
RESPONSE_{TO} Intervention

Policy Considerations and Implementation





The IDEA Partnership acknowledges the work of the National Association of State Directors of Special Education (NASDSE) and the following authors

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who collaborated to create “Response to Intervention: Policy Considerations and Implementation”

–and–

is deeply grateful for being allowed to adapt the original presentation in order to provide additional access to all education stakeholders.

Overview

- Definition
- Bases in Federal Law
- Core Principles
- Essential Components
- Simplified Process
- Special Education Eligibility Considerations
- Policy Issues
- Professional Development Issues

RTI is...

the practice of providing high-quality
instruction/intervention matched to student
needs

and

using learning rate over time
and level of performance

to

inform educational decisions

Why do we need RTI?

Problems with the traditional system:

- Separation of special ed and general ed
- Undocumented benefits of special ed services
- Eligibility procedures unrelated to intervention
- Wait-to-fail model (reactive)
- Over-representation of some minority students
- Failure of traditional assumptions
- Overidentification of students with disabilities
- Failure to serve at-risk and low achieving students

Why do we need RTI? continued

Research supporting transition to RTI:

- Scientifically-based instruction and interventions
- Evidence-based practices
- Multi-tier models of increasing intensity
- Systematic ongoing progress monitoring and formative evaluation
- Functional assessments leading to intervention

Bases for RTI in Federal Law

- 1975: Initial purpose to provide FAPE in LRE
- 1980s: Shift from access to schools to access to curriculum and instruction, and to results in learning
- Now: Accountability for learning language in NCLB and IDEA '04 are similar

From NCLB:

*“...holding schools, local education agencies, and States accountable for improving the academic achievement of **all** students...” and “...promoting schoolwide reform and ensuring the access of **all** children to effective, scientifically-based instructional strategies...” [PL 107-110 §1001(4) and (9)]*

From IDEA:

“...to improve the academic achievement and functional performance of children with disabilities including the use of scientifically based instructional practices, to the maximum extent possible.” [20 U.S.C. 1400(c)(5) (E)]

RTI Core Principles

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

RTI Key Practices

- Using research-based, scientifically validated interventions/instruction
- Monitoring student progress to inform instruction
- Making decisions based on data
- Using assessments for: (1) universal screening; (2) progress monitoring; and (3) diagnostics

Essential Components of RTI Implementation

1. Multi-tier model
2. Problem-solving method
3. Integrated data collection/
assessment system

Essential Component 1:

Multi-tier Model

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

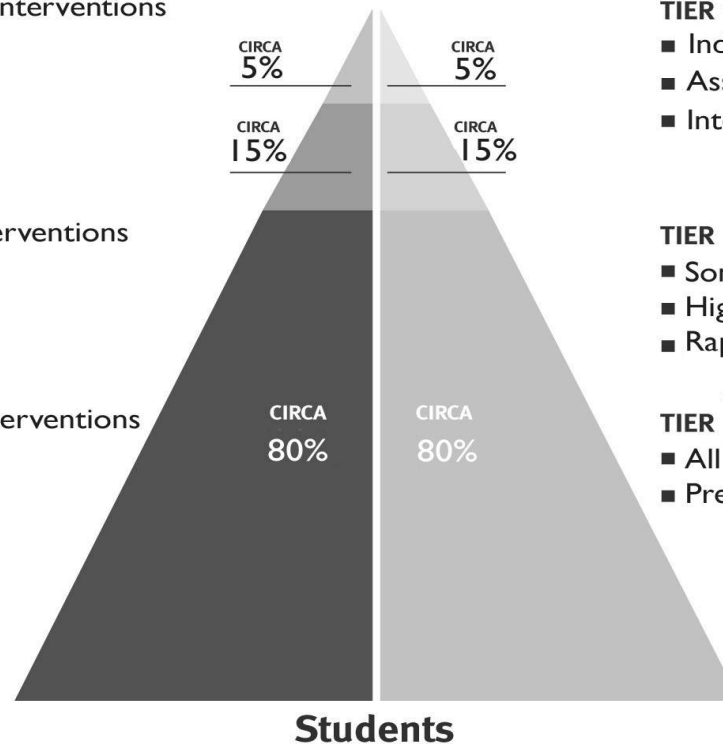
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Tier 1: Core Instruction and Universal Interventions

Academic Systems

- Quality core curriculum
- Quality instructional strategies
- Differentiated instruction
- Embedded interventions

Behavioral Systems

- Schoolwide positive behavior supports
- Articulated expectations
- Social skills instruction
- Pro-social and pro-discipline



■ Universal Screening of academic and behavioral performance

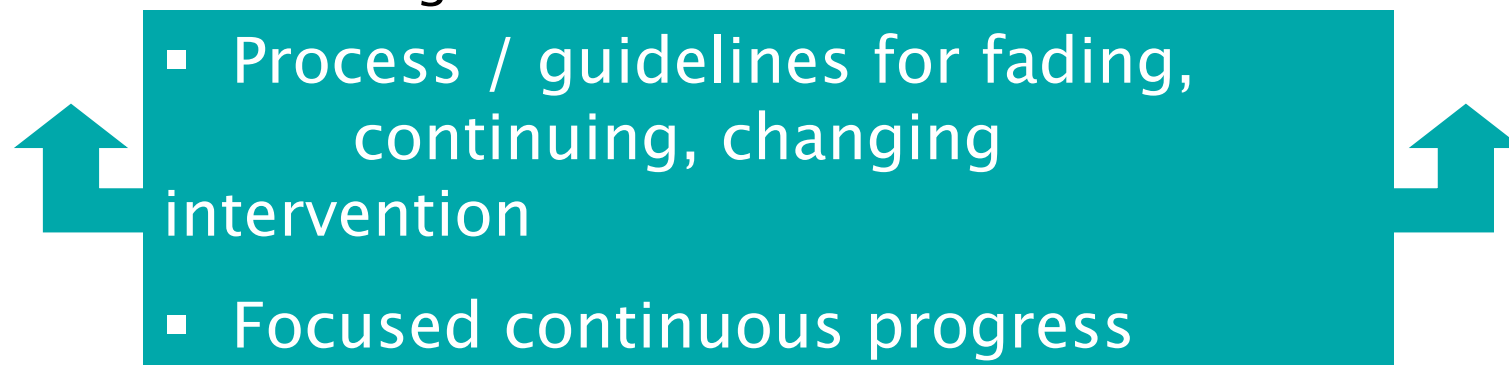
Tier 2: Targeted Interventions

Academic Systems

- Strategic supplemental academic programs
- Standard protocol treatment interventions
- Small group interventions
 - General education
 - Other settings

Behavioral Systems

- Strategic supplemental behavior programs
- Small group training
 - Social skills
 - Anger management
- Peer/adult mentoring program



Tier 3: Intensive Interventions

Academic Systems

- Small group/ individualized standard protocol and/or interventions determined through problem solving

Behavioral Systems

- Small group/ individualized counseling therapy
- Individualized behavior plan

- Guidelines for fading, continuing, changing intervention

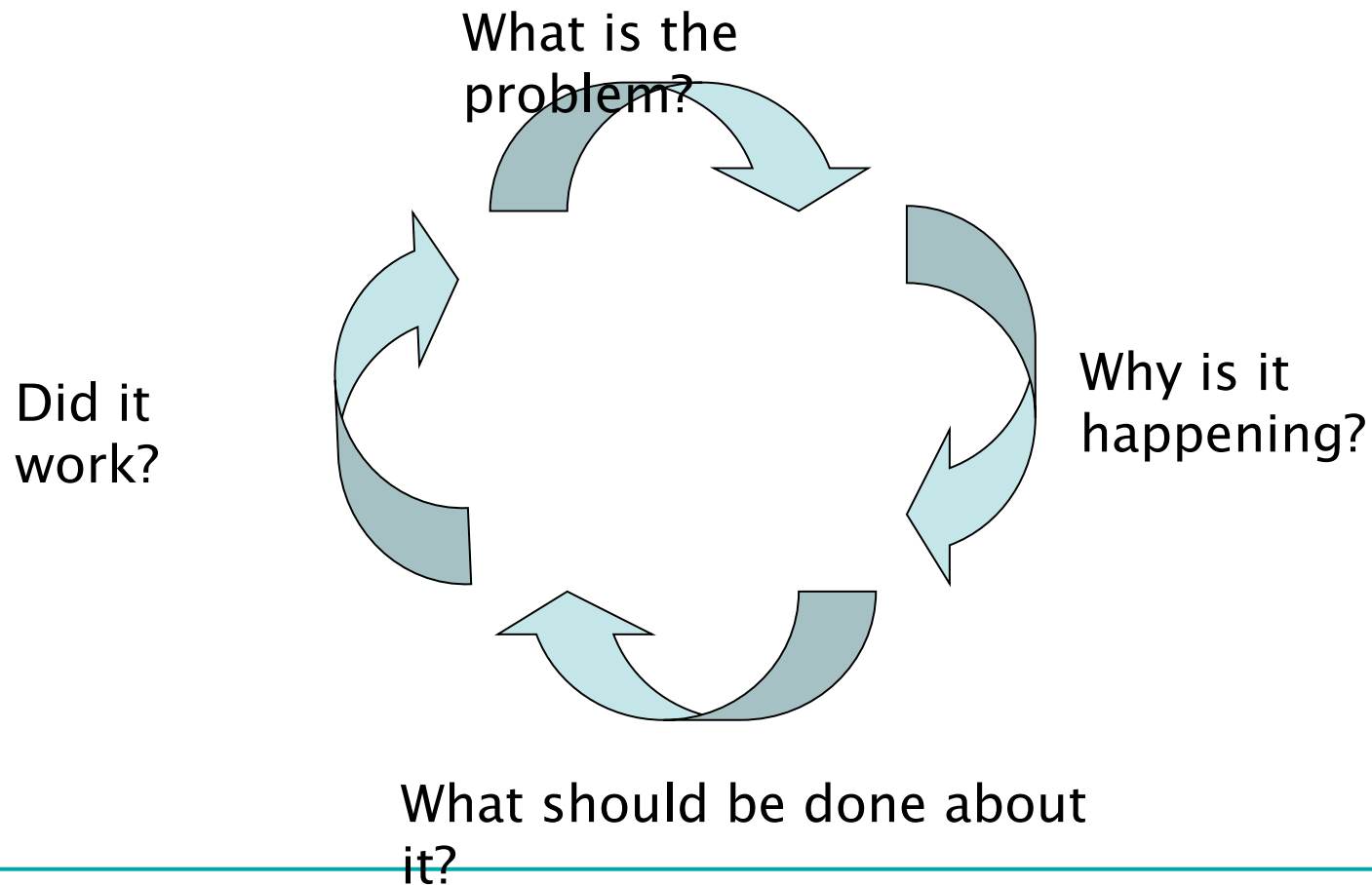
- Focused continuous progress monitoring of responsiveness to intervention(s)

- Pattern of inadequate response(s) may

mentoring

Essential Component 2:

Problem-Solving Method



Essential Component 3:

Integrated Instructional Data Collection/ Assessment Systems

- *Assessment of*
 - Skills in state and local standards
 - “Marker variables” (bench marks) leading to ultimate instructional target
- *To be administered*
 - Efficiently
 - Repeatedly
- *Provide*
 - Data specific to strategy implemented
 - Individual student progress monitoring data, sensitive to small increments of growth
 - Comparison data across students
 - User-friendly data displays

Simplified RTI Process:

All children in a class, school, or district are universally screened annually to identify those students at risk for difficulties.

- ❑ Ensure quality core instruction
- ❑ Provide school-wide Positive Behavior Supports and Interventions
- ❑ Administer universal screenings of academic and social-emotional/behavioral health

Simplified RTI Process:

The responsiveness of students to general education instruction is monitored to determine those requiring a targeted intervention.

- Gather and review student performance data
- Clarify goal(s) for the student through team decision-making process
- Brainstorm interventions
- Select interventions
- Determine dependent variables
- Implement interventions
- Monitor student progress
- Conduct follow-up meeting

Simplified RTI Process:

For at-risk students, a research-validated intervention is implemented; student progress is monitored through-out; and students are re-assessed

- ❑ Review and analyze student performance data
- ❑ Provide targeted intervention for students in need
- ❑ Adjust interventions based on data
 - Adequate progress = continue and/or fade
 - Lack of progress = consider adjusting interventions

Simplified RTI Process:

Students who do not respond to validated interventions are referred for further evaluation for possible disability determination and

- Maintain intervention support during evaluation process
- Use formal and informal assessment data
- Base eligibility on
 - response to intervention data
 - suspected SLD processing deficit assessment data
- Provide IEP and services, if eligible

Special Education Eligibility Component: *LD eligibility criteria*

Historical system:

- Ability–achievement discrepancy
- SLD exclusion factors

RTI process:

- Significant difference in performance compared to peers
- Low rate of progress, even with high–quality interventions
- Need for special education services
- SLD exclusion factors

Special Education Eligibility Component: *type of tests used*

Historical system:

- Global
- Ability / IQ
- Nationally norm-referenced achievement tests

RTI process:

- Specific
- Direct measures of specific skills needed for success in the classroom

Special Education Eligibility Component: *comparison standards*

Historical system:

- National norms

RTI process:

- Regional, district, school or classroom
- Aligned to state standards
- Nationally normed tests used sparingly

Special Education Eligibility Component: *frequency of assessment*

Historical system:

- Administered at one or two sittings
 - School psychologist

RTI process:

- Functional academic and/or behavioral data
- Collected over time
 - Teacher(s)
 - Related Service
 - School psychologist
 - Parent(s)

Special Education Eligibility Component: *nature of assessment targets/ what is being measured*

Historical system:

- Indirect or general relationships with classroom academic or behavioral problems
- Most often intrinsic to the person

RTI process:

- Specific skills measured
- Related to student academic and/or behavioral skills and performance

Special Education Eligibility Component: *relationship of assessment instruments to the general curriculum*

Historical system:

- Minimal

RTI process:

- Direct

Special Education Eligibility Component: *relationship between eligibility assessments and intervention*

Historical system:

- Little demonstrable relationship
- Global assessments not specific to interventions

RTI process:

- Direct link
- Assessment of performance in relation to instructional intervention(s)

Special Education Eligibility Component: *use of information provided by parents and teachers*

Historical system:

- Supplemental
- More focus on “test” results

RTI process:

- Central
- More focus on performance over time

Policy Issues

How will the SEA/LEA/building support the implementation of RTI as:

an overarching system of providing scientifically based curriculum and instruction within general, remedial, and special education that is guided by ongoing data and information regarding student performance?

Policy Issues (continued)

How will the SEA/LEA/building support the implementation of RTI as:

- ❑ a way of gathering data for use within the special education eligibility process?
- ❑ ongoing data-based decision making within special education as a part of using RTI practices?

Policy Issues

What is the current state-/local-level infrastructure to support successful implementation of RTI?

Including...

- ❑ Rules, guidelines, best practices
- ❑ Parent and professional development

Providing...

- ❑ Intervention structures and resources within general education
- ❑ Measurement procedures for gathering ongoing student performance
- ❑ Strategies for research
- ❑ Evaluation of impact

Professional Development Needed

- ❑ Pre-service at college/university level
- ❑ District-level leadership
- ❑ Building-level administration
- ❑ Direct services (e.g., teachers)
- ❑ Support services
- ❑ Parents/Families

A leader is
a person you would follow
to a place
you would not go yourself.

Joel Barker, Future Edge, 1992

For More Information: IDEA Partnership's RTI Initiative

Website:

www.ideapartnership.org

- A Partnership Collection on RTI
- Many Journals, Many Voices
- Results for Kids: Resources



Reflections!



Questions?



Discussion.

