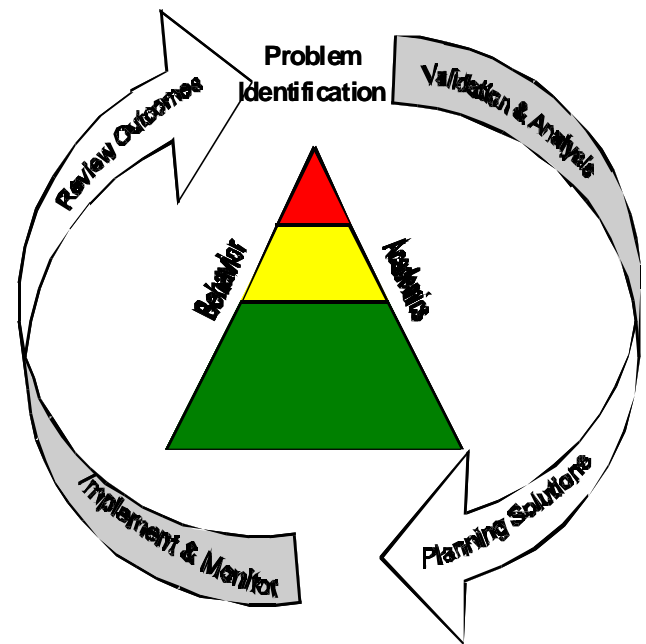


Response to Intervention: *Restructuring What We Do to Improve Outcomes for All Students*

2008 Winter Education Conference
Anchorage Hilton
January 16 & 17, 2008

Mountain View Elementary , Anchorage School District

- Jennifer Knutson, School Psychologist
- Roger LeBlanc, Principal
- Linda Kraushaar, Classroom Teacher





Objectives



1. Outline components of Response-to-Intervention & Problem Solving...Using data to make decisions!
2. Provide an overview of the Problem Solving/RTI model and student outcomes at Mountain View Elementary School.
3. Allow participants to share, discuss & “problem solve” how to implement aspects of RTI in their schools



Mountain View Elementary School



J. Knutson 2008



Demographics



Enrollment	394
Economically Disadvantaged	100%
Attendance Rate	91.6%*
Transiency Rate	34.2%*
Limited English Proficient	29%
Special Education	17%

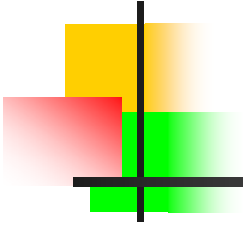
**Taken from 2007 school report card*



Historical Perspective

- 2001 Reading Excellence Act
- 2003 NCLB Reading First K-3
- 2005 Problem Solving & progress monitoring
- 2006 Problem Solving within an RTI model





The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

Michelangelo

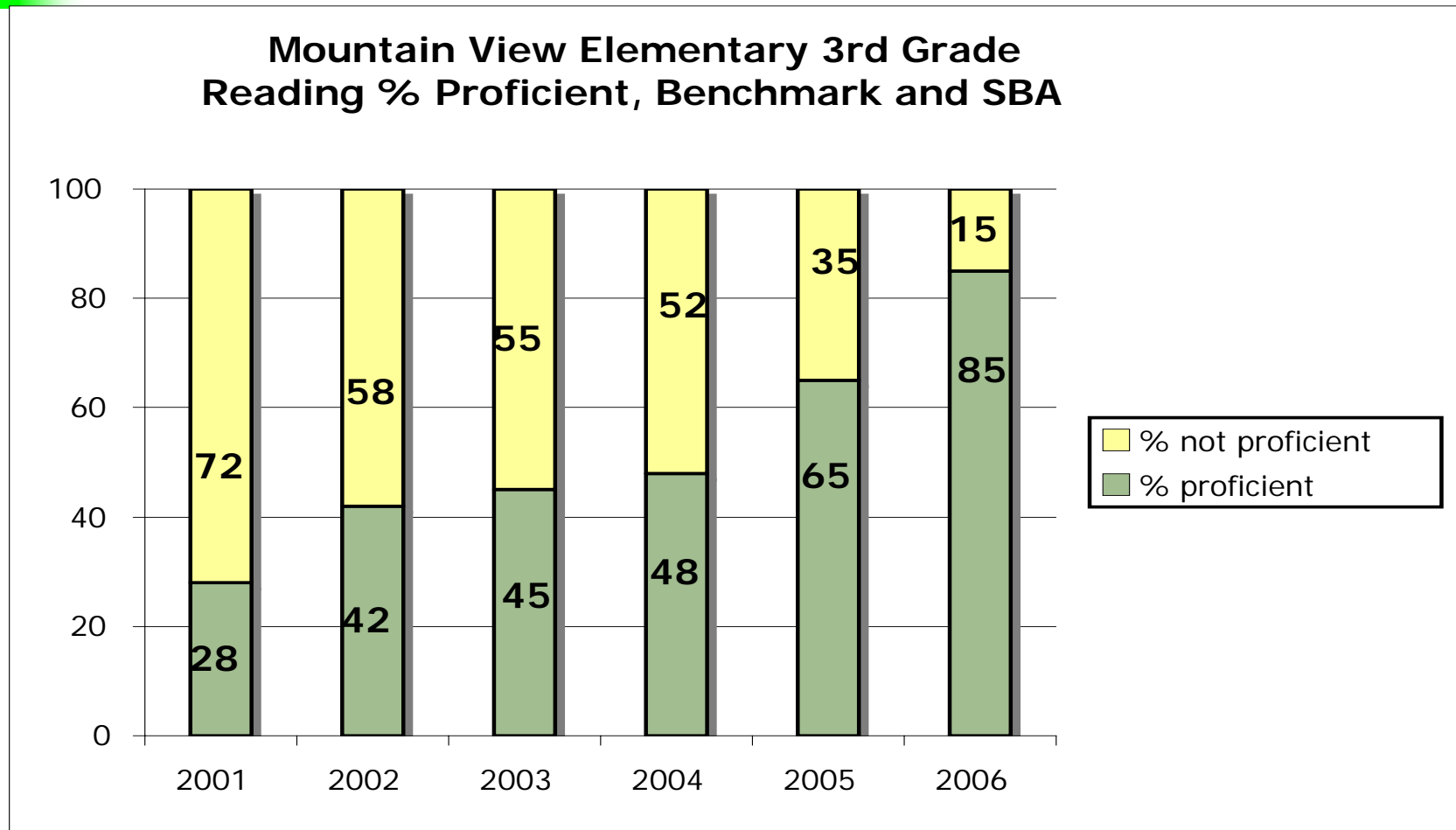


Mountain View Elementary AYP

Grades 3-6 (All Students)

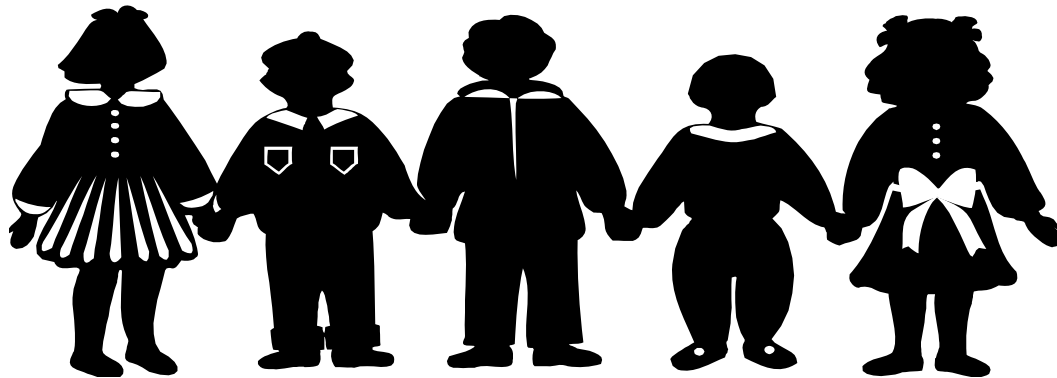
	2005-06	2006-07
Reading	70.93%	70.53%
Writing	65.50%	62.96%
Math	60.47%	65.97%

3rd Grade Results at Mountain View Elementary



Patricia McRea 2007

*Response to Intervention addresses the needs
of ALL to meet the needs of EACH.*





NCLB & IDEIA

Share the goal of improving academic achievement through....

- High expectations for all students
- Holding all students to challenging standards
- Accountability for all students
- Focus on “scientifically-based research”



Definition of RTI...

“The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored, results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.”

National Center for Learning Disabilities
A Parents Guide to Response to Intervention
www.helptoachieve.org/_Documents/attachment-488.pdf

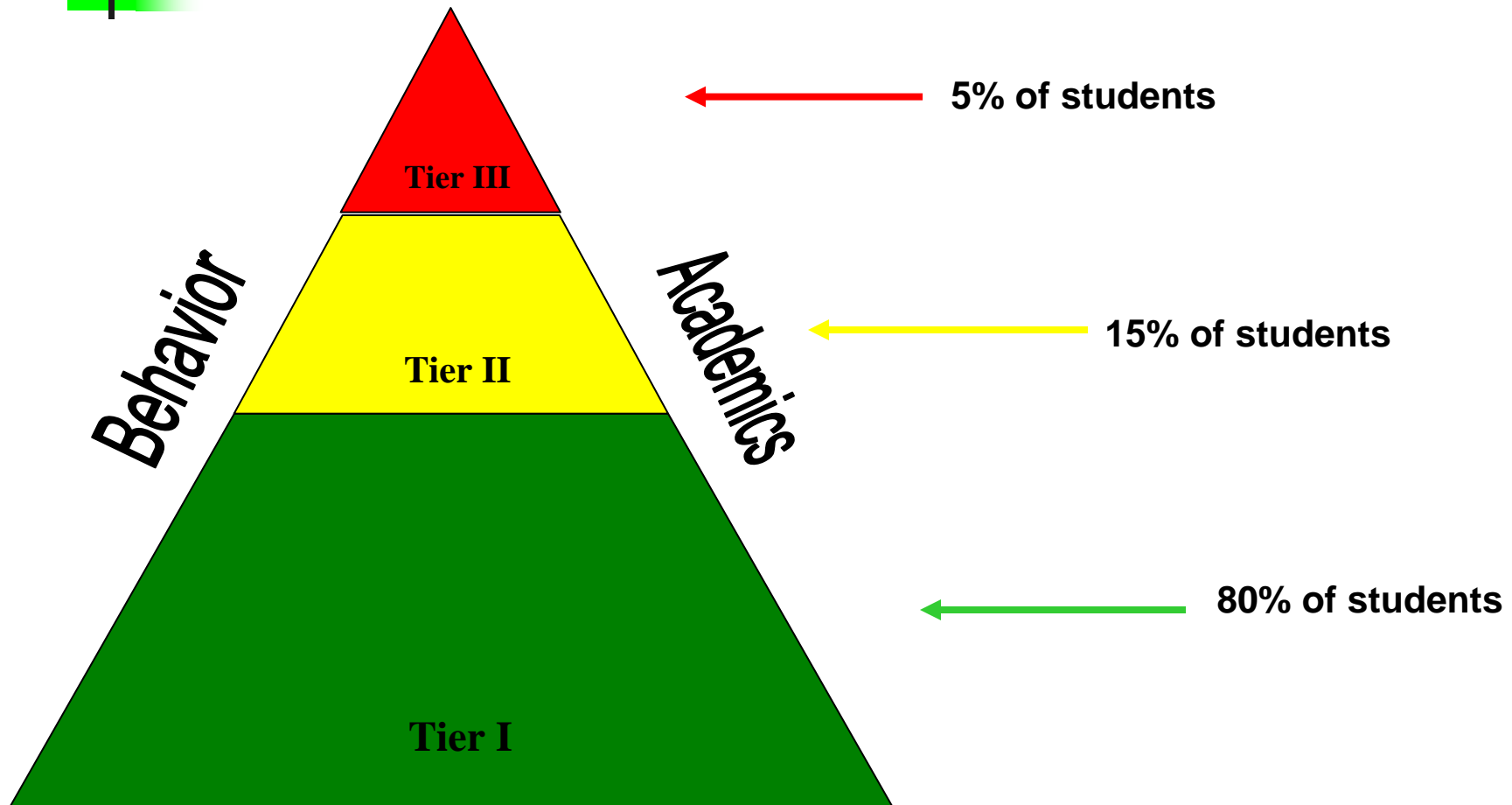


Principles Underlying RTI

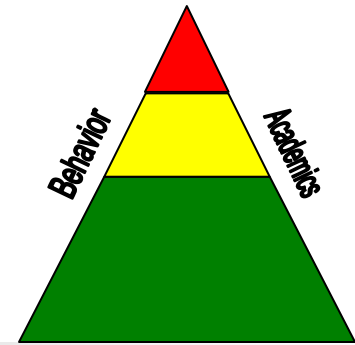
- Intervene early/Prevention
- Use a multi-tiered model of service delivery
- Use a problem-solving method (PSM) to make decisions at each of the three tiers
- Use research-based, scientifically validated interventions/instruction to the extent available
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for 3 different purposes

RTI/Prevention Model

(Simeonsson, 1994; Caplan & Grunebaum, 1967)



Terminology



Tier I	Tier II	Tier III
Benchmark	Strategic	Intensive
Primary/Universal	Secondary	Tertiary



- Purpose: Reduce the number of new cases of identified academic and behavior problems....**PREVENTION**
- Decision Making: School-wide problems solving, leadership team
- Assessment: Universal screening for ALL students (fall, winter, spring) & data management system
- Instruction: Core instructional programs and school-wide positive behavior supports should meet the needs of approximately 80% of students



Benchmark: *Guiding Questions*

- ✓ What are our school goals? (*Where are we? Where do we want to be?*)
- ✓ What percentage of our students are meeting benchmark goals?
- ✓ Did we get more students to benchmark this year than last year?



Benchmark: *Guiding Questions*

- ✓ Is the core program meeting the needs of the majority of the students (80%+)?
 - ✓ If not, why (i.e., weaknesses, fidelity of implementation)?
 - ✓ What will be done to address core program insufficiencies?

- ✓ How will the effectiveness of the core program be monitored over time?

School-Wide Leadership



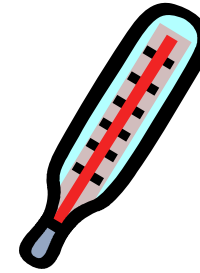
WHO?

- Principal
- Teacher representatives
 - By grade level
 - Primary and intermediate
- Specialists
 - Reading/Math coaches
 - Parent Resource Center
 - Bilingual teacher
 - Special education teacher(s)
 - Counselor
 - School Psychologist
 - Speech/Language Therapist
 - After School Program Coordinator

WHAT?

- Develop expertise within the building
- Meet regularly to problem solve at the school level
- Meet with grade level teams
- Lead monthly data meetings
- Plan professional development

Universal Screening



- Administered to ALL students
- Valid & reliable indicator of achievement
- Measures critical skills
- Efficient
 - Time
 - Cost
- Repeatable
- Sensitive to change over time
- Standardized





Universal Screening in Reading

<u>Big Idea</u>	<u>Measure</u>
Phonological Awareness	Phoneme Segmentation Fluency
Alphabetic Principle	Letter Naming Fluency Nonsense Word Fluency
Fluency and Accuracy	Oral Reading Fluency
Vocabulary	?
Comprehension	Maze

Data Management System

- School district system
- DIBELS (dibels.uoregon.edu)
- AIMSweb (aimsweb.com)
- Excel spreadsheet





Core & Intervention Program Reviews

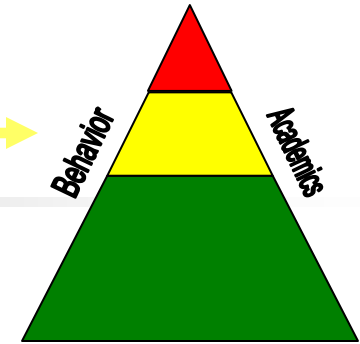
- Florida Center for Reading Research
(www.fcrr.org)
- What Works Clearing House
(www.whatworks.ed.gov)
- Oregon Reading First
(oregonreadingfirst.uoregon.edu)
- Institute for the Development of Educational Achievement (IDEA), University of Oregon
(reading.uoregon.edu)

**Scientifically
Research-Based**

Alterable Components and Specific Adjustments Used to Intensify Intervention (Good, Simmons & Kame'enui, 2002)

<u>Program Components</u>	Intensity of Interventions				
	1	2	3	4	5
Time and Response Opportunities	Deliver 90 minutes core instruction (minimum of 30-mins of teacher led small group)				
	Increase attendance and ensure daily instruction—set goals				
Core Program Efficacy	Research based core program in place and staff trained				
Program Implementation	Core program lesson taught each day at high level of fidelity				
Group Size	Placement is appropriate within group				
Progress Monitoring	3-4 times a year for all students				
Coordination of Instruction	Clarify and establish instructional priorities				

Strategic



- Purpose: Reduce the number of existing kids at risk and lower the prevalence of identified problems
 - Of the 20% for whom benchmark prevention is not effective, approximately 15% will require strategic interventions
- Decision-Making: Grade-level collaboration & problem solving team
- Assessment: Monthly to bimonthly progress monitoring
- Instruction: Core instructional programs and school-wide positive behavior supports + 15-30 minutes supplemental intervention 3-5 times a week (e.g., PA or fluency intervention, social skills group, basic math skills intervention)



Strategic: *Guiding Questions*

- ✓ For which students is the core program not sufficient?
Why?
- ✓ What areas of reading need to be targeted (PA, alphabetic principle, fluency, vocabulary, comprehension)?
- ✓ What intervention materials are going to be used?
- ✓ How much support is needed and how will it be delivered?



Strategic Intervention

Name	Oral Reading Fluency			Instructional Recommendation
	Score	Percentile	Status	
Kelsey	12	2	At Risk	Intensive - Needs Substantial Intervention
Tyler	25	9	At Risk	Intensive - Needs Substantial Intervention
Nick	33	11	At Risk	Intensive - Needs Substantial Intervention
Jemane	37	13	At Risk	Intensive - Needs Substantial Intervention
Jessie	38	14	At Risk	Intensive - Needs Substantial Intervention
Tim	40	15	At Risk	Intensive - Needs Substantial Intervention
Jack	47	18	At Risk	Intensive - Needs Substantial Intervention
Les	50	21	At Risk	Intensive - Needs Substantial Intervention
AJ	54	24	Some Risk	Strategic - Additional Intervention
Jon	63	31	Some Risk	Strategic - Additional Intervention
Leann	76	46	Some Risk	Strategic - Additional Intervention
Dan	81	52	Low Risk	Benchmark - At Grade Level
Vick	83	53	Low Risk	Benchmark - At Grade Level
Tom	88	59	Low Risk	Benchmark - At Grade Level
Donovan	96	66	Low Risk	Benchmark - At Grade Level
Vira	97	67	Low Risk	Benchmark - At Grade Level
Frank	100	70	Low Risk	Benchmark - At Grade Level
Wes	113	79	Low Risk	Benchmark - At Grade Level
Destiny	135	92	Low Risk	Benchmark - At Grade Level
Maria	148	96	Low Risk	Benchmark - At Grade Level

Progress Monitoring

- Repeated measures using technically adequate measurement procedures administered at regular intervals during intervention.





Examples of Progress Monitoring Measures

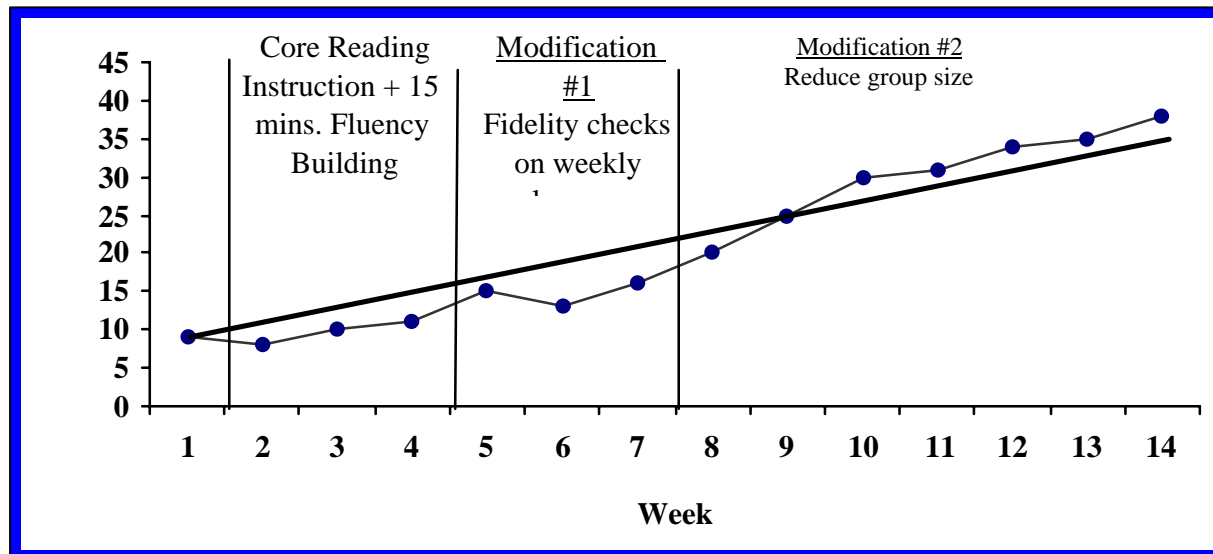
<u>Big Idea</u>	<u>Measure</u>
Phonological Awareness	Phoneme Segmentation Fluency
Alphabetic Principle	Letter Naming Fluency Nonsense Word Fluency
Fluency and Accuracy	Oral Reading Fluency
Comprehension	Maze
Math Computation	CBM-Math Calculation



Frequency of Progress Monitoring

- **Benchmark**
3-4 times per year
- **Strategic**
1-2 times per month
- **Intensive**
Weekly

Progress Monitoring Data Display





Logistics of Progress Monitoring

- Plan out **who** will test each student, **how often** the student will be tested, in **what material**, and **where to keep the data** (central location for paper booklets, computer data management system)
- Get help if needed...
 - Reading Coach
 - Tutors
 - Itinerants (e.g., School Psychologist, Speech/Lang Therapist)
 - ELL Teacher
 - Sped Teacher
 - Specials Teachers (e.g., librarian)
- Schedule it into your lesson plans



Strategic: *Guiding Questions*

- ✓ Are our intervention programs being implemented with fidelity?
- ✓ Are students moving from strategic to benchmark?
- ✓ How effective are our Tier II intervention groups?
- ✓ Which students need an instructional change?



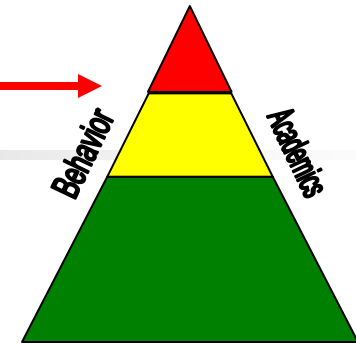
Summary of Effectiveness

Effectiveness of Core Curriculum				Effectiveness of Strategic Support Program				Effectiveness of Intensive Support Program			
Students in Strategic Range	Beginning NWF	Middle NWF	Check if Reached Benchmark of 50	Students in Strategic Range	Beginning NWF	Middle NWF	Check if Reached Benchmark of 50	Students in Intensive Range	Beginning NWF	Middle NWF	Check if Reached Benchmark of 50
	Score	Score			Score	Score			Score	Score	
Nick	58	105	X	Mollie	30	70	X	Joey	9	22	
Brooke	31	75	X	Brett	25	83	X	Ethan	6	59	X
Suzy	65	148	X	ÉEboni	19	59	X	Marlee	0	60	X
Alex	40	71	X	Joshua	18	55	X	Tom	6	19	
Kyle	76	111	X	Ashley	23	42		Neftali	10	41	
Antonio	33	65	X	Kyle	18	56	X	Frank	5	22	
Rachel	27	61	X	Melissa	29	22		Justin	3	67	X
								Missy	12	34	
			Count: 7/7				Count: 5/7				Count: 3/8
			Percent: 100%				Percent: 71%				Percent: 38%

Alterable Components and Specific Adjustments Used to Intensify Intervention (Good, Simmons & Kame'enui, 2002)

<u>Program Components</u>	Intensity of Interventions					
	Least Intensive	1	2	3	4	Most Intensive
Time and Response Opportunities			Increase individual response opportunities within group structure (e.g., choral responding, increase pacing, call more often on low performers, follow through with error correction)	Schedule core plus supplemental intervention period daily (90 min core + 30 min supplement) Increase individual response opportunities outside group structure		
Core Program Efficacy			Preteach difficult prerequisite skills/components of core program	Supplement core with appropriate materials & enhancements		
Program Implementation			Conduct fidelity check on lesson implementation weekly	Provide additional staff development on target areas		
Group Size			Reduce group size to 4-5 students	Reduce group size to 2-3 students		
Progress Monitoring			1-2 times per month	2-4 times per month		
Coordination of Instruction			Establish clear communication across instructors	Provide complementary reading instruction across periods		

Intensive



- Purpose: Reduce the intensity and severity of identified academic and behavior problems
 - up to 5% of children will require intensive intervention
- Decision-Making: Intense problem solving & special education
- Assessment: Weekly progress monitoring
- Instruction: Core instructional programs or replacement cores + 45-60 minutes intervention 5 times a week.



Intensive: *Guiding Questions*

- ✓ Where is the student? Where do you want him/her to be and by when? (Goals)
- ✓ What skills do we need to teach more explicitly?
- ✓ What strategies &/or materials are we going to use to teach the target skills?
- ✓ How much support is needed?



Intensive: *Guiding Questions*

- ✓ Who is responsible for each of the intervention components?
- ✓ How often are we going to review progress?
- ✓ Is the student moving from intensive to strategic or benchmark levels? Is the student increasing his/her rate of progress?
- ✓ Do we need to refer for special education? Is the student eligible for special education services?



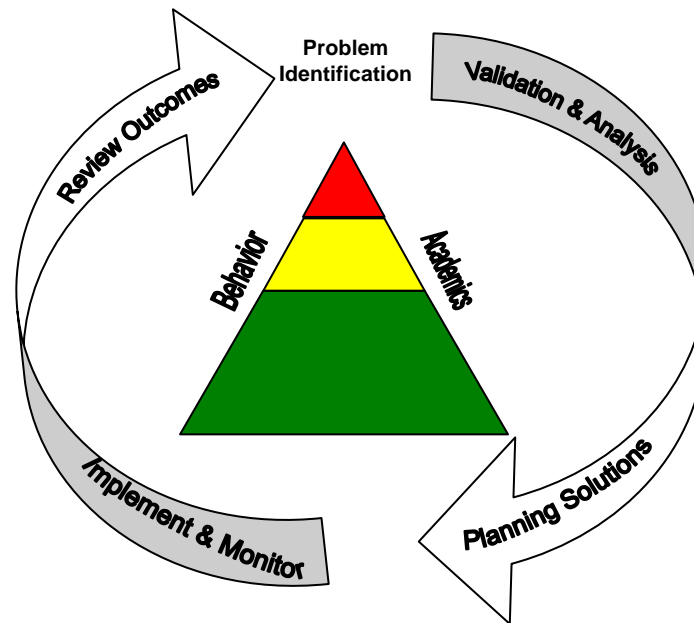
Intensive Intervention

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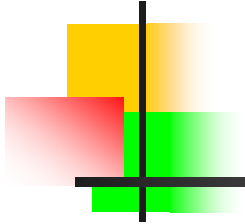
Alterable Components and Specific Adjustments Used to Intensify Intervention (Good, Simmons & Kame'enui, 2002)

<u>Program Components</u>	Intensity of Interventions				
	Least Intensive	1	2	3	4
Time and Response Opportunities				Schedule core plus supplemental intervention period daily (90 min + 30 minutes)	Add another instructional period for group on additional lesson
				Add 1-to-1 tutoring for 10-15 minutes on same daily lesson—high correct response rate	“Double dose: 90 mins + 60-90mins
Core Program Efficacy				Replace current core program with another core program	Implement specially designed program in addition to core program
Program Implementation				Provide coaching and ongoing support on lesson teaching	Change lesson teacher
Group Size				Provide 1-to-1 instruction 1-2 times per week	Provide 1-to-1 instruction daily
Progress Monitoring				Weekly	Weekly
Coordination of Instruction				Establish concurrent reading periods	Meet weekly to examine progress

Mountain View Elementary School *Problem Solving Team*



J. Knutson 2008



***For every complex problem
there is a simple solution...***

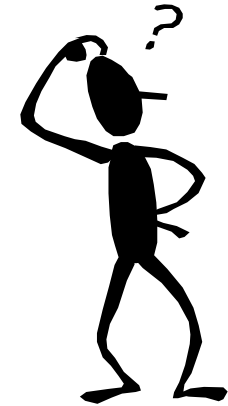
...that doesn't work

Mark Twain



What is problem solving?

- A way of critically thinking about the world
- Set of procedures that operationalize the critical thinking process
- Process of decision-making
- Uses data to guide and inform instruction





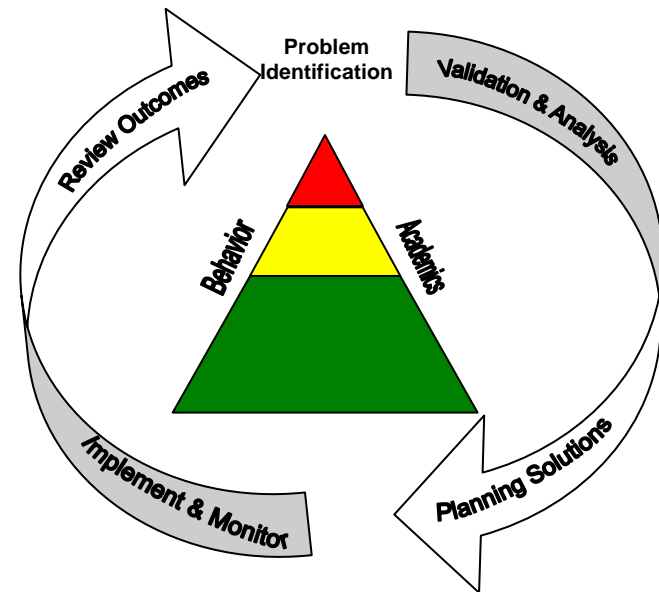
Assumptions of the Problem Solving Model

(Deno, 1995)

1. A problem is defined as a discrepancy between what is expected and what is occurring
2. Problem solvers generate potential solutions for the identified problem
3. Solutions are implemented and tested to determine effectiveness.

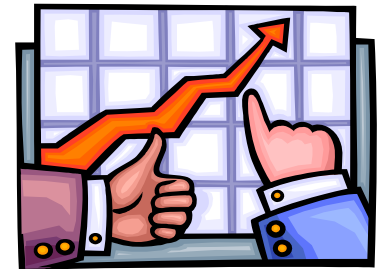
Problem Solving Steps

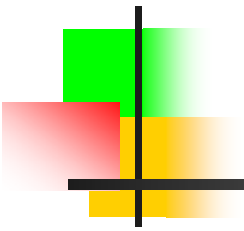
- Problem Identification
- Problem Analysis
- Plan Development
- Plan Implementation & Monitoring
- Review Outcomes



Problem Solving Team

- Meet weekly before school
- Coordinated by school psychologist
- Team members: principal/assistant principal, classroom teacher, reading teacher, sped teacher, bilingual teacher, reading coach and tutors, nurse, counselor
- Small meetings with 2-3 of the team members
- Gather all data prior to meeting
- Referral to sped depends on intensity and duration of the intervention, level of performance, and rate of progress in response to intervention





Problem Solving Team Paperwork & Case Study

(See handouts & overheads)

Mountain View Elementary: Instruction

	Instruction
<p style="text-align: center;">Intensive</p>	<ul style="list-style-type: none"> * Problem Solving Intervention Team * 30-60 minutes of additional intervention 4-5 days per week * Double-dosing student in core program with bilingual tutor or special education teacher * Replacement core program for Grades 4-6 (<i>Corrective Reading</i>); see intervention programs below * Reducing group size * Replacement core in Grade 1 math (<i>Connecting Math Concepts</i>)
<p style="text-align: center;">Strategic</p>	<ul style="list-style-type: none"> * Grade level collaboration and monthly data meetings * 30-45 minutes of additional intervention for 2-3 days per week (i.e., before school/lunchtime interventions with classroom teachers) * <u>Reading Intervention Strategies</u>: <i>I've DIBELS'd Now What?</i> & <i>Florida Reading Intervention Binders</i> * <u>Phonemic Awareness</u> – <i>Road to the Code, Phonemic Awareness in Young Children, Phonological Awareness Training for Reading, FastForward</i> * <u>Decoding</u> – <i>Fluency Formula</i>, reteaching/preteaching core program skills, decodable & leveled text, sight word practice, <i>Houghton Mifflin ELL and Extra Support</i> * <u>Fluency</u> – <i>Fluency Formula, Read Naturally</i>, repeated readings, paired readings * <u>Vocabulary</u> – Strategies from <i>Vocabulary Handbook</i>, vocabulary log, Oxford picture dictionary, explicitly teaching Tier II words, exploring <i>Text Talk</i> * <u>Comprehension</u> – <i>Corrective Reading, Houghton Mifflin ELL and Extra Support</i> * <u>Mathematics</u> – <i>Larson's Math, Follow the Leader, EDM Skills Link</i> * Enrichment classes, Saturday school, Battle of the Books for students who are proficient and above
<p style="text-align: center;">Benchmark</p>	<p><u>Reading</u>: 90-minute block; Grades K-3 <i>Reading Mastery Plus</i>, “Walk to Read”; Grades 4-5 <i>Houghton Mifflin</i>; implement strategies from the <i>Vocabulary handbook</i> Grades K-6</p> <ul style="list-style-type: none"> * <u>Writing</u>: 30-minutes daily plus content writing in content areas; <i>Step Up to Writing</i> * <u>Math</u>: 60-minute block; <i>Everyday Math</i>

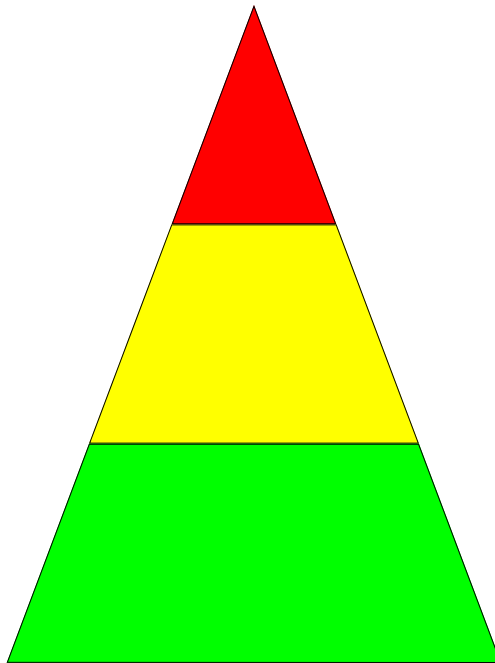
Mountain View Elementary Assessment

	Assessment
Intensive	<ul style="list-style-type: none"> ■ Progress monitor using DIBELS and AIMSweb probes <u>weekly</u> ■ Curriculum-based evaluation (CBE, Howell & Nolet, 2002) by school psychologist ■ Developmental Reading Assessment (DRA) ■ CORE Assessment Manual ■ Qualitative analysis of progress monitoring assessment ■ Standardized testing through special education ■ Observation of instruction (opportunities to respond)
Strategic	<ul style="list-style-type: none"> ■ Progress monitor using DIBELS and AIMSweb 1-2 times per month ■ Developmental Reading Assessment (DRA) ■ CORE Assessment Manual ■ Qualitative analysis of progress monitoring assessment ■ Computer-based assessments (e.g., <i>Follow the Leader</i> – math; <i>Fast ForWord</i> – Reading) ■ Observation of instruction (fidelity of implementation)
Benchmark	<ul style="list-style-type: none"> ■ Universal screening 3 times per year – DIBELS (reading), AIMSweb (math) ■ Some teachers progress monitor all students monthly ■ Standards Based Assessment (SBA) Grades 3-6 ■ Program assessments (e.g., mastery check-outs, theme tests, unit tests)




Activity

Identify the instructional and assessment components in place at your school/district. Where are the holes?



Intensive Interventions	Intensive Assessment
Strategic Interventions	Strategic Assessment
Benchmark Intervention	Benchmark Screening



“This process is an evolution,
not a revolution.”

David Tilly, 2007



J. Knutson 2008