Module 3: Multi-Tiered System of Support for Literacy
Objectives

By the end of this module, participants will be able to:

- Understand the purpose and rationale of Tier 1 instruction
- Identify effective strategies included in Tier 1, Tier 2, and Tier 3 for literacy (reading) and mathematics in Grades K–8
- Reflect on our school and district programs and practices for instruction at each tier
Introduction

- Purpose
- RTI Handbook guidance
Essential Components of RTI
Essential Components of RTI
Tier III
Core Instruction + INTENSIVE INTERVENTION

Intensive Intervention (1-5%)

Tier II
Core Instruction + SUPPLEMENTAL INTERVENTION

Targeted Intervention in addition to core instruction for at risk students (10-15%)

Tier I
Core Instruction

Core Classroom Instruction that is evidence based and differentiated for all students
Consider these questions:

- **Who are the members of your RTI leadership team?**
- How often does the RTI leadership team meet?
- How does the RTI leadership team monitor RTI implementation in schools?
- How does the RTI leadership team use data to inform decisions?
Stop the module and complete Section 1: RTI TEAM in your handbook
Differentiation in Core Instruction
Purpose of Core Instruction

- Provide ALL students with high quality instruction
- Prepare students for College and career
- Meets the needs of all students
Elements of Differentiated Instruction

- **Content**—what we teach and how we give students access to the information and ideas that matter; what students know, understand, and are able to do as a result of what we teach

- **Process**—how students come to understand and “own” the knowledge, understanding, and skills essential to a topic; activities designed to help students make sense of the content

- **Product**—how a student demonstrates what the student has come to know, understand, and is able to do as a result of a segment of study
Differentiation of Students

- **Readiness** to work with a particular idea or skill at a given time
- **Interest** in pursuits or topics that they find interesting.
- **Learning profiles** that may be shaped by gender, culture, learning styles, or intelligence preference
What Are Differentiated Learning Activities?

- Differentiation involves:
  - Mixed instructional groupings
  - Team teaching
  - Peer tutoring
  - Learning centers
  - Accommodations to ensure that all students have access to the instructional program

- Differentiation is *not* the same as providing more intensive interventions to students with learning disabilities.
Differentiation Reflection

- How do you differentiate learning for your students?
- What are some strategies that have been most effective?
- Discuss these strategies with your team.
- List the strategies that you have found to be most successful for students and that you wish to see in your RTI framework.
STOP the module and complete Section 2: Differentiation of your handbook
Core Instruction in Literacy
Tier 1
Tier 1—Core Instruction in Literacy

Core Classroom Instruction that is evidence based and differentiated for all students
## Literacy Core Instruction Characteristics

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Setting</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>All students (including students with disabilities and learning differences)</td>
<td>District core curriculum and instructional practices that are research based, aligned with state or district standards, and incorporate <em>differentiated instruction</em></td>
<td>General education classroom</td>
<td>Screening, continuous progress monitoring, and outcome measures or summative assessments</td>
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</tbody>
</table>
The NRC noted for students to learn and read well they must:

- Understand how sounds are represented by print and be able to apply this understanding to read and spell words
- Practice reading enough to become fluent readers
- Learn new vocabulary works, and
- Learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors
Five Pillars of Reading

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to:</td>
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<tr>
<td>- Manipulate the</td>
<td>Alphabetic principle</td>
<td>The ability to read accurately, at an appropriate rate, with prosody and comprehension</td>
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<tr>
<td>sounds</td>
<td>An awareness of letters and that letters represent sounds</td>
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<tr>
<td>- Segment phonemes</td>
<td>Phonics = graphophonemic relationships or sound–symbol relationships</td>
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<tr>
<td>- Blend phonemes</td>
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<tr>
<td>The awareness of the speech sounds in words</td>
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<tr>
<td>Phonemes are the smallest units of sound</td>
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<td>Making meaning of text</td>
</tr>
</tbody>
</table>

(National Reading Panel, 2000)

- Word study increases:
  - Word knowledge
  - Word consciousness
  - Pragmatic language
  - Academic words

- Necessary for reading comprehension

- Good readers apply strategies before, during, and after reading, including:
  - Activate prior knowledge
  - Set a purpose for reading
  - Monitor their understanding
  - Use fix-up strategies
  - Paraphrase and summarize
RTI Model in Literacy: Tier 1

Example: Arkansas Elementary School

- **Instructor**: General education teacher
- **Curriculum**: Voyager Universal Literacy, McGraw Hill; Treasures
- **Frequency**: 5x/week @ 120 minutes per session
### Grade-Level Components

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>EX. Phonics Duration</td>
<td>District Phonics Program 5x 15 min.</td>
<td>Phonetic Connections 4x 20 min.</td>
<td>Orton-Gillingham Strategies Daily phonics 5x 15 min.</td>
</tr>
<tr>
<td>Phonemic Awareness Grades K–1</td>
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<tr>
<td>Phonics/ Word Study Grades K–5</td>
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<tr>
<td>Vocabulary Grades K–12</td>
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<tr>
<td>Comprehension Grades K–12</td>
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<tr>
<td>Fluency Grades K–5</td>
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<tr>
<td>Writing Grades K–12</td>
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</tbody>
</table>
STOP the module and complete Section III: RTI Literacy Module: Tier I of your handbook
Tier 2: Supplemental Instruction and Intervention
### Continuum of Instructional Support

#### Supplemental Intervention

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who receives instruction?</td>
<td>Students not adequately responding to core instruction (Tier 1)</td>
</tr>
<tr>
<td>Who provides instruction?</td>
<td>General education teacher or other trained professional</td>
</tr>
<tr>
<td>How is instruction delivered?</td>
<td>In small groups of 3–5 students</td>
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<tr>
<td></td>
<td>In homogenous groups determined by skill</td>
</tr>
<tr>
<td>How long is the instruction provided?</td>
<td>20–30 minutes, 3–4 days/week</td>
</tr>
<tr>
<td></td>
<td>10–16 weeks</td>
</tr>
<tr>
<td>How is progress assessed?</td>
<td>Progress monitoring and diagnostic measures</td>
</tr>
</tbody>
</table>
Supplemental Instruction Focus

- Students identified through screening as at risk for poor learning outcomes; verified by progress monitoring or other data
- Typically, 15 percent to 20 percent of entire school population
Supplemental Level Instruction

- Evidence based (program or strategy)
- Aligns with and supports core instruction
- Implementation fidelity based on developer guidelines
- Delivered by well-trained staff in optimal group sizes
- Decisions based on valid and reliable data and criteria implemented accurately
- Supplements core instruction
Why Are Supplemental Interventions so Important?

- Improves the achievement of students at risk for educational failure
- Decreases the need for more intensive interventions and referrals for special education services
- Allows for efficient use of time and resources

(National Center on Intensive Intervention, 2013b)
Supplemental Interventions Are:

1. Based on evidence
2. Implemented with fidelity
### Finding a Tier 2 Intervention

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures Targeted</th>
<th>Measures Broader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>Any</td>
<td>Any</td>
<td>Any</td>
<td>Any</td>
<td>Any</td>
<td>Any</td>
<td>Any</td>
</tr>
</tbody>
</table>

- **Title**: Academy of MATH
  - **Study**: Tolarakovic (2011)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Academy of READING
  - **Study**: Fiedorowicz & Trites (1987)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Academy of READING
  - **Study**: Tolarakovic (2011)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Achieve Intervention
  - **Study**: Tracey & Young (2004)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Burst:Reading
  - **Study**: Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Early Numeracy Intervention Level 1
  - **Study**: Bryant, et al. (2011)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Early Vocabulary Connections
  - **Study**: Nelson, Vadas, & Sanders (2011)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Enhanced Core Reading Instruction
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Failure Free Reading
  - **Study**: Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any

- **Title**: Fast ForWord Language Series
  - **Study**: Slattery (2003)
  - Participants: Any, Design: Any, Fidelity of Implementation: Any, Measures Targeted: Any, Measures Broader: Any
RTI Model in Literacy: Tier 2

Example: Arkansas Elementary School

**Instructor:** General education teacher or specialist

**Curriculum:** Comprehensive Intervention Reading Program

**Frequency:** 5x/week @ 30 minutes per session
## Tier 2 Example

### Literacy Tier II Supplemental Intervention

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interventions</th>
<th>Delivered by</th>
<th>Focus Area</th>
<th>Frequency and Duration</th>
<th>Location</th>
<th>Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Comprehensive Intervention Reading Program Targeted, small reading group ABC group RTI time</td>
<td>Classroom teacher Para Teacher</td>
<td>Decoding Letter ID</td>
<td>5x 20 min. 4x 15 min.</td>
<td>Classroom Hall</td>
<td>5:1 1:1</td>
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<tr>
<td>1</td>
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</table>
STOP the module and complete Section 2: Tier II of your handbook
Tier 3: Intensive Intervention
Intensive-Level Instruction Is:

- Evidence based or based on validated progress-monitoring methods for individualizing instruction
- More intense than secondary-level instruction
- Delivered by well-trained staff in optimal group sizes, based on the ages and needs of the students

(National Center on Intensive Intervention, 2013)
Continuum of Instructional Support

Intensive Intervention

Who receives instruction?
- Students not adequately responding to supplemental intervention

Who provides instruction?
- Intervention specialist or special education teacher

How is instruction delivered?
- Individually or in groups of no more than three students

(The IRIS Center, 2010)
Intensive-Level Setting

- Intervention takes place in a general education classroom or other appropriate setting.
- Decisions are made on a case-by-case basis.

(National Center on Intensive Intervention, 2013a)
# Finding a Tier 3 Intervention

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures Targeted</th>
<th>Measures Broader</th>
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</thead>
<tbody>
<tr>
<td>Any</td>
<td>Any</td>
<td>Academy of MATH</td>
<td>Torlaković (2011)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>Academy of READING</td>
<td>Fiedorowicz &amp; Triss (1987)</td>
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<td>✓</td>
<td>✓</td>
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<tr>
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<td>Academy of READING</td>
<td>Torlaković (2011)</td>
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<td>✓</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Achieve Intervention</td>
<td>Tracey &amp; Young (2004)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
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<td>Burst:Reading</td>
<td>Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<td>Early Numeracy Intervention Level 1</td>
<td>Bryant, et al. (2011)</td>
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<tr>
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<td></td>
<td>Early Vocabulary Connections</td>
<td>Nelson, Vadasy, &amp; Sanders (2011)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td></td>
<td>Enhanced Core Reading Instruction</td>
<td>Smith, Nelson-Walker, Fien, Smolkowski &amp; Baker (2013)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure Free Reading</td>
<td>Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
RTI Model in Literacy: Tier 3

Example: Arkansas Elementary School

**Instructor:** Specialist or special education teacher

**Curriculum:** Wilson Reading Intervention with adaptations

**Frequency:** 5x/week @ 40 minutes per session (2 students)
## RTI Handbook: Tier 3

### Literacy Tier III Intensive Intervention

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interventions</th>
<th>Delivered by</th>
<th>Focus Area</th>
<th>Frequency and Duration</th>
<th>Location</th>
<th>Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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</table>
STOP the module and complete Section 2: Tier III of your handbook
DATA-BASED DECISION MAKING

- Which student’s may be at-risk for academic failure?

- How well are students responding to supplemental, tiered instruction/intervention?

- How do students move within tiers of interventions?

(National Center on Intensive Intervention, 2013a)
Determining Initial Risk Status

- Primary Data Source
- Secondary Data Source
- Who is involved in making this decision?
- Frequency of Initial Risk Status decisions
- Decision Options and Criteria
- Cut Points (by grade level)
Determining Student Response to Intervention

- Primary data source
- Secondary data source
- Who is involved in making this decision?
- Frequency of response to intervention (per tier)
- Decision Options and Criteria
- Cut Points (by grade level)
Action Plan

- Initial RTI Professional Development
- Identify weaknesses or holes within our plan
- Identify strengths within our curriculum
- Identify professional development needs
- Reflection and next steps
In Summary

Effective instruction should:

- Be along a continuum of increasingly intense levels of support
- Be evidence based and implemented with fidelity
- Include interventions that are used consistently by a trained individual
- Be matched to student need based on data
- Aim to prevent further academic challenges