

Response to Intervention: From Research to Implementation

Where We Are, What's Working,
What's Next?

Panel Participants

- Marty Hougen
 - Thea Woodruff
 - Sharon Vaughn
- Vaughn Gross Center
for Reading & LA
The University of
Texas at Austin
- Susan Smartt
Vanderbilt
University
 - Jack Fletcher
The University of
Houston

Dr. Susan Smartt

- A researcher from Vanderbilt University, Dr. Smartt has been in private practice supporting students with dyslexia more than 25 years, and she is a national trainer for several programs designed to address dyslexia. Currently her research centers on the status of teacher educators and what our prospective teachers are or are not learning about teaching reading.

Dr. Thea Woodruff

- Project Director and Lecturer at the Vaughn Gross Center for Reading & Language Arts, The University of Texas at Austin.
- Research interests: different types of professional development for upper elementary & middle school teachers in reading comprehension & 3-Tier model.

Dr. Sharon Vaughn

H.E. Hartfelder Southland Corporation Regents Chair and Professor at the University of Texas at Austin. She is the recipient of the AERA's Special Education State Improvement Grant Award for contribution to research. She has served as editor to several peer reviewed publications & is the author of numerous books and research articles.

Dr. Jack Fletcher

- Distinguished University Professor of Psychology, University of Houston. A child neuropsychologist, Dr. Fletcher has completed research on many issues related to learning disabilities and dyslexia. He was the 2003 recipient of the Samuel T. Orton award from IDA!

Dr. Marty Hougen

- Project Manager at the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin working with the Higher Education Collaborative. TSRA awarded *Outstanding Reading Administrator* and Recipient of the *Educator of the Year* Award from CEC's Division for Learning Disabilities.

By the end of this exploration of the reading brain, what we know of the **profound cognitive miracle** that takes place every time a human being learns to read will be the reader's to preserve and to go beyond.

Proust & The Squid

- *The Story and Science of the Reading Brain*
- Maryann Wolf
- 2007, Harper Collins Publisher

RTI is.....

The practice of providing high-quality instruction/intervention matched to student needs.....

and

Using learning rate over time and level of performance to **inform educational decisions**

IDEA Partnership, July 2007

Response to Intervention (RTI)

- Two goals:
 - Prevent academic problems
 - Determine students with LD

RTI: Two Aspects

- RTI diagnostic approach
- RTI instructional approach

RTI: Diagnostic Process

- Diagnostic approach for determining which students are entitled to special education services
- Depends on quality of the RTI instructional model

RTI: Instructional Model

- High quality initial instruction
- Small group differentiated instruction
- Progress monitoring
- Reasonable interventions
- As much time as needed
- Tiered instruction

What does it look like in the classroom?

- High quality, research-based instruction in the core reading program
- Ongoing student assessment
- Instruction based on assessments
- Differentiated instruction and interventions

WHEW!!!!!! That's a lot to ask!

And that's not all...

- New roles for everyone: principal, instructional specialists, special education teachers, diagnosticians, other specialists
- Planning and organization and record keeping and planning and meeting and collaboration and planning.....
- Did I mention **PLANNING**?

Core Instruction

- **Expectation** = 80% or more of students successful
- **Assessment** = universal screening for reading
- **Intervention** = differentiated instruction
- **Roles and responsibilities** = primarily the general education teacher

IDEA partnership July 2007

Incorporating the Features of Effective Instruction

- 1. Explicit Instruction**
- 2. Systematic Instruction**
- 3. Ample practice opportunities**
- 4. Immediate corrective feedback**
- 5. Ongoing progress monitoring**

What about students with dyslexia?

- Earlier identification
- Earlier interventions
- Fewer referrals to special education
- More successful readers!

As you ponder these remarks.....

- Think of the profound cognitive miracle that takes place every time a human being learns to read
- Preserve what you have learned, and go beyond what you have heard.....

There is no one “right” way...

- Listen to the knowledge and experience of others
- Think of your own context
- With your team, make a plan that works for your students
- Continually evaluate, problem-solve, and respond to the needs of your students

Questions?

We will address questions after Thea and Sharon address the 3-Tier model

and again

After Jack and Susan discuss research and higher education challenges

Procedures

- Write questions on notecards
- Cards will be collected and addressed at various times by the speakers.

Review resources

- Slides will be posted
- You may email additional questions and comments to the speakers

Let's begin.....