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

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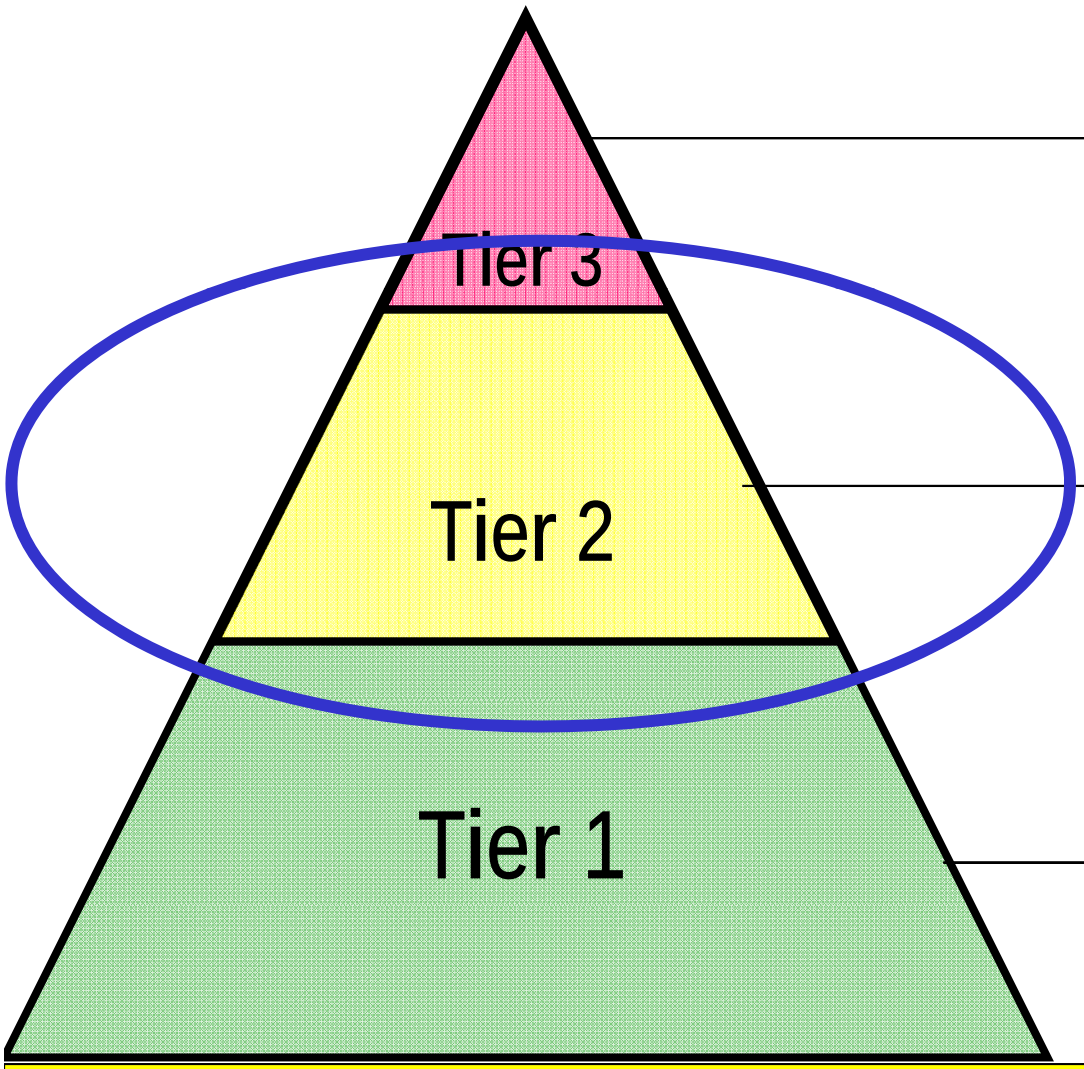
INTERVENTION CENTRAL

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?

RTI 'Pyramid of Interventions'



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.

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.

Sources: Wright, J. (2012). RTI Success in Secondary Schools: A toolkit for middle and high schools. Port Chester, NY: National Professional Resources, Inc.

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).

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.

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

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
Schoolwide RTI Period. 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.	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.

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
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.	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.

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
Core Course with Extended Time. 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.	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 .

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

RTI Scheduling Strategy	Considerations
Credit Recovery. 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.	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 s 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.

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.”

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge p. 90

Tier 2 Interventions Are *NOT*…

- Homework help or test preparation.
- Delivered during core instructional time.

RTI: Creating a Data Analysis Team to Manage Tier 2 Services

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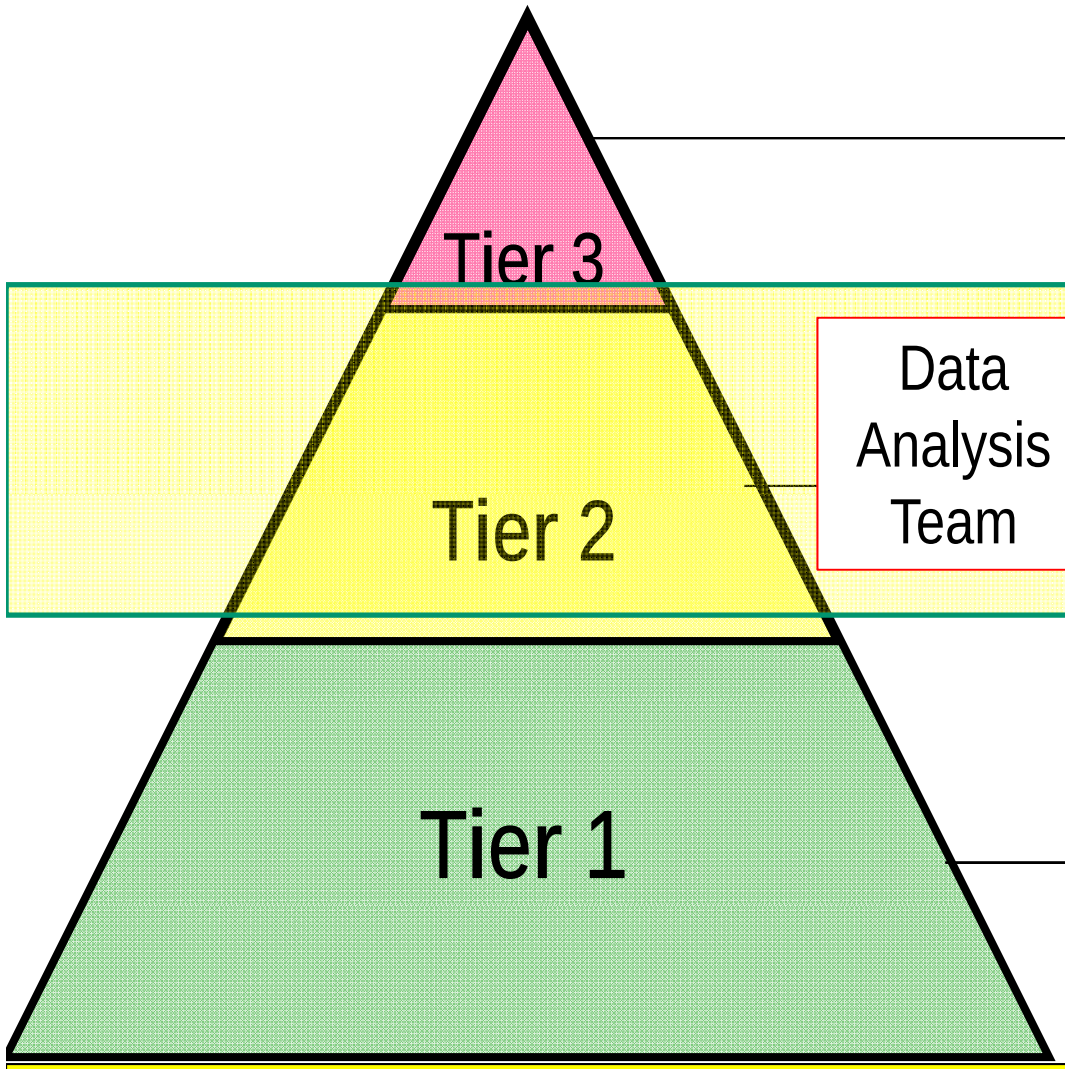
RTI 'Pyramid of Interventions'



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

Data Analysis Team

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.

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.

Benchmark Example: DIBELS NEXT Grade 3

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%

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.

Source: Kovaleski, J. F., Roble, M., & Agne, M. (n.d.). The RTI Data Analysis Teaming process. Retrieved on May 3, 2011, from http://www.rtinetwork.org/essential/assessment/data-based/teamprocess

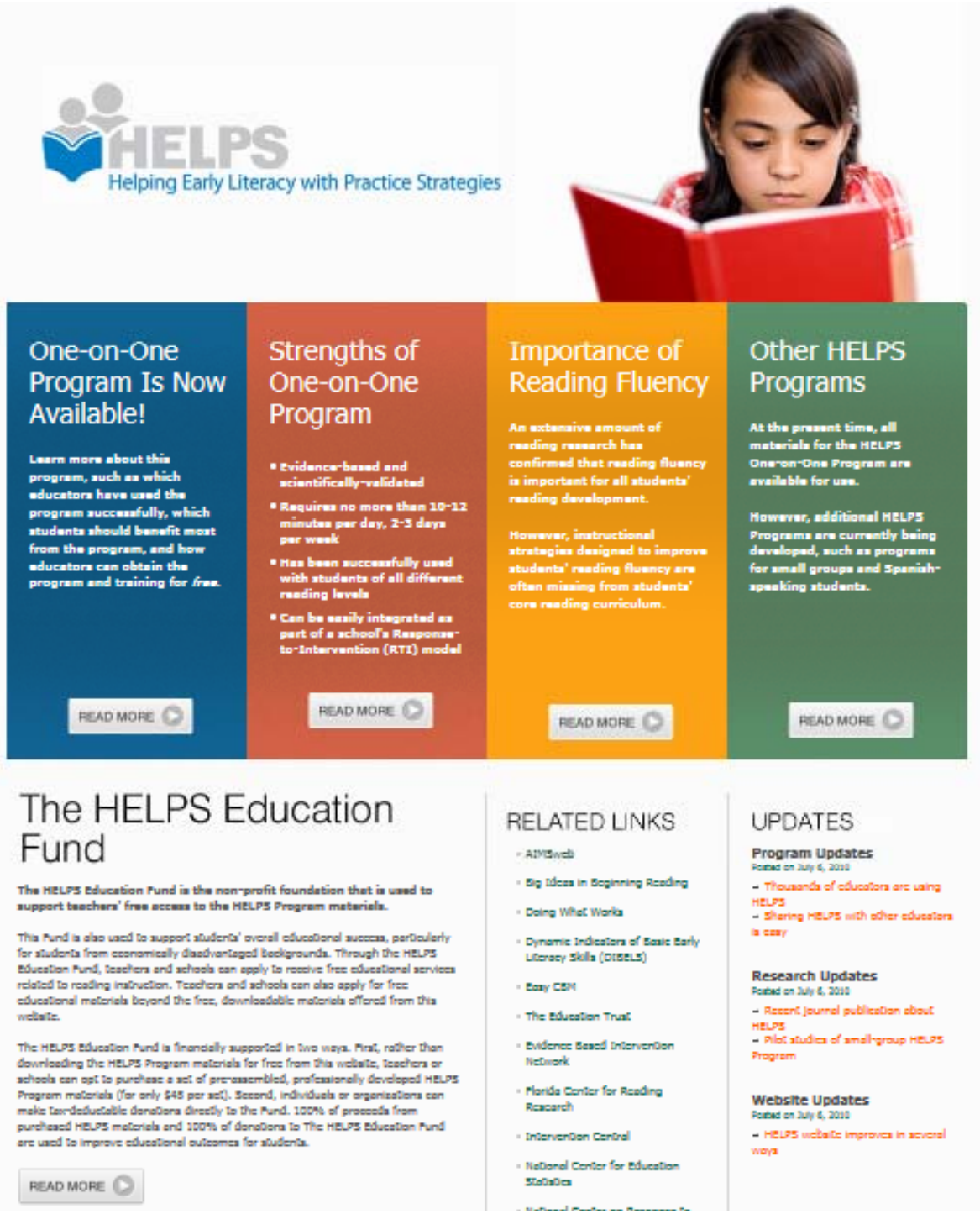
Tier 2: Supplemental Intervention: Standard -Treatment Protocol

Finding High-Quality Tier 2 Academic Programs: Where can a school find 'evidence-based' academic intervention programs for Tier 2?

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE



HELPS Program: Reading Fluency www.helpsprogram.org

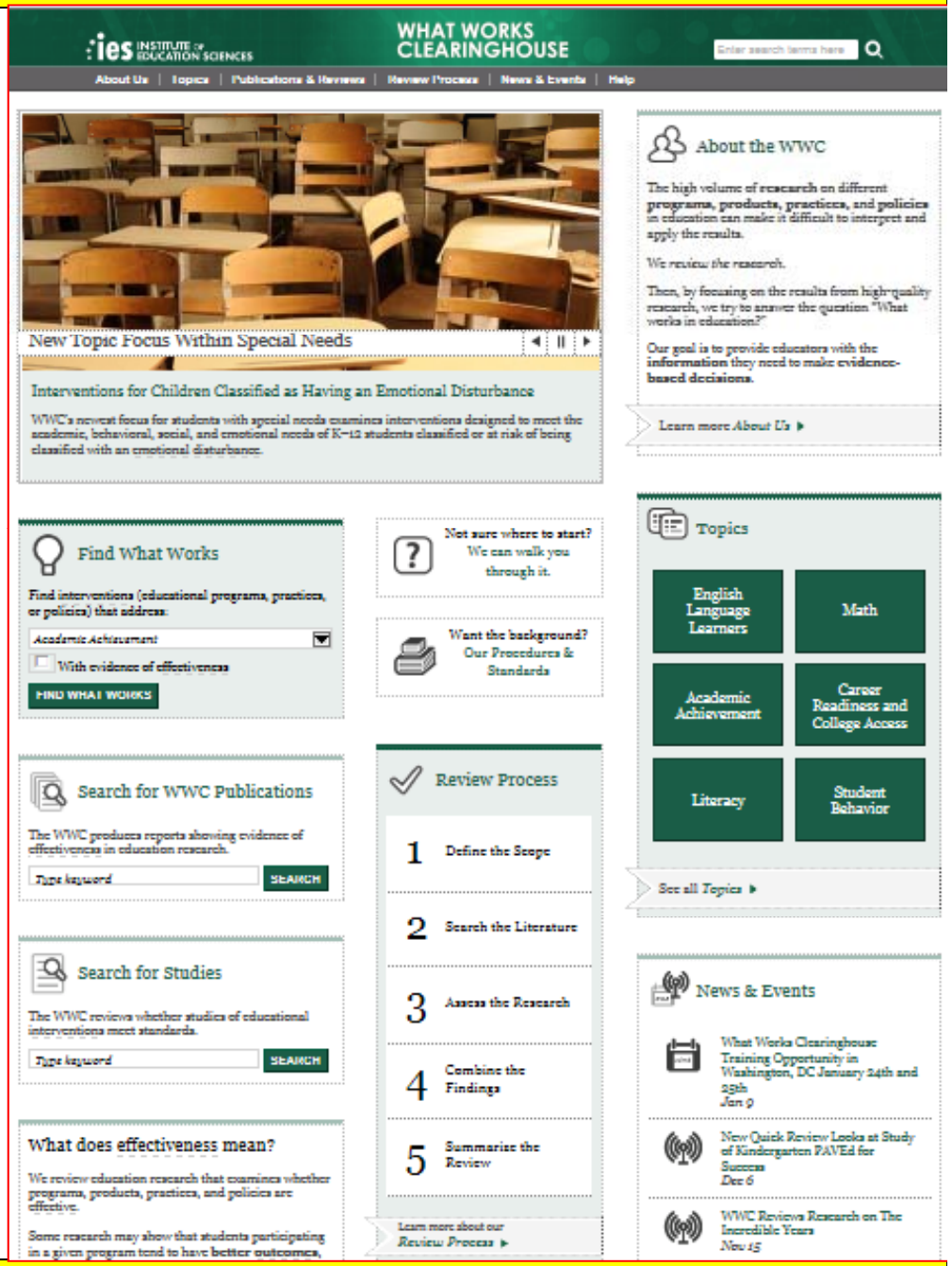
- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - 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.

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.

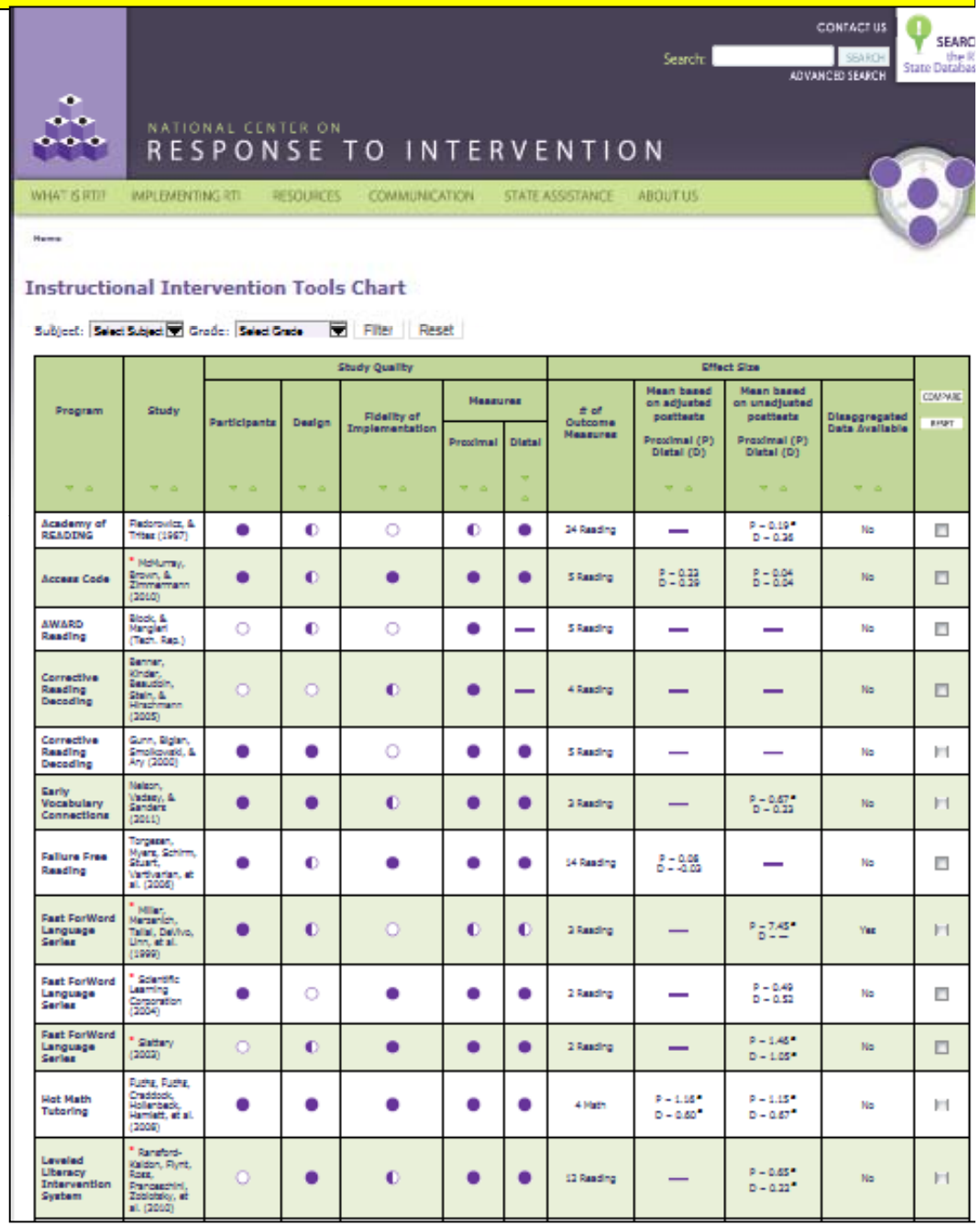
The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .

Response to Intervention

National Center on RTI Instructional Intervention Tools Chart
http://www.rti4success.org/instructionTools

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.



Program	Study	Study Quality					Effect Size				
		Participants	Design	Fidelity of Implementation	Measures: Proximal	Measures: Distal	# of Outcome Measures	Mean based on adjusted posttests: Proximal (P) Distal (D)	Mean based on unadjusted posttests: Proximal (P) Distal (D)	Disaggregated Data Available	COMPARE REPORT
Academy of READING	Radorovics, & Trites (1987)	●	◐	○	◐	●	24 Reading	—	P = 0.19* D = 0.36	No	☐
Access Code	* McMurray, Brown, & Zimmermann (2010)	●	◐	●	●	●	5 Reading	P = 0.33 D = 0.39	P = 0.04 D = 0.04	No	☐
AWARD Reading	Block, & Mangieri (Tech. Rep.)	○	◐	○	●	—	5 Reading	—	—	No	☐
Corrective Reading Decoding	Benner, Kinder, Beaudoin, Stein, & Hirschmann (2005)	○	○	◐	●	—	4 Reading	—	—	No	☐
Corrective Reading Decoding	Gunn, Biglan, Smolkowski, & Ary (2000)	●	●	○	●	●	5 Reading	—	—	No	☐
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	◐	●	●	3 Reading	—	P = 0.67* D = 0.33	No	☐
Failure Free Reading	Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)	●	◐	●	●	●	14 Reading	P = 0.06 D = -0.03	—	No	☐
Fast ForWord Language Series	* Miller, Merzenich, Tallal, DeVivo, Linn, et al. (1999)	●	◐	○	◐	◐	3 Reading	—	P = 7.45* D = —	Yes	☐
Fast ForWord Language Series	* Scientific Learning Corporation (2004)	●	○	●	●	●	2 Reading	—	P = 0.49 D = 0.52	No	☐
Fast ForWord Language Series	* Slattery (2003)	○	◐	●	●	●	2 Reading	—	P = 1.46* D = 1.05*	No	☐
Hot Math Tutoring	Fuchs, Fuchs, Craddock, Hollenbeck, Hamlett, et al. (2008)	●	●	●	●	●	4 Math	P = 1.16* D = 0.60*	P = 1.15* D = 0.67*	No	☐
Leveled Literacy Intervention System	* Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, et al. (2010)	○	●	◐	●	●	12 Reading	—	P = 0.65* D = 0.33*	No	☐

Tier 2 Secondary Level: Case Example: Sabrina: Reading Comprehension

Student as Interventionist: Tier 2 Case Example

Fact-Finding

- A reading teacher at a secondary school, Mrs. Chappel, meets with Sabrina, a student who was flagged as being ‘at some risk’ in reading comprehension during a recent schoolwide screening.
- During this intake conference, Mrs. Chappel notes in conversation with Sabrina that the student appears to lack systematic skills in monitoring her comprehension of texts while reading.
- A follow-up discussion with Sabrina’s instructional team supports this view of the student as failing to closely monitor her understanding of texts.

Student as Interventionist: Tier 2 Case Example

Preparation

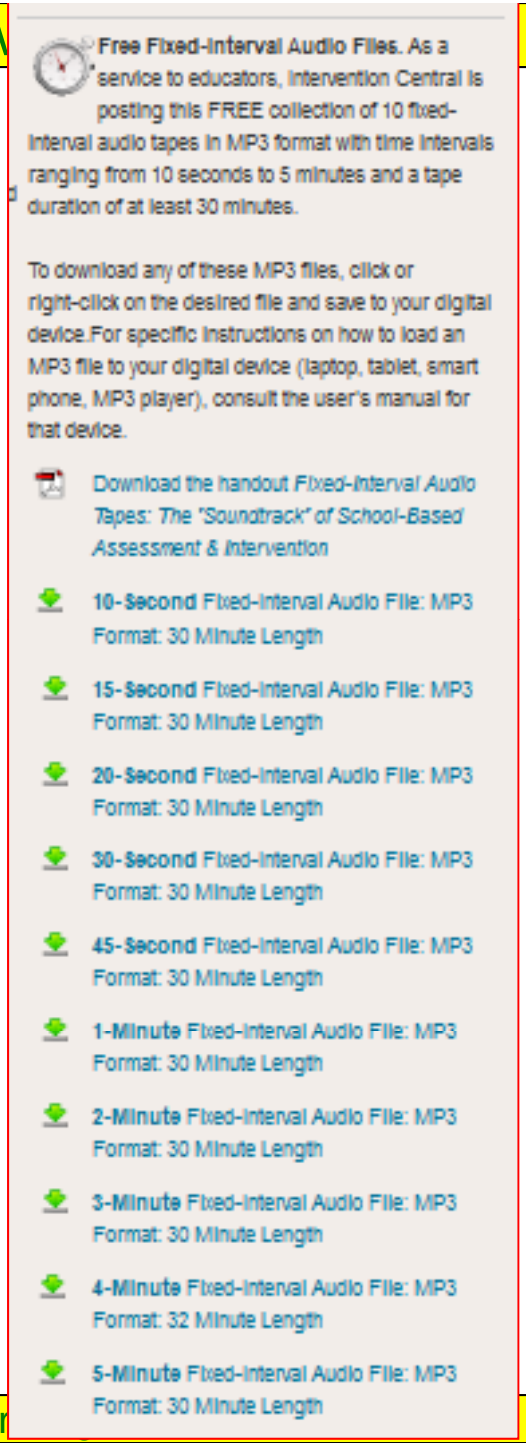
- Mrs. Chappel decides to train Sabrina to self-monitor her reading comprehension using Reading-Reflection Pauses (Hedin & Conderman, 2010).
- The reading teacher contacts the Technology Department and is loaned an inexpensive MP3 player for the student's use.

- Mrs. Chappel downloads a free MP3 audio file for self-monitoring (with 5-minute fixed-interval tones) from Intervention Central (www.interventioncentral.org).
- The reading teacher also creates a simple checklist of reading fix-up strategies for Sabrina's use.

Fixed-Interval Audio Files

http://www.interventioncentral.org/free-audio-monitoring-tapes

This web page contains audio files in MP3 format. Each 'tape' lasts 30 minutes. Fixed intervals on the tapes range from 10 seconds to five minutes.



Free Fixed-Interval Audio Files. As a service to educators, Intervention Central is posting this FREE collection of 10 fixed-interval audio tapes in MP3 format with time intervals ranging from 10 seconds to 5 minutes and a tape duration of at least 30 minutes.

To download any of these MP3 files, click or right-click on the desired file and save to your digital device.For specific instructions on how to load an MP3 file to your digital device (laptop, tablet, smart phone, MP3 player), consult the user's manual for that device.

Download the handout *Fixed-Interval Audio Tapes: The "Soundtrack" of School-Based Assessment & Intervention*

10-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length

15-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length

20-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length

30-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length

45-Second Fixed-Interval Audio File: MP3 Format: 30 Minute Length

1-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length

2-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length

3-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length

4-Minute Fixed-Interval Audio File: MP3 Format: 32 Minute Length

5-Minute Fixed-Interval Audio File: MP3 Format: 30 Minute Length

Student as Interventionist: Tier 2 Case Example Training

- Mrs. Chappel meets with Sabrina for 4 20-minute sessions. During those sessions, she:
  - shows Sabrina how to use the MP3 player to play the self-monitoring audio tape.
  - trains the student in the reading reflection pause strategy (i.e., to stop every 5 minutes in her independent reading as signaled by the tone to monitor her understanding of the text and to apply fix-up skills from her checklist if needed).
  - helps the student to develop guidelines to judge when to use the strategy with difficult texts.

Student as Interventionist: Tier 2 Case Example

Implementation

- Mrs. Chappel checks in with Sabrina weekly about her use of the self-monitoring strategy. In these check-ins, the teacher gives the student a short sample passage and has her demonstrate the strategy (intervention integrity check).
- The reading teacher also directs Sabrina to keep a log recording the dates, time-spans, and text titles used in this intervention (indirect measure of intervention integrity).
- Mrs. Chappel suggests to Sabrina's teachers that they identify for the student any reading assignments that should be read using the reading reflection-pause strategy.

Student as Interventionist: Tier 2 Case Example

Outcome

- After 4 weeks of Sabrina's using the strategy, Mrs. Chappel judges that the student is ready to discontinue use of the self-monitoring tape.
- Sabrina continues to use the reading reflection-pause strategy, with the new goal of pausing at least 4-5 times during a reading session.
- Both Sabrina and her classroom teachers report that she appears to have greater understanding of her reading and displays greater confidence in class.
- Based on this positive outcome, Mrs. Chappel discontinues her sessions with Sabrina.

Tier 2: Supplemental Intervention: Standard -Treatment Protocol

Next Steps. What are the recommended 'next steps' for this module?

Tier 2: Recommended Next Steps…

1. *Survey Tier 2 Programs & Personnel.* Complete a schoolwide survey of programs and personnel that support Tier 2 students. Note redundancies and gaps in service (groups of unserved or underserved students).

2. *Investigate Tier 2 Programs to Fill Service Gaps.* Identify unmet Tier 2 programming needs and visit Tier 2 'clearinghouse' websites to browse programs that can match those needs.

Tier 2: Recommended Next Steps…

3. *Develop a Data Analysis Team*. Put together a DAT to review schoolwide screening data 3 times yearly to recruit students for Tier 2 services.

4. *Create a Building Tier 2 Schedule.* Decide on a solution for scheduling Tier 2 services: e.g., shared RTI Tier 2 block at each grade level with no overlap in scheduling between grade levels.

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Handout: Next Steps: p. 33

- In your groups, discuss the content and recommendations for 'next steps' presented in this portion of the workshop.
- Jot down any immediate next steps that you think are important to prepare to support your schools in RTI.

Protocol. When students' acade
e placed in supplemental Tier 2 interventions.
hool in a manner that both provides the right type and
st streamlined and effective manner possible.

Who in your CAST network of schools will you need to enlist to help you with this goal?:

1. _____

2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____

2. _____