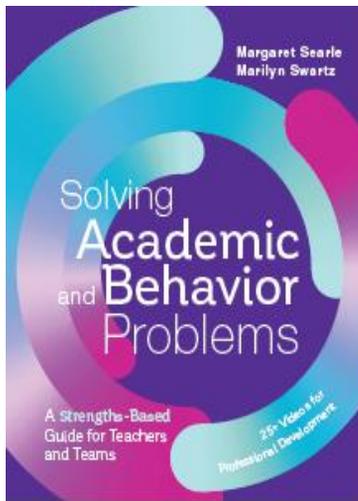


Developing Common Understandings Of The RTI/MTSS Process

RTI/MTSS Coach's Training



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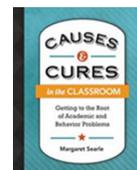
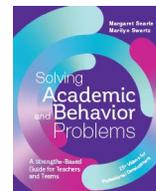
419-874-9505

1

Outcomes: Lesson 1 – What is RTI/MTSS?

The Big Picture

- Explore the three components of RTI/MTSS (remote and face-to-face).
 - Assessment
 - Tiers
 - Problem Solving



2



Lesson 1 Anticipation Guide: What Is RTI/MTSS?

Directions: Before viewing the video and doing the readings write true or false, based on your current information, in the “before” section. After completing the module, use the “after” column to change or confirm your original answers. Part of our live discussions will be sharing your new insights

Question	Pre True/False	Post True/False
1. The purpose of testing in RTI/MTSS is to check progress, give feedback and know what types of instructional adjustments to make.		
2. Tier one includes all students.		
3. Tier two intervention is generally done by the classroom teacher.		
4. All tier three students are also tier two students.		
5. The purpose of RTI/MTSS is to place students in special education.		
6. Special ed teachers deliver all tier three services.		
7. 50% of tier two and three instruction is used to frontload on-grade level material.		
8. MTSS cannot be done in a remote learning environment.		
9. Students must qualify through formal testing before receiving tier 2 and 3 intervention.		
10. RTI/MTSS team problem-solving process begins after tier one and two instruction/interventions have been tried and found to be ineffective.		

3

Lesson 1 Note-taking and Reflections: What Does RTI/MTSS Look Like?

Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.



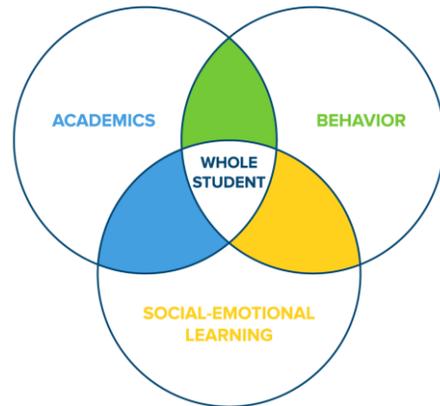
Video 1: Overview of the RTI/MTSS process 1. 2. 3.	Video 1: Questions or reflections
Reading 1: What is executive function pp. 8- 11 1. 2. 3.	Reading 1: Questions or reflections



4

RTI/MTSS

- ▶ A system of instruction and intervention that allows a school to respond quickly to student needs.



5

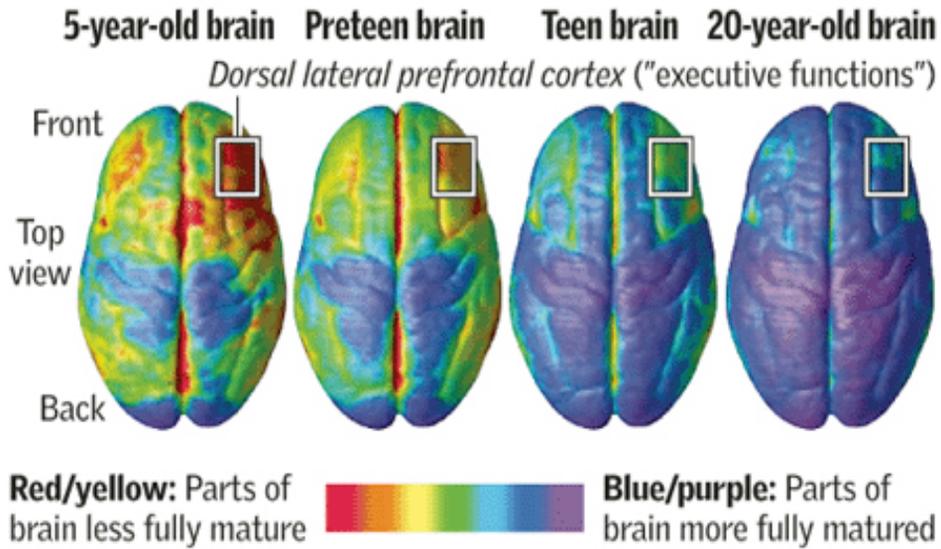
Research Shows that...



Schools that consistently focus on executive function and social emotional outcomes demonstrate improvement in behavior, attendance, and higher performance in all academic areas

(Duriak, 2011).

6



Sources: National Institute of Mental Health;
Paul Thompson, Ph.D., UCLA Laboratory of
Neuro Imaging

Thomas McKay | The Denver Post

7



8



Attention and Focusing

- Know what to focus on
- Sustain attention
- Transition attention

Impulse Control

- Manage feelings, actions and emotions
- Recognize emotions and why you feel this way
- Know how to shift emotions

Memory

- Take in information accurately
- Process efficiently
- Store and retrieve information

Problem Solving

- Break big tasks down into manageable parts
- Visualize an action plan
- Feel a sense of urgency
- Assess goals.

Organization

- Sort and classify ideas and materials
- See patterns
- Establish priorities
- Estimate time
- Self monitoring

Self-monitoring

- Visualize a goal
- Assess how close you are to the goal
- Monitor growth
- Know strategies that work for you

9

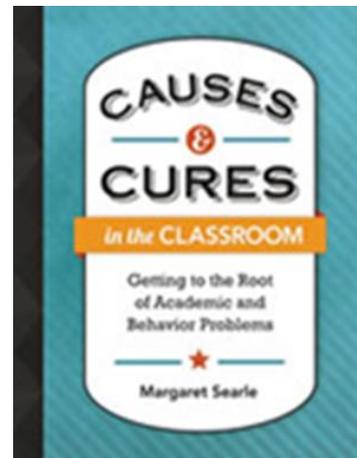
In remote learning it is critical to maintain personal connections for quality learning.



Students need to feel safe, welcome and be SEEN by the teachers and peers through live interactions and personalized feedback.

10

We have included an excerpt from the Causes and Cures book in your readings giving an overview of the maturation of executive function skills.
Pages 8 - 10



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RTI/MTSS Has Three Major Components



A Quality Assessment System

A Systematic Problem-Solving Protocol

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Critical Points

Tier 1

- ✓ All students receive differentiated instruction

Tier 2 –

- ✓ All students participate in Tier 1 differentiated instruction
- ✓ Intervention builds upon the Tier 1 differentiated instruction
- ✓ Intervention is delivered in the general education classroom
- ✓ Intervention can be provided by the general education teacher

Tier 3

- ✓ Does not replace the instruction at Tier 1
- ✓ Do not need to be disabled to receive instruction
- ✓ Only a portion of students may require special education



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What Should Tier I look like?



- ▶ No more than 35% of the class time should be large group instruction (teacher talk).
- ▶ 65% of class should be **active engagement** for every student.
- ▶ Large group instruction should be **interactive and paced** to match brain-research for maximum learning.



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What Does Research Say?

Age Group	Focus On A Passive Task (Listening or viewing) Eric Jensen, Learning Brain Expo	How long They Can Stay Focused On An Active Task	How Long They Can Work Per Day (Remotely- all subjects together)
Elementary	Age plus or minus 2	Age x 2 - 5 minutes	1-2 hours per day
Middle School	Age plus or minus 2	Age x 2 - 5 minutes	2-3 hours per day
High School	Age plus or minus 2	Age x 2 - 5 minutes	3-4 hours per day

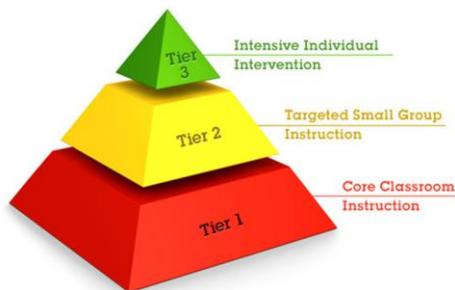


Dr. Collette Poole-Boykin,
Yale New Haven Hospital



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RTI/MTSS Remote: What Should It Look Like?



- Options for RTI/MTSS plans.
- Safe and welcoming environments for remote learning.
- Meeting academic and SEL/executive function needs.

• Structuring tier 2 and 3 interventions.

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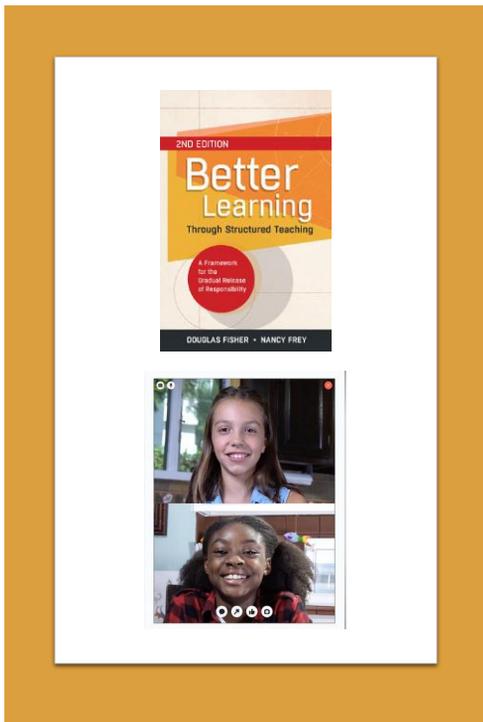
Tier 2 and 3 - Double Dose Of Instruction

I do, we do, you do

- “I do” is **modeling** with a think-aloud, not just explaining.
- Remotely this can be done with
 - Pre-recorded video
 - Live zoom with a teacher
 - Recorded or live demo by a peer



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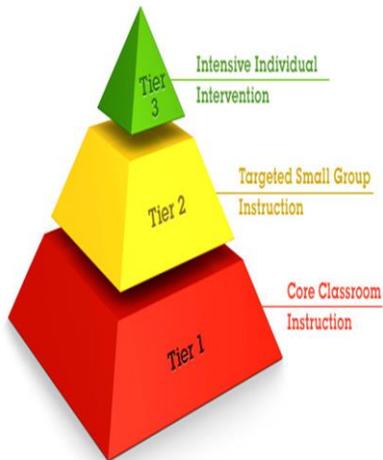
Tier 2 and 3 - Double Dose

We do, you do

- Virtual meeting so teacher can observe and give feedback.
- Teacher should not answer questions, only **ask guiding questions**
- What makes it powerful is that practice includes articulating what I know.

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Tier 2 and 3 - Double Dose Of Instruction



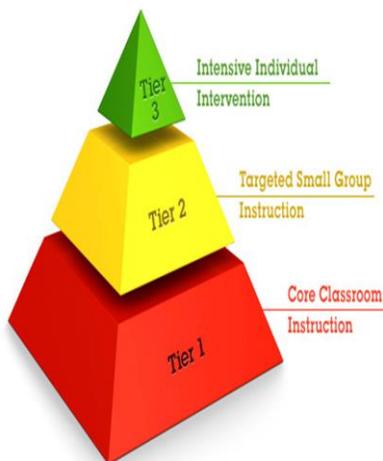
1. Focus on one skill the group of students need.

“I do, we do, you do”

- Tier 2: 50 - 100 min. per week
- Tier 3: 100 – 300 min. per week

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Tier 2 and 3 - Double Dose Of Instruction



For Tier 2 and 3

- 50% work on missing prerequisite skills
- 50% work on **frontloading** or practicing skills needed for on-grade level work

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MTSS Assessment Types



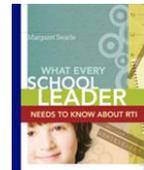
- Universal



- Diagnostic



- Progress monitoring



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Data Helps You Know Your Students...



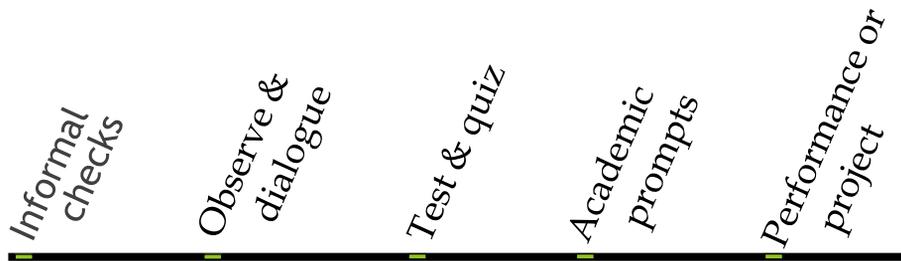
- ▶ What **academic strengths** are strong and are needed.
- ▶ What **pre-requisite skills** (prior knowledge) they need.



- ▶ What makes them feel **safe** and seen.
- ▶ What **executive function** skills they have or need.

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Range of Assessments



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Use of Assessment

How the assessment results are used is critical.

Does the teacher use data as feedback:

- Modify the lesson and assignments
- Help the student reflect on strengths and needs
- Assist the student in setting learning goals

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- ✓ Be Kind
- ✓ Be Specific
- ✓ Be Helpful



Ron Berger.

25

where
do we go
from
here?

Lesson 2

What are some quick and easy ways of collecting data?



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