

RTI: Response to Intervention- Intervening to Increase Student Learning In LPS

Purpose of today's session: To develop a consistent understanding, application, and analysis of the foundation of an intervention framework to increase reading achievement at the elementary level.

What is Intervention?

Intervention is a supplemental instructional practice known to be effective in increasing learning.

What is RTI?

It is a process that revolutionizes the way general education, special education, federal programs education collaboratively combine forces to help all students reach greater proficiency and more positive outcomes.

RTI is the practice of:

- providing high-quality instruction/intervention matched to student needs
- using learning rate over time and level of performance
- make important educational decisions

Six Components of Response to Intervention for All Tiers

1. School-Wide Screening-

A quick screening measure to determine whether or not the student should be judged as “at-risk” and needing further in-depth assessment.

2. Research-Based Progress Monitoring-

Ongoing assessment determines which students are benefiting from classroom instruction and provides information to determine needed modifications for program decision making.

3. Fidelity of Implementation: Integrity Checks-

The process of ensuring that instruction and interventions are being delivered as intended to address the desired outcomes.

4. Data-Based Decision Making-

Schools must develop a system to collect and record data and determine how to analyze and evaluate the data to make decisions.

5. Professional Development & Collaboration-

This is critical to successful implementation of any school wide systems change and movement toward improvement. Positive outcomes for students is a shared responsibility of all personnel. Types of Training Available for Staff:

Specializing in intervention delivery

Practice in progress monitoring, data collection and charting

Checking of intervention integrity

Training of volunteers

Use of untrained staff is not an option in LPS!

6. Parent Involvement-

Parents play a critical role in their child's education by assisting in the learning process and intervention decision making.

How does intervention connect to District initiatives?

School Improvement Plan (SIP)

Professional Learning Community (PLC)

Student Assistance Team (SAT)

Response to Intervention (RTI)

No Child Left Behind (NCLB)

Close achievement gap

District and State Standards

Who is involved in interventions?

Tier I: Students not meeting district curriculum standards based on classroom observations and curriculum assessments

Tier II: Students not meeting district curriculum standards based on RtI Screening

Tier III: Students not responding to Tier 2 and not meeting district curriculum standards may be found to meet Rule 51 verification criteria

Who participates in intervention decision making?

- School Leadership Team (SAT)
- Important to include reps from all teams
- Grade Level Teams
- PLC Teams
- Specialist Teams
- Parents
- District Leadership Team
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Who provides intervention in each of the Tiers?

- Classroom Teachers
- Resource Teachers
- Specialists
- ELL Teachers
- Speech/Language Pathologists
- Psychologists
- Administrators
- Interventionists (Reading Recovery)
- Trained 3.5 hour paraeducator per building
- Other paraeducator (if trained)
- Security Monitors (if trained)
- Volunteers (if trained)

How does the intervention process work?

In order to ensure the application of the 6 Components of Response to Intervention, LPS Procedural Checklists for Response to Intervention Assessment/Placement and the Guidelines for ELL Participation in Reading Interventions have been designed.

- 1. School-Wide Screening**
- 2. Research-Based Progress Monitoring**
- 3. Fidelity of Implementation**
- 4. Data-Based Decision Making**
- 5. Professional Development and Collaboration**
- 6. Parent Involvement**