RTI for Middle and High Schools: An Overview for Educators

Jim Wright
www.interventioncentral.org
Intervention Central
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Response to Intervention

Latest Interventions

Motivation Challenge 1: The Student Cannot Do the Work
August 30th, 2011
Students who are unmotivated because they cannot do the academic work need high-quality direct instruction. This write-up shows how to effectively teach them.
Read more...

Web Resources

New York State H11 Technical Assistance Center
NYS Regulations online RTI as a school district’s process to determine if a student responds to scientific, research-based instruction.

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention.
Happy Halloween! Here are new resources available for October 2011 on Intervention Central.

- Create an Intervention Central Account. You can now create a free personal account on Intervention Central to save documents created with select online applications. At present, the site has one program, ChartDog Graphmaker, that allows users to save unique student progress-monitoring graphs—and more applications are under development. Check out this QuickGuide for instructions on how to create your own Intervention Central account.
- Use Phrase-Cued Tests to Assess Comprehension. Phrase-cued tests train students to recognize the natural pauses that occur between phrases in their reading and to enhance their comprehension of the text. Review a step-by-step script to use this strategy.
- Create Phrase-Cued Tests Online. This online application, the Phrase-Cued Test Generator, allows educators rapidly to annotate phrase-cued tests.
- Target Student Alphabetic Skills. Letter Cube Blending is an intervention that uses a game-like format to reinforce student alphabetic skills.

This is an exciting year for Intervention Central, with lots more tools and intervention resources on the way. Visit often!

RTI Toolkit: A Practical Guide
RTI Toolkit: Implementing RTI in Middle and High Schools
RTI & Classroom Behaviors
Workshop PPTs and handout available at:

http://www.jimwrightonline.com/greene.php
Workshop Agenda

- RTI: Key Concepts
- Definitions of Tiers 1, 2, and 3
- RTI Leadership Team: Responsibilities
- Preparing Teachers for Role as Intervention ‘First Responders’
- RTI: Next Steps
Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
RTI and RTT: Complementary Initiatives

- Response to Intervention and Race to the Top are both comprehensive change initiatives whose ultimate goal is to help underperforming students.
- These two initiatives are complementary to one another and can mutually support each other.
- A concern, however, is that districts are organizing their efforts for each initiative in separate ‘silos’ and will duplicate their efforts unnecessarily.
What is Race to the Top (RTT)?

“Race to the Top is a competitive grant program to encourage and reward States that are implementing significant reforms in... four education areas...: enhancing standards and assessments, improving the collection and use of data, increasing teacher effectiveness and achieving equity in teacher distribution, and turning around struggling schools.”

p. 3

Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive

2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains”

3. “Ongoing monitoring of student progress”

4. “Employment of more intensive or different interventions when students do not improve in response” to lesser interventions

5. “Evaluation for special education services if students do not respond to intervention instruction”

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.
Similarities Between RTI and RTT

1. Both look at comprehensive reform at the district, school, classroom, and individual-student level.

2. For both, the focus is ultimately on the struggling student.
Differences Between RTI and RTT

1. RTT is grant-driven (‘carrots’), while RTI is a mandate (‘sticks’).

2. RTT is focused first on district, school, and teacher accountability, while RTI is focused first on the student.
Managing Your District’s Change Initiatives:

Recommendations

1. Continue to invest in building your school or district’s capacity to provide RTI services to struggling students, as this increased capacity directly supports the aims of RTT.

2. View all local change efforts through both RTI and RTT ‘lenses’ and combine when possible to avoid duplication. For example, RTI Data Analysis Teams have potentially overlapping functions with RTT Data Inquiry Teams.
Managing Your District’s Change Initiatives: Recommendations (Cont.)

3. When communicating with staff about various building or district changes (e.g., creation of building Data Teams), describe how these changes will positively impact learning and show how they link to RTI and RTT.

4. Assist your teachers in developing a toolkit of resources that they can use at the classroom level to effect positive student change in behaviors and academics—tools that are consistent with system-wide high-quality programs and models (e.g., RTI, PBIS, RTT).
RTI Assumption: Struggling Students Are ‘Typical’
Until Proven Otherwise...

RTI logic assumes that:

- A student who begins to struggle in general education is *typical*, and that

- It is general education’s responsibility to find the instructional strategies that will unlock the student’s learning potential.

Only when the student shows through well-documented interventions that he or she has ‘failed to respond to intervention’ does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.
NYSED RTI Guidance Memo: April 2008

April 2008

TO: District Superintendents
    Superintendents of Public and Nonpublic Schools
    Presidents of Boards of Education
    Administrators of Charter Schools
    New York City Board of Education
    SETRC Project Directors and Professional Development Specialists
    Regional School Support Centers
    Organizations, Parents and Individuals Concerned with Special Education
    Commissioner’s Advisory Panel for Special Education

FROM: James P. DeLorenzo
          Statewide Coordinator for Special Education, Office of Vocational and Educational Services for Individuals with Disabilities

          Jean C. Stevens
          Associate Commissioner, Office of Instructional Support and Development

RE: Implementation of Response to Intervention Programs

The purpose of this memorandum is to encourage all school districts in New York State (NYS) to take timely actions to implement response to intervention (RtI) programs in its schools. RtI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students’ educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student’s learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.
The Regents policy framework for RtI:

4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. “Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”

[8 NYCRR section 200.4(j)]

What previous approach to diagnosing Learning Disabilities does RTI replace?

Prior to RTI, many states used a ‘Test-Score Discrepancy Model’ to identify Learning Disabilities.

- A student with significant academic delays would be administered a battery of tests, including an intelligence test and academic achievement test(s).
- If the student was found to have a substantial gap between a higher IQ score and lower achievement scores, a formula was used to determine if that gap was statistically significant and ‘severe’.
- If the student had a ‘severe discrepancy’ [gap] between IQ and achievement, he or she would be diagnosed with a Learning Disability.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’) 'Dual-Discrepancy': RTI Model of Learning Disability (Fuchs 2003)
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.
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.
“RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher.”

NYSED RTI Guidance Document p. 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district’s core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

RTI Plan: Tier 1 Core Instruction

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).
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.
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.

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Tier I (Classroom) Intervention

Tier 1 intervention:

- Targets ‘red flag’ students who are not successful with core instruction alone.
- Uses ‘evidence-based’ strategies to address student academic or behavioral concerns.
- Must be feasible to implement given the resources available in the classroom.

Tier I intervention addresses the question: *Does the student make adequate progress when the instructor uses specific academic or behavioral strategies matched to the presenting concern?*
Response to Intervention

Tier 1 Interventions: Quality Indicators

The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction:

- The teacher documents those strategies on a Tier 1 intervention plan.
- Intervention ideas contained in the plan meet the district’s criteria as ‘evidence-based’.
- Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan.
- The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.
## Classroom Intervention Planning Sheet

**Teacher/Team:** ___________________________  **Date:** ____________  **Student:** ___________________________

**Student Problem Definition #1:** ____________________________________________________________

**Student Problem Definition #2:** ____________________________________________________________

[Optional] Person(s) assisting with intervention planning process: _________________________________

### Interventions: Essential Elements (Witt et al., 2004)
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

<table>
<thead>
<tr>
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<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
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Planning Tier 1 Interventions: Classroom Teacher
Problem-Solving Meetings

Schools have two options in setting up forums for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress:

• **Consultant.** The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan.

• **Grade-Level Team.** The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected to bring students to regularly scheduled team meetings to discuss them and to create and document an intervention plan.
Tier 1 Case Example: Patricia:
Reading Comprehension
# Response to Intervention

## Classroom Intervention Planning Sheet

Teacher/Team: ___________________________ Date: ____________ Student: ___________________________

Student Problem Definition #1: ________________________________________________________________

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www.interventioncentral.org
Case Example: Reading Comprehension

The Problem

- A student, Patricia, struggled in her social studies class, particularly in understanding the course readings. Her teacher, Ms. Cardamone, decided that the problem was significant enough that the student required some individualized support.
Case Example: Reading Comprehension

The Evidence

• **Student Interview.** Ms. Cardamone met with Patricia to ask her questions about her difficulties with social studies content and assignments. Patricia said that when she reads the course text and other assigned readings, she doesn’t have difficulty with the vocabulary but often realizes after reading half a page that she hasn’t really understood what she has read. Sometimes she has to reread a page several times and that can be frustrating.
Case Example: Reading Comprehension

The Evidence (Cont.)

- **Review of Records.** Past teacher report card comments suggest that Patricia has had difficulty with reading comprehension tasks in earlier grades. She had received help in middle school in the reading lab, although there was no record of what specific interventions were tried in that setting.

- **Input from Other Teachers.** Ms. Cardamone checked with other teachers who have Patricia in their classes. All expressed concern about Patricia’s reading comprehension skills. The English teacher noted that Patricia appears to have difficulty pulling the main idea from a passage, which limits her ability to extract key information from texts and to review that information for tests.
Case Example: Reading Comprehension

The Intervention

Ms. Cardamone decided, based on the evidence collected, that Patricia would benefit from training in identifying the main idea from a passage, rather than trying to retain all the information presented in the text. She selected two simple interventions: Question Generation and Text Lookback. She arranged to have Patricia meet with her during an open period to review these two strategies. During that meeting, Ms. Cardamone demonstrated how to use these strategies effectively with the social studies course text and other assigned readings.
Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.

Text lookback is a simple strategy that students can use to boost their recall of expository prose by identifying questions that require information from the text and then looking back in the text in a methodical manner to locate that information.

http://www.interventioncentral.org/htmdocs/interventions/rdngcompr/txtlkbk.php
Case Example: Reading Comprehension

Documentation and Goal-Setting

• Ms Cardamone filled out a Tier 1 intervention plan for the student. On the plan, she listed interventions to be used, a checkup date (4 instructional weeks), and data to be used to assess student progress.

• Data: Ms. Cardamone decided that she would rate the student’s grasp of text content in two ways:
  – Student self-rating (1-3 scale; 1=don’t understand; 3 = understand well)
  – Quiz grades.

• She collected baseline on both and set a goal for improvement.
### Classroom Intervention Planning Sheet

**Teacher/Team:** Mrs. Cardamone  
**Date:** 11-4-2009  
**Student:** Patricia

**Student Problem Definition #1:** has difficulty summarizing and retaining key information from course readings.

**Student Problem Definition #2:**

**Intervention Description**

<table>
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<td>4 instructional weeks</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.</td>
</tr>
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</table>
| Text Lookback (see attached script) | Meet with student during open period to demonstrate intervention. |  | Type(s) of Data to Be Used:  
Student self-evaluation of reading comprehension using 3 pt rating scale: 1 = did not understand rdng/quiz grades  
2 = did understand rdng/quiz grades  
3 = did understand rdng/quiz grades  
Baseline Goal by Check-Up  
1.4 self-eval rating/60 avg quiz grade  
2.5 self-eval rating/75 avg quiz grade |
| Question Generation | Meet with student during open period to demonstrate intervention. Ask student to show note card collection periodically to verify that she is using the intervention. | 4 instructional weeks | Type(s) of Data to Be Used:  
See above  
Baseline Goal by Check-Up |
Case Example: Reading Comprehension

The Outcome

• When the intervention had been in place for 4 weeks, Ms. Cardamone noted that Patricia appeared to have a somewhat better grasp of course content and expressed a greater understanding of material from the text.

• She shared her intervention ideas with other teachers working with Patricia. Because Patricia’s self-ratings of reading comprehension and quiz grades met the goals after 4 weeks, Ms. Cardamone decided to continue the intervention plan with the student without changes.
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 off-the-shelf ‘standard-protocol’ programs that match common student intervention needs in a school.
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.
Tier 2 intervention is typically small group (3-5) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The location of Tier 2 intervention is determined by the school. It may take place in the general education classroom or in an alternate location outside of the general education classroom.

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).
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
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.
## Tier 2/3 Interventions: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
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<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>
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Scheduling Elementary Tier 2/3 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>
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<td>K</td>
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<td>9:00-9:30</td>
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<td>9:45-10:15</td>
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<td>10:30-11:00</td>
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<td>12:30-1:00</td>
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<td>1:15-1:45</td>
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<td>5</td>
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<td>2:00-2:30</td>
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## Tier 2/3 Interventions: Scheduling Strategies

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<td>Zero Period. 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>
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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.</td>
</tr>
<tr>
<td>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.</td>
<td>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>
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**Response to Intervention**

**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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<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
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<tbody>
<tr>
<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>
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Response to Intervention

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).
Response to Intervention

National Center on RTI
Instructional Intervention Tools Chart


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

Users can streamline their search by subject and grade level.
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 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 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 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student’s response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel.

Planning Tier 3 Interventions: RTI Problem-Solving Team

The school has established an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) interventions. The RTI Problem-Solving Team:

• follows a consistent, structured problem-solving model during its meetings.

• schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective.

• develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.

• builds an ‘intervention bank’ of research-based intervention ideas for common student academic and behavioral concerns.
RTI Team Consultative Process

**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

www.interventioncentral.org
RTI Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions

• **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms (Fisher, 2007; Kamil et al., 2008).

• **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description (Kamil et al., 2008).
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

• **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions (Kamil et al., 2008; Walker, 2004).

• **Insufficient Payoff.** Teachers lack confidence that there will be an adequate instructional pay-off if they put classwide or individual academic or behavioral interventions into place in their content-area classroom (Kamil et al., 2008).
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

• **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose behavioral control of the classroom (Kamil et al., 2008).

• ‘**Undeserving Students’**. Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students (Walker, 2004) because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions (Cont.)

• **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’ (Martens, 1993). According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions

1. **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.

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7. **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
Response to Intervention

RTI Challenge: Promoting Staff Understanding & Support for RTI

- Review the list of seven reasons that teachers may be reluctant to see themselves as classroom ‘interventionists’ (p. 15).
- Select the top 1-2 reasons that may be most prevalent in your school.
- Be prepared to share your findings with the larger group.
Offer RTI information to teachers in a series of short presentations or discussion forums

- A common mistake that schools make in rolling out RTI is to present their teachers with RTI information in a single, long presentation—with little opportunity for questions or discussion. Instead, schools should plan a series of RTI information-sharing sessions with teachers throughout the school year. Any large-group RTI training sessions (e.g., at faculty meetings) should be kept short, to ensure that the audience is not overwhelmed with large volumes of information. Consider using smaller instructional team or department meetings as a vehicle for follow-up presentations, discussion, and teacher questions about RTI.
Offer RTI information to teachers in a series of short presentations or discussion forums

- **ACTION STEP:** Create a year-long RTI information-sharing plan. Determine what RTI information your school would like to present to staff, as well as the degree of faculty input and discussion needed. Then draft a year-long plan to communicate with staff about RTI. Each year, update the plan to keep faculty updated about implementation of the RTI model.
Response to Intervention

RTI Challenge: Promoting Staff Understanding & Support for RTI

- Develop a summary (bullet points) of the essential information about RTI that your teachers should know by the end of the 2012-13 school year.
- Inventory the opportunities (large-group and small-group) when your school can meet with teachers to share information about RTI and get their feedback.
- Create an RTI staff-development calendar detailing when and what will be shared about RTI at the different teacher meetings.
What is the Purpose of the RTI Leadership team?

The RTI Leadership Team guides the overall RTI process.

The group meets periodically (e.g., monthly) on an ongoing basis to evaluate the RTI project, shape its future direction, determine what resources the project requires, and allocate those resources.

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.
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.
RTI Leadership Team ‘Action Steps’

- Conduct an inventory of RTI resources. As one of its first acts, the RTI Leadership Team should conduct a thorough inventory of resources available to support RTI at the district level and at each school. This inventory should be updated yearly.
RTI Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

Jim Wright
www.interventioncentral.org
### RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<td>- Screening procedures in place to locate students at risk. The school has procedures and decision rules to identify students who should be referred to the RTI Problem-Solving Team for academic or behavioral concerns. For example, the school may:</td>
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<td>- Screen the student population with academic measures -- e.g., Oral Reading Fluency, CEM Reading Comprehension Maze Passages, CEM Math Computation. Measures of Academic Progress (MAP) from <a href="http://www.nwea.org">www.nwea.org</a>.</td>
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### RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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  - Monitor student attendance and tardiness rates.
  - Maintain a ‘watch list’ of at-risk students from year to year, including students transferring into the school from lower grades.
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<td>Made supplemental academic interventions available for students found at-risk through school-wide screenings. The school has established supplemental (Tier 2) services where appropriate for students struggling with academic skills. Those services may be delivered through small-group instruction or computer-assisted instruction.</td>
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<td>- Tier 2 groups should be capped at 7 students. All students enrolled a given group should have a similar set of academic needs to allow them all to benefit from the same group intervention procedures. Instruction/interventions should be evidence-based.</td>
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<td>- Tier 2 computer-assisted instruction should be evidence-based.</td>
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<td>Put into place a formal process for Tier 3 (RTI Team) referrals. The school has a defined process in place for referring students to the RTI Team. That referral process includes these elements:</td>
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<td>- Student referrals can originate from a number of sources (e.g., classroom teachers, school social workers, school psychologists, guidance counselor, administration, parent, etc.).</td>
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<td>- People who can refer students understand the profile of academic or behavioral concerns that warrant referring a student to the RTI Team.</td>
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<td>- The school designates a small number of contact people (e.g., school social worker, school psychologist, guidance counselors, school administration) through whom student referrals are channeled.</td>
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- Work has not yet begun toward the goal
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RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<td>Created consistent and fair policies throughout the school for homework assignments and acceptance of late work. Ideas to be considered for a schoolwide homework/late work policy include:</td>
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<td>◆ Setting a reasonable cap on the amount that homework counts toward the course grade (e.g., 10-20 percent).</td>
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<td>◆ Establishing guidelines across classrooms for the acceptance of late work, including penalties and conditions (such as illness) under which those penalties are to be waived.</td>
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<td>◆ Requiring that all teachers hand out periodic (e.g., weekly) outlines detailing all upcoming classwork and homework assignments.</td>
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<td>◆ Allowing the RTI Team latitude on a case-by-case basis to modify a student’s homework expectations or allow an extension in the acceptance of late student work if evidence shows that the student has otherwise mastered essential course concepts (e.g., the student is passing quizzes and tests).</td>
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<td>Adopted an efficient problem-solving model. The problem-solving team is a multi-disciplinary team that meets regularly to discuss student referrals. This ‘RTI Team’:</td>
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<td>♦ Follows a consistent, structured problem-solving model.</td>
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<td>♦ Schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan was effective.</td>
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<td>0. Identified RTI-relevant existing (archival) data to be routinely brought to RTI Team meetings. The RTI Team surveys the data already collected and stored by the school (existing or ‘archival’ data) and decides (1) what specific data should routinely be brought to RTI Team meetings and (2) who is responsible for bringing it. Examples of data that would be useful at initial intervention team meetings include:</td>
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<td>♦ Attendance records</td>
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<td>♦ Current quiz, test, and homework grades</td>
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<td>♦ Office disciplinary referral information.</td>
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## RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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**Invented intervention resources available in the building or district for use by the RTI Team.** The inventory should include:

- Formal programs or services available to at-risk students,
- Specific personnel with specialized training in academic or behavioral interventions (who can serve as consultants or coaches to teachers)
- Curriculum materials – including computer-assisted instructional or remedial programs—that can be included in student intervention plans when appropriate.

Once inventoried, intervention resources should be organized into a list by presenting student concerns, with information about how each resource can be accessed by the RTI Team.
## RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<td>Mapped adolescent and family services offered by local human-services agencies. Through the RTI Team or other vehicle, the school has:</td>
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<td>♦ Surveyed the range of relevant agency services or programs offered in the community that target adolescents or families.</td>
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<td>♦ Identified referral procedures and key contacts in local agencies to access their programs or services.</td>
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<td>♦ Developed the capability (with agency and family/student agreement) to invite agency representatives to join the RTI Team in ‘wrap-around’ intervention-planning meetings.</td>
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RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<thead>
<tr>
<th>My middle or high school has:</th>
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<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>Developed a process to train students to be self-advocating, self-managing learners. The school recognizes that students have important responsibilities in middle and high school interventions. To accomplish this goal, the school:</td>
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<td>♦ Provides training to students in how to analyze their learning needs and advocate for those needs.</td>
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<td>♦ Creates the expectation that students will be invited to RTI Team meetings when appropriate.</td>
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<td>♦ Develops a student ‘intervention contract’ listing those elements of the intervention plan that require student participation—to ensure understanding and motivation for compliance.</td>
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RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<tr>
<td><em>The capacity to monitor student progress during interventions.</em> The RTI Team has the capacity using reliable, valid measures to track student progress in response to intervention plans and can make data-based decisions within several weeks whether those plans are effective.</td>
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<td></td>
<td></td>
<td>Work has not yet begun toward the goal</td>
<td>Work toward the goal has begun (Beginning Phase)</td>
<td>Progress has been made but the goal has not yet been attained (Intermediate Phase)</td>
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</tbody>
</table>
Team Activity: Rate Your Secondary School’s ‘RTI Readiness’

In your elbow groups:

- Review the RTI Readiness Survey for Middle & High School.
- Rate your school on this survey.
- Discuss with your group how ‘RTI ready’ your school is at the present time.

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<tr>
<td>Reached a shared understanding among faculty about how to provide Tier 1 interventions in a consistent manner across classrooms. Standardizing Tier 1 interventions across the school requires:</td>
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<td>• Consensus regarding the minimum effort that is reasonable for teachers to expend in Tier 1 (classroom) interventions</td>
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<td>• Creation of a menu of feasible classroom strategies to address common student concerns such as lack of organization skills or limited reading comprehension</td>
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<td>• Provision of staff development, coaching and other support to teachers initially to encourage their adoption of an expanded range of Tier 1 interventions.</td>
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