

Using Scientific Research-Based Interventions to Improve Outcomes for All Students



OVERVIEW & INTRODUCTION

THANK YOU!

Training Module Developers

- Ellen Cohn, CREC
- Nancy Cappello, CSDE
- Gerald Hairston, SERC
- Jim Huggins, EASTCONN
- Michelle LeBrun-Griffin, SERC
- Meghan Martins, CSDE
- Sue Palma, Ed Connection
- Charlene Tate-Nichols, CSDE
- Joanne White, CSDE

Purpose and Goal of SRBI Basic Training

- PURPOSE: To assist educators with the implementation and sustainability of Scientific Research-Based Interventions (SRBI)
- GOAL: Participants will examine current practices to determine which SRBI components are currently being implemented in the school and/or district and which need to be improved or developed.
- EXPECTATIONS: By the end of two-day training, school and district teams will:
 - understand the components and key elements of the SRBI framework;
 - examine current beliefs and practices that foster or impede student learning; and
 - establish priorities and goals for the implementation of SRBI.

Key Elements of SRBI

- Core General Curriculums
 - Research-based and culturally relevant
 - Provide for differentiation of instruction
- Educational decision-making
 - driven by assessment data
- Results applied to inform instruction for individual students
 - to evaluate and improve core programming
- Continuum of support for students that is part of the general education system with
 - increasing intensity and/or individualization across multiple tiers
 - Implemented with Fidelity
- A schoolwide or districtwide comprehensive system of social emotional learning and behavior supports

Agenda

Day One

- Overview and Introduction
- Core Curriculums/Social-Emotional Learning
- Universal Common Assessment

Day Two

- Multitiered Interventions
- Progress Monitoring
- Next Steps/Goal Setting

SRBI



- **WE** make a difference in student outcomes
(Education Trust, Reeves, Schmoker)
 - *How can we be strategic about improved student outcomes ?*
 - Too many CT students receive disciplinary sanctions
suspension, expulsions, detentions
 - 62,823 (07-08 data)
 - Too many CT students are not reading at high levels
 - 3rd grade (CMT 2008) 13,045 (below basic, basic)
181 busloads of students

**Where are
these busses
taking our
children?**

SCHOOL BUS

We play a critical role in their future!



Discussion

- *What are our current practices for improving outcomes for students experiencing academic or behavioral difficulties?*
- *How do we currently help James?*



Research suggests that if children aren't reading by 3rd grade, it is unlikely they will ever catch-up.

Juell, 1988

National Reading Council, 1998

National Children's Reading

Foundation, 2008



Some Recent CT Data ...

- CT has large achievement gaps, some of the largest in the United States;
- Achievement as measured by critical indicators (CAPT, CMT, NAEP) is declining or stagnant;
- Consistently flat reading achievement in CT over past 10 years;
- Too many CT college students require remedial coursework;
- CT's high school diploma has low economic value;

More data . . .

- Large percentages of 16-18 year-olds are entering CT's Adult Education system;
- CT has the second highest juvenile incarceration rates for Hispanic males and the third highest rate for Black males in the country;
- Economists project that the bulk of CT's future work force will come from its major urban centers, where state achievement is lowest; and
- CT is 45th of 50 states in long-term job growth and has experienced the largest increase in income inequality in the nation since 1988.

SRBI as the Panacea?

- There is a **growing body of evidence** that a model such as RTI can distinguish disability from learning difficulties or difference and holds **considerable potential** for improving student outcomes.
- RTI is a **promising step** towards reducing the multiple variations of racial discrimination (i.e., lack of teacher: student relationships, instructional bias, decisions based on deficit thinking, marginalization) in education instead of solely isolating specific practices (e.g., poor instruction, invalid assessment).
- Educators must **assess their current context and replicate evidence-based practices** to yield desired student outcomes.
- SRBI is not a **HOW TO** manual or new program.

The Road to SRBI

How we got here:

- 2006 – advisory panel convened by Commissioner
- Purpose to develop a framework for CT schools that is coherent with CALI (Marzano, Reeves)
- Scientific Research Based Interventions – found in both NCLB and IDEA
- About school improvement vs. solely eligibility (enhanced ed opportunity for all students)
- Greetings from Commissioner Mark McQuillan



CSDE Alignment

- SRBI aligned with PD CALI offerings
- Aligned with Curriculum and Instruction (assisted in development of CALI module)
- Aligned with proposed regulations – Certification work (training of higher ed)
- Aligned with Secondary School Reform work
- Working with RESC/SERC – building state capacity



What is Rtl?

- Response to intervention (Rtl) is the practice of providing **high-quality instruction/intervention matched to students' needs** and using learning rate over time and level of performance to make **educational decisions** about further interventions.
- In a SRBI framework, students who are not performing adequately based on standards receive **interventions at the time of need**...It eliminates waiting and continuing to get further behind...**Data** are used to determine appropriate instruction and **monitor students' progress**.

Why RTI?

1. Focus shifts from who is eligible to concerns about providing effective instruction: breaks down the silos
2. Identification is not dependent on teacher referral
3. Allows placement of student in intervention immediately rather than after time-consuming and often delayed expensive assessments.

Public Health Model of Prevention and Intervention for Quality Health

- Screening Measures for All – to find out if conditions exist at an early stage (early detection) - and from screening (data) determine next steps (treatment plan) also informs practice in the CORE – in addition practices that predict good health are part of the core regimen – exercise, nutrition, supplements (prevention – Vitamin D)
- Treatment depends upon severity of need – specialist, medication, surgery
- Depending upon condition – may have treatment in all three tiers
- ***Treat each patient as your only patient***

Four Essential Components of SRBI

1. Core curriculums (Tier 1) are analyzed through universal common assessments which determine the percentage of students that are and are not meeting benchmarks

- **Two Situations**
- One school 70% of students are meeting benchmarks in reading
- One school 40% of students are meeting benchmarks in reading
- Same demographics, resources, same district, why the difference?

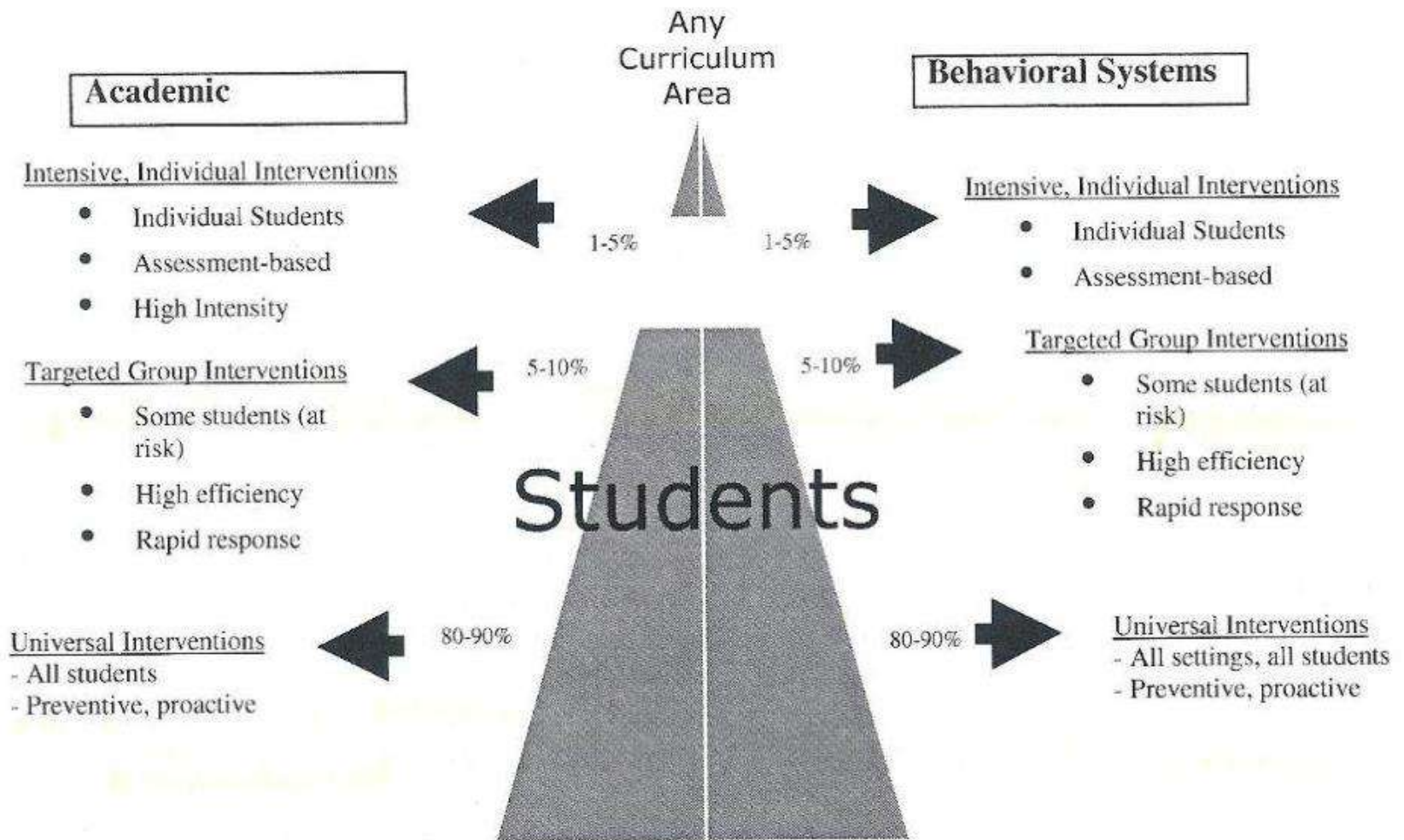
Essential Components (Cont'd.)

2. **Progress Monitoring** - decision rules are used to determine which students need interventions – assessments are used to inform core curriculum
 - *“Past practice = remove students. Cannot fix core practice and challenges through student removal.” - Dr. George Batsche*
3. **Multitiered Interventions** - involving increasingly intense levels of intervention – time and duration
 - Tier II targeted – Standard Treatment Protocol
 - Tier III individualized – Problem Solving
4. **Fidelity of Implementation**

SRBI: Two Approaches to Interventions: Standard Treatment Protocol and Problem- Solving Model

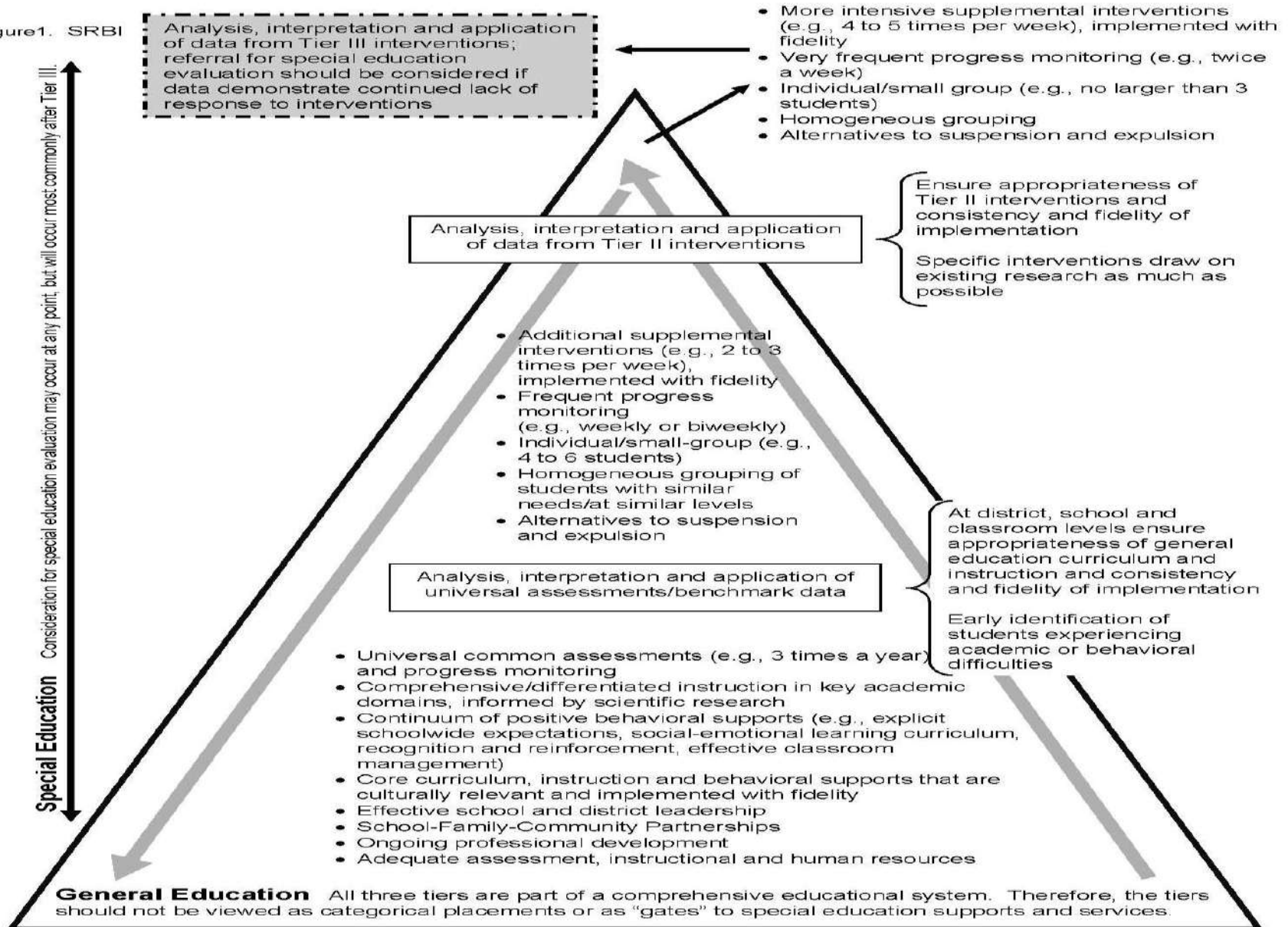
- Academic ***Engaged*** Time (AET) is the treatment “dosage” for improved outcomes
- Standard Treatment Protocol focuses on providing a specific research based interventions for students with similar difficulties in a standardized format to ensure fidelity of implementation.
- The problem-solving approach focuses on a team making instructional decisions and presenting a variety of interventions to respond to a student’s needs.
- CT Framework supports both models

Which Students Do We Address?



The above pyramid shows the results of research regarding the status of academic or behavioral issues in American education.

Figure 1. SRBI



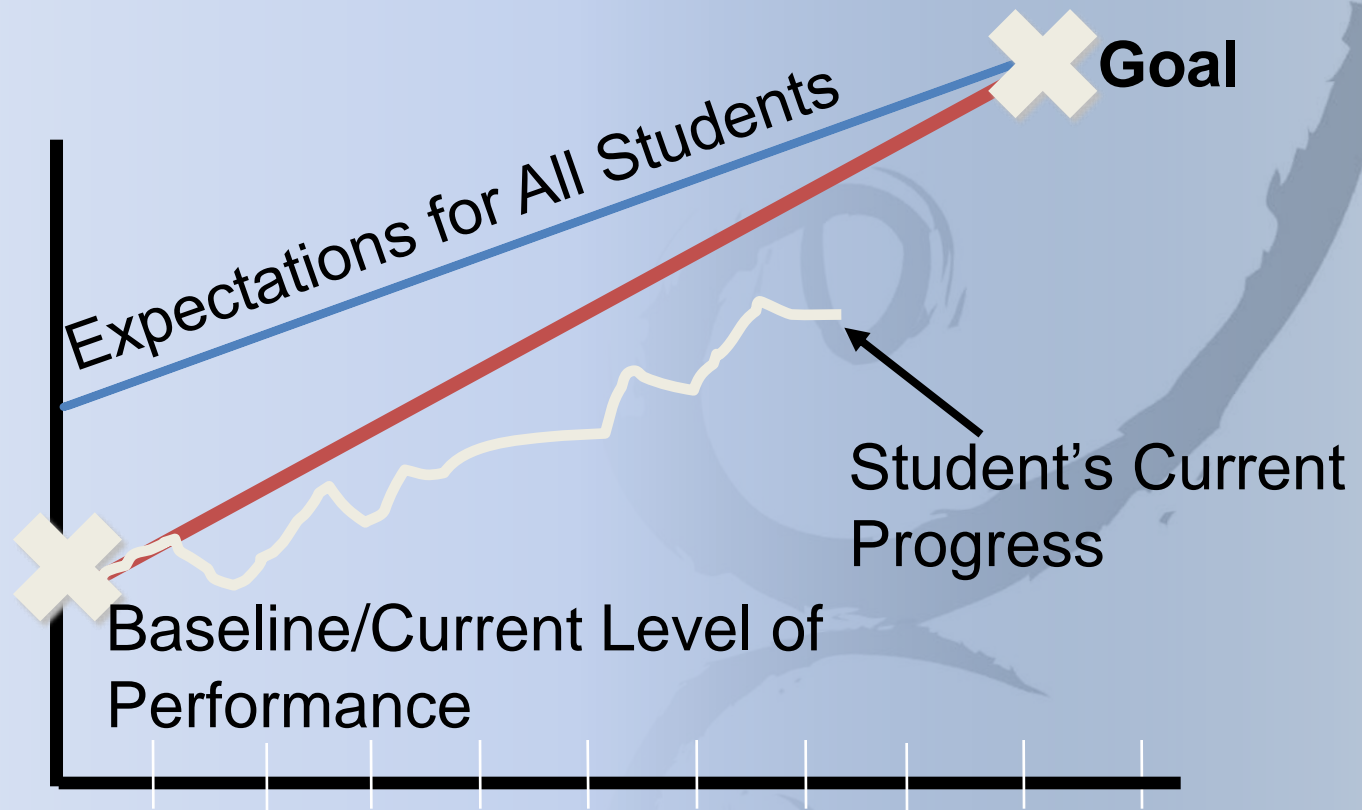
Challenges for School Personnel

- How to accelerate student progress in the amount of time remaining (accelerate not remediate)?
- Monitoring student progress using visual representation
- As there is an increase intensity of intervention, monitoring occurs more frequently to determine effectiveness of intervention
- Using trajectory of progress to determine interventions – continue, change, fade
- Fidelity of Implementation – How do you know?

Discussion

- Scenario: Student in Grade 9 reading on the 4th grade level and understanding of math concepts at 6th grade level
- What does this 9th grader need? What decisions will need to be made?
- How will you determine if intervention was implemented with fidelity?

Charting Progress



IDEA 2004

Documentation shared with Families about student progress

- New to LD - Definition of Appropriate Instruction 34 CFR §300.309

“Data-based documentation of repeated assessment of achievement at reasonable intervals, reflecting formal assessment of student progress [progress monitoring], was provided to the child’s parents.

The above provision is required for all eligibility determinations - not only reserved for those states that eliminated requirement of IQ – achievement discrepancy

As of July 1, 2009 school personnel may not longer use IQ achievement discrepancy to determine LD eligibility

What about Students with Disabilities?

- Tiers are not gates to special education – past practice – ineffective interventions (paperwork) to finally get to a referral
- Students with disabilities are included in general education/core – continuum of support is fluid
- Students receive interventions prior to referral for special education evaluation
- Data on Instruction and interventions inform practice
- Data from interventions provide information relevant to eligibility for special education (specifically LD)

What's Wrong with IQ- Discrepancy?

- IQ- discrepant and non-discrepant low achievers do not differ significantly in behavior, achievement, cognitive skills, response to instruction (Siegel, 1992; Stuebing et al., 2002)
- Formula does not differentiate between poor readers who were found to be readily remediated and those who were difficult to remediate (Vellutino, Scanlon and Lyon)
- IQ designation is arbitrary – context driven
- Status models are not reliable and valid - based on a single assessment (Francis et al., 2005)
- Little or no connection to instruction
- Identification Bias

The Numbers and the Research Special Education

- Substantial majority with reading problems
- Special education does not accelerate, it stabilizes
- Reduction or closing of gaps are hardly accomplished - A student never catches up (Fletcher)

Lack of Quality Instruction is Critical Link to Learning Problems

Instructional factors are underestimated as a cause of LD identification (Fletcher et al., 2007)

- Skills that prevent LD can be taught--they must be taught early in school
- Some children placed in special education may be instructional casualties because they did not get adequate instruction when it would be most effective
- Only by systemically strengthening the quality of both instruction and measuring a student's response to that instruction can inferences be made about the student's deficits (disability)

Treat each student as your only student



Sanders and Horn (1994) Three years of effective teaching accounts for an improvement of 35 to 50 percentile points on standardized testing. The effects are enduring.

Odden and Wallace (2003) improved classroom instruction is the prime factor to produce student achievement gains. Instruction itself has the largest influence on student achievement.

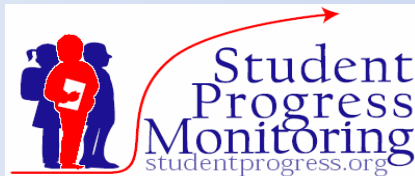
Tools - Websites



<http://www.fcrr.org/>



<http://www.interventioncentral.org/>



<http://studentprogress.org>

<http://www.rti4success.org/>



<http://www.nclld.org/content/view/1002/389/>

<http://iris.peabody.vanderbilt.edu/index.html>



<http://www.nccrest.org>

