

Response to Intervention

RTI In My Classroom: What Does it Mean to Me?

UCF Literacy Symposium
April 6, 2012

Meet Bailey...

Bailey is a motivated 5th grade student at a local elementary school. He is an only child, and is raised by his single mother and grandmother. He has had a progress monitoring plan since 2nd grade, was retained in 3rd grade (mandatory FCAT retention), and was assigned to 4th and 5th grade, with consideration for retention each year. Informal phonics, phonemic awareness, and spelling assessments indicate that Bailey struggles with some ambiguous vowel patterns (aw, ough, etc.) and inflected endings.

Greater academic concerns are revealed by formal and informal reading comprehension assessments that indicate that Bailey's independent ZPD is 510-530L (early 3rd grade), and he struggles with the following comprehension strategies and skills: activating prior knowledge to support predicting, retelling events, understanding and answering inferential questions, identifying the authors' purpose, and determining importance. Fluency assessments indicate a reading rate that is acceptable for 4th grade, Fall, but Bailey does demonstrate expression and prosody during oral reading.

Advance Organizer

- Discuss “Response to Intervention” (RtI);
- Describe the Tiers of Services in RtI within Problem Solving framework using a case study;
- Discuss the critical roles for reading/literacy teachers, coaches, and school psychologists within the Problem-Solving process of RtI process; and
- Consider and discuss my role in this process.



Response to Intervention

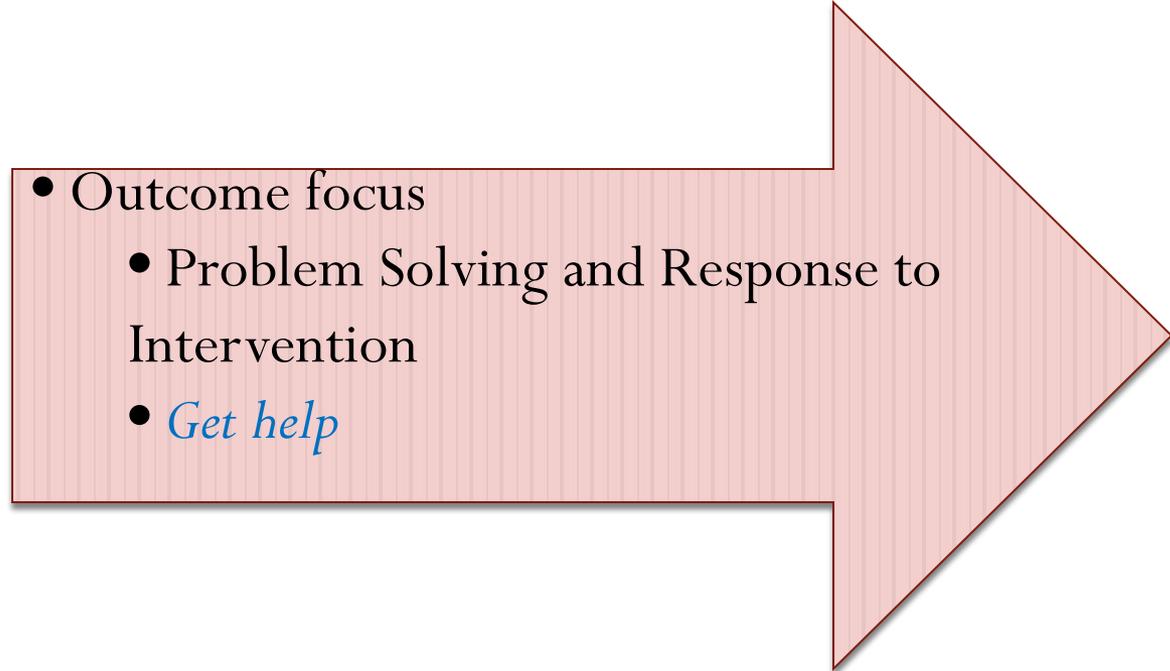
RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction.

National Association of State Directors of Special Education, 2005



Paradigm *Shift*

- Eligibility focus
 - Diagnose and Place
 - *Get label*

- 
- A large, light red arrow with a dark red outline, pointing to the right. It contains the following text:
- Outcome focus
 - Problem Solving and Response to Intervention
 - *Get help*



Shifts in the Law

Alignment of NCLB and IDEA

Changing Educational Focus

- Improved student outcomes
- Effective instruction
- Early intervention and prevention
- Use of evidence-based interventions
- Use of data (data-driven decision making)

SLD Rule Implementation Workshop, 2009



Shifts in Practice

- Focus on intervention not placement
- Use of assessment to identify effective interventions
- Base interventions on student need rather than label or diagnosis
- Make decisions based on student outcome
- Apply Problem Solving/RtI fluidity

SLD Rule Implementation Workshop, 2009



Shifts in Focus

“RtI seems like a better solution than that usually somewhat haphazard selections of supports. RtI tries to make sure that classroom teaching is “up to snuff” and that when students falter, there will be a rich, and ultimately, sufficient instructional response to his or her reading needs.”

T. Shanahan, 2008



Goals of Rtl in Florida

- Ensure that students' difficulties are not due to lack of appropriate instruction.
 - Implement scientifically-based instruction and interventions based on individual needs, with the ultimate goal being student success in the form of increased academic achievement and positive behavior as early as possible.
- Provide **early** intervention for students who need it as early as possible.
- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress and using data within the problem-solving process.



Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

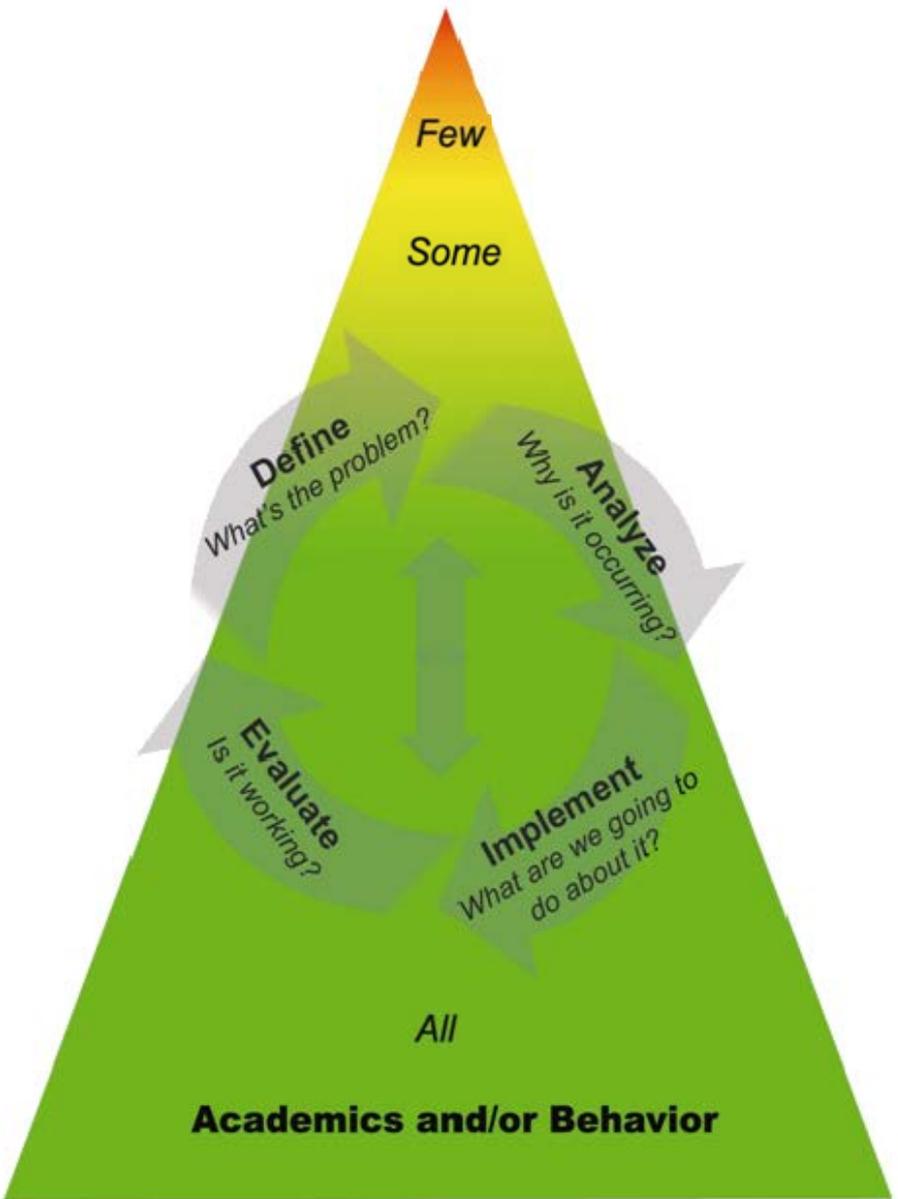
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum

Tier 1: Core, Universal Instruction & Supports.

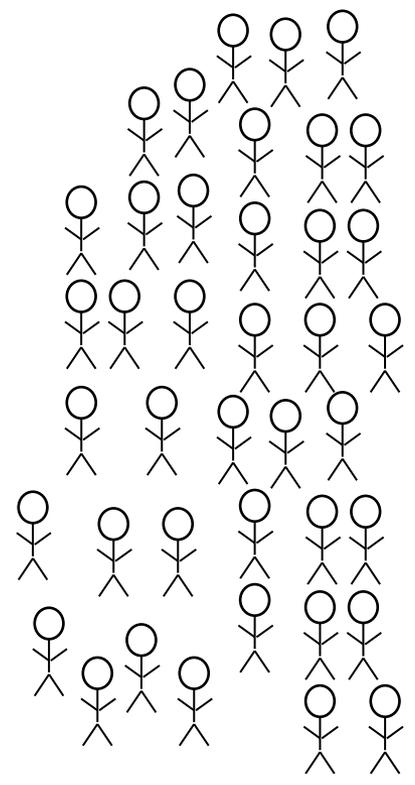
General instruction and support provided to all students in all settings.



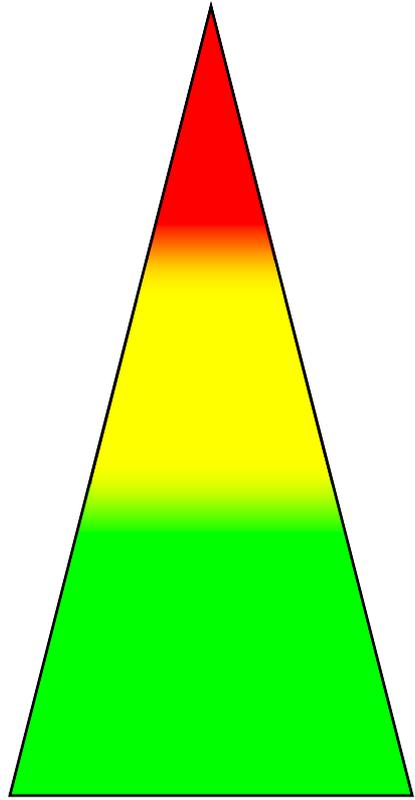
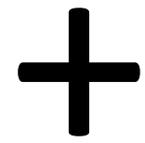


Three Tiered Model of School Supports

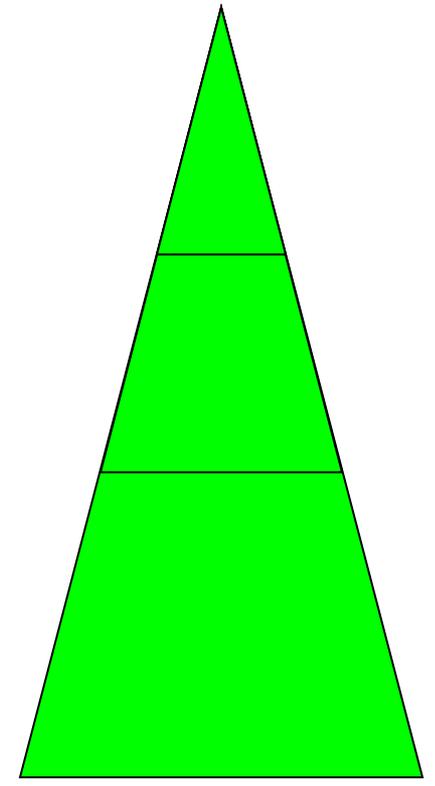
These students



get these tiers
of instruction



in order to meet
benchmarks.



Tier I: Instruction and Support

What
about
Bailey?

Tier I - Assessment

Benchmark Assessment
Universal Screening-District
Curriculum-based Assessments

Tier I - Core Instruction

Whole-class Instruction
Differentiated Instruction and
Accommodations



Core Components of Tier 1

- Consensus on core curriculum and instructional methods to meet NGSSS
- Procedures and ongoing professional development to assure high-quality teaching core curriculum to all students
- A continuum of instructional approaches and accommodations to differentiate to meet individual student needs within whole class – **differentiated instruction**
- Multiple resources (curriculum, technology, and personnel) to continuously enhance instruction, as needed, to meet needs of most students through general education resources
- Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student mastery of NGSSS

Tier II: Intervention/Support

What
about
Bailey?

Tier II - Assessment

Curriculum-based Assessments
Classroom Observations
Intervention Data
(peer group comparison)

Tier II - Targeted Interventions

Targeted Group Interventions
Differentiated Instruction
& Small Groups to Increase
Intensity and Duration (e.g.,
Tutoring, Supplemental Resources,
etc.)

Tier I Assessment

Tier I - Core Interventions

Tier III: Intervention/Support

Tier III: Assessments

Curriculum-based Assessments
Progress Monitoring Graph/Rtl
(Eligibility Assessment)

Tier III: Individualized Interventions

Academic Intervention Plan
Individual Tutoring
Intensive Intervention Services

Tier II Assessments

Curriculum-based Assessments
Classroom Observations
Intervention Data
(peer group comparison)

Tier II Targeted Interventions

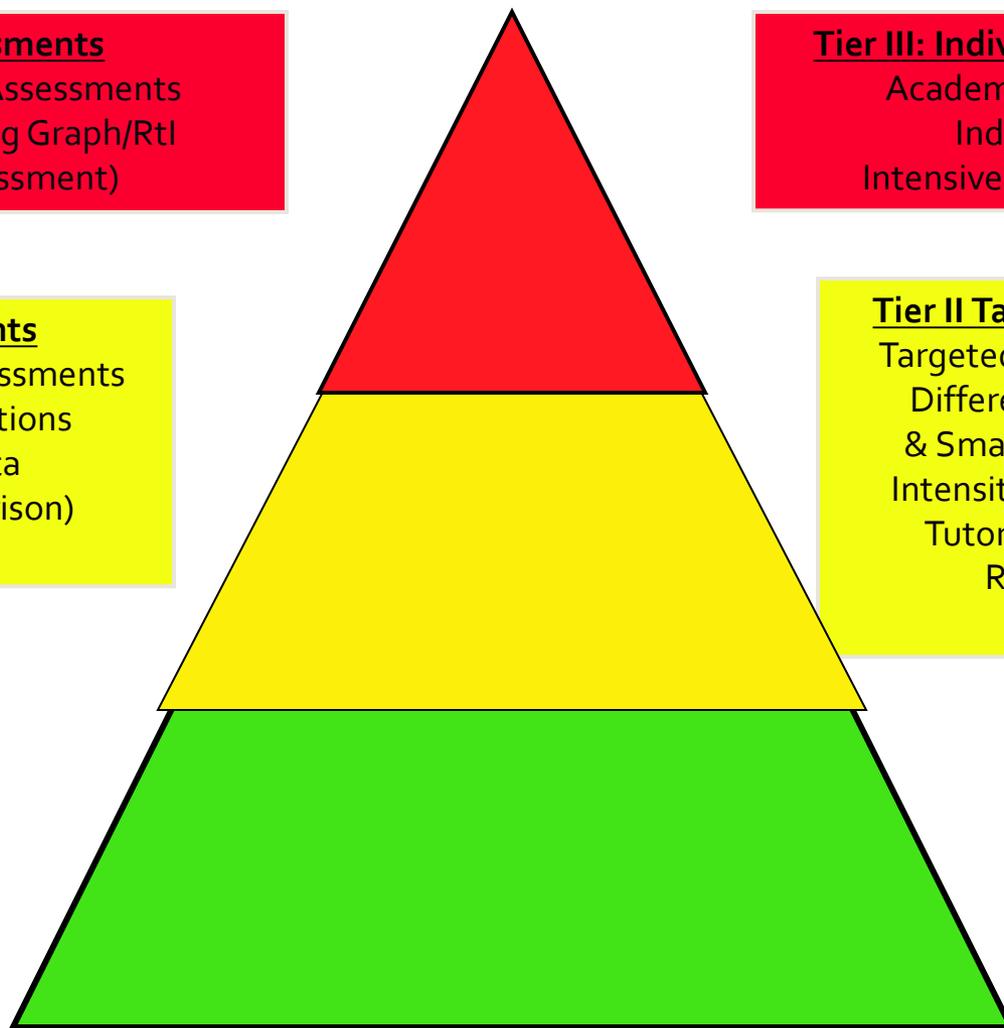
Targeted Group Interventions
Differentiated Instruction
& Small Groups to Increase
Intensity and Duration (e.g.,
Tutoring, Supplemental
Resources, etc.)

Tier I Assessments

Discipline Data
(ODR)
Benchmark
Assessment
Universal Screening

Tier I Core Interventions

School-wide Discipline
Positive Behavior
Supports
Whole-class
Interventions





Multi-Tiered System of Support (MTSS)

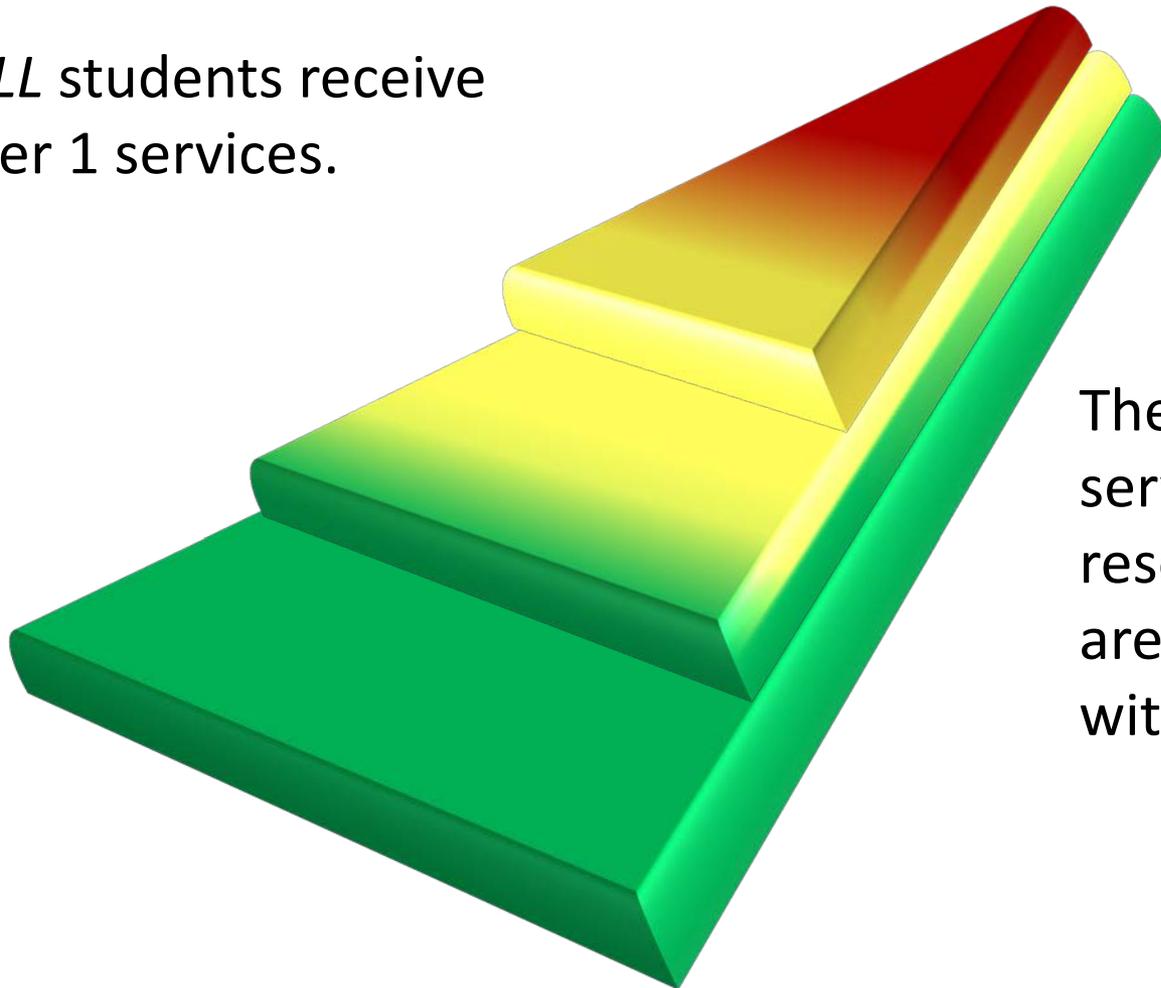
1. The first tier (universal) consists of the core curriculum and general education program which is based on evidence-based practices. The initial task in this process is to assure that the core curriculum is effective for a major portion of the students.
2. In addition to verifying that the core curriculum results in success for most students, the second tier (supplemental) consists of supplemental instruction in addition to the core curriculum to support the small groups of students who continue to struggle. Tier two interventions are delivered in a small group format using strategies known to be effective in addressing these learners.
3. **Tier three (intensive) interventions are designed to be individualized, intensive long-term interventions for students who have not responded to Tier I and Tier II interventions that have been delivered with a high degree of fidelity.**

At all tiers, the four-step, PS/Rtl process is used to maximize outcomes for students.



Tiers as Resources

ALL students receive
Tier 1 services.



The three tiers of
service are stacked
resources so that they
are layered and aligned
with each other.



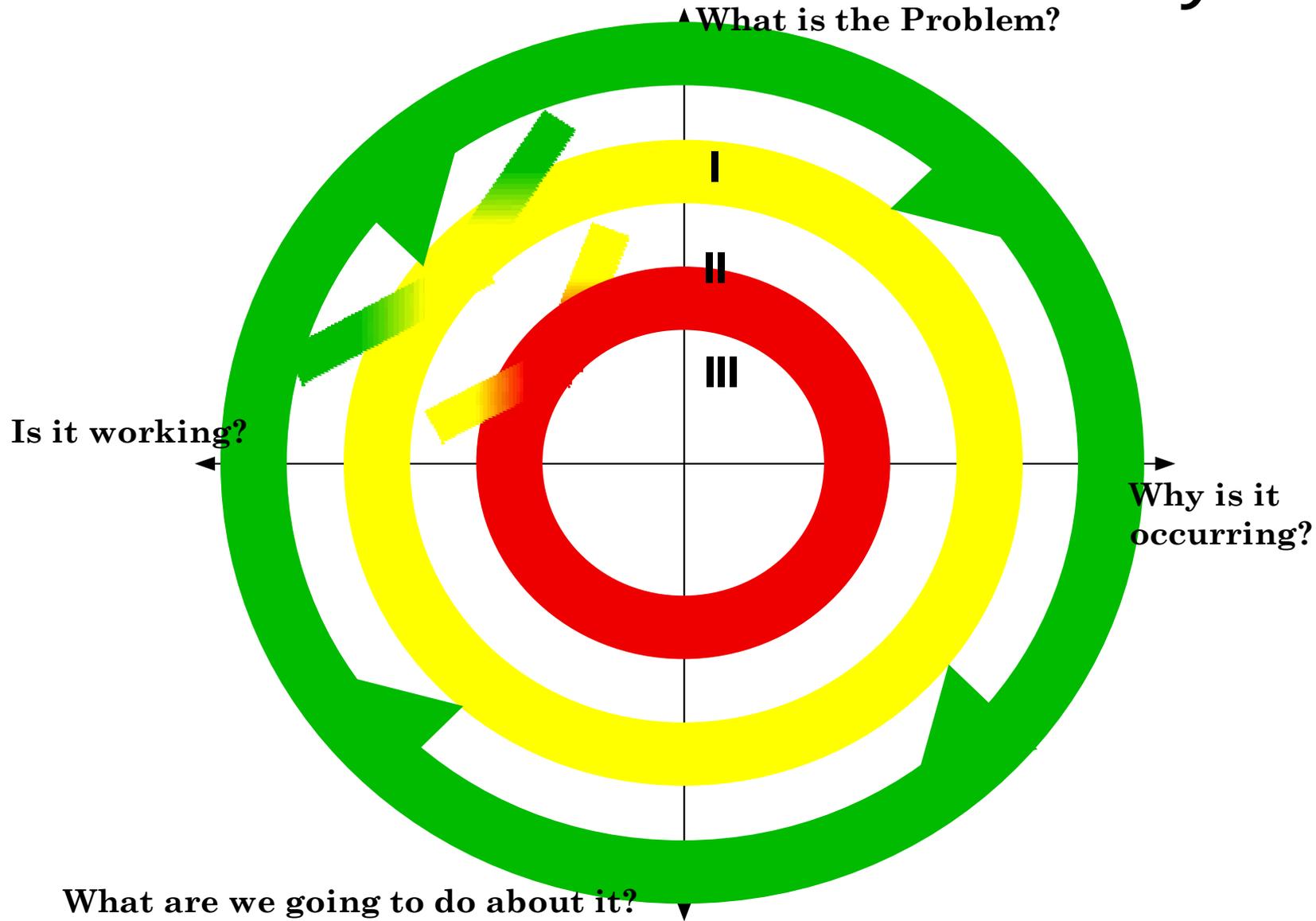
REMEMBER: The | in RtI

- RtI is based on the actuality of interventions delivered as intended
- We **cannot** assess the effectiveness or student response if the *intervention* was not implemented as designed
- Intervention *integrity* must be ensured and documented - supported through intervention planning

SLD Rule Implementation Workshop, 2009



Tiers of Service Delivery





A *Shift* in Thinking

The central question is not:

“What about the student is causing the performance discrepancy?”

BUT

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else.



Roles for Reading Coaches, Teachers, and School Psychologists

“Reading teachers and coaches should be included in the RtI decision making and program implementation because of their deep knowledge in the teaching of reading. The whole idea of RtI is to improve and intensify the education provided to students who have trouble learning, and accordingly the teachers who are helping guide the decisions for how to do this best must possess a great deal of knowledge about the teaching of reading-there would be no good reason for inviting them to the table otherwise.”

T. Shanahan, 2008

- **Consider: WHAT ARE MY ROLES WITHIN THE RTI PROCESS IN FLORIDA?**



Role of Reading Specialists

Reading specialists can offer tremendous value and expertise at many levels, from program design, data interpretation and instructional / intervention planning, and professional development.

- System Design
- Collaboration and Data Interpretation/Use
- Professional Development
- Services to Students

International Reading Association, 2006

Role of Instructional Coaches

- Facilitate and maintain communication within school
- Support leadership teams and assist with capacity building
- Facilitate and coach problem solving and promote release of responsibility to school-based personnel
- Facilitate the change process
- Assist teams with making data-based decisions and investigating efficacy of instructional program
- Provide and/or access **content expertise**
- Assist in facilitating or coordinating staff development
- Provide support for assessment & implementation monitoring

Collaboration and Data Interpretation/Use

“Reading professionals should have a firm grasp of sound assessment strategies and procedures, as well as an understanding of instructional texts and other materials that can support the successful teaching of reading.”

Allington, 2008

Role of School Psychologists

School Psychologists are among the best-trained professionals to help in development, implementation, and evaluation of RTI.

- System design
- Team Collaboration
- Serving Individual Students

RTI is a component of comprehensive assessment.

NASP *Communiqué*, 2006

Role of Special Educators

- Collaborate/share information re: evidence-based instructional practices, interventions, assessments, etc.
- Co-teach/support within reading/content classes
- Provide in-class support/interventions to small groups of students
- Provide interventions to identified students
- Complete/assist with assessments (e.g., progress monitoring, curriculum based, diagnostic, etc.)
- Collect/graph assessment data
- Suggest accommodations/modifications
- Provide resources to school colleagues

Summary

Reading professionals help improve reading instruction through the professional development, coaching, or mentoring that is offered to classroom teachers.

Furthermore, reading teachers and coaches can provide high-quality reading instruction and interventions that raise achievement and provide adequate data to evaluate a student's response to intervention within instructional problem solving.

T. Shanahan, 2009

What are these new opportunities?

- Discuss your evolving role within your school regarding Response to Intervention and Instructional Problem Solving.
- Be prepared to share your experiences and ideas.



Reflect

- What are your next steps in the implementation of the RtI process at your site?
- What are the essential questions that you need to consider?
- What additional questions do you have about the RtI process?

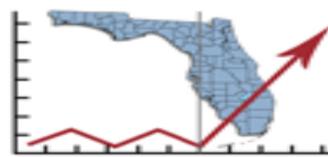
RtI *holds the promise* of ensuring that *all children* have access to high quality instruction, and that *struggling learners* are identified, supported, and served early and effectively.



Scaling-up RtI Collaborative Partners



BUREAU OF EXCEPTIONAL EDUCATION
AND STUDENT SERVICES



**Problem Solving &
Response to Intervention**



New Releases

- General Education Interventions Rule TAP
- PS/RtI Evaluation Tool Technical Assistance Manual
- FLPBS: RtI for Behavior Database Pilot
- Math and Science Model Lesson Video Series
- Parent Video
- Guiding Tools for Instructional Problem Solving (GTIPS)

Guiding Tools for Instructional Problem Solving (GTIPS) Contents

- Guiding Principles: Meeting the Needs of All Students
- Making Connections: Aligning Practices, Efforts, Commitments, and Initiatives
- Continuous Improvement: The Problem-Solving Process
- Team Engagement
- Special Education Eligibility
- Initial Collection of Decision-making Tools

Currently Available

- Florida's RtI Website <http://www.florida-rti.org/>
 - News, Events, & Resources
 - On-line Professional Development
 - Parent Brochures
- Statewide Projects
 - PS/RtI Project <http://www.floridarti.usf.edu/>
 - PBS Project <http://flpbs.fmhi.usf.edu/>
- Florida's SLD Website
<http://www.fldoe.org/ease/sldr.asp>
- The Buzz: BEESS Weekly Memo

RtI Resources

- **RtI State Web Site:** <http://www.florida-rti.org/>
- Florida RtI Introductory Training Course
http://floridarti.usf.edu/intro_course
- Florida DOE Technical Assistance Paper: The Response to Intervention Model <http://www.fldoe.org/ese/pdf/y2006-8.pdf>
- Problem Solving and Response to Intervention
<http://floridarti.usf.edu/index.html>
- RtI Action Network: A program of National Center for Learning Disabilities - <http://www.rtinetwork.org>
- National Center on Response to Intervention - <http://www.rti4success.org>
- National Association of State Directors of Special Education - <http://www.nasdse.org>



“NEVER DOUBT THAT A SMALL
GROUP OF THOUGHTFUL
COMMITTED PEOPLE
CAN CHANGE THE WORLD:
INDEED IT IS THE ONLY THING
THAT EVER HAS.”

- Margaret Mead

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