RTI at Tier 2: Supplemental Intervention: Standard - Treatment Protocol

Jim Wright
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Tier 2: Supplemental Intervention: Standard -Treatment Protocol

RTI at Tier 2: Supplemental Support. What are quality indicators of RTI at Tier 2—and how are students assigned to Tier 2 RTI support?
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 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 Support: Tier 2/3 Supplemental Interventions

- Tier 2/3 interventions SUPPLEMENT core instruction.
- Students are identified for Tier 2/3 services based on objective data sources such as universal screeners that allow the school to predict each student’s degree of ‘risk’ for academic failure.
- In a typical school, 10-15% of students may require Tier 2 interventions in a given academic area. About 1-5% of students may need more intensive Tier 3 interventions.
- Interventions at Tier 2 are monitored at least twice per month. Interventions at Tier 3 are monitored weekly.
- Each Tier 2/3 intervention should last at least 6-8 instructional weeks.

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).
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.
Response to Intervention

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

## Tier 2/3 Interventions: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide RTI Period.</strong> The school sets aside one period per day (e.g., 35-45 minutes) during which all students have the opportunity to receive appropriate academic support. Tier 2/3 students are provided with interventions during this period. Non-RTI students may use this time as a study hall or for other academically relevant activities.</td>
<td>Ideas for scheduling a schoolwide RTI period: (1) Trim a brief amount of time (e.g., 5 minutes) from each class period in the daily schedule to free up time for a stand-alone period. (2) In schools whose staff by contract must report before students or remain for a period after student dismissal each day, the school might lengthen the student day to overlap with the additional AM or PM staff time, perhaps freeing up at least some of the minutes needed to cobble together an RTI period.</td>
</tr>
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## Tier 2/3 Interventions: Scheduling Strategies

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<td><strong>Zero Period.</strong> The school creates an optional period before the official start of the school day. During that ‘zero period’, students can elect to take core or elective courses. Those students needing RTI support can take an essential class during zero period, freeing up a time-slot during the school day to receive their RTI assistance.</td>
<td>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these course entail additional work and potential inconvenience—including an earlier wake-up time and home responsibility for transportation.</td>
</tr>
</tbody>
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## Tier 2/3 Interventions: Scheduling Strategies

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<td><strong>Core Course with Extended Time.</strong></td>
<td>Students placed in an extended-time core course (two class periods) may have to give up or postpone the opportunity to take another course. The extended-time course can be made more effective if the school can assign additional staff (e.g., co-teacher; trained paraprofessional) to push into the setting for at least part of the class to provide individualized support.</td>
</tr>
</tbody>
</table>

The school creates two-period sections of selected core-area classes (e.g., English, Introductory Algebra). Students are recruited for these extended-time sections who need additional time to master course concepts and/or complete assigned work. The two-period course allows the teacher time to provide core instruction and provide supplemental interventions in such areas as literacy.
Tier 2/3 Interventions: Scheduling Strategies

Study Hall Schedule Coordinated with RTI Services. Using academic screening and/or archival records, the school identifies students who require RTI support. These students are scheduled as a bloc in a common study hall. The school then schedules RTI services at the same time as the study hall. Reading teachers, other trained interventionists, and/or tutors run short-term (5-10 week) Tier 2/3 group or individual sessions.

Students are recruited from the study hall and matched to the appropriate RTI service based on shared need. They are discharged from the RTI service and rejoin the study hall if they show sufficient improvement. (NOTE: If the study hall meets daily, students in RTI groups who are in less-intensive interventions may be scheduled for alternate days between study hall and RTI groups.)

This model is fluid: After each 5-10 week period, new RTI groups or tutoring assignments can be created, with students again being matched to these services based on need.
## Tier 2/3 Interventions: Scheduling Strategies

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<td><strong>Credit Recovery.</strong> A school that has access to online ‘credit recovery’ courses offers a struggling student the option to take a core course online (via credit recovery) on his or her own time. This option frees up a time-slot during the school day for that student to get RTI assistance.</td>
<td>The credit-recovery option requires that a student be self-motivated and willing to take on extra work in order to access RTI help. While this option may be a good fit for some students, many may lack the motivation and skill-set necessary for success in an online course taken outside of the school day.</td>
</tr>
</tbody>
</table>
Tier 2 Interventions Are NOT...

- Homework help or test preparation.
- Delivered during core instructional time.
Using Non-Instructional Personnel as Interventionists

“Peer tutors and adult volunteers are intriguing options for tier 2, and research has supported both within this model... Tutors may also include much older students, or paraprofessionals, or parent volunteers. It must be emphasized, though, that any tutor serving in an instructional role needs to have proper training and ongoing oversight of a teaching professional.”

Team Activity: List All Potential Tier 2/3 Providers

At your table:

- Create a list of personnel who can serve as Tier 2 interventionists in your school. (They may be selected because of current training and/or availability.)
RTI: Creating a Data Analysis Team to Manage Tier 2 Services

Jim Wright

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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.
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
Data Analysis Team: Definition

The Data Analysis Team (DAT) is the gatekeeper for Tier 2 services.

The DAT meets at least 3 times per year, after fall, winter, and spring schoolwide academic screenings, to review screening results and to select students for Tier 2 intervention services.

Optionally, the DAT also meets periodically between screenings (e.g., once per month) to review the progress of students on Tier 2 intervention. If appropriate, students can be moved into, across, and out of Tier 2 groups between screenings if the data support such moves.
Data Analysis Team: Objectives

The DAT’s objectives during fall/winter/spring reviews of screening data are to:

1. review with classroom teachers whether at least 80% of students reached benchmark/proficiency
2. brainstorm core instructional strategies that can help to address patterns of weakness found at the Tier 1 group level.
3. sort students found to be at risk into two groups:
   - Mild risk: Classroom teacher can provide interventions and progress-monitor at Tier 1
   - More severe risk: Student is placed in supplemental (Tier 2) intervention.
Data Analysis Team: Skillset

Core members serving on the DAT should be knowledgeable about:

- the interpretation of RTI screening and progress-monitoring data.
- the range of Tier 2 programs/groups in the school (and any available slots within those programs/groups).
- the setting of academic performance goals for individual students.
- strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).
Tier 2 Data Analysis Team: The Data
Data Analysis Team: Data Preparation

In preparation for a DAT screening data meeting (Fall, Winter, Spring):

- building-wide screening data are entered into electronic format to facilitate storage and retrieval (e.g., Excel spreadsheet, RTI-M Direct, AIMSWeb).
- reports are generated listing students at risk (below benchmark)—organized by ‘strategic’ (moderate risk) and ‘intensive’ (higher risk).
- copies of benchmark criteria (e.g., DIBELS NEXT; AIMSWeb) are brought to the DAT meeting.
### Third Grade Benchmark Goals and Cut Points for Risk

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score Level</th>
<th>Likely Need for Support</th>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>220 +</td>
<td>285 +</td>
<td>330 +</td>
</tr>
<tr>
<td>Composite</td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>180 - 219</td>
<td>235 - 284</td>
<td>280 - 329</td>
</tr>
<tr>
<td>Score</td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 179</td>
<td>0 - 234</td>
<td>0 - 279</td>
</tr>
<tr>
<td>DORF</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>70 +</td>
<td>86 +</td>
<td>100 +</td>
</tr>
<tr>
<td></td>
<td>Words</td>
<td>Likely to Need Strategic Support</td>
<td>55 - 69</td>
<td>68 - 85</td>
<td>80 - 99</td>
</tr>
<tr>
<td></td>
<td>Correct</td>
<td>Likely to Need Intensive Support</td>
<td>0 - 54</td>
<td>0 - 67</td>
<td>0 - 79</td>
</tr>
<tr>
<td></td>
<td>DORF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>At or Above Benchmark</td>
<td>Likely to Need Core Support</td>
<td>95% +</td>
<td>96% +</td>
<td>97% +</td>
</tr>
<tr>
<td></td>
<td>Below Benchmark</td>
<td>Likely to Need Strategic Support</td>
<td>89% - 94%</td>
<td>92% - 95%</td>
<td>94% - 96%</td>
</tr>
<tr>
<td></td>
<td>Well Below Benchmark</td>
<td>Likely to Need Intensive Support</td>
<td>0% - 88%</td>
<td>0% - 91%</td>
<td>0% - 93%</td>
</tr>
</tbody>
</table>
Tier 2 Data Analysis Team: Structuring Screening-Data Meetings
Data Analysis Team: Structure of Screening Data Meetings

During screening data meetings, the DAT meets with teams of grade-level teachers to:

- systematically look at the impact of core instruction (goal: at least 80 percent of students reaching the screening benchmark)
- offer recommendations for classroom instructional practice to boost student performance at Tier 1
- identify those students who need supplemental (Tier 2) intervention services.

Team Activity: List Your Screening Targets & Data Sources

At your table:

• Write down those student skills-targets (e.g., reading fluency) that you would like to include in a school-wide screening program.

• For each skills-target, write down any appropriate screeners that your school currently uses.
Tier 2: Supplemental Intervention: Standard - Treatment Protocol

**Finding High-Quality Tier 2/3 Academic Programs:** Where can a school find ‘evidence-based’ academic intervention programs for Tier 2/3?
RTI at Tiers 2 & 3: How to Find Quality Academic Intervention Programs

Schools can assemble strong Tier 2/3 academic programs by:

- Reviewing screening and other school-wide data to note areas of student need.
- Inventorying their current Tier 2/3 programs to verify quality and to identify potential gaps. (For reading, use the 5 components of reading instruction as a guide.)
- Reviewing additional programs by visiting ‘clearinghouse’ websites such as the What Works Clearinghouse.
- Selecting programs that fill intervention gaps.
Step 1: Review screening and other school-wide data to note areas of student need

- Evaluate your school-wide screening data: identify common areas of student need that may require targeted (Tier 2) or intensive (Tier 3) interventions.

### Third Grade Benchmark Goals and Cut Points for Risk

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## RTI at Tiers 2 & 3: How to Find Quality Academic Intervention Programs

### Tier 2/3 Intervention Programs at a Glance

Listed below are intervention programs available in the school to support Tier 2 and Tier 3 interventions. Each program description includes information about the type of academic deficit that it is designed to address:

<table>
<thead>
<tr>
<th>Tier 2/3 Intervention Program</th>
<th>Grade Level(s)</th>
<th>Area(s) of Academic Deficit Targeted</th>
<th>Method for Delivering This Intervention Program</th>
<th>Frequency and Length of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexia Learning (computer-delivered instruction/intervention)</td>
<td>K-4</td>
<td>Alphabets, reading fluency, comprehension</td>
<td>Computer lab</td>
<td>2-5 days per week; 20-30 minute sessions</td>
</tr>
<tr>
<td>HELPS Program</td>
<td>2-4</td>
<td>Reading fluency</td>
<td>Trained Tutors (college practicum students; paraprofessionals)</td>
<td>3-5 days per week; 15-minute sessions</td>
</tr>
<tr>
<td>Corrective Reading</td>
<td>3-4</td>
<td>Alphabets, reading fluency</td>
<td>Classroom teachers, reading teachers</td>
<td>4-5 times per week; 45-minute sessions</td>
</tr>
</tbody>
</table>

### Step 2: Inventory current Tier 2/3 programs to verify quality and to identify potential gaps.

See the table above for specific details on each program and how they can be utilized within your school's intervention framework.
Five Core Components of Reading

- “Phonemic Awareness: The ability to hear and manipulate sounds in words.
- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
- Fluency with Text: The effortless, automatic ability to read words in connected text.
- Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Step 3: Review additional programs by visiting ‘clearinghouse’ websites

- Browse following websites to find programs of high quality that meet your schools’ Tier 2/3 intervention needs.
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).
Step 4: Select programs that fill identified ‘intervention gaps’

- Fill in gaps in programming using those found on clearinghouse websites.
Team Activity: Inventory Your Tier 2/3 Programs

At your table:

• Generate a list of all Tier 2/3 programs currently in place in your school. (If you are uncertain what to call a particular program, you can label it with the name of the period, person, or location attached to it.)