

RTI and Multi-Tiered Intervention Presentation

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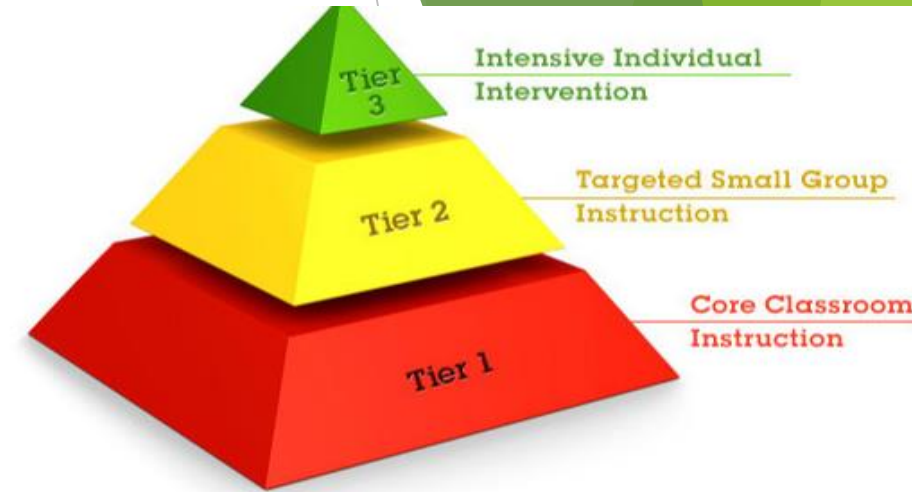
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Introduction to TRI and MTSS Interventions

- RTI and MTSS influence proficiency
- RTI - response to intervention.
- RTI aims at providing direct services.
- It also offers support and interventions
- MTSS - multitiered system of support.
- MTSS helps addresses students' systematic needs
- It also alleviates barriers



RTI (Response To Intervention)
3 Tiers of Support



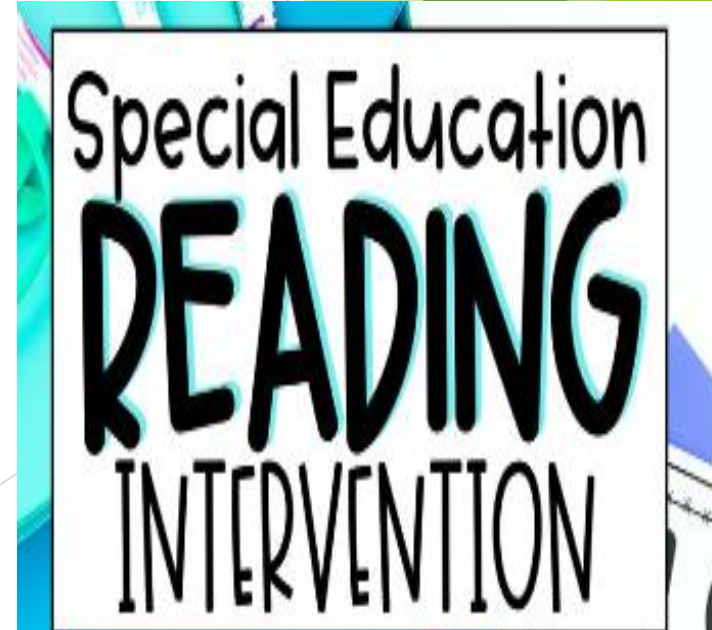
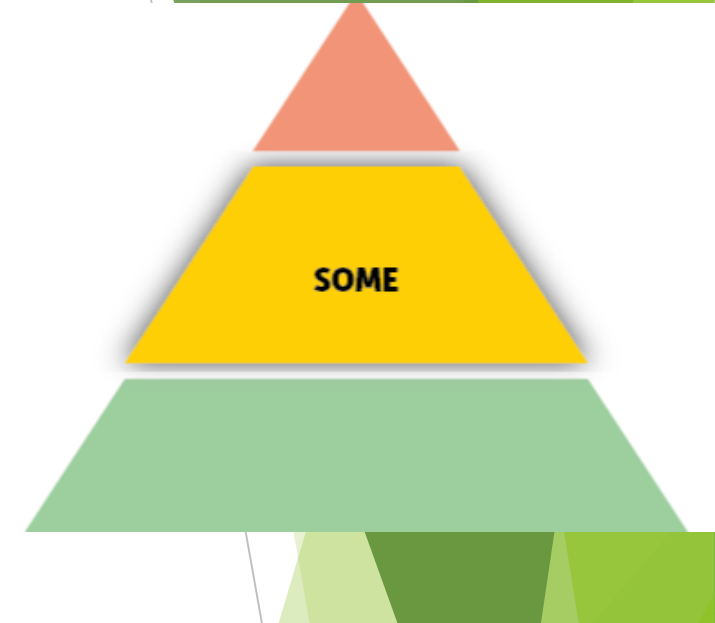
Tiers in RTI and MTSS

- RTI provides academic interventions
- MTSS addresses the systemic needs affecting teachers and students.
- Instruction- categorized as tier 1, tier 2, and tier 3.
- Tier 1 - require universal support.
- Universal instruction is for all students
- They follow a universally designed intervention program for their needs.



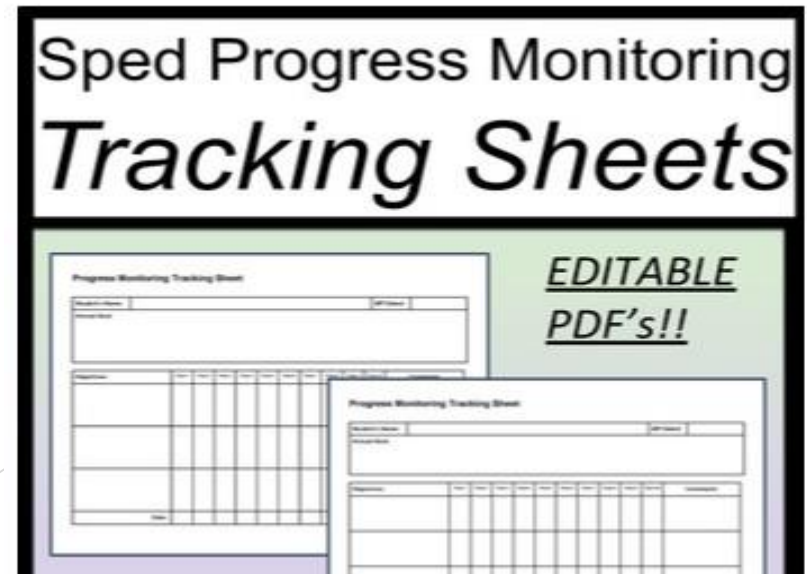
Tiers in RTI and MTSS Cont'd

- Tier 2- targeted support
- The students are divided into groups.
- Offered specific needs in academics.
- They continue to receive services of tier 1
- Tier 3 - individualized support
- Has students with highly disruptive behaviors
- Suitable for students with learning difficulties
(Positive Behavioral Intervention and Supports, 2022).



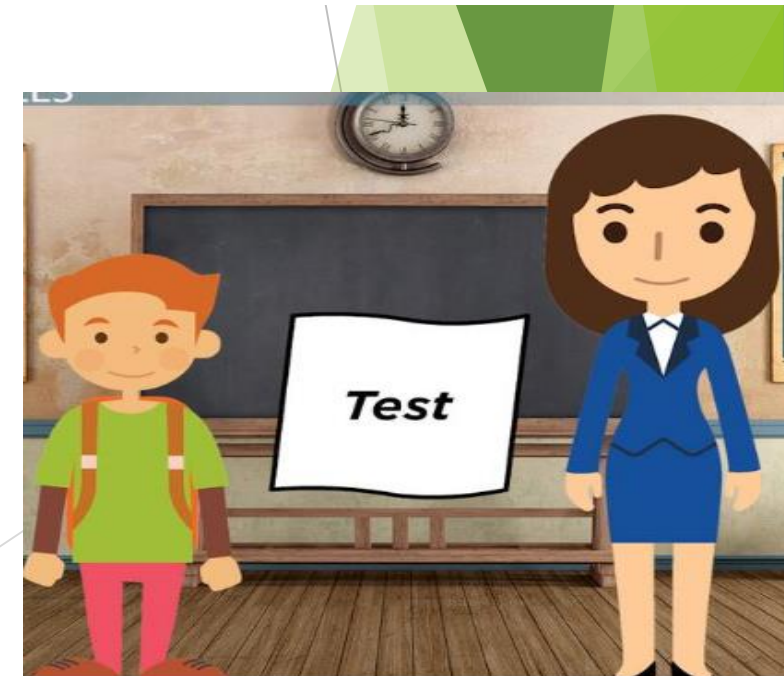
How the Systems Can Enhance Instruction

- Deliver validated approaches in instruction.
- Identify students who need systemic and instructional support
- Offer easy progress monitoring
- Employ evidence-based instructional practices
- Reduce inappropriate referrals for special education and behavioral services.



Roles of Child Study Team

- Child study team consists of experts
- Teachers, guardians, school nurses, psychologists, speech therapists
- Monitor progress and give feedback on the RTI and MTSS
- Clarify and analyze data systems
- Find academic, behavioral and social, and emotional research-based interventions.



Data Collected in RTI Process

- RTI Involves identifying students who need assistance.
- Data is collected during the universal screening
- A brief screening tool is used.
- Teachers might subject students to a one-minute reading and record the words read.
- Students whose data show less progress in readings are subjected to tier 2.



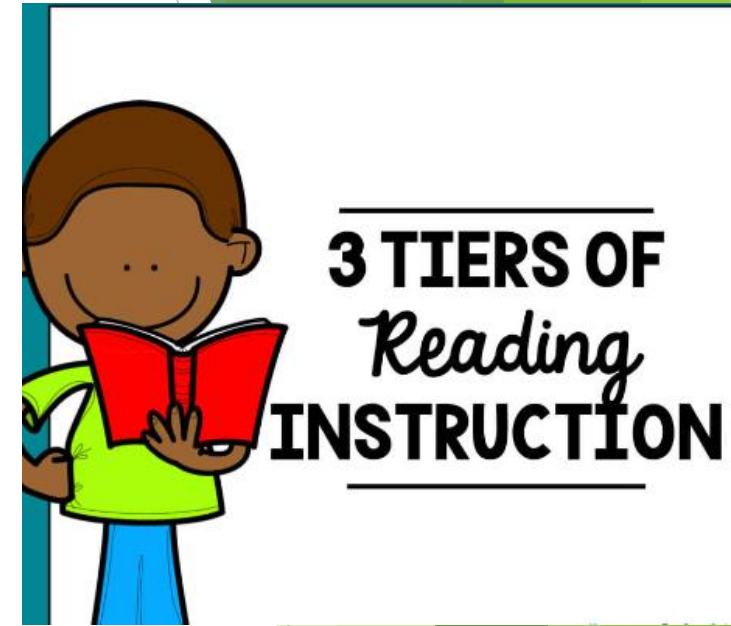
simple - easy - effective
**PROGRESS
MONITORING**

A photograph of a green progress monitoring chart. The chart is titled "English 2" and "Give visual or verbal choices, SWBAT ID details from a story that is read to student individually with minimal prompting 4 of 5." The chart has columns for months (J, F, M, A, M, J, J, A, S, O, N, D) and rows for different students or groups. The data is recorded using 'X' marks and percentages. The student JASON D is highlighted in the top row.

English 2												%
Give visual or verbal choices, SWBAT ID details from a story that is read to student individually with minimal prompting 4 of 5.												%
J	F	M	A	M	J	J	A	S	O	N	D	%
				4/5	X	X	X					
4/5	1/5				X	X	X					0/5
				4/5	X	X	X					0/5

Data Collected in RTI Process Cont'd

- Tier 2 students receive one core reading program
- Tier 2 reading is meant to reinforce skills
- Students who show improvement may return to tier 1
- Student with no improvement may receive tier 3 .
- Tier 3 is subjected to more individualized instruction
- Data from abbreviated formal assessment or comprehensive evaluation is used



Factors Determining Student Placement in RTI

- Various factors are evaluated:
 - a) Students' mastery of the content
 - b) Phonemic awareness
 - c) Vocabulary development
- Lexile measures of 170L-545L.
- Different durations of interventions
- Various sizes of the instructional group



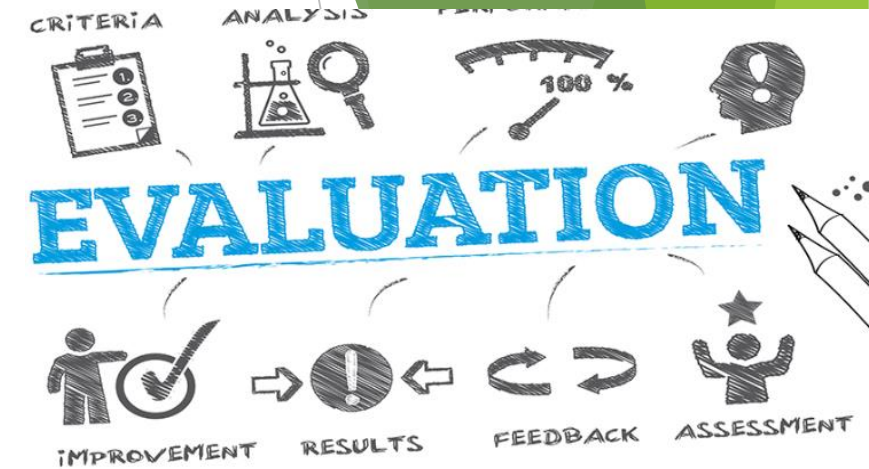
How RTI can Help Meet the Needs of Students Without Disabilities

- Improves reading skills
- Reduces overidentification.
- Gives more instructionally relevant data, enabling easy monitoring of the student's progress (National Joint Committee on Learning Disabilities)
- Data collected helps in interventions.
- Increasing the use of research-validated practices



How RTI can be Used as a Means of Instruction to Evaluate Students with Disabilities

- Progress monitoring data and other information obtained from the intervention provided should be examined during the evaluation process.
- The cognitive measures and progress monitoring data give information regarding the student's intra-individual differences and diagnostic data that can be used to develop the most suitable individualized intervention strategies (National Joint Committee on Learning Disabilities).



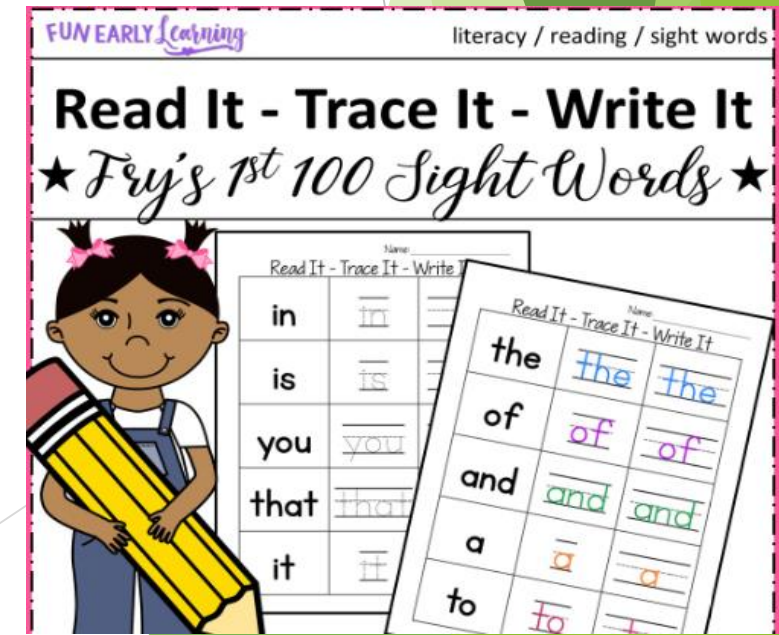
Research-based Intervention Strategies to use With Students Struggling in the English Language Cont'd

a) *Use Fry's Instant Sight Words*

- Emphasis on the words should be made
- Emphasis should be made along with other most frequently occurring words such as that and they.
- If the students can recognize frequent words by sight, they will also recognize them in their reading (JOHNS & WILKE, 2018).

Fry Instant Phrases

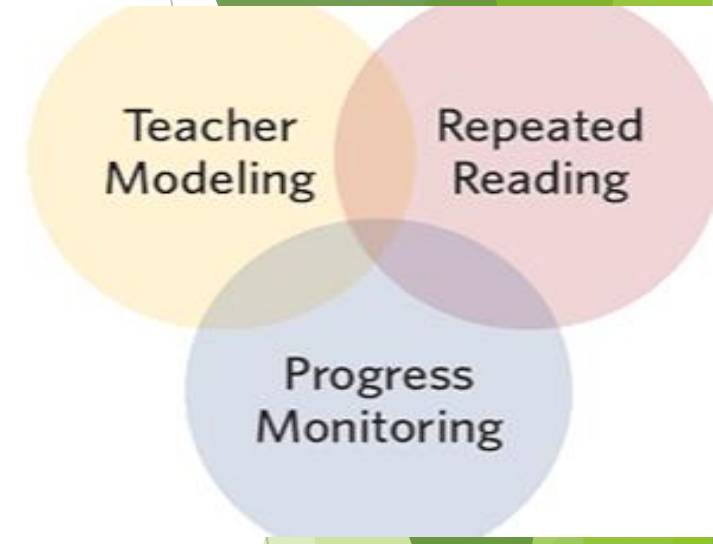
First 200 Words/Phrases



Research-based Intervention Strategies to use With Students Struggling in the English Language

b) *Repeated Reading*

- Repeated reading is an effective strategy
- For example providing students with a brief passage
- Time reading speed per minute
- According to Elhoweris (2017), repeated reading offers an excellent instructional intervention.



Research-based Intervention Strategies to use With Students Struggling in the English Language Cont'd

c) Systemic and Sequential Phonics and Decoding

- Focus on improving the phonics mastery skills
- Take place for about 10 to 15 minutes daily.
- Monitors students' progress
- Phonemic awareness and letter knowledge enhance reading abilities among young children (Shanahan).



**Phonics
Scope &
Sequence**

Letters and Sounds

Research-based Intervention Strategies to use With Students Struggling in the English Language Cont'd

d) Increasing Independent Reading Time

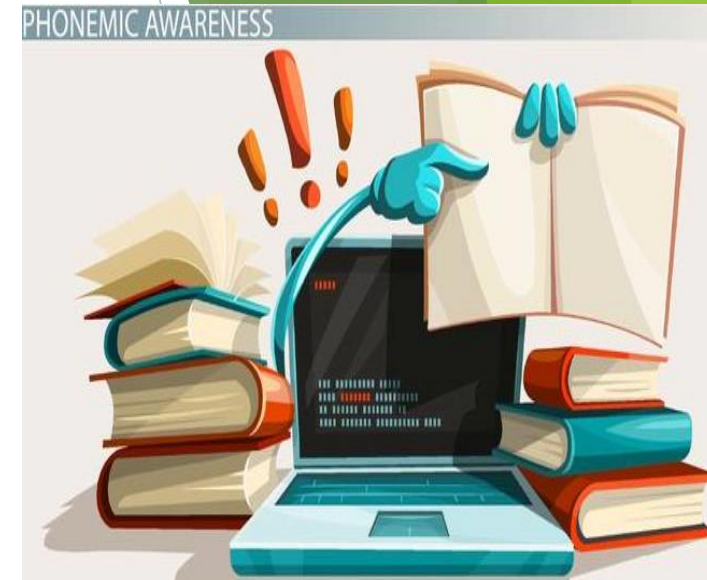
- Skills are acquired by performing an act
- Spending much time reading can improve reading skills
- A study found that increasing reading time and frequency increases reading achievement, accuracy, and fluency (Brannan, Johnson, Giles, & Kent, 2020).



Research-based Intervention Strategies to use With Students Struggling in the English Language Cont'd

e) Technology-Assisted Reading

- Technology impacts reading
- Technology-assisted reading programs allow students to read
- Words appearing on technology programs' screen can be highlighted.
- Computer-assisted reading provided a systematic and structured approach to improving phonological skills (Macaruso & Rodman, 2011)



Data to be Collected During Implementation of the Research-Based Strategies

- Evaluate five components of reading
- Collect data based:
 - fluency spelling
 - phonics
 - phonetics awareness
- Evaluation of students based on the results
- The data obtained will be evaluated to confirm improvement in reading skills.



Data to be Collected During Implementation of the Research-Based Strategies Cont'd

- Comparison of the data collected before and after
- The achievement in the target areas will be confirmed.
- To classify children with disability different factors are used such as:
 - a) Reading incompetence
 - b) Medical conditions



Conclusion

- ▶ In conclusion, it is worth noting that RTI and MTSS are the main approaches used to identify the academic and behavioral needs of students.
- ▶ The two approaches use evidence-based techniques to identify and provide instructional guidelines and behavioral assistance to children with needs.
- ▶ Thus, every teacher needs to be well conversant with how these approaches work.

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