Response to Intervention: An Introduction for Elementary Schools

Jim Wright
www.interventioncentral.org

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RTI: The Big Picture. What is Response to Intervention? And how can RTI support the Common Learning Standards?

Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A "continuum of evidence-based services available to all students" that range from universal to highly individualized & intensive

2. "Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"

3. "Ongoing monitoring of student progress"

4. "Employment of more intensive or different interventions when students do not improve in response" to lesser interventions

5. "Evaluation for special education services if students do not respond to intervention instruction"

Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

ACADEMIC RTI

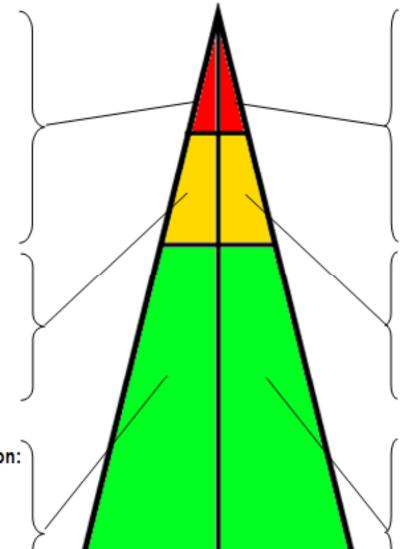**Tier 3: High-Risk Students: 5%**

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

" *NYSED has defined in regulation the minimum components of an RtI program but does not require a specific RtI model that must be uniformly used by all school districts. School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).* "

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts.* Retrieved November 10, 2010, from http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf; p. 40

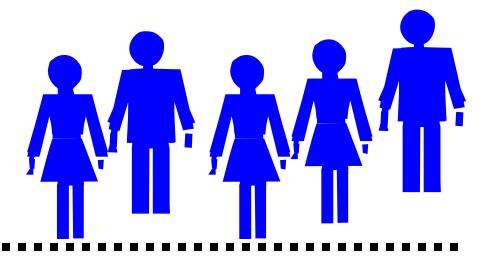# What does RTI look like when applied to an individual student?

A widely accepted method for determining whether a student should be referred to Special Education under RTI is the 'dual discrepancy model' (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).

- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).

Avg Classroom Academic
Performance Level

Discrepancy 1: Skill Gap
(Current
Performance Level)

Discrepancy 2:
Gap in Rate of
Learning ('Slope
of Improvement')

Target
Student

'Dual-Discrepancy': RTI Model
of Learning Disability *(Fuchs 2003)*

Common Core State Standards Initiative

http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*

Common Core State Standards: Supporting Different Learners in ELA

"The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*

Common Core State Standards: Supporting Different Learners in ELA

"…It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives."

Source: *National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.. Retrieved on September 23, 2012, from http://www.corestandards.org/; p. 6.*

Response to Intervention (RTI)

Response to Intervention (RTI) is a blue-print that schools can implement to proactively identify students who struggle with academic and/or behavioral deficits and provide them with academic and behavioral intervention support. RTI divides school support resources into 3 progressively more intensive levels--or 'tiers'--of intervention. RTI first gained national recognition when written into congressional legislation, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.

Because the focus of RTI is on the underperforming learner, schools can use this approach as the 'toolkit' for helping struggling learners to attain the ambitious Common Core Standards.

RTI: Classroom Interventions. What is an example of a 'research-based intervention' that could be used for a student with academic delays?
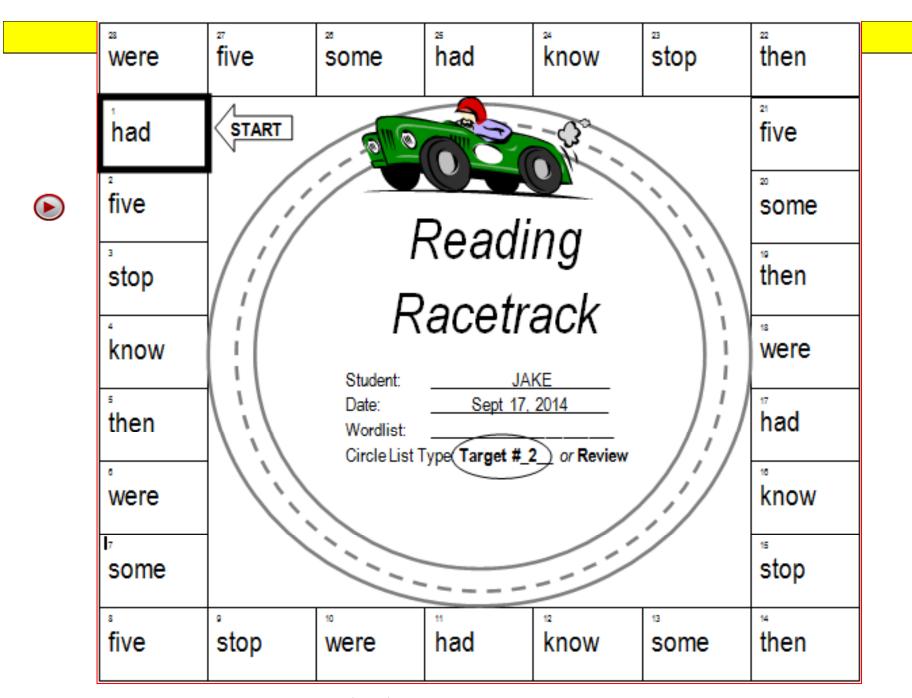
Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.

- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

1 had	← START

Reading Racetrack

21 five
20 some
19 then
18 were
17 had
16 know
15 stop

2 five
3 stop
4 know
5 then
6 were
7 some

Student: _____ JAKE _____

Date: _____ Sept 17, 2014 _____

Wordlist: _____

Circle List Type **Target #_2** or **Review**

8 five	9 stop	10 were	11 had	12 know	13 some	14 then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack Score Sheet

Student:_____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

RTI: Data Collection. What is an example of a data collection method to measure the effectiveness of a classroom intervention?

Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis--e.g., daily-- to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).

Behavior Report Card Example: Roy: Classroom Attention

Roy: Classroom Attention

Student Name: _Roy_____   Date: _____

Rater: _Wright_____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Roy spoke respectfully and complied with Mrs. Smith's requests within 1 minute without argument or complaint.

Did Roy succeed in this behavior goal?

❑ YES   ❑ NO

_____

Roy sat in class without fidgeting or squirming more than most peers.

Percentage of times Roy showed this behavior out of total opportunities to engage in it

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

_____

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal

☹   😐   ☺
1   2   3

_____

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

1...........2............3
Poor   Fair   Good

_____

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____   Date: _____

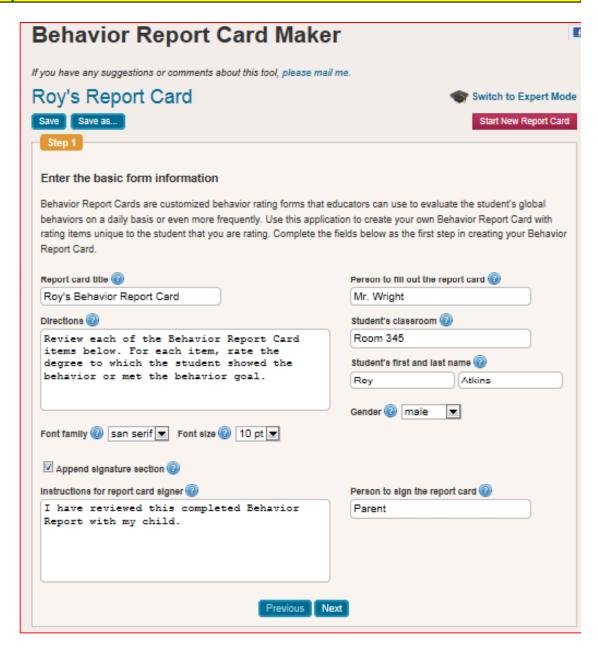Comments:

Behavior Report Cards

- **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

  Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.

Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).

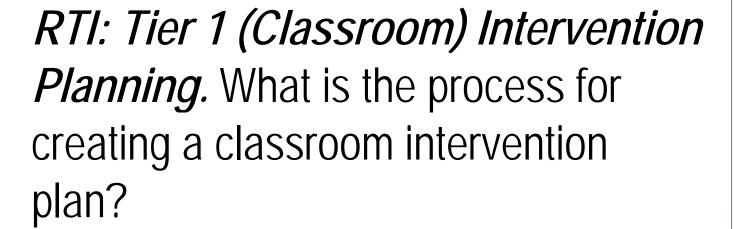- Teachers can use a free online app to create custom BRCs in PDF format.

Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.

- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.

- Provides a fixed response format each day to increase the consistency of feedback about the teacher's concern(s).

- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.

RTI: Tier 1 (Classroom) Intervention Planning. What is the process for creating a classroom intervention plan?

Tier 1 Intervention Plans: Essentials…

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
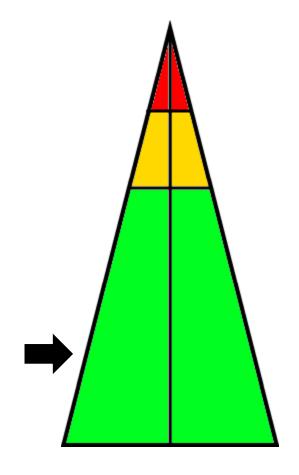
Strong Core Instruction: Struggling learners benefit when classroom lessons provide the essential elements of direct instruction.

RTI-Academics: Tier 1: Core Instruction

The teacher uses a diverse range of 'direct instruction' techniques to ensure that core instruction is optimized to help struggling learners.

Goal: At least **80%** of students will be successful in mastering core academic content through classroom instruction alone.

How To: Implement Strong Core Instruction

How To: Implement Strong Core Instruction

Teacher: [   ]   Date: [   ]   Class/Lesson: [   ]

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑ Instructional Match
- ❑ Content Review at Lesson Start
- ❑ Preview of Lesson Goal(s)
- ❑ Chunking of New Material

2. 'Scaffolding' Support

- ❑ Detailed Explanations & Instructions
- ❑ Talk Alouds/Think Alouds
- ❑ Work Models
- ❑ Active Engagement
- ❑ Collaborative Assignments
- ❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- ❑ Group Responding
- ❑ High Rate of Student Success
- ❑ Brisk Rate of Instruction
- ❑ Fix-Up Strategies

3. Timely Performance Feedback

- ❑ Regular Feedback
- ❑ Step-by-Step Checklists

4. Opportunities for Review/ Practice

- ❑ Spacing of Practice Throughout Lesson
- ❑ Guided Practice
- ❑ Support for Independent Practice
- ❑ Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

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How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions**. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success**. The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction**. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies**. Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

How to: Implement Strong Core Instruction

1. Access to Instruction	2. 'Scaffolding' Support (Cont.)
❑ Instructional Match	❑ Group Responding
❑ Co...	❑ High Rate of Student Success
❑ Pre...	❑ Brisk Rate of Instruction
❑ Ch...	❑ Fix-Up Strategies
2. ...	**Timely Performance Feedback**
❑ De...	❑ Regular Feedback
❑ Tal...	❑ Step-by-Step Checklists
❑ Wo...	**Opportunities for Review/ Practice**
❑ Act...	❑ Spacing of Practice Throughout Lesson
❑ Co...	❑ Guided Practice
❑ Checks for Understanding	❑ Support for Independent Practice
	❑ Distributed Practice

Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction**.
2. Select **1** or **2** that you find to be a particular **challenge** to implement in the classroom-- and **brainstorm** with your group about ways to successfully use them.

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2-Minute 'Count Down' Timer

02:00

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