



Response to Intervention (RtI) Team

Field Guides to RtI Prepared by
Wayne County RtI/LD Committee

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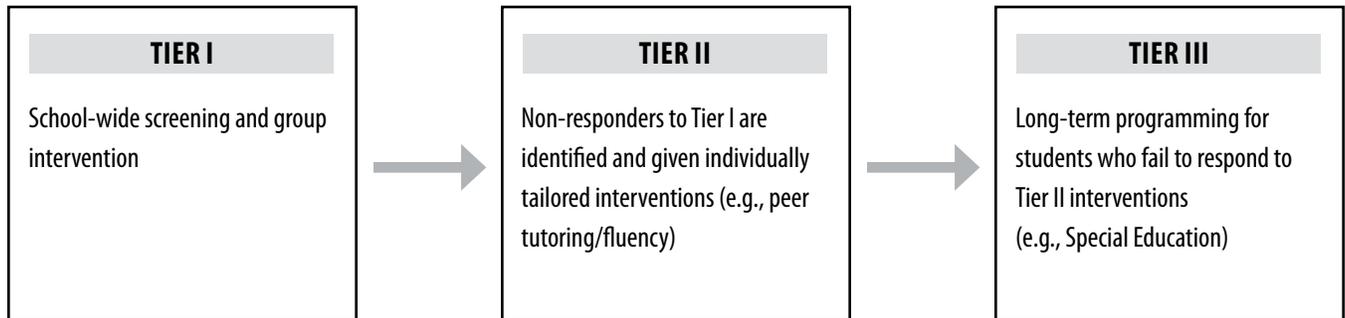
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Response to Intervention (RtI) Three-Tier Framework

The RtI framework depicted below represents the phases of instructional intervention and data collection methodology that will structure the decision procedures of RtI teams within schools.

RTI: School-Wide Three-Tier Framework (Kovaleski, 2003; Vaughn, 2003)



TIER I – Core Class Instruction

Decision Point for Tier I:

(McCook, 2006)

Student at or below 10th Percentile

- Academics a strong possibility
- Begin the appropriate procedures to take student to the RtI Team

Student above 10th Percentile

- Continue working with student(s) in the classroom

OR

- Involve the RtI team for input and assistance

Premise

General Instruction and Assessment: Research-based curriculum is provided to all students in general education with the goal of attainment of grade-level content expectations. Differentiated instruction and behavioral supports are provided to meet a wide variety of students' needs.

A problem is defined as the difference between what is expected and a student's actual behavior or academic performance compared to peers.

- **Level of Learning** is significantly below age-grade peers
- **Rate of Learning** significantly below age-grade peers

System-Wide Assessment

- Screening for all students should occur three times a year (Fall Benchmark, Winter Benchmark, Spring Benchmark).
- Identify students that are unsuccessful in the classroom through universal screening (e.g. Curriculum Based Assessment: Math Computation, Written Language Probe Generator, DIBELS, QRA, QRI, Open Court, Research Based Reading Instructions).
- Programs/Assessment: (<http://www.intervention-central.org/htmldocs/interventions/cbmwarehouse.shtml>, 2006.)
- Following screening, baseline data should be established for at-risk students.
- Review and ongoing, curriculum-based assessment probes to chart the students' rate of learning and level of learning on the assessed skill.
- Systematic evaluation and review of the core instructional program is essential if maximum effectiveness is to be achieved.

Additional Assessment— Individual Student Focus

- Review school records, medical information, attendance, previous testing data (DRA, QRI, Terra Nova, MEAP, Iowa, verifying observations, checklists, health screenings, etc.)
- Basics interventions implemented to address specific problems (i.e. attendance, health issues, vision/hearing, behavioral, family, and instructional/language interventions).

Instructional Focus

Classroom instruction of research-based core instructional program is essential. Student data drives instruction and planning. Ongoing monitoring and adjustments of instruction are designed to meet the needs of all students.

Classroom instructional practices may include the following:

- Utilization of flexible grouping for differentiation of instruction
- Research-based classroom interventions designed to achieve grade-level content expectations
- Six to eight weeks minimum of prescriptive interventions

Treatment Fidelity— Monitor Intervention Implementation

Role of the General Education Teacher

- Administer universal screening assessments
- Group students based on screening assessment results
- Consult with teachers, principal, and others to determine best approaches
- Test, teach, test—using specific probes of skills
- Chart student progress
- Bring your questions and student data to the problem-solving team
- Participate in professional development to learn how to work with data and interventions

Time-frame (Progress Monitoring)

- Research indicates that sufficient amount of time for Tier I is six to eight weeks minimum (National Research Center on Learning Disabilities, 2004)
 1. Continuous monitoring of the integrity and effectiveness of interventions.
 2. Interventions can be changed and adjusted throughout the six to eight weeks if failure to respond is demonstrated in curriculum-based measurements or probes.



TIER II – Small Group Interventions

Decision Point for Tier II:

(McCook, 2006)

Student at or below 10th Percentile AND Growth rate less than average

- Proceed to Tier III

Student achieves 25th Percentile or above

- Exit Tier II

Student making progress but above 10th percentile

- Continue Tier II

Premise

The team reviews the Tier I data. When there is a lack of incremental progress toward grade level content expectations, the team student will continue to receive prescriptive supplemental instruction and interventions in general education.

Steps for teams to take:

- Review documentation/observations/assessment and progress monitoring to decide whom to contact for assistance (e.g., nurse, counselor, reading specialist, interventionist).
- Based on data collected – implement research-based interventions.

Assessment

- Start with data collected during Tier 1 interventions
- Identify curriculum probes for weekly progress monitoring and documentation of student learning
- Monitor student progress by examining data at points in time and determine if the intervention has assisted the student in making steady progress
- Use the data to revise interventions and make decisions about instruction

Instructional Focus

The student continues to receive core instruction in the general education classroom with peers. Supplemental instruction is in addition to classroom learning time.

The intention is for supplemental instruction to be a time-limited intervention (3- 6 weeks minimum) with the goal of accelerating student learning to meet grade level content expectation. Interventions specific to the student's learning profile need to scaffolded to the grade level content expectation.

- Provided in small group (maximum of 3-4 students)
- More intense interventions and progress-monitoring (e.g., weekly)
- Additional data are collected, as needed in order to plan and adjust instruction

Treatment Fidelity

Monitor intervention implementation: If interventions are indicating incremental progress, may maintain student at Tier II.

Roles of Staff - Rtl Team:

- Coaching, consultation
- Assessment of the instructional environment and treatment fidelity
- Data review, evaluation of student response-to-intervention
- Instructional problem-solving, and program evaluation
- Assessments and interventions may be delivered by either general education or support staff (or both).
- Collaborate on the appropriate research-based intervention
- Determine note taker for meeting
- Determine who will implement intervention and date to reconvene



Time-frame (Progress Monitoring)

- Tier II interventions should be tried for at least three weeks to determine if progress has been made. If no progress has been made according to data and above decision rules, interventions can be changed and adjusted throughout the eight weeks (8 weeks minimum).
- Probes of student learning are collected at least once per week.

TIER III – Intensive Interventions

Decision Point for Tier III:

(McCook, 2006)

Student at or below 10th Percentile AND Growth rate less than average

- Individualized instruction and/or
- Referral for special education evaluation

Premise

RtI Team reconvenes to review all data/assessment collected and determine need for individualized, intensive instructional interventions.

Instructional Focus

- Individualized planning and instruction may be implemented (one on one)
- Instructional /tutoring

Treatment Fidelity

The team determines if the intervention was delivered to the student as planned.

- If it is determined the interventions are not delivered with integrity, the team will return to TIER II planning of small group instruction.
- If the team determines interventions were delivered with fidelity and data indicates need for individualized planning Tier III planning will proceed.

A formal special education referral may be initiated for students who have not demonstrated continuous progress in the general education curriculum using prescriptive interventions. A District team will determine eligibility for special education services through a variety of systematic data sources, as required by Michigan regulation.

Assessment of Tier III Intervention

- Weekly charted progress

Roles of Staff

- Interventionist delivers specific individualized intensive intervention
- RtI team reviews progress data weekly to determine effectiveness of intervention
- Based on student response to Tier III, team makes recommendations as to continuance of the student in general education or referral for special education

Time Frame (Progress Monitoring)

Tier III interventions are delivered 50 minutes in addition to the 90+ minutes of core instruction.

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Committee Members

The individuals listed below contributed their time and talents to developing recommendations for approaching Response to Intervention in Wayne County schools. Initial conversations began in June, 2005.

Dr. John Cellitti, Teacher Consultant
Lincoln Park Public Schools

Dr. Kathleen Grodus, School Psychologist
Plymouth-Canton Public Schools

Lisa Khoury, School Psychologist
Grosse Pointe Public Schools

Dr. Dona Beach-Johnson, School Psychologist
Grosse Pointe Public Schools

Dr. Delia Laing, Administrator
The Leona Group

Diane Lesley, School Psychologist
Detroit Public Schools

Valerie McNeece, Teacher Consultant
Melvindale-Northern Allen Park Public School

Dr. Maria Sella, School Psychologist
Flat Rock Public Schools

Anne Sheehan, Office of Student Support Services, Supervisor
Detroit Public Schools

Kathleen Sykes, Curriculum Consultant
Plymouth-Canton Public Schools

Dr. Stephen Taylor, School Psychologist
Livonia Public Schools

Rebecca Uribe, Director of Special Education
Dearborn Heights Public Schools

Shirley Veldhuis, Speech Pathologist
Lincoln Park Public Schools

Pearl Weiss, School Psychologist
Detroit Public Schools

Linda Wheeler, Consultant
Detroit Public Schools

Deborah Williamson, Office of Student Support Services, Supervisor
Detroit Public Schools

Estelle Wright-Alexander, Teacher Consultant
Detroit Public Schools

Marcy Yee, School Psychologist D
Detroit Public Schools

Dr. Patricia Drake, Special Education Data Consultant, Wayne RESA

Acknowledgements for Contributions:

Jeffrey Crockett, Teacher Consultant, Plymouth Canton Schools
Dr. Kathleen Storchan, ELL Consultant, Wayne RESA

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Kevin D. Magin, Executive Director Special Education and Early Intervention Services, Wayne RESA

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Wayne RESA

33500 Van Born Road • P.O. Box 807
Wayne, MI 48184-2497
734.334.1300 • 734.334.1620 FAX
www.resa.net

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