Response to Intervention (RtI): A Blueprint for ALL Students

Developed by Illinois ASPIRE in partnership with Family Matters and the Family Resource Center on Disabilities

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AGENDA

• Rationale

• Essential components
  – High Quality Instruction and Intervention
  – Assessment data
  – Collaborative Problem Solving

• Response to Intervention

• Parent Resources

• Questions and Answers
Traditional Model: Early Intervening Services

Too Many Different Remedial Programs that:

- Were not coordinated well
- Were not powerful enough
- Used assessment data that were difficult to understand
- Did not consistently measure the effects of instruction on student performance
- Did not evaluate the impact on student outcomes
Today’s Outcome

Learn about the framework schools design instruction around to meet the diverse needs of ALL students.
New Model: 
COORDINATED Early Intervening Services

• At Risk Students Needs Are *More Alike Than Different*

• Can Be More *Focused, Intense, and Powerful*

• Use a High Quality Curriculum with an *Emphasis on Explicit Systematic Teacher-Led Instruction*

• Use *Assessment Data* frequently to tell us if What We are Doing is Working Well
Building a Continuum of Support for Students

Students meeting grade level expectations need standard curriculum.

Students at-risk need MORE support.

Students with the highest level of need receive the MOST support.
1. High quality, research-based curricula, instruction and interventions

2. Assessment to determine needs

3. Collaborative problem solving to make educational decisions
High Quality, Research-Based Curricula, Instruction & Intervention
Standards of Research-Based Teaching strategies or methods that have been proven to be effective in children learning specific skills.
What are High Quality, Research-Based Curricula, Instruction & Intervention?

- **Instruction**: How we teach.
- **Curriculum**: What is being taught.
- **Environment**: Where it is taught.
- **Learner**: Who is being taught.
We are not just looking at the student, but rather what is taught, how it is taught, etc.

“Learning problems result from a complex interaction between several factors: Curriculum, Instruction, the Environment and Learner characteristics.”

(Howell, 1993)
Effective Instruction Includes:

- **Explicit** instructional strategies
- **Systematic** and **coordinated** instructional sequences
- **Ample practice opportunities:** So students can master and overlearn a bit
- **Scaffolded instruction and cumulative review:** Building upon review and an accumulation of skills
- **Aligned student materials:** Weaving skills together so students can apply and generalize
High Quality Curricula, Instruction & Intervention Focus on Critical Skills

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National Reading Panel  
http://www.nationalreadingpanel.org/

National Mathematics Advisory Panel  
http://www2.ed.gov/MathPanel
Language/Literacy Continuum

- Right Doses at the Right Times
- Students need all foundational skills
- Taught in explicit, systematic ways
- Skills all linked
Effective Curriculum

• Scientifically Based
• Aligned to State Learning Standards
• Results in positive outcomes
Scientific, Research-Based Interventions

• Focused on specific, **targeted** student skill needs

• Identified through scientifically, researched-based assessments.

• Involve the **teaching** of a researched-based **strategy** or a **skill** that is:
  
  – Focused on **increasing** a student’s **performance** in the targeted area (e.g., reading, math, writing, behavior).

• Generally provided **in addition to** the core curriculum
Ways to be involved:

• Learn more about the curricular materials used in your child’s school. Ask what the research says about the effectiveness of the curriculum.

• Learn more about the essential content and concepts that your child’s district expects students to learn and know at each grade level.

• Learn more about what interventions, matched to your child’s needs, are being used. Ask what the research says about their effectiveness.
Other Questions You Can Ask about Interventions

• What process is used to determine the interventions that are right for your child’s needs?
• When are written intervention plans developed and are they provided to parents?
• Is the teacher, specialist, tutor, or assistant trained in using the interventions?
• What decision rule will be used to decide if the student is making adequate progress?
Assessment to Determine Student Needs
How Do We Determine Student Learning Needs?

- Screen to identify students in need of additional supports
- Identify student strengths and weakness of skills
- Monitor and evaluate how students are responding to instruction/intervention
Ways to be involved:

• Ask what tools your school is using to screen students and monitor their progress, what kinds of data are collected, and how parents are notified.

• Ask your school to provide you with regular progress monitoring reports and find out how often those reports will be provided.

• Learn about how to understand the data by talking with school staff.
Collaborative Problem Solving
How are Instructional Practices Matched to Student Needs?

- **Problem Identification**
  - What is the problem?

- **Problem Analysis**
  - Why is it happening?

- **Plan Development**
  - What shall we do about it?

- **Plan Evaluation**
  - Did our plan work?
Problem Solving Method

**Problem Identification**
Is there a problem? What is it?

**Plan Development**
What should be done about it?

**Plan Evaluation**
Did the plan work?

**Problem Analysis**
Why is it happening?
Problem Solving Occurs at All Levels

District

School

Grade

Classroom

Problem Identification

Plan Evaluation

Problem Analysis

Plan Development
Assessment data are used to determine student need and then provide research-based instruction/interventions based on need within a TEAMING Process.
Educational Need?

(Grade 4)
Reading - Curriculum Based Measurement

Words Read Correct (WRD)

Benchmark Period

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Educational Need?

(Grade 4)
Reading - Curriculum Based Measurement

Words Read Correct (WRC)

Benchmark Period

Above Average
Average
Below Average
Student
Educational Progress?

Grade 2: Reading - Standard Progress Monitor Passages

Words Read Correct (WRC) vs Date

- Correct
- Errors
- Corre
- Corre

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Educational Progress?

Grade 6: Reading - Standard Progress Monitor Passages

Words Read Correct (WRC)

Date

Corrects
Errors
Corrects Airline
Corrects Trend

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Educational Progress?

Areana A. (Grade 10)
Grade 8: Reading - Standard Progress Monitor Passages

- Corrects
- Errors
- Corrects Aimline
- Corrects Trend

Words Read Correct (WRRC)

Date

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Ways to be involved:

• Participate in problem solving meetings.
• Ask questions to clarify information.
• Praise your child for any progress or general improvement in the area(s) of concern.
• When possible, make suggestions for strategies or interventions based on what you know works well at home.
Special Education Evaluation

Parent or Team member suspects a disability

Team meets to determine if data supports need for an evaluation

Student Data supports the need for an evaluation
- Evaluation includes any existing RtI data. Interventions continue or are put into place.

Student Data does not support the need for an evaluation
- Written notice of decision not to evaluate provided to parents. Interventions, if needed, continue or are put into place.
Ways to be involved:

• Work with the school team to review your child’s progress monitoring data.
• Ask questions about your child’s progress and whether he or she may need to be evaluated for special education eligibility.
• Ask how the need for an evaluation is determined.
• Ask how the data collected during the RtI process are used as part of a special education evaluation.
Put it Together...

Response to Intervention
Continuum of Support for Students

- Students meeting grade level expectations need standard curriculum
- Students at-risk need MORE support
- Students with the highest level of need receive the MOST support
School-Wide Systems for Student Success: A Multi-Tiered Model

Goal = all students successful at Tier 1

> Tier = > Need = > Support
Tier 1

- The Foundation
- What all students receive
- Core curricula & instruction all students receive
Tier 2 MORE

Some students

Time
Explicit Instruction
Support
Opportunities to Respond
Feedback
Skill Building
Tier 3

Most students

Explicit Instruction
Support
Opportunities to Respond
Feedback
Skill Building

Few students

MOST
How Does Special Education Fit into a Multi-Tiered Model?

- Special education services are considered part of Tier 3 interventions

- Tier 3 is NOT just special education
Problem Solving at Each Tier

Tier 3
• Individual Needs

Tier 2
• Class Needs
• Small Group Needs

Tier 1
• District Needs
• Building Needs
• Grade Level Needs

Academics and/or Behavior

Most

Some

Few
RtI: Meeting the needs of ALL STUDENTS

RtI is School Improvement

An EVERY EDUCATION Initiative
Open Communication with the School

• Be informed

• Be proactive

• Ask questions
• Reading and RtI: Putting it all Together
• Parents’ Guide to RtI
• Parent FAQs about RtI

http://www.isbe.net/RtI_plan/default.htm
Additional Resources

• Response to Intervention (RtI): A Primer for Parents http://www.nasponline.org/resources/factsheets/rtiprim er.aspx
• RtI Action Network: Resources for Parents and Families http://www.rtinetwork.org/Parents-and-Families
• Florida Center for Reading Research: For Families http://www.fcrr.org/forParents.htm
• Student Progress Monitoring: What this Means for Your Child http://www.studentprogress.org/family/default.asp
• Behavior Resources available through National PBIS Network: Families http://www.pbis.org/family/default.aspx