

Rtl Standard Reading Protocol

Rtl Problem Solving Team

Prior to meeting with the Rtl Problem Solving Team, the teacher will:

Communication with Parents

- Teachers must advise parents of problems, interventions, and outcomes.
- Three conferences/communications (formal and informal)
 - Notes in planner
 - Phone call
 - Talking with parent on the playground, etc.
- The classroom teacher must **invite parents** to the Rtl Problem Solving Team meeting.

Response to Intervention team member will help with filling out the Rtl form.

Strategies and Data

- Teachers must determine which dimension of reading (Fluency, Phonics, Phonemic Awareness, Vocabulary, Comprehension) their student needs. Come to the Rtl Problem Solving meeting with a list of interventions implemented (frequency, duration, intensity), data (Excel spreadsheet) and DIBELS data.
- Teachers must try **three** interventions during a three to six week period. The team will also want to know the **frequency, duration, and intensity** of the interventions. Please bring DIBELS data, which will show how the student did during the intervention time and if the skill transferred to the assessment.
- Interventions by Dimension (Fidelity of Treatment is crucial. Do exactly what the PPLSP says to do.)
 - **Fluency** (Three Components of Fluency – Speed, Accuracy, Expression)
 - Speed – Primary
 - Letter Patterns and High Frequency Words – PPLSP F-8
 - Repeated Reading – PPLSP F-9
 - Assisted Reading – PPLSP F-10
 - Readers' Theater – F-17
 - Speed – Intermediate
 - Tape Assisted Reading – PPLSP F-11
 - Repeated Reading – PPLSP F-9
 - Shadow Reading/Assisted Reading – PPLSP F-10
 - Readers' Theater – PPLSP F-17
 - Accuracy
 - Choral Reading – PPLSP F-4, F-13, F-15
 - Assisted Reading – PPLSP F-4, F-10
 - Repeated Reading – PPLSP F-5, F-9, F-16, F-17
 - Expression
 - Tape Assisted Reading – PPLSP F-12

- Guided Choral Reading – PPLSP F-13
 - Readers' Theater – PPLSP F-17
- **Phonics**
 - Consonants/Vowels – PPLSP I – 12 (pg.17)
 - Phonograms/Word Families – PPLSP P-14, P-15
 - Syllabication/Chunking – PPLSP P-19, P-20
- **Phonemic Awareness**
 - Identification – PPLSP PA-1, PA-2, PA-3
 - Phoneme Manipulation – PPLSP PA-4, PA-5, PA-6, PA-7
 - Auditory Sequencing – PPLSP PA-10
- **Vocabulary**
 - Using words in context to gain meaning – PPLSP V- (7-18) pg. 31
 - Word Knowledge – PPLSP V- (19-26)
- **Comprehension** (Make anecdotal notes to determine which strategy will work best.)
 - Retelling – PPLSP C-(32-42)
 - Summarizing – PPLSP C-(44-46)
 - Inferential Comprehension – PPLSP C-(47-58)
 - Evaluative Comprehension – PPLSP C-(59-61)
- **Behavior**
 - Positive Reinforcement
 - Classroom Behavior Contract
- Data Points (LRT will help with data collection.)
 - We need three data points to determine whether the intervention was successful.
 - Progress monitor weekly
 - After a three-week cycle, the data needs to be reviewed.