

## **Response to Intervention: Every Moment Matters!**

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## **Commitment to Excellence....**

More than just creative words on stationery!

Let's talk about how to get it done!

## **RtI: Here to Stay!**

- Legal References
- Illinois Initiative
- General Education Initiative
- Special Education Eligibility
- Academic and Behavioral Components

## **Why is Data Collection Essential?**

- It helps us make accurate decisions about our interventions using the general education curriculum
- Helps us to respond to academic and behavioral needs appropriately
- May be used to help decide eligibility for special programs
- Helps us evaluate special education services already in place

## **RtI Follows the Problem-Solving Method**

- Determine the problem
- Analyze the problem
- Develop the Plan
- Evaluate the Plan

## **Benchmarking**

Testing done three times per year or more

Strategic Monitoring: Done every month

Progress Monitoring: Done every week or every other week

### **What so Successful RtI Programs In Different Districts Look Like?**

- Multiple layers and tiers
- Curriculum Differentiation across the curriculum
- Strong focus on literacy and understanding reluctant readers
- Instruction by multiple staff members
- Varied duration, frequency and time of interventions

### **The Essential Components of Early Reading Instruction (Also known as the Big 5)**

- Phonemic Awareness
- Phonics Instruction
- Reading Fluency
- Vocabulary
- Reading Comprehension

National Reading Panel, 2000

### **Understanding Interventions**

- Intervention must be tied to data
- The intervention must be measureable
- Interventions must be research-based
- Suggestion: Break each one of the Big 5 down and create a bank of strategies for each area.

### **Don't Reinvent the Wheel**

Florida Center for Reading Research:  
[www.fcrr.org](http://www.fcrr.org)

Intervention Central:  
[www.interventioncentral.org](http://www.interventioncentral.org)

### **K.W.L**

- Use as an activity to get them moving!
- Student-Centered Study Guide
- Review, Review, Review

### **Prior Knowledge/New Knowledge**

Divide a sheet of paper in half and write Prior Knowledge and New Knowledge on each side  
Coach students on drawing from prior knowledge and connecting this with new knowledge  
Can be structured to help students experiencing difficulty with activating prior knowledge

## **Graphic Organizers**

Think outside of the box!

Three Parts:

I teach

You create

We create

## **Discussion:**

What programs are you currently using and what  
SUCCESS have you seen?