

Ideas Unlimited Seminars  
*Presents...*

# RTI 2.0

Featuring...  
Pat Quinn  
"The RTI Guy"

# Schedule

<b>Session 1</b>	<b>Part 1A - Introduction to the Seminar</b> <b>Part 1B - Purpose of RTI</b> <b>Part 1C - Steps of RTI</b> <b>Part 1D - Two Great Models - Elementary</b> <b>Part 1E - Two Great Models - Secondary</b>
<b>Session 2</b>	<b>Part 2A - Questions &amp; Answers with Pat Quinn</b> <b>Part 2B - Implementation Step 1 - Rationale</b> <b>Part 2C - Implementation Step 2 - Routines</b> <b>Part 2D - Implementation Step 3 – Resources</b> <b>Part 2E – Finding the Time for Tier Two</b>
<b>Break</b>	<b>Lunch Break</b>
<b>Session 3</b>	<b>Part 3A - Tools and Technology</b> <b>Part 3B – Reducing the Paperwork</b> <b>Part 3C - Characteristics of Successful RTI Schools</b> <b>Part 3D - Final Thoughts</b>

Email your questions to the presenter at any time:  
**pat@TotalRTI.com**

# Graduate Credit Info

**Up to three graduate credits are available through Concordia University.** In addition to attending today's presentation you also need to complete a short written assignment for each one-credit course summarizing how you will apply what you learned during today's presentation. You can sign up for one, two or three credits.

To sign up for this Graduate Credit Course visit:

**[www.GradCredits.com](http://www.GradCredits.com)**

**Use the following 5-digit "Approved Presentation Numbers"  
for any course you would like to take.  
You can sign up for up to three credits.**

Presentation #76454 - Response to Intervention

Presentation #77136 - Improving Full Class Instruction

Presentation #77137 - Differentiated Instruction

## **Frequently Asked Questions:**

### **What University is the Graduate Credit from?**

The graduate credit is earned from Concordia University Wisconsin. Concordia University Wisconsin is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The University is a member of the Concordia University System, a nationwide network of colleges and universities.

### **How many credits can I earn?**

This presentation will allow you to earn one, two, or three graduate credits. (Semester hour)

### **What is required to earn the graduate credit?**

You must attend today's presentation and complete a written assignment summarizing how you will apply the information from the presentation. Time spent APPLYING the learning to your daily practice and REFLECTING on the application is expected to take 12-20 hours after the presentation. Visit [www.gradcredits.com](http://www.gradcredits.com) to see the details and grading rubric for this written assignment

### **When will I receive my grade and/or transcript?**

Your grade and transcript will be available 14 days after turning in your assignment.

### **Do I need to decide today?**

No. You can decide to sign up any time. You should visit [www.gradcredits.com](http://www.gradcredits.com) to view the course requirements, the written assignment, the grading rubric and other information before signing up. Then simply sign up online when you are ready!

### **What if I have more questions?**

No worries! Simply visit [www.gradcredits.com](http://www.gradcredits.com) and read our complete FAQs. If you still have questions email us using the contact information available on the website.

# **WELCOME!**

I would like to take this opportunity to welcome you to today's seminar on **Response to Intervention!** I am glad that you are taking a full day to improve your teaching and increase learning in your classroom!

Today is meant for learning, so if there is anything we can do to make your seminar experience more conducive to learning, please let us know. We are here to serve you today, so sit back, relax, and open your mind to the possibilities that exist to increase the level of learning and motivation in your classroom!

Each session of today's seminar is specifically designed to meet your needs, but if you do not get your questions answered be sure to take advantage of the opportunity to ask questions via email.

Finally, I would like to be a resource for you after today. The last page of this program is filled with my contact information. Any time in the future that I can be of assistance to you please do not hesitate to email. Whether you need resources to present this information to others at your school or you have a specific problem you are trying to solve, I hope you will feel comfortable contacting me.

Thank you again for watching today's seminar, and for working so hard to leave a lasting and positive impact on the next generation.

-Pat Quinn  
Ideas Unlimited Seminars, Inc.

# Response to Intervention

## Purpose

**Purpose #1:**

**Purpose #2:**

**Purpose #3**

**What is your PURPOSE?**

# Response to Intervention

## A Simple Process

**Universal Screening**

**Tier One: Full Class Instruction and Interventions**

**Fidelity Check and Support of Full Class Intervention**

**Progress Monitoring during Tier One**

**Tier Two: Small Group Interventions**

**Fidelity Check of Small Group Intervention**

**Progress Monitoring during Tier Two**

**Additional Tiers and Decisions**

# Response to Intervention

## Two Great Models

Model #1

Model #2

**Notes**



# Session 2

## Response to Intervention

### Three Steps to Success

#### Step 1: Rationale

**Do teachers know why we do RTI?**

**Do students know why we do RTI?**

**Do parents know why we do RTI?**

# Response to Intervention

## Three Steps to Success

### Step 2: Routines

**Routine 1:**

**Routine 2:**

**Routine 3:**

**Routine 4:**

**Routine 5:**

**Routine 6:**

**Routine 7:**

**Routine 8:**

**Routine 9:**

# Response to Intervention

## Three Steps to Success

### Step 3: Resources

**Resource 1: Defined Roles**

**Resource 2: Linear Process**

**Resource 3:**

**Resource 4:**

**Resource 5:**

**Resource 6:**

**Resource 7:**

**Resource 8:**

**Response to Intervention**  
Pat Quinn

**Eight Tier Two Small Group Intervention Models**

**Instead of Instruction**

- by classroom teacher in room
- by other adult in room
- by other adult out of room

**In addition to Instruction**

- by classroom teacher
- by other adult
- common location (math lab)
- common time (flex time)
- flooding

# Session 3

## Response to Intervention

### Tools & Technology

#### Planning

<https://edpuzzle.com/>

[Sharemylesson.com](http://Sharemylesson.com)

[Opened.com](http://Opened.com)

#### Screening

Reading - 95 Percent Group

Reading - STAR Reading and Early Literacy

Math and Reading – EasyCBM.com

Math – TenMarks.com

#### Teaching

[Powermylearning.com](http://Powermylearning.com)

[Educreations](http://Educreations)

[TenMarks.com](http://TenMarks.com)

[95percentgroup.com](http://95percentgroup.com)

## Assessment

95 Percent Group

STAR Reading and Early Literacy

Edulastic

Kahoot!

OnCoreeducation.com

## Student Centered Instruction

ThinkLink.com

Seesaw Learning Journals – Seesaw.me

## Behavior Management

ClassDojo

Live School – WhyLiveSchool.com

ClassCraft.com

How could I forget to talk about Plickers?

If you are not familiar with Plickers... check them out at

[www.Plickers.com](http://www.Plickers.com)

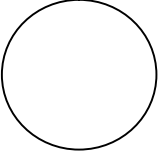
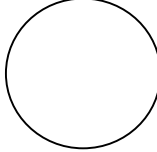
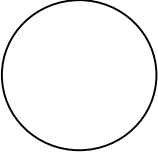
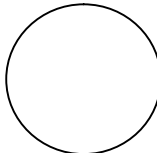
## RTI Worksheet

**Student Name & Information:**

	Circle One:		Notes
Was the student identified using a <b>Universal Screening</b> ? (list screening tool in notes)	Yes	No	
Is the <b>full class instruction</b> research validated? (list curriculum in notes)	Yes	No	
Was the full class instruction observed for <b>fidelity</b> ? (list observer in notes; attach observation form) Was support provided for the teacher?	Yes	No	
Was <b>progress monitored</b> during the full class instruction? (list progress monitoring tool in notes and attach graph)	Yes	No	
Was a research-validated <b>small-group intervention</b> used? (list intervention in notes)	Yes	No	
Was the small-group instruction observed for <b>fidelity</b> ? (list observer in notes and attach report if available)	Yes	No	
Was <b>progress monitored</b> during the small-group instruction? (list progress monitoring tool in notes and attach graph)	Yes	No	

Notes:

## Characteristics of Successful RTI Schools

#1 	#2 
#3 	#4 



**Notes**

## **Resources**

### **List of Progress Monitoring Tools by Specific Area**

#### **Oral Reading Fluency**

DIBELS

#### **Early Literacy**

AIMSweb

STAR Early Literacy

#### **Early Numeracy**

AIMSweb

#### **Initial Sound Fluency**

DIBELS

Vital Indicators of Progress (VIP)

#### **Letter Naming Fluency**

Vital Indicators of Progress (VIP)

#### **Math**

Accelerated Math

AIMSweb

Monitoring Basic Skills Progress (MBSP)

PASeries

STAR

Yearly Progress Pro

#### **Maze**

AIMSweb

EdCheckup

#### **Nonsense Word Fluency**

DIBELS

Vital Indicators of Progress (VIP)

#### **Phoneme Segmentation**

Vital Indicators of Progress (VIP)

#### **Phonemic**

DIBELS

#### **Phonemic Decode Efficiency**

Test of Word Reading Efficiency (TOWRE)

## **List of Progress Monitoring Tools by Specific Area (Continued)**

### **Reading**

Accelerated Math and Reader  
AIMSweb  
EdCheckup  
Monitoring Basic Skills Progress (MBSP)  
PASeries  
STAR  
Test of Silent Word Reading Fluency (TOSWRF)  
Yearly Progress Pro

### **Reading Fluency**

iSTEEP (System to Enhance Educational Performance)

### **Retell Fluency**

DIBELS

### **Segmentation Fluency**

DIBELS

### **Sight Word Efficiency**

Test of Word Reading Efficiency (TOWRE)

### **Spelling**

AIMSweb

### **Word Use Fluency**

DIBELS

### **Written Expression**

AIMSweb

The U.S. Department of Education provides a central and trusted source of scientific evidence on specific interventions at the “What Works Clearinghouse”:

**<http://ies.ed.gov/ncee/wwc/>**

## **List of Scientifically Validated Interventions by Area**

### **Beginning Reading Interventions:**

Reading Recovery®  
<http://www.readingrecovery.org>

Accelerated Reader/Reading Renaissance  
[www.renlearn.com/reading.htm](http://www.renlearn.com/reading.htm)

Classwide Peer Tutoring©  
<http://www.sopriswest.com/>

Little Books  
[www.goodyearbooks.com](http://www.goodyearbooks.com)

Success for All  
[www.successforall.net](http://www.successforall.net)

95% Group  
<http://95percentgroup.com/>

### **Reading Fluency Interventions:**

Reading Recovery®  
<http://www.readingrecovery.org>

Ladders to Literacy  
[www.brookespublishing.com](http://www.brookespublishing.com)

95% Group  
<http://95percentgroup.com/>

Corrective Reading  
<http://www.sraonline.com/>

Fluency Formula™  
[www.scholastic.com/fluencyformula](http://www.scholastic.com/fluencyformula)

Kaplan SpellRead  
<http://kaplank12.com/>

### **Secondary Literacy & Writing**

SOLO Literacy Suite.  
[http://www.donjohnston.com/products/solo/solo\\_rti.html](http://www.donjohnston.com/products/solo/solo_rti.html)

## **List of Scientifically Validated Interventions by Area (Continued)**

### **Reading Comprehension Interventions:**

Kaplan SpellRead  
<http://kaplank12.com/>

Early Intervention in Reading (EIR)®  
[www.earlyinterventioninreading.com](http://www.earlyinterventioninreading.com)

Start Making a Reader Today® (SMART®)  
[www.getsmartoregon.org](http://www.getsmartoregon.org)

Reading Recovery®  
<http://www.readingrecovery.org>

Peer-Assisted Learning Strategies (PALS)©  
<http://kc.vanderbilt.edu/pals/>

Accelerated Reader/Reading Renaissance  
[www.renlearn.com/reading.htm](http://www.renlearn.com/reading.htm)

Failure Free Reading  
[http://www.failurefreeonline.com/index\\_parents.php](http://www.failurefreeonline.com/index_parents.php)

Read 180  
<http://teacher.scholastic.com/products/read180/>

### **Elementary Mathematics:**

TenMarks (Grades 2 and up)  
[www.TenMarks.com](http://www.TenMarks.com)

Math Facts Fluency  
[www.skillstutor.com](http://www.skillstutor.com)

Building Blocks for Math (SRA Real Math)  
<http://www.gse.buffalo.edu/org/buildingblocks/>

Pre-K Mathematics  
[www.scottforesman.com/support/index.cfm](http://www.scottforesman.com/support/index.cfm)

## **List of Scientifically Validated Interventions by Area (Continued)**

### **Middle School and High School Math:**

The Expert Mathematician  
[www.expertmath.org](http://www.expertmath.org)

University of Chicago School Mathematics Project (UCSMP) Algebra  
<http://www.phschool.com/atschool/ucsmp/index.html>

Cognitive Tutor® Algebra I  
<http://www.carnegielearning.com>

TenMarks  
[www.TenMarks.com](http://www.TenMarks.com)

I CAN Learn® Pre-Algebra and Algebra  
[www.icanlearn.com](http://www.icanlearn.com)

### **Behavior:**

Personal Development (Grades 7-12)  
[www.personaldevelopment.org](http://www.personaldevelopment.org)

Discipline with Purpose (Grades K - 6)  
<http://www.selfdisciplinedwp.com/>

Too Good For Violence (TGFV)  
[www.mendezfoundation.org](http://www.mendezfoundation.org)

Connect with Kids  
[www.connectwithkids.com](http://www.connectwithkids.com)

Too Good for Drugs™ (TGFD)  
[www.mendezfoundation.org](http://www.mendezfoundation.org)

Caring School Community™ (CSC)  
<http://www.devstu.org/cdp/index.html>

Lions Quest -- Skills for Adolescence  
[www.lions-quest.org](http://www.lions-quest.org)

### **Academic Achievement**

Lessons in Character  
[www.youngpeoplespress.com](http://www.youngpeoplespress.com)

Positive Action  
[www.positiveaction.net/](http://www.positiveaction.net/)

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