**Course Name:** Response to Intervention (RTI): Accelerating Student Achievement Across the Curriculum  
**Presenter:** Stephanie Throne and Grace E. Smith  
**Length:** 40 hours  
**Dates:** Rolling admissions  
**Prerequisites:** Bachelor Degree  
**Number of credits:** 4.0 SB-CEUs

**Course Description:** Why wait for students to fail before applying solutions that will help them succeed? Response to Intervention (RTI) is an approach that is designed to identify students with academic or behavioral needs that have had a detrimental effect on their achievement in the classroom. The RTI approach begins with a universal screening of all children in the general education classroom. This course illustrates proven practices to provide at-risk students with interventions at increasing levels of intensity in a tiered approach designed to accelerate learning. A variety of educators become instrumental providers of these intervention services, including general and special education teachers, paraprofessionals, speech and language pathologists, occupational therapists, psychologists, social workers, guidance counselors, ESL, and bilingual teachers. RTI methodology and subsequent learning strategies are woven into all subject areas including reading, math, spelling, language, auditory and visual processing, technology, and writing for students in elementary and secondary school environments. RTI also addresses students’ behavior within these academic contexts.

The first part of the course introduces the RTI methodology and identifies how administrators implement the tiered approach in both elementary and secondary school settings. The speaker explains the key interventions using a three-tiered approach to increase academic competencies in reading, writing, spelling, and math. The second part of the course identifies the roles and responsibilities of all stakeholders and practitioners of the RTI methodology. Key components of a successful school-wide RTI implementation include an effective universal screening program for all students and continual progress monitoring. Through a role-playing session and case studies, participants will observe how to transition students through the RTI tiered system. Using the RTI approach, educators will play a crucial role in providing students with the interventions they need to succeed without having to fail first.

**Instructional Goal(s):** Indicate what participants are expected to know and be able to do at the conclusion of this course.

After completing this course, participants will know
- the six major components of an RTI model
- tier 1, tier 2, and tier 3 protocols
- the importance of universal screening and progress monitoring
- the intervention plan and the importance to the fidelity of the intervention
- how a tier 1 intervention should occur
- how to utilize strategies for identifying tier 1 interventions for auditory and visual processing, reading, math, spelling, written language, speech/language, handwriting and behavior.
- how to apply the strategies for each discipline within the tier 1, tier 2, and tier 3 levels
- how the RTI model will affect the roles of district and school site personnel
- the leadership role that the principal must take in order to implement the RTI process
- how to build consensus as a means of “faculty” support
how the RTI role is defined for all educators of the RTI team
the parents’ role as an important stakeholder in the successful RTI implementation and process
the different laws that have started the RTI process throughout the country
the concepts behind IDEA 1997 and NCLB 2001, and ground breaking special education publications in 2002
the reasons behind reauthorization of IDEIA 2004 and the amendments of 2006
the implications for general education and special education as it relates to the withdrawal of special education.
the leadership role that the psychologist must take in order to implement the RTI process
how the psychologist’s role completely changes from “tester” data collector in order to identify student intervention needs
how the psychologist chooses research-based programs and determines the “formal” referral to special education if RTI fails
how universal screening and progress monitoring fits into the six steps of the RTI implementation process
the different progress monitoring programs that are currently available
what a district needs to properly assess and monitor the progress of children

After completing this course, participants will be able to apply the following skills and strategies:

- Implement an effective RTI model within a district
- Implement an effective RTI model within a school site
- Implement educational and behavioral strategies within a general education classroom at a tier 1 level
- Implement educational and behavioral intervention strategies within/outside of a general education classroom using a tier 2 and tier 3 model
- Apply federal and state laws enacted in order to facilitate the RTI paradigm shift of educational philosophies away from special education to general education
- Use technology in tier 1, tier 2, and tier 3 teaching as well as in data collection and data management of the RTI model
- Operate within an effective RTI team where problem solving techniques are employed
- Assess students in order to place them on the right tier within the 3-tier systems
- Use progress monitoring techniques in order to evaluate a child for either continuation within the RTI model or formal referral to special education for eligibility
- Compare and contrast the roles of all the stakeholders

**Topics (20)**

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<thead>
<tr>
<th>Topic</th>
<th>Speaker</th>
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<tr>
<td>RTI Overview and the Law, Part 1</td>
<td>Concetta Russo</td>
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<td>RTI Overview and the Law, Part 2</td>
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<td>RTI Implications and Strategies for School Administrators</td>
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<td>RTI and Behavior Management</td>
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<td>RTI and Math Strategies, Part 1</td>
<td>Concetta Russo</td>
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Instructor(s) Overview:
Dr. Concetta (Connie) Russo
President, Crossroads for Educational Services
Specialized Reading Consultant
Recently retired after 18 years as Special Education Director of Massapequa Union Free School District, Massapequa, NY, Dr. Russo is certified in regular education, special education, reading, and school district administration. Dr. Russo’s dissertation—“A Quasi-Experimental Study of the Effects of Fast ForWord and Recipe for Reading on Central Auditory Processing and Phonological Processing Deficits among Learning Disabled and Language Disabled Reading Students in Grades One through Six”—informs her current private practice teaching dyslexic children to read using Fast ForWord (Scientific Learning Corporation). Co-author and trainer of Recipe for Reading (Orton Gillingham), Dr. Russo has been contracted by public and private
schools to implement alternative reading programs in grades K -12. These programs include *Recipe for Reading* and Fast ForWord in combination.

Joyce Whitby, MS.Ed.
Ms. Whitby began as a NYC elementary teacher working with English language learners. She then spent over ten years teaching educational technology at Long Island University, focusing on the emerging field of instructional technology. She developed key initiatives targeting at-risk learners in an urban environment for several organizations including WICAT Systems, Jostens Learning, Scientific Learning, and the Education Division of Apple Computer. She is currently the Director of NYC Metro Strategic Initiatives for Headsprout Early Learning. She lives on Long Island with her husband Tom, a former English teacher and now professor in the School of Education at St. Joseph’s College, and two teenage daughters, Tess and Marissa.

**Methods of Instruction:**
Participants will engage in the following activities:

1. Review and understand topic objectives for each session. Participants set learning goals based on the session objectives and their own unique classroom settings.
2. View video/audio lectures with synchronized PowerPoint slides in their entirety for each session. Each video begins with a series of key concepts and questions to guide participants’ attention to the main points of the lecture.
3. Complete the interactive study-guide activities. Participants receive feedback in the form of suggested answers or additional strategies to consider when formulating their answers.
4. Take electronic notes using the online notepad throughout the course. Participants are encouraged to build an online portfolio of notes that can be used to highlight the main points of lectures, set student learning goals, identify teaching strategies, or highlight other course concepts that apply to their own classrooms.
5. Communicate with other educators through the discussion board forums throughout the course. The forum provides an opportunity for participants to exchange ideas, lesson plans, and strategies to improve student learning.
6. Complete post-assessment questions for each session to evaluate mastery of the lecture’s concepts. Questions consist of multiple choice, true/false, or open-ended questions.
7. Complete the midterm essay exam by applying course concepts to their classrooms.
8. Complete the project-based final by applying course concepts to their classrooms.