How do we determine if our school is ready to begin implementing RtI?
Determining if a system is ready for RTI-

- Is there support for the collaboration of general, remedial and special education as a first step?
- Do you have in place scientifically research-based core curricula?
- Do you have a comprehensive professional development plan?
- Do you do universal screening of all students?
- Do you provide flexible groupings for those not proficient in Level/Tier 1 assessment?

Effective Multi-Level Processes Require Resource Mapping

- Schools must identify the:
  - Resources they have
  - Resources they need
- Must redeploy resources appropriately and work with community to address needs
- See materials from Tom Kratochwill, Ph.D. from the University of Wisconsin

What makes RtI most effective?
RTI Is Most Effective When:

- It is supported by the principal, and chaired by an administrator.
- Buildings use school-wide data (benchmark/universal screening/Tier 1 data) to develop universal instruction that is responsive to the needs of their student population.

RTI Is Most Effective When:

- General educators play a significant role in the problem solving process, collaborating with building level specialists to meet the needs of individual students.
- Teachers first utilize universal team (content, grade level, house, etc.) expertise to address student needs.
- General educators, special educators, mental health, counselors, nurses, parents and administrators collaborate to support student achievement.
  - **ALL EDUCATORS AND STAFF IN THE BUILDING ARE INVOLVED!**

What are the stages of implementing Response to Intervention?
Stages of Implementing Problem-Solving/RtI

- **Consensus**
  - Belief is shared
  - Vision is agreed upon
  - Implementation requirements understood
- **Infrastructure Development**
  - Training
    - Tier I and II intervention systems
      - E.g., K-3 Academic Support Plan
    - Technology support
      - Decision-making criteria established
  - **Implementation**

How Long Will It Take to Implement RtI Effectively?

- 3-6 years
- Take it one step (e.g., skill) at a time.
- Start with young students (Kdgn/1st)
- Consider Tier 1 issues
- Create Tier 2 options with existing staff and resources
  - Develop a 5 year PDP for staff
- Ease their job with social support and technology
- Use networks-avoid “reinventing” the wheel.
Who is responsible for students that are in the RtI process?

What are some strategies for getting “whole school” involvement in meeting the needs of all students?

- 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 staff with the knowledge and skills necessary to implement RtI.
How is it determined who will receive services under RtI?

What is the role of parents in the RtI process?

- One of the main components of the RtI process is the collaborative team effort. Parents, as members of this team, will be involved in data sharing and decision-making.
- Data may be analyzed by building personnel; however, the results or conclusions drawn from this analysis should be shared with the team, which includes the parent.
- Information shared should be specific to the student’s progress and allow the team to make informed instructional decisions in a timely manner. The frequency of the data sharing and decision-making timeline should be established by the team when the student’s intervention plan is initially developed.
How do Tier 2 and Tier 3 differ?

Tier 3 differs from Tier 2 in several ways.
Tier 3 provides (includes special education in some systems):
- a) even more time for instruction,
- b) a smaller group size,
- c) ongoing adjustment of instruction to meet the needs of students, and
- d) a duration of instruction that may last months or years.

What RTI Is and What It Is Not

RTI is...
- A method to unify general and special education in order to benefit students through greater continuity of services
- Focused primarily on effective instruction to enhance student growth

RTI Is NOT...
- A method for just increasing or decreasing special education numbers
- Focused primarily on disability determination and documented through a checklist

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What is a Research-based or Evidence-based Intervention?

Common Definitions

- Treatments or interventions that have proven effective (to some degree) through outcome evaluations.
  - Therefore, they are likely to be effective if implemented with integrity.
  - Interventions whose efficacy is demonstrated by a credible body of scientific work.
Research-based means that the curriculum and instructional approaches have a high probability of success for the majority of students. By using research-based practices, schools efficiently use time and resources and protect students from ineffective instructional and evaluative practices.

What are some websites that have interventions that will help students?

Some great sites for interventions are:

- www.interventioncentral.org
- www.fcrr.org
- http://www.readingrockets.org
- http://www.centeroninstruction.org/
- https://www.msu.edu/course/cep/886/
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 points before making any significant changes to the program.

What is meant by the term “flexible grouping”?
Flexible grouping refers to using assessment data to target specific skills for instruction. Students who require additional instruction on similar reading skills are grouped for a period of time.

As students master the target skills, new groups are formed.

Groups are created and recreated in response to student needs and, therefore, are considered flexible.

How do you differentiate services for students at Tier 3 from those receiving special education?

Tier 3 vs. Special Education

- In many systems, Tier 3 is the point where students may be considered for evaluation and need for special education services
- Students determined eligible are considered to have a disability requiring specialized instruction and/or accommodations
- Those suspected of having a disability should receive the proper evaluations and protections (i.e., under IDEA or Section 504).
Testing/Assessment-related Questions

What does universal screening look like at the high school level?

What is the timeline for continuing to use the intervention before determining that a special education evaluation is needed? Is there a maximum time that a student can remain in RtI?
There is no set timeline or maximum amount of time that interventions should continue prior to special education referral.

The team, which includes the parent, must consider each student’s needs on an individual basis and use student data to determine how long an intervention should be continued.

Factors teams need to consider are:

- Is the student progressing?
- Are the interventions being provided sufficient to meet the student’s needs?
- Is the student making sufficient progress to close the gap in the identified area(s)?
- Can the current interventions be maintained?
- Is there anyone on the team who suspects that the child has a disability or specifically requested an evaluation to determine eligibility?

What are Suggested Progress Monitoring Interval Guidelines?

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Score Profile</th>
<th>Progress Monitoring Frequency/Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Benchmark</td>
<td>Above 90th 95th Percentile</td>
<td>2-3 x/year</td>
</tr>
<tr>
<td>Near Benchmark</td>
<td>80-90th Percentile</td>
<td>4-6 x/year</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>70% 10th Percentile</td>
<td>2 x/month</td>
</tr>
<tr>
<td>Far Below Benchmark</td>
<td>5th Percentile</td>
<td>At least weekly</td>
</tr>
</tbody>
</table>

Adapted from D. Marston, 2005
How do you identify kids who are meeting benchmarks or achieving at grade level but are not achieving at the level they are capable of due to a 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 or intervention (accommodation) may be appropriate.
- Teams may want to assess the suspected deficit further to gather additional information that will help to better plan instruction for that student.
  - This relates to achieving educational benefit vs. reaching potential discussion

At a high school level how do you test students that don’t want to miss classes and don’t want to come in before or after school? Where do you find the time to do the testing?
Strategies for High School

- For universal screening, not an issue as all are evaluated
- With progress monitoring, it often can be built in to class time, as probes are brief and may be completed during “independent” work time
  - Consider as part of regular “student conferences”
- Here are your choices
  - Select 1

Other Questions

When do you think you start to see ELL as more of a special education issue?
• ELL, per se, is not a special education issue.
• 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.
• Remember, within RTI processes, it is the job of the school to determine how best to meet the needs of all students so that they will be able to reach the goals and benchmarks that have been set at a particular grade level.

Questions?
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