



LEARNING DIFFICULTIES AUSTRALIA

## 2023 RTI Conference Handouts

*Saturday 28th Oct*

***Session 2 - Unlocking Effective  
Implementation by Karina Stocker***

**Thanking all our Gold Sponsors...**



## Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



 [www.ldaustralia.org](http://www.ldaustralia.org)  
 [enquiries@ldaustralia.org](mailto:enquiries@ldaustralia.org)

 @LearningDifficultiesAustralia  
 @LD\_Australia



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### Karina Stocker


**PhD Candidate, Monash University**  
*Understanding the implementation of learning sciences within a multi-tiered system of support: Exploring the 'why', 'what', and 'how' of effective reading instruction in Australian schools*




**School Leader and Instructional Coach (MTSS)**  
*Docklands Primary School*

**Education Consultant**  
*Integrated MTSS – Literacy, effective instruction and behaviour support*

**Bio:** Primary trained; 20 years experience in education; worked as a classroom teacher, interventionist (literacy and behaviour), instructional coach, school leader and educational consultant.

I have an unwavering commitment to the provision of equitable, evidence-based education for ALL students underpinned by my core values of social justice, equity, integrity, curiosity, and inclusion.



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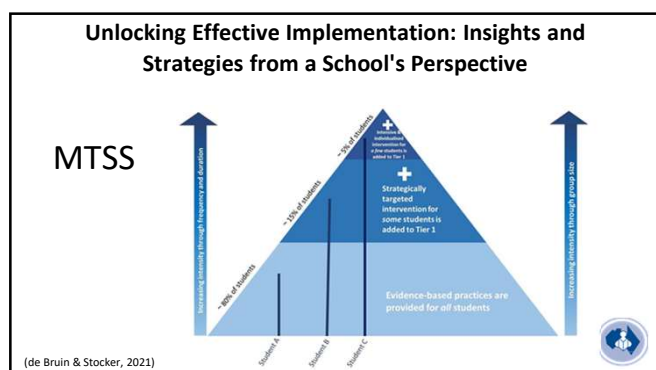
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### Why MTSS?

- ✓ Academic skills and behaviour are inter-connected
- ✓ Allows for accurate identification of the most appropriate supports
- ✓ Leverage consistent structures, practices and minimise competing priorities
- ✓ It's all learning! Behaviour is a curriculum, too!
- ✓ Effective instructional practices supports improved learning and behaviour
- ✓ Creates optimal conditions for learning to take place



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### What

Evidence-informed curriculum, programs and resources

### How

Evidence-informed instructional practices

### When

High quality assessments and data-based decisions

### Environment

Proactive, evidence-informed behaviour support practices



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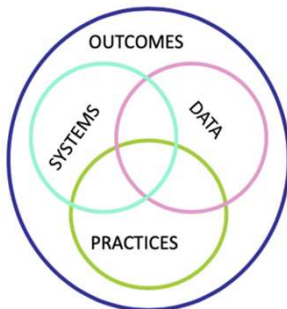
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### MTSS



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

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### What - Evidence-informed curriculum, programs and resources

- ✓ Oral language
- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Reading fluency
- ✓ Comprehension
- ✓ Building of background knowledge
- ✓ Vocabulary knowledge

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### How - Evidence-informed instructional practices

- ✓ Explicit and direct instruction
- ✓ OTRs/Active participation
- ✓ Error correction procedures
- ✓ Visual prompts
- ✓ Prompt fading
- ✓ Modelling
- ✓ Checks for Understanding
- ✓ Backwards and forward chaining
- ✓ Daily review
- ✓ Self-monitoring
- ✓ Task analysis to support systematic instruction
- ✓ High praise to correction ratios
- ✓ Instructional routines
- ✓ Reinforcement – closing the loop!
- ✓ Manipulating stimuli
- ✓ Multiple exemplars and worked examples
- ✓ Cue the response
- ✓ Narrate your thinking



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### Vocabulary



The mouse is on a mission to \_\_\_\_\_.



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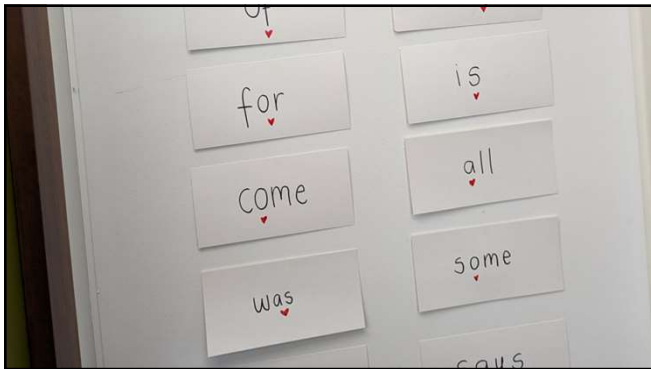
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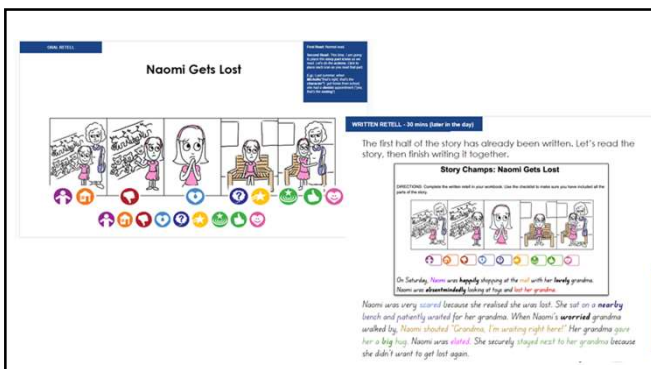
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### How - Evidence-informed instructional practices

✓ Explicit and direct instruction	✓ Task analysis to support systematic instruction
✓ OTRs/Active participation	✓ High praise to correction ratios
✓ Error correction procedures	✓ Instructional routines
✓ Visual prompts	✓ Reinforcement – Closing the Loop!
✓ Prompt fading	✓ Manipulating stimuli
✓ Modelling	✓ Multiple exemplars and worked examples
✓ Checks for Understanding	✓ Cue the response
✓ Backwards and forward chaining	✓ Narrate your thinking
✓ Daily review	
✓ Self-monitoring	

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**When** - High quality, evidence-based assessments and data-based decisions

- ✓Universal Screening
- ✓Progress monitoring
- ✓Formative assessment
- ✓Summative Assessment
- ✓Team-based problem solving and decision making
- ✓Coaching data



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**Environment** - Proactive, evidence-informed behaviour support practices

- |   |   |
|---|---|
| ✓Seating plans  | ✓Clear, consistent visual and verbal cues         |
| ✓Strategically arranged furniture, displays and resources | ✓Positive framing                                 |
| ✓Pre-corrections  | ✓Structured, cluttered free classroom environment |
| ✓Consistent classroom rules                               | ✓Consistent fluent classroom routines             |
| ✓Consistent fluent instructional routines                 |   |



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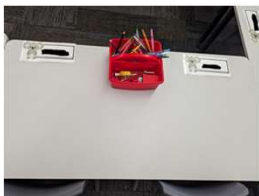
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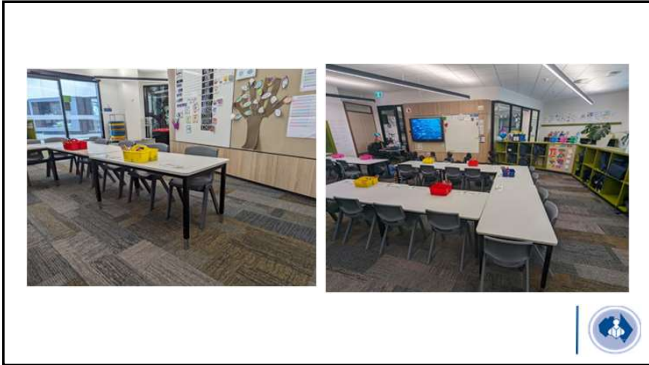
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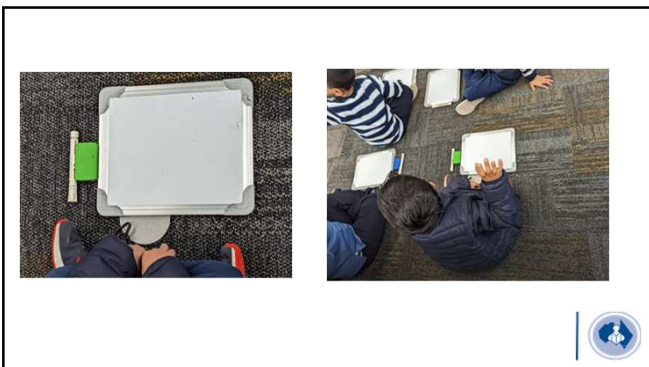
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### Environment - Proactive, evidence-informed behaviour support practices

- ✓ Seating plans
- ✓ Strategically arranged furniture and resources
- ✓ Pre-corrections
- ✓ Consistently classroom rules
- ✓ Consistent fluent instructional routines
- ✓ Clear, consistent visual and verbal cues
- ✓ Positive framing
- ✓ Structured, cluttered free classroom environment
- ✓ Consistent fluent classroom routines



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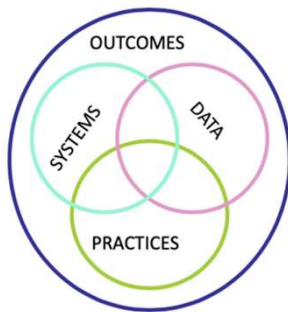
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### MTSS



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### Systems for Planning

- ✓ Centralised planning
- ✓ Consistency in planning documentation



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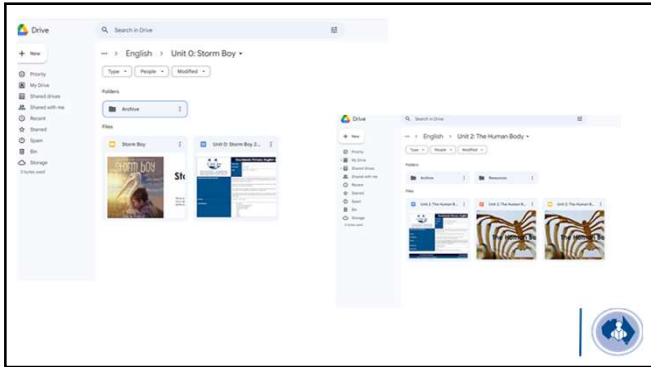
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## Systems for Planning

- ✓Centralised planning
- ✓Consistency in planning documentation
- ✓Consistent instructional models
- ✓Consistent slide decks

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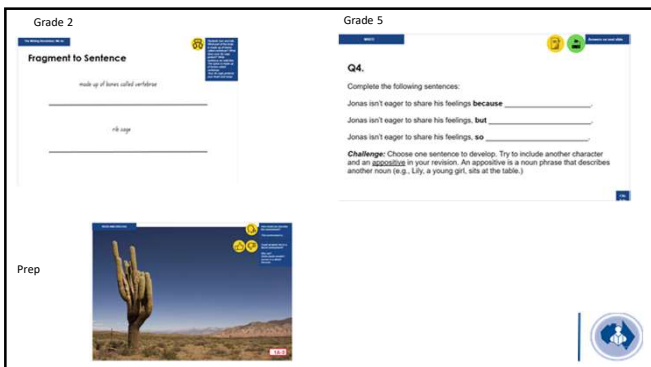
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## Systems for Planning

- ✓Centralised planning
- ✓Consistency in planning documentation
- ✓Consistent instructional models
- ✓Consistent slide decks
- ✓Consistent terminology, scripts, verbal cues and visual cues
- ✓Consistent icons



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## OTR/CFU Icons



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## Systems for Planning

- ✓Centralised planning
- ✓Consistency in planning documentation
- ✓Consistent slide decks
- ✓Consistent instructional models
- ✓Consistent terminology, scripts, verbal cues and visual cues
- ✓Consistent icons
- ✓Scope and sequence
- ✓Use evidence-informed programs



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## Systems for Professional Learning

- ✓ Prioritise professional learning
- ✓ Codify school-wide instructional practices



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## Systems for Professional Learning

- ✓ Prioritise professional learning
- ✓ Codify school-wide instructional practices
- ✓ Different models of professional learning
  - ✓ Workshops
  - ✓ External training
  - ✓ Peer observation
  - ✓ We film and review instructional practice



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## Systems for Professional Learning

- ✓ Prioritise professional learning
- ✓ We document our school wide instructional practices and routines
- ✓ Different models of professional learning
  - ✓ Workshops
  - ✓ External training
  - ✓ Peer observation
  - ✓ We film and review instructional practice
  - ✓ Learning walks
  - ✓ Instructional coaching
  - ✓ Curriculum coaching



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## Systems for Coaching

**An instructional coaching cycle**

Typically, a coaching cycle will include **6 - 8 observations**, and will involve the following phases:

<b>1. Select focus</b>	The coach observes lesson implementation, to get a sense of the teacher's classroom practice and to provide inputs for possible focuses.
<b>2. Set approach</b>	Together, the coach and teacher discuss the kind of coaching approach they will engage with. (Read more below.)
<b>3. Plan</b>	The coach works with the teacher to establish a clear instructional focus that is manageable, incremental and valued by the teacher.
<b>4. Observe</b>	The coach observes the teacher in short bursts (e.g. 15 - 20 minutes, ideally weekly).
<b>5. Review</b>	The coach and teacher come together (20 - 30 minutes) to review the observation and to set future goals. The coach documents the process.



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### Part 1a | Tier 1 Proactive Strategies

#### 1.1 Setting up the classroom

- Strategy in a sentence: Teachers strategically arrange the classroom environment to promote appropriate behavior (video link)
- What's the point? The way the classroom is structured influences student behavior.
- What you do:
  - Minimize distraction on the walls**
    - Keep wall displays to a minimum
    - Place individualized displays at the front (e.g., only what prompts students for academic or behavioral responses)
    - Position seasonal displays at the side
    - Ensure visual schedules are clear and up to date
  - Arrange tables and chairs**
    - Use a seating plan to seat students in rows or columns for individual or pair work
    - Ensure students can easily turn their chairs to make small groups for group tasks
    - Seat students in an area where walking is not safe
    - Use colored dots calculated spots for students in Teams 1 - 2
    - Rotate your seating plans (rows and desks once a term at minimum) so that students can interact with different peers throughout the year
  - Minimize student crowding for transitions**
    - Leave space for assemblies so that you can movement easily
    - Remove excess furniture and clutter
    - Use colored tape to indicate the paths students should take
    - Review layouts regularly and change them when needed to support behavior
  - Organize materials and resources**
    - Use consistent places to store containers, classroom resources, books, etc.

#### 1.5 Opportunities to Respond (OTR)

- Strategy in a sentence: Keeping interactive instruction and task-paced with lots of opportunities for ALL students to respond
- What's the point? High use of OTRs, and using a brief pause during instruction, has been shown to increase student academic engagement. When students are less engaged in instruction, they are more likely to demonstrate off-task or disruptive classroom behaviors.
- What to do:
  - This includes 15 OTRs per minute of instruction. This can include:
    - Call out for individual student responses
    - Group share responses
    - Turn and talk
    - Non-verbal responses (thumbs up/down, hand signals)
    - Thumbs up/down done for positive behavior, agreed/disagreed
    - Show fingers for multiple choice questions (one finger if D is correct and 3 fingers if C is correct etc.)
  - If a student does not know the answer, allow some think time or time for them to hear another student's response, then return to that student with the same question. This gives the student another opportunity to respond correctly.
  - Play considerations:
    - As part of incorporating effective OTR practices into your classroom, ensure the OTR minutes are taught to fluently (i.e., without a teacher, turn and talk minutes etc.)

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## Systems for Coaching

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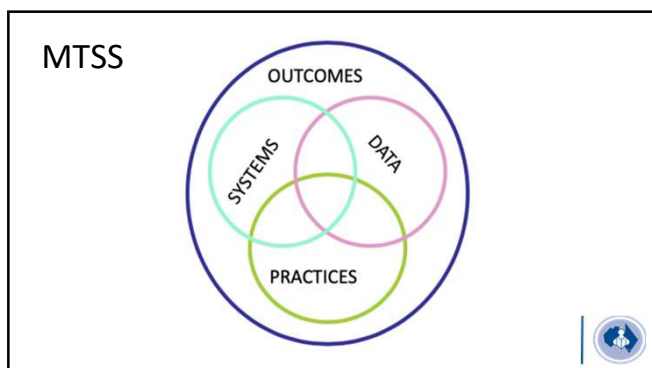
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<b>What</b>	Evidence-informed curriculum, programs and resources
<b>How</b>	Evidence-informed instructional practices
<b>When</b>	High quality assessments and data-based decisions
<b>Environment</b>	Proactive, evidence-informed behaviour support practices



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### Recommended Resources and Books

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