

RESPONSE TO INTERVENTION

Intervention Instruction

Participant Notes



THE UNIVERSITY OF TEXAS AT AUSTIN

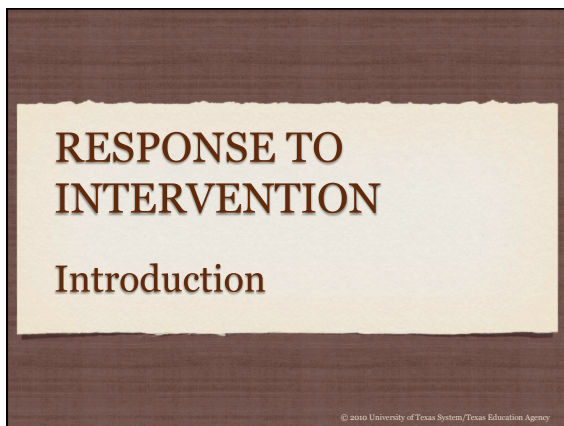


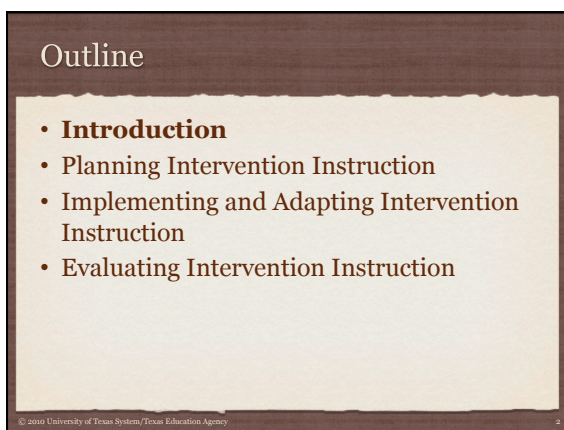


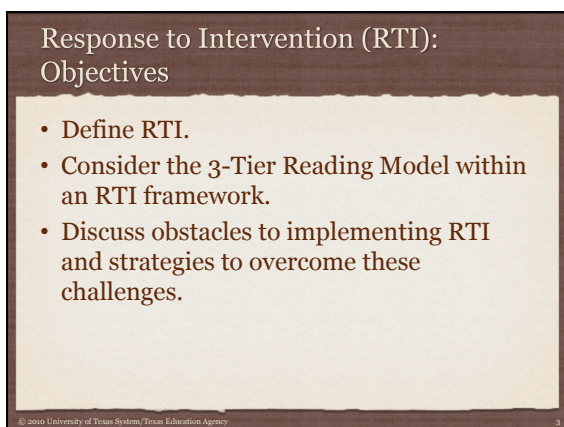
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Response to Intervention: Introduction

What is RTI?

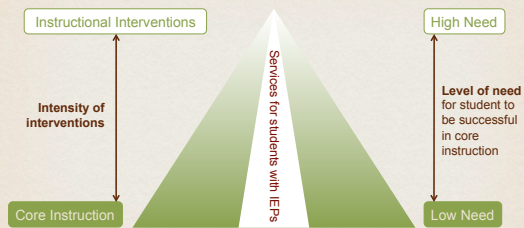
“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.”
(National Center on Response to Intervention, 2009)

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A Conceptual Framework for RTI

Students may receive services from all areas of the framework at any one point in time.



(National Center on Response to Intervention, n.d.)

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A Conceptual Framework for RTI (cont.)

Students may receive services from all areas of the framework at any one point in time.



(National Center on Response to Intervention, n.d.)

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Meeting the Needs of All Students

- Flexibility—temporary support for students who are not in Tier II or Tier III
- Careful, continuous monitoring of student data, including:
 - Progress monitoring
 - Anecdotal notes
- Professional dialogue between teachers

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Theoretical 3-Tier Reading Model

The diagram is an inverted triangle divided into three horizontal sections. The top section is green and labeled 'I' with 'Core classroom instruction' to its left and '100% of students' to its right. The middle section is orange and labeled 'II' with 'Intervention' to its left and 'Approximately 20%-30% of students' to its right. The bottom section is red and labeled 'III' with 'Intensive intervention' to its left and 'Approximately 5%-10% of students' to its right.

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3-Tier Reading Model In Practice

The diagram is an inverted triangle divided into three horizontal sections, similar to the theoretical model but with blank spaces for percentages. The top section is green and labeled 'I' with 'Core classroom instruction' to its left and '___% of students' to its right. The middle section is orange and labeled 'II' with 'Intervention' to its left and 'Approximately ___% - ___% of students' to its right. The bottom section is red and labeled 'III' with 'Intensive intervention' to its left and 'Approximately ___% - ___% of students' to its right.

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Reflection

Does your campus effectively implement a 3-Tier Reading Model within an RTI framework?

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Focusing on Intervention Instruction

- Intervention instruction must support core instruction.
- Students who meet intervention criteria have the greatest need for intensive instruction.

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Obstacles to Effective Intervention

- Limited knowledge about intervention instruction
- Lack of intervention time or inefficient use of time
- Over-reliance on the intervention program
- Inappropriate implementation of the program
- Inconsistent alignment between the intervention program and the core program or inconsistency across interventions
- Inadequate differentiation and adaptation of instruction

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Overcoming Intervention Challenges

- Developing the knowledge and skills to provide effective interventions
- Teaching all stakeholders how to implement the intervention program
- Analyzing and evaluating the intervention program
- Analyzing the alignment between the intervention and core programs

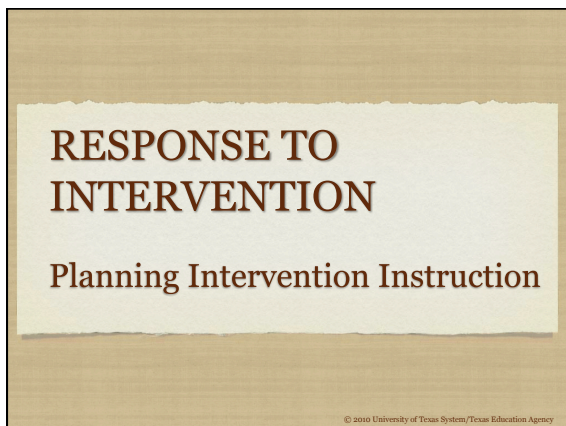
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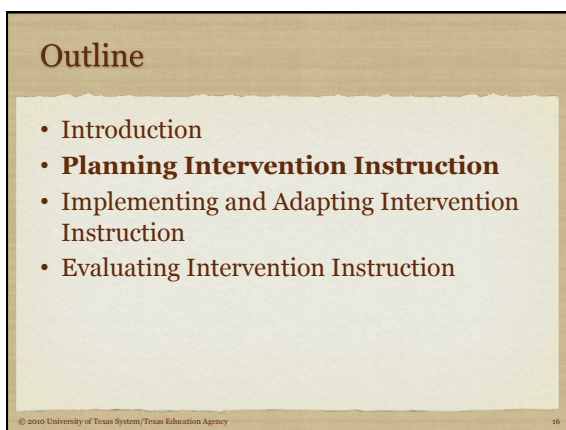
RTI: Summary

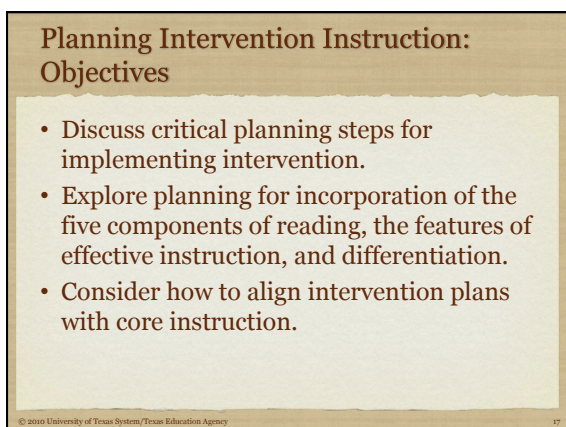
RTI is a multitiered framework that:

- Maximizes instruction for all students by:
 - Identifying students at risk
 - Providing evidenced-based instruction
 - Monitoring progress
 - Adjusting instruction based on student data
- Requires thoughtful planning, analysis, and evaluation

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Planning Intervention Instruction

- Identify students' learning needs.
- Prepare and organize intervention materials and resources.
- Plan day-to-day intervention:
 - The five components of reading
 - The features of effective instruction
 - Differentiated instruction (content)
- Communicate and collaborate with all stakeholders.

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Identify Students' Needs

- **Screen** — Investigate with the purpose of finding a particular problem or feature.
- **Diagnose** — Analyze the underlying causes of a condition.
- **Monitor progress** — Assess students' academic performance and evaluate the effectiveness of instruction on an ongoing basis.

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Identify Students' Needs (cont.)

Other data sources:

- Curriculum measures within:
 - Core program
 - Intervention program
- Observations of student response

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Prepare and Organize Tier I Core Instruction

- Materials (for teachers and students)
- Classroom setup
- Grouping management charts
- Posted rules and expectations for:
 - Whole group
 - Centers or workstations

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Prepare and Organize Intervention Instruction: Tier II and Tier III

- Materials (for teachers and students)
- Workstations or enhanced instructional activities for students not involved in the intervention
- Materials to aid in management

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Prepare and Organize Intervention Instruction: Tier II and Tier III (cont.)

- Materials (for teachers and students)
- Workstations or enhanced instructional activities for students not involved in the intervention
- Materials to aid in management

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Plan for Daily Intervention:
The Five Components of Reading

- Phonological awareness
- Phonics/decoding/word study
- Fluency
- Vocabulary and oral-language development
- Comprehension

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The Five Components of Instruction

	Tier I	Tier II/Tier III
Phonological awareness		
Phonics/decoding/ word study		
Fluency		
Vocabulary		
Comprehension		

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The Five Components of Instruction (cont.)

	Tier I	Tier II/Tier III
Phonological awareness		
Phonics/decoding/ word study		
Fluency		
Vocabulary		
Comprehension		

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The Five Components of Instruction (cont.)		
	Tier I	Tier II/Tier III
Phonological awareness		
Phonics/decoding/word study		
Fluency		
Vocabulary		
Comprehension		

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The Five Components of Instruction (cont.)		
	Tier I	Tier II/Tier III
Phonological awareness		
Phonics/decoding/word study		
Fluency		
Vocabulary		
Comprehension		

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Features of Effective Instruction	
<ul style="list-style-type: none">• Set a clear instructional objective.• Plan explicit instruction with modeling.• Create systematic lessons with scaffolding.• Provide multiple opportunities to practice.• Provide immediate and corrective feedback.• Pace lessons appropriately within all of the features of effective instruction.	

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Differentiated Instruction

- Plan to be dynamic and flexible.
- Align core and intervention instruction.
- Plan intervention carefully, with the five components and possible adaptations in mind.
- Prepare additional adaptations and strategies based on individual student needs.

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Communication and Collaboration

- Collaboration between teachers and interventionists focuses on:
 - Data
 - Strategies
 - Lessons
 - Individual student achievement

(Continued on the next slide)

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Communication and Collaboration (cont.)

- Collaboration between teachers and interventionists focuses on:
 - Data
 - Strategies
 - Lessons
 - Individual student achievement
- Alignment of instructional strategies across tiers requires communication.

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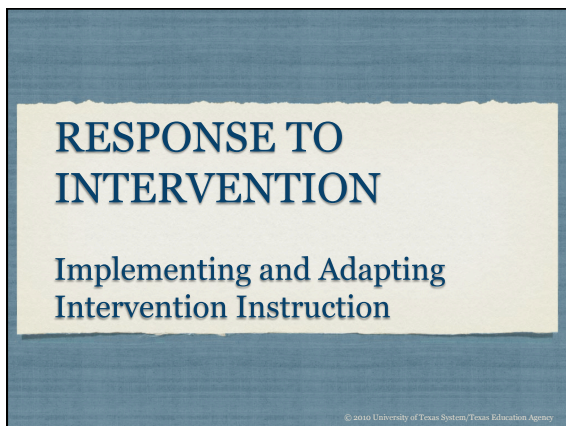
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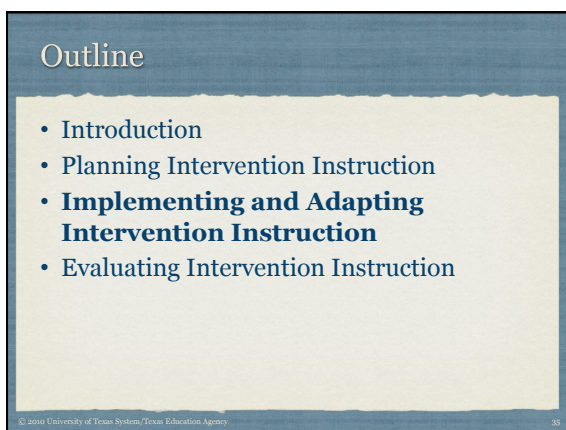
**Planning Intervention Instruction:
Summary**

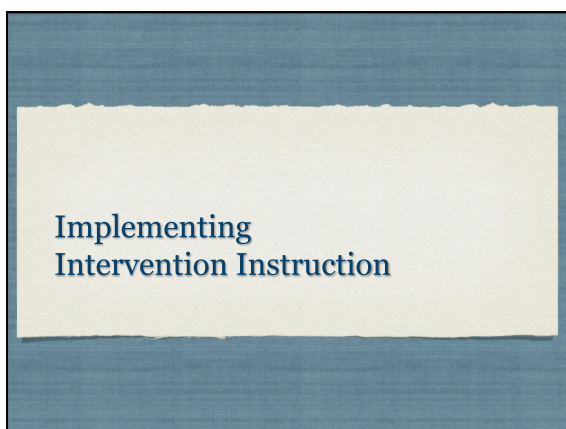
To plan for implementation of effective intervention:

- Identify students' strengths and learning needs.
- Organize materials.
- Plan to incorporate the five components, the features of effective instruction, and differentiated instruction.
- Communicate and collaborate with all stakeholders.

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Implementing Intervention Instruction: Objectives

- Review the features of effective instruction.
- Examine differentiated instruction.
- Reflect on consistent, efficient management.

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Features of Effective Instruction

- Set a clear instructional focus.
- Use features of effective instruction within the lesson:
 - Explicit teaching: clear and focused
 - Systematic teaching: follows a well-defined sequence
 - Multiple opportunities for practice
 - Scaffolded student learning
 - Modeled lesson elements and desired outcomes
 - Immediate and corrective feedback
 - Appropriate pacing

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Strategies for Differentiating Intervention Instruction

- Modify instructional delivery.
- Raise the level of explicitness.
- Alter the features of the task.

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Strategies for Differentiating Intervention Instruction (cont.)

- Modify instructional delivery.
- Raise the level of explicitness.
- Alter the features of the task.
- Change the pacing of instruction.
- Regroup students as needed.

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Management and Monitoring

- Managing the learning environment:
 - Classroom
 - Behavior
 - Time
 - Materials
- Monitoring and reflecting on:
 - Student understanding
 - Instructional delivery

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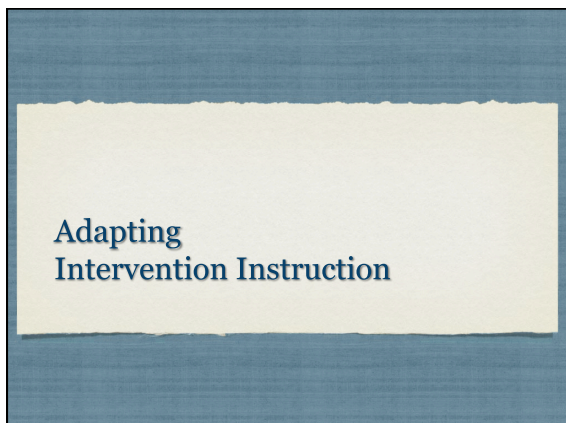
Implementing Intervention: Summary

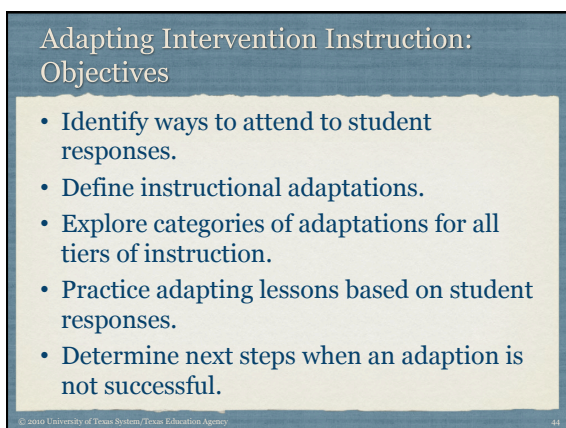
To implement intervention effectively:

- Set the focus at the beginning of each lesson.
- Incorporate the features of effective instruction.
- Differentiate instruction.
- Establish management expectations.

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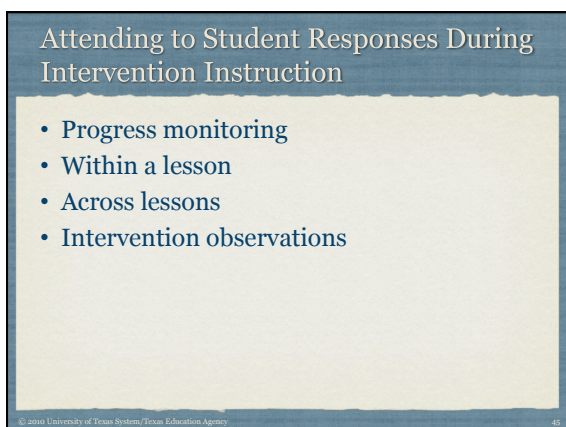


Adapting Intervention Instruction:
Objectives

- Identify ways to attend to student responses.
- Define instructional adaptations.
- Explore categories of adaptations for all tiers of instruction.
- Practice adapting lessons based on student responses.
- Determine next steps when an adaption is not successful.

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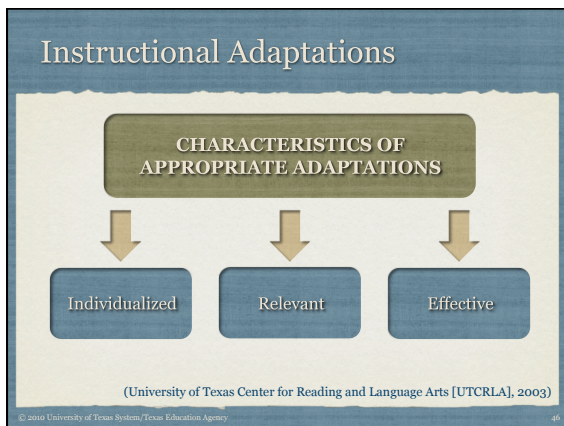


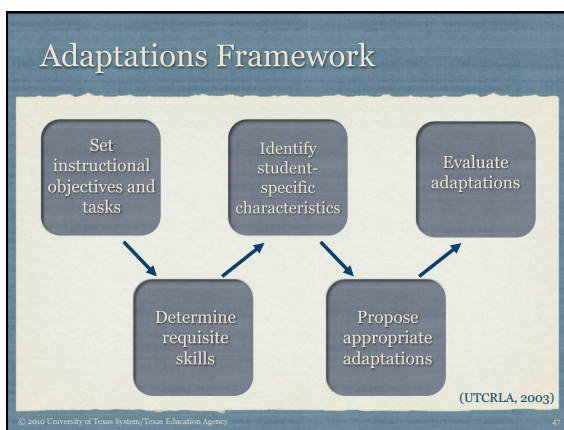
Attending to Student Responses During
Intervention Instruction

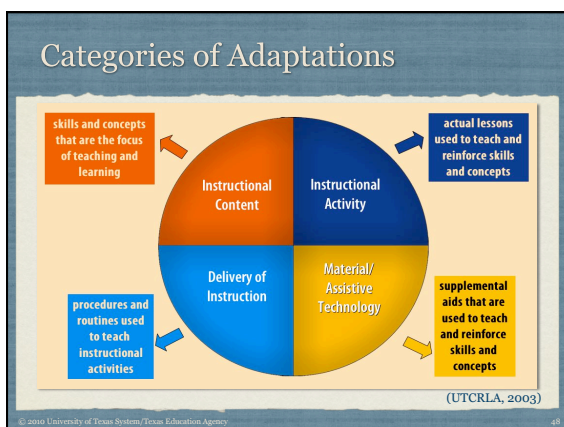
- Progress monitoring
- Within a lesson
- Across lessons
- Intervention observations

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Adapting Lessons

- Practice adapting lessons based on specific student responses.
- Focus on the five components:
 - Phonological awareness (mainly in K–1)
 - Phonics (K–3)
 - Fluency (mainly 1–3)
 - Vocabulary (K–5)
 - Comprehension (K–5)

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Adapting Lessons Activity

For each scenario:

- Read the scenario.
- Determine the type of response the teacher observed.
- Propose instructional adaptations.
- Describe adaptations.
- Provide a rationale for adaptations.
- Discuss accountability for adaptations.

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Adapting Lessons Activity (cont.)

As students take turns reading a decodable text during an intervention, Ms. Harris notices that all of the second-grade students add a schwa sound to the end of some letter sounds, making the decoding of blends difficult. For example, one student tries to read the word *plan* but says /pu/ /la/ /nu/. Ms. Harris also notices that these students rely on their sight-word vocabularies to make it through the readings and are hesitant to try new words because of these students' decoding problems. As a result, they skip words and miss much of the important content. What might Ms. Harris do to meet these students' needs?

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Adapting Lessons Activity (cont.)

1. Circle the type of student response you are attending to:

Progress monitoring or Assessment Within a lesson Across lessons

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Adapting Lessons Activity (cont.)

2. Circle the type(s) of adaptation you will make:

Instructional materials Instructional delivery Instructional content Instructional activity

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Adapting Lessons Activity (cont.)

3. Describe the adaptation(s) that you will make and provide a rationale for each.

Type of Adaptation	Specific Adaptation	Rationale for Adaptation
<i>Instructional Delivery</i>	<i>Pre-teach word patterns and new words in the decodable texts</i>	<i>Students are reluctant to read new words and skip words - missing content.</i>

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Adapting Lessons Activity (cont.)

4. How will you ensure that the adaptation(s) you have made have worked (accountability)?

Students may be asked to read a short list of phrases (2-3) that include word parts that were reviewed prior to the lesson and several sight words that were included in the decodable text.

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Instructional Scaffolds

- Do part of the task for the student.
- Forewarn the student about common mistakes made during the task.
- Use prompts such as cue cards or checklists.
- Provide additional, direct explanations.
- Model as needed.
- Allow students to work cooperatively.

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Your Turn to Scaffold

For your component-specific scenario:

- Read over the scenario and adaptations created.
- Assume that several adaptations did not work and thus require scaffolds.
- Create scaffolds for those adaptations.
- Discuss the rationale for the scaffolds.
- Record the scaffolds.

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Creating an Intervention Lesson

- Align with core instruction.
- Analyze student responses to core instruction.
- Determine learning gaps.
- Consider individual needs.

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Your Turn

- Choose a sample lesson.
- Read the lesson.
- Analyze your student data.
- Create an intervention lesson with adaptations and scaffolds, based on the student data.

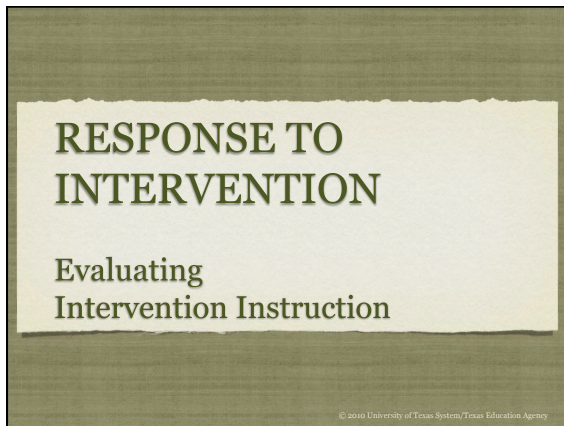
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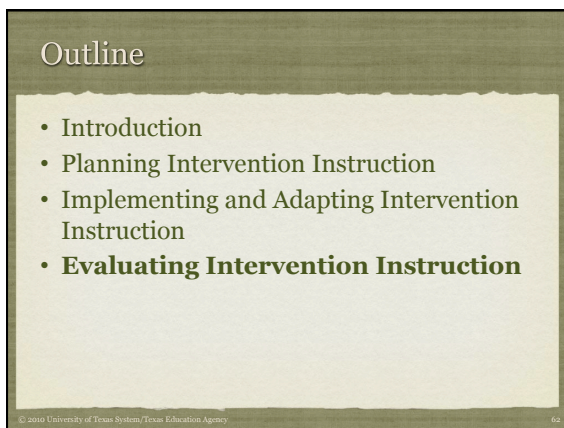
Adapting Intervention: Summary

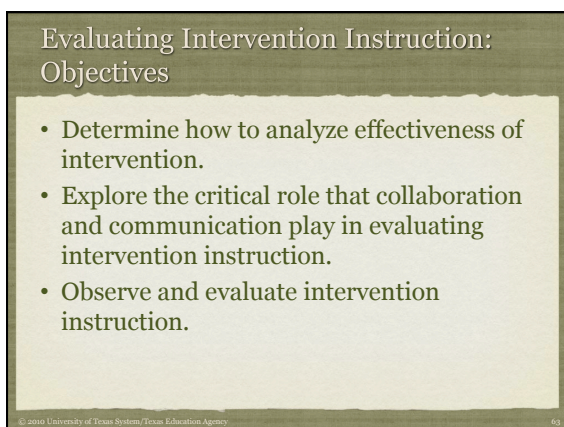
To adapt intervention effectively:

- Attend to all types of student responses, including those indicating mastery of a skill.
- Be flexible. Flexibility is the key to making the adaptations necessary to meet students' needs.

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Evaluating Intervention

- Evaluate and reflect:
 - Monitor implementation
 - Check for students' understanding
- Collaborate and communicate (teachers, interventionists, and all stakeholders)

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Collaboration Among Teachers

- Collaboration between teachers and interventionists focuses on:
 - Data
 - Strategies
 - Lessons
 - Individual student achievement
- Alignment of instructional strategies across tiers requires communication.


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Communication Among Stakeholders

- Communicate about interventions with all stakeholders.
- Given your role, how would you:
 - Plan for these conversations?
 - Set a focus for the meeting?
 - Carry out the communication?
 - Follow up with stakeholders?

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Observing Intervention Instruction



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Evaluating Intervention Instruction: Summary

To analyze effectiveness of intervention:

- Evaluate lesson implementation and student understanding.
- Ensure meaningful collaboration and communication among teachers, interventionists, and all stakeholders.

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Conclusion: Response to Intervention (RTI)

“To implement RTI effectively, schools must develop a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas.”

(Wright, n.d.)

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