

Presenter's Guide

Response to Intervention:
Policy Considerations and Implementation



Acknowledgements

The IDEA Partnership acknowledges the work of the National Association of State Directors of Special Education (NASDSE) and the following authors

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who collaborated to create “Response to Intervention: Policy Considerations and Implementation”

-and-

is deeply grateful for being allowed to adapt the original presentation in order to provide additional access to all education stakeholders.

The following stakeholder groups within the IDEA Partnership were represented by individuals who worked together, both on-site in Washington, DC and electronically from across the country, to create this presenter’s guide. The purpose of this guide and the complementary Power Point presentation is to make information more accessible to all interested stakeholders.

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Role: Pupil Services Provider
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Role: Family Member
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Location: New York

Role: Special Education Administrator
Location: Illinois

Role: Technical Assistance Provider
Location: North Carolina

Role: Policymaker
Location: Virginia

Role: Family Member
Location: Virginia

Role: Special Education Administrator
Location: Louisiana

Role: Family Member
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Purpose of this guide:

This presenter's guide is intended to support the PowerPoint slides by offering

- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:

There are three distinct sections of this document, "Preparation", "Presentation/Process", and "Supplementary Materials".

The **preparation** section begins on the following page and includes:

- Participant objectives;
- Three suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The **presentation/process** section follows preparation suggestions and includes:

- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
 - Usually in bulleted format, not intended to be read verbatim, and
 - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
 - May be carried out as suggested, or
 - Adjusted to audience and/or time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The **supplementary materials** section contains handouts that may be copied and used to support or enhance the presentation.

Response to Intervention: Policy Considerations and Implementation *Preparation*

An important goal of this guide is to support the presenter in connecting the ideas in the presentation to practices at the state, local district, and building levels. This presentation has intermediate level content and is intended to assist audience participants with a “basic working” knowledge of RTI to build further understanding.

Objectives:

Participants will increase knowledge of

- RTI definition and terminology
- RTI foundations in research and statute

Participants will explore

- Core principles and key practices of effective RTI processes
- A basic simplified model for implementation of RTI
- Considerations for determination of eligibility for Specific Learning Disability
- Policy issues related to RTI
- Professional development issues related to RTI

Participants will acquire reference to quality resources that expand learning and support local or state actions relative to RTI

Agenda/Timing:

- 3.5 hours - Total time for information sharing and learning activities
- 2 hours - Total time for sharing of information and abbreviated activities
- 1 hour - Total time for sharing of information and Q&A

3.5 hours - Total time for presentation of information and learning activities

Suggested time allotments:

5 min	Introduction
5 min	Definition
10 min	Rationale
5 min	Bases in Federal Law
10 min	Core Principles and Key Practices
70 min	Essential Components of RTI Implementation
10 min	BREAK
15 min	Special Education Eligibility
60 min	Policy Issues
15 min	Professional Development Needs
5 min	Summary Statements

2 hours - Total time for presentation of information and abbreviated activities

Suggested time allotments:

2 min	Introduction
3 min	Definition
10 min	Rationale
5 min	Bases in Federal Law
10 min	Core Principles and Key Practices
30 min	Essential Components of RTI Implementation
10 min	Special Education Eligibility
35 min	Policy Issues
10 min	Professional Development Needs
5 min	Summary Statements

1 hour - Total time for presentation of information and Q&A

Suggested time allotments:

2 min	Introduction
3 min	Definition
5 min	Rationale
5 min	Bases in Federal Law
5 min	Core Principles and Key Practices
10 min	Essential Components of RTI Implementation
5 min	Special Education Eligibility
5 min	Policy Issues
5 min	Professional Development Needs
5 min	Summary Statements
10 min	Reflections, Questions, Discussion

Support Materials:

National Association of State Directors of Special Education. *Response to Intervention Policy Considerations and Implementation* (2005).

The IDEA Partnership Website: www.ideapartnership.org

A Partnership Collection on RTI

Many Journals, Many Voices

Results for Kids: Resources

Materials and Supplies:

PowerPoint slides - or -

Overheads prepared from the PowerPoint slides

Handout Masters – to be copied in appropriate numbers

Chart paper and markers

Paper and pencils for participants

Equipment:

Computer and projector -or-

Overhead projector

Projection screen

Response to Intervention: Policy Considerations and Implementation *Presentation/Process*

Introduction:

5 minutes

2 minutes

2 minutes

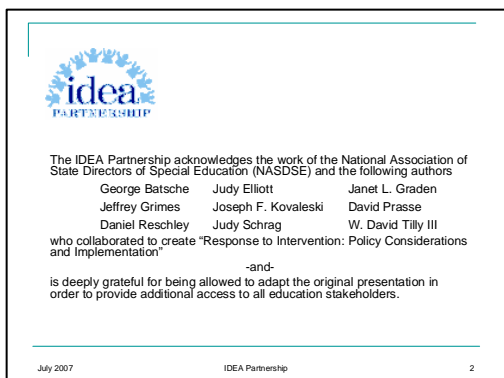
Response to Intervention is a term creating and receiving much attention in the field of education today.



Presenter Tip: The introduction should be very brief and gain interest immediately. The following is a starting point; adapt for the particular audience.

Throughout our time together today we will explore the fundamentals of the RTI concept/process...

- What is it?
- What policy issues are related to RTI? -and-
- What needs to be in place to ensure effective implementation in schools?



Presenter Note: The original Power-Point was created by the National Association of State Directors of Special Education, based on their publication *Response to Intervention Policy Considerations and Implementation* (2005). The original was revised by a cross-stakeholder group of persons representing administrators, practitioners (teachers and related service personnel), families, and policymakers and is provided through the efforts of the IDEA Partnership.

Segue: Our agenda for the day will move us from definition through to practice, policy, and critical issues for implementation.

Overview

- Definition
- Bases in Federal Law
- Core Principles
- Essential Components
- Simplified Process
- Special Education Eligibility Considerations
- Policy Issues
- Professional Development Issues

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Presenter Tip: The agenda slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the brief presentations. For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time and give the participants a sentence or two about each as a preview of what is to come.

Ideas for expanding on the bullets:

- Definition – from a practical standpoint
- Bases in Federal Law – supported by expectations in both NCLB and IDEA
- Core Principles – reflects the perspective and expertise of researchers, as well as state level education administrators and policymakers; as outlined in the NASDSE booklet
- Essential Components – reflects the perspective and expertise of researchers, as well as state level education administrators and policymakers; as outlined in the NASDSE booklet
- Simplified Process – a common example of implementation
- Special Education Eligibility Considerations – comparison of historical model to RTI model
- Policy Issues – focuses on the infrastructure needed to support RTI implementation at the state/local/building levels
- Professional Development Issues – focuses on the knowledge, skills, and dispositions/attitudes necessary across stakeholder groups to support effective implementation

Presenter Note: It is important to emphasize that this is an overview and awareness presentation. For more information on any of the topics, please refer participants to the NASDSE book or to the references cited in the NASDSE book.

Segue: Let us begin at the beginning, with a definition.

Definition:

5 minutes
3 minutes
3 minutes

RTI is...

the practice of providing high-quality instruction/intervention matched to student needs
and
using learning rate over time and level of performance
to
inform educational decisions

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Presenter Note: There are several definitions of the RTI process in the literature. This definition represents one view. It is important for users to understand that RTI is a “process” vs. a model for practice as there are many variations of this process using its basic components. Regardless of the differences in actual implementation, the defining elements presented on this slide and the core components described in future slides are the unifying concepts.

Ideas for sharing with the participants:

- High quality instruction -- defined as “scientifically research-based” and taught with fidelity; gives us confidence that it will be effective with a majority of students
- Matched to student needs – directly assessing student skills
- Learning rate over time – provides information about how well instruction is working for individual students or small groups of students over time
- Level of performance - snapshot of how well a student is progressing compared to other students (or district/state standards)
- Educational decisions include:
 - Is our instruction working?
 - If not, how do we need to change it?
 - If so, is the student catching up to his/her peers?
 - How far behind is a student?
 - What resources are needed?
 - What types of interventions and levels of intensity are necessary?
- RTI data can also constitute PART of the data needed for a full, individualized evaluation under IDEA

Presenter Tip: At this time clarify any questions about the definition. However, be cognizant of the time allotted and assure the participants that the definition will take on deeper meaning as the session progresses.

Presenter Note: Handout #11: *Glossary of RTI Terms and Acronyms* is available for distribution at this point in the presentation; or, may be distributed at the end of the presentation.

Segue: Why do we need RTI? Why is it such a big issue in education today?

Rationale:

10 minutes
10 minutes
5 minutes

Issues surrounding the traditional system pushing us toward RTI appear plentiful.

Why do we need RTI?

Problems with the traditional system:

- Separation of special ed and general ed
- Undocumented benefits of special ed services
- Eligibility procedures unrelated to intervention
- Wait-to-fail model (reactive)
- Over-representation of some minority students
- Failure of traditional assumptions
- Overidentification of students with disabilities
- Failure to serve at-risk and low achieving students

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Presenter Tip: For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time, expanding upon each bullet without interference from the remaining bullets and phrases on the slide. For the shorter presentation it is more time efficient to show all bullets at once.

Ideas to expand on the bullets:

- Separation – special education has become separated from general education in many places; in some cases, creating separate education systems that are seen as not equal
- Undocumented effectiveness – It is important to be clear here, this is not saying DOCUMENTED INEFFECTIVENESS. There is no doubt that special education CAN BE, and is, effective for many students. Historically, however, we do not have broad-scale data suggesting that special education results in large magnitude, positive benefits for all students with disabilities. RTI is intended to bring these benefits to all students, students with and without disabilities.
- Eligibility procedures – special education assessment and identification procedures historically have been designed to identify a disability; often done little in terms of intervention design
- Wait-to-fail model – current system used to identify specific learning disabilities (SLD) has frequently resulted in students failing in school for several years prior to identification for special education services; early intervention should be more effective and efficient for most students
- Over-representation – traditional system has resulted in over-representation of specific minority groups in special education; over-representation in some districts that have implemented RTI has been reduced
- Failed assumption – many traditional assumptions about instruction and identification of students with disabilities have not held true (e.g., knowing a child's IQ helps us determine instruction, matching instruction to student learning styles or processing modalities to instruction improves learning)

- Over-identification – as students having disabilities is evident in schools where there are unreasonably high levels of students with certain disabilities (especially learning disabilities); RTI process is intended to reduce over-identification by early intervening and reducing skill gaps that could lead to referral for special education
- Failure to serve - some at-risk and low achieving students have remained unserved until they experienced several years of failure

Segue: In addition to the problems encountered with the traditional system, more recent practice and research have come together in support of an RTI system. In essence, RTI processes are viewed as a common-sense way to pull together resources to deliver effective practices in schools.

Research studies supporting transition to RTI include...

Why do we need RTI? continued

Research supporting transition to RTI:

- Scientifically-based instruction and interventions
- Evidence-based practices
- Multi-tier models of increasing intensity
- Systematic ongoing progress monitoring and formative evaluation
- Functional assessments leading to intervention

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Presenter Tip: For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time, expanding upon each bullet without interference from the remaining bullets and phrases on the slide. For the shorter presentation it is more time efficient to show all bullets at once.

Ideas to expand on the bullets:

- Scientifically-based instruction – knowledge of effective instructional procedures in early basic reading has exploded in the past 10 years; now know more about what works, especially in the five dimensions of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) and the four domains of mathematics (problem-solving, fluency, conceptual knowledge, communication/reasoning)
- Evidence-based practice –have a series of evidence-based practices available including validated standard protocol interventions that work with broad ranges of students
 - In reading, these include the work of Vellutino, Vaughn, Torgesen, Foorman, Speece and others
 - Many resources can be found in the Reading, Literacy, and Language Arts subsection of the Results for Kids: Resources section of the IDEA Partnership website at <http://www.ideapartnership.org/rkr2.cfm?rkrpageid=7>

- In math, these include the work of Fuchs and Fuchs, Prentice, Hamlett, and others
 - Many resources can be found in the Reading, Literacy, and Language Arts subsection of the Results for Kids: Resources section of the IDEA Partnership website at <http://www.ideapartnership.org/rkr2.cfm?rkrpageid=8>
- In behavior, these include the work of Sugai, Horner, Dunlap, Kincaid and others
 - Many resources can be found in the Social/Emotional and Behavioral Health subsection of the Results for Kids: Resources section of the IDEA Partnership website at <http://www.ideapartnership.org/rkr2.cfm?rkrpageid=11>
- Models and interventions – have multi-tier models for both early academics and social emotional learning that take into account the reality of schools; variety of numbers of tiers proposed (generally 2-5) featuring an increasing intensity of interventions throughout the tiers
- Progress monitoring – far better technologies now to monitor effectiveness of academic and behavioral interventions; RTI emphasizes use of ongoing progress monitoring techniques sensitive to incremental student performance changes over time; formative evaluation that can allow more frequent and prompt awareness of ineffective instruction for struggling learners; initiate needed changes to more effective instruction
- Functional assessments (specifically useful information provided by persons closest to student on a daily basis; to identify a behavior problem/issue; to identify an academic skill gap) – have more direct functional assessment procedures that lead to pinpointing student needs and match specific instructional interventions more directly to student need areas

Segue: Practice and research have led to policy, statutory, and regulatory changes that support transforming the current wait to fail system to one of early intervening for k-12 students.

Bases in Federal Law:

5 minutes
5 minutes
5 minutes

Bases for RTI in Federal Law

- 1975: Initial purpose to provide FAPE in LRE
- 1980s: Shift from access to schools to access to curriculum and instruction, and to results in learning
- Now: Accountability for learning language in NCLB and IDEA '04 are similar

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Presenter Note: As this presentation is intended for an audience with some knowledge of the issues in general education, special education, and the concept of RTI, it will probably not be necessary to allot much time to this section of the PowerPoint.

Ideas to expand on the bullets:

- 1975 – The Education of the Handicapped Act (EHA; Public Law 94-142; passed in 1975); initial purpose to provide a free appropriate public education for students with disabilities in the least restrictive environment(LRE); required an individualized education program (IEP) for each student; focus on access to the public school building
- Late 1980s – focus of special education services evolved to focus on access to general education curriculum and instruction.
 - Early 90's – practice evolving to a focus on student results as well
 - Late 90s – statute and regulation reflected education emphasis on accountability for student demonstration of learning (i.e., 1997 reauthorization of IDEA included participation in state and district-wide assessments)
- Now –accountability demands of the No Child Left Behind Act (NCLB) and the reauthorized IDEA very similar to each other
 - NCLB requires accountability through group participation in statewide achievement testing and adequate yearly progress (AYP) expectations
 - IDEA 2004 addresses accountability through Annual Performance Plan requiring each state to collect and publicly report data regarding students with disabilities (including dropout, graduation, and diploma data)

From NCLB:
 "...holding schools, local education agencies, and States accountable for improving the academic achievement of **all** students..." and "...promoting schoolwide reform and ensuring the access of **all** children to effective, scientifically-based instructional strategies..." [PL 107-110 §1001(4) and (9)]

From IDEA:
 "...to improve the academic achievement and functional performance of children with disabilities including the use of scientifically based instructional practices, to the maximum extent possible." [20 U.S.C. 1400(c)(5)(E)]

(emphasis added)

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Presenter Tip: For the shorter presentations, it is suggested this slide be omitted and the presenter include the language as the previous slide is shown. These two quotations, plus the one from the Regulations below, are located on **Handout #1: Selected Citations from Statute and Regulations** and may be distributed to participants.

Presenter Note: This may also be an appropriate time to share the following quotation from the regulatory language regarding specific learning disability as the basis for RTI implementation.

"In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures..." [PL 108-448 §614(b)(6)(B)]

Segue: Practice and research have led to policy, statutory, and regulatory changes. So, what do we know from practice and research that informs our discussion today?

Core Principles and Key Practices:

10 minutes
10 minutes
5 minutes

The foundation of RTI in practice consists of a set of principles (beliefs and values) and key practices in implementation that work together to improve teaching and learning for all students. The four core principles of RTI are...

RTI Core Principles

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

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Presenter Tip: For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time, expanding upon each bullet without interference from the remaining bullets and phrases on the slide. For the shorter presentation it is more time efficient to show all bullets at once.

Handout #2: *Response to Intervention (RTI)* may be distributed for participant note-taking relative to the next three slides.

Ideas to expand on the bullets:

- Teach all children effectively – Assumption and belief that all children can learn; responsibility to identify the curricular, instructional, and environmental conditions that enable learning; must determine systems to deliver services to support student learning
- Intervene early – For both academic and behavior problems while issues are relatively small; more efficient and successful to intervene with small skill gaps rather than waiting until the issue is more intense and severe
- Use a multi-tier model of service delivery – Needs to be efficient; must match resources to student needs in a timely manner (this concept will be expanded in a slide later in the presentation)
- Adopt a problem-solving methodology – Applied to all students in a system, from whole class to small groups to individual students (this concept will be expanded in a slide later in the presentation)

Segue: Along with these core principles, there are four key practices leading to effective RTI implementation.

RTI Key Practices

- Using research-based, scientifically validated interventions/instruction
- Monitoring student progress to inform instruction
- Making decisions based on data
- Using assessments for: (1) universal screening; (2) progress monitoring; and (3) diagnostics

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Presenter Tip: For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time, expanding upon each bullet without interference from the remaining bullets and phrases on the slide. For the shorter presentation it is more time efficient to show all bullets at once.

Ideas to expand on the bullets:

- Using research-based, scientifically validated interventions/instruction – increasing curricular and instructional approaches with documented effectiveness within general education instruction and as interventions for small groups of struggling learners
- Monitoring student progress to inform instruction – a systemic approach for assessing student performance throughout the RTI process
- Making decisions based on data – monitoring progress and the resulting data inform instruction; point to the instructional strategies that work with particular students and indicate when strategies are in need of reconsideration
- Using assessments – assessments are selected to assist in identifying student strengths and needs at three levels
 - 1) Universal screening identifies students in general education who might have a problem significant enough to warrant further assessment;
 - 2) Progress monitoring identifies students whose lack of response or rate of performance in relation to a specific intervention indicates that the instruction being provided is not working to the extent anticipated.
 - 3) Diagnostic measures guide the selection of specific interventions needed based on data from both the previous assessment data and a team decision-making process.

Segue: Along with these four core principles and four key practices, three essential components (infrastructure elements) are critical to RTI implementation.

Essential Components of RTI Implementation:

70 minutes
30 minutes
10 minutes

Among the many components of RTI approaches in place, these three infrastructure pieces are generally accepted as essential for RTI implementation in schools. A variety of research projects, including the work of the National Research Center on Learning Disabilities (NRCLD), has recognized these as essential components.

Essential Components of RTI Implementation

1. Multi-tier model
2. Problem-solving method
3. Integrated data collection/assessment system

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Presenter Tip: This slide is presented as a preview of the next several slides to assist participants in organizing thinking around these three essential components of an effective RTI process. Little time is needed here as the next six slides expand thinking in these three concepts.

It is critical to realize that although specific details of how each of these components is implemented will differ to varying degrees from state to state and among districts and schools, these essential components are generally agreed to be characteristic of any and every RTI process.

Information regarding of these three components will be expanded in the next few slides.

Segue: Essential component one is implementing a multi-tier model. In the literature, these are usually 2- or 5-tier models. The trend seems to be using a 3-tier model, similar to the model in this slide.

Essential Component 1: Multi-tier Model

ACADEMIC SYSTEMS

- TIER 1: Universal, individual interventions
 - Individual responses
 - Assessment-based
 - High intensity
 - Of longer duration
- TIER 2: Targeted Group Interventions
 - Some students (15-20%)
 - High efficiency
 - Rapid response
- TIER 3: Core Instructional Interventions
 - All students
 - Preventive, proactive

BEHAVIORAL SYSTEMS

- TIER 1: Universal, individual interventions
 - Individual students
 - Assessment-based
 - Intense, durable procedures
- TIER 2: Targeted Group Interventions
 - Some students (15-20%)
 - High efficiency
 - Rapid response
- TIER 3: Core Instructional Interventions
 - All students
 - Preventive, proactive

Students

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Presenter Note: It is important to note that this is one multi-tier model; there are others.

Distribute **Handout #3: Essential Component 1: Multi-tier Model** as a reference source.

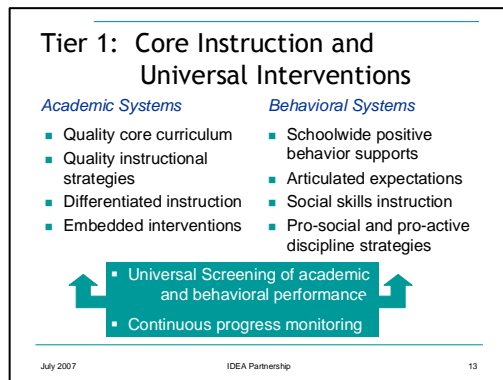
Ideas for sharing with the participants:

- Misinterpretation to guard against when thinking about this model: tier 1 interpreted as solely general education, tier 2 interpreted as solely Title 1, and tier 3 interpreted as solely special education; common misunderstanding and could lead to simply keeping the historical system and calling it RTI
- Correct interpretation: general education, Title 1 and special education are resources; providing interventions within and among the tiers
- Focus of this 3-tier RTI model is primarily on the NATURE and INTENSITY of instruction/intervention that students need; funding source is a secondary consideration to the needed intervention
- Some students in need of intensive instruction/intervention will not qualify for special education (e.g., some English-language learners, some talented and gifted students, students who have missed significant instruction due to illness, etc.)
- One advantage of using a model similar to this is that it provides an opportunity for a school to evaluate the effectiveness of the core instruction; universal screening yields whole class or school data; review of student data reveals percentage of students proficient who receive general education alone; when too few general education students (less than 80%) are becoming proficient based on core instruction alone, a school can work on “robusting up” its core program instead of referring all of these “less than proficient students” for supplemental services
- RTI great improvement to our historical system where it was difficult to distinguish the difference between students with disabilities and students who may be considered “instructional casualties” (those students demonstrating weak or lacking skills due to a disconnect between student learning and the teaching strategy(ies) implemented)

Presenter Note:

- For the 3.5-hour presentation, all slides and activities are used in this next section.
- For the 2-hour presentation, these slides are used and the activities are omitted. It is suggested that the corresponding handouts be distributed and the presenter emphasize that these are critical questions to address as a district/building moves to implementation of a response to intervention process. It is at least important to take the time to raise the questions verbally, if not also visually for the participants
- For the 1-hour presentation, the following three slides and corresponding handouts are omitted.

Segue: Let us take a brief look at the elements within each tier. It is important to note that RTI attends to both academics and behaviors. It is also important to note and recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. RTI is not static and not prescriptive. It is a flexible process in which interventions are chosen based on individual student data/need. It is not a method to implement a predetermined program for all struggling students.



Presenter's Note: This slide and the two that follow attend to both academics and behaviors. It is important to recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. RTI is not static and not prescriptive.

Ideas for sharing with the participants:

- The lowest (and biggest) area of the triangle depicts students who will become proficient in a curricular area based on general education instruction alone
- Quality core curriculum is characterized by differentiated instruction; whole and small group learning, as appropriate
- Approximately 80% of students are successful with a strong curriculum, which includes research-based instructional strategies and interventions, appropriate materials, etc.
- When less than 80% of the student body is being successful a, close look at curriculum and instruction (including materials and other resources, teacher skills, time on task, etc.) is needed; often referred to as a curricular audit
- It is important to note:
 - Through differentiated instruction and small skill groups in the general education classroom, there are tiers within this tier
 - Universal screening and progress monitoring apply to both academic and behavioral domains

Presenter Note: The following activity is recommended for the 3.5-hour presentation to generate thought and to personalize the information previously shared by the presenter.

Tier 1: 15 minutes

Team or Table Brainstorming and Whole Group Share Activity

Lead in question:

What do you currently have in place that supports the transition to an RTI process with respect to Tier One characteristics?

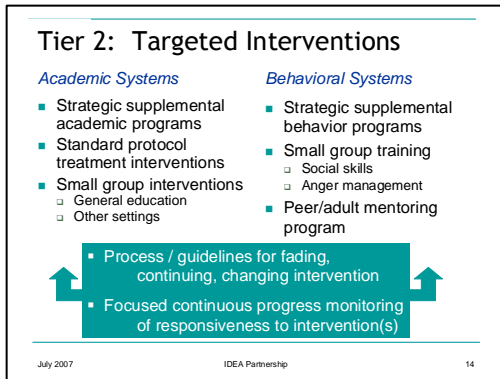
Distribute **Handout #4: Tier 1: Core Instruction and Universal Interventions**

Format of activity:

- Create like- or cross-stakeholder teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
- Using the Tier I handout, which poses critical questions regarding infrastructure needs of Tier 1 in a three-tiered model of RTI (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)
- Whole group sharing options (5 minutes):
 - Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving; highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
 - As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are encouraged to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
 - Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.

Segue: Let us now explore Tier 2 of this three-tiered model.



Presenter's Note: Again, it is important to recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. RTI is not static and not prescriptive.

Ideas for sharing with the participants:

- The middle area depicts students who will need both core instruction PLUS supplemental instruction/intervention in order to become proficient
- The terms targeted and strategic are often used to describe interventions in this tier
- More structured interventions (different from the strategies used within the core curriculum) to grasp a particular skill
- Approximately 15% of a typical heterogeneous student body will need
- Variety of interventions chosen based on student need, academic and/or behavioral need
- Could be one intervention or a combination of interventions running concurrently
- Interventions could be provided in a variety of settings and/or a variety of timeframes (e.g. In-class; extended day, tutoring).
- Student data that demonstrate success indicate fading of interventions for that particular skill area; monitoring will continue to ensure skill has been acquired and continues to be demonstrated
- Student data that demonstrate inadequate response to intervention in place may indicate a different Tier 2 intervention should be implemented or a more intense intervention within Tier 3 should be considered
- It is important to note:
 - A process or guidelines need to be in place for quality decision-making around fading, continuing, or changing an intervention – both for academic and behavioral interventions
 - Intervention is implemented with appropriate intensity and with fidelity
 - Focused continuous progress monitoring of responsiveness to academic and/or behavioral intervention(s) is critical to the process

Tier 2: 15 minutes

Team or Table Brainstorming and Whole Group Share Activity

Lead in question:

What do you currently have in place that supports the transition to an RTI process with respect to Tier 1 characteristics?

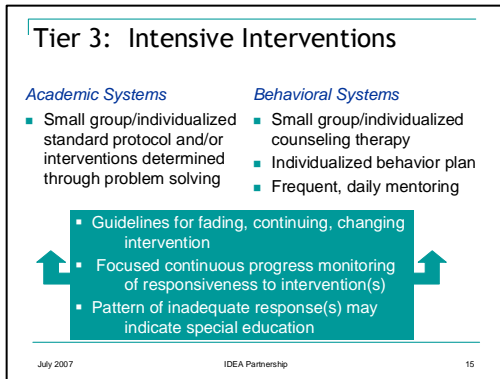
Distribute **Handout #5: Tier 2: Targeted Interventions**

Format of activity:

- Create school teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
- Using the Tier 2 handout, which poses critical questions regarding infrastructure needs of Tier 2 in a three-tiered model of RTI (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)
- Whole group sharing options (5 minutes):
 - Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving – highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
 - As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are asked to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
 - Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.

Segue: Let us now explore Tier 3 of this three-tiered model.



Presenter's Note: Again, it is important to recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. RTI is not static and not prescriptive.

Ideas for sharing with the participants:

- Small area at the top of the model reflects the small number of students who will need core instruction PLUS something supplemental that is more intensive than the interventions considered as part of tier two in order to become proficient
- Term intensive often used to describe interventions at this level
- Approximately 5% of a typical heterogeneous student body needs interventions at this level
- Student data that demonstrate success indicate fading of interventions for that particular skill area; monitoring will continue to ensure skill has been acquired and continues to be demonstrated
- Student data that demonstrate inadequate response to the intervention, or that the successful intervention that is very intensive and goes far beyond one reasonable to implement within the context of general education, may indicate a referral for additional testing and/or eligibility for special education services
- It is important to note
 - A process or guidelines need to be in place for quality decision-making around fading, continuing, or changing an intervention; both for academic and behavioral interventions
 - Intervention is implemented with appropriate intensity and with fidelity
 - Focused continuous progress monitoring of responsiveness to academic and/or behavioral intervention(s) is critical to the process
 - A pattern of inadequate response(s) may indicate special education; applies to both academic and behavior systems

Tier 3: 15 minutes

Team or Table Brainstorming and Whole Group Share Activity

Lead in question:

What do you currently have in place that supports the transition to an RTI process with respect to Tier One characteristics?

Distribute **Handout #6: Tier 3: Targeted Interventions**

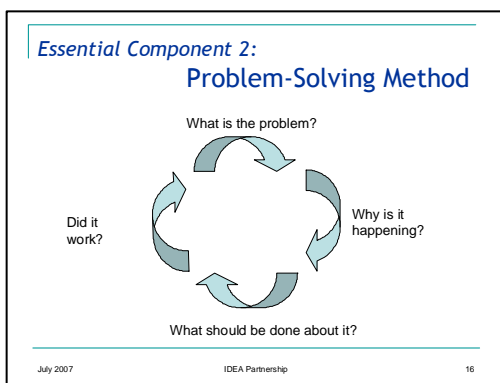
Format of activity:

- Create school teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
- Using the Tier 3 handout, which poses critical questions regarding infrastructure needs of Tier 3 in a three-tiered model of RTI (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)
- Whole group sharing options (5 minutes):
 - Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving – highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
 - As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are asked to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
 - Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.

Presenter Tip: This is a good place to check for understanding among the participants. This should be a brief period of time, allowing for participants to make statements and/or for the presenter to clarify any concepts that are in need of clarification. Suggested presenter question: As we have briefly explored the operationalization of the tiers within a three-tiered model, are these emerging practices connecting with perceptions and beliefs about facilitating educational access and progress within the curriculum for all students?

Segue: The second essential component is the use of a Problem-Solving Method.



Presenter Note: Distribute **Hand-out #7: Essential Component 2: Problem-Solving Method** as a reference source

Ideas for sharing with the participants:

- These four questions will be familiar to those of you who have been involved in effective general education intervention processes
- Can be applied to
 - Large group decisions (e.g., core instructional decisions, environmental factors, selection of instructional strategies, selection of resources available)
 - Small group decisions (targeted or supplemental instruction)
 - Individual student decisions (intensive instruction)
- Key to implementing problem-solving component of RTI is using data to assist in answering each of the questions associated with the problem-solving method
 - What is the problem? Academic and/or behavioral.
 - Why is it happening? What are the skill gaps?
 - What should we do about it? What intervention will be implemented?
 - Did the intervention work? How do we know our intervention worked or did not work? What evidence do we have?

Presenter Tip: This is a good place to check for understanding among the participants. This should be a brief period of time, allowing for participants to make statements and/or for the presenter to clarify any concepts that are in need of clarification. Suggested presenter question: For those who have been involved in similar problem-solving methodologies, what have you seen as the benefits to the students and to the adults involved?

Segue: Within the context of schools today, there are more data pieces available than ever before. In addition, sometimes just the organization of the data becomes a daunting and exhausting job often overshadowing the need for analysis and getting to use in instructional decision-making. An integrated system to collect and organize data for crucial analysis is the third essential component of an effective RTI process.

In the RTI process

- Data regarding student progress are essential to decision-making
- Data measures are very different from historical, nationally normed, standardized tests that have traditionally been used to monitor student/school progress; include more formative (than summative) data measures
- Data collection can be an overwhelming task; critical to consider technological systems that manage data on an ongoing basis

Essential Component 3:
**Integrated Instructional Data Collection/
 Assessment Systems**

<ul style="list-style-type: none"> ▪ <i>Assessment of</i> <ul style="list-style-type: none"> ▪ Skills in state and local standards ▪ "Marker variables" (benchmarks) leading to ultimate instructional target ▪ <i>To be administered</i> <ul style="list-style-type: none"> ▪ Efficiently ▪ Repeatedly 	<ul style="list-style-type: none"> ▪ <i>Provide</i> <ul style="list-style-type: none"> ▪ Data specific to strategy implemented ▪ Individual student progress monitoring data, sensitive to small increments of growth ▪ Comparison data across students ▪ User-friendly data displays
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Presenter Note: Distribute **Hand-out #8: Essential Component 3: Integrated Instructional Data Collection/Assessment Systems** as a reference source and to be used with the participant activity to follow.

Ideas for sharing with the participants:

- What are we assessing?
 - Where the student is performing in relation to state and local standards; in relation to expectations for grade level peers
 - Using marker variables (established data points) to project out whether or not the instruction/intervention is working and the student is, or is not, on target

- How and when are assessments administered?
 - Efficiently; ensuring that we are testing what we say we are testing; cut out the “extras”; short, focused tools/probes
 - Repeatedly; tools with several forms (same concept; forms A, B, C, etc.) that can be repeated regularly to monitor progress in the skill
- What information should we have/glean from the data collected?
 - Specific to the skill for which we are intervening
 - Discrete enough information to show growth, or not, in the skill
 - Be able to compare student data to data from peer group
 - System must provide user-friendly data displays (tables, charts, graphs) in a timely and efficient manner

Presenter Note: It may be appropriate to note for participants that data collection system issues apply to behavioral needs as well as academic needs.

Data Collection/Assessment System Self-check: 5-10 minutes

Individual self-check and brief whole group share

Lead in question:

What data pieces do you currently have in place that support an RTI process?

Reference and use **Handout #8: Essential Component 3: Integrated Instructional Data Collection/Assessment Systems**

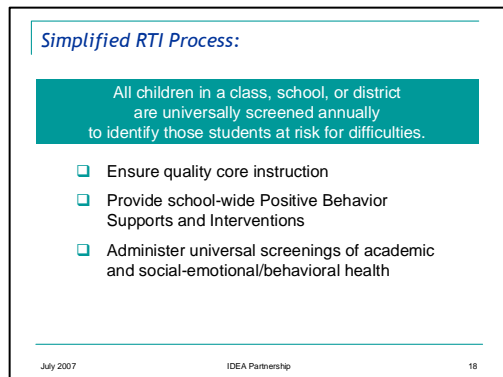
Format of activity:

- Work as individuals to think about and record notes for yourself regarding the assessment procedures now in place and issues that need further consideration from your own perspective.
- Brief group share out
 - Ask participants to share broad concepts only
 - How would you rate the current data collection system in relation to ability to support an RTI process effectively?
 - What are some pieces that are already done well in your perspectives?
 - What are some things that need further exploration, thought, and planning?

Presenter paraphrases and summarizes, then moves on to next slide.

Segue: To this point, we have explored a definition for RTI, bases in federal law, core principles, and essential components of an effective RTI process. Now, let us spend a few minutes looking at a simplified process that may bring more clarity to the issue of the day.

RTI is a process that is intended to apply to all students in a school district and/or building.



The slide is titled "Simplified RTI Process:" and contains a teal box with white text stating: "All children in a class, school, or district are universally screened annually to identify those students at risk for difficulties." Below this box are three bullet points, each with a teal square icon: "Ensure quality core instruction", "Provide school-wide Positive Behavior Supports and Interventions", and "Administer universal screenings of academic and social-emotional/behavioral health". At the bottom of the slide, there is a footer with the text "July 2007", "IDEA Partnership", and "18".

Presenter Note: The following four slides have been adapted from the original PowerPoint presentation titled “Response to Intervention (RTI): Fundamentals and Practical Implications for Educators” a collaborative effort of members of the National Association of School Psychologists, National Education Association, and the American Federation of Teachers.

Ideas to expand on the bullets:

- Ensure quality core instruction
 - Academic curriculum tied to state standards of learning
 - Array of quality materials in each content area
 - Array of instructional strategies that match student learning needs
- Provide school-wide positive behavior supports and interventions
 - Academic and social-emotional/behavioral preventive interventions
 - Pro-social curriculum/instruction aligned with developmental stages
 - Teaching pro-social skills
- Administer universal screenings
 - Ongoing informal and formal review of a variety of academic
 - Ongoing informal and formal review of a variety of social-emotional/behavioral health screening assessments

Within the context of a diverse general education classroom, universal screening will usually identify some students who are at-risk in specific skill areas. The decision is then (based on student data) whether the needed intervention for the at-risk student (s) can be delivered through flexible small group instruction within the general education environment, or if the supplemental intervention needed is more targeted and the intervention should be delivered in another way.

The responsiveness of students to general education instruction is monitored to determine those requiring a targeted intervention.

Simplified RTI Process:

The responsiveness of students to general education instruction is monitored to determine those requiring a targeted intervention.

- ❑ Gather and review student performance data
- ❑ Clarify goal(s) for the student through team decision-making process
- ❑ Brainstorm interventions
- ❑ Select interventions
- ❑ Determine dependent variables
- ❑ Implement interventions
- ❑ Monitor student progress
- ❑ Conduct follow-up meeting

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Note that tier 1 instruction may be delivered a variety of student groupings, whole class, small group, individual. Tier 2 groupings are generally small group and individual.

Ideas to expand on the bullets:

- Gather and review student performance data - consider the frequency, intensity, and duration of a concern or inadequate response
- Clarify academic/behavioral goal(s) for the student – reasonable goals given current performance, what can be accomplished; prioritize as needed
- Brainstorm interventions – emphasis on evidence-based interventions to the extent possible
- Select interventions – prioritize and choose the one or two that are projected to result in positive student outcomes, matched to student needs
- Determine dependent variables – for measuring student performance changes.
- Implement interventions (independent variables) – ensure fidelity to the research-based intervention (independent variable)
- Monitor student progress – document student response to intervention for a period (i.e. up to 6 weeks).
- Conduct follow-up meeting – review data and determine result of intervening at the foundational level; consider fading, continuing, adjusting, or changing intervention based on student data; if response to intervention is inadequate in performance or rate, consider another targeted intervention

When a targeted intervention is indicated, the student is considered to be accessing the second tier of the RTI process.

Simplified RTI Process:

For at-risk students, a research-validated intervention is implemented; student progress is monitored throughout; and students are re-assessed after the intervention.

- Review and analyze student performance data
- Provide targeted intervention for students in need
- Adjust interventions based on data
 - Adequate progress = continue and/or fade
 - Lack of progress = consider adjusting interventions

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For these students, a research-validated Tier 2 intervention is implemented; student progress is monitored throughout; and students are re-assessed during and after the implementation of the intervention

Ideas to expand on the bullets:

- Review and analyze student performance data – ask critical questions; Is the student making growth? How does the rate of growth compare to universal expectations and the goals for that student? (gap analysis)
- Provide targeted intervention for students in need – available for all students with need; this is not Title I, not special education
- Adjust interventions based on data
 - Students demonstrating adequate progress continue with interventions; adjustments are made as needed.
 - If a student’s progress towards the goal slows or decreases, interventions are adjusted.

For those students who respond well to targeted interventions, a decision will be made to fade, adjust, or continue the intervention based on student data. If a student fails to demonstrate adequate progress despite good intervention fidelity at the targeted level, the student is referred for intensive interventions. Throughout the implementation of intensive interventions, progress will continue to be monitored.

Simplified RTI Process:

Students who do not respond to validated interventions are referred for further evaluation for possible disability determination and special education services.

- Maintain intervention support during evaluation process
- Use formal and informal assessment data
- Base eligibility on
 - response to intervention data
 - suspected SLD processing deficit assessment data
- Provide IEP and services, if eligible

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For those students who do not respond well to intensive interventions, or for whom the interventions are at a deep level of intensity, the student may be referred for a multi-disciplinary team evaluation for possible disability determination and special education placement.

Ideas to expand on the bullets:

When a student is referred for possible disability determination:

- Maintain intervention – as is when successful; or change to one that is more likely to result in success

- Use formal and informal assessments
 - Choose formal assessment(s) based on suspected disability or processing deficit (cognitive, language, perceptual)
 - Continue informal assessments (curriculum-based measurements, observations, classroom assessments)
- Base eligibility on
 - Response to intervention data – may be little response or that the intervention is so intensive that it is considered beyond the scope of an accommodation or differentiated instructional strategy within general education and tier two supplemental/targeted interventions
 - Suspected SLD processing deficit assessment data – can be standardized assessment data to identify a processing deficit (i.e., areas including cognitive, language, perceptual)
- Provide IEP and services, if eligible – or, if not found eligible for services through special education, continue to monitor progress and provide appropriate interventions with the tiered process

Presenter Note: This is a good point to pause and ask for any clarification questions on the concept of a tiered RTI model/process. Re-emphasize at this time that the sample as presented in “Essential Component 1” and the simplified process slides appears to be the more commonly accepted/adopted model for implementation; however, there are tiered models with more than three tiers.

Presenter Note for 3.5-hour Presentation: A short break (10-minutes) has been allotted in the suggested agenda/timeframe at this point in time.

Segue: As noted on the last slide of the simplified tiered system, one decision that RTI data can assist in making is a determination of eligibility for special education.

It is important to note two common misunderstandings about eligibility determination and RTI processes/models/systems:

- **Misunderstanding 1:** *RTI determines eligibility.* **FACT:** Data gathered through an RTI process, in and of itself, cannot serve as the sole determinant for disability eligibility. IDEA still requires that no single measure or procedure can serve as the sole basis for determining eligibility for special education. However, IDEA 2004, and the resulting Federal Regulations, do provide flexibility in the process or processes that states and districts may use to identify students with disabilities.
- **Misunderstanding 2:** *You “do RTI” and then you do the “real testing” for entitlement decision-making.* For states and districts adopting RTI processes, the resulting student data become PART of the full and individual (comprehensive) assessment. States and districts can define their comprehensive evaluations to include data from an RTI process, an alternative research-based process, and other standardized or informal assessment instruments. Once a student has participated in a well-designed RTI system and the question of eligibility arises, IDEA does not specify what other data sources must be used. Assessments must be technically sound, non-discriminatory, comprehensive, and targeted enough to “identify all of a child’s special education and related service needs.” Instruments that assess cognitive, behavior, physical, and developmental factors are increasingly viewed as more helpful than traditional assessment components such as intra-individual profile analysis and subtest scatter.

Segue: The next eight slides illustrate generalizations that can be made based on states’ and districts’ experiences across the country. Many of these sites have been using RTI practices to assist in disability determination for many years.

Special Education Eligibility:

15 minutes
10 minutes
5 minutes

A number of generalizations and clarifications can be made at this point about eligibility decision-making in RTI systems in comparison to historical systems. The next few slides illustrate these generalizations.

Presenter Tip: It is suggested that due to time constraints of a 1-hour presentation timeframe, these slides may be omitted and comments may be made as the participants reference **Handout #9: Special Education Eligibility Components**. The handout may also be used in the longer presentations as a complement to the slides.

Special Education Eligibility Component:
LD eligibility criteria

<p><u>Historical system:</u></p> <ul style="list-style-type: none">■ Ability-achievement discrepancy■ SLD exclusion factors	<p><u>RTI process:</u></p> <ul style="list-style-type: none">■ Significant difference in performance compared to peers■ Low rate of progress, even with high-quality interventions■ Need for special education services■ SLD exclusion factors
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In a traditional, historical system, the discrepancy between norm-referenced scores on tests of intelligence and achievement are given much more weight than what is happening with the student on a day-to-day basis in the classroom. At times, the IQ Achievement Discrepancy has been used as a sole criterion for eligibility decisions.

With the use of data collected through an RTI process, the emphasis in eligibility determination is shifted to the wealth of direct information available that demonstrates specific student skills and performance in comparison to peers. Exclusion factors (lack of appropriate instruction in reading, including in the essential components of reading instruction; lack of instruction in math; or limited English proficiency) are in place in both the historical system and under and RTI process system.

Special Education Eligibility Component:
type of tests used

<p><u>Historical system:</u></p> <ul style="list-style-type: none">■ Global■ Ability / IQ■ Nationally norm-referenced achievement tests	<p><u>RTI process:</u></p> <ul style="list-style-type: none">■ Specific■ Direct measures of specific skills needed for success in the classroom
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Assessment tools typically administered by school psychologists upon referral for evaluation are somewhat different in the two systems. Traditionally, global, norm-referenced tools to assess skills across domains have been used. In an RTI process ongoing achievement data are available, so the selection and use of more discrete tools to measure the suspected disability or processing deficit (cognitive, perceptual, language) are indicated.

Special Education Eligibility Component:
comparison standards

<p><u>Historical system:</u></p> <ul style="list-style-type: none"> ■ National norms 	<p><u>RTI process:</u></p> <ul style="list-style-type: none"> ■ Regional, district, school or classroom ■ Aligned to state standards ■ Nationally normed tests used sparingly
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The overall rate of progress with interventions is a significant factor in the decision to refer a child for evaluation to determine special education eligibility. The student's rate of progress is compared to peers working on the same state standards of learning. Thus, comparisons are less related to national norms than in an historical system.

Special Education Eligibility Component:
frequency of assessment

<p><u>Historical system:</u></p> <ul style="list-style-type: none"> ■ Administered at one or two sittings <ul style="list-style-type: none"> □ School psychologist 	<p><u>RTI process:</u></p> <ul style="list-style-type: none"> ■ Functional academic and/or behavioral data ■ Collected over time <ul style="list-style-type: none"> □ Teacher(s) □ Related Service □ School psychologist □ Parent(s)
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The frequency of assessment administration differs significantly between the two systems. Traditionally, the data reviewed for eligibility decision-making was collected between referral and the meeting where the question of eligibility was posed and determined. In an RTI process, data collected and analyzed regularly throughout the process so that progress overtime can be considered, along with additional data collected after referral.

Special Education Eligibility Component:
nature of assessment targets/ what is being measured

<p><u>Historical system:</u></p> <ul style="list-style-type: none"> ■ Indirect or general relationships with classroom academic or behavioral problems ■ Most often intrinsic to the person 	<p><u>RTI process:</u></p> <ul style="list-style-type: none"> ■ Specific skills measured ■ Related to student academic and/or behavioral skills and performance
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A major difference between the historical system and using RTI as a part of eligibility determination is the nature of the assessment targets, or what is being measured. Norm-referenced intelligence and achievement tests measure more generalized skills, while continuous progress monitoring is designed to measure specific academic and behavioral skills.

Special Education Eligibility Component:
relationship of assessment instruments to the general curriculum

<u>Historical system:</u>	<u>RTI process:</u>
■ Minimal	■ Direct

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Norm-referenced intelligence and achievement tests do not have a direct connection to the skills and performances measured in state standards; and, these standards are what we say students should know and be able to do – the components of the general education curriculum.

Special Education Eligibility Component:
relationship between eligibility assessments and intervention

<u>Historical system:</u>	<u>RTI process:</u>
■ Little demonstrable relationship	■ Direct link
■ Global assessments not specific to interventions	■ Assessment of performance in relation to instructional intervention(s)

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Like the last slide that referenced the direct connection between continuous progress monitoring in the RTI process and the curriculum, there is also a more direct connection to the interventions provided to the student, as these interventions were based on the student's progress, or lack thereof, within the general education curriculum.

Special Education Eligibility Component:
use of information provided by parents and teachers

<u>Historical system:</u>	<u>RTI process:</u>
■ Supplemental	■ Central
■ More focus on "test" results	■ More focus on performance over time

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As we have been discussing to this point in time, there is a much greater focus on regularly administered assessments with a direct connection to student learning standards, and collection of data relative to student learning demonstrated in relation to those standards. Classroom and teacher-generated data and information provided by parents/families become an integral part of the eligibility decision-making process.

Presenter Note: This is a good point to pause and ask for any clarification questions or reflections on the points made relative to eligibility determination.

Segue: As a district or state moves to implement and support RTI models, policy considerations to be addressed become apparent.

Policy Issues:

60 minutes
35 minutes
5 minutes

Policy Issues

How will the SEA/LEA/building support the implementation of RTI as:

an overarching system of providing scientifically based curriculum and instruction within general, remedial, and special education that is guided by ongoing data and information regarding student performance?

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The overarching question is how will RTI be implemented district-wide?

For the 1-hour presentation, this slide may be introduced as a critical question to be addressed in the future by the group. **Handout #10: Policy Issues** (addressing the slides in this section) may be distributed as a reference for future use.

Policy Issues: *depending on number of participants and how conducted, 10 to 15 minutes*

Brainstorming Activity

Lead in statement and question:

- Presented on the slide
- Address the question to the audience (SEA, LEA, and/or building)

Format of activity:

- Address the question by table groups
- Each group discusses and generates responses; *4 to 5 minutes* for this activity
- Each group then shares ideas.
- Sharing options:
 - Presenter poses question again; each table, in turn, responds aloud and presenter captures key ideas on chart paper
 - Each table has chart paper; participants record key ideas for all to see

Presenter paraphrases and summarizes

Segue: RTI begins within the whole of the education environment and applies to decision-making throughout the provision of educational services to all students. For struggling students whose response is inadequate or the only interventions that work are intensive, the data collected and analyzed during the RTI process may lead to referral for special education eligibility.

Policy Issues (continued)

How will the SEA/LEA/building support the implementation of RTI as:

- a way of gathering data for use within the special education eligibility process?
- ongoing data-based decision making within special education as a part of using RTI practices?

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Presenter Note: Next two questions are posed and the reflection/discussion activity is described.

For the 1-hour presentation, this slide may be introduced as critical questions to be addressed in the future by the group.

Moving Forward with Policy Issues: *depending on number of participants and how conducted, 15 to 20 minutes*

Jigsaw Activity

Lead in statement and questions:

- Presented on the slide
- Address the question to the audience (SEA, LEA, and/or building)

Format of activity:

- Divide participants into small equal groups, representing the same level of implementation (SEA, LEA, building); four to six persons per group work well; half the groups will be assigned one question
- Assign one question to each group
- Each group discusses and generates responses; *4 to 5 minutes* for this activity
- Each group then shares ideas.
- Sharing options:
 - Presenter poses each question in turn, allowing *2 to 3 minutes per question*; groups respond and presenter captures key ideas on chart paper
 - One piece of chart paper is posted for each question, with question indicated at the top; participants record key ideas for all to see

Presenter paraphrases and summarizes

Segue: For implementation of RTI to be effective, the infrastructure must be in place to support the process.

Policy Issues

What is the current state-/local-level infrastructure to support successful implementation of RTI?

Including...

- Rules, guidelines, best practices
- Parent and professional development

Providing...

- Intervention structures and resources within general education
- Measurement procedures for gathering ongoing student performance
- Strategies for research
- Evaluation of impact

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Presenter Note: Next question is posed and the reflection/discussion activity is described.

For the 1-hour presentation, this slide may be introduced as a critical question to be addressed in the future by the group.

Infrastructure Issues: *depending on number of participants and how conducted, 10 to 15 minutes*

Whole Group Brainstorming Activity

Lead in statement and question:

- Presented on the slide
- Address the question to the audience (SEA, LEA, and/or building)

Format of activity:

- Address the overarching question to the entire group
- Address each sub-bullet
 - If the group of participants represent one constituency, solicit what is currently in place
 - If the group of participants represent more than one constituency, solicit responses relative to what they suggest needs to be in place
- Capture key ideas on chart paper

Presenter paraphrases and summarizes

Segue: Another, and critical, issue is the provision of quality professional development for effective implementation.

Professional Development Needs:

15 minutes
10 minutes
5 minutes

New knowledge, skills, and dispositions will be needed for EVERYONE, including teachers, parents, administrators, and related services personnel, for RTI to work. Much of the same core content will be shared across stakeholder groups, and some of it will need to be differentiated.

Professional Development Needed

- Pre-service at college/university level
- District-level leadership
- Building-level administration
- Direct services (e.g., teachers)
- Support services
- Parents/Families

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Presenter Note: For the 3.5-hour presentation, it is suggested the slide be presented and a jigsaw activity (as per above) be used for the participants to generate needs and the presenter may use the following notes below to pose questions to guide thought if a group appears to be having difficulty in creating responses.

For the 2-hour presentation, it is suggested the slide be presented and the presenter solicit two or three ideas for each of the five bullets from the group as a whole. The presenter may use the following notes below to pose questions that guide thought if the group appears to be having difficulty in creating responses to any of the bullets.

For the 1-hour presentation, it is suggested the slide be presented, as these are critical constituency groups. The presenter may use the following notes to give a suggestion or two about content to consider for each bullet.

Ideas to expand on the bullets:

- All levels
 - Links among NCLB, IDEA '04, AYP, and RTI
 - Beliefs and dispositions that support RTI
 - Knowledge and skills that support RTI
 - Components of, and movement within, and RTI multi-tiered process/model
 - Steps of the problem-solving process
 - Understanding of referral, evaluation, and eligibility determination in an RTI model
 - Assessment tools (CBM) within an RTI process

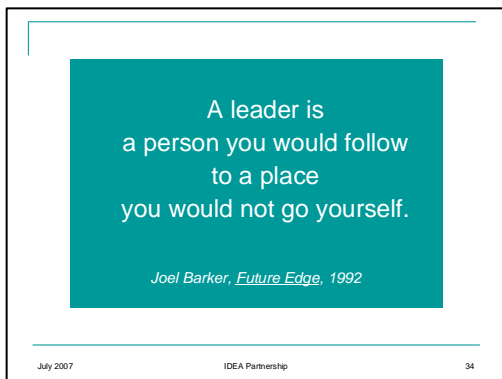
- Pre-service at college/university level
 - Use of empirically validated practices
 - Understanding and use of the problem-solving model
 - Incentives for pre-service faculty participation
 - Support at the national and state levels for accreditation and certification processes that recognize new roles, knowledge, skills, and dispositions
- District-level leadership
 - Professional development delivery model that supports RTI
 - Staff and budget requirements to integrate general education and special education services
 - Relationship between implementation and expectations for improved student performance
 - Barriers that will occur and that must be addressed
 - Use of and support for technology necessary to ensure efficient data systems
 - Essential stages and variable necessary for a smooth transition to RTI
- Building-level administration
 - Understanding of the need for universal, supplemental, and intensive strategies and intervention levels
 - Components of a successful professional development plan, including building capacity and sustaining change in practices
 - Need for skills in data-based decision-making
 - Need to share data and discuss outcomes and implications frequently
 - Need to publicly recognize the connection between staff efforts and student outcomes
 - Coordination and alignment of district efforts for greater impact
 - Need to involve and inform parents in the essential elements of RTI and their impact
 - Need to provide space, time, and other resources that support success
- Direct services (e.g., teachers)
 - Understanding of the relationship between RTI and student achievement
 - Need to increase the range of empirically validated instructional practices in the general education classroom
 - Need to implement instruction/intervention with fidelity
 - Uses of the problem-solving model
 - Use of technology and other supports to implement RTI
 - Need to describe practical models and examples with useable student outcome data
 - Need for guided practice opportunities in implementing new roles and skills
 - Understanding of how to administer progress monitoring tools and how to collect, analyze, and use the data

- Support services
 - Use of student performance data to impact learning outcomes
 - Evaluation strategies to assess instructional quality in classrooms
 - Understanding of CBM and continuous progress monitoring tools and data
 - Various roles and responsibilities of support staff
- Parents/Families
 - Beliefs and dispositions that support RTI
 - Understanding of a multi-tiered approach to facilitate student learning
 - Use of student performance data to impact learning outcomes
 - Understanding of decision-making within RTI, among the tiers
 - Need to become involved when a child first struggles to learn, participate in instructional/intervention decisions, and advocate for the at-risk child
 - Understanding of parent right to refer child at anytime

Segue: Moving forward with implementation of an effective RTI model will require leadership at all levels – state, local and building.

Summary Statements:

5 minutes
5 minutes
15 minutes



Presenter Note: Place the slide on the screen for participants to read silently. At this time review briefly the topics covered in the session.

We have

- Defined RTI and explored the rationale behind the concept
- Looked at the bases in federal statute
- Explored RTI core principles and key concepts
- Developed an awareness of the three essential components of implementation (tiered model, problem-solving process, and comprehensive data systems)
- Compared SLD eligibility determination process under the historical system with SLD determination using data collected through RTI
- Discussed policy issues

- Raised the issue of professional development needs among all stakeholder groups and looked at new knowledge, skills and dispositions needed by all

Segue: The challenge ahead is to move forward in our learning and our discussions toward implementation of systems that result in successful k-12 learners. There are many excellent resources to assist as a state/district/building moves forward with RTI practices and implementation.

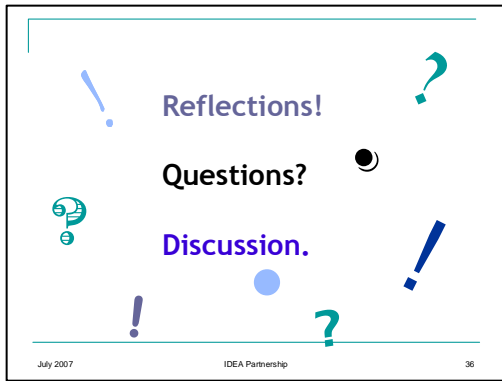
For More Information:
IDEA Partnership's RTI Initiative

Website: www.ideapartnership.org

- A Partnership Collection on RTI
- Many Journals, Many Voices
- Results for Kids: Resources

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By accessing the Partnership website, you will find resource information that is updated regularly as well as links to all the partner organizations.



Presenter Note: This slide is recommended for use with the 1-hour presentation. It may also be of value for the two longer presentations, if time allows.

Q&A: *depending on time available, takes 10 to 15 minutes*

Whole Group Discussion Activity

Lead in statement and questions:

Now that we have spent time exploring policy considerations and implementation of Response to Intervention...

- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:

- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
 - Questions for which there are no answers at this time
 - Issues to explore
 - Concerns about policy
 - Concerns about implementation
 - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.

**Response to Intervention:
Policy Considerations and Implementation
*Supplementary Materials***

- Handout #1: *Selected Citations from Statute and Regulations*
- Handout #2: *Response to Intervention (RTI)*
- Handout #3: *Essential Component 1: Multi-tier Model*
- Handout #4: *Tier 1: Core Instruction and Universal Interventions*
- Handout #5: *Tier 2: Targeted Interventions*
- Handout #6: *Tier 3: Intensive Interventions*
- Handout #7: *Essential Component 2: Problem-Solving Method*
- Handout #8: *Essential Component 3: Integrated Instructional
Data Collection/Assessment Systems*
- Handout #9: *Special Education Eligibility Components*
- Handout #10: *Policy Issues*
- Handout #11: *Glossary of RTI Terms and Acronyms*

Selected Citations from Statute and Regulations *forming bases for RTI*

From NCLB:

“...holding schools, local education agencies, and States accountable for improving the academic achievement of **all** students...” and “...promoting schoolwide reform and ensuring the access of **all** children to effective, scientifically-based instructional strategies...” [PL 107-110 §1001(4) and (9)]
(emphasis added)

From IDEA:

“...to improve the academic achievement and functional performance of children with disabilities including the use of scientifically based instructional practices, to the maximum extent possible.” [20 U.S.C. 1400(c)(5)(E)]

From IDEA Federal Regulations:

“In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures...” [PL 108-448 §614(b)(6)(B)]

Response to Intervention (RTI)

Core Principles

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

Key Practices

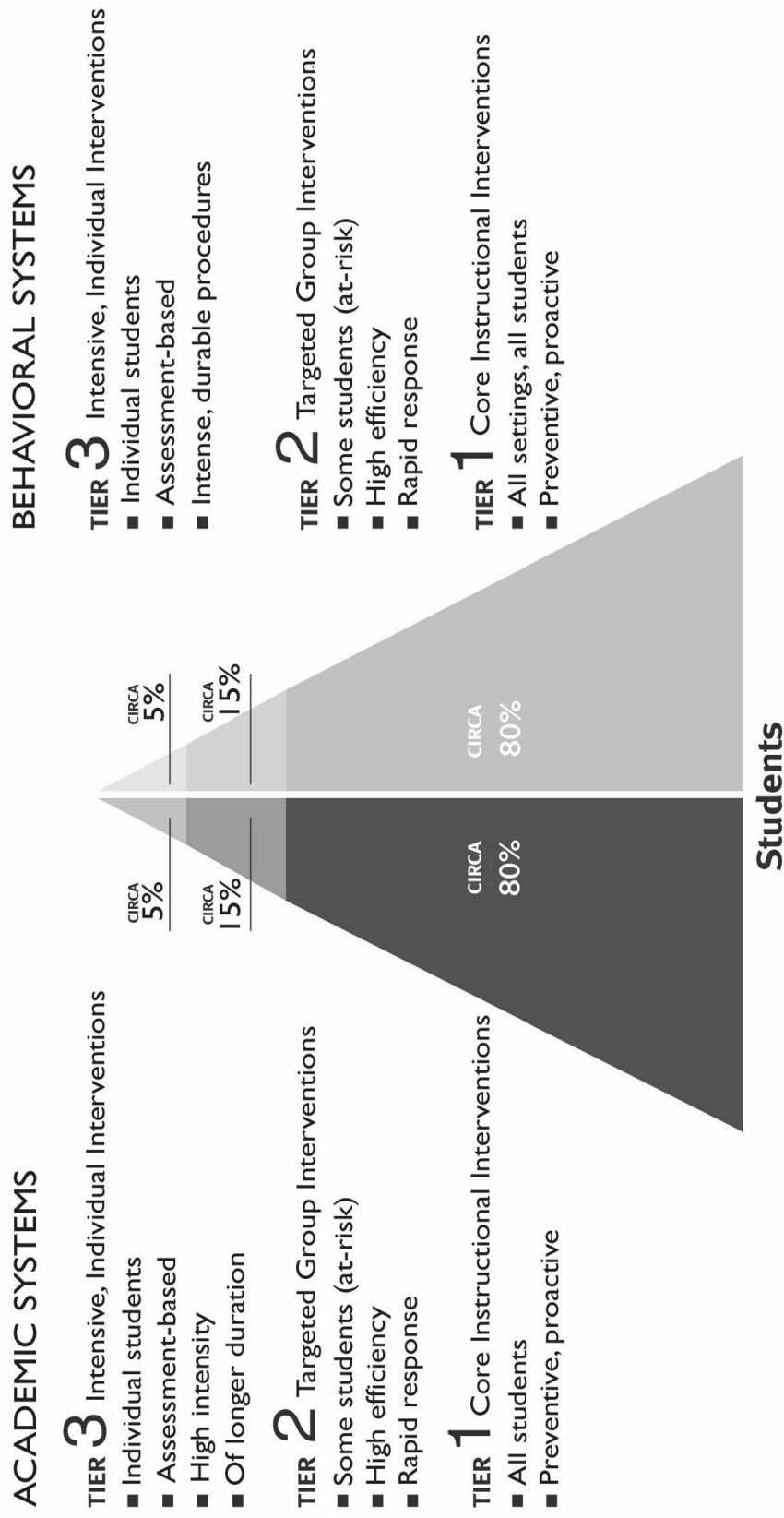
- Using research-based, scientifically validated interventions/instruction
- Monitoring student progress to inform instruction
- Making decisions based on data
- Using assessments for: (1) universal screening; (2) progress monitoring; and (3) diagnostics

Essential Components of Implementation

- Multi-tier model
- Problem-solving method
- Integrated data collection/ assessment system

Source: IDEA Partnership workgroup

Essential Component 1: Multi-tier Model



Source: *Response to Intervention Policy Considerations and Implementation*. 2005. p. 22. National Association of State Directors of Special Education

Tier 1: Core Instruction and Universal Interventions

<p>What data sources do we currently have that reflect the current impact of the core curriculum?</p>	
<p>Do we have adequate data to determine the current impact of the core curriculum? If so, what do the data reveal?</p>	
<p>If there are data to suggest that improvement is needed, discuss how the core program could be assessed for quality and fidelity of implementation.</p>	
<p>What systems are in place to address this issue? (e.g., Who will do what if the district has 50% of students at proficiency in Tier I?)</p>	
<p>What resources are needed? (i.e. personnel, materials, time, strategies)</p>	

Source: IDEA Partnership workgroup

Tier 2: Targeted Interventions

<p>What supplemental instructional programs/ initiatives are currently in place for students who struggle with academics?</p>	
<p>What supplemental instructional programs/ initiatives are currently in place for students who struggle with behavioral concerns?</p>	
<p>How do we currently monitor progress and determine the impact of interventions implemented?</p>	
<p>How can targeted interventions be assessed for quality and fidelity of Implementation?</p>	
<p>Is there a need to increase available options for targeted interventions? If so, what resources are needed to move forward?</p>	

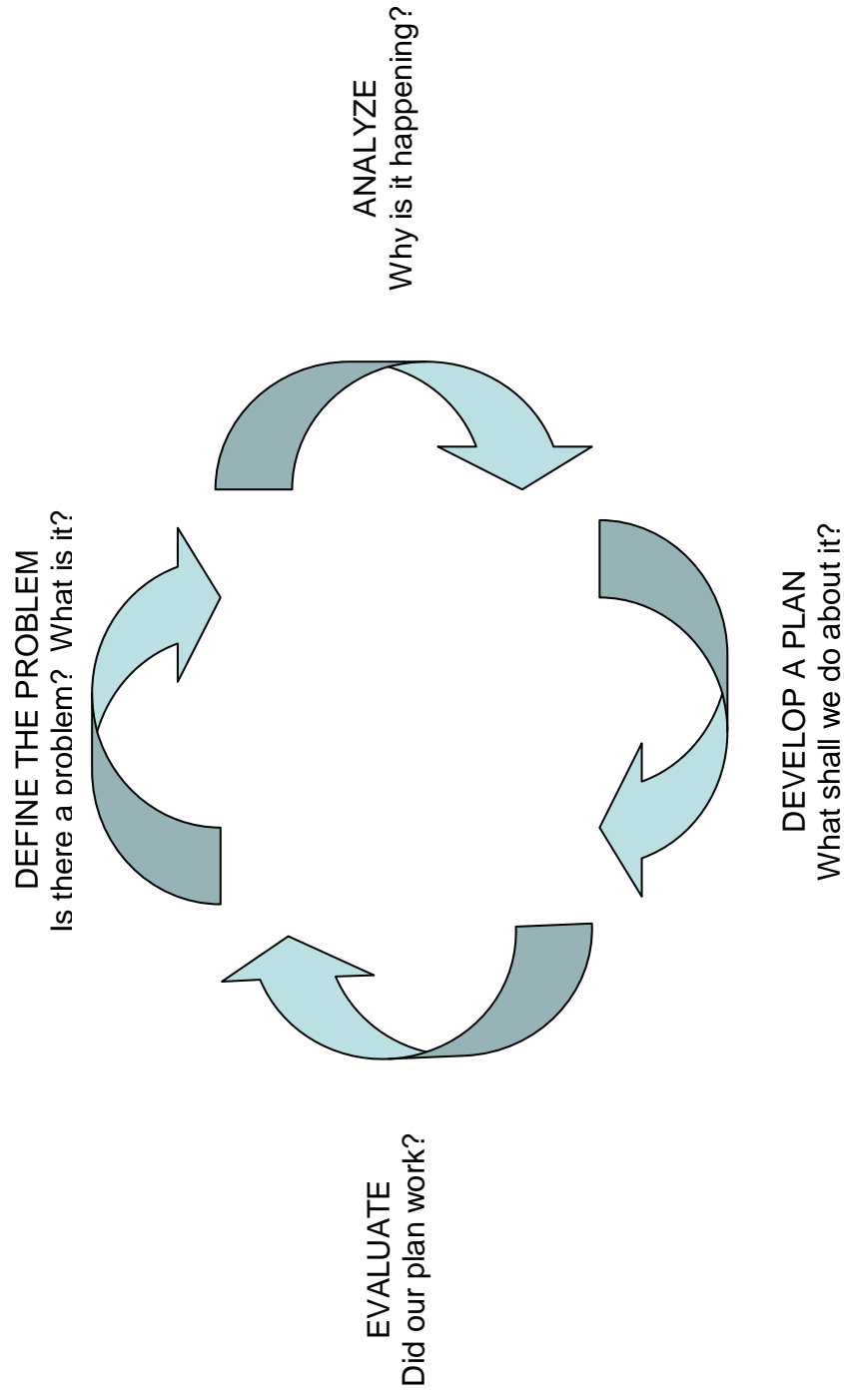
Source: IDEA Partnership workgroup

Tier 3: Intensive Interventions

<p>Are there currently intensive academic services in place for students who “fit” this level of a three-tiered RTI process/model? If so, what are they?</p>	
<p>Are there currently intensive behavioral services in place for students who “fit” this level of a three-tiered RTI process/model? If so, what are they?</p>	
<p>How do we currently monitor progress and determine the impact of more intense interventions implemented?</p>	
<p>How can intensive interventions be assessed for quality and fidelity of Implementation?</p>	
<p>Is there a need to increase available options for intensive interventions? If so, what resources are needed to move forward?</p>	

Source: IDEA Partnership workgroup

Essential Component 2: Problem-Solving Method



Source: *Response to Intervention Policy Considerations and Implementation*, 2005, p. 25. National Association of State Directors of Special Education

Essential Component 3: Integrated Instructional Data Collection/Assessment Systems

	Now in place:	Need to consider:
<p><u>Assessment of</u></p> <ul style="list-style-type: none"> ▪ Skills embodied in state and local academic standards ▪ “Marker variables” (benchmarks) leading to ultimate instructional target (reading comprehension, fluent writing, mathematical understanding, etc.) 		
<p><u>To be administered</u></p> <ul style="list-style-type: none"> ▪ Efficiently over short periods of time ▪ Repeatedly, using multiple formats 		
<p><u>Provide</u></p> <ul style="list-style-type: none"> ▪ Data specific to strategy implemented; strategy implemented to address area of student need ▪ Individual student progress monitoring data, sensitive to small increments of growth over time ▪ Comparison data across students ▪ User-friendly data displays that track student growth 		

Source: IDEA Partnership workgroup

Special Education Eligibility Components

	<i>Historical System</i>	<i>RTI Process</i>
<i>LD eligibility criteria</i>	<ul style="list-style-type: none"> • Ability-achievement discrepancy • SLD exclusion factors 	<ul style="list-style-type: none"> • Significant difference in performance compared to peers • Low rate of progress, even with high-quality interventions • Need for special education services • SLD exclusion factors
<i>type of tests used</i>	<ul style="list-style-type: none"> • Global • Ability / IQ • Nationally norm-referenced achievement tests 	<ul style="list-style-type: none"> • Specific • Direct measures of specific skills needed for success in the classroom
<i>comparison standards</i>	<ul style="list-style-type: none"> • National norms 	<ul style="list-style-type: none"> • Regional, district, school or classroom • Aligned to state standards • Nationally normed tests used sparingly
<i>frequency of assessment</i>	<ul style="list-style-type: none"> • Administered at one or two sittings <ul style="list-style-type: none"> • School psychologist 	<ul style="list-style-type: none"> • Functional academic and/or behavioral data • Collected over time <ul style="list-style-type: none"> • Teacher(s) • Related Service • School psychologist • Parent(s)
<i>nature of assessment targets/what is being measured</i>	<ul style="list-style-type: none"> • Indirect or general relationships with classroom academic or behavioral problems • Most often intrinsic to the person 	<ul style="list-style-type: none"> • Specific skills measured • Related to student academic and/or behavioral skills and performance
<i>relationship of assessment instruments to the general curriculum</i>	<ul style="list-style-type: none"> • Minimal 	<ul style="list-style-type: none"> • Direct
<i>relationship between eligibility assessments and intervention</i>	<ul style="list-style-type: none"> • Little demonstrable relationship • Global assessments not specific to interventions 	<ul style="list-style-type: none"> • Direct link • Assessment of performance in relation to instructional intervention(s)
<i>use of information provided by parents and teachers</i>	<ul style="list-style-type: none"> • Supplemental • More focus on “test” results 	<ul style="list-style-type: none"> • Central • More focus on performance over time

Adapted from: *Response to Intervention Policy Considerations and Implementation*. 2005. p. 31. National Association of State Directors of Special Education

Policy Issues

How will the SEA/LEA/building support the implementation of RTI as an overarching system of providing scientifically based curriculum and instruction within general, remedial, and special education that is guided by ongoing data and information regarding student performance?

How will the SEA/LEA/building support the implementation of RTI as a way of gathering data for use within the special education eligibility process?

How will the SEA/LEA/building support the implementation of RTI ongoing data-based decision making within special education as a part of using RTI practices?

What is the current state-/local-level infrastructure to support successful implementation of RTI?

Including...

- Rules, guidelines, best practices
- Parent and professional development

Providing...

- Intervention structures and resources within general education
- Measurement procedures for gathering ongoing student performance
- Strategies for research
- Evaluation of impact

Source: IDEA Partnership workgroup

Glossary of RTI Terms and Acronyms

AYP - Adequate Yearly Progress

A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education

Core Principles of RTI

Beliefs, dispositions necessary for RTI processes to be effective

- All children can learn when taught with effective practices
- Early intervening for struggling learners is essential
- Use of a multi-tier model of service delivery
- Utilization of a problem-solving methodology

Data Points

Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Dependent Variable

Element which may be influenced or modified by some treatment or exposure

Differentiated Instruction

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials .

Discrepancy

Difference between two outcome measures

IQ-Achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test

Difference between pre-test and post-test on a criterion-referenced test

Disproportionality

Over-identification, or under-identification, of students from minority populations who are served through special education;

Early Intervening / Early Intervening Services (EIS)

Early intervening services are the preventive components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004.

From NCLB:

An LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; and to improve student behavior in the classroom and identify early and appropriate interventions to help these students.

From IDEA:

An LEA may use up to 15% of its IDEA Part B funds in any fiscal year, less any funds reduced from its local fiscal effort, to develop and implement coordinated, early intervening services. Coordinated early intervening services may include interagency financing structures (for students in K-12 with a particular emphasis on students in K-3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

When it has been determined that significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, the SEA shall require the to reserve the maximum 15% of IDEA Part B funds to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over-identified.

EIS Activities could include:

- Professional development for teachers and other school staff to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services and supports, including scientifically-based literacy instruction.

ESEA/NCLB – Elementary and Secondary Education Act/No Child Left Behind
The Elementary and Secondary Education Act (ESEA) [original passage in 1965], renamed the "No Child Left Behind" (NCLB) Act of 2001; federal statute relative to k-12 public education

Essential components of an RTI process

Components of an effective RTI process include

- School-wide screening
- Progress monitoring
- Tiered services
- Fidelity of implementation

Evidence-based Practice

Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research

Exclusionary Factors

The determination of eligibility for a specific learning disability must not be primarily the result of one of the following factors: [*from federal regulation §300.309(a)(3)*]

- (i) A visual, hearing, or motor disability;
- (ii) Mental retardation;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency.

Fidelity of Implementation

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior

Academics: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s)

IDEA - Individuals with Disabilities Education Improvement Act of 2004 also referred to as IDEA '04
Original passage in 1975; latest reauthorization in 2004; federal statute relative to public education and services to students with disabilities ages 3 through 21

IDEA Partnership

IDEA Part D federal grant; collaboration of 55 plus national organizations, technical assistance providers, and State and local organizations and agencies, together with the Office of Special Education Programs (OSEP),

Independent Variable

Variable which is manipulated or selected by the researcher to determine relationship to a dependent variable; independent variable is the element that someone actively controls/changes (instructional strategy/intervention); while the dependent variable (student demonstration of skills) is the element that changes as a result

Integrity of intervention implementation

See Fidelity

Intensive Interventions

Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions

Key practices in RTI

Practices necessary for RTI processes to be effective

- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

LEA– Local Education Agency

Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Learning Disability/Specific Learning Disability (SLD)

[from federal regulation §300.309(a)(1)]

The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

Learning Rate

Average progress over a period of time, i.e. one-year's growth in one year's time

NCLB/ESEA – No Child Left Behind/Elementary and Secondary Education Act

See ESEA/NCLB

Over-identification

Refers to the over-representation of students in special education programs/services that are above state and national averages; identification of more students for services through special education than the proportion of that population in the general population

Refers to over-representation of students in specific disability-related categories that are above state and national averages

Positive Behavior Supports

Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors

Primary Levels of Intervention

Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model

Problem-solving Approach to RTI

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions

Problem-solving Team

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions; and develop a plan of action to address a student-specific need

Progress Monitoring

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Response to Intervention / Response to Instruction / Responsiveness to Intervention (RTI)

Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

RTI – Response to Intervention / Response to Instruction / Responsiveness to Intervention

See above

Scientifically-based Research

Education related research that meets the following criteria

- Analyzes and presents the impact of effective teaching on achievement of students
- Includes large numbers of students in the study
- Includes study and control groups
- Applies a rigorous peer review process
- Includes replication studies to validate results

Scientific, Research-based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening – See Universal screening

SEA – State Education Agency

Refers to the department of education at the state level

Secondary Levels of Intervention

Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often implemented in small group settings; may be individualized; often connected to supplemental tier of a tiered intervention model

Specific Learning Disability

See Learning Disability

Standard Protocol Intervention

Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

Strategic Interventions Specific to Needs

Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions

Summative Assessment/evaluation

Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study

Systematic Data Collection

Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Tertiary Levels of Intervention

Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model

Tiered Instruction

Levels of instructional intensity within a tiered model

Tiered Model

Common model of three or more tiers that delineate levels of instructional interventions based on student skill need

Universal screening

A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards

Validated Intervention

Intervention supported by education research to be effective with identified needs of sets of students