



Presentation

FULL DETAILS AND TRANSCRIPT

Response to Intervention: Framework in Reading

March 2010

Topic: Response to Intervention in Primary Grade Reading
Practice: RtI Implementation

Highlights

- An overview of RtI and its components is provided.
- Three recommended practices for implementing an RtI framework are discussed: universal screening, progress monitoring and differentiation, and systematic instruction.
- All students should be screened at the beginning and in the middle of the year.
- Schools should select screening instruments that are efficient, reliable, and valid measures of appropriate reading skills at each grade level.
- Schools should establish decision rules to differentiate instruction based on screening and progress-monitoring data.
- Tier 2 intervention should be provided three to five times a week in small homogenous skill groups, and Tier 3 intervention daily, including one-on-one tutoring.
- Tier 2 and Tier 3 interventions should focus on a limited number of foundational skills.
- Instruction should include a mix of instructional strategies and supports such as modeling, scaffolding, thinkalouds, and material supports.
- Students need extensive practice opportunities and corrective feedback.

Full Transcript

Slide 1: Welcome

Welcome to the overview on Response to Intervention: Framework in Reading.

Slide 2: Defining Rtl

Response to Intervention, or Rtl, is a multi-tiered early detection, prevention, and support system that identifies at-risk students and assists them before they fall behind. Rtl strategies are used in both reading and mathematics.

Slide 3: Components of Rtl

Rtl systems combine screening, progress monitoring, systematic instruction, and the use of data to differentiate instruction, with intensive interventions targeted at struggling students.

Slide 4: Practice guide

The Practice Guide for Rtl reading offers important recommendations to help educators identify students at risk for reading problems and implement evidence-based interventions to improve their reading achievement.

Slide 5: Three practices

Three Rtl reading practices have been identified that support the development of foundational skills in the primary grades and help all students become proficient readers. Let's take a closer look at these practices.

Slide 6: Universal screening

First, screen all students for potential reading problems at the beginning and in the middle of the year. Because universal screening requires schoolwide coordination of staff and resources, it's a good idea to create a building-level Rtl team to help with implementation.

Slide 7: Screening measures

Select a set of screening measures with reasonable degrees of accuracy that identify children at risk for poor reading outcomes. Screening instruments should be efficient, reliable, and valid measures of appropriate reading skills at each grade level.

Slide 8: Benchmark scores

Set benchmark scores to identify children at low, moderate, or high risk for developing reading difficulties. Although each district or school can develop its own screening benchmarks, it's useful to begin with guidelines from the screening instruments.

Slide 9: Increased intensity

Students whose screening scores indicate potential reading difficulties will need more intensive reading interventions in addition to the core instruction provided in the classroom, usually referred to as Tier 1.

Slide 10: Differentiating instruction

The second recommendation is to differentiate instruction for all students based on assessed reading progress. Classroom teachers can differentiate instruction by varying practice time, content, and degree of teacher support and scaffolding.

Slide 11: Progress monitoring

In Tiers 2 and 3, progress-monitoring data are essential for differentiating instruction. Progress monitoring should occur at least once a month to adapt instruction to meet students' changing needs and determine if students should be moved to a different tier or regrouped.

Slide 12: Decision rules and training

Schools will need to develop decision rules for differentiating reading instruction based on screening and progress monitoring data. Some teachers will need help in using data. Schools may need to provide training for teachers on how to collect and interpret student data efficiently and reliably.

Slide 13: Systematic instruction

The third recommendation is to provide systematic instruction focused on foundational reading skills for

students receiving Tier 2 and Tier 3 interventions.

Slide 14: Characteristics of instruction

Tier 2 intervention should be provided three to five times a week in small homogenous skill groups, while daily, one-on-one tutoring is needed in Tier 3. To intensify instruction, teachers can adjust the pacing of a lesson to provide greater skill focus and use a mix of instructional strategies and supports such as modeling, scaffolding, and thinkalouds, and material supports such as graphic organizers. Instruction should address foundational reading skills appropriate at each grade level that includes phonemic awareness, phonics, vocabulary comprehension, and fluency. Tier 2 interventions should provide additional instruction on up to three skills, and Tier 3 should focus on a few skills.

Slide 15: Differentiating instruction

Systematic instruction provides a high level of teacher-student interaction, with opportunities for practice and feedback. Extensive practice and immediate corrective feedback are especially important in Tier 2 and Tier 3 interventions. In RtI, teachers need to ensure that students master a reading skill before moving on, gradually building up a solid grasp of skills.

Slide 16: Learn more

To learn more about Response to Intervention: Framework in Reading, please explore the additional resources on the Doing What Works website.