How Will We Respond When They Didn't Learn it?
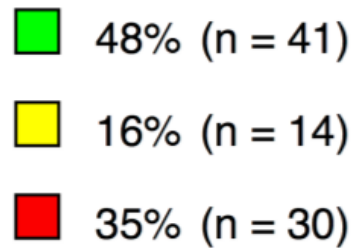
Intervention

Learning Objectives

- Understand how and why to adjust instruction when students are not making progress

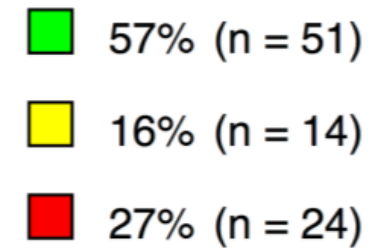- Discuss ways to enrich and extend instruction for students who have mastered reading skills.
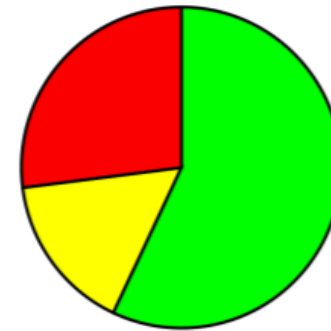
What If The Student Were Learning in This Context?

First Grade

Beginning of Year

- 48% (n = 41)
- 16% (n = 14)
- 35% (n = 30)

Middle of Year

- 57% (n = 51)
- 16% (n = 14)
- 27% (n = 24)

Scenario

- You go to the doctor with severe stomach aches and they find a mass the size of a peach in your abdomen.

  – Take this pill and come back in 13 weeks.

- In 13 weeks, they give you an MRI and find the mass is now as large as a grapefruit.
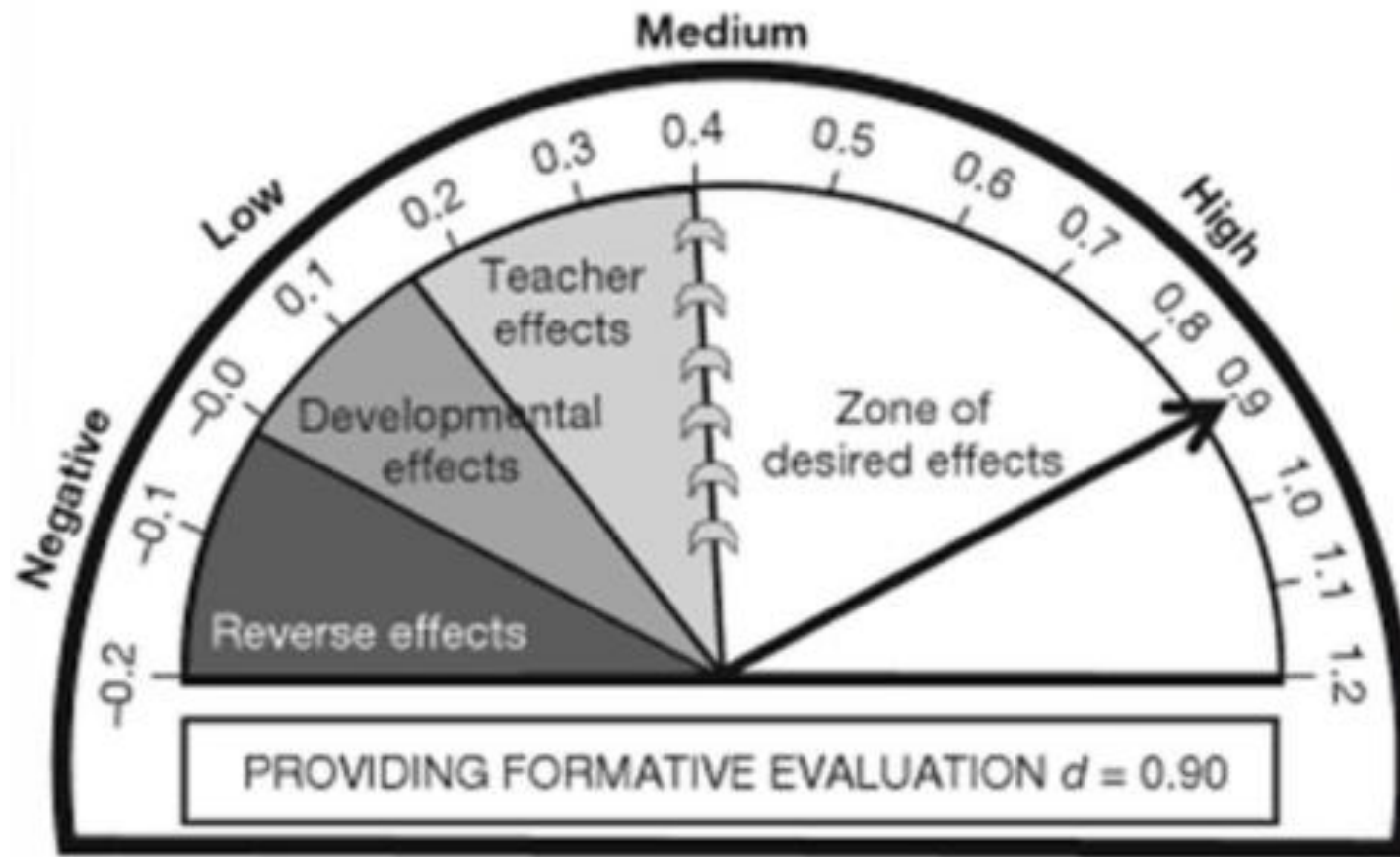
  – Take this pill and come back in 18 weeks.

What do you think about your doctor's plan?

How could this plan be improved?

Why Progress Monitor?

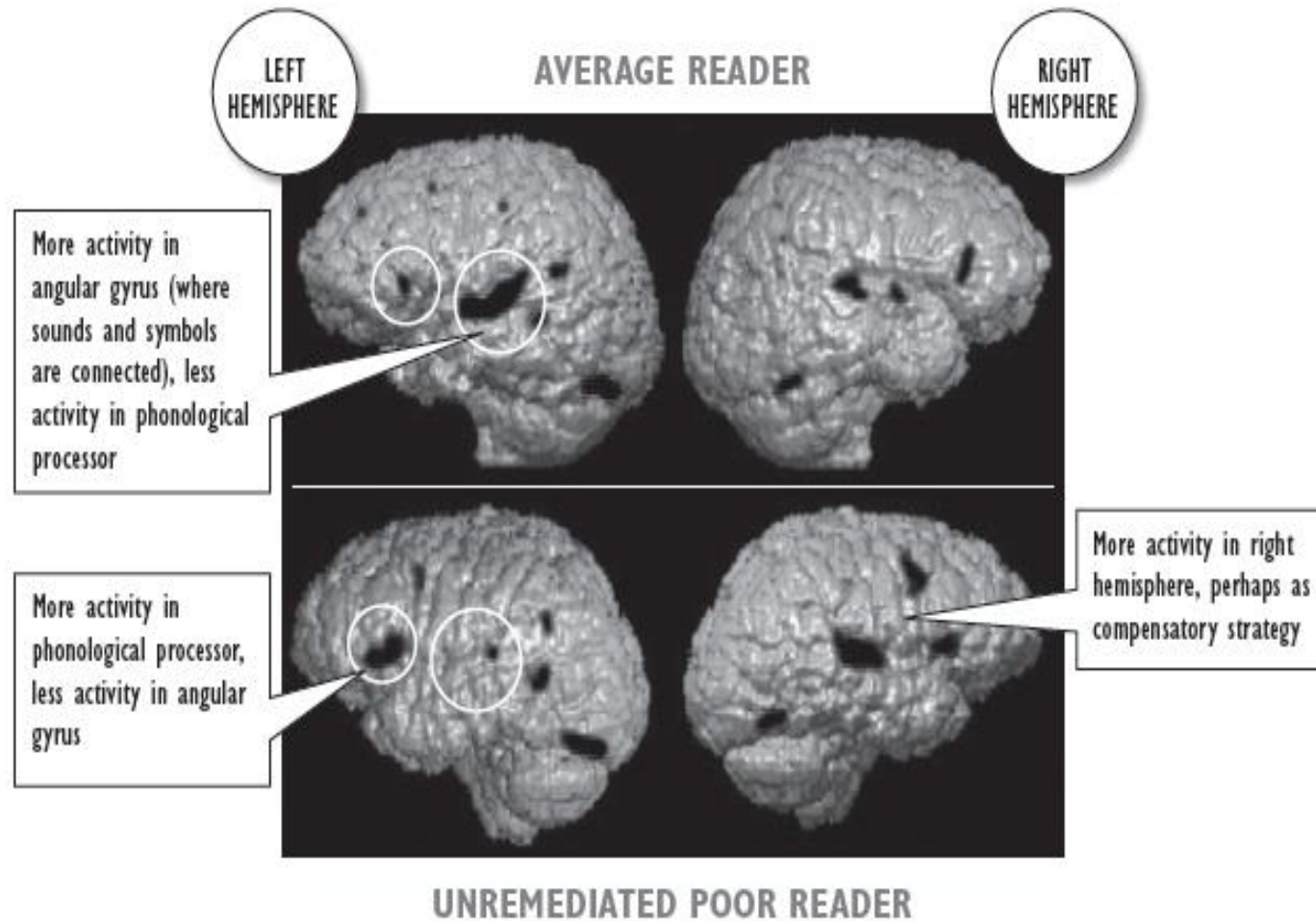- Students learn more quickly because they are receiving more appropriate instruction

- Make more informed instructional decisions

- Documentation for accountability purposes

- Communication improves between families about student progress

- Higher expectations for students

- Typically there is a decrease in special education referrals. (Fuchs, Compton, Fuchs, 2008)

It's a Research Based Practice!

Hope is not a strategy

LEFT HEMISPHERE

RIGHT HEMISPHERE

AVERAGE READER

More activity in angular gyrus (where sounds and symbols are connected), less activity in phonological processor

More activity in phonological processor, less activity in angular gyrus

More activity in right hemisphere, perhaps as compensatory strategy

UNREMEDIATED POOR READER

BEFORE REMEDIATION
Poor decoding, 9th percentile

LEFT HEMISPHERE

RIGHT HEMISPHERE

More activity here after two months of remediation

AFTER REMEDIATION
Decoding, 37th percentile
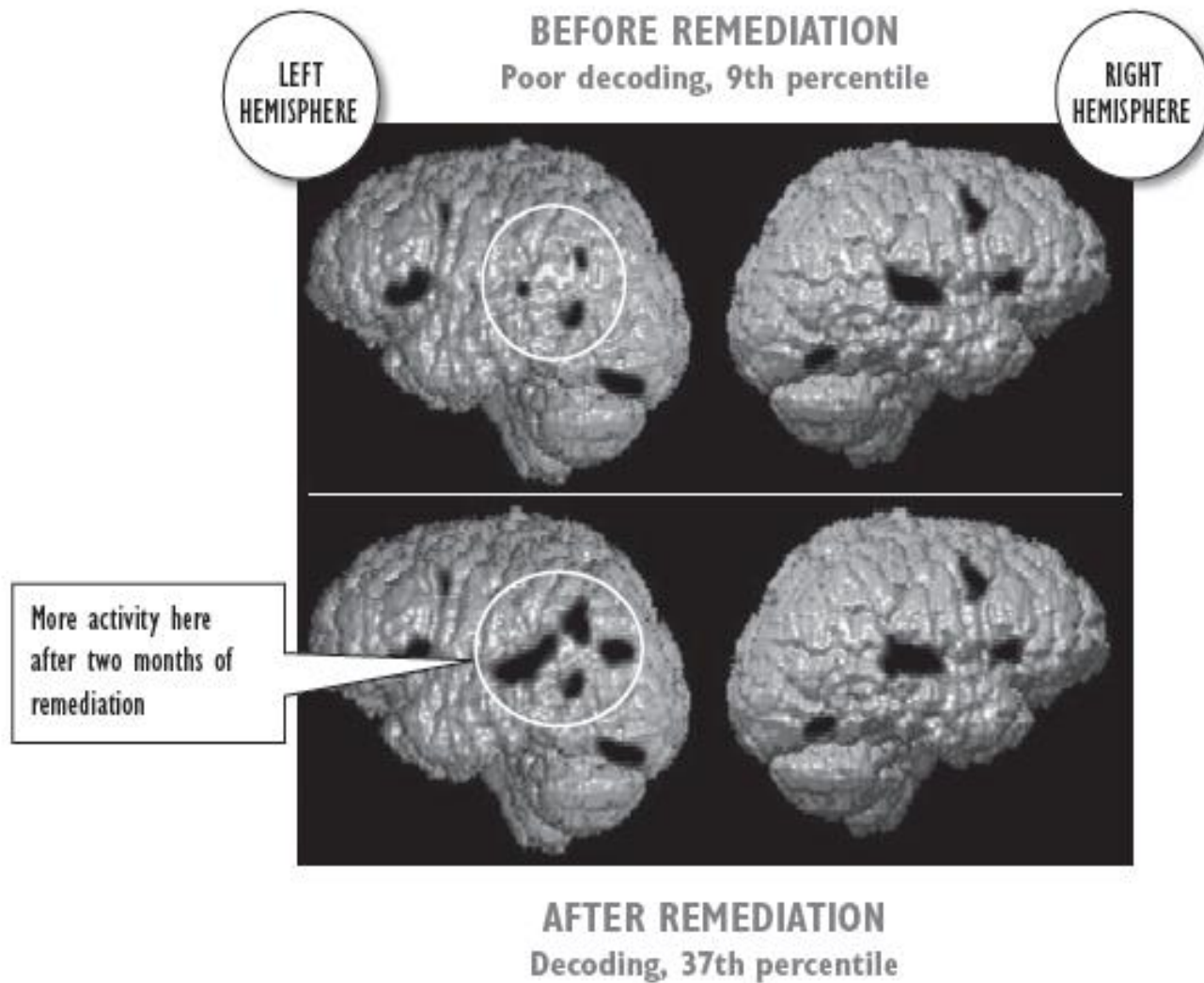
Problem-Solving Process
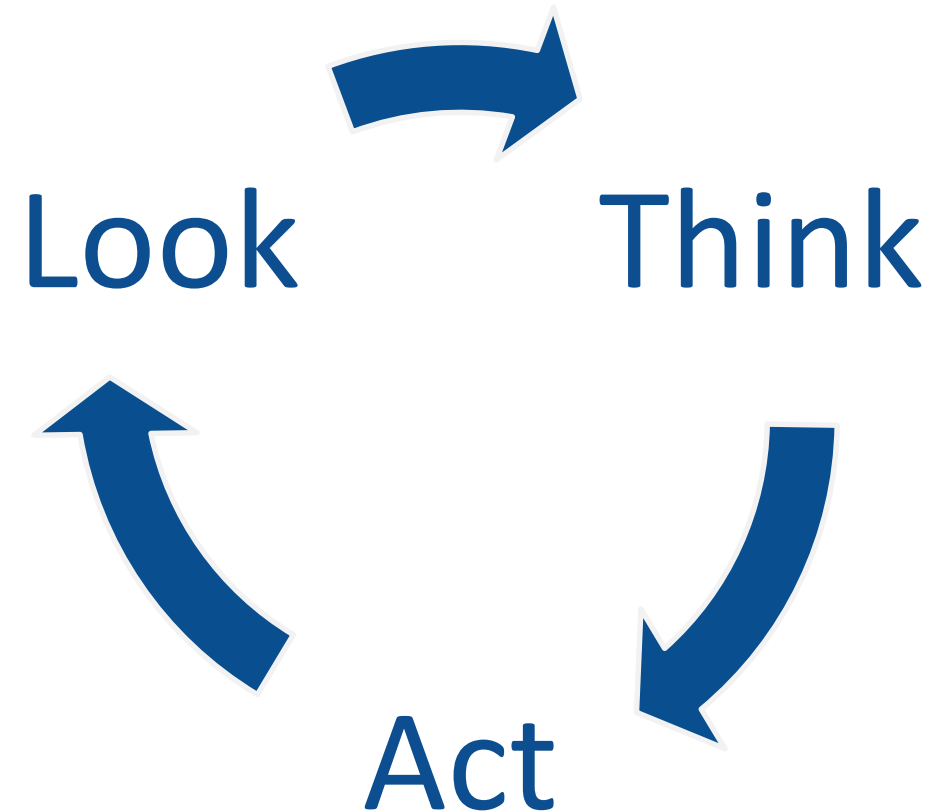
Is This Student Responding to Intervention?

Grade 4 : Reading - Standard Progress Monitor Passages

Legend:
- Corrects
- Errors
- Corrects Aimline
- Corrects Trend

Y-axis: Words Read Correct (WRC)
X-axis: Date

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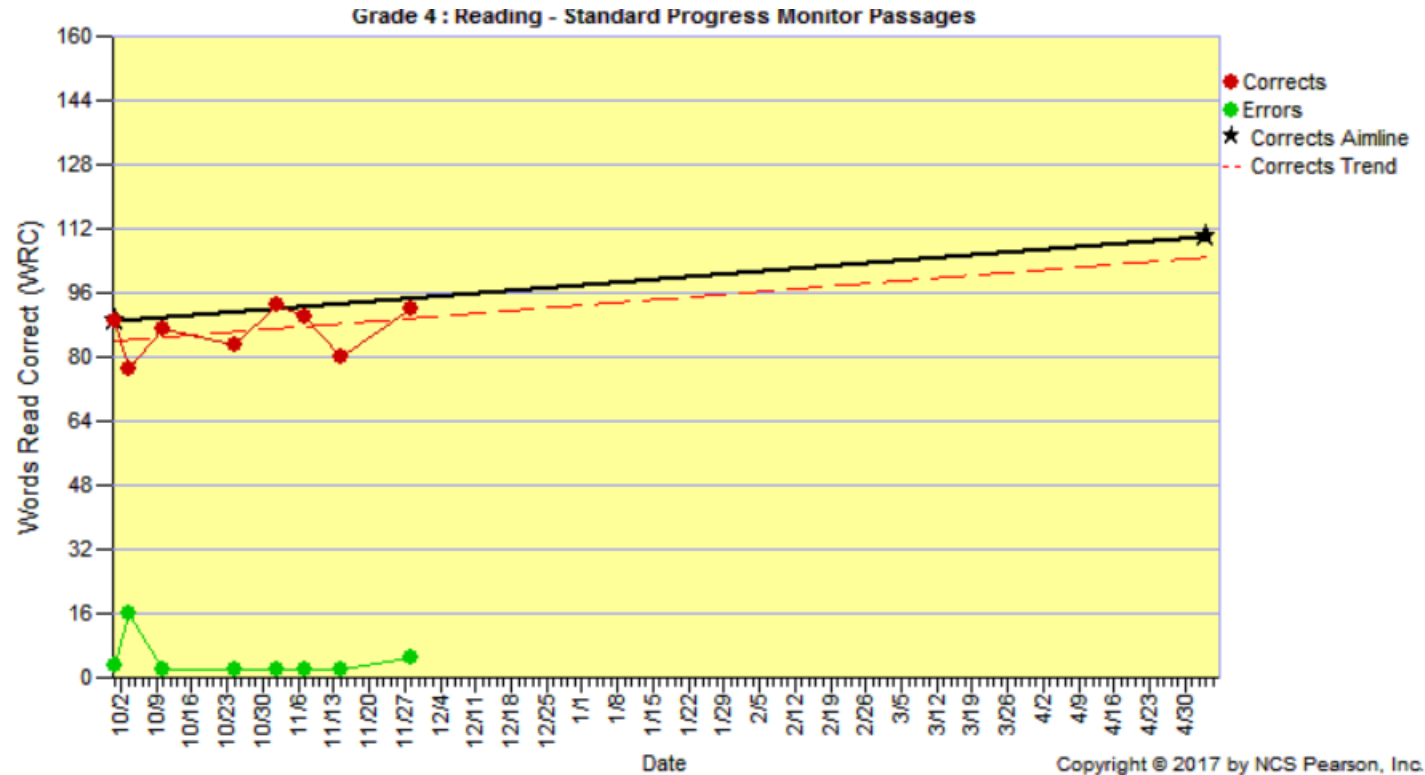
"The value of data is not in the answers, but in the questions we ask about it ."

(Schmoker, 2006)

What Information Do You Need?

- Is this student different than other students who are getting the same intervention?

- Is this growth typical for students who start here?

- What instruction/intervention was provided?

- Has that ever worked for other students?

- Should it have worked for this student?

- Was it matched to the student need?

What Information Do You Need?

- Fidelity
  - Did we do what we said we would?
  - Was the student present?
  - Was the interventionist present?
- Progress Monitoring
  - Are we using the right measure?
  - Are we monitoring frequently enough?
- Did we make a change to the intervention?

Frequency of Progress Monitoring

- Progress monitoring will not teach children to read
  - It is a feedback loop about the effectiveness of instruction
- About 5-7 data points to visually see a trend on a graph
- The sooner you need to know if a student is making progress, the more frequently you should monitor

3-Point Decision Making Guidelines

1. Collect a reasonable # of data points.
2. Do the most recent **three consecutive** data points:
   – Fall ABOVE the aimline?
   – Fall BELOW the aimline?
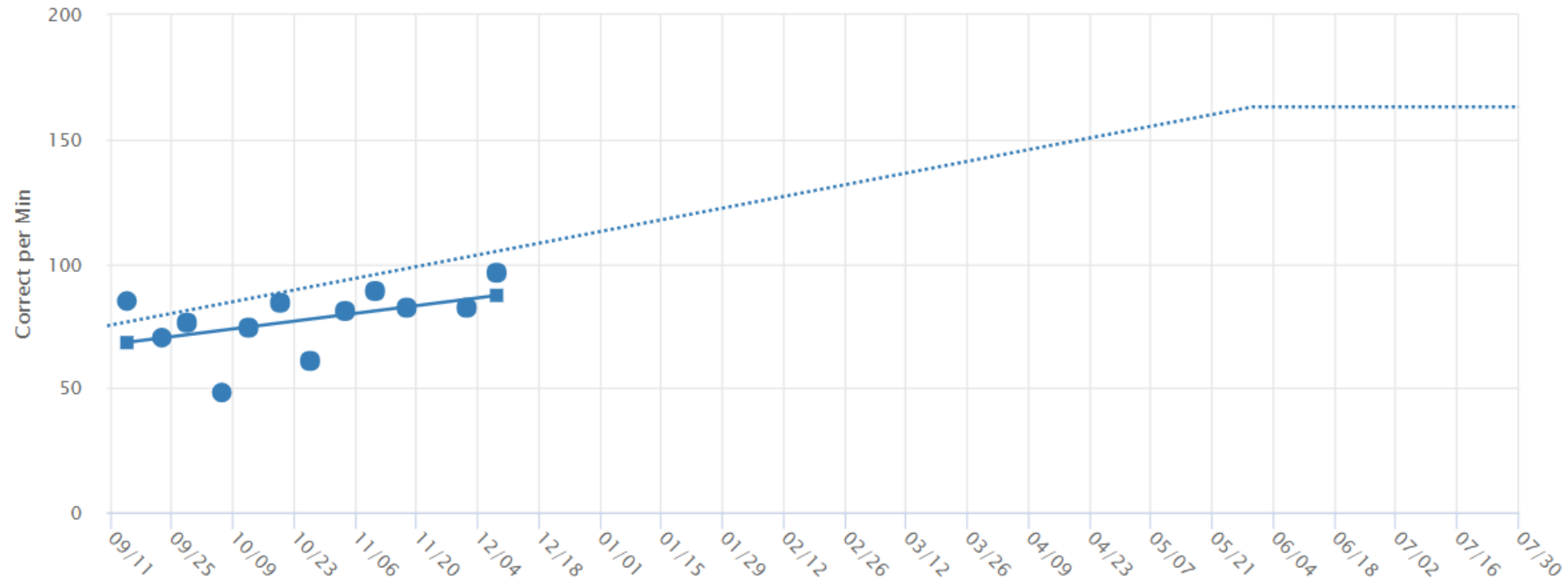- If neither is the case, keep collecting data.
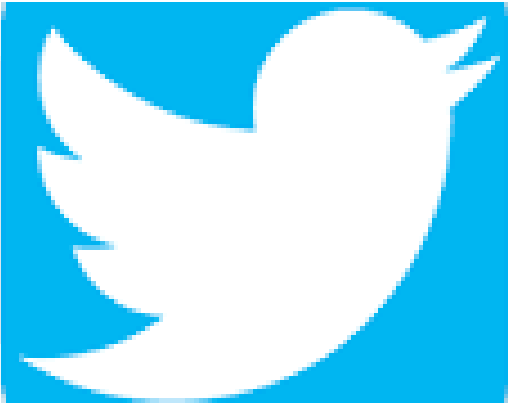
With a partner, come up with a 280 character tweet explaining the importance of progress monitoring OR something you've learned that you want others to know about.
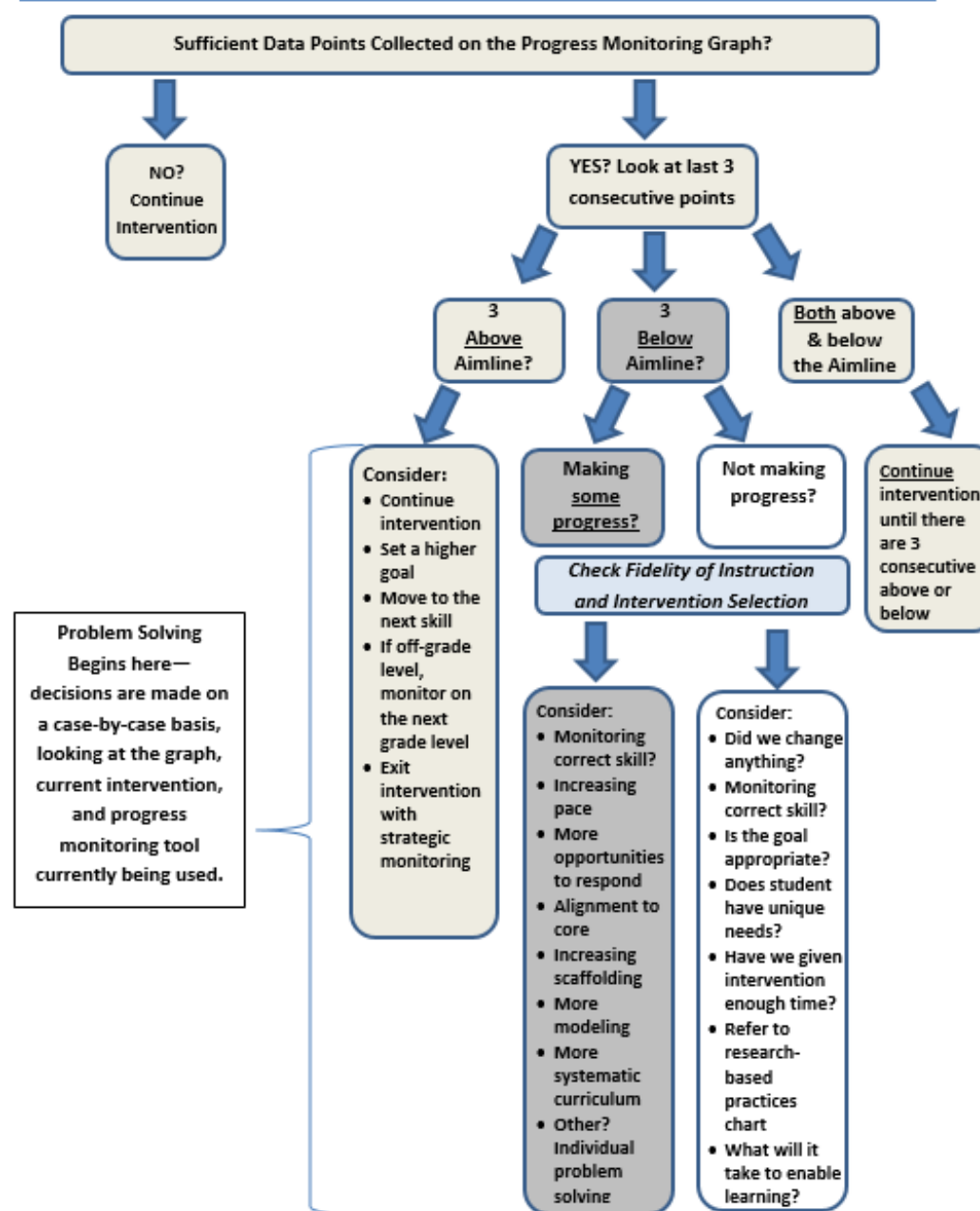
Tweet your explanation to @ksmtss

Not Making Progress

CBMreading English Progress Monitoring Report
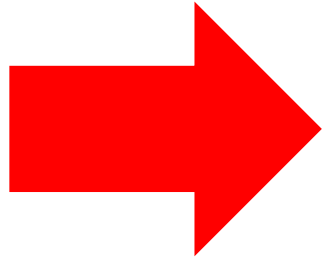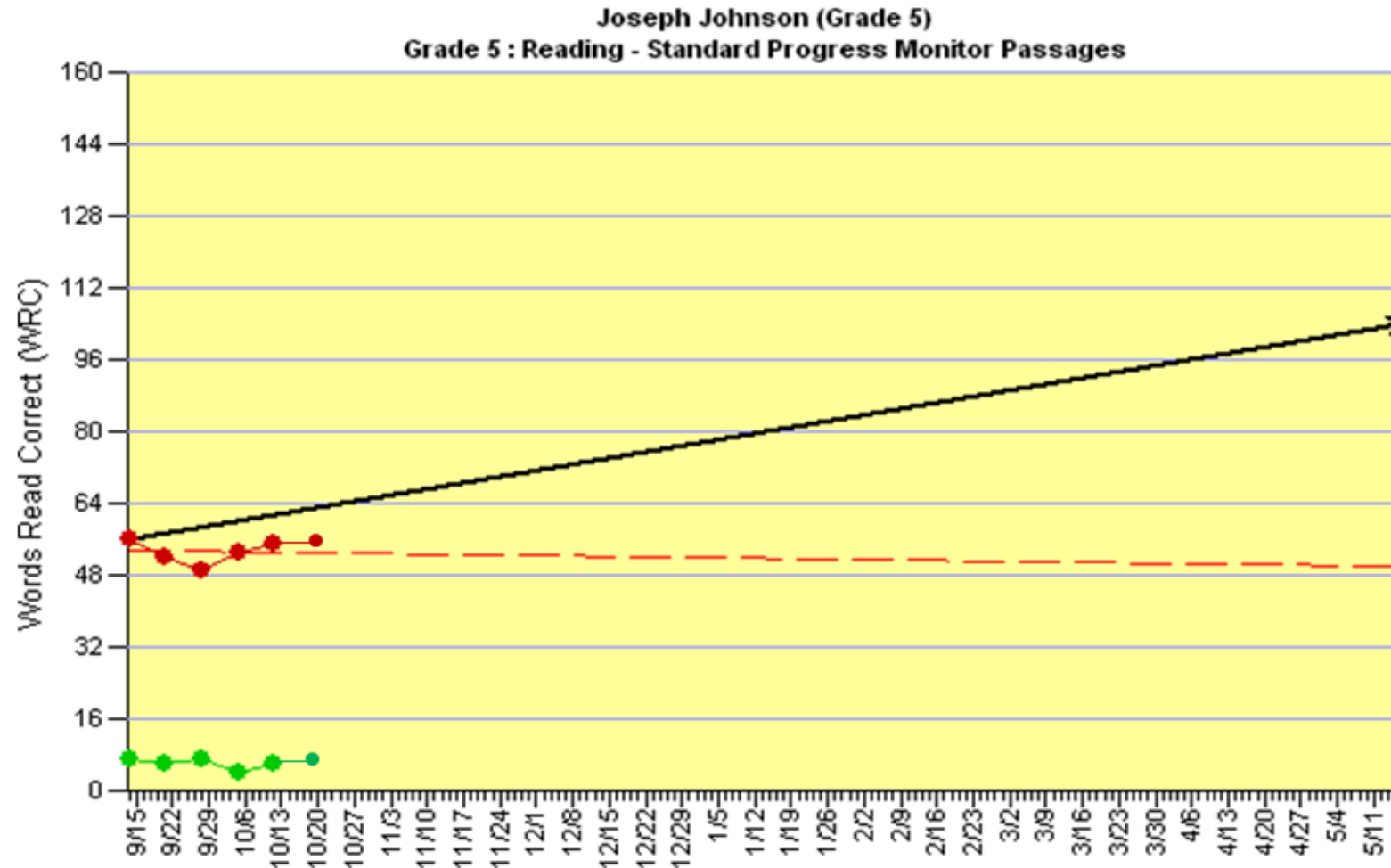
Kansas MTSS Progress Monitoring Decision Tree

Sufficient Data Points Collected on the Progress Monitoring Graph?

NO? Continue Intervention

YES? Look at last 3 consecutive points

3 Above Aimline?

3 Below Aimline?

Both above & below the Aimline

Problem Solving Begins here— decisions are made on a case-by-case basis, looking at the graph, current intervention, and progress monitoring tool currently being used.

Consider:
- Continue intervention
- Set a higher goal
- Move to the next skill
- If off-grade level, monitor on the next grade level
- Exit intervention with strategic monitoring

Making some progress?

Not making progress?

Continue intervention until there are 3 consecutive above or below

Check Fidelity of Instruction and Intervention Selection

Consider:
- Monitoring correct skill?
- Increasing pace
- More opportunities to respond
- Alignment to core
- Increasing scaffolding
- More modeling
- More systematic curriculum
- Other? Individual problem solving

Consider:
- Did we change anything?
- Monitoring correct skill?
- Is the goal appropriate?
- Does student have unique needs?
- Have we given intervention enough time?
- Refer to research-based practices chart
- What will it take to enable learning?

Research Based Practices For Intervention Effectiveness

Instruction	Curriculum
•Fidelity of Instruction •Modeling and guided practice prior to independent practice (I Do, We Do, You Do) •Explicit Teaching •Opportunities to respond •Sufficient questioning, check for understandings •Sufficient practice	•Appropriate match between learner and intervention •Appropriate rate of progress to reach goal •Instructional focus based on diagnostic process •Variety of Interests •Teaches skills to mastery •Appropriate independent work activities
Setting	**Individual**
•Classroom routines/behavior management support learning •Appropriate person teaching the intervention group •Transitions are short and brief •Academic learning time is high	•Motivation •Task persistence •Attendance •Pattern of performance errors reflect skill deficits •Commitment to school

Review Steps to Progress Monitoring

1. Analyze initial data

2. Establish goals

3. Review progress monitoring data frequently

4. Adjust as needed

1 I Do

2 WE Do

3 YOU Do

TASN
Kansas MTSS

Joseph Johnson (Grade 5)
Grade 5 : Reading - Standard Progress Monitor Passages

Universal Screener:
- 55 WCPM
- 84% Accuracy
- Tier 3

Diagnostic Assessment:
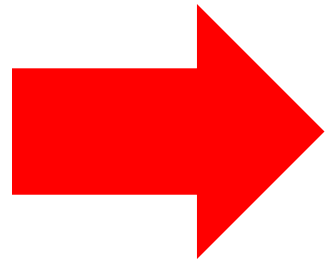- Multiple phonics gaps

Intervention:
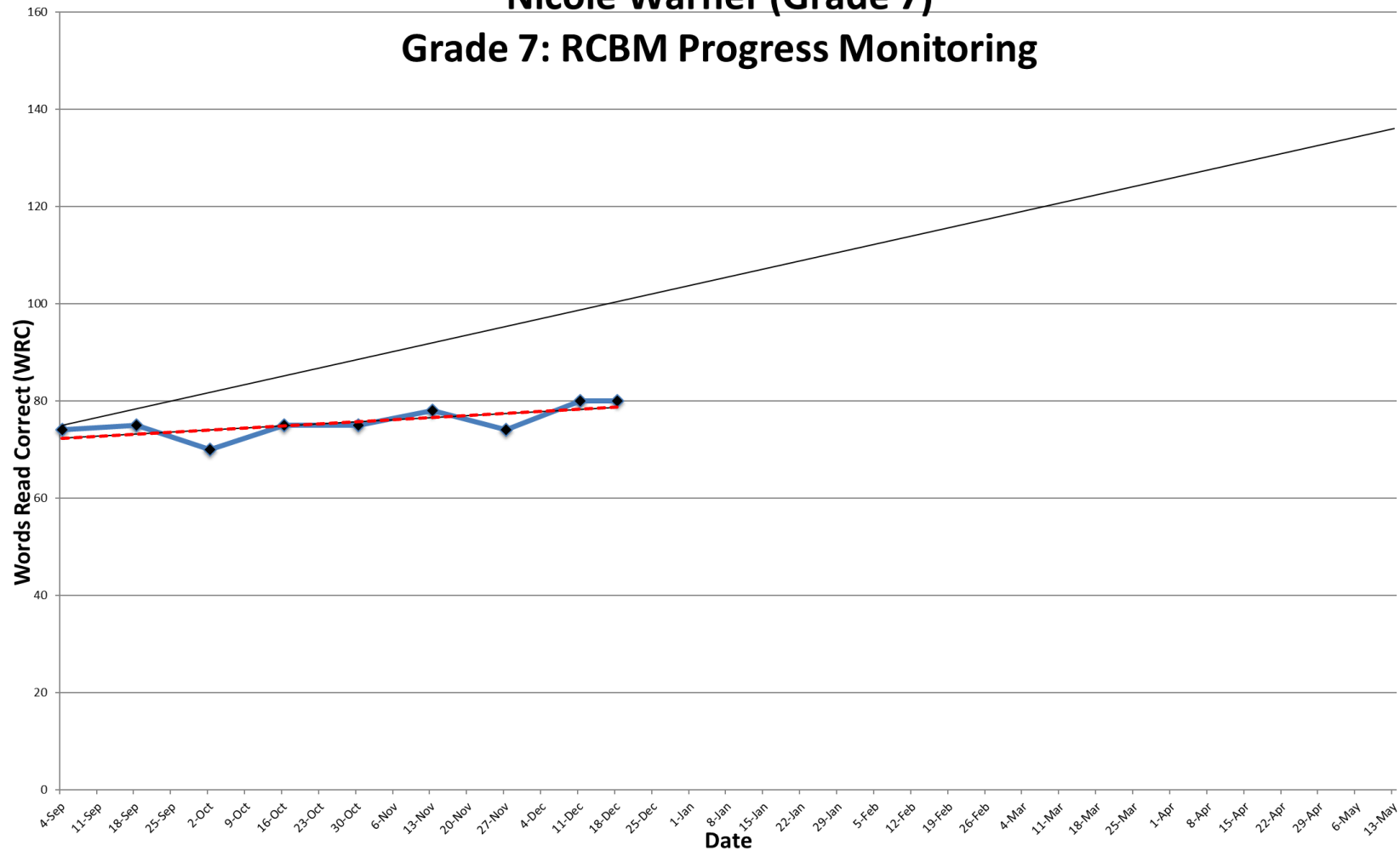- Corrective Reading

Progress Monitoring:
- RCBM (ORF) on grade level

Nicole Warner (Grade 7)
Grade 7: RCBM Progress Monitoring

Words Read Correct (WRC)

Date

Universal Screener:
- 78 WCPM
- 96% Accuracy
- Tier 3

Intervention:
- Decoding

Progress Monitoring:
- ORF On Grade Level

Maya Cloud (Grade 6)
Grade 4: RCBM Progress Monitoring
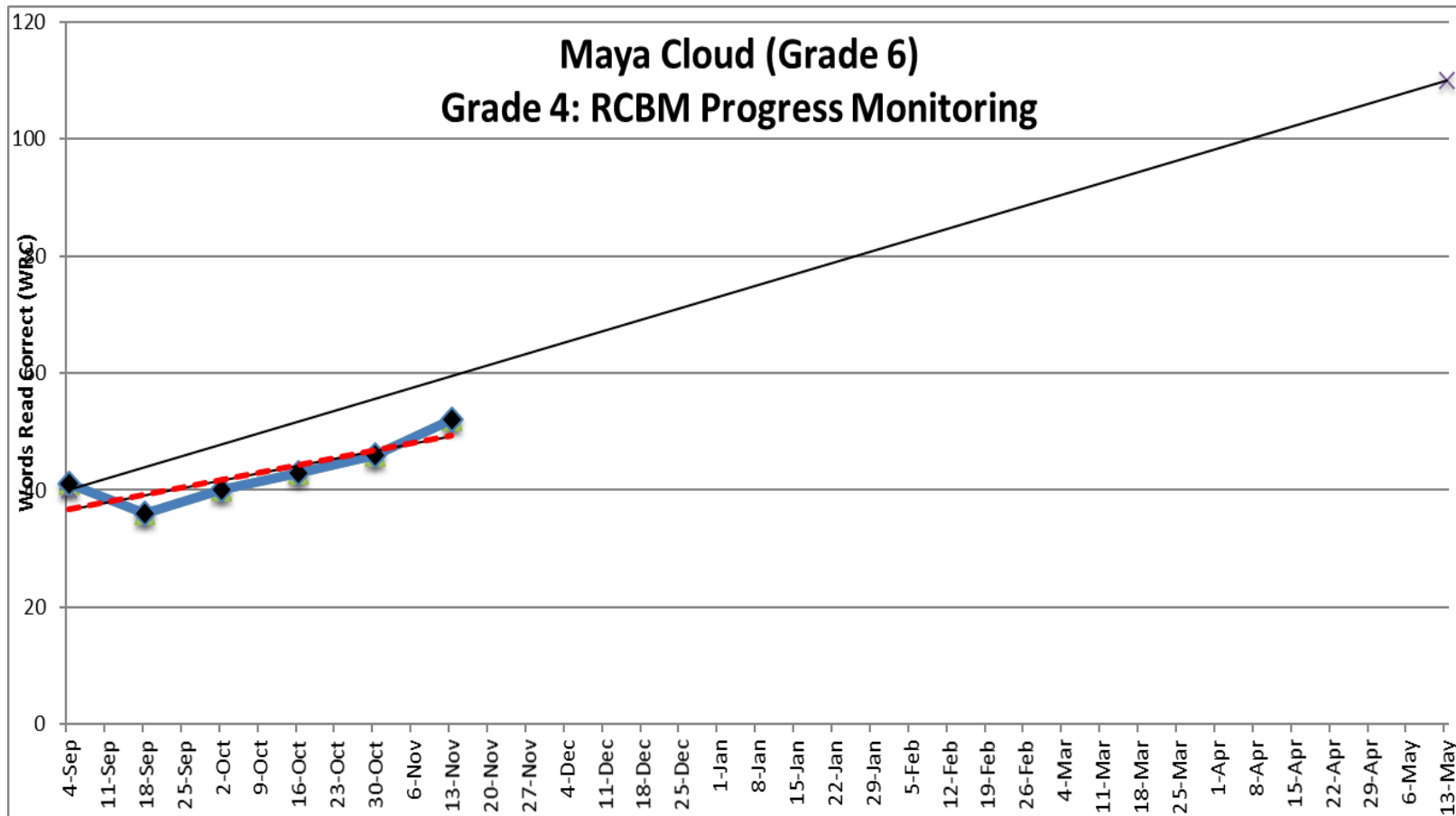
Universal Screener:
- 40 WCPM
- 80-90% Accuracy
- Tier 3
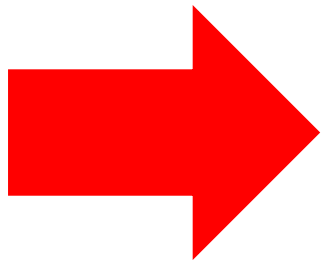
Intervention:
- Corrective Reading

Progress Monitoring:
- RCBM (ORF) off grade level

Practice Problem Solving

1. Read the remainder of the progress monitoring scenarios, refer to the graphs, and problem solve with a partner or group.
2. Be ready to share out with the large group.

MTSS Connection

- Is your collaborative team ready to analyze progress monitoring data or do you need to tighten up practices first?

- How does this level of problem solving compare to the problem solving currently happening in your collaborative teams?

- Are there any additional supports that you can identify that would allow your collaborative teams to be efficient and effective with problem solving?
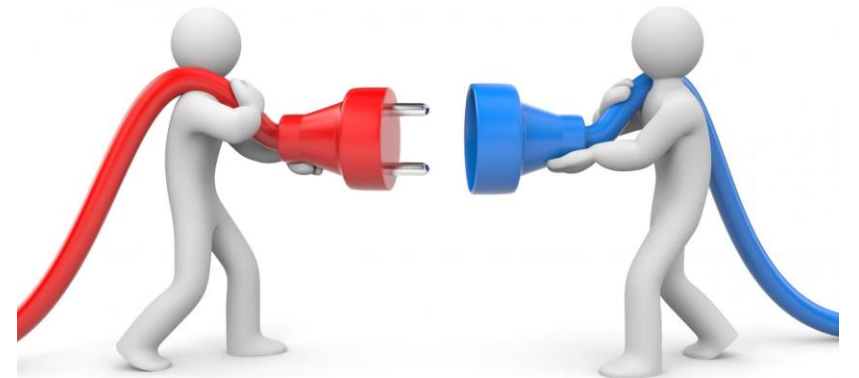
Special Populations in the Kansas MTSS Framework

Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Boy #1	27 (Tier 3)		9 (Tier 3) 56% accuracy	
Boy #2	35 (Tier 2)		24 (Tier 3) 86% accuracy	

Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Boy #1	27 (Tier 3)	(Tier 1)	9 (Tier 3) 56% accuracy	73 (Tier 1) 96% accuracy
Boy #2	35 (Tier 2)	(Tier 1)	24 (Tier 3) 86% accuracy	74 (Tier 1) 96% accuracy

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Kansas MTSS

RtI Started As An Alternate To

- General Ed. and Special Ed. were separate systems
- Wait to fail
- Refer, Test, Place
- Problem is within the child

Response to Intervention

- Making decisions about intensifying instruction based on how a student responds to intervention
- Finding the instruction that works to enable learning
- Suspecting a disability when students have
  - low performance in spite of generally effective instruction
  - low growth in spite of others thriving

TASN
Kansas MTSS

What Went Wrong?

- RtI became an alternate route to Special Ed.
- Emphasis on Tier 2 and 3 and intervention –we didn't apply what we know about instruction in general education
- Progress monitoring = documenting failure
- Still trying to make it about the student

A New Set of Questions

- What would it take to get a response?
- What kind of instruction is needed to get that much growth?
- What instruction/intervention has been shown to work for this kind of problem?
- How will we measure to know if it is working?
- What will we change if it isn't?

Conveying High Expectations

- Rosenthal and Jacobson
- What is the Effect Size of
  - teacher expectations
    - 0.43
  - labeling students
    - -0.63
  - ability grouping
    - 0.12

How Will We Respond When They Know It?

Differentiation and Enrichment

Tiered Tasks

A readiness-based approach designed to help all learners work with the same essential information, ideas, and skills, but at a degree of difficulty "just a little too hard" for that learner.

(Tomlinson, 2008)

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Kansas MTSS

Tiered Tasks

- Criteria for Effective Tiering
  - All tasks are focused on the same essential knowledge, understanding and skill
  - All tasks at a high level of thinking
  - All tasks equally engaging
- Activities, labs, centers, journal prompts, homework, products, tests/assessments, discussion questions, etc.

(Tomlinson, 2008)

Grade Level: _____Grade

Strategy or Activity: _____

Level of Complexity

Level of Complexity

Adapt Activity:

Adapt Activity:

Original Activity:

Adapt Activity:

Adapt Activity:

Level of complexity

Wrapping Up Today…..

Revisiting "That Student"….

Exit Ticket

I used to think……

Now I believe….

TASN
Kansas MTSS

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