



R.T.I. / Connecticut's S.R.B.I.

November 15, 2008

Thank you to Dr. Mitchell,
SRBI Chair, GPS for
compiling research

Reference List:

PowerPoint Presentations:

- Implementing a Response to Intervention Model (McCook, 2007)
- Leaving No Child Behind: Response to Intervention (IDEA Partnership, 2007)
- Connecticut's Response to Intervention (RtI) Model (Costello, 2008)
- Response to Intervention in CT: Getting Started (Murdica (CSDE), 2007)

Websites:

- (see citations throughout)

Documents:

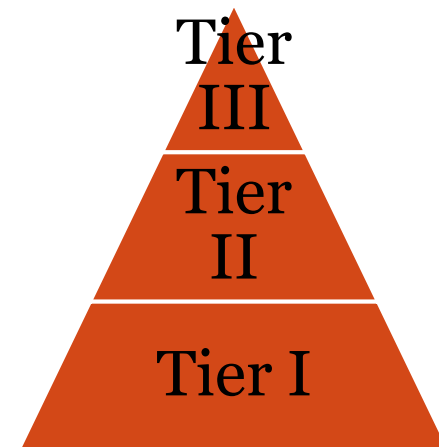
- Using Scientific-Based Interventions: Improving Education for all Students: Connecticut's Framework for RTI (CSDE, 2008)

• Texts:

- RTI Toolkit: A Practical Guide for Schools (Wright, 2007)
- Implementing Response to Intervention (Hall, 2008)
- The RTI Guide: Developing and Implementing a Model in Your Schools (McCook, 2006)

Today's Workshop Outcomes:

1. **WHAT** is RTI?
2. What does a 3-Tiered SRBI Model look like?
 - Tier I, II, and III programs, assessments and interventions
3. **How** do we use RTI to support our ELLs?



Starting Points:

- Basic Norms- rules for our group to follow
 - Please turn all phones off
 - “noisy food”
 - Side conversations
- Parking Lot- there is a lot of information to cover in the short time we have together, so please place all questions on the parking lot.



Food for thought...



- The quality of a school as a learning community can be measured by how effectively it addresses the needs of all learners (Wright, 2005).

Turn and Talk:

**Introduce yourself to your neighbor.
Do you AGREE or DISAGREE with this
statement? Why?**

Shifts in THINKING... *Shifts* in the LAW...

Over the last 30 years, how we address the needs of students has evolved:

- We have changed our thinking on how we teach and how children learn.
- These discoveries have resulted in educational laws and practices (IDEA Partnership, 2007)

ESEA & NCLB 2001

- accountability for learning
- school improvement
- adequate yearly progress (AYP)
- ensures academic growth and achievement for all children regardless of *race, ethnicity or religion*.
- A demographic group that was once not counted is *now counted*

Reauthorization of IDEA 2004

- effective (research-based) instruction
- progress monitoring
- early intervening services
- ensures free and appropriate education for children with disabilities

What is Response to Intervention (RTI)?

- The RTI model...

(NASDSE, 2007)

- assumes a comprehensive, research-based core general education curriculum is being implemented
- requires implementation of 2 or more tiers of high-quality, research-based instruction/intervention designed to meet student needs
- provides a student with academic delays with one or more research-validated instructional interventions
- Ensures early intervention instead of past “wait to fail” practice

Both ESEA/NCLB and IDEA 2004...

- Companion laws that address closing achievement gaps
- Highlight the importance of high quality, scientifically-based instruction and interventions
- Holds schools accountable for the progress of **ALL** students in meeting grade level standards and benchmarks

Current RTI Research

Guiding Questions

- What can we learn from current research?
- What are some key points from the literature that we want to consider for our work?
- What did you find yourself skeptical about?

See additional **TEXT**
Resources

Links to Research

- Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education
<http://www.rtinetwork.org/Learn/Diversity/ar/DisproportionateRepresentation>
- National Center for Response to Intervention. English Language Learners and Learning Disabilities:
 - 1) A Critical Review of the Literature
 - 2) The Response to Intervention of English Language Learners At-Risk for Reading Problems
 - 3) Response to Intervention and EL Learners: Questions and Some Answers
http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=42&Itemid=108
- Introduction to Response to Intervention: What, why, and how valid is it? (D. Fuchs, L. Fuchs)
<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRQ.41.1.4&F=RRQ-41-1-Fuchs.pdf>
- National Research Center on Learning Disabilities
<http://www.nrclld.org/symposium2003/fuchs/fuchs10.html>
- RTI ACTION Network: <http://www.rtinetwork.org/>

What is Response to Intervention (RTI)?

- The RTI model...

(NASDSE, 2007)

- assumes differentiated instruction for learners
- involves monitoring student academic progress frequently over time (data-driven decision making & data teams)
- utilizes common performance benchmark data to inform educational decisions (common assessments)
- emphasizes the need for early intervention
- SRBI not RTI because we are not looking to identify- we are looking to put a Scientifically Researched Based intervention in place to help a struggling learner achieve benchmark standards.

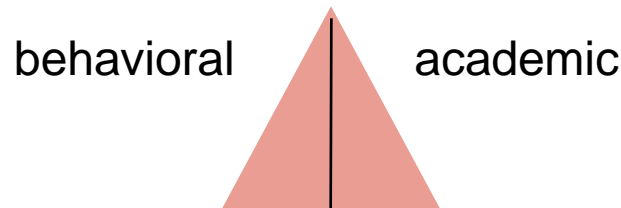
- *“The main objective of RTI is not to identify students for special education, but rather to help all students achieve at a proficient level and ultimately [schools] make adequate yearly progress.”*

(Nebraska Department of Education)

- Response to intervention is a dynamic problem-solving process in which data are integral in making decisions about what skills struggling readers lack, and whether intervention instruction provided to date has been effective (Hall, 2008)

Connecticut's RTI Model: SRBI

- The Connecticut State Department of Education (CSDE) decided to form a **Scientifically Based Research Interventions (SRBI)** State-Leadership Advisory Panel
- The term SRBI is used because RtI models are **DEPENDENT** on interventions in which *evidence* is available to attest to their effectiveness



The Context for SRBI: Commissioner's Literacy Summit

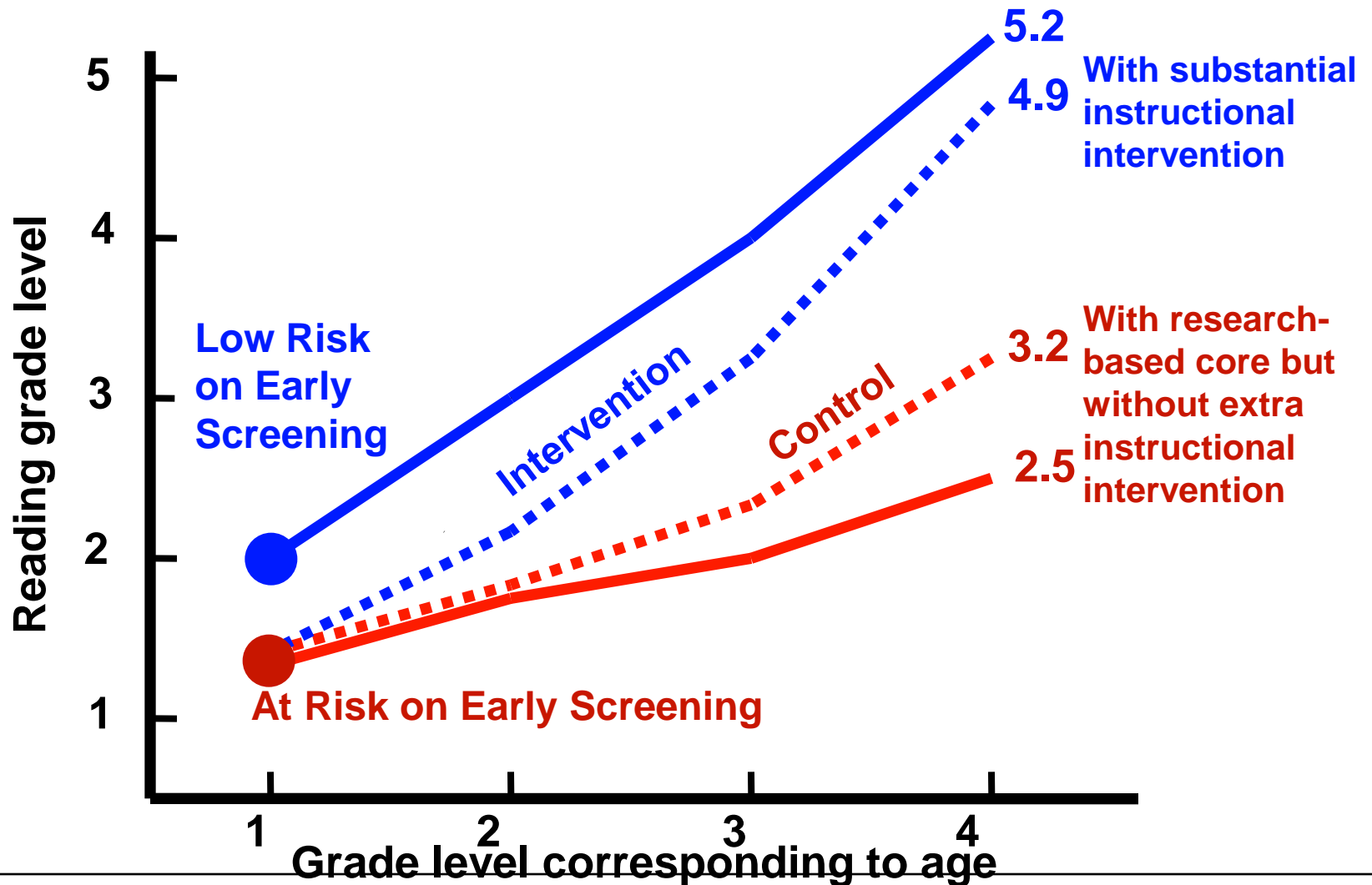


- Many entering K students do not have expected language and literacy skills. [Kindergarten Inventory (language & Literacy)]*
- CMT, CAPT & NAEP reading scores continue to be flat over the past decade. [CMT Reading, CAPT Reading Across the Disciplines & NAEP]*
- English language learners perform at very low levels. [CMT]*
- Many regular education students fail to meet state goal in reading across grades. [CMT and CAPT]*
- There are persistent large gaps in performance between non-poor and poor students and between white and their black and Hispanic classmates. [CMT]*

***Indicators []**

Early Intervention Changes Reading Outcomes

(Slide taken from McCook, 2007 PowerPoint; see notes below)



Torgesen, J.K. (2001). The theory and practice of intervention: Comparing outcomes from prevention and remediation studies. In A.J. Fawcett and R.I. Nicolson (Eds.). *Dyslexia: Theory and Good Practice*. (pp. 185-201). London: David Fulton Publishers. Slide courtesy of W. Alan Coulter <http://www.monitoringcenter.lsuhsu.edu>

SRBI/ RTI is...

- Define SRBI/ RTI with your partner. What does RTI mean to you?



- What are the SRBI/RTI models, systems and/or processes that:
 - are in place for your learners?
 - OR that you want in place for your learners?

Small group brainstorm

Connecticut Critical Terminology

- **Scientifically Research Based Intervention (SRBI)**

...emphasis on providing more effective instruction for *all* children (primarily in the general educator's classroom) through sound core curricula in key academic areas and positive behavioral supports, as well as through early interventions for youngsters experiencing learning or behavioral difficulties, *using core curricula and interventions that are research-based as much as possible.*



- **Fidelity of Implementation:**

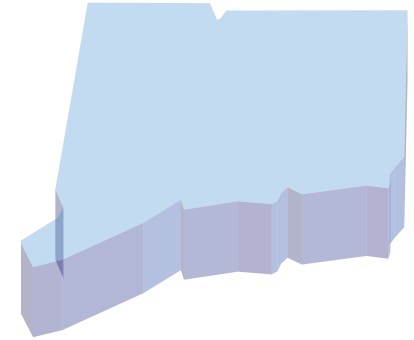
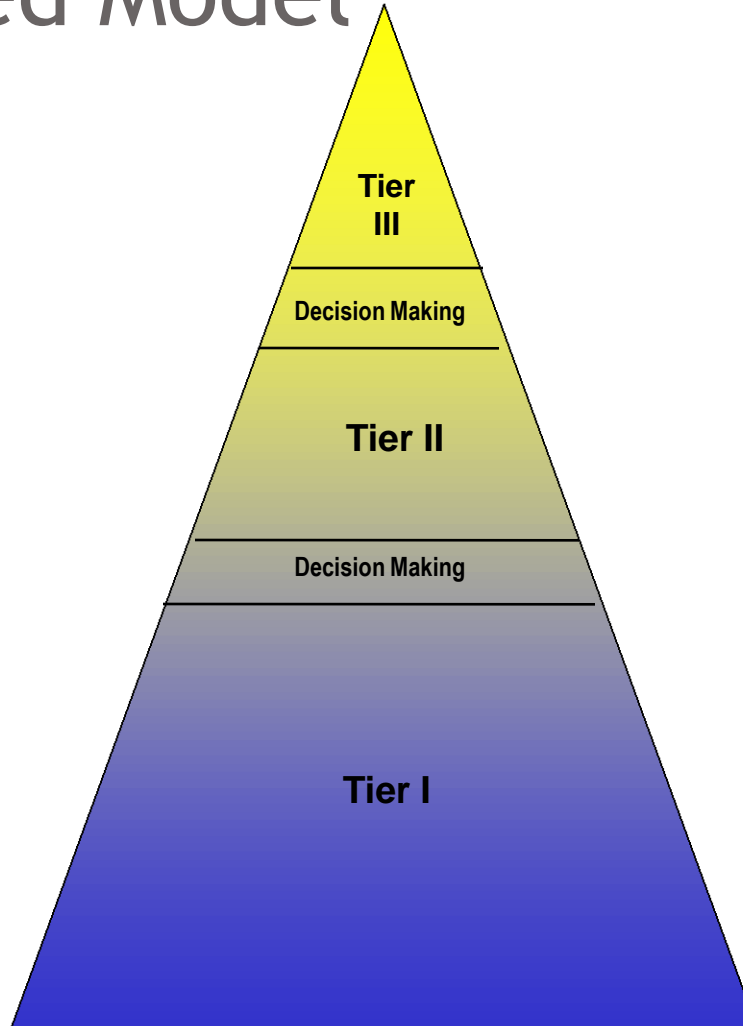
use and delivery of curricula, instructional strategies, behavioral systems, and interventions in the manner they were designed and intended to be used, for example, *adhering to the treatment time and key features required for a particular intervention.*



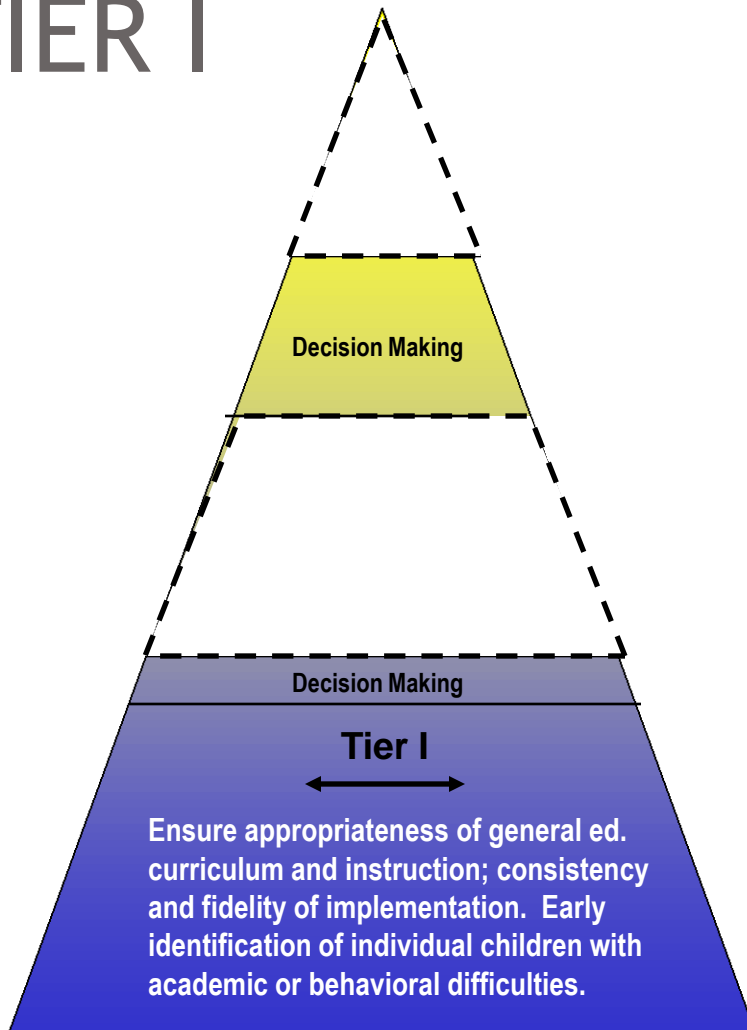
Critical Terminology...

- **Progress Monitoring:** using data to track students' progress toward a *goal*.
- **Universal Screening (common assessments):** *measures that are the same for all students within a grade* in a school or district and that are administered to all of those on a routine basis.
- **Formative Assessments:** assessments that are done *during the process of student learning and are used primarily to inform instruction; also known in the literature as Curriculum-Based Measurements (CBMs)*

Connecticut's PreK-16 Three-Tiered Model



TIER I

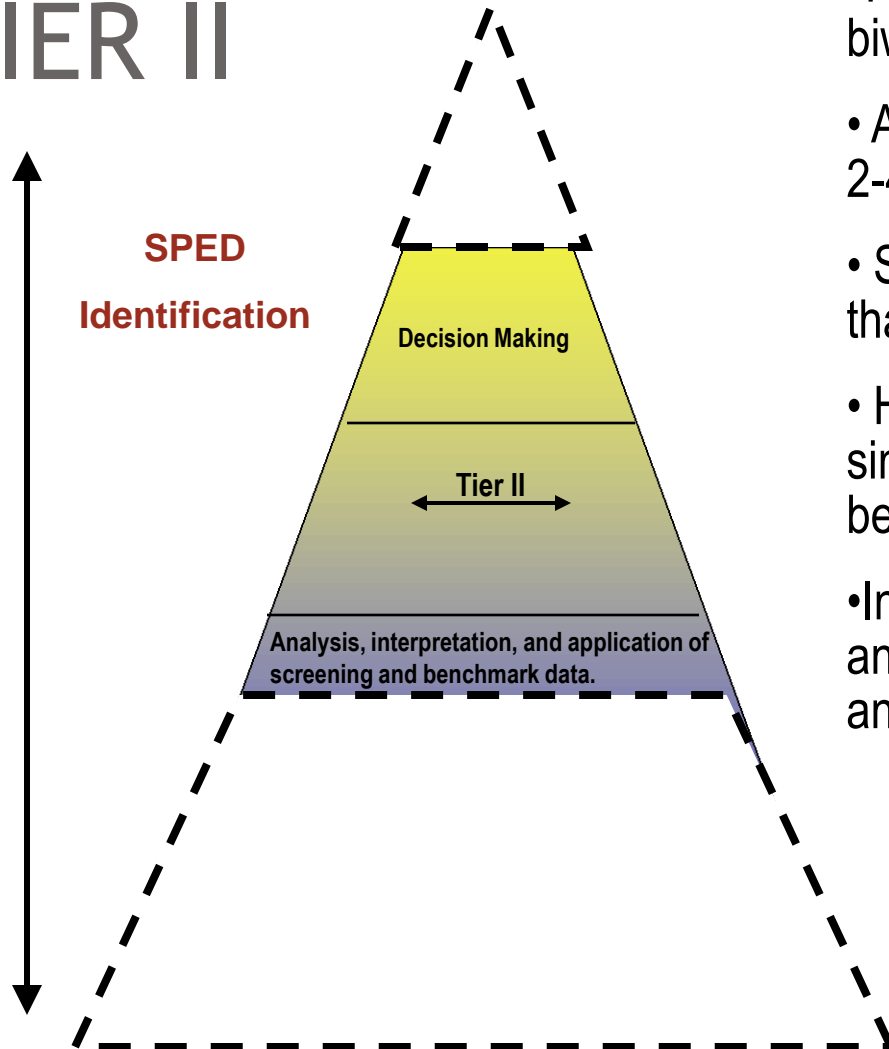


CORE INSTRUCTION:

- Common benchmark assessments (2-3x yr) and progress monitoring (CBMs)
- Comprehensive/differentiated instruction in key academic domains, informed by scientific research (Marzano et al., 2001; NRP, 2000)
- Effective school and district leadership & ongoing professional development
- Adequate availability of assessments, instructional resources, and human resources
- Data Teams & Professional learning communities (PLC's)
- Materials and instruction at children's instructional levels

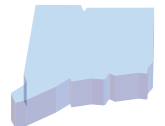


TIER II

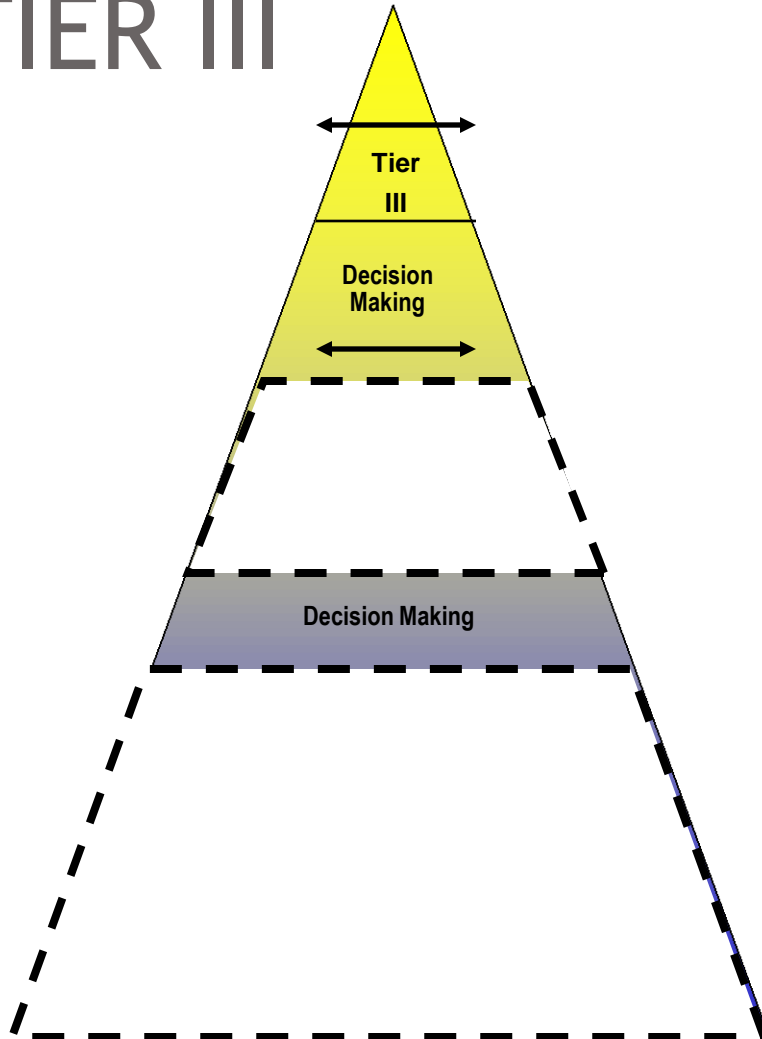


SUPPLEMENTAL TO TIER I

- Frequent progress monitoring (e.g. biweekly data teams; 3-5 times/week)
- Additional supplemental instruction (e.g. 2-4 x a week)
- Small group instruction (e.g. no larger than 5 students)
- Homogeneous grouping of students with similar needs/at similar levels (common benchmark data and CBMs).
- Interventions are short-term (8-20 weeks) and are provided by general education and/or supports from specialists



TIER III



Customization and Intensity Increases

- More intensive supplemental intervention (e.g. daily)
- Very frequent progress monitoring (e.g., weekly)
- Individual/small group (e.g. no larger than 3 students)
- Homogeneous grouping
- Analysis, interpretation, and application of data from Tier II interventions; comprehensive evaluations of individual children as appropriate
- Primary difference between Tier II and II is the intensity and/or the individualization of the intervention
- Interventions require a high degree of expertise on the part of the teacher (interventionalists may include general educators as well as specialists, but either must have a specialized skill set to implement the intervention with fidelity)

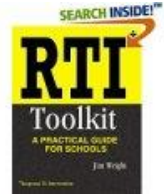
Think- Pair- Share

1. How can a 3-Tiered SRBI Model support ELLs?
 1. One minute to QUIETLY think about what the 3 tier model should look like
 2. Two minute to share with partners (people surrounding you)
 3. Three minutes to share out comments

How does this apply to me?

- The following slides can be referred to when you go home and are with your school or team of teachers.
- Consider the following slides as starting points for a continuation of this discussion

Suggested “Next 5 STEPS” for Implementing RTI in a District (Wright, 2007)



STEP ONE: Align Current Programs/Interventions & Assessment Efforts with the 3-Tier Model

STEP TWO: Adopt additional research-based intervention instructional strategies

STEP THREE: Develop additional district/building-level intervention programs to address common academic concerns

STEP FOUR: Frequent progress-monitoring data (data teams, Curriculum-based Measurements (CMBs), formative assessment); adoption of assessment benchmarks for intervention placement; Professional Development

STEP FIVE: Establish building-level intervention teams

WHAT
HOW

***This process assumes that a research-based comprehensive framework is being implemented as the CORE PROGRAM in TIER I**

STEP ONE: INVENTORY CURRENT STATUS

- Define your “core” program
- Map out and align current core program(s), intervention(s) and assessment initiatives that exist within the district to the 3-Tier Model

Inventory support programs or interventions that can be individualized or matched to students with emerging difficulties (Project READ, peer-tutoring, volunteers, remedial labs, cross-teaming, flexible grouping...)

Tier III

Program Assessments

Inventory most intensive programs reserved for students with chronic/severe academic problems that have not responded to Tier I or Tier II supports (Orton-Gillingham based programs ~Wilson, Project Read., pull-out intensive ELL services...)

Tier II

Program Assessments

Tier I

Core Program

Assessments

What will teams look like?

Who might be on an intervention team?

Reading support/
Literacy Coaches

ESOL teachers

SpEd/ Speech

Gifted/ talented

Other non-
classroom teachers

**Tier
III**

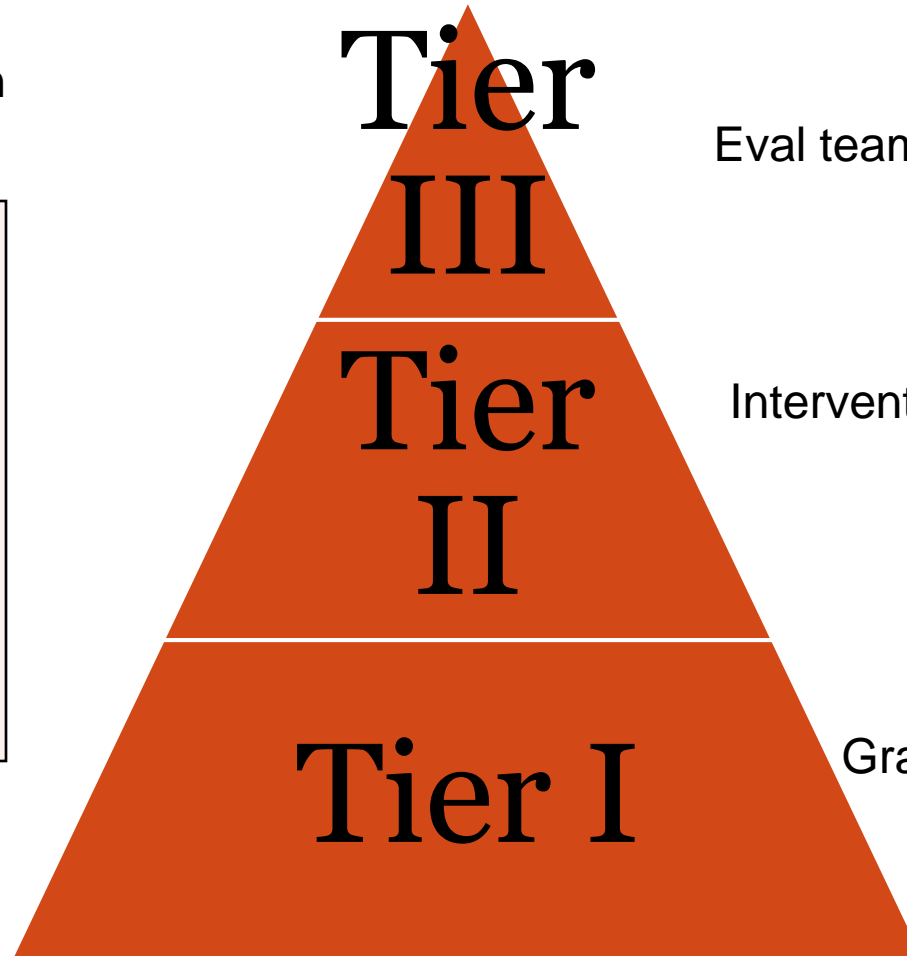
Eval team

**Tier
II**

Intervention team

Tier I

Grade level teams



RTI Steps (another example)

(IDEA Partnerships, 2007)

- Step I:** Universal Supports for all students
- Step II:** Data review by Problem Solving Team
- Step III:** Targeted interventions and progress monitoring for struggling learners
- Step IV:** Intense interventions and progress monitoring for struggling learners
- Step V:** Referral to special education when student demonstrates little or no response to both targeted and intense interventions
- Step VI:** General education and special education personnel collaboratively teach and monitor student progress; adjust IEP and services as needed for eligible students

REFLECTIONS

- 1-minute “brain-dump”
 - Write as many things about RTI that come to mind...stream of consciousness...no format
- What do you see as the most positive attribute of RTI?
- Parking lot questions

GROUP WORK: Mock Process

Based on our work, respond to this task:

- Your job is to create a mock RTI scenario for a first grade student who is struggling in one of the 5 areas of reading. You are an ESOL/ FLES teacher at Lincoln Elementary School. You must create a RTI plan for this struggling learner (must include assessment data, data collection procedures, interventions, and plan for movement through the tiers). Create a bulleted 1-page plan that summarizes key components of this Response to Intervention plan.

End Stretch....

- Final thoughts
 - Take index card and write “two stars” and “a wish”
 - Stars= what you have learned/ liked
 - Wish= what you still need to know/ what you need continued professional development in