MODULE SUMMARY

MODULE OBJECTIVES:

As a result of participating in this module, participants will:

1. Be able to apply the All Kinds of Minds philosophy, content, and tools to fulfill the Response to Intervention regional and federal requirements.

2. Network with other educators around the topics of Response to Intervention and the All Kinds of Minds neurodevelopmental framework.

MODULE OVERVIEW:

In this module, participants will explore the connections between Response to Intervention and the All Kinds of Minds philosophy, content, and processes. This module relates to the “Student” and “Classroom” levels of the All Kinds of Minds Conceptual Model and the “Applying” phase of the Phases of Implementation.

This module begins with a look at one student’s path to Special Education Services and subsequent move into an alternate approach: Response to Intervention. As participants learn more about Response to Intervention, they apply this knowledge to case study students Sarah and Britney. Throughout the module, participants discover how they can apply the All Kinds of Minds approach to implementation of Response to Intervention to help struggling students.

PARTICIPANT PRE-REQUISITES:

> Completion of the Schools Attuned Program, Schools Attuned to All Kinds of Minds, or Teaching All Kinds of Minds

> Review transcript, National Center for Learning Disabilities Response to Intervention Discussion
OR
Response to Intervention: The Promise and the Peril, Council for Exceptional Children
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
<th>GROUPING</th>
<th>TIME REQUIRED</th>
</tr>
</thead>
</table>
| 1. Welcome/ Objectives | • Facilitator page 5  
• PPT-2 | • Participant page 1 | Core group | 5 min. |
| 2. Response to Intervention: Connection to the All Kinds of Minds Philosophy | • Facilitator pages 6-15  
• PPT-3-13 (plus regional RtI slides)  
• Chart paper and markers | • Participant pages 2-7 | Pairs  
Core Group | 30 min. |
| 3. Response to Intervention: Connection to the All Kinds of Minds Tools and Processes | • Facilitator pages 16-22  
• PPT-15-22  
• Markers for each table  
• Blank 4 x 6 index cards (approximately 8-10 per table)  
• Tools-to-Tiers cards (1 set per table)  
• Tiers 1-3 column headers (1 set per table) | • Participant page 8 | Small groups  
Core group | 40 min. |
| 4. Implementing Response to Intervention across the Tiers | • Facilitator pages 23-25  
• PPT-23  
• Pre-made Scenario Response charts (1 per group) | • Assigned scenario from participant pages 9-14  
• Management Resources/ Strategies book/ binder or Classroom Reference Guide | Small groups (4-5 participants per group) | 40 min. |
| 5. Closing | • Facilitator page 26  
• PPT-24 | • Participant booklet Appendix | Core group | 5 min. |

**TOTAL TIME:** 2 hrs.
PREPARATION FOR MODULE

WHAT TO BRING (PARTICIPANTS):

> Materials from the Schools Attuned Program, Schools Attuned to All Kinds of Minds, or Teaching All Kinds of Minds, including Glossary and Table of Neurodevelopmental Constructs (Placemat)
> **Schools Attuned participants:** Management Resources/Strategies binder/book
> **Teaching All Kinds of Minds participants:** Classroom Reference Guide
> **Response to Intervention article** (mentioned below)

FACILITATOR PREPARATION:

> Develop a foundational understanding of Response to Intervention. Links to several resources are located on the web page with the RtI module materials.
> Send **one of the following articles** to participants **at least two weeks prior** to the module:
  > • RtI transcript, National Center for Learning Disabilities Response to Intervention Discussion
  > • “Response to Intervention: The Promise and the Peril,” Council for Exceptional Children
PDF copies of these articles are available on the online Facilitator Resources with the materials for this module. You may also choose to send the URL for “Response to Intervention: The Promise and the Peril”:
  www.cec.sped.org/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=8427
### PREPARATION FOR MODULE (continued)

#### SET-UP INFORMATION:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SET-UP REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome/Objectives</td>
<td>&gt; Arrange for a laptop with speakers and LCD projector. &lt;br&gt; &gt; Set up PowerPoint presentation to first slide.</td>
</tr>
<tr>
<td>2. Response to Intervention: Connection to the All Kinds of Minds Philosophy</td>
<td>&gt; Create an “RtI Prior Knowledge Chart” (see sample on facilitator page 7).</td>
</tr>
<tr>
<td>3. Response to Intervention: Connection to the Schools Attuned Tools and Processes</td>
<td>&gt; Create and insert PowerPoint slides about Response to Intervention in your area. Please be sure to include information about RtI implementation in the school system where you are facilitating. &lt;br&gt; &gt; The All Kinds of Minds web site contains an educational policy page that details RTI information by state as well as other useful information about RTI: <a href="http://www.allkindsofminds.org/policy/RtI_Policy.aspx">www.allkindsofminds.org/policy/RtI_Policy.aspx</a> &lt;br&gt; &gt; Make copies of your regional slides for participants. The other slides are included in their participant booklets. &lt;br&gt; &gt; Print and cut out (and laminate if desired) one set of “Tools-to-Tiers” cards and “All Kinds of Minds and RtI column headers” for each table. Please note: &lt;br&gt;  • Cards include tools/processes/activities introduced in the Schools Attuned as well as Teaching All Kinds of Minds courses. &lt;br&gt;  • It is not necessary to use all of the cards. Choose the cards you feel will be most appropriate for your group. For example, if all participants completed the Teaching All Kinds of Minds course, you would select the Next Day Application cards, the 5 beliefs card, etc. &lt;br&gt;  • PDF’s of the Next Day Application activities from TAKOM are available with the facilitator materials for this module, for those facilitators who may not be familiar with them. These activities are excerpted from the TAKOM Classroom Reference Guide. &lt;br&gt; &gt; You may need to update PPT-21-22 (Tier/AKOM Tools and Processes) based on the tools and processes you selected for your group. To assist you in making these updates, the “Tools-to-Tiers Key,” posted with the facilitator materials, details which tools/processes/activities correspond to which tiers.</td>
</tr>
<tr>
<td>4. Implementing Response to Intervention across the Tiers</td>
<td>&gt; Create a “Scenario Response Chart” on chart paper for each group (see sample on facilitator page 24).</td>
</tr>
<tr>
<td>5. Closing</td>
<td>&gt; No set-up required.</td>
</tr>
</tbody>
</table>

*NOTE: Please submit the slides you create to sacurriculum@allkindsofminds.org. These will be posted on the online Facilitator Resources web site once several states have been gathered.*
Welcome/Objectives

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator page 5</td>
<td>• Participant page 1</td>
</tr>
<tr>
<td>• PPT-1-2</td>
<td></td>
</tr>
</tbody>
</table>

**GROUPING:** Core Group

😊 **SUGGESTED TIME:** 5 minutes

**DIRECTIONS FOR ACTIVITY:**

**WELCOME/REVIEW OF OBJECTIVES**

😊 **5 minutes**

1. Welcome participants and go over:
   > Any logistical matters as necessary
   > Module objectives

2. Display PPT-2 (Module Objectives).
   > Review objectives.
   > Review agenda and preview materials that will be needed.

**Module Objectives**

As a result of participating in this module, participants will:

> Be able to apply the All Kinds of Minds philosophy, content, and tools to fulfill the Response to Intervention state and federal requirements.

> Network with other educators around the topics of Response to Intervention and the All Kinds of Minds neurodevelopmental framework.
Response to Intervention:  
Connection to the All Kinds of Minds Philosophy

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator pages 6-15</td>
<td>• Participant pages 2-7</td>
</tr>
<tr>
<td>• PPT-3-13 (plus regional RtI slides)</td>
<td></td>
</tr>
<tr>
<td>• Chart paper and markers</td>
<td></td>
</tr>
</tbody>
</table>

GROUPING: Pairs, Core Group

TIME REQUIRED: 30 minutes
• 10 minutes – Contextualization/Peter Case Study Discussion
• 15 minutes – Response to Intervention PowerPoint
• 5 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

CONTEXTUALIZATION – PETER CASE STUDY  

10 minutes

1. Display PPT-3 (Peter Case Study) and review the activity instructions with participants.

Peter Case Study

> Read the Peter Case Study on page 2.

> Read the All Kinds of Minds Principles chart on page 3.

> In pairs, take 4-5 minutes to discuss:

“What are some of the ways that this situation might not align with the All Kinds of Minds Philosophy (the Nine Principles)?”
2. Display PPT-4 (Nine Principles of All Kinds of Minds) and direct participants to page 3 in their booklet.

> **NOTE TO FACILITATORS:** The Nine Principles will not be familiar to participants who did not attend the Schools Attuned course (e.g., participants who completed Teaching All Kinds of Minds). However, they have been introduced to the “Five Beliefs about Teaching All Kinds of Minds,” which overlap with the Principles. If your group includes these participants, bridge the gap between the Nine Principles and the Five Beliefs. For example, you might point out some similarities between the two (e.g., emphasis on optimism, appreciation of different ND profiles, commitment to not labeling children, etc.)

3. In pairs, take 4-5 minutes to discuss the question:
   “What are some of the ways that this situation might not align with the All Kinds of Minds Philosophy (the Nine Principles)?”

4. Reconvene the group and ask for volunteers to share some of what they discussed. You may consider charting these.

5. Ask the group:
   “What are some of the terms or phrases that you have heard used in conjunction with Response to Intervention?”

6. Chart these on chart paper as a cognitive activator as well as to assess their prior knowledge about RtI. Move directly into the PowerPoint presentation from this activity.
FACILITATION POINTS:
You may want to ask participants to keep the Principles handy and reflect upon the alignment of RtI and the All Kinds of Minds Philosophy as you review the key components of RtI.

Keep this chart handy; you will revisit it at the end of the module.

RESPONSE TO INTERVENTION POWERPOINT

FACILITATION POINT:
At this point in the module, participants are introduced to Response to Intervention at both the federal and state levels. It is your responsibility as module facilitator to create slides about Response to Intervention implementation in your region. See note on page 3 (“Facilitator Preparation”) re: online RTI resources. You may also wish to collaborate with your Professional Development Leader in this effort.

1. Using the PowerPoint slides for visual support, review the key components of Response to Intervention.
   > Direct participants to page 4-6 in their participant booklet for note taking.

2. Display PPT-5 (What is RtI?). Cover the following points:
   > Response to Intervention is a consultative approach to improving the academic achievement and performance of children.
   > In the reauthorization of No Child Left Behind, this is referred to as “Early Intervening Services”.

(continued)
3. Display PPT-6 (Origin of RtI) and cover the following points:

- Understanding students as learners begins in the general education classroom.
- Classroom teachers are in the best position to observe, analyze and respond to the learning needs of students.
- The reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004) brings this point to the forefront by focusing attention on Response to Intervention.

4. Display PPT-7 (RtI Core Principles) and briefly review the principles:

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving methodology
- Monitor student progress to inform instruction
- Use research-based, scientifically validated interventions/instruction
- Use data to make decisions
- Use assessments for (1) screening; (2) diagnostics; (3) progress monitoring

5. Display PPT-8 (RtI Tiers) and briefly cite the tiers:

- Each tier will be addressed in further detail on the following slides.
6. Display PPT-9 (Tier One) and cover the following points:

   > Based on a core curriculum that should be effective for 80-85% of all students in a school.
   > Proactive group interventions are implemented for all students through high-quality instruction and curricular decisions (in the general education classroom).

   > Foundational curricular, instructional, and school structured decisions should be responsive to student performance and need.

7. Display PPT-10 (Tier Two) and cover the following points:

   > Tier two intervention is for those students for whom Tier one instruction is insufficient and who are falling behind on benchmark skills.
   > Tier Two includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier one instruction. The student receives instruction in addition to the regular curriculum materials presented during class time.

   > Intensive services and interventions are generally (but not always) provided in a small group setting (in the general education classroom) over an 8-12 week time span.
   > “At the end of the 8-12 weeks, a decision should be made about the student’s instructional needs. The options to be considered include the following:
     • Return to the general education classroom if the student has made sufficient progress.
     • Receive another round of Tier Two intervention if the student is achieving progress but still remains behind his/her grade-level expectations.
     • Consider for more intensive intervention in Tier Three.”

   (RtI in the SLD Determination Process)
8. Display PPT-11 (Tier Three) and cover the following points:

**Tier Three: Intensive, Individual Interventions**
- Intensive, strategic, supplemental and often longer in duration
- Might be synonymous with special education
- Interventions based on outcomes

> Students may progress to Tier Three after two unsuccessful Tier Two interventions or who receive only one round of Tier Two intervention but whose progress is severely limited.

> Typically delivered in a ratio of one teacher to no more than three students.

> “Tier Three differs from Tier Two in that it is more intensive instructional support, tailored to the individual student and may continue for longer periods, depending on student need.” *(RtI in the SLD Determination Process)*

- Interventions are based on outcomes of assessment.
- “As a general guideline, a student is ready to exit the intervention when he/she has reached benchmark on the targeted skills. Students who meet targets of Tier Three and are exited to Tier One, but who fail to thrive without that support, also may re-enter Tier Two, or if needed, Tier Three until they are able to maintain progress in Tier One.” *(RtI in the SLD Determination Process)*

9. Display PPT-12 (Management by Profile) and tell participants that MbP represents the problem-solving process performed within each tier.
FACILITATION POINTS (PPT-13, RtI in Your Region):

Response to Intervention:
In Your Region

Facilitator needs to insert slide(s) here about implementation of RtI in their region as well as local RtI resources.

If the region implements a four-tier approach, please explain that here.

Talk to the county/school resource to find out how the school is implementing RtI at this time.

Tell participants about the RtI information on the AKOM web site (link provided in participant booklet Appendix).

DEBRIEF

5 minutes

1. Display PPT-7 again (RtI Core Principles) and refer participants to page 3 in their participant booklet (Nine Principles).

**RtI Core Principles**

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving methodology
- Monitor student progress to inform instruction
- Use research-based, scientifically validated interventions/instruction
- Use data to make decisions
- Use assessments for (1) screening; (2) diagnostics; (3) progress monitoring

2. Say to participants:

*When we looked at the Peter case study, we identified areas of misalignment on his path to Special Education Services and the All Kinds of Minds philosophy.*

*What are some of the specific philosophical alignments that you noticed between Response to Intervention and the All Kinds of Minds approach?*

FACILITATION POINT:
If the following points do not surface, you may want to introduce some of them:
Core Principle of RTI (*NASDSE*)
- We can effectively teach all children

All Kinds of Minds Approach
- Built upon the All Kinds of Minds philosophy and a foundation of hope, optimism, and a celebration of strengths.
- Goal is to assist educators in refining their professional judgment and making sound instructional decisions about students and student learning.
- By gaining an understanding of the learning needs of students, we can more effectively address those needs.

Core Principle of RTI (*NASDSE*)
- Intervene early

All Kinds of Minds Approach
- As an educator embeds the All Kinds of Minds principles and framework into his/her professional judgment, they begin to observe students with greater specificity, increased focus on strengths, and with consideration of the match between the student’s learning profile and the demands of the task.
- This lens, combined with the problem-solving model of Management by Profile, enables educators to more quickly and effectively intervene with targeted strategies.

Core Principle of RTI (*NASDSE*)
- Use a multi-tier model of service delivery

All Kinds of Minds Approach
- Unlike most problem solving methods, Management by Profile begins with a dual focus – what’s not the problem/what’s going right AND what is a problem. A signature piece of the All Kinds of Minds approach is beginning with the Management by Profile process by recognizing strengths and assets. This step is typically overlooked in other problem solving models.
Core Principle of RTI (NASDSE)

- Use a problem-solving methodology
  
  What is the problem?
  Why is it happening?
  What should be done about it?
  Did it work?

- Monitor student progress to inform instruction

All Kinds of Minds Approach

- Educators who have participated in All Kinds of Minds programs learn to scaffold their thinking through a problem-solving process called Management by Profile and use this protocol to guide their observations and thinking. Management by Profile includes:
  
  - Observation
  - Neurodevelopmental Analysis
  - Management
  - Measurement of Impact

- Educators who have learned about the Student Learning Partnership and Attuning a Student*, processes based on the Management by Profile thinking, select appropriate times to engage students in these processes.

- Educators use this problem-solving approach to make observations and analyses of their curriculum and instructional decisions and determining the effect of those decisions on student learning.

*NOTE TO FACILITATORS: Keep in mind that some participants (e.g., participants who completed the Teaching All Kinds of Minds course) may not have learned about these processes.

Core Principle of RTI (NASDSE)

- Use research-based, scientifically validated interventions/instruction

All Kinds of Minds Approach

- Implementation of research-based strategies from All Kinds of Minds course materials (e.g., Management Resources/Strategies or Strategies section of Classroom Reference Guide) based on the demands of the curriculum and instruction and on the learning needs of the student(s)
Core Principle of RTI *(NASDSE)*
- Use data to make decisions (e.g., CBM)

All Kinds of Minds Approach
- All Kinds of Minds programs provide the structure needed for making both quantitative and qualitative evidence part of the problem-solving process when working with struggling learners.

Core Principle of RTI *(NASDSE)*
- Use assessments for three different purposes: (1) screening; (2) diagnostics; and (3) progress monitoring

All Kinds of Minds Approach
- Educators who have participated in AKOM programs have the knowledge and skills to use information gained from various assessments to make decisions about student learning. For example, a teacher can analyze the results of an assessment such as a CBM to determine the breakdown based on the types of mistakes the student is making. This information is then used to inform new or refined instructional decisions.
Response to Intervention:  
Connection to the All Kinds of Minds Processes and Tools

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator pages 16-22</td>
<td>• Participant page 8</td>
</tr>
<tr>
<td>• PPT-15-22</td>
<td></td>
</tr>
<tr>
<td>• Markers for each table</td>
<td></td>
</tr>
<tr>
<td>• Blank 4x6 index cards (approx. 8-10 per table)</td>
<td></td>
</tr>
<tr>
<td>• Tools-to-Tiers cards (1 set per table)</td>
<td></td>
</tr>
<tr>
<td>• Tiers 1-3 column headers (1 set per table)</td>
<td></td>
</tr>
</tbody>
</table>

GROUPING: Core Group

ＳＵＧＧＥＳＴＥＤ ＴＩＭＥ: 40 minutes  
• 15 minutes – “Tools to Tiers” card sort  
• 10 minutes – Sarah Case Study  
• 5 minutes – Documentation Discussion  
• 10 minutes – Debrief

DIRECTIONS FOR ACTIVITY:

TOOLS-TO-TIERS CARD SORT

１５ minutes

NOTE TO FACILITATORS: Be sure to select appropriate tools cards in advance based on the prior AKOM coursework experiences of the participants in a given group. See the notes under “Set-Up Information” on page 4.

1. Give each table:  
   > One set of Tools cards  
   > 8-10 blank index cards  
   > Tier One, Tier Two, and Tier Three column headers

2. Tell participants that they will now reflect back on some of the All Kinds of Minds tools, processes and other signature elements that were introduced during their prior coursework.

3. Ask participants to turn to page 8 in their participant booklets.
4. Display PPT-16 (Activity Directions) and briefly explain the directions.

> Participants have **10 minutes** to complete the card sort.
> Confirm that participants understand what to do next.
> Leave this slide up during the activity.

**Activity Directions**
(Also on page 8)

> In conjunction with your tablemates, discuss where you think the All Kinds of Minds tools could be applied to the Response to Intervention tiers.

> Sort the cards appropriately in the “Tier One,” “Tier Two” and “Tier Three” columns. **Keep in mind that some tools may overlap tiers. In that case, place them between those tiers.**

> We’ve provided some blank cards in case you’d like to add other All Kinds of Minds tools or apply one tool to multiple tiers.

**FACILITATION POINTS:**

> Explain the in Tier 2, all group members may not receive the same intervention, but all will get more intensive, targeted intervention than Tier 1.

> For tools that might span multiple tiers, ask participants to duplicate those on their blank cards and apply them to multiple tiers as desired. Participants should be prepared to explain their thinking.

Participants will sort the tools cards on their table as shown below.

<table>
<thead>
<tr>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools card</td>
<td>Tools card</td>
<td>Tools card</td>
</tr>
<tr>
<td>Tools card</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>table</td>
<td></td>
</tr>
</tbody>
</table>
1. Display PPT-17 (Sarah and Britney’s RtI Journey) and introduce the Sarah and Britney case study as a way for participants to check their card sort as it applies to actual students.

**Sarah and Britney’s RtI Journey**

- Sarah and Britney, both kindergarteners, are struggling with foundational reading skills.
- School wide testing finds them to be at the beginning Preschool level with regard to Initial Sound or Onset Fluency.
- Their teacher attended the Schools Attuned course through All Kinds of Minds.

2. Display PPT-18 (Sarah and Britney’s RtI Journey continued).

**Sarah and Britney’s RtI Journey (cont’d)**

- What are some of the ways that Sarah’s teacher could use the All Kinds of Minds processes or tools to support her planning for Sarah’s and Britney’s success in Tier 1?

> Ask for volunteers to respond to the question “What are some of the ways that Sarah’s teacher could use the All Kinds of Minds processes or tools to support her planning for Sarah’s and Britney’s success in Tier 1?”

> Following responses from participants, click on the speaker icon on the PowerPoint slide to play the audio of Sarah’s teacher’s actual experience. Subsequent clicks pause and replay the audio.

> See the audio script below:

**Audio Script – Sarah’s Teacher’s Response to Prompt #1:**

In Sarah and Britney’s class, I began by observing the students in daily activities and making mental notes while grading papers. Noticing that some students were struggling with foundational reading skills, I used the All Kinds of Minds Lesson Analysis process to explore the curriculum objectives and instructional methods for a lesson on pairing sounds and symbols. As a result, I identified additional adaptations and accommodations for students who struggle with pairing sounds and symbols. These included adding hands-on and multisensory approaches to my instruction. I also employed the All Kinds of Minds Management Resources book as well as lesson plans I found in the All Kinds of Minds online Educator Resources to offer a variety of additional activities to the entire class. I communicated these strategies with parents in take home folders and on Open House night.
FACILITATION POINTS:

- If the module group includes participants who completed the Teaching All Kinds of Minds course, they may not be familiar with the Lesson Analysis process or the Management Resources book. You may want to provide a brief explanation of this process and/or remind them of the management strategies they received with the TAKOM Classroom Reference Guide.

- The approaches revealed by Sarah’s teacher represent only several viable All Kinds of Minds-inspired approaches. Other AKOM-inspired approaches may be equally effective. For slides 18-20, if your group includes participants who completed the Teaching All Kinds of Minds course, consider asking them how they may have tried to support their student’s success at that point in the process.

3. Display PPT-19 (Sarah and Britney’s RtI Journey continued).

Sarah and Britney’s RtI Journey (cont’d)

> Britney has made some progress moving to “Strategic-Additional Intervention,” but Sarah needs more intense intervention.

> Using the All Kinds of Minds Lesson Analysis process, the teacher made adjustments to her instruction of the Read Naturally program, providing visual picture cues to support her oral explanations.

> What else might the teacher do at this point to support success for Sarah?

Audio Script – Sarah’s Teacher’s Response to Prompt #2:
I wanted to find out more about Sarah’s neurodevelopmental strengths and weaknesses, so I implemented the All Kinds of Minds Student Learning Partnership with Sarah and included her parents in the conversations. During the initial partnership meeting, I came to the tentative conclusion that phonological processing and long-term memory are weaknesses for Sarah.

We developed a set of specific strategies and a plan for recording the results and progress over the next 8 to 12 weeks. For example, Sarah, along with some of her classmates, is building a Word Family notebook. We review previous pages and add a new one each day. I found this strategy in the “Lesson Plans Library” in the All Kinds of Minds online Educator Resources.

I also taught a “learning about learning” lesson for the whole class so they would appreciate the individual strengths and weaknesses of their classmates.

FACILITATION POINT: If the module group includes participants who completed the Teaching All Kinds of Minds course, they may not be familiar with the Student Learning Partnership. You may want to provide a brief explanation of this process.

(continued)
4. Display PPT-20 (Sarah and Britney’s RtI Journey continued).

Sarah and Britney’s RtI Journey (cont’d)
> Sarah has made some progress but there are still some unanswered questions and the need exists for a more comprehensive understanding of her entire neurodevelopmental profile.
> What might Sarah’s teacher do at this point?

> Ask for volunteers to respond to the question “What else might the teacher do at this point to support success for Sarah?”
> See the audio script below.

Audio Script – Sarah’s Teacher’s Response to Prompt #3:
I began the All Kinds of Minds Attuning a Student process to leverage multiple perspectives to help me to discern Sarah’s neurodevelopmental strengths and weaknesses. The data indicated that she has strong Neuromotor strengths, particularly in Fine Motor and Gross Motor functions, as well as affinities for dance and movement. This information supported a simultaneously presented multi-sensory approach. As a result, Sarah was included in a special reading class, and I adapted and accommodated my instruction across all subjects to integrate the multi-sensory approach throughout the day. I implemented bypass strategies when Sarah’s struggle with phonemic awareness interfered with her progress. I kept ongoing records of strategies tried and recorded dates of her attendance in the special reading class. As an additional progress monitoring measure, I used the DIBELS* as a post-test to assess effectiveness across all three tiers of Response to Intervention for Sarah.

*Note about DIBELS (pronounced “dibbles”):
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, Individually-administered measures of early literacy development.

FACILITATION POINT: If the module group includes participants who completed the Teaching All Kinds of Minds course, they may not be familiar with Attuning a Student. You may want to provide a brief explanation of this process.

5. Direct participants back to their sorted tools cards and ask them to check in with one another in regard to where cards were placed.

6. Tell participants that they may move their cards around if they wish.

(continued)
7. You may wish to share PPT-21 (All Kinds of Minds and RtI) with participants. It shows the populated chart.

Emphasize to participants that there is no right or wrong answer; teachers will use their professional judgment and use tools that they are most comfortable with.

NOTE TO FACILITATORS: As noted in the set-up information on page 4, you may need to change the tools listed on this slide depending on which ones you selected for use with a given group of participants. Consult the “Tools-to-Tiers Key,” posted with the module materials, for guidance in updating the slide.

### DOCUMENTATION DISCUSSION

**5 minutes**

One of the RtI Core Principles is “Monitor Student Progress to Inform Instruction.”

1. Ask participants:
   > What are some of the ways that you might document your application of the All Kinds of Minds tools in each tier? (In other words, how might you track progress of the intervention applied?)

   **FACILITATION POINT:**
   In reflecting on this question, participants may find it helpful to refer to tool-specific forms and worksheets in the materials they brought from prior AKOM coursework.

2. Direct participants to page 8 in their participant booklet, where they may write in the tools and documentation.

### DEBRIEF

**10 minutes**

**Suggested questions:**

1. What were some of the adjustments that you made to your Tools-to-Tiers card sort as we went through the Sarah and Britney case study?
2. Which tools or processes might be used in all three tiers?

**FACILITATION POINT:**
PPT-22 lists in green all of the tools that may be implemented in all three RtI Tiers.

<table>
<thead>
<tr>
<th>Tier</th>
<th>All Kinds of Minds Tools and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Core Instructional Interventions</td>
<td>Task Analysis</td>
</tr>
<tr>
<td></td>
<td>Lesson Analysis</td>
</tr>
<tr>
<td></td>
<td>Instructional Analysis</td>
</tr>
<tr>
<td></td>
<td>Analysis of Assessment</td>
</tr>
<tr>
<td></td>
<td>Nine Principles</td>
</tr>
<tr>
<td></td>
<td>Lesson Plans Library</td>
</tr>
<tr>
<td></td>
<td>Subject Analysis</td>
</tr>
<tr>
<td>2 Targeted Group Interventions</td>
<td>Demystifying Learning</td>
</tr>
<tr>
<td></td>
<td>Student Learning Partnership</td>
</tr>
<tr>
<td>3 Intensive, Individual Interventions</td>
<td>Attuning a Student</td>
</tr>
</tbody>
</table>

**NOTE TO FACILITATORS:** As noted in the set-up information on page 4, you may need to change the tools listed on this slide depending on which ones you selected for use with a given group of participants. Consult the “Tools-to-Tiers Key,” posted with the module materials, for guidance in updating the slide.
Implementing Response to Intervention across the Tiers

**FACILITATOR MATERIALS**
- Facilitator pages 23-25
- PPT-23
- Pre-made Scenario Response charts (1 per group)

**PARTICIPANT MATERIALS**
- Assigned scenario from participant pages 9-14
- Management Resources/Strategies book/binder or *Classroom Reference Guide*

**GROUPING:** Three or more small groups (4-5 participants each)

😊 **SUGGESTED TIME:** 40 minutes
- 5 minutes – Contextualization
- 20 minutes – Preparation of Scenario Response
- 10 minutes – Share Out
- 5 minutes – Summary

**DIRECTIONS FOR ACTIVITY:**

**CONTEXTUALIZATION**
😊 **5 minutes**

1. Assign each of the groups one of the three scenarios. You may give the same cases to different groups, as long as at least one group has a Tier 1 scenario, a Tier 2 scenario, and a Tier 3 scenario. GP Scenarios are included on participant pages 9-11, SSP Scenarios are included on participant pages 12-14.

**FACILITATION POINT:**
Make sure to distribute the appropriate GP or SSP scenarios. If you have a mixed group, divide groups by grade level.

*(continued)*
2. Distribute a Scenario Response Chart (as shown below) on flip chart paper to each group.

<table>
<thead>
<tr>
<th>Observation</th>
<th>ND Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement of Impact</td>
<td>Management</td>
</tr>
</tbody>
</table>

Scenario Response Chart

3. Display PPT-23 (Activity Directions) and briefly review the instructions.

> Leave this slide up for reference during the activity.

**Activity Directions**

> Read your scenario.
> Generate a response to the scenario. If you wish, you may reference the materials you brought to the module. (20 minutes)
> Select a representative to share your response with the rest of the group.
> Group sharing (3 minutes per group)

**PREPARATION OF SCENARIO RESPONSE**

© 20 minutes

1. Participants spend 20 minutes preparing a response to their assigned scenario.

2. Ask participants to document their responses on the Scenario Response charts you've given to them.
SHARE OUT  
�� 10 minutes

1. Once all responses have been prepared, ask each group to share their responses with the core group.

2. Ask participants to begin with a brief description of their scenario, then explain the group’s responses to the Observation, ND Analysis, Management and Measurement of Impact prompts.

SUMMARY  
�� 5 minutes

1. Refer back to the RtI Prior Knowledge chart from the beginning of the module and ask: “What are some of ways that Response to Intervention aligns with the All Kinds of Minds approach?”

2. Add the responses to the chart using a different colored marker than previously used.

RtI Prior Knowledge Chart
Closing

<table>
<thead>
<tr>
<th>FACILITATOR MATERIALS</th>
<th>PARTICIPANT MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitator page 26</td>
<td>• Participant booklet Appendix</td>
</tr>
<tr>
<td>• PPT-24</td>
<td></td>
</tr>
</tbody>
</table>

GROUPING: Core Group

😊 SUGGESTED TIME: 5 minutes

DIRECTIONS FOR ACTIVITY:

1. Display PPT-24 (Questions?) and, as time allows, take a moment to respond to any remaining questions.

Questions?

What questions are you still having about the connections between Response to Intervention and All Kinds of Minds?

2. Refer participants to the Appendix of their participant booklet, where additional Response to Intervention resources are listed. Draw their attention to the RtI page on the All Kinds of Minds web site: www.allkindsofminds.org/policy/RtI_Policy.aspx
   > Here, they will find articles related to RtI and All Kinds of Minds as well as RtI implementation information by state.

3. Thank participants for their attendance, make any necessary announcements, and bring the module to closure.