

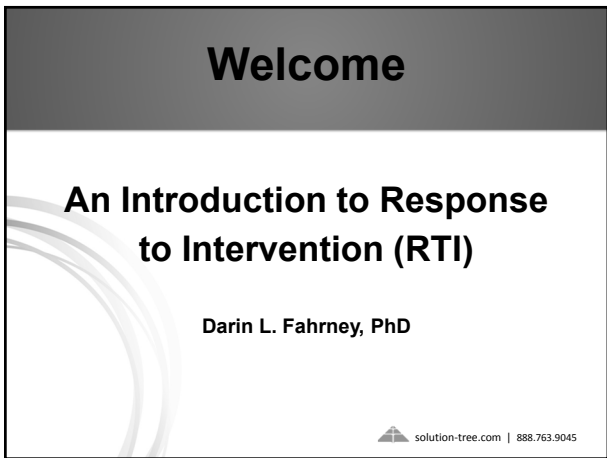
An Introduction to Response to Intervention (RTI)

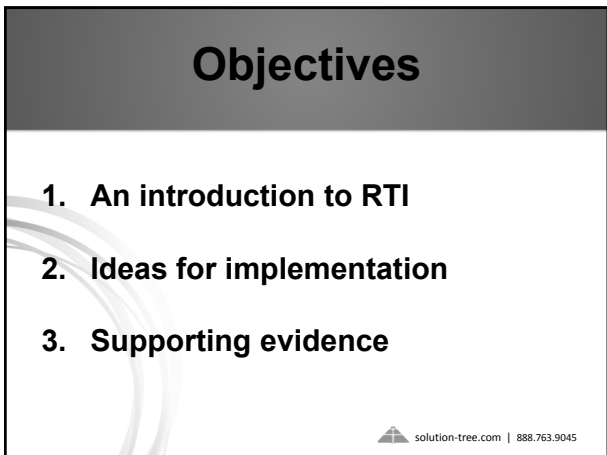
Darin L. Fahrney



Solution Tree







Getting To Know Each Other

About me:

- Air Force brat
- Naturalist
- Science teacher
- Assistant/deputy principal
- Principal
- K-12 support service coordinator

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Representation

A show of hands ...

- High school
- Middle school
- Elementary
- Central administration
- Continents
- Turn and introduce yourself.

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My Start in the Business



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The End of the Run



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A Sense of Urgency – There Are No “Do-Overs”

A story about Sue

What did we learn from Sue:

- Do not modify curriculum.
- It's never too late ... but it's never too early either.
- RTI can catch students up. Period!

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It's About to Get Heavy!

Start PLCs first for regular education classrooms.

Learning Support teachers can start looking at this now for rollout.

We didn't start a full school focus on RTI until 3 years after PLC implementation.

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An Introduction to RTI

Response to intervention (RTI) is a multi-tier approach for early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

<http://www.rti4success.org/>

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RTI Basics

- Proactive
- Universal screening
- Research/evidence based instructional practice
- Fidelity
- Duration
- Intensity
- Progress monitoring

(Weissenburger, J., "Curriculum-Based Measures: The Formative Assessment With Technical Adequacy for RTI Purposes," Dec. 2010)

Proactive

- We don't wait for students to fail.
- Systems are built-in for intervention.
 - Should not be a punishment but
 - In addition to, not instead of
 - Acceleration block – schedules are not from on high!
 - Mead Middle School

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Universal Screening

- Brief, targeted assessments, done by laymen, typically three times per year
- Typically in Reading, Math, and Behavior

<http://www.rti-network.org/learn/research/universal-screening-within-a-rti-model>

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

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Research/Evidence-Based Instructional Practice

President's commission on excellence in special education (2001):

"Many problems affecting students identified as having learning disabilities are not related to deficits in the student, but instead are related to inappropriate and/or ineffective instruction."

—Yell & Drasgow, "Assessment for Eligibility Under IDEA and the 2006 Regulations," *Assessment for Effective Intervention*, 32 (2007), pp. 202-213

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Research/Evidence-Based Instructional Practice

- It starts with best practice in the classroom.
- Universal approach to ensuring this (PLC)

or ...

- Teacher-specific approach through evaluation
- Hattie's top ten instructional strategies
- Are we being deliberate and systematic about our instruction and assessment?

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Fidelity and Duration

Fidelity:

- Is the intervention being completed as planned?

Duration:

- 4–6 weeks, not longer than 8
- In cases of significant need, multiple interventions may need to happen simultaneously.

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Intensity

- 20 to 30 minutes at least three times per week, but could be more if needed
- Small group or one-on-one instruction, e.g., Fox Elementary School

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Progress Monitoring

A systematic way to monitor a student's progress during an intervention or during regular instruction.

- Example 1: A simple reading fluency chart ([Link](#))
- Example 2: Google Doc ([Link](#))

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Who Does RTI?

- Classroom teachers, support teachers, counselor, the lunch lady, ...
- Whoever is the most qualified to conduct the intervention
- Default: always the classroom teacher (start there and work outward)
- Good PLCs should be supporting this work.

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Getting the Program Together

Sometimes getting everyone on the same page is like

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Pyramid of Intervention

The pyramid of intervention helps to organize your schools systematic approach:

- There are typically three tiers.
- As you move down the pyramid the interventions intensify.
- Approximately 90% of issues are resolved in tier 1.

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A Note on Skill vs. Will

- One must delineate with data learning issues that are skill vs. will.
- Focus on assessment data.
- Assessments with personal administration yield a more reliable result.
- Teacher recommendation is a data point but one with many variables.

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Protocol vs. Problem Solving

- **Protocol:** Pre-built interventions, classes, or programs targeted toward students who struggle.
- **Problem-Solving Based:** Individually tailored interventions for students based on a student services team recommendation.

Both programs are good.

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Reflection

1. Turn and talk to a neighbor.
2. Assess your current reality regarding a systematic approach to intervention?
3. What are your next action steps when you return to your school?

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Implementation Ideas

1. Implement PLCs – Collective responsibility, focus on learning, collaboration.
2. Get tight on curriculum and assessment.
3. Focus on Q3 and Q4 first, talk RTI later.

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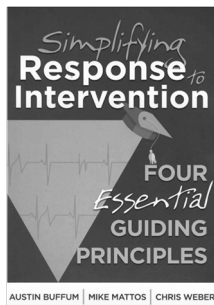
Implementation Ideas

Singapore American School AP Seminar - Student/Standard Tracking System

First Name	Last Name	q1 (L02.2)	q2 (2.2a 2.2c)	q3 (3.2A)	Total Pts	Letter Grade	Mandatory RTI completed	Letter Grade Breakdown A+=15,14 ... A+=13,12 ... B+=11 ... B+=10,9 ... C+=8 ... C+=7 ... D+=6 ... D+=5 ... F+=4
Darin		2	2	0	4	F	x	
Karen		2	2	2	5	D+	x	
Adri		1	2	2	5	D		
John		1	2	2	5	D	x	
Kate		2	4	2	8	C+	x	
Omar		1	2	4	7	C	x	
Phillip		1	2	4	7	C		
Seo Young		1	4	4	9	B		
Yoki		1	4	4	9	B		
Willie		2	4	4	10	B		
Rianna		1	4	4	9	B		
Mackenzie		2	6	4	12	A		
Narin		2	6	4	12	A		
Marilyn		2	6	4	12	A		

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Implementation Ideas



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Supporting Evidence

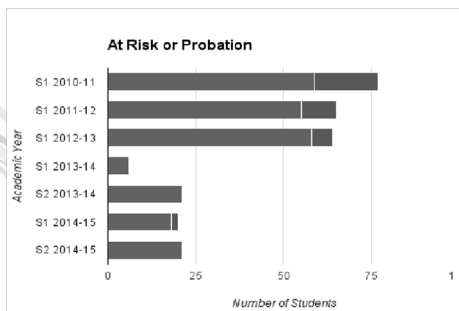
Early RTI was special education focused.
 PLC + RTI is learning focused.

- Hattie - Third highest impact on learning
- Velleitino (2006) – Early intervention is key
- Tilley (2003) – Success of RTI

SAS Supporting Evidence

Core Academics	A's	A%	B's	B%	C's	C%	D's	D%	F's	F%	Total	GPA
S1 2010-11	2226	39%	2537	44%	829	14%	184	3%	17	0%	5773	3.18
S1 2011-12	2188	39%	2518	45%	745	13%	121	2%	11	0%	5583	3.21
S1 2012-13	2187	38%	2598	45%	834	14%	157	3%	10	0%	5786	3.17
P1 2013-14	1801	30%	3236	53%	916	15%	111	2%	2	0%	6066	3.11
S1 2013-14	2229	38%	2898	49%	733	12%	70	1%	0	0%	5930	3.23
S2 2013-14	2318	39%	2774	47%	718	12%	64	1%	1	0%	5875	3.25
P1 2014-15	1857	32%	2964	51%	896	15%	127	2%	3	0%	5847	3.12
S1 2014-15	2188	39%	2696	48%	704	12%	84	1%	0	0%	5672	3.23
S2 2014-15	2530	43%	2561	44%	647	11%	79	1%	0	0%	5817	3.30

Supporting Evidence



Supporting Evidence

AP	5	4	3	2	1	Total # Exams Given	% 3 or higher	% 4 or higher	% 5	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	Total AP Awards
May 2010	578	408	263	69	17	1335	94%	74%	43%	81	69	135	285
May 2011	568	437	247	78	20	1350	93%	74%	42%	91	54	158	303
May 2012	610	435	226	63	11	1345	94%	73%	45%	89	54	170	313
May 2013	639	407	215	66	6	1333	95%	78%	48%	77	57	163	297
May 2014	671	437	243	54	9	1414	96%	78%	47%	94	44	172	310
May 2015	659	515	312	88	16	1590	93%	74%	41%	75	77	185	337

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SAS Supporting Evidence

AP	5	4	3	2	1	Total # Exams Given	% 3 or higher	% 4 or higher	% 5
May 2010	578	408	263	69	17	1335	94%	74%	43%
May 2015	659	515	312	88	16	1590	93%	74%	41%

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SAS Seminar Results With RTI

Overall Score Distributions (collated by College Board)	1	2	3	4	5
% Students @ SAS	3.0	0.0	39.4	33.3	24.2
% Students Globally	3.6	21.5	58.3	11.7	5.0

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Objectives

1. An introduction to RTI
2. Ideas for implementation
3. Supporting evidence

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Why RTI?

- No more Sue stories
- No more Brian stories
- No more wasted potential in our schools

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Thank you!

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To schedule professional development at your site, contact Solution Tree at international@solution-tree.com

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