

RTI arkansas

Module 3: Multi-Tiered System of Support for Literacy





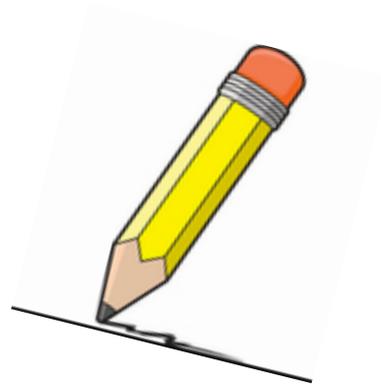
Objectives

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

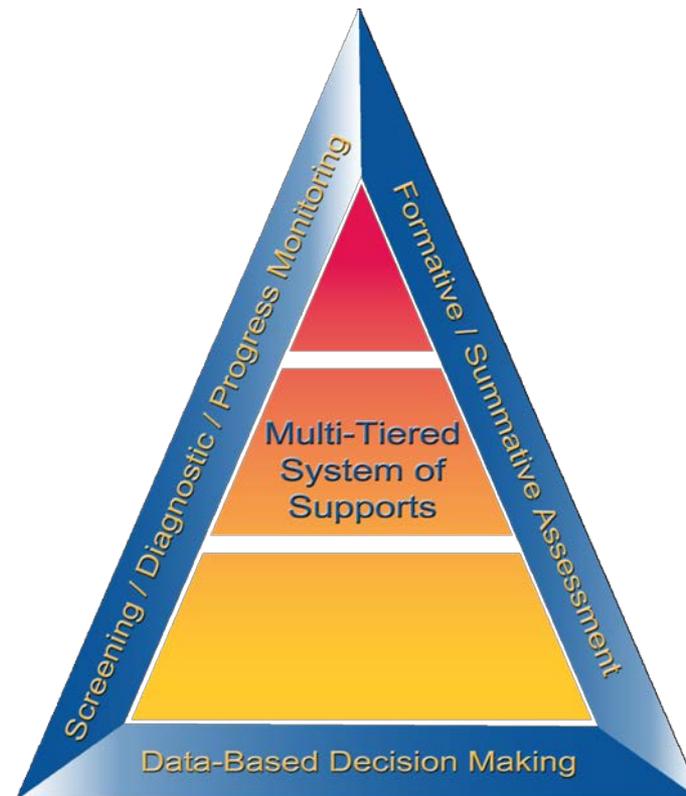
Introduction

- Purpose
- RTI Handbook guidance

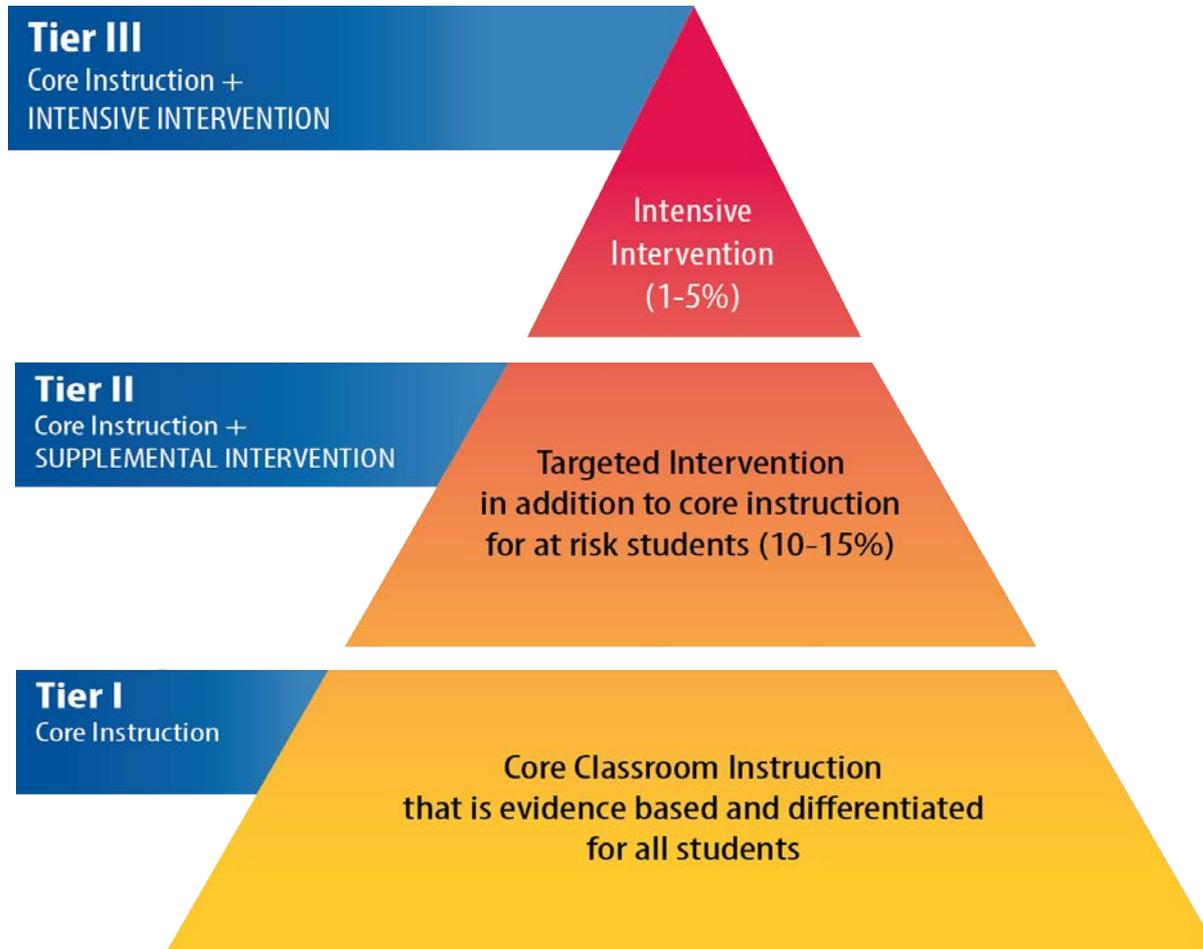


Essential Components of RTI

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RTI Arkansas Model



RTI Team

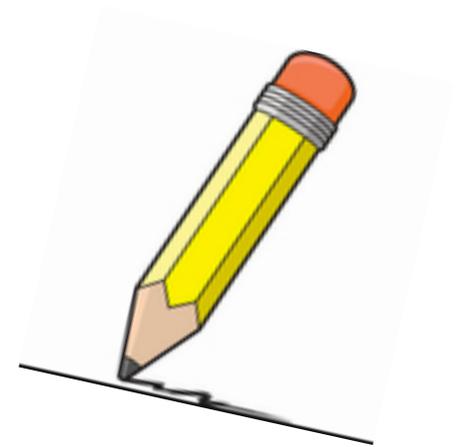


Consider these questions:

- **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.

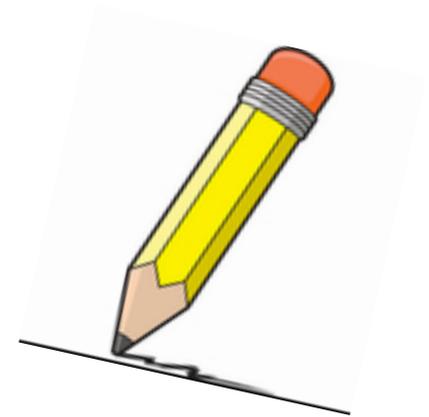


Differentiation Reflection



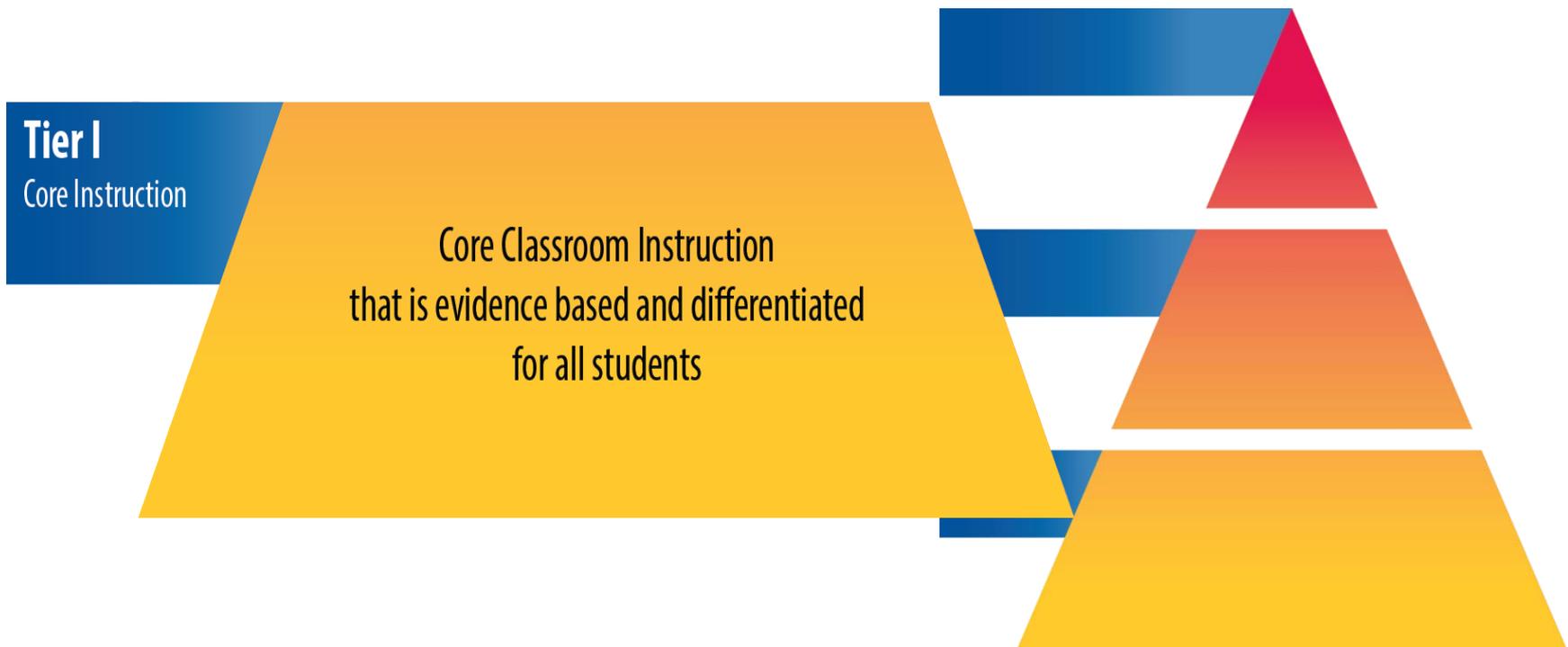
- How do you differentiate learning for your students?
- What are some strategies that have been most effective?
- Discuss these strategies with your team.
- List the strategies that you have found to be most successful for students and that you wish to see in your RTI framework.

STOP the module and complete
Section 2: Differentiation of your
handbook



Core Instruction in Literacy Tier 1

Tier 1—Core Instruction in Literacy



Literacy Core Instruction Characteristics

Focus	Instruction	Setting	Assessment
All students (including students with disabilities and learning differences)	District core curriculum and instructional practices that are research based, aligned with state or district standards, and incorporate <i>differentiated instruction</i>	General education classroom	Screening, continuous progress monitoring, and outcome measures or summative assessments

National Research Council (NRC)

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 words, 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

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
<ul style="list-style-type: none"> ▪ The ability to: <ul style="list-style-type: none"> - Manipulate the sounds - Segment phonemes - Blend phonemes ▪ The awareness of the speech sounds in words ▪ Phonemes are the smallest units of sound 	<ul style="list-style-type: none"> ▪ Alphabetic principle ▪ An awareness of letters and that letters represent sounds ▪ Phonics = graphophonemic relationships or sound–symbol relationships 	<ul style="list-style-type: none"> ▪ The ability to read accurately, at an appropriate rate, with prosody and comprehension 	<ul style="list-style-type: none"> ▪ Word study increases: <ul style="list-style-type: none"> - Word knowledge - Word consciousness - Pragmatic language - Academic words ▪ Necessary for reading comprehension 	<ul style="list-style-type: none"> ▪ Making meaning of text ▪ Good readers apply strategies before, during, and after reading, including: <ul style="list-style-type: none"> - Activate prior knowledge - Set a purpose for reading - Monitor their understanding - Use fix-up strategies - Paraphrase and summarize

(National Reading Panel, 2000)

RTI Model in Literacy: Tier 1



Example:
Arkansas Elementary School

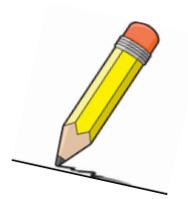
Tier 1

Instructor: General education teacher

Curriculum: Voyager Universal Literacy
McGraw Hill; Treasures

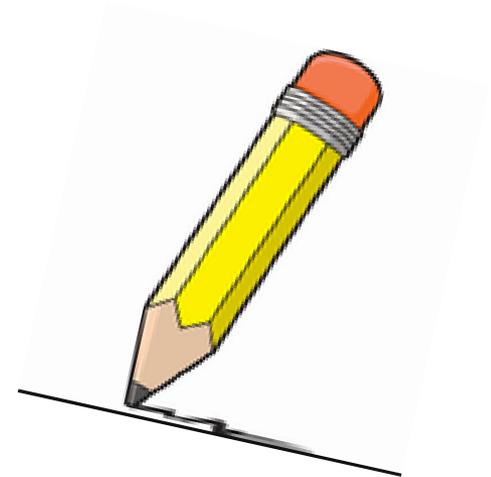
Frequency: 5x/week @ 120 minutes per session

Description of Core Literacy Program



Grade-Level Components			
Grade	K	1	2
EX. Phonics Duration	District Phonics Program 5x 15 min.	Phonetic Connections 4x 20 min.	Orton-Gillingham Strategies Daily phonics 5x 15 min.
Phonemic Awareness Grades K-1			
Phonics/ Word Study Grades K-5			
Vocabulary Grades K-12			
Comprehension Grades K-12			
Fluency Grades K-5			
Writing Grades K-12			

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

Who receives instruction?

- Students not adequately responding to core instruction (Tier 1)

Who provides instruction?

- General education teacher or other trained professional

How is instruction delivered?

- In small groups of 3–5 students
- In homogenous groups determined by skill

How long is the instruction provided?

- 20–30 minutes, 3–4 days/week
- 10–16 weeks

How is progress assessed?

- Progress monitoring and diagnostic measures

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)

Finding a Tier 2 Intervention

Grade Level: Subject:

Study Quality | Study Results | Intensity | Additional Research

Title▲	Study	Participants ⓘ	Design ⓘ	Fidelity of Implementation ⓘ	Measures Targeted ⓘ	Measures Broader ⓘ
Academy of MATH	Torlaković (2011)	●	●	○	○	○
Academy of READING	Fiedorowicz & Trites (1987)	●	○	○	○	●
Academy of READING	Torlaković (2011)	●	○	○	●	○
Achieve Intervention	Tracey & Young (2004)	○	○	○	○	○
Burst:Reading	Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)	○	○	○	○	—
Early Numeracy Intervention Level 1	Bryant, et al. (2011)	●	●	●	●	●
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	○	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Fien, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)	●	○	●	●	●
Fast ForWord Language Series	Slattery (2003)	○	○	●	●	●



RTI Model in Literacy: Tier 2



Example:
Arkansas Elementary School

Tier 2

Instructor: General education teacher or specialist

Curriculum: Comprehensive Intervention Reading Program

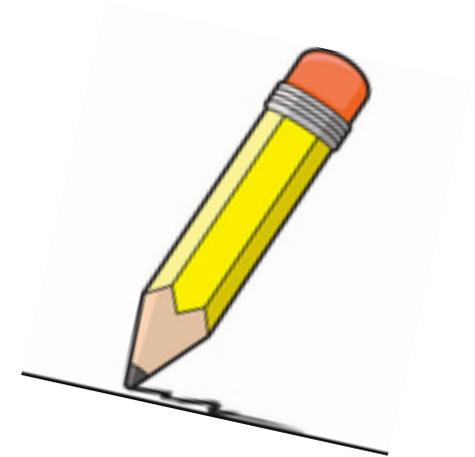
Frequency: 5x/week @ 30 minutes per session



Tier 2 Example

Literacy Tier II Supplemental Intervention						
Grade	Interventions	Delivered by	Focus Area	Frequency and Duration	Location	Group Size
K	Comprehensive Intervention Reading Program	Classroom teacher	Decoding	5x 20 min.	Classroom	5:1
	Targeted, small reading group ABC group RTI time	Para Teacher	Letter ID	4x 15 min.	Hall	1:1
1						
2						
3						
4						
5						

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

Grade Level: Subject:

Study Quality | Study Results | Intensity | Additional Research

Title▲	Study	Participants ⓘ	Design ⓘ	Fidelity of Implementation ⓘ	Measures Targeted ⓘ	Measures Broader ⓘ
Academy of MATH	Torlaković (2011)	●	●	○	●	●
Academy of READING	Fiedorowicz & Trites (1987)	●	●	○	●	●
Academy of READING	Torlaković (2011)	●	●	○	●	●
Achieve Intervention	Tracey & Young (2004)	○	○	○	○	○
Burst:Reading	Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)	○	○	○	●	○
Early Numeracy Intervention Level 1	Bryant, et al. (2011)	●	●	●	●	●
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Fien, Smolkowski & Baker (2013)	●	●	●	●	●
Failure Free Reading	Torgesen, Myers, Schirm, Stuart, Vartivarian, et al. (2006)	●	●	●	●	●
Fast ForWord Language Series	Slattery (2003)	○	●	●	●	●

RTI Model in Literacy: Tier 3



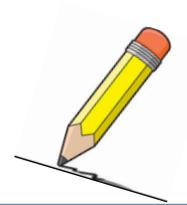
Example:
Arkansas Elementary School



Instructor: Specialist or special education teacher

Curriculum: Wilson Reading Intervention with adaptations

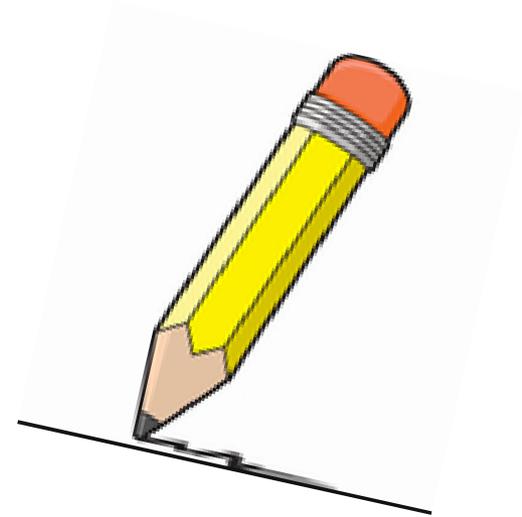
Frequency: 5x/week @ 40 minutes per session (2 students)



RTI Handbook: Tier 3

Literacy Tier III Intensive Intervention						
Grade	Interventions	Delivered by	Focus Area	Frequency and Duration	Location	Group Size
K						
1						
2						
3						
4						
5						

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