Haslett MTSS Flowchart of Literacy Interventions

Universal Screener = Acadience

Phonemic Awareness/Phonics/ Decoding
Below Benchmark
FSF - First Sound Fluency
PSF - Phoneme Seg. Fluency
NWF - Nonsense Word Fluency
Accuracy on DORF / RCBM

Diagnostic Assessments:
Walpole Phonics Screener
Program Placement Tests
LRI (Literacy Resources Incorporated) - PA
Heggerty PA Screener

Intervention Programs
Road to the Code – (K only)
My Sidewalks - (ERI, IRR thru grade 5)
FCRR - Florida Center, UFLI (grades K – 5)
*Edmark Reading (SE)
Teacher Directed PALS (grades 1 –2)
Read Naturally GATE – (grades K – 3)
Phonics for Reading Levels 1-3 (grades 1 – 4)
REWARDS (grades 4 – 9)
*Corrective Reading – Decoding (grades 3 – 9)
Reading Eggs (Early elem)
*Heggerty Phonemic Awareness (K-3)
Words Their Way (limited resource)
Signs for Sounds (K - 3)
*Handprints Early Reading (PreK-K)
*Teach Me Language (ASD program)
BLAST and Countdown (B-3)

*specifically for Tier 3

Fluency
Below Benchmark
DORF - Oral Reading Fluency
Accuracy

Diagnostic Assessments:
Running Record
Into Reading Tests
San Diego Quick

Middle School

Intervention Programs
FCRR - Florida Center (grades 1 – 5)
My Sidewalks (grades K- 1)
Reading PALS (grades 2 – 5)
*Reading Mastery **(grades 2 – 5)**
Quick Reads **(grades 3 – 5)**
Six Minute Solution (K - 12)
Read Naturally LIVE (grades 2 – 8)
*Corrective Reading (2-5)
*Systematic Sight Word instruction for Reading Success (early elem)
Walpole (K-5)

*specifically for Tier 3

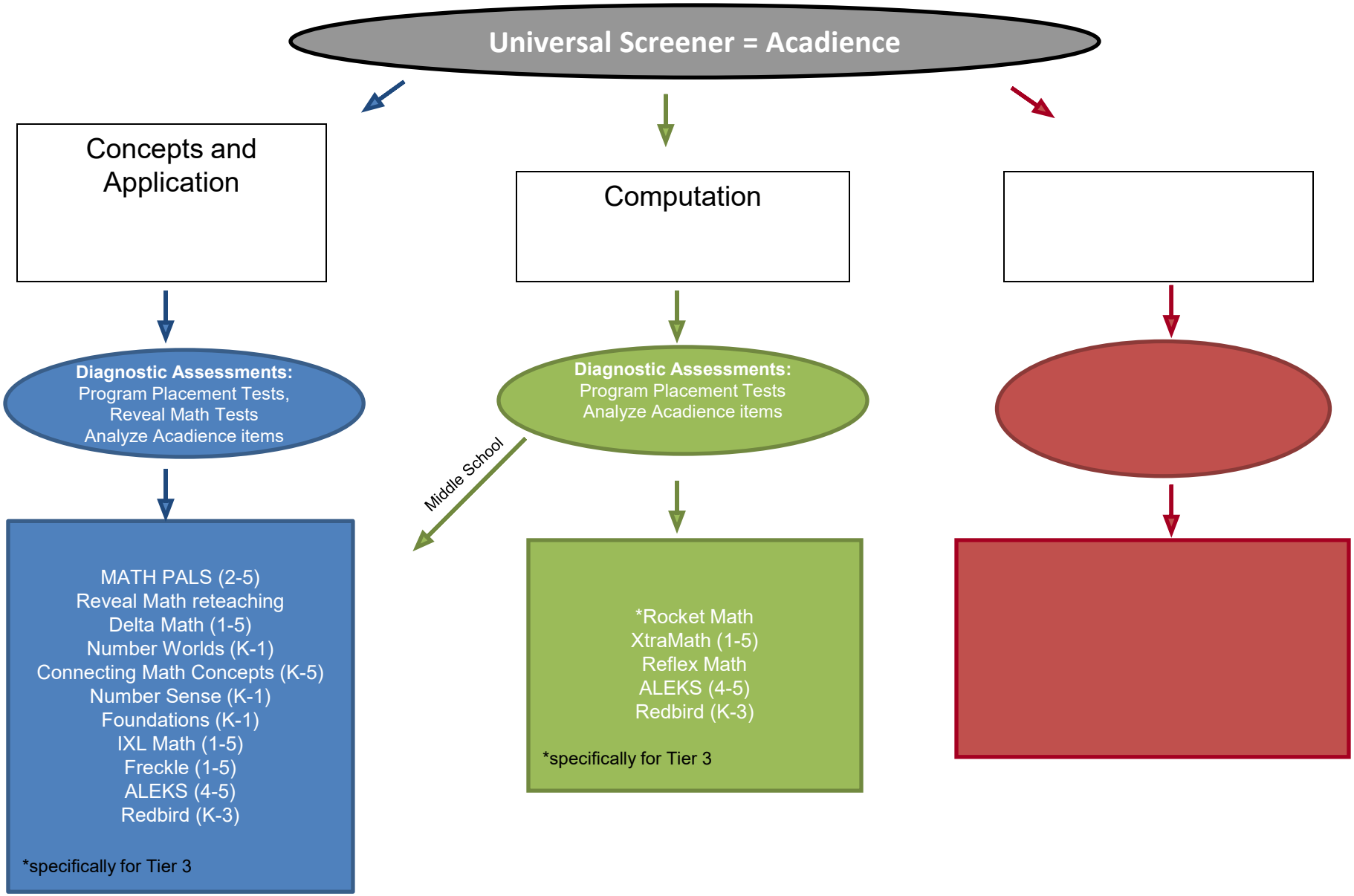
Comprehension
Below Benchmark
MAZE
Retell Fluency

Diagnostic Assessments:
Running Records
Into Reading Tests

Intervention Programs
*My Sidewalks (grades K – 5)
MAZE Activity Practice (grades 3 – 5)
*Reading Mastery **(grades 2 – 5)**
*Corrective Reading – Comprehension (grades 4 – 12)
*specifically for Tier 3

*There is ongoing weekly progress monitoring with all reading interventions.

Haslett MTSS Flowchart of Math Interventions

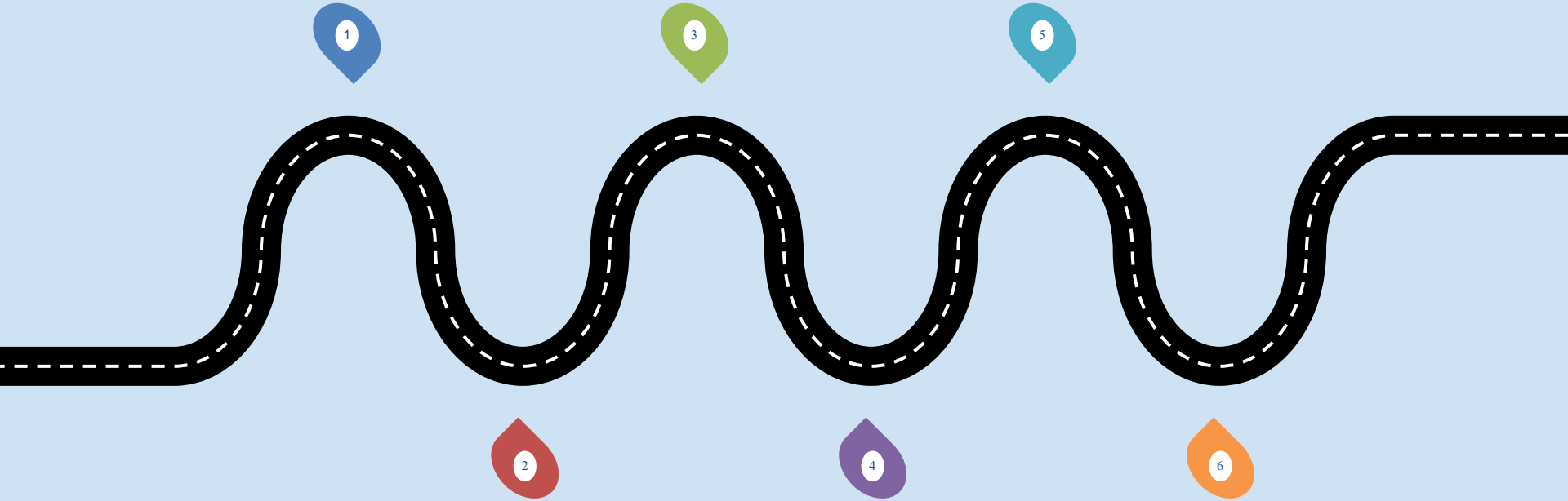


Dimensions of Intervention Intensity

Behavior Supports:
*increase overall engagement
*opportunities to respond
* motivation and success

Attention to Transfer:
*incorporate opportunities to help students apply skills in other contexts

Alignment:
*adjust intervention to better match students' skill needs while minimizing content that is either already mastered or too challenging



Comprehensiveness:
*adjust elements of explicit instruction

Individualization of progress monitoring plan:
*align instruction with progress monitoring measures
*all for individualized decision-making

Dosage:
*(lesson dosage) adapt lessons to increase number of distributed and cumulative practice opportunities
*(structural dosage) adjust number and minutes of instruction