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# RtI Literacy Supports

Tanya Ihlo, PhD

Project Manager, Nebraska RtI Consortium

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# Our Moral Purpose

The moral purpose of the highest order is having a system where all children learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based knowledge society.

- Michael Fullan, 2003

# Ohio Integrated Systems Model for Academic and Behavior Supports

## Academic System

1-5% Intensive Individualized Interventions

5-10% Targeted Interventions

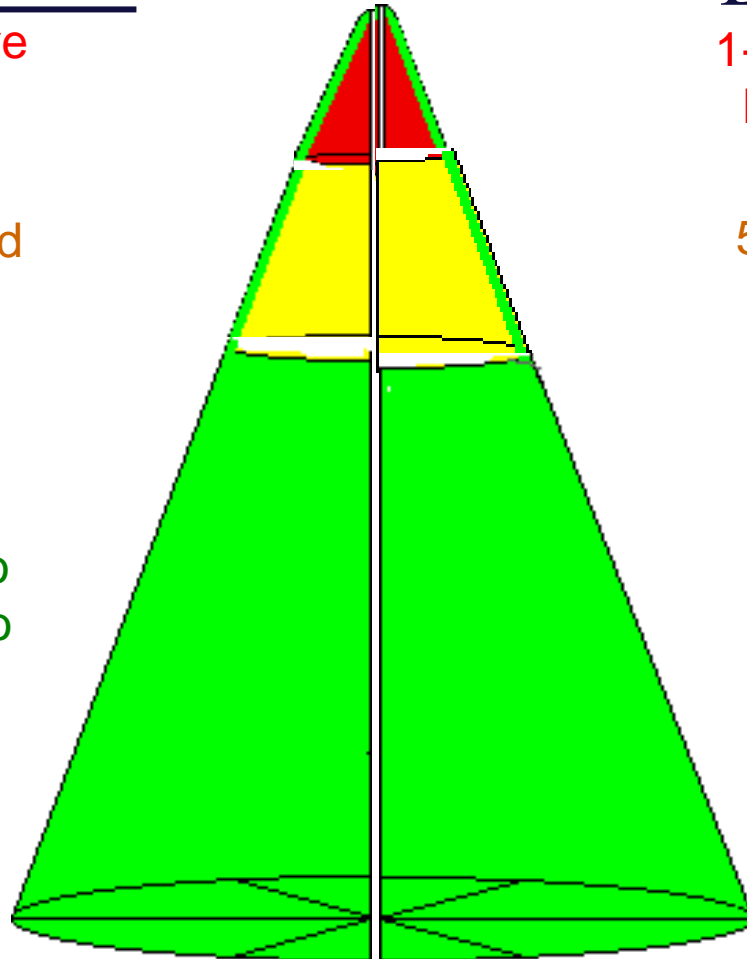
80-90% School Wide Instruction

## Behavioral System

1-5% Intensive Individualized Interventions

5-10% Targeted Interventions

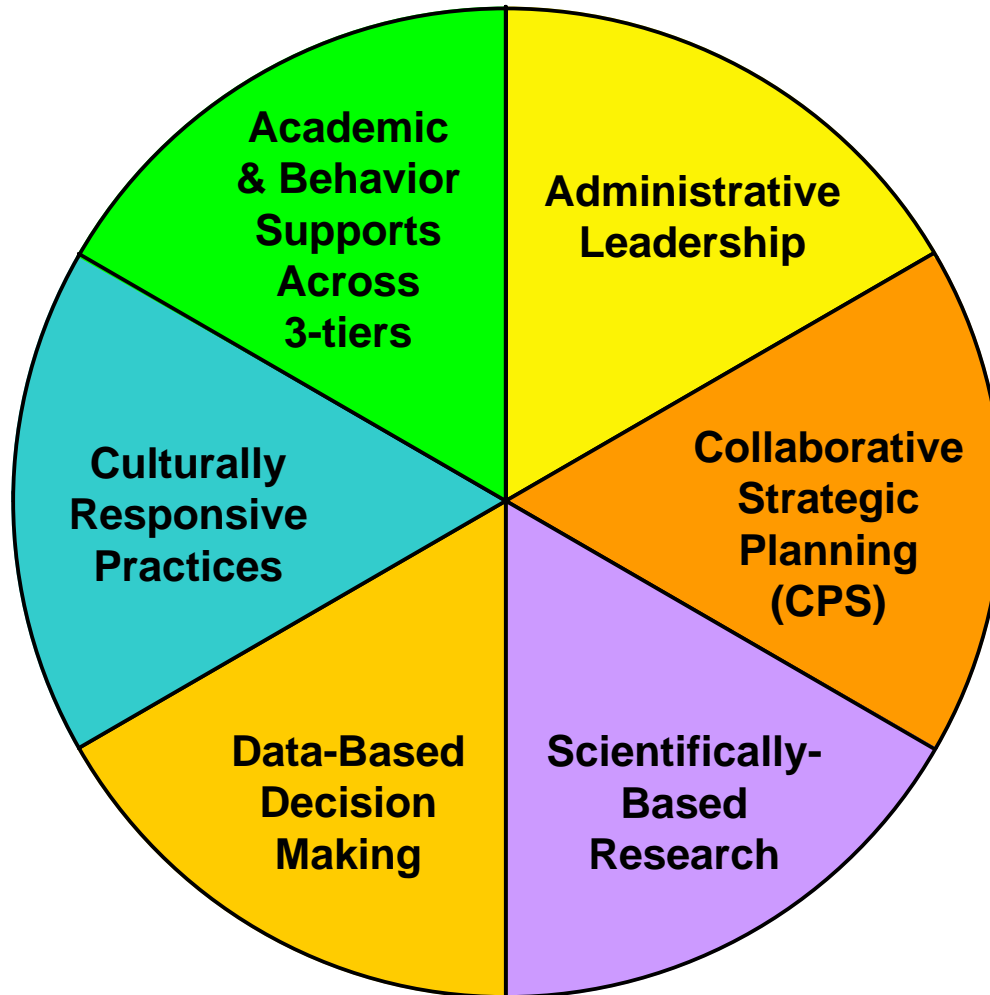
-90% School-wide Instruction



**Decisions about tiers of support are data-based**

Adapted from OSEP Effective School-Wide Interventions

# Key Features of an Effective Integrated Model





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# Establishing a Strong System of Literacy Supports

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# What critical components need to be in place to reach our goal of strong literacy supports?

- A **core instructional program** of validated efficacy adopted and implemented schoolwide
- **Supplemental and intervention programs** to support core program
- Programs and materials emphasize **big ideas**
- Programs implemented with **high fidelity**
- All Staff **working together to meet the needs of ALL students**



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# What critical components need to be in place to reach our goal of strong literacy supports?

**Programs are only as good as the level of implementation**

## To optimize program effectiveness:

- Implement the program everyday with fidelity (i.e., the way it was written)
- Deliver the instruction clearly, consistently, and explicitly (e.g., model skills and strategies)
- Provide scaffolded support to students (e.g., give extra support to students who need it)
- Provide opportunities for practice with corrective feedback (e.g., maximize engagement and individualize feedback)



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What critical components need to be in place to reach our goal of strong literacy supports?

## **Adequate, Prioritized, and Protected Time for Reading Instruction and Practice**

- Schoolwide plan established to allocate sufficient reading time and coordinate resources
- Additional time allocated for students not making adequate progress (supplemental & intervention programs)
- Reading time prioritized and protected from interruption



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# Tier I: Core Instruction

- A core reading program is the primary tool that teachers use to teach children to read and ensure they reach reading levels that meet or exceed grade-level standards.
- A core program should address the instructional needs of the majority of students in a respective school or district
- Core reading programs must include comprehensive materials and provide explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension for the primary grades (K-3)

(Simmons & Kameenui, 2003)



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# Tier I: Core Instruction

- Should be research-based
- Should be at least 90 minutes of uninterrupted time
- Should include effective small group instruction
  - Students in K-3 receive a minimum of 30 min of small group, teacher-directed instruction daily
  - Students grouped using data
  - Students with the most need are in the smallest groups
  - Homogeneous grouping



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# Taking a Closer Look at the Core Program

- **If 80% of students are not reaching benchmarks, consider:**
  - Fidelity of implementation and professional development needs around core program
  - Examining core program in relation to core components and effective instruction (e.g. curriculum maps) -- Review the research and reviews of the program
  - Supplement the existing core
  - Consider advocating for a new program
    - Consumer's Guide to Core Reading Programs



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# Tier I: Core + Supplements

- If a school does not have at least 80% of students reaching benchmarks, examination of the core instruction is key
- There may be need for supplements:
  - When data indicate a large number of students need additional instruction in specific skills within a grade level/classroom. Some DIBELS reports which are helpful in identifying areas of need are:
    - Summary reports by grade level/teacher
    - Summary of effectiveness reports by grade level/teacher
  - And/or when research review reveals specific weaknesses in the core curricula

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# Defining a Supplement

- *Supplemental reading programs* are intended to meet students' needs by filling gaps in effective core/comprehensive reading programs such as providing extra additional coverage and practice of the necessary components of reading.
  - Supplementing a reading program can be done in large group and small group instruction.
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# Thinking About Your School's Reading Programming

- What is your school's CORE reading program?
  - Do you have a core program that everyone uses?
  - Is this implemented consistently across all classrooms within a grade? Across all grades?
  - What evidence do you have that it is research based?
  - Does it include time for differentiated instruction?
  - Is it working?
- What supplemental programs are you using?
  - What evidence do you have that they are research based?
  - Are they working?



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# Tier II: Targeted Supports

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# How healthy is your Tier 2 system of literacy support?

## Use of DIBELS Summary of Effectiveness Reports and Worksheets to Examine Progress of Students in all Categories

- Analyze the strength of progress for each group of students
- Analyze the strength of Tier 1 (review the % of students reaching goals):
  - **Benchmark:**
    - Tier 1 is strong, 95-100% of benchmark students reach goals,
    - OR**
    - NEED to examine Tier 1 instruction
- Analyze the strength of Tier 2 (state the % of students reaching goals)
  - **Strategic/Intensive:**
    - Tier 2 is strong, 80-100% of your Strategic and Intensive students reach goals,
    - OR**
    - NEED to examine Tier 2 instruction

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# Tier II: Targeted Interventions

*Who receives targeted interventions?*

- Students who are not making sufficient progress with core instruction and are at risk for not reaching future benchmarks

*Characteristics of targeted interventions*

- Explicit and systematic instruction in specific skill(s) using scientifically-based program
  - Implemented in flexible, homogeneous small groups
  - *In addition* to core instruction
  - Increased progress monitoring to determine if the intervention is effective, needs to be modified, faded
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# Defining Intervention

- *Interventions* are intended to bring **students up to level as fast as possible by providing thorough coverage of the component(s) of reading identified as below level.**
- **Interventions should be research-based and provide increased opportunities for modeling, practice, and feedback.**



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# Who Gets Tier 2?

## Things to Decide

- Matching intervention with skill deficits and intensity of need
  - At risk vs. some risk vs. low risk
  - Looking at skills not just overall status
  - Diagnostics to identify skills not mastered and guide instruction
  - Deciding what to monitor



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# Are Your Tier II Supports Strong?

- Research-based support
  - INDEPENDENT research support (best evidence)
  - Consumer's Guide review completed by district or Oregon experts
  - Program review from Florida Center for Reading Research completed by district or Florida experts



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# Are Your Tier II Supports Strong?

- Program Features
  - Tier 2 instruction or intervention program emphasizes one or more of the “big ideas” of reading: PA AP V C F
  - Instruction/program is aligned to the Content Standards
  - Instruction/program is culturally responsive
  - Quality professional development with on-going support has been provided to all staff implementing the intervention program. PD opportunities include information on the big ideas of reading as well as intervention program.



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# Effective Tier II Implementation

- Students do not miss key instruction
- Done in addition to 90 minute core instruction
- Done at least 4 days per week for 20-30 min. per day
- Done in an inclusive manner



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# Effective Tier II Differentiation

- Students are grouped using data (screening, diagnostics – survey level assessment, curriculum-based evaluation)
- Homogenous grouping
- Intervention matches skill deficit
- Students with the most needs are in the smallest groups
- Students are taught by skilled instructor
- ALL students have access to appropriate Tier 2 interventions and supports (integrated system – special ed., Title I, etc.)



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# Monitoring Tier II Implementation

- Need a clear and complete plan for the collection and use of implementation fidelity data including:
  - Implementation checklists that have been seen and approved by teachers
  - Who collects data
  - How often are data collected
  - How is feedback shared
  - How often are data reviewed



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# Effective Tier II Assessment System

- What assessments are you using?
  - What is the purpose?
  - What big ideas does it measure?
  - What is the technical adequacy of that assessment for the purpose it's being used?



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# Effective Tier II Assessment System Has in Place:

- Assessments that can be used for progress monitoring (can be administered frequently and are sensitive to change)
- Valid & reliable Instruments
- Linked to area of skill deficit
- Instructional level progress monitoring is done weekly or bi-weekly
- Grade level progress monitoring is collected monthly
- Data are graphed
- Graphs include: sufficient baseline data, aim line, goal line, phase change lines
- All users of the assessment are trained on administration and data analysis and receive needed follow-up support
- Clear and written plan for the collection and on-going check of the reliability of the data
- Data are analyzed regularly and instructional changes are made based on the data for individual students and effectiveness of grade-level tier 2 instructional supports
- Graphs are shared with students and students' families regularly



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# Effective Decision Rules

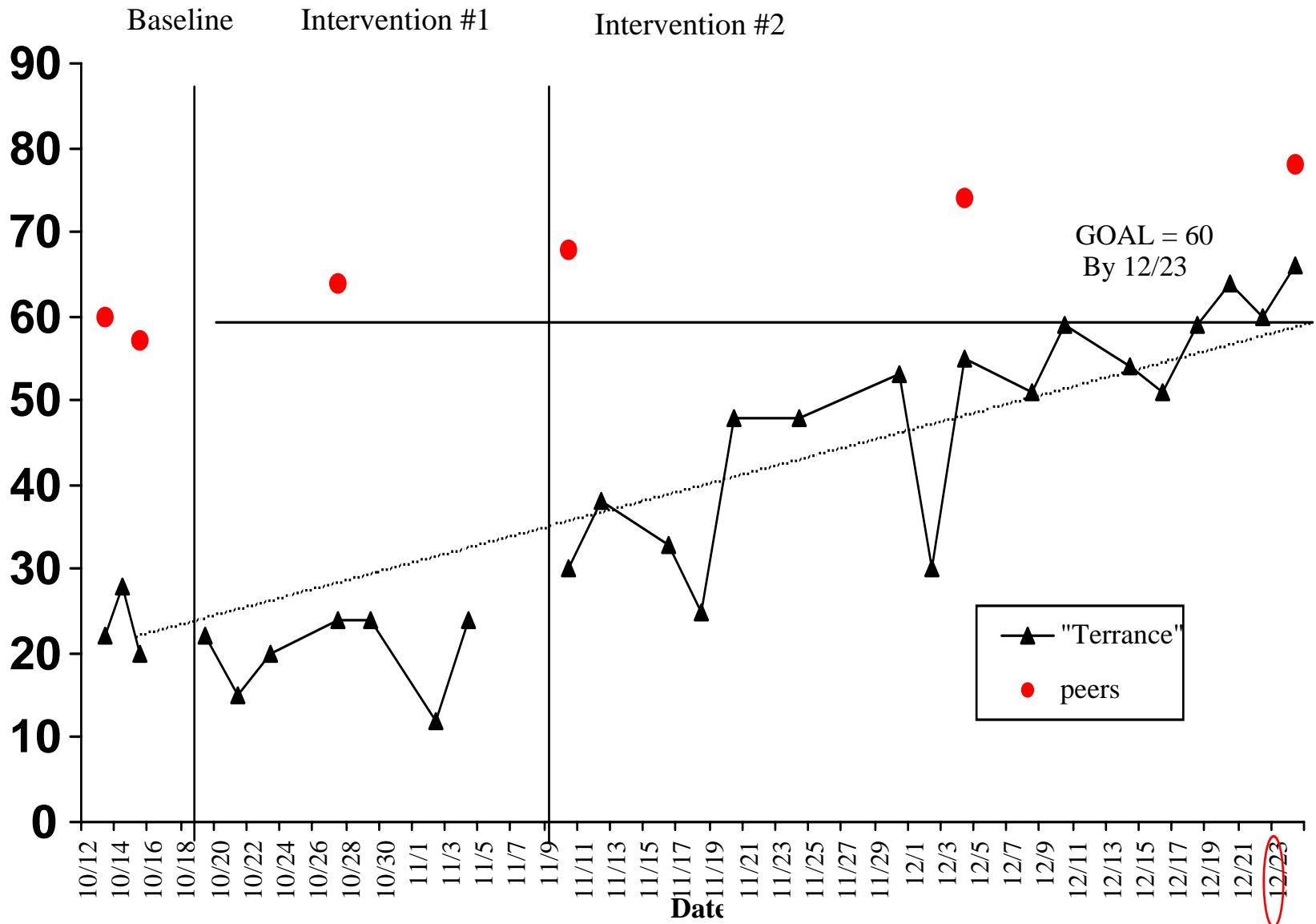
- Clear and complete written plan regarding decision rules for which students need Tier 2 supports and when a student may no longer need Tier 2 supports or may need Tier 3 supports
- Plan Includes:
  - How data are validated
  - Which assessments are used
  - Criteria use for each decision



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# Making Sure Tier II Supports are Effectively Documented

- Documentation
  - How did you inform parents about the intervention? (PARENT LETTER)
  - How do you know intervention was done? (INTERVENTION REPORT)
    - Attendance
    - Implementation fidelity
  - How do you know what progress the child made? (GRAPH)





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# Thinking About Your School's Reading Programming

- What intervention programs are you using for your struggling readers (Tier 2)?
  - What evidence do you have that they are research based?
  - How do you monitor implementation? Are they implemented as planned?
  - Are they working?
- What is your system for problem solving to design intensive intervention supports (Tier 3)?



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# Tier III: Individualized, Intensive Intervention

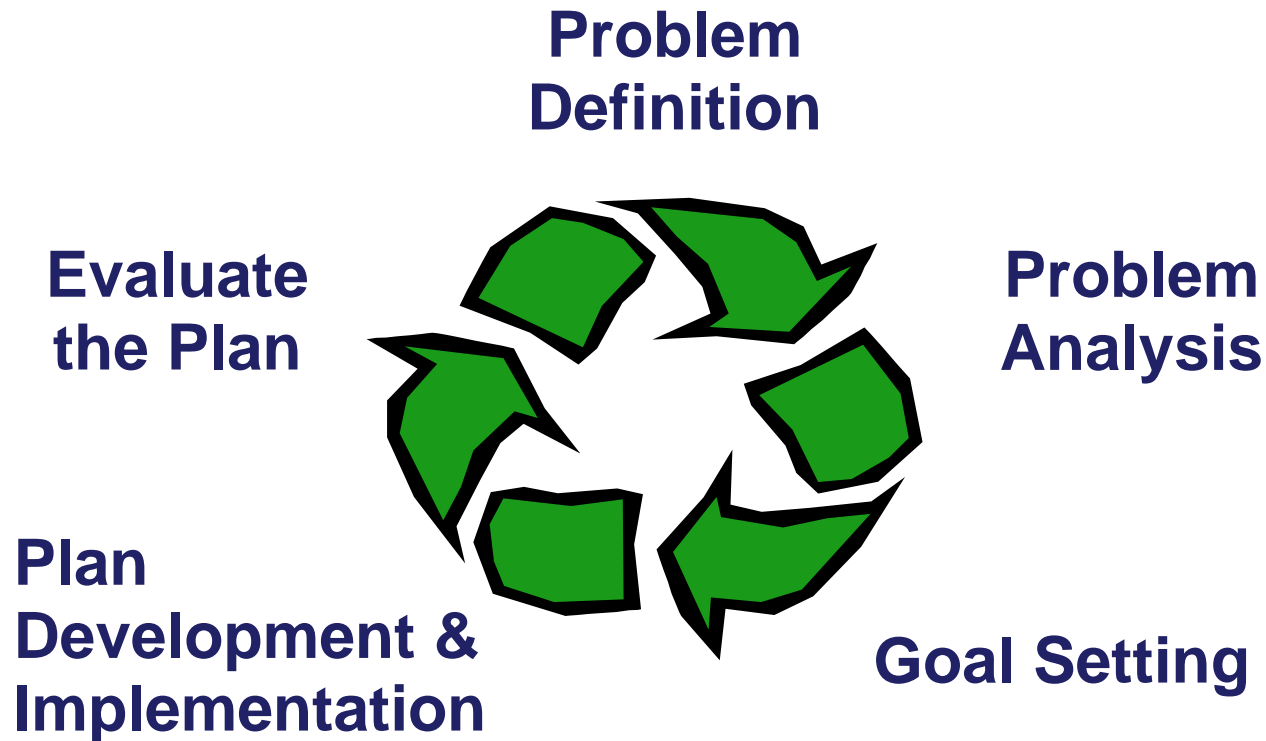
*Who receives intensive interventions?*

- Students who do not make adequate progress with targeted supports

*Characteristics of intensive interventions*

- Intervention plan developed using systematic problem solving
- Instruction includes systematic, explicit instruction using scientifically-based programs and strategies
- Increased opportunities to practice through increased time and/or decreased group size
- More frequent progress monitoring
- Highly skilled interventionists

# Collaborative Problem Solving Process





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# Thinking About Your School's Reading Programming

- What is your system for problem solving to design intensive intervention supports (Tier 3)?



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# Ensuring Effective Interventions Across All Tiers

- Use research-based programs and strategies
- Include elements of strong instruction
  - Model of correct performance
  - Increased opportunities to practice
  - Provide feedback: Reinforce correct performance and correct errors immediately
- Plan for monitoring intervention implementation
- Plan for increased monitoring of student progress and frequent review of data
- Establish clear decision rules for fading, maintaining, modifying, or intensifying intervention



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# Contact Information

- [tihlo2@unl.edu](mailto:tihlo2@unl.edu)
- [www.nde.state.ne.us/rti](http://www.nde.state.ne.us/rti)