What is Response To Intervention?
Introduction to Multi-Tiered Systems of Supports

Objectives

In this course you will learn:
• Definition of Key Concepts
• Legal and Conceptual Foundations
• Problem Solving Process: Instruction/intervention
• Problem Solving Process: Evaluation/Assessment

Section 1: Definition of Key Concepts

MTSS = RTI = 3TM = PBIS

MTSS = Multi-Tiered Systems of Support

RTI = Response to Intervention

3TM = Three-tier model

PBIS = Positive Behavior Interventions and Supports

Multi-tiered system of supports (MTSS) or Response to Intervention (RTI) refers to a way of thinking...a way of doing business... a way of using ____________ to be as effective as we can be for the students in our schools.
Problem Solving Process

Three Tiered Model of School Supports
Big Idea In RtI

What we do for _______________ should be effective for _______________.

Boat Animation

What do you think the “boat” animation is telling you?

What are the holes in your boat (at your school)? Write down at least three examples of potential holes in your boat.

Three Themes in MTSS/RtI

Effectiveness

Efficiency

Consistency
Section 2: Legal and Conceptual Foundations

Examples of Historical Influences Leading to MTSS/RTI

- Federal and State Law
- Learning Disabilities Summit
- National Reading Panel
- President’s Commission on Special Education
- No Child Left Behind
- Individuals with Disabilities Education Improvement Act (IDEIA, 2004)

Implications

- Focus on student outcomes not the process and paperwork!
- Intervene early and focus on prevention
- Encourage greater parental involvement
- Create a continuum of support for students with permeable barriers
- Make only data-based decisions
- Use interventions that are effective and scientifically validated
- Be accountable, efficient, and flexible

Traditional Model

- General education for most students
- Special education for those who needed more
- Sea of ineligibility: those struggling but who didn’t meet criteria

Our First Attempt

- Interventions provided as part of general education
- Many still struggling because not focusing on Tier 1 effectiveness
- Helping one student at a time
- Not consistent or efficient
Current Approach

- Constantly evolving
- Use data to drive decisions
- Advanced, powerful research-based intervention supports
- “grow the green”

How did we get to our current approach? Why is this better than where we started?

Section 3: Problem Solving Process: Instruction/Intervention

<table>
<thead>
<tr>
<th>Accommodation / Modification</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes a student’s environment, requirements, consequences, resources etc.</td>
<td>Specific skill building strategy</td>
</tr>
<tr>
<td>_____________ the playing field</td>
<td>Teaching something in a different way or more explicitly or intensely</td>
</tr>
<tr>
<td>Help students experience success</td>
<td>Helps increase student _______________</td>
</tr>
<tr>
<td>Can lead to higher grades</td>
<td>Leads to higher skill, which leads to higher grades</td>
</tr>
<tr>
<td>Does not, however, _______________</td>
<td>BUILDS skill</td>
</tr>
<tr>
<td>Skills go back to prior level if remove the accommodation</td>
<td>_____________ remain if an intervention is removed</td>
</tr>
</tbody>
</table>
**Accommodations (A) or Interventions (I)?**

<table>
<thead>
<tr>
<th>Accommodation/Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferential seating</td>
</tr>
<tr>
<td>Providing notes</td>
</tr>
<tr>
<td>Teaching sentence writing strategy/techniques</td>
</tr>
<tr>
<td>Using taped or highlighted text books</td>
</tr>
<tr>
<td>Oral testing or open-books test</td>
</tr>
<tr>
<td>Using repeated reading strategy</td>
</tr>
<tr>
<td>Shortened assignments</td>
</tr>
<tr>
<td>Behavioral management plan</td>
</tr>
<tr>
<td>Longer test-taking time</td>
</tr>
<tr>
<td>Practicing math facts with flashcards</td>
</tr>
<tr>
<td>Teaching text pre-reading strategies</td>
</tr>
<tr>
<td>General education curriculum and instruction</td>
</tr>
</tbody>
</table>

What key words provided clues that an item was an intervention?

Which ones are tricky? Why?
**Tier 1 Intervention**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit teacher-led instruction</td>
<td></td>
</tr>
<tr>
<td>Scaffolded/supported instruction</td>
<td></td>
</tr>
<tr>
<td>Opportuniteis to respond with immediate corrective feedback</td>
<td></td>
</tr>
<tr>
<td>Language/vocabulary support (for all content and behavior, too!)</td>
<td></td>
</tr>
<tr>
<td>Motivational strategies</td>
<td></td>
</tr>
<tr>
<td>Progress monitoring (benchmarking 3x a year)</td>
<td></td>
</tr>
</tbody>
</table>

Powerful, research-based curriculum and instruction implemented consistently
Positive, explicit, preventative behavioral support
Meets the needs of most students in your setting
Fill the holes in your boat!

**Tier 2 Intervention**

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>More</td>
<td>Time</td>
</tr>
<tr>
<td>More</td>
<td>Explicit teacher-led instruction</td>
</tr>
<tr>
<td>More</td>
<td>Scaffolded/supported instruction</td>
</tr>
<tr>
<td>More</td>
<td>Opportuniteis to respond with immediate corrective feedback</td>
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<td>More</td>
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<tr>
<td>More</td>
<td>Motivational strategies</td>
</tr>
<tr>
<td>More</td>
<td>Progress monitoring</td>
</tr>
</tbody>
</table>

System is built in advance, not one student at a time
Powerful, robust, evidence-based interventions broad rather than too narrow in scope
Efficiently organized
Must be complimentary to Tier 1 curriculum and instruction!


**Tier 3 Intervention**

<table>
<thead>
<tr>
<th>Tier 3</th>
<th>Tier 2</th>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
<td>More</td>
<td>Time</td>
</tr>
<tr>
<td>Most</td>
<td>More</td>
<td>Explicit teacher-led instruction</td>
</tr>
<tr>
<td>Most</td>
<td>More</td>
<td>Scaffolded/supported instruction</td>
</tr>
<tr>
<td>Most</td>
<td>More</td>
<td>Opportunities to respond with immediate corrective feedback</td>
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<td>Language/vocabulary support (for all content and behavior, too!)</td>
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<tr>
<td>Most</td>
<td>More</td>
<td>Motivational strategies</td>
</tr>
<tr>
<td>Most</td>
<td>More</td>
<td>Progress monitoring</td>
</tr>
</tbody>
</table>

Powerful, intensive, evidence-based programs and instructional strategies
Efficiently organized
Must be complimentary to Tier 1 curriculum and instruction!
Students receiving Tier 3 supports should be getting the most. (Tier 1 + Tier 3, not just less Tier 3)
Goal is to close the gap so pace is ambitious, explicit, powerful and not “lower and slower”.

The “I” in RtI is about so many things
• Effective instructional practices
• Effective curricular materials
• Effective behavioral expectations
• Healthy school climate
• Effective strategies

It is across all tiers and is about what we are doing to meet the needs of all students.
Complete the percentages for the triangle across all three tiers. Indicate the intervention/curriculum used at each tier and indicate for what grade level in parenthesis.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Universal Interventions</td>
<td>( )</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Targeted Interventions</td>
<td>( )</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Intensive Interventions</td>
<td>( )</td>
</tr>
</tbody>
</table>
Section 4: Problem Solving Process: Instruction/Intervention

- Teachers are being expected to be savvy consumers of data
- Don’t over-assess (least restrictive assessment)
- Just because you are collecting a ton of data doesn’t mean you’re “doing” MTSS
- Consistent, effective and efficient apply just as much to assessment practices

**Universal Screening**

Problem Solving Step
- Problem Identification

Problem Solving Questions Who needs help?
- Is our curriculum working?

Important Features
- Efficient and cost effective
- Reliable and valid
- Objective – not reliant on referral
- Proactive – no wait to fail

Universal Screening Example

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Some Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke S</td>
<td>Joe W</td>
<td>Mike K</td>
</tr>
<tr>
<td>Jonah T</td>
<td>Mary R</td>
<td>Pat L</td>
</tr>
<tr>
<td>Annie R</td>
<td>Augie K</td>
<td>Tim L</td>
</tr>
<tr>
<td>Kathy B</td>
<td>Julie K</td>
<td>Joe M</td>
</tr>
<tr>
<td>Diane K</td>
<td></td>
<td>Fernandes</td>
</tr>
<tr>
<td></td>
<td>Javier D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Super R</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dan H</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mandy G</td>
<td></td>
</tr>
</tbody>
</table>
**Benchmarking**

Problem Solving Step
- Problem Identification

Problem Solving Questions Who needs help?
- What are the students’ rate of learning across the year?
- Are students making growth? Who is not making growth?
- How is our curriculum working?

Important Features
- Reliable and valid
- Sensitive to growth over time
- Comparable score from one benchmarking period to the next

Benchmarking Example

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Second Benchmarking Example
What is Response To Intervention? Introduction to Multi-Tiered Systems of Supports

Diagnostic

Problem Solving Step
  • Problem Analysis

Problem Solving Questions Who needs help?
  • Why is the problem occurring?
  • Where are our strengths?
  • What is working and what isn’t?

Important Features
  • Valid and differentiates among skill subsets
  • Allow for skill profiles
  • Instructionally relevant and informs instruction
  • Not given to all students
  • Efficiently assess only as needed

Diagnostic Example

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>53</td>
</tr>
<tr>
<td>Data/Statistics</td>
<td>50</td>
</tr>
<tr>
<td>Measurement</td>
<td>38</td>
</tr>
<tr>
<td>Map/Charts</td>
<td>25</td>
</tr>
<tr>
<td>Geometry</td>
<td>23</td>
</tr>
</tbody>
</table>
**Progress Monitoring**

Problem Solving Step
- Intervention Evaluation

Problem Solving Questions
Who needs help?
- Are we closing the gap for this/these students?
- Is our intervention working? How well?
- Do we need a change in intervention?

Important Features
- Sensitive to growth over time
- Reliable/consistent/comparable and valid one time to the next
- Must be time efficient
- Must have parallel forms
- Should be a “general outcome measure”

Progress Monitoring Example

![Progress Monitoring Example Graph](image)
Some Questions to Ask of Your School-Wide Data

- What percentage of students are struggling with the current curriculum?
- What percentage of students are not challenged by the current curriculum?
- How are our subgroups doing?
- What are the patterns of skills showing up as difficult or not challenging enough?
- Collect data from last year’s referrals. What are the patterns?
- Can some of these things be more efficiently addressed at TIER 1? How do we plug the holes in our boat?

Some Questions to Ask of Your Group Data

- What percentage of students receiving our Tier 2 math intervention are making meaningful improvement?
- What is the rate of improvement for our students receiving Tier 3 levels of reading intervention? Is the intervention helping the students close the gap?
- Are our Tier 2 and Tier 3 systems serving our subgroups equally?
- What are the patterns of skills showing up as difficult or not challenging enough?

Some Questions to Ask Individual Student Data

- Is this student improving at an acceptable rate? Is the gap closing?
- Even if this student is meeting targets, what is his or her rate of improvement?
- Is the intervention this student is receiving intensive enough? Is the intervention working for this student?
- How can we improve what we are doing for this student?

Other Questions That Can Be Answered With Data

- Are we implementing our interventions (Tier 1, Tier 2, Tier 3) with fidelity?
- Do we have consistency across classrooms or intervention groups?
- Are we implementing the programs, strategies, etc. as they were intended and designed to be implemented?
- Are we using research-based instructional strategies at all Tiers?
Section 5: Learning More

School district in Illinois are expecting and hiring data-savvy educators that understand RTI/MTSS.

**Sample Interview Question 1**

What are the main themes of RTI/MTSS and how is this approach relevant to the role for which you are interviewing?

**Sample Interview Question 2**

Please describe the basic problem solving process and how a Reading Specialist might use it in our school.

**Sample Interview Question 3**

What are examples of research-based instructional strategies that you can use to increase students’ academic success?
General RTI Questions
- What are the main themes of RtI and why/how is it relevant to your role?
- Please share how you think RtI is beneficial for improving general education and special education programs and services.

Effective Teaming and Problem Solving Questions
- Please describe the basic problem solving process.
- Why is universal screening critical to data driven decision-making?
- Please provide an example of how you have used problem solving in a situation that was not exclusively related to only one student.

Integrated Data Systems and Assessment Questions
- What is the difference between common formative assessments and summative assessments?
- Please share how frequent progress monitoring is connected to assessing student performance.
- Describe your experience on a collaborative or professional learning team relative to the process used, data collected, steps involved and results for students.

Evidenced-Based Instructional Practices Questions
- What is the purpose of documenting interventions?
- How do you determine if/when an intervention being used with a student should continue, change or be discontinued?
- Please provide examples of a tier 1, tier 2 and tier 3 research proven interventions.

Other RTI Elements
- Examine this chart of office referrals for the months of November and December, organized by time of day. What can you infer about problem behaviors at school during this period?
- What do you consider research-based instructional strategies that you can use to increase students’ academic engagement?
- What is the difference between accommodations and interventions?
- How would you describe the relationship between differentiated instruction and interventions?
Other Resources

Websites

National Center on Response to Intervention  http://www.rti4success.com
Illinois PBIS Network:  http://www.pbisillinois.org
Safe and Civil Schools:  http://www.safeandcivilschools.com

Books

Essentials of Response to Intervention (Essentials of Psychological Assessment) by Amanda M. VanDerHeyden and Matthew K. Burns

What Every School Leader Needs to Know about RTI by Margaret Searle