



AUSSIE Response to Intervention Series

AUSSIE invites Instructional Leadership Teams of Principals, APs, Coaches and Lead Teachers to join together for the Response to Intervention Series.

Response to Intervention (RTI) is a school-wide approach to teaching and learning that combines “best practice instruction” with a tiered system of interventions for children who need additional help in learning.

Response to Intervention (RTI) enables schools to uncover the differences in understanding that children have early on and provides a program of instruction that effectively addresses those needs.

Using a system of assessment and a three pronged approach to instruction schools are able to meet the needs of all children.

This 6 day institute will provide an in-depth look at Response to Intervention –the background behind RTI, the challenges, the solutions, the three tier model of instruction, strategies for instruction and most importantly the assessment that can be used to uncover student need.



Workshops concepts are best put into action in the classroom when combined with in-school consultancy days. We recommend 20 days infused between the workshop sessions. Please contact Bill McConnell at 212-731-8400 to discuss consultancy days.

1

Understanding the Purpose of RTI

RTI is a practice whereby schools identify students at risk for poor learning outcomes. It provides a pathway for schools to monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness. Using outcomes, schools can identify students with learning or other disabilities.

This session will specifically outline the characteristics of RTI a process that supports student need and enables students to move forward through an appropriate course of study. Participants will examine the effectiveness of current programs and examine elements and teacher support teams.

2

Creating the Infrastructure

This session will focus on identifying the role of the School Leadership Team or Inquiry Team, and the data coach in designing the process that the school will use in adopting the RTI model.

This session will focus on using a problem solving process, creating the data decision rules, determining what data sources to use, beginning to build the intervention map using the 3 tier model—(setting the frequency of content and intervention) and possibilities of using technology to store the data.

The beginnings of an RTI action plan will be developed.



3

Assessment

We all know how important it is for assessment to drive instruction. This session will focus on assessment as it pertains to the RTI model. We will attempt to answer: Participants will understand what types of assessments are needed to support core academic and core behavior programs. We will discuss how to choose and analyze the appropriate assessments and unpack strategies to be used to inform instruction after assessments are administered?

4

Tier 1

In this session, the core academic and behavior programs will be discussed and clearly identified as a means to meet students needs. The GAP analysis will be discussed as a means to uncover what is expected and what is actually occurring at the school (including peer and benchmark data) to set the parameters for the program. A tier one program will start to take shape.



5

Tier 2

In this session, participants will work on identifying Academic Supplemental Instruction Programs and Behavioral Supplemental Instruction/Programs to support students. We will work on the process of clearly defining replacement behaviors (e.g., reading performance targets, homework completion targets). A probable tier two program begins to develop.

6

Tier 3

In this session, Academic Intensive Strategies/Programs and Behavioral Intensive Strategies/Programs will be highlighted and clearly defined. Problem analysis will be reviewed using available data and evidence-based hypotheses. Intervention plans including evidence-based (e.g., research-based, data-based) strategies will begin to be developed. A probable tier three program begins to emerge.

