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Presenter: Austin
Buffum

RTI at the Elementary School
What Does It Look Like? Where Do We Find the Time?

Critical Point!

It's not core *or* interventions …
It is:

Core
Core and more
Core and more and more

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Five Ways to Make Interventions More Intensive

- More targeted
- A more highly trained person administering the intervention
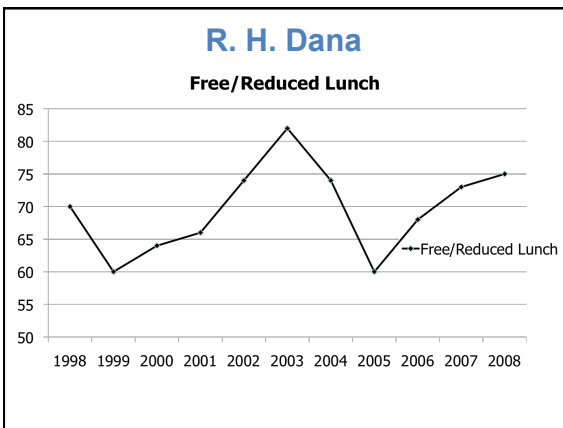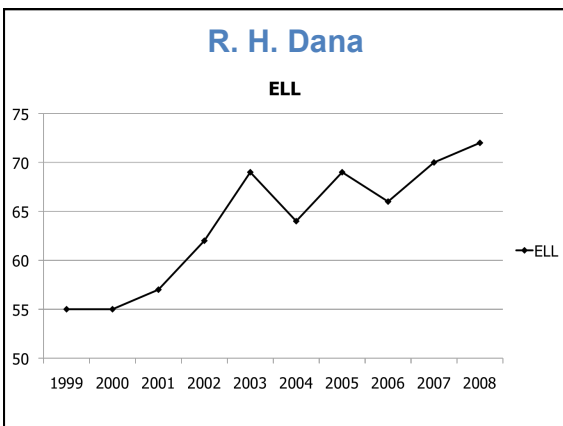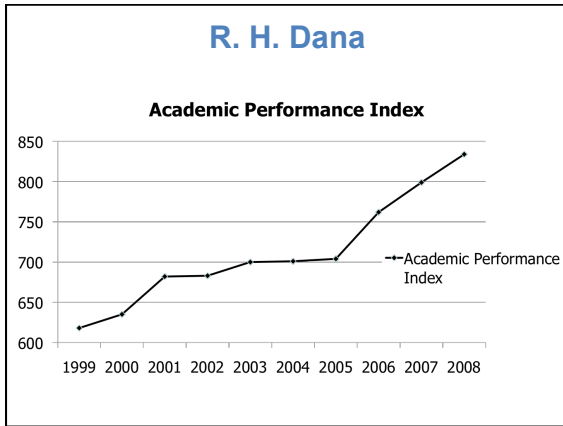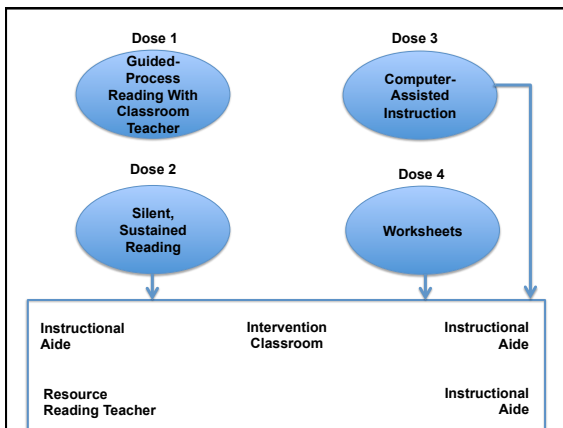- More frequent
- Longer duration
- Smaller ratio

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**Elementary
Model PRTI**

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R. H. Dana

Free/Reduced Lunch

Free/Reduced Lunch

R. H. Dana

ELL

ELL

R. H. Dana

Academic Performance Index

Chart showing Academic Performance Index from 1999 to 2008, with y-axis from 600 to 850.

Dose 1	**Dose 3**
Guided-Process Reading With Classroom Teacher	Computer-Assisted Instruction
Dose 2	**Dose 4**
Silent, Sustained Reading	Worksheets

Instructional Aide   Intervention Classroom   Instructional Aide

Resource Reading Teacher   Instructional Aide

R. H. Dana Elementary School Grade-Level Intervention Schedules (2007–2008)

			3rd	3rd	3rd
7:45	8:10	0:25	Word Study and Vocabulary and Green Section		
8:10	8:33	0:23	Red Section and Guided Process Reading	Comprehension	Red Section and Guided Process Reading
8:33	8:56	0:23		Fluency	
8:56	9:20	0:24	Comprehension	Red Section and Guided Process Reading	Comprehension
9:20	9:43	0:23	Fluency		Fluency
9:43	10:00	0:17	Recess		
10:00	10:27	0:27	Writing and Blue Section	Decoding	Writing and Blue Section
10:27	10:54	0:27		Writing and Blue Section	Decoding
10:54	11:20	0:26	Decoding		Writing and Blue Section
11:20	11:40	0:20	PE		
11:40	12:00	0:20	Lunch		
12:00	12:50	0:50	Math		
12:50	13:10	0:20	Recess		
13:10	14:05	0:55	Social Studies and Science and Read Aloud and Shared Reading		
14:08	14:53	0:45	Language for Learning		

DE-S³P ("D S three P")
Diagnostic, Explicit, and Systematic Student Support Program
(A student support system provided during the school day to meet individual needs before academic failure.)

Diagnostic
- *What do we want students to know?* Student placement dependent upon where in the literacy-continuum students are experiencing difficulty: Phonemic Awareness-Phonics-Decoding (Word Attack)-Fluency-Vocabulary-Comprehension-Writing.
- Student selection based on DIBELS and Comprehension Analysis. (One-on-one assessments 5-15 minutes in length.)
- *Are students learning?* Student performance is monitored every 3-4 weeks using DIBELS and Comprehension Analysis, an external validation of the efficacy of the programs used.
- Students receive targeted academic intervention based on their specific literacy needs (see table below):

	K	1	2	3	4	5	SPED
Phonological Awareness	Earobics	Earobics					Barton
Phonemic Awareness	Early Reading Intervention	Early Reading Intervention					
Decoding		Early Interventions in Reading	Early Interventions in Reading	Early Interventions in Reading	Rewards	Rewards	Read Well
Fluency			Read Naturally	Read Naturally	Read Naturally	Read Naturally	Read Naturally
Vocabulary and Language	Language for Learning	Language for Learning	Language for Learning	Language for Learning	Language for Learning	Language for Learning	Language for Learning
Comprehension		Making Connections	Making Connections	Making Connections / Soar to Success	Making Connections / Soar to Success	Making Connections / Soar to Success	Read Well
Writing	Step Up to Writing	Step Up to Writing	Step Up to Writing	Step Up to Writing	Step Up to Writing	Step Up to Writing	Step Up to Writing

Explicit
- Research-based programs (receiving high marks from the Florida Center for Reading Research or the University of Oregon's Reading First Center) are used with fidelity. "Interventionists" are overseen and evaluated by a Reading Specialist and the Principal.
- Selected programs are generally specific to a single component of the literacy continuum (e.g., fluency), as opposed to comprehensive, Open Court-like programs.
- Intervention is supplemental – it does not supplant the core program.

Systematic
- Any and all students with needs diagnosed in the literacy continuum receive the targeted prescriptive intervention they require.
- *What if students still are not achieving mastery?* Students requiring additional or altered support receive a more specialized or extensive program.
- Data is collected at regular intervals to determine if students are responding to the interventions.
- Appropriate response to intervention is defined as adequate progress toward grade level norms.

Results
- 58 point API gain in first year – Highest in the 55-school district and third highest in the County.
- DIBELS scores in Kindergarten the second highest in the District.

Elements of Success

- Intensity was sufficient to close achievement and skill gaps.

- Classroom teachers were involved, but it wasn't **all** up to them.

- Interventions were highly targeted.

- Principal was deeply involved.

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Example of TLC Structure

ABC Elementary School has:
- 120 first-grade students
- 4 first-grade teachers

Student–teacher ratio is 30:1.

Now, add the following staff:
- 1 teacher for special day class
- 1 instructional aide for SDC
- 1 resource teacher
- 2 instructional aides for RSP
- 2 Title-1 funded instructional aides

Student–teacher ratio is 11:1.

Scaffolding is only part of language arts instruction.

2 hours

50 minutes

Language arts block

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TLC Scaffolded Instruction

3 groups
Group 1
(Most intensive)
10 children, 3 teachers
3:1 ratio

3 groups
Group 2
(Intensive)
20 children, 3 teachers
7:1 ratio

2 groups
Group 3
(Less intensive)
25 children, 2 teachers–aides
12:1 ratio

2 groups
Group 4
(On track)
30 children, 2 teachers–aides
15:1 ratio

1 group
Group 5
(Advanced)
35 children, 1 teacher
35:1 ratio

Specialists work across all grade levels during their TLC blocks.

Lowest student–teacher ratios are provided for the neediest students.
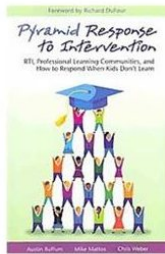
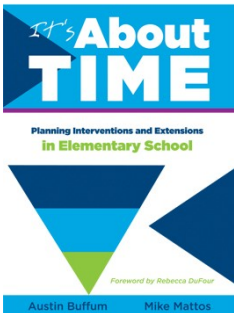## Scaffolded Instruction

Elements of Success

- Intensity was sufficient to close achievement and skill gaps.
- Flexible, fluid groupings were used.
- Interventions were targeted.
- Extension was an integral part of the system.
- Other resources were made available.
- Classroom teachers were involved, but it wasn't **all** up to them.

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October 2014