Response to Intervention

A Model to Improve Systems of Support for Struggling Learners

Jim Wright

www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/sage
Workshop Agenda

- RTI: Key Concepts
- Reading: Sample Interventions
- Tier 1: Defining Classroom Teacher Responsibilities
- Tiers 2/3: Selecting Programs and Scheduling
- RTI & Data Collection
- RTI: Getting Started in Your School or District
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.
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”

Response to Intervention

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.

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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 meet 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.

Tier 1 Core Instruction

Tier I core instruction:

- Is universal—available to all students.
- Can be delivered within classrooms or throughout the school.
- Is an ongoing process of developing strong classroom instructional practices to reach the largest number of struggling learners.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction encompasses:

- The school’s core curriculum.
- All published or teacher-made materials used to deliver that curriculum.
- Teacher use of ‘whole-group’ teaching & management strategies.

Tier I instruction addresses this question: Are strong classroom instructional strategies sufficient to help the student to achieve academic success?
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?
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 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.
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 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

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).
Activity: RTI: The Big Picture

At your tables:

- Review key concepts about RTI shared in this workshop.
- Discuss current strengths and limitations to implementing RTI in the school(s) with which you work.
Response to Intervention

Research-Based Reading Interventions

Focus of Inquiry: What are examples of classroom reading interventions that are supported by research?

- Letter Cube Blending (Alphabetic/Phonics)
- Paired Reading (Fluency)
- HELPS Program (Fluency)
- Reading (Comprehension)
- Fix-Up Skills
- Phrase-Cued Text Lessons
“Risk for reading failure always involves the interaction of a particular set of child characteristics with specific characteristics of the instructional environment. Risk status is not entirely inherent in the child, but always involves a “mismatch” between child characteristics and the instruction that is provided.” (Foorman & Torgesen, 2001; p. 206).

The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting ‘word’ composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

- Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

- With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks—with one bold letter displayed per side.
  - Block 1: t,c,d,b,f,m: green marker
  - Block 2: a,e,i,o,u,i (The letter / appears twice on the block.): blue marker
  - Block 3: b,d,m,n,r,s: red marker

- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

Response to Intervention

Letter Cube Blending

**INTERVENTION STEPS:** At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. **Each student takes a turn rolling the Letter Cubes.** The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. **The student is prompted to sound out the letters on the cubes.** The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting ‘word’.


INTERVENTION STEPS (Cont.):

3. The student identifies and records the word as ‘real’ or ‘nonsense’. The student then identifies the word as ‘real’ or ‘nonsense’ and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. The activity continues to 10 words. The activity continues until students in the group have generated at least 10 words on their recording sheets.

Letter Cube Blending

Sample Recording Sheet

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Sources:

Interventions for... *Increasing Reading Fluency*

- Assisted Reading Practice
- Listening Passage Preview (‘Listening While Reading’)
- Paired Reading
- Repeated Reading
Paired Reading

The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.
Paired Reading
HELPS Reading Fluency Program
www.helpsprogram.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.
Promoting Student Reading Comprehension ‘Fix-Up’ Skills
Good readers continuously monitor their understanding of informational text. When necessary, they also take steps to improve their understanding of text through use of reading comprehension ‘fix-up’ skills.

Presented here are a series of fix-up skill strategies that can help struggling students to better understand difficult reading assignments...
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- **[Student Strategy]** Promoting Understanding & Building Endurance through Reading-Reflection Pauses (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.
[Student Strategy] **Identifying or Constructing Main Idea Sentences** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. This stack of ‘main idea’ cards becomes a useful tool to review assigned readings.
Response to Intervention

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] **Restructuring Paragraphs with Main Idea First to Strengthen ‘Rereads’** (Hedin & Conderman, 2010).
  
  The student highlights or creates a main idea sentence for each paragraph in the assigned reading. When rereading each paragraph of the selection, the student (1) reads the main idea sentence or student-generated ‘gist’ sentence first (irrespective of where that sentence actually falls in the paragraph); (2) reads the remainder of the paragraph, and (3) reflects on how the main idea relates to the paragraph content.
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- Student Strategy] **Apply Vocabulary ‘Fix-Up’ Skills for Unknown Words** (Klingner & Vaughn, 1999). When confronting an unknown word in a reading selection, the student applies the following vocabulary ‘fix-up’ skills:
  1. Read the sentence again.
  2. Read the sentences before and after the problem sentence for clues to the word’s meaning.
  3. See if there are prefixes or suffixes in the word that can give clues to meaning.
  4. Break the word up by syllables and look for ‘smaller words’ within.
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] Reading Actively Through Text Annotation (Harris, 1990; Sarkisian et al., 2003). Students are likely to increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text. Using photocopies, the student is taught to engage in an ongoing 'conversation' with the writer by recording a running series of brief comments in the margins of the text. The student may write annotations to record opinions about points raised by the writer, questions triggered by the reading, or unknown vocabulary words.
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).

Phrase-Cued Text Lessons

MATERIALS:

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

Sources:
Phrase-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 (/).


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

Example: Passage With Phrase-Cued Text Annotation

Phrase-Cued Text

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.

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.

Sources:
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 Prey

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
Defining Core Instruction, Intervention, Accommodation, and Modification

Focus of Inquiry: How do we distinguish ‘academic intervention’ from related terms?
Response to Intervention

Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

• **Core Instruction.** Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High-quality instruction is essential and forms the foundation of RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.
Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Intervention.** An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).
Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

- **Accommodation.** An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.
  - Accommodation example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.
  - Accommodation example 2: For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).
“Teaching is giving; it isn’t taking away.”

(Howell, Hosp & Kurns, 2008; p. 356).

Core Instruction, Interventions, Accommodations & Modifications: Sorting Them Out

• **Modification.** A modification changes the expectations of what a student is expected to know or do in core instruction—typically by lowering the academic standards against which the student is to be evaluated.

Examples of modifications:

– Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class

– Letting the student consult course notes during a test when peers are not permitted to do so
Activity: Intervention and Related Terms

At your tables:

- Consider the definitions of core instruction, intervention, accommodation, and modification shared at this workshop.

- Discuss whether general-education teachers in your schools may be ‘modifying’ core instruction for struggling general-education learners. If so, what are ideas to help teachers to avoid this practice?
RTI at Tier 1: The Teacher as ‘First Responder’

Focus of Inquiry: What are the specific expectations of the general-education classroom teacher to serve as an ‘interventionist’?
“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

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.
The Key Role of Classroom Teachers as ‘Interventionists’ in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.
2. The teacher decides on the best explanation for why the problem is occurring.
3. The teacher selects ‘research-based’ interventions.
4. The teacher documents the student’s Tier 1 intervention plan.
5. The teacher monitors the student’s response (progress) to the intervention plan.
6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.
### Classroom Intervention Planning Sheet

**Teacher/Team:** ____________________________  **Date:** ____________________________  **Student:** ____________________________

**Student Problem Definition #1:** ________________________________________________________

**Student Problem Definition #2:** ________________________________________________________

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

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
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<tr>
<td>Describe each intervention that you plan to use to address the student’s concern(s).</td>
<td>List key details about delivery of the intervention, such as: (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</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>
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**Interventions: Essential Elements (Witt et al., 2004)**
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

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Response to Intervention

RTI Interventions: What If There is No Commercial Intervention Package or Program Available?

“Although commercially prepared programs and ... manuals and materials are inviting, they are not necessary. ... A recent review of research suggests that interventions are research based and likely to be successful, if they are correctly targeted and provide explicit instruction in the skill, an appropriate level of challenge, sufficient opportunities to respond to and practice the skill, and immediate feedback on performance... Thus, these [elements] could be used as criteria with which to judge potential ... interventions.” p. 88

Motivation Deficit 1: The student is unmotivated because he or she cannot do the assigned work.

• Profile of a Student with This Motivation Problem:
  The student lacks essential skills required to do the task.
Motivation Deficit 1: Cannot Do the Work

- **Profile of a Student with This Motivation Problem (Cont.):**
  
  Areas of deficit might include:

- *Basic academic skills.* Basic skills have straightforward criteria for correct performance (e.g., the student defines vocabulary words or decodes text or computes ‘math facts’) and comprise the building-blocks of more complex academic tasks (Rupley, Blair, & Nichols, 2009).

- *Cognitive strategies.* Students employ specific cognitive strategies as “guiding procedures” to complete more complex academic tasks such as reading comprehension or writing (Rosenshine, 1995).

- *Academic-enabling skills.* Skills that are ‘academic enablers’ (DiPerna, 2006) are not tied to specific academic knowledge but rather aid student learning across a wide range of settings and tasks (e.g., organizing work materials, time management).
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **What the Research Says:** When a student lacks the capability to complete an academic task because of limited or missing basic skills, cognitive strategies, or academic-enabling skills, that student is still in the acquisition stage of learning (Haring et al., 1978). That student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught these weak or absent essential skills (Daly, Witt, Martens & Dool, 1997).
Motivation Deficit 1: Cannot Do the Work (Cont.)

• How to Verify the Presence of This Motivation Problem:
  The teacher collects information (e.g., through observations of the student engaging in academic tasks; interviews with the student; examination of work products, quizzes, or tests) demonstrating that the student lacks basic skills, cognitive strategies, or academic-enabling skills essential to the academic task.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix This Motivation Problem:** Students who are not motivated because they lack essential skills need to be taught those skills.

*Direct-Instruction Format.* Students learning new material, concepts, or skills benefit from a ‘direct instruction’ approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009).
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- ensures that the lesson content is appropriately matched to students’ abilities.
- opens the lesson with a brief review of concepts or material that were previously presented.
- states the goals of the current day’s lesson.
- breaks new material into small, manageable increments, or steps.
- throughout the lesson, provides adequate explanations and detailed instructions for all concepts and materials being taught. NOTE: Verbal explanations can include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps applying the strategy).
- regularly checks for student understanding by posing frequent questions and eliciting group responses.
- verifies that students are experiencing sufficient success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement.
- provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
- allows students the chance to engage in practice activities distributed throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
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- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
Tier 1 Case Example: Colin:
Letter Identification
AIMSweb Cut-Points: Using National Aggregate Sample

- **Low Risk:** At or above the 25th percentile: Core instruction alone is sufficient for the student.

- **Some Risk:** 10th to 24th percentile: Student will benefit from additional intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).

- **At Risk:** Below 10th percentile: Student requires intensive intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).
The Concern

• In a mid-year (Winter) school-wide screening for Letter Naming Fluency, a first-grade student new to the school, Colin, was found have moderate delays when compared to peers. In his school, Colin fell below the 25th percentile compared with peers (AIMSweb norms). According to the benchmark norms, a student at the 25th percentile should read at least 38 letters per minute. Colin was able to read only 27 letters per minute. (NOTE: These results place Colin between the 10th and 25th percentile, a mild level of deficit—‘Some Risk’.)

• Screening results, therefore, suggested that Colin has problems with Letter Naming. However, more information is needed to better understand this student academic delay.
AIMSweb Letter Naming Fluency Norms: Gr 1

25th percentile for Winter Screening: 38 letters per minute

Colin’s Performance: 27 letters per minute

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Num</th>
<th>LNC</th>
<th>Num</th>
<th>LNC</th>
<th>Num</th>
<th>LNC</th>
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<td>21</td>
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<td></td>
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</tr>
</tbody>
</table>

Colin’s performance compared to the 25th percentile for Winter Screening.
Response to Intervention

Case Example: Letter Naming

Instructional Assessment

• Colin’s teacher, Ms. Tessia, sat with him and checked his letter knowledge. She discovered that, at baseline, Colin knew 23 lower-case letters and 19 upper-case letters. (Ms. Tessia defined ‘knows a letter’ as: “When shown the letter, the student can correctly give the name of the letter within 3 seconds.”)

• Based on her findings, Ms. Tessia decided that Colin was still acquiring skill at letter names. He needed direct-teaching activities to learn to identify all of the letters.
Case Example: Letter Naming

Created at
www.interventioncentral.org
Case Example: Letter Naming

Intervention

- Ms. Tessia decided to use ‘incremental rehearsal’ (Burns, 2005) as an intervention for Colin. This intervention benefits students who are still acquiring their math facts, sight words, or letters.

  Students start by reviewing a series of ‘known’ cards. Then the instructor adds ‘unknown’ items to the card pile one at a time, so that the student has a high ratio of known to unknown items. This strategy promotes near-errorless learning.

- Colin received this intervention daily, for 10 minutes.

- NOTE: A paraprofessional, adult volunteer, or other non-instructional personnel can be trained to deliver this intervention.

Evidence-Based Intervention Project
Incremental Rehearsal Guidelines

Common Reason for Academic Failure: They have not spent enough time doing it
Intervention Name: Incremental Rehearsal

Brief Description:
A student is presented with flashcards containing unknown items added in to a group of known items. Presenting known information along with unknown allows for high rates of success and can increase retention of the newly learned items, behavioral momentum and resulting time on task. Research shows that this technique can be used with sight/vocabulary words, simple math facts, letter names, and survival words/signs. In addition, this technique could be used for other facts, such as state capitals or the meanings of prefixes or suffixes, etc.

What “common problems” does this address?
Incremental Rehearsal increases fluency

Procedures:
1. Introduce a series of words or math facts on instructional level.
2. From these, identify at least 9 words or math facts that the child can read or answer correctly within 2 seconds. These are "knowns" and go into a stack.
3. Also, identify 10 words or math facts that the child cannot read or answer correctly within 2 seconds. These are "unknowns" and go into a different stack.
4. Take 9 cards from the known stack and 1 from the unknown stack.
5. Present the first known card and have the student read it aloud.
6. Present the unknown with the answer for math and the first and second known and have the child read or answer aloud.
7. Present the unknown with the answer for math and the first, second, third known and so on until all 9 knowns have been presented.
8. If the first unknown is now a known, it now replaces a previous known, which is then removed from the stack. Begin the procedure again at number 4 using a different unknown.
9. Repeat until all unknowns become knowns.

*A complete sequence of flashcard presentation is provided in the Supplements section.

Critical Components that must be implemented for the intervention to be successful:
- There must be a clear understanding of the student’s skill level. (Does the student have the skills necessary to use the flashcards?)
- Student is presented with material on a 90% known to 10% unknown ratio during trials. This ratio helps to produce behavioral momentum, which occurs when high rates of initial reinforcement get the ball rolling so that when the student is presented with challenging material they are more likely to persevere. Allowing the student to produce high rates of success increases motivation to work through material that is unknown.

This manual was developed as a class project at East Carolina University. Correspondence concerning this manual should be addressed to Dr. T. Chris Ellis, Professor at the Department of Psychology, East Carolina University, Poe Building, Greenville, North Carolina, 27858. Email: tcelis@ecu.edu
Case Example: Letter Naming

Goal-Setting and Data Collection

• Ms. Tessia set the goals that, within 4 instructional weeks, Colin would:
  – identify all upper-case and lower-case letters.
  – move above the 25th percentile in Letter Naming Fluency when compared to grade-level peers (using the AIMSweb norms).

• The teacher collected two sources of data on the intervention:
  – At the end of each tutoring session, the tutor logged any additional formerly unknown letters that were now ‘known’ (that the student could now accurately identify within 3 seconds).
  – Each week, the teacher administered a one-minute timed Letter Naming Fluency probe and charted the number of correctly identified letters.
Case Example: Letter Naming

Outcome

• Ms. Tessia discovered that Colin attained the first goal (‘able to identify all upper-case and lower-case letters’) within 2 weeks.

• Colin attained the second goal (‘move above the 25\textsuperscript{th} percentile in Letter Naming Fluency when compared to grade-level peers’ by reading at least 38 letters per minute) within the expected four instructional weeks.

• Ms. Tessia then discontinued the intervention after four weeks, as Colin had moved into the average range with letter naming skills.
Response to Intervention

Activity: RTI: Teacher as Tier 1 ‘First Responder’

At your tables:

• Discuss a plan in the schools that you work with to define ‘Tier 1’ (classroom) intervention procedures and to train teachers to serve as RTI ‘first responders’.
RTI at Tier 2/3: Supplemental Instruction

Focus of Inquiry: How are supplemental Tier 2/3 programs set up and scheduled?
Big Ideas in Reading

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

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.
Tier 2/3 Interventions: Essential Elements

- Instructional programs or practices used in the intervention meet the district’s criteria of ‘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).

- If the intervention is group-based, all students enrolled in the Tier 2/3 intervention group have a shared intervention need that could reasonably be addressed through the group instruction provided.

Tier 2/3 Interventions: Essential Elements (Cont.)

• The student-teacher ratio in the group-based intervention provides adequate student support. NOTE: For Tier 2, group sizes should be capped at 7 students. Tier 3 interventions may be delivered in smaller groups (e.g., 3 students or fewer) or individually.

• The intervention provides contact time adequate to the student academic deficit. NOTE: Tier 2 interventions should take place a minimum of 3-5 times per week in sessions of 30 minutes or more; Tier 3 interventions should take place daily in sessions of 30 minutes or more (Burns & Gibbons, 2008).

Supplemental Interventions in Secondary Schools: The Challenge

- Research indicates that students do well in targeted small-group interventions (4-7 students) when the intervention ‘treatment’ is closely matched to those students’ academic needs (Burns & Gibbons, 2008).

- However, in secondary schools:
  1. students are sometimes grouped for remediation by convenience rather than by presenting need. Teachers instruct across a broad range of student skills, diluting the positive impact of the intervention.
  2. students often present with a unique profile of concerns that does not lend itself to placement in a group intervention.

Caution About Secondary 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 intervention support in secondary schools should not take the form of unfocused ‘homework help’ or test preparation.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Pink</td>
<td>Red</td>
<td>Orange</td>
<td>9:00-9:30</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Green</td>
<td>Blue</td>
<td>Red</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Pink</td>
<td>Red</td>
<td>Orange</td>
<td>10:30-11:00</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Green</td>
<td>Blue</td>
<td>Red</td>
<td>12:30-1:00</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Pink</td>
<td>Red</td>
<td>Orange</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Green</td>
<td>Blue</td>
<td>Red</td>
<td>2:00-2:30</td>
</tr>
</tbody>
</table>

## Tiers 2 & 3/Secondary: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide RTI Period.</strong> The school sets aside one period per day (e.g., 35-45 minutes) during which all students have the opportunity to receive appropriate academic support. Tier 2/3 students are provided with interventions during this period. Non-RTI students may use this time as a study hall or for other academically relevant activities.</td>
<td>Ideas for scheduling a schoolwide RTI period: (1) Trim a brief amount of time (e.g., 5 minutes) from each class period in the daily schedule to free up time for a stand-alone period. (2) In schools whose staff by contract must report before students or remain for a period after student dismissal each day, the school might lengthen the student day to overlap with the additional AM or PM staff time, perhaps freeing up at least some of the minutes needed to cobble together an RTI period.</td>
</tr>
</tbody>
</table>
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<thead>
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<tbody>
<tr>
<td><strong>Zero Period.</strong> The school creates an optional period before the official start of the school day. During that ‘zero period’, students can elect to take core or elective courses. Those students needing RTI support can take an essential class during zero period, freeing up a time-slot during the school day to receive their RTI assistance.</td>
<td>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these course entail additional work and potential inconvenience—including an earlier wake-up time and home responsibility for transportation.</td>
</tr>
</tbody>
</table>
## Tiers 2 & 3/Secondary: Scheduling Strategies

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<thead>
<tr>
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<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>
Tiers 2 & 3/Secondary: 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.
## Tiers 2 & 3/Secondary: Scheduling Strategies

<table>
<thead>
<tr>
<th>RTI Scheduling Strategy</th>
<th>Considerations</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
Using Non-Instructional Personnel as Tier 2 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.”

The What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/) is a federally-sponsored website that summarizes research supporting various Tier 2 and Tier 3 intervention programs.
RTI Challenge: Developing & Implementing Effective Tier 2/3 Intervention Programs

• Discuss the range of Tier 2/3 supplemental intervention programs that your school currently has in place to address the most frequent student academic problems.

• What are some positive steps that your school has taken to develop and implement Tier 2/3 interventions?

• What are significant challenges that still remain?
Problem-Solving Approach

Focus of Inquiry: How are the roles and meeting structure of the RTI Problem-Solving Team defined?
In contrast, the problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student’s reading performance (Shapiro, 2009). Information obtained from the examination of instructional variables are used to identify subskill deficits and inform targeted interventions. Common to RtI-PS models is a 4-step process that involves the following steps:

1. Conceptualize the problem (Is there a problem? What is it?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Many schools have developed instructional support teams (IST) or student study teams to assist teachers in providing supports and accommodations for students who are having difficulties in the core curriculum. These teams provide suggestions to the teacher for possible interventions for struggling students.

Tier 3 Interventions Are Developed With Assistance from the School’s RTI (Problem-Solving) Team

Effective RTI Teams:

• Are multi-disciplinary and include classroom teachers among their members

• Follow a structured ‘problem-solving’ model

• Use data to analyze the academic problem and match the student to effective, evidence-based interventions

• Develop a detailed research-based intervention plan to help staff with implementation

• Check up on the teacher’s success in carrying out the intervention (‘intervention integrity’)
The Problem-Solving Model & Multi-Disciplinary Teams

A school consultative process (‘the problem-solving model’) with roots in applied behavior analysis was developed (e.g., Bergan, 1995) that includes 4 steps:

– Problem Identification
– Problem Analysis
– Plan Implementation
– Problem Evaluation

Originally designed for individual consultation with teachers, the problem-solving model was later adapted in various forms to multi-disciplinary team settings.

Focus on School Factors That We Can Control

“Some factors in students’ lives (such as family divorce, moving frequently, drug use, and poor teaching) lower the probability that these students will learn and/or get along with others. These are often referred to as risk factors. Risk factors do not assure student failure. Risk factors simply make the odds of failure greater. Aligning assessment and instruction allows teachers to introduce new factors into the student’s life that raise the probability of learning. These are often called protective factors since they protect against the risks associated with risk factors. The use of protective factors to raise the probability of learning is often referred to as resilience.”

RTI Team Consultative Process: Initial Meeting: 30 Mins

**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
RTI Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
Small-Group Activity: Evaluating Your Own Problem-Solving Team

- Consider the hallmarks of effective RTI Problem-Solving Teams.
- Discuss how closely your current RTI Teams (or their equivalent) follow these quality indicators.

Effective RTI Teams:
- Are multi-disciplinary and include teachers among their members
- Follow a structured ‘problem-solving’ model
- Use data to analyze the academic problem and match the student to effective, evidence-based interventions
- Develop a detailed research-based intervention plan to help staff with implementation
- Check up on the teacher’s success in carrying out the intervention (‘intervention integrity’)
Collecting Classroom Data

Focus of Inquiry: What are some examples of data collection in the classroom and how can each be placed in a ‘data context (baseline, goal, progress-monitoring)?
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.

Classroom Data Collection Methods: Examples

- Existing data
- Global skills checklist
- Behavioral frequency count/behavior rate
- Rating scales (including Behavior Report Cards)
- Academic skills: Cumulative mastery log
- Work products
- Behavior log
- Curriculum-based measurement
Classroom Data Collection

Global skills checklist. The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills—a process known as ‘discrete categorization’ (Kazdin, 1989). An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day. Classroom teachers can use these checklists as convenient tools to assess whether a student has the minimum required range of academic enabling skills for classroom success.
‘Academic Enabler’ Observational Checklists: Measuring Students’ Ability to Manage Their Own Learning
‘Academic Enabler’ Skills: Why Are They Important?

Student academic success requires more than content knowledge or mastery of a collection of cognitive strategies. Academic accomplishment depends also on a set of ancillary skills and attributes called ‘academic enablers’ (DiPerna, 2006). Examples of academic enablers include:

- Study skills
- Homework completion
- Cooperative learning skills
- Organization
- Independent seatwork

‘Academic Enabler’ Skills: Why Are They Important? (Cont.)

Because academic enablers are often described as broad skill sets, however, they can be challenging to define in clear, specific, measurable terms. A useful method for defining a global academic enabling skill is to break it down into a checklist of component sub-skills—a process known as ‘discrete categorization’ (Kazdin, 1989). An observer can then use the checklist to note whether a student successfully displays each of the sub-skills.

‘Academic Enabler’ Skills: Sample Observational Checklists

<table>
<thead>
<tr>
<th>Study Skills</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>takes complete, organized class notes in legible form and maintains them in one accessible note book</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>reviews class notes frequently (e.g., after each class) to ensure understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>When reviewing notes, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>follows an efficient strategy to study for tests and quizzes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>allocates enough time to study for tests and quizzes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>is willing to seek help from the teacher to answer questions or clear up areas of confusion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________________________
__________________________________________________________________________
### Organization Skills

The student:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrives to class on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>maintains organization of locker to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>maintains organization of backpack or book bag to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>_</td>
</tr>
<tr>
<td>is efficient in switching work materials when transitioning from one in-class learning activity to another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>_</td>
</tr>
</tbody>
</table>

Other: _______________________________________________________________

Comments:

________________________________________________________________________

________________________________________________________________________
## Homework Completion

### The student:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>writes down homework assignments accurately and completely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>makes use of available time in school (e.g., study halls, homeroom) to work on homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has an organized, non-distracting workspace available at home to do homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creates a work plan before starting homework (e.g., sequencing the order in which assignments are to be completed; selecting the most challenging assignment to start first when energy and concentration are highest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>turns in homework on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other:

______________________________

### Comments:

________________________________________________________________________

________________________________________________________________________
### Cooperative Learning Skills

The student:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>participates in class discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>gets along with others during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>participates fully in group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>does his or her ‘fair share’ of work during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>is willing to take a leadership position during group/pair activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Other:** ____________________________________________________________

**Comments:** __________________________________________________________
‘Academic Enabler’ Skills: Sample Observational Checklists

**Independent Seat Work.** The student:

- [ ] has necessary work materials for the assignment
- [ ] is on-task during the assignment at a level typical for students in the class
- [ ] refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.)
- [ ] recognizes when he or she needs teacher assistance and is willing to that assistance
- [ ] requests teacher assistance in an appropriate manner
- [ ] requests assistance from the teacher only when really needed
- [ ] if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher
- [ ] takes care in completing work—as evidenced by the quality of the finished assignment
- [ ] is reliable in turning in assignments done in class.

- [ ] Other: _________________________________

**Comments:**

________________________________________________________________________

________________________________________________________________________

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### ‘Academic Enabler’ Skills: Sample Observational Checklists

#### Motivation
The student:

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>has a positive sense of ‘self-efficacy’ about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>displays some apparent <em>intrinsic</em> motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>displays apparent <em>extrinsic</em> motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

______________________________
______________________________
______________________________

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### ‘Academic Enabler’ Skills: Sample Observational Checklists

<table>
<thead>
<tr>
<th>Teacher-Defined Academic Enabling Skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Name: ___________________________</td>
</tr>
<tr>
<td>Essential Subskills: The student:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>□  ___________________________________</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|                                         |  ______|______|______|_____

| □  _________________________________ |  Poor | Fair | Good | NA  |
|                                         |  1    |  2   |  3   |     |
|                                         |  ______|______|______|_____

| □  _________________________________ |  Poor | Fair | Good | NA  |
|                                         |  1    |  2   |  3   |     |
|                                         |  ______|______|______|_____

| □  _________________________________ |  Poor | Fair | Good | NA  |
|                                         |  1    |  2   |  3   |     |
|                                         |  ______|______|______|_____

| □  _________________________________ |  Poor | Fair | Good | NA  |
|                                         |  1    |  2   |  3   |     |
|                                         |  ______|______|______|_____

| □  _________________________________ |  Poor | Fair | Good | NA  |
|                                         |  1    |  2   |  3   |     |
|                                         |  ______|______|______|_____

| Comments: ___________________________ |
|                                        |
|                                         |
|                                         |
|                                         |
|                                         |
Monitoring Student Academic or General Behaviors: Behavior Report Cards
Behavior Report Cards (BRCs) Are... 

brief forms containing student behavior-rating items. The teacher typically rates the student daily (or even more frequently) on the BRC. The results can be graphed to document student response to an intervention.
Behavior Report Cards Can Monitor Many Behaviors, Including…

- Hyperactivity
- On-Task Behavior (Attention)
- Work Completion
- Organization Skills
- Compliance With Adult Requests
- Ability to Interact Appropriately With Peers
Behavior Report Card Generator

- Helps teachers 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 teacher’s concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.
Behavior Report Card Maker

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Response to Intervention

Jim's Report Card

Student Name: Brian
Date: 

Rater: Mr. Wright
Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The degree to which Brian met this behavior goal

1 2 3

Brian sat in class without fidgeting or squirming more than most peers.

How well Brian did in meeting the behavior goal

1........2........3
Poor Fair Good

Brian turned in his completed homework on time.

Did Brian succeed in this behavior goal?

☑ YES ☐ NO

Brian went to the nurse only when needed.

How well Brian did in meeting the behavior goal

1........2........3
Poor Fair Good

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

How well Brian did in meeting the behavior goal

1........2........3
Poor Fair Good
Response to Intervention

Activity: Daily Behavior Report Card

At your tables:

• Discuss the Daily Behavior Report Card as a classroom monitoring tool.

• How could you use this tool directly or indirectly to measure aspect(s) of student concerns?
Building System-Wide RTI Support

Focus of Inquiry: How can schools promote understanding and support for RTI?
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom RTI Interventions p. 27

- **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).
Response to Intervention

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).

• **No 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 Interventions

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

2. **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.

3. **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.

4. **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.

5. **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.

6. **‘Undeserving Students’.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.

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.
What is the Purpose of the RTI Leadership team?

pp. 16-17

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.