

**Response to Intervention (RtI):  
What Parents Need to Know and be  
Able to Do!  
Part 1**



Response to Intervention  
In Pennsylvania

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**Session Goals**



1. **Provide an Overview of Response to Intervention**
  - Definition and Purpose
  - Legal authority and Historical perspective
2. **Review Key features of Pennsylvania's RtI Model**
  - Three-tiered model
  - Sample student data/How screening is used to identify strengths and needs
  - Using data to plan instruction
3. **Identify what Parental Engagement looks like and how parents can be involved**



# Overview *of* Response to Intervention

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## What is Response to Intervention?

- A comprehensive, multi-tiered intervention standards-aligned strategy to enable early identification and intervention for students at academic or behavioral risk.
- An alternate to the aptitude-achievement discrepancy model for the identification of students with learning disabilities.

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## Core Characteristics of RtI



- Standards aligned instruction in a research-based core program
- Universal screening of academics and behavior
- Shared ownership (responsibility) of all students
- Data-based decision making
  - Progress monitoring
  - Benchmark and Outcome Assessment
- Tiered intervention and service delivery system
  - Research-based interventions
  - Flexible grouping
  - Fidelity of Implementation
- Parental engagement



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## Core Characteristics of RtI



**Standards Aligned Instruction:** All students receive high quality research-based instruction in the general education standards aligned system. Differentiated core program instruction should be sufficient for the needs of 80% of students.

**Universal Screening:** All students are screened to determine academic and behavior status against grade level benchmarks.

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## Core Characteristics of RtI



### Shared Ownership (responsibility) of All

Students: All staff (general education teachers, special education teachers, Title I, ESL) assume an active role in students' assessment and instruction in the standards-aligned system.

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## Core Characteristics of RtI



### Data-based Decision Making

- Progress Monitoring: *Continuous progress monitoring* of student performance and use of progress monitoring data to determine intervention effectiveness and drive instructional adjustments, and to identify/measure progress toward instructional and grade level goals.
- Benchmark and Outcome Assessment: Student progress is *benchmarked throughout the year* to determine level of progress toward monitoring and assessing the fidelity of intervention implementation.

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## Core Characteristics of RtI



**Tiered Intervention:** Students receive increasingly intense levels of targeted scientifically, research-based interventions dependent on student needs.

**Parental Engagement:** Parents are informed of their child's needs, interventions, intervention schedule, progress and their right to request a special education evaluation at any time.

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## RtI Foundations



- Standards-aligned system and assessment
  - Quality Teaching and Learning: Effective Instruction
- Teaming (grade level, department, etc.)
  - Teacher teams learning, designing and revising instruction and assessments procedures
- Formative and Summative Assessment
  - Data collection, analysis and use
- School Organizational Structure
  - Adjustment of Infrastructure, i.e., Flexible scheduling, assignment of teachers
- Realignment and Flexible Use of Resources
  - Title I, ABG., EAP Tutoring, Special Education

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## RtI: What it Is and What it's Not!



- RtI is a (n)...
  - general education led effort implemented within the general education system; coordinated with all other services including special education, Title I, ELL, Migrant Education, etc.
  - system to provide instructional intervention immediately upon student need.
  - process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.
  - alternative approach to the diagnosis of a Specific Learning Disabilities. Instead of using the well known discrepancy model, local education agencies may now use this diagnostic alternative.
- RtI is not a (n)...
  - pre-referral system
  - individual teacher
  - classroom
  - special education program
  - an added period of reading instruction
  - a separate, stand alone initiative

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## Response to Intervention



### LEGAL AUTHORITY



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## **No Child Left Behind (NCLB):**



- Provided the impetus for school improvement through AYP accountability.
- Defined and required implementation of ‘scientifically research-based practices’.
- Supported involvement of **all** children in the general education curriculum.

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## **IDEA 2004: Specific Learning Disabilities**



- A Local Education Agency is not be required to take into consideration whether the child has a severe discrepancy (large gap) between achievement and intellectual ability and,
- A local educational agency may use a process which determines if a child responds to scientifically research- based interventions.

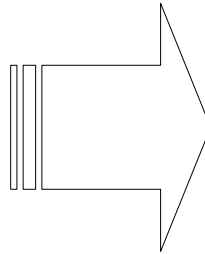
*Section 614(b)(6) (A) and (B)*

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## How Did We Get Here?

- Summative and Formative Assessment Tools
  - PSSA, PVAAS
  - 4Sight Benchmark, DIBELS, other district assessments
- *Getting Results!* - School Improvement Process
- Scientifically research-based Reading, Math and Behavior Initiatives
- Effective Instruction
  - Flexible Grouping
  - Differentiated Instruction
  - Scaffolding
  - Feedback
- Progress Monitoring
- Data-based decision making



# RtI



## Looking at the Big Picture: Before and After RTI

Before NCLB and IDEA 2004 → Areas of Change → After NCLB and IDEA 2004

THEN		NOW
	<b>Changes in Student Assessment and Instructional Planning</b>	
	<b>Changes in Staff and Parent Attitudes</b>	
	<b>Changes in Student Service Delivery</b>	
	<b>Changes in Resource Decisions (personnel and materials)</b>	
	<b>Changes in Staff Roles</b>	
	<b>Changes in Role of Principal</b>	



## RtI and PA Screening Regulations



- 1) Academic assessment
- 2) Behavioral assessment
- 3) Intervention based on assessment
- 4) Assessment of response to intervention
- 5) Lack of instruction or limited English proficiency
- 6) Ability of the regular education program to maintain the student
- 7) Activities designed to gain the participation of parents

PA§14.122 Screening. 17



### Just Checking!



- Take a moment for personal reflection on the definition, core characteristics and legal authority of response to intervention,
- Identify and write two ahas on the index card provided.
- Share your ahas with your table mates.
- Share the wealth! Identify two ahas your table will share with the whole group.

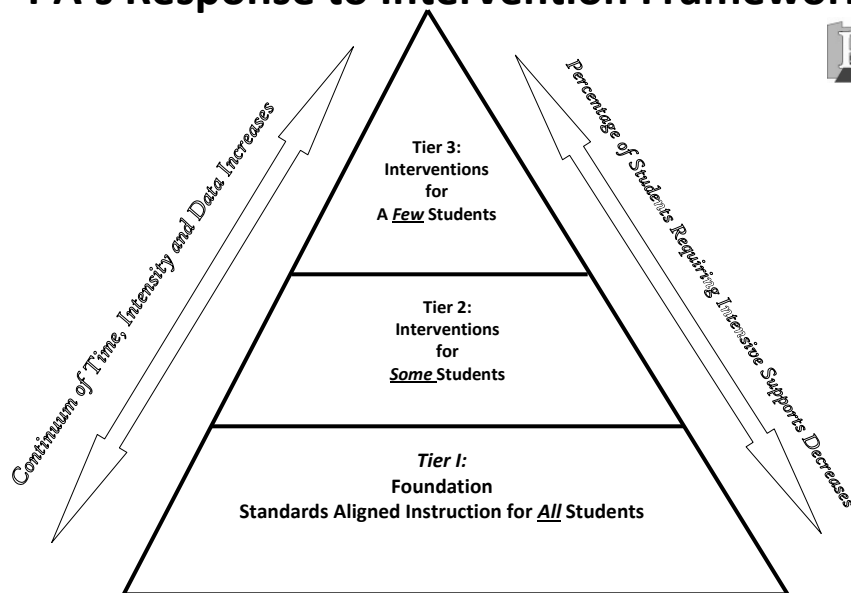
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# Pennsylvania's RtI Approach

A Standards Aligned Strategy to Improve Student Achievement

## PA's Response to Intervention Framework



## **Tier 1: Foundation-Standards Aligned Instruction for All Students**



**Definition:** Standards aligned instruction and schoolwide foundational interventions provided to all students in the general education core curriculum.

- *Effective instruction*
- *Clear expectations*
- *Effective student support*
- *Periodic benchmark assessments*
- *Universal prevention*

Tier I also is used to designate benchmark students, students who are making expected grade level progress, in the standards-aligned system and who demonstrate social competence.

1. *Self Awareness*
2. *Social Awareness*
3. *Self-management*
4. *Relationship skills*
5. *Responsible decision-making*

5 Big Ideas – CASEL (2003)

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## **Tier 1 Functions**



- **Universal screening and Benchmark Assessment**
  - *3 times per year for ALL students in reading, math, and behavior.*
- **Data analysis teaming**
  - *Analyze grade level trends in student learning and instructional practices*
  - *Set grade-wide goals and begin student identification.*
- **School-wide behavior supports**
  - *Teach school rules & expected behaviors, explicitly*
  - *Positively reinforce appropriate behavior*
- **High Quality Instruction in the General Classroom**
  - *Differentiated Instruction*
  - *Whole group teaching*
  - *Small, flexible group teaching*
  - *All staff are active in assessment and instruction.*

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## Tier 1: Foundation-Standards Aligned Instruction for All Students



### Examples: Strategies/Interventions

- Core instructional program available to all students in general education curriculum
- High quality, differentiated instruction within the core curriculum
- School-wide Positive Behavior Support (SWPBS)

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## Examples



- Elliot, Rob, Kendra
- 3<sup>rd</sup> grade regular education
- DIBELS benchmarks
  - Fall 77 words correct per minute
  - Winter 94 words correct per minute
  - Spring 110 words correct per minute
- Progress monitoring data
  - Tier 1 x3 per year (grade level prompts for All students)
  - Tier 2 every other week (Instructional level prompts)
  - Tier 3 weekly (Instructional level prompts)

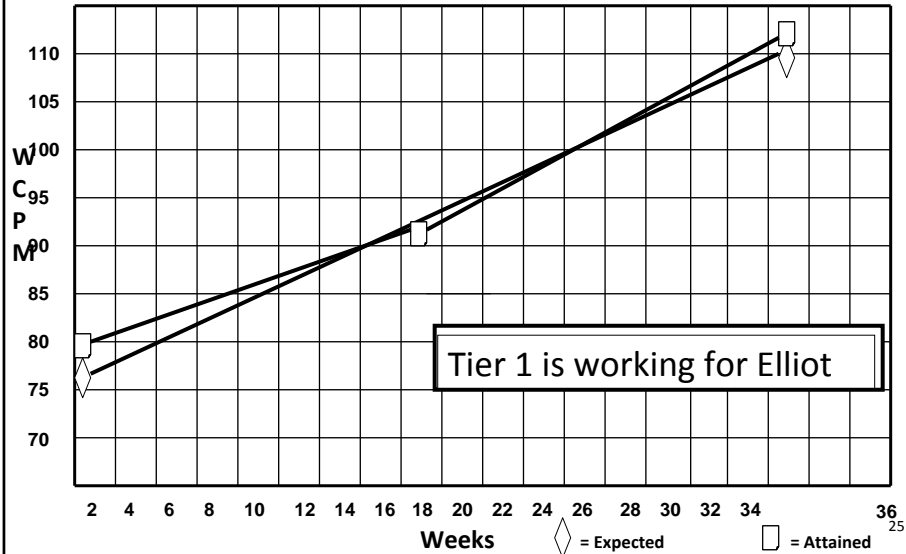
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Elliot

3<sup>rd</sup> grade benchmarks: Fall = 77; Spring = 110



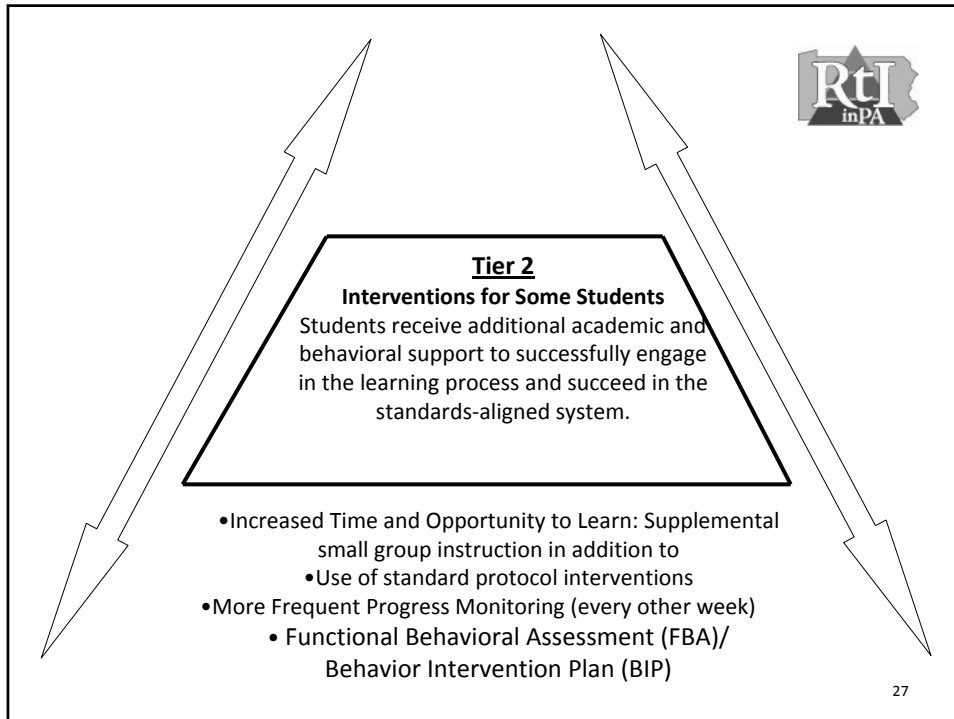
Elliot's Attained Scores: Fall = 79; Spring = 113




## Tier 1: Potential Outcomes



- Responders - Continue effective practices
- Non-responders – Add Tier 2 intervention (s) OR Tier 3 intervention (s) (depends on severity of need)



**Tier 2: Interventions for Some Students** 

- **Definition:** Academic instruction and behavioral strategies, methodologies and practices designed for some students not making expected progress in the standards-aligned system and are ***at risk*** for academic and behavioral failure. Students require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.

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## **Tier 2: Interventions for Some Students**

- In addition to core instruction.
  - May include enhanced core instruction or supplemental programs
- Use of standard protocol interventions
- Scientifically research-based interventions
  - Academic
  - Behavior
- Specialists may provide strategic instruction in general education classroom or in homogeneous skill groups

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## **A Standard Protocol Intervention**

- is scientifically research-based.
- has a high probability of producing change for large numbers of students.
- is designed to be used in a standard manner across students.
- is usually delivered in small groups.
- is often very structured and explicit.
- can be orchestrated by a grade level or data analysis team.

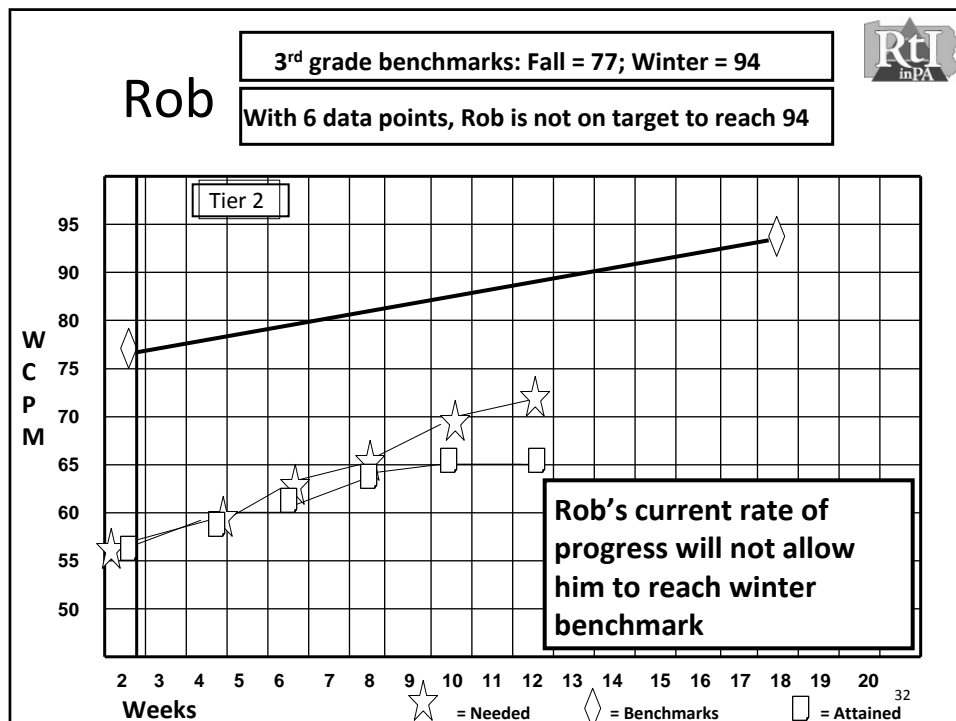
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## Tier 2: Interventions for Some Students (cont.)



- Increased opportunity to learn
- Increased instructional time
- Small group instruction
- Increased assessment
  - Data collection and analysis twice per month
  - Data-based decision-making

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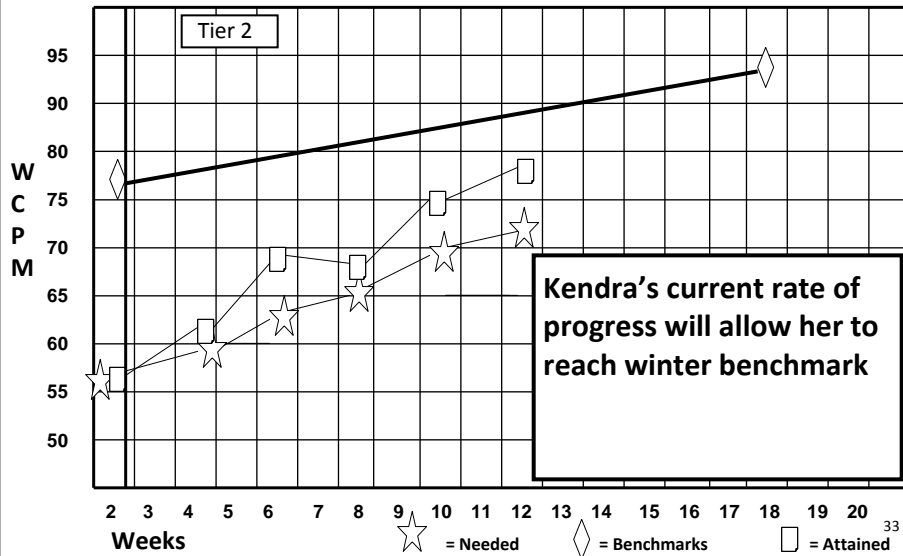


Kendra

3<sup>rd</sup> grade benchmarks: Fall = 77; Winter = 94



With 6 data points, Kendra is on target to reach 94



## Tier 2: Potential Outcomes



### ● Responders

- Move to Tier 1
- Continue Tier 2 intervention

### ● Non-responders

- Adjust instruction and continue Tier 2 intervention
- Move to Tier 3 intervention

**Tier 3:  
Interventions  
for  
a Few Students**

- Intensive instruction
- Use of standard protocols interventions
- Supplemental instructional materials for specific skill development
- Small intensive, flexible groups
- Additional tutoring
- Weekly progress monitoring
- Functional Behavioral Assessment (FBA)/ Behavior Intervention Plan (BIP)

**Tier 3: Interventions for a Few Students**

- **Definition:** Academic instruction and behavioral strategies, methodologies and practices designed for a few students significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence.

### **Tier 3: Intensive Interventions**



- In addition to core instruction
- Use of standard protocols
- Supplemental instructional materials
- Individual or Small intensive, flexible groups
- Can be outside the general ed. classroom
- Tutoring provided
- Typically 10-20 week interventions
- Increased progress monitoring (weekly)

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### **Tier 3: Instructional Strategies**



#### **Examples**

- Increased direct instruction time
- More time on task
- More immediate and corrective feedback
- More opportunity to respond
- Functional behavior analysis (FBA), Behavior Intervention Plan (BIP)
- More frequent progress monitoring (once per week)
- Core curriculum and intensive intervention

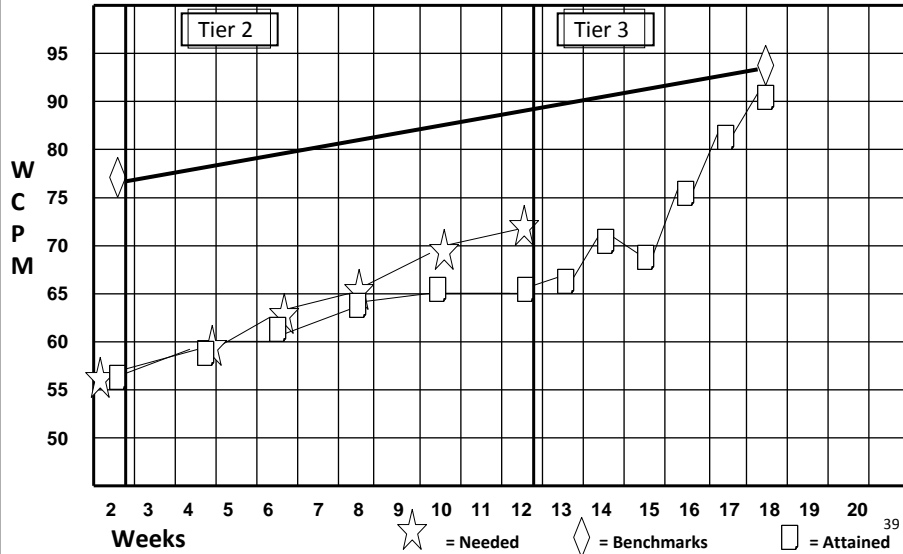
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Rob

3<sup>rd</sup> grade benchmarks: Fall = 77; Winter = 94



Data shows that Rob is responding to Tier 3



### Tier 3: Potential Outcomes



- Responders
  - Move to Tier 2
  - Continue Tier 3 intervention
- Non-responders
  - Adjust instruction and continue Tier 3 intervention
  - Refer for special education evaluation



## Movement within Tiers

- Students remain in tier if:
  - Students are moving at rates equal to or ahead of typical performing students
  - Students are showing progress through benchmarking toward target benchmarks

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## What We've Learned from PA's Pilot RtI Schools in the Earliest Stages

- Fall to Winter = greatest gains
- Winter to Spring – slowed progress
- Need to tweak ALL interventions by March 1 (even those that appear to be working)
- Progress monitoring data, combined with benchmarking, combined with supplemental data source beyond grade 3+ make for the best decisions
- No one data source should be decision maker

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## What We've Learned from PA's Pilot Schools (continued)

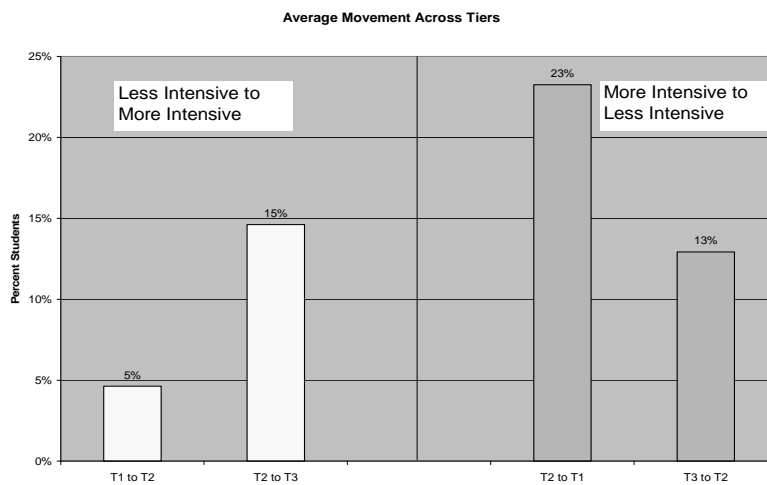


- Focus must be instruction
- Supports for RtI must be in place
  - Schedule adjustments
    - Time for tiered interventions
    - Time for staff learning
  - Opportunity for teacher-talk
    - Data discussions for instructional decision making (data analysis teaming)
  - Professional Development
    - Must be onsite, job-embedded and onsite
    - Must focus on capacity building

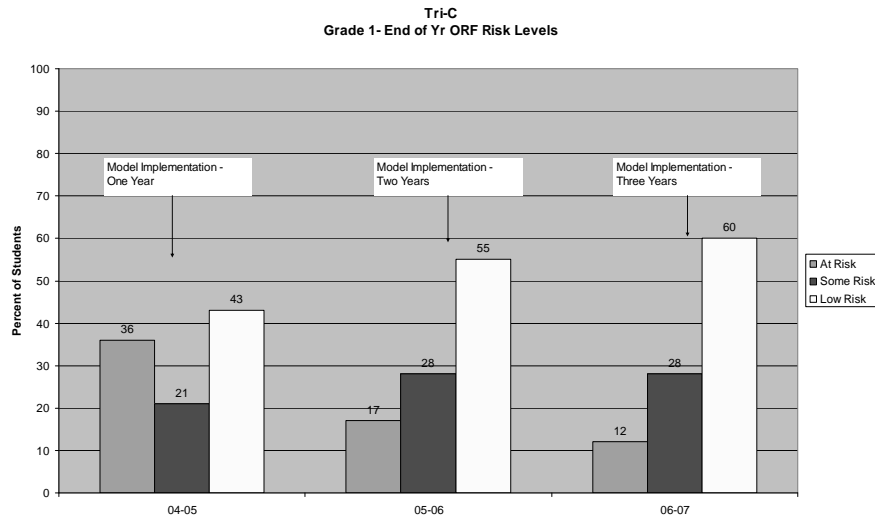


- It Takes a Minute!

## Tier Movement from Fall to Winter Across 4 Pilot Sites.



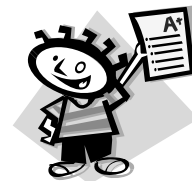
## Tri C – Risk Data for 3 yrs: Gr 1



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## What Parents Can Do

- Be informed of Pennsylvania's RtI Framework
- Understand the key features, especially Parental Engagement
- Progress Monitoring
- Report Cards
- Ongoing communication and meetings
  - Collaborate and assume an active role
    - Learn where your child is in the framework
      - Ask what you can do to help & do it
    - Opportunity to talk with the teacher/team
      - Data discussions about your child's progress and instructional decisions



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# Parent Panel Discussion

