

*RTI:

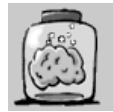
More Than LD Eligibility

Presented by Karen Kemp

*Response To Intervention

Expectations

- ◇ Honor what you are already doing.
- ◇ Take away at least 1 idea related to RTI and its implementation.
- ◇ Keep your mind open, but don't let your brain fall out.



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What We Now Know

- Early language characteristics predict later reading and writing skill.
- All children in literate societies have to be taught to read. Their abilities are built on the natural capacities for developing oral language.
- Reading programs that are researched-based should have documented results of studies that have been replicated in several settings.

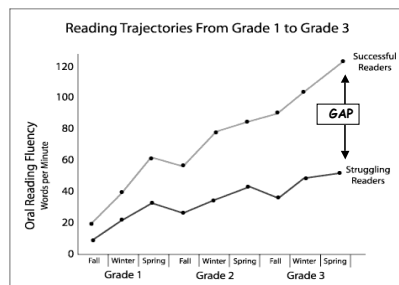
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What We Now Know cont.

- About 20% of all children have significant difficulty learning to read. Waiting until 2nd or 3rd grade guarantees that 75% of those students will still have problems in 9th grade.
- Some studies have shown that there is only a gain of .04 standard deviation in reading with special education support

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The Scope of the Reading Problems in America



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Key Points About Struggling Secondary Readers

These students...

- comprise about one fourth of all secondary students
- struggle with the reading required for academic survival
- at their grade level
- likely suffer psychological, emotional and cognitive consequences from lack of reading success
- may lack motivation
- may struggle with decoding (multi-syllabic words, morphological knowledge and fluency)
- generally have limited comprehension skills
- need support

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Origins of Response to Intervention

- Data based program modification (Deno & Mirkin, 1977)
- Concern of minority overrepresentation (Heller, Holtzman, & Messick, 1982)
- Formative evaluation (Fuchs, Deno, & Mirkin, 1984)
- Problem solving process (Bergan & Kratochwill, 1990)
- National Reading Panel findings (2000)
- National Summit on LD (2002) concluded there should be alternative ways to identify individuals with SLD
- Problems with LD prevalence across states (Reschly & Hosp, 2004)

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Of the six million children in special education, almost half are identified as LD. This group has grown 300% since 1976.

Of those with "specific learning disabilities," 80% are there simply because they haven't learned to read.

Children of minority status are over-represented in the categories of MR and ED.



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Presidential Commission: Key Findings

- The current system uses an antiquated model that waits for a child to fail, instead of a model based on prevention and intervention.
- General education and special education share responsibilities for children with disabilities....They are not separable at any level—cost, instruction or even identification.
- Thousands of children are misidentified every year, while many others are not identified early enough or at all.
- The current system does not always embrace or implement evidence-based practices once established.
- We estimate that the number of children who are typically identified as poor readers and served through either special or compensatory education could be reduced by up to 70% through early identification and prevention programs.

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RTI is NOT...

- a program
 - a curriculum
 - an intervention
 - a way to get more or less students into special education
 - a way to increase or decrease special education numbers
 - a checklist to determine a disability
- A stand alone initiative!

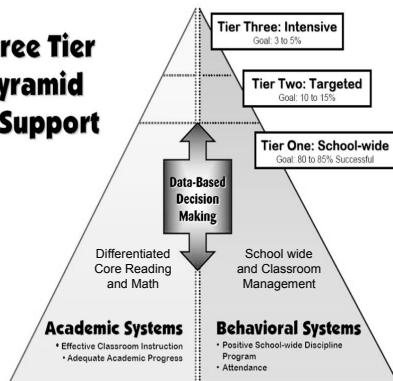
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What is Response To Intervention?

- A multi-tiered approach for maximizing student achievement by providing instruction and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis.

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Three Tier Pyramid of Support



Effectively Designed and Delivered Instruction includes...

- Scientifically research-based "core" reading and math curriculum
- Appropriate instructional techniques and time allocation
- Differentiation of instruction

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1997 Congress charges NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge to identify effective reading approaches and their readiness for application in the classroom.

NICHDclearinghouse@mail.nih.gov

THE NATIONAL READING PANEL

An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (2000).

<http://www.nationalreadingpanel.org>

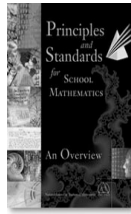
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Essential Components of Reading Instruction under NCLB
[8 NYCRR §200.4(c)(2)]

Explicit and systematic instruction in

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension

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1997 The Standards 2000 project is begun to update the *Curriculum and Evaluation Standards* developed in 1989. The resulting book, *Principles and Standards for School Mathematics*, is a single resource that can be used to improve mathematics curricula, teaching, and assessment.

standards.nctm.org.

National Council of Teachers of Mathematics (NCTM)

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Standards for Mathematics

Pre K through Grade 12

Content Standards

- Numbers & Operations
- Algebra
- Geometry
- Measurement
- Data Analysis & Probability

Process Standards

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

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Assessments

- Screening to identify children who are not making academic or behavioral progress at the expected rate;
- Diagnostic assessments to determine what children can and cannot do;
- Progress monitoring to determine if the child is responding to the intervention.

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Universal Screening

An efficient process for obtaining data about student performance administered 3x a year.

Curriculum Based Measurement

A direct and repeated measure of student learning that is sensitive to change over time.



An easy, effective technique for monitoring student performance and making instructional decisions.



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Curriculum Based Measurement

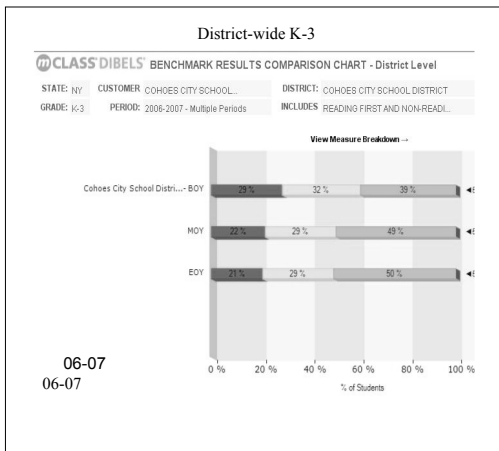
- Letter Recognition
- Sound Identification
- Word Identification
- Oral Reading Fluency
- Comprehension
- Vocabulary
- Written Expression
- Mathematics



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Curriculum Based Probes and Data Management Programs

- Vanderbilt University - Fuchs & Fuchs
- AIMSweb
- DIBELS - Dynamic Indicators of Early Literacy
- Yearly ProgressPro
- Monitoring Basic Skills Progress (MPSP)

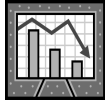


Writing Fluency
Cohoes Middle School

<p>Grade 6 (n=58)</p> <p>Correct Words in Sequence Range = 14 - 105</p> <p>CWS Median = 47</p> <p><small>*4 students in bottom 20% (1 LD, 1 ELL, 1 SQA and 1 repeating 6th grade)</small></p>	<p>Grade 7 (n=53)</p> <p>Correct Words in Sequence Range = 3 - 80</p> <p>CWS Median = 42</p> <p><small>** 4 students in bottom 20% (1 LD, 1 dx ADHD, 2 not identified)</small></p>	<p>Grade 8 (n=64)</p> <p>Correct words in sequence Range = 12 - 104</p> <p>CWS Median = 53</p> <p><small>*3 students in bottom 20% (2 LD, 1 ELL)</small></p>
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Progress Monitoring

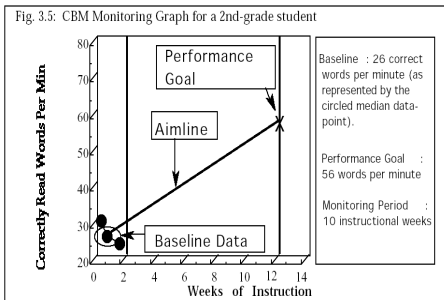
Snapshots of student performance that are taken as often as needed to make decisions about learning.



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Progress Monitoring

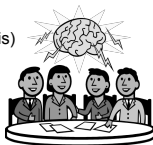
Fig. 3.5: CBM Monitoring Graph for a 2nd-grade student



School Support Teams

A group of 3-5 faculty members who jointly share the responsibility for addressing problems that serve as barriers to the academic success of a student.

- ✓ teachers
- ✓ parents
- ✓ specialists (case by case basis)
- ✓ student



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Problem Solving - A method that uses data to decide the following:

- Is there a problem and what is it?
- Why is there a problem?
- What are we going to do about it?
- Did it work?

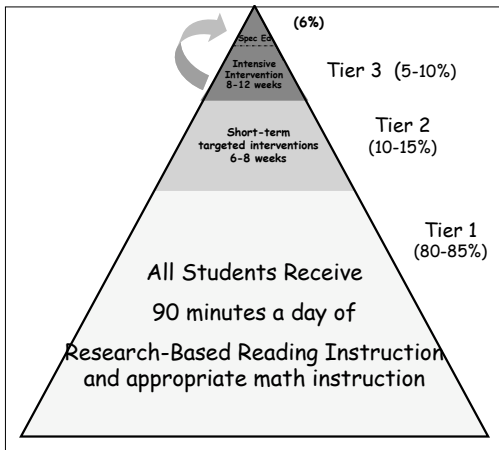
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Professional Learning Communities

- No one approach to problem solving and intervention can be applied across a large school district.
- Teams must be given the knowledge and then the flexibility to start from where they are to get to where they have decided that they want to be.



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Tier1

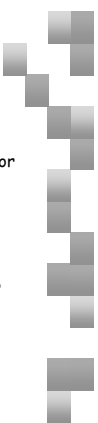
Classroom Instruction

- Differentiate instruction and progress monitor those at risk (classroom teacher)

And/Or

- Identify and implement an appropriate classroom intervention for approximately 4-6 weeks and continue to monitor progress.

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Tier 2 - Supplemental Support

- Language supplement
- Small group instruction with explicit focus on skill development in phonemic awareness, phonics, vocabulary, fluency, comprehension
- Formal peer tutoring
- Specific reading strategies
- Multi-sensory strategies (tapping, chunking, tip tappers etc.)

* Minimum supplemental instruction 30 minutes per day 2-3x a week
* Progress monitoring at least every two weeks

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Tier 3 -Intensive Intervention

- Sustained, intensive scientifically based reading instruction including computer technology

Fundations, Wilson, Lindamood-Bell, Reading Recovery, Fast ForWord, Read Well, Preventing Reading Difficulties, Rewards

* Minimum of 45-60 minutes per day
* Progress monitoring at least once a week

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Student continues to struggle...

- Compile written intervention plans, documentation, and charted data.
- Discuss with School Support Team the fidelity of intervention implementation, student's rate of progress, and next steps (different intervention or CSE referral).

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CSE Referral

- Collect all written intervention plans, documentation and charted data.
- Conduct classroom observation and obtain social history and current physical.
- Determine need for any additional assessments (speech, OT, PT, behavior etc..)

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Identifying a Learning Disability

- Poor/lack of instruction must be ruled out
- Curricular access blocked by any of the following must be addressed
 - Attendance
 - Health
 - Mobility
- Sufficient exposure to and focus on the curriculum must occur
- Frequent, repeated assessment must be conducted

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RTI: Secondary Applications

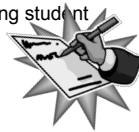
Examples of gathering data:

- ▣ Areas of strengths and concerns
- ▣ Previous interventions / results
- ▣ Former plans in place
- ▣ History of trisience / frequent absence
- ▣ Medical complications
- ▣ Cultural differences



Behavior data

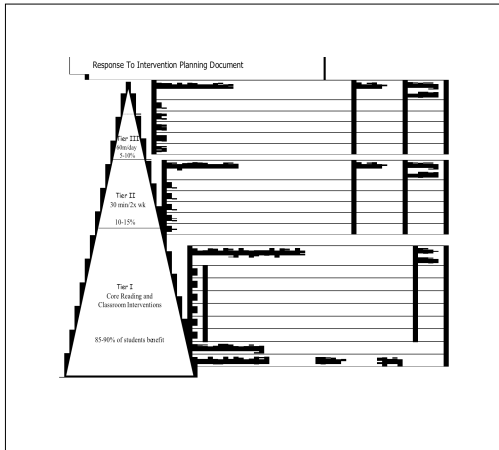
- Structured classroom observations (BOSS, BASC-2 SOS, ADHD obs.) can:
 - Focus on student behaviors in the classroom
 - Consider effects of the environment (peer behaviors, teaching strategies, tasks) on student behaviors
 - Suggest strategies for improving student performance



Response to Intervention or "dual discrepancy" eligibility

- 1st - The student is significantly below same grade peers on measures of academic performance (CBM- curriculum-based measurement)
- 2nd - The student performs poorly in response to carefully planned and precisely delivered instruction (intervention) determined by on-going progress monitoring

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Core Beliefs For Success

- We can effectively teach all children
- Effective instruction (academic AND behavior) in general education is foundation for all decision-making
- Early intervention is key
- Collaborative problem solving approaches work best

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Why Response to Intervention?

From the *General Education Perspective*

- Uses information that makes sense to school personnel
 - Logical process
 - Research Based
 - Utilizes state and local data as part of a problem solving method
 - Based on school staff experience
 - Question ourselves--Is this the best we can do?

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Why Response to Intervention?

From the Special Education
Perspective

- Does away with the "wait to fail" model
- Decisions are based on classroom performance and student specific data
- Eligibility decisions occur within the larger context of maximizing student learning
- Unifies the education system

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What Does It Take To Implement RTI?

- A district-wide initiative
- Integrated participation among system stakeholders
- Organized professional development
- A pre-established infrastructure for data-based decision making and intervention delivery for at-risk students

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Components of RTI

- ⇒ *High-quality classroom instruction*
 - ⇒ *Differentiated*
- ⇒ *Research-based curriculum/instruction*
- ⇒ *Universal screening*
- ⇒ *Continuous progress monitoring*
 - ⇒ *Explicit decision rules*
- ⇒ *Research-based interventions*
 - ⇒ *Intervention Protocol (SST)*
- ⇒ *Progress monitoring during interventions*
 - ⇒ *Intensity and movement from tier to tier*
- ⇒ *Fidelity measures*

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What else is needed to make RTI work?

- Building Level Administrative Support
- Team Structure and Effort
- Process Framework/Policy
- Defined Responsibilities
- Communication Plan
- Resources/Staff Development
- Follow-up for Fidelity

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What Can RTI Do For A School/District?

- The RTI process has the potential to limit the amount of academic failure of any student and increase the accuracy of special education referrals.
- It could also reduce the number of students mistakenly identified due to cultural differences or lack of adequate instruction.
- It can lead to earlier identification of children who have true learning disabilities and are in need of special education services.

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Cohoes RESULTS so far....

- Increase in number of students achieving benchmarks in reading first and second quarter.
- Increased communication and collaboration between general education and special education at all levels.
- Decrease in overall referrals to special education and an increase in appropriate referrals.
- Students Experiencing success!!

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So what is RTI?

The effective integration of:

- Research-based literacy and math programs/curriculum,
- Formative assessment,
- School based (problem solving) teams,
- Interventions and positive behavioral supports, and...

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Other Resources . . .

National Center on Student Progress Monitoring
University of Oregon
ABC's of CBM - Howell and Hosp
IDEAS that Work - US Office of Special Education Program
National Association of School Psychologists
Florida Reads <http://www.fcrr.org>
Texas Reading <http://www.texasreading.org>

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THANK YOU!

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