RTI: Selected Topics

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RTI Tiers. What do the 3 levels, or ‘tiers’, of RTI look like and what students do they serve?
RTI: Tier 1 Core Instruction

Focus of Inquiry: Because it benefits all students and is the most efficient way to improve academic skills, core instruction is the most important element of RTI.
Tier 1: Universal interventions.
Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2: Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions. Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

RTI ‘Pyramid of Interventions’
Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. ‘High quality’ is defined as at least 80% of students in the classroom or grade level performing at or above grade-wide academic screening benchmarks through classroom instructional support alone (Christ, 2008).
# How To: Implement Strong Core Instruction (Online)

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenthal, 2008).

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

## 1. Increase Access to Instruction

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match. Lesson content is appropriately matched to students’ abilities (Burns, VanDerHeyden, &amp; Boice, 2006).</td>
<td></td>
</tr>
<tr>
<td>Content Review at Lesson Start. The lesson opens with a review of concepts or material that have previously been presented. (Burns, VanDerHeyden, &amp; Boice, 2006, Rosenthal, 2008).</td>
<td></td>
</tr>
<tr>
<td>Preview of Lesson Goal(s). At the start of instruction, the goals of the current day’s lesson are shared (Rosenthal, 2008).</td>
<td></td>
</tr>
<tr>
<td>Chunking of New Material. The teacher breaks new material into small, manageable chunks, chunks, or steps (Rosenthal, 2008).</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Provided ‘Scaffolding’ Support

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, &amp; Boice, 2006).</td>
<td></td>
</tr>
<tr>
<td>Think-Aloud Talk-Aloud. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, &amp; Boice, 2006, Rosenthal, 2008).</td>
<td></td>
</tr>
<tr>
<td>Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenthal, 2008).</td>
<td></td>
</tr>
<tr>
<td>Active Engagement. The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas &amp; Davis, 2005) often enough to capture student attention and to optimize learning.</td>
<td></td>
</tr>
<tr>
<td>Collaborative Assignments. Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gesten &amp; Lee, 2002; Gettinger &amp; Seibert, 2002).</td>
<td></td>
</tr>
<tr>
<td>Checks for Understanding. The instructor regularly checks for student understanding by posing frequent key questions to the group (Rosenthal, 2008).</td>
<td></td>
</tr>
</tbody>
</table>

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How To Implement Strong Core Instruction

*Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day’s lesson are shared (Rosenshine, 2008).

4. ** Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

**Give Timely Performance Feedback**

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
Response to Intervention

Activity: Core Instruction Fidelity Checks

• Lembke et al (2012) recommend that schools periodically use teacher self-, collegial, or administrative checks to ensure that strong explicit core instruction is occurring in classes.

• Discuss how your school could use a ‘core instruction’ checklist like the one just reviewed to ensure strong Tier 1 (core) instruction across all classrooms.

RTI: Decision Points and Quality Indicators

The next 3 sections of this presentation summarize RTI at each intervention tier as:

• ‘Decision points’: People looking at data, talking about individual student needs, deciding what intervention supports those students need, designing intervention plans for those students.

• ‘Quality indicators’: The elements that must be in place to ensure quality interventions.
RTI: Tier 1 General-Education Classroom Intervention

Focus of Inquiry: Because the teacher is the Tier 1 (classroom) RTI ‘first responder’ who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 interventions.
**Response to Intervention**

**RTI ‘Pyramid of Interventions’**

**Tier 1: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier 2: Individualized interventions.** Subset of students receive interventions targeting specific needs.

**Tier 3: Intensive interventions.** Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.
- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom ‘at-risk’ status.
How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

**Case Information**
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Josh H.</th>
<th>Interventionist(s):</th>
<th>Mr. Smith, Social Studies/Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>27 Oct 2014</td>
<td>Date Intervention is to End:</td>
<td>8 Jan 2015</td>
</tr>
<tr>
<td>Date Intervention Plan Was Written:</td>
<td>23 Oct 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Intervention Weeks:</td>
<td>8 weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of the Student Problem:**
Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

**Intervention**
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

**Ask-Read-Tell Cognitive Strategy:**
Link:

**Materials**
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

**Training**
What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

**Progress-Monitoring**
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>completed ART sheets; quiz grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Outcome Goal</td>
<td>100% completion/ART sheets; 75% for quiz grades</td>
</tr>
<tr>
<td>None for ART sheets</td>
<td>100% completion/ART sheets; 75% for quiz grades</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>ART sheets/as readings are assigned; quizzes weekly</td>
</tr>
</tbody>
</table>

**Ideas for intervention Progress-Monitoring**
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

### Case Information

<table>
<thead>
<tr>
<th>What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student:</strong> Josh H.</td>
</tr>
<tr>
<td><strong>Date Intervention is to Start:</strong> 27 Oct 2014</td>
</tr>
<tr>
<td><strong>Description of the Student Problem:</strong> Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Intervention.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Write a brief description of the intervention(s) to be used with this student. <strong>TIP:</strong> If you have a script for this intervention, you can just write its name here and attach the script to this sheet.</td>
</tr>
<tr>
<td><strong>Ask-Read-Tell Cognitive Strategy:</strong></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Materials.** The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
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<tbody>
<tr>
<td>What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
<tr>
<td>A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.</td>
</tr>
</tbody>
</table>
• **Training.** If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

```
<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
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<tr>
<td>Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.</td>
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```
**Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:

- what type of data is to be used
- collects and enters student baseline (starting-point) information
- calculates an intervention outcome goal
- The frequency that data will be collected.

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<td>Quiz grades: 65%</td>
<td>75% for quiz grades</td>
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How often will data be collected? (e.g., daily, every other day, weekly):

- ART sheets/as readings are assigned; quizzes weekly
# How To: Create a Written Record of Classroom Interventions

## Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

### Case Information

<table>
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<tr>
<th>Student:</th>
<th>Date Intervention is to Start:</th>
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<th>Date Intervention Plan Was Written:</th>
<th>Total Number of Intervention Weeks:</th>
</tr>
</thead>
</table>

**Description of the Student Problem:** Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.

### Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

**Ask-Read-Tell Cognitive Strategy:**

**Link:**

### Materials

**What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

### Training

**What to Write:** Note what training— if any— is needed to prepare adult(s) and/or the student to carry out the intervention.

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

**Type of Data Used to Monitor:**

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</tbody>
</table>

**How often will data be collected?** (e.g., daily, every other day, weekly):

- ART sheets/ass readings are assigned; quizzes weekly
- Ideas for intervention Progress-Monitoring:
  - Existing data: grades, homework logs, etc.
  - Cumulative mastery log
  - Rubric
  - Curriculum-based measurement
  - Behavior report card
  - Behavior checklist
Tier 1 Intervention

**Activity:** Discuss how you might set up a classroom intervention meeting process and/or use the Classroom Intervention Planning Sheet in your school or district.

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**Classroom Intervention Planning Sheet**

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

**Case Information**

- **What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

  - **Student:** Josh H.
  - **Interventionist(s):** Mr. Smith, Social Studies/Grade 7
  - **Date Intervention Plan Was Written:** 23 Oct 2014
  - **Date Intervention is to Start:** 27 Oct 2014
  - **Date Intervention is to End:** 8 Jan 2015
  - **Total Number of Intervention Weeks:** 8 weeks

**Description of the Student Problem:** Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing information.

**Intervention**

- **What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: if you have a script for this intervention, you can just write its name here and attach the script to this sheet.


**Materials**

- **What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

  - A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

**Training**

- **What to Write:** Note what training—i.e., any—is needed to prepare adult(s) and/or the student to carry out the intervention.

  - Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

**Progress-Monitoring**

- **What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

  - **Type of Data Used to Monitor:** completed ART sheets; quiz grades
  - **Baseline:** None for ART sheets Quiz grades: 65%
  - **Outcome Goal:** 100% completion/ART sheets Quiz grades: 75% for quiz grades
  - **How often will data be collected?** (e.g., daily, every other day, weekly): ART sheets/as readings are assigned; quizzes weekly

**Ideas for intervention Progress-Monitoring**

- Existing data: grades, homework logs, etc.
- Cumulative mastery logs
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Tier 1 Interventions Are NOT...

- The classroom teacher trying strategies informally without documentation.
- Minor actions such as ‘called the parent’ or ‘moved the student’s seat’.
- A restatement of the core instructional strategies given to all students in the class.
RTI: Tier 2 Supplemental Intervention

Focus of Inquiry: Tier 2 interventions occur above and beyond core instruction, usually in small-group format. Tier 2 interventions are often ‘standard-protocol’ programs that match common student intervention needs in a school.
Tier 3: Intensive interventions. Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.
Tier 2/3 Interventions: Quality Indicators

Each Tier 2/3 intervention plan shows evidence that:

- Instructional programs or practices are ‘evidence-based.
- The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency).
- All students enrolled in the Tier 2/3 intervention group have the same shared intervention need.
- The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 students.
- The intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3-5 times per week in sessions of 30 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).
### Scheduling Elementary Tier 2 Interventions

**Option 3: ‘Floating RTI’: Gradewide Shared Schedule.** Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

**Anyplace Elementary School: RTI Daily Schedule**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

Response to Intervention

Caution About Tier 2 Supplemental Interventions: Avoid the ‘Homework Help’ Trap

- Group-based interventions are an efficient method to deliver targeted academic support to students (Burns & Gibbons, 2008).

- However, students should be matched to specific research-based interventions that address their specific needs.

- RTI Tier 2 intervention support should not take the form of unfocused ‘homework help’, test preparation, or reteaching of classroom content.
What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in reading/writing, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).
Planning Tier 2 Interventions: Data Analysis Team

The school has established a Data Analysis Team at Tier 2 to evaluate the school-wide screening data collected three times per year and to place students who need Tier 2 interventions.

The Data Analysis Team

• is knowledgeable of all intervention personnel and evidence-based programs available for Tier 2 interventions.
• knows how to identify students who have failed to meet expected screening benchmarks
• can use the benchmarks to estimate the risk for academic failure of each student picked up in the screening
• is able to match identified students to appropriate interventions while providing students with sufficient instructional support.
• can document the Tier 2 intervention set up for each student
Tier 2 Interventions Are NOT...

- Homework help or test preparation.
- Delivered during core instructional time.
RTI: Tier 3 Intensive Intervention

Focus of Inquiry: General-education students who receive Tier 3 services take up the greatest amount of RTI resources and are at risk for referral to special education if they fail to improve. So these high-stakes cases require the RTI Problem-Solving Team, which follows a customized, team-based ‘problem-solving’ approach.
Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions. Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
Tier 3: RTI Problem-Solving Team

- At Tier 3, the RTI Problem-Solving Team (‘RTI Team’) meets on students with intensive academic or behavioral needs to develop customized intervention plans. NOTE: The RTI Team is equivalent to the NJ Intervention & Referral Services (I&RS) Team.

- The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.

- RTI Team meetings follow a version of the investigative ‘problem-solving’ consultation model (e.g., Bergan, 1995)—to include:
  - Problem Identification
  - Problem Analysis
  - Plan Development and Implementation
  - Problem Evaluation

Tier 3 Interventions: ‘Problem-Solving’ Approach

Schools define Tier 3 interventions in one of two ways:

1. **Failure to Respond to Lesser Interventions.** The student requires an intervention sufficiently intensive (e.g., group size of 3 or fewer; daily sessions of 30 minutes or more) to qualify as Tier 3, or

2. **Case Complexity.** The student has multiple factors (e.g., academic and behavioral) that demand immediate attention, and require an open-ended problem-solving approach.

The RTI Problem-Solving Team is the appropriate group to oversee Tier 3 interventions, (1) ensuring fair access to intensive resources and (2) having the breadth of knowledge to design unique, customized interventions.
Tier 3 Interventions: ‘Problem-Solving’ Approach

Tier 3 interventions are often customized ‘wrap-around plans’ that fit the student’s needs and are matched to available resources. These stakeholders might have a role in Tier 3 intervention plans:

- Reading/Math Intervention Teacher: The student may receive intensive group-based or individual reading or math support.
- Classroom Teachers: Strategies for academic/behavioral support might be selected to strengthen core instruction.
- Parent(s): The parent(s) may assist with school-home reward systems, coaching of student homework completion, etc.
- Student: The student can assume an intervention (e.g., behavioral self-monitoring; academic survival skills).
Tier 3 Intervention Example: Kevin

- Kevin is a 6th grade student who has received small-group Tier 2 reading support (targeting his limited reading fluency and comprehension) for 4 months.
- Kevin has not made the expected progress in his Tier 2 reading program.
- Additionally, Kevin is becoming increasingly non-compliant in the classroom, despite the teacher’s documented intervention efforts to manage his behaviors.
- Because Kevin’s reading delays and problem behaviors are preventing academic success, he is referred to the RTI Problem-Solving Team to develop a customized Tier 3 plan to address his needs.
## Tier 3 Intervention Plan for Kevin: 6th Grade

The RTI Problem-Solving Team meets with Kevin’s instructional team and Kevin’s mother to develop a customized ‘wrap-around’ intervention plan. **Non-compliance, delayed reading fluency/comprehension** are target concerns:

### Reading Teacher.**
Kevin is making ‘promising progress’ in his reading group but is not yet hitting his intervention goals. The RTI Team switches Kevin into an individual tutoring program (HELPS) to meet daily. (Sessions will alternately be led by the reading teacher and a paraprofessional.)

### Classroom Teachers.**
Kevin is to be taught to use a self-directed cognitive strategy: ASK-READ-TELL (ART) with a reading partner to increase his comprehension of challenging assigned readings. Teachers will also complete a daily Behavior Report Card tracking Kevin’s classroom compliance and will communicate ratings to home.

### Parent.**
Kevin’s mother agrees to use assisted-doze reading fluency intervention with Kevin to get him started on challenging reading assignments. Also, based on school reports about compliance, Kevin’s mother will allow or withhold home privileges: e.g., access to computer games.

### Student.**
Kevin is responsible for participating in the ASK-READ-TELL intervention, will self-rate his behaviors (Behavior Report Card) to compare results with teacher ratings.
Intervention Program Example:
HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.
ASK-READ-TELL (ART): Reading Comprehension
Cognitive Strategy
(Available on Conference Web Page)
Longwood High School Behavior Report Card

Student Name: Brian
Rater: Mr. Wright
Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Between classes, Brian traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Did Brian succeed in this behavior goal?

☐ YES  ☐ NO

Brian avoided engaging in rough, physical 'horse-play' with other students at lunch.

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The behavior goal was:

☐ Accomplished  ☐ Not Accomplished

I have reviewed this completed Behavior Report with my child.

Mentor Signature: ____________________  Date: ____________

Comments:
Behavior Report Card Maker

Generate teacher-created behavior rating scales for daily behavioral assessment.

URL: http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker
Classroom Academic Interventions: Reading Fluency

- **ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY.** The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage.

  The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher provides error correction.

Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
RTI Problem-Solving Team Agenda

Step 1: Assess Teacher Concerns

Step 2: Inventory Student Strengths/Talents

Step 3: Review Background/Baseline Data

Step 4: Select Target Teacher Concerns

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring

Step 6: Design an Intervention Plan

Step 7: Plan How to Share Meeting Information with the Student’s Parent(s)

Step 8: Review Intervention & Monitoring Plans
The Tier 3 RTI Problem-Solving Team Is NOT...

- A group whose purpose is to screen students to see if they should be referred to Special Education.
- A place to bring students who need only classroom (Tier 1) interventions.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Target Student

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)

www.interventioncentral.org
Activity: RTI: Self-Guided Survey

- Discuss the current status of each RTI checklist item at your school (e.g., accomplished, partially accomplished, not accomplished).
- When finished, select the top 2-3 RTI priorities that you would like to see accomplished during the current school year.
Defining Intervention-Related Terms. What are the definitions for different types of student instruction and support?
Teachers: Issues With Classroom Use of Accommodations vs. Modifications

• Issue 1: If teachers modify instructional expectations in core instruction for general-education students, we can predict with confidence that those students will fall behind their peers.

• Issue 2: If teachers are not clear on the difference between instructional adjustments/accommodations and modifications, they may be reluctant to offer any individualized supports to general-education students—even when some students would clearly benefit from them.
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

- **Core Instruction.** Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High-quality instruction is essential and forms the foundation of classroom academic support. NOTE: While it is important to verify that a struggling student receives good core instructional practices, those routine practices do not ‘count’ as individual student interventions.
Core Instruction, **Interventions**, Instructional Adjustments & Modifications: Sorting Them Out

- **Intervention.** An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).

**Intervention Example:**
Ask-Read-Tell

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**ASK-READ-TELL (ART): Student Worksheet** (McCallum et al., 2010)

- **Name:**
- **Passage/Page Title:**
- **Date:**

**Directions:** Use the checklist below to guide your reading of this passage. Check off each step when completed.

**Step 1: Goal Before Reading**
I look at title, headings, and illustrations of the passage and ASK myself:
- What is the main topic of the passage? What does it discuss?
- What information do I already know about this topic?
- Based on the title, what are two questions about this passage’s topic that I would like to have answered in my reading?

1.
2.

**Step 2: Goal While Reading**
I READ the passage carefully for full understanding:
- While reading, I stop after each paragraph to ask, “Did I understand what I just read?”
- If I do not understand the paragraph, I mark it with a plus sign (+) and continue reading.
- If I do still not understand the paragraph, I mark it with a minus (-) sign and:
  - reread the paragraph;
  - slow my reading;
  - focus my full attention on what I am reading;
  - underline any words that I do not know and try to figure them out from the reading (context).

**Step 3: Goal After Reading**
I TELL what I learned from the passage:
- Based on my reading, here are answers to my two questions from Step 1:

1.
2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation. An instructional adjustment (also known as an 'accommodation') is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005).

An instructional adjustment removes barriers to learning while still expecting that students will master the same instructional content as their typical peers.
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Instructional Adjustment/Accommodation: Example.

- **Chunking.** The teacher breaks a larger assignment into smaller ‘chunks’ and provides a student with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).

- **Choice in Mode of Task Completion.** The teacher allows the student two or more choices for completing a given academic task. For example, a student may be given the option to use a computer keyboard to write an essay instead of writing it by hand — or to respond orally to math-facts on flashcards rather than recording answers on a math worksheet (Kern & Clemens, 2007).
Core Instruction, Interventions, Instructional Adjustments & **Modifications**: Sorting Them Out

- **Modification**. A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.

Modifications are generally **not** included on a general-education student’s classroom intervention plan—because lowering academic expectations is likely to result in these students falling further behind rather than closing the performance gap.
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

Modification: Examples.

• **Reduced Amount of Work on a Fluency-Building Assignment.** A student is given 5 math computation problems for practice on a math-computation fluency task instead of the 20 problems assigned to the rest of the class.

• **Open-Book Test for One.** Allowing a single student to consult course notes during a test when peers are not permitted to do so.
RTI & the Classroom: Training Teachers in Definitions of Intervention Terms

In your ‘elbow groups’, discuss the difference between ‘instructional adjustment (accommodation)’ and ‘modification’

Discuss whether – in your school – general-education students may be receiving modified core instruction. If YES, brainstorm ideas to provide appropriate support to students without modifying instruction.
RTI Leadership Team: Setting a Course for Response to Intervention

Jim Wright
www.interventioncentral.org
What is the Purpose of the RTI Leadership Team?

- The RTI Leadership Team has several functions: (1) to draft and update a district RTI implementation plan, (2) to keep all schools throughout the district in compliance with good RTI practices, and (3) to identify and make available to schools the resources required to implement RTI successfully. The RTI Leadership Team’s duties include:

  - *Drafting a multi-year plan* that will guide the district in the implementation of RTI while using existing resources. The team’s RTI Plan should encompass a three-year rollout schedule.

  - *Supervising RTI implementation.* The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.
Who Should Serve on the RTI Leadership Team?

- Your district should assemble a multi-disciplinary team to serve as your RTI Leadership Team.
- The team should include influential district administrators such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff (e.g., school psychologists, reading teachers) across the district that will participate in RTI.
- Additionally, the team should have representatives from school buildings to help the team to keep lines of communication open with its campuses.
- Finally, the membership on the team should be balanced to include representatives from important stakeholder groups (e.g., building administrators, general education teachers, etc.).
Who Should RTI Leadership Team Meetings Be Organized?

• Team meetings should follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion:

• Regularly scheduled meetings. The RTI Leadership Team should meet at least monthly.

• Standing meeting agenda. In addition to those topics brought up for discussion by team members, the RTI Leadership Team should establish a small set of ‘standing agenda’ items—e.g., ‘school-wide literacy screenings’, ‘resources for classroom interventions’, and ‘update in state RTI guidelines and regulations’.

• Subcommittees. If the RTI Leadership Team is so large that frequent meetings are difficult to schedule and unwieldy to run, consider dividing the team’s work among subcommittees.
How Can The RTI Leadership Team Find Resources to Support RTI?

- The great majority of school districts that implement RTI will do so largely by using their existing resources.
- The RTI Leadership Team can help the school district to adopt an RTI model by systematically inventorying district and building resources (personnel, instructional and assessment materials, staff development funds, etc.) that can be made available to support RTI.
Tier 1: Teacher Consultation/Team

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.

- The numbers of students requiring Tier 1 interventions depend on district decision-rules defining classroom ‘at-risk’ status.