

# Implementing Mathematics Into a RtII Framework at the Elementary Level: Video Series

Module IV  
Instructional Considerations  
for  
Tiers 2 and 3



Pennsylvania Training and Technical Assistance Network

## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

## PDE's Commitment to Least Restrictive Environment (LRE)

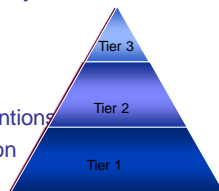
Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

## Goal

- Foster an understanding of instructional considerations for students receiving Tier 2 or Tier 3 math interventions within an RtII framework

## Response to Instruction and Intervention

- (RtII) multi-level prevention system
  - Encompasses high quality
    - Classroom instruction
    - Universal screening
    - Progress monitoring
    - Evidence-based interventions
    - Fidelity of implementation



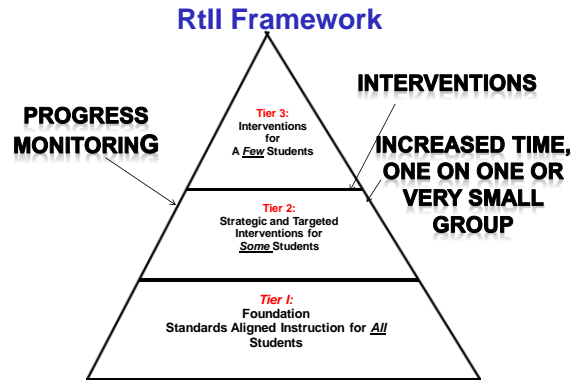
## Differentiation / Intensity Across Tiers

- Group size
- Explicitness of instruction
- Opportunities to respond
- Immediate corrective feedback

## Tier Levels

RtII consists of three Tier levels:

- Tier 1 General classroom instruction
- Tier 2 General classroom plus additional instruction  
(*Supplemental , small group targeted instruction*)
- Tier 3 General classroom plus additional instruction for specific skill development  
(small intensive flexible groups)

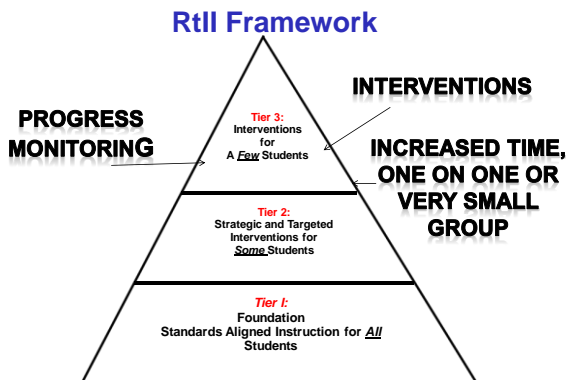


### Meeting the Needs of Learners in Tier 2

- Size of instructional group
- Design of flexible groups
- Complementing the general education curriculum

### Tier 2: Potential Outcomes

- Responders
  - Move to just Tier 1
  - Continue Tier 2 instruction/intervention
- Non-responders
  - Adjust instruction and continue Tier 2 instruction/intervention
  - Move to Tier 3 instruction/intervention



### Tier 3: Potential Outcomes

- Responders
  - Move to Tier 2
  - Continue Tier 3 instruction/intervention
- Non-responders
  - Adjust instruction and continue Tier 3 intervention
  - Refer for special education evaluation

## Instructional Considerations

- The critical components of effective instructional practices.
- Areas of support needed to meet the needs of our struggling students.
- The use of evidence based strategies can increase student achievement.

### Critical Components of Effective Instruction for Students in Tiers 2 and 3

#### **1. Instructional explicitness**

2. Instructional design that eases the learning challenge
3. A strong conceptual basis for taught procedures
4. An emphasis on practice
5. Cumulative review as part of practice
6. Motivators to help students achieve

Fuchs

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## Using Task Analysis

- Teaching small first step of a sequence to be learned
- Second grade standard of two digit addition and subtraction
  - Reasoning behind addition and subtraction
  - Place value

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## Use of Evidence-Based Strategies

- Active Engagement
- Allocation of Time
- Direct Instruction
- Scaffolded Learning

## Critical Components of Effective Instruction for Students in Tiers 2 and 3

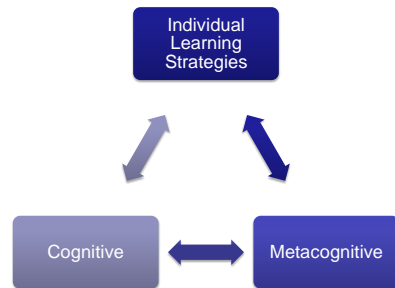
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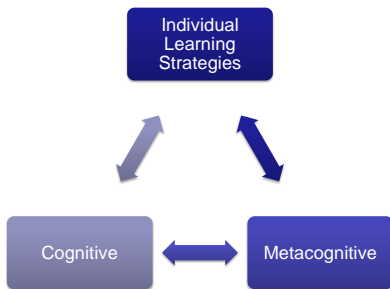
## Use of Evidence-Based Strategies

- Strategies
- Stated Expectations
- Communication
- Formative Assessments

## Learning Strategies in Mathematics



## Learning Strategies in Mathematics Implementation



## Instructional Considerations for Tier 2 and 3 Summary

## Next Module

The next part of this series will include Tier 2 and Tier 3 mathematics interventions as well as progress monitoring in the RtII Framework

## Contact Information

[www.pattan.net](http://www.pattan.net)



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