

Read Naturally Assessments and Programs in a Response to Intervention (RTI) Model

The purpose of this document is to examine Read Naturally assessments and programs in the context of a Response to Intervention (RTI) model, specifically related to the development of overall reading competence. Read Naturally assessments and programs align with the necessary conditions and activities for high-quality reading intervention in an RTI model.

First, this document provides an overview of RTI, including its background, new regulations pertaining to RTI, funding, and an example of an RTI model.

Next, this document describes the use of Read Naturally assessments and programs in the context of an RTI model. Read Naturally assessments include Reading Fluency Benchmark Assessor (RFBA), Reading Fluency Progress Monitor (RFPM), and Quick Phonics Screener (QPS). Read Naturally programs include Read Naturally Masters Edition (ME) and Software Edition (SE), One Minute Reader, Group And Tutoring Edition (GATE), and Word Warm-ups.

Finally, this document reviews Read Naturally assessments and programs in terms of the specific conditions and activities for high-quality reading intervention in an RTI model.

Response to Intervention Model

Based on the Individuals with Disabilities Education Act (IDEA) 2004, RTI is gaining acceptance as an effective collaboration between special education and general education. RTI is a well-developed, collaborative process involving regular and special education staff. Schedules are intentionally designed to allow teachers and staff to work together to use available resources and provide services to all students. RTI is a function of regular education that emphasizes preventing learning difficulties before they start and eliminating the need for a student to fail before intervention is available. Some students served in an RTI model have a discrepancy between ability and achievement; other students may be identified as having specific learning disabilities based on unresponsiveness to intervention. High-quality instructional materials, appropriate intervention materials and strategies, well-trained staff, and assessment-driven decision-making are critical components of an RTI model.