SLD Identification in an RTI Framework with a Mathematics Focus: Part 1

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Professional Development and Consultation
Pearson Clinical Assessments
Agenda

• Looking at 3-Tier and Multi-Level Models
  – Understanding some perspective
• Universal screening
  – How to effectively use your data
• Student data portfolios
• Case study

Disclosure: Please note that both presenters are employed Pearson Clinical Assessment. Pearson is the publisher of many RTI and comprehensive Assessment tools. Some will be used in examples in this presentation.
Activity

*** Think about it****
What parts of Response to Intervention do you find most challenging?
Strategic Interventions for Students at Risk of Academic Failure

Level 3: Intensive Interventions
For Low Performing Students; Alter curriculum, Add time, Support, resources...
Comprehensive Individual Assessment

Level 2: Strategic and Targeted Interventions
For Students At-Risk for Failure
Strategic Instruction, Increased Time and Opportunity to Learn

Level 1: Benchmark Assessment and School Wide Interventions (Universal Screening)
for Students on Grade-level (benchmark) and All Students (Effective Instructional Practices provided within the General Education Curriculum)

(Adapted From PA Training and Technical Assistance Network, 2005)
Why is a Tiered Model Important to SLD Identification?

Individual Differences in the Processes in the Learner’s Mind or Brain

- Curriculum and Instructional Materials
- Teachers’ Instruction (Pedagogy)
Universal Screening

- An interrelated process that is applied to every student
- A process by which instructional practices are evaluated and adjusted based on data
- A process to match the student’s needs with the strategies
- Not an indication of a need for special education services
What is Universal Screening?

• Assessing all students 3 times per year to define which students are at-risk for failure despite being provided with research based instruction in the general education classroom.

• The assessments are typically comprised of measures of basic skills that serve as indicators of outcomes for overall achievement in each area.
Where to find Universal Screening Tools?

- Do your research before selecting Universal Screening Tools.


<table>
<thead>
<tr>
<th>TOOLS</th>
<th>AREA</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
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Universal Screening Cautions:

• Be sure to use screening tools that are research validated to ensure that you are measuring what you want to measure.

• Also ensure that the measure may be repeated consistently over time.
  – Keeps the standard/”benchmark” the same.
What areas should you screen?

- Oral Reading Fluency
- Comprehension
- Early Literacy
- **Early Numeracy**
- **Math Computation**
- **Math Concepts**
- Written Language
- Behavior
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Utilizing your Universal Screening Data
I have this data...now WHAT!!

Creating Data Teams:
• Meet weekly or biweekly with teaching teams to discuss data.
• Share what team members are seeing among shared students.
• Work together to brainstorm Tier 1 interventions.
• Involve specialist and administrators.

• common strengths? needs?
Utilizing your Universal Screening Data

Create Data Walls

• Color code your students based on assessment level and tape them to butcher paper.

• As students progress through the tiers, keep the color of the card the same, but move it to the next tier.

• This will help you visually represent growth in skill areas.
Utilizing your Universal Screening Data

• EVALUATE your CORE instruction:
  - If 1/3 or more of the students in your class are below the target, then that is not a Tier 2 concern.
    – Rather, you will want to evaluate your core instruction and adjust it to meet the needs of a broader range of students.

• Differentiated instruction is strongly supported in research to address multiple learning styles and levels.
Student Data Notebooks

- Increased accountability for their education
- The data notebooks contain a student mission, goals and action plan to support classroom and personal learning
- They ensure that students are learning 21st century skills
- Students must be able to use and manage information about their personal learning.
- Data notebooks enable students to become self-directed, responsible workers.
What do I do with the students who are “at-risk?”

• Check/collect additional “body of evidence” to ensure that student is genuinely at-risk in that skill area. For example:

  – Ensure that core instruction has:
    • been delivered with fidelity
    • a research based to address concerns
      – What Works Clearing House

  – Does the student have underlying attendance, home, language, or behavioral concerns that may be impacting academics.

• If everything checks out, you will most likely need to move to Tier 2 for additional supports
The Need for Additional Assessments Prior to Beginning Tier 2 Intervention
Additional Assessments Analogy

If you have a medical concern, you go to the doctor.

If they are not sure what is wrong, they order more tests.
Additional Assessments

• Just like in the medical example.
  – Every academic concern needs more information to better plan a way to fix it.
  – i.e. for a math difficulty is it:
    – Computation
      » Addition
      » Subtraction
      » multiplication
    – Problem solving
    – Concepts
    – Etc.
Tier 1 Within Your Building

- Take time to develop a list of assessments available in your school for each content area.
- Talk to specialists and see what tools they have that may help in providing additional assessment information.
Utilizing your Universal Screening Data

Utilizing your Universal Screening Data

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- Evaluate the errors that students are making to drive your instruction
- For example, it is apparent that this student needs work on….
Gather Background Information

• Check student history
• Conduct informal observation
• Interview parents
• Interview student
What assessment tools do you need for your tool kit? What do they measure?
Adjusting Core Instruction
Differentiated Instruction – A process that involves...

- Planning and providing alterations for the following:
  - curriculum,
  - instruction, and
  - assessment.

- Recognizing students’
  - varying background knowledge,
  - readiness,
  - language, and
  - preferences in learning and interests.

- The intent of differentiating is to maximize each student’s growth and individual success to assist in the learning process.
High Quality Classrooms

• Research-based effective teaching principles include:
  • active engagement of students,
  • high success rates,
  • increased content coverage,
  • direct instruction,
  • scaffold instruction,
  • instruction that addresses the critical forms of knowledge,
  • instruction in the organizing, storing, & retrieving of info,
  • strategic instruction,
  • explicit instruction, and instruction that teaches across subjects.
Small Group Instruction
Who provides the Interventions at Tier 1?

- It is not important whether a certified teacher or a paraprofessional provides the instruction. But instruction should be systematic, highly explicit, and highly interactive
Resources for Interventions

• Goal at Tiers 1 & 2:
  – Strengthen core curriculum
  – Provide supplemental instruction to allow students to benefit from core curriculum

• Helpful sites and materials
  – http://iris.peabody.vanderbilt.edu/resources.html
  – http://www.fcrr.org/curriculum/SCAindex.shtm
  – http://www.interventioncentral.org/index.php/academic-resources
Progress Monitoring
Tier 1

• Monitor the progress of Tier 1 students at least once a month.

• Use this data to determine whether students still require intervention. For those students still making insufficient progress, classroom should plan a referral to the RtI team.
Progress Monitoring

• Schools need to monitor the progress of these students so that personnel possess information on how a student is doing in specific skills.

• It is important to use progress-monitoring data to regroup students after six weeks.

• Tier 2 students who demonstrate improvement and return to tier 1 should be carefully monitored to ensure that general classroom instruction is adequate.
Case Study: nick
RtI at Tier 1

Conduct Universal Screening

Evaluate Core Instruction

Gather Background information on student that is struggling
  - interview student
  - interview parent
  - Observation

Conduct any additional informal assessments AND/OR error analysis

Put in place research based intervention
  - differentiation
  - flexible grouping
  - afterschool

Progress monitor and evaluate student progress
Conduct Universal Screening

• Nick’s classroom teacher administered the:

  • AIMSweb Math Computation – MCOMP
  • AIMSweb Math Concepts and Applications – MCAP
Evaluate Core

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<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
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**Well Above Average >= 146.0 (90th %ile)**

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**Above Average >= 113.0 (75th %ile)**

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**Target = 77.0**

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**Average >= 66.0 (25th %ile)**

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**Below Average >= 36.0 (10th %ile)**
RtI at Tier 1

Conduct Universal Screening

Evaluate Core Instruction

Gather Background information on student that is struggling
- interview student
- interview parent
- Observation

Conduct any additional informal assessments AND/OR error analysis

- Put in place research based intervention
  - differentiation
  - flexible grouping
  - afterschool

- Progress monitor and evaluate student progress
Gather Additional Information:

- Interview teacher
- Interview parents
- Interview and observe student
Background

• 4th grader
• Only child, living with both parents.
• English is only language
• Has asthma and occasional misses school
• Failing grades in math
• Parents report that he is easily frustrated with math
• Decline in motivation/increased frustration
• Attended math summer school 2nd and 3rd grades
• Below the 20th% on both MCAP and MCOMP
Tier 1 intervention

- Mrs. Sosa works with Nick in a small group for 10 minutes each day reviewing the day’s lesson.
- During this time, he was encouraged to ask questions.
- His performance was erratic, he may know the concept one day and not the next.
Progress Monitoring Improvement Report for Nick Sample
from 09/01/2011 to 05/01/2012

Nick Sample (Grade 4)
Grade 4: Math Computation

Goal Statement
In 34.7 weeks, Nick Sample will achieve 57 Points from grade 4 Math Computation. The rate of improvement should be 1.59 Points per week. The current average rate of improvement is 0.32 Points per week.
Tier 1 intervention - Trial 2

- Beginning in December, Nick goes to after school tutoring twice weekly for 30 minutes each.
- His tutor helped him complete assignments and did progress monitoring weekly.
- Evaluate his progress...
Progress Monitoring Improvement Report for Nick Sample
from 09/01/2011 to 05/01/2012

Nick Sample (Grade 4)
Grade 4 : Math Computation

Goal Statement
In 34.7 weeks, Nick Sample will achieve 57 Points from grade 4 Math Computation. The rate of improvement should be 1.59 Points per week. The current average rate of improvement is 0.68 Points per week.
Tier 1 intervention - Trial 3

• Due to slow progress and lack of response, tutoring was increased to three times per week, 30 minutes per session.

• Evaluate Progress...
Progress Monitoring Improvement Report for Nick Sample
from 09/01/2011 to 05/01/2012

Goal Statement

In **34.7** weeks, Nick Sample will achieve **57** Points from grade 4 Math Computation. The rate of improvement should be **1.59** Points per week. The current average rate of improvement is **0.32** Points per week.
Next Steps

• Gather additional information from general education teacher to form referral questions.
• Complete additional assessments.
• Plan Tier 2 interventions
• Progress Monitor

PLAN FIRST!
Plan next steps for tier 2?
What tools would you use?
What information are you looking for?
We will delve further into interventions and assessments based on this data in Part 2 of our session.

For now - remember.....
The ASSESSMENTS That we use are part of a PROCESS

• A single score is only reflective of “what” the student was able to demonstrate, – it doesn’t answer why the results were obtained

• Assessment results answer a referral question, are interpreted within a context, and guide us to interventions

• As clinicians, we need to think about what assessments we should use to answer the “how” and “why”
Please Join Us for Part 2 and 3:

**Part 2 is:** Friday, April 6, 2012  
12:00 PM-1:00 PM EDT  

**Part 3 is:** Wednesday, May 9, 2012  
12:00 PM-1:00 PM EDT

http://psychcorp.pearsonassessments.com/pai/ca/training/webinars/RTIWebinarSeries.htm

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Misty.sprague@pearson.com