

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

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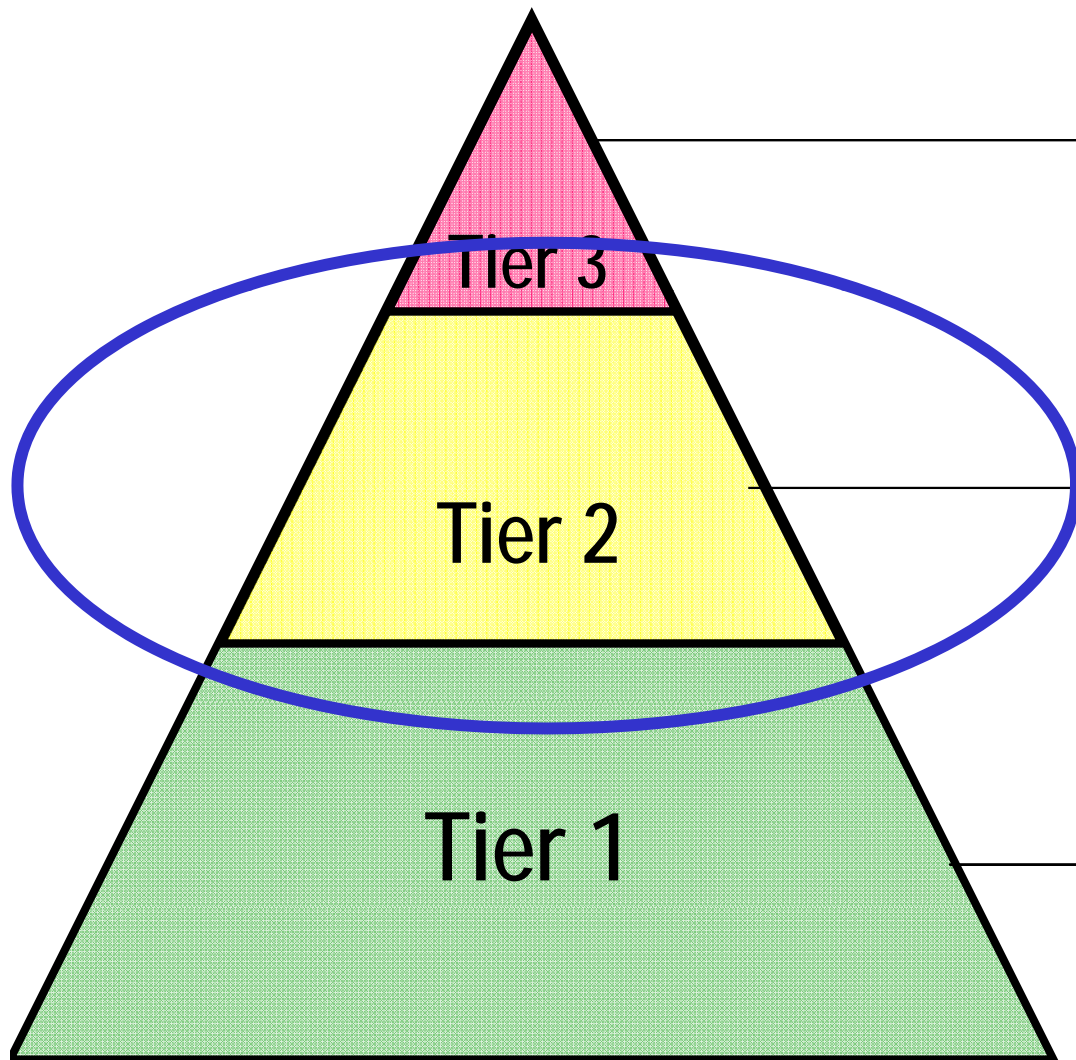


Tier 2: Supplemental Intervention: Standard -Treatment Protocol



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?

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.



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

<i>Grade K</i>	Classroom 1	Classroom 2	Classroom 3	9:00-9:30
<i>Grade 1</i>	Classroom 1	Classroom 2	Classroom 3	9:45-10:15
<i>Grade 2</i>	Classroom 1	Classroom 2	Classroom 3	10:30-11:00
<i>Grade 3</i>	Classroom 1	Classroom 2	Classroom 3	12:30-1:00
<i>Grade 4</i>	Classroom 1	Classroom 2	Classroom 3	1:15-1:45
<i>Grade 5</i>	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
<p>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.</p>	<p>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.</p>

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>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.</p>	<p>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.</p>

Tier 2/3 Interventions: Scheduling Strategies

RTI Scheduling Strategy	Considerations
<p>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.</p>	<p>Students placed in an extended-time core course (two class periods) may have to give up or postpone the opportunity to take another course.</p> <p>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 .</p>

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
<p>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.</p>	<p>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.</p>

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.

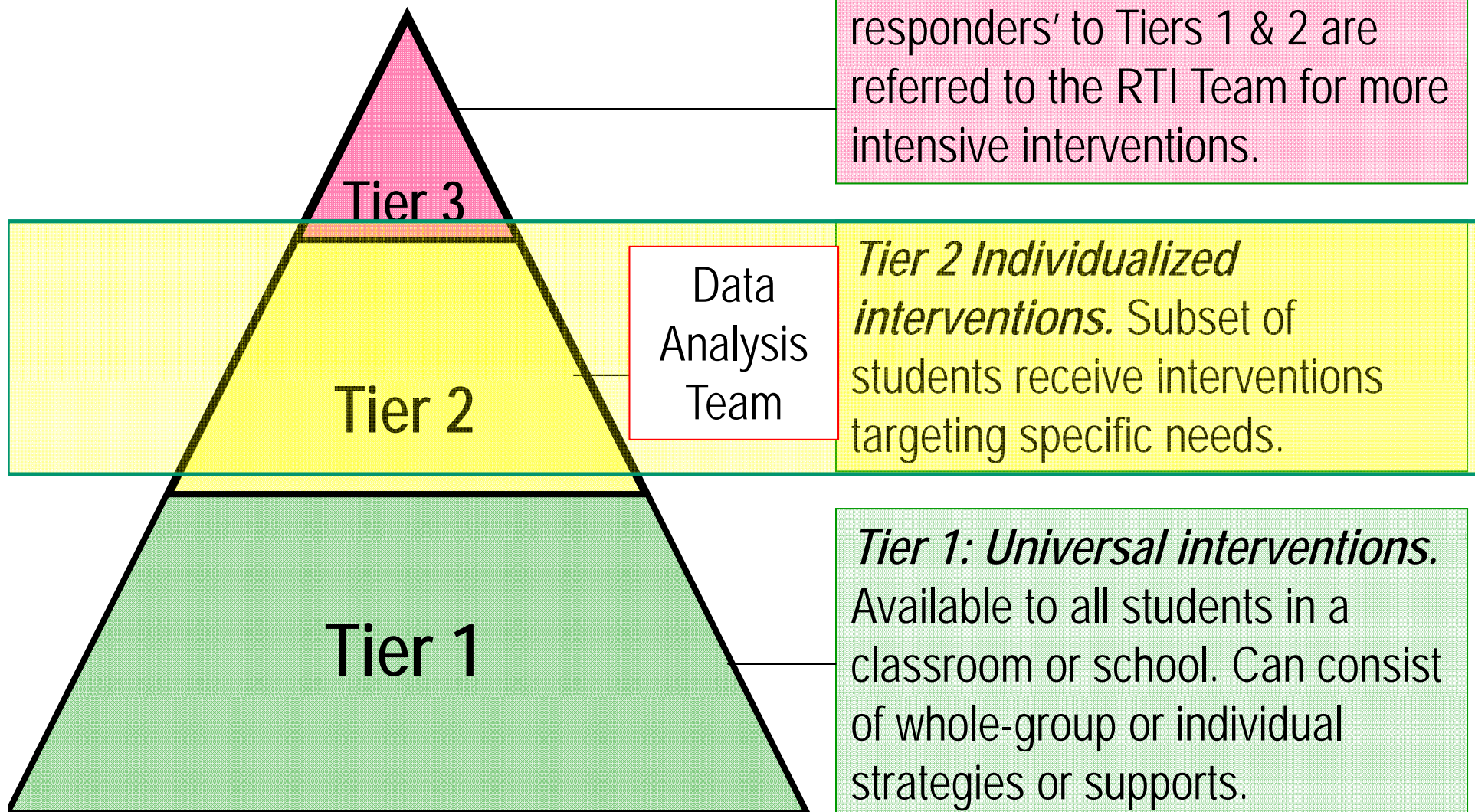
RTI: Creating a Data Analysis Team to Manage Tier 2 Services

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RTI 'Pyramid of Interventions'



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	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
Composite Score	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	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
Words Correct	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	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
Accuracy	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?



One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

[READ MORE](#)

Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

[READ MORE](#)

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

[READ MORE](#)

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

This Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$45 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

RELATED LINKS

- All HELPS
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center on Response to Intervention

UPDATES

Program Updates

Posted on July 6, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates

Posted on July 6, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates

Posted on July 6, 2010

- HELPS website improves in several ways

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.

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.

The screenshot shows the homepage of the What Works Clearinghouse (WWC) website. At the top, there is a navigation bar with the IES logo and the text 'INSTITUTE OF EDUCATION SCIENCES' and 'WHAT WORKS CLEARINGHOUSE'. Below the navigation bar is a search bar and a menu with links for 'About Us', 'Topics', 'Publications & Reviews', 'Review Process', 'News & Events', and 'Help'. The main content area features a large image of a classroom with the headline 'New Topic Focus Within Special Needs' and a sub-headline 'Interventions for Children Classified as Having an Emotional Disturbance'. Below this, there are several interactive sections: 'Find What Works' with a search form for 'Academic Achievement' and a 'FIND WHAT WORKS' button; 'Search for WWC Publications' with a search bar and a 'SEARCH' button; 'Search for Studies' with a search bar and a 'SEARCH' button; 'What does effectiveness mean?' with a brief explanation; 'Not sure where to start?' with a 'We can walk you through it.' link; 'Want the background? Our Procedures & Standards' with a printer icon; 'Review Process' with a numbered list of five steps: 1. Define the Scope, 2. Search the Literature, 3. Assess the Research, 4. Combine the Findings, and 5. Summarize the Review; 'Topics' with a grid of buttons for 'English Language Learners', 'Math', 'Academic Achievement', 'Career Readiness and College Access', 'Literacy', and 'Student Behavior'; and 'News & Events' with a list of recent news items including 'What Works Clearinghouse Training Opportunity in Washington, DC January 24th and 25th Jan 9' and 'New Quick Review Looks at Study of Kindergarten PAVED for Success Dec 6'.

Response to Intervention

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).

The screenshot shows the homepage of the Best Evidence Encyclopedia (BEE). The header features a logo of a bee reading a book and the text "Best Evidence Encyclopedia Empowering Educators with Evidence on Proven Programs". Navigation links include Home, About the BEE, Review Methods, Sign Up for Updates, and Resources. A search bar is located in the top right corner.

The main content area is titled "Which educational programs have been successfully evaluated in valid research?". Below this, it states: "What works in education? The Best Evidence Encyclopedia (BEE) presents reliable, unbiased reviews of research-proven educational programs to help:"

- POLICY MAKERS** use evidence to make informed choices.
- PRINCIPALS** choose proven programs to meet state standards.
- TEACHERS** use the most powerful tools available.
- RESEARCHERS** find rigorous evaluations of educational programs.

...because all children deserve the best in education

Useful BEE Resource: Program Overviews
Search for a program reviewed on the BEE and find an overview of useful information about the program, including evidence of effectiveness ratings and contact information.

Better: Evidence-based Education Magazine
Sign-up for a free trial issue of *Better*, a unique magazine from Johns Hopkins University's Center for Research and Reform in Education. Published three times a year, *Better* focuses on practical, evidence-based advice for decision makers in education. The theme of the fall 2011 issue is struggling readers.

The left sidebar contains a "Program Reviews" menu with categories: Mathematics (Elementary, Middle/High School, Effectiveness of Technology), Reading (Beginning, Upper Elementary, Elementary, Middle/High School, English Language Learners, Struggling Readers, Effectiveness of Technology), Comprehensive School Reform (Elementary (CSRQ), Middle/High School (CSRQ), K-12 Meta-Analysis (Borman), Education Service Providers (CSRQ)), and Early Childhood (Early Childhood Education).

The right sidebar features a "Spotlight" section with a photo of Robert Slavin and the text: "New Blog from Robert Slavin, Director of the Center for Research and Reform in Education. Visit 'Sputnik: Advancing Education Through Innovation and Evidence,' Robert Slavin's new blog featuring commentary on how educational policy can be informed by research and innovation."

The footer includes the Johns Hopkins University School of Education logo and the CDDRE logo, along with navigation links: About Johns Hopkins University / Center for Data-Driven Reform in Education, Privacy Statement, Disclosure, Contact Us, and Site Map.

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.

The screenshot shows the website interface with a search bar, navigation menu, and the main data table. The table is titled 'Instructional Intervention Tools Chart' and includes filters for Subject and Grade. The table columns are: Program, Study, Study Quality (Participants, Design, Fidelity of Implementation, Measures), Effect Size (Mean based on adjusted posttests, Mean based on unadjusted posttests, Disaggregated Data Available), and COMPARC (Pilot).

Program	Study	Study Quality				Effect Size				COMPARC PILOT
		Participants	Design	Fidelity of Implementation	Measures Proximal (P) Distal (D)	# of Outcomes Measures	Mean based on adjusted posttests Proximal (P) Distal (D)	Mean based on unadjusted posttests Proximal (P) Distal (D)	Disaggregated Data Available	
Academy of READING	Radonovic, & Thies (1987)	●	●	○	● ●	24 Reading	—	P = 0.15* D = 0.35	No	<input type="checkbox"/>
Access Code	*McLurey, Brown, & Zimmaman (2010)	●	●	●	● ●	5 Reading	P = 0.22 D = 0.39	P = 0.04 D = 0.04	No	<input type="checkbox"/>
AWARD Reading	Blok, & Mangian (Tech. Rep.)	○	●	○	● —	5 Reading	—	—	No	<input type="checkbox"/>
Corrective Reading Decoding	Bennar, Kinder, Sasudon, Stein, & Hirschmann (2005)	○	○	●	● —	4 Reading	—	—	No	<input type="checkbox"/>
Corrective Reading Decoding	Gunn, Siglan, Smolkowski, & Ary (2002)	●	●	○	● ●	5 Reading	—	—	No	<input type="checkbox"/>
Early Vocabulary Connections	Nelson, Vadeby, & Sanders (2011)	●	●	●	● ●	2 Reading	—	P = 0.67* D = 0.33	No	<input type="checkbox"/>
Failure Free Reading	Torgesen, Myers, Schim, Stuart, Vandenberg, et al. (2006)	●	●	●	● ●	14 Reading	P = 0.06 D = -0.09	—	No	<input type="checkbox"/>
Fast ForWord Language Series	* Miller, Marston, Taylor, Del'ivo, Ulin, et al. (1999)	●	●	○	● ●	2 Reading	—	P = 7.45* D = —	Yes	<input type="checkbox"/>
Fast ForWord Language Series	* Scientific Learning Corporation (2004)	●	○	●	● ●	2 Reading	—	P = 0.49 D = 0.32	No	<input type="checkbox"/>
Fast ForWord Language Series	* Gattary (2002)	○	●	●	● ●	2 Reading	—	P = 1.46* D = 1.05*	No	<input type="checkbox"/>
Hot Math Tutoring	Fuchs, Fuchs, Craddock, Hollenback, Hamlett, et al. (2008)	●	●	●	● ●	4 Math	P = 1.05* D = 0.80*	P = 1.15* D = 0.87*	No	<input type="checkbox"/>
Leveled Literacy Intervention System	* Sanford-Kalton, Flynn, Ross, Francosini, Zaccaro, et al. (2012)	○	●	●	● ●	12 Reading	—	P = 0.85* D = 0.33*	No	<input type="checkbox"/>

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.

Handout: Next Steps: p. 33

05:00

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- 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' academic skills are placed in supplemental Tier 2 interventions, schools should do so in a manner that both provides the right type and amount of intervention in the most 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. _____