

Response to Intervention



REVIEWING ELEMENTARY IMPLEMENTATION

Tier 1: Core Classroom Instruction Elementary



Focus	All students
Program	Core reading program
Grouping	Multiple formats: whole group, small group, pairs
Time	K-2 90 minutes per day for RLA 3-4 90 minutes per day for RLA <i>(proposed in 2510 revision)</i>
Assessment	Benchmark assessment three times/year (Sept, Jan, May) using the district's choice of assessment
Interventionist	General education teacher with assistance from other educators
Setting	General education classroom

Tier 2: Intervention Elementary



Focus	At-risk students as determined by repeated benchmark assessments
Program	Explicit, systematic, SBRR, targeted essential components of reading
Grouping	Homogenous small group (1:3, 1:4 or 1:5)
Time	Tier 1 + 30 min/day (50 sessions)
Assessment	Progress monitoring (2x/month) on target skills, diagnostic assessment
Interventionist	Title 1 reading specialist, special educator, speech language pathologist, other qualified professionals
Setting	Generally pull-out

Tier 3: Intensive Intervention



Focus	Students with marked difficulties who have not responded to Tiers 1 and 2
Program	Sustained, intensive scientific research-based reading instruction or other interventions
Grouping	Small group (1:3)
Time	Tier 1 + <i>additional</i> 45-60 min/day – may be accomplished in segments to achieve total additional minutes
Assessment	Progress monitoring (2x/month) and diagnostic assessments
Interventionist	Educator with specialized reading, or other relevant, skills that address individualized needs
Setting	Generally pull-out – before school, after school, summer school – appropriate classroom environment

Sample Master School Schedule

Time	K	1st	2nd
8:00-8:15	Opening	Opening	Opening
8:15-9:15	Core Reading/LA Block (teacher & aide)	Core Reading/LA Block (teacher & Title I)	Math
9:15-9:45			Core Reading/LA Block (teacher & sp ed teacher)
9:45-10:45	Math	Math	
10:45-11:15	Intervention	Science	Social Studies
11:15-11:45	Lunch	Lunch	Lunch
11:45-12:15	Read Aloud & Recess	Read Aloud & Recess	Read Aloud & Recess
12:15-12:45	Music, Visual Arts, Health, PE	Social Studies	Science
12:45-1:15	Science	Intervention	Music, Visual Arts, Health, PE
1:15-1:45	Social Studies	Foreign Language	Intervention
1:45-2:15	Foreign Language	Music, Visual Arts, Health, PE	Foreign Language
2:15-2:45	Closing	Closing	Closing

Sample Master School Schedule

Time	K	1st	2nd
8:00-8:15	Opening	Opening	Opening
8:15-8:30	Core Reading/ Language Arts Block (Teacher and Speech Therapist for 30 minutes)	Core Reading/ Language Arts Block (Teacher and Special Education teacher for 60 minutes)	Math
9:00-9:15			Core Reading/ Language Arts Block (Teacher and Special Education teacher for 45 minutes)
9:15-9:30			
9:30-9:45			
9:45-10:00	Math	Math	
10:15-10:45			
10:45-11:15	Science	Science	Music, Visual Arts, Health, PE
11:15-11:45	Lunch	Lunch	Lunch
11:45-12:15	Recess & Read Aloud	Recess & Read Aloud	Recess & Read Aloud
12:15-12:45	Social Studies	Social Studies	Social Studies
12:45-1:15	Walk to Intervention (K-2)	Walk to Intervention (K-2)	Walk to Intervention (K-2)
1:15-1:45	Music, Visual Arts, Health, PE	Foreign Language	Science
1:45-2:15	Foreign Language	Music, Visual Arts, Health, PE	Foreign Language
2:15-2:30	Closing	Closing	Closing

Walk-to-Intervention Delivery Model



Grouping Across a Grade Level

4 Classrooms
86 Students
6 Staff Members

Decoding Group
(silent e)
5 Students
Sp Ed Teacher

Decoding Group
(vowel teams)
7 Students
Classroom Teacher #1

Fluency Group
23 Students
Classroom Teacher
#3

Decoding Group
(CVC)
5 Students
Reading Teacher

**Advanced Word
Study Group**
(multisyllable words)
21 Students
Classroom Teacher #2

Benchmark Group
25 Students
Classroom Teacher #4

From *A Principal's Guide: Implementing Response to Intervention* by Susan L. Hall

Elementary School Implementation Benchmarks



January 2008

- Strengthen Tier I through use of new basal text and familiarity with Tiered Models and intervention language
- Conduct 3-Tier Reading Model book studies
- Develop school-wide assessment calendar for benchmark and progress monitoring
- Determine which personnel will administer assessments
- Implement universal screening in January, May
- Develop master school schedule to accommodate intervention for following year
- Investigate and select a model for delivering intervention (who, when, where)

Elementary School Implementation Benchmarks



June 2008

- Special education and Title I teachers trained in interventions
- June training established for K-2 teachers in analyzing data, grouping students for intervention, and intervention lesson planning
- Grades 3 – 5 teachers introduced to Tiers and integration with CSOs
- Principal begins to assemble administrator's data notebook (schoolwide data reports, data summaries by class and grade levels)

Elementary School Implementation Benchmarks



August 2008

- Master schedule established to accommodate Tier 2 and Tier 3
- Teachers are provided time to analyze data and plan collaboratively (data meetings are scheduled for school year)
- Staffing arranged to provide Tier 2 and Tier 3 interventions
- Grades 3 – 5 teachers work within professional learning communities to begin using interventions
- Special education teachers work with Sp Ed Teacher Leaders on roles and responsibilities
- Principals develop/implement strategies for monitoring implementation of research-based reading strategies at Tier 1
- Schools communicate with parents about the 3-Tier instructional model

K-2(3)Reading Model



What

When

K-3 Reading Model Book Study
Part 2: RTI Implementation & Technical Assistance
Guide & Policy 2419, Chapter 4 (SLD eligibility) -
*has been advertised and graduate credit
procedures re-iterated*

Spring 2008

Assessment and intervention webinars with Roland
Good & Sharon Vaughn

Spring 2008

Planning and Delivering Intervention Instruction
with Susan Hall and Jennifer Ashlock – *memo
disseminated to superintendents February 2008*

June 12, 2008 (Charleston)

June 13, 2008 (Morgantown)