

The State Perspective

Response to Intervention



Agenda

- Missouri's vision of RtI/Three-Tiered Models
- Promotion of Three-Tiered Models in Missouri
- Director of Three-Tiered Model Coordination
- Work with the National Center on Response to Intervention
- Current work—Where are we?
- Future plans—Where are we headed?
- How does change happen? How do we get there?



Missouri's Vision of Three-Tiered Models

The State of Missouri takes a comprehensive view of RtI in that we see it as a part of system change; in other words, changes in the way schools do business to address all students' needs.



Missouri's Vision of Three-Tiered Models



- Systems change happens through the creation of systems (tiered structures) that are responsive to students' educational needs.
- Three-tiered models of intervention provide the framework or structure to create responsive, effective, and efficient educational environments.

Missouri's Vision of Three-Tiered Models



So...Why do we say that Rtl really has very little to do with special education?

- Because Rtl occurs mostly within general education
- Considers ALL students general education students first

Missouri's Vision—What is Rtl?



A framework to allow for instructional and behavioral effectiveness through the use of evidence-based practice, systematic data collection, and data-based decision-making within a tiered model.



Missouri's Vision of Three-Tiered Models



- Response to Intervention
- School-Wide Positive Behavior Supports
- Professional Learning Communities
- High Schools That Work

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Promotion of Three-Tiered Models in Missouri



- DESE staff regularly attend RtI conferences
- Showcasing of schools using three-tiered models
- Promotion of these models in the development of accountability plans in the MSIP process
- Three-tiered work embedded in 5th cycle MSIP standards
- Dissemination of RtI resources (e.g. free satellite seminars, webinars, online presentations by national and state experts, and DVDs)

Promotion of Three-Tiered Models in Missouri



- Funding for additional PLC and PBS consultants at the RPDCs
- Awarded a \$1.3 million a year for 5 years, State Professional Development Grant/U.S.D.E.
- Provided funds to pioneering districts in Rtl/funding of grant to address secondary and tertiary levels of PBS
- Funded competitive special education improvement grants that focus on improving student achievement through the use of three-tiered models of intervention

Promotion of Three-Tiered Models in Missouri



- Creation of Director of Three-Tiered Model Coordination position to coordinate, align, and promote three-tiered models throughout the state. The creation of this position will also allow for DESE to ramp up efforts for state Rtl implementation with the National Center on Rtl
- Presentations by DESE staff on three-tiered models at various conferences. Presentation to the State Board of Education on Rtl and PBS

Promotion of Three-Tiered Models in Missouri



- One of eight states selected by the National Center on Response to Intervention
- Identified by the State Implementation and Scaling-up of Evidence-based practices (SISEP) National (budget issues have resulted in current inactive status, but plans are to resume this work as soon as possible)

Promotion of Three-Tiered Models in Missouri



- Development of five Rtl awareness level trainings utilizing national speaker from the National Center on Rtl as well as Missouri experts to promote basic understanding of Rtl. Also showcasing five school districts currently in various stages of three-tiered model (Rtl) implementation. Training is a major collaborative effort between DESE, the RPDCs, MC-3, NCRRC, and the Midwest Equity Assistance Center.

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Director of Three-Tiered Model Coordination



Main Duties of this position include:

- Serve as a liaison between MO and the NCRTI to assist in building capacity statewide
- Promote, coordinate, and align three-tiered models of intervention throughout the state
- Work in conjunction with outside partners involved in school mental health and systems change such as the Center for Advancement of Mental Health Practices in Schools (CAMHPS) at the University of Missouri

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National Center on Response to Intervention



The American Institutes for Research, researchers from Vanderbilt University, and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- have established the National Center on Response to Intervention (2008-2012).

The Center's mission is to build the capacity of State Educational Agencies to assist Local Educational Agencies in implementing proven and promising practices within a Response to Intervention (RTI) framework.

Levels of Technical Assistance



The National Center of Response to Intervention's TA strategy specifies three levels of TA intensity for the provision of support to individual states:

- **Universal (31)**
- **Targeted (21)**
- **Intensive (8)**

So what is Missouri's connection with the National Center?

States to Receive **Intensive** Technical Assistance



| | |
|--------------------------|------------|
| Hawaii | New Mexico |
| Kansas | Maine |
| Missouri | Oklahoma |
| Pennsylvania Carolina | South |

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What’s Happening in Missouri?



Current Action Plan with National Center on RTI

- RtI awareness level trainings (collaborative effort with RPDCs, National Center on RtI, North Central Regional Resource Center, Mid-Continent Comprehensive Center, and Midwest Equity Assistance Center)
- Common language document
- Alignment of three-tiered model document/FAQ
- Development of assessment tool to collect data on statewide RtI implementation

What's Happening in Missouri?



Cross-Division Work at DESE

- Division of School Improvement, Division of Career Education, and Division of Special Education
- MO DESE's commitment to the promotion of Three-Tiered Models
- Three-tiered model activities (see handout)

What's Happening in Missouri?



Working in conjunction with the Center for the Advancement on Mental Health Practices in Schools (CAMHPS) currently housed at the University of MO

<http://www.ideapartnership.org/>

- see [Community of Practice](#), and [The National Community of Practice on Collaborative School Behavioral Health](#)

What's Happening in Missouri?



National Communities of Practice on Issues: www.sharedwork.org

- Transition
- Collaborative School Behavioral Health
- Autism Spectrum Disorder
- Creating Agreement
- NCLB-IDEA Collaboration

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WHAT DOES THE FUTURE HOLD?



STATE LEVEL

- Begin capacity building
- Develop survey tool
- Develop common language guide
- Continue RtI awareness level trainings (4 sites)
- State level leadership team structure
- Statewide implementation guide
- Development sites
- Process for selection of future pilot sites

NATIONAL LEVEL

- Continued alignment of federal laws
- Will see more common language across federal laws
- Lines between special education and general education blurred

Future Plans



2009-2010 Goals

- Continue to build support through education (continue statewide RtI Awareness Level Trainings—1 training in 2009, 4 more trainings in 2010)
- Development of state team leadership structure (State Leadership Team—comprised of DESE staff, Advisory Team—comprised of stakeholder group, and Workgroups—comprised of experts in the field from various stakeholder groups)

Future Plans



2009-1010 Goals con't.

- Development of assessment tool to collect data on statewide RtI implementation to assist in determining professional development needs
- Development of implementation guide to enable districts/schools to work through RtI implementation to allow for meaningful systems change--guide based on implementation research by Fixsen, Naoom, Blase, Friedman, and Wallace, 2005

Future Plans



2009-1010 Goals con't.

- Development of resources aligned to the implementation guide that will assist districts in RtI implementation (dialogue guides, webinars, further development of statewide community of practice through www.sharedwork.org in conjunction with IDEA Partnership/Center for Advancement of Mental Health Practices in Schools, etc.)

Future Plans



2009-1010 Goals con't.

- Would like to see at least 50% of districts engaged in some key component of RtI implementation
- Alignment of three-tiered models of intervention to the Commissioner of Education's Goals, RT3 focus areas, MSIP standards, and SPP improvement activities

Future Plans/Types of Districts



- Pioneering Districts
- Development Sites
- Pilot Sites

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How Does Change Happen?



Why do we need this three-tiered model vision?

Why are we headed in this direction?

Think about...

- How do you think about dealing with students who struggle academically or behaviorally?
- Whose problem is it—students, teachers, parents, school administrators?
- How do we address this problem?
- Are there proven models for addressing student achievement?



How do we think about addressing student needs?

Before

- Students
Which students need help?
- Systems
Categorical programs and people available

Rev. Reschley, 2004; Posny, 2009

Now

- Students
What help does each student need?
- Systems
Intentional design based on services and resources needed



Changing Culture is HARD!!



How Do We Get There?



National Implementation Research Network

<http://www.fpg.unc.edu/~nirn/>

- Dean L. Fixsen, codirector, and associates
- The University of North Carolina at Chapel Hill

How Do We Get There?



Six Stages of Implementation (Fixsen et. al, 2005)

1. Initial implementation—where the “rubber meets the road” as many teachers try to use new practices in their day
2. Full Implementation—practices have been installed and most professionals are comfortable, with practices operating smoothly
3. Innovation—after implementing the innovation the way it was laid out, this is the time to try to make improvements

Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring). Implementation: The missing link between research and practice. *The APSAC Advisor*, pp. 4–10.

How Do We Get There?



Six Stages of Implementation con't.

4. Full Implementation—practices have been installed and most professionals are comfortable, with practices operating smoothly
5. Innovation—after implementing the innovation the way it was laid out, this is the time to try to make improvements
6. Sustainability—in which the focus is on figuring out how to sustain the innovation over the long term

Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring). Implementation: The missing link between research and practice. *The APSAC Advisor*, pp. 4–10.

How Do We Get There?

Monograph

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National Implementation Research Network,
Fixsen et al. 2005



DESE Web Resources for RtI

DESE website resources:

<http://dese.mo.gov/3tieredmodels/>

Missouri RtI (pioneer sites, RtI guidance documents, sample evaluation)

- National Organizations
- Online Learning Opportunities
- Resources
