

Tier 3 Instruction and Intervention: Instructional Characteristics and Strategies to Ensure Generalization to Tier 1

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- A brief review of key components of MTSS—check for understanding.
- Determine when instruction is and is not effective AND determine the “health and wellness” of a school. Do this for all three Tiers as well as Specially Designed Instruction.
- Know the key components of intervention implementation
- Learn to to assess intervention effectiveness
- Determine MTSS Implementation Levels and Effectiveness

Important Links

- <http://www.floridarti.usf.edu>
 - Technical Manual

- <http://www.florida-rti.org>
 - Guiding Tools for Instructional Problem-Solving (Gtips-R)

LEAD with INSTRUCTION!!!

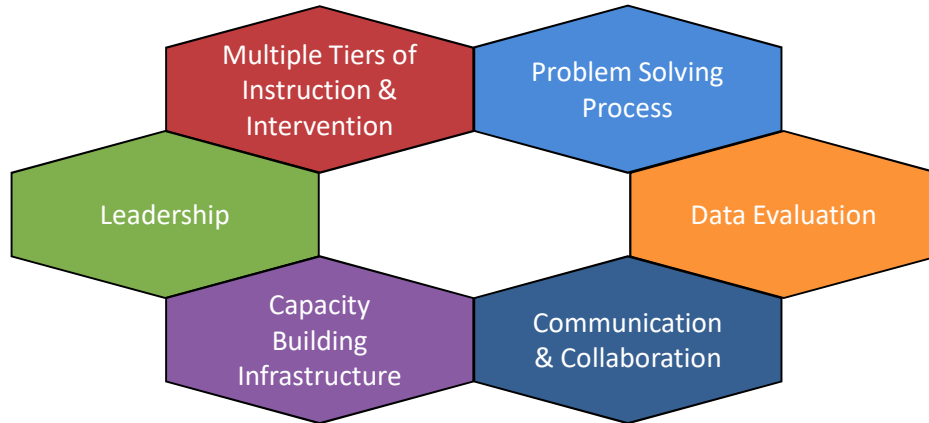
Student growth is related to powerful instruction and very little else.

ALL Roads Lead to Tier 1

Implications for Curriculum and Special Education Personnel

- How is the general education curriculum and pedagogy aligned and coordinated within the Tiers to include the needs of ALL students ***from the beginning?***
- Are the needs and providers of ALL students included in district and school-level curriculum decisions and development?
- Special education/Gifted Education/EL is about instruction—not labels.
- Lead with instruction.
- Instruction is effective for ALL students ONLY if it is driven by and integrated with Tier 1 scope, sequence and pacing.

Critical Components of MTSS



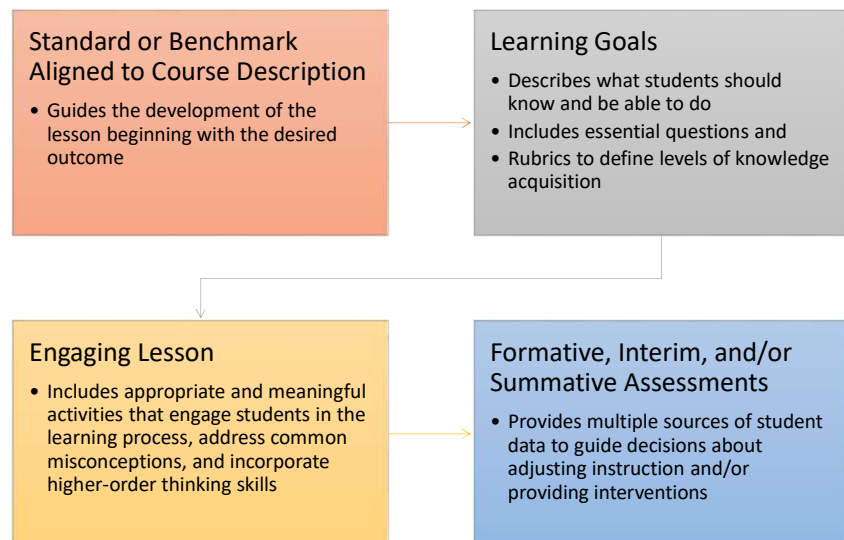
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Powerful Tier 3 Instruction

- It Is Based on A Powerful Tier 1
- It is Paced with a Powerful Tier 1
- It is Aligned with a Powerful Tier 1
- It is Assessed Against the Standards of Tier 1

So, to build a powerful Tier 3 we
have to have a powerful Tier 1

Standards-based Instruction Model

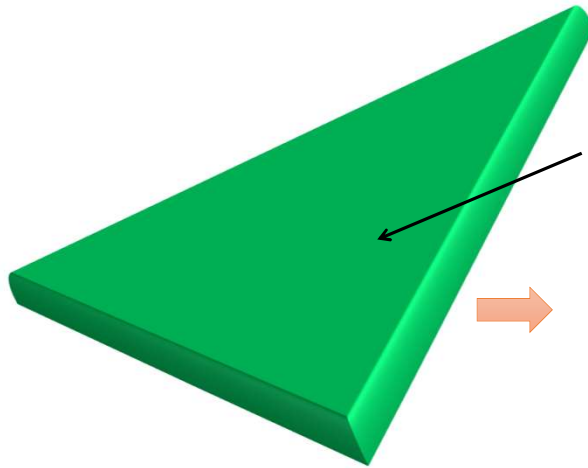


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TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve
at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How do we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

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Purpose of Tier 1

- Aligned with state-approved, grade level/subject area standards
- Sets the scope, sequence and pacing of instruction
- Intended for ALL students
- Broadest scope of curriculum
- Fewest assessments
- Least amount of time allocated to grade/subject area
- Least amount of student-teacher engaged time
- Least amount of instructional supervision
- Expectation for student engagement
- Universal Education/Universal Design
- Lesson planning process should guide the scope, sequence and pacing for Tiers 2, 3 and Specially Designed Instruction

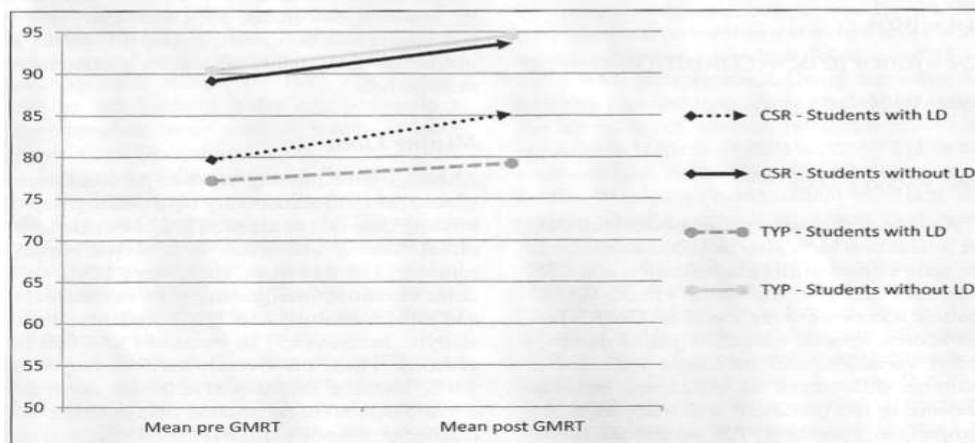
Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Application	Do students have sufficient opportunities to practice new skills independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CSR—Results

Boardman, Vaughn et al. (2016)



Promoting Adolescent Comprehension Through Text (PACT)

“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

(2016)

Wanzek, et al.

Universal Design for Learning

Three Principles

- **Principle I: Provide Multiple Means of Representation (the “what” of learning)**
 - Perceptions, Language expressions and symbols and Comprehension
- **Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)**
 - Physical action, Expression and communication and Executive function
- **Principle III: Provide Multiple Means of Engagement (the “why” of learning)**
 - Recruiting Interest, Sustaining effort and persistence and Self-regulation

Strategic Behavioral Supports

Integrating Behavioral Supports *WITH* Instruction

(Based on the work of Kathleen Lane)

- OTR- Opportunity to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High Probability Success Sequences
- Pre-Correction (Preteach, Review, Reteach)
- Instructional Choice

Opportunities to Respond OTR

- What is the primary purpose?
 - Increase and reinforce student participation (engagement).
- What are the three primary components of OTR?
 - Content
 - Questions
 - Rate/type of Presentation and type of Feedback

How do we know when to use it?

- Fluency and automaticity are the goals—new skill practice.
- Promote less risky participation—use of white boards
- Feedback is less direct—matter of fact—feedback really comes from peer comparison

Standards for OTR Practice 7 Steps

1. Identify the content and instructional objective
2. Prepare questions, prompts or cues
3. Determine modality for delivery
4. Determine modality for response
5. Brief students—rationale—practice
6. Rate of at least 3 OTR/minute
7. Get student feedback

Behavior Specific Praise

- Impact of the BSP Statement
 - Feedback on performance of a specific task.
- Be sincere—not robotic
 - Use student name, tone of voice
- Reflective of Student Skill Level
 - Shaping if initial skill, student specific
- Evaluate impact
 - What would you collect data on to determine if it is working?

Why is BSP Effective?

- Reinforce specific behaviors
- Student attention and interaction
- Reinforcement increases behavior
- Subtly differential—this behavior is strengthened.

Active Supervision

- Adult behaviors designed to prevent problem-behavior and promote rule following
 - Scanning, escorting, interacting
- More effective with pre-corrections
- Elements
 - Expectations, scanning, interacting, proximity, reinforcement

Instructional Feedback

- Combined with Active Supervision
- Implemented AFTER students have acquired the basic skills/knowledge
- Use to increase fluency and accuracy
- Targeted toward particular skills/expectations
- Instruction driven, not corrective
 - Re-read and listen for.....
 - Remember, you are looking for.....

Instructional Feedback

1. Identify learning goals
2. Provide instruction to meet goals
3. Provide clear directions and checks for understanding
4. Opportunities for practice and feedback
5. Active supervision and instructional feedback
6. Time and direction for students to review work
7. Evaluate and get student feedback on strategy

High Probability Request Sequences

- Promotes Compliance
- Sequence
 - High-p followed by Low-p
 - High-p followed by reinforcement
- Behavioral momentum
- High-p criterion is around 80%

High Probability Request Sequences

1. Select the Low-p behavior(s)
2. Generate list of high-p behaviors that have similarity to the low-p behavior
3. Test behaviors by giving requests at least 10 times—verify compliance data
4. 3/5:1 high-p requests first
5. Low-p within 10 seconds of last High-p
6. Lots of reinforcement for low-p
7. Return to High-p

Pre-Correction

- Prevention strategy
- Instruction driven
 - Pre-teach, review, Re-teach
- Behavior momentum component
- Active student engagement
 - Ask students to identify desired behavior
 - Ask students to demonstrate desired behavior
 - “Pre”- reinforcement

Pre-correction Steps

- Identify challenging behaviors and context
- Define expectations
- Modify the context
- Opportunity to practice
- Strong Reinforcement
- Prompting plan (S&T, etc)
- Incentives
- Feedback—OPM, Summative

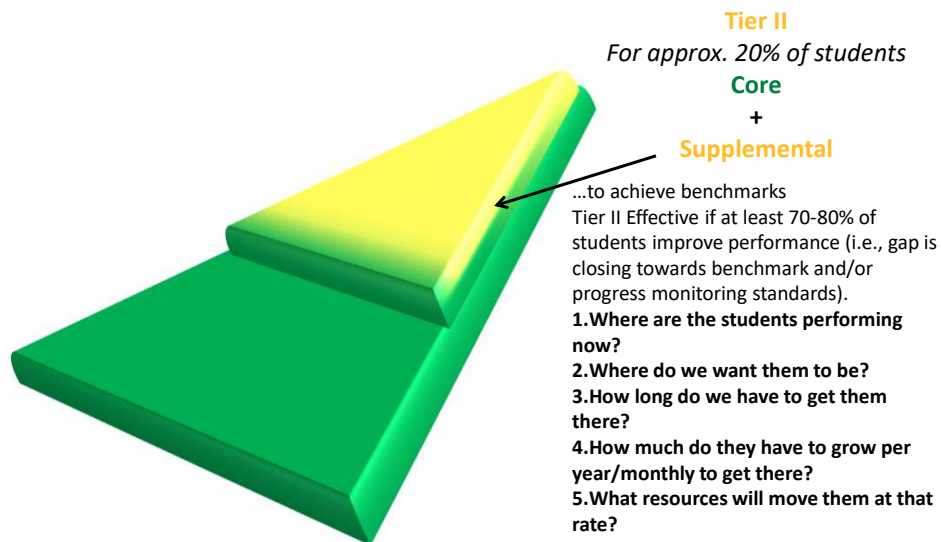
Instructional Choice

- 2 or more options
- Acceptable to teacher
- Give students engagement opportunities and some level of control
- Can use a constructivist approach
 - Let students develop options
- More likely students will pick option in area of strength

Reflect and Share

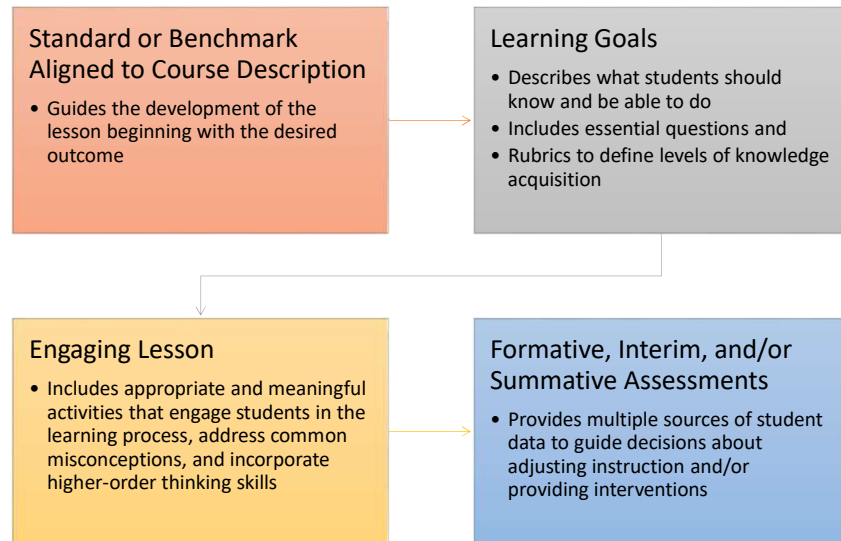
- When you are providing instruction, how do you integrate these strategic behavior supports?
- When you are observing instruction, how do you collect data on the student, type of instruction and level of strategic behavior supports?
- Where are you on this issue?
 - Knowledge Skills Dispositions Practice

TIER II: Supplemental, Targeted



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Standards-based Instruction Model



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Intensifying Instruction

- Time**
 - More time, more practice and rehearsal, more opportunity for feedback
 - Typically, up to 50% more than Tier 1 for that content
- Focus**
 - Narrowing the range of instruction
 - Reading: 5 Big Ideas, SOME of the 5 Big Ideas
- Type**
 - More explicit, more frequent, errorless

Intensifying Instruction- Planning

- Time
- What
- Who
- Where

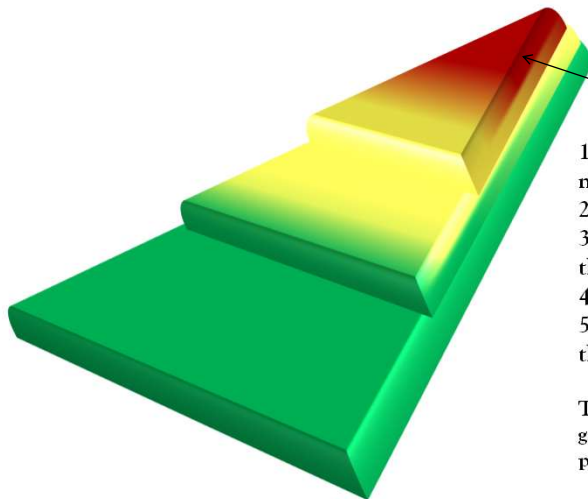
3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (*the What*) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (*the How*) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S (*the Why*)
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

Tier 2: Curriculum Characteristics

- Standard protocol approach—problem solve the *problem*
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- On average 50% more time than Tier 1 allocation for that subject area
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

TIER III: *Intensive, Individualized*



Tier III
For Approx 5% of Students
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Intensive Instruction

- Very small group
- Typically focuses on reducing or removing barriers to learning related to factors (e.g., background knowledge, rate of growth, language, discontinuous instruction) typically other than a disability.
- Typically requires *bridging* (e.g., UDL, Technology) to ensure equitable access to content that is blocked by the focus of Tier 3 instruction.
- Is the most intensive (time, focus, type of instruction) that can be provided in the placement setting (e.g., school)
- Greater need to embed Tier 1 materials, teaching/learning frame and teacher supports to facilitate generalization and transfer of training.
- Can be supported by a strong Tier 2 if appropriately aligned (preteach, review, reteach)
- Can inform the focus and type of differentiated instruction delivered in the Gen Ed classroom
- Goal: Errorless Learning
 - Sufficient preparation and scaffolding is provided to ensure that the student responds correctly—whatever level is required.
 - Gradual release of scaffolding occurs as the student becomes more proficient in producing a correct response.

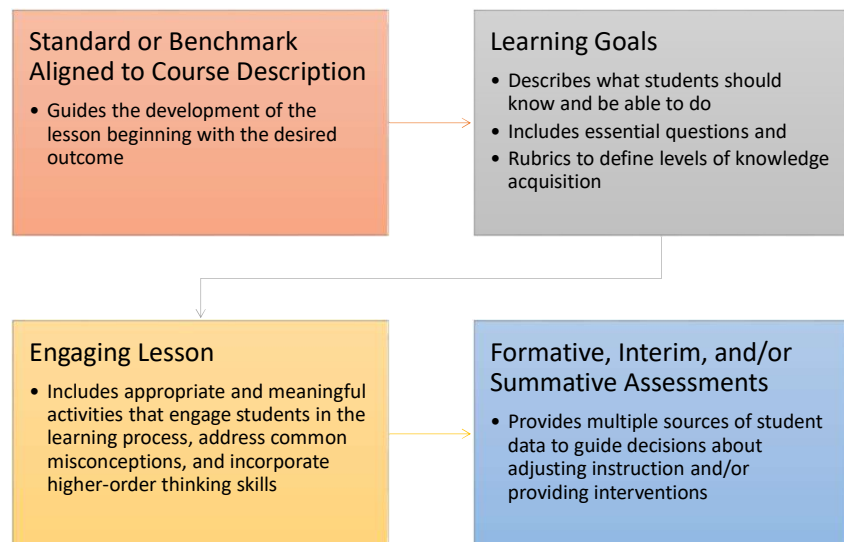
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
 - Smaller instructional groups
 - More precisely targeted at right level
 - Clearer and more detailed explanations
 - More systematic instructional sequences
 - More extensive opportunities for guided practice
 - More opportunities for error correction and feedback
- } resources
- } skill

How Do We Ensure Alignment Between Tiers 3 and Tier 1?

Standards-based Instruction Model



Alignment Strategies

- Use of concurrent pacing strategies—preteach, review, reteach
- Use of common materials
- Consensus on using the first two principles of UDL
 - Multiple ways to represent
 - Multiple ways to perform
- Common use of Strategic Behavioral Supports
- Focusing on “essential elements”
- Use of technology to bridge access skill deficits (e.g., fluency, math facts)
- Differentiation in the Gen Ed class by using Tier 3 instructional prompts and strategies

Intensive vs Specially Designed

- Intensive instruction:
 - Most time we can provide
 - Narrowest focus
 - Designed to overcome barriers (e.g., loss of opportunity, lack of sufficient instructional time, background, language) that are **not the result of a disability**
- Specially Designed Instruction
 - Designed to reduce or eliminate the barriers **related to a disability**

Case Study

- Brian is a sixth grader with significant delays in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years (2nd grade level) behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.