

RtI 101

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What is Response to Intervention?

- A strategy to be used in the **general education classroom**
- Plays a key role in identifying and working with struggling students in **any environment or setting**
- Helps educators make decisions about which children **should be referred** for additional targeted supports
- Within a **problem-solving** framework, Rtl encompasses the use of:
 - ❖ Student progress monitoring
 - ❖ Data based decision-making

Background: What got us here?

NCLB

- Get results
- “Scientifically-based research” appears 110x in the document
 - SBR is “. . . . Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.”

Research Says. . .

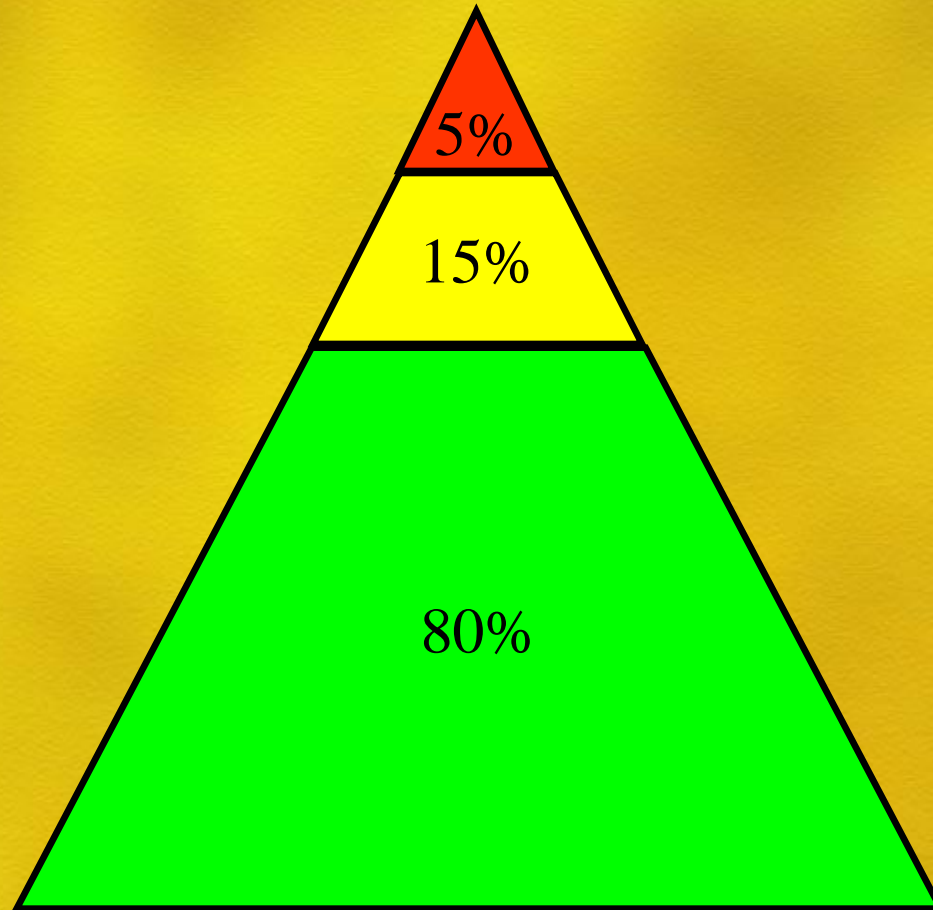
The National Reading Panel

- Established in 1997 by NICHD and the U.S. Dept. of Ed. At the request of congress to identify the best ways children learn to read
- Reviewed approximately 100,000 reading studies published since 1966 and 15,000 before that time
- Combination of techniques effective for teaching children to read:
 - Phonemic awareness (sequencing sounds)
 - Phonics (letter-sound connections)
 - Fluency (reading with speed and meaning)
 - Vocabulary
 - Comprehension
 - Guided oral reading (reading aloud with feedback)

What Were the Initiatives Telling Us?

- Focus on **Outcomes** not Process
- Intervene **early** & Focus on Prevention: *Improve General Education*
- Encourage greater **Parental Involvement**
- **Integrate** General and Special Education Services
- Make only **Data-Based Decisions**
- Use interventions that are **Effective and Scientifically Validated**
- Be **Accountable, Efficient, and Flexible**

RtI is about a system of instruction and intervention



Now It's the . . .

LAW

Rtl, making students successful

What it IS

- ▶ An overall integrated system of service delivery
- ▶ Effective for students who are at risk for school failure as well as students in other disability categories
- ▶ An excellent opportunity to more effectively align IDEA and NCLB principles and practices

What it IS NOT

- An eligibility system—a way of reducing the numbers of students placed into sp ed
- Limited to students with learning disabilities
- Just a special education approach

Using a PS Approach

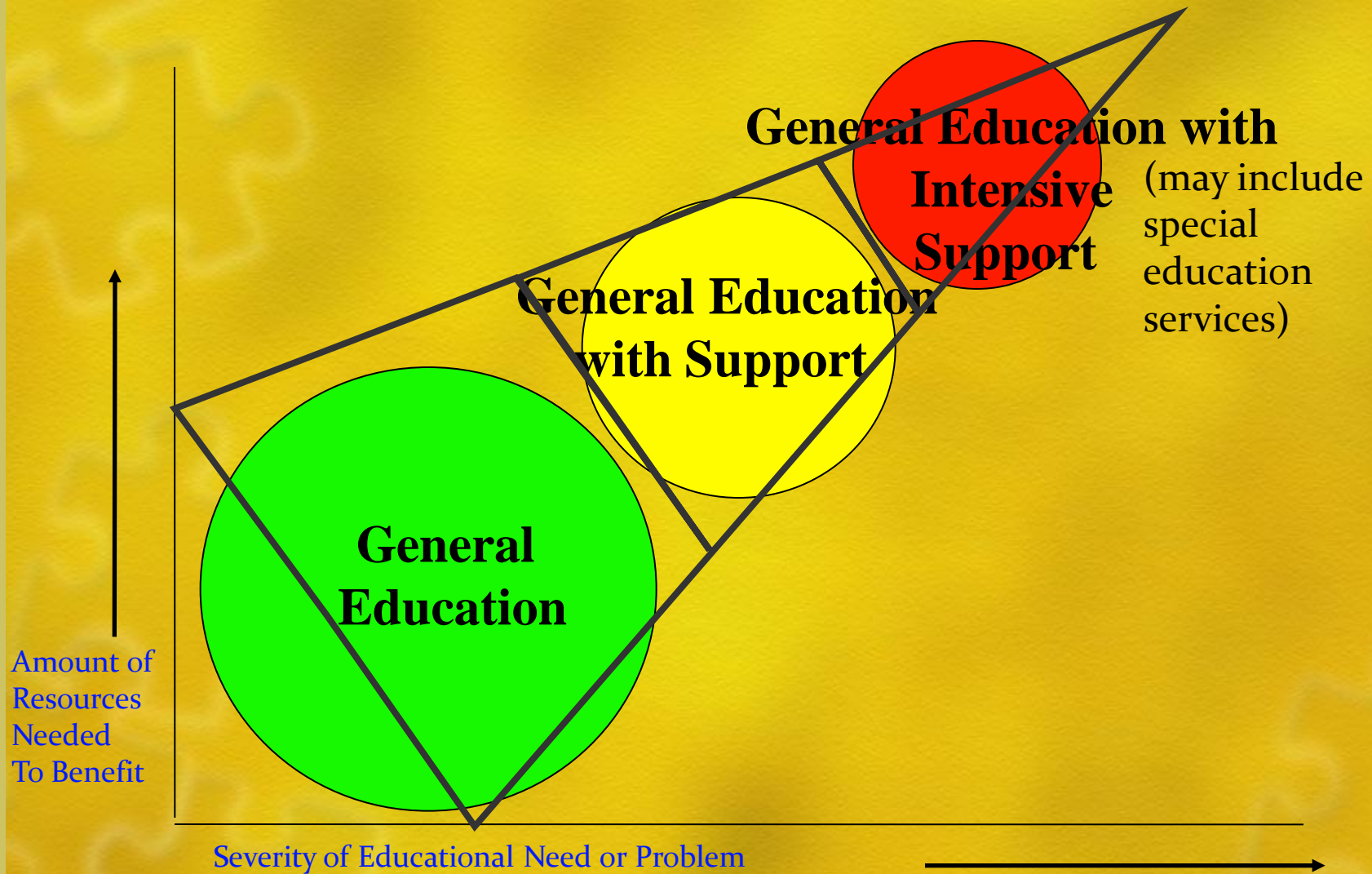
Problem Solving is about:

- *Thinking differently* about problems, causes and solutions (**Concepts**)
- *Talking differently* about problems, causes and solutions (**Vocabulary**)
- *Doing some things differently* to identify problems, causes, and solutions (**Tools**)

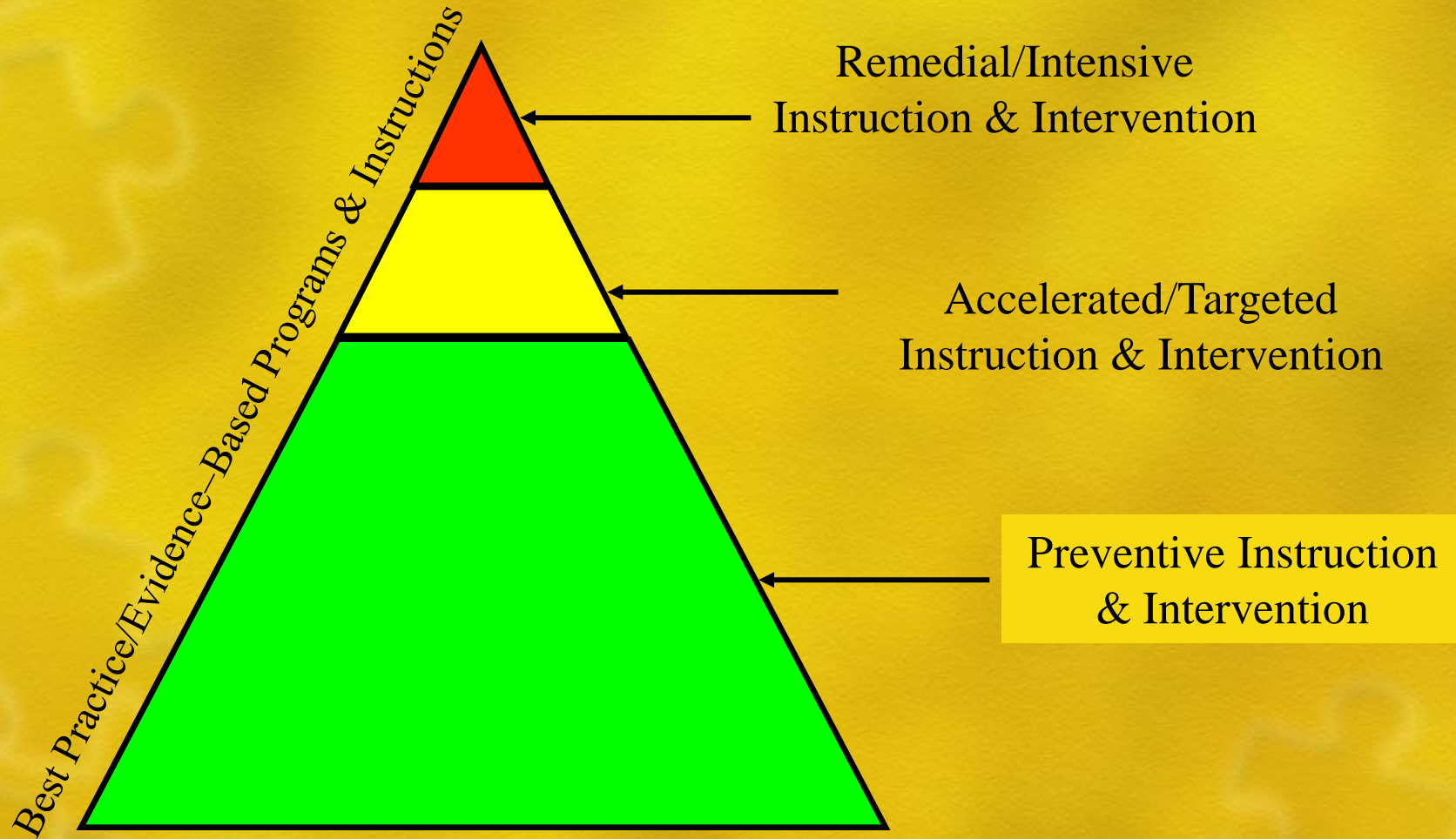
So...WHAT is RtI?

1. A data-based system for addressing **all students' needs** with an emphasis on **improved outcomes**.
2. A process that can be used to **determine special education eligibility**.
3. An **opportunity to redress years of dissatisfaction** with both special education and general education.

New Problem-Solving System...



RtI is about **intensity** of intervention and instruction



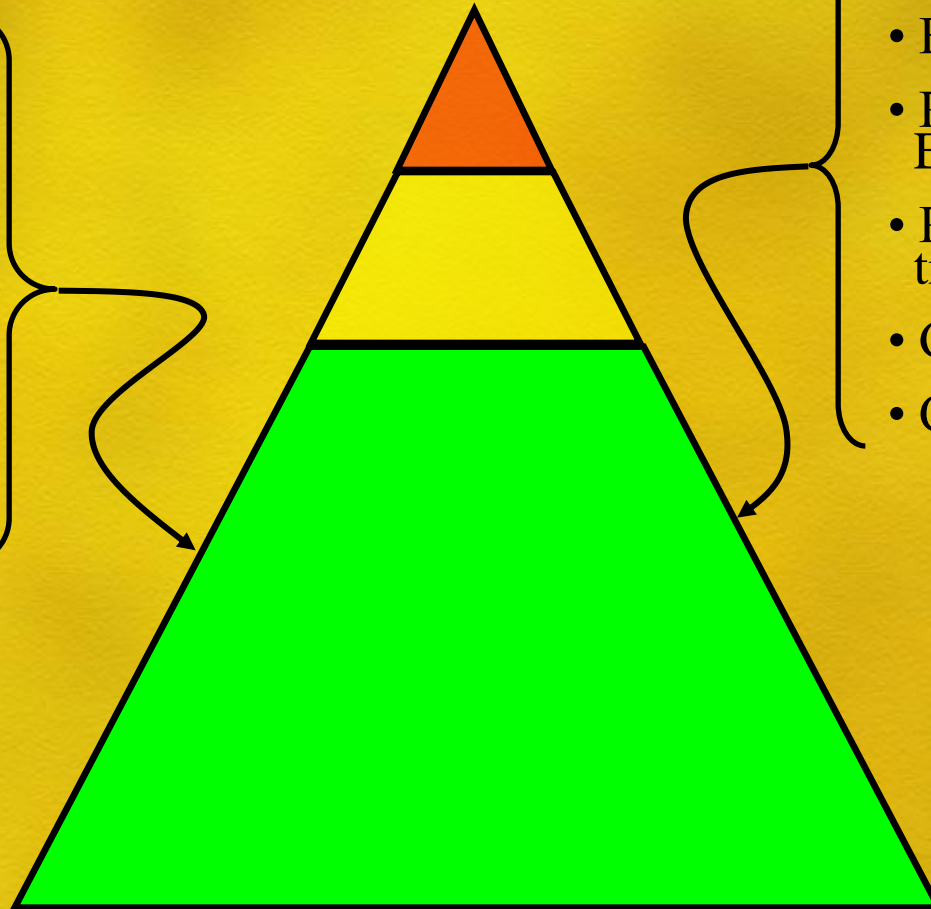
RtI is about **different** academic & behavior interventions

Academic

- Core/Basal Reading and Math Programs
- Differentiated Instruction
- Cross-Age Peer Tutoring
- Learning Centers

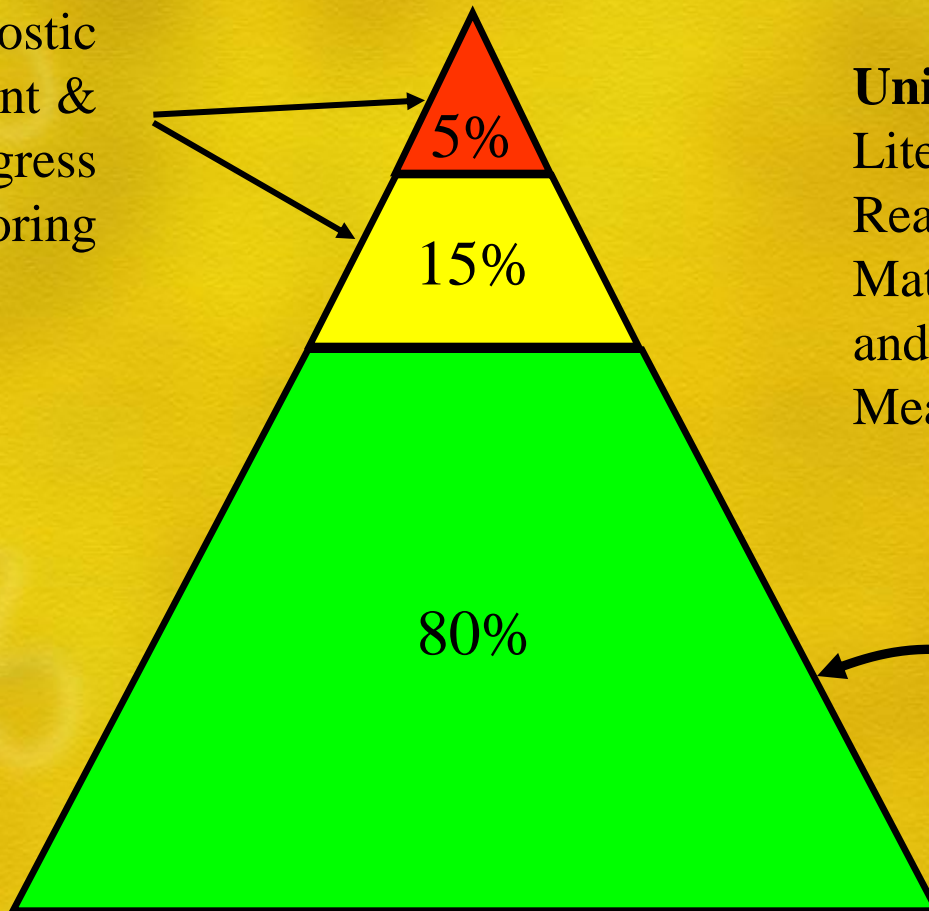
Behavioral

- Expectations/Rules
- Positive Encouragement
- Planned grade transitions
- Good Behavior Game
- Character Counts



RtI is about different **data measures** for decisions.

Diagnostic
Assessment &
Progress
Monitoring



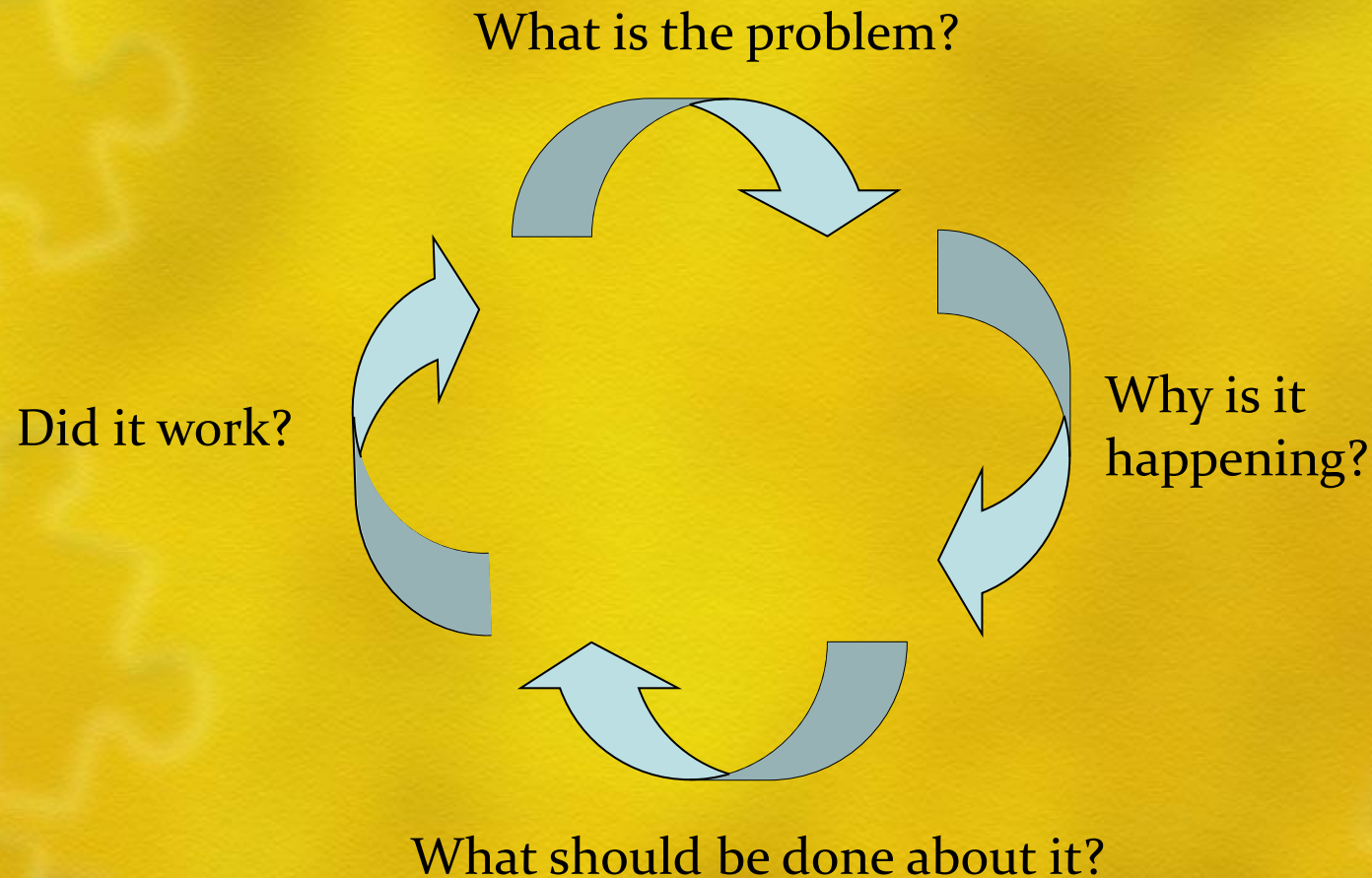
Universal Screening (Early
Literacy and Numeracy, Oral
Reading, Comprehension,
Math Computation, Spelling
and Writing Fluency
Measures.)

How do we get there?



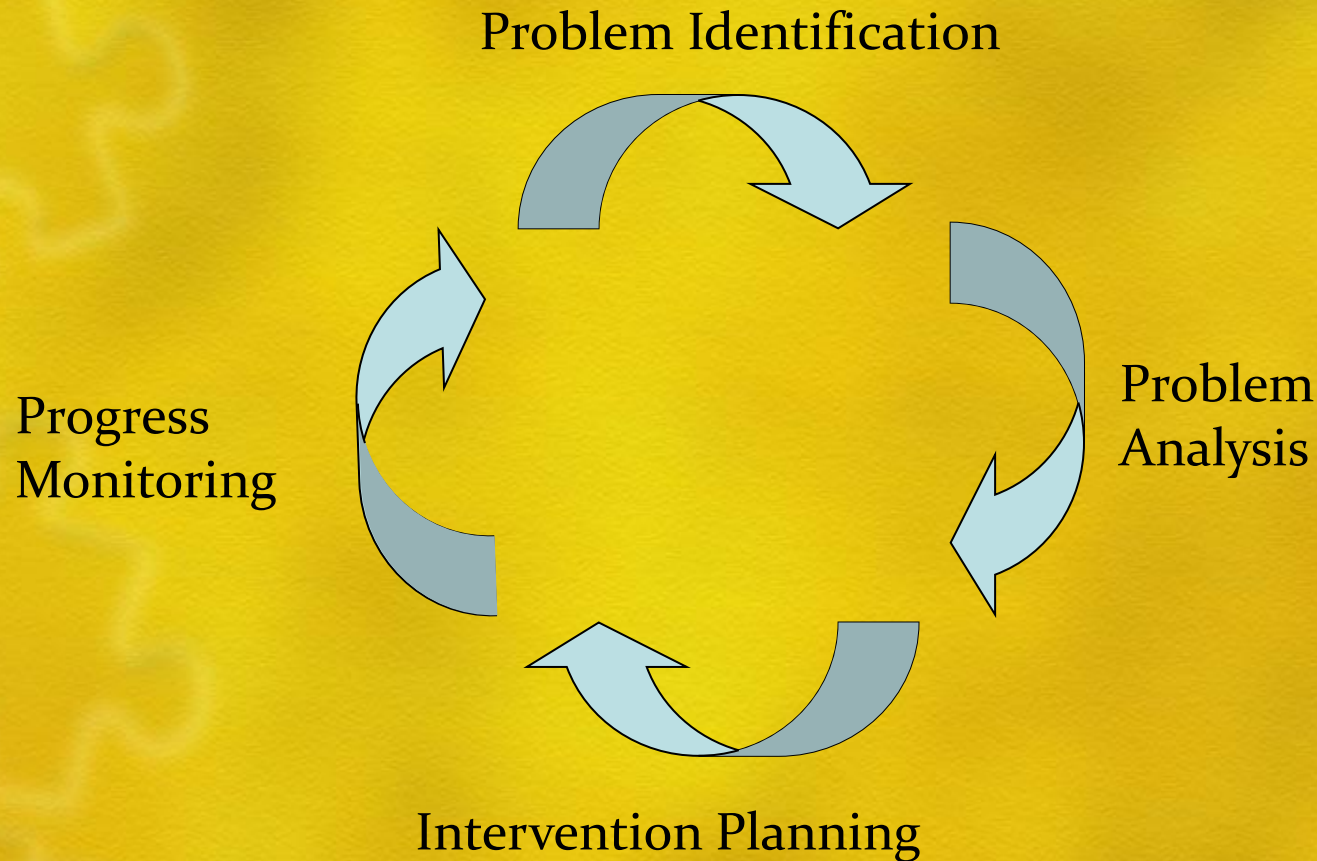
Four Key Questions

Problem Solving is Tied to 4 Major Questions



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

The Questions Lead to Decisions



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Collecting Data for a Purpose. . .

Purpose of Assessment

- Screening---Who has a problem?
- Diagnostic - - - Why is the problem occurring?
- Progress Monitoring - - - Is our plan working to fix the problem?
- Outcome/Accountability- - - How well are we doing overall?

What **Tools** are used in Rtl?

- Most tools that meet standards are members of the **Curriculum-Based Measurement** (CBM) “Family”
- CBM may be defined as: standardized, short duration, fluency measures of basic skills (reading, math, writing, and spelling).
- Tools for selecting Scientifically based progress monitoring tools:

www.studentprogress.org

Starting with Tier 1



- Assess ALL students early literacy and reading skills
 - Identify percentage of students hitting benchmarks
 - Are you at 80 – 85% ?
 - If not, evaluate reading curriculum
 - Make some *changes* supplement. . .
 - Implement your Tier I curriculum with higher integrity
 - Explore and adopt a new Core curriculum
 - Supplement your Core curriculum with robust, research-based interventions
- *Phoneme Awareness, Phonics, Fluency, Comprehension, Vocabulary
- *Number Sense, Computation Fluency, Problem Solving, Reasoning, Engagement

Problem Solving is a Way of Thinking *Ecologically*

A Problem is Defined as...

A *Discrepancy* between what is **EXPECTED**

and

What is **OCCURRING**

IN A GIVEN SITUATION

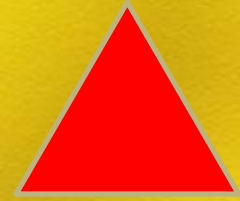
IS THERE A PERFORMANCE DISCREPANCY?

Tier 2 is “More”



- More Time
- More Explicit Teacher-Led Instruction
- More Scaffold Instruction
- More Opportunities to Respond with Corrective Feedback
- More Language Support, Especially Vocabulary
- More Frequent Progress Monitoring

Tier 3 is “Most”



- Most Time
- Most Explicit Teacher-Led Instruction
- Most Scaffolded Instruction
- Most Opportunities to Respond with Corrective Feedback
- Most Language Support, Especially Vocabulary
- Most Intensive Motivational Strategies
- Most Frequent Progress Monitoring (PM)

Example of an **Intensive** Problem ACADEMIC Area

Definition of Problem	Example
What is Expected	Reading 80 WRC at the Beginning of Grade 3
What is Occurring	Reading 35 WRC (3 rd Percentile) at the Beginning of Grade 3
The Situation	Beginning of Grade 3 in Anywhere, Illinois

WHO?: Team Membership

- 4-8 People.
- Representation of ALL building resources that include:
 - Administrator
 - General education (consider grade level representation)
 - Special education
 - Special services (e.g., school psychology, counselors, social worker)
 - Parent(s)
- Constant Membership

WHAT?: Roles and Responsibilities

- **Principal / Administrator**
- **Timekeeper**
- **Note Taker**
- **Case (Data) Manager**
- **Teacher Requesting Assistance**
- **Facilitator**
- **All Team Members**

QUESTIONS, THOUGHTS, IDEAS ???



Where do I go for help?

Doing What Works: <http://dww.ed.gov/>

Tools for Selecting Scientifically Based Reading Interventions:

Florida Center for Reading Research: www.fcrr.org

Oregon Reading First Center: <http://reading.uoregon.edu/>

Texas Center for Reading and Language Arts:
www.texasreading.org

Consortium on Reading Excellence (CORE):
www.corelearn.com

I-ASPIRE: www.illinoisaspire.org

Thank you!

For further information contact:

- Paula Clark, I-ASPIRE Regional
Coordinator

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Illinois ASPIRE

www.illinoisaspire.org

Myth Buster

- Adolescence is too late for intervention
- RTI just delays special education entitlement.
- DIBELS is the ONLY assessment tool teachers can use.
- RTI starts with Tiers 2 and 3.
- Small group instruction only happens in Tier 2.
- RTI doesn't apply to early childhood or high schools

- RTI is only for reading.
- RTI can only be done if we hire more teachers.
- Because of RTI I will be out of a job.
- If my data is bad, then I must be a bad teacher.
- RTI is going to go away.