



Response To Intervention (Rtl):
Utilizing Educational Resources to
Improve Student Outcomes for All

Presentation Outline

- What is Response to Intervention (RtI)?
- How can parents be involved in the process?
- What you might see if your school/district implementing RtI?
- What are the benefits of RtI?

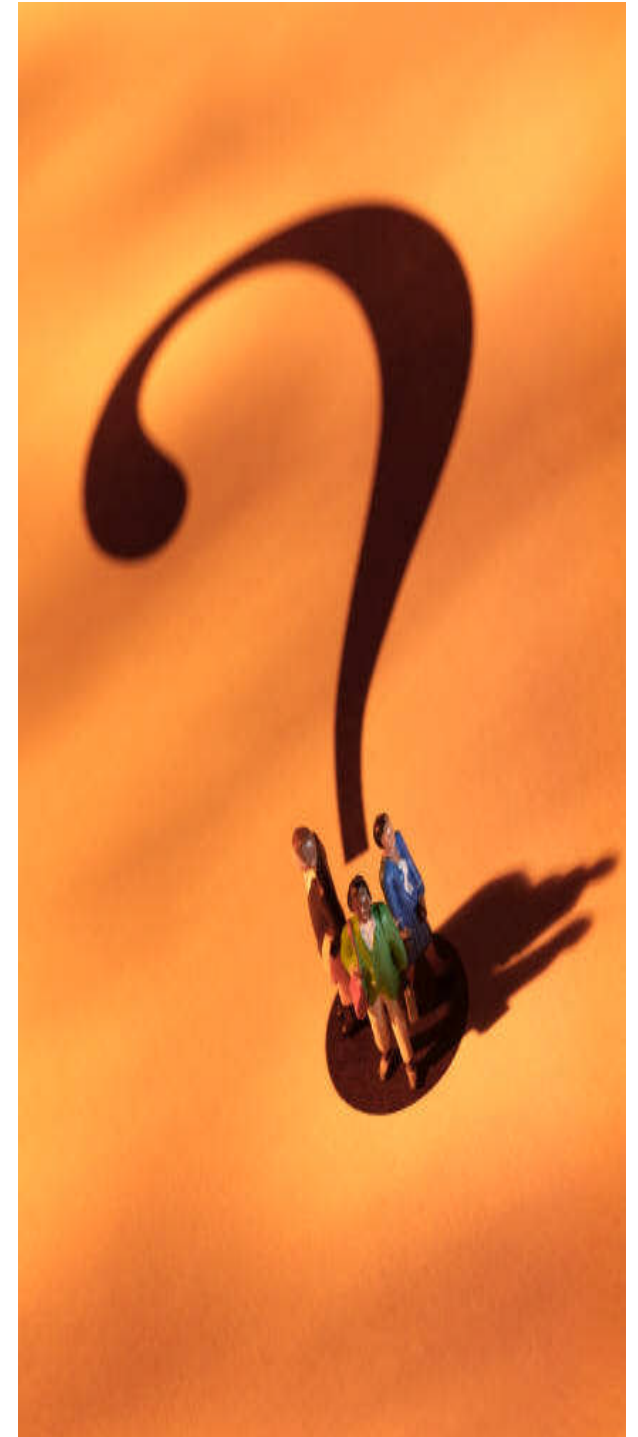
A **Response to Intervention (RtI)**

is for those students who...

- A. Are at-risk for school failure.
- B. Do not qualify for special education services under a traditional achievement-discrepancy model.
- C. Have IEPs.
- D. Are Gifted.
- E. Are making adequate progress.
- F. All of the above.**

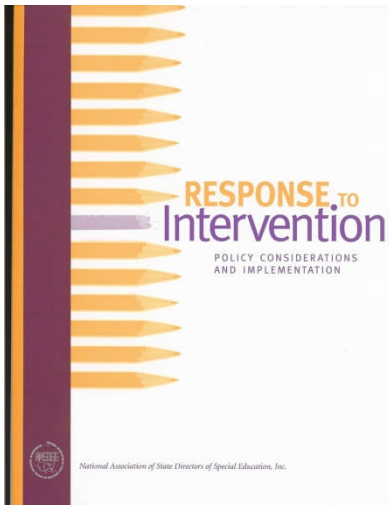
What is this about?

- This is **NOT** about being a *Special Education* Initiative
- This is **NOT** about being a *General Education* initiative
- This **IS** about:
 - Being an **EVERY EDUCATION Initiative!**
 - Not waiting to fail
 - Instructional orientation not placement



What is **Rtl**?

The practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.



Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., Reschly, D., Shrag, J., & Tilly, W.D. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

In Other Words, **RtI is...**

A data-based decision making process designed to improve educational and behavioral outcomes for ALL students through early intervention.

Core Principles of Rtl

- Belief that we can effectively teach all children
- Intervene early
- Use of a problem-solving method to make decisions within a multi-tier model.
- Use of research-based, scientifically validated interventions/instruction to the extent possible.
- Monitor student progress to inform instruction
- Use of data to make decisions.
- Use of a collaborative approach

Support for Rtl in Educational Law

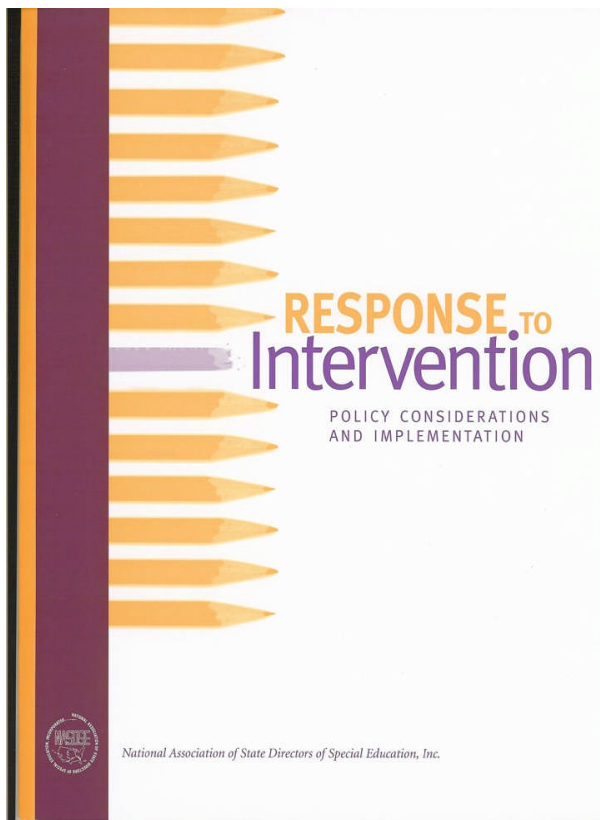
- No Child Left Behind (NCLB) of 2001
 - *Increase Accountability for Student Performance (AYP)*
 - *Focus on What Works (SBR)*
- Individuals with Disabilities Education Improvement Act (IDEA) of 2004



Response to Intervention is NOT:

- An *instructional program*.
 - It is a framework to make decisions about *instructional needs* based on student data.
- Intended to promote or encourage *placement* for students.
 - It is a process to *match resources to student needs* and focus on *what works*.
- Intended to focus *only on students* who are *below expected levels of proficiency*.
 - It is about improving outcomes for *ALL* students.
- *Possible to implement alone*.
 - It is a *cooperative effort* of teachers, administrators, support staff and parents.

Essential Components of **RtI** Implementation



1. Multi-Tier Model
2. Problem-Solving Method
3. An integrated data collection/assessment system

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Essential Component 1: Multi-Tier Model

ACADEMIC SYSTEMS

Tier 3 *Intensive, Individual Interventions*

- Individual Students
- Assessment - based
- High intensity
- Of longer duration

Tier 2 *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1 *Core Instructional Interventions*

- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

Tier 3 *Intensive, Individual Interventions*

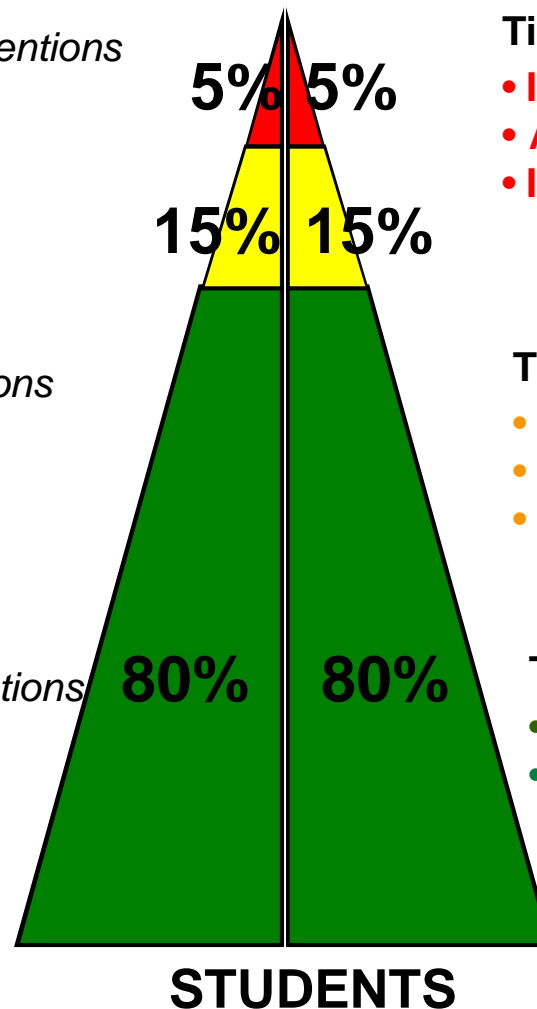
- Individual Students
- Assessment - based
- Intense, durable procedures

Tier 2 *Targeted Group Interventions*

- Some students (at-risk)
- High efficiency
- Rapid response

Tier 1 *Core Instructional Interventions*

- All settings, All students
- Preventive, proactive



Essential Component 2: Problem Solving Method

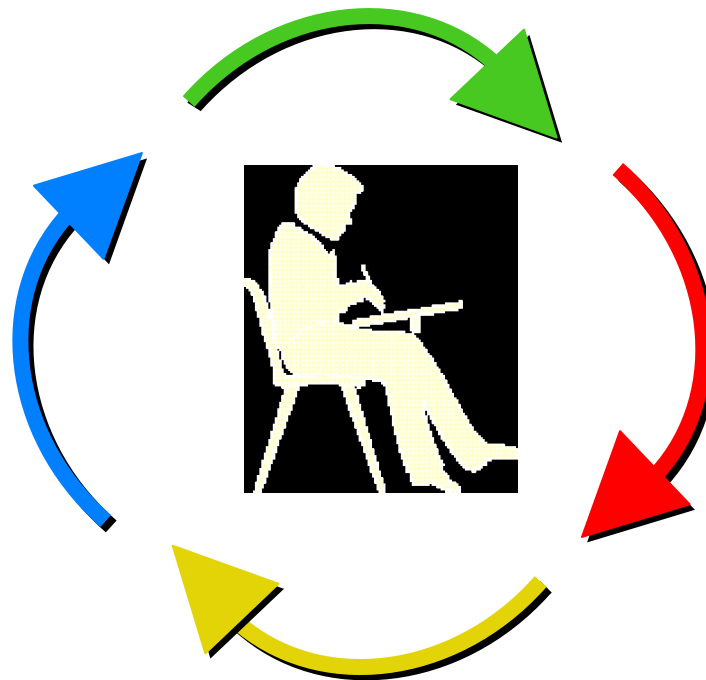
Problem Identification

Is there a problem? What is it?

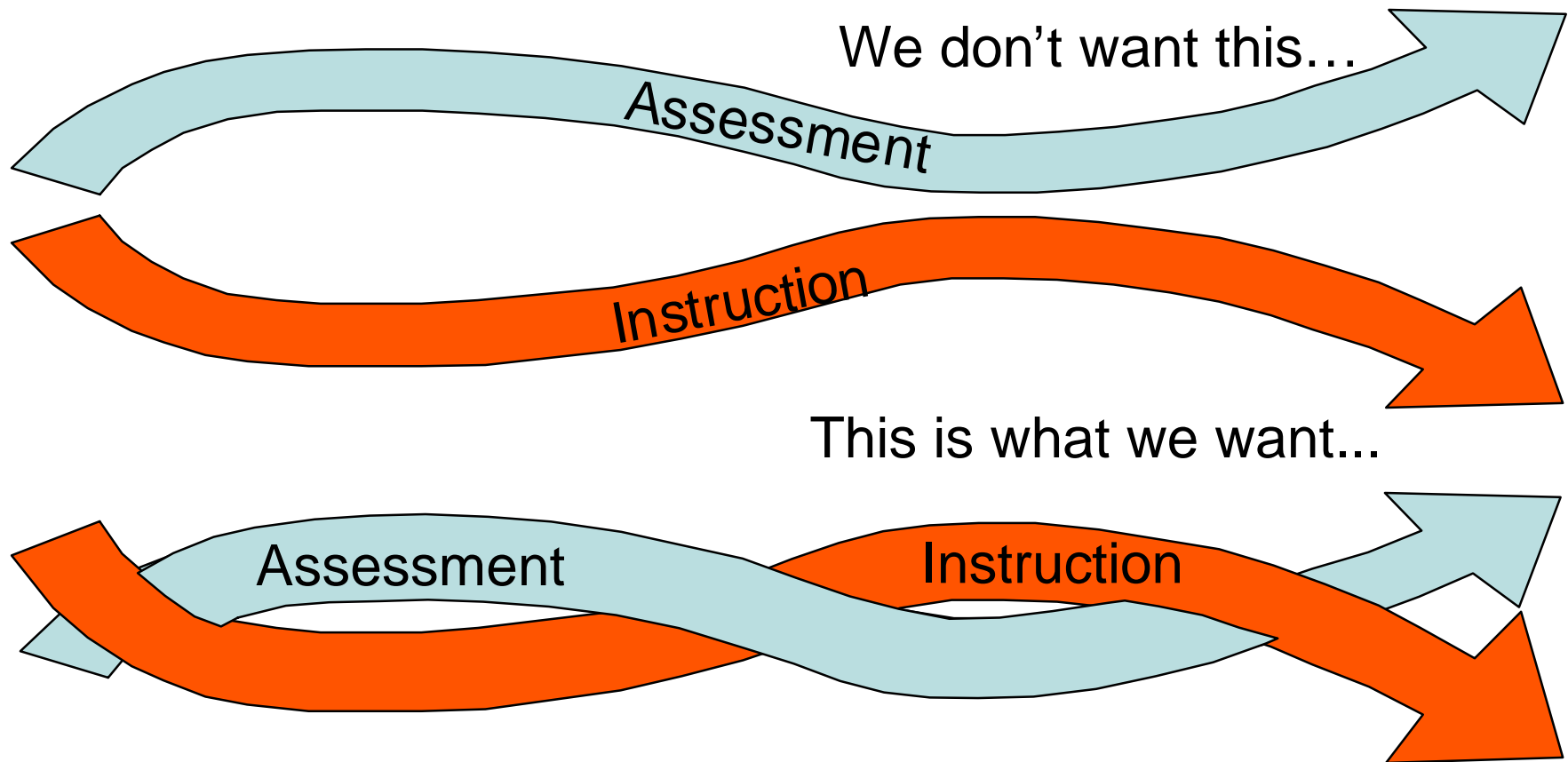
**Plan
Evaluation**
Did our plan work?

Problem Analysis
Why is it happening?

Plan Development
What shall we do about it?



Essential Component 3: Integrated Assessment Systems



Aligning Assessment and Instruction

Collecting Data for a Defined Purpose...

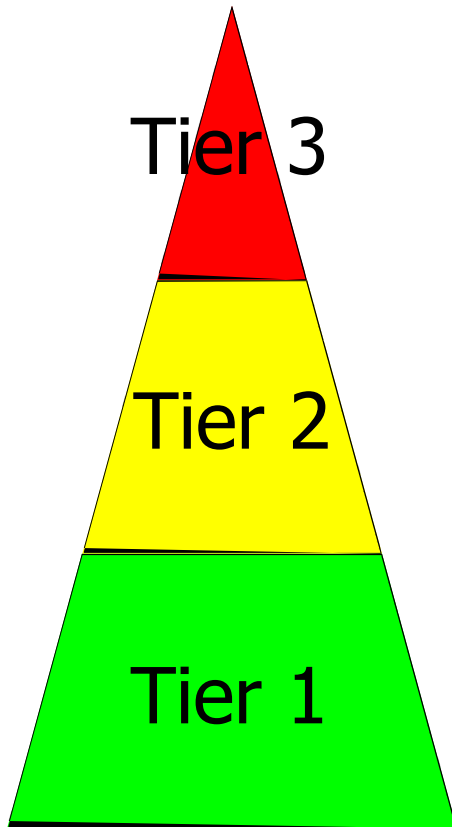
Purpose of Assessment	Problem-Solving Question?
Screening	<i>Who has problems?</i>
Diagnostic	<i>Why is the problem occurring?</i>
Progress Monitoring	<i>Is our plan working to fix the problem?</i>

How Can Parents Be Involved in the Process?



Across All Tiers

Here are Some Examples...

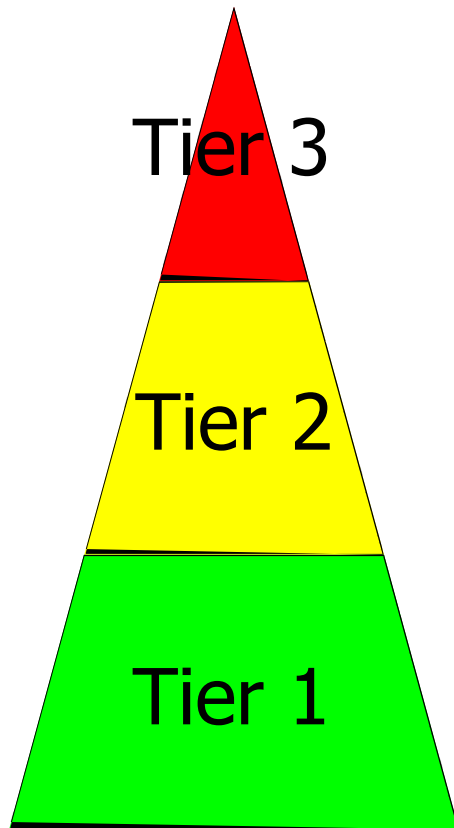


- Participating as partners in problem solving meetings
- Developing intervention plan
- Prioritizing Instructional time
- Writing Goals
- Evaluating intervention effectiveness through progress monitoring graphs
- Implementing interventions
- Asking about your child's progress and understanding the types of data collected

What I might see at Lyon and Pleasant Ridge?



Here are Some Examples...



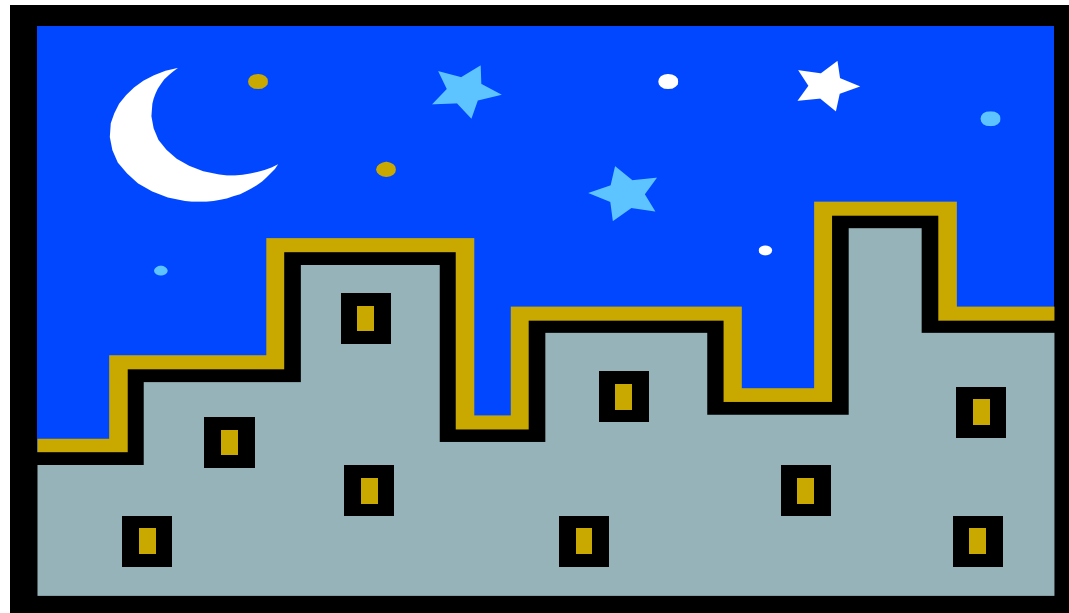
- Written documentation of individual meeting
- Invited to participate on individual Problem Solving Meeting
- Notification of placement into Tier 2 interventions
- Written documentation of outcome from Tier 2 interventions
- Progress Monitoring graphs/data
- Use of benchmark data at parent-teacher conferences
- Parent document communicating Rtl model/process

What Does This Mean for My Child?

- Early intervention
- Changes in instructional programming and a team approach to meeting all students students
- Collection and communication of on-going progress monitoring data
- Exposure to research based instruction/ interventions
- Improved educational outcomes!

Implementing an Rtl Model...

Does not happen over night...



*It takes planning, training, support
and time to build.*

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Questions???

