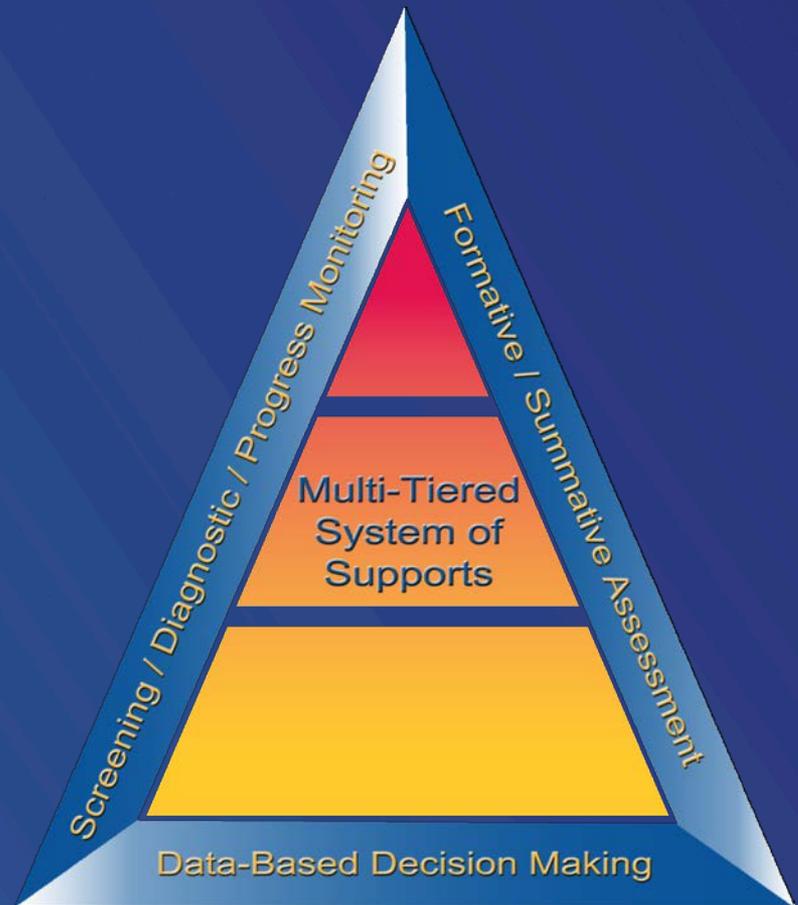


# RTI arkansas

## Module 1 RTI Arkansas Overview



# What Is RTI?



# Defining RTI

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Response to Intervention (RTI) integrates **assessment** and **intervention** within a **schoolwide, multilevel prevention system (multitiered system of support)** to maximize student achievement and reduce behavior problems.

*Source:* National Center on Response to Intervention, 2012.

# RTI—Who Does It Serve?

RTI is **NOT** a special education initiative—it is an educational initiative for **all** students, including at-risk students, students with language differences, and students with disabilities.



# What RTI Is...and What It Is Not...

## RTI Is...

- A ***preventive*** system of support
- A ***framework*** to provide a continuum of services for all students
- A program focused on ***effective instruction*** to enhance student growth
- A system to provide instructional ***intervention immediately*** upon ***student need***

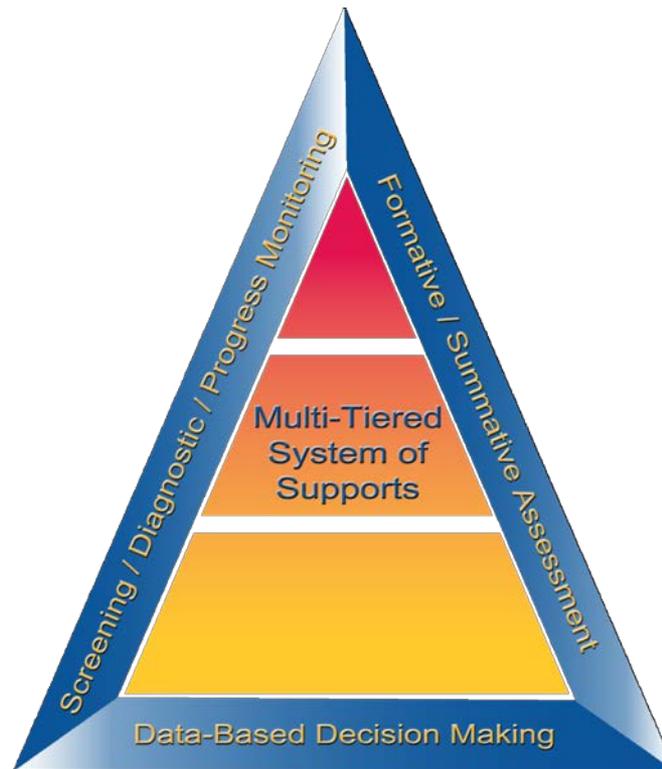
## RTI Is Not...

- A single ***program***
- Just about ***interventions***
- A prereferral system for ***special education***
- An ***individual*** teacher, classroom, or class period
- An ***out-of-the-classroom*** service

Source: Bauman, Lozdoski, Murdock, Repka, & Warfel, 2014.

# Essential Components of RTI

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# Your School Is Implementing Many Components of RTI Already

Does your school...

Use data to determine risk status and make decisions about providing extra instruction?

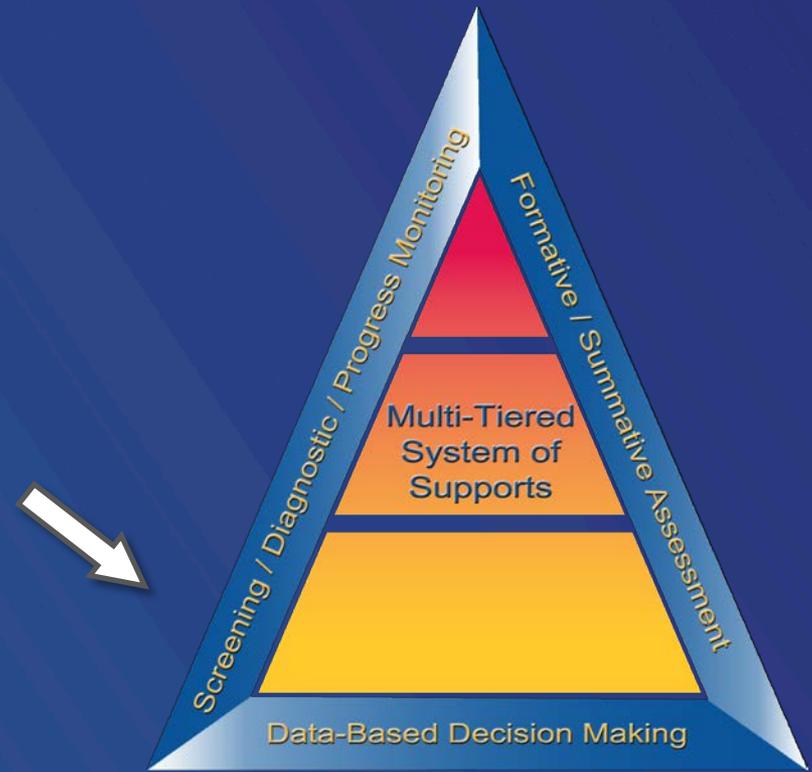
Assess students for academic risk throughout the year?

Collect and graph data to support decisions about a students' responsiveness to intervention?

Provide additional instruction to students who have low scores on measures?

Further examine the needs of students who do not respond to extra instruction?

*Source:* Kearns, 2014.



# Essential Component

## Screening

# Defining Screening

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- Screening is a process to identify or predict students who may be at risk for poor learning outcomes
- Screening assessments are typically brief, conducted with all students at a grade level, and may be followed by additional diagnostic testing or short term progress monitoring

*Source:* National Center on Response to Intervention, 2012.

# Purpose of Screening

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- To identify students at risk for poor learning outcomes
- To identify students who need additional assessment (i.e., progress monitoring) and instruction (i.e., supplemental or tertiary)
- To provide data on the effectiveness of the core instruction and curriculum

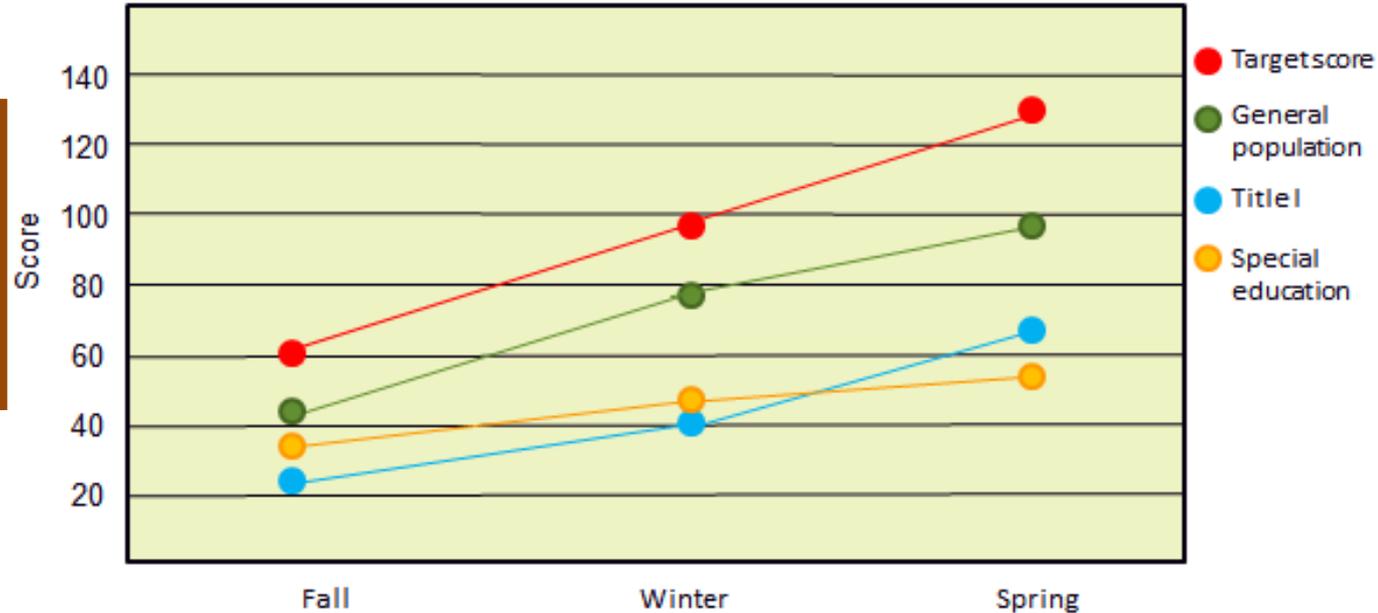


# Screening

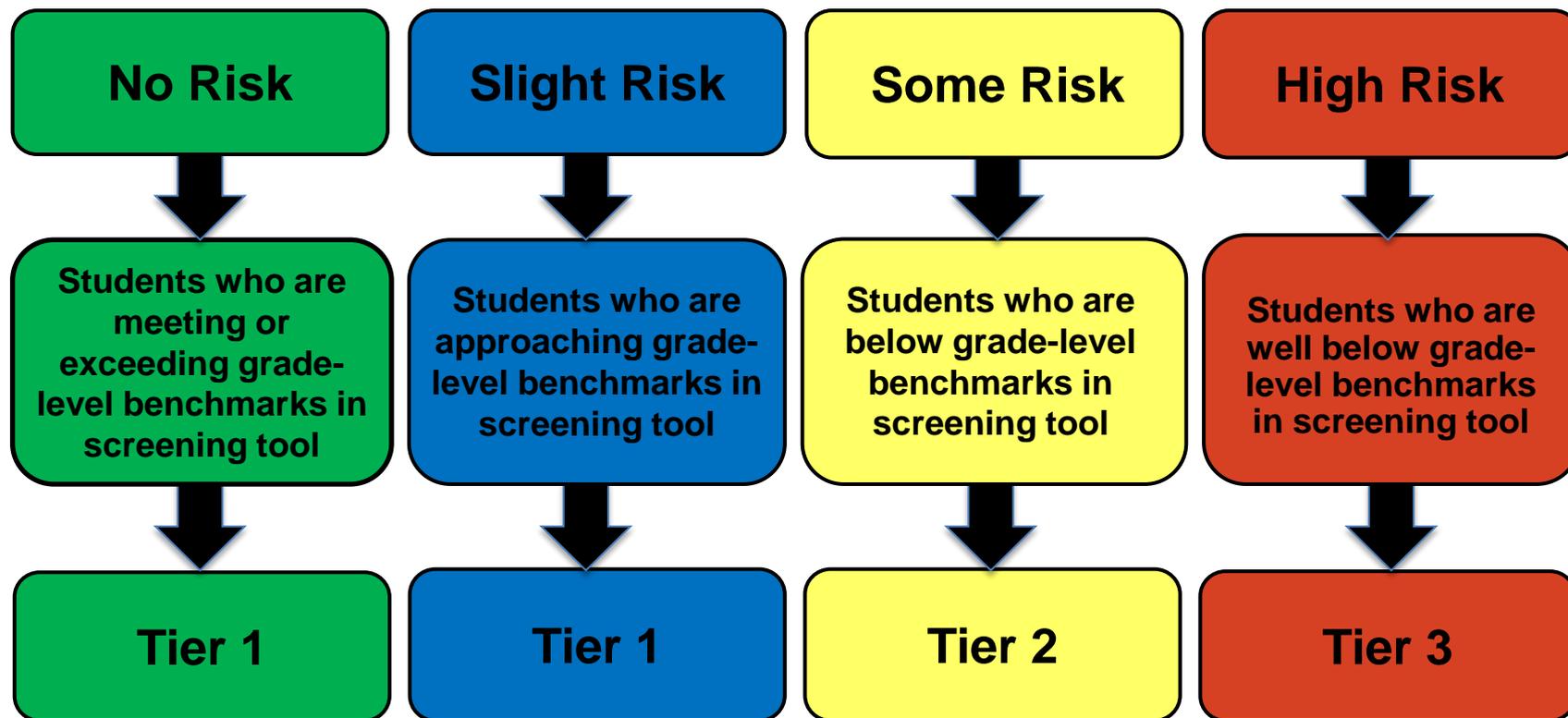
Purpose	Focus	Tools	Time Frame
Identify students who are at risk for poor learning outcomes	ALL students	Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral outcomes.	Administered at least three times per year (e.g., fall, winter, and spring)

# Screening: What This Looks Like

Screen students for risk three or four times a year



# Who Is At Risk?



# Systems and Processes

## Essential task list for schoolwide screening:

- Identify tool and measures
- Secure resources
- Train administering personnel
- Develop an assessment schedule
- Organize data and results
- Analyze results to identify at-risk students at the class, grade, and school levels



# Reflection: Screening

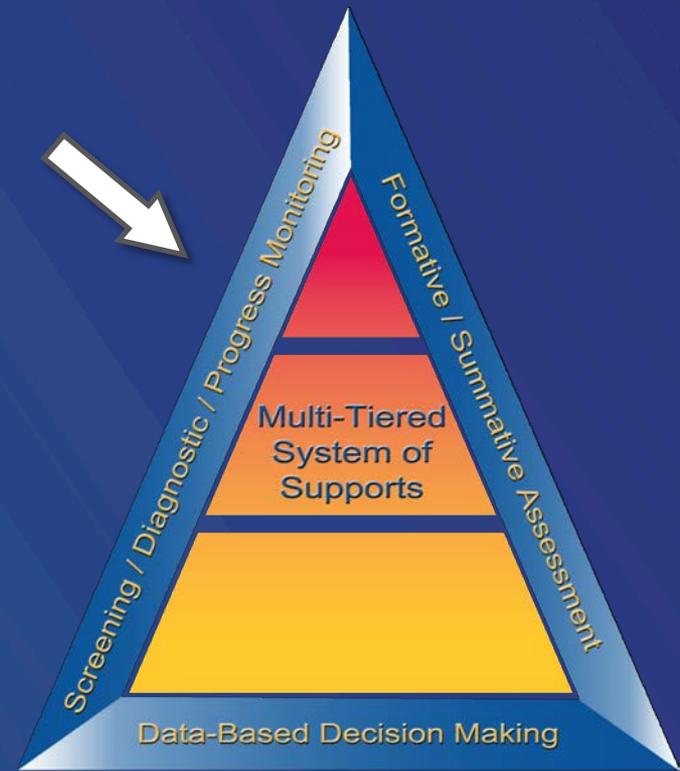
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Has your school identified and used with fidelity a literacy screener?

How could schools use a screening tool to assist in evaluating the effectiveness of their curriculum?

Has your school identified and used with fidelity a math screener?

Which students need additional assessment and instruction?



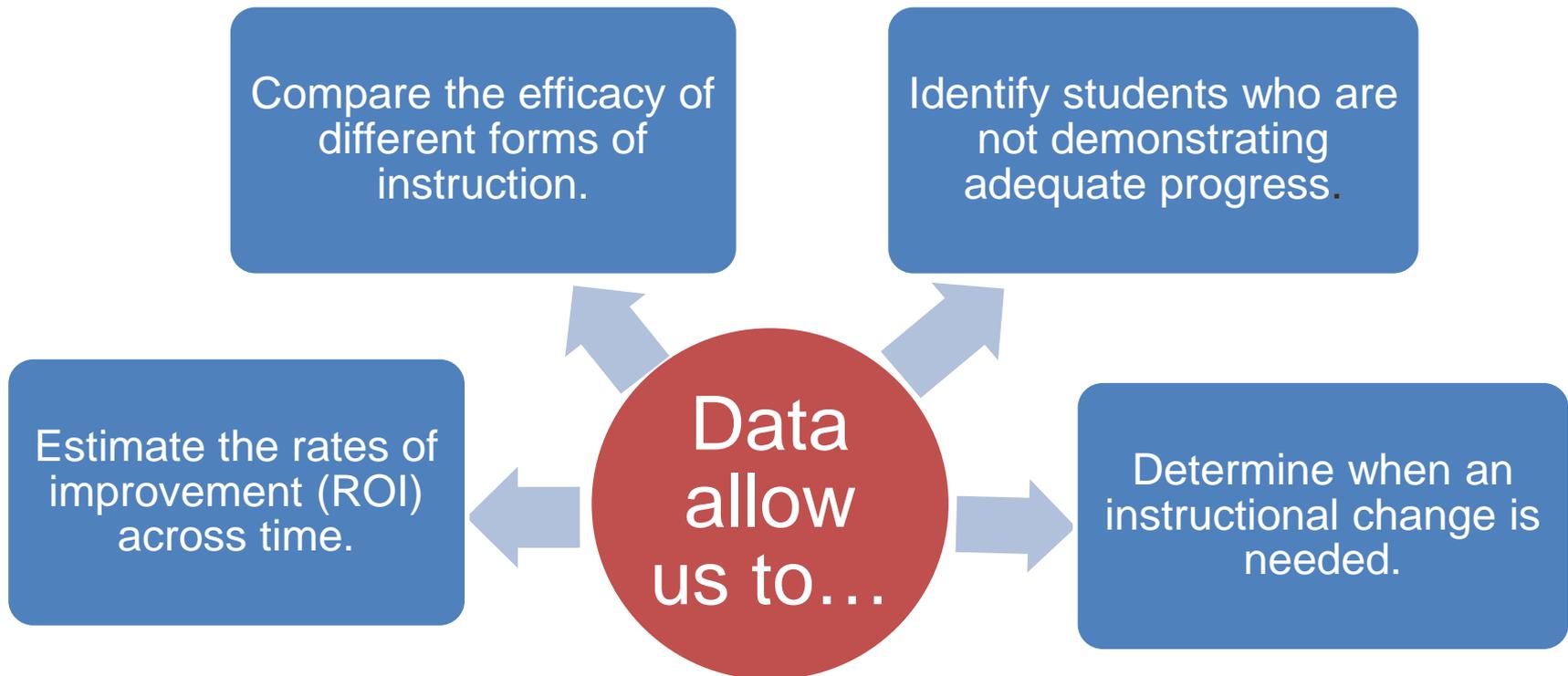
# Essential Component

## Progress Monitoring

# Progress Monitoring

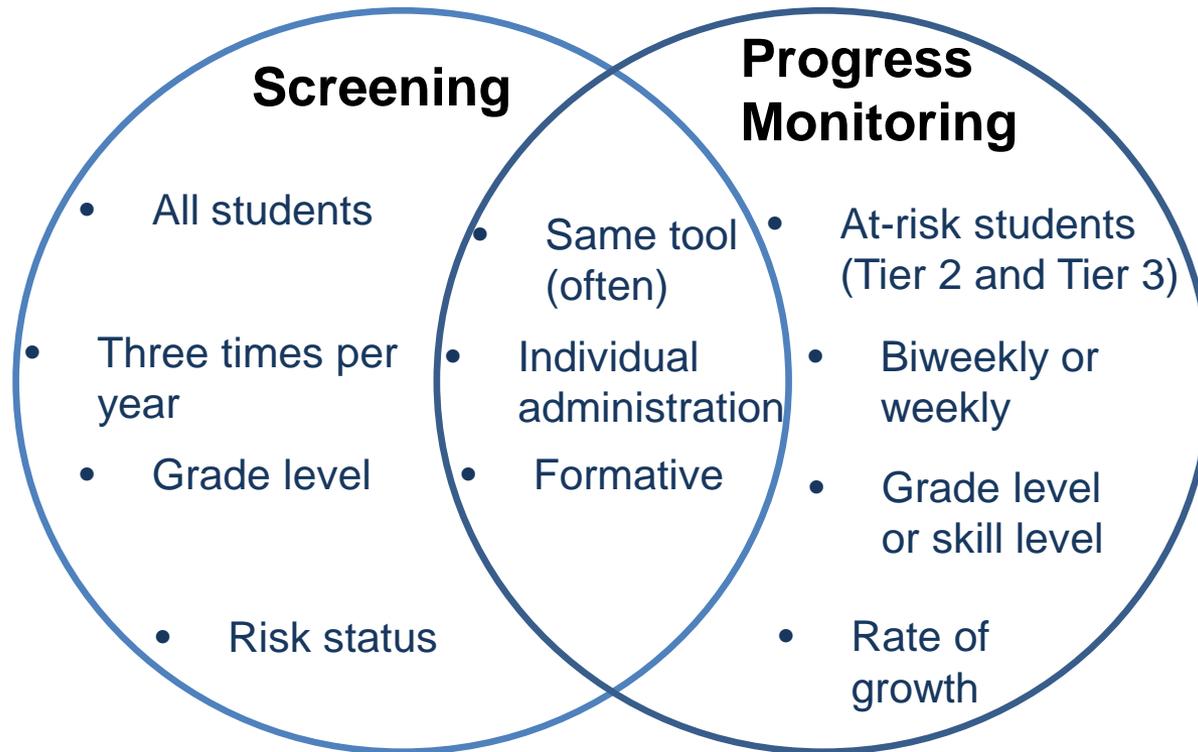
Purpose	Focus	Tools	Time Frame
<p>Monitor students' response to supplemental or intensive intervention to identify students who are not making adequate progress and/or responding to intervention.</p>	<p>Students identified through screening as at risk for poor learning outcomes.</p>	<p>Brief assessments that are valid, reliable, and evidence based.</p> <p>Different tools may be used to assess different outcome measures.</p>	<p>Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly).</p> <p>Tier 2 —biweekly Tier 1—weekly</p>

# Why Progress Monitor?



Center on Response to Intervention, 2013

# Screening Versus Progress Monitoring

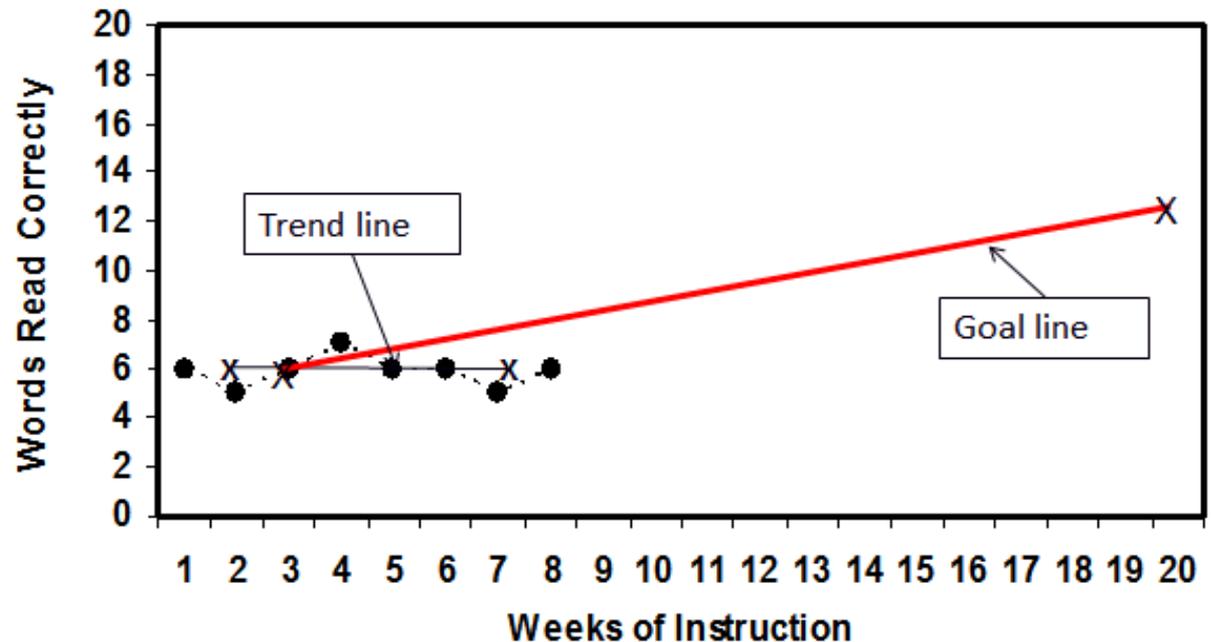


# Progress Monitoring Versus Monitoring Progress

Progress Monitoring	Monitoring Progress
<p>Evidence-based approach used to determine rate of growth for students receiving an intervention(s) conducted on a predetermined interval of time</p>	<p>A variety of techniques that all teachers use to determine the progress of all of their students on a day-to-day basis</p>
<p>DIBELS Next STAR Easy CBM AIMSWeb</p>	<ul style="list-style-type: none"><li>• Anecdotal records</li><li>• Quizzes</li><li>• Writing samples</li><li>• Running records</li><li>• Exit Slips</li></ul>

# Progress Monitoring: What This Looks Like

Collect and graph data to support decisions about a student's responsiveness to intervention



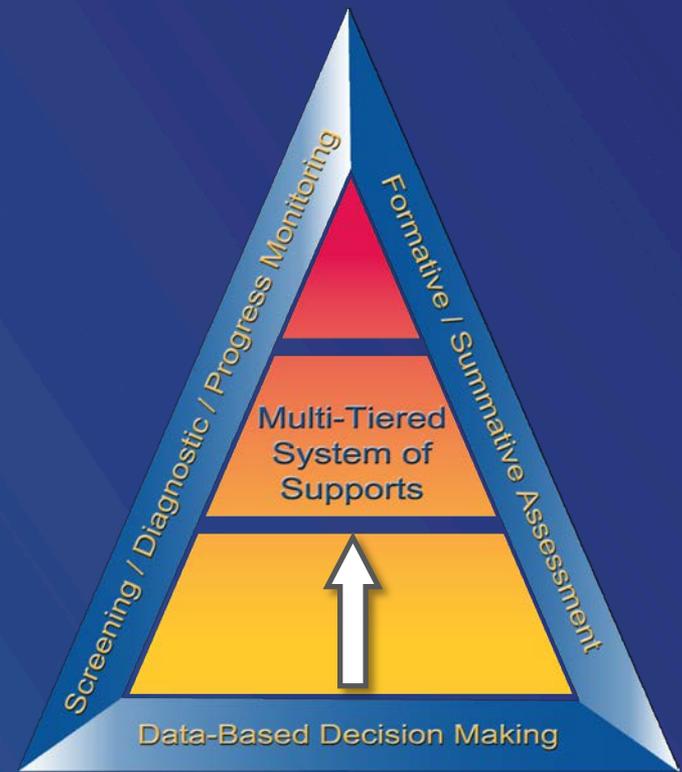
# Reflection: Progress Monitoring

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Are students meeting short- and long-term performance goals?

Are students making progress at an acceptable rate?

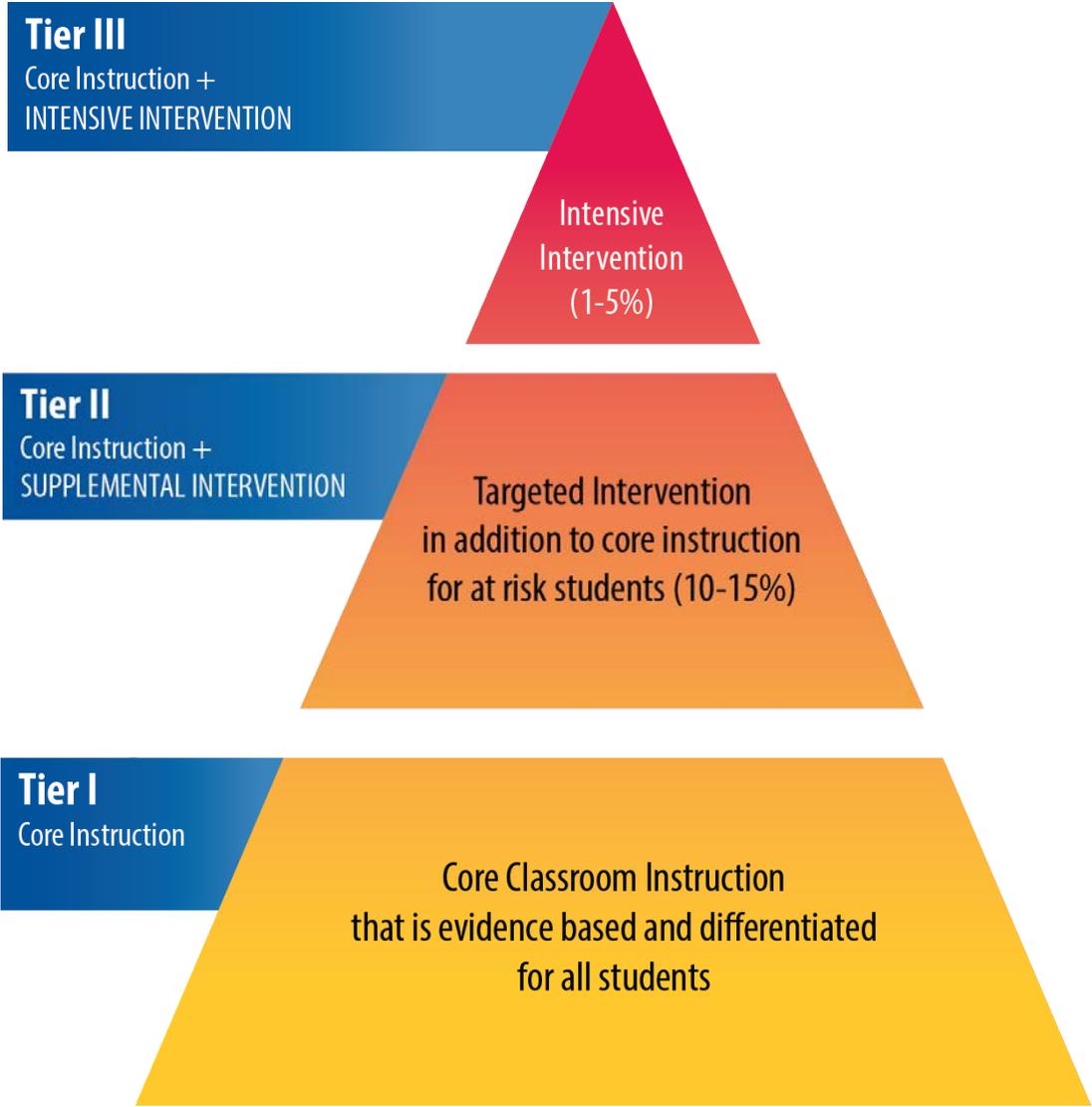
Does the instruction need to be adjusted or changed?



# Essential Component

## Multi-Tiered System of Support

# RTI Arkansas Model



# Tier 1—Core Instruction

**Tier I**  
Core Instruction

Core Classroom Instruction  
that is evidence based and differentiated  
for all students

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# Tier 1 Characteristics

Focus	Instruction	Setting	Assessment
All students (including students with disabilities and learning differences)	District core curriculum and instructional practices that are research based, aligned with state or district standards, and incorporate <i>differentiated instruction</i>	General education classroom	Screening, continuous progress monitoring, and outcome measures or summative assessments

# Principles of Effective Instruction

- Explicit Instruction With Modeling
- Systematic Instruction With Scaffolding
- Multiple Opportunities to Practice and Respond
- Immediate and Corrective Feedback
- Ongoing Monitoring of Student Progress



(CEEDAR Center, 2014; Vaughn et al., 2012)

# Instruction at Tier 1

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## **Strategies**

Explicit, systematic, and differentiated instruction of Arkansas Standards with opportunities for student response and feedback

## **Resources**

Administrative support, specialists (special education teacher, speech and language pathologist), and professional development

# Assessment in Tier 1

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## Monitoring Progress

- Screening three times per year (fall, winter, and spring)
- Informal measures to inform instruction and identify students at risk

## Tools

- Curriculum-based measures
- Formative assessments

# Tier 2: Supplemental Instruction

## Tier II

Core Instruction +  
SUPPLEMENTAL INTERVENTION

Targeted Intervention  
in addition to core instruction  
for at risk students (10-15%)

# Supplemental Instruction (Tier 2)

Focus	Instruction	Setting	Assessment
Students identified through screening as at risk for poor learning outcomes	Targeted, supplemental instruction delivered to small groups	General education classroom or other general education location within the school	Progress monitoring, diagnostic

# Instruction at the Supplemental Level-Tier 2



- Is evidence based
- Is aligned with core instruction and incorporates foundational skills that support core instruction
- Has procedures in place to monitor the fidelity of implementation
- Is led by well-trained staff and the group size is optimal
- Reliable and valid progress monitoring data
- Supplements core instruction (does not replace)

# Supplemental Intervention Assessment

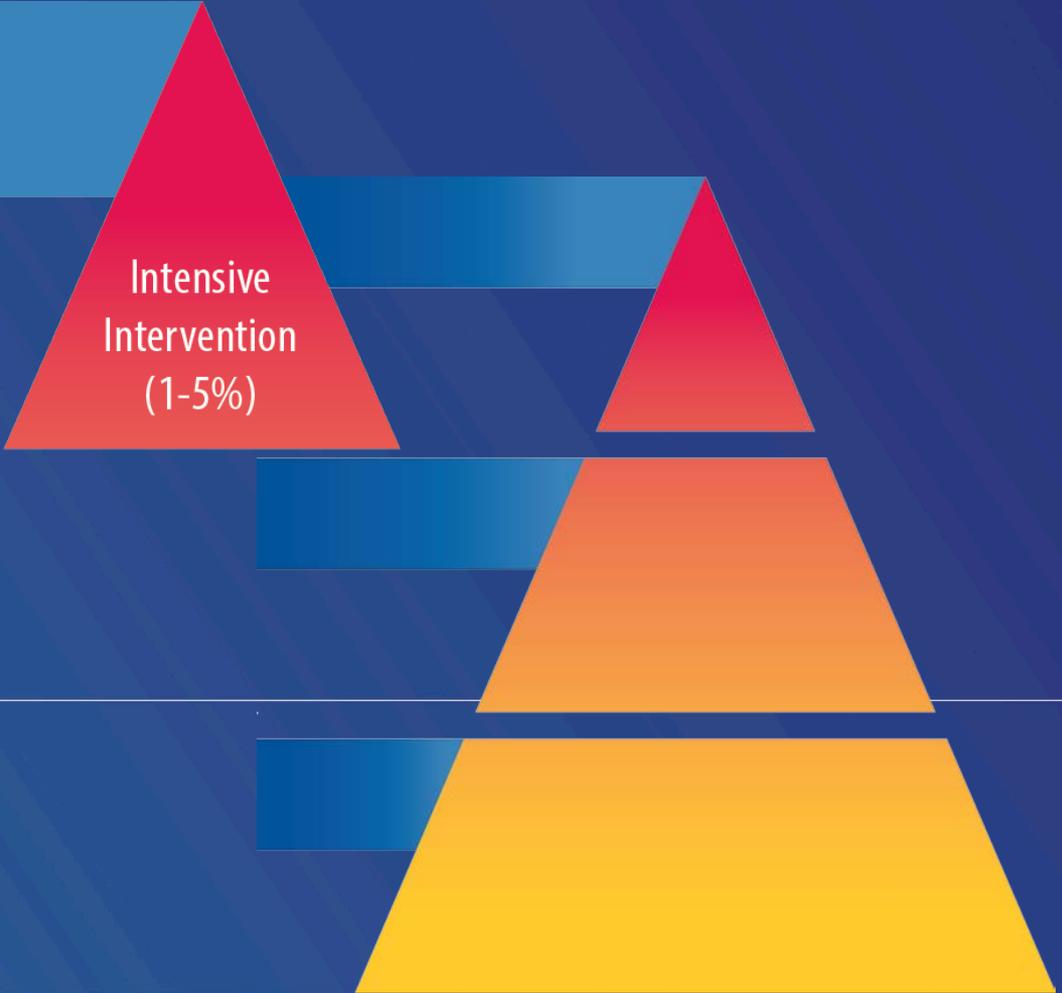
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- Monitor academic progress.
- Monitor student response to supplemental instruction.
- Evaluate the efficacy of the intervention.
- Conduct assessments (at least) every two weeks.
- Conduct diagnostic assessment.
- Match students' needs to interventions.

# Tier 3—Intensive Intervention

## Tier III

Core Instruction +  
INTENSIVE INTERVENTION



Intensive  
Intervention  
(1-5%)

# Intensive Level (Tier 3)

Focus	Instruction	Setting	Assessment
Students who have not responded to core- and supplemental intervention (Tier 2)	Intensive intervention (Tier 3) delivered to small groups (two or three students) or individually	Intervention classroom, other general education location within the school	Progress monitoring and diagnostic

# Intensive Level Instruction (Tier 3)

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- Includes evidence-based methods for individualizing instruction
- Is more intense than Tier 2 (longer and more frequent)
- Requires implementation fidelity
- Is delivered by well-trained or specialized staff in optimal group sizes
- Includes decisions based on valid and reliable data, and criteria implemented accurately
- Addresses general education curriculum in an appropriate manner for students

# Distinction Between Supplemental and Intensive Intervention

	<b>Supplemental – Tier 2</b>	<b>Intensive – Tier 3</b>
<b>Instruction</b>	Follow standardized evidence-based programs as designed	Use standardized evidence-based program as a platform but adapt instruction based on student data
<b>Duration and time frame</b>	Use duration and time frame defined by developer	Increase frequency and/or duration to meet student needs
<b>Group size</b>	Three to seven students (as defined by developer)	Decrease group size to meet student needs (no more than three students in a group at the elementary level)
<b>Progress monitoring</b>	Biweekly	Weekly
<b>Population served</b>	At risk (typically 15%–20% of student population)	Significant and persistent learning and/or behavior needs (typically 3%–5% of student population)

# Reflection:

## Multi-Tiered System of Support

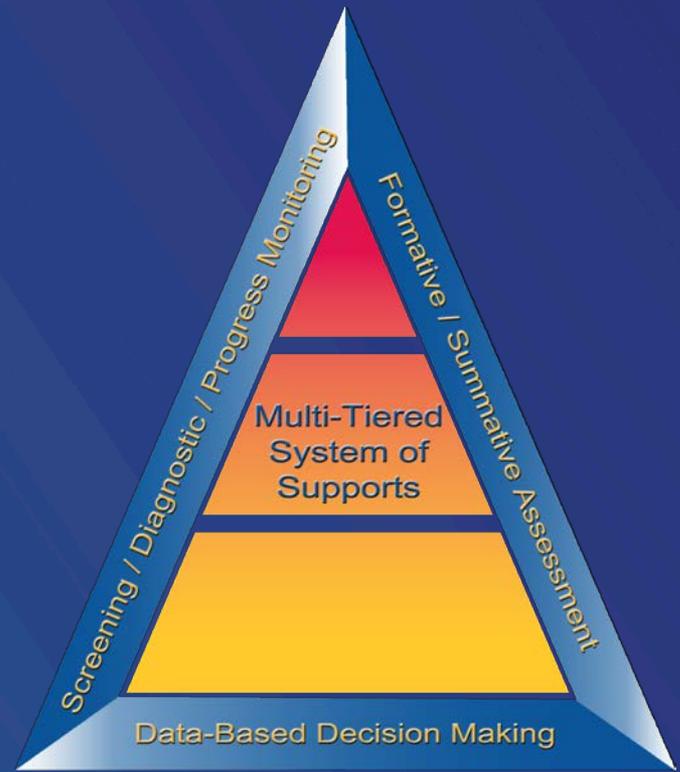
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Does your school have identified Tier 2 and Tier 3 support?

Are your remediation programs research based?

Is your core instruction meeting the needs of at least 80% of your students?

Have those providing instruction had appropriate training to ensure success?



# Essential Component

## Data-Based Decision Making

# Data-Based Decision Making: The Basics

- Data are used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.
- Explicit decision rules and processes are used for assessing student progress (e.g., state and district benchmarks, level and/or rate).



# Types of Decisions

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- Instruction
- Effectiveness
- Movement within the multi-tiered system of support
- Disability identification (in accordance with Arkansas state law)



# Data-Based Decision Making

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Data teams with established:

- Routines and procedures for conducting data reviews
  - Regularly scheduled meetings
  - Agendas and meeting procedures
  
- Decision-making processes
  - What you are looking for?
  - How]will you look for it?
  - How will you know whether you have found it?

# Data-Based Decision Making: Determining Response to Intervention

## Responder



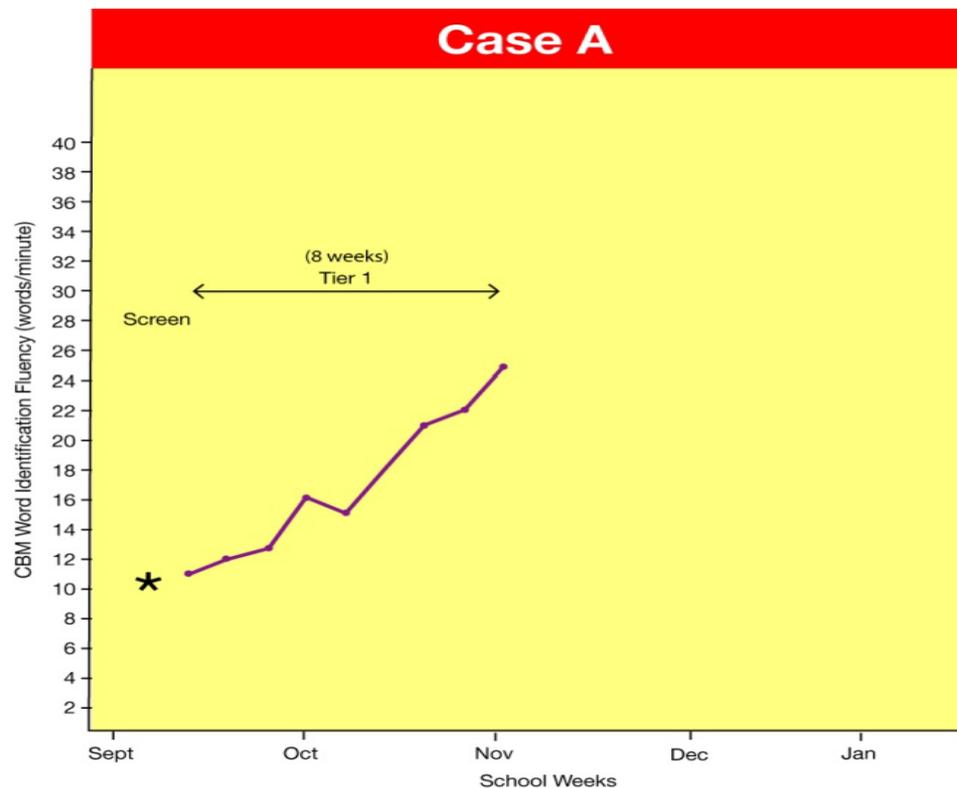
A student who makes expected gains with evidence-based instruction

## Nonresponder



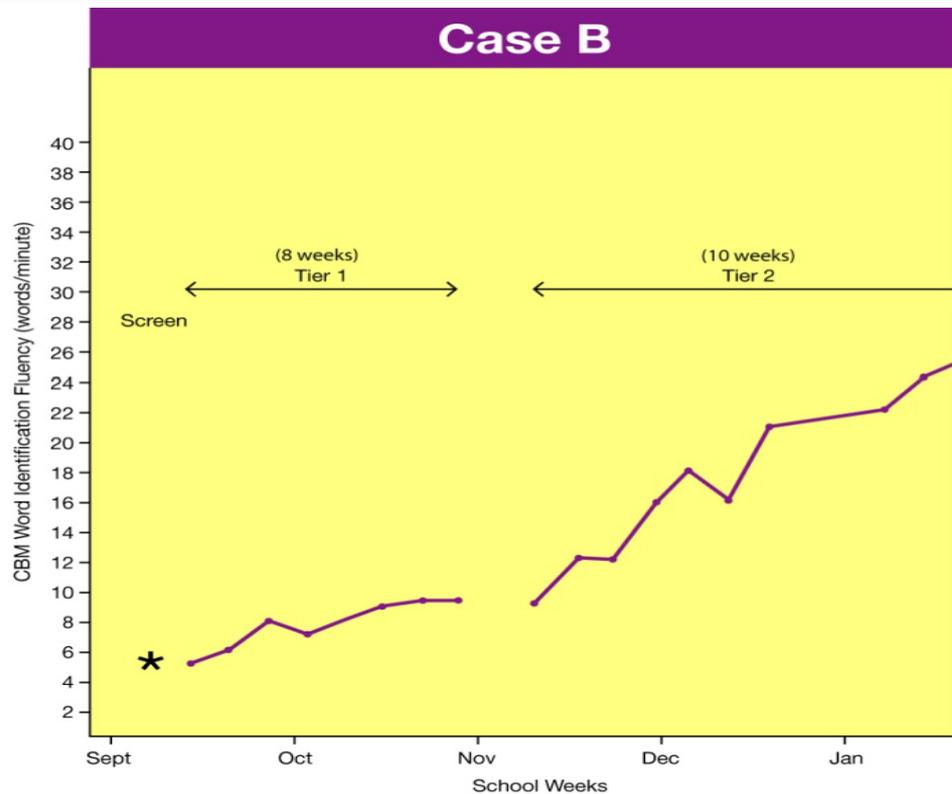
A student who makes minimal or no gains with high-quality, validated interventions

# Who Is Benefiting From Instruction?

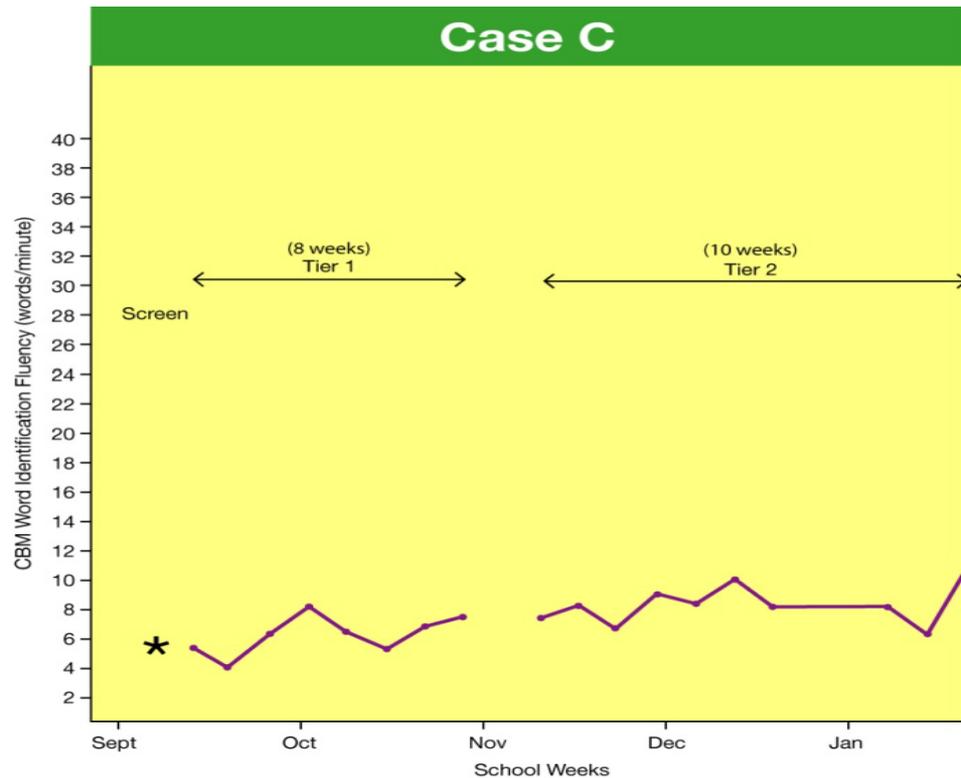


Source: Adapted from Fuchs, Fuchs, Compton, & Bryant, 2005.

# Who Is Benefiting From Instruction?



# Who Is Benefiting From Instruction?



# Reflection: Data-Based Decision Making

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Does your school have a system in place for screening?

Does your school have a system in place for progress monitoring?

Does your school make data-based decisions?

# RTI Resources

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## Center on RESPONSE to INTERVENTION

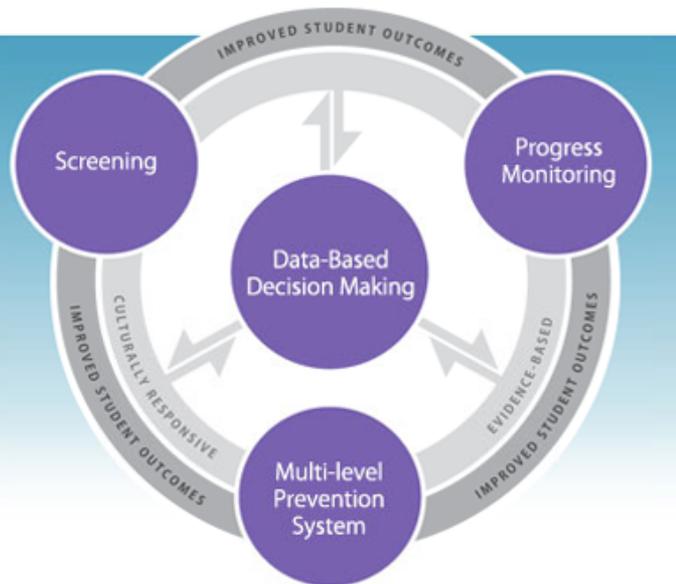
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[ESSENTIAL COMPONENTS OF RTI](#)[RELATED RTI TOPICS](#)[RESOURCES](#)[OUR SERVICES](#)[ABOUT US](#)

### THE ESSENTIAL COMPONENTS OF RTI

#### Welcome

Click on the components (screening, progress monitoring, data-based decision making, and multi-level prevention system) within the graphic to learn about the four essential components and find relevant resources.



### Looking for Support?

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components. [Learn more about the services we can provide to states, districts, and schools.](#)

[Request Support](#)

### The RTI Responder

Enter your e-mail address to sign up for Center updates.

# Intensive Intervention

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### How can schools help students with severe and persistent learning or behavioral needs?

Intensive intervention is intended to help these students. The Center's approach to intensive interventions is data-based individualization (DBI). DBI use data to individualize instruction, increase engagement, and provide opportunities to practice new skills. Within multi-tiered systems of supports such as RTI or PBIS, this is often considered Tier III. Learn more about the **DBI Framework**, meet **Center Staff**, visit the **Tools Charts** to find evidence-based progress monitoring tools or interventions, and view the **DBI Training Series** to find professional development materials to support the **Implementation of DBI** in schools and districts.

## Learn the Language of Intensive Intervention

### Intensive Interventions

Individualized Education Program

Progress Monitoring

Standard Intervention Protocol

### ***Intensive Interventions***

**Intensive interventions** are designed to address severe and persistent learning or behavior difficulties. These interventions are characterized by increased intensity (e.g. smaller group, expanded time) and individualization of instruction and behavioral intervention for students who have been non-responsive to traditional approaches.

# Resources Aligned to RTI Topics

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- Evidence-based tools (screening, progress monitoring, and academic intervention)
  - National Center on Response to Intervention (NCRTI) Tools Charts: <http://www.rti4success.org/resources/tools-charts>
  - National Center on Intensive Intervention (NCII) Tools Charts: <http://www.intensiveintervention.org/resources/tools-charts>
  - What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>
  - Best Evidence Encyclopedia: <http://www.bestevidence.org/>

# Resources Aligned to RTI Topics

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- High-quality elements of core instruction (explicit, systematic, differentiated instruction)
  - The Meadows Center for Educational Risk, RTI Institute: <http://buildingrti.utexas.org/>
  - The Iris Center for Training Enhancements, Training Modules: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
  - Florida Center for Reading Research: <http://www.fcrr.org/>

# Resources Aligned to RTI Topics

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## ■ Intensifying Interventions

- NCII, Strategies for Intensifying: <http://www.intensiveintervention.org/video-resource/so-what-do-i-do-now-strategies-intensifying-intervention-when-standard-approaches-d-0>

## ■ Essential RTI Components

- NCRTI Training Modules: <http://www.rti4success.org/resources/training-modules>

## ■ Data-Based Decision Making

- NCII Data-Based Individualization (DBI) Training Series: <http://www.intensiveintervention.org/content/dbi-training-series>
- Arkansas State Guidance Documents

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