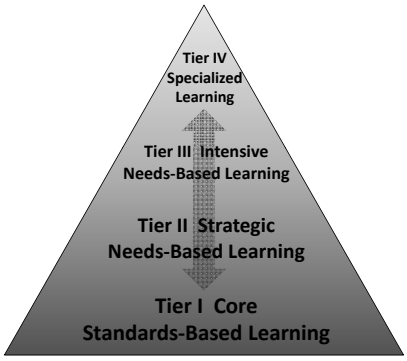
The RtI Challenge:

How to Create and Deliver an Integrated Instructional Framework with Fidelity

Shirley Veldhuis, Ed.S., CCC-Sp
MAASE February 2012
shirleyveldhuis@gmail.com

The RtI Framework



Two purposes of RtI

To improve the educational outcome for each and every child through a multi-tiered, data driven **process** that utilizes a problem-solving method.

To establish a **process** to assist in the identification of students with specific learning disabilities.

For RtI to be successful, both processes need to be implemented with fidelity.

Fidelity of Implementation

Fidelity is the delivery of a program, intervention or system as it is intended with accuracy and consistency.

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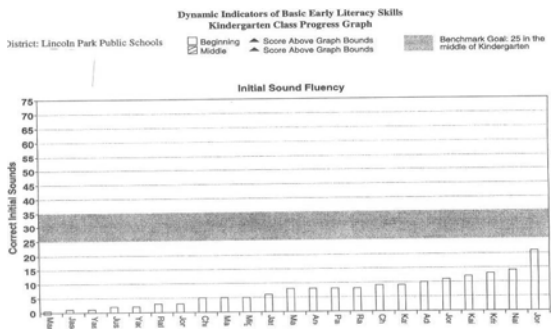
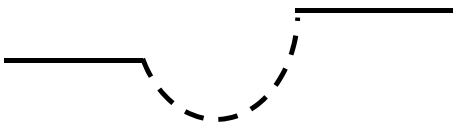


THE IMPLEMENTATION DIP….

THE POSSIBILITY CURVE..



Fullan--1990

Leaders find other leaders.

If fidelity of implementation is paramount to RtI's success, then variability in the process is the factor that can destroy it.

What is a policy?

A policy is a definite course or method of action selected from alternatives to guide and determine present and future decisions.

Policies set direction in an organization, to put objectives, goals and philosophies into play in pursuit of the vision.

What is a process?

A process is created in response to a policy. It is a method or operation whereby a result or effect is produced.

A total redesign process allows the stakeholders and the process an opportunity to *learn* over time.

What are procedures?

Procedures are the set of instructions that outline the steps for consistently performing a task in order to accomplish an end result.

Benefits of Written Procedures

- Quick and simple access to RtI forms
- Decreased need for staff training
- Decreased amount of errors during each implementation stage
- Transfer of knowledge by staff members into the following school year
- Growth and assimilation of the process throughout each school and school district

RtI procedures are written for:

Building administrators and school staff

Special education department staff

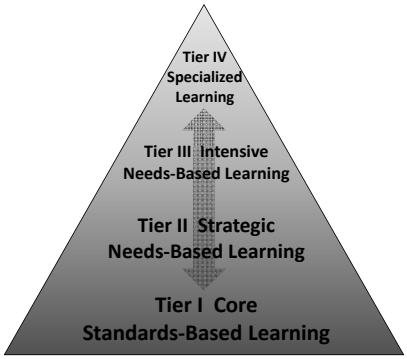
Auditors/monitors

The Design of an RtI Framework Has 3 Essential Components

- Design a delivery system with multiple tiers of interventions.
- Establish an integrated assessment/data collection system to inform decisions at each tier.
- Utilize a problem solving method.

Batsche et al, 2006

The RtI Framework



Establish an integrated assessment/data collection system

- Identify academic and behavioral strengths and needs of all students
- Monitor students' progress during the year
- Make informed decisions to meet the critical learning needs of individual students
- Evaluate overall effectiveness of instructional program to determine if all students achieved grade-level standards

Benchmark/Screening Assessments

- Used to assess academic and behavioral strengths and needs of all students
- Local norm is derived from benchmark data

Progress monitoring

- Brief measures that are used to continuously assess
  - students' academic and/or behavioral performance
  - the effectiveness of instruction

Diagnostic Assessments

In depth assessments that are administered to students who are considered to be at-risk in order to identify the specific area of weakness

Outcome-based Assessments

Provide summative data on broad abilities and is closely related to expected grade-level content standards

Looks at student performance-what they can actually do after they are taught

Purposes for Assessment

Identify academic and behavioral strengths and needs of all students

Monitor students' progress during the year

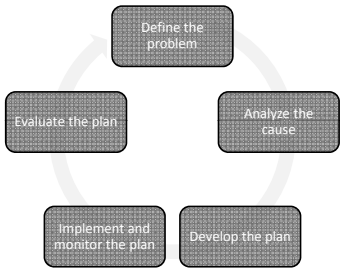
Make informed decisions to meet the critical learning needs of individual students

Evaluate overall effectiveness of instructional program to determine if all students achieved grade-level standards

Comprehensive Assessment Plan

Assessment Category	Assessment Schedule	Students Assessed	Assessment Tools
Benchmark/Screening	September, January and May ELL students are screened 1x per year	All Students	DIBELS K-6 DRA K-6 MLPP K-2 ELPA screener
Progress Monitoring	Determined by level of intervention	All Students/ Selected Students	Running Records Classroom based assessments DIBELS AIMSweb Math
Diagnostic	As Needed	Selected Students	Selection based on area of need
Outcome	Quarterly-annual	All Students ELL students	MEAP (Gr. 3-6) Math quarterly assessments ELA end of unit tests ELPA

The Problem-Solving Method



Implementation of an RtI Framework

An RtI procedures manual contains:

- A school/district level RtI plan
- A comprehensive assessment plan
- Definition of terms
- Documentation

Important Features of Procedures

1. Procedures are written in active voice.

The classroom teacher **will submit** a Request for Support form to the building administrator.

The Developmental Reading Assessment (DRA) is administered to each first grade student by the classroom teacher.

2. Procedures are specific.

The fidelity checklist is the responsibility of the building administrator.

3. Procedures tell **what** and **how** to do a task.

A member of the RtI assessment team monitors the student's progress 2x per month.

4. Procedures include materials and resources as well as time frame.

The general education classroom teacher brings the student's classroom-based assessment data, MEAP scores, attendance records, discipline logs, progress reports/current grades and student work samples to the follow-up Student Support Team (SST) meeting.

5. Procedures include documentation requirements.

The classroom teacher completes the Teacher Recommendation for Tier IB Support form and submits it to the building administrator. (See Appendix A:1)

The school psychologist brings the Consent for a General Education Diagnostic Assessment form to the follow-up Student Support Team (SST) meeting. (See Appendix A:15)

6. Procedures are written at a reading level that can be easily understood.

The SST building leader gives a copy of the SST Intervention Plan to the District RtI Coordinator.

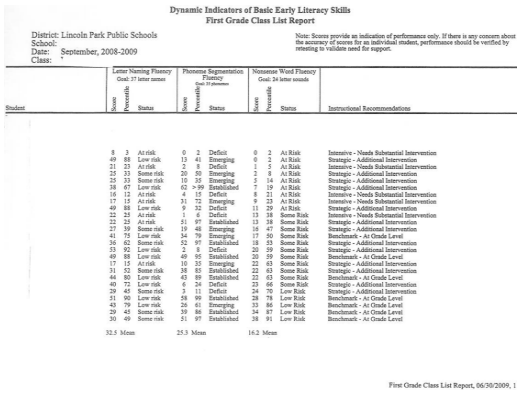
7. Procedures are not to be confused with guidelines.

Members of the team will use the RtI data to determine if the student has a specific learning disability.

If the Student Support Team (SST) recommends that the student receive a special education evaluation, the school psychologist schedules a Review of Existing Evaluation Data (REED) meeting at the conclusion of the SST meeting.

Flowcharts are not procedures

Case Study, Toby



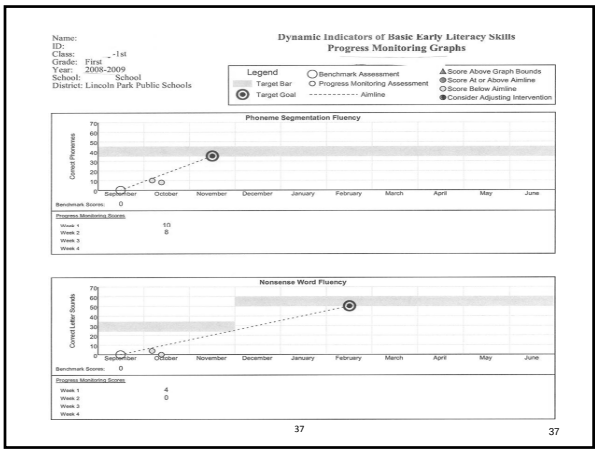
Dynamic Indicators of Basic Early Literacy Skills
First Grade Class List Report

District: Lincoln Park Public Schools
School:
Date: September, 2008-2009
Class:

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

Student	Letter Naming Fluency Goal: 37 letter names			Phoneme Segmentation Fluency Goal: 35 phonemes			Nonsense Word Fluency Goal: 24 letter sounds			Instructional Recommendations
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
	8	3	At risk	0	2	Deficit	0	2	At Risk	Intensive - Needs Substantial Intervention
	49	88	Low risk	13	41	Emerging	0	2	At Risk	Strategic - Additional Intervention
	21	23	At risk	2	8	Deficit	1	5	At Risk	Intensive - Needs Substantial Intervention
	25	33	Some risk	20	50	Emerging	2	8	At Risk	Strategic - Additional Intervention
	25	33	Some risk	10	35	Emerging	5	14	At Risk	Strategic - Additional Intervention
	38	67	Low risk	62	> 99	Established	7	19	At Risk	Strategic - Additional Intervention
	16	12	At risk	4	15	Deficit	8	21	At Risk	Intensive - Needs Substantial Intervention
	17	13	At risk	31	72	Emerging	9	23	At Risk	Intensive - Needs Substantial Intervention
	49	88	Low risk	9	32	Deficit	11	29	At Risk	Strategic - Additional Intervention
	22	25	At risk	1	6	Deficit	13	38	Some Risk	Intensive - Needs Substantial Intervention
	22	25	At risk	51	97	Established	13	38	Some Risk	Strategic - Additional Intervention
	27	39	Some risk	19	48	Emerging	16	47	Some Risk	Strategic - Additional Intervention
	41	75	Low risk	34	79	Emerging	17	50	Some Risk	Benchmark - At Grade Level
	36	62	Some risk	52	97	Established	18	53	Some Risk	Strategic - Additional Intervention
	33	52	Low risk	2	8	Deficit	20	59	Some Risk	Strategic - Additional Intervention
	49	88	Low risk	49	95	Established	20	59	Some Risk	Benchmark - At Grade Level
	17	15	At risk	10	35	Emerging	22	63	Some Risk	Strategic - Additional Intervention
	31	52	Some risk	38	85	Established	22	63	Some Risk	Strategic - Additional Intervention
	44	80	Low risk	43	89	Established	22	63	Some Risk	Benchmark - At Grade Level
	40	72	Low risk	6	24	Deficit	23	66	Some Risk	Strategic - Additional Intervention
	29	45	Some risk	4	15	Deficit	24	70	Low Risk	Strategic - Additional Intervention
	51	90	Low risk	38	89	Established	28	78	Low Risk	Benchmark - At Grade Level
	50	79	Low risk	30	81	Emerging	33	86	Low Risk	Benchmark - At Grade Level
	39	45	Some risk	39	86	Established	34	87	Low Risk	Benchmark - At Grade Level
	50	49	Some risk	51	97	Established	38	91	Low Risk	Benchmark - At Grade Level
	32.5	Mean		25.3	Mean		16.2	Mean		

First Grade Class List Report, 06/30/2009, 1



Name:
ID:
Class: -1st
Grade: First
Year: 2008-2009
School: School
District: Lincoln Park Public Schools

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

Legend
Target Bar
Target Goal
Benchmark Assessment
Progress Monitoring Assessment
Aimline
Score Above Graph Bounds
Score At or Above Aimline
Score Below Aimline
Consider Adjusting Intervention

Phoneme Segmentation Fluency

Correct Phonemes
70 60 50 40 30 20 10 0
September October November December January February March April May June

Benchmark Scores: 0

Progress Monitoring Scores
Week 1 10
Week 2 8
Week 3
Week 4

Nonsense Word Fluency

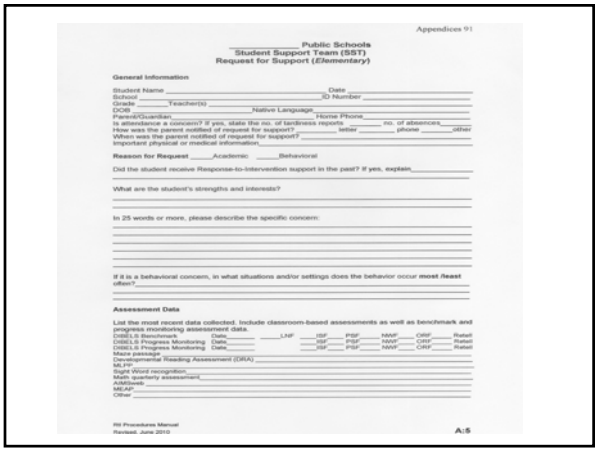
Correct Letter Sounds
70 60 50 40 30 20 10 0
September October November December January February March April May June

Benchmark Scores: 0

Progress Monitoring Scores
Week 1 4
Week 2 0
Week 3
Week 4

37

37



_____ Public Schools
Student Support Team (SST)
Request for Support (*Elementary*)

General Information

Student Name _____ Date _____
School _____ ID Number _____
Grade _____ Teacher(s) _____
DOB _____ Native Language _____
Parent/Guardian _____ Home Phone _____
Is attendance a concern? If yes, state the no. of tardiness reports _____ no. of absences _____
How was the parent notified of request for support? _____ letter _____ phone _____ other
When was the parent notified of request for support? _____
Important physical or medical information _____

Reason for Request _____Academic _____Behavioral

Did the student receive Response-to-Intervention support in the past? If yes, explain_____

What are the student's strengths and interests?

In 25 words or more, please describe the specific concern:

If it is a behavioral concern, in what situations and/or settings does the behavior occur **most /least** often?

Assessment Data

List the most recent data collected. Include classroom-based assessments as well as benchmark and progress monitoring assessment data.

DIBELS Benchmark Date_____ _____LNF ____ISF ____PSF ____NWF ____CRF ____Retell
DIBELS Progress Monitoring Date_____ ____ISF ____PSF ____NWF ____CRF ____Retell
DIBELS Progress Monitoring Date_____ ____ISF ____PSF ____NWF ____CRF ____Retell
Maze passage _____
Developmental Reading Assessment (DRA) _____
MLPP _____
Sight Word recognition _____
Math quarterly assessment _____
AIMSweb _____
MEAP _____
Other _____

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Revised: June 2010

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Student Support Team
Request for Support

Page 2

Student Name _____ Date _____

Instructional strategies/interventions tried prior to request (If appropriate, attach sample work)

	Strategy/Intervention	Duration	Person(s) Responsible	Fidelity (yes/no)
1.				
2.				
3.				
4.				

What impact did the instructional strategies/interventions have on the student's performance?

Classroom Observation

If it is an academic concern, what is the best time to observe the student? _____

If it is a behavioral concern, what is the best time to observe the student? _____

Additional Comments _____

Teacher signature **Date**

Building Administrator signature **Date request received**

Student Support Team Member signature

RtI Procedures Manual
Revised: June 2010

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Appendices 99

_____ Public Schools
Student Support Team Intervention Plan
(Elementary)

Check one: Initial_____ Follow-up_____

Student_____ Grade_____ Date_____
School_____ Teacher_____

State Concern:

Fidelity of Instruction/Intervention

Tier I Is school attendance a concern? _____yes, _____no. If yes, describe action steps

Was Tier I instruction implemented with fidelity? _____yes, _____no. If no, describe action steps to improve fidelity

Tier II or Tier III (If initial plan, list Tier I strategies implemented in classroom)

Intervention utilized_____
Begin Date _____ End Date _____ Person(s) responsible_____

Intervention utilized_____
Begin Date _____ End Date _____ Person(s) responsible_____

Was the intervention plan implemented with fidelity? _____Yes _____No
If no, please explain_____

Evaluate Academic Progress

List **the most recent data** collected. Include classroom-based assessments as well as benchmark and progress monitoring assessment data.

DIBELS Benchmark Date _____ ____LNF ___ISF ___PSF ___NWF ___ORF ___ Retell
DIBELS Progress Monitoring Date _____ ____LNF ___ISF ___PSF ___NWF ___ORF ___ Retell
DIBELS Progress Monitoring Date _____ ____LNF ___ISF ___PSF ___NWF ___ORF ___ Retell
Maze passage_____
DRA_____
MLPP_____
Sight Word recognition_____
Math Quarterly Assessment_____
Math Assess_____
MEAP_____
Other_____

Evaluate Behavioral Progress

List the most recent data collected. Include frequency and time of day that behaviors occurred.

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SST Intervention Plan Page 2

Student _____ Date_____

After reviewing the results, what action does the team feel is appropriate?

1. Initiate the intervention(s) _____ Tier I _____ Tier II _____ Tier III
2. Continue the intervention(s) _____ Tier I _____ Tier II _____ Tier III
3. Modify the intervention(s) _____ Tier I _____ Tier II _____ Tier III
4. Discontinue intervention and return to _____
5. Initiate special education evaluation _____
6. Other_____

Goal Statement (Goals must be measurable)

By the end of _____weeks, _____will be able to segment 3 and 4 phoneme words at a rate of _____correct sound segments per minute.
By the end of _____weeks, _____will be able to blend CVC sounds into words at a rate of _____correct letter sounds per minute.
By the end of _____weeks, _____will be able to read at a rate of _____words
By the end of _____weeks, _____will be able to _____
By the end of _____weeks, _____will be able to _____

Describe the intervention and any resources necessary for its implementation_____

Begin Date _____ Person responsible_____
Frequency_____per_____ Intensity_____ Duration_____
Begin Date _____ Person responsible_____
Frequency_____per_____ Intensity_____ Duration_____
Progress monitoring_____weekly_____bi-weekly_____monthly
Parent will be provided progress monitoring results every _____weeks.

Student Support Team Members Present

Name	Title

Next Meeting Date: _____

_____ _____
Building Administrator signature Date

RtI Procedures Manual
Revised: June 2010
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Stage	Grade	DRA Level	Fountas/Pinnell	DRA Pacing
Early Emergent	K	A	A	Kindergarten A,1,2,3 January-May
	K	1	A	
	K	2	B	
	K,1	3	C	1st/ 3-6 September-December
	1	4	C	
Upper Emergent	1	6	D	
	1	8	E	1st/8-12 January-March
	1	10	F	
	1	12	G	
	1	14	H	1st/14-16 April-May
	1	16	I	
Early Fluency	2	18	J	2nd Grade 18-20 Sept.-December 24-28 January-May
	2	20	K	
	2	24	L	
	2	28	M	
Fluency	3	30	N	3rd Grade September-May
	3	34	O	
	3	38	P	
	4	40	Q	4th Grade September-May
Proficiency	4	44	R	
	4	48	S	
	5	50	T	5th Grade September-May
	5	54	U	
	5	58	V	
	6	60	W	6th Grade September-May
	6	64	X	
	6	68	Y	
	+	68+	Z	

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DIBELS Benchmark Goals and Indicators of Risk

Three Assessment Periods Per Year

First Grade

DIBELS Measure	Beginning of Year Month 1-3		Middle of Year Month 4-6		End of Year Month 7-10	
	Scores	Status	Scores	Status	Scores	Status
Letter Naming Fluency (LNF)	0 - 24 25 - 36 37 and above	At Risk Some Risk Low Risk	Not administered during this assessment period		Not administered during this assessment period	
Phoneme Segmentation Fluency (PSF)	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency (NWF)	0 - 12 13 - 23 24 and above	At Risk Some Risk Low Risk	0 - 29 30 - 49 50 and above	Deficit Emerging Established	0 - 29 30 - 49 50 and above	Deficit Emerging Established
Oral Reading Fluency (ORF)	Not administered during this assessment period		0 - 7 8 - 19 20 and above	At Risk Some Risk Low Risk	0 - 19 20 - 39 40 and above	At Risk Some Risk Low Risk
Retell Fluency (RTF) (Optional)	Not administered during this assessment period		BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.			

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Samples of Measurable Goals

By the end of _____weeks,_____will be able to identify _____phonemes in the initial position of words.

By the end of _____weeks, _____will be able to segment 3 and 4 phoneme words into individual phonemes at a rate of _____correct phonemes per minute.

By the end of _____weeks, _____will be able to blend CVC sounds into words at a rate of _____correct letter sounds per minute.

By the end of _____weeks, _____will be able to read at a rate of _____correct words per minute.

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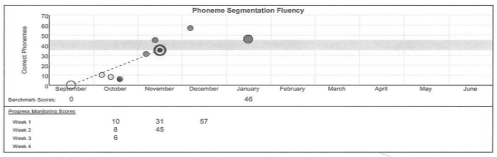
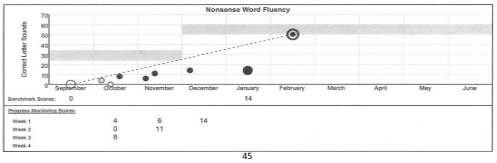
Name:
ID:
Class:
Grade: First
Year: 2008-2009
School: School
District: Lincoln Park Public Schools

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

age 1 of 1

Legend
Target Bar
Target Goal
Benchmark Assessment
Progress Monitoring Assessment
Aimline
Score Above Graph Bounds
Score At or Above Aimline
Score Below Aimline
Consider Adjusting Intervention





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Stage	Grade	DRA Level	Fountas/Pinnell	DRA Pacing
Early Emergent	K	A	A	Kindergarten A,1,2,3 January-May
	K	1	A	
	K	2	B	
	K,1	3	C	1st/ 3-6 September-December
	1	4	C	
Upper Emergent	1	6	D	1st/8-12 January-March
	1	8	E	
	1	10	F	
	1	12	G	
	1	14	H	1st/14-16 April-May
	1	16	I	
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	2	20	K	
	2	24	L	
	2	28	M	
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	3	34	O	
	3	38	P	
	4	40	Q	4th Grade September-May
Proficiency	4	44	R	
	4	48	S	
	5	50	T	5th Grade September-May
	5	54	U	
	5	58	V	
	6	60	W	6th Grade September-May
	6	64	X	
	6	68	Y	
	+	68+	Z	

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2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, "Oral Reading Fluency: 90 Years of Measurement," (brt.oregon.edu/tech_reports.htm), and in the article, "Oral Reading Fluency Norms: A Valuable Assessment Tool..." in the April 2006 issue of *The Reading Teacher* (www.reading.org/publications/journals/RT/).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	96	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	86	96	0.8
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

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Name:
ID:
Class:
Grade:
Year:
School:
District: Lincoln Park Public Schools

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

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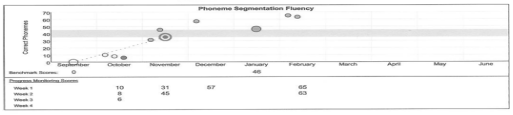

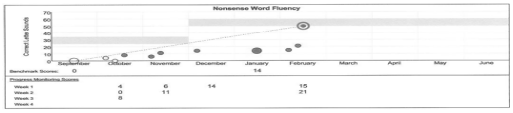

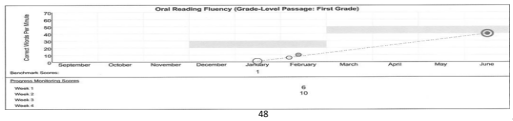

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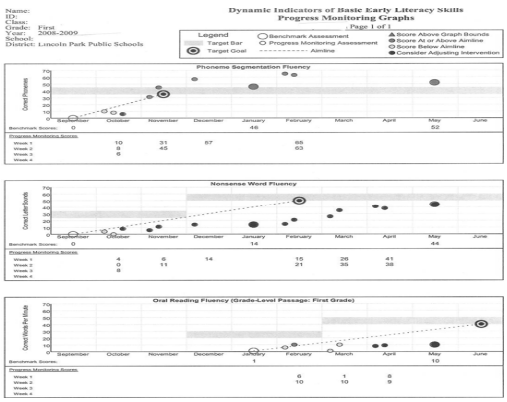

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Compliance

- Always use research-based instruction
- Implement instruction/interventions with fidelity
- Inform parents of student's progress
- Never deny a student access to the general education curriculum
- Do not delay or deny a parent request for a special education evaluation

Simple Integrated Approach

"Simple can be harder than complex. You have to work hard to get your thinking clean to make it simple. But it's worth it in the end because once you get there, you can move mountains." -Steve Jobs, 1998

General Education

What are the Basic Skills?

The National Reading Panel (NRP, 2000) identified 5 essential components of early literacy instruction

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

Phonemic Awareness:

The ability to hear, identify and manipulate the individual sounds -phonemes- in spoken words.

Phonics:

The ability to recognize the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

Fluency:

The ability to read accurately, quickly, and with appropriate intonation and expression.

Reading Comprehension:

"Intentional thinking during which meaning is constructed through interactions between text and reader." Harris and Hodges 1995

Vocabulary:

The words a person knows. Speaking, listening, reading and writing vocabulary are learned using different instructional strategies.

How can general education integrate with other education departments?

The **WHAT** of learning-multiple means of representation

The **HOW** of learning-multiple means of action and expression

The **WHY** of learning-multiple means of engagement

How can the remedial education department integrate with the general education department?

How can the English Language Learners department integrate with the general education department?

How can the preschool education department integrate with the general education department?

"The root of reading is language and speech."

Overcoming Dyslexia, Shaywitz,

Phonological Awareness

- Broad term that includes phonemic awareness
- In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.

Phonemic Awareness and Phonemes

Phonemic Awareness:

The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words.

Phoneme:

The smallest part of spoken language that makes a difference in the meaning of words.

Stages of Phonological Awareness Development

- Recognition that sentences are made up of words.
- Recognition that words can rhyme.
- Recognition that words can be broken down into syllables.
- Recognition that words can be broken down into onsets and rhymes.
- Recognition that words can begin with the same sound.
- Recognition that words can end with the same sound.
- Recognition that words can have the same medial sound.

- **Recognition that words can be broken down into individual phonemes**.

Different Linguistic Units

Sentences: The sun shone brightly.

Word: sun

Syllables: sun, sun-shine, sun-ny

Onset-rime: s-un, s-unshine, s-unny

Phoneme: s-u-n, s-u-n-sh-i-ne, s-u-nn-y

reading.urogen.edu

The Progression of Phonemic Awareness Skills

Isolation
Identify
Categorization
Blending
Segmentation
Deletion
Addition
Substitution

How can the special education department integrate with the general education department?

Changing Roles

School psychologist

Resource program teacher

Speech and language pathologist

Curriculum Plan

- Curriculum is WHAT you teach.
- Instruction is HOW you teach it.
- Assessment determines if the student has achieved it.
- Evaluation/response is “What do you do if the student hasn’t achieved it?”

WJIII Test of Cognitive Abilities

7 Broad CHC Abilities/Processes

Woodcock-Johnson III: Reports, Recommendations, and Strategies

Long-Term Retrieval (Glr)

The ability to store and retrieve information through association.

Short-Term Memory (Gsm)

The ability to hold information for a limited duration with immediate awareness and use it within a few seconds.

Influenced by attention

Processing Speed (Gs)

The ability to perform simple cognitive tasks with automaticity (rapidly and with little thinking)

Influenced by attention

Auditory Processing (Ga)

The ability to analyze, synthesize and discriminate auditory stimuli.

Visual Processing (Gv)

The ability to perceive, analyze and think with visual patterns, spatial orientation and configurations.

Comprehension-Knowledge (Gc)

The ability to acquire and store knowledge from one's experiences, communicate one's knowledge through expressive vocabulary and reason with previously learned procedures in order to transfer knowledge

Described as *crystallized intelligence*

Fluid Reasoning (Gf)

Ability to use inductive and deductive reasoning to form concepts, generate and apply rules to solve novel problems.

Described as *fluid intelligence*

R340.1745 of MARSE

Services for students with speech and language impairment

All of the following provisions are specific requirements for speech and language services:

(a) The speech and language services provided by the authorized provider of speech and language services shall be based on the needs of a student with a disability as determined by the individualized education program team after reviewing a diagnostic report provided by an authorized provider of speech and language services.

(b) , (c), (d)

Section 300.34(c)(15) of IDEA 2004

Speech-language pathology services include:

- Identification of children with speech and language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children and teachers regarding speech and language.

Speech differences

Speech delays

Speech disorders

The Source for RtI, **Linguisystems**

Why would you try to correct the way a preschool student articulates sounds when he has not been taught to distinguish sounds?

Early phonemic awareness skills should be learned first before speech therapy is initiated.

What is Language?

Language is a set of symbols. These symbols represent concepts that can be combined or rearranged to generate new complex meanings. Language is the understanding and the expression of our thoughts, ideas and feelings through the modalities of listening, speaking, reading and writing.

Language serves two primary functions

It enables human beings to communicate.

It enables human beings to think.

Two types of Thinking

Critical Thinking-the ability to think logically, to formulate and analyze concepts, to solve problems, to form and support judgments, to understand cause and effect, draw inferences and use reasoning.

Creative Thinking-the ability to use one's imagination in order to invent, generate ideas, solve problems, predict and elaborate.

What is Communication?

Communication is the exchange of information, ideas and feelings between people. People exchange information in many ways-through different facial expressions, body language, gestures, oral language, reading and writing.

In order for effective communication to take place, people must agree on the meaning of the symbols (words).

When communication occurs, a person sends a message and another person receives it.

Language Development consists of two systems

Receptive language-the ability to receive the message through the modalities of listening and reading and assign meaning to it. This is semantic knowledge.

Expressive language-the ability to use semantic knowledge through the modalities of speaking and writing.

Language is governed by

- **Semantics**-the ability to comprehend the message and assign meaning to it.
- **Syntax**-the ability to understand the grammatical rules governing correct word order.
- **Morphology**-the ability to understand the rules that govern word agreement.
- **Pragmatics**-the ability to express utterances in appropriate situations.
- **Phonology**-the ability to express utterances with correct sound production.

Vocabulary

Vocabulary development is an example of semantic knowledge.

Vocabulary is **WORD POWER**.

Four types of Vocabulary

Listening
Speaking/Oral
Reading
Writing

Vocabulary

How is vocabulary learned?

How is vocabulary taught?

Research about Vocabulary

- Kindergarten students' vocabulary size is a predictor of comprehension in middle school. (Scarborough, 1998)
- Students with poor vocabulary by third grade have declining text comprehension scores in fourth and fifth grade. (Chall, Jacobs and Baldwin, 1990)
- A single book reading improved significantly children's expressive vocabulary. (Senechal and Cornell, 1993)

The National Reading Panel recommends that

1. Vocabulary skills should be taught directly and indirectly.
2. Students should be given many repetitions of vocabulary words in a variety of situations.
3. Vocabulary should be taught in rich context.
4. Vocabulary should be taught through active learning.

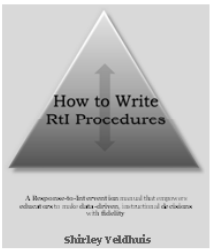
General Education Recommendation

School Psychologist Recommendation

Resource Program Teacher Recommendation

Speech and Language Pathologist Recommendation

For more information, the book entitled



is available online at www.simplyrti.com

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