

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

CEEDAR 2.0: WINNING ASPIRATION

Every student with a disability has an equitable opportunity to achieve.



CEEDAR CENTER PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP

Standards, Licensure, and Program Accreditation

General Education

Focus Areas

Preparation Program Reform

Special Education

Leadership

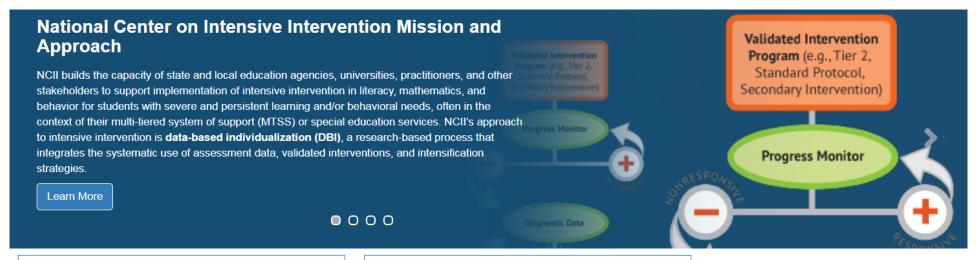
Preparation Program Evaluation

National Center on Intensive Intervention's Mission



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.

NCII Supports and Services





State and Local Leaders

Find tools and resources to support implementation of intensive intervention for school, district, and state administrators and staff responsible for leading MTSS and special education initiatives.



Explore all

Explore all

Trainers & Coaches

Find tools and resources to help trainers and coaches support professional learning about intensive intervention.



Educators

Find tools and resources to support general and special education teachers, interventionists, school psychologists, school counselors, and other school-based personnel working with students with intensive academic and behavioral needs.



Higher Education Faculty

Find tools and resources to help college and university faculty support developing, modifying, or enhancing coursework and field experiences related to implementation of intensive intervention.

Explore all

Explore all

A new focus for NCII: Higher Ed



THINGS TO THINK ABOUT...

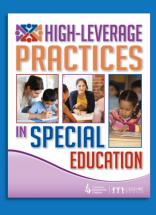
- How familiar are you with high-leverage and evidence-based practices?
- How familiar are you with multi-tiered systems of support?
- What steps do/could you take to support educators in learning and implementing HLP and EBP through an MTSS framework?
- What assistance can be provided to increase effective 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



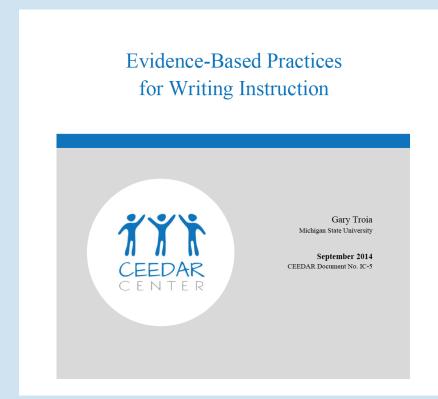


HLP in Special Education

- Collaboration
- Assessment
- Social/Emotional/Behavioral Practices
- Instruction

EVIDENCE-BASED PRACTICES

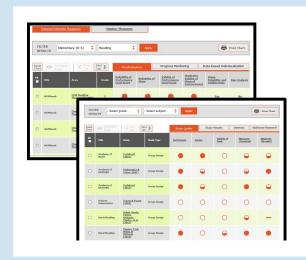
 Practices with evidence (from research or the field) to support their effectiveness for improving outcomes of students with disabilities



NCII's

Intervention

Tools Charts





Innovation Configuration

Evidence-Based Reading Instruction for Grades K-5



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



P-12Partners









Rhode Island







Georgia



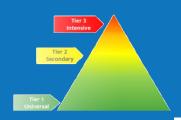




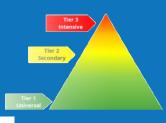








FRAMEWORK FOR IMPLEMENTATION



Multi-Tiered Prevention System

Universal

HLPs/EBPs to deliver core instruction

Focus: All students

<u>Instruction</u>: 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

HLPs/EBPs to deliver supplemental/targeted instruction

<u>Focus</u>: Students identified (through screening) as at risk for poor learning outcome

<u>Instruction</u>: Targeted, supplemental instruction delivered to small groups. <u>Setting</u>: General education classroom or other general education location within the school

Assessments: Progress monitoring, diagnostic

Intensive

HLPs/EBPs to deliver individualized instruction

<u>Focus</u>: Students who have not responded to universal or targeted instruction

<u>Instruction</u>: Intensive, supplemental instruction delivered to small groups or individually

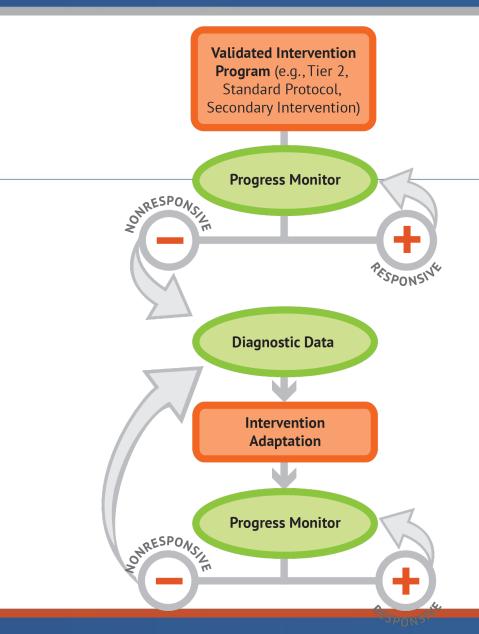
<u>Setting</u>: General education classroom or other general education location within the school

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



Bryan Cook, PhD Professor, Special Education University of Hawai'i at Mānoa

(time: 2:27)



View Transcript

"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

http://ies.ed.gov/ncee/wwc/findwhatworks.a spx

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
- Connectionsbetween masteredand related skills

Planning Standards-Aligned Instruction Within a Multi-Tiered System of Supports Vocabulary Example

College- and Career-Ready Standard Addressed

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content. (CCSS L.1.4)

Core Instruction

- Implement a standards-aligned reading program that includes explicit vocabulary instruction.
- Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
- Incorporate peer-mediated and independent practice opportunities with new words and strategies.
- 4. Emphasize generalization of vocabulary across settings and subject areas.
- Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.
- Periodically assess learning of all students (e.g., ORF, MAZE) to determine the effectiveness of core instruction, and identify students in need of additional supports.¹

Secondary Intervention

- Use companion evidence-based materials aligned with the core program (if available) that emphasize vocabulary instruction. Focus on domain-specific and general academic words.
- Provide explicit preteaching of vocabulary that appears in the core content. Use student-friendly definitions concrete examples, non-examples, gestures, and pictures.
- Increase exposure to vocabulary using small-group instruction with multiple response formats (e.g., sentence stems, matching) and give explicit feedback.
- Incorporate additional small-group or individual behavior strategies targeted to specific needs in engagement and motivation.
- Collect progress monitoring data at least one or two times per month using a valid, reliable tool.

Intensive Intervention

- Use progress monitoring and error analysis data to identify specific vocabulary deficits and possible adaptations to secondary intervention
- Shift the emphasis of domain-specific vocabulary to increased exposure to general academic words when possible
- Prioritize preteaching academic vocabulary using concrete, studentfriendly definitions.
- Give multiple and varied opportunities for small-group and individual learning and practice. Consider using realia or manipulatives for visual support.
- Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
- Teach new skills to mastery, and chec for instructional levels and retention prior to moving on to the next lesson or skill.
- Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed.

Alternate Achievement Standards

- Provide instruction appropriate to student's level of cognitive and symbolic functioning.
- Use precise, simple language.
- Focus explicit instruction on general academic vocabulary and simple words associated with the core content as necessary for functional communication
- Support practice of foundational skills using concrete realia, picture matching and word identification
- 5. Use individualized behavior and motivation strategies, including functional communication and independence
- Collect progress monitoring data on level of independence and incorporate assistive technology as needed to teach and assess skills.

Comprehensiveness

Explicit Instruction Sequence

I Do

Modeling

Clear Explanation

Planned Examples

Practice

Guided Practice

Independent Practice We Do

You Do

Supporting Practices

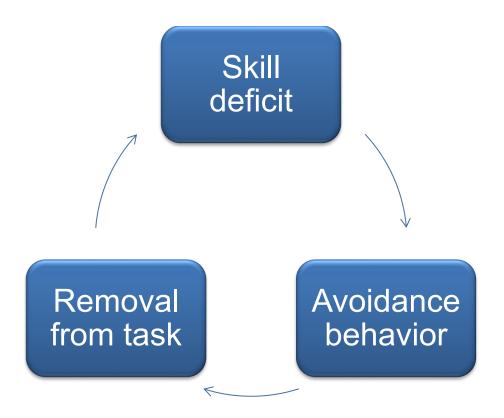
- Asking the right questions
- Eliciting frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

Behavioral Support

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

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

Consider Integration



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



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?





(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 <u>most intensive</u> supports available.

CONTACT US

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