Successful Implementation to help students includes at least three essential components:

1. Multiple tiers of intervention; most include three but some have four or more.

2. A well defined step-by-step process of trouble shooting precisely where students are experiencing frustration and failure.

3. A procedure for collecting and analyzing data that allows for prompt decision-making about how to accelerate student learning

(Lance M. Gentile PhD, 2012)
RESPONSE TO INTERVENTION (RTI)

- Requires schools to provide quality interventions within regular education programs where support can be more effective and timely.
- Multiple approaches, within and between programs are a source of confusion and misunderstanding.

(Lance M. Gentile PhD, 2012)
RESPONSE TO INTERVENTION (RTI)

• Requires evidence-based assessment and intervention for all students,’ i.e., striving as well as those achieving at or above grade level. (Sheldon Horowitz, 2012)
1. What kinds of ongoing professional development and teacher support is provided to insure that students make and sustain growth or progress?

2. What professional resources, i.e., psychological, special education, speech and language pathologist reading specialist etc. are available to contribute to student progress?

3. How is student progress assessed, monitored and shared over time?  
   (Sheldon Horowitz, 2005)  
   (Lance M. Gentile PhD, 2012)
WHAT ARE THE FEATURES OF SUCCESSFUL RTI APPROACHES?

4. Has there been a school-wide or district-wide research-based adopted curriculum?
5. How much time is devoted to individual, small group or whole class instruction?
6. How do teachers learn about and gain proficiency in the use of research-based assessment and instruction teaching methods?

(Sheldon Horowitz, 2005)  
(Lance M. Gentile PhD, 2012)
MEASURING LEARNING IN TWO DIFFERENT WAYS

1. Standardized Tests: *Achievement* = Levels attained by students in end of year tests.

2. Individuals With Disabilities Education Act: RTI/Value Added Assessment (*VAA*) = *Growth*, progress made over shorter intervals; using formative, criterion referenced, evidence-based *assessment*.

(Lance M. Gentile PhD, 2012)
Growth in literacy is dependent on three things: Language acquisition, narrative and academic discourse and learning behavior.

(Lance M. Gentile PhD, 2012)
THE ORAL LANGUAGE ACQUISITION INVENTORY 2ND ED. (OLAI 2 PRE/K-6, PEARSON CLINICAL ASSESSMENTS, 2011)

Linking Research and Theory to Assessment and Instruction In RTI Tutorials

Measures: Language, Literacy and Learning Behavior.
Includes: Oracy Instruction Design and Activities

(Lance M. Gentile PhD, 2012)
Tests of intelligence, aptitude and achievement administered in school are typically not good measures of language development nor do they provide the information needed to address higher levels of literacy or learning behavior.

(Lance M. Gentile PhD, 2012)
Language, literacy and learning behavior are interrelated so RTI tutorial instruction is most effective when they are assessed and taught together. In this case the whole is definitely greater than the sum of the parts.

(Lance M. Gentile PhD, 2012)
WHY IS THE OLAI 2 IMPORTANT FOR TIERS II AND III IN RTI?

“If you don’t measure it you can’t manage it.”

(Lance M. Gentile PhD, 2012)

“I believe that testing for the things that a program has not emphasized is extremely important if we are to understand the effects of programs. They should be included in the battery of observation instruments.” (Clay, 1991, p. 241)
ORAL LANGUAGE:

The foundation and beneficiary of literacy:  
(Lance M. Gentile PhD, 2012)
RTI STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT

Demonstrate:

- Trouble finding words.
- Difficulty formulating complete sentences.
- A hard time using “cohesive links,” i.e., prepositions, conjunctions, relative pronouns and adverbial connectors to expand sentences.
- A lack of phonemic awareness, print concepts, higher level vocabulary, sentence structures and expression.

(Lance M. Gentile PhD, 2012)
Demonstrate:

- Negative stress responses to academic language based activities.
- Flat monotonic expression.
- Difficulty interpreting, telling or retelling a story, reading and writing information based text.

(Lance M. Gentile PhD, 2012)
PROJECTED GAINS FOR RTI STUDENTS LEAST EXPERIENCED IN LANGUAGE DEVELOPMENT

GRADE

PRE ___ Language development average or above
- - - Language development below average (Gentile, 2012)
MAKING THE RIGHT ASSESSMENT

Comprehensive Language Assessment
Includes:

1. Oral Language
2. Self Talk/Body language
3. Literary/Narrative Discourse
4. Academic/Expository Discourse

“Currently, in the United States, what is not measured in school is not likely to be taught.” (Lance M. Gentile PhD, 2012)
LANGUAGE ASSESSMENT: SEARCHING FOR THE MOST COMMON SYNTAX

Repeated Sentences: Verbatim Responses
Grammatical Structures (Gentile, 2011)

Stage I
Words, Phrases

Stage II
Prepositions/Conjunctions

Stage III
Relative Pronouns

Adverbial Connectors (Lance M. Gentile PhD, 2012)
LANGUAGE ASSESSMENT:
SEARCHING FOR THE MOST COMMON SYNTAX

Prosodic/Sound Structures:

1. Negatives
   ![No Cell Phones!]

2. Questions
   ![Question Mark]

3. Commands
   ![Command Scene]

4. Exclamations
   ![Exclamation Mark]

(Lance M. Gentile PhD, 2012)
MEASURING LEARNING BEHAVIOR: VERBAL REMARKS, BODY LANGUAGE AND SELF TALK

When students’ oral language does not match the structures and vocabulary in required reading or they perceive reading or writing to be threatening they may develop habituated:

• **Fight responses:** “I’m not doing this! You can’t make me!”

• **Flight responses:** “I can’t do this. It’s too hard!”

(Lance M. Gentile PhD, 2012)
“As students work to change negative self talk when learning is stressful they experience what they do differently. But first they must learn to think about and change aversive thoughts and feelings.

(Lance M. Gentile PhD, 2012)
As negative thoughts and feelings are replaced with those that are positive, more flexible responses are gradually developed when learning is difficult.

(Lance M. Gentile PhD, 2012)
Narrative is embedded in literary and expository text:

“If students cannot tell or retell a story with a high degree of clarity they will be unable to read subject or content based text, understand or compose it. Narrative and exposition are two wings of the same bird.”  (Lance M. Gentile PhD, 2012)
“Stories are not just what we read to ourselves or our children to put us to sleep. Nor are they only what we read in literature classes. Rather they are the essence of intelligence. To understand intelligence we must understand stories, their meanings, retellings and structure.”  

(Robert Sternberg) 

(Lance M. Gentile PhD, 2012)
“Academic/Expository discourse requires processing information-based or expository text for the purposes defined by school.” (Lance M. Gentile PhD, 2012)
This means reading and understanding technical vocabulary and concepts and using this level of language to participate in classroom conversations, write summaries or essays that compare or contrast significant dates, events or principles.” (Lance M. Gentile PhD, 2012)
“Oracy Instruction creates the binding between oral language, literacy and productive learning behavior through multiple, meaningful interactions with teachers and text.” (Lance M. Gentile PhD, 2012)
To create opportunities and document growth in:

1. Phonemic awareness identifying and applying sound-symbol relationships.
2. Listening and responding to questions and spoken directions.

(Lance M. Gentile PhD, 2012)
ORACY INSTRUCTIONAL OBJECTIVES

3. Expanding oral language to include elaborated sentences containing cohesive links to clarify and diversify relationships expressed in conversation and text.

4. Vocabulary refinement to acquire and use higher level synonyms, more precise, difficult or colorful vocabulary.

(Lance M. Gentile PhD, 2012)
5. Narrative comprehension, i.e., listening to stories and retelling them.
6. Writing summaries and developing text processing strategies.

(Lance M. Gentile PhD, 2012)
7. Learning behavior to develop positive coping strategies when learning is new or difficult.

(Lance M. Gentile PhD, 2012)
ORACY INSTRUCTIONAL OBJECTIVES

8. Discourse, i.e., listening to or reading and writing summaries of expository passages; responding to intrapersonal and extra personal questions. (Lance M. Gentile PhD, 2012)
ORACY INSTRUCTION: THREE TYPES OF TALK

1. **Vocabulary Development**: Talking about words and the relationships among them.

2. **Contextualized Conversation**: Talking about the “known” or the here and now with extra linguistic support (*kinesics*, i.e., facial expressions, gestures, intonation and pitch).

(Lance M. Gentile PhD, 2012)
3. **Decontextualized/Purposeful Conversation**

Talking about abstract concepts or events using literary or content vocabulary to articulate knowledge and ideas in a logical flow or sequence; organizing concepts with little *kinesic* (extra linguistic) support and more precise and complex syntax.”

(Lance M. Gentile PhD, 2012)
APPLYING RESULTS OF OLAI 2 TO ORACY INSTRUCTION IN RTI TUTORIALS

(Lance M. Gentile PhD, 2012)
OLAI 2: WORKING TO CLOSE THE SKILLS GAP IN RTI TUTORIALS

More than Reading and Writing Instruction

Cognitive Skills:

- Controlling language structures and vocabulary.
- Controlling the foundations of literacy, narrative and discourse.

(Lance M. Gentile PhD, 2012)
Coping Skills: Learning Behavior

- Listening, focusing and following instructions.
- Willingness to delay gratification.
- Taking risks, persistence and valuing hard work.

(Lance M. Gentile PhD, 2012)
Coping Skills: Learning Behavior

- Patience and impulse control.
- The ability to overcome adversity.
- Changing negative self talk.

(Lance M. Gentile PhD, 2012)
“We go through life mishearing, and miseeing and misunderstanding so the stories that we tell ourselves will add up.” (Malcolm, 2010)

(Lance M. Gentile PhD, 2012)
You relate what you hear or see to things you already believe or understand: What you see is what you get because of what you do. If you look at things differently the things you look at may look different.

(Lance M. Gentile PhD, 2012)
The challenge is to see and hear what is going on there:

Night Moves

Until I learned to call the trees by name, friends and neighbors well remembered; far flung acquaintances nodded to, the world was only green.

Now bug loud nights have opened wide as careful ear discerns the varied calls of crickets and katydids. What more complexity has passed me by because I have never learned to see or hear it.

(Mary Lavelle)  
(Lance M. Gentile PhD, 2012)