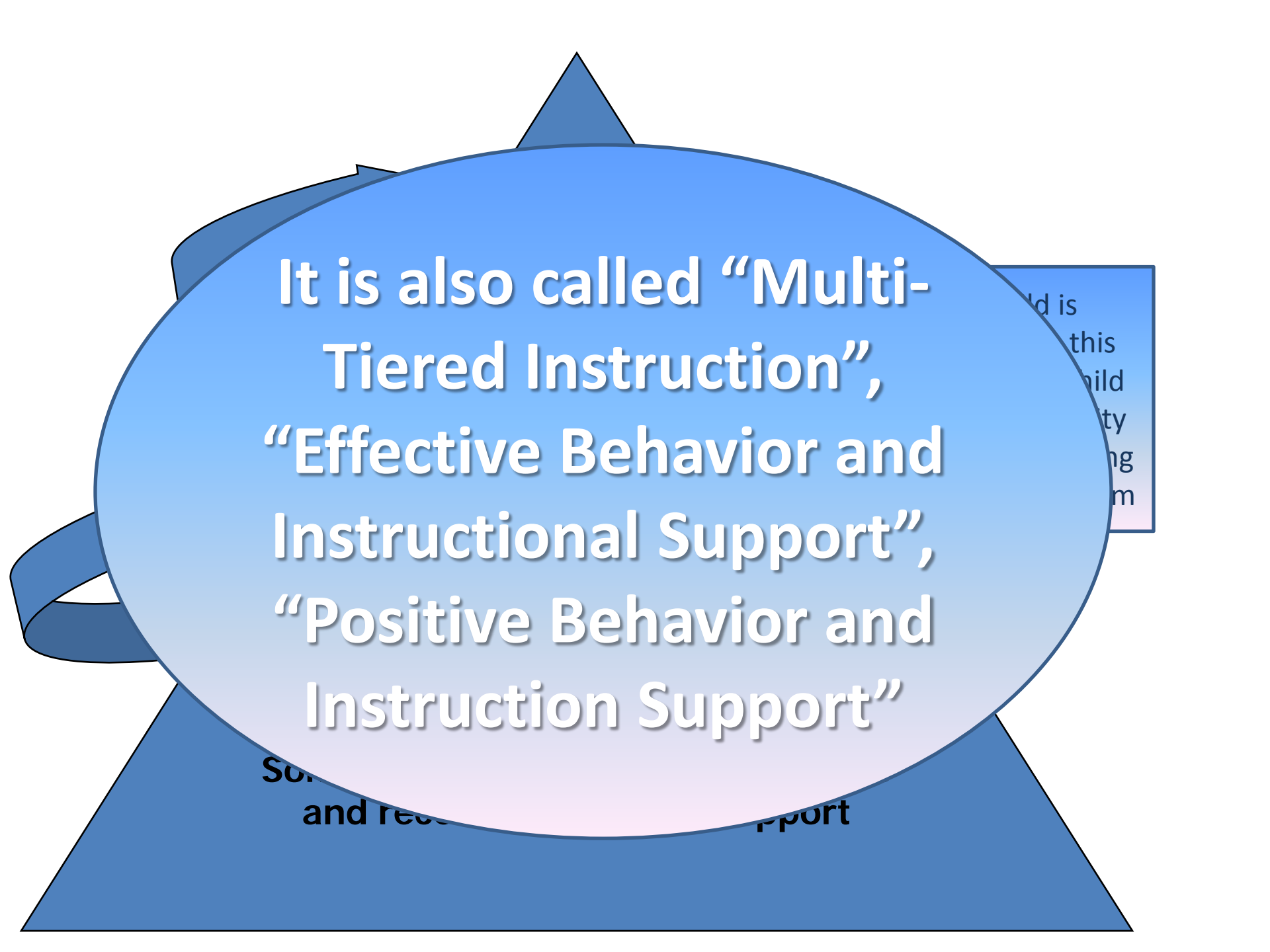


RTI 101

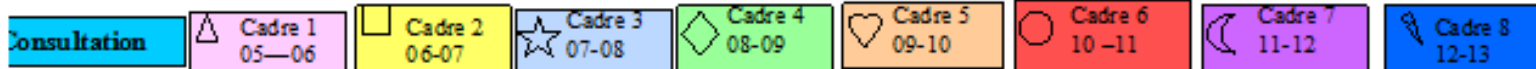
Response to Instruction
Response to Intervention



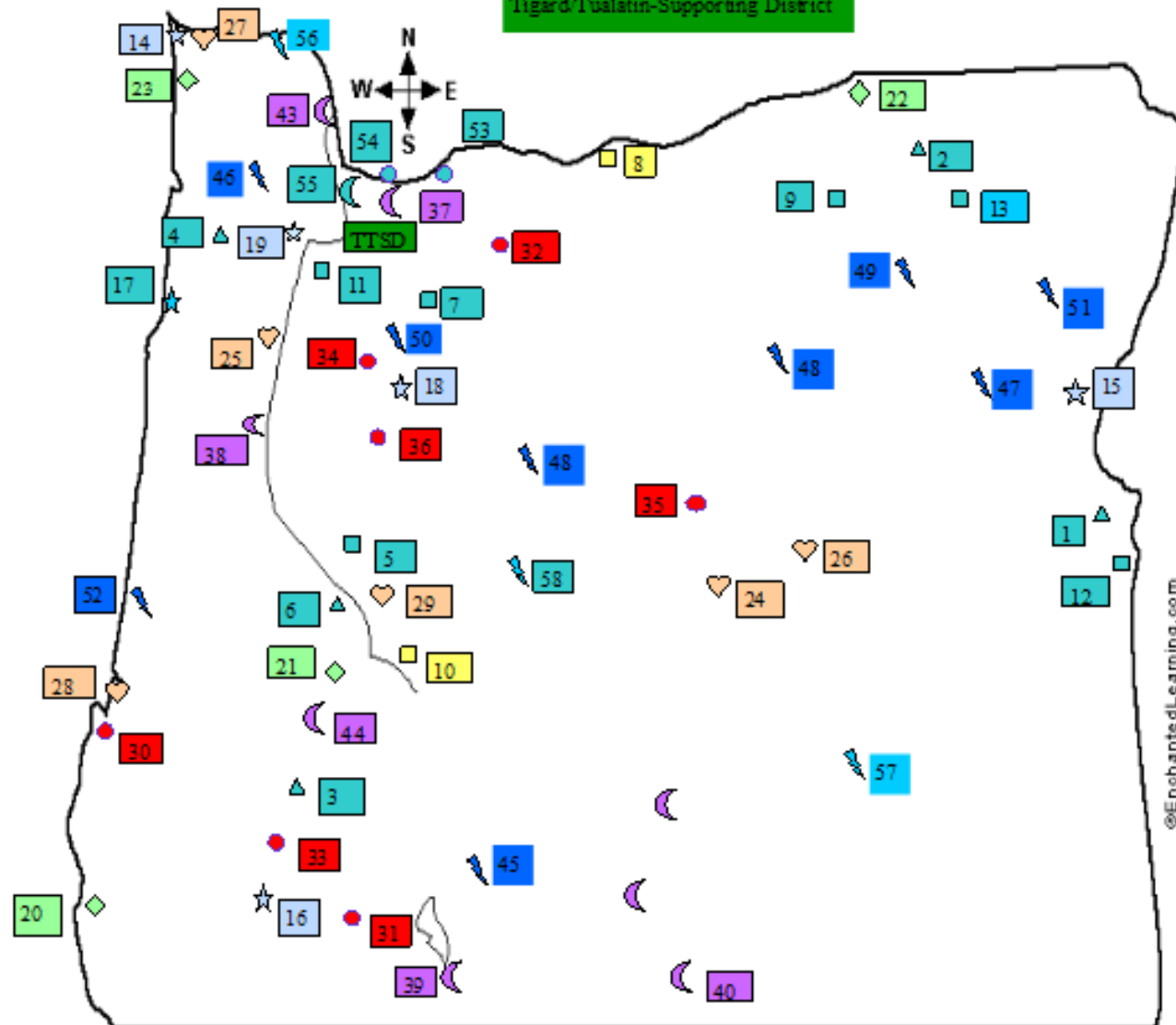
It is also called “Multi-Tiered Instruction”, “Effective Behavior and Instructional Support”, “Positive Behavior and Instruction Support”

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Tigard/Tualatin-Supporting District



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Cadre 1:

- 1) Ontario
- 2) Pendleton
- 3) Roseburg
- 4) Sheridan

Cadre 2:

- 5) Bethel
- 6) CAL
- 7) Canby
- 8) Hood River
- 9) Ione
- 10) Lowell
- 11) North Clackamas
- 12) Nyssa
- 13) Pilot Rock

Cadre 3:

- 14) Astoria
- 15) Baker
- 16) Grants Pass
- 17) Nestucca Valley
- 18) Scio
- 19) Sherwood

Cadre 4:

- 20) Central Curry
- 21) Fern Ridge
- 22) Hermiston
- 23) Seaside

Cadre 5:

- 24) Bend La Pine
- 25) Cascade
- 26) Crook County
- 27) Knappa
- 28) North Bend
- 29) Springfield

Cadre 6:

- 30) Bandon
- 31) Central Point
- 32) Estacada
- 33) Glendale
- 34) Lebanon
- 35) Sisters
- 36) Sweet Home

Cadre 7:

- 37) David Douglas
- 38) Junction City
- 39) Klamath County
- 40) Lake County
- 41) Paisley
- 42) North Lake
- 43) St. Helens
- 44) Yoncalla

Cadre 8:

- 45) Butte Falls
- 46) Forest Grove
- 47) Grant ESD/JD
- 48) Mitchell
- 49) Morrow
- 50) North Marion
- 51) North Powder
- 52) Reedsport

Consultation:

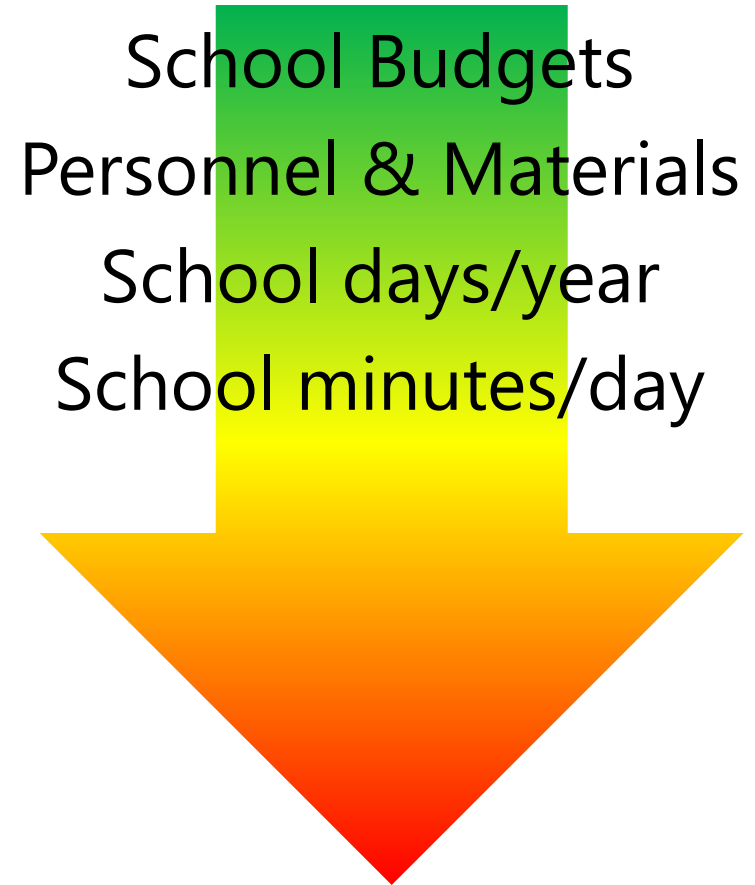
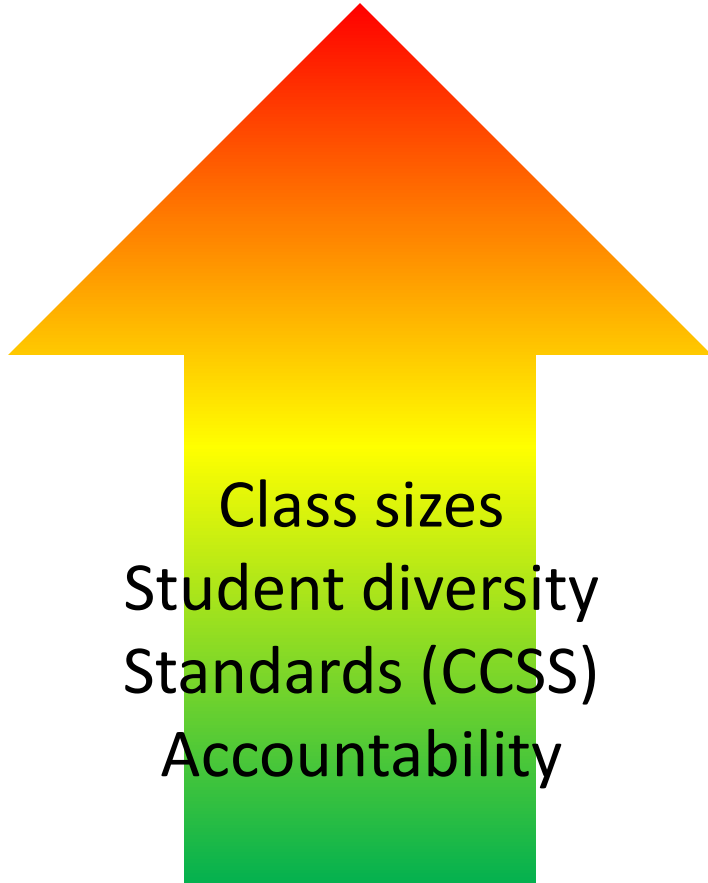
- 53) Gresham Barlow
- 54) Parkrose
- 55) Portland
- 56) Clatskanie
- 57) Hamey/Burns
- 58) McKenzie

Underlying Assumptions

- Oregon has a large achievement gap
- We have low achievement overall
- Reading, math, and writing skills are not optional
- Especially reading

Times have changed

Times have changed



Our understanding of literacy
has changed

Differences Learning to Read

Estimates from NICHD research

Population %	Journey to Reading	Instructional Requirements
5	Easy: children read before starting school	Need no formal decoding instruction
35	Relatively Easy	Learn to read regardless of instructional approach
40	Formidable Challenge	Need systematic and explicit instruction
20	One of the most difficult tasks to be mastered in school	Need intensive, systematic, direct, explicit instruction

Reading Is Not Optional



Kindergarten



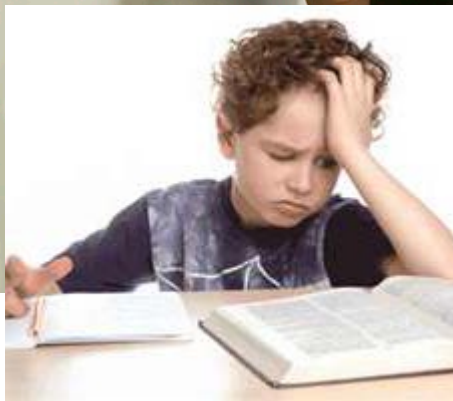
Fourth grade

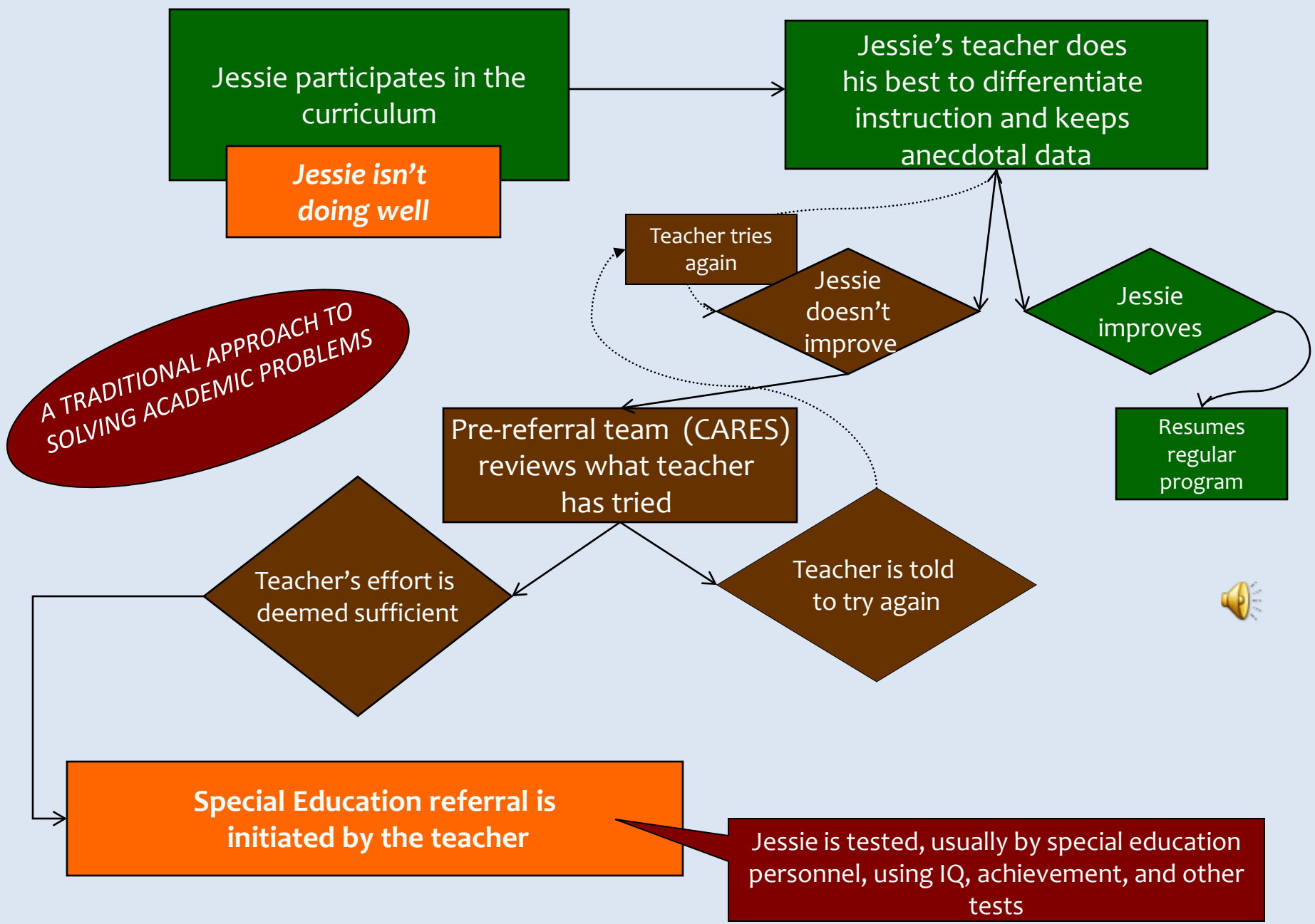


Behavior Problems



Low graduation rates

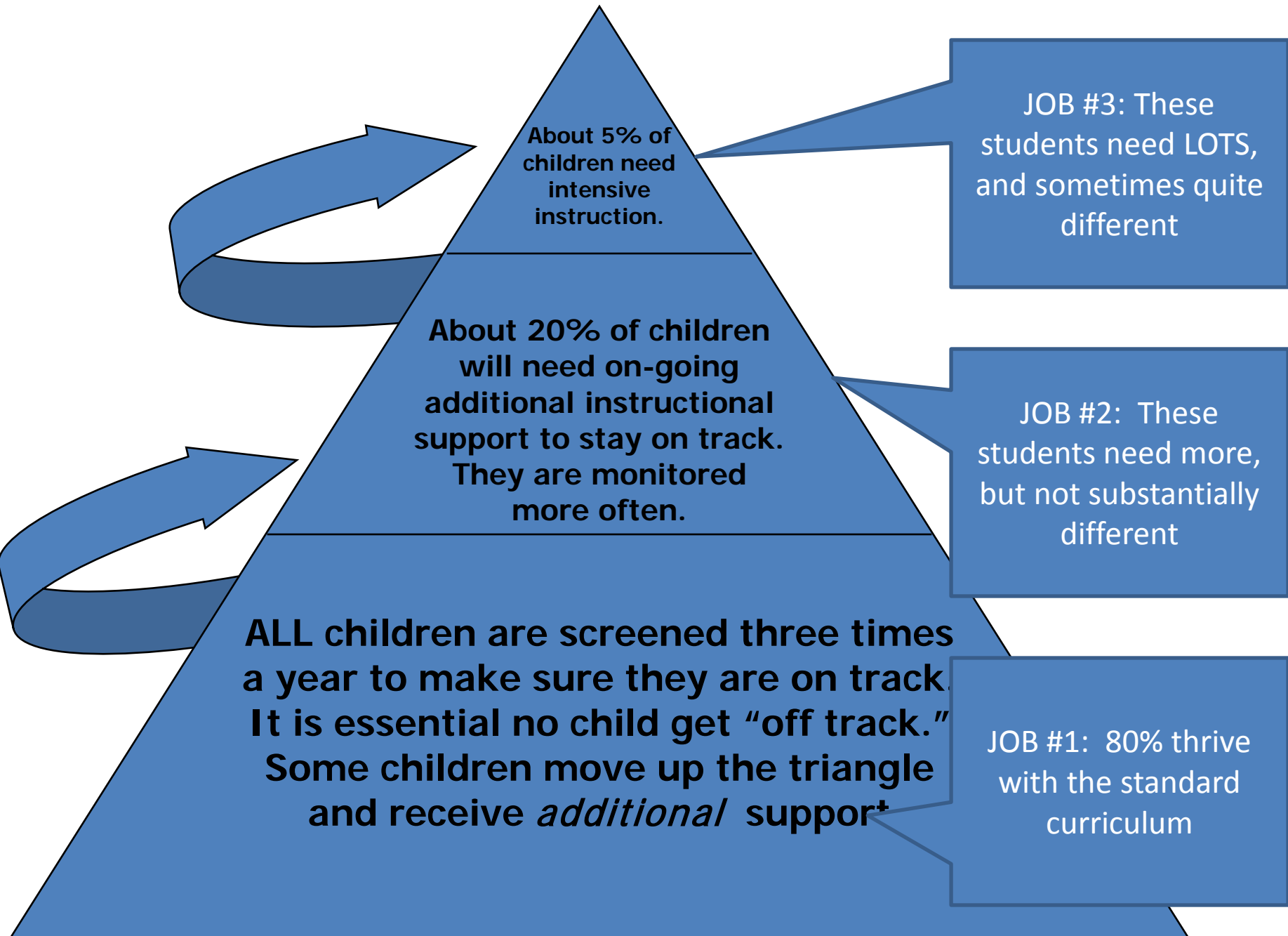




Teachers don't fail students—

Systems fail students

Systemic problems require
systematic changes



About 5% of children need intensive instruction.

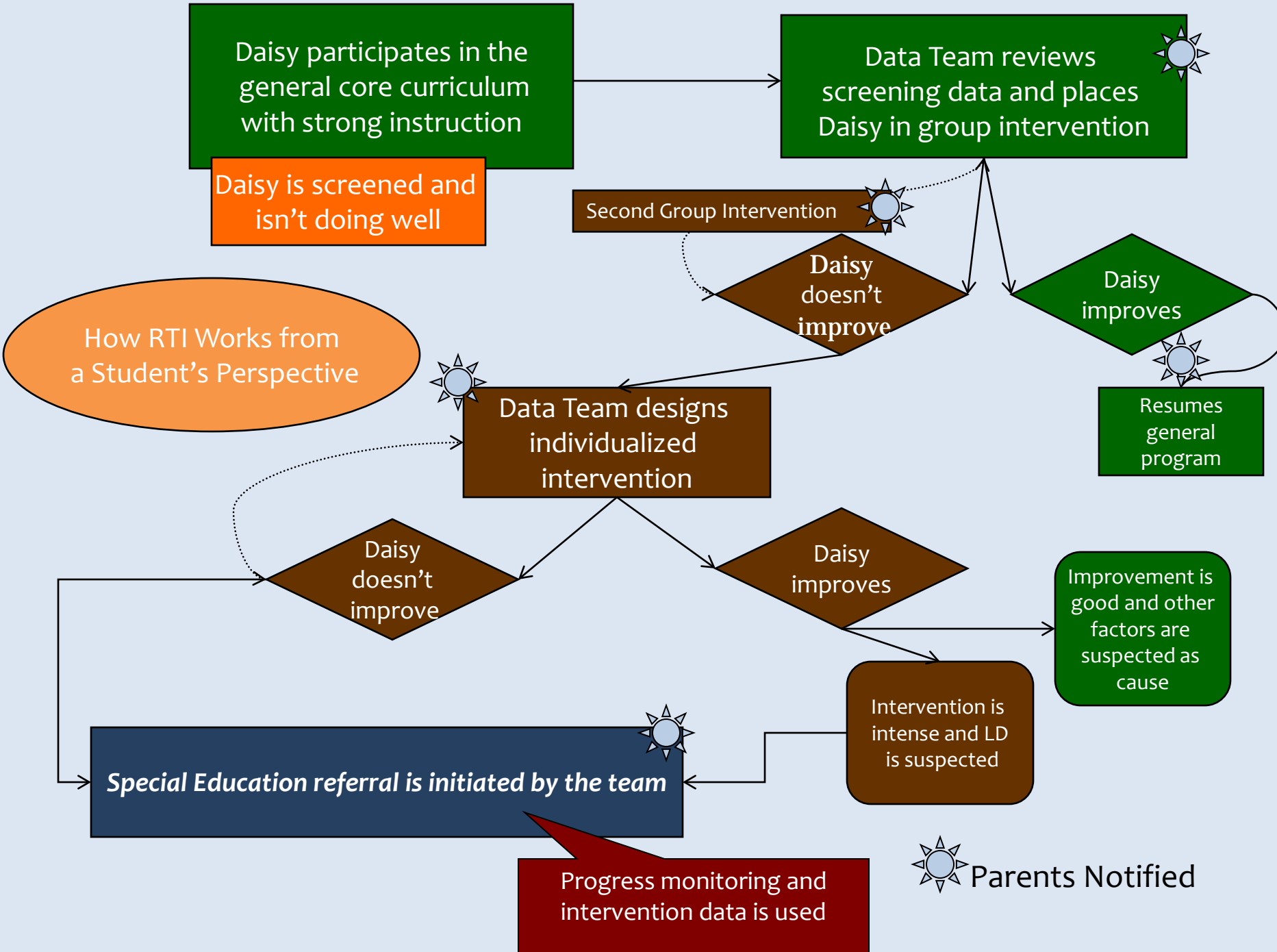
JOB #3: These students need LOTS, and sometimes quite different

About 20% of children will need on-going additional instructional support to stay on track. They are monitored more often.

JOB #2: These students need more, but not substantially different

ALL children are screened three times a year to make sure they are on track. It is essential no child get "off track." Some children move up the triangle and receive *additional* support

JOB #1: 80% thrive with the standard curriculum



What MUST be in place

- Consistent leadership
- Teaming
- A core curriculum that is implemented with *fidelity: 90 minutes per day, every day*
- Universal screening
- Decision rules
- Resources for interventions