

RTI-Response to Intervention

Belmont Public Schools

2013-14



Topics to cover...

- Positive Impact Over Time
- Rationale for Intervention
- Recommended Tiers of Instruction
- What is already in place?
- Recommendations for Reading



Positive Impact Over Time 2010-2013

- Kindergarten-differentiated instruction earlier
- First-Changes in core instruction impact oral reading fluency
- Second-Reduced intervention groups in the areas of phonics and fluency
- Third/Fourth-Less phonics instruction/more emphasis on comprehension and writing instruction



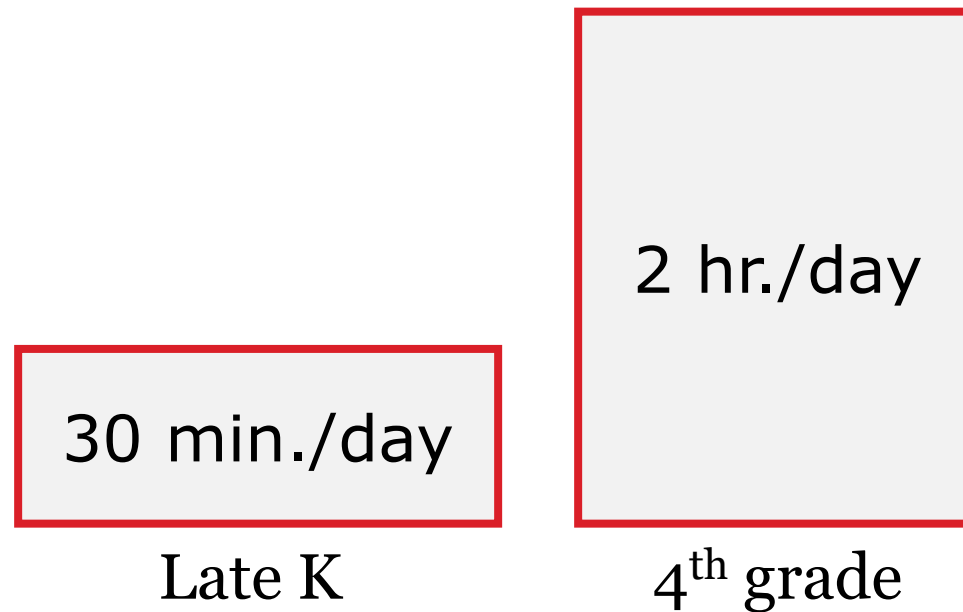
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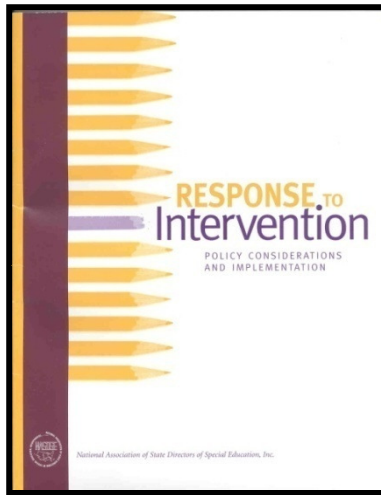
Later Intervention Is Less Efficient and Often Less Effective

According to the NICHD Branch of the National Institutes of Health:

- It takes 4 times as long to intervene in 4th grade as it does to intervene in late Kindergarten



8 Core Principles of RTI (NASDSE)

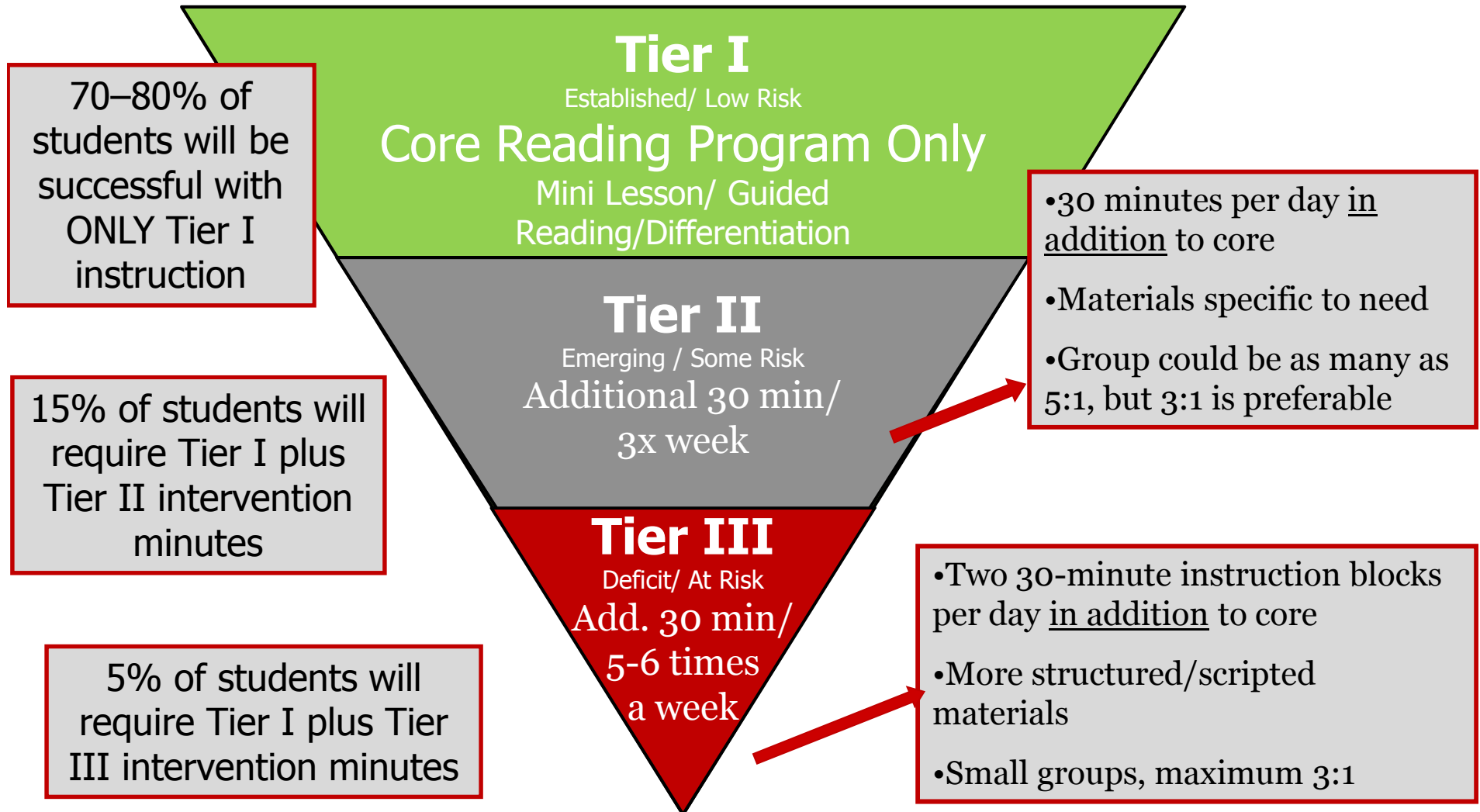


1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving model to make decisions within a multi-tier model.
5. Use scientific, research-based, validated intervention/instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RTI practices.
8. Use assessment for 3 purposes (screening, diagnosis, and progress monitoring).

From *Response to Intervention: Policy Considerations and Implementation*, 2006.

3-Tier Model *from the University of Texas*

Time and group size varies between the tiers.



Defining Response to Intervention

RTI is not

a model

a program

an
instructional
approach

a system of
qualifying for
special
education

RTI is

“...a focus on quality reading instruction for all students.”

—WV DOE, *Exceptional News*, December 2005.
Revised 11/11/07
RTI PLT



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Tier I-Core Instruction

What	<ul style="list-style-type: none"> • For every student in the general education setting • Core instructional program • 80% of students will likely hit benchmark
Assessment	<p>All Administered</p> <ul style="list-style-type: none"> • Fountas and Pinnell Benchmark System • DIBELS Benchmark Assessment • Spelling Assessment • Sight Word Assessment • Writing Assessment • Comprehension Assessment
Who (Student)	<p>All Students</p> <ul style="list-style-type: none"> • Whole Class • Small Group (below benchmark more frequently) • Individual
Who (Teacher)	Classroom Teacher/Possible aide support
When	<p>Literacy Block</p> <ul style="list-style-type: none"> • 90 minutes (K-2 blocks) • 5x/week (3x uninterrupted)
Where	In classroom
How	<ul style="list-style-type: none"> • Flexible grouping (guided reading/strategy reading) • Differentiated instruction
Frequency of Progress monitoring	<ul style="list-style-type: none"> • Benchmark Testing (BME) • PM if teacher determines a need

Tier II-Skill Group Instruction

What	<ul style="list-style-type: none"> • Small group instruction • Based on data • Additional to Tier 1, Core instruction • 5%-15% of students
Assessment	<ul style="list-style-type: none"> • All Tier 1 assessments <p>Also may include:</p> <ul style="list-style-type: none"> • PSI (Phonics Screener for Intervention) • PASI (Phonological Awareness Screener for Intervention) • Additional CBM data
Who (Student)	<ul style="list-style-type: none"> • Small Groups of 3-5 students • Dependent on grade level skills
Who (Teacher)	<ul style="list-style-type: none"> • SPED Teacher, Reading Specialist, SPED Aides, Grade level Aides/Assistants, Classroom Teacher
When	<ul style="list-style-type: none"> • Supplemental, in addition to Core Instruction • Outside of Literacy Block (could be during, if teacher has seen these students first-then students receive additional differentiated instruction later in the block from another interventionist) • 3-5X per week, 30 minutes (in addition to the core) • Walk To 30 minute block • In classroom
Where	General education setting (classroom) –Or- Pull out location
How	<ul style="list-style-type: none"> • Homogeneous grouping (3-5 students)
Frequency of Progress monitoring	<ul style="list-style-type: none"> • Tier 1 Benchmark Testing (BME) • PM at least 1X per month • PM based on 3 points of data
Frequency of Intervention Provided	<ul style="list-style-type: none"> • No less than 3X per week • Minimum of 20-30 minutes
Duration of Intervention	<ul style="list-style-type: none"> • 4-6 weeks (3 points on benchmark before being released) • Depends on skills, rate of progress, whether student is making adequate progress based on established protocol

Tier III-Intense Intervention

What	<ul style="list-style-type: none"> • Small group instruction • Based on data • Additional to Tier 1, Core instruction • 5% of students
Assessment	<ul style="list-style-type: none"> • All Tier 1/Tier II assessments <p>Also may include:</p> <ul style="list-style-type: none"> • Further diagnostic testing
Who (Student)	<ul style="list-style-type: none"> • Small Groups of 1-2 students • Dependent on grade level skills
Who (Teacher)	<ul style="list-style-type: none"> • SPED Teacher, Reading Specialist, SPED Aides (???????)
When	<ul style="list-style-type: none"> • Supplemental, in addition to Core Instruction • Outside of Literacy Block (could be during, if teacher has seen these students-students receive differentiated instruction as well as Tier 2 support) • 5-6X per week, 30 minute blocks (in addition to the core) • Walk To 30 minute block, in classroom (after initial instruction, additional pull out)
Where	General education setting (classroom) –AND- Pull out location
How	<ul style="list-style-type: none"> • Homogeneous grouping (1-2 students)
Frequency of Progress monitoring	<ul style="list-style-type: none"> • Tier 1 Benchmark Testing (BME) • PM 2x per month • PM based on 3 points of data
Frequency of Intervention Provided	<ul style="list-style-type: none"> • No less than 5X per week • Minimum of 20-30 minute blocks (in addition to core instruction)
Duration of Intervention	<ul style="list-style-type: none"> • 4-6 weeks (3 points on benchmark before being released) • Depends on skills, rate of progress, whether student is making adequate progress based on established protocol



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What is already in place?

Literacy (K-2)

- Common District Assessment Calendar
- Universal Screener with DIBELS three times a year
- Common Writing Prompt (3 times a year)
- Diagnostic assessments two to three times a year
- Core phonics program (Foundations)
- Tier 2 Intervention that meets three times a week for six to eight week cycles (5 rounds per year)
- Progress monitoring 1-2 times a month for students in intervention groups
- Data meetings that foster data analysis, dialogue and regrouping at least three times a year
- Intervention materials for phonological and phonemic awareness, phonics, and fluency
- Literacy folders for storing and recording individual student's assessment data
- Excel file for storing grade level assessment data

What is already in place?

Literacy (3-4)

- Common District Assessment Calendar
- Universal Screener with DIBELS once a year with follow-up one to two times a year
- Process for MCAS analysis in each building
- Common Writing Assessment (3 times a year)
- Diagnostic assessments two to three times a year
- Data meetings that foster data analysis, dialogue and regrouping
- Intervention materials for phonics and fluency
- Excel file for storing grade level assessment data



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Recommendations for Reading

- Identify a common assessment (DDM)
- Secure funding for common assessments and additional resources
- Investigate a data software system
- Continue the process of creating common curriculum maps
- Provide professional development in Tier I (Core) differentiation
- Review the RTI process and tiers of instruction with each elementary building in fall of 2013
- Further growth of RTI process in 3rd/4th grades



Questions from the group?

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