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INTERVENTIONS AT THE SECONDARY LEVEL

WASASP SECONDARY PSYCH SUMMIT
August 19, 2016

William Rasplica
Executive Director
Learning Support Services
Franklin Pierce Schools



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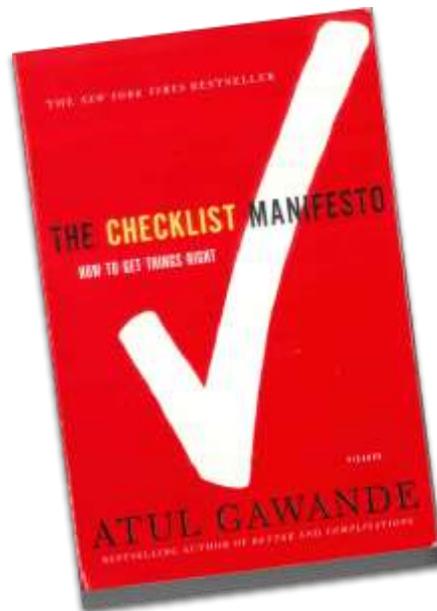
Agenda

1. How do we get good at what we do?
2. Building and sustaining complex systems
3. Interventions in a multi-tiered system of supports (complex system)
4. Examples at the secondary level
5. FP examples
6. Implementing Intensive intervention (complex system)
7. Resources

I've Been Fortunate To Have Had Opportunities to Learn from Great Professionals.
Many Thanks and Credit Goes To

- | | |
|----------------------|-------------------------------|
| Mark Shinn, Ph.D. | Rebecca Zumeta Edmonds, Ph.D. |
| Randy Sprick, Ph.D. | Sarah Arden, Ph.D. |
| Marcy Stein, Ph.D. | Diane Kinder, Ph.D. |
| Ken Howell, Ph.D. | Steve Kukic, Ph.D. |
| Susan Ruby, Ph.D. | Jan Hasbrouck, Ph.D. |
| Kevin Feldman, Ed.D. | Kathleen Pfannenstiel, Ph.D. |

“How do we get good at what we are trying to do?”



Complexity Requires a System

- Systems are the most effective
- Having good components is not enough. Get the components to come together as a whole.
- A list of key items that get missed or forgotten.
- A recipe for how to have a team that is prepared.
- Skill 1 ability to recognize success-data, screening
- Skill 2 Devise solutions, check lists to increase fidelity of the process and system.
- The ability to implement the system. Slow to spread.
Using these tools forces us to confront that we are not a system that has been effective for all students. Making systems work in education is the great task of educators as a whole.

Building and Sustaining Complex Systems

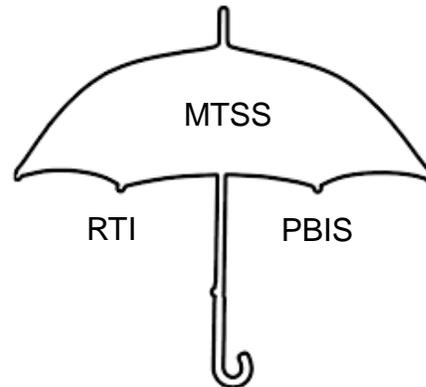
(McInerney, Zumeta, Gandhi, and Gersten, 2014)

- **Start Small and Move Slowly**
 - Allow for learning
- **Engage Key Stakeholders**
- **Embed Intensive Intervention within Existing Structures**
 - Adapt existing intervention programs and data sources
- **Target Professional Development**
 - Build internal capacity of existing staff
- **Build Long Term Capacity**
 - Checklist of Implementation Strategies (2014)



Are MTSS and RTI different things?

- Schools organized to support *all* students
- Tiered instruction and intervention
- Valid, reliable data drive instruction and intervention decisions
- Integrates academics and social behavior



National Center on
INTENSIVE INTERVENTION

at American Institutes for Research

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USDOE Investing In Innovation (i3) Grant with the American Institutes for Research (AIR)

- Using DBI for Intensive Interventions to Improve Mathematics Skills of Students With Disabilities and Students Who Do Not Respond to Tiers 2 and 3
 - 2.3 million dollars over 3-4 years
- Training and Support in Implementing Data-Based Individualization (DBI) and refining and boosting the current MTSS structure in the district.
- 8 elementary schools will be split into 2 cohorts
- Middle School Expansion Spring 2017

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MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making.

Kansas Multi-Tiered System of Supports
<http://www.kansasmtss.org>

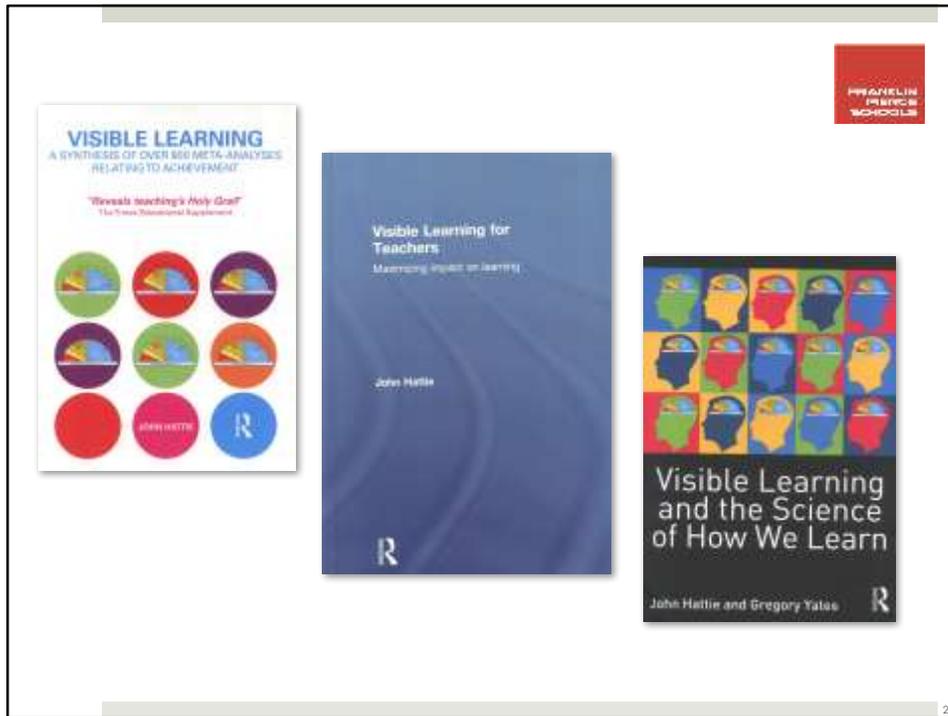
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Essential Components of RTI



National Center on
Response to Intervention

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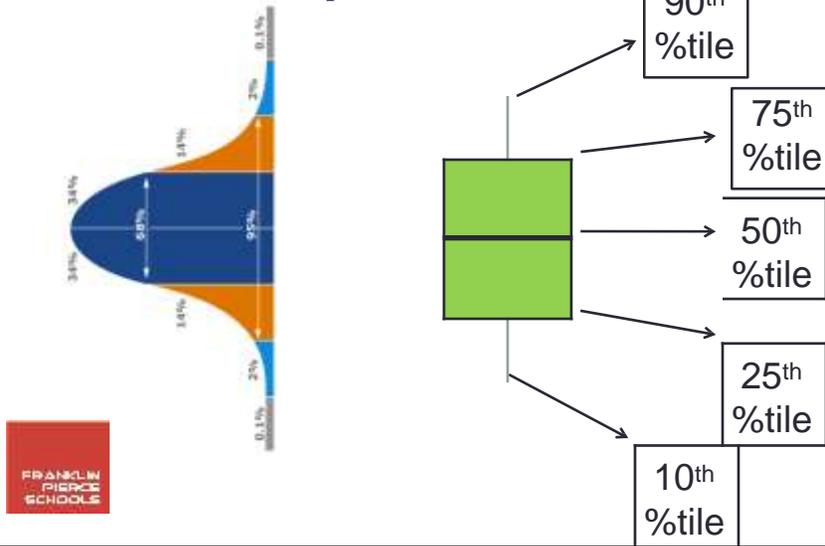


What Impacts Student Achievement? 22

Teaching Variables	Effect Size	Teaching Variables	Effect Size
Student Expectations	+1.44	Direct Instruction	+0.59
Response to Intervention	+1.04	Socioeconomic Status	+0.57
Formative Evaluation	+0.90	Parental Involvement	+0.51
Reciprocal Teaching	+0.74	Computer-Based Instruction	+0.37
Feedback	+0.73	Aptitude by Treatment Interactions	+0.19
Teacher Clarity	+0.75	Whole Language	+0.06
Teacher-Student Relationships	+0.72	Retention	-0.16

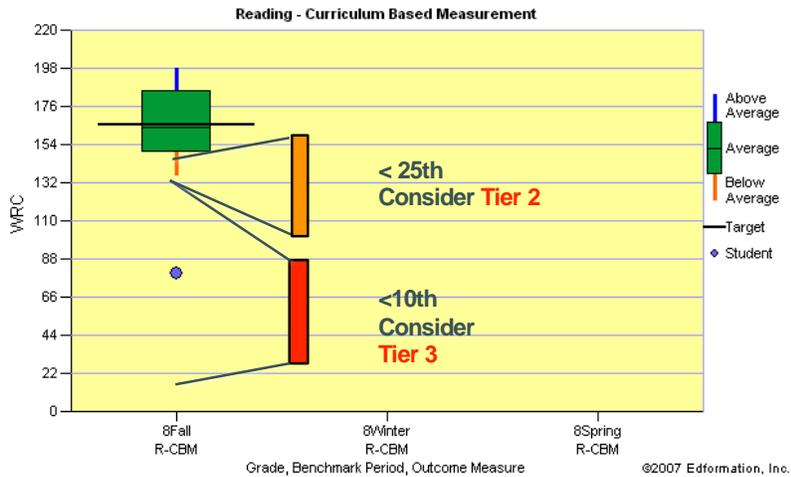
John Hattie, Visible Learning, 2009 and Visible Learning For Teachers, 2012

Norm-Referenced: Box and Whisker Graphs

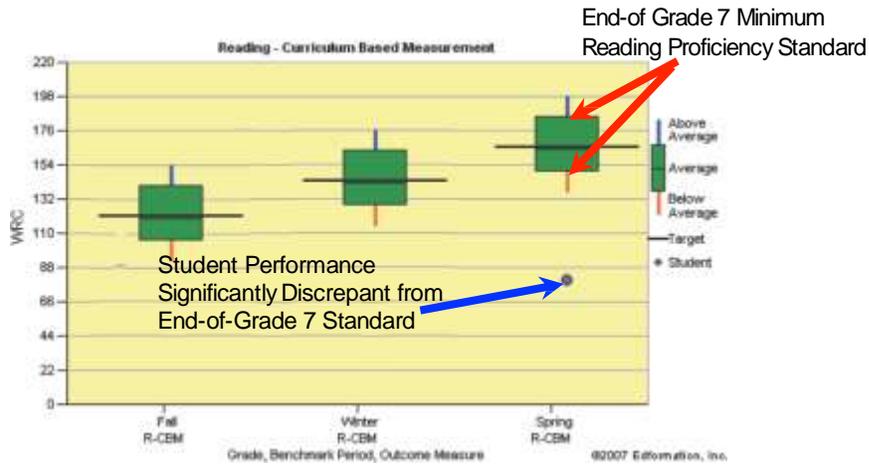


Shinn, 2014

Middle School Triage



High School Triage



Shinn, 2014

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

Shinn, 2016

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

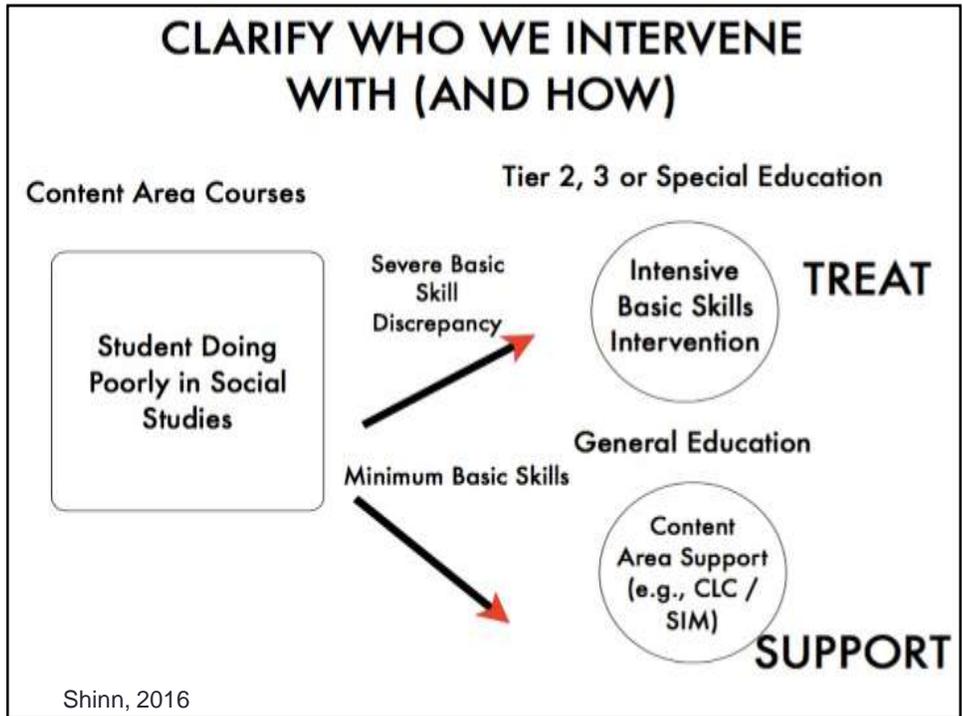
Shinn, 2016

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Secondary Special Education MTSS Pathway

M. Shinn, 2016

- Ensure students have sufficient basic or foundational skills so they can read to learn rather than learn to read
- Deliver powerful tier 2 and tier 3 interventions early regardless of credit consequences and provide a clear recovery pathway.
- Focus basic skill progress monitoring on tiers 2 and 3
- Clarify your special education service delivery model to remediate basic skills deficits and provide evidence-based learning strategies (SIM)
- Change your IEP goals and progress monitoring practice.
- Shift related services roles to minimal testing and maximum consultation and coaching support



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VOLUME 44 NUMBER 2 OCTOBER 2011

FOCUS ON EXCEPTIONAL CHILDREN

Effective Instructional Design and Delivery for Teaching Task-Specific Learning Strategies to Students with Learning Disabilities

Charles A. Hughes

This article proposes that how learning strategies are taught to students with learning disabilities (LD) is as important as the strategies themselves. Moreover, the preponderance of existing research supports an explicit approach for designing and delivering lessons for teaching students with LD to learn and use task-specific learning strategies. To frame this discussion, the article presents a general description of task-specific learning strategies as well as an explanation as to why many students with LD need instruction in this area. Next, it offers the design and content features of task-specific strategies found in existing strategy curricula, followed by a brief summary of the research on effective elements of instruction for teaching skills and strategies to students with LD. The remainder of the article focuses on how to teach task-specific learning strategies in ways that incorporate identified effective and explicit teaching methodologies that address a number of learning characteristics associated with learning disabilities.

WHAT ARE TASK-SPECIFIC LEARNING STRATEGIES?

Learning strategies typically consist of a series of overt (observable) and covert (internal verbal) steps learners follow as they complete a specific task or solve a particu-

Intensity vs. Severity

- Intensity Is measured by how far behind a student is academically or how different the behavior is from peers or norms.
- Severity is the degree to which the student does or does not respond to evidence-based, explicit and systematic instruction.
- A student could have an intense problem, but catch up quickly. NOT SEVERE.
- A student could have an intense problem, but not respond to explicit and systematic tier 2 and tier 3 instruction. SEVERE.

Help With Homework or Tutoring Is Not Wrong ... But It's Not Right Either, and It Is Not Enough (Shinn, 2016)

Pressure from parents, administrators, general educator, 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, and Lenz. 1996)

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Use Evidence-Based Materials Aligned to the Needs of Students; Not Adult Preferences

- Scaffolded Instruction
- Intensive motivational strategies and behavior supports
- Language and vocabulary support
- Explicit teacher-led instruction
- Supplemental tier 2 and sometimes supplanted tier 3



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Effective Instruction (Hattie, 2009)

Synthesized several meta-analyses:

Active and guided instruction (e.g. direct instruction) is more effective than approaches that passively facilitate a student's learning (e.g. discovery learning).



Fully Guided Instruction

- Clark, Kirschner, and Sweller: *Putting Students on the Path to Learning: The Case for Fully Guided Instruction*, 2012.
- Many educators confuse “constructivism” which a theory of how one learns and sees the world, with a prescription for how to teach.
- Novice learners can engage in problem-solving for extended periods and learn almost nothing.
- There is no body of sound research that supports using “discovery” learning with anyone other than the most expert students.
- Evidence from controlled experimental studies uniformly supports full and explicit instructional guidance.

Effective Practices in High Performing Districts Serving Students in Special Education

- Journal of Special Education Leadership 25(2) September 2012
 - Special education performance over 4 years
 - Access to the core curriculum
 - Use of RTI framework and continuous assessment
 - Collaboration between special and general education teachers
 - Targeted professional development
 - Use of explicit instruction

Varying Evidence Standards

Research-Based Curricula

- Recommended for primary prevention across subjects
- Components have been researched and found to be generally effective
- Curriculum materials have not been rigorously evaluated as a package

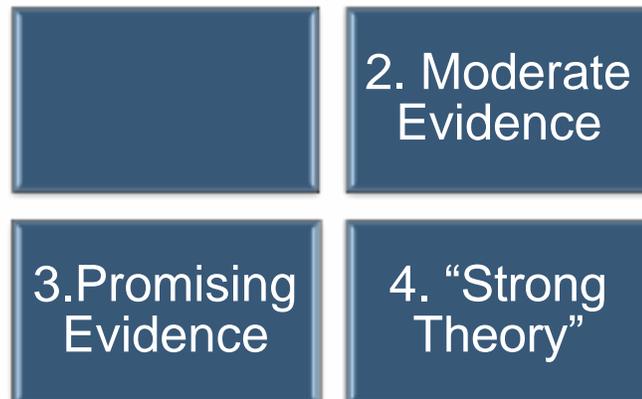
Evidence-Based Intervention

- Recommended for secondary and tertiary prevention
- Materials evaluated using rigorous research design
- Evidence of positive effects for students who received the intervention

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research

ESSA's Evidence Standards Mirror i3 Grant Requirements

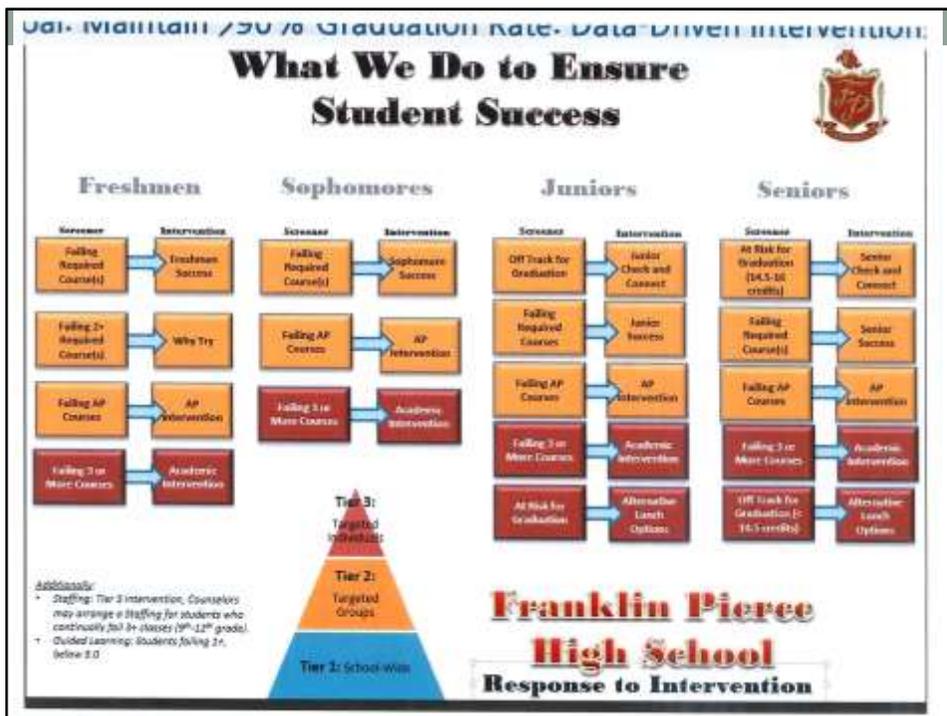


IS INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH

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

Shinn, 2016



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FPHS Guidance and Counseling

RTI Academics Agenda

Date: January 2016
Facilitator: Conklin

Meeting Agenda

1. School-Wide Data:

Current/Last 3 Months (Pyramid):

Academics: (Grade, Gender, Race/Ethnicity)

- o Gender
- o Ethnicity

Evaluate Trends

2. Aggregated Data:

Current/Last 3 Months:

Tier by Grade/Gender:

- o Number of F's
- o GPA Trend
- o Missing Assignments

Gender (Pie):

- o Number of F's

Race/Ethnicity (Pie):

- o Number of F's

Overall Grade Level Tier (Pyramid)

3. Department Data:

Current/Last 3 Months (Bar):

- o Number of F's (By Grade)
- o Broken Down by Class

4. Intervention Program Review

5. Action Plan:

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Student Plan

Student: [Click here to enter text.](#) **Date:** [Click here to enter a date.](#)

Teacher: [Click here to enter text.](#) **Course:** [Click here to enter text.](#)

State Assessment Scores: [Click here to enter text.](#) **Is Attendance a Concern?** Yes No

Step 1: Student/Teacher Planned Discussion **Date:** [Click here to enter a date.](#)

Step 2: Evaluate 3-1 contact **Date:** [Click here to enter a date.](#)

Step 3: Teacher Contact with Parents:

- a. **Initial Contact:** [Click here to enter a date.](#)
- b. **Follow-up Contact:** [Click here to enter a date.](#)
 - [Click here to enter a date.](#)
- c. **Meeting with Student/Parent:** [Click here to enter a date.](#)

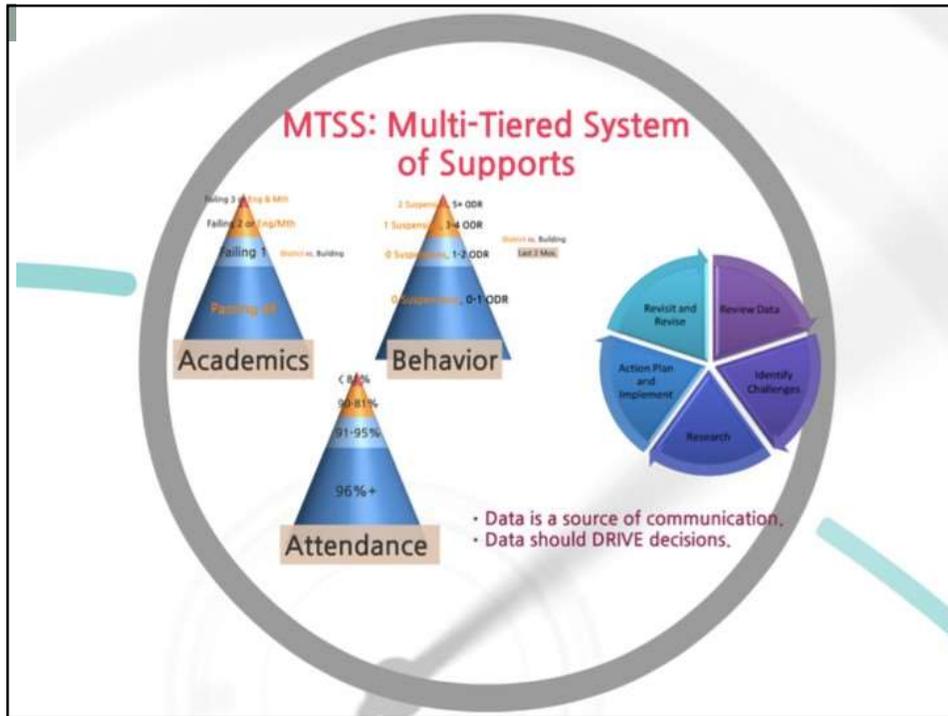
Step 4: Student/Teacher Plan:

Assessment	Assessments to be Completed	Plan for Completion
Formative Assessments	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text. 	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text.
Summative Assessments	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text. 	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text.
Other	Supports to be Accessed	Dates for Access
Academic Supports	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text. <p><i>Examples: After school tutoring, Assessment Center</i></p>	<ul style="list-style-type: none"> • Click here to enter text. • Click here to enter text. • Click here to enter text.

Subsequent Outcome: [Click here to enter text.](#)

Step 5: Contact with Counselor: [Click here to enter a date.](#)

Other	Supports to be Accessed	Dates for Access



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FPHS Learning Lab

Learning Lab Options

1. Skill Learning Lab – Math, SE, ELL
2. Guided Learning
3. Choice Learning

- All students remain in their Cardinal Connections class for Guided Learning Lab unless:
 1. Need to make up an incomplete course from previous term.
 2. Require skill Learning Lab (e.g. –Algebra Lab)
 3. Earned Choice Learning Lab (3.25 GPA and above--Not available to Freshmen until Q2)

Skill Learning Lab

1. Students will be required to work on specific skill development as determined by teacher.
2. Teachers will have the option to allow Guided Learning (work on other homework/classwork) at their discretion.

Guided Learning

1. All students stay with their Cardinal Connections teacher unless assigned to another teacher.
2. This is an opportunity for students to work on assignments, missing work, study for exams, etc.
3. Teachers may give 1-2 students a pass to come to their classroom during guided learning to receive additional help.
 - The requesting teacher must give the student a pass to give to the guided learning teacher prior to the start of learning lab. No phone calls, please.
 - The student will show the pass to the guided learning/2nd period teacher and must be in the requesting teacher's classroom by the time the bell rings for the start of learning lab.
 - The student will stay with the requesting teacher for the entire learning lab time. If the student doesn't show up, teacher will notify Ms. Price immediately.
3. Students not coming to class with materials or refusing to meet expectations will receive 1 warning and then be referred to administration. (Call office immediately)

Choice Learning

1. Students earning a 3.25 GPA and no failing grades from previous term receive Choice Learning Lab. (Unless assigned to Skill Lab or Guided Learning Lab for another reason.)
2. Students will report to one of the following areas.
 - Cafeteria Study Area – Group Work/Project Work – Mr. T, Olsen (if no Intervention Students), Julian (supervisors will determine when this Choice Learning Lab is full).
 - Library – Silent Study Area – Ms. Tuck, Brokenshire (if no ISS)
 - Corrigan Room – Quiet/Partner Study Area – Wilke, Huff
 - Admin will float between Choice Learning and Guided Learning
3. Students are required to be working on classwork, homework or reading. This is not a time to visit with friends.
4. Choice Learning is a privilege that can be revoked for not working and/or following directions of the supervisors. Choice Learning may also be revoked at mid-quarter if failing courses or Skill/Guided Learning is required for another reason.





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6th grade	
Quarter 1	Quarter 2
<p>Corrective B2 <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>	<p>Corrective B2 <u>add</u> CCSS Questions. Need to turn in plan for literary standards to focus on and planned questions stems. <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>
quarter 3	quarter 4
<p>Corrective B2 <u>add</u> CCSS Questions. Need to turn in plan for literary standards to focus on and planned questions stems. <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>	<p>REWARDS-Intermediate-- <u>add</u> in CCSS information standard questions stems for the information text <u>supplement</u> with short infor reading passages (READ WORKS / Newlea) for CCSS information standard questions stems <u>need</u> to share plan for using REWARDS strategies with supplement text</p>

reading

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7th grade	
quarter 1	quarter 2
<p>Corrective C <u>add</u> in plot diagramming (expoiton, conflict, rising action, conflict, climax, falling action, resolution) conflict (human verse nature, self, peron) <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>	<p>Corrective C <u>add</u> CCSS Questions. Need to turn in plan for literary standards to focus on and planned questions stems. <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>
quarter 3	quarter 4
<p>Corrective C <u>add</u> summary for info passages <u>add</u> CCSS Questions. Need to turn in plan for information standards to focus on and planned questions stems. <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>	<p>Corrective C <u>add</u> summary for info passages <u>add</u> CCSS Questions. Need to turn in plan for information standards to focus on and planned questions stems. <u>supplement</u> with readig fluency practice like Read Naturally or 6 minute solution or other</p>

Item#	Source	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Adm
Bar, Tom	078039	PL 8	PL 9	PL 7	PL 7	PL 7	PL 8	PL 8	7
Travis, Kate	078039	PL 8	PL 9	PL 7	AP Court Plan	PL 8	PL 8	PL 8	7
Ms. Dave	078	PL 8	PL 9	PL 7	PL 7	PL 8	PL 8	PL 8	7

TASK	Source	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Adm
Thomas-Holmes, Tom	402	Math 010	8						
Marla, Sara	402	Math 010	8						
Tombach, Chris	750	Math 010	8						
Car, John	PL 1	PL 1	PL 1	PL 1	PL 1	PL 1	PL 1	PL 1	8
Edward, Steven	404	Math 010	8						
SMU, Dallas	441	Math 010	8						
DeWitt, Mickey	402	Math 010	8						
Latham, Becky	402	Math 010	8						
Proctor, Brian	402	Math 010	8						
Clark, John	750	Math 010	8						
Chen, Jessica									8

Item#	Source	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Adm
DeWitt, Mickey	402	Math 010	8						
Proctor, Brian	402	Math 010	8						
Clark, John	750	Math 010	8						
Chen, Jessica									8

Updated 8/20/16

**Planning Standards-Aligned Instruction Within a Multi-Tiered System of Supports
Algebra Example**

College- and Career-Ready Standard Addressed
Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (HS01-08-A-1.1)

Core Instruction	Secondary Intervention	Intensive Intervention	Alternate Assessment Standards*
<ol style="list-style-type: none"> Implement a standards-aligned mathematics program that includes instruction in algebra and underlying skills. Provide explicit instruction in strategies for solving linear equations and inequalities in one variable when the unknown information appears in different positions in the equation. Incorporate peer-mediated and independent practice opportunities, with scaffolds of problem solving procedures that are time to reflect and learning opportunities, and accommodations to the problem type. Incorporate class-wide behavior strategies to promote engagement and on-task behavior, with individualized supports for students who need them. Periodically assess learning of all students in the class using a valid, reliable listening tool to determine the effectiveness of core instruction, and identify students in need of additional supports. 	<ol style="list-style-type: none"> Use cooperative learning-based instruction that aligns with the core program. (If available) Use an evidence-based intervention program that addresses algebra (e.g., Algebra of MTSS). Provide explicit instruction of core content as a supplement to core instruction. Provide explicit instruction in and practice with underlying skills (e.g., solving equations in which unknown information occurs in different positions in a number sentence). Provide small-group instruction with multiple response formats and explicit instruction feedback. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation. Collect progress monitoring data at least once a day three per month using a valid, reliable tool. 	<ol style="list-style-type: none"> Use progress monitoring and error analysis data to identify skill deficits and necessary adaptations to the secondary intervention. Provide explicit instruction in foundational skills (prerequisite skills), such as communicating about coefficients represented by letters and solving equations with unknowns in different positions in the number sentence. Such skills include solving for one variable in and about the equation. Provide one-on-one and explicit instruction that provides explicit instruction in these areas. Provide explicit and varied opportunities for learning and practice (e.g., using manipulatives, models, or written procedures) with explicit instruction feedback. Incorporate additional behavior strategies targeted to individual needs in attention, self-regulation, listening to organizational skills, or social skills. Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed. 	<ol style="list-style-type: none"> Provide instruction appropriate to a student's level of algebra and systems-level skills, using positive, simple language and pictures, as needed. Provide explicit instruction in foundational skills that underlie the standard (e.g., basic computation, concepts of equality and inequality, and moving information in a number sentence). Use additional individualized behavior and motivation strategies, including functional communication and self-regulation. Collect progress monitoring data at a sensitive, frequent, and level of assessment. Incorporate explicit feedback as needed to learn and assess skills.

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Intensification Strategy Checklist

Note: Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity, and for a sufficient amount of time.

Possible Quantitative Strategies (Try First)

- Increase the length of intervention sessions
- Increase the number of intervention sessions per week
- Decrease the group size
- Increase the total number of sessions
- Decrease the heterogeneity of group (group student with others of a closer performance level)
- Consider an intervention setting with fewer distractions
- _____
- _____

I. Possible Qualitative Strategies (Try Next)

Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- Model new concepts with examples and “think aloud” as you work through steps.
- Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- Break tasks into smaller steps, compared to less intensive levels of instruction/intervention.
- Break behavior goals into small chunks or steps
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why the step is important, have the student complete that step, and explain its importance.
- _____
- _____

Behavior and Motivation Support

- Use a timer for intermittent reinforcement of on-task, appropriate behavior.

Adapted from National Center on Intensive Intervention
Intensification Strategy Checklist—1
1.16

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Multi-Tiered System of Supports (MTSS) for Academics and Behavior

Multi-Tiered System of Supports	1. Providing high quality core instruction and tiered intervention matched to students’ needs	2. Using data over time (i.e. rate of improvement, level of performance, fidelity of implementation)	3. To make important educational decisions
	<ul style="list-style-type: none"> ✓ All FPS students and staff are part of ONE proactive educational system. ✓ Evidence-based instruction and practices are aligned with rigorous content standards. 	<ul style="list-style-type: none"> ✓ Data are used to guide instructional decisions, align curriculum and allocate resources. ✓ FPS staff use instructionally relevant assessments that are reliable and valid 	<ul style="list-style-type: none"> ✓ FPS staff problem-solve collaboratively to meet students’ needs.
<ul style="list-style-type: none"> • Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. • Leadership at all levels is vital. 			

Core Expectations for ALL Staff in Franklin Pierce Schools

Standards for Instruction	Evidence-Based Instructional Practices	Time Allocation for Instruction	Teacher Learning Data	Student Performance Data	Collaborative problem Solving for Improvement
Standards clarify what we want students to learn and do.	Techniques to increase student achievement and engagement.	Maintain a school culture in which instructional time is a highly valued resource.	Teacher learning and professional growth fostered through practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Consistent use of the FPS Student Support Protocol.
<ul style="list-style-type: none"> • Curriculum maps with common pacing guides • Instructional content aligned with the Washington State Standards • Scientifically research-based programs • Standards-based instruction, grading and reporting • FPS Instructional Expectations • Federal and state requirements (IEP, 504) 	<ul style="list-style-type: none"> • CHAMPS • Classroom Safe and Civil Behavioral Supports and Interventions • Explicit Instruction • Systematic Academic Vocabulary Development • Maximizing Opportunities to Respond • Maximizing 5:1 Ratio of Positives • Feedback Cycle • Scaffolded/Differentiated Instruction • SIOP • Behavioral expectations and routines are explicitly taught. 	<ul style="list-style-type: none"> • Core classroom instructional time is maximized and aligned to standards, including appropriate pacing to ensure rigor and student understanding. • Master schedules allocate adequate time for student learning and growth • PD time is used to intentionally increase the application of evidence-based instructional practices and standards for instruction Scheduling is ensured for: <ul style="list-style-type: none"> • Intervention and skill-based instruction • Special Education services • English language development 	<ul style="list-style-type: none"> • Formal protocols and checklists to monitor and evaluate implementation. • Coaching cycles with instructional coaches • PLC • Walkthroughs • Data Checkpoints • TPEP Feedback • Peer Observations • Mentoring 	<ul style="list-style-type: none"> • Universal screening • Progress monitors (ROI) • Regular checks for understanding • Interim SBA • Common Course Assessments Summative Assessments: <ul style="list-style-type: none"> • SBA • SAT • End of Course Exams 	<ul style="list-style-type: none"> • Early warning indicators for identification of students at risk • Timely and consistent review of academic and behavior data • Determine needs for students who do not respond to instruction and intervention • District MTSS Academic Team • District MTSS Behavior Team



The Franklin Pierce Multi-Tiered System of Supports Framework

Overview

The Franklin Pierce Schools has adopted the framework from the National Center on Response to Intervention (<http://www.rti4success.org>) to guide its implementation of Multi-Tiered System of Supports (MTSS). The framework includes these essential components:

1. Universal Screening
2. Progress Monitoring
3. School-wide multi-tiered prevention system
4. Data-based decision-making for:
 - a. Instruction and intervention
 - b. Movement within the multi-level system
 - c. Disability identification

Core Beliefs underlying the Franklin Pierce Multi-Tier System of Supports

- Every student learns and achieves to high standards.
- A culture reflecting a growth mind-set will be developed and enhanced to create a collective responsibility for student success.
- Change is intentional, coherent, and dynamic.
- Learning includes academic and social/emotional behavioral competencies.
- Every student will be provided effective, explicit, systematic and relentless instruction with a research based core curriculum.
- Academic and behavioral data will be used to inform instructional decisions.
- Evidence-based interventions will be provided at the earliest identification of need, based on decision-making rules.
- District policy regarding MTSS will be based on both evidence-based and research-based practice.
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice.
- Resources will be intentionally selected, designed and redesigned to match student needs.
- Research and evidence based practice will be used in planning, implementing and evaluating instructional decisions.
- Educators and parents will be part of the fundamental practice of effective problem solving and instructional decision-making.

Non-Negotiable Elements of the Franklin Pierce Multi-Tier System of Supports

The creation of a sustainable MTSS requires significant leadership and an intense focus on the alignment of all practices and resources. To achieve this, schools must agree to the following non-negotiable conditions:

1. A district leadership team is in place to provides leadership, support and strategic planning



The Franklin Pierce Multi-Tiered System of Supports Framework

MTSS Decision Guidelines

- Review of core instruction is necessary when less than 80% of all students are meeting learning targets.
- Students not making adequate progress are provided targeted evidence-based interventions based upon screening results using a triage approach.
- Small group or individual instruction changes:
 - o Progress Monitoring data are below the timeline on 4 consecutive data points or at least 9 data points produce a flat or decreasing trend line, school staff should change or intensify the intervention.
- Tier 3 instruction begins when a student fails to progress after two Tier 2 interventions/programs, or when data indicates significant need.

SCREENING	TIER 1	TIER 2	TIER 3
Who: All students Purpose: Decide which students may be at risk and which students are not.	Universal screening 3 times per year in reading, mathematics, attendance and behavior. State assessments and credits.	Universal screening 3 times per year in reading, mathematics, attendance and behavior. State assessments and credits.	Universal screening 3 times per year in reading, mathematics, attendance and behavior. State assessments and credits.
FPS Uses:	AimsWeb CBM district-wide assessments, existing classroom data, in program assessments, State assessments, transcripts, suspensions, office referrals, attendance.	AimsWeb CBM district-wide assessments, existing classroom data, in program assessments, State assessments, transcripts, suspensions, office referrals, attendance.	AimsWeb CBM district-wide assessments, existing classroom data, in program assessments, State assessments, transcripts, suspensions, office referrals, attendance.
Who is involved:	Teachers, learning specialists, paraeducators, support staff, counselors, school psychologists.	Teachers, learning specialists, paraeducators, support staff, counselors, school psychologists.	Teachers, learning specialists, paraeducators, support staff, counselors, school psychologist, social worker.

Investing in Innovation and Improvement (i3) Development Grant

i3 Intensive Intervention in Mathematics
at American Institutes for Research



Our Project: Using Intensive Interventions to Improve Mathematics Skills of Students with Disabilities

- Priority area: Students with disabilities
- Project focus:
 - DBI in mathematics for students with disabilities and other at-risk learners
 - Leverages the work of the National Center on Intensive Intervention (NCII, www.intensiveintervention.org)

i3 INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH



What is the i3?

- Grant funded by the US Department of Education Office of Innovation and Improvement
- In 2014 i3 received 4,000+ applications, only 150 funded since 2010
- Seven priority areas
- Evidence-based grant making
 - Development, efficacy, and scale-up
- Read more about the project:
 - <http://www2.ed.gov/programs/innovation/2014/american.pdf>

i3: INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH



i3: Using Intensive Interventions to Improve Mathematics Skills of Students with Disabilities

Target Outcomes

- Develop of a system to support intensive intervention in mathematics
- Increased structures and systems to support data-based decision making around mathematics instruction and intervention
- Individualized, student-level planning resulting in documented intensive intervention plans for at least 10 students at each site
- Improve MTSS structures for mathematics at the school and district level

i3: INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH



Why Franklin Pierce?

- Prior experience and success with MTSS/RTI
- Strong core programming
- Diverse student population
- Interest and support from leadership
- Large enough district for evaluation
- Implementation work in the i3 may help to guide the process of state-wide SSIP roll out



IS INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH



What is intensive intervention?

Intensive intervention is designed to address *severe and persistent* learning or behavior difficulties. Intensive interventions should be:

- (a) Driven by data
- (b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports

IS INTENSIVE INTERVENTION IN MATHEMATICS AT AMERICAN INSTITUTES FOR RESEARCH



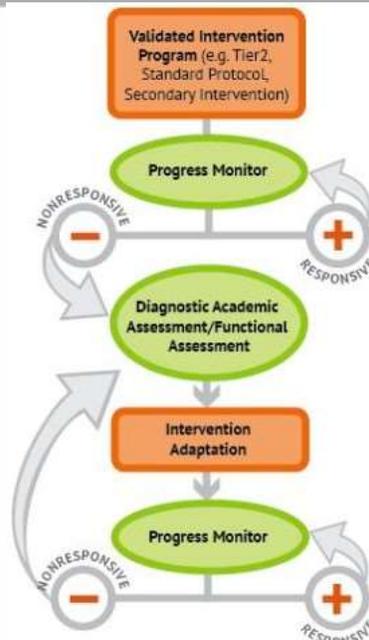
Five DBI Steps

1. Secondary intervention program, delivered with greater intensity
2. Progress monitoring
3. Informal diagnostic assessment
4. Adaptation
5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress



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The DBI Process



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Franklin Pierce:
Student Intervention Planning Meeting Tools

- i3 staff worked with Franklin Pierce Leadership to modify existing intervention meeting documents to create a new, district wide intervention planning and documentation tool.

Intervention Planning Meeting Form

Student Information

Intervention Description

Intervention Plan

Intervention Planning Background Form

Student Information

Intervention Description

Intervention Plan

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FRANKLIN PIERCE SCHOOLS

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Resources

<http://www.intensiveintervention.org>

<http://www.markshinn.org>

www.rti4success.org

<http://iris.peabody.vanderbilt.edu>

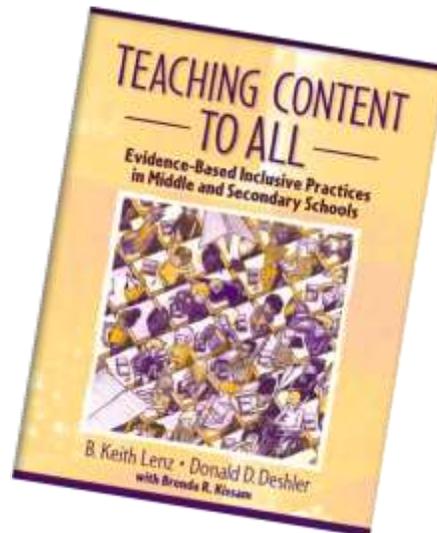
<http://www.meadowscenter.org>

http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Product%20Types.3:#pubsearch

<http://kucl.org/clc>

FRANKLIN PIERCE SCHOOLS

Recommended...



“Do not go upon what has been acquired by repeated hearing; . . . nor upon rumor; . . . nor upon surmise (suppose that something is true without having evidence to confirm it); . . . nor upon specious (superficially plausible, but actually wrong) reasoning; nor upon a bias towards a notion that has been pondered over.”

-Attributed to The Buddha

As special education administrators and leaders we need to continually educate ourselves. The word educate comes from a Latin word meaning to lead out, to bring forth. In this process lead out with and bring forth evidence-based practices that are based in science and not in repeated hearing, nor rumor nor surmise, nor specious reasoning.



Thank you for listening!
Have a great school year.

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