Getting Results
From MTSS / RTI:
10 Success Factors
DIBELS Institute-July 2017
Susan Hall, Ed.D.

First 5 Factors

First 5
1. Form intervention groups based on skill deficits (not “yellow” or “red” groups).
2. Use effective diagnostic assessments.
3. Implement a Walk-to-Intervention delivery approach for Tiers 2 and 3.
4. Add intervention blocks into the school’s master schedule.
5. Flood a grade level with all possible extra help during Tier 2 & 3 times.

Second 5 Factors

Second 5
6. Don’t waste precious intervention time teaching students skills they have mastered.
7. Use skills continua to pinpoint missing skills and instruct for mastery.
8. Be aware of which instructional characteristics make Tier 2 and 3 intervention effective.
9. Align progress monitoring instrument to skills taught in each group.
10. INSPECT what you EXPECT by conducting brief snapshot observations.
Factor #1
Form Groups Based on Skill Deficits
- Instructional Recommendation Levels Aren't Enough for Forming Groups

Factor #2
Use Effective Diagnostic Assessments
4 Types of Assessments
- Screening
- Diagnostic
- Progress Monitoring
- Outcome

Universal Screener - ORF
Student #1 – 80 w.c.p.m.

Example of Oral Reading/Fluency Passage Student 1
My family went on vacation to the beach last summer. The first day was sunny, and we built sand castles with my uncle. My castle was a ship, and my sister’s castle was a house with a moat.

When we got up the next morning, there had been a storm overnight. The waves were so high that our castles were completely gone. My sister cried, but we decided to build more castles. This time, they were farther from the water!

The next day, when the waves returned, they did not reach our castles. How many times we build sand castles, we need to build them far from the shore.

MRC x 80 80/80 = 100% accuracy

Student read 81 words.
Missed 1 word.
Accuracy rate is 99%.
Student #2 – 80 w.c.p.m.

Example of Oral Reading Fluency Passage Student 2

My family went on a vacation to the beach last summer. The first day was sunny, and we built sand castles with my uncle. My uncle was a shark, and my sister's castle was a house with a roof.

When we built the castle in the morning, there had been an enormous wave. The waves were so high that our castles were completely gone. My sister cried, but we decided to build more castles. This time, they were taller than the waves.

The next day, when the waves were smaller, they did not reach our new castles. Now every time we build sand castles, we know to build them far from the shore.

WRC = 80
80% = 82% accuracy

Student read 98 words.
Missed 18 words.
Accuracy rate is 82%.

Features of an Effective Diagnostic

What to Look For

- Measures 1 subskill at a time
- Skills measured in order of complexity
- Keeps subskill scores separate – adding them together masks deficits
- 10 probes is adequate
- 3 forms
  - Form A for initial assessment – 1st group placement
  - Forms B & C for progress monitoring

Scoring a Phonics Diagnostic

- Score reflects errors on target phonics pattern
- Notes show errors on other skills

<table>
<thead>
<tr>
<th>Skill 2: Consonant Blends</th>
<th>Error on blend &amp; vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>stomp</td>
<td>5 / 10</td>
</tr>
<tr>
<td>spit</td>
<td>5 / 10</td>
</tr>
<tr>
<td>sound</td>
<td>5 / 10</td>
</tr>
<tr>
<td>prest</td>
<td>5 / 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error on sight word</th>
</tr>
</thead>
<tbody>
<tr>
<td>stomp can’t</td>
</tr>
<tr>
<td>sound can’t</td>
</tr>
</tbody>
</table>

---Example from 95 Percent Group's Phonics Screener for Intervention™ (PSI)---
25 Phonological Awareness Skills

Factor #3 – Use Effective Delivery Model Intervention in the Classroom With Support

“Walk-to-Intervention” Grouping Across a Grade Level
**Factor #4 – Add Intervention Blocks to Master Schedule**

Sample Master Schedule
(Includes an Intervention Block for Each Grade)

<table>
<thead>
<tr>
<th>Time in 15-minute increments</th>
</tr>
</thead>
</table>

Reading Coaches' Schedule
Coach available during each grade level's intervention block

One Column per Grade Level
In-class intervention in grey
Pull-out Intervention in turquoise

---

**Factor #5 – Flood Grade Level Many Possible Interventionists**

3rd Grade
- 4 Classrooms
- 94 students
- 6 Staff Members

- Decoding Group
  - 4 students
  - Spec. Ed. Teacher

- Decoding Group
  - 6 students
  - Reading Specialist

- Advanced Word Study Group
  - 16 students
  - Classroom Teacher # 2

- Fluency Group
  - 30 students
  - Classroom Teacher # 3

- Enrichment Group
  - 30 students
  - Classroom Teacher # 4

50% MORE

---

**Factor #6**

6. Don’t waste precious intervention time reteaching students skills they have mastered.

**DO teach what students need**

Use continua to instruct in a sequence
Intervention Studies

“Successful Intervention

“The highly successful intervention results involved eliminating the phonological awareness difficulties in those weak readers. Other intervention studies that did not eliminate phonological awareness deficits had less impressive outcomes.”

Factor #7: Use Skill Continua
Provides Sequence of Skills for Intervention
**Example of Explicit Instruction**

Blend and Segment Onset

- **man**
- **/m/**
- **an**
- **/n/**
- **man**

**Technique to Teach Rhyming**

1. **I Do—Shapes**
   - We're going to listen to 2 words and decide if the ending parts, or rhymes, are the same or different. We'll use this mat and some pictures and shapes.
   1. Wash your. My turn. (Place your hand on green square in top row and point to it.) The first word is man.
   2. I tap the first part and say /m/. I tap the rhyme and say /an/.
   3. Place the yellow square and set it in between row and point to it.) The next word is tan.
   4. I tap the first part and say /t/. I tap the rhyme and say /an/.
   5. (Tap both items.) These 2 parts look the same. They sound the same, /m/, /an/.

2. **These 2 parts rhyme.** When words rhyme they sound the same at the end.

**Characteristics of Routines**

- Multisensory
  - Uses multiple modalities
- Cueing
  - Hand signals
  - Verbal cues
- Minimal teacher talk
Example – Multisyllable Routines
3 Steps in Teaching a Syllable

Step 1 – Recognize the Syllable Type

Step 2 – Read Single-Syllable Pseudowords

Step 3 – Read Two-Syllable Pseudos and Real Words

Example: Teaching P-G Mapping
7 Colors

Consonants
Consonant Digraphs
Short Vowels
Long Vowels
Vowel Teams
R-Controlled Vowels

Phoneme-Grapheme Mapping

Steps 95 Percent Group Recommends:

- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around the boxes
- Pull down one sound at a time
- Write the letters below each box
- Say the word
Factor #9: Use Progress Monitoring Data

**Beginning of Year**
- Benchmark: 40%
- Strategic – Below: 35%
- Intensive: 25%

**Middle of Year**
- Benchmark: 55%
- Strategic – Below: 30%
- Intensive: 15%

Factor #10: Inspect What You Expect

Informal Spontaneous Observations
Minnesota-Toronto Study

“High-scoring principals frequently observed classroom instruction for short periods of time, making 20-60 observations a week, and most of the observations were spontaneous.”

*The School Principal as Leader*
The Wallace Foundation

Questions?

shall@95percentgroup.com
www.95percentgroup.com
Twitter: @susanhall_edd