

Branching Minds **MTSS** Summit

Branching Forward: Setting Intentions for MTSS in the New Year

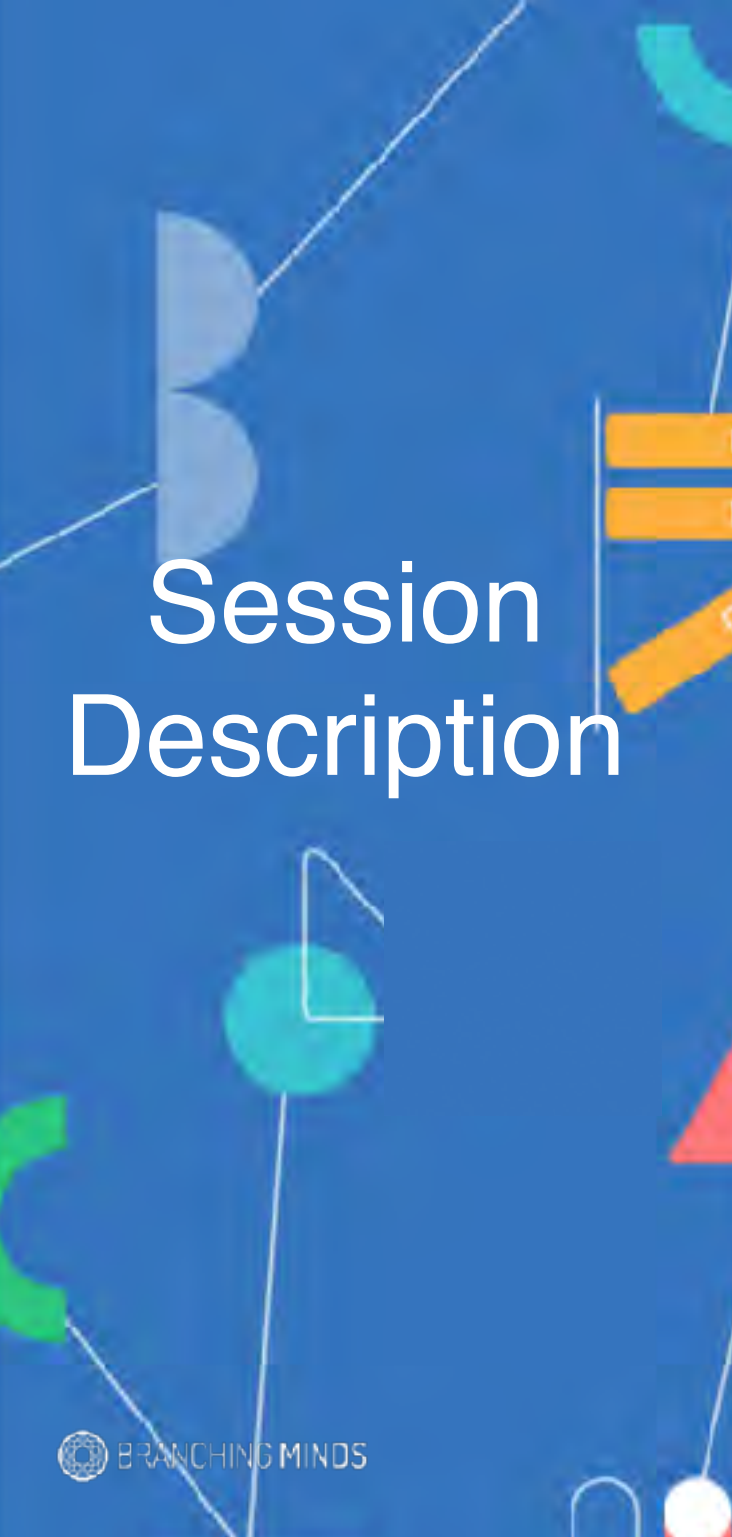
Secondary MTSS That Makes Sense

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Session Description

MTSS/RTI often doesn't make sense to secondary teachers and administrators. This session describes how secondary MTSS is different—from prevention for core content area instruction to screening and progress-monitoring practices—with attention to differentiating and intervening with students who need **TREATMENT** versus **SUPPORT** in content area instruction and/or behavioral.

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

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

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.

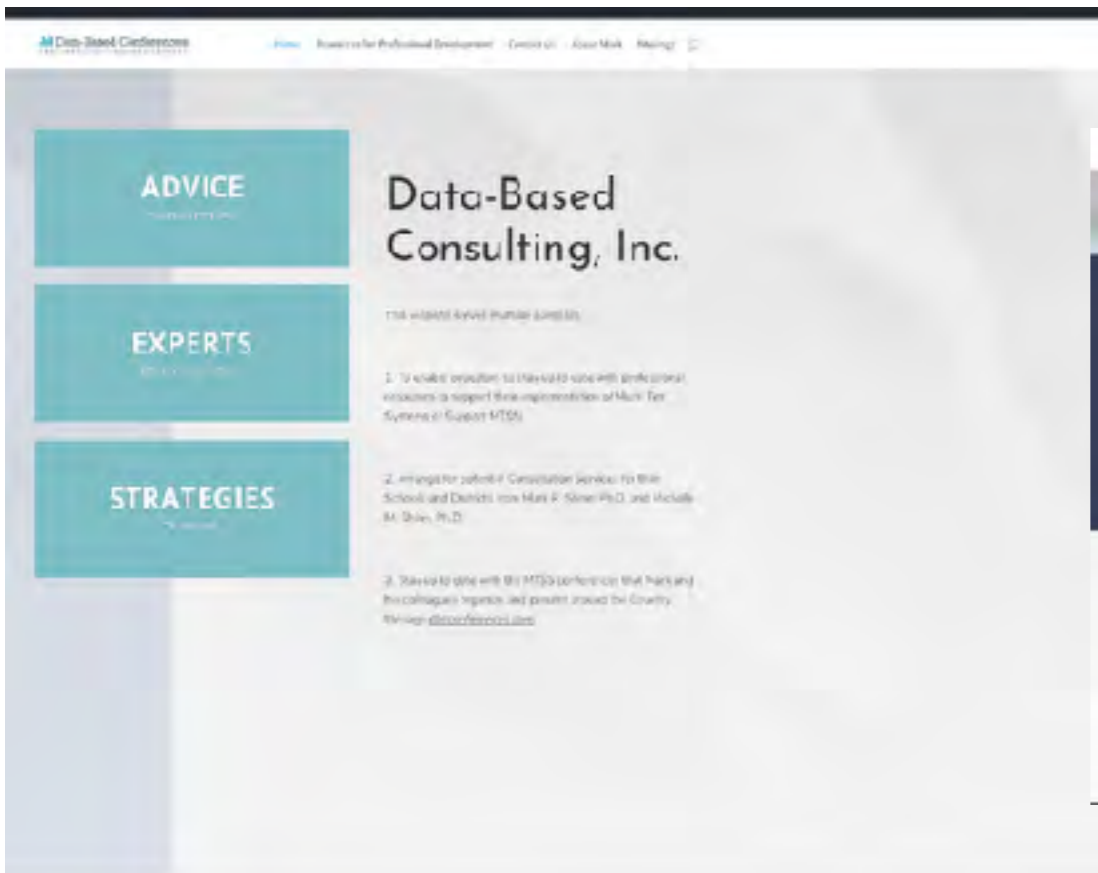
KEY READINGS I'VE SENT YOU

- Marchand-Martella, N. E., Martella, R. C., Modderman, S. L., Petersen, H., & Pan, S. (2013). *Key areas of effective adolescent literacy programs*. *Education and Treatment of Children*, 36, 161-184.
- Shinn, M. R. (2008). *RTI at the secondary level*. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Shinn, M.R., Windram, H., & Bollman, K. (2016). *Secondary applications of Rtl*. In S.R. Jimerson, M.K. Burns, and A. VanDerHeyen. *Handbook of Response to Intervention*. New York, NY. Springer.
- A List of Secondary Readings and Resources, Many of Which are Located on my Website, markshinn.org

KEY READINGS YOU CAN FIND ON LINE

- Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high school- A report to the Carnegie Corporation of New York. Retrieved from Washington, DC:
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. K. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide. In. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.
- Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., . . . Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Retrieved from Portsmouth, NH:

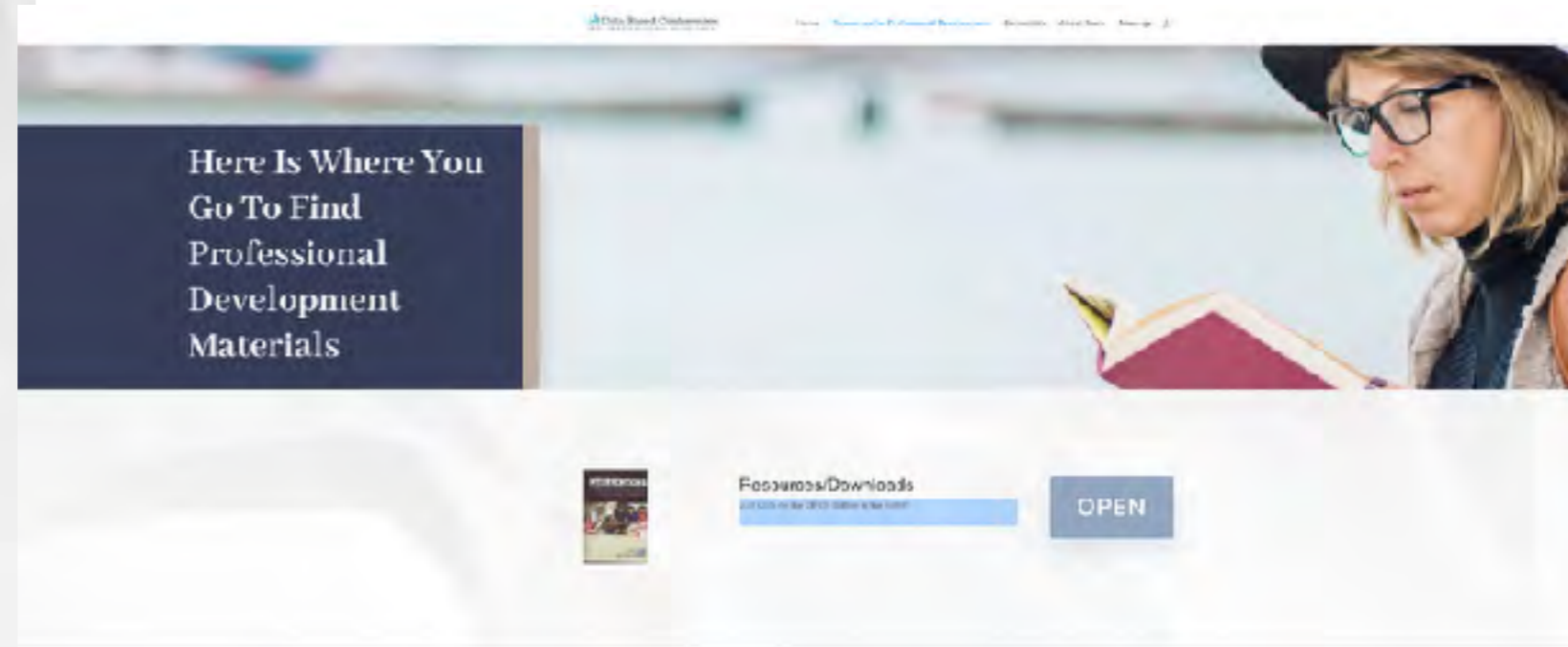
MORE RESOURCES AT MY WEBSITE



THE PROFESSIONAL DEVELOPMENT WRITER FOR
**Mark R. Shinn, PH.D. &
Michelle M. Shinn, PH.D.**

Practical and Research-Based Strategies to Support
Implementation of Multi-Tier Systems of Support/RTI

markshinn.org



Go to [Resources for Professional Development Page](#) and Hit the **OPEN** Button



SECONDARY BIG IDEA #1

1. Secondary MTSS Implementation Lags Behind Elementary...**For Good Reason. It** Has Been Pitched to Secondary Teachers and Administrators Poorly—**And Incorrectly**



SECONDARY BIG IDEA #2

2. We Must Clearly Articulate **WHO We "Serve"**—And Who We **DON'T**—**With a Powerful Moral Purpose**

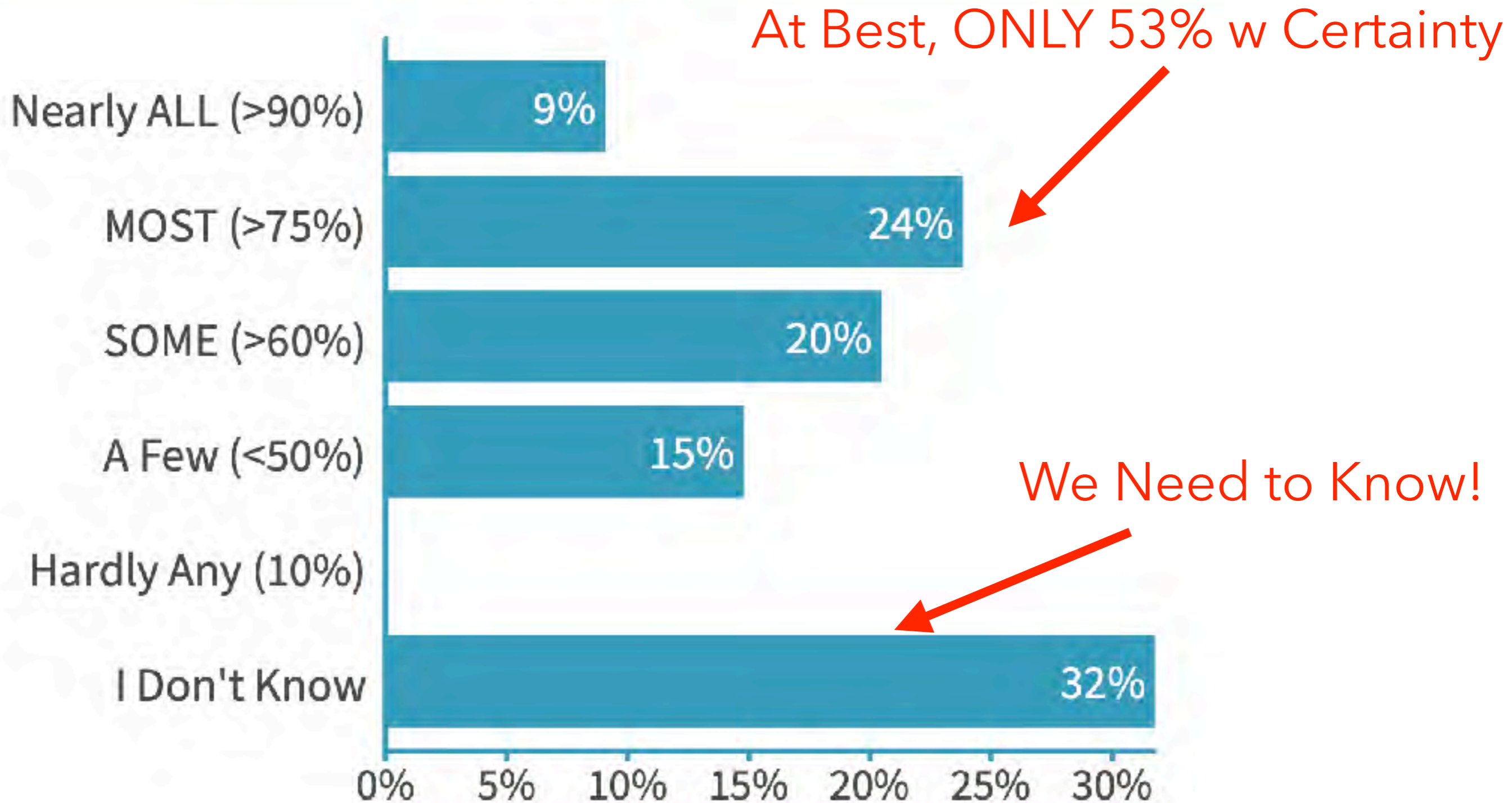
- **SOME** Students **STILL** Lack Even **Minimal Basic Skills Proficiency (MBSPP)**

These Students Need **TREATMENT (Powerful Basic Skills Intervention)**

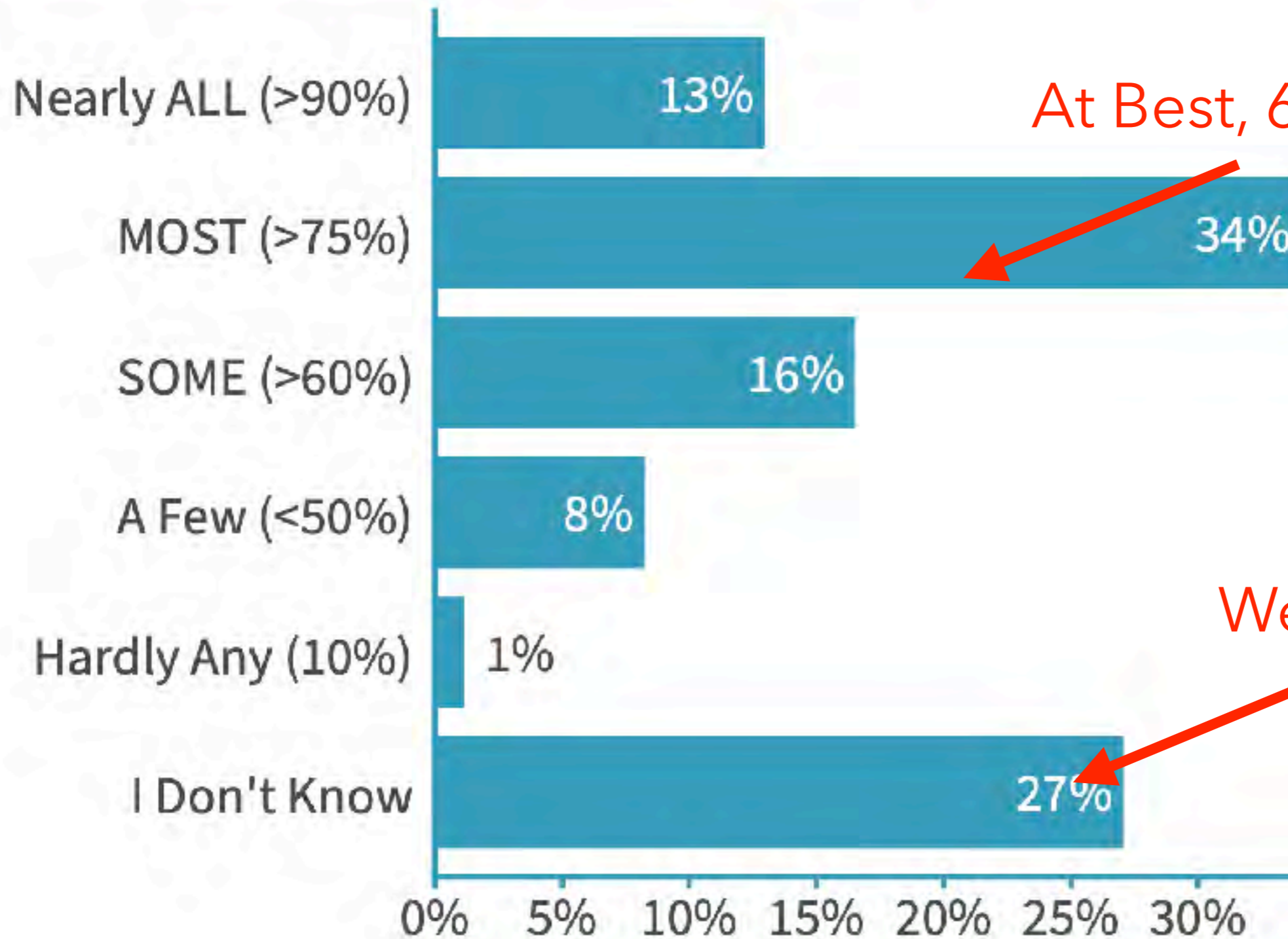
- **MANY** Students **Struggle in Content Area Classes**

These Students Need **SUPPORT in Content Area Classes**

My District's MS Language Arts Curriculum Prepares Students for HS to Navigate Complex Text and Write with Evidence



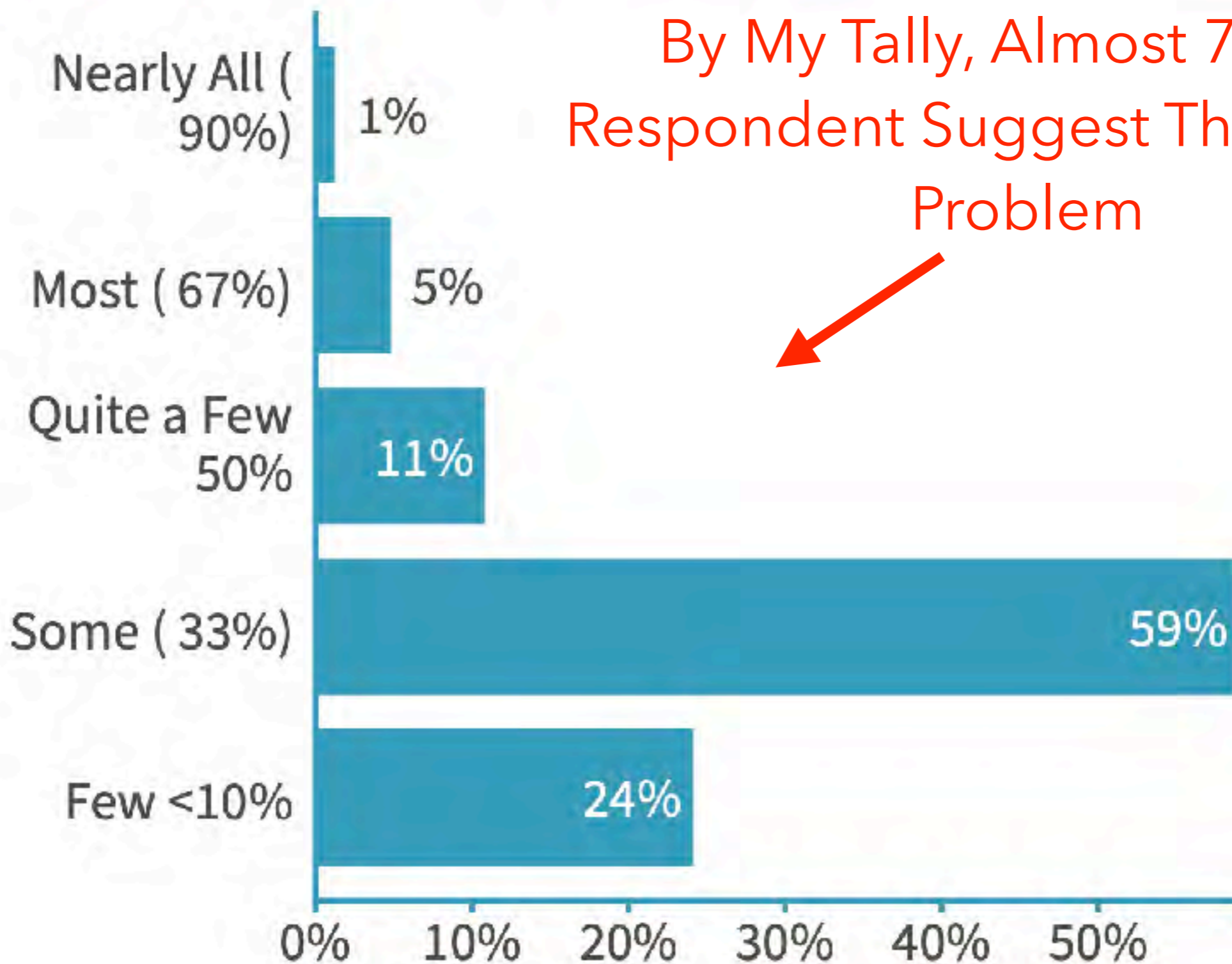
My District's HS LA Curriculum Prepares Students for College/Employment



At Best, 63% w Certainty

We Need to Know!

% of Our Secondary Students Who Struggle (Ds or Fs) With at Least 1 Content Class



By My Tally, Almost 76% of Respondent Suggest This is a Big Problem





SECONDARY BIG IDEA #3

3. Once We Identify **WHO We "Serve"**—We Have a **Clearer Pathway** in Determining **HOW We Serve Them**
 - We Provide the **TREATMENT** (Intensive Basic Skills Interventions)
Some Students Still Need
 - **As Soon** as Possible,
 - **As Long As Necessary** and...
 - We Provide the **SUPPORT** for **ALL Students** by
 - Increasing the Use of High Leverage, Research-Based Instructional Practices
 - Teacher Prep Programs Fail to Provide



BIG IDEA # 4 LEADERSHIP IS REQUIRED

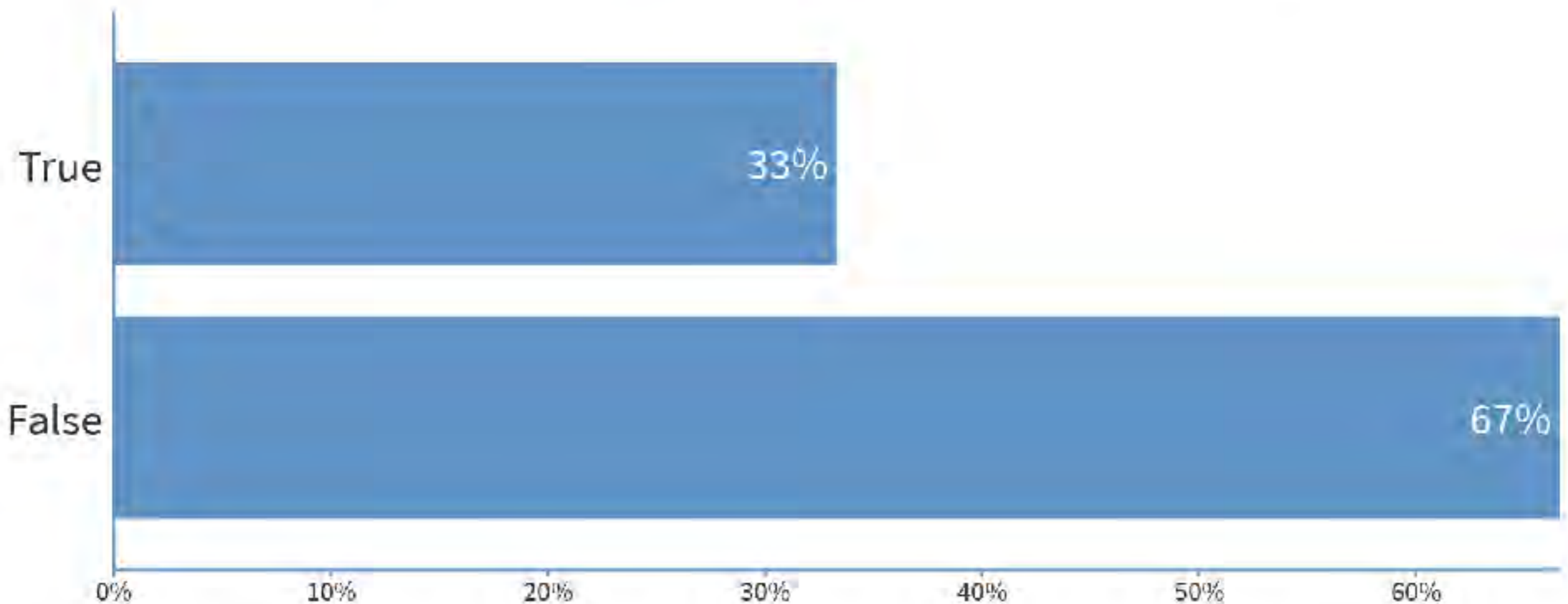
4. A **SHARED VISION** by School Administrators **AND** Directors of Special Education



SHARED VISION?

Data-Based Conferences
MULTI-MULTI-PROFESSIONAL DEVELOPMENT

Our MS and HS General Education and Special Education Administrators Have a "Shared Vision" About What MTSS Looks Like

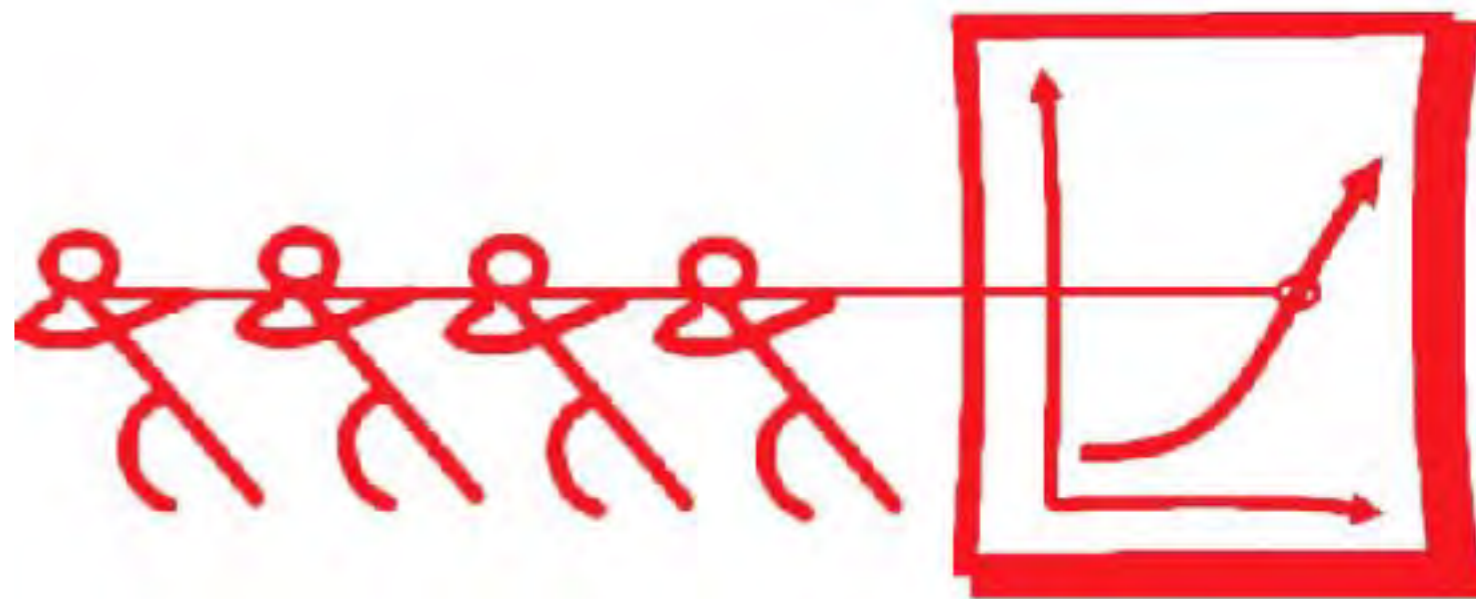




BIG IDEAS TOGETHER...

1. Secondary MTSS Implementation Lags Behind Elementary...**For Good Reason. It** Has Been Pitched to Secondary Teachers and Administrators Poorly—**And Incorrectly**
2. First, We Must Identify **WHO We "TREAT"** (Treat) Who We "SUPPORT"—**With a Powerful Moral Purpose**
3. **THEN,** We Can Create the **Pathway** to **HOW We Serve Them**
4. **LEADERSHIP IS REQUIRED!**

**SOME STUDENTS STILL LACK
EVEN MINIMUM BASIC SKILLS
PROFICIENCY (MBSP)!**



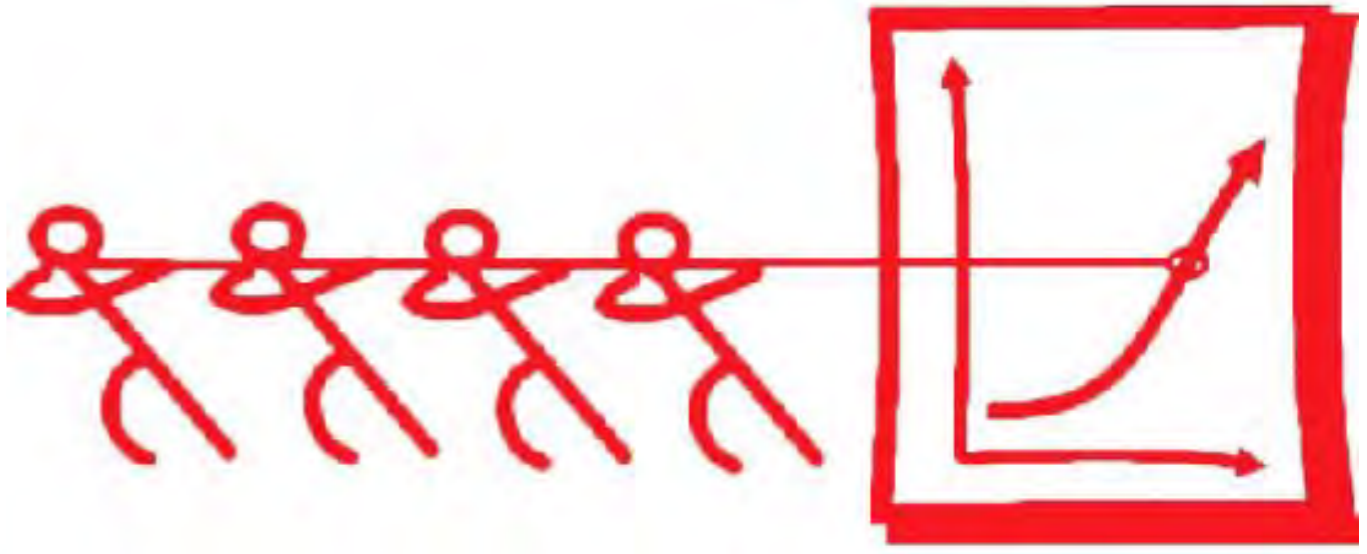
WHAT WOULD THIS STUDENT RECEIVE IN YOUR HIGH SCHOOL?

- Help with Homework?
- Re-Teaching?
- Extended Time?
- Modified Grades?
- Co-Teaching of Content Classes?
- An Intensive Direct Instruction Basic Skills Reading Program Intervention?

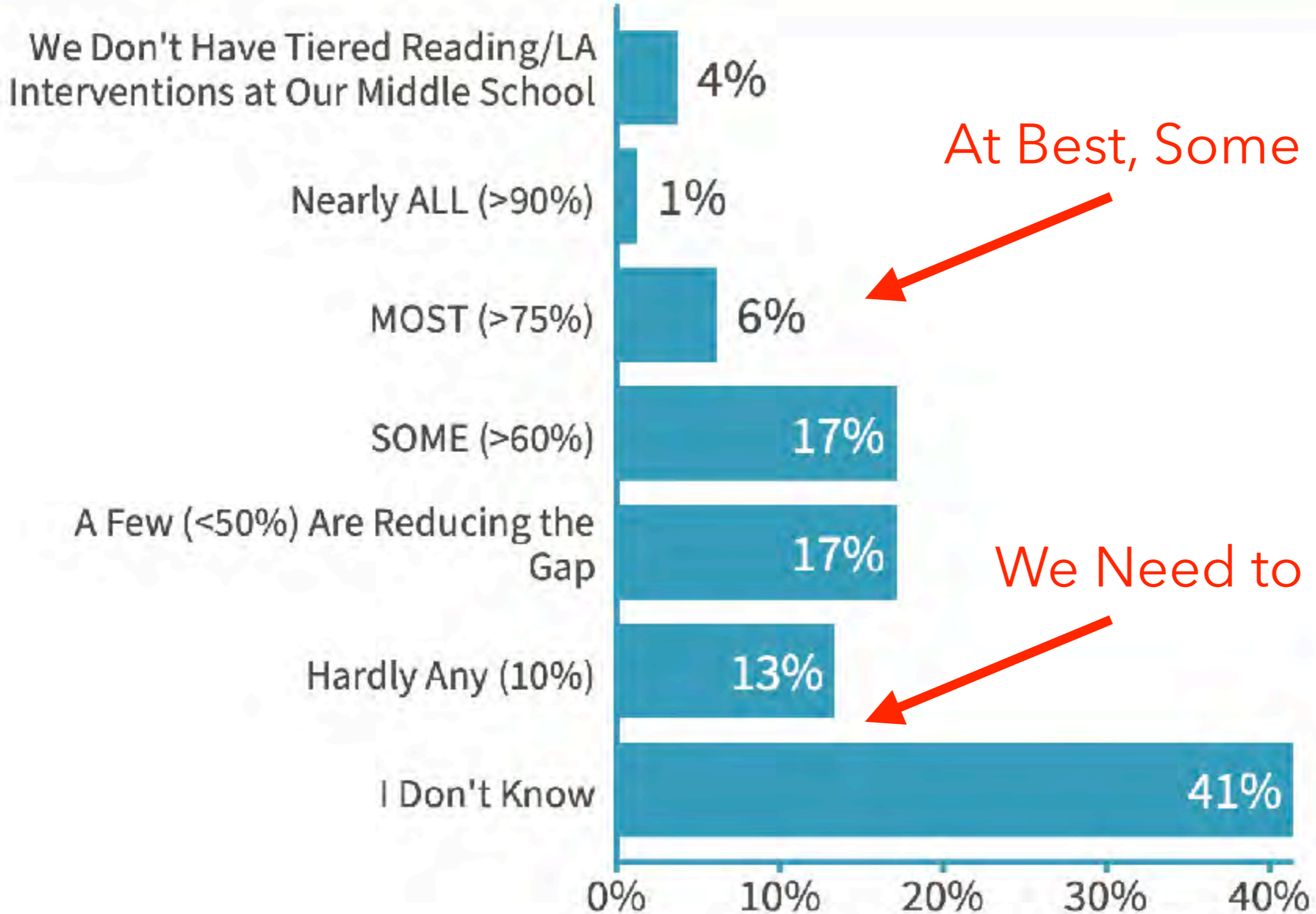
MTSS SHOULD ENABLE THIS...

- Intensive, Comprehensive Reading and Research-Based PROGRAM, with Attention to Multi-Syllabic Words and Word Knowledge, at least 75 minutes per day.
- Additional Language Intervention, Especially Vocabulary
- A Behavior Support Plan Emphasizing Effort and Motivation
- Extensive “Coached Reading Practice” with Corrective Feedback
- Extensive Wide Reading of Suitable Difficulty Materials, Inside and Outside of School
- Weekly Progress Monitoring Using CBM with Goal That Reduces the GAP
- Supported by General Education Teaching Practices That Enhance Content Area Learning...for All (SOLID R-B Curriculum and Content Learning Continuum; CLC; SIM)

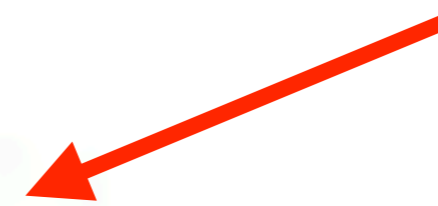
DO OUR CURRENT EFFORTS PROVIDE THESE STUDENTS THE MBSP THEY NEED?



Our MS Tier 2 and Tier 3 Reading Interventions "Reduce the Gap"



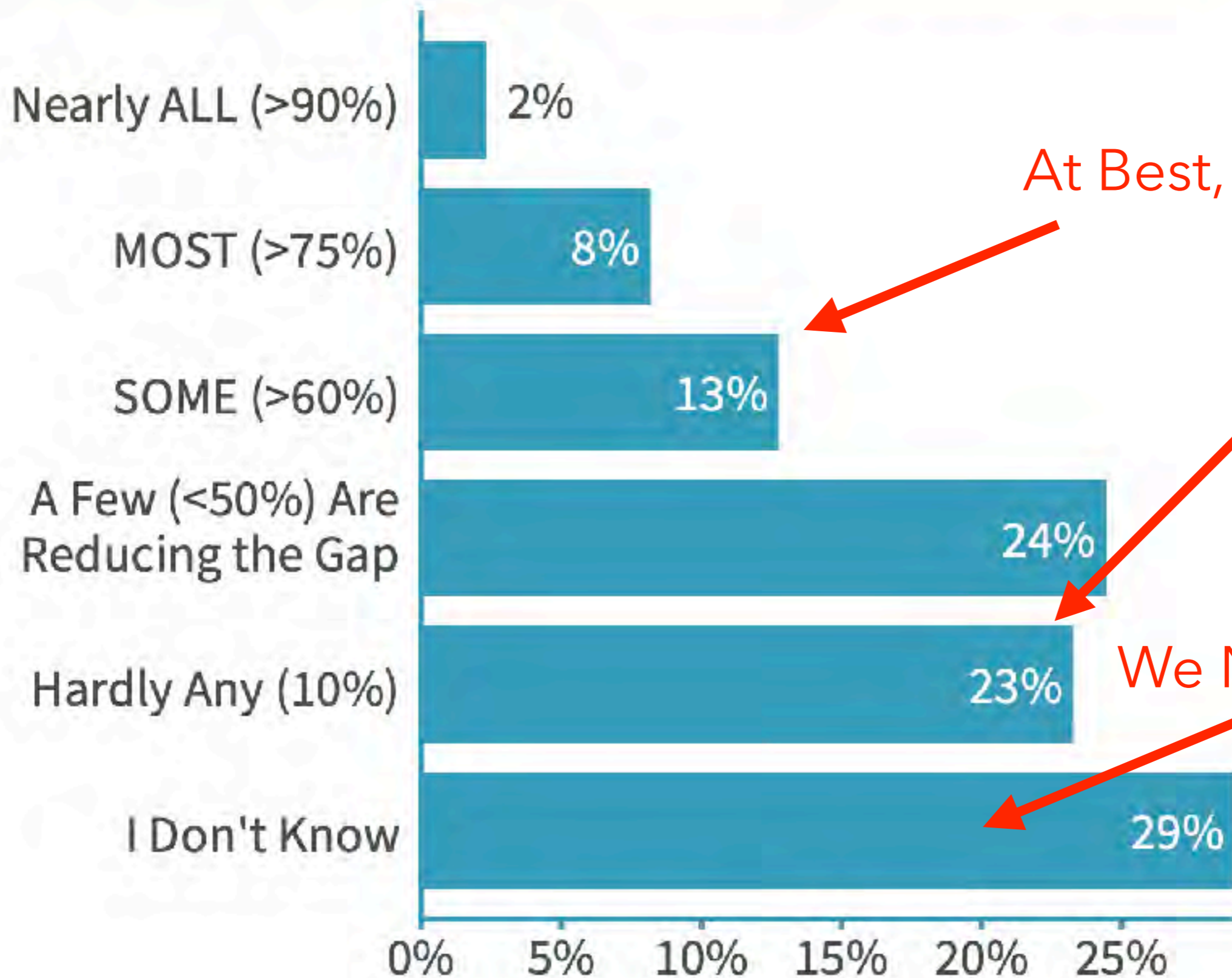
At Best, Some or a Few



We Need to Know!



Our MS SLD Reading Interventions "Reduce the Gap"

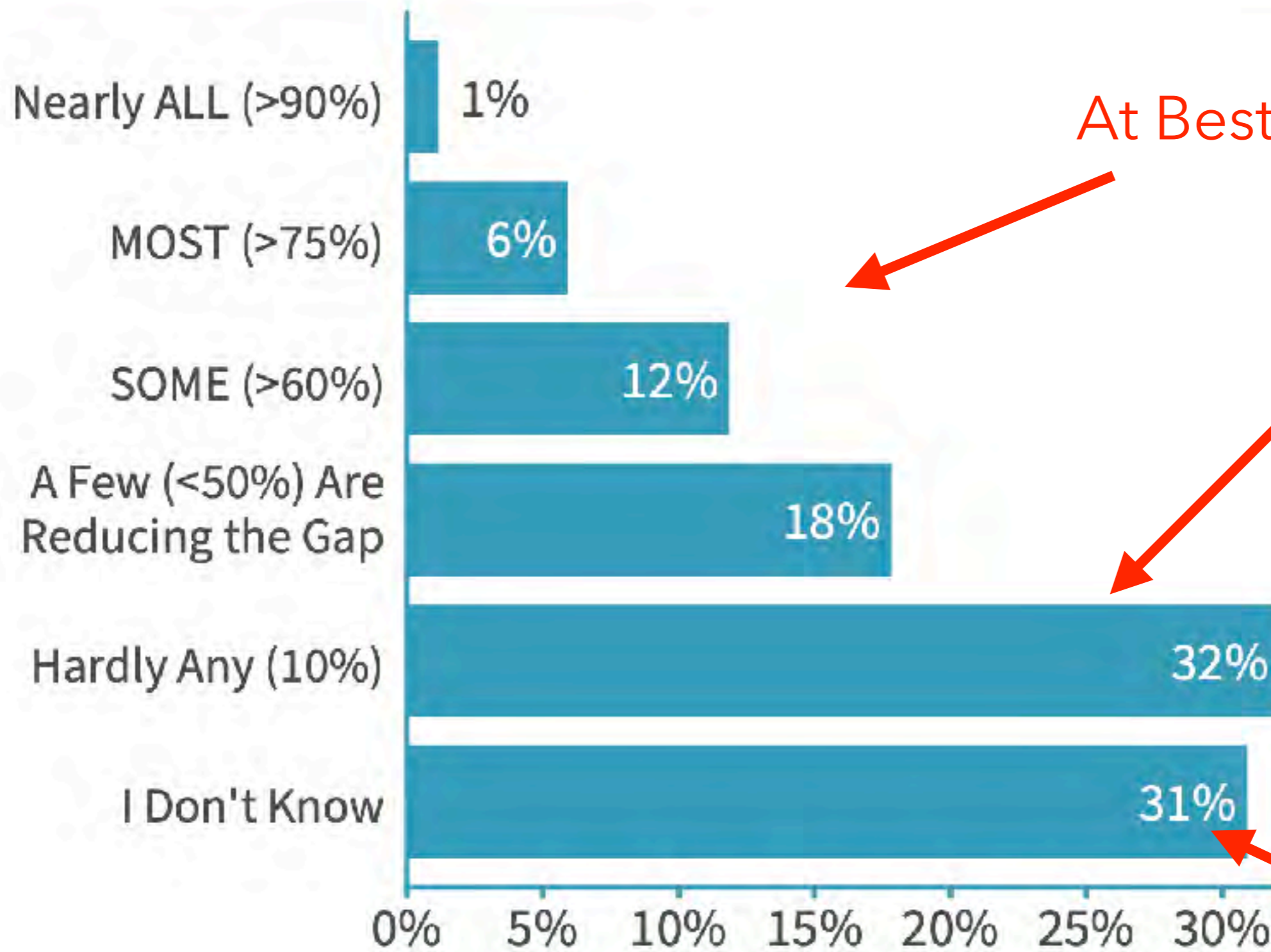


At Best, 23%

Alarming!

We Need to Know

Our Secondary SLD Reading Interventions "Reduce the Gap"

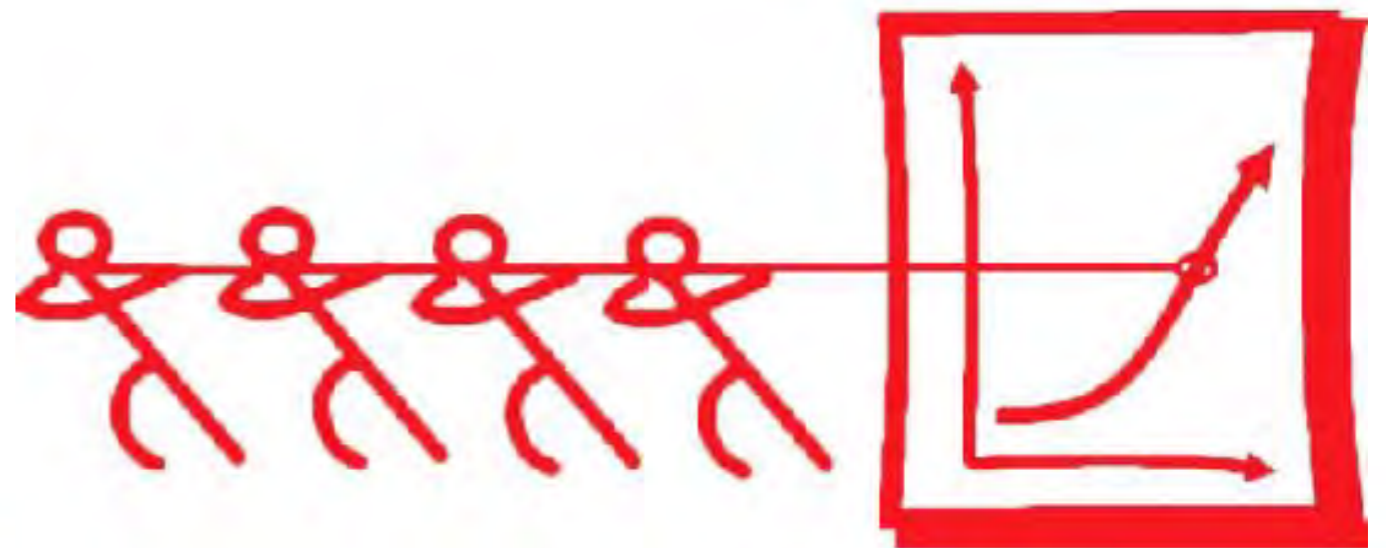


At Best, 19%

Alarming!

We Need to Know!

LEADERS MUST ESTABLISH A CLEAR VISION OF WHAT MTSS IS (AND ISN'T)



ENSURE UNDERSTANDING

Is MTSS or Rtl?

Is **RTI** as in **SLD** Identification/Eligibility—and **Hoop Jumping**?

EXPECT LITTLE GE TEACHER INTEREST

Is **RTI** or **MTSS** as a **General Education System** to Provide **Coordinated Early Intervention** and **Provide Support for Students AND STAFF**?

EXPECT *SOME* GE TEACHER INTEREST

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

A SHARED VISION OF MTSS AND ITS RELATIONSHIP TO SPECIAL EDUCATION BY GENERAL EDUCATION AND SPECIAL EDUCATION ADMINISTRATORS



SHARED VISION—TREAT AND SUPPORT

Content Area Courses

Tier 2, 3 or Special Education

Student Doing Poorly in Social Studies

Below
MINIMUM
Basic Skill
Proficiency
(MBSP)

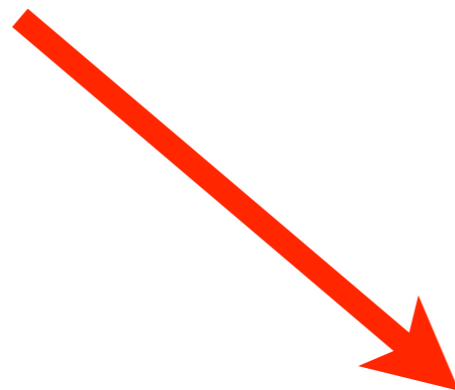


Intensive
Basic Skills
Intervention

TREAT

General Education

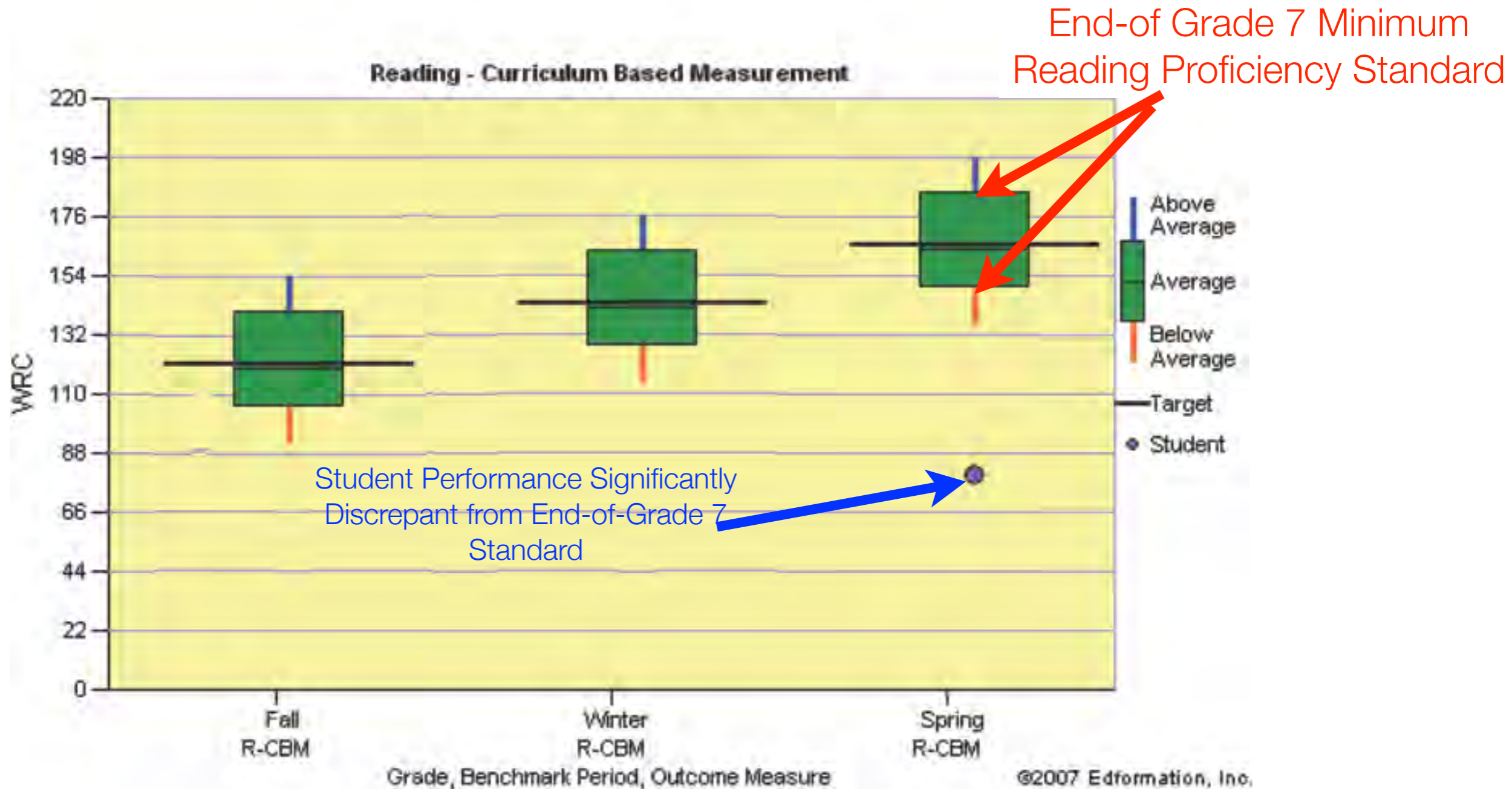
Above MBSP



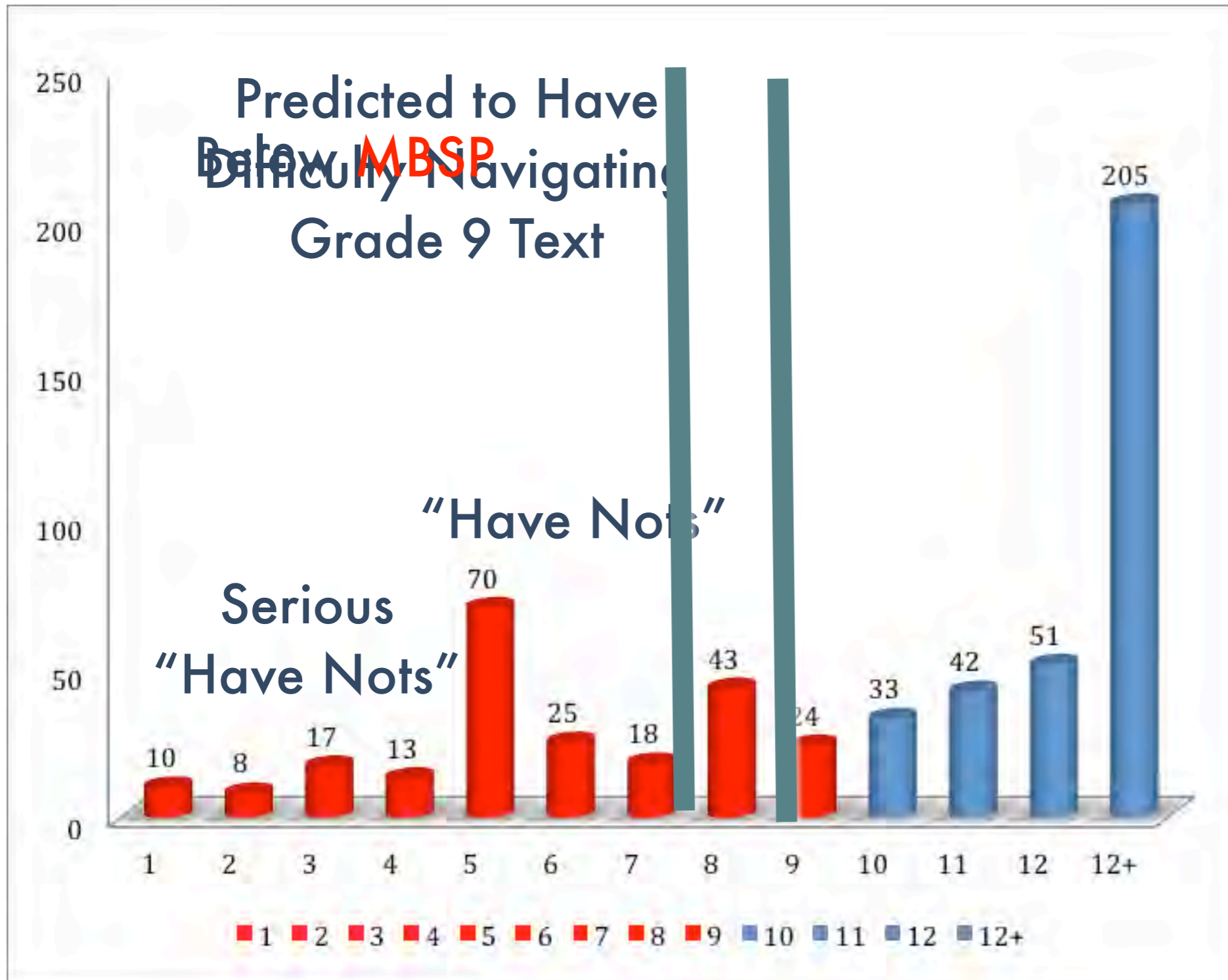
Content
Area Support
(e.g., CLC /
SIM)

SUPPORT

STUDENTS BELOW MBSP REQUIRE BASIC SKILLS INTERVENTION



UNDERSTAND SEVERITY OF STUDENT'S NEEDS



COMMIT TO SCHEDULED AND
POWERFUL INTERVENTION!



EXAMPLES OF POWERFUL INTERVENTION PROGRAMS

Tier 2



Reading Mastery (MGE)
Language LIVE! (Cambium)
Read Well (Cambium)
REWARDS (Cambium)
FLEX Literacy (MGE)

REWARDS + (Science and Social Studies; Cambium)

SIM (Strategic Instruction Model)

Read to Achieve (MHE)

"New" Read 180 (Scholastic)

Fusion (MHE)

FLEX Literacy (MHE)

Tier 3



Corrective Reading (MGE)

Language LIVE! (Cambium)

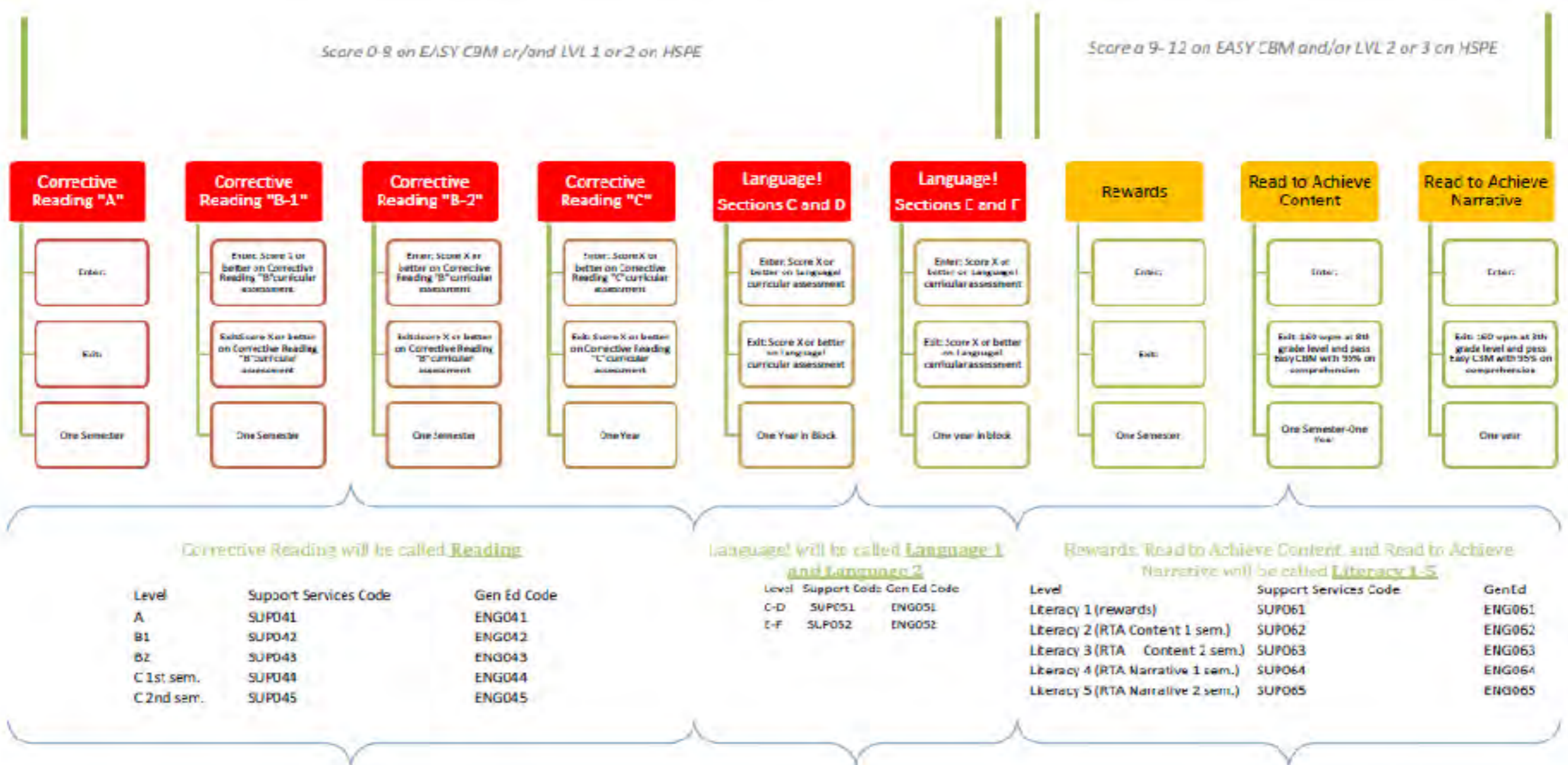
REACH (MHE; CR + Spelling Through Morphographs + Reasoning and Writing)

FLEX Literacy (MHE)

Read 180 if Students Are Not Severely Discrepant in Word Reading

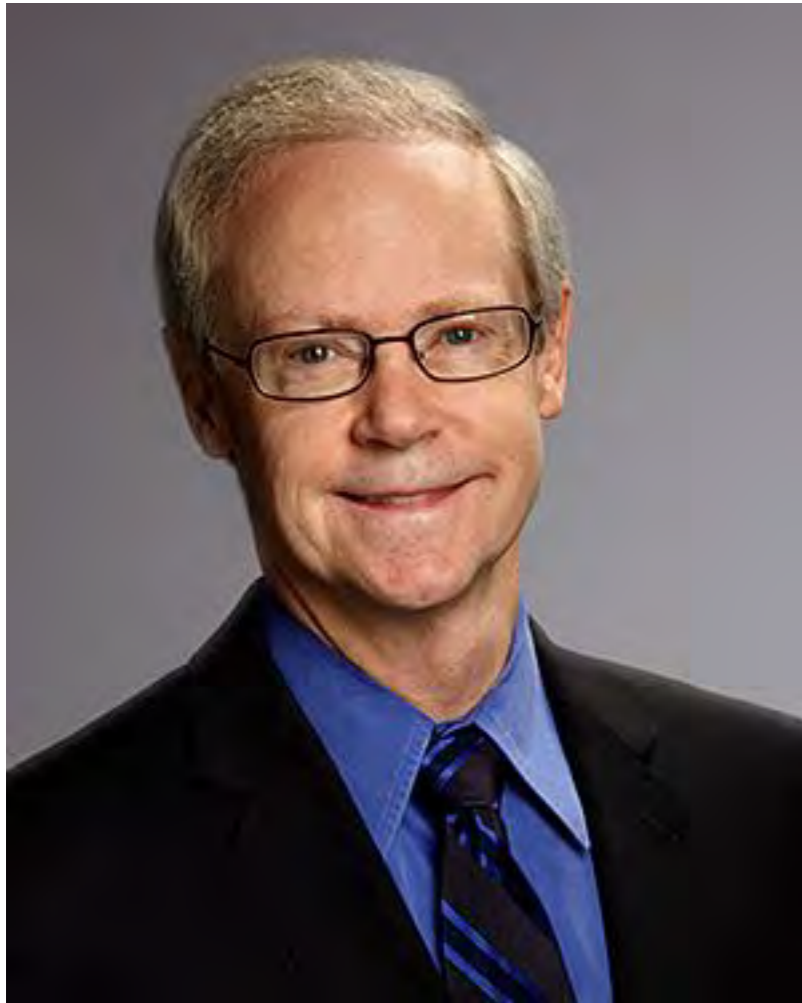
Don't Rely Too Heavily on Computer-Based Programs If Students Lack Basic Reading Skills/Attention Except to Increase Practice and Reading

LEADERS KNOW HOW TO DELIVER POWERFUL INTERVENTIONS! SCHEDULE THEM!!!!



Wayne Callender, Copyright 2011

SOME LESSONS I'VE HAD TO LEARN ABOUT MYSELF AS A CONTENT AREA TEACHER



Sage Wisdom From Dr. Randy Sprick

On Any Given Day, I Must Teach with the Understanding that 25%-33% of My Students Don't Want to Be There!

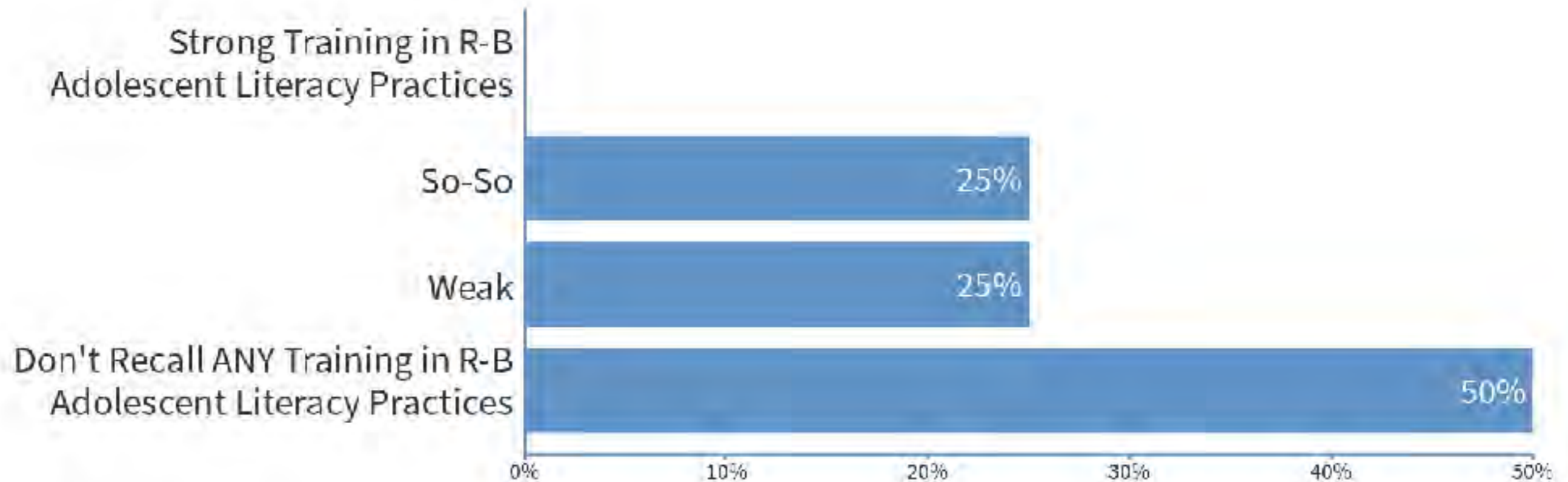
I Shouldn't Confuse My Efforts with My Effectiveness! Hey, Nobody Trained Me!

Don't Tell Me! Show Me!

COMMIT TO PROFESSIONAL LEARNING AND COACHING TO HELP US ALL ADD INSTRUCTIONAL SUPPORTS

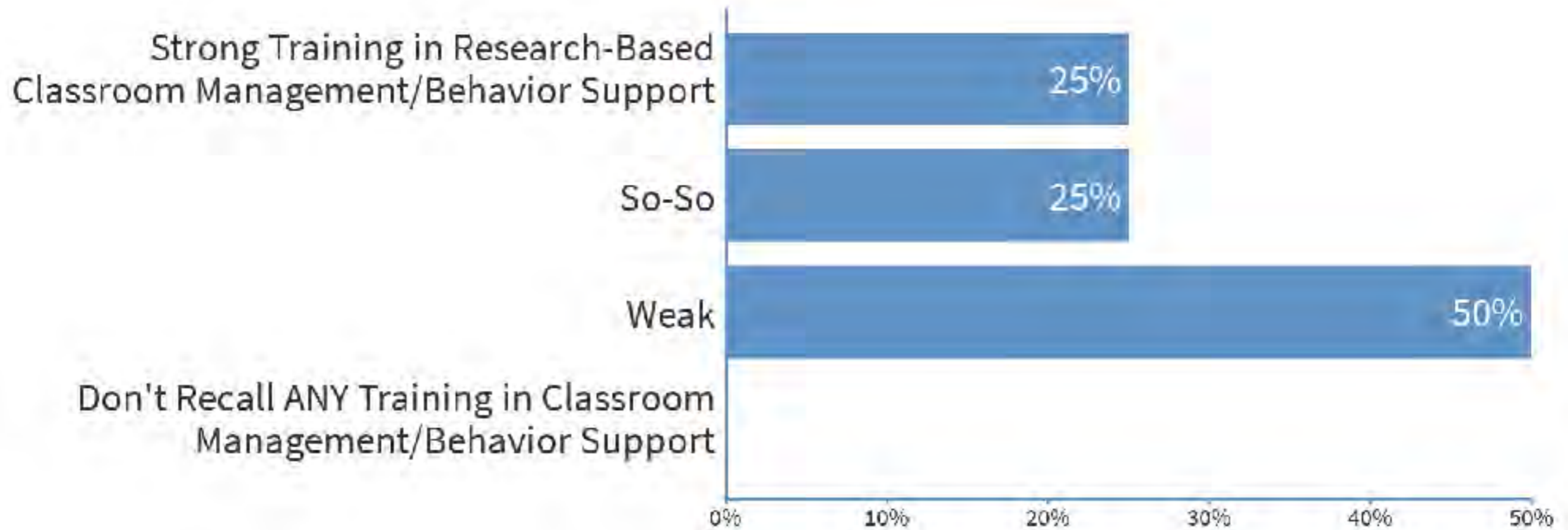


How Well Did My Preservice Teacher Education Program Prepare Me in Research-Based Practices to Support Students Navigating Complex Text and Writing with Evidence?



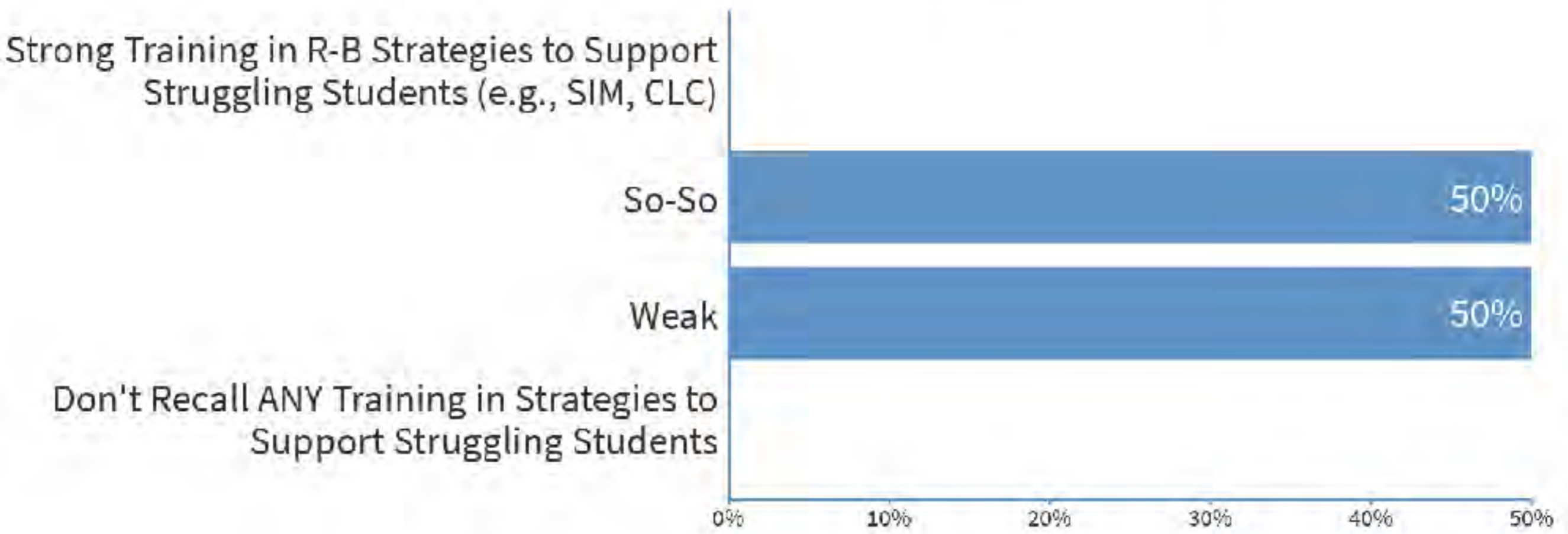
Total Results: 4

How Well Did My Preservice Teacher Education Program Prepare Me Managing a Classroom, Especially Students with Challenging Behavior(s)?



Total Results: 4

How Well Did My Preservice Teacher Education Program Prepare Me in Research-Based Strategies to Support Academically Struggling Students



Total Results: 4

ESTABLISH A VISION OF WHAT IT “LOOKS LIKE”



Mark's Secondary MTSS Vision

1. **ALL Staff** Have a **Clear Understanding** of
 1. What **MTSS Is** and **Isn't**
 2. What **RTI Is** and **Isn't**
2. Decisions About **WHO** Receives **MTSS** and **SE Intervention** is Driven by a **Clearly Articulated and Socially Valid Model**
3. Schools Have a **Safe, Civil, Environment** Conducive to Learning by **Effective Behavior Support School- AND Class-wide, and Across Tiers, With Additional Attention to Tardies, Suspension**
4. **Schools Use an Early Warning System to Identify Students At Risk**
5. **CORE (Tier 1) Language Arts Curriculum is Appropriately Intensive Using R-B Program At Least Grades 6-9** So Students Use Reading as a Tool to Navigate Complex Text

Mark's Secondary MTSS Vision

6. Basic Skills Screening is in Place with
 - Benchmarking (3x) in Grade 6
 - Shifting to Universal Screening (1x) in Grades 7-8 with a Focus on End-of Year Data
 - Shifting to Individual Screening in HS
7. Powerful Tier 2 and 3 Interventions are Delivered EARLY, Regardless of Credit Consequences and if Electives Are Exhausted, a Clear Credit Recovery Pathway is Provided
8. Basic Skills Progress Monitoring is in Place at Tiers 2 and 3

A Secondary Vision Continued

9. Testing of ALL Students, Especially Multiple Screening and Diagnosis (Instructional Planning) is Reduced Significantly
10. Special Education Decision Making, Including Eligibility, Uses RTI with a Focus on Remediating Severe Basic Skill Deficits and Provision of Powerful Direction Instruction Using R-B Interventions
11. SE Writes IEP Goals and Monitors Progress Using R-B Strategies Like CBM
12. SE Provides Powerful Basic Skills Intervention(s) Using R-B PROGRAMS!

A Secondary Vision Continued

13. Professional Development Focuses on **Improving General Education Content Teaching Skills** with Supported by **Coaching** for:

- Vocabulary Aligned to Academic Word Lists
- Comprehension Strategies
- **Quality** Paper and Electronic **Syllabi** in a **Consistent Format** with **Websites Across Teachers**;
- **Consistent Note-Taking Strategy** Across **Classes**
- **High Quality Grading**;
- **Training** and **Coaching** In **Content Literacy Continuum (CLC)** and/or **Strategic Instruction Model (SIM)**
- Teaching from a **Big Ideas Focus**
- Evidence-Based Strategies to **Increase Engagement**

A Secondary Vision Continued

14. School Psychologists and Other Related Services Do **Minimal Testing** and
 - Provide **Research-Based Mental Health Intervention(s)** Using **Manualized Cognitive Behavior Therapy** Methods
 - Contribute to **School-Wide** and **Class Behavior Support**
 - Contribute to **Data-Based Decision Making** and a **District/School Assessment Plan**, from Screening, Progress Monitoring, and Special Education Decision Making
 - Contribute to **Professional Development Through Coaching** in **High Leverage Teaching Practices**
15. **3-Year Re-Evaluations** Are Based on **BENEFIT** From and **NEED** For, Special Education **Rather Than Just Eligibility**, With **Attention to Evaluation of Transition Plans**



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Before you
go...



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