Presenter’s Guide

Response to Intervention:
Basics for families
and community members
Acknowledgements

The IDEA Partnership acknowledges the contributions of cross-stakeholders, including persons representing,

- Teachers,
- General Education Administrators,
- Special Education Administrators,
- Related Service Personnel,
- Families,
- Higher education, and
- Technical Assistance Providers

who collaborated to create “Introducing Response to Intervention: Basics for families and community members”

-and-

is deeply grateful for being allowed to adapt again the original presentation created by the AFT, NASP, and NEA in order to provide additional access to all education stakeholders, particularly families and community members.

The following stakeholder groups within the IDEA Partnership were represented by individuals who worked together, both on-site in Alexandria, Virginia, 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.

- Role: Family Member
  Location: California

- Role: Technical Assistance Provider
  Location: District of Columbia

- Role: Educational Consultant
  Location: Florida

- Role: Higher Education
  Location: Kansas

- Role: Teacher
  Location: Louisiana

- Role: General Education Administrator
  Location: Montana

- Role: General Education Administrator
  Location: Pennsylvania

- Role: Family Member
  Location: Virginia

- Role: Related Service Provider
  Location: Texas

- Role: Technical Assistance Provider
  Location: Texas
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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 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.
Basics for families and community members

Preparation

Objectives:
Participants will increase knowledge relative to
- Basic RTI terminology
- RTI foundations in research and statute
Participants will explore
- A basic model for implementation of RTI
- Current practices that support RTI
Participants will engage in discussion regarding local implementation of RTI (expanded sessions)

Agenda/Timing:
60 minutes - Total time for information sharing and learning activities
45 minutes - Total time for sharing of information and Q&A
30 minutes - Total time for abbreviated information only

60 minutes - Total time for information sharing and learning activities
Suggested time allotments:

<table>
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<td>Vision for Implementation</td>
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<td>10 min</td>
<td>Q &amp; A and Summary Statements</td>
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45 minutes - Total time for sharing of information and Q&A
Suggested time allotments:

<table>
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<th>Time</th>
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<td>3 min</td>
<td>Introduction</td>
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<td>Foundations and School Improvement</td>
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<td>5 min</td>
<td>Definition</td>
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<td>5 min</td>
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<td>10 min</td>
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30 minutes - Total time for abbreviated information only

Suggested time allotments:

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<thead>
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<th>Time</th>
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<tr>
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<td>Introduction</td>
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<td>Foundations and School Improvement</td>
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<td>3 min</td>
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<tr>
<td>1 min</td>
<td>Summary Statements</td>
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Support Materials:

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
Basics for families and community members

**Presentation/Process**

**Introduction:**

5 minutes

3 minutes

1 minutes

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

Response to Intervention

- It is a term garnering much attention in the field of education today.
- We will spend the next few minutes exploring the basics of the concept/process…
  - Where did it originate?
  - What is it?
  - Why is it important to us in this room? -and-
  - What needs to be in place to make it work for students and for schools?

**Presenter Note:** The original presentation was created through collaborative efforts of the National Association of School Psychologists, the National Education Association, and the American Federation of Teachers. This version is the second revision by cross-stakeholder groups within the IDEA Partnership. The first revision is intended for teachers and administrators. This second revision is specifically intended for family and community members.
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 sharing with the participants:
- Foundations – will discuss foundations in practice, policy, and statute
- Definition – from a practical standpoint
- Core principles – supported by both research and common sense
- Tiered model – one common example of implementation; there are many tiered models being implemented
- Problem-solving – essential to effective implementation
- Vision for implementation – what it looks like in practice

Foundations and School Improvement:

Presenter Tip: The belief statement slide is intended to give all participants an opportunity to explore and validate the central beliefs about children and learning. For the longer presentations it is an important activity to set the stage and undergird the rationale for change to RTI as a process to improve opportunities for all students.

Presenter Note: For the 45-minute presentation, it is suggested the slide be shown as the statements are orally reinforced. For the 30-minute presentation, it is suggested the slide be omitted.
We believe: depending on number of Participants and how conducted, 10 to 15 minutes

Think, Pair, Share Activity

Lead in question:
What is it that we believe about children/students and learning?

Format of activity:
- Take a few moments (30 to 45 seconds for each question – presenter may signal at the end of the allotted time) to silently think about each statement on the slide and if you agree or disagree with each. Then, determine why you believe the way you do. Is there a particular experience or set of experiences that have influenced your beliefs about students and learning?
- Turn to a partner and check in to see if you agree and/or disagree with the same statements.
- At your table, you will then have five minutes to share your rationale for agreeing or disagreeing with each statement. At the end of that time your table will be given a minute to build consensus around the most important points from your discussion.
- Each table will then share their ideas about these belief statements.
- Sharing options:
  - Each spokesperson shares for 2 minutes, 1 minute – dependent on number of tables
  - Each spokesperson shares, careful not to repeat what has been said before and add new insights

Presenter summarizes the statements and moves on to next slide.

Segue: Although we have different experiences and views, we do agree with the three statements on the slide. The belief that all children can and do learn has changed our thinking about education in recent years.
**Presenter Tip:** The pictures in the slide symbolize the change in education over the years. Depending on the audience, the presenter may choose to share any or all of the information below.

Ideas for sharing with the Participants:

- We can agree that architectural style in schools has changed over time, so has the education research changed what we know about children and how they learn
- How has it been decided that RTI is the right thing to do?
- Since PL 94-142 (original Education of All Handicapped Act of 1975) we know much more about how students learn
- More education research available in the last 30 years
- Increased expectations for all students
- More research behind practice
- As practices become documented, policies change
- Policy changes inform and then there are accompanying changes in statute/law
  - ESEA/NCLB
    - Accountability – systems for accountability for all states, all schools, and all learners
    - School improvement – expectations for continuous improvement; a plan in place and action toward meeting the goals of the plan
    - Adequate yearly progress (AYP) – for all children including subgroups [ethnicity/race, low socio-economic status, English language learners, students with disabilities]
  - IDEA 2004
    - Effective instruction – tied to state standards and delivered by a highly qualified teacher
    - Progress monitoring – ongoing assessments to inform instruction
    - Early intervening services – a reversal of the “wait to fail” model
  - Both statutes focus on data-based decision-making
**Presenter Tip:** Allow Participants to read the slide silently as you expand thought regarding more specifics on each bullet. For the brief presentations, it is suggested that Participants read the slide silently while the presenter paraphrases the concepts.

<table>
<thead>
<tr>
<th>National focus</th>
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<tbody>
<tr>
<td>Closing achievement gaps</td>
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<tr>
<td>Emphasizing high quality, scientifically-based instruction and interventions</td>
</tr>
<tr>
<td>Holding schools accountable for the progress of all students in meeting grade level standards</td>
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</tbody>
</table>

Ideas to expand on the bullets:

- Closing the achievement gap - many new references in IDEA 2004 connecting it with ESEA; many of which aim to close achievement gaps for subgroups of students, especially for those with disabilities. Most notably, connected to our discussion of response to intervention today are...
- Scientifically based instruction/interventions – both statutes reference scientifically-based instruction; practice is clear that the earlier interventions are implemented with struggling learners, there are more opportunities for the student to learn and demonstrate missed skills
  - NCLB sets forth “…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)]
  - Regarding IDEA, Congress stated “…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)
- Holding schools accountable – in addition to the accountability statements in NCLB, IDEA ’04 requires states to report on “…improving educational results and functional outcomes for all children with disabilities…” [Federal Register §300.600(b)(1)]

**Segue:** A very important aspect of an RTI process is the connection it has to overall school improvement.
Presenter Tip: For the two expanded presentations, the presenter may wish to configure the bullets to come in one at a time and expand upon each bullet without interference from the rest of the words on the page that have not yet been addressed.

<table>
<thead>
<tr>
<th>Benefits of RTI</th>
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<td>- Student achievement and behavior improve as a result of early intervention</td>
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<tr>
<td>- Fits within school improvement efforts</td>
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<tr>
<td>- Assists in appropriate identification of students with disabilities</td>
</tr>
<tr>
<td>- May help reduce disproportionate representation of minority students in special education</td>
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Ideas to expand on the bullets:

- Student achievement and behavior… – Earlier as we addressed our belief statements, we agreed that all children can learn and that we all want to support their learning. **Presenter Note:** Depending on the audience, this is a place to insert references to research. If you know of previous discussions among this group or implementation of research-based programs in use, mention them to connect thinking for the group. Suggested research may include Reading First and Sharon Vaughn’s work or George Sugai’s work with schoolwide behavior supports.

- May be thought of as a process… - As the purpose of an RTI process is to provide high-quality instruction, to constantly monitor student progress, and to provide appropriate high-quality interventions when a learn struggles, with academics and/or behaviors, it is a natural fit with school improvement efforts. The earlier we intervene and provide supports for struggling learners, the more opportunities they have to acquire knowledge and skills; the more knowledgeable and skilled are students, the more improved are the indicators of school success.

- Appropriate identification…Moving from a wait to fail model to a model of early intervening, may assist professionals in finding the strategies that work much earlier in the student’s career and may result in more accurate identification of students with disabilities. Current research indicates that half the students identified as having learning disabilities do not have processing disorders; they are children that did not learn to read with the strategies that were implemented at the time they were being instructed in how to learn to read.

- May help reduce disproportionate representation… - Over-representation of minority students in special education services has been on the radar screen for several years now. There is general consensus that many minority students are being identified for special education services not because of low cognition or true learning disabilities, but because of the lack of opportunity to learn, either due to cultural/language issues or lack of appropriate strategies for their particular learning needs.

Segue: Now that we have looked at the foundations for a response to intervention process, what is it?
**Presenter Note:** Handout #1: *RTI Key Terms* is available for distribution at this point in the presentation; or, may be distributed at the end of the presentation.

**Definition:**

Emphasis: RTI is
- a practice or a process
- a set of processes to ensure opportunity to learn for all students
- monitoring the demonstration of learning (academic and behavioral) for all students
- intervening early for struggling students

Ideas to expand on the bullets:
- High quality instruction – connected to state learning standards and indicators; differentiated based on student skills and interests
- Monitoring of student progress – to inform instructional practices for next steps
- Data-based decision-making – to inform instructional practices for the whole group and for individual students

Additional ideas to expand on the slide:
A response to intervention process is about all students achieving to high levels.
- Gifted and talented – meeting their needs and ensuring a year's progress each year
- Students from culturally and linguistically diverse backgrounds – regardless of age
- English language learners
- Children of low socio-economic status
- Struggling students – both academic and social/emotional/behavioral issues
- ALL kids reaching potential

Implementation of a Response to Intervention process within a school and a district is about all children and all content. To be effective it requires the understanding and support of all stakeholders: teachers, administrators, parents, and related service personnel.
Core Principles and Key Practices:

**Core Principles of RTI**
- All children can learn
- Early intervening is essential
- Implementation of a multi-tier model of service delivery
- Problem-solving guides practice

**Key Practices of RTI**
- Using research-based instruction and interventions
- Monitoring student progress
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

**Presenter Note:** The core principles and key practices presented in these two slides are matched to the definitions in the RTI glossary.

The presenter may wish to briefly paraphrase each concept as it appears on the screen and give discrete examples of what it looks like in the classroom. Depending on the roles represented in the audience, some principles may take less, and others more, time.

**Segue:** Operationalizing these principles at the building level results in closing achievement gaps between and among student groups.
Example Tiered Model:

Although there are models in use that have varying numbers of tiers, the example that we are using today is one that is relatively common as implementation is progressing across the country. The three-tiered model has foundations in public health research of the 1960’s, behavioral research of the 1980’s, recent reading research, and is now being applied in a broader context to RTI which incorporates both academic and behavioral issues.

Academic and behavioral research support an 80-15-5 model of student learning connected to a comprehensive curriculum with quality teaching strategies and materials being used. In other words, with the implementation of a comprehensive curriculum with quality teaching strategies and materials being used, 80% of all students will demonstrate learning, 15% will struggle and be able to proceed with learning when provided with appropriate interventions, and 5% will be in need of more intense interventions to support learning. Translated into a response to intervention model, it may look like this...

**Presenter’s Tip:** As RTI begins with quality instruction for all students, it is preferred that explanation of the graphic begin with Tier 1 and move upward.

**Ideas to expand on the model:**
- Distribute **Handout #2: An Example Three-Tiered Model of School Supports**
- Tier 1-UNIVERSAL: High Quality instructional, behavioral, and social-emotional supports for ALL students in general education. Also called universal interventions or core instruction. The expectation is that 80% of students will become proficient.
- Tier 2-TARGETED: Targeted intensive prevention or remediation for some students whose performance and rate of progress lag behind the norm for their grade and educational setting. The expectation is that an additional 15% of students will become proficient by engaging in the core curriculum.
and additional supplementary focused instruction. This is not the same strategies used for longer periods of time; it is the use of different strategies with more intensity (frequency and duration).

- Tier 3: INTENSIVE Comprehensive evaluation by multi-disciplinary team to determine eligibility. Intensive 1:1 interventions for students w/ insufficient response to Tier 1 & 2. Typically, approximately 5% of all students have needs addressed at this tier.

Additional ideas to expand on the model, as time permits:

- Two or more tiers of increasingly intense scientific, research-based interventions - Intensity dimensions include duration, frequency and time of interventions, group size, and instructor skill level
- Individual problem solving model or standardized intervention protocol for intervention tiers
  - Problem solving - Assumes no given intervention will be effective for all students; is inductive, empirical, and behavioral; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); sensitive to individual student differences; may have difficulty evaluating integrity of intervention implementation
  - Standardized intervention protocol - Use of same empirically validated treatment for all students with similar problems; facilitates quality control; may not be as individualized as use of the problem solving approach
- Explicit decision rules for assessing learners’ progress - e.g., level and/or rate of learning or responsiveness to instruction/intervention
- Implementation of a scientifically-based, differentiated curriculum with different instructional methods – as a part of the norm within the school and all classrooms; attending to the learning needs of all students

One advantage of using this model as a school/district wide process is that it allows schools to evaluate the effectiveness of their core instruction. That is, they can see how many of their students who receive general education alone are becoming proficient. In cases where too few general education students 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 or intensive programming. This is a great improvement to our historical system where it was difficult to distinguish the difference between students with disabilities and students who were “instructional casualties.”
**Presenter Note:** Background information regarding the process of implementation of an RTI process. Use as appropriate based on audience and amount of time available for the presentation.

- **Step I –**
  - Quality core curriculum and instruction for all students
  - School-wide Positive Behavior Supports and Interventions (PBS, PBIS)
  - Academic and social-emotional/behavioral screening; ongoing informal and formal review of a variety of assessments (e.g., daily work, CBMs, functional behavior assessments)
  - Small group interventions as part of general education core; assures that non-eligible students continue to receive basic supports (e.g., small group reading, Title I services, tutoring)

- **Step II –**
  - **Gather and review student performance data.** Consider the frequency, intensity, and duration of a concern.
  - Clarify academic/behavioral goal(s) for the student.
  - **Brainstorm possible targeted research-based interventions.**
  - **Select 1-2 targeted interventions.** Determine structure and format.
  - Determine dependent variables for measuring student performance changes.
  - **Implement interventions** (independent variables).
  - **Monitor student progress.** Document student response to intervention for a period (i.e., up to 6 weeks).
  - **Set follow-up** meeting. Clarify roles, responsibilities, data to be collected, future directions, etc.

- **Step III –**
  - Problem Solving Team reviews and analyzes individual student responses to targeted interventions
  - Determination is made to discontinue, fade, continue, change current intervention; based on guidelines and timeframes

- **Step IV –**
  - Problem Solving Team reviews and analyzes individual student responses to more intense interventions
  - Determination is made to discontinue, fade, continue, change current intervention

- **Step V –**
  - Problem solving team refers student with little or no response to targeted interventions to special education team.
  - Additional assessments may be administered, based on data which may point to a specific learning problem

- **Step VI –**
  - Within RTI more flexible roles will be the norm for education professionals
  - Progress monitoring will continue for students receiving special education services
A critical element of an effective RTI process is effective problem solving based on student data. To be most effective, a team approach is recommended for problem solving with RTI. Such problem-solving is more effective when a team of persons come together to look at the student data and determine next steps to support the student in his/her learning.

An RTI problem-solving team will be made up of individuals who know the student, as well as those who are knowledgeable in appropriate instructional practices.

**RTI Problem Solving Team**

- Student’s Classroom Teacher
- Administrator/Designee
- General Educators (2-3 recognized by peers for their expertise)
- Parent
- Student (when appropriate)

**Additional Resource Team Members**

to be included as needed

- Behavior/Mental Health specialist (school psychologist, social worker, nurse and/or counselor)
- Special Education representative (learning specialists or speech pathologist)
- Other Specialists (OT, PT, Adaptive P.E., Vision/Hearing Specialists, Assistive Technology, Transition Coordinator, etc.)

**Presenter Note:** The above slides are self-explanatory and are intended to be shared with the audience as printed. If time allows, the group may generate examples of when it would be appropriate to include one or more of the additional resource team members indicated on the second slide. At this point, it is appropriate to reemphasize RTI is about early intervening services. When the problem solving team meets it is to intervene early and provide appropriate opportunities for learning.
Vision for Implementation:

**Presenter Tip:** For the longer presentations the presenter may wish to configure the bullets to enter on the screen one at a time. For the shorter presentations, this slide may be used to describe a school where implementation of RTI is effective.

### Vision for Schools of Tomorrow

- Shared ownership, accountability, and leadership
- Flexible delivery of support services
- All struggling students receive supports
- Eligibility considered after intervention and ongoing progress monitoring of response to intervention
- Authentic assessments and progress monitoring throughout the curriculum; less focus on standardized assessments to determine eligibility for special education

#### Ideas to expand on the bullets:

- **Shared ownership** – all faculty in a building
  - see it as a shared responsibility to see that all students learn and are meeting their highest potential, including the full range of cognitive abilities

- **Flexible delivery** – educators work together to support all students and their learning; early intervening is critical; quality supported/scaffolded instruction; it is ensuring that instructional and behavioral learning strategies are employed so that all children succeed; interventions are not a “hoop to jump through” on the way to testing for special education eligibility; interventions are implemented wherever and whenever student needs indicate

- **All struggling students** – Students perform at grade level within the general education curriculum; needs of students struggling with a particular skill or concept are addressed through differentiation of the core instructional program; when more supports are needed, the student is then referred to the RTI Problem Solving Team to determine the next set of interventions to meet student needs; applies to both academics and behaviors

- **Eligibility considered** – the degree to which a student responds to an intervention indicates when the intervention needs to be faded, continued, or changed; several different intervention strategies may be implemented before the one that best meets a student’s individual needs is found; emphasis in law and regulations with the exclusion factor of lack of instruction for determination of SLD

- **Authentic assessment** – beyond paper and pencil tests; not only what the student knows; also what the student does with that knowledge; demonstrating skills

**Segue:** In order for all stakeholders to understand the concepts of RTI, to embrace changing roles and responsibilities, and to move forward together, quality learning opportunities must be provided for all.
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:** Handout #1: *RTI Key Terms* is available for distribution at this point in the presentation, if it was not distributed at the beginning of the presentation.
Reflections!

Questions?

Discussion.

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 the past half an hour in overview of the foundations and elements 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 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.
Basics for families and community members

Supplementary Materials

Handout #1: RTI Key Terms
Handout #2: Example Three-tiered Model
Response to Intervention

Key Terms

Accommodation
Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities

Action Research
Systematic inquiry that is conducted by education stakeholders to discover answers to a common questions; the process is collaborative, self-reflective, critical, and usually conducted at the classroom level

Aim Line (sometimes referred to as a goal line)
Line on a graph connecting the intersection of the student’s initial performance level and date of that initial performance level to the intersection of the student’s year-end goal and the date of that year-end goal; represents expected rate of student progress over time

Assessment
Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results; See also Authentic Assessment
Criterion-Referenced Test (CRT)
Curriculum-Based Assessment (CBA)
Curriculum-Based Measurement (CBM)
Norm-Referenced Test (NRT)
Diagnostic Assessment
Formative Assessment/Evaluation
Functional Assessment
Standardized Assessment
Summative Assessment/Evaluation

At-risk
See Students at Risk for Poor Learning Outcomes

Authentic Assessment
Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product
Baseline
A specific value that serves as a comparison or control; the measure of student skill demonstration at the onset of instruction against which progress is compared over time

Benchmarks
Criteria used to decide whether or not an individual child at an age or grade is performing above or below typical peers; can be determined in relation to local norms, national norms, predictive value

Collaboration (as an instructional improvement strategy)
A collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student learning

Components of Reading Dimensions
The five research-based components of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Consultation (as an instructional improvement strategy)
A collegial process wherein a colleague shares expertise with another to address an identified issue

Core Curriculum
Course of study deemed critical and usually made mandatory for all students of a school or school system, as mandated by federal education statute, core curricula must represent scientifically-based practice

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

Co-teaching (as an instructional improvement strategy)
A collegial process wherein two educators share responsibility for instruction, assessment, and student progress within a particular classroom of students
Criterion-Referenced Test (CRT)
Measures what a student understands, knows, or can accomplish in relation to a specific performance objective; typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard; does not compare students to other students.

Cultural and Linguistic Diversity
Refers to students whose cultural background is different from the majority of those students in the same classroom/school/district; and/or whose native/first language is other than American English.

Curriculum Based Assessment (CBA)
Measures a student's performance in alignment with the local curriculum; occurring frequently; used as a basis to make instructional decisions.

Curriculum Based Measurement (CBM)
Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language; signals the teacher/school to revise strategies/program; CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented.

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

Data-based Decision Making
Process of making instructional decisions based on student learning data.

Dependent Variable
Element which may be influenced or modified by some treatment or exposure.

Diagnostic Assessment
Process of measuring discrete skills in a particular area; usually administered individually.

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 measures.
Disproportionality
Over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students

Dual Discrepancy
A dual discrepancy occurs when a student’s performance and growth rate are both substantially below performance and growth rate of typical peers

Early Intervening Services (EIS)
Early intervening services are the preventative components of federal education statutes; implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services

Essential components of an RTI process
Core components of an effective RTI process include
- School-wide screening
- Progress monitoring
- Tiered services
- Fidelity of implementation

Evaluation
Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation; See also Summative Assessment

Evidence-based Practice
Educational practices/instructional strategies supported by relevant scientific research studies

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)]
1. A visual, hearing, or motor disability;
2. Mental retardation;
3. Emotional disturbance;
4. Cultural factors;
5. Environmental or economic disadvantage; or

Explicit Instruction
Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; essential components of well designed explicit instruction include (a)
visible delivery features of group instruction with a high level of teacher and student interactions, and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Fidelity of Implementation
Consistent and accurate Implementation of an intervention, program, or curriculum according to research findings and/or on developers’ specifications; five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery

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; in order to develop interventions to teach acceptable alternatives to the behavior; also referred to as FBA

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

Gap Analysis
Review of data comparing present performance to expected performance

Goal Line (sometimes referred to as an aim line)
Line on a graph connecting the intersection of the student’s initial performance level and date of that initial performance level to the intersection of the student’s year-end goal and the date of that year-end goal; represents expected rate of student progress over time

Growth Chart
Graphical display of individual student’s growth and performance in a particular skill or set of skills

Inclusion
A framework to ensure all students are educated with peers in a neighborhood school

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

Intervention
   Research-based strategy to address student need (academic, social, behavioral)
   See also:
   Intensive Interventions
   Primary Levels of Intervention
   Secondary Levels of Intervention
   Tertiary Levels of Intervention

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

Learning Rate
   Average progress over a period of time, e.g. one-year’s growth in one year’s time

Levels of Intervention
   Levels of instructional intensity within a multi-tiered prevention service delivery system
   See also:
   Primary Levels of Intervention
   Secondary Levels of Intervention
   Tertiary Levels of Intervention

Modification
   Alterations that change, lower, or reduce learning expectations; can increase gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level

Multi-tiered Instruction
   See Tiered Instruction/Intervention
Norm-Referenced Test (NRT)
Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

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.

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.

Prevention
Applying effective educational strategies; especially at the earliest point when a student is struggling with a skill or concept; not waiting for a student to fail repeatedly before implementing a strategy or intervention.

Primary Levels of Intervention
Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; universal core program that all students receive in an instructional/intervention framework/process/model.

Probe
Brief, skill-specific assessment to determine student progress.

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.
Recognition and Response
Tiered model for pre-k based on Response to Intervention (RTI); designed to provide high quality instruction and targeted interventions that are matched to children’s learning needs

Remediation
Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously

Research-based Core Curriculum
See Core Curriculum and Scientifically-based Research

Research-based Interventions
See Scientific, Research-based Instruction/Interventions

Response to Intervention / Response to Instruction/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

Scaffolding
Instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students

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

Screening
See Universal screening
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

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

Standardized Assessment
Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

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

Students at Risk for Poor Learning Outcomes
Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development

Summative Assessment/Evaluation
Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

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

Teaching Pyramid
A multi-level system of support promoting the social/emotional outcomes of infants, toddlers, and preschoolers

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 Framework/Process/Model
Common framework of three or more tiers that delineate levels of instructional interventions based on student skill need

Tiered Instruction/Intervention
Levels of instructional intensity within a multi-tiered prevention service delivery system; academic and/or behavioral

Trendline
Line on a graph that connects data points indicating student performance on a like skill over time; compare against aimline to determine responsiveness to intervention

Universal Design for Learning (UDL)
Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal Screening
Usually conducted as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes; typically brief; conducted with all students at a grade level; followed by additional testing or short-term progress monitoring to corroborate students’ risk status

Validated Intervention
Intervention supported by education research to be effective with identified needs of sets of students
An Example Three-Tiered Model of School Supports

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive