
Contents

Preface: An Open Letter to Educators	vii
Acknowledgments	ix
About the Authors	xi
About the Contributors	xii
Chapter 1: Response to Intervention	1
Chapter 2: Implementation of a Standard Treatment Protocol Response to Intervention	21
Chapter 3: Implementation of a Problem-Solving Response to Intervention	47
Chapter 4: Implementing RTI to Meet the Needs of All Learners	67
Chapter 5: Will RTI Work? Ongoing Questions	91
Appendix A: RTI Needs Assessment	111
Appendix B: Georgia Pyramid of Intervention	117
Appendix C: List of Scientifically Validated Curricula and Other Resources	119
Appendix D: RTI Summary and Observation Forms	127
Appendix E: Where Do General Educators Find the Time to Do RTI?	131
Appendix F: Using Response to Intervention for Inappropriate Behavior	135
Index	141

Table 4.1 Information to Consider for English Language Learners**Language Experience and ELL Services**

- First language
- Length of time in U.S. schools
- Language proficiency and/or diagnostic screening scores
- Time, duration, and description of ELL services
- Student fluency in first language: conversational and/or academic
- Student fluency in second language: conversational and/or academic
- Primary language in home
- Data of progress while receiving ELL services
- Instructional accommodations in all curriculum areas
- Quantity and quality of instruction in first language
- Quantity and quality of instruction in second language

Educational Experience

- Amount, location, and description of formal education in first language
- Time elapsed during transition between native land and U.S. schools
- Number and location of schools attended in United States

Family Considerations

- Parents' ability to communicate with school/teacher
- Parents' ability to communicate with child
- Student's age at time of migration
- Changes in socioeconomic status from homeland
- Close family member (parent or sibling) remaining in homeland
- Whether student lives with adult other than biological parent
- Psychological stresses related to migration
- Untreated illnesses or disease
- Fears
- Unusual/problematic behavior patterns

SOURCE: These considerations came from a variety of sources, including the authors, as well as Marler and Sanchez-Lopez (2006).

It is imperative for teams to determine the student's level of English proficiency at both the conversational and academic levels. It should never be assumed that conversational proficiency indicates academic proficiency. It is also very important for teams to determine the student's level of fluency in their native language. They should gather as much information as possible about the student's academic history and functioning prior to coming to the United States. Indications of learning problems that

To improve the education of African American students, teacher education programs must excel in preparing teachers and administrators who have an elevated level of authentic knowledge of African American culture; a deeper understanding of the impact African American culture has on behavior, learning styles, and preferred teaching styles; and a genuine appreciation for the valuable repertoire of experiences African American students bring to school (Hale, 2006; Kunjufu, 2002). Table 4.2 provides numerous strategies to address the learning differences typical of African American students.

Reflection 4.3 Resources for Teaching Students Who Live in Poverty

It is often difficult for teachers, most of whom have middle-class backgrounds, to understand the culture of poverty. Yet, research shows that individuals living in poverty differ from middle-class individuals in numerous ways including language structure, values, family structure, and levels of independence. This often leads to conflict when children from this culture are placed into a middle-class educational setting (Payne, 2005). Do you teach students who live in significant poverty? If so, you might find the following resources helpful in understanding and teaching your students:

Payne, R. K. (2005). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.

aha! Process, Inc.: Eye-Opening Learning; <http://www.ahaprocess.com>

EXAMPLE: FOURTH-GRADE READING FOR AN ENGLISH LANGUAGE LEARNER

Here is an example of an RTI process for an English language learner. You will notice that it is somewhat different from the examples given in Chapters 2 and 3; for ELL students we recommend a process that is somewhat of a blend of the standard protocol and problem-solving approaches. The actual intervention involves the standard protocol, but the problem-solving process is used to address the related factors that may be affecting the student's performance. A problem-solving discussion is necessary to determine if the student's learning problems are related to language acquisition, external factors, or a learning disability; thus, for this type of learner we recommended this blended approach.

Manuel is in fourth grade. He was born in Mexico City, Mexico, where he lived until he was eight years old. Two years ago, Manuel's family moved to the United States. He entered second grade at Park Street Elementary, the school he is currently attending. Park Street Elementary has a growing Hispanic population, currently 14% of the total school population.

Manuel is struggling with all academic classes. His teacher, Mrs. Lovett, is concerned that he is losing interest in school and doesn't seem

Table 4.2 Strategies for Teaching African American Students and Students From Poverty

- **Increase attention to writing and its relationship to reading.** Culturally and linguistically diverse students should write every day. The writing should be grounded in the ongoing activities of the classroom and interests of individual students. Students are helped to see their writing through the entire process of prewriting, drafting, revising, editing, and publishing (Forman & Conroy, 1992; Shanahan, 1990, as cited in Strickland, 1994).
- **Provide greater student choice in what students read and write in the classroom.** Teachers should encourage students to share in the decision making regarding choice of topics to write about and materials to read (Calkins, 1986, Cambourne, 1987, and Wells, 1986, as cited in Strickland, 1994).
- **Provide greater integration of oral language and literacy across all subjects in the curriculum.** Literacy learning is viewed as a key element of every aspect of the curriculum. Reading, writing, speaking, listening, and reasoning are integral to every subject throughout the day (Lipson, Valencia, Wixson, & Peters, 1993, and Pappas, Ouler, Barry, & Rassel, 1993, as cited in Strickland, 1994).
- **Design learning activities to enable children to move as they learn.** African American students are generally more kinesthetic than Caucasian students and have a higher level of motor activity (Hale, 2001). African American students, particularly boys, should not be required to sit for long periods of time without an opportunity to expend energy.
- **Orient learning toward people rather than toward objects.** African American families exhibit a strong affective orientation in child rearing (Ellison, Boykin, Towns, & Stokes, 2000). Most African American students will respond best when taught in small groups with a great deal of nurturing interaction between the teacher and the student and between each student and his or her peers (Hale, 2001).
- **Diminish the use of photocopied worksheets, workbooks, textbooks, and a "skill-and-drill" orientation.** Emphasis should be placed on hands-on activities, projects, interrelated learning experiences, field trips, speakers, and classroom visitors.
- **Provide cultural-enrichment activities.** Cultural-enrichment activities are extremely important for African American students. In the past, the interactions within large extended families served as vehicles for socialization, providing students with the social skills and moral training needed for the development of positive character traits (Hale, 1986).
- **Utilize looping.** Keeping students with the same teacher(s) for two years or more can promote increased achievement because relationships are strengthened.
- **Blend of the creative arts.** Given the immersion in the creative arts in most African American households, the infusion of this will increase the interest in activities and stimulate motivation to achieve (Hale, 1986).
- **Provide culturally relevant instructional material.** In an effort to make the curriculum more culturally relevant, it is imperative to provide among instructional materials, core content texts, literature, and arts materials that are by and about African Americans. This includes historical descriptions of African Americans who have made significant contributions to this country and the world (Ladşon-Billings, 1994).
- **Maintain high expectations for all children.** Harboring low expectations for students, especially students that are living in poverty or that are culturally or linguistically diverse, is debilitating because it conveys to students a sense that they are inadequate. Furthermore, once students internalize this belief, feelings of inferiority abound, and students are more likely to view themselves as self-fulfilling prophecies.