



National Research Center on Learning Disabilities

There are many RtI models and the regulations are written to accommodate the many different models that are currently in use (USDE, 2004) declining to endorse or elaborate any particular model and leaving the matter—including the extent of involvement of interested parties, including parent groups, and the specifics for professional development—to state and local discretion” (Zirkel, p. 2).



**Response to Intervention for Classroom
Teachers in Grades 1-5:**
Continuity of general ed and special ed services
to benefit students

**BASIC UNDERSTANDINGS ABOUT
RTI**

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Together, we can.



Rtl is not a program...

It is a systematic approach that requires that everyone collaborate at all levels and in all roles to insure that instruction is effective for every child.

Rtl is not a program...

Rtl “is a knowledge base, skills, and a service delivery system that is intended to provide an educational experience to all students that is focused on delivering effective education and intervention programs ... Adopting an RTI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just. That is why we must adopt an RTI model and implement it with integrity in every school throughout the nation.”

-www.rtinetwork.org



Rtl is a general education initiative

“Students receive high quality instruction in their general education setting. Before students are singled out for specific assistance, one has to have an assurance that the typical classroom instruction is of high quality” (www.nrclid.org).



Whether you are a classroom teacher, a principal, a coach, a special educator, psychologist, guidance counselor...

We all share a responsibility to every child to pay attention to the implementation of RtI in Tier I *before* we concern ourselves with how to provide extra help to specific children in Tiers II and III.



For these workshops for classroom teachers (and for those of you who came to find out what we have to say to classroom teachers) our point is this...

1. We must first pay attention aspects of effective classroom instruction (that we too often take for granted) *before* we try to implement interventions for children who are not responding to classroom instruction.
2. If we don't pay attention to things like our schedules, our materials, and how much children are actually reading in our classrooms, interventions will not work.



Response to Intervention for Classroom Teachers: A Few Basics

- Rtl does involve reading, math, and behavior components
- The SCSDE chose to begin by providing guidance, support and professional development on reading at the elementary level
- These first sessions focus on the reading instruction in the elementary classroom
- Districts have discretion to choose instruments for universal screening and progress monitoring
- Tiers of intervention look different depending on the district's model



Reflecting on our learning

- On an index card, write one thing you remember about Rtl and how it is supposed to work.
- Pair with someone you do not know and share what is on your card. Then move to another person, and another until time is called.
- Return to your table and share thoughts at your table.



Rtl Basic Understandings from Day One: “Houston, we have a problem.”

- Over-identification of children suspected of learning disability due to lack of progress
- Too many children “falling through the cracks” who did not qualify for special education
- Children not getting the help they need in the regular classroom



Basic Understandings from Day One: Work the Problem

- Address the problem of students “falling through the cracks”
- Shared responsibility for success for *all* students through
 - Professional Learning Communities
 - School intervention teams



Basic Understandings from Day One: Work the Problem

- **Begin with effective**
 - Classroom environments
 - Classroom instruction
- **Increase volume of high success reading**
 - Interventions won't work unless students who struggle are reading a lot



Rtl quiz: True and false

1. Rtl is required by law
2. Collaboration between classroom teachers, interventionists, special ed teachers, administrators, and school teams is critical to making Rtl work
3. SC has an approved list of scientifically proven interventions
4. Rtl is a special education initiative
5. Local districts will choose instruments for universal screening & progress monitoring
6. There are a certain number of weeks required in a tier before moving to the next one
7. Classroom teachers can deliver intervention in tiers 1 & 2

Which of the following can be Tier 2 or 3 interventions?

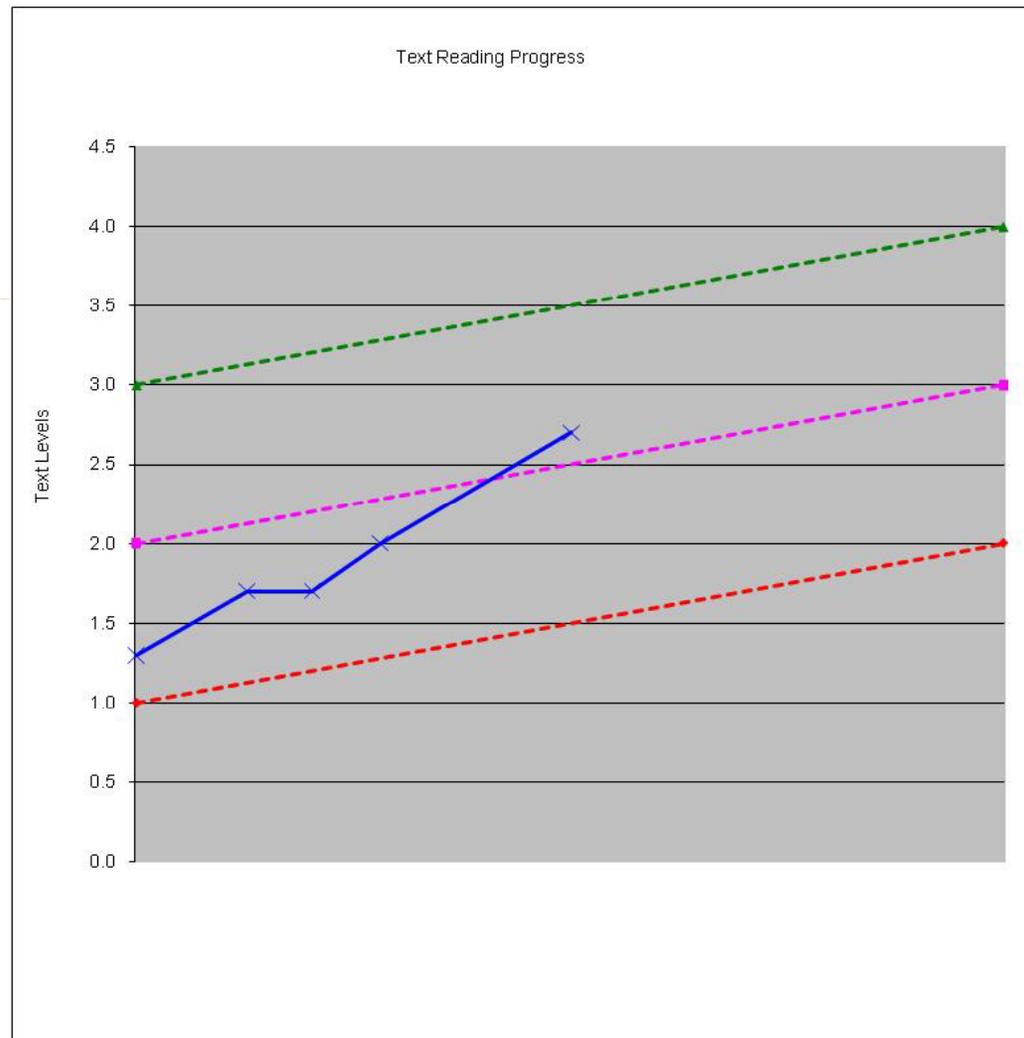
- Small, focused group instruction offered by the classroom teacher in addition to the small group instruction every child gets in Tier 1
- Reading Recovery®
- Small group instruction provided by an interventionist in addition to small group provided by the classroom teacher
- A computer program shown to have a scientific research base
- All of the above



Changing schools requires us to monitor, and change the rates of progress of our most fragile learners...one child at a time



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Where to get more information about Rtl and interventions

- USDOE Institute of Educational Statistics What Works Clearing House
- International Reading Association: (www.reading.org/)
- NRCLD: National Research Center on Learning Disabilities (<http://www.nrclid.org/>)
- National Center for Response to Intervention: (www.Rtiforsuccess.org)



Institute of Educational Sciences

What works clearinghouse

<http://ies.ed.gov/ncee/wwc/>

- Search
- Allows you to sort (bullets)
- Research

Effectiveness Ratings for Beginning Reading: General reading achievement

Sample Search for Intervention Reports and General Reading Achievement

US Department of Education
Institute of Education Sciences

<http://ies.ed.gov/ncee/wwc/reports/Topic.aspx?tid=01>

<u>Intervention</u> ▲	<u>Improvement Index</u> ↓	<u>Evidence Rating</u> ▲	<u>Extent Of Evidence</u> ▲
Reading Recovery®	 32	++	Medium to Large
Accelerated Reader	 16	+	Small
Classwide Peer Tutoring©	 14	+	Small
Little Books	 12	+	Small
Success for All®	 10	+	Medium to Large
Lexia Reading	 9	○	Small
Evidence Rating Key			
++ Positive Effects: strong evidence of a positive effect with no overriding contrary evidence.		○ No Discernible Effects: no affirmative evidence of effects.	
+ Potentially Positive Effects: evidence of a positive effect with no overriding contrary evidence.		- Potentially Negative Effects: evidence of a negative effect with no overriding contrary evidence.	
		Rtl for Classroom Teachers Negative Effects: strong evidence	

Accelerated Reader

The *Accelerated Reader* program is a guided reading intervention in which teachers are closely involved with student reading of text. It involves two components, the *Accelerated Reader* software and *Accelerated Reader Best Classroom Practices* (formerly called *Reading Renaissance*). The *Accelerated Reader* software is a computerized supplementary reading program. *Accelerated Reader* relies on independent reading practice

as a way of managing student performance by providing students and teachers feedback from quizzes based on books the students read. *Accelerated Reader Best Classroom Practices* are a set of recommended principles on guided independent reading (or teachers' direction of students' interactions with text) that ensure *Accelerated Reader* is implemented with integrity.²

Two studies of *Accelerated Reader* meet the What Works Clearinghouse (WWC) evidence standards. One of the studies evaluated 572 students from grades K to 3 attending 11 schools in a southern school district in the United States. The second study included 32 students in grade 3 attending one school in the Pacific Northwest.³

Based on these two studies, the WWC considers the extent of evidence for *Accelerated Reader* to be medium to large for comprehension and small for reading fluency and general reading achievement. No studies that meet WWC evidence standards with or without reservations examined the effectiveness of *Accelerated Reader* in the alphabets domain.

Accelerated Reader was found to have no discernible effects on reading fluency, mixed effects on comprehension, and potentially positive effects on general reading achievement.

	Alphabets	Reading fluency	Comprehension	General reading achievement
Rating of effectiveness	na	No discernible effects	Mixed effects	Potentially positive effects
Improvement index ⁴	na	+3 percentile points	Average: 0 percentile points Range: -12 to +12 percentile points	Average: +10 percentile points Range: +10 to +25 percentile points

na = not applicable



International Reading Association Guiding Principles www.reading.org

- 1. Instruction
- 2. Responsive Teaching and Differentiation
- 3. Assessment
- 4. Collaboration
- 5. Systemic and Comprehensive Approaches
- 6. Expertise



IRA Jigsaw

- Read page one
- Choose a card
- Reflect on your card

- Talk about what is on your cards at your table
- Choose one person to share an important part of the discussion with the large group
- Continue this conversation with others in your school. Share and use it as a tool for professional learning around Rtl.



NRCLD paper, “Understanding Responsiveness to Intervention in Learning Disabilities Determination,” defines the following core features of strong RTI:

- High-quality research-based **classroom instruction**
- Student assessment with **classroom focus**
- **Universal screening** of academics and behavior
- Continuous **progress monitoring** of students
- Implementation of **appropriate research-based interventions**
- **Progress monitoring** during interventions (**effectiveness**)
- Monitoring teaching behavior to ensure fidelity of implementation

www.nrclid.org/rti_manual/