Response to Intervention/Multi-Tier System of Supports

RTI/MTSS for Academics: District Audit & Planning Session

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Response to Intervention/Multi-Tier System of Supports

Intervention Central
www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/rtiaudit
RTI/MTSS for Academics: District-Wide Planning Tool

RTI/MTSS for Academics: District-Wide Planning Tool: Shared Google Docs

Response to Intervention/Multi-Tier System of Supports

RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:
1. Apooint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the ‘Status’ column with a ‘0’. If you decide that a goal should be a priority to complete during the current school year, mark it with a ‘1’. If you believe a goal can be delayed until at least the next school year, mark it with a ‘2’.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

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Reality Check: Response to Intervention... 

- is a continuous-improvement model.
- will take 3 to 5 years to fully implement within a school because...
- RTI must be achievable within a school’s current resources.
- RTI cannot advance faster than the ability of staff to ‘assimilate change’.
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.
Response to Intervention/Multi-Tier System of Supports

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

Five Core Components of RTI/MTSS Service Delivery

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

What does RTI/MTSS for academics look like when applied to an individual student?

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

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to ‘close the gap’ with classmates (discrepancy in rate of learning relative to peers).
Response to Intervention/Multi-Tier System of Supports

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI/MTSS Model of Learning Disability (Fuchs 2003)
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.
NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts.

School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).

The RTI model looks for **shared language, general similarity in RTI structures and procedures, & good communication across all grade levels.**

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Agenda for Today’s RTI/MTSS Work... 

- **Review RTI/MTSS Elements.** What are the essential components of RTI/MTSS that should be part of any district’s planning?

- **Prioritize RTI/MTSS Elements.** Which elements has your district already completed? Which should take precedence during the 2017-18 school year? Which can be delayed until next year (or later)?

- **Develop This Year’s RTI/MTSS Roll-Out Plan.** For each of the RTI/MTSS elements targeted for this year, what is a concrete plan (e.g., persons responsible, deadline dates, resources needed, etc.) to make it a reality?
Tier 1: Core Instruction. What are the elements of strong direct instruction that promote student success?
Response to Intervention/Multi-Tier System of Supports

**MTSS: ACADEMICS**

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

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

• Schools require a shared definition of ‘high-quality instruction’ across all classrooms to bring up the academic performance of all students.
MTSS: Tier 1: Core Instruction

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

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

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
MTSS: Tier 1: Core Instruction: Direct Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction. (Online)
# How to: Implement Strong Core Instruction

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How To Implement Strong Core Instruction

*Increase Access to Instruction*

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

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Increase Access to Instruction*

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

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

Provide ‘Scaffolding’ Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

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

4. Active Engagement. The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
# How to: Implement Strong Core Instruction

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- **Regular Feedback**
- **Step-by-Step Checklists**

## 4. Opportunities for Review/Practice
- **Active Engagement**
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- **Checks for Understanding**
- **Spacing of Practice Throughout Lesson**
- **Guided Practice**
- **Support for Independent Practice**
- **Distributed Practice**
Motivating Students Through Collaboration: Numbered Heads Together

**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.]
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How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

Provide Opportunities for Review & Practice

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

Provide Opportunities for Review & Practice

3. Support for Independent Practice. The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. Distributed Practice. The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
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### 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.
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2018-19

### Tier 1: Core Instruction

The teacher delivers high-quality core instruction— at least 80% of academic screening benchmarks through classroom instructional support alone.

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Tier 1: Core Instruction (4). The teacher delivers high-quality core instruction—at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone. Whole-group instruction:

[A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.

[A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.

[A.1.3] for reading and mathematics instruction, uses programs and/or practices supported by research.

[A.1.4] provides differentiated instruction matched to student needs.
Tier 1: Classroom Intervention. How can teachers create, document, and implement academic intervention plans for specific students?
Response to Intervention/Multi-Tier System of Supports

RTI/MTSS for Academics:

Tier 1: Classroom Interventions

Guiding Points for Leadership…

• Academic problems should be clearly defined: “If you can’t name it, you can’t fix it.”

• Interventions should be supported by research.

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

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

• Interventions should be carried out with integrity.
MTSS: Tier 1: Classroom Intervention

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

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

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

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

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

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

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

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1: Core Instruction
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

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?

**Tier 1: Core Instruction**

**Ricky.** Needs sustained teacher attention across several instructional weeks. Benefits from scaffolding strategies (e.g., preteaching vocabulary) to fully access core instruction. Intervention plan recommended.
Tier 1: Classroom Intervention: Building Capacity
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 Intervention Plan: ‘Message in a Bottle’: Who might benefit?

Next year’s teacher(s). The plan allows them to build on the current teacher’s hard-won knowledge about the student.

Parent(s). The plan documents clearly the strategies that the teacher has put in place to support their child.

RTI/MTSS Problem-Solving Team. The classroom intervention plan helps the team to make better recommendations, based on the teacher’s findings.

CSE/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.
# How To: Create a Written Record of Classroom Interventions (Online)

## Case Information
- **Student:** Patricia M.
- **Date Intervention Was Written:** 4 Feb 2013
- **Date Intervention is to Start:** 11 Feb 2013
- **Total Number of Intervention Weeks:** 4

**Description of the Student Problem:** Student has difficulty summarizing and retaining key information from social studies course readings.

## Intervention
- **Listing of Intervention Elements**
- **Materials**
- **Training**
- **Plan to Monitor Progress**

**Materials**
- Jot down materials (e.g., flashcards) or resources (e.g., internet-connected computer) needed to carry out this intervention.
- Index cards for question generation

**Training**
- Meet with Patricia before starting intervention plan to use intervention strategies. NOTE: Use of course readings to demonstrate reading comprehension strategies

**Plan to Monitor Progress**
- **Type of Data Used to Monitor:**
  1. Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand reading; 4=Fully understood reading
  2. Quiz grades
- **Baseline**
  - Student self-ratings: 1.6 average
  - Quiz grades: 65 average
- **Outcome Goal**
  - Student self-ratings: 3.5 average
  - Quiz grades: 75 average
- **How often will data be collected?** (e.g., daily, every other day, weekly):
  - Self-Assessment: after each assigned reading; quiz grades: weekly

**Progress-Monitoring Ideas**
- Existing data: grades, homework logs, etc.
- Cumulative mastery I.Q.
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

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

### Case Information

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Patricia M.</th>
<th>Interventionist(s):</th>
<th>Mrs. Cardamone, Social Studies</th>
<th>Date Intervention Plan Was Written:</th>
<th>4 Feb 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>11 Feb 2013</td>
<td>Date Intervention is to End:</td>
<td>8 March 2013</td>
<td>Total Number of Intervention Weeks:</td>
<td>4</td>
</tr>
<tr>
<td>Description of the Student Problem:</td>
<td>Student has difficulty summarizing and retaining key information from social studies course readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
</tr>
<tr>
<td><strong>Text Lookback (see attached script)</strong></td>
</tr>
<tr>
<td><strong>Question Generation (see attached script)</strong></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write</strong>: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
<tr>
<td>Index cards for question generation</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

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

  **Training**

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

  *Meet with Patricia before starting intervention to train to use both intervention strategies. NOTE: Use past course readings to demonstrate reading comprehension strategies.*
Creating a Written Record of Classroom Interventions: Form

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

### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. If you plan to monitor the intervention. Tip: Several ideas for classroom data collection.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Outcome Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand rdng; 4=Fully understood rdng</td>
<td></td>
</tr>
<tr>
<td>2. Quiz grades</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Student self-ratings: 3.5 average quiz grades: 75 average</td>
</tr>
<tr>
<td>Quiz grades: 65 average</td>
<td></td>
</tr>
</tbody>
</table>
How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

<table>
<thead>
<tr>
<th>Student: Patricia M.</th>
<th>Interventionist(s): Mrs. Cardamone, Social Studies</th>
<th>Date Intervention Plan Was Written: 4 Feb 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start: 11 Feb 2013</td>
<td>Date Intervention is to End: 8 March 2013</td>
<td>Total Number of Intervention Weeks: 4</td>
</tr>
</tbody>
</table>

Description of the Student Problem: Student has difficulty summarizing and retaining key information from social studies course readings.

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

Text Lookback (see attached script)

Question Generation (see attached script)

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

Index cards for question generation

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

Meet with Patricia before starting intervention to train to use both intervention strategies. NOTE: Use past course readings to demonstrate reading comprehension strategies.

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

Type of Data Used to Monitor:
1. Student self-assessment of reading comprehension using 4-pt rating scale: 0=Did not understand reading; 4=Fully understood reading
2. Quiz grades

Baseline
| 3 student self-ratings: 1.6 average | student self-ratings: 3.5 average |
| 3 quiz grades: 65 average | quiz grades: 75 average |

Outcome Goal

How often will data be collected? (e.g., daily, every other day, weekly):
Self-Assessment: after each assigned reading; quiz grades: weekly

Ideas for Intervention Progress-Monitoring:
- Existing data: grades, homework logs, etc.
- Cumulative mastery test
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’=done
  - ‘1’=priority to work on this year.
  - ‘2’=postpone until 2018-19

### Tier 1: Classroom Intervention: Building Capacity.

The school has prepared teachers in carrying out classroom (Tier 1) interventions.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The school has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ created a bank of academic intervention ideas accessible by all staff.</td>
</tr>
<tr>
<td></td>
<td>□ created a bank of classroom data-collection methods accessible by all staff.</td>
</tr>
<tr>
<td></td>
<td>□ 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).</td>
</tr>
<tr>
<td></td>
<td>□ developed standardized form(s) to record classroom interventions.</td>
</tr>
<tr>
<td></td>
<td>□ 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).</td>
</tr>
</tbody>
</table>
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).
Tier 1: Classroom Intervention: Teacher Skills
Response to Intervention/Multi-Tier System of Supports

Tier 1 Academic Intervention: The Classroom

Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class
2. Understand & Accept Role as Intervention ‘First Responder’
3. Define the Academic Problem(s) in Clear & Specific Terms
4. Develop an Appropriate Intervention Plan Matching the Student Problem(s)
5. Write Down the Intervention Plan Before Implementing
6. Collect Data to Monitor & Judge Student Progress

www.interventioncentral.org
Five Components of 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 Strands of Mathematical Proficiency (NRC, 2002)

1. **Understanding**: Comprehending mathematical concepts, operations, and relations—knowing what mathematical symbols, diagrams, and procedures mean.

2. **Computing**: Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.

3. **Applying**: Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.

4. **Reasoning**: Using logic to explain and justify a solution to a problem or to extend from something known to something less known.

5. **Engaging**: Seeing mathematics as sensible, useful, and doable—if you work at it—and being willing to do the work.

Grade 1: Problem: “Roy doesn’t know his letter names.”

Intervention: Incremental Rehearsal
Letter Names: Incremental Rehearsal

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>P</td>
<td>b</td>
</tr>
<tr>
<td>t</td>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>I</td>
<td>a</td>
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<tr>
<td>w</td>
<td>q</td>
<td>h</td>
</tr>
<tr>
<td>N</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

**Step 2:** The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.

<table>
<thead>
<tr>
<th>‘KNOWN’ Letters</th>
<th>‘UNKNOWN’ Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>P</td>
</tr>
<tr>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>h</td>
<td>q</td>
</tr>
<tr>
<td>D</td>
<td>a</td>
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<td>m</td>
<td>t</td>
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<td></td>
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<td>K</td>
<td>N</td>
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<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>l</td>
</tr>
<tr>
<td></td>
<td>c</td>
</tr>
</tbody>
</table>
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
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).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new ‘unknown’ letter to identify and the review sequence is once again repeated each time until the ‘unknown’ letter is grouped with nine ‘known’ letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an ‘unknown’ letter incorrectly three times.
Grade 7: Problem: “Dominic struggles to retain the ‘gist’/main ideas of informational passages.”

Intervention:

• Read-Ask-Paraphrase
Reading Comprehension: Self-Management Strategies

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

**Read-Ask-Paraphrase (RAP) Sheet:**

**Reading Comprehension:**

**Cognitive Strategy**

(Available on Conference Web Page)

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
RTI/MTSS Elements: Prioritize!

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

  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2018-19

### Tier 1: Classroom Intervention: Teacher Skills

The classroom teacher is the ‘teacher gives additional individualized support to struggling students beyond what is provided in group intervention.’

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ defines the student’s presenting academic problem(s) in clear and specific terms.</td>
</tr>
<tr>
<td></td>
<td>□ chooses appropriate academic intervention(s) supported by research</td>
</tr>
<tr>
<td></td>
<td>□ selects method(s) of data collection suitable for tracking the student’s intervention progress.</td>
</tr>
<tr>
<td></td>
<td>□ documents the classroom intervention plan in writing.</td>
</tr>
</tbody>
</table>
Tier 1: Classroom Intervention: Teacher Skills (4). The classroom teacher is the ‘first responder’, giving additional individualized support to struggling students. The teacher:

- [A.1.10] defines the student’s presenting academic problem(s) in clear and specific terms.
- [A.1.11] chooses appropriate academic intervention(s) supported by research.
- [A.1.12] selects method(s) of data collection suitable for tracking the student’s intervention progress.
- [A.1.13] documents the classroom intervention plan in writing.


**Tier 2/3: Strategic & Intensive Interventions for Academics.**

What quality indicators define RTI/MTSS support for students whose moderate-to-severe academic deficits lie beyond the capacity of the classroom teacher alone to repair?
Response to Intervention/Multi-Tier System of Supports


MTSS: ACADEMICS

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

MTSS: BEHAVIOR

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 3: High-Risk Students: 5%
RTI/MTSS for Academics: Tiers 2/3: Strategic & Intensive Interventions

Guiding Points for Leadership…

• Tier 2/3 interventions should target off-grade-level academic skill deficits. They are not simply reteaching of classroom content, homework, or test preparation.

• Tier 2/3 interventions should be dynamic—students can enter or exit Tier 2/3 at several checkpoints during the school year.

• Schools should inventory their current range of Tier 2/3 academic interventions to verify quality and note any gaps in service.
Tier 2/3: Reading Intervention Services: Essentials

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

View the following slides for recommendations on how MTSS: Tier 2/3 services should be structured at your school...
Tier 2/3: Reading Intervention Services: Interventions

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

2. Cap Group Size. Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model... Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”

Tier 2/3: Reading Intervention Services: **Interventions**

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

**Option 3: 'Floating MTSS': Gradedwide 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

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.
Put Plans in Writing. Tier 2/3 intervention plans are written down before the intervention begins.
Sample Tier 2/3 Intervention Documentation Form (Online)

# Tier 2: Small-Group Intervention Plan

<table>
<thead>
<tr>
<th>Interventionist. Identify the interventionist(s) for this group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Academic Skills. Describe the academic skill(s) to be the focus of this intervention group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Allocated: Start Date</th>
<th>End Date</th>
<th>Session Length (e.g., 30 mins)</th>
<th>Session Frequency (e.g., 3x/wk)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students: Name</th>
<th>Baseline: Starting Point</th>
<th>Goal: Criterion for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention(s). Describe the research-based program(s) or practice(s) to be used with these students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress-Monitoring. Record the type of data to be used to monitor student growth during the intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency of Data Collection. How often will data be collected? (e.g., daily, every other day, weekly):</th>
</tr>
</thead>
</table>
Tier 2/3: Reading 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 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.
Tier 2/3: Reading Intervention Services: Data

7. **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.

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

Select Screeners that Identify the Right Students. Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.

Appoint a Data Analysis Team. The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.
Conducting a School-Wide Inventory of Tier 2/3 Services

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

- **Name of Academic Program or Practice**
- **Academic Area(s) Targeted (e.g., phonics/alphabetics; reading comprehension)**
- **Grade Level(s) Served**
- **Date of Purchase or First Use in Your School**
- **Interventionists (who in your school is trained to use this program?)**
- **Date of Most Recent Training in this Program/Practice**
### Tiers 2/3 Academic Intervention Programs & Practices: Building Inventory

<table>
<thead>
<tr>
<th>School:</th>
<th>Date of Inventory:</th>
<th>Person(s) Completing:</th>
</tr>
</thead>
</table>

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

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

Available Online

[www.interventioncentral.org](http://www.interventioncentral.org)
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/
What Works Clearinghouse

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

The site reviews all available published and unpublished studies of a commercial intervention and comes up with an ‘improvement index’ that summarizes that program’s overall effectiveness in strengthening students’ skills in one or more targeted academic areas.
“Improvement Index. The expected change in percentile rank for an average comparison group student if the student had received the intervention. It is measured as the percentile difference between the intervention group mean and the comparison [control] group mean using the comparison group distribution.”

What Works Clearinghouse: Improvement Index

So the improvement index is simply a change score.

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

Put another way, a typical student (50th percentile) who participates in this program will—on average—exit at the 66th percentile.

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

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

Users can streamline their search by subject and grade level (elementary or middle school).
RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2018-19

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

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The school:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ 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.</td>
</tr>
<tr>
<td></td>
<td>□ has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.</td>
</tr>
<tr>
<td></td>
<td>□ 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).</td>
</tr>
<tr>
<td></td>
<td>□ has a process to periodically measure <em>intervention integrity</em> via direct observation, educator self-rating, work products, and/or attendance.</td>
</tr>
</tbody>
</table>
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.
School-Wide Reading: Screening & Progress-Monitoring. How can schools use screening tools in reading proactively to enter students into and exit them from Tier 2/3 services?
School-wide screeners should be designed to predict student risk for academic failure.

Classroom instructional information (e.g., Fountas and Pinnell; Developmental Reading Assessment) should not be used for school-wide screening, as it is not normed.

If teacher nominations are used for Tier 2/3 placement, they should be weighted less than formal screeners, as they can be subjective.
MTSS Literacy: Assessment & Progress-Monitoring

To measure student ‘response to instruction/intervention’ effectively, the MTSS Literacy model measures students’ reading performance and progress on schedules matched to each student’s risk profile and intervention Tier membership.

- **Tier 1: Benchmarking/Universal Screening.** All children in a grade level are assessed at least 3 times per year on a common collection of literacy assessments.

- **Tier 2: Strategic Monitoring.** Students placed in Tier 2 (supplemental) reading groups are assessed 1-2 times per month to gauge their progress with this intervention.

- **Tier 3: Intensive Monitoring.** Students who participate in an intensive, individualized Tier 3 reading intervention are assessed at least once per week.

School-Wide Academic Screeners: Purpose and Types
Building-Wide Screening: Assessing All Students
(Stewart & Silberglit, 2008)

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

– evaluate and improve the current core instructional program.

– allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

– guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

– set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

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

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

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

Transition to DIBELS Next Today

Getting Started With DIBELS Brochure
Transitioning to DIBELS Next
DIBELS Next® Benchmark Goals
Basic-Skills Screener Example: DIBELS Next

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

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

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

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

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

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

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

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

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

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.

- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.
Clearinghouse for MTSS Screening and Progress-Monitoring Tools

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

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

  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2018-19

### Tiers 2/3: Data: School-Wide Academic Screeners.
Screeners are administered to school-wide students.

<table>
<thead>
<tr>
<th>Status (0, 1, 2)</th>
<th>GOALS: The school has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.</td>
</tr>
<tr>
<td></td>
<td>identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.</td>
</tr>
<tr>
<td></td>
<td>established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.</td>
</tr>
<tr>
<td></td>
<td>ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.</td>
</tr>
</tbody>
</table>
Tiers 2/3: Data: School-Wide Academic Screeners (4).

Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

[A.2.5] selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.

[A.2.6] identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.

[A.2.7] established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.
Tiers 2/3: Data: School-Wide Academic Screeners (Cont.). Screeners are administered to all students to identify those needing Tier 2/3 services. The school has:

[A.2.8] ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.
Data Analysis Team: Establish Tier 2 Command & Control. What is the Data Analysis Team, who serves on it, and how does it function?
The Data Analysis Team: Command & Control for Tier 2/3 Services

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

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

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

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

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

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

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

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

The DAT meets after each of 3 school-wide academic screenings: fall, winter, and spring.
DAT: Tasks. The tasks of the Data Analysis Team are to:

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

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

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

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

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

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc RTI/MTSS: District-Wide Planning Tool.

Rate each goal, using this scale: The goal is:

- ‘0’ = done
- ‘1’ = a priority to work on this year.
- ‘2’ = to be postponed until 2018-19

Tier 2: Strategic Intervention: Data Analysis Team.

The school has established a Data Analysis Team (DAT) for students in Tier 2 services.

<table>
<thead>
<tr>
<th>Status (0,1,2)</th>
<th>GOALS: The Data Analysis Team:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make up Tier 2 academic support.</td>
</tr>
<tr>
<td></td>
<td>□ meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.</td>
</tr>
<tr>
<td></td>
<td>□ follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.</td>
</tr>
<tr>
<td></td>
<td>□ ensures that Tier 2 intervention plans are documented in writing before services begin.</td>
</tr>
</tbody>
</table>

NOTE: The DAT may choose to write all intervention plans or delegate that task to assigned Tier 2 interventionists.
Tier 2: Strategic Intervention: Data Analysis Team (5). The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services. The Data Analysis Team:

- [A.2.9] has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make up Tier 2 academic support.

- [A.2.10] meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.
Tier 2: Strategic Intervention: Data Analysis Team (Cont.). The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services. The Data Analysis Team:

- [A.2.11] follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.

- [A.2.12] ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may write all intervention plans or delegate that task to Tier 2 interventionists.

- [A.2.13] verifies that Tier 2/3 interventionists set outcome goals and collect regular progress-monitoring data for each student on intervention (at least 2 times per month at Tier 2; weekly at Tier 3).
Tier 3: Intensive Intervention: The RTI/MTSS Problem-Solving Team. When a student fails to respond to academic interventions at Tiers 1 and 2, what is the Problem-Solving Process at Tier 3?
MTSS: ACADEMICS

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring


MTSS: BEHAVIOR

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring
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
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| Facilitator   | □ Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.  
 □ Guides the Team through the stages of the problem-solving process.  
 □ Checks for agreement between Team members at important discussion points during the meeting.  
 □ Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control—e.g., classroom instruction). | • Write a short introductory ‘script’ to ensure that important points are always reviewed at the start of the meeting.  
 • Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another. |
<table>
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<tr>
<th>RTI Team Role</th>
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<th>Tips for RTI Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorder</td>
<td>Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.</td>
<td>• Sit next to the facilitator for ease of communication during the meeting.</td>
</tr>
<tr>
<td></td>
<td>Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem-identification’ statements and intervention descriptions.</td>
<td>• When the Team is engaged in exploratory discussion, use ‘scratch paper’ to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.</td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
</tr>
<tr>
<td>---------------</td>
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</tbody>
</table>
| Time-Keeper   | □ Monitors the time allocated to each stage of the meeting and informs members when that time has expired. | • Give the Team a ‘two-minute warning’ whenever time is running low during a stage of the meeting.  
• If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage. |
## RTI Team Role Responsibilities

<table>
<thead>
<tr>
<th>RTI Team Role</th>
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<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| Case Manager     | ☐ Meets with the referring teacher(s) briefly 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. | • If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”  
• After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance. |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Coordinator   | Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. | • During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar.  
• Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff. |
RTI Teams: The Role of the Case Manager
Response to Intervention/Multi-Tier System of Supports

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 2-3 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.

3. Decide what data to collect. 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.

Data Source | Types of Data to Be Collected
--- | ---
Archival data: Select relevant information already in the cumulative folder or student database. | Types of Data to Be Collected
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) | Types of Data to Be Collected
Student interview: Meet with the student to get his or her perspective on the academic and/or behavioral problems. | Types of Data to Be Collected
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.) | Types of Data to Be Collected

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

<table>
<thead>
<tr>
<th>Academic Problems: Format for Writing Problem Definition Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Conditions or Task Demands</td>
</tr>
<tr>
<td>Example: For science homework...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Problems: Format for Writing Problem Definition Statement</th>
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</thead>
<tbody>
<tr>
<td>Conditions: The condition(s) under which the problem is likely to occur</td>
</tr>
<tr>
<td>Example: When given a verbal teacher request...</td>
</tr>
</tbody>
</table>

Discrete Categorization: Divide Global Skill into Essential Sub-Skills

<table>
<thead>
<tr>
<th>Global Skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Global Skill: The student will improve classroom organization skills!</td>
</tr>
<tr>
<td>Sub-Skill 1:</td>
</tr>
<tr>
<td>Sub-Skill 2:</td>
</tr>
<tr>
<td>Sub-Skill 3:</td>
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<tr>
<td>Sub-Skill 4:</td>
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<tr>
<td>Sub-Skill 5:</td>
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</tbody>
</table>

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Case Manager: Role

• Meets with the referring teacher(s) briefly 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).
Tier 3: RTI Team: Meeting Format

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

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - ‘0’ = done
  - ‘1’ = a priority to work on this year.
  - ‘2’ = to be postponed until 2018-19

**Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team.** This tier provides individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1.5% of students may require Tier 3 support per school year.

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<tr>
<th>Status (0, 1, 2)</th>
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<td>☐ meets on referred students within 1-2 weeks of initial referral.</td>
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<td>☐ has procedures in place (e.g., guidelines and a gate-keeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.</td>
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<td>☐ follows a standardized problem-solving meeting format, with formal meeting roles and steps.</td>
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<td></td>
<td>☐ produces a written record of RTI/MTSS Team meeting discussion, including a customized intervention plan.</td>
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<tr>
<td></td>
<td>☐ Routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.</td>
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Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (5). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

[A.3.1] meets on referred students within 1-2 weeks of initial referral.

[A.3.2] has procedures in place (e.g., guidelines and a gatekeeper) to ‘screen out’ referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.

[A.3.3] follows a standardized problem-solving meeting format, with formal meeting roles and steps.
Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team (Cont.). The RTI/MTSS Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year. The RTI/MTSS Team:

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

Jim Wright
www.interventioncentral.org
**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. **‘Undeserving Students’**. Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

7. **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
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District-Wide
RTI/MTSS Coordination & Support. What district-level supports can promote the success of the RTI/MTSS model?
RTI/MTSS for Academics:

District-Wide:

Guiding Points for Leadership...

- The school district should have an RTI Leadership Team in place to provide ‘command-and-control’ over RTI/MTSS.
- All schools should use a standard set of RTI/MTSS procedures, forms, and language.
The RTI Leadership Team: What is Its Purpose?

The RTI Leadership Team guides the overall RTI process.

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

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.
What is the Purpose of the RTI Leadership Team?

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

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

  - **Supervising RTI implementation.** The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.
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 Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  
  - ‘0’ = done
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**RTI/MTSS District-Wide.** The school district has adopted a process of planning and oversight with fidelity and consistency across classrooms, grade levels, and schools.

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<td>☐ developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team (CSE).</td>
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RTI/MTSS District-Wide (3). The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

[A.4.1] established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.
**RTI/MTSS District-Wide (Cont.).** The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools. The district has:

- [A.4.2] developed decision rules to determine when a general-education student on RTI/MTSS intervention is a ‘non-responder’ and requires referral to the special education eligibility team (CSE).

- [A.4.3] created a written RTI/MTSS implementation plan to cover all schools.
Response to Intervention/Multi-Tier System of Supports

Activity: Develop Your RTI/MTSS Academic ‘Action Plan’

1. Divide into your work groups (e.g., elementary, secondary).
2. Appoint a recorder.
3. Review your list of high-priority RTI/MTSS academic elements. Reach agreement across schools on your choice-rankings.
4. Select the TOP 5 “number 1” elements from this list that most deserve your immediate attention.
5. For each of these elements, put together an action plan. Include information about steps, person(s) responsible, timeline, etc.
6. If time remains, continue planning with remaining elements.