

# RTI & MSL A Perfect Match

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## Today's Presentation

- General Information on Response to Intervention, aka Instructional Decision Making (IDM)
- General Information of Scientifically Based Reading Programs (SBRR)
- General Information on Multisensory Structured Language
- How MSL fits into SBRR
- Weaving MSL into the Instructional Decision Making Process

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## Acknowledgements

- Several slides on RTI have been adapted from presentations by the Illinois *Alliance for School-based Problem-solving & Intervention Resources in Education* (IASPIRE) presenters, such as Mark Shinn, Brenda Melcher, Madi Phillips, and Barbara Curl. Whenever possible I have attempted to note the origin of the slide.
- Several slides on SBRR have been adapted from presentations found at [www.fcrr.org](http://www.fcrr.org)

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## What's it Called?

- Response to Intervention (RTI)
- Problem Solving Model
- 3-Tiered Model
- Instructional Decision Making

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## Regardless of the Name

- Is this how you feel when you hear “RTI”?



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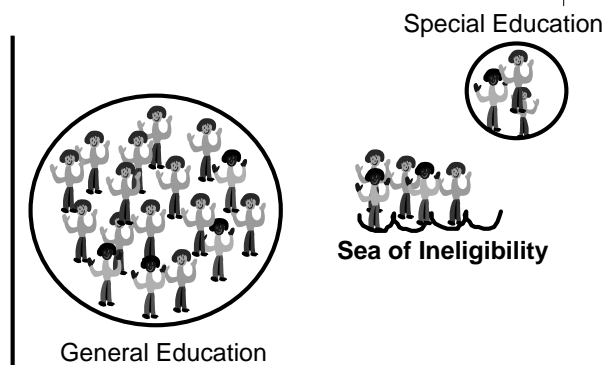
## The facts about RTI

- RTI is not a special education initiative
- RTI is not a general education initiative
- RTI is an **EVERY ED** initiative

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## Where we've been:

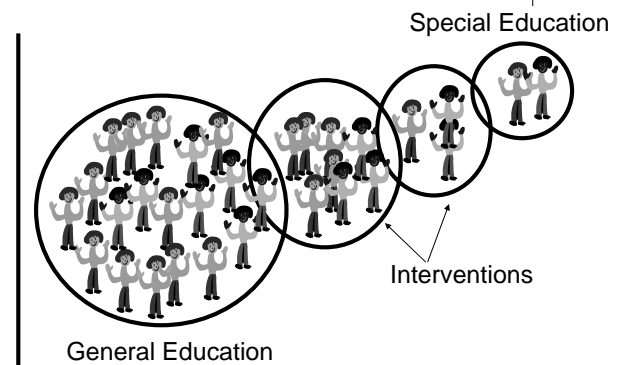


Slide adapted from presentation by Brenda Melcher, PBIS Coordinator, Illinois

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## Where We're Going:



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## Response to Intervention Defined

(Batsche, Elliott, Graden, Grimes, Kovaleski, Prasse, Reschly, Scharg, Tilley, 2005)

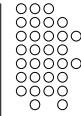


- Providing high quality instruction and interventions matched to students needs
- Measuring rate of improvement (ROI) over time to make important educational decisions.
- Identifying specific and effective research-based interventions for an individual.

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## Problem Solving / RTI Core Principles



- Problem Solving is about **building a better support system for general education**
- **Prevention and Early Intervention**
- Use a **multi-tier model** of service delivery

Batsche, Elliott, Graden, Grimes, Kovaleski, Prasse, Reschly, Scharg, Tilley, 2005  
NADSE (National Association of Directors of Special Education)

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## Problem Solving / RTI Core Principles



- Use research-based, scientifically validated interventions/instruction
- Scientifically based screening & progress monitoring to inform instruction
- Use a problem-solving methodology
- Data based decision making

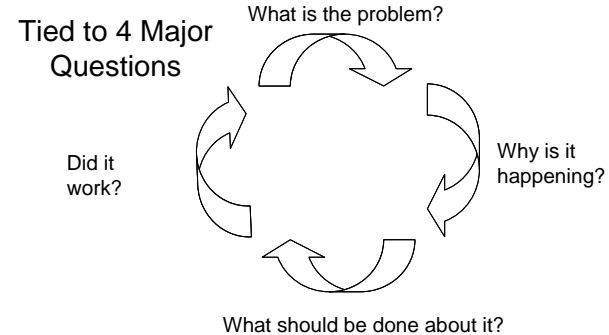
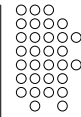
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## What Is Problem Solving?

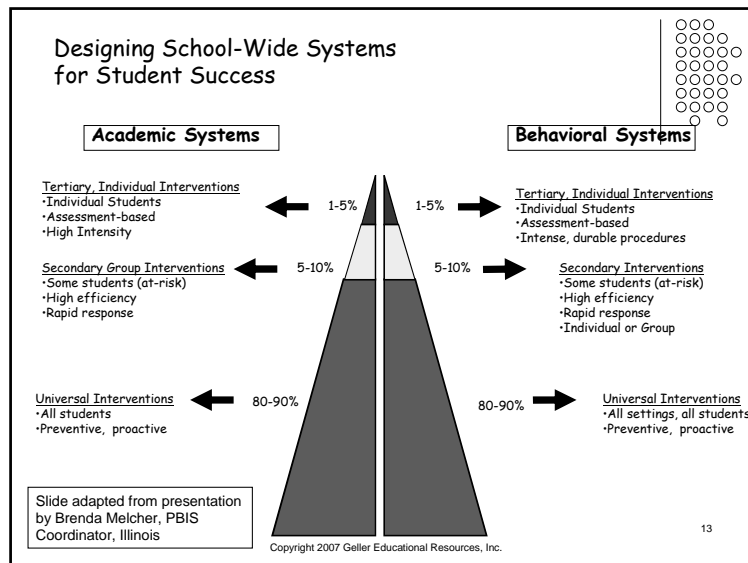
**Data-based decision making designed to improve educational and behavioral outcomes for all students.**



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

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### TIER 1: CORE CLASS INSTRUCTION: Example

<b>FOCUS</b>	For all students
<b>PROGRAM</b>	Scientific-based reading instruction
<b>GROUPING</b>	Multiple grouping format to meet student needs
<b>TIME</b>	<u>90</u> minutes per day or more
<b>ASSESSMENT</b>	Benchmark assessment at beginning, middle, & end of year
<b>INTERVENTIONIST</b>	General education teacher

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### TIER 2: SMALL GROUP INTERVENTION: Example

<b>FOCUS</b>	For students identified with marked reading difficulties, & who have not responded to Tier I efforts
<b>PROGRAM</b>	Specialized scientific-based reading program(s) emphasizing the 5 elements of beginning reading
<b>GROUPING</b>	Homogeneous small group instruction (1:5)
<b>TIME</b>	<u>25-30</u> minutes per day in small group <b>in addition to</b> 90 minutes of core reading instruction
<b>ASSESSMENT</b>	Weekly, or twice monthly, progress monitoring on target skills to ensure adequate progress & learning
<b>INTERVENTIONIST</b>	"Research-provided" interventionist
<b>SETTING</b>	Appropriate setting outside the classroom designated by the school

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### TIER 3: INTENSIVE INTERVENTION: Example

<b>FOCUS</b>	For students identified with marked reading difficulties, & who have not responded to Tier I & 2 efforts
<b>PROGRAM</b>	Individualized & responsive intervention emphasizing critical elements of reading for students with reading difficulties/disabilities
<b>GROUPING</b>	Homogeneous small group instruction (1:3)
<b>TIME</b>	<u>50-60</u> minutes per day in small group <b>in addition to</b> 90 minutes of core reading instruction
<b>ASSESSMENT</b>	Weekly progress monitoring on target skills to ensure adequate progress & learning
<b>INTERVENTIONIST</b>	"Research-provided" interventionist
<b>SETTING</b>	Appropriate setting outside the classroom designated by the school

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## What is Legislation Regarding Response to Intervention?



- IDEA 2004 states, “In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention...” (Section 1414(b)(6)(B)).

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## IDEA 2004 CHANGES: Eligibility Determinations



- A child shall **not** be determined to be a child with a disability if determinant factor is:
  - Lack of scientifically-based instructional practices and interventions that contain the essential 5 components of reading instruction.
  - Lack of instruction in math
  - Limited English Proficiency

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## New York Rules & Regs



**AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION**  
Pursuant to Education Law sections 207, 3208, 3209, 3214, 3602-c, 3713, 4002, 4308, 4355, 4401, 4402, 4403, 4404, 4404-a and 4410  
1. Subdivision (ii) is added to section 100.2 of the Regulations of the Commissioner of Education, effective October 4, 2007

(summarized and emphasis added)

- After July 1, 2012 a school district shall **not** use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.
- When determining eligibility for learning disabilities, the report will contain a statement that the student has participated in a process that assesses the student's response to scientific, research-based intervention.

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## That's the background on RTI



- It's the new way of thinking about the old business of education!



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## On To Instruction

- Reading Instruction should be **Scientifically Based**
  - Instructional Content
  - Instructional Design
  - Empirical Evidence



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## For each of these requirements

- We'll look at:
  - What it means
  - How MSL fits the requirement
  - Some examples



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## Instructional Content

- Think of this as the ingredients for reading instruction (what goes into it)



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## Instructional Content

- Based on the 5 big ideas in reading:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension



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## MSL and the 5 Big Ideas



- What does an MSL program teach?
  - Phonemic Awareness ☆
  - Letter / sound correspondences (phonics) ☆
  - Syllable instruction
  - Morphology
  - Syntax (grammar)
  - Semantics ☆ = Big Idea
    - Vocabulary ☆
    - Text comprehension ☆
- All components taught for automaticity ☆

For more info: [www.imslec.org](http://www.imslec.org)

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## A Special Word About Phonics Instruction



- Research tells us:
    - It should be Systematic
- 
- It should be Explicit
    - more about this in a while

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## What is Systematic Phonics Instruction?



- Pre-specified sequence of letter-sound correspondences taught in a logical order
  - most common sounds taught first
  - progresses from simple to more complex
  - once a few letter sounds are learned, students are taught a decoding strategy
  - students apply recently learned letter / sounds to reading connected text (decodable text)

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## MSL and Systematic Phonics Instruction



- The teaching sequence is the “heart” of any MSL program
- Any true MSL program will have a very detailed, specific, and sequential teaching sequence based on:
  - Sound frequency in English
  - Starting with simple sounds, progressing to complex
  - Teaching **how** to sound out words
  - Immediately using newly taught sounds to decode words
  - Heavy use of decodable text

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**SLANT System®**  
Teaching Sequence  
Stage 1

	Letter / Sound Relationships	Gotta Know Words	Language Concepts	Spelling Rule
Unit 1-1	a (apple)* b f m p s t	a the	consonants / vowels	
1-2	c (cat)*	and	sentence	
1-3	n	is	beginning / ending sentence punctuation	
1-4	review			
Unit 2-1	g (goat)*	has I		
2-2	d	he his		
2-3	i (igloo)*	as		
2-4	review			
Unit 3-1	h		syllable	
3-2	l	to		
3-3	o (octopus)*			
3-4	review			

**Teaching Sequence**  
(example of systematic phonics instruction, early content)

MSL Programs go beyond simple phonics instruction and teach language structure

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Teaching Sequence  
Stage 7

	Letter / Sound Relationships	Gotta Know Words	Language Concepts	Spelling Rule
7-2	ir + vowel /ɪr/ (spirit) irr + vowel /ɪr/ (mirror)			
7-3	ou /ʊ/ (shoulder) ou /u/ (double)	cough		
7-4	gh /tʃ/ (rough)			
7-5	review			
Unit 8-1	a-, fore-, uni-, mono-, bi-, di-, tri-, poly-, multi-, over-, auto-, para-, post-, per-, with-, tele-, circum-, equi-, se-,	beautiful shoe canoe		
8-2	review			
Unit 9-1	-able /əbəl/ (portable) -ible /ɪbəl/ (possible)	straight		
9-2	-ain /aɪn/ (mountain)			
9-3	-ant /ənt/ (instant) -ent /ənt/ (different) -ance /əns/ (instance) -ence /əns/ (difference)	ocean		

**Teaching Sequence**  
(example of systematic phonics instruction, advanced content)

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## Instruction


- Reading Instruction should be **Scientifically Based**
  - Instructional Content
  - Instructional Design
  - Empirical Evidence

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## Instructional Design

- Think of this as the Recipe for reading instruction (how we teach it)



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[http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select\\_21.ppt#325,1,Selecting Research Based Instructional Programs](http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select_21.ppt#325,1,Selecting Research Based Instructional Programs)

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## Instructional Design



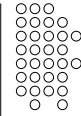
- Instruction that is guided by systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.

Adapted from : Grek, Marcia L. Selecting Research Based Instructional Programs. Florida Center for Reading Research, [http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select\\_21.ppt#325,1,Selecting Research Based Instructional Programs](http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select_21.ppt#325,1,Selecting Research Based Instructional Programs)

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## Features of well-designed programs:



- Explicit instructional strategies
- Coordinated instructional sequences
- Ample practice opportunities
- Aligned student materials

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## Well Designed Programs Have: Explicit Instructional Strategies



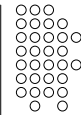
- the words and actions of the teacher are unambiguous, direct and visible, making it clear what students are to do and learn. Nothing is left to guess work

[http://www.fcrr.org/science/powerpoint/arndt/AA\\_Summer\\_Institute\\_July\\_2007.ppt#282,16,Phonics Instruction](http://www.fcrr.org/science/powerpoint/arndt/AA_Summer_Institute_July_2007.ppt#282,16,Phonics Instruction)

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## Specifically: Explicit Instruction



- Concepts are taught directly using:
  - teacher modeling and explanations
  - guided practice
    - students practice what the teacher modeled and the teacher provides feedback
  - supported application
    - students apply the skill as the teacher scaffolds instruction
  - independent practice
    - students work on their own to practice new skills

Adapted from : Grek, Marcia L. Selecting Research Based Instructional Programs. Florida Center for Reading Research, [http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select\\_21.ppt#325,1,Selecting Research Based Instructional Programs](http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select_21.ppt#325,1,Selecting Research Based Instructional Programs)

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## How Is MSL Taught?



- Simultaneous multisensory instruction
  - teach for automaticity
- Systematic & cumulative ☆
- Explicit instruction ☆
- Diagnostic teaching
- Synthetic & analytic instruction

For more info: [www.imslec.org](http://www.imslec.org)

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## The “Mantra” of MSL



**Assume nothing,  
teach EVERYTHING!**

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## Features of well-designed programs:



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## Well Designed Programs Have: Coordinated Instructional Sequences



- Instruction in all the 5 ideas is coordinated throughout the lesson
  - all big ideas taught
  - each concept presented using each of the 5 ideas
    - phonemic awareness
    - phonics
    - fluency
    - vocabulary

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## Example of Coordinated Instructional Sequences: Short Vowel Sound /a/



- Phonemic Awareness:
  - students practice orally segmenting and blending words with the short vowel sound /a/ in CVC pattern
    - "let's count the sounds in 'map': /m/ /a/ /p/
- Phonics
  - students learn that a says /a/
- Fluency
  - students read word lists with /a/ and other previously learned letter sounds (repeated readings, too)
- Vocabulary
  - teacher & students discuss new words (i.e. "tab", "sap")
- Comprehension & fluency
  - students read decodable passages emphasizing /a/ words
  - teacher asks questions
- Spelling
  - students spell words with /a/ and other letter sounds previously learned

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## a b f m p s t Words



at	sat	am	Sam
map	mat	tap	pat
Pam	bam	fab	fat
bat	tab	Tam	sap
sat	at	pat	tap

**Coordinated Instructional Sequence**  
(words for reading, spelling, & vocabulary practice)

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## a b f m p s t Sentences



1. Tam, tap the bat.
2. A fat bat sat.
3. Tap the fat bat.
4. Pam sat at a mat.
5. Tap the sap.
6. Sam pat Pam.
7. Pam pat the fat bat.
8. Bam the bat.
9. Bam the mat at bat.
10. The bat sat at the mat.

**Coordinated Instructional Sequence**  
(sentences for decoding, comprehension, & fluency)

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## Features of well-designed programs:



- Explicit instructional strategies
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## Well Designed Programs Have: Ample Practice Opportunities

- Students apply what they have been taught in order to accomplish specific reading tasks
- Practice should follow in a logical relationship with what has just been taught in the program
- Once skills are internalized, students are provided with opportunities to independently apply previously learned information
  - learning center activities, for example

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[http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select\\_21.ppt#325,1,Selecting Research Based Instructional Programs](http://www.fcrr.org/science/pdf/kosanovich/powerpoint/select_21.ppt#325,1,Selecting Research Based Instructional Programs)

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### A Trip to the Tropics (continued)

"Kids," said Dad, "You can have what you wish off of the menu, but do not get so stuffed that you get sick."

The kids finished their grand and lavish lunch and went swimming. It was sunny and hot on the deck of the ship, but suddenly the winds began to gust. The ship got tossed by the wind. It tossed Alex and Kevin like a salad. Their big lunch plus a thrashing ship did not mix well. The kids got sick. In fact, they got so sick that they vomited!

They got so sick that they ran to the back of the ship and vomited off the deck. When that did not help, they ran to their cabin and vomited! When that did not help, they ran to their mom and dad's cabin for one last vomit. Thankfully, once the winds stopped gusting they felt OK.

### Text Used Following VC/V Syllable Division Rule

Follow up activity:  
List all the VC/V  
words

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## Phonics

Syllable Patterns  
Map and Sweep

P.033

**Objective**  
The student will segment syllables in words.

**Materials**  
 Student sheet (Activity Master P033.S01 - P033.S06)  
*(Clear orange/yellow markers)*  
 When mapping VC/V syllable, the "v" is placed below the final grapheme with a dash and an arrow is drawn leading back to the vowel that it is marking long.

**Activity**  
 Students map graphemes to phonemes and mark syllables within words.  
 1. Provide the student with a student sheet.  
 2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).  
 3. Underline each vowel (i.e., single, controlled, and vowel teams).  
 4. Sweep the syllables underneath the letters.  
 5. Continue until the student sheet is complete.  
 6. Teacher evaluation.

Name	Date	Class	Syllable
colored			colored
1. color			
2. labor			
3. address			
4. address			
5. color			
6. labor			
7. support			
8. color			
9. plain			
10. create			

**Extensions and Adaptations**  
 • Combine syllable types (Activity Master P033.S07)  
 • Use different words (Activity Master P033.S08)

### Center Activity on Syllable Division

From: <http://www.fcrr.org/Curriculum/studentCenterActivities.htm>

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## Features of well-designed programs:

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## Well Designed Programs Have: Aligned Student Materials



- the content of student materials (texts, activities, homework, etc) works with classroom instruction to reinforce the acquisition of specific skills in reading
- materials include a rich selection of coordinated student materials at various readability levels to help build skills through practice

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## Aligned Student Materials



- Comments:
  - This “rich selection” of materials is particularly important at Tier 1 instruction
  - classroom materials should help to demonstrate the concepts that are being taught through phonics / language structure
  - students in Tiers 2 & 3 will need less range in readability and **more control in terms of decodability** for student materials

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## What are Aligned Materials:



- If students are taught specific letter / sound relationships, they need to have the opportunity to apply that knowledge while decoding words in texts
- If students are taught specific vocabulary words, they need to have the opportunity to read materials with these words, and/or engage in writing activities that apply these words in sentences or paragraphs

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## Aligned Material Example: Story after r vowel = /air/



Terry the terrible terrier was anything but imaginary to his owners, Carrie and Gary. They had made an arbitrary decision to buy the spirited pup when they were on an errand in January to Arizona. By February, Terry had become very contrary. He had become their adversary, and Carrie and Gary had become very wary of their pet. Once, when Erik, their friend, paid them a visit from culinary school, Terry was a primary concern. Erik created a fabulous “berry” treat consisting of cherry, raspberry, and strawberry delights. Gary carried it very carefully to the dining room, wary of Terry. Terry was nowhere to be seen. This was scary! Asking for a miracle that Terry’s good behavior was not temporary, Gary, Carrie, and Erik decided to run an errand before consuming the berry treat. That was when the culinary delight met its peril. Terry the terrible terrier waited until they left. Then he shot down the narrow hallway like an arrow, jumped on the dining room table (its height was no barrier) and merrily devoured the treat! When Erik, Gary, and Carrie arrived home their only commentary was, “We should’ve gotten a canary back in January!”

Opportunity to apply Specific L/S while Decoding.

How many /air/ words do you read?

Approx 60 words

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## On To Instruction



- Reading Instruction should be **Scientifically Based**
  - Instructional Content
  - Instructional Design
  - Empirical Evidence

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## Empirical Evidence



- Programs have evidence of efficacy
  - carefully designed experimental studies
- Programs have been shown to work with students of similar demographics and need
- Programs reflect current and confirmed research in reading (“ingredients” & “recipe”)
- Research studies have been described well enough for other researchers to replicate and well enough so readers are not left with relevant questions

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## What is “Research-Based”?



- there is a difference between
  - “Research-derived”
    - **content and methods are supported** by previous empirical work, theory, and general knowledge
  - “Research-supported”
    - **this version** has empirical support via appropriate studies

[http://www.fcrr.org/science/powerpoint/arndt/AA\\_Summer\\_Institute\\_July\\_2007.ppt#308,41,What does “research-based”:mean?](http://www.fcrr.org/science/powerpoint/arndt/AA_Summer_Institute_July_2007.ppt#308,41,What%20does%20%22research-based%22%3Amean?)

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## Research Difficulties in the MSL Field



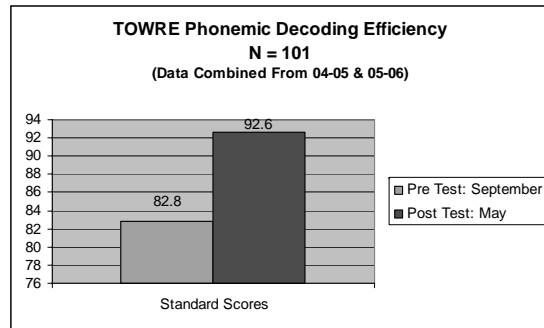
- Programs are small
  - extensive research is impractical
  - extensive research is expensive
- Programs have data, but
  - not “scientific” enough
    - pre / post data
    - no control groups
- Many are “research-derived”
  - is that such a terrible thing?
- As consumers: use your common sense

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## Data from a “Research Derived” Program

**SLANT®’s Effectiveness:**  
TOWRE Decoding (Phonetically Regular Words)



Data showing strong change in Standard Score, but without control group.  
Isn't this still valuable info?

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## Putting it all Together

- We've looked at the basics of RTI
- We've looked at the definition of Scientifically Based Reading instruction
- We've seen how MSL fits into the definition of RTI
- Now we have to see how it can be used in a school setting

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## Basics of the Instructional Decision Making Process

- Screening = data
  - Reading groups based on data
  - Instruction for each group based on data
- 
- On-going progress monitoring = more data
  - Data drives instruction / intervention

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## The Following Slides

- Represent the suggestions made for one particular MSL program (*SLANT*®) when it is used in a school-wide Instructional Decision Making model
  - Used in the Primary grades
  - These suggestions could easily apply to most MSL programs

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## How Can *SLANT*<sup>®</sup> Be Used In An RTI Model?



- **Tier 1:** As a supplement to current classroom texts, to create a more balanced approach:
- 20-30 minutes/day, 3 days/week
  - *SLANT*<sup>®</sup> is used instead of other phonics programs, or instead of the phonics component of the basal series
    - Emphasizes phonemic awareness, phonics, language structure
  - Reading program is 80% Core; 20% *SLANT*<sup>®</sup>

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## How Can *SLANT*<sup>®</sup> Be Used In An RTI Model?



- **Tier 2:** As an alternative in-class reading program for at-risk readers:
- 30-40 minutes/day, 5 days/week
  - *SLANT*<sup>®</sup> and Core program share reading (approx 60% *SLANT*<sup>®</sup>, 40% Core)
    - *SLANT* for
      - Phonemic awareness
      - Phonics
      - Fluency
      - Vocabulary
    - Core program for
      - Teacher-read listening/thinking/vocabulary activities from trade books / basal series
      - Leveled / guided reading if appropriate

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## How Can *SLANT*<sup>®</sup> Be Used In An RTI Model?



- **Tier 3:** Pull-out for intensive one-to-one, or small group teaching:
- 50-60 minutes/day, 5 days/week
  - *SLANT*<sup>®</sup> is the main reading program
  - Supplemented with teacher-read listening/thinking/vocabulary activities from trade books / basal series
  - Reading program is 80% *SLANT*<sup>®</sup>; 20% CORE
  - Used by:
    - Instructional Programs / Self-contained classes
    - Resource teachers
    - Reading teachers

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## Using MSL at Intermediate, Junior High, & High School



- Data determines primary instructional need:
  - Decoding vs Comprehension
    - Interventions & grouping should be based on this initial determination of instructional need
  - Decoding based reading difficulties, regardless of grade level will benefit from the content and instructional practices of MSL
- Biggest “hurdle” is in scheduling, not whether MSL is appropriate for these students!

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# RTI & MSL?

- A Perfect “Union”!



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# So How Do You Feel Now?



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