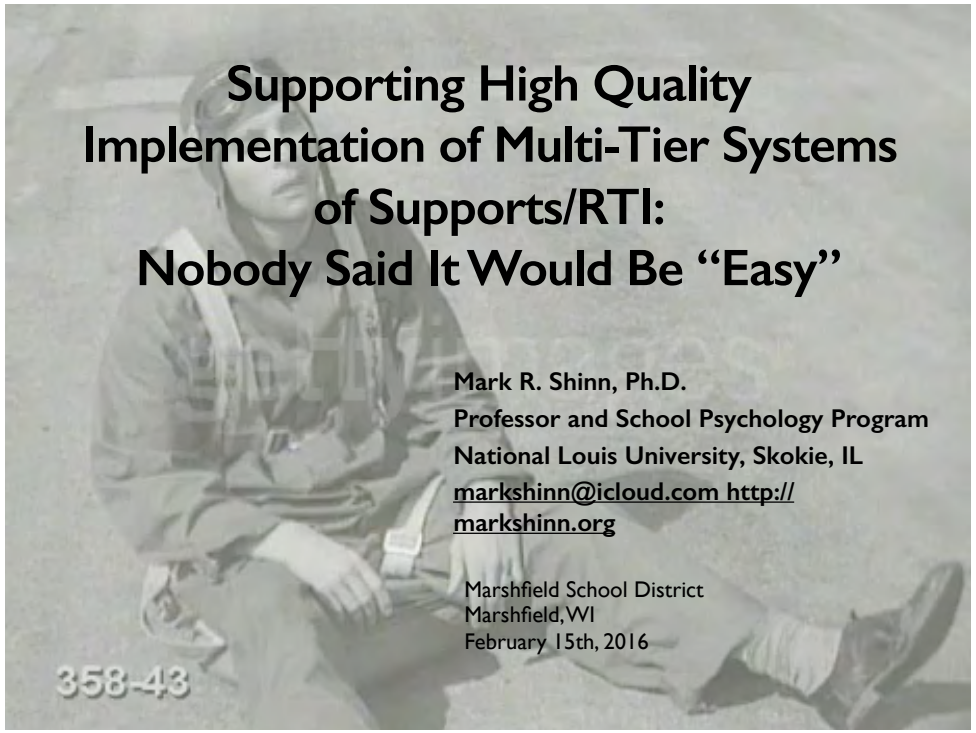


TRANSPARENCY IS IMPORTANT TO ME

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

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**.

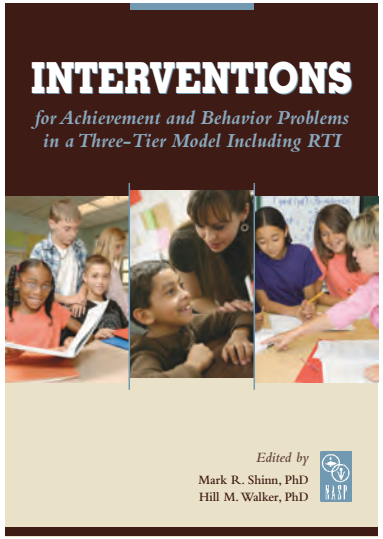
Mark R. Shinn, Ph.D. Serves as a Consultant for **McGraw-Hill Publishing** for their **Jamestown Reading Navigator (JRN)** product and receives royalties. He helped them **incorporate Curriculum-Based Measurement (CBM) JRN's progress monitoring component**.

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.

PROFESSIONAL

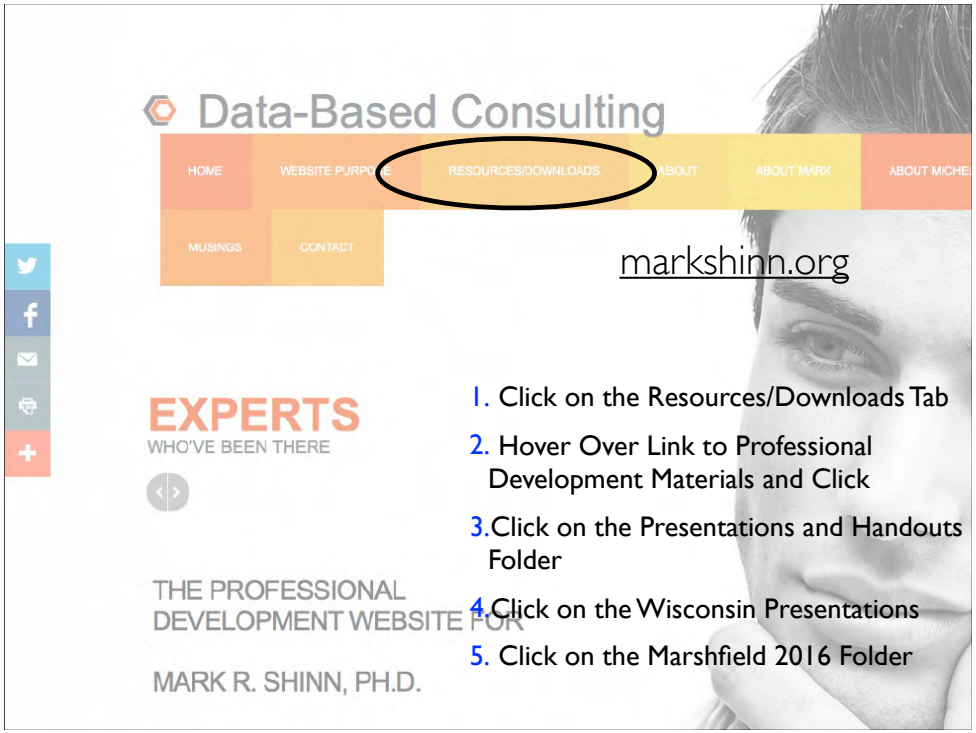
- **Professor of School Psychology,** National Louis University 2003-Present
- **Professor of School Psychology and Special Education,** University of Oregon 1984-2003
- Author of **5 Edited Books,** More than **100 Journal Articles and Book Chapters in the Areas of Basic Skills Progress Monitoring and Screening and Use in a MTSS/RTI Model**
- **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**
- Recipient of **More than $4 million in Federal Personnel Preparation and Research Grants in Basic Skills Progress Monitoring and Screening**

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



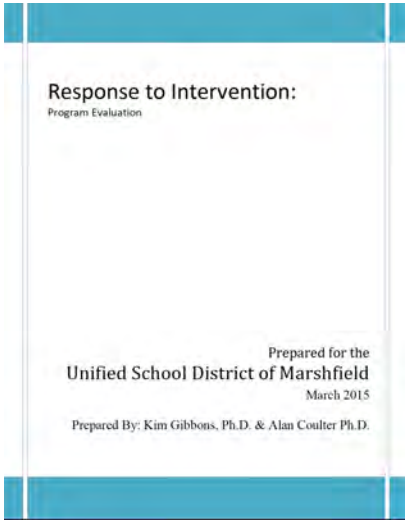
Most of the Chapters from this Book are Available on My Website

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.



1. Click on the Resources/Downloads Tab
2. Hover Over Link to Professional Development Materials and Click
3. Click on the Presentations and Handouts Folder
4. Click on the Wisconsin Presentations
5. Click on the Marshfield 2016 Folder

I STARTED HERE



KEY ITEMS I WANT TO HIT

Interventionists are in place, but there is a

lack of consistency in standard interventions,

movement across tiers,

decision-making rules, and

progress monitoring practices.

There is a lack of formal problem solving teams and the use of a problem solving decision-making model.

…teachers and paraprofessionals report concerns for more information about the concepts and application of RtI. In some instances, teachers indicate a low level of awareness of RtI. Teachers report having little or no professional development about RtI. There is a wide-spread need for accurate, practical information about RtI customized to the needs of the district.

A core instruction problem exists in both reading and math. Professional development and coaching needs to be provided to general education teachers to increase the percent of students reaching grade level proficiency targets

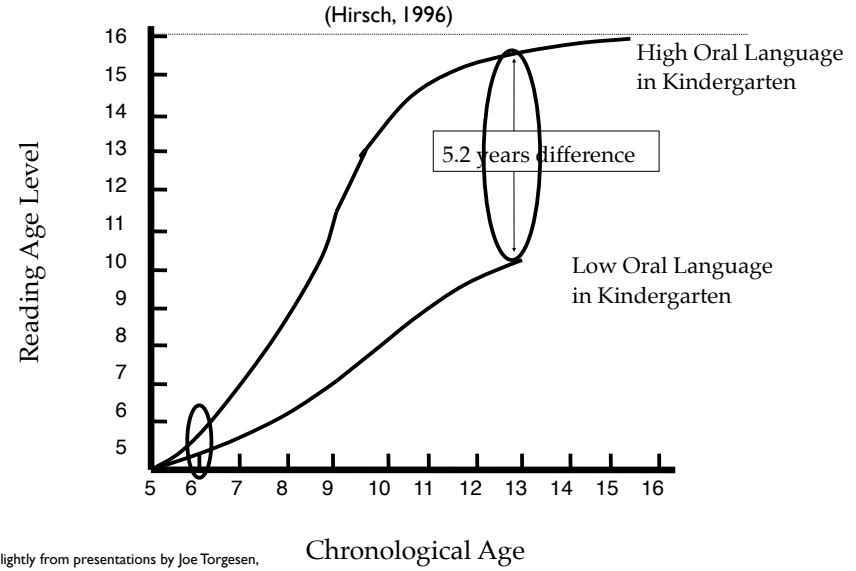
An Elementary MTSS Pathway

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 PSW!
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

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

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

BIG IDEAS

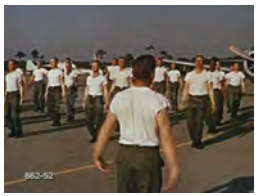
1. Systematic Intervention Through a Multi-Tier Systems of Supports (MTSS)/RTI with Appropriately Intensive and EARLY Intervention Has the Potential to Improve Student Achievement (and Behavior) and Make the Difficult Job of Teaching Easier
2. Any School Improvement Effort is Difficult. Never a Good 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

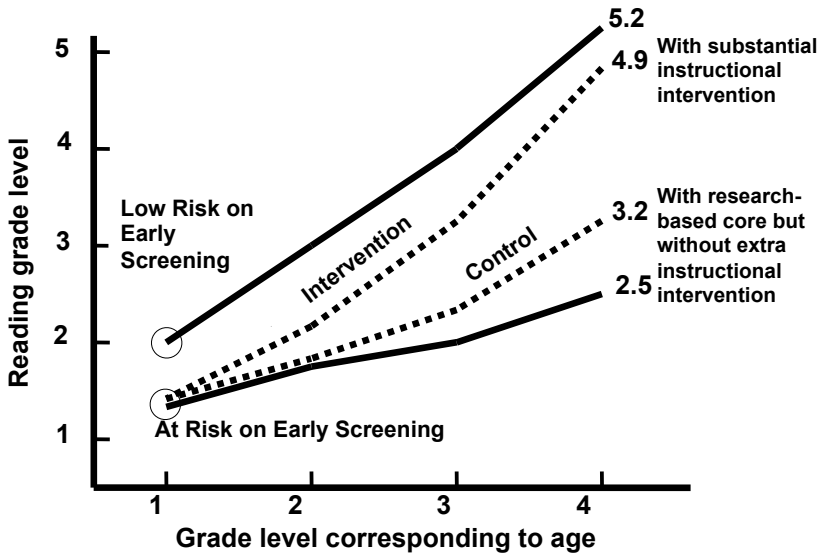


BIG IDEA FOR STUDENTS AND FAMILIES

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

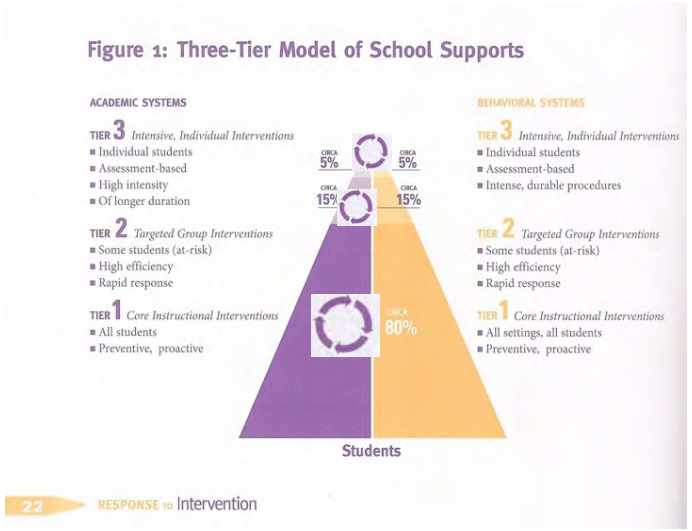
As Soon As They Need Them!

WHAT WORKS TO REDUCE THE GAP



Torgesen, J.K. (2001). The theory and practice of intervention: Comparing outcomes from prevention and remediation studies. In A.J. Fawcett and R.I. Nicolson (Eds.). Dyslexia: Theory and Good Practice. (pp. 185-201). London: David Fulton Publishers. Slide coursety of W. Alan Coulter http://www.monitoringcenter.lsuhsc.edu

WHAT MTSS IS—AND ISN'T

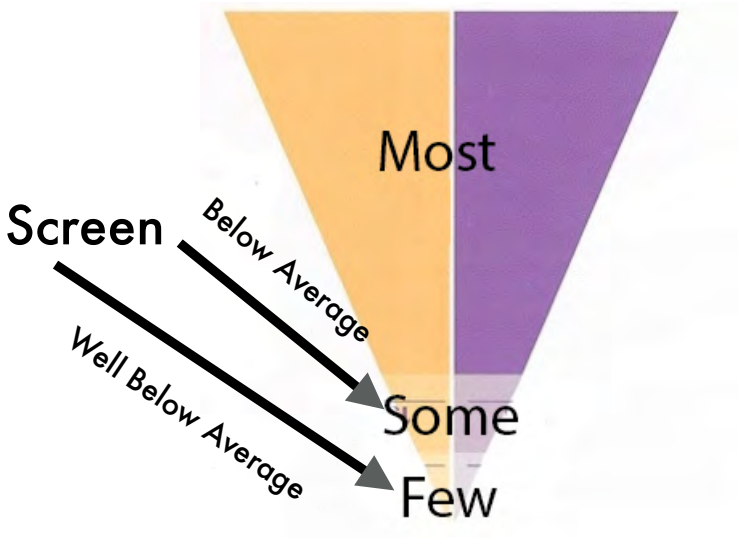


Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

WHAT MTSS IS—AND ISN'T

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

WHAT MTSS IS—AND ISN'T



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

READ THIS BOOK

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.

PREVIEW: MARK'S PERSPECTIVE

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

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

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 1 to "Suspect Disability"

KEY VOCABULARY

Benchmark Assessment/Benchmarking

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

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)

KEY VOCABULARY

Frequent Progress Monitoring

Standardized Monitoring Progress At Least Once (1x) per Month or Weekly

Screening

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)

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

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
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)

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

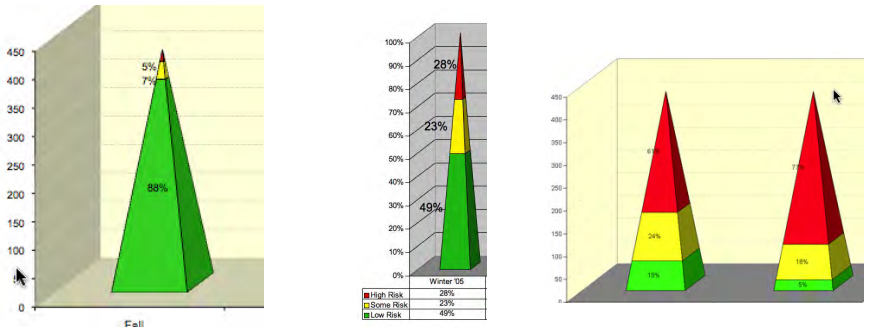
COORDINATE YOUR STAFFING PLANS

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**

SCHEDULING INTENTIONALLY BIG IDEAS

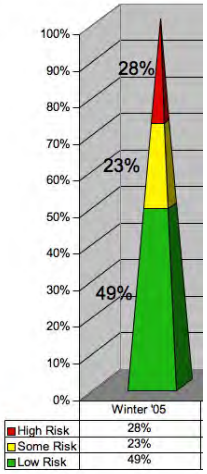
1. Proactive Design Works Best…Don't Find the Kids and THEN Figure Out What to Do…That's NOT INTENTIONAL
2. Figure Out What You're Going to Do, THEN Find the Kids
3. Align Your More Intensive Interventions to the Resources You Have, Not Trying to Solve Large Scale Problems at Tiers 2 and 3
4. Use Your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

How NOT to Identify Candidates for Intervention



Which Schools Have Students with Severe Performance Discrepancies?

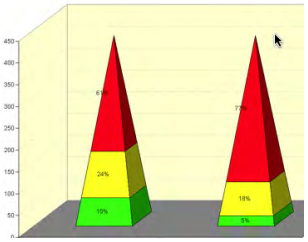
Imagine This Screening Outcome



- 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

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

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 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	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

Number of Groups Needed: 12

Hours of Daily Intervention Needed: 6

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		11
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

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)

WHY IS FREQUENT PROGRESS MONITORING IMPORTANT IN SYSTEMATIC INTERVENTION

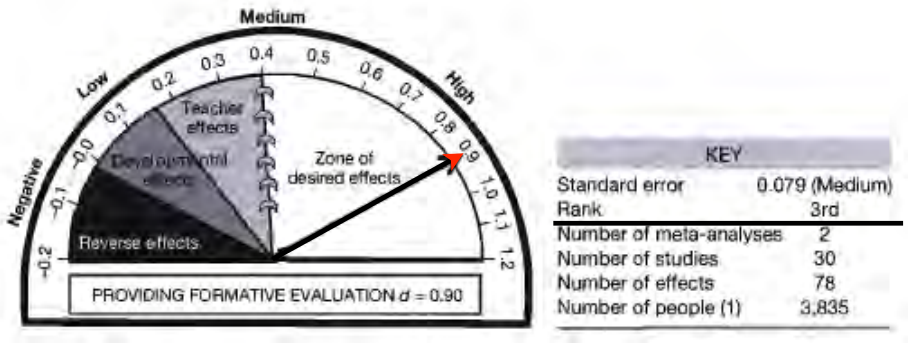
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

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

And the Number 1 Most Powerful TEACHING Variable



KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835

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

PROFESSIONAL NORMS FOR PROGRESS MONITORING HAVE BEEN ESTABLISHED

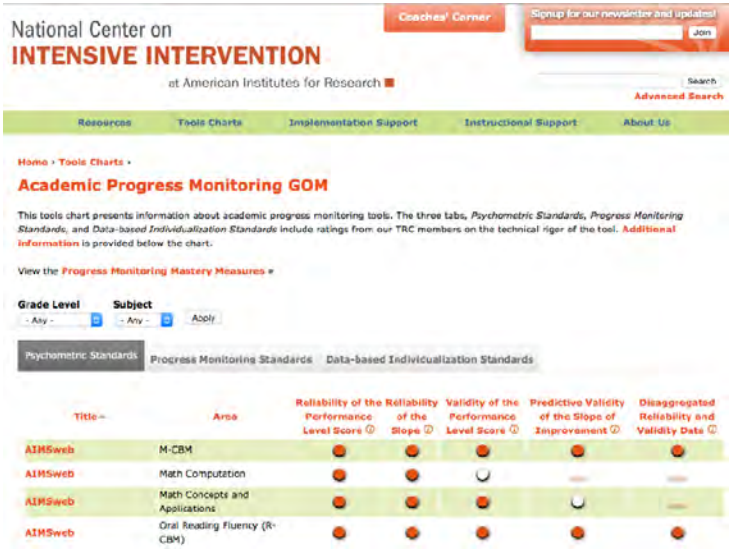
Schools Should Use Validated Progress Monitoring Tests. Not All Tests Meet Progress Monitoring Standards

www.studentprogress.org
2003-2008

www.rti4success.org
2008-2013

http://www.intensiveintervention.org

USE PROGRESS MONITORING TESTS THAT MEET PROFESSIONAL NORMS



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

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

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

www.aimsweb.com

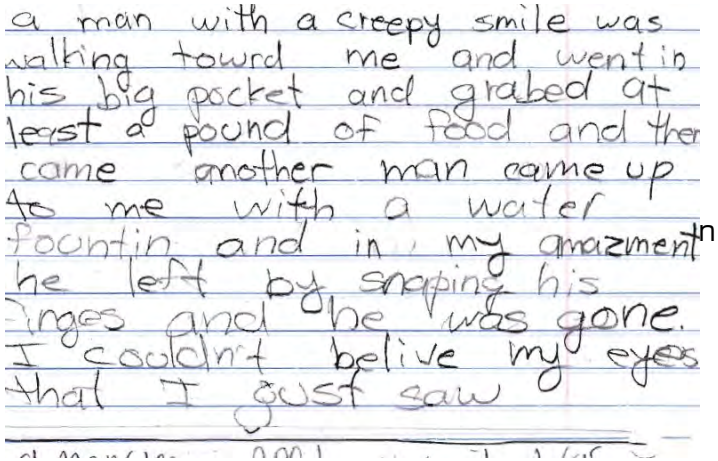
dibels.uoregon.edu

Easy CBM
www.easycbm.com

http://www.fastbridge.org

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

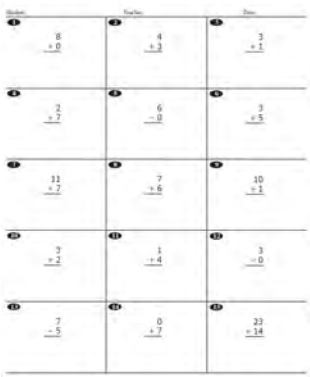
THIS TASK WAS THE RESULT FOR WRITTEN EXPRESSION



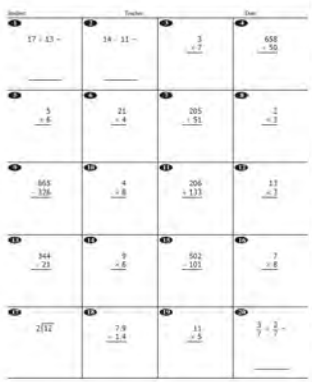
a man with a creepy smile was walking towrd me and went in his big pocket and grabed at least a pound of food and ther came another man came up to me with a water foontin and in my amazment he left by snaping his inges and he was gone. I couldn't belive my eyes that I gust saw

n hour...

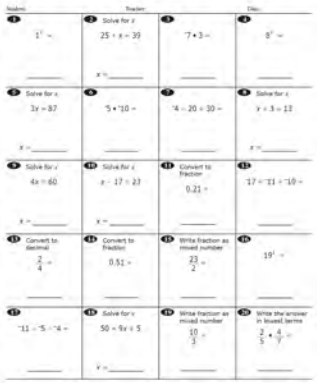
THIS WAS THE RESULT FOR MATHEMATICS COMPUTATION GRADES 1-8



Grade 1 Sample Items

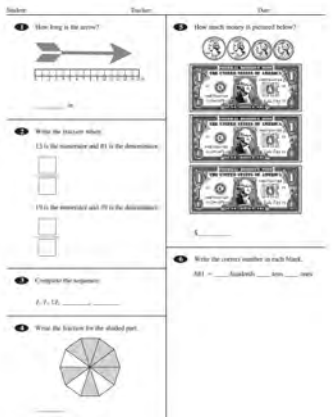


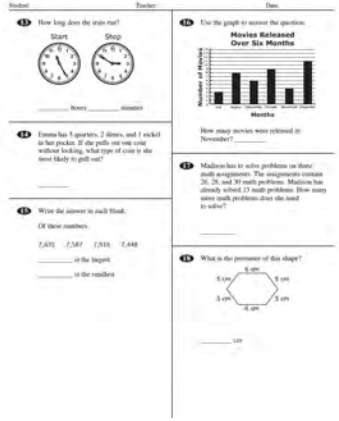
Grade 4 Sample Items



Grade 8 Sample Items

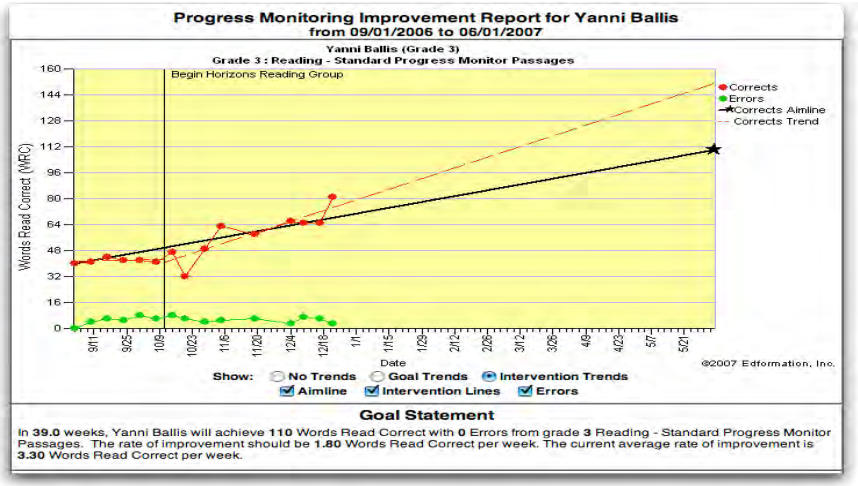
THIS WAS THE RESULT FOR MATHEMATICS CONCEPT AND APPLICATIONS GRADES 2-8



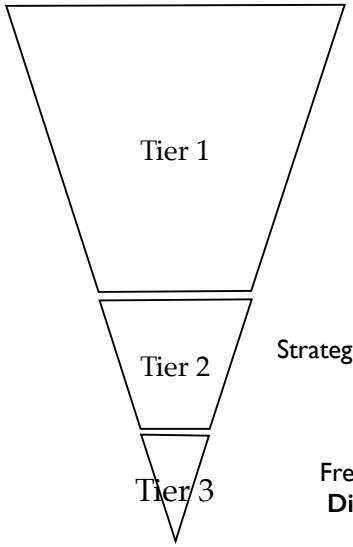


Grade 3 Sample Items

FREQUENT BASIC SKILLS PROGRESS MONITORING



K-6 SIMPLE, SEAMLESS PROGRESS MONITORING ACROSS TIERS

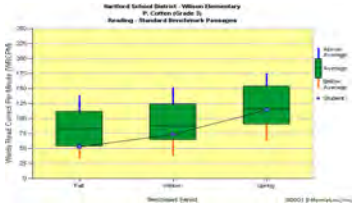


Benchmark ALL Students Using CBM 3x Per Year for Universal Screening AND Progress Monitoring-AND Program Evaluation At Least Through the First Year of MS in Low Risk Communities

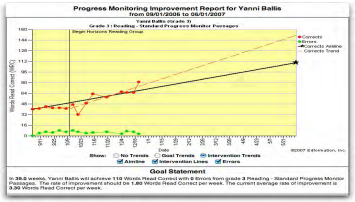
Strategic Monitoring of **At Risk Students** 1x per Month, or 2x per Month or Weekly

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

SEAMLESS PROGRESS MONITORING ACROSS TIERS



Tier 1



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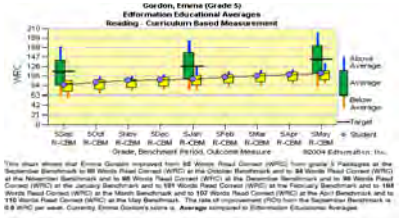
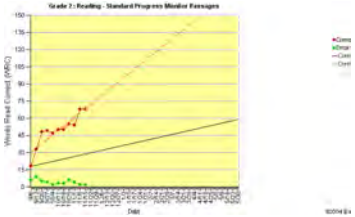
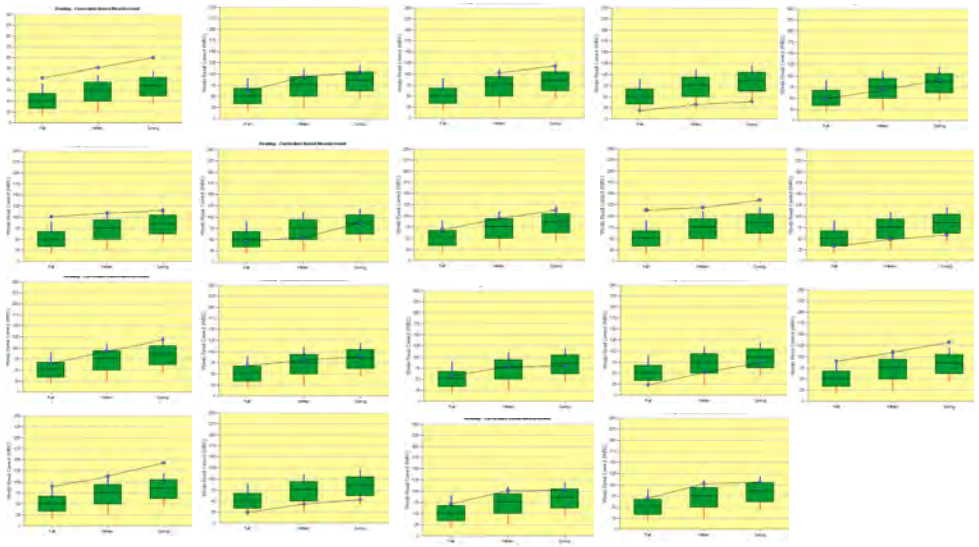


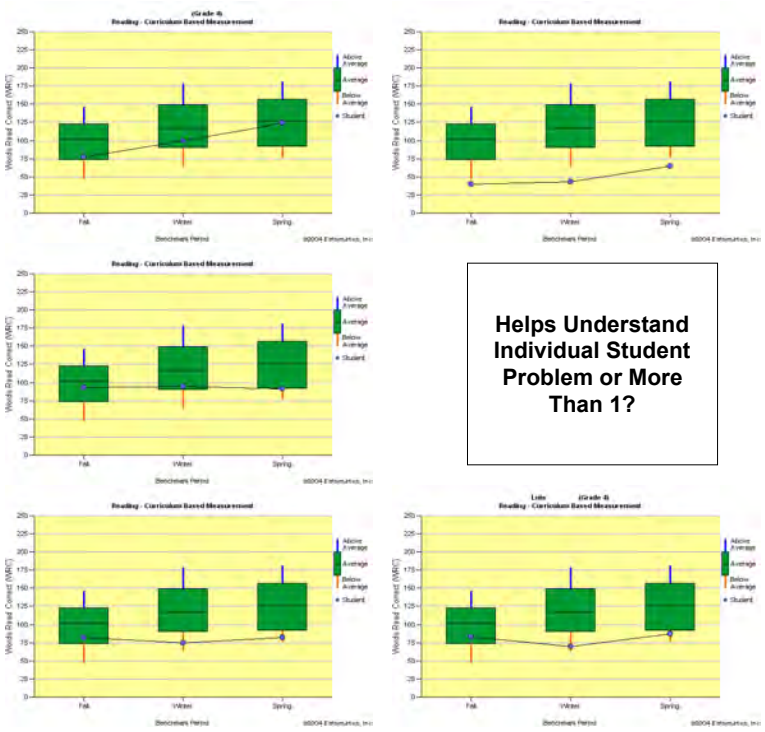
Tier 2



IEP Goals

PROGRESS MONITORING OF ALL STUDENTS



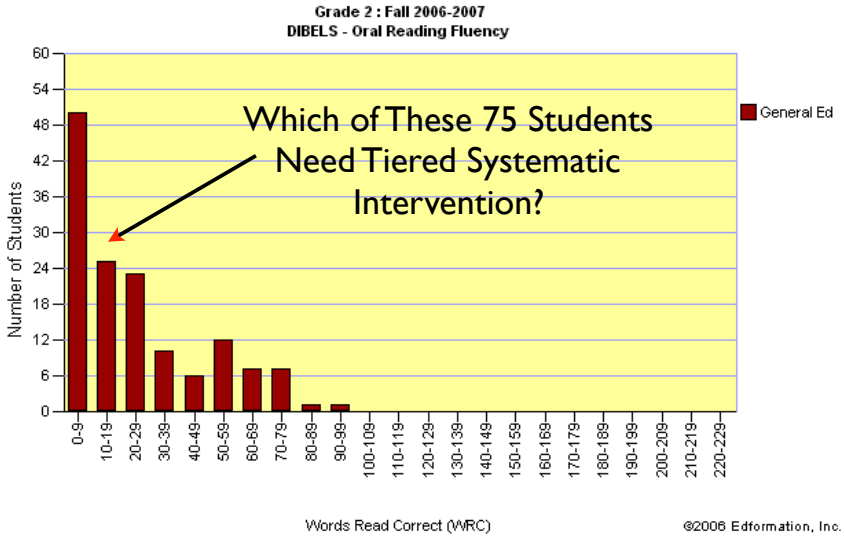


Helps Understand Individual Student Problem or More Than 1?

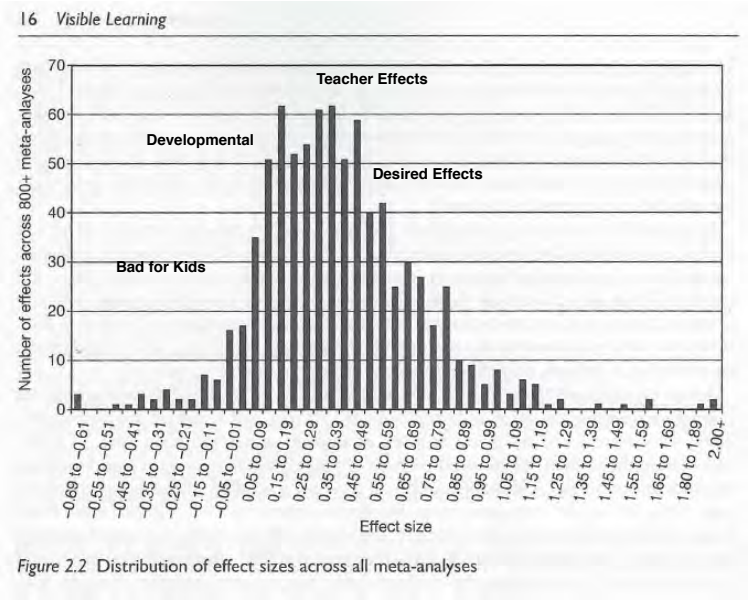
DEVELOPING STUDENTS' PLANS BIG IDEAS

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

PROACTIVE DESIGN



MOST EVERYTHING "WORKS"



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

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)

INCREASING THE DOSAGE FOR HIGHER RISK COMMUNITIES

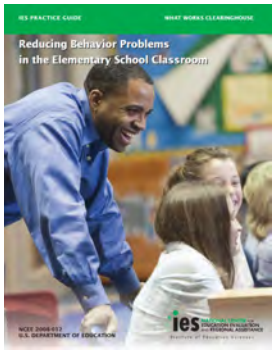
- Increase the Amount of Allocated Time-But Use It for More TEACHING, Practice, and Corrective Feedback. **Expect SOME Improvement.**
- Add an Explicit Language Component (e.g., Language for Learning).**Expect a LOT of Improvement.**
- Ensure that Your Reading Program is Linked to a Quality Spelling 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**.

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

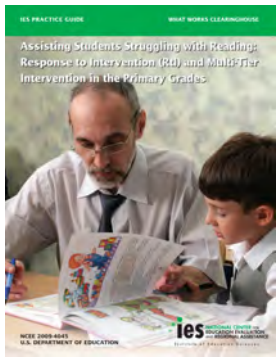
The Greater the Achievement Discrepancy, the More Instruction Must Include

- 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

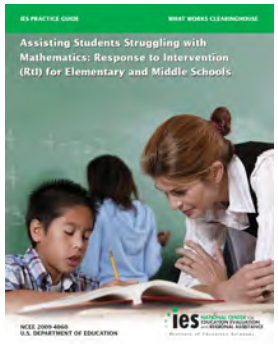
WE KNOW RESEARCH-BASED INTERVENTIONS AT THE ELEMENTARY LEVEL



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.

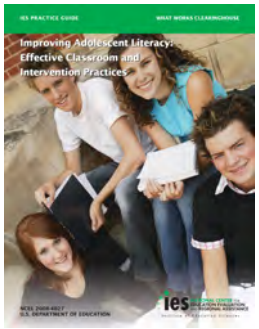


Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. Washington, DC: US Department of Education.

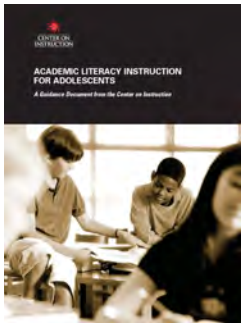


Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools. Washington, DC: US Department of Education.

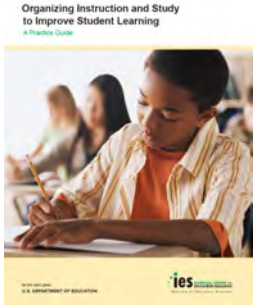
WE KNOW RESEARCH-BASED INTERVENTIONS AT THE SECONDARY LEVEL



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.



Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (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., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing instruction and study to improve student learning. Washington, DC: US Department of Education, Institute of Educational Sciences.

EXAMPLES OF POWERFUL SCHOOL READING INTERVENTION PROGRAMS

Elementary

Tier 2

*Reading Mastery
Corrective Reading
Language LIVE!
Language for Learning
Language for Thinking
REWARDS (Cambium)
Secondary in Addition to Above
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 Except to Increase Practice and Reading Volume

POWERFUL SCHOOL MATHEMATICS INTERVENTIONS

Tier 2

Connecting Math Concepts (CMC; SRA) as MS Tier 1 or Tier 2

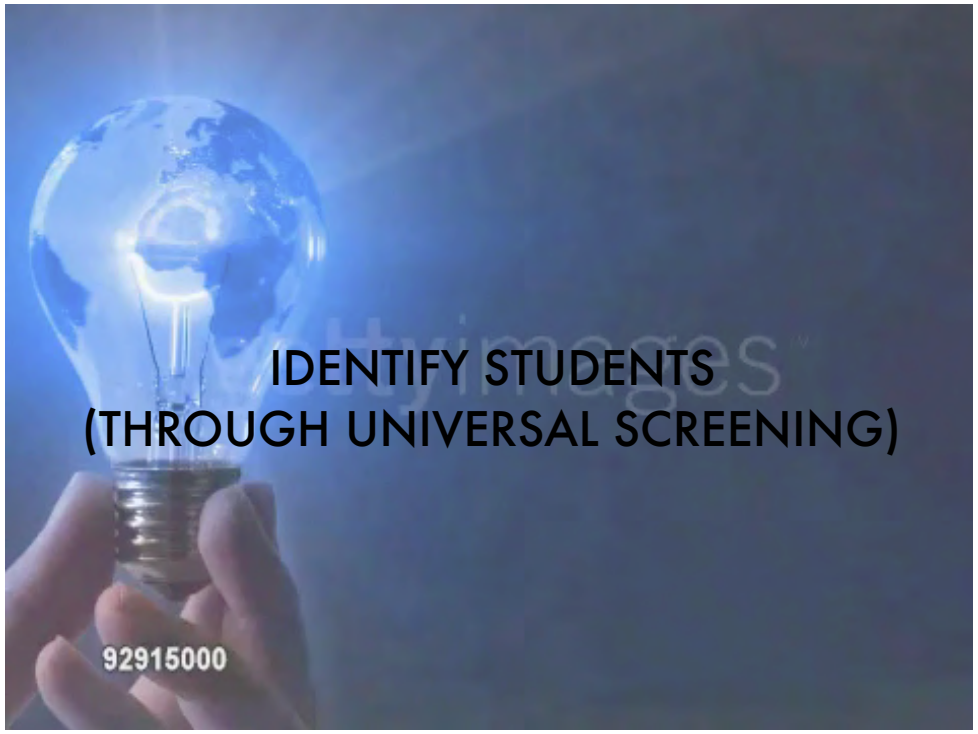
Essentials for Algebra (MGE) as a Middle School Tier 1 and Tier 2 and HS Tier 2 or 3

VMath (Cambium) at Tier 2 or 3

Transitional Math (Cambium) at Tier 2

Tier 3

Corrective Math (MGE) at Tiers 2 and Especially 3



SCREENING BIG IDEAS

1. Universal Screening is Designed to Level the Playing Field for Students Who May Need Intensive Intervention– Referral is Too Biased, Inefficient, and Typically Too Late on the Needs of GROUPS of Students, Not One at a Time
2. More Screening Measures Do Not Necessarily Lead to Better Decisions
3. Screening Test(s) Should Be Valid, Short, Efficient, and Accurate
4. Use Your End-of Year Screening Data to Proactively Schedule Systematic Intervention(s) Using a Normative Approach Aligned with Your Intervention Resources

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, F. 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.

PROFESSIONAL NORMS FOR SCREENING HAVE BEEN ESTABLISHED

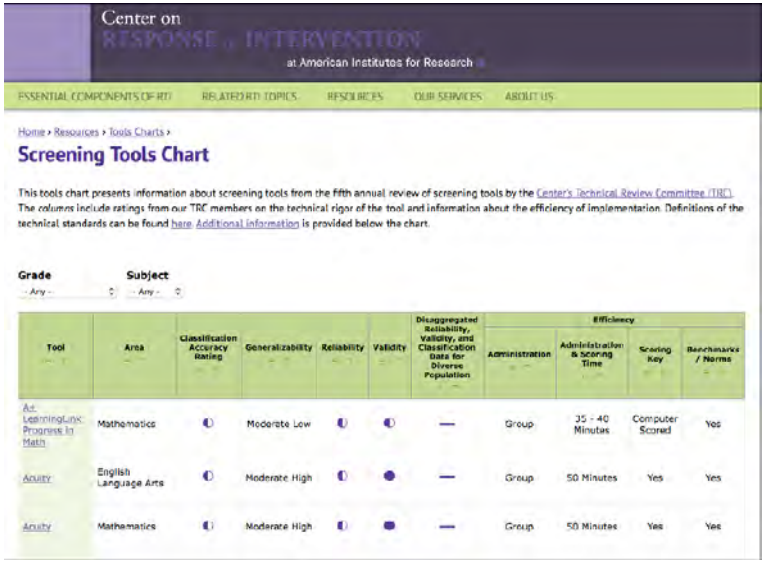
Schools Should Use Validated Screening Tests. Not All Tests Meet Screening Standards

www.studentprogress.org
2003-2008

www.rti4success.org
2008-2013

http://www.intensiveintervention.org

USE SCREENING TESTS THAT MEET PROFESSIONAL NORMS

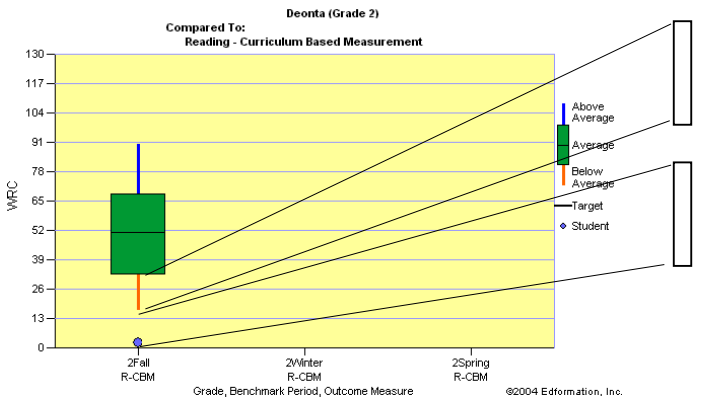


SEAMLESS DATA: VALID FOR MORE THAN 1 DECISION

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

SEAMLESS

USE SCREENING DATA TO TRIAGE TO APPROPRIATELY INTENSIVE INTERVENTION



< 25th
Tier 2 Candidates

<10th
Individual Problem Solving and/or
Tier 3 Candidates

TIME BOTTOM LINE

	AIMSWEB	MAP	STAR
Benchmarking (Screening and Progres Monitoring)	3- passages **5 min x 3** **15 min per year**	**3 x 1 Hour** **3 Hours**	**15 minutes 3x** **45 min per year**
Tier 2 PM	3- passages 5 min x 9 **45 min per year**	**Not Possible**	15 minutes 9x **105 min per year**
Tier 3	1- passage per week 2 min x 32 **64 min per year** **About an Hour**	Not Possible	15 minutes x 32 **480 min per year** **About 8 Hours**

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

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

WHEN TO SCREEN

Prioritize End-of-Year Screening to Plan for the Next Fall

- **Enables Teachers to Plan**—They KNOW Mostly What Their Year Will Look Like
- Enables **Interventions** to be **Built into the School Master Schedule—**
- Enables Students to **Receive Intervention from the First Day** of School

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**	**Benchmark ALL Students Using R-CBM** **TO IDENTIFY CANDIDATES FOR EARLY INTERVENTION** **TO ENSURE ALL STUDENTS ARE DEVELOPING**
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 8 Universal Screening and Intervention Planning**
Use **End of Grade 6 Benchmark** to Do **Grade 7 Universal Screening and Intervention Planning**		

BIG IDEAS

1. Success in School is Essential for Success After Schooling—In Life
2. Too Many Students Remain at Risk for LACK of School Success and Drop Out
3. The Status Quo Educational Process Will NOT Reduce the Achievement Gap Sufficiently to Impact Drop Out
4. Systematic Intervention Through a Multi-Tier Systems of Supports (MTSS) with Appropriately Intensive and EARLY Intervention Has the Potential to Achieve Considerable School Success