

# Response to Instruction/Intervention RtI

What is it and how does it differ from what we are already doing or, from what we have been doing?

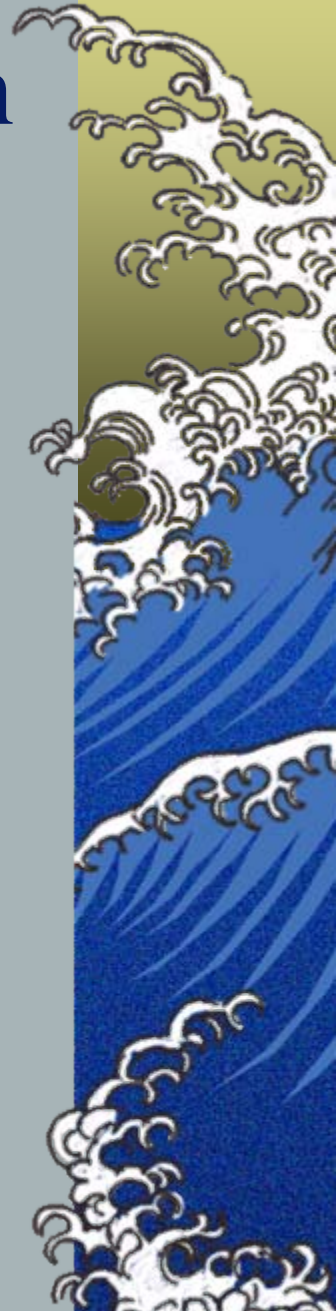
*No Child Left Behind Winter Conference*

*Anchorage, Alaska*

*□ January 16, 2008*

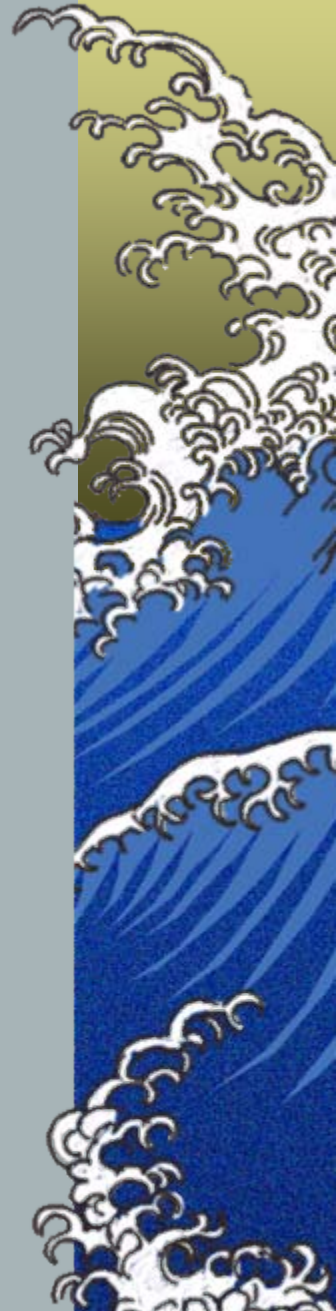
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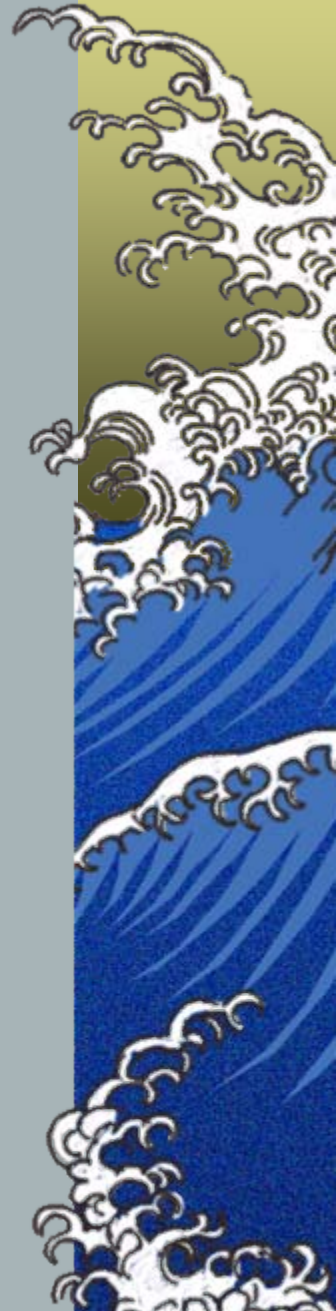
# Objectives

1. Introduction to Response to Instruction/Intervention (RtI) as a decision making model based on the 3 Tier Model of instruction.
2. Discussion of the 3 Tier Model as a vehicle for differentiating instruction particularly for the lowest performing students.
3. Defining how teachers can strengthen their Tier I Instruction/Intervention for ALL students, with particular emphasis on the prevention of reading failure for the lowest performing students.



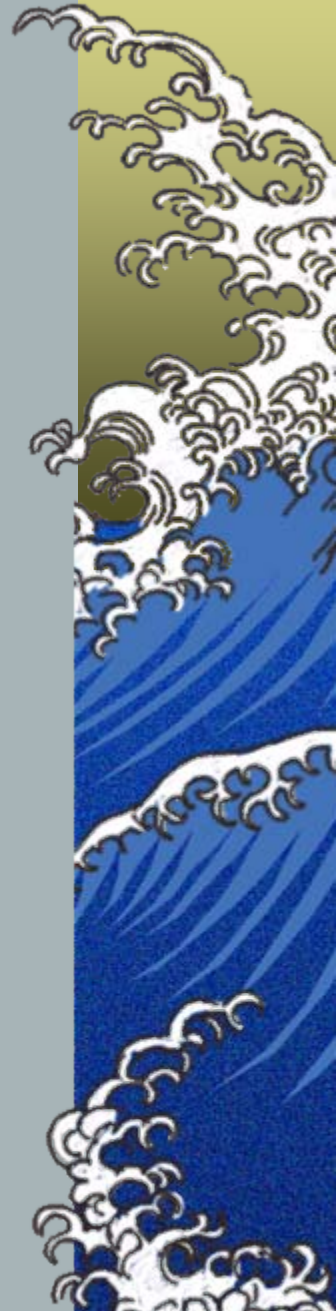
# Objectives Continued

4. Defining the RtI framework from the ground level up, helping you build capacity in your district/school.
5. Collaborating with professional colleagues to create the 3 tiers within your classroom, school and/or district from data.



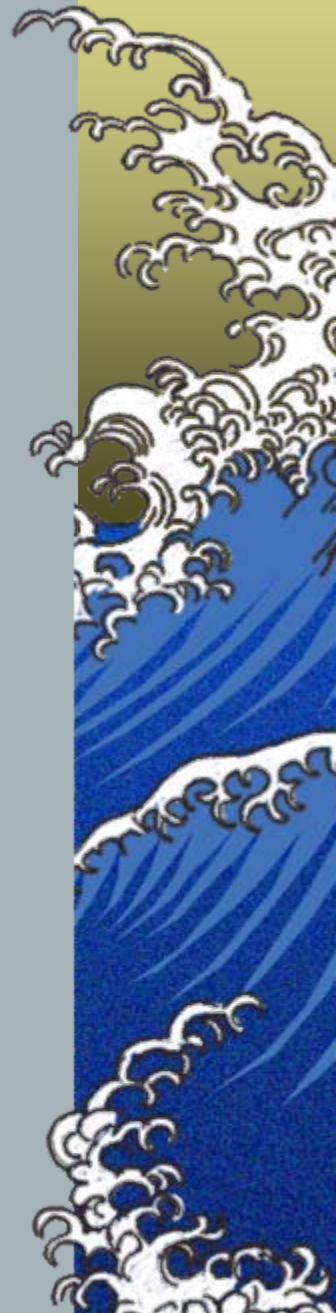
# Support for RtI in the Federal Law

- ▶ The initial purpose of PL 94-142 enacted in 1975 was to provide free and appropriate public education for students with disabilities eligible for special education according to an individualized education plan (IEP).
- ▶ Throughout the revisions of the law more emphasis was placed on being preventative and proactive, catching children before failure.
- ▶ The IDEA Improvement Act of 2004 was the first time that congress included wording from the education reform bill No Child Left Behind (NCLB) to create for identification and eligibility of students for special education.



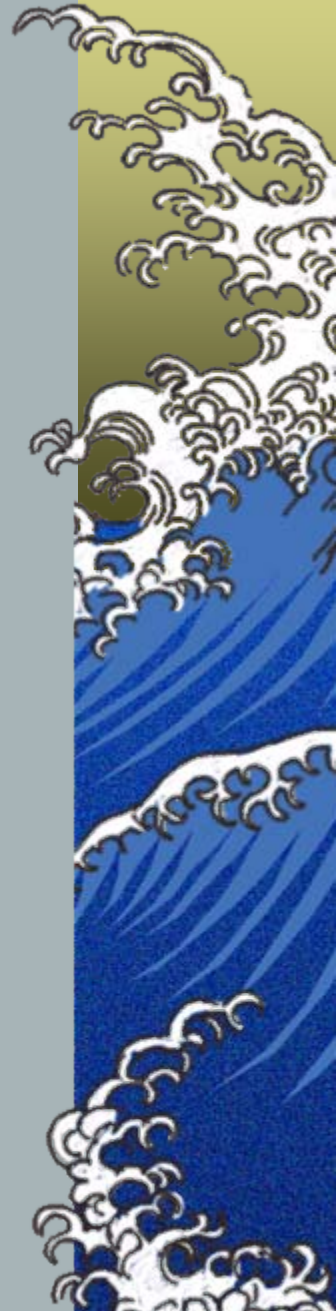
# The Goal of the Government

- ▶ To hold school districts, schools, administrators and teachers accountable to the promise of educating students to be proficient in reading, writing and mathematics.
- ▶ To create a problem solving delivery system that is intended to reduce the number of students who experience academic frustration and failure, many of whom have ended up in special education (due to a lack of instruction).



# The Goal Continued

- ▶ “The reference in IDEA 2004 to assessing lack of instruction means that students who reach third and fourth grade and find themselves significantly behind in reading are not to be identified as special education students if there is not a clear instructional history in reading that follows the guidance outlined in the NRP (National Reading Panel) and as set forth in NCLB.” (NASDSE)
- ▶ It is designed to take the guess work out of assessment and intervention process (science based).



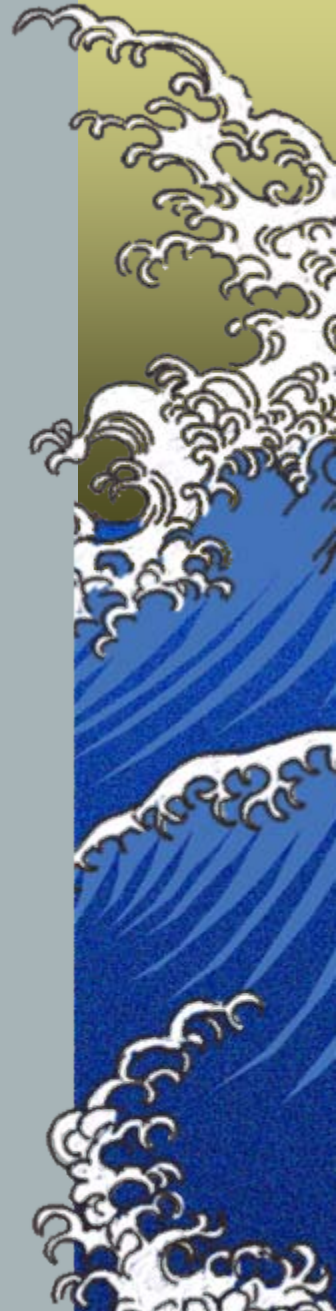
# Discrepancy Model vs. RtI

- ▶ Research has revealed that the severe discrepancy formula as a definition for LD had poor reliability and validity when predicting student achievement. (Fletcher, Denton, & France 2005, Siegel 1989: Vellutino, Scanlon, Small & Fanuele, 2006: Ysseldyke 2005)
- ▶ Severe Discrepancy Model does not distinguish between reading deficits caused by poor instruction vs. reading deficits caused by biologically based deficits. (Vellutino, et al, 2006)



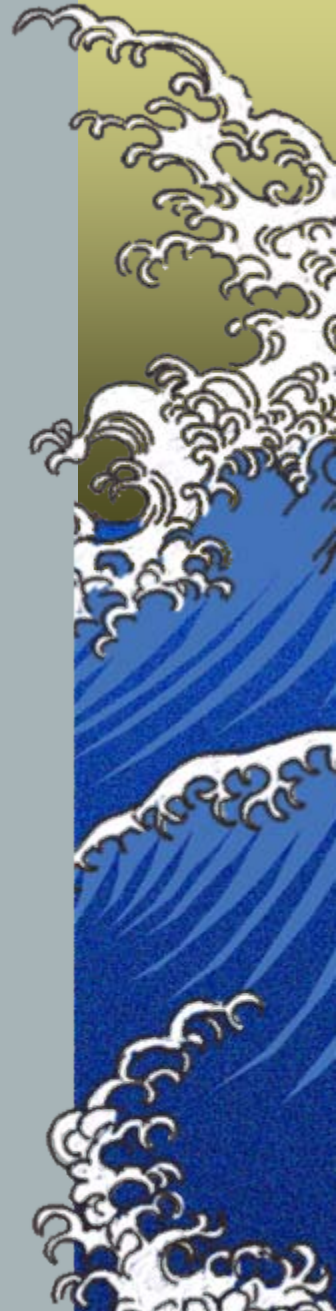
# RtI Requires:

- ▶ Systematic approach to instruction
- ▶ Collaboration across classrooms and regular and special education
- ▶ Explicit goals and expectations
- ▶ Explicit instruction – Phonemic Awareness, Systematic Phonics, Vocabulary, Fluency and Comprehension
- ▶ Progress Monitoring
- ▶ Formative Assessments



# RtI: Framework & Scaffolding

- ▶ Evaluate and Integrate Core instructional curriculum/programs in the district:
  - ▶ Are they scientifically and research based?
  - ▶ If they are scientifically based, does the evidence show they are working for your students in your district?



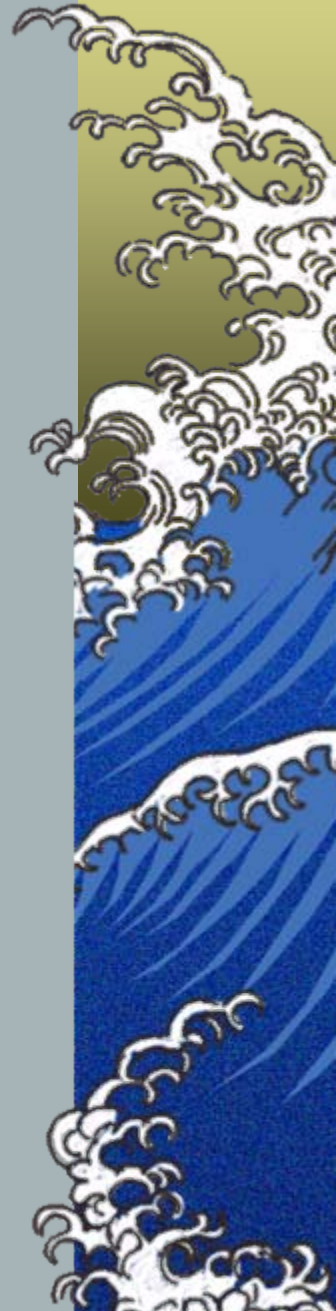
# RtI: Framework & Scaffolding

▲ 3 Tier Model of Service Delivery Model and Decision Making both academically and behaviorally.

▲ Universal (Core) Tier I

▲ Targeted (Strategic) Tier II

▲ Intensive Tier III



# RtI: Framework and Scaffolding Continued

## Problem Solving:

- ▶ Can occur at any tier and should occur at every tier!
- ▶ It increases in intensity across all tiers.
- ▶ It should involve several professionals in the decision making process for changing and implementing new and different instructional programs and/or increasing the amount of time a student receives an intervention.



# RtI is a Problem-Solving Approach

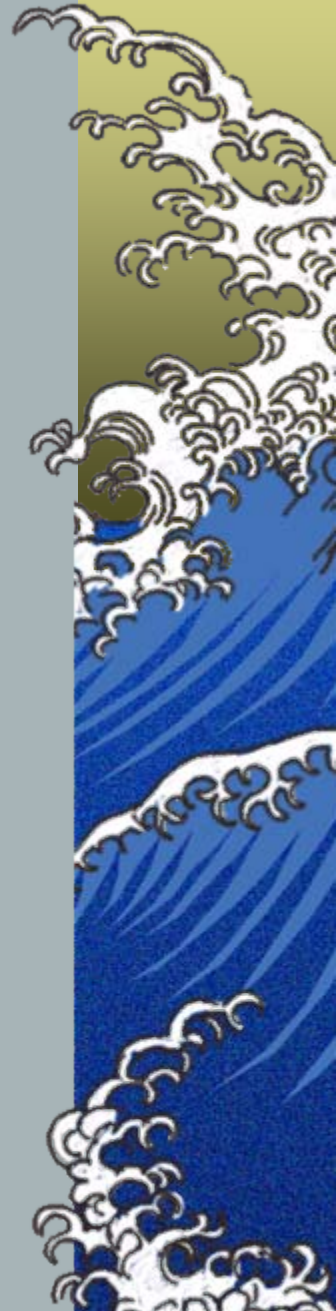
▲ The Heartland Area Educational Agency in Iowa began using a tiered problem solving model in 1990 and it defines their problem solving model “as process that includes and objective definition of student behavior problems or academic difficulties, systematic analysis of the student’s problem and implementation of a planned systematic set of interventions.” (Grimes & Kurns, 2003)

- 1) *Identify the problem*
- 2) *Define the problem*
- 3) *Design intervention plan*
- 4) *Implement the plan*
- 5) *This systematic process results in a solution to the problem.*



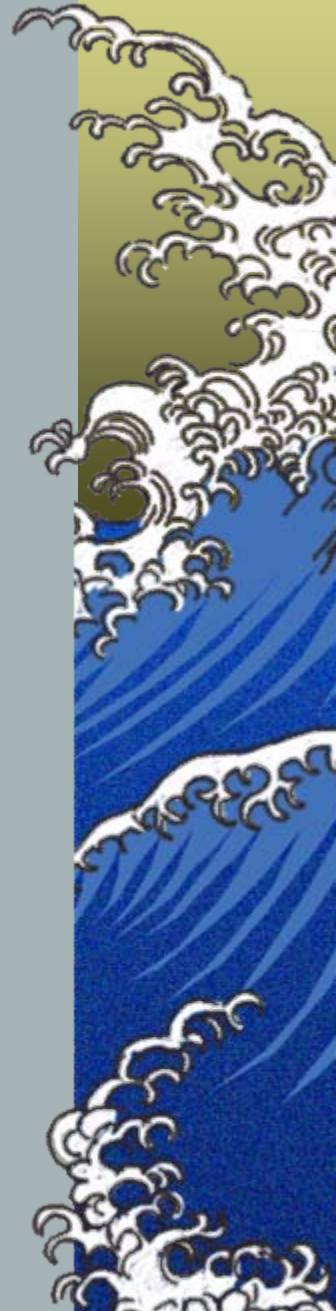
If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem.

- Krishnamurti

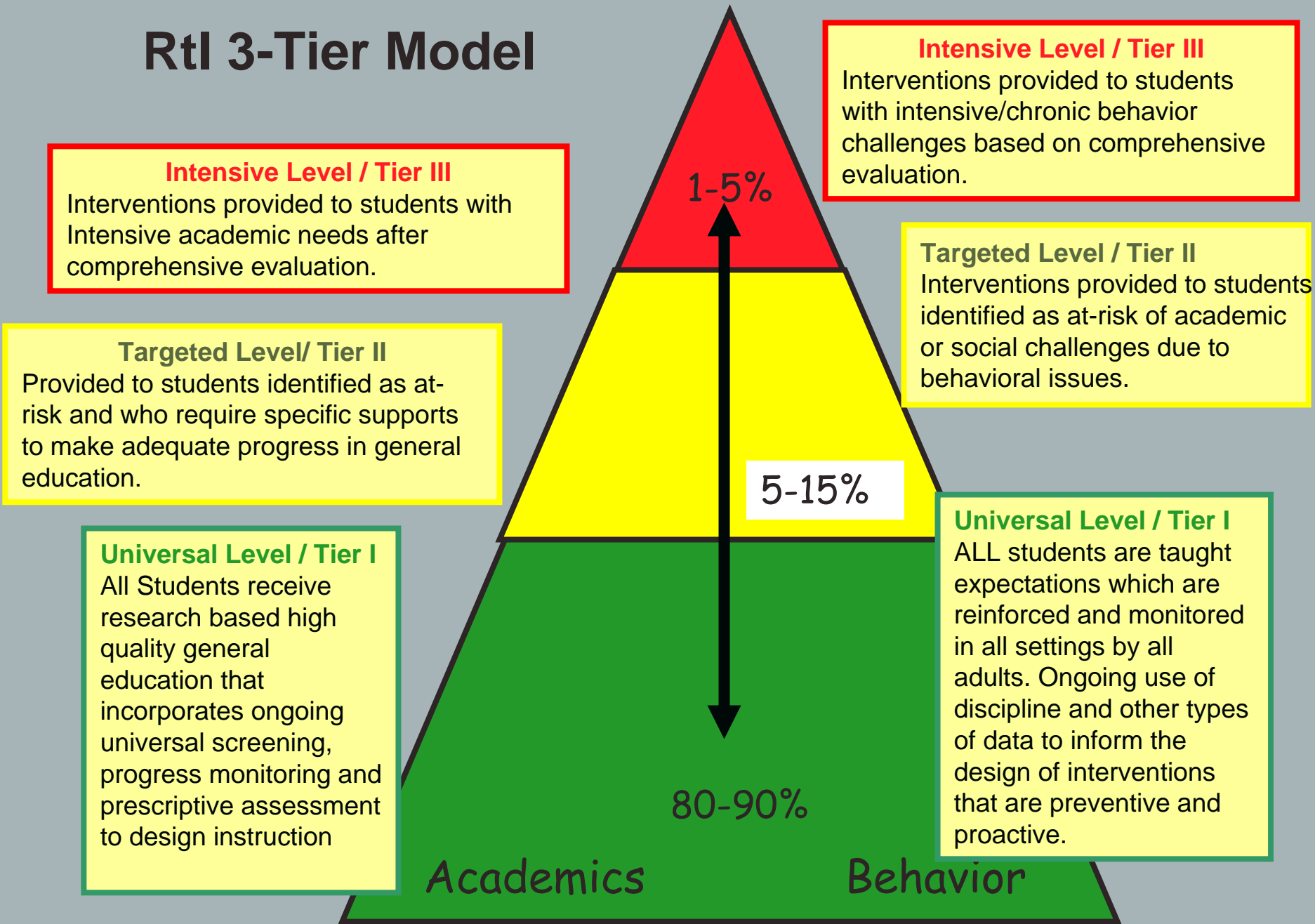


# Three-Tier Model

- ▶ Assessment by response to intervention
- ▶ Monitor and evaluate at all stages
- ▶ Tier I
  - Provide **quality** classroom instruction for all students
- Tier II
  - Provide supplemental intervention and progress monitor
- Tier III
  - **Intensify** instruction and progress monitor more frequently



# Rtl 3-Tier Model



# Effective Tier I Instruction

## ▲ Effective Tier I instruction requires

- ▲ At least a 90 minute *un-interrupted* literacy block

### **Intensity:**

Academic engagement of ALL students

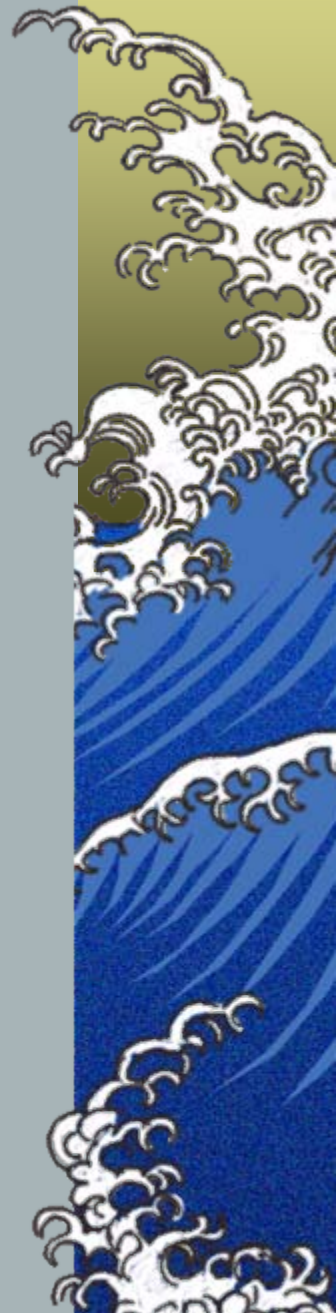
Explicit, systematic instruction

Multiple opportunities to respond to instruction

Immediate corrective feedback

Scaffolded practice of new skills

Cumulative review of previously taught skills

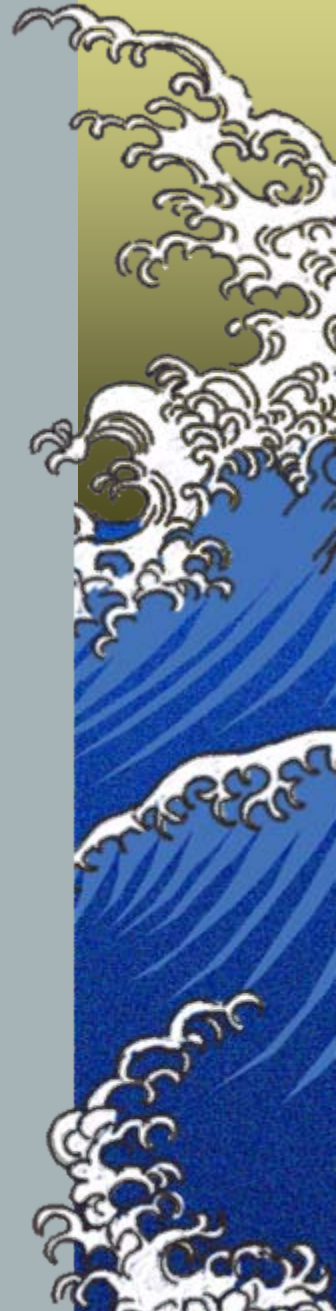


# Alterable Elements of Instruction

Alterable Components	Specific Adjustments				
<b>Opportunities to learn (Time / Concentration of Instruction)</b>	Increase attendance	Provide daily instruction	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<b>Program Efficacy</b>	Pre-teach Re-teach Components of Core	Use extensions of the Core program	Supplement Core with Appropriate materials	Replace current core curriculum	Implement specially designed program
<b>Program Implementation</b>	Model lesson deliver	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program and lesson schedule
<b>Grouping for Instruction</b>	Check group placement	Reduce group size	Reduce teacher lead instruction	Provide individual instruction	Change the instructor
<b>Coordination of instruction</b>	Clarify instructional priorities	Establish concurrent reading periods	Provide complimentary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

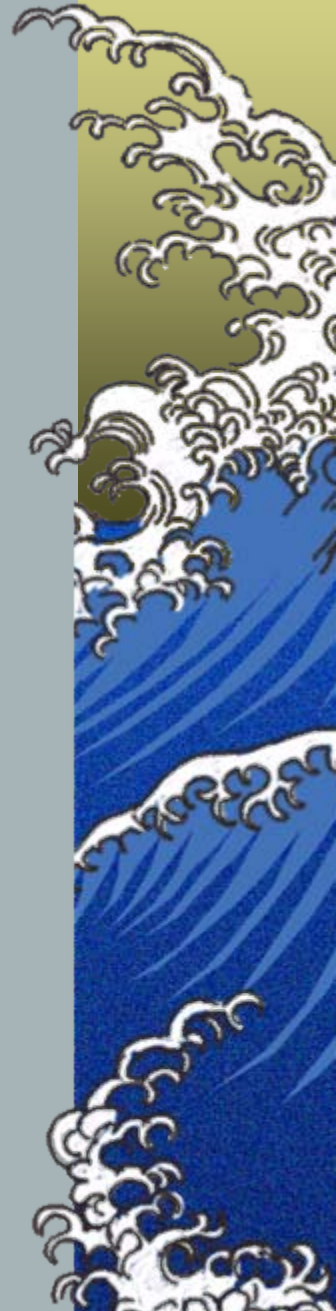
# Tier II - Targeted or Strategic Instruction/Intervention

- ▶ Instruction and/or intervention that goes beyond quality Tier I instruction
- ▶ Provided in small group or one-to-one
- ▶ Systematic and integrated instruction
- ▶ Provided by trained personnel
- ▶ Frequent and intense
- ▶ Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed



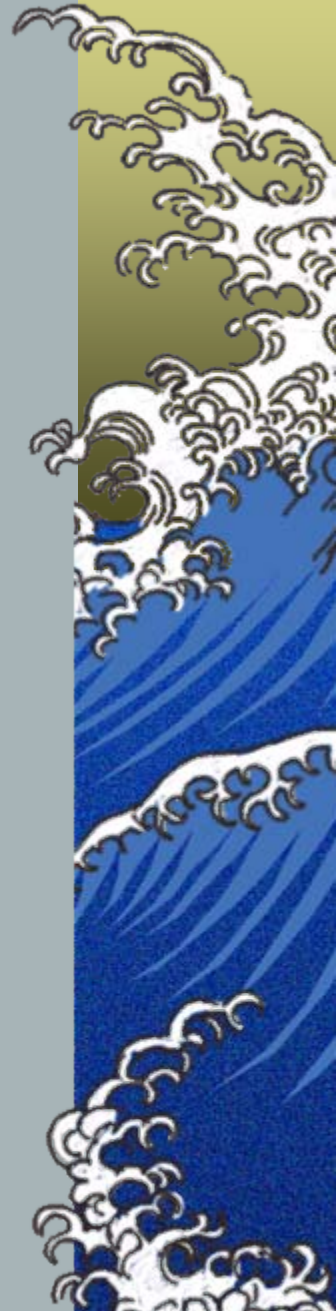
# How do you know when a student needs Tier II?

- ▶ When student demonstrates lack of progress over time
- ▶ Poor response to group instructional procedures used in Tier I
- ▶ These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol



# Can they catch up and go back into Tier I/Core?

- ▶ The intent of Tier II is that students will become proficient at the skills they demonstrated deficiencies in and will be able to re-integrate into Tier I successfully
- ▶ This is a fluid model, students may go between the two as new skills are introduced and more time on task is needed.
- ▶ Sufficient time for interventions to have an effect is not set in stone but somewhere between 10-30 weeks.



# Tier III / Intensive Interventions

- ▶ Intensive instruction - more intense, explicit and systematic than Tier II
- ▶ Targeted with thorough assessment (narrow focus on specific skill deficiencies)
- ▶ Likely include longer interventions that may or may not include the provision of special education services
- ▶ Likely a different curriculum
- ▶ Always assess quantity of time and quality of instruction we are focusing on accelerating student learning
- ▶ Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education.



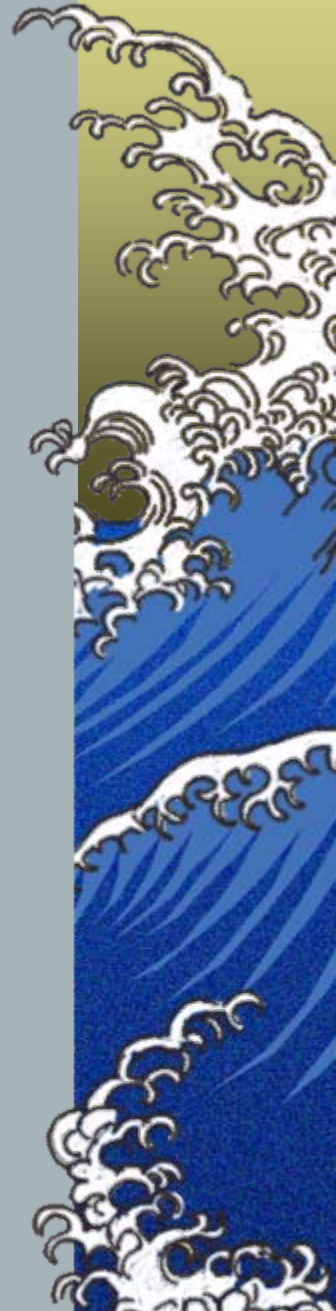
# Intervention:

## What is a “Good” Response?

Once students are identified in the RtI model as Tier I, II or III and all the framework and scaffolding is in place, how do we know what good response is?

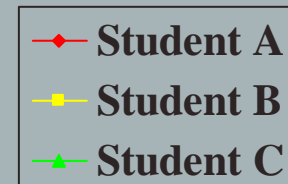
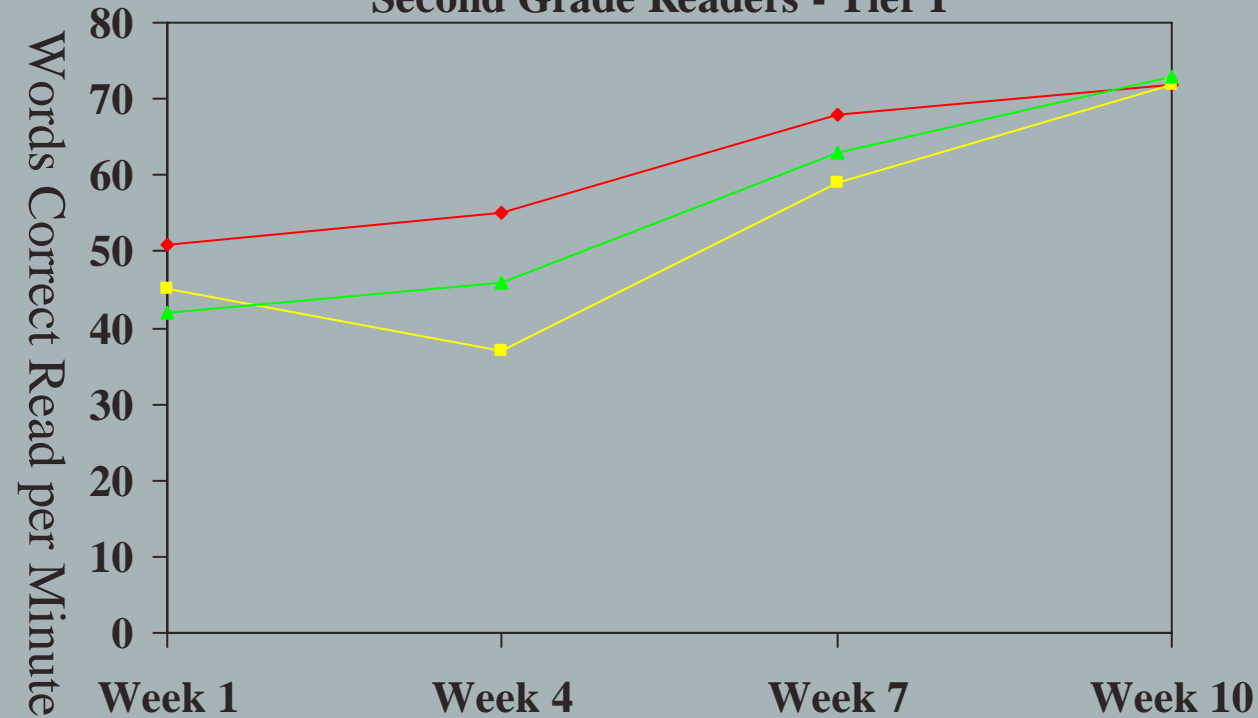
### ▲ **Good Response**

- ▲ *The Gap is closing*
- ▲ *Can extrapolate point at which target student will come in range of peers – even if this is long range*



# Good Response

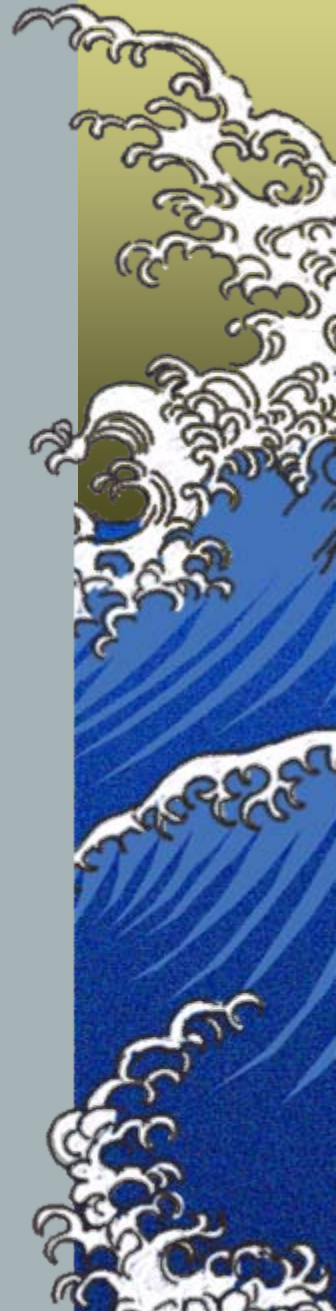
Second Grade Readers - Tier I



# What is a “Questionable” Response to Intervention?

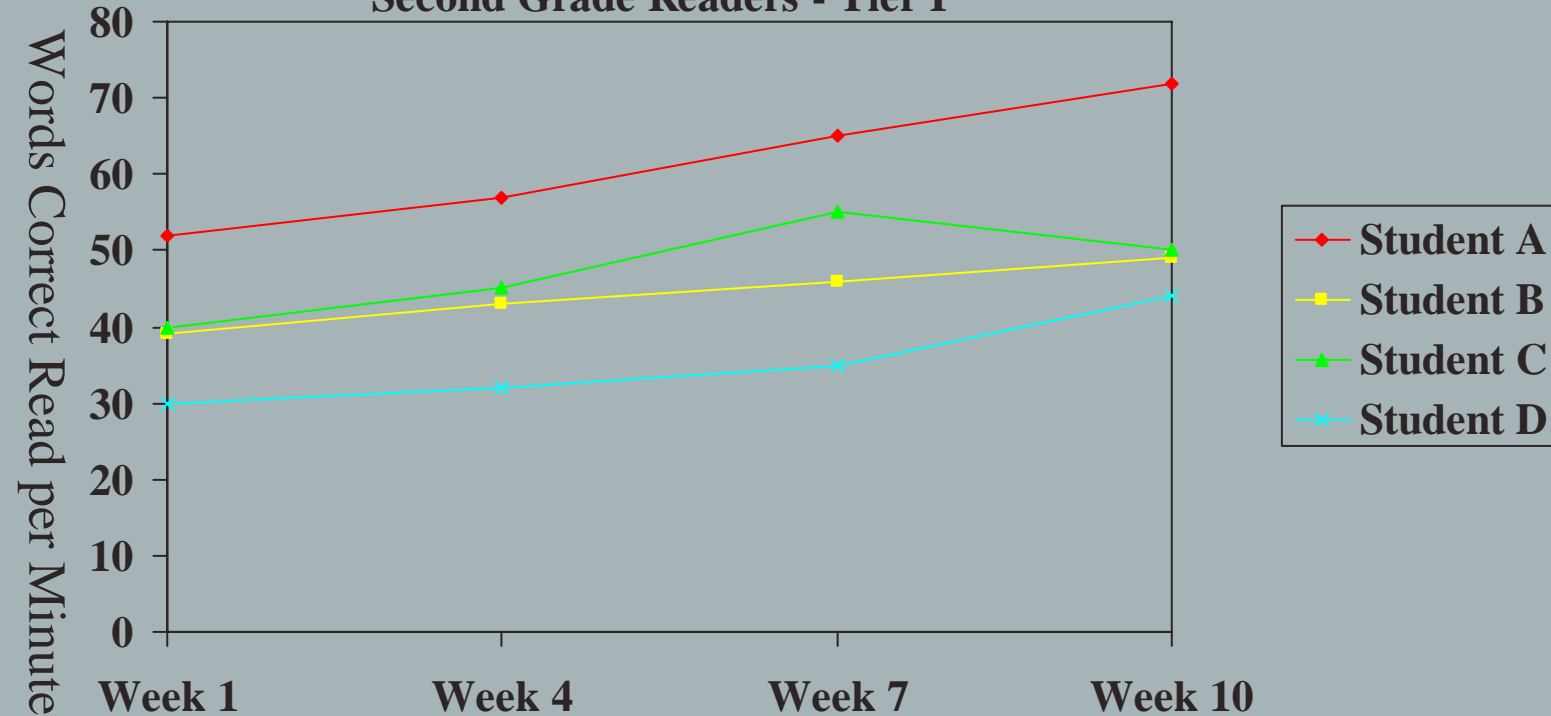
## ▶ **Questionable response**

- ▶ *Rate at which the widening of the gap slows considerably but the gap is still widening.*
- ▶ *Gap stops widening but closure does not occur.*



# Questionable Response

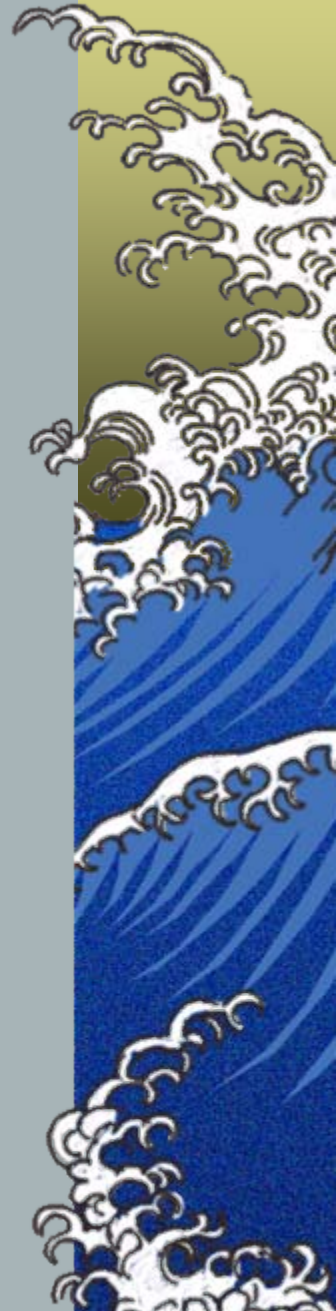
Second Grade Readers - Tier I



# What is “Poor” response to Intervention?

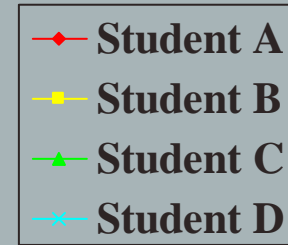
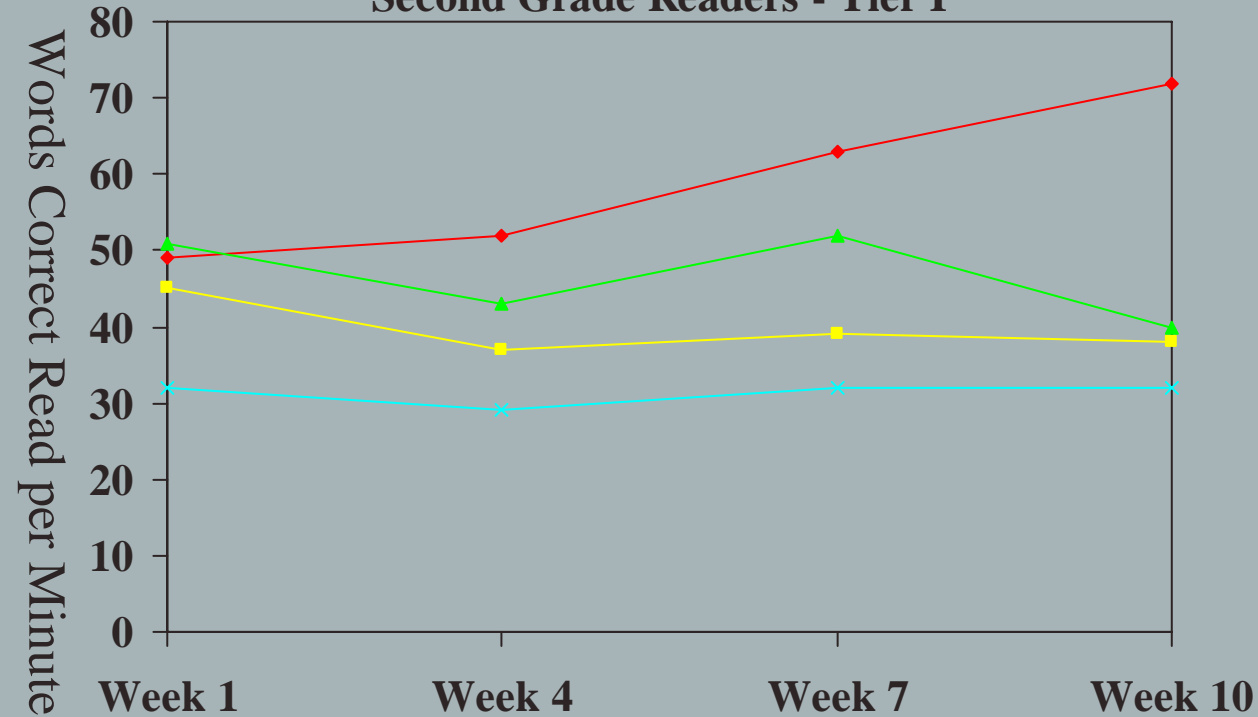
## ▲ **Poor Response**

- ▲ *Gap continues to widen with no change in rate over time*



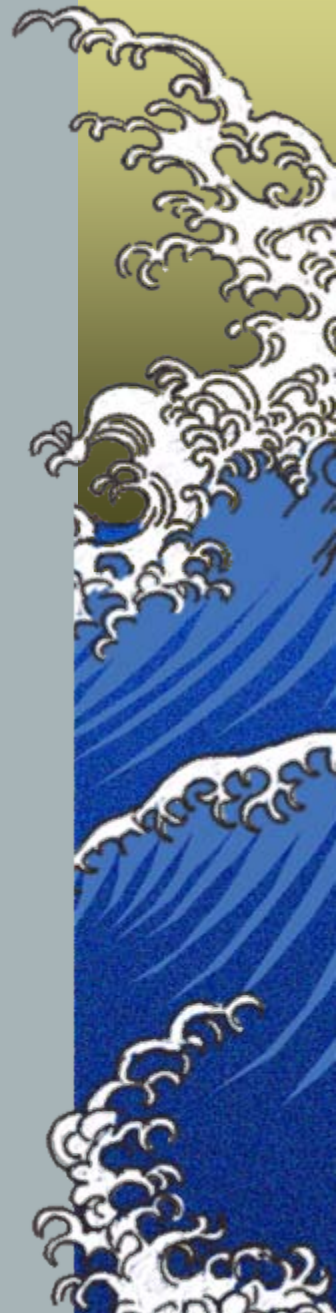
# Poor Response

Second Grade Readers - Tier I



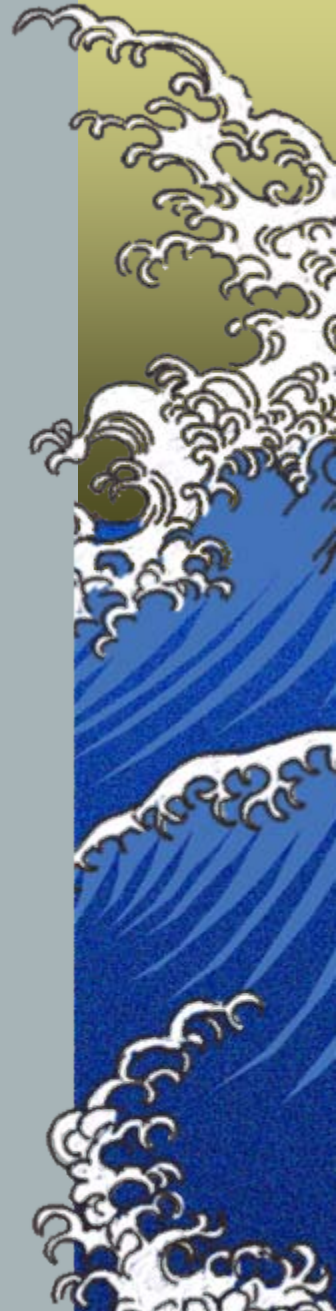
# Essential Components of the Successful Implementation of RtI

- ▶ **Every Student is Everybody's Responsibility!**
- ▶ Common belief about *where* the school wants to educate its students
- ▶ Common commitment to building based discipline and behavior program
- ▶ Common commitment to problem solving intervention process



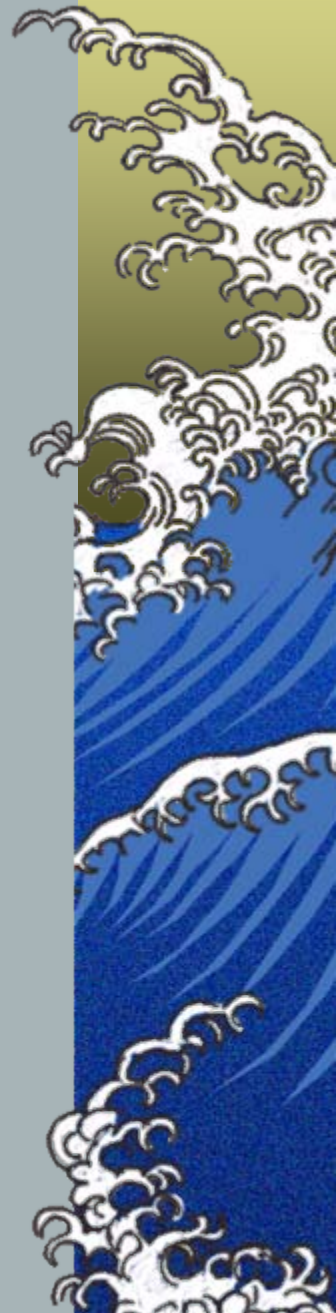
# RtI Core Concepts

- ▶ Students receive high-quality instruction in their general education setting
- ▶ **General education** instructors and staff assume an active role in student's assessment
- ▶ School staff conduct universal screening
- ▶ Continuous progress monitoring



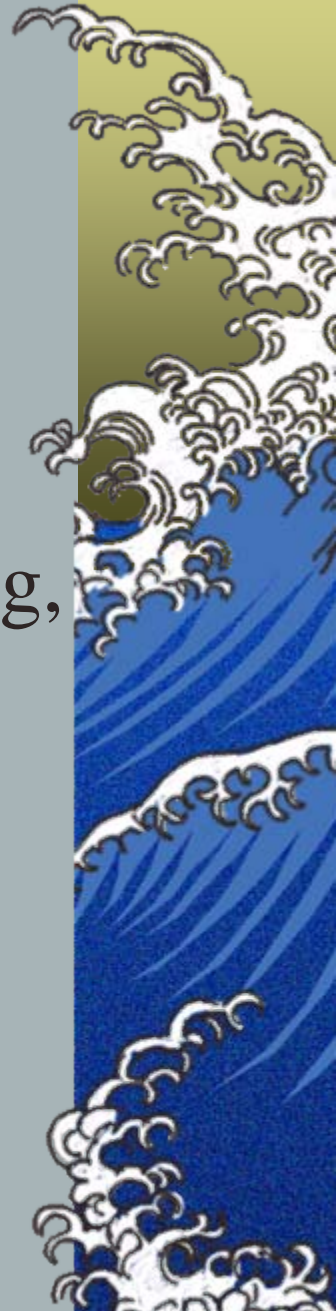
# RtI Core Concepts continued

- ▶ School staff implement specific, scientifically research based interventions
- ▶ School staff use progress monitoring to determine the effectiveness of the intervention and make modification when needed
- ▶ Systematic assessment is completed on the fidelity or integrity of the instruction



# Closing Comments

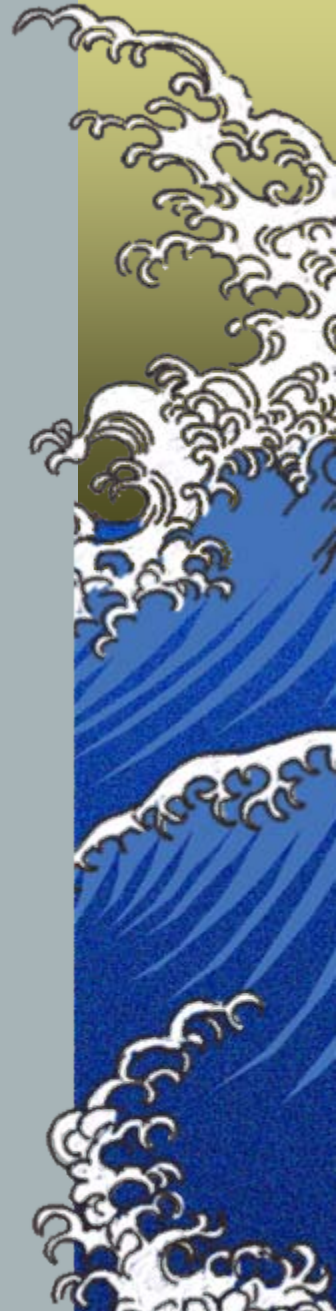
- ▶ This is a “process” that will take time
- ▶ RtI is about general education
- ▶ RtI is a component of a problem-solving, not an independent process



# What's in it for **ME**?

## *The benefits of the RtI model*

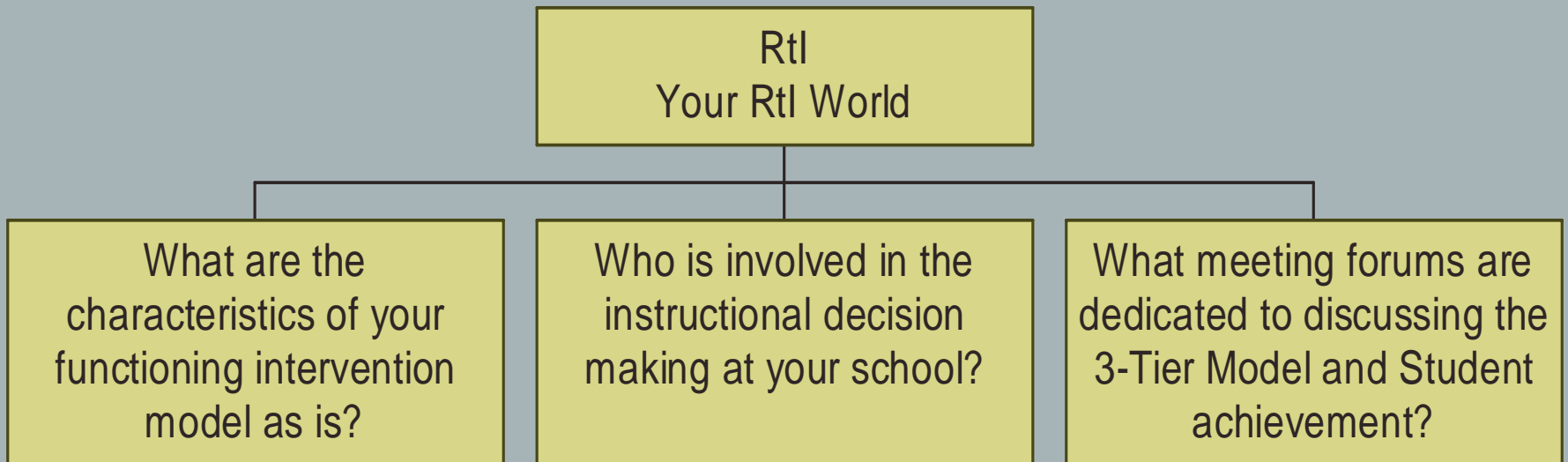
- ▶ Enhanced student performance
- ▶ Accountability
- ▶ Greater student involvement
- ▶ Greater staff involvement
- ▶ Great parent involvement



“You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.”

★ *Admiral Jim Stockdale, Vietnam POW*

# 3 Tier Model Activity



# References

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