What Is Response to Intervention?

- A comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk.

- An alternative to the discrepancy model for the identification of students with learning disabilities.
Key Characteristics of RtI

- Universal Screening of academics and behavior
- Multiple tiers of increasingly intense interventions
- Differentiated curriculum-tiered intervention strategy
- Use of scientifically research-based interventions
- Continuous monitoring of student performance
- Benchmark/Outcome assessment
RtI - NOT

RtI Students
RtI Classroom
RtI Teachers
Special Education
Another Name for IST
### IST to RtI
WHERE WE HAVE BEEN … WHERE WE ARE GOING…

<table>
<thead>
<tr>
<th>Instructional Support Team</th>
<th>Resources Gained 1990-2006</th>
<th>Response to Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request for assistance by teacher or parent</td>
<td>- Academic Standards</td>
<td>Identification of need by universal screening for all students</td>
</tr>
<tr>
<td>Student specific team</td>
<td>- PSSA/PASA</td>
<td>School, grade, group and, student specific flexible and fluid teams</td>
</tr>
<tr>
<td>IST (support) teacher coordinates process</td>
<td>- Access to General Education Curriculum</td>
<td>Coordination required for each team and between teams across the school</td>
</tr>
<tr>
<td>Standards-based core curriculum presumed</td>
<td>- Curriculum Aligned with Academic Standards</td>
<td>Requires research-based core curriculum for reading and math</td>
</tr>
<tr>
<td>Implemented customized effective instruction for students at-risk</td>
<td>- Scientific Research Base</td>
<td>Requires effective instructional practices for all students</td>
</tr>
<tr>
<td>Student specific targeted ‘strategies’</td>
<td>- State-wide Emphasis on Data-Informed Decision-Making</td>
<td>School, grade, group and student specific interventions for all students</td>
</tr>
<tr>
<td>Targeted instructional ‘strategies’ (with available research-based interventions)</td>
<td>- PVAAS</td>
<td>Scientific research-based interventions and standard protocol interventions</td>
</tr>
<tr>
<td>Implications for whole group instruction</td>
<td>- State-wide Dibels Training &amp; Support for All Students</td>
<td>Systematic changes in whole group instruction – differentiated instruction</td>
</tr>
<tr>
<td>Behavior problems addressed through “Valentine” model and “Initial Line of Inquiry”</td>
<td>- State-wide Positive Behavior Support Training</td>
<td>Behavior problems addressed through positive behavior supports</td>
</tr>
<tr>
<td>Progress monitoring for students at-risk</td>
<td>- State-wide Progress Monitoring Training</td>
<td>Progress monitoring for all students at varying intensity</td>
</tr>
<tr>
<td>Pre-referral system-led to evaluation if needed</td>
<td>- Tutoring &amp; Extended Learning Opportunities</td>
<td>Data from process can be used as part of primary SLD diagnostic criteria</td>
</tr>
<tr>
<td>Parent awareness</td>
<td>- Assessment Anchors</td>
<td>Extensive parent involvement &amp; reinforcement between home and school</td>
</tr>
<tr>
<td>Elementary student assistance program (ESAP) embedded in IST functions</td>
<td>- Focus on All Students-All Subgroups</td>
<td>Schools decide on relationship of three-tier process and ESAP</td>
</tr>
<tr>
<td>Teams use problem-solving format</td>
<td>- School Improvement Model</td>
<td>Teams use problem-solving format with scientific base and consistent data</td>
</tr>
<tr>
<td></td>
<td>- Inclusive Practices</td>
<td></td>
</tr>
</tbody>
</table>
Pennsylvania’s Three-tiered Model

An Integrated Approach (General, Remedial and Special Education)

- Based upon a functional perspective
  - Focused on academic/behavioral growth of all students
  - Student needs exist on a continuum
  - Resources organized and provided in direct proportion to student need

Implementation

- Scientifically research-based practices
- Problem Solving Model
  - A “Best Practice” approach
  - Considers all system variables (child, teacher, environment)
  - Results in objective and measurable interventions (evidence-based)
Pennsylvania Response to Intervention Model

Tier 1: Benchmark and School Wide Interventions for Students on Grade-level (benchmark) and All Students (Effective Instructional Practices provided within the General Education Curriculum)

Tier 2: Strategic and Targeted Interventions for Students At-Risk for Failure Strategic Instruction, Increased Time and Opportunity to Learn

Tier 3: Intensive Interventions for Low Performing Students Alter curriculum, Add time, support resources...
What are interventions?

- Targeted assistance based on progress monitoring
- Administered by teacher and/or specialist
- Provide additional instruction (individual or small group)
- Match materials to instructional level
- Modify modes of task presentation
- Modify instruction time
- Increase task structure
- Increase task relevant practice

McCook, J., LRP Conference, December 2005
What are interventions?

- Mini-lesson on skills deficits
- Decrease group size
- Increase amount and type of cues and prompts
- Teach additional strategies
- Change curriculum
- Change types and method of corrective feedback
- Etc.

McCook, J., LRP Conference, December 2005
Interventions are NOT

- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing more of the same assignments
- Retention

McCook, J., LRP Conference, December 2005
A Standard Protocol Intervention ...

- Is scientifically research-based.
- Has a high probability of producing change for large numbers of students.
- Is designed to be used in a standard manner across students.
- Is usually delivered individually or in small groups.
- Is often scripted or very structured.
- Can be orchestrated by a problem-solving team.
Tier 1: Benchmark/Schoolwide

- Data Analysis Teaming
- Effective Instruction
- Universal Screening
- Progress Monitoring
- General Education Curriculum
- Schoolwide Behavior Support

Tier I: Benchmark and School Wide Interventions for Students on Grade-level (benchmark) and All Students (Effective Instructional Practices provided within the General Education Curriculum)
Tier 1: Benchmark/Schoolwide

**Definition:** Students who are making expected progress in the general education curriculum and who demonstrate social competence;

Describes school-wide interventions that are available to all students:
- Effective instruction
- Clear expectations
- Effective student support
- Periodic benchmark assessments
- Universal prevention
Tier 1 Functions

- Universal screening
- Data analysis teaming
- School-wide behavior supports
- Whole group teaching
### Tier 1: Benchmark/Schoolwide

**Universal Prevention, Screening, Monitoring**

- Teachers implement a variety of scientifically research-based teaching strategies and approaches
- Students receive differentiated instruction based on data from ongoing assessments.
- High quality instructional and behavioral supports are provided for all students in general education.
- School personnel conduct universal screening of literacy skills, academics, and behavior.

Adapted from: Kovaleski (2005). Special Education Decision Making [ppt.]
Tier 1: Effective Teaching Principles

- Engaged Time
- High Success rates
- Opportunity to learn content
- Direct and supervised teaching
- Scaffolded instruction
- Critical forms of Knowledge
- Organizing, storing & retrieving knowledge
- Sameness taught
- Strategic Instruction
- Explicit Instruction
Tier 1: Benchmark/Schoolwide

Examples: Strategies/Interventions

- Core instructional program available to all students in general education curriculum
- Differentiated instruction within the core curriculum
- School-wide Effective Behavior Support (SWEBS)
Results of Tier 1

- Continue effective practices for responders
- Non-responders begin tier 2 interventions
Kindergarten Tier 2 Students Progress (SL)

District: Cornwall-Lebanon
School: South Lebanon Elementary
Date: 2004-2005
Class: LORT - K - Reading

Initial Sound Fluency

Correct Initial Sounds

Benchmark Goal: 25 in the middle of Kindergarten.
Tier 2: Strategic/Targeted

Strategic and Targeted Interventions for Students At-Risk for Failure

Strategic Instruction,
Increased Time
and Opportunity to Learn

Targeted Skill based Interventions
More Frequent Progress Monitoring
Tier 2: Strategic/Targeted

**Definition:** Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the general education curriculum and/or have mild to moderate difficulties demonstrating social competence. These students are at risk for academic failure.
Tier 2: Strategic Interventions

- Use of standard protocol interventions
- Scientifically research-based interventions
  - Academic – reading & math
  - Behavior
- Core instruction with supplemental materials
- Differentiated instruction in general ed.
- Specialists assist with strategic instruction in regular classroom
A Standard Protocol Intervention ...

- Is scientifically research-based.
- Has a high probability of producing change for large numbers of students.
- Is designed to be used in a standard manner across students.
- Is usually delivered in small groups.
- Is often scripted or very structured.
- Can be orchestrated by a problem-solving team.
Tier 2: Strategic Interventions (cont.)

- Increased opportunity to learn
- Increased instructional time
- Increased assessment
  - Data collection and analysis once per month
  - Data-based decision-making
TIER 2: Strategic
Strategic/Supplemental Reading
Programs:

- Early (Soar to) Success (Houghton Mifflin)
- Read Well (Sopris West)
- Reading Mastery (SRA)
- Early Reading Intervention (Scott Foresman)
- Great Leaps (Diamuid, Inc.)
- REWARDS (Sopris West)
- Ladders to Literacy (Brookes)
- Read Naturally
- Peer Assisted Learning Strategies (PALS)
Results of Tier 2 Interventions

- Cycle responders back to tier 1
- Identify non-responders for tier 3
Tier 3: Intensive Interventions

Intensive instruction
Small Group skill-based instruction
Weekly Progress Monitoring
Tier 3: Intensive Interventions

Definition: Academic and behavioral strategies, methodologies and practices designed for students significantly lagging behind established grade-level benchmarks in the general education curriculum or who demonstrate significant difficulties with behavioral and social competence.
Tier 3: Intensive Interventions

- Use of standard protocols
- Supplemental instructional materials
- Small intensive groups
- Can be outside the general ed. classroom
- Tutoring by remedial educators
- 10-20 week interventions
Tier 3: Instructional Strategies

Examples

- Increased direct instruction time
- More time on task
- More immediate and corrective feedback
- More opportunity to respond

- Functional behavior analysis (FBA), Behavior Intervention Plan (BIP)
- More frequent progress monitoring (once per week)
- Core curriculum and intensive intervention
TIER 3: INTENSIVE Reading Programs

- Corrective Reading (SRA)
- Language! (Sopris West)
- Wilson Reading System Reading Mastery
- Earobics (phonics/phonemic awareness; Cognitive Concepts)
- Great Leaps/ Read Naturally (Fluency)
- REWARDS (Fluency, Comp. and Vocab. in Plus Program)
- Soar to Success (comp.)
Results of Tier 3 Interventions

- Cycle responders back to tier 2
- Refer non-responders for evaluation for eligibility for special education
Pennsylvania
Response to Intervention Model

Tier I:
Benchmark and School Wide Interventions for Students on Grade-level (benchmark) and All Students (Effective Instructional Practices provided within the General Education Curriculum)

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Strategic and Targeted Interventions for Students At –Risk for Failure Strategic Instruction, Increased Time and Opportunity to Learn

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Intensive Interventions for Low Performing Students Alter curriculum, Add time, support resources…

Continuum of Time, Intensity and Data Increases

Percentage of Students Requiring Intensive Supports Decreases
Layers of Support for RtI Implementation

*School- District – Regional – State-wide*

**Strategic, Structured & Proactive**

- RtI Pilot School Program
- RtI Framework
- Resource Tool Kits
- Regional Trainer-of-Trainer Series
- Ongoing Topical Area Workshops & Trainings
- Intermediate Unit Technical Assistance Consultants
  - Special Education & Curriculum Consultants
  - Training and On-site assistance
  - Build Capacity to support all schools
Rti:
Support for Implementation

- School-wide implementation
- District-wide administrative supports
- Region-wide professional development & support
- State-wide professional development & resources
Alignment of RtI Model & Framework for Implementation

Tier 1
Benchmark and School Wide Interventions for Students on Target and All Students

Tier 2
Strategic & Targeted Interventions for Students at Risk

Tier 3
Intensive Interventions

Determination of Eligibility

Intensive Interventions

Progress Monitoring

Benchmark & School-wide Interventions

Administrative Supports

Preparation and Training

Universal Screening

Data Analysis

Collaboration with the RtI Process

Parental Involvement
RtI Framework: Components

I. Administrative Supports
II. Preparation & Training
III. Tier I: Benchmark & School-wide Interventions for All Students
IV. Universal Screening
V. Data Analysis
VI. Tier 2: Strategic & Targeted Interventions
VII. Tier 2: Progress Monitoring
VIII. Tier 3: Intensive Interventions
IX. Tier 3: Progress Monitoring
X. Collaboration with the RtI Process
XI. Determination of Eligibility
XII. Parental Involvement
RtI Support for Implementation

Resources: RTI TOOL KIT Development

1. Overview of RTI
2. Universal Screening
3. Data Analysis Teaming
4. Evaluating and Selecting Core Curricula
5. School Intervention Model - Differentiated Instruction
6. Explicit Instruction Strategies
7. Progress Monitoring
8. Problem-Solving Teaming
9. Positive Behavior Supports
10. Using RtI in the Determination of Eligibility for Special Education
11. Training for Principals and Administrators
12. RTI Applications at the Secondary Level
Pennsylvania RtI Implementation

Why Johnny CAN read!