

Considering the I in RtI

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Copies of the slides will be available on the Child Research and Study Center website: www.albany.edu/crsc

Take notes by slide number

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Response to Intervention

- We have always known that some individuals take longer than others to learn particular things:
 - Technological society demands broad literacy and numeracy.
 - It used to be OK to not read and write and/or do math well.
 - Children who do not learn easily and/or those who begin their schooling with limited literacy skills need more expert and intensive instruction – they are not necessarily learning disabled.
 - Children who are not meeting grade level expectations need instruction that meets them where they are -
 - not where we think they should be.

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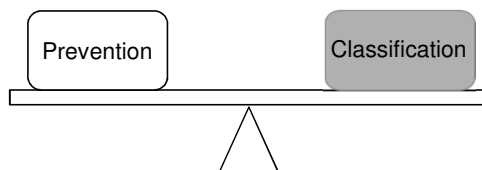
Definition:

Responsiveness to Intervention (RTI)

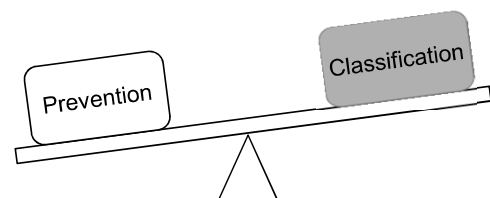
- RTI is an approach to **preventing** learning difficulties and to **determining** whether students should be classified as learning disabled. It involves:
 - Identifying students who are not meeting or are at risk of not meeting grade level expectations in a particular academic area.
 - Providing instruction/intervention that is intensified in a tiered fashion.
 - Assessing students' gains to determine whether they are progressing rapidly enough to meet grade level expectations.
 - Adjusting the qualities and intensity of instruction based on student performance.

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What's more important???



What's more important???



Why is Prevention More Important?

- Long-term outcomes for the child:
 - Emotional
 - Educational
 - Experiential
- Long-term effects on the educational system:
 - Economic
 - Efficacy
 - Environment

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If we value prevention, we would:

- Start early
- Focus more heavily on the nature and qualities of instruction
- Use assessments that inform instruction
- Provide interventions of more extended duration
- Invest in teacher expertise
- Hold higher expectations for the students
- Provide instruction that is:
 - Responsive to the needs of students
 - Comprehensive
 - Coherent
 - Focused on processes rather than products

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If we value classification accuracy, we would:

- Focus on the process of data-based decision making
- Use assessments that inform the decision making process
- Provide interventions that are of less extended duration
- Invest in data systems to insure accurate record keeping
- Expect that some children will not respond adequately to intervention
- Provide instruction that is:
 - More constrained and delivered "with fidelity"
 - More focused on particular skills (in isolation)
 - Focused on products (e.g., scores) rather than processes (e.g., approaches to problem solving)

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Why do some children have difficulty learning to read?

Two broad possibilities:

- Basic cognitive difficulties related to reading
- Limitations in instruction and/or experience

Prior to the emergence of RTI, this distinction was not routinely made.

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Possible Origins of Reading Difficulty

- Reading difficulties **identified** in the early primary grades are most often related to difficulties with phonological skills:
 - Phonemic awareness
 - Facility with the alphabetic code
- Both of these areas of difficulty make it hard for the child to puzzle through unfamiliar words.
 - This inhibits the development of the child's sight vocabulary.
 - Limited sight vocabulary limits the reader's ability to focus on constructing the meaning of text.

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Possible Origins of Reading Difficulty

Later and late emerging reading difficulties may be associated with:

- Limited sight vocabulary which may be due to:
 - Unresolved difficulties with phonological skills
 - Limited experience with reading
 - Limited engagement in meaning-making while reading
 - Which makes it difficult to identify words that are not fully decodable
- Limited knowledge and language skills which may be due to:
 - Limited experience
 - Limited experience with reading
 - Limited engagement in meaning-making while reading

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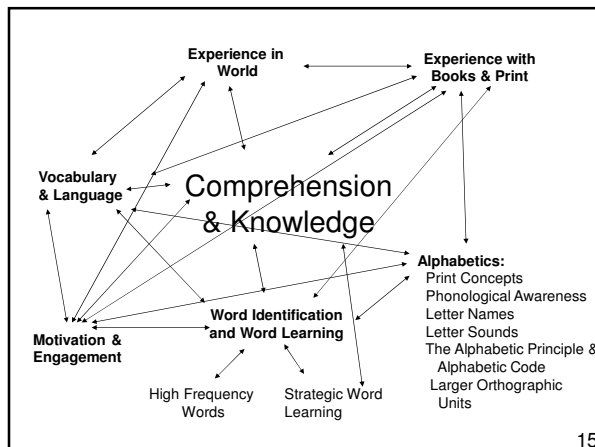
Instruction in an Rtl context needs to be:

- Comprehensive
- Responsive
- Coherent

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Why Comprehensive??

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In June, Dinean General John Moats left Alteria, Umberland for Anthan, South Costain. The Gamrians wanted to separate the New Daris colonies so that they would not be able to help each other. Moats planned to attack from the north, and General Selnick would attack from the south. They hoped to trap the Cooperative Army in between. The orders did not reach General Selnick in time, however, and he did not move his army into position. The plan failed.

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Name the two sides of the conflict.

Who were some of the individuals influential in planning the attack?

Why did the plan fail?

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In June 1777, British General John Burgoyne left Quebec, Canada for Albany, New York. The British wanted to separate the New England colonies so that they would not be able to help each other. Burgoyne planned to attack from the north, and General Howe would attack from the south. They hoped to trap the Continental Army in between. The orders did not reach General Howe in time, however, and he did not move his army into position. The plan failed.

From Smolinski, D. (2002). *Land Battles of the Revolutionary War*. Chicago: Heinemann Library, p.16.

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Name the two sides of the conflict.

Who were some of the individuals influential in planning the attack?

Why did the plan fail?

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Reading is Thinking

Sam walked slowly on the way to school.

She was worried about today's math test.

While walking, she wondered how she could help her students understand place value more effectively.

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Reading is a Complicated Process

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~ apple	} nest
! dog	< octopus
% Ed	+ pig
) good	# run
^ hat	? sun
\$ itch	{ tongue
@ kite	> yard
& lemon	
* moose	

Something Pretty

Mother said, "Look, Look.
See this."
"Oh, oh," said Sally.
"It is pretty."

Note: This example is based on one presented by Adams (1990, p. 285). 22

- Instructional Goals of the Interactive Strategies Approach (ISA)**
- **Motivation to Read and Write**
 - **Alphabetics**
 - Purposes and Conventions of Print
 - Phonological/phonemic Awareness
 - Letter Names
 - Letter-Sounds
 - The Alphabetic Principle and the Alphabetic Code
 - Larger Orthographic Units and Multisyllabic Words
 - **Word Learning (Word Identification)**
 - Strategic Approach to Word Learning
 - High Frequency Sight Vocabulary
 - **Meaning Construction**
 - Vocabulary and Oral Language skills
 - Comprehension and General Knowledge
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Why Responsive??

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Every child is ready to learn something....

- But they are not all ready to learn the same thing!

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Why do some children have difficulty learning about the alphabet?



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B b
B b
B b
B b
B b
B b

Why do some children have difficulty learning about the alphabet?



In a "Letter of the Week" instructional format, children who know the least are asked to learn the most.

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Multiple Aspects of Responsiveness

- Expectations and instruction related to:
 - Aspects of the alphabetic code
 - Skill with word solving
 - Vocabulary and language skills
 - Background Knowledge
 - Appropriate challenge/complexity of texts
 -

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Why Coherent??

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The children in an Rtl process are the most likely to receive instruction in multiple settings and/or from multiple teachers.

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From an ISA perspective, instruction across the Tiers should be similar in that it is:

- Designed around the same set of instructional goals.
- Reflective of and responsive to what the children already know and are able to do.
- Both targeted and comprehensive.

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Tiers should differ primarily in:

- The degree to which instruction is tailored to the needs of individual children.
- The amount of time children are engaged in supported reading.
- The opportunities that children have to respond and receive guidance.
- The detail of record keeping relative to individual children.

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Target Areas for Consistency and Congruence across Instructional Settings:

- Expectations for literacy competencies at the end of each grade level
- Approaches to teaching about the alphabet and decoding skills more generally
- Strategies to be taught to promote word solving
- Comprehension strategies taught
- Terminology teachers use for important concepts such as:
 - Upper case (big, capital)
 - Lower case (small, little)
 - Word families (chunks, phonograms, keys)
 - Silent e (magic e, bossy e)
- Resources available in the classroom
- Efforts to build world knowledge and language skills

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Important Areas of Ongoing Communication between Classroom and Intervention Teachers

- The books and other instructional materials that are available in the classroom.
- The themes or instructional units that are to be covered.
- The foundational skills that are currently being worked on in the classroom and have been covered in the past.
For example:
 - High frequency words
 - Spelling words
 - Decoding skills
 - Strategies
- The knowledge and skills of students being served across settings, based on formal and informal assessment
- Documentation of intervention.

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Wrap-Up

Instruction for children involved in an Rtl process needs to be:

- Comprehensive
- Responsive
- Coherent

It needs to help them develop the general abilities and attitudes that influence comprehension:

- General language abilities
- Accurate and automatic identification of most of the words in the text
- Engagement in the reading process
- The knowledge upon which comprehension depends

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Thanks for Listening!

[Areas of concern](#)
[Research](#)
[Professional Development](#)
[Read More about ISA](#)

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Read about the ISA –

- Scanlon, D.M., Anderson, K.L., & Sweeney, J.M. (2010). Early Intervention for Reading Difficulties: The Interactive Strategies Approach. New York: Guilford.
- Johnston, P. (Editor, 2010). RTI in Literacy: Responsive and Comprehensive. Newark, DE: International Reading Association.
- Lipson, M.Y. & Wixson, K.K. (Editors, 2010). Successful Approaches to RTI: Collaborative Practices for Improving K-12 Literacy. Newark, DE: International Reading Association.

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