



Response to Intervention: What Parents Want to Know

*Scottish Rite Parent Group
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About the Building RTI Capacity Project

The Texas Education Agency funds the project to....

- Develop and disseminate resources to help Texas schools use response to intervention (RTI or Rtl) to prevent learning difficulties
- Partner with regional education service center (ESC) staff as they work with schools
- Develop and maintain a resource Web site
- Provide support to two Spotlight 3-Tier Reading and Math schools

Response to Intervention (Rtl)

Rtl (or RTI) is an **approach** that schools use to help struggling learners.

- Rtl helps make sure that every student receives effective instruction, and that students don't fall behind.
- Rtl can be used in any content area. It is most commonly used for reading and mathematics.
- Rtl can be used with any grade level. It is most commonly used in elementary schools, but it can be used in middle and high schools.
- Rtl looks different in every school.

Response to Intervention (Rtl) (cont.)

Rtl (or RTI) is an **instructional approach** focused on the prevention of learning difficulties:

- Provide effective instruction grounded in scientifically based research to all students in the general classroom.
- Assess all students several times a year. This helps to identify students who are falling behind and at risk for learning difficulties.
- Immediately provide these students with intervention that targets their needs.

Response to Intervention (RtI) (cont.)

- Frequently monitor at-risk students' progress toward meeting grade-level performance goals.
- Students who catch up no longer need intervention.
- Teachers continue to improve their instruction through professional development.

**WHEN STUDENTS STRUGGLE WITH
LEARNING, WE DO NOT WAIT FOR THEM
TO FAIL!**

Legislative Basis: NCLB and IDEA

No Child Left Behind (NCLB) and 2004 Individuals with Disabilities Education Act (IDEA) both:

- Focus on prevention
- Fund intervention for at-risk students
- Use assessment to drive instruction
- Provide instruction for K–3 students, including K–12 special education
- Provide professional development for teachers

A 3-Tier Model: Overview

- Is an example of an RtI model
- Is based on prevention models from the health field
- Provides an instructional framework for preventing learning difficulties
- Can be used with any scientifically-based content area program
- Focuses on instruction that uses scientific research-based core and intervention programs

A 3-Tier Model: Overview

- Uses assessment data to drive specially designed (differentiated) instruction for all students
- Identifies struggling or at-risk students
- Provides at-risk students with additional instruction/intervention support
- Provides professional development to enhance teachers' knowledge and skills in preventing learning difficulties

A 3-Tier Model: Overview (cont.)

Tier I: Core classroom instruction **that all students receive**, assessment of student progress three times per year, **and** ongoing professional development

Tier II: Intervention (**additional instruction**) and frequent progress monitoring (**e.g., every 2 weeks**) **that struggling learners receive**

Tier III: More intensive intervention **and** frequent progress monitoring (**e.g., every 2 weeks**) **that students with extreme learning difficulties receive after not making adequate progress in Tiers I and II**

FAQ #1

Is the 3-Tier Model a new scientific program or textbook?

No, a 3-Tier Model is not a new program. Rather, it is a framework or approach that educators can use in preventing learning difficulties in their students. Reading First schools in Texas are required to use a 3-Tier Model in reading instruction.

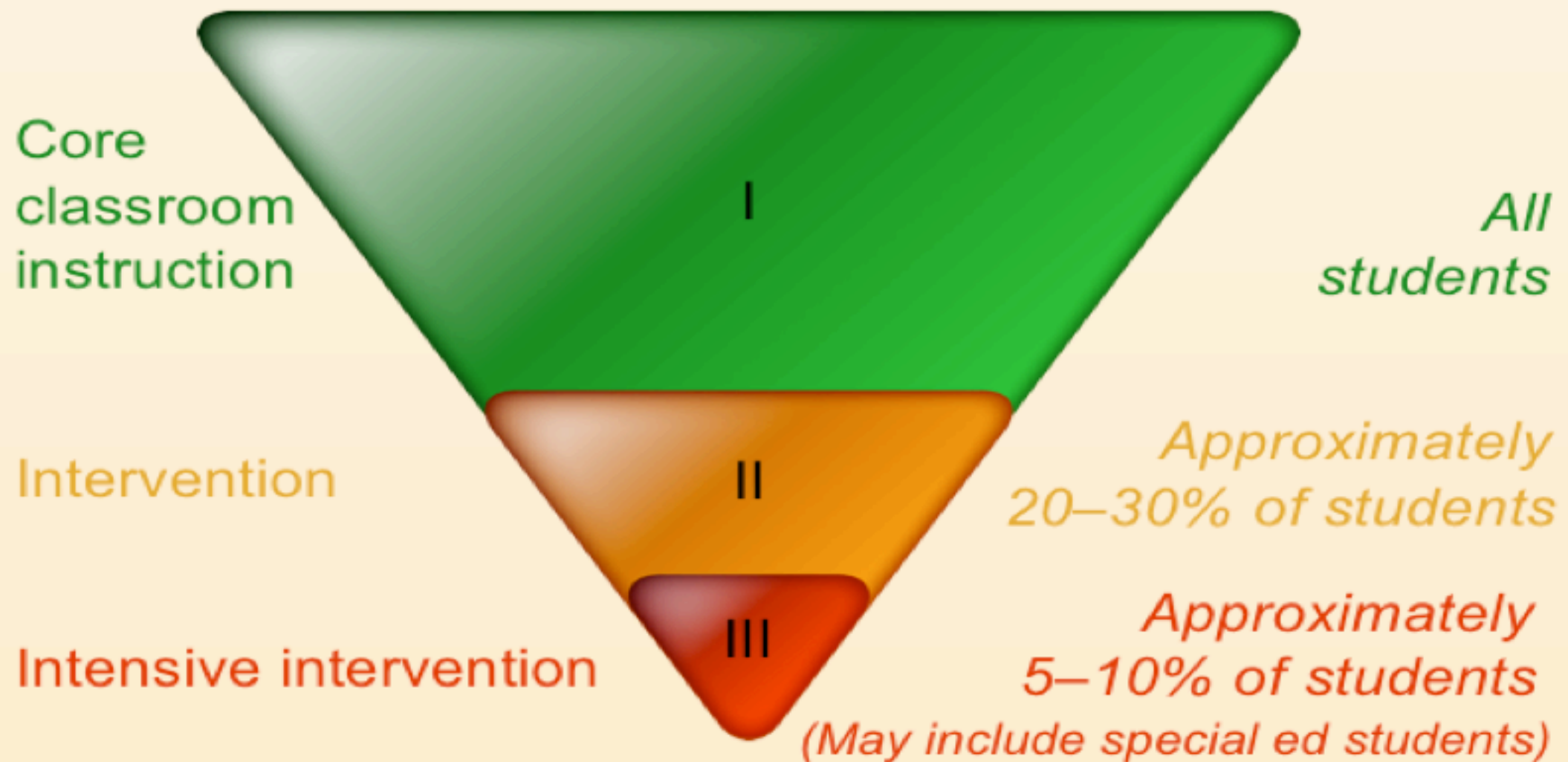
FAQ #2

What are the roles of assessment in a 3-Tier Model?

A 3-Tier Model uses assessments in different ways:

- In Tier I, assessments given three times per year are used to guide instructional decision-making (e.g., to determine whether students are making adequate progress toward grade-level benchmarks or objectives) and to identify students who need intervention.
- In Tiers II and III, frequent progress monitoring (e.g., every 2 weeks) is used to track student progress and inform instruction.

A 3-Tier Intervention Model



FAQ #3

Who provides instruction in each tier?

- Classroom teachers provide Tier I core classroom content area instruction for all students.
- Each school determines who teaches students in Tier II (e.g., classroom teacher, specialized teacher, special education teacher) and Tier III intervention (e.g., specialized teacher, special education teacher).

3-Tier Instruction = Differentiated Instruction

Differentiated instruction **IS:**

- Using assessment data to plan instruction and group students
- Teaching targeted, small groups
- Using flexible grouping (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs

Differentiated instruction **IS NOT:**

- Using only whole-class instruction
- Using small groups that never change
- Using the same reading text with all students
- Using the same independent seatwork assignments for the entire class

FAQ #4

What is flexible grouping?

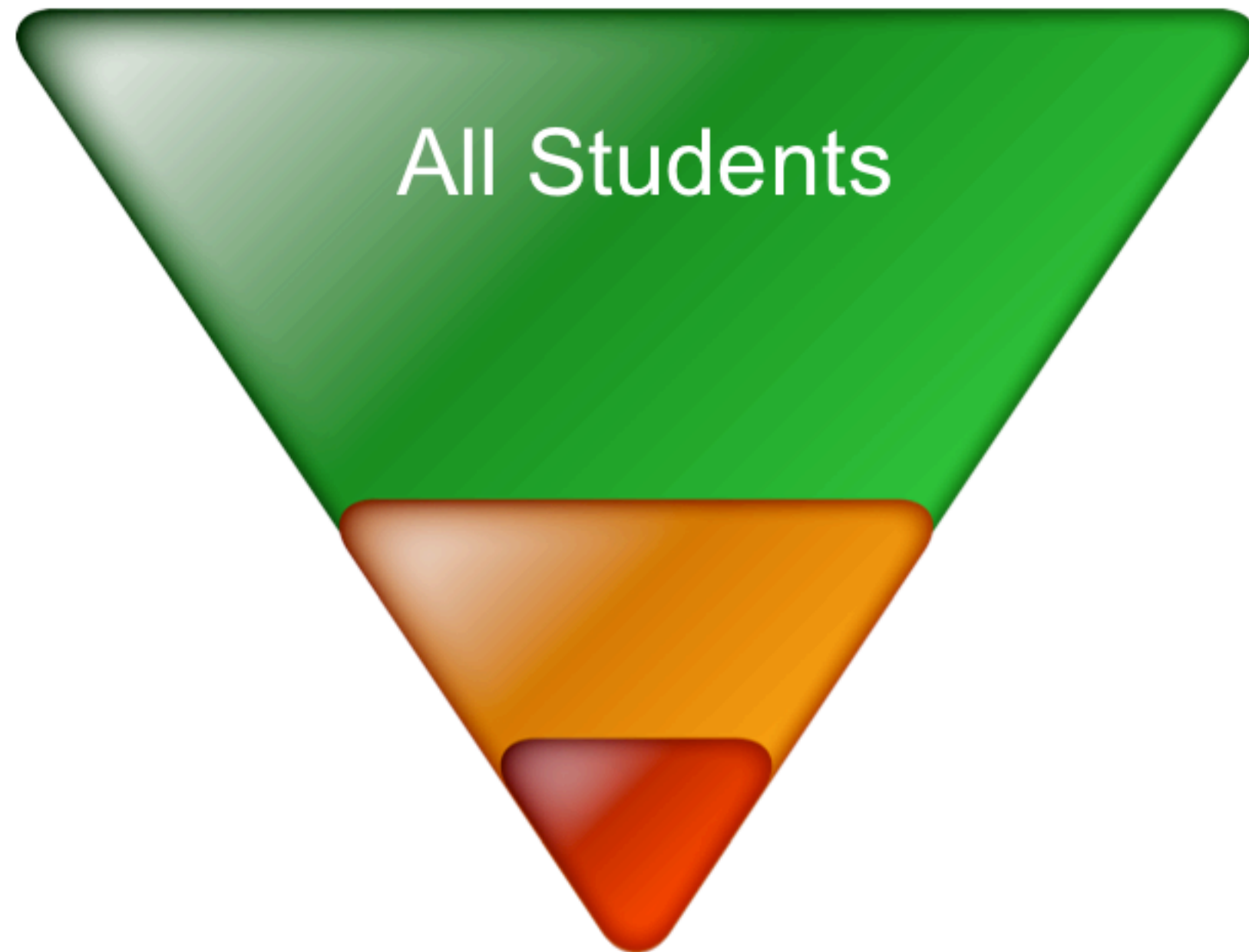
- Flexible grouping means grouping and regrouping students based on their progress, interests, and changing needs.
- Groups can be formed within a class, within a grade, and across grades.

FAQ #5

What grouping formats are recommended for each tier in a 3-Tier Model?

- **Tier I:** A variety of grouping formats (e.g., individual, pairs, small groups, and whole group)
- **Tier II:** Same-ability small groups (e.g., three to five students)
- **Tier III:** Same-ability small groups of three students or fewer, depending on student needs

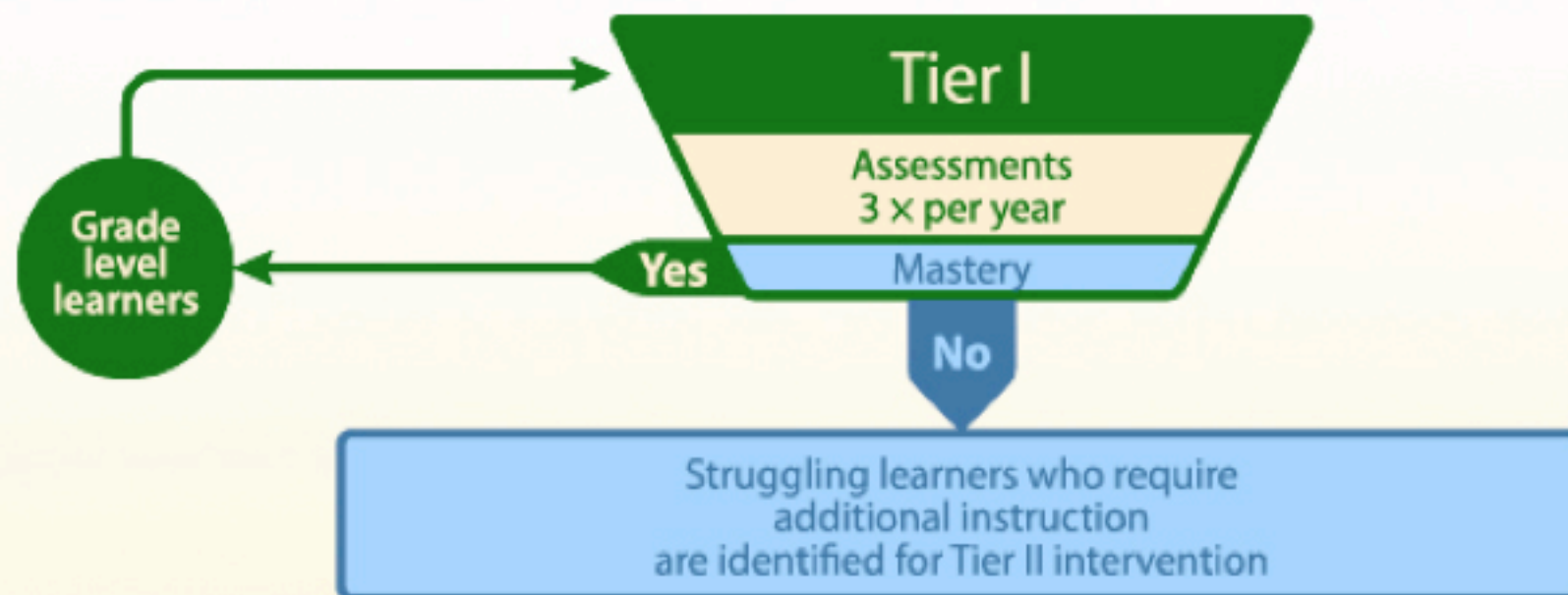
Tier I: Core Content Area Instruction



Key Elements of Tier I Instruction

- Core content area instruction that focuses on the grade-specific essential components
- Systematic assessment of ALL students three times per year
- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality instruction

MOVEMENT THROUGH THE TIERS



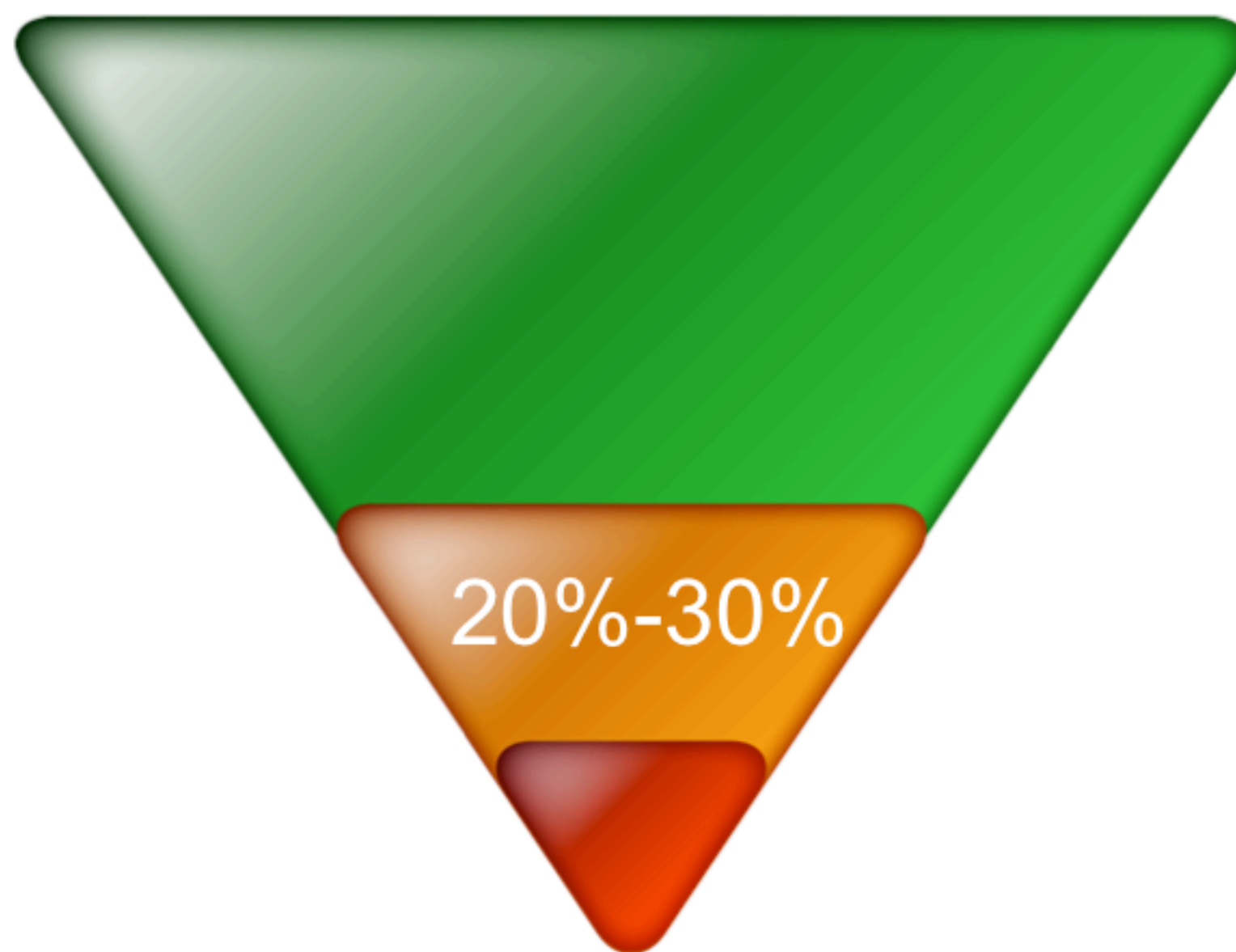
Remember ...

Response to Intervention, including a 3-Tier Model, goes beyond giving assessments.

Teachers use student assessment data to design instruction:

- Grouping students
- Planning targeted instruction
- Monitoring students' understanding and mastery of Texas Essential Knowledge and Skills (TEKS) objectives
- Scaffolding instruction

Tier II: Intervention

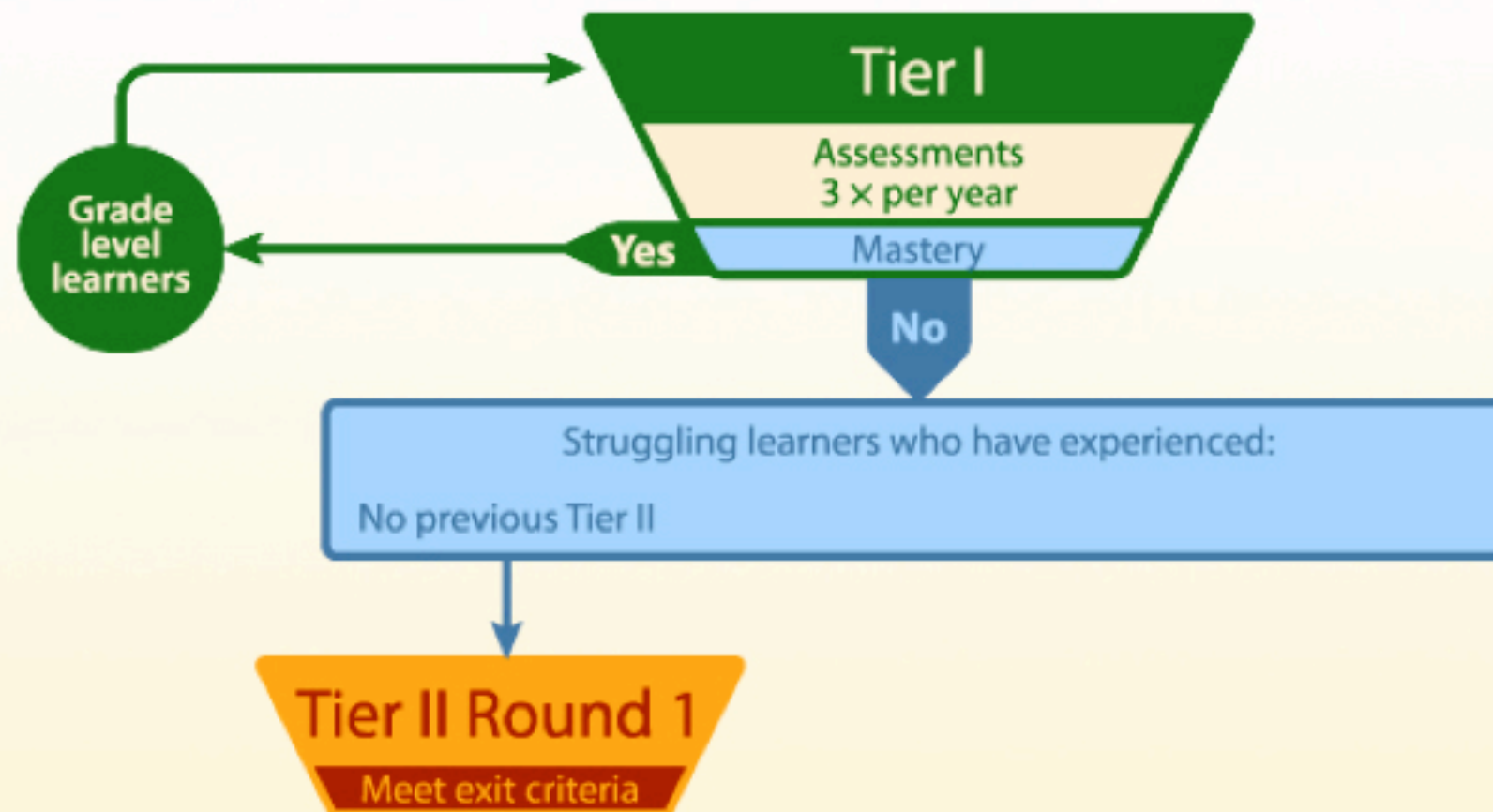


Daily Targeted Intervention Instruction
Typically Lasts 10 to 14 Weeks

High-Quality Tier II Intervention

- Targets struggling learners (e.g., identified by assessments given three times per year)
- Includes additional, targeted instruction in the essential components that have the highest impact on student learning
- Involves frequent progress monitoring (e.g., every 2 weeks)
- Uses assessment data to inform instruction (e.g., grouping, planning/delivering effective lessons, scaffolding instruction)

MOVEMENT THROUGH THE TIERS



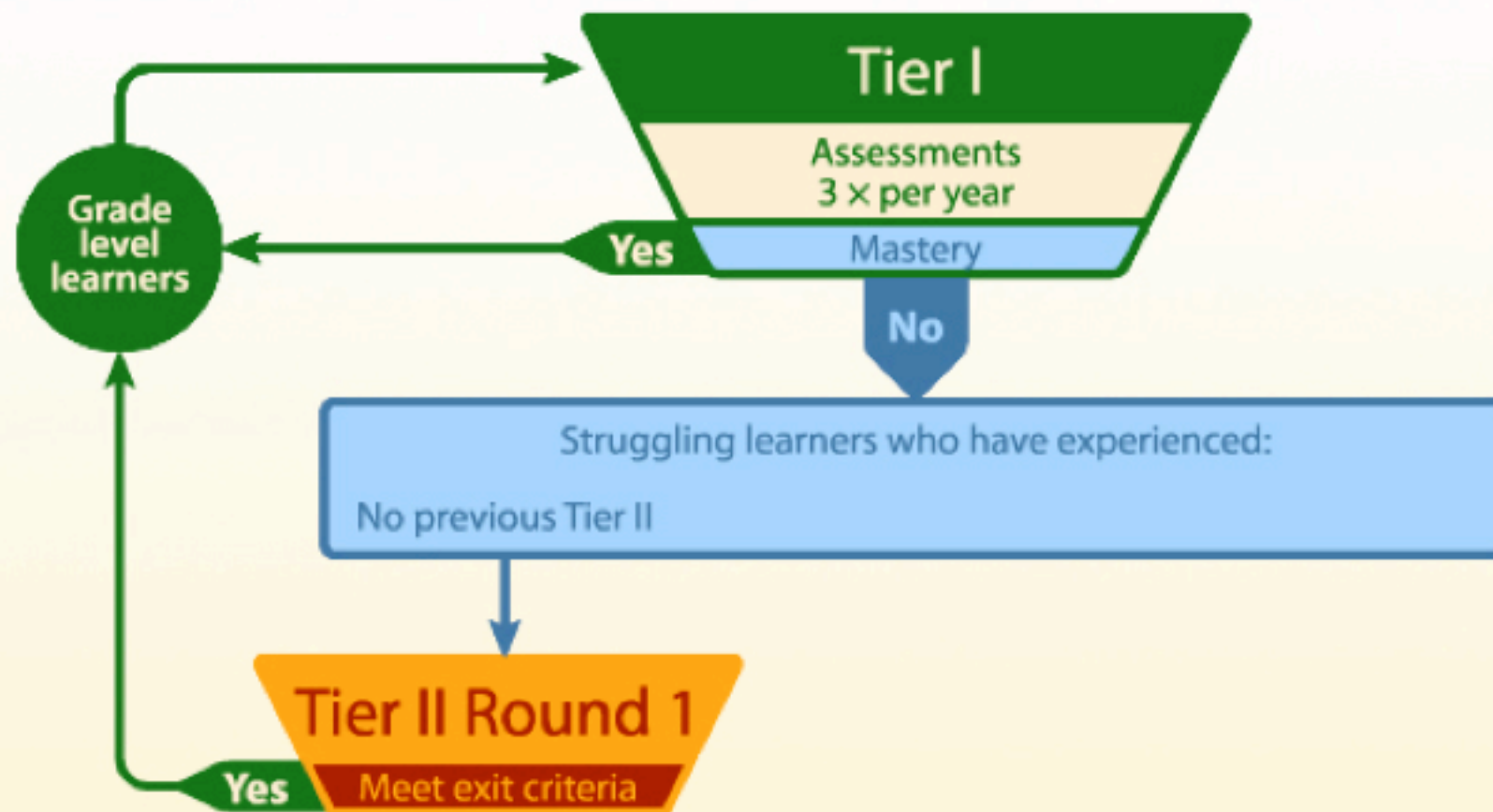
Identifying Tier II Students

Beginning of the Year (BOY) assessments help to identify students who are struggling or at-risk and need intervention

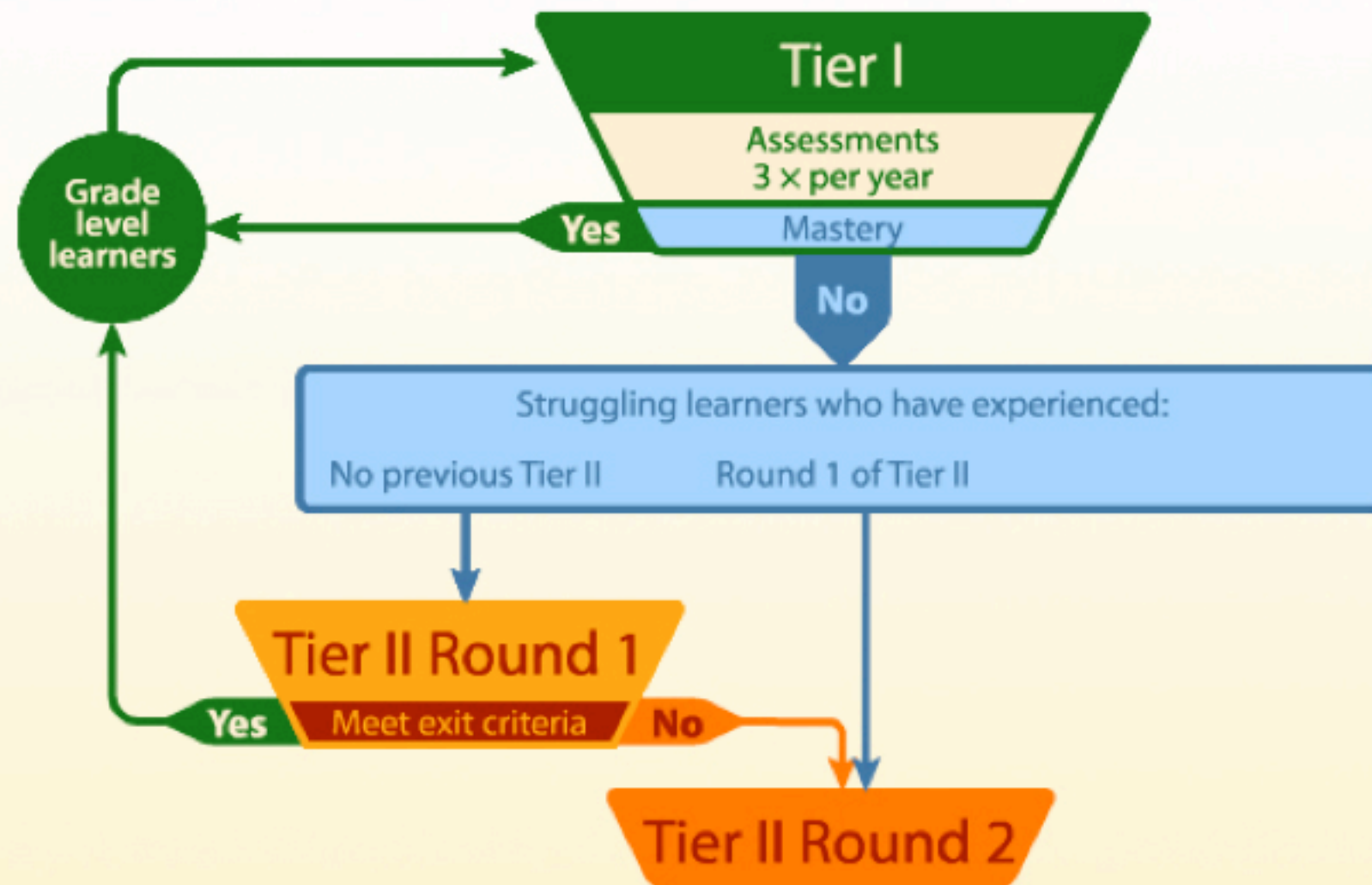
Middle of the year (MOY) and end of year (EOY) assessments help to identify which students who:

- No longer need Tier II intervention
- Are not making adequate progress and need or continue to need intervention

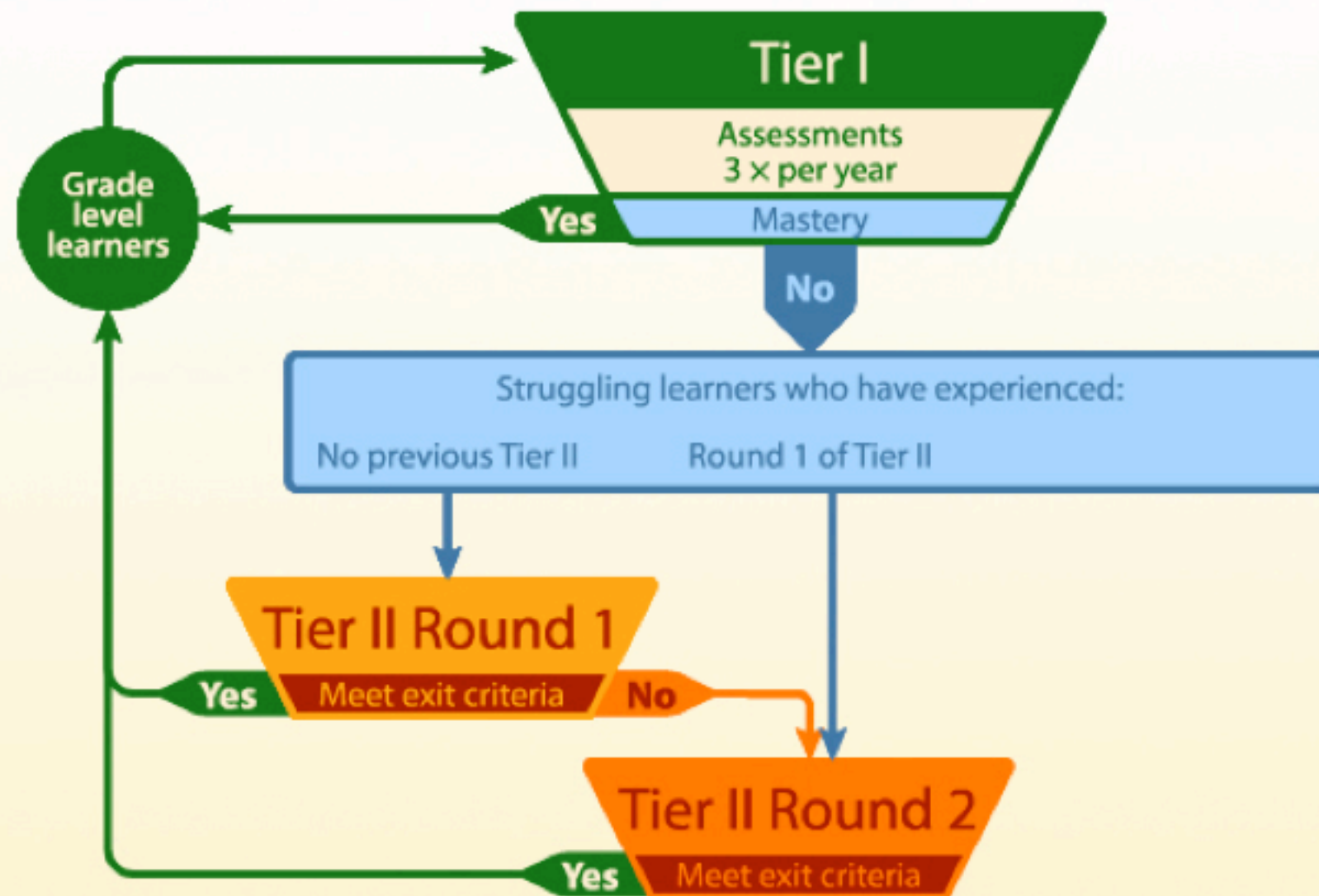
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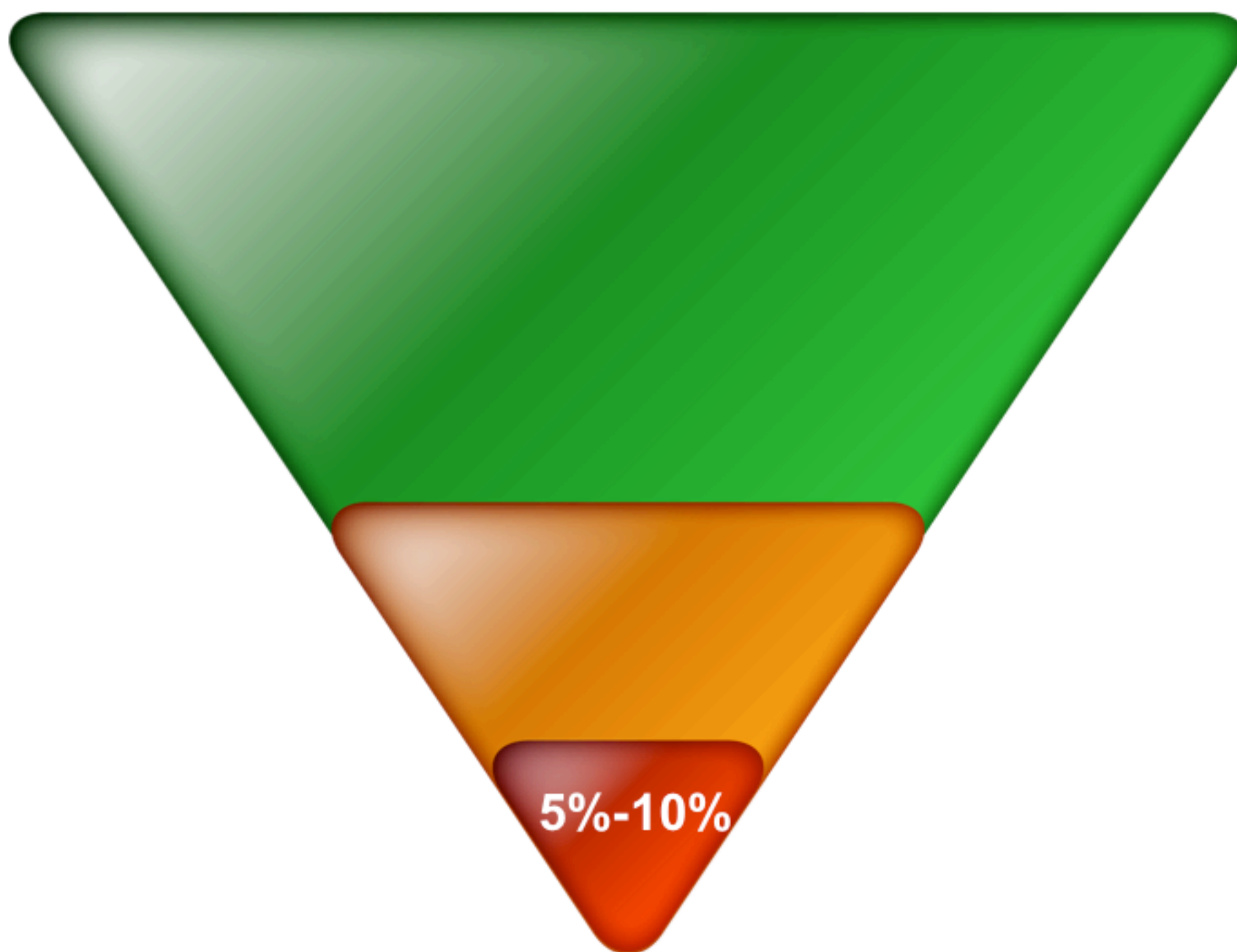
Using Assessment Data to Inform Tier II Intervention

- Grouping students
- Setting individual student goals
- Planning targeted instruction
- Scaffolding instruction

How does Tier II intervention differ from Tier I instruction?

- Tier II intervention is more explicit, systematic, intensive, and supportive with struggling learners receiving more instructional time (e.g., an additional 30 minutes) than regular Tier I classroom instruction.
- Tier II is conducted with small, same-ability groups within or outside the classroom setting.
- Tier II instruction involves frequent progress monitoring (e.g., every 2 weeks) to track student progress and inform instruction.

Tier III: Daily Intensive Intervention

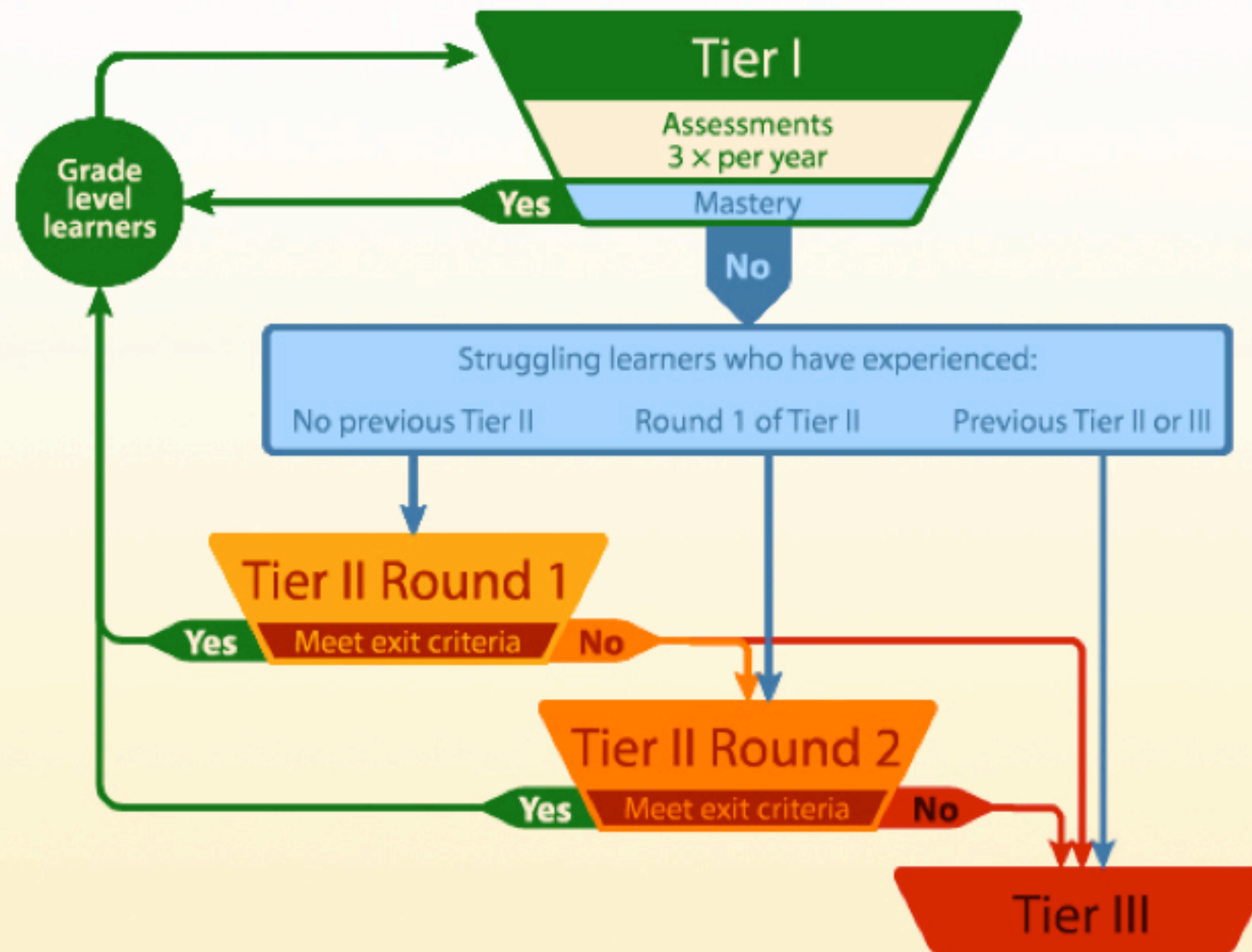


FAQ #7

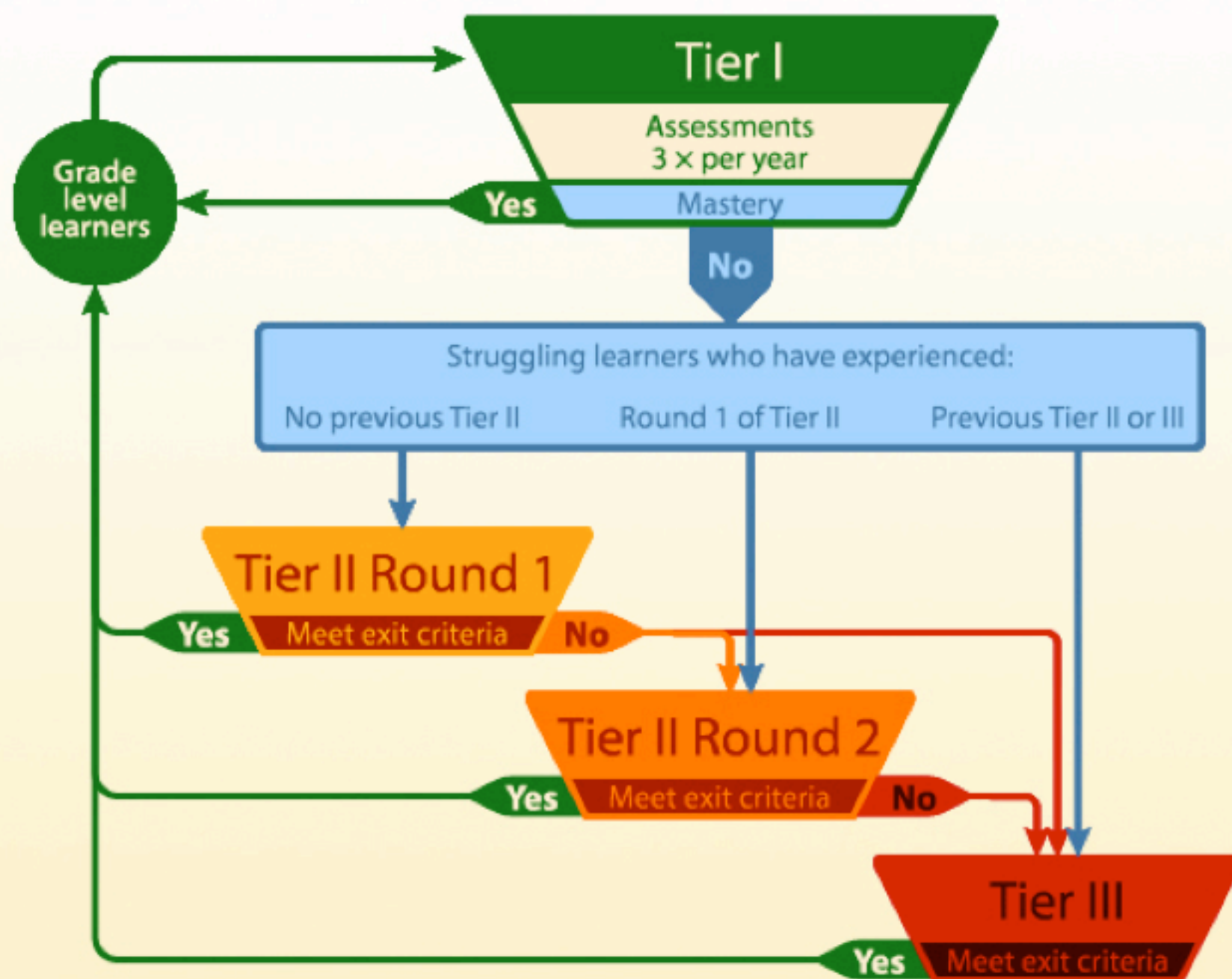
Do struggling learners who are placed in Tier III continue to receive Tier II intervention?

- No, struggling learners who require Tier III no longer receive Tier II intervention.
- Tier III intervention is the next step for students with extreme difficulties who do not make adequate progress in Tier II intervention.
- These students receive Tier I instruction, plus the more intensive Tier III intervention.

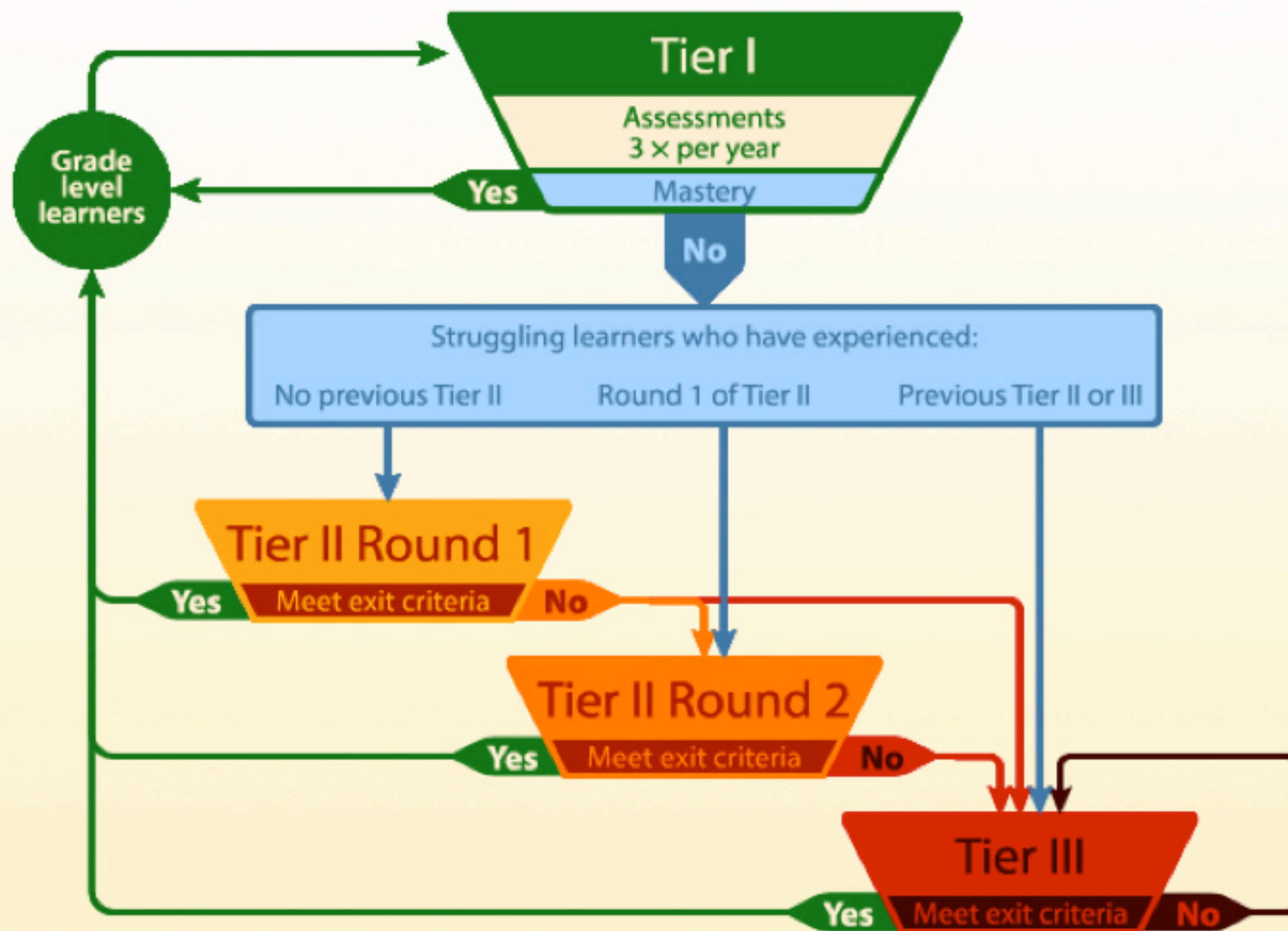
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Summary

Key Concepts

- **Assessment-driven instruction**
- **Differentiated instruction**
- **Intervention instruction**
- **Professional development**

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Texas Education Agency

www.tea.state.tx.us/special.ed/guidance/rules/89.1011.html

