MTSS & Intensive Intervention: Improving Reading Gains for All Learners

(by CSI Task Force Leaders)

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University of Central Florida
To Meet this Goal to Improve Literacy Gains for Students….We NEED CSI*!

*Comprehensive Strategists and Interventionists
What teachers do matters:
- when they monitor their impact and use that information to inform instruction and intervention;
- when they reject institutional practices that harm learning; and
- and, best of all, when they make literacy learning visible to their students, so students can become their own teachers.

Fisher, Frey, & Hattie, 2016, p. 167
Advance Organizer

- Discuss common language and understandings about policies and practices to meet needs of students with and without disabilities within the Multi-Tiered System of Support (MTSS) (formerly Response to Intervention-RTI);

- Describe and implement instruction and intensive interventions within classrooms and schools to teach students, including students with disabilities, to rigorous new standards; and

- Share and discuss strategies and resources.
Learning Goal: Participants will be able to intensify instructional strategies to improve outcomes for students with and without disabilities.

<table>
<thead>
<tr>
<th>Scale of Understanding</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Identifier</strong></td>
<td>I can identify the problem, but I’m not sure of any strategies to meet the needs of students who struggle learning content in my classroom.</td>
</tr>
<tr>
<td><strong>Analyzer</strong></td>
<td>I recognize the need for more instructional approaches and strategies to intensify interventions for students who are underperforming.</td>
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<tr>
<td><strong>Solver</strong></td>
<td>I can use the instructional strategies and resources to identify instructional needs to support my students and to improve outcomes.</td>
</tr>
<tr>
<td><strong>Adjuster</strong></td>
<td>I can adjust and intensify instruction and interventions to meet the needs of my most struggling students, as needed.</td>
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Meet Mrs. Locke…

“I finished a whole group instruction lesson with my students and they were now working independently for more practice on identifying the important features of their reading. Some of my students worked diligently, while others seemed uninterested or disengaged. Seeing some students appear confused and unmotivated about the lesson made me think about the MTSS workshop I attended yesterday. The presenter talked about evidence-based core instruction, differentiated instructional practices, tiers, interventions, UDL, and progress monitoring and about what we were or were not doing in our classrooms to meet my students’ needs.”

“How do I begin?”
Our Current Reality….
What has impacted our current role?

Curriculum
- Your Current Reality
- Florida State Standards

Policy
- Your Current Reality
- Reading Intervention; SB 850; etc.

Teaching and Learning
- Your Current Reality
- Diverse Student Populations

LET’S BRIEFLY DISCUSS ONE AT A TIME!
Florida Standards and Access Points

(FDOE, 2014)

- **Common Core State Standards:**
  - Designed to provide consistent, clear understanding of relevant and rigorous learning standards-National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)

- **Florida Standards:**
  - Replaced CCSS were replaced by the “Florida Standards” approved by the Florida State Board of Education on February 18, 2014 based on 4 public forums, with 19,000 comments

**Access Points:**
- Academic expectations for students with significant cognitive disabilities embedded in the FL. Standards with reduced levels of complexity and assessed with FL Alternate.
College and Career Ready Descriptors (wordle.net)
With increased inclusion of students in classrooms, knowledge and skills must include:

- Specific content
- Collaborative skills
- Accommodations to general education curriculum (e.g., Universal Design for Learning, technology, etc.)

Increased accountability for student outcomes

Process of assessment and effective instruction and interventions (RTI; MTSS)
Recent Related FDOE Policies

1. K-12 Student Reading Intervention Requirements
   - 6A-6.054 – “Students who exhibit substantial deficiency in reading based upon locally administered assessments”
   - HB 7069 amends earlier legislation

2. Senate Bill 850
   - Enacted 2014
   - “Early warning system” for students based on data

3. Specially Designed Instruction TAP
   - Clarifies IDEA, 2004 related to instruction for SWDs
   - Specialized instruction within MTSS tiers
Overview of FDOE Policies

1. K-12 Student Reading Intervention Requirements-
   REVISED-(HB 7069)

2. Senate Bill 850

3. Specially Designed Instruction-Technical Assistance Paper-TAP

CONTENT TO SUMMARIZE

INSTRUCTIONAL STRATEGIES-READING

- Cooperative Learning-Jigsaw (Kagan, 2012) (Hattie, #28)
  - EACH individual/group selects critical words from FL policy 1, 2 OR 3.

- Content Enhancement / Graphic Organizer (Deshler, 2010) (Hattie, #27)
  - EACH individual/group organizes information visually.
1. K-12 Student Reading Intervention Requirements
   - 6A-6.054 – “Students who exhibits substantial deficiency in reading based upon locally administered assessments”
   - Amends earlier legislation

2. Senate Bill 850
   - Recently enacted (2014)
   - One section discusses “early warning system” for students based

3. Specially Designed Instruction TAP
   - Clarifies IDEA, 2004 related to instruction for SWDs
   - Specialized instruction within MTSS tiers.
District school boards shall prioritize allocation of remedial and supplemental instructional resources to K-3 students with a substantial deficiency in reading.

Parents of students with a substantial deficiency in reading must be notified in writing that the student has a substantial deficiency in reading. The notification and plan must include:

- A description and explanation, in terms understandable to parents, of the exact nature of the student’s difficulty in learning and lack of achievement in reading
- Intensive interventions that will be provided
- A read-at-home plan that includes multisensory strategies must be provided, as well.

The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students who receive a good cause exemption from retention.
What do you know about Response to Intervention/ Multi-Tiered System of Support?
Every Student Succeeds Act (ESSA, 2016)

**ESSA** stated that to “increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities and English Learners (ELs), the use of multi-tier systems of support and positive behavioral intervention and supports” was necessary to help students “meet the challenging academic standards” (Section 2103(b)(3)(F)(ESSA)).
MTSS
Under the Umbrella

Tier III - intensive
Tier II - targeted
Tier I - core

Teamwork
Professional Development

School & Community Collaboration
Parental Action
Curriculum Design

Positive Behavior Intervention & Support

CEDAR Center, 2015
Federal Legislation

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 specifies:

- Special education means *specially designed instruction*, at no cost to the parents, to meet the unique needs of a child with a disability.
- Students with disabilities are to be considered first and foremost as *general education students*.
Goals of RtI in Florida
(Multi-Tiered System of Support-MTSS)

Ensure that students’ difficulties are not due to lack of instruction.

Implement evidence-based instruction and interventions based on individual needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.

Provide *early* intervention for students who need it as early as possible.

Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress and using data within the problem-solving process.
Money in the Policies and Practices

- RTI-Improved student outcomes (Hattie #3 ES 1.07)
- Use of data (Formative assessment) (Hattie #5 ES .90)
- Use of evidence-based interventions (Hattie #8 ES .77)
- Effective instruction (Direct) (Hattie # 29 ES .59)
- Early intervention and prevention (Hattie #58 ES .47)
Three Tiered Model of School Supports

These students get these tiers of instruction in order to meet FL Standards.
ACADEMIC and BEHAVIOR SYSTEMS

**Tier 3: Intensive, Individualized Interventions & Supports**
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention aligned with Tier 1 & 2 academic and behavior instruction and supports.

**Tier 2: Targeted, Supplemental Interventions & Supports.**
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum

**Tier 1: Core, Universal Instruction & Supports.**
*Instruction and support provided to all students in all settings.*
A Conceptual Framework for MTSS

Increasingly Intensive Instructional Interventions

Core Instruction

Specially Designed Instruction

High Need

Level of support required for success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
What do you already KNOW about data-based individualization and intensive intervention?

What does this mean to you in your current role within MTSS?
Why is Intensive Intervention Important?

Long Story Short Why Is Intensive Intervention C...
Data-Based Individualization:

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.
ALL students receive Tier 1 services.

The three tiers of service are stacked resources so that they are layered and aligned with each other.
What are components and examples of effective instruction within any of the tiers?
What is Effective Instruction?

- John Hattie (2009) provides synthesis of 800+ meta-analyses relating to achievement
- Uses effect sizes (Cohen’s d) to provide common metric for evaluating the magnitude of research outcomes across multiple types of outcome variables
  - .2\(\geq\) small effect (what student could achieve with no schooling)
  - .4 = medium effect
  - .6 = large effect
- Typical teacher effects d=.20-.40
- d=.40 is average effect and is “standard for minimum success”
  - Students who do not achieve at least .40 improvement in a year are going backwards
<table>
<thead>
<tr>
<th>Structural Factors</th>
<th>ES</th>
<th>Teaching Approaches</th>
<th>ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Size</td>
<td>.43</td>
<td>Formative Evaluation</td>
<td>.90</td>
</tr>
<tr>
<td>Class Size</td>
<td>.21</td>
<td>Reciprocal Teaching</td>
<td>.74</td>
</tr>
<tr>
<td><strong>Teacher Contributions</strong></td>
<td>ES</td>
<td>Feedback</td>
<td>.73</td>
</tr>
<tr>
<td>Teacher With-it-ness</td>
<td>1.42</td>
<td>Spaced vs Mass Practice</td>
<td>.71</td>
</tr>
<tr>
<td>Feedback on Behavior</td>
<td>1.0</td>
<td>Meta-Cognitive Strategies</td>
<td>.69</td>
</tr>
<tr>
<td><strong>Group Contingency Strategies</strong></td>
<td>.98</td>
<td>Self-Verbalization &amp; Self-Questioning</td>
<td>.64</td>
</tr>
<tr>
<td>Discipline Intervention</td>
<td>.91</td>
<td>Teaching Strategies</td>
<td>.60</td>
</tr>
<tr>
<td><strong>Teacher-Student Relationships</strong></td>
<td>.87/.72</td>
<td>Direct Instruction</td>
<td>.59</td>
</tr>
<tr>
<td>Tangible Recognition</td>
<td>.82</td>
<td>Mastery Learning</td>
<td>.58</td>
</tr>
<tr>
<td>Stated Behavior Expectations</td>
<td>.76</td>
<td>Concept Mapping</td>
<td>.57</td>
</tr>
<tr>
<td>Teacher Clarity</td>
<td>.75</td>
<td>Inductive Teaching</td>
<td>.33</td>
</tr>
<tr>
<td>Class Management</td>
<td>.52</td>
<td>Inquiry-Based Teaching</td>
<td>.31</td>
</tr>
<tr>
<td><strong>Teaching Approaches</strong></td>
<td>ES</td>
<td>Homework</td>
<td>.29</td>
</tr>
<tr>
<td>Teaching Problem Solving</td>
<td>.61</td>
<td>Problem-Based Learning</td>
<td>.15</td>
</tr>
<tr>
<td>Goals</td>
<td>.56</td>
<td>Student Control Over Learning</td>
<td>.04</td>
</tr>
</tbody>
</table>
Case Study

Using Data To Make Decisions For Student Intervention

Elementary

Use the data provided to create an intensive intervention plan for your student.
Tier I: Curriculum and Instruction

What about Ms. Locke’s classroom instruction?

Tier I - Assessment
Benchmark Assessment
Universal Screening-District
Curriculum-based Assessments

Tier I - Core Instruction
Whole-class Instruction
Differentiated Instruction and Accommodations
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 outcomes for majority of students.

**Tier I:** Effective if *at least* 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 visible literacy curriculum.
Ms. Locke is meeting with the members of her school’s Problem Solving Team.

Discuss the Questions.

Share your ideas, resources, and knowledge to suggest to Ms. Locke.
Effective Instruction in Reading

- **Screen students** for reading related skills at the beginning of the year and again in the middle of the year who display concerns.

- Regularly **monitor the progress** of students at risk at each grade level.

- **Differentiate** reading instruction.
Differentiating Instruction

- The goal of a differentiated classroom are maximum growth and individual success.

- Customized to the way individual students learn and how each student is reliably assessed.

- The teacher adjusts content, process, and product in response to students’ readiness, interests, and learning profile.

- Students and teachers are collaborators.

- Flexibility is the hallmark of a differentiated classroom.

Tomlinson, 2001
Differentiated Instruction

“...allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students’ needs.”

~Hall, Strangman, & Meyer, 2003

Why do we differentiate?
How do we differentiate?
Curriculum Resources - Access Points

Mission: To provide resources that facilitate the teaching and learning of Access Points.

Key:
- CM - Content Module
- EC - Element Card
- CR - Curricula Resource Guide
- IF - Instructional Family
- Ele - Elementary
- MS - Middle School
- HS - High School
- RI - Reading Informational
- RL - Reading Literacy

Instructional Families:
- Reading Literacy IF
- Read Foundational IF
- Vocabulary Acquisition IF
- Reading Informational IF

Content Modules:
- Vocabulary CM
- Authors Purpose CM
- Expository Writing CM
- Persuasive Writing CM
- Text Structure CM
- Main Idea & Theme CM
- Summarizing & Inferring CM

Element Cards:
- EC K-2 Inform. Text
- EC 3-5 Inform. Text
- EC 6-8 Inform. Text
- EC 9-12 Inform. Text
- EC K-2 Literary Text
- EC 3-5 Literary Text
- EC 6-8 Literary Text

Curricula Resource Gd:
- CR Vocabulary
- CR Read Inform. Texts
- CR Guide Read Literacy
- CR Guide Writing

https://acessstofls.weebly.com/ela-resources.html
Resources in Differentiated Instruction
https://iris.peabody.vanderbilt.edu/module/di/
Universal Design for Learning-UDL
Universal Design for Learning

Universal Design for Learning is an approach that honors neural diversity with principles that provide options for representation, action/expression and engagement when teaching or assessing students.

The use of those principles help students become expert learners who are knowledgeable, resourceful, strategic, goal directed, purposeful and motivated.
Universal Design for Learning

- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that are flexible approaches that can be customized and adjusted for individual needs by:
  - designing curriculum,
  - shaping instruction,
  - selecting instructional materials/technology, and
  - developing assessments that provide greater access to learning for all students.

- [http://www.cast.org/](http://www.cast.org/)
UDL Principles provide:

- Multiple means of **Representation** = Flexibility in the way information is presented = More Ways to **Access**

- Multiple means of **Action and Expression** = Flexibility in the way students demonstrate their understanding = More Way to **Demonstrate Learning**

Multiple means of **Engagement** = Flexibility in the way students are engaged in what they are learning = More Ways to **Participate**

Share our Ideas....
### Universal Design for Learning Guidelines

<table>
<thead>
<tr>
<th>I. Provide Multiple Means of Representation</th>
<th>II. Provide Multiple Means of Action and Expression</th>
<th>III. Provide Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Provide options for perception</td>
<td>4: Provide options for physical action</td>
<td>7: Provide options for recruiting interest</td>
</tr>
<tr>
<td>1.1 Offer ways of customizing the display of information</td>
<td>4.1 Vary the methods for response and navigation</td>
<td>7.1 Optimize individual choice and autonomy</td>
</tr>
<tr>
<td>1.2 Offer alternatives for auditory information</td>
<td>4.2 Optimize access to tools and assistive technologies</td>
<td>7.2 Optimize relevance, value, and authenticity</td>
</tr>
<tr>
<td>1.3 Offer alternatives for visual information</td>
<td></td>
<td>7.3 Minimize threats and distractions</td>
</tr>
<tr>
<td>2: Provide options for language, mathematical expressions, and symbols</td>
<td>5: Provide options for expression and communication</td>
<td>8: Provide options for sustaining effort and persistence</td>
</tr>
<tr>
<td>2.1 Clarify vocabulary and symbols</td>
<td>5.1 Use multiple media for communication</td>
<td>8.1 Heighten salience of goals and objectives</td>
</tr>
<tr>
<td>2.2 Clarify syntax and structure</td>
<td>5.2 Use multiple tools for construction and composition</td>
<td>8.2 Vary demands and resources to optimize challenge</td>
</tr>
<tr>
<td>2.3 Support decoding of text, mathematical notation, and symbols</td>
<td>5.3 Build fluencies with graduated levels of support for practice and performance</td>
<td>8.3 Foster collaboration and community</td>
</tr>
<tr>
<td>2.4 Promote understanding across languages</td>
<td></td>
<td>8.4 Increase mastery-oriented feedback</td>
</tr>
<tr>
<td>2.5 Illustrate through multiple media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Activate or supply background knowledge</td>
<td>6.1 Guide appropriate goal-setting</td>
<td>9.1 Promote expectations and beliefs that optimize motivation</td>
</tr>
<tr>
<td>3.2. Highlight patterns, critical features, big ideas, and relationships</td>
<td>6.2 Support planning and strategy development</td>
<td>9.2 Facilitate personal coping skills and strategies</td>
</tr>
<tr>
<td>3.3 Guide information processing, visualization, and manipulation</td>
<td>6.3 Facilitate managing information and resources</td>
<td>9.3 Develop self-assessment and reflection</td>
</tr>
<tr>
<td>3.4 Maximize transfer and generalization</td>
<td>6.4 Enhance capacity for monitoring progress</td>
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</table>

**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**
Multiple Means of Representation

- Use text-to-speech software to convert text to audio to support readers who lack decoding skills: [http://udl-toolkit.cast.org/demo/reading?2&loc=features.xml_l346](http://udl-toolkit.cast.org/demo/reading?2&loc=features.xml_l346) (Links to an external site.)

- Color-code supporting detail and main idea statements with digital highlighter on projected text:

  - [http://udl-toolkit.cast.org/demo/reading?1&loc=features.xml_l96](http://udl-toolkit.cast.org/demo/reading?1&loc=features.xml_l96) (Links to an external site.)
Multiple Means of Action/Expression

- Use Multimedia response areas to provide learners options of answering by audio recording, drawing pictures, uploading content or typing.
  

- Use the rate it buttons or response cards to respond to the strength of the details in support of the main idea [http://udl-toolkit.cast.org/demo/reading?6&loc=features.xml_l126](http://udl-toolkit.cast.org/demo/reading?6&loc=features.xml_l126) (Links to an external site.)

- Students can create digital “collections” of their learning to provide evidence of their advancement along the scale of understanding. [http://udl-toolkit.cast.org/demo/reading?7&loc=features.xml_l55](http://udl-toolkit.cast.org/demo/reading?7&loc=features.xml_l55) (Links to an external site.)
Multiple Means of Engagement

- Use “my questions” feature in digital text to help students engage in the text and self-regulate comprehension [http://udl-toolkit.cast.org/demo/reading?8&loc=features.xml_l139](http://udl-toolkit.cast.org/demo/reading?8&loc=features.xml_l139) (Links to an external site.)

- Allow students to backchannel with a “whiteboard” application to promote engagement [http://udl-toolkit.cast.org/demo/reading?10&loc=features.xml_l83](http://udl-toolkit.cast.org/demo/reading?10&loc=features.xml_l83) (Links to an external site.)

- Use student response systems or poll everywhere to check students present level of understanding on the scale in relation to the learning goal [http://www.polleverywhere.com/](http://www.polleverywhere.com/) (Links to an external site.)
UDL GUIDELINES and RESOURCES

- http://www.udlcenter.org/implementation/examples
UDL and Lesson Planning Work Together

- Curriculum (goals, methods, materials, and assessments) designed using UDL puts an emphasis on creating effective, flexible goals.
- The Florida Standards provide an important framework for thinking about what goals should be taught.

UDL Lesson Builder
PLAN YOUR WORK....WORK YOUR PLAN!!!

- Thoughtfully consider so many variables within the complex system of a classroom.
- Learn and practice “new” innovations within a lesson.
- Add/revise previous plans based on student outcomes and/or new students and their needs.

Content and discussions for:
- Lesson Study
- Professional Learning Communities
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEAR THE PATH FOR EVERYONE!
Resources-Evidence-based Practices

- Florida Center for Reading Research
  - www.fcrr.org
- Center for Evidence-Based Practices
  - http://www.evidencebasedpractices.org
- International Literacy Association
  - https://www.literacyworldwide.org/get-resources
- Access Center
  - www.k8accesscenter.org
- What Works Clearinghouse
  - http://www.w-w-c.org
- IRIS Center of Vanderbilt University
  - www.iris.peabody.vanderbilt.edu/
- Intensive Interventions Center
  - www.intensiveintervention.org/
- National Research Center for Learning Disabilities
  - www.nrclld.org
- Visible Learning for Literacy
  - https://resources.corwin.com/VL-Literacy/student-resources/chapter-1
Core Components of Curriculum and Instruction

A continuum of instructional approaches and accommodations to differentiate to meet individual student needs within whole class to meet each student’s instructional needs to master the content.

Instructional Approaches include:

1. Differentiated Instruction
2. Universal Design for Learning (UDL)
3. Progress Monitoring
4. Interventions, Accommodations, and Modifications
Progress Monitoring
Selection of Appropriate Data

- Directly related to academic or behavior goal
  - Benchmark data related to grade level standards
  - Discipline referrals related to academic engaged time
- Easily measured
- Collected frequently
- Sensitive to small changes in behavior

Share our Ideas.....
Measure Response to Intervention

- Determine a progress monitoring and support schedule.
- Interpret and communicate results.
- Decide if adjustments are needed if the intervention plan is not yielding the expected results.
Sources of Data:

**Tier 1**
- State Assessments
- Universal Screening
- Benchmark
- District-Wide Assessments
- Common Assessments

**Tier 2 and 3**
- Benchmark Data
- Small Group and/or Individual Student
- Diagnostic Assessments
- Progress Monitoring Data

**http://www.intensiveintervention.org/chart/progress-monitoring**
What is Ms. Locke already doing in her class/school that:
1. Actively engages students;
2. Differentiates based upon student data;
3. Uses technology and principles of UDL; and
3. Uses evidence-based interventional practices?

TAKE 5 MINUTES!
http://players.brightcove.net/268012963001/default_default/index.html?videoid=4798355018001
Case Study

Using Data To Make Decisions For Student Intervention

Elementary

Use the data provided to create an intensive intervention plan for your student.
Tiers II/III: Intervention/Support

What about in Ms. Locke’s classroom?

**Tier II - Assessment**
- Curriculum-based Assessments
- Classroom Observations
- Intervention Data (peer group comparison)

**Tier II - Targeted Interventions**
- Targeted Group Interventions
- Differentiated Instruction
- & Small Groups to Increase Intensity and Duration (e.g., Tutoring, Supplemental Resources, etc.)

**Tier I Assessment**

**Tier I - Core Interventions**
Tier II: Implementing well researched, intervention programs and practices demonstrated to produce outcomes for students.

Where are the students performing now? What is the instructional goal? How long do we have to get them there? How much do they have to grow per year/monthly to reach the goal? What resources are needed to move them at that rate?
Ms. Locke is meeting with the members of her school’s Problem Solving Team.

Discuss the Questions.

Share your ideas, resources, and knowledge to suggest to Ms. Locke.
Effective Instruction in Reading  Tier 2

- Provide up to 3 foundational reading skills to students who scored below benchmark on universal screening data.

- Instruction systematic, highly explicit and interactive on reading skills (phonemic awareness, decoding, fluency and vocabulary).

- Small group instruction in homogeneous groups for 20-40 minutes for 3 to 5 days a week.

- Carefully monitor progress of students at least once a month.

- Ensure ongoing progress monitoring data to regroup students after six weeks.
Intensify Instruction
Additional Supports and Interventions

- Accommodations
- Modifications
- Resources and supports
- Interventions

Chat About it...

Share our Ideas....
HB 7069: District Level Policy

- Districts shall provide students who are retained a highly effective teacher, and, by July 1, 2020, retained students shall be provided with a teacher who is certified or endorsed in reading.
- School districts must establish at each school an intensive acceleration class for students retained in grade 3 or in earlier grades as well. These students must be provided:
  - Uninterrupted reading instruction for majority of student contact time
  - Small group instruction
  - Reduced student teacher ratios
  - The use of explicit, systematic, and multisensory reading interventions
  - The use of a speech-language therapist if necessary
  - Read-at-home plan.

- Districts must annually report to parents whose student is provided an intensive intervention the response to the intervention.
What do you already KNOW about data-based individualization and intensive intervention for Tier 2 and Tier 3?

What resources are used within your school and district to intensify instruction?
TIER III: Intensive, Individualized

Tier III
For Approx. 5% of Students
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.
Tier 3 Instruction

- Problem solving focus is on individual student
- Reduction/elimination of barriers
- If time IS NOT increased, there ARE NOT Tier 3 supports occurring
- Guided practice is an absolute
- Corrective feedback is vital
- Reduction of error rates through intense practice and pre-teaching
- Do students see the connection to core?
- Provide instruction so that inaccurate responses are not possible
  - Reduce error rate in responding
  - Neuro-chemical memory of incorrect response
  - Need greater than 1:1 response
  - Automatize
Intensify Instructional Delivery

- Model with clear and detailed explanations
- Concrete learning opportunities (pictures, graphics, manipulatives, think-alouds)
- Tasks broken down into small steps
- Instruction broken down into simple segments
- Step-by-step strategies
- Support reduced over a period of time
- Error correction with increased opportunities

Center on Instruction, p.20
Tier III Interventions

- Provide daily intensive targeted reading instruction to few students (even one-on-one)
- Ensure feedback based on responses, teach to mastery, and plan instruction with instructional sequence
- Implemented concentrated instruction focused on a small, but targeted set of reading skills
- Schedule multiple and extended instructional sessions
  - May require up to 30 more repetition as peers
- Include opportunities for extensive practice and high quality feedback
- Plan and individualize Tier 3 instruction using input from school based team
- Ensure mastery of reading skill or strategy prior to moving on
  - From Center on Intensive Interventions, 2015
Matching Resources to Need

- Most experience specialized experts who have strong technical skills.
- Experts in analyzing multiple forms of data and using those data to make accurate instructional decisions.
- Buy in to ensure effective resources are utilized for the small number of students.

National Center on Intensive Intervention (October 2013)
http://www.intensiveintervention.org/intervention-adaptation
Implications for Intensive Intervention

- Students have the most persistent and severe learning and behavioral challenges.

- Not a one-size-fits-all approach to learning.

- For students who do not respond to traditional forms of instruction and intervention that are effective for the majority of peers.

National Center on Intensive Intervention (October 2013)
What Does It Look Like?

- Decisions made using a data-based, problem-solving process
- All problem-solving considers academic and behavior (student engagement) together in the context of universal design
- A school-based team is responsible for monitoring student performance to determine overall “health” of the school environment
- Parents are engaged in the problem-solving and instruction/intervention process
Intensive vs. Specially Designed

- **Intensive instruction:**
  - Most time we can provide
  - Narrowest focus
  - Designed to overcome barriers (e.g., loss of opportunity, lack of sufficient instructional time, background, language) that are *not the result of a disability*

- **Specially Designed Instruction**
  - Designed to reduce or eliminate the barriers *related to a disability*
Interventions, Accommodations, and Modifications
Fair ≠ Same

Accommodations and Modifications: How are they the same and different?
What are Accommodations?

Changes to **HOW** the content is:

1) taught
2) made accessible
3) assessed

Accommodations do not change what concepts the student is expected to master. The **objectives** of the course **remain intact**.
What are Modifications?

- Changes to **WHAT** is being taught.
- Content is modified.
- **Complexity level** or number of key concepts to be mastered are **reduced**.
Modification Accommodation

**“What”**
- Access Points
- Reduced complexity

**“How”**
- Student specific Changes
- Legally Bound by IEP

**Florida Standards**
- Same learning goal

Process with a Partner and Record New Knowledge by Examining Similarities and Differences!

Service Delivery Options

LOW Support  MODERATE Support  HIGH Support

Out-of-Class Supports  In Class Supports  Specialized Instruction

CONSULTATION  SUPPORT FACILITATION  CO-TEACHING  RESOURCE  SELF-CONTAINED

ACCOMMODATIONS

Least Restrictive  Most Restrictive

My Accommodations

**Presentation**
- *Read aloud by person
- *Directions repeated and clarified
- Visual cues - colors, highlighting
- Preview of vocabulary or key points
- Advance organizer
- Explicit verbal or visual cues
- Note-taking assistance

**Response**
- *Scribe to record dictated responses
- *Voice recognition software—speech-to-text
- *Monitor answer space
- *Increased wait time
- *Special paper—gridded paper for computation
- Word processor with spell check

**Setting**
- *Small group testing environment
- *Preferential seating near speaker
- Checklist of required materials and tools
- Binders and folders—color coded
- Word processor with spell check

**Scheduling**
- *Extended time
- *Breaks
- Assignments separated into parts
- Peer buddy assistance with planner
- Checklist of individual responsibilities

* Indicates an accommodation that is available on state and district assessments.
## Accommodations Documentation

### Key and Guiding Questions

Accommodation Status: **I** = IEP Mandated  **T** = Trial  **Effect:**  **P** = Positive Effect  **N** = No Effect/Negative Effect

Consider the following guiding questions when classifying the effect of each accommodation as positive or negative. If the accommodation has a positive effect, then it is doing what was intended. If the answer to any question is "N", then troubleshooting is needed to find out why the accommodation is not working as planned.

1. Did the student regularly use the accommodation(s)?
2. Was the student able to participate fully in the activity with the accommodation?
3. Was the student able to master the objectives of the lesson or course with the accommodations?
4. Did the accommodation help the student feel like a part of the class?

<table>
<thead>
<tr>
<th>Effect of Disability</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>Unable to see standard print, needs enlargement, difficulty understanding language in printed text</td>
<td>Large print materials, Sign language presentation to accompany text for beginning readers</td>
</tr>
<tr>
<td>Unable to see print, uses tactile formats</td>
<td>Braille, Nemeth Braille Code Tactile graphic image, Refreshable braille display</td>
</tr>
<tr>
<td>Tactile</td>
<td></td>
</tr>
<tr>
<td>Unable to see print, unable to recognize or decode printed words, prefers auditory format</td>
<td>Read aloud by person, Recorded books, Screen-reader software—text-to-speech, Equipment with auditory output</td>
</tr>
<tr>
<td>Auditory</td>
<td></td>
</tr>
<tr>
<td>Difficulty seeing standard print, needs enlargement</td>
<td>Magnification equipment, Reduced glare or direct lighting, Minimized visual distraction, Colored overlay filter, Visual cues - colors, highlighting</td>
</tr>
<tr>
<td>Presentation Supports</td>
<td></td>
</tr>
<tr>
<td>Loses place while reading</td>
<td>Blank card to mark place, Card with cut-out window, Ruler or guide to isolate line of text</td>
</tr>
<tr>
<td>Visual Enhancement</td>
<td></td>
</tr>
<tr>
<td>Unable to hold print materials open, difficulty reading on flat surface, unable to hold print materials open, difficulty reading on flat surface</td>
<td>Positioning tools, Tilt-top desk, Page holder</td>
</tr>
</tbody>
</table>
Accommodations Integration Process

1. Identify
2. Plan
3. Implement and Monitor
4. Evaluate
Step 1 - Problem Identification
What's the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Access Points for Students with Significant Cognitive Disabilities

What are access points?
As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, access points reflect the core intent of the Standards with reduced levels of complexity. The three levels of complexity include participatory (P), supported (Su), and independent (In) with the participatory level being the least complex. The new Florida Alternate Assessment will measure student achievement on the access points in Reading, Writing, Mathematics, and Science.

The access points for the Mathematics Sunshine State Standards were developed through the cooperative efforts of writing teams composed of Florida educators and parents under the direction of staff from the Accommodations and Modifications for Students with Disabilities Project, the Accountability and Assessment for Students with Disabilities Project, and the Florida Department of Education.

What criteria are used to determine which students with disabilities should use the Access Points?
The student's individual education plan (IEP) team is responsible for making the determination as to which students will be working on the access points and taking the alternate assessment and which students will be taking the Florida Comprehensive Assessment Test (FCAT). School personnel have been given five guiding questions to use to determine which students will be assessed through the alternate assessment based on the access points. A student's disability category is not the determining factor for which portions of the Standards are used for instruction. If a student is being assessed using the FCAT, he or she should receive instruction using the Standards tested by the FCAT. If the IEP team determines that the student meets the criteria for an alternate assessment, the student will be assessed on the access points.

Which subject areas will include Access Points?
Access points are being developed for core academic areas: Reading, Mathematics, Science, Social Studies, and Health and Physical Education. Other subject areas may be added. You can download copies from the access points section of the export and print documents section of this website.

Example: Grade 5 Mathematics Benchmark and Access Points (Algebra: Big Idea 2)

Benchmark: The student will represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.

In. The student will express, represent, and use fractions including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.

Su. The student will identify the relationship between half and whole.

Pa. The student will respond to a prompt to identify a specified part of an whole.
The central question is not:
“What is causing the problem with the student learning and results?”

**BUT**

“What about the interaction of the curriculum, instruction, environment and learners should be altered so that the students will learn? How do we positively impact teaching that results in improved student learning”

This shift alters everything else!
**Learning Goal:** Participants will be able to intensify instructional strategies to improve outcomes for students with and without disabilities.

<table>
<thead>
<tr>
<th>Scale of Understanding</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Adjuster</strong></td>
<td>I can adjust and intensify instruction and interventions to meet the needs of my most struggling students, as needed.</td>
</tr>
<tr>
<td><strong>3 Solver</strong></td>
<td>I can use the instructional strategies and resources to identify instructional needs to support my students and to improve outcomes.</td>
</tr>
<tr>
<td><strong>2 Analyzer</strong></td>
<td>I recognize the need for more instructional approaches and strategies to intensify interventions for students who are underperforming.</td>
</tr>
<tr>
<td><strong>1 Identifier</strong></td>
<td>I can identify the problem, but I’m not sure of any strategies to meet the needs of students who struggle learning content in my classroom.</td>
</tr>
</tbody>
</table>
So, How Do We Continue this Journey, CSI?

Comprehensive Strategists and Interventionists
Transformational Process

- Short Term Needs
- Evolve
- Long Term Vision

Current Reality

Possibilities
Continuous Professional Learning

How Do We Collaboratively Meet These Goals?

- **DBI Implementation Process**
- Professional Organizations
  - CAST, IRIS Center, Progress Monitoring, CEC, etc.
- School-Based Professional Learning
  - Lesson Studies
  - Professional Learning Communities
- FDOE Educational Resources
  - State organizations (CPALMS, FDLRS, PS-RTI Project, etc.)
- UCF Educational Opportunities
  - PDS Liaisons, Courses, Workshops
ESE Endorsements Tuition Support Program

The University of Central Florida provides financial assistance to exceptional student education teachers who are teaching children with **Pre-K disabilities**, **autism spectrum disorders (ASD)**, or **severe/profound disabilities** in a Florida public school. Additional information is available here: [http://www.education.ucf.edu](http://www.education.ucf.edu)
Master’s Degree in ESE-Intervention Specialist Certificate

The University of Central Florida provides financial assistance to exceptional student education teachers who desire to learn data-based decision-making knowledge and skills as an "Intervention Specialist" in a Florida public school. Additional information is available here: http://www.education.ucf.edu
ESE Endorsements Tuition Support Program

The Bureau of Exceptional Education and Student Services provides financial assistance to exceptional student education teachers who are teaching children with Pre-K disabilities, autism spectrum disorders (ASD), or severe/profound disabilities in a Florida public school. Additional information is available here: http://www.florida-ese.org/asdendorsement/
FUTURE CONSIDERATIONS:

What do the following numbers represent?

- 80-85%
- 20-25%
The greatest privilege is to invent our own future!
(Australian Commission on the Future, 2013)

Thanks for your continuing commitment to invent our future as educational leaders!
Resources

- Florida RtI Introductory Training Course [http://floridarti.usf.edu/intro_course](http://floridarti.usf.edu/intro_course)
- Problem Solving and Response to Intervention [http://floridarti.usf.edu/index.html](http://floridarti.usf.edu/index.html)

Accommodations Overview On-Line Module [http://www.cpt.fsu.edu/ese/training.htm](http://www.cpt.fsu.edu/ese/training.htm)

THANKS FOR A GREAT SESSION!

You lift me, and I'll lift you, and we'll ascend together.

~Unknown
“Every student deserves a great teacher, not by chance, but by design.”

Check us out: http://education.ucf.edu/exed/IPTPresources.cfm
Contact Information

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Consider a Masters Degree AND a UCF Certificate as an “Intervention Specialist”. WATCH FOR DETAILS!!!

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