

Entering Intervention descriptions

As part of our RTI documentation process we need to carefully describe core instruction and the interventions that you are doing with different groups of students. We will also need to document core and differentiation strategies classroom teachers are using. This can be done efficiently as you use similar strategies for groups of students. As we identify what we are doing in the core and interventions we will be better able to make improvements when necessary. When we get up to speed with data meetings, we will describe and input intervention charges right at the meeting.

Below is an example of how to document interventions:

1. Who: List who is involved in literacy instruction and intervention. This helps us to document that tiered interventions are provided by 'qualified staff' (a core requirement of RTI).

2. Describe or name intervention. Please describe core instruction and how it is differentiated for struggling students. If you use an evidence based intervention it will have a name and can be replicated, you only need to name it as long as it is implemented as intended. Example evidence -based 'programmed' interventions might include: 'Read Naturally', 'Foundations' or 'Wilson', or Repeated Reading. You may also be implementing behavior interventions for some students that could be documented in the 'what'

3. Where does it occur: Tiered interventions can be delivered in or out of the classroom.

4. When during the day: The important part of when is that supplemental tiered interventions are not part of the 90 minutes of core instruction recommended. If because of scheduling they occur during the 90 minute block, indicate how core instruction time is made up at other times during the day.

5. Why the intervention was chosen: Describe why the tiered intervention(s)

or supplemental strategies within core instruction were chosen. For example, does the student have weakness in phonics and the strategy/intervention is proven to be effective for improving phonics skills? Information from 'diagnostic' assessments might be used to target intervention and or supplemental/differentiated instruction in the core.

6. Frequency: Tier 2 might be 3-5 days per week, Tier 3 would typically be 5 days per week

7. Time spent during the day: Tier 2 would be 20 to 30 minutes of supplemental instruction beyond 90 minutes of core instruction. Tier 3 interventions would be 20 minutes, 10 minutes, one hour, during 1st period, etc.

8. Other information: In addition to literacy instruction and intervention, other intervention such as a behavior plan may be described as it is relevant to the student's engagement and participation in instruction.

Example:

Weak phonics skills impact Will's reading fluency (and therefore comprehension). Both phonics and fluency were targeted for intervention. Core instruction includes Houghton Mifflin materials in a 20 minute daily guided reading instruction at level 15. In addition, Will attends another guided reading group at level 20 that is scaffolded through a daily listening passage preview, paired reading and repeated reading tutoring session with a peer tutor (20 minutes daily). A teacher assistant works with Will and 4 other students 3 days per week in the classroom using Read Naturally for fluency. Supplemental Tier 2 interventions, 4 days per week, delivered by a reading specialist include Foundations (for phonics 20 minutes) and a repeated reading intervention (15 minutes). Both Will's classroom and reading teachers are using Reading Reflection Pauses, Identifying Main Idea Sentences, and Summarizing Reading strategies (see interventioncentral.org 'Reading Comprehension Fix Up Strategies') to help Will improve reading comprehension. Will has a daily teacher behavior report card that reinforces careful work completion and appropriate/active participation during lessons.