

The virtues...we acquire by first having put them into action, and the same is true of the arts. For the things which we have to learn before doing them we learn by doing; men become builders by building houses, and harpists by playing the harp. Similarly, we become just by performing just actions, self-controlled by exercising self-control, and courageous by performing acts of courage.”

Aristotle in Nicomachean Ethics

Response to Intervention for Classroom Teachers: Continuity of general ed and special ed services to benefit students

January 19 or 21, 2009

Intervention Specialists: Jane Johns, Sally
Nottingham, JoAnne Solesbee, & Jennifer
Young,

RtI is...

- Focused on effective instruction to enhance student growth
- intended to help as many students as possible meet proficiency standards without special education
- a method to unify general and special education in order to benefit students through greater continuity of services
- an initiative that supports general education's school improvement goals

From South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools, Section 1, p. 2

RtI is NOT...

- a means for getting more students into special education
- a method for increasing or decreasing special education numbers
- a stand-alone special education initiative
- focused primarily on disability determination and documented through a checklist

From South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools, Section 1, p. 2

What makes Rtl different?

RTI focuses on ***what***

- *What* we can do to help individual students not on *where* this help will be provided

Rtl focuses on ***how***

- How *what* we do will be accomplished and less about *who* will accomplish it.

From South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools, Section 1, p. 2

RtI is about Shared Responsibility

“As a teacher of reading it's my job to make literacy happen for all the children I come in contact with. I have become an advocate for struggling readers because I believe in their right to become proficient readers and writers just like every other child. We can't pass off the job of teaching the hardest-to-teach children in our rooms to parent volunteers, to teaching assistants, or to a specialist who comes by a few times a week. We have to make the silent promise to all struggling readers we teach, ‘Yes, I will teach you to read!’”

Pat Johnson, *One Child at a Time*, pp. 179-180.

“Houston, we have a problem...”

- Clip 1

“Houston, we have a problem...”

- When things go wrong in spite of our best planning and our best efforts, *people’s lives hang in the balance*. In our case, it is the lives of children.

“Houston, we have a problem...”

- Clip 2

“Houston, we have a problem...”

- We already know we have a problem: we have kids who cannot read. In the past, we have blamed problems within the child, problems with instruction, with the home. And we focus on the seeming impossibility of every solution.
- But we have to SOLVE THE PROBLEM to save the lives of kids just as these scientists had to figure out how to save the lives of these astronauts.

“Houston, we have a problem...”

- Clip 3

“Houston, we have a problem...”

- The key to RtI is an underlying belief that *whatever the problem, we can tackle it by using the resources we have and work on it together for children who struggle.*

Expanding the focus

Then: Classify

- Identify problems/deficits within the child

Now: Progress in Learning

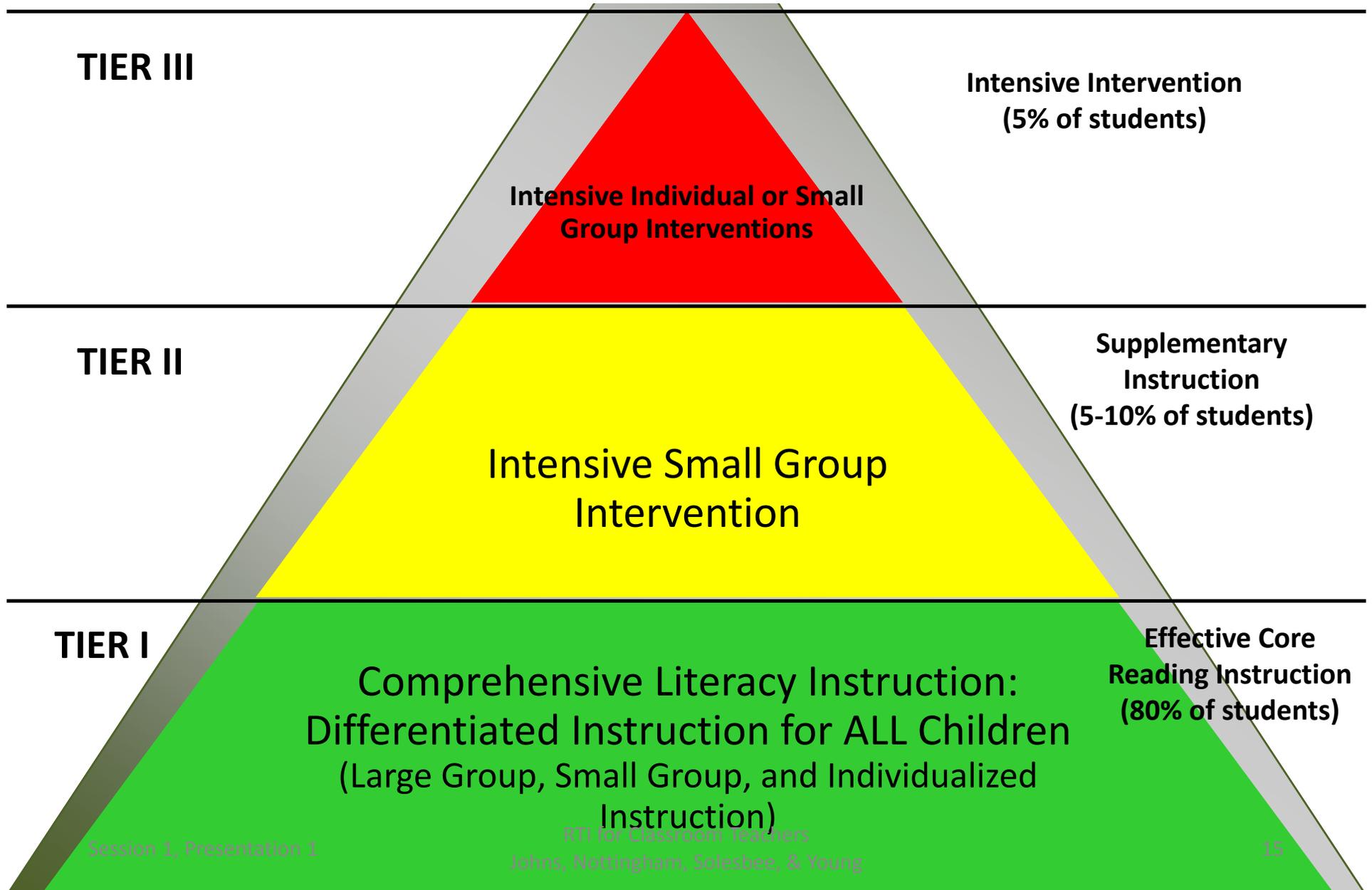
- Identify and provide the experiences and instruction the child needs to be successful

Four Components of successful Rtl implementation

- Multiple layers or tiers of instruction
- Universal screening
- Intervention and support
- Progress monitoring

From South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools, Section 1, pp. 3-8

RtI in a Comprehensive Literacy Program



Rtl: benefits for individual students

- appropriate, differentiated instruction is provided
- instruction is continually adjusted, adapted and changed to promote learning and acceleration
- documenting students' responses to interventions over time allows more accurate identification of students with disabilities
- student progress is evaluated over time using age-based comparisons and rates of learning

Rtl: more benefits for individual students

- earlier, more relevant help for students is provided not meeting grade-level expectations
- critical information about student instructional needs is provided to create effective interventions

Table talk

- What is the goal?
- What do we need to do to make RtI work for the kids in our classrooms?

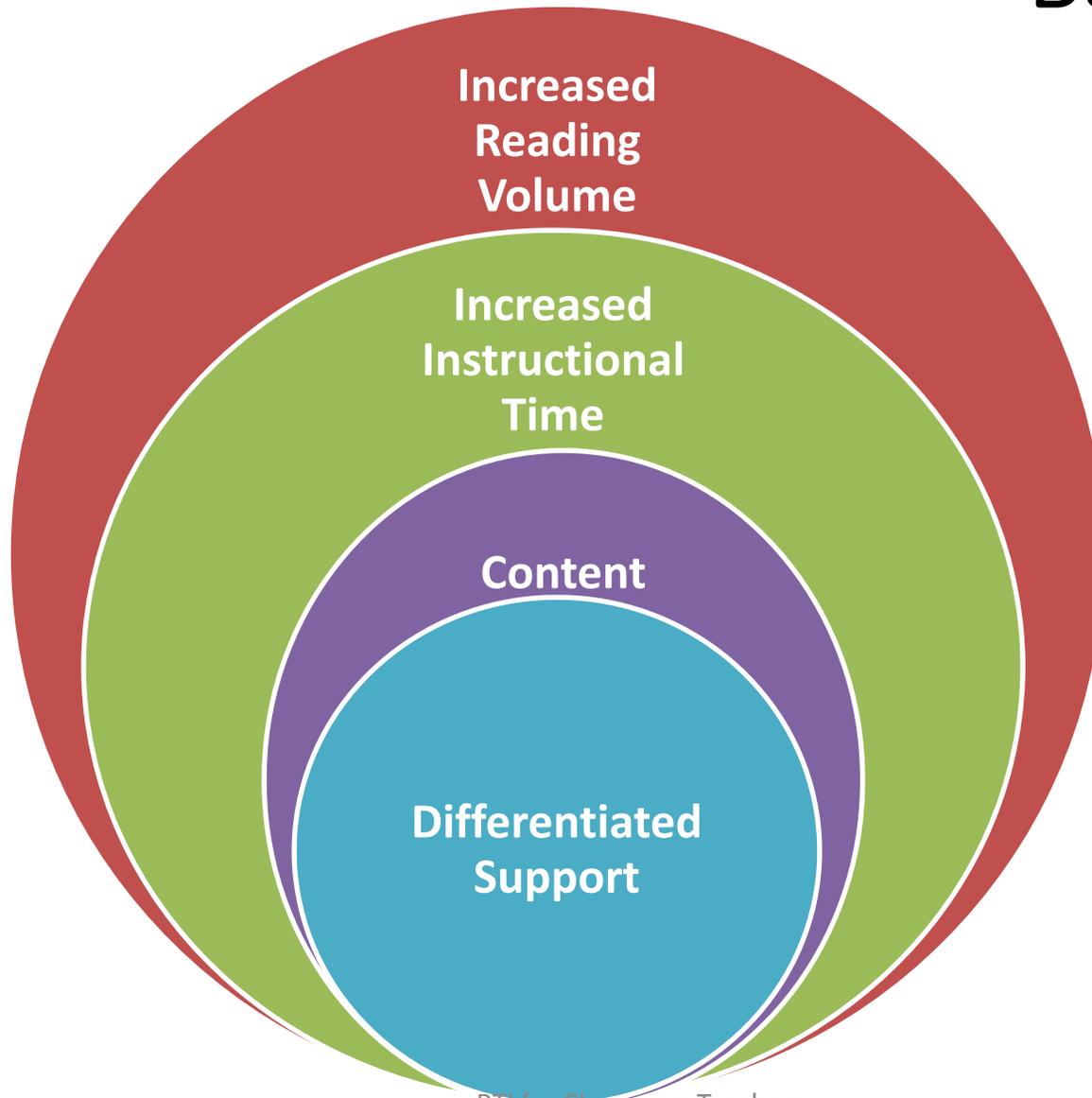
How is learning to read like learning to ride a bike?

In order to learn to _____,
you have to _____.

If children don't get to read much, how they gonna get good?

CHILDREN LEARN TO READ BY READING

Balancing Act



Research on reading volume

The Matthew Effect (Stanovich, 1986):

“Students who read well, read more, and consequently, get better at reading. However, students who do not read well, read less, and consequently, do not get any better at reading.”

Research on reading volume

“It is ironic that students who most need the benefits of reading connected texts get fewer opportunities than the good readers who are reading more, not only during the school day, but also outside of school.”

Anderson, Wilson, & Fielding (1988)

But we don't use the research...

“In study after study of intervention programs, researchers have reported that struggling readers actually read less than ten minutes of the intervention block, and far too many report that struggling readers never read text during their intervention lesson..it's the same as if we design bike riding so that children never actually got the bike.”

-Dick Allington

Accelerating reading growth requires increasing the amount of reading

“In a series of intervention studies that have documented accelerated reading development as an outcome, roughly two-thirds of the intervention lessons involved having the student engage in high success reading. (Heibert, Colt, Catto, & Gury, 1992; Mathes et. al., 2005; Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994; Scanlon, Vellutino, Small, Fanuele, & Sweeny, 2005; Vellutino, Sipay, Small, Pratt, Chen, & Dencklay, 1996).

What is “high success reading?”

- Accurate, fluent reading with understanding.

R. A. Allington, *What Really Matters in Response to Intervention*,
2009, p. 51.

The Challenge...To create contexts, environments, and instruction that cause struggling readers to read more and read better.

THE PROBLEM...READERS WHO STRUGGLE NEED TO READ MORE...BUT THAT'S HARD WHEN THEY CAN'T READ WELL AND HARDER STILL WHEN THEY DON'T HAVE A LOT OF BOOKS THEY CAN READ

What are our...

- Frustrations?
- Challenges?
- Questions?
- Resources?
- Needs?
- Ideas?

Create a “Challenges and Possibilities” Chart