PUTTING PRACTICES INTO PRACTICE: THE POWER OF HLPS AND EBPS THROUGH MTSS

CEEDAR Center: ceedar.org & NCII: intensiveintervention.org
Every student with a disability has an equitable opportunity to achieve.
CEEDAR CENTER
PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP

Focus Areas

Standards, Licensure, and Program Accreditation

Preparation Program Reform

General Education

Special Education

Leadership

Preparation Program Evaluation
NCII builds the capacity of SEAs and LEAs, universities, practitioners, and other stakeholders to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs, often in the context of their multi-tiered system of support (MTSS) or special education services.
A new focus for NCII: Higher Ed
THINGS TO THINK ABOUT...

• How familiar are you with high-leverage and evidence-based practices?
• How familiar are you with multi-tiered systems of support?
• What steps do/could you take to support educators in learning and implementing HLP and EBP through an MTSS framework?
• What assistance can be provided to increase effective implementation?
It must be admitted that spelling is not taught successfully; indeed, the difficulty lies in the fact that it is seldom taught at all. Spelling lessons are assigned, studied, recited, but not taught. Much of the time spent in hearing children recite—guess till they get it right—should be spent in a definite teaching process, until they cannot get it wrong. (George W. Loomis, 1902)
HIGH-LEVERAGE PRACTICES

• Practices that educators can learn and implemented across content areas

HLP in Special Education
• Collaboration
• Assessment
• Social/Emotional/Behavioral Practices
• Instruction
EVIDENCE-BASED PRACTICES

- Practices with evidence (from research or the field) to support their effectiveness for improving outcomes of students with disabilities

NCII’s Intervention Tools Charts
TA TO SUPPORT TEACHER DEVELOPMENT

• Use of the…
  • HLP guidance document for policy, preparation, and program review/approval
  • Innovation Configurations to review and revise programs
  • Learning to Teach Practice-Based Preparation in Teacher Education

• Establishing and nurturing partnerships

• NCII collaboration with the University of Connecticut, the National Center for Leadership in Intensive Intervention, and 325K Grantees
STATE EXAMPLES

Tennessee

Kentucky

Rhode Island

Georgia
# Multi-Tiered Prevention System

## Universal
- **Focus:** All students
- **Instruction:** District curriculum and instructional practices that are evidence-based, align with state or district standards, and incorporate differentiated instruction
- **Setting:** General education classroom
- **Assessments:** Screening, continual progress monitoring, and outcome measures

## Targeted
- **Focus:** Students identified (through screening) as at risk for poor learning outcome
- **Instruction:** Targeted, supplemental instruction delivered to small groups.
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

## Intensive
- **Focus:** Students who have not responded to universal or targeted instruction
- **Instruction:** Intensive, supplemental instruction delivered to small groups or individually
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

*Figure adapted from www.rti4success.org*
Taxonomy of Intervention Intensity

Putting HLPs and EBPs into Practice at Tiers 2 and 3
Taxonomy (Fuchs, Fuchs, & Malone, 2017)

Dimensions to consider:
1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or academic support
7. Individualization
Strength: Starting with Evidence of Effectiveness

"The benefits of evidence-based practices are many. I first want to give a disclaimer and say that they’re not a panacea. They’re not guaranteed to work for everyone, and they aren’t easy to implement with fidelity and implement over time. If they were easy, we’d be doing them already. That being said, I think it’s our professional duty as educators to use what is most likely to bring about improved student outcomes. And if you believe, as I do and most educators do, that multiple high-quality experimental research studies are the best way, the most reliable way, to determine whether something works then evidence-based practices just give you the best bet that a practice will work.”
Strength: What to Consider

- **Type/Source**

- **Population**
  - Students who are struggling

- **Desired Outcomes**

- **Effects**

NCII Interventions Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

What Works Clearinghouse

Best Evidence Encyclopedia
http://www.bestevidence.org/
Dosage: Things to Consider

- How many opportunities exist for students to respond and receive corrective feedback?
  - How often does the intervention occur?
  - What is the duration of the intervention?
  - How many students are part of the intervention group?
Alignment: Matching to the Target Skill

A hammer is an effective tool, but not with a screw...
Attention to Transfer

- Alignment to standards
- Connections between mastered and related skills
Comprehensiveness

Explicit Instruction Sequence

I Do

Modeling
- Clear Explanation
- Planned Examples

Practice
- Guided Practice
- Independent Practice

We Do

You Do

Supporting Practices
- Asking the right questions
- Eliciting frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace
Behavioral Support

Academic interventions also should support cognitive processes/executive functions such as:

- Memory
- Self-regulation and self-monitoring
- Attribution
- Attention
- Motivation
Consider Integration

- Skill deficit
- Removal from task
- Avoidance behavior
LET’S TALK

• What steps do/could you take to support educators in learning and implementing HLPs and EBPs through an MTSS framework?

• What assistance can be provided to increase effective implementation?
FINAL TAKE-AWAYS
VALIDATED

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UNIVERSALLY EFFECTIVE
I can tell you’re struggling with fractions, Tony, but there aren’t any EBPs for kids in your grade. Maybe check back in a few years?
Can I still implement DBI if I don’t have a complete menu of standardized programs?

YES!

(this is where integrating HLPs and EBPs truly help!)
Shifting the Dialogue

- **Interventions or programs**: “We use [curriculum, program] because the district tells us we have to. And, I use remediation materials during small group instruction.” vs. “We researched this program and it has strong effect sizes with our population.”

- **Fidelity**: “I checked attendance.” vs. “I monitored the student’s engagement during intervention, as well as adhered to the critical components of the intervention included in the fidelity checklist.”

- **Progress Monitoring**: “Their scores increased from the fall.” vs. “The student is demonstrating progress toward the goal we set, as demonstrated by graphed data.”

- **Only Adding Time**: “We added a double block of intervention.” vs. “We increased the number of opportunities for the student to respond and receive corrective feedback.” or “We increased the explicitness of how the content was taught.”

- Students with disabilities need access to tiered supports, with special education services being the most intensive supports available.
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