



RTI: Really Teaching Individuals

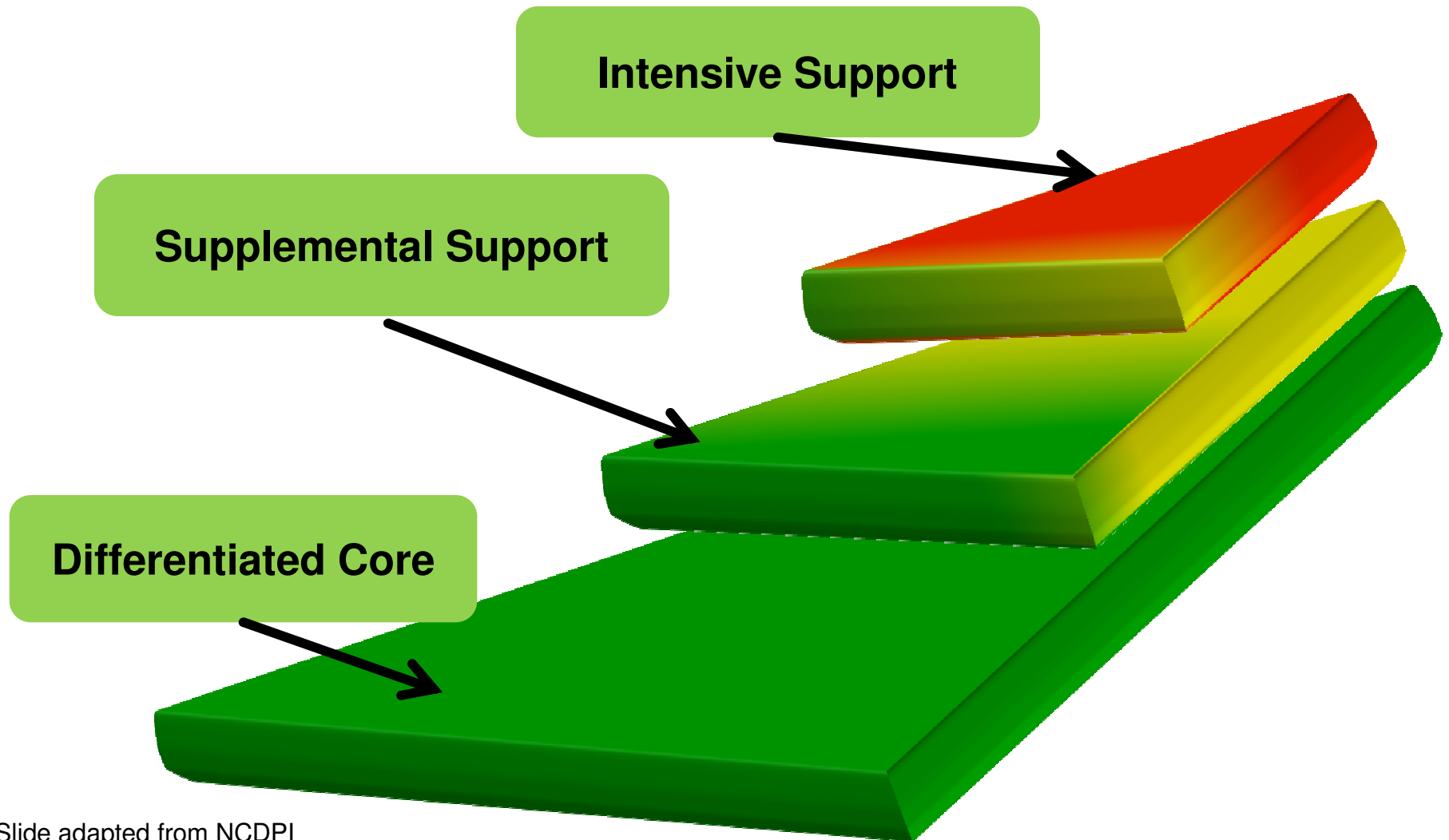
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What is Rtl???



Responsiveness to Instruction





Foundational Core: Tier I

Who: All students are in Tier 1 (Foundational Core)

What: Evidence-based programs and practices demonstrated to produce good outcomes for the majority of students

Effectiveness: If *at least* 80% of all students are meeting benchmarks in Foundational Core alone.
What about subgroups?





Supplemental Instruction: Tier II

Who: Students needing supplemental support in addition to Foundational Core instruction (approx. 20% of students)

What: Evidence-based programs and practices demonstrated to improve performance in Foundational Core

Effectiveness: If *at least* 70-80% of students improve performance (toward Foundational Core standards)



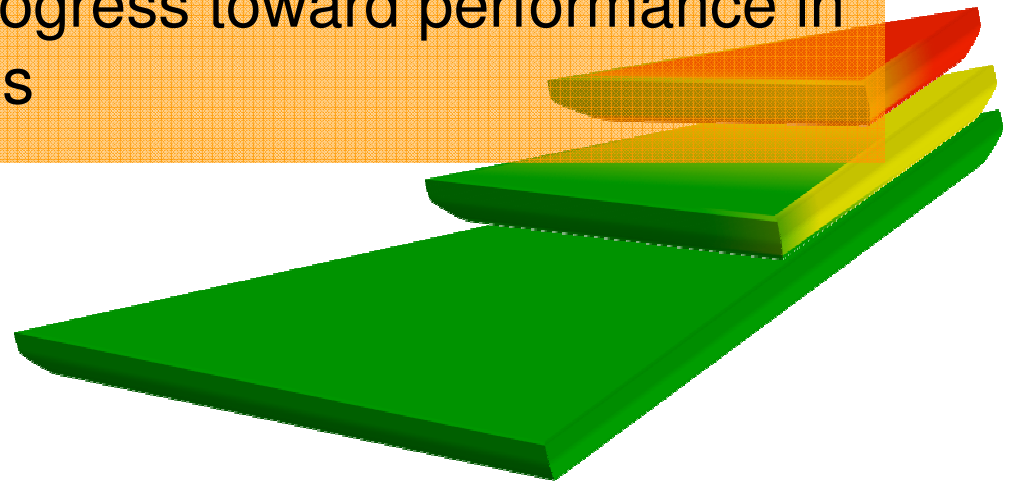


Intensive Instruction: Tier III

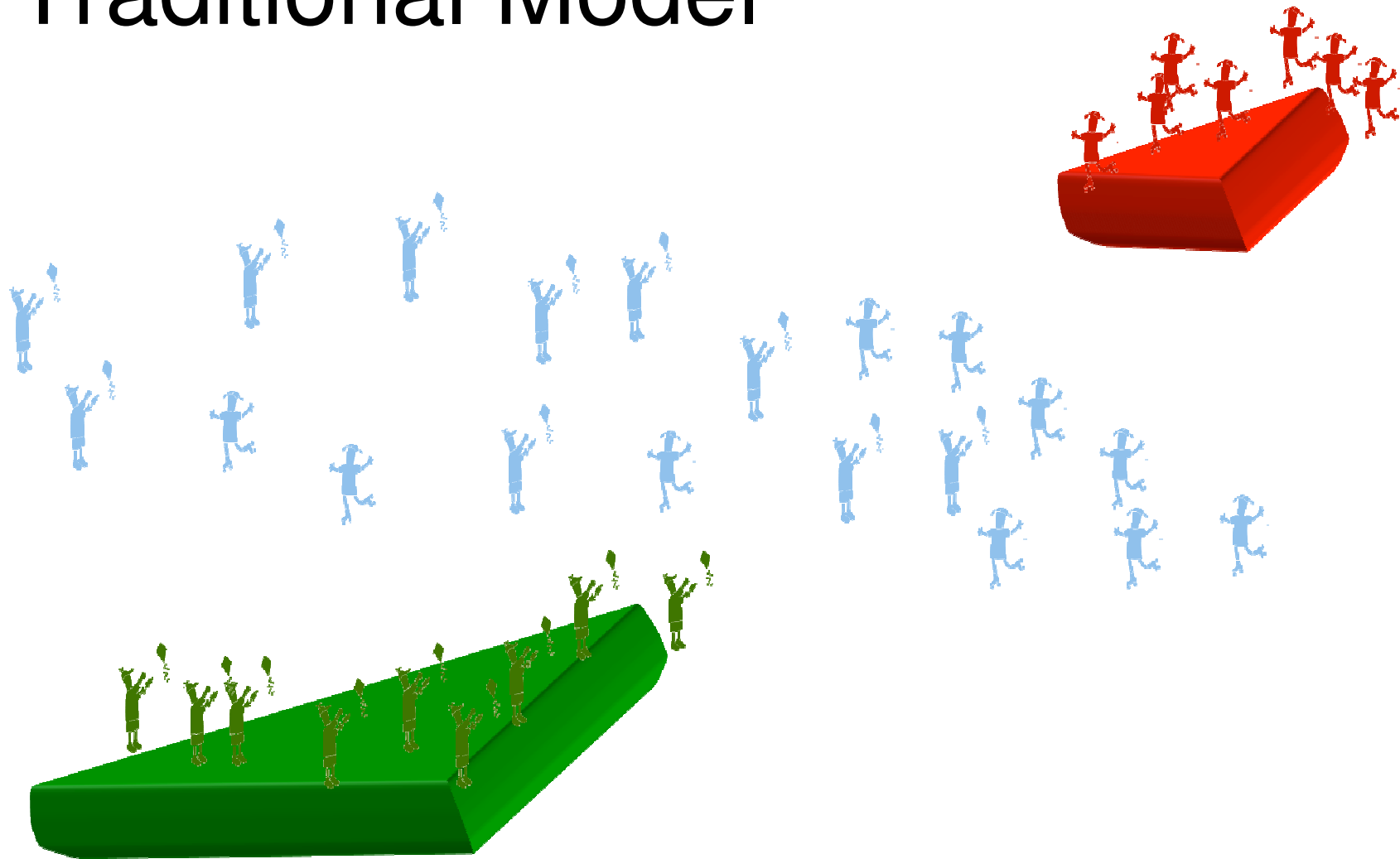
Who: Students needing Intensive support in addition to Supplemental and Foundational Core instruction (approx. 5% of students)

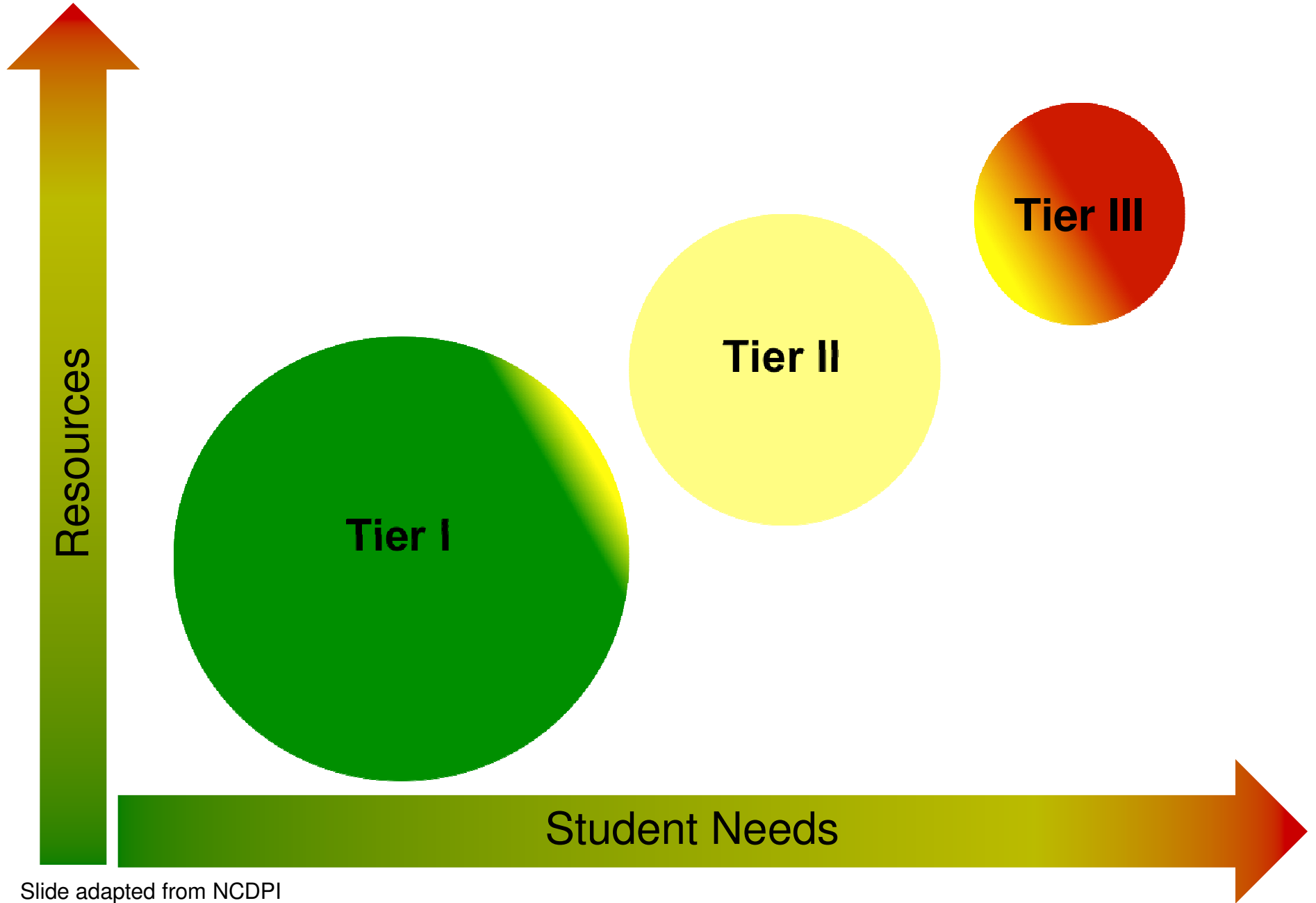
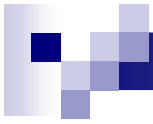
What: Evidence-based programs and practices demonstrated to improve performance

Effectiveness: If there is progress toward performance in Foundational Core standards

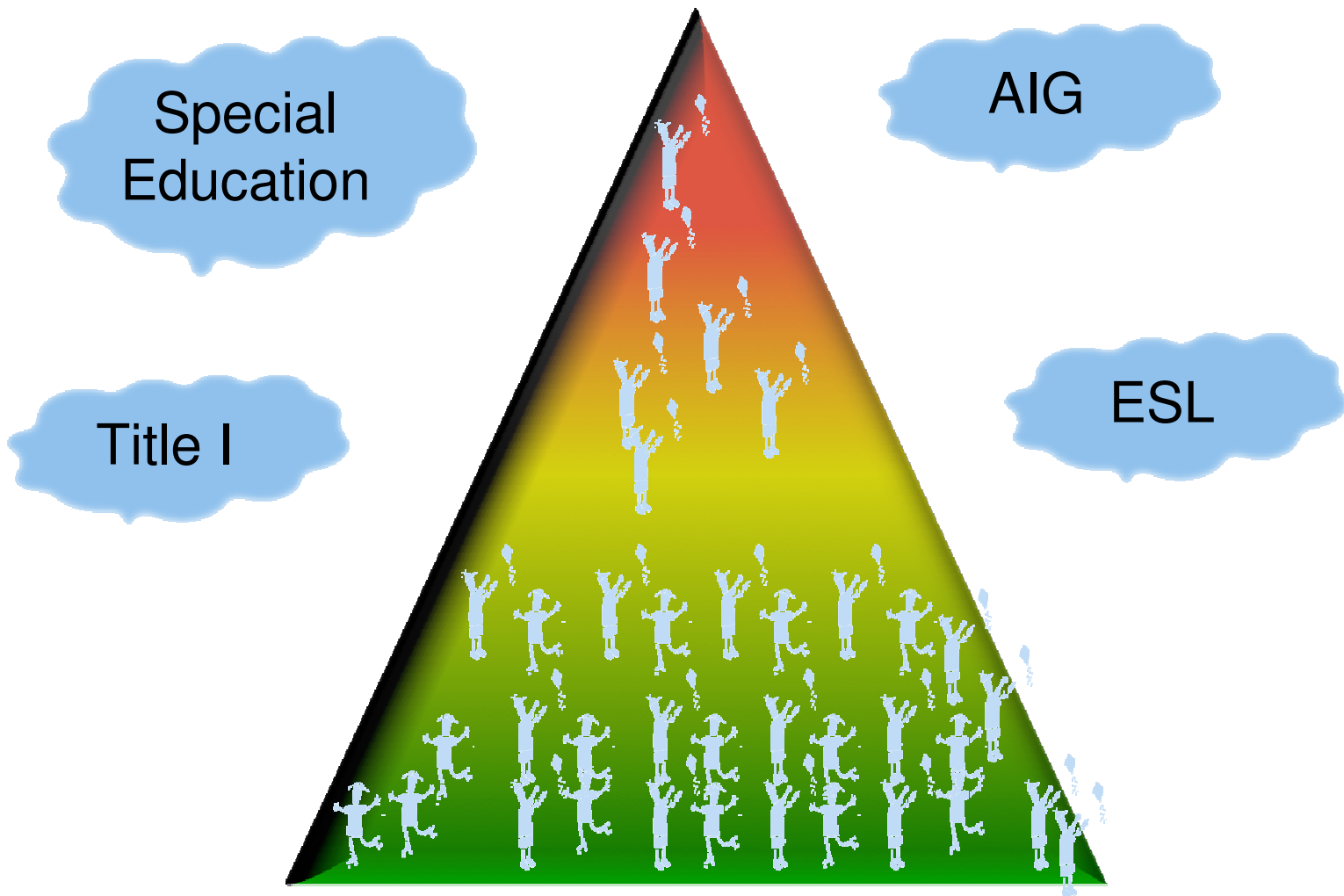


Traditional Model

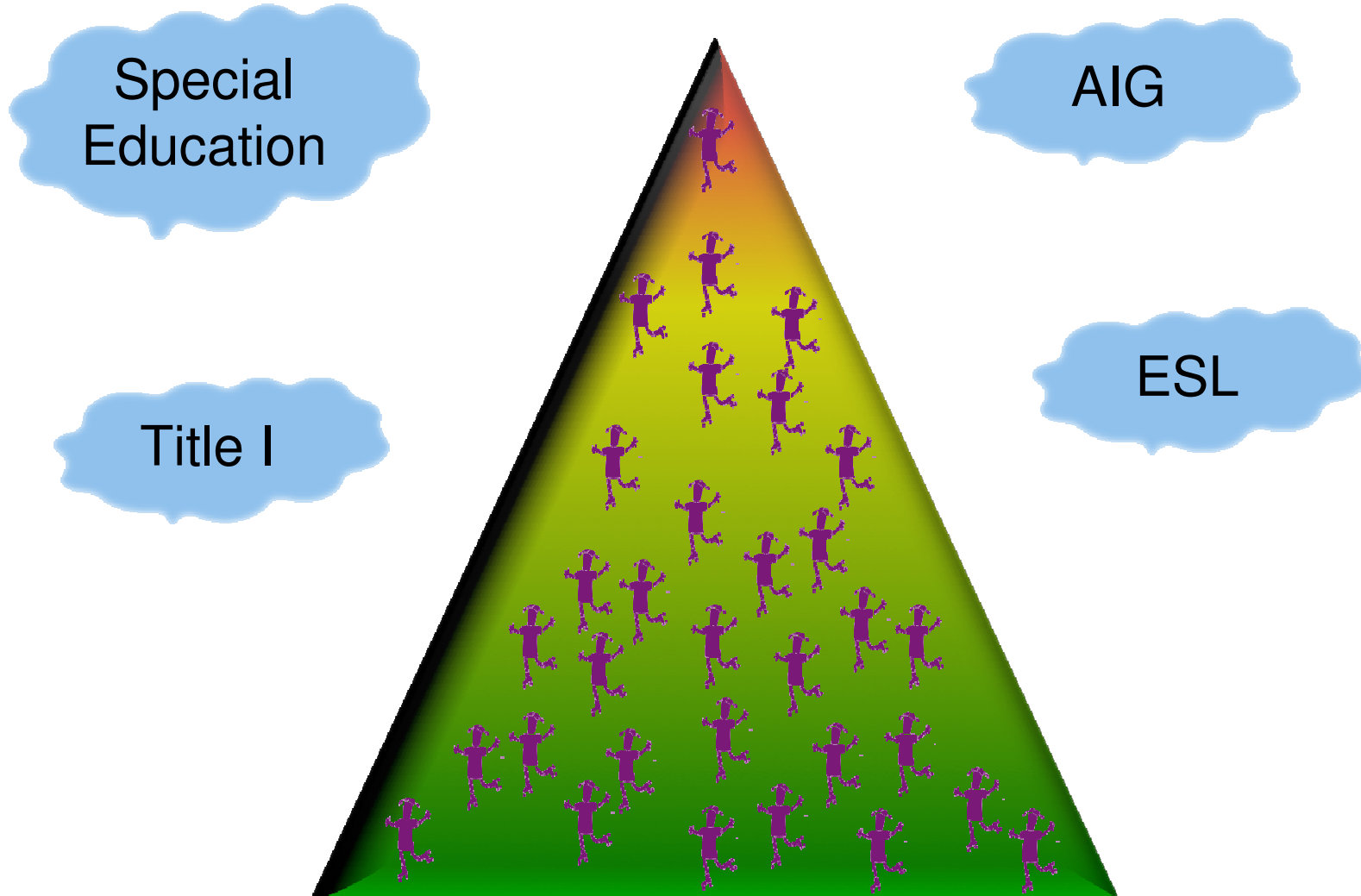




Educating in Silos

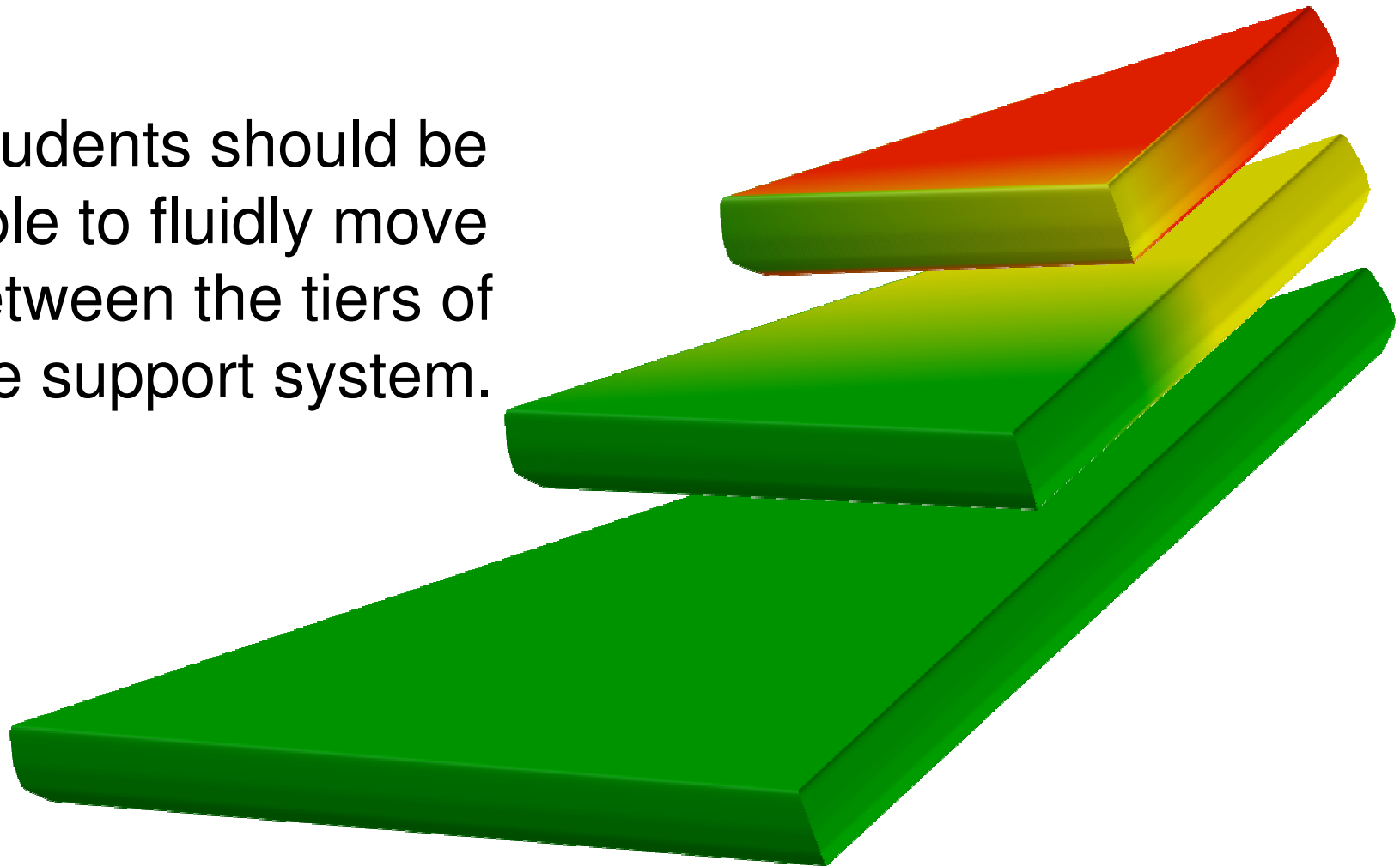


Educating Collaboratively



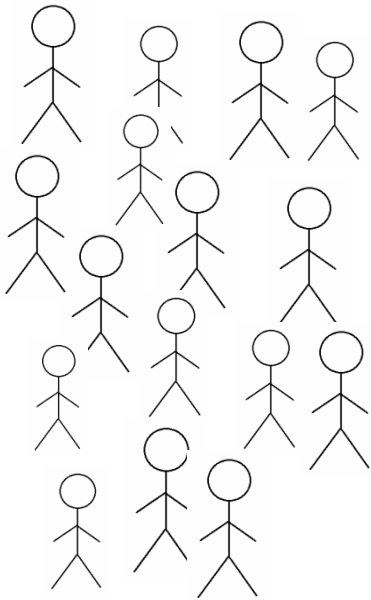
Building a System of Support

Students should be able to fluidly move between the tiers of the support system.

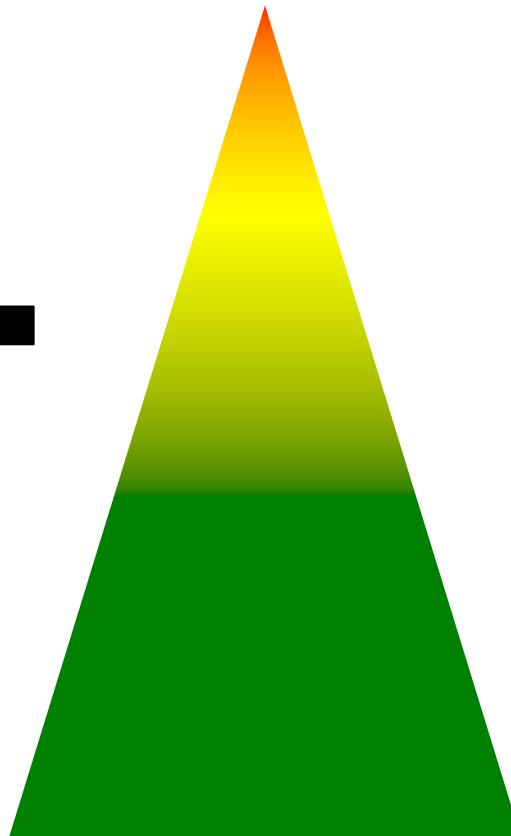


The GOAL is student success, not labeling students.

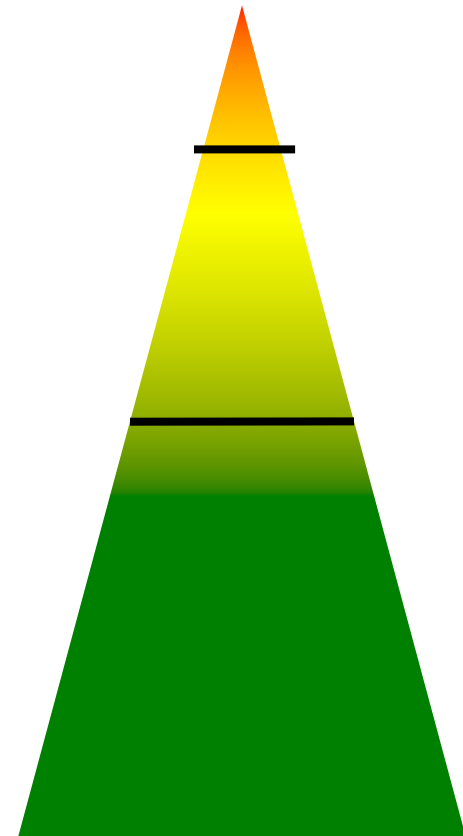
These students



Develop these instructional tiers



In order to meet benchmarks



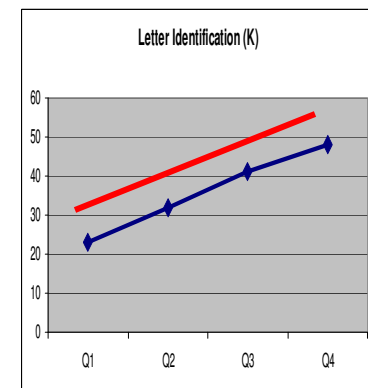
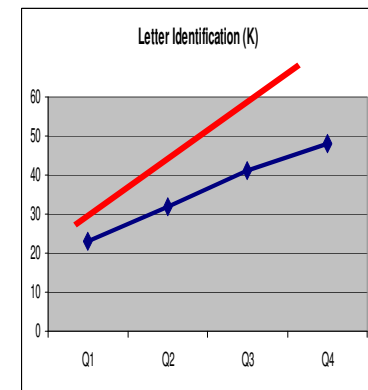
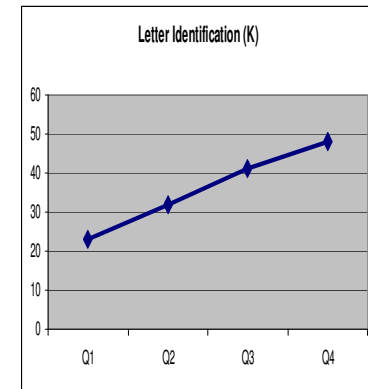
Major Objectives of RtI

- Stronger and more targeted student interventions
- Progress monitor the effectiveness of interventions
- Change the trajectory for students at-educational-risk for poor achievement



What's the Point?

- Growth curves in the early years are quite steep.
- Children already behind must meet steeper than normal curves to close gaps.
- This could be a 2-3 year process for a child who is one year behind.
- The AIM line, then, needs to be steep.
- It is clear that without very targeted interventions, most at-risk students remain behind their peers.



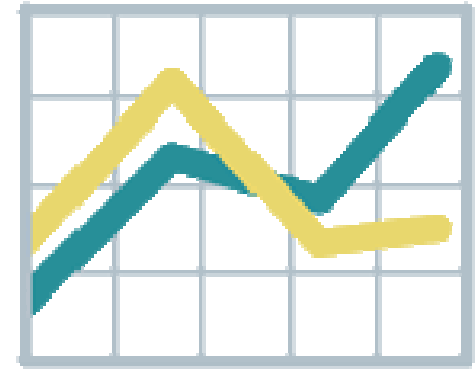
Putting RtI into Practice

- Write a few sentences describing a student who is at high risk for failure.



We will come back to this later!

The current situation...



- Approximately 28% of students enter kindergarten more than one year below their chronological age.
- Insistence on ‘sticking’ to the standards and pacing guides allows for very little targeted support.
- Achievement gaps often increase by 3rd grade.
- 4th, 8th and 12th grade outcomes verify that needs are not being met for nearly one-third of all students.

Educational Challenges

- Mitigating developmental gaps through preschool support to ensure the smallest gap possible at entrance to kindergarten
- Identifying gaps at kindergarten immediately and provide targeted support
- Closing gaps by 3rd grade when self-beliefs impact engagement

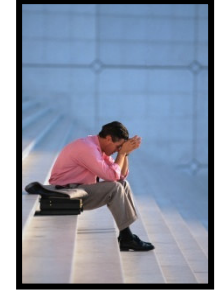




What can be done to help?



Low Performing Students

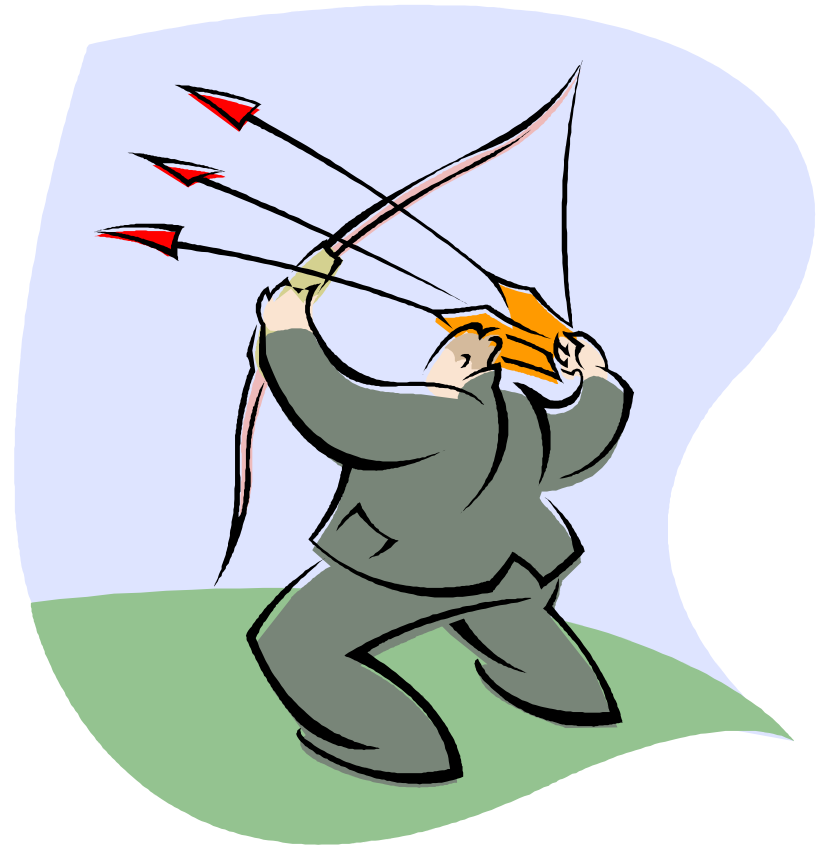


- Negative behavior and negative self-beliefs do not develop in a vacuum.
- Few students inherently desire to fail.
- Culture of failure
 - A response to a 'class-based' situation?
 - Negative peer pressure?



Changing the Trajectory

- Breaking patterns of poor behavior to get started is really hard work.
- Developing motivation step-by-step is hard.
- Building an intervention plan is not so hard.



Approaches to Intervention

1. School-level support

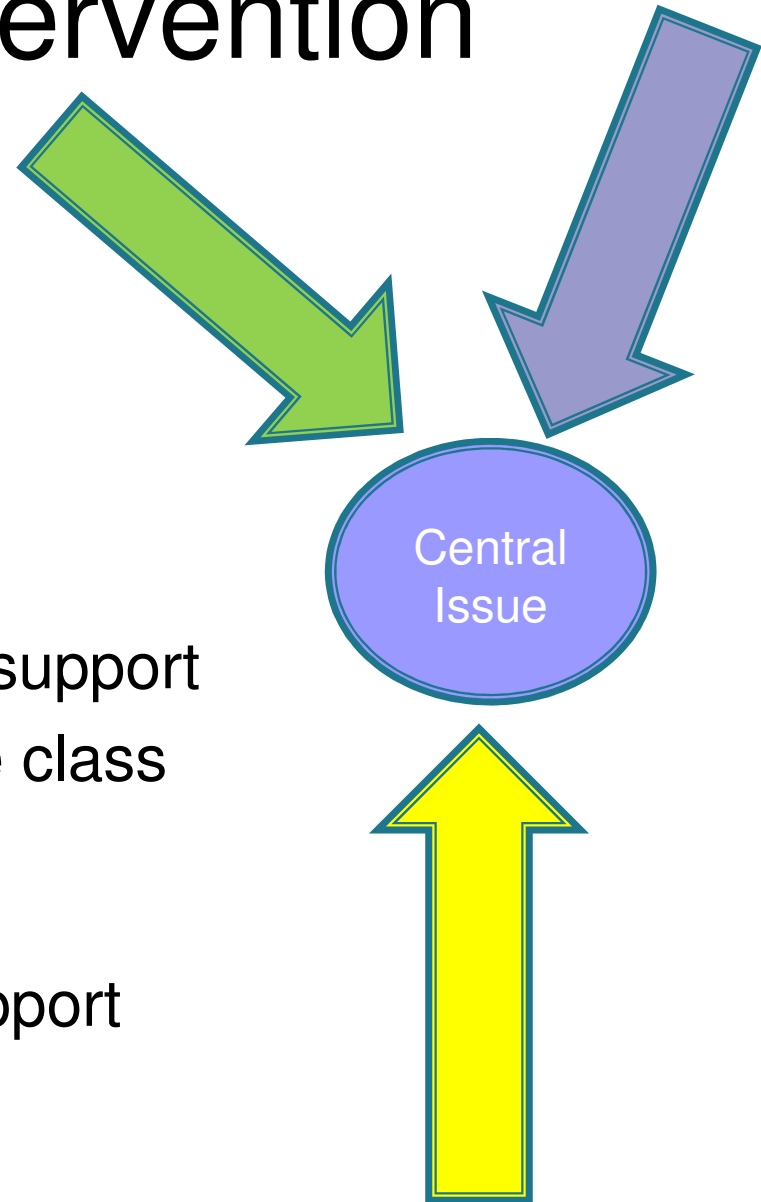
- Remedial courses
- Remedial programs

2. Classroom-level support

- Individual or small group support
- Peer tutoring built into the class

3. Other options

- Before or after-school support
- Alternative settings





Considerations for Intervention

- Reading and/or math basic skills may be at the elementary level.
- Support for reading and/or math must be at the **developmental** level.
- More than 60% of vocabulary development comes from read material.
- Background knowledge may be deficient.
- Poor development of basic skills results in poor learning of content knowledge in many areas.



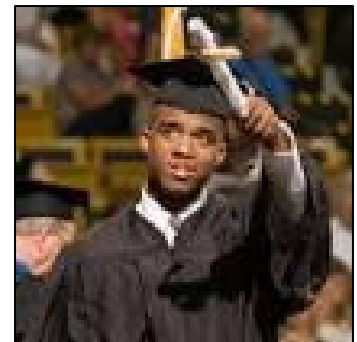
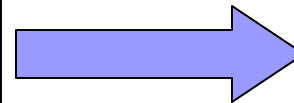
Literacy Development

- Reading instruction should be based on these stages.
- Instruction must proceed hierarchically and developmentally.

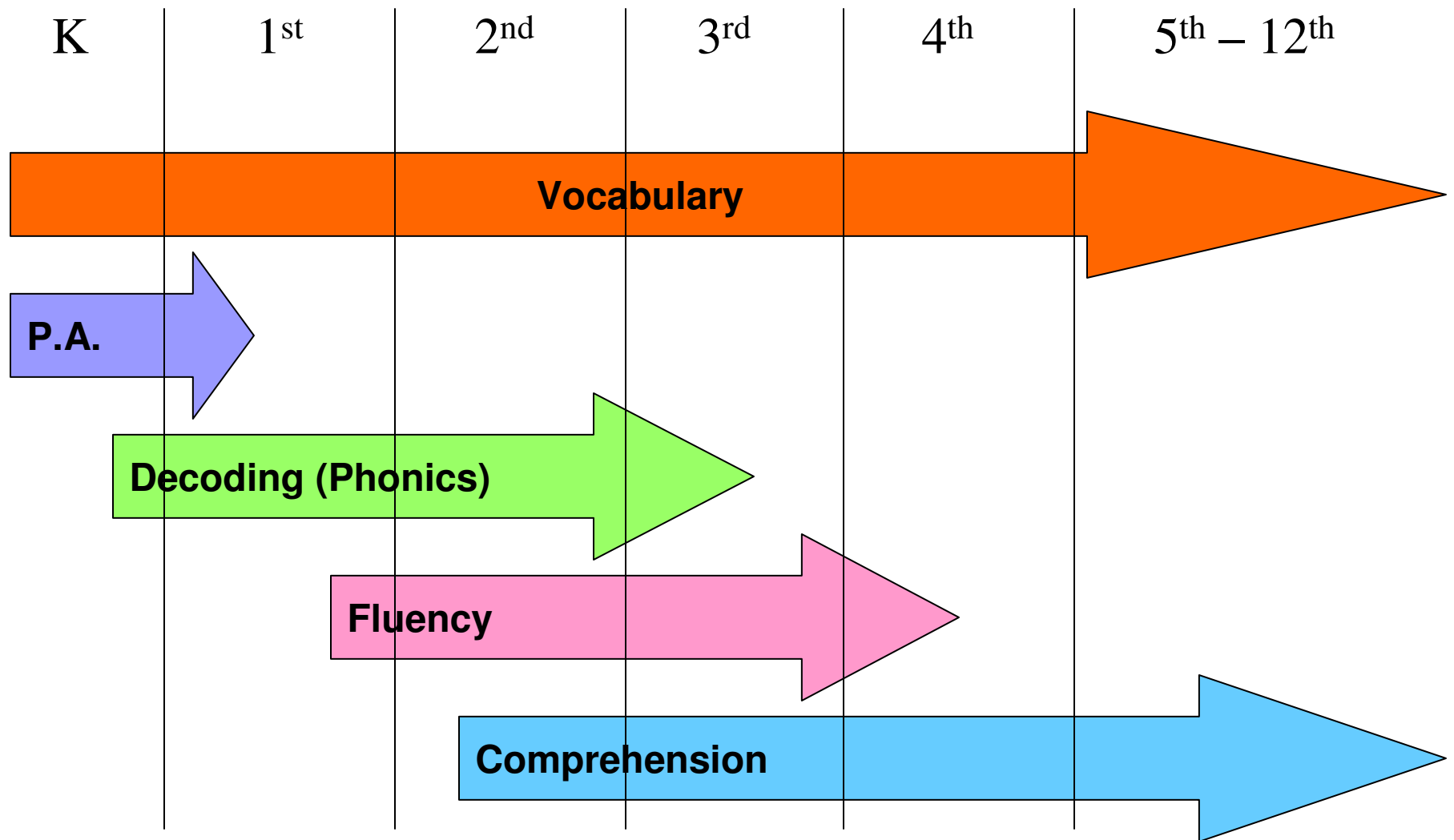
Saying First Word	Putting 2 Words Together	Phonological Awareness	Phonemic Awareness	Decoding (Phonics)	Fluency	Comprehension
12 months	24 months	2 – 4 years	6 years	6- 7 years	End of 2 nd Grade	Start of 4 th Grade
Words are taking the place of pictures in the mind.	Children want to express meaning using early sentences.	Understands that spoken words are made up of individual sounds.	Understands that letters represent sounds.	The child is well on the way towards knowing the relationship between letters and sounds.	Reading fluency at the start of 2 nd grade is ~42 wpm. By the end of 2 nd it is ~90 wpm	Students have transitioned from 'learning to read' to 'reading to learn'

Literacy Development

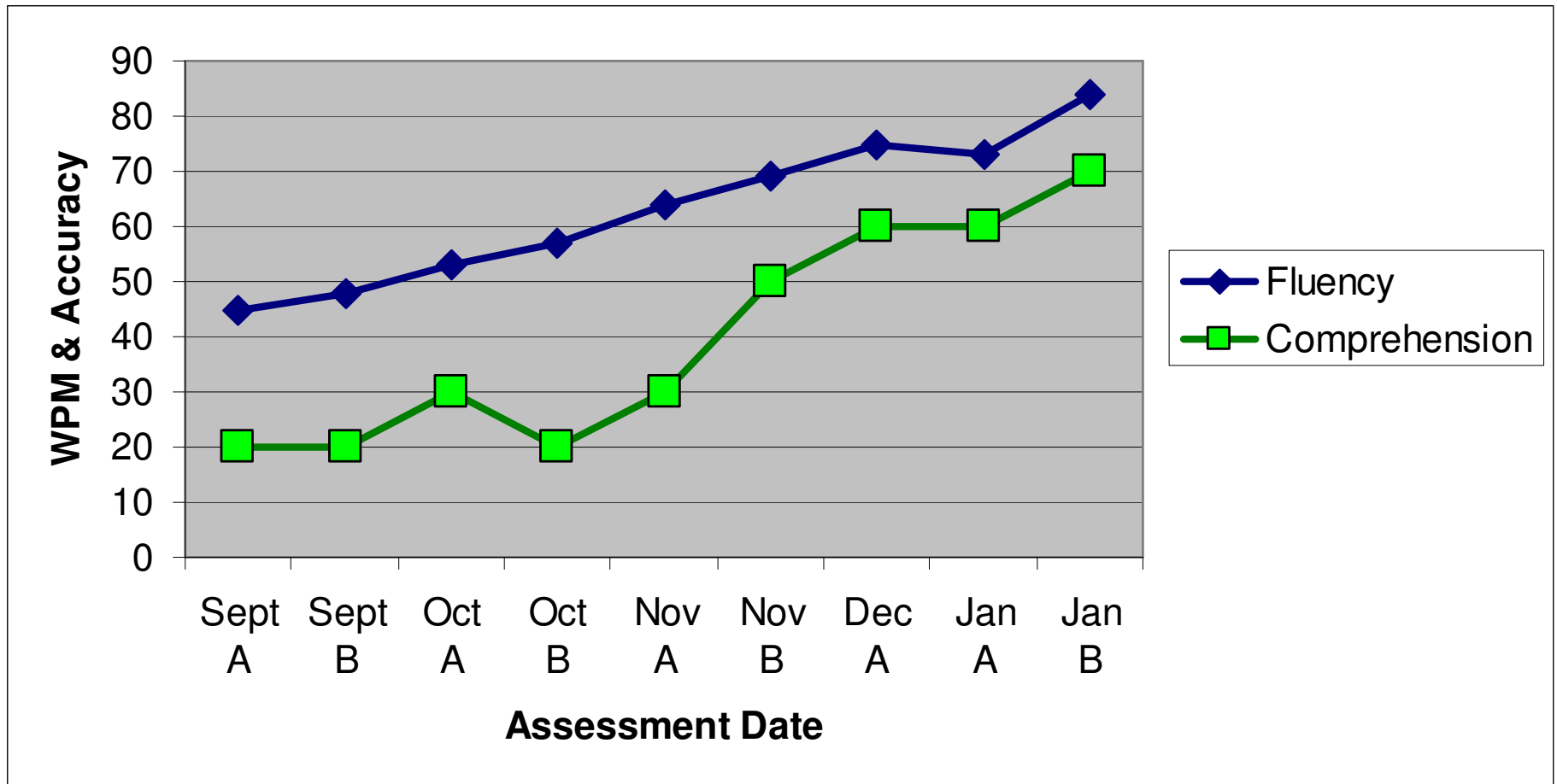
- Many fundamental skills develop in stages.
- The stages cannot be skipped – regardless of the age of the learner.
- Intervention must match the developmental level and proceed from there.













Literacy Developmental Sequence



Fluency and Comprehension



What Works Clearinghouse

Intervention	Topic	Improvement Index	Effective-ness Rating	Extent Of Evidence
Early Intervention in Reading (EIR)®	Literacy (Beginning Reading)	 36	+	Small
Reading Recovery®	Literacy (Beginning Reading)	 34	++	Medium to Large
Stepping Stones to Literacy	Literacy (Beginning Reading)	 30	++	Small
Ladders to Literacy	Literacy (Beginning Reading)	 25	+	Medium to Large
Earobics®	Literacy (Beginning Reading)	 25	++	Small
DaisyQuest	Literacy (Beginning Reading)	 23	++	Small
Sound Partners	Literacy (Beginning Reading)	 21	++	Medium to Large
Waterford Early Reading Program	Literacy (Beginning Reading)	 19	+	Small
SpellRead™	Literacy (Beginning Reading)	 18	++	Small
Lindamood Phoneme Sequencing® (LiPS®)	Literacy (Beginning Reading)	 17	+	Small

Example of An Intervention Process: Walter – A real kid!



Not a real picture.

Literacy Example: Walter

- 7th grade
- Free/reduced lunch
- 6 brothers & sisters
- Father not in the home
- Mother working part-time. (Grandmother provides childcare.)



Walter (continued)



Grade Level	EOG Score
3 rd	I
4 th	II
5 th	II
6 th	II

Let's Discuss!

1. What did the teacher say was his 'problem' in reading?
2. What did the teacher say about his motivation?

Walter

- 7th grade
- Poor reader
- Behavior a 'problem'



Teacher's Description

“Walter is not able to read at grade level. This is his biggest problem. He likes math better than reading but is also below grade level in math. He is failing most of his subjects. His behavior is inconsistent but is usually disruptive. He is unmotivated to learn and is having a negative impact on his classmates. I recommend that he be considered for the alternative school.”



Let's Assess the Situation!



■ Description

- Subjective or Objective?
- Value terms?
- Any strengths?
- Any data?

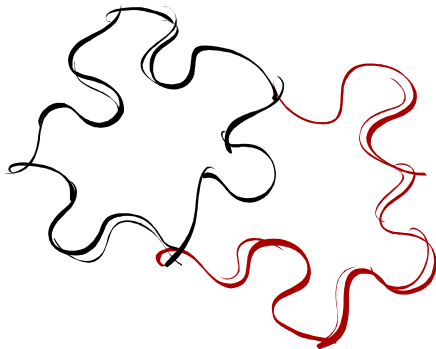
■ Weaknesses

- Specific or general?
- Current levels?

“Walter is not able to read at grade level. This is his biggest problem. He likes math better than reading but is also below grade level in math. He is failing most of his subjects. His behavior is inconsistent but is usually disruptive. He is unmotivated to learn and is having a negative impact on his classmates. I recommend that he be considered for the alternative school.”

What's Missing?

- What would you want to know about Walter that is not provided?
- Is there any other information that might be helpful?



“Walter is not able to read at grade level. This is his biggest problem. He likes math better than reading but is also below grade level in math. He is failing most of his subjects. His behavior is inconsistent but is usually disruptive. He is unmotivated to learn and is having a negative impact on his classmates. I recommend that he be considered for the alternative school.”

Looking Back...



- Compare your high-risk student description with the description of Walter.
- What are the similarities and differences?

“Walter is not able to read at grade level. This is his biggest problem. He likes math better than reading but is also below grade level in math. He is failing most of his subjects. His behavior is inconsistent but is usually disruptive. He is unmotivated to learn and is having a negative impact on his classmates. I recommend that he be considered for the alternative school.”



Additional Data on Walter

Grade Level	Reading Level
Pre-K	Language SS* = 82 Literacy SS* = 58 Numeracy SS* = 69
K-2	Level II and III (Subjective)
3 rd	I
4 th	II
5 th	II
6 th	II

*Scores based on tests with a mean of 100.

Additional Data on Walter (cont.)



- EC test results in 3rd grade:
 - Ability score*: 89
 - Achievement score*: 79
 - Discrepancy: 10 points (15 needed)

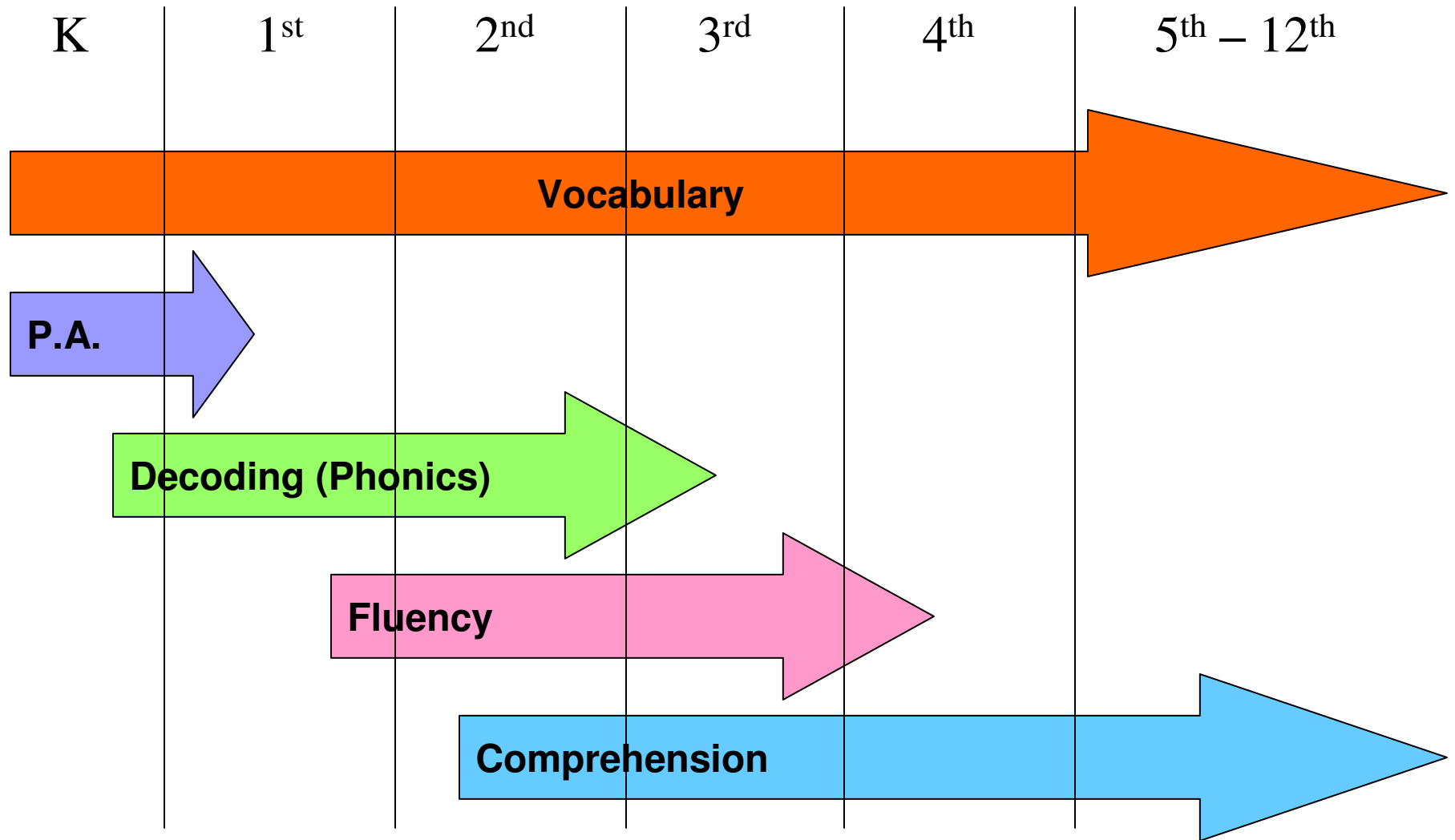
- Discipline referrals began in 4th grade.

- Did not attend after-school tutoring because transportation was an issue.

- No interventions put into place at any time.

*Scores based on tests with a mean of 100.

Literacy Developmental Sequence





Fluency Screening

- Total Words per Minute = 74
- Total Errors = 8
- Correct Words per Minute = **66**
- Text Level: 3rd Grade
- Analysis: 25th percentile for Winter WCPM*
- Next step: Analysis of Decoding
(Nonsense Word Test)

*Based on Hasbrouck & Tindal Oral Reading Fluency Norms



Walter's Nonsense Word Test

Short Vowels	8/10
Digraphs, Blends	7/10
Long Vowels	9/10
Other Vowels	5/10
Multi-syllabic Words	7/10

■ Analysis:

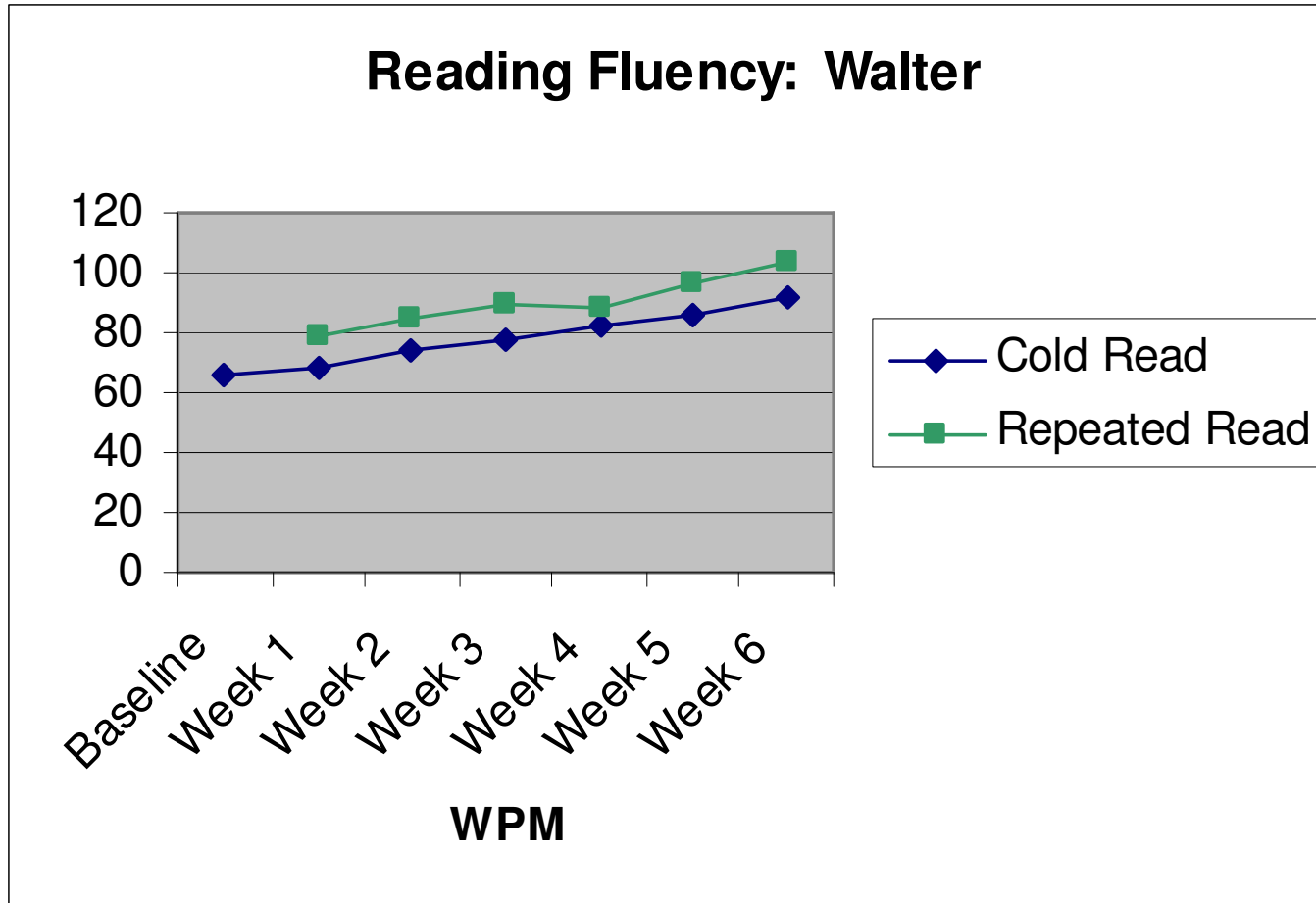
- Understands many of the decoding rules
- Probably has not practiced them, so may need to reinforce
- Decoding doesn't seem to be the main problem



Walter's Intervention Plan

- **Objective**: Improve comprehension by increasing reading fluency.
- **Goal**: Increase reading fluency to 107 CWPM for 3rd grade materials by May 5, 2013.
- **Plan**:
 - Two 7-minute sessions per week
 - Use 3rd grade materials
 - Obtain cold and repeated reads
 - Graph data to progress monitor
 - Reset goal to 4th grade materials when appropriate, i.e., 50th percentile or greater for 3rd grade Spring

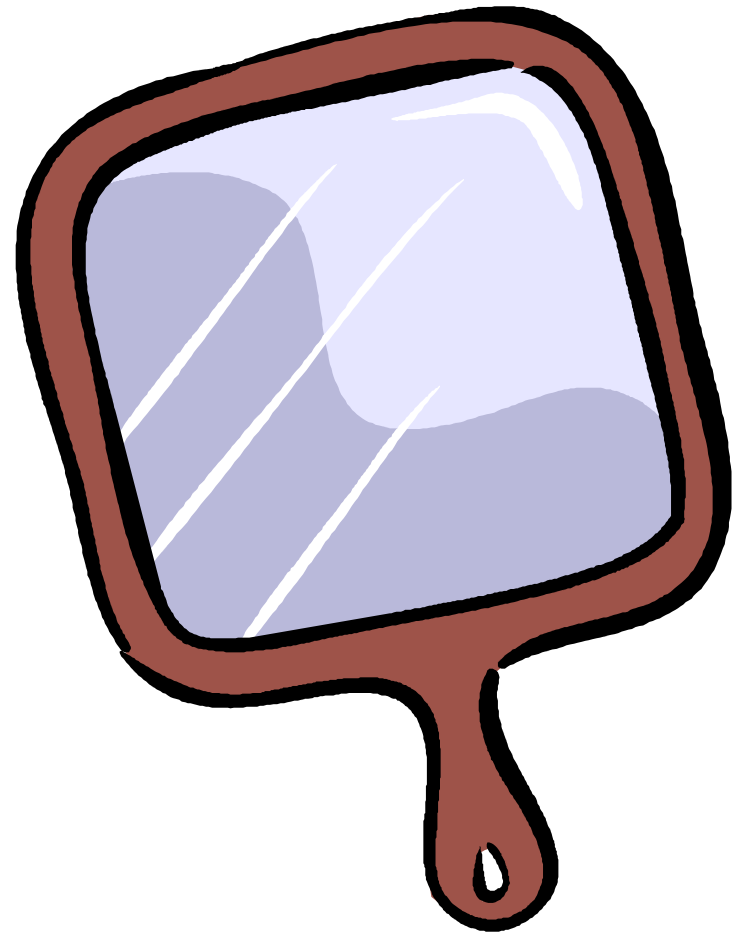
Walter's Progress



How is Walter progressing?


Let's Reflect!

- What is the purpose of targeted student interventions?
- How can targeted interventions be implemented in the classroom?
- What are the benefits/challenges?



SMART Goals





“Research indicates that closing in on a goal triggers a part of the brain linked to motivation.”

~Digital Stories of Deep Learning, 2004



SMART Goals Around the School

School

- School Improvement Plan (SIP)

Classroom

- With your entire class
- Displayed in your classroom or halls


Individual

- Each student has their own goals
- Usually displayed in a notebook or folder



Traditional Goals vs. SMART Goals

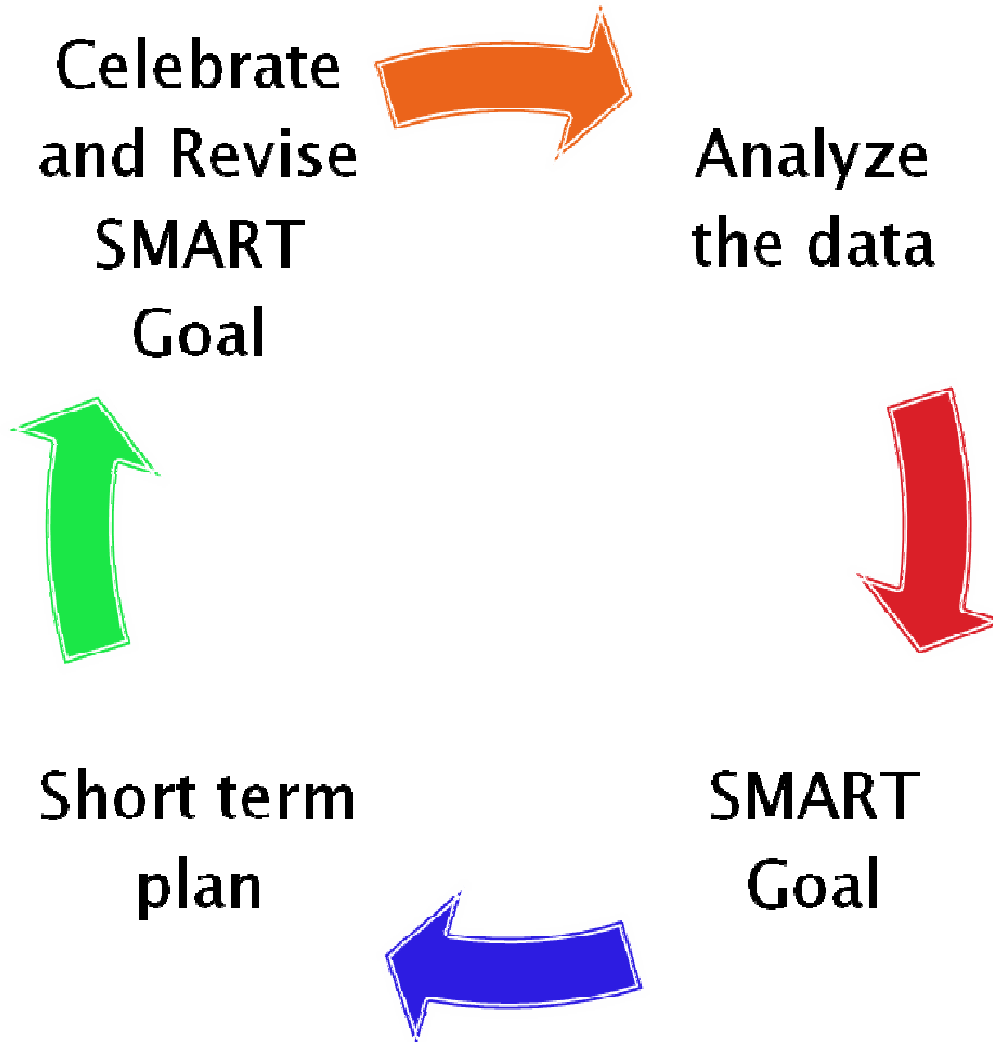
Traditional Goals	SMART Goals
I will lose weight this year.	I will walk three times a week for 30 minutes in order to lose 5 pounds by December 25.
I will pass Third Grade.	I will read 2 books each week and take AR tests with 80% accuracy.



**"In the absence of
clearly defined goals,
we become strangely
loyal to performing
daily acts of trivia."**

~Unknown

Where do you start?



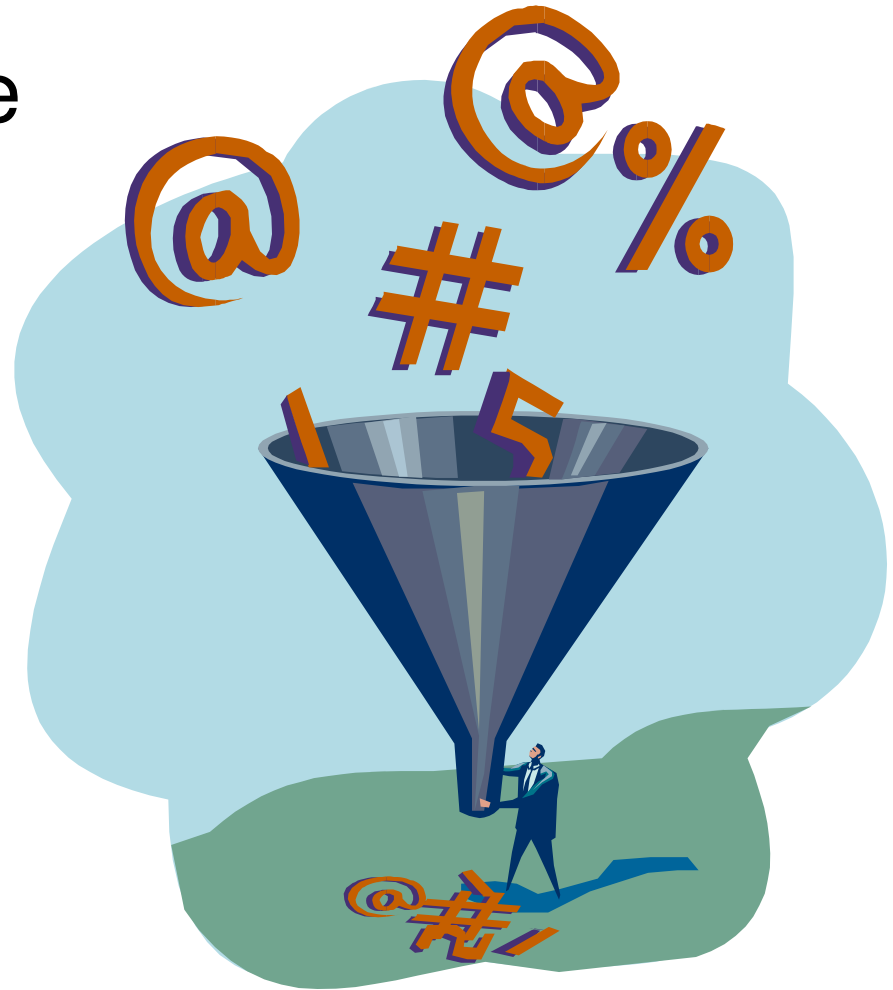


Writing a SMART Goal

Specific	What will you do?
Measurable	How much? How many? How will you know if the goal is accomplished?
Attainable	Are you willing and able to reach this goal?
Realistic	Is it reasonable for your skills and the time available?
Time Bound	When should you meet the goal? Is it a relevant time frame?

Decisions, Decisions, Decisions

- When will the goal be tracked?
 - Daily?
 - Weekly?
 - Monthly?
- How will results be displayed?
 - Bar graph?
 - Line graph?
 - Chart?



Sharing SMART Goals with Students

- SMART goals give students control, motivation, and hope.
- Students realize that their actions can change their results.
- Since the goals are attainable, students start experiencing success which becomes self motivating.
- Students gain hope by seeing the process for taking control of their lives.



Celebrate Successes!



Celebrations increase student's
motivation and self-efficacy!

Norms, Measures, & Monitoring



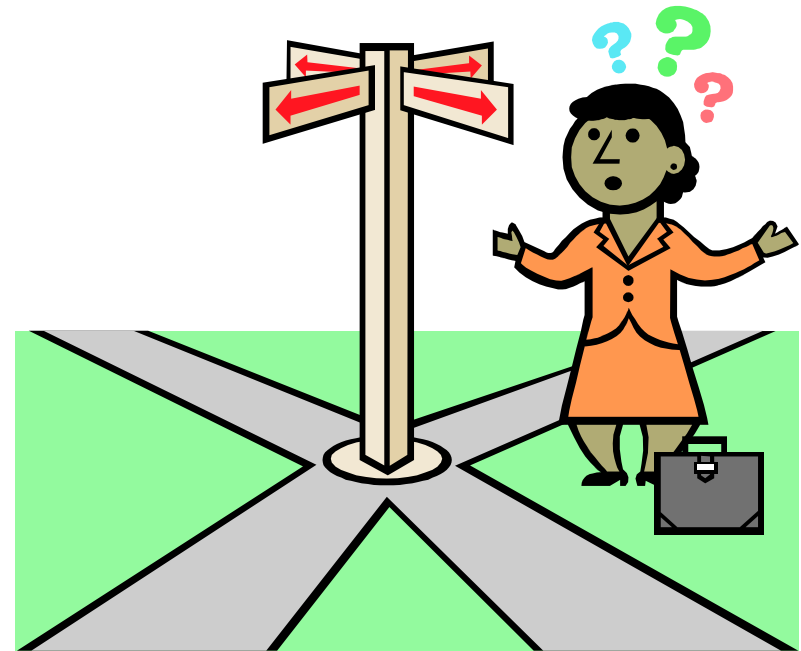
Intervention Plans – The Basics

- Specifically identify the area of need
- Know what is typical (to identify the goal)
- Establish the process of support
- Monitor progress to establish efficacy of intervention



Intervention Plans – Next Steps

- Intervention not successful → Modify the plan
- Grade level status attained → Exit student from intervention plan
- Goal attained → Implement new goal



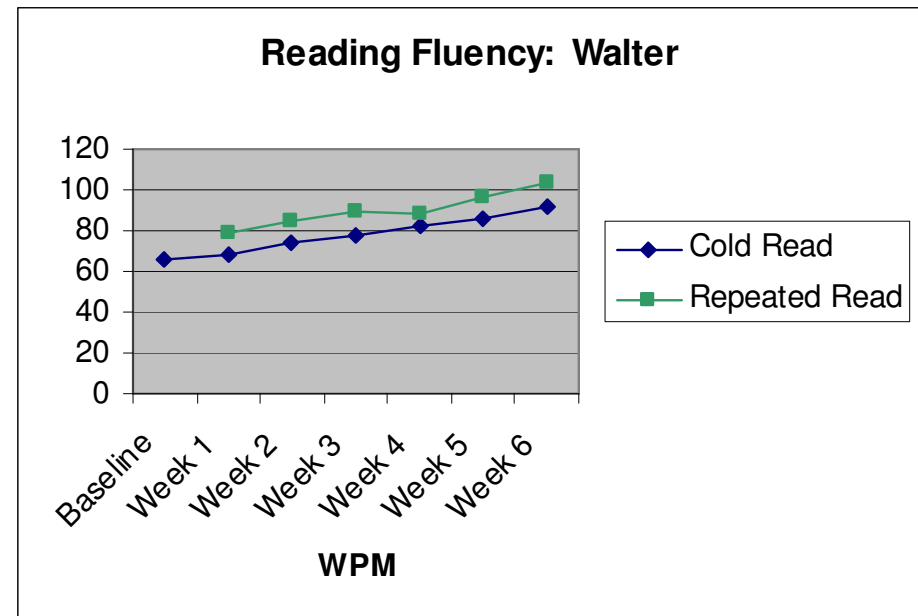
Modifying Intervention Plans

1. **Duration:** Student is making good progress but additional time is needed.
2. **Intensity:**
 - Smaller group size
 - Longer session
3. **Frequency:** More times per week.
4. **Completely rewrite the plan.**



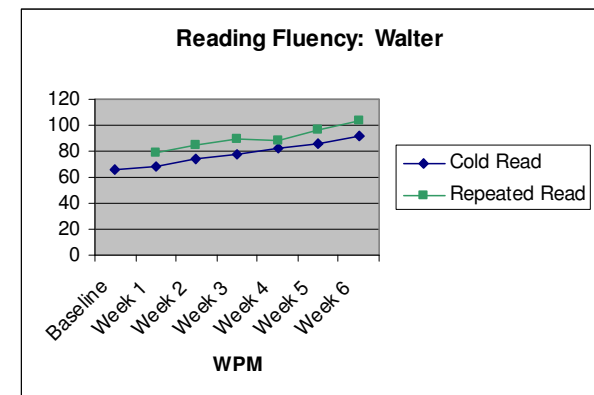
Walter's Plan - Next Steps???

- Was this intervention successful?
- Was this intervention appropriate?
- Should it be continued?
- What else should be done?



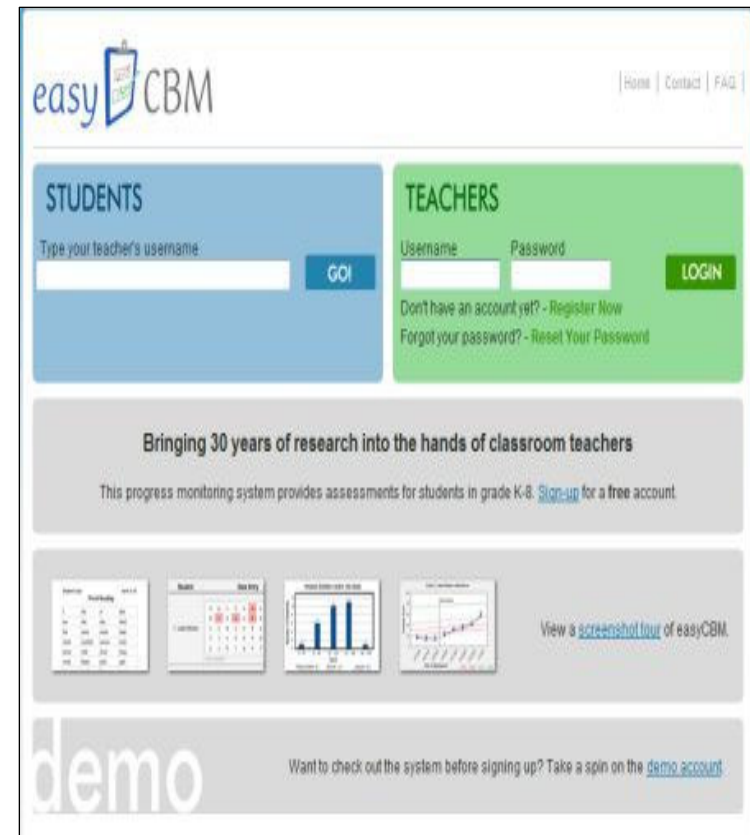
Student Data and Norms

1. How will you know if the student is making progress from the intervention that you implemented?
2. How does the typical student perform on this skill?
3. How quickly can you expect the student to improve?



Progress Monitoring

- How do you know if an intervention is working?
- **FREE** progress monitoring tool:
<http://easycbm.com>
- What are some other progress monitoring tools?



Norms Charts

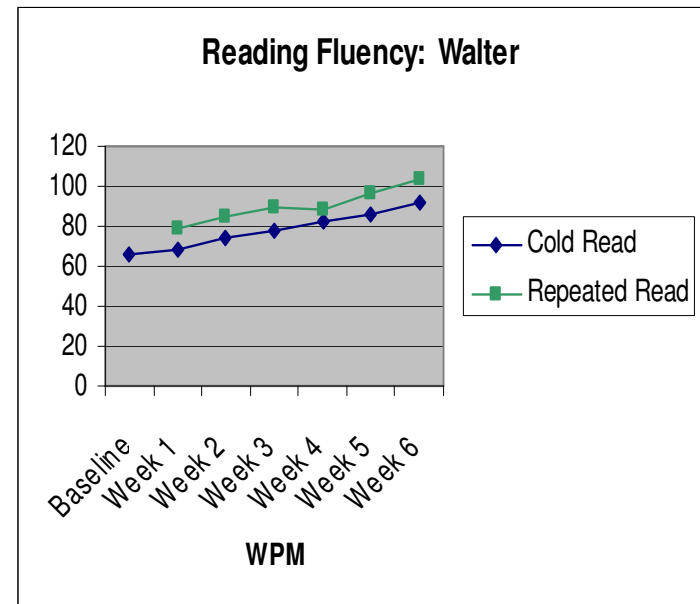
- Norms charts exist across all domains.
- The 50th percentile is considered “average”.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Rate of Improvement

- Rate of Improvement is how quickly the average student will improve.
- Is improving at the average Rate of Improvement sufficient?
- What will happen if the grade level student and the below-level student improve at the same rate?





Resources

- *Florida Center for Reading Research:*
fcrr.org
- *What Works Clearinghouse (US Dept of Education):* **ies.ed.gov/ncee/wwc**
- *Intervention Central:*
www.interventioncentral.org
- *Easy CBM:* **easyCBM.com**

Contact Information



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