An Overview of Response to Intervention

A module for pre-service and

in-service professional development

MN RTI Center

Authors: Kim Gibbons, PhD St Croix River Education District

Lisa H. Stewart, PhD Minnesota State University Moorhead

MN RtI Center www.scred.k12.mn.us click on RTI Center

MN RTI Center Training Modules

☐ This module was developed with funding from the MN legislature

☐ It is part of a series of modules available from the MN RTI Center for use in preservice and inservice training:

| Module Title	Authors
1. RTI Overview	Kim Gibbons & Lisa Stewart
2. Measurement and RTI Overview	Lisa Stewart
3. Curriculum Based Measurement and RTI	Lisa Stewart
4. Universal Screening (Benchmarking): (Two parts) What, Why and How Using Screening Data	Lisa Stewart
5. Progress Monitoring: (Two parts) What, Why and How Using Progress Monitoring Data	Lisa Stewart & Adam Christ
6. Evidence-Based Practices	Ann Casey
7. Problem Solving in RTI	Kerry Bollman
8. Differentiated Instruction	Peggy Ballard
9. Tiered Service Delivery and Instruction	Wendy Robinson
10. Leadership and RTI	Jane Thompson & Ann Casey
11. Family involvement and RTI	Amy Reschly
12. Five Areas of Reading	Kerry Bollman
13. Schoolwide Organization	Kim Gibbons

MN RtI Center

Overview

- ☐ What is RtI?
- ☐ Necessary Components of RtI
- ☐ MN Data and RtI Implementation

Note: The RTI framework is applicable to many academic areas and behavior. However, the MN RTI Center funding was focused on RTI in the area of reading, therefore this module focuses on applications of RTI in reading.
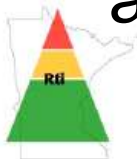
Warm Up Activity

☐ What have you heard (if anything) about RTI?

☐ What questions and/or concerns do you have?

What to do with Billy??

- ☐ 6th Grade, behind in reading
- ☐ Slow progress compared to peers
- ☐ Likely to miss benchmarks related to passing statewide accountability tests
- ☐ Distractible, inattentive, disruptive
- ☐ Sound familiar?
- ☐ What Happens Next?
  - ■ Driven by Federal Legislation for the Past 30 Years!

Background

IDEA Reauthorization:

- ☐ Role of the federal government in the funding of special education

- ☐ Issue of over identification in the area of LD

- ☐ Response to Intervention

IDEA Reauthorization

☐ Reauthorization was preceded by four consensus reports:

- NRC report on minority overrepresentation in special education
- Report on rethinking special education
- LD Summit
- Presidents Commission on Excellence in Special Education

☐ Each of these reports was influenced by reading research and the current classification system of individuals with LD.
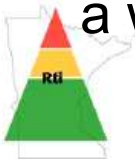
What did the Four Consensus Reports Say?

☐ The number of individuals identified with LD could be reduced if more effective reading instruction was in place

☐ Current regulations for LD lacked a research base and presented obstacles to the implementation of better instructional approaches for students with disabilities.
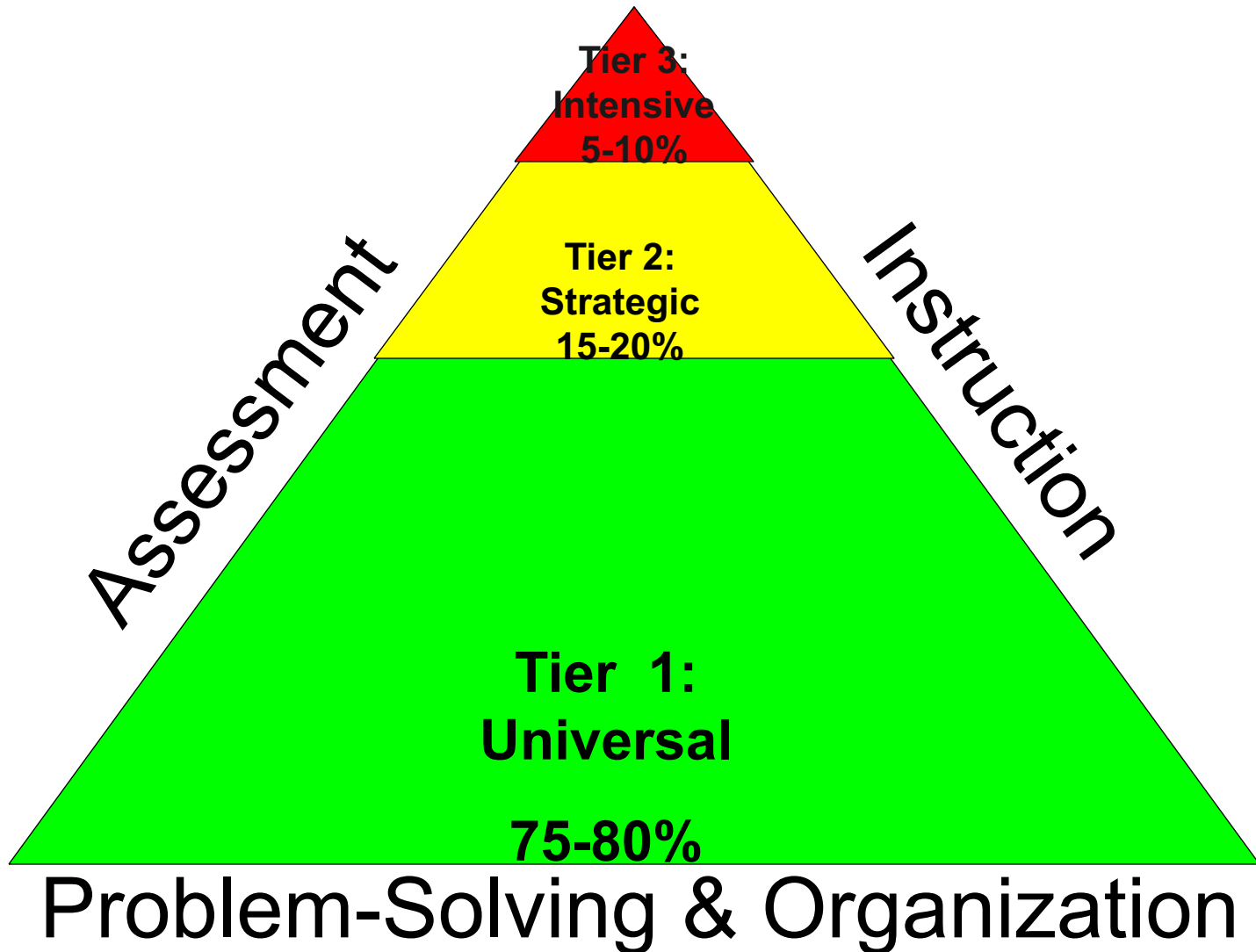
MN RtI Center

Background: How Does Reading Achievement Fit in?

☐ "Not so new" legislation mandates scientifically-based reading instruction

☐ Why is reading a problem?
   ■ Demand for literacy is high and getting higher
   ■ Increased accountability
   ■ Large federal investment in education
   ■ Achievement gap of minority students

☐ No Child Left Behind ACT (NCLB) is the accountability mechanism for ensuring that all children learn to read effectively.

☐ IDEA reauthorization is requiring effective reading instruction as a way to prevent LD identification.

MN RtI Center

A Unified RtI Model:
Academics & Positive Behavior Support

Tier 3: Intensive 5-10%

Tier 2: Strategic 15-20%

Tier 1: Universal 75-80%

Assessment

Instruction

Problem-Solving & Organization

The Basics: What is RTI?

- ☐ Response to Intervention (RTI)
    - ■ The practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction, and applying child response data to important educational decisions.

        NASDSE, 2006

- ☐ Two RTI "Camps"
    - ■ Preventative: Use data to identify students who need extra assistance and provide extra help right away! Prevent large numbers of students from being referred for special education services.
    - ■ Reactive: A new way to identify students as learning disabled. Much narrower in focus and missing the regular education application of the framework.

Working Together Under NCLB & IDEA

☐ RTI in the Context of No Child Left Behind (NCLB):

- Emphasis on universal screening of all students for achievement difficulties.

- Placement in early intervention programs

- Careful monitoring of progress and accountability for results

Core Principles of RtI

- We must view RTI as proactive, system-wide reform of education.
- We can effectively teach all children.
- Intervene early.
- Use a multi-tier model of service delivery.
- Use a problem-solving method to make decisions within a multi-tier model.

- Use research-based, scientifically validations interventions to the extent available.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessment for three purposes.

A Smart System Structure

School-Wide System for Student Success

| Academic Systems | | Behavioral Systems |

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity
•Of longer duration

5-10%   5-10%

Intensive, Individual Interventions
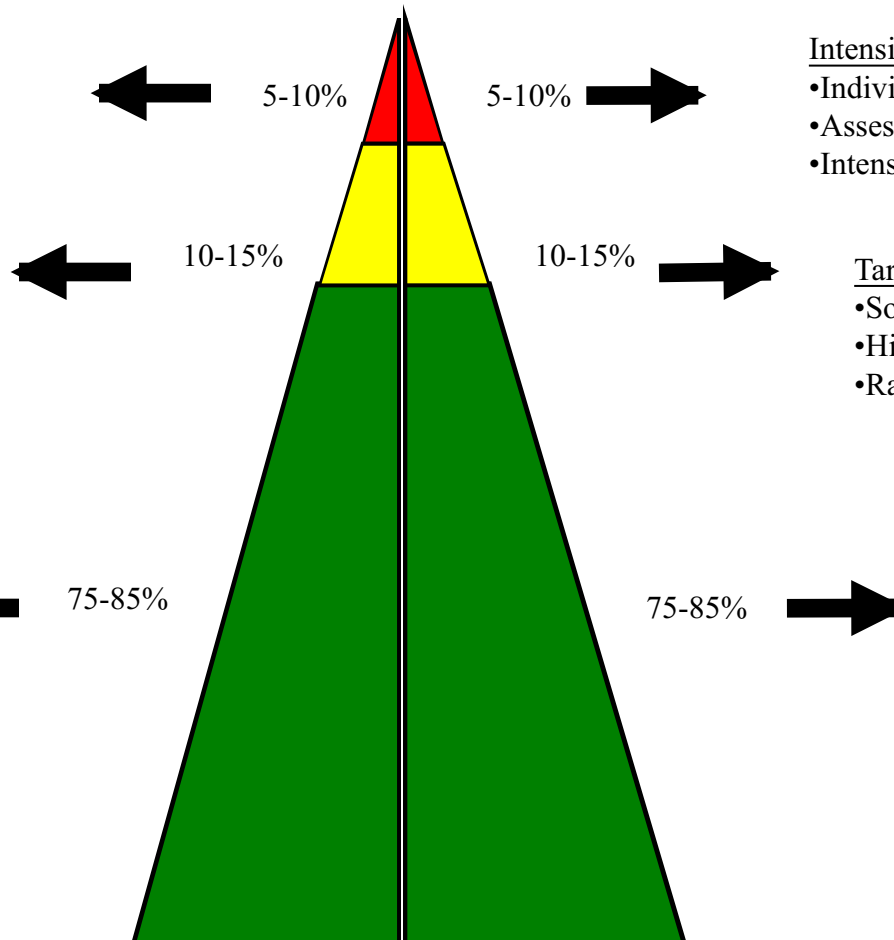•Individual Students
•Assessment-based
•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

10-15%   10-15%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All students
•Preventive, proactive

75-85%   75-85%

Universal Interventions
•All settings, all students
•Preventive, proactive

MN RtI Center

14

Working Together Under NCLB & IDEA

☐ First, put in place a core curriculum that is effective for all subgroups.

☐ Next, back up the core curriculum with supplemental instruction for those in need.

☐ Finally, use intensive interventions and/or special education for students who are still not being successful.

☐ Moving from what kind of a problem the child has to what and how much does the student <u>need</u>.

MN RtI Center

RTI: Two Versions

- ☐ Problem Solving
  - ■ Solutions to instructional and behavioral problems are induced by evaluating student's responsiveness to a four-stage process:
    - ☐ Problem Identification
    - ☐ Problem Analysis
    - ☐ Plan Implementation
    - ☐ Plan Evaluation

- ☐ Standard Treatment Protocol
  - ■ Requires the use of the same empirically validated treatment for all children with similar problems.

MN RtI Center

What IS NOT RTI:
## *It's Not Your Father's Oldsmobile*

1. **The Old Way of Doing Business** with a New Label (e.g., Pre-Referral Intervention, Old Team-New Name)

2. **Expecting GE Teachers** to Meet the Needs of **ALL** Students (25 Students-25 Different Interventions

3. **A Referral-Driven System** That Considers Students 1 at a Time (Lots of Paper, Lots of Testing, Lots of Meetings, Lots of Paper, Lots of Meetings, and on and on)

17

From Mark Shinn, Ph.D.

Response to Intervention…

Is Not	Is
An instructional program	A framework to implement effective practices
Intended to encourage placement of students	Matching needs and resources
Possible to implement alone	A collaborative effort
The same for every school	Uniquely designed for each site
A special education, a general education, a Title 1, a Talented and Gifted initiative	An "Every" Education Initiative

MN RtI Center

Adapted from Dave Tilly, Heartland AEA #11
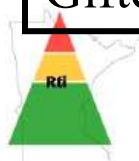
Issues to Consider in RtI Implementation

<u>Core Instruction:</u>

- Is it sufficient? Are large numbers of students below target?
- If so, why? What needs to be changed?

<u>Supplemental Instruction:</u>

- Which students need supplemental instruction?
- What type of instruction do they need?
- How will instruction be delivered and evaluated?

<u>Intensive Instruction:</u>

- Which students need intensive instruction?
- What type of instruction do they need?
- How will instruction be delivered and evaluated?

MN RtI Center

RtI: It isn't just for elementary schools!

⑩ There is a false assumption that RtI only works at the elementary level.

⑩ RtI is a framework that can be used from early childhood through high school.

RTI and Secondary

❿ The main elements are the same, but operationalized a bit differently at the secondary level:

- ❿ Grade level teams are usually replaced by the building problem solving team working in conjunction with content teachers.
- ❿ Supplemental interventions usually involve an additional course that students take for credit.
- ❿ Screening data usually takes the form of many sources of data (grades, MAP tests, etc.) rather than 3x per year benchmarking procedures.
- ❿ Progress monitoring continues to be used for at-risk students using General Outcome Measures.
- ❿ Problem solving teams continue to use the problem solving model for decision-making.
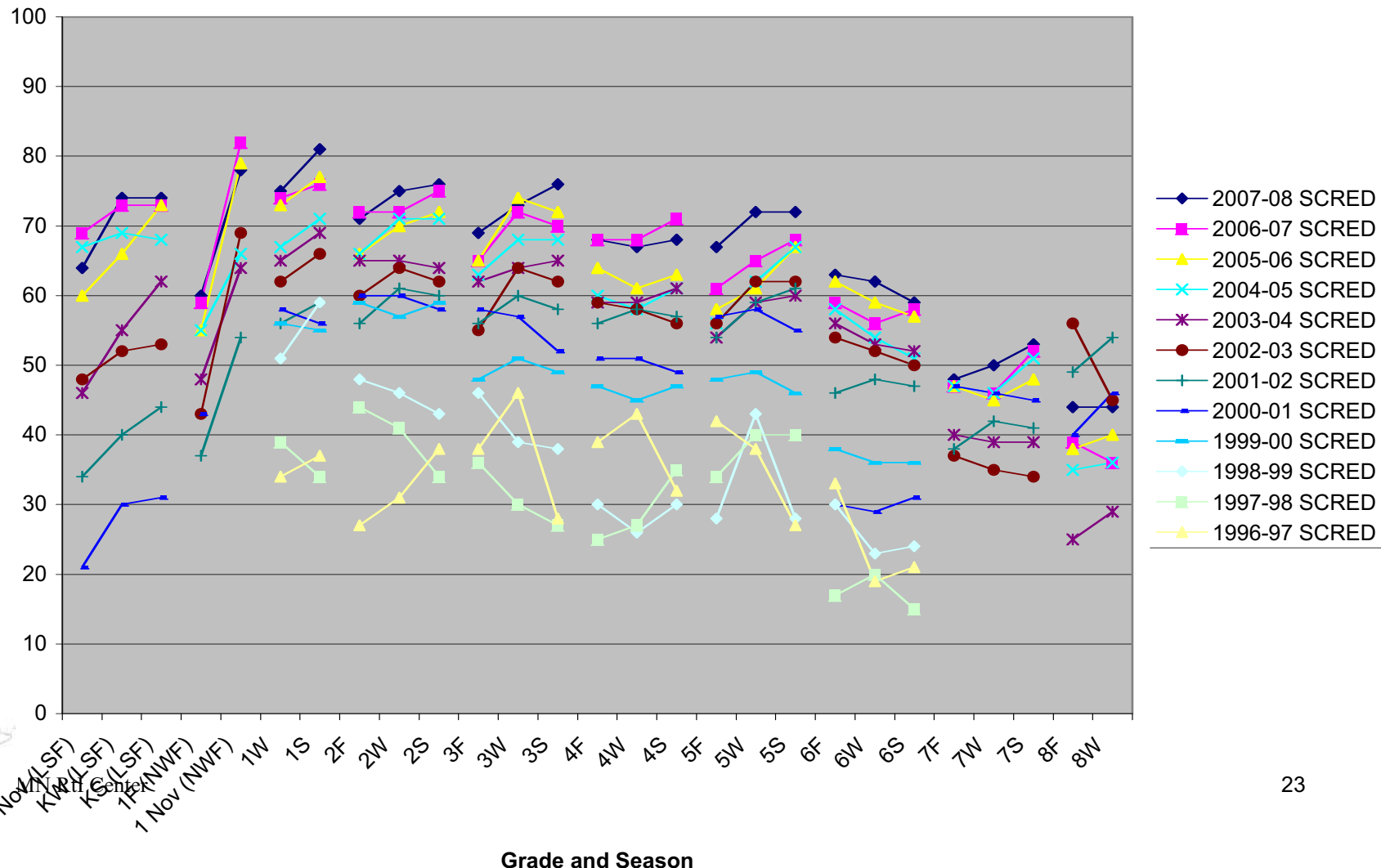
Example of Outcomes

- ❿ The St.Croix River Education District in Eastern MN has been implementing all three parts of the RTI model since 1995.

- ❿ Beginning in the 2005-06 school year, districts used data from the RtI process to determine special education eligibility.
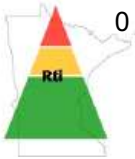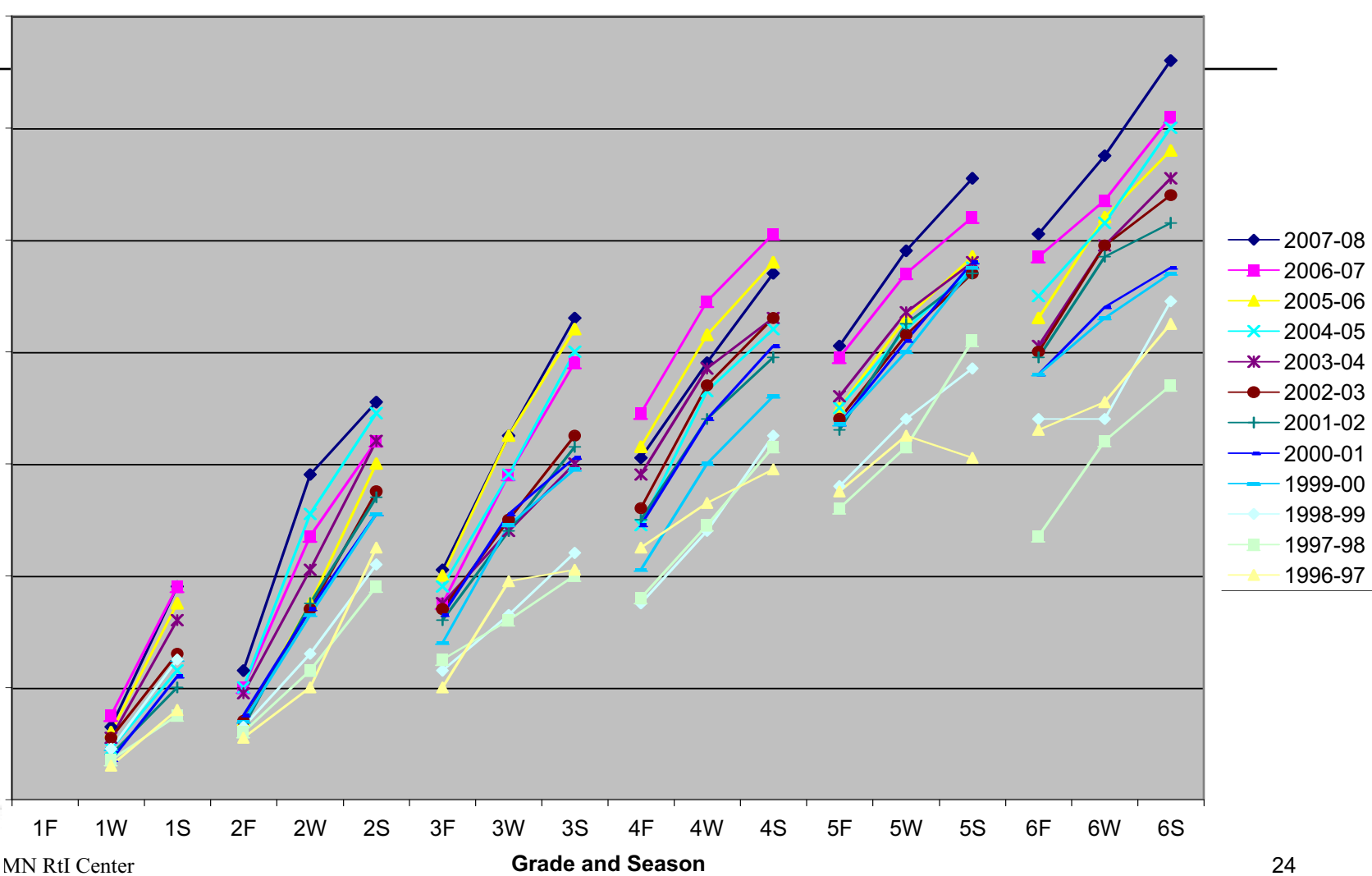
MN RtI Center

Percent of Students Meeting Benchmark Targets - GOM Reading (ALL SCRED)

Legend:
- 2007-08 SCRED
- 2006-07 SCRED
- 2005-06 SCRED
- 2004-05 SCRED
- 2003-04 SCRED
- 2002-03 SCRED
- 2001-02 SCRED
- 2000-01 SCRED
- 1999-00 SCRED
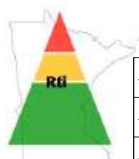- 1998-99 SCRED
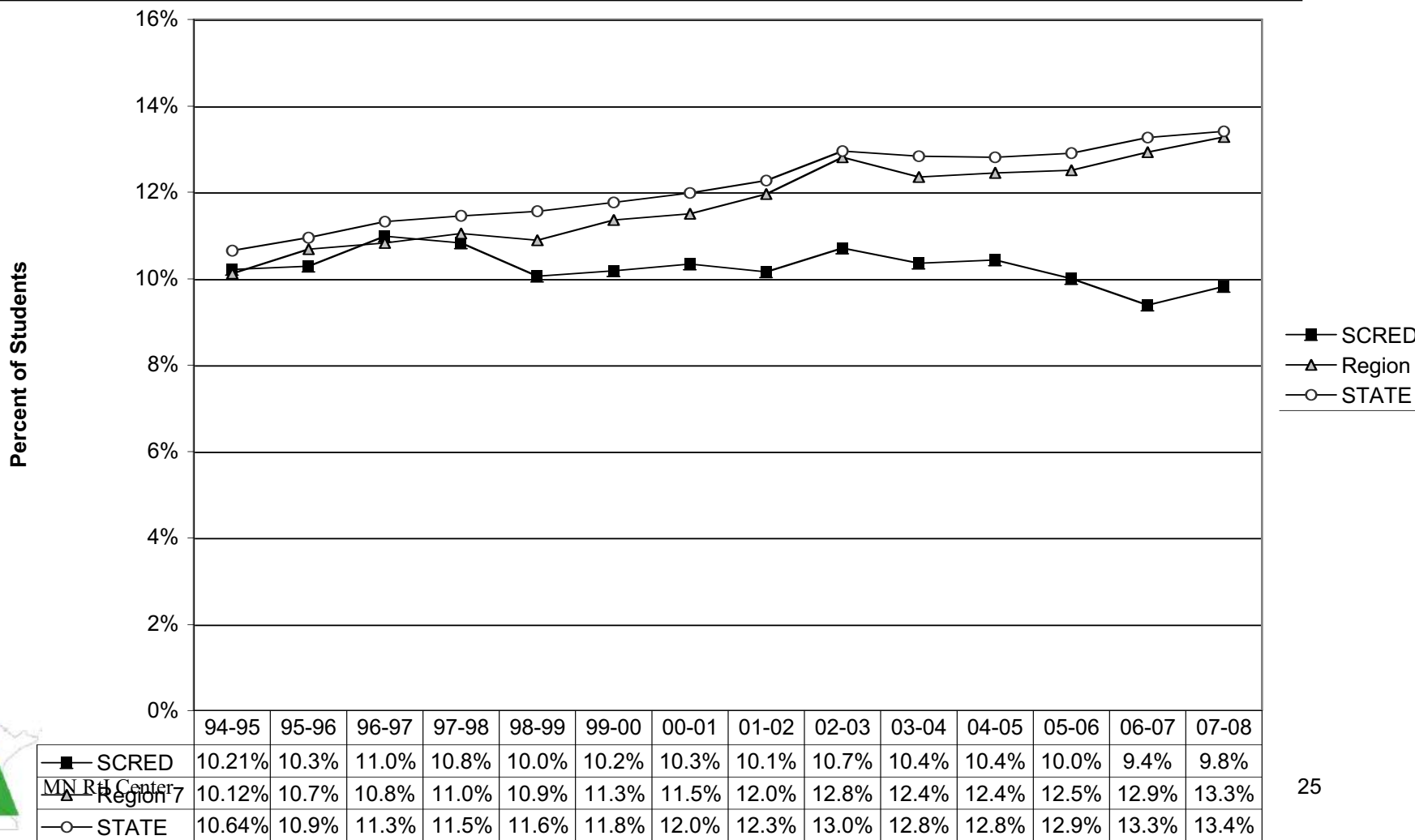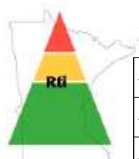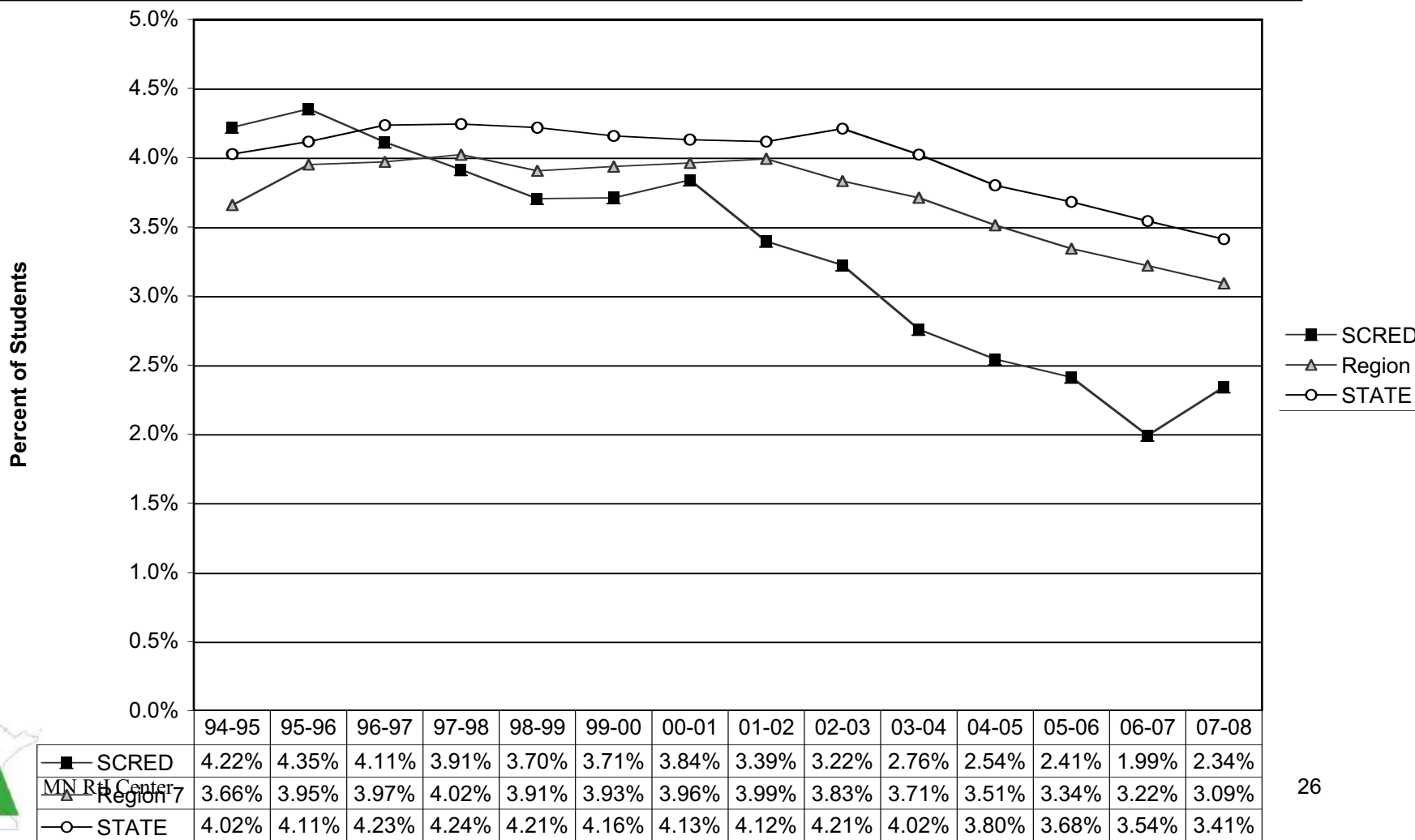- 1997-98 SCRED
- 1996-97 SCRED

Grade and Season

ALL-SCRED - Historical 10th percentile scores (ORF)

Percentage of Students Receiving Special Education Services - St. Croix River Education District (SCRED) vs. Region and MN State Totals

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
SCRED	10.21%	10.3%	11.0%	10.8%	10.0%	10.2%	10.3%	10.1%	10.7%	10.4%	10.4%	10.0%	9.4%	9.8%
Region 7	10.12%	10.7%	10.8%	11.0%	10.9%	11.3%	11.5%	12.0%	12.8%	12.4%	12.4%	12.5%	12.9%	13.3%
STATE	10.64%	10.9%	11.3%	11.5%	11.6%	11.8%	12.0%	12.3%	13.0%	12.8%	12.8%	12.9%	13.3%	13.4%

MN RtI Center

25

Percentage of Students Receiving Services for Specific Learning Disability - St. Croix Education District (SCRED) vs. Region and MN State Totals

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
SCRED	4.22%	4.35%	4.11%	3.91%	3.70%	3.71%	3.84%	3.39%	3.22%	2.76%	2.54%	2.41%	1.99%	2.34%
Region 7	3.66%	3.95%	3.97%	4.02%	3.91%	3.93%	3.96%	3.99%	3.83%	3.71%	3.51%	3.34%	3.22%	3.09%
STATE	4.02%	4.11%	4.23%	4.24%	4.21%	4.16%	4.13%	4.12%	4.21%	4.02%	3.80%	3.68%	3.54%	3.41%

MN RtI Center

26

RTI

Assessment

Instruction

Problem-Solving & Organization

MN RtI Center

27
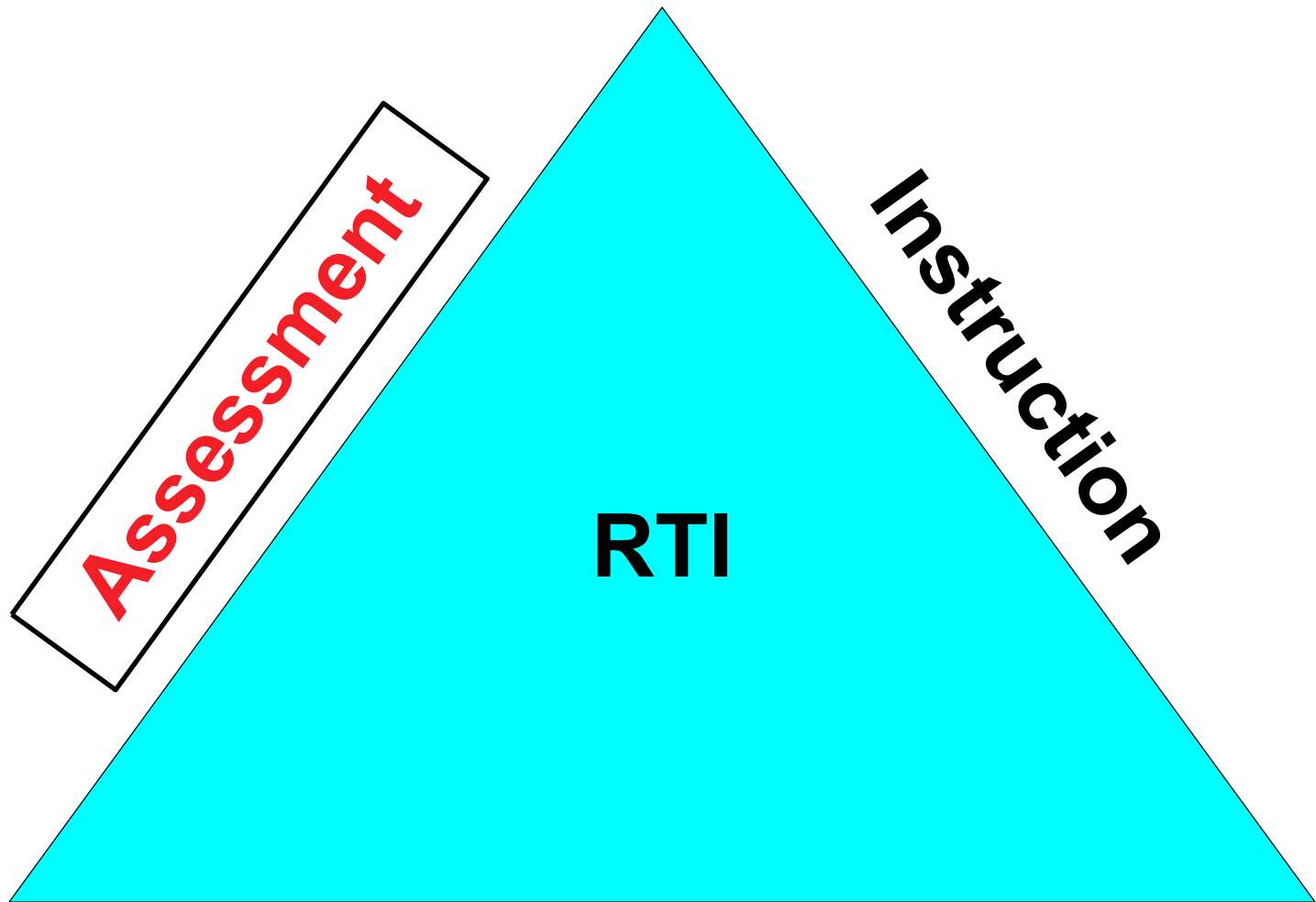
Establishing a Measurement System

☐ A core feature of RTI is identifying a measurement system

  ■ Screen large numbers of students

    ☐ Identify students in need of additional intervention

  ■ Monitor students of concern more frequently

    ☐ 1 to 4x per month

    ☐ Typically weekly

  ■ Diagnostic testing used for instructional planning to help target interventions as needed

Characteristics of An Effective Measurement System

✓ valid

✓ reliable

✓ simple

✓ quick

✓ inexpensive

✓ easily understood

✓ can be given often

✓ sensitive to growth over short periods of time

Fluency and Comprehension

The purpose of reading is *comprehension*

A good measures of overall reading proficiency is *reading fluency* because of its strong correlation to measures of comprehension.

Oral Reading Fluency (CBM-R)

- ☐ Student reads a passage aloud for one minute
- ☐ Count the number of words read and the errors
- ☐ Subtract errors from total words to get Words Read Correct.
- ☐ Median WRC from 3 passages used for benchmark testing of all students
- ☐ 1 passage used for frequent progress monitoring
- ☐ Strong correlations with state tests (0.7 – 0.75 range)

MN RtI Center

Reading Fluency Testing Schedules

We use the Correct Words per Minute measure on two different schedules for different students:

1. **Benchmark testing for all students**

2. **Progress Monitoring for students of concern**

Frequent Monitoring

We do NOT KNOW ahead of time whether an intervention will be successful for an individual student

Do they assume in the hospital that your heart is working just fine after your bypass surgery?   After all… the surgery works well for MOST patients…..

Frequent Monitoring

Frequent Monitoring is used :

- ☐ for students of concern, i.e., students who are below target
- ☐ to provide a basis for evaluation of instructional programming for individual students as the instruction is occurring
- ☐ to provide information to help teachers make decisions about goals, materials, levels, and groups
- ☐ to aid in communication with parents
- ☐ to document progress for IEP students as is required for periodic and annual reviews

David Crosby (Grade 8)
Grade 8 : Reading - Standard Progress Monitor Passages

35

@2004 Edformation, Inc.

Assessment

Instruction

RTI
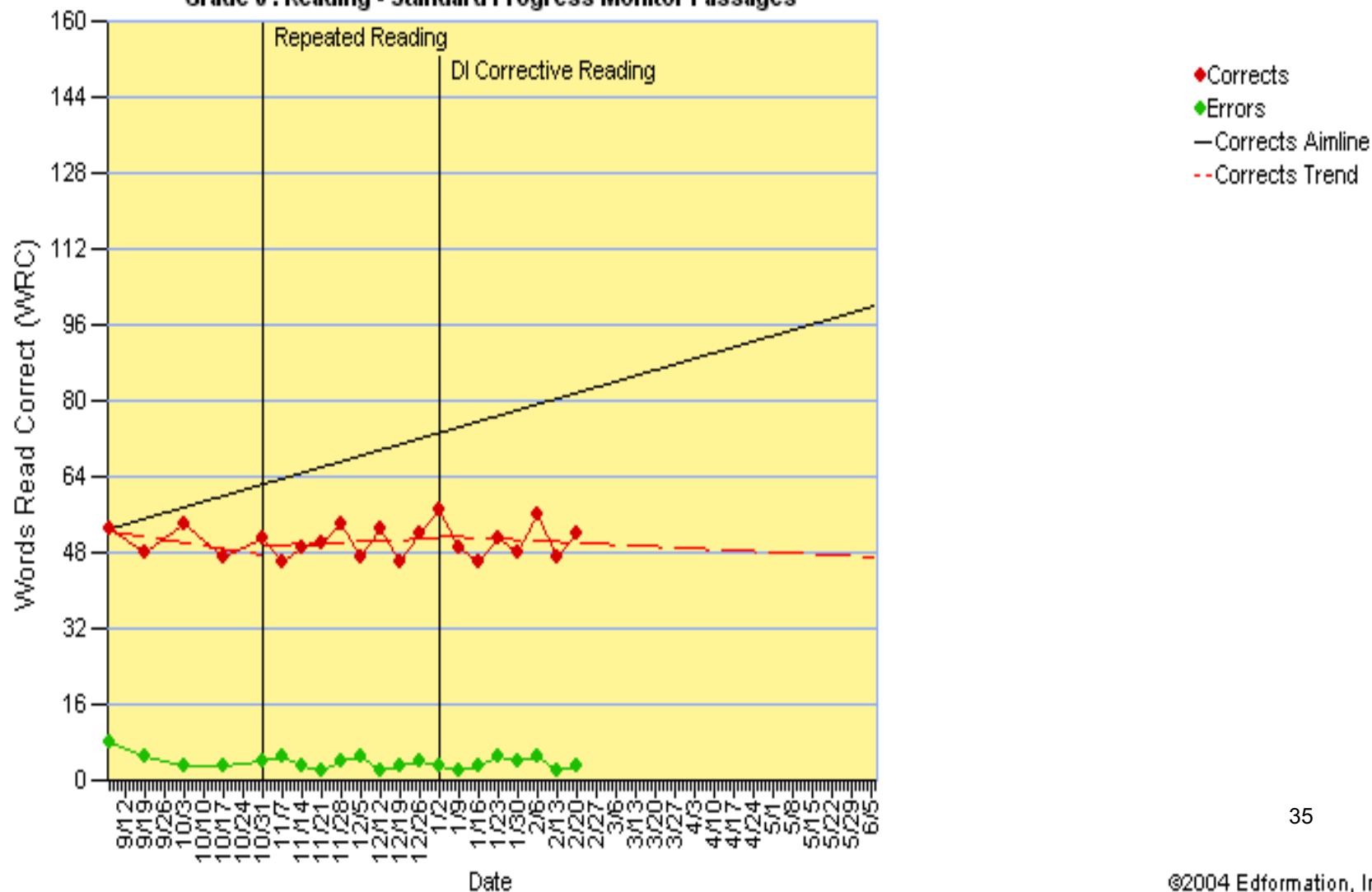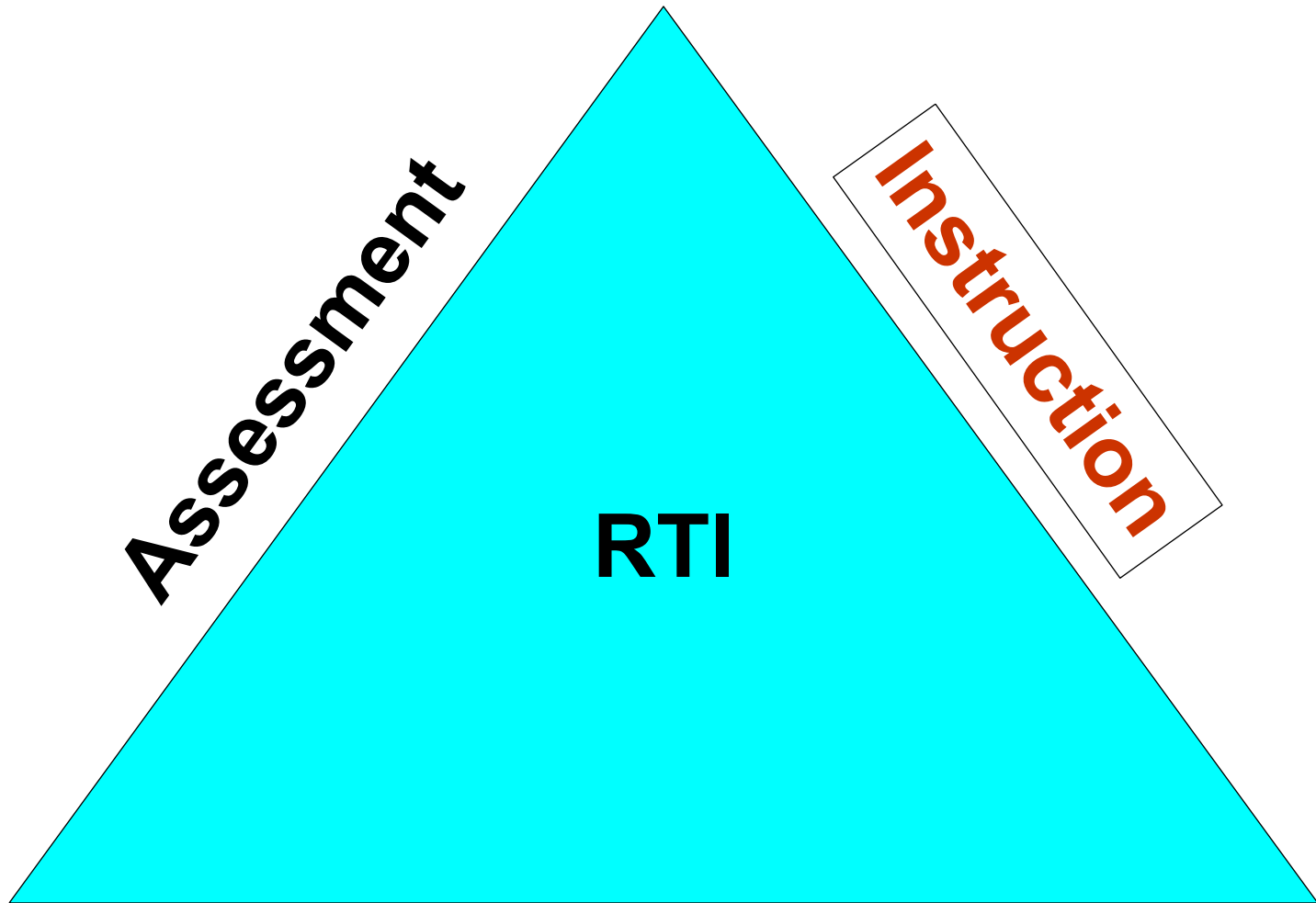
Problem-Solving & Organization

MN RtI Center

Curriculum & Instruction

- ☐ In an RTI model, it is imperative to have a high-quality, research-based curriculum in place that meets the needs of most students (~80%)

- ☐ You don't want to have large numbers of students referred for problem solving (or special education) due to an inadequate curriculum!

- ☐ Emphasis on a 3-Tier Model

Big Ideas: Curriculum/Standards

☐ Curriculum is the body of knowledge that all students are expected to learn. Curriculum can be specific knowledge and learning processes. Curriculum is defined in district standards and benchmarks.

- ■ Consider:
  - ☐ Are the Big Ideas (Important concepts, knowledge and skills) covered in the written curriculum and taught curriculum?
  - ☐ Is the curriculum driven by the standards/benchmarks?
  - ☐ Is there breadth and depth to the curriculum across grade levels?

Big Ideas: Instruction

- ☐ Instruction: How the curriculum is taught.
  - ■ Consider:
    - ☐ What tools, methods and strategies are used to deliver the instruction?
    - ☐ Are SBR practices used?
    - ☐ Adequate time? (Efficiency and Effectiveness)
    - ☐ What evidence indicates teachers are following the MN Standards?
    - ☐ Is there evidence that instruction is driven by data?

A Smart System Structure
School-Wide System for Student Success

Academic Systems		Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity
•Of longer duration

5-10%

Intensive, Individual Interventions
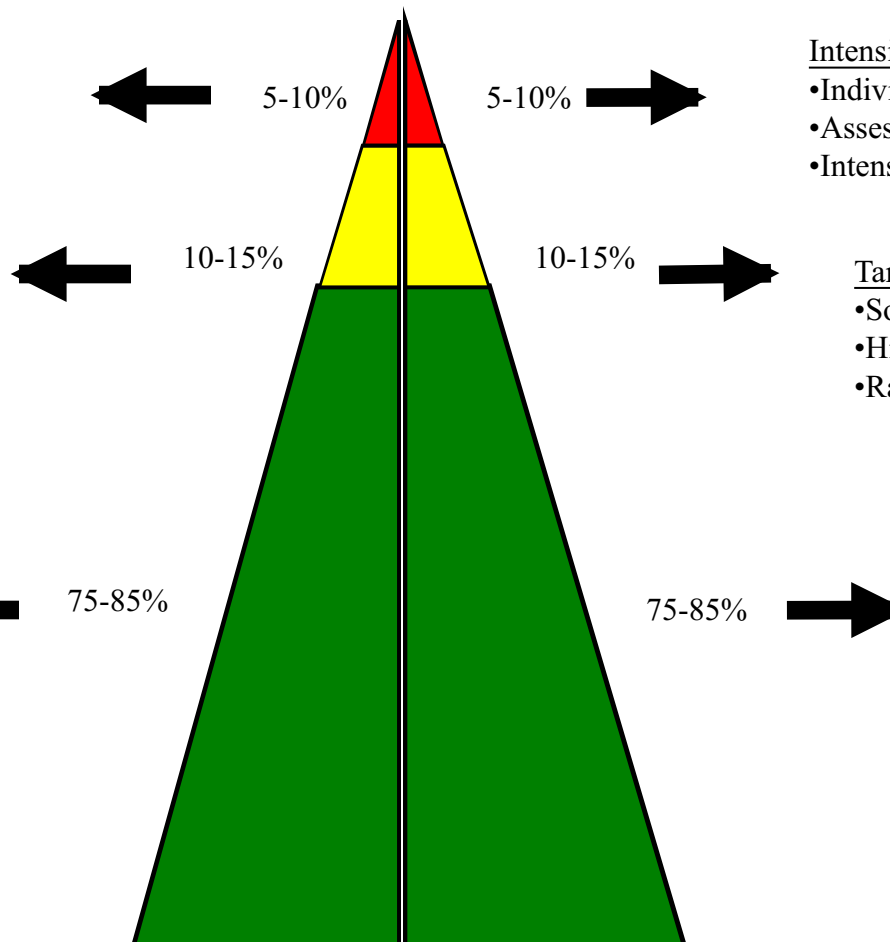•Individual Students
•Assessment-based
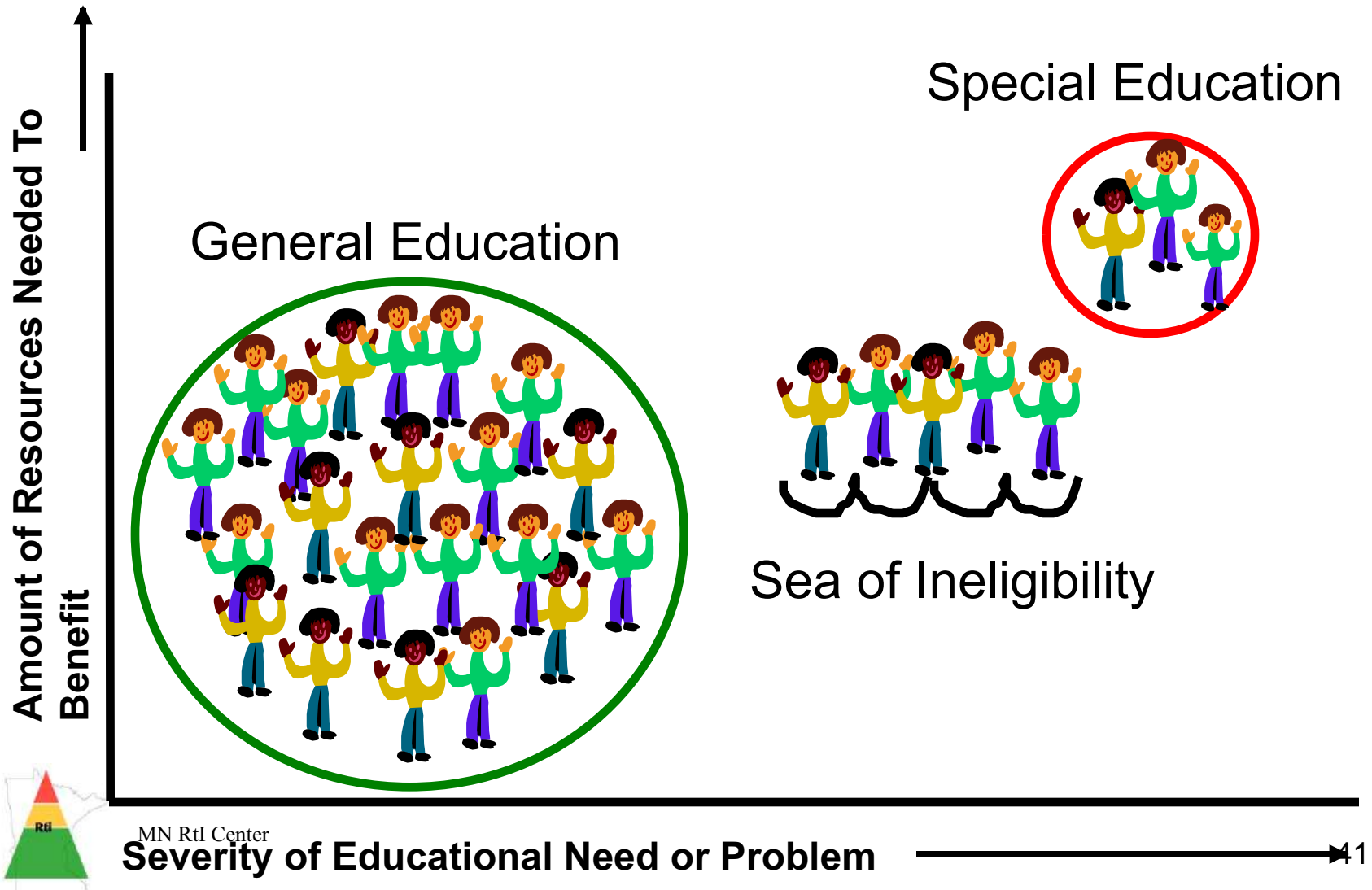•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

10-15%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All students
•Preventive, proactive

75-85%

Universal Interventions
•All settings, all students
•Preventive, proactive

MN RtI Center

40

This is what we had…

Special Education

General Education

Sea of Ineligibility

Amount of Resources Needed To Benefit

Severity of Educational Need or Problem

41

Successful Multi-Tier Models Have:

☐ A continuum of services and/or programs across the tiers that are scientifically based

☐ Methods of evaluating and monitoring progress across the tiers, ideally those that are considered scientifically based

☐ Efficient, COMMON methods of communicating student performance for all disciplines.

MN RtI Center

Multi-Tiered Models and Instructional Time

☐ **Tier One**
  - ■ Core instruction to all students
  - ■ Example: 90 minutes per day of reading instruction for all students

☐ **Tier Two**
  - ■ Supplemental instruction for some students
  - ■ Example: Core + 30 minutes extra instruction (Standard Treatment Protocol)

☐ **Tier Three**
  - ■ Intensive Instruction for some students
  - ■ Example: Core + 30 minutes of intensive instruction
  - ■ IEP team determines time for students eligible for special education services

Tier 1 is Delivery of a Scientifically Based Core Program with...

- ☐ **Fidelity**
- ☐ **Intensity**
- ☐ **Passion**
- ☐ **Reasonable Accommodations**

If Done Well, We Expect to Meet the Needs of Most...Some Will Need More

Tier 2 is "MORE"

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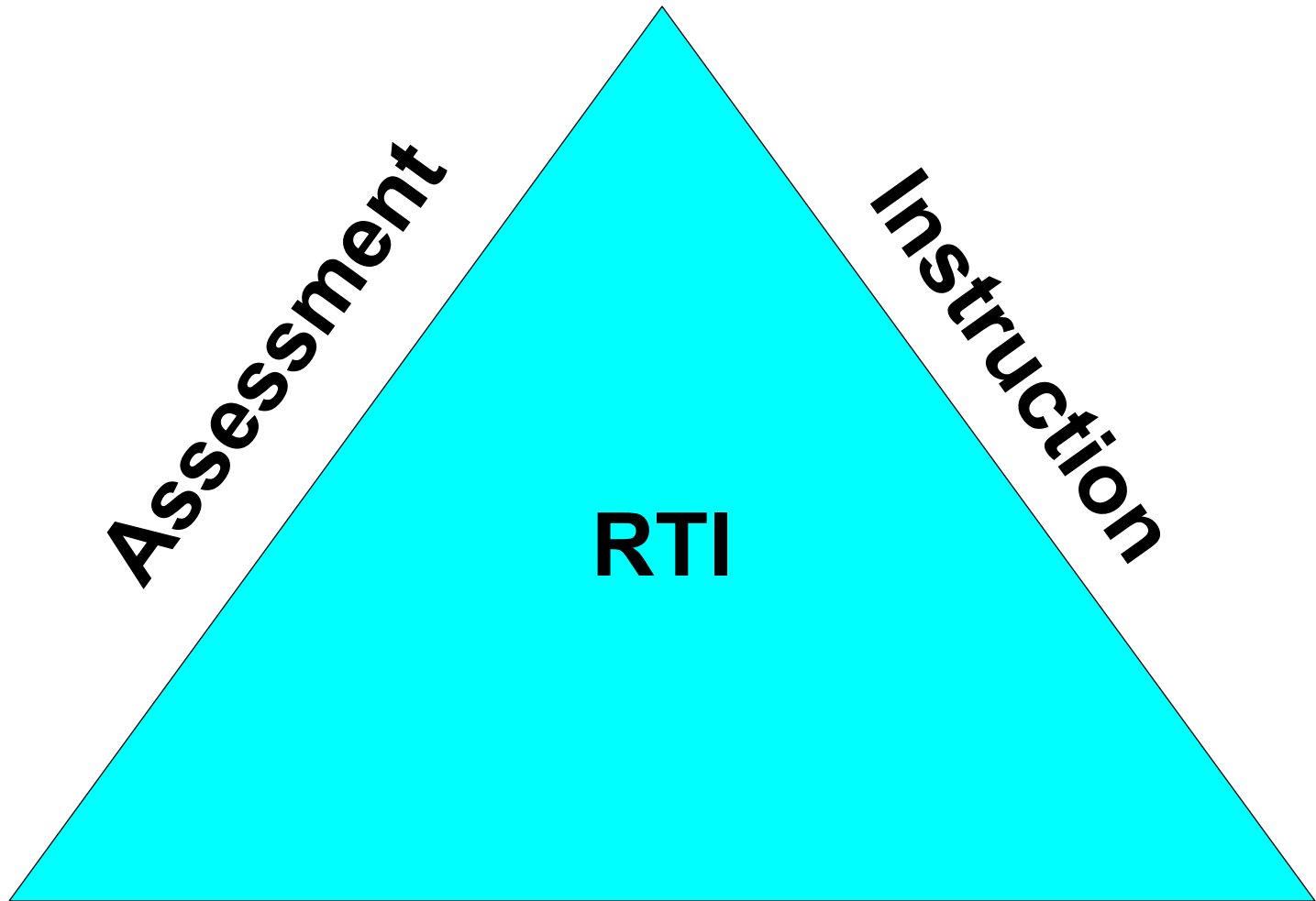- ☐ (More) Frequent **Progress Monitoring**

MN RtI Center

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**

Assessment

Instruction

RTI

Problem-Solving & Organization

Problem Solving Process and School-Wide Organization

☐ Once a measurement system and research-based curriculum are in place, schools must have a problem solving system to meet the needs of unique learners.

☐ Problem Solving Teams must have a process to use to develop interventions for at-risk students.

☐ Buildings must be organized to support problem solving

Steps of Problem-Solving

1. Problem Identification

What is the discrepancy between what is expected and what is occurring?

2. Problem Analysis

Why is the problem occurring?

5. Plan Evaluation

Is the intervention plan effective?

3. Plan Development

What is the goal?
What is the intervention plan to address this goal?
How will progress be monitored?

4. Plan Implementation

How will implementation integrity be ensured?

MN RtI Center

49

# RTI Case Study: Tatiana Gr. 2

MN RtI Center

RTI is Data Based & Proactive, NOT Referral Driven and Reactive

Grade 2 Fall, Winter and Spring All Students in Tatiana's school are screened in reading
(Fall data shown here)
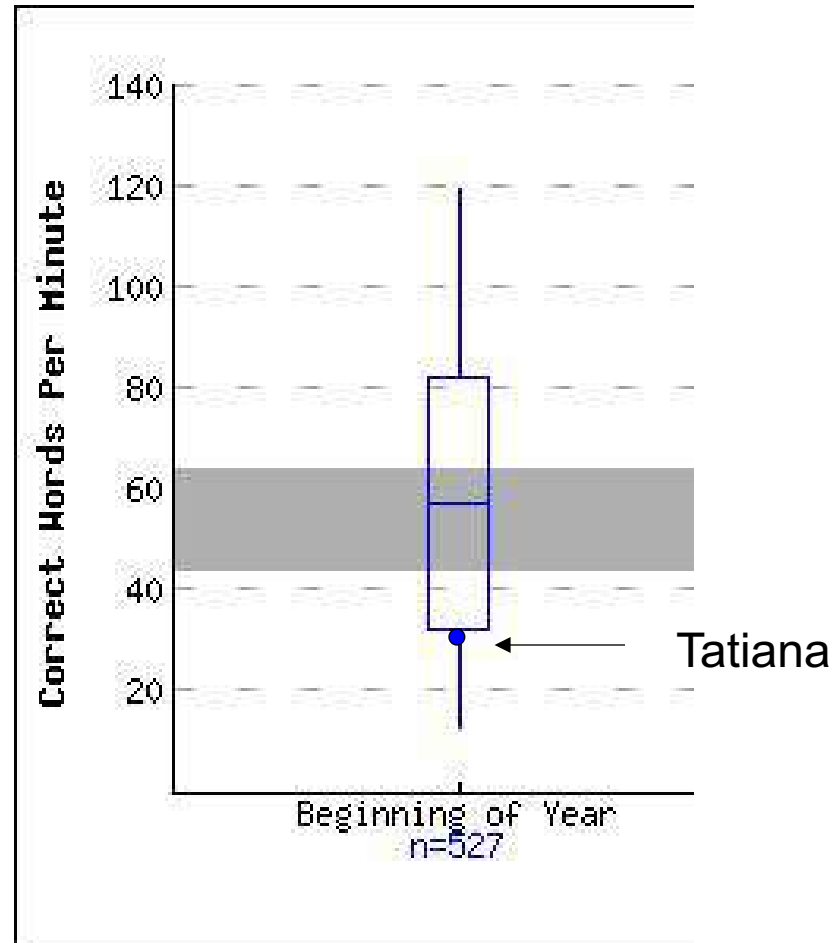
How are ALL the kids doing?

How can screening data help plan for instruction in Tier 1 (core general education reading instruction)?

Fall Gr 2 Target

MN RtI Center
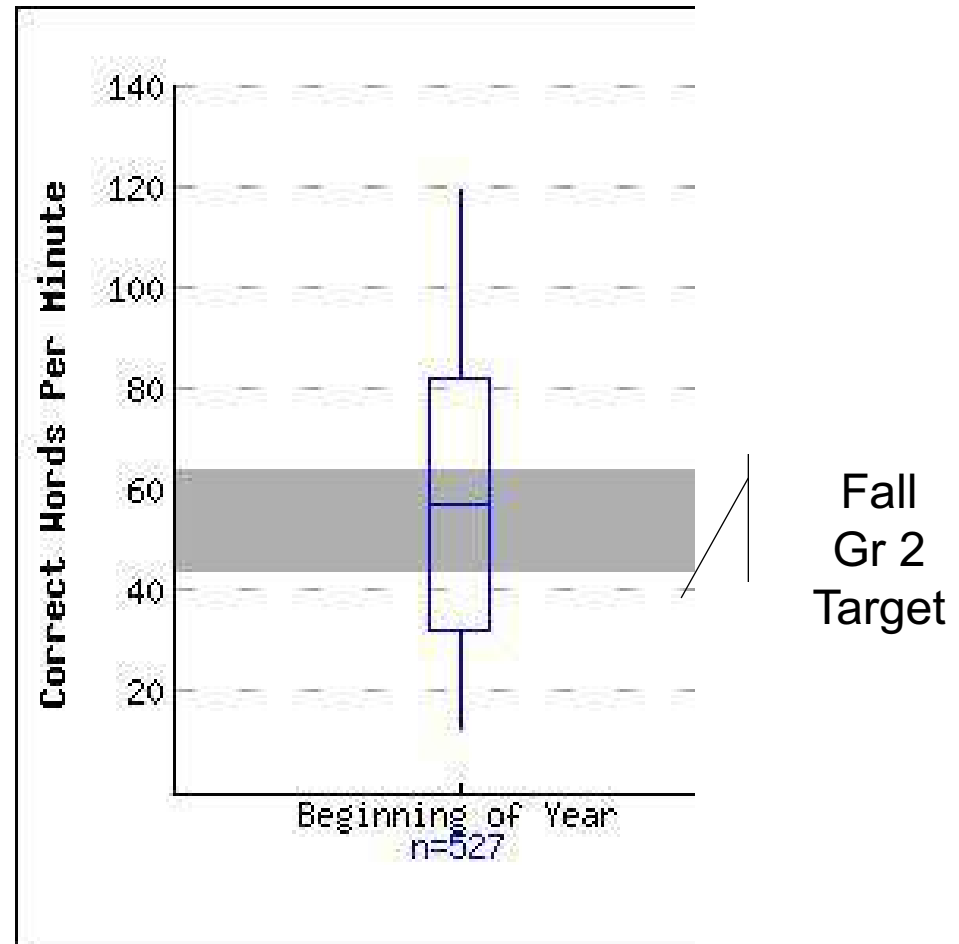
How is Tatiana Doing?

Do some students need "more than the core"?
• Is Tatiana in Trouble?

• Do others have similar difficulty?

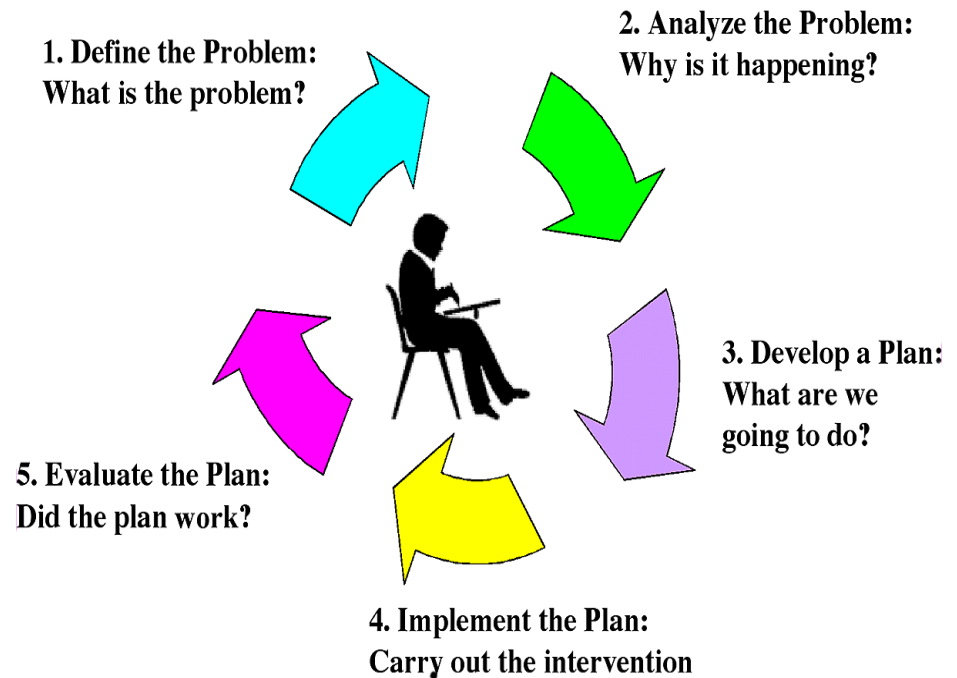• Where would we like her to be?

Tatiana

MN RtI Center

Grade Level Team Planning

Gr 2 teachers use screening and other data to decide how to organize, focus, teach, and monitor supplemental (Tier 2) groups

Work with other school staff (e.g., Title, Sped, ELL) for efficient use of resources for Tier 2 and Tier 3 students
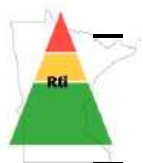
Steps of the Problem Solving Process

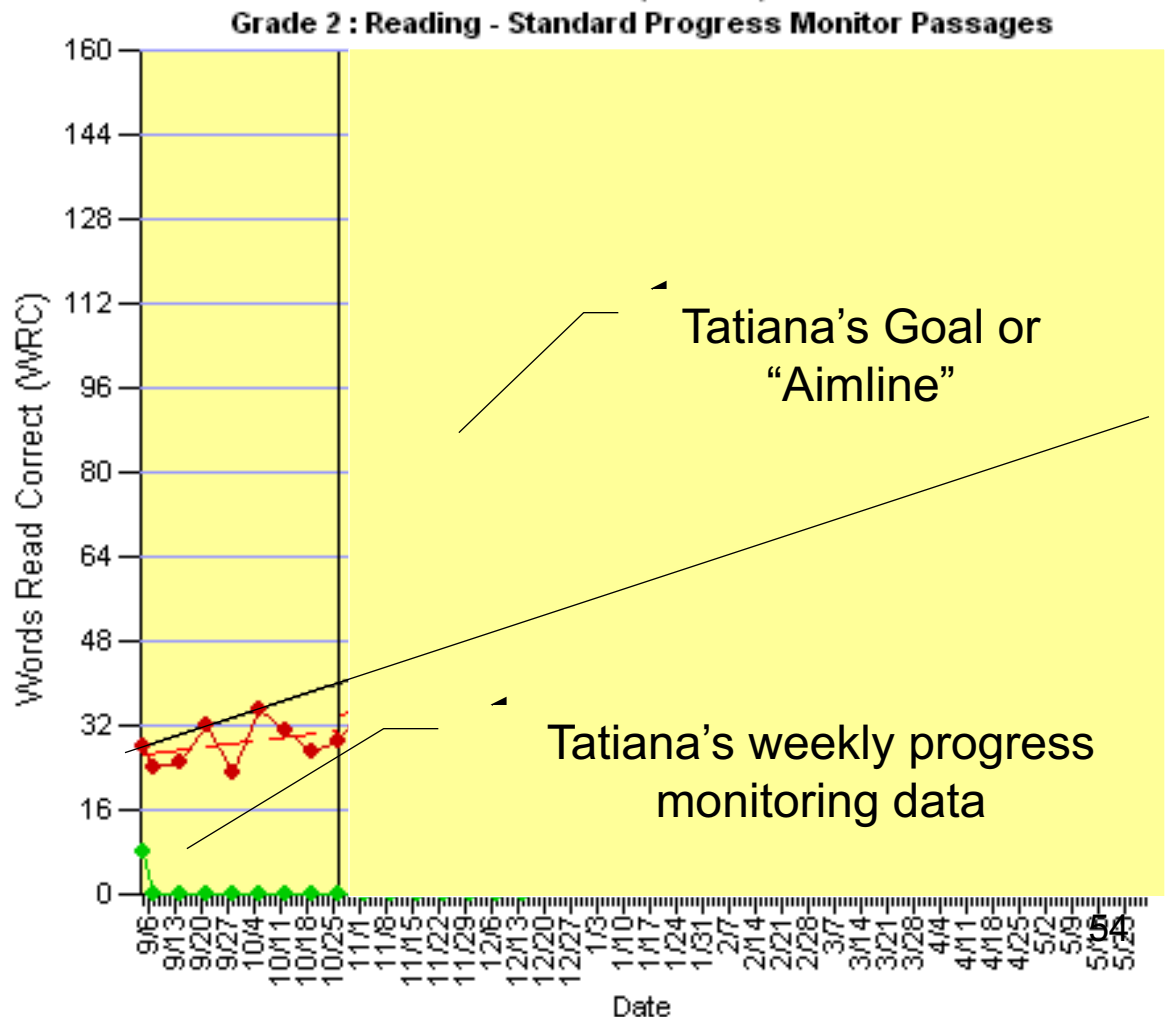1. Define the Problem: What is the problem?

2. Analyze the Problem: Why is it happening?

3. Develop a Plan: What are we going to do?

4. Implement the Plan: Carry out the intervention

5. Evaluate the Plan: Did the plan work?

Tatiana Tier 2

- Grade level team put Tatiana In a Tier 2 small group focused on reading fluency (rate)… is it working?

- Decision Point:
  - Keep monitoring?
  - Change?

Grade 2 : Reading - Standard Progress Monitor Passages

Tatiana's Goal or "Aimline"

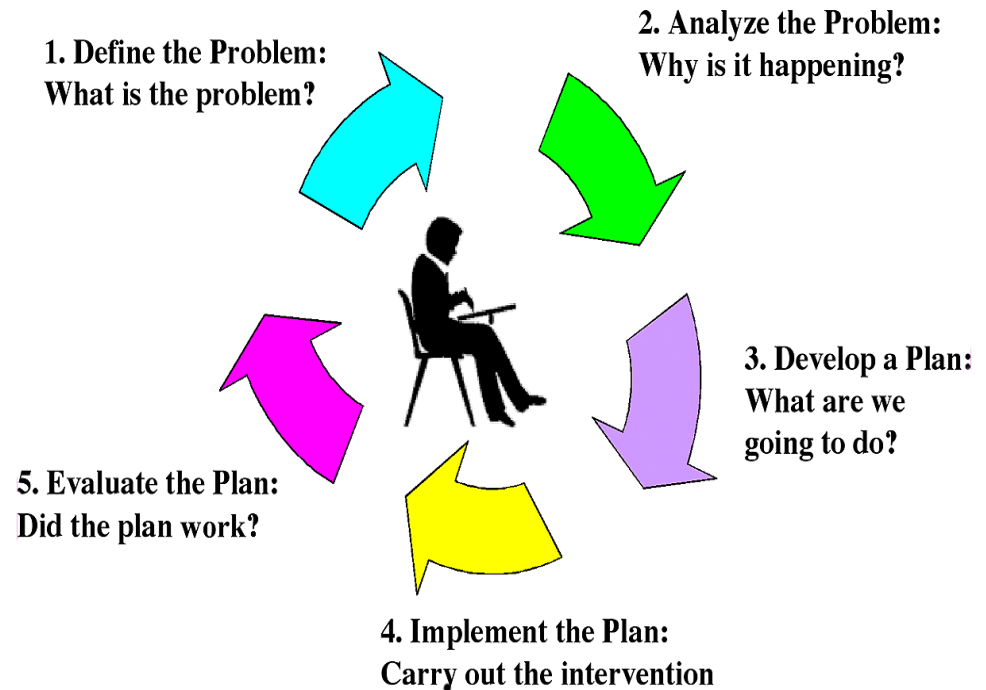Tatiana's weekly progress monitoring data

Problem Solving Again (Still ☺)

- Tatiana's teachers chose to use the <u>building level</u> problem solving team to help figure out how to get her back on track
- Team looked at:
  - Integrity of intervention (good)
  - Fit of intervention (not so good, Tatiana had decoding problems not recognized earlier)

MN RtI Center

Steps of the Problem Solving Process

1. Define the Problem:
What is the problem?

2. Analyze the Problem:
Why is it happening?

3. Develop a Plan:
What are we going to do?

4. Implement the Plan:
Carry out the intervention

5. Evaluate the Plan:
Did the plan work?

Complete the Problem Solving Cycle…

Moved Tatiana to a different small group focused on teaching phonics (Great Leaps) and extra practice on core (Tier 1) instruction

• Did it work?

MN RtI Center

Grade 2 : Reading - Standard Progress Monitor Passages
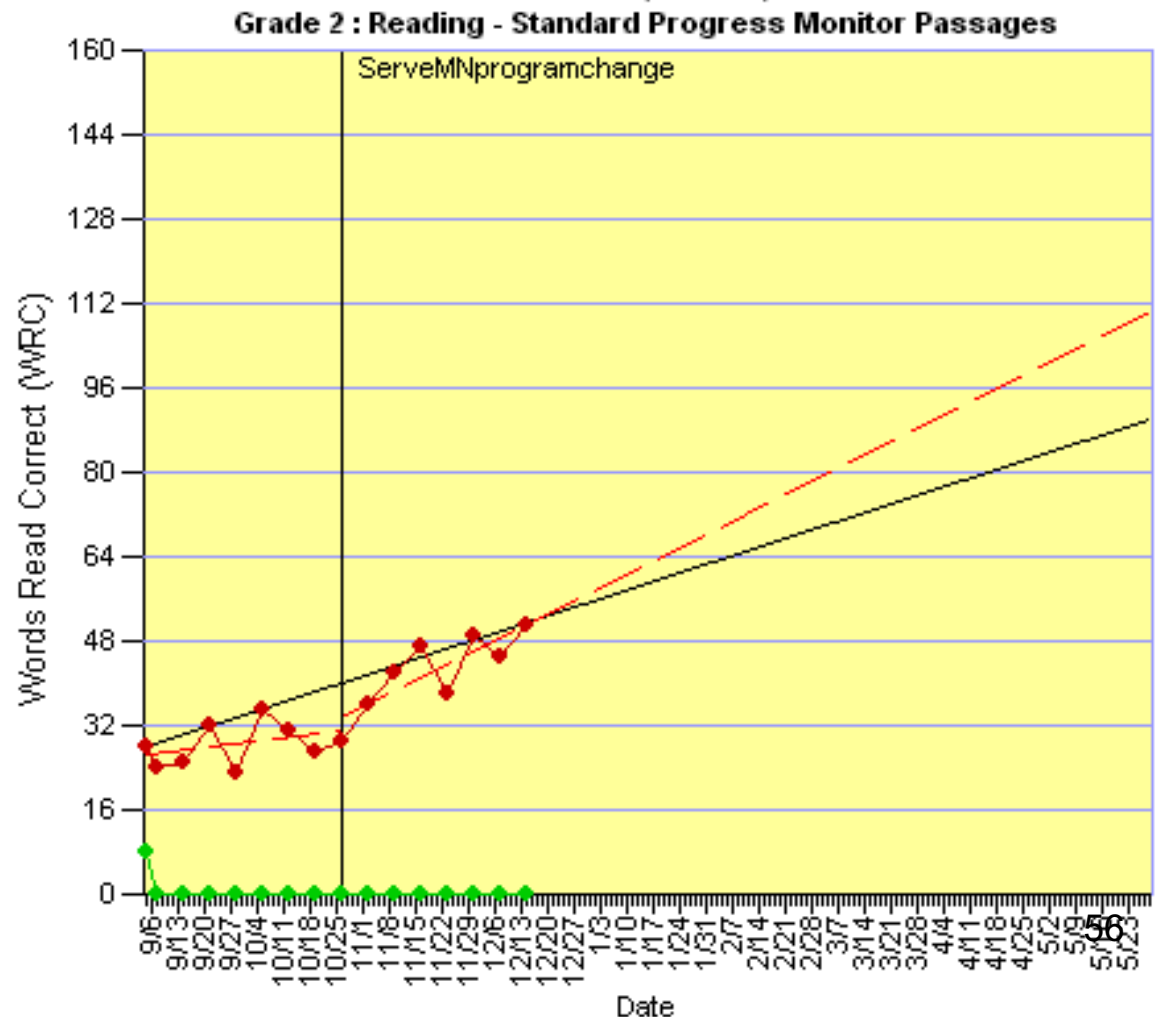
Final Activity

Think-Pair-Share

1. On your own, think of the top three important things you have learned about RtI today.

2. Share your top three list with the person seated next to you.

3. Agree on a new top three list.

4. Prepare to share this with the rest of class.

RTI Related websites

- ☐ National Center on RTI http://www.rti4success.org/
- ☐ RTI Action Network http://www.rtinetwork.org/
- ☐ RTI WIRE http://www.interventioncentral.org
- ☐ National Center on Student Progress Monitoring http://www.studentprogress.org/
- ☐ National Assoc School Psych www.nasponline.org
- ☐ St Croix River Ed District and MN RTI Center http://www.scred.k12.mn.us/
- ☐ Council of Administrators of Special Education www.casecec.org
- ☐ Office of Special Education Programs (OSEP) rti toolkit http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

MN RtI Center

Print Resources

☐ Batsche, G., Elliott, J., Graden, J. et al., (2006), *Response to Intervention: Policy Considerations and Implementation*, Alexandria, VA: National Association of State Directors of Special Education.

☐ Multiple books available on RTI, but buyer beware: read before you buy!

MN RtI Center

Articles available with this module:

- Martinez, R.S., Nellis, L.M., & Pedergast, K.A. (2006). *Closing the Achievement Gap Series: Part II Response to Intervention (RTI): Basic Elements, Practical Application, and Policy Recommendations*, Center for Evaluation and Education Policy Brief, Volume 4(8), Bloomington, IN: Indiana University. Web: ceep.indiana.edu

- Fuchs, D., & Fuchs, L.S. (2006) **Introduction to Response to Intervention: What, why and how valid is it?** *Reading Research Quarterly*, 41(1) 93-99.

- NASDSE & CASE (2006). *Response to Intervention: National Association of State Directors of Special Education and Council of Administrators of Special Education White Paper on RtI*. www.nasdse.org

- International Reading Association, *Implications for Reading Teachers in Response to Intervention (RTI).* Web resource: http://www.reading.org/downloads/resources/rti0707_implications.pdf

- NASDSE (2006) **Myths about Response to Intervention (RTI) Implementation**. Accessed from www.nasdse.org

Quiz

1. Which of the following is NOT considered one of the core principles of RTI?

    A) We can effectively teach ALL children

    B) intervene early

    C) Use a problem solving method in a multi-tier model

    D) the general education classroom teacher is responsible for all interventions for students

    E) Monitor student progress to inform instruction

Quiz

2. True or False? RTI is a special education system

3. True or False? The RTI model can be used for both academics and behavior

4. True or False? The RTI model can be used in elementary, middle and high school

MN RtI Center

Quiz

5. What is the most important reason progress monitoring data collection is such a critical aspect of RTI implementation?

    A) for federal government reporting

    B) because we don't know ahead of time what interventions will work for an individual student

    C) it gives the student some ownership in the RTI process

    D) none of the above

The End ☺

- ☐ Note: The MN RTI Center does not endorse any particular product. Examples used are for instructional purposes only.

- ☐ Special Thanks:
  - ◼ Thank you to Dr. Ann Casey, director of the MN RTI Center, for her leadership
  - ◼ Thank you to Aimee Hochstein, Kristen Bouwman, and Nathan Rowe, Minnesota State University Moorhead graduate students, for editing, writing quizzes, and enhancing the quality of these training materials