


An Rtl Journey

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Edgar Road Elementary



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Once Upon a Time...



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What is Rtl?

- Response to Intervention (Rtl) integrates assessment and intervention within a multi-level prevention system to identify and reduce risk for academic failure.
- General Education Initiative

Erica Lembke, 2009



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### Core Principles of Response to Intervention (RtI)

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model



Erica Lembke, 2009

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### Core Principles of Response to Intervention (RtI), cont.

- Use research-based scientifically validated interventions/instruction
- Monitor student progress to guide instruction
- Use data to make decisions. A DATA-BASED decision regarding student response to intervention is **central** to RtI practice
- Use assessment for problem identification, problem analysis, and progress monitoring purposes



Erica Lembke, 2009

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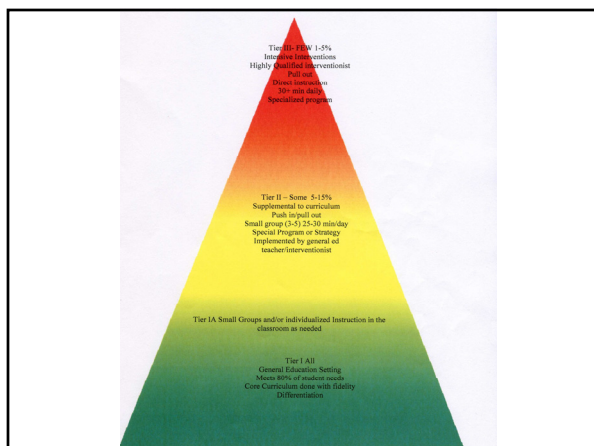
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### Is Rtl different than what we had?

Old Model:

- Focused on problem within the learner
- Special ed referral process
- Minimal data collected-very subjective

New Model:

- Intervention focused
- Data Driven
- Special ed may be one choice
- Preventive (early intervention)

Erica Lembke, 2009

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### Discrepancy Model to Rtl

From a Special Educator's Perspective

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### Critical Components of Rtl

- Universal screening of students
- Defining in measurable terms the problem area
- Collecting baseline data prior to the intervention
- Preparing a written plan of intervention, including measures for progress monitoring

Dorn, 2008



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**Universal Screening (Benchmarking)**

- School-wide screening given to students 3-4 times a year (Aimsweb, DRA & Fountas and Pinnell).



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**Tier 1**

- All children receive the universal, core instructional program
- Core Curriculum implemented with fidelity
- Meets 80% of student needs
- General education setting
- Intervention implemented within the classroom



Erica Lembke, 2009

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**An “Overloaded” Curriculum**

- **Robert Marzano (McRel):** “If teachers are expected to get students to learn all of the [K-12] standards identified by their district, on average we need to expand students’ time in school by a minimum of 6,000 hours.”

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## Protocol

1. Case Facilitator presents
2. Other information
3. Parents present concerns and strengths
4. Any clarifying/probing questions
5. Team to set a quantifiable goal
6. Visual mapping – interventions and data collection
7. Share interventions – focus on top 3
8. Other areas to be addressed
9. Summary/Details



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## Defining the Problem

- The problem is the difference between what is occurring and what should be occurring. Based on DATA.
- Describe the level (frequency, duration, or intensity) at which the student is performing the targeted concern in comparison to the level which is typical or expected in the specific setting. Define the problem in measurable, quantifiable, observable, and specific terms.
- If you want to make the intervention stage easy then don't forget the BECAUSE...



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## Create Interventions

- Interventions can focus on several areas...
  - ICEL
    - Instruction
    - Curriculum
    - Environment
    - Learner
  - Interventions should focus on the goal and the because.



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### Interventions???

- Interventions are activities specifically designed to resolve problems. They involve the teaching of a skill or a strategy. Interventions require a careful analysis of the problem, a written plan (with progress monitoring built in), and should follow all the steps of the problem solving process. Interventions are not places (i.e. special education, work with the reading teacher).
- For example, a student knows three letter sounds, while the class average is 15 letter sounds. The student will spend 15 minutes daily working with a highly-qualified teacher.



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### Using an Intervention

- Homogeneous groups
- Model (direct, explicit instruction)
- Teach at instructional level (even a little above)
- Students need to experience success (practice at independent level)
- Ongoing data collection to determine success of the intervention



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### Tier 2 - Strategic

- Instruction – students receive an additional 30-45 minutes of strategic, evidence-based instruction that is structured to meet their needs
- Focuses on providing supplemental interventions to small groups of students who are lagging behind their peers in Tier 1

Erica Lembke, 2009



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### Tier 3 - Intensive

- Assessment – Students are monitored on a weekly basis using CBM
- Instruction – Students receive an additional 45 minutes of intensive, evidence-based instruction in small group or one-on-one each day that is structured to meet their needs. This could be one program for all students or individual interventions for specific students.



Erica Lembke, 2009

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### Where are we in the RtI process?

- In Missouri...
  - Numerous schools and districts using technically adequate systems of school-wide screening and progress monitoring
  - Some schools are using the RtI model for eligibility decision-making
  - More prevalent at the elementary level, although some districts are implementing at the middle school level
    - Very little is known about how RtI functions at the high school level
  - Most schools are implementing in reading first, with math, written expression, and other content areas to follow
  - DESE has created a website with RtI information, including MO state guidelines: <http://dese.mo.gov/3tieredmodels/index.html>

Erica Lembke, 2009

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### Possible Pitfalls

- Underestimating the Magnitude of Change
- Taking on Too Many Grade Levels
- Jumping in Without a Comprehensive Implementation Plan
- Failing to View the Implementation as a Systems-wide Change
- Focusing Resources on Administering and Collecting Assessment Data Rather Than on Helping Staff Learn to Use the Data
- Overrelying on Curriculum-Based Measurement (CBM) Data
- Continuous Training – Awareness and Implementation

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### What does the future hold for Edgar Road?

- Progress Monitoring and Benchmarking completed by classroom teachers
- Improving the use of technology to streamline data analysis
- Goal Setting
- Differentiation
- Fidelity




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#### Intervention Plan: Walk-Through Fidelity Assessment Checklist

Tier 2 &3

Instructions: Complete form two or more times during the period of an intervention. May be completed by principal, curriculum coordinator, area coordinator, or other appropriate personnel.

| INDICATOR   | Observed |
|---|----------|
| Teacher states expectations and rationale either verbally or in writing.  |          |
| Strategies used to engage students.<br>List strategies:   |          |
| Use of research-based intervention program to address identified areas of concern.<br>Name of Intervention Program: |          |
| Level of student engagement is high.  |          |
| Lesson objectives correlate with RTI goal.  |          |
| Use of research-based intervention program to address identified areas of concern.                                  |          |
| Students are given multiple opportunities to respond.   |          |
| Students verbally or in writing tell what he/she they learned from the lesson.                                      |          |
| Progress-monitoring data is being collected.  |          |
| Data is being analyzed to make instructional decisions.   |          |
| Type of Instruction observed:   |          |
| Teacher-Led      Guided Practice      Independent Practice  |          |
| Signature of Observer: _____ Date: _____  |          |

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### Questions/Concerns




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