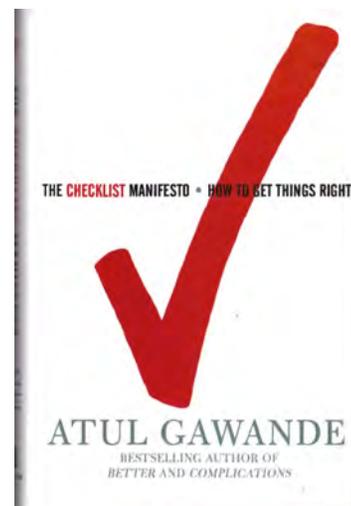


Increasing RTI Success: Guided Self Study

Mark R. Shinn, Ph.D.
National-Louis University
markshinn@me.com
<http://markshinn.org>

Virginia Department of Education, Richmond, VA
April 2011

Inspired By



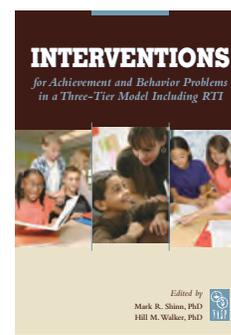
Gawande, A. (2009). *The Checklist Manifesto: How to Get Things Done Right*. New York, NY: Metropolitan Books.

Disclosure

Mark R. Shinn, Ph.D. Serves as a Consultant for **AIMSweb**, which provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI

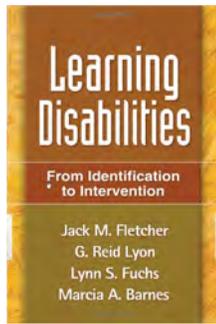
Mark R. Shinn, Ph.D. Serves as a Consultant for **Vmath**, a remedial mathematics intervention, from **Voyager**

Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill (Glencoe Publishing) for their **Jamestown Reading Navigator (JRN)** product



If You Want To Understand Where We Were From a Practice Perspective....

Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.



If You Want To Understand Where We Were From a Research Perspective....

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

Accessing Your Materials



markshinn.org

1. Click on the Downloads for Professionals Icon
2. Click on the Presentations and Handouts Folder
3. Click on Virginia DOE RTI Conference (Richmond) 2011

What I Learned and Am I Going to Do Today

I've Made a "Checklist for School Improvement Through Multi-Tier Services" (RTI) That If We Don't Do, We Probably Do Harm!

I'm Going to Share It!

We're Going to Keep Track..See Page 3 of Your Handouts

The Checklist

- Extensive Efforts Are Underway to Ensure Understanding of Big Ideas
- Clear Evidence That It is Built for Practitioners, Not University Professors
- A District Leadership Team That Meets At Least Monthly in the First Year
- A Planned Abandonment List Identifies What Is No Longer Being Done
- School Leaders Know the Elementary and Secondary Paths
- Easy, Cheap, Scientifically Based Universal Screening
- Triage and Cut Scores For Identifying Potential Candidates for Tiers 2 and 3
- Finding a CBM Line Graph in a Special Education Student's File
- Easy, Cheap, Scientifically Based Progress Monitoring Across Tiers Using the SAME METHODS
- The Core Reading Program Varies in Intensity When Schools within the Same District Have Different Needs
- Positive Behavior Support is Evident in the School, the Class, and at Tiers 2 and 3
- Interventions are PROACTIVE Using Proven Programs versus Reactive, Brainstormed Ones
- Tier 2 Interventions Aren't Built on the Backs of GE Teachers

The Checklist

- Extensive Efforts Are Underway to Ensure Understanding of Big Ideas*
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- A District Leadership Team That Meets At Least Monthly in the First Year*
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- Tier 2 Interventions Aren't Built on the Backs of GE Teachers*

 1: Extensive Efforts Are Underway to Ensure Understanding of Big Ideas to Promote Understanding and Reduce Push Back

Know What You're Trying To Do!

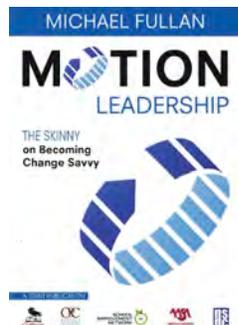
(6) SPECIFIC LEARNING DISABILITIES-

(A) IN GENERAL- Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, *the local educational agency shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.*

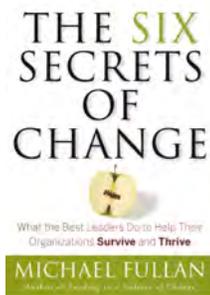
(B) ADDITIONAL AUTHORITY- In determining whether a child has a specific learning disability, *a local educational agency may use a process which determines if a child responds to scientific, research-based intervention as a part of the evaluation procedures in paragraphs (2) and (3).*

We're Doing RTI "Because It is the LAW"

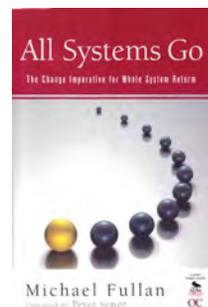
What Would Change Experts Say?



Fullan, M. (2010). *Motion leadership: The SKINNY on becoming change savvy.* Thousand Oaks, CA: Corwin.



Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive.* San Francisco, CA: Jossey-Bass.



Fullan, M. (2010a). *All systems go: The change imperative for whole system reform.* Thousand Oaks, CA: Jossey-Bass.



Fullan Identifies a STRONG MORAL PURPOSE



Being a Successful Reader is a Civil Rights Issue

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive.* San Francisco, CA: Jossey-Bass.



Big Idea for Students and Families



Students Get the **Services
They Need...**

*As Soon As They Need
Them!*

Self Check

- Go to Page 3: Have You Identified a Clear Moral Purpose for Multi-Tier Services and Supports (i.e., RTI)?
- What Is It?



Big Idea for Educators



Better Tools

Better Training

More Support



More Than SLD Entitlement

"BIG" RTI-

An Entitlement Process for Specific Learning Disabilities (SLD)

"little" rti-

A school improvement model designed to employ scientifically based instructional and behavioral interventions aligned with students' needs, preventatively, and as early as possible

Multi-Tier Services and Supports or Coordinated Early Intervening Services

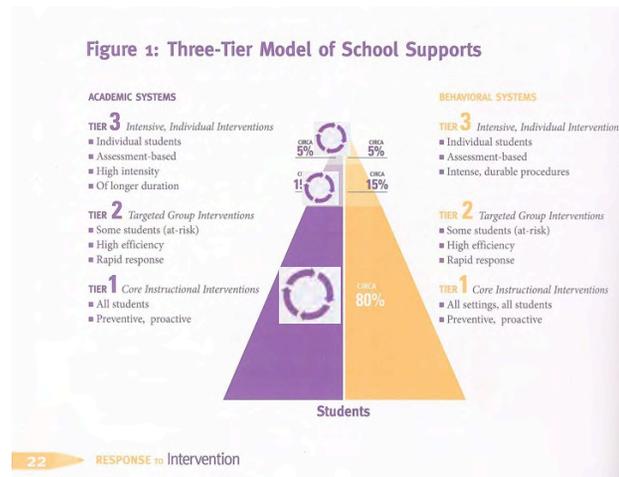
Self Check

Go to Page 3: Have You Identified and Taught Your Big Ideas for Multi-Tier Services and Supports (i.e., RTI)?

What Are They?

2: Clear Evidence That It's Built For TEACHERS and STUDENTS, Not University Professors

The Original Figure Representing RTI



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovalesski, J. F., Prasse, D., et al. (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

If You Have...

More Meetings Than Before RTI...

More Assessment Than Before RTI...

Something May Have Gone Wrong Somewhere

Our Goal is to Build An EFFICIENT and POWERFUL Service Delivery System



Every Minute in a Meeting is a Minute Away from Teaching and Intervention

Every Minute in Testing is a Minute Away from Teaching and Intervention

No Failing in Tier 1 Before You Get Tier 2

No Failing in Tier 2 Before You Get Tier 3

Self Check

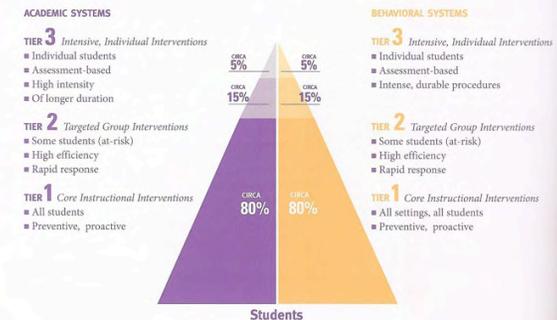


Go to Page 3: Evidence That You've Built It for Teachers

What Is Your Evidence?

Time for a Change in Conception

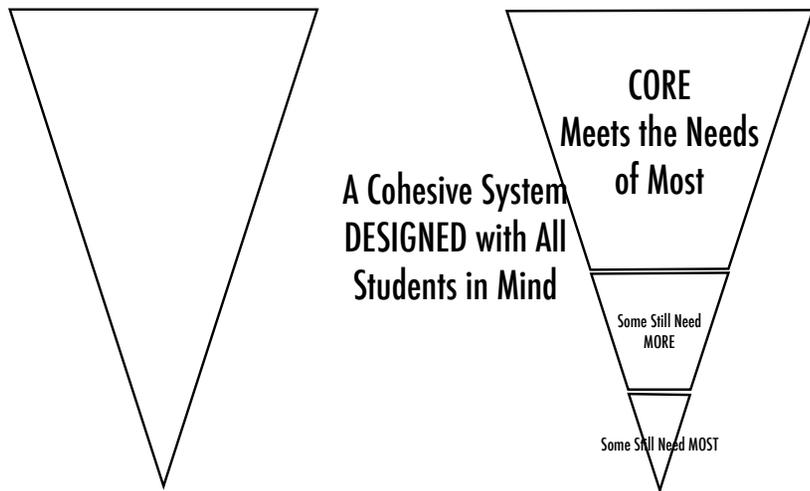
Figure 1: Three-Tier Model of School Supports



22 RESPONSE to Intervention

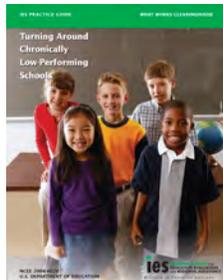
Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education, Inc.

A Multi-Tier Model for 2011



 A DISTRICT Leadership Team That Meets at Least Monthly in the First Year

Leadership is Essential to Change!



Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., & Redding, S. (2009). Turning around chronically low-performing schools.

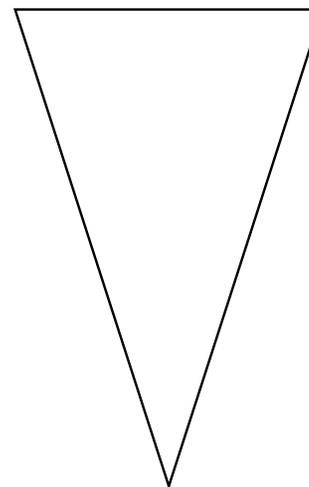
Table 2. Recommendations and corresponding levels of evidence to support each.

Recommendation	Level of evidence
1. Signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low performing school that fails to make adequate quality programs must improve student achievement within a short timeframe or else not have the luxury of years to implement incremental reforms.	Low
2. Maintain a consistent focus on improving instruction. Chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continuously measure student learning and instructional practices to reflect the goals.	Low
3. Make credible improvements early in the school turnaround process. Quick wins. These can rally staff around the effort and overcome resistance and inertia.	Low
4. Build a committed staff. The school leader must build a staff that is committed to the school's improvement goals and qualified to carry out school improvement. This goal may require changes in staff such as rehiring, replacing, or redefining staff who are not fully committed to turning around student performance and bringing in new staff who are committed.	Low

Source: Authors' compilation based on evidence described in text.

1. Signal the need for dramatic change with strong leadership. Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change.

What a District-Level Team Does



Build **Commitment—Some Things You Just Don't "VOTE" On!**

Give **Permission** and Guide the **Abandonment Process**

Allocate **Resources**

Coordinate **Staff Development**

Ensure the Work Gets Done

Self Check

- Go to Page 3: Do You Have a District Leadership Team that Meets Monthly?

If Not, Why Not?

Importance of Inventory

What is Already in Place?

What Needs to Be Built?

What Needs to Be Abandoned?

Build Your Foundation with SYSTEMATIC Self Study

- Part A Teams and Teaming:** Describe your existing *Systems of Supports, including Teams, and Team and Individual Professional Roles and Functions*
- Part B Data Systems:** Describe your existing *Progress Monitoring and Universal Screening Systems: Are they scientifically based?*
- Part C Interventions:** Describe your existing *Academic and Behavior Tools (Interventions): Are they scientifically based?*
- Part D Your SLD Entitlement Process:** Identify *Assessment Instructional Tools and Practices That Are NOT scientifically based for Abandonment*

Self Check

- Go to Page 3: Have You Engaged in Systematic Self-Study?



Big Idea



Design Feature

If You Add Something In

You Must Drop Something Out!

- A "Planned Abandonment" List That Identifies What Is No Longer Being Done
- "Independent Contracting" as THE Primary Model of Instructional Design
- Routine Use of *Diagnostic Tests for Every Student*
- Use of *Screening Tests for Annual SE Progress Monitoring*
- Referral Forms*—Especially Long One That Ask Silly Questions
- Other Items?*



Big Idea: No More Dual Systems



Ability-Achievement
Discrepancies

Patterns of Strengths and
Weaknesses as a Stop Gap
Measure

Self Check

- Go to Page 3: What Have You Abandoned?

School and District Leaders Know the Paths!



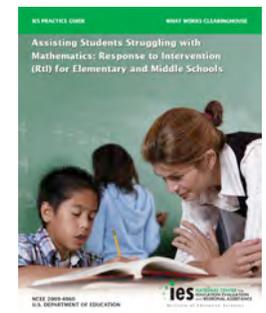
We Know Things to Do Elementary



Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2009). Reducing behavior problems in the elementary school classroom. Washington, DC: US Department of Education.



Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. Washington, DC: US Department of Education.

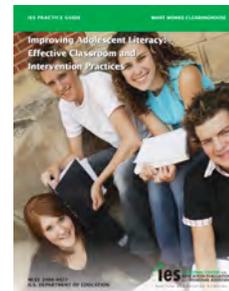


Gersten, R., Beckman, S., Clarke, B., Fiegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RTI) for elementary and middle schools. Washington, DC: US Department of Education.

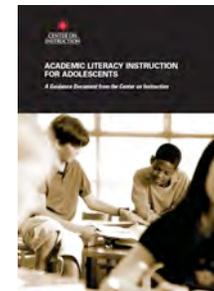
The Elementary Path

1. Begin with a Comprehensive Self Study
2. Make a Commitment to Improve General Education Instruction
3. Build Your Data System using Curriculum-Based Measurement As Your Progress Monitoring and Universal Screening Tool
4. Commit to Effective Behavior Support School-wide, but also Classroom and Tier 2 and Tier 3
5. Ensure Tier 3 Interventions are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)
6. Build Coordinated Scientifically Based Tier 2 Remedial Reading and Behavior Programs
7. Make Reading Volume a Priority for All Students to Encourage Wide Reading
8. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support

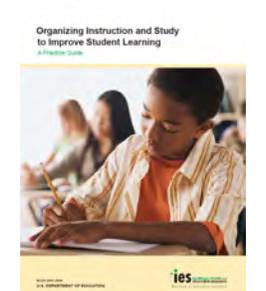
We Know Things to Do Secondary



Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.



Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center for Instruction.



Pashler, H., Bain, P. M., Botte, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing instruction and study to improve student learning. Washington, DC: US Department of Education, Institute of Educational Sciences.

A Secondary Path—More on This Later!

1. Strengthen Your CORE (Tier 1) Language Arts Curriculum At Least Grades 6-9
2. Commit to Effective, School-Wide Positive Behavior Intervention Support (PBIS/PBS) especially Tardies
3. Make a Commitment to Improve General Education Content Teaching Skills a Continuous Staff Development Target-Ensure Access to
 - Good Syllabi;
 - High Quality Grading;
 - Big Ideas Focus;
 - Strategies to Increase Engagement;
 - Embedded Strategic Instruction Model (SIM) in Pedagogy;
 - Common Assessments for Formative Assessment and Potential Screening
4. Develop Your Special Education Mission Statement (Intensive Basic Skill Interventions OR Content Class Support with SIM) and Align It With Your Eligibility Criteria
5. Ensure Tier 3 SE Basic Skill Interventions are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)
6. Build Out Effective Tier 2 and Tier 3 Behavior Support, in Addition to School-wide PBS
7. Build Effective Scientifically Based Tier 2 Remedial Basic Skill Interventions Grade 6-9 and Behavior Programs Across ALL Grades
8. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support

Self Check

 **Go to Page 3: Do You Have Visible Elementary and Secondary “Pathways” Components?**

 **Use of Easy, Cheap, Scientifically Based Universal Screening Tests**



Use Tools Reviewed by the USDE/OSEP National RTI Center

What is RTI?
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Our Library
RTI TOPICS
• What is RTI? (3)
• Tiered Instruction - General Information (3)
• 3-Tier Model (25)
• 4- or 5-Tier Model (1)
• Models of RTI - Problem-Solving Model (5)
• Standard Treatment Protocol (5)
• Student Screening Tools (4)
• Progress Monitoring (46)
• Early Intervening Services (12)
• Learning Disabilities Identification (41)
• Behavioral Interventions (3)

What's New in RTI?
Attention vendors: FAQ document posted for Progress Monitoring protocol
The Center's Technical Review Committee has compiled Frequently Asked Questions regarding progress monitoring submissions. The FAQs should assist vendors in completing the Progress Monitoring standard protocol for submission.
Click here for details.
Call for Progress Monitoring Tools Issued!
The Center's Technical Review Committee (TRC) has issued a call for Progress Monitoring tools. All interested vendors of progress monitoring tools are invited to respond. The deadline for submission is November 3, 2008. Click here for details.
Call for Screening Reading Tools Has Ended

www.rti4success.org

National RTI Center Results

The screenshot shows the National Center on Response to Intervention website with a table titled "General Outcome Measures" and "General Outcome Measures Continues". The table lists various tools and their characteristics across several categories: Tools, Area, Reliability of the Instrument (Last Year), Validity of the Instrument (Last Year), Predictive Validity of the Instrument, Usability, Feasibility, End of Year, Effectiveness, Rate of Implementation, Name, and Organizational Priority. The tools listed include AIMSweb, Reading CBM (R-CBM), DIBELS, Easy CBM, Monitoring Basic Skills Progress, Mclass Math, Scholastic, STAR, STEEP, and Yearly Progress Pro (YPP). The table uses colored circles (blue, green, yellow, red) to indicate the level of evidence for each tool.

Most Tools (7 of 10) are Members of the CBM "Family"

AIMSweb	CBM
Reading CBM (R-CBM)	CBM
DIBELS	CBM
Easy CBM	CBM
Monitoring Basic Skills Progress	CBM
Mclass Math	?
Scholastic	NO
STAR	NO
STEEP	CBM
Yearly Progress Pro (YPP)	CBM

Self Check

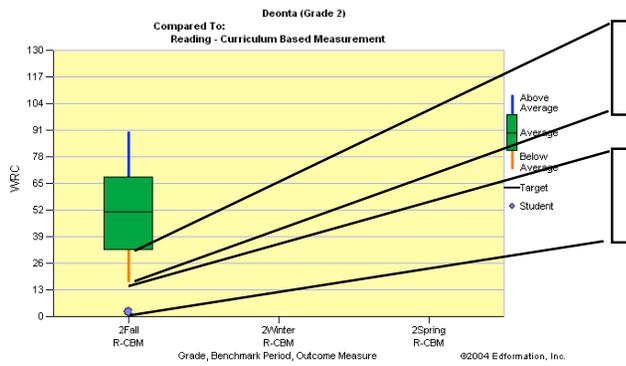
Go to Page 3: Do You Have a Use Simple, Time, Efficient Screeners That Are Consistent Across Ages and Grades and Reviewed Favorably by the National RTI Center?

What Are They?

TRIAGE and Cut Scores or "Criterion" for Identifying Students as Potential Candidates for Tiers 2 and 3

What Are YOUR Cut Scores?

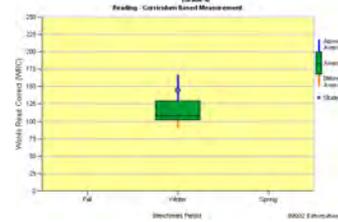
Triage By Severity of Need



< 25th
Tier 2 Candidates

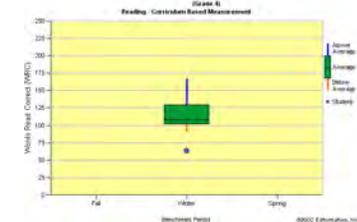
<10th
Individual Problem
Solving and/or
Tier 3 Candidates

Now Use These Data for Universal Screening



No Significant Discrepancy

No Significant Educational
Need



Significant Discrepancy

Potentially Severe Educational
Need
Consider Tier 3

Self Check

Go to Page 3: Do You Have a
Do You Have Clearly
Identified Triage Screening
Process and Logical Cut
Scores?

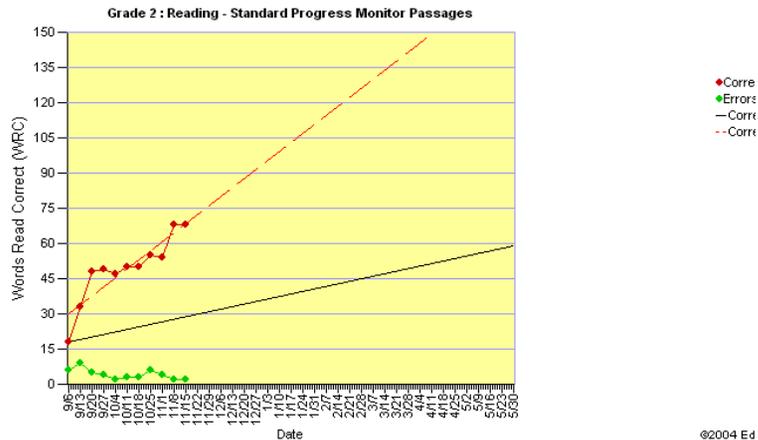
What Are They?



Finding a Line Graph in a Student's Special Education Folder



The Gold Standard for Students with IEPs: Frequent Monitoring toward Individualized Goals



Self Check

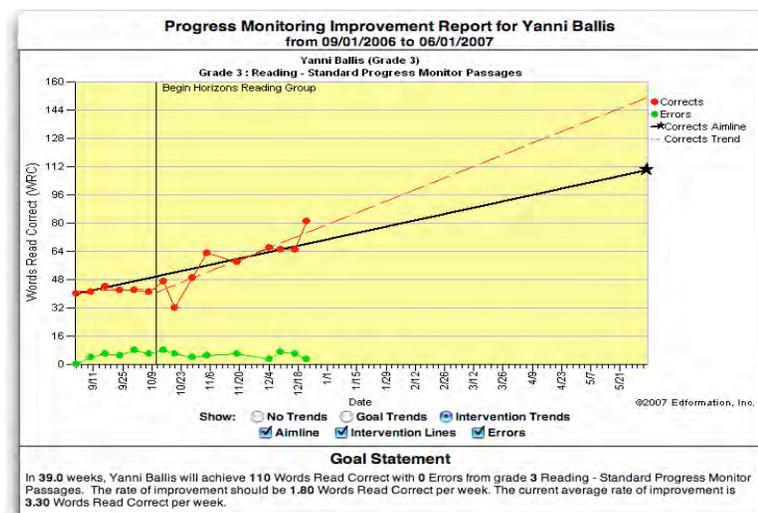


Go to Page 3: Do You Have a
A Line Graph Representing
Best Practices in a Student's
IEP File?

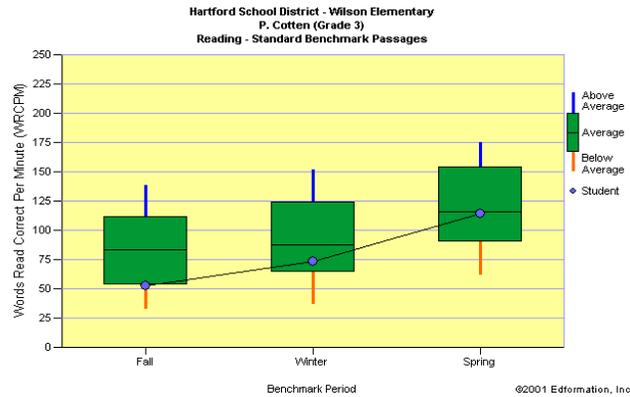


Easy, Cheap, Scientifically Based
Basic Skills Progress Monitoring Across
ALL Tiers

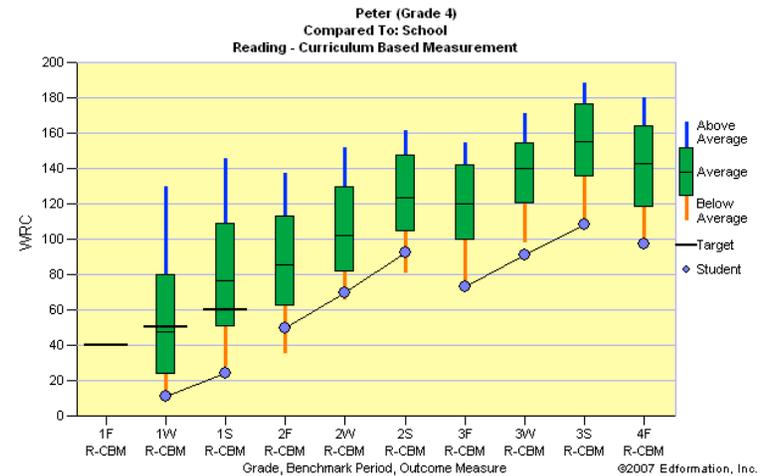
Tier 3 Progress Monitoring



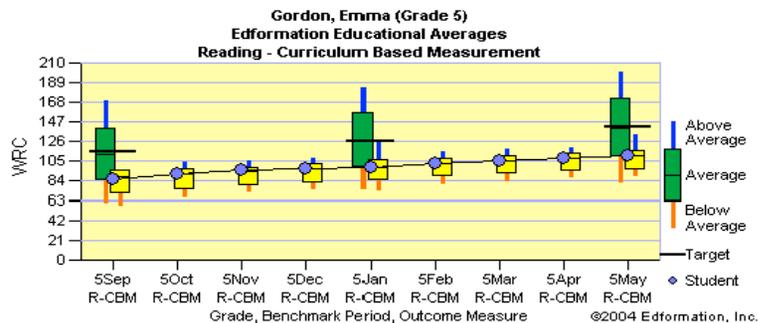
Tier 1 Progress Monitoring



A Picture of Progress Across Years



Tier 2: Strategic Monitoring of At Risk



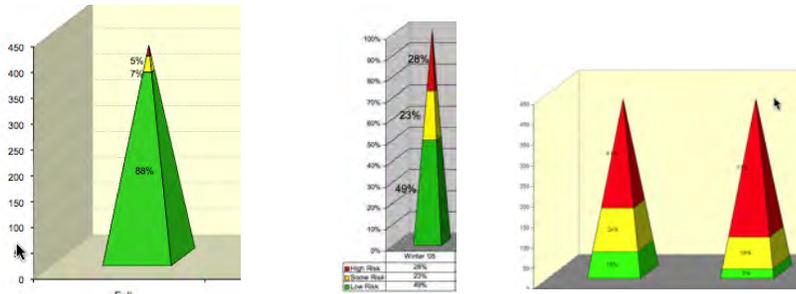
This chart shows that Emma Gordon improved from 85 Words Read Correct (WRC) at the September Benchmark to 90 Words Read Correct (WRC) at the October Benchmark and to 94 Words Read Correct (WRC) at the November Benchmark and to 98 Words Read Correct (WRC) at the December Benchmark and to 98 Words Read Correct (WRC) at the January Benchmark and to 101 Words Read Correct (WRC) at the February Benchmark and to 104 Words Read Correct (WRC) at the March Benchmark and to 107 Words Read Correct (WRC) at the April Benchmark and to 110 Words Read Correct (WRC) at the May Benchmark. The rate of improvement (ROI) from the September Benchmark is 0.8 WRC per week. Currently, Emma Gordon's score is **Average** compared to Edformation Educational Averages.

Self Check



Go to Page 3: Is Progress Monitoring Done with Tools Favorably Reviewed by the National RTI Center and Is Simple and Consistent Across Tiers, Subject Area, and Grades?

The Core (Tier 1) Varies When Schools within the Same District Have Different Outcomes



Would You Use the Same Program the Same Way for the Same Amount of Time?
 Would Tier 2 Be The Same?
 Tier 3?
 Special Education?

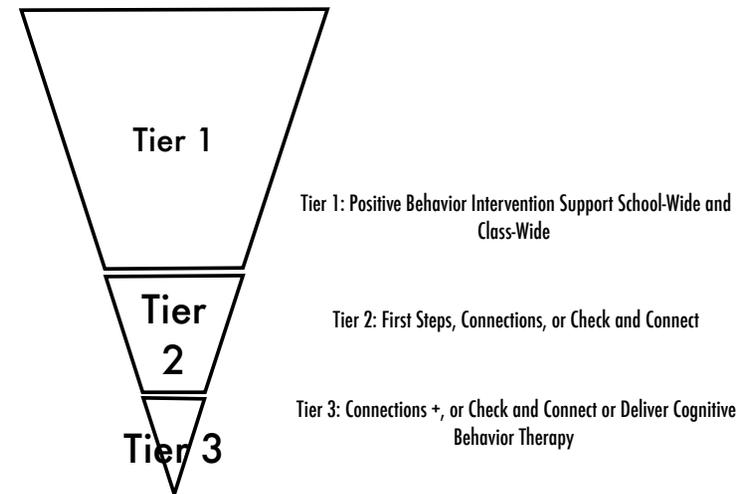
Different Core Programs for Different Need Students

Low Risk Community	Moderate Risk	High Risk
SBR Core Program (e.g., Reading Street, Story Town, Reading Mastery, Imagine It)	SBR Core Program Plus the Core's Intervention Component (e.g., Reading Street + Sidewalks for Everyone) OR a Validated Core for At Risk Students (e.g., RM or Imagine It)	The Most Explicit, SBR Teacher-Led Reading Program for Severely At Risk Students (e.g., RM or Imagine It) PLUS Explicit Language Curriculum

Self Check

Go to Page 3: Is The Core (Tier 1) of Appropriate Intensity Aligned with the Needs of Students in the SCHOOL?

Positive Behavior Support is Evident in the School, the Class, and at Tiers 2 and 3



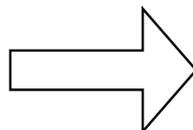
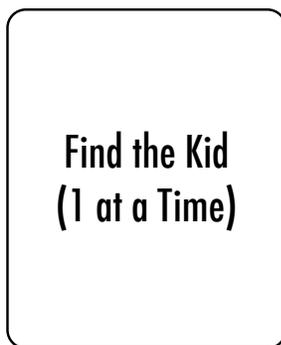
Self Check

- Go to Page 3: Is Your District Committed to Positive Behavior Support?

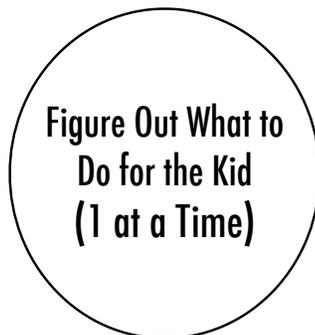
Interventions Are Proactive Rather Than Reactive Using Proven Programs

Old Way

Who?

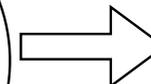


What?



New Way

What?



Who?



Problem Solve for **GROUPS**

Screen and Triage

Avoid Bias Against Proven Programs!

- [To achieve large scale reform you cannot depend on people's capacity to bring about substantial change in the short run, so you need to *propel the process* with
- [*High quality teaching and training materials* (print, video, electronic)
- [There is still the *problem of superficial implementation* when new materials are in use, and even new practices in evidence, *without the deeper understanding* required for substantial and sustained implementation.
- [But you get *farther, faster* by producing *quality materials* and establishing a *highly interactive infrastructure of pressure and support*.
- [Finally, the *materials do not have to be treated as prescriptive*. May judgments can and should be made during implementation as long as they are based on evidence linking teacher practices with student performance (p. 92)

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York, NY: Teachers College Press.

Tier 1 is Delivery of a Scientifically Based Core Program with...

- [**Fidelity**
 - [**Intensity**
 - [**Passion**
 - [**Reasonable Accommodations**
- If Done Well, We Expect to Meet the Needs of Most...Some Will Need More**

Tier 2 is "MORE"

- [(More) **Time**
- [(More) **Explicit Teacher-Led Instruction**
- [(More) **Scaffolded Instruction**
- [(More) **Opportunities to Respond with Corrective Feedback**
- [(More) **Language Support**, Especially Vocabulary
- [(More) Intensive **Motivational Strategies**
- [(More) Frequent **Progress Monitoring**

Tier 3 is "MOST"

- [(Most) **Time**
- [(Most) **Explicit Teacher-Led Instruction**
- [(Most) **Scaffolded Instruction**
- [(Most) **Opportunities to Respond with Corrective Feedback**
- [(Most) **Language Support**, Especially Vocabulary
- [(Most) Intensive **Motivational Strategies**
- [(Most) Frequent **Progress Monitoring**

Self Check

- ☑ Go to Page 3: Are Your Interventions Based on Evidence-Based Stuff and Proactive or Reactive Driven?

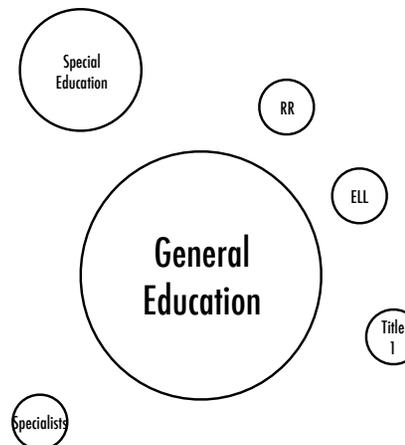
☑ Tier 2 Interventions AREN'T Built on the Backs of GE Teachers



Building Tier 2: Families of Tier 2 Interventions

- [Within the General Education Class
- [Flexible Skill Grouping Across Classes within a Grade
- [Flexible Skill Grouping Across Classes Across Grades
- [Before or After School
- [Computerized Interventions
- [Coordinated Remedial Resources
- [Universal Intervention Periods

Elementary Level: The Old Model

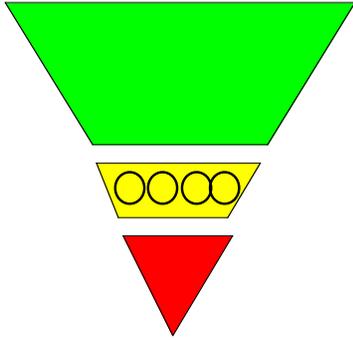


Most Schools Have Resources to Build Tier 2

But...Too Many Remedial Programs with Different

- Entry Criterion
- Curricula/Interventions,
- Assessment and Progress Monitoring Systems

Coordinated and Powerful Tier 2 Interventions



- Use Universal Screening to Identify Tier 2 Candidates
- Use a Focused and Scientifically Based Curriculum with an Emphasis on Explicit Teacher-Led Instruction with Explicit Language Support
- Use the Same Scientifically Based Progress Monitoring System

Self Check



Go to Page 3: Have You Identified and Supported Development of Viable Tier 2 Intervention?

The Checklist

- Extensive Efforts Are Underway to Ensure Understanding of Big Ideas
- Clear Evidence That It is Built for Practitioners, Not University Professors
- A District Leadership Team That Meets At Least Monthly in the First Year
- A Planned Abandonment List Identifies What Is No Longer Being Done
- School Leaders Know the Elementary and Secondary Paths
- Easy, Cheap, Scientifically Based Universal Screening
- Triage and Cut Scores For Identifying Potential Candidates for Tiers 2 and 3
- Finding a CBM Line Graph in a Special Education Student's File
- Easy, Cheap, Scientifically Based Progress Monitoring Across Tiers Using the SAME METHODS
- The Core Reading Program Varies in Intensity When Schools within the Same District Have Different Needs
- Positive Behavior Support is Evident in the School, the Class, and at Tiers 2 and 3
- Interventions are PROACTIVE Using Proven Programs versus Reactive, Brainstormed Ones
- Tier 2 Interventions Aren't Built on the Backs of GE Teachers