

The Rtl Plan

Special Education Directors' Conference

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Illinois State Board of Education

Defining Response to Intervention (RtI)

Rtl: Good “IDEA” Policy

Approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant and durable for all students, families and educators

- **NOT** a program, curriculum, strategy, intervention
- **NOT** limited to special education
- **NOT** new

What is Response to Intervention?

Response to Intervention (RtI) consists of Three Essential Components:

- Providing high quality, research-based instruction/intervention matched to student needs
- Using data regarding learning rate over time and level of performance
- Making educational decisions based upon student's response to instruction/intervention

Why Use Rtl?

- Rtl enables educators to target instructional interventions in response to children's specific areas of need *as soon as* those needs become apparent
- Before, the education system waited for a student to fail before attempting more intensive instructional interventions
- Current research demonstrates that early intervention is crucial to a student's success

Why Else Should We Use Rtl?

- Rtl allows special and general educators to collaborate in order to educate all students
- Rtl creates an educational system that focuses on success for all learners
- Rtl identifies struggling learners early
- Rtl requires data-driven educational decision-making for all learners

Basic Elements of Rtl – A Primer

Core Principles of RtI

Educators will:

- Intervene early
- Use a multi-tier model of instruction
- Use a problem-solving method
- Use scientific, research-based interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessments for screening, diagnostics and progress monitoring
- Effectively teach all children

Common Elements in Rtl

- Multi-Tier Model –
The Dual-Sided Pyramid
- Problem-Solving Model – The Circle

Multi-Tier Model

Academic Systems

Tier 3

Individual Students/Very Small Group
Assessment-based
High Intensity

Tier 2

Some students (at-risk)
High efficiency
Rapid response

Tier 1

All students
Preventive, proactive

Behavioral Systems

Tier 3

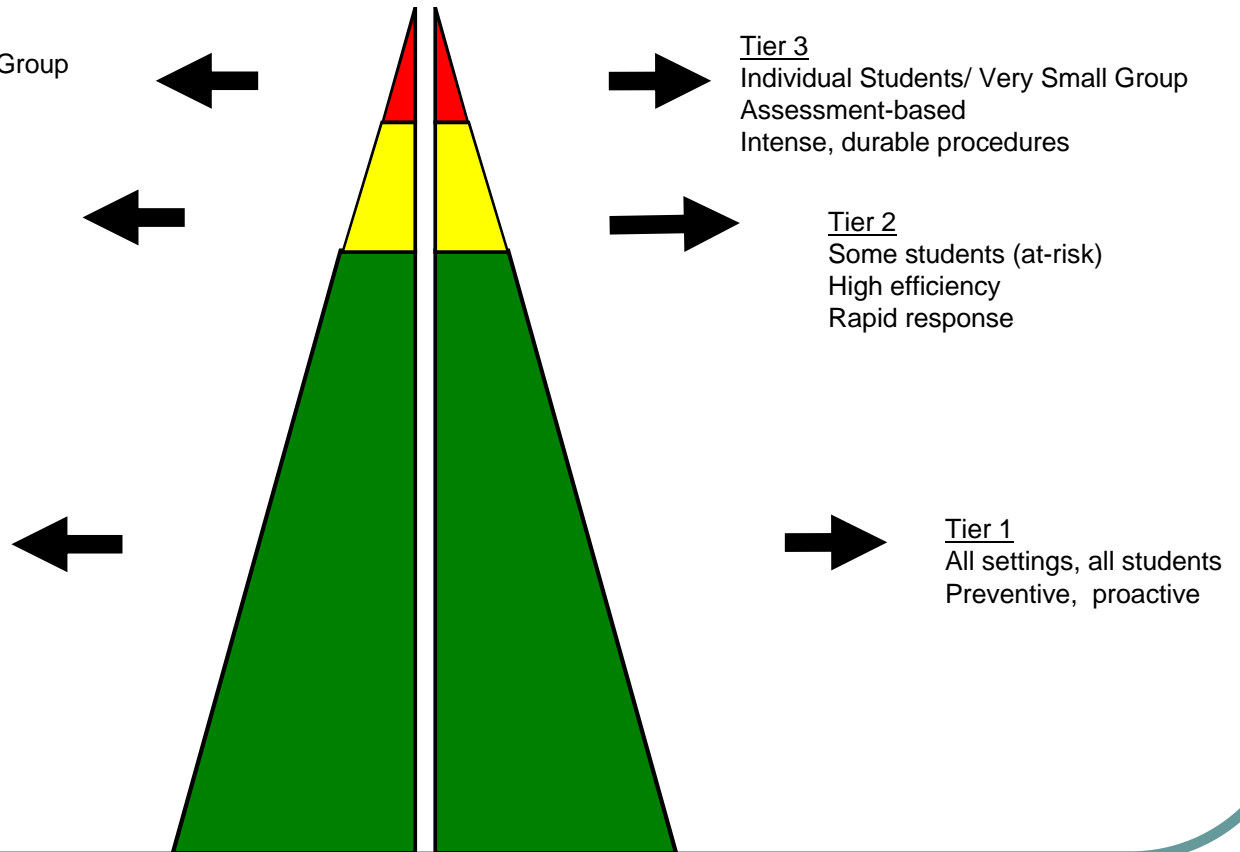
Individual Students/ Very Small Group
Assessment-based
Intense, durable procedures

Tier 2

Some students (at-risk)
High efficiency
Rapid response

Tier 1

All settings, all students
Preventive, proactive



What Does Rtl Look Like?

- Tier 1: Core curriculum meets the needs of 80%* or more of the students
- Tier 2: 20%* of the students may be identified as at-risk and require supplemental instruction/intervention in addition to the core curriculum
- Tier 3: 5%* of those students may be identified as needing more intensive, small group or individual interventions to supplement the core curriculum

*Percentages will vary by district/school

Tier 1 Core Instruction

All Students Receive:

- District curriculum that is scientifically, research-based and aligned to Illinois Learning Standards
- Curriculum-based measures and assessments for screening, diagnostic and continuous progress monitoring
- Differentiated instruction designed to meet the broad range of their needs

Tier 2 Intervention

Some Students Receive:

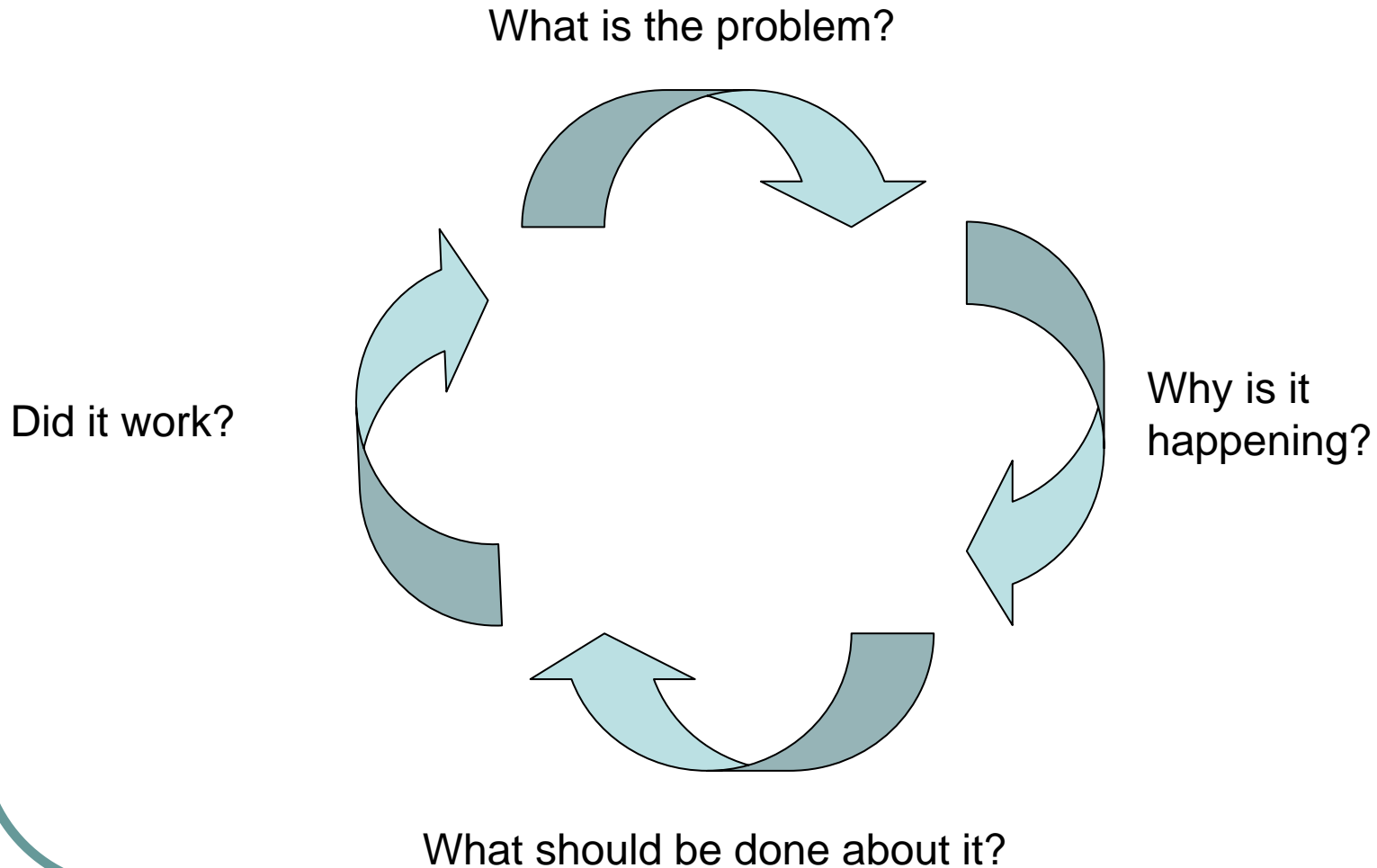
- Individualized Intervention Plan
- Core curriculum in the large group
- Supplemental interventions in the small group inside the general education classroom or outside of the general education classroom
- Interventions targeted to remediate a specific skill
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan

Tier 3 Intervention

Very Few Students Receive:

- Individualized Intervention Plan
- Integrated instruction from all three tiers to strengthen the accumulated impact of the interventions and instruction
- Interventions delivered to very small groups of 2-3 students or individual students
- Interventions focused on narrowly defined skill areas identified from the results of frequent progress monitoring
- Interventions implemented with integrity (e.g., number of minutes/day and per week, materials used, progress monitoring and implementer) tied to an individualized intervention plan

Problem-Solving Model



The Link Between Rtl, Problem-Solving and SLD

- Rtl is the problem-solving method for identifying a student's strengths and weaknesses both academically and behaviorally
- Rtl matches instructional resources to educational needs
- Rtl provides the historical data needed to determine what the school needs to do to ensure a student's success in the general education curriculum

Building Level Intervention Team Problem-Solving Actions

- Promote collaboration in the decision-making process
- Analyze building and classroom level data
- Collaboratively develop individual intervention plans for struggling learners
- Assist teachers in selecting research-based interventions
- Support teachers in implementing interventions with integrity

Rtl – Legislation, Rules and State Plans

Illinois and Response to Intervention (RtI) – Background

- IDEA Regulations effective October 13, 2006
- Illinois Part 226.130 Rules adopted June 28, 2007

IDEA Regulations- October 13, 2006

The State

- must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability
- must permit the use of a process based on the child's response to scientific, research-based intervention

IDEA Regulations- October 13, 2006

The Team

- must document how the child responds to scientific, research-based interventions
- must document that the child does not achieve adequately or make sufficient progress in state-approved grade-level standards
- must consider data that demonstrates appropriate instruction delivered by qualified personnel and documentation of repeated assessments of achievement at reasonable intervals

Illinois Part 226.130 Rules

Require:

- use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure described in 34 CFR 300.309
- development and distribution of a State RtI Plan by January 1, 2008 by the State Superintendent in collaboration with professional organizations outlining the professional development that is necessary and other activities and resources that are essential for implementation

Illinois Part 226.130 Rules

Require:

- Illinois districts to complete a plan for transition to the use of a process that determines how the child responds to scientific, research-based intervention as part of the evaluation procedure by January 1, 2009
- Illinois districts to implement Rtl as part of their evaluation procedure for making SLD determinations by the 2010-2011 academic year

Participating Stakeholder Groups

- Illinois Education Association
- Illinois Federation of Teachers
- Illinois State Advisory Council on the Education of Children with Disabilities
- Illinois Alliance of Administrators of Special Education
- Illinois Association of School Administrators
- Regional Offices of Education
- Parent Initiative Centers
- Illinois Institutions of Higher Education
- Illinois State Board of Education

Plan Components

- Introduction/belief statements for Rtl
- Definition of Rtl and Problem Solving
- Link between Rtl and specific learning disability eligibility determination
- Process for Implementation
- Implementation Timelines
- Funding Considerations
- ISBE Evaluation Plan
- Supporting Resources



District Self-Assessment



District Self-Assessment Template

- Purpose is to identify district and state needs
- District reviews seven areas of implementation:
 - Consensus Building and Collaboration
 - Standards-Based Curriculum and Research-Based Instruction
 - Research-Based Assessment Practices
 - Student Intervention/Problem Solving Team Process
 - Intervention Strategy Identification
 - Resources Allocation
 - Ongoing Professional Development for Effective Rtl
- Due May 23, 2008
- Reviewed by ISBE Team Summer 2008 to determine State Needs

Start the Process

- Learn what RtI is and what it isn't
- Read the State Response to Intervention Plan posted on the ISBE website
- Read the FAQ document produced by ISBE
- Complete the Self-Assessment
- Create the Writing Team

Access the District Improvement Plan

- <http://iirc.niu.edu/>

The logo for the Interactive Illinois Report Card (IIRC) is displayed on a yellow rectangular background. The letters "IIRC" are rendered in a large, bold, red font with a slight shadow effect. To the right of the acronym, the words "Interactive Illinois Report Card" are written in a blue, sans-serif font, also with a slight shadow effect.

IIRC Interactive Illinois Report Card

Complete Plan Components for Rtl

- Section I-B – Local Assessment Data
 - Data
 - Factors
 - Conclusions
- Section I-C – Item 1 Other Data Attributes and Challenges
 - Data
 - Factors
 - Conclusions

Complete Plan Components for Rtl

- Section I-C – Item 3 Other Data Parent Involvement
 - Data
 - Factors
 - Conclusions
- Section I-D – Key Factors
 - Data
 - Factors
 - Conclusions

Complete Plan Components for RtI

- Section II-A – Action Plan RtI Objective
- Section II-B – Student Strategies and Activities for RtI
- Section II-C – Professional Development Strategies and Activities for RtI
- Section II-D - Parent Involvement Strategies and Activities for RtI
- Section II-E – Monitoring Process for RtI
- Section III-A – Development, Review and Implementation Stakeholder Involvement

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
I. Consensus Building and Collaboration	Section III-A Stakeholder Involvement Section I-C, Item 3 Parent Involvement

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
II. Curriculum and Instruction	Section I-C, Item 1 Attributes and Challenges Section I-D Data and Analysis Key Factors

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
III. Assessment Practices	Section I-B Local Assessment

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
IV. Intervention/ Problem-Solving Team	Section I-B Local Assessment Section I-C, Item C Parent Involvement

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
V. Intervention Strategy Identification	Section I-B Local Assessment Section I-C Parent Involvement Section II-B Student Strategies and Activities Section II-D Parent Involvement Strategies and Activities Section II-E Monitoring

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
VI. Resources Allocation	Section II-B Student Strategies and Activities Section II-C Professional Development Strategies and Activities Section II-D Parent Involvement Strategies and Activities Section II-E Monitoring

Crosswalk of Self-Assessment and Rtl Plan Components

Self Assessment Section	District Improvement Plan
VII. Professional Development	Section II-C Professional Development Strategies and Activities

Technical Assistance

- Access to IIRC
- Writing the Rtl Plan
- Local Approvals of the District Rtl Plan
- Submitting the Rtl Plan
- ISBE Review of Rtl Plan

Internet Resources

- Illinois State Board of Education website

http://www.isbe.net/Rtl_plan/default.htm

Contact Information

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