Overview of Response to Intervention

Middletown Public Schools
2010
About RtI…….

- **Response to Intervention (RtI) is not special education reform, it is *education* reform!**

- A school-wide framework that **supports all students** in making significant progress, whether they are at risk for failure or are **gifted and talented students not meeting their full potential**

- **All students are regularly monitored for progress in core content areas** (reading, writing, and math) with the intent that instructional planning and decisions be made and implemented immediately with the input of educators, parents, and, in some cases, the students themselves.

- **Uses Educational interventions that are matched to students’ academic and social/emotional needs using data-based decision making.**

- Since collaboration of staff is an essential component of RTI, it utilizes a **blending of services** by infusing a mixture of educators with specific expertise to provide the various tiers of intervention (universal or general education, targeted, and intensive) so that research-based curriculum and instruction can occur.
The History of RtI

Increased concern about the increasing rise in the number of students identified as learning disabled.

2001 U.S. Department of Education - the Response to Intervention process was endorsed to identify and address learning needs in students as early as possible in their educational experience.

Congress passed the Individuals with Disabilities Act of 2004 authorizing local educational agencies to use RtI.

A multi-tiered intervention options is recommended as a means to integrate educational problem-solving across educational levels, consistent with IDEA and NCLB and scientific research.

Federal Law IDEA removes the requirements of the “significant discrepancy” formula for learning disabilities classification based on I.Q. tests and requires that states must permit districts to instead adopt alternative models including the “Response to Intervention (RTI)” model.

RI Criteria for Specific Learning Disabilities requires utilization of a student’s response to intervention for special education eligibility determination of SLD. RtI requirements are also embedded in the Basic Education Program Regulations, Personal Literacy Plan requirements, and middle and high school regulations.
Four Core Components of RtI

- Shared Responsibility
- Problem Solving Process
- Data-based Decisions Using Screening & Progress Monitoring Data
- MPS Instruction & Intervention System
Component I: Shared Responsibility

All students are part of ONE proactive educational system that is based upon:

• Belief that ALL students can learn
• Using ALL available resources to teach ALL students

*Leadership of RtI is shared amongst general education teachers, special education teachers, and administrators.*

Rhode Island Department of Elementary and Secondary Education
Component I: Shared Responsibility

- Classroom Teacher
- Special Educator
- School Psychologist
- Reading Specialist
- Guidance Counselor
- Principal / Administration
- Social Worker
- Paraprofessional (TA)
- ESL Teacher
- Occupational / Physical/ Speech Therapist
- Parents & Students

Rhode Island Department of Elementary and Secondary Education
## Component 2: Problem Solving Process

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<th>Versus</th>
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<td>Focus on problems within child</td>
<td>Focus on outcomes</td>
<td>Focus on outcomes</td>
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<td>Causes presumed to be largely due to internal variables</td>
<td>Causes presumed to be largely due to external variables</td>
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<td>Unexpected underachievement (relative to ability)</td>
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<td>IQ-Achievement discrepancy</td>
<td>Failure to respond to empirically validated instruction or interventions</td>
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<td>Assumes better classification leads to better treatment</td>
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Component I & 2: Shared Responsibility & Problem Solving

Problem Solving @ the District Level

• How did our students do on the NECAP?

Problem Solving @ the Grade/Department Level

• How did our students do on the NWEA?

Problem Solving @ the Individual Student Level

• How did Johnny respond to the intensive reading intervention?
Component 2: Problem Solving Process

Problem-Solving

1. Problem Identification
   *What is the problem?*

2. Problem Analysis
   *Why is this problem occurring?*

3. Plan Development
   *What are we going to do about it?*

4. Plan Implementation
   *How will we monitor progress?*

5. Plan Evaluation
   *Did it work?*
Component 3: Data-based Decisions Using Screening & Progress Monitoring Data

**Types of Assessment Data**

• **Screening & Benchmark** - Universal measures that provide information on whether students have mastered critical skills. Provide valuable comparative data on either state-wide or national level. Some measure achievement while some are more diagnostic.

• **Diagnostic** - Individually administered to gain more in-depth information and guide appropriate instruction or intervention plans

• **Progress Monitoring** - Determines whether adequate progress is made based upon individual goals regarding critical skills. Also called Curriculum Based Measures (CBMs or probes)

• **Outcome/Instructional Planning** – Provides an evaluation of the effectiveness of instruction and indicates student year-end achievement when compared to grade level/span expectations or standards.

• **Report Cards** - Provides teacher rating of student progress toward learning standards/expectations

• **Classroom Work Samples** - actual samples of student work
Component 3: Data-based Decisions Using Screening & Progress Monitoring Data

Types of Assessment Data - continued

- **Classroom Observation** – provides how student responds to instruction and match between curriculum/instruction and student learning style

- **Behavioral Logs** – data collected on specific targeted behaviors over time

- **Discipline Referrals** – help determine extent to which classroom learning is being affected by conduct

- **Attendance Data** – provides critical information on excused, unexcused, and tardiness
What are the main purposes for the assessment data?

- Identify strengths and needs of individual students
- Inform problem solving process
- Inform instruction and necessary adjustments
- Evaluate the effectiveness of instruction at different levels (district, school, classroom)
- Inform educational decisions
Component 3: Data-based Decisions Using Screening & Progress Monitoring Data

Outcomes of Progress Monitoring

• Screening – identify students at academic or behavioral risk
• Benchmark Testing – evaluate students at designated periods
• Targeted Monitoring – monitoring individual students using ongoing information about specific skills
• Intensive Monitoring – based on individual plan, monitoring individual students using ongoing information about specific skills and interventions
Response to Intervention/Instruction (RtI) is

• A school-wide framework that supports all students in making significant progress, whether they are at risk for failure or are gifted and talented students not meeting their full potential.

• A process of ongoing assessment and immediate responsiveness to needs, children are supported before they have a chance to fail.

• A combination of ongoing data analysis to inform academic and behavioral instruction and intervention, flexible use of building personnel with students and ongoing collaborative problem-solving among staff, parents and students all students’ performances can be maximized.
Component 4: MPS Instruction & Intervention System

Universal Level (Tier 1)
includes **Core curricula provided to all students or groups of students in the classroom.** These are research based and are differentiated in response to the data / problem-solving process. Interventions and strategies are implemented at this level when **substantial numbers of children in a classroom are not closing the gap** to reach benchmark objectives with the use of the Core curricula alone.

Targeted Level (Tier 2) Interventions
are implemented when **the body of evidence indicates that student(s) are not making adequate gains** after receiving universal instruction. These are usually (but not always) **smaller group interventions** or strategies designed to meet the needs of students with similar needs. Progress monitoring is always part of this process to assure that the intervention or strategy is meeting the identified student need.

Intensive Level (Tier 3) Interventions
are those which offer **highly individualized, structured and explicit instruction** in an area of identified need. Although the programs or strategies may be similar to those offered at the Targeted Level, the Intensive Level intervention increases resources, time and intensity to accelerate student response.
Component 4: MPS Instruction & Intervention System

Universal Level / Core Program
(80% - 95%)
A coherent and viable core curriculum that embeds ongoing monitoring for all students.
Universal Screening
Student Identification Process and Progress Monitoring

Targeted Level
(5% - 15%)
Immediate and powerful targeted interventions systematically applied and monitored for any students not achieving.
Progress-Monitoring and Problem Solving Process

Intensive Level
(1% - 5%)
Intensive interventions focused on closing the gap.
Progress-Monitoring and Problem Solving Process
I. Universal Level / Core Program

Best Practices

- Scientifically based core instructional programs and practices
- Based on state/district expectations/standards and benchmarks
- Interventions occur within the general design of the classroom
- Instructional changes are made based on classroom, school wide, and district assessment
- Data dialogue meetings take place through professional learning communities at the grade level or department level with focus on whole group
- Monitoring is conducted using school-wide screening three times a year
- Teachers evaluate data to inform instructional decisions
- Monitor ALL students
- Differentiate instruction, groupings, accommodations
- Complete documentation for students needing targeted interventions
II. Targeted Level

Best Practices

- Instruction supplements core instruction
- Focus on non-responders from Universal level
- Short term intervention
- Same ability small group instruction
- Teacher defines and analyzes data prior to RtI meeting, data dialogue takes place at the RtI Team meeting
- RtI Team meeting is timed, sequential and efficient, focus on data that is specific to problem
- Progress is monitored more often
- Progress is monitored repeatedly for a period of time using consistent tool
- Trends in performance are used to gauge effectiveness of supports and interventions
- Ineffective plans are changed in a timely manner
- Intervention plans are modified based on emerging needs
- Gap Analysis is done (benchmark vs. current level of performance)
III. Intensive Level

Best Practices

• Supplemental - continue to educate student in core curriculum and with interventions that have been implemented if successful
• Increased interventions (intensity, frequency, duration)
• Modifications are made to individualized instruction in response to data that is collected
• Progress monitoring may need to happen more often
• Identify why interventions have been unsuccessful
• Develop and improve existing interventions or generate new interventions that are more intensive
• Teacher defines and analyzes data prior to RtI meeting, data dialogue takes place at the RtI Team meeting (dialogue can continue with other team members and parents between meetings to support plan)
• RtI Team meeting is timed, sequential and efficient, focus on data that is specific to problem
• Inability to close gap may indicate need for evaluation team
MPS Forms for Documenting Progress

**Forms for Collecting Data & Monitoring Progress**

**Tiers 1 – 3**

- Personal Literacy Plan
- Personal Mathematics Plan
- Data Collection Sheet for Literacy
- Data Collection Sheet for Mathematics
- Data Collection Sheet for Social-Emotional Learning
MPS Forms for Documenting Progress

Forms for RtI Teams & Monitoring Progress

Tiers 2 - 3

• RtI Team Referral Form
• RtI Team Referral Notice Letter
• RtI Team Intervention Planning Document
• RtI Team Student Intervention & Progress Monitoring Plan
• RtI Team Follow up Meeting
RtI is for ALL students

- Education, whether it is general education, special education or gifted education should operate as a seamless, unified system.
- Ensures that ALL students receive high quality instruction and are held to high standards of achievement.
- Provides help to struggling students in a quick manner.
- Provides alternative interventions.
- Focus is on effective instruction and results, not on eligibility.
- Lowers proportion of students that are misidentified.
References


*Individuals with Disabilities Education Improvement Act of 2004*. 20 U.S.C 1400 et seq.


Favorites

- AIMSweb progress monitoring [www.aimsweb.coc](http://www.aimsweb.coc)
- Intervention Central: progress monitoring, intervention ideas, behavior resources [www.interventioncentral.org](http://www.interventioncentral.org)
- What Works Clearinghouse: Strategies and programs that are researched based [www.w-w-c.org](http://www.w-w-c.org)
- Florida Center for Reading Research: reading research based information [www.fcrr.org](http://www.fcrr.org)
- National Progress Monitoring Organization: progress monitoring tools [www.studentprogress.org](http://www.studentprogress.org)
- IRIS Center at Vanderbilt University [www.iris.peabody.vanderbilt.edu/rti](http://www.iris.peabody.vanderbilt.edu/rti)
- Looking at Student Work – [www.lasw.org](http://www.lasw.org)
- Mid-Continental Research for Education and Learning [www.mcrel.org](http://www.mcrel.org)
- National Association State Director of Special Education – [www.nasdse.org](http://www.nasdse.org)
- Positive Behavioral Interventions and Supports [www.pbis.org](http://www.pbis.org)
- Resources from National Center on Student Progress Monitoring [www.studentprogress.org](http://www.studentprogress.org)
- Northwest Evaluation Association (NWEA) Screening (and partial diagnostic) [www.nwea.org](http://www.nwea.org)
Appendix A. Universal Level Flowchart
Appendix B. Targeted Level Flowchart
Appendix D. Glossary

• **Aimline**: A line or a graph that represents expected student progress over time.

• **Core Curriculum**: A basic course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted by curriculum committees or curriculum task force committees, supporting requirements set by the state department of education. Core curricula must be scientific and research-based.

• **Criterion-Reference Assessment**: An assessment that measures what a student understands, knows, or can accomplish in relation to a specific performance objective rather than to other students performances. (see also norm-referenced assessment) The New England Common Assessment Program (NECAP) is criterion-referenced.

• **Curriculum-Based Measurement (CBM)**: Standardized measures of basic skills, including reading, early literacy, early numeracy, mathematics, spelling and written expression. CBM is an approved set of testing practices based on over 25 years of federally funded research and has been reviewed as meeting professional assessment standards by the Reading First Assessment Committee and the National Center on Student Progress Monitoring. CBM was developed to be efficient, reliable and valid and to inform instruction, monitor student growth and be tied to the curriculum.

• **Data Collection and Management System**: A system that provides for standardized collection, reporting and analysis of universal screening and progress monitoring data in order to guide educational planning. Data systems used for screening and progress monitoring within an RtI model should be consistent across all three tiers and be scientifically-based. Middletown Public Schools uses TIEnet as our data collection and management system.

• **Data Points**: Points on a graph that represents student achievement or behavior at a specific time relative to a specific assessment.

• **Differentiated Instruction**: The process of designing lesson plans that meet the needs of the entire range of learners in the classroom; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.
Appendix D. Glossary continued

- **Fidelity of Implementation:** The degree to which something is implemented as designed, intended and planned. Fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically-based core curriculum and progress monitoring). In terms of classroom instruction, fidelity of implementation refers to the delivery of instruction in the way that it was designed to be delivered. In an RtI model, fidelity also addresses the integrity with which screening and progress monitoring procedures are completed and interventions are implemented, as well as the manner in which an explicit decision-making model is followed. The ultimate goal of a fidelity system is to ensure that both the school process of RtI and the classroom instruction at various tiers are implemented and delivered as intended.

- **Formative Assessment:** Classrooms and curriculum evaluations used to monitor student progress toward learning outcomes and to inform instructional decision-making.

- **Intensive Intervention:** An academic and behavioral intervention characterized by increased length, frequency, and duration of implementation and administered to students significantly below grade level; often associated with Tier 3, the narrowest tier of an RTI model; also referred to as tertiary interventions.

- **Learning Rate:** A student’s average progress over a period of time.

- **Local Education Agency (LEA):** A specific school district or a group of school districts in a cooperative or regional configuration. Middletown Public Schools is the LEA of our students.

- **No Child Left Behind (NCLB):** Federal standards for student in elementary, middle, and high school, as prescribed by the No Child Left Behind/Elementary and Secondary Education Act.

- **Norm-Referenced Assessment:** An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (See also criterion-reference assessment) NWEA MAP assessments are norm-referenced assessments.
Appendix D. Glossary continued

- **Probes:** Brief, times samples of a student’s proficiency in reading, math, early literacy, or early numeracy, aligned to grade-level and grade-span expectations.

- **Problem-Solving Process:** A four-step method of decision-making used across the tiers of support, to match instructional resources to educational need. The steps of the process are:
  - Define the problem by determining the discrepancy between what is expected and what is occurring.
  - Analyze the problem using data to determine why the discrepancy is occurring.
  - Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student’s progress will be monitored and implementation integrity will be ensured.
  - Evaluate the effectiveness of the intervention plan based on progress monitoring data.

- **Progress Monitoring:** The process of regularly collecting student achievement data for use in making educational decisions. Within a three-tier intervention model using RtI, progressively more intensive interventions and supports are coupled with more frequent progress monitoring. At Tier 1 data are collected and used as a general screening process for all students and to determine effectiveness of core instructional practices. At Tier 2 data are collected to determine the effectiveness of an intervention and determine if an instructional change is needed. At Tier 3, data are collected for the same reasons as Tier 2, but are collected on a more frequent basis so that educational decisions can be made in a more timely manner.

- **Scientific, Research-Based:** A term used to describe practices and programs “that have been thoroughly and rigorously reviewed to determine whether they produce positive educational results in a predictable manner.” This determination is made based on “objective, external validation” (Batsche, et al., 2005).
Appendix D. Glossary continued

- **Response to Intervention (RtI):** The practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions.

- **High quality instruction/intervention:** Instruction or intervention, matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students.

- **Learning rate:** A student’s growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates.

- **Level of performance:** A student’s relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced)” (Response to Intervention: Policy Considerations and Implementation. Batsche, et al. 2005).

- **Three-Tier Model of Support:** A framework that provides for resource allocation in direct proportion to student needs by utilizing increasingly more intense instruction and interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided *in addition to core instruction* to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive instructional interventions provided *in addition to core instruction* with the goal of increasing an individual student’s rate of progress.

- **Universal screening:** A systematic process for assessment of all children within a given grade, school building, or school district on critical academic and/or social–emotional skills. Universal screening yields data to make decisions about needed enhancements in the core curriculum, instruction and/or educational environment and about which students may need additional assessment and/or supplemental or intensive intervention and instruction beyond what is provided through core programming. Universal screening tools use CBMs, are typically easy to use and administer and allow for repeated administration (i.e., at least two but preferably three times per year).