

RTI Overview

Wendy M. Wilson, Ed.S.

School Psychologist - Greenwood Schools

A series of horizontal stripes in various colors (yellow, green, blue, purple, orange, red, white, green) are located at the bottom of the slide.

RTI - Response to Intervention

Components of a good RTI program have:

- Universal Screening
- Targeted, research-based interventions
- Regular progress monitoring
- Data reviews and decision making meetings

Universal Screening

Elementary School:

- Whole school screened (DIBELS/Aimsweb/STEEP)
- Individuals in the “red” and “yellow” receive targeted research-based intervention for their area of weakness.
- Interventions are IN ADDITION to regular block of instruction
- Hierarchy of skills:
 - Letter-Sound Fluency
 - Nonsense Word Fluency
 - Oral Reading Fluency
 - Reasoning/Applications
 - Comprehension
 - Math Fact Fluency
 - Math Calculation
 - Math

Universal Screening

Middle & High School:

- Universal screenings are done on select subgroup:
 - Kids who did not pass ISTEP
 - Kids who have a history of academic struggles
 - Kids with poor Acuity data
- Targeted research-based interventions in areas of weakness
 - Can be instead of a related art or elective

Interventions

- Research-based

- Small group instruction is not a research-based intervention - can do small groups utilizing research based program
 - National Center on Intensive Intervention

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

Interventions

Implemented with fidelity

- 4-5 days per week for 20-30 minutes
- In addition to regular grade level instruction
- Have to be able to show student's attendance in the intervention in some manner.
 - Computer-based interventions usually have reports available that show dates and amount of time student has been on the intervention

Interventions

Should set goals for the student

-- Goals are set based on the rate of improvement for a specific skill.

-- Rate of improvement for students reading at the 50th percentile in third grade for Oral Reading Fluency is 1.1 words per week.

Riley is a 3rd grader reading 30 words per minute (benchmark is 71). With intensive intervention, we want Riley double that rate of improvement in order to catch up. $1.1 \times 2 = 2.2$. Multiply that by the length of the intervention $2.2 \times 10 \text{ weeks} = 22$. Add 22 to Riley's current ORF ($30 + 22 = 52$). 52 is the goal for Riley at the end of 10 weeks of intervention.

Interventions

Progress monitoring

- Should be progress monitoring with the area of weakness noted on universal screening.

 - If on an intervention for fluency, you would not progress monitor with comprehension

- Progress monitoring schedule should depend on the expected rate of growth for a skill.

Data-Based Decision Making

Progress monitoring should be reviewed by a team about once per month. The team should look at:

- Is the intervention appropriate
- Is the intervention being implemented with fidelity (Proof?)

Data-Based Decision Making:

-- Is the student making progress?

-- This is not a black and white cut-score process. Draw a line from where they are to their individual goal and determine if the student's progress is following the line and if they will reach their goal in a reasonable amount of time.

-- Some students require interventions for long-term periods of time. If the student is constantly making progress toward their goals, they may need intervention for more than 10 weeks. Some students need on-going interventions.

Data-Based Decision Making:

If student is making progress - make no changes.

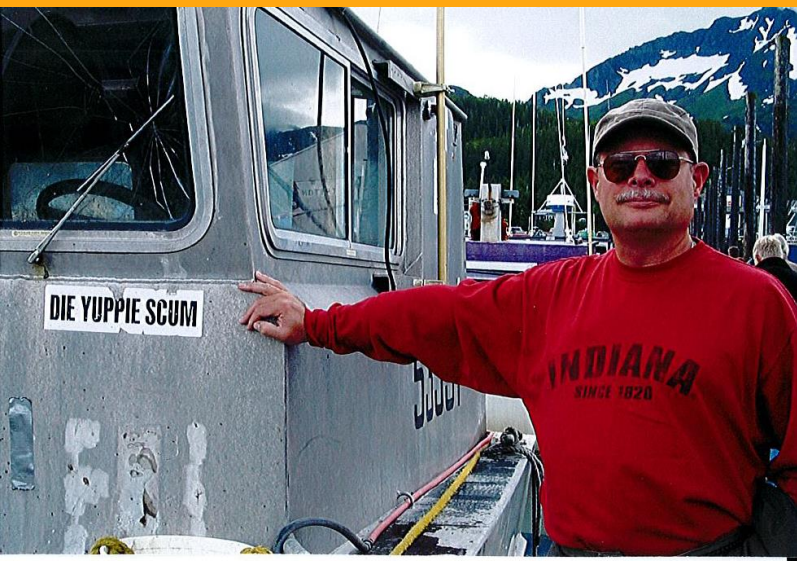
If student is not making progress:

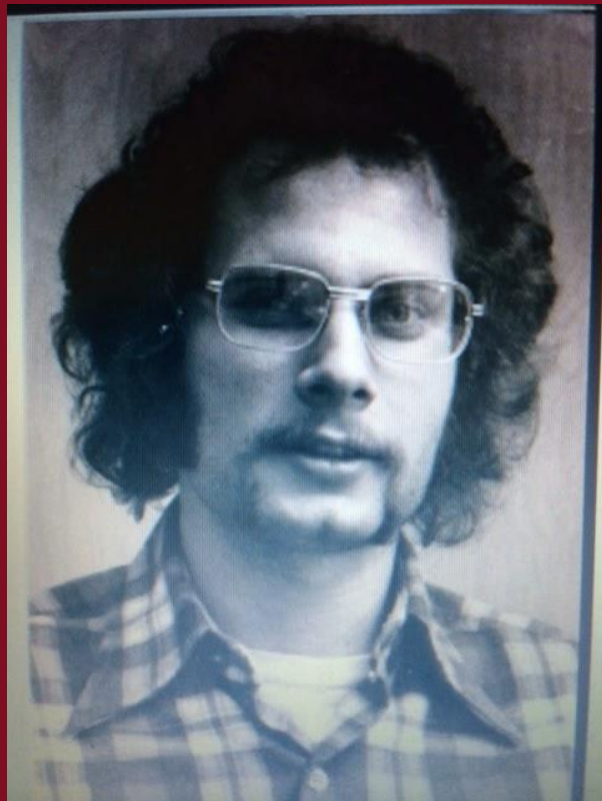
- Consider whether the student has had enough time on the intervention (need a minimum of 4 data points)
- Consider changing the intervention
- Consider doing an educational screening after a minimum of 6-8 weeks and possibly move forward with a referral for a learning disability (20 days)

SLD Evaluations:

- Article 7 states there needs to be a processing weakness that is related to their area of academic weakness
 - Processing speed - reading fluency, math fluency, writing fluency
 - Short-term memory - reading comprehension, math reasoning, writing
 - Fluid reasoning - math problem solving, reading comprehension, writing
- OR
- Continued lack of progress when the student is provided with appropriate instruction in the suspected area of disability and DOCUMENTED evidence which indicates that effective general education interventions have been attempted over a reasonable period of time.

My boss said I needed to add “some cartoons or funny pictures” so here it goes.....





Common Pitfalls and Problems:

- Interventions are not research-based
- Interventions are not implemented with fidelity
- Interventions are not done in addition to grade level instruction - becomes part of the curriculum.

Common Pitfalls and Problems

- The intervention and weakness or progress monitoring do not match
- No documentation of the intervention
- No progress monitoring
- No data team meetings to determine if a student is making progress and where to go from there.

Common Pitfalls and Problems

- Tier 2 Interventions are filled with identified kids so that there is no room for non-identified kids.
- Once kids are identified as having an SLD, their services do not change or they receive less services.

Emotional Disability and RTI:

Before referring as student for an emotional disability, there needs to be:

-- documentation of the behaviors -

- What exactly are the top three behavior issues and what do they look like?
- When and how often do they occur (data gathering)
- Why do they occur?

(anyone seeing a theme here? This is information an FBA gathers)

Emotional Disability & RTI:

AND....

-- what research-based interventions have been tried (behavior plan?)

-- Behavior plans need to be implemented for a minimum of 4 weeks to see any sort of results.

-- what was the result? (data)

Behavior Resources

www.pbis.org

<http://www.pbisworld.com/> - this site has behaviors that you click on and they give you interventions and ideas to try! Very useful!

Questions?