

TPRI newsletter

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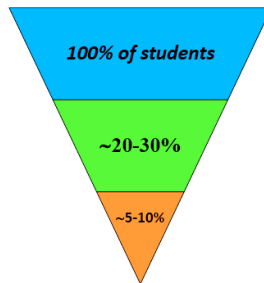
What is Response to Intervention (RTI)?

In recent years there's been a great deal of discussion about Response to Intervention (RTI). Articles and books dedicated to the topic are now popular, educational conferences feature RTI sessions, and schools across the country have developed and implemented a range of RTI models. RTI models may address one or more components of the curriculum.

RTI approaches to reading instruction have the common goal of maximizing the reading achievement of all students in a school. There are three primary components to RTI. First, RTI is a school-wide approach. Second, RTI features a multilevel prevention system. (The illustrations to the right describe the three levels of prevention common to many RTI approaches.) And third, RTI integrates reading assessment and intervention within the different levels of prevention.

RTI is considered a preventative approach because it provides early identification of potential reading difficulties so that immediate support can be offered to students who are at-risk. Providing intervention before students fail reduces the number of students with later reading difficulties.

Assessment is a key component of RTI. Data is used to make instructional decisions regarding issues like the identification of students for intervention, movement between levels of prevention, and when a referral for a Special Education evaluation is warranted.



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<p>Primary Level of Prevention</p> <ul style="list-style-type: none"> • High-quality classroom instruction using a research-based curriculum • All students in the class • Valid and reliable universal screening, and benchmark assessments 3 times/year • 90 minutes per day
<p>Secondary Level</p> <ul style="list-style-type: none"> • High-quality intervention instruction using research-based resources • Small groups of students identified as at-risk for difficulty • Progress monitoring every 2 weeks • 30 minutes per day, 3-5 days per week
<p>Tertiary Level</p> <ul style="list-style-type: none"> • High-quality intervention instruction using research-based resources • Individuals or very small groups of students not responding to secondary intervention • Progress monitoring at least every 2 weeks • 30 minutes per day or more, every day

Using TPRI to Identify Intervention Students

TPRI screening and benchmark assessments, along with progress monitoring assessments and ongoing classroom monitoring, can be used for the early identification of students who may need intervention before they fall significantly behind. The TPRI provides teachers with hundreds of scores for a class of students at three different times of year. While these data can be quite useful in helping to identify students who will receive intervention, it's important to be strategic as criteria are established.

There are three time points in the year when the TPRI benchmark assessment is used: BOY, MOY, and EOY. Because student performance progresses over the course of the year (as do expectations), criteria for placement in intervention will be different at different times of year.

No single set of intervention criteria will work for every school. Each school requires criteria that will best identify students in a way that fits with their student population and needs, their resources, their instructional priorities and their intervention plans.

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TPRI Training Survey

Are you interested in TPRI training?

If so, please click on the link below to complete our 2 minute survey. This will allow us to learn the types of training needs you have, when you would like trainings offered, and how we can best serve you.

[go to the TPRI training survey](#)



What is Response to Intervention? (cont.)

Effective early intervention requires providing instruction targeted to the specific needs of the student. Within a successful RTI implementation, teachers are sure that students have received quality instruction targeted to their needs. In this context, if a student struggles, schools can be confident that instruction itself is not the cause of slow progress. If a student does not respond appropriately to the intervention program, then further evaluation for a learning disability and increased support will be required.

Since its inception, RTI has often been associated with Special Education. Both Special Education and RTI concentrate on providing specialized service for the students who need it most. It's important to recognize, though, that RTI is not a Special Education program. Instead it is an approach in which classroom teachers, special education teachers, school administrators and other instructional staff, collaborate to ensure the instructional needs of all students are met.

Using TPRI to ID Intervention Students (cont.)

Most schools find that their intervention programs can successfully serve from 20% to 30% of their students.

The TPRI offers sample criteria to help schools set their own intervention criteria for placement in Tier 2 ("Tier 2" is a label schools commonly use for their secondary level of prevention). The link at the bottom of this section will allow you to view and download the sample TPRI Tier 2 criteria. These criteria are designed to be used as a jumping off point. If the sample criteria are too hard or too easy for your campus setting, think about how they could be changed, and whether there are additional parts of the assessment you might want to consider.

Some basic guidance for making changes to your criteria is provided below. The TPRI team also offers an RTI training that helps schools establish their intervention criteria, and we are always happy to be contacted with thoughts, questions and requests for more information or guidance.

When creating intervention criteria, there are essentially three possible outcomes:

The criteria are too hard – Too many students are identified (more than 30% of students). It is impossible to provide specialized service to so many identified students, and it's difficult to tell which of the identified students are truly the ones who most need help. To make the TPRI criteria easier, in kindergarten and first grade, you might require students to be developed on fewer PA or GK tasks. In first through third grades, you might reduce the target average fluency rate, or require students to score Developed on fewer Spelling or Word Reading sets.

The criteria are about right – The number of students identified fits with the number of students the intervention program is prepared to serve. The students identified are truly the students who most need additional support.

The criteria are too easy – Too few students are identified (less than 20% of students). The intervention program is prepared to serve more students than have been identified, and the criteria fail to identify students who actually need additional instructional support. To make the TPRI criteria harder, in kindergarten and first grade, you might require students to be developed on more PA or GK tasks. In first through third grades, you might raise the target average fluency rate, or require students to score Developed on more Spelling or Word Reading sets.

TPRI Sample Tier 2 Criteria: <http://tpri.org/resources/teachers-resources.html>
(click on "Grouping for Instruction").



Planning for RTI

An RTI approach to reading instruction is a complex whole-school commitment. For a successful RTI approach, schools need a well-planned model. Key considerations include:

Creating an RTI leadership team: This team designs and adapts a program, and monitors student progress.

Assessment: Decide which assessments are used in the school and when they are given. Ensure that staff receive proper training in both administration and data analysis, and establish clear expectations for how data is used.

Resources: Skilled teacher-interventionists are the most important resource for an effective RTI program. Schools must also consider the materials available for instruction, and the school's physical space and schedule. (See below for a sample classroom schedule.)

Fortunately, there is support for schools as they consider their options and make decisions. The National Center on Response to Intervention provides many tools to help districts and schools effectively implement RTI. For more information, visit: <http://www.rti4success.org/>.

Sample RTI Classroom Schedule

7:50 - 8:00	Morning Routine	
8:00 - 8:30	Morning Meeting / Calendar Math Activities	
8:30 - 10:00	Primary Level of Instruction Phonological Awareness Phonics Fluency Vocabulary Comprehension Small Group / Workstations	
10:00 - 10:30	Secondary Level Small Group Intervention	Tertiary Level Individual/Small Group Intervention
10:30 - 11:00	Lunch	
11:00 - 12:00	Math	
12:00 - 12:45	Science	
12:45 - 1:30	Ancillary Classes	
1:30 - 1:50	Recess	
1:50 - 2:35	Writing / Language Arts	
2:35 - 3:05	Social Studies	

Understanding Progress Monitoring

Progress monitoring assessments are used regularly with struggling students to help teachers know if intervention instruction is working. This is especially important because we want to ensure that struggling students are not falling further behind. Also, these are students in whom we are investing extra instructional time and resources, so if what we are doing isn't working, then we need to be doing something else.

Progress monitoring assessments are administered every 2 or 3 weeks. Administration every few weeks is often enough to tell whether students are responding positively to instruction, but is not so frequent that the assessments become too burdensome to administer, or take too much time away from instruction. To avoid detracting from instruction, progress monitoring assessments are also brief and easy to administer.

Progress monitoring assessments should be matched with instruction. This is necessary because the purpose of the assessment is to determine whether our instruction is effective or if it needs to change. If progress monitoring assessments are not matched to our instruction, then we wouldn't necessarily expect to see growth in student performance.

Progress monitoring is an essential component of an RTI framework. To learn more about progress monitoring, visit the National Center on Response to Intervention website at: <http://www.rti4success.org/subcategorycontents/9>.

Teacher to Teacher

Teachers have the best ideas for improving student achievement. Teachers who use progress monitoring tools on a regular basis have shared ideas for how to increase the intensity of their intervention when a student has not responded sufficiently to instruction. Teachers in the field suggest the following:

- Lengthening the intervention instructional time.
- Increasing the number of times the student receives intervention instruction.
- Decreasing the number of students in the group.
- Adjusting the level of difficulty and/or the focus of instruction.
- Asking for support from a teacher with more experience and skill.

We'd love to hear from you! Please email your suggestions to tpri@uth.tmc.edu. Your idea might be featured in an upcoming TPRI newsletter!

Did You Know?

Did you know that the TPRI Screening Section has been reviewed by the National Center for Response to Intervention and is one of the screening tools listed on their website (<http://www.rti4success.org/screeningTools>)? The TPRI received their highest possible rating ("Convincing Evidence") for its classification accuracy. In the case of the TPRI screenings, "Classification Accuracy" refers to the ability of the assessment to correctly classify students who are either not at risk for reading difficulty, or who may be at risk for reading difficulty.

Check it Out!

Check out TPRI's Progress Monitoring kits! Progress monitoring data are used to determine when a student has or has not responded to instruction. TPRI Progress Monitoring kits are a quick and easy way to track how students are responding to the intervention they are receiving. For more information, visit: <http://tpri.org/products/tpri-product-information.html> (click on "Progress Monitoring Kits").

TPRI Progress Monitoring for Emergent Readers (PMER) measures kindergarten and first grade students' progress with phonics, phonemic awareness and listening comprehension.



TPRI Progress Monitoring for Beginning Readers (PMBR) measures the reading fluency progress of first, second, and third grade students.

