5 Essential Components of a Multi-tiered System of Supports for Reading

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Participant Handout

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Learning Targets
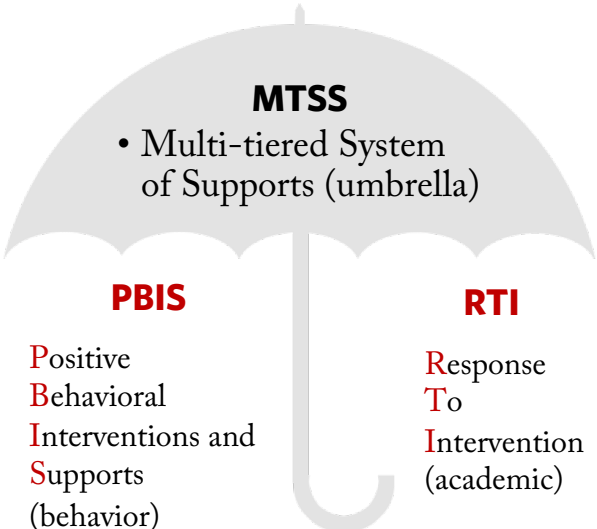
Outcome 1: Meeting Students' Needs with MTSS (20 min.)
- The Benefits of MTSS
- Essential Components of MTSS

Outcome 2: Read Naturally Programs and MTSS (10 min.)
- Read Naturally programs for Tier 2 and 3 intervention
- Program features to support MTSS implementation

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MTSS
• Multi-tiered System
of Supports (umbrella)

PBIS

Positive
Behavioral
Interventions and
Supports
(behavior)

RTI

Response
To
Intervention
(academic)

Typical Focus Areas for MTSS

- Academics
- Behavior/Social-Emotional Learning (SEL)
- Health
- Integrated supports
  (all the above)

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The Benefits of MTSS

- Proactively identifies students' needs
  (no more "waiting to fail")
- Promotes collaboration
  (MTSS teams)
- Leverages staff and resources
- Combats inequity
- Empowers educators

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Five Critical Features of MTSS

| LEADERSHIP, COLLABORATION, AND CAPACITY BUILDING INFRASTRUCTURE | UNIVERSAL SCREENING | MULTI-TIERED SYSTEM FOR INTERVENTION AND SUPPORTS | PROBLEM-SOLVING PROCESS | PROGRESS MONITORING |

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Getting Started with MTSS

LEADERSHIP, COLLABORATION, AND CAPACITY BUILDING INFRASTRUCTURE

- Center on Response to Intervention (AIR) (rti4success.org)

- Technical Assistance Center on Positive Behavioral Interventions & Supports (OSEP) (pbis.org)

UNIVERSAL SCREENING

- National Center on Intensive Intervention
  - Tools Charts
    - Academic Screening
    - Behavior Screening
  (intensiveintervention.org)

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Exploring the Concept of "Multi-tiered"

MULTI-TIERED
SYSTEM FOR
INTERVENTION
AND SUPPORTS

- One on one supports for a *few* students (≈ 5%)

- Additional supports for *some* students (≈ 5–15%)

- High-quality instruction for *all* students (100%)

TIER 3 — Tertiary — **INTENSIVE INDIVIDUAL INTERVENTION**

TIER 2 — SUPPLEMENTAL — **TARGETED SMALL GROUP INSTRUCTION**

TIER 1 — UNIVERSAL — **CORE CLASSROOM INSTRUCTION**
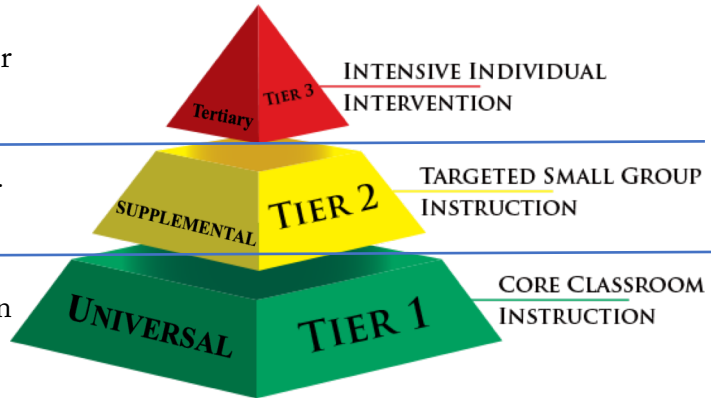
Adapted from Partners in Learning. 2016. *PBIS Triangle*. [Picture]. Retrieved from https://www.pbis-custom-graphics.com/product-information-and-details/data-based-decision-making/

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MTSS Supports are Layers—Not Steps!

MULTI-TIERED
SYSTEM FOR
INTERVENTION
AND SUPPORTS

Intensified supports are *in addition to* Tier 1.

- Additional Time
- Additional Support
- More targeted instruction

INTENSIVE INDIVIDUAL INTERVENTION

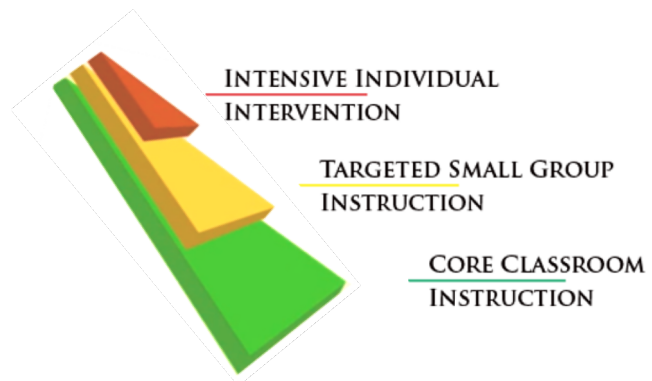**TARGETED SMALL GROUP INSTRUCTION**

CORE CLASSROOM INSTRUCTION

Image adapted from Colorado Department of Education. 2014. MTSS layers graphic. [Picture]. In *Multi-tiered System of Supports (MTSS) Overview* [Video File]. Retrieved from https://www.youtube.com/watch?v=8ghkGdL7Ugc#t=26
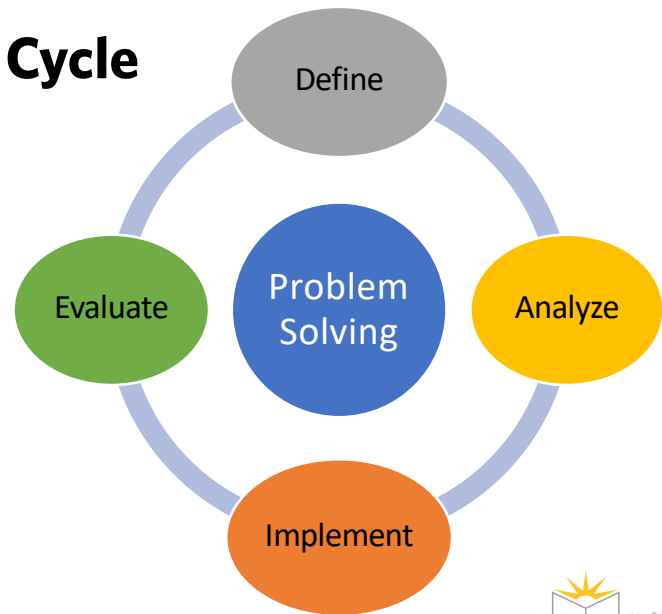
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Problem-Solving Cycle

PROBLEM-
SOLVING
PROCESS

1. **Define:** Identify gaps between performance and grade-level expectations.
2. **Analyze:** Identify the instruction that will address the gap.
3. **Implement:** Carry out the intervention/instruction as intended.
4. **Evaluate:** Evaluate the data and determine if the placement is working.

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Define

Evaluate

Problem Solving

Analyze

Implement

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Progress Monitoring – Key Questions

PROGRESS
MONITORING

Progress
- *Is the learner responding positively to the prescribed instruction or intervention?*
- *Is the trend enough to close the gap in a reasonable time?*

Supports
- *Is the learner ready to reduce supports or give up temporary scaffolds?*
- *Does the learner need greater supports for successful struggle?*

Exiting
- *Has the learner caught up to peers and is she or he ready to exit the intervention?*

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Review
5 Essential Components

Turn and talk / think and write:

- *What are the similarities and differences among MTSS, RTI, and PBIS?*

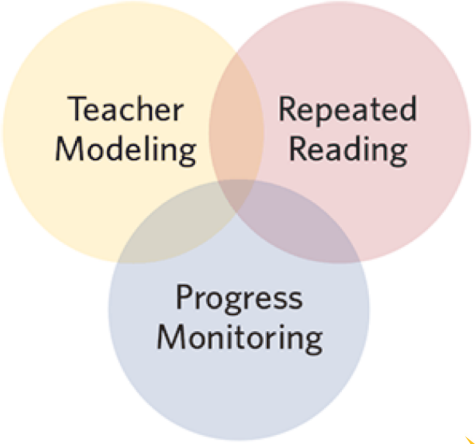- *How many tiers are there in a typical MTSS? What can they be called?*

- *Which learners are served by a MTSS?*

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Read Naturally Strategy Introduction

- Teacher Modeling – the learner listens along with an audio recording
- Repeated Reading – the learner reads along and practices independently several times
- Progress Monitoring – the learner and lead teacher monitor progress and adjust levels and goals

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Research Basis: Read Naturally Strategy

- Research Summary
  - Rationale for the Read Naturally Strategy
    - Teacher's Manual (pp. 2–6 and 9)
    - Bibliography (pp. 89–91)
- Results example
  - "Findings suggest that [repeated reading] remains the most effective intervention for improving reading fluency for students with [learning disabilities]" (Stevens, Walker, and Vaughn, 2017, 576).
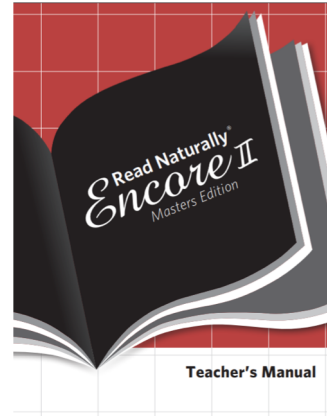
Read Naturally. (2019). *Read Naturally Encore II teacher's manual.* St. Paul, MN: Author. (See https://www.readnaturally.com/knowledgebase/documents-and-resources/25/254)
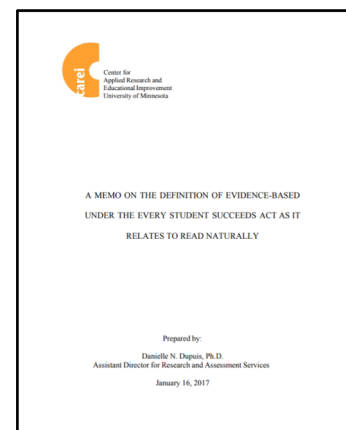
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Research Basis: ESSA

- 2017 Review conducted by Dr. Danielle Dupuis, Center for Applied Research and Educational Improvement
  - Applied ESSA language and USDOE non-regulatory guidance
- Results
  - Strong evidence: reading fluency
  - Moderate evidence: general reading
  - Promising evidence: reading comprehension

Dupuis, D. N. (2016). A memo on the definition of evidence-based under the Every Student Succeeds Act as it relates to Read Naturally. Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota. (See https://www.readnaturally.com/research/studies)

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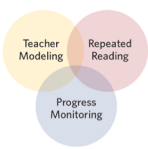
Read Naturally Interventions
by Multi-Tiered System of Supports Tiers

	Read Naturally Live	Read Naturally Encore	One-Minute Reader	Read Naturally GATE	Word Warm-ups	Funēmics	Signs for Sounds	Take Aim!
Tier 1								
Tier 2	●	●	●	●	●	●	●	●
Tier 3	○	○	○	●	●	●	●	○

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Interventions to Close the Gap
Read Naturally Strategy Programs

Features	Adult-assisted Independent Practice			Direct Instruction
	Read Naturally Live	Read Naturally Encore or ME	One-Minute Reader	Read Naturally GATE (Gr. 1-3)
Content Grade Levels	1–8	1–8	1–5	1
Available Formats	Cloud, iPad, Chromebook	Print with Audio CD	iPad, Print with Audio CD	iPad
Phonemic Awareness				○
Phonics	●	●		●
Fluency	●	●	●	●
Vocabulary	○	○	○	○
Comprehension	○	○	○	○

Key: ● = Program Focus; o = Additional Support

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Interventions to Close the Gap
Additional Programs

Features	Adult-assisted Independent Practice		Direct Instruction	
	Word Warm-ups	**Take Aim!**	**Signs for Sounds**	**Funēmics**
Content Grade Levels	1–8	1	1–5	1–8
Available Formats	Cloud, iPad, Chromebook	iPad	iPad, Print with Audio CD	Print with Audio CD
Phonemic Awareness	o		o	●
Phonics	●		●	
Fluency	o	o		
Vocabulary		●		
Comprehension		o		
Spelling			●	

Key: ● = Program Focus; o = Additional Support

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General Benefits of
Read Naturally Interventions
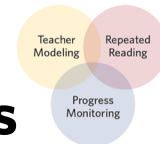
Read Naturally intervention programs provide:

- Targeted Interventions (no one-size-fits-all)
- Interactive, technology-enhanced content
- Flexible and robust customization
- Highly motivating content and practices (increased time on task)
- Progress monitoring and formative assessment data
- Ongoing teacher-student interaction

Data-based Decisions

PROBLEM-
SOLVING
PROCESS

PROGRESS
MONITORING

Types of Data

- Effort
  - Stories completed
  - Number of practice readings
- Proficiency
  - Word-reading accuracy (Fluency)
  - Reading rates (Fluency)
  - Quizzes (Comprehension)
- Progress
  - Goal targets met/efficiency

Uses of Data

- Initial Placement
  - Determining series, level, and goal
- Checking Placement
  - Performance-based adjustments
- Customizing Supports
- Conferencing
- Progress Monitoring
  - Adjusting levels and goals

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Training Supports

LEADERSHIP,
COLLABORATION,
AND CAPACITY
BUILDING
INFRASTRUCTURE

Online Resources

- Guides: Read Live User Guide, Encore II Teacher's Manual and Placement Packet
- Read Live Online Course
- Teacher and student training videos, webinars, white papers, a blog, and newsletters
- Robust Q and A section

Live Training & Supports

- In-person district trainings (half-day, all-day, multi-day trainings)
- Regional Training Seminars
- Coaching services (data review with recommendations)
- Customer service specialists, curriculum staff, and account managers available to answer any questions as they arise

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Thank you!

Presentation/MTSS questions:

- Cory Stai, Associate Director of Curriculum
  (cstai@readnaturally.com)

Program questions or request a free trial:

- Customer Service (customerservice@readnaturally.com)
- Website (www.readnaturally.com)
- Toll free: 1-800-788-4085

Training or implementation supports:

- Ben Weisner, Senior Relationship Manager
  (ben@readnaturally.com)

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Webinar Description

Meeting the unique needs of every learner is hard! However, when adults collaborate to monitor each learner's progress, they can leverage collective knowledge and resources to provide the prevention and supports children and teens need to reach their potentials; this outcome is the purpose for establishing a Multi-Tiered System of Supports (MTSS). This brief webinar provides an overview of the benefits of MTSS, its components, and Read Naturally intervention programs that can be used within an academic MTSS framework.

WEBINAR: Five Essential Components of a Multi-tiered System of Supports for Reading

Attend this Read Naturally public webinar and learn:
- The purposes and relationships among MTSS, RtI, and PBIS.
- The benefits and core components of a Multi-tiered System of Supports.
- Read Naturally programs for Tier 2 and Tier 3 intervention.
- Read Naturally program features that support implementation of MTSS.

This FREE 30-minute webinar is designed for those unfamiliar with MTSS or Read Naturally's intervention products (or seeking a review) and is appropriate for:
- Classroom teachers
- Educational Specialists (Title I, special education, ESL, reading, or others)
- Educational leaders (curriculum specialists, principals, or others)

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