

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is set against a white background that is partially framed by these blue shapes.

# Response to Intervention/Instruction for Parents and the Community

Kimberly Miller and Todd Watson

# Read excerpt from *The Boarding House* by James Joyce

Mrs. Mooney was bachelor's daughter. She was a woman who was quite able to keep things to her self; a determined woman. She had married her father's fireman and opened a bachelor's shop near Spring Gardens. But as soon as her father-in-law was dead Mr. Mooney began to go the deeper. He drank, plundered the till, ran headlong into bed. It was no use making him take the plan; he was sure to break out again a few days after. By fighting his wife in the pressure of customers and buying bad meat he ruined his business.

# QUESTIONS

1. What kind of business did the Mooney's have?
2. What did Mr. Mooney do before he married Mrs. Mooney?
3. Why did they not have much money?
4. What did Mrs. Mooney do to try to stop Mr. Mooney of his devilish ways?

Your score \_\_\_\_\_% on reading comprehension

# *The Boarding House*

## by James Joyce

- ▶ Mrs. Mooney was a **butcher's** daughter. She was a woman who was quite able to keep things to herself. She had married her father's **foreman** and opened a **butcher** shop near **Spring** Gardens. But as soon as **his** father-in-law was dead, Mr. Mooney began to go to the **devil**. He drank, plundered the till and ran headlong into **debt**. It was no use making him take the **pledge**—he was **sure** to break **it** again a few days after. By fighting with his wife in **the presence** of customers and buying bad meat, he **ruined** his business.

# What is MTSS/RtI?

MTSS (Multi-Tiered System of Supports) is a term used to describe an evidence-based model of schooling that uses **data-based problem-solving** to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. *The goal is to prevent problems and intervene early so that students can be successful.*

# Does RtI have anything to do with Special Education?

- ▶ Every student in the school, from Kindergarten to graduation, is involved in RtI.
- ▶ Interventions are provided through general education resources so that all students can be successful.
- ▶ For students who need ongoing intensive or individualized help to maintain progress, special education resources may be accessed by the school.

# Does RtI have anything to do with Special Education (cont'd)?

- ▶ Information gained through on-going problem-solving about what your child needs helps the school make a decision about your child's need for special education resources.
- ▶ The problem-solving process and RtI continues even if your child receives help through special education resources.
  - Behavior
  - Academic Struggles
  - Social/Emotional
  - Attendance

# 3-tiered system

## **Tier I:** Core Academic and Behavioral Curriculum

*Academic and Behavior:* high quality core instruction provided to all students

## **Tier II:** Supplemental Instruction/Intervention

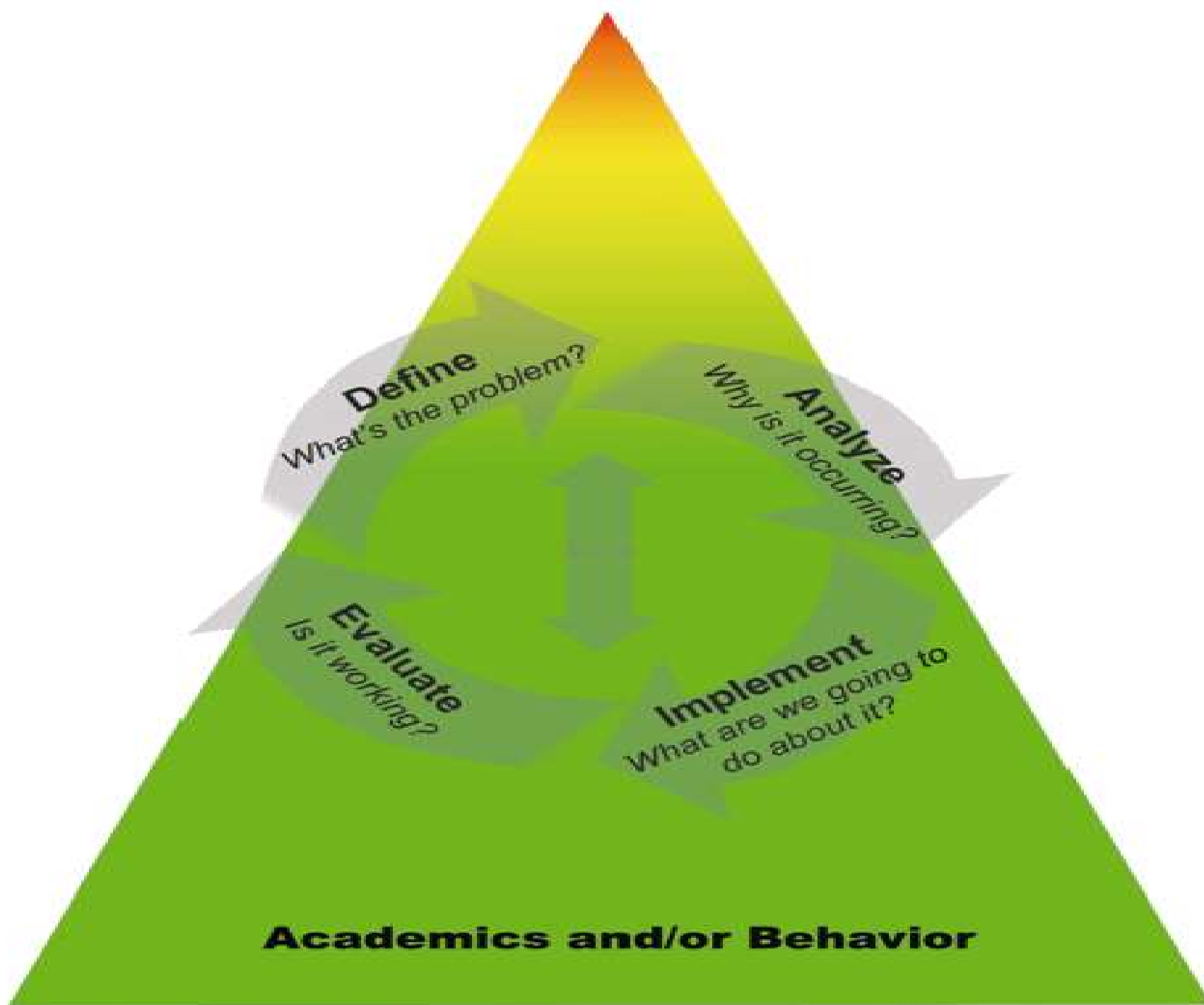
*Academic:* at least 3 days per week in addition to core instruction

*Behavior:* additional behavior instruction in addition to core (i.e. counseling 1x/week, behavior chart w/teaching component)

## **Tier III:** Intensive Instruction/Intervention

*Academic and Behavior:* daily instruction/intervention in addition to core and supplemental instruction





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Questions?