

**From the One-Room Schoolhouse to a Multi-Tiered System of Support:  
A Chronological Guide to the Development of Special Education in the United States  
for Pre-Service Teachers**

by

**Kelsey Gannett**


A Master's Capstone Project  
Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Master of Science in Education:  
Literacy (Birth through Grade 12)  
Department of Language, Learning, & Leadership  
State University of New York at Fredonia  
Fredonia, New York

August 2018


State University of New York at Fredonia  
Department of Language, Learning and Leadership

CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

We, the undersigned, certify that this project entitled **From the One-Room Schoolhouse to a Multi-Tiered System of Support: A Chronological Guide to the Development of Special Education in the United States for Pre-Service Teachers**, by **Kelsey Gannett**, Candidate for the Degree of Master of Science in Education, Literacy: Birth through Grade 12, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

  
\_\_\_\_\_  
Anna M. Thibodeau, Ph.D.  
Master's Capstone Advisor  
EDU 690-THIBODEAU  
Department of Language, Learning & Leadership

August 2, 2018  
Date

  
\_\_\_\_\_  
Kate Mahoney, Ph.D.  
Department Chair  
Department of Language, Learning & Leadership

8-27-18  
Date

  
\_\_\_\_\_  
Dean Christine Givner, Ph.D.  
College of Education  
State University of New York at Fredonia

9-4-18  
Date

FROM THE ONE ROOM SCHOOL HOUSE TO A MULTI TIERED SYSTEM OF  
SUPPORT: A CHRONOLOGICAL GUIDE TO SPECIAL EDUCATION FOR PRE-  
SERVICE TEACHERS

**ABSTRACT**

This project includes a collection of research pertaining to the Response to Intervention framework (RtI) and Positive Behavior Intervention Services. The final product showcased in chapter 4 outlines a professional development project in which the participants are instructed on the various policies and procedures that led to the use of the system of support. The instructional objectives of this professional development module illustrated on PowerPoint are that upon completion of the professional development module the participants will be able to; Accurately timeline milestone events, court cases & legislation leading to RTI & PBIS in the 20th century. Then participants will be able to explain how MTSS in the 21st century is rooted in RTI and PBIS. Participants will then be able to Provide accurate conceptual definitions for technical terms pertaining to MTSS, in language that would be suitable for conversations with parents and other family members during parent-teacher conferences. Finally participants will be able to, Read and reflect on common classroom vignettes pertaining to MTSS, identifying appropriate teachers behaviors and identifying and recommending appropriate modifications for inappropriate teacher behaviors. Participants will demonstrate mastery by identifying various structures of MTSS within various scenarios that are imbedded in the PowerPoint.

## TABLE OF CONTENTS

<b>Chapter One: Introduction.....</b>	<b>8</b>
Statement of the Problem.....	9
Background .....	9
Definition of Terms.....	10
Rational.....	12
Significance and Implications.....	12
<b>Chapter Two: Review of Literature:.....</b>	<b>13</b>
Schools in Colonial America(1620-1770).....	13
Schools in the New Nation (1770-1820).....	15
The Common School Movement & Westward Expansion (1820-1860):.....	17
Emergence of High Schools, Growth & Diversity (1820-1950).....	18
Emergence of Special Education (1850-1960's).....	19
Post WWII Educational Reforms.....	21
Brown v. Board.....	22
The National Defense of Education Act.....	22
The United States Elementary and Secondary Education Act.....	23
Education for All Handicapped Children Public Law 94-142.....	24
A Nation At Risk.....	25
Individuals with Disabilities Act.....	26
No Child Left Behind.....	27
A New Era.....	29

A Joint Paper by the National Association of State Directors of Special Education and the Council of the Administrators of Special Education.....31

Every Student Succeeds Act (ESSA).....32

Response to Intervention Framework.....33

Tier 1: Universal Screening.....34

Tier 1: The General Classroom.....37

Tier 2: Identifying inadequate performers within tier 2 of intervention.....38

Tier 2: Small Group Intervention.....39

Tier 3 Individual Intervention.....43

Multi-Tiered System of Support.....43

Positive Behavior Support.....44

Gap in the Research.....46

Research Questions.....46

Conclusion.....46

**Chapter Three: Methodology.....48**

    Procedures: Steps to Design the Professional Development Module.....49

        Step One: Author’s Background.....50

        Step Two: Determine Research Topic.....51

        Step Three: Conduct Literature Review.....51

        Step Four: Formulate Problem and Purpose.....51

            Problem.....51

            Purpose.....51

        Step Five: Determine Intended Audience.....52

Step Six: Conduct Needs Analysis.....52

Step Seven: Research How to Create a Chronological Guide to Multi-Tiered System of support.....52

Step Eight: Establish the Guidelines for the PD Module.....54

Step Nine: Determining an Appropriate Title for the Professional Development Module.....55

Step Ten: Establishing the Structure of the Professional Development Module55

Step Eleven: Determining the Instructional Strategies and Symbols.....55

Step Twelve: Selecting Module Content Curriculum.....56

Step Thirteen: Creating Application Scenarios for Participants.....57

Step Fourteen: Reflect on Limitations of the Module.....57

Step Fifteen: Disseminate Curriculum Problem.....57

Conclusion.....58

**Chapter Four: Result.....59**

    Design of Professional Development Project.....60

    Professional Development Project Ties to Professional Standards.....62

    Link to Curriculum Project.....63

**Chapter Five: Discussion.....63**

    Reflection.....63

    Limitations.....64

    Implications.....64

    Dissemination.....65

**References:.....66**

**Appendix:.....72**

**LIST OF TABLES**

*Table 1* .....48



**LIST OF FIGURES**

Figure 1.....72

## Chapter One: Introduction

According Lucinda S. Spaulding and Sharon M. Pratt, “The right to a free and appropriate education for all American children was only ensured and upheld by law in 1979 with the passage of the Education for All Handicapped Children Act (EAHCA, Public Law 94-142), now the Individuals with Disabilities Education Act (IDEA).” Since the 1800’s education reforms have influenced the education of all children within the public education system. A byproduct of these reforms is the Response to Intervention Framework (RtI). Originally hinted at in the Elementary and Secondary Education Act (ESEA) passed in 1965, the Response to Intervention Framework provides a general education framework for students who need instruction adapted to their needs (Brown-Chidsey & Steege, 2010 p. 17). The RtI framework consists of three tiered systems of support.

Within the three tiered framework students are first universally screened by their general education classroom teachers. These universal screenings provide teachers with data that identifies students’ academic strengths and needs. Students who are struggling are provided with individualized high quality, research-validated instruction by qualified personnel within the general education classroom setting. Students that still do not meet the criteria previously established by the district are provided with a tier two intervention that is in addition to the tier one instruction that they are provided with in the general classroom. Finally in tier three, students are evaluated by qualified administrators and teachers to determine if the student is in need of special education and an Individualized Educational Plan (IEP). Only after entering and participating in a data driven instruction from the RtI framework can the student begin to enter the special education services provided.

Recently, research has indicated a shift in the focus of the RtI framework. School districts and academic journals have begun to refer to the RtI framework as a Multi-Tiered System of Support (MTSS). Within this tiered system of support is the RtI framework is paired with another form of intervention focused on Positive Behavior Intervention Support (PBIS). Both RtI and PBIS implement the use of tiers to provide intervention to all students within the classroom.

### **Statement of Problem**

The problem is that the Response to Intervention framework and its intervention cycle is often an unlabeled element of education within public school districts. While the implementation of RtI generally expected, the origin of and rationale for the RtI framework is sometimes unclear to classroom teachers, especially when they are not newcomers to the field. According to Nai-Cheng Kou “With the implementation of RtI in current K-12 schools, it is important that university teacher educators are aware of the new knowledge which prospective teachers will need when they enter the educational field, such as universal screening, progress monitoring, data based decision making, and tiered interventions” (2014, p. 610).

### **Background**

This author relates to this topic very personally. When in kindergarten this writer was diagnosed with a learning disability and underwent placement in a special education classroom. The author encountered numerous deficit mindsets towards learning disabilities and found that many teachers wanted to remove the author from the general classroom. In addition to this fact the author was particularly interested in the Response to Intervention framework because the author felt that she had limited knowledge on the topic.

As a pre-service teacher the author was provided with limited instruction on the Response to Intervention Framework and almost no instruction on the Positive Behavior support system. The goal of this curriculum project is to help other pre-service teachers to understand RtI and MTSS systems better and provide support to pre-service teachers in the development of their own classrooms.

### **Definition of Terms**

To provide a Lexile to the reader the researcher has defined several of the key terms within the research as their own.

- *The Response to Intervention Framework (RtI)*: The response to intervention framework is a three tiered system of support that American public schools use in order to identify and support students that indicate a need for support within a specific literacy or mathematical domain.
- *Intervention*: can be defined as instruction that is focused on an area of specific academic need. Within the RtI framework students receive intervention in data driven instruction based on their indications of need on the Universal Screening tool.
- *Universal Screening Tools*: Universal screening is a part of tier 1 of the RtI framework. Universal screening tools are typically norm referenced assessments that identify specific areas of academic need for students. A benchmark is identified by the district prior to assessment and students that are below or at that benchmark are provided support in tier two or tier three.
- *The General Classroom*: These are classrooms into which students are placed by the district with peers based on their age. The teachers are certified to educate students that

are this age and provide tier 1 support to students by meeting their needs to the best of their ability within the classroom.

- *Tier 1:* in tier 1 students are first universally screened using an assessment with a previously established benchmark and then provided support as needed within their general classroom.
- *Tier 2:* students who qualify after tier one support are provided with small group intervention, typically by an individual that is not their general classroom teacher.
- *Tier 3:* students who qualify after tier two support are provided with individualized intervention focusing on their specific individual needs. This intervention is provided by an individual that is typically not their general classroom teacher.
- *Positive Behavior Support System (PBS) or Positive Behavior Intervention:* in this three tiered system of support for behavior, students are supported by administration, general classroom teachers and specialists for both behavior and academic work. In the first tier of PBS students are provided with rules and rewards for positive behavior within the general classroom. Students are then provided with small group intervention based on teacher referral and other indicators of need. Finally students in tier 3 are provided with individualized instruction based on positive behavior within the school.
- *Multi-Tiered System of Support (MTSS):* A support system that employs three tiers of support for both academic and social needs. This includes the use of the RtI framework and Positive Behavior Support.
- *Pre-Service Teachers:* individuals who are in educational programs to become certified teachers. These individuals have not completed the requirements that have been set by both the state in which they reside and their educational institution.

- *Core Curriculum*: refers to the skills that students “need to know” such as the ability to read and comprehend passages at their appropriate grade level. This can also refer to the tier 1 of RtI and MTSS as this is the instruction that all students are receiving within the general classroom.

### **Rationale**

The rationale for this project is that all teachers who will teach in American schools will be a part of the MTSS approach to identifying and providing intervention to support both the academic and social needs of their students. Therefore there is a need to educate and provide a concise framework for preservice teachers to help them understand MTSS and the policies and procedures that led to its use within the American Public Schools.

### **Significance and Implications**

The use of MTSS within American public schools has often been an unspoken method for providing support to all students, without a clear understanding of the many moving parts used to meet students’ needs. Preservice teachers are entering their field of study with a significant gap in their knowledge. The implications of this project are also vast, with an understanding of the chronological policies and procedures that have been used to provide students support throughout American education.

## **Chapter Two: Review of Literature**

Within each each section of this chapter you will find a overview of literature that demonstrates an understanding of the policies and procedures that were implemented within the framework. This will include an historical overview of the major milestones American education and key ideas that led to current educational policy in the United States, ending with general descriptions of Response to Intervention (RtI), Positive Behavior Supports (PBS), and Multi-Tiered Support Systems (MTSS).

### **Schools in Colonial America (1620-1770)**

Schools, as they are generally thought of today, were essentially a European invention and as Great Britain became the dominant colonizing influence in the North America, it was the English model of schooling that came to be the dominant influence in American education. The essential purpose of schooling in Colonial America was to make sure that all of the varied inhabitants of the Colonies, be they European, African, or Indigenous, were inducted to a common culture (Fraser, 2014). In the English model of education at that time, family, church, community and apprenticeships all played a much more significant role than “schools” did. However, the Virginia Company required their Governor in the Colonies to make sure that Native Peoples were inducted into Christianity and English values whether they wanted to be or not, and African slaves were also supposed to be Anglicanized, although there was more resistance to christianizing Africans because of a fear that doing so might make them eligible for freedom. Puritan New England demonstrated the most dedication to formal schooling in the Colonies with the founding of Boston Latin School in 1635 by public vote.

In 1647, the Massachusetts legislature passed one of the most famous pieces of education-related law ever written, which began with the following words: “*It being one chief project of that ould deluder Satan to keep men from the knowledge of the scriptures ....*” This “Ould Deluder” law required that every town that had at least 50 households must appoint a townsperson to teach children to read and write, and that every town with at least 100 households must establish a grammar school (Fraser, 2014). It is important to note that heads of households were not required to send members of the households out of the household to be taught; it was only required that the communities appoint teachers and establish schools. And thus, schools began to open in the many towns within the colony, but household members could, and often were, taught at home by members of the family. Grammar schools tended to be reserved for those who were intended for further training that would lead them to eventual ordination to the clergy.

Long identified with the Common school movement Massachusetts would provide a model to the rest of the nation for both reform and education for all children (Winzer, 2002, p. 21). In New England, there was a two-track educational system that mirrored the education system of Europe and had entirely to do with the class of the student. Boys and girls both learned to read and write, often at home, or at what was called “dame school” where a spinster or widow in the community would teach children to read and write in her home, using the bible as the primary “text.” Boys who had a desire to improve their class went through the upper classes of grammar school and then on to college. Boys of the lower class and girls did not attend school above what we would now consider elementary (dame) school. Once boys of the lower classes had learned to read, they were ready for work and would enter an apprenticeship



where their masters would provide hands on training in what they would be doing for the rest of their lives (Porter, 1967, p. 24-25).

Puritan society believed that children were inherently sinful, and as a result oftentimes children were punished for not knowing letters they weren't taught. In addition to the sins of the children, the high mortality rate caused even more of a sense of urgency to enable the children to read the bible so that they could be "saved" (Porter 1967 p. 25). Children would usually attend dame schools from the age of 4 to 7. However, once students could demonstrate knowledge of letters, they were allowed to enter grammar school. In grammar school, students would learn to read and write more fluently. Writing was almost exclusively taught to those boys who would attend Latin school and then college. College was divinity school and generally led to ordination. Grammar schools were typically taught by men (Porter 1967 p. 26).

As the education of children became more regulated, the colonial government of New England became concerned with the education of all children in the colony. First, using the concept of a "moving school," where a school master would move throughout a group of towns that did not have their own schools. This method led to the birth of the district school concept, where a township was divided into different districts where its children could attend district schools. This approach was first developed in 1716, but was not widely implemented until 1770 when taxes were provided to school masters for the towns.

### **Schools in the New Nation (1770-1820)**

In the middle colonies of New York, New Jersey, and Pennsylvania the Puritan religious motivation to educate the children of the colonies was not demonstrated to the same degree as in New England. This was largely due to the diverse origins of the populations that

had settled in these areas. These populations included people who identified as Dutch, French, English, German and Swedish. In addition to these diverse nationalities, these settlers practiced numerous different religions. They ranged from Dutch reformed, to Lutheran, Roman Catholic, Baptist and Calvinist. Each of these ethnic and religious groups settled in different areas throughout the middle colonies. Two different factors influenced the development of education within the middle colonies, the lack of established towns and the physical geography of the colonies. The scattered population was a challenge to educate and this caused many different challenges to the development of the middle colonies.

After the Revolutionary War, the new nation had to decide what to keep and what to eliminate from its English heritage. One goal of the new nation was to devise a uniquely “American” form of education that was more secular than the British model. For example, the New England Primer was edited from “*Whales in the Sea God’s Voice obey*” to “*Washington brave his country did save*” (Fraser, 2014, p.17)

Although Thomas Jefferson advocated strongly for schooling of the “*people at large*” his definition of “*people*” failed to include girls, women, or slaves of either gender, and he generally saw education as a way to raise leaders for the new republic from among the common (male) populace. Benjamin Rush advocated strongly for the education of girls and women, but largely so that they would be proper companions for their husbands and mothers who could raise educated sons to lead the new nation. Prior to becoming the second president, John Adams drafted a new constitution for the new state of Massachusetts that mandated free public schooling to promote a literate citizenry. In 1787, Congress adopted the Northwest Ordinance governing what is now Michigan, Wisconsin, Ohio, Indiana, and Illinois which stated “*Religion, morality and knowledge being necessary to good government and the happiness of*

*mankind, schools and the means of education shall forever be encouraged*" (Fraser, 2014, p. 19). From its inception until well into the 1930's the new nation's federal policy pertaining to the education its indigenous peoples was that they should be forced to adopt the culture and work ethic of the European Americans. Slaves were generally left out of the equation, and formal policies about the education of free Negroes varied from state to state.

### **The Common School Movement & Westward Expansion (1820-1860)**

The idea of public schools (free, supported by taxes, and essentially compulsory) developed during the decades before the American Civil War. Horace Mann remains the most widely read proponent of "common schools" and his ideas were founded on two significant principles: One was that a common religious faith (generic Protestantism) was necessary for the nation, and the other was that the traditional schoolmasters of prior years should be replaced with female teachers, generally spinsters and childless widows, who would command a much lower salary. Mann and others saw the common schools as the carriers of the nation's culture, and as such, a way of "Americanizing" the many waves of European (and frequently Roman Catholic) immigrants. Public debates about schooling at this time focused almost exclusively on white (European) children.

Massachusetts had "African Schools" from the early 1800's on, and in 1850, a Massachusetts Chief Justice, Lemuel Shaw, ruled that "*separate but equal*" facilities were legally acceptable (Fraser, 2014). Shaw's ruling was cited by the U.S. Supreme Court in 1896, during the *Plessy v. Ferguson* case that allowed school segregation nationally, and this was official policy until 1954, when *Brown v. the Board of Education* overturned the ruling and mandated integration of public schools.

In the years leading up to the Civil War, as the North and the South grew farther and farther apart, the West, was often seen as the hope of the future for the country, and schools were seen as important tools for shaping the culture of the new west in the image of New England's traditional "American" values. As part of this development, in 1836 William Holmes McGuffey published what became the most successful the most successful textbooks ever known in the United States: "The McGuffey's reader reflected American White middle class Protestant morality as it existed circa 1836" (Fraser, 2014, p. 75) and McGuffey readers continued to be used throughout the North and the Midwest until approximately 1920.

### **Emergence of High Schools, Growth & Diversity (1820-1950)**

The first high school in the United States was Boston's English Classical High School, opened in 1821. By 1840, there were 26 high schools in Massachusetts. Philadelphia opened Central High School (for boys) in 1838 and Girls' High School in 1848. Cleveland, Ohio, opened its Central High School in 1846, Cincinnati opened one in 1847, and Chicago High School opened in 1856 (Fraser, 2014). Most were coeducational, and the curriculum was significantly more advanced than that of the common schools, which we now think of as elementary schools. The purpose of the high school curriculum was to enhance skills in reasoning, and to promote advanced studies in English and mathematics. In the 1800's high schools offered college preparatory courses, but also courses leading directly to the world of work in business, and a "normal course" curriculum which served as the main pathway to a career as an elementary school teacher for women until well into the 20th century.

In 1892, less than 4% of the nation's youth graduated from high schools. By 1900, the percentage was slightly over 6%, and in 1915, still less than 20%. Rates began to accelerate

after World War I, and after World War II, the majority of 17 year olds in the United States were on track to achieve a high school diploma. (Fraser, 2014)

From the time of the colonies, immigrants from many European countries mingled with African slaves and their descendants, and with free Black Americans. Spanish-speaking residents of the American Southwest and Puerto Rico did not immigrate, but were residents of lands conquered and annexed by the United States. Asian immigrants began appearing in US communities, mostly in the Far west, in the mid-1800's. Diversity of the student population was generally ignored in favor of the "Common Culture" model previously discussed, and including and respecting diverse students within American public schools remains a major challenge in American public schools of the 21st century.

### **Emergence of "Special Education" (1850-1960's)**

Students with disabilities were one of the largest underserved communities within public schools throughout American history. Students that were identified as delinquents during the 19th century first were removed from the general classroom and then placed in "ungraded classes". Traditionally students that were unruly or couldn't participate in the general classroom were put into these classes. In these classes students were educated by teachers who had little resources, little education and little patience for their "delinquency" (Weinzer, 2002, p. 24). In 1914 J.E. Wallace, a spokesman for special education, coined the phrase "Special Education". Originally intending his term to mean remediation and industrial education, it eventually became synonymous with the education of students who did not fit into the general classroom, for behavior or intellectual needs (Winzer 2002)

Education for students who were deaf and blind provided a hopeful model to the education of all children. There began to be both educational and societal shifts in the views of individuals with any form of disability:

“Educators argued that individuals with disabilities were neither dependent nor delinquent but worthy of the same educational rights as other children. Discounting the myth of intellectual inferiority for deaf students and blind students, they asserted that their schools trained pupils in scholastic and industrial pursuits and were by no means charitable institutions or asylums but should function as a part of the total educational complex.” (Weinzer 2002, p. 28-29)

Winzer points out the societal shift between providing “charity” to disabled individuals and instead an overall good for all people.

Many reformers sought to define and provide labels to individuals with disabilities. However, cognitive disabilities had one or two terms that defined the entire spectrum of what we would now classify as cognitive disabilities. “Until the 1850s, mental retardation was viewed as a somewhat monolithic condition with only crude classification. The generic idiot lumped all possible people within the category together” (Winzer 2002, p 36). In 1850, the Royal College of Physicians London introduced the term “feeble-minded”. This classification was viewed as a less harsh label than idiot and was a way to identify the broad range of different disabilities that they were identifying and labeling. At the end of the 19th century, the feeble minded were considered the single most frequent cause of poverty, drunkenness and promiscuity. Before World War I, Americans had no lack of scapegoats for society's problems, the main two being immigrants and delinquents. Feeble-mindedness was at the foreground of these issues.

Ever since the 1870s Americans have been screening and classifying students with disabilities, either for “special education” or justification of removing them from a general classroom. In 1875, Wilhem Wundt, an experimental psychologist at the University of Liepez in Germany, formulated a set of descriptions about normal human behavior. Although Wundt would never use his data to create an intelligence test, his classifications and methods would provide the base used by many different reformers to create an intelligence test to assess students for their mental abilities. And in 1869, the term mental test would be printed in James McKeen Cattell’s work *Mental Tests and Measurements*. In 1905, taking into account all of the intelligence testing that was occurring, Alfred Binet and his assistant, Theophile Simon, devised a 30 subtest intelligence test that was sequenced in increasing difficulties for students with disabilities. Their tool titled appropriately The Measuring Scale of Intelligence was scored by the administrator counting the number of items passed correctly. This score was referred to as the “intelligence quotient” (Winzer, 2002 p. 53). The intelligence quotient was perceived as the student’s mental age. Henry Goddard then used the Measuring Scale of Intelligence and standardized it on 2,000 school-aged children in Vineland, New Jersey. This revision would become one of the largest scales of intellectual ability in the United States (Winzer , 2002 p. 55-57).

With the influence of intellectual testing there became a push for all individuals in the nation to be tested for their intelligence ability. This information would eventually be used to understand their failures in the classroom.

### **Post-WWII Educational Reform**

A variety of educational reform movements provided the outline for the education of all students within the American Public School system. These reform movements reflect the social

and political outscapes of the various time periods from 1950 to the late 2000s. In order to understand the Response to Intervention Framework and the Multitiered System of Support System Pre-Service teachers must understand the reform movements that led to its use.

### **Brown V. Board**

Brown v Board is a collection of three different cases that ruled that separate but equal schools were no longer constitutional. Winzer, 2002 states that this was the “first official step toward the vision of education as a vehicle of equity” (p. 121). Although the courts demanded that segregation of schools end with “all deliberate speed” it took almost 15 years before the standards of education were assessed and passed on integrating schools (Winzer, 2002). This directly influenced students that deviated from the norm or who qualified for “special education” because Brown V. Board required that states educate both black and white students. This influence of governmental control over education would serve as a precedent. When states were not providing proper or fair education the Federal Government could intercede on behalf of the students to ensure that a fair and appropriate education was provided to all students of the United States schools.

### **The National Defense of Education Act**

Along with the aftermath of Brown v. Board the nation was also dealing with numerous pressures, both politically and economically. According to Winzer (2002), “The October 4, 1957, launching of Sputnik, the world's first artificial satellite, by the Soviet Union was constructed as a major technological fear with strong military, national defense and industrial significance. Its advent created an almost hysterical condition in the nation and had direct consequences for both general and special education” (Winzer, 2002, p. 117). No longer could the nation as a whole ignore the “failing” of America's public schools. The proof that we were



failing as a nation orbited our atmosphere at least once a day. Now, the nation needed to improve, and quickly, and the logical progression of the nation's public was to focus on improving schools.

NDEA was the proposed solution to the fear and nationalism that rose from the launch of Sputnik. *The National Defense Education Act* or Public Law 85-936 provided federal funds to schools to provide more comprehensive instruction on math and science to all students. (Winzer 2009, p.117). This funding was the hope of the nation that the children of the nation would become more interested in these fields and therefore work in those fields protecting the nation from German aggression.

### **The United States Elementary and Secondary Education Act (ESEA)**

In the 1960s education reformers were still dealing with the many cultural and political outlooks that were a result of the Brown V. Board decision. Southern states were focusing on how they could avoid integrating schools. In 1964, the Elementary and Secondary Education Act (ESEA) was enacted by Vice President Lyndon B. Johnson. This act included five different titles. Title 1 "was the first and most important section of ESEA and refers to programs aimed at America's most disadvantaged students" (Hess and Petrilli, 2006 p. 9). Fueled by Johnson's construct of "Great Society," it was a social program that focused on improving the lives of individuals in cities, the countryside and the nation's classrooms.

Title 1 funding was awarded to 94% of all schools. And within that funding, schools enacted a variety of initiatives from parental involvement, to medical services for students and speech therapy just to name a few (Hess and Petrilli, 2006, p. 10). The ESEA was evaluated for its "Sustaining Effects" by Francis Kepple and was reauthorized numerous times between its passing and the 1990s (Hess and Petrilli, 2006).

ESEA, like any other federal law, had to be reauthorized at many different intervals, sometimes within five to ten year increments. These reauthorizations often came with expansions, new provisions and adjustments to formulas. However they never sought to change the fundamental design of the Act. (Hess and Petrilli, 2006, p. 14). In 1994 President Bill Clinton sought to alter the design of the act while also authorizing another piece of legislation titled “Goals 2000”. This legislation “required that every state create a standards based education that would apply to all students” (Hess and Petrilli, 2006 p. 14). The new ESEA and Goals 2000 not only required standards, but the states also had to create tests to assess if the students had mastered the standards. These tests were to be administered to “all poor children at least once in grades 3 through 5, 6 through 9 and 10 through 12” (Hess and Petrilli, 2006 p. 14). The new ESEA also called for all schools to create performance-based accountability systems for schools by the year 2000 (Hess and Petrilli, 2006).

While the reauthorization of ESEA provided strict requirements for schools creating standards based learning and standards based assessments while also holding schools accountable, there was little that the Department of Education could do in order to enforce punishments on the schools and states that failed to comply with these measures. Met with opposition within the political spectrum and social spectrum, these reforms often seemed to have fallen through the proverbial cracks in the short time Clinton was in office. And by the 2000 election, public education was a great concern of the nation; however, an action plan was lacking.

### **Education for All Handicapped Children Public Law 94-142**

Signed into law in 1975, the federal government provided funding to all schools to educate all students. It was, in fact, estimated that “One half of the estimated 7,000,000

handicapped children in our nation are still not receiving special education services in our schools” (Gallagher, 1970 p. 712). Enacted in September 1, 1978 public schools, or schools that wanted to keep the federal funding provided by the government could no longer exclude handicapped children under the grounds that they could not learn (Winzer 2002, p. 119). The law also created the term “least restrictive environment” for students who had disabilities, meaning that exceptional students could no longer be deferred to different schools under the guise that they were unable to learn.

### **A Nation at Risk**

In 1981 the National Commission for Excellence in Education examined the American public school system and published a report titled “A Nation at Risk.” “In bold, urgent language, the report charged that American schools were tolerating mediocrity. It urged states to adopt tougher standards, stronger graduation requirements, more rigorous curriculum, better pay for teachers and improved teacher training” (Hess and Petrilli, 2006 p. 11). This document, along with outside pressure from the Cold War and growing nationalism from other larger world powers like China and Russia, sent the nation reeling. By 1987, a Gallup Poll reported that 84% of Americans thought that the federal government should require educational bodies to meet minimum national standards (Hess and Petrilli, 2006 p. 11).

When it was time to elect a new president in 1988, education was, for the first time, a part of the campaigns for presidency. Upon his win, former vice president George H. Bush ran with education as a large part of his campaign. In 1989, the president held the first ever summit of education and developed goals for reforming the nation's school (Hess and Petrilli, 2006 p. 12).

While the first president Bush provided the base to educational reforms the focus of the national government seemed to be to create unattainable goals in ten year increments.

### **Individuals with Disabilities Act**

First passed in 1997, the Individuals with Disabilities Act (IDEA), titled Public Law 105- 17, defined a variety of disabilities that children may have. These included children who may be “mentally retarded, hard of hearing, deaf, speech and language impaired, seriously emotionally disturbed, orthopedically impaired, autistic, traumatically brain injured, or otherwise health impaired” (Alexander & Alexander, 2009 p. 291). In addition, IDEA required new transitional provisions for students with learning disabilities up until adulthood. Perhaps the most impactful on students with disabilities was the development of an “individualized education program” or (IEP). This plan was to be completely subject to the student's needs and reevaluated annually to ensure that the plan was meeting the student’s needs. Along with the development of the IEP was a requirement that a child with a disability be educated in a “Least Restrictive Environment”. This required that the student be “mainstreamed” or placed within the general classroom if at ever possible. According to IDEA a general classroom with supplemental services is preferable for a student with disabilities rather than separation from the general classroom (Alexander & Alexander 2009 p. 289-295) .

Reauthorized in 2004 IDEA created even more provisions for students with disabilities. Primarily concerned with the identification of students with disabilities, the 2004 reauthorization placed more legal demands on both schools and parents. Among these new requirements were resources for transition from school to adulthood while also providing students with behavioral supports (Alexander & Alexander 2009 p. 289-295). In its simplest form IDEA “ensures that all children with disabilities have available to them a free and

appropriate public education that includes special education and related services designed to meet their unique needs” (President's Commission on Excellence in Special Education, 2002 p.77).

### **No Child Left Behind**

Perhaps the most influential of all the educational reforms, due to its jarring implementation and cause of a shift in focus, is the No Child Left Behind Act. This act authored by President George W. Bush would highly influence the federal education system. One goal of NCLB was to solve the nation’s “achievement gap,” which was “primarily the disparity between the performance of white and Asian students on the one hand African-American and Latino students, on the other” (Hess and Petrilli 2006 p. 21). Hess and Petrilli go on to cite Abigail and Stephan Thernstrom who state that “... the average African American 12th grader was reading and performing math at approximately the same levels as the average white 8th grader...” This “achievement gap” was subject of concern for President Bush who thought that it could be solved by higher expectations for students along with more “highly qualified teachers” (Hess and Petrilli 2006 p. 21).

Titled P.L 107-110., The No Child Left Behind Act of 2001 radically changed the structure of the American public schools. Per Hess and Petrilli: “The No Child Left Behind Act sought to shift federal education policy from its historic emphasis on redistributing money and regulating how that money was spent to focus on the performance of students, schools and school districts” (2006, p. 26). NCLB’s primary concerns were both the achievement gap and ensuring that the federal funding that schools were receiving was ensuring student success. NCLB also required the states to develop standards for public schools to use when planning instruction. In order to understand if the schools were properly implementing these standards

George W. Bush required assessments to prove that the schools were using the standards. There were two different kinds of standards that the states had to develop. The first, content academic standards, outlined what the students should know. The second form of standards that states had to outline were academic achievement standards “...which must define three levels of achievement: basic, proficient and advanced” (Hess and Petrilli 2006, p. 31). States themselves established the scores that classified as “basic, proficient or advanced.”

The NCLB accountability system focused on the idea of “universal proficiency” or that by the 2013 and 2014 academic year, every student would be ranked at proficient or higher the standards. In order to determine if their students were classified as “basic, proficient or advanced” states were required to create assessments for reading and math to evaluate their students. NCLB required that reading and math assessments had to be administered from 3rd grade through 8, and students had to take an assessment at least once in High School.

In order to assess their students, states had the option to use either a criterion referenced or norm referenced assessment. Criterion referenced assessments evaluate whether the student meets a particular expectation, while a norm referenced assessment compares the student’s achievement to their peers at either the same age or grade (Hess and Petrilli, 2006 p. 32). Once these assessments were administered to the students of the school, they were required to share that data with the public. In order to measure if the students were meeting the standards, schools were required to make “adequate yearly progress” which was “the minimum level of improvement schools and school districts need to make every year under NCLB” (Hess and Petrilli 2006, p. 33) Schools that failed to meet “adequate yearly progress” were classified as “in need of improvement”. These schools failed to make adequate yearly progress for two straight years; however, they still received Title 1 funding. Schools that were classified as “in

need of improvement” then enacted a “school improvement plan” which provided a written plan that illustrated how the school planned to make improvement.

Schools that did not meet the “adequate yearly progress” classification and then had a “school improvement plan” enacted within the school faced many different consequences. After two years of being classified as not making “adequate yearly progress” the school’s students then had the option to transfer to a school that was not classified as not making adequate yearly progress. After three years schools must then provide “...supplemental education services, or free tutoring to needy students” (Hess and Petrilli 2006, p. 43). Four years of failing to make adequate yearly progress resulted is an indication of a need of a school to provide “corrective action” which could range from staffing changes to an extension of the school year or school day” (Hess and Petrilli 2006 p. 43). Finally, after five years of these provisions being provided to the schools, they must “restructure” the school. This means that the schools could either become a charter school or replace the majority of the school’s staff. No Child Left Behind was the main educational policy in the United States from 2002 to 2015.

### **A New Era**

Established by President George W. Bush, the President's Commission on Excellence in Special Education outlines the findings of the committee for improving special education. The report was based on the testimonials of over 100 special education experts, individuals and organizations that focused on special education. In addition to these testimonials, there were public meetings held throughout the nation where individuals could voice their concerns about special education.

The findings of the committee indicated a variety of needs for reform. The first is the need for “effective instruction and strong intervention” (President’s Commision on Excellence

in Special Education, 2002 p. 7). Perhaps the most influential of these suggestions for reform was based on the idea that “The current system uses an antiquated model that waits for a child to fail, instead of a model based on prevention and intervention” (President’s Commission on Excellence in Special Education, 2002 p. 7). Instead of continuing to allow a student to fail, steps must be taken to provide students with intervention to prevent them from failing.

Another finding from the variety of interviews conducted by the President's Commission on Excellence New Era was that “General education and special education share responsibilities for children with disabilities. They are not separable at any level- cost, instruction or even identification” (President’s Commission on Excellence in Special Education, 2002 p. 7). The committee also cites the frustration of parents when the “system fails them”: that teachers trying to educate every child in attendance sometimes fail to meet their child’s needs; students are often misidentified every year; and students with disabilities require highly qualified teachers. (p. 7).

Based on the variety of findings from their report, the President's Commission of Excellence created three major recommendations for reform. The first recommendation was a shift in focus from results to the process. This requires serving the needs of every child and refocusing resources on serving every child in the school. The second major recommendation for reform in special education was for schools to focus on a “model of prevention not a model of failure” (2002, p. 9). Instead of waiting for children to fail in both special education and in general education, the President’s Commission of Excellence focuses on reforms moving toward “early identification and swift intervention, using scientifically based instruction and teaching methods” (2002, p. 9). The final major recommendation of the President’s



Commission of Excellence was to “Consider children with disabilities as general education children first” (2002, p. 9).

The President’s Commission on Excellence in Special Education report is *A New Era: Revitalizing Special Education for Children and Their Families*. The Committee found that the many individuals that they spoke to, educators, parents and students, believed that educators were simply waiting for students with disabilities to fail rather than prevent their failure. In order to prevent this from happening in the future the Committee recommended that schools incorporate a Response to Intervention Framework (President's Commission on Excellence in Special Education, 2002 p. 21).

Because the Response to Intervention framework is a reactive multi-tiered system of support, this recommendation is a reflection of the many different frustrations that had been expressed in the *New Era* surveys and seemed like it would be the most appropriate.

### **A Joint Paper by the National Association of State Directors of Special Education and the Council of the Administrators of Special Education**

*A Joint Paper by the National Association of the State Directors of Special Education and the Council of the Administrators of Special Education* provides an overview of the Response to Intervention framework with the purpose of informing teachers and administrators of the Response to Intervention Framework. The reauthorization of the Individuals with Disabilities Education act (IDEA) in 2004 focused “...on the growing successful practice in the general education education classroom - RtI is a tool for assessing and working with struggling learners” (National Association of State Directors of Special Education and the Council of Administrators of Special Education, 2006 p. 1). With the reauthorization of IDEA in 2004, along with the persuasive evidence from *A New Era: Revitalizing Special Education for*

*Children and Their Families*, came an overwhelming message of inclusion. According to the paper, the goals were “... to work together closely to implement RtI-- the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rates over time and level of performance to (3) make important educational decisions” (NASOSE and CASE, 2006 p. 1). The IDEA revisions called for an assessment driven reflective process.

### **Every Student Succeeds Act (ESSA)**

According to the U.S. Department of Education, the Every Student Succeeds Act (ESSA) was signed into law on December 15, 2015. Signed by President Barack Obama the ESSA focused on reauthorizing the Elementary and Secondary Education Act (ESEA). The Every Student Succeeds Act focused on building on the primary principals of the ESSA. Previous revisions of the ESEA included revisions like No Child Left behind which was focused primarily on accountability for student’s success on teachers, administrators and school districts as a whole. In order to combat this, the ESSA focused on requiring “high academic standards” and upholding many of the foundational requirements of Elementary and Secondary Education Act. In addition to this, the Every Student Succeeds Act now sustained and expanded the Obama’s investment in increasing access to high quality pre-school for all members of a community. Finally the Every Student Succeeds Act focused on shifting the focus of schools from accountability, back to the students. Although there would be action taken for schools that were viewed as non-performers, the focus was on improving the performance of the students that needed the most support and providing that support rather than focusing on improving test scores.

### **Response to Intervention Framework**

During the reauthorization of the IDEA, the general public and government was concerned with the amount of students that were diagnosed and labeled with learning disabilities (Bradeley, Danielson & Hallahan, 2002). The Response to Intervention Framework was the way that schools were able to address this concern. The Response to Intervention Framework is never named explicitly from the 2004 IDEA reauthorization, and the Framework is lacking an official author.

The Response to Intervention Framework or RtI is the method that schools were instructed to use in order to be more reflective to students' needs. Its structure is deliberately adaptable for students' needs within school districts. Ultimately, schools implement RtI to ensure that they are using high quality instruction and reflective strategies to meet their students' needs. "RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (National Association of State Directors of Special Education and the council of Administrators of Special education 2006, p 2)

The core principles of the response to intervention are outlined by the necessity "of high quality instruction, learning rate and level of performance and important educational decisions" (NASSOSE & CASE 2006 p. 3). High quality instruction is reflected in the response to intervention framework when teachers adapt their instruction to meet their students' needs. While learning occurs, the rate and level of performance are reflected in progress monitoring tools that teachers use to monitor the needs of students to be placed within the different tiers of intervention.

The Response to Intervention has many different definitions and different elements. At its core it is a reflective, preventive framework that most public schools use in order to meet the needs of all students within the school. Its structure and name is subject to the schools that use it, however it typically is referred to using the RtI name. The RtI framework has three different tiers. The first tier is referred to as Universal Screening. In this tier an assessment is administered to all students in the school several times per year. "...with the express purpose of identifying (as early as possible) students who are not making expected progress and to assess the effectiveness of the core curriculum" (NASOSE & CASE 2006, p. 4). Once the data have been collected and it is revealed that some students are not making progress based on their participation in the general classroom, these students are then moved into tier two interventions. In tier two interventions, students are provided with group instruction of the core curriculum content based on their indicated areas of need for intervention. In the final tier or tier three, students "... receive intensive individual interventions" at the level of their ability (NASOSE & CASE 2006, p. 4).

The fundamental idea of the RtI framework is that once students receive tier two or tier three supports, they are evaluated for their progress and then a decision is made for either a continuation of tier two or tier three supports, or returning them to the whole class, tier one supports (NASOSE & CASE 2006, p. 6). This framework provides schools with an ability to meet the needs of all of the students within their school in a preventive manner. This also provides students with intervention from different professionals within the school. These could be special education providers, literacy specialists, or speech pathologists.

### **Tier 1: Universal Screening**

According to Salinger, 2016 “Universal screening is a process designed to identify students requiring extra scaffolding in order to succeed in the academic curriculum” (p. 77). Salinger goes on to state: “Within a response to intervention framework, results can be used to identify students at risk for learning or other disabilities so that these students can be provided with supports in tier 2 or tier 3 interventions to help them succeed academically (Gansle & Noell, 2008; Lazarus & Ortega 2007 p. 77). Largely because of the results of *A New Era*, there is now a demand for classrooms to be both reflective and preventive.

Screening takes place typically three times a year in order to identify students who are not making expected progress on the curriculum. “In short, the function of assessment in RtI is to identify at-risk students as early as possible, to gather relevant data to support educational decision making and to impact what the teacher is doing to improve achievement” (NASOSE and CASE, 2006, p. 4). Some examples of screening that might occur include letter identification assessments, speech and language tests, comprehension assessments

Universal screening is the first reflective practice that is employed by schools that implement the RtI framework. Previous to the implementation of the Response to Intervention Framework schools and administrators used the term “school readiness” which placed the responsibility to be “ready” for kindergarten both on the student and on the parents of the student. According to the National Association for the Education of Young Children’s Position statement on the school readiness or NAEYC, “The traditional construct of readiness unduly places the burden of proof on the child. Until the inequities of life experience are addressed, the use of readiness criteria for determining school entry or placement blames children for their lack of opportunity” (1995, p. 23). The traditional concept of readiness placed undue blame on parents and children who had little control of their circumstances. The position statement goes

on to state “Children entering kindergarten are now typically expected to be ready for what previously constituted the first grade curriculum. As a result, more children are struggling and failing” (1995). With these high expectations for children that may or may not have had academic instruction, the schools of the United States were setting too high of expectations without understanding that students entering kindergarten may not have their basic needs met. NAEYC’s position statement reflects the idea of Maslow's Hierarchy of Needs that is illustrated by Michael Block in the *Encyclopedia of Child Behavior and Development*. Maslow believed that without satisfying the basic needs of the human body such as hunger, thirst, shelter and clothing individuals could not focus on other things like academic skills (2011).

NAEYC further illustrates the need for reflective practices that meet not just the students’ academic needs when entering kindergarten but their health care and social needs as well:

“Every child, except in the most severe instances of abuse, neglect or disability, enters school ready to learn school content. However, all children do not acquire the competence needed in the school setting. The absence of basic health care and economic security places many children at risk for academic failure before they enter school. (year, p. 2)

When students enter the classroom their needs are varied so much that a measure that only takes into account what academic skills they can complete is not a reliable and valid assessment of the child. Before assessing a student’s academic skills NAEYC recommends evaluation of the student’s access to economic security, adequate housing, basic nutrition and basic health care. NAEYC illustrates further that the only “...ethically defensible criterion for determining school entry is whether the child has reached the legal chronological age for school

entry” (1995). Rather than focus on the skills that the students should know in order to enter school and assess them on those skills, schools should allow students to enter school when they are at a chronological age rather than when they have reached a set of skills that students may or may not possess.

### **Tier 1: The General Classroom**

Also included in Tier one is “general education,” and, while assessment drives instruction, students are instructed by their classroom teacher through the core curriculum first within a Response to Intervention Framework. After students are universally screened the data that is collected is used in the general classroom to meet the students’ needs in that environment. The application of these concepts vary from school to school based on the schools implementation of Tier 1 of the RtI framework. According to Jones, Yssel and Grant (2012), too often the RtI method is used for small group instruction where students are removed from the general classroom. They propose that using reflective and differentiated interventions within the general classroom instruction can be appropriate for students (2012). The authors also recommend whole group instruction that is varied using appropriate strategies to meet the students’ needs within the general classroom. While Wayne Sailor states that tier 1 refers to “universal interventions applicable to all students” (2009 p. 4) in order to understand the many different overlapping elements of tier 1 of the RtI framework it is important to note that the overall structure of the implementation of it is fluid to meet the schools needs.

Ultimately the data that is disseminated from the universal screening tool is used to drive instruction in the general classroom, and students’ strengths and needs are addressed in a whole class method. General classroom teachers provide intervention that is applicable for all of their students while also differentiating instruction using research based measures. Students

whose academic needs are not met by this method of instruction are then provided with small group intervention typically provided by a non-generalist instructor, either a mathematics or literacy specialist. Only once students have indicated their need for further support by not meeting the set criterion that districts have established can they enter tier 2. The collection of skills and content that students “need to know”. These are a combination of the traditional subjects which have always been taught in the general classroom. Such as; English Language Arts, Social Studies, Mathematics, Art and music. This curriculum is tracked using the various standards that the states use in order to drive their instruction.

### **Tier 2: Identifying inadequate performers within tier 2 intervention**

According to Fuchs and colleagues “The success of RTI, both in terms of intervention and identification, hinges on accurate determination of risk pool to enter secondary intervention” (2007, p. 415). Tier 2 intervention is focused on small group intervention and identifying the students who are “at risk” or need the most support is imperative to the implementation of an effective RtI framework. Toste et al states in their research that, “Once tier 2 instruction is delivered, practitioners evaluate student responsiveness and, more specifically students must be categorized as adequate or inadequate responders” (2014, p. 193). An inadequate responder is classified as a student that has not shown growth on the skill that the small group instruction was focused on. The skills that show the most immediate area of need for support for an inadequate responder vary, but one of the most well researched is the lack of support in phonological awareness (Toste et al., 2014 p. 193). D. Fuchs et al. define performers as either “responsive” to a validated tutoring protocol or “non responsive” to the tutoring protocol (2007, p.428). A responsive student is a student that has benefited from the tutoring program, while in contrast a non-responsive student is a student who has not benefited



from the tutoring according to the data that has been collected. Either term could be used by schools when identifying students in need of further support within any tier of the RtI framework.

Fuchs et al. described the variety of criteria used to develop a definition of both responsiveness to intervention and non-responsive to intervention when they wrote the following: “to develop technically appropriate definitions of responsiveness and non-responsiveness, several features must be specified: identification of methods, measures of performance, measurement schedules, scales and cut points...” (2007, p. 428). Toste et al. caution the use of one data set in order establish requirement of students being classified as inadequate responders as many pieces of data are needed to identify a student as in need of special education support and/or tier 3 intervention (2014, p. 201).

### **Tier 2: Small Group Intervention**

Tier 2 of the Response to Intervention framework consists of small group instruction based on the data that has been collected from the universal screening tool. These sessions vary typically consist of half hour targeted instruction provided typically by an intervention specialist. In order to understand if the student is either responding or non responsive to the intervention students are progress monitored based on the skills that they have indicated a need for support in. They then are evaluated after an 8 to 12 week period.

There are five different methods for defining responsiveness to intervention. Fuchs et al. define them as “median split”, “normalization”, “final benchmark”, “dual discrepancy” and “slope discrepancy” while citing the research that has previously been illustrated by other authors. These methods use a variety of statistical analyses in order to determine criteria for whether or not a student is responsive to intervention (2007, p. 428-435).

Typically the 8-12 week intervention provided at the Tier 2 level is enough to provide the students with the support that they are able to demonstrate through progress monitoring data that they will meet the benchmark that their peers are meeting in the general classroom. However for the small percentage of students that are not making adequate progress as demonstrated by their progress monitoring data will either move into another Tier 2 intervention that is typically 8-12 weeks or will be introduced to Tier 3 intervention (Mustian & Mazzotti, 2012).

Regardless of the criteria that is used to identify them, inadequate responders to tier 2 intervention are indicating their need for further support. This support is provided to them within Tier 3, or an individualized intervention that is focused on the data that indicates they are an inadequate performer within tier 2 intervention.

If students are established to need additional support to the already comprehensive support they are receiving, they are provided tier 2 in addition to tier 1. This means that while the instruction they have been receiving from their classroom teacher is an element of the Response to Intervention framework, they are still not meeting the progress monitoring benchmark that the school has established for them to make adequate yearly progress as required by the No Child Left Behind Act (Hess and Petrilli, 2006).

In order to increase the instruction that these students are receiving, they are provided with intervention outside of their general classroom. It is important to note that students only receive tier 2 intervention in addition to tier 1 (Shapiro, 2009). When implementing these interventions there are two different approaches that school districts can use to develop these small group interventions. These are Standard protocol approach (RTI-SP) and the problem solving approach.

According to Edward Shapiro the standard approach method (RTI-SP) is

“Typically, standard protocols involve the delivery of evidence-based, multicomponent programs with strong research bases focused on specific skill areas. The intervention has well defined steps for implementation when, if followed as prescribed, have high probability of producing improved outcomes for students”(2009, p. 1). Shapiro further illustrates that the RTI-SP approach includes explicit and structured steps that help facilitate growth in the skill that has been established as an area of need for support. Groups are created around the specific skill that the students have demonstrated a need for academic support in (2009 p. 1). Typically the effectiveness of this approach is evaluated using a checklist because the steps are so explicitly illustrated throughout the prescribed method of intervention. Douglas Fuchs, Devery Mock, Paul L Morgan and Caresa L. Young support Shapiro's summary of the standard protocol approach stating that “A standard protocol approach to RTI requires the use of the same empirically validated treatment for all children with similar problems in a given domain” (2003 p. 166).

Both Shapiro (2009) and Fuchs et al 2003 illustrate one of the advantages of the Standard protocol approach when implementing tier two intervention. One of the first is that standard protocol approach provides a universal language for the members of the teaching team. Everyone understands and knows how to implement the intervention within the school building. This also facilitates communication between intervention providers.

Shapiro highlights other advantages of the standard protocol approach, one being the assurance of “quality control” because of the grouping of students based on their needs for support in various domains of Literacy. Another advantage of the RTI-SP is the ability to instruct up to ten students at a time with an assurance that most of them will meet the

instructional goal. An additional advantage to the RTI-SP is that the prescribed approaches allow schools to identify a small amount of highly effective strategies for their students and then implement them throughout the school. A final advantage to the RTI-SP is that schools may already have the materials, and if not purchase of these materials is enabled to sustain the district for many years (2009 p. 3-4).

Shapiro cites Allen and Garden 2002 in illustrating the 4 step process that districts may use when implementing a problem solving approach within the second tier of the Response to Intervention Framework. These four steps include "... conceptualize a problem, analyzes factors that contribute to the problem, implements targeted or individualized interventions to address the problem, and evaluates the effectiveness of the intervention" (2009). Out of the four steps that are implemented in the RTI-PS approach problem identification is used to define the "problem" or in the case of the Response to Intervention Framework where the students are not meeting the schools goals. The second step in the RTI-PS approach has been defined as problem analysis; or defining what could possibly impact the data to produce that result. The third step in the RTI-PS approach is a plan implementation where the practitioner and classroom teacher evaluate the plan for its effectiveness. The final step in RTI-PS is problem evaluation where the practitioner and classroom teacher and intervention provider define if the intervention was effective, ineffective or if the intervention should be modified (Fuchs and Mock 2003 P. 160). In short, rather than a prescribed, regimented approach to meeting the students needs as described by the standard approach the problem solving approach allows a more individualized focus on meeting the students needs. The problem solving approach provides steps that districts and teachers can use when meeting students needs, but it is a much more student focused and fluid form of meeting the students needs in tier two interventions.

According to April Mustian and Valerie Mazzotti “Most students who require Tier II instruction in an RtI model are able to make the progress necessary to discontinue Tier II interventions and move back to the primary tier of RtI” (2012, p. 47). Students who make adequate progress in tier 2 are then placed back into tier 1 of RtI. Students whose progress monitoring data does not indicate that they have made adequate progress are classified as “inadequate responders” (Toste et al 2014).

### **Tier 3: Individual Intervention**

According to Mustian and Mazzotti “The third tier of RtI is highly individualized based on each student’s progress-monitoring data. These data [sets] are used to set realistic yet achievable goals for each student” (2012, p. 48). The characteristics of Tier III intervention are similar to Tier II however Tier III interventions are “more intense and more explicitly focused on a specific skill area” (Mustian & Mazzotti, 2012 p. 48). This form of intervention can be provided by the classroom teacher or by a specialist this instructional decision depending on the school districts demand and implementation of this tier. Also universal amongst the implementation of Tier 3 is that during tier 3 intervention students are provided intervention in a one on one environment with an adult.

### **Multi Tiered System of Support**

Steve Goodman defines Multi Tiered System of support (MTSS) as “Core features of MTSS include 1.) interventions selected based on confidence for effectiveness, 2.) interventions that are organized along a tiered continuum with an emphasis on prevention and intensifying support matched to student need, 3.) collection of student performance data to drive improvement, 4) data-based decision making and problem solving, and 5) emphasis on assessing and ensuring implementation integrity” (2017 p. 24). Multi tiered system of support

refers to the many tiered systems that school use in order to meet their students needs.

Although the RtI framework provides a set protocol for schools in assessing students needs and meeting them using appropriate methods, students behavior began to indicate a need for support amongst the academic support that they are provided.

### **Positive Behavior Support**

According to Mustian and Mazzotti the RtI social behavior model is also known as Schoolwide Positive Behavior Supports (PBS) and has been implemented in schools across the country.” (2012, p. 50) Positive Behavior Supports (PBS) or (PBIS) is an implementation of the Response to Intervention Framework with social intervention as its subject. The first two tiers of PBIS include behavioral supports to all students at a schoolwide level. Tier II of the Positive Behavior Support includes support for students social behavior at a small group level. Tier II of the PBIS model provides individualized instructions on social behavior (Mustian and Mazzotti, 2012 p. 50-51). PBS was developed by George Sugai and Rob Homer researchers from the University of Oregon. Rooted in the foundation of prevention PBS uses “School wide discipline, classroom-wide behavior management and instructional practices and systems are emphasized” (Sugai & Horner, 2002 p. 131). According to Jared S. Warren et al and his peers citing Colvin 1991, Colvin, Sugai & Kameenui 1994; Lewis and Sugai 1999 PBS features also include; a team of school staff, administrators and parents that establish and guide the implementation of PBS, behavioral expectations that are explicitly illustrated to students, a system that promotes acknowledgement of “appropriate behaviors and discouraging inappropriate behaviors are established,,” and a progress monitoring tool that allows behaviors to be evaluated for their effectiveness.

Once a behavioral management team has been established, these individuals create a list of behavioral expectations based on the common occurring problems within the school according to this panel. The list that the committee creates consists of 3 to 5 statements that are both positive and observable for parents, teachers and students (Warren et al, 2006 p. 189). Once these expectations are established they are taught explicitly to students. The expectations of students in different settings vary throughout the building and these must be communicated to students.

It is important to note the difference between the Response to intervention Framework (RtI) and Positive Behavior Supports (PBS). That is the content that they provide intervention to. While the Response to Intervention framework is centered on the academic skills that students must know the Positive Behavior Support system is centered on the social skills that students need to know to be successful in school. Both systems depending on the school use a three tiered system of support to provide instruction to students. They both also use assessment to drive and monitor instruction and they both use varied instructional population support. In tier one of both PBS and RtI students are within their “general classroom”. In tier two of these systems of support students are placed within small groups, sometimes outside of their general classroom or within their general classroom. Within these small groups these students are explicitly instructed on the skill that they demonstrated a need for support on based on their performance on a universal screening tool. In tier three of these systems of support students are provided with one on one instruction based on their progress monitoring within tier I and tier II demonstration of needs.

### **Gap in the Research**

Prior to the passage of the *No Child Left Behind Act* (2002) this research was relevant and extensive within the educational field where preservice teachers were provided with historical and social analysis of their field up until the present time. However, with *NCLB*'s focus on "data driven instruction" and "best practices" focus for pre-service teachers now focuses on providing them with strategies and practice in implementing these practices. Therefore the gap in the research was identified by this researcher as a lack of instructional materials to prepare pre-service teachers in implementing MTSS within their classrooms.

### **Research Questions**

The research questions that were identified by this researcher in order to create an instructional module on the *Multi Tiered System of Support System* were as follows.

1. Who created the Response to Intervention Framework?
2. Is the Response to intervention framework a special education framework?
3. What is a Multi Tiered system of support?
4. What policies and procedures led to the creation of the Response to Intervention Framework and as such the Multitiered System of Support?
5. What is Positive Behavior Support and how is it influenced by the Response to Intervention Framework?

### **Conclusion**

The variety of research that has been concluded in this literature review has answered these questions in a variety of ways. In order to share this knowledge with the educational field this



researcher chose to create an instructional module centered around the variety of knowledge that has been gained from this review of literature.

### Chapter Three: Methodology

In order to answer the research questions about the origin of the Response to Intervention framework (RtI) this researcher conducted a review of literature. This chapter presents a detailed account of how the curriculum was developed including a table interpreting the most common acronyms employed; a description of the intended audience for the curriculum of this Professional Development Module; a detailed description of all of the steps taken to design the curriculum; a description of the scope of the PD Module, including its alignment with NBPTS, ILA and CEC standards, a discussion of validity of consideration.

*Table 1: Commonly Used Acronyms in Chapter 3 (in alphabetical order)*

Acronym	Title	Description of roles
CEC	Council on Exceptional Children	professional association for special education teachers
ESEA	Elementary and Secondary Education Act	Federal law that provides federal money to fund public education
IDEA	Individuals with Disabilities Act	Provides support and funding to students with disabilities within the federal education system
ILA	International Literacy Association	Provides international literacy standards for students, teachers and pre-service teachers.
MTSS	Multi-Tiered System of Support	Provides support using three tiered systems to address students behavioral and academic needs within the classroom.
NCLB	No Child Left Behind Act	A federal education act that provided disciplinary action to schools that were deemed to be not making “adequate yearly progress”.

PBIS	Positive Behavior Intervention Supports	Provides a three tiered system of support for positive behaviors within the classroom
RtI	Response to Intervention Framework	A three tiered system of support for students academic needs.

the target audience for this Professional Development Module is Pre-Service teachers. Pre-Service teachers are individuals who have not graduated with a bachelors or masters degree in teaching. Their experience and background knowledge of MTSS may be limited due to a similar gap in knowledge similar to this researcher, or have been exposed to the MTSS procedures in either their own education or practicum placements. These individuals are committed to meeting the needs of students within the classroom and out of the classroom using this method of support.

### **Procedures: Steps to Design the Professional Development Module**

#### **Step One: Author's Background**

In a practicum placement within a masters program at SUNY Fredonia this researcher was placed in an Additional Services Classroom where the interaction between the general classroom, literacy and mathematics specialists and administration was easily observable. After this practicum experience this researcher realized just how much of the many methods that are used to select students who need additional support, and provide this support was not illustrated in the pre-service teacher program.

#### **Step Two: Determine Research Topic**

This researcher is currently a student of the SUNY Fredonia Literacy Education program and will be a part of the use of the RtI Framework throughout her entire career as a

teacher and as a literacy specialist. At the time that this researcher was writing her thesis she was within a practicum placement where she was placed with an additional services provider. This additional services provider was a part of tier two and tier three support to students between first and fourth grade. Although the additional services provider was a certified literacy specialist she provided both mathematics and literacy support to students who were identified in need of further support by the Universal Screening tool. It was this experience and seeing the nuances of the implementation of the *RtI* framework within this specific school district that indicated this researchers gap in knowledge.

Therefore this Researcher chose to conduct research on the Response to Intervention framework, first focusing on who created and implemented this framework within American Schools.

### **Step Three: Conduct Literature Review**

To begin this research the researcher thought of many different terms to enter into a database that may provide new information on the *Response to Intervention Framework*. To begin the research began by entering “Response to Intervention AND RtI”. In order to provide a sense of the historical context leading up to the implementation of RtI As research continued the timeline was used to anchor the research.

In order to facilitate the organization within the literature review this researcher chose to include headings and subheadings to organize the 100 years of educational reforms that was outlined by the research. These were colonial America, post colonial america and 2000’s american schools. These subheadings allowed the research to be organized and implemented within the review.

### **Step Four: Formulate Problem and Purpose**

#### **Problem**

Prior to the passage of the *No Child Left Behind Act* (2002) preservice teachers were provided with historical and social analysis of their field up until their present time. However with the *NCLB*'s focus on "data driven instruction" and "best practices" focus for pre-service teachers now focuses on providing them with strategies and practice in implementing these practices. The historical context has been eliminated within the education of pre-service teachers education and as such presents a gap in their extensive knowledge. While educating students and understanding the implementation of strategies is essential to student success, understanding the policies and implementation of federal mandates is also essential to student success.

#### **Purpose**

The purpose of this curriculum project is to create an online module for the potential use in teacher preparation programs to provide access to the historical context of change and innovation that led to RtI in American public schools. This will provide a chronological guide to the many different educational reforms that led to the use and modification of the Response to Intervention Framework to the use of a Multitiered System of Support. By the end of the online Module, the preservice teachers will be able to identify what the response to intervention framework is used for, what a Positive Behavior Support system is and what a Multi tiered system of support is within a school. This module will be used by professors in New York State Colleges for the benefit of preparing teachers for the use of these varying systems of support within their own classrooms.

**Step Five: Determine Intended Audience**

The researcher's goal for this curriculum project was to create an online module for pre-service teachers to increase their understanding of the policies and procedures that led to the use of the MTSS method. After a discussion with her master's thesis advisor this researcher reached out to the Literacy Methods instructor Abigail Gloss. Mrs. Gloss is a literacy instructor who indicated a need for support in educating preservice teachers on the chronological educational reforms that led to the use of MTSS in American Public Schools.

**Step Six: Conduct Needs Analysis**

In order to conduct a needs analysis this researcher spoke to Abigail Gloss. Within this conversation the researcher discussed the different educational reforms and overarching topics within the research that had been collected. This researcher asked if Mrs. Gloss saw the gap in the knowledge that this researcher had identified within her own. Describing the variety of research that had been collected Mrs. Gloss indicated that there was a need for a chronological module that described the policies and procedures that led to public schools using the Multi Tiered system of support within their district to support students needs.

**Step Seven: Research How to Create a Chronological Guide to Multi Tiered Systems of support**

This researcher first conducted research on the Response to Intervention Framework and online modules that provided information on this topic. There were several that have been used to educate pre-service teachers one of the most relevant that has been used to educate students within Mrs. Gloss's classroom is the IRIS Modules.

The IRIS Modules are authored by the Vanderbilt Peabody College of Education and focus on using brief animated videos to convey the information to the intended audience. The

IRIS module that this researcher identified as similar to the one that she chose to create is titled RTI (Part 1) An Overview. All IRIS Modules consist of five parts; they begin with a challenge, initial thought, perspectives and resources, wrap up and conclude with an assessment. This particular module consists of ten pages where pre service teachers would be required to view either the video clip, or written text that portrays the new information. As this researcher has used the IRIS modules before, she found that this resource was lacking information on the policies and procedures that led to the use of the Response to Intervention framework. Moreso, the IRIS module was published in 2006 when the Response to Intervention framework and its implementation within the public schools were still relatively new. Therefore a need for a chronological guide that illustrated the policies and procedures that led to the implementation of the RtI framework and then the use of MTSS to meet students needs is relevant to the field.

Prior to identifying an online digital platform to create this chronology this researcher conducted research on the use of modules to provide preservice teachers with information on their field. Nai- Cheng Kuo conducted research on the value of the *Response to Intervention Framework* and the use of the IRIS modules to provide a framework of the structures of RtI. She found that while pre-service teachers had extensive knowledge of the use of MTSS, they often did not understand the many different policies and procedures that led to its use. In addition she found that pre-service teachers benefited from support using online platforms for MTSS.

In order to identify a platform that would be appropriate for the creation of this module the researcher first discussed the broad idea with Kathleen Gradel. Mrs. Gradel is a technology expert that is employed by the State University of Fredonia that has extensive experience with online learning platforms. Within the discussion between Mrs. Gradel and this researcher the

conversation was anchored around the idea that module needed to be both easily accessible for participants and the researcher. While Mrs. Gradel suggested three online platforms to use this researcher established that google sides would be an easily accessible platform for the participants and the researcher.

### **Step Eight: Establishing the guidelines for the PD Module**

When establishing the guidelines for the professional development module it was important for the participants to be able to demonstrate their knowledge and also understand the key terms that were used within the project. When conducting the research it became clear to this researcher that the many different policies and procedures that related to MTSS included many different anagrams and dates. In order to facilitate understanding of these acts and policies this researcher determined that the participants would use a vocabulary strategy and a comprehension strategy that the participants could use when participating in the module. The guidelines would also be anchored by three learning objectives in which the participants would be measured in some way.

The overall objectives of the professional development project are first that participants will be able to, Accurately timeline milestone events, court cases & legislation leading to RTI & PBIS in the 20th century. Then participants will be able to Explain how MTSS in the 21st century is rooted in RTI and PBIS. Participants will then be able to Provide accurate conceptual definitions for technical terms pertaining to MTSS, in language that would be suitable for conversations with parents and other family members during parent-teacher conferences. Finally participants will be able to, Read and reflect on common classroom vignettes pertaining to MTSS, identifying appropriate teachers behaviors and identifying and recommending appropriate modifications for inappropriate teacher behaviors.



**Step Nine: Determining an Appropriate Title for the Professional Development Module**

To determine an appropriate title for the Professional Development Module it was essential to understand the nature of the project. To capture the participants interest it was established that the title of the thesis was far too much information for the participants. In order to condense the research that was conducted, the title was established for the Professional Development Module to be “From the Individuals with Disabilities Act to the Multi-Tiered System of Support: 50 years of Educational Reforms in 50 Minutes.” This title was chosen to peak the participants interest and provide them with an overview of the topics that were going to be covered.

**Step Ten: Establishing the Structure of the Professional Development Module**

When creating this module the overall goal of the creation was to create a module that could be both interactive and informative. It was established that the module would contain an instructional strategy that would encourage open ended participation. In order to activate prior knowledge it was established that the participants would read a situation in which MTSS would be used. After participants read this situation which would be anchored using the “First Impression” symbol which would draw them back to the specific situation.

When creating the Module this researcher wanted to make the slides limited in text and without all of the necessary details that pertain to the topics of the researchers. To limit the text on the slide this researcher established that only the truly necessary information would be provided on the slide, the rest would be supplemented using an audio recording of the researcher throughout from slide to slide. In order facilitate participant’s understanding throughout the Module this researcher also chose to provide a transcription of the researcher's voice for each slide.

**Step Eleven: Determining the Instructional Strategies and Symbols**

In order to demonstrate their comprehension of the concepts that were being instructed on in the professional development module this researcher determined that the participants should use the instructional strategy *Stop and Jot* from Gretchen Owocki. This instructional strategy would be used for participants to track their knowledge throughout the module. When participating in the module the participants would be prompted to click on the Stop Sign where they would be taken to a google survey where they can jot down their initial thoughts about the various content of the module.

Another symbol that was established in the creation of this Professional Development Module was the “First Impressions” sticker. When participants click on this they are brought back to the “First Impressions” slide and reference their understanding of the first impressions scenario.

The final symbol that was selected when creating the professional development module was the grey speaker. This is where the audio recording of the researcher is embedded in each slide.

In addition to these symbols the various content that is covered in the Module has many different names and many different acronyms that accompany the educational reforms. To facilitate the participants understanding this researcher chose to underline and link the “key vocabulary” words on each slide. When participants aren’t sure of their understanding or what a certain term means on each slide they can click on the word underlined in blue and linked to the definition of the term that the participants may have an misunderstanding on.

**Step Twelve: Selecting Module Content (Curriculum)**

The title of the Professional Development Module is “From the Individuals with Disabilities Act to the Multi-Tiered System of Support: 50 years of Educational Reforms in 50 minutes” This title was chosen to both interest participants and provide participants with an overview of the content of the content that was covered within the PowerPoint Presentation. The research that was conducted by this researcher stems from 1642 to 2018. Obviously this time frame was essential to this researcher’s understanding of the research being conducted. However not all of the research that was put into the thesis was essential to the participants understanding and ability to make connections to MTSS. It was for this reason that this researcher chose to focus on the most recent educational reforms that would directly influence the participants current and future teaching policies and procedures.

**Step Thirteen: Creating Application Scenarios for Participants**

To evaluate the participants understanding of the content that had been illustrated in the Professional Development Module this researcher created three different scenarios in which the participants can demonstrate their understanding. In each application of their knowledge participants are asked to identify first which of the two forms of MTSS are being used to support a student. Then they are asked to identify which tier of the framework is used to meet the student’s needs. Finally participants are asked to identify what the next tier of support could be provided to the student to meet their needs.

**Step Fourteen: Reflect on Limitations of the Module**

One limitation that has been identified by this researcher is the generalization of the Multi-Tiered System of support throughout the module. This framework is fluid and is used by

many different school districts to meet the needs of the students in many different ways. The methods and outlines that are provided are a general outline of the possible methods of implementation of MTSS.

Another limitation that has been identified by the researcher is that the researcher will not be implementing the use of the professional development module. When the project is disseminated it will be used by college professors who will be educating pre-service teachers on the topic of MTSS. In addition to this limitation, there has also been the observation by this researcher that the implementation of this module will be entirely online. Troubleshooting will occur all online for the professors and participants this is a limitation.

### **Step Fifteen: Disseminate Curriculum Project**

With the help of this researcher's thesis advisor the module will be made available to any Fredonia course professors that would like to educate their student's on knowledge of the various educational reforms that are outlined in this professional development module. As participants demonstrate their knowledge through their participation this researcher will use their responses to adapt the module to meet their needs. The participants feedback will also be used by this researcher in order to identify areas in need of further research.

### **Conclusion**

This chapter has outlined the researcher's decision making in creating the module "From the individuals with disabilities act to the use of the multi-tiered system of support: 50 years of educational reforms in 50 minutes."

## Chapter Four: Results

### Introduction

The four learning objectives of this Professional Development Project were that the targeted audience (Pre-Service Teachers) will make the following connections to their own professional practice. At the completion of this professional development module the participants will be able to:

- Accurately timeline milestone events, court cases and legislation leading to RtI and PBIS in the 20<sup>th</sup> century.
- Explain how MTSS in the 21<sup>st</sup> century is rooted in RtI and PBIS.
- Provide accurate conceptual definitions for technical terms pertaining to MTSS in language that would be suitable for conversations with parents or family members during a parent teacher conference.
- Read and reflect on common classroom vignettes pertaining to MTSS, identifying appropriate teacher behaviors and identifying and recommending appropriate modifications for inappropriate teacher behaviors.

These objectives were used to anchor the creation of the Professional development module along with the use of the professional standards from the International Reading Association and the National Board for Professional Teaching Standards for English Language Arts Teachers.

### Application of Results to a Professional Development Project

The application of the results from this professional development module are vast. When creating this professional development module the key target audience was Pre-Service teachers. These are individuals who are enrolled in undergraduate programs with the intent of

becoming certified teachers. It is for this reason that the applications are vast, professors who are instructing any pre-service teachers in their facilitation of knowledge of their field could use this module to facilitate their student's understandings on any of the topics, not just MTSS, PBIS and RtI.

This module could also be used by school districts who wish to use MTSS or just RtI or PBIS within their schools. Although the professionals working in the schools may not "pre-service" teachers, they could be professionals that have a gap in their knowledge based on when they completed their certification. These individuals could meet the intended learning outcomes even though they are not necessarily the intended audience of the professional development module.

### **Design of Professional Development Project**

See *From the Individuals with Disabilities Act to the use of The Multi-Tiered System of Support: 50 years of Educational Reforms in 50 minutes*, which can be found by clicking the link below.

The design of the Professional Development Project is a PowerPoint presentation. The title was created to facilitate interest in what could be an uninteresting topic to a pre-service teacher. The slides are coordinated in an order of what the participants "need to know the most" the first slide contains an overview of the various symbols that will guide the participants throughout the presentation.

The first symbol that was selected for the presentation is the blue "first impressions" sticker. In order to activate the prior knowledge of the participants this researcher chose to use a scenario about meeting the needs of the diverse learners within a population of students. This

symbol will occur on any slide where this scenario is referenced to draw attention to the participants prior knowledge. The second symbol that was selected was the stop sign. This symbol is linked with various google surveys that provide the participant with the opportunity to jot down any thoughts or ideas they might have that pertain to the topic of the slide. This strategy was chosen for it's research-based approach to tracking connections to both the participant's prior knowledge and comprehension of the new content being illustrated on each slide. The final symbol that drives the participant through the presentation is the speaker symbol. This symbol contains the link to an audio recording with the researcher's voice reading the script that is imbedded in the notes section of the PowerPoint.

Another instructional tool that was used in the creation of this professional development module was the use of key vocabulary words. The content that is illustrated in the Professional Development module has many different names and acronyms. It is for this reason that this researcher chose to link each key vocabulary word to a definition. Whenever participants are unsure what an acronym or specific vocabulary word means, they can click on the word underlined and colored in blue and be taken to a vocabulary definition of the word.

When designing this Professional Development project, it was important to make the slides easily accessible and interactive to the participants. However this researcher designed it so that educators of pre-service teachers could use the presentations without the symbols if desired. These educators could use their own work and experience and simply use the PowerPoint without the audio recordings and have the participants work through the PowerPoint without a facilitator their to talk the participants through the researcher.

### **Professional Development Project Ties to Professional Standards**

To anchor instruction this Researcher selected two professional associations standards for learning. These standards were selected from the International Reading Association (IRA) standards for Reading Professionals and the National Board for Professional Teaching Standards for English Language Arts Teachers. These standards were selected because of their use within the two relevant fields of education, Literacy and pedagogical applications of teachers. The IRA standards that were selected to anchor this professional development module were: Standard 1: Foundational Knowledge: Candidate demonstrates knowledge of the theoretical foundations of literacy and language and the ways in which they interrelate and the role of literacy in schools. The next standard that was selected by this creator in order to drive the creation of this professional development project was Standard 6: Professional learning and leadership: “Candidates recognize the importance of, participate in and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities. Both foundational knowledge and professionalism are essential to the pre-service teachers success within the classroom and understanding the foundation on which RtI was implemented and created is essential to candidates success.

### **Link to Curriculum Project**

Please click on the link in order to view the PowerPoint

(The slideshow and narrator’s commentary appear as an appendix. )



## **Chapter Five: Discussion**

This chapter includes the researcher's reflection on the research, identification of the Limitations and implications of the research that has been conducted, the method of dissemination of the Professional Development Module and the conclusion of the research.

### **Reflection**

The purpose of this Professional Development Module was to design a module that would help pre-service teachers understand the many policies and procedures that led to the use of the Multi-Tiered System of Support. This module was created based on the researchers' own gap in knowledge that was identified by the researcher herself. This module met the goal of the researcher by providing not only herself with new knowledge of the educational reforms that led to the use of the Multi-Tiered System of Support.

Information from this module will help pre-service teachers and possibly current teachers for various reasons. The completed module includes an overview of fifty years of educational reforms that influence the instruction of the students of today. Once teachers understand the educational reforms outlined in the completed module they can better support and advocate for their students in the classroom.

The module also includes an outline of the Response to Intervention Framework, the Positive Behavior Intervention Support system and the Multi-Tiered System of Support. These frameworks are used by almost all of the public schools. Without an outline of these frameworks teachers may not understand the process of meeting their students needs within the school.

The ultimate goal of this module was to create a brief overview of the many different uses of MTSS and provide a concrete presentation of the many unspoken methods of support

that are used in the classroom. Overall the researcher met the goals that were originally outlined by her in the early stages of the creation. This researcher has grown immensely in the collection and creation of this module and will use this research daily to improve the support of students in the her own classroom.

### **Limitations**

One of the limitations of this professional development module is the generalization of the information included in the professional development module. *From IDEA to MTSS* only hints at the many different fluid uses of the frameworks throughout meeting the students needs every day in the classroom. Another limitation of this module is the similarities of its creation to other modules that are used in the instruction of pre-service teachers on MTSS. However from the research that this researcher has conducted this module is unique in it's interactive nature and format. There are very few websites that create and implement the educational policies and provide an outline on MTSS, RtI and PBIS.

Another limitation that has been identified by this researcher is the dissemination of the project. Because this project will be entirely online the dissemination could present a limitation. Perhaps the largest limitation of this module is that the researcher will not be implementing the module herself. This will require scaffolding provided to the implementers of the professional development module.

### **Implications**

A major implication of this professional development project is that mainstream preservice teachers will obtain more instruction on MTSS than they are currently receiving

from their undergraduate education. If pre-service teachers have knowledge on MTSS this knowledge can be supported and supplemented by *From IDEA to MTSS* and provide more opportunities for pre-service teachers to make connections to their teaching practice and their own experiences as students in the general classroom. From this professional development project professors can also further make connections about MTSS to their own teaching practice and as thus provide more instruction to their students.

### **Dissemination**

To disseminate this project this researcher chose to provide it to her thesis advisor. This professor instructs pre-service teachers on the assessment of students within the public schools. This dissemination is the ultimate goal of the researcher who wanted to supplement the instruction of pre-service teachers on MTSS.

### References

- Alexander, K., & Alexander, M. D. (2009). *The law of schools, students and teachers in a nut shell* (Vol. 4th ). MN: West a Thomson Reuters Business.
- Allen, S. J., & Graden, J. L. (2002). Best practices in collaborative problem solving for intervention design. In A. Thomas & J. Grimes (eds)., *Best practices in school psychology IV* (Vol. 1, Vol. 2) (pp. 565-572). Washington, DC: National Association of School Psychologists.
- Block M. (2011) Maslow's Hierarchy of Needs. In: Goldstein S., Naglieri J.A. (eds) *Encyclopedia of Child Behavior and Development*. Springer, Boston, MA
- Colvin, G. (1991). *Procedures for establishing a proactive school-wide discipline plan*. College of Education, University of Oregon, Eugene
- Colvin, G., Sugai, G., & Kameenui, E. (1994). *Curriculum for establishing a proactive school-wide discipline plan*. Project Prepare. Behavioral Research and Teaching. College of Education, University of Oregon, Eugene.
- education, N. a.. (2006, May ). Response to Intervention. n/a, n/a, n/a .
- Ed.gov. (2018). Every Student Succeeds Act (ESSA) | U.S. Department of Education. [online] Available at: <https://www.ed.gov/essa?src=rn> [Accessed 3 Aug. 2018].
- Education, P. C. (2002). *A new era: Revitalizing special education for children and their families* . Department of Education: U.S. Department of Education.
- Fraser, J.W. (2014). *The School in the United States: A Documentary History*. (3rd edition). New York, NY: Routledge/Taylor & Francis Group

- Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93–99
- Fuchs, D., Compton, D. L., Fuchs, L. S., Bryant, J., & Davis, G. N. (2008). Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal reading study of the national research center on learning disabilities. *Reading and Writing*, 21(4), 413-436. doi:<http://dx.doi.org/10.1007/s11145-007-9083-9>
- Fuchs, D., Compton, D., Fuchs, L., & Bryant, J. (2005). Preventing, identifying, and treating reading and math disabilities. Coronado, CA: Pacific Coast Research Conference.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004). Identifying reading disability by responsiveness to instruction: Specifying measures and criteria. *Learning Disability Quarterly*, 27(4), 216–227.
- Fuchs, D., Mock, D., Morgan, P. L., & Young, C. L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research & Practice*, 18(3), 157–171
- Fuchs, D., Mock, D., Morgan, P., & Young, C. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research and Practice*, 18(3), 157–171.
- Fuchs, L. S. (1995). Curriculum-based measurement and eligibility decision making: An emphasis on treatment validity and growth. Paper presented at the Workshop on Alternatives to IQ testing. Washington, DC: National Academy of Sciences.

- Fuchs, L. S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research and Practice*, 13, 204–219.
- Fuchs, L. S., Compton, D.L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty. *Journal of Educational Psychology*, 97(3), 493–513.
- Fuchs, L. S., Fuchs, D., Compton, D. L., Bryant, J. D., Hamlett, C. L., & Seethaler, P. M. (2007). Mathematics screening and progress monitoring at first grade: Implications for responsiveness-to intervention. *Exceptional Children*, 73, 311–330.
- Fuchs, Lynn S., et al. "Monitoring early reading development in first grade: word identification fluency versus nonsense word fluency." *Exceptional Children*, vol. 71, no. 1, 2004, p. 7+. *Health Reference Center Academic*,  
<http://link.galegroup.com/apps/doc/A124134283/HRCA?u=sunyfredonia&sid=HRCA&xid=86e158b2>. Accessed 26 Apr. 2018.
- Good, R. H. III, Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257–288.
- Goodman, S. (2017). Lessons learned through a statewide implementation of a multi-tiered system of support. *Perspectives on Language and Literacy*, 43(4), 24-28. Retrieved from <http://dbsearch.fredonia.edu:2048/login?url=https://search-proquest-com.dbsearch.fredonia.edu:2443/docview/1987646423?accountid=28748>
- Hess, F. M., & Petrilli, M. J. (2006). *No child left behind*. New York: Peter Lang Publishing.

- Jones, R. E., Yssel, N., & Grant, C. (2012). Reading instruction in tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. *Psychology In The Schools, 49*(3), 210-218. doi:10.1002/pits.21591
- KING, D., & COUGHLIN, P. K. (2016). Looking Beyond RtI Standard Treatment Approach: It's Not Too Late to Embrace the Problem-Solving Approach. *Preventing School Failure, 60*(3), 244-251. doi:10.1080/1045988X.2015.1110110
- Kuo, N. C. (2014, December). Why is response to intervention (rti) so important that we should incorporate it into teacher education programs and how can online learning help? *Merlot Journal of Online Learning and Teaching, 10*.
- Mustian, A. L, & Mazzotti V. L. (2012) Chapter 3: more intense instruction- tiers II and III of RtI. In Bakken J. P. (Eds) *Response to intervention in the core content areas a practical approach for educators* (p. 43- 60). Waco Tx: Prufrock Press.
- P.L 107-110. The No Child Left Behind Act of 2001
- P.L 108-446. The Individuals with Disabilities Education Improvement Act of 2004
- Porter, R. (1967). *A stream of American Education*. United States of America: American Book Company.
- Sailor, W. (2009 ). *Making RTI Work: how smart schools are reforming education through schol wide response to intervention* . San Francisco : John Wiley & Sons .
- Shapiro, E. S. (2009). The two models of RTI: Standard protocol and problem solving. Retrieved from [http://www.doe.virginia.gov/instruction/virginia\\_tiered\\_system\\_supports/response\\_intervention/two\\_models.pdf](http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/response_intervention/two_models.pdf)

- Torgesen, J. K. (2000). Individual Differences in Response to Early Interventions in Reading: The Lingering Problem of.. *Learning Disabilities Research & Practice (Lawrence Erlbaum)*, 15(1), 55.
- Torgesen, J. K. (2002a). Empirical and theoretical support for direct diagnosis of learning disabilities by assessment of intrinsic processing weaknesses. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 565–613). Mahwah, NJ: Erlbaum.
- Torgesen, J. K. (2002b). The prevention of reading difficulties. *Journal of School Psychology*, 40, 7–26.
- Torgesen, J. K., Alexander, A., Wagner, R., Rashotte, C., Voeller, K., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities*, 34, 33–58.
- Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (1997). *Test of word reading efficiency*. Austin, TX: Pro-Ed.
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593.
- Toste, J. R., Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., Cho, E., & ... Bouton, B. D. (2014). Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade. *Learning Disability Quarterly*, 37(4), 192-203. doi:10.1177/0731948713518336



- Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S., Chen, R., Pratt, A., et al. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.
- Warren, J. S., Bohanon-edmonson, H., Turnbull, A. P., Sailor, W., Wickham, D., Griggs, P., & Beech, S. E. (2006). School-wide positive behavior support: Addressing behavior problems that impede student learning. *Educational Psychology Review*, 18(2), 187-198.  
doi:<http://dx.doi.org/dbsearch.fredonia.edu:2048/10.1007/s10648-006-9008-1>
- Winzer, M. A. (2009). *From Integration to Inclusion*. United States of America : Gallaudet University.

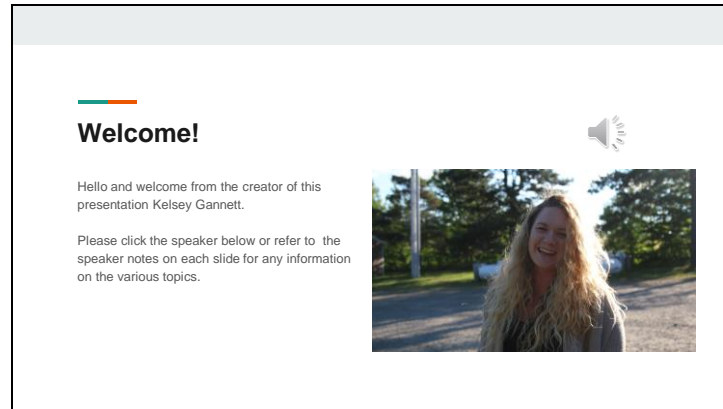
**Appendix 1: Curriculum Project**

Slide 1

**From the Individuals with Disabilities  
act to the Multi-Tiered System of  
Support, 50 years of Educational  
reforms in 50 minutes**

By Kelsey Gannett

## Slide 2



Hello and welcome to from the Individuals with disabilities act to the use of the multi-tiered system of support, 50 years of educational reforms in 50 minutes.

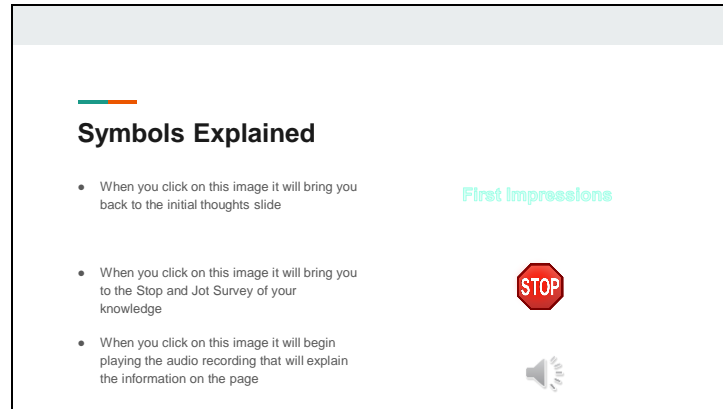
My name is Kelsey, and I will be your guide for this module.

I am currently a masters student at the State University of New York at Fredonia in the Literacy Education program.

I created this module because in my undergraduate and graduate program I saw the gap in my own knowledge about the history of education. When we implement new policies and use frameworks to meet students needs, sometimes we do not even know or understand the motivation behind them. Specifically I saw this gap within my knowledge of the Response to Intervention Framework. I wanted to first understand who created the Response to Intervention Framework and why it has become the universal solution for meeting students needs within the classroom. Along with my research on the Response to Intervention Framework I found the newest form of Rtl which is Multi tiered Systems of Support. Along with meeting the requirements of my thesis I wanted to make a module that could provide pre-service teachers with an overview of the policies and procedures that led to the use of the Response to Intervention Framework.

If you have any questions or comments about the structure, or content imbedded within this powerpoint please don't hesitate to ask. My contact information is Kgannett@fredonia.edu and I look forward to hearing from you upon the completion of this powerpoint.

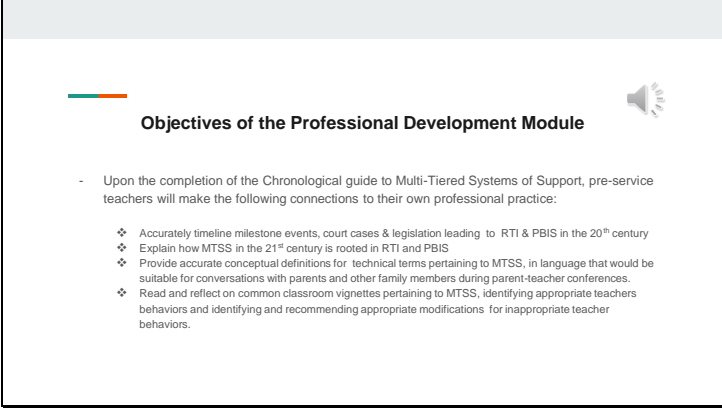
## Slide 3



In order to facilitate your understanding and make this module more interactive I wanted to make sure that imbedded within this model was three different images that you can click on. The first is the words “First Impressions” this is the way that I am activating your prior knowledge and asking you to make connections to your own past and future practice as a teacher. When ever you see the first impressions symbol you can click on it to remind yourself of the first impressions scenario.

The second is a stop sign. Within this module I will be asking you to stop throughout the module and make connections to yourself. These connections can be to you as a student, a teacher or even just as a person. Whenever you see a stop sign on the slide, I am asking you to document these connections and demonstrate your comprehension of these key concepts. The final image is the speaker. Whenever you see this image on a slide there is an audio recording of my voice to facilitate your understanding. There is also a transcription of these in the notes section of this powerpoint.

## Slide 4



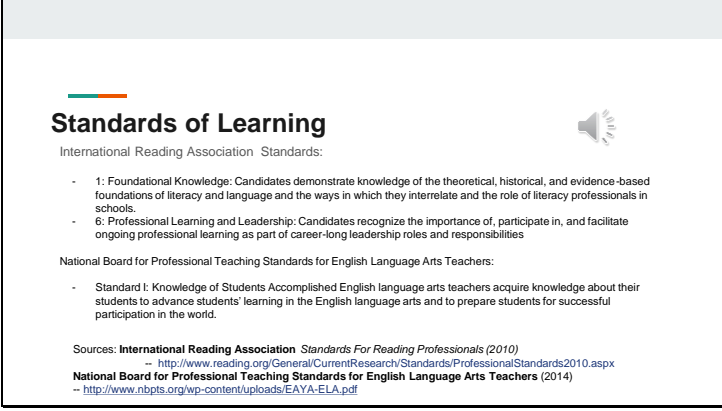
**Objectives of the Professional Development Module**

- Upon the completion of the Chronological guide to Multi-Tiered Systems of Support, pre-service teachers will make the following connections to their own professional practice:
  - ❖ Accurately timeline milestone events, court cases & legislation leading to RTI & PBIS in the 20<sup>th</sup> century
  - ❖ Explain how MTSS in the 21<sup>st</sup> century is rooted in RTI and PBIS
  - ❖ Provide accurate conceptual definitions for technical terms pertaining to MTSS, in language that would be suitable for conversations with parents and other family members during parent-teacher conferences.
  - ❖ Read and reflect on common classroom vignettes pertaining to MTSS, identifying appropriate teachers behaviors and identifying and recommending appropriate modifications for inappropriate teacher behaviors.

- As in any form of teaching this module has objectives that accompany it in order to measure your comprehension of the topics that are illustrated in it. The overall goal of this module was to address a need that I myself as a pre-service teacher and even a masters level student had. This is the gap in knowledge when it comes to the Rtl module. I found in my research that I was doing many of the things that are highlighted in this project in either student teaching placements or in practicum placements for my masters work. What I didn't understand is why or how we as a profession settled on using the Rtl framework to meet students needs. Keeping this in mind I created these learning objectives to not only allow me to demonstrate my knowledge of these topics, but also provide you with new knowledge. The learning objectives that I created to anchor my instruction are; Upon the completion of the Chronological guide to Multi-Tiered Systems of Support, pre-service teachers will make the following connections to their own professional practice:
  - ❖ Accurately timeline milestone events, court cases & legislation leading to RTI & PBIS in the 20<sup>th</sup> century
  - ❖ Explain how MTSS in the 21<sup>st</sup> century is rooted in RTI and PBIS
  - ❖ Provide accurate conceptual definitions for technical terms pertaining to MTSS, in language that would be suitable for conversations with parents and other family members during parent-teacher conferences.
  - ❖ Read and reflect on common classroom vignettes pertaining to MTSS, identifying appropriate teachers behaviors and identifying and recommending appropriate modifications for inappropriate teacher behaviors.



Slide 5



The slide features a title 'Standards of Learning' with a small graphic of a lightbulb. Below the title, it lists standards from the International Reading Association and the National Board for Professional Teaching Standards. At the bottom, it provides sources for both organizations.

## Standards of Learning

International Reading Association Standards:

- 1: Foundational Knowledge: Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
- 6: Professional Learning and Leadership: Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities

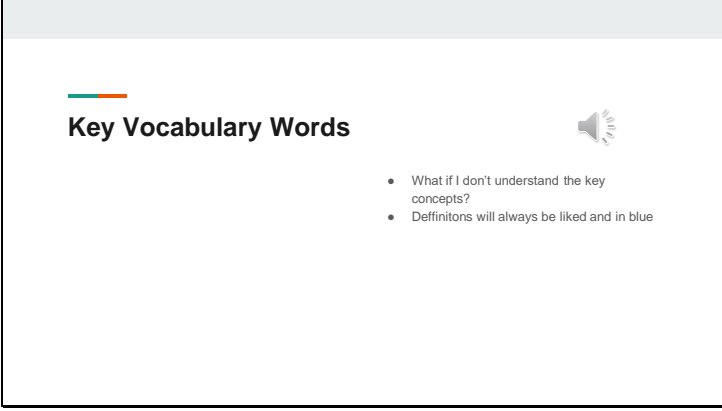
National Board for Professional Teaching Standards for English Language Arts Teachers:

- Standard 1: Knowledge of Students Accomplished English language arts teachers acquire knowledge about their students to advance students' learning in the English language arts and to prepare students for successful participation in the world.

Sources: **International Reading Association** *Standards For Reading Professionals (2010)*  
-- <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>  
**National Board for Professional Teaching Standards for English Language Arts Teachers (2014)**  
-- <http://www.nbpts.org/wp-content/uploads/EALYA-ELA.pdf>

Like the Learning objectives section of this PowerPoint this presentation would not be complete without the standards that are used to anchor the instruction. I selected two different associations for their standards based on you, the audience.

## Slide 6

A presentation slide titled "Key Vocabulary Words" with a lightbulb icon and a bulleted list of two items.


**Key Vocabulary Words**

- What if I don't understand the key concepts?
- Definitions will always be linked and in blue

One of the learning objectives of this presentation is that participants will make connections to their own practice by Providing accurate conceptual definitions for technical terms pertaining to MTSS, in language that would be suitable for conversations with parents and other family members during parent-teacher conferences. This presentation includes over 50 years of educational reforms and as such there are many different Acts, Laws and instructional methods. To provide you with both accurate information and not overwhelm each slide I have defined each “key term” in the back of the PowerPoint so that you can if and when you have a question click on them and view the definition of the term. These key terms will be underlined in blue and linked to the specific slide where you can read and gain understanding from them.




## Slide 7



## First Impressions

Let's imagine:

You're in your first year of teaching. You've been working a New York State Common Core Module themed around the Revolutionary war in first grade. Throughout your instruction of the key concepts that are embedded within the module you have found that one of your students, Kaylee has been consistently not meeting your objectives for each lesson. Kaylee struggles with comprehension and constantly needs your assistance throughout each activity. Today instead of reading the short story that was assigned to her about the Boston Tea Party, Kaylee was in the classroom library self selecting books. When you asked Kaylee why she wasn't reading the book that was assigned, Kaylee responded that she was stupid and that reading didn't matter.



Now that you have gotten an overview of the overall structure of the module I want to activate your prior knowledge by providing you with a scenario that may facilitate your ability to make connections to the information that is entailed within this PowerPoint.

The scenario is about Kaylee so let's imagine: You're in your first year of teaching. You've been working a New York State Common Core Module themed around the Revolutionary war in first grade. Throughout your instruction of the key concepts that are embedded within the module you have found that one of your students, Kaylee has been consistently not meeting your objectives for each lesson. Kaylee struggles with comprehension and constantly needs your assistance throughout each activity. Today instead of reading the short story that was assigned to her about the Boston Tea Party, Kaylee was in the classroom library self selecting books. When you asked Kaylee why she wasn't reading the book that was assigned, Kaylee responded that she was stupid and that reading didn't matter.

What do you do as a teacher? How do you support Kaylee and support the other 20 students within your classroom? Please click on the stop sign and write 2 to 6 sentences about what you would do as a teacher to support Kaylee and the other students in your classroom? While meeting the standards of learning and managing the behavior of all of the other students as well.

Slide 8

The slide features a light gray header bar at the top. Below it, the text "Deficit Model" is displayed in a bold, black font. To the right of this text is a small, gray speaker icon. Below the "Deficit Model" text is a red octagonal stop sign with the word "STOP" in white. To the right of the stop sign is the text "What does Deficit mean to you as a teacher?".

What does deficit (or deficit thinking) mean to you as a teacher?  
Click on the stop sign to write your answer in the stop and jot.

## Slide 9

The slide features a title "What is a Multi Tiered System of Support?" in blue text, accompanied by a small speaker icon. Below the title is a bullet point: "• The application of the use of the Response to Intervention Framework and the Positive Behavior management system within a school." At the bottom, a pyramid diagram is divided into three horizontal sections labeled "Tier 3" (top), "Tier 2" (middle), and "Tier 1" (bottom).

**What is a Multi Tiered System of Support?**

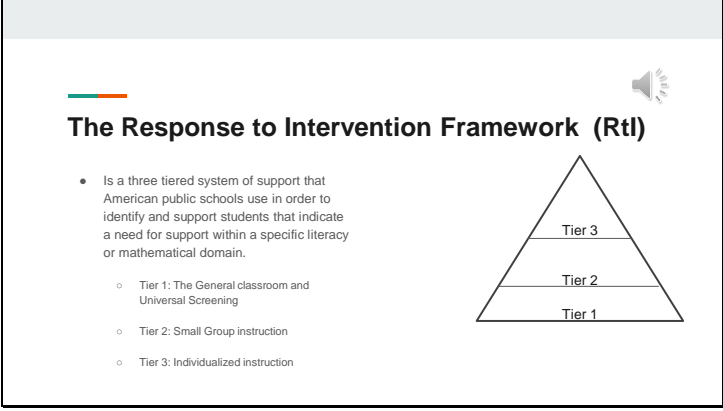
- The application of the use of the Response to Intervention Framework and the Positive Behavior management system within a school.

Tier 3  
Tier 2  
Tier 1

The title of this module is from Individuals with Disabilities with Disabilities Act to the Multi-Tiered System of Support. You're probably wondering what a Multi-Tiered System of support is.

A Multi-Tiered System of Support is the application of the use of the Response to intervention Framework and the Positive Behavior Management system within the school. Basically what happens when schools use the MTSS they are using Rtl and PBIS simultaneously. All students are enrolled in tier 1 which is provided within the general classroom. In tier 1 of Rtl students are universally screened for their academic needs in mathematics and literacy. They are then provided with core curriculum which is basically what the students need to know in order to meet the standards of learning. On the PBIS side there is a similar structure, in tier one is the general classroom support where teachers and staff evaluate the key behaviors that are appropriate for each setting within the school structure. These behaviors are generally overarching goals for the students such as "be polite" and can be applied within the many different school settings. In tier two of PBIS there is a small group instruction that is provided to the students based on their needs. Then finally in tier three of PBIS is individualized instruction based on the students needs.

## Slide 10



**The Response to Intervention Framework (RtI)**

- Is a three tiered system of support that American public schools use in order to identify and support students that indicate a need for support within a specific literacy or mathematical domain.
  - Tier 1: The General classroom and Universal Screening
  - Tier 2: Small Group instruction
  - Tier 3: Individualized instruction

Just learned about the use of MTSS to meet students needs so you're probably wondering what RtI is.

Simply put the RtI Framework is what we as teachers use in order to meet student's academic needs. It's a three tiered system of support that is provided to all students within a school.

- Tier 1 consists of the General Classroom and the use of Universal Screening tools
  - **The General Classroom:**
    - Contains the use of core curriculum which is the key academic skills that students need to know to meet the states standards.
    - Provided to all students
  - **Universal Screening:**
    - At the beginning of the school year students are universally screened for their academic needs. Universal screening tools are typically norm referenced assessments that identify areas of specific need for students. This means that a student's performance is compared to a normative group of students of their age. A benchmark is established by the district prior to the administration of the assessment and students that are above or below that benchmark are provided with support in tier two and or tier 3.
- Tier 2 consists of small group instruction:
  - Students who qualify after tier one support are provided with small group intervention, typically by an individual that is not their general classroom teacher.
- Tier 3 Small Group Instruction:

- students who qualify after tier two support are provided with individualized intervention focusing on their specific individual needs. This intervention is provided by an individual that is typically not the students general classroom teacher.

One of the most common misconceptions that I had when conducting my research was that I perceived Rtl as a special education format. This couldn't be more false. Rtl is a framework that is used to meet the needs of all students and is linked to Special education in that it provides support to all students. Special education professionals may provide any of the tiers of support to any students however the nature of Rtl is a General classroom support to ALL STUDENTS.

## Slide 11

**Positive Behavior Intervention Services**

- A three Tiered System of Support for behavior.
  - Tier 1: The general classroom, rules for all areas of the school.
  - Tier 2: Small group support
  - Tier 3: individualized instruction

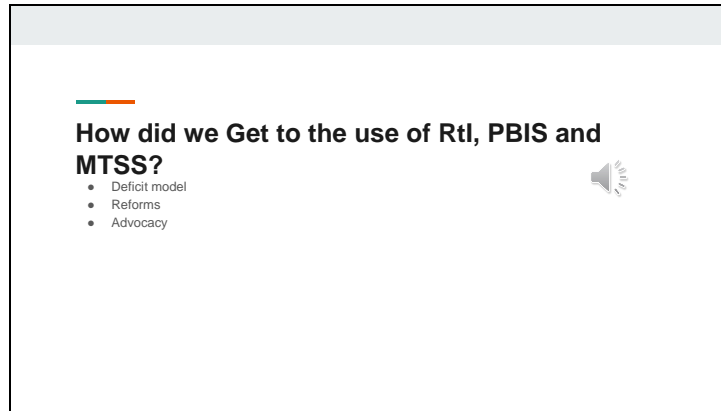
The diagram is a pyramid divided into three horizontal sections. The top section is labeled 'Tier 3', the middle section is labeled 'Tier 2', and the bottom section is labeled 'Tier 1'.

Now that you have a little understanding of the RtI Framework and it's key structures lets talk about PBIS.

The Positive Behavior Intervention Services is a three tiered system of support for students behavioral needs. What happens when schools implement PBIS in them is that the professionals within the school are surveyed for three to four major behaviors that they want to support students for. In the most recent school that I worked in these rules were “be polite and do what’s right”

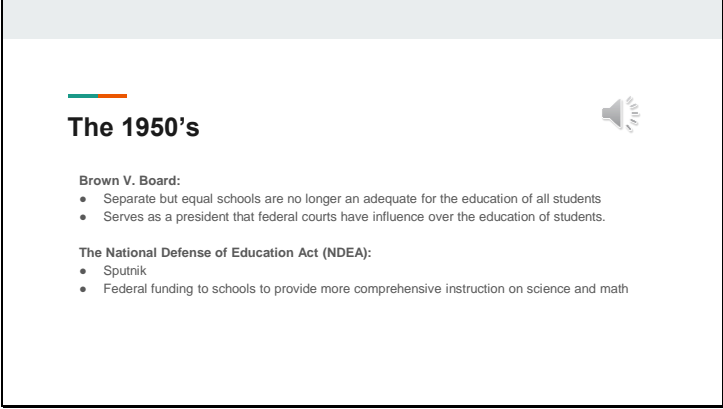
- Tier one of PBIS:
  - Is the general classroom where students are provided with guidelines for Positive Behavior within the many different facets of the school. For example if a school has a rule “no running” and the student’s are in the gym where they would lose points if they don’t run the rules can get confusing for students.
- Tier two of PBIS:
  - Is small group intervention. Students that participate in tier two intervention of PBIS must be referred to the PBIS team by a teacher or observed to have this need for support based on their participation within a universal screening tool.
- Tier three:
  - Individualized instruction focused on meeting the student’s behavioral needs in the classroom.

Slide 12



- How did we get to the use of Rtl and PBIS then eventually to the use of them side by side in the use of MTSS?
  - This was one of the defining questions in my research and I was determined to find the answer.
    - Basically the timeline of my research outlined three major key points;
      - The deficit Model:
        - Before the 1990's schools and teachers taught students one way. If student's failed that was on the students.
      - Reforms:
        - Played a huge part in the ever changing implementation of government control on the American public schools.
      - Advocacy:
        - Students and parents advocating for children changed the entire school system.

## Slide 13



**The 1950's**

**Brown V. Board:**

- Separate but equal schools are no longer an adequate for the education of all students
- Serves as a precedent that federal courts have influence over the education of students.

**The National Defense of Education Act (NDEA):**

- Sputnik
- Federal funding to schools to provide more comprehensive instruction on science and math

The 1950's were the start of the education reforms that truly provided the base for MTSS.

- The first was Brown v. Board
  - This was a collection of three court cases that stated that separate but equal schools are no longer adequate for the education of all students.
  - This would serve as a precedent that federal courts have influence over the education of students.
- The second was National Defense of Education Act (NDEA)
  - In 1957 Sputnik was launched by the Soviet Union.
    - This caused almost a hysterical condition in the nation and had a direct effect on the nation's schools.
    - In order to combat this fear the federal government pushed NDEA in order to provide more funding to the education of science and mathematics.
    - Basically the hope of the government was that if there was more instruction in these areas the children that received this instruction would be better prepared to create technological advances.



## Slide 14

The 1960s

The United States Elementary and Secondary Education Act (ESEA):

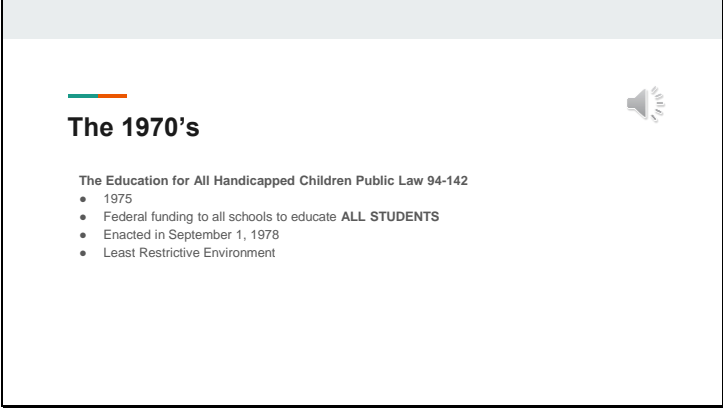
- Vice President Lyndon B. Johnson
- Title 1
- Reauthorization
- Goals 2000

The 1960s was a time where educational reformers were still dealing with many cultural and political perceptions that were a result of Brown V. Board. Southern states were essentially doing everything that they could to not integrate schools.

- In 1964 Vice President Lydon B. Johnson passed the ESEA that included five different titles or sections to the Act.
- Title 1 which was awarded to 94% of all public schools provided funding to schools to enact a variety of social supports for students from encouraging parental involvement to providing medical services for all students.
  - Overall this law was reauthorized and evaluated for it's effectiveness numerous times between 1964 and 2000. Each time that the law was reauthorized the overall structure was kept consistent within each reauthorization.
  - In 1994 however President Bill Clinton sought to alter the design of the act along with authorizing another piece of legislation titled "Goals 2000"
- Goals 2000
  - was a legislation that required every state to create a standards based education that would apply to all students.
  - Also required a standards based assessment that would evaluate if the students were meeting the standards.
  - Goals 2000 was focused on assessing and understanding all "poor students" at least once in grades 3 through 5, 9 and 10<sup>th</sup> and 10<sup>th</sup> through 12th grade.
  - While this reauthorization provided strict requirements for schools to create standards based learning and assessments and attempted to hold schools accountable there was little that the education department could do in order to

enforce punishments on the schools and states that failed to comply with these measures.

## Slide 15



**The 1970's**

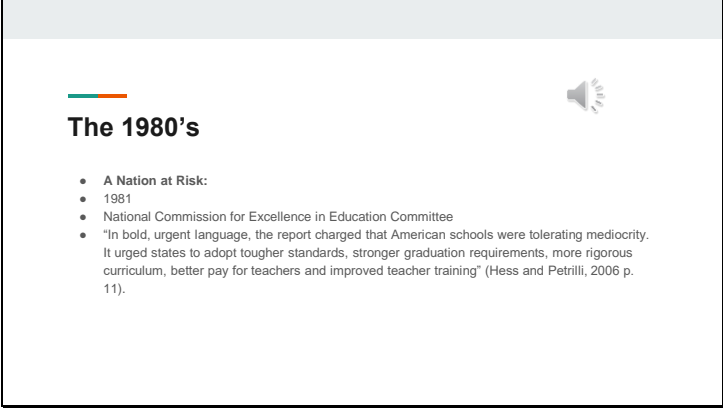
The Education for All Handicapped Children Public Law 94-142

- 1975
- Federal funding to all schools to educate **ALL STUDENTS**
- Enacted in September 1, 1978
- Least Restrictive Environment

In the 1970's the biggest education reform was the Education for All Handicapped Children.

- Passed in 1975 this law provided federal funding to all schools to educate **ALL STUDENTS**.
  - Contrary to what you might think, schools were not required to educate all students until this law. Schools were able to refuse to educate students that were disruptive or didn't fit the mould of being "normal"
  - It was estimated that at this time one half of the 7,000,000 handicapped children in the nation were not receiving an adequate education in special education services.
  - Basically this law said that schools could not remove handicapped children under the guise that handicapped children could not learn.
- This law contained a phrase that would forever influence the education of children in American Public Schools from the passage of the Education of All Handicapped Children to the present date. The phrase was "Least Restrictive Environment."
  - This was for students who had disabilities which basically meant that students could no longer be removed from the classroom or placed into different schools under the guise that they could not learn.

## Slide 16

A presentation slide titled "The 1980's" with a speaker icon in the top right corner. The slide contains a bulleted list of information about the report "A Nation at Risk".

**The 1980's**

- A Nation at Risk:
- 1981
- National Commission for Excellence in Education Committee
- "In bold, urgent language, the report charged that American schools were tolerating mediocrity. It urged states to adopt tougher standards, stronger graduation requirements, more rigorous curriculum, better pay for teachers and improved teacher training" (Hess and Petrilli, 2006 p. 11).

One of the most interesting pieces of educational history that I came across in my research was titled "A Nation at Risk" this was published by the National Commission for Excellence in Education Committee.

- This was a report that was published "In bold, urgent language, the report charged that American schools were tolerating mediocrity. It urged states to adopt tougher standards, stronger graduation requirements, more rigorous curriculum, better pay for teachers and improved teacher training" (Hess and Petrilli, 2006 p.11).
- Pretty much this document on top of the social and political tension between America and Soviet Union told the American Public that the schools were failing and that the rest of world's schools were far surpassing us as a nation.
- Now there became a large call for reform and advocacy for American students.

## Slide 17

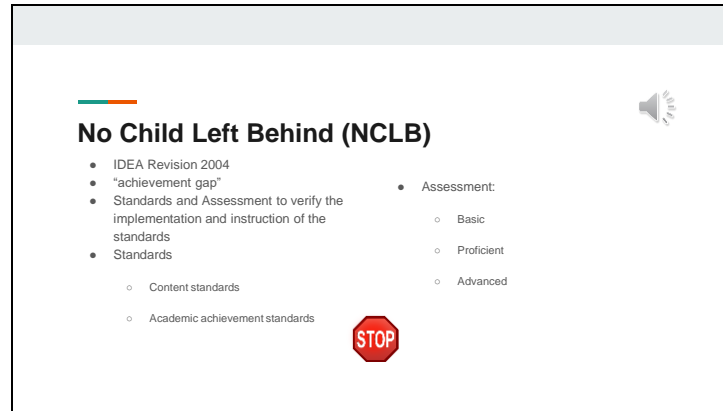
The slide features a title 'Individuals With Disabilities Act (IDEA)' with a small graphic of three horizontal bars (red, green, blue) to its left and a speaker icon to its right. Below the title is a bulleted list of key provisions and revisions. A quote from a 2002 presidential commission is also included.

- 1997
- Defined disabilities that students may have
- Least Restrictive Environment
- Individualized education program
- General classroom
- 2004 Revisions-> George W. Bush
  - "Ensures that all children with disabilities have available to them a free and appropriate public education that includes special education and related services designed to meet their unique needs" (President's commission on excellence in special education 2002 p. 77)

The Individuals with Disabilities Act or IDEA was passed in 1997

- Once passed IDEA:
  - Defined many disabilities that children may have.
    - Also created a new provision called an Individualized education program. Under this was a plan that was completely subject to the students need and was evaluated annually to ensure that the students needs were met.
  - Reiterated the Least Restrictive Environment:
    - Students needed to be “mainstreamed” or placed in the general classroom if at all possible.
- In 2004 IDEA was reauthorized with revisions from the President at the time George W. Bush.
  - These reauthorizations were titled “No child Left Behind which you will learn about on the next slide”

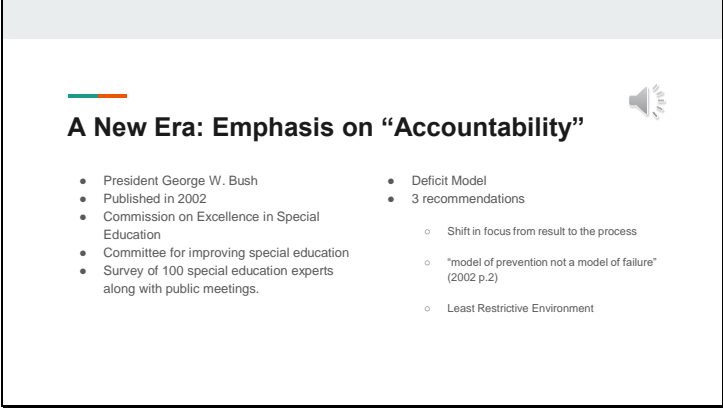
## Slide 18



- The reauthorizations of IDEA in 2004 were titled No Child Left Behind or NCLB.
  - In order to address the “achievement gap” that was seen with black and Hispanic students who were years behind the white and Asian students George W. Bush radically changed the education program with 24 pages.
- NCLB Required:
  - Standards Based instruction with standards for content (What students need to know) and academic achievement standards (if the students understood what they knew).
    - Academic achievement standards were defined on three levels “basic, proficient or advanced”
  - States were required to come up with both sets of standards.
  - **Universal Proficiency:**
    - The goal that all students were classified as “proficient” or higher by 2013 or 2014.
  - **Assessment:**
    - Criterion or norm referenced assessment.
      - Criterion= if the students meet a particular expectation.
      - Norm referenced= compare students achievement to other students within their age group.
  - **Adequate yearly progress:**
    - Minimum level of improvement that the schools were making every day.

- Schools that were not classified as making adequate yearly progress were classified as “in need of improvement”
  - If schools didn’t meet this expectation within two years student’s had the option to transfer to a school that was not classified as not making adequate yearly progress.
  - After three years of being classified as not making “adequate yearly progress” schools must provide supplemental educational services like tutoring to children who have presented a need.
  - After four years of not meeting adequate yearly progress schools must provide “corrective action” which could range from changing of staff to an extension of the school year or school day.
  - Finally after five years of being classified as not making adequate yearly progress the school must “restructure” meaning they essentially become a charter school.
- 
- If you’re participating in this module it means that you are a pre-service teacher, these steps in accountability should make you a little uncomfortable. This reform focused on entirely placing the “blame” on the school for the students inability to show growth on the standards assessment.
  - Please click the stop sign and jot down your thoughts about the accountability and how it has changed from the 1950’s to this reform.

## Slide 19



A New Era: Emphasis on "Accountability"

- President George W. Bush
- Published in 2002
- Commission on Excellence in Special Education
- Committee for improving special education
- Survey of 100 special education experts along with public meetings.
- Deficit Model
- 3 recommendations
  - Shift in focus from result to the process
  - "model of prevention not a model of failure" (2002 p.2)
  - Least Restrictive Environment

Along side the authorization of NCLB there was a paper published by the Commission on Excellence in Special Education.

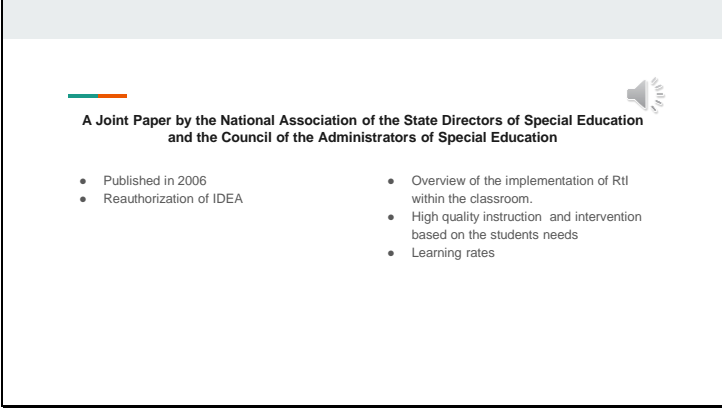
This paper was a result of the survey that the Commission conducted.

- What the committee found was:

- The overall perception of these individual that were surveyed was that schools were waiting for students to fail and essentially saying too bad when they did.
- This is a direct result of the deficit model that we talked about in the stop and jot on slide 8.
- There was a call for a model of prevention and not a model of failure.
- The least restrictive environment was called again upon as one of the most effective ways to meet the students needs.



Slide 20



A Joint Paper by the National Association of the State Directors of Special Education and the Council of the Administrators of Special Education

- Published in 2006
- Reauthorization of IDEA
- Overview of the implementation of RtI within the classroom.
- High quality instruction and intervention based on the students needs
- Learning rates

Published in 2006 a Joint paper by the National Association of the State Directors of Special Education and the Council of the Administrators of Special Education provided a detailed outline of the implementation of RtI within their school.

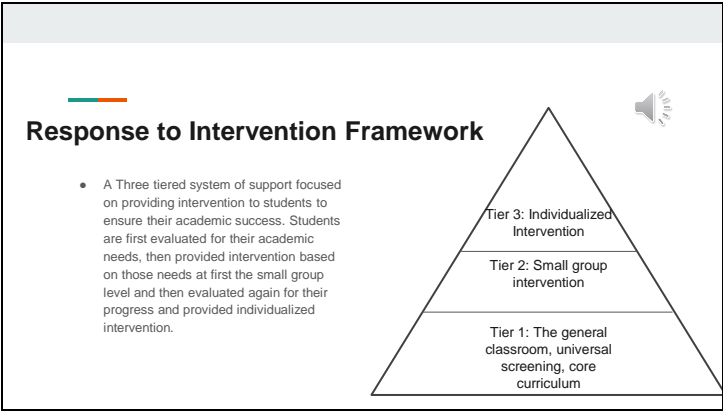
Slide 21

The slide features a title 'Every Student Succeeds Act (ESSA)' with a small graphic of three horizontal bars (green, orange, blue) to its left. A speaker icon is located in the top right corner. The main content is a bulleted list:

- Obama's reauthorization of IDEA.
  - Continues IDEA's focus on the "Whole Student"
  - No longer focused on accountability and more focused on social training.

- ESSA was Obama's reauthorization of IDEA.
  - Shifts from the accountability of NCLB to focus more on the "Whole Student"
  - Calls for social training and social support within the classroom.

Slide 22



**Response to Intervention Framework**

- A Three tiered system of support focused on providing intervention to students to ensure their academic success. Students are first evaluated for their academic needs, then provided intervention based on those needs at first the small group level and then evaluated again for their progress and provided individualized intervention.

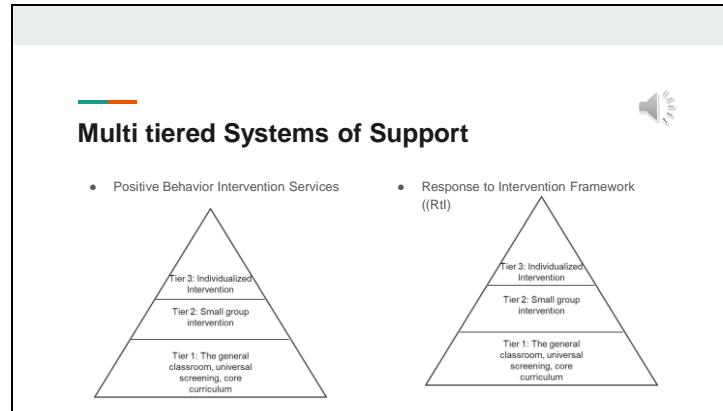
**Tier 3: Individualized Intervention**

**Tier 2: Small group intervention**

**Tier 1: The general classroom, universal screening, core curriculum**

I provided you with a more detailed definition of Rtl because the one I provided on slide 10.

## Slide 23

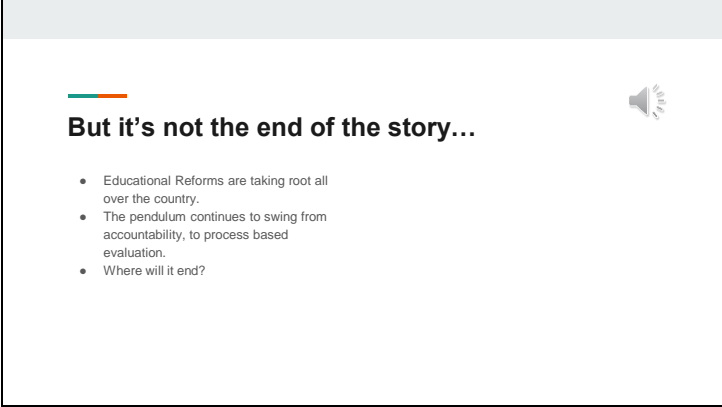


Overwhelmingly what my research indicated was that at the time of the use of RtI and eventually PBIS it was viewed that schools were waiting for students to fail. While my research can not speak to this perception what it can illustrate is the overwhelming rehaul of education that occurred from NCLB to today. The use of MTSS is just one way that schools are identifying students in need of support and providing them with support within the school. I wanted to use this slide to talk about some of the major “take a ways” that I found in my research:

- MTSS stems from IDEA and the term “Least Restrictive Environment”
  - All though none of my research directly cites this is a complete and total “birthplace” of MTSS this is the most logical connection that I could make.
  - With the least restrictive environment requirement students are required to be in a general classroom for at least some of the day. Students can not be separated from their peers without extensive documentation and support provided to them.
- In all my research I did not find the authors of RtI. After thousands of pages, combing through government documents and talking to professionals within the fields that were teaching during this time there’s no concrete author of the framework. Some researchers state that the framework had been occurring within schools organically prior to NCLB, so this could be the origin of RtI.
- RtI is not a Special Education Framework:
  - Some individuals that provide special education support may be a part of providing some or all of the tiers of support within the school. However the nature of RtI is a general classroom support for all students that are attending the school.
- RtI and PBIS are both three tiered systems of support that have many similarities in structure, however they differ in what aspects of the student they support.

- Every school's implementation of MTSS is different than that of another schools. The core three tiered systems of support are universal to them however the actual implementation can be different depending on the student's needs.
- MTSS is not the only system of support that students are provided with in sch

## Slide 24



A presentation slide with a light gray header bar. Below the header, there is a small horizontal bar with green, orange, and blue segments. To the right of this bar is a speaker icon. The main text of the slide is centered and reads "But it's not the end of the story...". Below this text is a bulleted list with three items. The first item is "Educational Reforms are taking root all over the country." The second item is "The pendulum continues to swing from accountability, to process based evaluation." The third item is "Where will it end?".

**But it's not the end of the story...**

- Educational Reforms are taking root all over the country.
- The pendulum continues to swing from accountability, to process based evaluation.
- Where will it end?

- One of the most important points of this presentation is that education is ever fluid. It is continuously changing to meet the needs of the students in the classroom or address needs that are not being met.
- Another point is that since the first President Bush, Education has been a forefront issue that defines candidates in their presidency runs. This is an issue that the American Public is concerned about.
  - The misconceptions of the past still lingerer. There is still a perception amongst the media and general public that our schools are failing the students of today.

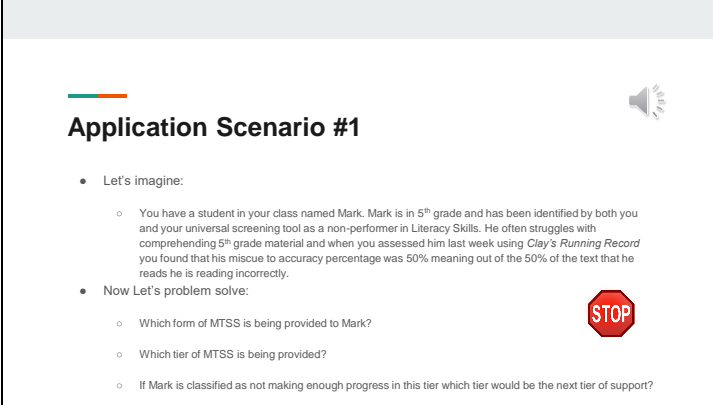
Slide 25

**What did you learn?**

- Now were going to apply your knowledge based on what you learned.
- As you read the scenario, keep in mind you're looking to:
  - identify which form of MTSS is being used to meet the students needs.
  - Identify the tier of intervention being provided
  - Identify the next tier of support that would be used if the students are defined as non-performers in the current tier of support

## Slide 26



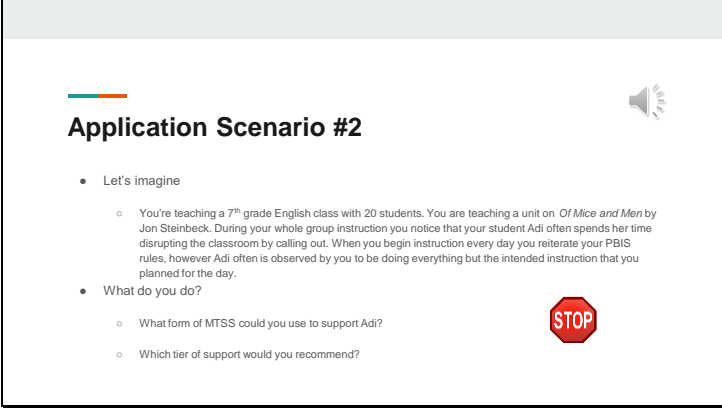
**Application Scenario #1**

- Let's imagine:
  - You have a student in your class named Mark. Mark is in 5<sup>th</sup> grade and has been identified by both you and your universal screening tool as a non-performer in Literacy Skills. He often struggles with comprehending 5<sup>th</sup> grade material and when you assessed him last week using *Clay's Running Record* you found that his miscue to accuracy percentage was 50% meaning out of the 50% of the text that he reads he is reading incorrectly.
- Now Let's problem solve:
  - Which form of MTSS is being provided to Mark?
  - Which tier of MTSS is being provided?
  - If Mark is classified as not making enough progress in this tier which tier would be the next tier of support?

- Click on the stop sign and answer the questions. You may refer to any slides in the presentation in order to answer the questions.




## Slide 27



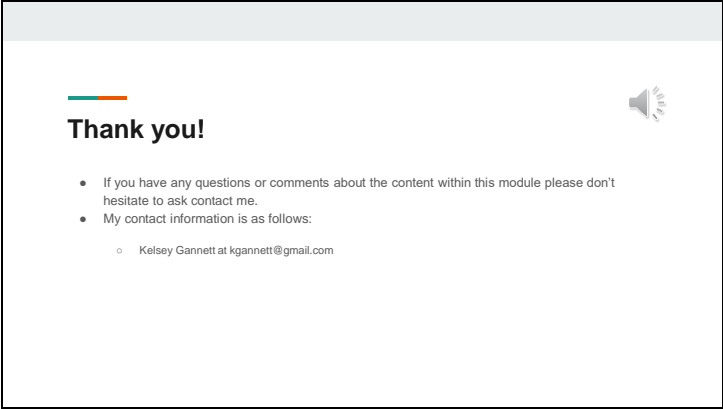
**Application Scenario #2**

- Let's imagine
  - You're teaching a 7<sup>th</sup> grade English class with 20 students. You are teaching a unit on *Of Mice and Men* by Jon Steinbeck. During your whole group instruction you notice that your student Adi often spends her time disrupting the classroom by calling out. When you begin instruction every day you reiterate your PBIS rules, however Adi often is observed by you to be doing everything but the intended instruction that you planned for the day.
- What do you do?
  - What form of MTSS could you use to support Adi?
  - Which tier of support would you recommend?



- Click on the stop sign and answer the questions. You may refer to any slides in the presentation in order to answer the questions.


Slide 28



**Thank you!**

- If you have any questions or comments about the content within this module please don't hesitate to ask contact me.
- My contact information is as follows:
  - Kelsey Gannett at [kgannett@gmail.com](mailto:kgannett@gmail.com)


## Slide 29



### Technical Terms

- **Multi-Tiered System of Support (MTSS):** A support system that employs three tiers of support for both academic and social needs. This includes the use of the RtI framework and Positive Behavior Support.
- **Least Restrictive Environment:**
- **The Response to Intervention Framework (RtI):** The response to intervention framework is a three tiered system of support that American public schools use in order to identify and support students that indicate a need for support within a specific literacy or mathematical domain.
- **Intervention:** can be defined as instruction that is focused on an area of specific academic need. Within the RtI framework students receive intervention in data driven instruction based on their indications of need on the Universal Screening tool.

## Slide 30



### Technical Terms Continued:

- **Universal Screening Tools:** Universal screening is a part of tier 1 of the RtI framework. Universal screening tools are typically norm referenced assessments that identify specific areas of academic need for students. A benchmark is identified by the district prior to assessment and students that are below or at that benchmark are provided support in tier two or tier three.
- **The General Classroom:** These are classrooms into which students are placed by the district with peers based on their age. The teachers are certified to educate students that are this age and provide tier 1 support to students by meeting their needs to the best of their ability within the classroom.
- **Tier 1:** in tier 1 students are first universally screened using an assessment with a previously established benchmark and then provided support as needed within their general classroom.


## Slide 31



### Technical Terms 3

- **Tier 2:** students who qualify after tier one support are provided with small group intervention, typically by an individual that is not their general classroom teacher.
- **Tier 3:** students who qualify after tier two support are provided with individualized intervention focusing on their specific individual needs. This intervention is provided by an individual that is typically not their general classroom teacher.
- **Positive Behavior Support System (PBS) or Positive Behavior Intervention:** in this three tiered system of support for behavior, students are supported by administration, general classroom teachers and specialists for both behavior and academic work. In the first tier of PBS students are provided with rules and rewards for positive behavior within the general classroom. Students are then provided with small group intervention based on teacher referral and other indicators of need. Finally students in tier 3 are provided with individualized instruction based on positive behavior within the school

Slide 32



### Technical Terms 4

- **Pre-Service Teachers:** individuals who are in educational programs to become certified teachers. These individuals have not completed the requirements that have been set by both the state in which they reside and their educational institution.
- **Core Curriculum:** refers to the skills that students "need to know" such as the ability to read and comprehend passages at their appropriate grade level. This can also refer to the tier 1 of RtI and MTSS as this is the instruction that all students are receiving within the general classroom.