

White Paper

How **SQWrite**[™] Aligns With RTI



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How **SQWrite**™ Aligns With RTI

Response to Intervention (RTI) is the current national systematic model and law for educating students with learning challenges within general and special education classrooms. It is a process that provides screenings, preventative and supplementary research-based interventions, updated progress monitoring, and identification of students with learning disabilities. In essence, RTI aims to meet student learning needs using quality educational programs. Student progress is monitored over time to guide critical educational decisions.

RTI has four basic components: **school-wide screening, progress monitoring, tiered service delivery, and high quality instruction implemented with fidelity.**

School-Wide Screening

An effective **school-wide screening** should meet the following criteria:

- Identifies students requiring learning assistance
- Is simple, brief, and easy to implement and score for teachers
- Can be used for multiple screenings per year to capture progress

How SQ Write Helps

*SQ Write can be used as a screening tool. The **Thought Organizers** and **Essay Worksheets** list and reference all the components of well-written, detailed, and elaborated paragraphs and essays. These component parts are the criteria for good student writing. With a prompt, students write an essay on a given **Essay Worksheet**. Every essay component is listed with a corresponding box at the top of the **Essay Worksheet**. Teachers simply determine which of these essay components are required criteria for writing. Teachers may then use these **Essay Worksheets** to immediately specify which students meet which essay criteria.*

*The **Essay Worksheet** meets school and class-wide screening requirements as it:*

- *Accurately identifies students requiring learning assistance based on criterion measures for mastery*
- *Is simple, brief and easy to implement and score for teachers*
- *Is used multiple times per year to capture student progress*

Progress Monitoring to Inform Instruction

Progress monitoring includes regularly scheduled simple and easy-to-implement assessment procedures to assess student progress. Progress monitoring serves to:

- Clarify whether children are adequately improving from the curriculum and instructional interventions
- Identify students' rates of improvement
- Identify needed interventions for students not making adequate progress

How SQ Write Helps

*Following every writing assignment and activity, **Essay Worksheets** are used to progress monitor each student's writing. The Essay Worksheets identify:*

- *Which students are adequately improving and meeting specific writing criterion (all tiers and in special education)*
- *Students' rates of improvement per writing criterion*
- *Criteria that are not mastered. This guides supplementary instruction, or which specific **SQ Write** chapters should be repeated.*

Tiered Service Delivery

RTI is a **multi-tiered service-delivery model** providing more intensive and frequent direct learning interventions as the tiers increase from 1 to 3, and, ultimately, to Special Education services. RTI is applied to students suspected of having learning disabilities. **Tier 1** is generally the school core curriculum level. General education teachers utilize research-based learning interventions in their classes for all students. It is hoped that in tier 1 approximately 80% to 85% of the general student body meets grade-level expectations without additional assistance. **Tier 2** supplementary instructional services target specific learning problems for the approximately 15% to 20% of students who displayed a discrepancy between their current level of performance and that which was expected in the general education classroom, or Tier 1. **Tier 3** supplementary instructional services target specific learning problems for students who have not adequately responded to Tier 2 supplementary services. As the tier instruction increases, the intensity and frequency of the instruction increases along with frequent progress monitoring to ensure students are making adequate progress. This progress monitoring guides the instruction.

How SQ Write Helps

***Tier 1 – SQ Write** is aligned with the Common Core Standards for expository writing. SQ Write is intended to be used in general education classrooms as it systematically and explicitly teaches students how to build essays from thesis generation to the conclusion.*

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How SQ Write Helps *(continued from previous page)*

Tiers 2 & 3 - SQ Write is a research-based curriculum founded on current literature that indicates writing is the application of executive functioning skills. The executive functioning skills of self-questioning, whole-to-part analysis, and rehearsal (self-monitoring) are explicitly taught, modeled, and embedded in the instructional step-by-step scope and sequence. Students with learning challenges generally learn best when specific skills are explicitly taught, modeled, and practiced.

***Special Education** – Special Education courses differ from Tier 3 in that a special education teacher teaches the course and the rate of instruction may be more flexible. Special Education teachers may be required to move more slowly through SQ Write, repeat chapters more often, provide more practice and rehearsal, and, possibly, repeat the scope-and-sequence to ensure mastery. SQ Write is easily adaptable for Special Education students.*

High Quality Instruction Implemented With Fidelity

Curriculum and interventions must be research-based and of high quality. **High quality instruction** applies the accepted practices of good teaching: explicit instruction, scope-and-sequence, hands-on approach, modeling and scaffolding, etc.

Fidelity is the ability to implement the intervention as it is intended. Although this seems to be an obvious goal, lack of fidelity is often highlighted as a key reason for a student's poor response to the given intervention. It is essential that any curriculum aligns with the following factors:

- **Simplicity:** The more complex the intervention, the lower the fidelity.
- **Less materials:** The more materials, the more confusing it is for teachers and students.
- **Intuitiveness:** If teachers don't intuitively believe in the approach or if it is inconsistent with common teaching styles, they will not implement it well.

How SQ Write Helps

*SQ Write employs a simple yet powerful writing process that can be used in all tiers of instruction. This helps students become self-reliant writers who create high quality writing products. They follow a simple 4-step self-questioning process in developing a **Thought Organizer**.*

There are 10 scope-and-sequence chapters which include executive functioning skill-building exercises followed by essay building. The essay-building section follows a simple scope-and-sequence beginning with thesis generation and ending with the conclusion. Each lesson includes a straight-forward and easy-to-implement pattern: teacher modeling lesson for scaffolding, followed by an individualized student lesson.
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How SQ Write Helps *(continued from previous page)*

*There are minimal materials as students independently develop essays using a **Thought Organizer**, **Q-card**, **Student Workbook**, and an **Individualized Editing Workbook (IEB)**. All are neatly housed in the **Student Guide**.*

Finally, student examples and models are provided for easy implementation. Teachers can focus on teaching and not creating examples from scratch. In fact, each chapter includes individually modeled sentences and a full and completed essay.

To Learn More About How **SQ Write Can Help Your Students
Become More Self-Reliant Writers**

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