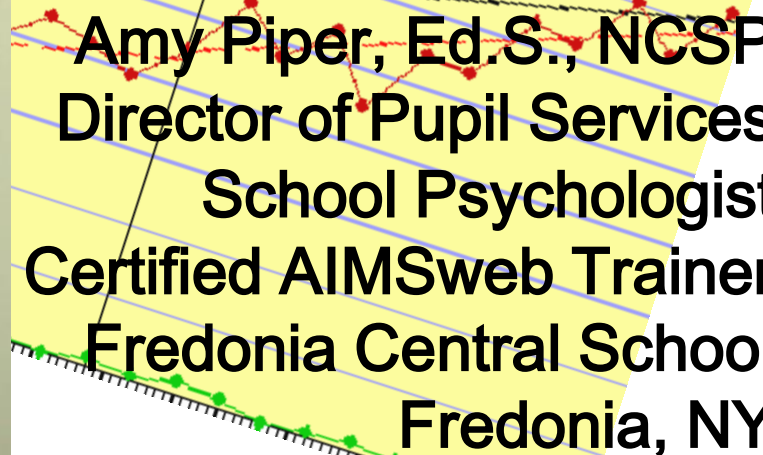



Response to Intervention (RTI)



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Introduction

- Overview of school background
- Overview of professional experiences



AGENDA

- Introduction
- Overview of RTI—some practical guidelines
- A Look at the Tiers
- Some examples....



Learning Disabilities

- 50% of students in Special Education are eligible under LD category (2.9 million nationwide)
- 80% of those are eligible in the area of Reading.
- Numbers grown over 300% since 1975
- Most reading difficulties originate from poor instruction, lack of reading readiness, and/or cultural differences...

Changing School Demographics

Diverse SES status: School learning is affected

In a typical hour, the average child hears:

Family Type	Quantity	Quality	
Welfare:	616 words/hour	5 affirmations	11 prohibitory
Working Class:	1251 words/hour	12 affirmations	7 prohibitory
Professional:	2153 words/hour	32 affirmations	5 prohibitory

In a typical 100 hour week, this means the child hears:

Welfare:	62,000 words
Working Class:	125,000 words
Professional:	215,000 words

What this means: As early as kindergarten, kids come to schools with different skill levels, based upon their home experiences.

Hart, B., & Risley, R. T. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brookes.

Learning Disabilities

- Recent studies have shown that when students with severe reading problems are given early, intensive instruction, *nearly 95% can reach the national average in reading ability!*

All laws not created equal...

- There are 50 state definitions in addition to the federal definition for LD.
- Attempts to assess for LD involved a vast array of methods used to determine intelligence.
- James Ysseldyke, a researcher at the University of Minnesota, concluded that 80 percent of all school children in the United States could qualify as learning-disabled under one definition or another. (Shapiro et. al., 1993)
- Eligibility rules often appeared class-based. Though unintentional, they sadly discriminated against low SES groups whose learning problems originated from *"environmental, cultural, or economic disadvantage."*
- Though Federal regulations from 1970's mandated use of the Discrepancy Mode, it was essentially poorly researched, if at all.
- Used as a method to create a criteria for eligibility for LD and cap the number of students who were eligible for services.

Shapiro, J. P., Loeb P., Bowermaster, D. (1993, December 13). Separate and unequal. U.S. News & World Report, 47.

All laws not created equal...

- There are 50 states that have laws that determine how to determine if a child is learning-disabled.
- Attempts to assess intelligence.
- James Ysseldyke found that 80 percent of all students who are learning-disabled under one set of criteria are not learning-disabled under another.
- Eligibility rules often discriminate against students from "environmental, cultural, and linguistic backgrounds."

"According to the Children's Defense Fund, middle-class children starting first grade have been exposed to 1,000 to 1,700 hours of one-on-one reading, while their low-income counterparts have been exposed to only 25 hours. It's little wonder that so many of these kids get referred to special ed."

(Washington Monthly, June 1999)

- Though Federal regulations from 1970's mandated use of the Discrepancy Mode, it was essentially poorly researched, if at all.
- Used as a method to create a criteria for eligibility for LD and cap the number of students who were eligible for services.

Identifying Key Concerns with Previous IDEA Law

- For years, researchers have advocated for a change to the “discrepancy model” (a.k.a. “wait to fail model.”)
- Misidentification of LD = greater # of students in special education services (300% + since 1975)
- “Sympathy” eligibility
- Eligibility as a “back-up plan” for limited reg. ed. services



Changing the way we ID...LD!

New flexibility with IDEIA:

“In determining whether a child has a specific learning disability, an LEA *shall not* be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability.”

- Law now provides districts/LEAs the option to eliminate IQ-discrepancy requirements
- Embraces model of prevention—not failure
- Students with disabilities are considered general education students first with interventions beginning in the general education classroom.
- Mandates that students cannot be identified as LD if they have not had appropriate instruction in reading, meaning research-based, scientific interventions.

IMPLICATIONS:

- General ed. must assume active responsibility for delivery of high-quality instruction, interventions, and prompt ID of at-risk students collaboratively.
- Special Ed must partner with gen. ed. to provide those interventions early on.

IDEIA REQUIRES:

Assessment tools and strategies are provided that
directly assist in determining the educational needs of
the child.

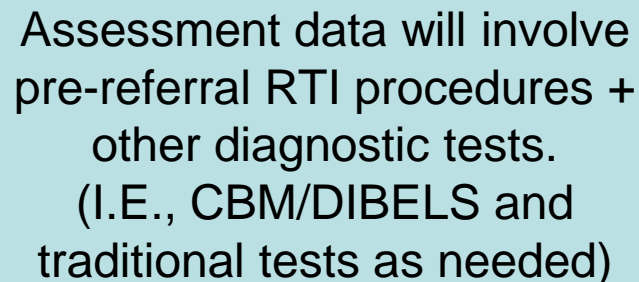
Regulations in IDEIA adopted by NYS:

Part 200.4:

...effective on and after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

- **“Team members” has been replaced with the term “group members”**
- **The group is collectively qualified to:**
 - 1) conduct individual diagnostic assessments in speech and language, academic achievement, intellectual development, and social-emotional development;**
 - 2) interpret assessment data, and apply critical analysis to that data**

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Assessment data will involve pre-referral RTI procedures + other diagnostic tests. (I.E., CBM/DIBELS and traditional tests as needed)

So...
...now what
do we do?



Setting up the RTI Model in Schools

What an RTI Model looks like in schools.

How to make RTI work.



Comparing Old and New Paradigms:

Discrepancy Model

- **Discrepancy between IQ and Achievement scores**
- **“Magic Number” eligibility**
- **Geographic eligibility**
- **Inconsistent regression**
- **Discriminatory for some students**
- **Difficulty with ELL’s**
- **Attendance discrimination**

RTI Model

- **Funding for intervention services increased.**
- **Provision for some special education services to be provided to reg. ed students (i.e., Resource staff “ok” to work with reg. ed. Kids during RTI process.)**
- **Dual discrepancy model applied**
- **Instructional integrity**
- **Ideal for ELL eligibility determination**
- **Geographic Eligibility phenomenon reduced.**

RTI Learning Objectives:

- **Review What *Design Elements Must Be In Place* for Successful RTI**
- **Describe the Role That *Curriculum-Based Measurement* (CBM) Can Play In Determining:**
 - **Universal Screening and Progress Monitoring**
 - **Dual Discrepancies: Educational Need Rate of Progress for Students Entering the RTI Process**
 - **Evaluating the Effects of Intervention → Eligibility determination**

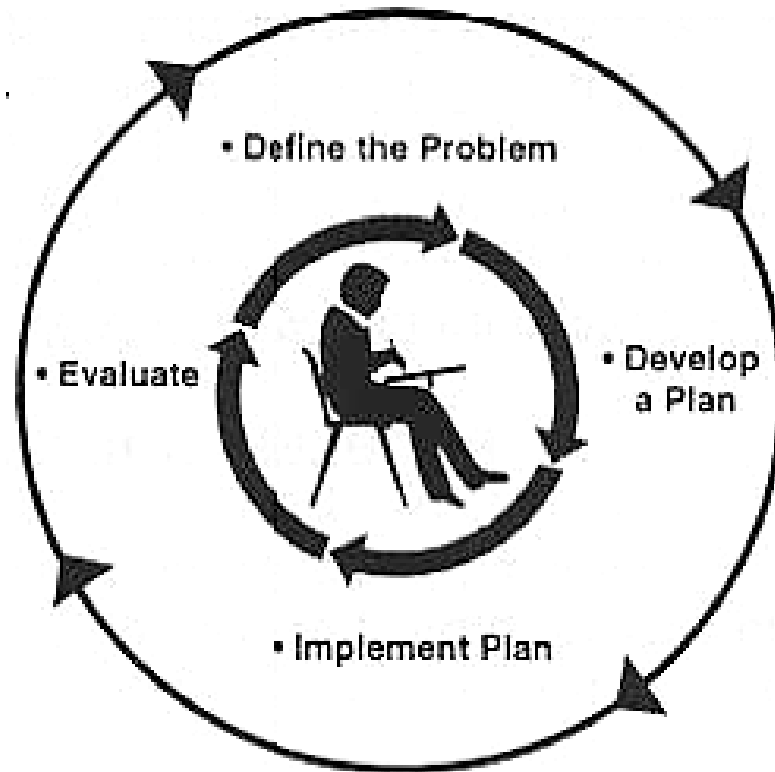
Early Intervening Services Provision: What IDEIA Now Provides

- Greater emphasis on use of early interventions (research-based)
- School districts will be able to use up to 15% of their total IDEIA federal funds for early intervening services

These services are to be provided BEFORE they are identified as having a disability. LEAs have option to conduct this activity.

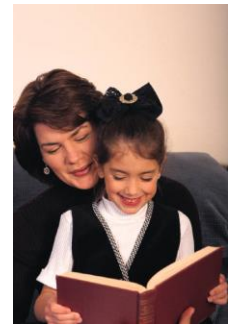
- Funding may be used for professional development, academic and behavioral supports.

RTI: Official Permission for Needs-Based Service Delivery



Specific Learning Disabilities

- This law allows school districts to try research-based interventions in the general education setting as part of the evaluation process.
- Helps to rule out lack of proper instruction or lack of appropriate interventions.



Why Is A New Approach Needed?

- More than 25 years of special education legislation and funding
 - Failed to demonstrated cost effectiveness
 - Or Validity of aligning instruction to diagnostic classification
- Placement in S.E. has not guaranteed significant academic gains or better life outcomes or better instruction

Why Is A New Approach Needed?

- LD ability/achievement discrepancy model criticized due to:
 - Reliance on IQ tests
 - Focus on within-child deficiencies that ignore quality of instruction and environmental factors
 - Limited applicability of norm-reference information to actual classroom teaching
 - Burgeoning identification of students as disabled
- (Ysseldyke and Marston, 1999)

Why Is A New Approach Needed?

- Wait to fail
 - Students are not considered eligible for support until their skills are widely discrepant from expectations
 - Counters years of research demonstrating importance of early intervention
(President's Commission on Excellence in Special Education, 2002)

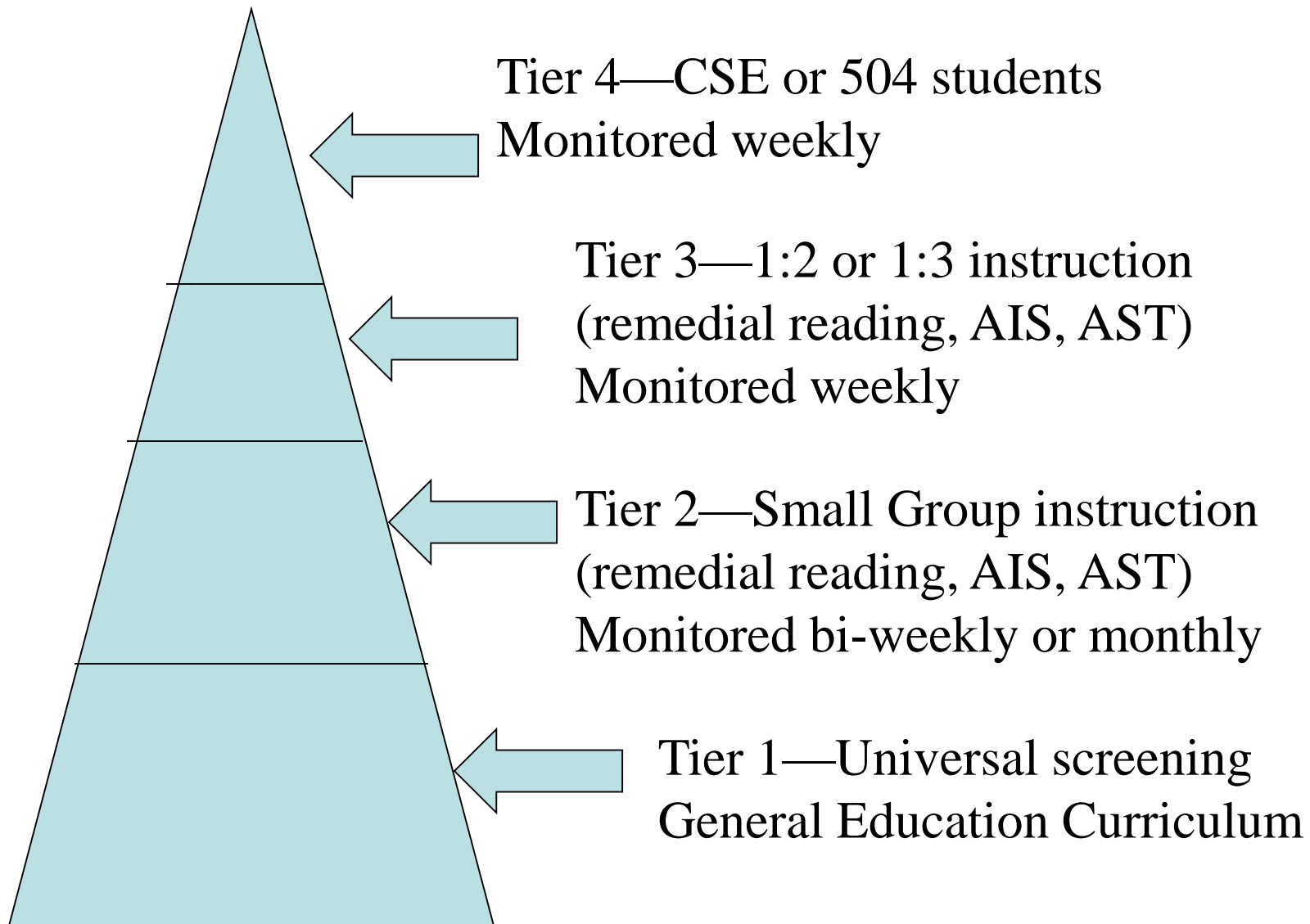
Why Is A New Approach Needed?

- Call for evidence-based programs
 - Major tenet of NCLB
 - Implementation of scientifically based interventions to improve student performance

“...the IQ-achievement discrepancy does not reliably distinguish between disabled and non-disabled readers...children who were found to be difficult (and easy) to remediate....and it does not predict response to remediation.”

(Vellutino et. al. (2000), p. 235)

One approach to RTI— 4 Tier Model



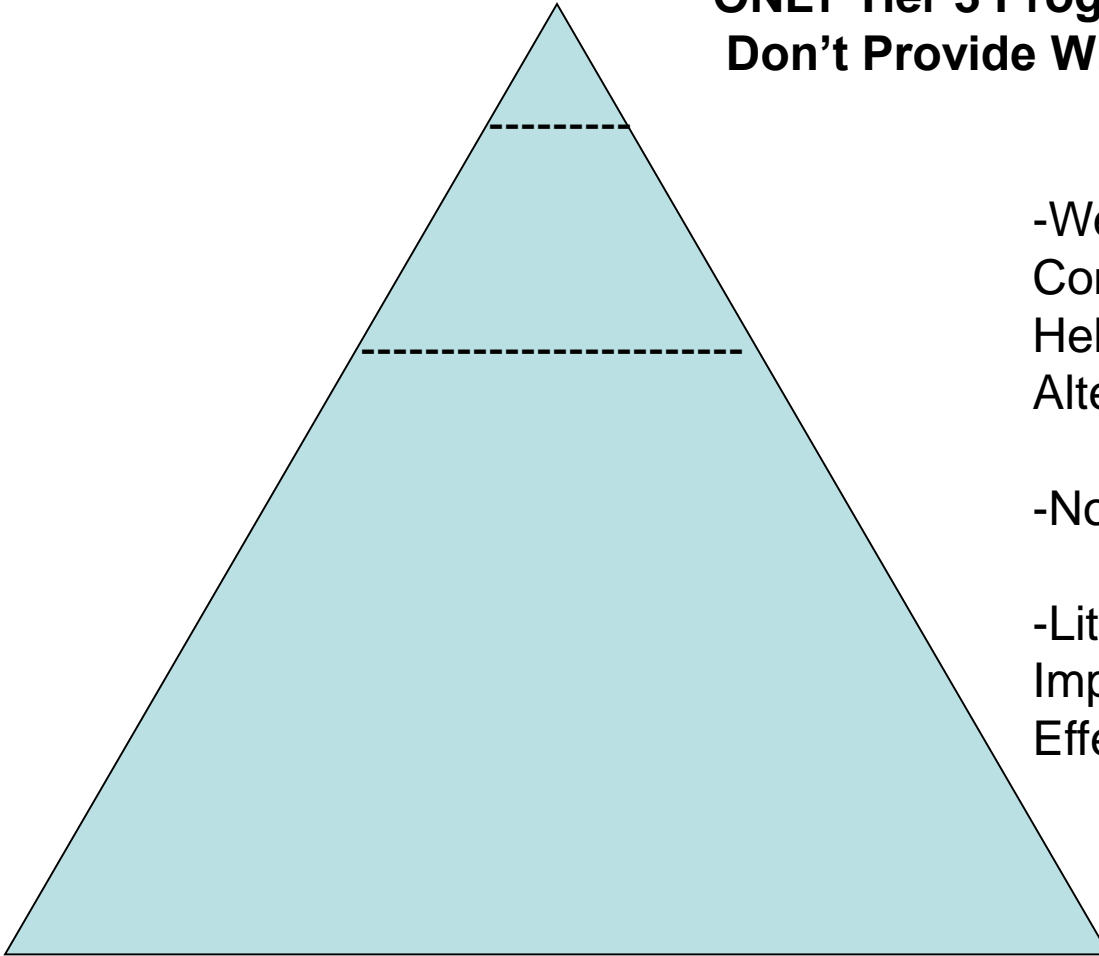
Some thoughts about Secondary Level RTI....

- By Middle School, We Would Hope that We Wouldn't Be "Discovering Disabilities" in our students...
- LOTS of students have Academic and Behavior challenges in Middle and High School,
HOWEVER, EVERY PROBLEM LEARNING IS NOT A SIGN OF A LEARNING PROBLEM

(courtesy of Mark Shinn, Ph.D., National Louis University, 2008)

The High School Dilemma

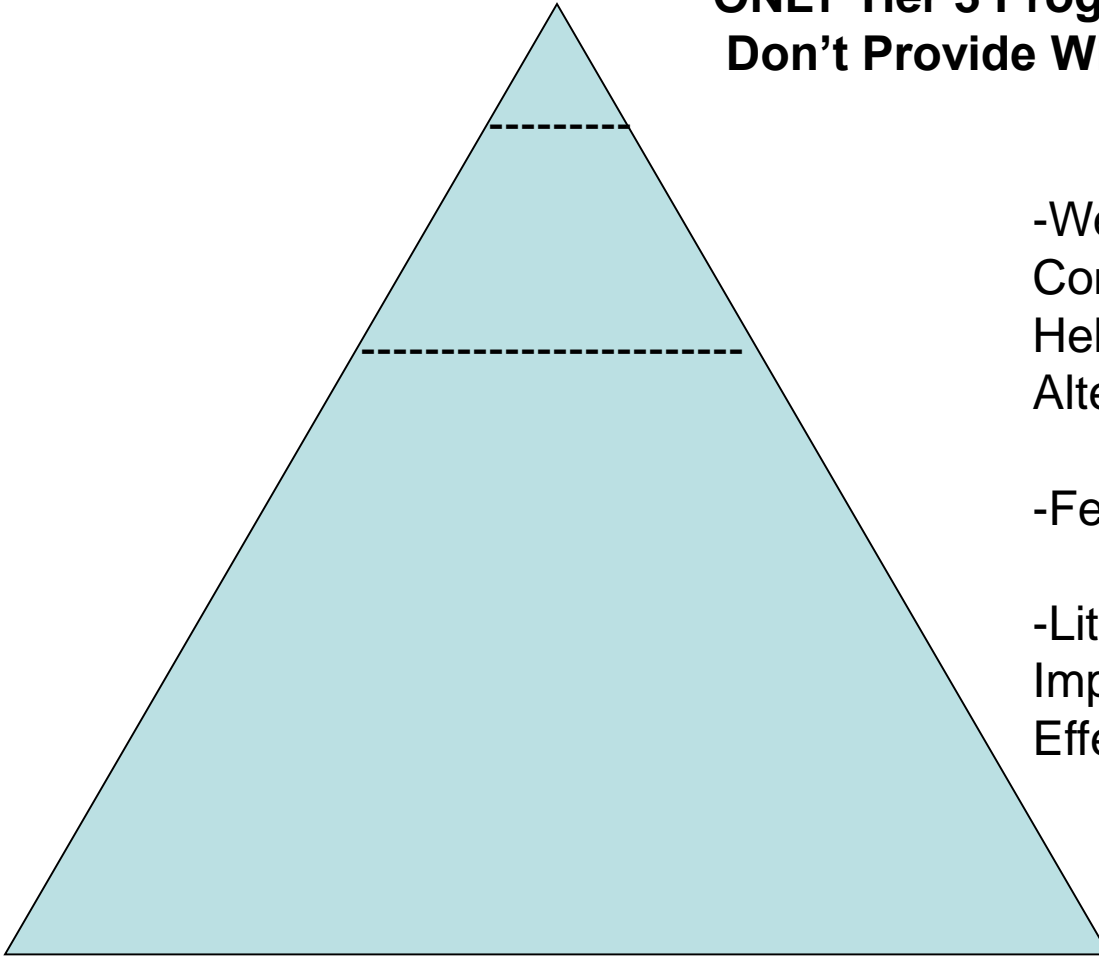
**ONLY Tier 3 Programs That Often
Don't Provide What Students Need**



- Weak Tier 3 Interventions:
Content Area Tutoring
Help with Homework
Alternative Content Area Courses
- No Tier 2 Options
- Little Attention to Tier 1
Improvement of Teacher
Effectiveness

The Middle School Dilemma

**ONLY Tier 3 Programs That Often
Don't Provide What Students Need**



- Weak Tier 3 Interventions:
Content Area Tutoring
Help with Homework
Alternative Content Area Courses
- Few or No Tier 2 Options
- Little Attention to Tier 1
Improvement of Teacher
Effectiveness

What is NOT RTI

1. **The Old Way of Doing Business** with a New Label (e.g., Pre-Referral Intervention, Old Team-New Name).
2. **Reinventing** a System that **Focuses** (obsessively) On **Identifying a Disability** as the Goal
3. **Expecting GE Teachers** to Meet the Needs of **ALL** students (180 students-180 different interventions)
4. **A Referral-Driven System** That Considers Students 1 at a Time With Lots of Paper, **Lots of Testing**, Lots of Meetings, Lots of Paper, Lots of Meetings, and on and on...

(courtesy of Mark Shinn, Ph.D, National Louis University, 2008)

District “Readiness” Indicators for RTI

- Special Education Teachers have Quality Interventions and Scientifically Based Progress Monitoring
- Evidence of Elementary and Secondary Staff Development Targeted Toward “Things That Work” to Support Diverse Learners (e.g., Tier One)
- Secondary Staff have Classroom Syllabi that reflect these “Things That Work” for Differentiated Instruction
- Support Services personnel (SE Teachers, School Psychologist) who are “released” to support diverse learners in content area classes in middle school and high school

(Mark Shinn, Ph.D., National Louis University, 2008)

Tier One

Research-based general education classroom teaching

These are “best practice” interventions:

- conducted with any child in the general education environment**
- based on curriculum given to majority of children in the classroom**

Tier One Interventions

- Some examples....
- Give students a target to read to and circle the word where you want them to be after one minute. Give them a goal and make it harder by a word or two every time you have them read.
- Middle School and High School syllabus for each course

Syllabus??

- Contact information
 - Helps students, family/guardians, and other academic professional get a hold of you
- Course Description
 - Helps build preview to course...like building background information
- Course Goals and Big Ideas
 - Also, helps to preview course and illuminate the student of possible future events, topics, etc...
- Instructions and Directions as to **HOW TO GET HELP.**
 - Might include a school resource room, website, other teachers, a file drawer in the classroom, etc. Detailed directions.

Syllabus, continued

- Course Materials
 - What they need to have from the get go...notebooks, pens, specific book, etc...
 - Helps build organization
- Behavior Expectations and Consequences
 - Self explanatory...this also helps other professionals in the building...helps ID the rules of the individual teacher
- Detailed information about the Grading System
 - Helps students understand teacher expectations and gives students a solid understanding of passing and failing

Syllabus, continued

- Course calendar and Due Dates
 - Builds structure and organization....also helps other professionals in the building
- Access to Models for papers, projects, tests
 - Might include a school resource room, website, other teachers, a file drawer in the classroom, etc....

(Mark Shinn, Ph.D., National Louis University, 2008)

Tier One

80 % of children should respond to general education curriculum at Tier One

If more than 20% of children need intervention assistance beyond “best practice”, the issue lies with the curriculum or the instruction, not the children

Tier One

Benchmark assessments occur 3 times per year to evaluate children in reading fluency and comprehension and math calculation

These benchmark assessments will “indicate” which students are in need of intervention, along with state test scores, and classroom grades

RTI Begins with Using CBM in Benchmark Assessment

Frequent Evaluation (3 times per year) of Growth and Development Using R-CBM:

Initial Performance Assessment (IPA) or “Taking Inventory” at the Beginning of the School Year

- 1. Identify Students At Risk**
- 2. Instructional Planning**
- 3. Initial Data Point for Progress Monitoring**

Accountability

- NCLB and AYP**
- Linkages to State Standards**

Brainstorming Interventions

Research dictates that the Domains of Influence in Learning are:

1st—Instruction

How we teach what is being taught.

**LOOK AT THIS FIRST WHEN DEVELOPING
INTERVENTIONS!**

Brainstorming Interventions

2nd—Curriculum

What is being taught

Look at this next....how can we modify ***what***
is being taught.....

Brainstorming Interventions

3rd—Environment

Context where learning is to occur.

Look at this next...how can we change the environment....

Brainstorming Interventions

Last, but not least....

Learner

Characteristics intrinsic to the individual in relation to the concern

ALWAYS Go to Learner Last—Look at Instruction FIRST!

Research-based Interventions

- What is an Intervention?
 - A new strategy or modification of instruction or behavior management designed to help a student (or group of students) improve performance relative to a specific goal

Deep thoughts.....by Amy 😊

The central question is not:

“What about the learner is causing the performance discrepancy?”

It IS:

“What about the interaction of the curriculum, instruction, learner, and learning environment should be altered so that the child will learn?”

Ken Howell

(University of Oregon, 2007)

Tier Two

If children indicate at Tier One that they are below expectations for their grade level, they move to Tier Two!

Referral typically is made by classroom teacher...



Tier Two

Small Group instruction

Remedial reading, AIS, AST
With research-based interventions

Monitored bi-weekly or monthly

By remedial reading teacher or AIS teacher

Tier 2

Where to Focus?

Build Effective, Scientifically-Based Tier 2
Remedial Reading

AND

Effective, Scientifically-Based Behavior
Programs

in grades 5-9

Tier 2 Interventions

- Some examples...
- Evidence-based programs at the Middle School and High School Levels
 - **Reading Mastery (SRA)**
 - **Language! (Sopris West)**
 - **REWARDS (Sopris West)**
 - **SIM (Strategic Instruction Model)**
- Small group instruction (approximately 5-10 students) with a baseline and goal for each student's skill level (i.e., fluency, comprehension, vocabulary, etc.) to be implemented for 8-10 weeks THEN RE-EVALUATE!
- Intervention is targeted toward BASIC SKILLS and CONTENT INSTRUCTION

Tier Three

If children indicate at Tier Two
(through progress monitoring of reading or math skills)
that they continue to remain below expectations for their
grade level,
despite research-based interventions
and monthly IST meetings,
they move to Tier Three!

Referral is typically made by classroom teacher through
IST process....

Tier Three

1:2 or 1:3 instruction

**Remedial reading or AIS
With research-based interventions**

Monitored weekly
By reading teacher or AIS teacher

Tier 3 Interventions

- Some examples of research-based intensive interventions:
 - REACH (SRA)
 - Corrective Reading (SRA)
 - Language! (Sopris West)
- Small group instruction (approximately 2-3 students) with a baseline and goal for each student's skill level (i.e., fluency, comprehension, vocabulary, etc.) to be implemented for 8-10 weeks THEN RE-EVALUATE progress!!

Tier Four

If children indicate at Tier Three
(through progress monitoring of reading or math skills)
that they continue to remain below expectations for their
grade level,
despite research-based interventions
and monthly IST meetings,
they move to Tier Four!

Referral is typically made by classroom teacher through
IST process....

Tier Four

CSE or 504 students

**Research-based interventions
implemented through resource room,
Consultant Teacher model, AIS, or
Remedial Reading**

Monitored weekly

Tier Four

If the student continues
to have difficulty
making progress,
Case Manager refers them to
Instructional Support Team
Or CSE review

Design Elements Integral to RTI Process

- **Proactive System Design: A blueprint or model**
 - **Effective and Efficient Teams**
 - **A Range of Evidence-Based Interventions/Instruction**
 - ***Procedural Standard Protocols-- Organizing and Documenting Critical Tasks***
 - Initial Planning
 - When Intervention is Required
- 1. *Efficient and Economical Assessment That Provides***
 - Preventive Progress Monitoring
 - Universal Screening
 - Identifying Educational Need
 - Sensitive Progress Monitoring
 - 2. *Reports Documenting/Summarizing the Process and Outcomes***

Critical Components of *Initial Referral*

- Documenting/Describing Referral
- Parental Notification
- Problem Identification Interviews w Teacher(s) and Parents
- Describing and Observing Current Intervention
- Observing Student-Teacher Interactions
- Collecting Information on Current Educational Need
 - Performance Discrepancies
 - Rates of Progress
- Data-Based Decision on Need for Revised Intervention

Critical Components of *Intervention*

- Plan Intervention schema
- Support and Implement Intervention
- Observe Implementation and Fidelity of Treatment
- Develop/Implement Progress Monitoring System
- Implement Progress Monitoring Decision
- Data-Based Decision on Response to Initial Intervention, Severity of Educational Need, or Need for Revised Intervention

Formative Assessment

Formative Assessment: Process of assessing student achievement *during* instruction to determine whether an instructional program is effective for individual students.

- When students are progressing, *keep* using your instructional programs.
- When tests show that students are not progressing, you can *change* your instructional programs in meaningful ways.
- Has been linked to important gains in student achievement (L. Fuchs, 1986) with effect sizes of .7 and greater.

Systematic formative evaluation requires the use of:

Standard assessment tools...

1. That are the *same difficulty*
2. That are *Given the same way* each time.

A common approach to problems: Our Beach Ball Analogy to remediation.

Sometimes we
know there's a
hole...



..but we don't
know where it is
or cannot see it.

**So we throw
patches at the
problem...**

**...But we wind up using
a lot of expensive
patches and spend a lot
of time patching...**

**...yet, it still didn't fix
the hole.**



Sometimes we've found the hole...

..but we don't
know how to
fix it.



**We need to
identify where
the hole is first...
...and patch it
properly.**

**This means that the
intervention is the right size
and type to fix the problem.**

**It should also be of quality
and monitored over time to
ensure that it “sticks.”**



Interventions—Some thoughts...

Interventions/instruction: **Proper diagnostic work must be done first. This is a 2-part process:**

- Children with academic difficulties have “Swiss cheese” knowledge. Unless we know where the “holes” are, we can never fill them via appropriate instruction.
- Unless we understand the purpose and scope of the intervention, we cannot determine if it will “fill the holes” in the child’s knowledge.



Special Education Eligibility

“We’ve tried ‘everything’
and
I think the only way to fix it
is....”

← *(Doesn't this
sound familiar?)*

...This sounds as if your
car is destined for nothing
but expensive repairs.

*But what if your car was
simply out of gas?*

*Simple and thorough
diagnostics **DONE FIRST**
would have saved you a lot
of money and time!*



SUMMARY: Interventions, Instruction, and Eligibility for Special Programs

“Referral is often more a reflection of teacher stress than a result of carefully diagnosed student learning deficits.”

Richardson, Casanova, Placier, and Guifoyle (1989)

1. Without the proper diagnostics initially, we cannot sufficiently determine whether Special Education or other restrictive programs are the only options.
2. We need to determine the proper intensity of intervention and feasibility of maintaining that intervention over the long-term in general education setting.
3. Determine educational benefit of interventions (after proper diagnostic assessment is done) through formative assessment.

In Summary....

There is no question that current attempts to broadly expand RTI models are uneven and not uniformly effective. ***But that is a problem with adult learning, not with the research on how children learn.*** The issues involve large-scale implementation, not more research on how to do response to intervention models or whether they are effective.

- D. Carnine, Testimony Before Congress, March 2003

In summary...

Clearly, all the best intentions and new designs ***for improving the identification process and delivery of scientifically-based interventions will fall short*** if the professional educators, administrators, and related and support personnel responsible for implementing these designs do not have the knowledge, skills, will or resources to implement and sustain them.

D. Carnine, Testimony Before Congress, March 2003

Where to Get More Information

- www.aimsweb.com
- www.uoregon.edu
- www.interventioncentral.org
- www.ggg.umn.edu
- www.ku-crl.org (Secondary Support)
- www.safeandcivilschools.com
- www.successfulschools.org
- dww.ed.gov
- www.fcrr.org
- www.texasreading.org
- www.corelearn.com
- www.centeroninstruction.org

Thank you!