

Response to Intervention At Seven Hills Charter School

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Contextual Issues Affecting The Problem-Solving Process in General and Special Education

- **IDEA Re-Authorization**
 - Focus on academic outcomes
 - General education as baseline metric
 - Labeling as a “last resort”
 - Increasing general education options
 - Pooling building-based resources
 - Flexible funding patterns
 - RtI Introduced as option for LD eligibility
- **ESEA Legislation-No Child Left Behind**
- **National Emphasis on Reading**
- **Evidence-based Interventions**

Response-to-Intervention (RtI)

- Definition-

"RtI is the practice of

(1) providing high-quality instruction/intervention matched to student needs and

(2) using learning rate over time and level of performance to

(3) make important educational decisions.

These three components of RtI are essential "

(National Association of State Directors of Special Education, Inc., 2005)."

And, RTI is. . .

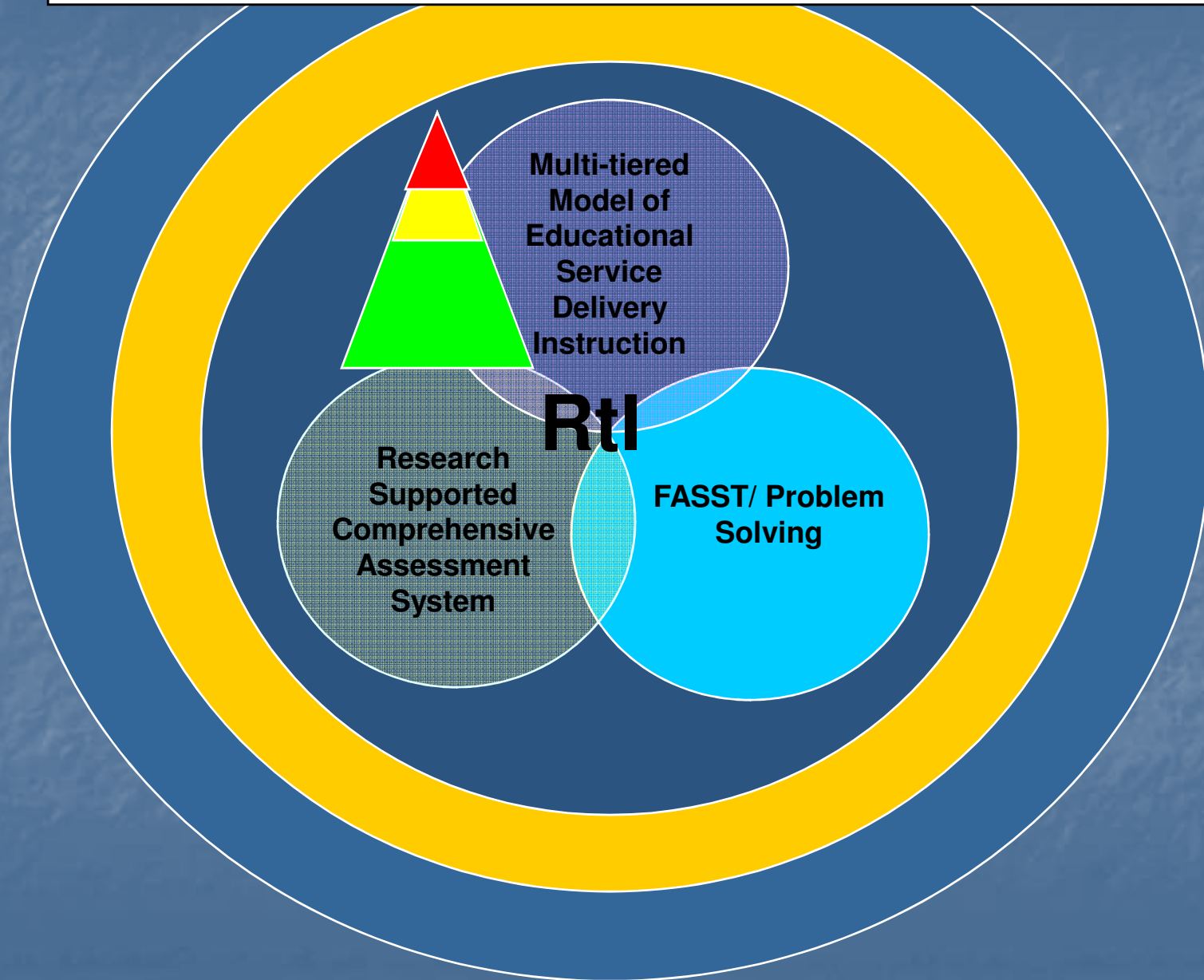
- An overall approach rather than a single model
- Sources of variation
 - Number of tiers
 - Standard Protocol v. Problem Solving
 - Additional Components (i.e. intensive parental involvement)
 - Varied Implementation

RTI Principles

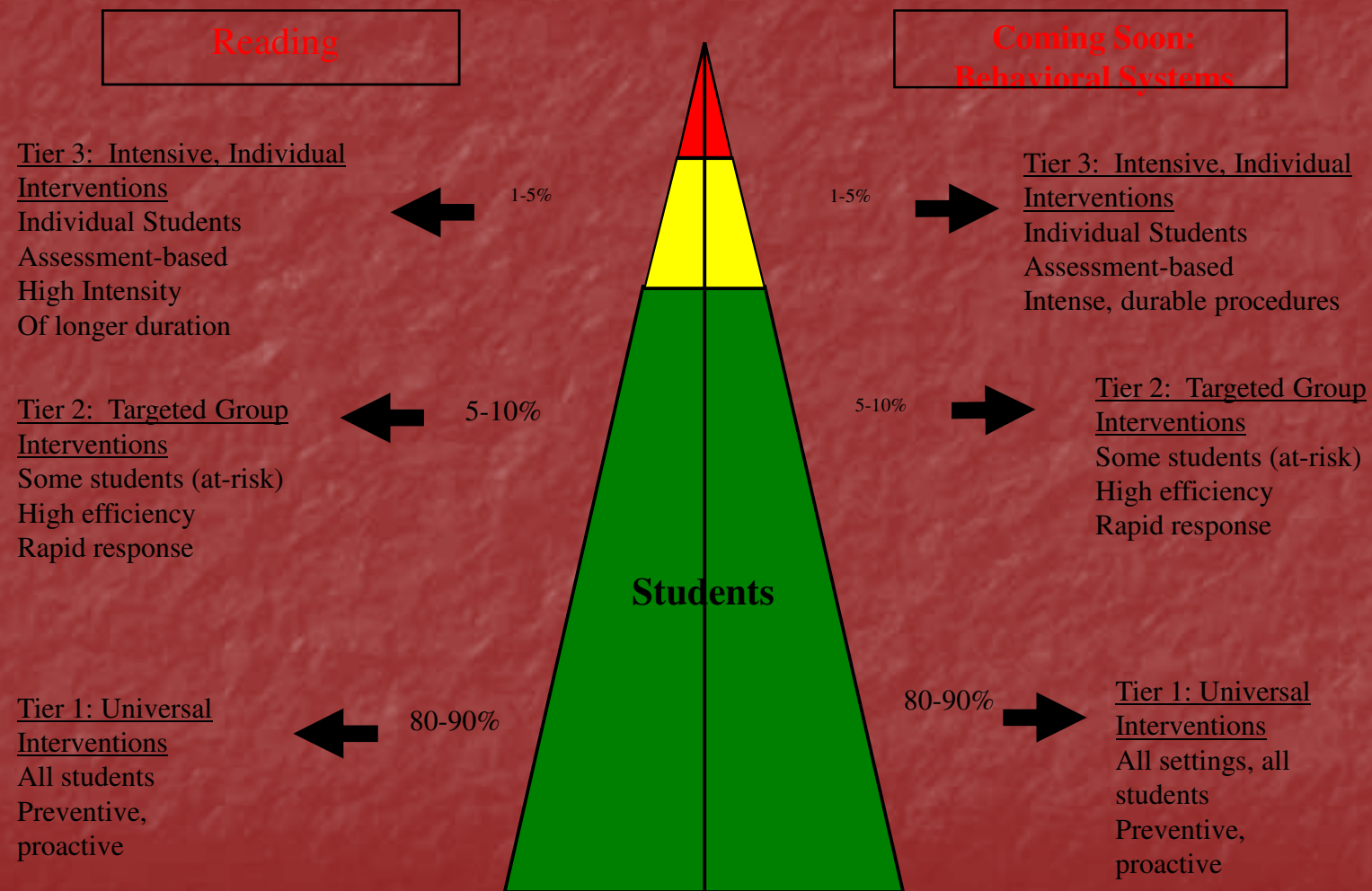
- Educators can *effectively teach all children*.
- *Intervene early* while the problem is easier to remediate.
- Use a *multi-tier model of service delivery* to meet the needs of groups of students.
- Use a *problem-solving model* to make meaningful educational decisions for individual students.
- Use *scientifically-based interventions/instruction* to the extent possible.
- *Monitor student progress* to inform instruction.
- Use *data* to make decisions
- Use *technically adequate assessment tools* to make screening, diagnostic, progress monitoring, and outcomes decisions.

From: National Association of State Directors of Special Education (2006). *Policy Considerations and Implementation*.

A Working Rtl Model



Three Tiered Model of School Supports



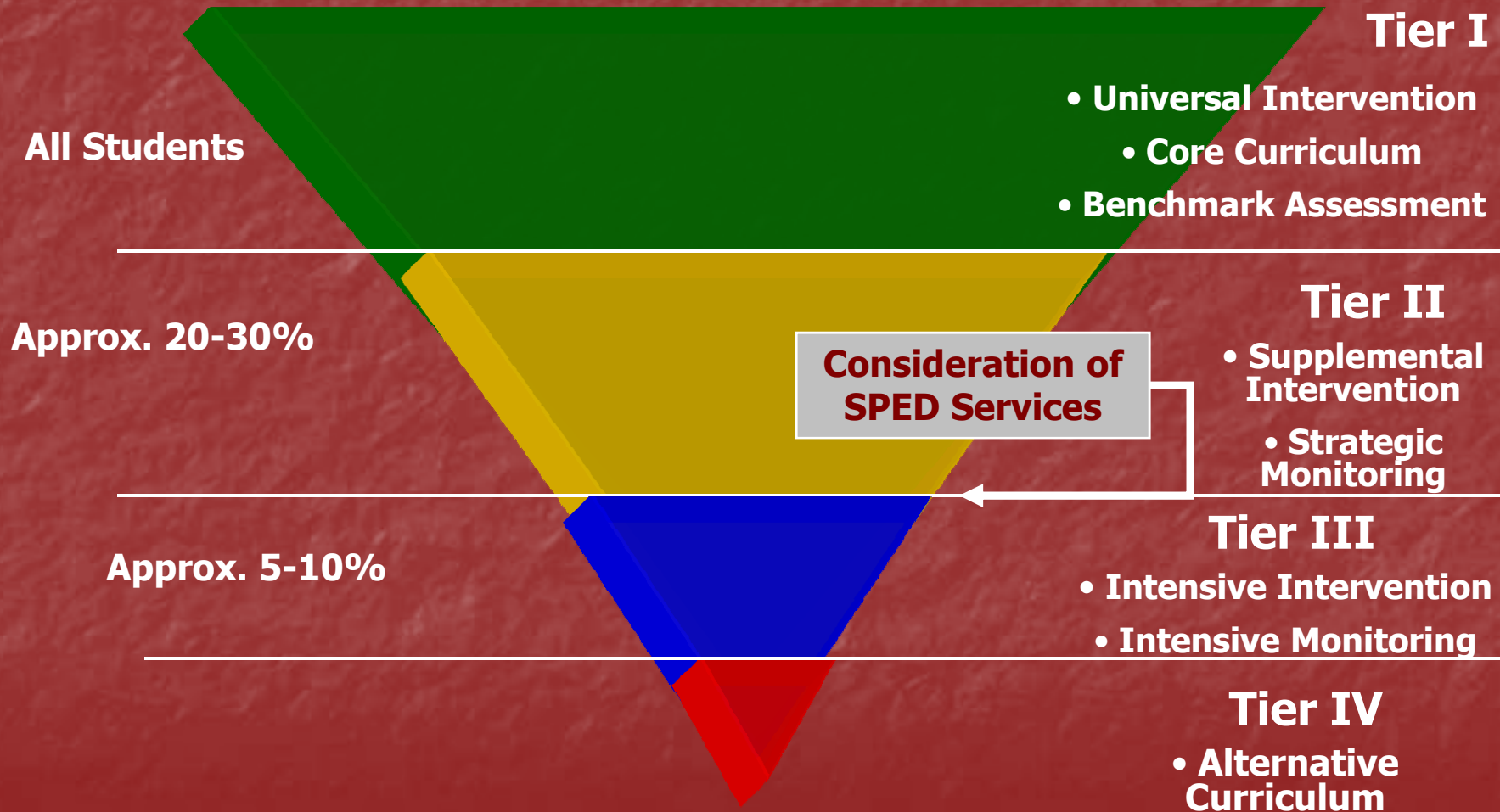
Example of Tier Level Interventions

Reading

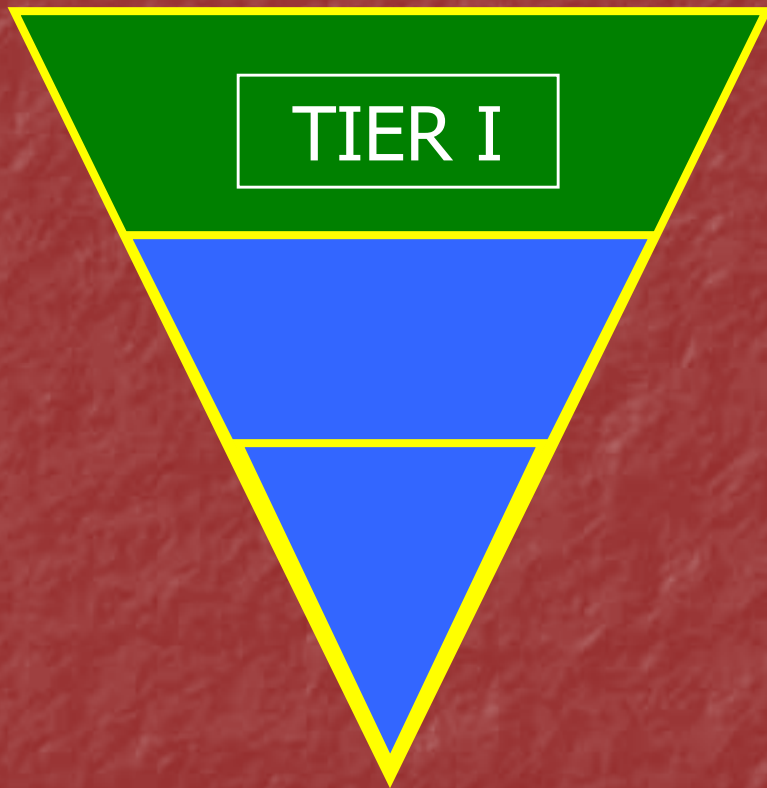
	Tier 1	Tier 2	Tier 3
Time	90	120	150
Curricular Focus	5 areas	Less than 5	2 or less
Curricular Breadth	Core	Core + Supplemental	Core + Supplemental + Intensive
Frequency of Progress Monitoring	Yearly or greater	Monthly or greater	Weekly

Modified from
Batsche, 2005

The "Intervention" Model



TIER I is . . .



The provision of a research-based Core reading program

All students are tested on important and meaningful literacy benchmarks 3x a year

The provision of on-going professional development

Adapted from
Torgesen, 2006

Warning!!

Tier I can only be evaluated if programs are implemented consistently and with fidelity!!

■ Reading

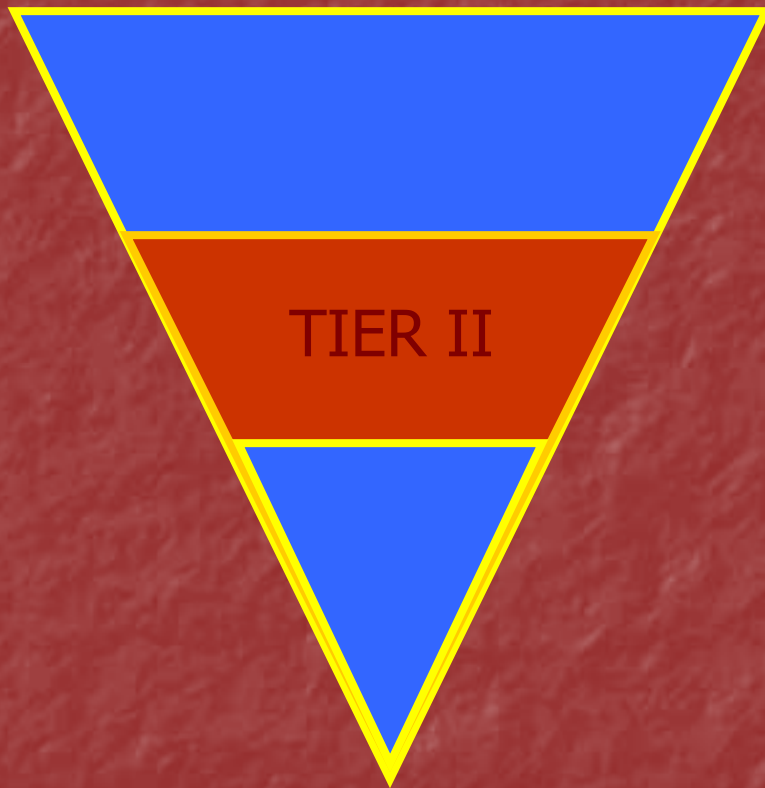
- The CORE program must be delivered as intended or defined. Students must receive instruction at least 90 minutes 5x a week with appropriate differentiation.
- You should see approximately 70-80% of your population meeting expectations with your current “primary prevention” programs (measure CBMs & PNRTs).

Key Points within Tier I...

A Literacy Example > > > >

- 90-minute ***literacy block*** (minimum)
- Some parts of the core program are taught ***whole class***, other parts are done in ***small groups*** and/or ***literacy centers***.
- The ***classroom teacher*** is the “interventionist” for Tier 1...typically using the core program.
- The teacher ***differentiates instruction*** for students...based on assessment data.
- An emphasis is placed on the ***5 components*** of reading.
- Instruction typically occurs in the classroom.

TIER II Interventions



Tier II is almost always given in small groups

Tier II should always increase the intensity and explicitness of instruction

Tier II must be precisely targeted at the right level on student's most critical learning needs

Tier II must be IN ADDITION TO the time allotted for Core Reading Instruction to supplement, enhance and support Tier I

Adapted from
Torgesen, 2006

Key Points within Tier II...

- Tier II is for students who do not meet ***benchmarks***.
- Struggling learners are placed in intervention groups.
- Groups are formed based on ***similar skill needs***.
- Tier II students work in a small group with their classroom teacher ***every day*** during Tier I/Core.
- Tier II students receive an ***additional 30 minutes*** per day of targeted small group instruction from an identified “interventionist.”
- Parents are informed of Tier II intervention including frequency, size of group, and progress.

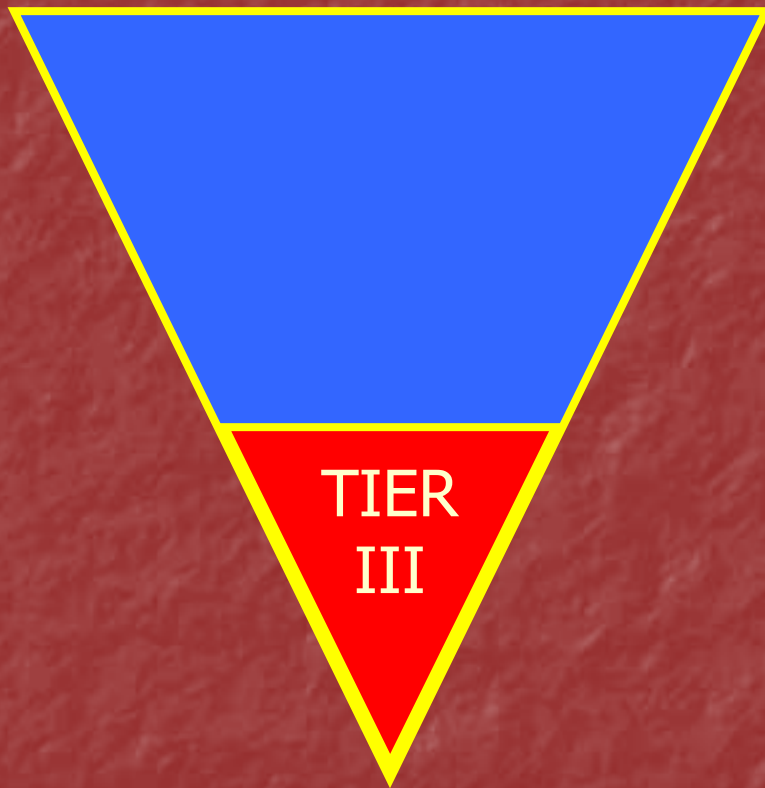
Key Points within Tier II continued...

- Tier II instruction occurs ***5 times per week***.
- Instruction can occur inside or outside the classroom.
- Tier II students are ***progress monitored 1-2 times per month (DIBELS/CBM??)***
- After a round of Tier II, a team meets to determine the next steps for the student.

What happens after Tier II?

- A team meets to see if students met “exit criteria” for Tier II.
- At this time, a student may:
 - Exit Tier II
 - Enter another round of Tier II
 - Refer to FASST

TIER III: Intensive intervention



Tier III is intensive, strategic, instruction specifically designed and customized small-group or 1:1 reading instruction that is extended beyond the time allocated for Tier I and Tier II.

Key Points within Tier III...

- Tier III is for students who are ***At Risk*** when considering ***benchmarks after Sped evaluation has been initiated through FASST***
- Students do not have to be in Special Education to be in a Tier III intervention
- Struggling learners are placed in intervention groups consisting of ***1-3 students***.
- Groups are formed based on **severe skill deficits**.
- Tier III students work in a small group with their classroom teacher ***every day*** in Tier I/Core.

Key Points within Tier III continued...

- Tier III students receive an ***additional 30 minutes*** per day of targeted small group instruction from an identified “interventionist.”
- Tier III instruction occurs ***5 times per week***.
- Instruction typically occurs outside the classroom.
- Tier III students are ***progress monitored*** (e.g., DIBELS) ***2-4 times per month***.

Differences between Tier II & Tier III

- Amount of resources required
 - Personnel
 - Time
 - Individualization
 - Materials
- Progress Monitoring may be required more frequently

Comprehensive Assessment Systems

- A research-based assessment system to *inform decisions at each tier of service delivery* is an essential element of determining students' response to intervention.
 - **Tier I** – Data are used as *general screening tools* three times per year (Fall, Winter & Spring) to assure students are making adequate growth and meeting critical research-based benchmarks.
 - **Tier II** – Data are used to determine whether remedial efforts (i.e., supplemental interventions) are producing the *desired improvement in rate of learning*.
 - **Tier III** – Data are used to monitor the effects of intensive interventions on students' rate of progress and to assist with *special education entitlement decisions*.

Data Management Team Model

STEP 3

Problem Solving
(a.k.a. FASST Teams)

**For individual students whose needs have not been met
through standards Tier II & III interventions**

STEP 2

Grade Level Review of Data

Monthly Grade Level Data Teams

**Inform Program Delivery, Flexible Groupings
& Selection for Standard Protocol Interventions**

On-going progress monitoring with DIBELS & other formative measures

STEP 1

School Level Review of Data

3x Annually

Program Evaluation of CORE & Intervention Programs

Resource Allocation-Re-allocation – (Standard Protocol Intervention –Tier II & III)

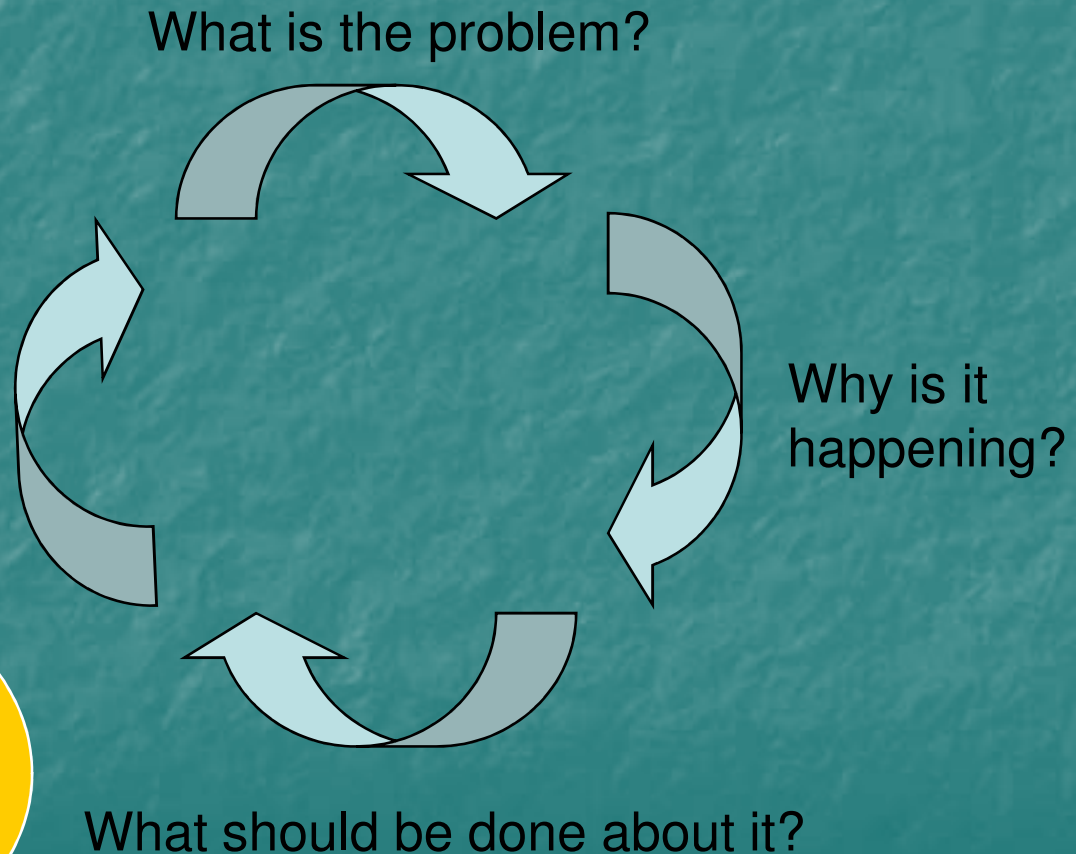
Inform Professional Development

Essential Component: Problem-Solving Method

Applicable to:
Each Tier in the Three
Tiered Model.
All levels of data
management teams
Every step in the RtI
process

Did it
work?

If done well this
will NEVER end and will
Be embedded in the
Culture of FPS



FASST: Family And Student Support Team

- The Family and Student Support Team (FASST) has been developed to help staff and families navigate through the support process at Seven Hills. There are many areas in which FASST teams can provide support: academic, attendance, behavior, health, motivation and performance issues are all areas that can be addressed through this process.

FASST and RTI

- When students have been identified as struggling to make progress in a Tier II reading intervention, they should be referred to the FASST team for problem-solving assistance. For these specific students, the FASST team will guide the determination as to appropriate interventions, which may include SpEd evaluation.
- Because the FASST team will provide information to assist in determining whether a student has a Specific Learning Disability, new forms and documentation requirements will be involved.

Do we have to employ RtI?

Yes!

- At this point we will be using RtI for Reading.
- In the future it will be used for behavior, math, and writing.

The best known way to remediate reading difficulties is to prevent them from occurring in the first place.

(Johnston & Allington, 1991)