



Providing Literacy Instruction to Students with Disabilities

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Presenter:



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Objectives

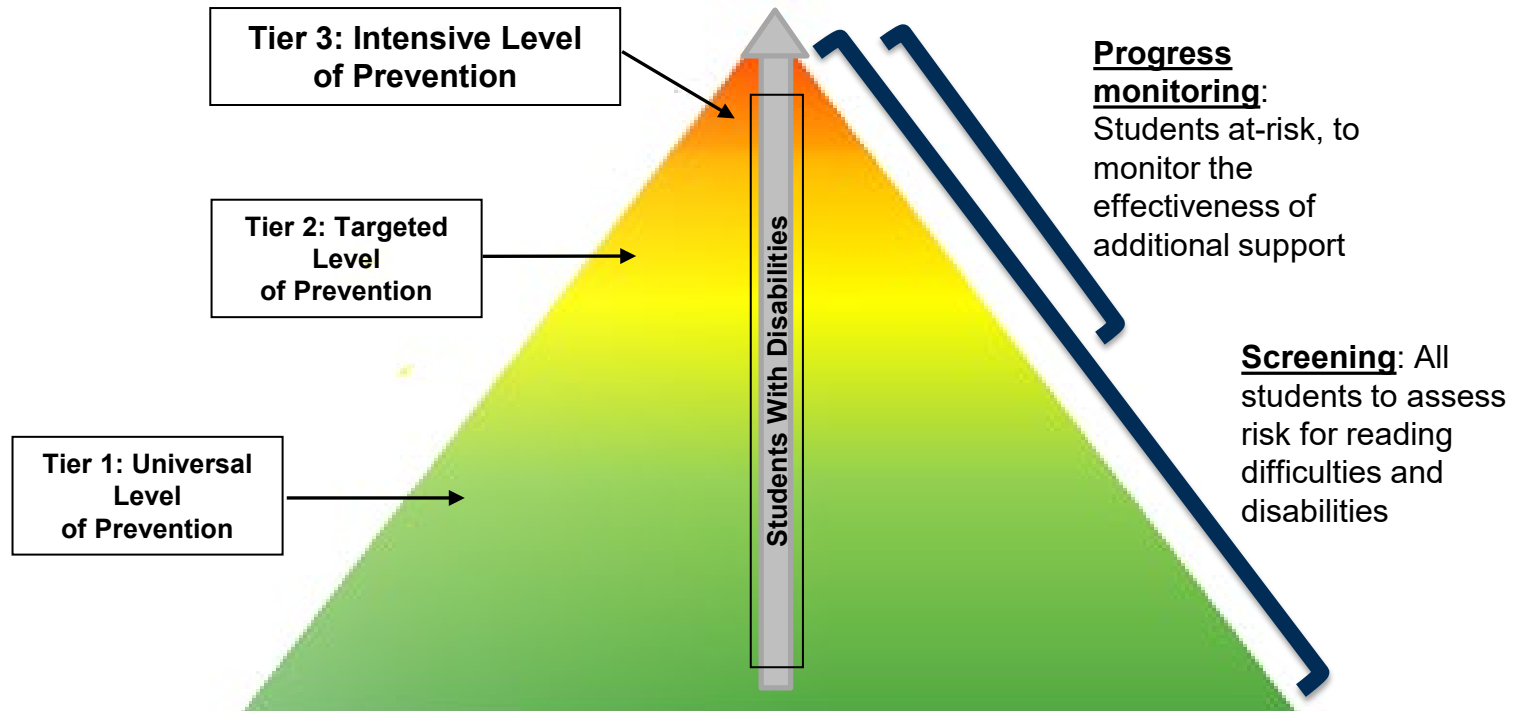
- Review the major components of MTSS:
 - A prevention-oriented approach well suited for remote implementation
- Investigate:
 - Components and examples of high-quality remote literacy learning and delivery methods
 - Recommendations for remote assessment and data-based decision making
 - Examples of communication with families and students about remote literacy learning

Prevention and Early Reading Intervention

- Without early, intensive intervention, ***struggling readers do not “catch up”*** to their average performing peer. Instead, the gap between good and poor widens over time (Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986).
- For struggling readers ***the later the onset of intervention the poorer the odds*** that these students will become proficient readers (Torgesen, 2000, 2001).
- RTI and multi-tiered systems of support (MTSS) are ***steeped in prevention and early intervention research***

Using MTSS to Implement Instruction & Assessment

MTSS provides a structure of support for ALL students, including students with or at risk for disabilities



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The structure of MTSS can be applied in traditional, remote, and hybrid settings!

Tier I: Universal Level of Prevention

All Students

- Screening determines who needs ongoing, comprehensive core support to continue to be on track to meet grade-level objectives
- High-quality core curriculum materials that teach all five “big ideas” of reading
- Explicit and systematic instructional delivery
- Data-based differentiated instruction
- Periodic, standardized performance data (i.e., benchmark assessment data or re-screening in winter and spring) check the core support to determine if it’s working and guide adjustments to student assignment to tiers

Big Ideas of Reading



- Phonological Awareness
 - The ability to hear and manipulate sounds in words
- Alphabetic Principle
 - The ability to associate sounds with letters and use these sounds to read words
- Accuracy and Fluency Reading Text
 - The automatic ability to accurately read words in connected text
- Vocabulary
 - The ability to understand and use words to acquire and convey meaning
- Comprehension
 - The complex cognitive process involving the intentional interaction between a reader and text to extract meaning

Tier II: Targeted Level of Prevention

Students at risk for poor learning outcomes

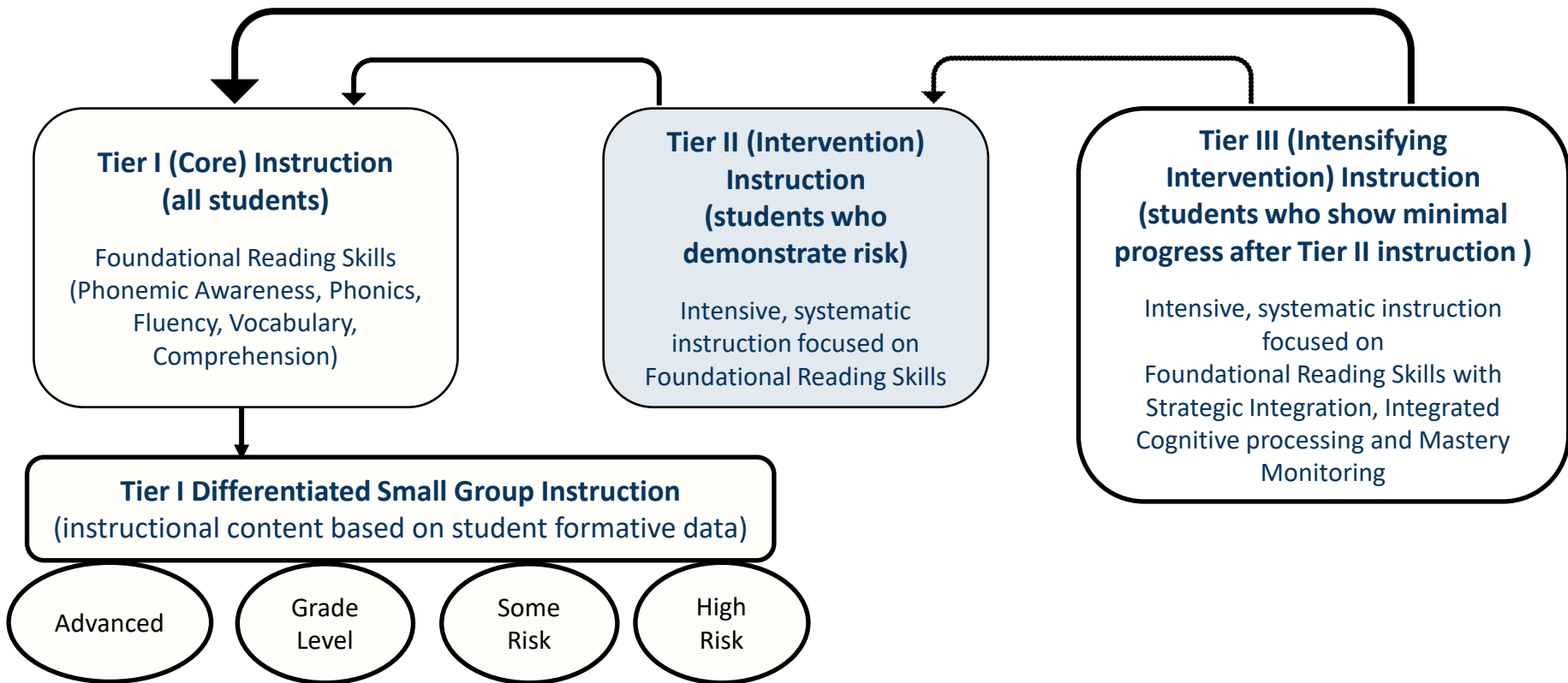
- Evidence-based intervention curriculum focused on all or a subset of the “big ideas” delivered with fidelity
 - Typically focused on phonics and decoding in the early grades to support prevention and student access to core instruction
- High-leverage, explicit instructional practices (i.e., explanations, models, multiple practice opportunities, corrective feedback and checks for understanding)
- Instructional adjustments guided by progress monitoring and mastery data

Tier III: Intensive Level of Prevention

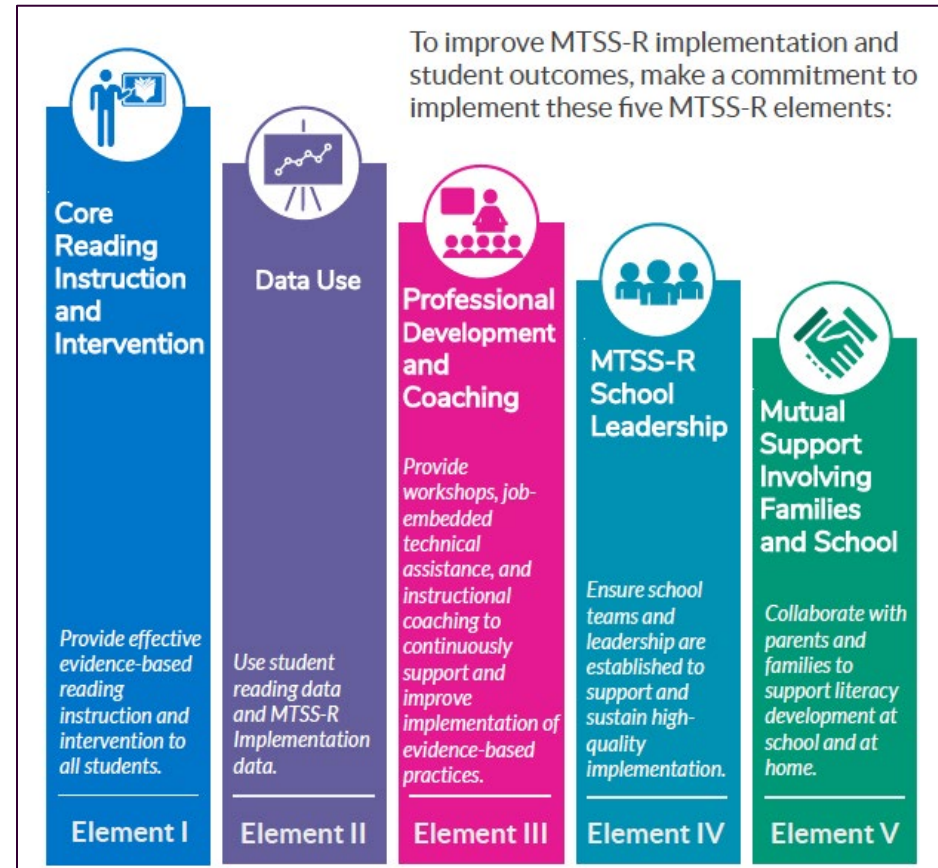
Students not responding to high-quality Tier I and Tier II instruction OR who are significantly behind grade-level peers

- *Individualized* (not necessarily *individual*) intervention based on diagnostic and mastery data
- What happens *during* intervention matters as much as the amount of instructional time allocated for intervention
- Focus on using evidence-based intensification practices, not necessarily a “different” intervention program
- Ongoing analysis of more frequent progress monitoring and mastery data is used to guide instructional decisions

Instructional Emphasis Aligns with Student Needs

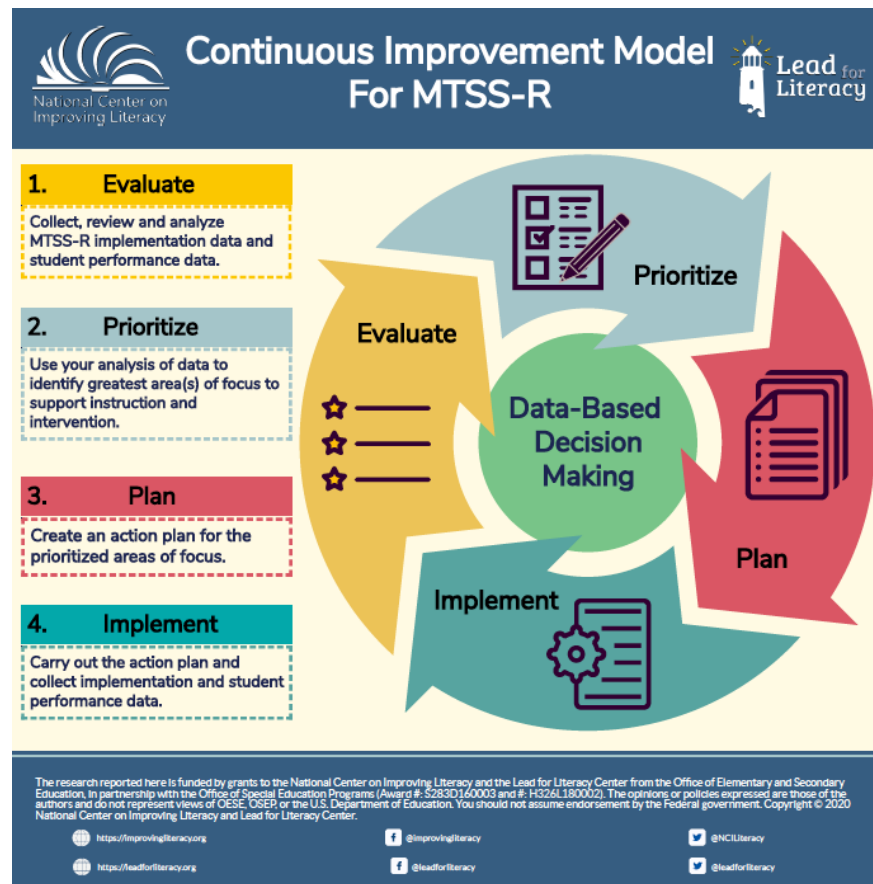


Elements of a Comprehensive Multi-tiered System of Support in Reading (MTSS-R)



Establish a Process for: Implementing Effective Multi-Tiered Systems of Support in Reading

1. Evaluate
2. Prioritize
3. Plan
4. Implement



MTSS-R Checklist

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MTSS-R IMPLEMENTATION CHECKLIST V.1



How to use this template

- 1 Make a copy of the template by clicking on "File > Make a Copy". We recommend each team makes a single copy to work on. Note: You will need a Google account.
- 2 Share the template with your team by clicking on the "Share" button and entering your team's email addresses or, use the "Get Link" with permissions set to "Anyone can edit" and email that link to your team.
- 3 Collaboratively complete the checklist by rating each item on a scale of 0= not implemented, 1= somewhat implemented, 2 = fully implemented. Add discussion notes to clarify. Explore the summary ratings to identify areas of improvement.

START HERE ▾ ELEMENT I ▾ ELEMENT II ▾ ELEMENT III ▾ ELEMENT IV ▾

Element I: Core Instruction and Intervention

Element II: Data Use

Element III: Professional Development and Coaching

Element IV: MTSS-R School Leadership

Element V: Mutual Support Involving Families and the School

Why Document Your System Now?

- Perhaps counterintuitive to document the features of your system that are in place
- Necessary because...
 - Potential disconnect between current practice and optimal implementation
 - Potential disconnect between current practice and future implementation
 - Potential to retain practices implemented now that are not effective and ill-matched to optimal implementation
 - Potential to forgo practices implemented now that might increase efficiency that are well aligned with optimal implementation
- Knowing what is in place and what isn't supports decisions about prioritization and addresses these “potential” issues



Remote Instruction and Intervention in MTSS

Distance Learning Can Work!

	Fall ORF (9/2019)	Winter ORF (2/2020)	July ORF (7/2020)
Student A	0 wcpm	0 wcpm	
Student B		6 wcpm	25 wcpm
Student C	5 wcpm	20 wcpm	
Student D	6 wcpm	22 wcpm	23 wcpm
Student E	5 wcpm	22 wcpm	32 wcpm
Student F	9 wcpm	24 wcpm	60 wcpm
Student G	7 wcpm	24 wcpm	
Student H	8 wcpm	26 wcpm	35 wcpm
Student I	6 wcpm	26 wcpm	51 wcpm
Student J	10 wcpm	32 wcpm	36 wcpm
Student K	9 wcpm	33 wcpm	85 wcpm
Student L	16 wcpm	44 wcpm	56 wcpm
Student M	7 wcpm	50 wcpm	72 wcpm
Student N	9 wcpm	52 wcpm	64 wcpm
Student O	12 wcpm	34 wcpm	55 wcpm
Student P	13 wcpm	44 wcpm	66 wcpm
Student Q	15 wcpm	28 wcpm	51 wcpm

Student Data Example After Distance Learning:

- Students: At-Risk Second Graders
- Distance Learning Instruction:
 - Distance instruction began the last week of March
 - Tier I: Students participated in pre-recorded code-based skills lessons
 - Tier II: Students participated in live code-based skills lessons in groups of 3 students or less
 - In addition, students received six weeks of “summer school” (Tier II live groups only)

<https://improvingliteracy.org/brief>

Remote Literacy Learning *For Teachers*

Get Ready,

- Plan remote literacy learning carefully.
- Communicate with families and students about literacy learning often and in various ways.
- Prepare staff, families, and students to use technologies for literacy learning.
- Consider the processing practices students need for reading and researching online.

Get Set,

- Design equitable literacy learning opportunities.
- Integrate content area learning into literacy instruction.
- Set literacy learning goals.

Go!

- Deliver literacy learning opportunities in various ways.
- Make literacy instruction interactive.
- Suggest simple and flexible literacy activities.
- Provide structured guidance for literacy learning.

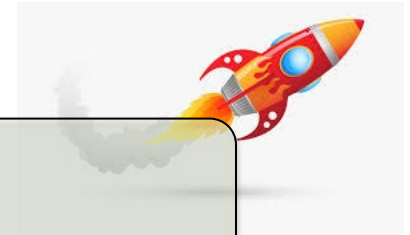
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Sayko, S. (2020). Remote Literacy Learning – Schools as Partners. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy.



For Teachers: Get Ready



- Plan remote literacy learning carefully
- Communicate with families and students about literacy learning often and in various ways
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- Consider the processing practices students need for reading and researching online

Plan Remote Literacy Learning Carefully

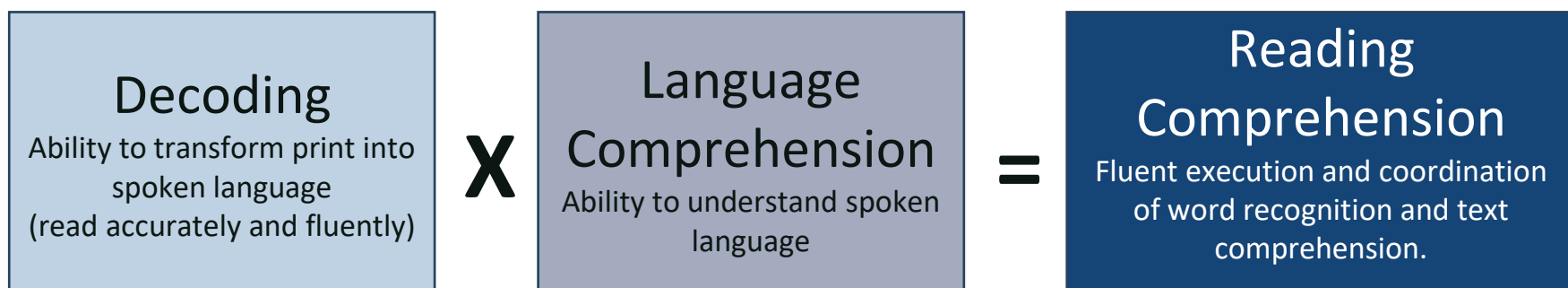
Successful literacy instruction and interventions, especially for at-risk students and those with reading disabilities, provide a strong core of highly explicit, systematic teaching of foundational skills such as decoding and spelling, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing.

(Fletcher et al., 2018; Gersten et al., 2008; Graham et al., 2012; Torgesen, 2004).

Plan Remote Literacy Learning Carefully

1. Prioritize content (big ideas of literacy instruction)
2. Maintain high-quality features of explicit and systematic instruction

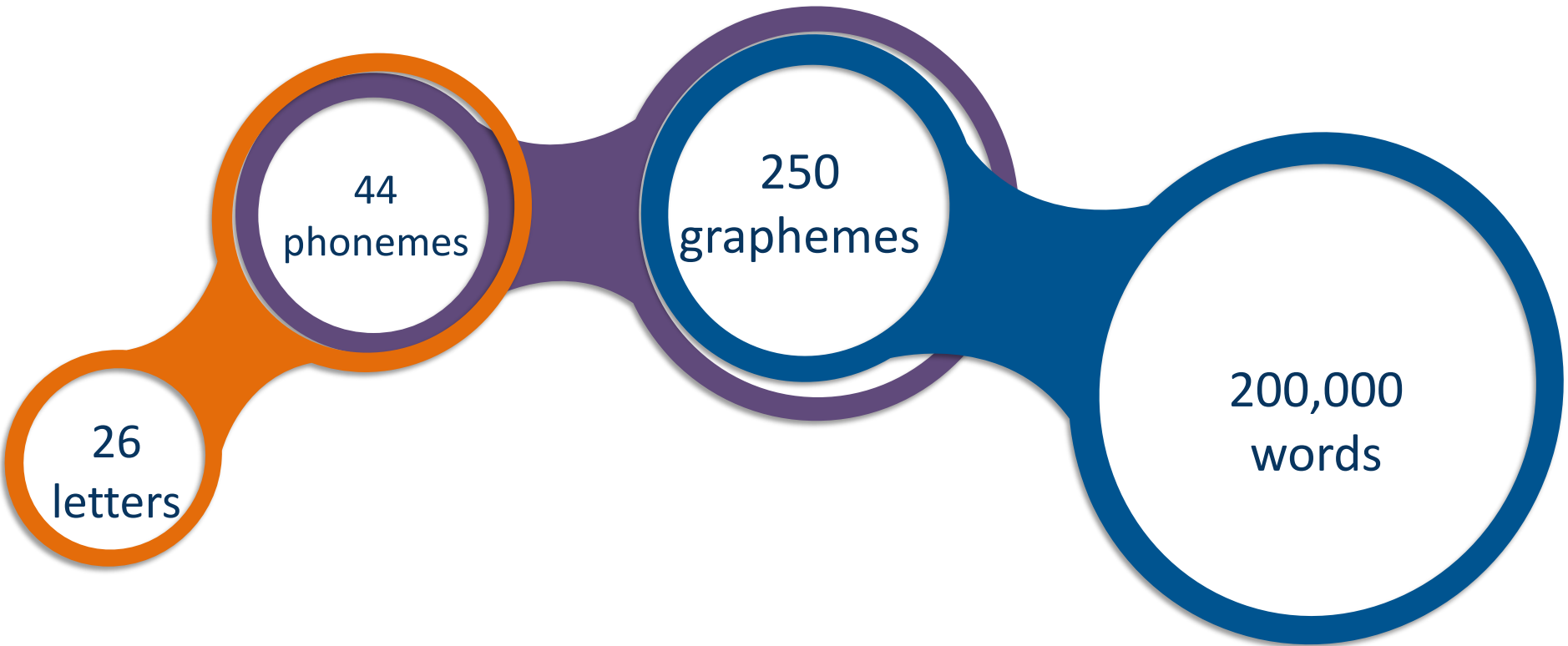
1. Prioritize Content



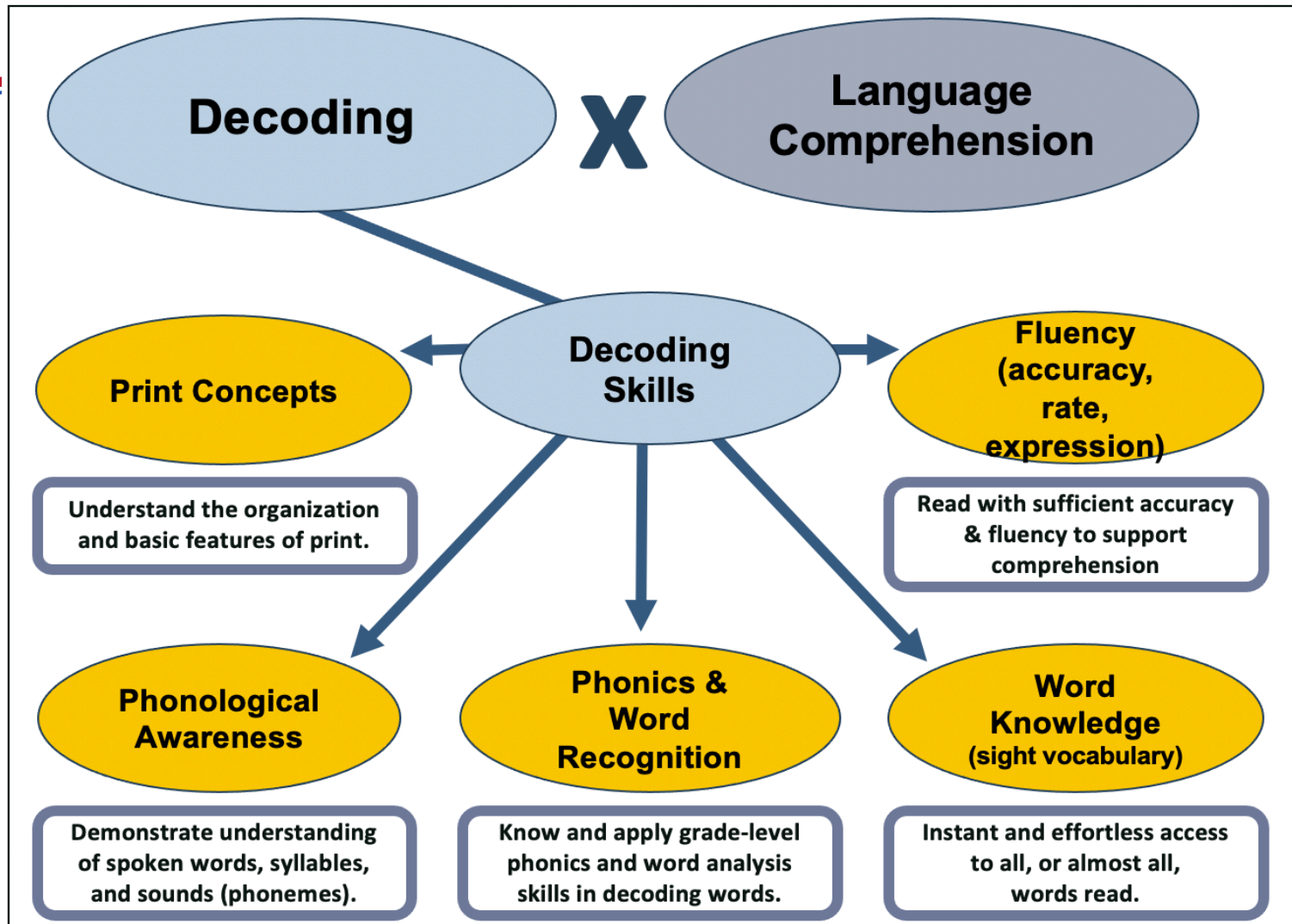
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

(Gough and Tunmer, 1986)

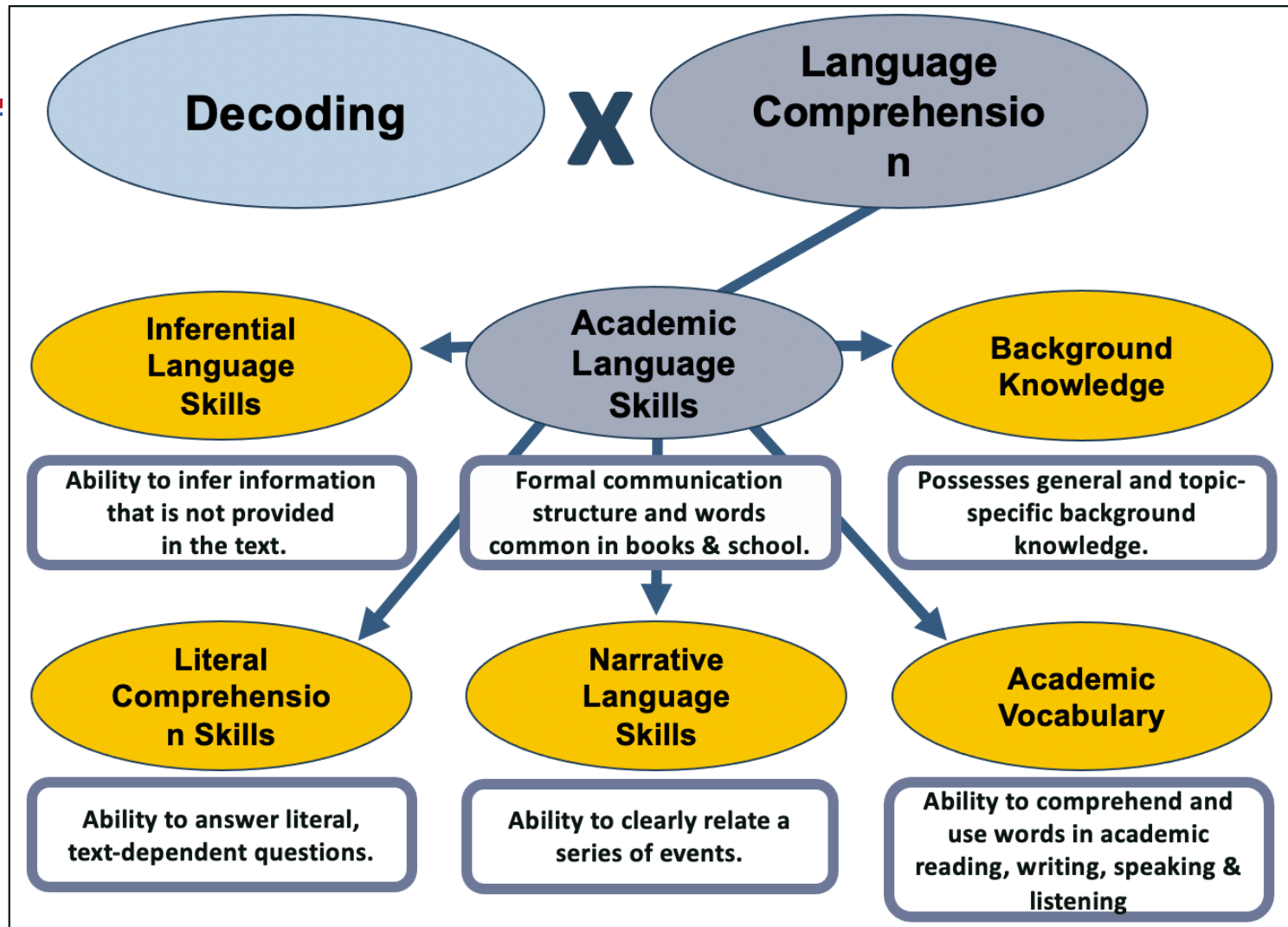
Successful Readers Decipher the Alphabetic Writing System's Written Code



$$D \times LC = RC$$



$$D \times LC = RC$$



Adopted Research-Based Reading Curriculum



- Tier I: developed based on scientific research on reading development and emphasizes the five essential areas of beginning reading instruction
- Tier II (especially) and III: scientific studies have been conducted demonstrating improved student reading outcomes in important skill areas

2. Maintain High-Quality Features of Explicit Instruction

ex•plic•it

- stated clearly and in detail, leaving no room for confusion or doubt.

sys•tem•at•ic

- having, showing, or involving a system, method, or plan.

in•struc•tion

- the act or practice of teaching.

Explicit and Systematic Instruction Includes:

- Lesson targets and objectives
- Clear and explicit language
- Teacher demonstrations
- Multiple opportunities for all students to respond and participate
- Consistent, supportive, and corrective feedback
- Individual student checks to determine comprehension of lesson content

(The Meadows Center for Preventing Educational Risk, 2010)

Plan Remote Literacy Learning Carefully

- Delivery options:
 1. Pre-record lessons
 - Each teacher can record daily lessons
 - Grade-level teams can divide the work
 - Option 1: Each teacher records one week and shares with team.
 - Option 2: The team divides the lesson into sections and each teacher records “their” section for each day’s lesson.
 - Use iPhones, iPads or document cameras to display charts for filming.
 2. Live Delivery
 - Mute the group and present the lesson. At the end of each routine, unmute one student at a time for individual turns.
 - Tier II and Tier III instruction – Meet in small groups or one-on-one for the lesson.
 3. Some combination of the above

Plan Remote Literacy Learning Carefully

- Some technology options – be as consistent as possible:
 - Zoom
 - SeeSaw
 - Google Classroom/Meets
 - You-Tube
 - Document camera
 - Microphone and Headphones
- Example of teaching students to respond:
 - <https://youtu.be/Vz4tmDZab-M>

Plan Remote Literacy Learning Carefully

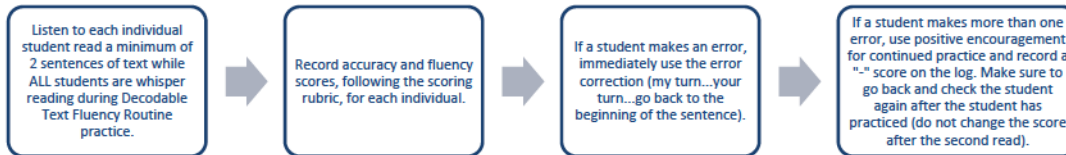
- During lesson delivery, ensure students “hear” correct responses during lessons:
 - Option 1: After each practice item, the teacher signals for students to respond and then immediately says, “Yes...that sound/word is [says the sound/word].” Then continues to the next item.
 - Option 2: Have someone respond, acting as the student, recording the lesson.

Plan Remote Literacy Learning Carefully

- Checks for Understanding or Mastery:
 - Have students record themselves reading a decodable text passage one time per week on See-Saw, Google Classroom, or other platform, to check for mastery of application.
 - Meet with students one-on-one during the week at least once and have them read a decodable text passage to check for mastery of application.

Collect Mastery Data to Inform Instructional Adjustments

Daily Accuracy and Fluency Log



Scoring Rubric		
Area	Score	Criteria
Accuracy	+	1 error or less per 2 lines of text.
	-	More than 1 error per 2 lines of text.
Fluency	-	Student received a "-" score for accuracy.
	+	3 seconds or less per word AND received a "+" score for accuracy.
	-	More than 3 seconds per word.

Student Names:	Date: Lesson #:		Date: Lesson #:		Date: Lesson #:		Date: Lesson #:		Date: Lesson #:	
	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency

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For Teachers: Get Ready



- Plan remote literacy learning carefully
- Communicate with families and students about literacy learning often and in various ways
- Prepare staff, families, and students to use technologies for literacy learning
- Consider the processing practices students need for reading and researching online

Communicate with Families and Students

- Methods:
 - School Website
 - Video for Families/Parents
 - Child Example of Lessons
 - Lesson Repository
 - Frequently Asked Questions
- For example... Keep an active classroom and school website with literacy-related information and resources that includes a Frequently Asked Questions section

Communicate with Families and Students

- Create and provide a short video with a model. Include:
 - Technology tips
 - Setting up a workspace
 - Setting up a positive reinforcement system
 - Basic information for participation and the role of the family/adult
 - Video example of a lesson
- Communicate regularly with families and students using consistent methods
 - Consider video chats, email, text messaging, or phone calls (match modes to family preferences)
 - Be sensitive to families' availability
 - Setting regular office hours can make it easier to consistently schedule times to meet

<https://improvingliteracy.org/brief>

Remote Literacy Learning *For Families*

Get Ready,

- Set up workspaces.
- Follow a schedule.
- Set up a positive reinforcement system.

Get Set,

- Don't do too much at once.
- Set learning goals.

Go!

- Tap into your child's interests.
- Guide your child's literacy learning.
- Read different types of reading materials.
- Talk about what is being learned.
- Write about what is being learned.
- Take breaks and switch it up.
- Give feedback to your child's school.
- Reach out to other families.

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Sayko, S. (2020). Remote Literacy Learning – Families as Partners. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy.

For Families: Get Ready

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- Follow a schedule
- Set up a positive reinforcement system



For Families: Get Set

- Don't do too much at once
- Set learning goals



For Families: Go!

- Tap into your child's interest
- Guide your child's literacy learning
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For Teachers: Get Ready



- Plan remote literacy learning carefully
- Communicate with families and students about literacy learning often and in various ways
- Prepare staff, families, and students to use technologies for literacy learning
- Consider the processing practices students need for reading and researching online

Prepare Staff, Families, and Students to Use Technology

- As a school team, select technology tools and stick to them!
- Provide staff time to explore, practice, and prepare for technology use, and provide ongoing, follow-up support.
- Introduce and show families and students how to navigate the systems and tools. Keep it simple!

For Teachers: Get Set

- Design equitable literacy learning opportunities
- Integrate content area learning into literacy instruction
- Set literacy learning goals



For Teachers: Go!

- Deliver literacy learning opportunities in various ways
- Make literacy instruction interactive
- Suggest simple and flexible literacy activities
- Provide student guidance for literacy learning



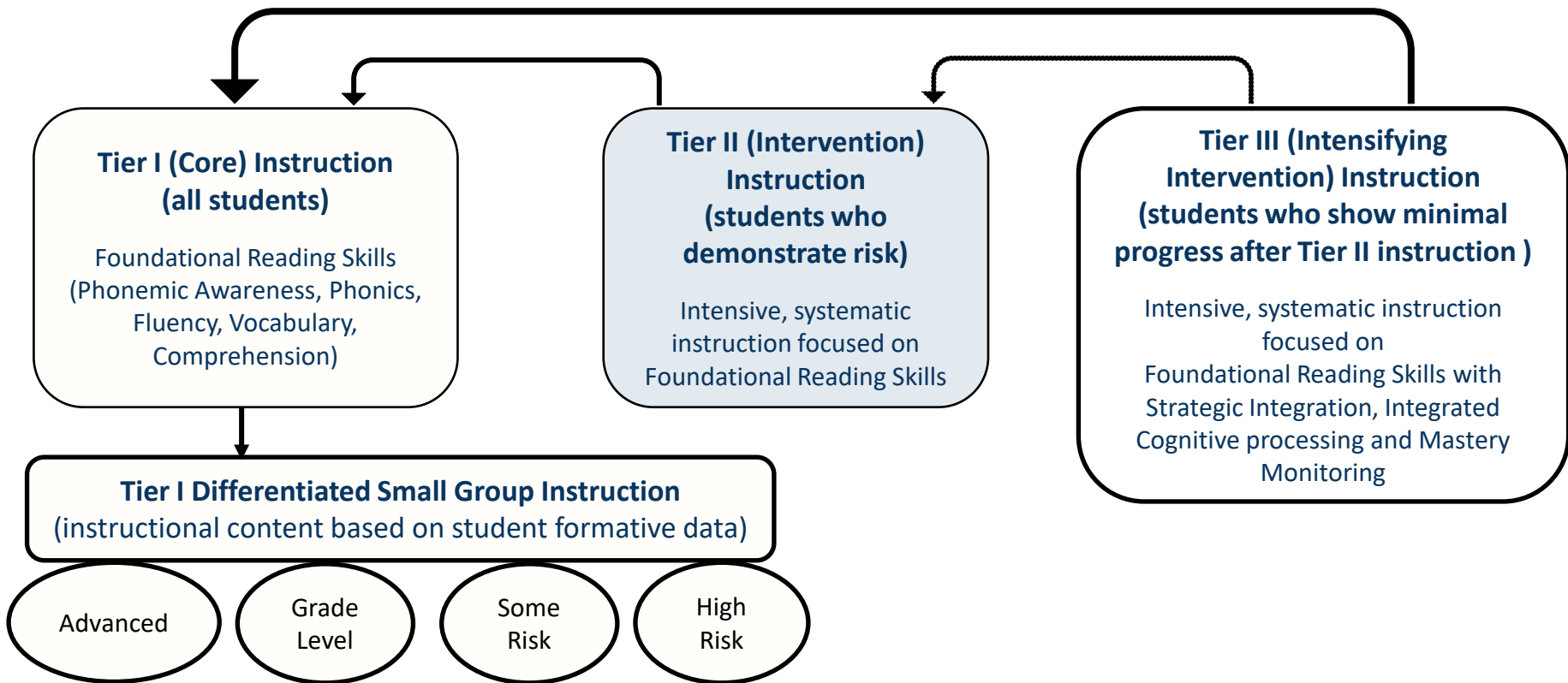
Offer Various Response Methods

- Response Cards
- White Boards
- Chat Box – enter a response (e.g., number or symbol) on signal
- Thumbs Up/Down
- Emoticons
- Annotations (e.g., stamp, draw, text)

Instructional Adjustments: Differentiation

- Differentiation: matching instruction to meet the needs of students
- Groups Characteristics
 - Small(er)
 - Flexible
 - Based on data
 - Focus/format based on instructional need(s)
 - Time in teacher-led group varies based on skills/needs
 - More at risk → meet with teacher more time and more often

Instructional Emphasis Aligns with Student Needs



Instructional Adjustment Planning Ideas

Instructional Adjustment Planning Ideas (base decisions on Implementation and Student Mastery Data):

Lesson Mastery	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Student(s) are not Mastering Lessons	<input type="checkbox"/> Add "Needs More Practice" Chart at the beginning and/or end of each lesson <input type="checkbox"/> Provide re-teaching of skills during Tier II instruction in addition to the Tier II lesson <input type="checkbox"/> Provide aligned re-teaching of specific skills during additional Tier I differentiated small group instruction (in addition to Tier II instruction)
Student Engagement and Behavior Management	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Student Engagement <input type="checkbox"/> Group Behavior Management	<input type="checkbox"/> Increase think time between the focus/cue and signal for students to respond <input type="checkbox"/> Specific Positive Phrases <input type="checkbox"/> Celebrate to Motivate <input type="checkbox"/> Management Reward Games <input type="checkbox"/> Adjust Lesson Pacing <input type="checkbox"/> Student Grouping Changes
Phonemic Awareness	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Phoneme Blending <input type="checkbox"/> Phoneme Segmenting <input type="checkbox"/> Other PA Activities	<input type="checkbox"/> Scaffold <input type="checkbox"/> Provide Re-Teaching in Addition to Pre-Teaching <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Alphabetic Understanding	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Sound-Spellings <input type="checkbox"/> Blending <input type="checkbox"/> Regular Word Reading <input type="checkbox"/> Irregular Word Reading <input type="checkbox"/> Encoding (Dictation)	<input type="checkbox"/> Scaffold <input type="checkbox"/> Provide Re-Teaching in Addition to Pre-Teaching <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Accuracy and Fluency Reading Connected Text	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Accuracy <input type="checkbox"/> Fluency	<input type="checkbox"/> Scaffold <input type="checkbox"/> Increase minutes spent re-reading text for fluency practice <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)
Vocabulary and Comprehension	
WHAT?	HOW TO ADJUST INSTRUCTION?
<input type="checkbox"/> Vocabulary <input type="checkbox"/> Narrative Text Structure <input type="checkbox"/> Information Text Structure	<input type="checkbox"/> Scaffold <input type="checkbox"/> Increase engagement and the number of practice opportunities <input type="checkbox"/> Add another dose (e.g., Tier I differentiated small group)



Document Your Plans!

Phonics Skills					
Delivery Model:	Smaller Group Synchronous Virtual Delivery	Asynchronous (Pre-recorded Video) + Smaller Synchronous Group Virtual Follow-up	Possible Intervention (or just very small groups)		Parent or Caregiver Instruction, No Technology
			Small Group	Individual	
Irregular Word Reading, Phonemic Awareness, Sound Spelling, Blending, Regular Word Reading, Encoding	Teacher led in smaller groups of 6-8 students. Camera on, voices muted, teacher looks for responses, then says the response aloud. Call on students for individual turns.	Flip the lesson with a teacher-made video, students watch prior to teacher-led session. Teacher does checks for understanding with groups of 6-8 students, using a mix of whole group, and individual turns. (Could be game-like?)	Pre-teach, if possible – re-teach. Teacher or aide led in smaller groups of 2-3 students. Camera on, voices muted or not – teacher looks for responses, then says the response aloud. Possibly use some of the interactive materials to support and engage student.	Pre-teach, if possible. Teacher or aide let with individual students (possibly a shorter period of time). Student responds aloud, teacher corrects as necessary. Possibly use some of the interactive materials to support and engage student.	Packet of coordinated interactive materials, parent friendly directions.
	Supplement with packet of interactive materials coordinated with core instruction. (template available)	Supplement with packet of interactive materials coordinated with core instruction. (template available)			Phone or face-to-face chat with parent or caregiver regarding progress.
Encoding	Students write on white boards (sent home in advance) or regular paper. Students can hold up their boards on signal.				Parent let – use a “worksheet” type paper to be returned to teacher. Emphasize <i>No Erasing</i>

Management...Build and Sustain Relationships



Know your expectations and teach/reinforce them



Set up a positive reinforcement system



Praise positive behavior



Practice...practice... practice – and refrain from changing the lesson routine.

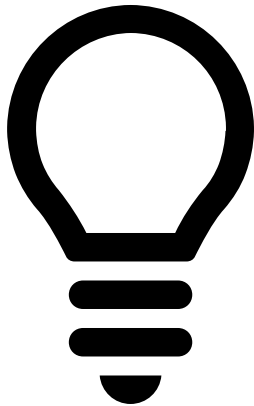


Have fun with the students!



Remote Assessment in MTSS

What it Means to Assess



While we seek the most rigorous and relevant assessment system possible, it is crucial to remember that **each minute a child spends on assessment is a minute away from instruction.** We must be wise and efficient in our assessment implementation

When assessing general reading risk, we screen all students for “big ideas” in reading...

	K	1	2	3
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				





Use data to help you prioritize the most important instructional content and level of support needed for all students.



Remote Testing General Guidelines



- Standardize your school/district's testing approach.
- Ensure assessors and students can clearly hear and see one another/testing materials.
- Communicate with families about expectations for testing.
- Use caution when interpreting scores.



Remote Testing: General Administration



When possible, audio record testing sessions so you can review and ensure the accuracy of student responses.



Explicitly acknowledge the atypical set up with students and let them know how expectations are different prior to beginning testing.



Prompt students to read loudly and clearly prior to beginning testing. Decide in advance how you will manage student and assessor materials.



Consider doing a “dry run” to ensure technology is functional prior to the assessment session.



Remote Assessment Administration Key Action Checklist

Before Assessment Administration

- Conduct an equipment check.
- Plan for poor connectivity.
- Organize your materials.
- Prepare your remote setup.
- Preview student probes.

During Assessment Administration

- Begin with informal conversation.
- Test remote setup with a parent/guardian present to be sure both audio and video are clear with no delays.
- Prepare the student for administration.
- Confirm the student can clearly see the items and understands how to move across the page for measures that require access to print.
- Follow standardized administration directions and provide only permitted modifications to prompts and instructions.

After Assessment Administration

- Score assessments and enter data per typical practice.

Recommendations for Beginning of Year (BOY) Screening

- Wait until students have had the opportunity to adjust to school context (e.g., 4 weeks)
- Administer full battery to more comprehensively capture student risk
 - When not possible, administer key risk prediction measures at each grade level
- Continue to use screening data to determine which students are in need of core, supplemental, and intensive support.

Recommendations for Middle and End of Year (MOY and EOY)

- Adjust assessment windows by the same amount of time as BOY
- Administer full battery to more comprehensively capture student risk
 - When not possible, administer key risk prediction measures at each grade level
- Use MOY and EOY data points, in conjunction with more frequent progress monitoring and mastery data, to measure growth and adjust instructional plans

Interpreting Remote Data

- Adhere to best practice for instructional delivery as best as possible:
 - Think outside the box about how to deliver core instruction to address the needs of most students.
 - Identify instructional priorities.
 - Acknowledge explicitly deviations from best practice.



Interpreting Remote Data

- Continue to use *supplemental* and *intensive* interventions for students who need them.
- Use multiple data sources to identify students most in need of supplemental intervention.
- Consider using local norms to support decisions about intervention provision when resources require it.
- Continuously monitor student progress.



Additional Resources

FOR IMPLEMENTING MTSS IN REMOTE LEARNING ENVIRONMENTS

- https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog34_resources-for-implementing-tiered-systems.asp
- https://assets-global.website-files.com/5d3725188825e071f1670246/5eece8935e4d8010fea193d9_Returning%20to%20School%20During%20and%20After%20Crisis.pdf

The screenshot shows a blog post from REL Appalachia. The title is "Resources for Implementing Tiered Systems of Support in Virtual or Hybrid Learning Environments" dated September 10, 2020. The author is SRI International, with Kirby Chow, REL Appalachia, Chris Ortiz, REL Appalachia, and Jenn Nakamura, REL Appalachia listed. The post discusses how COVID-19 prompted abrupt school closures and a transition to distance learning, which disrupted student learning and exacerbated inequities in access to resources. It mentions that as many nations start the 2020/21 school year with a combination of virtual and in-person instruction, systems of support to meet students' academic needs may be challenging. It notes that fortunately, existing multi-tiered systems of support like Intervention (RTI) and Positive Behavioral Supports (PBS) frameworks can play an essential role in personalizing student engagement and connecting students in a virtual environment. It references the Tennessee Department of Education's Early Literacy Partnership in 2017 to support TDOE's Response to Instruction and Intervention. It also mentions that in recent months, stakeholders at TDOE have been learning more about approaches to implement support in virtual and hybrid environments so they can continue to meet a range of student needs during the 2020/21 school year. The table below provides resources to help stakeholders in other state and local education agencies implement an MTSS, RTI, and/or PBIS diverse delivery methods.

Multi-Tiered Frameworks

MTSS: Provides academic and behavioral supports for all students based on their individual needs.

RTI: Focuses on strong core instruction for all students and supports students who are struggling academically through early identification and evidence-based interventions.

PBIS: Prevents and addresses behavioral challenges by offering a range of interventions based on the student's level of need.

To learn more about these frameworks, check out this [blog post!](#)

The cover features logos for PBIS (Positive Behavioral Interventions & Supports), SISEP (State Implementation and Scaling Up of Evidence-Based Practices Center), I-MTSS (National Integrated Multi-Tiered Systems of Support Research Network), and Lead for Literacy (National Center on Improving Literacy). The title is "RETURNING TO SCHOOL DURING AND AFTER CRISIS: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year". The date is June 2020. At the bottom, it lists the centers: CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS, STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER, NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK, NATIONAL CENTER ON IMPROVING LITERACY, and LEAD FOR LITERACY CENTER.



Additional Resources

FOR IMPLEMENTING MTSS IN REMOTE LEARNING ENVIRONMENTS

https://drive.google.com/drive/folders/1_RpU8YHI94W3TNXVWtOfkmaeSZYKIN3q?usp=sharing

Improving Literacy Brief

REMOTE LITERACY LEARNING

Schools as Partners

Journeys Unit , Lesson xx		
2. Sound Spelling Cards	Card sound	Affixes at
1	card sound	1
spellings		2
2	card sound	3
spellings		4
3	card sound	5
spellings		6
4	card sound	7
spellings		8
1. Irregular/sight words		3. Sounds
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
4. Word Building Chunks and Affixes	5. Single Syllable Word Blending	6. Multisyllabic Word Reading a / between syllables
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
	Rewrite_ no spaces	Rewrite_ no spaces
10	1	1
11	2	2
12	3	3
	4	4
	5	5
	6	6
	7	7
	8	8

Kindergarten ECRI
At-Home Reading Practice
Lesson 26: May 4-8

Irregular Word Reading

- Parents, these are words your child is working to **memorize**. Providing multiple practice opportunities with these words throughout the day/week, will help expand your child's sight word vocabulary.
- Posting the words** on the wall near the bathroom sink, or fridge, and asking your child to read the words multiple times each day (1 minute or less of practice each time) will greatly impact the development of your child's sight word vocabulary.

Unit 6, Lesson 26, Day 1

little	just	do	down
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SAY IT & SPELL IT
Write each word three times. After writing each word, read the word aloud.

REMOTE LITERACY LEARNING?
 Describes a mixture of literacy learning experiences that are teacher-led, as a collaboration among you, families, and students. It will likely be school day. Typically, the remote schedule is more flexible than in-person. It combines online and offline literacy learning opportunities too. It relies on learning management systems to deliver virtual lessons. It also may include live video chats, recorded videos, apps, virtual field trips. Offline learning usually involves print literacy materials and high-quality digital resources that promotes the development of literacy skills, like vocabulary.

and students with information and materials for remote literacy instruction. It is vital to ensure that literacy curricula and continuity of learning plan. It is vital to ensure that students can access and use technology, like the learning management system, or technology-assisted programs, to support their learning. If students receive literacy intervention, it should continue to be provided. You can lay the foundation for strong home-school communication by focusing on strengthening communication, helping students build behavioral skills, shared decision-making, and strategies to build

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Questions?





Thank you!