

The background of the slide features a close-up, slightly blurred image of a pencil and a ruler resting on a sheet of graph paper. The pencil is positioned diagonally from the bottom left towards the center. The ruler is placed horizontally across the middle of the frame. The graph paper has a grid pattern, and some faint numbers are visible on the ruler.

INTERVENTIONS FOR THE RTI PROCESS

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Schedule

Topics

- 1 Rtl - Basics
- 2 Rtl - Expectations
- 3 Rtl - Interventions

Rtl Basics



- Screening
- Tier 1
- Tier 2
- Tier 3
- Progress Monitoring
- Data-Based Decisions
- Overarching Factors

Expectation: Screening

- AIMSweb Benchmarking
 - 3 times per year
 - ALL STUDENTS benchmarked at grade level
 - Data is reviewed as one piece of information to determine need for interventions
 - Other data sources: NWEA-MAP, NDSA, Rigby Benchmarks, Classroom performance, Core Curriculum Assessments

Expectation: Tier 1

- Tier 1 is the Delivery of a Scientifically Based Core Program with ...
 - Fidelity
 - Intensity
 - Passion
 - Reasonable Accommodations

If Tier 1 is done well, we expect to meet the needs of **most** (80-85%) of our students ... Some will need **MORE**

Expectation: Tier 2 is “MORE”

- (More) **Time** (20-30 minutes – daily)
- (More) **Explicit Teacher-Led Instruction**
- (More) **Scaffolded Instruction**
- (More) **Opportunities to Respond** with **Corrective Feedback**
- (More) **Language Support** – Especially Vocabulary
- (More) Intensive **Motivational Strategies**
- (More) Frequent **Progress Monitoring**

Expectation: Tier 3 is “MOST”

- (Most) **Time** (Additional 20-30 minutes – daily)
- (Most) **Explicit Teacher-Led Instruction**
- (Most) **Scaffolded Instruction**
- (Most) **Opportunities to Respond with Corrective Feedback**
- (Most) **Language Support** – Especially Vocabulary
- (Most) **Intensive Motivational Strategies**
- (Most) **Frequent Progress Monitoring**

Expectation: Progress Monitoring

- Progress monitoring tools:
 - ▣ Many alternate forms
 - ▣ Valid, reliable, and accurate
 - ▣ Progress monitoring frequently enough to show a trend in academic performance
 - Between the 10th and 25th percentile – at least every other week
 - At or below the 10th percentile – one time per week
- (According to best practices and Mandan District RtI guidelines)

Expectation: Data-Based Decision Making

- Decisions are data-driven and based upon validated methods
- Involves a broad base of stakeholders/personnel (Classroom teacher, specialists, administration)
- Objective criteria
- Movement between tiers is fluid and based upon student performance (data-driven)

Expectation: Overarching Factors

- Prevention focus – not pre-referral focus
- School and district leadership consistently support essential components of the RtI process
- Staff are fully trained in providing Tier 2 and Tier 3 interventions and in conducting Progress Monitoring
- Interventions are evidence-based
- Professional development options are available and on-going

Expectation: Overarching Factors (Continued)

- Core instruction, secondary (Tier 2), and tertiary (Tier 3) level interventions consider cultural, linguistic and socioeconomic factors.
- Parent Involvement:
 - A description of the essential components of RtI is provided to parents
 - Parents receive updates on the progress of their child who is receiving Tier 2 or Tier 3 interventions
 - Parents are involved in the decision making process at all levels of prevention

Interventions: Tier 2

- Must match the needs of the student – based on assessment data (Areas of need in reading – Phonics, Phonological Awareness, Vocabulary, Comprehension, Fluency)
- Interventions must be scaffolded based upon student needs
- Progress monitoring matches the intervention

Intervention Examples: Tier 2

- Comprehension:
 - ▣ Monitoring for Meaning (www.fcrr.org Page: C.020.SS)
 - ▣ Additional interventions for Comprehension from www.fcrr.org
 - ▣ Closed Passage Reading
 - ▣ Everyday Comprehension (Newmark Learning)
 - ▣ Graphic Organizers (www.fcrr.org)

Intervention Examples: Tier 2

- Vocabulary:
 - Graphic Organizers
 - Semantic Mapping of Words, Word Meaning Recall, Word Parts, Word Families, Word Webs – (The Core Source Book – Honig, Diamond, Gutlohn)
 - Additional interventions for Vocabulary from www.fcrr.org

Intervention Examples: Tier 2

□ Phonics:

- Elkonin Boxes
- Decodable texts
- Word Ladders
- Word Work
- Spiral Up Phonics
- Decoding strategies
- Additional interventions for Phonics from www.fcrr.org

Intervention Examples: Tier 2

- Phonological Awareness:
 - Randal Klein Cards
 - Letter Flash Cards
 - Whisper Phones
 - Rhyming games
 - Syllable taps
 - Elkonin Boxes
 - Listening to reading
 - Working on intonation
 - Additional interventions for Phonological Awareness from www.fcrr.org

Intervention Examples: Tier 2

- Fluency:
 - Choral Reading: Follow My Lead (www.fcrr.org Page: F.018.AM1)
 - Paired Reading
 - Duet Reading (www.interventioncentral.org)
 - Listen to Reading
 - Fluent Phrasing (www.fcrr.org Pages: F.012.AM1 a-F.012.AMf, F.012.AM2)
 - Sight Word Tales
 - Poetry reading

Interventions: Tier 3

- Comprehension:
 - ▣ Read Naturally
 - ▣ Fast Forward
 - ▣ Compass Learning
 - ▣ Reciprocal Teaching
 - ▣ Graphic organizers from FCRR

Interventions: Tier 3

- Vocabulary:
 - DesCartes Framework for Vocabulary
 - Instructional Routine for Teaching Vocabulary Within Read Alouds (Western Regional Reading First Technical Assistance Center Pages: 15, 19, 20.)
 - Four Square Vocabulary Map (www.fcrr.org Pages: V.013.SS1-V.013.SS2)
 - Words in Context – Word Fill-In (www.fcrr.org Pages: V.024.AM1a, V.024.AM1b and V.024.AM2)

Interventions: Tier 3

- Phonics:
 - Spiral Up Phonics
 - Sound Partners
 - Word Ladders
 - Elkonin Boxes
 - Use scope and sequence to teach missing phonics based upon student assessment
 - Oral Sound Match (www.scred.k12.mn.us)

Interventions: Tier 3

- Phonological Awareness:
 - Stepping Stones to Literacy
 - Sound Partners
 - Pocket Rhymes (www.fcrr.org Pages: PA004.AM1 a-PA.004.AM1 g)
 - Elkonin Sound Boxes
 - Rhyme Memory Match (www.fcrr.org Pages: PA.007.Ama-PA.007.AM1 g)
 - Say It and Move It (Road to the Code)

Interventions: Tier 3

- Fluency:
 - Read Naturally
 - Duet Reading (www.interventioncentral.org)
 - Choral Reading: Follow My Lead (www.fcrr.org Page: F.018.AM1)
 - Readers' Theater
 - Word Speed Practice or Word Family Speed Practice (www.fcrr.org Pages: F.011.AM1a-F.011.AM1d, F.008.AM1a, F.008.AM1b, F.008.SS1)
 - Fluent Phrasing (www.fcrr.org Pages: F.012AM1a-F.012.AM1f, F.012.AM2)

Interventions:

- Interventions –
- Tier 2: It is highly recommended that Tier 2 interventions be evidence based.
- Tier 3: Tier 3 interventions **MUST** be evidence based.
- Research Based – Evidence Based

Interventions:

- Intervention Resources:
- Florida Center for Reading Research (www.fcrr.org)
- Intervention Central (www.interventioncentral.org)
- What Works Clearinghouse
(<http://ies.ed.gov/ncee/wwc/>)
- Rtl Action Network (www.rtinetwork.org)
- *Center on Response to Intervention*
(www.rti4success.org)

Questions / Discussions



➤ **Questions**

➤ **Discussion**

Conclusion:



- Thank you for attending and participating in this session.
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