



Shiawassee

Regional Education Service District

MTSS (MTSS/RTI) Implementation Model

Part 1: Reading, Math, and Writing Instruction / Interventions

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INTRODUCTION: MTSS (MTSS/RTI) Manual

The purpose of this manual is to provide practitioners with a model for using the MTSS/RTI process to make decisions on interventions for students with academic learning problems and/or social behavioral concerns. For some students, the intervention may include consideration of special education services.

This document is intended to provide guidance, provoke discussion and further our current efforts at implementing effective interventions for students with learning needs. It is also our county's first effort at addressing recent changes in federal regulations regarding the identification of students having a specific learning disability. IDEA 2004 included significant changes in the methodology for determining eligibility, and for the first time included the option to use Response to Intervention (MTSS/RTI) as an alternative to the commonly used, but widely discredited, severe discrepancy model. Adopting the MTSS/RTI model changes the focus from a 'wait and fail' process, that often resulted in delaying the provision of general and special education services, to one where services can be provided as district, classroom or individual data indicates a need.

The manual contains sections for implementing a three-tier model of instruction (see explanations below) in reading, math, writing and behavior. After the academic sections and within the behavioral section are suggested guidelines to consider when deciding on increasing or decreasing the intensity of services. A list of available academic and behavioral resources is also provided.

The SRES D foundational principles of MTSS/RTI are:

1. Commit to effectively teach all children
2. Intervene early to support struggling students.
3. Support learning with a systematic, multi-tier intervention model to assure academic and behavioral success.
4. Use data to make targeted instructional and intervention decisions through implantation of a focused and systematic problem solving process.
5. Select and implement instructional practices that have been validated as most effective through the best available research/evidence base.
6. Systematically monitor student progress to inform instructional decisions.
7. Use the most valid and reliable assessments available to screen, diagnose, and monitor student progress for development of basic skills and fro mastery of content knowledge.
8. Implement all operating foundational principles with a high degree of fidelity.

The three tiers of instruction:

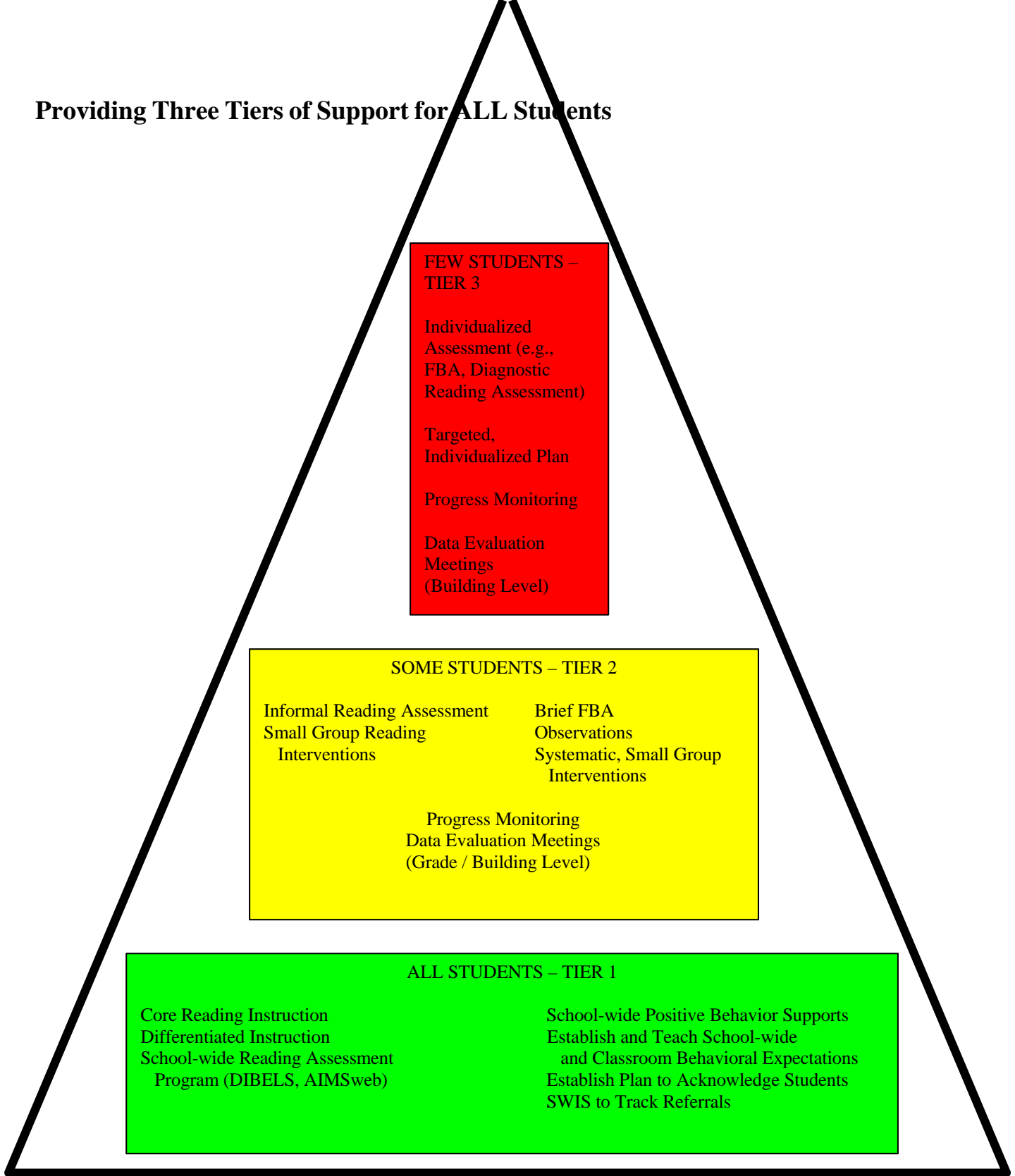
Tier 1 – The use of scientific, research-based programs or instructional strategies with all students to teach academic and social behavior skills in the general education setting. Differentiated instruction is also provided to students with diverse needs. In academic areas, benchmark (or screening) tests are given three times/year to assess student progress and identify students in need of different or more intense instruction. Academic data may be collected more frequently from at-risk students receiving differentiated instruction. Behavioral data is also collected throughout the year to identify students with behavioral concerns.

Tier 2 – The use of targeted, short term, scientific, research-based interventions, in addition to tier 1 instruction, to small groups of students who are not reaching grade level academic and/or behavioral goals with tier 1 differentiated instruction. Data is collected weekly to monthly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

Tier 3 – The use of intense, scientific, research-based interventions, in addition to tier 1 (and possibly tier 2) instruction, with individuals or small groups of students who are well below the academic and/or behavioral goals for their grade. Data is collected weekly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

If scientific, research based core instruction or interventions are not available in a content area, the use of best practice instructional programs/strategies is acceptable.

Providing Three Tiers of Support for ALL Students



Response to Intervention (MTSS/RTI) Readiness Checklist

Purpose: To help schools determine their readiness in implementing an MTSS/RTI model.

Status: **Achieved, In process, Not started**

1. High quality instructional and behavioral supports are in place.	
2. Scientific, research-based and/or best practice interventions are delivered in the areas of student difficulty by qualified personnel with expertise in the intervention used.	
3. Student progress is continually monitored (3 times a year for all, more often as needed.)	
4. Data-based documentation is maintained on each student.	
5. Systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity.	
6. Decisions are made by a collaborative team of school staff who review response data and other information required to ensure an informed decision.	
7. Interventions address the individual student's difficulties at the needed level of intensity and with the support of needed resources and personnel.	
8. A written document describing the specific components and structure of the process to be used is available to parents and professionals.	
9. Parent notification and involvement are documented.	

Part 1: Reading, Math, and Writing Instruction / Interventions

Three-Tier Process for Reading

The following pages describe a three-tier process used for teaching reading. This process is used to determine the intensity level of reading instruction needed by every student in school. The examples given refer to reading at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. Within each tier, the focus population, examples of effective programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class

Instructional Program/Goal: Scientific, research-based core curriculum. The instructional goal is to have 80% of the student population at a benchmark level only using the core reading curriculum with differentiated instruction.

Examples of research-based basal programs used during core instruction:

Harcourt Reading, Open Court, Read Well, Reading Mastery / Horizons Fast Track, Houghton Mifflin

Grouping: Large group and flexible small groups.

Recommended Time: Schools should determine the length of their core reading block by using their students' reading assessment results (i.e., DIBELS, AIMSweb, nationally normed achievement tests). A common recommendation is that if fewer than 80% of the students are at a benchmark (or grade) level when just receiving core reading instruction with differentiated instruction, than the core reading block should be at least 90 minutes a day.

Assessment: Benchmark (school wide) assessment at beginning, middle and end of academic year. The assessments should be brief, easy to administer and test 'big idea' skills that accurately predict overall reading achievement.

Examples:

DIBELS, AIMSweb, EdCheckup, Yearly Progress Pro, Easy CBM

Intervention – Differentiated Instruction

Tier 1 intervention examples:

- Differentiated instruction using research based strategies and procedures in small groups of students (e.g., <http://www.fcrr.org/for-educators/sca.asp>)
- Class-wide peer tutoring
http://www.specialconnections.ku.edu/?q=instruction/classwide_peer_tutoring
- Partners in Reading
<http://www.promisingpractices.net/program.asp?programid=137#programinfo>
- Computer-assisted instruction (i.e. DaisyQuest, Headsprout Reading)

Interventionist: General education classroom teacher.

Setting: When students are scheduled in a 90 minute reading block, differentiated instruction is usually taught by the general education teacher within the reading block time. When students have a shorter reading block (e.g. 60 minutes), schools should consider doing differentiated instruction by adding additional reading time for at-risk readers. This intervention is implemented prior to Tier 2 interventions.

Frequency: 3-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly on targeted skill.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Schools can also consider using a form letter to all parents providing the information given for a Tier 3 notification. Although not required, the school may also want to contact parent to suggest at-home reading activities.

Examples of at-home reading activities:

Read Naturally: One-Minute Reader; Sopris-West: How to Read With Your Children).

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students, with very low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Examples of Tier 2 programs:

Early Reading Intervention	K-PALS
Funnix, 100 Easy Lessons	First Grade PALS
Reading Mastery / Horizons	Road to the Code
Phonics for Reading	REWARDS
Saxon Phonics and Spelling	Systematic Instruction in Phonemic Awareness
Read Well	CAI: Daisy Quest, Headsprout Reading
Soar to Success	Read Naturally
Using supplemental materials from scientific research based basal programs	

Group size for intervention: Homogeneous, small group instruction. It is important that the group members be at the same instructional level.

Recommended Frequency: Approximately 30 min/day, 3 to 5 days per week in small groups, in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring weekly or bi-weekly on the target skill. School must decide on level of progress monitoring materials and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level

assessments. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, reading teacher, Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current reading data. Consider suggesting at-home reading activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Programs/Goal: Same choices as Tier 2. The immediate, short term instructional goal is to increase the student's reading skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program Options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Implement a different scientific research-based intervention.
3. Continue Tier 2 intervention and add another complementary scientific research-based intervention.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended Frequency: 45-60 minutes a day of Tier 2/3 program, 5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly (or twice a week) on the target skill. School must decide on level of progress monitoring materials and aimline. If student is significantly below grade level, consider alternating between using grade level assessments and instructional level assessments. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the

contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the MTSS/RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Three-Tier Process for Mathematics

The following pages describe a three-tier process used for teaching mathematics. This process is used to determine the intensity level of math instruction needed by every student in school. Most of the examples given refer to math at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. However, using the response to intervention process in math has been investigated less than reading, so some of the recommendations may not have as much research support. Within each tier, the focus population, examples of effective instructional practices/programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class.

Instructional Goal: The instructional goal is to have 80% of the student population at a benchmark level only using the core math curriculum with differentiated instruction.

Effective instructional practices (as recommended by the National Math Panel

1. Conceptual understanding, computational and procedural fluency and problem solving skills are equally important.
2. Students should develop immediate recall of arithmetic facts to free the ‘working memory’ for solving more complex problems.
3. Teachers should make regular use of formative assessments to improve student achievement.
4. Published math texts should be shorter, more focused and mathematically accurate. The excessive length of some U.S. textbooks is not necessary for high achievement.

Grade	National Math Panel Recommended Benchmarks:
3	Proficiency with addition and subtraction of whole numbers.
4	Ability to identify and represent fractions and decimals, and compare them on a number line or with other common representations of fractions and decimals
5	Proficiency with multiplication and division of whole numbers. Proficiency with comparing fractions and decimals and common percents, and with the addition and subtraction of fractions and decimals. Ability to solve problems involving perimeter and area of triangles and all quadrilaterals having at least one pair of parallel sides (i.e., trapezoids).
6	Proficiency with multiplication and division of fractions and decimals. Proficiency with all operations involving positive and negative integers. Ability to analyze the properties of two-dimensional shapes and solve problems involving perimeter and area, and analyze the properties of three-dimensional shapes and solve problems involving surface area and volume.
7	Proficiency with all operations involving positive and negative fractions. Ability to solve problems involving percent, ratio, and rate and extend this work to proportionality. Familiarity with the relationship between similar triangles and the concept of the slope of a line

The National Council of Teachers of Mathematics (NCTM) has also developed focal points to help schools and math book publishers narrow the amount of content covered in math, allowing for mastery of the skills taught.

Grouping: Large group and flexible small groups.

Recommended time: Schools should determine the length of their core math instructional block by using their students' math assessment results. One recommendation is 45 – 60 minutes a day. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_empg_summary_020714.pdf

Assessment: Benchmark (school wide) assessment at beginning, middle and end of academic year. There are far fewer curriculum-based measurement tests in math than there are in reading (such as DIBELS, AIMSweb, etc.) To accurately predict computational skills, conceptual understanding and problem solving, the benchmark assessments should assess all three areas. Tests with only computation skills may not adequately predict overall math achievement.

Examples:

AIMSweb: Early Numeracy (kindergarten and 1st grade), Math CBM (Computation only for grades 1-8), MCAP problem solving (grades 2-8), DIBELSNext Math: Comp/Applications Easy CBM (kindergarten -6)

Yearly Progress Pro: (grades 1 – 8)

Monitoring Basic Skills Progress: Computation (grades 1 – 6), Concepts and Applications (grades 2 – 6)

Intervention – Differentiated Instruction

Focus: Students who have scored low on school wide screening assessments or who are performing poorly in the classroom.

Examples of Tier 1 intervention strategies/materials/programs:

Provide differentiated instruction (with core materials, core supplemental materials, or other materials/programs) using the following research-based strategies in small groups students or with the use of computer programs)

- Make instruction more explicit in how to use specific skills and multi-step strategies.
- Teach and provide students with multiple opportunities to apply graphic representations to specific problems.
- Encourage students to verbalize their thinking and talk about the steps they use in solving a problem.
- Use once a week or twice a month formative assessments such as CBM that sample an array of topics covered throughout the school year.
- Provide peer-assisted learning opportunities with mixed-ability pairs of students.
- Strategy examples: Classwide Peer Tutoring at <http://www.promisingpractices.net/program.asp?programid=99#programinfo> and PALS peer tutoring at <https://kc.vanderbilt.edu/pals/math.html>
- Provide the students with feedback, possibly using graphs of their performance.
- Provide the students with more practice to develop fluency with basic facts and computation procedures.
 - Program example: Mastering Math Facts at: <http://www.oci-sems.com/> or Rocket Math.
- Provide the students with more practice on solving similar conceptual or word problems

- Explicitly teach math vocabulary:
http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf
- Consider the following accommodations:
 - Have the math text read to students with low reading skills.
 - When working on application problems, allow students with poor computation skills to use calculators.
- Consider increasing the student's motivation to succeed in math. (e.g., contracting for work completion/accuracy, chart or graph progress, etc.)

Interventionist: General education classroom teacher.

Setting: Within the math block, if sufficient time allows for this. Otherwise, within the classroom during another part of the day, or if using a computer program, in a computer lab with supervision. This intervention is implemented prior to Tier 2 interventions.

Frequency: 2-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly. If targeted skill is very specific, then assessment items can focus on this skill; otherwise a math CBM test covering a variety of skills is recommended.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Although not required, the school may also want to contact parent to suggest at-home math activities. See the following brochure: Counting on Excellence: How Parents Can Help Their Children Learn Mathematics - Recommendations From the National Mathematics Advisory Panel
(https://www2.ed.gov/about/bdscomm/list/mathpanel/parent_brochure.pdf)

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students, with very low screening scores, who require a more intensive program immediately.

Instructional program/Goal: Strategies / programs designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Tier 2 programs should incorporate the following principles:

http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Product%20Types.3:#pubsearch

1. Instructional explicitness – the teacher directly shares the information the child needs to learn.
2. Instructional design minimizes the learning challenge – allows for only the correct interpretation through the use of precise explanations and the use of carefully sequenced examples.
3. Instruction provides a strong conceptual basis for the procedures that are taught.
4. Drill and practice are used for daily review.
5. Use of cumulative review.
6. Incorporate motivators to help students regulate their attention and behavior and to work hard.
7. On-going progress monitoring is used to determine whether a validated intervention is effective for a given student.

Examples of Tier 2 programs/strategies: See programs/strategies listed in Tier 1, also

Examples of computer programs:

- Fastt Math (math fact practice) at: <http://tomsnyder.com/fasttmath/index.html>
- Graph Club 2.0, Graph Master, Timeliner XE at www.tomsnyder.com
- Vmath (3-8) at <http://www.voyagersopris.com/curriculum/subject/math/vmath-third-edition>

Examples of supplemental/remedial paper/pencil programs:

- Word Problems Made Easy at: <http://www.oci-sems.com/>
- Peer Assisted Learning Strategies programs at: <https://kc.vanderbilt.edu/pals/math.html>
- Fact Fluency and More at: <http://www.voyagersopris.com/webinar-series/spring-and-fall/2014-fall-series/math-fact-fluency-that-will-boost-your-students-confidence>
- Practicing Basic Skills in Math at: <http://www.voyagersopris.com/curriculum/subject/math>
- Corrective Mathematics at <https://www.nifdi.org/programs/mathematics/corrective-math>
- Keys to Math Series at <http://www.keycurriculum.com/products/key-to>

Group size for intervention: Homogeneous, small group instruction. It is important that the group members be at the same instructional level.

Recommended frequency: Approximately 20-30 minutes / day, at least 2 to 3 days per week in small groups (or individually using computer programs) in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring weekly or bi-weekly. School must decide on content of assessment (single skill or multiple skills), the level of progress monitoring materials, and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level assessments if using a multiple skill CBM test. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, math teacher, Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current reading data. Consider suggesting at-home math activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional programs/Goal: Same choices as Tier 2. The immediate, short term instructional goal is to increase the student's math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Implement a different scientific research-based / best practice supplemental intervention, or an alternative core program.

Examples of alternative core programs:

- Distar Arithmetic (K-3) at <https://www.nifdi.org/programs/mathematics/distar-arithmetic>
 - Connecting Math Concepts (K-6) at <http://www.nifdi.org/programs/mathematics/cmc>
 - Singapore Math at www.singaporemath.com
 - Transitional Math (6-8) at <http://www.aps.edu/aps/SpecialEd/Documents/transmathoverview.pdf>
3. Continue Tier 2 intervention and add another complementary scientific research-based / best practice intervention.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended frequency: At least 30 minutes a day of Tier 2/3 program, 5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly. School must decide on content of assessment (single skill or multiple skills), the level of progress monitoring materials, and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level assessments if using a multiple skill CBM test. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the MTSS/RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Three-Tier Process for Written Expression

The following pages describe a three-tier process for teaching writing. This process is used to determine the intensity level of instruction needed by every student in school. Recommendations for instructional practices may pertain to elementary and/or secondary classrooms. The response-to-intervention process in writing has been investigated less than reading, so some of the recommendations may not have as much research support. Within each tier, the focus population, examples of effective instructional practices/programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class.

Instructional Goal: The instructional goal is to have 80% of the student population at a benchmark level only using the core writing curriculum with differentiated instruction.

Effective instructional practices (elementary grades – learning to write)

From: <http://www.ldonline.org/spearswerling/8002>:

- Instruction should focus on three broad areas:
 - Basic mechanics and conventions of writing (e.g., handwriting, spelling, capitalization, punctuation, and sentence structure).
 - Content aspects of writing that involve conveying meaning (e.g., vocabulary, elaboration of detail, and the quality, clarity, and organization of ideas)
 - Higher-level cognitive processes involving planning and revision of writing (especially beyond grade two).
- Explicit, systematic teaching of specific writing skills (e.g., correct letter formation, capitalization of proper nouns, elimination of sentence fragments, descriptive words).
- Opportunities to practice and apply learned skills in writing sentences and paragraphs. Handwriting should become fluent (accurate and automatic).
- A writing process should be repeated several times in the production of important pieces of writing. The process will generally involve:
 - A prewriting stage during which children develop ideas and plan content.
 - A composing stage, in which a draft is written.
 - A revision stage, that involves making improvement in content, such as clarifying ideas or elaborating relevant details.
 - An editing stage that involves correcting mechanical errors.

Effective instructional practices (later elementary to secondary grades – writing to learn)

From: Writing Next - <http://www.all4ed.org/files/WritingNext.pdf>:

- Explicitly and systematically teaching steps necessary for planning, revising and/or editing text.
- Explicitly and systematically teaching students how to summarize texts. Students can learn to write better summaries from either a rule-governed approach (e.g., explicitly teaching summarization strategies) or a more intuitive approach (e.g., progressively fading models of good summaries).
- Encouraging adolescents to work together to plan, revise, and edit their compositions.

- Setting specific, reachable goals for the writing assignments. Examples of these goals include writing a specific kind of paper, adding more ideas, using descriptive words, and including specific structural elements in the composition.
- Sentence combining instruction as a way to teach students to construct more complex and sophisticated sentences.
- Teaching prewriting strategies including gathering information through reading, developing visual representations of their ideas before writing and analyzing immediate, concrete data (comparing/contrasting, evaluating).
- Providing good models for each type of writing that is the focus of the instruction.
- Grammar is an important skill, but it should be taught within the context of writing instead of as an independent activity. Alternative procedures for teaching grammar, such as sentence combining, may be more effective than traditional approaches for improving the quality of students' writing.

Grouping: Large group and flexible small groups.

Recommended time: Schools should determine the length of their core writing instructional block by using their students' writing assessment results. Instruction should occur daily and, especially in the elementary grades, should focus on the mechanics, conventions, and process of writing.

Assessment: Curriculum-based measurement tests, which can be used for benchmark or progress monitoring assessments, can be purchased for pre-written expression skills (sentence copying, sentence dictation, paragraph dictation) from www.edcheckup.com or for written expression from www.aimsweb.com or www.edcheckup.com. CBM assessments can also be easily developed in the areas of spelling and written expression. Information for developing your own assessments in spelling and written expression, scoring the assessments, and interpreting the results is available from <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-asesment-tests> and <http://www.studentprogress.org/weblibrary.asp#expression> (Under Written Expression). Spelling and written expression assessments may be given concurrently.

Administration and scoring of these assessments may vary slightly so it is important to select only one method to use. Scoring may also vary between elementary and secondary students for written expression. For information on scoring written expression for secondary students, see: <http://www.studentprogress.org/weblibrary.asp#expression> (Under Curriculum-Based Measurement Resources for Secondary-School Level).

Test schedule options:

1. Benchmark testing at the beginning, middle and end of year. Select a test format and scoring option appropriate for the grades being tested. An example of this is:
 - a. End of kindergarten, beginning of first grade, mid-year first grade: sentence copying.
 - b. End of first grade through 5th grade: written expression using elementary scoring rules.
 - c. 6th grade through 12th grade: written expression using secondary scoring rules.
2. Benchmark testing at the beginning and end of the school year. This reduced schedule would still allow schools to determine which students need additional help at the

- beginning and end of the school year as well as develop end-of-year goals.
3. Benchmark testing at the end of the school year. This schedule would allow schools to develop end-of-year writing goals. If this schedule is used, additional grade level CBM writing testing may have to be used to determine a referred student's standing within that grade and intervention aimline.

Intervention – Differentiated Instruction

Focus: Students who have scored low on school wide screening assessments or who are performing poorly in the classroom.

Examples of Tier 1 intervention strategies/materials/programs:

Provide differentiated instruction (with core materials, core supplemental materials, or other materials/programs) using the following research-based strategies in small groups of students or with the use of computer programs.

Kindergarten -3rd Grade Handwriting (from <http://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf>):

- Provide students with plenty of opportunities to write.
- Eliminate interfering habits that may reduce handwriting fluency.
- Have students copy a short passage several times, asking them write it a little faster each time.
- Provide practice tracing, copying, and writing the letter from memory.
- Keep instructional sessions short, with frequent reviews and practice.
- Ask students to identify or circle their best formed letter or letters.
- Encourage students to correct or rewrite poorly formed letters.
- Ask students to set goals for improving specific aspects of their handwriting
- Allot 75 to 100 minutes per week to handwriting instruction
- Dramatize student's progress in handwriting through the use of charts or graphs, praise, or posting neatly written papers.
- Place special emphasis on the teaching of difficult letters, such as a, j, k, n, q, u, and z as well as reversals.
- Ensure that the student masters one style of handwriting before introducing a second style.

Spelling:

- Focus initial spelling instruction on sound-symbol relationships, word patterns and memorizing high-frequency, irregularly spelled words.
- Use classwide peer tutoring procedures to practice spelling
<http://www.promisingpractices.net/program.asp?programid=99#programinfo>
- Provide the students with word lists, word walls and personalized dictionaries.
- Teach the students to use hardcopy or online dictionaries (e.g., Longman Dictionary of Contemporary English at <http://www.ldoceonline.com/>)
- Teach the students to use word processing spell checkers.
- Continue to practice words previously taught to ensure retention.

Sentence / Paragraph:

- Use sentence or paragraph frames to prompt students to write sentences and paragraphs.
- Provide examples and non-examples of new skills and genres.
- To teach students to write complex sentences, use sentence expansion and sentence combining techniques.
- Use graphic organizers to help students write down their thoughts/research and organize their writing.
- Teach students explicit strategies for process writing such as Self-Regulated Strategy Development and Cognitive Strategy Instruction.
- For more information on writing frames, rubrics, genres and teaching strategies, see Anita Archer's materials at <http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierISupports/ArcherHandouts.aspx>

Other general strategies / adaptations:

- Help with planning a story: talk-out story in advance of writing it, use webs or graphic organizers to generate and sequence ideas, draw pictures of what would happen in the story.
- Provide revising checklists.
- Provide shorter or easier writing assignments.
- Allow weaker writers to dictate story or write with a keyboard.
- Allow students to share writing with peers, help others, select own writing topics.

Computers:

- Allow the student to use keyboards/word-processing equipment (Alpha Smarts, computers) and software. (Useful for student with poor handwriting and for helping students edit their text without having to rewrite.)
- Allow the student to use software to help organize their writing (e.g., Kidspiration/Inspiration - www.inspiration.com/productinfo/kidspiration/index.cfm)

Interventionist: General education classroom teacher.

Setting: Within the writing block, if sufficient time allows for this. Otherwise, within the classroom during another part of the day, or when using a computer program, in a computer lab with supervision. This intervention is implemented prior to Tier 2 interventions.

Frequency: 2-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly. If targeted skill is very specific (e.g., letter formation, handwriting fluency, spelling), then assessment items can focus on this skill; otherwise the written expression CBM test can be used.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Although not required, the school may also want to contact parent to suggest at-home writing activities. Some available parent resources are:

- U.S. Department of Education Office of Educational Research and Improvement: Help Your Child Learn to Write Well.
<http://www2.ed.gov/pubs/parents/Writing/index.html>
Information, activities and suggestions to help parents help their children learn to write and pointers to support writing throughout schooling.
- Parent Tool Kit: Writing Strategies
<http://www.allkindsofminds.org/writing> Tips on home school collaboration, communication with teachers, talking with children about their strengths and weaknesses and strategies in writing.
- Great Schools: Seven Sparkling Ways to Encourage Kids Writing
<http://www.greatschools.org/gk/articles/seven-ways-to-encourage-kids-writing/> Provides parents with a selection of activities to encourage kids writing at home.

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students, with very low screening scores, who require a more intensive program immediately.

Instructional program/Goal: Strategies / programs designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Tier 2 strategies / programs should incorporate the following ideas:

- Intervene early, providing a coherent and sustained effort to improve the writing skills of children who have difficulty writing.
- Identify and address academic and nonacademic roadblocks to writing and school success
- Writing instruction should include explicit teaching in weak component areas, coupled with the application of writing strategies involving planning, organizing, and revising content and the use of cumulative review.
- Writing instruction should include time devoted to both the mechanics and the process of writing, adhering to a basic framework of planning, writing, and revision
- Employ technological tools that improve writing performance if needed.
- Incorporate motivators to help students regulate their attention and behavior and to work hard. Techniques for building motivation can be very helpful; these techniques include emphasizing the roles of effort and persistence in developing good writing, and, when possible, providing choices in writing tasks.
- On-going progress monitoring is used to determine whether a validated intervention is effective for a given student.

Examples of Tier 2 programs:

- Step Up to Writing <http://www.voyagersopris.com/curriculum/subject/literacy/step-up-to-writing-fourth-edition/overview> (Grades K-12, Core/Intervention)
- Expressive Writing 1 and 2 <http://www.nifdi.org/programs/writing-and-language/expressive-writing> (Grades 3-4 Core, 4-12 Intervention)
- Reasoning and Writing
<https://www.mheonline.com/programMHID/view/0076020800> (Grades K-6 Core, 2-12 Intervention)
- Language for Writing <https://www.mheonline.com/directinstruction/language-for-writing/> (Grades 2-4 Core, 3-5 Intervention)
- REWARDS Writing: Sentence Refinement
<http://www.voyagersopris.com/curriculum/subject/literacy/rewards/take-a-closer-look/rewards-writing> (Grades 5-7 Core, 5-12 Intervention)
- Write...from the Beginning http://c.ymcdn.com/sites/www.co-case.org/resource/resmgr/imported/42.1_Boillot.pdf (Grades K-5 Core/Intervention)
- My Access <http://www.vantagelearning.com/products/my-access-school-edition/> (Online service the grades student's essays for grades 4+ Supplement to Core/Intervention)
- Co-Writer <http://www.donjohnston.com/products/cowriter/index.html> - (Word prediction program for grades 1-12)
- Spelling Mastery <https://www.nifdi.org/programs/spelling/spelling-mastery> (Grades 1-6, Core/Intervention)
- Spelling Through Morphographs <https://www.nifdi.org/programs/spelling/spelling-through-morphographs> (Grades 6-12 Intervention)
- Handwriting Without Tears <http://www.hwtears.com/> (Grades PreK-5 Core/Intervention)
- Cursive Writing Program
<https://www.mheonline.com/program/view/1/3/197/0076020223/> (Grades 2-4 Core, 3+ Intervention)
- Assistive Technology <http://www.greatschools.net/cgi-bin/showarticle/3084> (Review of various products)

Group size for intervention: Homogeneous small group instruction. It is important that the group members be at the same instructional level.

Recommended frequency: Approximately 20-30 minutes / day, at least 2 to 3 days per week in small groups (or individually using computer programs) in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring weekly or bi-weekly. School must decide on content of assessment (i.e., handwriting, spelling, pre-writing, and/or writing) and aimline. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, writing teacher,

Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current writing data. Consider suggesting at-home writing activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional programs/Goal: Same as Tier 2. The instructional goal is to increase the student's writing skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Continue Tier 2 intervention and add another complementary scientific research-based / best practice intervention.
3. Discontinue Tier 2 intervention and select a more intensive intervention strategy/program.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended frequency: At least 30 minutes a day of Tier 2/3 program, 5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly. School must decide on content of assessment (i.e., handwriting, spelling, pre-writing, and/or writing) and aimline. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the MTSS/RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Decision Considerations For Increasing or Decreasing Intensity of ALL Academic Interventions

Decision considerations (made at grade level or school assistance team meetings) before placing a student in a Tier 2 intervention:

1. The school should ensure that a Tier 1 intervention was implemented with fidelity for at least 6 – 8 weeks, 2 - 5 times a week before considering a Tier 2 intervention.
2. Progress monitoring has been completed weekly or bi-weekly for the last 3-4 weeks.
3. Progress monitoring data shows that student is still at an ‘at-risk’ level and/or not making progress (data below a specified aimline).
4. Student’s performance is low in other reading, math and/or writing activities in the classroom.
5. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier 2 intervention.
6. General education can verify through principal or itinerant staff observations, and/or other documentation that scientific, research-based (or best practice) core instruction and interventions were implemented with fidelity.
7. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Additional Considerations:

1. If a student tests at an ‘at-risk’ level on a school wide assessment, the school may want to start a Tier 2 intervention immediately in addition to the Tier 1 intervention. (See Tier 2: Instruction and Intervention)
2. If the student is well below average (i.e., at an at risk level on school wide assessment, reading, math and/or writing scores below the 6th percentile on a nationally normed test, and among the lowest reading, math and/or writing students in his/her grade) the school may want to start a Tier 3 intervention immediately in addition to the Tier 1 intervention. (See Tier 3: Instruction and Intervention)

Decision considerations (made at grade level or school assistance team meetings) when assessing Tier 2 intervention:

1. Consider discontinuing Tier 2 intervention when the following conditions exist:
 - a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved, or
 - b. The student’s progress monitoring scores are at or above the aimline for last 3 assessments, and/or classroom performance has improved. Maintain Tier 1 intervention.
2. Consider continuing Tier 2 intervention (with Tier 1 intervention) when the following conditions exist:
 - a. The student’s progress monitoring scores are increasing but below the 25th percentile, or
 - b. The student’s progress monitoring scores are increasing, are above the 25th percentile but below end-of-year benchmark goal and capacity exists to continue intervention, or

- c. The student classroom performance is still low despite increasing progress monitoring scores on grade level assessments. Consider behavior, motivation, or targeting generalization skills.)
3. Consider Tier 3 intervention (with Tier 1 intervention) when the following conditions exist:
 - a. Progress monitoring scores remain flat or in a declining trend line.
 - b. Student's performance is significantly below grade level expectations on academic activities in the classroom.
 - c. Tier 2 intervention was implemented for 8 – 12 weeks. (Consider another Tier 2 intervention for 8 – 12 weeks before moving to Tier 3 if the student's performance can be improved with a different intervention that does not require an increase in instructional time.)
 - d. Adjustments were made to intervention after every 3 - 4 consecutive weeks of flat or declining progress monitoring scores.
 - e. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier 3 intervention.
 - f. General education can verify through principal or itinerant staff observations, and/or other documentation that scientific research-based (or best practice) core instruction and interventions were implemented with fidelity.
 - g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Decision considerations (made at school assistance team meeting) when assessing Tier 3 intervention:

1. Consider discontinuing Tier 3 intervention when the following conditions exist:
 - a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved. (Consider continuing Tier 1 intervention), or
 - b. The student's progress monitoring scores are at or above the aimline for last 3 assessments, and/or classroom performance has improved. Should continue with Tier 1 and Tier 2 interventions.
2. Consider discontinuing Tier 3 intervention but continuing Tier 1 and 2 interventions when the student's progress monitoring scores show progress when compared to the next benchmark testing period.
3. Consider continuing Tier 3 intervention in general education when the student's progress monitoring scores remain below 10th percentile, trend line shows progress, and capacity exists to continue.
4. When the MTSS/RTI option is used for the SLD determination process, consider Special Education referral when the following conditions exist:
 - a. Progress monitoring scores remain below the 10th percentile on grade level measures and flat /declining trend line on below grade level measures.
 - b. Tier 3 program was implemented for 8 – 12 weeks.
 - c. Adjustments were made after every 3 – 4 consecutive weeks of flat or declining progress monitoring scores.
 - d. Student's performance is significantly below grade level expectations on academic activities in the classroom.
 - e. Motivation, behavior, and attendance issues were ruled out as the primary

determinant of low achievement.

- f. General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based (or best practice) interventions were implemented with fidelity.
- g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
- h. Student's test results on district assessments (e.g., NWEA, Terra Nova) or state assessments (e.g., MEAP) were significantly below grade level expectations.
- i. The intensity of the intervention required cannot be sustained over time in general education.

NOTE: These considerations are not intended to prevent a referral for special education as required by IDEA, i.e., whenever the district suspects a disability. IDEA also protects the right of the parent to request a special education evaluation at any time, irrespective of where the district may be in an MTSS/RTI process.

Academic MTSS/RTI Resources

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Academic MTSS/RTI Bibliography

Books, websites, articles and videos providing more information and instruction on the academic MTSS/RTI model.

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Examples of Differentiated Instruction and Tier 1,2,3 Data Collection Worksheets

These may be used or modified to help schools document the implementation of differentiated instruction or interventions provided to students and evaluate the student's progress.

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Programs/Instruction Fidelity Checklist

This checklist may be used to help schools determine if a specific program is being implemented with fidelity and if the teacher is using research-based instructional techniques.

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Evaluating Explicit Instruction and Systematic Curriculum

This checklist may be used by schools to evaluate and/or document instructional practices for explicitness and whether or not they are using a systematic curriculum.

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Academic Skills Checklists

These checklists may be used or modified to help document diagnostic information in the areas of reading, math and writing.

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Other Effective Instructional Writing Practices

Recommended writing practices for students in all grades.

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Involving Parents in the MTSS/RTI Process

Ideas for helping parents understand the process and encourage their involvement.

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Academic MTSS/RTI Bibliography

Reading Research / Reading First Websites

<http://www.fcrr.org/>

(Florida Center for Reading Research – Rates many supplemental programs, provides black masters for differentiated instruction activities for grades K – 5, information on reading assessment programs, reading research, etc.)

<http://www.texasreading.org/utcrcla/>

(Vaughn-Gross Center for Reading and Language Arts at the University of Texas – Contains information on 3-tier instruction, reading interventions, reading research, etc.)

<http://oregonreadingfirst.uoregon.edu/>

(State of Oregon Reading First Site – Contains information on basal and supplemental program reviews, reading assessments, professional development, etc.)

Universal Screening and Progress Monitoring Assessment Information

<http://dibels.uoregon.edu/>

(DIBELS – K-6 Reading Assessment)

<http://www.aimsweb.com/>

(AIMSweb – K-8 Assessments for reading, math, writing and spelling)

<http://www.studentprogress.org/>

(National Center for Student Progress Monitoring – has reviews of several progress monitoring assessments and other progress monitoring information)

MTSS/RTI Books / Videos

The MTSS/RTI Guide: Developing and Implementing a Model in Your Schools, John E. McCook, Ed.D., LRP Publications, 2006

The MTSS/RTI Toolkit: A Practical Guide for Schools, Jim Wright, Research Press, 2007

Response to Intervention – Enhancing the Learning of All Children, Michigan Association of Administrators of Special Education, 2006

Response to Intervention – Policy Considerations and Implementation, National Association of State Directors of Special Education, Inc., 2005

Getting Ready for MTSS/RTI: Staff Training on Key Principles, Implementation Issues, Contributing Editors, John E. McCook, Ed.D. and Joseph C. Witt, Ph.D., LRP Publications, 2006 (LRP Publications has many books, articles and recorded presentations on MTSS/RTI. See:

<http://www.shoplrp.com/SearchResults.asp?Search=Getting+Ready+for+Rtl>

Annual Growth, Catch-Up Growth, Lynn Fielding, Nancy Kerr, and Paul Rosier, National Children's Reading Foundation, 2007

State /County MTSS/RTI Implementation Websites

<http://knoxschools.org/Domain/3661>

(Knox County Schools – Knoxville, Tennessee)

<http://www.k12.wa.us/SpecialEd/rti.aspx> (State of Washington)

<http://www.iowa.gov/educate/content/view/595/926/1/2/>
(Iowa Department of Education – see ‘Supporting Documents’)

<http://www.nasponline.org/advocacy/rtistatedistrict.pdf>
(NASP list of other state and district MTSS/RTI websites)

MTSS/RTI Web Resources

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf
(Assisting Students Struggling With Reading: Response to Intervention (MTSS/RTI) and Multi-Tier Intervention in the Primary Grades. A ‘What Works Clearinghouse’ IES Practice Guide)

<http://www.RtI4success.org/>
National Center on Response to Intervention

www.interventioncentral.org

www.jimwrightonline.com/php/rti/rti_wire.php

<http://www.joewitt.org/>

<http://www.nclld.org/content/view/1002/389/>
(National Center for Learning Disabilities)

<http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>
(Response to Intervention: A Primer for Parents)

http://www.asha.org/NR/rdonlyres/52CD996A-16A9-4DBE-A2A3-EB5FA0BE32EB/0/MTSS/RTI_role_definitions.pdf

(New Roles in Response to Intervention: Creating Success for Schools and Children. A comprehensive report detailing how MTSS/RTI changes the job responsibilities for General Education Teachers, Special Education Teachers, Speech and Language Therapists, Social Workers, School Psychologists, Parents and Families, Reading Specialists, Reading Intervention Specialists, and anyone associated with Learning Disabilities. Each description was written by the national organizations representing these groups (National Education Association, Division for Learning Disabilities of the Council for Exceptional Children, American Speech-Language-Hearing Association, School Social Work Association of America, National Association of School Psychologists, Learning Disabilities Association of America, International Reading Association, International Dyslexia Association and the National Center for Learning Disabilities)

<http://www.readingrockets.org/article/14596>
(MTSS/RTI and Reading: Response to Intervention in a Nutshell)

<http://www.nclld.org/content/view/1329/389>
Response to Intervention at the High School Level

http://www.promisingpractices.net/programs_topic_list.asp?topicid=28
(Promising Practices Network: Programs that Work)

<http://ies.ed.gov/ncee/wwc/>
(What Works Clearinghouse)

And of course:

http://en.wikipedia.org/wiki/Response_to_intervention

Math Resources

National Math Panel Report, <http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

National Council of Teacher of Mathematics Focal Points,
http://www.nctmmedia.org/cfp/focal_points_by_grade.pdf

“Effective Instructional Practices for Students with Difficulties in Mathematics: Findings from a Research Synthesis,” by Russell Gersten, Scott Baker and David Chard,
<http://www.centeroninstruction.org/files/Russell%20Gersten%20David%20Chard%20Effective%20Instruction1.pdf>

“Tools for Understanding: A Resource Guide for Extending Mathematical Understanding in Secondary Schools,” by John Woodward and Juliet Baxter, <http://www2.ups.edu/community/tofu/>

“Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice,” by Lynn S. Fuchs, Ph.D., Douglas Fuchs, Ph.D., Sarah R. Powell, M.S., Pamela M. Seethaler, M.S., Paul T. Cirino, Ph.D., and Jack M. Fletcher, Ph.D.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2547080>

Tier 1 math interventions from:

Intervention Central (15 interventions covering computation, applied problems, vocabulary, self-monitoring, test taking, journaling and reviewing).

(http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=mathematics)

Scripted interventions from Intervention Central – computation and graphing
(www.interventioncentral.com)

Ottawa Intermediate School District

<http://www.oaisd.org/1097208872546153/blank/browse.asp?a=383&BMDRN=2000&COB=0&c=53915&1097208872546153Nav=|443|&NodeID=443>

John Woodward <http://www2.ups.edu/faculty/woodward/downloads.htm>

Tools for Understanding: A Resource Guide for Extending Mathematical Understanding in Secondary Schools at <http://www2.ups.edu/community/tofu/>

Error patterns in computation (7th ed.). Ashlock, R.B. (1998). Upper Saddle River, NJ: Merrill. [Mainly good for assessment]

Designing effective mathematics instruction: A direct instruction approach. Stein, M., Silbert, J., & Carnine, D. (1997). Upper Saddle River, NJ: Merrill. (K-6 & remedial)

RtI & Math: The Classroom Connection, Kemp, Karen A., Eaton, Mary Ann, and Poole, Sharon, (2008), National Professional Resources, Inc./Dude Publications

Writing Resources

“Prevention and Intervention for Struggling Writers,” by Steve Graham and Karen Harris, in Interventions for Academic and Behavior Problems II, <http://www.nasponline.org/publications/booksproducts/interventions.aspx>

Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities, by: Steven Graham, Karen R. Harris, and Lynn Larsen 2001

“Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools,” by Steve Graham and Dolores Perin, 2007

“Teaching Expressive Writing to Students with Learning Disabilities,” by Russell Gersten, Scott Baker and Lana Edwards, 1999, <http://www.ldonline.org/article/6201>

Center for Accelerating Student Learning (CASL), <http://kc.vanderbilt.edu/CASL/index.html>

“Components of Effective Writing Instruction,” by Louise Spear-Swerling, 2006
<http://www.ldonline.org/spearswerling/8002>

“An Introduction to Writing Instruction for Secondary Students,” 2003,
http://www.texasreading.org/utcr/la/materials/secondary_writing_se.asp

Writing Better, Effective Strategies for Teaching Students with Learning Difficulties, by Steve Graham and Karen Harris, 2005, <http://www.brookespublishing.com/store/books/graham-7047/index.htm>

6+1 Trait Writing Rubrics, <http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF>

Other writing intervention resources can be found online from various sites such as:

<http://www.unc.edu/depts/wcweb/handouts/>

http://www.k8accesscenter.org/training_resources/languagearts.asp#Wbrief

<http://owl.english.purdue.edu/internet/owls/writing-labs.html>

http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=writing

http://www.jimwrightonline.com/pdffdocs/AZ/wright_writing_skills_checklist.pdf

Definitions of Academic MTSS/RTI Terms

Term:	Definition:
Accommodation	A change in the student’s educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), or a reduction in the amount of learning required (e.g., reduced assignments). These are not considered instructional interventions since they do not address instructional programming (e.g. increasing instructional time, changing instructional methods, using scientific research based programs) .
Aimline	The projected rate of change in performance over a period of weeks or months. The rate may be based upon the difference between baseline data and the benchmark goal or based upon research-based weekly rate change expectations.
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Best Practice Instruction	Instruction that has some evidence of effectiveness but has not been scientifically proven to be effective in a variety of settings with the targeted population.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), time (e.g., within the core period, additional half hour of instruction, 3 times a week; additional hour of instruction, 5 times a week), and/or location (e.g., within the general education classroom, Title 1 room, resource room, self-contained room).
Core Instruction	All of the daily instruction taught to all of the students in the classroom in a given core subject. This instruction may include the use of a scientific research based basal program, differentiated instruction and various ways of grouping students (e.g., whole group, flexible small groups).
Differentiated instruction	Classroom instruction targeting specific academic skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause low achievement and would exclude the student from being certified as Learning Disabled. Examples of exclusionary factors include lack of appropriate instruction in reading or math, limited English proficiency; visual, hearing, motor or other physical problems, mental retardation, emotional disturbance, cultural factors, and environment or economic disadvantages.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.

Intervention	A change in the student’s instructional program (e.g., increasing time, changing instructional methods, changing, modifying, or adding scientific research based instructional program) with the goal of improving the student’s academic skills. Accommodations are not considered academic interventions.
Intervention decision making rules	3 – 4 consecutive weeks below aimline: modify intervention. 3 – 4 consecutive weeks around the aimline: continue the intervention. 3 – 4 weeks above the aimline: consider increasing the rate goal. 3 – 4 weeks at the benchmark level: discontinue intervention if the student is at grade level. If the measure of student progress involved using below grade level tests, move to a higher grade level assessment.
Percentile rank / score	A score that compares how a student performed on a test with other students of the same grade or age. The percentile rank or score tells the percentage of students who scored below the student’s score.
Progress monitoring	Brief, repeated testing of a particular academic skill used to assess student performance and evaluate the effectiveness of instruction. The testing is usually done weekly, but may also be done twice a week or every two weeks. The tests assess the same skill each time and are similar in their format, but are not identical in content.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (MTSS/RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade level goals. MTSS/RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based (or best practice) instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual performance change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student’s curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an ‘evidence-based intervention.’
Screening	A brief test(s) usually given at one sitting to determine the approximate skill level of a student. Screening test results cannot be used for determining special education eligibility.

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Instructional programs used to supplement, but not replace, the core instructional program.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening (via differentiated instruction) within the student’s general education classroom during the scheduled core instructional period. The second tier, which is done in addition to the first tier intervention, consists of a targeted, supplemental intervention implemented outside the scheduled instructional period. A second tier intervention is usually implemented 3 – 5 days a week, 30 minutes per session. The third tier, which is also done in addition to the first tier intervention, consists of a targeted, but more intensive intervention also implemented outside the scheduled instructional period. A third tier intervention is implemented daily for 60 minutes.
Universal Screening	The administration of brief screening assessments of academic skills (e.g., DIBELS, AIMSweb) to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Differentiated Instruction (DI) Documentation **Subject:** _____

Students in group: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
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Tier 1 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade:	Date:
Targeted behavior:			
Most recent benchmark data test:	Benchmark score:	Date of test:	
Current core instructional program:		Time taught:	
Proposed in-class intervention:			
Interventionist:			Start date:
Schedule for intervention (circle): 3 times/ week 4 times / week Every day			

Progress monitoring

Assessment Tool: _____
 Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 – 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new in-class intervention
 (Explain _____)

Data Check 2 (After 6 – 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new in-class intervention
 (Explain _____)
 Refer for Tier 2 Intervention

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new in-class intervention
 (Explain _____)
 Refer for Tier 2 Intervention

Verification of Tier 1 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday’s date by each week number.

Week	M	T	W	T	F	Week	M	T	W	T	F	Week	M	T	W	T	F
1						5						9					
2						6						10					
3						7						11					
4						8						12					

Tier 2 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade:	Date:
Targeted behavior:			
Baseline data test:	Baseline score:	Current score:	
Proposed Tier 2 intervention:			Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:		
Interventionist:	Where:	When:	
Continued Tier 1 intervention:			

Progress monitoring

Assessment Tool: _____
Schedule (circle): Twice a week Once a week Once every two weeks
Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention ___ no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention ___ no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 3 (After 9 - 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention ___ no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention ___ no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
 ___ Start new intervention
 (Explain _____)
 ___ Refer for Tier 3 Intervention

Verification of Tier 2 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Tier 2 Intervention Plan and Monitoring Sheet

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Tier 3 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade:	Date:
Targeted behavior:			
Baseline data test:	Baseline score:	Current score:	
Proposed Tier 2/3 intervention(s):			Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:		
Interventionist:	Where:	When:	
Continued Tier 1 intervention:			

Progress monitoring

Assessment Tool: _____
 Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain _____)
 Start new intervention
 (Explain _____)
 Refer for Special Education Evaluation

Verification of Tier 3 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Tier 3 Intervention Plan and Monitoring Sheet

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Program/Instruction Fidelity Observation Checklist

Teacher:
Observer:
Program/Lesson:
Special Considerations:

Grade:
Time Spent Observing:
Name of Group:

Date:
Subject:
Number of Students:

Program:

1. Is the program/instruction appropriate for the instructional needs of the student(s)?

Comments:

2. Has the teacher been trained in using the program?

Comments:

3. Did the teacher follow the program's guidelines/procedures/script for delivering the instruction?

Comments:

4. Is the program/instruction being delivered with sufficient intensity (minutes per day and times per week) to ensure adequate content coverage and academic progress for most students?

Comments:

5. Did the teacher assess the student(s) frequently enough to accurately assess the student's progress and, if necessary, make adjustments to the instruction?

Comments:

Other Instructional Considerations (from Oregon Reading First):

1. Did the instructor model instructional tasks when appropriate?

Comments:

2. Did the instructor provide explicit instruction?

Comments:

3. Did the instructor engage students in meaningful interactions with language during lesson?

Comments

4. Did the instructor provide multiple opportunities for students to practice instructional tasks?

Comments

5. Did the instructor provide corrective feedback after initial student incorrect responses?

Comments

6. Were students engaged in the lesson during teacher-led instruction?

Comments

7. Were students engaged in the lesson during independent work?

Comments

8. Were students successfully completing activities at a high criterion level of performance?

Comments

9. Did the instructor encourage student effort?

Comments

Observation Feedback

Areas Implemented Well:

Identified Area(s) for Student Support:

Action Plan:

Follow-Up Date:

Worksheet for Evaluating Explicit Instruction and Systematic Curriculum
 (from www.pattan.k12.pa.us/files/SpEd/conf05/Marchand.ppt)
 Original site unavailable

<u>Instructional</u> Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Clear Instructional Targets	Are the purpose and outcomes of instruction clearly evident in the lesson plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate 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 and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructionally Embedded Assessments	Are instructionally embedded assessments used to monitor student's mastery of skills and strategies and to pace student's learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summative Assessments	Are summative assessments used to monitor student's retention and reinforcement of skills and strategies following instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Curriculum</u> Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Instructional Scope	Does the curriculum include all key instructional content necessary to achieve the goals of instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Sequence	Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses Multimodality Instruction	Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Skills Checklists

READING CONCERNS:

Phonemic Awareness: Does the student have...

- Awareness of words?
- The ability to rhyme?
- The ability to blend?
- The ability to segment into words and syllables?
- The ability to identify beginning sounds (onsets)?
- The ability to segment words into phonemes?
- The ability to substitute and manipulate beginning phonemes?
- The ability to substitute middle and ending phonemes?

Phonics

- Identifies ___/___ upper-case letters
- Identifies ___/___ lower-case letters
- Consonant sounds?
- Short vowels?
- Long vowels?
- Consonant blends?
- Consonant digraphs?
- R-controlled vowels?
- Vowel digraphs/diphthongs?
- Prefixes and suffixes?
- # of Fry words (____) on the 00 list

Word, Sentence, Paragraph Reading: Does the student...

- Read grade level regular words?
- Read grade level irregular sight words?
- Read grade level multi-syllabic words?
- Read sounds in words from left to right?
- Read words in sentences from left to right?
- Read sentences in paragraphs without skipping lines?

Fluency: Does the student have...

- Accuracy?
- Automaticity?
- Prosody (the appropriate use of phrasing and expression to convey meaning)?
- What are the wpm? _____
- What percentile is the wpm? _____
- What measure was used? _____
- List types of errors: (e.g., omissions, substitutions, additions) (Attach running record of oral reading [DRA]) _____

Vocabulary: Does the student...

- Understand the grade-appropriate word wall words? (Listening vocabulary concerns)
- Use the grade-appropriate word wall words while speaking? (Speaking vocabulary concerns)
- Read the grade-appropriate word wall words accurately? (Reading vocabulary concerns)
- Provide scores from the vocabulary section of the weekly basal unit reading test:

- Use the grade-appropriate word wall words in his/her writing? (Writing vocabulary concerns)

Comprehension: Does the student...

- Self-monitor?
- Self-correct?
- Recognize story structure?
- Identify the main idea?
- Pull out the most important details?
- Decode well enough?
- Pace self?
- Use prior knowledge?
- Make predictions?
- Make inferences?
- Understand cause-and-effect?
- Use questioning?
- Re-read?
- Cross-check?
- Look for details?
- Sequence events?
- Summarize?
- Scan?
- Have greater listening comprehension than reading comprehension?
- Provide scores of the comprehension questions from the weekly basal reading tests:

MATH CONCERNS

Number Sense/Preskills

- Number identification
- Count numbers
- Count objects
- Write numbers
- Comparing numbers
- Sequencing numbers
- Matching numbers to objects
- Understand number patterns
- Place value
- Understands 4 basic operations

Facts

- Addition
- Subtraction
- Multiplication
- Division

Operations

- Whole numbers
- Regrouping
- Fractions
- Decimals

Geometry:

- Identify, describe and draw geometric objects (e.g., shapes, solids, points, lines)
- Create 2-D and 3-D shapes from other shapes
- Describe the relative position of shapes (e.g. above, below, on, over)
- Identify, complete, and create geometric patterns
- Identify transformations of shapes (i.e., slides, flips, turns)

Applications:

- Story Problems
- Measurement
- Time
- Money
- Data and Graphs
- Probability

WRITTEN EXPRESSION CONCERNS

Handwriting

- Holding writing instrument
- Posture
- Letter formation
 - Printing
 - Cursive
- Fluency
- Writing words in isolation
- Writing words in sentence
 - Formation
 - Spacing

Spelling

- Identification of letters
- Identification of sounds
- Writing letters from dictation
- Writing sounds from dictation
- Writing regular words
- Writing grade level irregular words
- Spelling words in sentences

Writing

- Mechanics
 - Capitalization
 - Punctuation
- Paragraph writing
 - Ideas
 - Organization
 - Sentence fluency
 - Word Choice
 - Editing

Other Effective Instructional Writing Practices

<http://www.ldonline.org/article/6213>

<http://www.ode.state.or.us/teachlearn/subjects/elarts/writing/writing-framework-instruction.pdf>

- Daily writing with students working on a wide range of writing tasks for multiple audiences, including writing at home.
- Integration of writing activities across the curriculum and the use of reading to support writing development.
- Have a predictable writing routine where students are encouraged to think, reflect, and revise.
- Extensive efforts to make writing motivating by setting an exciting mood, creating a risk-free environment, allowing students to select their own writing topics or modify teacher assignments, developing assigned topics compatible with students' interests, reinforcing children's accomplishments, specifying the goal for each lesson, and promoting an "I can" attitude.
- Limit the number of genres students are expected to master for a school year.
- Teach necessary preskills before the new lesson, not during the lesson.
- When teaching a new skill, genre or rubric, show examples and non-examples of writing that is related to the topic.
- Use the same or similar versions of the writing process and rubrics within and across grade levels.
- Provide frequent opportunities for students' to self-regulate their behavior during writing, including working independently, arranging their own space, and seeking help from others.
- Create cooperative arrangements where students help each other plan, draft, revise, edit, or publish their written work.
- Allow group or individual sharing where students present work in progress or completed papers to their peers for feedback.
- Have regular teacher/student conferences concerning the writing topic the student is currently working on, including the establishment of goals or criteria to guide the child's writing and revising efforts.
- Both teacher and student assess student's writing progress, strengths, and needs.
- Follow-up instruction to ensure mastery of targeted writing skills, knowledge, and strategies.
- Periodic conferences with parents and frequent communications with home about the writing program and students' progress as writers.
- Students' written work is prominently displayed in the classroom, the room is packed with writing and reading material, and word lists adorn the walls.

Involving Parents in the MTSS/RTI Process

Goals:

1. Improve student outcomes.
2. Gain and maintain parents' support.

Major activities:

1. Include parents in problem-solving efforts as soon as there is an indication of student difficulty.
2. Clarify for parents how the MTSS/RTI process works.
3. Engage parents in school/district data-collection and progress monitoring practices.
4. Discuss your shared vision and responsibilities for their child to encourage problem-solving and discourage blaming team participants.

Points to discuss with parents:

Delivering interventions:

- What is the proposed intervention?
- Who will be responsible for implementing the proposed interventions?
- Where and when will the intervention take place?
- Why do you think this particular intervention will work?

Collecting data:

- What academic/behavior skill will be monitored?
- Who will gather the information?

Gauge progress:

- How will you determine if an intervention is working?
- How much progress will be enough to deem an intervention a success?

Keep in touch:

- What can the parent do at home to support their child's progress?
- How frequently will you communicate with parents about their child's progress and their role in that growth? (The more frequent the student's progress is monitored, the more frequent the parents should be contacted.)
- Who will contact the parent? Will this be done in person, by phone or by email?

Ideas from Amy L Reschly, assistant professor, University of Georgia,
In "The Special Educator," January 30, 2009