EVERYTHING YOU NEED TO KNOW ABOUT RESPONSE TO INTERVENTION (RTI)

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MY BACKGROUND

• 15 years in education
• Classroom Teacher K-3
• RtI Interventionist K-5
• Reading Specialist K-12
• Dyslexia Specialist K-12
• District Testing Coordinator

*No matter what accomplishments you make, somebody helped you.*
- Althea Gibson
1. Develop a deeper understanding of RTI

2. Review the components that make RTI effective

3. Provide resources to support RTI implementation
RTI is NOT the pathway to special education but is an educational tool that provides targeted instructional interventions to student’s areas of specific need as soon as those needs become apparent.

https://youtu.be/cpPZjcFw7xc
IDAHO RESPONSE TO INTERVENTION

- Leadership
- Multi-Level Instruction
- Assessment
- Data Based Decision Making
- Family & Community
LEADERSHIP

- Problem solving team
- Procedures and protocols
- Alignment with other programs and processes within the district/school
- Professional Development
ASSESSMENT

Spot

• Screener
  • Aimsweb, DIBELS

Identify

• Diagnostic
  • CORE phonics, running record

Monitor

• Progress Monitoring
  • CBM, skill based probes
<table>
<thead>
<tr>
<th><strong>Norm Referenced</strong></th>
<th><strong>Criterion Referenced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Measures skill attainment or objective</td>
<td>➢ Measures broad skill performance according to what is “average”</td>
</tr>
<tr>
<td>➢ Difficulty level of each item is equal</td>
<td>➢ Items vary in difficulty level</td>
</tr>
<tr>
<td>➢ Scores are expressed as percentage</td>
<td>➢ Achievement is reported as a percentile or grade equivalent.</td>
</tr>
</tbody>
</table>

IDENTIFY THE WEAKNESS

Literacy
- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency

Math
- Computation
- Problem Solving
- Memory
MONITOR PROGRESS
## Screening Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Administration</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Math - CBM</td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Quantity Discrimination</td>
<td>Broad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>easyCBM</td>
<td>Mathematics</td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual Group</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Measures of Academic Progress (MAP)</td>
<td>Mathematics</td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual Group</td>
<td>40 Minutes</td>
</tr>
<tr>
<td>STAR</td>
<td>Math</td>
<td>Broad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual Group</td>
<td>10 Minutes</td>
</tr>
</tbody>
</table>

### Legend:
- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable or inadequate

1 Information updated during the 2011 review

- Added in the 2011 review

# Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. Additional information is provided below the chart.

View the Progress Monitoring Mastery Measures »

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Reliability of the Performance Level Score</th>
<th>Reliability of the Slope</th>
<th>Validity of the Performance Level Score</th>
<th>Predictive Validity of the Slope of Improvement</th>
<th>Disaggregated Reliability and Validity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Math Computation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>AIMSweb</td>
<td>Math Concepts and Applications</td>
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<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Naming Fluency</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Missing Number</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Number ID</td>
<td>0</td>
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<tr>
<td>AIMSweb</td>
<td>Test of Early Numeracy - Oral Counting</td>
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</tr>
</tbody>
</table>

[http://www.intensiveintervention.org/resources/tools-charts](http://www.intensiveintervention.org/resources/tools-charts)
DATA BASED DECISION MAKING PROCESS

1. Gather baseline data

2. Set an attainable goal

3. Determine frequency of data collection

4. Collect and graph data

5. Analyze and make instructional decisions
<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline/Current Reading Assessment</strong></td>
<td><strong>Annual Reading Goals</strong></td>
</tr>
<tr>
<td>Instrument:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness:</td>
<td></td>
</tr>
<tr>
<td>Phonics/Word Study:</td>
<td></td>
</tr>
<tr>
<td>Fluency:</td>
<td>Intervention Exit Criteria:</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td></td>
</tr>
<tr>
<td>Comprehension:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**Student:</th>
<th>Teacher:</th>
<th><strong>Progress Monitoring Assessment Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention Period</strong></td>
<td><strong>Priority Intervention Strategies</strong></td>
<td><strong>Notes on Student Response</strong></td>
</tr>
<tr>
<td>(dates)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(schedule)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progress Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>CO</td>
<td>PH</td>
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<tr>
<td>VO</td>
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<td>FL</td>
<td></td>
</tr>
<tr>
<td>Student:</td>
<td>Grade:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>

### Baseline/Screening Mathematics Assessment
- Math Computation (MC): [ ]
- Math Problem Solving (MPS): [ ]

### Annual Mathematics Goals
- Intervention Exit Criteria: [ ]

### Comprehensive Mathematics Instruction
- Program: [ ]
- Teacher: [ ]
- Amount of Time: [ ]
- Time of Day: [ ]
- Daily / Other: [ ]

### Intervention Summary
- Differentiated Instruction: [ ]
- Intervention Teacher: [ ]
- Group: [ ]

<table>
<thead>
<tr>
<th>Intervention Period</th>
<th>Priority Intervention Strategies</th>
<th>Teacher(s) Responsible</th>
<th>Notes on Student Response</th>
<th>Progress Monitoring Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(dates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(schedule)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Progress Goals**
- MC: [ ]
- MPS: [ ]

Source: http://buildingrti.utexas.org/
MULTI-LEVEL INSTRUCTION

- Tier 3 Intervention
- Tier 2 Intervention
- Core Instruction
Tier I- Core Instruction

- Supports **ALL** students
- **Core** curriculum
- Sufficient for 80-90%
- Delivered whole class
- Includes small group differentiation
- Progress monitor with general probes 3 times per year

100%
Tier 2 Intervention

- Supports students struggling in 1 or more academic areas
- Instruction is delivered in small groups by the classroom teacher or intervention support teacher
- Instruction is in addition to core curriculum
- Progress monitoring is skill specific, NOT general probes
- Data collection is frequent – every 2 weeks
Tier 3 Intervention

• Supports students struggling in Tier II small group intervention

• Instruction is delivered 1:1 or 1:2 by an intervention support teacher

• In addition to Tier II instruction

• Progress monitoring is skill specific, NOT general probes

• Data collection is weekly
Movement through the tiers of instruction is a fluid process allowing student needs to be met!

https://youtu.be/-_lqi7KYKTA
FAMILY AND COMMUNITY

• Involve families as soon as weaknesses are identified
  Send assessment results home to parents
  Formalize the process for communicating with parents whose students are involved in RTI

• Educate families about how RTI works
  Create a brochure outlining RTI in your school/district

• Give families strategies to help their children
  Host literacy and math nights that are interactive
A series of 9 RTI modules will be gradually released beginning October 1\textsuperscript{st}. These will be available through the Idaho Training Clearinghouse. Credit will be available through the University of Idaho.

http://idahotc.com/Topics/N-Z/SPDG-Response-to-Intervention?folderId=4373

OR

Idaho Training Clearinghouse $\rightarrow$ Topics $\rightarrow$ SPDG Response to Intervention $\rightarrow$ Professional Development
Module 1: Response to Intervention (RTI) Overview

Module 2: Comprehensive Assessment System

Module 3: Tiered Interventions

Module 4: Intervention Design I—Elementary

Module 4: Intervention Design II—Elementary

Module 5: Intervention Design I—Secondary

Module 5: Intervention Design II—Secondary

Module 6: Family and Community Involvement

Module 7: Progress Monitoring

Module 8: Leadership

Module 9: Implementation Cycles within RTI

http://idahotc.com/Topics/N-Z/SPDG-Response-to-Intervention?folderId=4373

OR

Idaho Training Clearinghouse → Topics → SPDG Response to Intervention → Professional Development
QUESTIONS

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