Response to Intervention/Multi-Tiered Systems of Support

Evaluating the Impact of Instruction and Implementing a Problem-Solving Process to Improve the Impact of Instruction

New York RtI Technical Assistance Center Webinar Series
Webinar #1
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Important Websites

- www.Floridarti.usf.edu

- www.Florida-rti.org

- www.flpbs.fmhi.usf.edu

➢A brief review of key components of MTSS—check for understanding.

➢It's all about Tier 1—what does that mean?

➢Understanding what instruction looks like at each of the Tiers

➢What is the difference between Tier 3 and Specially Designed Instruction?

➢Understanding how to make instruction more powerful.

➢Have FUN with this!!!

A Quick Review of MTSS

Common Language
Common Understanding

Quick Table Top

1. Identify 3 things that you believe characterize your understanding of a Multi-Tiered System of Supports

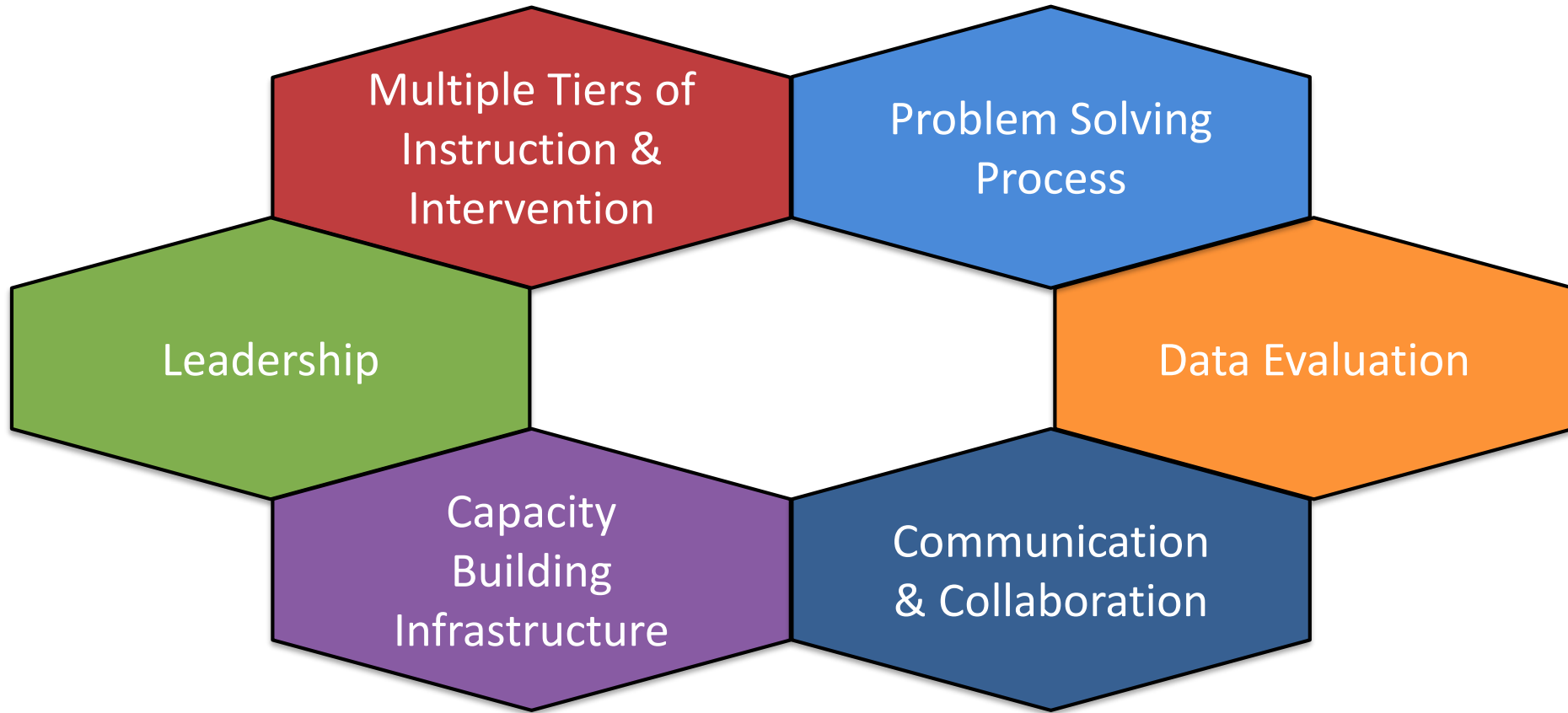2. Share ONE of them on-line in the "chat" box.

MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.

- The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need.**

- **"Need-driven"** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency .
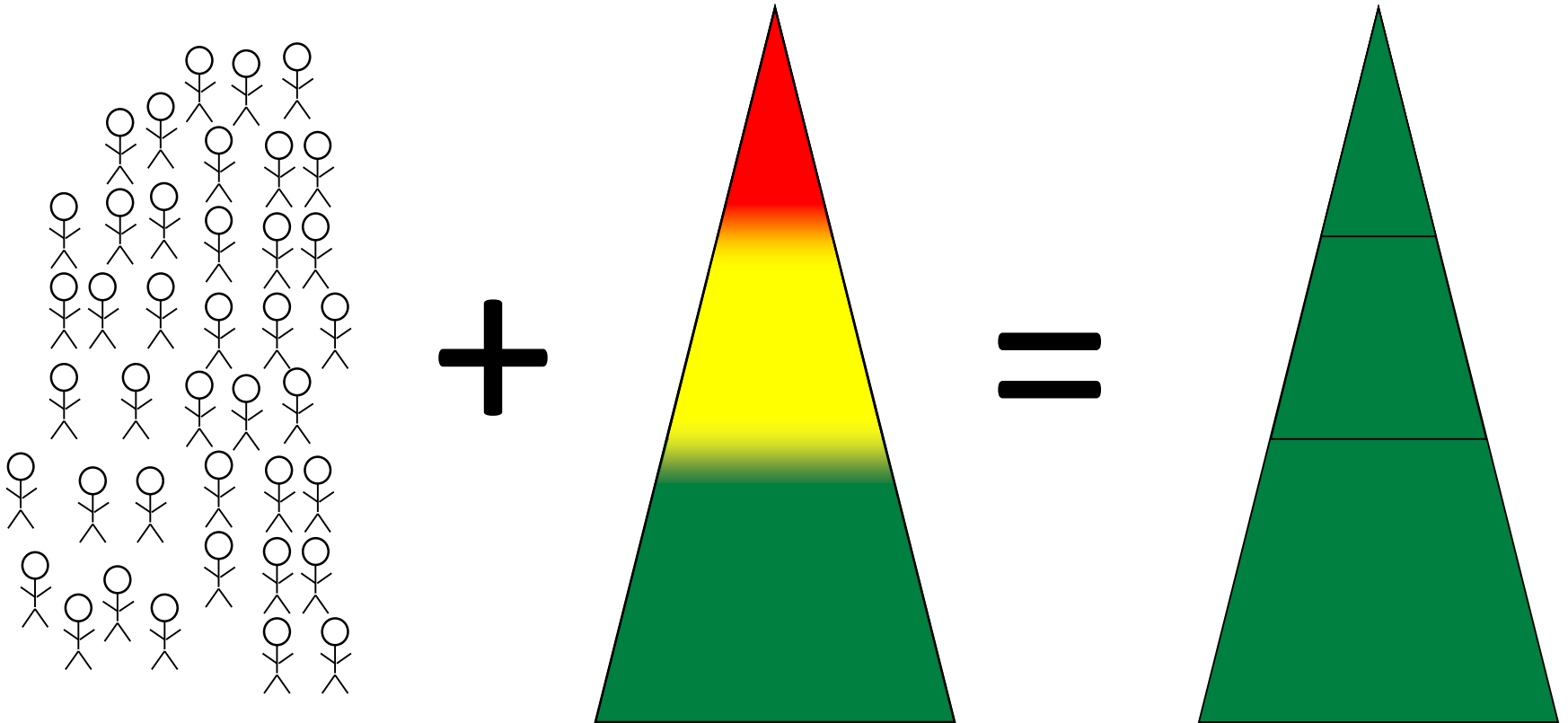
Bottom Line

- **Early Warning/Identification**
  - The earlier identification occurs, the more time you have to work on improvement.
- **Act Quickly and Aggressively**
  - Never "wait". ACT. Problem Solve.
- **Monitor Progress**
  - We need to know what is and is not working. Time is of the essence here.
- **Modify as Necessary-Again, do not wait. ACT.**
  - Let data guide your practice
- **Honesty and Transparency**
  - This is not about anyone's "fault." This is about being honest about student response to instruction/intervention. Being OK talking about it and having a group norm of action focused instruction and intervention.

Critical Components of MTSS

Multiple Tiers of Instruction & Intervention

Problem Solving Process

Leadership

Data Evaluation

Capacity Building Infrastructure

Communication & Collaboration

MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

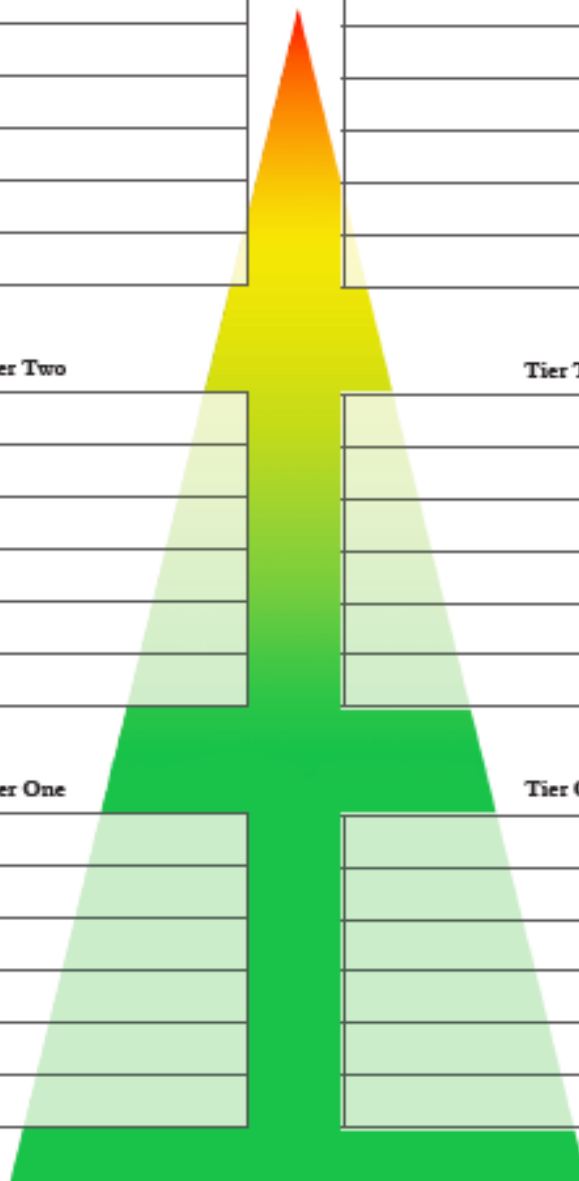# Three Tiered Model of Student Supports

BEHAVIOR

ACADEMIC

Tier Three

Tier Three

Tier Two

Tier Two

Tier One

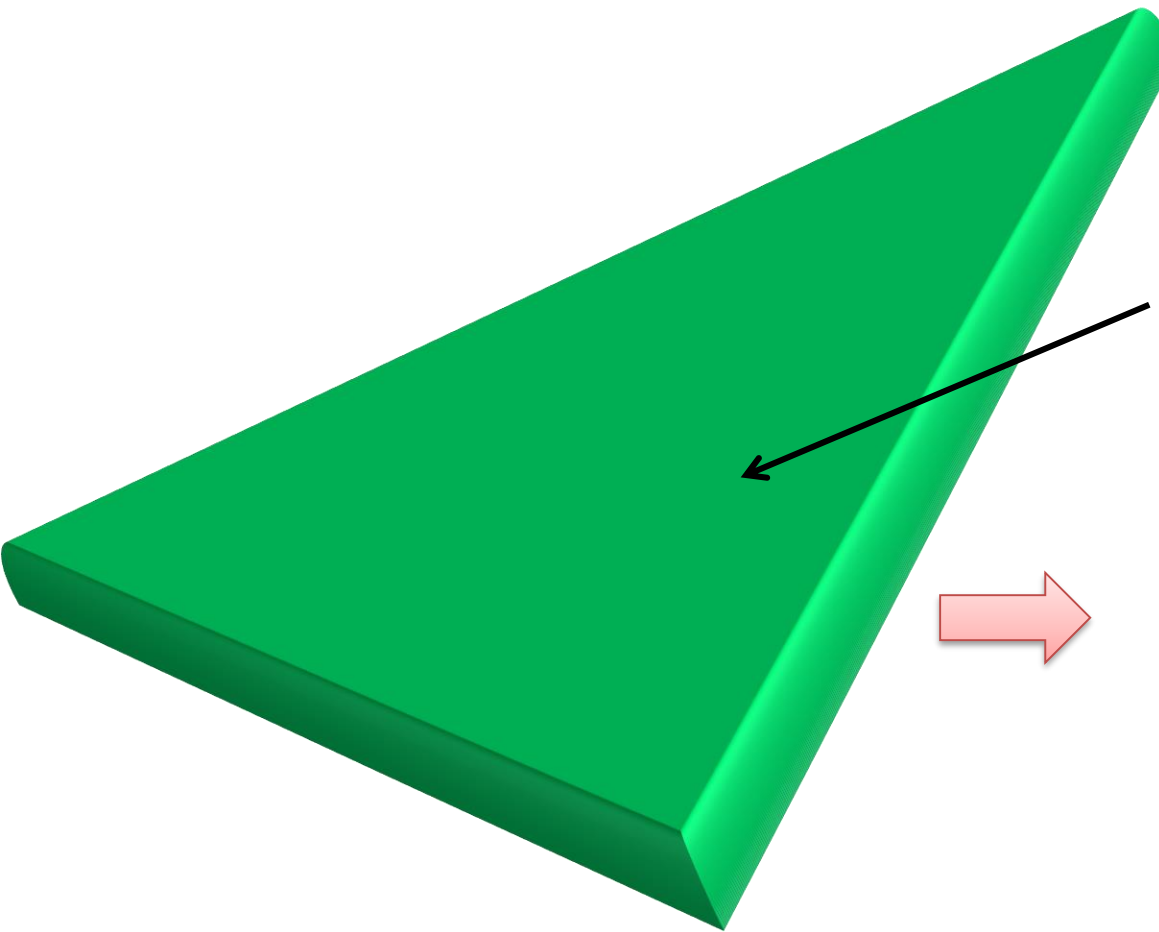| |
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Tier One

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if <u>at least</u> 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. **What exactly do we expect all students to learn ?**
2. **How will we know if and when they've learned it?**
3. **How you we respond when some students don't learn?**
4. **How will we respond when some students have already learned?**

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	☐	☐	☐
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	☐	☐	☐
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	☐	☐	☐
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	☐	☐	☐
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	☐	☐	☐
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐	☐	☐
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	☐	☐	☐
Independent Application	Do students have sufficient opportunities to practice new skills independently?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	☐	☐	☐
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	☐	☐	☐

Academic Behaviors
Checklist
(Skillstreaming, Research Press)

Behaviors	Present	Absent
Following Directions		
Verbal Participation		
Asking a Question		
Setting a Goal		
Completing Work		
Ignoring Distractions		
Making Corrections		
Sharing		
Asking for Help		
Taking Turns		
Accepting Correction		
Accepting Praise		
Giving Praise		
Self-Monitoring		
Self-Instruction		
Raising Hand		

Quick Table Top
Respond to the Survey

- In your school setting (or you district guidelines and expectations), how do you "define" core (Tier 1) instruction.
  - It is what "everyone" gets—whatever that is?
  - It sets the standard of performance for ALL students?
  - It determines the scope, sequence and pacing for ALL instruction?
  - None of these?

TIER II: *Supplemental, Targeted*

Tier II

For approx. 20% of students

Core

+

Supplemental

…to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. **Where are the students performing now?**
2. **Where do we want them to be?**
3. **How long do we have to get them there?**
4. **How much do they have to grow per year/monthly to get there?**
5. **What resources will move them at that rate?**

Intensifying Instruction

- Time
  - More time, more practice and rehearsal, more opportunity for feedback
  - Typically, up to 50% more than Tier 1 for that content

- Focus
  - Narrowing the range of instruction
    - Reading: 5 Big Ideas, SOME of the 5 Big Ideas

- Type
  - More explicit, more frequent, errorless

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.

- **Focus** of instruction *(the What)* – work in vocabulary, phonics, comprehension, etc.

- **Format** of lesson *(the How)* – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.

- **Size** of instructional group – 3, 6, or 8 students, etc.

- Use **data** to help determine the 3 Fs and 1 S *(the Why)*

- Provide **professional development** in the use of data and in the 3 Fs and 1 S

Tier 2:
Curriculum Characteristics

- Standard protocol approach
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- On average 50% more time than Tier 1 allocation for that subject area
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Quick Table Top

- In your school setting (or you district guidelines and expectations), how do you "define" supplemental (Tier 2) instruction.
  - Is it an intervention focused on a need shared by a group of students?
  - Is it standards aligned?
  - Is it "paced" with Tier 1 pacing?
  - Is progress monitoring included?
  - None of these?

TIER III:
Intensive, Individualized
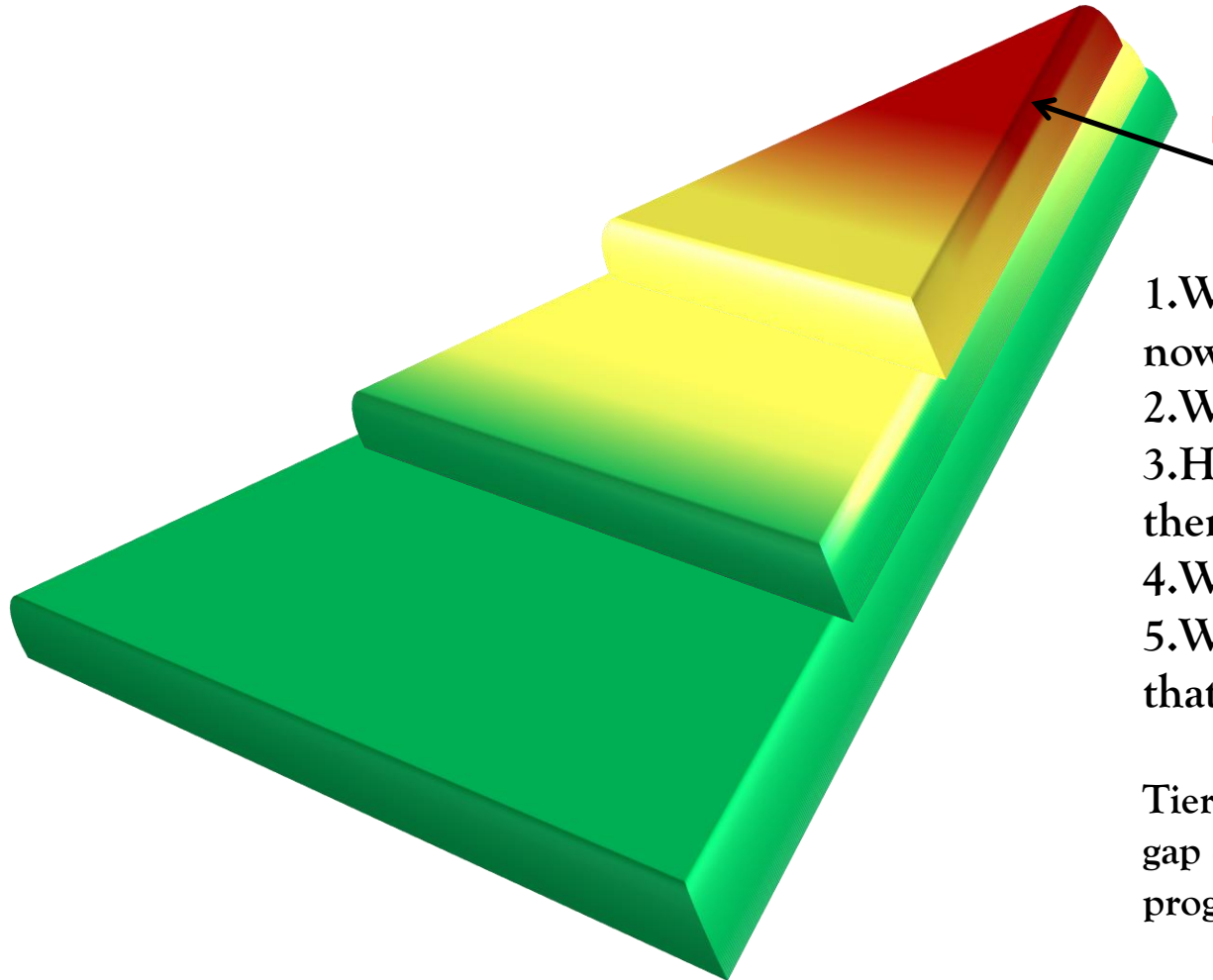
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Ways that instruction must be made more powerful for students "at-risk" for reading difficulties.

More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

skill

Intensive Instruction

- Very small group

- Goal: Errorless Learning
  - Sufficient preparation and scaffolding is provided to ensure that the student responds correctly—whatever level is required.

  - Gradual release of scaffolding occurs as the student becomes more proficient in producing a correct response.

Quick Table Top

- In your school setting (or you district guidelines and expectations), how do you "define" intensive (Tier 3) instruction.
  - It is intensive (Tier 3) instruction significantly different from Tier 2—not just "more"?
  - It is standards aligned?
  - It is "paced" with Tier 1 pacing?
  - The intervention is determined by individual student problem-solving/diagnostics
  - None of these

Characteristics of Specially Designed Instruction

- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress

- Designed specifically for an individual student following individual problem-solving

- Could be implemented in Tiers 1, 2 and/or 3

- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols

Quick Table Top

- In your school setting (or you district guidelines and expectations), how do you "define" specially designed instruction?
  - It is evidence based for the type of disability the student demonstrates?
  - IEPs are standards-aligned, not just "deficit focused"
  - It is "paced" with Tier 1 pacing?
  - It is held to the same standards as for other students at the same grade level?
  - None of these?

Powerful Instruction

- Time
  - Students who are behind need MORE time with quality instruction
- What
  - Students who are behind need MORE opportunities to respond (OTR)
  - Pre-teach, Review, Reteach
  - Focus on skills that are barriers to access
  - Type of instruction evidence-based for need
  - More positive feedback (3:1 or greater)
  - High Probability Sequences (HPS)

Powerful Instruction

- Who
  - Individual or individuals who have the skills AND can collaborate to integrate their instruction, pacing and materials.

- Where
  - It really does not matter if the Time, What and Who have been addressed

Quick Table Top

- Does your school/district have consensus and a common practice (policy) for intensifying instruction?
  - Yes, the school/district has a guideline for intensifying instruction?
  - No, this is done at the school level but consensus exists on how to do it.
  - No, there is no agreement on a "standard" way to intensify instruction.