Support for the Foundation: Broadening the Role of School Psychologists in Multi-Tier Systems of Support

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Pause and Reflect about the Science of Reading

• What are code vs meaning skills?
• Which set (or both) are a challenge for students at your school:
  • In the pre-reading stage?
  • In the learning to read stage?
  • In the reading to learn stage?

Pause and Reflect about the Science of Reading and Tier 1

• What core program is used in your school?
• Is it the same for English speakers and English language learners?
• Do you think it is explicit and systematic?
• What kind of professional development have you and colleagues received about it?
• What does your school-level screening data tell you about the effectiveness of Tier 1 core reading programs (are 80% at grade level)?
• Identify a personal goal to support planning, evaluating, or otherwise participating in Tier 1 at your school.
Pause and Reflect about the Science of Reading and Tier 2

• Are there standardized reading interventions in your school for pre-reading or learning to read stages (K-2, 3-5)?
• If so, where can you look for evidence about their effectiveness?
• Do you think they are explicit and systematic?
• Are teachers or other personnel delivering Tier 2?
• What progress monitoring data informs you and teachers about response and effectiveness of Tier 2 reading interventions, who needs more Tier 2, or who may need Tier 3?

Pause and Reflect about the Intensifying Interventions

• What are some ways you want to contribute to intensifying interventions at your school?

Pause and Reflect about the Intensifying Interventions

• How would you plan and evaluate intensification?
  • Plan to observe and do a needs analysis?
  • Complete the NCSI RTI implementation survey?
  • Plan to share resources with teachers or teams?
  • Professional development (CEUs)
• Consider my case study and create your own!
DOOR PRIZE
Please write and submit your answers to the following questions related to MTSS/RTI.

- How are schools using assessments to accurately identify students at risk of poor learning outcomes or challenging behaviors?

- What data-based decision making processes are being implemented to inform instructional and student movement within the tiers, and disability identification?

- How are staff using, understanding, and communicating evidence-based teaching practices across a school-wide, multi-tiered system of instruction?

- How are schools establishing the knowledge, resources, and organizational structures necessary to operationalize all components of RTI?

- What type of systems do school leaders use to collect and analyze data to measure the fidelity and effectiveness of the RTI model on their campus?

Your name:

Your email: