

Response to Intervention (RtI) and Literacy Collaborative

Response to Intervention is defined by the National Association of State Directors of Special Education as:

The practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.

There are three tiers of RtI:

1. Enhanced core reading instruction—(100% of students)
2. Supplementary instruction—usually small group (15% of students)
3. Intensive intervention—more individualization (5% of students)

Assessment: A key component of RtI is the monitoring of student achievement. This monitoring is done with curriculum based measurement (CBM). These are short, quick measures that can be given quickly (1-3 minutes per pupil) and often (up to weekly). They can be used as a screening device to determine which students need individualized instruction in the classroom as a first step before any further intervention is done.

Problem Solving Model: RtI is referred to as a problem solving model, quickly providing help to children once difficulties are identified. Earlier approaches were sometimes referred to as “wait to fail” models with no help given to children until 3rd or 4th grade.

Literacy Collaborative and RtI: Schools that have implemented Literacy Collaborative are well on their way to fulfilling the requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEIA). This legislation allows the use of RtI, a different approach to identifying and assisting children who may have learning disabilities. It also allows the use of funds for early intervention services without the determination that a child has a learning disability.

Response to Intervention encourages early identification and pre-referral intervention before a child is classified as learning disabled. It requires the interventions be closely monitored with appropriate assessment tools and be modified if they are not working. These early interventions are intended to decrease referrals for learning disabilities. An emphasis of RtI is professional development and the training of current teachers in early intervention techniques.

Literacy Collaborative schools are well on their way to fulfilling the requirements of RtI.

Literacy Collaborative and the RtI model closely agree in five key areas:

1. **Teachers:** Must have high quality ongoing professional development to plan and deliver effective instruction in whole class, small group and individual student settings. They must work effectively with resource teachers/paraprofessionals to ensure that students receive the specific help they need, presented to them using the same techniques and vocabulary they experience during classroom instruction.
2. **Students:** All staff members believe all children can learn when their teachers understand how to teach them. Schools need to embrace the philosophy of providing all children with regular classroom instruction and social interaction as much as possible.

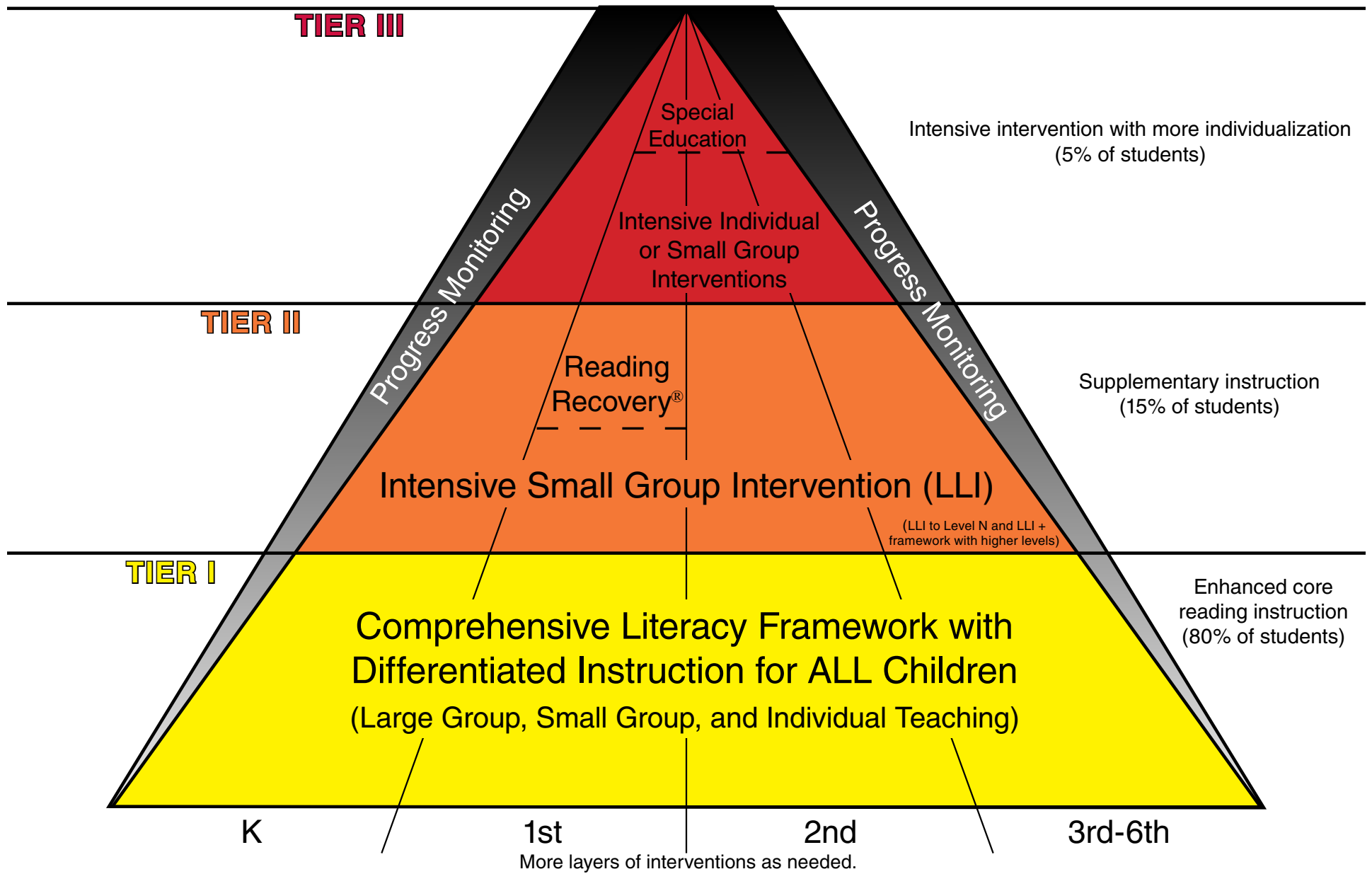
3. **Interventions:** Classroom teachers must offer small group and individual interventions in classrooms, while intervention specialists offer further interventions as needed in the classroom and as pullouts.
4. **Assessment:** Given to all children, given often, relate to instructional goals, and used to guide instruction.
5. **Graphs:** Results of assessments are monitored and presented in a graph format to make the data easy to understand for classroom teachers and other stakeholders.

Literacy Collaborative aligns with Core Principals of RtI

	Literacy Collaborative	RtI
Recognizes the value of good first teaching and focuses on PD for teachers	Yes	Yes
Teamwork among classroom teacher, paraprofessionals and special education teacher	Yes	Yes
Focuses on changing teaching approach...not blaming students	Yes	Yes
Assumes that all children can learn	Yes	Yes
Inclusive of LD in classroom	Yes	Yes
Multi-tier model	Three tiers: <ul style="list-style-type: none"> • Literacy Collaborative • LLI or other • Reading Recovery 	Three tiers: <ul style="list-style-type: none"> • Classroom • Small Group Intervention • Individual Intervention
Classroom teaching includes intervention	Guided reading, conferencing during writers workshop	Yes
Early intervention available in the classroom	Yes	Yes
Use Assessment for: <ul style="list-style-type: none"> • Screening • Diagnostics • Monitor progress 	Yes	Yes
Assessment to inform instruction...base intervention decisions on student performance	Yes	Yes
Curriculum Based Measurement (CBM)	Running Records of text Reading Levels; Benchmark Assessments; Observation Survey of Literacy Achievement.	Varies among programs
Year end targets	Yes	Yes
Give assessment often	Yes	Yes
Tool to graph data	Graphmaker	Yes

Below is a figure that illustrates the combining of Literacy Collaborative (LC), Reading Recovery (RR) and Leveled Literacy Intervention (LLI) as the three tiers of an RtI implementation with the Observation Survey of Literacy Achievement (Clay, 2002) as the base. An excellent summary of the RtI legislation from the National Association of State Directors of Special Education and the Council of Administrators of Special Education is available at: <http://www.nasdes.org/documents/RtIANAdministratorsPerspective1-06.pdf>.

RtI in Literacy Collaborative® Schools



visit us at www.lcosu.org

For more information see the following web sites:

- Literacy Collaborative at The Ohio State University (www.lcosu.org)
- Reading Recovery at The Ohio State University (www.rrosu.org)
- What Works Clearing House (<http://ies.ed.gov/ncee/wwc>)
- National Association of State Directors of Special Education (www.nasdse.org)