

For Discussion...What are your thoughts and the recommendations of the MTSS team?

Remember Mrs. Locke and Miguel?

BACKGROUND:

Name: Miguel

Age: 6

Grade: 1st

ELL: Limited English Proficient (LEP) (Spanish native language)

INTRODUCTION:

Mrs. Locke, a first grade teacher at Fairview Elementary School, has been teaching for three years, both in the profession and at this elementary school. She attends professional development regularly and is striving to achieve her reading endorsement. There are five members of the first grade team comprised of two veteran teachers and three teachers with five years or less in the profession. At one of the initial MTSS school-based meetings, scheduled bi-weekly, Mrs. Locke brought up her concerns, including data re: reading about Miguel, to this meeting.

Based upon the data presented by Mrs. Locke and discussed at the initial Problem Solving meeting as part of their schools Response to Intervention/Multi-tiered System of Supports process, the PS Team concluded that Miguel required Tier 2 support beyond the Tier 1 core instruction. He attended a small group during a “Walk to Intervention” time that included the following instruction/intervention as described below:

Intervention: *Coordinated Instruction Routine:*

- *Phonemic Awareness – blending and segmenting*
- *Letter-Sound Correspondences – consonants, short vowels, r-controlled vowels, endings (ed/ing)*
- *Dictation - Spelling*
- *Decodable text*
- *Word review*
- *High frequency words*
- *Fluency using decodable text*
- *Comprehension – oral retelling and making predictions*

Time: 5 days per week for 40 minutes

Group: 4 first grade students

Provider: Reading Intervention teacher

Instruction: By the end of January the group had received 60 intervention sessions



After three weeks of intervention, the following progress monitoring data were collected:

Progress Monitoring DIBELS Nonsense Word Fluency Assessment		
Date	# of correct letter sounds	# of words blended correctly
10/2	12	0
10/20	9	1
11/20	24	2
12/18	38	8
2/10	25	7
Progress Monitoring FAIR Oral Reading Fluency Passages		
Date	# words per minute	Accuracy
11/12	15	79%
2/10	21	81%

Miguel FAIR Assessment Period 2	
<i>Probability of Reading Success</i>	<i>50%- Yellow Success Zone</i>
<i>Measure</i>	<i>Score</i>
Reading Comprehension Passage Read	1.1
Reading Comprehension % Accuracy	91%
Fluency (words correct per minute)	24
Explicit Comprehension Questions	2
Implicit Comprehension Questions	1
Letter Names	26/26, ME (Met Expectation)
Letter Sounds	26/26, ME
Phoneme Blending	10/10, ME
Phoneme Deletion-Initial	3/5, BE
Phoneme Deletion-Final	5/5, ME
Word Building-Consonants	5/5, ME
Word Building-Vowels	5/6, ME
Word Building-cvc/cvce	5/6, ME
Word Building-Blends	Administrative Stop
Classroom Based Assessment	
Developmental Reading Assessment	Instructional Level 6

Discussion: *Discuss the intervention design and implementation.*

- ★ What are Miguel's intervention needs based on the problem?
- ★ What resources may be needed? (e.g., personnel, materials, time)
- ★ Who would be the most appropriate provider?
- ★ What progress monitoring data would need to be collected to determine appropriate response to intervention?
- ★ What steps need to occur next for Miguel?
- ★ When would the PS team need to reconvene?

Summarize and conclude is Miguel's intervention providing the needed support and what data proves or disproves those conclusions?