
Understanding RtI Response to Intervention

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What do you know about Response to Intervention?

Facts

vs.

Myths



Response to Intervention (RTI)

Terminology

Research-based interventions implemented in order to avoid failure in academic or behavior performances. Progress monitoring is done over a period of time in order to affect educational decisions.

Three-Tiered School-Wide Intervention in Prince George's County Public Schools

- Allocates (aligns) resources and professional development to deliver effective interventions that produce improved outcomes.
- Implementation is based on a documented research-based process developed to help struggling students at the earliest sign of difficulty.
- Develop, implement and review interventions for students in need of enrichment.

Tiered service delivery cannot be used to delay identification of students with disabilities; therefore, school personnel need to ensure that parents understand their right to request an evaluation as guaranteed under the Individuals with Disabilities Education Act (IDEA).

WHY RtI?

- **Discrepancy has developed into a “wait to fail” model**
- **Discrepancy model has not proven to be effective**
- **Over identification**

Tier One

- **Occurs within the general education classroom.**
- **Students at risk for behavior, reading, mathematics and other learning challenges are identified for more intense support.**
- **Research-based instructional practices and strategies are implemented and documented during the following:**
 - **Whole Class Instruction**
 - **Flexible Grouping**
 - **Differentiated Instruction**

Tier Two

- **Provides additional interventions for students not making sufficient progress through Tier One.**
- **It consists of:**
 - **Core curriculum supplemented by specialized research-based instructional approaches and practices.**
 - **2-4 students in small group instruction. May include more or less as specified by the research-based intervention chosen.**
 - **30-45 minutes per class session.**
 - **3-4 times per week.**
 - **Progress monitoring at least 1 time per week.**
 - **Duration should be approximately 9-12 weeks before making modifications to the intervention.**

Tier Three

- **More intense in frequency and duration.**
- **More strategic and supplemental than Tier Two.**
- **Teacher-student ratio is about 1:3 and requires frequent progress monitoring throughout the week.**
- **Instruction must be provided by a highly qualified teacher who is knowledgeable about the core curriculum and trained in instructional and behavioral methodologies, differentiation, acceleration, enrichment strategies and progress monitoring.**

Tier Three

- **Small group or individual instruction based on an individual diagnostic prescriptive data.**
- **Time exceeds the core instructional block of time. Usually a minimum of 30-60 minutes, 4-5 times per week.**
- **Mastery is assessed by continued growth.**
- **Student monitoring is daily or as needed to determine the program's effectiveness.**
- **The duration of the program is approximately 9-12 weeks.**

Progress Monitoring

- **A scientific, research based practice that is used to assess students' academic progress and evaluate the effectiveness of instruction.**
- **The purpose:**
 - **Identify the student's current levels of performance.**
 - **Establish educational goals for improving learning outcomes.**
 - **Measure the student's academic performance on a regular basis.**

Progress Monitoring

- **Provides a picture of the student's performance and rate of growth to inform immediate instructional and curricular changes so that every student reaches proficiency in the targeted skill area (s).**
- **When implemented with fidelity, it offers:**
 - **Accelerated learning because students are receiving more appropriate targeted instruction.**
 - **Data-based instructional decision-making.**
 - **Documentation of student progress for accountability purposes.**
 - **More timely communication with families and other professionals.**
 - **Clearer expectations for all students by teachers and parents.**

Progress Monitoring

- Requires collaboration between school and central office-based educators and specialists.
- Professional development is essential so that assessments are administered with fidelity and yield reliable and valid scores.

Evaluation Process

- **The use of the response to intervention process upholds the parent's right to request an evaluation at any time to determine if a disability exists for their child.**
- **Tiered service delivery cannot be used to delay identification of students with disabilities; therefore, school personnel need to ensure that parents understand their right to request an evaluation as guaranteed under the Individuals with Disabilities Act (IDEA).**

RtI Is Based Upon a Problem Solving Approach

- **Process to identify and meet student needs.**

- **Problem-Solving Steps are:**
 - **Step 1- Problem Identification**
 - **Step 2- Establish Goals of Intervention**
 - **Step 3- Develop Intervention**
 - **Step 4- Implement Intervention**
 - **Step 5- Monitor Progress**

RTI TWO PARADIGMS

Terminology

Standard Treatment Protocol

1. **Implementation of an intervention utilizing the small group approach.**
2. **Groups include students who demonstrate similar deficits.**
3. **Used for the purpose of consistency across teaching staff.**

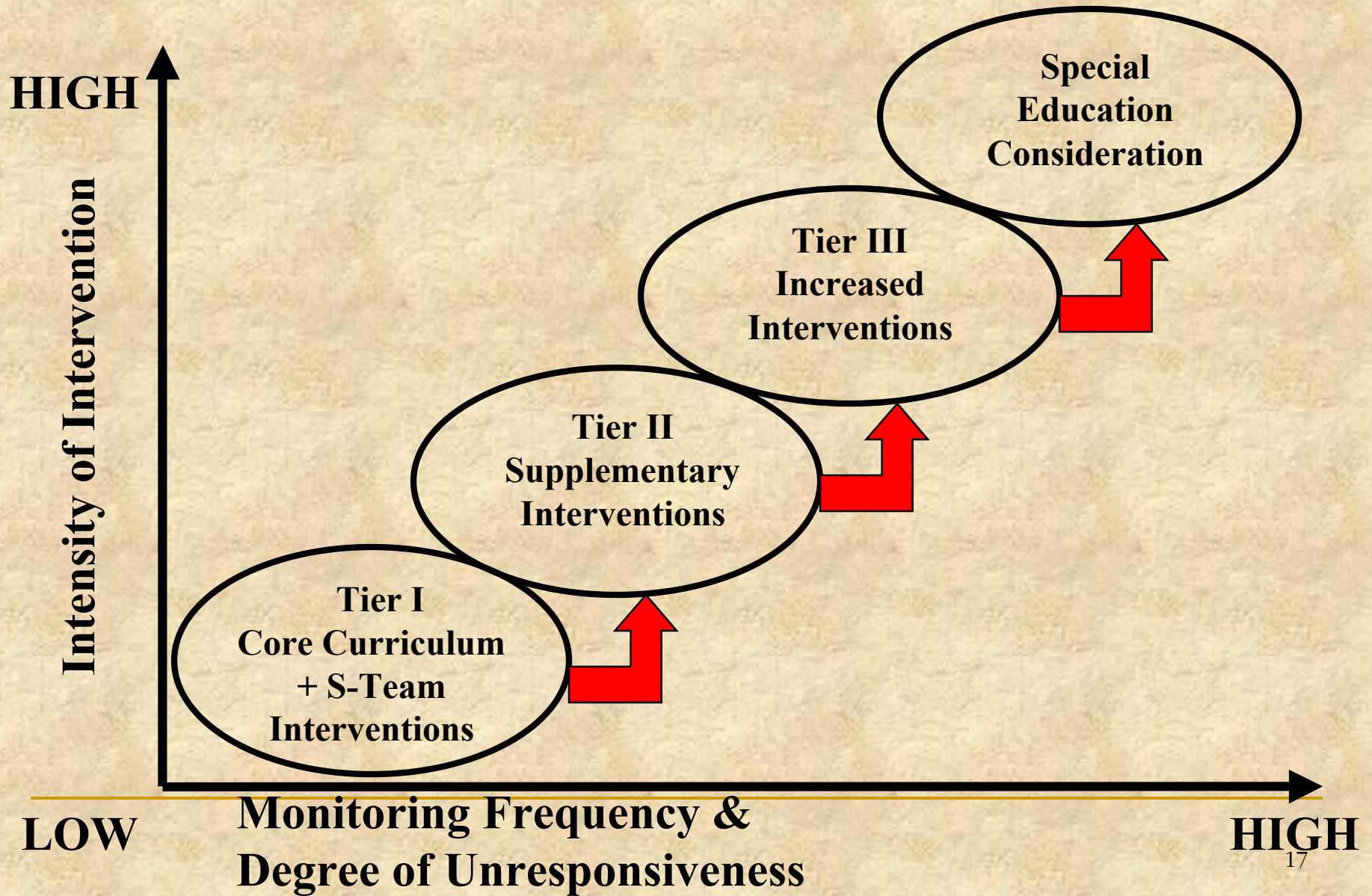
Problem-Solving Approach

1. **Addresses individual differences in students.**
2. **Interventions are aligned with academic deficits.**
3. **Begins at the Tier 2 level if student does not respond to group treatment at Tier 1.**

Six Critical Components of an RtI Model

- Universal Screening
- Measurable definition of problem area
- Baseline data prior to an intervention
- Establishment of a WRITTEN plan detailing accountability
- PROGRESS MONITORING
- Comparison of pre intervention data to post intervention data for efficacy

Multiple Tiers



What does the RtI provide?

- **Targeted assistance based on progress monitoring**
- **Administered by classroom teacher, specialized teacher, or external interventionist**
- **Provides additional instruction**
 - Individual,
 - Small group,
 - and/or technology assisted
- **Teaching additional learning strategies Organizational / Metacognitive / Work habits**
- **Allows for repetition of strategies**
- **Supplemental Curriculum**
- **Add intensive one to one or small group instruction**
- **Change scope and sequence of tasks**
- **Increase guided and independent practice**
- **Change types and method of corrective feedback**

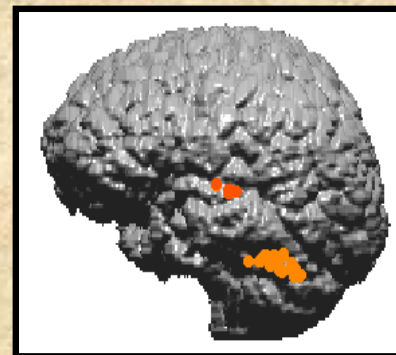
What Intervention Can Do!

NEURAL CORRELATES OF BRAIN IMAGING

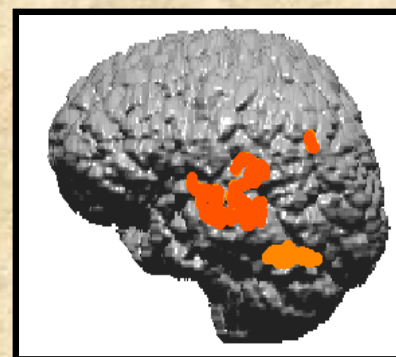
Right Brain

Left Brain

Before
Intervention






After
Intervention



← normalized

What happens to Non-Responders?

- Repeat tiers
- Special Education Consideration
 - IEP team must be brought together to determine if:
 -  The child had sufficient time to respond to the intervention.
 -  Intervention was done with fidelity (Was the intervention carried out as specified by the team?)
 -  Proceed with the referral process if all factors were ruled out for the child not responding to the intervention.

CONTINUUM OF SCHOOL-WIDE SUPPORT

Continuum of Intervention Support for At-Risk students

TIER 1

Primary Intervention
School-Wide Curriculum
for All Students inclusive of
Scientific-based instruction

~80% of Students

TIER 2

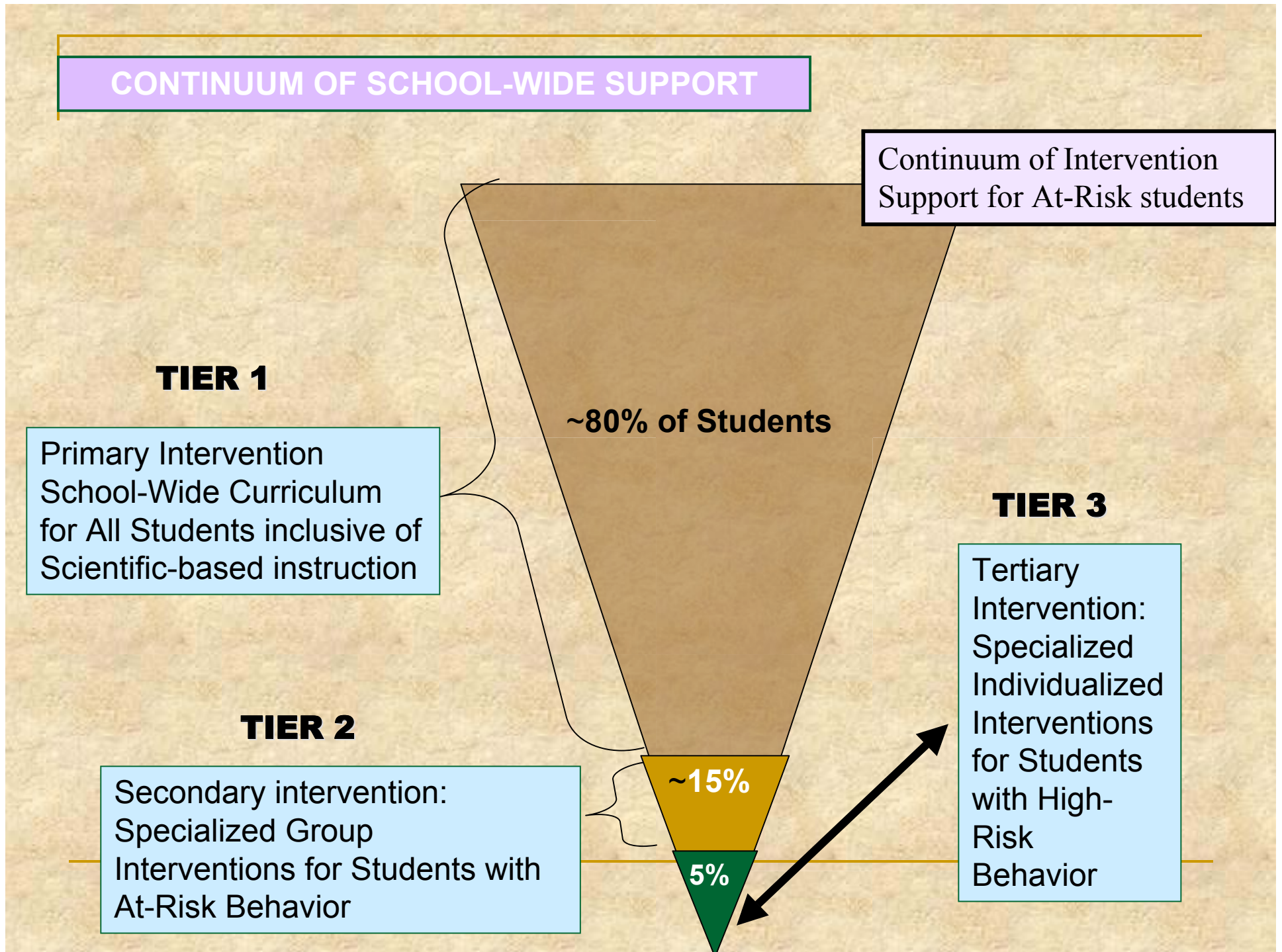
Secondary intervention:
Specialized Group
Interventions for Students with
At-Risk Behavior

~15%

5%

TIER 3

Tertiary Intervention:
Specialized
Individualized
Interventions for Students
with High-
Risk
Behavior



BENEFITS OF RtI



Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions

Limit the amount of unnecessary testing that has little or no instructional relevance

Ensure that students receive appropriate instruction, particularly in reading, prior to placement in special education

BENEFITS OF RtI



Reduce the time a student waits before receiving additional instructional assistance, including special education if needed

Reduce the overall number of students referred for special education services and increase the number of students who succeed within general education

Interventions in PGCPS

- Approved by Curriculum and Instruction
- Must be evidence based as well as research based
- Do not need to be published materials
- May differ from school to school
- Department of Special Education provides interventions to all elementary schools and select middle and high schools

Remaining Questions/Comments

