

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

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Important Websites

- www.Floridarti.usf.edu
- www.Florida-rti.org
 - “GTIPS-R” Problem-Solving
- www.flpbs.fmhi.usf.edu



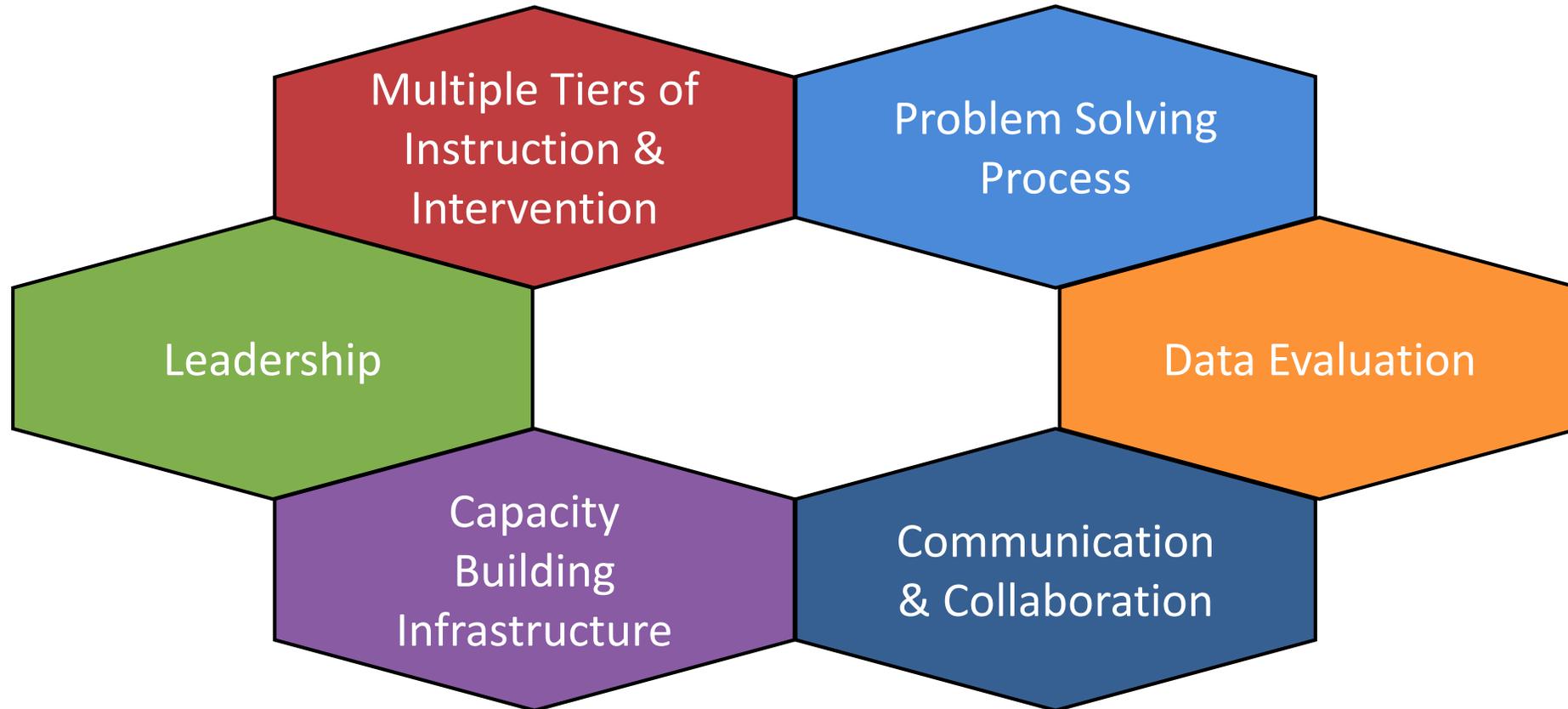
- A brief review of last weeks webinar.
- Understanding the basics of how to calculate a “response to instruction”
- Understanding the “rules” for the different types of responses to instruction.
- Instruction/intervention decisions based on the “type” of response
- Knowing how to use academic engaged time and rate of growth in decision-making

A Quick Review of Last Week

Common Language

Common Understanding

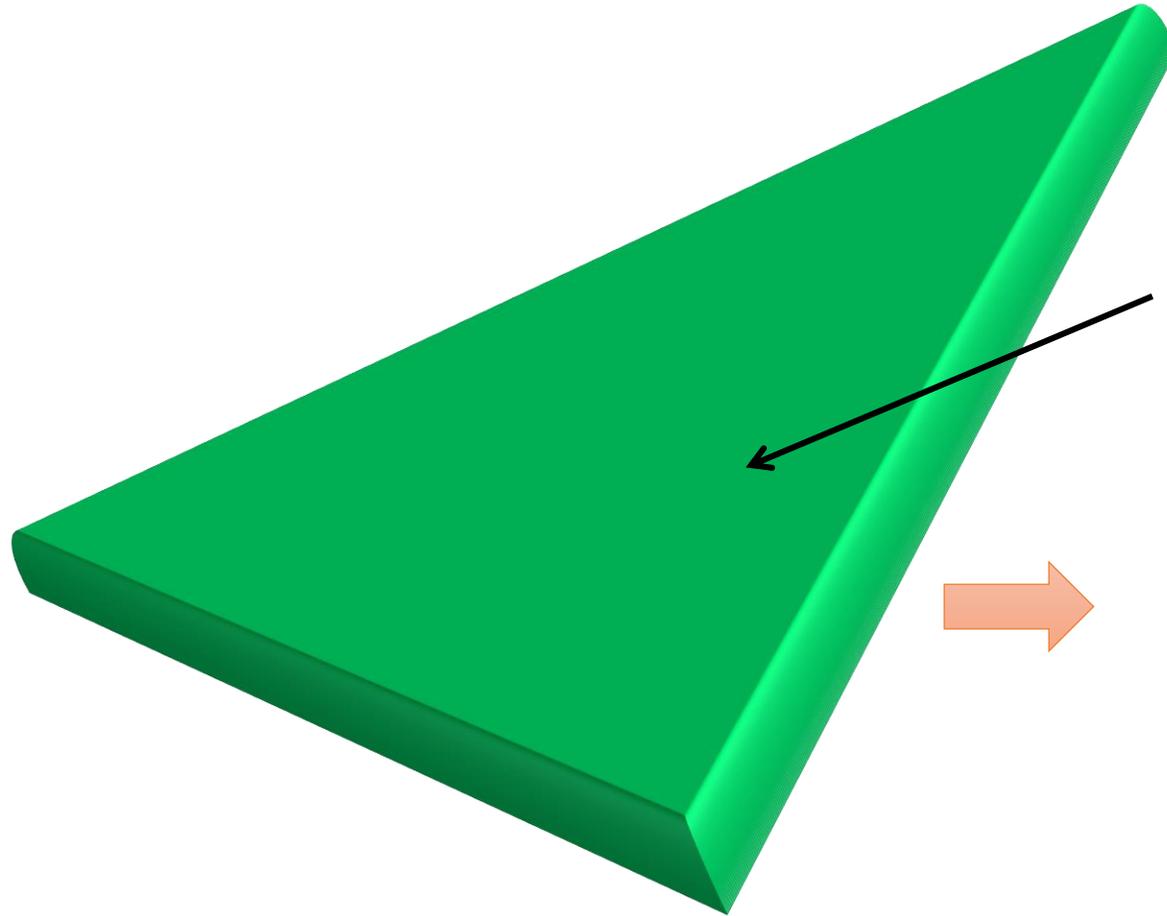
Critical Components of MTSS



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.

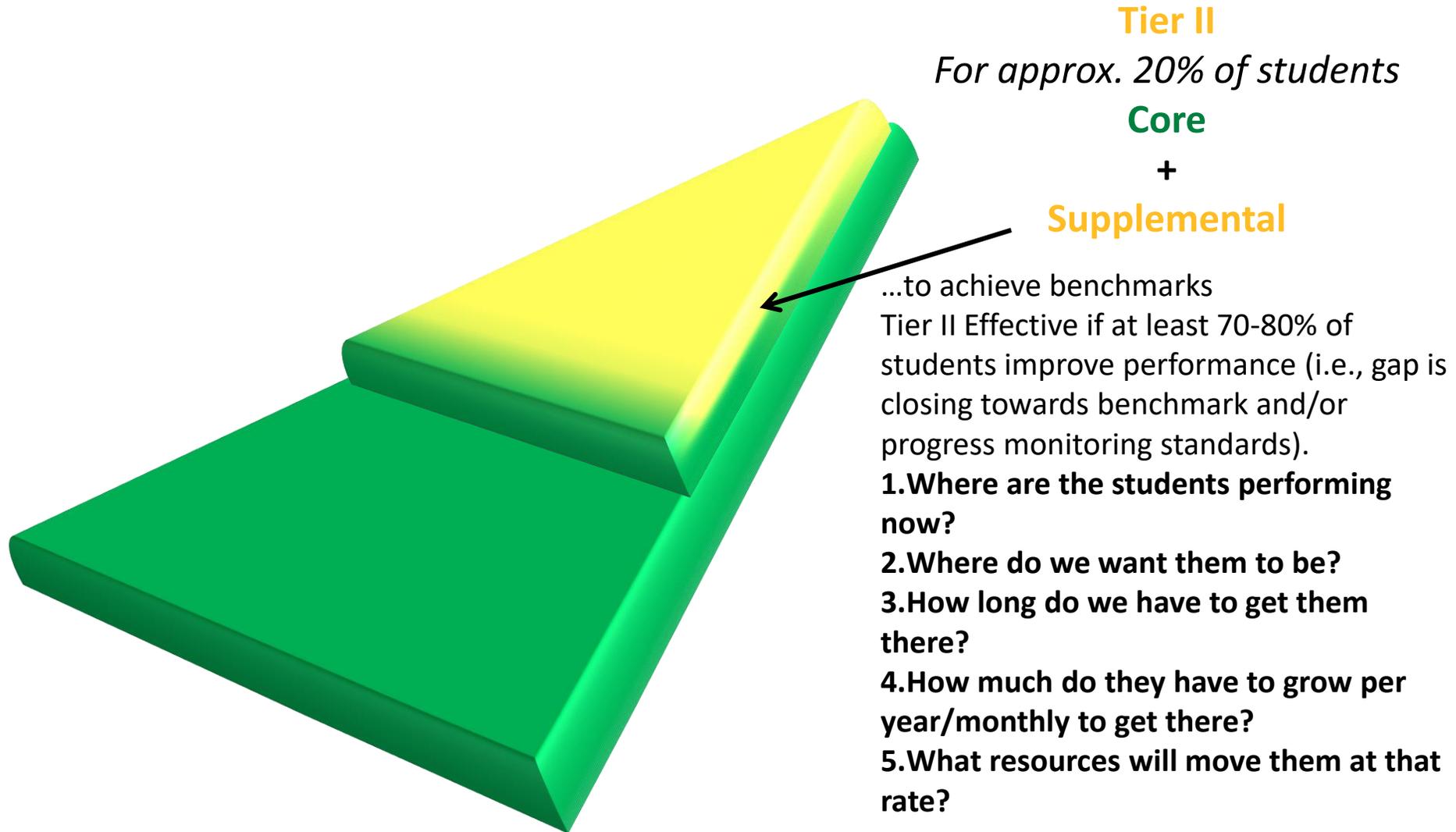
Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

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 you 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

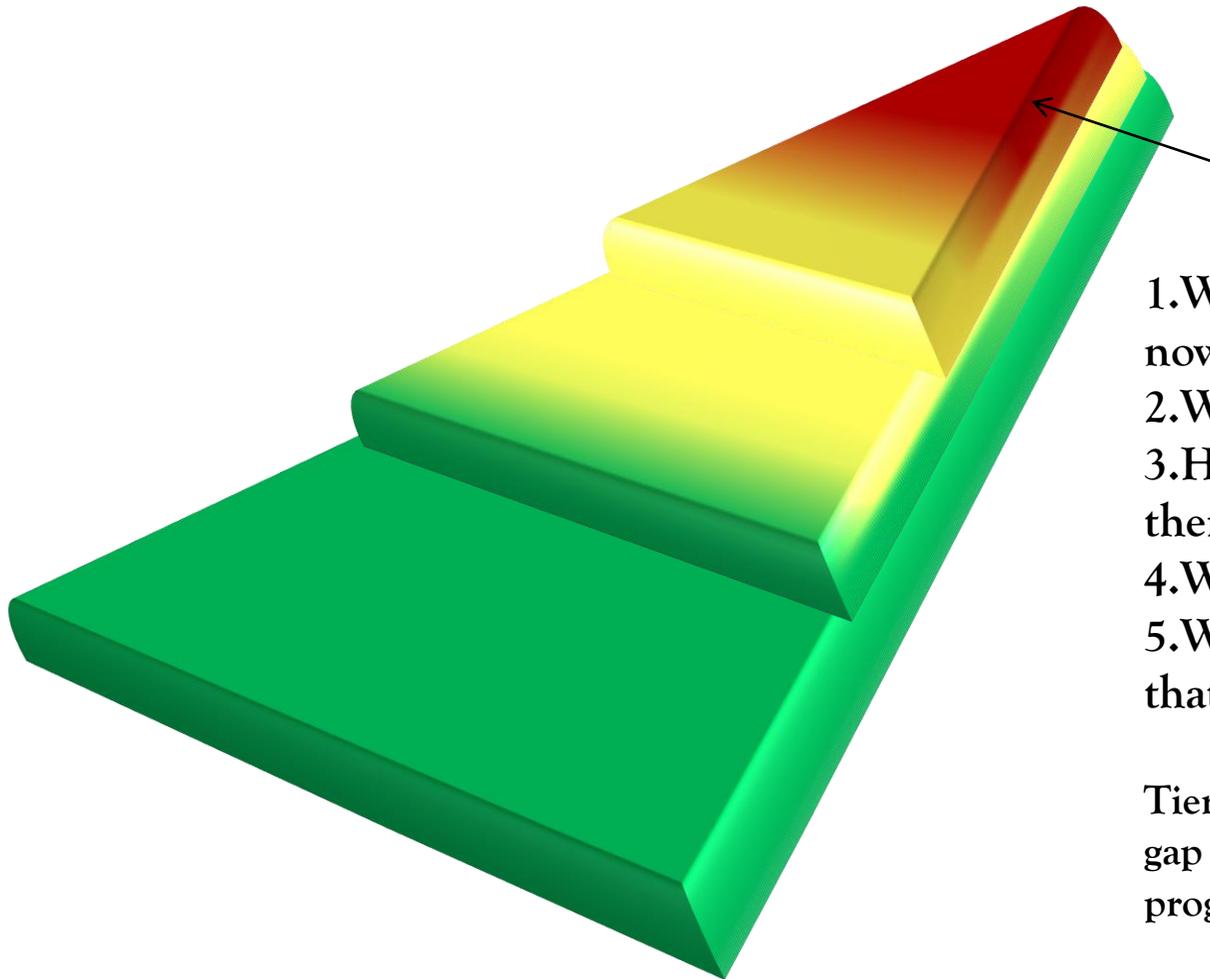


Intensifying Instruction

- 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

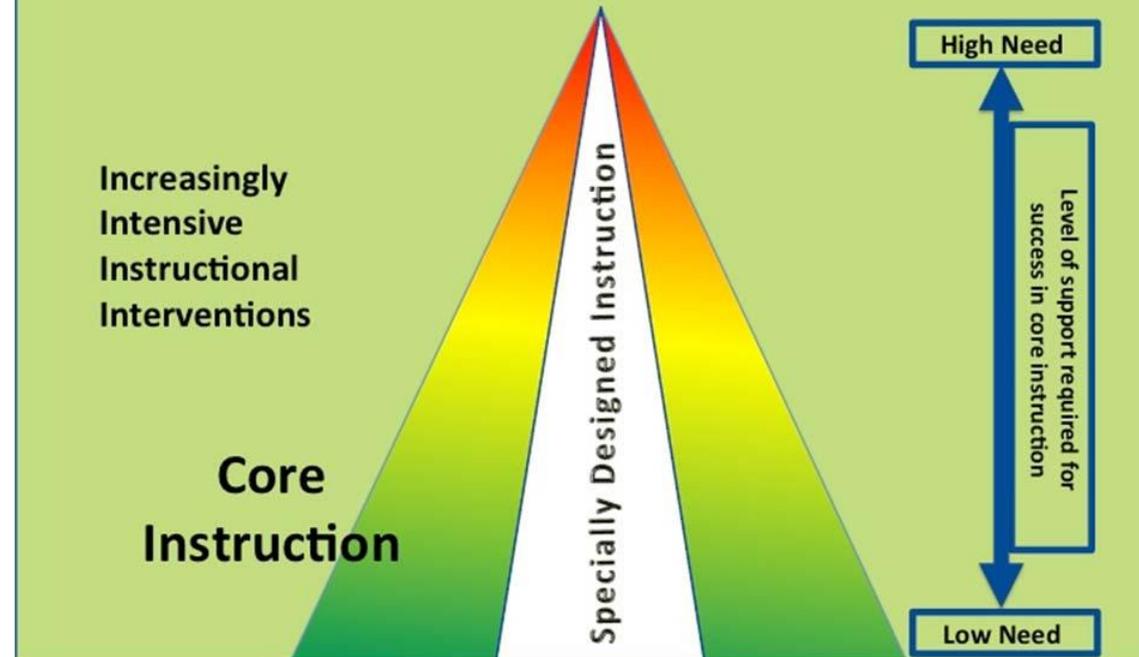
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Intensive Individual Instruction
...to achieve benchmarks

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



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)***

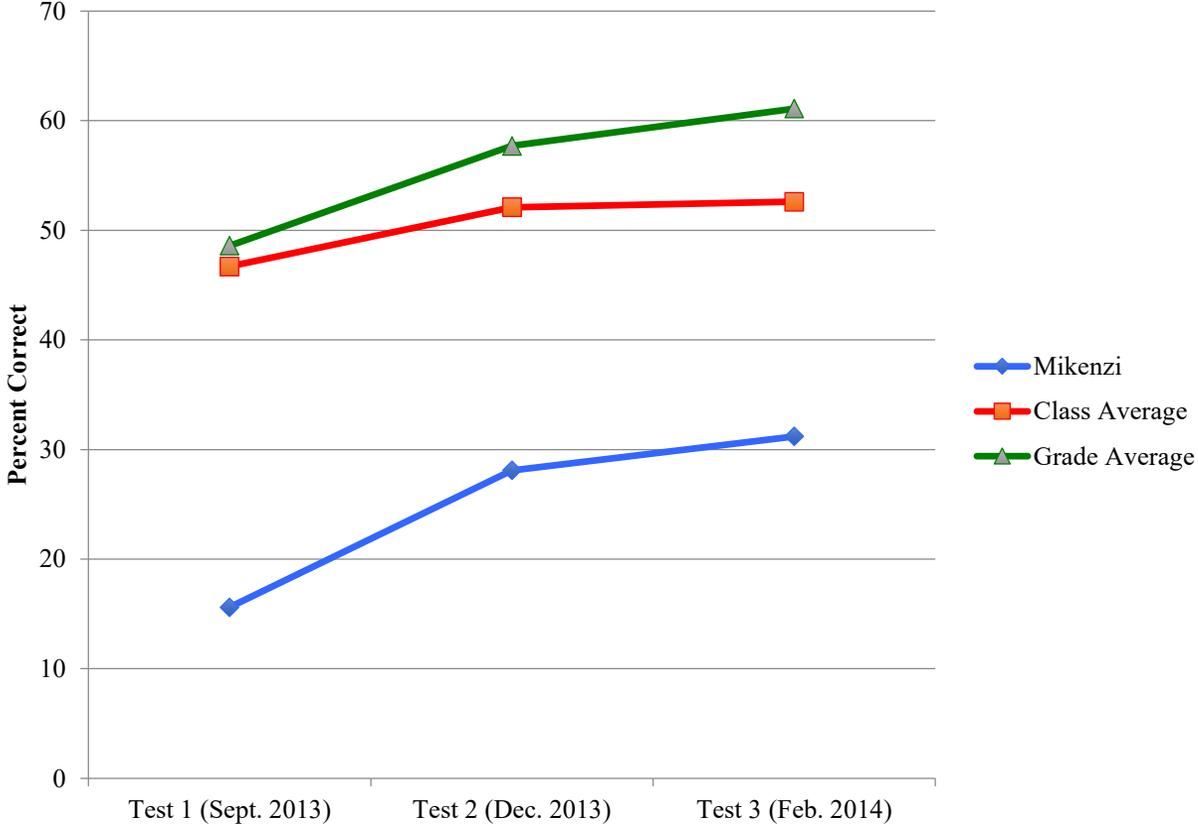
- AET predicts student performance better than any other variable, including:
 - IQ
 - Language
 - SES
 - Disability
 - Culture/Race
- Amount of time students are engaged in quality instruction
- Includes evidence-based instructional strategies
- Matched to student context, culture and relevance
- With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

Some Fundamental Principles

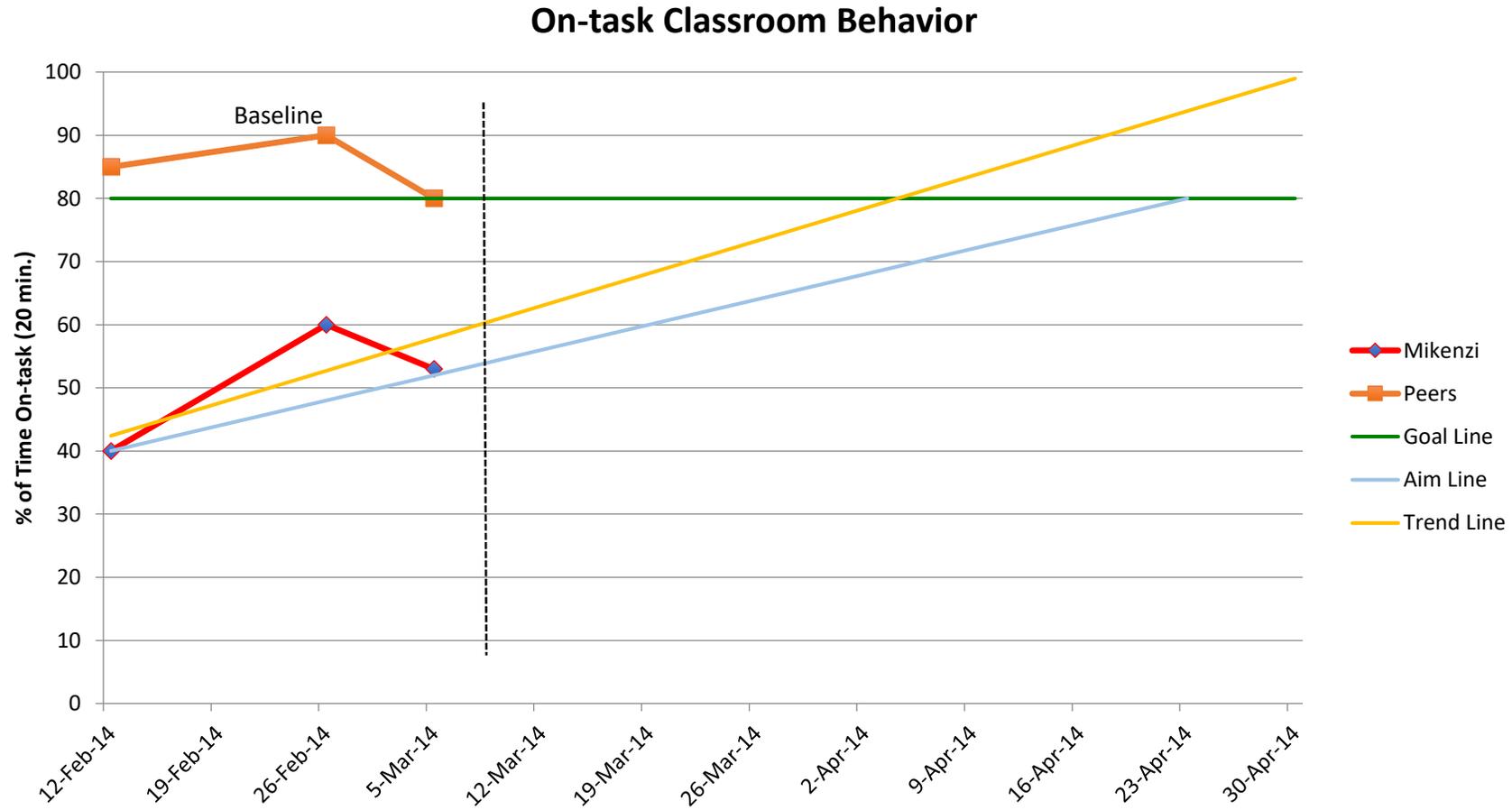
- ***Rate of Growth***

- 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



Rate of Growth



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 Rtl 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

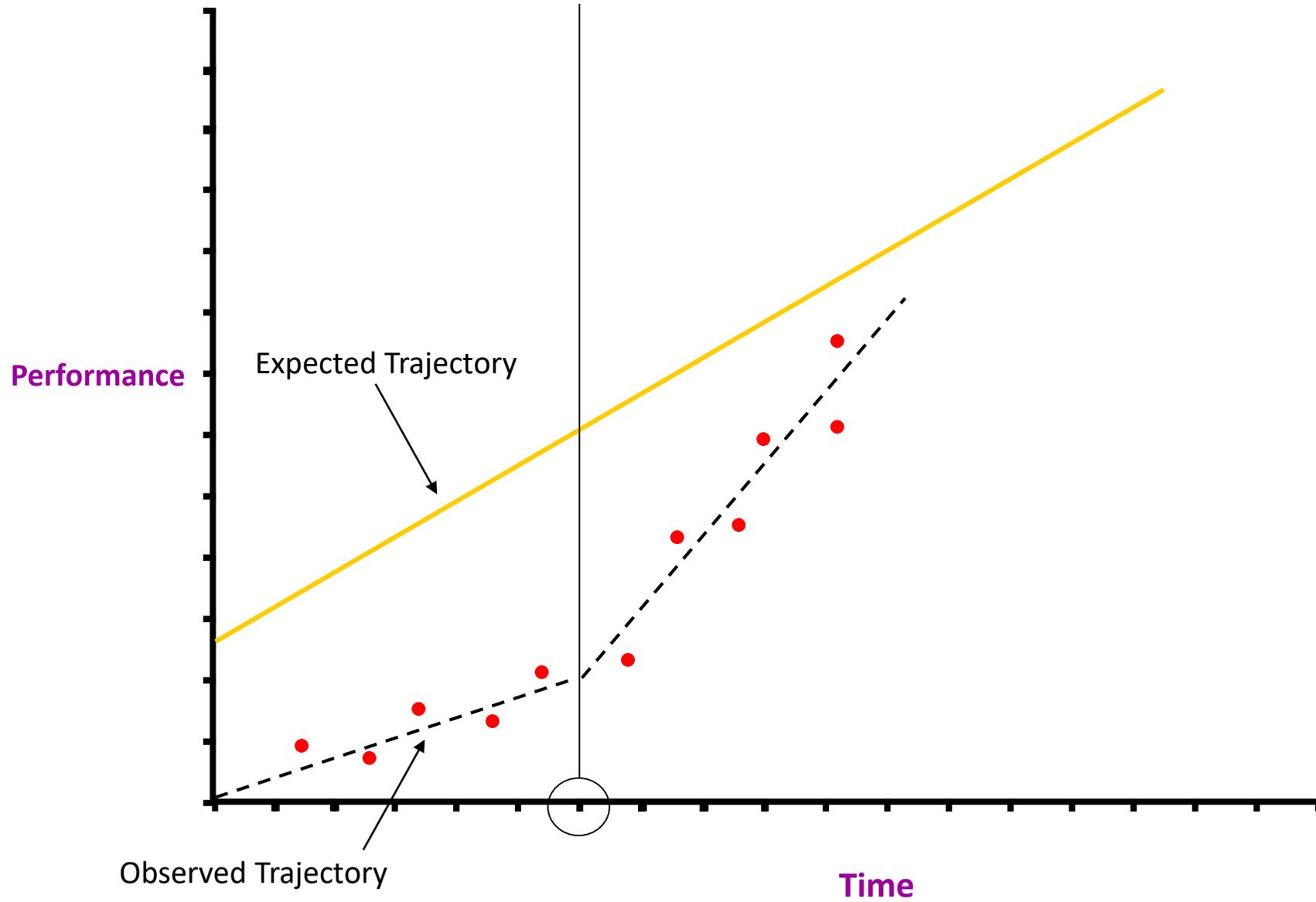
- ***Questionable Response***

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

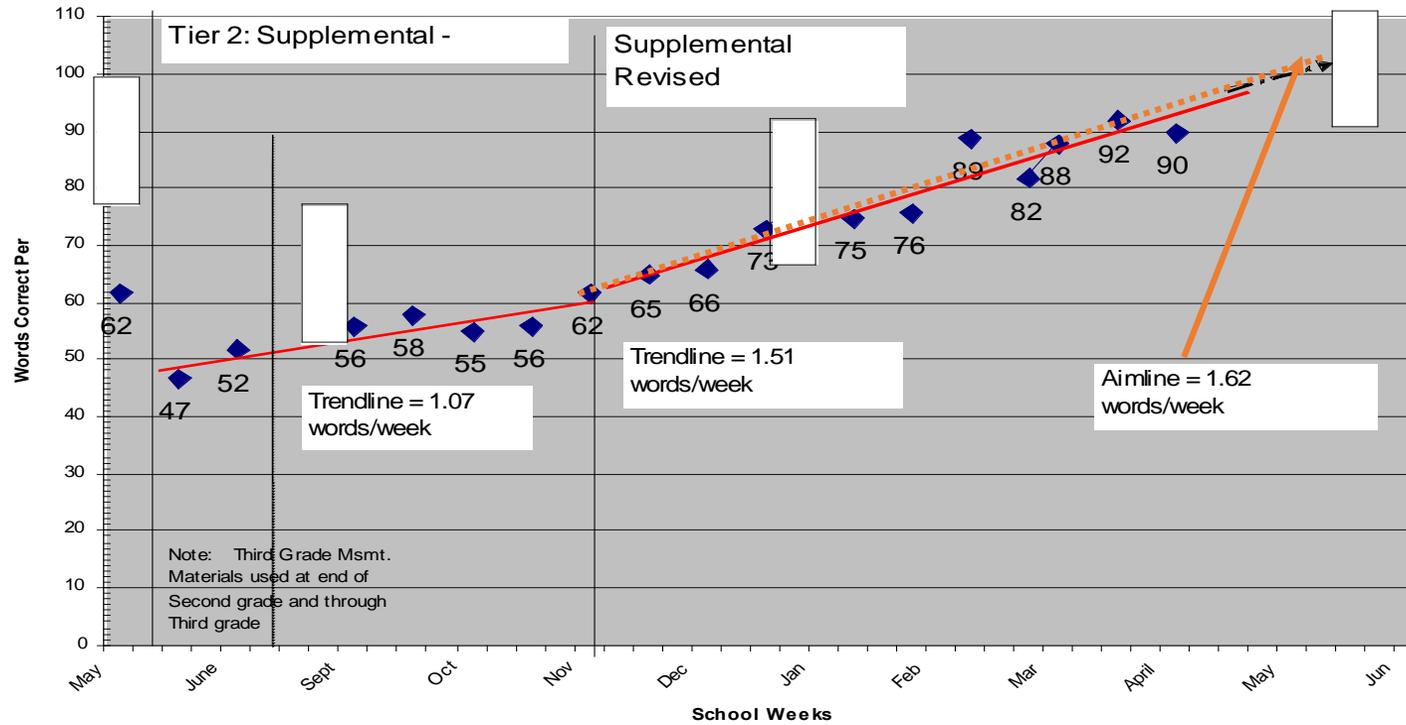
- ***Poor Response***

- Gap continues to widen with no change in rate.

Positive Response to Intervention



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



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

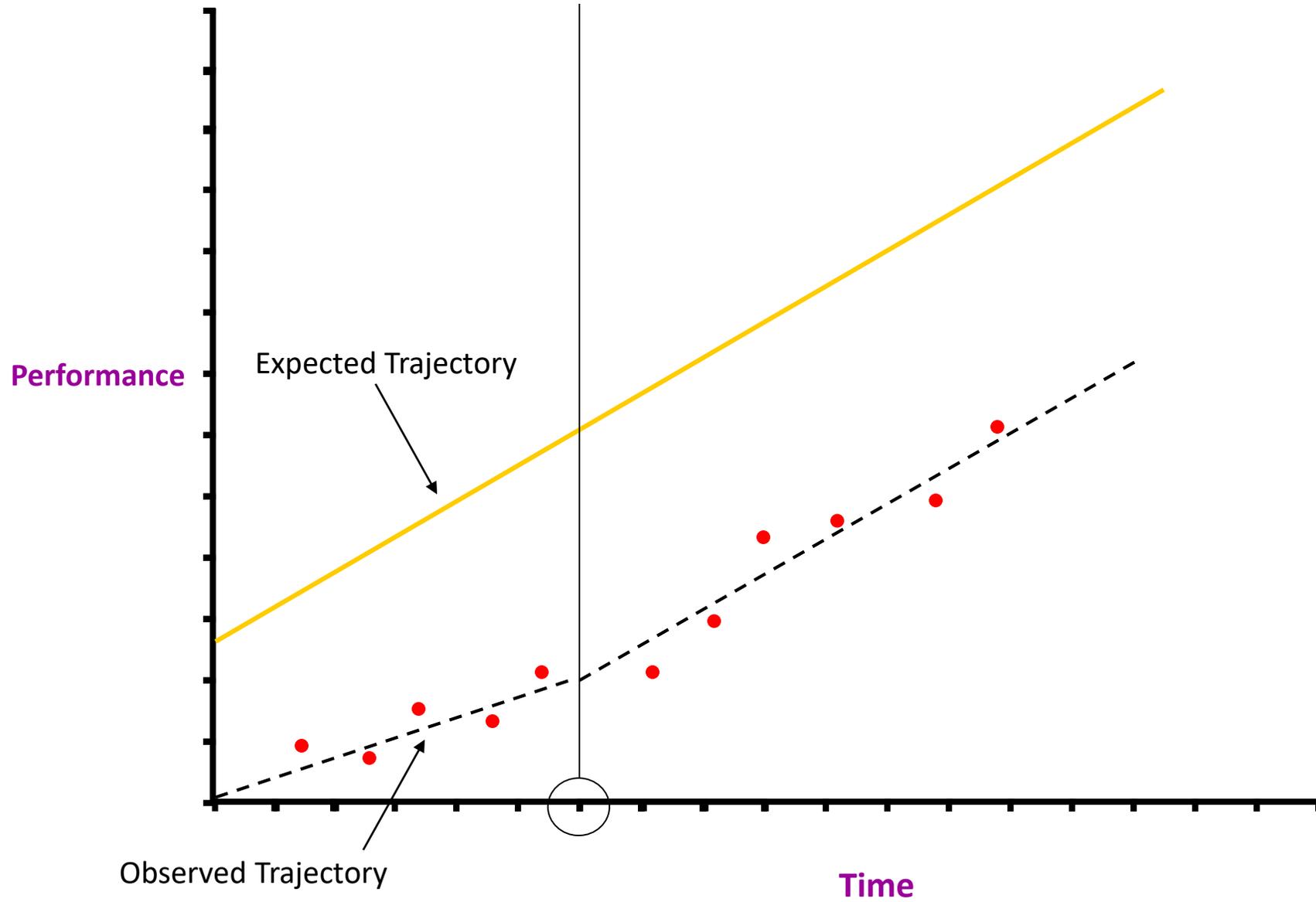
- ***Questionable Response***

- 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

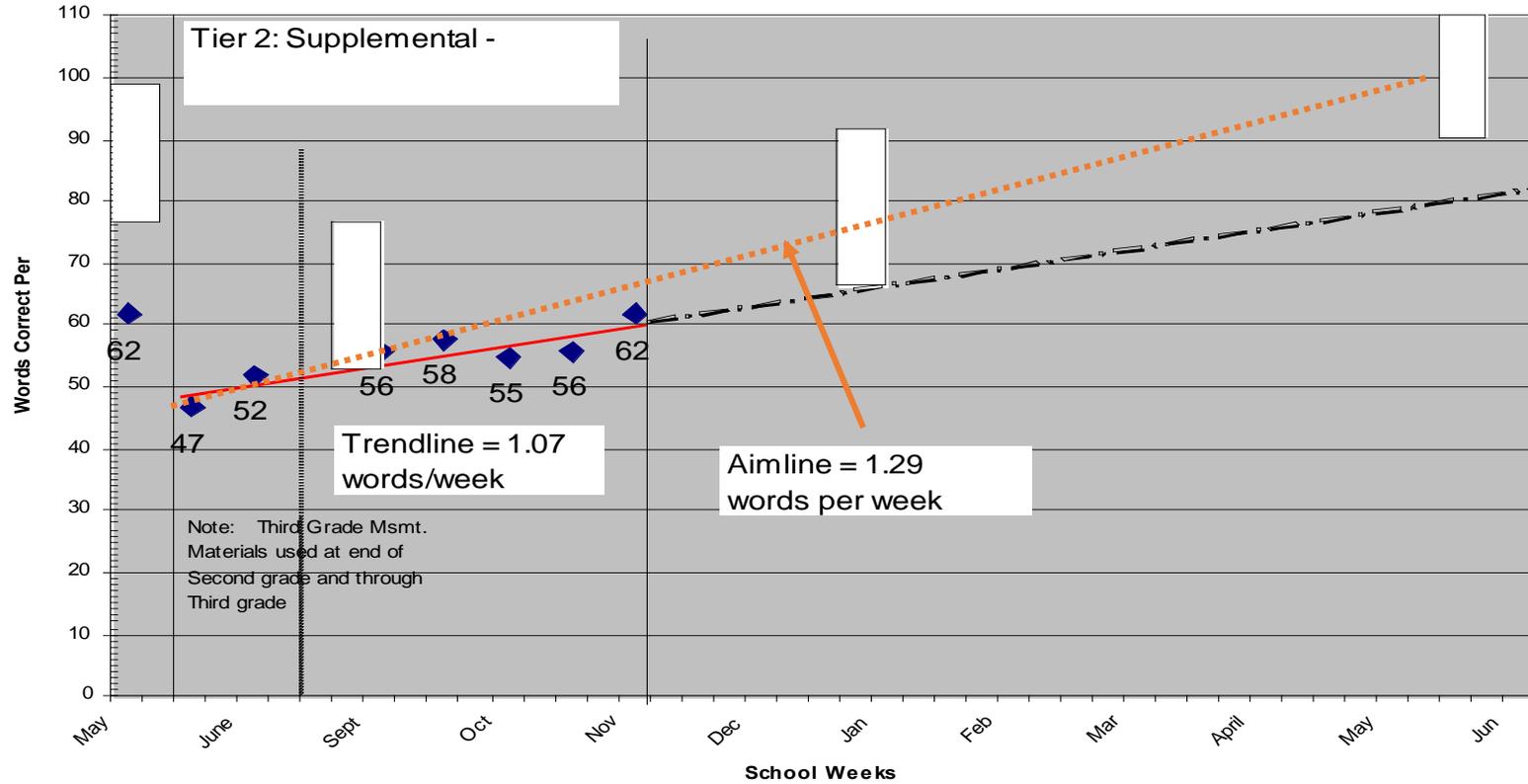
- ***Poor Response***

- Gap continues to widen with no change in rate.

Questionable Response to Intervention



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



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

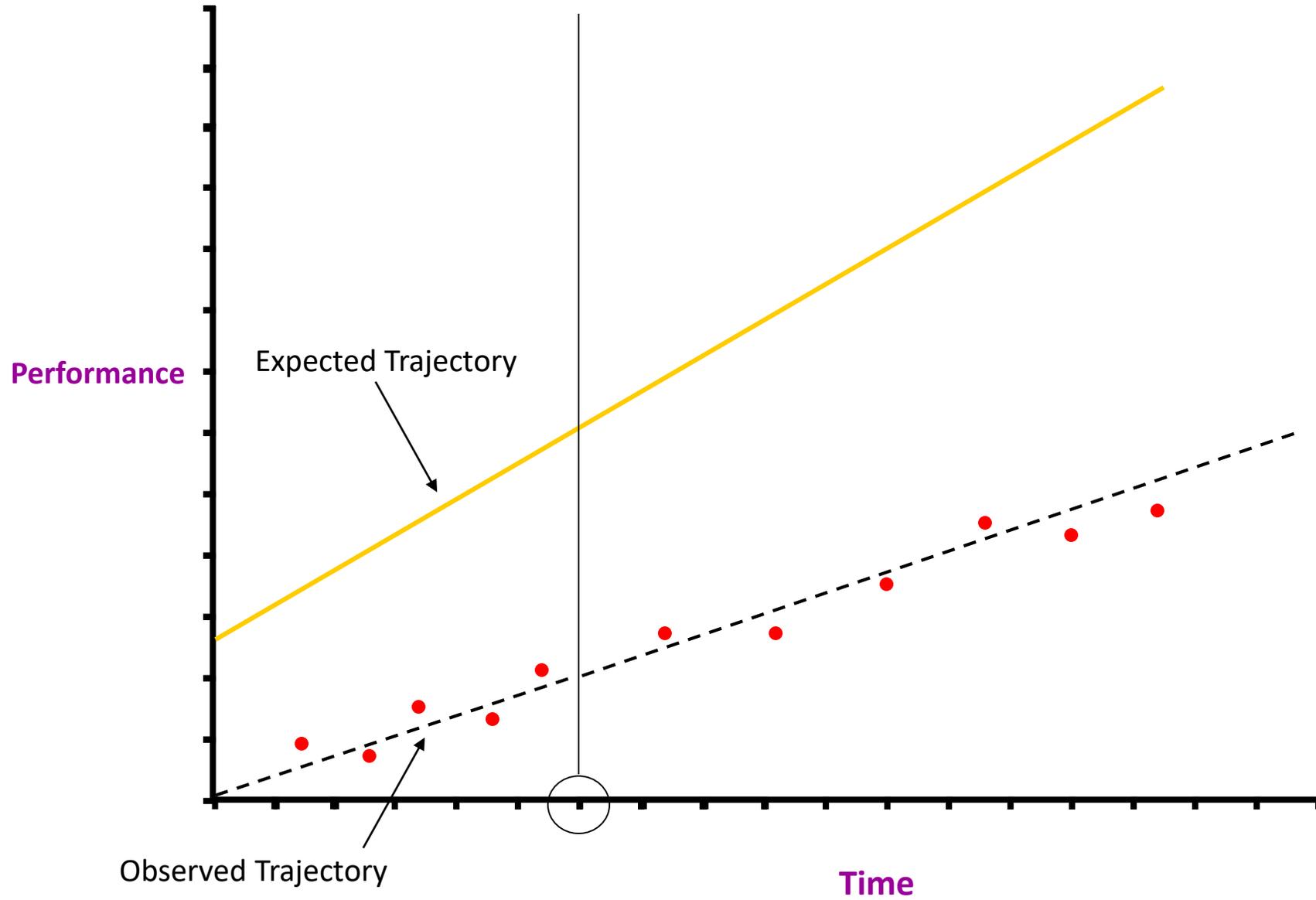
- ***Questionable Response***

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

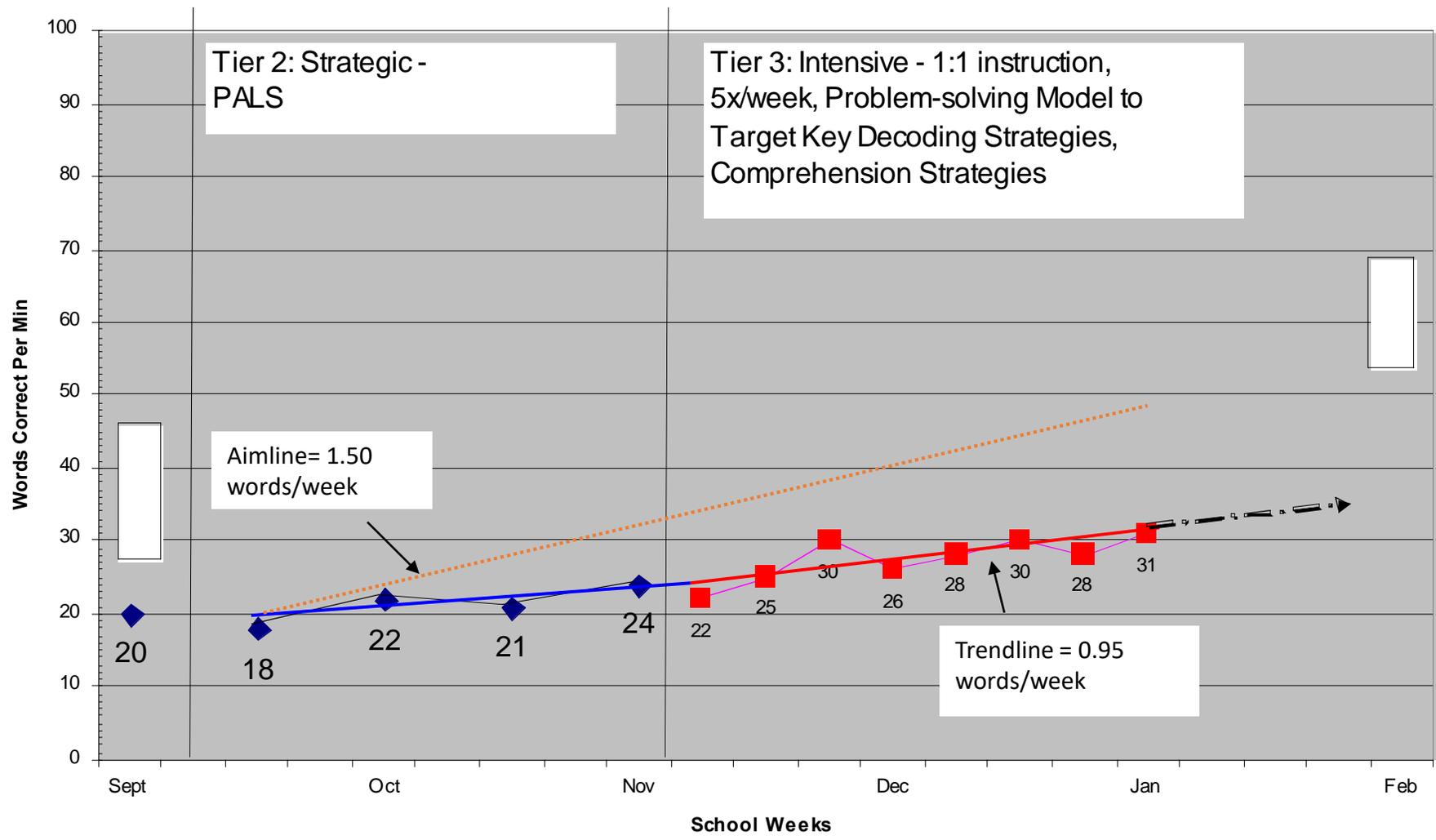
- ***Poor Response***

- Gap continues to widen with no change in rate.
- Level of “risk” worsens over time

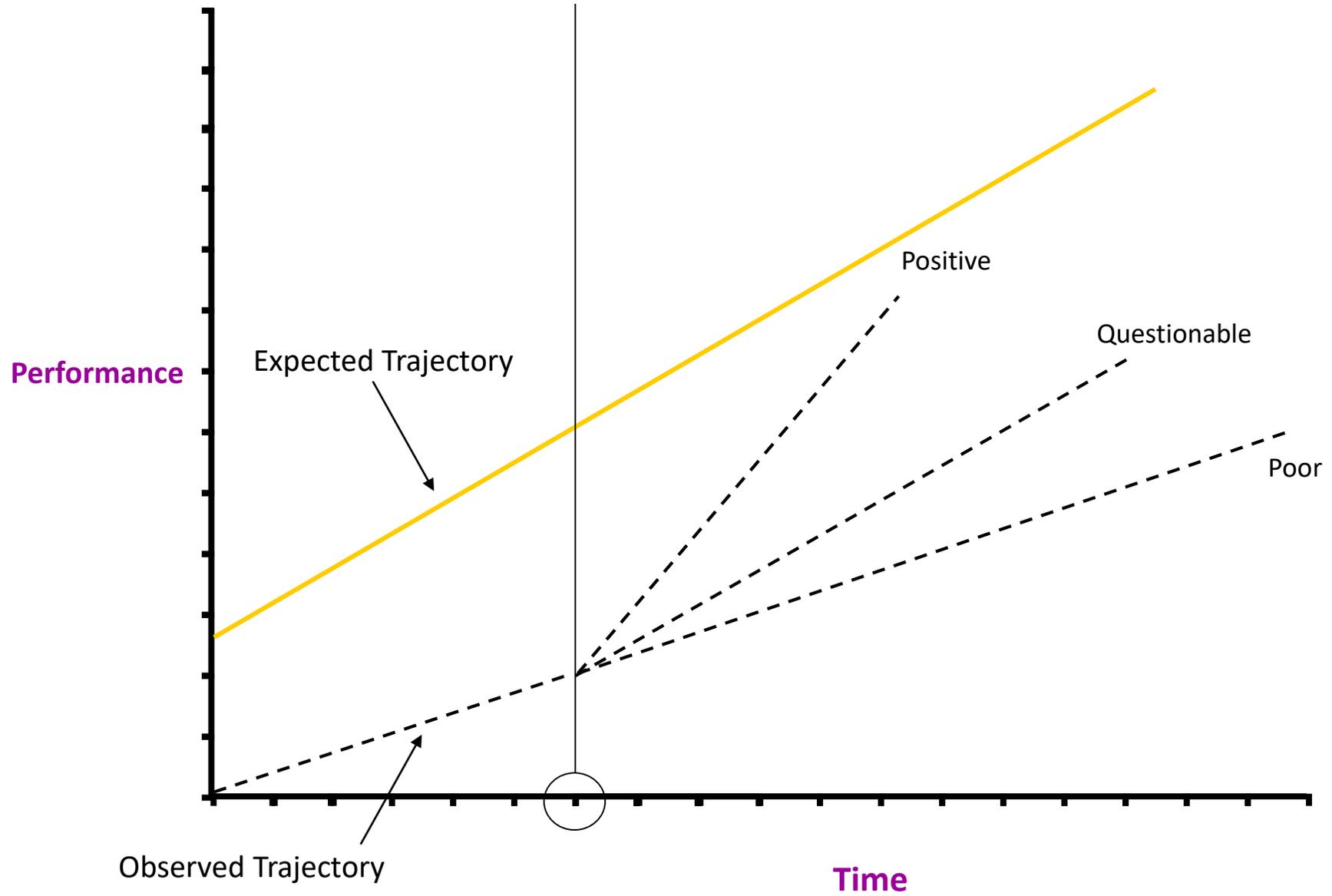
Poor Response to Intervention



Bart

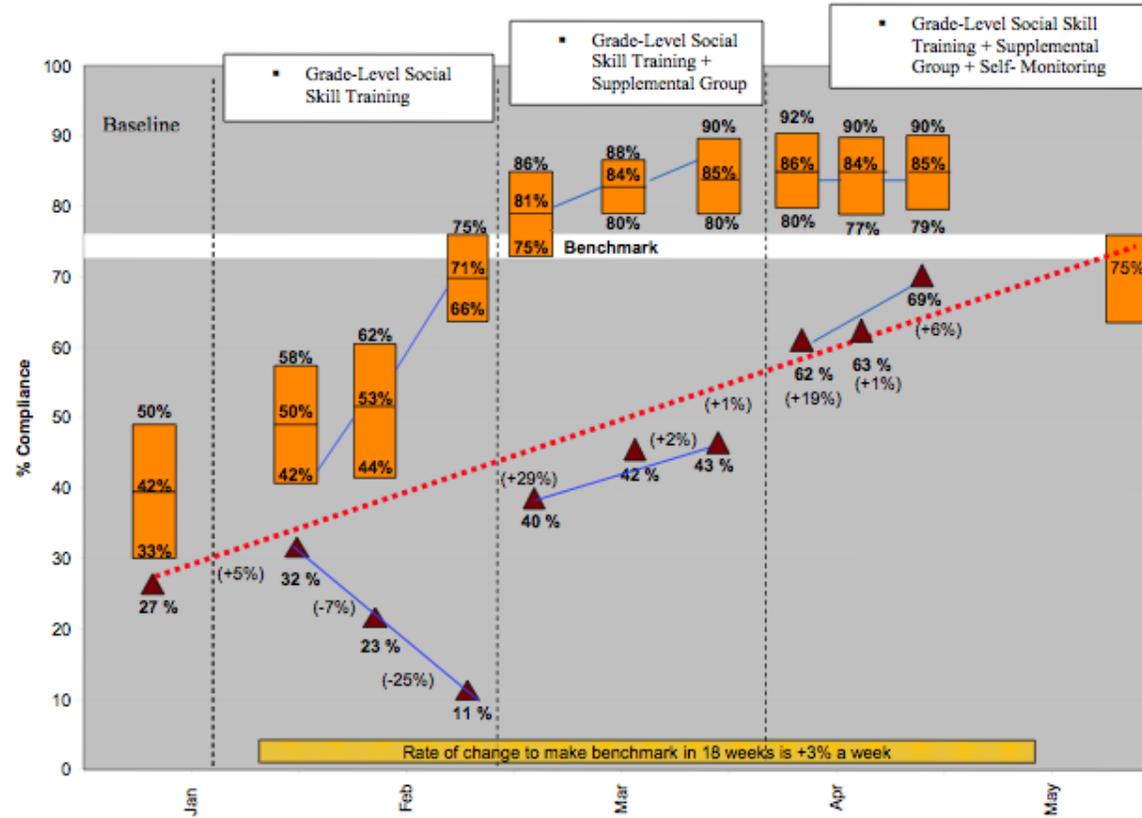


Response to Intervention



Tier I (Universal) and Tier II (Supplemental) Interventions

Victor D. 7



■ = Peer Group
▲ = Target Student
- - - = Aimline
— = Trendline
 *Rate of change required each week for target student to reach benchmark is (+3 %)

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 Rtl 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 Rtl 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 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.