

# RESPONSE TO INTERVENTION and *CRISS*

Several years ago our district began the process of adopting a Response to Intervention (RtI) model. With the enactment of the *Individuals with Disabilities Education Improvement Act, 2004* <<http://idea.ed.gov>>, RtI began gaining ground as a promising alternative to the Discrepancy Model that had been in place for many years. RtI usually involves three or four tiers and integrates intervention and assessment. After identifying students who are at-risk, research-based interventions are implemented. Students' progress is monitored and assessed on a regular basis. Decisions on student placement are then made based on the data from the progress monitoring.

As a secondary language arts teacher in Texas, I used *CRISS* strategies for many years and knew they were ideal for all students, especially those identified as at-risk. *CRISS*, to me, would be a logical intervention within the RtI model. Since my students were always highly successful on the state TAKS [Texas Assessment of Knowledge and Skills test], I asked my principal to create a new position for me, so I could work with all at-risk students, not just the ones who were in my classes.

This past year, I worked with junior high school students identified as at-risk based on their individual state test scores. My Tier 2 treatment involved working with small groups of no more than five students for 30 minutes, two-to-three times a week. Students read mainly expository texts and applied various *CRISS* strategies. Slowly, they began to incorporate these strategies into their other content classes. The strategies students thought were the most effective included Selective Highlighting, Think-Alouds, Two-Column Notes, One-Sentence Summaries, Picture Notes, Graphic Organizers, and QARs.

Of the sixty-six students I worked with, all but three passed the state assessment, some for the first time ever. *CRISS* Principles and strategies are highly effective when students take ownership. They are also extremely effective within the Response to Intervention model.



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