

# RESPONSE TO INTERVENTION

**Policy & Practice Institute  
June 25, 2008**

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# What is Response to Intervention (RTI)?

## ***Effective Educational Practices for All***

- “RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.”

(NASDSE, 2005)

# Core Principles of RTI

- We can effectively teach all children
- Use research-based, scientifically validated core instruction with fidelity
- Use assessment data to inform instructional decisions (variety of data including screening and progress monitoring)
- Use a problem solving method to make decisions within a multi-tier model of service delivery
- Use research-based, scientifically validated interventions matched to student need with continuous progress monitoring
- Intervene early
- Use data as part of the evaluation process for determining eligibility for special services

# RTI

## First....

- Look at how system addresses student needs
  - It is our responsibility to identify the curricular, instructional, and environmental conditions that enable learning

## Before....

- Looking to the individual learner to explain why students are struggling

# Three Tiered Model

**Tier III:**

- ✓ Students with insufficient progress in Tier I/Tier II
- ✓ Sustained Intensive Interventions
- ✓ Possible Special Education Identification for students with insufficient progress with Tier III interventions

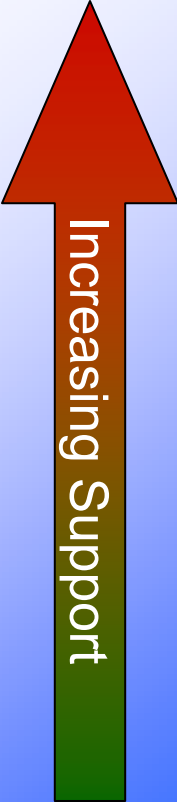
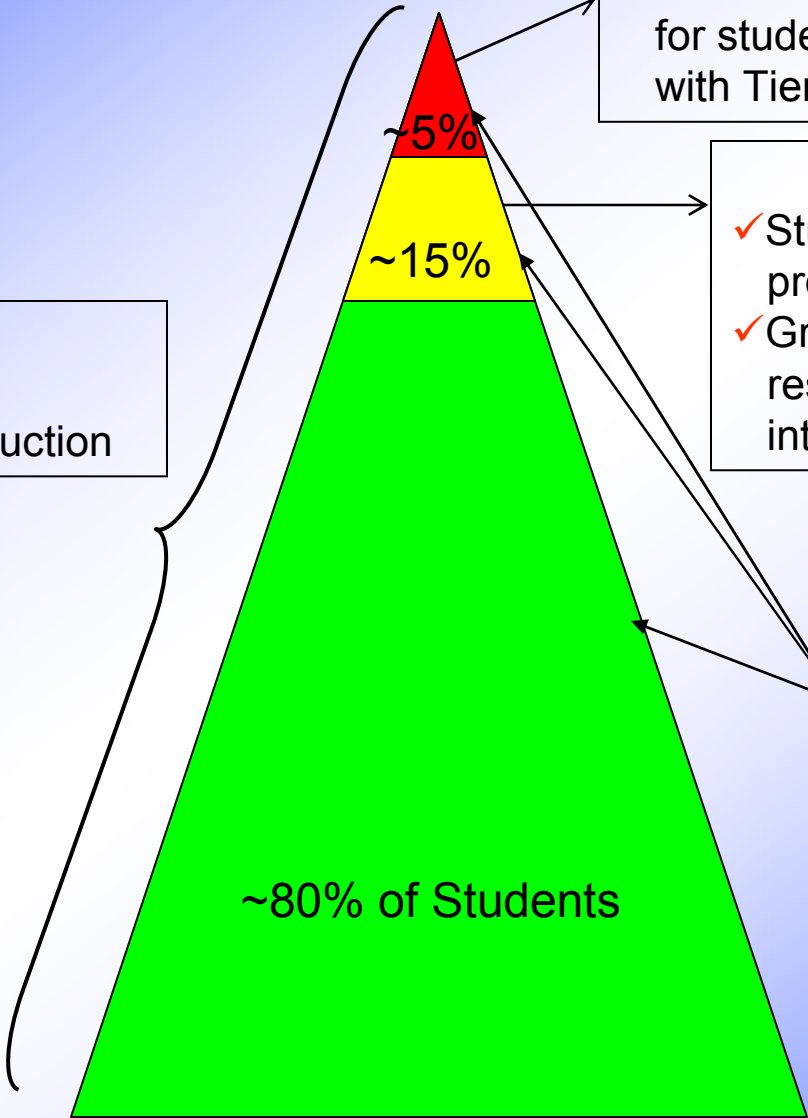
**Tier II:**

- ✓ Students with insufficient progress in Tier I
- ✓ Group and individual research-based interventions

*Special Services*

**Tier I:**

- ✓ All Students
- ✓ Core Class Instruction



# Advantages of Multi-tiered Approaches

- Provides instructional assistance in a timely fashion
- Helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum
- Informs teacher and improves instruction because assessment data are collected and closely linked to interventions
- Serves students who require little intervention as well as students who require long term intervention
- Matches level of support to student need
- Informs instructional needs for special education decisions
- Allows for exit from special education when appropriate based on ongoing measurement of progress and response to intervention

## Why RTI?

- Implementation of RTI is predicated on effective practices in **general education** classroom
  - Students can not be identified as having a learning disability if their difficulty is due to a **lack** of instruction
  - Programs need to be research-based and implemented as designated
  - **Prevention-oriented**
  - “RTI requires a way of thinking about instruction, academic achievement, and individual differences that makes it impossible to implement without fully involving general education” (Technical Assistance Paper, ODE, p. 2)

# Delaware Regulations on RTI

Effective Date: June 11, 2008  
(reflects changes to the  
August 11, 2007  
RTI Regulations)

# RTI Phase-In

- RTI required for **reading in elementary grades** will begin with **2008-2009** school year
- RTI required for math in elementary grades will begin with a schedule determined by DDOE
- RTI required for secondary will begin with a schedule determined by DDOE
  
- Students who are already eligible for special education will not have to be evaluated under RTI until their next required reevaluation

# General requirements

- DOE-approved rubrics must be used to select programs of instruction and Tier 2 and Tier 3 interventions for reading and mathematics
- Most interventions at all Tiers occur in the general education classroom
- Fidelity of implementation of instruction and interventions and adherence to the core curriculum are critical
- 80% rule and school based team review

# General Requirements

- **All elementary students** will be screened at least three times per year
  - First screening **for at risk students** within 2 weeks of beginning of school
  - Screening for all students shall be regularly spaced throughout the school year
- **All students at risk at the secondary level** will be screened at least three times per year
  - Screening for all students shall be regularly spaced throughout the school year
- Screening instruments will be norm referenced or curriculum based
- Progress monitoring instruments must be curriculum based

# TIER 1

- Students not at benchmark on any screening...
  - At or below 25% percentile on norm referenced assessment or designated cut point on curriculum based measure
    - Provide Tier 2 interventions in addition to core program
  - Between 25% percentile on norm referenced assessment or designated cut point on curriculum based measure and benchmark
    - School based team reviews program and progress
    - At least 6 weeks of Tier 1 interventions
    - Progress monitor every two weeks

## TIER 2

- Weekly progress monitoring
- Small group
- At least 90 minutes per week
- No less than 2 sessions per week
- At least 6 weeks of Tier 2 interventions
- For students identified in need of intervention in both reading and math, instructional support teams will design intervention for no less than 120 minutes

## TIER 2 (continued)

- If no progress, or insufficient progress, after 6 weeks of Tier 2 interventions, then Instructional Support Team reviews
  - Additional assessments?
  - Changes in instruction or behavioral interventions?
  - Child requires Tier 3 interventions?
- If no progress, or insufficient progress, after 12 total weeks of Tier 2 interventions, child moves to Tier 3 interventions

## TIER 3

- Weekly progress monitoring continues
- Smaller group than Tier 2
- At least 150 minutes per week
- No less than 4 sessions per week
- At least 6 weeks of Tier 3 interventions
- For students identified in need of intervention in both reading and math, instructional support teams will design intervention for no less than 180 minutes

## TIER 3 (continued)

- If after 6 weeks of Tier 3 interventions (for a total of 18 weeks of intervention)...
  - progress is made, but child is not on trajectory to meet end-of-year benchmarks, then instructional support team reviews
    - Additional assessments?
    - Changes in instruction or behavioral interventions?
    - Refer for special education evaluation?
  - Child has made no progress, then instructional support team refers the child for special education evaluation
- If after 6 additional weeks of Tier 3 interventions (for a total of 24 weeks)...
  - progress is made, but child is not on trajectory to meet end-of-year benchmarks, then instructional support team refers the child for special education evaluation

# FLEXIBILITY BETWEEN TIERS

- System permits students to move between tiers of intervention based on progress toward benchmarks and instructional support team review
- Special education re-evaluations available to permit students to move between general and special education

## Delaware RTI at a Glance

1. Tier I implementation of scientific, research-based core curriculum aligned with Delaware Content Standards
2. Differentiated instruction matched to student need
3. Tiers II and III of increasingly intense scientific, research-based interventions matched to student need
4. Instructional intensity addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need

## Delaware RTI at a Glance

5. Individual problem-solving model and standardized intervention protocol for intervention tiers
6. Screening and progress monitoring to assess entire class progress and individual student progress
7. Explicit decision rules for assessing learner's progress
8. Fidelity measures to assess consistency of instructional methods, curriculum, interventions, and assessment

# Putting it All Together

## *Working as a Team to Maximize Resources & Outcomes for Students*

- **Curriculum (Programs and Materials):**
  - Ensuring comprehensive coverage to essential literacy and math skills
  - Use of research-based targeted programs (Supplemental and Intervention) for specific students or to fill needs of groups of students
- **Instruction:**
  - Coordinating instructional resources (Title, Special Education, ELL, etc.)
  - Incorporating differentiated instructional practices
  - Prioritizing and protecting instructional time (sufficient time for students needing additional support)
  - Strategic use of grouping to maximize learning
- **Assessment**
  - School-wide Screening & Progress Monitoring
  - Evaluating benefits for students, classrooms, schools and districts
- **Professional Development:**
  - Instruction: Scheduling, grouping, behavior management
  - Programs and Materials: understanding the complexities and nuances
  - Progress Monitoring: Interpreting data at the school, class, and student level

## Administrator's Role – System Level

- Establish an environment where all staff believe all students can learn at high expectations
- Design a master schedule that includes equitable distribution of students, uninterrupted reading and math blocks, common planning, interventions, and specialists' schedules
- Adopt a school-wide data management system for monitoring student assessment data and interventions
- Establish a problem-solving team to address needs of students
- Share school data regularly
- Budget funds to support RTI
- Monitor RTI system within the school success plan

# Administrator's Role – Tier 1

- Adopt scientifically researched-based reading and math core curricula
- Ensure teachers receive high quality professional development with the core programs
- Implement a consistent and on-going fidelity to the core monitoring system
- Adopt a universal assessment tool to assess all students three times a year
- Adopt a progress monitoring tool to assess all students not at benchmark
- Ensure teachers receive high quality professional development with assessment tools
- Participate in teacher professional development

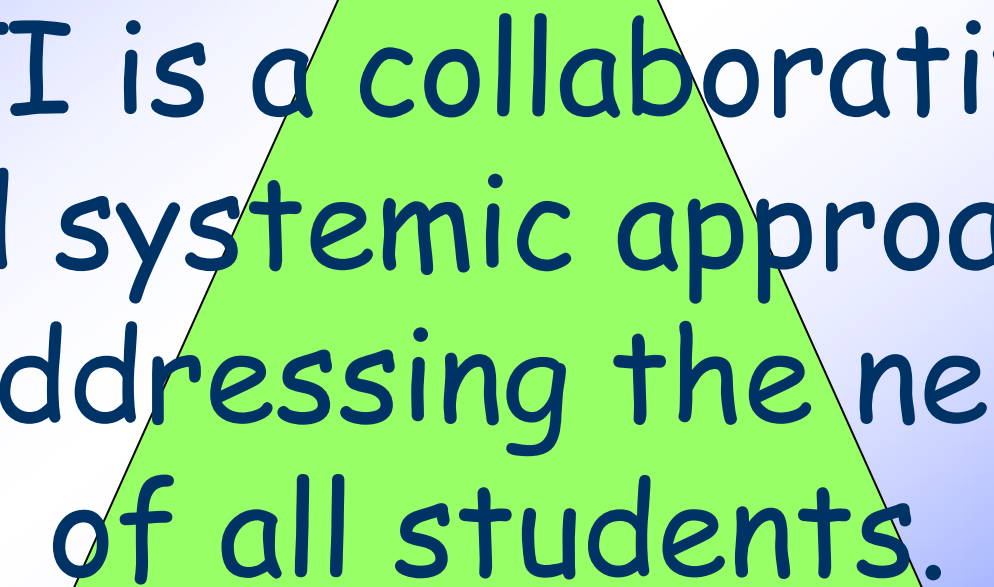
## Administrator's Role – Tier 2 and Tier 3

- Adopt scientifically researched-based reading and math interventions
- Ensure interventionists receive high quality professional development with interventions
- Implement a consistent and on-going fidelity to the intervention monitoring system
- Ensure students receive specified number of minutes in interventions
- Participate in problem-solving team process

# RTI Professional Development & Technical Assistance

- Year 1 – Elementary Focus
  - District Team Orientation and Planning Session
  - Model Tier I Framework
  - Assessment Framework
  - Data Analysis and Team Problem Solving Process
  - Interventions
  - Implementing RTI
  - SLD Determination
- Year 2 –
  - Continued Support for Elementary Level
  - Secondary Focus
    - RTI Framework (Fall 2008)
    - RTI Specific to Secondary Schools (Spring 2009)

# Challenges/Opportunities



RTI is a collaborative  
and systemic approach  
to addressing the needs  
of all students.

Delaware



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*Thank you*

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