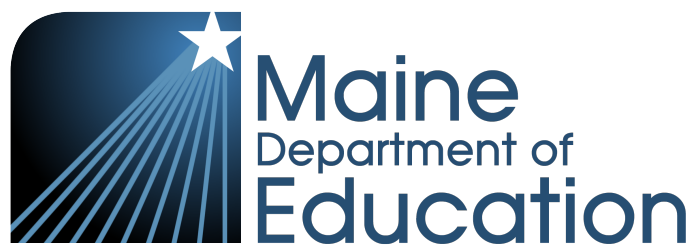


Response to Intervention Guidelines



October 2012

Defining the Maine Rtl Framework

- *Define the common components of Rtl*
- *Define the three tiers for both behavior and academics*
- *Identify the components necessary to prepare to implement*

Defining RTI

“RTI integrates **assessment** and **intervention** within a **multilevel prevention system** to maximize student achievement and to reduce behavior problems.”

— National Center on Response to Intervention (NCRTI), 2010

RTI Approaches

- Two models of RtI implemented with variations
 - **Problem solving approach**
 - **Standard protocol**
 - Both approaches utilize core components:
 - High quality Tier I/core instruction
 - Universal screening
 - Multiple tiers of interventions
 - Ongoing progress monitoring
 - Decision making based on data
 - Fidelity of implementation
 - Parent involvement

Problem Solving Approach

Team Decision Making Process

- Focused on individualized instructional and behavioral decisions regarding the implementation of a variety of interventions that are:
 - Implemented with fidelity
 - Responsive to individualized student needs
 - Driven by data

Problem Solving Approach

Define the Problem

Identify the discrepancy between expectations and current performance

Evaluate

Use progress monitoring data to evaluate the effectiveness of intervention

Problem Analysis

Use data to determine cause of the discrepancy

Implement Plan

Establish the performance goal and plan to meet the goal



Standard Treatment Protocol Approach

School-Wide Decision Making Process

- Focused on providing a specific evidence based academic or behavioral intervention to a group of students with similar needs
- Standardized format
- Implemented with fidelity
- Effectiveness monitored through data

Characteristics

Rtl is a systematic data driven tiered approach to high-quality instruction with prevention, early intervention and instructional and behavioral strategies that benefit *ALL* students.

Evidence-based interventions with varying levels of intensity and specificity based on students' responsiveness

Benefits...

RtI promotes **collaboration** and **shared responsibility** for the learning of **ALL** students across all personnel and programs located at any given school.



Maine's Tiered Model of Intervention Supports

Tier I

- **High-quality core instruction aligned to the Common Core that meets the needs of ALL students in every classroom.**

Tier II

- **Evidence-based intervention(s) of moderate intensity that address the learning or behavior challenges of some students.**

Tier III

- **Targeted intervention(s) of increased intensity for few students who show minimal response to strategic intervention.**

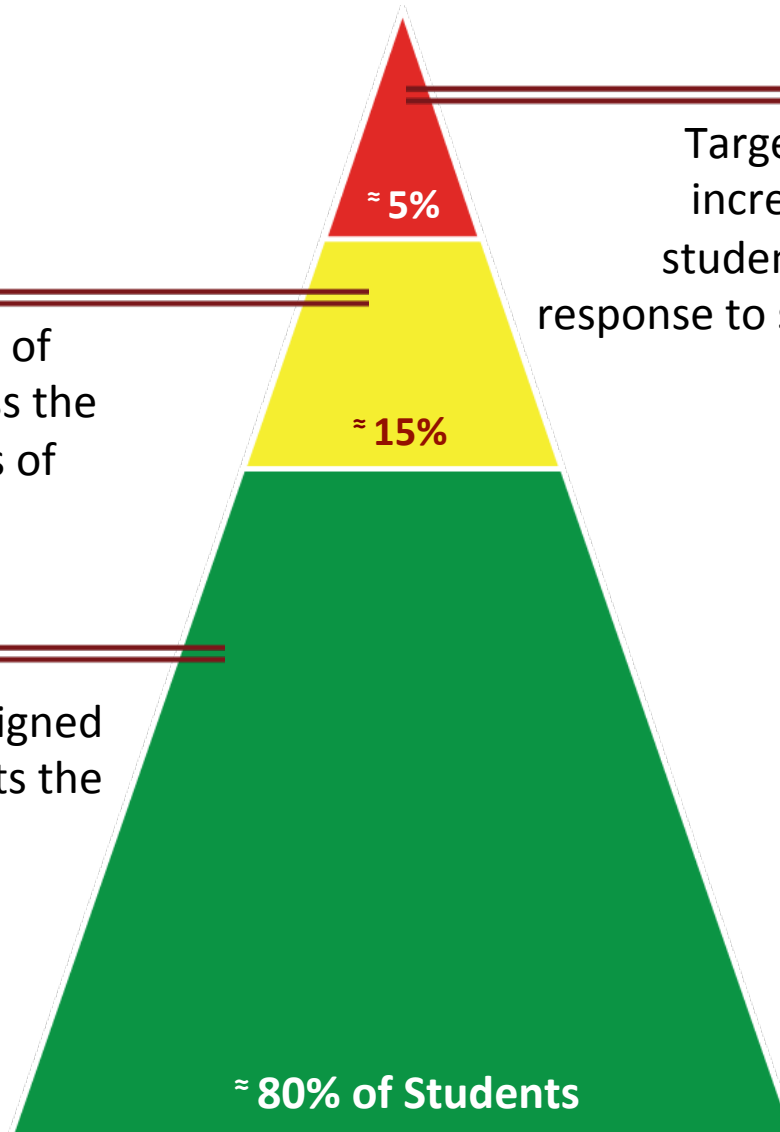
Conceptualizing the Framework- *Academic*

Strategic- Tier II

Evidence-based intervention(s) of moderate intensity that address the learning or behavior challenges of some students.

Benchmark - Tier I

High-quality core instruction aligned to the Common Core that meets the needs of **ALL** students in every classroom.



Intensive – Tier III

Targeted intervention(s) of increased intensity for few students who show minimal response to strategic intervention.

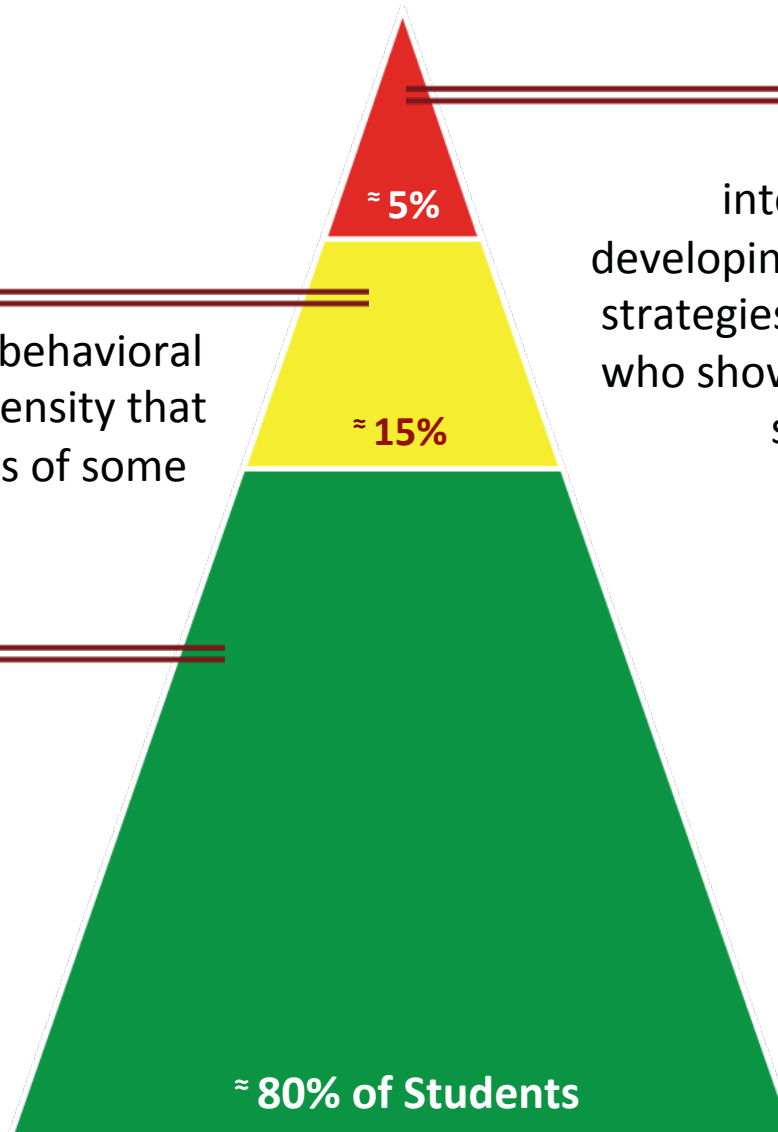
Conceptualizing the Framework- *Behavior*

Strategic- Tier II

Supplemental evidence-based behavioral intervention(s) of moderate intensity that address the behavior challenges of some students.

Benchmark - Tier I

Establishing a school-wide positive climate and culture and in which **social and behavioral expectations are clearly and explicitly communicated, monitored and reinforced for All students.**



Intensive – Tier III

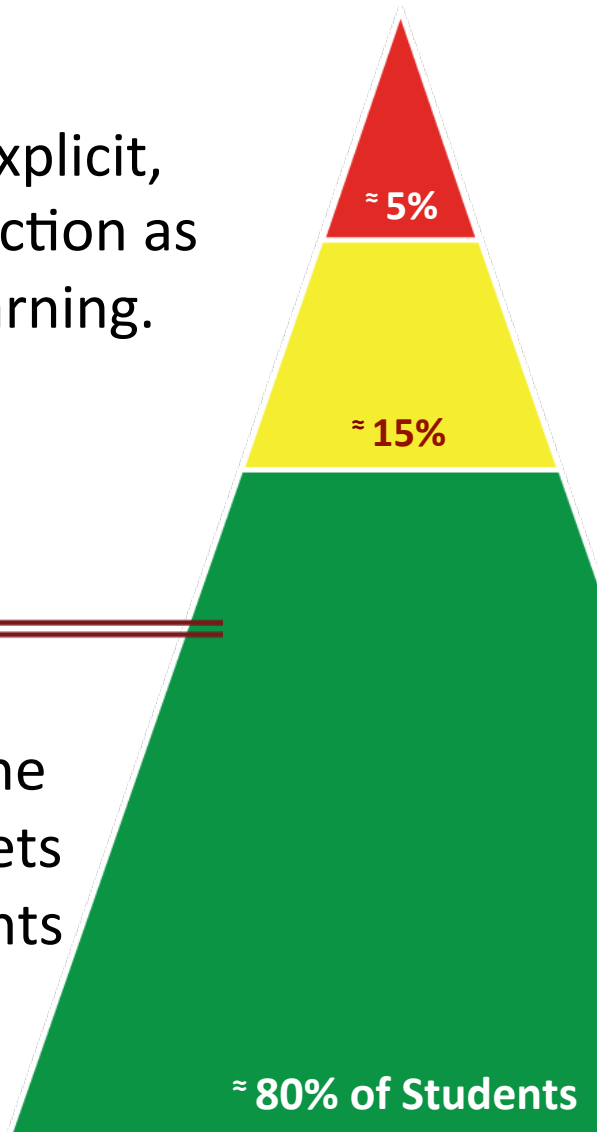
Personalized student interventions targeted at developing behavioral skills and strategies for the few students who show minimal response to strategic interventions

Primary Prevention- Tier I

All students receive explicit, research-based instruction as the foundation for learning.

Tier I – Benchmark

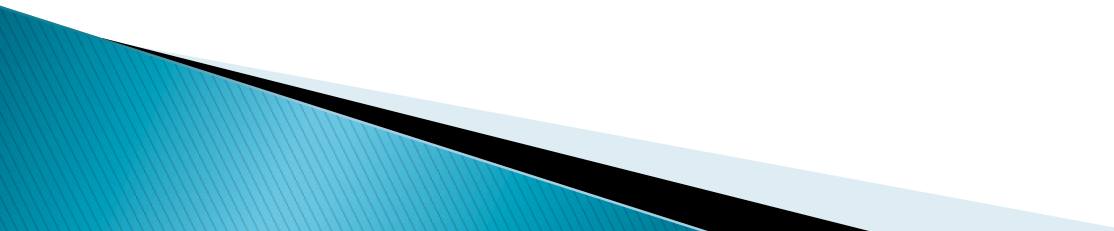
High quality core instruction aligned to the Common Core that meets the needs of **ALL** students in every classroom.



- Instruction that is Standards-aligned
- Explicit, research-based instructional practices
- Culturally responsive instruction
- Instructional scaffolding
- Differentiated instructional practices built on UDL principles
- Focus on academic literacy
- Ongoing formative assessment
- Clear behavior expectations schoolwide

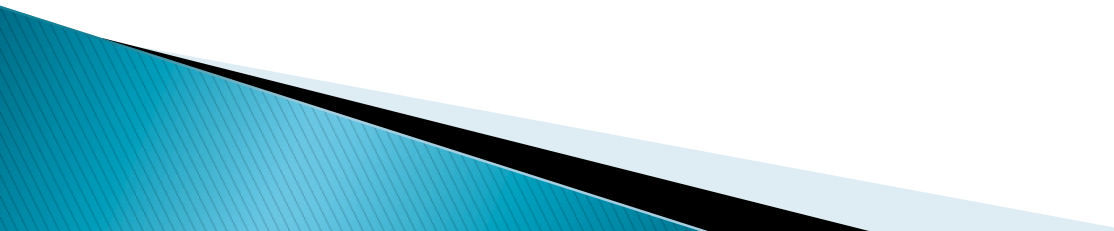
Tier I- Benchmark Primary Prevention

Common Core Standards aligned quality evidence-based instruction that occurs in the ***general education classroom*** and is implemented by a ***general education teacher***.

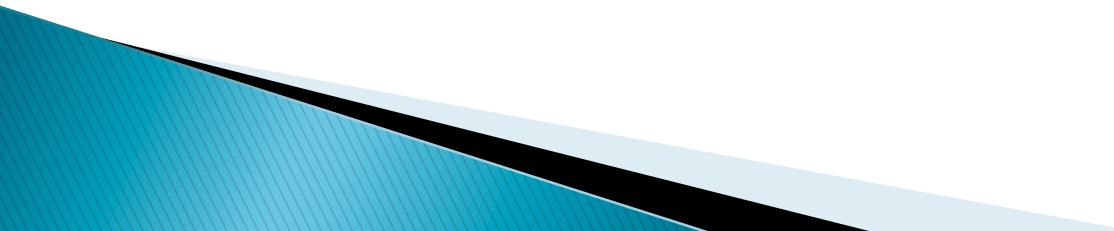


Tier I- Benchmark Behavior

Establishing a school-wide positive school climate and culture and in which **social and behavioral expectations are clearly and explicitly taught, monitored and reinforced.**



Elements of Tier I Instruction

- Effective, learner-centered instruction
 - Rigorous standards and aligned curricula
 - Learner-centered instructional practices
 - Assessment systems that provide timely, accurate data on achievement and growth
 - Information systems that track learner growth over time
- 

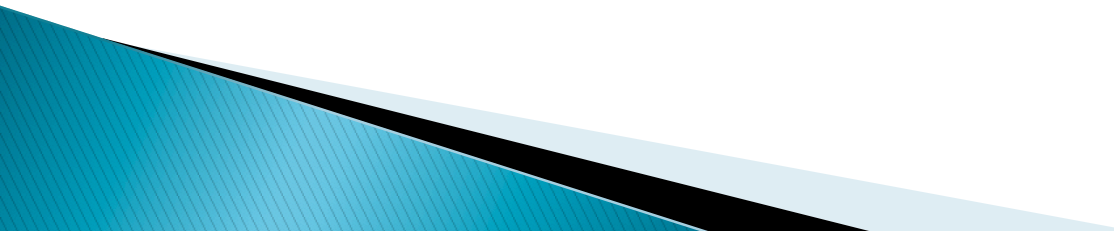
Tier II- Strategic Academic

Common core aligned classroom instruction *plus* specialized evidence-based intervention for students who are not meeting the grade level standard.

Intended for students who may be less than two years behind in grade level skills, implemented by the classroom teacher or other teachers.

Tier II- Strategic Behavior

Implementation of **supplemental** behavioral interventions provided by **all staff** members including **weekly monitoring** of behavior.



Tier III- Intensive Academic

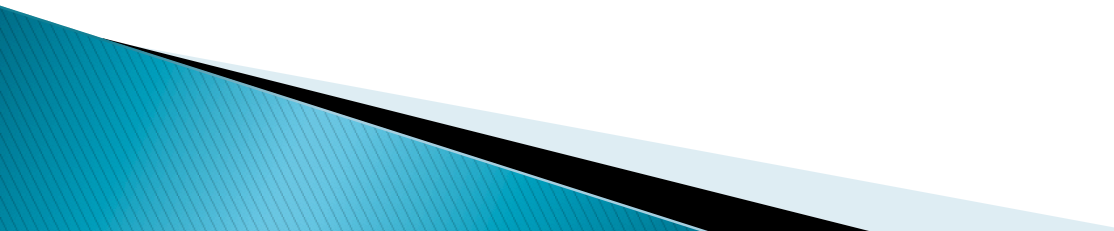
Targeted intervention(s) of increased intensity for students who are more than two grade levels below in reading or math skills and show minimal response to Tier II strategic intervention.

Implemented by trained teachers and/or specialists.



Tier III- Intensive Behavior

Implementation of **personalized** student interventions targeted at developing **behavioral skills** monitored by frequent ongoing data collection and feedback.



Teaching and Supporting All Students

Academic Skills

Social Skills

Tier III- Intensive

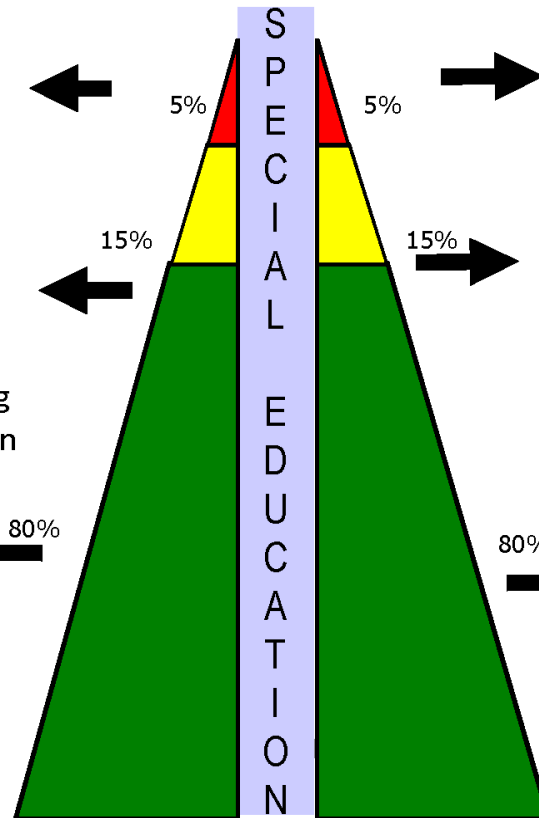
- Few students
- Targeted instruction
- High intensity
- Weekly progress monitoring

Tier II- Strategic

- Some students
- Small group instruction
- Monthly progress monitoring
- In addition to core instruction

Tier I- Benchmark

- All students
- Core curricula
- Preventive
- Ongoing progress monitoring
- Common Core standards-based learning



Intensive

- Few students
- Data based placements
- Intensive instruction and support
- Daily progress monitoring

Targeted

- Some students
- Small group instruction
- Rapid response
- Weekly progress monitoring

Universal Intervention

- All students
- Present across settings
- School-wide
- Preventive

Introduction to Maine's RtI Initiative

What is RtI in Maine?

- Multi-tiered, decision-making approach that addresses academic and behavioral difficulties of ALL students
- Integrated school improvement model: standards driven, proactive, incorporating prevention and intervention based on data collection and analysis
- Systematic approach built on a foundation of strong quality core instruction
- Tiered supports: academically and behaviorally varying in intensity based on student need
- Strong collaboration with general and special education

Maine's Required Core Components

1. High quality classroom based instruction and behavioral support in general education
2. Universal (school-wide or district wide screening)
3. Multiple tiers of instructional strategies
4. Progress monitoring
5. Use of collaborative problem solving team

Maine's Required Core Components

6. Data-based decision making
7. Fidelity of implementation modeled and monitored
8. Parent involvement throughout the process
9. Effective use of technology for assessment and instruction
10. Standards based education

1. High quality classroom based instruction and behavior support in general education

- Common core aligned
- Differentiated instruction
- Formative assessment driven instruction
- Summative assessment data analysis
- Data driven decision making
- Evidence based instructional strategies
- Regularly scheduled collaborative planning
- Systems of professional development

Should result in 80% of students meeting grade level standards for academics and behavior

2. Universal screening

- Assessing **ALL** students (K-12) at appropriate benchmark times of the year (Fall, Winter, Spring) to identify student for academic or behavioral risk at the school or district level
- Identify which students are not making adequate progress

3. Multiple tiers of instructional strategies

- **ALL** students have access to the core
- All students have access to additional tiers of instructional or behavioral support to target identified students needs
 - Differentiated to meet specific needs
 - Vary in duration, frequency and length of time
- Delivered by both regular teacher and/or other staff

4. Progress monitoring

- Determines if interventions are resulting in academic or behavioral gains
- Determines whether a more intensive form of intervention is required
- Instructional strategies are adjusted when data on progress reveals that students are not meeting goals
- Ongoing progress monitoring confirms if adjustments have benefited the student

5. Use of collaborative problem-solving team

- Collaboratively engage in examining data
 - To determine student's learning progress and needs
 - To make instructional and behavioral decisions
 - To implement and monitor instructional and/or behavioral plans

6. Data-based decision making

- Data from ongoing formative assessments used to:
 - Assess the effectiveness of instruction
 - Make changes to instruction
 - Make instructional decisions regarding continuing, or exiting student from interventions

7. Fidelity of implementation modeled and monitored

- Measures if intervention is being delivered in the way it was intended within the parameters of the research under which it was developed
- Monitored through data and observed in the delivery of systematic curriculum and explicit instruction

8. Parent involvement throughout the process

- Involve parents as partners in the decision making process by keeping parents apprised of:
 - Student's specific instructional needs
 - Ongoing instructional and behavioral interventions
 - Academic and behavioral goal targets
 - Progress on academic and behavioral goals

9. Effective use of technology for assessment and instruction

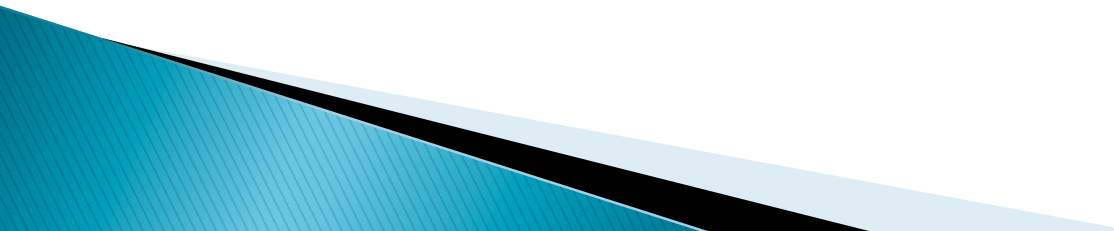
- Instruction and assessment in which:
 - Technology drives instruction providing students with the skill sets needed in the 21st century
 - Creates a bridge to engaging, relevant, meaningful and personalized learning
 - Provides a platform for using timely and relevant data to shape personalized learning
 - Provides differentiated opportunities for students to show what they know

10. Standards-based education

- A process in which
 - Teachers and students have a clear understanding of the expectations based upon standards
 - There is a clear understanding of the relevance of each lesson as it aligns to meeting the standards
 - Ensures that instruction to meet the standards is the focus of every lesson and activity

Planning for Rtl Frameworks

Readiness for implementation typically proceeds through three stages:

1. Consensus building – concepts are communicated, “whys” are taught, discussed and embraced
 2. Infrastructure building- examine current implementation against core components and identify gaps to address
 3. Implementation- structures and supports put in place to support, stabilize and institutionalize Rtl practices over time
- 

Resources to Support Implementation

Maine Department of Education **NEW** RTI Website providing information about:

- Interventions
- Screening and progress monitoring
- Resources designed for specific grade level bands
- Professional development and training opportunities
- RTI and special education
- Implementation guides

<http://www.maine.gov/doe/rti/>

**Thank you for your time and dedication
to the children of Maine**

