Lee Pesky Learning Center

Improving the lives of people with learning disabilities

RtI in Middle School Series Agenda

- Examining RtI: Components at Middle School

- Assessment Considerations

- Scheduling Considerations in Middle School

- What does Tier 2 look like?

- How do we know if RtI works?

Lee Pesky
LEARNING CENTER

RtI Purpose at Middle School

- Prevention
  - At-risk for dropping out
  - Late-emergent learning disabilities
  - English Language Learners
- Intervention
  - Ongoing support for struggling learners
  - Temporary support for skill mastery

Lee Pesky
LEARNING CENTER

What is the purpose of Tier 2?

- If:
  - Remediate basic academic skill gaps?
  - Support student progress in the general curriculum?
  - Teach strategies to struggling learners?
- Then:
  - Don't use as a 'study skills' option
  - Not a homework completion time

Tier 2 Must Haves

- Strong Assessment Tools
- Targeted Instruction
- Progress Monitoring
- Time and Intensity

Tier 2 Infrastructure

	Strong	Weak
Instructor	Reading Specialist Math Specialist	Instructional Aid with no Supervision
Group size & composition	1:8 1:5 (for intensive) Groups based on like need	Large groups Wide range of need
Frequency	Daily	< three times/week
Program	Focused on areas identified in research	Not coherent
Type of Instruction	Explicit, direct instruction Strategy instruction	
Duration	60-90 minutes	< 30 minutes

Lee Pesky
LEARNING CENTER

Primary Characteristics of Struggling Readers in Middle School

- They are almost always less fluent readers – sight word vocabularies thousands of words smaller than average readers

- Usually know the meanings of fewer words

- Usually have less conceptual knowledge

- Less skilled in using comprehension strategies

- Do not read often (for leisure)

Lee Pesky
LEARNING CENTER

Categorizing Struggling Readers to Organize Intervention

- Simple View of Reading (Gough & Tunmer, 1986) suggests that Reading = Decoding x Comprehension
  - Students still struggling significantly with initial word reading skills (Reading Next Panel estimates 10% of struggling readers)
  - Students who have 'adequate' but not strong word level skills and struggle with vocabulary, knowledge, comprehension and motivation

Categorizing Struggling Readers to Organize Intervention

- This suggests the need for screening and diagnostic tools that:
  - Identify the severity of discrepancy in reading performance
  - Identify the nature of the student's reading challenges

Effective Interventions

- Intensive interventions focused on _word level reading skills_ produce consistent effects on reading accuracy and comprehension

- Intensive interventions focused on _comprehension strategies_ produce larger effects on reading comprehension

*Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). _Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide_ (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.

Planning for Reading Interventions

- Provide intensive reading classes for students reading below grade level
  - Offer a continuum of intensity based on need
    - at least two levels
  - Intensity is manipulated by instructional group size or by length of instruction

Planning for Reading Interventions

- Schedule 60-90 minute block for students with significant word level reading problems plus comprehension problems

  Focus on word level skills

  Strategy instruction

  Embedded and systematic vocabulary instruction

  Lots of guided, supported practice in reading

Progress Monitoring

- For students with greater skill deficits, use ORF – it is a more sensitive measure and also gives you better feedback on student skills

- Graph results, if your school does not have CBM licenses, use a free program like http://www.cbmfocus.com/

- Goal is to support progress to grade level – so PM should be done at grade level

Primary Characteristics of Struggling Math Students

- Do not have fluency with basic operations
- Understanding of fractions is not well-developed
- Algebraic understanding is difficult
- Lack strategies for solving complex word problems

Lee Pesky
LEARNING CENTER

Categorizing Struggling Students to Organize Interventions

- Screening and diagnostic tools used to:
  - Identify severity of discrepancy
  - Determine nature/focus of intervention

Lee Pesky
LEARNING CENTER

Effective Math Interventions

- Screening and diagnostic tools used to:
  - Identify severity of discrepancy
  - Determine nature/focus of intervention
- As in reading, consider a continuum of intervention options
  - Focus on 'shoring up' fluency with basic operations and problem solving
  - Review foundational processes that are useful for later math skills – fractions, algebraic thinking

Lee Pesky
LEARNING CENTER

Effective Math Interventions

- Explicit Instruction
- Use of heuristics
- Student verbalization
- Visual representations
- Sequence and Range of Examples

*Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2009). A Metaanalysis of Mathematics Instructional Interventions for Students with Learning Disabilities: A Technical Report. Los Alamitos, CA: Instructional Research Group.

Lee Pesky
LEARNING CENTER

Algebra Supports

*Plug the necessary values in the formula

Area of a Rectangle: $A = l \bullet w$

Area of a Circle: $A = \pi \bullet r^2$ $C = \pi d$
$C = 2\pi r$

Area of a Triangle: $A = \dfrac{b \bullet h}{2}$

Perimeter: "The border"- just add up all the side

Area & Perimeter Formulas

Operations with INTEGERS

Opposites & Absolute Value

Exponents

Order of Operations

g(5) = 110

Evaluating Functions

Combining Like Terms

Distributive Property

Slope $\dfrac{5}{3}$

Slope-Intercept Form of a Line

Two-Step Equations

Multi-Step Equations

Solving Inequalities
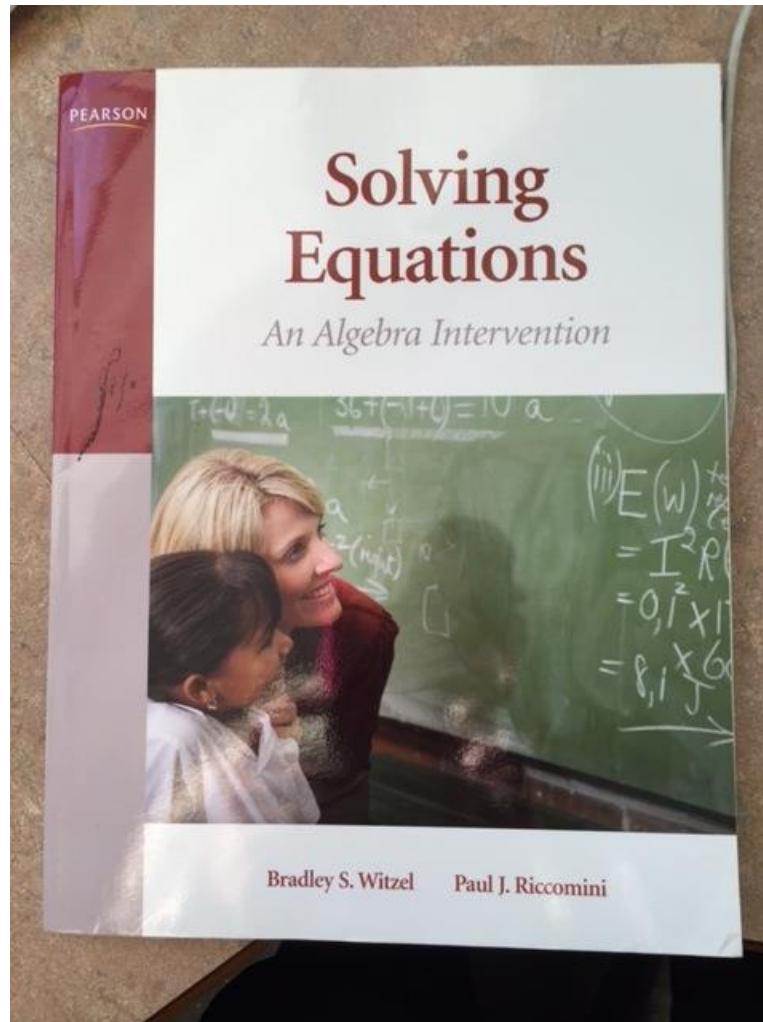
Conjunctions & Disjunctions

Proportions

Linear Modeling

Monomials
Card #2

Algebra Supports

Solving Equations: An Algebra Intervention
by Brad Witzel and Paul Ricommini

Progress Monitoring

- PM the skill area of focus (EasyCBM provides access to different types of probes

- Graph results

- Monitor on Grade Level

- Should also consider the use of mastery measures to ensure students acquire specific skills

For Next Time

- What questions/concerns do you have regarding intervention so that we can be sure to address those on November 5?

Thank You!

Lee Pesky Learning Center

3324 Elder Street •   Boise, ID

208-333-0008

Dr. Evelyn Johnson, Executive Director

ejohnson@lplearningcenter.org

www.LPLearningCenter.org
Sign–up for our e-newsletters and follow us on