

1) Do RTI accommodations follow the child from year to year, as they do for an IEP?

RTI is not a set of accommodations or a placement. The concept behind this initiative is that students, through a problem solving model with a benchmarking component are identified as having difficulty. The nature of the academic concern (for example) is identified. If a child is having decoding issues then through problem solving, the teacher and the specialists would design a short term intervention to remediate the issue. Short term is about 4–6 weeks and progress monitoring data is collected during that time to determine if the intervention is impacting the student identified issue. In essence we are giving students what they need, in addition to what all students receive in order to impact individual student learning. This is based on data, not hunches and is frequently progress monitored in order to check for impact.

2) How are RTI interventions documented so the next year’s teacher knows what worked and what didn’t work for that child?

Schools should keep a record of the interventions based on problem solving. For example, I maintain a record of what I did with intervention groups. Teachers every year share their students with the next grade level during articulation. A form like the sample below can be used to indicate what occurred.

Intervention Recording Sheet

Month: _____

Day/Date	Time	Group	Implementer	Activity Planned	Absences
10/6/08	8:50-9:20	McNeil	Gerzel-Short	<ul style="list-style-type: none"> • Letter sound • What word? • Heggarty 	N/A

3) Do you make allowances for ELL or cultural differences?

Great question, absolutely! For example, my school is over 50% Spanish bilingual. We have interventions designed specifically for students based on their needs and based on the primary language they are receiving instruction in.

4) Is RTI similar to AIS (academic intervention services)?

I am not familiar with AIS, but from what I understand this process is based on high stakes testing and services are provided so that students pass those state level assessments. RTI is based on benchmarking 3 times a year (similar to a check-up at a doctor’s office) and classroom level assessments.

5) How often should you reassess? Should you reassess in all areas or just certain areas?

All students should be benchmarked three times a year for example, in September, January and May. Those students who have been identified as needing more supplemented instruction would be progress monitored based on their individual need- Tier II (moderate need)-progress monitor every two weeks, Tier III (intensive need) progress monitor weekly and sometimes twice a week. For example, I monitor my students weekly for reading, and math and every other week for writing.

6) Is there an example of RTI in place from start to finish or some sort of map that shows what happens from start to finish?

This is a good question. RTI is a process of continual checking. Some schools/states have been problem solving for years. Iowa and Minnesota both have systems in place that have effectively impacted student needs, along with a process for special education services. For more about the process, please refer to the following [Record article](#).

7) Do you have examples of universal behavioral matrices for middle school students?

The matrix I shared would be similar for middle school and high school, but based on your student population and areas of concern. Here is a link you might find supportive: www.pbis.org.

8) What is the equivalent to DIBELS in other subject areas? My school uses DIBELS to assess reading and we use MCLASS for benchmarking and Progress Monitoring.

In my school, we use AIMS Web benchmarking probes as well as the progress monitoring probes. Though a Palm pilot program is available, we do not have the funds for that, so the school is doing basic paper/pencil data collection. Probes (progress monitoring) are available on the website: www.intervetnioncentral.org.

These are free, and this website also gives you the capability to create your own probes, based on the student's current reading.

9) There have been a lot of complaints that the information on DIBELS is not aligned with state standards. How would you address this issue when it comes to comparing information that students are supposed to know with what is tested?

My school is using cut scores that have been tied to ISAT, which is the Illinois high stakes testing. Below is the link to <http://measuredeffects.com/index.php?id=9> and http://measuredeffects.com/measuredeffects.com/UserFiles/modules/file_upload_library/CBM_ISAT.pdf.

Dr. Ben Ditekowsky conducted research that tied reading CBM to the Illinois State Assessment, which is linked to Illinois state standards. Please visit the website listed to check whether you might be able to get information for your state.

10) How do interventions such as Reading Recovery, etc, fit into this model?

Reading Recovery could be used as an intensive (Tier III) intervention. Please go to this link for more information: www.fcrr.org/FCRRReports/CReportsCS.aspx?rep=supp
Look for Tier II and Tier III research-based interventions, including the strengths and weakness of the programs (scientifically research-based) and areas they target within the five reading components.

11) Do you have any suggestions for what the rest of the students can do while we work with the students needing intervention?

We have been toying with this in our school. This past year, all students received some sort of intervention, either enrichment, supplemental, or intensive. To be honest this stressed the support staff. Next year, we have decided to have common reading blocks (90 minutes) for the core curriculum, and then the intervention teams would, after core instruction, target students based on need. Theoretically, the interventions should be frequently monitored and changed in order to meet the changing needs of the students, or eliminated when the student no longer needs the interventions. Of course all decisions are made based on frequently collected data.

12) Should you give the same assessment during the weekly assessing, or give a different assessment on the same material, but presented in a different way?

The progress monitoring tool should be different from the benchmarking tool and should change weekly or biweekly based on the intervention being provided.

13) How is RTI tied to Reading First?

They are two separate initiatives. Reading First promotes schools using scientifically- based approaches *and* programs that are not scientifically based. RTI promotes teaching core instruction to all students, and then providing additional supports in Tier II and Tier III that are also research-based. All interventions must be delivered with integrity and validity as well as progress-monitored.

14) When should I ask for my student to be placed on a 504?

The problem-solving team should be tracking students who have intervention, including data that shows whether or not interventions are working. Students who require 504 accommodations can still have intervention services, based on their particular needs. Typically students who would require a 504 plan have significant health concerns that impact the learning environment academically or physically. RTI is not a service nor is it a placement; rather it is an additional opportunity or opportunities for instruction based on a specific skill need. There is a goal and objective for the student within the intervention, in addition to collecting and evaluating progress-monitoring data to determine the effectiveness of the (short term) intervention.

15) Can a teacher build this model into an existing classroom model even if the school does not have an RTI format? Can't a teacher do the same model in the classroom through dynamic grouping?

Yes, a teacher could use this approach in the classroom, but having a broad support of people working together makes the problem-solving model easier to deliver to students. It also distributes the workload. All students, then, receive core instruction plus any supplemental materials they might need.

16) How can RTI serve students who are English Language Learners, considering that their actual skills (especially in reading) many times can't be accurately reflected when tested in English?

Both DIBELS and AIMS Web offer benchmarking and probes in Spanish. The interventions delivered are based on the student's language, i.e. in Spanish.

17) Can you suggest a universal screener for middle school grades?

AIMS Web has universal screening tools in reading, math, and writing, up to grade 8. The reading probes are Oral reading fluency and a Maze for which every 7th word is eliminated, and then a choice of three words is given. From those words, the student chooses a word to "fill in the blank." DIBELS also has reading benchmarks up to grade 6.