Multi-Tiered System of Support (MTSS) Needs Assessment for Reading

Reading Tiered Fidelity Inventory (R-TFI)

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Outcomes

- Understand the source of reading difficulties for students

- Outline the data, systems, and practices needed to improve school-wide reading outcomes

- Understand the purpose and intended use for the Reading Tiered Fidelity Inventory (R-TFI)

https://goo.gl/GEDhxd

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Agenda

1.0 Defining the Simple View of Reading

2.0 Data, Systems, Practices to improve reading outcomes

3.0 Overview of the R-TFI

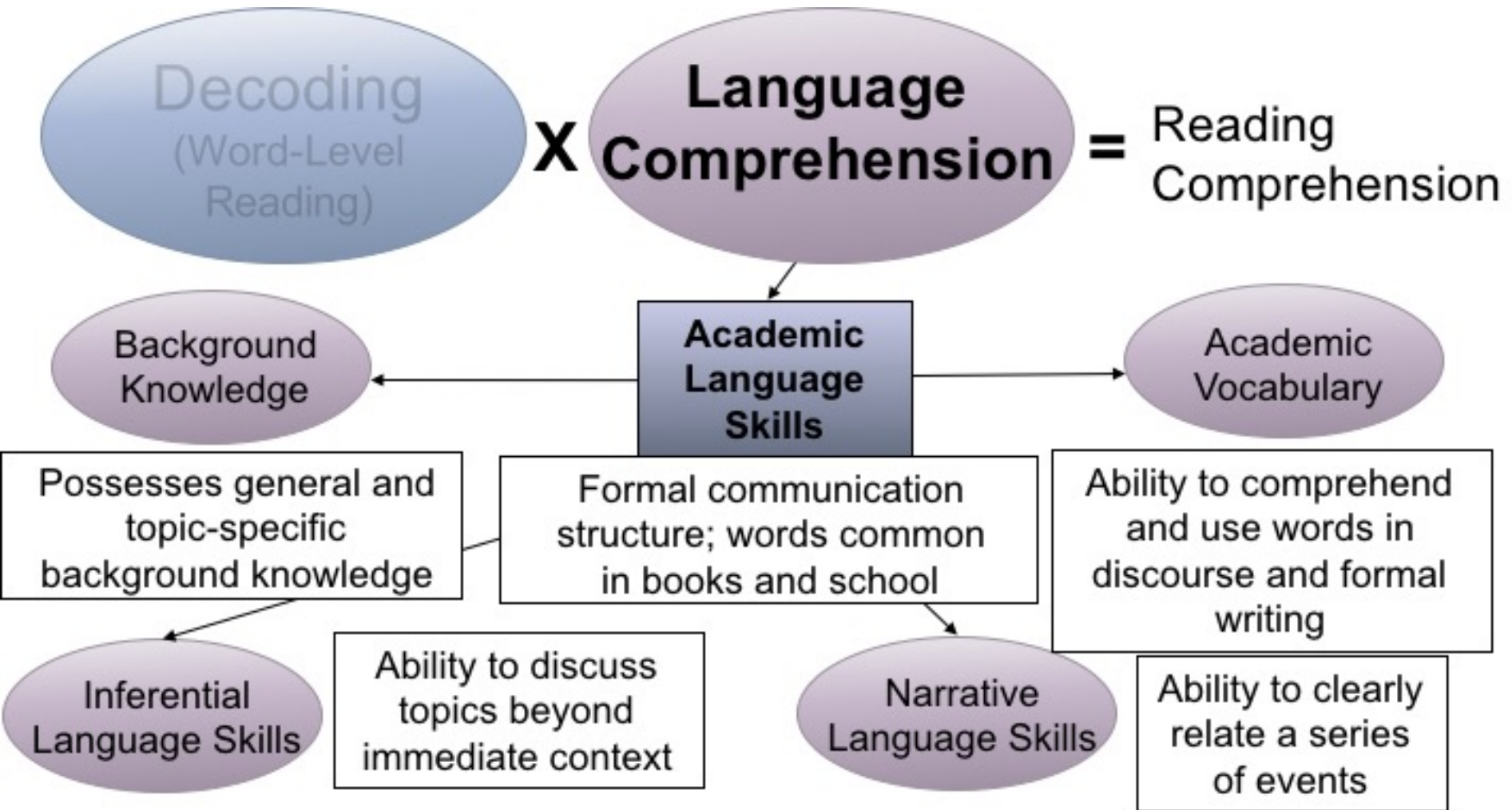4.0 Installation Checklist for MTSS Reading Components

5.0 Final Thoughts

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1.0 Simple View of Reading

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Simple View of Reading: Defining Domains

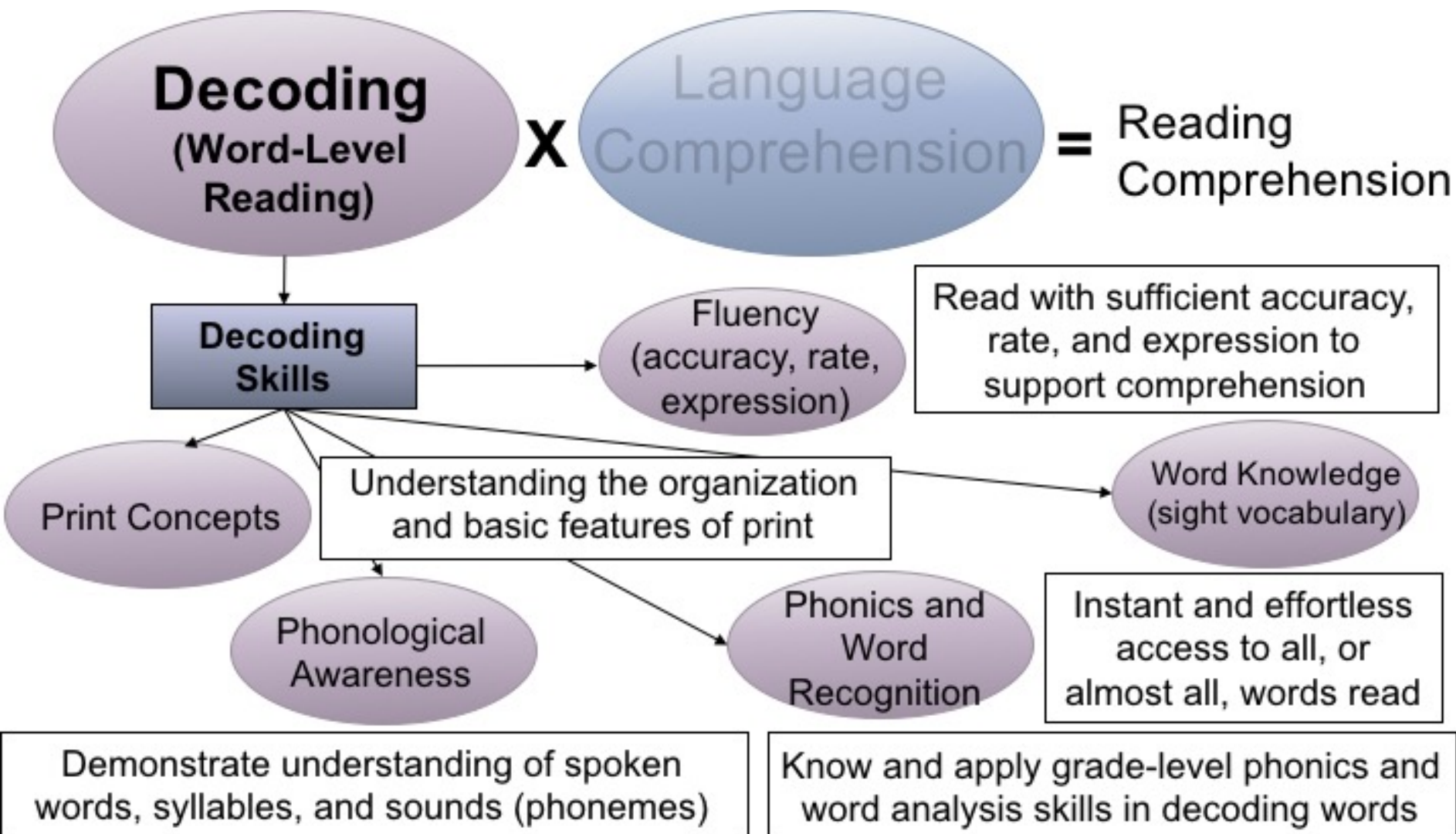Decoding (Word-Level Reading) **X** Language Comprehension **=** Reading Comprehension

- Decoding (word-level reading): ability to transform print into spoken language

- Language Comprehension: ability to understand spoken language

Based on the Simple View of Reading by Gough and Tunmer, 1986

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Simple View of Reading: Language Skills

Decoding (Word-Level Reading) X **Language Comprehension** = Reading Comprehension

Background Knowledge ← **Academic Language Skills** → Academic Vocabulary

Possesses general and topic-specific background knowledge

Formal communication structure; words common in books and school

Ability to comprehend and use words in discourse and formal writing

Inferential Language Skills

Ability to discuss topics beyond immediate context

Narrative Language Skills

Ability to clearly relate a series of events

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Simple View of Reading: Decoding Skills

Decoding (Word-Level Reading) X Language Comprehension = Reading Comprehension

Decoding Skills

Fluency (accuracy, rate, expression)

Read with sufficient accuracy, rate, and expression to support comprehension

Print Concepts

Understanding the organization and basic features of print

Word Knowledge (sight vocabulary)

Phonological Awareness

Phonics and Word Recognition

Instant and effortless access to all, or almost all, words read

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Know and apply grade-level phonics and word analysis skills in decoding words

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Big Ideas of Reading

Elementary K-3

- Phonemic Awareness*
- Phonics
- Fluency
- Vocabulary
- Comprehension

Adolescent 4-12th

- Advanced Decoding
- Fluency
- Vocabulary
- Comprehension
- Motivation

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Why Students Struggle?

- Traditional reading approaches did not use instructional methods to allow all students to become proficient in the "code of printed English and to build a large sight vocabulary"

  - Whole-word approach: uses multiple exposures to words so the words are memorized

  - Three cueing system model: proposes unknown words are read by using context clues, understanding the structure of language (syntax), and by visually recognizing words (recall words based on their appearance)

(Kilpatrick, 2014)

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Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessments

2. Analyze assessment data and apply empirically-proven methods of reading acquisition to address reading deficits

3. Intervene to remediate the skill deficits (e.g., decoding of multisyllabic words)

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Addressing the Needs of Struggling Students (cont.)

4. Teach compensatory strategies to successfully engage with text in classes (e.g., strategies for reading unfamiliar words, understanding text features and types, extracting the most important pieces of information)

At the early elementary grades, students are learning how to read. The transition from learning how to read to reading to learn information is where the compensatory strategies take full effect.

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Defining Compensatory Strategies: Advanced Decoding Difficulty (REWARDS ® Strategy)

Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

Covert Strategy

1. Look at the prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

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Defining Compensatory Strategies (cont.)

- Comprehension strategies to be used for any students (below, on-level, or above level) not understanding what they are reading or what they are listening to during teacher directed instruction

- Comprehension Compensatory Strategies for 4th – 12th grade:

  - Passage Reading Procedures

  - Survey Question Read Recite Review

  - Text Summarization using writing frames

  - Explicit vocabulary

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Activity 1.1

Kylie cannot read multisyllabic words. Read the following passage with the missing words:

- "When _____ from _____ arrived in _____ in 1500, as many as 5 _____ _____ _____ lived there. During the 1500s, the _____ _____large sugar cane _____ in _____ _____. At first they _____ _____ _____ to work on the _____. Soon, however, many _____ _____ died of _____. The _____ _____ then turned to _____for _____. _____, _____ brought over more _____ _____ than any other North or South _____ _____."

(From *World Cultures and Geography* (2005), published by McDougal-Littell)

Which reading domain needs immediate attention?

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Activity 1.2

Shaun can accurately read the passage:

- "When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country."

(From *World Cultures and Geography* (2005), published by McDougal-Littell)

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Activity 1.2

- Shaun can accurately read the passage on the previous slide

- When asked to discuss the events leading up to why the Portuguese needed to enslave Africans, his answer was, "because they needed people to work on the plantations."
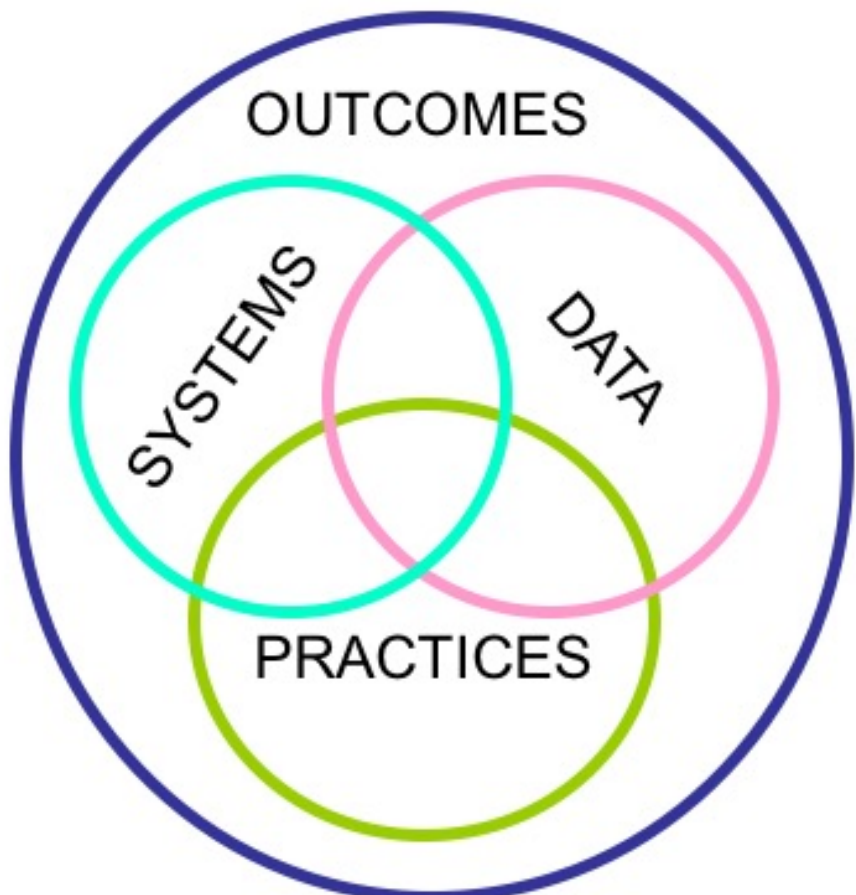
- Which reading domain and skill(s) likely need attention?

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2.0 MTSS: Data, Systems, and Practices to Improve Outcomes

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Multi-Tiered System of Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

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Unpacking Data, Systems, Practices

- Data:
  - Assessment measures
  - Data analysis
  - Plans developed based on data
  - Data sharing presentations

- Systems:
  - Teams
  - Processes
  - Procedures

- Practices:
  - Strategies
  - Programs
  - Practices
  - All are evidence-based

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Defining MTSS

- Involves a combination of components that helps to ensure high-levels of academic and social achievement

- Provides students who are not benefiting from the general curriculum with targeted small-group interventions

- Intensive interventions are individually developed for students with significant challenges and the interventions are determined based on the results from careful assessment of the student's needs
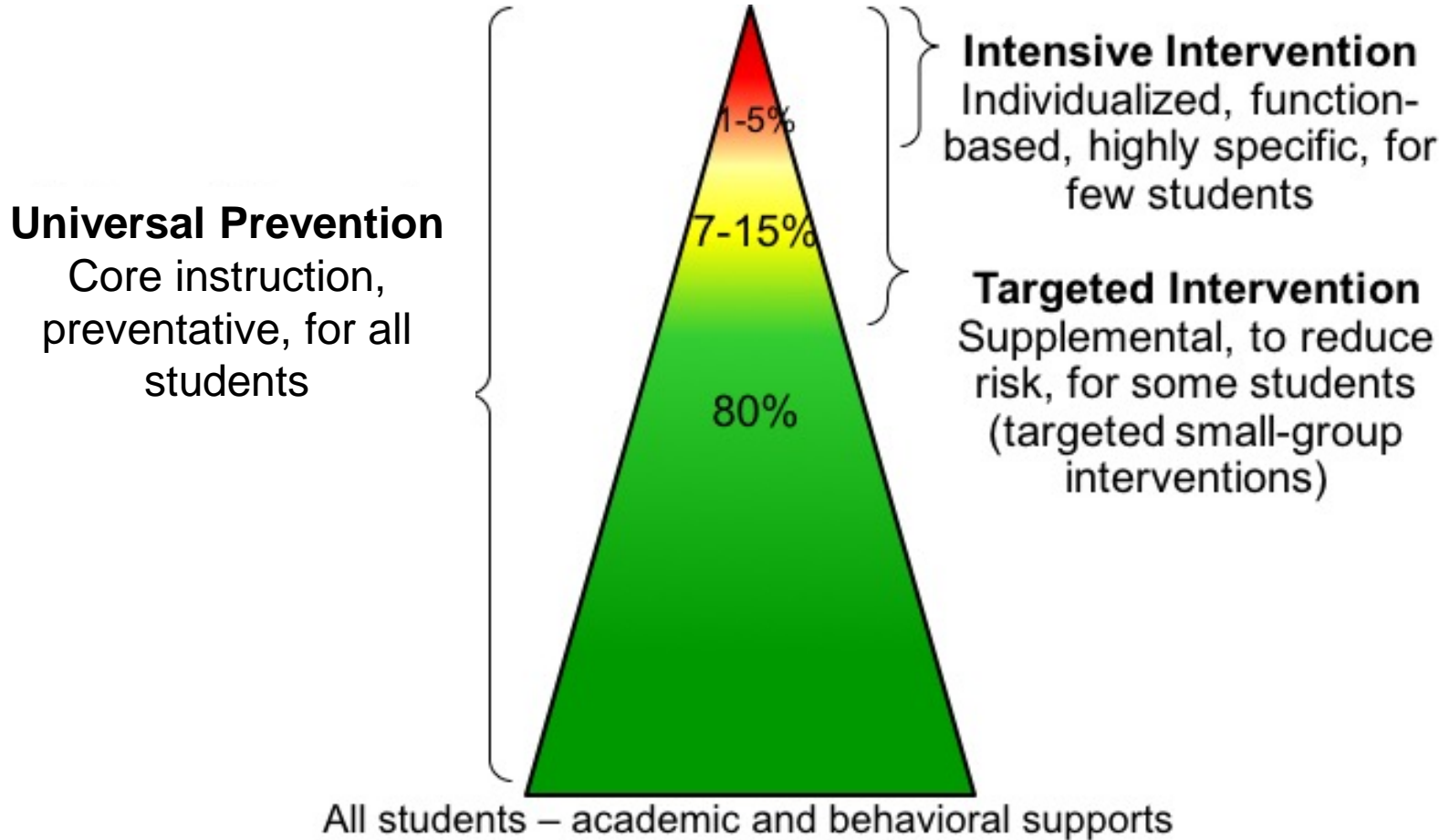
(McIntosh & Goodman, 2015)

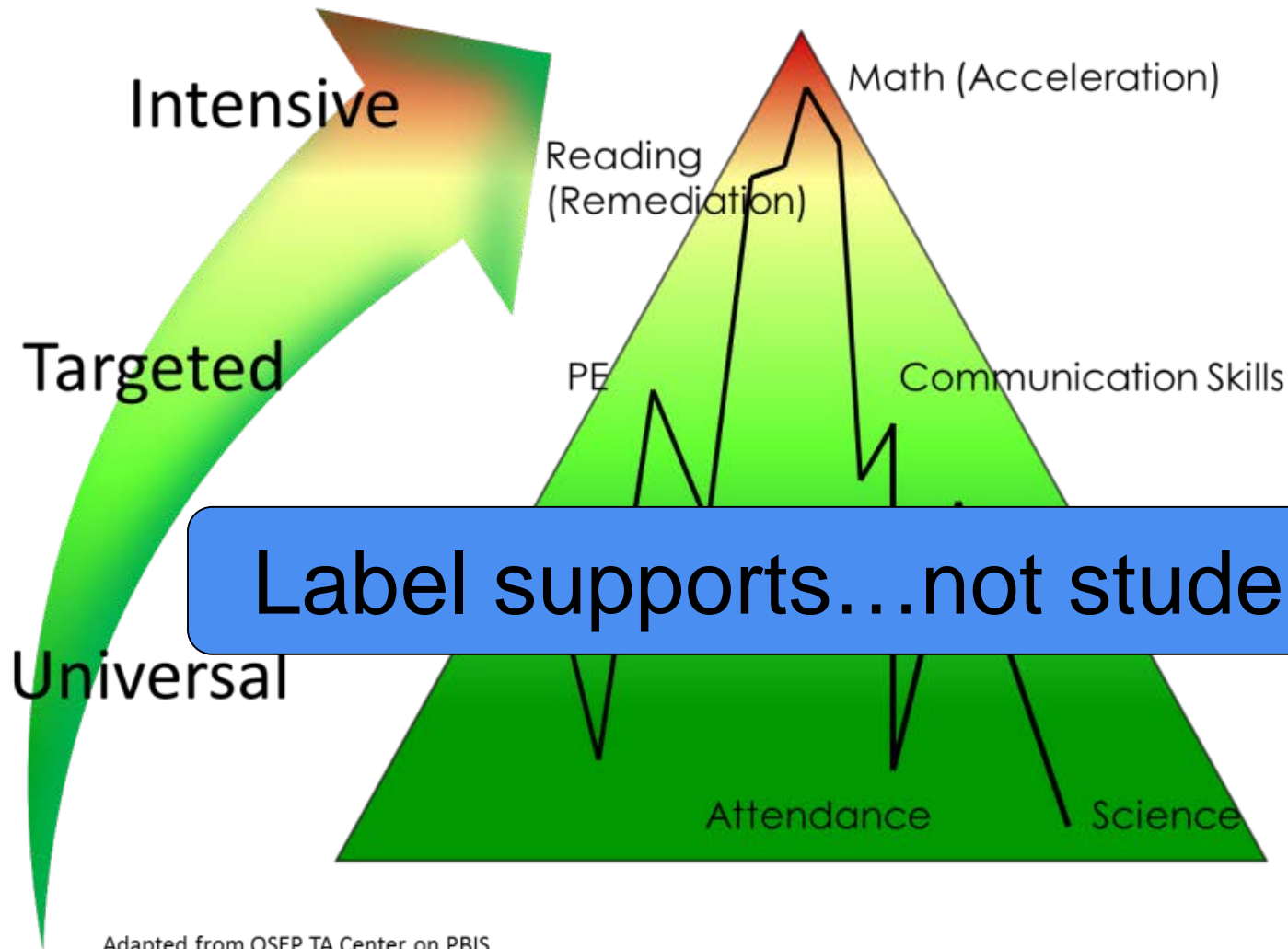State Support Team 13

Defining MTSS (cont.)

- Student progress is frequently monitored to make decisions about changes in instruction or goals

- Data are used to allocate resources to improve student academic and social learning

(McIntosh & Goodman, 2015)

Visual Representation of MTSS

Intensive Intervention
Individualized, function-based, highly specific, for few students

Universal Prevention
Core instruction, preventative, for all students

Targeted Intervention
Supplemental, to reduce risk, for some students (targeted small-group interventions)

1-5%

7-15%

80%

All students – academic and behavioral supports

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Layered Continuum of Supports

Intensive

Targeted

Universal

Math (Acceleration)

Reading (Remediation)

PE

Communication Skills

Attendance

Science

Label supports…not students

Adapted from OSEP TA Center on PBIS

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Elementary MTSS Components

- Social-emotional behavioral supports (Positive Behavioral and Intervention Supports: PBIS)

- Big Ideas of Reading

- Evidence-based core reading program

- Explicit instruction

- Reliable, valid screening, progress monitoring assessments

- Data-based decision making across the school, grade level, and individual student levels

- Evidence-based interventions

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Secondary MTSS Components

- Social-emotional behavioral supports (Positive Behavioral and Intervention Supports: PBIS)

- Big Ideas of Adolescent Reading

- Before, during, after comprehension strategies

- Explicit instruction

- Reliable, valid assessment to the best extent possible

- Data-based decision making across the school, departments, cross-department, and individual student levels

- Evidence-based interventions

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Activity 2.1

- **Look back at the MTSS slides (slides 19-25)**

- **Create a list of key words or phrases that capture the essence of MTSS for the level you teach (elementary or secondary)**

- **Be prepared to share with your team**

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3.0 Reading Tiered Fidelity Inventory (R-TFI) Overview

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Accessing the R-TFI

- MIBLSI website: R-TFI (https://miblsi.org/evaluation/fidelity-assessments)

- This is where any updates / revisions will be posted so it is best to always go here to access the R-TFI

- The R-TFI now meets accessibility guidelines for people with visual impairments and for electronic posting

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Underlying Philosophy

- To improve reading outcomes for all students the following must exist:

1. Multi-Tiered System of Support (MTSS)

2. Scientifically-Based Reading Research (SBRR)

3. Integration of reading and behavioral supports

4. To improve student outcomes, the emphasis needs to be on data, systems, and practices

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R-TFI Purpose

- To provide Building Leadership Teams with a tool to assess the implementation of the reading components within an MTSS model

- The reading components are titled:

  1. School-Wide Reading Model for Elementary

  2. School-Wide Content Area Reading Model for Secondary

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Defining MTSS Reading Components

Elementary:

School-Wide Reading Model: Multi-tiered structures encompassing:

1. Systems to address the continuum of reading needs across the student body

2. Evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students and

3. Data use and analysis

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Defining MTSS Reading Components (cont.)

Secondary:

School-Wide *Content* Area Reading Model: Multi-tiered structures encompassing:

1. Systems to address the continuum of reading needs across the student body

2. Evidence-based practices designed to improve reading outcomes for all students that involve participation by core subject area teachers and staff

3. Data use and analysis

R-TFI Components

Elementary

- Measures: School-Wide Reading Model

  - Three domains: Tier 1, Tier 2, Tier 3

  - Four subscales:

    1. Teams
    2. Implementation
    3. Resources
    4. Evaluation

Secondary

- Measures: School-Wide Content Area Reading Model

  - Two domains: Tier 1, Tiers 2 / 3

  - Four subscales:

    1. Teams
    2. Implementation
    3. Resources
    4. Evaluation

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Utility of the R-TFI

- The R-TFI is **designed to be a road map** for school teams as they work to install and successfully use the reading components of an MTSS model

- Its focus on data, systems, and some practices / programs align with MTSS core features and complement the behavioral components of an MTSS model

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Activity 3.1

- **Read the R-TFI Items and Description by Tier for the level you support (elementary or secondary)**

- **https://miblsi.org/evaluation/fidelity-assessments**

- **Based on this limited information and what you know about your school, outline some areas you feel R-TFI could help your school prioritize and focus efforts**

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4.0 Installing the Reading Components of an MTSS Model

Checklist for Building Leadership Teams

Introducing the Installation Checklist

- Defining the term "Installation"

  - One of the "Stages of Implementation" (Exploration, **Installation**, Initial Implementation, Full Implementation)

  - "Installation" stage based activities include:

    - Setting up the infrastructure to support the reading components of an MTSS model

    - Initial professional learning occurs during this time

    - Complete activities necessary to initially implement (e.g., teaming structures, implementation plan, data systems)

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Introducing the Installation Checklist (cont.)

- Checklist addresses elementary and secondary components

- Arranged by modules

- Notations are made about the number of professional learning sessions needed to adequately address modules or clusters of modules

- Aligned to the R-TFI

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Activity 4.1

- **Access the document titled, "School-Wide Reading Model…Installation Checklist"**

- **Jigsaw the document in the following way:**
  - **Person 1: Read Modules 1-7 and Module 10**
  - **Person 2: Read 8-9c and Module 10**

- **As you are reading, highlight areas you believe your school would benefit from focusing efforts**

- **Share what you read with your partner and your thoughts about focusing efforts**

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5.0 Final Thoughts

R-TFI Author Recommendations

- Districts:
  - Develop a scope and sequence of professional learning that systematically develops the knowledge, skills, and abilities in the reading components of an MTSS model

  - Design an assessment schedule that outlines R-TFI and screening assessment administration, scoring, and data analysis

  - Assist schools in analyzing the R-TFI data in conjunction with reading outcomes, SWPBIS TFI data, and behavior outcomes

  - Support schools by efficiently and effectively removing barriers impeding implementation efforts

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R-TFI Author Recommendations (cont.)

- Schools:
  - Stay the course and use the R-TFI and SWPBIS TFI as your road map for prioritizing and improving outcomes
  - Coordinate the work of school teams that are addressing reading and behavior MTSS efforts with clearly defined communication
  - Share data on a regular basis with all school staff and the District Leadership Team to celebrate successes and to focus improvement efforts
  - Systematically develop the knowledge, skills, and abilities of all staff since MTSS is a collaborative effort that cannot be person dependent

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Thank You!

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Thank You!

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