Branching Minds MTSS Summit

Branching Forward: Setting Intentions for MTSS in the New Year

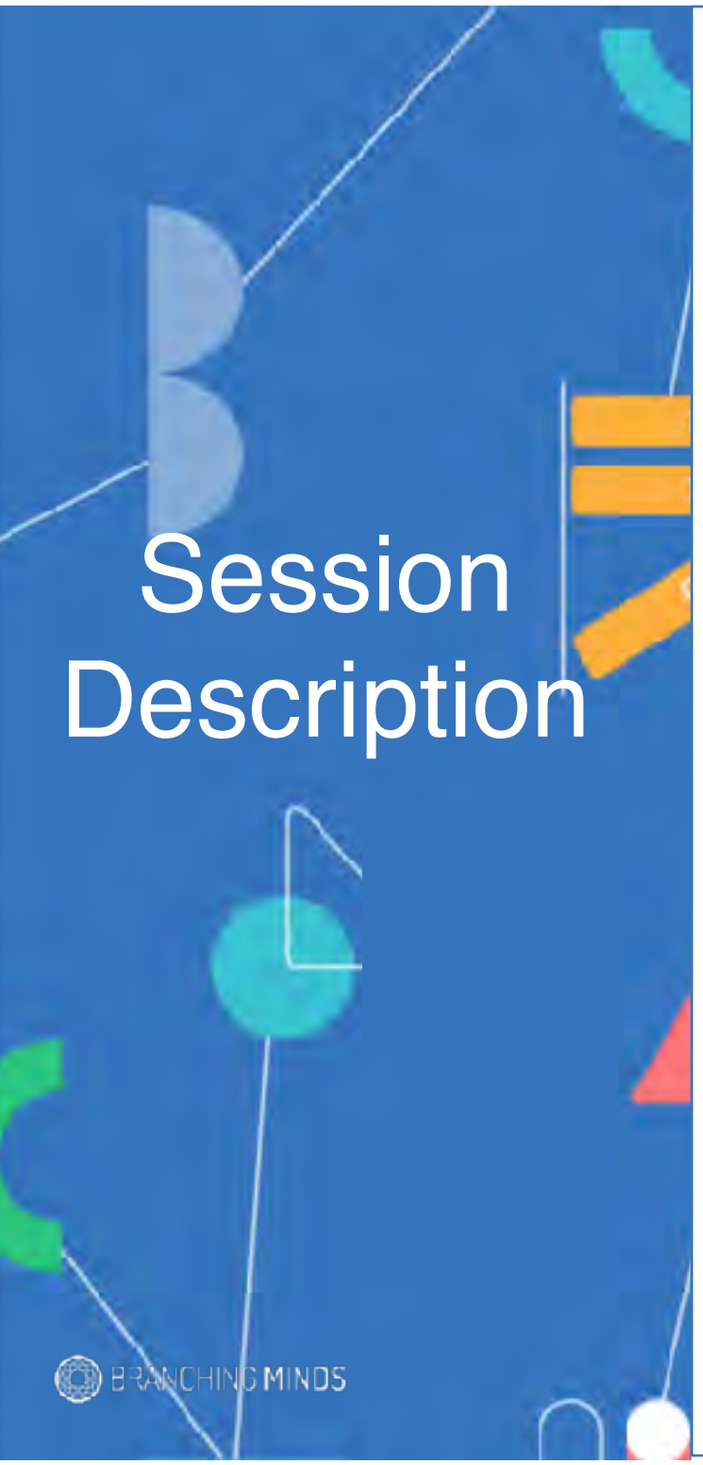
Big Ideas in MTSS Implementation

Mark R. Shinn, Ph.D.

Professor Emeritus, School Psychology Program, National Louis University, Chicago, IL

markshinn@icloud.com

markshinn.org



Early efforts for the education innovation that became MTSS began in the late 1970s and many lessons have been learned along the way that contribute to successful implementation. This keynote highlights "big ideas" and essential understandings that are critical to ensure MTSS is research-based AND practical.

Professional Credentials

- Professor Emeritus, School Psychology, National Louis University 2003-Retired This Month
- 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, MTSS/RTI, and R-B Interventions
- Consultant and Staff Development to Schools and State Departments of Education in 44 States, Most Recently with the Tennessee Department of Education, Iowa Department of Education, North Carolina Department of Public Instruction, Nebraska Department of Education, South Dakota Department of Education, Virginia Department of Education, and Schools in Alaska, Texas, Washington, North Carolina, South Carolina, California, and Florida

DISCLOSURE

WAS a Paid Consultant for Pearson Assessment for AIMSweb. Contributed its development. **Receives NO Income**

Contributed to early development (Pre-1998) Development of DIBELS **Received NO Income**

Contributed to Cambium's original version of Vmath, a remedial mathematics intervention. **Receives NO Income**

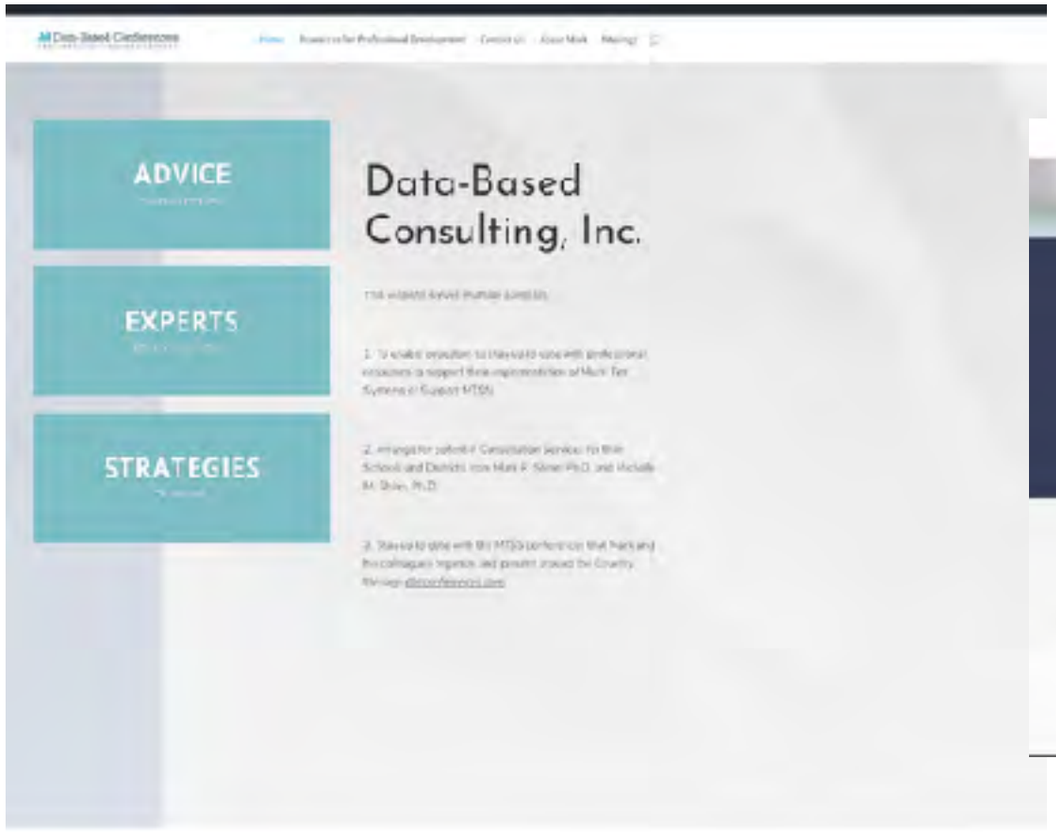
Contributed to McGraw-Hill Publishing's Jamestown Reading Navigator (JRN). **Receives NO Income**

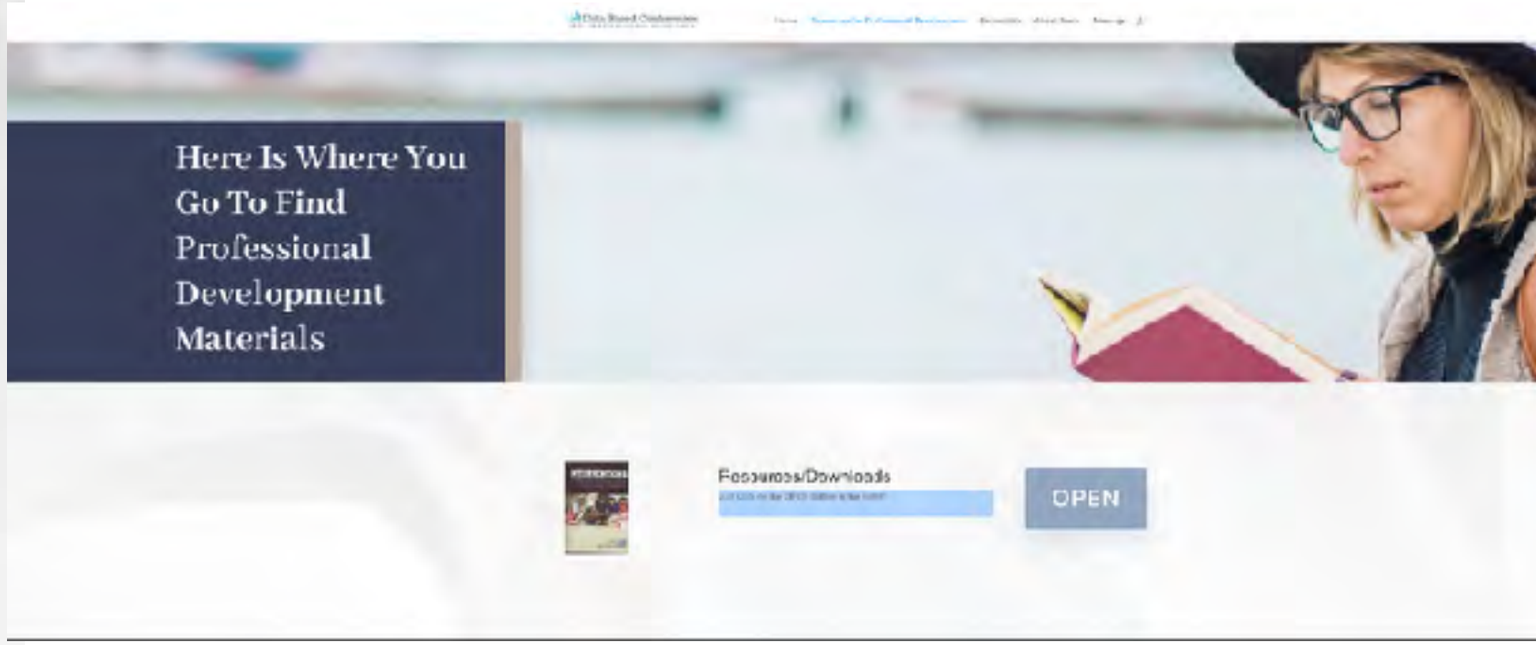
Serves as a Member of the National Advisory Board for the CORE (Consortium on Reaching Excellence) and **receives a stipend** for participation. He provides training and product development advice about MTSS, research-based practices, and assessment issues.

KEY READINGS I'VE SENT YOU

- Germann, G. (1999). Impending retirement prompts final thoughts and observations. The Current.
- Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), Interventions for achievement and behavior problems in a three-tier model, including RTI (pp. xiii-xxxv). Bethesda, MD: National Association of School Psychologists.
- Gresham, F., Reschly, D., & Shinn, M. R. (2010). RTI as a driving force in educational improvement: Historical legal, research, and practice perspectives. In M. R. Shinn & H. M. Walker (Eds.), Interventions for achievement and behavior problems in a three-tier model, including RTI (pp. 47-77). Bethesda, MD: National Association of School Psychologists.
- Walker, H. M., & Shinn, M. R. (2010). Systemic, evidence-based approaches for promoting positive student outcomes within an RTI framework: Moving from efficacy to effectiveness. In M. R. Shinn & H. M. Walker (Eds.), Interventions for achievement and behavior problems in a three-tier model, including RTI (pp. 1-26). Bethesda, MD: National Association of School Psychologists.
- A list of resources I've compiled on the Science of Reading

MORE RESOURCES AT MY WEBSITE





Go to Resources for Professional Development Page and Hit the OPEN Button

markshinn.org

I USED TO DESCRIBE MYSELF AS...

Young!

Idealistic!

Naive!

MTSS

1. Is NOT What Many People Think It Is

2. Needs to Be Proactively Designed

3. Must Be Time, and Cost Efficient,…AND

   POWERFUL

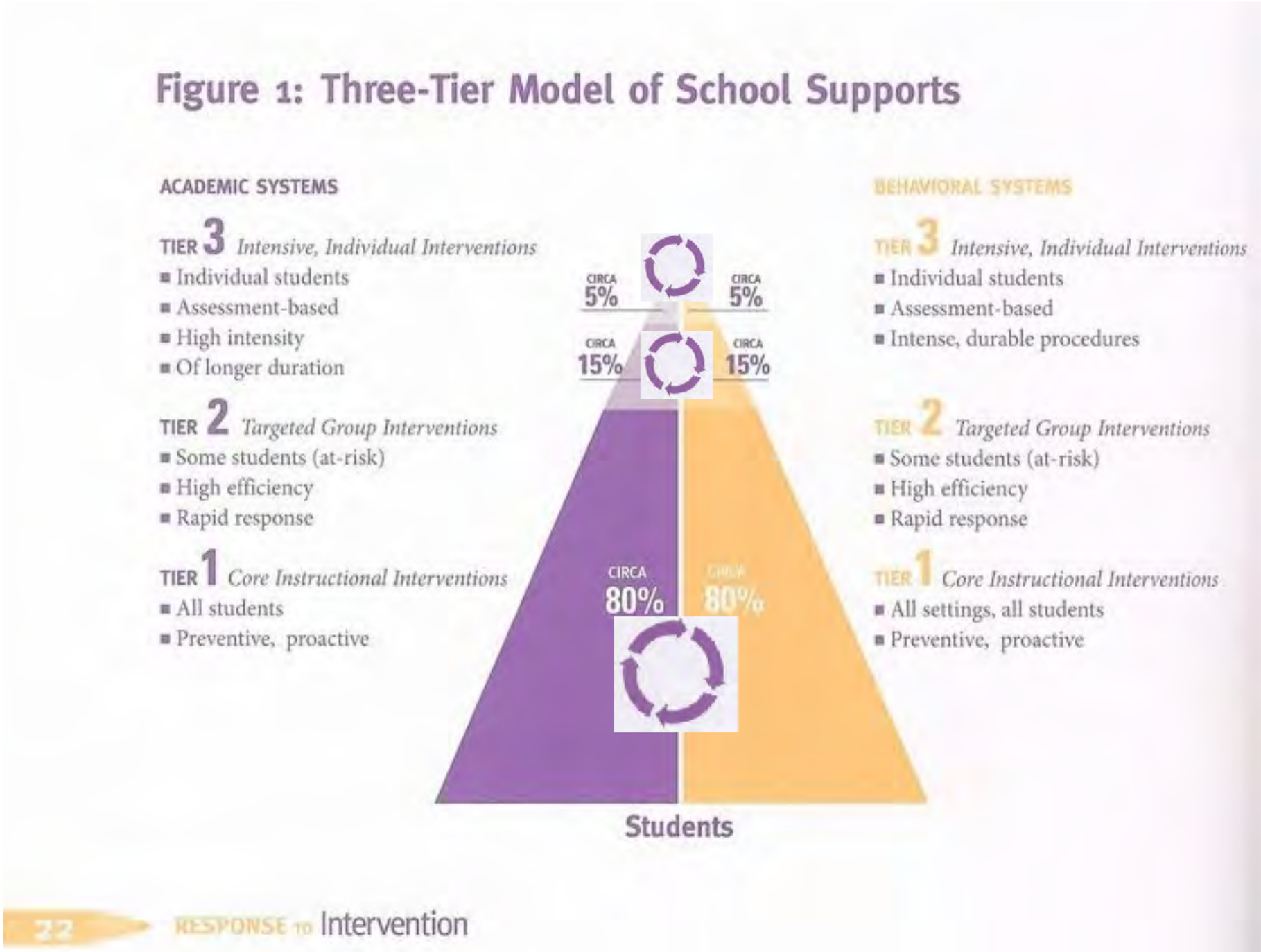
4. Needs to FOCUS, Then OBSESS!

LOTS TO TALK ABOUT (AND DO)

BIG IDEA # 1

IT'S NOT WHAT MANY PEOPLE THINK IT IS...

OLD MTSS THINKING!



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 NOT!

- RTI
- Problem-Solving and Problem-Solving Teams TALKING ABOUT SINGLE STUDENTS
- Referring Individual Students to A Team That Tells Teachers to Try 2 Things and Come Back
- Lots of Paperwork and Hoop Jumping
- What We HAVE To Do to Get Kids Into Special Education?

SYSTEM VS PROCESS

Academic and Behavior

SYSTEM of Support to Promote:

1. Positive Development and
2. Early Intervention

for ALL Students

1. PROCESS to Determine SLD for SOME Students

SYSTEM VS PROCESS

SYSTEM

Google Definition

a set of things working together as parts of a mechanism or an interconnecting network

Set of Things

Working Together!

As Parts of an Interconnecting Network

A SYSTEM FOR WHO?

For Students

They Get the Services They Need...

As Soon As They Need Them!

For TEACHERS (What?)

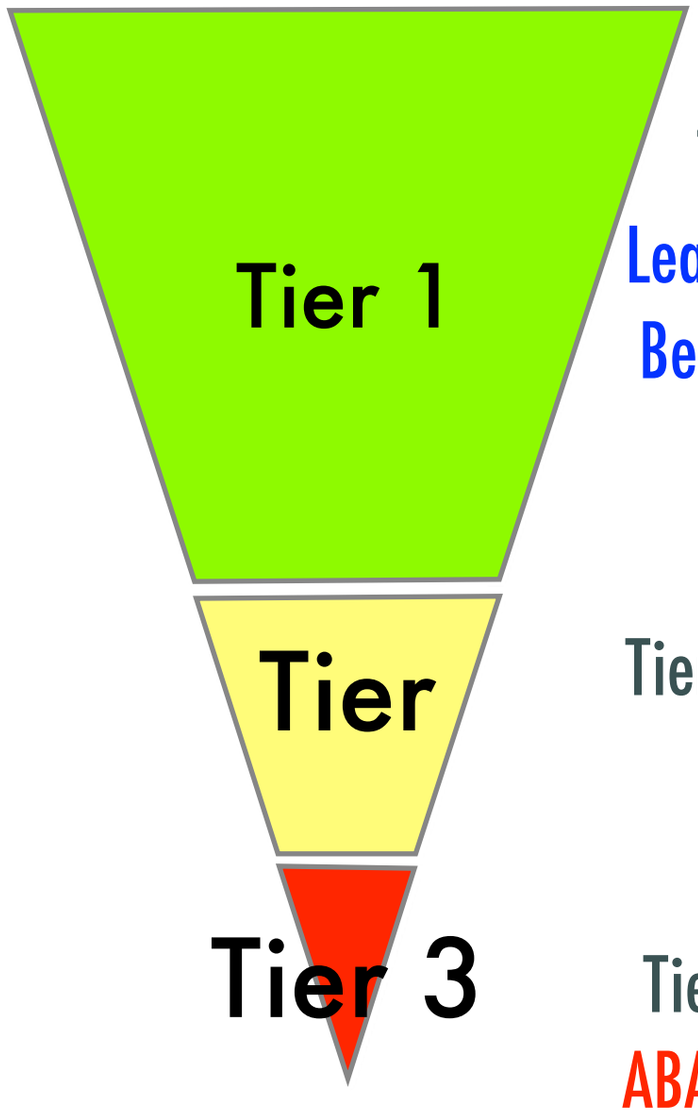
They Get the Services They Need...

As Soon As They Need Them! To Make Teaching a Little Easier!

BIG IDEA # 2

PROACTIVE DESIGN OF SYSTEM OF SUPPORTS

PROACTIVE DESIGN SYSTEM OF TIERED BEHAVIOR SUPPORTS



Tier 1: Validated Social Emotional Learning (SEL) Curriculum and Positive Behavior Intervention Support School-Wide and Class-Wide

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

Tier 3: Connections +, or CICO, Quality ABA BIP or Cognitive Behavior Therapy (CBT)

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

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

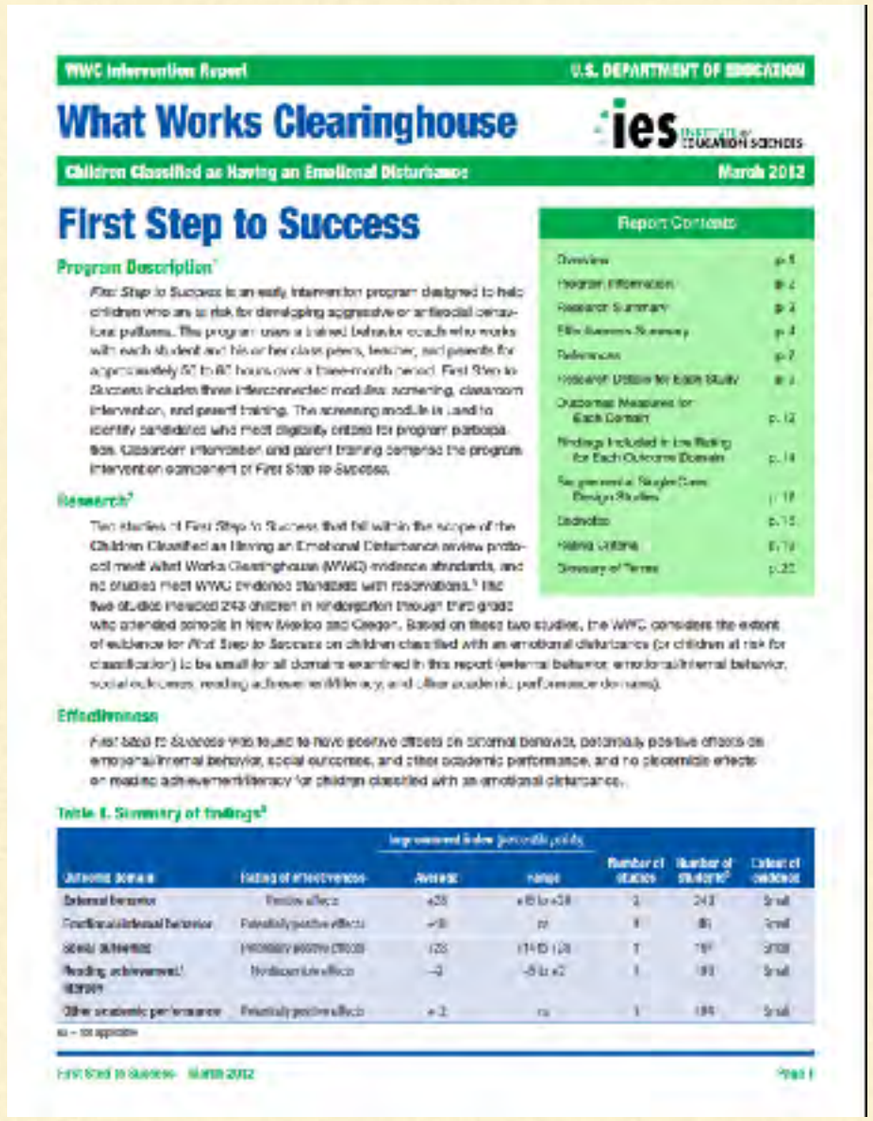
Golly, A., Sprague, J., Walker, H. M., Beard, K., & Gorham, G. (2000). The First Step to Success program: An analysis of outcomes with identical twins across multiple baselines. *Behavioral Disorders, 25*(3), 170-182.

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

Walker, H., Stiller, B., & Golly, A. (1998). First Step to Success: A collaborative Home-School Intervention for Preventing Antisocial Behavior at the Point of School Entry. *Young Exceptional Children, 1*(2), 2-6. ($5.00)

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

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



WWC Intervention Report — U.S. DEPARTMENT OF EDUCATION

What Works Clearinghouse — ies INSTITUTE OF EDUCATION SCIENCES

Children Classified as Having an Emotional Disturbance — March 2012

First Step to Success

Program Description

Report Contents

Research

Effectiveness

Table 1. Summary of findings

A SYSTEM OF SUPPORTS FOR TEACHERS

Better Tools

Better Training

More Support

MTSS AND MAKING TEACHING A LITTLE EASIER

- Providing a More Positive School Climate to Promote Responsible, Respectful and Engaged Independent Students

- Providing the Intensive Basic Skills Interventions Some Students Still Need As Soon as Possible, As Long As Necessary…

- Putting High Leverage, Low Time and Cost Research-Based Instructional Practices into Teachers' Tool Box

PROACTIVE DESIGN OF A SYSTEM—TIER 2 STAFFING EXAMPLE

1. GE Teacher DOES MORE Within Their Class (No Additional Resources)
2. GE TEACHERS Do Flexible Skill Grouping Across Classes within a Grade (No Additional Resources)
3. GE TEACHERS Do Flexible Skill Grouping Across Classes Across Grades (No Additional Resources)
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)

BIG IDEA # 3

TIME AND COST EFFICIENT DESIGN –AND POWERFUL INTERVENTION

MAKING MEETINGS MORE TIME EFFICIENT

- Every Minute In a Meeting is a Minute Away from Intervention

  GRADE-LEVEL TEAMS Do the Heavy Lifting

  Identify GROUPS of Students Needing Additional Intervention

- Problem Solve for Individual Students Who Are Significantly Below Average ONLY If They Are NOT PROGRESSING …

  Appropriately Intensive Intervention

  Implemented With Fidelity

SCHOOL IMPROVEMENT TEAMS

- Meet Monthly to

- **PROBLEM SOLVE FOR GROUPS**: The Needs of At Risk and Significantly Discrepant Students **are More Alike than Different**

REDUCING THE TIME SPENT ASSESSING STUDENTS

- For Adults, Every Minute In Testing is a Minute Away from Teaching
- For Students, Every Minute BEING Tested is a Minute Away from Learning
- Schools Spend Too Much Time on DIAGNOSTIC TESTS for Students Who Don’t Need Them!

Be Selective and Don’t Over Test

REDUCING THE TIME SPENT ASSESSING STUDENTS

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- Schools Spend Too Much Time on DIAGNOSTIC TESTS for Students Who Don’t Need Them!

Be Selective and Don’t Over Test

SCREENING PRINCIPLES

World Health Organization 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).

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.

Screening Should Be Time and Cost Efficient and *Not Burdensome to Teachers*

Fletcher, J., Francis, D. J., Foorman, B. R., & Schatschneider, C. (2020). Early Detection of Dyslexia Risk: Development of Brief, Teacher-Administered Screens. Learning Disability Quarterly,

Vaughn, S., & Fletcher, J. M. (2021). Identifying and Teaching Students with Significant Reading Problems. American Educator, Winter, 1-2.

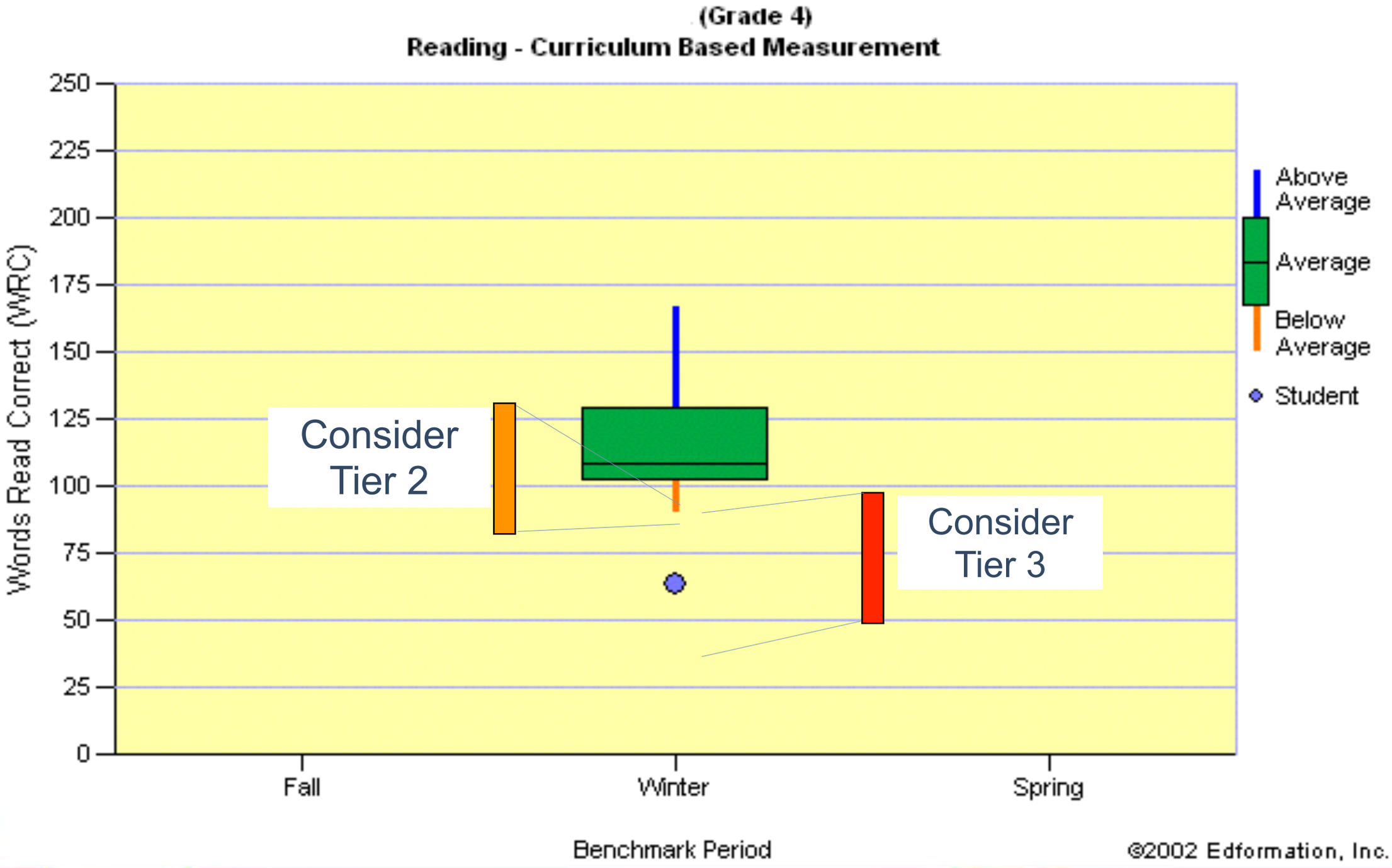
THE MOST POWERFUL TEST IN THE MTSS-R TOOLBOX

What We've Learned in 40+ Years of research and practice!

1. If You Want to *Know How WELL* a Student Reads, LISTEN To Them Under Standard Conditions!
2. You *Don't Need to Listen* to Them for a Long Time!

Aimsweb Plus	DIBELS Next (Acadience)	DIBELS 8th (UOregon)	Easy CBM	FastBridge	iReady	Measures of Academic Progress (MAP)
Oral Reading	Oral Reading	Oral Reading	Oral Reading	Oral Reading	45-60 Minute Computer-Administered Adaptive Test	MAP Growth (45 min) or MAP Reading Fluency (20 Min)
Auditory Vocabulary			Vocabulary	*Early Reading 4 of 12 Subtests of Reading Skills		
Initial Sounds	First Sound					
Letter Names	Letter Names	Letter Names	Letter Names			
Letter Word Sounds			Letter Sounds			
Phonemic Segmentation	Phonemic Segmentation	Phonemic Segmentation	Phoneme Segmenting			
Nonsense Words	Nonsense Words	Nonsense Words				
Print Concepts						
Word Reading		Word Reading	Word Reading			

GRADE-LEVEL TEAMS TRIAGE ALL STUDENTS



REDUCE MTSS TESTING

KINDERGARTEN

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

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

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

GRADES 1-5 (6)

Benchmark ALL Students USING ORAL READING

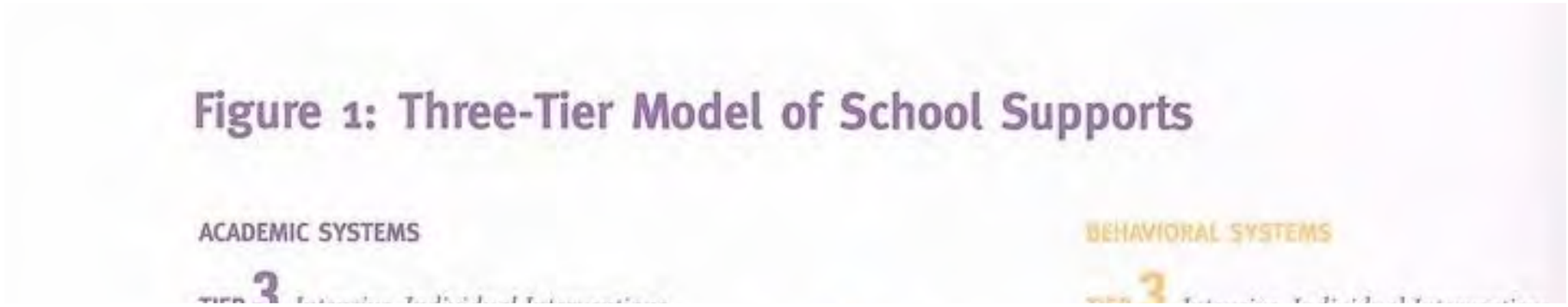
TO IDENTIFY CANDIDATES FOR EARLY INTERVENTION
TO ENSURE ALL STUDENTS ARE DEVELOPING

Use **EOY Benchmark for Next Grade Screening and Tiered Intervention Planning**

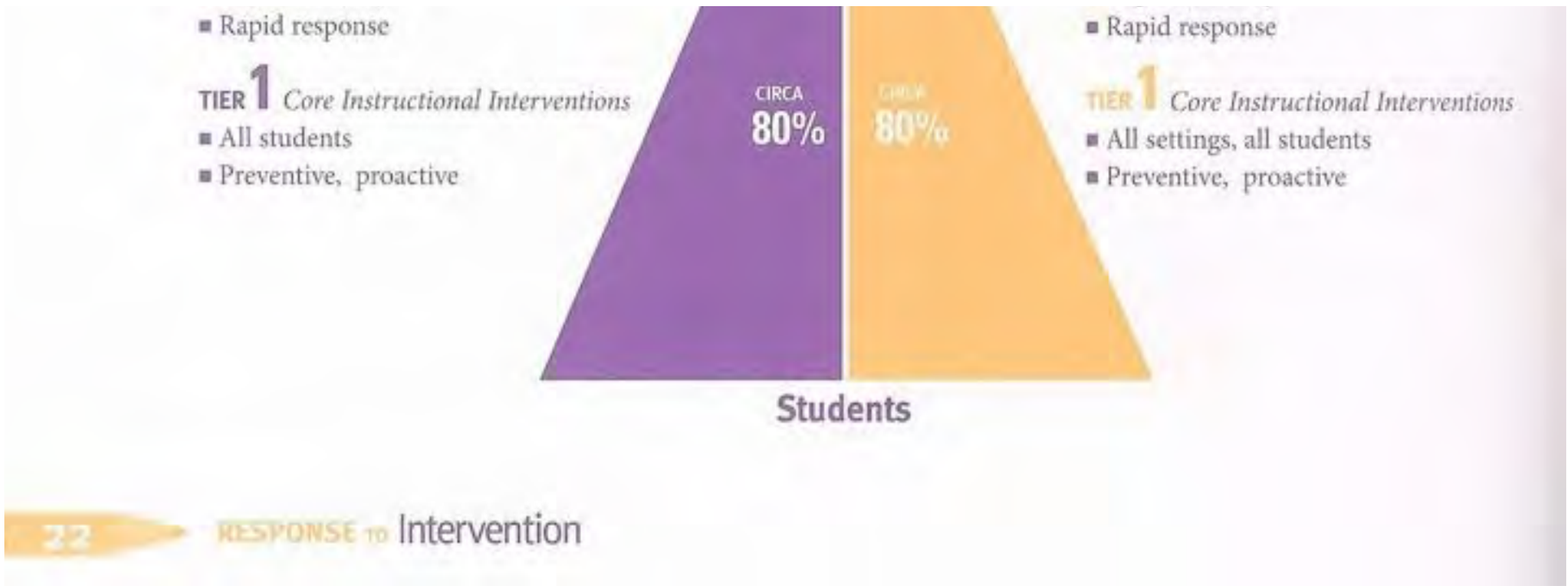
BIG IDEA # 4

FOCUS–DO LESS…
THEN OBSESS

NEW MTSS THINKING!



MTSS Begins with POWERFUL, RESEARCH-BASED CORE CURRICULUM AND INSTRUCTIONAL PRACTICES



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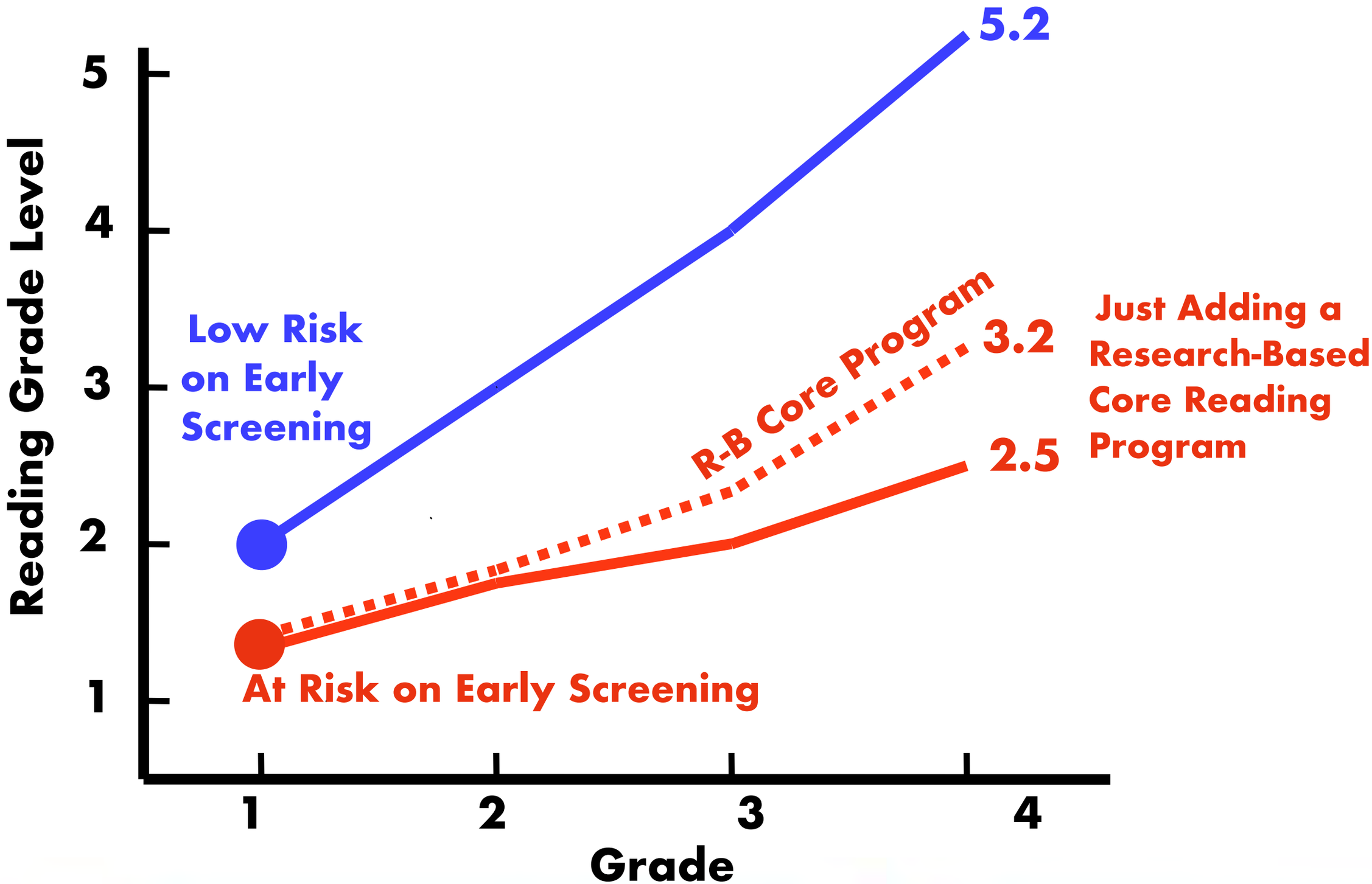
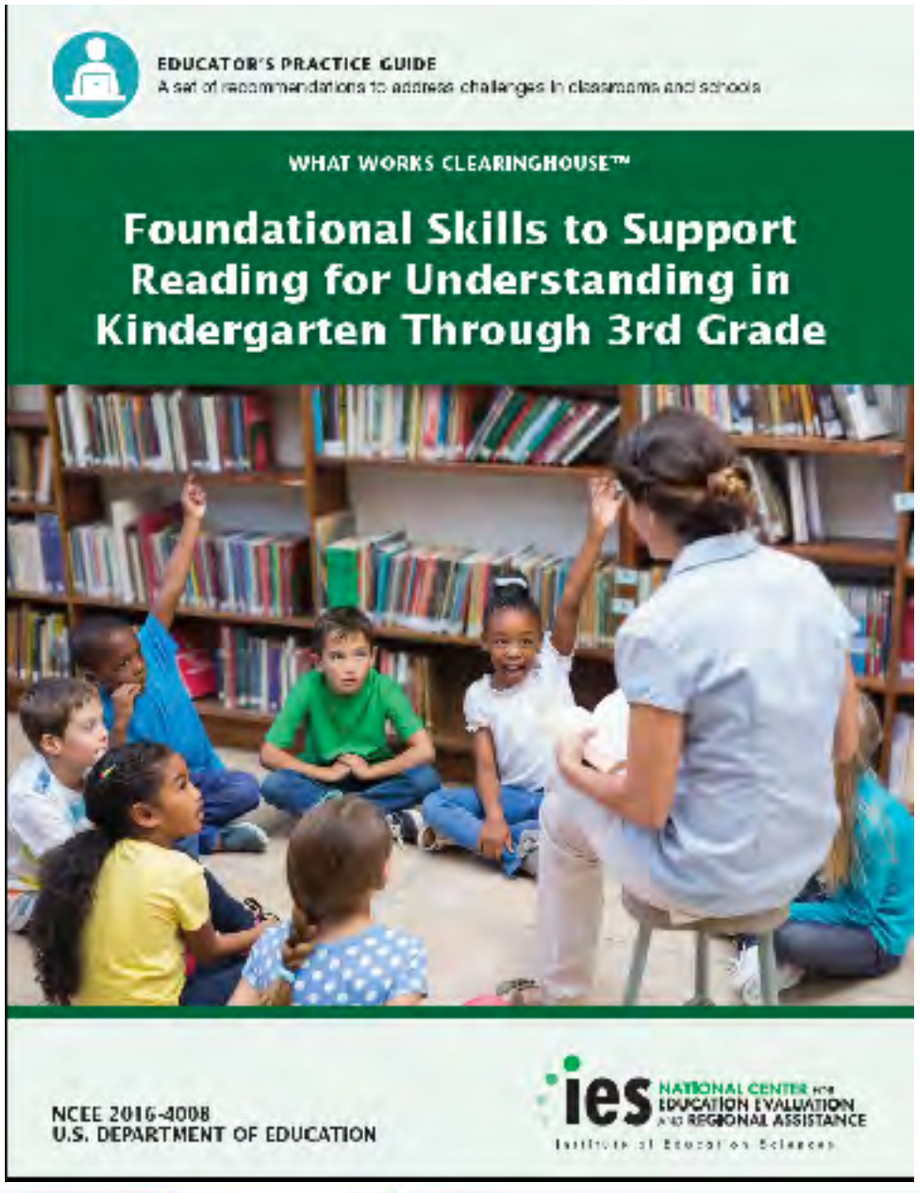
FOCUS AND OBSESS ABOUT IMPROVING CORE LANGUAGE ARTS INSTRUCTION



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

WE KNOW WHAT WORKS TO GET STUDENTS OFF TO A HEALTHY START



Foorman, B., Beyler, N., Borradalle, K., Coyne, M., Denton, C.A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov/.

GETTING KIDS OFF TO A HEALTHY START

Table of Contents

Introduction to the *Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade* Practice Guide 1

EXPLICIT INSTRUCTION IN ACADEMIC ENGLISH!

6

EXPLICIT INSTRUCTION PHONEMIC AWARENESS!

4

Recommendati EXPLICIT INSTRUCTION PHONICS!

write and recogniz . . . 22

READ CONNECTED TEXT WITH LOTS OF PRACTICE WITH CORRECTIVE FEEDBACK

32

Foorman, B. R., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., . . . Wagner, R. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (pp. 1-104). Washington, DC: US Department of Education.

BUT…MOST CORE INSTRUCTION IS NOT ALIGNED TO THE SCIENCE OF READING

Can Prevailing Approaches to Reading Instruction Accomplish the Goals of RTI?

by Louisa Moats

Response to Intervention (RTI) is an administrative framework for organizing the resources of a school to provide appropriate instruction to all students. Through quality classroom instruction and increasingly intense interventions, RTI models are intended to reduce referrals to special education while increasing the accuracy of learning disabilities classifications through high-quality classroom instruction and increasingly intense interventions for students at risk (President's Commission on Excellence in Special Education, 2002). When interventions are carefully designed, fully implemented, and closely monitored, early grade small group instruction can achieve the goal of reducing the incidence of reading failure (Balu et al., 2015). Advocates on implementation of RTI (e.g., Fletcher, Lyon, Fuchs, & Barnes, 2007; Fuchs, Fuchs, & Compton, 2012; Spear-Swerling, 2015) consistently advocate the adoption of school-wide procedures, including universal screening, progress monitoring, "high quality" classroom instruction, tiered interventions, and flexible grouping so that students with similar instructional needs can be taught efficiently and effectively from their first years in school.

It is possible, however, for schools to adopt an RTI framework without embracing assessment and instruction practices that are consistent with current reading science (Brady, 2011; Foorman et al., 2016; Kilpatrick, 2015; Seidenberg, 2017). The framework also does not ensure that optimal methods—language based, explicit, systematic, cumulative, and hands-on—are used by all teachers. The stagnation of fourth-grade National Assessment of Educational Progress reading scores between 2000 and 2015 (National Assessment of Educational Progress, National Center for Education Statistics, 2016) and the recent evaluation of RTI by the Institute of Education Sciences (Balu et al., 2015) suggest that reading instruction is far from optimal, even in schools that say they are implementing RTI.

As originally conceived, RTI depends first and foremost on effective classroom teaching so that fewer students need small group or intensive remediation. Successful RTI approaches also require alignment and compatibility among the "tiers" of service so that classroom teaching is supported and reinforced in supplemental small groups (Tier 2). Intensive remediation (Tier 3), necessary for students with the most severe reading disabilities, should be coordinated with regular classroom materials, strategies, and content. Otherwise, students may be caught between conflicting approaches or may simply not experience the consistent, explicit, cumulative, and consistency that will help them learn. This article discusses prevalent reading instruction practices that may be the root cause of less than optimal results with RTI implementations and that should be replaced with research-based approaches in order for the framework to achieve its promise.

> *Various sources converge in suggesting that ill-informed, ineffective reading instruction practices are the norm in our classrooms, and that these contrast sharply with the content and principles of structured language and literacy teaching.*

How Do We Know What Is Prevalent?

Generalizing about typical or prevalent reading instruction practices in our public schools is risky. Some schools are teaching reading, spelling, writing, and oral language very effectively, thereby elevating students' overall literacy achievement and reducing the need for special education referrals and evaluations (Denton, 2012; Gerston et al., 2008). Nonetheless, various sources converge in suggesting that ill-informed, ineffective reading instruction practices are the norm in our classrooms, and that these contrast sharply with the content and principles of structured language and literacy teaching. A portion of common practices can be garnered from studies of reading instruction courses in schools of education (Boldt et al., 2009; National Council for Teacher Quality, 2016); the structure of the Common Core State Standards documents and guidelines supporting its implementation (Common Core, Inc., 2012); curriculum frameworks issued by state departments of education (e.g., California Department of Education, 2014); the popularity of certain instructional programs and approaches; studies of teachers' knowledge and their preferred classroom practices (Binks-Cantrell, Joshi, Washburn, 2012; Binks-Cantrell, Washburn, Joshi, & Hougen, 2012; Cunningham, Zibulsky, Stanovich, & Stanovich, 2009; Moats, 2014); and the experiences we, as a group of consultants and trainers, are having as we work with public schools across the country. These sources clearly show that the gap between science-based ideas and practices and those most often used in our classrooms remains very wide and persistent. A brief review of the origin of RTI

Continued on page __

Abbreviation

RTI: Response to Intervention

WHAT LOUISA MOATS HAS TO SAY ABOUT MOST CORE INSTRUCTION

Can Prevailing Approaches to Reading Instruction Accomplish the Goals of RTI?

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Various sources converge in suggesting that ill-informed, ineffective reading instruction practices are the norm in our classrooms, and that these contrast sharply with the content and principles of structured language and literacy teaching.

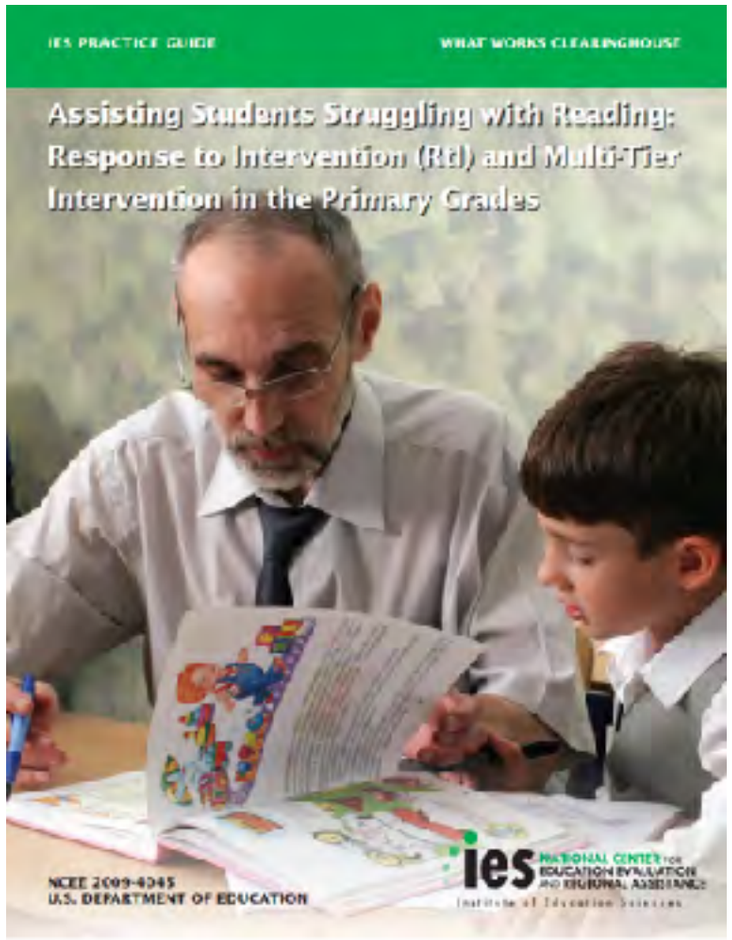
Abbreviation
RTI: Response to Intervention

Moats, L. (2017). Can prevailing approaches to reading instruction accomplish the goals of RTI? *Perspectives on Language and Literacy*(Summer), 15-22.

…various sources converge in suggesting that ill-informed, ineffective reading instruction practices are the norm in our classrooms, and that these contrast sharply with the content and principles of structured language and literacy teaching

Code-based instruction is seldom the core, organizing principle of the language arts curriculum in the early grades.

WE KNOW HOW TO IMPROVE ELEMENTARY READING INTERVENTION PROGRAMS—**OBSESS**

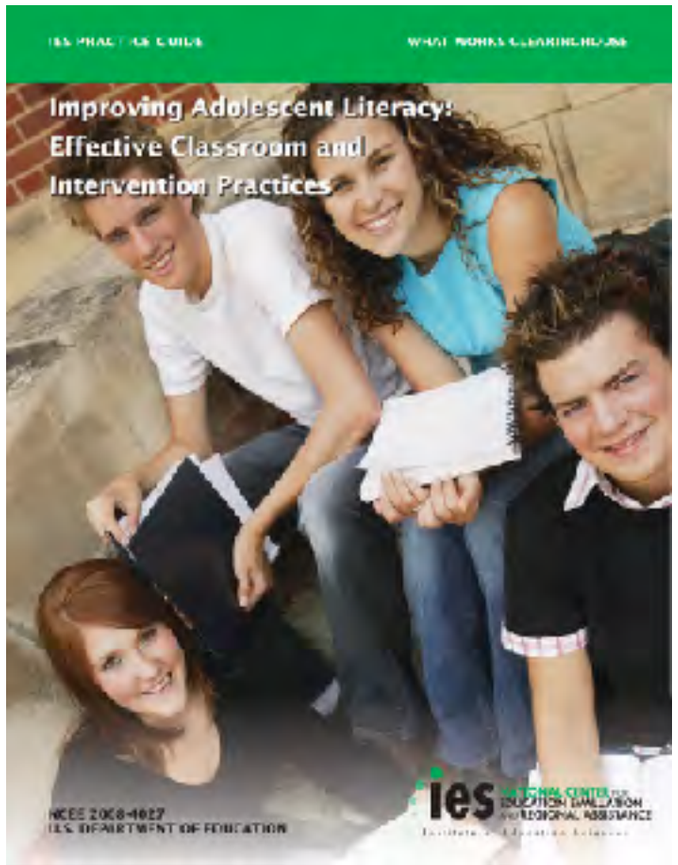


Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. Washington, DC: US Department of Education.

Table 2. Recommendations and corresponding levels of evidence

Recommendation	Level of evidence
1. *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.* Regularly monitor the progress of students at risk for developing reading disabilities.	**Moderate**
Tier 1 intervention/general education	
2. *Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.*	**Low**
Tier 2 intervention	
3. *Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.* Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	**Strong**
4. *Monitor the progress of tier 2 students at least once a month.* Use these data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan.	**Low**
Tier 3 intervention	
5. *Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).*	**Low**

WE KNOW HOW TO IMPROVE SECONDARY STUDENTS' READING OUTCOMES—**OBSESS**

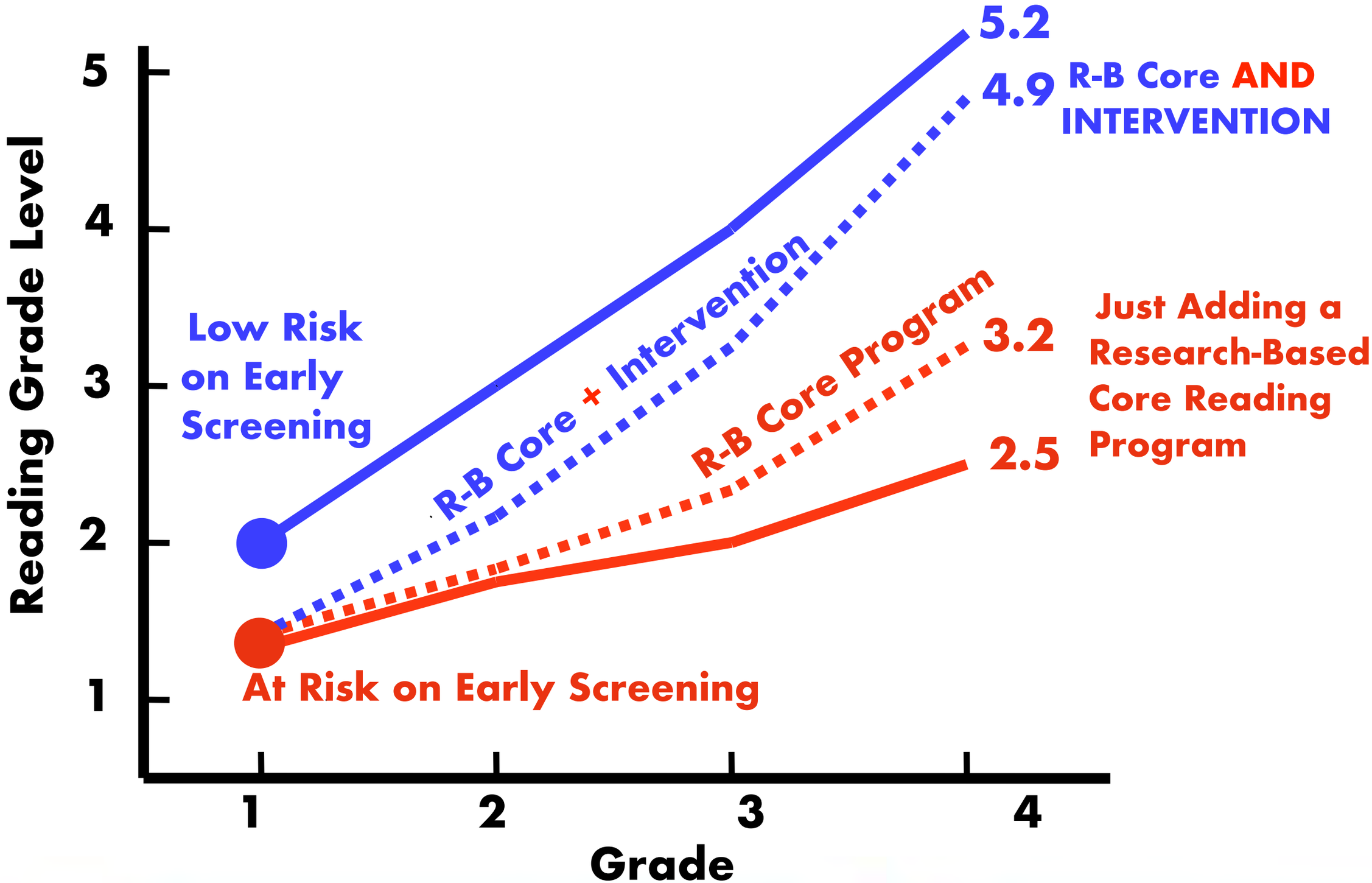


Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences,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

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

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

OBSESS ABOUT IMPROVING TIER 2 AND 3 INTERVENTION



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MTSS BIG IDEAS–MTSS

1. Is NOT What Many People Think It Is

2. Needs to Be Proactively Designed

3. Must Be Time, and Cost Efficient,…AND

   POWERFUL

4. Needs to FOCUS, Then OBSESS!

Before you go...

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BRANCHING MINDS