Response to Intervention (RTI) – Using the Interactive Strategies Approach to Prevent Reading Difficulties in the Primary Grades
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Co-Sponsored by the Capital Area School Development Association and the Capital Area Teacher Center

Goals and Activities for the Webinar
- Develop/refine your understanding of the origin and promise of RTI
- Learn about the Interactive Strategies Approach and the research that supports its use in an RTI context for the primary grades
  - Future opportunities to learn to implement the ISA
- Make a list of things you and your colleagues can do to enhance your students' early literacy learning experiences - your "want to do" list
- Make a list of things to avoid in developing/implementing RTI processes – your "want to avoid" list.

Note: Bring the lists to the October 19th conference.

IDEIA Reauthorization
- The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA) implicitly calls for:
  - Rethinking the causes of learning difficulty
  - Rethinking our responses to such difficulties
  - Rethinking what it means to be a disabled learner
- The process of LD determination has been controversial from the beginning:
  - It has always focused on unexpectedly low achievement.
  - The new approach differs primarily in:
    - How expectations are set
    - The emphasis placed on the role of instruction

Definition: Response to Intervention (RTI)
- RTI is an approach to preventing learning difficulties and to determining whether students should be classified as learning disabled. It involves:
  - Identifying students who are not meeting or are at risk of not meeting grade level expectations in a particular academic area (universal screening).
  - Providing intervention that is intensified in a tiered fashion.
  - Assessing students' gains to determine whether they are progressing rapidly enough to meet grade level expectations (progress monitoring).
  - Adjusting the qualities and intensity of instruction based on student performance.
Basic Elements of Response to Intervention approaches
Most RTI approaches involve a "tiered" approach. The number of tiers varies — but most models involve 3 tiers:
- **Tier 1** — instruction provided by classroom teacher — which, ideally, includes both whole class and differentiated small group instruction.
- **Tier 2** — small group instruction provided by a specialist.
- **Tier 3** — very small group or one-to-one instruction, provided by a specialist.

Percent of Children At-Risk for Reading Problems for Classrooms with Most or Least Effective Teachers

- Studies demonstrate that children's learning is more dependent on what teachers do than on the programs they use.
  - Bond & Dykstra, 1967
  - Duffy & Hoffman, 1999
  - Nye, Konstantopoulos, & Hedgers, 2004
  - Stankov, Geizlinger, Velultino, Schatschneider, & Sweeney, 2008
  - Tinman & Hemphill, 2005

Many of the commercially-marketed early literacy programs are based on research but have not actually been tested in research studies. Some programs that have been tested in research have been found to be ineffective in supporting the end goal of reading instruction — comprehension.

- See the U.S. Department of Education's What Works Clearinghouse
Sample Results from Research on the ISA

Not (yet) reviewed by the WWC

Comparison of the effectiveness of classroom teachers before and after professional development based on the Interactive Strategies Approach.

Changes in the Percentage of Children Scoring Below Benchmark from Beginning to End of Year Before Professional Development (Baseline), during PD (Implementation), and after PD (Maintenance)

Study of the Effects of Kindergarten Intervention and Two Different Approaches to First Grade Intervention for At-Risk/Struggling Readers

Average Performance on Basic Skills Cluster of the WRMT-R - September Grade 1

Percent of At-Risk/Struggling Readers Below the 15th percentile at the End of First Grade

Percent of At-Risk/Struggling Readers Scoring Above the 50th Percentile at the End of First Grade

Note: K intervention effects were still evident at the end of first grade. Those who had intervention in kindergarten were more likely to be reading above the 50th percentile even though they showed limited growth in kindergarten.
Comparison of Below 15th and Above 50th

The Interactive Strategies Approach to Early Literacy Instruction
- Developed and refined across three major federally funded studies focused on reducing the incidence of early reading difficulties
- An approach, not a program
- Takes a comprehensive view of literacy development and instruction
- Relies heavily on teacher knowledge and skills to plan and deliver responsive instruction
- Places an emphasis on developing strategic, self-regulated literacy learners.

The Interactive Strategies Approach (ISA) - Basic Premises and Foundations:
- Set high expectations for all students.
- Provide instruction that is goal oriented and responsive to what the children know and are able to do.
- Ensure that students are actively engaged in learning
  - Children learn to read and write by engaging in reading and writing
- Plan for success
  - Instruction should focus just a little beyond what children are able to do independently
- Interface support services with the classroom program.

Instructional Goals of the Interactive Strategies Approach
- Motivation to Read and Write
- Alphabets
- Word Learning
  - Strategic Approach to Word Learning (Self-Teaching)
  - High Frequency Sight Vocabulary
- Vocabulary and Oral Language skills
- Comprehension and General Knowledge

Areas of Concern in RTI Implementation & Practices not Supported by Research
- Frequent progress monitoring of isolated skills
  - No evidence that it contributes to improved outcomes for children
  - Implementation of distinct programs at different tiers of instruction
- Not to confuse the children
- Too much emphasis on fidelity of implementation
  - May result in lack of teacher responsiveness and failure to match instruction to the students' current abilities.
- Too much emphasis on isolated skills
  - May limit the amount of reading children do
  - May confuse children about the purposes of reading
- Too much emphasis on fluency
  - May lead some children to be inattentive to the meaning-making.

Priorities for Planning Instruction in an RTI context
- Knowledgeable teachers
- Instruction that is
  - Responsive
  - Coherent
  - Collaborative
- Informative informal assessments
- Begin as early as potential difficulties are apparent
  - Kindergarten intervention
- ........
Questions?
(Time Permitting)

Learn More About It – Half Day Conference

- **Focus on the I in RtI** – Intervention / instruction is the most important component of an RtI process. Conference participants will learn about the Interactive Strategies Approach (ISA) to early literacy instruction which has been found to be effective in reducing the incidence of early reading difficulties and explores guidelines for instructional planning in RTI implementation.
  
- **Keynote:** Donna Scanlon
- **Panel Discussion:** Area professionals who have learned and used the ISA in a variety of contexts

- **Building/District Level Group Work:** Action planning for RtI implementation in literacy in the primary grades

RTI / ISA Conference Logistics

- **Where:** Massry Center, One Discovery Drive, Rensselaer, UAlbany East Campus
- **When:** Tuesday, October 19, 2010 from 8:15-11:15 AM.
- **Cost:** $59. ($75 total if attending both the webinar and the seminar; if bringing 3 or more per district then $200 flat rate.)
- **Register on MyLearningPlan – CASDA**

Thanks for joining us!
Hope to see you on October 19th!

- **Don’t forget to complete the evaluation**