Daryl Mellard, University of Kansas

National Technical Assistance and Dissemination Center on Response to Intervention

Funded by the USDE, Office of Special Education Programs, Grace Duran and Tina Diamond, Project Officers

National Center on Response To Intervention
www.rti4success.org

- AIR Staff
- University of Kansas
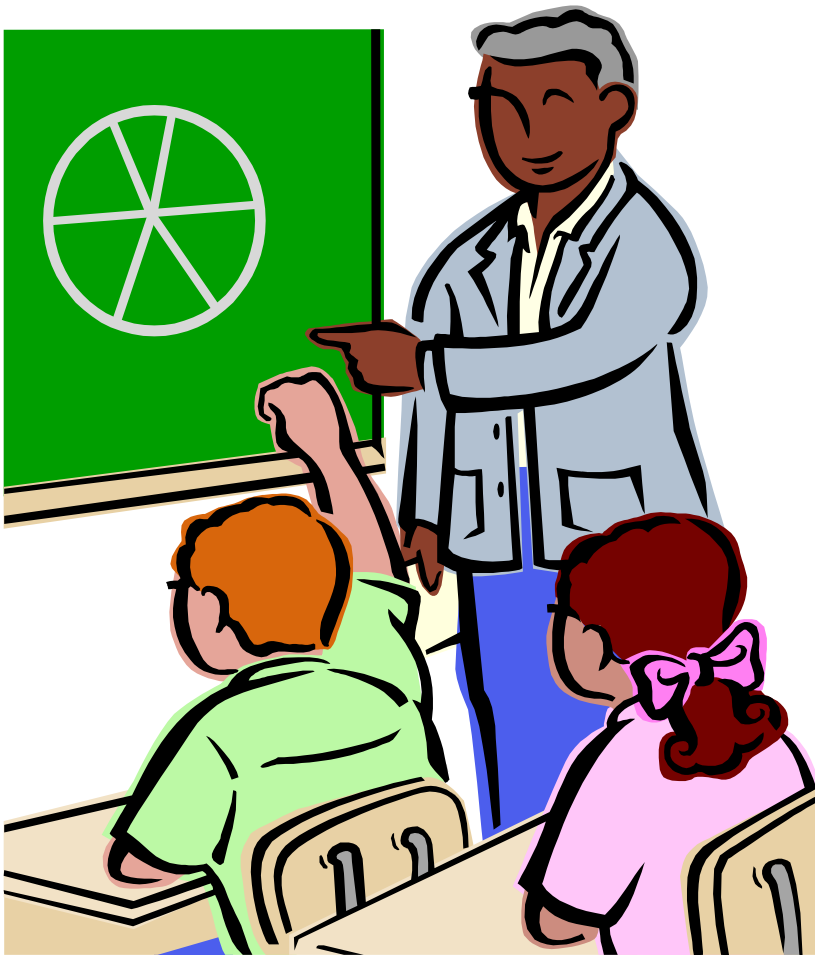- Vanderbilt University
- Lehigh University

A Google listing on RTI includes:

- RTI International Metals
- RTI International (Research Triangle Park, NC)
- Remote Technologies Inc.
- Real Time Innovations, Inc.
- Restaurant Technologies Incorporated
- Record Technology, Inc

- Response to Intervention
- Organizational framework for instructional and curricular decisions and practices based on students' responses
- RTI Components
  – Screening
  – Tiers of instruction
  – Progress monitoring
  – Fidelity indicators

National Center on Response To Intervention
www.rti4success.org

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Genesis

- Public health applied to education
  - Prediction
  - Inoculation, and
  - Tiered intervention
- School-wide reform
  - Meeting AYP; data driven
  - Shifting staff roles
  - Accountability
- Component of disability determination

Distinct Uses

- Prevention (kdg & early 1st grade) (e.g., McMaster et al., O'Connor et al., Torgesen et al., Vaughn et al., Vellutino et al.)
- Intervention for students with achievement or behavior problems
- As a component of SLD determination (e.g., Fuchs et al.; Speece et al.)

How do you suppose parents felt about their children's participation as their school implemented RTI?

- In our national study of 60+ elementary schools, we spent considerable time hearing from parents in 21 of those schools.

- The anecdotal comments were very affirming:
  - ✓ More aware
  - ✓ Better communication
  - ✓ Better progress

SCREENING	PROGRESS MONITORING	DIAGNOSTIC
School-wide	Class/small group/Individual student	Individual student
Broad index	Specific academic skill or behavioral targets	Specific academic domains
Yearly/ 3x	monthly/$\leq$ 3 wks/weekly/daily	Yearly
ID at-risk	Regroup student	ID specific student deficits
School focus	Student focus	Student focus
Class/school instr & curric decisions (curriculum / instr)	Intervention effectiveness	Selecting curric & instr methods
1st step for intervention planning	Continue or revise placement	Planning or specifying intervention

Primary Level The focus is on student population.

Core academic curriculum (dictated by state or district standards and school) in combination with adaptations and accommodations made by general educators;

Secondary Level—The focus is on some students who are not responsive to the primary level.

Evidence-based practices or small-group tutoring on academic subjects, typically conducted by trained and supervised tutors;

Link to IDEA: Early Intervening Services

Tertiary Level—The focus is on those few students needing the most intense interventions

Individualized instruction on modified instructional content and materials, related to the general education program. Instruction is delivered in smaller groups than at the secondary level, is more tailored to individual needs or skill deficits, with longer and more frequent sessions. The tertiary level also requires ongoing progress monitoring to inductively formulate instructional programs.

Is not synonymous with special education

What Works Clearinghouse

ies INSTITUTE OF EDUCATION SCIENCES

A trusted source of scientific evidence of what works in education.

Who We Are
- Overview

What We Do
- Overview

Topics
- Current Topics
- Interventions

Review Process
- Overview
- Literature Search
- Evidence Standards
- Intervention Rating Scheme
- Extent of Evidence
- Reporting System

Products
- Latest Reports
- All Available Reports

Intervention Finder New

Open Invitation
- Submit a Study, Intervention, or Topic

Beginning Reading

Beginning Reading Abstract
Beginning Reading Review Protocol

The Beginning Reading What Works Clearinghouse (WWC) review focuses on reading interventions for students in grades K–3 (or ages 5-8) that are intended to increase skills in **alphabetics** (phonemic awareness, phonological awareness, letter recognition, print awareness and phonics), **reading fluency, comprehension** (vocabulary and reading comprehension), or **general reading achievement**. Interventions for this review are defined as programs, products, practices, or policies that are intended to increase skills in the areas named above. For the first set of intervention Beginning Reading reports, the WWC focused on "branded" programs and products.

Effectiveness ratings for Beginning Reading programs in four domains

Intervention	Alphabetics	Comprehension	Fluency	General reading achievement
Accelerated Reader/Reading Renaissance		🟢		🟢
Auditory Discrimination in Depth (ADD)® / Lindamood Phonemic Sequencing (LiPS)®	🟢	🟡		
DaisyQuest	🟢			
Little Books				🟢
Reading Recovery®	🟢	🟢	🟢	🟢

National Center on Response To Intervention
www.rti4success.org

Table of FCRR Reports

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d
Accelerated Literacy Learning (A.L.L.)	2	1	+++	+++	+++	+++	+++	a, d, l, m
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Breakthrough to Literacy	1, 3	K-2	++	++	++	+++	+++	a, b, d
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Compass Learning Odyssey Reading	2, 3	K-2	+	+	+	+	+	n
Comprehension Plus	2, 5	1-6	n/a	+	n/a	+	+++	a, b, c, d, k
Corrective Reading	2, 5	4-12	+++	+++	+++	+++	n/a	a, b, c, d
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Discover Intensive Phonics for Yourself	2, 3, 5	K-12	+	+++	n/a	+	n/a	a, b, c, d, h
Early Success	2	1-2	++	++	+++	+++	+++	m
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Elements of Reading, Comprehension	2, 3	K-3	n/a	n/a	n/a	n/a	++	c, k
Elements of Reading, Fluency	2	1-3	n/a	n/a	+++	n/a	n/a	a, b, c, d, i

National Center on Response To Intervention
www.rti4success.org
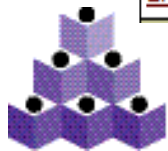
Best Evidence Encyclopedia

Center for Data-Driven Reform in Education **Johns Hopkins University**

Which educational programs have been successfully evaluated in valid research? This web site presents reliable, unbiased information on high-quality evaluations of educational programs. It includes:

- Brief, readable "educator's summaries" of research on educational programs, using symbols like those used by Consumer Reports
- Full-text reviews on each topic

Elementary Mathematics
Educator's Summary
Full Report

Technology in Reading and Math
Educator's Summary
Full Report

Reading for English Language Learners
Educator's Summary
Full Report

Comprehensive School Reform-Elementary (CSRQ)
Educator's Summary
Full Report

Comprehensive School Reform-Secondary (CSRQ)
Educator's Summary
Full Report

Comprehensive School Reform-K-12 (Borman)
Educator's Summary
Full Report

Education Service Providers (CSRQ)
Educator's Summary
Full Report

Schedule of Additional Reports
View Schedule

About the BEE
View Information

Contact Us | Get BEE e-mail updates

National Center on Response To Intervention
www.rti4success.org

Primary Level -school-wide and classroom management strategies;

Secondary Level - targeted social behavior interventions which typically focus on students' specific skills (Link to IDEA EIS) and

Tertiary Level - specific, time-intensive assessments to (a) determine individual skill deficits and (b) develop an individual intervention.

Reform special education so it represents a viable and important tier within the multi-tiered prevention system

- Students judged as having disability from a comprehensive evaluation

- Individualized programs formulated inductively using CBM and reflected in IEP

- Intensive instruction conducted individually for sufficient duration to be effective

- Criteria specified and monitored to exit students so that placement is flexible and used only as required

- Services may be provided across tiers

- Multiple year *priority* investment, but "We're not there yet."
- Building level administrative leadership
- Student-level problem-solving framework
- Not standard intervention protocols in Tier 2
- Parental notification procedures and engagement

- How many tiers/layers of services (2-5)?
- What is the nature of secondary and beyond tiers?
  - Individualized (i.e., problem solving)
  - Standardized research-based protocol
- How are at-risk students identified in academics and behavior?
- How is "response" defined?
  - Final status on norm-referenced test or using a benchmark
  - Pre-post improvement
  - CBM slope and final status
- What happens to students with very slow/low response?

- U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
  - Tigard-Tualatin School District (suburban, Oregon, 13,000 students, 10 elementary schools, Title 1 in 5)
  - Project Director: Carol Sadler, Ph.D. Psychologist/Administrator (retired) casadler@verizon.net
- Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)
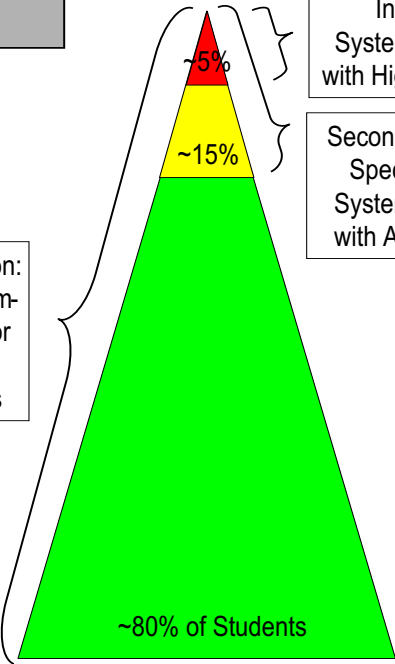
PBS Prevention Model

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~5%

~15%

~80% of Students

Students & Social-Behavior

Tier 3: Individualized Strategies

Tier 2: Effective, Strategic Interventions and Strategies, Progress Monitoring

Tier I: Research Based Core Programs, Universal Screening, Identification of Students with Greater Needs

Intensity-Interventions & Progress Monitoring

OSEP Center on **P**ositive **B**ehavioral **I**ntervention & **S**upport
Effective School-Wide Interventions

National Center on Response To Intervention
www.rti4success.org

etzger Elementary

All K–5 students are tested with DIBELS. Other data is gathered (academic, behavior, attendance)

→

EBIS Team reviews data with each grade level teacher team to identify lowest 20%. Interventions and progress monitoring are planned by team and teachers, and implemented by teachers for 4+ weeks.

EBIS and teachers review intervention progress

— Progress

+ Progress

Revise and implement 2nd group intervention, monitor progress

+ Progress

— Progress

Continue intervention for another cycle and monitor progress

Resume general program

Now, what does the team think?

From: <u>Effective Behavior and Instructional Support: A District Model for Early Identification and Prevention of Reading and Behavior Disabilities</u>, Sadler & Sugai, 2006, in process Do not use without permission from author (casadler@verizon.net).

EBIS Team uses Problem Solving format to explore alternative explanations for lack of progress, develops individualized intervention

— Progress

+ Progress

Improvement appears related to other factors

Now, what does the team think?

Intervention is so intense, LD is suspected

Special Education referral is initiated

National Center on Response To Intervention
www.rti4success.org

Grade	Primary Level: Time	Program Options	Secondary Level: Time &Group Size	Program Options	Tertiary Level: Time and Group Size	Program Options
K	60 minutes daily	Open Court SFA	Add 10-15 minutes daily of PA activities Large group	*Ladders to Literacy *PA in Young Children *Road to the Code	Add 30 minutes daily Small group ((varies based on progress)	*Early Reading Intervention *Language for Learning
1	60-90 minutes daily	Open Court SFA	Add 30 minutes daily Small group	*Open Court Booster *SFA Tutoring	Add 30 minutes Small group ((varies based on progress)	*Early Reading Intervention *Language for Learning *Reading Mastery
2	60-90 minutes daily	Open Court SFA	Add 45 minutes daily Small group	*Phonics For Reading AND *Read Naturally *Reading Success	Add 2 45 minute sessions Small group ((varies based on progress)	*Reading Mastery AND *Read Naturally *Language for Thinking
3	60-90 minutes daily	Open Court SFA Reading Mastery	Add 45 minutes daily Small group	*Open Court Intervention *Phonics For Reading *Read Naturally *Reading Success	30-45 minutes of primary instruction (vocabulary/comp) ADD two 45 minute sessions daily Small group (varies based on progress)	*Horizons AND *Read Naturally *Reading Mastery
4	60-90 minutes daily	Houghton-Mifflin SFA Reading Mastery	Skill group during primary instruction based on area(s) of need Add 15-30 minutes of small group as needed	*REWARDS *Six-Minute Solution *Read Naturally *Collaborative Strategic Reading *Navigate *STARS/CARS *Connections for Comp	30-45 minutes of primary instruction (vocabulary/comp) ADD between 45-90 minutes daily depending on need Small group (varies based on progress)	*Reading Mastery *Horizons *Read Naturally *Great Leaps *Corrective Reading *Reading Mastery
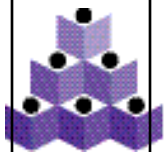
GRADE LEVEL TEAMS
Meet monthly
Plan, implement and monitor interventions for 20% group, with EBIS team support

EBIS TEAM
Meets weekly
Includes principal, counselor, literacy specialist, special education, ELL specialists, and classroom teacher representatives from each grade level
Monitors all students in small group and individual interventions
Oversees RTI fidelity and makes referrals to special education

EBS TEAM
Meets Twice Monthly
Plans & implements school-wide supports

INDIVIDUAL STUDENT CASE MANAGEMENT
Implements and progress monitors students in intensive interventions (RTI process)

CONTENT AREA TEAMS (aka Professional Learning Communities) Meet Monthly
Recommend curriculum and instructional improvements across all content areas: Reading/Language Arts, Math, Science, and Behavior

The EBIS team has three purposes:

→To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.

→To screen and identify students needing additional academic and/or behavior support.

→To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

- EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, planning for all students (school-wide), planning for the 20% (targeted groups), monthly meetings, and individualizing-intensifying interventions.

Place students in the 20% group when:

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, DORF, Math & Writing curriculum based assessments, OSA.
- Chronic problems with attendance and/or socio-emotional-behavioral skills occur, as defined by:
  - More than 5 absences in a 30 day period
  - 3 or more discipline or counseling referrals in a 30 day period

Modify interventions when:

- Progress monitoring indicates 3 or more data points below the aim line.
  - If data is highly variable, maintain the current intervention for another month to establish a trend line.
    Progress is monitored once weekly

Individualize interventions when:

- Progress trend under small group instruction is below the airline for two consecutive intervention periods (at 8, 12 or 16 weeks, depending on the data).

Refer to Special Education when:

- After one highly structured, individualized intervention, progress continues below airline.
  - *Progress is monitored twice weekly or more frequently if needed*

National Center on Response To Intervention
www.rti4success.org

- Tier 1- K: 60' Open Court, general class
  - DIBELS January, PSF (Phoneme Segmentation Fluency): 11 (Norm: 7-18; category: "some risk")
- Tier 2
  - January-March, small group intervention: "Road to the Code," 15' day, group of 6, taught by "trained instructional assistant (IA)"   (March PSF: 41— norm=>35-- Intervention discontinued
- Tier 1- 1st: 60' Open Court, general class
    - DIBELS September, NSF: 20 (norm=25)
- (1) Tier 2: "Open Court Booster," 30' day, group of 12, trained IA
- (2) Tier 2: November, NWF up 4 pts, moved to group of 6
  - January, NWF up to 37 wpm, norm=50 ORF=3 wrc, norm=20. From Nov-Jan, Mary's score increased by 8 pts. while group averaged 15 pts.
- Tier 3: Late January, "Early Reading Intervention," 30' in addition to 60' core, group of 4, trained IA, 8 weeks
  - NWF: 41 (increase of 4 wrc, norm=50) ORF: 11 (increase of 8 wrc, norm=40)
  - Peers in small group increased NWF avg. 10 pts. and ORF avg. of 12 pts.

National Center on Response To Intervention
www.rti4success.org

"Early Intervening"

%/# Students in DEFICIT range	2000-01	2005-06
ISF Beginning K	16% (116 students)	16% (118 students)
PSF End K	7% (50 students)	3% (23 students)
LNF Beginning 1st	22% (159 students)	11% (87 students)
ORF End 1st	20% (133 students)	9% (70 students)

Early Identification?   <u>% K-3/K-12</u>: Dec. Census 2001: 11% Dec. Census 2005: 17%   Dec. Census 2006: 15%

Overall #s K-12 SLD=(2001: 507; 2005: 530; 2006: 513)

Grade 1: 2004=8; 2006=12 Grade 2: 2004=19; 2006=49

National Center on Response To Intervention
www.rti4success.org

RTI Components
(Technology)
Current practices
Change agent

Perceived Role
(Personal Theory)
Professional beliefs
Context

School Culture
(Social System)
- Team relationships
- Team chemistry

William Reid (1987)

National Center on Response To Intervention
www.rti4success.org

Getting to Know Your Learning Disabilities Resource Kit

The National Research Center on Learning Disabilities has developed this resource kit to help you navigate changes related to specific learning disability (SLD) determination and responsiveness to intervention (RTI).

Specific Learning Disability and Responsiveness to Intervention General Information
The general information in this folder covers a broad range of issues and provides a solid background on SLD and RTI.

Specific Learning Disability and Responsiveness to Intervention Tools for Change
The tools in this folder will help you begin to make changes in the procedures you use for specific learning disability determination.

Getting Started with SLD Determination: After IDEA Reauthorization
The information, activities, and worksheets in this manual will guide you and your team as you examine the current SLD determination process in your state, district, or school; define your challenges and your conceptualization of SLD; and design and enact new models of SLD determination.

Responsiveness to Intervention: How to Do It
This tool will help you design and implement responsiveness to intervention models in the context of SLD determination. This manual provides comprehensive coverage of RTI features, based on current research.

Electronic Resources CD
This CD contains electronic resources to support your efforts to make changes to the SLD determination procedures in your state, district, or school.

PowerPoint Presentations
The handouts in this folder accompany the PowerPoint presentations found on the Electronic Resources CD in this kit.

Parent Pages
As your schools move forward with changes in SLD determination procedures—possibly adopting responsiveness to intervention as one component—parents likely will have questions. The materials in this folder are designed to help you answer these questions.

www.nrcld.org

IDEAs that Work
U.S. Office of Special Education Programs

National Center on Response To Intervention
www.rti4success.org

- National Center for Student Progress Monitoring
  - www.studentprogress.org
- Center on Instruction
  - http://www.centeroninstruction.org/
- IDEA Partnership
  - http://ideapartnership.org/
- IRIS Center
  - http://iris.peabody.vanderbilt.edu/rti/chalcycle.htm
- Florida Center on Reading Research
  - http://www.fcrr.org/Curriculum/PDF/PrincipalWalkthroughThirdGradeFinal.pdf
- RTI TA Center
  - http://www.rti4success.org/

Daryl Mellard
DMellard@ku.edu
785-864-7081

U.S. Office of Special Education Programs

National Center on Response To Intervention
www.rti4success.org