Read Naturally Inc.
The Fluency Company

&

Response to Intervention
(RTI)

Karen Hunter
Director of Curriculum 1

Presentation Preview

- Background information on RTI
- Reading instruction in a Three-Tier Model
- Assessment in an RTI Model
- Instruction in an RTI Model
- Read Naturally Assessments and Programs

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Special Education

OSERS
Office of Special Education and Rehabilitative Services

- IQ – Achievement Discrepancy Model—
in place since 1975

"wait to fail"

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Regular Education
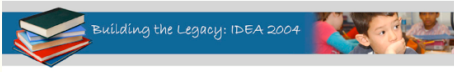
No Child Left Behind / Reading First
January 2002

- Instructional programs & strategies
- Valid & reliable assessments
- Professional development
- Instructional leadership

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Response to Intervention

Now
Regular Education & Special Education

Building the Legacy: IDEA 2004

Individuals with Disabilities Education Act (IDEA)

- Students receive support <u>as</u> <u>soon</u> <u>as</u> they show signs of learning difficulty
- Can use "Response to Intervention" (RTI) <u>in place of</u> "wait to fail" model
- Final Regulations–provide flexibility in funding

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Response to Intervention

A seamless, collaborative system
of instruction and services for all students

- Follows Reading First guidelines
- Based on assessment, support is provided immediately by collaborative team
- Progress Monitoring determines students' "response to intervention"
- Collaborative decision-making *(problem-solving)*
  – Review student "response to intervention"
  – Can be used to identify students with learning disabilities in place of the discrepancy "wait to fail" model.
- Flexible resources to support RTI
  – Up to 15% of IDEA
  – Up to 50% of any increases to Title I funding

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Reading Instruction

A Multi-Tiered Approach in an RTI Model

- **60-90 minutes "The Equity Shot"**
All students are taught the core curriculum.
  - Phoneme Awareness
  - Phonics
  - Vocabulary
  - Comprehension
  - Fluency

- **30-60 minutes Three-Tier Model**
Students are grouped homogeneously

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Reading Instruction

A Multi-Tiered Approach in an RTI Model

- **30-60 minutes Three-Tier Model**
Students are grouped homogeneously

- Students placed in tiered groups-- based on assessment

- Intervention increases at each tier

- Scheduled so all staff work with all students

- Progress Monitoring determines effectiveness

- 10-15 week cycles of instruction

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Assessment & Instruction

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Assessment Plan

Who needs intervention?

•**Screening**

–Which students may need extra instruction?

Is the intervention working?

•**Progress Monitoring**

–Is the student learning?

–Is the student moving closer to benchmark?

What are the student's strengths and needs?

•**Diagnostic**

–e.g., What are a student's skills and needs in phonics?

Did the student meet benchmark by end of year?

•**Outcome**

–Did the students make progress toward standards?

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Benchmark Testing

Test <u>All</u> Students → (Tiers 1, 2, & 3)

• Test at grade level

• Test 3 times a year—

Fall → Screening

Winter → Progress Monitor

Spring → Outcome Measure

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Progress Monitoring

Students served in Tier 2 and Tier 3 need ongoing progress monitoring

– Assures intervention is effective

– Shows progress towards the benchmark

– Allows for timely course corrections

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Diagnostic Assessments

Students who do not respond to intervention may need further diagnosis. (Tiers 2, & 3)
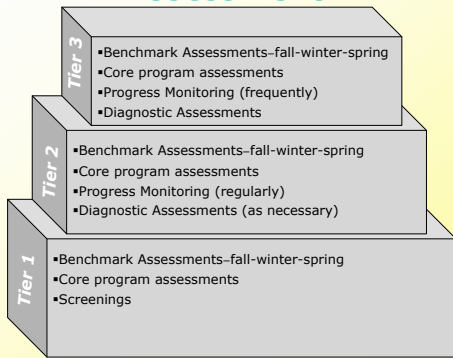
May be used to screen all students
(Tiers 1, 2, & 3)

– Criterion-referenced
– Diagnoses students' strengths and instructional needs

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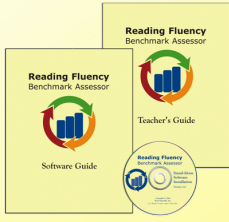
Assessment

Tier 3
- Benchmark Assessments–fall-winter-spring
- Core program assessments
- Progress Monitoring (frequently)
- Diagnostic Assessments

Tier 2
- Benchmark Assessments–fall-winter-spring
- Core program assessments
- Progress Monitoring (regularly)
- Diagnostic Assessments (as necessary)

Tier 1
- Benchmark Assessments–fall-winter-spring
- Core program assessments
- Screenings

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Read Naturally Assessments

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Benchmark Assessor (RFBA)

Features

- Given to <u>all</u> students F-W-S
- Three passages per grade (1st - 8th) for one-minute fluency timings
- Three sets of randomly ordered letters for kindergarten & grade 1 letter naming
- Software that provides reports and recommendations for supporting each student
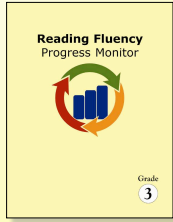
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Progress Monitor (RFPM)

Features

- Used to monitor progress of students served in Tiers 2 & 3
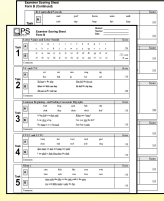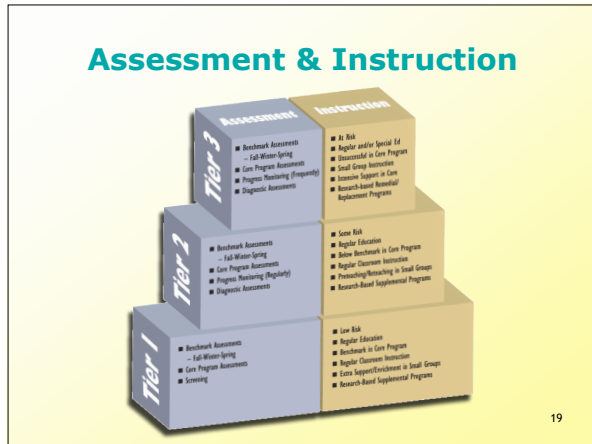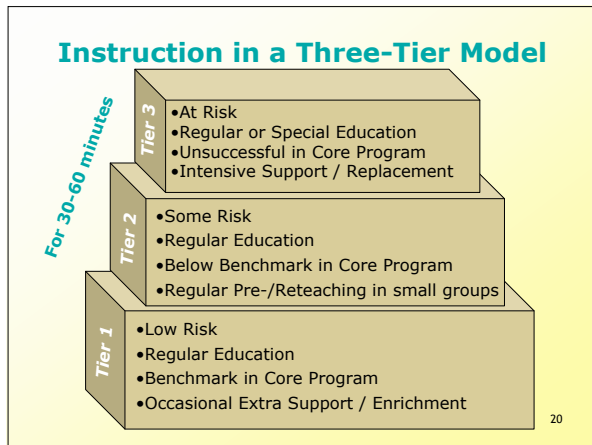
- Sets of 30 grade-level passages

- Grades 1-8

- Fiction and nonfiction

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Diagnostic Phonics Assessment

- Diagnoses weaknesses in phonics & decoding K-12
- Three equivalent forms
- Given as diagnostic assessment Tiers 2 & 3
- Given as screening (Tiers 1, 2, & 3)

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Assessment & Instruction

Instruction in a Three-Tier Model

Tier 3
- At Risk
- Regular or Special Education
- Unsuccessful in Core Program
- Intensive Support / Replacement

Tier 2
- Some Risk
- Regular Education
- Below Benchmark in Core Program
- Regular Pre-/Reteaching in small groups

Tier 1
- Low Risk
- Regular Education
- Benchmark in Core Program
- Occasional Extra Support / Enrichment

For 30-60 minutes

Instruction in a Three-Tier Model

Phoneme Awareness | Phonics | Fluency | Vocabulary | Comprehension

- Teach enrichment or challenge lessons
- Reinforce or practice skills from core curriculum lesson
- Pre-teach or re-teach core curriculum lesson
- Teach intervention lessons from core curriculum
- Use a supplemental program for practice or remediation
- Replace core program with a more intensive program

For 30-60 minutes

Read Naturally ME
Masters Edition

Fluency:

Students work individually using blackline masters and audio CDs or cassettes.

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Read Naturally SE
Software Edition

Fluency:

Students work individually using computers.

(Mac or Windows)

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One Minute Reader

Fluency:

- Simplified version of Read Naturally for home use

- Use as a supplement for extra out-of-school practice

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GATE
Group and Tutoring Edition

Decoding & Fluency:
- Students work in small groups with the teacher
- Direct instruction lessons for .8 & 1.3 Phonics Levels

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Word Warm-ups

Decoding:
- Students work independently
- Individualized program for building automaticity in decoding skills

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Read Naturally
Programs and Assessments

Reading Fluency Benchmark Assessor

Reading Fluency Progress Monitor
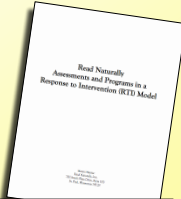
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White Paper Available ...

**Read Naturally
Assessments & Programs in a
Response to Intervention (RTI) Model**

Read Naturally
Assessments and Programs in a
Response to Intervention (RTI) Model

http://www.readnaturally.com/support/rti_whitepaper.htm

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For more information ...

Call: 1 800 788 4085
E-mail: webcasts@readnaturally.com
Website: http://www.readnaturally.com/webcasts/

**Thank You for participating
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