

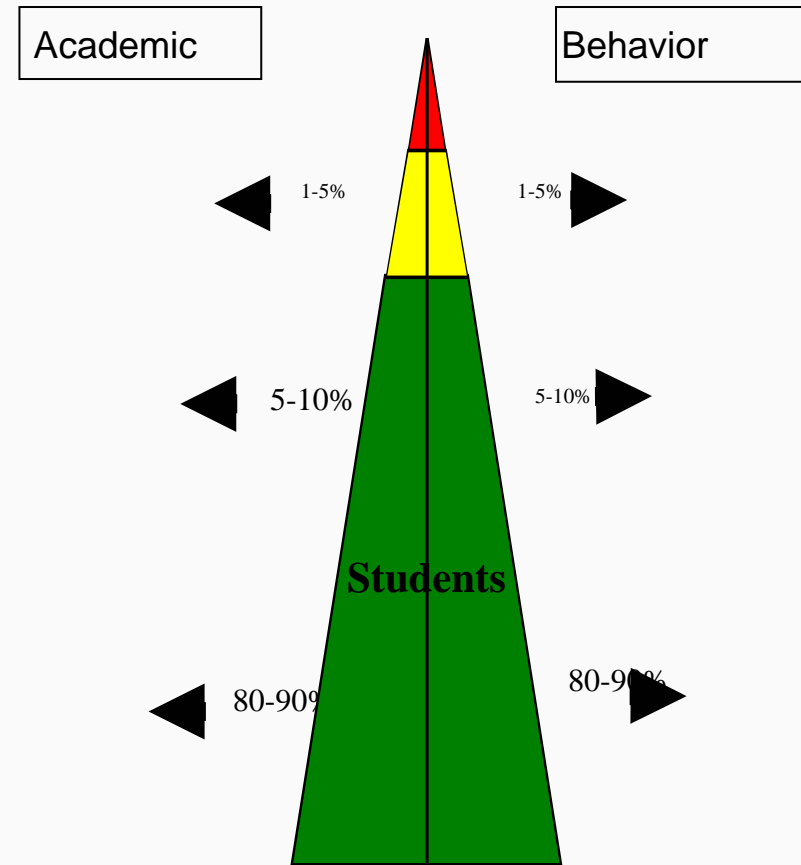
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Response to Intervention: National Issues and Perspectives



- Public Education
Resource Deployment
 - Support staff cannot resource more than 20% of the students
 - Service vs Effectiveness--
BIG ISSUE



Response to Intervention: National Issues and Perspectives



- General Education Focus
 - Consensus Issues
 - Key to resource management
- Supplemental and Intensive Interventions
 - Standard Protocol vs Diagnostic Determination
 - Working “smart” vs “hard”
 - Aggregated and Linked to Core Instruction
- The “**R**” and “**I**” in RtI
 - The “correct” response measured appropriately
 - Appropriate Interventions delivered for sufficient time with documentation
 - A **poor** response to an intervention not delivered will result in disastrous conclusions about student performance.

Response to Intervention: National Issues and Perspectives



- What about the “special education” side of Rtl-Eligibility?
 - Most states keeping option of discrepancy formula at least temporarily.
 - What are states and districts doing to develop a plan for a Problem-Solving/Rtl approach to improving student performance?
 - What skill set must be in place to implement the Rtl model with integrity?
 - How are parents and parent groups involved in policy development and decision-making for individual students?
- What about the “special education” side of Rtl: Improved student performance?
 - Frequency of progress monitoring and problem solving
 - Use of Rtl to determine program effectiveness-implications for re-evaluations
 - Link to core instruction
 - Expectations based on state approved, grade level benchmarks
 - Postsecondary outcomes?

Response to Intervention: National Issues and Perspectives



- Consensus Issues
 - Beliefs
 - Policies
 - Procedures
- Infrastructure Issues
 - Professional skills (CPD)
 - Tools
 - Decision Rules
- Implementation Issues
 - System “Fit”

Response to Intervention (RtI)



- The process of using student-centered data to develop and evaluate the impact of core curriculum, supplemental and intensive interventions (academic and behavior) on student performance.
- It is similar in concept to the Continuous Improvement Model (CIM), but is targeted toward at-risk and special populations.
- Focus is on Early Intervening Services.
- Particularly effective in reducing ***disproportionality***.

Response to Intervention (RtI)



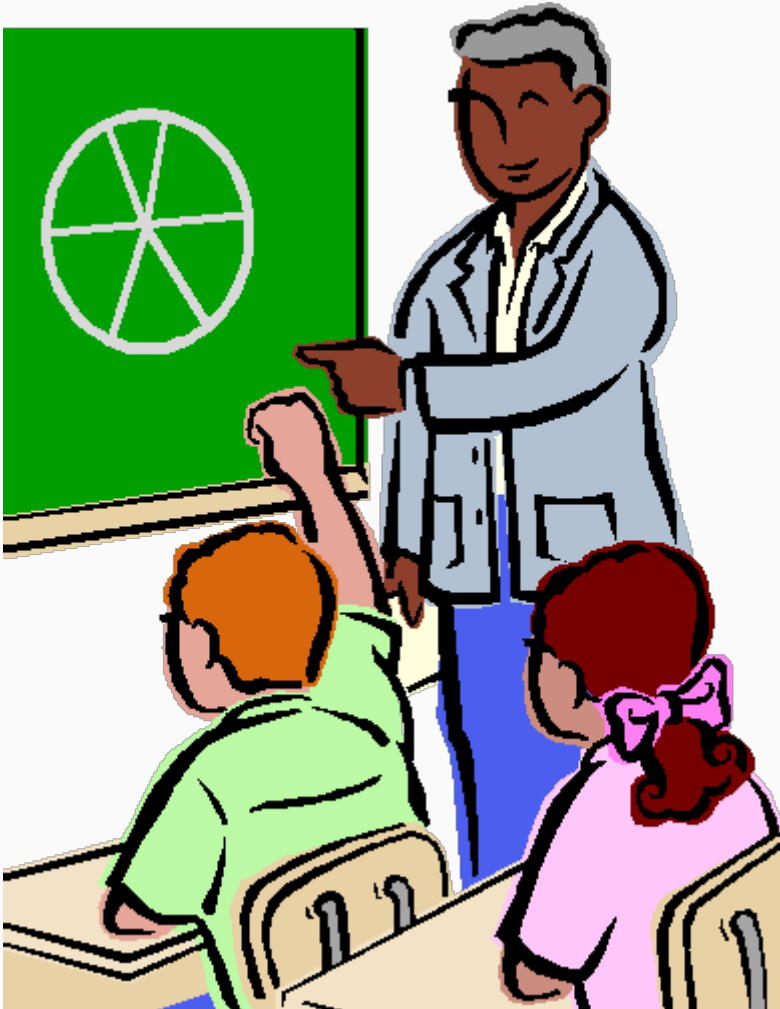
- RtI Language included in the Individuals with Disabilities Education Improvement Act (IDEIA)
 - New Regulations Effective October 13, 2006
 - New Definition of Specific Learning Disabilities
 - New Definition in Florida of EH/SED--Now EBD
 - Definitions incorporate RtI
- RtI Type Language included in NCLB
 - Evidence-based interventions
 - Focus on equity of core instruction
 - Emphasis on early intervention
- Reauthorization of NCLB
 - Growth Rates as measure of instructional effectiveness
 - Growth Rates use RtI Methodology

Criteria for Evaluating Response to Intervention



- Is the gap between desired/current rate or gap between slopes of current and benchmark converging? If yes, this is a **POSITIVE** RtI
- Is the gap closing but not converging (e.g., parallel)? If yes, this is a **QUESTIONABLE** RtI
- If the rate/slope remains unchanged **OR** if there is improvement but shows no evidence of closing the gap, then this is a **POOR** RtI

Essential Components



- Use data to:
 - Evaluate effectiveness of existing curriculum and behavior plans
 - Identify at-risk students EARLY in the risk development process
- Create supplemental instruction/intervention for groups at-risk
- Evaluate effectiveness of supplemental programs
- Create intensive intervention programs for most at-risk
- Evaluate effectiveness of intensive programs

Problem Solving



- A process that uses the skills of professionals from different disciplines to **develop** and **evaluate** **intervention plans** that improve significantly the school performance of students

Problem Solving Process

Define the Problem

Defining Problem/Directly Measuring Behavior

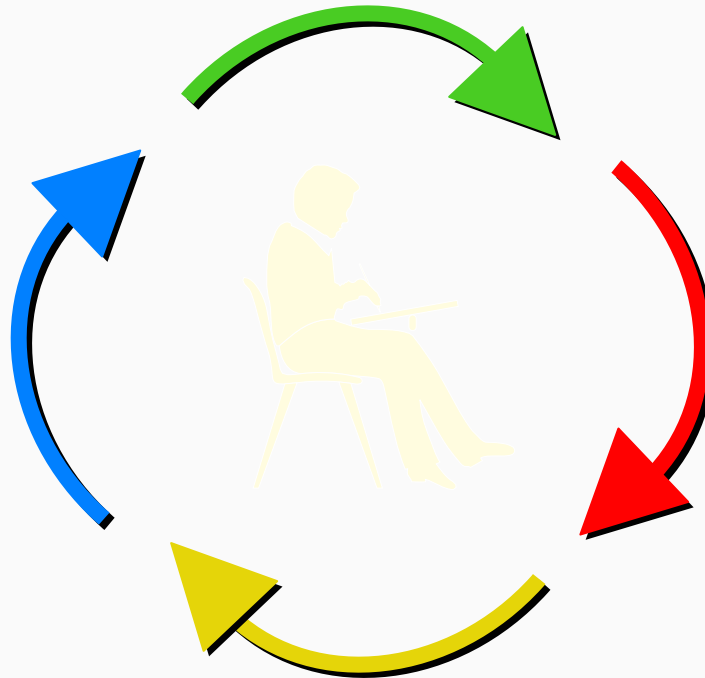
Evaluate
Response to
Intervention (RtI)

Problem Analysis

Validating Problem
Ident Variables that
Contribute to Problem
Develop Plan

Implement Plan

Implement As Intended
Progress Monitor
Modify as Necessary



How the Tiers Work



- Goal: Student is successful with Tier 1 level of support-academic or behavioral
- Response to intervention “drives” decisions regarding intensity of instruction
- Higher the tier, greater support and “severity”
- Higher the tier, more frequent assessment
- Increase level of support (Tier level) until you identify interventions that result in a positive response to intervention
- Continue until student strengthens response significantly
- Systematically reduce support (Lower Tier Level)
- Determine the relationship between sustained growth and sustained support.

Implications



- Tier 1 Decision Making
 - Ensure that the “core curriculum” is effective
 - What does “effective” mean?
 - 80% of students achieving benchmarks?
 - Disaggregated data
 - Race, SES, LEP
 - Who determines “effective?”
 - Principal, Teacher, Data “Coach”

Implications



- Tier 2 Decision Making
 - Ensure that the “supplemental instruction” is available and based on the needs (data-based) of students
 - Standard Protocol interventions are likely here, particularly in early grades
 - What constitutes an “effective” Tier 2 protocol?
 - 70% of students achieving benchmarks?
 - Disaggregated data
 - Race, SES, LEP
 - Who determines “effective?”
 - Principal, Teacher(s), Data “Coach”

Implications



- Tier 3 Decision Making
 - Focused, intensive instruction is available
 - Data from diagnostic assessment and progress monitoring
 - Interventions take individual student needs into consideration
 - What constitutes an “effective” Tier 3 protocol?
 - 70% of students achieving benchmarks?
 - Disaggregated data
 - Race, SES, LEP
 - Who determines “effective?”
 - Principal, Teacher(s), Data “Coach”, Problem-solving Team, Parents

Data For Each Tier - Where Do They Come From?



- Tier 1: Universal Screening, accountability assessments, grades, classroom assessments, common assessments (high school)
- Tier 2: Universal Screening - Group Level Diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment, common assessments (high school)
- Tier 3: Universal Screenings, Individual Diagnostics, intensive and systematic progress monitoring, formative assessment, other informal assessments

Getting Started: Where and How?



- Consensus Building
 - Use Data
 - Effectiveness of Tier 1 and Tier 2
 - Disaggregated Data
 - Use model to demonstrate resource management
 - Establish Need
 - Start in early grades if resources are limited
- Infrastructure Development
 - Data sources
 - Tier 1 Decision-Making
 - Building Needs Assessment
 - Tier 2 Standard Protocols

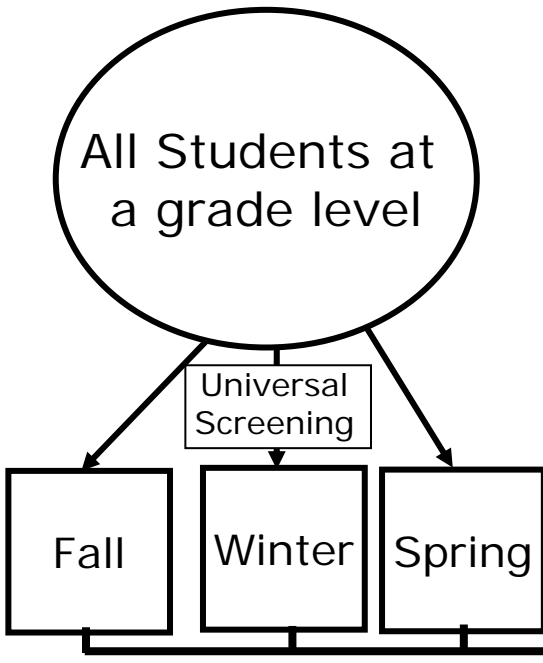
Getting Started: Where and How?



- Implementation
 - Tier 1-improve core programs
 - Tier 2-increase effectiveness and linkage
 - “Temporary” programs until core is improved
 - Link to core instruction
 - Progress monitor against grade level benchmarks
 - Tier 3-aggregate and link
 - Link to Tier 2 programs

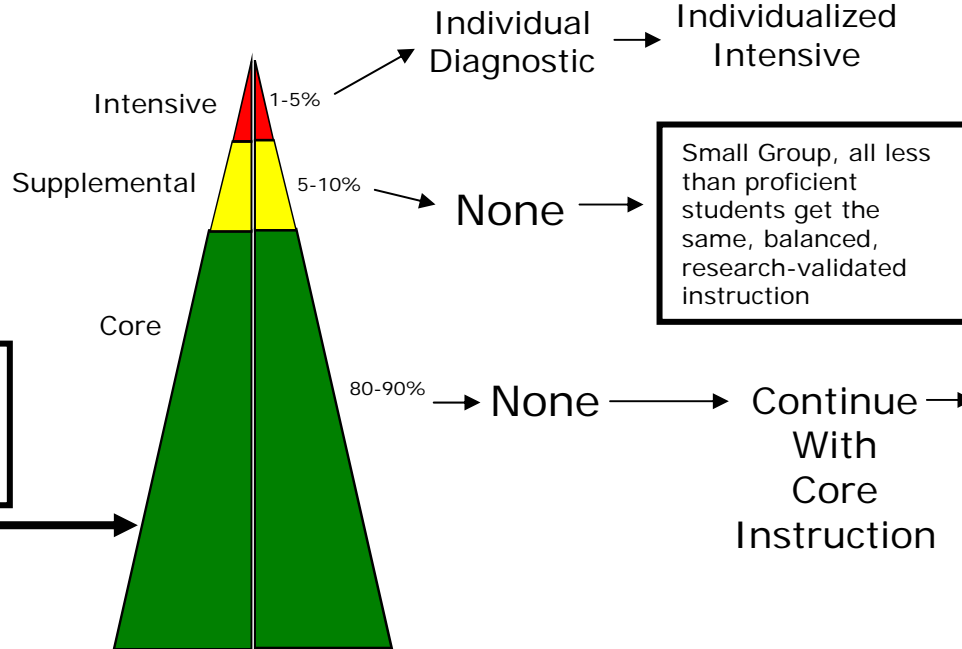
How Does it Fit Together? Uniform Standard Treatment Protocol

Step 1



Step 2

Addl. Diagnostic Assessment



Step 3
Instruction

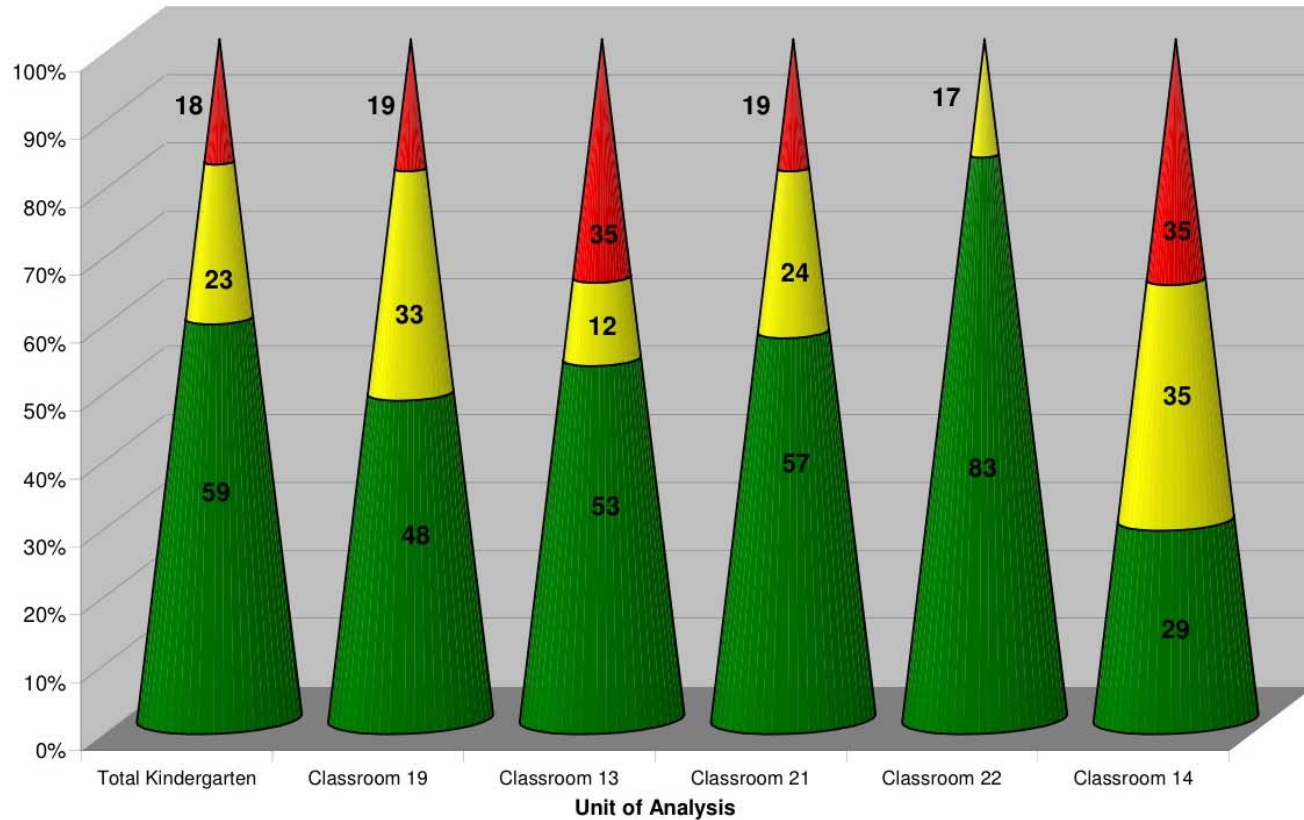
Step 4
Results Monitoring



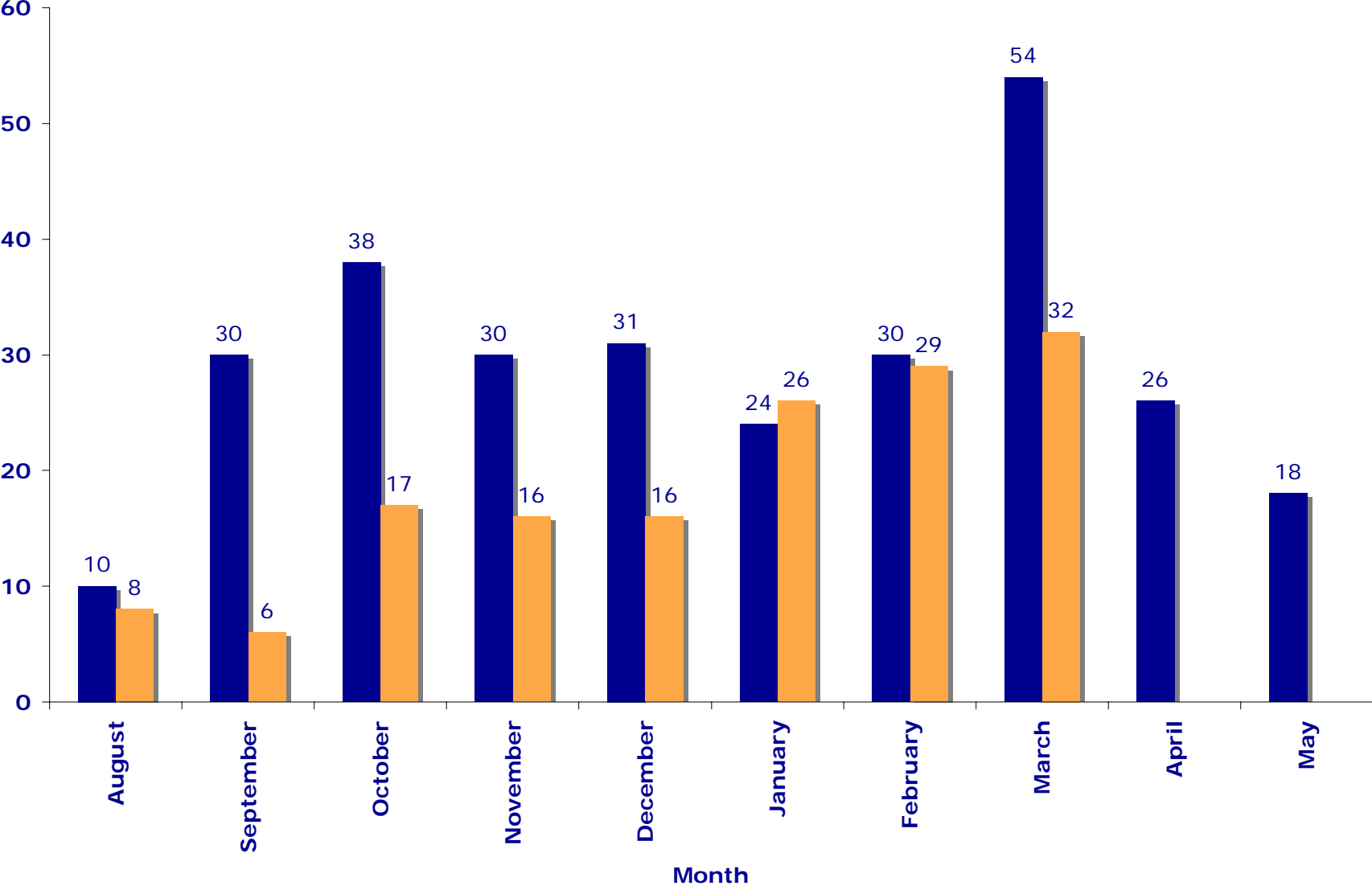
Tier 1 Data Example

Letter Naming Fluency Risk Level Overview

■ %LR ■ %MR ■ %HR



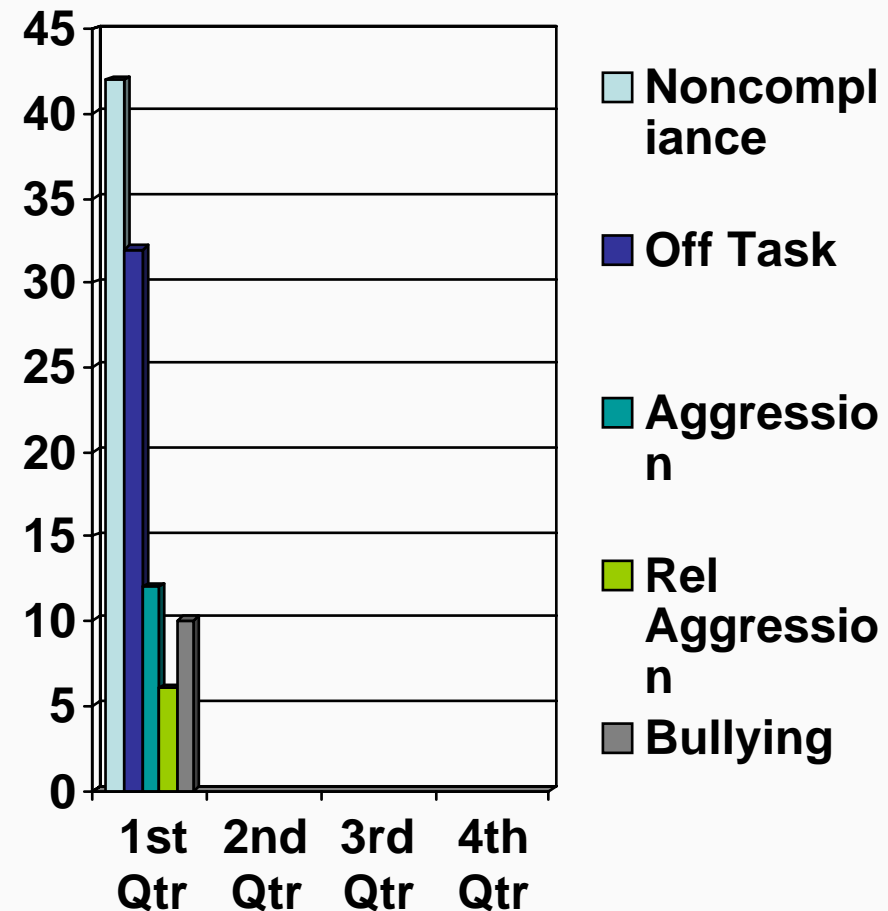
■ 2005-2006 ■ 2006-2007



Referral Analysis



- 42% Noncompliance
- 30% Off-Task/Inattention
- 12% Physical/Verbal Aggression
- 6% Relational Aggression
- 10% Bullying

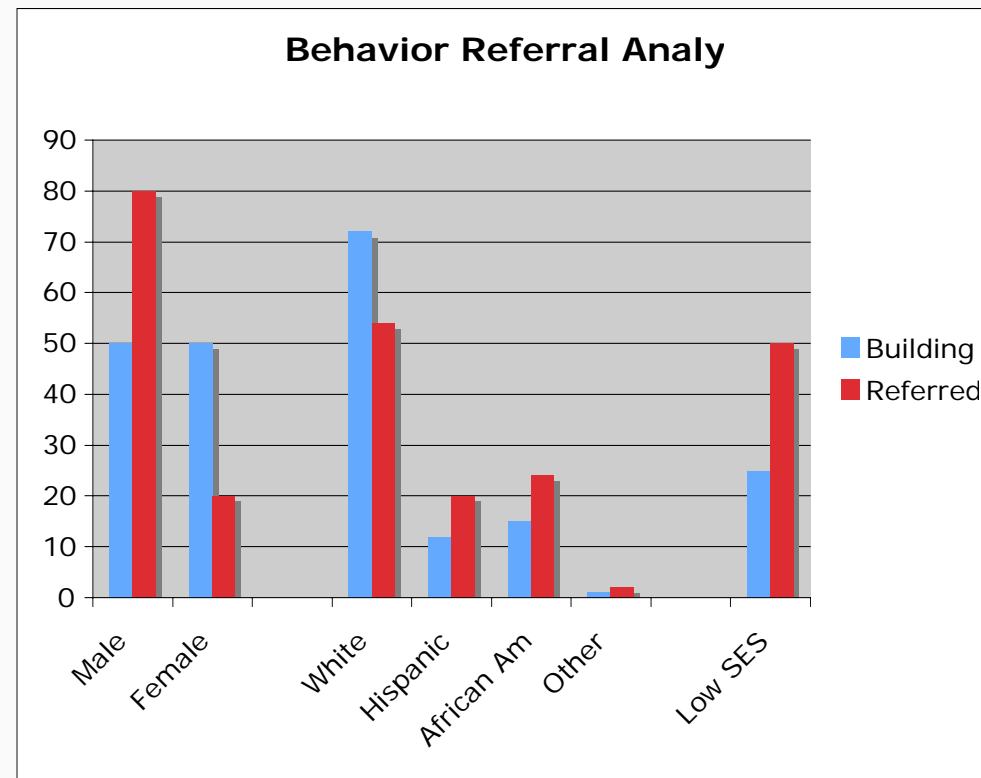


Building-Level Behavior Data



- % Building

Male	50%	%Referred	80%
White	72%		54%
Hispanic	12%		20%
African American	15%		24%
Other	1%		2%
Low SES	25%		50%



General Education/Special Education: A Necessary Partnership



- The “Players”
 - Curriculum and Instruction
 - Reading
 - Special Education
 - Student Services
 - Instructional Technology
 - Parent Representation

General Education/Special Education: A Necessary Partnership



- The “Goals”
 - Assess effectiveness of Tier 1
 - Assess types of referrals/requests for assistance
 - Determine levels of disproportionality
 - Determine focus and type of Tier 2 services
 - Determine focus of “Early Intervening Services”

Leadership Level: Policies and Procedures



- Consistent implementation across settings a requirement to meet procedural safeguards test
- Policies Needed:
 - How data-based decision making will be applied in general and special education
 - Decision-rules for interpretation of data in both general and special education
 - Application of RtI practices to LD eligibility and other regulatory applications
 - Role of parents in the process
 - Criteria for “independent evaluations” in the new model

Leadership Level: Policies and Procedures



- Procedures Needed:
 - Problem-solving steps and definitions for each step
 - Decision-rules for determining response to intervention
 - Data and decision-rules necessary for LD eligibility
 - Acceptable methods of data collection
 - Methods of documentation
 - Intervention Support

Communications



- School Boards
 - Improves student performance
 - Reduces disproportionality
 - Improves AYP
- Teachers
 - How data-based decision-making improves outcomes, focuses instruction, improves efficiency. This is not “another thing to do.”
 - Support for interventions

Professional Development



- Understand what Rtl is, the need for it, and the support required
- Understand the research regarding student outcomes
- Know how to interpret student data, all three tiers, in terms of a Rtl and implications for interventions
- Improve skills in data collection
 - Progress Monitoring Data
 - Observation Data
- Know sources of evidence-based interventions
- Know criteria for effective intervention support
- Data coaches and facilitators