

RESPONSE TO INTERVENTION

Intervention Instruction

Presenter Notes



THE UNIVERSITY OF TEXAS AT AUSTIN





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Response to Intervention: Intervention Instruction

Presenter's Information Outline

Handouts

- Handout 1: 3-Tier Response to Intervention Summary
- Handout 2: The Five Components of Reading Instruction
- Handout 3: High-Quality Instruction
- Handout 4: Curricula Alignment Sheets
- Handout 5: Weekly Lesson Plans
- Handout 6: Instructional Adaptations and Strategies
- Handout 7: Communication and Collaboration Folder
- Handout 8: Attending to Student Responses
- Handout 9: Adaptation Framework
- Handout 10: Adapting Lesson
- Handout 11: Scenarios
- Handout 12: Questions to Consider When Planning Intervention Instruction
- Handout 13: Intervention Lesson Plan Template
- Handout 14: Intervention Lesson Plan: Grade 1
- Handout 15: Intervention Lesson Plan: Grade 3
- Handout 16: Mock Data: Grades 2 and 3
- Handout 17: Intervention Collaboration Worksheet
- Handout 18: Intervention Observation
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Resources

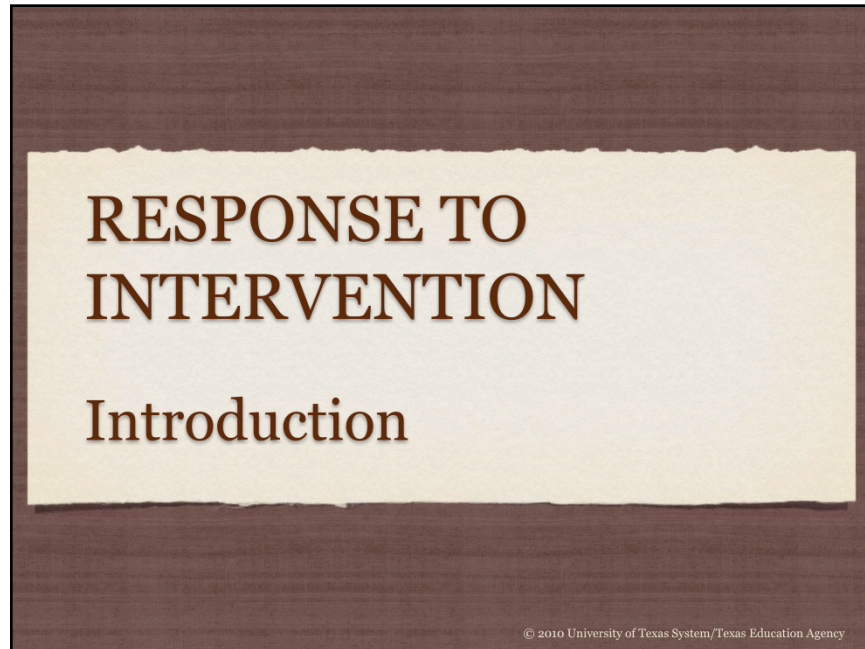
- Resource 1: RTI Reflection Questions
- Resource 2: Making and Sorting Words
- Resource 3: Making and Sorting Words (Adapted)
- Resource 4: Closed Syllable Search
- Resource 5: Closed Syllable Search (Adapted)
- Resource 6: Closed Syllable Namesakes

Posters and Table Documents

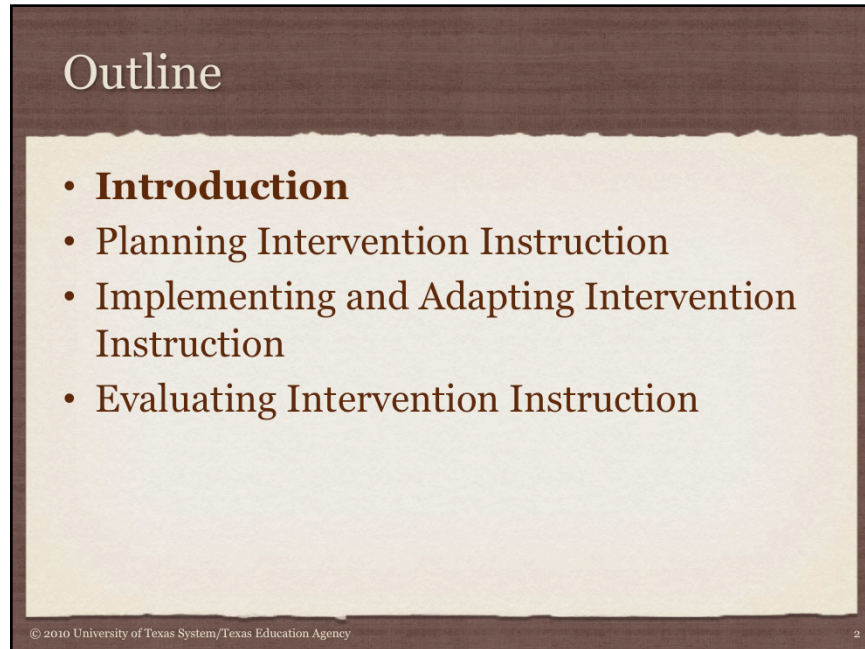
- Poster 1: Response to Intervention (RTI): Effective Intervention Instruction
- Poster 2: Categories of Adaptations
- Poster 3: 3-Tier Model
- Table Document: Response to Intervention Reflection Questions
- Table Resource: Communication and Collaboration Folder (optional)

Equipment needed:

- LCD projector
- Laptop or other computer with CD/DVD drive

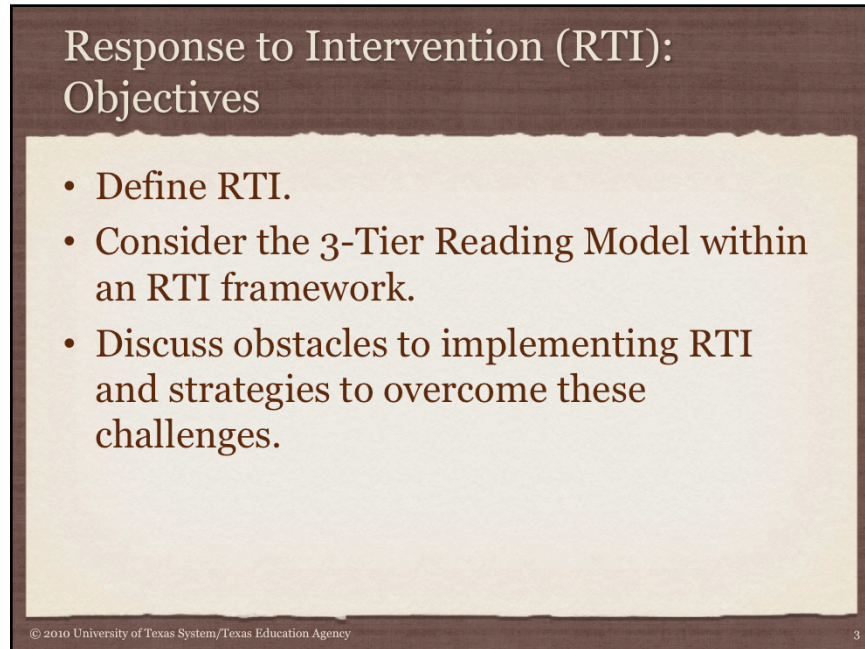


Welcome to *Response to Intervention: Introduction*.



This professional development training is divided into several sections. We will begin with an introductory discussion on response to intervention, or RTI. Then we will discuss how to successfully plan for intervention instruction. Next, we discuss how best to implement intervention instruction, including adapting intervention instruction for students who continue to struggle in intervention. We will conclude with the critical step of evaluating intervention instruction.

<Note to presenter: If this professional development training is not presented in its entirety, alter the speaker notes accordingly.>



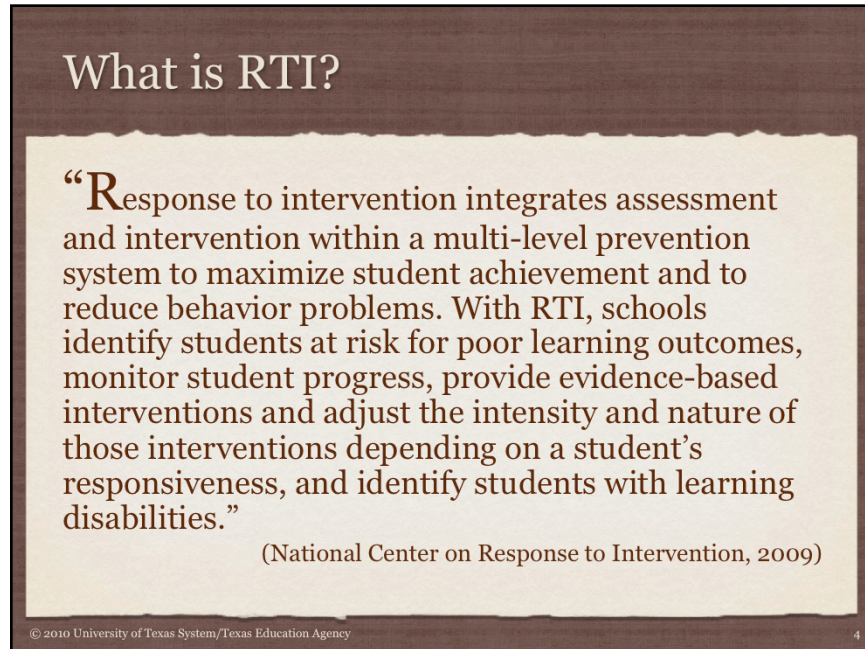
Response to Intervention (RTI): Objectives

- Define RTI.
- Consider the 3-Tier Reading Model within an RTI framework.
- Discuss obstacles to implementing RTI and strategies to overcome these challenges.

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Our objectives for this introduction are to...

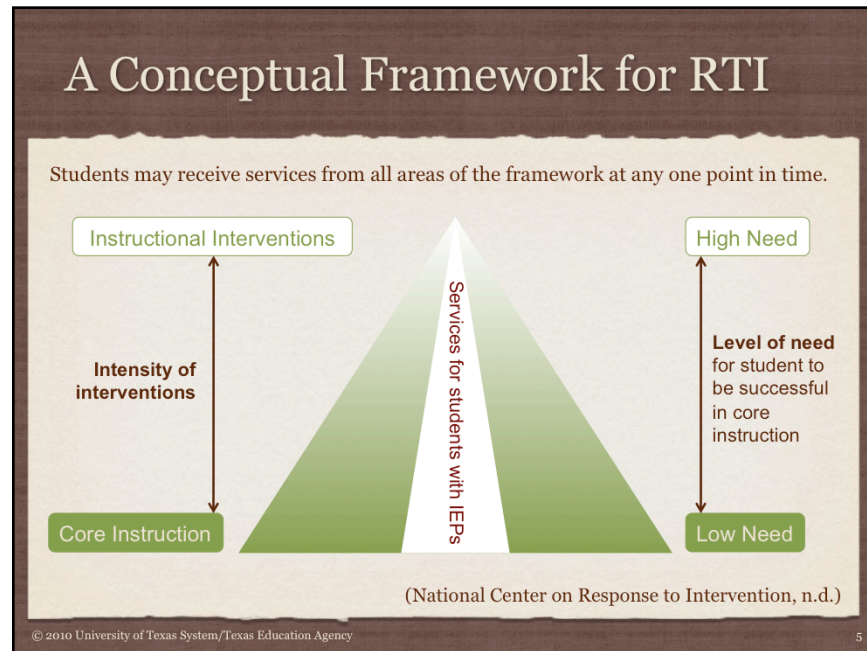
<Read the objectives.>



The National Center on Response to Intervention provides the following definition of RTI.

<Read the definition.>

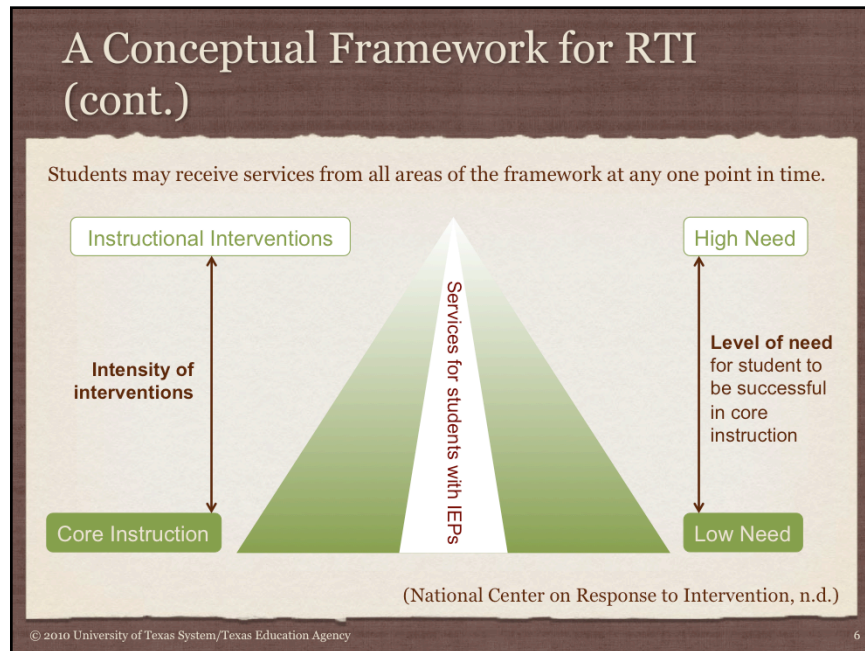
Looking across multiple definitions of RTI, several consistent themes emerge, including appropriate instruction, evidence-based intervention, early intervention, and assessment.



RTI is a *framework* with three main purposes: prevention, early intervention, and identification of severe reading difficulties. Quality Tier I instruction coupled with skilled intervention instruction can reduce the number of students who are referred to special education. Tier I instruction is the core classroom instruction. Some refer to this as core instruction, others prefer to call it Tier I instruction. Regardless, it is the general education classroom instruction that all students receive.

In the RTI model, most of the prevention happens by ensuring that Tier I instruction is effective. Students who require Tier II or Tier III intervention instruction should have received and continue to receive high-quality Tier I instruction. No student should be in intervention due to a lack of effective Tier I instruction.

RTI asks us to look deeply at our instructional practices to determine whether our instruction is effective and to continuously make adjustments based on student data.



Although we know that RTI is a framework and not a program, to support implementation of RTI in early reading, many schools use an evidence-based program for intervention. In some schools, the classroom teacher implements the program in the classroom; at other schools, an interventionist pulls students out of the classroom and provides the intervention instruction. Some schools use a pullout computer program, in which a teacher monitors groups of students who work individually on a computer.

Some schools do not use published programs for intervention, but instead provide evidence-based instructional strategies designed specifically for the needs of their students. Sometimes these two approaches are referred to as standard treatment protocol approach and problem-solving approach, respectively.

In developing an RTI framework, each school or district chooses a curriculum for core reading instruction and intervention instruction and determines how they will be implemented. Each school or district also determines criteria, based on data, for identifying which students need Tier II or Tier III instruction.

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

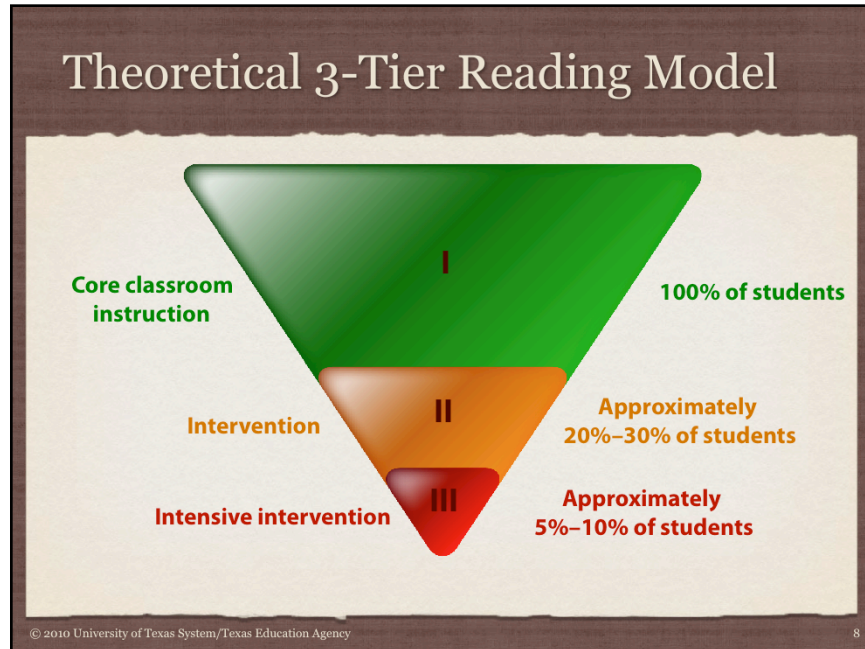
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Sometimes in developing and implementing a model, the criteria and eligibility for the tiers become the focus. If, however, we want to prevent reading difficulties for all students, we need to consider *blurring* those lines a little. For example, if you notice a student who is struggling with a skill that you will teach to an intervention group, and that student is not receiving formal intervention, you could include him or her in the intervention instruction for that particular skill. Shifting a student temporarily into an intervention group does not mean that you have to re-create your eligibility criteria for intervention, but it does require flexibility to allow all students to receive the extra support they need in a timely manner.

Remember, the goal of RTI is early intervention and prevention. If we can support students early, we can prevent the learning gap from growing. First and foremost, this goal can be achieved through monitoring students' data closely and understanding students' levels of learning. Keeping anecdotal notes, analyzing progress monitoring, and other forms of assessment are all part of closely monitoring students.

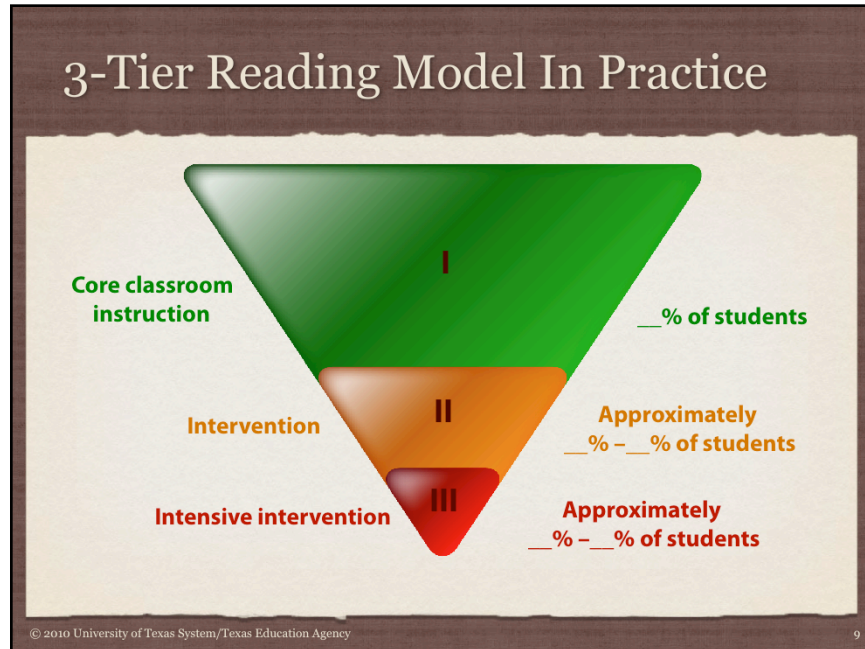
Blurring the lines for RTI will require expertise in planning and implementing intervention, as well as in analyzing students' responses to intervention. This expertise does not come from an individual—rather, it requires collaboration and communication among educators. The school leader plays a crucial role in facilitating this professional dialogue. This role includes modeling effective meetings and professional dialogue for teachers, as well as ensuring time for teachers to analyze data, discuss instructional strategies, and plan. The school leader sets the tone and creates the culture of professional dialogue for the staff.



Reading First schools have been using a partial RTI framework by implementing a 3-Tier Reading Model in kindergarten through third grade.

This graphic of a theoretical 3-Tier Reading Model represents the distribution of students among the three tiers in a school where the model is having its intended effect. All students receive Tier I, or core instruction. Of those students, we expect 70% to 80% to be successful. If the percentages of success are lower, we need to take a look at the quality of Tier I instruction.

About 20% to 30% of students who receive quality Tier I core classroom instruction may not adequately progress. These students receive Tier II intervention instruction. Even with this additional instruction, some students will still struggle, typically no more than 5% to 10% of students. These students receive more intensive instruction in Tier III intervention.



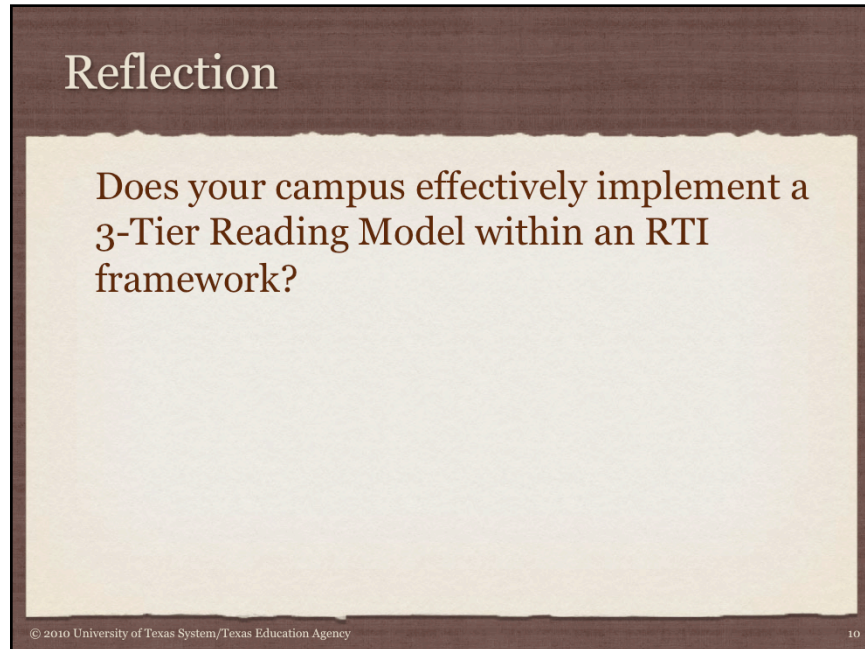
Think about the percentages of students who are receiving instruction in Tier I, Tier II, and Tier III on your campus. Is there a discrepancy between your proportions and the percentages on the theoretical model? If so, what do you think are the contributing factors for these discrepancies?

<Pause.>

Keep those thoughts in mind while you take a look at **Handout 1: 3-Tier Response to Intervention Summary**. This handout provides a summary of the 3-Tier Model on page 1, detailed information for each tier of instruction on page 2, as well as assessments for RTI on page 3. Take a moment to look it over.

<Give participants a few minutes to look over the handout.>

<If using the linear 3-Tier Model poster, show it to participants and explain that it is another way to depict a 3-Tier Model: At any given point in time, a student is either in Tier I only, Tiers I and II, or Tiers I and III.>



Materials:

- “**RTI Reflection Questions**” card

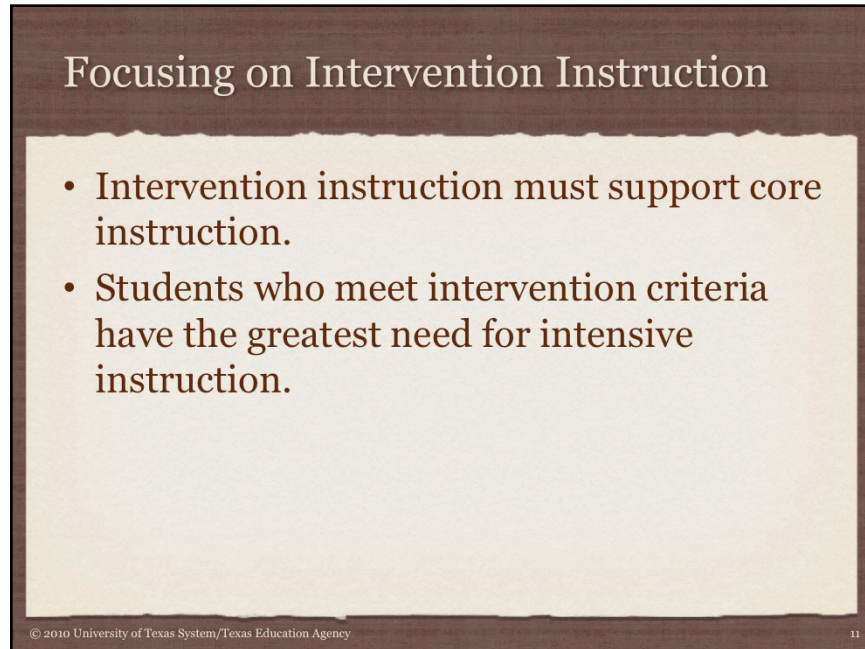
Reflecting on the percentages of your student distribution among the three tiers, as well as the information from Handout 1, consider this question:

<Read the question on the slide and pause to allow participants to think.>

On your tables is a card called **RTI Reflection Questions** with a list of questions to consider when reflecting on the effectiveness of your 3-Tier Reading Model implementation. Take 10 minutes to discuss the questions at your tables.

<Allow 10 minutes for participants to read and discuss.>

This list of questions can also be found in **Resource 1**.



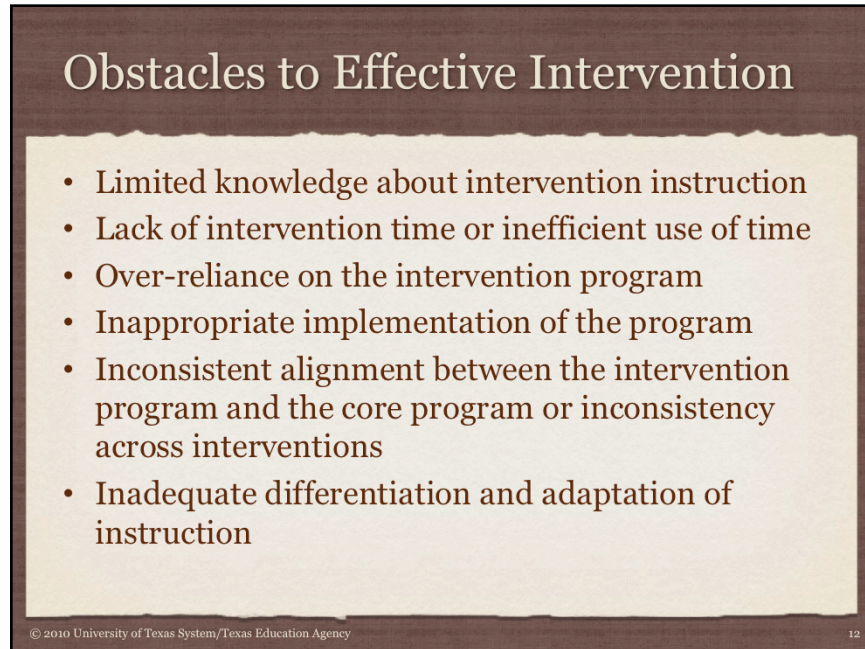
Take a moment to read and think about the ideas on the slide.

<Allow time for participants to read the slide.>

Intervention instruction should align with the teaching in core instruction. Adequate intervention instruction supports students' learning in core reading instruction.

Keep in mind that intervention instruction is in addition to the small-group instruction that takes place during the core reading block. Although both intervention instruction and small-group instruction occur in small groups, they serve different purposes and occur at different times. The purpose of small-group instruction is to provide *all* students with high-quality Tier I instruction that is differentiated to meet their individual needs. The purpose of intervention instruction is to accelerate learning to close the gap between struggling and grade-level learners.

Through data, we know that the students who meet the entrance criteria for intervention have the greatest need for intensive instruction.



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

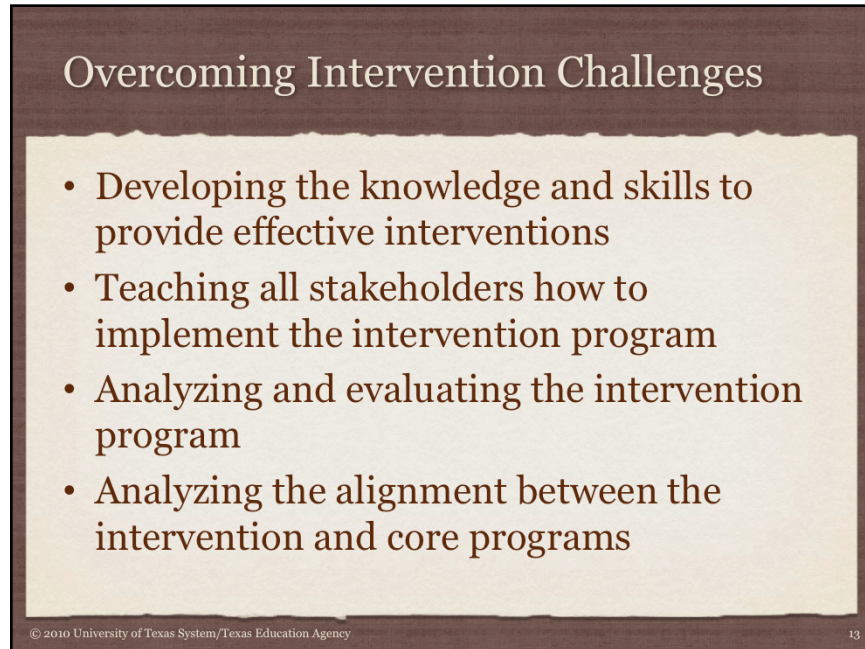
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The causes of intervention implementation problems range from not understanding an intervention program to an over-reliance on selected intervention programs.

Ensuring that Tier I instruction aligns with interventions while maintaining fidelity to the intervention programs is difficult and provides good reason for teachers and interventionists to work together closely to ensure high-quality instruction across all contexts.

Take a few minutes to read the slide and think about what other issues interfere with effective intervention instruction. Discuss your ideas with your tablemates.

<Allow participants time to talk.>



These problems can be met head-on and overcome through thoughtful and purposeful planning, analysis, and evaluation.

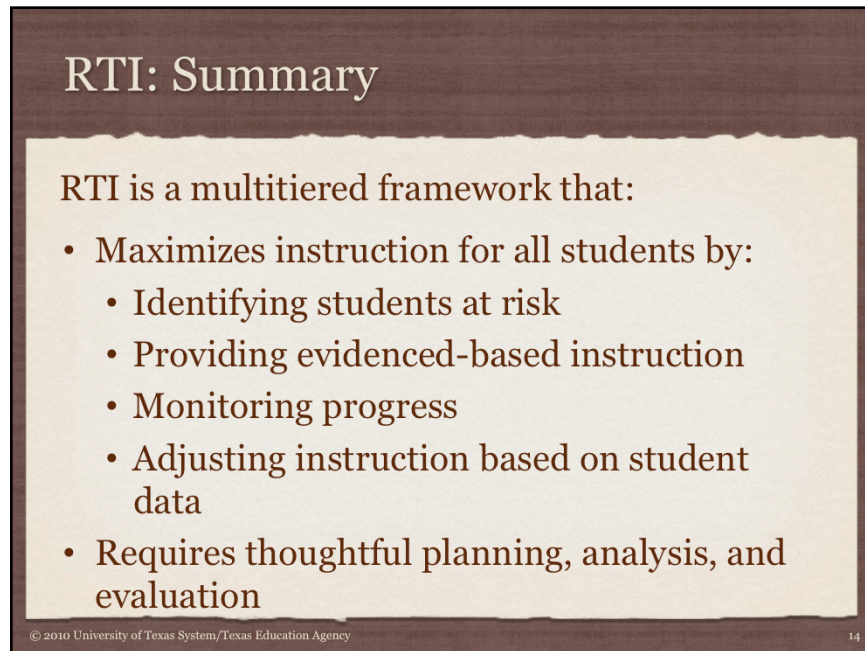
Ensuring that all stakeholders are trained on the core and intervention programs and engaging all parties in the alignment of core and intervention programs can lead to more clearly defined goals and objectives.

Using data to drive instruction and to locate strengths and areas of weakness in the core and intervention programs can increase individual student achievement.

Please take 2 minutes to reflect and note additional ideas about how to overcome obstacles to strong interventions.

<Listen for a few examples from participants to share with the group. Allow 2–3 minutes for participants to share.>

Throughout the remainder of this training, we will address these challenges.

A presentation slide titled "RTI: Summary" with a dark brown background. The title is in a light-colored serif font. Below the title, on a light beige rectangular area, is the text "RTI is a multitiered framework that:" followed by a bulleted list. The list includes: "Maximizes instruction for all students by:" (with sub-bullets: "Identifying students at risk", "Providing evidenced-based instruction", "Monitoring progress", "Adjusting instruction based on student data") and "Requires thoughtful planning, analysis, and evaluation". At the bottom left of the slide is the copyright notice "© 2010 University of Texas System/Texas Education Agency" and at the bottom right is the number "14".

RTI: Summary

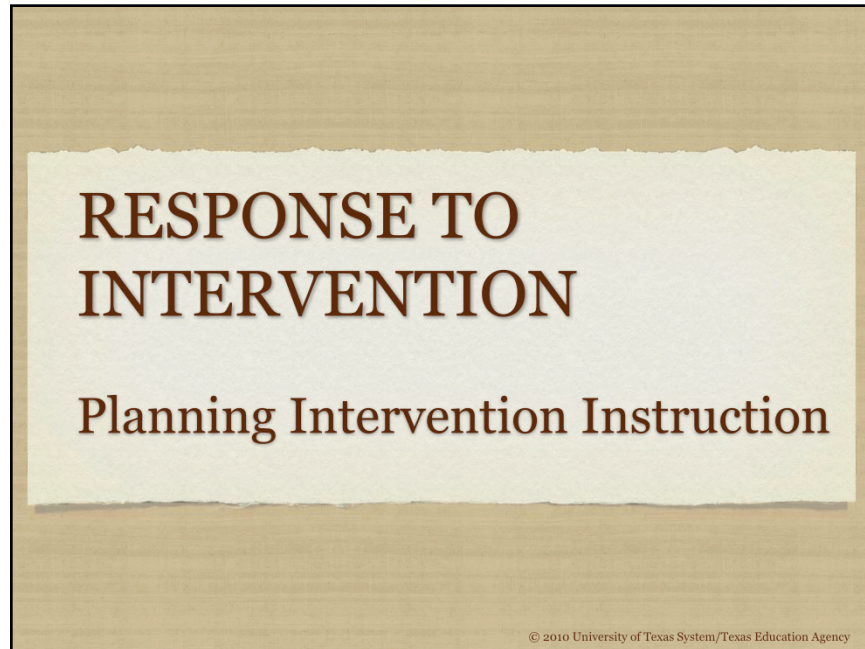
RTI is a multitiered framework that:

- 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

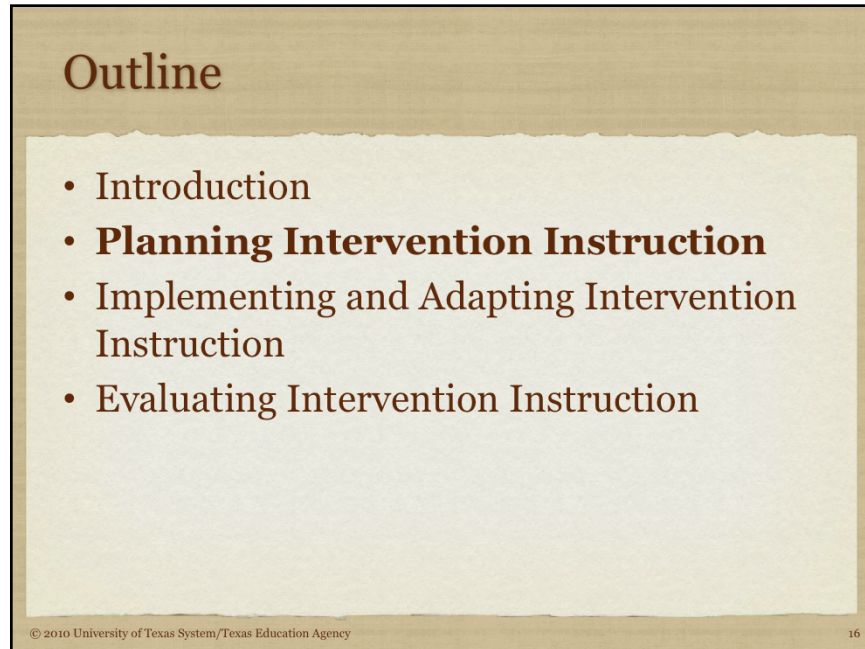
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In summary...

<Review the slide with participants.>

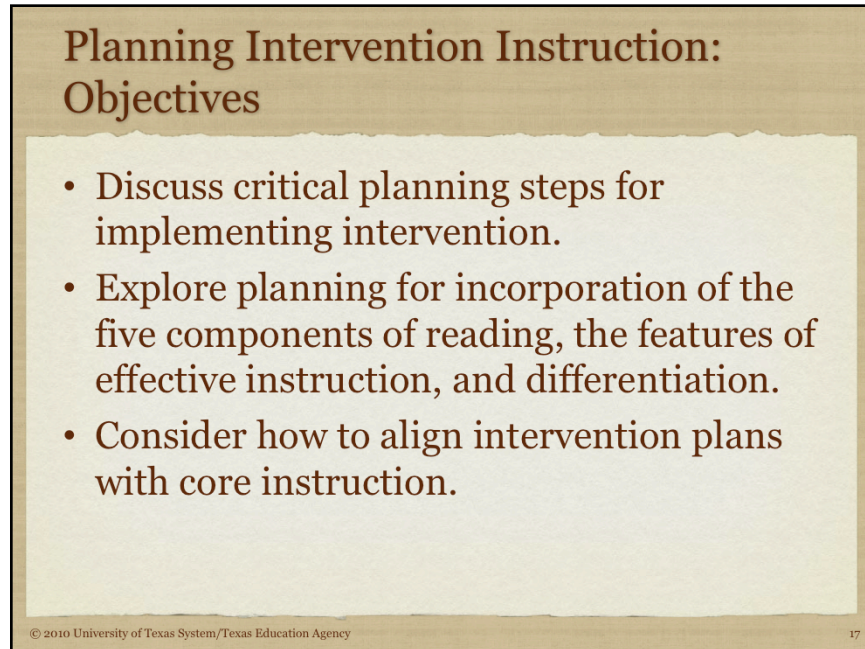


Welcome to the *Planning Intervention Instruction* section of this professional development training.



We began with an introductory discussion of response to intervention, or RTI. Now we will discuss how to plan successfully for intervention instruction. The next section will discuss how best to implement intervention instruction, including adapting instruction for students who continue to struggle. We will conclude with the critical step of evaluating intervention instruction.

<Note to presenter: If this professional development training is not presented in its entirety, alter the speaker notes accordingly.>



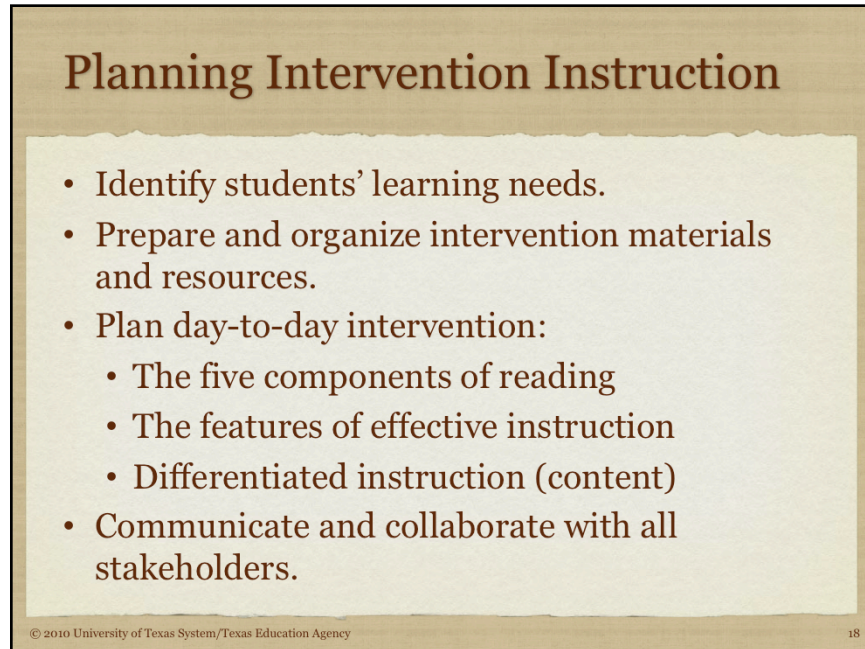
Planning Intervention Instruction: Objectives

- Discuss critical planning steps for implementing intervention.
- Explore planning for incorporation of the five components of reading, the features of effective instruction, and differentiation.
- Consider how to align intervention plans with core instruction.

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Our objectives for *Planning Intervention Instruction* include...

<Review the objectives on the slide.>



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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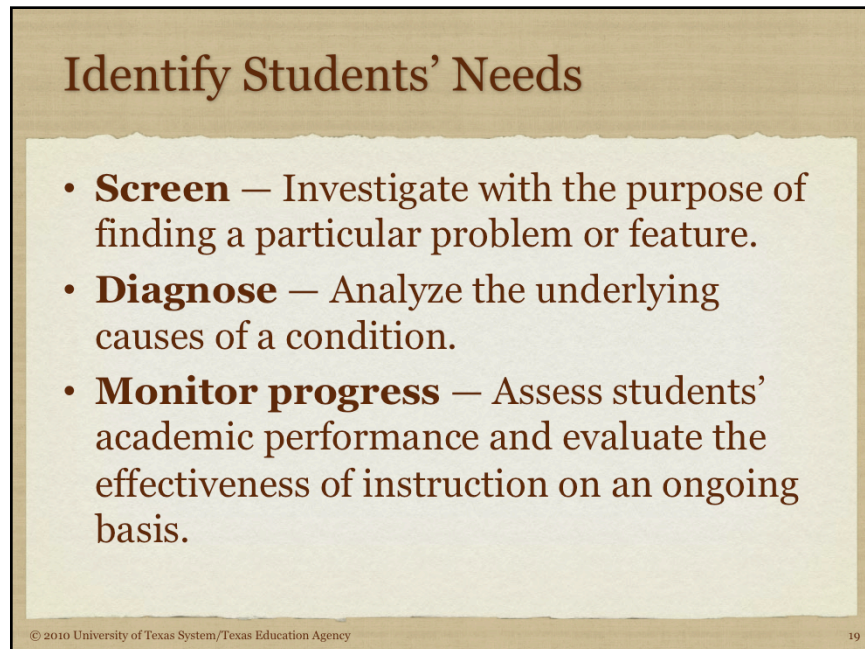
Before implementing intervention, we should explore several important considerations.

First, we must identify the strengths and needs of each student. Before we form intervention groups, we must evaluate students' levels of knowledge and skills. How do we measure each student's abilities?

<Wait for participants to respond.>

That's right—with data. Student data always guides effective instruction. We also need to:

- Prepare and organize the materials for intervention.
- Plan for daily intervention that has been carefully devised and includes the five components of reading, the features of effective instruction, differentiation, and a progress-monitoring tool.
- Communicate with all stakeholders (classroom teachers, interventionists, special-area teachers, etc.) to maximize effective intervention.



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.

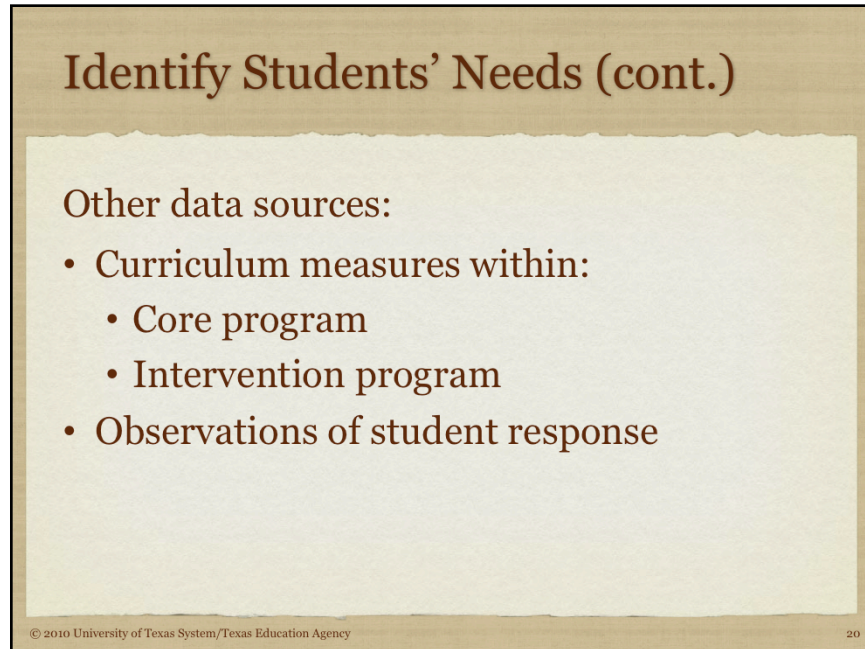
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Data aid us in identifying students who need tiered intervention and students who are achieving at or above grade level.

Screenings are designed to identify students who may be at risk. In Texas, an early reading assessment—for example, the Texas Primary Reading Inventory, or TPRI, and the El Inventario de Lectura en Español de Tejas, or Tejas LEE—is used for screening students.

We also use early reading assessments to complete diagnostic testing with our students. Diagnostic testing is meant to give us more knowledge about an area of need or a problem that may have been identified by the initial screening. These assessments are called benchmarks. Benchmarks are administered at the beginning, middle, and end of the year.

Ongoing progress monitoring is used to identify students' gains and areas of need between benchmark periods. According to the National Center on Student Progress Monitoring, ongoing progress monitoring is “a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.”



The slide has a light beige background with a darker beige header area. The title 'Identify Students' Needs (cont.)' is in a dark brown serif font. Below the title, the text 'Other data sources:' is followed by a bulleted list. The list items are 'Curriculum measures within:', 'Core program', 'Intervention program', and 'Observations of student response'. At the bottom left, there is a small copyright notice, and at the bottom right, the number '20' is displayed.

Identify Students' Needs (cont.)

Other data sources:

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

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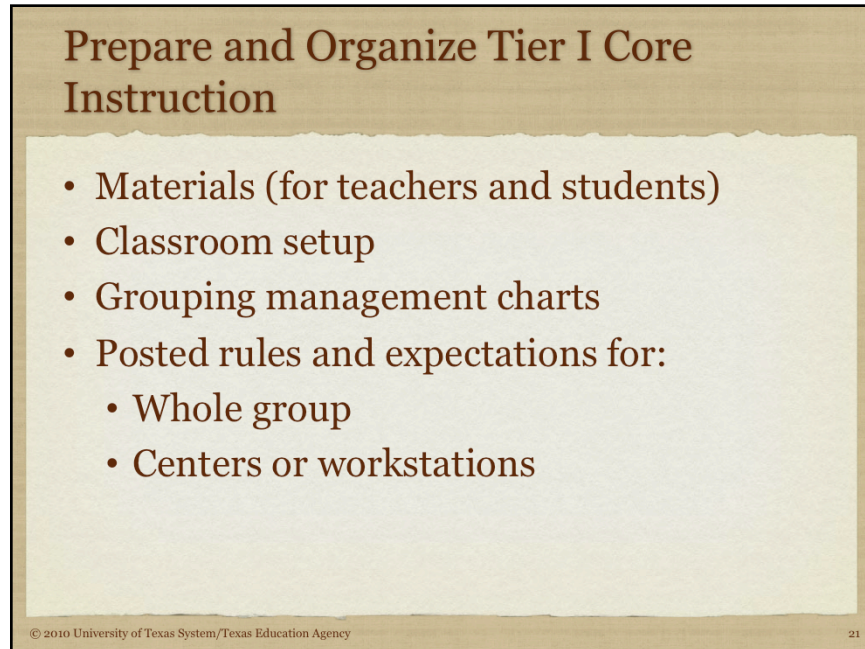
Other data sources, such as assessments that are part of core or intervention programs, can provide additional information about students' responses to instruction.

Observations of student responses to instruction provide further information for the teacher, interventionist, coach, parent, or administrator. Taking observational, or anecdotal, notes during small-group instruction, interventions, or while students independently practice and review skills can provide detailed data for teachers to use when tailoring instruction and making adaptations.

One data point is helpful, but it does not provide enough information to create an overall instructional plan for our students.

It is important to connect data across all of the data sources we have discussed:

- Screening and diagnostic assessments
- Progress monitoring
- Core and intervention curriculum measures
- Observations and anecdotal notes

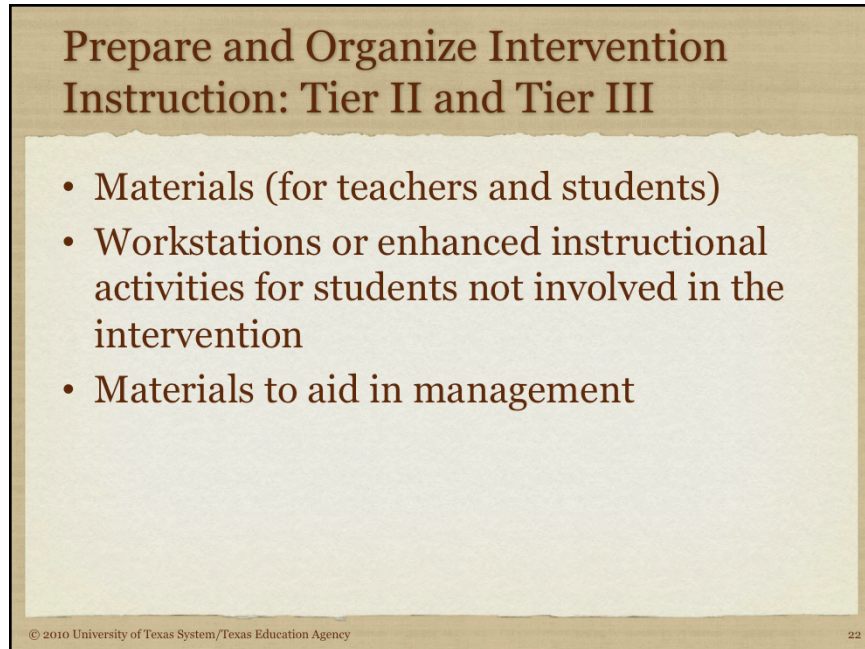


Think about your Tier I core instruction.

<Pause between each question, allowing participants time to reflect.>

- What kind of materials do you use?
- How is your classroom set up?
- What kind of grouping management charts do you use?
- Where are your grouping charts posted?
- How do you post your rules and expectations?
- Do those rules and expectations differ between your whole-group instruction and your workstations or centers?
- Have you planned for small-group instruction? How often will students receive small-group instruction, and how do you plan to meet all students' needs?

Small-group instruction is different from intervention instruction. Remember that all students receive small-group instruction during Tier I core instruction throughout the week. The needs of your students will determine how often they receive small-group instruction.



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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Now that you have reflected on your Tier I core instruction, let's turn to Tier II and Tier III instruction.

Think about how the materials in Tier I differ from the materials in Tiers II and III. Turn to your partner and discuss those differences for 1 minute.

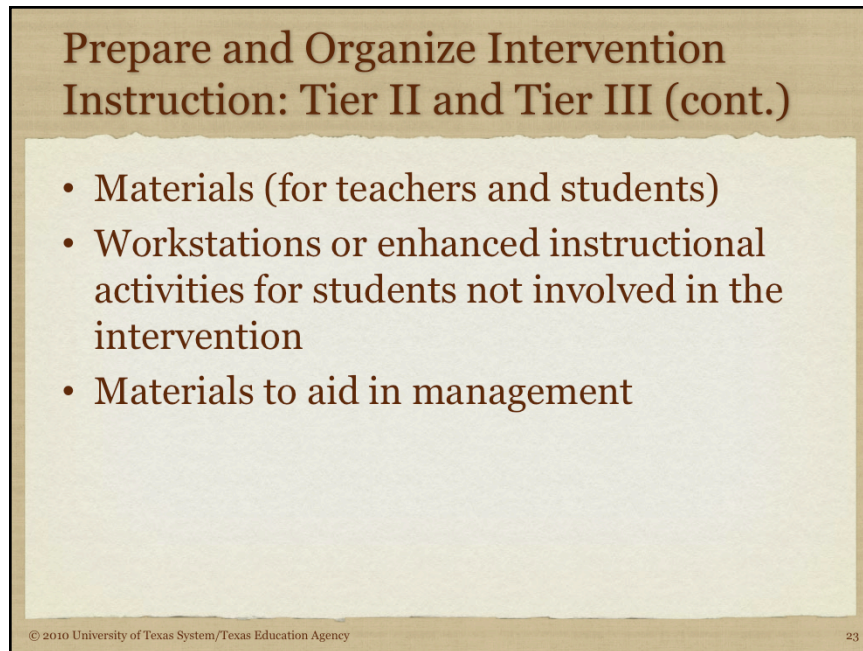
<After 1 minute, ask participants for specific examples.>

Think about what your other students are engaged in when you are teaching a Tier II or Tier III lesson. What do those activities look like? Do you have any students who could benefit from the intervention lesson, even though they are not in Tier II or Tier III? Have you planned to include those students in your intervention lesson? Turn to your partner and discuss those questions for 1 minute.

<After 1 minute, ask participants for specific examples.>

Think about the systems or routines you use for managing students at workstations while you are teaching your small group. How do those management systems and routines differ from the management that you have in place when teaching in whole group? Turn to your partner and discuss those differences for 1 minute.

<After 1 minute, ask participants for specific examples.>



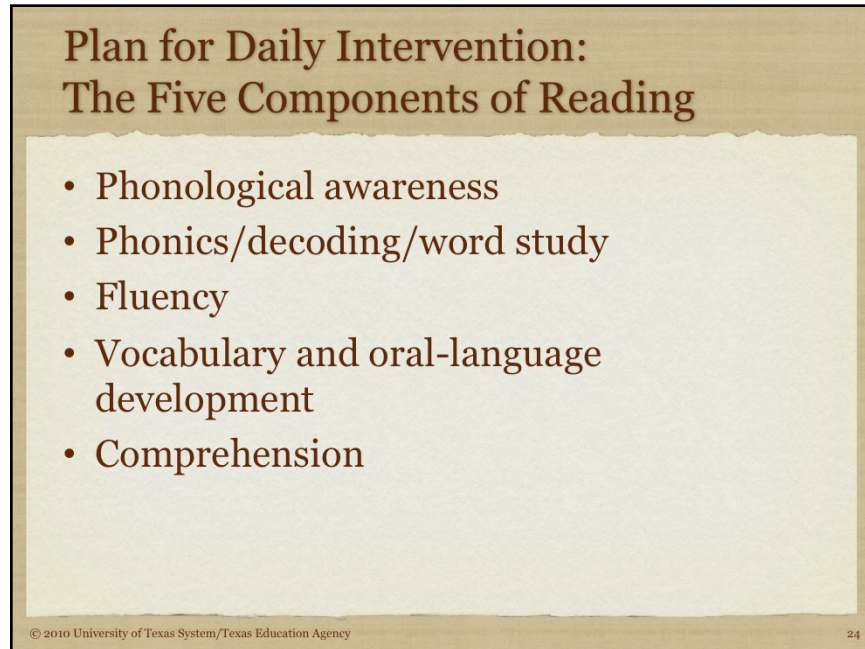
Now, let's focus on some more subtle similarities and differences between core and intervention instruction.

<Refer participants to the “Response to Intervention (RTI) Effective Intervention Instruction” poster.>

On the poster, we see three rings. The outer ring is the *H*, which stands for “high quality.” Both the Tier I core and Tier II and III intervention involve high-quality instruction on a daily basis.

The second ring is the *I*, which stands for “intensive.” This level is where we begin to see how Tier II and III intervention instruction differ from Tier I core instruction. The instruction at this level provides students who are experiencing reading difficulties with a more strategic and focused instructional plan that includes more time and intensity.

The third and inner ring is the *T*, which stands for “targeted.” Intensive intervention instruction is very specific and targeted to meet the needs of individual students. At this level, the data on how students are responding to instruction is critical when determining whether adjustments or other decisions need to occur to meet our “target,” or goals, for these students. Notice that as we move from the outer ring to the center, teaching becomes increasingly more intensive and targeted.



In general, all five components are included in Tier I instruction for kindergarten through grade 3. However, by the latter half of second grade, most students in Tier I will not benefit from work with phonological awareness.

In Tier II and Tier III interventions, all five components may need to be taught. The amount of time devoted to instruction within specific components will depend on students' needs, abilities, and progress toward grade-level expectations.

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

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Materials:

- **Chart paper, 10 sheets total—1 sheet for Tier I and 1 sheet for Tier II/III for each of the components.**
- **Markers**
- **Sticky notes**

We are all familiar with the five components of reading instruction. Using that knowledge, let's think about what the five components look like in Tier I instruction versus Tier II and Tier III instruction.

Let's begin with phonological awareness, or PA. PA is the understanding that language can be divided into smaller pieces and includes practice with oral manipulations of sounds and word parts. Because print is not tied to PA instruction, it can be done, as we say, "with the lights off." Now, let's think about and chart what PA looks like in Tier I core instruction as opposed to Tier II and Tier III intervention instruction. Take a few minutes at your tables to discuss and record your ideas. Prepare to share some of your ideas with the whole group.

<Give participants a few minutes to discuss and record their examples. Choose two volunteers to record participant responses on chart paper: one volunteer for the Tier I sheet and one for the Tiers II and III sheet. Ask participants to share their examples while the volunteers record the responses.>

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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Phonics is the understanding that there is a predictable relationship between phonemes (sounds in words) and graphemes (letters that represent those sounds in written language). Let's think about and chart what phonics looks like in Tier I core instruction versus Tier II and Tier III intervention. Take a few minutes at your tables to discuss and record your ideas and prepare to share with the whole group.

<Give participants a few minutes to discuss and record their examples. Choose two volunteers to record participant responses on chart paper: one volunteer for the Tier I sheet and one for the Tiers II and III sheet. Ask participants to share their examples while the volunteers record the responses.>

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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Fluency is the ability to read accurately, with automaticity, and with proper prosody (that is, phrasing, intonation, and expression). We want students to read text fluently so that they do not have to concentrate as much on the decoding of words and can put their cognitive energy toward text comprehension. Now, let's think about and chart what fluency looks like in Tier I core instruction versus Tier II and Tier III intervention instruction. Take a few minutes at your tables to discuss and record your ideas and prepare to share with the whole group.

<Give participants a few minutes to discuss and record their examples. Choose two volunteers to record participant responses on chart paper: one volunteer for the Tier I sheet and one for the Tiers II and III sheet. Ask participants to share their examples while the volunteers record the responses.>

Vocabulary is the understanding of the meanings of words and concepts that make up written and spoken language. Vocabulary is a necessary element for comprehension. Let's think about and chart what vocabulary looks like in Tier I core instruction versus Tier II and Tier III intervention instruction. Take a few minutes at your tables to discuss and record your ideas and prepare to share with the whole group.

<Give participants a few minutes to discuss and record their examples. Choose two volunteers to record participant responses on chart paper: one volunteer for the Tier I sheet and one for the Tiers II and III sheet. Ask participants to share their examples while the volunteers record the responses.>

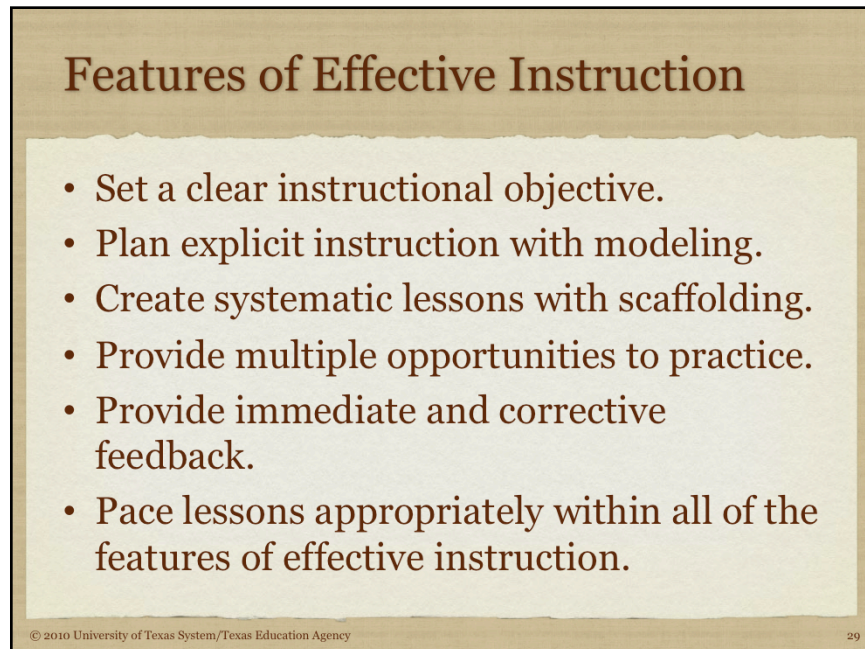
The Five Components of Instruction (cont.)		
	Tier I	Tier II/Tier III
Phonological awareness		
Phonics/decoding/word study		
Fluency		
Vocabulary		
Comprehension		

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The last component we will discuss is comprehension. Comprehension is the ability to construct meaning from what has been read or heard. Teachers explicitly teach comprehension strategies through setting a purpose for reading, modeling their thinking, guided practice, and application. Let's think about and chart what comprehension looks like in Tier I core instruction versus Tier II and Tier III intervention instruction. Take a few minutes at your tables to discuss and record your ideas and prepare to share with the whole group.

<Give participants a few minutes to discuss and record their examples. Choose two volunteers to record participant responses on chart paper: one volunteer for the Tier I sheet and one for the Tiers II and III sheet. Ask participants to share their examples while the volunteers record the responses.>

For more information on the five components, please see **Handout 2: The Five Components of Reading Instruction.**



Now that we have discussed what is taught during intervention (the five components), let's turn our attention to the features that make intervention instruction the most effective.

First, start every lesson with a clear instructional objective.

Explicit instruction with modeling shows students exactly what they need to do and how they need to do it. Keep in mind that some students may need more modeling than others.

Scaffolds are supports that help students increase understanding or gain mastery of a skill. Some students require the use of scaffolds for longer periods of time than others.

All students need practice opportunities, but some need more practice (or more time on task) than others.

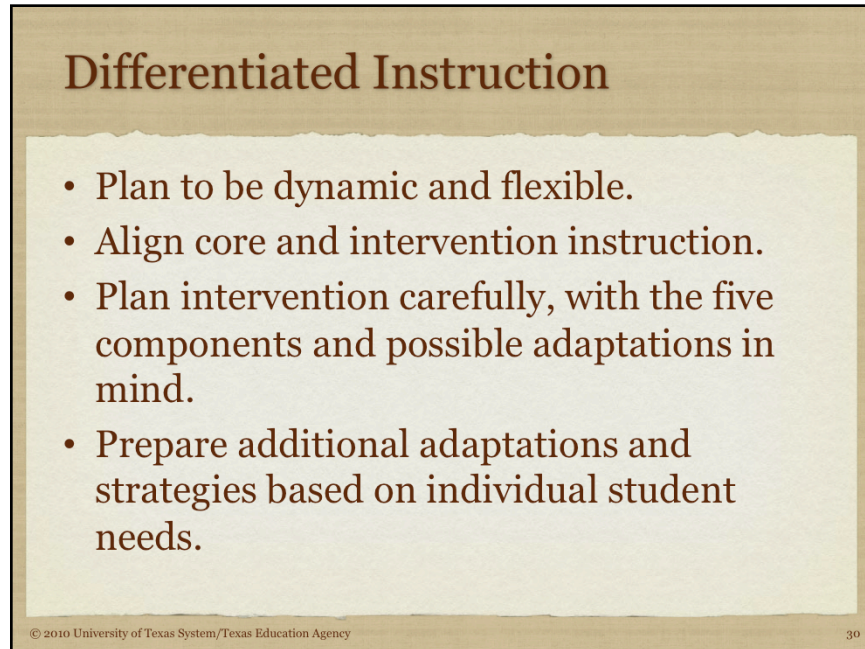
All students need immediate, corrective feedback. Not just a yes or no response, but “fix-up” strategies for understanding what the correct answer is and why.

Pacing is important within all of the features, so that students stay engaged and motivated and not one moment of instructional time is wasted.

Take a few minutes to talk at your tables about which feature you feel is the most important and why.

<Allow time for conversation.>

Implementing these features effectively takes expertise and thoughtful planning. For more information, see **Handout 3: High-Quality Instruction**.



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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We also need to use data to plan for differentiation before the lesson. Although we may not know exactly how or when we will need to differentiate, we can prepare a few adaptations, in case we need to use them. We can also have materials close by that will help us to differentiate, such as whiteboards, highlighter tape, or word cards.

Lessons should be flexible, so that all students receive the instruction they need. Do not be afraid to deviate from the lesson plan if you see that a different approach or strategy would be more effective than the one you have written in your lesson plans. Include an accountability element, so that you can assure that you are still addressing the objective.

Let's look at a few handouts that can help us plan for differentiated instruction.

*<Refer participants to **Handout 4: Curricula Alignment Sheets, Handout 5: Weekly Lesson Plans, and Handout 6: Instructional Adaptations and Strategies.** Review these handouts with the participants.>*

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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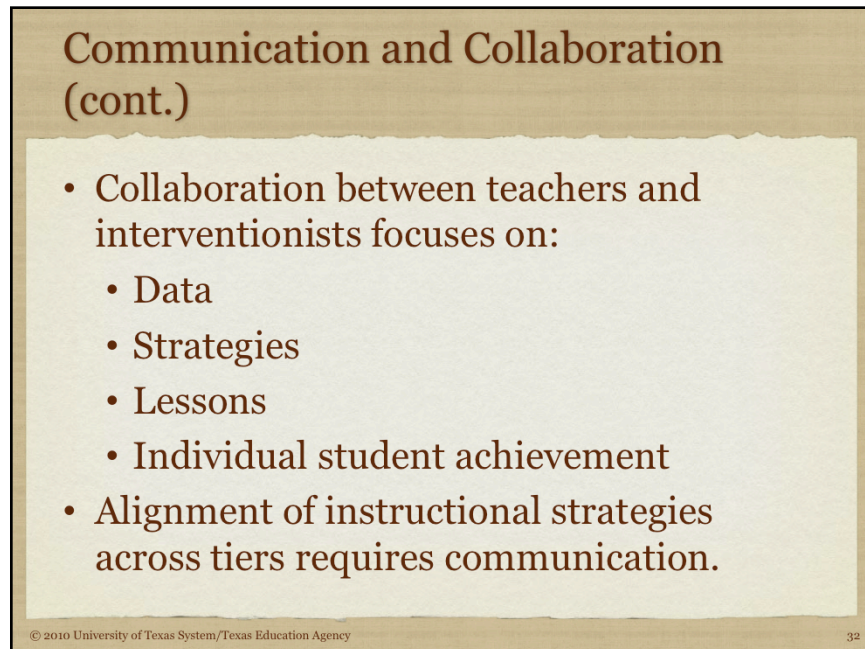
Materials:

Communication and Collaboration Folders (optional): Create one or two sample folders using Handout 7.

To implement an effective intervention framework, frequent communication must occur between teachers and interventionists. Because you serve some of the same students, such communication will enhance the instruction you provide.

Through collaboration, teachers and interventionists will have a better idea when (and how) to reteach or review skills, when (and how) to introduce new skills, and how to coordinate teaching methods most efficiently and effectively. Collaboration also is necessary to align instruction across the tiers.

Collaboration should include communication about data, instructional strategies, lesson content, and individual student progress.



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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Additionally, teachers may consider alternative grouping formats, such as grouping students from different classrooms. For example, imagine a school with only four students in second grade who are struggling with blending, but they are all in different classrooms. All four students could be put together in one intervention group with one of the second-grade teachers. This type of grouping requires teamwork with professional dialogue and planning, and it allows more students to receive the support they need in a timely manner. Having a system in place will help keep collaboration consistent.

<If you opted to create Communication and Collaboration Folders, refer participants to the samples of the grade-level folders on their tables.>

On your tables, please locate the **Communication and Collaboration Folders**. You can see that a folder is made for each student. This folder contains student assessment data, an action plan for the student, and the student's response to the action plan. Notice that an action plan can be created for Tier I, Tiers II or III, other activities (such as workstations, homework, and tutoring), or any other area that may support the student. This folder should be shared regularly among all teachers supporting the student.

<Give participants a few minutes to look at the folders.>

Handout 7: Communication and Collaboration Folder provides four two-page templates, kindergarten through grade 3, so you can make a folder for each student.

Planning Intervention Instruction: Summary

To plan for implementation of effective intervention:

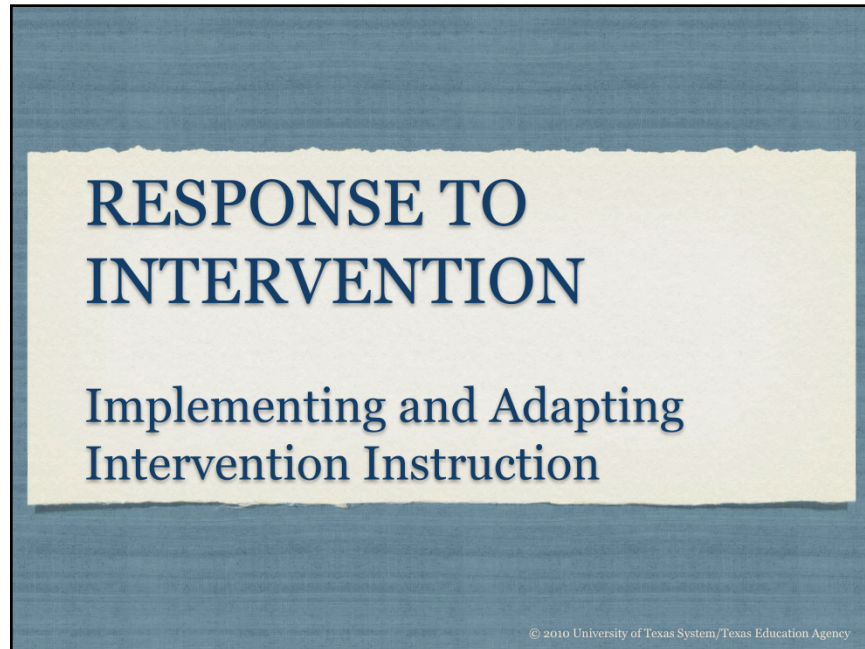
- Identify students' strengths and learning needs.
- Organize materials.
- Plan to incorporate the five components, the features of effective instruction, and differentiated instruction.
- Communicate and collaborate with all stakeholders.

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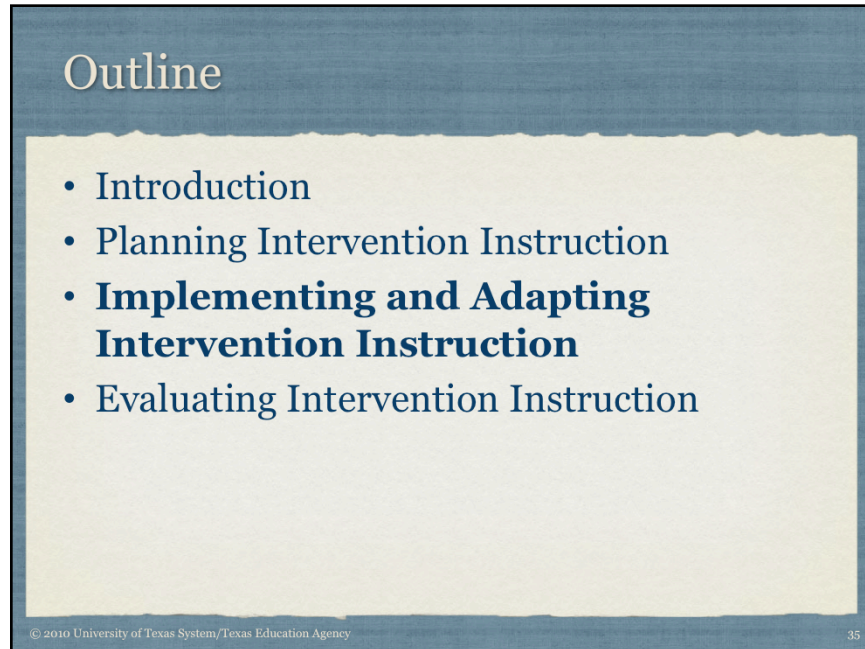
33

In summary...

<Read the summary on the slide.>

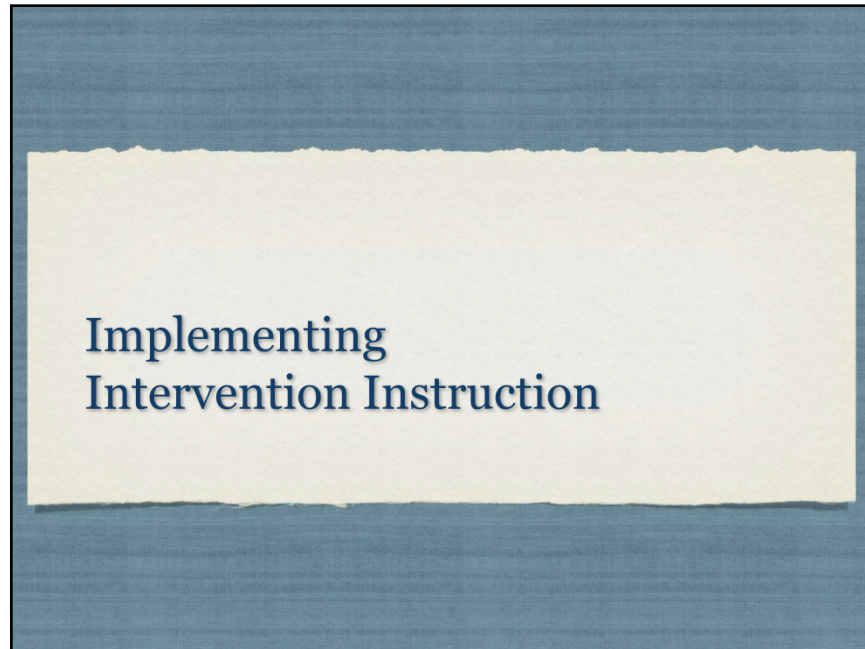


Welcome to the *Implementing and Adapting Intervention Instruction* section of this professional development training.

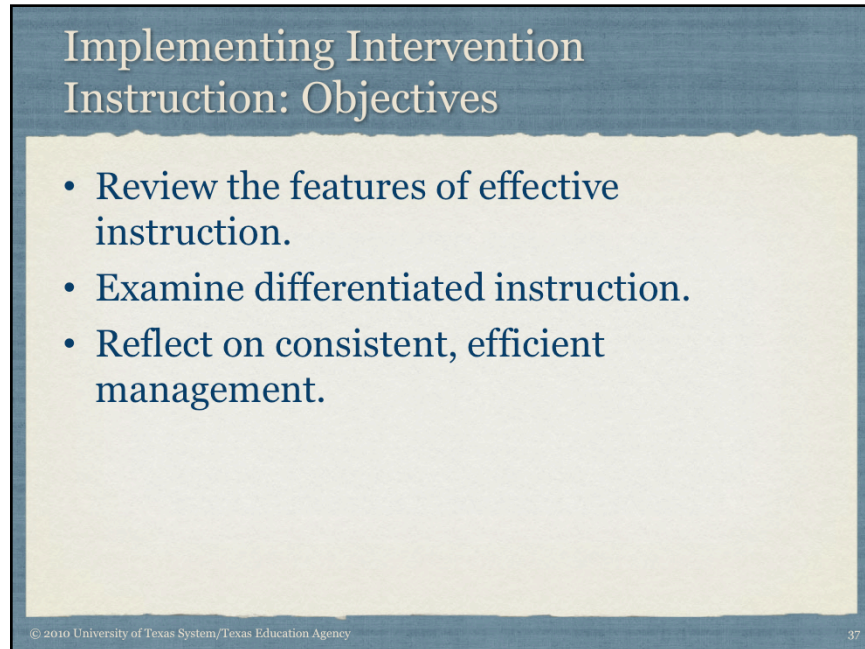


In this professional development training, we began with a discussion of response to intervention, or RTI. We then discussed how to plan successfully for intervention instruction. Now, we will discuss how best to implement intervention instruction, including adapting instruction for students who continue to struggle. The next section includes the critical step of evaluating intervention instruction.

<Note to presenter: If this professional development training is not presented in its entirety, alter the speaker notes accordingly.>



After carefully developing an intervention plan, the focus can shift to the specifics of implementing instruction, which is this topic of this section.



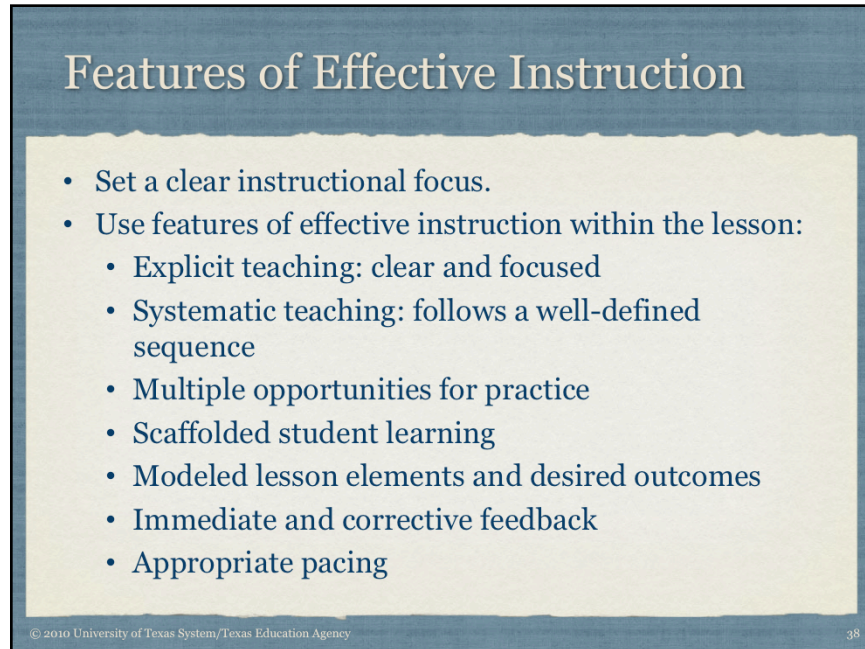
Implementing Intervention Instruction: Objectives

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

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When implementing an intervention plan, be sure to include:

- **Strategies that work:** The features of effective instruction, such as explicit instruction with modeling and systematic instruction with scaffolding, are examples of such strategies.
- **Differentiation:** Remember, even in a small group, student needs will vary.
- **Management:** Consistent and efficient time, materials, and classroom management are necessary.



All lessons should begin with setting an instructional focus. Providing an instructional focus helps students make connections to the lesson's objective, including activating students' prior knowledge.

During intervention, include the features of effective instruction that were planned in advance. Remember that all of the features are important for effective implementation.

If a teacher implements a phonics lesson with all of the features of effective instruction in place except pacing, what strategy would you give that teacher to help with pacing?

<Allow participants to respond. One possible answer: Place sticky notes in the teacher's edition to keep track of time on task and lesson times.>

Strategies for Differentiating Intervention Instruction

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

(Continued on the next slide)

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When differentiating instruction to meet individual student needs, there are several strategies you can use.

Modify instructional delivery by:

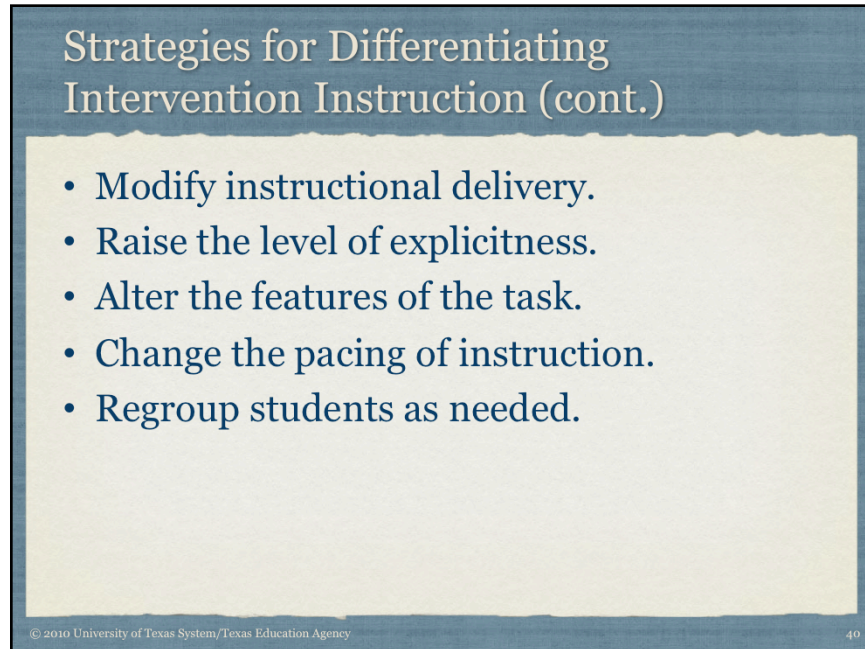
- Modeling each task (and parts of each task)
- Using concise, explicit wording
- Monitoring students as they practice
- Providing feedback along with multiple opportunities for practice and review
- Integrating components of the lesson

Raise the level of explicitness by:

- Ensuring that all of the steps of effective instructional delivery are included in the lesson
- Using language that is clear and consistent across activities
- Providing ample opportunities for practice, so that students are able to demonstrate their learning

Alter the features of the task by:

- Limiting the number of complex tasks for students to complete
- Scaffolding tasks from simple to complex
- Limiting the number of tasks when students are first gaining confidence and understanding



Change the pacing of instruction by:

- Slowing or accelerating the delivery of instruction or activities within a lesson
- Increasing or decreasing the speed at which students work through the core or intervention program

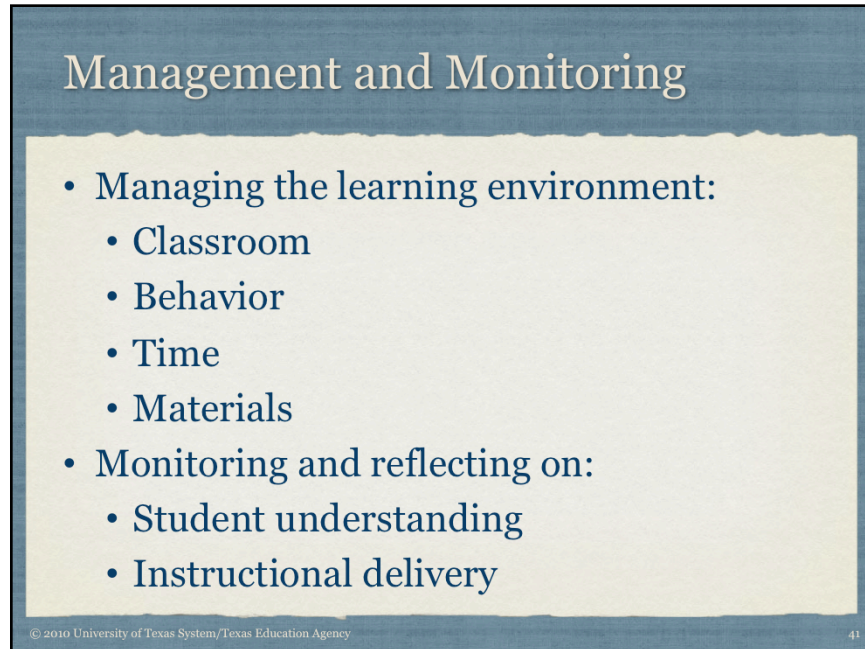
Regroup students to reflect the purpose of instruction and instructional needs, as determined by data, by:

- Teaching in whole group
- Placing students in homogeneous or heterogeneous small groups
- Using partner activities
- Pulling students out for one-on-one instruction

Differentiation can affect instruction within all tiers, but can also provide challenges in all tiers.

Turn to your neighbor and talk about potential challenges for Tier II and Tier III instruction when differentiating for all students.

<Allow 3 minutes for discussion. Have three to five participants share the challenges they discussed.>



To effectively implement an intervention framework, the learning environment must be managed, including aspects of the classroom, behavior, materials, and time.

<Review the four types of management presented on the slide. Provide specific examples, as needed.>

Teachers must continuously monitor student understanding and take anecdotal notes, so that they have a clear picture of what is needed and can tailor instruction accordingly.

Teachers must also monitor their instructional delivery and make adjustments by asking questions such as:

- Am I being explicit enough?
- Do I need to model examples or nonexamples?
- Are my students getting enough opportunities to practice?
- Do I always provide immediate, corrective feedback?
- Do I scaffold enough for every student?
- Am I addressing all of the components?

Often, the data, including the anecdotal notes taken during instruction, can answer these questions for us.

Implementing Intervention: Summary

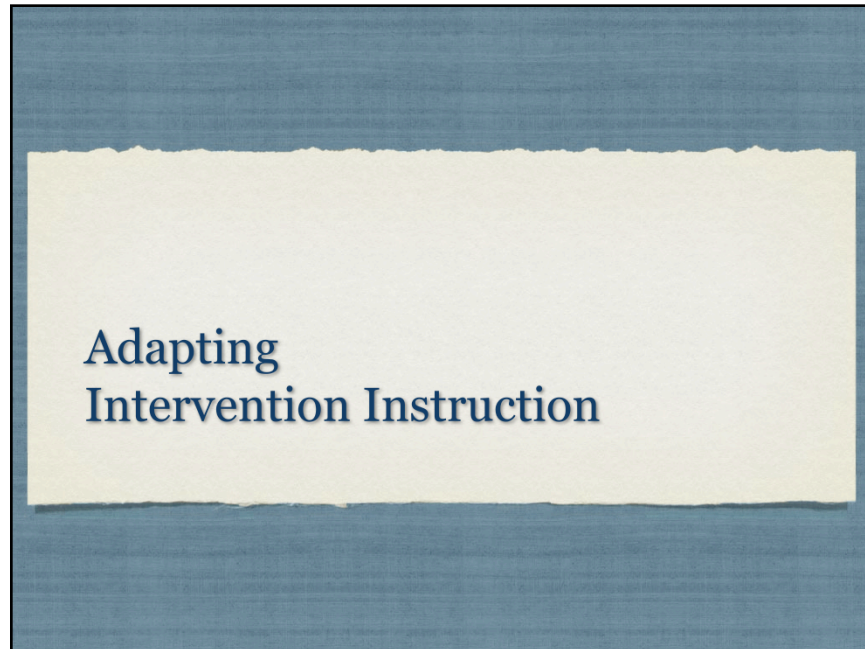
To implement intervention effectively:

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

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In summary...

<Read the summary on the slide.>



Even when we carefully plan and implement intervention instruction, some students will continue to struggle. These students require more individualized support. Now it is time to adapt instruction to aid those struggling students.

Adaptations occur during the implementation of intervention; therefore, the portions of this training on implementing intervention and adapting intervention are grouped in the same section.

Adapting Intervention Instruction: Objectives

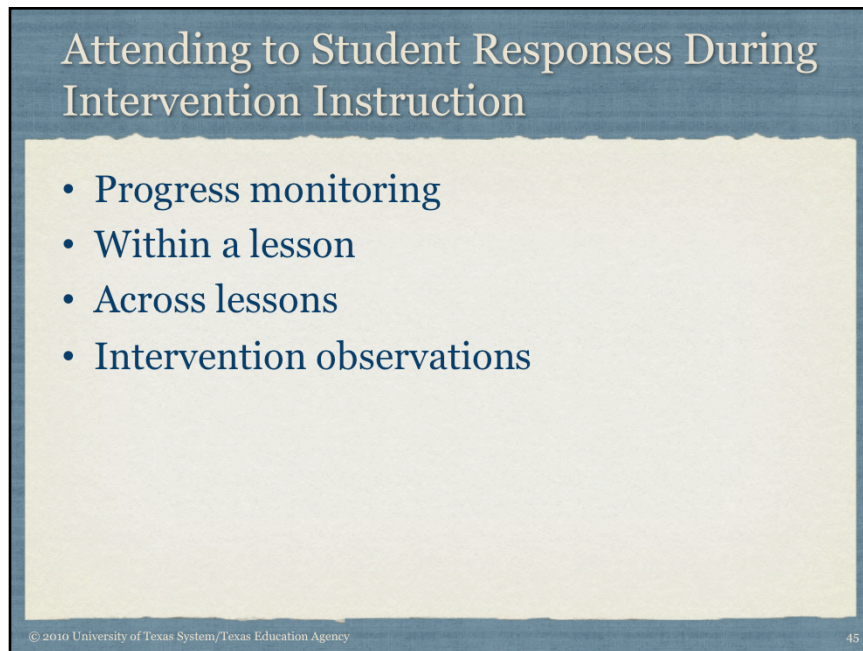
- Identify ways to attend to student responses.
- Define instructional adaptations.
- Explore categories of adaptations for all tiers of instruction.
- Practice adapting lessons based on student responses.
- Determine next steps when an adaption is not successful.

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The objectives for our discussion on adapting intervention instruction are to...

<Read objectives.>



Let's take a look at **Handout 8: Attending to Student Responses**.

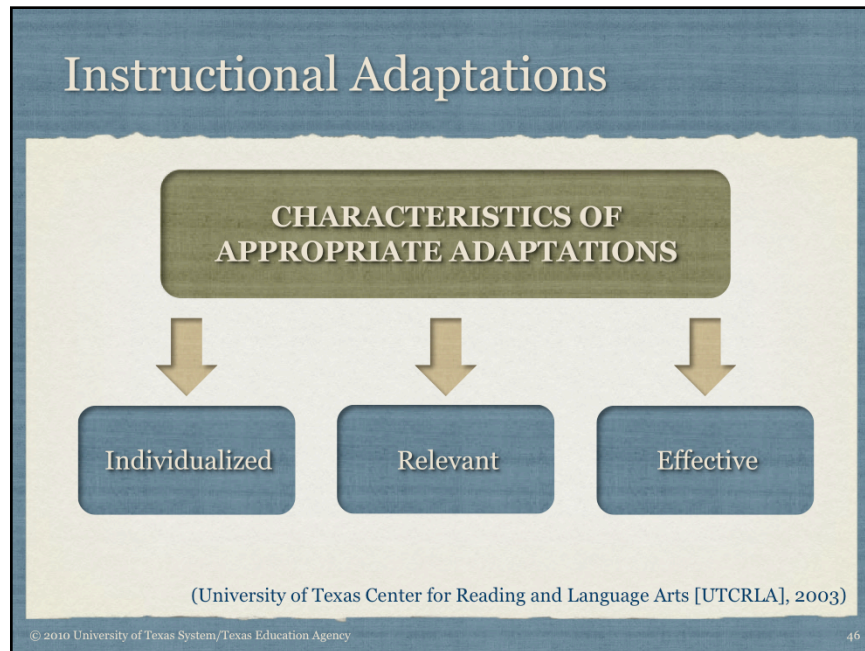
Progress-monitoring assessments can yield information about the level of student understanding and the effectiveness of instruction.

Another way to attend to students' responses is within a lesson. An example would be a student using a vocabulary word incorrectly in a sentence during a vocabulary review lesson. The teacher could recognize that the response was incorrect and scaffold the student's understanding by adapting one of several instructional options, including instructional content, instructional activity, materials, and delivery of instruction.

Another way of attending to student responses is across lessons. An example would be a student pronouncing the sound of the phoneme *sh* as /ch/ throughout several lessons. A teacher who noticed the misrepresentation during the first lesson but was not sure whether it happened regularly could look across lessons before intervening.

Please take 2 minutes to look over the handout, which includes a section on observing intervention that offers information for coaches and principals.

<Allow 2 minutes for participants to read through the handout.>

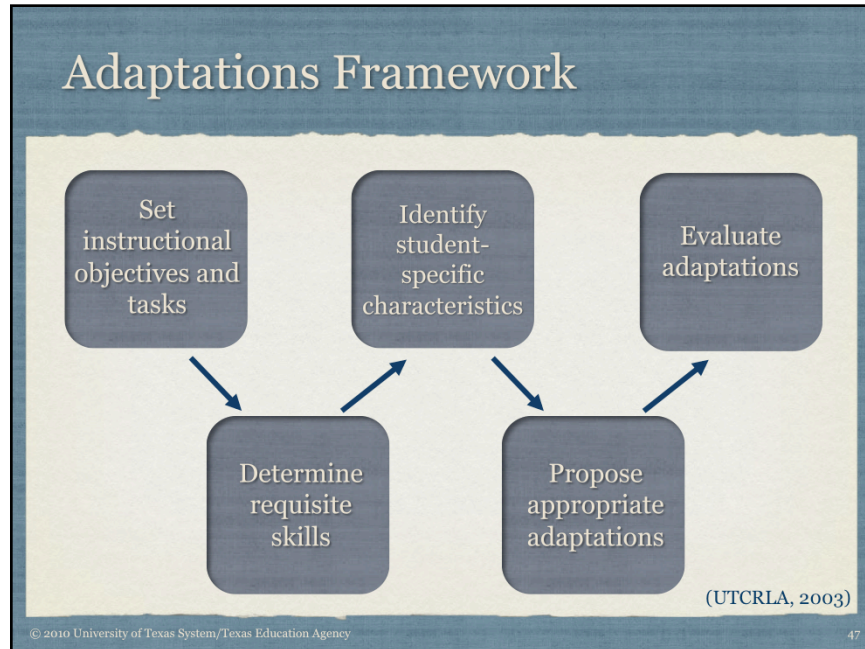


Instructional adaptation, modification, and accommodation are terms that are commonly used when referring to instruction for students who receive dyslexia, 504, and special education services. However, instructional adaptations, or appropriate adjustments made to support student success, are important for all students. Making adaptations helps teachers individualize instruction and address each student's specific learning needs to ensure that all students benefit from instruction.

Now that we've considered how to attend to student responses, let's look at the characteristics of appropriate instructional adaptations.

Appropriate instructional adaptations have three distinct characteristics. They are individualized, relevant, and effective.

- *Individualized* refers to adaptations based on the strengths and needs exhibited by each learner.
- *Relevant* refers to adaptations that meet the same objective as the original instructional activity. The same high goals are set for all students, and adaptations are made to ensure that all students meet those high standards.
- *Effective* refers to adaptations that work. We make adaptations so that students learn, and we keep making adaptations until all students are successful.



This graphic represents the adaptation process.

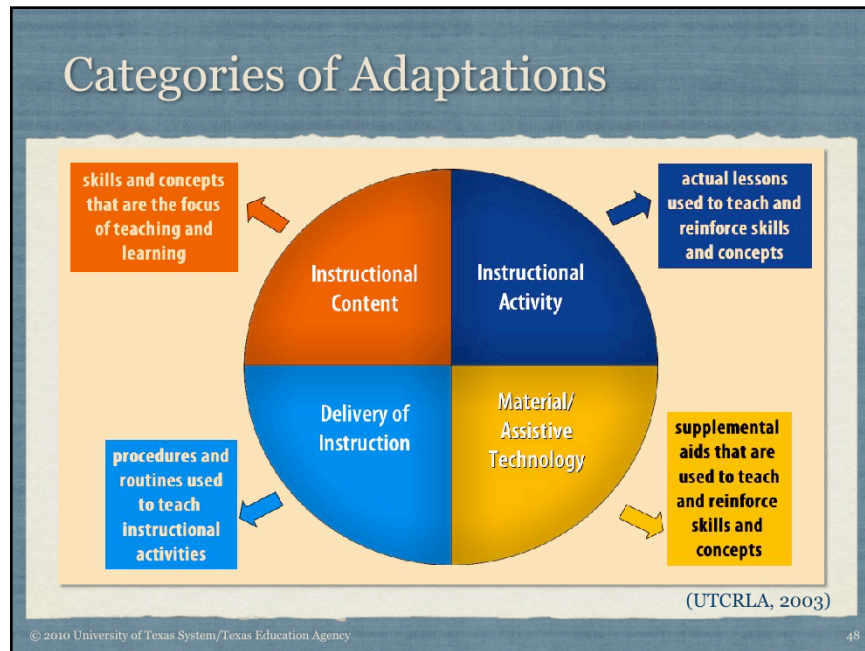
Setting instructional objectives and tasks requires thinking about the learning objective and the tasks that must be performed to meet the objective.

Determining requisite skills requires knowledge of all the skills that are required to complete the task and achieve the instructional goal. It is task-based.

Student-specific characteristics are the prerequisites that students must have in place to complete the task and achieve the instructional goal. They are student-focused.

Adaptations are proposed if a student is unable to meet the demands of the objective.

Evaluations are conducted using progress-monitoring procedures to determine whether the adaptations are working.



What kinds of adaptations are made for students who struggle? We can classify adaptations into four categories: those involving instructional content, instructional activity, material/assistive technology, and delivery of instruction.

<Refer participants to the “Categories of Adaptations” poster on the wall.>

Instructional content adaptations target the skills and concepts that are the focus of teaching and learning. Examples of instructional content include the following:

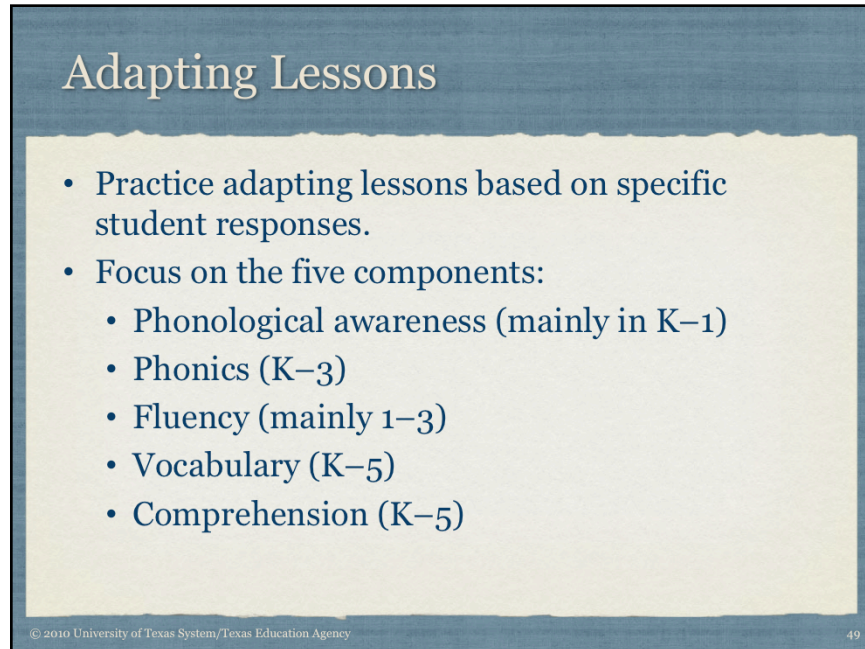
- Phonological awareness: segmenting and blending individual phonemes
- Decoding: letter combinations using one-syllable words with the initial consonant blends *sp, sl, sc, sk, sm, sw, and st*
- Structural analysis: compound words using the word *sun* and short words containing previously taught spelling patterns
- Multisyllabic word recognition: multisyllabic words containing the consonant-vowel-consonant spelling pattern

Instructional activity adaptations refer to the actual lessons used to teach and reinforce skills and concepts. Examples of instructional activities include Alphabet Arc and Say It and Move It.

Material/assistive technology adaptations refer to supplemental aids, such as textbooks, kits, hardware, software, and manipulatives, used to teach and reinforce skills and concepts. Other examples of such materials include textbooks and magnetic letters. Examples of assistive technology include Braille notebooks, magnifiers, tape recorders, highlighters, and straight-edge rulers.

Delivery of instruction adaptations involve the procedures and routines used to teach instructional activities. Examples of delivery of instruction include teaching explicitly, scaffolding, and providing practice opportunities.

<Discuss **Handout 9: Adaptation Framework**.>

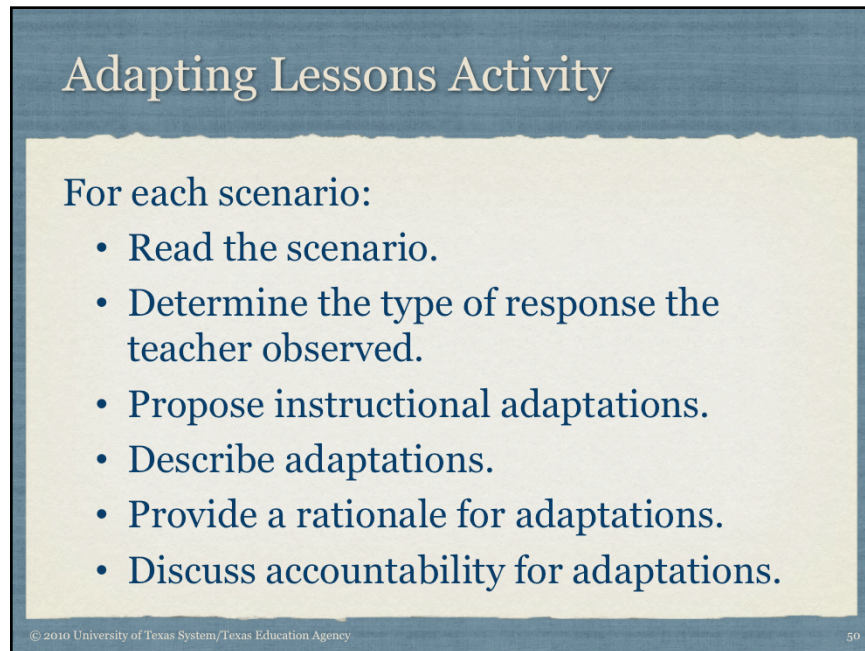


Materials:

- **“Adapting Scenarios” card (on the back of “RTI Reflection Questions”), one card on each table**
- **Extra copies of Handout 10, one for each participant at each table**

Now we will practice adapting lessons using information provided through component-specific scenarios. **Handout 10: Adapting Lesson** and **Handout 11: Scenarios** will be used for this exercise. Please locate them now.

Also, locate the **Adapting Scenarios** card on your table. You will see a list of the five components with a scenario number beside each component. The number next to the component is the scenario number your table will use to adapt the lessons.



The slide has a dark blue header with the title 'Adapting Lessons Activity' in a light-colored serif font. Below the header is a light beige rectangular area with a torn-edge effect. Inside this area, the text 'For each scenario:' is followed by a bulleted list of six steps. At the bottom of the slide, there is a small copyright notice on the left and the number '50' on the right.

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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<Read the steps for the activity on the slide.>

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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Let's read through phonics scenario 5 on Handout 11, which can be found on page 4 of the handout.

<Have participants read the scenario silently. Provide 2 minutes.>

Adapting Lessons Activity (cont.)

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

Progress monitoring or Assessment	<u>Within a lesson</u>	Across lessons
--------------------------------------	------------------------	----------------

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Handout 10 has four separate parts.

The first part asks for the type of student response included in the scenario. Four are listed here: progress monitoring, assessment, observing what is going on within a lesson, and observations across lessons. Looking back at the phonics scenario we just read, which of these do you think applies?

<Allow time for participants to talk.>

Yes, we are looking within a lesson in this scenario.

<Click to animate slide.>

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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Item 2 asks you to decide what types of adaptations could be made. Describe the specific adaptation you think Ms. Harris should make.

<Allow participants time to discuss.>

Now, we are going to talk about adapting the instructional delivery.

<Click to animate slide.>

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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Item 3 asks you first to describe the type of adaptation that you will make. We already selected instructional delivery for item 2, so we would write that here.

<Click to animate slide.>

Next, we are asked to describe the specific adaptation that we want to make to the instructional delivery. Based on the scenario, what adaptations do we want to make?

<Allow participants time to discuss.>

One way that we can adapt the instructional delivery of Ms. Harris' lesson is by preteaching word patterns and new words that students will encounter in the decodable texts.

<Click to animate slide.>

Now, what rationale can we provide for this adaptation?

<Allow participants to discuss.>

We can say that students are reluctant to read new words and therefore skip words in the text, missing much of the story's content.

<Click to animate slide.>

What other adaptations did you decide on with your partners?

<Allow participants to share for 1 minute.>

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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Finally, the last item asks how you will ensure that the adaptation or adaptations you have made worked.

Consider where, when, and how the adaptation is going to be evaluated. Accountability of the adaptation involves both monitoring the students and evaluation of the teacher's implementation of instruction.

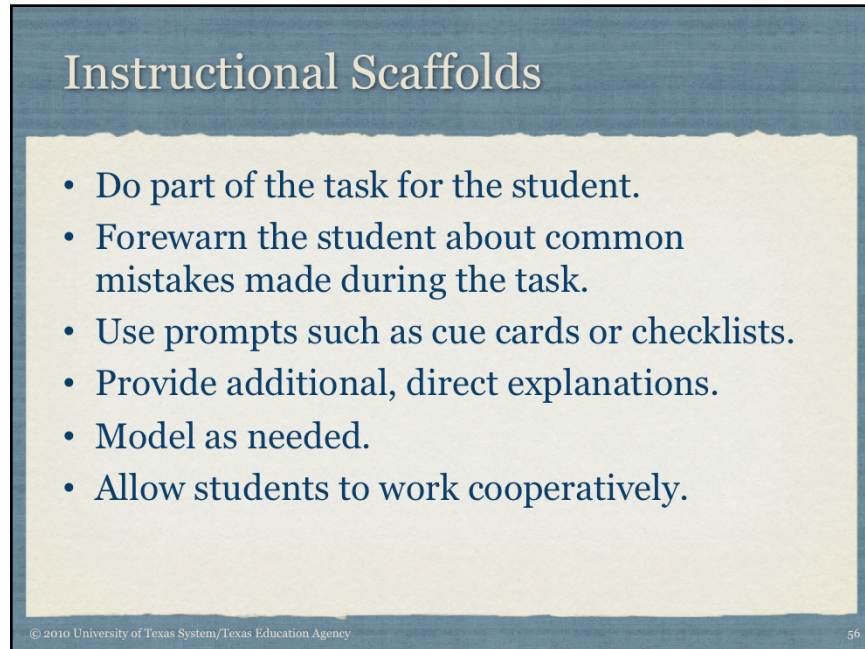
One way that we could ensure accountability would be a short phrase reading segment at the end of Ms. Harris' intervention lesson that includes words with specific word patterns that were reviewed prior to reading and sight words that students read within the decodable text.

<Click to animate slide.>

Complete Handout 10 as you discuss these scenarios at your tables.

< Allow 10 to 20 minutes for participants to complete the activity. Ask three or four participants to share.>

<This activity can be modified, based on time and the needs of the participants. Consider whether you will have them work in partners or as tablemates and whether you would like them to complete more scenarios. Another adaptation would be to assign specific scenarios to each table so that all scenarios are completed during this activity.>



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.

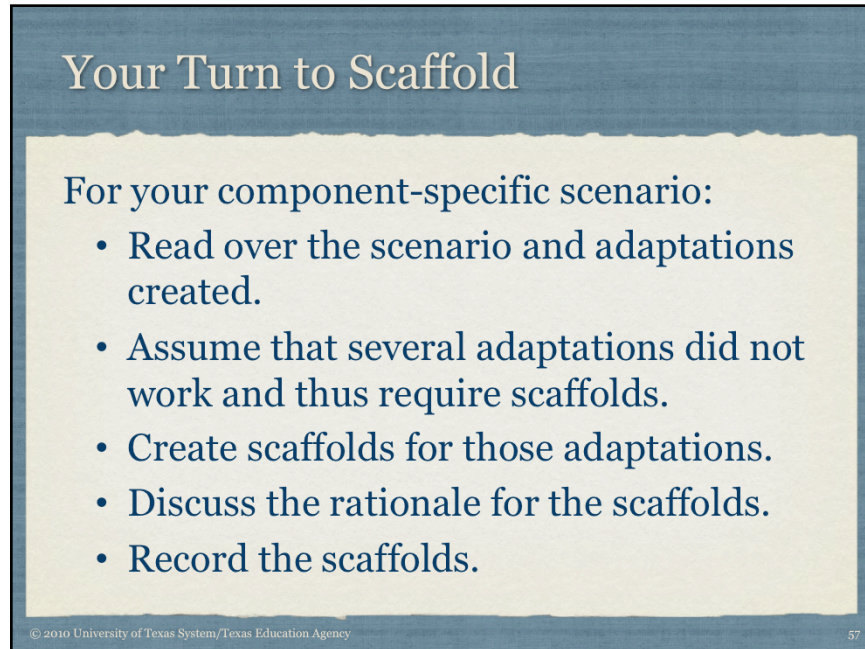
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Sometimes, even after implementing adaptations well, students continue to struggle. How can we further support these students?

<Wait for participants to respond.>

We can further support these students by providing scaffolds. But what is scaffolding? Anything that supports and helps students understand a concept is a scaffold. Students need scaffolds to help them accomplish tasks that they can not yet do on their own. This slide shows some examples of how to scaffold instruction for students. Please read the slide to yourself.

<Pause while participants read the slide.>



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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Materials:

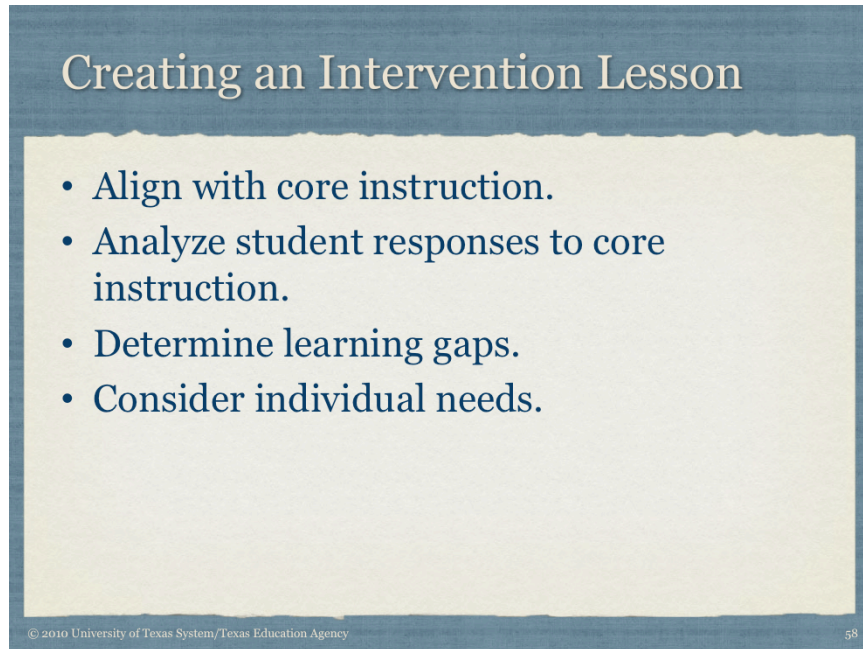
- **“Adapting Scenarios” cards; at the bottom of each card is the component scenario that the table will scaffold**

Now you are going to scaffold for one of the lessons that you adapted. At the bottom of your **Adapting Scenarios** card, you will see the component-specific scenario that your table will use.

<Read the steps for the activity on the slide.>

Record your scaffolds in the Scaffold column on Handout 10.

<Give participants 5 to 8 minutes to create scaffolds. Choose some participants to share their scaffolds with the whole group.>



<Discuss the slide with participants.>

<Refer participants to **Handout 12: Questions to Consider When Planning Intervention Instruction**, **Handout 13: Intervention Lesson Plan Template**, and **Handout 14: Intervention Lesson Plan: Grade 1**. Discuss the questions for consideration when planning intervention instruction. Review the lesson plan template and the lesson plan with scaffolds and adaptations. After the discussion, refer participants to **Handout 15: Intervention Lesson Plan: Grade 3**, a further example that they can examine on their own.>

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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Materials:

- **Sample lesson plans**
- **Blank extra copies of Handout 13, one per participant**

Now it is your turn to plan an intervention lesson. On your tables, we have provided sample lesson plans, a second-grade lesson from Open Court and a third-grade lesson from Scott Foresman. Please choose one of the lessons to use for this exercise.

<Alternatively, teachers can use one of their own core program lessons to create intervention plans.>

You will also need to locate **Handout 16: Mock Data**. If you chose the second-grade lesson plan, work with the second-grade student data. If you chose the third-grade lesson plan, work with the third-grade student data.

Read the lesson plan and analyze the mock student data. Using your data analysis, create an intervention lesson for this group of students. Be sure to include adaptations and scaffolds in your lesson plan.

<Give participants 10 to 15 minutes to create lesson plans. Remind participants to refer to Handout 12. Have participants share their intervention lessons with the group.>

<Refer participants to Resources 2 to 6.>

Adapting Intervention: Summary

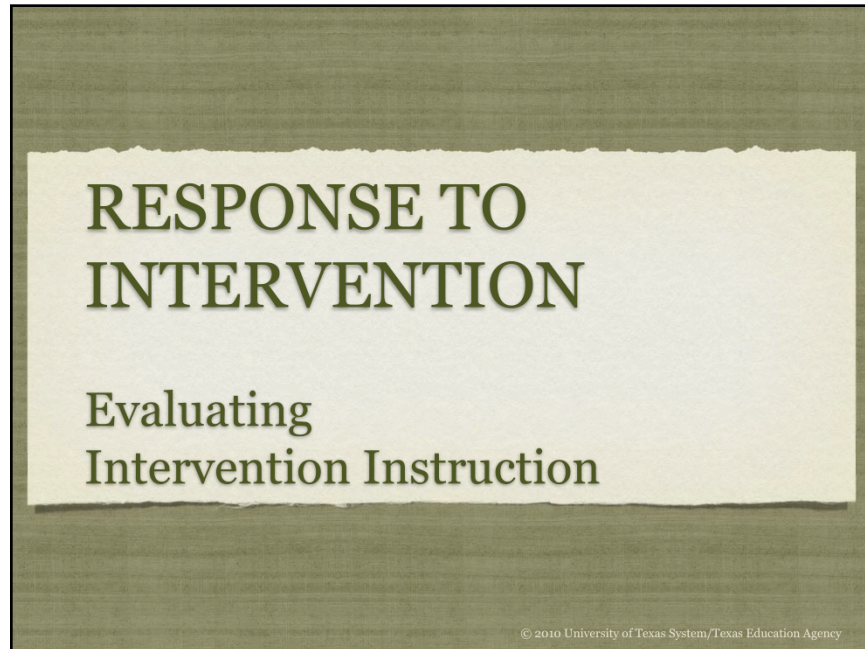
To adapt intervention effectively:

- 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.

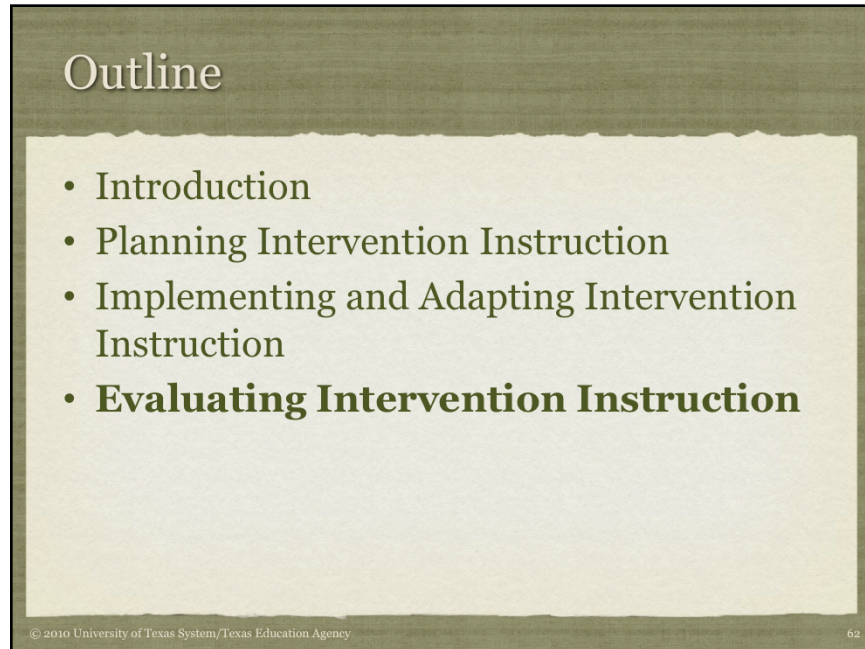
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In summary, we have examined the importance of attending to student responses in several different ways. We have discussed looking at progress-monitoring assessment data, noting students' responses within a lesson, and looking at students' responses across lessons. Additionally, we have stressed the importance of anecdotal data.

As we conclude the session, it is important to note that flexibility is the key to meeting the needs of all learners when attending to responses during interventions. Such flexibility will allow for multiple response opportunities for students and for the follow-up needed to ensure student success.

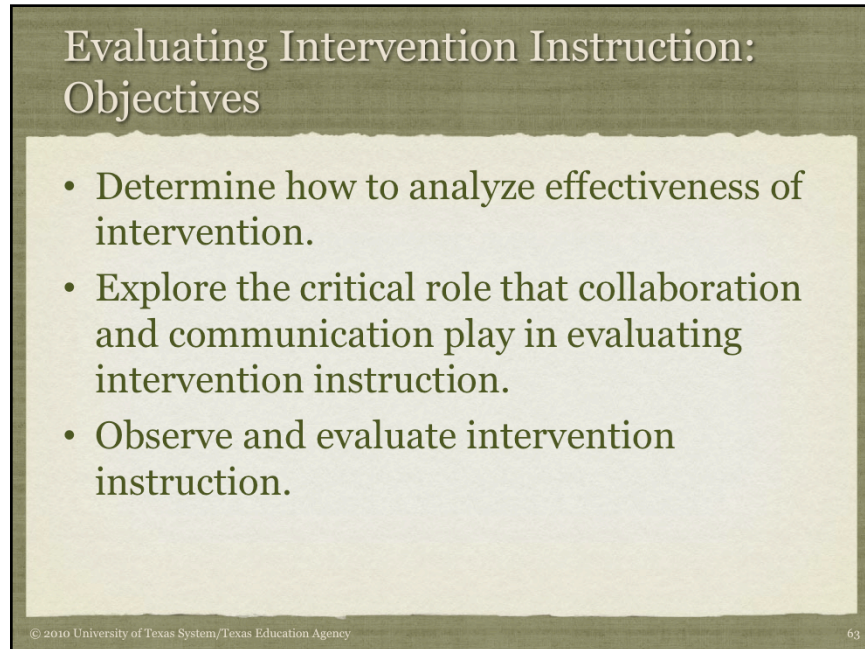


Welcome to the *Evaluating Intervention Instruction* section of this professional development training.



This professional development is divided into several sections. We began with an introductory discussion of response to intervention, or RTI. Then we discussed how to plan successfully for intervention instruction and how best to implement intervention instruction, including adapting instruction. Now we will conclude with the critical step of evaluating intervention instruction.

<Note to presenter: If this professional development training is not presented in its entirety, alter the speaker notes accordingly.>



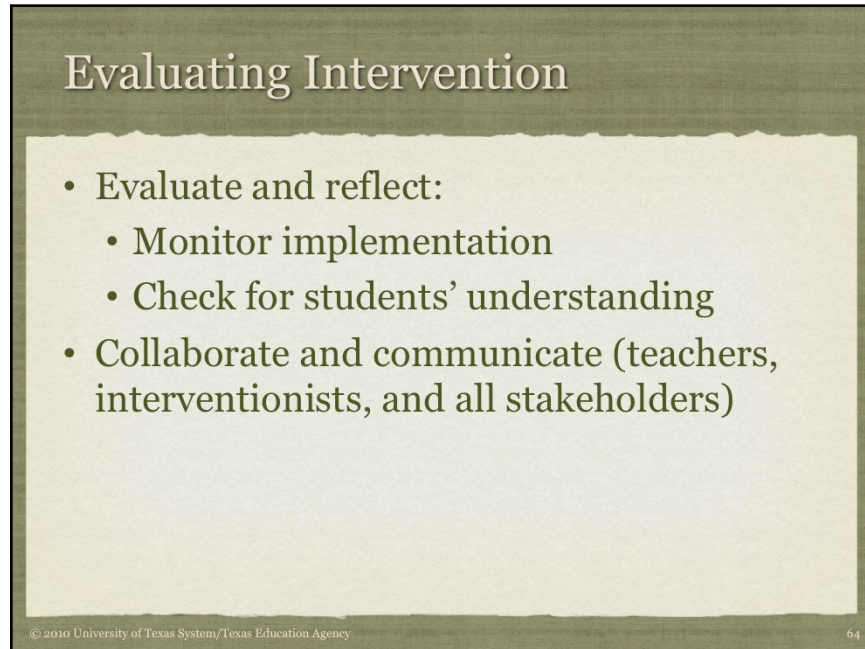
Evaluating Intervention Instruction: Objectives

- Determine how to analyze effectiveness of intervention.
- Explore the critical role that collaboration and communication play in evaluating intervention instruction.
- Observe and evaluate intervention instruction.

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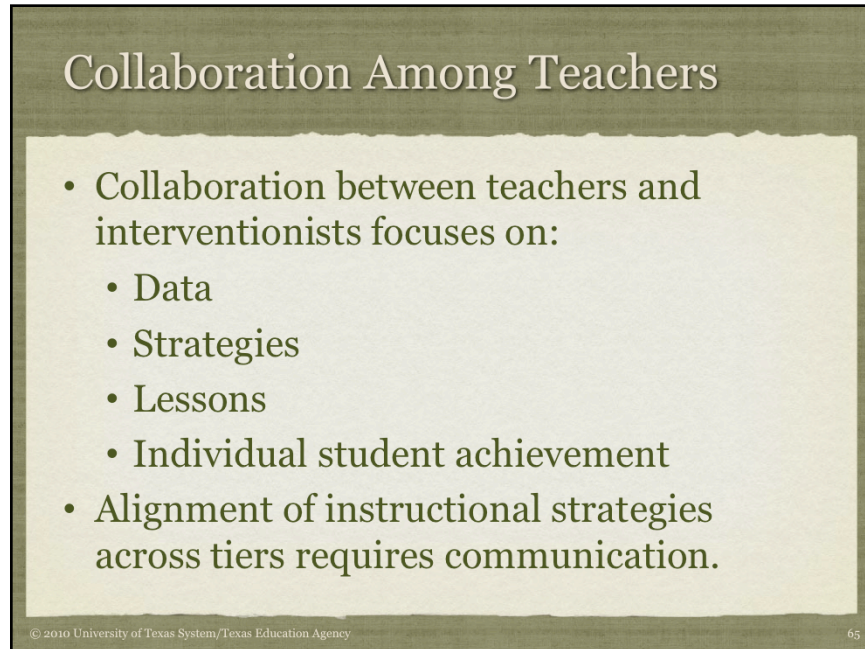
Our objectives are to...

<Read the objectives on the slide.>



After intervention, we must evaluate its effectiveness by continuously monitoring our own implementation and student progress.

Collaboration and communication play a key role in the evaluation process. Educators must work together to analyze the results of intervention and support each other in creating effective intervention. We must also make sure that we are coordinating classroom instruction with intervention instruction.



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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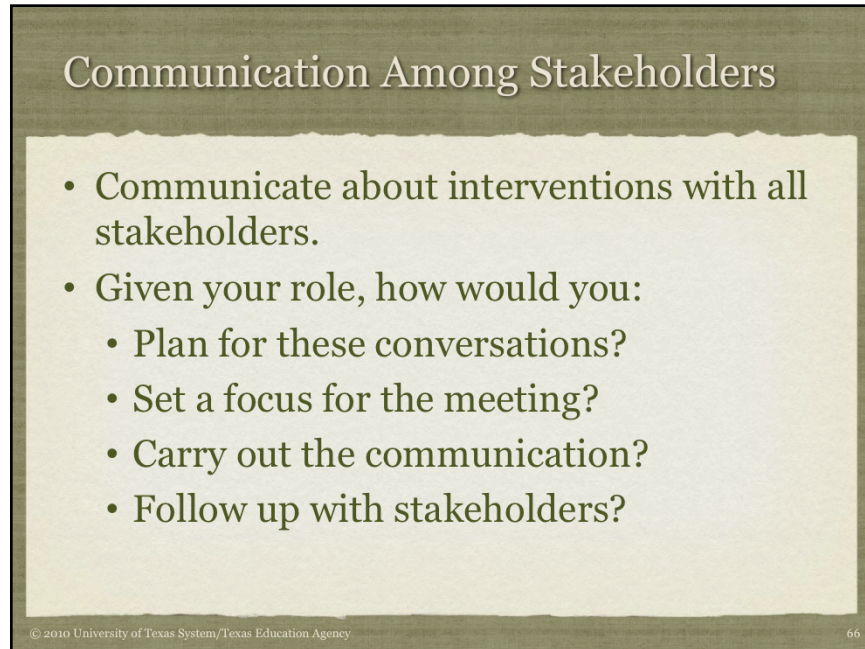
We discussed the importance of communication and collaboration in the planning stage of intervention. It is equally important that teachers communicate and collaborate while evaluating the effectiveness of intervention. Collaboration is particularly important if students are out of their regular classroom for intervention, either with an interventionist or a different grade-level teacher. In order to align instruction across the tiers, a critical component of effective intervention, all stakeholders must regularly meet to discuss their students' performance.

When teachers regularly engage in professional dialogue regarding instruction, the quality of instruction increases in all tiers.

We talked earlier about the **Communication and Collaboration Folder**, a tool for supporting professional dialogue among educators. **Handout 17: Intervention Collaboration Worksheet** is another tool that can also support professional communication. Take a moment to look at the handout.

<Allow participants time to look over Handout 17.>

We want to keep in mind that while written documentation is very important and helpful in promoting communication, it cannot replace crucial professional dialogue among educators.



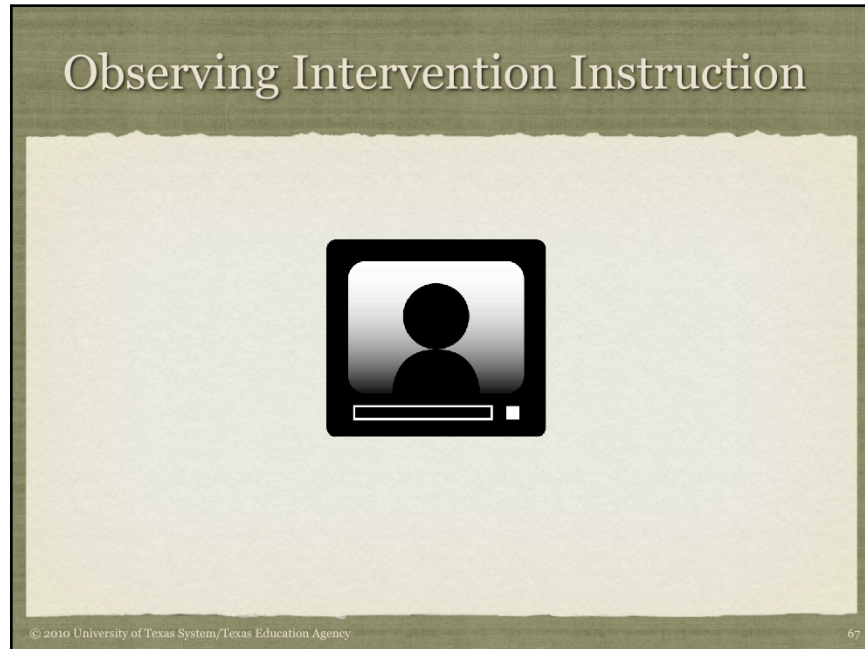
Communication Among Stakeholders

- 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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The more communication, the greater the impact interventions can have on student outcomes. Special education teachers, parents, coaches, principals, paraprofessionals, and anyone who is in contact with the student should be brought into the conversation. If all of these stakeholders are working toward the same goals, the student will receive a consistent message that is tailored to his or her needs and that maximizes his or her growth.

<Ask participants to discuss at their tables the questions on the slide. Pause for discussion.>

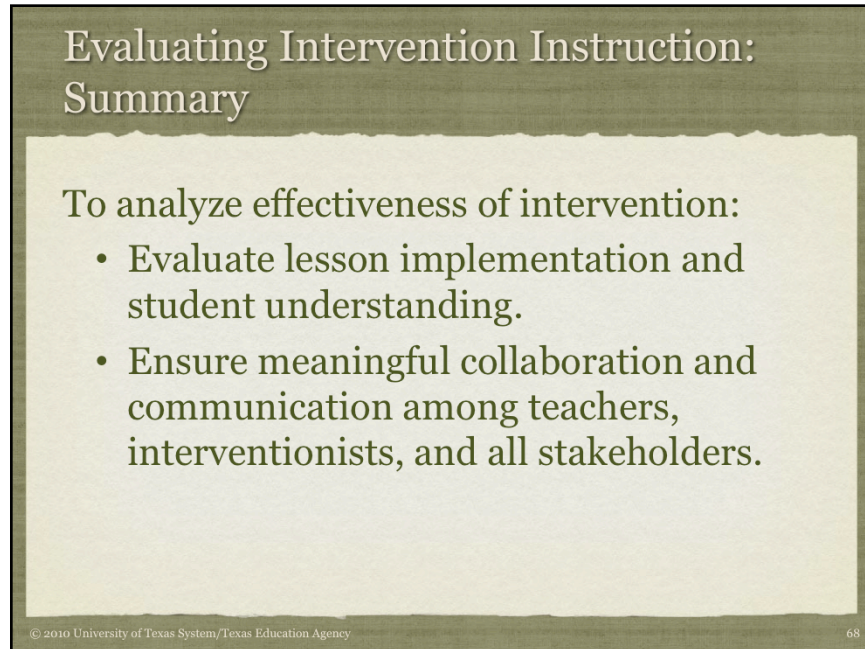


Materials:

Video clip: Choose one that would best support the needs of your participants.

As you view the video, watch for the five components of reading instruction; the features of effective instruction; and all types of management, including management of classroom, behavior, time, and materials.

*<Ask participants to use **Handout 18: Intervention Observation** while observing the video. Play the video and summarize. Review page 2 of the handout.>*



Materials:

- **Sticky notes**

<Review the information on the slide.>

During this professional development training, we have explored elements of implementing intervention instruction. Think about the future interventions in which you will be involved. What new knowledge or understanding will you take into that situation? Please take a minute to write one new concept you learned on a sticky note. We will then share our new knowledge with our tablemates.

<Give participants time to write their newly learned concepts. Then ask them to share at their tables.>

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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This quote from the RTI Wire on the Intervention Central Web site sums up what it takes to put all of these pieces together for effective implementation of RTI.

<Read the quote on the slide.>

Thank you and best wishes for effective intervention implementation!