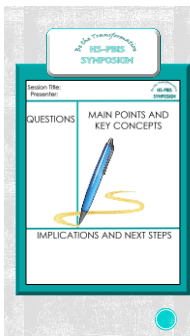**High School PBIS Symposium 2019**
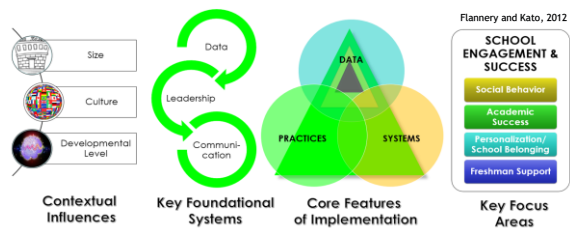
HS-PBIS SYMPOSIUM

MTSS Fidelity Assessment for Reading: Promoting Adolescent Reading Success

1

BEHAVIORAL EXPECTATION

Authentic Engagement

HS-PBIS SYMPOSIUM

QUESTIONS | MAIN POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS

2

Flannery and Kato, 2012

SCHOOL ENGAGEMENT & SUCCESS
Social Behavior
Academic Success
Personalization/ School Belonging
Freshman Support

Size
Culture
Developmental Level

Data
Leadership
Communi- cation

DATA
PRACTICES
SYSTEMS

Contextual Influences | Key Foundational Systems | Core Features of Implementation | Key Focus Areas

HS-PBIS Implementation Model

3

Outcomes

- Understand the source of reading difficulties for secondary students
- Outline the data, systems, and practices needed to improve reading outcomes
- Describe the purpose and intended use for the Reading Tiered Fidelity Inventory (R-TFI)
- Review an example professional learning scope and sequence for secondary schools to install the Tier 1 reading components of an MTSS model

4

Agenda

1. Defining the Simple View of Reading
2. Data, Systems, Practices to Improve Reading Outcomes
3. Overview of the R-TFI
4. Secondary MTSS Tier 1 Reading Professional Learning Scope and Sequence
5. Final Thoughts

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1.0 Simple View of Reading
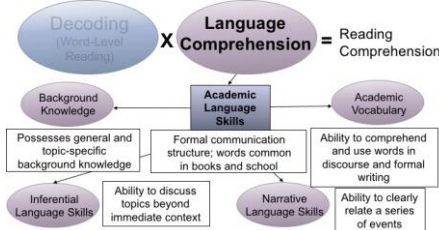
6

Simple View of Reading: Defining Domains

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

- Language Comprehension: ability to understand spoken language
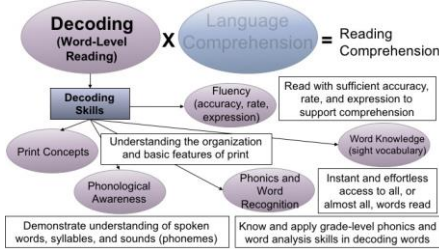
Gough and Tumner, 1984

7

Simple View of Reading: Language Skills

Archer, 2017

8

Simple View of Reading: Decoding Skills

Archer, 2017

9

3

Big Ideas of Adolescent Reading

- Advanced Decoding
- Fluency
- Vocabulary
- Comprehension
- Motivation

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Why Students Struggle?

- Traditional reading approaches did not use instructional methods to allow all students to become proficient in the "code of printed English and to build a large sight vocabulary"
  - Whole-word approach: uses multiple exposures to words so the words are memorized

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

Kilpatrick, 2014

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Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessments

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

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

Kilpatrick, 2014

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Addressing the Needs of Struggling Students (cont.)

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

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

Kilpatrick, 2014

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

Overt Strategy

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

• **Covert Strategy**

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

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Defining Compensatory Strategies (cont.)

• Comprehension strategies to be used for any students (below, on-level, or above level) not understanding what they are reading or what they are listening to during teacher directed instruction
• Comprehension Compensatory Strategies for 4th – 12th grade:
  • Passage Reading Procedures
  • Survey Question Read Recite Review
  • Text Summarization using writing frames
  • Explicit vocabulary

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Activity 1.1

Kylie cannot read multisyllabic words. Read the following passage and delete the underlined words:

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

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

Which reading domain needs immediate attention?

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Activity 1.2

- Shaun can accurately read the passage on the previous slide

- When asked to discuss the events leading up to why the Portuguese needed to enslave Africans, his answer was, "because they needed people to work on the plantations."

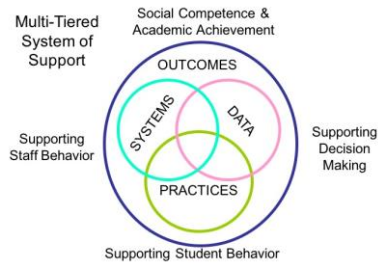- **Which reading domain and skill(s) likely need attention?**

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2.0 MTSS Data, Systems, and Practices to Improve Outcomes

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Multi-Tiered System of Support

McIntosh and Goodman, 2015

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Unpacking Data, Systems, Practices

- Data:
  - Assessment measures
  - Data analysis
  - Plan development based on data
  - Data sharing
- Systems
  - Teaming structures
  - Processes and procedures
  - Coordination and communication with groups / teams within and outside of the school
- Practices
  - Strategies
  - Programs
  - Practices
  - All are evidence-based

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Defining MTSS

- Involves a combination of components that helps to ensure high-levels of academic and social achievement
- Provides students who are not benefiting from the general curriculum with targeted small-group interventions
- Intensive interventions are individually developed for students with significant challenges and the interventions are determined based on the results from careful assessment of the student's needs
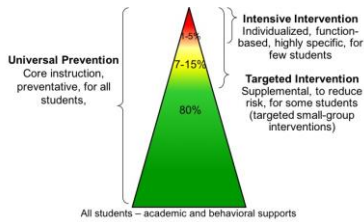
McIntosh & Goodman, 2015

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Defining MTSS (cont.)

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

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

McIntosh & Goodman, 2015

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Visual Representation of MTSS

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

Universal Prevention
Core instruction, preventative, for all students,

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

-5%

7-15%

80%

All students – academic and behavioral supports

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Secondary MTSS Components

- Social-emotional behavioral supports (Positive Behavioral and Intervention Supports: PBIS)
- Big Ideas of Adolescent Reading
- Before, during, after comprehension strategies
- Explicit instruction
- Reliable, valid assessment to the best extent possible (universal screening, progress monitoring, diagnostic assessments, and summative assessments)
- Data-based decision making across the school, departments, cross-department, and individual student levels
- Evidence-based interventions

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Activity 2.1

- To what extent do you believe your colleagues back at school would identify the secondary MTSS components listed on the previous slide?

- How might you begin to develop some shared understanding of the MTSS components that address academics and behavior supports?

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3.0 Reading Tiered Fidelity Inventory (R-TFI) Overview

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Accessing the R-TFI

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

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

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Underlying Philosophy

- To improve reading outcomes for all students the following must exist:
  1. Multi-Tiered System of Support (MTSS)
  2. Scientifically-Based Reading Research (SBRR)
  3. Integration of reading and behavioral supports
  4. To improve student outcomes, the emphasis needs to be on data, systems, and practices

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R-TFI Purpose

- To provide School Leadership Teams with a tool to assess the implementation of the reading components within an MTSS model
- The reading components are titled:
  1. School-Wide Reading Model for elementary
  2. School-Wide Content Area Reading Model for secondary

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Defining MTSS Reading Components (cont.)

- Secondary:
  - **School-Wide *Content* Area Reading Model:** Multi-tiered structures encompassing:
  1. Systems to address the continuum of reading needs across the student body
  2. Evidence-based practices designed to improve reading outcomes for all students that involve participation by core subject area teachers and staff
  3. Data use and analysis

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R-TFI Components

▪Secondary

▪Measures: School-Wide Content Area Reading Model
  ▪Two domains: Tier 1, Tiers 2 / 3
  ▪Four subscales:
    1. Teams
    2. Implementation
    3. Resources
    4. Evaluation

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Utility of the R-TFI

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

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

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Activity 3.1

▪Read the R-TFI Items and Description by Tier (for all tiers).

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

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4.0 Professional Learning Scope and Sequence

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Overview of Professional Learning

- School Year 1:
  - Recommend beginning with the installation of PBIS non-classroom and then layering-on PBIS in the classroom-settings (ideally January – April / May with an initial implementation occurring in the fall of the next school year)

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Overview of Professional Learning (cont.)

- School Year 2:
  - Initial implementation of Tier 1 PBIS in non-classroom and classroom settings
  - Installation of Tier 1 reading MTSS components (School-Wide Content Area Reading) begins in the fall
  - Identified staff begin learning to use the content area reading strategies
  - First school leadership team data review (Tier 1 PBIS) – "winter data review"
  - Begin to install an Intervention System (integrates the behavior and academic supports under one umbrella)
  - Identified staff are taught Check-in-Check Out (first Tier 2 behavioral intervention)
  - Principal and other identified staff begin to carve out time for academic intervention (Feb-April)
  - Spring data review for school leadership team

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Overview of Professional Learning (cont.)

- School Year 3:
  - Fall data review
  - Intervention System continued (school leadership team finishes installation of the intervention system components)
  - Continue scale-up of content area reading strategies with additional staff (building on the staff who participated in the professional learning series last fall)
  - Winter data review
  - Intensifying Interventions (school leadership team learns more about how to facilitate "Interventionists Data Meetings" and how to intensify instruction
  - Spring data review

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Activity 3.1

- Access the document titled, "MTSS Secondary Professional Learning Overview: Tier 1 Reading"

- Jigsaw the document in the following way:
  - Person 1: Read, "Tier 1 School-Wide Content Area Reading Series: 2 Days" and "Strategies 1 and 2:…"
  - Person 2: "Strategy 3…" and "Strategy 4…"

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

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

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Final Thoughts

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Recommendations

- An MTSS model that integrates academic and behavioral supports is critical at any level but especially at the the secondary level
- Do not forget about a district infrastructure to support schools as they develop readiness for MTSS, install the behavioral and academic components, and use what they have installed
- The district infrastructure work is guided by the concepts in the District Capacity Assessment
- Do not underestimate the level of readiness for MTSS implementation at the secondary level but especially for the reading components

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Recommendations (cont.)

- A high-quality MTSS model to address the reading components requires a multi-pronged approach that includes core subject area teachers consistently using strategies before, during, and after students read PLUS interventions whose strategies compliment what is happening in core subject area classes
- Selecting evidence-based interventions is key and ensuring they are used well is critical
- The R-TFI is designed to be a road map to assist schools in the installation and use of the reading components of an MTSS model
- The SWPBIS TFI (or another PBIS fidelity assessment) should also be used

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Thank You!

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