

# Response to Intervention:



## REVISITING WAYNE THOMAS' “WALK TO INTERVENTION” RTI MODEL

MAY 2009

# Purposes of Response to Intervention



To provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students.

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To select students for continued services through the IEP process based on their demonstrated response to scientific, research-based instruction.

# Response to Intervention



## **ELEMENTARY IMPLEMENTATION**

# Tier 1: Core Classroom Instruction

## Elementary



<b>Focus</b>	All students
<b>Program</b>	Core reading program, focused components of reading
<b>Grouping</b>	Whole/small group + homogenous skills grouping based upon class assessments.
<b>Time</b>	K-2 90 minutes per day for R/LA + 25 inter block 3-5 60 minutes per day for R/LA + 25 inter block
<b>Assessment</b>	Benchmark assessment three times/year (Sept, Jan, May)
<b>Interventionist</b>	General education teacher with assistance from other educators.
<b>Setting</b>	General education classroom

# Tier 1a: Focused Classroom Instruction



<b>Focus</b>	All students not participating in Tier 2 interventions.
<b>Program</b>	Focused components of the Core reading program.
<b>Grouping</b>	Homogonous skills grouping based upon class assessments. May be large or small groups.
<b>Time</b>	25 minutes per day during the intervention block.
<b>Assessment</b>	Benchmark assessment 3x/yr + Common Formative Assessments created by grade level.
<b>Interventionist</b>	General education teachers.
<b>Setting</b>	General education classrooms

## Tier 2: Intervention Elementary



<b>Focus</b>	At-risk students as determined by benchmark assessments and CFAs.
<b>Program</b>	Explicit, systematic instruction targeting a <b><u>limited number</u></b> of essential components of reading.
<b>Grouping</b>	Small, same-need groups (1:5) that are formed based upon assessment results
<b>Time</b>	Tier 1 + 25 min/day (12-16 + 1 week cycles)
<b>Assessment</b>	Progress monitoring (1x/wk) with CBM, graphs reviewed monthly by IS and Intervention team.
<b>Interventionist</b>	Reading Teacher, Specials Teachers, and Related Service Staff.
<b>Setting</b>	Pull out.

# Tier 3: Intensive Intervention



<b>Focus</b>	Students with marked difficulties who have not responded to Tier 1 and two cycles of Tier 2
<b>Program</b>	Individualized, intensive scientific research-based reading instruction or other interventions
<b>Grouping</b>	Small groups (1:3) based upon assessment results
<b>Time</b>	Tier 1 + Tier 2 + <i>additional</i> 20-30 min/day – may be accomplished in segments to achieve total additional minutes
<b>Assessment</b>	Progress monitoring (1x/wk) and diagnostic assessments
<b>Interventionist</b>	Educator with specialized reading, or other relevant skills, that address the students' individualized needs
<b>Setting</b>	Pull-out

# Walk-to-Intervention Delivery Model



## *Grouping Across a Grade Level*

**4 Classrooms  
86 Students  
6 Staff Members**

**Decoding Group**  
(silent e)  
5 Students  
Sp Ed Teacher

**Decoding Group**  
(vowel teams)  
7 Students  
Classroom Teacher #1

**Fluency Group**  
**23 Students**  
Classroom Teacher  
#3

**Decoding Group**  
(CVC)  
5 Students  
Reading Teacher

**Advanced Word  
Study Group**  
(multisyllable words)  
**21 Students**  
Classroom Teacher #2

**Benchmark Group**  
**25 Students**  
Classroom Teacher #4

From *A Principal's Guide: Implementing Response to Intervention* by Susan L. Hall