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

June 2011

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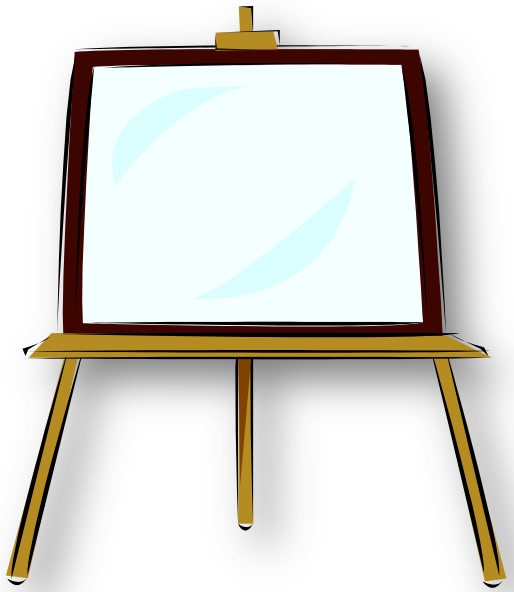
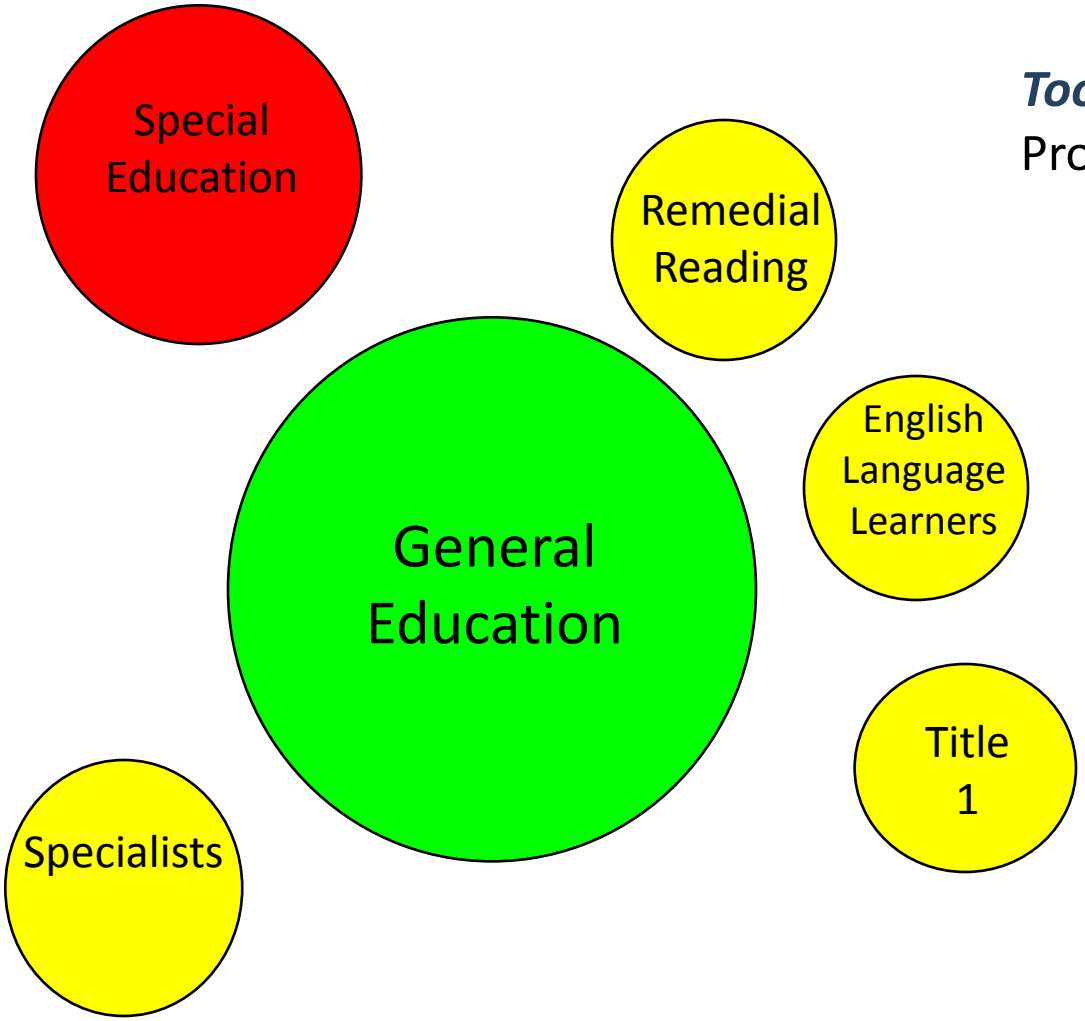
AGENDA

- 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



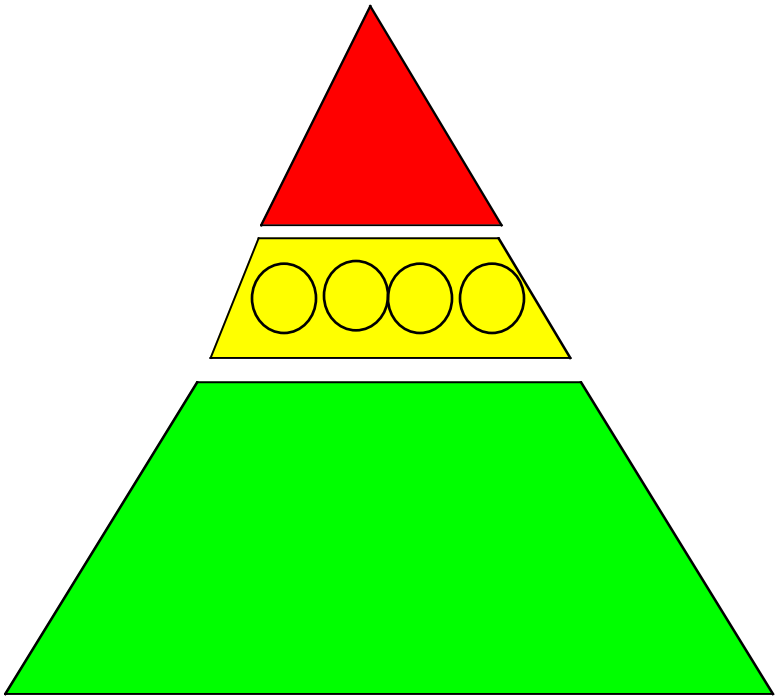
Too Many Different Remedial Programs that :

- 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

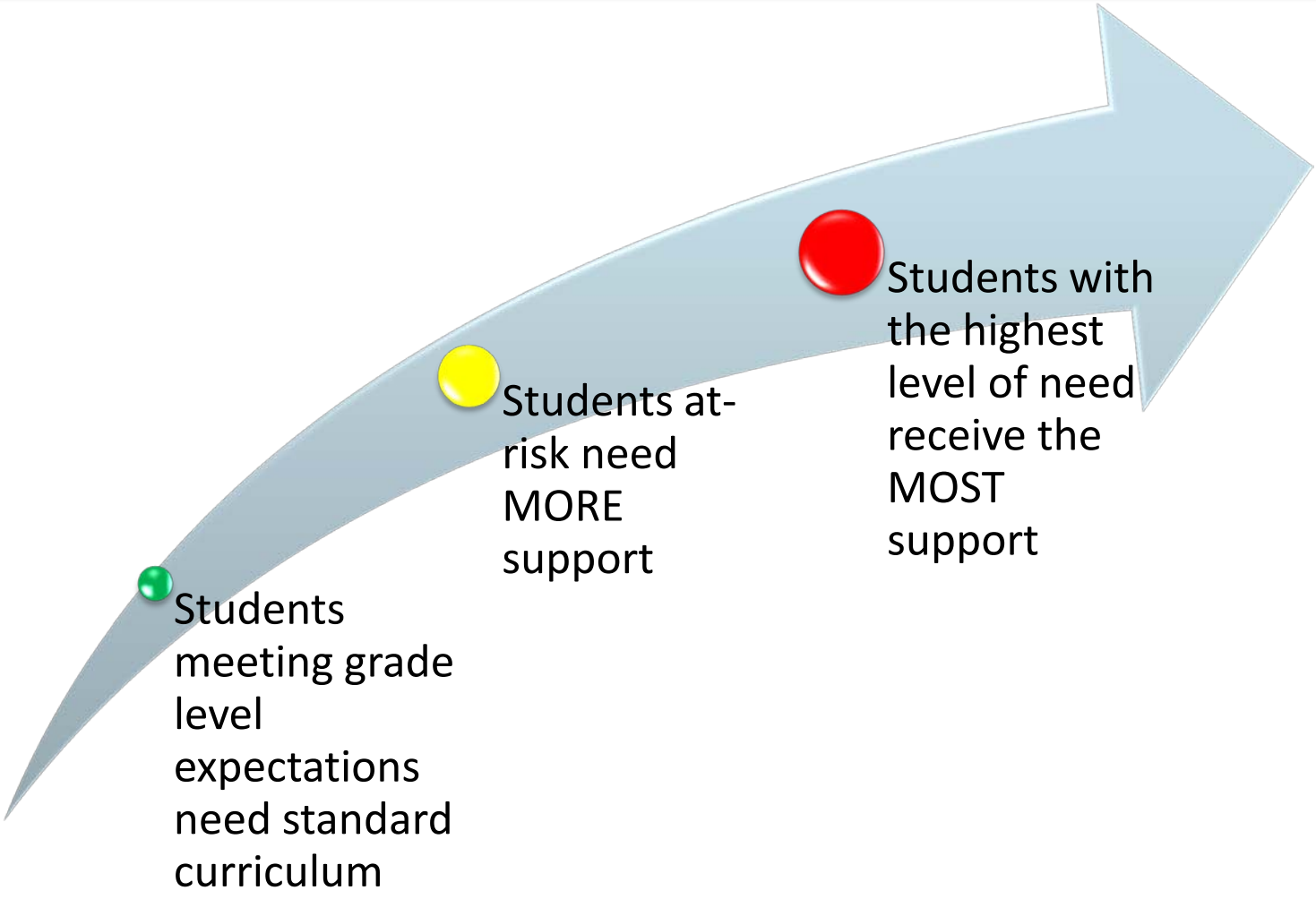
Learn about the framework schools design instruction around to meet the diverse needs of ALL students.

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



Essential Building Blocks to Foster Success for ALL Students:

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

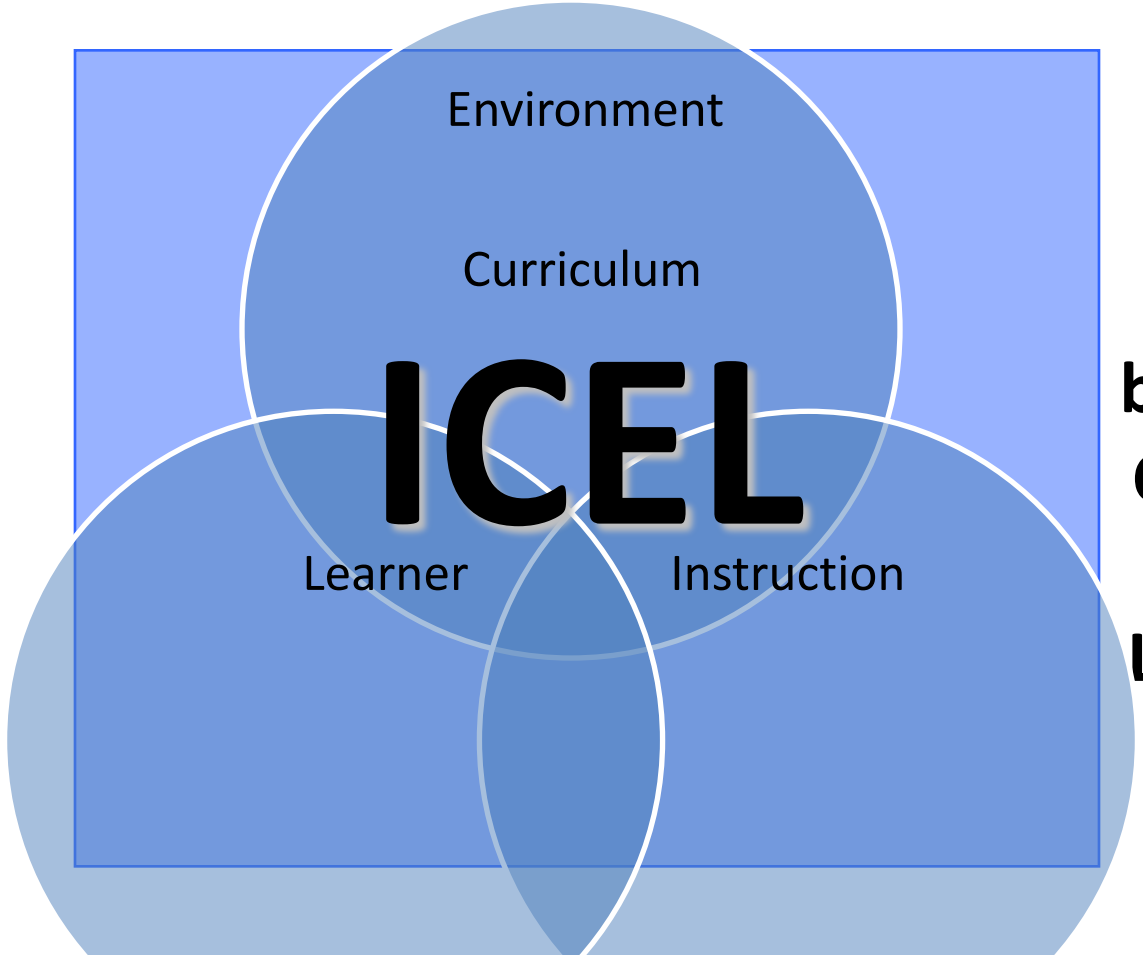
Standards of Research-Based

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

Reading

- Phonics
- Phonemic Awareness
- Fluency
- Comprehension
- Vocabulary

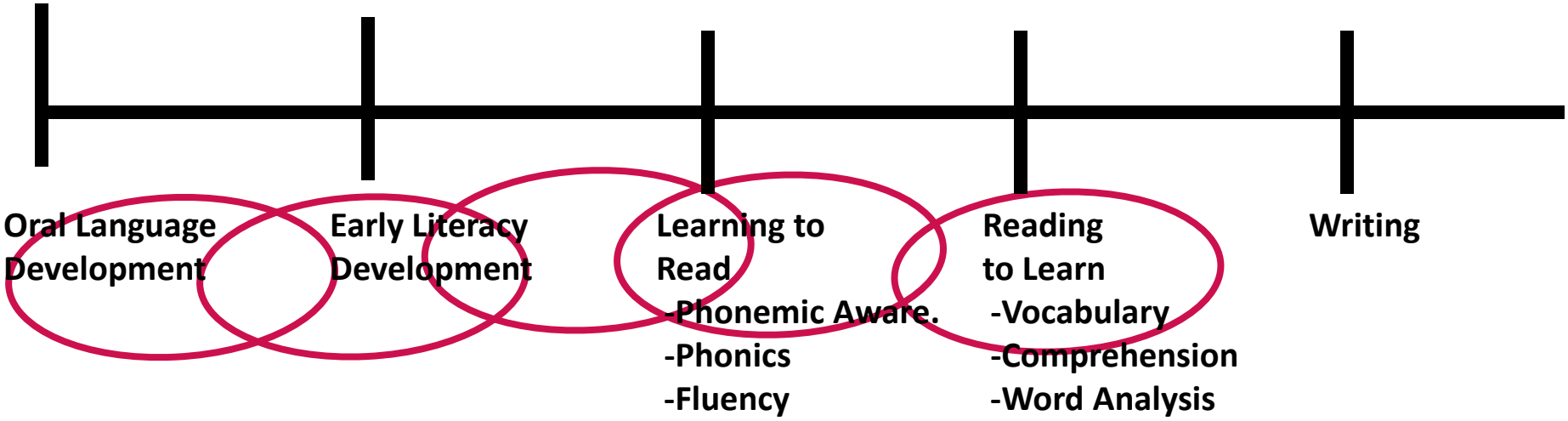
National Reading Panel
http://www.nationalreadingpanel.org/

Mathematics

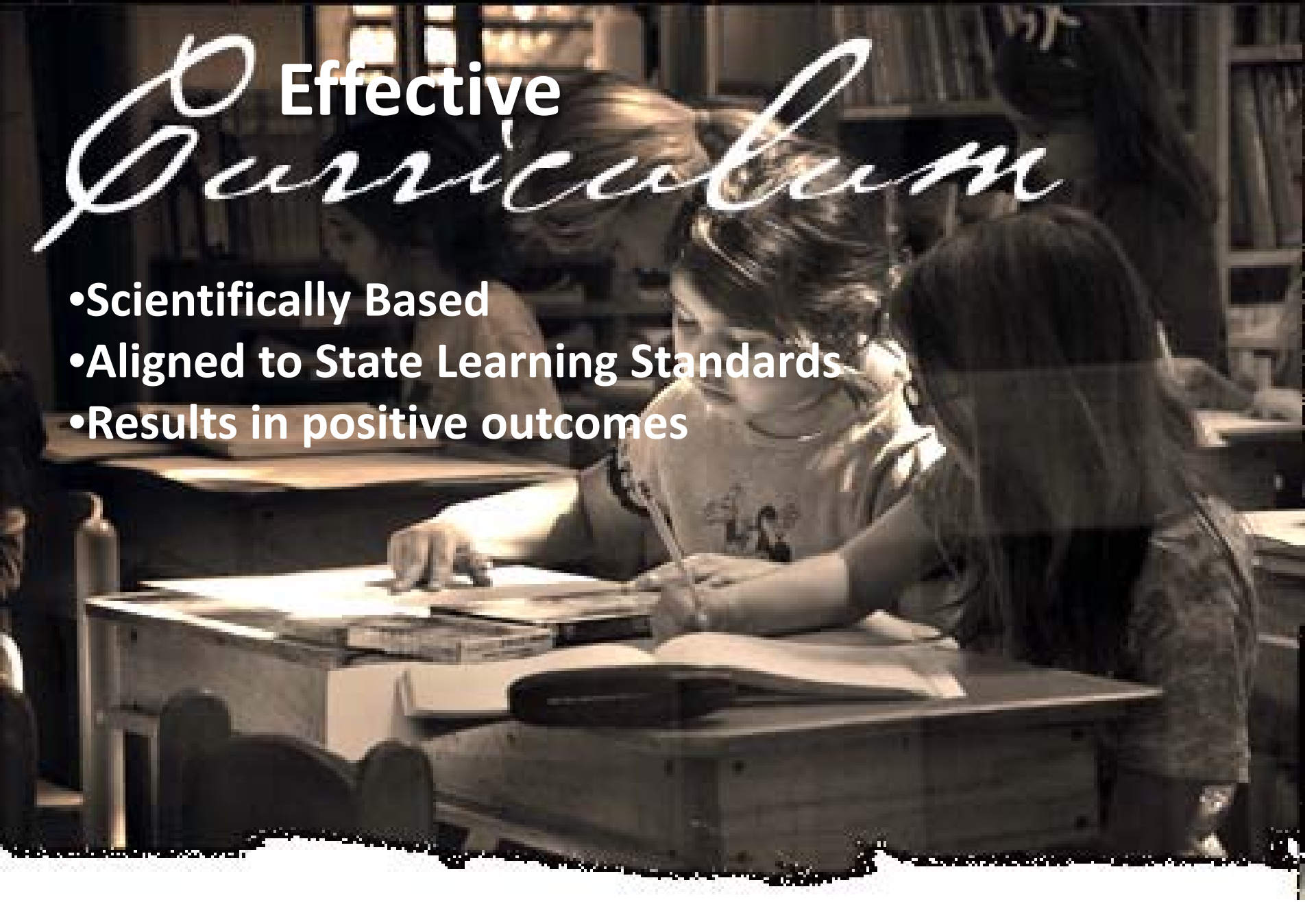
- Number Sense
- Fluency
- Problem Solving
- Adaptive Reasoning
- Engaging

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:

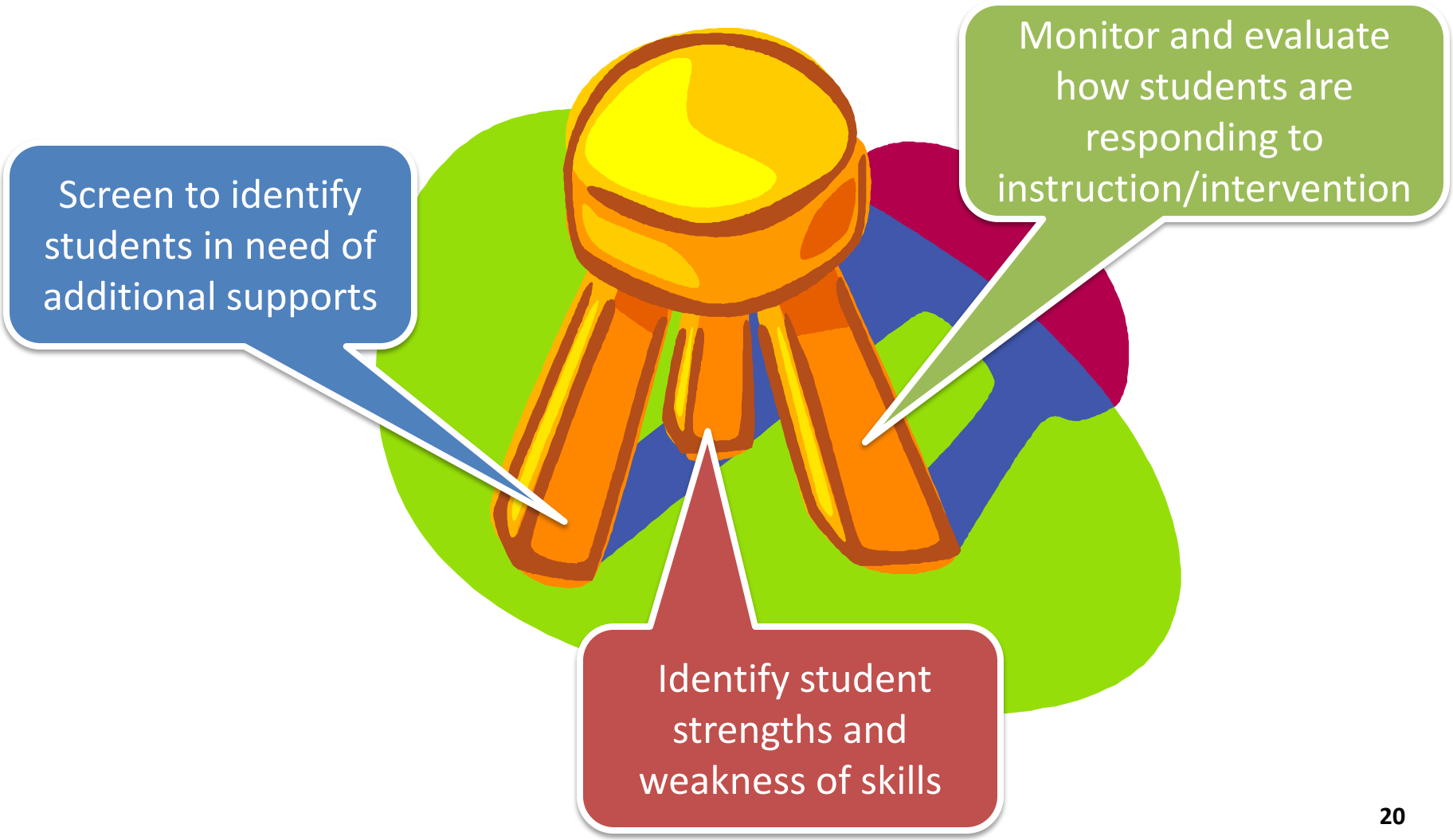
- Learn more about the curricular materials used in your child's school. Ask what the research says about the effectiveness of the curriculum.
- Learn more about the essential content and concepts that your child's district expects students to learn and know at each grade level.
- Learn more about what 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?



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.

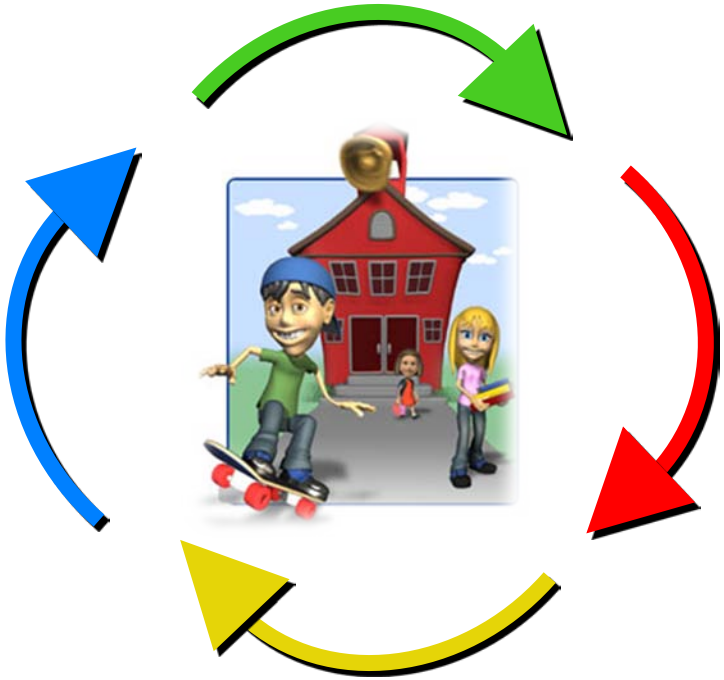
Collaborative **Problem Solving**

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?

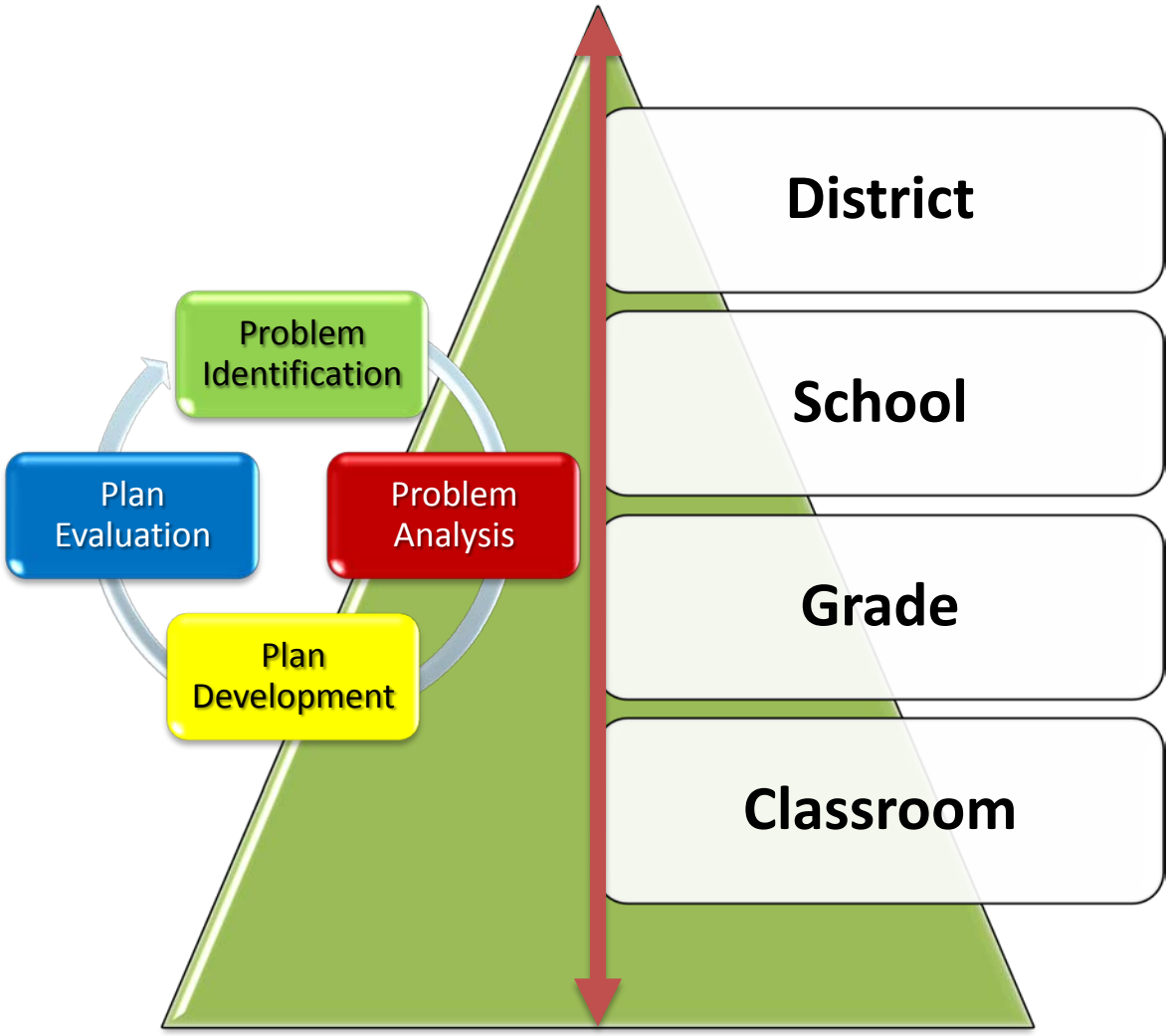


Problem Analysis
Why is it happening?

Plan Development
What should be done about it?

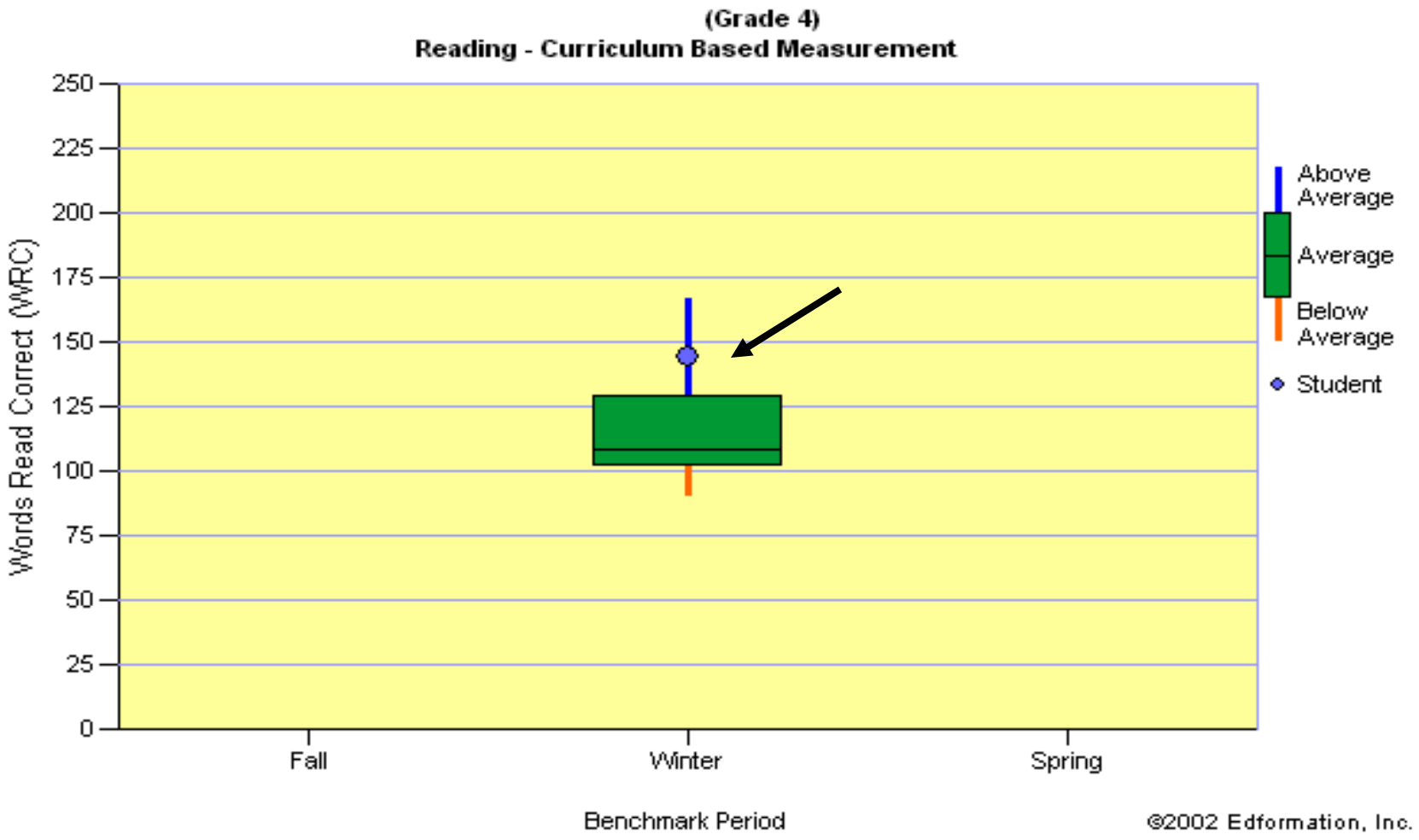
Plan Evaluation
Did the plan work?

Problem Solving Occurs at All Levels

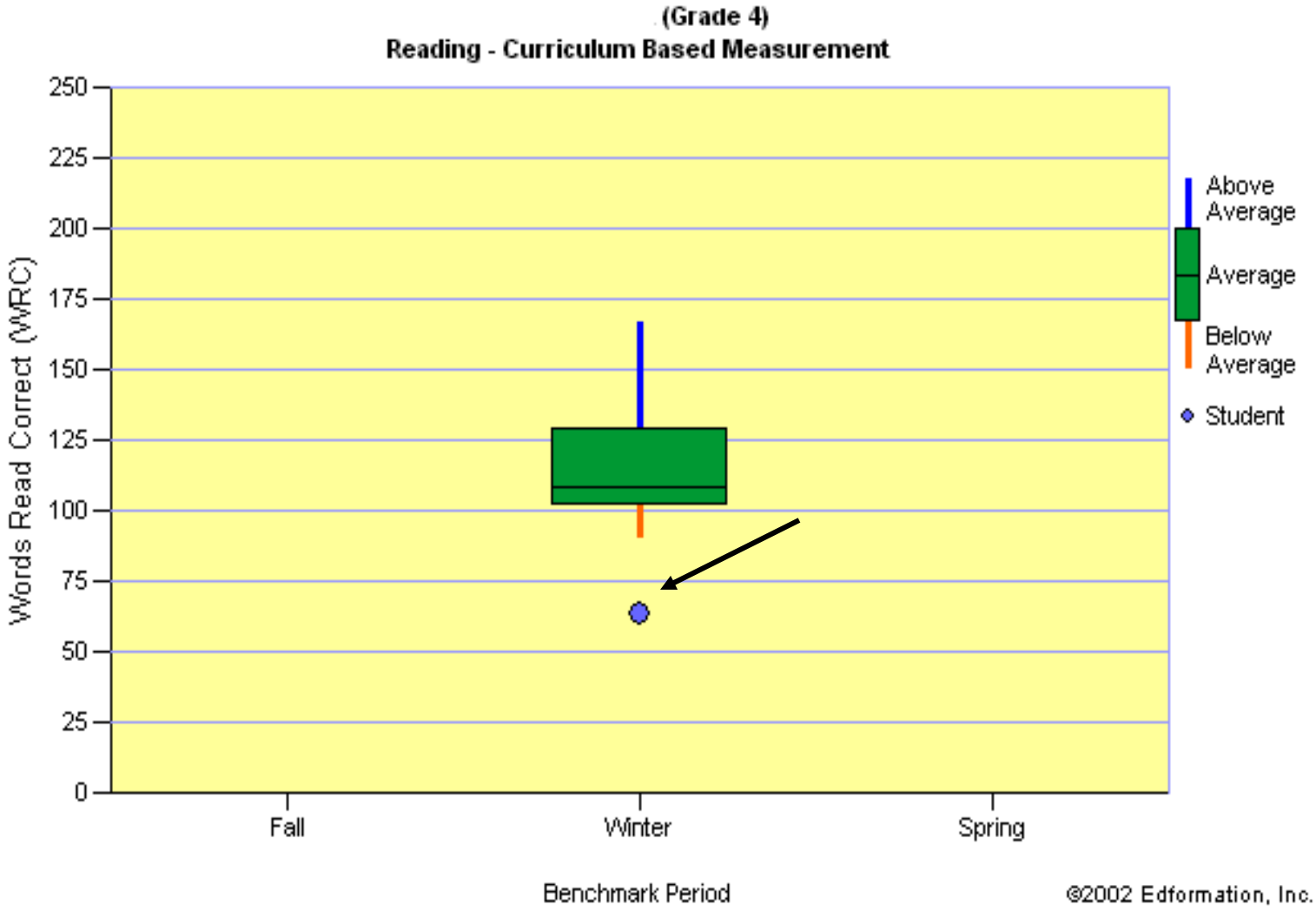


Assessment data are used to determine student need and then provide research-based instruction/interventions based on need within a TEAMING Process

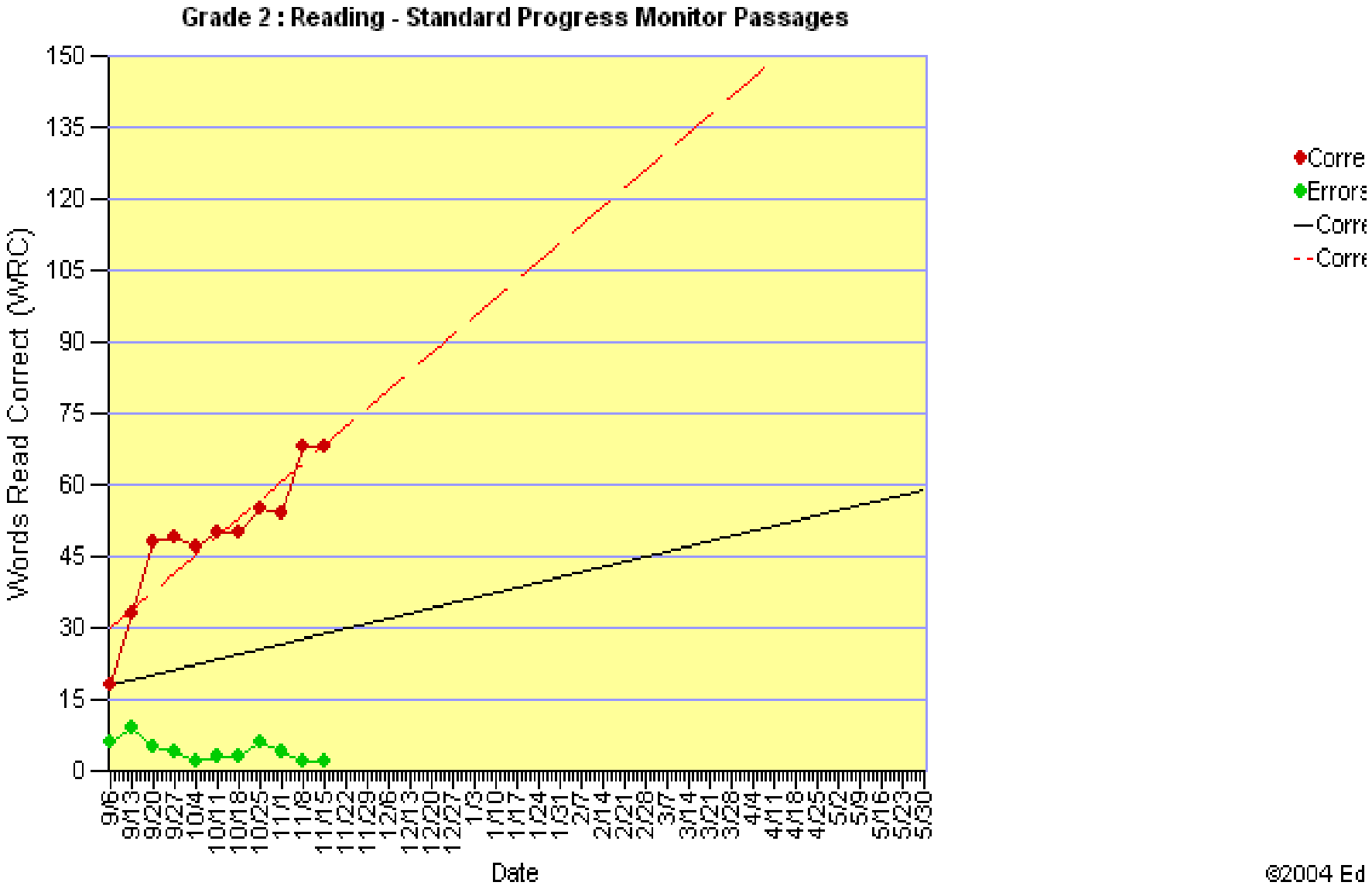
Educational Need?



Educational Need?



Educational Progress?



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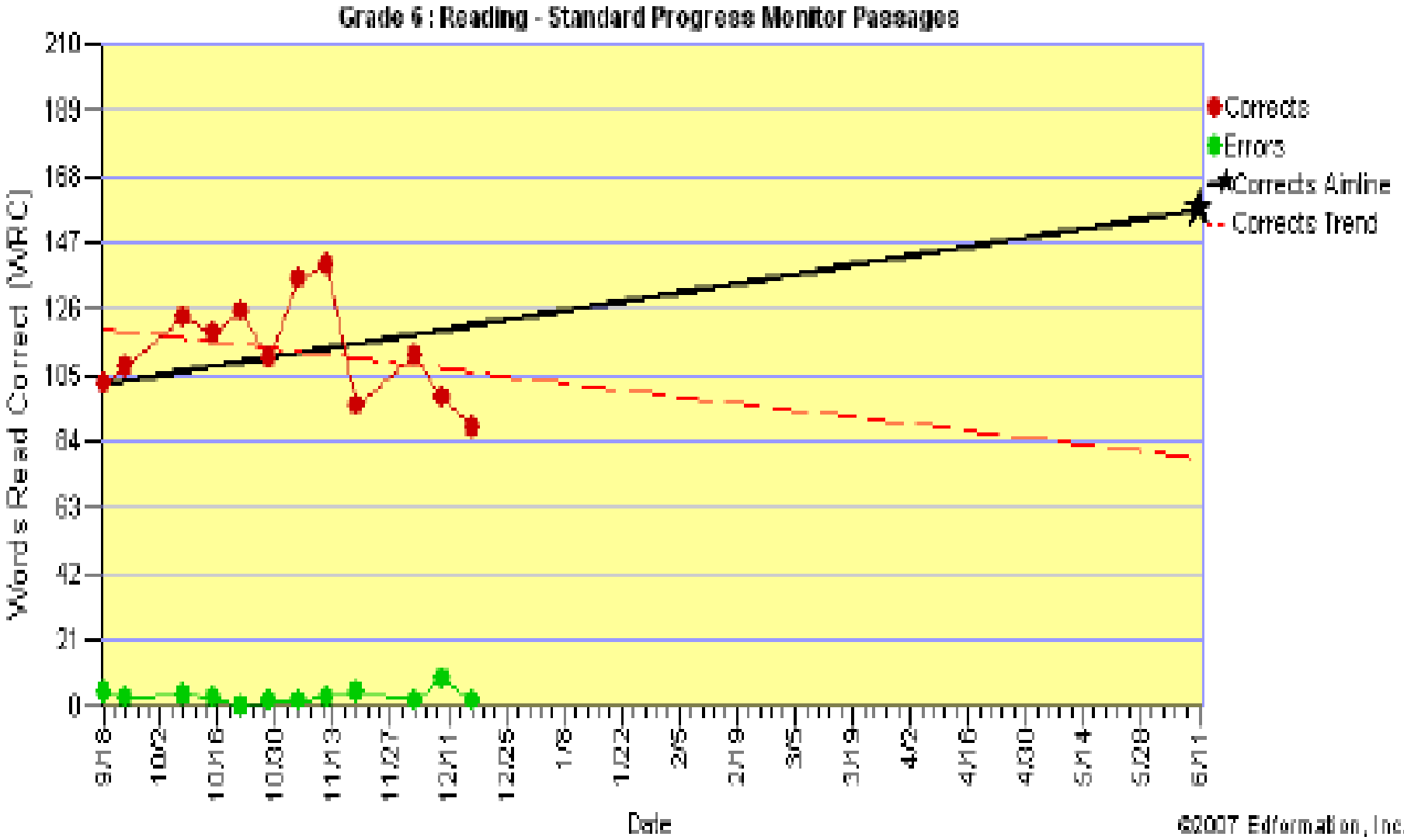
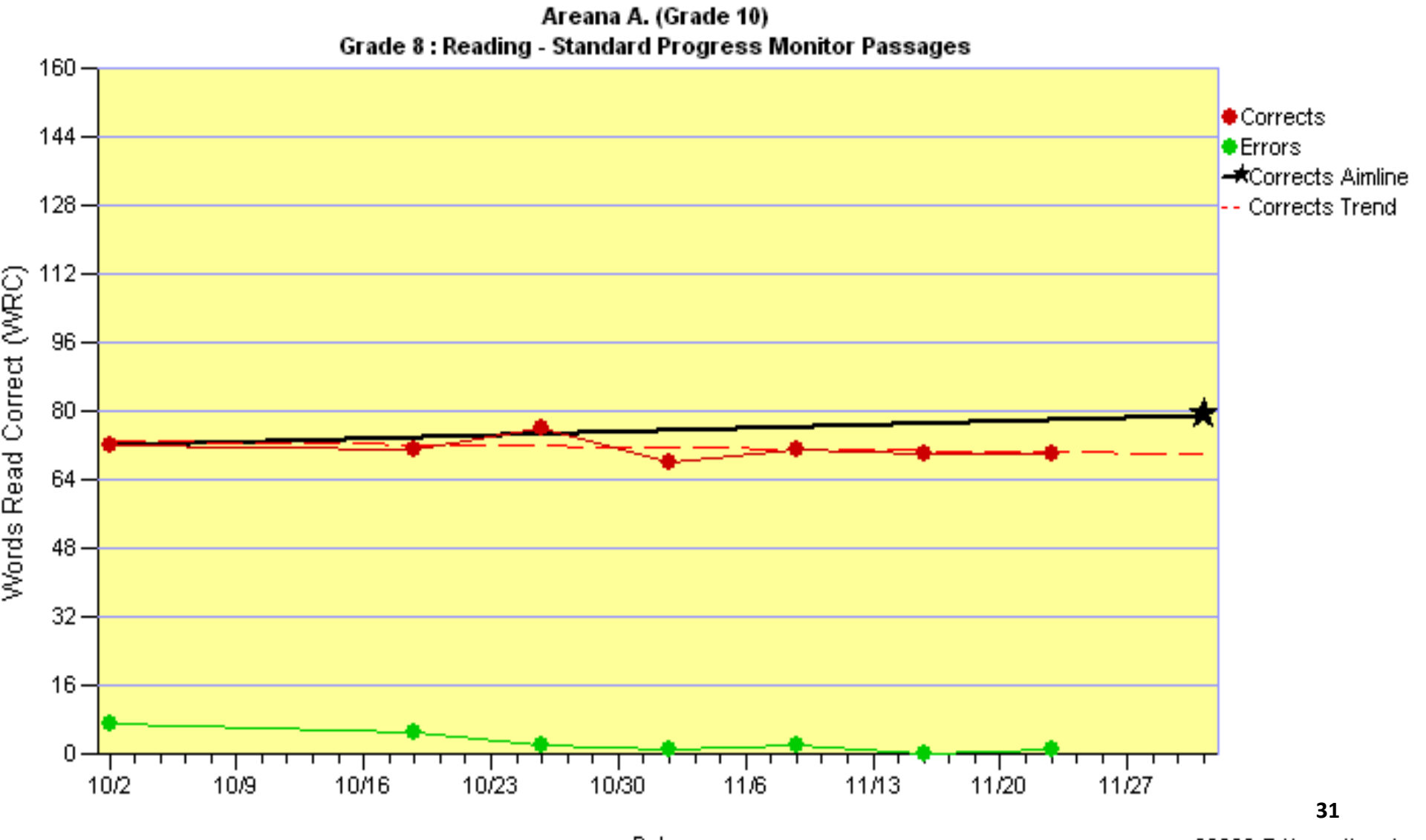
Educational Progress?



Educational Progress?



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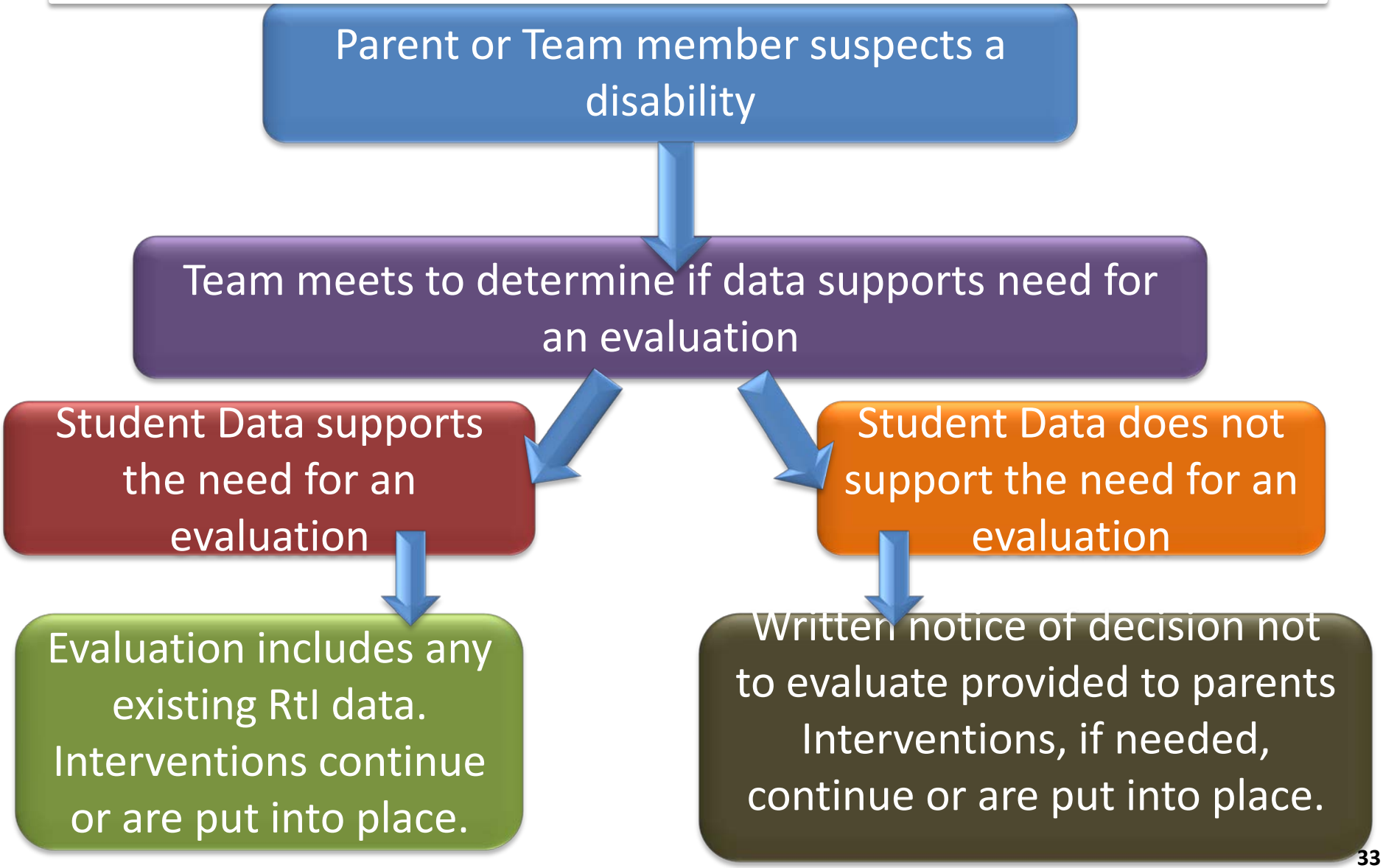
Ways to be involved:

- 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.

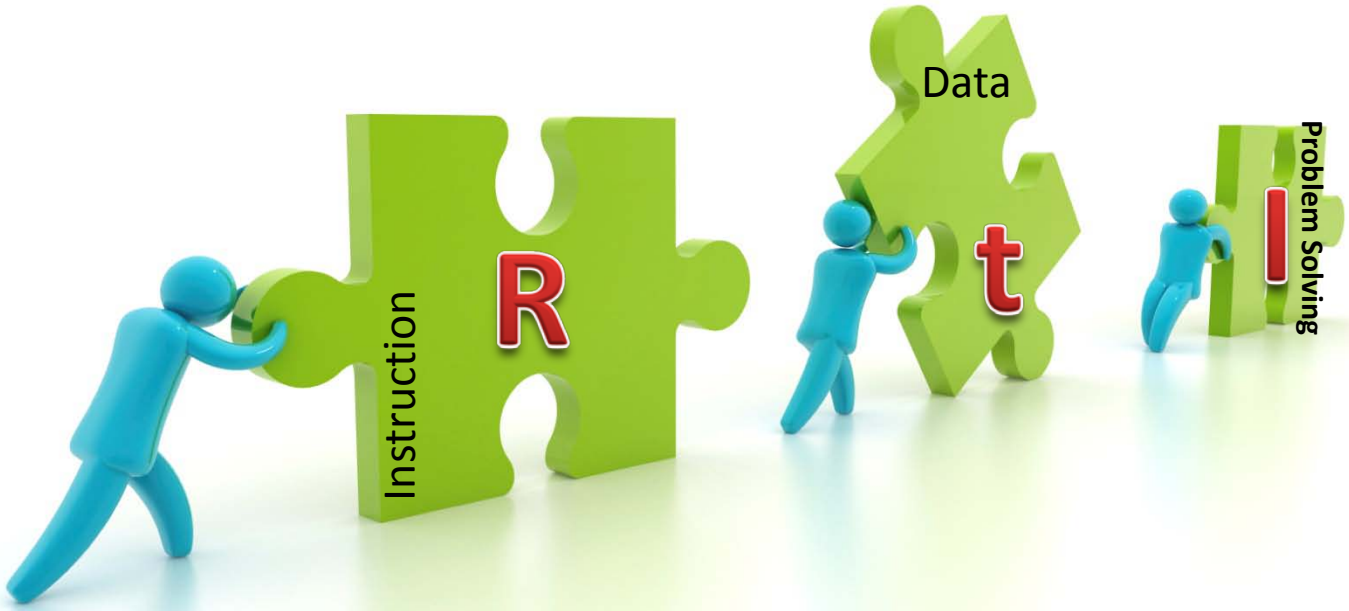
Special Education Evaluation



Ways to be involved:

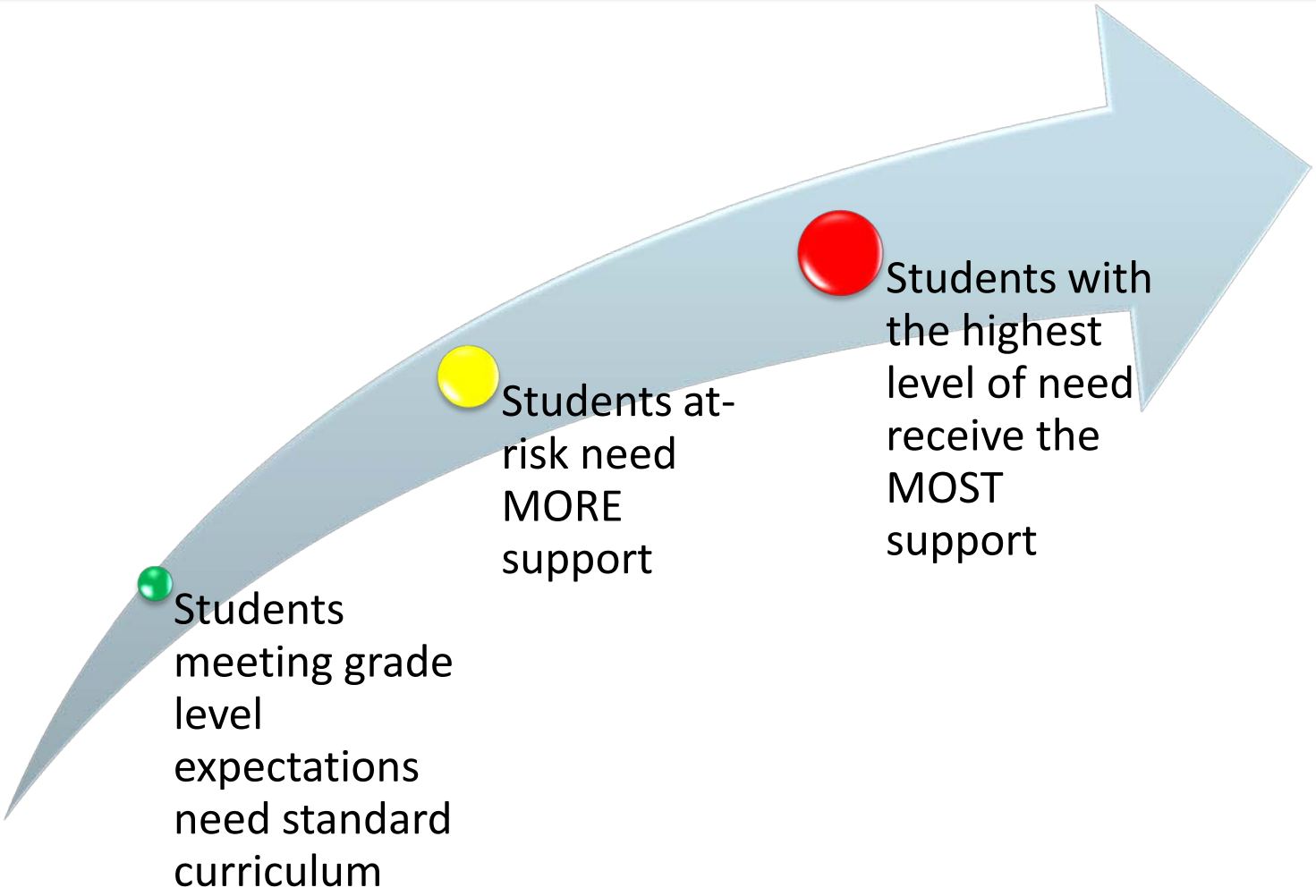
- Work with the school team to review your child's progress monitoring data.
- Ask questions about your child's progress and whether he or she may need to be evaluated for special education eligibility.
- Ask how the need for an evaluation is determined.
- Ask how the data collected during the RtI process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

Put it Together…



Response to Intervention

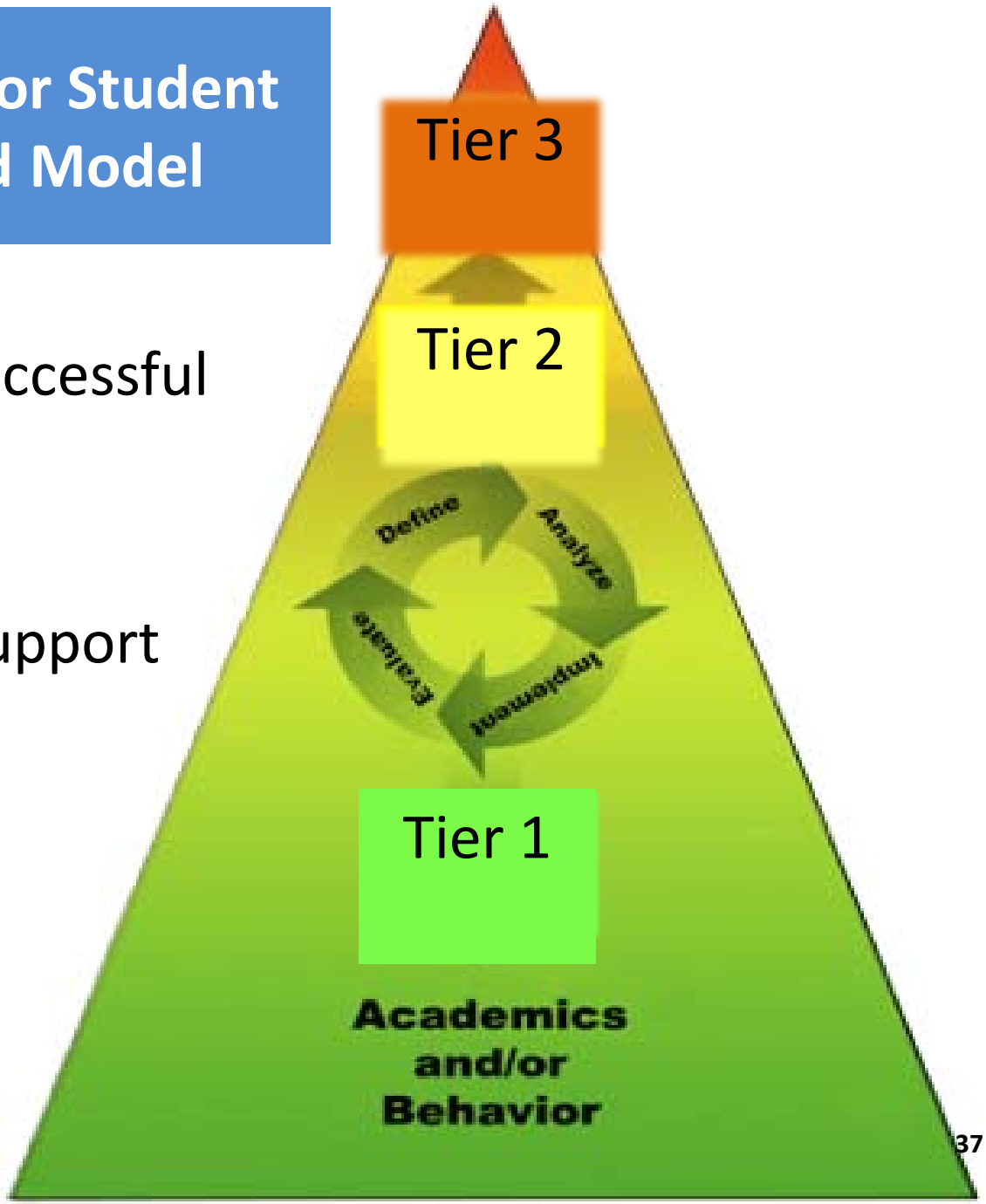
Continuum of Support for Students



School-Wide Systems for Student Success: A Multi-Tiered Model

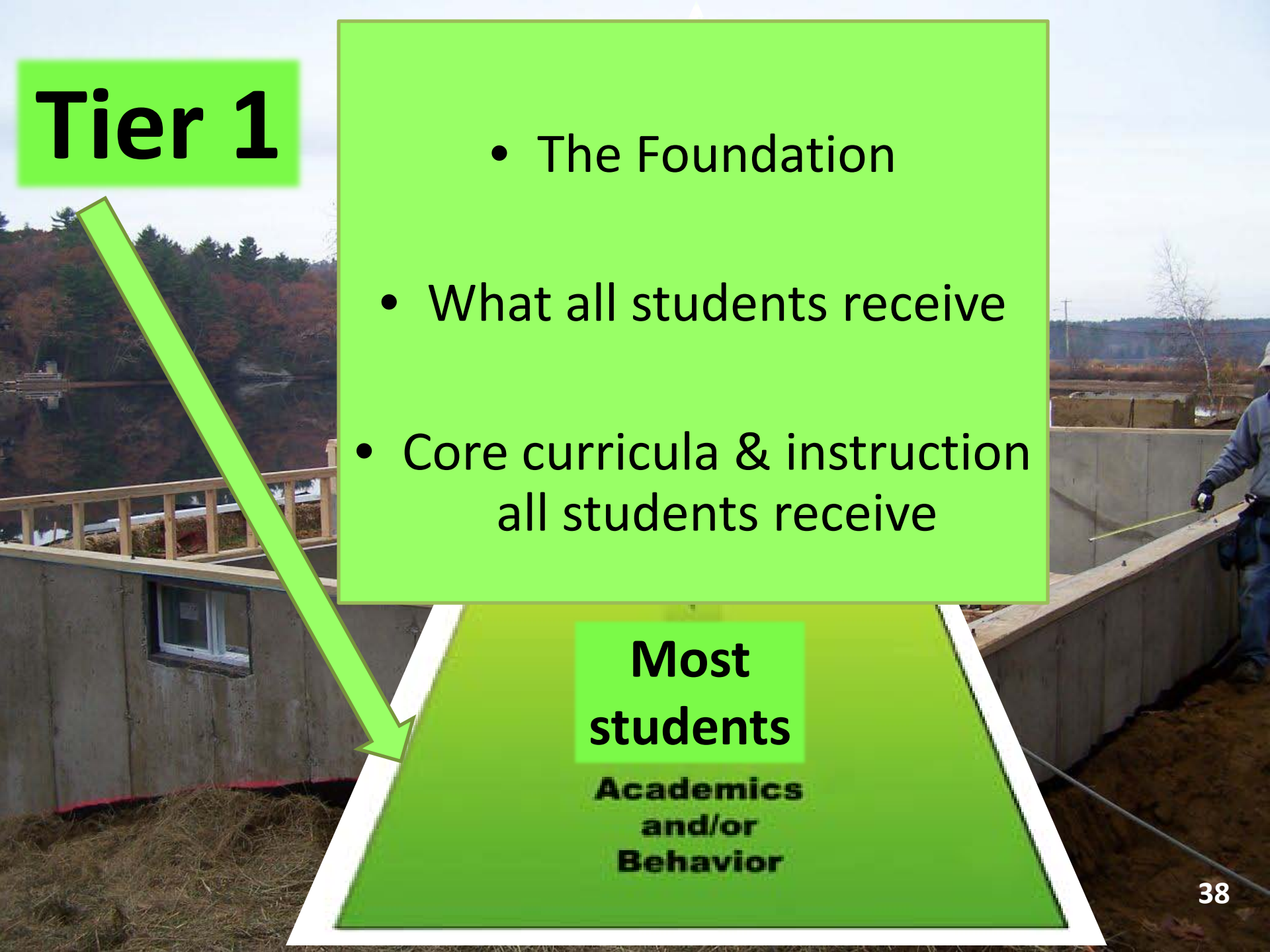
Goal = all students successful at Tier 1

> Tier = > Need = > Support



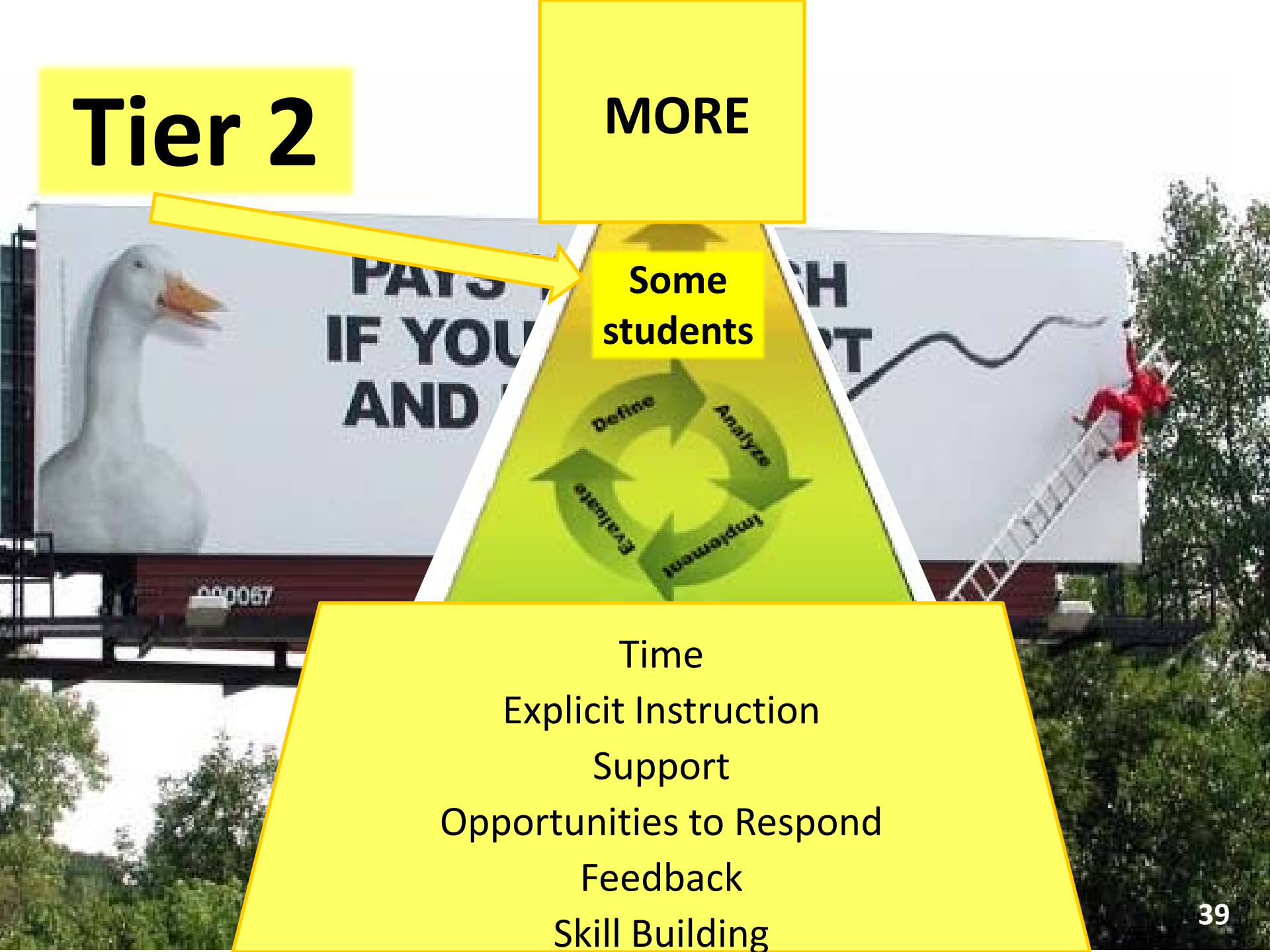
Tier 1

- The Foundation
- What all students receive
- Core curricula & instruction all students receive



Tier 2

MORE



Time

Explicit Instruction

Support

Opportunities to Respond

Feedback

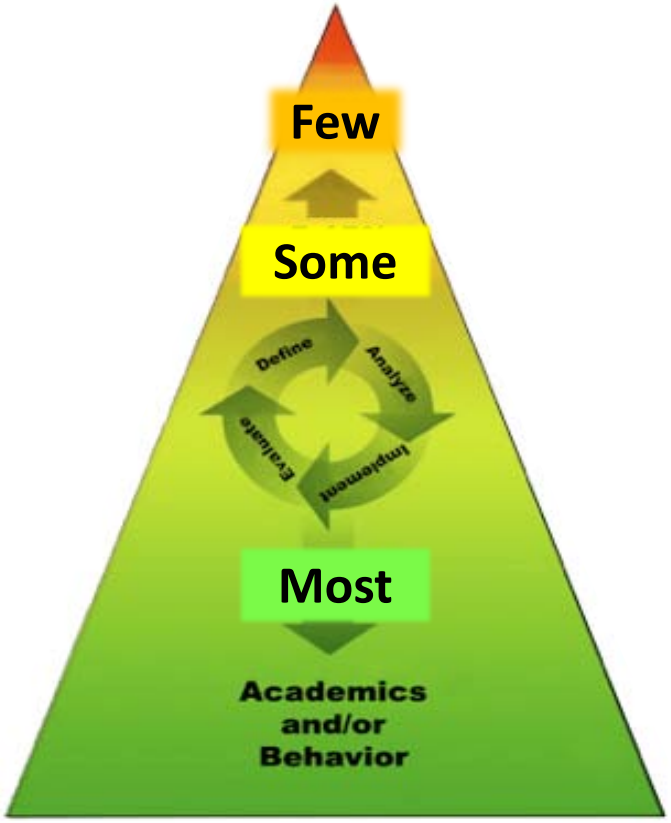
Skill Building

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

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

- Special education services are considered <u>part of</u> Tier 3 interventions

- Tier 3 is **<u>NOT</u>** just special education



Problem Solving at Each Tier

Tier 3 Teams

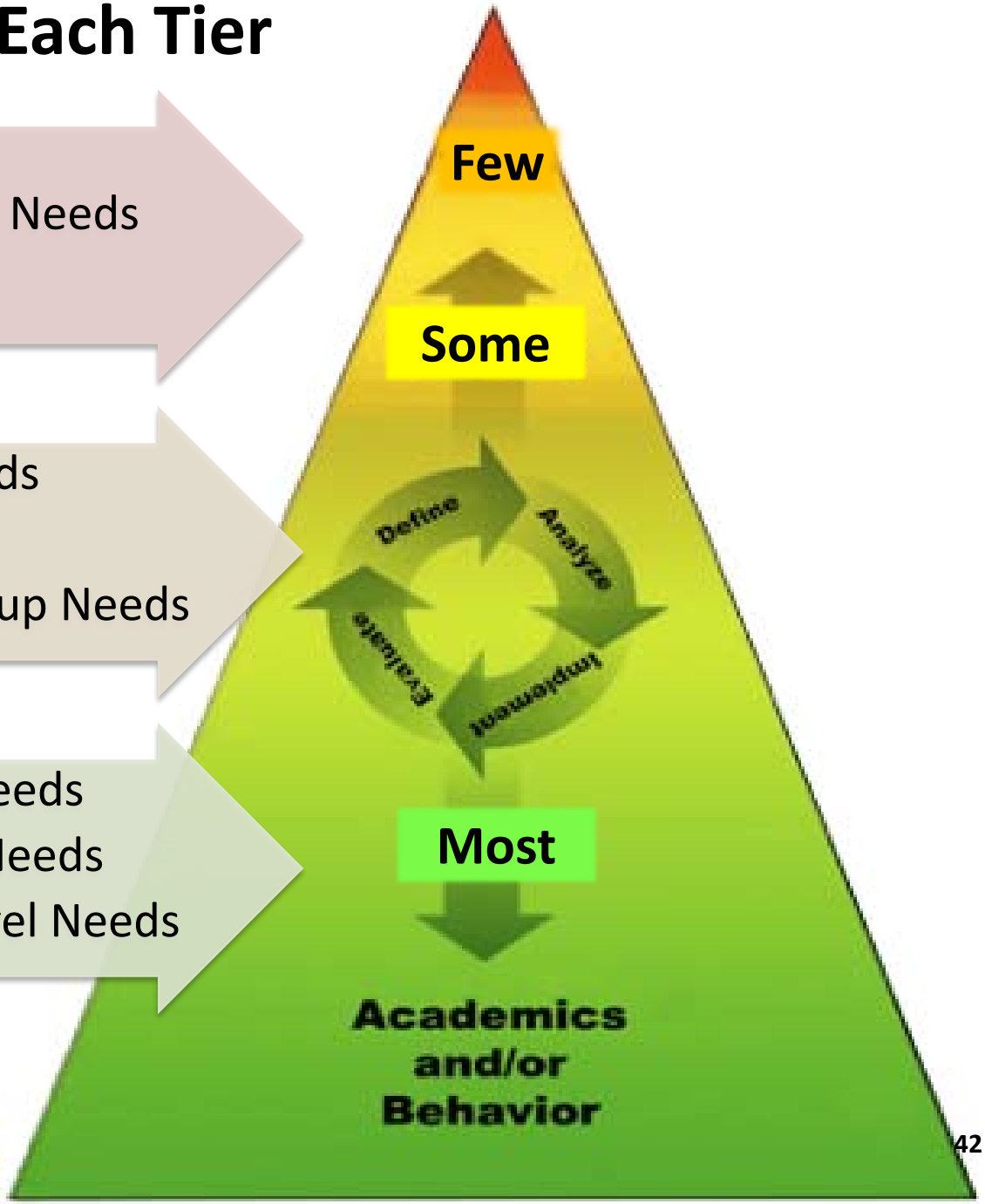
- Individual Needs

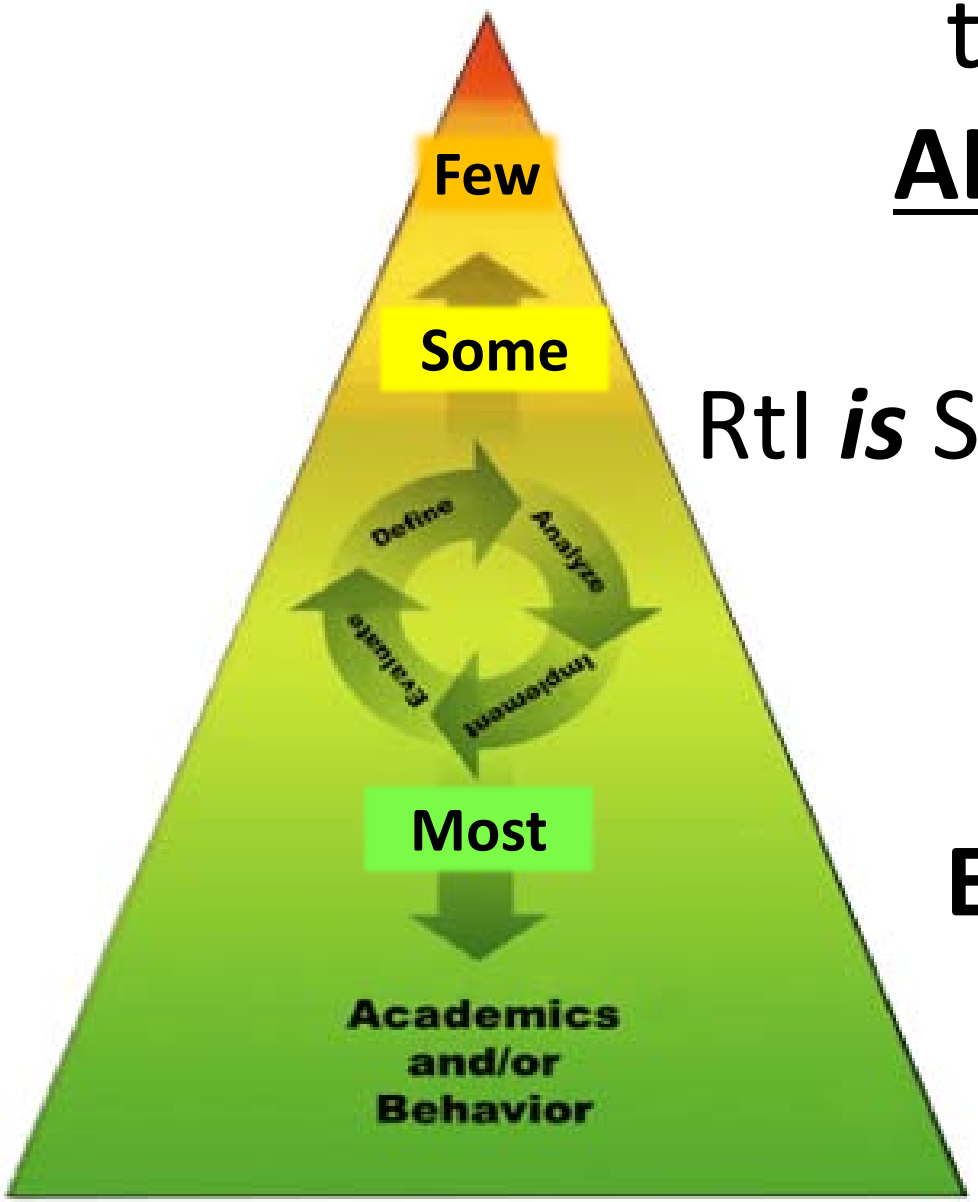
Tier 2 Teams

- Class Needs
- Small Group Needs

Tier 1 Teams

- District Needs
- Building Needs
- Grade Level Needs





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

I-ASPIRE/ISBE Parent Resources

- 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/rtiprimer.aspx
- RtI Action Network: Resources for Parents and Families http://www.rtinetwork.org/Parents-and-Families
- National Center on Response to Intervention Stakeholders: Families http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=12&Itemid=65
- 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

Q&A
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