



WELCOME

Response to Intervention: Tier 2
NH RESPONDS ANNUAL CONFERENCE

May 3, 2010

Stephanie A. Spadorcia, Ph.D. Lesley University	Michael McSheehan University of New Hampshire
--	--







Support for NH RESPONDS
is provided by
the NH Bureau of Special Education,
NH Department of Education under a
grant from the US Department of
Education, Office of Special Education
and Rehabilitation Services



NH RESPONDS Lead Partners

NH Department of Education- Bureau of Special Education
NH Center for Effective Behavioral Interventions and Supports at
SERESC

- Expertise in Positive Behavior Supports
- Expertise in integration of mental health and school supports

Institute on Disability at University of NH

- Expertise in Literacy within an RtI model
- Expertise in PBIS and Intensive Interventions (RENEW) for
Secondary Transition and Dropout Prevention

Parent Information Center

- Expertise in effective parent involvement and communications

LOGISTICS & FEEDBACK

- Restrooms
- Breaks – as you need
- Lunch – on site
- **TIME & STRUCTURE TO “Make Sense”**
- **MORE TEAM & GROUP DISCUSSION
TIME**

Evaluation

Table 3: At the conclusion of the March 24 RtI for Literacy Tier 2 workshop, I am able to...

Rate the following:	Mean (N=47)
Identify the goals/outcomes of a Tier 2 system in Response to Intervention.	5.1
Describe how to effectively involve parents in the infrastructure building stage of your school's Tier 2 process.	5.0
Describe how to develop two-way communication (between school staff and families) about your school's RtI Framework.	5.0
Identify the mission, membership, role of, and efficient structure for the Tier 2 Team for Blended Behavior and Literacy Supports.	4.9
Describe and begin to complete process assessments for Tier 2 implementation.	4.9
Describe at least two considerations for an efficient and effective system for the provision of early, group, and student-need based literacy interventions.	4.9
Describe at least two considerations for a system for assessing fidelity of implementation, student outcomes, and/or consumer satisfaction.	4.9
Average:	4.97

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

- Reading Recovery Dilemma

TRIO!
(Active Learning Recall & Reflect)

- Form groups of 3 around the room – with chairs
- Identify a “1” “2” and “3” person
- 1s = move 1 chair
- 2s = move 2 chairs
- 3s = move 3 chairs

TRIO!
(Active Learning Recall & Reflect)

- Any insights, Ah Ha! Moments, or important rememberings
- Questions for today – General
- Questions for today - Team

Questions

- How support staff roles might change (e.g. title 1)
- Assessments? – younger & older (grades 3-5) elementary
- Parent piece – when, how much info
- Where does all the time come from?
- Streamline current structures – committees, etc.

Review Today's Learning Objectives

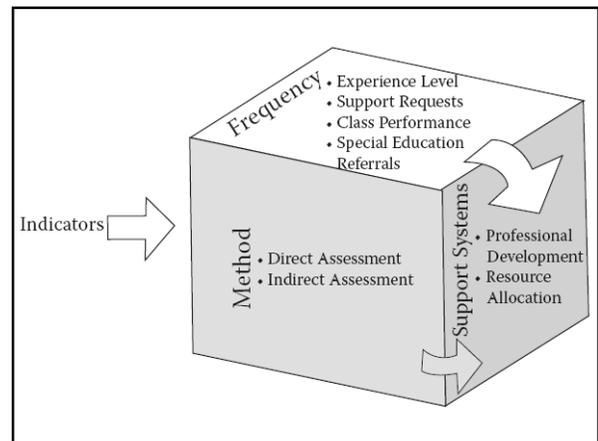
- SEE HANDOUT

What is Fidelity of Implementation?

- Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring).

Fidelity to Process and Content

- Confidence in our student outcome measures
- Student outcomes:
 - Prevention – 98 percent of students are reading on grade level by Grade 2
 - Intervention – 100 percent of students are meeting the proficiency expectations at the state and local level



	Indicator	Method of Evaluation	Frequency	Support System
New Staff	Hire new staff	Direct observations	Ideally 3 times/year, once early on	Pairing with mentor/coach, provide training in curriculum program
Screening Results	Class average lower than school average, larger number of students identified as "at risk"	Direct observations to review data, review teacher logs, review any supporting evidence from parents, and review student work samples	Same schedule as screening - ideally 3 times/year	Teacher works with mentor coach to problem solve, identify areas of strength and weakness, and provide training opportunities
Teacher Evaluations	Observation/evaluation highlights deficiency in instructional methods	Follow-up observations, dialogues with teachers, teacher logs/self-reports	As needed	Identify problem to either require professional development and/or re-allocation of resources

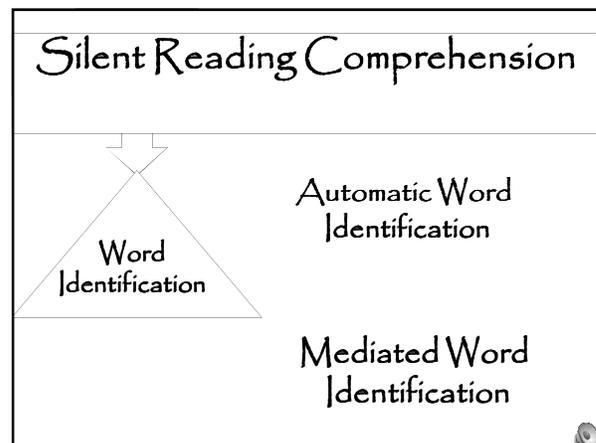
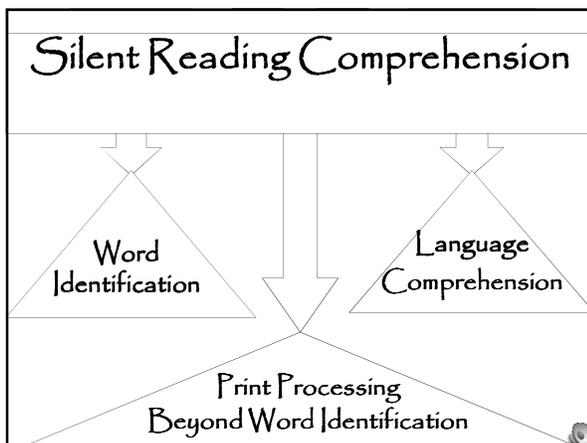
Task	Responsible Individual/Team	Timeline/Status
Develop a system of professional development and training as the school begins RTI implementation and as it hires new staff.		
Develop a fidelity data collection system that includes both direct (e.g., checklists) and indirect (e.g., permanent products) measures.		
Develop criteria (i.e., percent accuracy) to indicate when a teacher may require additional supports.		
Coordinate master schedules to conduct fidelity checks (i.e., teacher evaluations, walk-through checks, trainings).		
Develop a plan to systematically review results of fidelity information collected.		
Develop a plan to provide continuing additional supports and professional development.		

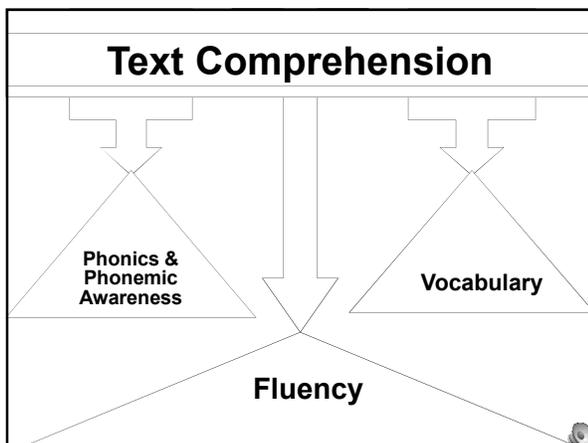
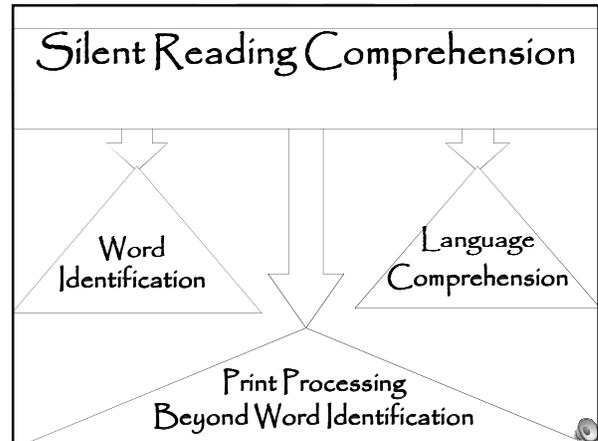
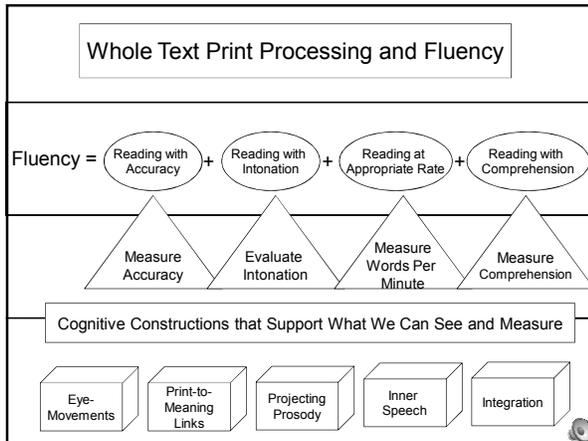
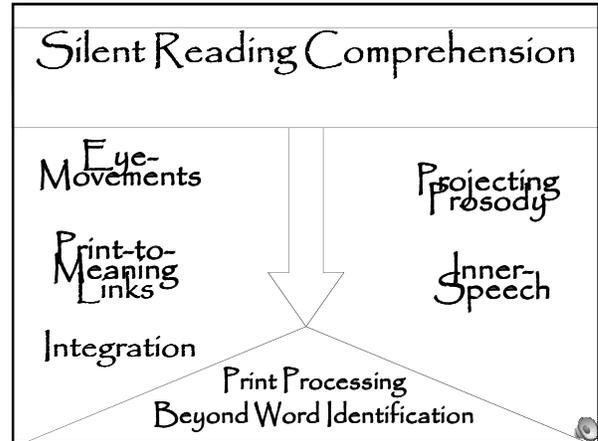
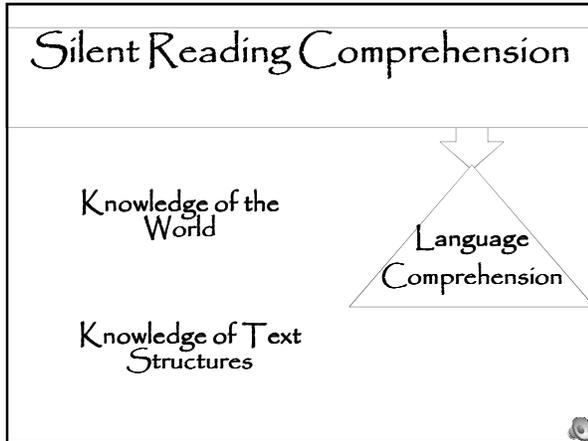
How to engage with Stephanie

- Do I know this?
- Do I apply this with fidelity?
- Do I coach individuals to do this – with fidelity?
- Is my system set up to make this happen?

Whole-to-Part Model of Silent Reading Comprehension

James W. Cunningham (1993)





How does the Whole-to-Part Model of Silent Reading Comprehension help us in these three ways?

James W. Cunningham (1993)

When is supplemental instruction appropriate?

- Student is new to the school and you are still assessing their needs
- Student has missed significant amount of school
- The younger the student is the more likely they need an additional 'dose' of the classroom Tier I instruction.

Example Profiles Requiring Intervention

I: Focus on Automaticity and Print Processing

- Goals are to:
 - increase fluency & prosody;
 - listen to models of good reading;
 - read lots of easy books;
 - multiple opportunities for successful reading practice;
 - Increase automatic recognition of words through reading and spelling/writing

What will these students' profiles look like?

- Word Identification- area of concern
- LC:area of strength
- Silent Reading Comprehension- area of concern
- Language is not the area of concern
- Two possible areas of impact: automatic word identification or print processing

What materials will be most useful?

- Song lyrics
- Short, easy texts
- Short stories and books that can be read multiple times
- Word Wall folders and words

What instructional activities best fit this area?

- .Warm up readings of familiar, easy texts
- .Introduction of a few words for exposure in a text and put on/in Word Wall
- .Choral reading of a new text (teacher lead) or teacher-lead purposeful shared reading; repeated readings
- .Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as read
- .Writing:
 - . Coaching to use Word Wall for spelling
 - . Can't Stop Writing
 - . Open Word Wall dictation
- .Repeated readings
- .Independent reading in an easy text of choice

Progress Monitoring

- Words read correctly in one minute
 - Increase in rate
 - Increase in automaticity
 - Increase in prosody and intonation
- Words per minute chart/norms
- NAEP 4 Point Scale

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities for repeated readings of easy texts;
 - ✓ increase fluency & prosody;
 - ✓ listen to models of good reading;
 - ✓ read lots of easy books;
 - ✓ multiple opportunities for successful reading practice;
 - ✓ Increase automatic recognition of words through reading and spelling/writing

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as team?

II: Focus on decoding of single syllable words, strategies for figuring out unknown words

- Goals for instruction include:
 - Learning strategies for decoding words in print
 - Efficient decoding: applying rules of phonetics, chunking at the onset/rime level
 - Word analysis and creation (i.e., Making Words)
 - Sorting based on ending and beginning patterns,
 - Rhyming & tongue twisters
 - Spelling of words in writing

What will these students' profiles look like?

- Word Identification- beginning skills
- Listening Comp: area of strength
- SRC: area of strength
- Language comprehension and print processing are not the areas of concern
- Area of impact: mediated word identification

What materials will be most useful?

- “Standard protocol treatment”
- Making Words
- Word sorts
- Systematic methods of teaching phonics
- Word Wall activity formats
- Spelling

What should be included in an instructional lesson?

- .Warm up readings of familiar, easy texts
- .Making Words with Word Sorts; put example pattern words on/in Word Wall
- .Word Analysis in text:
 - . Rounding up the Rhymes: finding words that rhyme in a text
 - . Guess the Covered Word
 - . Compare/contrast
 - . Context plus initial phonics sounds
- .Activities focused on the Word Wall words:
 - . Be a Mind Reader type activities
 - . Games and open Word Wall dictation using words from the Word Wall
- .Structured phonics activities depending on area(s) of need
- .Writing with coaching to use Word Wall
- .Independent reading in an easy text of choice

Progress Monitoring

- Running record or miscue analysis with a focus on strategies for decoding/attacking words
 - Self correction rate increase
 - Increase in automaticity
 - Patterns of mistakes made and corrected
 - Words read correctly per minute
- Words spelled correctly in their writing

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities to read easy texts;
 - ✓ Learning strategies for decoding words in print
 - ✓ Efficient decoding--applying rules of phonetics,
 - ✓ Word analysis and creation (i.e., Making Words)

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as team?

III: Focus on letter-sound correspondence, phonemic awareness, sounding out words

- Goals for instruction include:
 - Increasing phonemic awareness
 - Attempting strategies for decoding
 - Word analysis and creation with little words(i.e., Making Words)
 - Sorting based on ending and beginning patterns,
 - Rhyming & tongue twisters
 - Spelling of words
 - Working on metalinguistic application of strategies

What will these students' profiles look like?

- Word Identification- very beginning but has some word knowledge
- LC:area of concern; Primer-2nd grade
- SRC: not considered at this time
- Language and print processing are not the areas of concern
- Area of impact: mediated word identification: phonemic awareness

What materials will be most useful?

- Standard protocol treatment
- Making Words (small words, single vowel)
- Rounding up the rhymes
- Rhyming word lists
- Tongue twisters

What should be included in an instructional lesson?

- .Teacher lead choral reading of easy books (with patterns)
- . Rhyming, blending, substituting
- .Guess the Covered Word: initial sounds plus context
- .Word Sorts
- .Analyzing words: first and last sound
- .Writing- drawing and writing; emphasizing invented spelling
 - . 5-Step writing lesson (think, draw, write, name/date, share)
- .Independent reading of easy book of choice

Progress Monitoring

- Running record or miscue analysis with a focus on strategies for decoding/attacking words
 - Self correction rate increase
 - Increase in automaticity
 - Patterns of mistakes made and corrected
 - Words read correctly per minute
- Words spelled correctly in their writing

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities to read easy texts;
 - ✓ Learning strategies for decoding words in print
 - ✓ Efficient decoding--applying rules of phonetics,
 - ✓ Word analysis and creation (i.e., Making Words)

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as team?

IV. Focus on early language comprehension, understanding text at the sentence level

- Goals for instruction will include:
 - Making predictions about a story and checking for accuracy (I.e., based on title and pictures);
 - Reading to understand sentence level comprehension (I.e., what is the sentence saying?);
 - Reading to confirm for set purposes
 - Accessing background knowledge and having immediate application to reading;
 - Reading texts based on similar patterns;
 - Reading texts for multiple purposes

What will these students' profiles look like?

- WI: area of strength
- LC: 2nd grade or below
- SRC: area of strength
- Language is the area of concern
- Two areas of relative strength: word identification and print processing

What materials will be most useful?

- Picture books
- Articles and texts about similar topics
- Multiple copies of books

What should be included in an instructional lesson?

- Warm-up listening comprehension activity and purposeful discussion or teacher-lead purposeful shared reading
- Reading books about similar topics and in similar formats
 - Directed-Reading-Thinking Activity (Predict-Read-Prove)
 - Reading of a book for 1-2 purposes (continues on subsequent days)
 - Writing a book based on a model
 - Doing an activity based on the topic of the book
- Language Experience Activity (interactive writing) based on a shared experience; re-reading stories in the following sessions
- Independent reading of easy book of choice

Progress Monitoring

- Ability to make predictions about text
- Ability to have expanded conversation about text
- Anecdotal records about participation in lessons

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities to read easy texts;
 - ✓ Making predictions about a story and checking for accuracy (I.e., based on title and pictures);
 - ✓ Reading to understand sentence level comprehension (I.e., what is the sentence saying?);
 - ✓ Reading to confirm for set purposes
 - ✓ Accessing background knowledge and having immediate application to reading;
 - ✓ Reading texts based on similar patterns;
 - ✓ Reading texts for multiple purposes

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as a team?

V: Focus on language comprehension, increasing connection of background knowledge and text structures

- Goals for instruction include:
 - Reading for various text structure formats (fiction and non-fiction)
 - Reading for definite purposes and performing tasks related to purposes
 - Making connections within and between texts

What will these students' profiles look like?

- WI: area of strength
- LC: 2nd-4th grade level
- SRC: area of strength
- Language is the area of concern
- Two areas of strength: word identification and print processing

What materials will be most useful?

- Short texts and books
- Song lyrics
- Picture books
- Graphic organizers

What should be in an instructional lesson format?

- Warm-up listening comprehension activity and discussion or teacher-lead purposeful shared reading
- 5-Step comprehension lesson framework:
 - Introducing key vocabulary
 - Introducing purpose for reading
 - Reading (shared, independent, teacher-lead, partner)
 - Perform a task related to purpose
 - Give feedback
- Connection making between texts and experiences; Reading multiple types of texts across lessons
- Writing based on topic related to reading or discussion
- Graphic organizers for reading and writing (KWL, story maps)
- Independent reading of easy book of choice

Progress Monitoring

- Ability to make predictions about various texts and text genres
- Ability to have expanded conversation about text
- Ability to comprehend for same purposes around different texts
- Ability to write about reading

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities to read easy texts;
 - ✓ Making predictions about a story and checking for accuracy (I.e., based on title and pictures);
 - ✓ Reading to understand sentence level comprehension (I.e., what is the sentence saying?);
 - ✓ Reading to confirm for set purposes
 - ✓ Accessing background knowledge and having immediate application to reading;
 - ✓ Reading texts based on similar patterns;
 - ✓ Reading texts for multiple purposes

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as team?

VI: Focus on decoding bigger words, strategies for decoding in text

- Goals for instruction include:
 - Learning strategies for decoding bigger words in print
 - Efficient decoding: applying rules of phonetics, chunking at the onset/rime level and syllable level
 - Word analysis and creation (i.e., Making Bigger Words, Mystery Word Match)
 - Sorting based on ending and beginning patterns, root words
 - Multiple opportunities to spell and write words

What will these students' profiles look like?

- WI:2nd-3rd grade level
- LC: area of strength
- SRC: area of strength
- Polysyllabic word mediation is the area of concern
- Two areas of strength: language comprehension and print processing

What materials will be most useful?

- Making Bigger Words
- Nifty Thrifty Fifty
- Prefixes and suffixes word lists
- Word Wall folders
- Mystery Word Match

What should be in an instructional lesson framework?

- .Warm up readings of familiar, easy texts
- .Making Bigger Words with Word Sorts; put example pattern words on/in Word Wall
- .Word Analysis in text:
 - . Guess the Covered Word: context plus known patterns
 - . Compare/contrast with compound words
 - . Coaching strategies for decoding unknown words
- .Activities focused on the Word Wall words:
 - . Be a Mind Reader type activities
 - . Open Word Wall dictation using words from the Word Wall
- .Structured word analysis using chunking strategies
 - . Nifty Thrifty Fifty
 - . Mystery Word Match
 - . Prefixes and suffixes
- .Writing with coaching to use Word Wall
- .Independent reading in an easy text of choice

Progress Monitoring

- Running record or miscue analysis with a focus on strategies for decoding/attacking words
 - Self correction rate increase
 - Increase in automaticity
 - Patterns of mistakes made and corrected
 - Words read correctly per minute
- Words spelled correctly in their writing

Fidelity Check

- **Does your intervention:**
 - ✓ Allow student to have opportunities to read easy texts;
 - ✓ Learning strategies for decoding bigger words in print
 - ✓ Efficient decoding: applying rules of phonetics, chunking at the onset/rime level and syllable level
 - ✓ Word analysis and creation
 - ✓ Sorting based on ending and beginning patterns, root words
 - ✓ Multiple opportunities to spell and write words

What about your school setting?

- Does your current assessment system allow you to detect this profile?
- How are students with this profile currently grouped for intervention?
- What instructional materials, routines, and practices are in place?
- What do you need to investigate more as team?