Response to Intervention/Multi-Tiered Systems of Support

Data-based Decision Making and Instruction/Intervention Implementation

New York RtI Technical Assistance Center Webinar Series
Webinar #2
Fall, 2017
Dr. George M. Batsche
Director
Institute for School Reform
University of South Florida
Important Websites

• [www.Floridarti.usf.edu](http://www.Floridarti.usf.edu)

  • “GTIPS-R” Problem-Solving

• [www.flpbs.fmhi.usf.edu](http://www.flpbs.fmhi.usf.edu)
➢ A brief review of last weeks webinar.
➢ Understanding the basics of how to calculate a “response to instruction”
➢ Understanding the “rules” for the different types of responses to instruction.
➢ Instruction/intervention decisions based on the “type” of response
➢ Knowing how to use academic engaged time and rate of growth in decision-making
A Quick Review of Last Week

Common Language
Common Understanding
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
**TIER I: Core, Universal Academic and Behavior**

**GOAL:** 100% of students achieve at high levels

**Tier I:** Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

**Tier I:** Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

**Tier I:** Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How do we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum
TIER II: Supplemental, Targeted

Tier II
For approx. 20% of students
Core + Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).
1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
Intensifying Instruction

• Time
  • More time, more practice and rehearsal, more opportunity for feedback
  • Typically, up to 50% more than Tier 1 for that content

• Focus
  • Narrowing the range of instruction
    • Reading: 5 Big Ideas, SOME of the 5 Big Ideas

• Type
  • More explicit, more frequent, errorless
TIER III:
Intensive, Individualized

Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
A Conceptual Framework for MTSS

- Increasingly Intensive Instructional Interventions
- Specially Designed Instruction
- Core Instruction

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
Powerful Instruction

• Time
  • Students who are behind need MORE time with quality instruction

• What
  • Students who are behind need MORE opportunities to respond (OTR)
  • Pre-teach, Review, Reteach
  • Focus on skills that are barriers to access
  • Type of instruction evidence-based for need
  • More positive feedback (3:1 or greater)
  • High Probability Sequences (HPS)
Powerful Instruction

• **Who**
  • Individual or individuals who have the skills AND can collaborate to integrate their instruction, pacing and materials.

• **Where**
  • It really does not matter if the Time, What and Who have been addressed
Participant Reflection/Response #1

• My district has agreed upon criteria for what instruction looks like in each of the tiers.

• My district has agreed upon criteria for the difference between Tier 3 and Specially Designed Instruction (SPED)

• My district requires that the type of response to instruction/intervention determines movement from one tier to the next (and back, if appropriate)

• All of the above

• None of the above
Some Fundamental Principles of Teaching and Learning

• **Academic Engaged Time (AET)**
  • AET predicts student performance better than any other variable, including:
    • IQ
    • Language
    • SES
    • Disability
    • Culture/Race
  • Amount of time students are engaged in quality instruction
  • Includes evidence-based instructional strategies
  • Matched to student context, culture and relevance
  • With student engagement in the process
Some Fundamental Principles

• *Rate of Growth*
  • Where is the student now?
  • Where is the student supposed to be?
  • How much time do we have to get there?
  • Is that time realistic?
• Rate of growth is the best measure of student response to instruction and intervention
• Rate of growth is used within an early warning system to determine if students will attain benchmarks *before time runs out and while we have time left to modify instruction*
• Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.
Discovery Education Assessment Results: Math

Percent Correct

Mikenzi
Class Average
Grade Average

Rate of Growth

On-task Classroom Behavior

- Mikenzi
- Peers
- Goal Line
- Aim Line
- Trend Line

% of Time On-task (20 min.)

Baseline
Participant Reflection/Response #2

• My district uses the “rate of growth” to determine the response to instruction/intervention
• My district uses the “rate of growth” to determine the effectiveness of instruction/intervention
• My district requires rate of growth data on the student(s) of interest as well as peers
• All of the above
• None of the above
Decision Rules: What Constitutes Sufficient Progress?
Decision Rules

• Response to Intervention Rules

• Linking RtI to Intervention Decisions
Decision Rules: What is a “Good” Response to Intervention?

• **Positive Response**
  • Gap is closing
  • Can extrapolate point at which target student(s) will “come in range” of target—even if this is long range
  • Level of “risk” lowers over time

• **Questionable Response**
  • Rate at which gap is widening slows considerably, but gap is still widening
  • Gap stops widening but closure does not occur

• **Poor Response**
  • Gap continues to widen with no change in rate.
Positive Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3

- Tier 2: Supplemental - Revised
- Supplemental

Trendline = 1.51 words/week
Aimline = 1.62 words/week

Note: Third Grade Sprint Materials used at end of Second grade and through Third grade

Good RtI
Decision Rules: What is a “Questionable” Response to Intervention?

• **Positive Response**
  - Gap is closing
  - Can extrapolate point at which target student(s) will “come in range” of target—even if this is long range

• **Questionable Response**
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
  - Level of “risk” remains the same over time

• **Poor Response**
  - Gap continues to widen with no change in rate.
Questionable Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Questionable RtI
Decision Rules: What is a “Poor” Response to Intervention?

• **Positive Response**
  • Gap is closing
  • Can extrapolate point at which target student(s) will “come in range” of target—-even if this is long range

• **Questionable Response**
  • Rate at which gap is widening slows considerably, but gap is still widening
  • Gap stops widening but closure does not occur

• **Poor Response**
  • Gap continues to widen with no change in rate.
  • Level of “risk” worsens over time
Poor Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week

Trendline = 0.95 words/week
Response to Intervention

- Performance
- Expected Trajectory
- Observed Trajectory
- Time
- Positive
- Questionable
- Poor
Participant Reflection/Response #3

• I have a clear understanding of the difference between positive, questionable and poor response to instruction/intervention.

• I have a clear understanding of the function and use of rate of growth.

• It would be helpful if my school/district used these criteria consistently to determine response to instruction/intervention

• My school/district identifies the types of data used to determine the type of response to intervention
Decision Rules: Linking RtI to Intervention Decisions

• **Positive**
  
  • Continue intervention with current goal
  
  • Continue intervention with goal increased
  
  • Fade intervention to determine if student(s) have acquired functional independence.
Decision Rules: Linking RtI to Intervention Decisions

• **Questionable**
  • Was intervention implemented as intended?
    • If no - employ strategies to increase implementation integrity
    • If yes -
      • Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
Decision Rules: Linking RtI to Intervention Decisions

• **Poor**
  
  • Was intervention implemented as intended?
    • If no - employ strategies in increase implementation integrity
    • If yes -
      • Is intervention aligned with the verified hypothesis? (Intervention Design)
      • Are there other hypotheses to consider? (Problem Analysis)
      • Was the problem identified correctly? (Problem Identification)
Quick Table Top

• Does district have clear definitions and guidelines for the different types of response to instruction and intervention?

• If not, how do you make those decisions in your school?
Participant Reflection/Response #4

• I have a clear understanding of the relationship between the type of response to instruction/intervention and the decision regarding intervention decisions.

• My school/district needs additional communication and support regarding the use of data to continue, modify or discontinue instruction/intervention strategies.

• This type of data/information would serve to increase teacher engagement in the instruction/intervention process.

• This type of data/information would serve to disengage teachers from the instruction/intervention process.