

Why RTI?

Understanding Response to Intervention

Prepared by

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**How would you define RTI?
(In 10 words or less)**

Something has to change

- Our traditional US school system was designed to **sort** students
- The majority of special education students are receiving services because they **cannot read**
- General education teachers need more tools than “refer to special ed”
- The national re-designation rate for Special Ed students is **1.8%**

There is no way a **single teacher**
has all the **time**,
all the **knowledge**,
and all the **skills**
to meet all the needs
of every child in his or her class(es).

Buffman, Mattos, & Webber 2009

As a community we do and we can.

What is Response to Intervention?

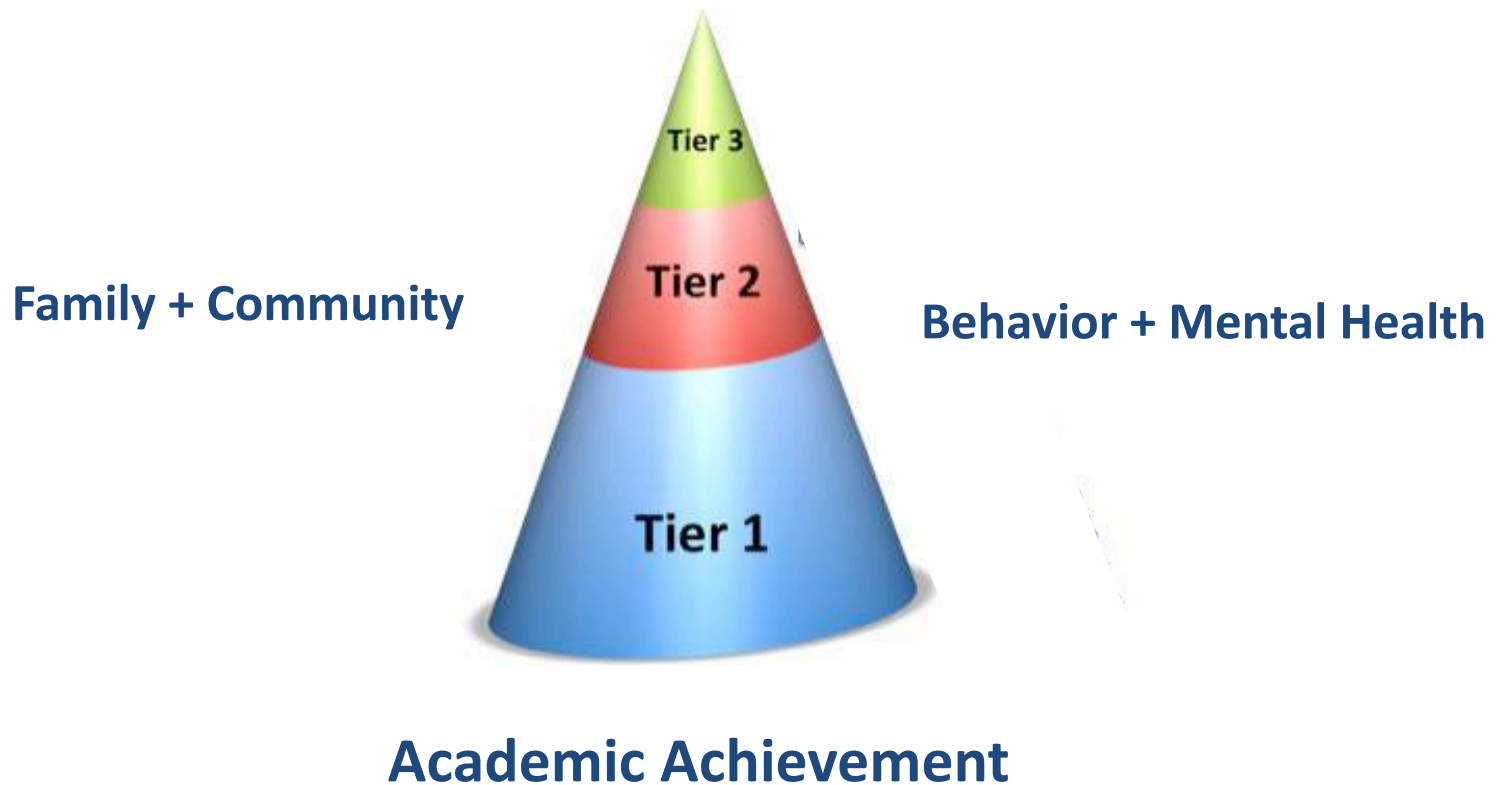
- **Create a community of support**
- **Identify and intervene early**
- **Focus on First Instruction**

At its core, RTI is about coming together to help all students succeed.

*The right **Response** begins with the right **Questions***

- Who are my students? What do they need to learn? How can I help when they struggle?
- Why are some still struggling? What other skills do they need?
- Did it work? Is there another way?

Response to Intervention is a systematic, intentional way of asking these questions.



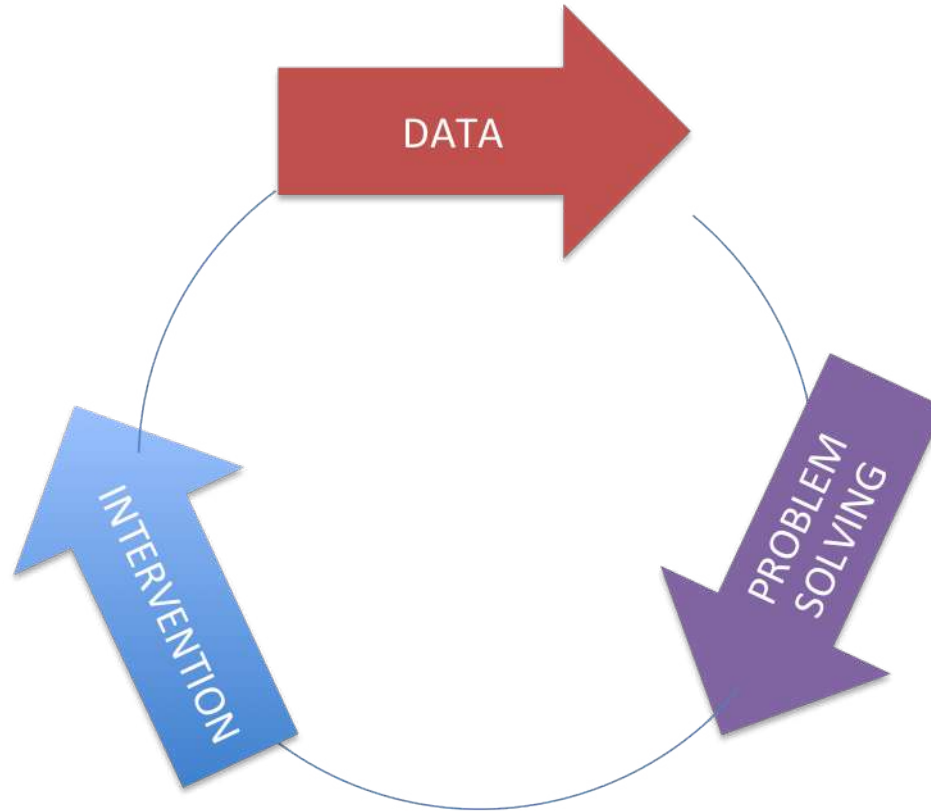
What is Response to Intervention?

The Big 3

- **Data:** RTI is a way of using data to systematically identify the reasons why a student is struggling.
- **Problem Solving:** RTI is a way of helping the teacher, the parent and the student understand the difficulty, the goal, how to get there, and how to know when they have arrived.
- **Instruction & Intervention:** RTI is a framework for systematically determining how well instruction is working for individual students and making adjustments to accelerate learning for all.

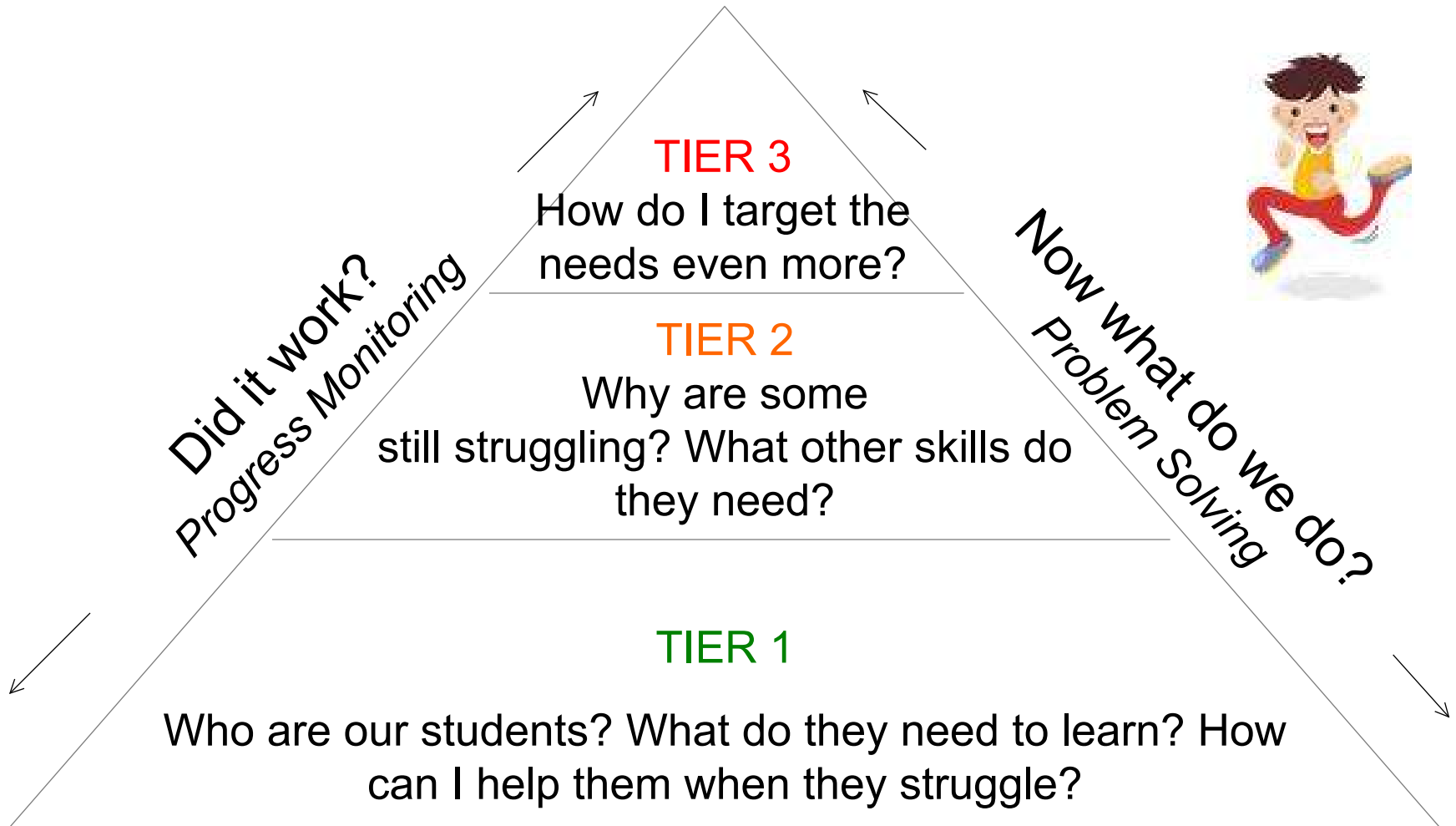
What is Response to Intervention?

The Big 3



The RTI Pyramid

Data, Problem Solving, Intervention



The RTI Pyramid

Data, Problem Solving, Intervention

TIER 3

Data: Add'l Diagnostics/PM

Problem Solving: SST

Intervention: Intensify

TIER 2

Data: Diagnostic Assessment/Progress Monitoring

Problem Solving: Collaborative Team

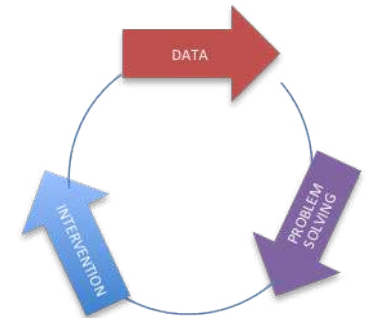
Intervention: More time + more targeted

TIER 1

Data: Universal Screening

Problem Solving: Professional Learning Communities

Intervention: Core Curriculum & Small Group Instruction



Response to Intervention is not...

- Special ed
- A new program
- A new assessment
- “DIBELing”
- An intervention curriculum
- A new barrier to special ed services
- An easier way to get special ed services
- A place to send difficult students

Response to Intervention

A formal definition

Response to Intervention (RTI) is a way to help students at the first sign of difficulty. RTI supports academic, behavioral and community needs through systems of data analysis, problem solving, instruction and intervention. **RTI is not a program but a process:** a way to identify who is at-risk, why they are struggling, and how we can support them as a community.

**How would you define RTI now?
(You get more than 10 words this time.)**

Where does RTI come from?

Individuals with Disabilities Education Act (IDEA) 2007

- IDEA 2007 changed the criteria for identifying a Specific Learning Disability from only using a “discrepancy model” to also including a “response to intervention model”.
- Currently, about 50% of Special Ed students are identified as having a Specific Learning Disability (processing disorder)
- Of those students, 80% are in Special Ed because they cannot read
- Special Ed does not “fix” these problems – only 1.8% of students nationally are re-designated as general education students (Mike Mattos, Solution Tree)
- IDEA 2007 allows 15% of special education funds to be used for school-wide early, pre-referral interventions to help alleviate learning difficulties for struggling students.

www.ed.gov

What this means for educators

- We don't have to wait until a child has failed to act
- We are called on to employ systems of collaboration and problem solving to identify difficulties early and with enough specificity to intervene
- General Ed and Special Ed can benefit from each other's expertise
- All students have access to support at the first sign of struggle
- These are OUR kids, and all of us are responsible for ensuring that all students learn

What this means for Special Ed

PREVIOUSLY...

A student had a **Specific Learning Disability** if and only if their achievement scores were significantly *discrepant* from their cognitive scores.

Special Ed funds could only be used for Special Ed students – only students already identified as disabled could benefit from the expertise and services of the department.

NOW...

Students may also be identified as disabled if they do not respond to scientifically based instruction and intervention implemented with fidelity.

Up to 15% of funds can be used to support early intervention with General Ed students and cross departmental collaboration is condoned as part of supporting ALL students

It's not Special Ed, it's not General Ed – It's just Ed!

The **wrong** questions:

- How do we implement RTI?
- How do we get students proficient on state tests?
- How do we stay legal?
- What is wrong with the student?

The **right** questions:

- What do we want for our children?
- What do our children need?
- What is our current reality?
- What do we need to do?
- How will we do it?

Why RTI in OUSD?

Significant Disproportionality

- In March 2010 OUSD was identified by the California Department of Education as significantly disproportionate in its over identification of African Americans for Special Education and related services for the academic year 2007-08.
- Areas of significant disproportionality were found for the over identification of African American students in the categories of Emotional Disturbance, Intellectual Disability and Specific Learning Disability.
- OUSD was required to develop a plan to address the root causes for over identification.
- 15% of special education was funding *mandated* to be used for district-wide early, pre-referral interventions.

Why RTI in OUSD?

Significant Disproportionality

- Response to Intervention is one of the ways OUSD is addressing disproportionality
- We aim to:
 - Identify difficulties earlier
 - Intervene effectively
 - Solve small issues before they become big problems
- RTI allows us to start helping students NOW
 - We can help struggling students before they fail
 - We can give students with difficulties the tools to access their education within the General Education classroom
 - We can identify students who truly need the specialized help of Special Education
 - We can help all students feel successful and cultivate their love for learning



No purchase necessary

You already have many of the tools needed to start building an RTI framework.

- ✓ Leadership teams
- ✓ Professional Learning Communities
- ✓ Student Study Teams
- ✓ Data Meetings
- ✓ Workshop/Centers
- ✓ Grade level/department meetings
- ✓ After school/Before school programs

Additional Resources

1. OUSD RTI Website: www.ousd.k12.ca.us/RTI
2. National Center on Response to Intervention: www.rti4success.org
3. Curriculum Based Measurements for screening and progress monitoring: www.easycbm.com
4. Intervention Central to create your own progress monitoring: www.interventioncentral.com
5. DIBELS screening and progress monitoring tools: www.dibels.uoregon.edu

Contact Information

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