

Implementing Response to Intervention

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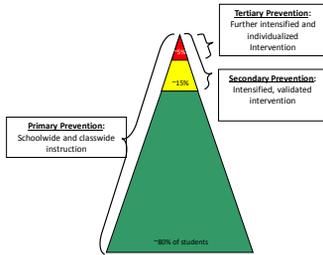
What is Response to Intervention?

- A model or structure that districts can adopt to enhance instructional effectiveness through the use of evidence-based practice and systematic data collection
- Under federal and state guidelines, districts can adopt an RtI model to aid in enhancing instruction and identifying students with learning disabilities

How is RtI being conceptualized in the schools?

- Tiered model of instruction and intervention
- Research-based core programs and interventions
- School-wide screening data to identify students at-risk
- Frequent progress monitoring to examine the on-going performance of students at-risk

Example of a tiered model of instruction



Basics of RTI—Primary Prevention (Tier 1)

- All students screened to determine which students are suspected to be at risk.
- Students suspected to be at risk remain in primary prevention, with progress monitoring.
- Progress monitoring
 - Disconfirms risk. These responsive students remain in primary prevention OR
 - Confirms risk. These unresponsive students move to secondary prevention.



Basics of RTI—Secondary Prevention (Tier 2)

- Research-based tutoring
- Provided in small groups either by the general education teacher or specialists
- With monthly or weekly progress monitoring
- At end of tutoring trial, progress monitoring indicates students were
 - Responsive to Tier 2 tutoring. These responsive students return to primary prevention, but progress monitoring continues OR
 - Unresponsive to Tier 2 tutoring. These unresponsive students move to tertiary prevention (could be special education).



Basics of RTI—Tertiary Prevention (Tier 3)

- More intensive intervention OR Special education services
- With weekly progress monitoring
- Progress monitoring is used to
 - Design Individualized instructional programs OR
 - Set Individualized education program (IEP) goals
 - Monitor student response
 - When progress monitoring indicates the student achieves benchmark performance, in some districts, the student exits special education or Tier 3 (i.e., returns to primary or secondary prevention), with ongoing progress monitoring.



Critical elements that districts need in place to effectively implement RtI

1. Well-functioning, school-based problem-solving teams
2. School wide screening and progress monitoring system
 - Needs to be technically adequate (Curriculum-Based Measurement (CBM) is one example)
3. Systematic analysis of school-wide data
 - Utilize decision-making rules
4. Examine current core academic programs
 - Are these programs meeting the needs of the majority of the students?

Critical elements that districts need in place to effectively implement RtI, cont.

5. Identify evidence-based interventions for Tiers 2 and 3 and a schedule for implementation of the tiered interventions
 - a) Determine how fidelity of treatment for Tiers 1-3 will be assessed
6. Monitor the progress of students in Tiers 2 and 3 on a frequent basis
 - Setting goals
 - Collecting data
 - Implementing data decision rules
 - Making changes in instruction

Curriculum-Based Measurement (CBM)

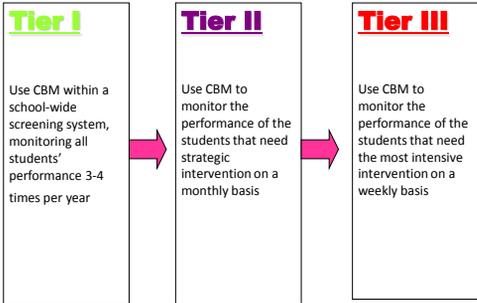
What system can be used to monitor the effectiveness of RTI?

- Curriculum-Based Measurement (CBM)—use for screening and progress monitoring
 - CBM provides an easy and quick method for gathering student progress
 - Teachers can analyze student scores and adjust student goals and instructional programs
 - Student data can be compared to teacher’s classroom or school district data

Research support

- Over 30 years of research support the use of CBM to...
 - Increase student achievement (Fuchs, Deno, & Mirkin, 1984)
 - Make predictions about who will succeed on high-stakes assessments (Good, Simmons, & Kameenui, 2001)
 - Help teachers identify when instructional changes are needed (Fuchs, Fuchs, & Hamlett, 1993)
 - Develop classroom, school, or district norms (Shinn, 2002)
 - Increase ease of communication with parents, teachers, students, and others (Shinn, Habedank, & Good, 1993)

Using CBM within a RTI framework



Screening and progress monitoring

- Screening is an excellent method to identify students early who might be at-risk for academic failure
- Following screening, students that are at-risk are monitored on an on-going basis to track their progress
- School-wide systems of screening and progress monitoring are prevalent in reading (e.g., DIBELS, Aimsweb)
- How are screening and progress monitoring implemented in a RTI system?

Curriculum-Based Measurement

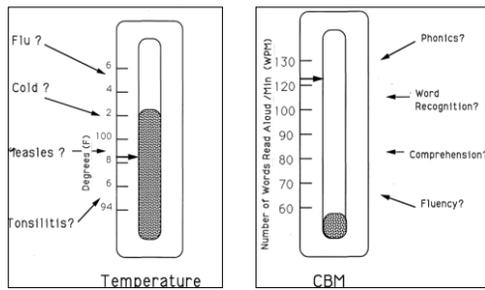
- As an example, in reading
 - Not interested in making kids read faster
 - Interested in kids becoming better readers
 - The CBM score is an **OVERALL INDICATOR** of reading competence
 - Students who score high on CBMs are better:
 - Decoders
 - At sight vocabulary
 - Comprehenders
 - Correlates highly with high-stakes tests

Overall Indicator

- Data from CBM measures serve as indicators of academic proficiency in subject areas such as math and reading, just like...
 - Temperature in degrees serves as an indicator of overall wellness
 - Weight in pounds serves as an indicator of overall health
 - A litmus test serves as an indicator of a solution's acidity

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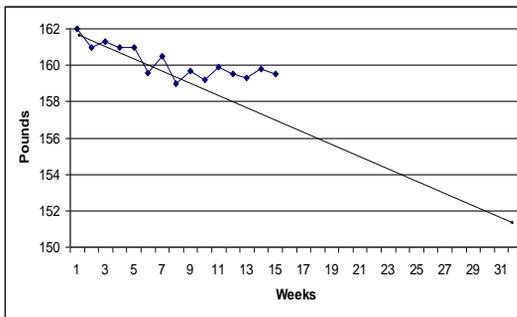
CBM: An Index of Academic Health



(Markell, M., 2000)

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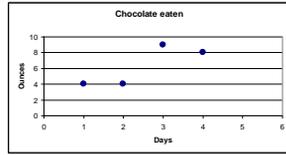
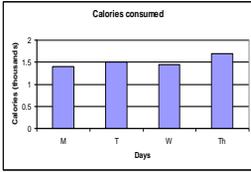
Weight Loss Graph



(Espin, C., 2000)

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Interventions



(Espin, C., 2000)

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How do temperature and weight and a litmus test relate to monitoring academic skills?

- We want a graph of “educational health” or “educational strength.”
- What do we measure?



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Measuring Educational Health

- We want to measure “educational health or strength” using something that is:
 - Inexpensive
 - Easy
 - Time efficient
 - Sensitive to change
 - Easy to understand
 - An INDICATOR of educational health
- The measures do tell us if our teaching is effective. The measures do not tell us what to teach.

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Measures Used For Monitoring

- Pre-Reading/Reading
 - Early Literacy measures (letter sounds, onset, phoneme segmentation)
 - Correct words (reading aloud)
 - Correct choices (maze)
- Content-area Learning
 - Correct matches (vocabulary)
- Spelling
 - Words correct
 - Correct letter sequences
- Math
 - Algebra
 - Estimation
 - Computation
 - Concepts and Applications
 - Early Numeracy Measures
 - Problems correct
 - Digits correct
- Written Expression
 - Words spelled correctly
 - Correct word sequences
 - Correct minus incorrect word sequences



Administration

- These measures are standardized and we can use nationwide norms because...
 - We are consistent in how we administer the probes
 - We are consistent in how we score the probes
 - The probes that we use have documented reliability and validity

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Setting goals within RTI

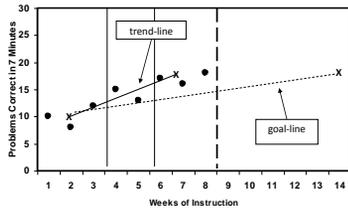
- Screening
 - Use established benchmarks within the system you're using
- Progress monitoring or IEP goals:
 1. End-of-year benchmarking
 2. National norms for weekly rate of improvement (slope)

MOST IMPORTANT

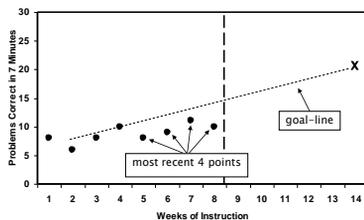
Implement instructional changes based on decision-making rules

- Monitor adequacy of student progress and design effective, individualized instructional programs
- Decision rules for graphs:
 - Trend line rule-- If 4 weeks of instruction have occurred AND at least 8 data points have been collected, figure trend of current performance and compare to goal line
 - 4-point rule—If 3 weeks of instruction have occurred AND at least 6 points have been collected, examine the 4 most recent data points

Based on Trend



Four-Point Method



Problem-solving teams

Member involvement

- Involve all relevant stakeholders
- Determine role for each team member—just like in cooperative learning!
 - Note taker
 - Timer
 - Social chair—make sure each person contributes or is given the opportunity to contribute
 - Data guru—this might be you! 😊
 - Evidence-base questioner—intervention specialist
 - Other?

Decision-making Rubric

- **To be implemented at least every 6 to 8 weeks**
- Three questions to guide discussion on data at problem solving team meetings:
 - What is the student’s goal? Current level?
 - What decision-making rule are we using (i.e., trend line)? Can we apply that now?
 - If a change needs to be made, what do we do?



- Evidence-based practices
 - Replicated in a variety of settings
 - Sample reflects the population for which we’re seeking answers
 - Utilize a control group—Implemented with one group while being compared to a control that is not getting the intervention
 - Procedures are clearly described (so that the study could be replicated)
 - Published in peer-reviewed journals

Treatment fidelity

- One of the key components of RtI is lack of response to validated instruction, implemented with integrity
 - Need to check on fidelity of implementation. How can this be done?
 - Checklists, observation, discussion, video
- The purpose of fidelity checks is to create open dialogue regarding what is effective and what needs to be altered
 - Should be an OPEN process—no surprises here!

Research-validated practices

- ‘Quick’ places to check
 - Google Scholar--<http://scholar.google.com/>
 - Find relevant, research-based references for interventions you’re considering
 - John Hopkins Evidence Encyclopedia
 - [Bestevidence.org](http://bestevidence.org)
 - Doing what works (dww.ed.gov)
 - New website sponsored by the U.S. Department of Education. DWW is dedicated to helping educators identify and make use of effective teaching practices.
 - What works clearinghouse (<http://ies.ed.gov/ncee/wwc/>)
 - Florida Center for Reading Research website of programs
 - [Fcrr.org](http://fcrr.org)

Eugene Field Elementary School

"Inspiring and empowering each other to positively impact our community and our world."

Our Journey to Responsive Intervention

Who are we?

Our students:

- 290 students Preschool-5th grade
- 3 classes per grade level K-1
- 2 classes per grade level with 18-25 students per class
- 86% F/R lunch
- 50% African American
- 20% Hispanic
- 13% special ed
- 58% mobility



Who are we?

Our staff:

- 2 Administrators
- 14 General Educators
- 3 Special Educators
- 3 Specialists
- 3** Interventionists
- 1 Literacy Coach
- 1 School Psychologist (part-time)

RtI Concept to Practice

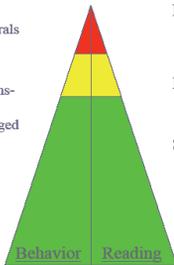
- Research-based core programs
- School-wide screening
- Tiered model of instruction and intervention

Continuum of Effective Behavior and Academic Supports

Data:
Office discipline referrals using SWIS

Practices:
Behavioral expectations-identified, taught, monitored, & encouraged

Systems:
School improvement teams



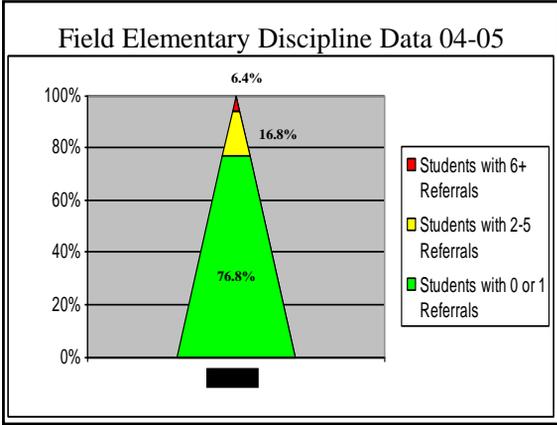
Data:
Student reading performance using CBM, DIBELS

Practices:
Effective instruction for teaching of reading

Systems:
School improvement teams

Beginning with PBS in 2003-2004

- Commitment
- Team Process
- Communication
- Defining Expectations
- Directly Teaching Expectations
- Frequent, Positive Performance Feedback
- Corrective Response
- Data-based Decision Making



- ### Evolution of PBS
- Administrative Support + Teacher Leadership
 - All Grades and Groups Represented on PBS Team
 - Morning Announcements & Signage
 - Matrix Developed, Reviewed, & Publicized, Classroom Matrices Developed, Reviewed, & Posted
 - Tiger Tool Lessons written by Team, Administrative Observations & Teacher Feedback
 - Formalizing Safe Seat & Buddy Room Guidelines
 - Mannerly Moment Loops & Schoolwide Celebrations Every 6 Weeks
 - Consistency of Data Reporting & Response to Intervention Log Used
 - Data Reports Shared Monthly Focusing on "Time Out of Instruction"

- ### We Learned That Our Students :
- Responded to a Structured Environment
 - Responded to Explicit Instruction
 - Could learn...

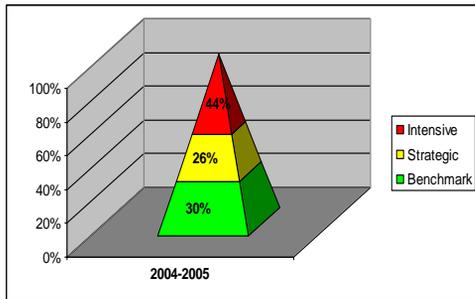
 - We Focused on What We Could Change **at School** to Better Support All Students Behaviorally and Academically

Literacy Component Added in 2005-2006

- Collaboration between building, district and community members
- Shifting Targeted Title 1 to School-wide Title 1

- “Essential Features” Included
 - prioritized time for literacy
 - a structured, research-based core literacy curriculum
 - a three-tiered approach to intervention
 - consistent and monitored implementation
 - support for effective implementation
 - support for strategic and intensive interventions as needed
 - progress monitoring to insure effectiveness of system
 - collaboration time

Field Elementary Literacy Data 04-05



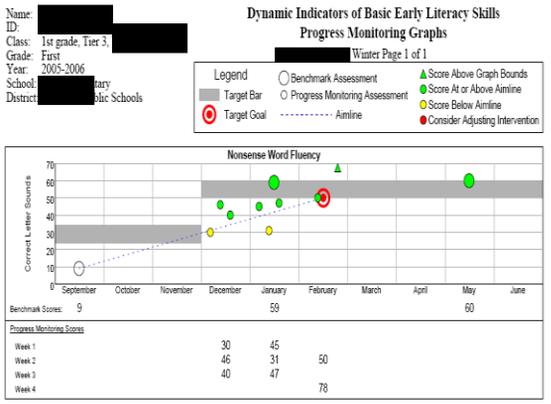
Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5 th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program

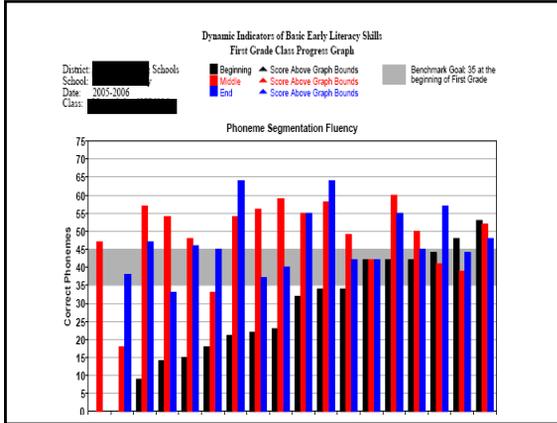
Core Reading and Intervention Schedule

Core		Intervention
• K	9:00-10:30	12:25-12:55
• 1 st	9:00-10:30	11:30-12:15
• 2	10:00-11:30	9:15-10:00
• 3	11:00-12:30	10:15-11:00
• 4	1:45-3:15	1:00-1:45
• 5	1:00-2:30	2:15-3:00

Data Collection	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark	Progress Monitoring
Tier III	Fall, Winter & Spring	Every Other Week
Tier II	Fall, Winter & Spring	Every Other Week
Tier I	Fall, Winter & Spring	Once a month

- Also utilize as needed:
- Developmental Reading Assessment (DRA & DRA-2)
 - Scholastic Reading Inventory (SRI)
 - District Writing Assessments





Formalizing Problem Solving Team in 2007-2008

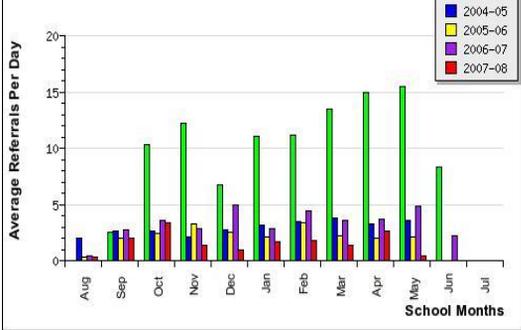
- Designed procedures, processes and forms for 2 PSTs (Academic and Behavioral)
- Strategically chose members and leaders for each team
- Trained team members on RtI Framework
- PST Case-managers meet 1-1 with teachers to narrow focus of concerns and develop measurable problem statement(s) and assist in collecting baseline data

Where Have We Been & Where Are We Now?

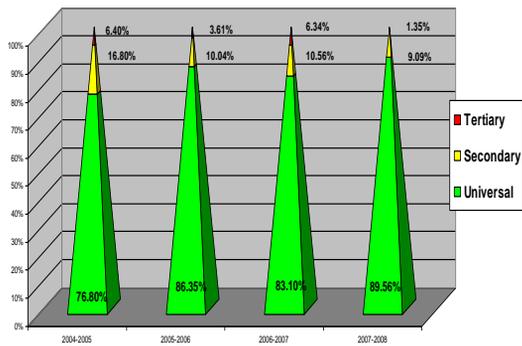
- **2003-2004** We began a building-wide process to implement Positive Behavior Support.
- **2004-2005** We began the formal process for becoming a professional learning community by developing a common vision, mission, and purpose. Planning for School-wide Title I. Looked at all data and discussed plans for school improvement.
- **2005-2007** We focused on building a collaborative culture and student learning. We began implementation of a Strategic Three Tier Model for Literacy Instruction.
- **2007-2008** We have the structure in place and now we are looking at the most effective instructional practices known to increase student achievement: PBS, Three Tier Literacy Support and PST
 - The conversations are rich with data and ideas for improving student academic and social skill learning.
 - The PBS Team meets twice per month to continually monitor the implementation with fidelity of the Action Plan
 - All interventionists meet twice monthly with the grade level teachers to discuss best practice, observations and student progress.

Positive Behavior Support Outcomes

Average Referrals Per Day Per Month

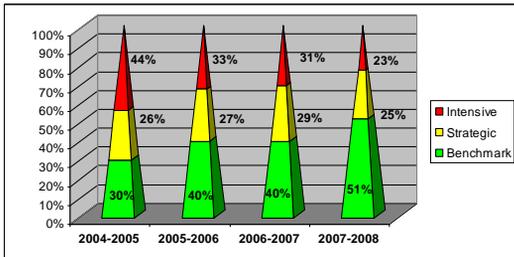


Field Elementary Major Discipline Referrals



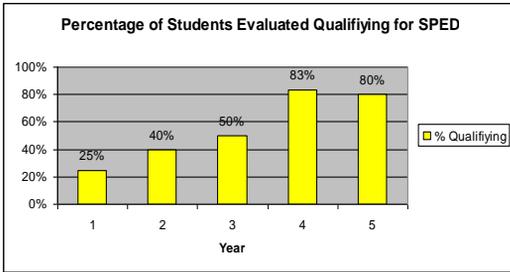
Strategic Literacy Support Outcomes

Field Literacy Data



Problem Solving Team Outcomes

Of students evaluated for SPED how many qualified?



Discussion

- Questions? Comments?
- Thanks and please contact us if you need additional information.

Decision-making rubric—to be implemented at least every 6 weeks

Three questions to guide discussion on data at problem solving team meetings:

- 1) What is the student’s goal? Current level?
- 2) What decision-making rule are we using (4-point; Trend; rubric)? Can we apply that now?
- 3) If a change needs to be made, what do we do?

FIRST, to make a decision on movement/non-movement between tiers, the following rubric should be applied:

Student should move to a more intensive tier	Student should stay in a tier and an instructional change should be made	Student should stay in a tier with no changes	Student should be moved to a less intensive tier
Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks, and when the student was checked 6 weeks prior	Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks	Trend of data or last 4 consecutive data points are even with the goal line	Trend of data or last 4 consecutive data points are above the goal line
Classroom work samples and assessment data indicate that the student is not making progress in the current curriculum, even after a change has been made	Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate	Classroom work samples and assessment data indicate that the student is adequate or expected progress	Classroom work samples and assessment data indicate that the student is making excellent progress and it does not appear that the intervention may be needed
Inappropriate classroom behaviors are escalating	Frustration is evident, although this has not yet manifested in inappropriate classroom behaviors	Classroom behavior is status quo or has improved	Classroom behavior has improved and frustration is less evident
Other?	Other?	Other?	Other?

SECOND, if a change needs to be made, the team questions:

1. Has the instruction/intervention been as **intense** as it could be?
 - a. T/S ratio, curriculum used, time engaged
2. Has the instruction/intervention been delivered with **fidelity**?
 - a. Implementation reports are provided by the teacher or someone has observed implementation
3. Is the instruction/intervention **evidence-based**?
 - a. References are provided or someone has checked on this
4. Has the **duration** of the instruction been lengthy enough?
 - a. Does the team feel that lack of results is due to not having the intervention in place long enough?