

# Responsive Teaching and Response to Intervention: Considering the I in RTI

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# Who's in the Room?

# What is the most critical component of an RTI Approach?

Effective Instruction!

Recommendations from the IES practice guide:

**Assisting Students Struggling  
with Reading: Response to Intervention  
(RtI) and Multi-Tier Intervention in  
the Primary Grades**

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf)

# Recommendations from the IES Rtl Practice Guide (p. 6)

## ➤ *Recommendation #1*

- *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities*
- Level of evidence supporting the recommendation
  - Moderate

# Recommendations from the IES Rtl Practice Guide (p. 6)

## ➤ *Recommendation #2*

- *Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.*

## ➤ Level of evidence supporting the recommendation

- Low

# Recommendations from the IES Rtl Practice Guide (p. 6)

## ➤ Recommendation #3

- *Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.*

## ➤ Level of evidence supporting the recommendation

- Strong

# Recommendations from the IES Rtl Practice Guide (p. 6)

## ➤ *Recommendation #4*

- *Monitor the progress of tier 2 students at least once a month.*

## ➤ Level of evidence supporting the recommendation

- Low

# Recommendations from the IES Rtl Practice Guide (p. 6)

## ➤ Recommendation #5

- *Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).*

## ➤ Level of evidence supporting the recommendation

- Low ([details](#))

- Studies demonstrate that children's learning is more dependent on what teachers do than on the programs they use. Examples include:
  - Bond & Dykstra, 1967
  - Duffy & Hoffman, 1999
  - Nye, Konstantopoulos, & Hedges, 2004
  - Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2008
  - Tivnan & Hemphill, 2005
- There is no evidence that currently popular, commercially marketed intervention programs work.

<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=01>

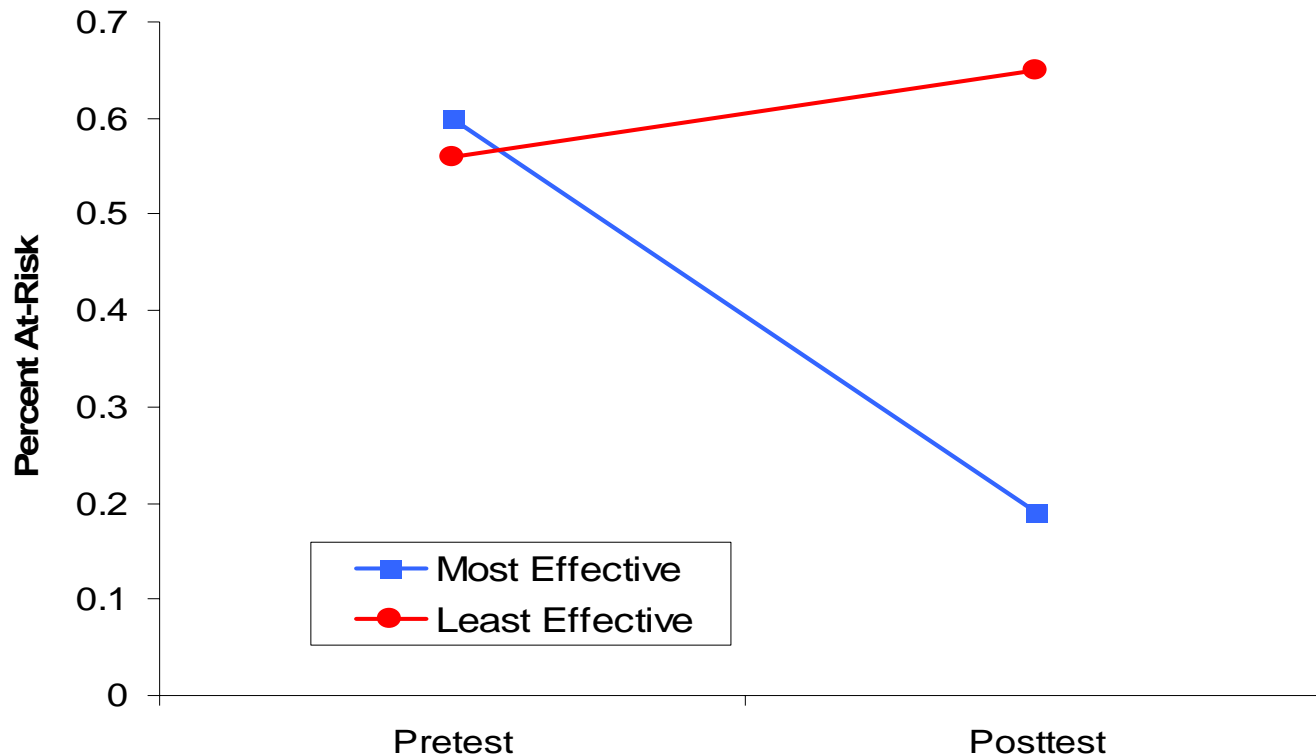
# Research on the effects of responsive teaching on outcomes for children who struggle at the early stages of reading development.

Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2008

- Compared kindergarten classroom teachers classified as more vs. less effective based on their students' growth in literacy skills during kindergarten.
- Compared the effectiveness of kindergarten classroom teachers before and after involvement in professional development based on the Interactive Strategies Approach.

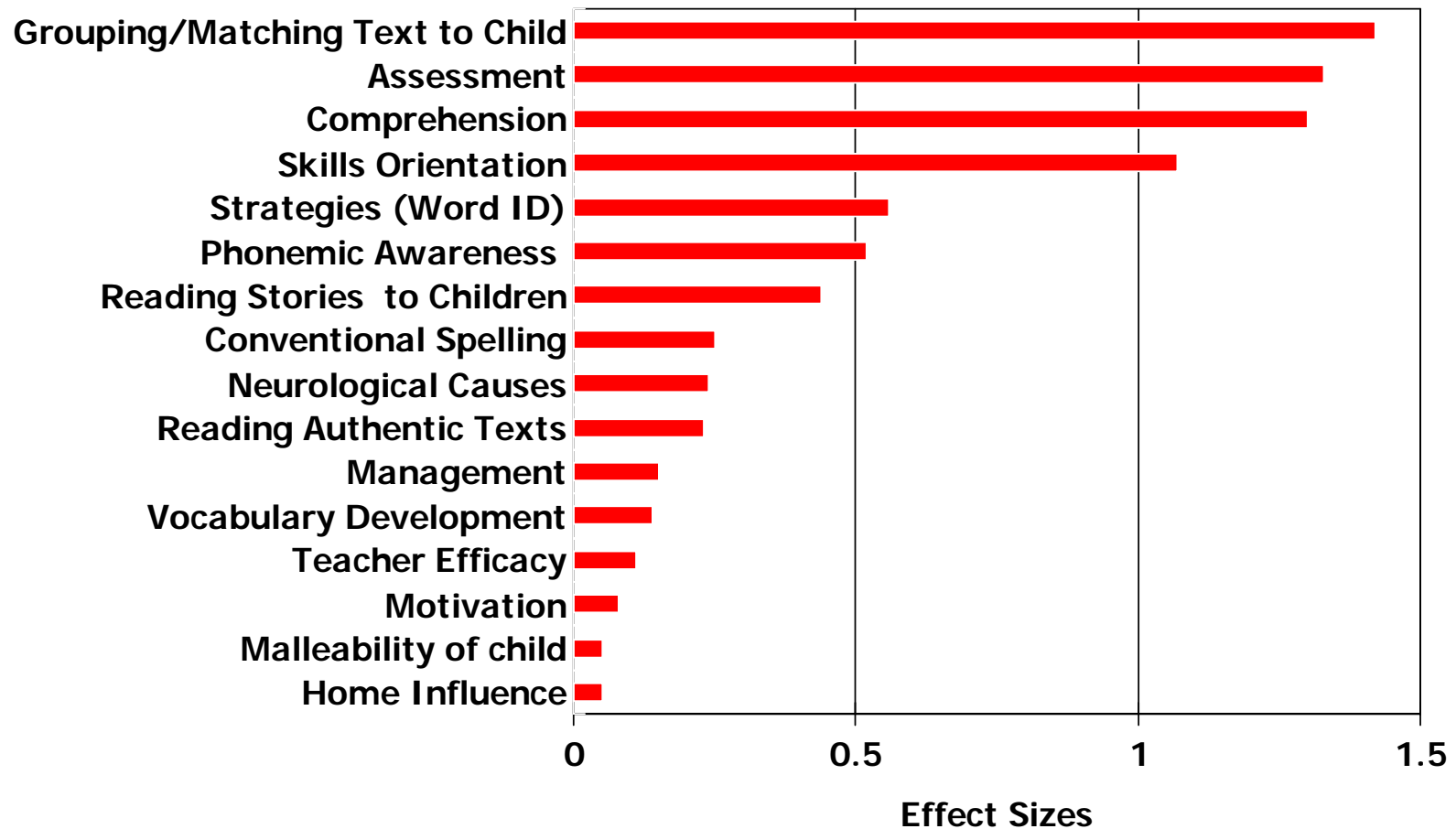
# Comparison of more vs. less effective classroom teachers at the kindergarten level – extreme groups design

**Percent of Children At-Risk for Reading Problems at the beginning and end of Kindergarten**



Note: Effectiveness was determined by changes in the number of children who qualified as At-Risk based on the Phonological Awareness Literacy Screening (PALS) administered at the beginning and end of the school year.

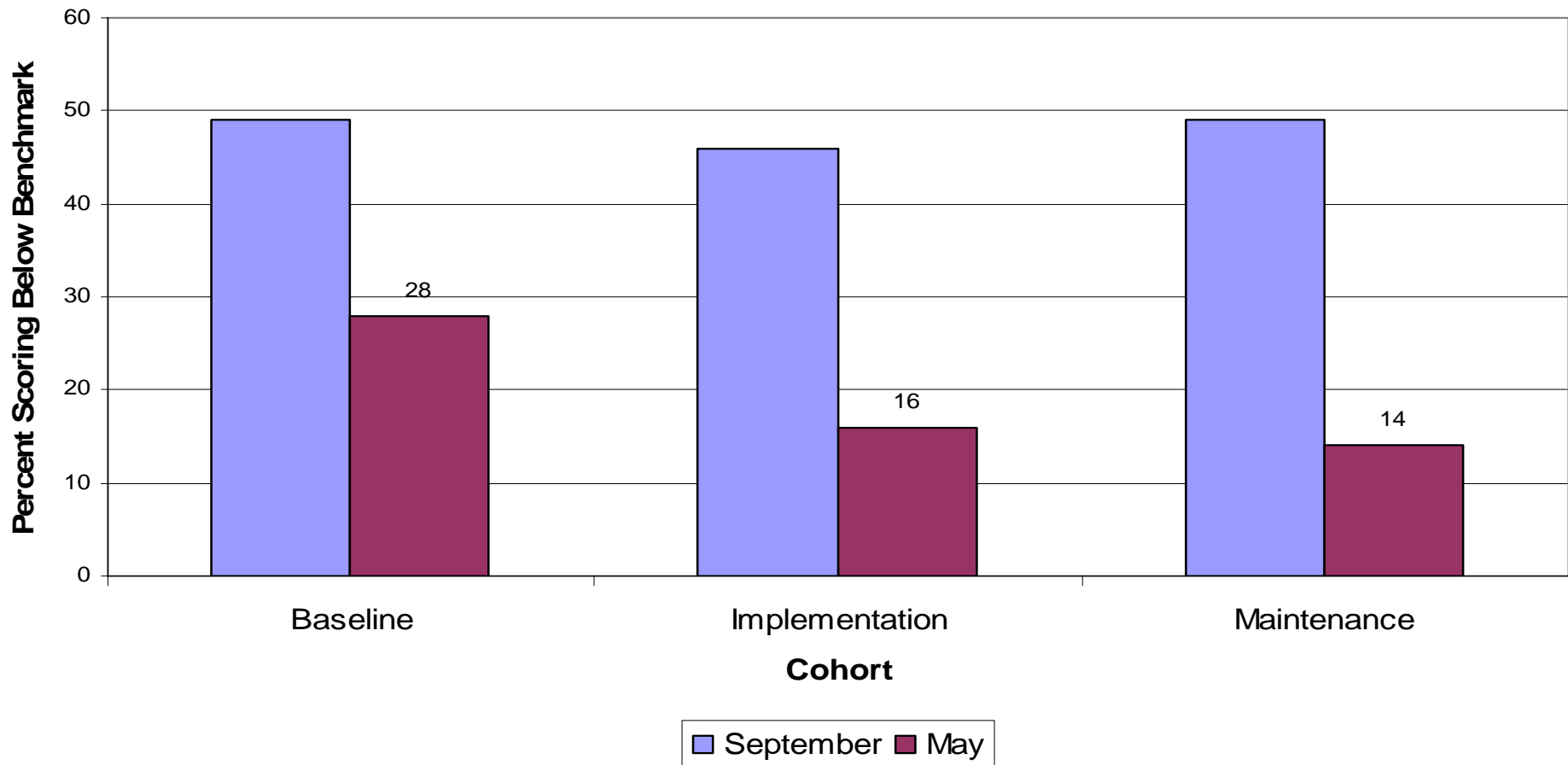
# Effect Sizes Comparing More Effective and Less Effective Teachers on Responses to Questionnaire Items Assessing Theoretical Constructs Thought to Effect Literacy Development



Note: Small effect sizes indicate that teachers in the two groups responded similarly. Large effect sizes indicate that teachers in the more effective group indicated greater support for the belief or greater use of the practice.

Comparison of the effectiveness of classroom teachers before and after professional development based on the Interactive Strategies Approach.

**Changes in the Percentage of Children Scoring Below Benchmark from Beginning to End of Year Before Professional Development (Baseline), during PD (Implementation), and after PD (Maintenance)**



# Study by Scanlon, Vellutino, Small, Fanuele, & Sweeney (2005)

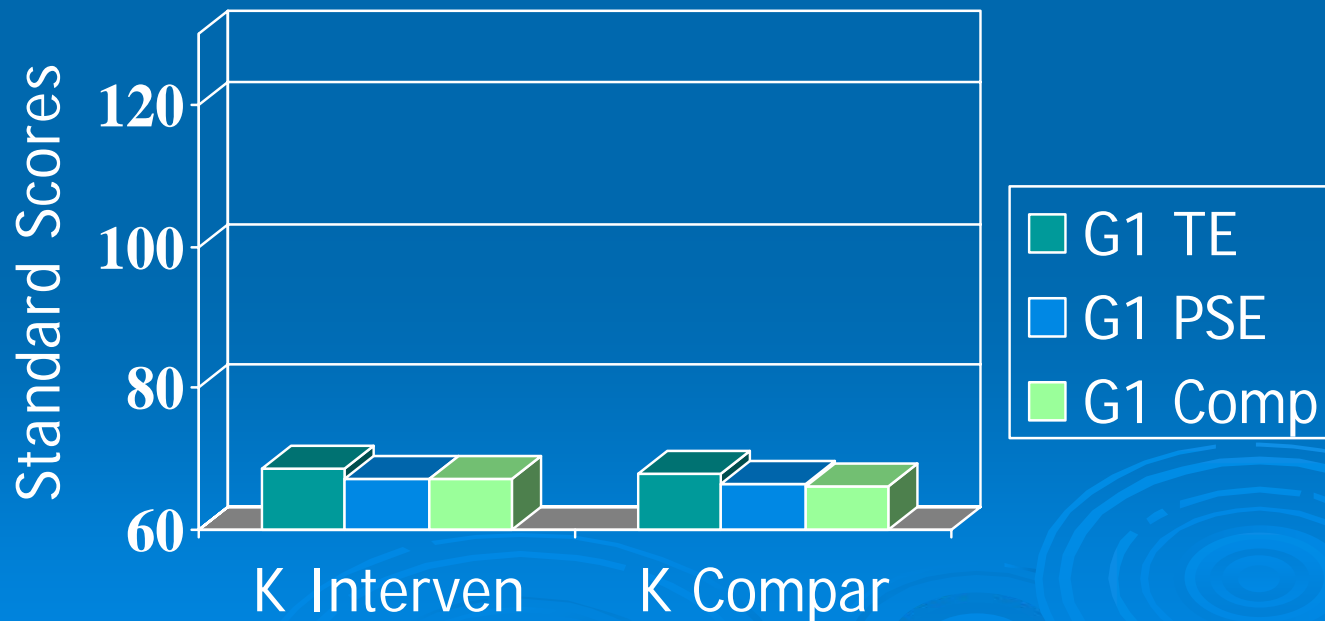
- Randomly assigned first grade poor readers to one of two types of daily one-to-one intervention or to a control group.
  - Text Emphasis (TE) – half of each lesson devoted to supported reading of manageable text
  - Phonological Skills Emphasis (PSE) – half of each lesson devoted to developing phonological skills
  - Comparison (Comp) – School provided instruction (and intervention)

The two first grade intervention programs differed in terms of the amount of time that was devoted to the components of the daily lesson

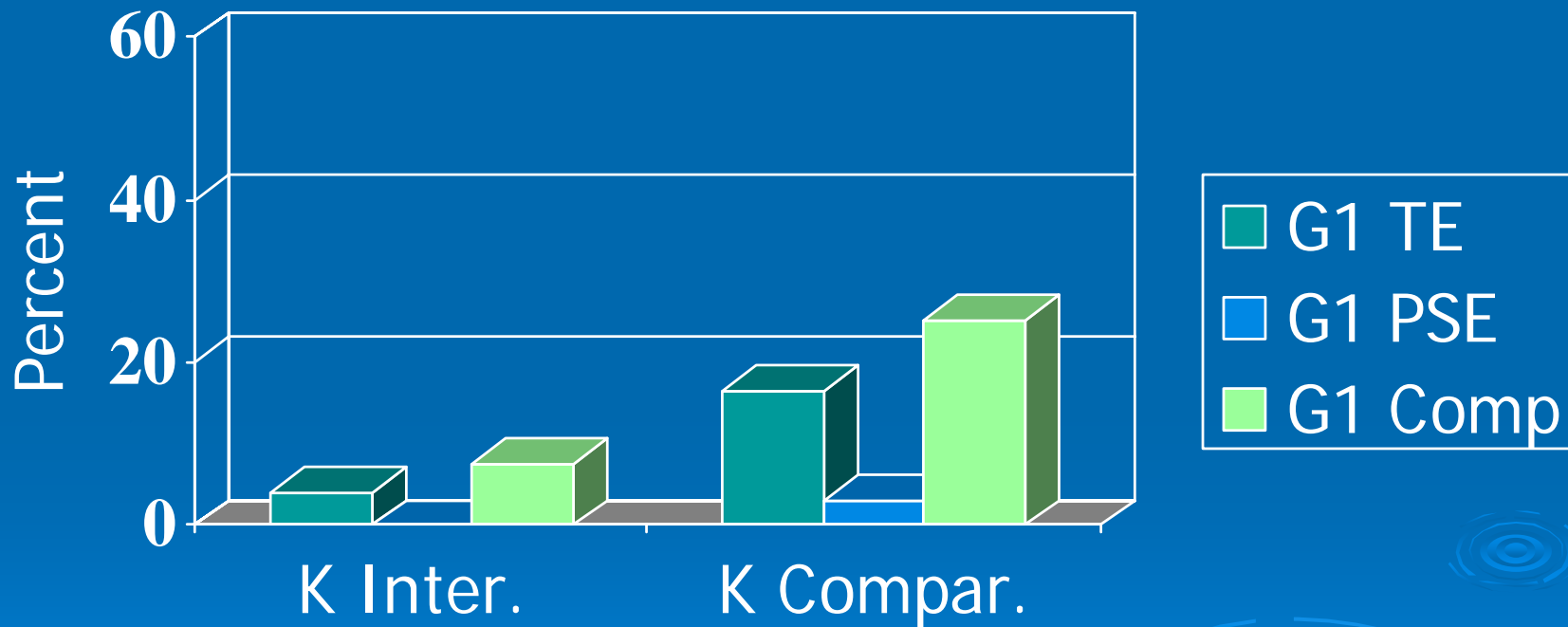
	Phonological Skills Emphasis	Text Emphasis
Reading and re-reading	5 minutes	15 minutes
Phonological skills	15 minutes	5 minutes
High Frequency Words	5 minutes	5 minutes
Writing	5 minutes	5 minutes

# Beginning of First Grade - the 6 Groups Were Equal and Substantially Below Grade-Level Expectations on Measures of Reading Skill

## Basic Skills Cluster of the WRMT-R - September Grade 1

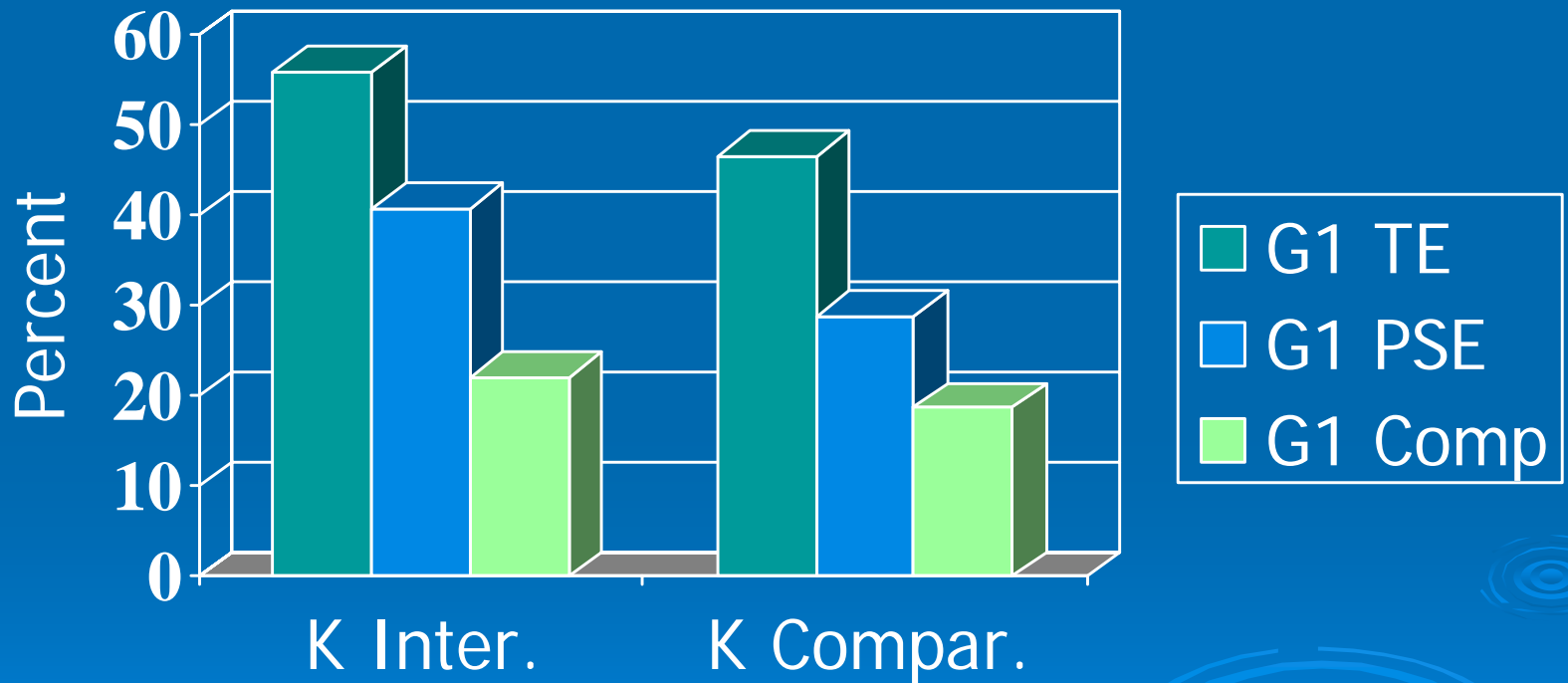


# Percent of poor readers scoring below the 15th percentile at the end of first grade



Note: Tier 2 (kindergarten intervention) effects were still evident at the end of first grade. Those who had intervention in Kindergarten were less likely to demonstrate severe reading problems.

# Percent of poor readers scoring above the 50th percentile at the end of first grade



Note: Tier 2 Effects were still evident in first grade. Those who had intervention in kindergarten were more likely to be reading above the 50<sup>th</sup> percentile.

In general the Scanlon et al. (2005) study demonstrates:

- Small group intervention in kindergarten can:
  - Substantially reduce the number of children who qualify for intervention in subsequent grades
  - Substantially reduce the number of children who demonstrate severe reading difficulties in subsequent grades
- One-to-one intervention in first grade can:
  - Substantially reduce the number of children who demonstrate severe reading difficulties
  - Substantially increase the number of children who achieve at or above grade level expectations

- Teachers in the Scanlon et al. studies did not use packaged programs –
  - They taught with the purpose of supporting and enhancing the children's learning relative to their classroom program.
  - Instruction was determined by
    - An overarching set of goals for early literacy development.
    - The characteristics of the classroom language arts program.
    - The children's status relative to the goals and program.
  - The major purpose of professional development was to enhance teacher knowledge of literacy development so teachers could effectively
    - Identify what children were ready to learn, and
    - Teach them what they were ready to learn.

# Reading is a complicated process

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## Something Pretty

Mother said, “Look, Look.  
See this.”

“Oh, oh,” said Sally.

“It is pretty.”

~	apple	}	nest
!	dog	<	octopus
%	Ed	+	pig
)	good	#	run
^	hat	?	sun
\$	itch	{	tongue
@	kite	>	yard
&	lemon		
*	moose		

Reading is a complicated process

Sam walked slowly on the way to school.

She was worried about today's math test.

While walking, she wondered how she could help her students understand place value more effectively.

# Reading is a Complicated Process

➤ Landfills Refuse Refuse

*Landfills Refuse Garbage*

➤ What Farmer Sows Sows Eat

*What Farmer Sows Pigs Eat.*

➤ Mummy's Wound Wound in Gauze

*Mummy's Wound Wrapped in Gauze*

➤ Guests Present Present Present

*Guests Present Give Gift*

## ➤ Possible origins of reading difficulty:

- Early reading difficulties are most often related to difficulties with phonological skills:
  - Phonemic awareness
  - Facility with the alphabetic code
- Both of these areas of difficulty make it difficult for the child to engage in self teaching for the purpose of building sight vocabulary.

- Possible origins of reading difficulty:
  - Later reading difficulties are often associated with limited sight vocabulary which may be due to:
    - Unresolved difficulties with phonological skills
    - Limited experience with reading (“Matthew Effects”)
    - Limited engagement in meaning-making while reading
      - Which makes it difficult to identify words that are not fully decodable
    - Limited knowledge

# Effective early literacy instruction includes emphases on:

- Motivating children to want to read and write
- Engaging children in actively constructing meaning from text
- Providing extensive opportunities to build the general knowledge base upon which reading comprehension depends
- Developing vocabulary and oral language skills
- Developing phonemic awareness
- Teaching about the alphabetic code
- Development of high frequency sight vocabulary
- Development of a strategic approach to word identification
- **Large amounts of academic engaged time**

# General Questions Related to Literacy Instruction

- Do we teach children to read and write or do they teach themselves?
- What is the goal of literacy (instruction)?
- Do all children need the same kind and amount of instruction?

# Developing a Self-Teaching Mechanism

- Teaching children effective word solving skills allows them to:
  - Learn more words and more about the alphabetic code each time they read.
  - More effectively construct the meaning of the text – because they know what to do when they get stuck on a word.
- The Interactive Strategies Approach (ISA) focuses heavily on helping children to develop a strategic approach to word solving.

## Strategies should meet three criteria...

- Allow students to accurately and independently identify an unfamiliar word.
- Encourage students to store fairly complete word information.
- Motivate students to read.
  - because wide reading is critical to the development of sight vocabulary, meaning vocabulary, language, knowledge, ...

# The ISA was developed to meet all three criteria

- Code-based strategies are taught to
  - encourage students to store fairly complete word information.
- Meaning-based strategies are taught to
  - direct and confirm independent word identification
  - focus attention on the meaning of text (which is critical to motivating students to read)
- Interactive strategy use is taught to
  - allow students to accurately and independently identify a word.

# ISA Strategy List

To figure out a word:



Check the pictures.

**fun**

Think about the sounds in the word.

??

Think of words that might make sense.

**sat**

Look for word families or other parts you know.



Read past the puzzling word.



Go back to the beginning of the sentence and start again.

a e i o u

Try different pronunciations for some of the letters, especially the vowel(s).

**Look/ing**

Break the word into smaller parts

Emergent → Developing

Video of emergent readers  
beginning to develop a strategic  
approach to reading:

Look Closer

- strategy instruction Video
- strategy application **Video** 3:59

# A Developing Reader

Demonstrating active, effective,  
and independent word solving

Video (9:00) My Shadow

# An Older Struggling Reader

- Before learning to be strategic in word solving: Video (.....:23)
- After instruction in strategic word solving: Video

# Instruction to Promote Reading for the Purpose of Meaning-Making

- Children tend to learn what we teach them.
- We need to help them make the connections between skills and strategy instruction and the application of those skills.
- We need to teach them so that they have
  - The **expectation** that what they read will make sense, and
  - The **will** to engage in the thinking needed so that the text does make sense.

# Word Identification Strategies & Comprehension

Children need to learn strategies that will enable them to accurately and independently identify words:

- Strategic word identification leads to automatic word identification.
- Automatic word identification facilitates comprehension.

# What's needed to read with comprehension?

The reader must:

- Be able to fluently (automatically) identify most of the words.
- Know the meanings of the words and have a good grasp of the syntax (grammar).
- Have some knowledge (concepts and schemas) related to the content.
- Be engaged in making meaning.

# What is the most critical component of an RTI Approach?

Comprehensive  
Instruction!

Thanks for Listening!

# Low Level of Evidence (IES Guidelines)

- In general, characterization of the evidence for a recommendation as low means that the recommendation is based on expert opinion derived from strong findings or theories in related areas or expert opinion buttressed by direct evidence that does not rise to the moderate or strong levels. Low evidence is operationalized as evidence not meeting the standards for the moderate or high levels.