

What is RTI?

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- AIR Staff
- University of Kansas
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Keeping the Class Together



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Many Obstacles for the Class



Making Work Easier; Better Outcomes



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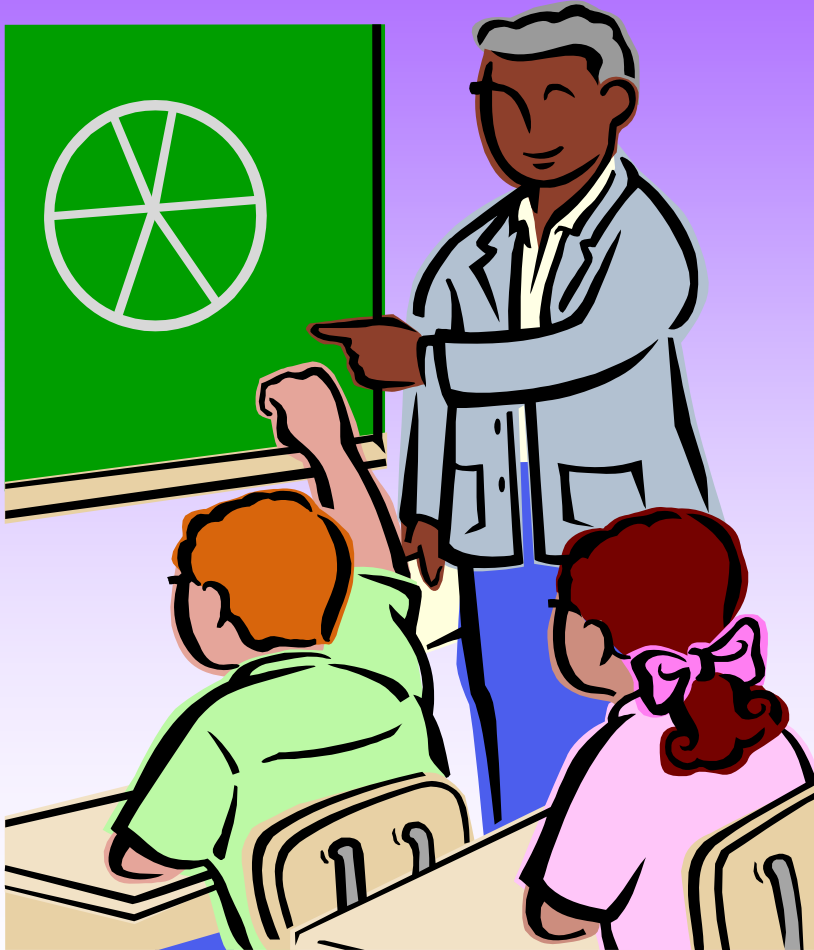
What is RTI?

A Google listing on RTI includes:

- RTI International Metals
- RTI International (Research Triangle Park, NC)
- Remote Technologies Inc.
- Real Time Innovations, Inc.
- Restaurant Technologies Incorporated
- Record Technology, Inc



What is RTI?



- Response to Intervention
- Organizational framework for instructional and curricular decisions and practices based on students' responses
- RTI Components
 - Screening
 - Tiers of instruction
 - Progress monitoring
 - Fidelity indicators



What do we mean by RTI?

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.



Views on RTI applications

Genesis

- Public health applied to education
 - Prediction
 - Inoculation, and
 - Tiered intervention
- School-wide reform
 - Meeting AYP; data driven
 - Shifting staff roles
 - Accountability
- Component of disability determination

Distinct Uses

1. Prevention (kdg & early 1st grade) (e.g., McMaster et al., O'Connor et al., Torgesen et al., Vaughn et al., Vellutino et al.)
2. Intervention for students with achievement or behavior problems
3. As a component of SLD determination (e.g., Fuchs et al.; Speece et al.)



Parent Reactions to RTI?

How do you suppose parents felt about their children's participation as their school implemented RTI?

- In our national study of 60+ elementary schools, we spent considerable time hearing from parents in 21 of those schools.
- The anecdotal comments were very affirming:
 - ✓ More aware
 - ✓ Better communication
 - ✓ Better progress



Purposes of Assessment

SCREENING	PROGRESS MONITORING	DIAGNOSTIC
School-wide	Class/small group/ student	Individual student
Broad index	Specific academic skill or behavioral targets	Specific academic domains
Yearly/ 3x/monthly ID at-risk	≤ 3 wks/weekly/daily Regroup student	Yearly ID specific student deficits
School focus Class/school instr & curric decisions	Student focus Intervention effectiveness (curriculum / instr)	Student focus Selecting curric & instr methods
1 st step for intervention planning	Continue or revise placement	Planning or specifying intervention



Levels of Prevention: Academic Interventions

Primary Level The focus is on student population.

Core academic curriculum (dictated by state or district standards and school) in combination with adaptations and accommodations made by general educators;



Levels of Prevention: Academic Interventions

Secondary Level—The focus is on some students who are not responsive to the primary level.

Evidence-based practices or small-group tutoring on academic subjects, typically conducted by trained and supervised tutors;

Link to IDEA: [Early Intervening Services](#)



Levels of Prevention: Academic Interventions

Tertiary Level—The focus is on those few students needing the most intense interventions

Individualized instruction on modified instructional content and materials, related to the general education program. Instruction is delivered in smaller groups than at the secondary level, is more tailored to individual needs or skill deficits, with longer and more frequent sessions. The tertiary level also requires ongoing progress monitoring to inductively formulate instructional programs.

Is not synonymous with special education



IES Resources for RTI

Institute of Education Sciences U.S. Department of Education

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Welcome to **WWC**

A central and trusted source of scientific evidence for what works in education.

What's New?

WWC Releases New Chance Intervention Report Jan 24
New Chance, a program for young welfare mothers who have dropped out of school, aims to improve both their employment potential and their parenting skills. [\(more info\)](#)

First Things First Intervention Report Released Jan 24
Find out how the WWC rated First Things First, a reform model intended to transform schools serving economically disadvantaged students. [\(more info\)](#)

Customizable Rating Charts Dec 28
Create your own chart by learning outcomes and effectiveness. [\(more info\)](#)

Encouraging Girls in Math and Science Sep 28
Encouraging Girls in Math and Science is the second in a series of IES guides in education; Organizing Instruction and Study to Improve Student Learning is the third IES Practice Guide. [\(more info\)](#)

WWC Releases New Intervention Report - Success for All Aug 13
Success for All (SFA) is a comprehensive

Practice Guides

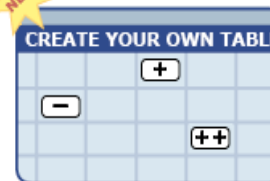
Organizing Instruction and Study to Improve Student Learning



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NEW FEATURES



Use this interactive feature to create a customized list of interventions.

[See it in action with Beginning Reading!](#)

TOPICS



[Beginning Reading](#)



[Elementary School Math](#)



[English Language Learners](#)



[Middle School Math](#)



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IES: What Works Clearinghouse

What Works Clearinghouse



A trusted source of scientific evidence of what works in education.

Who We Are

- Overview

What We Do

- Overview

Topics

- Current Topics
- Interventions

Review Process

- Overview
- Literature Search
- Evidence Standards
- Intervention Rating Scheme
- Extent of Evidence
- Reporting System

Products

- Latest Reports
- All Available Reports

Intervention Finder New

Open Invitation

- Submit a Study, Intervention, or Topic

Beginning Reading

[Beginning Reading Abstract](#)

[Beginning Reading Review Protocol](#)

The Beginning Reading What Works Clearinghouse (WWC) review focuses on reading interventions for students in grades K–3 (or ages 5–8) that are intended to increase skills in **alphabets** (phonemic awareness, phonological awareness, letter recognition, print awareness and phonics), **reading fluency**, **comprehension** (vocabulary and reading comprehension), or **general reading achievement**. Interventions for this review are defined as programs, products, practices, or policies that are intended to increase skills in the areas named above. For the first set of intervention Beginning Reading reports, the WWC focused on “branded” programs and products.

Effectiveness ratings for Beginning Reading programs in four domains

Intervention	Alphabets	Comprehension	Fluency	General reading achievement
Accelerated Reader/Reading Renaissance		+		+
Auditory Discrimination in Depth (ADD)® / Lindamood Phonemic Sequencing (LIPS)®	+	?		
DaisyQuest	+			
Little Books				+
Reading Recovery®	+	+	+	+




Florida Ctr on Rdg Res Reports

<http://www.fcrr.org/fcrrreports/table.asp>

Table of FCRR Reports									
Program	Type of Program	Grade Reviewed	Reading Component					Notes	
			PA	P	F	V	C		
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d	
Accelerated Literacy Learning (A.L.L.)	2	1	+++	+++	+++	+++	+++	a, d, l, m	
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e	
Breakthrough to Literacy	1, 3	K-2	++	++	++	+++	+++	a, b, d	
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m	
Compass Learning Odyssey Reading	2, 3	K-2	+	+	+	+	+	n	
Comprehension Plus	2, 5	1-6	n/a	+	n/a	+	+++	a, b, c, d, k	
Corrective Reading	2, 5	4-12	+++	+++	+++	+++	n/a	a, b, c, d	
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d	
Discover Intensive Phonics for Yourself	2, 3, 5	K-12	+	+++	n/a	+	n/a	a, b, c, d, h	
Early Success	2	1-2	++	++	+++	+++	+++	m	
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d	
Elements of Reading, Comprehension	2, 3	K-3	n/a	n/a	n/a	n/a	++	c, k	
Elements of Reading, Fluency	2	1-3	n/a	n/a	+++	n/a	n/a	a, b, c, d, i	



Looking for SBR Interventions












Best Evidence Encyclopedia

Center for Data-Driven Reform in Education
Johns Hopkins University

Which educational programs have been successfully evaluated in valid research? This web site presents reliable, unbiased information on high-quality evaluations of educational programs. It includes:

- Brief, readable “educator’s summaries” of research on educational programs, using symbols like those used by Consumer Reports
- Full-text reviews on each topic

 <p>Elementary Mathematics Educator’s Summary Full Report</p>	 <p>Technology in Reading and Math Educator’s Summary Full Report</p>	 <p>Reading for English Language Learners Educator’s Summary Full Report</p>
 <p>Comprehensive School Reform-Elementary (CSRQ) Educator’s Summary Full Report</p>	 <p>Comprehensive School Reform-Secondary (CSRQ) Educator’s Summary Full Report</p>	 <p>Comprehensive School Reform-K-12 (Borman) Educator’s Summary Full Report</p>
 <p>Education Service Providers (CSRQ) Educator’s Summary Full Report</p>	 <p>Schedule of Additional Reports View Schedule</p>	 <p>About the BEE View Information</p>

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Levels of Prevention: Behavioral Interventions

Primary Level -school-wide and classroom management strategies;

Secondary Level - targeted social behavior interventions which typically focus on students' specific skills (Link to IDEA EIS) and

Tertiary Level - specific, time-intensive assessments to (a) determine individual skill deficits and (b) develop an individual intervention.



Nature of Special Education

Reform special education so it represents a viable and important tier within the multi-tiered prevention system

- Students judged as having disability from a comprehensive evaluation
- Individualized programs formulated inductively using CBM and reflected in IEP
- Intensive instruction conducted individually for sufficient duration to be effective
- Criteria specified and monitored to exit students so that placement is flexible and used only as required
- Services may be provided across tiers



Topic: Implementation



Model Site Common Characteristics

1. Multiple year *priority* investment, but “We’re not there yet.”
2. Building level administrative leadership
3. Student-level problem-solving framework
4. Not standard intervention protocols in Tier 2
5. Parental notification procedures and engagement



Questions to Consider for Your RTI Implementation

1. How many tiers/layers of services (2-5)?
2. What is the nature of secondary and beyond tiers?
 - Individualized (i.e., problem solving)
 - Standardized research-based protocol
3. How are at-risk students identified in academics and behavior?
4. How is “response” defined?
 - Final status on norm-referenced test or using a benchmark
 - Pre-post improvement
 - CBM slope and final status
5. What happens to students with very slow/low response?



Effective Behavior & Instructional Support *(EBIS) (Combined PBS, EIS, RTI)*

- U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
 - Tigard-Tualatin School District (suburban, Oregon, 13,000 students, 10 elementary schools, Title 1 in 5)
 - Project Director: Carol Sadler, Ph.D. Psychologist/Administrator (retired) casadler@verizon.net
- Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)

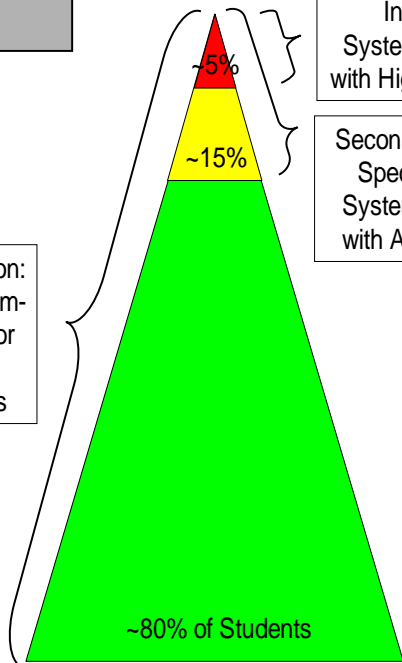


EBIS Prevention and Planning Models

EBIS/RTI Planning Model

PBS Prevention Model

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

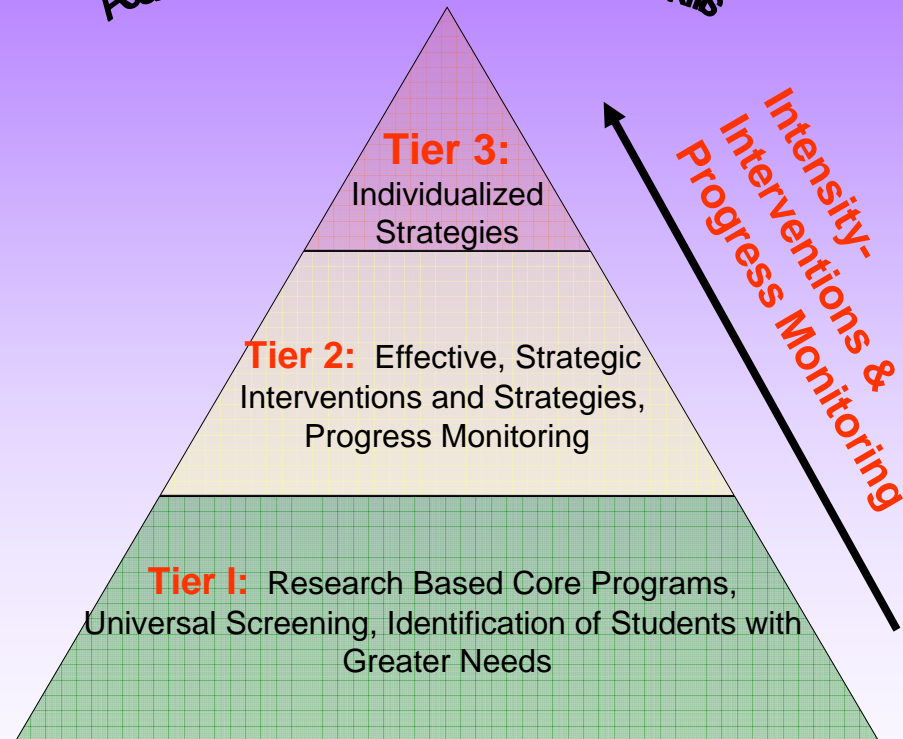


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

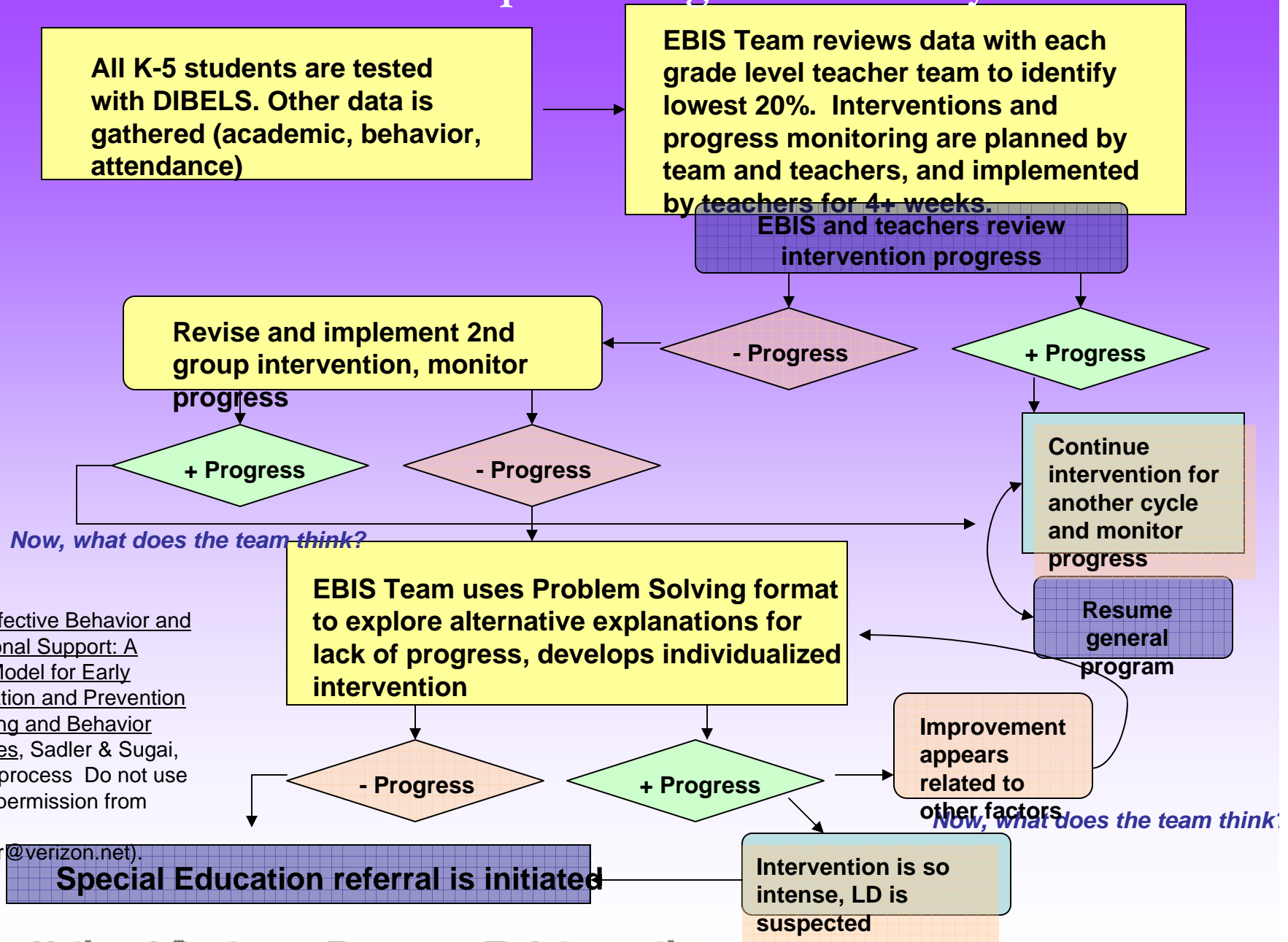
Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



Students
Academic & Social-Behavioral Skills



EBIS Teamwork Flow Example: Metzger Elementary



From: Effective Behavior and Instructional Support: A District Model for Early Identification and Prevention of Reading and Behavior Disabilities, Sadler & Sugai, 2006, in process Do not use without permission from author (casadler@verizon.net).

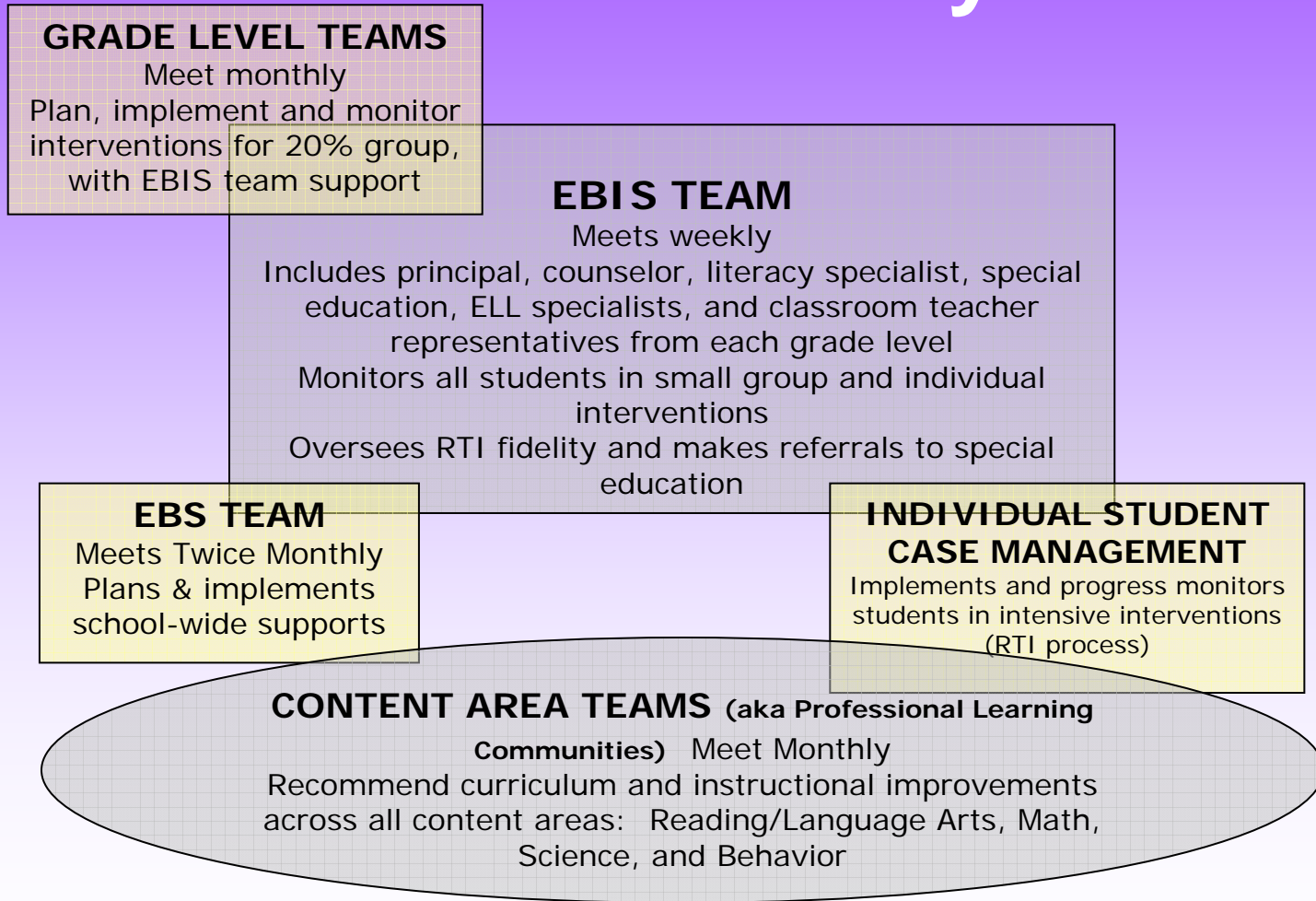


T-T Elementary Standard Reading Protocol

Grade	Primary Level: Time	Program Options	Secondary Level: Time & Group Size	Program Options	Tertiary Level: Time and Group Size	Program Options
K	60 minutes daily	Open Court SFA	Add 10-15 minutes daily of PA activities Large group	*Ladders to Literacy *PA in Young Children *Road to the Code	Add 30 minutes daily Small group ((varies based on progress))	*Early Reading Intervention *Language for Learning
1	60-90 minutes daily	Open Court SFA	Add 30 minutes daily Small group	*Open Court Booster *SFA Tutoring	Add 30 minutes Small group ((varies based on progress))	*Early Reading Intervention *Language for Learning
2	60-90 minutes daily	Open Court SFA	Add 45 minutes daily Small group	*Phonics For Reading AND *Read Naturally *Reading Success	Add 2 45 minute sessions Small group ((varies based on progress))	*Reading Mastery AND *Read Naturally *Language for Learning
3	60-90 minutes daily	Open Court SFA Reading Mastery	Add 45 minutes daily Small group	*Open Court Intervention *Phonics For Reading *Read Naturally *Reading Success	30-45 minutes of primary instruction (vocabulary/comp) ADD two 45 minute sessions daily Small group (varies based on progress)	*Horizons AND *Read Naturally *Reading Mastery
4	60-90 minutes daily	Houghton-Mifflin SFA Reading Mastery	Skill group during primary instruction based on area(s) of need Add 15-30 minutes of small group as needed	*REWARDS *Six-Minute Solution *Read Naturally *Collaborative Strategic Reading *Navigate *STARS/CARS *Connections for Comp *Reading Success	30-45 minutes of primary instruction (vocabulary/comp) ADD between 45-90 minutes daily depending on need Small group (varies based on progress)	*Reading Mastery *Horizons *Read Naturally *Great Leaps *Corrective Reading *Reading Mastery



EBIS Team Structure: Ex: Tualatin Elementary School



How the EBIS Team Process Works

The EBIS team has three purposes:

- To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
 - To screen and identify students needing additional academic and/or behavior support.
 - To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.
-
- EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, planning for all students (school-wide), planning for the 20% (targeted groups), monthly meetings, and individualizing-intensifying interventions.



EBIS Decision Rules – Grades 1-5

Place students in the 20% group when:

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, DORF, Math & Writing curriculum based assessments, OSA.
- Chronic problems with attendance and/or socio-emotional-behavioral skills occur, as defined by:
 - More than 5 absences in a 30 day period
 - 3 or more discipline or counseling referrals in a 30 day period

Modify interventions when:

- Progress monitoring indicates 3 or more data points below the aim line.
 - If data is highly variable, maintain the current intervention for another month to establish a trend line.

Progress is monitored once weekly

Individualize interventions when:

- Progress trend under small group instruction is below the airline for two consecutive intervention periods (at 8, 12 or 16 weeks, depending on the data).

Refer to Special Education when:

- After one highly structured, individualized intervention, progress continues below airline.
 - *Progress is monitored twice weekly or more frequently if needed*



T-TSD SLD (Reading) Case Study: Mary

- Tier 1- K: 60' Open Court, general class
 - DIBELS January, PSF (Phoneme Segmentation Fluency): 11 (Norm: 7-18; category: "some risk")
- Tier 2
 - January-March, small group intervention: "Road to the Code," 15' day, group of 6, taught by "trained instructional assistant (IA)" (March PSF: 41— norm=>35-- Intervention discontinued)
- Tier 1- 1st: 60' Open Court, general class
 - DIBELS September, NSF: 20 (norm=25)
- (1) Tier 2: "Open Court Booster," 30' day, group of 12, trained IA
- (2) Tier 2: November, NWF up 4 pts, moved to group of 6
 - January, NWF up to 37 wpm, norm=50 ORF=3 wrc, norm=20. From Nov-Jan, Mary's score increased by 8 pts. while group averaged 15 pts.
- Tier 3: Late January, "Early Reading Intervention," 30' in addition to 60' core, group of 4, trained IA, 8 weeks
 - NWF: 41 (increase of 4 wrc, norm=50) ORF: 11 (increase of 8 wrc, norm=40)
 - Peers in small group increased NWF avg. 10 pts. and ORF avg. of 12 pts.



DIBELS Program Effectiveness data from Tigard-Tualatin “*Early Intervening*”

%/# Students in DEFICIT range	2000-01	2005-06
ISF Beginning K	16% (116 students)	16% (118 students)
PSF End K	7% (50 students)	3% (23 students)
LNF Beginning 1st	22% (159 students)	11% (87 students)
ORF End 1 st	20% (133 students)	9% (70 students)

Early Identification?

% K-3/K-12: Dec. Census 2001: 11% Dec. Census
2005: 17% Dec. Census 2006: 15%

Overall #s K-12 SLD=(2001: 507; 2005: 530; 2006: 513)

Grade 1: 2004=8; 2006=12 Grade 2: 2004=19; 2006=49



Analyzing Change vs. Stability

RTI Components (Technology)

- Current practices
- Change agent

Perceived Role (Personal Theory)

- Professional beliefs
- Context

School Culture (Social System)

- Team relationships
- Team chemistry

William Reid (1987)



NRCLD LD Resource Kit

Getting to Know Your Learning Disabilities Resource Kit

The National Research Center on Learning Disabilities has developed this resource kit to help you navigate changes related to specific learning disability (SLD) determination and responsiveness to intervention (RTI).

Specific Learning Disability and Responsiveness to Intervention General Information

The general information in this folder covers a broad range of issues and provides a solid background on SLD and RTI.



Electronic Resources CD

This CD contains electronic resources to support your efforts to make changes to the SLD determination procedures in your state, district, or school.

Specific Learning Disability and Responsiveness to Intervention Tools for Change

The tools in this folder will help you begin to make changes in the procedures you use for specific learning disability determination.



PowerPoint Presentations

The handouts in this folder accompany the PowerPoint presentations found on the Electronic Resources CD in this kit.

Getting Started with SLD Determination: After IDEA Reauthorization

The information, activities, and worksheets in this manual will guide you and your team as you examine the current SLD determination process in your state, district, or school; define your challenges and your conceptualization of SLD; and design and enact new models of SLD determination.



Parent Pages

As your schools move forward with changes in SLD determination procedures—possibly adopting responsiveness to intervention as one component—parents likely will have questions. The materials in this folder are designed to help you answer these questions.

Responsiveness to Intervention: How to Do It

This tool will help you design and implement responsiveness to intervention models in the context of SLD determination. This manual provides comprehensive coverage of RTI features, based on current research.



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For Information about RTI, Training & Research

- National Center for Student Progress Monitoring
 - www.studentprogress.org
- Center on Instruction
 - <http://www.centeroninstruction.org/>
- IDEA Partnership
 - <http://ideapartnership.org/>
- IRIS Center
 - <http://iris.peabody.vanderbilt.edu/rti/chalcycle.htm>
- Florida Center on Reading Research
 - <http://www.fcrr.org/Curriculum/PDF/PrincipalWalkthroughThirdGradeFinal.pdf>
- RTI TA Center
 - <http://www.rti4success.org/>



Thank You

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