

**Alaska Department of Education
& Early Development**

Using Response to Instruction/Intervention (RTI) for Alaska's Students



**State Guidance
Revised July, 2009**

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Alaska's Students***
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COMMENTS REQUESTED

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CORE BELIEFS

We believe that...

- Each student can learn and achieve high standards as a result of effective teaching.
- Each student must have access to a standards-based curriculum aligned to Alaska Grade Level Expectations (GLEs) and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K–12).
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs.
- Student results improve when ongoing academic and behavioral performance data inform instructional decisions.
- Collaboration among educators, families and community members is the foundation for effective problem-solving and instructional decision-making.
- On-going and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise in order to build capacity and sustainability of RTI.
- Effective leadership at all levels is crucial for the implementation of RTI.

INTRODUCTION

Response to Instruction/Intervention (RTI) is a framework for instruction that has a purpose: to improve the academic achievement and educational outcomes of *every student*. RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Recent research shows that multi-tiered RTI models using effective educational practices within schools are effective in bringing high quality instruction to *all* students. Critical aspects of providing high quality instruction for all students include: making instructional decisions based on data; use of effective instructional strategies and assessment tools, screening for all students to determine those at-risk and monitoring the progress of students receiving interventions; school wide collaboration to help each student; addressing academic and behavioral needs; and evaluating the effectiveness of instruction and interventions. The RTI framework encompasses the domains of effective schools – curriculum and instruction, assessment, professional development, supportive learning environment, leadership, and family and community involvement.

The fundamental RTI concept is that students receive the high quality instruction and intervention that enables them to be successful. RTI involves frequent, ongoing classroom-based assessment of a student’s progress in specific academic areas (e.g., basic reading skills, reading comprehension, math calculation, and written expression) and behavioral areas (e.g., attending to tasks, completing tasks on time, and appropriate interpersonal interactions). As soon as a student starts to lag behind his peers in any academic or behavioral area, he receives more intense instruction in that area. After a specified period of time, if he is still under-achieving relative to his classmates, in spite of more intense instruction, he is provided with intentional interventions. So, RTI is designed to catch any individual child’s under-achievement early, and to address the problem in a very individualized way.

Both the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the No Child Left Behind (NCLB 2001) stress the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions through RTI as part of the process for identifying students with specific learning disabilities (SLD). Before data from RTI is used for as part of the process of identifying students with SLD, it is important that an RTI system is in place with a core curriculum aligned to Alaska’s grade level expectations and with adequate interventions and measures to accurately determine student progress and achievement. See the section “Students with Disabilities” for more information.

The Alaska Department of Education & Early Development encourages districts and schools to implement an RTI framework to improve the academic achievement of all students. Because RTI should be applied to decisions in general education, remedial education, and special education to create a well-integrated system of instruction/intervention for all children, **Alaska will use the term “Response to Instruction/Intervention” for RTI.**

This state guidance is designed to:

- explain and build a common understanding of the principles and components of the RTI process for all students,
- provide guidelines related to decision making within an RTI system,
- recommend how to use RTI data in identifying and measuring student progress,
- answer common questions, and
- identify additional resources that school districts may use in developing their own RTI systems.

The RTI concepts presented in this document make use of a multi-tiered approach that incorporates quality instruction and effective interventions for all students. The use of ‘tiered’ models is common in both education and mental health. RTI can be applied to all academic content areas, such as math, written language and reading. It can also be applied to social behavior and school environment.

Due to the state’s cultural and linguistic diversity in student populations, resources, geographic areas, and rural, urban and suburban populations, schools and districts may need to adapt the specific implementation of RTI to their situation while holding firm to the **key principles of RTI: providing core instruction aligned to Alaska standards and grade level expectations for all students, matching scientifically based interventions to student need, using formative and progress monitoring assessments to measure student progress, and basing instructional decisions on the use of data.** This guidance has been designed to propose a framework for schools and districts that plan to implement RTI.¹ Readers are encouraged to use this guidance as a starting point for understanding the basic framework of RTI and using additional resources to successfully and fully implement RTI at specific grade levels.

RTI DEFINED

While there are several terms and acronyms related to RTI, Alaska has created the following definition:

Response to Instruction/Intervention is the practice of providing high-quality instruction to all students, providing interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. It provides a framework to support all students using a tri-tiered triangle model that addresses both academic instruction and behavioral support (often referred to as Positive Behavioral Support, or PBS). The tiers of the triangle represent universal instruction for all students and increasing levels of interventions for those students who need them, including those for special education students. A problem solving approach is used to analyze the data and make decisions about appropriate instruction and interventions.

¹ Unless the district has been specifically directed to implement an RTI framework, the Alaska Department of Education & Early Development is encouraging, but not requiring, the implementation of RTI in Alaska districts and schools.

LEADERSHIP AND RTI

Committed leadership at every level, state, district, and school, undergirds the RTI framework. This leadership includes parents, teachers, specialists, paraeducators, and administrators at the school and district levels working collaboratively so as to support each student's progress. RTI provides systemic change throughout its reach, thus leadership enables the effort by understanding and embracing its components, by guiding the fidelity of its implementation, by allocating resources to its support, and by providing ongoing, effective professional development opportunities. To sustain RTI, leadership commits over the long term to data dialogues, to staff collaboration and problem-solving team meetings, to development of action plans, and to regular monitoring and review of the implementation of these key components of RTI.

CURRICULUM AND INSTRUCTION IN RTI

The RTI framework delivers scientific, research-based instruction and interventions with fidelity. The RTI framework incorporates a three-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. In an RTI system, all students, including students with disabilities, receive instruction in the universal or core curriculum supported by targeted and intensive interventions when needed. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.

Fidelity refers to the degree to which RTI components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources.

ASSESSMENT IN RTI

A major feature of the RTI framework is its use of data to drive the decision-making process—at the individual student, classroom, and school levels. To support RTI's fluid approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students,
- Inform the decision-making problem-solving process,
- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, school, district)

An efficient system that streamlines increasingly limited resources, however, is still paramount. Therefore, RTI uses a system of assessments that increase in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated, as well as allow teachers to design instruction that responds to the learning needs. By regularly assessing students' progress in learning and behavior, teachers can identify which students need more help, which are likely to make good progress without extra help, and which students need their learning accelerated. Teachers are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of teachers in monitoring student progress rather than waiting to determine how students are

learning in relation to their same-aged peers based on results of statewide or district-wide assessments.

An effective assessment plan has four main objectives:

- a. To identify students at the beginning of the year who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged.
- b. To monitor students' progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.
- c. To inform instructional planning in order to meet the most critical needs of individual students.
- d. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade-level standards by the end of each year.

The four objectives outlined above can be achieved through five types of assessments during the school year:

- 1) Universal screening,
- 2) Formative,
- 3) Progress monitoring,
- 4) Diagnostic, and
- 5) Summative.

They correspond roughly to the four objectives above, but all can contribute in helping plan effective instruction and interventions.

UNIVERSAL SCREENING ASSESSMENTS

Universal screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. School staff conducts universal screening in all core academic areas and behavior. Screening data (sometimes also called benchmarking) on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress and indicate whether students have achieved the benchmark skills required for the specific grade and time of year. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RTI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk." Results can be used as a starting point for instruction or to indicate a need for further evaluation.

FORMATIVE ASSESSMENTS

Formative assessment is the process of assessing student achievement frequently during instruction to determine whether the instruction is effective for individual students. It informs

instruction: when students are progressing, the teacher continues using the particular instructional strategy or program; when assessments show that students are not progressing, the instructional strategy or program can be changed in meaningful ways. Formative assessments are used in the classroom by teachers that help give teachers a basic feel for students' understanding of essential skills or concepts in a lesson being presented. The assessment guides the teacher's next step, whether to move on to the next part of the lesson, or to spend more time on a particular aspect of the lesson that didn't test well. Formative assessment strategies appear in a variety of formats, but some common distinctions of formative assessments are that they involve students, take place during instruction, and are not "graded." The teacher uses formative assessment to determine the next steps for instruction, as opposed to using summative assessments that hold the student accountable for what he or she should have learned and for which he will receive a grade. Formative assessment should be an integral part of the core instruction for all students.

PROGRESS MONITORING ASSESSMENTS

In order to determine if an intervention is working for a student, the decision making team must establish and implement progress monitoring. Progress monitoring is the use of individual formative assessments that can be collected frequently and are sensitive to small changes in student behavior. Progress monitoring is one type of formative assessment and typically not group administered. Data collected through progress monitoring will inform the decision making team whether changes in the individual instruction/intervention or goals are needed. Informed decisions about each student's needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements (CBMs) are useful tools for monitoring students' progress. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine rate of a student's progress,
- Provide information on the effectiveness of instruction and to modify the intervention if necessary,
- Identify the need for additional information,
- Analyze and interpret gaps between benchmarks and achievement.

DIAGNOSTIC ASSESSMENTS

While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions on an individualized basis. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral needs that can be used to help plan more powerful instruction or interventions.

If schools are implementing screening, progress monitoring, and summative assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments, should be reduced. Because they are time-consuming and expensive, complete diagnostic tests should be administered far less frequently than the other assessments. However, specific subtests from diagnostic instruments might be used to provide information in areas not assessed by screening, progress monitoring, or summative assessments. School leaders should continually ask if the value of the information to teachers from formal diagnostic tests in planning instruction

merits the time spent administering such tests.

SUMMATIVE ASSESSMENTS

Given at the end of the school year (or periodically at particular points of time during the year), summative (or outcome) assessments are frequently group-administered tests of important outcomes that tie many lessons together. Summative assessments are often used for school, district and or state reporting purposes. These summative assessments are important because they inform school leaders and teachers about the overall effectiveness of their instructional program or curriculum. As part of an effective assessment plan, summative assessments should be administered at the end of every year and at other key times of the year such as at the end of a term or course. The Alaska Standards Based Assessments and the High School Graduation Qualifying Exam are summative assessments.

SUPPORTIVE LEARNING ENVIRONMENT AND RTI

RTI embraces a positive school culture and climate advancing a safe, orderly, supportive environment conducive to learning. Four principles form the foundation for such an environment:

1. creation of a caring school community
2. teaching appropriate behavior and social problem solving skills
3. implementing positive behavior support (PBS)
4. providing rigorous academic instruction.

Practices improving student achievement and social competence depend upon a clear understanding of information and valid data.

FAMILY AND COMMUNITY PARTNERSHIPS AND RTI

It takes a village to raise a child. Involving families and the community in collaborative partnerships is critical in fostering positive school climates and improving educational outcomes for all children. Effective partnerships involve parents, families, students, community members and educators. Understanding and respect for cultural differences is vital when engaging families in the educational process and fostering community support. Parents know their children better than anyone else and should be viewed as having the knowledge and expertise to contribute to the partnership. School personnel should provide parents with information and empower them as equal partners in supporting their child's learning.

Collaborative partnerships involve working toward mutually desired outcomes and adhering to a shared responsibility and shared ownership of student challenges and successes. Indicators of effective partnerships include 1) sharing information, 2) problem-solving, and 3) celebrating successes.

PROFESSIONAL DEVELOPMENT AND RTI

Professional development is an essential component for establishing an effective continuum of student supports through RTI. The knowledge and skills of teachers and instructional staff should lead to positive educational outcomes for students. The development of educator knowledge and skill will take a consistent and persistent effort across years. All staff must be provided

opportunities to participate in ongoing professional development that addresses critical RTI components including foundations on the RTI process, assessment, curriculum and instruction, data-based decision making, problem solving, and collaborative teaming. Coaching and grade level collaboration meetings provide practical support to educators in analyzing data and applying the information to the development of effective instruction and interventions.

FEATURES OF AN RTI THREE-TIERED SERVICE DELIVERY MODEL

Figure 1 on the next page illustrates layers of instruction that can be provided to students according to their individual needs. Tier I represents the largest group of students, approximately 80-90%, who are performing adequately within the universal or core curriculum. Tier II comprises a smaller group of students, typically 5-10% of the student population. These students will need targeted interventions to raise their achievement to proficiency or above based on a lack of response to interventions at Tier I. Tier III contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006).

Figure 1: Three-Tier Model of RTI Service Delivery

Tier III - Intensified Instruction

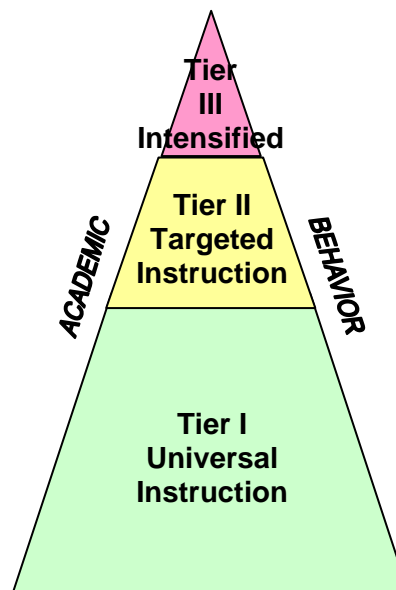
- Individual students
- Assessment-based
- Progress monitoring increases (about once per week)

Tier II - Targeted Instruction

- Some at-risk students
- High efficiency
- Progress monitoring increases (about twice per month)

Tier I - Universal Instruction

- All subjects, all students
- Preventative, proactive
- All students screened at least 3 times per year on core academic skills



UNIVERSAL INSTRUCTION – TIER I

Overview - At the Universal instructional level all students receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. Instruction in the core curriculum includes all developmental domains including behavioral and social development along with instruction in academic content areas. The core curriculum provides the foundation for instruction upon which all Targeted (Tier II) and Intensified (Tier III) interventions are formulated. Universal instruction is differentiated, culturally responsive and occurs in the general education setting. At this level, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based. Teachers utilize a universal screening tool to screen all students a minimum of three times per year to measure progress toward grade level expectations. The Universal instructional level typically meets the needs of

approximately 80-90% of the student body.

A core standards-based curriculum that is aligned to the Alaska GLEs (grade level expectations) must be in place at the universal level for all students. Instruction is delivered through research-based strategies and differentiated for all students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of core curriculum and interventions. With the absence of definitive research, schools should implement promising practices, monitor the effectiveness and modify implementation based on the results.

An important first step in identifying at-risk students is the use of **universal screening** of students in all core academic areas and behavior. At Tier I, universal screening for all students is conducted at least three times during a school year: fall, winter and spring to provide an indication of an individual student's performance and progress compared to the peer group's performance and progress and indicate whether students have achieved the benchmark skills required for the specific grade and time of year. (Universal screening is sometimes referred to as benchmarking.) Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as curriculum-based measures (CBMs). Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, schools must examine whether it is occurring school-wide or whether it is a class-specific problem. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low-income) this does not automatically mean it is acceptable to assume that a higher proportion of students with that risk factor will not be successful in the core curriculum. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population.

While a variety of universal screening tools are available, schools are encouraged to choose tools that are easy to administer and analyze. They are cost effective in terms of staff time, student time and the dollar cost of the testing and scoring. They are easily and quickly administered, scored, and interpreted. Schools may utilize multiple convergent sources for screening students, including: district-wide assessments; existing data; classroom data; curriculum based measures (CBMs); and other measurements. To ensure valid and reliable results, directions for administering screening tools and scoring the results should be explicitly followed. Teachers and staff administering and scoring screening tools should receive ongoing professional development to ensure fidelity of administration and reliability of scores. Districts should identify a standard procedure with specified criteria or benchmarks for identifying students "at-risk" (e.g., create a table of cut points or patterns of performance, etc.). However, a cut score alone does not warrant movement to Tier II absent Tier I interventions that have been tried and proven to be unsuccessful.

The screening data collected at Tier I helps teachers and teams make informed decisions at the classroom level. These data provide a picture of the student's performance and rate of growth (e.g., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Additionally, teachers are encouraged to use formative assessments and differentiated instruction in the classroom on a regular basis to determine if students

understand the instruction and are making expected progress. **Lack of responsiveness** is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards without more interventions. Students who do not reach a proficiency level at Tier I will need more targeted interventions at Tier II.

TARGETED INSTRUCTION - TIER II

Overview - At the Targeted instructional level, targeted interventions are provided to students who are not achieving the desired standards through the core (academic and behavior) curriculum alone. Targeted interventions supplement the instruction in the core curriculum provided in universal instruction. They should be based on the identified needs of the student as determined by the data gathered and stated in an intervention plan. Selecting the appropriate targeted interventions should be made with a team of educators and upon a student's need for targeted interventions. Targeted interventions are intended to be short-term in duration and are in place for immediate implementation. Interventions are generally provided in small groups and may occur in the main classroom or in other settings. Progress monitoring assessment at the Targeted instructional level happens at frequent intervals after interventions have been implemented. The Targeted instructional level typically consists of 5-10% of the student body.

At Tier II, **targeted interventions** are provided to students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists of 5-10% of the student body. Targeted interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and documented for each student. Decisions about selecting the appropriate targeted interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Targeted interventions are intended to be short-term in duration (e.g., 6-8 week blocks) and are in place for immediate implementation. Interventions are generally provided in small groups of three to six students and may occur in the main classroom or in other settings, always in addition to the core curriculum that all students receive. It is recommended that interventions at Tier II consist of three to four sessions per week at 30-60 minutes per session. Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the decision making team. Students may benefit from more than one Tier II intervention cycle and more than one intervention at a time.

Schools set up and deliver targeted interventions that are designed to address routine problems exhibited by students. When selecting materials for targeted interventions, districts and schools are encouraged to identify 2-3 programs, or fewer, per academic area and to utilize on a district-wide or school-wide basis for behavior. Intervention materials selected should complement the core curriculum, not be so different in approach that students may be confused. Districts or schools can identify additional programs, though limiting programs to two or three prevents redundancy and a lack of coordination across or among programs. It also reduces the amount of professional development that would be required to implement targeted interventions.

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student's academic ability. CBMs are often used for both screening and progress

monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

At Tier II, progress monitoring usually occurs at least two times per month, or more frequently as determined by the decision making team. Data gathered through Tier II progress monitoring informs teams of modifications needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new targeted interventions should be added. While there is no “right” number of data points that must be collected or time frame that an intervention must be implemented, generally it is not unreasonable to use 6 to 8 data points collected over 6-8 weeks of an intervention to look for trend lines in student performance.

Students who are successful at Tier II may be reintegrated into Tier I. Other students may receive interventions at Tier II for most or all of the school year. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not meeting proficiency after it is determined that Tier II targeted interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

INTENSIFIED INSTRUCTION - TIER III

Overview - The Intensified instructional level of support is designed to reduce the severity of chronic academic and/or behavior problems. Students at the intensified instructional level are those students who are performing significantly below academic and behavioral standards and who have not adequately responded to high quality instruction and/or positive behavior supports provided at the Universal and Targeted levels. Interventions at the intensified level may either support or enhance instruction provided at the Universal and Targeted levels, or be substituted for a portion of the Universal instruction and Targeted intervention if those interventions have been tried with increased frequency and duration and proven ineffective. Intensified interventions are not synonymous with special education services; any students may receive intensified interventions as determined by need and resources. (See the *Students with Disabilities* section of this document.) Progress monitoring assessment at the intensified level is completed more frequently to assess response to intervention. 1% to 5% of the student body will require this level of support.

Intensified interventions at Tier III are designed to accelerate a student’s rate of learning by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier II. Intensive interventions at Tier III may either support and enhance instruction provided at Tier I and supported by Tier II, or be substituted for a portion of the Tier I instruction and Tier II interventions if those interventions have been tried with increased frequency and duration and proven ineffective. Students at Tier III are those students who are performing significantly below standards and who have not adequately responded to high quality instruction provided at Tier I and interventions provided at Tier II.

Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of no more than three students and may occur longer than 6-8 week blocks. Progress monitoring at Tier III is completed more frequently, at least on a weekly basis or as

needed determined by the student's needs. An example of an intervention plan at Tier III may include two 30-minute sessions daily, in addition to the instruction the student is receiving in the core curriculum. While intensified interventions are sometimes provided in a special education setting, they are also provided to students who have not been identified for special education.

Prior to selecting intensive interventions, **targeted assessments** are typically conducted when a student enters Tier III. These assessments use direct measures in addition to analysis of RTI data to provide more in-depth information about a student's instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered by reading specialists, Title I teachers, school psychologists, special education teachers, specially trained general education teachers, or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBMs, CBM mastery measures, which are used to target a very narrow skill, other standardized assessments, and/or functional behavioral assessments. A sample approach using error analysis in the area of reading is provided in Appendix G.

Students who are successful at Tier III may be returned to previous tiers. Students who are not successful after multiple Tier III intensive interventions must be considered for a referral for special education evaluation and/or other long-term planning (e.g., 504 plan, additional Tier III cycle, etc.).

DATA-BASED DECISION MAKING

Data must be used to track student progress at all tiers and to make decisions about changes in instruction, appropriate interventions, and movement between tiers. Decisions within an RTI system are made by collaborative teams of educators using problem solving and/or standard treatment protocol techniques. The purpose of these teams is to find the best instructional approach for a student with an academic or behavioral problem. Problem solving and standard treatment protocol decision making provides a structure for using data to monitor student learning so that good decisions can be made at each tier with a high probability of success. In making decisions about instruction, teams answer four interrelated questions: (1) Is there a problem and what is it? (2) Why is it happening? (3) What are we going to do about it? (4) Did our interventions work? (NASDSE, 2005) Problem solving and standard treatment protocol techniques ensure that decisions about a student's needs are driven by the student's response to high quality instruction and interventions.

STAFF COLLABORATION MEETINGS

RTI demands a higher level of communication among staff. Staff members communicate through regular team meetings (at least monthly, but sometimes weekly or biweekly). The purpose of collaboration meetings is to review data, graphs, and sometimes student work to determine if the instruction or interventions for particular students are being effective and to determine additional strategies where needed. The staff teams are often teacher teams (either at the same grade level or, in smaller schools, from mixed grade levels), but may include other specialists as appropriate. The teams can focus individually on one student, on a group of students, or on the system as a whole. For example, a team can consider questions such as "Are we using our resources successfully?" Collaboration meetings are focused on the specific goal of using student data to improve instruction, and often follow a specific meeting protocol to improve the effectiveness of the meeting. Staff collaboration meetings can be used both to

monitor progress of groups of students receiving standard treatment protocols as well as to problem solve particular strategies for individual students.

STANDARD TREATMENT PROTOCOL

A standard treatment protocol is a viable alternative approach to problem solving and may be used along with, or in some cases in place of problem solving, to make decisions within an RTI system. Standard protocol is a process where student decisions are made using an established response to regular occurring circumstances. Implementation usually involves a trial of fixed duration (e.g., 9-15 weeks) delivered in small groups or individually. A standard treatment protocol approach can be applied to make universal initial decisions for struggling students with similar problems. Recent research has shown that this approach can be successful when applying early interventions in reading. When students are successful in the treatment trial, they are returned to the core curriculum. When students are unresponsive to the treatment trial, they are provided individualized instruction supported through either targeted or intensive interventions.

Standard treatment protocol may be helpful for some types of decision making early on within a multi-tiered system. In general, problem solving and standard treatment protocol are not exclusive and many models use both approaches. The problem solving approach is often used more when making decisions about behavior. Standard treatment protocol often proves more successful early on in reading because it allows teams to make quick, evidenced-based decisions for a large number of students. RTI systems tend to make decisions in mathematics and writing using either approach or a combination of the standard treatment protocol and problem solving approaches.

PROBLEM SOLVING PROCESS

Problem solving is a data-based decision making process that is used to identify needed interventions for students especially in Tier III but also in Tier II. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school. As a general rule, the composition of a decision making team changes by adding additional specialists' expertise as students move from tier to tier. When using problem solving or standard treatment protocol techniques, decision making teams should always include the student's general education teacher(s) and parents. If districts choose to use existing teams, they may need to modify procedures to align with the problem solving steps discussed below. Decision making team participants may include: the principal; academic specialists (Title I, ELL, and literacy consultants); special education teachers; school psychologists; speech and language pathologists or other applicable staff; additional general education staff; and paraprofessionals, in addition to parents and the general education teacher(s) of the student.

To facilitate the problem-solving process at any of the tiers, I, II, or III, the information collected during assessment must inform instructional decision-making. By sampling information from content domains (Instruction, Curriculum, Educational Environment, and Learner) which are most relevant to instruction and learning, teams collect data by using four assessment modalities. These are called the R.I.O.T. procedures (**R**eview [of records and products]; **I**nterview [of teachers, students and parents]; **O**bserve; and **T**est). Information about the content domains and R.I.O.T procedures are provided in Appendices B and C. An example of using problem solving to address a student's needs in the area of writing may be found in Appendix D.

In making decisions, teams should use the following approach:

- **Define the problem** - When a concern is raised, the first step is to review the concern and attempt to identify the problem. The decision making team should first review existing student data to determine specific problems. For example, a student should not be identified as simply having an academic or a behavior problem. The team should try to narrow the problem (based upon available data) to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension or peer interactions, etc.).
- **Analyze the cause** - Once the problem is defined, the decision making team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas identified by the decision making team. The team should also compare the student's progress to peers over time. In analyzing the problem, it is helpful for the team to consider the four different content domains as illustrated in Appendix B.
- **Develop a plan** - Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation timeframe (e.g., 4 weeks, 6 weeks, or 8 weeks); the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, Title I teacher, etc); and a timeframe to evaluate the effectiveness of the intervention. A sample of an intervention plan can be found in Appendix F. The student's plan should outline the goal for progress. The team plots an "aim-line" (graphic representation) depicting the desired rate of progress a student needs to reach the goal from the current baseline.
- **Implement the plan** - Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).
- **Evaluate the plan** - In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student's current performance and progress is compared to their projected "aim-line." If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the decision making team should revisit the intervention plan to make appropriate modifications or revisions.

POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Positive Behavior Support (PBS) provides the behavior component of RTI. A school-wide PBS approach establishes and maintains effective school environments that support academic achievement and promote positive behavioral outcomes while preventing problem behavior that interferes with learning. A continuum of proactive, evidence-based behavioral supports are implemented by a building team at the universal level for all students through defining and teaching positive expectations in all school settings by the staff. Modeling and reinforcing appropriate social behavior increases the occurrence of positive behaviors and provides multiple opportunities for students to demonstrate success.

PBS utilizes a problem-solving model that is consistent with the principles of RTI. Comparable to RTI, PBS establishes a system of interventions that are accessible to students based on individual needs. RTI and PBS are based on utilizing differentiated instruction and each framework employs components to be in place at Tier I, Tier II, and Tier III. PBS supports students at the universal, targeted and intensive levels using evidence-based interventions and analysis of behavioral data. Students have increased access to instruction which promotes academic achievement and a safe and positive learning environment.

RTI and PBS establish the expectation of high-quality academic and behavior instruction and interventions at the schoolwide and classroom levels before a problem-solving team can determine whether a student needs additional services. Furthermore, parents are actively engaged in teaching and acknowledging identified positive academic and social/emotional behaviors at home for students who require more intensive supports. RTI and PBS allow schools to concentrate on academic and behavior needs with varying levels of intensity and support by providing interventions at different tiers. Problem-solving teams support classroom teachers when a student is not making adequate progress.

RESEARCH-BASED PBS PRACTICES

- Students receive high quality, research-based instruction by qualified staff in their general education setting.
- School staff conducts universal screening of academics and behavior.
- Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student specific difficulties.
- School staff implements specific, research-based interventions to address a student's difficulties within multiple tiers of increasing intensity.
- School staff uses progress-monitoring data and decision rules to determine interventions, their effectiveness, and needed modifications, using a problem solving process that includes use of a "standardized" treatment protocol.
- Systematic assessment of the fidelity or integrity of instruction and interventions are in place.
- Families are informed about student progress and how decisions are made and are involved in critical decisions.

PBS SYSTEM SUPPORTS

- Collaboration is supported and team decision-making occurs at multiple levels, including a leadership team, a problem solving (intervention) team, and instructional teams.
- Written documents describe policies and procedures.
- Resources are allocated to support multiple levels of intervention.
- Professional development is ongoing and job-embedded.
- Data management system is in place including problem solving (intervention) teams and instructional teams.

RESOURCES

RTI practices are built on the belief that all students can learn. One of the biggest changes associated with RTI is that it requires educators to shift their thinking: from the student--- to the instruction and intervention. This means that the initial evaluation no longer focuses on “what is wrong with the student.” Instead, there is a shift to an examination of the curricular, instructional, and environmental variables that change inadequate learning progress. Once the correct set of intervention variables has been identified, schools must then provide the means and systems for delivering resources so that effective teaching and learning can occur. In doing so, schools must provide resources in a manner that is directly proportional to students’ needs. This will require districts and schools to reconsider current resource allocation systems so that financial and other support structures for RTI practices can be established and sustained.

SUPPORT OF RTI THROUGH TITLE I & OTHER NCLB FUNDS

Funds from several NCLB programs can be used to provide financial support for RTI. Keep in mind that federal funds must always be used to supplement, not supplant, state and local funds or services. In addition, some NCLB programs are also supplemental to other NCLB programs, so it is important to ensure that individual program requirements are met when using funds to support RTI. Title I, Part A (Title IA) funding is always supplemental to state and local funds, and is provided to schools with higher poverty rates to increase the achievement of low-achieving students. Title IA funds may only be used to support RTI in Title I schools. The use of Title IA funds to support RTI in a Title I school is determined by the type of Title I service delivery model (schoolwide or targeted assistance) in place in the school.

RTI IN TITLE I SCHOOLWIDE PROGRAMS

In a Title I schoolwide program, resources, services, and personnel are leveraged to support a cohesive program that upgrades the educational opportunities for all students in the school. *In a Title I schoolwide program, the Title I funds are supplemental to the state and local funds that are comparable to those provided to non-Title I schools.* Therefore, if the school adopts an RTI approach, Title I should be an integral part of the process. Progress monitoring, data dialogues, targeted and intensive interventions that support RTI are allowable as long as they are addressed in the Title I school wide plan and are justified through the school’s needs assessment.

RTI IN TITLE I TARGETED ASSISTANCE PROGRAMS

In a Title I targeted assistance program, additional services are only provided to those students identified as having the greatest need for assistance. *In a Title I targeted assistance program, the Title I funds are used to provide services that are supplemental to the comparable services provided*

to all students through state and local funds. Students must be selected for Title I services through multiple, educationally related criteria. While an RTI approach can align with the intent of a Title I targeted assistance program, there are certain considerations in using Title I funds to support RTI in a targeted assistance program:

- The RTI model must be clearly defined – it’s a framework, not a specific intervention.
- The core program for all students, including entire class, small groups, and differentiated instruction in Tier I, must be clearly defined.
- The interventions for each tier must be clearly defined, as well as the criteria for entering & exiting each tier. (How are students selected?)
- The criteria for selection for Title I services and for exiting Title I services must be clearly defined. (Title I services are not necessarily the same services as those provided in Tier II of the RTI framework.)
- Title I students can move in and out of Title I services as determined by the criteria; more students may be able to be served in a flexible model.
- Title I cannot be used for universal screening for all students.
- Title I could be used to provide interventions at Tier 2 or Tier 3 as additional services to eligible students.
- Title I funds can be used in collaboration with other Federal funds such as IDEA, Indian Education, Title III, etc. to provide services to students with academic need. Funds must be used to meet individual program requirements.
- Find the overlaps in Title I and RTI services so that Title I funds can be used to support appropriate professional development.

TITLE IC (MIGRANT) AND TITLE IIIA (ENGLISH LANGUAGE ACQUISITION)

Title IC (Migrant) and Title IIIA (English Language Acquisition) federal funds are supplemental not only to state and local funds, but also to Title IA funds. How these funds may be used to support RTI in a Title I school depends in part upon the Title I service delivery model in place at a particular school. In a **Title I schoolwide** school, these federal funds would be *supplemental to other funds provided from state, local, and Title IA sources*. As long as services to migrant students and LEP students are described in the schoolwide plan, funds from IC and IIIA may be used to support the schoolwide plan and are considered supplemental. In a **Title I targeted assistance school**, funds from IC and IIIA may only be used to provide *services to students that are supplemental to those services provided by state, local and Title IA sources*. In that case, it is very important to document the criteria for selection of services for students being served by Title IC and IIIA, similarly to the considerations described above for Title I services.

SUPPORT OF RTI THROUGH EARLY INTERVENING SERVICES FUNDS

IDEA 2004 allows districts to designate up to 15% of their federal IDEA Part B funds, less any amount reduced by maintenance of effort, for Coordinated Early Intervening Services (CEIS) to students in Kindergarten through grade twelve, that may include activities to support development of RTI practices. The intent of optional CEIS funding is to allow districts to proactively address students who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. CEIS activities benefit students who are not eligible for special education services and who may avoid future referrals. CEIS activities may include professional

development to enable district staff to deliver scientific research-based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software. CEIS activities may also provide educational and behavioral evaluations, services and supports. School districts that use EIS funds must report to EED the number of students served through these funds and the number of these students that become eligible for special education services within the following two years. Districts considering the use of CEIS must follow the guidance provided by the US DOE Office of Special Education Programs OSEP o8-09 July 28, 2008. (See the link provided in the Resources section of this document.)

PARENT PARTICIPATION AND NOTIFICATION

Involving parents at all phases is a key aspect of a successful RTI program. As members of the decision making team, parents can provide a critical perspective on students, thus increasing the likelihood that RTI interventions will be effective. For this reason, schools must make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum at Tier I. After each benchmark in Tier I, the results of the Universal Screening should be reported to parents.

At Tiers II and III, parents should be notified about the intervention(s) the student is receiving, the length of the intervention(s), and the student's progress during the intervention(s). This can be done through traditional methods such as parent-teacher conferences, regularly scheduled meetings, or by other methods. This must be done by notifying parents of student progress within the RTI tiers on a regular basis. Parent notifications must be documented and may include notes of phone conversations or parent-teacher meetings as well as copies of notifications by email or letter.

Districts and schools should provide parents with written information about their RTI program and be prepared to answer questions about RTI processes. The written information should explain how the system is different from a traditional education system and about the vital and collaborative role that parents play within an RTI system. The more parents are involved as players, the greater the opportunity for successful RTI outcomes. A description of the RTI system and general parent participation information could be part of the Student or Parent Handbook.

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within a three-tiered RTI system when these tools are used to determine instructional need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures as noted in the *Alaska Special Education Handbook*.

RESPONSIBILITIES FOR RTI IMPLEMENTATION

Implementation of RTI requires a school-wide commitment. All school staff and parents play vital roles in an RTI approach. A successful RTI system requires the commitment of many people including parents, teachers, specialists, administrators and paraeducators. It requires that all work cooperatively in supporting each student as they progress.

General education teachers play a vital role in designing and providing high quality instruction and in assessing students' performance and progress against grade level standards in the general education curriculum. Teachers identify students not making sufficient progress or not meeting their potential in Tier I; communicate with parents regarding student progress; collect data regarding student progress in core curriculum and differentiated instructional provided in the classroom; discuss student progress data with grade-level, content-level or problem-solving team meetings; and support and participate in the intervention plan as applicable.

Data management is also crucial within an RTI system. Schools that use RTI will need to identify the person or persons responsible for ensuring that data is properly obtained and analyzed. As students' needs advance to more intensive interventions, school psychologists, special education teachers, or other specialists may be called upon to manage, interpret and synthesize student data to support decision making teams.

In an RTI approach, the roles of the special education teachers, school psychologists, and specialists (speech/occupational/physical therapists, English language learner teachers, Title I teachers, gifted/talented teachers, etc.) may change. While the roles of school psychologists and specialists, if available, vary from district to district, these staff members will be important in supporting RTI through consultation and participation in developing interventions and progress monitoring tools for their specialized areas. Their level of participation will vary based on their caseload, level of expertise, time available, etc.

Effective leadership is obviously required to implement RTI change processes within the school. This leadership can take many forms. Principals often play a critical leadership role, but so can teachers and other staff, including those in the district office. In order to be effective leaders, principals must understand and be active in the change process. To assist teachers and support staff in providing instruction and interventions, they must provide or coordinate valuable and sustained professional development. Principals should have a hands-on role in making decisions within a problem solving process. They should ensure that RTI practices are implemented with fidelity and that student data is managed properly.

RTI READINESS AND IMPLEMENTATION

Before implementing RTI systems, the district's or school's preparedness must first be addressed. Districts should develop a comprehensive plan for implementing RTI that should include an evaluation of the current infrastructure relative to leadership, teaming, curriculum, screening and professional development.

To implement an RTI framework within a three-tiered system in Alaska, a district's comprehensive plan should involve three phases:

- Phase One (pre-implementation preparations);
- Phase Two (effective Tier I instruction through the core curriculum); and
- Phase Three (effective Tier I, II, and III interventions).

To fully incorporate an RTI program, school districts will need to expand their comprehensive plans to include assessment of its readiness and capacity to adopt and implement RTI practices for all academic areas and behavior. A separate checklist to help assess a school district's readiness for RTI in reading, mathematics, writing and behavior is attached as Appendix H. A

district's or school's comprehensive plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RTI system has been put into place.

A number of school districts in Alaska have begun using three-tiered models to provide scientific, research-based interventions to struggling students. These districts will likely transition more easily to a comprehensive RTI framework as they are already using key aspects of an RTI approach. School psychologists and other specialists who are traditionally involved in the referral process for special education may be key participants in an RTI system at earlier stages. These professionals will be able to provide the data interpretation, assessment and specialized instructional expertise needed to support an RTI system. It is important that specialists, in addition to general and special education teachers and building principals, receive the professional development necessary to implement each phase of the comprehensive plan.

RTI IN SECONDARY SCHOOLS

Implementation of RTI will be different in middle schools and high schools than in elementary schools or grades. While there has been less information published to date about RTI implementation at secondary grades, there have been secondary schools implementing RTI with success. There are common elements of RTI implementation at all grade levels: use of a multi-tier model, some type of universal screening for all students, scientifically based interventions that are increasingly "intense" as the academic and/or behavioral needs increase, and progress monitoring to determine if the interventions are successful or if a change needs to be made. At all grade levels, RTI is really about overall school improvement and increased student achievement for all students.

The differences in RTI implementation across grade levels stem from the transition from an emphasis on basic skills in elementary school to an emphasis on content knowledge in high school. As the student moves through the grade levels, the definition of core curriculum can change. At the secondary level, core curriculum can include basic skills in reading, writing, and mathematics, but it also includes literacy in content subjects and may also include study and organizational skills. Universal screening will look different at secondary levels. Some universal screening may take place for all students at entry grades (such as grade 6 in middle school and grade 9 in high school) to "catch" any students who have severe deficits in basic skills. Other types of data may be used for screening in middle school and high school such as course grades, state assessment scores on the SBAs, attendance and behavior data. Interventions at Tiers II and III for students with basic skill needs will be very different than interventions targeted to study skills support or content literacy. For more specific information on RTI in Secondary Schools, visit the National Center on Response to Intervention website at <http://www.rti4success.org/> or other sites listed in the Resources section of this guidance.

LIMITED ENGLISH PROFICIENT STUDENTS

A three-tiered, early intervention model is essential to support the needs of limited English proficient (LEP) students (also known as English Language Learners or ELLs). LEP students need to be provided universal supports that enhance language acquisition in conjunction with content

instruction. Many students who are identified as LEP are provided with English language instruction services; however, for students who do not demonstrate progress in learning English, an individual problem-solving process should be utilized. RTI directly supports students who have English language acquisition needs by providing a structured problem-solving process that employs the skills and expertise of professionals throughout the system. There are several considerations when gathering data for LEP students. Identifying the level of understanding that the LEP student has in the four domains of English language proficiency (listening, speaking, reading and writing) is important across universal, targeted and intensified interventions. Also, data collected through the problem solving process must be compared to other LEP students with a similar background, age and amount of exposure to English acquisition. Furthermore, language acquisition must be considered a part of progress monitoring. In many instances, a cultural liaison will be important to support parents and families throughout the problem-solving process.

GIFTED AND TALENTED STUDENTS

A tiered model of programming is a historical framework for the field of gifted and talented education. Levels of intensity in programming allow for the diversity of individual needs of students who are gifted and talented. Training on differentiation of curriculum, instruction and assessment is essential for meeting the needs of students who are gifted and talented. Response to Instruction/Intervention can provide support systems for students with exceptional ability or potential. Students who are gifted require special provisions because of their strengths and above grade instructional level or potential. In gifted education, strength-based interventions or strength-based programming, are used to describe tiered instruction. RTI supports setting targets or trend lines for students. Long-term planning and monitoring of student progress will allow students to learn and grow toward accelerated expectations. The pace of acceleration is based upon individual experiences and needs; and, may include different forms of acceleration over time. RTI also embeds gifted education into the daily focus of quality instruction. Academic, affective and behavioral outcomes become critical targets for students, not solely enrichment targets as was a previous standard. The problem-solving process which uses data, strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RTI. Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth and complexity of the evidence-based practices utilized.

STUDENTS WITH DISABILITIES

Because RTI encompasses all students, students with disabilities are serviced within any of the three tiers as applicable; there is not a special tier reserved for providing special education services. Implementing an RTI system does not alter a school district's obligations to identify students with disabilities or to respond to referrals requested by parents, teachers, or others. Alternatively, in circumstances where a student has progressed through the multiple tiers without success, a disability should be suspected and a referral must be made.

When considering using RTI as part of the process for identifying students with specific learning disabilities (SLD), school districts should keep in mind a number of provisions of IDEA 2004 and the 2006 Part B Regulations. Using RTI as part of the process for identifying SLD shifts the focus of the evaluation process from emphasizing the documentation of the student's disability through a discrepancy model to emphasizing the student's instructional needs. RTI emphasizes this shift of focus through documentation of a student's persistent failure to progress even after receiving

intense and sound scientific-research based interventions in the general education curriculum. Utilizing an RTI approach requires districts to have a universal screening mechanism, have a core curriculum, use scientifically based interventions, establish a multi-tiered model of interventions, show frequent progress monitoring, and implement data based decision making practices. It is important to note that a district must have all the appropriate components of RTI in place prior to attempting to use RTI to identify a specific learning disability.

More specific guidance about using RTI as part of the identification process for a student with a specific learning disability will be available in the *Alaska Special Education Handbook*.²

² The *Alaska Special Education Handbook* is expected to be revised in the fall of 2009. Any questions about use of RTI in identifying specific learning disabilities under special education should be referred to the department special education staff.

FREQUENTLY ASKED QUESTIONS ABOUT RTI

1. Question: What has to exist in order for RTI to work?

Answer: RTI is successful when an infrastructure exists to support all staff in meeting the needs of students. School staff must possess knowledge of and skills in using effective instructional strategies, interventions, and assessment tools for screening and progress monitoring. Therefore, school personnel must be provided the training opportunities necessary to gain the skills needed to implement RTI system wide. Teachers and support staff must have the support of building administrators and district staff to implement an RTI framework. Support provided to teachers must include the collection and analysis of appropriate data to assess student progress. School schedules must be designed to accommodate time for staff collaboration and problem-solving meetings.

2. Question: What is the criterion for a successful intervention?

Answer: An intervention is successful if the data collected through progress monitoring shows an increase in the performance of the at-risk student, thus closing the achievement gap between the student's performance and the expected target. A sufficient number of data points must be collected over a sufficient period of time to document the increase in student performance.

3. Question: How long should interventions be implemented in an RTI model?

Answer: The amount of time necessary to identify and verify effective interventions will vary by skill, the age and the grade level of the student. A sample time frame for an intervention might be 6 to 8 weeks with progress monitoring data collected at least once each week. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student's progress is less than expected.

4. Question: Who provides the interventions?

Answer: A variety of people may provide interventions in an RTI framework. In Tier I, classroom teachers should be the primary provider of differentiated instruction and strategies. At the Tier II & III levels, classroom teachers, paraprofessionals, reading teachers, special education teachers, school psychologists, school counselors, etc. can provide interventions. The interventionist should be selected based on intensity of intervention, skill level of interventionist, and training required to deliver the intervention. Furthermore, each school needs to determine individuals available in the building to provide interventions, what training each individual has had, and the time availability of the individual who will be providing interventions.

5. Question: Who progress monitors or conducts assessments in the RTI model?

Answer: Many different individuals can progress monitor depending on the tool being used. Because CBM requires minimal training, schools may select multiple individuals to be trained including parents, retired teachers, paraprofessionals, other school personnel, etc. Behavior progress-monitoring data also can be collected by a variety of individuals. District wide progress monitoring instruments may also be used and the data collected may be by district level personnel, classroom teachers, and/or designated building staff. Nonetheless, individuals who are expected to monitor progress should be formally trained to administer the

instruments utilized for progress monitoring. Additionally, if administering diagnostic instruments, adequately trained and/or appropriately licensed individuals should be conducting the assessment.

6. Question: How do students move between Tiers?

Answer: Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through progress monitoring as well as with the intensity level of the intervention.

7. Question: Is a student ever involved in more than one intervention at a time?

Answer: Students should typically participate in one intervention at a time for individual skill deficits. For example, if a student has a deficit in reading, a single problem should be determined and a single intervention should be developed to address the identified problem. However, in some situations a student may be participating in a standard protocol intervention such as a flexible reading group to address reading skills in general, but may also be in a more intensified (Tier III) intervention to address the specific skill deficit. Additionally, a student may participate in more than one intervention if there are a variety of skill deficits in different academic or behavior areas. For example, a student may be receiving a behavior intervention and a reading intervention at the same time or a reading intervention and a math intervention at the same time.

8. Question: How long might a child receive interventions at Tier II or III?

Answer: The length of time a child participates in Tier II or III interventions depends on the significance of the gap between the student and peers as well as the skill deficits a student has. For example, if a student in 8th grade needs an intervention in math calculations to gain the skills necessary to succeed with Algebra, there may be a need for several specific skill interventions to close the gap with peers. Data may demonstrate that the gap is closing, but the length of time to close the gap may be lengthy. On the other hand, a student who is in 1st grade and needs an intervention addressing short vowels may need a limited Tier II or III intervention and once the skill is gained the gap is closed with peers and the student can participate in the core curriculum. This student's length of participation in the problem-solving process would be limited.

9. Question: What documentation is used with the RTI framework?

Answer: Graphs and charts of student progress monitoring data are a basic component of RTI documentation. Furthermore, schools should document the assessment and intervention strategies and outcomes using data collection systems. The strategies that are utilized and charted data should produce documentation of a student's progress or lack of progress (e.g., graphs, charts).

10. Question: How is RTI funded?

Answer: This is a local decision. Because RTI requires the school to use staff, time and materials differently schools and districts are encouraged to reconsider how general funds are expended in implementing an RTI framework. There are several federal formula grants that can support efforts. See the Resources section of this document for more information about using federal funds to support RTI.

11. Question: Is RTI just a way to avoid providing special education services?

Answer: No. RTI is a way to address learning needs of all students early and to ensure that a student's lack of progress is not due to lack of instruction. Use of an RTI framework supports all students through high quality, effective instruction in the general education setting as well as those requiring additional support through interventions or special education services. The intent is to generate a seamless system of support that is available to all students at the first sign of need.

12. Question: Can RTI be used for students who are Gifted and Talented and/or underachieving?

Answer: Absolutely. Students who are Gifted and Talented and are underachieving based on screening measures and progress-monitoring tools should be provided strength-based intervention to increase the potential for sufficient progress. Because the RTI framework is a system wide model, all students who are making insufficient progress should be provided more intensive interventions based on their individual needs. Gifted students need strength-based tiered interventions based on programming needs. Gifted students with learning difficulties will also need interventions for skill deficits.

13. Question: How/what do we communicate to parents?

Answer: Parent involvement is important to student success. Parents should be informed of and involved in all decisions regarding interventions and related changes to a student's instruction. See the Parent Participation and Notification section of this guidance for more information.

14. Question: How do you measure rate of improvement (ROI)?

Answer: Rate of improvement is the amount of improvement divided by the time devoted to it. An example is the number of words a student obtains divided by the number of weeks of instruction needed to learn those words. Rate of improvement is demonstrated by a student's progress slope. This slope compares the student's progress in response to the interventions, compared with CBM benchmarks, state standards, other students in the same age/grade group, and/or an expected rate of progress for peers.

15. Question: How do you measure and analyze fidelity?

Answer: Successful RTI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently. Professional development is important in initially establishing and maintaining fidelity. Direct and indirect assessments of the implementation of major components of interventions or the CBMs (depending on what is being analyzed) will allow school districts to measure and analyze fidelity to determine the professional development needs of staff. This reiterates the importance of having just a few agreed upon interventions so school districts are working with a common understanding of what the intervention "looks like" and can support effective implementation in the classroom. This analysis is usually conducted at the building level often by the school principal. Direct assessment of staff is done through observation during implementation and task analysis of staff's use of the major components. Indirect assessment is conducted through staff's self-reporting, interviews and documentation. Indirect assessment should focus on the staff's

knowledge of components (often documented through a checklist) and gap analysis to determine when components were used properly.

16. Question: When should a school district initiate a special education referral in an RTI system?

Answer: A school district should initiate a special education referral when it suspects that a student has a disability or when a parent or any other person makes a referral requesting that a student be evaluated for special education services. A school district's child find responsibilities do not end when the district chooses to implement an RTI approach. Parents, teachers or any interested persons may also initiate a referral at any time if they believe a child requires special education services. While school districts may use non-responsiveness at Tier III in an RTI system to generate a referral, they may not require that a student demonstrate non-responsiveness at Tier III before initiating a referral.

17. Question: Are school districts that choose to use RTI required to use the curriculum or interventions referenced in this guidance?

Answer: No. However, school districts are required to use data developed from scientific research-based interventions when using RTI.

18. Question: How might specially designed instruction differ from the Tier III interventions a student may have been receiving prior to qualifying for special education services?

Answer: Interventions and services a student receives once determined eligible for special education services will vary with each individual student. If a student has been unsuccessful with two attempts of Tier III interventions, the student's specially designed instruction may look similar to those Tier III interventions except the instruction will be more intense, provided with an increased frequency and duration, and adapted to meet the student's unique needs. School districts are required to ensure that the specially designed instruction identified for each eligible student is developed and provided in accordance with an IEP as noted in Alaska Statute 14.30.278.

19. Question: Can a school district use RTI data to support the decision that a student has a disability in a special education disability category other than SLD?

Answer: Yes. RTI data may be included when considering criteria in other categories. However, the information included in the evaluation report must be comprehensively sufficient to address each area of suspected disability. Therefore, RTI data may not be the sole source of information but may supplement information provided for suspected disabilities in categories other than SLD. For more information, see the *Alaska Special Education Handbook*.

RESOURCES

RTI PROGRAMS, POLICIES AND PROCEDURES

- **Alaska Department of Education website:** <http://www.eed.state.ak.us/nclb/RTI.html>
 - Links to RTI resources and training materials
- **National Center on Response to Intervention:** <http://www.rti4success.org/>
 - Comprehensive site providing information and resources for RTI
- **IRIS Center's RTI Module:**
http://iris.peabody.vanderbilt.edu/rtio1_overview/chalcycle.htm
 - RTI training module
- **National Association of School Psychologists:** <http://www.nasponline.org/>
 - RTI resources.
- **National Association of State Directors of Special Education:** <http://www.nasdse.org/>
 - RTI policies & procedures manual.
- **National Research Center on Learning Disabilities:** <http://www.nrcl.org>
 - RTI resources.
- **Office of Special Education Programs Ideas that Work Toolkit for Assessing Specific Learning Disabilities:**
http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp
 - Model RTI Policies and Procedures.
- **Office of Special Education Coordinated Early Intervening Services (CEIS) Guidance (July 28, 2008) :** <http://www.ed.gov/policy/speced/guid/idea/ceis.html>
- **A Parent's Guide to Response-to-Intervention:**
http://www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf
- **District & School Blueprints for RTI Implementation:** <http://www.nasdse.org/>
- **Center on Instruction:** <http://www.centeroninstruction.org/>
- **National Research Center on Learning Disabilities:** <http://www.nrcl.org/index.html>
- **Center for Effective Collaboration and Practice:** <http://cecp.air.org/fba/>
 - Behavior interventions.
- **Guidelines for Reviewing Reading & Professional Development Programs:**
<http://www.fcrr.org/FCRRReports/guidelines.htm>
- ***What is Scientifically Based Research? A Guide for Teachers:***
<http://www.nifl.gov/nifl/publications.html>
- **Positive Behavioral Interventions and Supports:** <http://www.pbis.org/>
- **Association for Positive Behavioral Support:** <http://www.apbs.org/>
- **Center for Improving Reading Competence Using Intensive Treatments School wide (Project CIRCUITS):** <http://www.wcer.wisc.edu/cce/reading.html>
 - Investigating reading intervention models for K-3 students.

- **Intervention Central:** <http://www.interventioncentral.org/>
 - Reading, math and behavior interventions, CBM probes and mastery measures.
- **Office of Special Education Programs School-wide Positive Behavior Support Implementers Blueprint and Self-Assessment:** <http://www.pbis.org/files/Blueprint%20draft%20v3%2009-13-04.doc>
 - Three-tiered model for positive behavior support.
- **Positive Behavior Support Power Point Presentations for School Staff:** <http://www.modelprogram.com/?pageid=41897>
 - Free downloads directed at building school wide positive behavior support (MODEL).
- **Reading Rockets:** <http://www.readingrockets.org/>
 - Resources for school psychologists, reading specialists and classroom teachers in reading.
- **Schoolwide Information System for Behavior Problems:** <http://www.swis.org/>
 - School-wide management program for data regarding location, frequency, function of behavior.
- **Practice Guides from the What Works Clearinghouse:** <http://www.ies.ed.gov/ncee/wwc/publications/practiceguides/>
 - Assisting Students Struggling with Mathematics: RTI for Elementary and Middle Schools
 - Assisting Students Struggling with Reading: RTI and Multi-Tier Intervention in the Primary Grades
- **What Works Clearinghouse:** <http://www.whatworks.ed.gov/>
 - Established by the U.S. Dept. of Education (Institute of Education Sciences) to provide educators, policymakers, researchers and the public with a trusted source of information regarding evidence of what works in education.
- **The National Center for Culturally Responsive Educational Systems (NCCREST):** <http://www.nccrest.org/>
 - NCCREST, a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

UNIVERSAL SCREENING AND PROGRESS MONITORING/CBM TOOLS FOR READING, WRITING AND MATHEMATICS:

- **Aimsweb:** <http://www.aimsweb.com/index.php>
 - CBMs in reading, writing, and mathematics (includes Spanish literacy).
- **CBMNow:** <http://www.cbmnow.com/>
 - CBMs in reading, writing, mathematics and spelling.
- **DIBELS Home Page:** <http://dibels.uoregon.edu>
 - Reading CBMs.

- **National Center on Student Progress Monitoring:** <http://www.studentprogress.org/chart/>
 - Review of CBMs in reading, writing and math.
- **Research Institute on Progress Monitoring:** <http://www.progressmonitoring.org/>
 - Provides technical assistance to states and districts and disseminates information about progress monitoring practices proven to work in different academic content areas.

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Appendices

The appendices are provided as samples of forms and processes that might be used by a district. They are not intended to be viewed as required documents.

APPENDIX A – SAMPLE MATRIX USING THREE-TIERED MODEL

This matrix represents corresponding roles and activities for implementation of universal screening, progress monitoring, decision-making, and scientific, research-based interventions within a multi-tiered system.

SCREENING	Tier I	Tier II	Tier III
All students participate. Decide which students are at-risk and which are not.	Universally screen 3 times a year in reading, mathematics, written language and social/behavior.	N/A	N/A
<i>We Use:</i>	Curriculum based measures (CBMs), district-wide assessments, existing data, classroom data, other measures used to screen student achievement	N/A	N/A
<i>Who is involved:</i>	Teacher, parent, consult from support team (can include principal, special education teachers, content area specialists, Title I teachers, school psychologists, etc.)	N/A	N/A
PROGRESS MONITORING	Tier I	Tier II	Tier III
Decide when changes need to be made	3 times per year. Follow at-risk students closely – using Problem Solving / Review, Interview, Observe, Test (R.I.O.T.) or Standard Treatment Protocol	More frequently (about every two weeks)	Very frequently (about every week)
<i>We use:</i>	CBMs, existing data	CBMs	CBMs
<i>Who is involved:</i>	Teacher, parent, paraprofessionals (data collection), and consult from support team	Same as in Tier I plus content specialist (data collection and analysis) special education, other specialists (analysis)	Same as in Tier II plus school psychologists

DECISION MAKING	Tier I	Tier II	Tier III
What are the student's instructional needs? NOTE: not diagnosing impairments - identifying learning problems	Informal – problem solving (R.I.O.T.), Standard Treatment Protocol	Using team approach, reviewing intervention data (R.I.O.T.) and applying to CBMs – further hypothesis of the problem developed	Using appropriate measures targeted to identify area of need; targeted assessment (including error analysis or functional behavioral analysis), to answer content specific instructional questions.
<i>We use:</i>	Universal screening and other data gathered at Tier I	Data from progress monitoring, CBMs	Pinpointing skill deficits.
<i>Who is involved:</i>	Teacher, parent, consultation from support team	Tier I plus content area specialists, Title I or ELL teachers	Tier II plus special education teacher, school psychologist
INTERVENTIONS	Tier I	Tier II	Tier III
Decide when services can be discontinued and to document overall effectiveness	Core curriculum and school-wide positive behavioral systems. Expectation is that 80% of students are meeting benchmark	Targeted interventions	Intensified interventions
<i>We use:</i>	Flexible grouping (grades 3 and up), accommodations to address curriculum, instructional accommodations	reading interventions, writing interventions (see sample outlined in Appendix E); mathematics, behavior and other interventions listed in resources	More intensive and increased use of Tier II interventions, individualized interventions
<i>Who is involved:</i>	Teacher, parent, consultation from support team	Tier I plus content specialists, Title I or ELL teachers	Tier II plus special education teacher, school psychologist

APPENDIX B – EXPLANATION AND MATRIX OF CONTENT DOMAINS FOR PROBLEM SOLVING

I. CURRICULUM

Curriculum refers to what is taught. This domain includes the long range direction, intent, and stated outcomes of the course of study. It also includes the content arrangement, and pace of steps leading to the outcomes. Before instruction can be aligned with student needs, an appropriate curriculum that has been carefully selected should be in place.

Academic:

To assure curriculum alignment you need to:

- Make sure that the curriculum is aligned and matches appropriate state and district standards and benchmarks.
- Be certain that core components are introduced and reinforced at appropriate levels within the curriculum.
- See that the curriculum is taught consistently in all of the classrooms.

Behavior:

- School has developed three to five positively stated school-wide expectations.
- A teaching “matrix” has been developed that define what expectations look like within different settings (i.e., rules and appropriate social skills).
- Specific lesson plans have been developed to directly teach rules and social skills; plans are based off the teaching “matrix.”

II. INSTRUCTION

Instruction is how curriculum is taught. This domain includes instructional decision making regarding materials and curriculum level. Progress monitoring and the ability to control success rate are also included. Examples of other instructional variables include giving clear directions, communicating expectations and criteria for success, direct instruction with explanations and cues, sequencing lesson designs to promote success and offering a variety of activities and experiences for practice and application.

Academic:

Once an appropriate curriculum is implemented, instruction should be examined for effectiveness starting with the whole group. This can be determined by asking the following questions:

- Have the research-based practices been shown to increase student performance?
- Have effective practices have been implemented with fidelity in ways that students will benefit?
- Do materials have documented efficacy?
- Has a sufficient amount of instructional time been allotted for curriculum implementation?
- Is instruction tailored to meet students’ current levels of knowledge?
- Is instruction organized so that pre-requisite skills are taught sequentially?

Behavior:

Once a “teaching matrix” has been implemented for school-wide behavioral expectations, instruction should be examined. This can be determined by asking the following questions:

- Is there evidence (e.g., public postings, impromptu student queries, teacher lesson plans) that students have received direct instruction on the school-wide expectation?
- Is there evidence that students receive prompting, feedback, review and reinforcement for positive behaviors?
- Is there evidence that staff teach positive behaviors within settings?
- Is there evidence to showing that classroom expectations/behaviors are linked to school-wide expectations?
- How much time does staff directly and actively instruct students on positive behaviors?
- Is there evidence that there are clear and consistent responses to both positive and negative behaviors?

III. ENVIRONMENT

The environment is where the instruction takes place. This domain includes all aspects of the classroom setting such as physical arrangement, rules, management plans, routines, and expectations. It may also include out of class variables such as peer and family influence, and job pressure for students at the secondary level.

Environmental considerations cover a wide range of factors. The setting, routines and rules should be closely scrutinized. This includes:

- Making sure that the physical environment (seating arrangement, lighting and noise-level) are appropriate; and
- Determining if routines and behavior management plans are conducive to learning.

IV. LEARNER

The learner is who is being taught. The most important learner variable is his or her current knowledge, sometimes referred to as ‘prior knowledge’ of the task that they need to learn. This is the last domain to consider when planning interventions. Before the student’s skills and motivation are called into question, it should be confirmed that the curriculum and instruction are appropriate and the environment positive. Interventions in the student learner domain are not likely to be successful if problems in the other domains are not adequately addressed. Fixed, or unalterable, traits such as a student’s ‘ability’, race, gender or family history are the last domain to consider when planning interventions.

EXAMPLE VARIABLES FROM EACH CONTENT DOMAIN

Instruction	Curriculum
<ul style="list-style-type: none"> • Instructional decision making regarding selection and use of materials • Instructional decision making regarding placement of students in materials • Use of progress monitoring • Clarity of instruction • Communication of expectations and criteria for success • Direct instruction with explanations and cues • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content 	<ul style="list-style-type: none"> • Long-range direction for instruction • Instructional philosophy/approaches • Instructional materials • Intent • Stated outcomes for the course of study • Arrangement of the content/instruction • Pace of the steps leading to the outcomes • General learner criteria as identified in the school improvement plan and the district curriculum and benchmarks and state standards
Environment	Learner
<ul style="list-style-type: none"> • Physical arrangement of the room • Furniture/equipment • Rules • Management plans • Routines • Expectations • Peer context • Peer and family influence • Task pressure 	<ul style="list-style-type: none"> • Prior knowledge of the target task • Academic performance data • Related social/behavioral performance data • This is the last domain that is considered and is only addressed when the curriculum and instruction are found to be appropriate and the environment is accommodating

APPENDIX C– MATRIX OF THE REVIEW, INTERVIEW, OBSERVE, AND TEST (R.I.O.T.) APPROACH TO THE FOUR CONTENT DOMAINS FOR PROBLEM SOLVING

I. REVIEWING THE FOUR DOMAINS

Procedure	Domain	Source	Data Outcomes	
Review	Instruction	Permanent products	<ul style="list-style-type: none"> Nature of instructional demands reflected in paper-pencil tasks (e.g., style demands of the task, difficulty levels, skill requirements) 	
	Curriculum	Permanent products (e.g., books, worksheets, curricular guides, etc.)	<ul style="list-style-type: none"> Nature of instructional demands reflected in curricular materials (e.g., instructional approaches, pacing, difficulty, pre-requisite skills, scope and sequence of instruction) 	
	Environment	School rules	<ul style="list-style-type: none"> Discipline policies and procedures that define what is deemed as “situational appropriate” 	
	Learner	Permanent products, peers’ work		<ul style="list-style-type: none"> Standard performance of peers
		Cumulative records		<ul style="list-style-type: none"> Patterns of behavior as reflected in teacher reports (teacher perception of the problem) and discipline records Onset and duration of the problem Interference with personal, interpersonal, and academic adjustment Settings where behavior of concern has occurred
		Health records		<ul style="list-style-type: none"> Existence of health, vision, and/or hearing problems potentially related to the academic and/or social behavior concern
		Permanent products and student work		<ul style="list-style-type: none"> Patterns of performance errors reflecting skill deficits Interference with ability to profit from general education instruction Consistent skill and/or performance problems over time Settings where behavior of concern is evident

I. REVIEWING THE FOUR DOMAINS (-CONTINUED-)

Procedure	Domain	Source	Data Outcomes
Review	Learner	Teacher's grade book	<ul style="list-style-type: none"> Student performance in relationship to setting demands (e.g., teacher expectations, task demands)
		Behavior Assessment Technique (BAT) records and teacher intervention documentation records	<ul style="list-style-type: none"> Response to intervention as reflected in "Intervention Plans" and progress monitoring

II. INTERVIEWING WITHIN THE FOUR DOMAINS

Procedure	Domain	Source	Data Outcomes
Interview	Instruction	Teachers	<ul style="list-style-type: none"> Teacher expectations Teacher instructional practices Teacher reinforcement strategies
	Curriculum	Teachers and relevant district personnel (e.g., curriculum directors, principals, etc.)	<ul style="list-style-type: none"> Philosophical orientation of the curriculum (e.g., whole language, phonics, whole class reading, etc.)
	Environment	Teachers	<ul style="list-style-type: none"> Classroom routines, rules behavior management plans reflecting a definition of "situational appropriate"
		School district personnel	<ul style="list-style-type: none"> School rules, discipline policies reflecting a definition of "situational appropriate"
		Parents	<ul style="list-style-type: none"> Behavior management strategies reflecting parent expectations and definition of "situational appropriate"
Learner	Teachers, relevant district personnel, parents, community resources, student	<ul style="list-style-type: none"> Interviewees' perceptions of the problem-its nature, intensity, significance to the student and in relation to peers 	

II. INTERVIEWING WITHIN THE FOUR DOMAINS (-CONTINUED-)

Procedure	Domain	Source	Data Outcomes
Interview	Learner	Behavior rating scales, checklists	<ul style="list-style-type: none"> Patterns of behavior as perceived by raters who complete them Settings in which behavior of concern is perceived by raters who complete them

III. OBSERVATION WITHIN THE FOUR DOMAINS

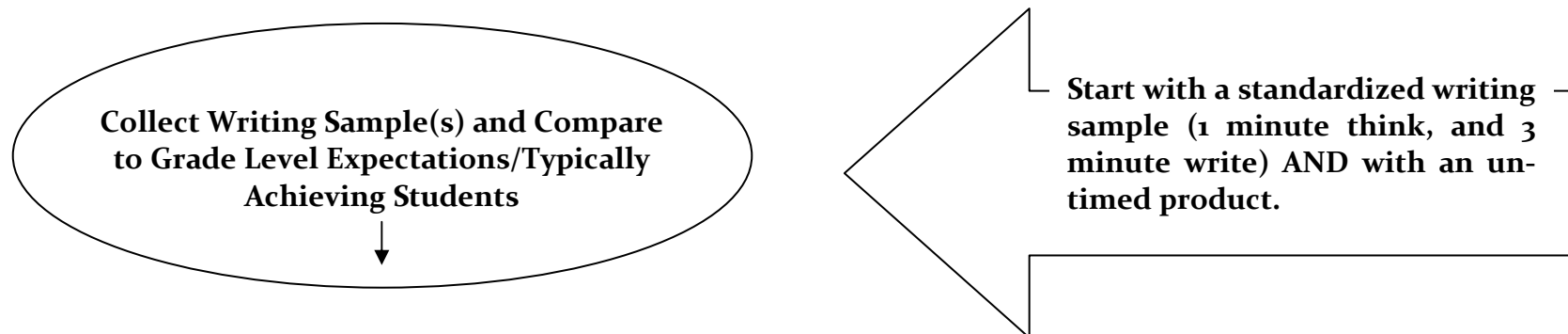
Procedure	Domain	Source	Data Outcomes
Observe	Instruction	Setting analysis	<ul style="list-style-type: none"> Effective teaching practices, teacher expectations
		Systematic observation	<ul style="list-style-type: none"> Antecedents, consequences
		Anecdotal recording checklists	<ul style="list-style-type: none"> Effective teaching practices
	Curriculum		
	Environment	Setting analysis	<ul style="list-style-type: none"> Physical environment (e.g., seating arrangement, equipment, lighting, furniture, temperature, noise levels) Classroom routines and behavior management Demographics of peer group
		Systematic observation	<ul style="list-style-type: none"> Peer performance for performance standard of “situational and developmentally appropriate” Interaction patterns
	Learner	Anecdotal recording checklists	<ul style="list-style-type: none"> Nature of behavior of concern Patterns of behavior of concern Response to interventions as reflected in informal progress monitoring
		Systematic observations	<ul style="list-style-type: none"> Nature and dimensions (e.g., frequency, duration, latency, intensity) of target behaviors Response to interventions as reflected in systematic progress monitoring

IV. TESTING WITHIN THE FOUR DOMAINS

Procedure	Domain	Source	Data Outcomes	
TEST	Instruction			
	Curriculum	Readability of texts	<ul style="list-style-type: none"> • Difficulty levels of textbooks 	
	Environment			
	Learner	Curriculum based measurement (CBM)		<ul style="list-style-type: none"> • Fluency in oral reading, math computation and written expression • Resistance to intervention (systematic progress monitoring)
		Curriculum based assessment		<ul style="list-style-type: none"> • Student performance on curriculum based tasks in specific skill areas
		Classroom tests		<ul style="list-style-type: none"> • Student academic performance on classroom measures of achievement • Interference with ability to profit from general education instruction • Resistance to intervention (progress monitoring)
		Norm-referenced (individual and group)		<ul style="list-style-type: none"> • Student academic performance in relationship to a norm group—as a performance standard • Personal trait data in relationship to a norm group as a standard of appropriateness and reflecting personal adjustment
		Criterion-referenced		<ul style="list-style-type: none"> • Student academic performance identifying skill strengths and weaknesses
Self-reports (checklists, inventories, rating scales, etc.)			<ul style="list-style-type: none"> • Personal trait data reflecting student perception of the problematic situation and student’s personal adjustment 	

APPENDIX D – USING PROBLEM SOLVING TO ADDRESS WRITING PROBLEMS

The example below demonstrates how the problem solving process is applied to identify specific areas where students may be struggling. This example uses writing, however, a similar approach can be used for collecting reading or mathematic samples.



WHAT APPEARS TO BE PROBLEMATIC?

Check the following:

Step 1: SURVEY LEVEL: WHAT is the problem?

Fluency	Syntactic Maturity	Vocabulary (Semantic Maturity)	Content	Conventions	Legibility	Writing Process
Definition						
<ul style="list-style-type: none"> Amount of text generated 	<ul style="list-style-type: none"> Varied sentence lengths and sentence types Use of complete sentences Verb tense agreement 	<ul style="list-style-type: none"> Variety of words used Grade level use of vocabulary and grammar 	<ul style="list-style-type: none"> Organization Originality Style Cohesion 	<ul style="list-style-type: none"> Punctuation Spelling Capitalization Grammar rules 	<ul style="list-style-type: none"> Handwriting 	<ul style="list-style-type: none"> Plans ahead Consideration of audience Selection of genre Moves back and forth between the stages of the writing process
Problem indicators (compared to GLEs or another standard)						
<ul style="list-style-type: none"> Little or no text 	<ul style="list-style-type: none"> Short sentences Switches tenses 	<ul style="list-style-type: none"> Repeated use of similar words Uses only simple language Vocabulary appears to be below grade level 	<ul style="list-style-type: none"> No paragraph formatting “Knowledge Telling” No identifiable structure Lacks sequence 	<ul style="list-style-type: none"> Many errors: punctuation, spelling, capitalization 	<ul style="list-style-type: none"> Difficult to read the writing 	<ul style="list-style-type: none"> Other errors mentioned and no evidence of planning, audience consideration, or genre
Sample ways to quantify						

• Total words written	• T-Units	• Type-token ratio	• Holistic scale	• Percent of errors • Checklist that specifies the problems	• Letter formation errors	• Observation • Interview
Does a discrepancy exist?						

Step 2: DEVELOP ASSUMED CAUSES: WHY is the problem occurring?

Possible assumed causes for the problem and evaluation questions						
<ul style="list-style-type: none"> • Is there a missing tool skill? • Is there a motivation problem? (Does the student refuse to write?) • Is there a physical problem? (Fatigue) • Do they know their letters? Letter sounds? • Early literacy skills? 	<ul style="list-style-type: none"> • Can student identify complete/incomplete sentences? • Can student produce complete sentences? 	<ul style="list-style-type: none"> • Does the student have limited proficiency in English? • Is there also a problem with spelling? • Are there also problems with spoken language and/or communication? • What are the student's vocabulary skills in the area of the topic? 	<ul style="list-style-type: none"> • Can the student identify a paragraph? • Can the student explain the concept of and identify the components of a paragraph? • Can the student write a paragraph if given assistance? 	<ul style="list-style-type: none"> • Is there a specific error pattern? 	<ul style="list-style-type: none"> • Is there also a fluency problem? • Is there a specific error pattern? 	<ul style="list-style-type: none"> • Is there knowledge telling? • Can the student identify/utilize the steps in the writing process? • Does the student have a strategy for planning? • Can the student write for an audience? • Can the student write for a purpose? • Can the student differentiate between draft and final?

Step 3: VALIDATING/SPECIFIC LEVEL: Create a hypothesis. Then develop or administer assessments to confirm or disconfirm your hypothesis.

Step 4: SUMMATIVE DECISION MAKING: Determine current level of performance and select goals and objectives.

Step 5: FORMATIVE DECISION MAKING: Determine how progress will be monitored. Include the use of CBM general outcome measures and any mastery measures.

Step 6: INSTRUCTIONAL RECOMMENDATIONS: Determine the type of learning and select appropriate initial instructional interventions.

APPENDIX E – EXAMPLES OF SELECTING WRITING INTERVENTIONS

The following matrix is an example of breaking down skills to determine appropriate interventions for writing. A similar approach can be used for selecting reading or mathematics interventions.

General Description	Description Relative to Written Language	Potential Problem Indicators	Possible Types of Instructional Interventions
Type of Learning: Declarative Knowledge			
<ul style="list-style-type: none"> • “Knowing that something is the case” “The facts” • Labels and names • Facts and lists • Organized discourse • Declarative knowledge explained with words like “explain, describe, summarize and list” 	<ul style="list-style-type: none"> • Knowing the vocabulary associated with language • Knowing parts of speech • Identifying genres • Knowing the vocabulary of writing: verbs, nouns, sentences, paragraphs • Using and writing age appropriate vocabulary 	<ul style="list-style-type: none"> • Student is unable to fill out a planning sheet with phrases such as “Identify your audience” • Student does not identify specific genres • Limited vocabulary 	<ul style="list-style-type: none"> • Provide explicit vocabulary instruction, • Use mnemonic devices, • Utilize graphic organizers to show relationships, • Use rehearsal strategies
Type of Learning: Concept			
<ul style="list-style-type: none"> • “A concept is a set of specific objects, symbols, or events which are grouped together on the basis of shared characteristics and which can be referenced by a particular name or symbol” (Merrill & Tennyson, 1977) • Concrete concepts are known by physical characteristics • Requires generalization and discrimination 	<ul style="list-style-type: none"> • Utilizes the writing process in a non-linear manner. Independently plans, revises, edits as needed before completing a final project • Independently selects an audience and writes in a genre for a specific purpose • Utilizes a wide variety of sentence structures and types to communicate meaning in print • Consistently utilizes complete sentences 	<ul style="list-style-type: none"> • Is not able to articulate a strategy for approaching the writing process • Is not able to discriminate between genres • Does not articulate different purposes for writing 	<ul style="list-style-type: none"> • Teaching by analogy strategies • Utilizing concept mapping • Utilizing imagery
Type of Learning: Procedure			
<ul style="list-style-type: none"> • Unambiguous steps in a process 	<ul style="list-style-type: none"> • Applies steps in the writing process • Fills out sections in a graphic organizer 	<ul style="list-style-type: none"> • States steps in the writing process but is unable to follow them • Unable to complete a specified process or does not turn in work • Completes a pre-writing activity, but does not include the components or ideas in the draft 	<ul style="list-style-type: none"> • Teach writing strategies
Type of Learning: Principle			
<ul style="list-style-type: none"> • Describe the relationship between two or more concepts 	<ul style="list-style-type: none"> • Applies grammar rules 	<ul style="list-style-type: none"> • Uses incorrect verb tenses or lacks subject verb agreement • Writes incomplete sentences 	<ul style="list-style-type: none"> • Explicit instruction in mechanics and grammar

Type of Learning: Problem Solving			
<ul style="list-style-type: none"> The selection and combination of multiple principles applied to solve a problem 	<ul style="list-style-type: none"> Selects and writes in an appropriate genre Writes for a defined purpose to a defined audience 	<ul style="list-style-type: none"> Does not convey meaning when writing Does not select and write for a variety of audiences and purposes 	<ul style="list-style-type: none"> Teach writing strategies
Type of Learning: Cognitive Strategy			
<ul style="list-style-type: none"> Techniques to monitor own learning Mental tactics for: attending to, organizing, elaborating, manipulating, and retrieving knowledge Mental tactics that lead to discovery, invention or creativity 	<ul style="list-style-type: none"> Techniques to remember specific aspects that are necessary for writing in a particular genre Technique for editing using COPS (Capitalization, Overall appearance, Punctuation, and Spelling) Takes effective notes 	<ul style="list-style-type: none"> Student does not edit his/her own paper, even though he/she has learned specific skills Does not differentiate between revising and editing Does not organize thoughts into cohesive paragraphs 	<ul style="list-style-type: none"> Teach editing or revising strategies Explicit instruction in writing (convention) skills Utilization of graphic organizers as a way to organize information Teach specific writing strategies
Type of Learning: Attitude			
<ul style="list-style-type: none"> Thoughts or feelings 	<ul style="list-style-type: none"> Participates in writing activities 	<ul style="list-style-type: none"> Refuses to write or does not complete tasks 	<ul style="list-style-type: none"> Provide a safe environment Provide scaffolded support for success in an initial writing task
Type of Learning: Psychomotor			
<ul style="list-style-type: none"> A physical task. 	<ul style="list-style-type: none"> Is able to generate text 	<ul style="list-style-type: none"> Refuses to write or does not complete tasks 	<ul style="list-style-type: none"> Teach handwriting and keyboarding Seek out support from an OT

Originally developed by Ken Howell and LeAnne Robinson.

**APPENDIX F – SAMPLE PROBLEM SOLVING
RTI INTERVENTION PLAN**

**Response to Instruction/Intervention
Intervention Plan through Problem Solving**

Student Name _____	Attending District/School _____
Birth Date _____ Age _____ Gender _____	Resident District/School _____
Parent/Guardian _____	General Education Teacher _____
Home Phone _____	Case Coordinator _____
Work Phone _____	
Date _____	Problem Solving Meeting # _____

Participant Name	Title/Relationship to Student
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. DEFINE THE PROBLEM

Points to consider: Identify the area to be targeted for intervention. Apply the R.I.O.T. approach across the four domains to determine current levels of performance. Identify the problem areas.

Environment (R.I.O.T.):
Curriculum (R.I.O.T.):
Instruction (R.I.O.T.):
Learner (R.I.O.T.):

2. ANALYZE THE PROBLEM

Points to Consider: Look at the problem as the difference between what is expected and what occurs. Analyze the problem with respect to the characteristics of the environment, instruction, curriculum, and the individual learner. Other questions may include:

- | | |
|--|--|
| <input type="checkbox"/> Is the instruction delivered with fidelity? | <input type="checkbox"/> Is the student missing tool skills (alterable)? |
| <input type="checkbox"/> How is the information provided during instruction? | <input type="checkbox"/> What are the characteristics of the learning environment? |
| <input type="checkbox"/> How is the curriculum organized? | <input type="checkbox"/> What has not worked in the past? |
| <input type="checkbox"/> What has worked in the past? | |

Based on the data you have collected, why do you think the problem is occurring?

3. DEVELOP A PLAN

Goal: Write a meaningful, measurable, observable goal. Include the conditions (time frame, materials, setting), student's name, behavior, and criterion.

Identify Potential Interventions: Generate a list of interventions. Evaluate each one keeping in mind the research base and record the top six. Place an asterisk (*) by the intervention methods(s) selected to implement.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4. IMPLEMENT THE PLAN

Identify the setting where implementation occurs:

- General education setting Special education setting Combination

Implementation plan: Record what the Team members need to do in preparation for implementing the intervention plan.

What will be done? Include subject area and what needs to be done.	When?	By Whom?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Monitoring Plan: Record the evaluation procedures, the evaluation schedules, and the decision rule.

1. Evaluation Procedures:	By Whom? →	
2. Evaluation Schedules:	By Whom? →	
3. Decision Rule:	By Whom? →	

Next Problem Solving Meeting:

Date: _____ Location: _____ Time: _____

5. EVALUATE THE PLAN

Date: _____ Student's Name: _____

Conclusions: Make modifications and conclusions based on data analysis and the monitoring plan (evaluation procedure, schedule, and decision rule). Record conclusions made and why.

- A. Problem Solved- Student exits intervention plan and returns to core curriculum.
- B. Continue the Intervention Plan.
 - 1. Discontinue current intervention because goals have been met and develop a new intervention plan with new goals.
 - 2. Revise the plan because goals have not been met.
 - 3. Continue the plan because progress is evident although goals have not been met.
- C. Problem not solved, consider referral for special education or 504 plan.

Modified from documents originally developed by Wayne Callender

APPENDIX G – USING ERROR ANALYSIS IN TARGETED ASSESSMENTS OF READING

When conducting targeted assessments error analysis may be used along with Review, Interview, Observe, Test (R.I.O.T.) procedures including interviews and conducting and scoring mastery measures that target specific skills.

The following is a suggested approach for using error analysis when conducting targeted assessments in reading at Tier III. Similar approaches could be used for written language and mathematics.

a) Use error analysis from students' performance on CBMs, or mastery measures with appropriate reading tests, to identify the student's skills and knowledge of:

- Phonological Awareness
- Phonemics
- Sound-letter relationships
- Blending
- Sight word recognition
- Syllabication, morphographic content, clusters
- Polysyllabic words
- Passage reading at level
- Oral reading fluency
- Silent reading fluency

b) Use results from direct measures of reading strategies to determine whether the student:

- Guesses based on first letter
- Identifies different word (i.e. "the" for "these")
- Sounds out word
- Omits sound
- Errors in letter sound correspondence (i.e. short "e" sound for short "I")
- Produces initial sound(s) then word
- Substitution (i.e. "hat" for "cap")
- Deletes phoneme (i.e. "cat" for "cats")
- Repeats word
- Reads slowly
- Reads too fast
- Rule error (i.e. "hat" for "hate")
- Could not correctly repeat the word
- Uses incorrect spelling pattern (i.e. spells long "A" sound by adding an "e" to the end of the word instead of "ay")
- Must write multiple versions of word to determine correct spelling

c) The following are examples of sample data that can be collected for error analysis. Curriculum relevant/appropriate grade level measures should be used. When comparing the frequency and/or proportion of error types among the various measures there has to be an equal number of opportunities for each type of error to occur.

1. Sight (Dolch) Word Reading Accuracy (i.e. the, of, was, their, etc.)

Based on appropriate grade level sight words taught as of the date the data was collected.

Data collections

Date	Number words presented	Number words correct	Percentage correct	Sample errors

2. Phonetically Regular Word Reading Accuracy

Correct identification on first attempt. Based on appropriate grade level sounds, blends, and syllables taught as of the date the data was collected.

Data collections

Date	Number words presented	Number words correct	Percentage correct	Sample errors

3. Passage Reading Rate and Accuracy

Based on novel passage at appropriate grade level taught as of the date the data was collected. Any miscues, substitutions and deletions count as an error. Time is calculated for entire passage.

Data collections

Date	Number words presented	Number words correct	Percentage correct	Sample errors

Attach passage with marked errors or error list.

4. Spelling of Phonetically Regular Words

Based on appropriate grade level syllable types taught as of the date the data was collected. Dictate list and present word and have student repeat word. Word is presented as unit with no assistance to break down or distinguish.

Data collections

Date	Number words presented	Number words correct	Percentage correct	Sample errors

Modified from documents originally developed by Cindy Dupuy and Cynthia Sheller

APPENDIX H – DISTRICT AND SCHOOL RTI READINESS CHECKLIST

This checklist is a self-evaluation tool provided to assist districts and schools in examining its readiness to adopt RTI practices. The checklist is intended to be completed by a team of district or building level leaders. It includes five indicators to ensure successful implementation of RTI systems.

District Name: _____ Date: _____

School Name: _____

Staff Completing the Checklist:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Leadership	Established	Will Implement?	
		Yes	No
District level and building level support at the highest levels, including agreement to adopt an RTI model and allocate required resources (general education, special education and other programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of and commitment to a long term change process (3 or more years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long term commitment of resources among general education, special education Title, ELL and other programs (staff, time and materials) for screening, assessment, and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District leadership team with basic knowledge of the research relative to RTI and the desire to learn more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expertise at the district level and building level with respect to research based practices for academics and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative: For “Established” items documented in the space below include specific information related to the involvement of the School Board, Central Office Administrators, and Principals. (Use additional pages as necessary.)

Narrative: For “Willing to Implement” items, describe current conditions that would support change in each area. (Use additional pages as necessary.)

Teaming	Established	Will Implement?	
		Yes	No
Commitment to collaborative teaming (general education, special education and other programs) at both the district and school levels		<input type="checkbox"/>	<input type="checkbox"/>
Principal leadership and staff (general education, special education and other programs) willing to participate at each school		<input type="checkbox"/>	<input type="checkbox"/>
Willingness for general education, special education, and other programs to work together at both the district and school levels		<input type="checkbox"/>	<input type="checkbox"/>
Commitment from all team members to making student decisions through problem solving		<input type="checkbox"/>	<input type="checkbox"/>
Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)		<input type="checkbox"/>	<input type="checkbox"/>

Narrative: For “Established” items documented in the space below include specific information related to teaming structures currently in place at the district and school levels and specific initiatives that involve collaboration between general education, special education and compensatory programs. (Use additional pages as necessary.)

Narrative: For “Willing to Implement” items, describe current conditions that would support change in each area. (Use additional pages as necessary.)

Curriculum	Established	Will Implement?	
		Yes	No
Use of a research-validated core reading program; core math program; writing program and behavior at each elementary or secondary school identified as RTI ready with 80% success rate		<input type="checkbox"/>	<input type="checkbox"/>
Use of or ability to acquire supplemental intervention materials		<input type="checkbox"/>	<input type="checkbox"/>
A range of research-based instructional interventions for any student at risk of not reaching potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3 tiered approach, pyramid of interventions, etc.)		<input type="checkbox"/>	<input type="checkbox"/>
System in place to evaluate research-based interventions as to integrity/fidelity of implementation		<input type="checkbox"/>	<input type="checkbox"/>
Capacity to provide ongoing training and support to ensure fidelity of implementation		<input type="checkbox"/>	<input type="checkbox"/>

Narrative: For “Established” items documented in the space below list the core reading, math, writing and behavior programs adopted by the district, any supplemental intervention materials currently in use, and systems in place to provide training related to their implementation. Identify each school involved. If the district and/or schools are not adopting research validated programs in reading, math, writing, or behavior explain the area in which RTI is not being adopted and how this will impact the district/school’s overall approach to RTI. (Use additional pages as necessary.)

Narrative: For “Willing to Implement” items, describe current conditions that would support change in each area. Include possible options for funding additional curricular materials that may be necessary. (Use additional pages as necessary.)

Screening	Established	Will Implement?	
		Yes	No
Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior		<input type="checkbox"/>	<input type="checkbox"/>
Structured data conversations occurring to inform instructional decisions		<input type="checkbox"/>	<input type="checkbox"/>
Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes		<input type="checkbox"/>	<input type="checkbox"/>
Progress monitoring that is systematic, documented and shared		<input type="checkbox"/>	<input type="checkbox"/>
Data management systems in place (technology support)		<input type="checkbox"/>	<input type="checkbox"/>

Narrative: For “Established” items in the space below describe the data collection and management system used by the district, including details about the current progress monitoring system and calendar. (Use additional pages as necessary.)

Narrative: For “Willing to Implement” items, describe current conditions that would support change in each area. (Use additional pages as necessary.)

Ongoing Professional Development (Addresses relevant areas essential to effective implementation of RTI and improved student outcomes)	Established	Will Implement?	
		Yes	No
Across all staff/roles		<input type="checkbox"/>	<input type="checkbox"/>
Involves families		<input type="checkbox"/>	<input type="checkbox"/>
Includes follow-up (e.g., coaching, professional dialogue, peer feedback, etc.)		<input type="checkbox"/>	<input type="checkbox"/>

Professional development addresses relevant areas such as:

Collaborative decision-making (e.g., professional learning communities)		<input type="checkbox"/>	<input type="checkbox"/>
Effective use of data, including that gathered through ongoing progress monitoring, in making educational decisions		<input type="checkbox"/>	<input type="checkbox"/>
Collaborative delivery of instruction/interventions		<input type="checkbox"/>	<input type="checkbox"/>
Research-based instructional practices, including supporting materials and tools		<input type="checkbox"/>	<input type="checkbox"/>
What constitutes “interventions” versus “accommodations and modifications”		<input type="checkbox"/>	<input type="checkbox"/>
Prescriptive and varied assessment techniques (targeted assessments, CBMs, error analysis, etc.)		<input type="checkbox"/>	<input type="checkbox"/>
Progress monitoring techniques		<input type="checkbox"/>	<input type="checkbox"/>
Parent engagement strategies		<input type="checkbox"/>	<input type="checkbox"/>
Other:		<input type="checkbox"/>	<input type="checkbox"/>

Narrative: For “Established” items in the space below describe the current professional development system and calendar. (Use additional pages as necessary.)

Narrative: For “Willing to Implement” items, describe current conditions that would support change in each area. (Use additional pages as necessary.)

ACTION PLAN

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who is Responsible	Evidence of Change

Planning Team: _____

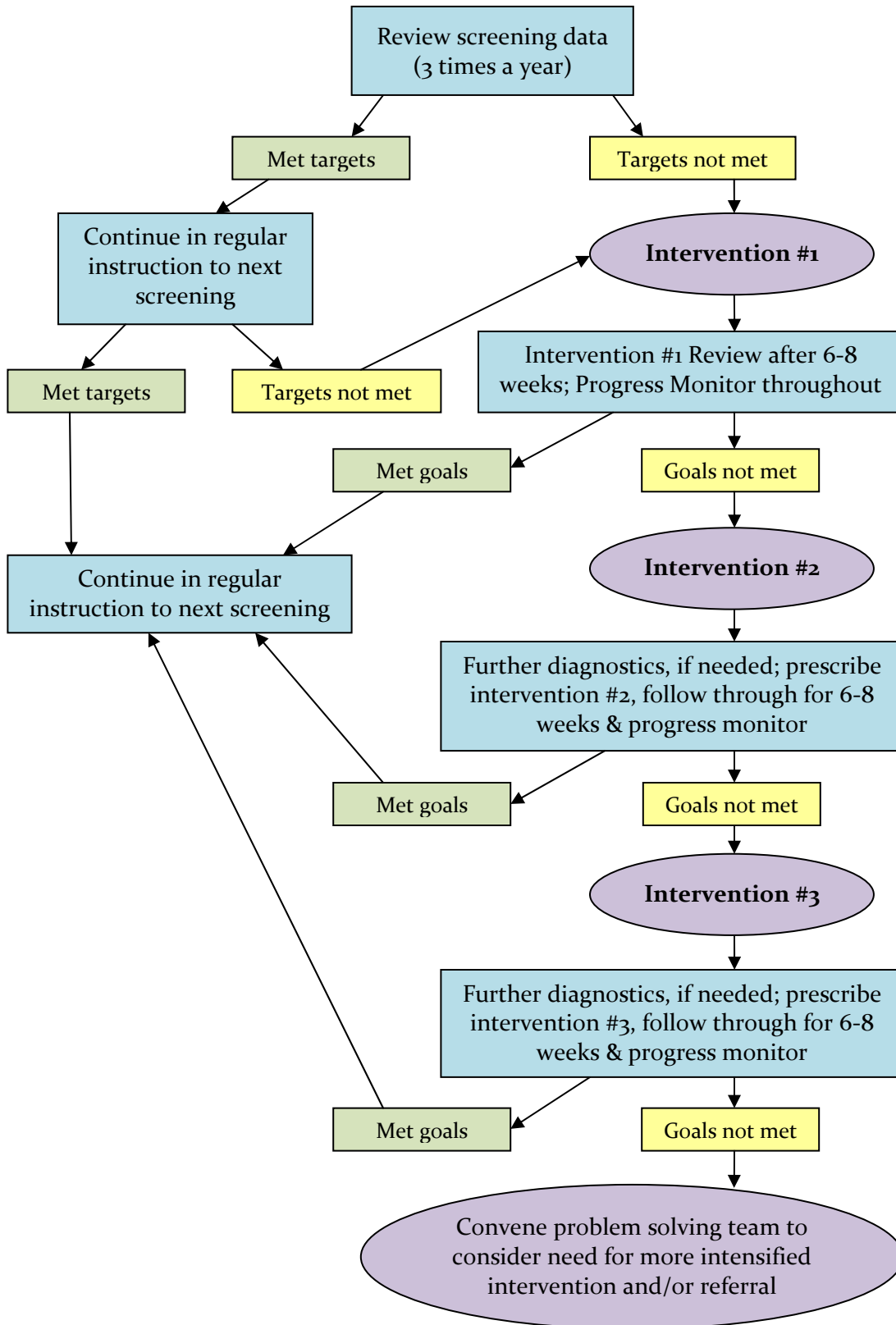
Date: _____

Modified from documents originally developed by the states of Oregon and Colorado

APPENDIX I – SAMPLE RTI FLOWCHART & STUDENT PROGRESS FORM

Student: _____

- Reading
- Math
- Writing
- Date: _____
- Date: _____
- Date: _____



- Date: _____
- Date: _____
- Date: _____
- Date: _____
- Date: _____
- Date: _____
- Date: _____

SAMPLE RTI Flowchart & Student Progress Form

Student: _____

Date: _____

Background Information:

Researched Based Classroom Instruction

Curriculum	
Frequency and Duration	
Taught by	

Interventions tried:

Intervention	Result

Summary of Screening Data:

Parent comments and other factors to consider:

Student: _____

Date: _____

Intervention Plan (1)
(Academic issues that will not need special education support)
15 minutes daily for targeted interventions, 30 minutes daily for intensified, 1-5 students in a group

Goal: _____

Intervention Plan

Instructional Strategies		Materials	Environment (table, floor, one on one, group, etc)	Time	Motivational Strategies	Assessment
Skill	Teaching Strategy					
Person Responsible for Progress Monitoring						
Frequency and Duration of Intervention						
Dates To and From						
Total # of weeks of Intervention attempted						
Progress Made (compare baseline data to current performance)						
Rate of Improvement						

Follow up - Attach progress monitoring data and work samples.

Date: _____ Who will bring the data: _____

Progress (check one):

- Goal met or exceeded:** Trend line slope is at or greater than slope of the goal line.
- Goal not met but performance improved:** Trend line slope reflects improvement in performance, but at a rate less than that designated by goal line. *Judgment time - Follow up progress at a later date and continue as is or proceed with Intervention (2).*
- Goal not met/performance did not improve or got worse:** Progress report reflects little or no change from baseline performance. *Proceed with Intervention (2).*

Student: _____

Date: _____

Intervention Plan (2)
(Academic issues that will not need special education support)
15 minutes daily for targeted interventions, 30 minutes daily for intensified, 1-5 students in a group

Goal: _____

Intervention Plan

Instructional Strategies		Materials	Environment (table, floor, one on one, group, etc)	Time	Motivational Strategies	Assessment
Skill	Teaching Strategy					
Person Responsible for Progress Monitoring						
Frequency and Duration of Intervention						
Dates To and From						
Total # of weeks of Intervention attempted						
Progress Made (compare baseline data to current performance)						
Rate of Improvement						

Follow up - Attach progress monitoring data and work samples.

Date: _____ Who will bring the data: _____

Progress (check one):

- Goal met or exceeded:** Trend line slope is at or greater than slope of the goal line.
- Goal not met but performance improved:** Trend line slope reflects improvement in performance, but at a rate less than that designated by goal line. *Judgment time - Follow up progress at a later date and continue as is or proceed with Intervention (3).*
- Goal not met/performance did not improve or got worse:** Progress report reflects little or no change from baseline performance. *Proceed with Intervention (3).*

Student: _____

Date: _____

Intervention Plan (3)

(Academic issues that will not need special education support)

15 minutes daily for targeted interventions, 30 minutes daily for intensified, 1-5 students in a group

Goal: _____

Intervention Plan

Instructional Strategies		Materials	Environment (table, floor, one on one, group, etc)	Time	Motivational Strategies	Assessment
Skill	Teaching Strategy					
Person Responsible for Progress Monitoring						
Frequency and Duration of Intervention						
Dates To and From						
Total # of weeks of Intervention attempted						
Progress Made (compare baseline data to current performance)						
Rate of Improvement						

Follow up - Attach progress monitoring data and work samples.

Date: _____ Who will bring the data: _____

Progress (check one):

- Goal met or exceeded:** Trend line slope is at or greater than slope of the goal line.
- Goal not met but performance improved:** Trend line slope reflects improvement in performance, but at a rate less than that designated by goal line. *Judgment time - Follow up progress at a later date and continue as is or proceed with additional intervention.*
- Goal not met/performance did not improve or got worse:** Progress report reflects little or no change from baseline performance. *Problem solving team considers more intensified interventions and/or referral to special ed.*

APPENDIX J – SAMPLE RTI BEHAVIOR REVIEW AND PLAN

RTI BEHAVIOR REVIEW

Student Name		Parents/Guardian	
Birth Date		Initial Meeting	
School/District		Review Meeting	

Team Members Present

Initial Understanding of Problem Behavior
<i>What do we know about the student that might help explain/understand the current behavior problems?</i>

Student Strengths
<i>What do we know about the student's strengths (absolute or relative) and interests?</i>

Slow Trigger	Fast Trigger	Behaviors of Concern	Maintaining Consequence	Perceived Function
<i>Any environment or personal characteristics that set the stage for behaviors problems?</i>	<i>An event with a discrete onset that occurs immediately before behavior problem.</i>	<i>The observable and measurable problem behavior that the student demonstrates.</i>	<i>The events that occur after or as the result of the behavior.</i>	<i>The purpose or motivating reason the behavior.</i>

Positive Trigger	Positive Behavior	Positive Consequence
<i>What happens immediately before instances of positive behavior?</i>	<i>Any instances of appropriate behaviors occurring in similar circumstances?</i>	<i>What happens immediately after instances of positive behavior?</i>

Function of Behavior
<i>Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation?</i>

RTI POSITIVE BEHAVIOR STRATEGIES

Replacement Behaviors

What should the student be doing instead? (What do others do for same function?)

Long-Term: What is the appropriate replacement behavior with related precursor or skill steps?

Interim/Short-Term: What's an acceptable interim behavior (if any) while replacement behavior is being learned/takes hold?

Preventative Strategies

What types environmental modifications and changes in communication could eliminate or alter triggering situations?

Teaching Strategies

What type of instruction, modeling and/or demonstration will help the replacement behaviors take hold?

Consequence Strategies

Positive Natural Consequences

How can natural positive consequences be made available to the student when desired behavior occurs?

Positive Artificial Consequences

What enhancements can be made to increase the power of natural positive consequences?

Negative Consequences (if any)

What can be done when the student displays the problem behavior so that the desired function of the behavior cannot be realized?

Predictable Failure

What are some circumstance or conditions that might cause the plan to result in failure?

Temporary Solution

What can be done to prevent or remove identified circumstances or conditions?

PROGRESS MONITORING

Data Collection Procedures

How will change be monitored?

--

Condition	Replacement Behavior	Modifier	Mastery Criteria
<i>When is the behavior likely to occur?</i>	<i>What do you want the student to do?</i>	<i>The number and types of prompts/cues and delay time allowed, if any?</i>	<i>How much improvement do you want to see?</i>

Crisis Plan

The Crisis Plan details what the adults will do to address intense behaviors (e.g., aggressive behavior, elopement, etc...). Unlike a Behavior Intervention Plan, the Crisis Plan doesn't address how to get "replacement behaviors" to take hold.

--