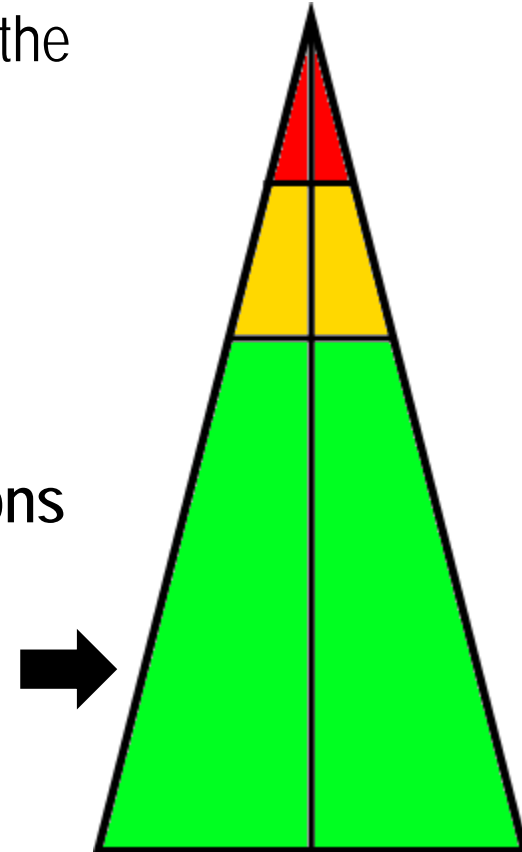
Tier 1: Core Instruction. The teacher's whole-group instruction…
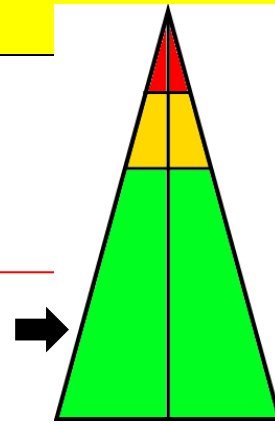
…incorporates essential elements of **explicit and systematic instruction** into lessons.

…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: Core Instruction: **Direct Instruction**

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

How To: Implement Strong Core Instruction

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

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

1. Increase Access to Instruction

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

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction

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

2. 'Scaffolding' Support

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

2. 'Scaffolding' Support (Cont.)

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

3. Timely Performance Feedback

- ❑ Regular Feedback
- ❑ Step-by-Step Checklists

4. Opportunities for Review/ Practice

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

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

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How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).

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

How to: Implement Strong Core Instruction

1. Access to Instruction

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❑ Content Review at Lesson Start

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2. 'Scaffolding' Support

❑ Detailed Explanations & Instructions

❑ Talk Alouds/Think Alouds

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2. 'Scaffolding' Support (Cont.)

❑ Group Responding

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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

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- ❑ Detailed Explanations & Instructions
- ❑ Talk Alouds/Think Alouds
- ❑ Work Models
- ❑ Active Engagement
- ❑ Collaborative Assignments
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- ❑ Distributed Practice

How to: Implement Strong Core Instruction

1. **Access to Instruction**	2. **'Scaffolding' Support (Cont.)**
❑ Instructional Match	❑ Group Responding
❑ Co...	❑ High Rate of Student Success
❑ Pre...	❑ Brisk Rate of Instruction
❑ Ch...	❑ Fix-Up Strategies
2. ...	**Timely Performance Feedback**
❑ De...	❑ Regular Feedback
❑ Tal...	❑ Step-by-Step Checklists
❑ Wo...	**Opportunities for Review/ Practice**
❑ Active Engagement	❑ Spacing of Practice Throughout Lesson
❑ Collaborative Assignments	❑ Guided Practice
❑ Checks for Understanding	❑ Support for Independent Practice
	❑ Distributed Practice

Activity: Strong Direct Instruction

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

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

InterventionCentral
2-Minute 'Count Down' Timer

02:00

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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.
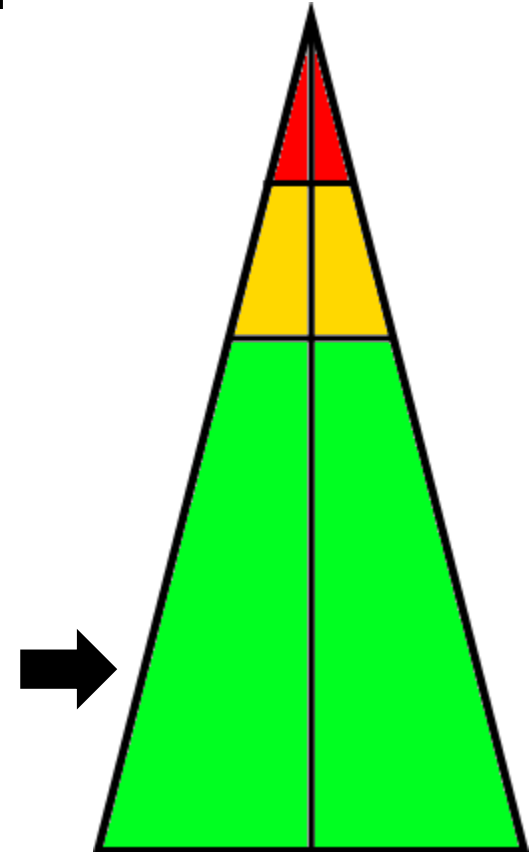
Tier 1: Classroom Intervention. The teacher...
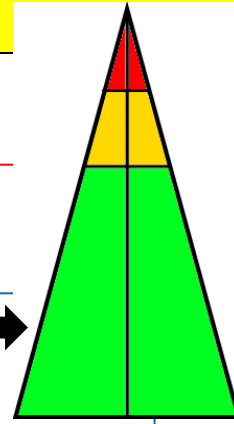
…has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.

…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.

RTI Files…

Case 1: Tomás: Grade 7: Reading Comprehension
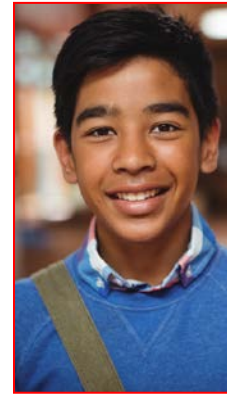
Case 2: Russell: Grade 10: Attendance & Preparedness
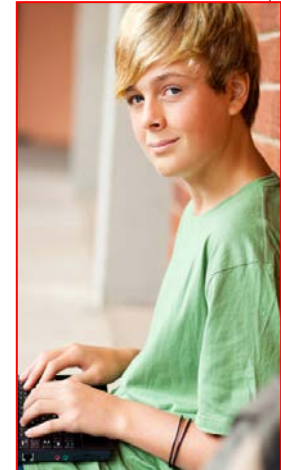
RTI Files: Case 1

Tomás
Grade 7

Problem: Reading comprehension

Intervention: Read-Ask-Paraphrase
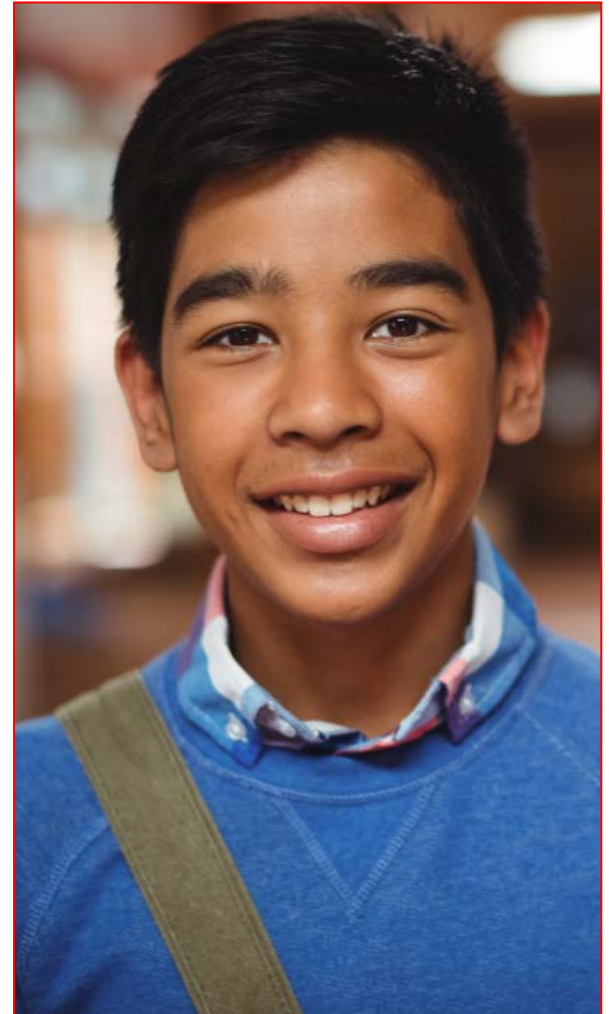
RTI Files: Case 1

- **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.

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
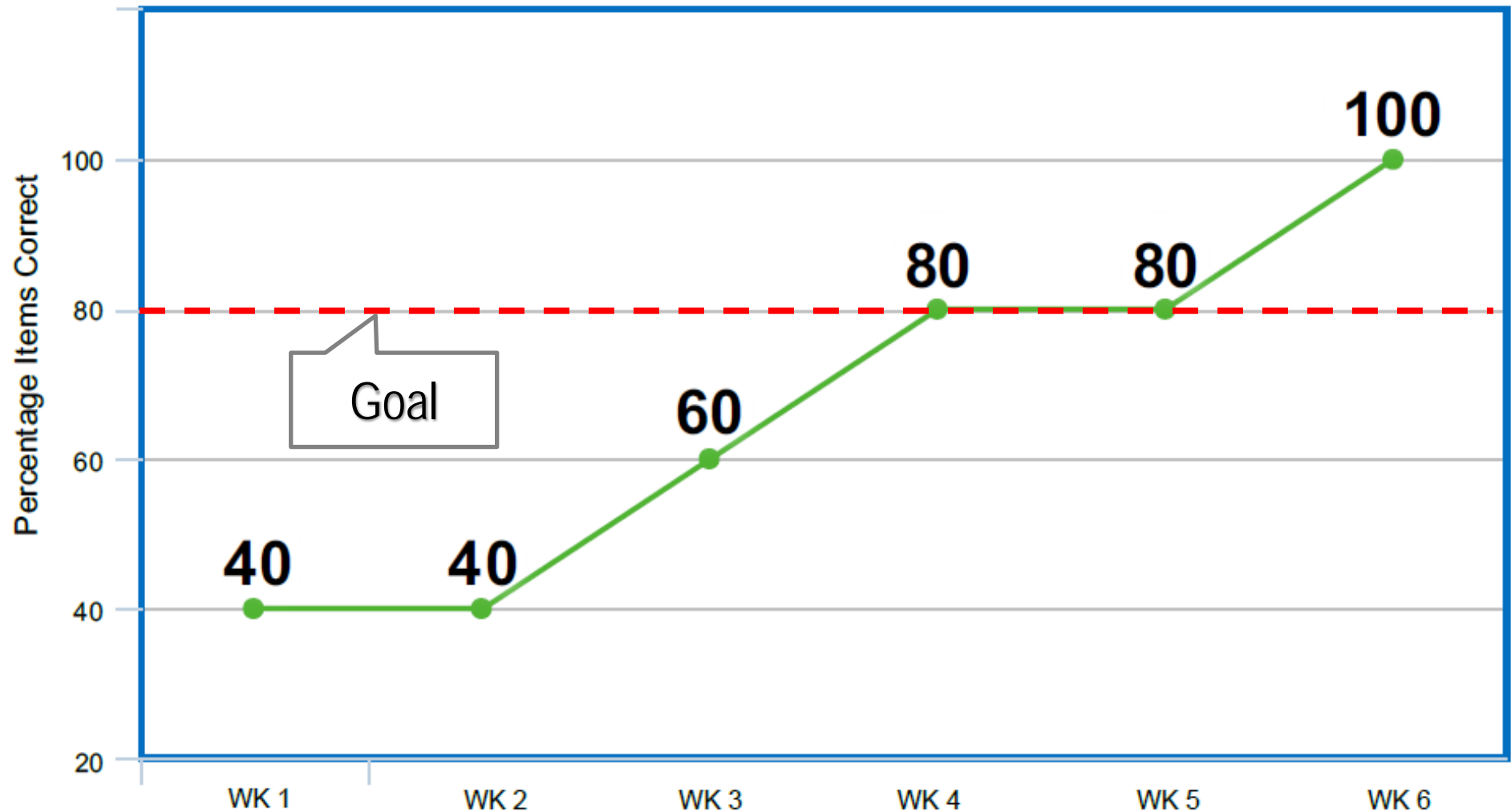
RTI Files: Case 1: Take-Away

- 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

Russell

Grade 10

Problem:

Attendance and preparedness

Intervention:

Learning Contract

RTI Files: Case 2

- **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 Pledges 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 Pledges 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.

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

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Learning Cont...

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

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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

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

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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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---

Russell B.	*Mr. Rappaport*	
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 |

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Russell B: Success Contract: Science 10

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...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

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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.

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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

Russell B.	*Mr. Rappaport*	
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--

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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:

[...]ng homework.
[...]llenging assignments.

[...]ue until:

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

Sign-Offs--

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

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.

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.

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

RTI Files: Case 2

- **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.
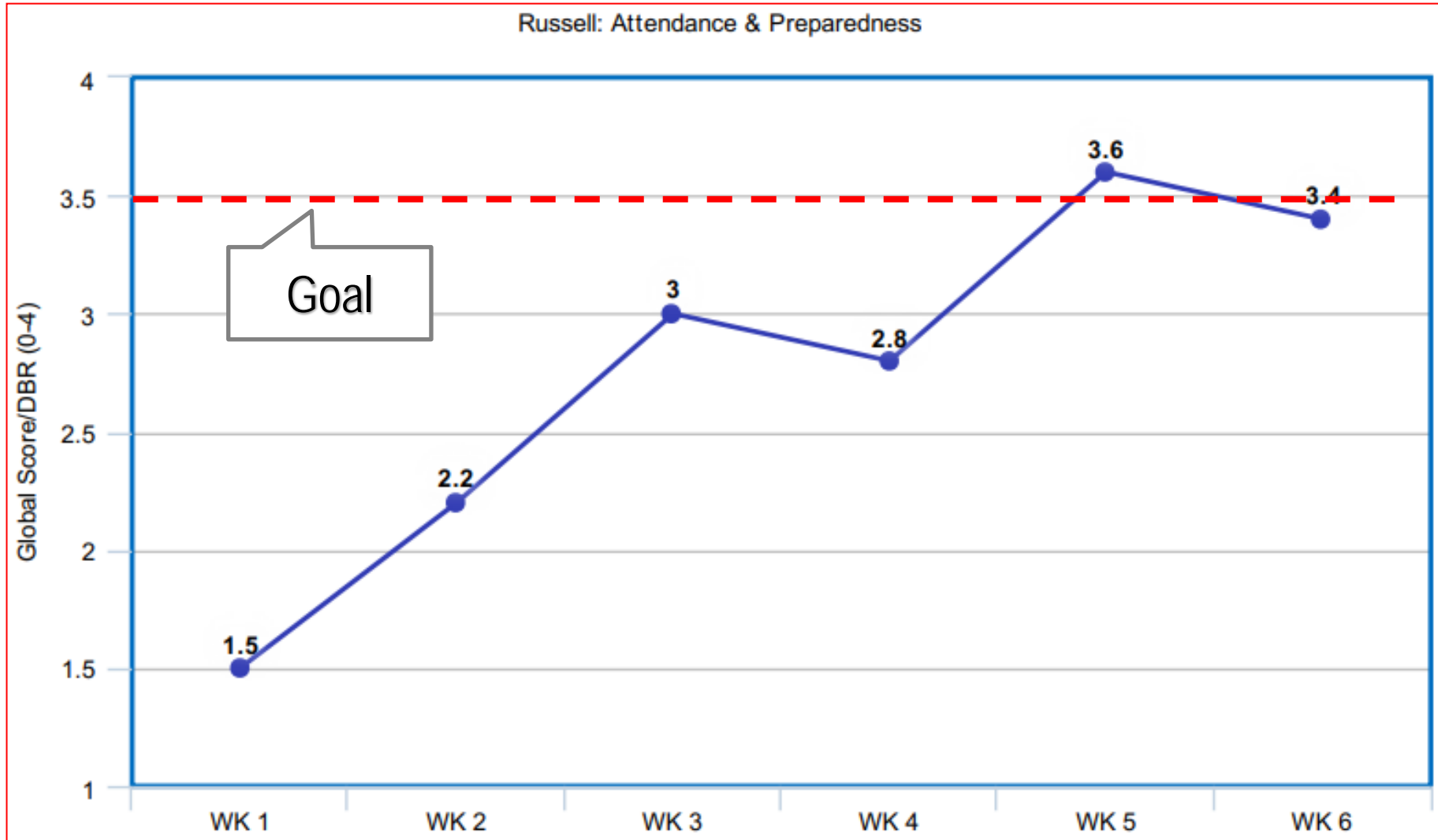
Russell was on-time to science class.

❑ 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 2
Russell: Grade 10: Attendance & Preparedness

Russell: Attendance & Preparedness

Goal

RTI Files: Case 2: 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.

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 your instructional team or department 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.

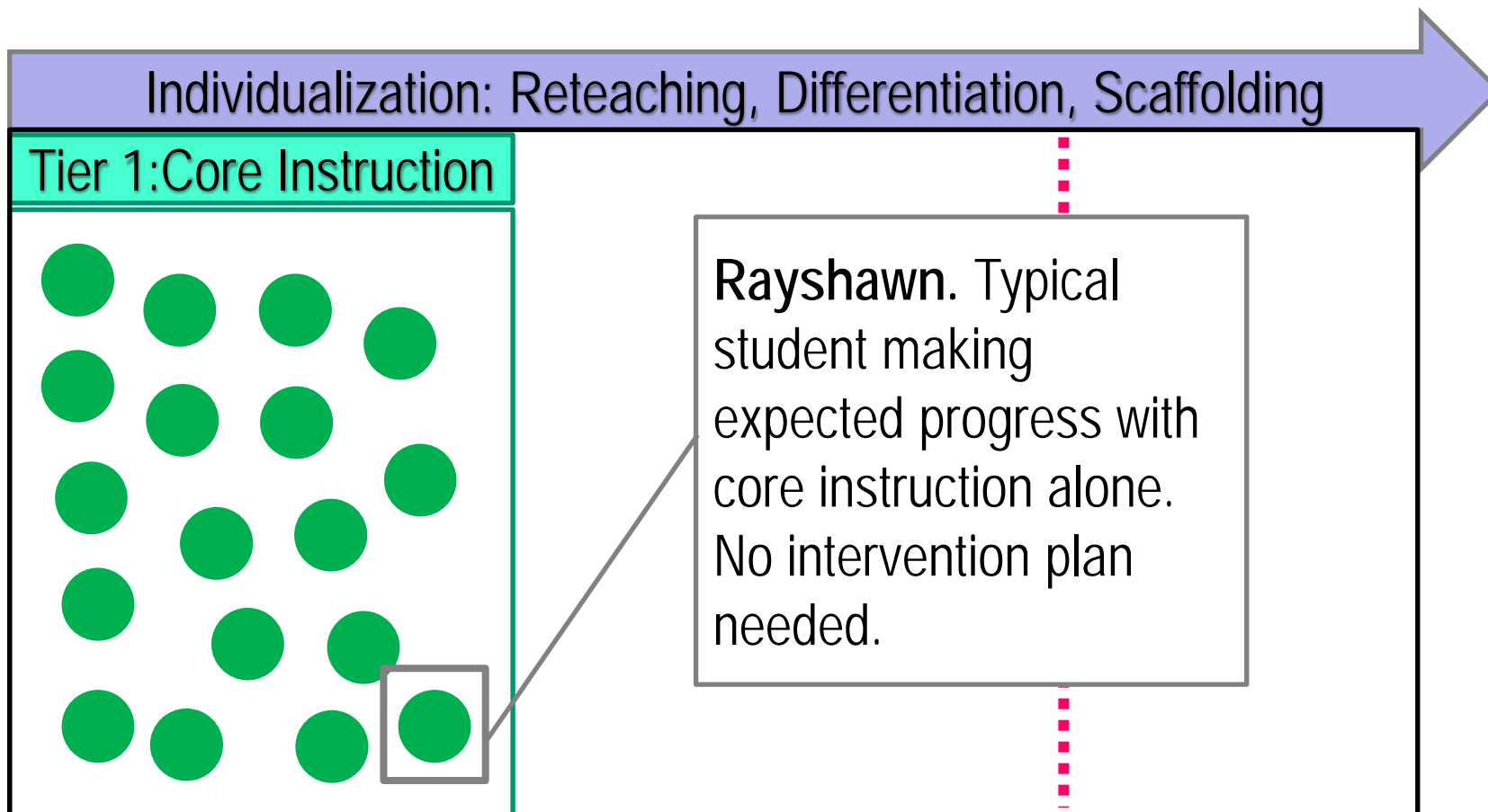Teacher Problem-Solving: All the Work, Little Credit…

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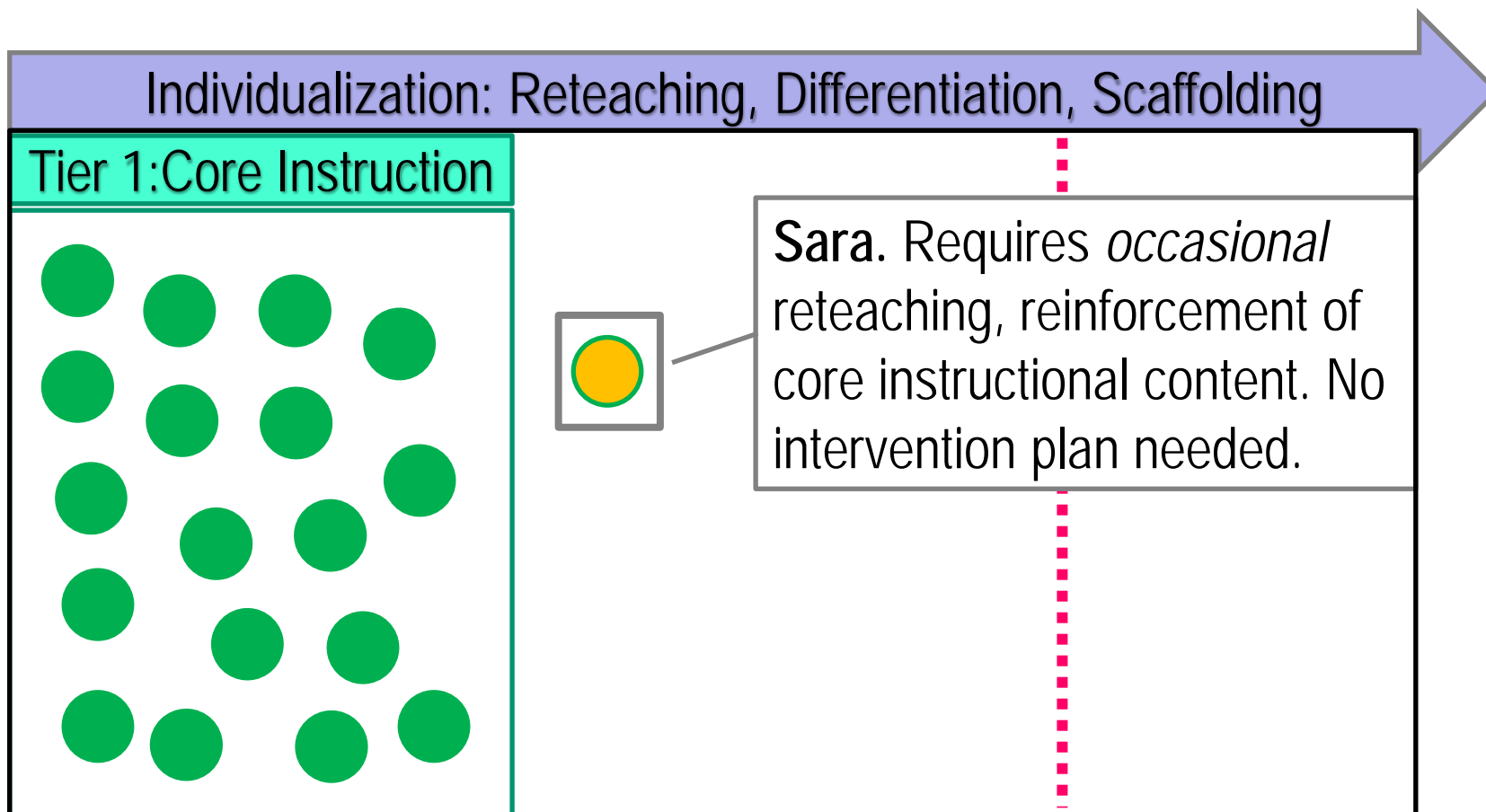
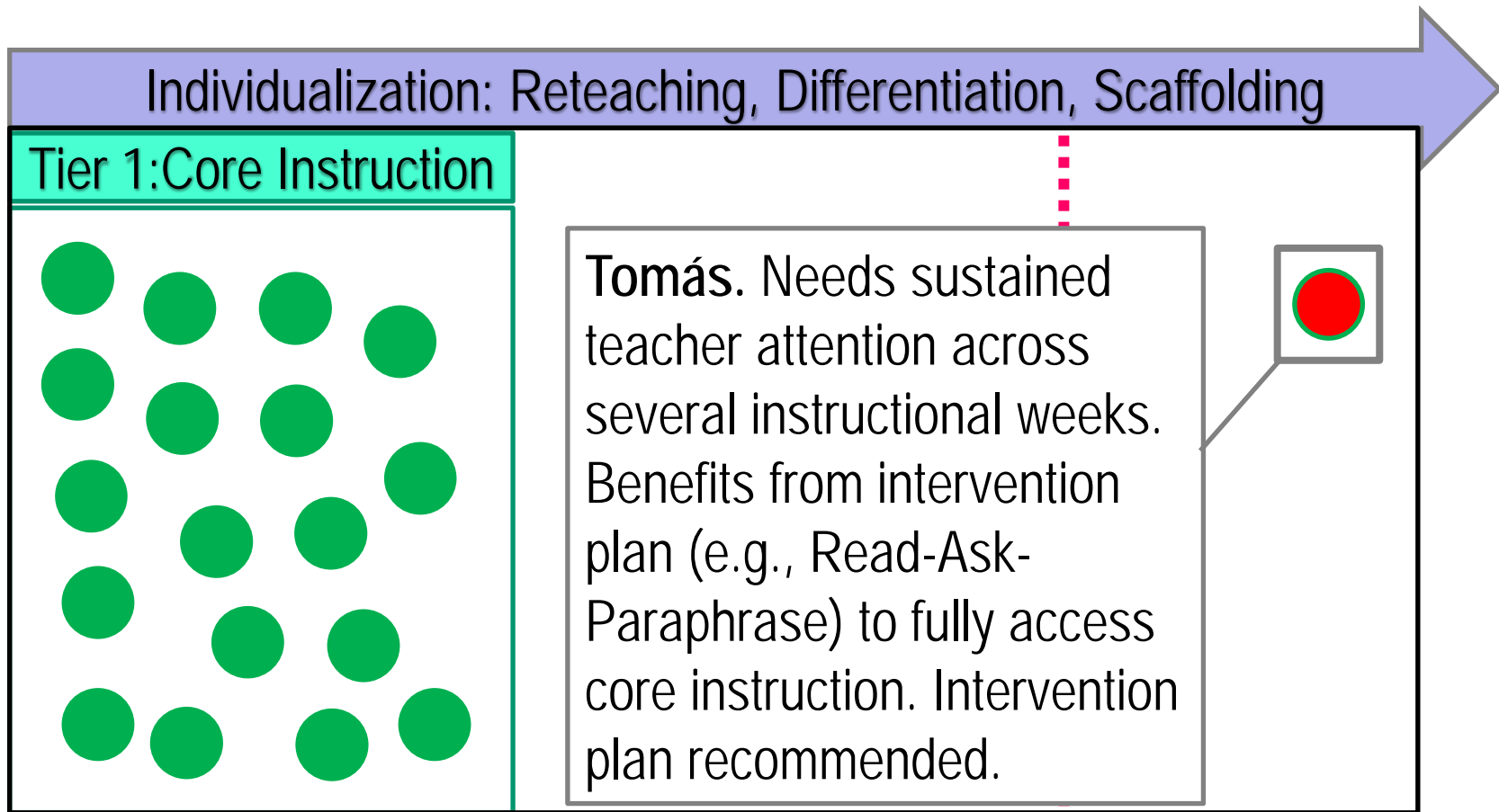# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

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 intervention plan (e.g., Read-Ask-Paraphrase) to fully access core instruction. Intervention plan recommended.

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

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

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

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

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

MTSS: Tier 2: Supplemental Intervention (AIS)

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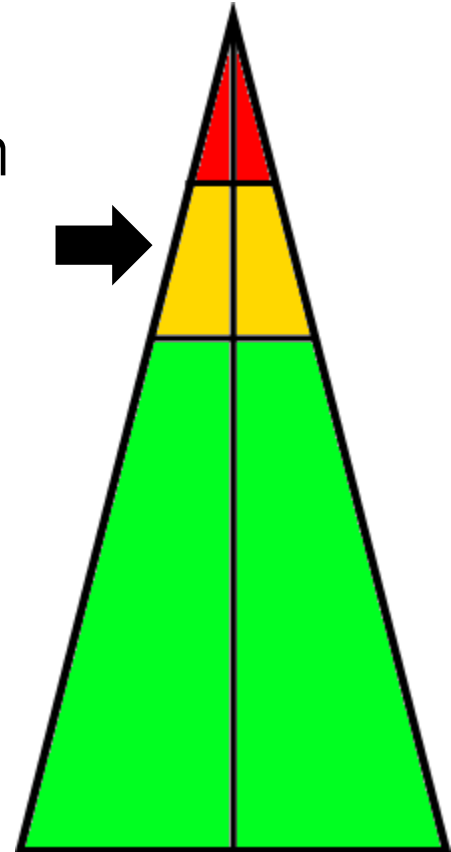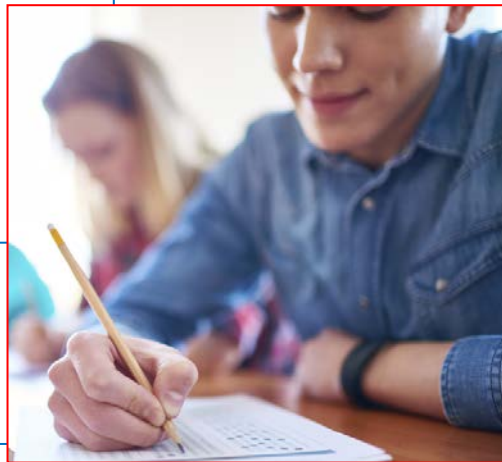
Tier 2: Supplemental Intervention. At Tier 2,...
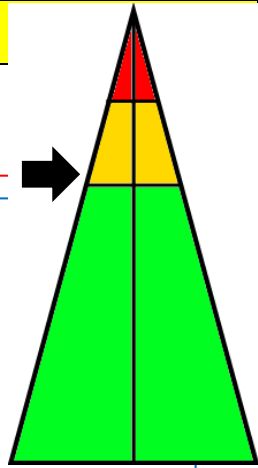
…students enter and exit Tier 2 services based primarily on objective academic data (e.g., school-wide screening tool(s): 20-25th% or below).

…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 any academic deficits that interfere with classroom success.

…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**.
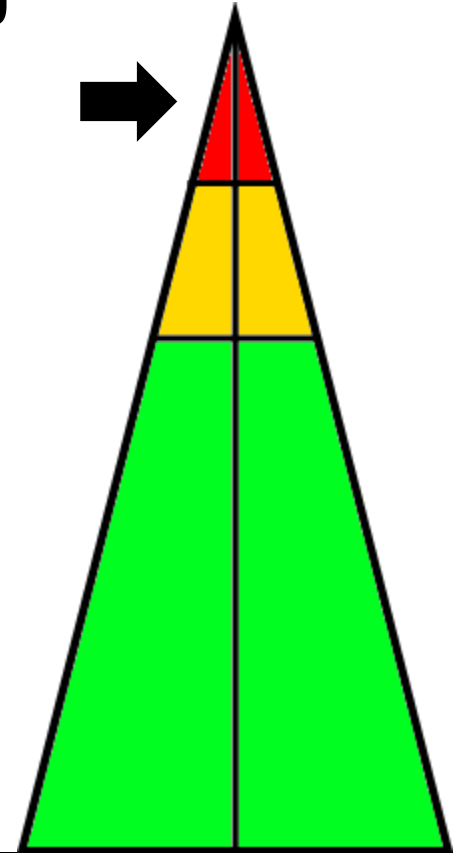
Tier 3: Intensive Intervention. The MTSS Problem Solving Team…
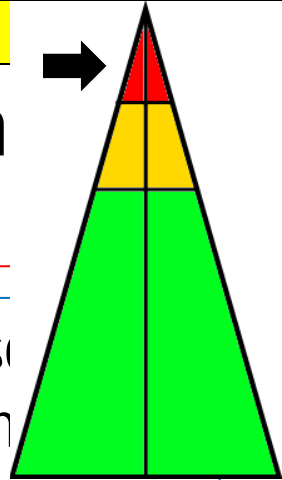
…meets on referred students within 1-2 weeks of initial referral.

…follows a standardized problem-so 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

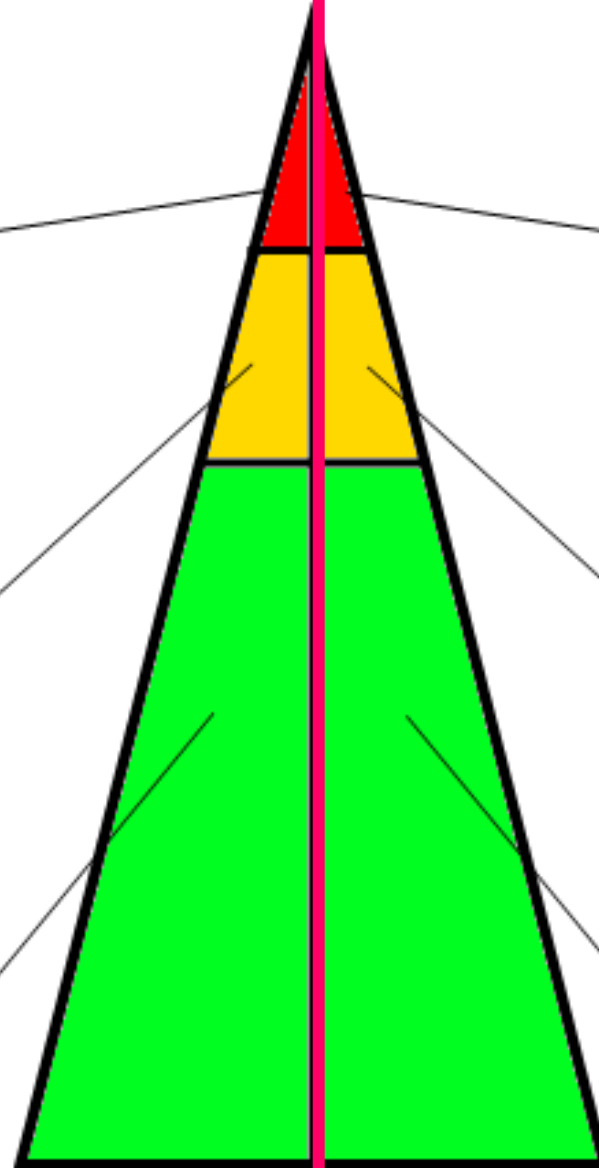**Tier 3: High-Risk Students: 5%**

- 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

Activity: RTI/MTSS Questions/ Discussion

What questions do you still have about a school-wide approach to MTSS-**academics**?

MTSS for **Academics**: Common Teacher Questions

- Under MTSS, what conditions must be met before a struggling student should be referred to the CSE?

- Does a student with 'motivation' issues fall under the academic or behavioral side of MTSS?

- How can teachers realistically do classroom intervention plans at the MS or HS level?

Excerpt from "Baylor CSD" MTSS District Plan

Procedures for Tier 1/classroom intervention at the high school level:

High School. Teachers meet with students at serious risk for course failure to develop academic intervention plans:

- **First intervention attempt:** The teacher conferences with the student only to develop an intervention plan.
- **Second intervention attempt:** The teacher meets with the student and counselor to develop an intervention plan.
- **Third intervention attempt:** The teacher meets with student, counselor, and parent(s) to develop an intervention plan.