

Using MTSS/RTI In Secondary Schools

A Training Manual for Successful Implementation

May 2020

Wayne A. Callender
Partners for Learning, Inc.
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Thank You for Attending Session Focus

- ✓ Big Ideas MTSS in Secondary Schools
- ✓ Rationale and Benefits of a using a School-Wide Approach
- ✓ Placement Pathways (tiered supports)
- ✓ Support vs. Intervention
- ✓ Good Standing
- ✓ Improving Core Instruction
- ✓ The need for research validated interventions
- ✓ Applying MTSS to Behavior

Systems Change

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

Buckminster Fuller

Predicting Course Failure

Factors that Predict Course Failure

- **Poor reading in 8th grade** (Alliance for Excellent Education)
- **Unresolved Social, Emotional and Behavior Difficulties** (Landrum, Tankersley & Kauffman)

Consider...

- Students in the **lowest 25 percent** of their class **in reading** are **20 times more likely** to drop out than the other 75 percent (U.S. DOE)

An Illustration of the Problem: Reading

He had never seen dogs fight as these w_____ish c___ f____t,
 and his first ex_____ t_____t him an unf_____able l_____n.
 It is true, it was a vi___ ex_____, else he would not have lived to
 pr___it by it. Curly was the v_____. They were camped near the
 log store, where she, in her friend__ way, made ad_____ to a
 husky dog the size of a full-_____ wolf, the_____ not half so large
 as ___he. _____ere was no w___ing, only a leap in like a flash, a
 met_____ clip of teeth, a leap out equal__ swift, and Curly's face
 was ripped open from eye to jaw. It was the wolf manner of
 fight_____, to st___ and leap away; but there was more to it than
 this. Th___ or forty huskies ran _o the spot and not com_____d
 that s_____t circle. Buck did not com_____d that s_____t
 in_____, not the e__ way with which they were licking their chops.

Kame'enui, Simmons, Coyne, & Harn

Equity in Education is NOT Possible if Students are Lacking Skills

- Without **solid foundational skills**, all the goals in education are not possible (access to rigorous, challenging courses; meaningful participation and engagement, etc.)

Graduation is NOT Enough

Within 20 years over half of all jobs in the U.S. will be performed by robots (Elena Holodny, Business Insider)

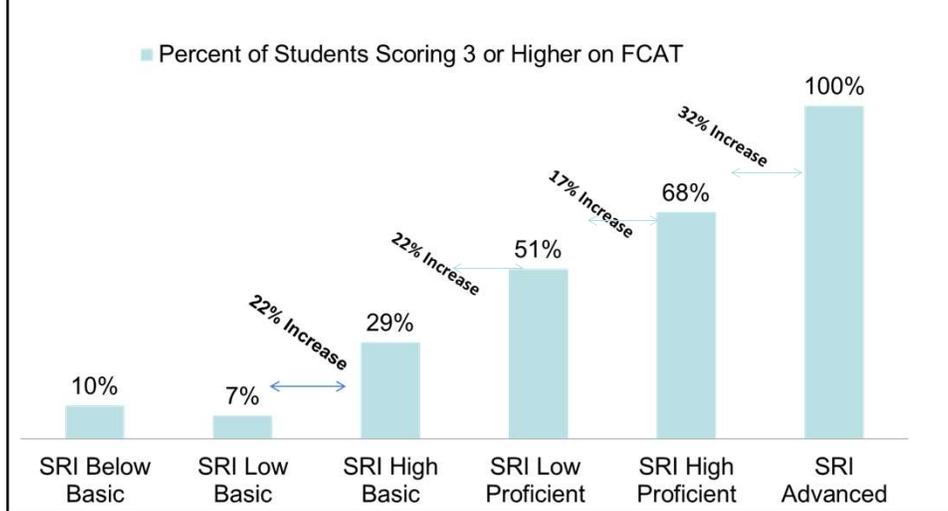
- Take a minute to calculate what age your students will be in 20 years from now.
- Consider, Our #1 mission is preparing students for the future.



Turn to a Partner...

- Discuss what's in place in your school to identify and address students with skill deficits?

Percent of Students Performing 3 or Higher on FCAT by SRI Risk Range



Predicting Success on New State Tests

Reading %ile (MAP)		Math %ile (MAP)	
Grade	Proficient	Grade	Proficient
3 rd	55 th	3 rd	45 th
4 th	55 th	4 th	40 th
5 th	55 th	5 th	45 th
6 th	55 th	6 th	50 th
7 th	60 th	7 th	60 th
8 th	65 th	8 th	60 th

It is critical we understand and acknowledge what this means – students must be performing at grade level or they will not pass state tests – proficiency is an underlying requirement

To Improve Outcomes

- Increase the number of **proficient readers**
- Spend more time doing **things that work** (screening students, establish protocols for intervention, and use **ONLY research validated** intervention programs)
- Establish **SYSTEMS of Support for both academics and social, emotional and behavior**

Too Often, Schools...

- Try to fix or help struggling students **one student at a time** through problem solving meetings and creating individualized plans (Old RTI)
- Apply ineffective **interventions** or effective interventions in ineffective ways (e.g., brainstorming interventions)
- Turn to the most costly and time consuming approach... **Special Education**

The Students We Wish We Had

Students:

- **Enter with pre-requisite skills** that predict academic success
- **Have low risk of social-emotional and behavioral** difficulties
- Are **motivated** and attend regularly
- Have **highly involved** parents
- With low **mobility** (they don't move around)

The Students We Actually Have...

Students:

- Often **DO NOT** enter with pre-requisite skills
- **Do** have social-emotional and behavioral difficulties
- Are often **NOT** motivated and **Do Not** attend regularly
- Often have parents **NOT** highly involved
- Often **DO** have a high rate of mobility

Bottom Line...We Need to Have a Plan

Without a plan, we have to hope a better group of students one day show up

- ✓ A **Proactive Plan** for all the challenges we as educators face. A plan that is supportive of **teachers AND students**
- ✓ Effective plans for **identifying risk** and **providing intervention** for both **academics and social-emotional and behavior**

Systematic? Contrasting Approaches

School A:

(School-Wide Approach)

- ✓ Students screened
- ✓ Support aligned to student needs and immediate
- ✓ Support pre-arranged – structured for success
- ✓ Monitoring system evaluates effectiveness of supports
- ✓ Pre-established goals must be met
- ✓ Focus is to assure Effective Systems

School B:

- ✓ Struggling students identified for support over time by teachers
- ✓ Support often a “one size fits all” or require students to “qualify”
- ✓ Plan for support is “reactive”
- ✓ Limited use of monitoring and specific to students
- ✓ Goal is time oriented
- ✓ Limited or no evaluation of systems

School-Wide MTSS What's Different?

- A School-Wide Approach – proactive rather than re-active
- A tiered approach that makes sense – no waiting periods or qualifying for help
- A Sensible Assessment Plan – less of it, but used better
- Intervention Sequences – not quick fixes and less reliance on “intervention strategies”
- **Focus on Effective Systems rather than Defective Kids**

New Student Protocol

NEW STUDENT PROTOCOL

What reading/math screeners will be administered?	
Who will administer the screeners?	
Who will be responsible for evaluating screening results and sharing results with parents?	
Who will be responsible for determining the student's correct placement on the Placement Pathway?	
Decision Rule: How soon must	

The Challenge of Mobility

- Nationwide, **6.5 million** students a year change schools in the middle of the school year
- By **8th grade**, approximately **13%** of students nationwide will have changed schools 4 or more times
- Student **mobility** is a **key indicator of potential risk**
- Even **one move** can put students at-risk of not graduating or delayed graduation

Mapping Out a Plan

Systems Planning

Tiers of Support?

Based on level of support and deficit indicated

TIER 1 BENCHMARK Core Coursework/Standards

TIER 2 STRATEGIC Supplemental program/instruction according to specific skill deficits.

TIER 3 INTENSIVE Comprehensive Intervention program
Basic Skill Focus

Tier 4 Special Ed. Individualized education for students with disabilities

Success Zone Probabilities

GREEN

High probability of grade-level or above success

YELLOW

Questionable probability of grade-level or above success

RED

Low probability of grade-level or above success

Secondary Placement Pathway

High School Reading Placement Pathway (Grades 9-12)

Screening	AIMSweb or FAST (To Be Determined) <small>Screen all Spec. Ed., all AIS and incoming 9th Graders</small>				
	INTENSIVE	STRATEGIC	STRATEGIC	BENCHMARK	ABOVE Benchmark
Diagnosis: Criteria	At or Below 20th %ile	21st to 39th Percentile	21st to 39th Percentile	40th Percentile to 74th Percentile	75th Percentile and Above
	↓	↓	↓	↓	↓
Focus	COMPREHENSIVE	PHONICS	COMPREHENSION	CORE CONTENT	CORE CONTENT PLUS
Focus Skills	<u>Five Big Ideas in Reading</u>	Advanced Phonics	Language/Vocabulary and Comprehension	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Intervention	Language/ or FLEX Reading (to be determined)	Rewards Secondary, Rewards Science and Rewards Social Studies	Achieve 3000	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Length of Time	80 Minutes Daily (two class periods) as replacement to Language Arts Class	40 Minutes in addition to Core ELA Class (one class period), Five Days per Week	40 Minutes (one class period) in addition to Core ELA Class, Five Days per Week	One Class Period	One Class Period
Verify Progress	In-program assessments and AIMSweb/EasyCBM	In-program assessments and AIMSweb/EasyCBM	In-program assessments and AIMSweb/EasyCBM	Interim Assessments	Interim Assessments and Regents Exams
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)				
	Next Steps:	Next Steps:	Next Steps:	Next Steps:	Next Steps:
	1. Select Intervention (ASAP)				
	2. Identify Students (May-June)				
	3. Review EasyCBM (April)				

Middle School Reading Placement Pathway (Grades 6-8)

Screening	MAP and EasyCBM				
	INTENSIVE	STRATEGIC	STRATEGIC	BENCHMARK	ABOVE Benchmark
Diagnosis: Criteria	At or Below 20th %ile	21st to 39th Percentile	21st to 39th Percentile	40th Percentile to 74th Percentile	75th Percentile and Above
	↓	↓	↓	↓	↓
Focus	COMPREHENSIVE	PHONICS	COMPREHENSION	CORE CONTENT	CORE CONTENT PLUS
Focus Skills	<u>Basic reading skills: Letters/sound correspondence, decoding, fluency, vocabulary, comprehension</u>	Advanced Phonics	Language/Vocabulary and Comprehension	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Intervention	Corrective Reading Decoding and Comprehension	Rewards and Rewards Plus	Comprehension = Achieve 3000 Language = Flex Reading & Achieve 3000	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Length of Time	90 Minutes Daily (two class periods) as replacement to Language Arts Class	45 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week	45 Minutes (one class period) in addition to Core Language Arts Class, Five Days per Week	One Class Period	One Class Period
Verify Progress	In-program assessments and EasyCBM	In-program assessments and EasyCBM	In-program assessments and EasyCBM	Interim Assessments	Interim Assessments
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)				

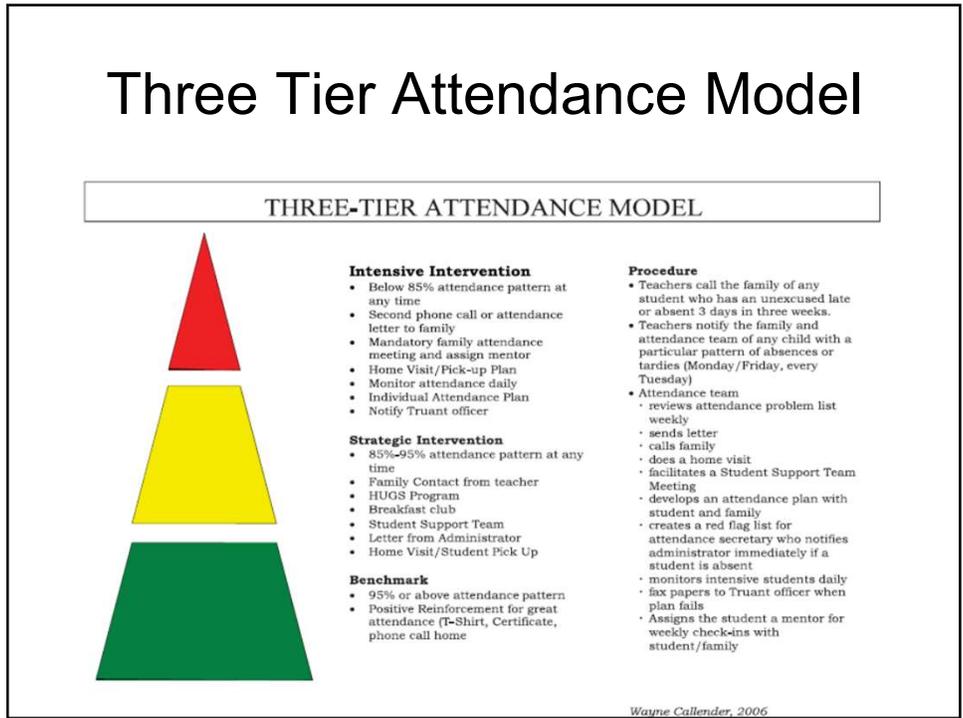
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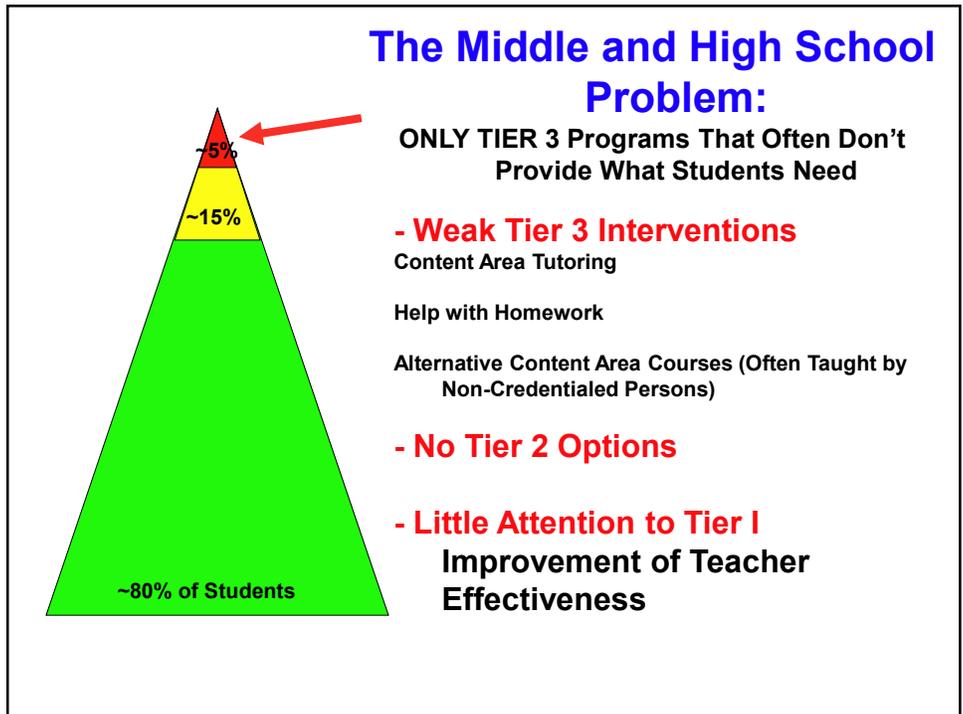
With a Partner...

- Does your school have a clearly defined protocol for providing intervention and supports to students?
- Is the process for getting students help in your school efficient? Is critical time being lost?
- Finally, identify one or more of the ideas presented here you think would improve your school's approach to helping students.

Three Tier Attendance Model



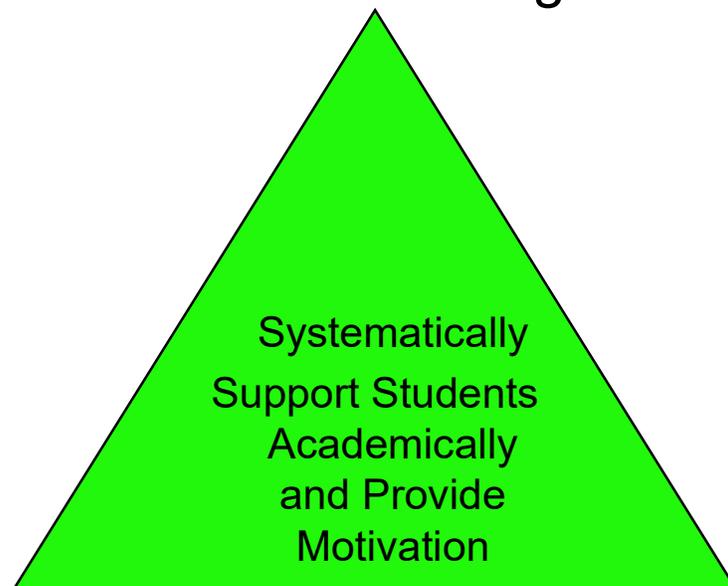
The Middle and High School Problem:



Make a Distinction: Support vs. Intervention

- Support: designed to provide general assistance (help with homework, further explain a concept, opportunity for additional practice, etc.)
- Intervention: designed to improve a specific skill or sets of skills

“Good Standing”



Good Standing

- Goal: Support and reward students; improve School Culture
- Good Standing Serves Multiple Purposes:
 1. Support students academically – immediately
 2. Motivate students to do their best - consistently
 3. Improve accountability (teacher and student)

GOAL: Make it harder to fail than it is to just pass!

Good Standing Example

- PACE (Practice, Activity, Choice, Enrichment)
- Goal: Support and reward students; improve School Culture
- Two Purposes:
 1. Support students academically – immediately
 2. Motivate students to do their best - consistently

Pace: Support and Motivate Students

Support...

Support Students Academically – as soon as they need it.

- Provide specific and timely support **Within** the school day
- Provide opportunity for students to redo work, make up work, receive tutoring and intervention **Before** instruction moves on to other topics
- Support provided by subject area teachers

Pace: Support and Motivate Students

Motivate...

Motivate Students to do their best - consistently

- Motivate students by offering **immediate** and developmentally relevant Rewards
- Rewards include **fun, attractive** activities that allow opportunities to interact with peers –i.e., basketball, foosball, movies, walking
- Include opportunities to select artistic or **intellectually engaging** activities – i.e., chess, quiz bowl, research, quiet time

Intervention (42 min.)

Teacher	Grade	A Day Subject	Location
Barry	7	Language	P-10
Bogard	8	Algebra	P-15
Bolton		Misc. Subjects	P-9
Brower	6/7	Open Intervention	Library
DuChaine	8	History	M-1
Frame	7	Science	8
Gallwas	6	Connected Math 2	P-6

Activity (42 min.)

A Day Activities	Location
AVID	M-2
Conditioning – weights	Weight Room
Basketball	Main Gym
Beading	Art Room
Board Games	P-8
Computer Lab	CL-2
Quiet Time	7
Movie	Auditorium
Quiz Bowl	8
Walking Club	Main Gym

Glacier Middle School

Glacier Middle School – Whiteriver, WA
900+ students, grades 6-8

Total F's

Before		After	
QTR 1	QTR 2	QTR 1	QTR 2
236	319	255 (+8%)	235 (-26%)
		↑ Before PACE	↑ 4.5 Weeks after PACE

Glacier Middle School

of Students w/at least one F

Before		After	
QTR 1	QTR 2	QTR 1	QTR 2
150	183	149 (-1%)	126 (-31%)
		↑ Before PACE	↑ 4.5 Weeks after PACE

Glacier Middle School

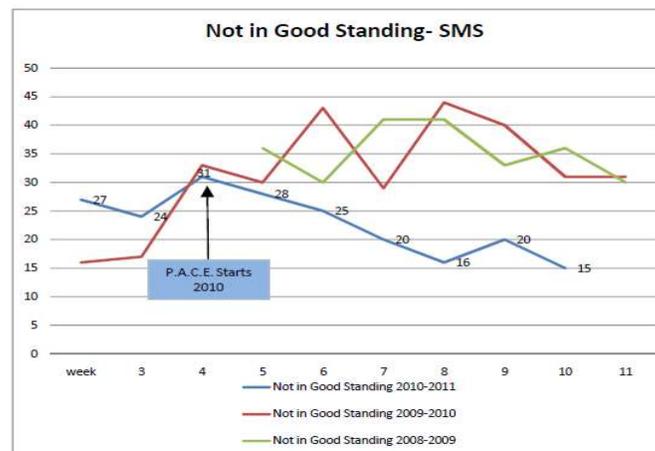
Discipline Referrals

Before	After	% Change
QTR 2	QTR 2	
393	246	-37%

Suspensions

Before	After	% Change
QTR 2	QTR 2	
36	19	-47%

Somers Middle School



What Does the Research Say About Effective Instruction?

Effects on Student Achievement

0.40 and Larger (Zone of Desired Effects) J. Hattie

Effect on Learning	Effect Size	Meta-Analysis	# Studies
Low Effect on Student Achievement			
• Student Control over learning	0.04	2	63
• Problem-based Learning	0.15	8	285
Typical Effect on Student Achievement			
• Individualized instruction	0.29	9	600
• Inquiry Based Instruction	0.31	4	205
High Effect on Student Achievement			
• Lesson Goals	0.56	11	604
• Worked Lessons	0.57	1	62
• Direct Instruction	0.59	4	308
• Structured Practice	0.71	2	63

Features of Effective Instruction

1. **Model instructional tasks when appropriate.**
2. **Provide explicit instruction.**
3. **Engage students in meaningful interactions with language during lesson.**
4. **Provide multiple opportunities for students to practice instructional tasks.**
5. **Provide corrective feedback after initial student responses.**
6. **Make sure students are engaged in the lesson during teacher-led instruction.**
7. **Make sure students are engaged in the lesson during independent work.**
8. **Make sure students are successfully completing activities at a high criterion level of performance.**
9. **Encourage student effort.**

Learning Objectives

- Learning objectives for day should be posted and reviewed
- Require students to do something with the daily learning objective (do not expect students to read the objectives on their own; no passive participation)
- Review learning objective again mid way through class and again at end of the class

Mystery Learning or Mastery Learning???

- **Learning Objectives**-stated in student friendly terms—not standards... “You will increase student achievement by as much as 27% by stating the objective at the start of the lesson.” J.Hattie
- Rubrics to match-Can the student tell you what they must master to achieve? “You raise student achievement by as much as 37%-when you give them a rubric to assess their learning.” J.Hattie

Marzano...

- Robert Marzano cites explicit teaching as critical for student learning. His review of research revealed it was the most important factor, of the teacher controlled factors, affecting students' success.

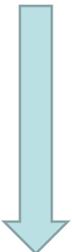
The Australian Society for Evidence Based Teaching, June, 2015

Explicit Instruction Defined

- Explicit instruction is “a structured, systematic, and effective methodology for teaching academic skills...it is an unambiguous and direct approach to teaching that includes both **instructional design** and **delivery procedures**.”
- “Explicit instruction is characterized by a series of **supports** or scaffolds, whereby students are guided through the learning process with **clear statements about the purpose and rationale for learning** the new skill, **clear explanations and demonstrations** of the instructional target, and **supported with feedback** until **mastery** has been achieved.” A. Archer, 2010

Gradual Release Teaching

Effective Instruction:

Utilize Explicit Instruction to Teach New Skills	
<p>Gradual Release of Responsibility</p> <p>Teacher</p>  <p>Student</p>	<p>Explicitly teach and model skill(s)</p> <ul style="list-style-type: none"> • Remain in this phase until you see they are ready to move to the next phase based on formative data
	<p>Engage in guided practice with students.</p> <ul style="list-style-type: none"> • Provide targeted and immediate feedback • Utilize correction procedure and go back to modeling as needed • Gradually release responsibility as students demonstrate Mastery • Remain in this phase until you see they are ready to move to the next phase based on formative data
	<p>Provide independent practice opportunities</p> <ul style="list-style-type: none"> • “ <i>Perfect practice makes perfect</i>” • Provide targeted and timely feedback • Remain in this phase until you see they are ready to move to the next phase
	<p>Provide engaging experiences for students to apply and generalize their skills.</p> <ul style="list-style-type: none"> • Allow students to use their skills to solve problems and use the skill(s) flexibly across a variety of settings.

- **Timing is essential**
- **Know what “phase” of gradual release you are in for each focus area you are teaching**
- **Repetition is critical**
- **New learning should be phased in gradually**

Intervention. Use a Scientifically Validated Approach

- ✓ Investigate the research base of your programs and interventions
- ✓ Match interventions with student needs (benchmark, strategic and intensive)
- ✓ Monitor the extent to which they are effective
- ✓ Change ineffective programs and strategies

Intervention Should Not Viewed in a Negative Light

- Reinforce the notion we are obligated to provide intervention
- Advertise what interventions are offered and why
- Don't ask for permission; can't opt out
- Explain how interventions work, long-term investment, what students will be able to do as a result;
- Must get buy-in of parents, older students – intervention is not something we do to them

To be Clear...Intervention CANNOT be Optional

- Reinforce the notion we are obligated to provide intervention
- Advertise what interventions are offered and why
- Don't ask for permission; can't opt out
- Explain how interventions work, long-term investment, what students will be able to do as a result; intervention internships?
- Must get buy-in of parents, older students – intervention is not something we do to them

Scientifically Validated vs. Research-Based

Research Validated:

Studies that have carefully controlled implementation of practices or programs to show that the program has resulted in an increase of students skills when compared to another instructional approach.

Research-Based:

Based on the general science, such as the five big ideas that have been identified for reading by an extensive review of the research to be critical in reading development.

Tier II vs. Tier III

Tier II Interventions

- 20 – 40 percentile
- Targeted skills
- In addition to core language arts or math class
- Embedded within class or one period per day

Tier III Interventions

- Below 20th %ile
- Comprehensive focus (basic skills)
- Often in place of core language arts or math class
- Use of published intervention

Intervention is NOT Slower and Louder

- Lots of programs are using the buzzwords, but (1) may **not actually teach them**, or (2) be **little more than a Core** with more practice.
- Core programs are **NOT** designed to meet the needs of **ALL students - (20 -25%) may require a different approach**.
- Intensive level learners require a **highly structured, systematic** approach

Intervention – Tier 3

One finding from all research is that a **comprehensive instructional program** is necessary to **ensure that instruction does not lead to splintered understanding** that **slows acquisition** of sophisticated problem-solving skills.

Wayne's Biased Intervention List - Secondary

Comprehensive Reading Interventions:

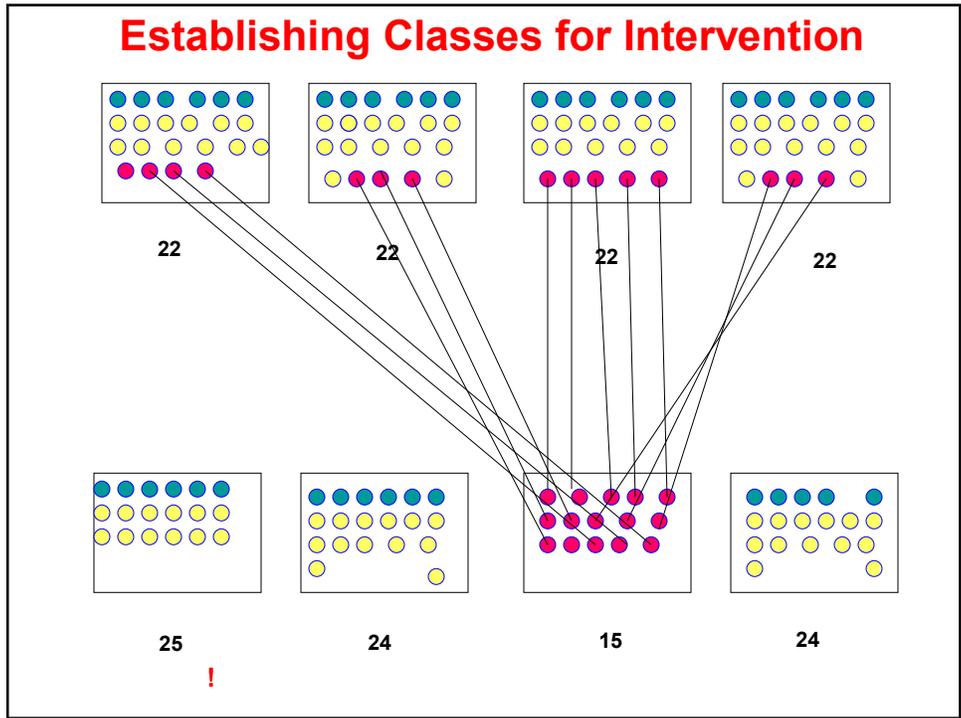
1. Reach (Corrective Reading, Reasoning and Writing, Morphographic Spelling)
2. Language!
3. Read 180
4. Fusion Reading
5. Wilson Reading
6. SRA FLEX Reading

Strategic Reading Interventions:

1. Rewards (Multi syllable decoding)
2. Read to Achieve (comprehension strategies)

Math:

1. Essentials for Algebra
2. Corrective Math
3. Trans Math



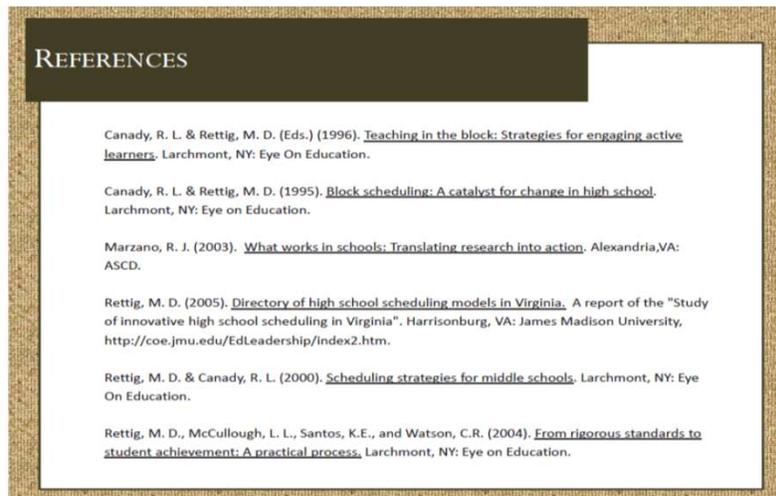
Information Regarding Secondary Scheduling

AVAILABLE AT
WWW.EYONEDUCATION.COM

**Scheduling Strategies for
Middle Schools**

Rettig, M. D. & Canady, R. L. (2000).
Scheduling strategies for middle schools.
Larchmont, NY: Eye On Education.

Information Regarding Secondary Scheduling



Advantages of MTSS for Social Emotional and Behavior

- Greater levels of student success, both behaviorally and academically
- Less instructional time lost managing behaviors
- Fewer office referrals
- Reduces stress and burnout (for everyone)
- More efficient and cost effective
- Improved school climate
- Increased parental confidence

Avoid These Less Effective Practices...

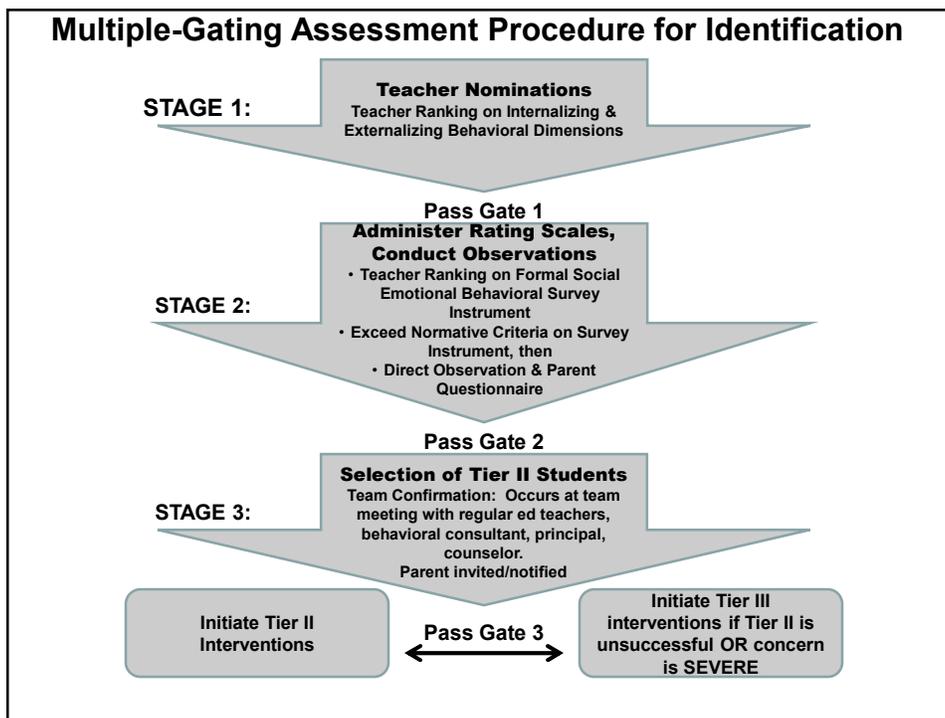
- Using Punishment as a means of addressing inappropriate behavior (writing names on board, taking away recess, tokens or other privileges, grade retention, etc.)
- Exclusion Practices – isolating students from peers, detention, suspension, etc.
- Reprimand students in front of others, or keep public records of students who are non-compliant.
- Humiliating, shaming, threatening or chastening

Instead, Do Things that WORK

- ✓ Have a School-Wide Plan and support teachers to implement effective classroom management practices
- ✓ Have a proactive, preventative support plan
- ✓ Find student's in need of support before behavior becomes ingrained
- ✓ Address both externalizing and internalizing concerns
- ✓ Use evidence-based interventions
- ✓ Teach, model and reinforce expected/desired behaviors
- ✓ Teach, model and reinforce replacement behaviors

Establishing Behavioral Protocols for Tiers 1, 2 & 3

- **Tier 1**, proactive and preventative in place across all environments for EVERYONE
- **Tiers 2 & 3 identification** process must be efficient and reliable
- Tiers 2 & 3 **interventions** MUST be powerful (evidence-based) and manageable
- Decisions are formalized and straightforward
- Consider using a **Social/Emotional**



Social Emotional and Behavioral

7-12 Social Emotional Behavior Pathway

Screening	Social Emotional/ Behavior Teacher Screening - Multiple Gating Process Gate 1 - Social Emotional/ Behavior Teacher Nomination Form: Classroom teacher completes form at three benchmark periods (fall, winter, spring). If concerns are noted by teacher/screeener the students will move to the second stage of gating process. Gate 2 - BERS-2: Completed by referring teacher and student to include observation. If a student scores in the concern category or higher they move to the third level of the gating process. Gate 3 - Team Confirmation: Occurs at team meeting with regular education teacher(s), behavior specialist, principal, and counselor. Determine tier placement and interventions at team meeting.			
Tier Level	Intensive	Strategic	Benchmark	Universal
Diagnosis Criteria:	-Identified by the Multiple Gating Process -Unsuccessful with universal supports & Tier 1-2 interventions -More than six major office referrals -Attendance below 85% -Goal is 3-5% of students	-Identified by the Multiple Gating Process -Unresponsive to universal supports and Tier 1 interventions -Between two and five major office referrals -Attendance 85%-94% -Goal is 10% of students	-Not identified through Multiple Gating Process -One or fewer major office referrals (SWIS) -Attendance 95%+ -Goal is 85% of students	-Not identified through Multiple Gating Process -Universal school wide preventions and supports -Goal is 100% of students
Focus:	-Conduct FBA to identify variables maintaining behavior -FBA based support -Altering environmental contingencies surrounding problem behavior -Weekly behavior replacement training	-Support individual students who continue to exhibit challenging behaviors despite Tier 1 supports without removal from general education setting -Additional generalized supports -Assessments to create BIP	-First level of behavior problem solving by teacher -Basic interventions for classroom management	-Basic universal school wide positive behavior supports combined with classroom management strategies -All students
Person Responsible:	Teacher/ staff with support from behavior specialist	Teacher/ staff carry out with strategic support	Teachers carry out these strategies independently	Everyone
Intervention:	Continuation of universal support and tier 1 & 2 interventions. -Functional behavior assessment -Specific interventions put in place for student needs. -Attendance concerns referred to outside agencies as needed.	Continuation of universal support and tier 1 interventions. -Team determines if the behavior is internalizing vs. externalizing. -Team determines if it is a performance deficit or skill deficit. -Schedule modifications for sensory breaks -Self-monitoring and self-evaluation	Continuation of universal supports. -Assess academic placement of student -Positive parent contact -Planned discussion between teacher and student -Systematic data collection and debriefing -Increase positive interactions	-Post and teach/ reteach school wide expectations: -Pride in Self -Pride in Others -Pride in School -Positive behavior incentives (PBIS) -4:1 positive to corrective ratio of interactions -Active engagement

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Evidence Based Interventions

Evidence Based Tier II Intervention Chart

Intervention	Mentor Based (check-in/check-out)	Behavior Contract	Self Monitoring	Home Note System	Class Pass Intervention	Positive Peer Reporting
Function of Behavior (best guess)	Attention	Attention Escape Tangibles	Attention Escape	Attention Tangibles	Escape	Attention
Parameters/ Considerations	Student responds well to adult attention	Student responds well to incentives	Behavior occurs with certain degree of regularity	Parental Buy-in	Primarily classroom behavior problem	Is student rejected by peers
Duration	4 weeks to multiple years	4 weeks to multiple years	3-9 weeks	4 weeks to multiple years	4 weeks to several months	1 week to several months
Persons Responsible	Student, Adult	Student, teacher, parent, adult, counselor	Student, Adult	Student, teacher, parent	Student, teacher	Student, teacher
Evaluation of Progress	Verbal feedback from mentor, daily	Agreed upon reward reviewed daily	Self Monitoring Charts	Points earned, monitored	Number of saved passes	Track progress of classroom

The Secret Revealed

- Everyone desires a magic answer when it comes to tier 3 behaviors. And luckily there is a magic solution... **TEACH BEHAVIOR** (but its' not really magic and that's the problem)

Wrap Up

- Identify something one or more ideas from the information presented this morning would you like to see your school or grade level implement? Write them down on a piece of paper.
- Discuss your response with a partner.