1. **What is RTI**
   In education, Response to Intervention (commonly abbreviated RTI or RtI) is typically thought of as a method of academic intervention used in the United States which is designed to provide early, effective assistance to children who are having difficulty learning. However, it is also a method to help meet the needs of more advanced students who may require some form of enrichment. RTI seeks to prevent academic failure, and stimulate academic growth through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Students who do not show a response to effective interventions are likely (or, more likely than students who respond) to have biologically-based learning disabilities and to be in need of special education.

2. **What does universal screening look like at the high school level? Is it a review of existing scores, or does it involve collecting new data?**
   High school does present a challenge for the process of universal screening, as there are many key foundational skills (typically acquired in the K-8 setting) that are evaluated in the RTI process. It has been our experience that many HS will not universally screen, but rather use the brief Curriculum Based Measurement probes to monitor progress of students who they already know are struggling based on historical data. Universal screening for behavior may present some opportunities at the high school level, however.

3. **How do you identify kids who are meeting benchmarks or achieving at grade level but are not achieving at the level they are capable due to some specific deficit, e.g. auditory processing disorder?**
   Universal screening is only meant to be an indicator of overall academic achievement. If a student continues to struggle in the classroom, despite attaining adequate benchmarks, additional assessment may be appropriate. You may want to assess the suspected deficit further and see if you can gather any additional information that will help to better plan instruction for that student.

4. **Are there any particular tools which have been noted to be the best in conducting that universal screening for behavior?**
   AIMSweb has universal screening for both behavior and social skills. AIMSweb integrates the Behavioral Evaluation System for Students and the Social Skills Improvement System as the universal screening tools, both of these tools are research based as universal screeners.

5. **We use DIBELS math and literacy for K-3 and AIMSweb for grades 4-8. Would you consider the DIBELS to be an acceptable screening tool?**
   According to the National Center on Response to Intervention, DIBELS Oral Reading Fluency was rated as having “partially convincing evidence” in regards to classification accuracy as a universal screening tool.

6. **What should I screen for in a school that is 5th grade through 12th?**
I would select measures appropriate for the grade. At the higher levels, many will screen with the Maze measure for reading (and then may use Oral reading fluency - ORF) for students identified at-risk. At lower grades, you will most likely want to start with oral reading fluency. Once you have reading implemented you may want to use math measures as well (computation and concepts.) Behavior also applies across the board. You might want to start with Behavior and 1 academic area.

7. **Are the data walls in the classroom for each class?**
   In most cases, each teacher will have their own data to work with. This not only helps the teacher to better visualize the information, it helps them take ownership of the data and data based decision making. In most cases, these data walls are in pocket charts or on butcher paper, so that they can be brought out for data meetings or usage by the teacher and put away for confidentiality of each student.

8. **In your experience, how involved are most school psychologist in collecting the data?**
   Some schools are VERY involved. However, I think it depends on the training and the importance that has been communicated from the school leadership. Consultation and training with the entire staff is important in USING the data - this is what we are supposed to do, but not all know how to use the data and see things as just another test. RTI and CBM are designed to help you improve performance of ALL students.

9. **When a student is due for a 3 year re-evaluation and has qualified with a learning disability we now need to show specific learning disability. How do we do that?**
   You will collect data just like you would with a student that is moving through the RtI process. This means that you will begin with frequent progress monitoring and then provide any additional assessment in their specific area of concern. The Progress monitoring will help to guide your short-term instruction and can align nicely with IEP goals. In short, you will provide a comprehensive evaluation that will help you answer the question on what the student’s specific strengths and needs are. We have found that upon triennial, it is sometimes helpful to collect additional information concerning the processing strengths and weaknesses of our students. This will help in further refining the instructional practices used in the classroom. With our students receiving special education services, we should be looking at the interaction between their needs and our instruction on a very regular basis. Pre and post-testing is not really sufficient. We need to analyze what is working and what needs to change to begin to close the gap in performance.

10. **My concern is that I miss students who need more intensive instruction and that I am frustrating students who are identified for intervention that truly don't need it once I start working with them. In high school we can't pop them in and out of a class; they have to stay in for at least a semester. The schedule is not as fluid as in elementary settings.**
This would be a great time to put differentiation into practice. That allows you to meet the needs of all learners once they are scheduled into that class. This book: Differentiating the High School Classroom: Solution Strategies for 18 Common Obstacles by Dr. Kathie F. Nunley, is a great read and will help you to implement best practices in your classroom.

11. At the high school level could you consider differentiated instruction different course levels? For example, a college prep Algebra versus a slightly lower level Algebra.
It could be considered differentiation if you are teaching both levels within the same class. Differentiated instruction as we are talking about it in RTI could begin with that type of placement consideration, but more likely is designed based on some flexible approaches within that class. So, in Algebra 1 college prep, differentiated instruction might involve some additional formulas or guides on how to solve certain types of problems, or provision of notes, or some small group instruction.

12. When are the next 2 sessions?
Parts 2 and 3 of this series will be Tuesday March 15 and Tuesday April 19, respectively. March will be 1:30 Eastern, April is noon Eastern.

13. How do you collapse distributed review throughout differentiated instruction?
Distributed review and practice of skills is an essential effective teaching technique that has been shown by research to yield positive learning outcomes. When you are implementing differentiated instruction, you still provide the same opportunities for distributed review and practice. However, it is important that you, as the instructor, remember what and how the information for review was presented so that the proper review and practice exercises are presented. This can be done through different homework assignments and modularized work with students in the classroom.

14. Should 1 out of 4 first grade classes look different than the others based on the collected data, what if anything do we attribute to the quality of instruction? How is this addressed in your experience?
Based on what research has told us, all classes should look relatively homogeneous within their data if all classrooms where randomly assigned. If there are significant differences in the groups, it would be imperative to look more closely at quality of instruction, curriculum used, fidelity of implementation and a variety of other areas in each setting. Although we tend to spend more of our time and efforts on interventions, strategic or intensive, we need to remind ourselves that delivering the research-based core instruction WITH fidelity is the key!

15. What some examples are of Tier I interventions? I am new to RTI.
Tier 1, is where all students receive instruction within an evidence-based, scientifically researched core program. Usually, the Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with
state standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area. Essentially, Tier 1 is not as much about interventions as it is research based core instruction.


16. Will you be presenting other screening and assessment tools or just highlighting Pearson materials?
We will be highlighting the National Center on Response to Intervention, which researched a variety of universal screening tools.

17. What is the website for the video?
http://www.viddler.com/explore/mistysprague1/videos/2/

18. Where did you get 32nd percentile as average?
In most cases when evaluating average ranges for academics, it is best to utilize the 25th to 75th%. This percentile range represents the middle 50% of performers, in line with the bell curve, which classifies them as being in the average range.

19. How are aim lines established
Aim lines/goals lines are established by the user who is creating the progress monitoring graph. In most cases the goal will be set by comparing current level of performance with average peer level of performance. Using standardized norms, a goal can then be set using logical education practices.

20. What tools do you recommend for screening oral language (listening comprehension & oral expression)? Also, what are the best screening and progress monitoring tools available for Spanish speaking students?
There are some Spanish measures within AIMSweb. We are looking at developing math directions in Spanish as well. The Bracken in Spanish and the PPVT/EVT may also help.

21. Will the sites provided give more ideas of what can be used in the classroom for interventions that will help students?
Some great sites for interventions are:
www.interventioncentral.org
www.fcrr.org
http://www.gosbr.net/
http://www.readingrockets.org
https://www.msu.edu/course/cep/886/

22. Would NWEA testing of reading and math skills, and science for some students, 3 times per year be considered universal screening?
Yes it is considered universal screening.

23. **How does one get the general education teachers to help more in working with the kid?**
The most important component of gaining teacher buy in is having the message delivered from the top down. School systems have to make RtI implementation as a general education initiative a priority. Another key factor is continued professional development to provide teachers with the knowledge and skills necessary to implement RtI.

24. **When do we or what point do we move a student out of the RTI program?**
When the student has made enough progress that they are equivalent to their peers that are at benchmark.

25. **How long do we continue an intervention at each tier?**
This is a professional judgment call that depends on the specific student and resources available. Research does suggest that we have at least 4-6 data point before making any significant changes to the program.

26. **Though this is more for K and above levels, yet the strategies with the colored charts with notes is great along with the National Center on Intervention gave me ideas with the VPK classroom. How can I get a sample of RTI process?**
Thank you for the thoughtful feedback! A great place for you to start gaining additional information about the RtI would be at the RtI Action Network, it can be found at: [http://www.rtinetwork.org/](http://www.rtinetwork.org/).

27. **At the high school level can I use the AIMSweb test on an individual basis instead of as a whole class? Is this program free?**
Every assessment within AIMSweb can be given individually. AIMSweb does cost per student that you subscribe to. You can find out additional pricing information by calling 1-866-313-6194.

28. **What do you do when your hands are tied in terms of making changes?**
This is a difficult question to address. Sometimes it is helpful to start a program at a very basic level (i.e., work with 1 school, 1 grade level, 1 teacher) to demonstrate with data that what you are doing is effective. Sponsoring or even taking back professional development information may also be helpful in getting changes made. Change is often a very slow process, and can be frustrating.

29. **How can we best use our teacher resources so that teachers are not overwhelmed with screening/data collection, making it difficult to deliver the extra intensive teaching “at-risk” students’ need….is it possible to not re-screen the students who score significantly high on the initial screening in order to save time?**
Universal screening should not take you any more than a few hours three times a year. It is best practice to screen all students three times a year. Even if you
have high achieving students, they may begin to decline and you would not have that information had you not screened all students. There are many ways that schools screen students. For the measures that must be administered individually, some schools will have a day where they bring in paraprofessionals to help get the task completed efficiently. When AIMSweb Professional Development and Consultation services are purchased, we work with schools to provide guidance in these areas. The website, www.aimsweb.com, also has some valuable preliminary resources to get schools thinking about how to accomplish various tasks associated with RTI.

30. Did you say 4 to 16 data points?
Research tells us that we should have approximately 4-6 data points before we make any significant placement changes.

31. When do you think you start to see an ELL as more of a special education issue? Is there a 2-3 year language acquisition allowance or should we start the universal screening in kinder?
With universal screening you will be looking at all students 3 times a year beginning at kindergarten. In the case of ELL students, this data will help you identify if those students are making similar growth over time compared to other ELL students. ELL, per se, is not a special education issue. Rather, it is the job of the school to determine how best to meet the needs of these students so that they will be able to reach the goals and benchmarks that have been set for students at a particular grade level.

32. What kinds of behavioral interventions are out there?
There is a variety of research based interventions out there. A good place to evaluate the tools would be at What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/reports/

33. I work in a project based charter school and am having trouble seeing how RTI and project based learning mesh.
Project based learning is actually a great way for general education teachers to differentiate to meet the needs of all learners. However, the one component I assume you still need to put into place is the universal screening component. This will help you to identify which students are at risk for academic failure.

34. Do you believe the adoption of common core standards will impact RTI and progress monitoring?
Use of general outcome measures such as AIMSweb, and the process of RTI, is in perfect coordination with Common Core Standards. If your state is adopting Common Core, you should be able to monitor the progress of students through an RTI process as they acquire the skills needed to reach these goals.

35. Can you give the national center URL for RTI again?
36. **What does AIMSweb behavior look like?**
We have a free one hour session on AIMSweb behavior that looks at universal screening and interventions.....free at www.aimsweb.com

37. **It seems to me like this is just prolonging the classification for those students in need. If we’re now suggesting 3- baseline points throughout the school year, does that mean that a student will have to wait an entire year before being referred to CSE? Before getting tested and/or classified? Aren’t we risking the educational advancement of many students in order to prevent false positives?**
The three data points during the year are the universal screening points. These points are the beginning step in identifying students who are at-risk for learning difficulties. If a student is identified after the first universal screening point, the student should then receive some form of additional instruction or intervention. The student should also be monitored more frequently than students that are not at risk to ascertain whether they are making progress towards their grade level expectations. If they fail to respond to interventions over time, one can then make a referral for additional assessment.

38. **What is "CBM" mentioned above?**
*Curriculum-based measurement*, or *CBM*, is also referred to as a general outcomes measures (GOMs) of a student’s performance in either basic skills or content knowledge.

39. **How do we separate LI from SLD?**
We assume that you are referring to Language Impaired from SLD. The differentiation of LI from SLD can be very complicated, as there are many youngsters who are *both* LI and SLD. The impact of language impairments on reading and writing development has been documented extensively in the literature (see WIAT-III, CELF-4, PAL-II Manuals). However, a key thing to look at would be whether or not the student met the criteria for each of the disorders. Programming/services, however, should be based on needs identified by the IEP team, and not the label, per se.