


Rtl Sustainability

**Are You Doing the Right Thing?
Are You Doing the Thing Right?**




Virginia Council of Administrators of Special Education
Spring 2010 Conference Keynote

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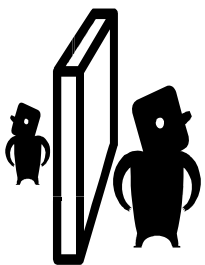
What to Expect Today

- **Two Parts of RTI Fidelity**
 - Are You Doing the Right Thing?
 - Are You Doing the Thing Right?
- **Tiered Instructional Model**
 - 80-15-5
 - TIM
- **Integrity Measurement System**
 - Core Components
 - Strategic Components
 - Intensive Components



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Two Parts of RTI Fidelity

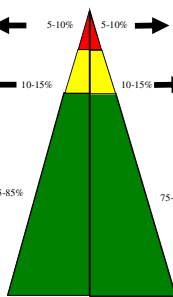


- **Part One – Is What You Are Doing Working?**
Are You Doing the Right Thing?
- **Part Two – Are You Doing It the Right Way?** *Are You Doing the Thing Right?*

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Tiered Instruction/Intervention Model (TIM)


Academic Systems		Behavioral Systems
<p>Intensive, Individual Interventions</p> <ul style="list-style-type: none"> • Individual Students • Assessment-based • High Intensity • Of longer duration 	← 5-10%	<p>Intensive, Individual Interventions</p> <ul style="list-style-type: none"> • Individual Students • Assessment-based • Intense, durable procedures
<p>Targeted Group Interventions</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response 	← 10-15%	<p>Targeted Group Interventions</p> <ul style="list-style-type: none"> • Some students (at-risk) • High efficiency • Rapid response
<p>Universal Interventions</p> <ul style="list-style-type: none"> • All students • Preventive, proactive 	← 75-85%	<p>Universal Interventions</p> <ul style="list-style-type: none"> • All settings, all students • Preventive, proactive



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Critical Components of TIM

- **Multi-tiered Instructional Model**
- **80-15-5 – How is Your Fidelity?**
- **Instruction Based on sound Research**
- **Educators Being Educated Consumers**
- **Collaboration between General and Special Education**
- **Change in Role and Function of Various Educators**



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Critical Components of TIM

- **Improve results in academic and behavioral domains through**
 - High quality instruction/interventions
 - Formative evaluation
- **Student results drive decisions about needs and intensity of interventions**
- **Improve, eliminate disproportionate representation**
- **Identify disabilities through procedures that are valid & connected to effective SE interventions**
- **Improve SE results and increase exit from SE**
- **Provide prevention and early identification-intervention**

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Critical Components of TIM

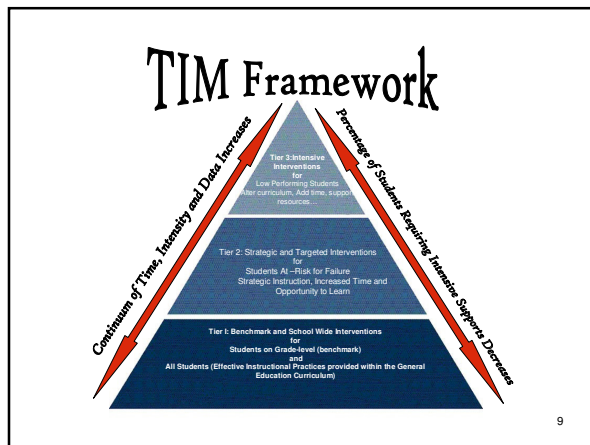
- **System Change Features**
 - Scientifically-based instruction/interventions matched to student needs
 - Analysis of fidelity of implementation
 - Formative evaluation including frequent progress monitoring in relation to goals, with decision rules applied
 - Decisions driven by student RTI, including gen'l ed instruction/intervention, remedial services/individual interventions, sp ed eligibility, placement, annual review and exit
- **Broadly, Data-based Decision Making at Multiple Levels**

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Critical Components of TIM

- **Incomplete Models**
 - Tier I, Tier II, Traditional Tests, Sp Ed
 - Tier II, Tier III, Tier IV
 - Tier II, Traditional Tests, Special Education
 - Behavior or Academics only
 - K-2 only
- **Complete Models**
 - Minimum of 3 tiers, including general education
 - Tiers differ by degree of children's needs, instructional intensity, and measurement precision and frequency

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Tier I – Core/Benchmark

- Students who are making expected progress in the general education curriculum and who demonstrate social competence
- Benchmark also describes those school-wide interventions that are available to all students
 - Effective Instruction
 - Clear Expectations
 - Effective Student Support
 - Periodic Assessments
 - Universal Prevention



Tier I – Core/Benchmark



- **Universal Screening**
- **Data Analysis Teaming**
- **School-wide Behavior Supports (PBS)**
- **Whole Group Teaching with Differentiation**

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Tier I – Core/Benchmark

- **High quality instructional and behavioral supports are provided for all students in general education**
- **School personnel conduct universal screening of literacy skills, academics, and behavior**
- **Teachers implement a variety of scientifically research-based teaching strategies and approaches - “Scientifically-based” appeared 181 times in NCLB**
- **Students receive differentiated instruction based on data from ongoing assessments**

Adapted from: Kovaleski (2005). Special Education Decision Making [ppt.]

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Tier I – Core/Benchmark

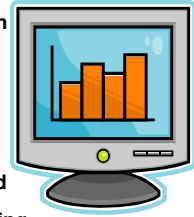
• Universal Screening

- **Academics: Screen all students, begin in kindergarten; 3 times per year with appropriate early literacy and math measures**
- More intense instruction and monitoring **within classroom** for students below cut scores
- See worksheet

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Cut Score Worksheet

- **Step One:** Put all student scores on the university screening measure on a histogram type chart
- **Step Two:** Calculate typical Growth Rate of specific skills. Three formulas can be used here
 - $EOYBM - BOYBM / 36 \text{ weeks} = GR$
 - Or
 - $EOYBM - MOYBM / 18 \text{ weeks} = GR$
 - Or
 - $MOYBM - BOYBM / 18 \text{ weeks} = GR$
- **Step Three:** Determine the Targeted Growth Rate for students. Two formulas can be used here depending on the desired amount of ambitiousness
 - $GR * 1.5 = TGR$
 - Or
 - $GR * 2.0 = TGR$



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Cut Score Worksheet

- **Step Four:** Calculate the Growth Goal for the instructional period (IP)
 - $TGR * NWI (18 \text{ or } 36) = GG$
- **Step Five:** Calculate the Cut Score for determination of level of instruction. Two formulas can be used here depending on the length of the IP used in step four
 - $MOYBM - GG = CS$
 - Or
 - $EOYBM - GG = CS$
- **Step Six:** Using the Cut Score place a line of demarcation on the histogram created in step one. Any students above the Cut Score should obtain the GG via core instruction. Any students below the Cut Score may need Strategic Instruction (SI) to obtain the TGR and GG. Students in need of Intensive Instruction should be identified using progress monitoring data during SI implementation. Progress monitoring within all three tiers allows for students movement between the tiers during the instructional period



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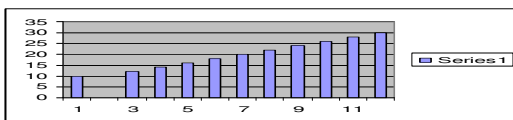
Cut Score Worksheet Activity



- Knowing that your MOYBM is 40 and your BOYBM is 20 what would be the cut score using an accelerator of 1.5?
- BOYBM = 20
- MOYBM = 40
- 18 weeks of instruction/intervention
- Accelerator of 1.5

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Cut Score Worksheet Activity



- **Step Two:** $MOYBM - BOYBM / 18 = GR$
 $40 - 20 / 18 = 1.11$
- **Step Three:** $GR * 1.5 = TGR$
 $1.11 * 1.5 = 1.67$
- **Step Four:** $TGR * NWI = GG$
 $1.67 * 18 = 29.97$
- **Step Five:** $MOYBM - GG = CS$
 $40 - 29.97 = 10.03$
- **Step Six:** All students above the score of 10.03 should be able to meet the expected Growth Goal via Core instruction. All students below the score of 10.03 would probably be initially placed in Strategic Instruction to obtain the Targeted Growth Rate and necessary Growth Goal.

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Universal Screening Results Are You Doing the Right Thing?

- **Assess Success of Instructional Program**
 - Percent of students at or above benchmarks
 - If necessary, examine curriculum, instruction, or both
- **Identify students below benchmarks**
 - Interventions within general education classroom
 - Assess progress and consider need for more intensive interventions

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What Makes Sense

- **One:** Instruction at the Child's Skill Level
- **Two:** Explicit, Systematic Teacher Directed, Skills Based
- **Three:** Strong Curriculum: Scope and Sequence Defined; Skill Hierarchy
- **Four:** Formative Evaluation Rules and Instructional Changes



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Instruction at Student's Level

- Instruction at Student's Knowledge/Skill Level
- Principle of Prior Knowledge and Completeness of Instruction

Lower Prior Knowledge

Higher Prior Knowledge



•Needs Complete, Explicit, Systematic

•Can Profit from Incomplete, Implicit, Less Structured

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Two: Direct, Explicit, Systematic, Teacher Directed

- **Varies with Student Prior Learning**
- **Explicit Instruction** (Vaughn & Linan-Thompson)
 - Provide clear instructions and modeling
 - Include multiple examples (and non-examples when appropriate)
- **Systematic Instruction** (Vaughn & Linan-Thompson)
 - Break tasks into sequential, manageable steps
 - Progress from simple to more complex concepts
 - Ensure students have prerequisite knowledge and skills

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Two: Direct, Explicit, Systematic, Teacher Directed

- Teach all elements of the task
- Break task into components—as far as needed
- How explicit? Explicit enough for the student to make good progress
- Teacher Models Skill, using multiple examples and non-examples
- Teacher and student perform task together
- Student performs task with feedback
- Student independently practices task to automaticity
- Integrate skills with prior skills and competencies

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Two: Direct, Explicit Teacher Directed Instruction

- **Example**
 - Telling students that they're going to be working on improving their comprehension through attending to key ideas
 - Then modeling reading for key ideas, suggesting specific questions to guide attention, summarizing an idea as one is reading through notes
 - Student practice with feedback
- **Non-example**
 - Telling the students that they need to read a story to determine the main ideas

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Two: Direct, Explicit Teacher Directed Instruction

Treatment

Explicit Instruction and Problem Solving

Effect Size

+ .70 to 1.50

Kavale (2005), *Learning Disabilities*, 13, 127-138 and other sources

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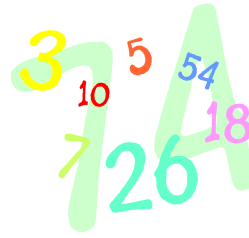
Three: Strong Curriculum with Scope and Sequence Defined and Skill Hierarchy



- Houghton Mifflin Math Expressions
- Harcourt Achieve's Saxon Math
- Pearson Scott Foresman's Investigations in Number, Data, and Space
- Scott Foresman-Addison Wesley Mathematics

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Three: Strong Curriculum with Scope and Sequence Defined and Skill Hierarchy



- All four improved student performance
- Student achievement was significantly higher with Math Expressions and Saxon Math

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Three: Strong Curriculum with Scope and Sequence Defined and Skill Hierarchy

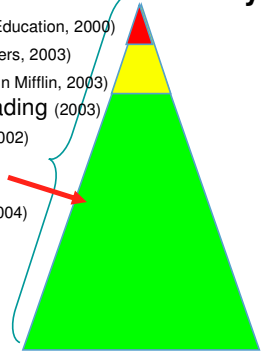
- When using Math Expressions and Saxon Math students' percentile rank improved by 9-12 points
- This was particularly true for schools with low math scores and students in low SES areas



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Strong Curriculum with Scope and Sequence Defined and Skill Hierarchy

1. Rigby Literacy (Harcourt Rigby Education, 2000)
2. Trophies (Harcourt School Publishers, 2003)
3. The Nation's Choice (Houghton Mifflin, 2003)
4. Macmillan/McGraw-Hill Reading (2003)
5. Open Court (SRA/McGraw-Hill, 2002)
6. Reading Mastery Plus (SRA/McGraw-Hill, 2002)
7. Scott Foresman Reading (2004)
8. Success For All (1998-2003)
9. Wright Group Literacy (2002)



Reviewed by: Oregon Reading First
Comprehensive: Addressed all 5 areas and included at least grades K-3

Three: Strong Curriculum with Scope, Sequence Defined and Skill Hierarchy

- Reading Curricula Content-Snow et al,1998
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension PLUS
 - Direct, Systematic Instruction
 - Universal Screening
 - Formative Evaluation

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Three: Strong Curriculum with Scope and Sequence Defined and Skill Hierarchy

- My five-year old students are learning to read
- Yesterday one of them pointed at a picture in a zoo book and said,
- 'Look at this! It's a frickin' elephant!'
- I took a deep breath, then asked...'What did you call it?'
- 'It's a frickin' elephant! It says so on the picture!'

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Four: Formative Evaluation Rules & Instructional Changes

The effectiveness of any educational strategy can only be determined through its implementation and analysis

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Four: Formative Evaluation Rules & Instructional Changes

- **Progress Monitoring and Charting are Components of Formative Evaluation**
 - Allows you to “determine the effectiveness of an intervention during implementation so that it can be modified or changed to increase the likelihood that intended results will be achieved.” (Deno, 2002)

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Four: Formative Evaluation Rules & Instructional Changes

Treatment/Intervention	Effect Size
Special Education Placement	-.14 to .29
Modality Matched Instruction (Auditory)	+.03
Modality Matched Instruction (Visual)	+.04
Curriculum-Based Instruction/ Graphing and Formative Evaluation	+.70
Curriculum-Based Instruction, Graphing, Formative Evaluation and Systematic use of Reinforcement	+1.00

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Four: Formative Evaluation Rules & Instructional Changes

Treatment	Effect Size
• Applied Behavior Analysis	+1.00
• Beh. Assessment	
+Graphing	
+Formative Evaluation	
+ Reinforcement	+1.00
• Reinforcement	+.7 to 1.50
• Group Contingencies	+1.00
• Reinforcement + Response Cost	+1.00

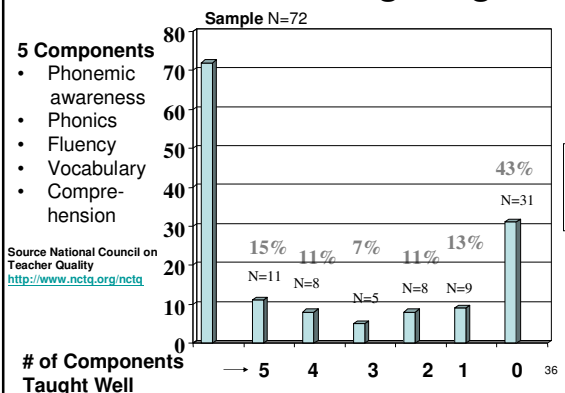
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Four: Formative Evaluation Rules & Instructional Changes

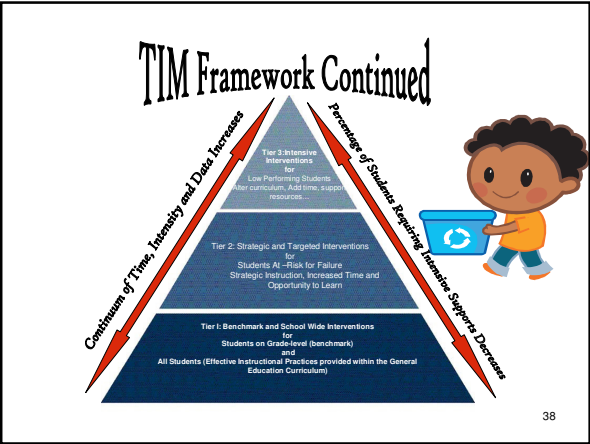
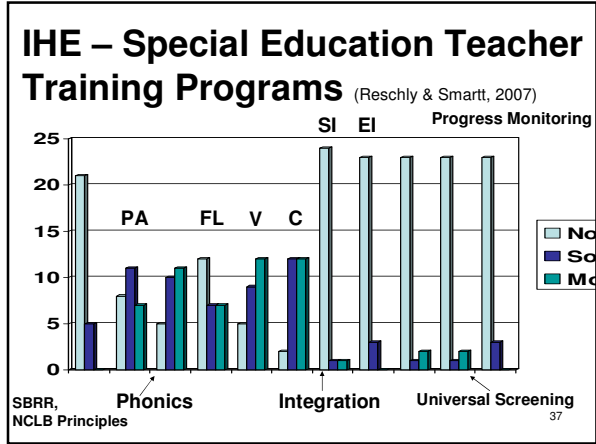
- Change Teaching from an Art to a Science
- Set Ambitious Goals
- High Rate of Student Response/Feedback
- Time on Task or Engaged Time
- Reinforcement, Matched to Group or Child
- Effective School/Classroom Organization and Behavior Management – Catch Them Being Good!

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IHE – Teacher Training Programs



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Tier II - Strategic/Targeted

- Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the general education curriculum and/or have mild to moderate difficulties demonstrating social competence. These students are at risk for academic failure
- Standard protocol vs Problem solving approach

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Tier II - Strategic/Targeted

- Increased Opportunity to Learn
- Increased Instructional Time
- Increased Assessment
 - Data Collection and Analysis Once per Week
 - Data-based Decision-making

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Tier II - Strategic/Targeted

- Use of Standard Protocol Interventions
 - Scientifically research-based interventions
 - Core instruction plus
 - Differentiated instruction in general education
 - Small homogenous with strategic instruction
 - Is often scripted or very structured
- Has a high probability of producing change for large numbers of students
- Is designed to be used in a standard manner across students
- Is usually delivered in small groups
- Can be orchestrated by a problem-solving team

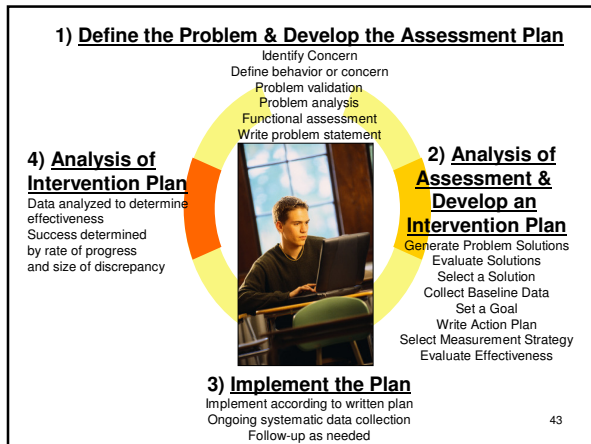
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Tier II - Strategic/Targeted

Problem Solving Approach

- An approach to developing interventions and ensuring positive student outcomes, rather than determining failure or deviance (Deno,1995)
- Seven step cyclical process that is inductive, empirical, and rooted in behavioral analysis

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Tier II - Strategic/Targeted

Team Directed

- Grade level team, case manager approach, PSM team, data analysis team, etc
- Steps of cyclical problem-solving model occur but more school personnel are involved
- Individualized intervention plan created

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Tier II - Strategic/Targeted

Three Scheduling Options

- Heterogeneous groups for tier 1 instruction with added differentiation time following the tier 1 class for homogenous targeted instruction
- Homogeneous groups for tier 1 with differentiated instruction with added time for further differentiated instruction
- Heterogeneous groups for tier 1 with tier two instruction occurring during a different time of the day

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Tier II - Strategic/Targeted

Options for Moving In and Out of Tier II

Option One

- Interventions are provided for a set amount of time, typically coincides with school schedules (six weeks, nine weeks, etc)
 - Specific exit criteria must be established
 - Students are progress monitoring during the intervention phase, they can exit during the phase or at the conclusion of the set amount of time - can also remain in Tier II for an additional set amount of time
 - Tier 1 students also can move in and out of tiered instruction at any point based on progress monitoring data

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Tier II - Strategic/Targeted

Option Two

- Involves moving students in and out of Tier II instruction based on progress monitoring data
 - Specific entry and exit criteria must be established
 - Various data should be used to keep from bouncing students back and forth between groups

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Tier II - Strategic/Targeted

1. Early (Soar to) Success (Houghton Mifflin)
2. Read Well (Sopris West)
3. Reading Mastery (SRA)
4. Early Reading Intervention (Scott Foresman)
5. Great Leaps (Diamuid, Inc.)
6. REWARDS (Sopris West)
7. Ladders to Literacy (Brookes)
8. Read Naturally
9. Peer Assisted Learning Strategies (PALS)

Reviewed by: Oregon Reading First Comprehensive: Addressed all 5 areas and included at least grades K-3

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Tier II - Strategic/Targeted

• Strategic Math Intervention Resources

- V-Math
- Number World
- www.enumeracy.com
- www.whatworks.ed.gov
- www.interventioncentral.org

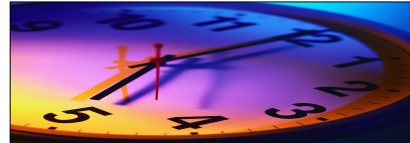


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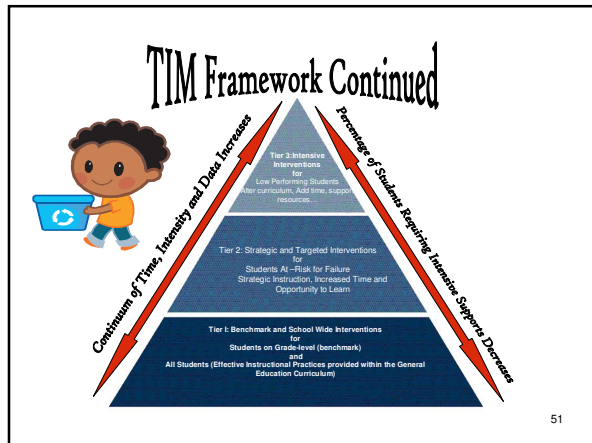
Tier II - Strategic/Targeted

Activity

- Looking at your current master schedule how could you create a Power Up! block for each grade level for implementation of Tier II type interventions?
- Take a few minutes to organize your thoughts



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Tier III - Intensive

- **Definition: Academic and behavioral strategies, methodologies and practices designed for students significantly lagging behind established grade-level benchmarks in the general education curriculum or who demonstrate significant difficulties with behavioral and social competence**

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Tier III - Intensive

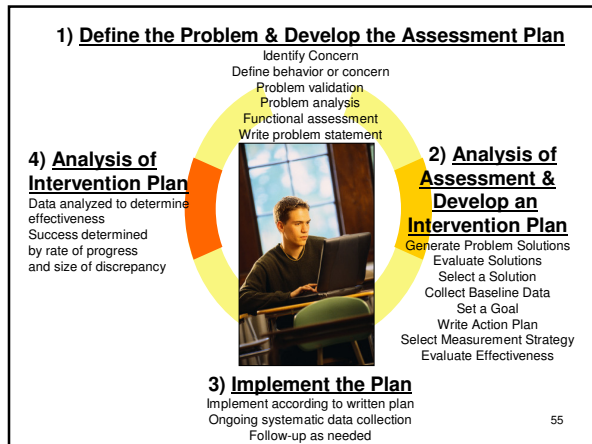
- Increased Direct Instruction Time
- More Time on Task
- More Immediate and Corrective Feedback
- More Opportunity to Respond
- Functional Behavior Analysis (FBA)
- Behavior Intervention Plan (BIP)
- More Frequent Progress Monitoring (2 to 3 times per wk)
- Core Curriculum and Intensive Intervention

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Tier III - Intensive

- Supplemental Instructional Materials
- Small Intensive Groups
- Usually Outside the General Education Classroom
- Tutoring by Remedial Educators

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Tier III - Intensive

School Based Team Works through the PSM Process Systematically

- Problem is behaviorally defined
- Baseline, goal setting, and progress monitoring data are systematically collected and charted to provide visual representation of skill acquisition

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Tier III - Intensive

School Based Team Works through the PSM Process Systematically

- Research based interventions are implemented
- Data is provided as evidence to the effectiveness of the instruction/intervention provided and the need of intervention with highest level of intensity – special education services

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Tier III - Intensive

Define the Problem

- Four Domains EICL
- Concrete, Observable, and Measurable Terms
- Hypothesize Explanations of the Problem
- Develop Assessment Questions

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Tier III - Intensive

Define the Problem

- Hypothesis Development
 - Traditionally hypotheses have been circular – student has problem because has disability, student has disability because has problem
 - This is not useful when planning interventions
 - Hypotheses are generated in a type of brainstorming session

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Tier III - Intensive

Five Types of Hypotheses

- **Curricular** – Is curriculum appropriate for student? Consider sequence of objectives, teaching methods, and practice materials provided
- **Instructional** – Manner in which teacher uses curriculum – consider instructional techniques, presentation style, questioning, feedback techniques
- **Environment** – How environment effects learning – arrangement of classroom, material, media equipment
- **Student Skill** – Necessary prerequisite skills
- **Student Process** – Capacity to learn and problem solving techniques

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Tier III - Intensive

- **Hypotheses Generation Activity**

- Try to come up with at least two



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Tier III - Intensive

- **Development of Assessment Plan**
- **In General - Develop Assessment Plan to Answer Questions Generated**
- **Validate Target Behavior**
- **Data across Four Domains should be Gathered from Multiple Sources – RIOT**
 - Reviews
 - Interviews
 - Observations
 - Tests (CBM)

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Tier III - Intensive

- **RIOT**
- **Review, Interview, Observe, Test**
 - Review records and work samples, interview staff and parents, testing involves CBM
 - Specific assessment aimed at answering assessment questions – specific strengths and weaknesses in academic portfolio – curricular, instructional, and environmental factors affecting performance

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Tier III - Intensive

- **Data Collected Regarding**
 - **Environmental Variables** – class size, physical arrangement of classroom, equipment and materials, etc
 - **Instructional Variables** – behaviors and techniques used by teacher – questioning techniques, feedback, behavior management, prompts
 - **Curricular Variables** – pacing, sequence, scope, opportunities for practice, leveling of students
 - **Student Variables** – academic portfolio of student and consideration of a skill deficit or a performance deficit

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Tier III - Intensive

- **Analysis of the Assessment Plan**
 - Review data – can't do or won't do?
 - Identification of target(s) for intervention
 - Document baseline performance and set **goal**
 - Charting of data begins
- **Develop Intervention Plan**
 - Plan from analysis of data
 - Intervention and monitoring is continuation of hypothesis testing – there are no magic interventions, guaranteed to succeed – implement, monitor, adjust
 - Would it be best for this plan to be implemented on a differentiated instructional level, an entire classroom, an entire school building, power up, small group pullout, inclusion, etc

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Tier III - Intensive

Analysis of Assessment Plan

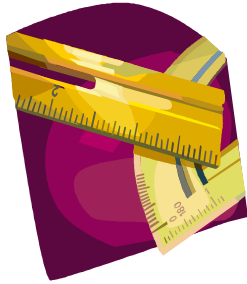
- Goal setting options
 - Norms/percentile cutoffs/benchmark scores
 - Behavioral expectations
 - Realistic/ambitious growth rates



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Tier III - Intensive

- With normative data goals can be extracted by using
 - Local norm
 - 25th percentile (Shinn)
- Benchmark data can also be used as goals



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Tier III - Intensive



- Research on “meeting standard for behavior” indicates that a 75% level of performance can be used for non threatening behaviors
- For behaviors that are threatening or dangerous a 100% level of performance should be used

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Tier III - Intensive

- For example a student that is exhibiting difficult maintaining attention to task, the intervention plan should be aimed at increasing his on task behavior to 75% of the time
- A student that displays dangerous behaviors should have an intervention plan that aims at increasing appropriate replacement behavior 100% of the time

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Growth Rate Calculations

Using Local Norm Data

- Seasonal norm, subtract the earlier seasonal norm, and divide by ten (there are ten wks between norm periods)
- Gives you a growth expectancy for each week of school year
- Multiply growth rate by accelerator (1.5 or 2.0) to obtain Targeted Growth Rate
- Multiply TGR by number of intervention weeks and add to baseline to obtain goal

Using Benchmark Data

- Benchmark, subtract the earlier benchmark, and divide by 18 (there are 18 wks between periods)
- Gives a growth expectancy for each week of school year
- Multiply growth rate by accelerator (1.5 or 2.0) to obtain Targeted Growth Rate
- Multiply TGR by number of intervention weeks and add to baseline to obtain goal

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Tier III - Intensive

Goal Calculation Activity

– Using the data below what would Nicole's goal be, in each area, for an intensive intervention plan that was implemented for six weeks using a 1.5 accelerator?

Skill	Nicole's Baseline	District 3 rd Grade Fall Norm	District 3 rd Grade Winter Norm
Sight Word Fluency	53	81	91
Oral Reading Fluency	83	131	157

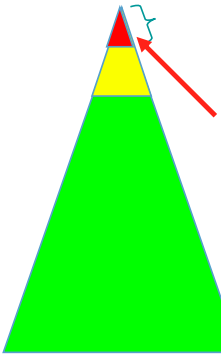
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Tier III - Intensive

- Celeration Rates from the Precision Teaching Program can be Used for Goal Setting Consideration
- The Lines on the Overlay Indicate Different Celeration Slopes or Rates of Progress
- Depending on How Ambitious the Team Wants the Goal to be Different Rates of Progress can be Used

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Tier III - Intensive



1. Corrective Reading (SRA)
2. Language! (Sopris West)
3. Wilson Reading System Reading Mastery
4. Earobics (phonics/phonemic awareness; Cognitive Concepts)
5. Great Leaps/ Read Naturally (Fluency)
6. REWARDS (Fluency, Comp. and Vocab. in Plus Program)
7. Soar to Success (Comp.)


Reviewed by: Oregon Reading First Comprehensive: Addressed all 5 areas and included at least grades K-3

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Tier III - Intensive

Intensive Math Intervention Resources

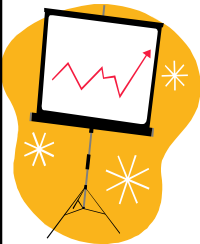
- V-Math
- Number World
- www.enumeracy.com
- www.whatworks.ed.gov
- www.interventioncentral.org



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Tier III - Intensive

Analysis of the Intervention Plan



- Review Progress Monitoring Data
- Analyze Progress towards Goal as Instruction Occurs
- Use Decision Making Rules/Trend Lines to Determine Effectiveness of Interventions
- Make Adjustments to Interventions as Needed

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Point of Clarification

- **These Things Cost Money\$\$\$\$\$**
- **Why Buy Expensive Toys?????**
- [E: Whybuyexpensivetoy.wmv](http://www.youtube.com/watch?v=...)

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Tier IV – Special Education Services

- **What is Tier IV?**
- **The Concepts and Principles of TIM and Formative Evaluation Applied When Providing Special Education (SE) Services**



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Tier IV – SE Services

Activities of Tier IV

- Define the Problem
 - Team identifies areas to be covered on IEP, intervention plan is the IEP
- Progress Monitoring Data from previous Tier III Becomes Baseline Data on IEP and/or Additional Data can be Collected
- IEP (intervention) is Developed Based on Data Collected
- Progress Monitoring Occurs During Implementation of Specially Designed Instruction
- Program Modification or Exit Criteria are Established
- Short-term Objectives & Long-term Objectives ⁷⁸

Tier IV – SE Services

Keys Questions to Determine Eligibility for Specially Designed Instruction

- Is educational progress (growth rate) less than what would be expected despite implementation of intensive research based intervention?
- Is student's performance significantly less than that of his/her peers (local/state/national)?
- Does student demonstrate a need for instruction at the highest level of intensity?
- Is there an adverse impact on the educational performance?
- What is the exit criteria for Tier IV?

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Tier IV – SE Services

Exit Criteria

- A systematic approach to identifying exit criteria should be established
- Mark Shinn's research indicates that if you can get a student to perform at the 25% then they should have the skills necessary to **respond** to Tier 1 instruction with minimal support
- For this reason some have identified 25% as being cut scores for considering exiting from specially designed instruction, but there are several factors to consider here

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Tier IV – SE Services

Exit Criteria

- When the IEP is written exit criteria should be included for each area addressed
- If off grade level skills are addressed on the IEP then the exit criteria would be used to determine when it is time to exit from that skills and focus instruction on skills higher in the order
- Exiting from specially designed instruction is only considered when the student meets exit criteria for grade level appropriate skills
- Various types of data should be considered

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Tier IV – SE Services

Exit Criteria

- Exit criteria are established through long term goals
- When grade level appropriate exit criteria are met and various data sources indicate that the student is exhibiting an appropriate level of functioning, a stepping down of services should occur to ensure that he can maintain that level of performance with minimal assistance (progress monitoring continues)

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Tier IV – SE Services

Exit Criteria

- If the student demonstrates that he can maintain an appropriate level of performance and respond to general education instruction with minimal level of support then exiting from specially designed instruction is supported
- Just as the intensity of instruction was gradually increased when the student was moving up the tiers, the intensity of instruction should now be systematically decreased

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Part Two: Are You Doing the Thing Right?



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Treatment Integrity

- **Degree to Which Something is Implemented as Designed, Intended, Planned**
 - Delivery of Instruction/Intervention
 - Formative Evaluation
- **All Involve Multiple Components**
- **Are They Implemented with Good Fidelity**

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Treatment Integrity

- **Assessment Component One**
 - Direct Assessment of Fidelity
 - Based on Systematic Observation of Treatment Implementation
 - Based on Task Analysis of *Major* Treatment Components
 - Occurrence & Nonoccurrence of Each Components Implemented Recorded

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Treatment Integrity

- **Assessment Component Two**
 - Indirect Assessment of Treatment Integrity
 - Self Reports/Self Monitoring
 - Interviews
 - Behavior Ratings by Observers (Likert scales)
 - Permanent Products
 - Performance Feedback can be used to Dramatically Increase Integrity (weekly/daily) (note Witt studies)

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Treatment Integrity

- **Assessment Component Two continued**
 - Self-Reports/Self-Monitoring
 - Protocol Defining Components, Activities
 - Checklist Reflecting Components, Activities
 - Completed Checklist
 - Gap Analysis, Comparing Intended and Actual

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Treatment Integrity

- **Assessment Component Two continued**
 - Permanent Products
 - Assessment Results (CBM, Behavior Observation)
 - Videotapes of Instructional Sessions
 - Student Work Reflecting Instructional Elements
 - Graphs showing Progress
 - Graphs showing Application of Formative Evaluation Rules

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Integrity Computation

- **Level of Integrity Calculated by Computed Percentage of Components Implemented**
 - Using a variety of integrity measures each day
 - Trends can be analyzed by component, day of the week, staff member, etc



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Example of Fidelity Monitoring Component and Daily Integrity

		(Reschly)					
		Mon	Tues	Wed	Th	Fri	
Component	1	X	X	X	0	X	80%
	2	0	0	X	0	0	20%
	3	X	X	X	X	X	100%
	4	0	X	0	X	X	60%
	5	X	X	0	X	0	60%
		60%	80%	60%	60%	60%	

M = 64%

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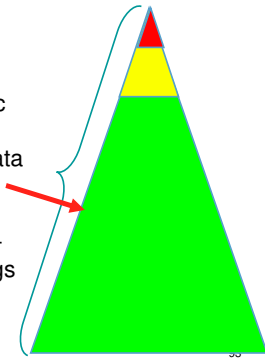
Treatment Integrity

- **District's Treatment Integrity System**
 - Began RTI Implementation in 2003
 - 37 Schools total – 31 Implementation Sights (all elementary and middle schools)
 - Multidimensional Integrity Measurement System



Core Treatment Components Integrity

1. Definitive Description of Operations, Techniques
2. Clear Definitions of Responsibilities by Specific Persons
3. Forms for Documenting Data Indicative of Fidelity of Implementation
4. Systematic Observations – Fidelity Checks with Ratings
5. Performance Feedback – Formative Evaluation, Progress Monitoring



Core Treatment Integrity Components

- **Documentation of Core Intervention**
 - Things to Notice
 - Need for Data
 - Components of PSM Process
 - Log of Intervention/Differentiation
- [..\..\Desktop\PSMpaperworkLevel1page 1.pdf](#)

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Core Treatment Integrity Components

- **Systematic Observations**
 - Principal Observations of Intervention/Differentiation
 - Problem Solving Model Review Team
 - [..\..\Desktop\RubricforFidelityinPSMImplementation.doc](#)

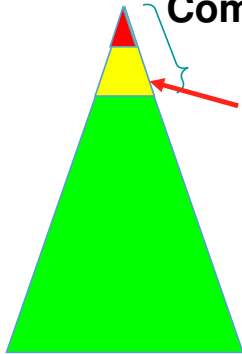
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Core Treatment Integrity Components

- **Performance Feedback, Formative Evaluation**
 - DIBELS – MClass System

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Strategic Treatment Integrity Components



1. Definitive Description of Operations, Techniques
2. Clear Definitions of Responsibilities by Specific Persons
3. Forms for Documenting data Indicative of Fidelity of Implementation
4. Systematic Observations – Fidelity Checks with Ratings
5. Performance Feedback – Formative Evaluation, Progress Monitoring
6. Intervention Log
7. Progress Monitoring Log

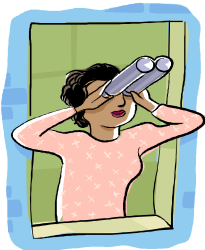
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Strategic Treatment Integrity Components

- **Documentation of Strategic Intervention**
 - Things to Notice
 - Need for Data
 - Log of Intervention
- [..\..\Desktop\PSMpaperworkLevel1page 1.pdf](#)

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Strategic Treatment Integrity Components



- **Systematic Observations**
 - Principal Observations of Intervention
 - Problem Solving Model Review Team
- [..\..\Desktop\RubricforFidelityinPSMImplementation.doc](#)

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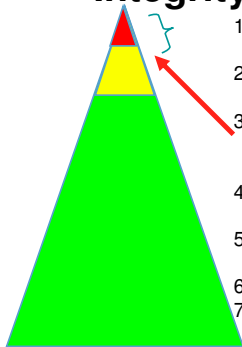
Strategic Treatment Integrity Components

- **Progress Monitoring Log**
- **Intervention Log**
 - Spectrum K-12 School Solutions - Exceed
- **Performance Feedback, Formative Evaluation**
 - DIBELS – MClass System



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Intensive Treatment Integrity Components



1. Definitive Description of Operations, Techniques
2. Clear Definitions of Responsibilities by Specific Persons
3. Forms for Documenting data Indicative of Fidelity of Implementation
4. Systematic Observations – Fidelity Checks with Ratings
5. Performance Feedback – Formative Evaluation, Progress Monitoring
6. Intervention Log
7. Progress Monitoring Log

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Intensive Treatment Integrity Components

- **Documentation of Intensive Intervention**
 - Things to Notice
 - Need for Data
 - Documentation of PSM Components
 - Documentation of Roles and Responsibilities
 - Log of Intervention and Intervention Changes
- [E:\PSM Forms\PSM_level_III_Forms.doc](#)

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Intensive Treatment Integrity Components

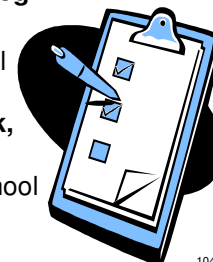


- **Systematic Observations**
 - Principal Observations of Intervention
 - Entitlement Review Team
 - Problem Solving Model Review Team
- [..\..\Desktop\RubricforFidelityinPSMImplementation.doc](#)

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Intensive Treatment Integrity Components

- **Progress Monitoring Log**
- **Intervention Log**
 - Spectrum K-12 School Solutions - Exceed
- **Performance Feedback, Formative Evaluation**
 - Excel Charting on School Server
 - [blankversion.xls](#)



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Fidelity Monitoring Component and Daily Integrity

	Mon	Tues	Wed	Th	Fri	
Paper Work	X	X	X	X	X	100%
Principal Observations	0	X	X	X	0	60%
Intervention Log	0	X	X	X	0	60%
PM Log	X	X	X	X	X	100%
Review Team	0	X	X	X	0	60%
	40%	100%	100%	100%	40%	

M = 76%

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Final Thoughts, Assessments, and Action Plan Activity

- Identify the critical components that need to be in place to ensure you are *doing the right thing*
- What is your school's current level of functioning within these components
- What resources do you currently have in place that can be used to address these components
- What actions does your school need to take to address these components

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Final Thoughts, Assessments, and Action Plan Activity

- Construct a multidimensional integrity measurement system for implementation to ensure that you are *doing the thing right*
- What is your district's/school's current level of functioning within these components
- What resources do you currently have in place that can be used to address these components
- What actions does your district/school need to take to address these components

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Final Thoughts, Assessments, and Action Plan Activity

- Are your staff members ready for implementation of an instructional model that includes measures of integrity
- What resources do you currently have in place that can be used to help build consensus for implementation
- What actions does your school need to take to prepare for an instructional model that includes measures of integrity

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Questions?



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Thanks To....

- Dan Reschly
- Dave Tilly
- George Batsche
- Ed Shapiro

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