The RtI Plan

Special Education Directors’ Conference
August 1, 2008
Beth Hanselman and Marica Cullen
Illinois State Board of Education
Defining Response to Intervention (RtI)
RtI: 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
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 RtI?

- RtI 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 RtI?

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

- 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 RtI 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

What is the problem?

Why is it happening?

What should be done about it?

Did it work?

Why is it happening?
RtI is the problem-solving method for identifying a student’s strengths and weaknesses both academically and behaviorally.

RtI matches instructional resources to educational needs.

RtI 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
RtI – Legislation, Rules and State Plans
Illinois and Response to Intervention (RtI) – Background

- IDEA Regulations effective 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
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 RtI 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 RtI
- Definition of RtI and Problem Solving
- Link between RtI 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 RtI
- 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/
Complete Plan Components for RtI

- 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 RtI

- 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 RtI Plan Components

<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Consensus Building and Collaboration</td>
<td>Section III-A Stakeholder Involvement</td>
</tr>
<tr>
<td></td>
<td>Section I-C, Item 3 Parent Involvement</td>
</tr>
</tbody>
</table>
## Crosswalk of Self-Assessment and RtI Plan Components

<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
</table>
| II. Curriculum and Instruction | Section I-C, Item 1 Attributes and Challenges  
Section I-D Data and Analysis Key Factors |
<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Assessment Practices</td>
<td>Section I-B Local Assessment</td>
</tr>
<tr>
<td>Self Assessment Section</td>
<td>District Improvement Plan</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| IV. Intervention/ Problem-Solving Team | Section I-B  
Local Assessment  
Section I-C, Item C  
Parent Involvement |
## Crosswalk of Self-Assessment and RtI Plan Components

<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
</table>
| 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 RtI Plan Components

<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
</table>
| **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 RtI Plan Components

<table>
<thead>
<tr>
<th>Self Assessment Section</th>
<th>District Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Professional</td>
<td>Section II-C Professional</td>
</tr>
<tr>
<td>Development</td>
<td>Development Strategies</td>
</tr>
<tr>
<td></td>
<td>and Activities</td>
</tr>
</tbody>
</table>
Technical Assistance

- Access to IIRC
- Writing the RtI Plan
- Local Approvals of the District RtI Plan
- Submitting the RtI Plan
- ISBE Review of RtI Plan
Illinois State Board of Education website

http://www.isbe.net/RtI_plan/default.htm
Beth Hanselman
Assistant Superintendent
Special Education

Illinois State Board of Education
(217) 782-5589
bhanselm@isbe.net
Contact Information

Marica Cullen
Division Administrator
Curriculum & Instruction

Illinois State Board of Education
(217) 557-7323
mcullen@isbe.net