

KEY DESIGN FEATURES AND MTSS/RTI

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Montana School Psychologists Association
June 6th and 7th 2016

10/09/2019

TRANSPARENCY IS IMPORTANT TO ME

- ① I Will Use Specific Program Examples for Intervention Programs and Strategies that I Considers Research-Based
- ② They May Not Be YOUR CHOICES, But Consider What the Examples Represent! Build YOUR Plan!
- ③ Mark Has No Financial Interest in the SPECIFIC Intervention EXAMPLES (See Disclosure)

I'M OLD, I HAVE FEW THINGS TO SAY,
AND I SAY THEM OVER AND OVER AGAIN



*Mark R. Shinn
I'm old, I have few things to say,
and I say them over and over again.*

DISCLOSURE

Serves as a **Paid Consultant** for **Pearson Assessment** for their **AIMSweb** product that provides **CBM** assessment materials and organizes and report the information from 3 tiers, including RTI. He provides technical support and training.

Served as a **Consultant** for **Cambium/Voyager/Sopris** for their **Vmath** product, a remedial mathematics intervention but has **no financial interests**. He helped them incorporate **Curriculum-Based Measurement (CBM)** into **Vmath's progress monitoring component**.

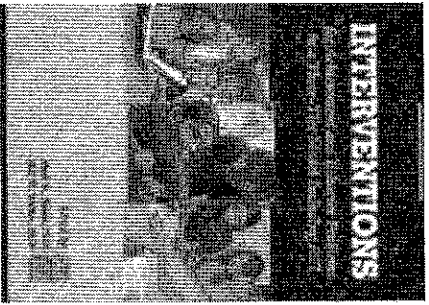
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Serves as a **Member** of the **National Advisory Board** for the **CORE (Consortium on Reaching Excellence)** and receives a **stipend for participation**. He provides training and reflections of national trends and service delivery needs.

PROFESSIONAL

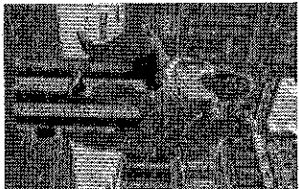
- 31 Professor of School Psychology, National Louis University 2003-Present
- 32 Professor of School Psychology and Special Education, University of Oregon 1984-2003
- 33 Author of 5 Edited Books, More than 100 Journal Articles and Book Chapters in the Areas of Basic Skills Progress Monitoring and Screening and Use in a MTSS/RTI Model
- 34 Consultant and Staff Development to Schools and State Departments of Education in 43 States, Most Recently with the Tennessee Department of Education, Iowa Department of Education, Virginia Department of Education, and Schools in Alaska, Texas, and Washington
- 35 Recipient of More than \$4 million in Federal Personnel Preparation and Research Grants in Basic Skills Progress Monitoring and Screening

IF YOU READ I THING (OR TWO)



1. Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M.R. Shinn & H.M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- And
2. Germann, G. (1999). *Impending Retirement Prompts Final Thought and Observations*

MARK PERSONAL CREDDS



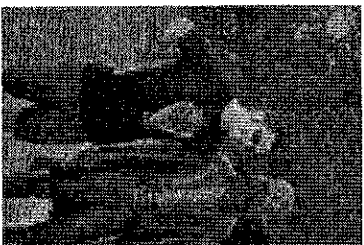
Michelle Shinn, Ph.D., Principal and School Administrator



Dominic, 16 and Sophomore, Diagnosed with Type 1 Diabetes 2009



Dominic, 16 and Sophie, Matteo, 8



Peter, 30, and a Real "Survivor"

Data-Based Consulting



markshinn.org

1. Click on the Resources/Download 100
2. Hover Over LINK TO PROFESSIONAL DEVELOPMENT MATERIALS VIA GO DADDY
3. Click on the 1. Staff Development and Consultation Presentations
4. Click on the Montana SP Association Summer 2016 Folder

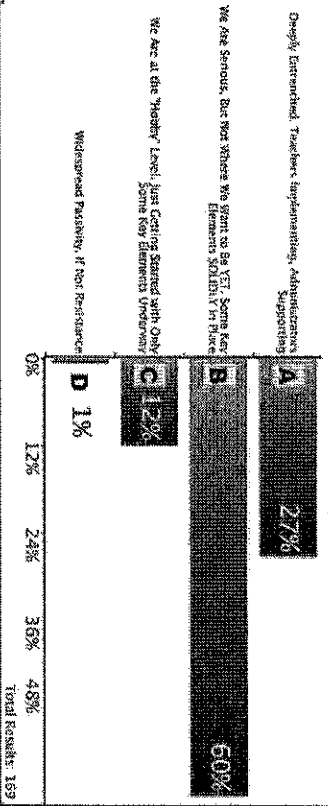
THE PROFESSIONAL DEVELOPMENT WEBSITE FOR

MARK R. SHINN, PH.D.

RECENT STATEWIDE ELEMENTARY IMPLEMENTATION

My District's ELEMENTARY RT12 Implementation Is:

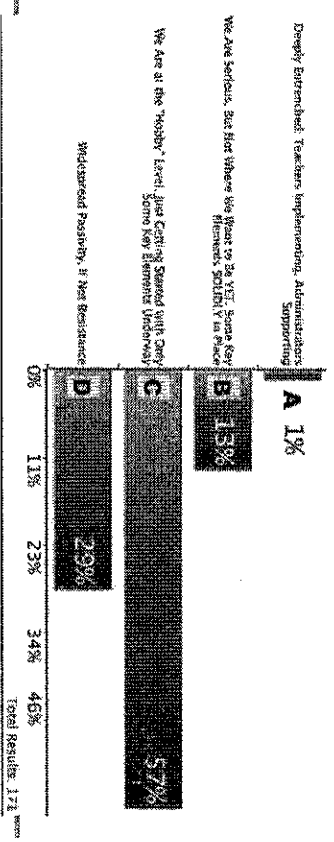
- Respond at PollEv.com/markshinn
- Text MARKSHINN to 22333 once to join, then A, B, C, or D
- Tweet @ShinnSp with A, B, C, or D



HIGH SCHOOL IMPLEMENTATION

My District's HIGH SCHOOL RT12 Implementation Is:

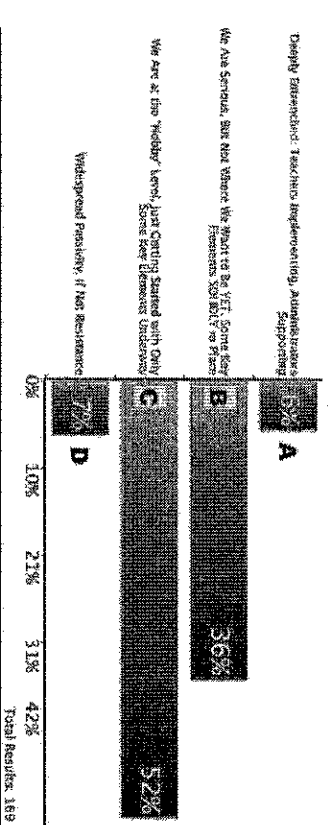
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MIDDLE SCHOOL IMPLEMENTATION

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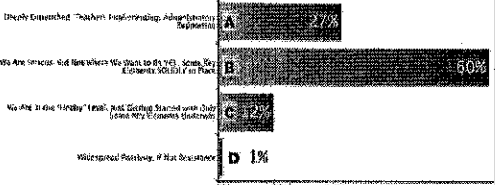
- Respond at PollEv.com/markshinn
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SEE THE PATTERN?

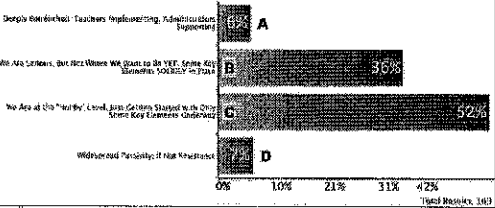
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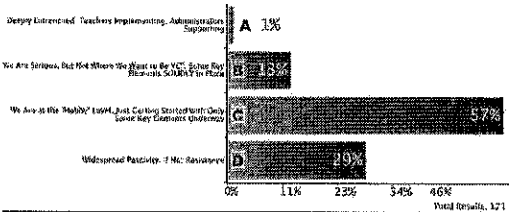
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THIS MORNING'S BIG IDEAS

MTSS/RTI Key Concepts Secondary MTSS/RTI Lags Behind And Elementary Has a Ways to Go, Too!

1. Secondary RtI Implementation Lags Behind Elementary...For Good Reason
2. We've Learned Some Important Lessons in Implementation Over the Years—Key Design Features and Principles Have Been Learned
3. We Start by Developing Some Common Vocabulary and Understanding
 1. What's In Place
 2. What's In Place That Needs Improvement
 3. What Needs to Be Built
 4. Here is Our Start

KEY DESIGN AREAS: LANGUAGE ARTS

Differentiated MTSS/RTI Service Delivery by Elementary (K-5), Middle (6-8), and High School (9-12) for Language Arts

	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Core Instruction Focus Priority			
Screening and Early Identification			
Screening Out Scores			
Basic Skills Progress Monitoring/Teacher Growth and Development			
Tier 2 Intervention			
Special Provider			
Tier 3 Intervention			
Progress Monitoring Goals and Frequency			

KEY DESIGN AREAS: BEHAVIOR SUPPORT

Differentiated MTSS/RTI Service Delivery by Elementary (K-5), Middle (6-8), and High School (9-12) for School Climate/Behavior Support

	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Core Climate/Behavior Focus Priority			
Screening and Early Identification			
Screening Out Scores			
Tier 2 Intervention Focus			
Tier 3 Intervention Focus			
Progress Monitoring Goals and Frequency			

KEY DESIGN AREAS: SE DECISION MAKING

Disseminated MTSS/RTI Special Education Decision Making by Elementary (K-5), Middle (6-8), and High School (9-12)

Component	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Performance Discrepancy			
Performance Discrepancy OR			
Scores			
Progress Discrepancy			
Instructional Need for			
Specialized Designed			
Intervention			
IEP Goals and Progress			
Monitoring			
Annual Review and 3-Year Re-Evaluation			

responding to high quality intervention?

What's The Same? Big Ideas

RTI IS NOW DIFFERENT FROM MTSS

Response to Intervention (RTI) Has Evolved in Most Instances to Refer to the Practices Used to Determine a Student as Eligible for Special Education Under the Category of SLD.

"We're using RTI as a Key Component in Determining Whether a Student Qualifies as SLD"

Multi-Tier Systems of Supports (MTSS) Has Evolved in Most Instances to Refer a Service DELIVERY SYSTEM Based on the Idea that Some Students Require Early and Powerful General Education Interventions of Increasing Intensity

"We're using a 2-Tier MTSS Model to Identify K-1 Students Who Are At Risk for Reading Problems or Are Already So Discrepant That They Require Early and Powerful, Intensive Intervention to Reduce the Achievement Gap."

Advocate of 2-Tier model at K-1 and 11-12.

9/10/17

Open Student Assessment Program
State Board of Education
All other state agencies
Department of Education, Office of Assessment
3/18/18

Included in the New Every Student Succeeds Act (ESSA)

(b) TYPES OF ACTIVITIES. —The programs and activities described in this subsection —

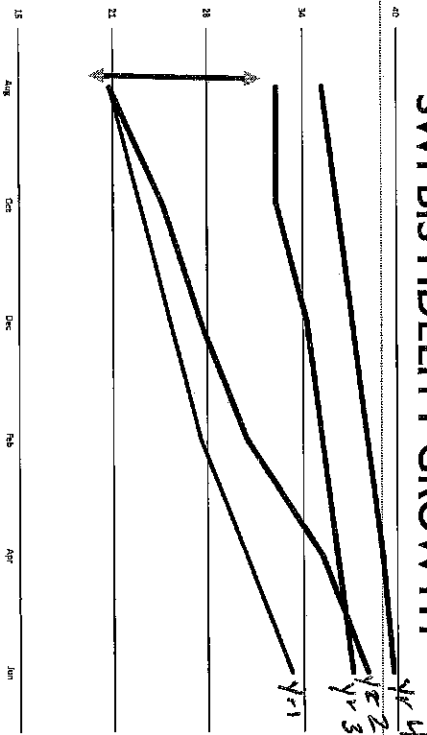
(1) shall be in accordance with the purpose of this title;

(2) shall address the learning needs of all students, including children with disabilities; English learners, and gifted and talented students; and

(3) may include, among other programs and activities,...

(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;

IT TAKES TIME AND (SUSTAINED) EFFORT! SWPBIS FIDELITY GROWTH

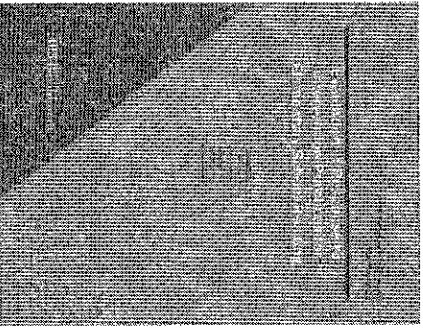


Schaper, McIntosh, & Hoselton, 2015

Large improvement from year 2 to year 3.

PUSH BACK - PUSH BACK

And Research That Gets Sensationalized and Over-Generalized



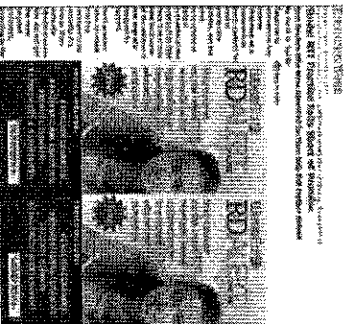
THERE WILL BE PUSH BACK - PUSH BACK

- ⊗ Misunderstanding: "RTI" is only about SLD Eligibility
- ⊗ Excessive Proceduralism (2 Magical Things for X Number of Magical Weeks, Meetings, Meetings, and Forms, Forms, Forms
- ⊗ Wait to Fall & Hoop-jumping
- ⊗ Too Much Testing, Especially with Young Students, and Little Use
- ⊗ Over-Emphasis on General Education So Special Education Remains Business as Usual and "Left Behind"
- ⊗ Weak & Wimpy Interventions, Often "Designed by Teachers" or Without Support to Give Them Better Intervention Programs!
- ⊗ Some School Psychologists Who Put Employment & Own Interests Ahead of Student, Teacher, and Family Need (What's Worse Than Ability-Achievement Discrepancies? Patterns of Cognitive Strengths and Weaknesses (PSW))
- ⊗ Too Many University Professors!

o Consensus comes after implementation (ie women voting, civil rights)

READ THIS!

"The most comprehensive federal evaluation of the approach to date finds that it may hold back some of the children it was originally designed to support. First graders who received reading interventions actually did worse than virtually identical peers who did not get the more targeted assistance."



Sparks, S. D. (2015). RTI Practice Falls Short of Promise. from Education Week <http://www.edweek.org/ew/articles/2015/11/11/student-rti-practice-falls-short-of-promise.html?hpid=EDUCATION%20week%20TOP%20%20%20DARS&wtr=1>

READ OUR RESPONSE

The screenshot shows a document titled 'RTI ACTION PLAN' for a student named 'Damon'. It includes sections for 'Background Information', 'Presenting Problem', 'Assessment Data', 'Intervention', and 'Monitoring and Evaluation'. The document is dated 11/11/11 and includes a signature line for the teacher.

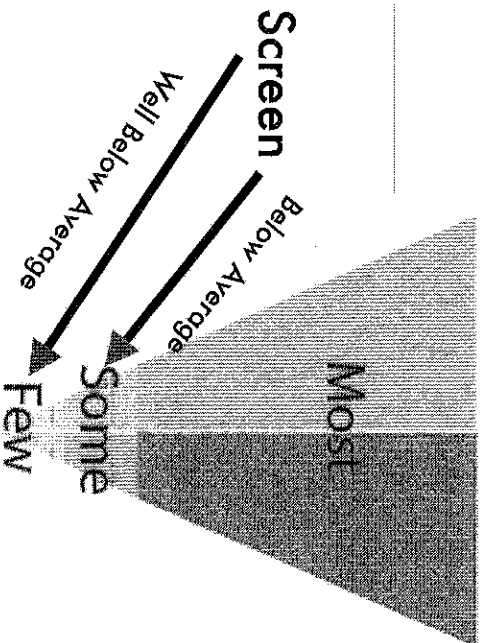
LESSON #1

Standardize the Process-CUSTOMIZE THE IMPLEMENTATION!

1 Size Doesn't Fit All

Implementation is Different in Community A than It is in Community B... Similar, But Different—

WHAT MTSS IS—AND ISN'T



Don't get hung up on the numbers.

Briscoe, D. M., Elliott, J., Gruber, J., Kuylenstierna, J. E., Porges, D., et al. (2003). Response Intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

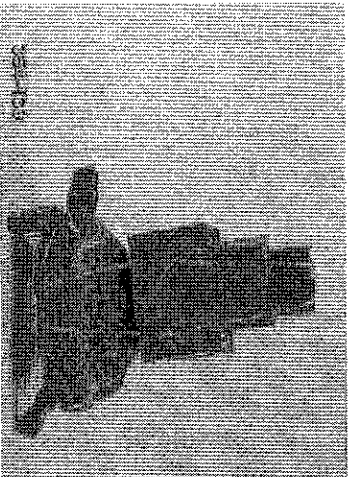
LESSONS #2 & #3

Every Minute in a Meeting is a Minute Away from Teaching & Intervention
 Every Minute in Testing is a Minute Away from Teaching & Intervention



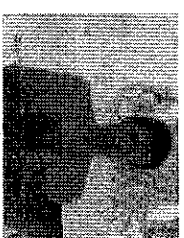
LESSON #4

Tier 2 Interventions AREN'T (SOLELY) Built on the Backs of GE Teachers



LESSON # 5

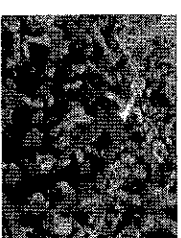
Better Tools



Better Training



More Support



◦ Programs matter!

LESSON #6

BIG IDEA FOR STUDENTS AND FAMILIES

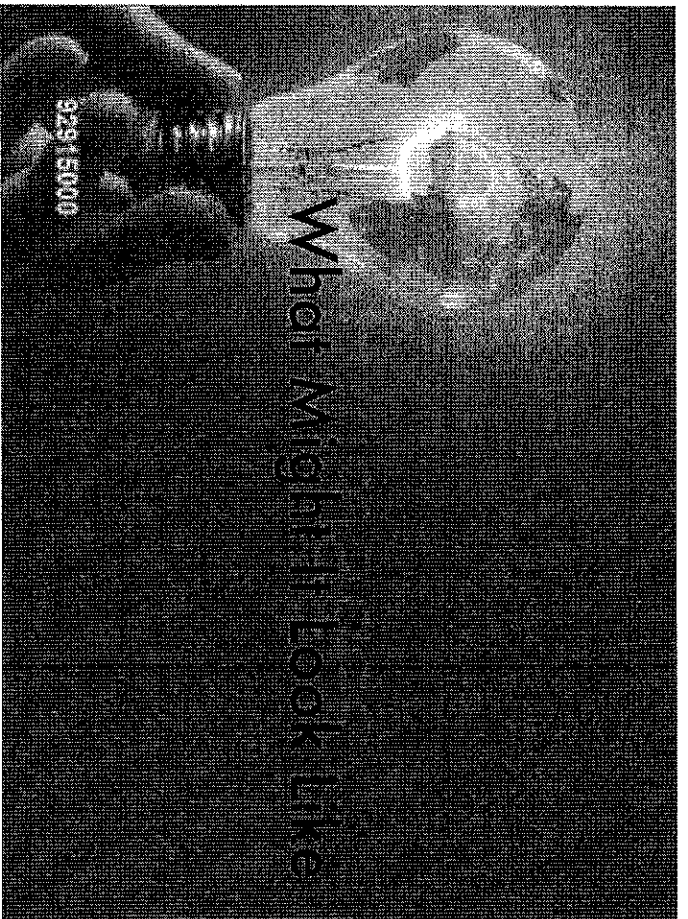
Students Get the **Services They**

Need...

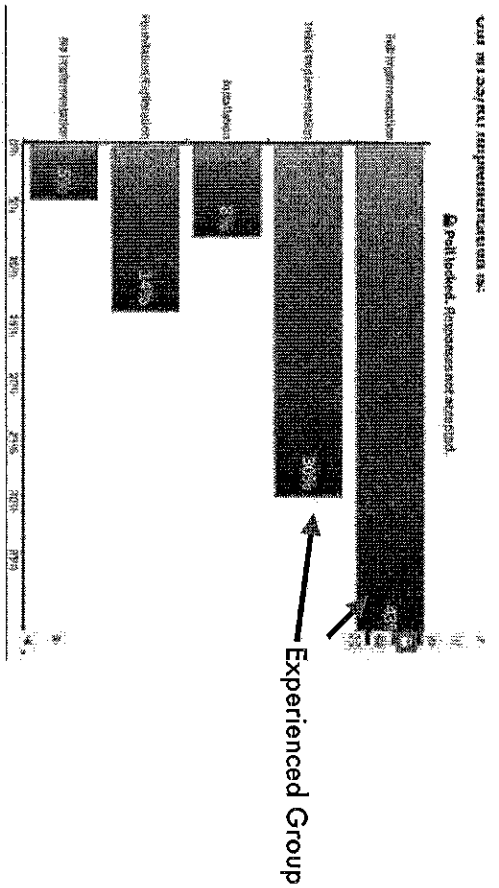
As Soon As They Need Them!

No Failing in Tier 1 Before You Get Tier 2

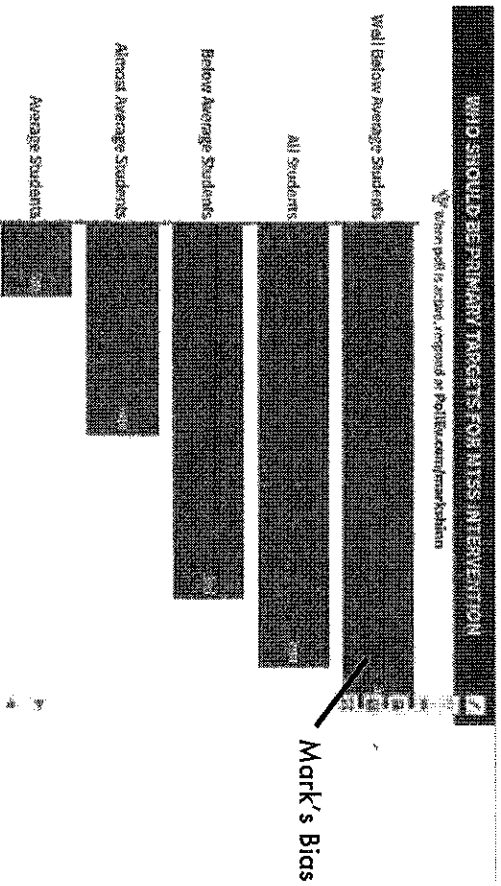
No Failing in Tier 2 Before You Get Tier 3



WHERE IS MTSS/RTI IMPLEMENTATION AT?

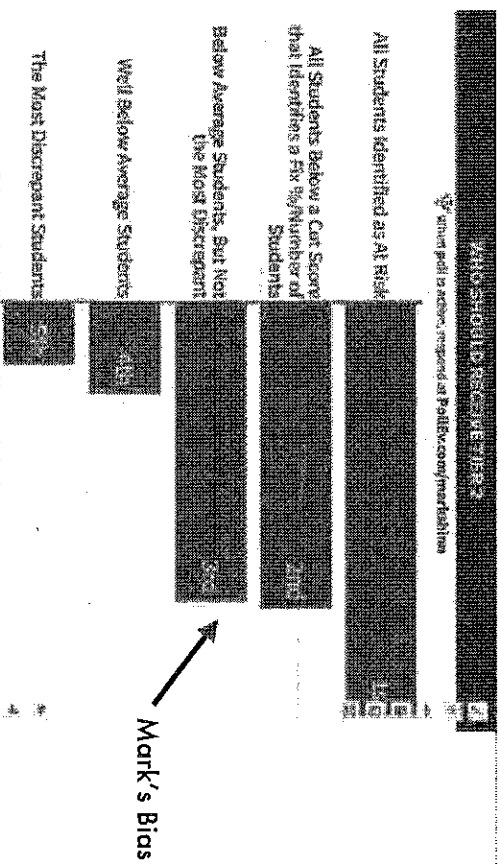


INTERVENTION TARGET STUDENTS

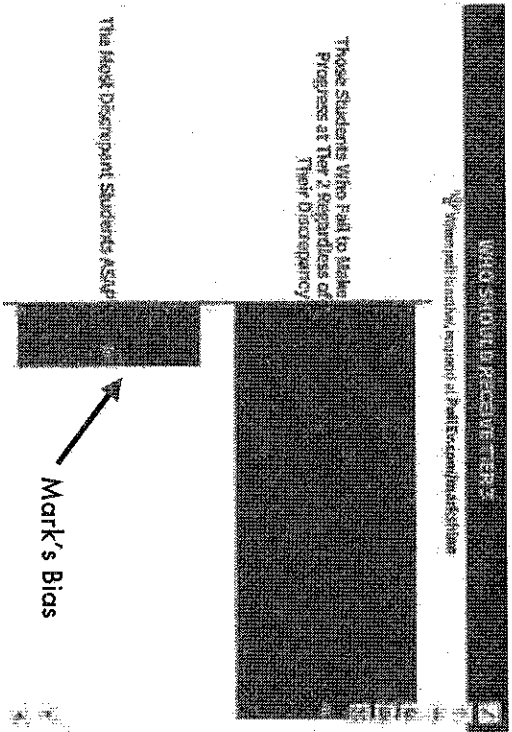


Intervention should prioritize to well below avg.

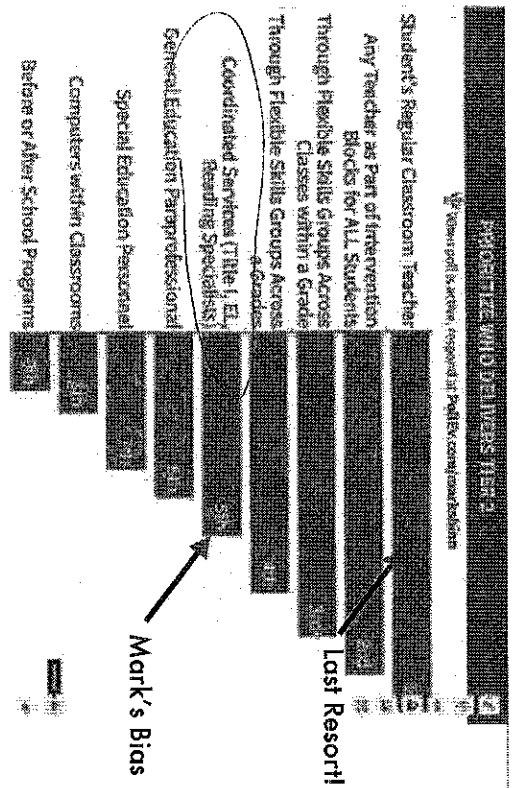
WHO SHOULD RECEIVE TIER 2?



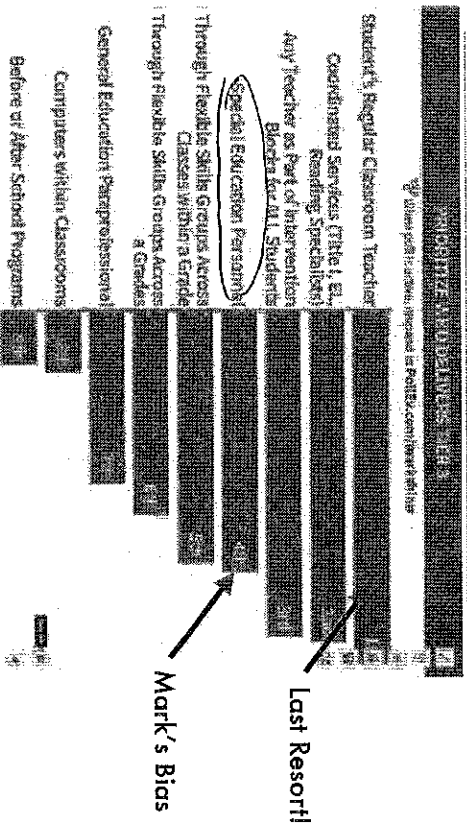
WHO SHOULD RECEIVE TIER 3?



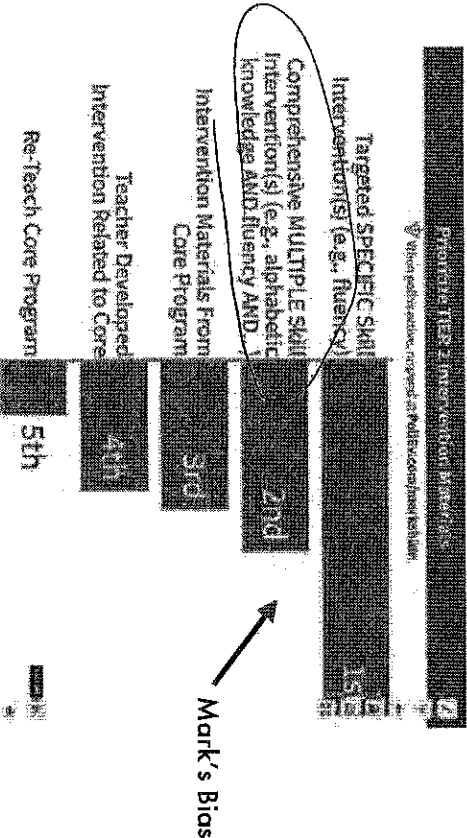
WHO DELIVERS TIER 2?



WHO DELIVERS TIER 3?

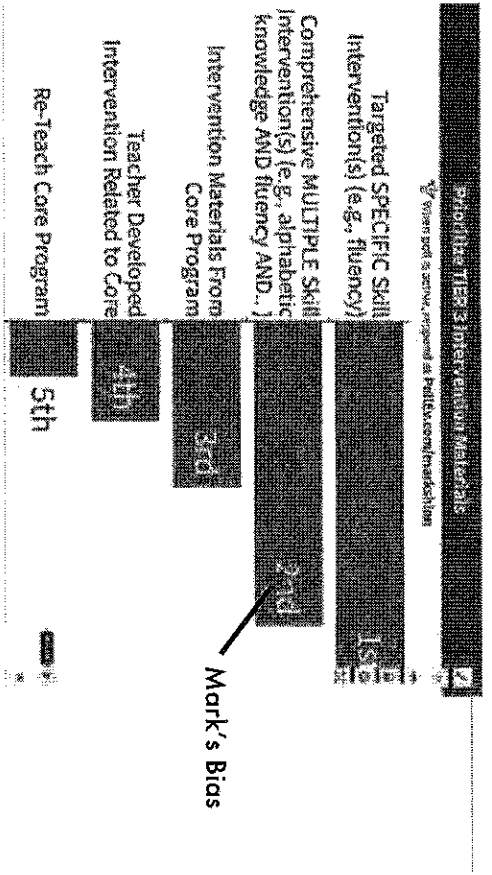


TIER 2 INTERVENTION MATERIALS

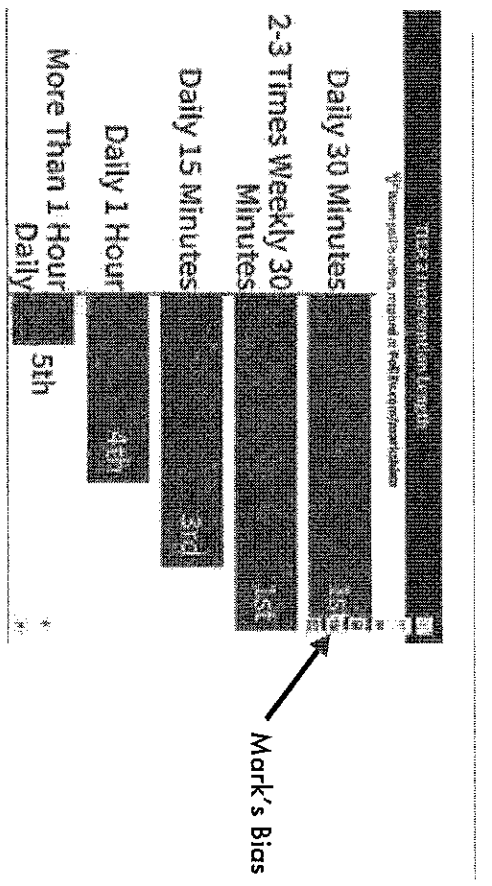


He referred to IDEA 2004 15% of Sged funds for intervention.

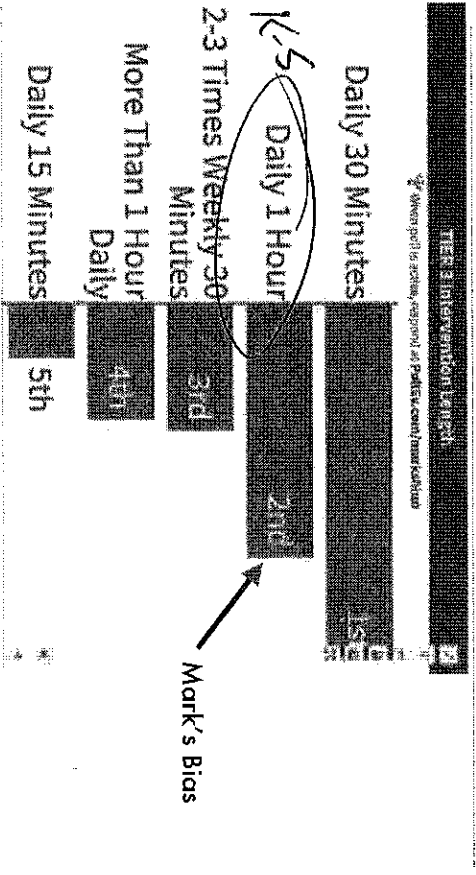
TIER 3 INTERVENTION MATERIALS



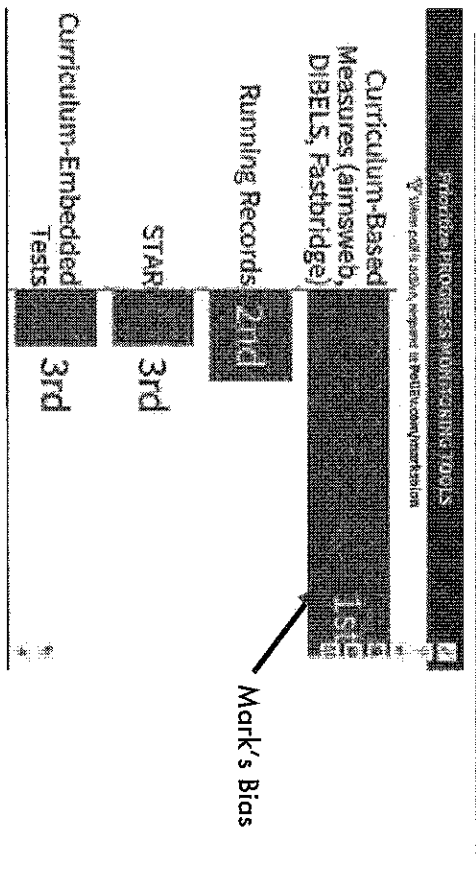
TIER 2 INTERVENTION MATERIALS



TIER 3 INTERVENTION DURATION

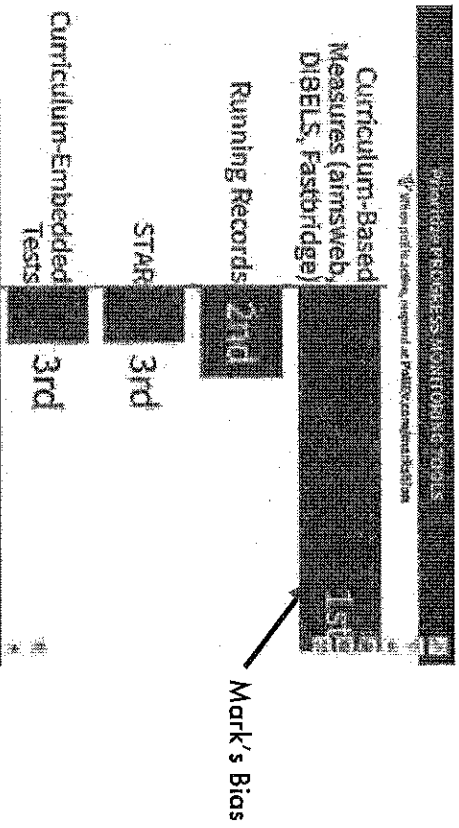


PROGRESS MONITORING TOOLS



Older kids should be longer

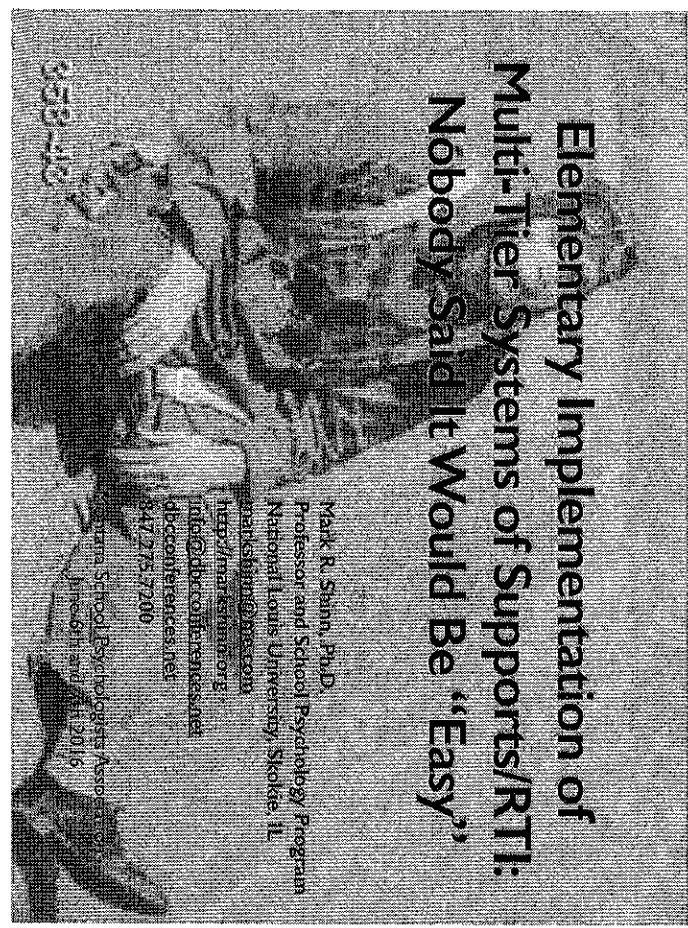
PROGRESS MONITORING TOOLS



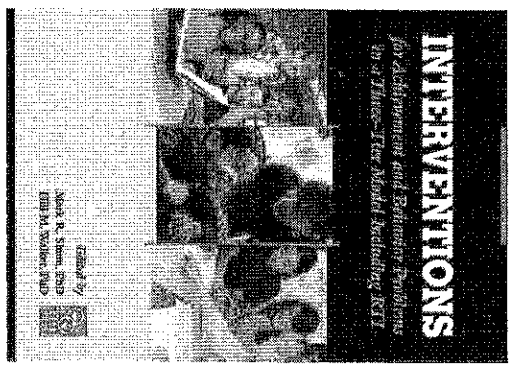
"Dual Discrepancy"

- Performer Discrepancy - necessary for SLD well Below peers
- Progress Discrepancy - is rate of improvement reducing performance discrepancy? or (i.e. Achievement gap)

Elementary Implementation of Multi-Tier Systems of Supports/RTI: Nobody Said It Would Be 'Easy'



I IDENTIFIED SOME PRIORITY READINGS ABOUT RESEARCH-BASED INTERVENTIONS FOR PK-12



Most of the Chapters from this Book are Available on My Website
 M.R. Shinn & H.M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

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THE PROFESSIONAL DEVELOPMENT WEBSITE FOR
 MARK R. SHINN, PH.D.

Elementary MTSS/RTI Key Concepts

1. Screening
2. Identifying At-Risk & Severely Discrepant
3. Meaningful Intervention
4. Frequent Progress Monitoring
5. Fidelity checks @ all tiers

WE'RE HANDICAPPED FROM THE GET GO BY DIFFERENCES IN EARLY LANGUAGE

Measure	High SES Parent	High SES Child	Middle SES Parent	Middle SES Child	Low SES Parent	Low SES Child
Recorded Vocabulary Size	2,176	1,116	1,498	749	974	525
Average Utterances per Hour	487	310	301	223	176	168
Average Different Words per Hour	382	297	251	216	167	149

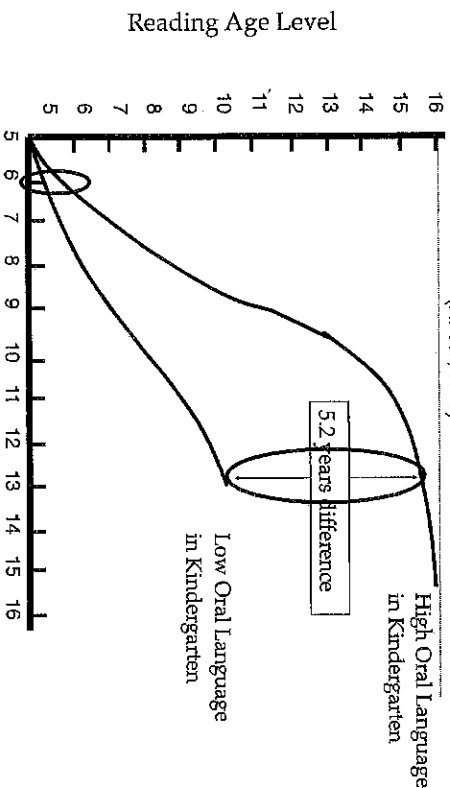
An Elementary MTSS Pathway

1. Commit to Building a Safe, Civil, Environment Conducive for Learning by Effective Behavior Support School AND Class-wide, and Across Tiers
2. Ensure the K-5 CORE Language Arts Program is Research-Based and Sufficiently Intensive to Meet the Needs of Students!
3. Deliver Powerful, Explicit Language Instruction Early to Students Who Need It
4. Make Reading Volume a Priority for All Students to Encourage Wide Reading
5. Ensure that All Students Can Write Letters, Numbers, and Words Without Pain and Without Thinking
6. Build Your Data System using Curriculum-Based Measurement (CBM) for Seamless Progress Monitoring and Universal Screening
7. Reduce the Amount of Testing, Especially Diagnosis (Instructional Planning)
8. Ensure Tier 3 and Special Education Interventions are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)
9. Build Coordinated Scientifically Based Tier 2 Remedial Reading Programs
10. Change Your Special Education Eligibility Process—No More Ability-Achievement Discrepancy—and No PSWI
11. Change Your Special Education IEP Goals and Progress Monitoring Practices
12. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support

Good School Climate

Priorities
 1 Reading
 2 Spelling
 3 Writing
 4 Math

TRADITIONAL SCHOOLING EXACERBATES THE PROBLEM: THE GAP GETS BIGGER



*modified slightly from presentations by Joe Torgesen, Ph.D. Co-Director, Florida Center for Reading Research, www.fcrr.org

Chronological Age

BIG IDEAS

1. Systematic Intervention Through a Multi-Tier Systems of Supports (MTSS)/RTI with Appropriately Intensive and EARLY Intervention Has the Potential to Improve Student Achievement (and Behavior) and Make the Difficult Job of Teaching Easier
2. Any School Improvement Effort is Difficult. Never a Good Time, Never Enough Staff Development. We're Trying to Improve WHILE We Are Working
3. I'm Going to Assume Our Pre-Service Training Didn't Teach Us a Lot about Research-Based Practices
4. There are Key Ways of Doing Things and We Will Work Through Some of Them Today. Not a Prescription, But Supporting Some Choices for YOUR Implementation.

BIG IDEA FOR EDUCATORS

Better Tools



Better Training



More Support

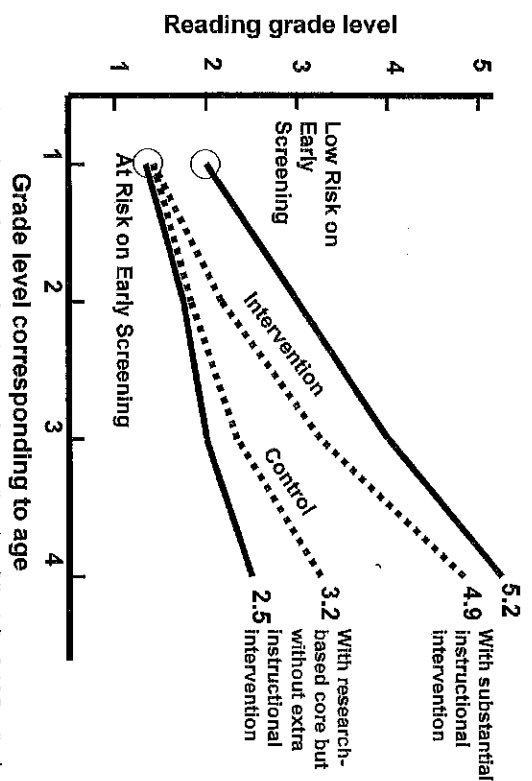


BIG IDEA FOR STUDENTS AND FAMILIES

Students Get the **Services They Need...**

As Soon As They Need Them!

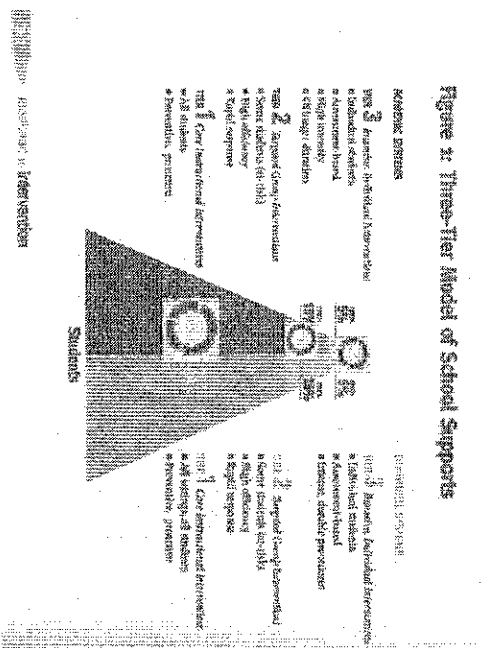
WHAT WORKS TO REDUCE THE GAP



Torgesen, J.K. (2003). The theory and practice of interventions: Competing outcomes from prevention and remediation studies. In A.J. Rowicki and R.L. Nielsen (Eds.), *Dyslexia: Theory and Good Practice*. (pp. 385-203). London: David Fulton Publishers. Slide courtesy of W. Alan Collier, 2002/xxxxxx@indiana.edu

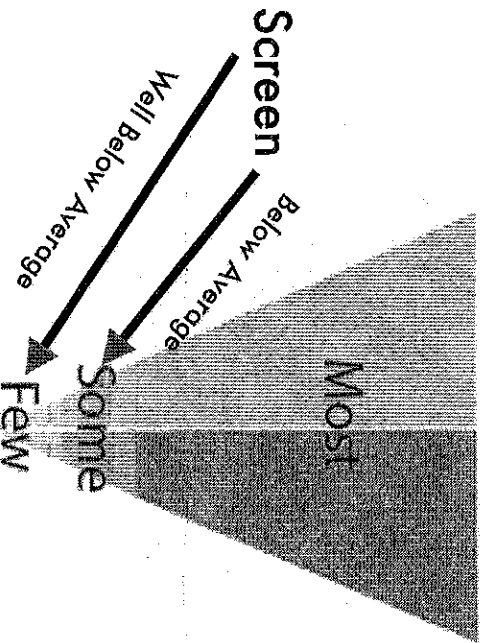
WHAT MTSS IS—AND ISN'T

Figure 1: Three-Tier Model of School Supports



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovalecki, J. E., Prosser, D., et al. (2005). Response to Intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

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WHAT MTSS IS—AND ISN'T

Is Early Intervention
Is Powerful Intervention
Isn't Wait to Fail
Isn't Home-Made Medicine - *use proven practices*
Isn't Lots of Talking, Lots of Meetings

Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovalecki, J. E., Prosser, D., et al. (2005). Response to Intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Let's Get Started—What Matters

READ THIS BOOK

PREVIEW: MARK'S PERSPECTIVE



Reading is Essential to
**BOTH and Must Be
Treated as the New
Civil Right!**

Hunter, P.C. (2012). *It's not complicated! What I know for sure about helping our students of color become successful readers.* New York, NY: Scholastic.

*Great book
check her lexile level web site.*

Consistent MTSS/RTI Language

1. An Intensive, Comprehensive Research-Based Reading PROGRAM, at least 45-60 Min
2. Additional Language Intervention, Especially Vocabulary
3. A Behavior Support Plan Emphasizing Effort and Motivation
4. Extensive "Guided Reading" with Corrective Feedback
5. Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School
6. Weekly Progress Monitoring Using Curriculum-Based Measurement (CBM) with Goal That Reduces the GAP
7. Consider Language Arts Assessment to Determine Spelling Discrepancy

*Billy grade 4 reading. Poor reader 40 wpm 78% accuracy
School-wide intervention to get kids to read.*

KEY VOCABULARY

Response to Intervention (RTI) Has Evolved in Most Instances to Refer to the Practices Used to Determine a Student as Eligible for Special Education Under the Category of SLD.

"We're using RTI as a Key Component in Determining Whether a Student Qualifies as SLD"

Multi-Tier Systems of Supports (MTSS) Has Evolved in Most Instances to Refer a Service DELIVERY SYSTEM Based on the Idea that Some Students Require Early and Powerful General Education Interventions of Increasing Intensity

"We're using a 2-Tier MTSS Model to Identify K-1 Students Who Are At Risk for Reading Problems or Are Already So Discrepant That They Require Early and Powerful, Intensive Intervention to Reduce the Achievement Gap."

KEY VOCABULARY

KEY VOCABULARY

Intervention

Curriculum and Instructional Practices that Exceed the Routine, Standard Instruction
Delivered to All Students

Supplemental Intervention

Curriculum and Instructional Practices that Are Provided to SOME Students IN ADDITION to the Routine, Standard Intervention Delivered to All Students—Think Tier 2 and IDEALLY, Tier 3

Supplanted Intervention

Curriculum and Instructional Practices that Are Provided to SOME Students INSTEAD of Routine, Standard Intervention Delivered to All Students—Think, When the Standard Tier 3 Intervention Isn't Intense Enough to "Reach" a Significantly Discrepant Student—May Lead to "Suspect Disability"

Frequent Progress Monitoring

Standardized Monitoring Progress At Least Once (1x) per Month or Weekly
Research has shown that kids don't benefit from more.

Testing to Determine if a Student is Sufficiently Different (i.e., DISCREPANT) such that More Intensive Intervention May Be Required

Universal Screening

Testing of ALL Students to Identify At Risk (Think MS)

Individual Screening

Testing Individual Students When There is Suspicion of a Basic Skills Deficit (Think HS)

KEY VOCABULARY

Benchmark Assessment/Benchmarking

Combines (Universal) Screening and (Universal) Progress Monitoring. It is BOTH Progress Discrepancy (Think K-6)

1st year of middle school to assess the transition

Multiple Gating Screening

Use Existing Test Data (e.g., ACT ASPIRE) from ALL Students to Identify Those Students with Potential of a Basic Skills Deficit and Follow Up Testing with CBM (Think K-6)

Anti-Achiever rewards program. Motivation to read.

Teams and Problem-Solving

PROBLEM-SOLVING TEAMS BIG IDEAS

1. Teams Shouldn't Meet and Talk Much... They Must DO!
2. Problem Solve AFTER—Not Before. When Proven Programs/Interventions Aren't Working as Expected
3. Be Clear What Specific Teams Do and What They Don't Do
4. Once Teams Roles and Functions Are Defined, A Staffing Plan for Delivering Tiered Services Must Be Developed

MARK'S PREFERRED TEAM STRUCTURES/ROLES

Teams	Personnel	Comments
Grade Level Teams+	Grade Level Teachers + Administrative Support and Tiered Intervention Providers	Most of the Heavy Lifting, Use Screening Data to Triage Students to Tiered Interventions; Review Tier 1 and 2 Progress Monitoring
School Improvement Team	Teacher and Service Providers Representatives with Administrators	Review School Level Achievement and Behavior Support Data to Determine Effects and Needs
Problem-Solving/SE Teams	Tier 3 Interventionists/ Special Education Personnel +	Progress Monitoring Tier 3 and SE Eligibility, IEPs, Annual Reviews

1/week
30 min

15 min
1/week
SE & Counsel should be part of every

DEVELOP YOUR TIER 2 STAFFING PLAN

1. GE Teacher DOES MORE Within Their Class (No Additional Resources Required)
2. GE TEACHERS Do Flexible Skill Grouping Across Classes within a Grade (No Additional Resources Required)
3. GE TEACHERS Do Flexible Skill Grouping Across Classes Across Grades (No Additional Resources Required)
4. School Provides Before or After School Intervention - *Parent Volunteers, etc.*
5. School Provides Computerized Interventions
6. School Creates and Staffs Universal Intervention Periods
7. Central Decision Makers BUILD Coordinated Remedial Resources (Title I, Reading Specialists, ELL Teachers, Highly Trained Paraprofessionals)

Flexible & Quality Instruction in all groups.

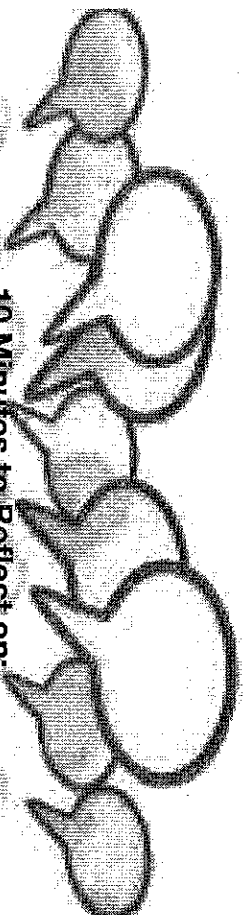
DEVELOP YOUR TIER 3 STAFFING PLAN

1. Staff Tier 3 with Special Education Personnel.
2. Tier 3 is a General Education Program and Like Any Tier, May Have Students with IEPs in the Class or Group
3. In Function, SE Teachers Load/Job Changes Little. Most, if Not ALL SE Students are Significantly Discrepant Already (e.g., < 10th percentile)
4. Tier 3 Should Be Time Limited for Students Who Have Lacked Significant Quality Instruction

COORDINATE YOUR STAFFING PLANS

Tier	Personnel	Comments
Tier 1	General Education/Content Area Teachers	Deliver Core Program(s) with Fidelity, Intensity and Appropriately Differential
Tier 2	Prefer Coordinated Remedial Program Specialists (e.g., Title I, EL, Reading Specialist)	Work TOGETHER to Deliver a Common, S-B Intervention Program
Tier 3	Special Education Personnel	Staff a General Education Intervention for Students with Severe Discrepancies

SCHOOL CLIMATE/ BEHAVIOR SUPPORT



10 Minutes to Reflect on:

- What Are Your Reactions to these Ideas?
- What Do You Already Have in Place Relative to Collaborative Teams?
- What Would Have to Change to Do a Better Job?
- How Can You or Your Group Contribute to Planning and Execution?
- What Additional Questions Do You Have?

WE KNOW RESEARCH-BASED BEHAVIOR INTERVENTIONS AT THE ELEMENTARY LEVEL

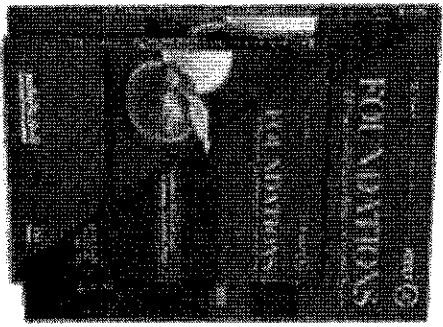


Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2009). Reducing behavior problems in the elementary school classroom. Washington, DC: US Department of Education.

INVEST IN HIGH QUALITY SYSTEMS

Sprick, R.S., Boohar, M., & Rich, P. (2011). *Foundations*. Pacific Northwest Publishing, Eugene, OR

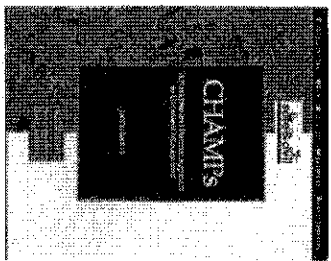
- Module A: Foundations of Behavior Support—A Continuous Improvement Process
- Module B: Managing Behavior in Common Areas and With Schoolwide Policies
- Module C: Conscious Construction of an Inviting School Climate
- Module D: Responding to Misbehavior—An Instructional Approach
- Module E: Improving Safety, Managing Conflict, and Reducing Bullying
- Module F: Establishing and Sustaining a Continuum of Behavior Support



check this out

SUPPORT THIS CONTENT FOR THE CLASSROOM

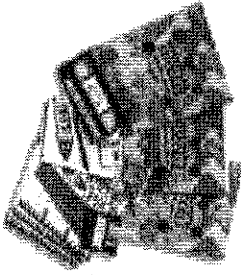
Sprick, R. S., Garrison, M., & Howard, L. (2010). *CHAMPS: A proactive and positive approach to classroom management for Grades K-9*. Eugene, OR: Pacific Northwest Press.



Consider Creating a "Merit Badge" for "Certified" CHAMPS Teachers

classroom management

SUPPORT THIS FOR EARLY INTERVENTION: FIRST STEPS (K-2)



Epstein, M. H., & Walker, H. M. (2002). Special education: Best practices and First Step to Success. In B. J. Byrne & K. Hoagwood (Eds.), *Community treatment for youth: Evidence-based interventions for severe emotional and behavioral disorders* (pp. 179-197). New York: Oxford University Press.

Golly, A., Sprague, J., Walker, H. M., Beard, K., & Gortman, G. (2000). The First Step to Success program: An analysis of outcomes with identical twins across multiple baselines. *Behavioral Disorders, 25*(3), 170-182.

Golly, A., Stiller, B., & Walker, H. M. (1998). First Step to Success: Replication and Social Validation of an Early Intervention Program. *Journal of Emotional and Behavioral Disorders, 6*(4), 243-250.

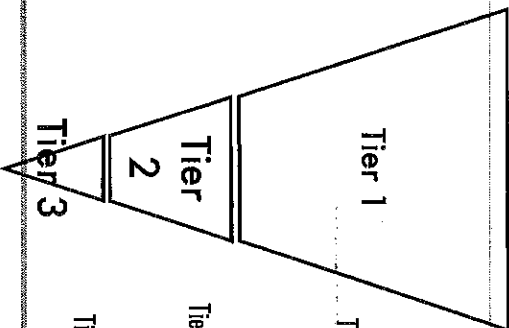
Walker, H. Stiller, B., & Golly, A. (1998). First Step to Success: A collaborative Home-School Intervention for Preventing Antisocial Behavior at the Point of School Entry. *Young Exceptional Children, 1*(2), 24. (\$5.00)

Walker, H. M. (1998). First Steps to Prevent Antisocial Behavior. *Teaching Exceptional Children, 30*(4), 16-19.

Walker, H. M., Kovanagh, K., Stiller, B., Golly, A., Severson, H. H., & Fell, E. G. (1998). First Step to Success: An Early Intervention Approach for Preventing School Antisocial Behavior. *Journal of Emotional and Behavioral Disorders, 6*(2), 66-80.

Special Student Characteristics	First Steps
<p>First Step to Success</p> <p>First Step to Success is a comprehensive, evidence-based, early intervention program for students with emotional and behavioral disorders. It is designed to be used in conjunction with other interventions and services. The program is based on the principles of Applied Behavior Analysis (ABA) and is designed to be used in conjunction with other interventions and services. The program is based on the principles of Applied Behavior Analysis (ABA) and is designed to be used in conjunction with other interventions and services.</p>	<p>First Steps</p> <p>First Steps is a comprehensive, evidence-based, early intervention program for students with emotional and behavioral disorders. It is designed to be used in conjunction with other interventions and services. The program is based on the principles of Applied Behavior Analysis (ABA) and is designed to be used in conjunction with other interventions and services. The program is based on the principles of Applied Behavior Analysis (ABA) and is designed to be used in conjunction with other interventions and services.</p>

ELEMENTARY BEHAVIOR SUPPORTS



Tier 1: Positive Behavior Intervention Support School-Wide (Foundations) and Class-Wide (CHAMPS)

Tier 2: First Steps (K-2), Connections, or Check In Check Out

Tier 3: Connections + or ABA Behavior Support Plans

-K-3 Good behavior game. Check out the web site

- For At-Risk kids

A STRONG CORE LANGUAGE ARTS CURRICULUM ALIGNED WITH THE NEEDS OF STUDENTS (NOT THE ADULTS)

Complete a Self Study of Elementary Reading Program

1. Select Research-Based Interventions that are Appropriately Intensive Based on the Needs of GROUPS of Students, Not One at a Time	
2. The Needs of At Risk and Significantly Discrepant Students are More Alike than Different	
3. Know How to Increase the Intensity of Your CORE Programs First	
4. Select Even More Intensive Interventions Based on the Research-Based Features that Work	

A copy of this document is included in your Reading Materials on my website in Word and pdf

WE KNOW RESEARCH-BASED INTERVENTIONS AT THE ELEMENTARY LEVEL

Good stuff!



Gersten, R., Compton, D., Gannon, C. M., Dimino, J., Santoro, L., Linn-Thompson, S., & Tilly III, W. D. (2009). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades*. Washington, DC: US Department of Education.



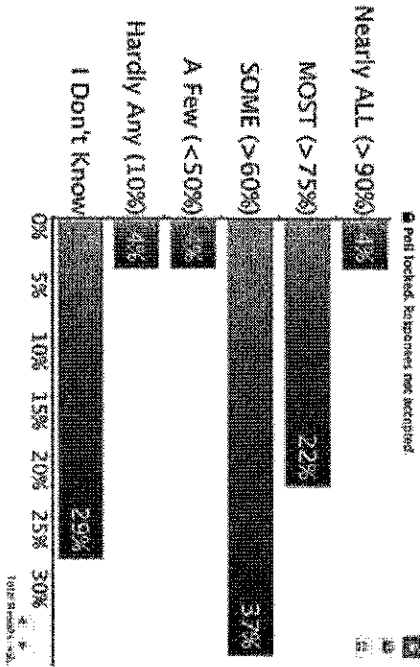
Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to intervention (RTI) for elementary and middle schools*. Washington, DC: US Department of Education.

DEVELOPING STUDENTS' PLANS BIG IDEAS

1. Select Research-Based Interventions that are Appropriately Intensive Based on the Needs of GROUPS of Students, Not One at a Time
2. The Needs of At Risk and Significantly Discrepant Students are More Alike than Different
3. Know How to Increase the Intensity of Your CORE Programs First
4. Select Even More Intensive Interventions Based on the Research-Based Features that Work

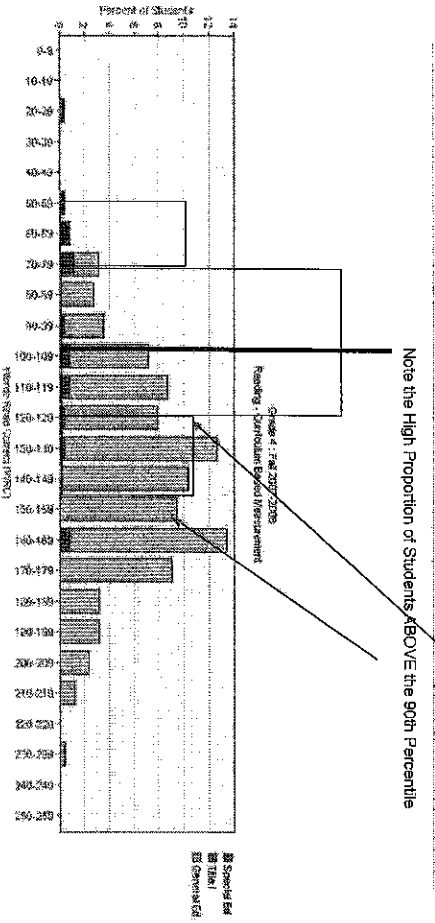
IS OUR CORE ELEMENTARY READING PROGRAM DOING THE JOB?

My District's GE Core Elementary Reading/LA Programs Prepare Students for MS HS and Navigating Complex Text and Writing with Evidence



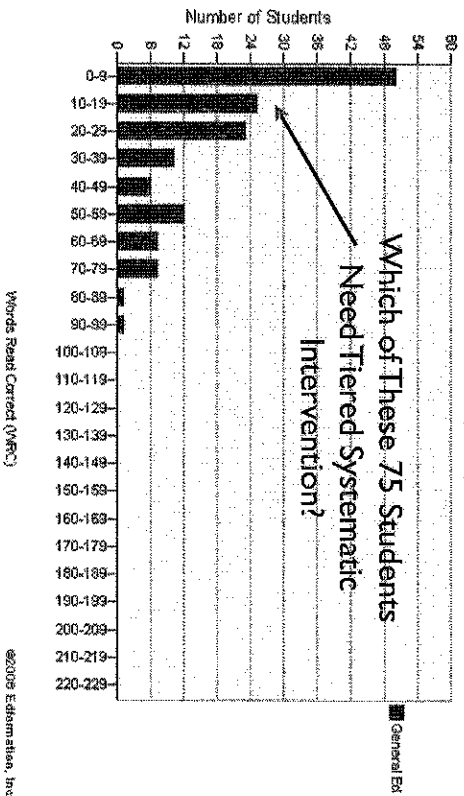
A HIGH-PERFORMING ELEMENTARY SCHOOL

Note the High Proportion of Students ABOVE the 75th Percentile



PROACTIVE DESIGN

Grade 2 : Fall 2005-2007
DIRL 5 - Oral Reading Fluency



MOST EVERYTHING "WORKS"

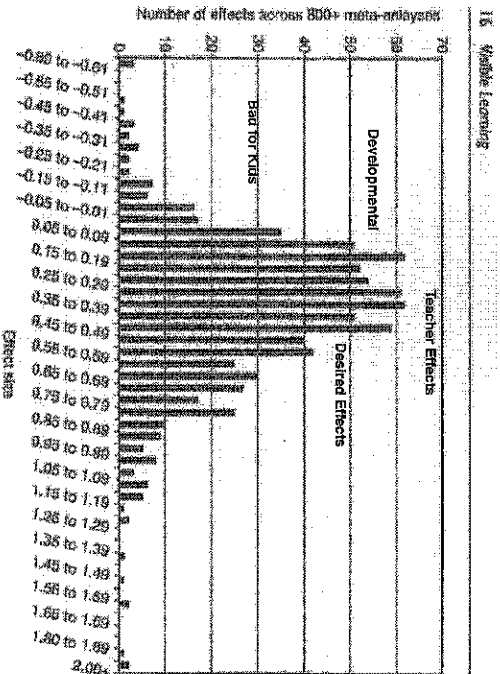


Figure 2.2. Distribution of effect sizes across all meta-analyses

HATTIE EXAMPLES

Effect	Example(s)	Effect Size
Negative	Retention	-.16
Developmental	Whole Language	.056
Teacher Effect	Team Teaching Computer Assisted Instruction	.19 .37
Desired Effect	Direct Instruction Strategy Instruction Progress Monitoring	.59 .60 .90

LESS STRONG STUDENTS

WEAKER STUDENTS	STRONG TEACHERS	STRONG CURRICULUM
Poor language backgrounds, especially Academic English and lack of life experiences and learning opportunities	+	+

Planning Interventions for Groups

STRONG STUDENTS	STRONG TEACHERS	STRONG CURRICULUM
ENTER SCHOOL WITH STRONG LANGUAGE BACKGROUNDS, PRINT AWARENESS, AND ARE SELF MOTIVATED AND EAGER TO LEARN	EFFECTIVE AT CREATING POSITIVE CLASSROOM ENVIRONMENTS AND USE HIGH LEVERAGE INSTRUCTIONAL PRACTICES (e.g., engagement strategies, appropriate use of correction practices, what is appropriate homework, the role of effective practice in student success, strategies for differentiation)	WELL-DESIGNED AND FIELD TESTED, WITH CAREFULLY SELECTED AND JUDICIOUS EXAMPLES OF SUFFICIENT NUMBER, STRATEGIES FOR TEACHERS TO USE WHEN STUDENTS ARE NOT SUCCESSFUL, OPPORTUNITIES FOR SUFFICIENT PRACTICE WITH CORRECTIVE FEEDBACK

Different Core Programs for Different Needs

Less Strong Students	Less Strong Teachers, Less Experience, Lots of Turnover	Strong Curriculum
		++

Theme Across Elementary and Secondary

Plans:

Strengthen Core Language Arts Instruction and

Adjust the "Dosage" of the Core to the Needs of Students

INCREASING THE DOSAGE FOR HIGHER RISK COMMUNITIES

- Increase the Amount of Allocated Time-But Use It for More TEACHING, Practice, and Corrective Feedback. Expect **SOME** Improvement.
- Add an Explicit Language Component (e.g., Language for Learning). Expect a **LOT** of Improvement.
- Ensure that Your Reading Program is Linked to a Quality Spelling Program that is Consistent in Focus and Content. Expect a **LOT** of Improvement.
- Include the Basal Program's Intervention Component for ALL Students. Expect a **LOT** of Improvement.
- Consider a Core Language Arts Program that is More Explicit and Teacher Led. Expect **A LOT** of Improvement.
- Ratchet Up Your Tier 2 Intervention to Look Like Tier 3. Expect **A LOT** of Improvement.

★ DIFFERENT CORE PROGRAMS FOR DIFFERENT NEEDS STUDENTS

Low Risk Community	Moderate Risk	High Risk
SBR Core Program (e.g., Reading Street, Story Town, Reading Mastery (RM), Imagine It-Open Court, Read Well (K-2))	SBR Core Program Plus the Core's Intervention Component (e.g., Reading Street + Sidewalks for Everyone) OR a Validated Core for At Risk Students (e.g., RM or Open Court)	The Most Explicit, SBR Teacher-Led Reading Program for Severely At Risk Students (e.g., RM or Open Court) PLUS Explicit Language Curriculum (e.g., Language for Learning)

How Tiered Interventions Can Be Increased in Intensity for Higher Risk Learners

Choice	Tier 1	Tier 2	Tier 3
Core Program Plus Intervention Component	Reading Street, Plus Sidewalks for Everyone	Reading Mastery; Read Well (K-2); Language Level	Corrective Reading
Core Program Plus Explicit Language	Reading Street, Plus Language for Learning or Language for Thinking	Reading Mastery; Read Well (K-2); Language Level	Corrective Reading
Core Program Plus Connected Spelling Program	Reading Street; Words Their Way; Spelling Mastery	Reading Mastery; Read Well (K-2); Language Level	Corrective Reading
More Intensive Basal	Reading Mastery; Open Court, Read Well, Success For All; Core Knowledge Language Arts (CKLA)	Reading Mastery; Read Well (K-2); Language Level	Corrective Reading

SELECT POWERFUL INTERVENTION PROGRAMS ALIGNED TO THE NEEDS OF STUDENTS-NOT THE PREFERENCES OF ADULTS

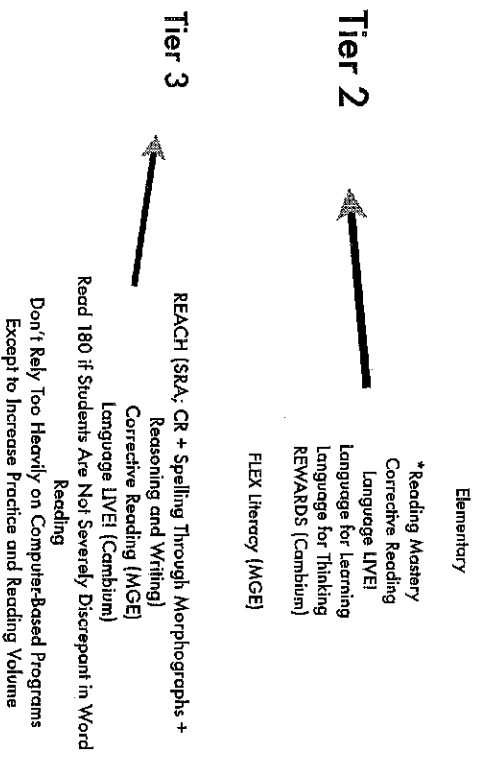
The Greater the Achievement Discrepancy, the More Instruction Must Include

- Time-Typically Supplemental (Tier 2) and Sometimes Supplanted (Tier 3)
- (More) Explicit Teacher-Led Instruction
- (More) Language Support, Especially Vocabulary
- (More) Scaffolded Instruction
- (More) Carefully Selected, Juxtaposed, Sufficient Numbers of Examples
- (More) Opportunities to Respond with Corrective Feedback
- (More) Intensive Motivational Strategies
- (More) Frequent Progress Monitoring

POWERFUL SCHOOL MATHEMATICS INTERVENTIONS

- Tier 2** Connecting Math Concepts (CMC; SRA) as Tier 1 or Tier 2
 VMath (Cambium) at Tier 2 or 3
 Transitional Math (Cambium) at Tier 2
- Tier 3** Corrective Math (MGE) at Tiers 2 and Especially 3

EXAMPLES OF POWERFUL SCHOOL READING INTERVENTION PROGRAMS



USE YOUR SCREENING DATA TO PLAN AND SCHEDULE TIERED INTERVENTIONS

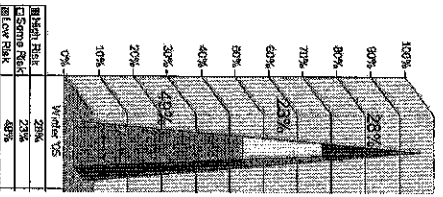
SCHEDULING INTENTIONALLY BIG IDEAS

1. Proactive Design Works Best... Don't Find the Kids and THEN Figure Out What to Do... That's NOT INTENTIONAL
2. Figure Out What You're Going to Do, THEN Find the Kids
3. Align Your More Intensive Interventions to the Resources You Have, Not Trying to Solve Large Scale Problems at Tiers 2 and 3

4. Use Your Screening Data—Not Referral

Plan for groups of kids. Plan what THEN find the kids.

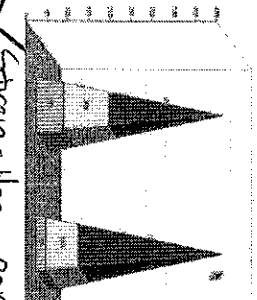
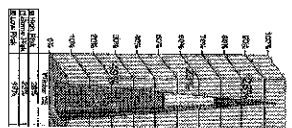
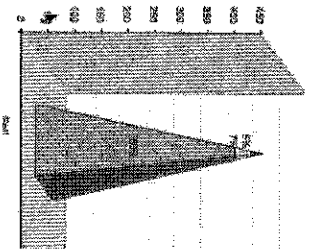
Imagine This Screening Outcome



- More than Half Would Receive Additional Intervention (51%)
- School Intervention Resources Would Quickly Be Overstretched or Overwhelmed
- Expect Teachers to Hate the Data
- Special Education Will Be "Business as Usual"

The Solution is NOT Tier 2 and 3, But Increasing the Intensity of Tier 1: This is Program Evaluation, Not Screening

How NOT to Identify Candidates for Intervention



Which Schools Have Students with Severe Performance Discrepancies?

*Green means highly likelihood of passing some test.
Red means no chance
Yellow is "iffy"*

Imagine This Screening Outcome

- Nearly ALL Would Receive Additional Intervention (85%)
- Expect Teachers to REALLY Hate the Data, Especially Progress Monitoring
- Expect Staff to Be Even More Overwhelmed and Discouraged
- Any Student in Theory-Could Be Considered Special Education Eligible

The Solution is to Ensure Tier 1 Instruction Has the Features/ Programs of Tiers 2 or 3 in Other Communities

Strengthen CORE

LOVE THIS

ALIGN YOUR SCREENING CRITERION TO THE % OF STUDENTS YOU HAVE RESOURCES TO SERVE

Start with These Design Principles

Provide Tiered Services to Below Average Students (<25%),

Tier 2 = 15%

Tier 3 = 10%

Tier 2, Small Groups of 5-6 Students, 30 Minutes per Day

Tier 3, Small Groups of 3-4 Students, 60 Minutes per Day

Use Design Principles to Plan Tier 3

Grade	# Students	Tier 3 If <10th Percentile	# Groups of 3 @ 60 min per day
K	71	7	2
1	58	6	2
2	57	6	2
3	47	5	2
4	45	5	2
5	43	4	1
321			
Number of Groups Needed			11
Hours of Daily Intervention Needed			11

Grade 2

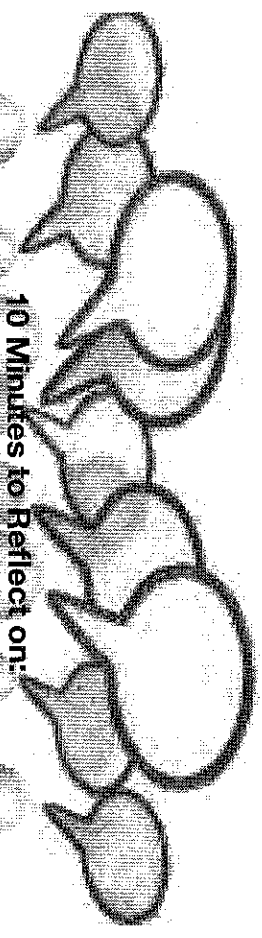
Tier 3 10% of 57 = 6 Students

2 Groups of 3 for 60 Minutes

2 Personnel/Scheduled Hours for Tier 3

Use Design Principles to Plan Tier 2

Grade	# Students	Teachers	Average Class Size	Tier 2 If <25th Percentile	# Groups of 5 @ 30 min per day
K	71	4	18	11	2
1	58	3	19	9	2
2	57	3	19	9	2
3	47	2	24	7	2
4	45	2	23	7	2
5	43	2	22	6	2
321					
Grade 2					6
Tier 2 15% of 57 = 9-10 Students					2
2 Groups of 5 for 30 Minutes					1
1 Personnel and Scheduled Hour for Tier 2					1



10 Minutes to Reflect on:
 What Are Your Reactions to these Ideas?
 What Do You Already Have in Place Relative to Scheduling Intentionally (and Proactive Design)?

What Would Have to Change to Do a Better Job?
 How Can You or Your Group Contribute to Planning and Execution?

What Additional Questions Do You Have?

MONITORING PROGRESS BIG IDEAS

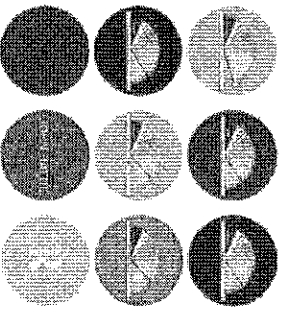
1. It Seems Counter Intuitive, But to Build Systematic and Intensive, Effective Intervention— You Need an Independent Frequent Progress Monitoring System
2. Frequent Progress Monitoring is One of the Most Powerful Tools in a Teachers' Toolbox
3. Not All Tests Are Suitable for Progress Monitoring
4. I Prefer Curriculum-Based Measurement (CBM) for My Basic Skills Progress Monitoring Test(s)

IMPROVE MONITOR PROGRESS ACROSS TIERS

WHY IS FREQUENT PROGRESS MONITORING
IMPORTANT IN SYSTEMATIC INTERVENTION

VISIBLE LEARNING
A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT

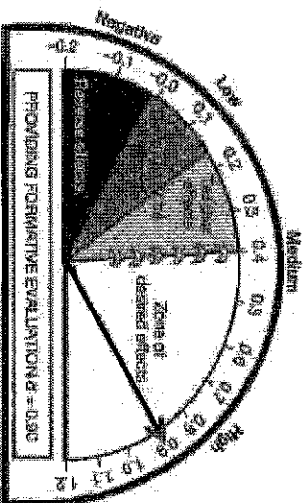
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.



See an excerpt of a John Hattie video explaining more about his research summaries in the folder entitled Supporting Videos

This book can be purchased from Amazon for \$48.30 new, \$36.98 used

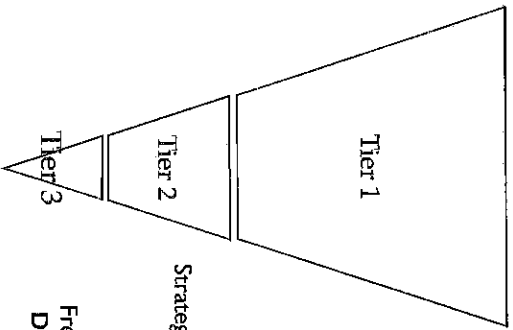
START WITH A STANDARD POWERFUL
TOOL TO IMPACT REDUCING THE GAP



Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (N)	3,835

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

K-6 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS



Benchmark ALL Students Using CBM 3x Per Year for Universal Screening AND Progress Monitoring-AND Program Evaluation At Least Through the First Year of MS in Low Risk Communities

Strategic Monitoring of At Risk Students 1x per Month, or 2x per Month or Weekly

Frequent Monitoring ALL K-12 Significantly Discrepant Students or IEPs 2x per Week

10 Minutes to Reflect on:

- What Are Your Reactions to these Ideas?
- What Do You Already Have in Place Relative to Frequent Progress Monitoring?
- What Would Have to Change to Do a Better Job?
- How Can You or Your Group Contribute to Planning and Execution?
- What Additional Questions Do You Have?

Self Study of Tiered Elementary Reading Intervention

Instructional Practice	Weak	OK	Strong
Tier 1 Reading Program Name	--	--	--
Tier 1 Reading Program Is of Suitable Intensity to Meet the Needs of Students			
Tier 1 Reading Program Is Supported with Sufficient Language Instruction to Meet the Needs of Students			
Tier 1 Reading Program Is Supported with Sufficient Guided (Coached) Reading of Suitable Difficulty Materials			
Tier 1 Reading Program Is Supported with Clear Expectations for Increasing Reading Volume Through Wide Reading			
Tier 1 Reading Program Is Monitored with Authentic, Sound, and Simple Tests like Curriculum-Based Measurement 3 Times Per Year			
Tier 2 Reading Intervention Program Name	--	--	--
Is COMPREHENSIVE (MULTIPLE SKILLS) and of Suitable Intensity to Meet the Needs of Students			
Is Supported with Sufficient Language Instruction to Meet the Needs of Students			
Is Supported with Sufficient Guided (Coached) Reading of Suitable Difficulty Materials			
Is Supported with Clear Expectations for Increasing Reading Volume Through Wide Reading			
Progress is Monitored with Authentic, Sound, and Simple Tests like Curriculum-Based Measurement at Least Monthly			
Tier 3 Reading Intervention Program Name	--	--	--
Is COMPREHENSIVE (MULTIPLE SKILLS), Highly Explicit, and of Suitable Intensity to Meet the Needs of Students			
Is Supported with Sufficient Language Instruction to Meet the Needs of Students			
Is Supported with Sufficient Guided (Coached) Reading of Suitable Difficulty Materials			
Is Supported with Clear Expectations for Increasing Reading Volume Through Wide Reading			
Has a Clearly Established System to Increase Student Motivation			
Progress is Monitored with Authentic, Sound, and Simple Tests like Curriculum-Based Measurement at Least Weekly			

Self Study of Effective Writing Instructional Practices

Instructional Practice			Weak	OK	Strong
Provide daily time for students to write					
Teach students the writing process					
Teach students strategies for the various components of the writing process					
Gradually release the writing responsibility from the teacher to the student					
Guide students to select and use appropriate writing strategies					
Encourage students to be flexible in their use of the components of the writing process					
Teach students to write for a variety of purposes					
Help students understand the different purposes of writing					
Expand students' concept of audience					
Teach students to emulate the features of good writing					
Teach students techniques for writing effectively for different purposes					
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing					
Teach very young writers how to hold a pencil correctly and form letters fluently and efficiently					
Teach students to spell words correctly					
Teach students to construct sentences for fluency, meaning, and style					
Teach students to type fluently and to use a word processor to compose					
Create an engaged community of writers					
Teachers should participate as members of the community by writing and sharing their writing					
Give students writing choices					
Encourage students to collaborate as writers					
Provide students with opportunities to give and receive feedback throughout the writing process					
Publish students' writing and extend the community beyond the classroom					

Based on the features of effective evidence-based writing practices described in:

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.G. (2012). *Teaching elementary school students to be effective writers: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Secondary Implementation of Multi-Tier Systems of Supports/RTI: Now the FUN Begins!

Mark R. Shinn, Ph.D.
 Professor and School Psychology Program
 National Louis University, Skokie, IL
markshinn@nluc.edu
<http://markshinn.org>
info@discoveryessence.net
 847.275.7280

Montana School Psychologists Association
 June 6th and 7th 2016

MANY ELEMENTS OF THIS PRESENTATION ARE INCLUDED IN—OR LOOK FORWARD TO

- Shinn, M. R. (2008). *RTI at the secondary level*. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Shinn, M.R., Windram, H., & Bollman, K. (2016). *Secondary applications of RtI*. In S.R. Jimerson, M.K. Burns, and A. VanDerHeyen. *Handbook of Response to Intervention*. New York, NY: Springer.

DISCLOSURE

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for Pearson Assessment for their AIMSweb product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI. He provides technical support and training.

Mark R. Shinn, Ph.D. Serves as a Consultant for Cambium/Voyager/Sopris for their Vmath product, a remedial mathematics intervention but has no financial interests. He helped them incorporate Curriculum-Based Measurement (CBM) into Vmath's progress monitoring component.

Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill Publishing for their Jamestown Reading Navigator (JRN) product and receives royalties. He helped them incorporate Curriculum-Based Measurement (CBM) JRN's progress monitoring component.

Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the CORE (Consortium on Reaching Excellence) and receives a stipend for participation. He provides training and reflections of national trends and service delivery needs.

Data-Based Consulting

markshinn.org

1. Click on the Resources/Downloads/Free
2. Hover Over LINK TO PROFESSIONAL DEVELOPMENT MATERIALS VIA GO DADDY
3. Click on the 1. Staff Development and Consultation Presentations
4. Click on the Montana SP Association Summer 2016 Folder

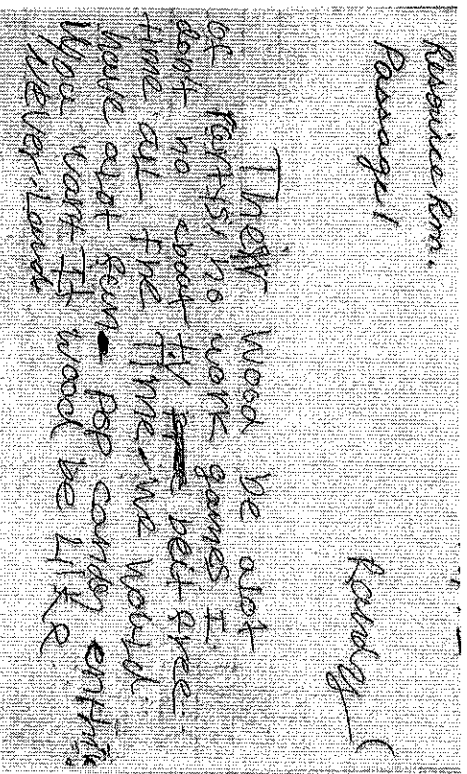
THE PROFESSIONAL DEVELOPMENT WEBSITE FOR

MARK R. SHINN, PH.D.

MTSS SHOULD ENABLE THIS...

MIDDLE SCHOOL SCENARIO

- Intensive, Comprehensive Reading and Research-Based PROGRAM, with Attention to Multi-Syllabic Words and Word Knowledge, at least 75 minutes per day.
- Additional Language Intervention, Especially Vocabulary
- A Behavior Support Plan Emphasizing Effort and Motivation
- Extensive "Guided Reading" with Corrective Feedback
- Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School
- Weekly Progress Monitoring Using CBM with Goal That Reduces the GAP
- Supported by General Education Teaching Practices That Enhance Content Area Learning...for All (SOLID RB Curriculum and Content Learning Continuum; CLC; SIM)

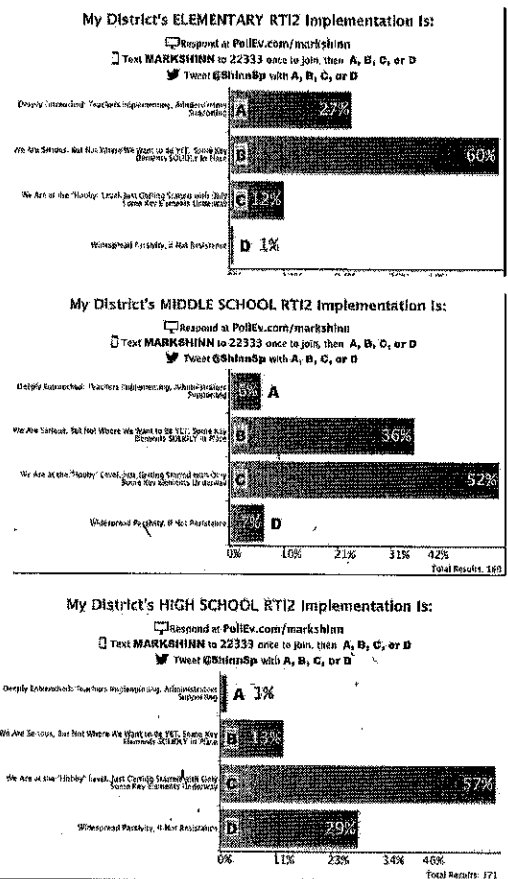


MTSS/RTI Key Concepts

Secondary MTSS/RTI Lags Behind

1. Secondary RTI Implementation Lags Behind Elementary...For Good Reason
2. Secondary RTI Has Been Pitched Poorly to Secondary Teachers and Administrators—And Incorrectly
3. Secondary RTI Should Make the Difficult Job of Teaching Easier AND Increase Student Achievement
4. A Strong Foundation of CORE Principles/Practices Makes the Difference

SEE THE PATTERN?



LESSONS LEARNED

Make Sure All of Us Understand the Purpose of Tiered Services

COMMUNICATE WHAT MTSS/RTI CAN OFFER SECONDARY TEACHERS

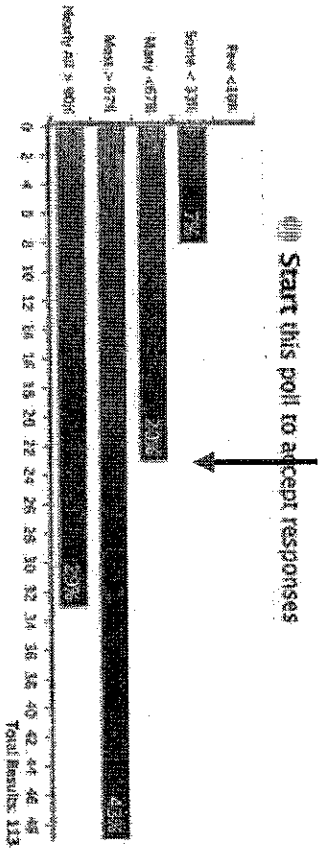
OPINION CHECK: CRITICAL SKILLS AND STRATEGIES FOR SECONDARY SUCCESS

- ✓ Opportunities to Ensure We ALL Provide Students Learning Strategies and Skills Essential to School Success
- ✓ Identification and Scheduled, Powerful Early Intervention for Students with Severe Basic Skills Deficits
- ✓ Making TEACHING for ALL of Us a Bit "Easier" for Students with Strong Basic Skills Are FAR EASIER to Teach!

- "Close" Reading of Narrative and Informational Text
- Expansion and Use of Academic English
- Effective Study and Organizational Skills, Including Note Taking
- Effective Writing with Use of Evidence
- Mathematics Understanding, Especially with Respect to Conceptual Understanding, Procedural Skill, and Application

RECENT RESULTS: CRITICAL SKILLS

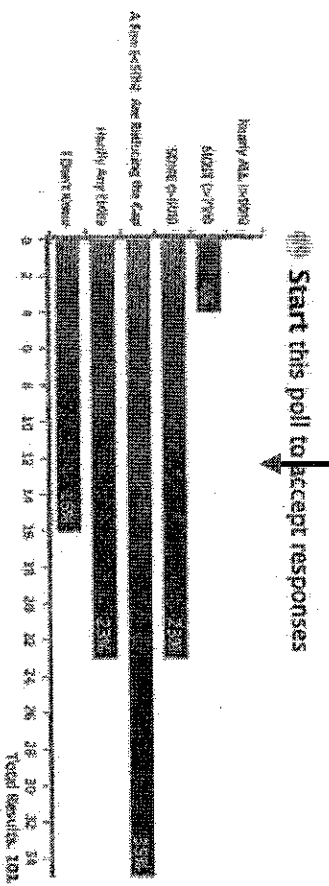
Students Who Struggle With at Least 1 Critical Skill
 Nearly All Teachers Believe Nearly All Students Struggle with At Least 1 of These Critical Skills (For Nearly All Students!)



Start this poll to accept responses

RECENT RESULTS: SE INTERVENTIONS POWERFUL?

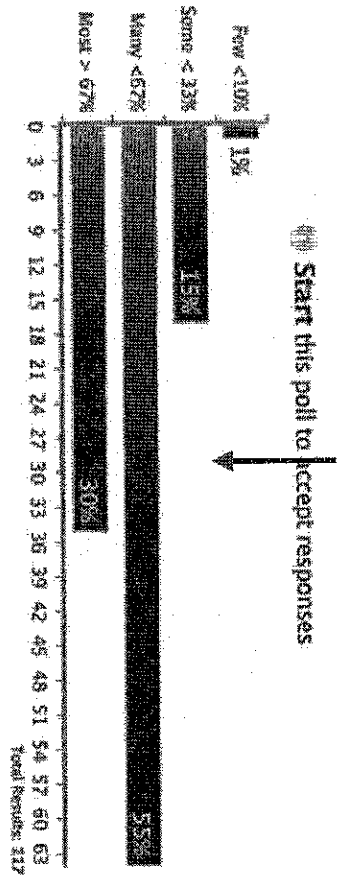
AT BEST 1 in 4 Teachers Believe More than Half of SE Students Are Reducing the Reading Gap!
 Nearly 60% of SE Teachers Believe the Gap is Reducing



Start this poll to accept responses

RECENT RESULTS: STRUGGLING IN AT LEAST 1 CLASS

Students Who Struggle With at Least 1 Content Area
 80% of Teachers Believe Nearly All Students Struggle with At Least 1 Content Area (For Nearly All Students!)



Start this poll to accept responses

FULLAN IDENTIFIES A STRONG MORAL PURPOSE

Being Ready for College
 or
 Ready for Employment is a Civil Rights Issue

Fullan, M. (2008). The six secrets of change: What the best leaders do to help their organizations survive and thrive. San Francisco, CA: Jossey-Boss.

BIG IDEA FOR STUDENTS AND FAMILIES

Students Get the Services They Need...

As Soon As They Need Them!

BIG IDEA FOR EDUCATORS

Better Tools

Better Training

More Support



A Secondary MTSS Pathway

1. Commit to Building a Safe, Civil, Environment Conducive to Learning by Effective Behavior Support School AND Class-wide, and Across Tiers, With Additional Attention to Tardies, Suspension
2. Ensure Students Have Sufficient Basic Skills So They Can Read to Learn Rather than Learn to Read by Strengthening Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9
3. Shift Your Basic Skills Screening from Benchmarking to Universal Screening to Individual Screening and Multiple Gating, with a Focus on End-of-Year Data
4. Deliver Powerful Tier 2 and 3 Interventions EARLY, Regardless of Credit Consequences and if Electives Are Exhausted, Provide a Clear Credit Recovery Pathway
5. Focus Your Basic Skills Progress Monitoring on Tiers 2 and 3 *Reading, Writing, Math*
6. Reduce the Amount of Testing, Especially Multiple Screening and Diagnosis (Instructional Planning)
7. Change Your Special Education Eligibility Process to Clarify Your Special Education Service Delivery Model to Remediating Severe Basic Skill Deficits and Provide Powerful Learning Strategies
8. Change Your Special Education IEP Goals and Progress Monitoring Practices

MBT

only individual kids get when on general screen

SECONDARY PATHWAY CONTINUED

9. Make a Commitment to Improve General Education Content Teaching Skills with a Continuous Staff Development Effort Supported by Coaching for:
 - Quality Paper and Electronic Syllabi in a Consistent Format with Websites Across Teachers;
 - Students are Taught—and Expected to Use—A Consistent Note-Taking Strategy Across Classes
 - High Quality Grading System;
 - Training and Coaching In Content Literacy Continuum (CLC) and/or Strategic Instruction Model (SIM)
 - Increased Teaching from a Big Ideas Focus
 - Evidence-Based Strategies to Increase Engagement
10. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support; Focus More on Transition Plans Rather than Mindless (and Irrelevant) 3-Year Reevaluations

No test

A Secondary MTSS Pathway

1. Commit to Building a Safe, Civil, Environment Conducive to Learning by Effective Behavior Support School- AND Class-wide, and Across Tiers, With Additional Attention to Tardies, Suspension
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 - Increased Teaching from a Big Ideas Focus
 - Evidence-Based Strategies to Increase Engagement
10. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support; **Focus More on Transition Plans** Rather than Mindless (and Irrelevant) 3-Year Reevaluations

WE KNOW SOME TEACHING CONTENT IS ESSENTIAL



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.

EFFECTIVE CLASSROOM AND INTERVENTION PRACTICES: A PRACTICE GUIDE

Table 2. Recommendations and corresponding levels of evidence to support each

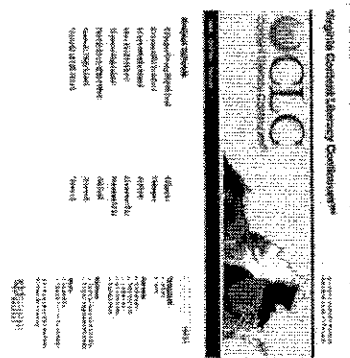
Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and responsiveness.	Strong
4. Increase student motivation and engagement in literacy learning.	Strong
5. Make explicit, targeted and individualized interventions for at-risk young students that can be provided by trained specialists.	Strong

Provide Explicit Vocabulary Instruction : Strong

METHODS FOR IMPROVING CORE INSTRUCTION



<http://www.kucrl.org/cic>



<http://virginia.kucrl.org/overview/project-schools/>

ALL TEACHERS BENEFIT IF STUDENTS ARE PROFICIENT IN WRITING FORMATS

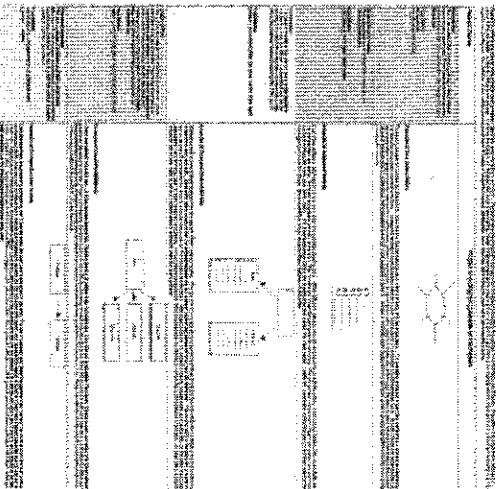
I Hate It When We EXPECT Students to Write, Especially Persuasively, When They Are Not Proficient in Common Writing Formats

Focus on WHAT to Write Students to Write, Especially Persuasively, When They Are Not HOW to Write It

ALL TEACHERS BENEFIT IF STUDENTS ARE PROFICIENT IN WRITING FORMATS

Focus on:

- Descriptive
- Sequential or Process
- Comparison/Compare/Contrast
- Cause/Effect
- Problem/Solution to Write
- Students to Write



CLARIFY WHAT INTERVENTION IS AND ISN'T

Content Area Courses

Student Doing Poorly in Social Studies

In Special Education

Student Receives Homework Help, Accommodations (Extended Time, Modified Grades) or "Alternative" Social Studies with Lower Content and Reduced Expectations

LESSONS LEARNED

Clarify the Focus of MTSS/RTI Intervention

CREATE A MISSION AND VISION STATEMENT FOR YOUR SPECIAL EDUCATION PROGRAM



Without a central philosophy or purpose, special education programs—especially resource rooms—lack definition and can easily become tutoring programs—or anything else others deem it to be.

Be proactive in defining and protecting the purpose and integrity of your program. The mission or vision statement clarifies the intent of the program, its philosophy, and the core responsibilities of the special education teacher, the paraprofessional, and the students.



**TUTORING OR HELP WITH HOMEWORK:
IT'S NOT "WRONG," BUT IT'S NOT
RIGHT... NOR ENOUGH**

Pressure from parents, administrators, general educators, and students to provide homework assistance and review or re-teach content-area subject matter.

The "tutoring trap," which is a costly error implemented at the expense of teaching students strategies they can use in content classrooms

(Deshler, Ellis, & Lenz, 1996)

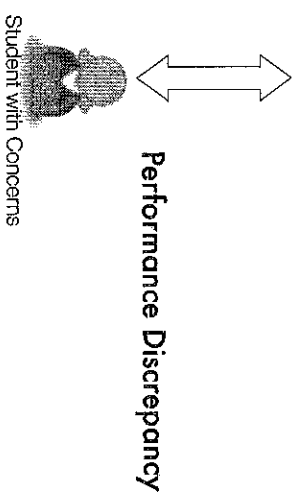
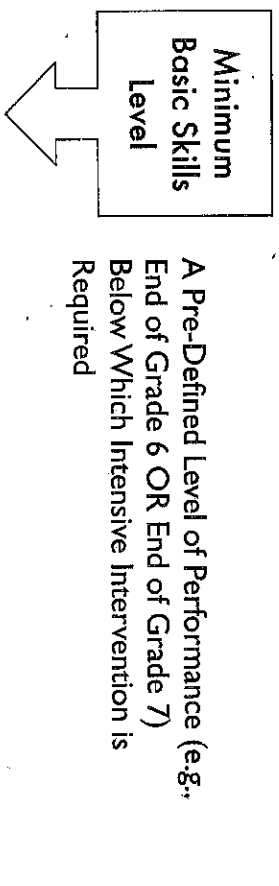
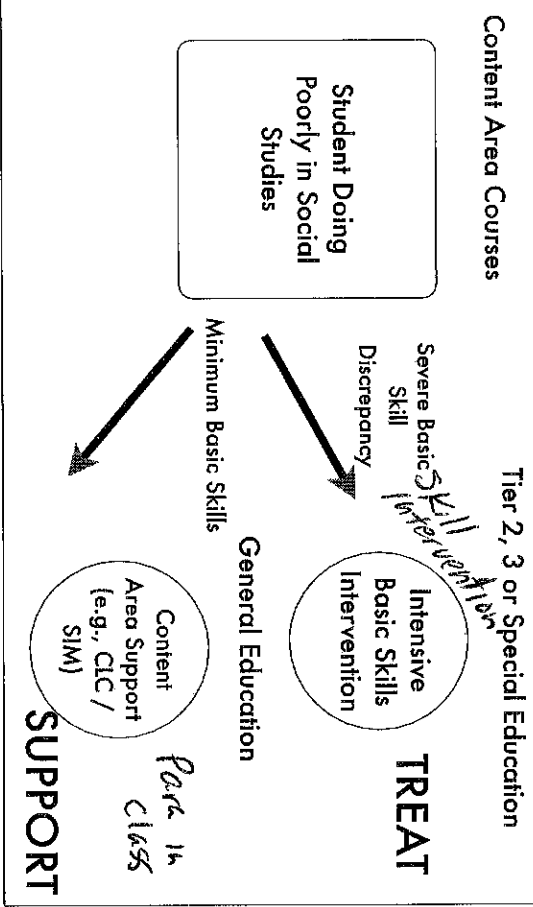
Teach! Don't accommodate.

**AT HIGH SCHOOL, DEFINE THE
DISCREPANCY FROM A BASIC SKILLS
STANDARD!**

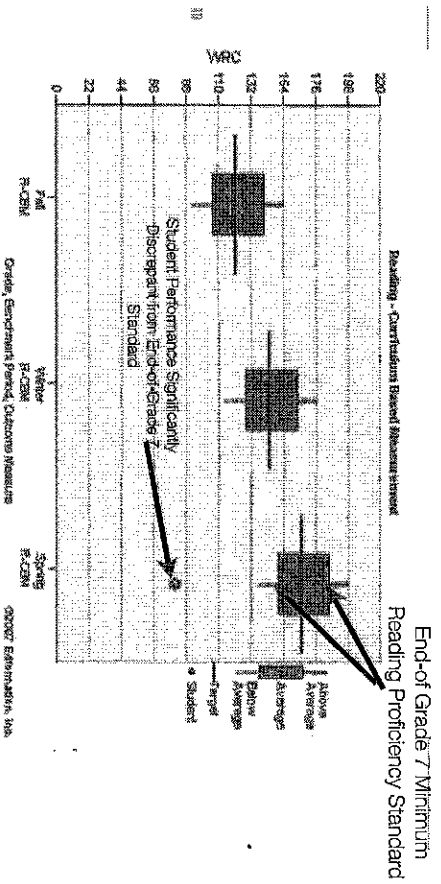
If a Student Has a Severe Basic Skill Discrepancy (e.g., End-of-Grade 7), an Intensive, Teacher-Directed Will Be Provided-
TREATMENT

If a Student Has Minimum BASIC Skills, (e.g., End-of-Grade 7), Student Will RECEIVE SUPPORT (e.g., Through SIM and Effective Behavior Support)

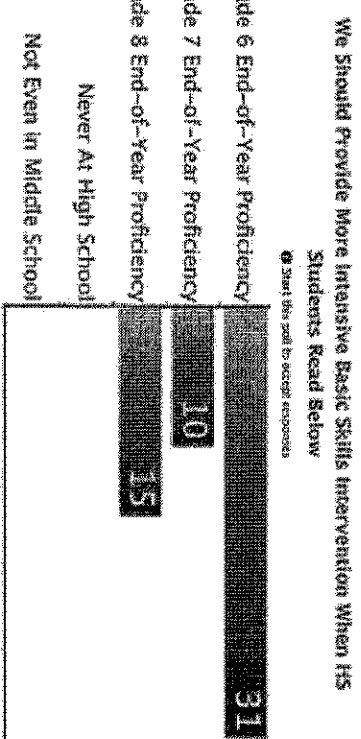
**CLARIFY WHO WE INTERVENE
WITH (AND HOW)**



GRADE 9-12 SLD PERFORMANCE DISCREPANCY



WHAT DEFINES MINIMUM BASIC SKILLS PROFICIENCY NASP WORKSHOP RESPONDENTS



LESSONS LEARNED

Screen and Take "Inventory" of the Potential Problem

MIDDLE SCHOOL SCREENING RECOMMENDATION

Do ⁵ _{Grade 5}
 GRADE 6
 GRADE 7
 GRADE 8 ⁷

Benchmark ALL Students (3x) For Universal Screening AND Universal Progress Monitoring

Use End of Grade 7 Universal Screening to Do Grade 8 Universal Screening and Intervention Planning

Use End of Grade 6 Benchmark to Do Grade 7 Universal Screening and Intervention Planning

Multiple Gating Starting with Mid to End of Grade 8 Using Existing Achievement Tests Like ACT Explore Do Grade 9 Universal Screening and Intervention Planning

Universal Screening only once @ end of yr. 11

Only benchmark as long as you need to.

HIGH SCHOOL SCREENING RECOMMENDATION

GRADE 9 GRADE 10 GRADE 11 GRADE 12

Multiple Gating Starting with Grade 8 Using Existing Achievement Tests Like ACT Explore	Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes	Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes	Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes
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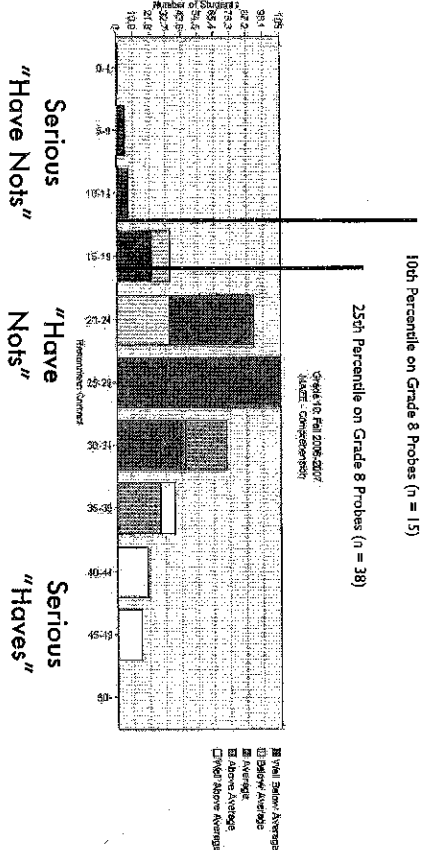
Follow Up Identified Students with Individual Skills Screening with CBM

Screen only new students

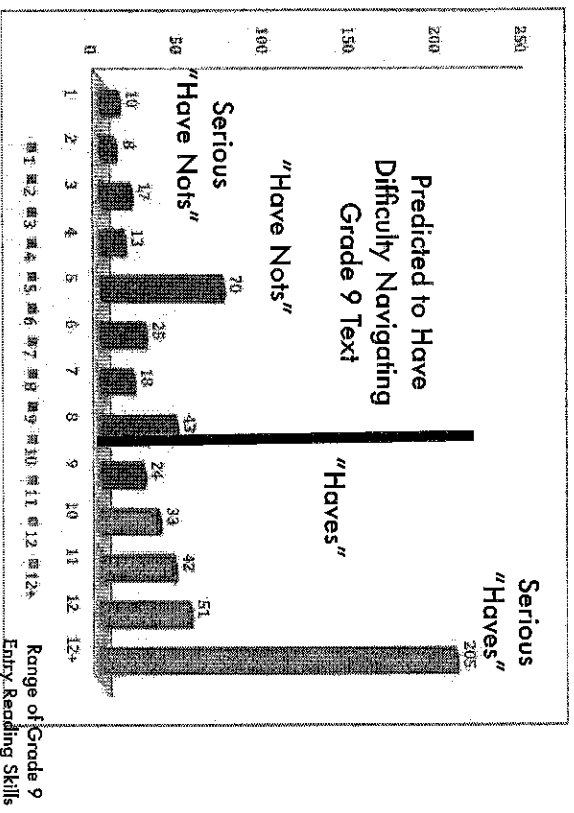
Do Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes

Grades can be used for screening in Reading & math if don't identify for skill deficit.

POTENTIAL READING NEEDS AT A HIGH-PERFORMING HIGH SCHOOL
GRADE 10



TAKE INVENTORY TO JUDGE NEEDS



Curly's D

of D's & F's

by data

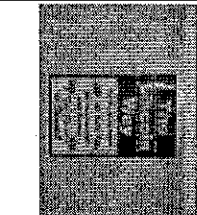
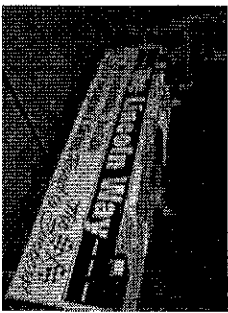
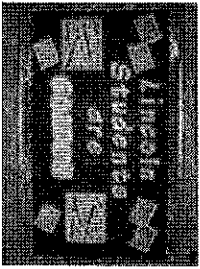
LESSONS LEARNED

Increase the Quality of Learning Climate Through School and Classroom Behavior Support

DOES YOUR SCHOOL HAVE THIS?

Brook Middle School Specifications

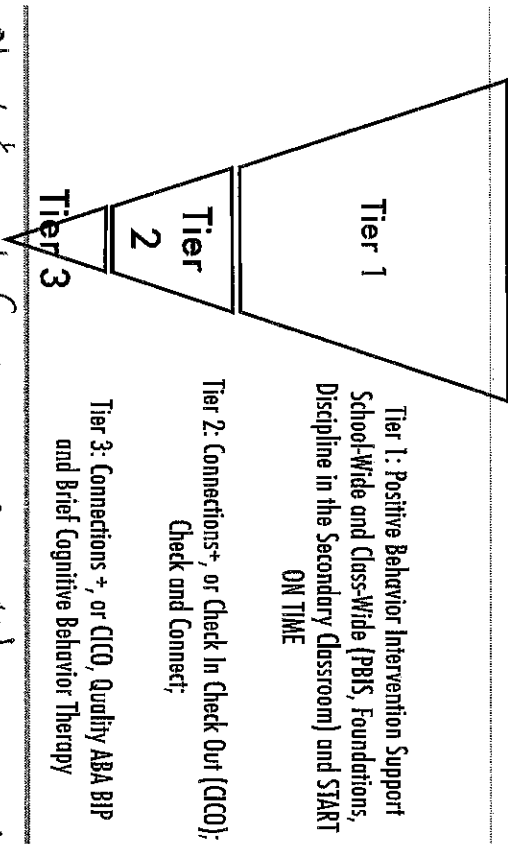
Area	Specification	Current Status	Target Status
Classroom Management	Classroom Management	...	...
Instructional Practices	Instructional Practices	...	...
Assessment	Assessment	...	...
Professional Learning	Professional Learning	...	...
Communication	Communication	...	...
Community Engagement	Community Engagement	...	...
Facilities	Facilities	...	...
Health and Safety	Health and Safety	...	...
Technology	Technology	...	...
Transportation	Transportation	...	...
Food Services	Food Services	...	...
Physical Education	Physical Education	...	...
Arts	Arts	...	...
Special Education	Special Education	...	...
Gifted/Talented	Gifted/Talented	...	...
Language Acquisition	Language Acquisition	...	...
Other	Other	...	...



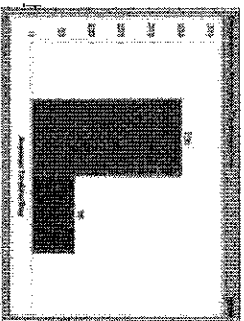
IMAGINE THIS SCHOOL

- A Middle School of **1500** Students (90% FRL)
- **250** Tardies per Day
- **3200** Per Year
- @ 15 min per Office Referral, Estimated **800** of Personnel Time Used

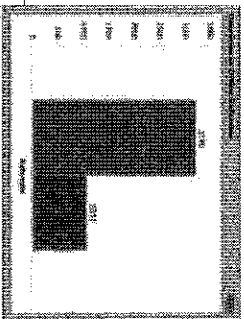
SECONDARY TIERED BEHAVIOR SUPPORTS



Check & connect focuses on parental communication & work completion - Sprick
MTSS/RTI CAN PROVIDE POSITIVE BEHAVIOR SUPPORT



Tardies from 250 to 70
72% Decrease



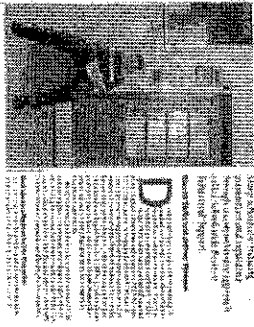
Office Referrals from 3,196 to 1,050
67% Decrease

Increase of **32,000** Instructional Minutes Gained

Following sweeps

ALTERNATIVES TO SUSPENSION

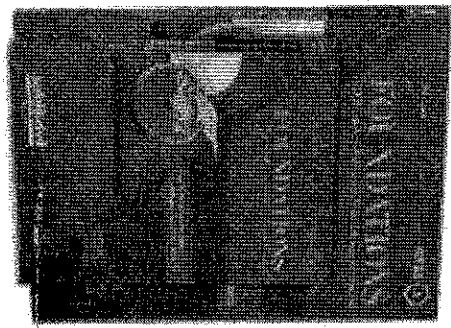
Safety Without Suspensions



Skiba, R., & Sprague, J. (2008). *Safety without suspensions: Educational Leadership* (September), 38-43.

Sprague, J. R., & Walker, H. M. (2010). Building safe and healthy schools to promote school success: Critical issues, current challenges, and promising approaches. In M. R. Shin & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 223-258). Bethesda, MD: National Association of School Psychologists.

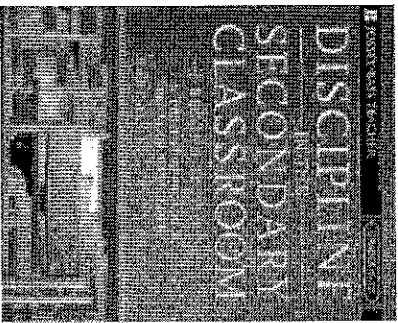
INVEST IN HIGH QUALITY SYSTEMS



Sprick, R.S., Booher, M., & Rich, P. (2011). *Foundations. Pacific Northwest Publishing, Eugene, OR*

Module A: Foundations of Behavior Support—A Continuous Improvement Process
 Module B: Managing Behavior in Common Areas and With Schoolwide Policies
 Module C: Conscious Construction of an Inviting School Climate
 Module D: Responding to Misbehavior—An Instructional Approach
 Module E: Improving Safety, Managing Conflict, and Reducing Bullying
 Module F: Establishing and Sustaining a Continuum of Behavior Support

BUY THIS BOOK, TRAIN ON THE BOOK



Sprick, R. S. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Behavior Support - easier than PBIS
POSITIVE BEHAVIOR SUPPORT RESOURCES

Randy Sprick, Ph.D.
 Safe and Civil Schools:
www.safeandcivilschools.com

National Technical Assistance Center
 on
 Positive Behavioral Interventions and Supports (PBIS): www.pbis.org

Rob March, Ph.D.
 Effective Educational Practices
<http://www.successfulschools.org>

Jeff Sprague, Ph.D.
 Institute on Violence and
 Destructive Behavior: <http://pages.uoregon.edu/jvsdb/>

Consider Creating a "Merit Badge" for "Certified" CHAMPS Teachers

Has a chapter on building effective grading system.

- Recoupment

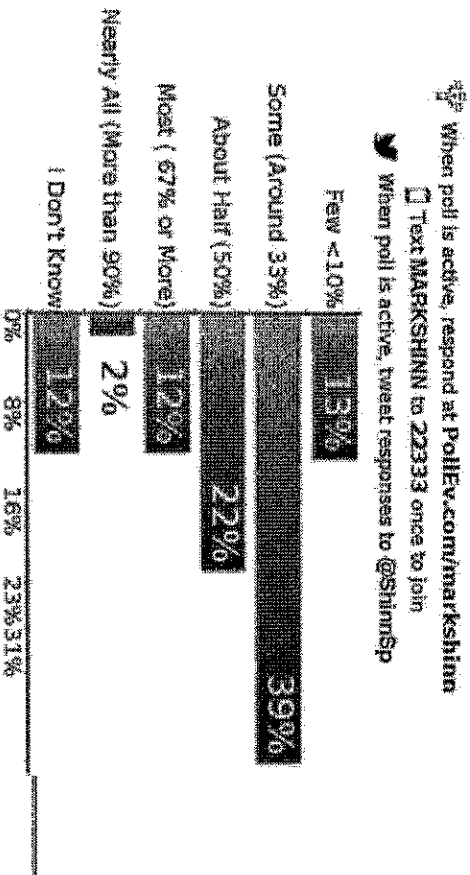
STRENGTHEN THE CORE LANGUAGE ARTS CURRICULUM

TYPICAL SECONDARY LANGUAGE ARTS CURRICULUM

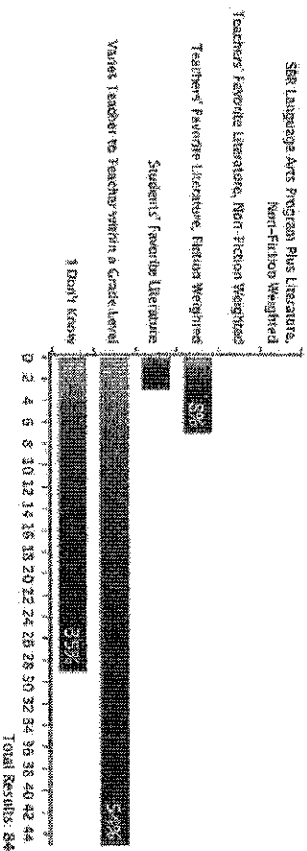
	Program and Focus	Amount of Time	Points of Vulnerability
General Education Tier 1	Novel Study	Single Period	Teacher to Teacher Variability, Often Little Explicit Instruction About How to Navigate and Comprehend Narrative and Content Area Texts, Writing Instruction is Idiosyncratic
Tier 2	Non-Existent or Separate, But Less Difficult Version of the Core		Former Puts Pressure on Special Education to Assume Responsibility; Later Fails to Deliver Skills Students Need to Reduce the Gap and Be Successful in All Content Classes
Tier 3	Really Only Special Education as an Option and Too Often, Only Computer-Driven or "Bandaid" Programs—or Help With Homework	Single Period, Supplanted Instruction	Doesn't Reduce the Gap and Doesn't Support Success in All Content Classes!

IS OUR HS LA PROGRAM DOING THE JOB

% of Our Students Who Are Prepared to Navigate College Level or Vocational Text



HOW DO YOU COMPARE?



STRENGTHEN YOUR LA CURRICULUM

- ☑ Use a Common, Scientifically Based Core Language Arts Program (At least Through Grade 9) At least 80-90 Minutes Per Day (Double Periods or Long Blocks)
- ☑ Select Your S-B Common LA Program with Features of Intensity and Explicitness By Needs of Students
- ☑ Ensure You Have Sufficient Time to Impact Tier 1 and Deliver Tiers 2 and 3 WITHIN the Period/Block
- ☑ Embed the Content Literacy Continuum (CLC) Strategies in All Content Classes

Read to Achieve

MARK'S (BIASED) APPROACH

	Program and Focus	Amount of Time
General Education Tier 1	Strong, Teacher-Led, Comprehensive Language Arts Program with Explicit Instruction in Comprehending Narrative and Content Textbooks [i.e., Read to Achieve] + Novel Study Strongly Biased Toward Non-Fiction	Double Period or Block Every Day
Tier 2	Read to Achieve, Plus More Explicit and Targeted Intervention + (e.g., Rewards) + Structured Outside Wide Reading	Tier 2 Delivered Within the Double Period/Block
Tier 3	Read to Achieve + Explicit and Comprehensive Intervention (e.g., REACH or Corrective Reading) + Structured Outside Wide Reading	3 Periods

BUILD 6-9 ON A FOUNDATION OF A STRONG COMMERCIAL PROGRAM

	Program and Focus	Amount of Time
General Education Tier 1	SBB Core Program (e.g., Prentice Hall Literature), + Core Novels + Outside Reading	Double Period or Block Every Day
Tier 2	Prentice Hall Literature, Plus More Explicit and Targeted Intervention + Reader's Companion + Rewards) + Structured Outside Wide Reading	Tier 2 Delivered Within the Double Period/Block
Tier 3	Prentice Hall Literature, + Explicit and Comprehensive Intervention (e.g., REACH) + Structured Outside Wide Reading	3 Periods

THOUGHTS FROM KEVIN FELDMAN



"Prentice Hall - this one is my favorite - solid blend of fiction/non-fiction, academic vocabulary, writing, etc.

Holt - <http://hlla.hrw.com/hlla/> Many in CA have used this and report good things...

Houghton-Mifflin http://www.eduplace.com/rdg/time/6_8/

The key to me, is not so much which program (choose one that has substantial non-fiction - it is "language arts" NOT "literature arts", solid writing/grammar, robust vocabulary, and clear accommodations for ELs and SpEd students) but how you support it... and how literacy is developed across the other academic disciplines within the school..."

You can reach Kevin @ kfeldman@score.org; or view his blog and resources www.score.org/reading

Step 1(b)...Strengthen and Support Content Literacy Across ALL Classrooms

- One of the greatest barriers to student growth and achievement in secondary schools (especially high schools) is the issue of fragmentation...
- students have multiple teachers throughout each day, and these teachers rarely, if ever, coordinate what or how they teach students...
- secondary students who struggle with learning do not get the necessary reinforcement of critical skills, strategies, and subject-area information.
- ...the often disjointed, uncoordinated educational programs that secondary students experience rarely lead to the type of instructional synergy that is required for students to make dramatic achievement gains.

Schumaker, J. B., & Deather, D.D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In Simons, M., R. & H., M. Walker (Eds.), *Interventions for Achievement and Behavior in a 3-tier model* including RTI. Bethesda, MD: National Association of School Psychologists.

THOUGHTS FROM KEVIN FELDMAN



The key to me, is not so much which program ...but
how you support it... and how literacy is
developed across the other academic disciplines
within the school..."

You can reach Kevin @ kfeldman@scoe.org; or view his blog and resources
www.scoe.org/reading

SUPPORTING CONTENT LITERACY—AND ALL CONTENT LEARNING

- Consistent R-B Vocabulary Strategies
- Consistent R-B Comprehension Strategies Common
- Consistent R-B Writing Structures and Scaffolds
- Consistent Note Taking Strategies
- Consistent Syllabi and Aligned Websites to Support Study and Organizational Skills
- Consistent (and Better) Grading Systems
- Teaching From a Big Ideas Focus
- Strategies to Increase Engagement

START HERE

Strategic Instruction Model

Classroom Evidence-based Guide

Visit <http://www.ku-cr.org/> for more information on the Strategic Instruction Model. This guide provides a detailed overview of the Strategic Instruction Model and its components. It is designed to help educators understand the model and its implementation in the classroom. The guide includes a list of key components and a detailed description of each component. The components are:

- **Strategic Instruction Model**
- **Strategic Instruction Model Components**
- **Strategic Instruction Model Implementation**
- **Strategic Instruction Model Research**
- **Strategic Instruction Model Resources**

The Strategic Instruction Model is a research-based approach to teaching that focuses on helping students develop the skills and strategies they need to be successful in school and in life. The model is based on the following principles:

- **Explicit Instruction**: Teachers explicitly teach students the skills and strategies they need to be successful.
- **Modeling**: Teachers model the skills and strategies they are teaching.
- **Scaffolding**: Teachers provide scaffolding to help students learn the skills and strategies.
- **Practice**: Students practice the skills and strategies they are learning.
- **Feedback**: Teachers provide feedback to help students improve their skills and strategies.

The Strategic Instruction Model is a powerful tool for helping students succeed in school and in life. For more information on the Strategic Instruction Model, visit <http://www.ku-cr.org/>.

<http://www.ku-cr.org/>

Comparison Table

Name: _____ Date: _____
 Title: _____
 Overall Concept: _____
 Lenn/Drop: _____

Animal eukaryotic cell structure

① Overview	② Overview
Has plasma membrane around cytoplasm Has organelles in cytoplasm Has no cell wall Has small vacuole or none at all Has no chloroplasts	Has plasma membrane around cytoplasm Has organelles in cytoplasm Has cell wall to give support Has large vacuole Has chloroplasts

Plant eukaryotic cell structure

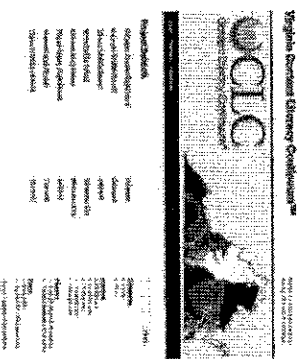
① Ultra-Characteristic	② Ultra-Characteristic	③ Ultra-Characteristic
Has plasma membrane around cytoplasm	Has organelles in cytoplasm	The layer around cytoplasm
Has no cell wall	Has small vacuole	The location of organelles
Has no chloroplasts	Has large vacuole	④ Ultra-Characteristic

④ Summary

THE BEST "SINGLE" METHOD

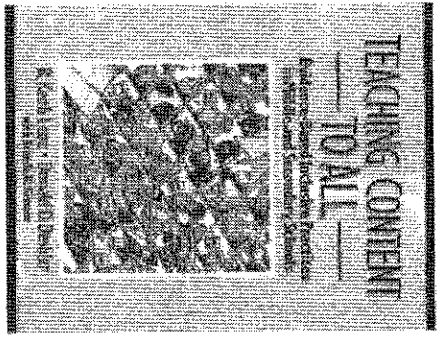


<http://www.kucrl.org/cic>



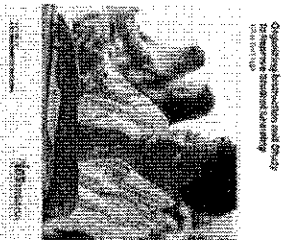
<http://virginia.kucrl.org/overview/project-schools/>

AND/OR READ THIS BOOK



Lenz, B. K., Deshler, D., & Kissam, B. R. (2003). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston, MA: Allyn & Bacon.

WE KNOW WHAT TO DO AND WHAT WORKS



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Saenger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.

Torgesen, J., Houston, D., Risman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. C. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Pashler, H., Bain, P. M., Botge, B. A., Grosser, A., Koedinger, K., McDonald, M., & Metcalfe, J. (2007). *Organizing instruction and study to improve student learning*. Washington, DC: US Department of Education, Institute of Educational Sciences.

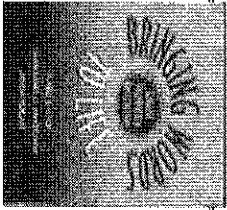
WHY READ?

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence
1. Provide explicit and systematic vocabulary instruction	Strong
2. Provide direct and explicit comprehension strategy instruction	Strong
3. Provide opportunities for students' discussion of text meaning and interpretation	Strong
4. Develop explicit metacognitive and comprehension strategy instruction	Strong
5. Make available print-based and digital-based interventions for struggling readers that can be provided by teachers and paraprofessionals	Strong

Provide Explicit Vocabulary Instruction: Strong
Provide Direct and Explicit Comprehension Strategy Instruction: Strong

ENSURE ATTENTION IS PAID TO EXPLICITLY TEACHING VOCABULARY

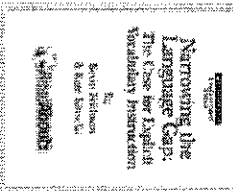


Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

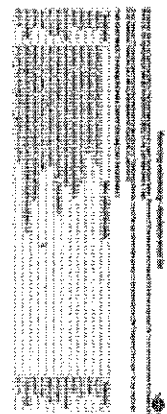
The importance of teaching the right words and providing definitions in every day (Tier 1) words

Feldman, K., & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction*. In Scholastic (Ed.), *Read About!*. New York, NY.

What does and doesn't work to teach vocabulary



KNOWING WHAT ARE THE "RIGHT WORDS"



Cohnhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238. 570 word families (<http://www.usetap.com/vocab/select/cwl.htm>) that are not in the most frequent 2,000 English words. BUT that occur reasonably frequently among academic texts (e.g., analyze, approach, area, assess, assume, authority, available, benefit)

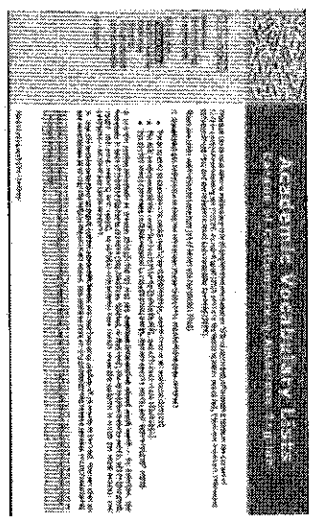
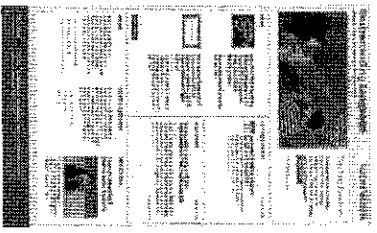


The **Word Generation program** (<http://wvq.terramedia.org/>) focuses on academic vocabulary, i.e., words that students are likely to encounter in textbooks and on tests, but not in spoken language. Interpreter, prohibit, vary, function, and hypothesize are examples.

Free site



More Vocabulary and Language



Our team is currently developing sets of teaching resources that exemplify high-quality instruction for ELLs across three content areas. The resources will correspond to the widely-adopted Common Core State Standards in English Language Arts and Mathematics and to the Next Generation Science Standards.

ell.stanford.edu

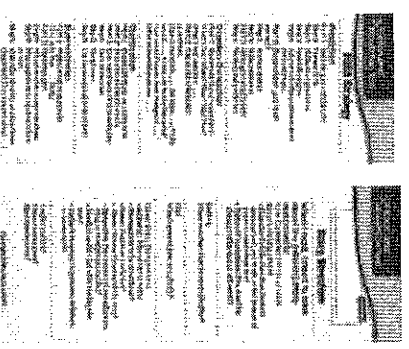
- The Academic Vocabulary List (AVL) itself (top 3,000 lemmas, which occur in all academic domains)
- The AVL words grouped into word families (similar to Coxhead's AVL, but with much more information)
- Top 20,000 words, (lemmas) in COCA-Academic, including AVL words, domain-specific words, and "genre-neutral" words

www.academicvocabulary.info

EXPAND TIER 1 LANGUAGE ARTS INSTRUCTIONAL PRACTICES

- <http://www.fisherandfrey.com>
- <http://www.youtube.com/user/fisherandfrey>
- <http://explicitinstruction.org>

ENSURE TEACHERS KNOW AND EXPECT STUDENTS TO USE A COMMON COMPREHENSION STRATEGY



A QUALITY SYLLABUS IS A SCAFFOLD FOR STUDY AND ORGANIZATIONAL SKILLS

English 10C
 Ms. Sims - 404-140-9000
 simsim@msd.k12.nc.us

English 10C
 1. **Learning to be a reader**
 2. **Learning to be a writer**
 3. **Learning to be a thinker**
 4. **Learning to be a citizen**

Unit 1: The American Dream

Unit 2: The American Dream

Unit 3: The American Dream

Unit 4: The American Dream

Unit 5: The American Dream

Unit 6: The American Dream

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Henry / Duke High School
 Introduction to Literature and Writing (ELW)
 2025 - 2026 School Year
 Mr. Fowd

Objectives

Unit 1: The American Dream

Unit 2: The American Dream

Unit 3: The American Dream

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CONSIST SYLLABUS TO SUPPORT ORGANIZATIONAL SKILLS

1. Contact Information

Helps students, family/guardians, and other academic professional (including the school psychologist) get a hold of you.

2. Course Description

Helps build preview to course...like building background info.

3. Course Goals and Big Ideas

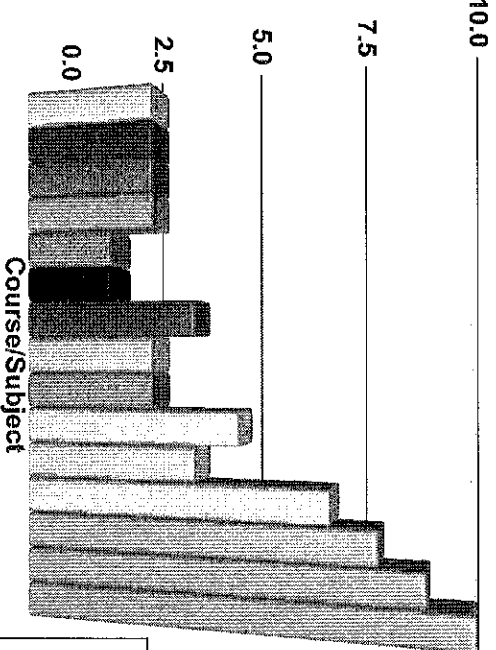
Also, helps to preview course and illuminate the student of possible future events, topics, etc...

4. Instructions and Directions as to How to get help. (See #10 also)

Might include a school resource room, website, other teachers, a file drawer in the classroom, etc...Detailed directions.

** Must have credit recovery plan! with an out*

NUMBER OF SYLLABI COMPONENTS ENGLISH DEPARTMENT GRADES 9-12



*1. Fail work
2. Retake 2012
3. Medical
etc.*

WHAT COMPONENTS IN A SYLLABUS AID DIVERSE LEARNERS...AND WHY? (CONTINUED)

7. Detailed information about the grading system

Helps students understand teacher expectations and gives students a solid understanding of passing and failing.

8. Course Calendar and Due Dates

Builds structure and organization...also helps other professionals in the building.

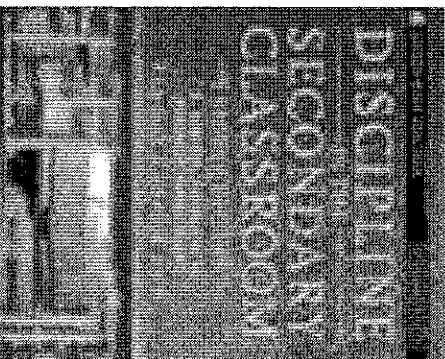
9. Self-Monitoring Checklist

Helps students understand where they need help also helps the teacher understand...Build organization/Routine...aids in self advocacy

10. Access to Models for Papers, Projects, Test

Might include a school resource room, website, other teachers, a file drawer in the classroom, etc...

CONSISTENT (AND BETTER) GRADING SYSTEM



Sprick, R. S. (2012). *Discipline in the secondary classroom* (3rd ed.) San Francisco, CA: Jossey-Bass.

A Must read!

** Must have a reassignment strategy for high schoolers.*



Contents

Chapter 1 *Guiding, Probing, Reinforcing, and Expanding Students' Thinking* 22

Goal 1: Use a variety of strategies to guide students' thinking 22

Goal 2: Select, sequence, and craft open-ended questions that elicit a

Goal 3: Use evidence to evaluate students' thinking and provide

Goal 4: Provide students with feedback that is specific and

Goal 5: Apply the strategies to guide students' thinking in

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NO WIMPY INTERVENTIONS

Reduce the GAP Early to Focus on Future Learning Rather than Constantly Catching Up

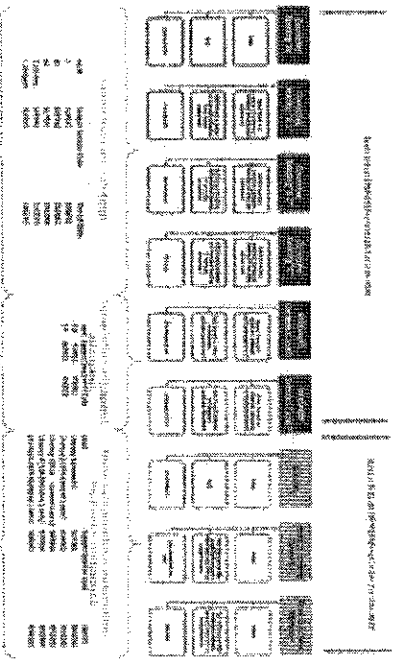
Better at Grade 6 Than Grade 9

Better at Grade 9 Than Grade 11 or Drop Out!

TEACHING IS EASIER FOR ALL OF US IF WE GET THE JOB DONE EARLY!!

ONCE YOU KNOW WHO AND WHAT, SCHEDULE APPROPRIATELY INTENSIVE INTERVENTIONS AS CLASSES!

Select, SCHEDULE, and Deliver Powerful Tier 2, 3 and SE Interventions Regardless of Credit Consequences



SELECT POWERFUL PROGRAMS ALIGNED TO THE NEEDS OF STUDENTS-NOT THE PREFERENCES OF ADULTS

The Greater the Achievement Discrepancy, the More Instruction Must Include

- Time-Typically Supplemental (Tier 2) and Sometimes Supplanted (Tier 3)
- (More) Explicit Teacher-led Instruction
- (More) Language Support, Especially Vocabulary
- (More) Scaffolded Instruction
- (More) Opportunities to Respond with Corrective Feedback
- (More) Intensive Motivational Strategies
- (More) Frequent Progress Monitoring

Mark's Biased School Mathematics Interventions

	Connecting Math Concepts (CMC; SRA) as Tier 1 or Tier 2
Tier 2	Essentials for Algebra (MGE) as a Middle School Tier 1 and Tier 2 and HS Tier 2 or 3
	VMath (Cambium) at Tier 2 or 3
	Transitional Math (Cambium) at Tier 2
Tier 3	Corrective Math (MGE) at Tiers 2 and Especially 3

Examples of Powerful School Reading Intervention PROGRAMS

	Reading Mastery (MGE) Language LIVE! (Cambium) REWARDS (Cambium) REWARDS + (Science and Social Studies; Cambium)
Tier 2	SIM (Strategic Instruction Model) Read to Achieve (MGE) "New" Read 180 Fusion (MGE) FLEX Literacy (MGE)
Tier 3	REACH (SRA; CR + Spelling Through Morphographs + Reasoning and Writing) Corrective Reading (MGE) Language LIVE! (Cambium) Read 180 if Students Are Not Severely Discrepant in Word Reading Don't Rely Too Heavily on Computer-based Programs

Shift Roles of Related Services Personnel to Minimum Testing and Maximum Support and Mental Health/Behavior Interventions

3-YEAR RE-EVALUATIONS AND ANNUAL REVIEWS

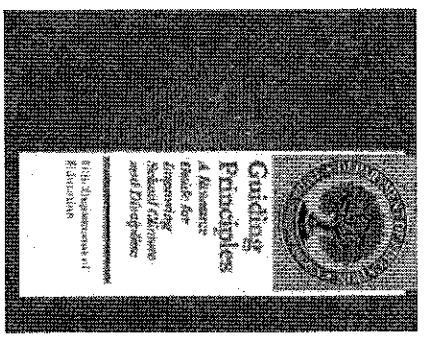
The present levels of academic achievement and related developmental needs of the child;
 Whether the child needs special education and related services; or, in the case of a reevaluation of a child, whether the child continues to need special education and related services;

Key Questions

1. Is the Special Education Program Delivered as Intended?
2. Is the Special Education Program BENEFITING the Student?
3. Does the Student Still NEED Special Education?
4. Less Important—"whether the child continues to have such a disability,"

MUCH TO OFFER SCHOOL PSYCHOLOGISTS?

- Collaborate with Assistant Principal, Deans, to Form the Basis for Improving School Climate, School Safety, Mental Health
- Deliver and Staff Tier 2 & Tier 3 Behavior Support (e.g., Connections, Check in Check Out)

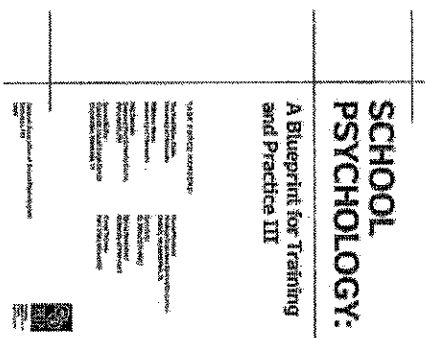


MUCH TO OFFER SCHOOL PSYCHOLOGISTS?

Significantly **Less Testing**, Especially (Poorly Conducted) **3-Year Re-Evaluations**

Little **Testing for Accommodations** for Post Secondary Concerns

More Emphasis on Mental Health Services, Especially Anxiety, Depression through Brief Cognitive Behavior Therapy



A Secondary MTSS Pathway

1. Commit to Building a Safe, Civil, Environment Conducive to Learning by Effective Behavior Support School- AND Class-wide, and Across Tiers, With Additional Attention to Tardies, Suspension
2. Clarify Your Intervention Focus to Basic Skills, Including Special Education Eligibility
3. Use a Simple, Time Efficient Basic Skills Screening Test(s) to Triage Students to Scheduled Tiered Intervention CLASSES
4. Use a Simple, Time Efficient Basic Skills Progress Monitoring Test(s) in Tiers 2 and 3 AND Special Education IEP Goals
5. Strengthen Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9 with Double Period and Research-Based Curriculum
6. Deliver Powerful Basic Skills Tier 2 and 3 Interventions Using SCHEDULED Proven Programs EARLY, Regardless of Credit Consequences and if Electives Are Exhausted and Prescribe a Clear Credit Recovery Pathway
7. Reduce the Amount of Testing, Especially Multiple Screening and Diagnosis (Instructional Planning)

SECONDARY PATHWAY CONTINUED

8. Make a Commitment to Improve General Education Content Teaching Skills with a Continuous Staff Development Effort Supported by Coaching for:
 - Quality Paper and Electronic Syllabi in a Consistent Format with Websites Across Teachers;
 - Students are Taught—and Expected to Use—A Consistent Note-Taking Strategy Across Classes
 - High Quality Grading System;
 - Training and Coaching In Content Literacy Continuum (CLC) and/or Strategic Instruction Model (SIM)
 - Increased Teaching from a Big Ideas Focus
 - Evidence-Based Strategies to Increase Engagement
9. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support; Focus More on Transition Plans Rather than Mindless (and Irrelevant) 3-Year Reevaluations

Self Study of Tiered Secondary Reading Intervention

Instructional Practice		Weak	OK	Strong
Tier 1 Reading Program Name				
Tier 1 Reading Program is a Scientifically Based Reading Program				
Is Supported with Sufficient Explicit and Across Classes Vocabulary Instruction to Meet the Needs of Students				
Is Supported with Sufficient Explicit and Across Classes Comprehension Vocabulary Instruction				
Is Supported with Close Reading of Suitable Difficulty Materials, Especially Informational/Expository Text				
Tier 1 Reading Program Is Supported with Clear Expectations for Increasing Reading Volume Through Wide Reading				
Tier 2 Reading Intervention Program Name				
Is Comprehensive (MULTIPLE SKILLS) and of Suitable Intensity to Meet the Needs of Students				
Is Supported with Explicit Vocabulary Instruction on Tier 2 Words				
Comprehension Strategy Instruction is Explicit and Consistent with the Strategies Expected, Taught, and Rewarded in Content Area Classes				
Is Supported with Close Reading of Suitable Difficulty Materials, Especially Informational/Expository Text				
Is Supported with Clear Expectations for Increasing Reading Volume Through Wide Reading				
Progress is Monitored with Authentic, Sound, and Simple Tests like Curriculum-Based Measurement at Least Weekly				
Tier 3 Reading Intervention Program Name				
Is Comprehensive (MULTIPLE SKILLS), Highly Explicit, and of Suitable Intensity to Meet the Needs of Students				
Is Supported with Explicit Vocabulary Instruction on Tier 2 Words				
Comprehension Strategy Instruction is Explicit and Consistent with the Strategies Expected, Taught, and Rewarded in Content Area Classes				
Is Supported with Close Reading of Suitable Difficulty Materials, Especially Informational/Expository Text				
Has a Clearly Established System to Increase Student Motivation				
Progress is Monitored with Authentic, Sound, and Simple Tests like Curriculum-Based Measurement at Least Weekly				

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SLD IDENTIFICATION PRACTICES USING RTI WITHIN A MULTI-TIER SYSTEM OF SUPPORTS

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Montana School Psychologists Association
 June 6-11, 2016, 7:00-20:16

102020219

DISCLOSURE

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for Pearson Assessment for their AIMSweb product that provides CBI assessment materials and organizes and report the information from 3 tiers, including RTI

Mark R. Shinn, Ph.D. Was a Consultant for Cambium/Voyager/Sopris for their Vmath product, a remedial mathematics intervention, but has no financial interests

Mark R. Shinn, Ph.D. Was a Consultant for McGraw-Hill Publishing for their Jamestown Reading Navigator (JRN) product and receives royalties

Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the CORE (formerly the Consortium on Reading Excellence) and receives a stipend for participation

MY GOALS FOR TODAY

1. Present Δ Perspective on SLD Identification Practices Using Response to Intervention (RTI) Based on My Operationalization and Observation of Professional Norms and Observations of Logistically Feasible School Practices Provide You An Opportunity to Self-Assess Your Own RTI and MTSS School Practices Against My Perspective
2. Detail How to Determine Eligibility for Special Education as SLD Consistent with Law and Regulation
3. Help You Plan Necessary Improvements to Your Own Process for SLD Identification Using RTI AND MTSS

The only agreement with SLD: Unexpected underachievement.

Data-Based Consulting

markshinn.org

1. Click on the Resources/Downloads/Tools
2. Hover Over LINK TO PROFESSIONAL DEVELOPMENT MATERIALS VIA GO DADDY
3. Click on the 1. Staff Development and Consultation Presentations
4. Click on the Montana SP Association Summer 2016 Folder

THE PROFESSIONAL DEVELOPMENT WEBSITE FOR
MARK R. SHINN, PH.D.

EXPERTS WHO'VE BEEN THERE

IDENTIFIED SOME PRIORITY THINKING AND PRACTICE READINGS



German, G. (2010). Thinking of Yellow Brick Roads. Emerald, Chica, and Wiscors.

Shin, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement.

Both chapters in

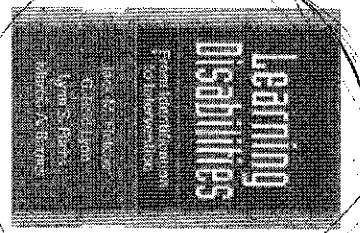
M. R. Shin & H. M. Walker. (Eds.), Interventions for achievement and behavior problems in a three-tier model, including RTI. Bethesda, MD: National Association of School Psychologists.

And

Shin, M. R. (2007). Identifying students at risk, monitoring performance, and determining eligibility within RTI: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, 501-517.

Shin, M. R. (2012). Identifying and validating academic problems. In R. Brown-Chelsky & K. Anderson (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 19-228). New York, NY: Guilford.

PRIORITY READINGS FROM JACK FLETCHER ET AL.



Fletcher, J. M., Barth, A. E., & Stuebing, K. K. (2011). A response-to-intervention (RTI) approach to SLD identification. In D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of Specific Learning Disabilities Identification* (pp. 115-144). Hoboken, NJ: John Wiley & Sons.

Mitchak, J., Fletcher, J. M., Stuebing, K. K., Vaughn, S., & Tolar, T. D. (2014). Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification. *School Psychology Quarterly*, 29, 21-37.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

THOUGHT FOR TODAY

The problem is not within the kid.

The difficulty lies, not in the new ideas, but in escaping from the old ones, which ramify, for those brought up as most of us have been, into every corner of our minds.

John Maynard Keynes (1883 - 1946), *The General Theory of Employment, Interest and Money* (13 December 1935)

SpEd should be the LAST and BEST solution. Not the 1st and worst.

PREVAILING VIEW

- ▣ SLD "Resides" Solely within the Student. They "Learn Differently."
- ▣ Students with SLD Can Be Identified if We Use the "Right" Tests.
- ▣ We Can Reliably Differentiate Students the "Truly SLD" Student from Students Who Read Poorly for Other Reasons.
- ▣ A Process of RTI Will Identify the "Truly SLD" Student.

★ Worry about Treatment more than diagnosis.

WHAT WE'VE KNOWN FOR A VERY LONG TIME

In the late 1970s/early 1980s, the federally funded Minnesota Institute for Research on Learning Disabilities focused on two areas:

- (a) the decision-making process related to identification of students with learning disabilities, and
- (b) curriculum-based assessment (CBA) procedures...

they raised concerns about whether students identified as learning disabled could be reliably differentiated from low achievers:

After 5 years of trying, we cannot describe, except with considerable lack of precision, students called LD. We think that LD can best be defined as "whatever society wants it to be, needs it to be, or will let it be" at any point in time.

Yaseldyke, Thurlow, et al., (1983) p. 89

BIG IDEAS

1. IDEA Changed SLD Eligibility Requirements for So Many Good Reasons
2. Federal Law and State Regulations Provide Us Guidance About How to Identify SLD (and Other Disabilities)
3. Attending to Law and Regulation is Necessary, But Not Sufficient—Too Few Details
4. We Must Attend to Professional Norms, Research, and Standards of Practice
5. We Must Also Attend to Quality School Practice, Especially With Respect to Logistics, Efficiency
6. We've Come a Long Way—We Have a Ways to Go!

ASSOCIATED WITH "JUST" CBM, BUT...

Argenton, B., Yaseldyke, J., & Shinn, M. R. (1992). Identifying children with learning disabilities: When is a discrepancy "new"? *Journal of School Psychology, 28*, 295-305.

Marcell, K. W., & Shinn, M. R. (1980). Critical variables in the learning disability identification process. *School Psychology Review, 10*(1), 74-82.

Pavenson, K. M., & Shinn, M. R. (2002). Student discrepancy models: Which test criteria and standardization practices for learning disabilities? *School Psychology Review, 31*, 489-478.

Shinn, M. R. (1981). A comparison of psychometric and functional differences between students labeled learning disabled and low achieving. *Journal of Educational Psychology, 73*, 22-29.

Shinn, M. R., Argenton, B., Marston, D., & Yaseldyke, J. (1982). A functional analysis of the performance of learning disabled students on the Woodcock-Johnson Psychoeducational Battery. *Journal of Learning Disabilities, 15*, 22-32.

Shinn, M., & Marston, D. (1985). Differentiating mildly handicapped, low-achieving, and regular education students: A Curriculum-Based Approach. *Remedial and Special Education, 10*(2), 47-53.

Shinn, M. R., Tindal, G., & Spivey, D. (1987). Practice of classroom teachers as special policy. *Learning Disability Quarterly, 10*(1), 17-28.

Shinn, M. R., Tindal, G., & Spivey, D. (1987). Special education referrals as an index of teacher behavior. *Exceptional Children, 54*, 32-40.

Shinn, M. R., & Tindal, G. (1988). Using performance data in education: A pragmatic and defensible approach to nondiscriminatory assessment. In R. L. Jones (Ed.), *Handbook of assessment: A handbook*. *Remedial, Case Cases & Theory*.

Shinn, M. R., Tindal, G., & Spivey, S. (1988). Curriculum-based assessment and the identification of mildly handicapped students: A review. *Professional School Psychology, 3*, 69-81.

Shinn, M. R., Goral, R. H., & Parker, C. (1989). An empirical special education services with students with severe achievement deficits. In D. J. Reschly, W. O. L. II, & J. P. Grime (Eds.), *Special Education in Transition* (pp. 82-94). Longwood, CO: Sopris.

Shinn, M. R. (2008). Identifying and evaluating academic problems. In R. Brown-Cherry & R. Anderson (Eds.), *Prevention and early assessment for educational interventions* (2nd ed., pp. 189-228). New York, NY: Guilford.

Shinn, M. R. (2012). Identifying and evaluating academic problems. In R. Brown-Cherry & R. Anderson (Eds.), *Prevention and early assessment for educational interventions* (2nd ed., pp. 189-228). New York, NY: Guilford.

Yaseldyke, J. E., Argenton, B., Shinn, M. R., & McGee, M. (1982). Similarities and differences between low achievers and students labeled learning disabled. *The Journal of Special Education, 16*, 73-85.

UP FRONT MARK'S PERSPECTIVE

1. IDEA 2004 Legitimized Abandonment of the Old SLD Methods and Use of Different Kinds of Assessment Data to **IDENTIFY STUDENTS WITH SLD** **WHY? RIGHT, WE ARE**
2. Identification of SLD is a Legal, Ethical, and Social Values Issue First, and "Science Second."
3. Anything that **IDENTIFYING STUDENTS WITH SLD** **WHY? RIGHT, WE ARE** **DIFFERENT... STANDARDS FOR IDENTIFICATION** **WHY? RIGHT, WE ARE** **DIFFERENT... STANDARDS FOR IDENTIFICATION** **WHY? RIGHT, WE ARE**
4. Rtl as Part of SLD Identification Can Be Built to Better the System (MITS) for Students and Adults or As Another Version of **INTERVENTION, ESPECIALLY MENTAL HEALTH, BEHAVIOR**
5. Rtl is Based on a Dual Discrepancy Model:
 - (a) **Severe Support and Enable BOTH General Education and**
 - (b) **Progress Discrepancy (Link of Progress) When Provided Appropriate Instruction (Educational Benefit)**
6. If We Don't Do **SPECIAL EDUCATION TO REMAIN "UNREMARKABLE"** **MENTAL HEALTH, BEHAVIOR SUPPORT, AND ENABLE BOTH General Education and Special Education to Remain "Unremarkable."**

REQUIRED ELIGIBILITY RTI CHANGES MUST ADDRESS THE FOLLOWING:

Methods to Address the Inclusionary Components

Requires Significant Attention

Methods to Address Determinant Factors (e.g., Appropriate Instruction, Formal Assessment of Achievement at Reasonable Intervals, EI) standardized - can DRBES, etc.

Requires More Modest Attention

Methods to Address Exclusionary Components (e.g., the same ones as previous)

Requires Minor Attention

o Screening data can be used to "rule-out."

Cut to the Chase: How

Would I Do It

Attending to

"Professional Norms"

MARK'S GENERAL RTI RECOMMENDATIONS FOR K-8 SLD IDENTIFICATION

Students May Be Eligible for Special Education under the Category of SLD If:

1. Inclusionary Factor 1: Severe PERFORMANCE DISCREPANCY on an Achievement Test Validated for Screening
Use Confidence Intervals and Don't Get Rigid on the Cut-Score **WART, Do not like rigid on scores**
2. Inclusionary Factor 2: Severe PROGRESS DISCREPANCY on an Achievement Test Validated for Progress Monitoring—Rate of Improvement (ROI) That Fails to Significantly Reduce the Severe Achievement Discrepancy When
When
 - (i) Tier 3 Intervention is of Appropriate Intensity
 - (ii) Delivered With Fidelity

3. Inclusionary Factor 3: Need for Special Education Intervention (Specially Designed Instruction to Meet Student's Unique Needs) **Does student need more than just Tier III?**
4. All Other Procedural Requirements (Determinant Factors and Exclusionary Components) Have Been Addressed

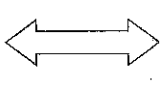
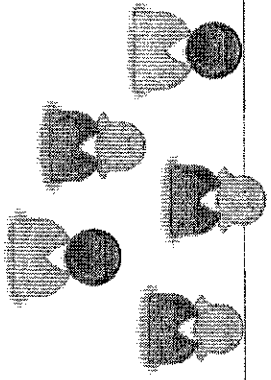
* If student only needs other 3 intervention they are not eligible for SLD.

CRITICAL VOCABULARY

PERFORMANCE DISCREPANCY

How a Student's LEVEL of Achievement Compares to the EXPECTED LEVEL of Achievement, Norm-Based or Standards-Based

Average Achievement of Peers



Student with Concerns

Performance Discrepancy: Severe Educational Need

A Significant Performance Discrepancy, is Necessary, But Not Sufficient

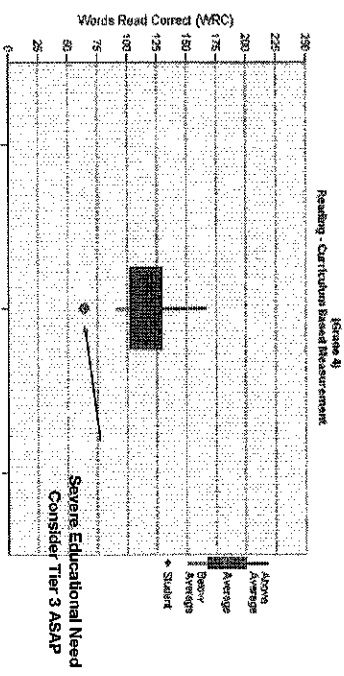
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CRITICAL VOCABULARY

PROGRESS DISCREPANCY

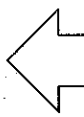
How a Student's RATE OF IMPROVEMENT (ROI) Compares to the the EXPECTED LEVEL ROI of Achievement, Norm-Based or Standards-Based

A SEVERE PERFORMANCE DISCREPANCY



* Good candidate for Tier 3. Do it really well! if it doesn't work you check in. Don't change a good intervention.

Average Achievement of Peers



Student with Concerns

Performance Discrepancy: Severe Educational Need

ELIGIBLE

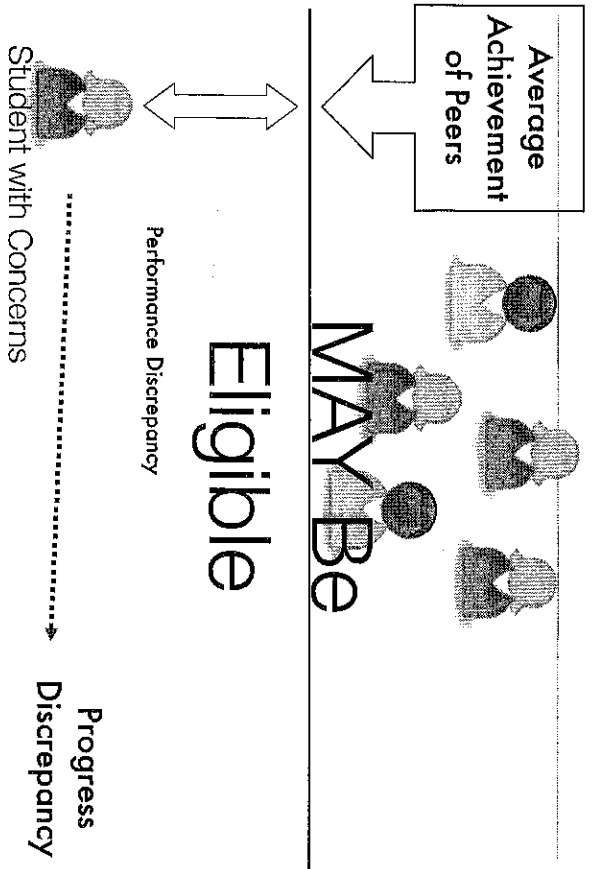
Progress Discrepancy: Educational Benefit (Lack of Adequate Progress or Rate of Improvement-ROI)

LIKELY NOT

Purpose of Tier 3 is not to determine who needs SpEd.

Purpose is to reduce achievement gap

ADOPTED FROM FCIS, 2005



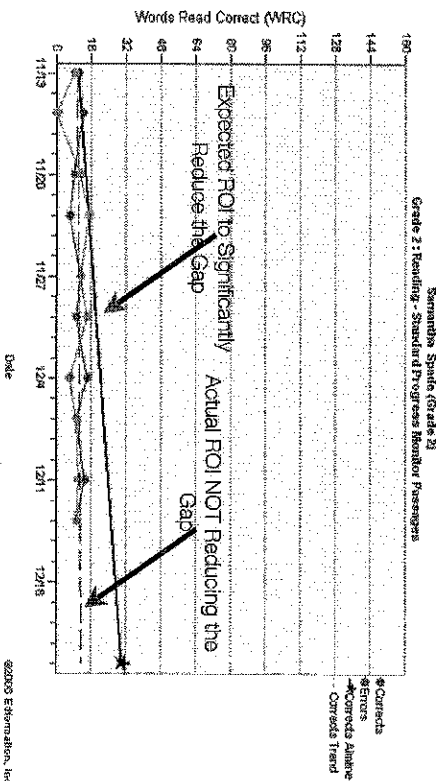
ADAPTED FROM FOGHIS, 2003

CRITICAL VOCABULARY

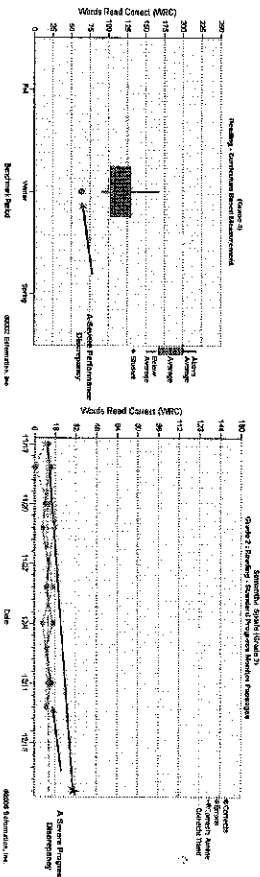
Dual Discrepancy

When the Performance Discrepancy AND Progress Discrepancy are Used to Make Decisions in RtI Special Education Eligibility and Annual/3-Year Reviews

I LIKE TO USE CBM TO MEASURE THE PROGRESS DISCREPANCY



PUTTING THE CONCEPTS TOGETHER

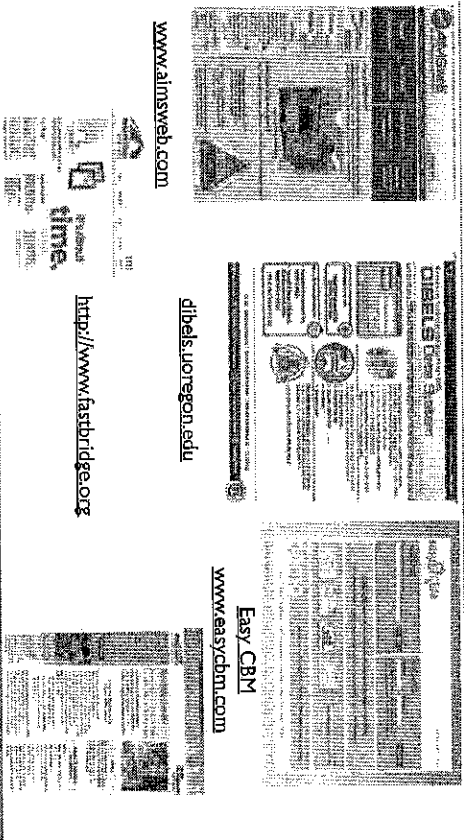


Performance Discrepancy + Progress Discrepancy =

Dual Discrepancy

No such thing as RTI only approach

CBM IS THE GENERAL LABEL FOR A "FAMILY" OF ASSESSMENTS



ONCE WE START MAKING SPECIAL EDUCATION DECISIONS, LAW TRUMPS PRACTICE

- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (c) Other evaluation procedures: Each public agency must ensure that--
- (i) Assessments and other evaluation materials used to assess a child under this part--
 - (ii) Are used for the purposes for which the assessments or measures are valid and reliable;

WHY I PREFER TO USE CURRICULUM-BASED MEASUREMENT (CBM) AS MY BASIC SKILLS SCREENING AND PROGRESS MONITORING TEST(S) IN VTSS

- CBM is
- Easy to Learn How to Administer and Score Accurately
 - Time Efficient with Most Tests < 5 Minutes; Math and Writing Can Be Group Administered—Little Loss of Instructional Time
 - All Basic Skills Can Be Assessed
 - Inexpensive, Typically Less Than \$10 Per Student Per Year
 - Easily Understood by Teachers, Administrators, Parents, and Students
 - It Can Be Used to Build a SEAMLESS Data System (K-12, General Education AND Special Education)
 - I CAN MEASURE THE PERFORMANCE DISCREPANCY AND THE PROGRESS DISCREPANCY USING THE SAME TESTS/ PRACTICES
 - But Most Importantly, CBM Has Been Validated for Progress Monitoring and Screening in RTI2 and Special Education Decision Making

RESEARCH EVIDENCE FOR DECISION MAKING

Referral

Shinn, M. R., Tindal, G., & Spivey, D. (1987). Special education referrals as an index of teacher rationing: Are teachers impaired? *Exceptional Children, 54*, 32-40.

Screening and Eligibility

Ferguson, K. M., & Shinn, M. R. (2002). Severe discrepancy models: Which best explains school identification practices for learning disabilities? *School Psychology Review, 31*, 459-476.

Shinn, M., & Marston, D. (1985). Differentiating mildly handicapped, low-achieving, and regular education students: A Curriculum-Based Approach. *Remedial and Special Education (RASE)*, 6(2), 51-58.

Shinn, M. R., Tindal, G., Spivey, D., & Marston, D. (1987). Practices of learning disabilities as social policy. *Learning Disability Quarterly, 10*(1), 17-28.

Shinn, M. R., & Tindal, G. (1988). Using performance data in academic: A pragmatic and alternative approach to nondiscriminatory assessment. In R. K. Jones (Ed.), *Nondiscriminatory assessment: A casebook*. Richmond, CA: Cobb & Henry.

Shinn, M. R., Tindal, G., & Stein, S. (1988). Curriculum-based assessment and the identification of mildly handicapped students: A research review. *Professional School Psychology, 3*, 69-85.

Shinn, M. R., Good, R. H., & Parker, C. (1998). Nondiscriminatory special education services with students with severe achievement deficit. In D. J. Karchly, W. D. III & J. P. Grimes (Eds.), *Special Education in Transition* (pp. 55-84). Longmont, CO: Sopris.

Shinn, M. R. (2007). Identifying students at risk, monitoring performance, and determining eligibility within RTI: Research on educational need and benefit from academic intervention. *School Psychology Review, 36*, 601-617.

Shinn, M. R. (2012). Identifying and validating academic problems. In R. Brown-Chikley & K. Anderson (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 197-228). New York, NY:

NOT JUST SCREENING AND ELIGIBILITY

IEPs and Frequent Progress Monitoring

Fuchs, L. S., & Shinn, M. R. (1989). Writing CBM IEP Objectives. In M. R. Shinn (Ed.), *Curriculum-based measurement: Assessing special children*. (pp. 132-154). NY: Guilford.

Shinn, M. R., & Shinn, M. M. (2000). Writing and evaluating IEP Goals and making appropriate revisions to ensure participation and progress in general curriculum. In C. F. Ishzow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practices guidelines for school-based teams*. (pp. 351-381). Bethesda, MD: National Association of School Psychologists.

Annual and 3-Year Re-Evaluations and Determining When Students No Longer Need SE

Green, S. K., & Shinn, M. R. (1995). Parent attitudes about special education and reintegration: A qualitative study. *Exceptional Children, 61*, 269-281.

Shinn, M. R., Powell-Smith, K. A., Good III, R. H., & Baker, S. (1997). The effects of reintegration into general education reading instruction for students with mild disabilities. *Exceptional Children, 64*(4).

Shinn, M. R., Powell-Smith, K. A., & Good, R. H. (1996). Evaluating the effects of responsible reintegration into general education for students with mild disabilities on a case-by-case basis. *School Psychology Review, 25*(4), 519-539.

K-8 CAVEATS

1. Benchmarking and/or Universal Screening Data Drive the Process, NOT Primarily Teacher Referral
2. Grade-level Teams with Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
3. The Clear Intent of Multi-Tiered Systems of Support/RTI is to Provide Appropriately Intensive Intervention in a Timely Manner, NOT Serve as a Hoop Jumping Process to Determine SE
4. Relatedly, the Process DOES NOT Include "Wait to Fail" at Tier 1 and Tier 2, to Get to Tier 3 and Fail Again
5. Only Rarely Do Tier 2 Students Move to Tier 3.
6. Interventions at Tiers 2 and 3 Use Intensive and Proven Programs, Not Teacher-Made
7. Consider Two Tiers at K and 1 *Keep it simple with young kids*

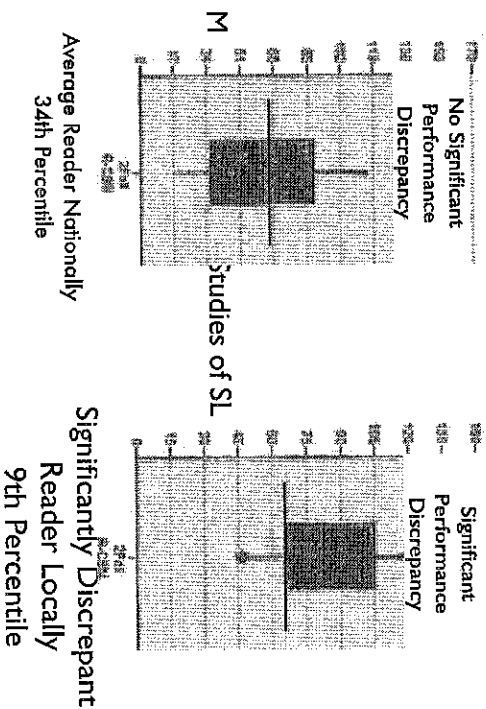
CUT TO THE CHASE: RECOMMENDATIONS FOR K-8 SLD IDENTIFICATION

Students May Be Eligible for Special Education as SLD IF:

1. Inclusionary Factor 1: A Severe Performance Discrepancy Below the Local 10th Percentile is Documented with the CBM Benchmark or Universal Screening Data—Use Confidence Intervals and Don't Get Rigid on the Cut-Score
2. Inclusionary Factor 2: The Progress Discrepancy is Documented Using Weekly CBM Grade-Level Progress Monitoring Data with a Goal Rate of Improvement (ROI) That Shows the Intervention Failed to Significantly Reduce the Severe Achievement Discrepancy ("the gap")
3. When
 - (i) Tier 3 Intervention is of Appropriate Intensity
 - (ii) Delivered With Fidelity
4. Inclusionary Factor 3: Need for Special Education Intervention (Specially Designed Instruction to Meet Student's Unique Needs)
5. All Other Procedural Requirements (Determinant Factors and Exclusionary Components) Have Been Addressed

Establishing the Cut Score

NORM-BASED DECISIONS



CRITICAL VOCABULARY

Norm-Based Discrepancy

- ↳ How a Student's LEVEL of Achievement Compares to the EXPECTED LEVEL of Achievement Based on Comparing an Individual's Score(s) Directly to a GROUP
 - ↳ National Norms
 - ↳ Local Norms
 - ↳ Best Used K-8

Standards-Based Discrepancy

- ↳ How a Student's Current LEVEL of Achievement Compares to a LEVEL of Achievement that Predicts Performance on a Standards-Based Test or to a Minimum Performance Level (e.g., Grade 7 reading proficiency)
 - ↳ Best Used 9-12

Determining the CRITERIA AND COMPARISON GROUPS

Grades K-8

Mark's Cut to the Chase Perspective

- 1 If Local Norms and National Norms Don't Differ, Use the Norms that Work Best to Communicate.
- 2 IF They Differ, Use Local Norms as the PRIMARY Decision Making Metric. It's How Teachers and Parents "Think" About Problems. It's Straight. No Mental Gymnastics Required.
- 3 Local Norms Reflect a Real Distinction of What is a General Education Problem for Many Students and the Few Who May Require a More Intensive Intervention.
- 4 I Can Establish My Screening Cut Scores are based on (a) the Numbers of Students We Believe We Can Serve and (b) How We Envision Interventions of Suitable Intensity.
- 5 Enables Discussion and Debate about (a) and (b). I Can Adjust My Screening Cut Scores!
- 6 Enables Proactive Planning, Especially When Combined with End-of-Year Screening.

THE WIDESPREAD BELIEF

National Norms Are Better...

Why Do We Think This?

Training—or Lack Thereof?

What Makes Good Norms?

CURRENT PRACTICES

Content Area Courses

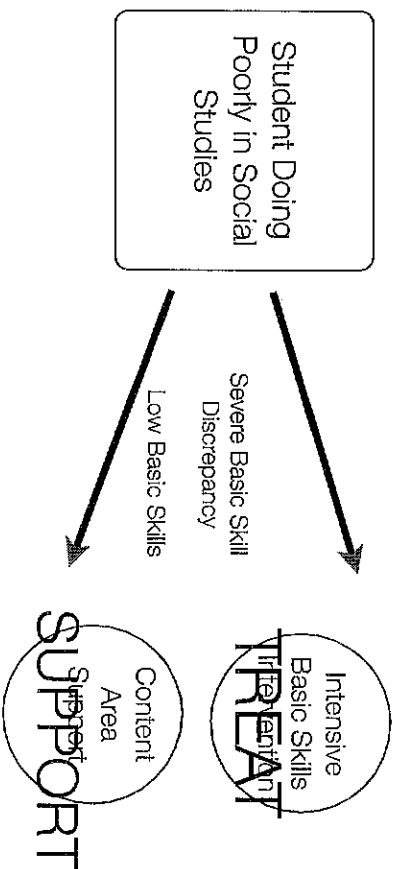
Student Doing
Poorly in Social
Studies

In Special
Education

Student
Receives Homework
Help, Accommodations
(Extended Time, Modified
Grades) or "Alternative"
Social Studies with Lower
Content and Reduced
Expectations

HIGH SCHOOL SLD IDENTIFICATION PRACTICES

THE PERFORMANCE DISCREPANCY IS IN
BASIC SKILLS THAT REQUIRE INTERVENTION

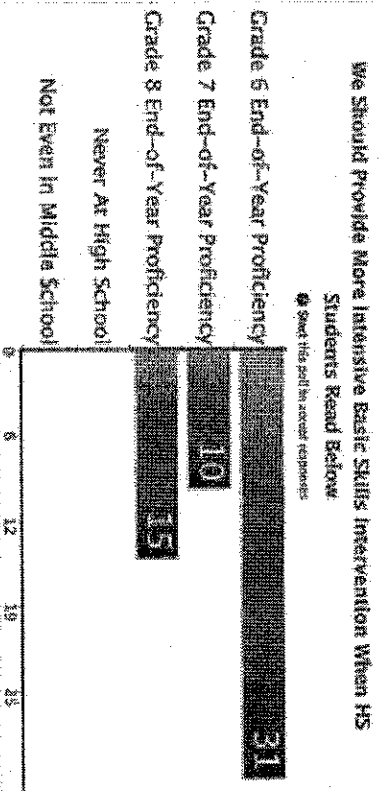


RTI AS SLD IDENTIFICATION GRADES 9-12

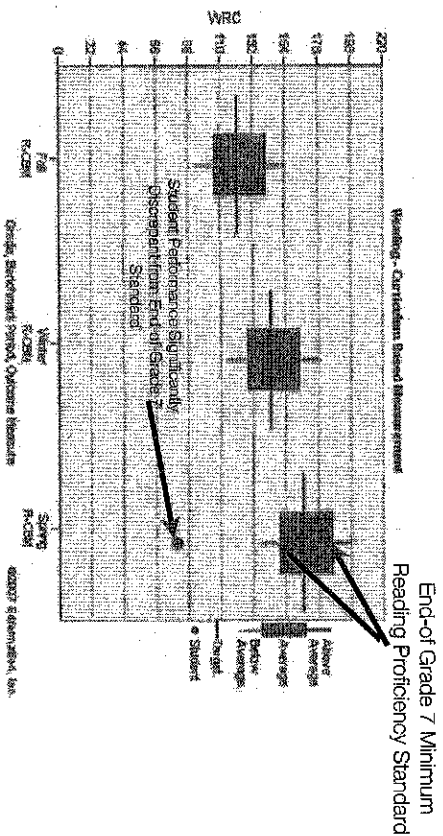
Students May Be Eligible for Special Education under the Category of SLD Grades 9-12 If:

1. Severe Achievement Discrepancy Below the Median of Local End-of-Year Grade 7 Students as Measured by CBM Using Grade 7 Tests (a Standards-Based approach)—Use Confidence Intervals and Don't Get Right on the Cutscore
2. Severe Progress Discrepancy—Progress On CBM is Below the Rate of Improvement (ROI) That Significantly Reduces the Severe Achievement Discrepancy When
 - (i) Tier 3 Intervention is of Appropriate Intensity
 - (ii) Delivered With Fidelity
3. The Proposed Special Education Intervention Has a Direct Instruction, Basic Skills Focus that is Described in Sufficient Detail to Suggest that is Different in Meaningful Ways from Tier 3 Intervention and Reflects Specially Designed Instruction to Meet the Student's Unique Needs
4. All Other Procedural Requirements (Determinant and Exclusionary Components) Have Been Addressed

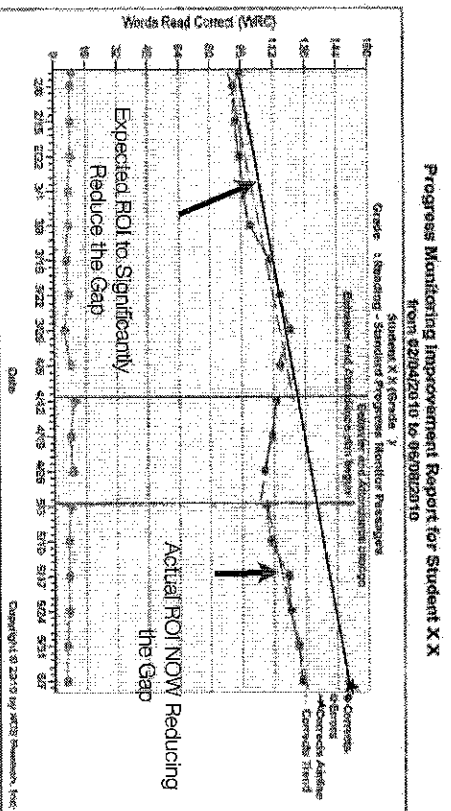
WHAT DEFINES MINIMUM BASIC SKILLS PROFICIENCY NASP WORKSHOP RESPONDENTS



GRADE 9-12 SLD PERFORMANCE DISCREPANCY



MEASURING THE HIGH SCHOOL PROGRESS DISCREPANCY



GRADE 9-12 CAVEATS

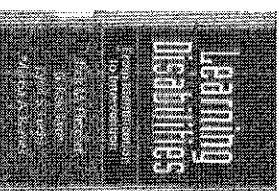
1. Universal Screening Data Using Extant Data from End-of-Grade 8 leads to Individual Screening Using CBM to Drive the Process; Grades 10-12 are Based Solely on Individual CBM Screening
2. Grade-Level or Department Teams with Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
3. The Clear Intent of Multi-Tiered Systems of Support/RTI is to Provide Appropriately Intensive Intervention in a Timely Manner, NOT Serve as a Hoop Jumping Process to Determine SE and Fail Again
4. Relatedly, the Process DOES Not Include "Wait to Fail" at Tier 1 and Tier 2, to Get to Tier 3
5. Only Rarely Do Tier 2 Students Move to Tier 3
6. Interventions at Tiers 2 and 3 Use Intensive and Proven BASIC SKILLS Programs, Not Teacher-Made, Not Help with Homework, Alternative Courses

WHAT "THEY" MEAN AS "RTI ONLY" IS NO COGNITIVE TESTING

"The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions. ...In many cases, assessments of cognitive processes simply add to the testing burden and do not contribute to interventions..."

(Federal Register, vol. 72, no. 156, p.46651)

LET'S HEAR FROM SOMEONE ELSE WHO KNOWS



Fletcher, J. M., Barth, A. E., & Stuebing, K. K. (In press). A response-intervention approach to SLD identification. *Fletcher, J. M., Conder, W. A., Reachtly, D. J., & Young, S.* (2004). Alternative approaches to the definition of learning disabilities: Some questions and answers. *Annals of Dyslexia, 54*, 304-331.

Fletcher, J. M., & Reachtly, D. (2004). Changing procedures for identifying learning disabilities: The danger of perpetuating old ideas. *The School Psychologist, 11*(4), 10-15.

Fletcher, J. M., & Young, S. (2009). Response to Intervention models as alternatives to traditional views of learning disabilities: Response to commentaries. *Child Development Perspectives, 3*(1), 48-50.

Shaywitz, S. E., Escobar, M. D., Stuebing, K. K., Fletcher, J. M., & Malone, R. (1992). Evidence that dyslexia may represent the lower tail of a normal distribution of reading ability. *The New England Journal of Medicine, 326*(3), 1245-1250.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

Ability-Ach Discrepancy or PSW

RTI

EITHER-OR?

Preserves the Old Method(s) and Paramount Importance of Cognitive Assessment	Diminishes the Importance of Cognitive Testing
Preserves the Old Thinking That the Student is the Primary Cause of the Learning Problem	Changes the Thinking to Consider the Role of (Appropriate) Instruction
Absolves the School from the Problem	Requires the School to Examine (and Potentially) Change Its Responsibility
Preserves the Essential PAR Label and Special Education to Do	Change the Much More Difficult Intervention to Do Every Education
Preserves the Referral Driven and Reactive Process	Shifts Focus to Prevention and Promotion and Responsibility for Early Intervention Through Universal Screening
No Investment in Training and Resources Required (it's Cheap)	Requires a Commitment to Staff Development and Intervention Resources

Driven by (Some) School Psychologists' Needs

Driven by Students' (and Teachers') Needs

ELEMENTARY IMPLEMENTATION CHALLENGES IN SLD ELIGIBILITY

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Easiest of Inclusionary Factors	If Using a Validated Basic Skills Screener Now, It's Clearing Up the Process; If Not Stop Gap for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contrast with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	Relatively Easy if School Benchmarks with Validated Screener/ Process Monitoring	Select a Test Reviewed by OSEP Center(s) As Meeting Standards for BOTH Screening and Progress Monitoring (e.g., CBIY)
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3 (Highest Priority) and Tier 1
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using BLD as a First Step Screener and Not Worrying about Routine Cognitive Testing

HIGH SCHOOL IMPLEMENTATION CHALLENGES

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Harder than K-8	Requires Change in Thinking to Minimum Basic Skills Standards Use a Validated Individual Basic Skills Screener or Stop Gap Measure for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contrast with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	More Difficult	Because There is Little Benchmarking, Frequent Progress Monitoring from Tiered Intervention is Likely the Best Solution.
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using BLD as a First Step Screener and Not Worrying about Routine Cognitive Testing

MIDDLE SCHOOL IMPLEMENTATION CHALLENGES

COMPONENT	EASE OF IMPLEMENTATION	CHALLENGES AND SOLUTIONS
PERFORMANCE DISCREPANCY	Easiest of Inclusionary Factors	If Using a Validated Basic Skills Screener, Whether Universal or Individual, Stop Gap Measure for 1 Year With Conventional Broad Band Achievement Test
PROGRESS DISCREPANCY	More Difficult	Attention MUST Be Paid to the Science of Progress Monitoring
INSTRUCTIONAL NEED	Relatively Easy	Use an Instructional Planning Form (IPF) to Describe Tier 3 Intervention and Contrast with Proposed SE Intervention
FORMAL ASSESSMENT OF ACHIEVEMENT DURING...	More Difficult	Because There is Little Benchmarking, Frequent Progress Monitoring from Tiered Intervention is Likely the Best Solution.
APPROPRIATE READING AND MATH INSTRUCTION	Most Difficult	Form the Basis for the Judgment by Examining an IPF for Tier 3
ELL	Not As Difficult as Perceived	Make a Good Faith Effort to Use a 2 Step Method of Determining the Performance Discrepancy
EXCLUSIONARY COMPONENT	Not Difficult at All	Get Comfortable Using BLD as a First Step Screener and Not Worrying about Routine Cognitive Testing

BIG IDEAS

1. IDEA Changed SLD Eligibility Requirements for So Many Good Reasons
2. Federal Law and State Regulations Provide Us Guidance About How to Identify SLD (and Other Disabilities)
3. Attending to Law and Regulation is Necessary, But Not Sufficient—Too Few Details
4. We Must Attend to Professional Norms, Research, and Standards of Practice
5. We Must Also Attend to Quality School Practice, Especially With Respect to Logistics, Efficiency
6. We've Come a Long Way—We Have a Ways to Go!

HIGH QUALITY BASIC SKILLS PROGRESS MONITORING AND SCREENING

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Montana School Psychologists Association
June 6th and 7th, 2015

102020219

BIG IDEAS

1. Data-Based Decision Making is a Defining Feature of Multi-Tiered Systems of Supports/RTI
2. BASIC SKILLS Screening and Progress Monitoring Are the Two Primary Decisions in MTSS with Implications for Both General Education and Special Education
3. Many Schools Have SOME Experience with Basic Skills and PM, BUT—
4. They...OVER-TEST and Under Use Screening Data
5. They...UNDER-TEST and POORLY Use PM Data
6. WE CAN—AND WILL DO—BETTER

DISCLOSURE

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for Pearson Assessment for their *dimweb* product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI

Mark R. Shinn, Ph.D. Contributed to the Cambium Group for their *Vmath* product, a remedial mathematics intervention, but has no financial interests

Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill Publishing for their *Jamstown Reading Navigator (JRN)* product and receives royalties

Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the CORE (formerly the Consortium on Reading Excellence) and receives a stipend for participation

I IDENTIFIED SOME PRIORITY THINKING AND PRACTICE READINGS



Germain, G. (2010). *Thinking of/after Brink hoast*. Emerald Cities and Wizards.

Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement.

Both chapters in

M.R. Shinn & H.Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model*. Inducing RTI Bethesda, MD: National Association of School Psychologists.

And

Shinn, M. R. (2007). Identifying students at risk: monitoring performance, and determining eligibility within RTI: Research on educational need and benefit from academic intervention. *School Psychology Review*, 36, 601-617.

Shinn, M. R. (2012). Identifying and validating academic problems. In R. Brown-Chidsey & K. Anderson (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 199-226). New York, NY: Guilford.

Data-Based Consulting

markshinn.org

EXPERTS WHO'VE BEEN THERE

1. Click on the Resources/Download Folder
2. Hover Over LINK TO PROFESSIONAL DEVELOPMENT MATERIALS VIA GO DADDY
3. Click on the 1. Staff Development and Consultation Presentations
4. Click on the Montana SP Association Summer 2016 Folder

THE PROFESSIONAL DEVELOPMENT WEBSITE FOR
MARK R. SHINN, PH.D.

SOME PREMISES

- ⌘ For Adults, Every Minute In Testing is a Minute Away from Teaching
- ⌘ For Students, Every Minute BEING Tested is a Minute Away from Learning
- ⌘ If Accurate, Testing Should Be as Time Efficient as Possible, For Students as Well as Adults

MTSS DECISIONS

- ⌘ Screening: Is the Student Sufficiently Different That Intervention or Further Testing is Required?
- ⌘ Intervention Planning: What are We Going to Do and How are We Going to Do It?
- ⌘ Progress Monitoring: Is the Intervention Working or Does It Need to Be Changed?
- ⌘ Special Education Eligibility: When We Combine Screening and Progress Monitoring Data into a Dual Discrepancy Model
- ⌘ Program Evaluation/Accountability: Are Our Schools, Intervention Programs, Services Working the Way We Want

SCREENING TESTS

- ⌘ In THEORY, Just About Any Test Can Be Used as a Screening Test
- ⌘ Presuming It Accurately Identifies Students At Risk or With Severe Performance Discrepancies

KEY DESIRABLE CHARACTERISTICS OF SCREENERS

...the preferred screening test characteristics that were put forth in the WHO

(1968) and expressed in the National Research Council and Institute of Medicine, (2009) report screening tests "should be easily and quickly performed, affordable, and reasonably accurate as a detection tool" (p. 223).

National Research Council and Institute of Medicine, (2009), Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities. In M.E. O'Connell, E. Boat & K. E. Warner (Eds.), Washington, DC: The National Academies Press.

Wilson, J. M. G., & Jungner, G. (1968). Principles and practices of screening for disease. Geneva, Switzerland: World Health Organization.

USE SCREENING TESTS THAT MEET PROFESSIONAL NORMS



Screening Tools Chart

The chart lists various screening tools and their characteristics, including:

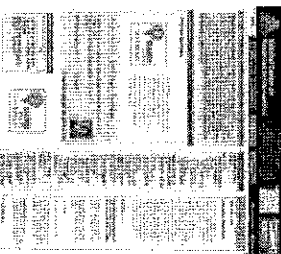
- Screening tool name
- Target population
- Screening method
- Screening frequency
- Screening location
- Screening cost
- Screening accuracy
- Screening acceptability
- Screening feasibility
- Screening equity
- Screening effectiveness
- Screening efficiency
- Screening safety
- Screening validity
- Screening reliability
- Screening specificity
- Screening sensitivity
- Screening predictive value
- Screening likelihood ratio
- Screening number needed to screen
- Screening number needed to treat
- Screening quality adjusted life expectancy
- Screening incremental cost effectiveness ratio
- Screening incremental cost per quality adjusted life year
- Screening incremental cost per quality adjusted life year (discounted)
- Screening incremental cost per quality adjusted life year (discounted) (95% CI)
- Screening incremental cost per quality adjusted life year (discounted) (95% CI) (lower bound)
- Screening incremental cost per quality adjusted life year (discounted) (95% CI) (upper bound)

PROFESSIONAL NORMS FOR SCREENING AND PROGRESS MONITORING HAVE BEEN ESTABLISHED

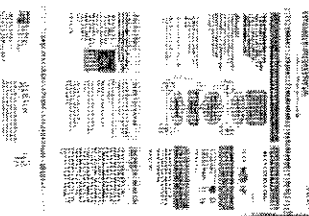
Schools Should Use Validated Screening and Progress Monitoring Tests. Not All Tests Meet Screening and Progress Monitoring Standards



www.studentprogress.org
2003-2008



www.rti4success.org
2008-2013



http://www.intensiveintervention.org

USE PROGRESS MONITORING TESTS THAT MEET PROFESSIONAL NORMS

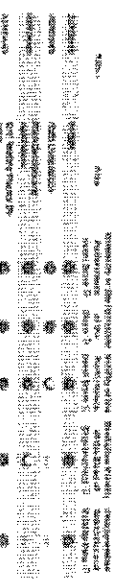


Screening Tools Chart

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The chart lists various screening tools and their characteristics, including:

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- Screening incremental cost per quality adjusted life year (discounted) (95% CI) (lower bound)
- Screening incremental cost per quality adjusted life year (discounted) (95% CI) (upper bound)



SEAMLESS DATA: VALID FOR MORE THAN 1 DECISION

MEASURE	SCREENING	PROGRESS MONITORING
STAR	Just About ANY Achievement Test	Members of the CBM "Family" or STAR
MEMBERS OF THE CBM FAMILY (AIMSweb, DIBELS, FAST)	Yes	Yes
	SEAMLESS	
MAP	Yes	Not Listed
GRADE	Yes	Not Listed
ITBS	Yes	Not Listed
F-P BENCHMARK	Not Listed	Not Listed

CBM IS THE GENERAL LABEL FOR A "FAMILY" OF ASSESSMENTS

AIMSweb
www.aimsweb.com

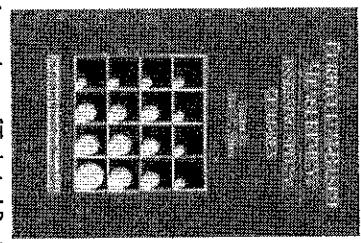
DIBELS
dibels.wa.gov

Easy CBM
www.easycbm.com

FAST
http://www.fastbridge.org

http://www2.ctb.com/products_services.jsp

I PREFER TO USE CURRICULUM-BASED MEASUREMENT (CBM) IN MTSS



Advanced Applications of Curriculum-Based Measurement
Edited by Mark E. Shinn

Editor and Contributor to 2 Major Texts on CBM

1 of 6 members of Technical Review Panel, National Center for Student Progress Monitoring, USDE/OSEP 2003-2007

Author of More than 100 Refereed Journal Articles and Book Chapters on the Topic of CBM, Progress Monitoring, and Screening

WHY I PREFER TO USE CURRICULUM-BASED MEASUREMENT (CBM) AS MY BASIC SKILLS SCREENING AND PROGRESS MONITORING TEST(S) IN VTSS

- CBM is
 - Easy to Learn How to Administer and Score Accurately
 - Time Efficient With Most Tests < 5 Minutes; Math and Writing Can Be Group Administered—Little Loss of Instructional Time
 - All Basic Skills Can Be Assessed
 - Inexpensive, Typically Less Than \$10 Per Student Per Year
 - Easily Understood by Teachers, Administrators, Parents, and Students
 - It Can Be Used to Build a SEAMLESS Data System K-12 General Education AND Special Education
- But Most Importantly, CBM Has Been Validated for Progress Monitoring and Screening in RTI2 and Special Education Decision Making

TIME FOR STUDENTS AND TEACHERS MATTERS

	CBM	FAMILY MEMBERS	MAP	STAR
Benchmarking (Screening and Progress Monitoring)	5 min, 3 times	1 Hour, 3 times	15 min, 3 times	
<i>Yearly Total</i>	15 min	3 Hours	45 min	
Tier 2	5 min, 9 times	N/A	15 min, 9 times	
<i>Yearly Total</i>	45 min	N/A	2 hours 15 min	
Tier 3	2 min, 32 times	N/A	15 min, 32 times	
<i>Yearly Total</i>	About an hour	N/A	About 8 hours	

SCREENING BIG IDEAS

- USE the Screening Data—Don't Screen If You Don't Intervene
- Screening Should Lead Directly and Immediately to Intervention by Triage
- Set Your Screening Cut Scores to Align with Intervention Resources, NOT the TRIANGLES...and PLAN!
- Make Your End of Year Screening Results a Priority for Decision Making, Especially at Secondary!
- Start with Universal Screening as Part of Benchmarking at K and Shift Over Time to Just Universal Screening, Then Multiple Gating Screening and/or Individual Screening in Secondary

CRITICAL SCREENING VOCABULARY

Performance Discrepancy

How a Student's LEVEL of Achievement Compares to the EXPECTED LEVEL of Achievement

Screening

GENERAL Term to Describe Testing to Determine if a Student is Sufficiently Different (i.e., DISCREPANT) such that More Intensive Intervention is Required

Universal Screening

Screening ALL Students

Individual Screening

Screening Individual Students

CRITICAL SCREENING VOCABULARY

Multiple Gating Screening

Use Existing Test Data on ALL Students as a First Screen to Identify Those Students with Potential of a Basic Skills Deficit and Follow Up Testing with Individual Screening—

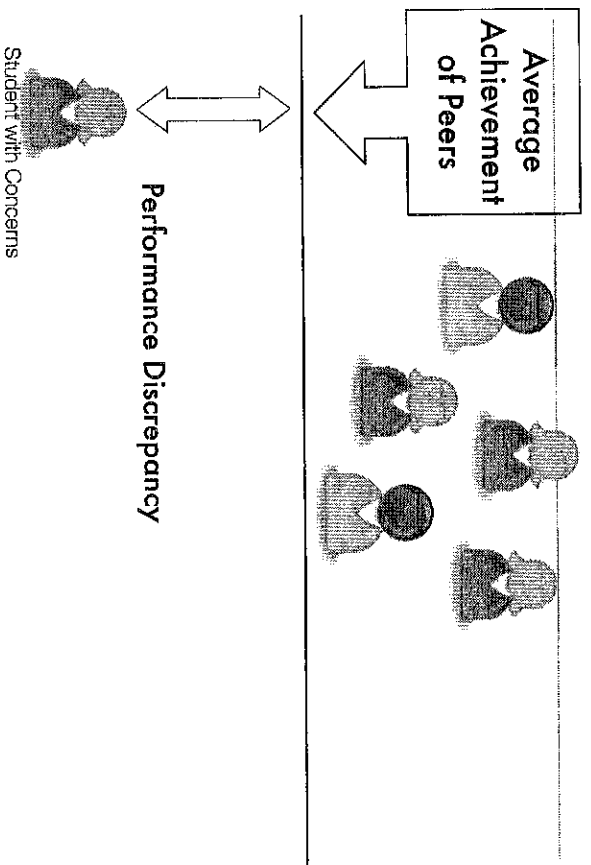
Best for Grade 9 Students

Benchmark Assessment/Benchmarking

Combines (Universal) Screening and (Universal) Progress Monitoring. It is BOTH!

Best K-Grade 6

K-8 Basic Skills Screening



Adapted from Fuchs, 2003

CRITICAL SCREENING VOCABULARY

Norm-Based Discrepancy

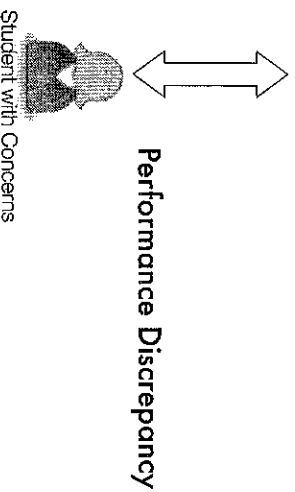
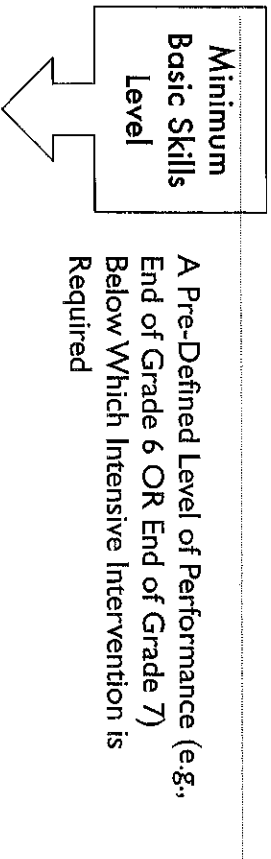
Individual Student Performance is Compared to that of a **GROUP** of Students

- National Norms
- Local Norms
- Best Used K-8

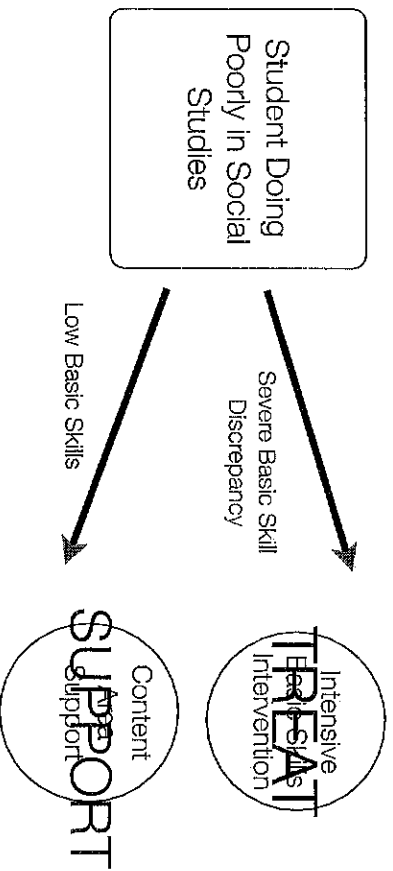
Basic Skills Screening Grades 9-12

THE BIG DIFFERENCES—IN A NUTSHELL

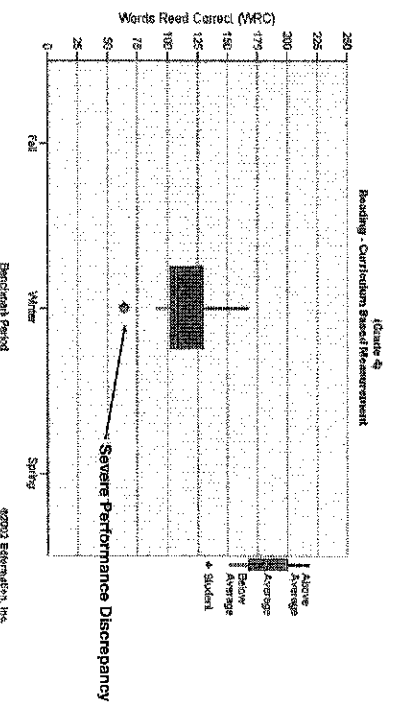
- 28 Universal Skills Screening for RtI Intervention Take Place at the END of Grade 8 to Schedule Tiered Grade 9 Interventions Using Existing Achievement Information (e.g., ACT EXPLORE) Followed Up with Individual Screening for Students with Potential Performance Discrepancies (Severe Underachievement)—Multiple Gating with Attention to Warning System Use
- 29 After Grade 9, We Rely on Individual Skills Screening When There are Achievement Concerns
- 30 How We Define a Problem that Requires More Intensive Intervention Shifts to a Minimum Basic Skills (MBS) Performance Discrepancy
- 31 Universal Skills Progress Monitoring is No Longer Standard Practice. We Prioritize Students Who Receive Tier 3 and SE Services for Frequent Progress Monitoring



A PERFORMANCE DISCREPANCY FROM A BASIC SKILLS STANDARD REQUIRES INTENSIVE INTERVENTION



A SEVERE PERFORMANCE DISCREPANCY

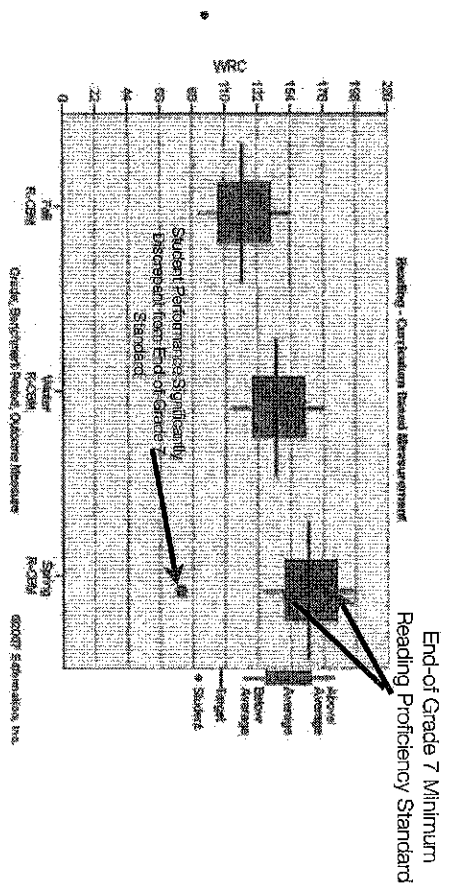


CRITICAL SCREENING VOCABULARY

Standards-Based Discrepancy

How a Student's Current LEVEL of Achievement Compares to a LEVEL of Achievement that Predicts Performance on a Standards-Based Test or to a Minimum Performance Level (e.g., Grade 7 reading proficiency)
 Best Used 9-12

GRADE 9-12 SLD PERFORMANCE DISCREPANCY EXAMPLE



BEGINNING AND END OF YEAR SCREENING

BEGINNING OF THE YEAR END OF YEAR

Lost Days and Weeks of Intervention Time Potentially Lost Intervention Possible Almost from First Day of School

Schools May Start with a "Clean Slate" Regarding Which Students Will Receive Tiered Interventions: Pushing Planning Time Into the School Year Planning Occurs BEFORE School Starts

Difficulties in Changing Schedules Can Compromise Intervention Student (and Interventionists) Schedules Are Completed BEFORE School Begins

ELEMENTARY SCREENING RECOMMENDATIONS

KINDERGARTEN GRADES 1-5 (6)

Benchmark ALL Students (3x) For Universal Screening AND Universal Progress Monitoring

KEY MEASURES: LETTER NAMES (FALL) FOR SCREENING
 LETTER SOUNDS FOR SUBSEQUENT SCREENING AND PROGRESS MONITORING

Use End of K Benchmark for Grade 1 Screening and Intervention Planning Use End of Year Benchmark for Next Grade Screening and Intervention Planning



MIDDLE SCHOOL SCREENING RECOMMENDATION

GRADE 6

GRADE 7

GRADE 8

Benchmark ALL Students (3x) For Universal Screening AND Universal Progress Monitoring

Use End of Grade 7 Universal Screening to Do Grade 8 Universal Screening and Intervention Planning

Multiple Gating Starting with Mid to End of Grade 8 Using Existing Achievement Tests Like ACT Explore Do Grade 9 Universal Screening and Intervention Planning

Use End of Grade 6 Benchmark to Do Grade 7 Universal Screening and Intervention Planning

HIGH SCHOOL SCREENING RECOMMENDATION

GRADE 9

GRADE 10

GRADE 11

GRADE 12

Multiple Gating Starting with Grade 8 Using Existing Achievement Tests Like ACT Explore

Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes

Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes

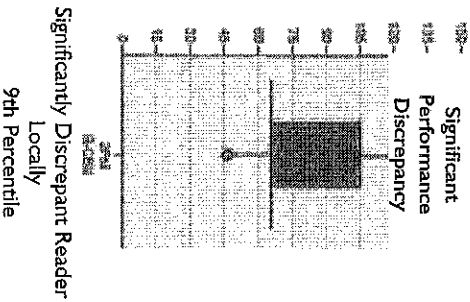
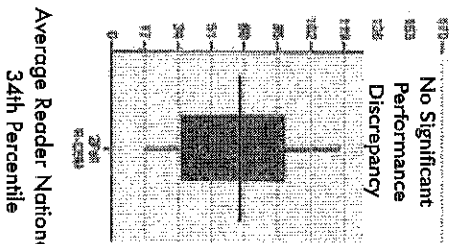
Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes

Follow Up Identified Students with Individual Skills Screening with CBM

Do Individual Skills Screening with Move-In Students and/or Who Are Performing Poorly in Content Area Classes

NORM-BASED DECISIONS

Screening Decision Rules: Setting the Cut Score



THE WIDESPREAD BELIEF

National Norms Are Better...

Why Do We Think This?

Training—or Lack Thereof?

What Makes Good Norms?

NATIONAL NORMS ARE BETTER BECAUSE THEY ARE "BIGGER"

National Norms Can Be "Better" Because Well-Designed Tests are REPRESENTATIVE of the United States

Let's Take a Well-Designed Broad Band Achievement Test:

Weschler Individual Achievement Test (WIAT)

~~The sample used to establish norms consists of 1000 students from 100 schools in 17 states. The fall and spring samples included 500 and 475 students, respectively, each divided into 14 grade groups: PK-12. Each of the grade groups for fall included 100 participants. The grade groups for spring included 100 participants except for PK, which included 75 participants.~~

These #s of Students is Typically Far Less Than the #s in a School District's Benchmark Results!

TEST STANDARDS LANGUAGE

The validity of norm-referenced interpretations depends in part on the appropriateness of the reference group to which test scores are compared.

More than one reference population may be appropriate for the same test. For example, achievement test performance might be interpreted by reference to local norms based on sampling from a particular school district for use in making local instructional decisions, . . . or to national norms for using in making comparisons to national groups. (p. 96)

LOCAL NORMS VS NATIONAL NORMS

If Local Norms and National Norms Don't Differ: Use the Norms that Work Best to Communicate.

If They Differ: Use Local Norms as the PRIMARY Decision Making Metric. It's How Teachers and Parents "Think" About Problems. It's Straight No Mental Gymnastics Required.

Local Norms Reflect a Real Distinction of What is a General Education Problem for Many Students and the Few Who May Require a More Intensive Intervention.

Screening Cut Scores can be based on (a) the Numbers of Students We Believe We Can Serve and (b) How We Envision Interventions of Suitable Intensity.

Enables Discussion and Debate about (a) and (b). I Can Adjust My Screening Cut Scores!

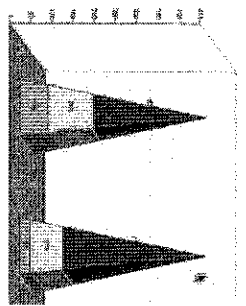
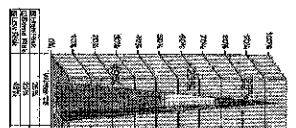
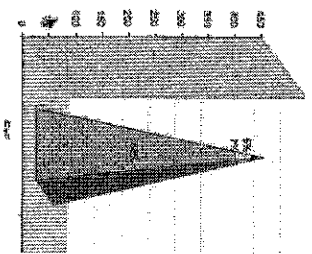
Enables Proactive Planning. Especially When Combined with End-of-Year Screening.



Set Your Screening Cut Scores to Align with Intervention Resources, NOT the TRIANGLES...and PLAN!

- ④ Using Standards-Based Cut Scores (e.g., the Green, Yellow, Red Triangles) is an Inefficient, Ineffective Method in TOO Many Cases
- ④ Aligning Your Cut Scores to Available Resources is More Efficient and Leads to Proactive Planning and Scheduling of Interventions and Interventionists
- ④ Use the Standards-Based Cut Scores as "Value-Added" Information
 - ④ Student < 10th percentile and Unlikely to Pass Standards Test
 - ④ Student < 10th percentile and Uncertain to Pass Standards Test

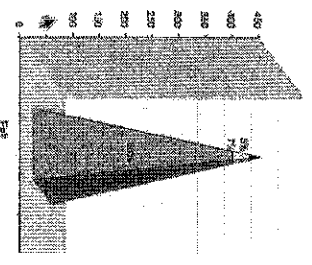
Imagine the Outcomes in These Schools



Which Schools Have Students with Severe Performance Discrepancies?

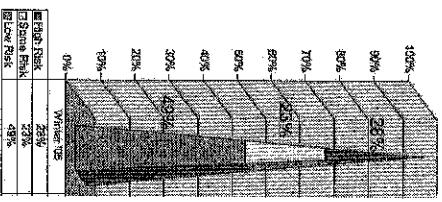
Imagine the Screening Outcomes in These Schools

- ④ Hardly Anyone Would Receive Tiered Intervention (12%)
- ④ Even Some SE Students Likely Would Not Be Identified With Performance Discrepancies
- ④ Expect Teacher and Especially Parent Push Back and Violation of Preferred Practices



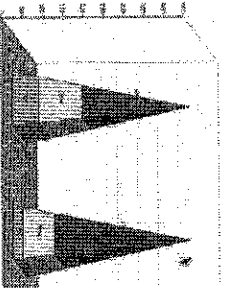
Imagine This Screening Outcome

- ④ More than Half Would Receive Additional Intervention (51%)
- ④ School Intervention Resources Would Quickly Be Overstretched or Overwhelmed
- ④ Expect Teachers to Hate the Data
- ④ Special Education Will Be "Business as Usual"



The Solution is NOT Tier 2 and 3, But Increasing the Intensity of Tier 1: This is Program Evaluation, Not Screening

Imagine This Screening Outcome



- Nearly ALL Would Receive Additional Intervention (85%)
- Expect Teachers to REALLY Hate the Data, Especially Progress Monitoring
- Expect Staff to Be Even More Overwhelmed and Discouraged
- Any Student In Theory-Could Be Considered Special Education Eligible

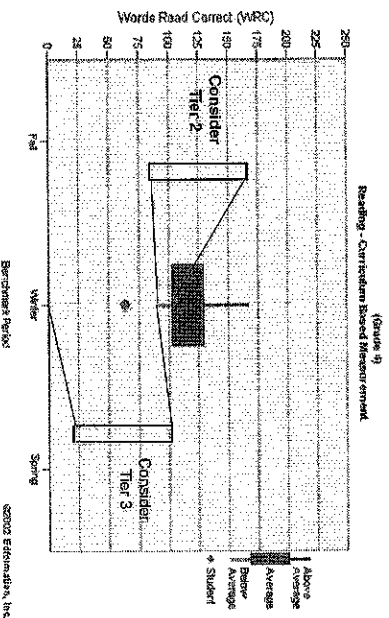
The Solution is to Ensure Tier 1 Instruction Has the Features/
Programs of Tiers 2 or 3 in Other Communities

SCREEN AND TRIAGE, NOT WAIT FOR REFERRAL

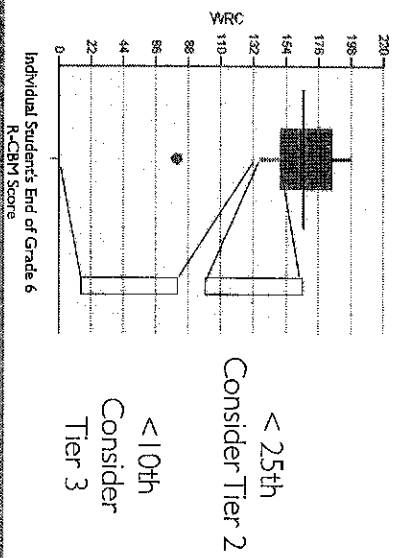
- 101 It is the Same System if You Screen and Benchmark, but Only Look at the Data After Teacher Referral
- 102 Teacher Referral is Inefficient and Often Biased. It is Reactive and | at a Time
- 103 Screening to Tier 2 is Wait to Fail for Students with Severe Performance Discrepancies...and, Inefficient

Screening Best Practices: Triage and Align to Resources

ELEMENTARY TRIAGE



HIGH SCHOOL TRIAGE



TIER 3 PLANNING BASED ON LOWEST 10%

Grade	# Students	Tier 3 if < 10th Percentile	# Groups of 3 @ 60 min per day
K	71	7	2
1	58	6	2
2	57	6	2
3	47	5	2
4	45	5	2
5	43	4	1
321			11

Number of Groups Needed

Hours of Daily Intervention Needed

Grade 2

Tier 3 10% of 57 = 6 Students

2 Groups of 3 for 60 Minutes

2 Personnel/Scheduled Hours for Tier 3

ALIGN YOUR CUT SCORES TO RESOURCES

Grade	# Students	Teachers	Average Class Size	Tier 2 if < 25th Percentile	# Groups of 5 @ 30 min per day
K	71	4	18	11	2
1	58	3	19	9	2
2	57	3	19	9	2
3	47	2	24	7	2
4	45	2	23	7	2
5	43	2	22	6	2
321		16			6

Grade 2

Tier 2 15% of 57 = 9-10 Students

2 Groups of 5 for 30 Minutes

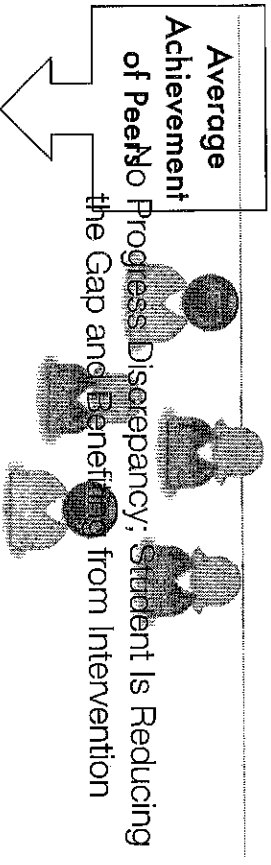
1 Personnel and Scheduled Hour for Tier 2

Hours of Daily Intervention Needed

Data-Based Decision Making:
Progress Monitoring

BIG IDEAS IN PROGRESS MONITORING

- Without Sound and Simple Progress Monitoring Practices, Our Interventions will be Wimpy
- The Goal of Tier 1 Progress Monitoring is to Ensure Growth and Development
- The Goal of Tier 2, 3, and Special Education is to Reduce the Gap!
- A Seamless Basic Skills Progress Monitoring Plan Across Tiers, Across Grades is Desirable
- The Best Way to Increase Quality MTSS Progress Monitoring is by Changing How We Write IEP Goals and SE Monitor Progress!

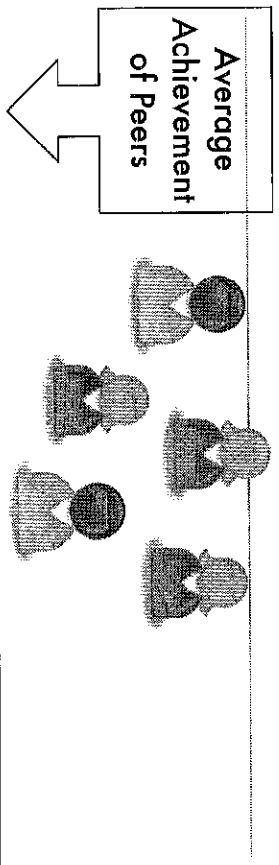


Performance Discrepancy:

NO Progress Discrepancy: Intervention is Reducing the Performance Discrepancy

CRITICAL VOCABULARY

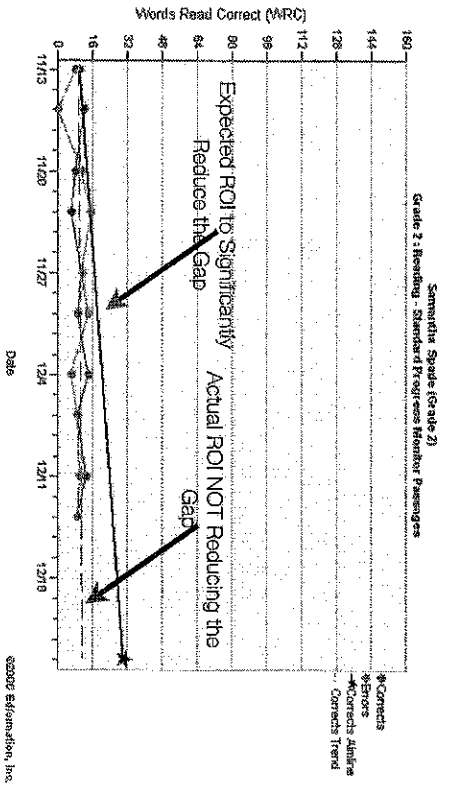
- Progress Discrepancy
 - When a Student's RATE OF IMPROVEMENT (ROI) Fails to Reduce the Gap
- Benchmark Assessment/Benchmarking
 - Combines (Universal) Screening and (Universal) Progress Monitoring; It is BOTH!
- Frequent Progress Monitoring
 - Monitoring Progress the Same Way Using Materials of the Same Difficulty At Least Once (1x) per Month
- Rate of Improvement (ROI)
 - A Student's Rate of Progress Over Time, Usually Expressed in Terms of Improvement per Week



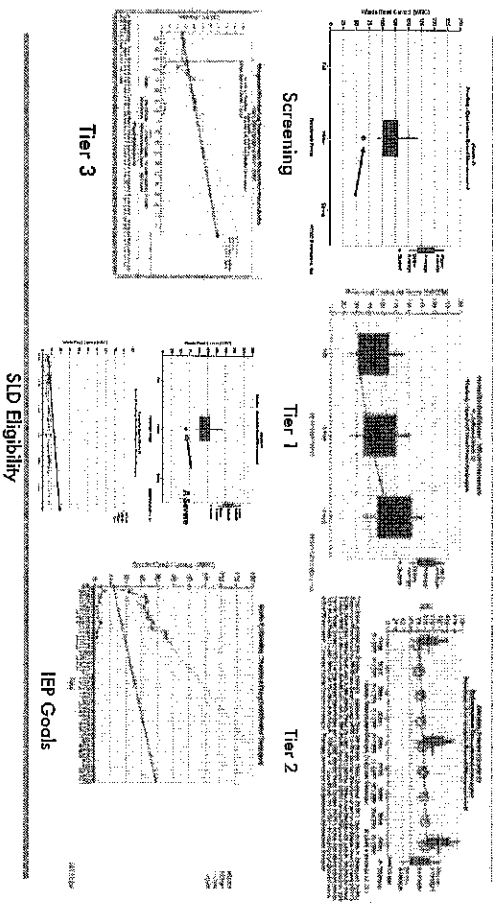
Performance Discrepancy

Progress Discrepancy: Intervention is NOT Reducing the Performance Discrepancy

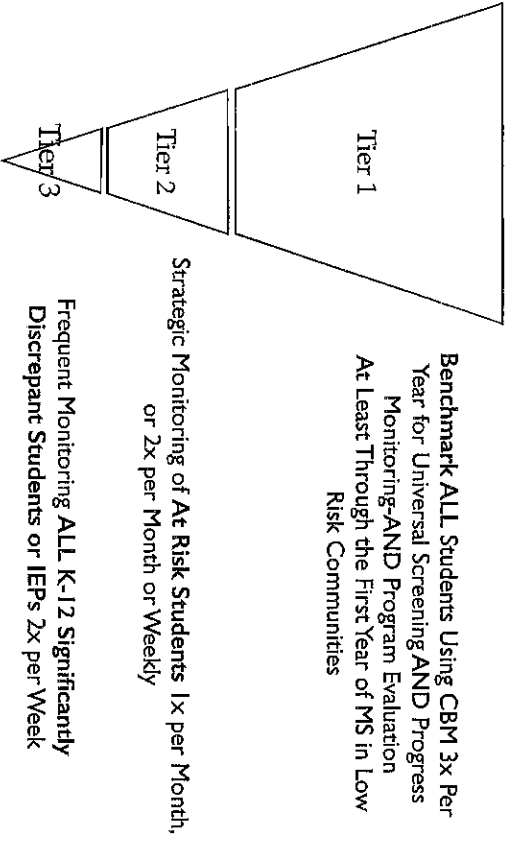
A SEVERE PROGRESS DISCREPANCY



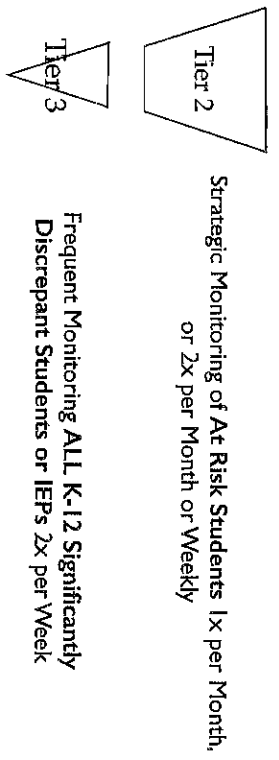
SEAMLESS SCREENING AND PROGRESS MONITORING ACROSS TIERS AND PROGRAMS



K-6 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS



GRADES 7-12 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS



**KEY CONCEPT IN PROGRESS MONITORING:
WE PROVIDE INTERVENTIONS TO REDUCE
THE GAP**

Progress Monitoring

Goal Setting for Tiers 2, 3, and IEPs

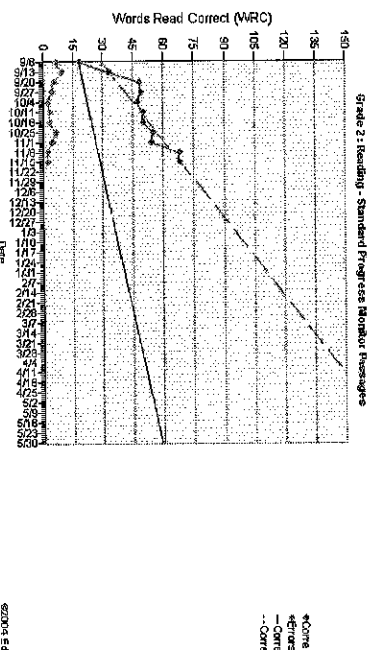
- ☐ Everyone Has an Opinion, Few Have Training
- ☐ Setting Goals for X Number of Magic Weeks
- ☐ Using Rate of Improvement (ROI) to Determine How Much Growth to Expect

**KEY CONCEPT IN PROGRESS MONITORING:
WE PROVIDE INTERVENTIONS TO REDUCE
THE GAP**

- ☐ Our Tier 2 Interventions Should Be to Reduce the Gap, NOT Determine Who Goes to Tier 3
- ☐ Our Tier 3 Interventions Should Be to Reduce the Gap, NOT Determine Who Goes to Special Education
- ☐ This Thinking is OLD Thinking... the (Sole) Purpose of RtI is to Determine Eligibility for SE

Focus on Evaluating Growth Until End of Year, Not Some Magical # of Weeks

HOW DO WE DETERMINE THE EXPECTED RATE OF IMPROVEMENT?



In 1 year, Johnny will read 60 WRC with less than 3 errors in Grade 2 Reading Passages.

ROI IS EASY—LITTLE THINKING, JUST MATH...

AIMSweb® Growth Table
Reading - Curriculum Based Measurement
Demo by Mark R. Shinn, Ph.D. Do not copy. 2003-2004 School Year

Grade	Fall	Winter	Spring		ROI
			WRC	WRC	
1	90	46	78	91	0.3
	75	33	55	55	0.5
	50	7	27	32	0.7
	25	3	15	17	0.4
	10	0	6	5	0.2
2	Mean	21	36	40	0.5
	Standard Deviation	29	34	32	0.2
	90	89	115	118	0.8
	75	82	95	108	1.1
	50	51	78	87	0.7

Identify Growth Rate for Typical Students

$$1.0 \text{ WRC} * 36 \text{ Weeks} = 36 + \text{Current Performance} = \text{Goal WRC}$$

USE ROI AS "VALUE ADDED" TO ENSURE WE DON'T SET OUR GOAL TOO LOW!

18 WRC	64 WRC	NOW Cross Validate with ROI
2nd Percentile	15th Percentile	1.5 WRC Per Week
Now	30 Weeks	Rate of Improvement

Too Low? Let's Expect More!

BUT ROI WITHOUT THINKING WORRIES ME

AIMSweb® Growth Table
Reading - Curriculum Based Measurement
Demo by Mark R. Shinn, Ph.D. Do not copy. 2003-2004 School Year

Grade	Fall	Winter	Spring		ROI
			WRC	WRC	
1	90	48	78	91	1.3
	75	34	55	58	0.5
	50	7	37	32	0.7
	25	3	18	17	0.4
	10	0	8	5	0.2
2	Mean	21	36	40	0.5
	Standard Deviation	29	32	32	0.2
	90	85	115	118	0.9
	75	85	98	105	1.1
	50	51	78	87	0.7

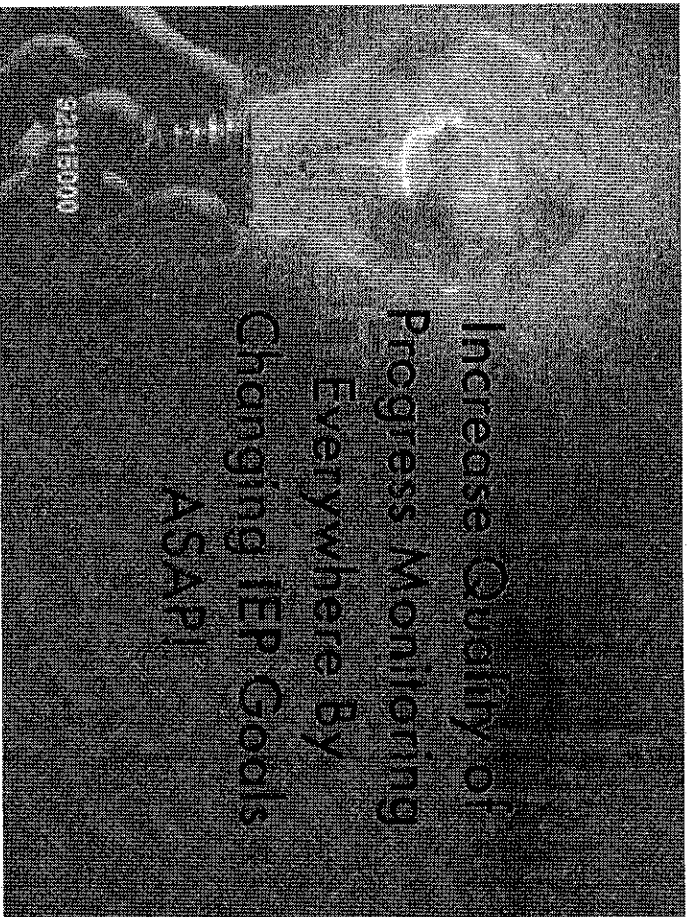
ROI Starts to Look Like "IQ," a Characteristic of the Student Rather than

Low Goals, Low Expectations, Weak Interventions, Fall Farther Behind!
BUSINESS AS USUAL!

REDUCING THE (LOCAL NORM) GAP

Grade 3 Example (30 Week)

18 WRC	80 WRC	NOW Cross Validate with ROI
2nd Percentile	25th Percentile	2.1 WRC Per Week
Now	End-of-Year	Rate of Improvement



CAREER SPECIAL EDUCATION RESEARCHERS DON'T LIKE WHAT WE ARE DOING NOW

Unfortunately, the IEP process operates poorly in many places ...for years, IEPs have been based on a mastery measurement framework, which creates lengthy, unmanageable documents, and onerous paper work. These mastery measurement IEPs, with their long lists of short-term objectives, also fail to provide a basis for quantifying outcomes. For these reasons and more, IEPs promote, at best, procedural compliance without accounting for individual student learning or describing special education effectiveness.

Lyn S. Fuchs and Douglas Fuchs, Vanderbilt University
Testimony to the President's Commission on
Excellence in Special Education,
Progress Monitoring, Accountability, and LD Identification
April 18, 2002

SPECIAL EDUCATION LEGAL EXPERTS DON'T LIKE WHAT WE ARE DOING NOW

"Sadly, most IEPs are horrendously burdensome to teachers and nearly useless to parents. Many if not most goals and objectives couldn't be measured if one tried and all too often no effort is made to actually assess the child's progress toward the goal.

Bateman and Linden (2008, p. 63)

CURRENT IEP READING GOALS

Annual Goal:
Frodo will increase his basic reading skills.

	Objectives	Criteria	Evaluations	Schedule
1.	Frodo will decode words containing long vowel syllable patterns	80%	Documented Observation	Grading Period
2.	Frodo will decode words containing the silent syllable pattern (CVCe)	80%	Documented Observation	Grading Period
3.	Frodo will decode words containing inflected endings (ing, ed, er, y, ly, full)	80%	Documented Observation	Grading Period

SOUND PROGRESS MONITORING PROVIDES MORE SCIENTIFICALLY SOUND, OBSERVABLE AND MEASURABLE IEP GOALS

In 1 Year (Expiration of the IEP), John will

Read 115 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 4 Standard Reading Passage

Earn a score of greater than 35 points on a randomly selected Grade 5 Mathematics Applications Probe

Write 45 Total Words (TWW) with 40 Correct Writing Sequences (CWS) given a randomly selected story starter.

YOU DECIDE

Grade 4 Student Labeled SLD
Present Level of Performance = Grade 1



Goals and Program

Read Grade 1 Material Successfully in 1 Year

Small Group Instruction
3x per Week for 15 minutes

Goals and Program

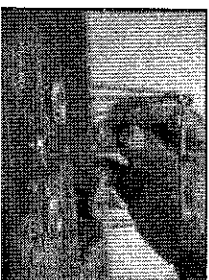
Read Grade 3 Material Successfully in 1 Year

Small Group Instruction
5x per Week for 75 minutes

SUBSTANTIVELY, GOALS PROVIDE PROTECTION

Advantages of Special Education

Intensive, Specially Designed Instruction to Meet Students Unique Needs
Intervention(s) That Reduces the "Gap"
Required Parental Engagement and Reporting, Including Progress



Disadvantages of Special Education

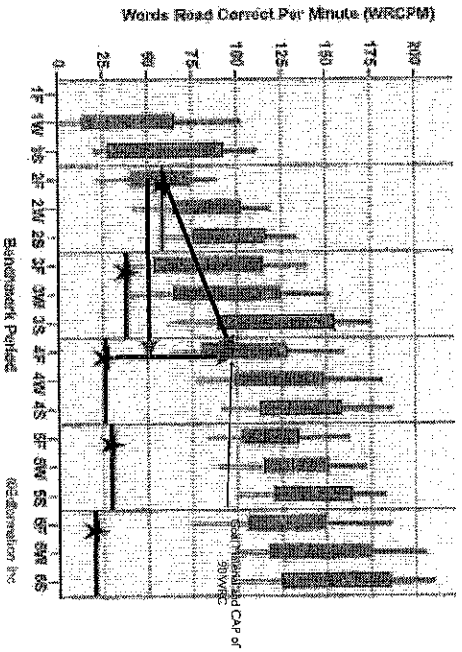
Potential Loss of Freedom of Association
Undue Stigmatization

The IEP Describes the Content and the Expected Outcomes of the SE Program to Enable People to Decide if the Advantages Outweigh the Disadvantages

4 GOAL SETTING STEPS

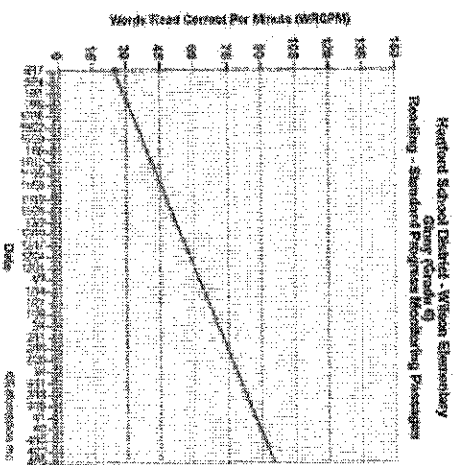
1. Determine the Present Level of Performance (PLOP) based on Survey-Level Assessment (SLA)
2. Know the Time Frame for the Goal (Typically the "anniversary date" - 1 year).
3. Determine the Level of Curriculum Performance That Defines Success and Reduces the Gap
4. Define the Criterion for Acceptable Performance (CAP)

A Survey Level Assessment to Write Individualized Goals



WORDS TURN INTO A PROGRESS MONITORING GRAPH

Ginny will read about **95 WRC** with 3 or fewer errors when given a randomly selected **Grade 4 reading passage** by June 1, 2013



WHAT ENTITLES YOU SHOULD EXIT YOU WHEN THEY ARE NO LONGER ISSUES

- Ⓜ For 35+ years, annual and 3-year reviews have been seen as a disconnected decision-making process focused on re-establishing Eligibility
- Ⓝ Almost always repeated assessment of static measures (e.g., cognitive tests, broad band achievement screeners) that focus solely on the student and not the services; “progress” or benefit has NOT been given due attention
- Ⓞ The result...mindless, unpleasant procedural compliance of little benefit to anyone...
- Ⓟ What if the primary purpose was to Ensure that SE BENEFITED Students and they were NOT STUCK in Stigmatizing, Dead End Programs?

Annual Reviews and 3-Year Re-Evaluations

ALL START WITH ANALYZING EXTENT DATA

As part of an *initial evaluation* (if appropriate) and as part of any *reevaluation* under Part 300, the IEP Team and other qualified professionals, as appropriate, must:

Review existing evaluation data on the child, including:

Evaluations and information provided by the parents of the child;

Current classroom based, local, or State assessments, and classroom-based observations; and

Observations by teachers and related services providers; and

On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:

3-YEAR RE-EVALUATIONS AND ANNUAL REVIEWS

The present levels of academic achievement and related developmental needs of the child;

Whether the child needs special education and related services; or, in the case of a reevaluation of a child, whether the child continues to need special education and related services;

Key Questions

1. Is the Special Education Program Delivered as Intended?
2. Is the Special Education Program **BENEFITTING** the Student?
3. Does the Student **STILL NEED** Special Education?
4. Less Important—"whether the child continues to have such a disability,"

Whether the child is a child with a disability, as defined in 34 CFR 300.8, and the educational needs of the child; or, in case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;

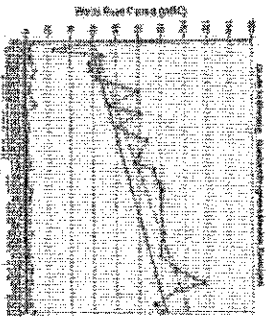
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Whether the child needs special education and related services; or, in the case of a reevaluation of a child, whether the child continues to need special education and related services;

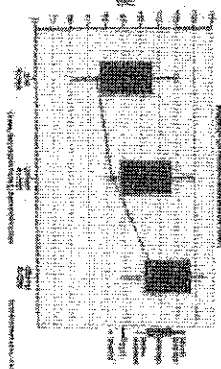
ANNUAL AND 3 YEAR RE-EVALUATIONS

What	Why	How
Fidelity of Implementation of IEP and (If Written) Transition Plan	Determine if IEP Implemented; If Not, Implement	Observation of IEP Turned into Checklist
Educational Benefit Rate of Progress or Improvement	Determine Effectiveness of SE Intervention; If Not, Revise IEP	Frequent PMI Comparing Rate of Progress to Goal That Reduces the Gap
Educational Need Performance Discrepancy	Determine if Gap is Reduced; If Yes, Consider Need for SE	Reducing the Gap on CBM Benchmark Local Peer Discrepancy (K-8) Individual Screening CBM Standards-Based Discrepancy (9-12)

WHAT IT LOOKS LIKE

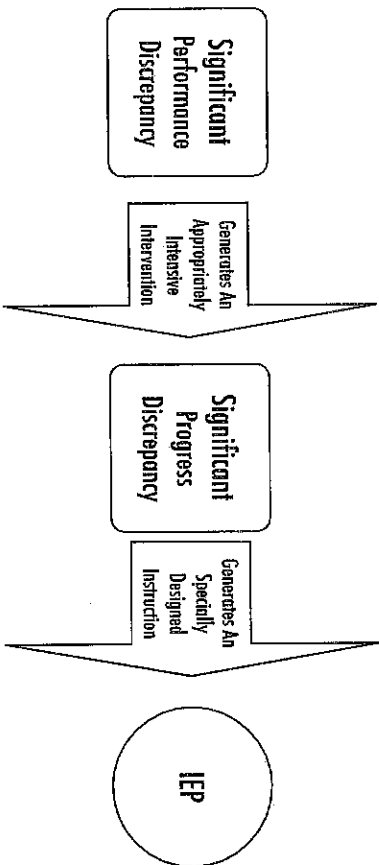


No Progress Discrepancy—
Reducing the Gap!

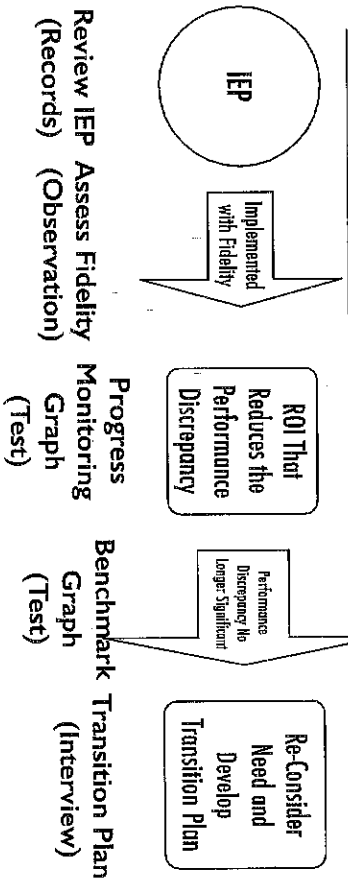


No Significant Performance—
No Need for Continued SE

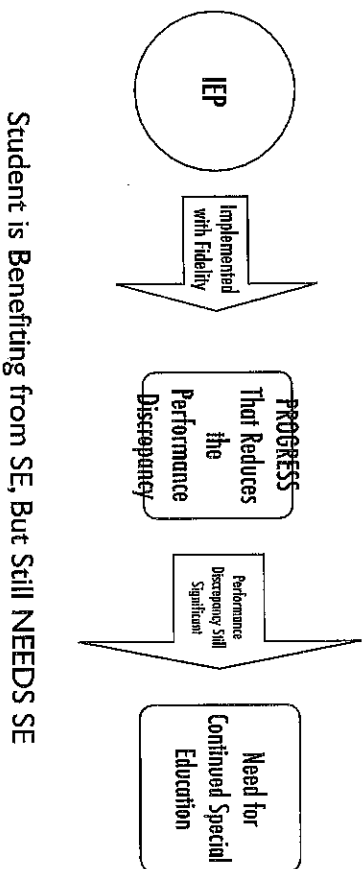
ELIGIBILITY



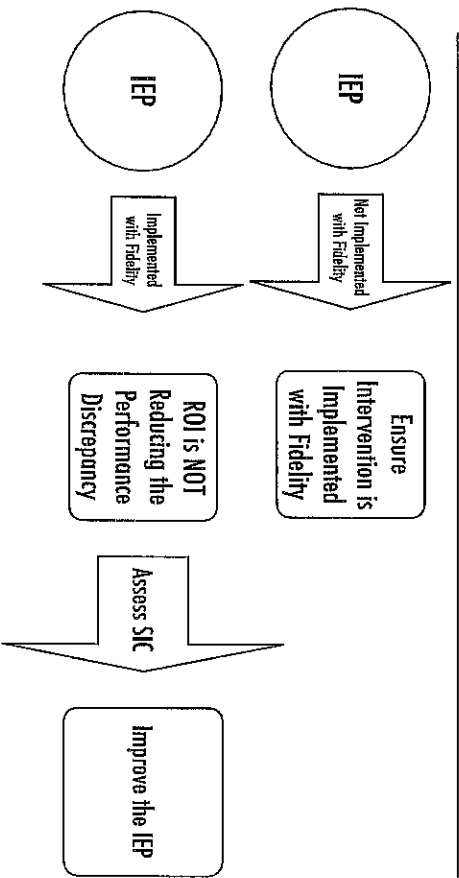
POSITIVE 3-YEAR RE-EVALUATION AND ANNUAL REVIEW



ANNUAL AND 3-YEAR RE-EVALUATION



TROUBLESOME 3-YEAR RE-EVALUATION AND ANNUAL REVIEWS



BIG IDEAS

1. Data-Based Decision Making is a Defining Feature of Multi Tiered Systems of Supports/RTI
2. BASIC SKILLS Screening and Progress Monitoring Are the Two Primary Decisions in MTSS with Implications for Both General Education and Special Education
3. Many Schools Have SOME Experience with Basic Skills and PM, BUT—,
4. They... OVER-TEST and Under Use Screening Data
5. They... UNDER-TEST and POORLY Use PM Data
6. WE CAN—AND WILL DO—BETTER

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2

HS Reading Intervention - Corrective Reading - easy to implement

* Most important time to collect data is end of the year. Plan for next year.

* Professional Judgment matters - with data. No need for two reading tests reading test w professional judgment is enough.

* "Don't screen if you don't intervene." Mark Shinn

3-yr ee - goal - what we should be asking - in order.

1. ^{IS IEP} Implemented w/ Fidelity IEP?

2. Is he/she benefiting from IEP?

3. Is he eligible?

If you have a really good program and kid isn't responding you should check fidelity of implementation - don't change intervention.

Reports - only include relevant data. Should not be longer than 2 pages.

Brief OBT - best for middle and high -

"I Love Lucy" O-U-GH video. Great video demonstrating difficulty of English lang.

"Rate of Improvement" is function of intensity of intervention. - Do not use to measure progress

Video - District problem solving meeting

Start meeting w/ questions being answered. - I hear what your saying, but... Don't do anything in a meeting you can do outside the meeting.

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