Giving Classroom Teachers the Tools to Serve as RTI ‘First Responders’

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www.interventioncentral.org
Workshop PPT and Links to Recommended Internet Resources Available at:

http://www.interventioncentral.org/nyscec
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
NY’s Regulations online RI 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 selected 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 to rapidly 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 for Schools
RTI & Classroom Behaviors
RTI Toolkit: Implementing RTI in Middle and High Schools
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.
District Capacity for Change Initiatives: Challenges

- Drastic Resource Reduction: Districts have cut programs, funds, and staff that potentially could have been repurposed to support change initiatives.

- ‘Initiative Fatigue’ [e.g., RTI; Race to the Top; Adoption of Common Core Standards; Changes to APPR]: Schools may fail to see that the common theme in recent and emerging system-wide mandates is support for the struggling student. The danger is that districts may abandon or minimize their RTI efforts just when those efforts can help them to address new, related initiatives such as Race to the Top.
District Capacity for Change Initiatives: Strengths

- Consensus on Best Practices: There is emerging agreement on what struggling learners need for success: effective interventions matched to student needs with goal-setting and progress-monitoring.

- Availability of Internet Tools and Resources: Increasingly, low-cost or free resources for problem-solving, intervention, and assessment are available on the Internet—accessible to teachers and other educators.
Realities Facing Teachers With Current Change Initiatives... 

- Greater ‘Volatility’ in Positions: District downsizing and program/school reorganizations mean that many teachers find their jobs changing—often dramatically—with a lower likelihood of a long-term assignment in a single building.

- Greater Accountability: Teachers are increasingly being held accountable for individual student performance.
Recommendations for Teachers in the Face of Current Change Initiatives...

- Develop a Toolkit: Teachers should cultivate tools and resources that they can use at the classroom level to effect positive student change in behaviors and academics.

- Select Tools that are ‘Best Practice’: Teachers should select tools for classroom application that are consistent with system-wide high-quality programs and models (e.g., RTI, PBIS).
Three Challenges for Teachers Serving as Effective RTI Classroom Interventionists

- **Problem Definition:** The teacher must define the student academic or behavioral problem clearly.

- **Research-Based Interventions:** The teacher must match the student’s identified problem to an effective, research-based intervention.

- **Progress-Monitoring:** The teacher must track the student’s progress during the intervention within the appropriate ‘data context’ (baseline, goal, regular progress-monitoring) necessary for effective problem-solving.
RTI Challenge 1: Problem Definition

The teacher must define the student academic or behavioral problem clearly.
Academic or Behavioral Targets Are Stated as ‘Replacement Behaviors’

“The implementation of successful interventions begins with accurate problem identification. Traditionally, the student problem was stated as a broad, general concern (e.g., impulsive, aggressive, reading below grade level) that a teacher identified. In a competency-based approach, however, the problem identification is stated in terms of the desired replacement behaviors that will increase the student’s probability of successful adaptation to the task demands of the academic setting.” p. 178

Behavior Report Card Generator

• Encourages educators to define student problem(s) more clearly.

• Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.

• Provides a fixed response format each day to increase the consistency of feedback about the educator’s ‘complaint’.

• Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.
RTI Challenge 2: Research-Based Interventions

The teacher must match the student’s identified problem to an effective, research-based intervention.
“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

Phrase-Cued Text Lessons

- Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

Response to Intervention

Phrase-Cued Text Lessons

**MATERIALS:**

- Two copies of a student passage: One annotated with phrase-cue marks and the other left without annotation.

**Sources:**

www.interventioncentral.org
Phrases-Cued Text Lessons

**PREPARATION:** Here are guidelines for preparing phrase-cued passages:

1. **Select a Passage.** Select a short (100-250 word) passage that is within the student’s instructional or independent level.

2. **Mark Sentence Boundaries.** Mark the sentence boundaries of the passage with double slashes (\//\).

3. **Mark Within-Sentence Phrase-Breaks.** Read through the passage to locate ‘phrase breaks’—naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.
Phrase-Cued Text Lessons

**INTERVENTION STEPS:** Phrase-cued text lessons should be carried out in 10 minute sessions 3-4 times per week. Here are steps to carrying out this intervention:

1. [When first using this strategy] **Introduce Phrase-Cued Texts to the Student.** Say to the student: "*Passages are made up of key ideas, and these key ideas are often contained in units called ‘phrases’. Several phrases can make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text.*"

   Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
Phrase-Cued Text Lessons

INTERVENTION STEPS (Cont.):

2. **Follow the Phrase-Cued Text Reading Sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:
   
a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student’s observance of phrase breaks.

c) The session concludes with the student reading aloud a copy of the passage *without* phrase-cue marks. The tutor provides feedback about the student’s success in recognizing the natural phrase breaks in the student’s final read-aloud.

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
Phrase-Cued Text Lessons

Additional Ideas for Using Phrase-Cued Texts. Educators might consider these additional ideas for using this strategy (Rasinski, 1994):

• **Use Phrase-Cued Texts in a Group-Lesson Format.** The teacher would modify the intervention sequence (described above) to accommodate a group or class. The teacher models reading of the phrase-cued passage; the teacher and students next read through the passage chorally; then students (in pairs or individually) practice reading the phrase-cued text aloud while the instructor circulates around the room to observe. Finally, students individually read aloud the original passage without phrase-cue marks.

• **Encourage Parents to Use the Phrase-Cued Text Strategy.** Parents can extend the impact of this strategy by using it at home, with training and materials provided by the school.


www.interventioncentral.org
Phrase Cued Text Generator

www.interventioncentral.org

Step 1 of 3

Welcome to the Phrase-Cued Text Generator. Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

You can read a full description of the phrase-cued text lesson intervention by clicking here.

Directions: To get started, type or paste the passage that you would like to convert in the Passage box below.

You can also optionally type in the Author and/or Title of the passage.

NOTE: To compute readability, click on the COMPUTE button below under ‘Readability Estimates’.

When you are ready to go to the next screen, click the NEXT button.

Title
Jellyfish Are Efficient Orcs

Author
NY Times

Passage
For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

“To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Word Count: 163 (Min: 20 Max: 500)

☐ Remove all line breaks to create a single-paragraph passage

www.interventioncentral.org
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.
RTI Challenge 3: Progress-Monitoring

The teacher must track the student’s progress during the intervention within the appropriate ‘data context’ (baseline, goal, regular progress-monitoring) necessary for effective problem-solving.
Classroom Interventions: Potential ‘Fatal Flaws’

Any intervention must include 4 essential elements. The absence of any one of the elements would be considered a ‘fatal flaw’ that prevents the school from drawing meaningful conclusions about the student’s response to the intervention:

1. **Clearly defined problem.** The student’s target concern is stated in specific, observable, measureable terms. This ‘problem identification statement’ is the most important step of the problem-solving model (Bergan, 1995), as a clearly defined problem allows the teacher or RTI Team to select a well-matched intervention to address it.

2. **Baseline data.** The teacher or RTI Team measures the student’s academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data becomes the point of comparison throughout the intervention to help the school to determine whether that intervention is effective.

3. **Performance goal.** The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.

4. **Progress-monitoring plan.** The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

ChartDog GraphMaker

Provides teachers with a tool to create single-subject time-series graphs. The free application allows the user to save his or her data and store online. ChartDog also allows the user to:

- enter up to four data series on one graph
- enter and label phase changes
- set goal-lines and aimlines
- compute trend-lines for any data series by phase
- carry out other statistical calculations
ChartDog GraphMaker
www.interventioncentral.org
Response to Intervention

John: Math Computation Speed

ChartDog GraphMaker
www.interventioncentral.org
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A journey of a thousand miles must begin with a single step.

Lao Tzu, Chinese Taoist (600 BC-531 BC)

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