

Implementing a Response to Intervention Model

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WHY RTI?

- Einstein's definition of insanity: "doing the same thing over and over again and expecting different results"
- USDOE has written the obituary for the discrepancy model
 - Based upon President's Commission on Excellence
 - Based upon IDEIA 2004
 - Based upon LDA research findings

WHY RTI?

- Discrepancy has developed into a "wait to fail" model
- Discrepancy model has not proven to be effective
- Over identification
- Congress in 1975 placed a 2% limit on prevalence if USDOE did not determine criteria by Jan 1, 1978
 - USDOE sets criteria Dec 29, 1977
 - Almost 2% 1977 and almost 6% 2001
 - Widespread variance of prevalence
 - KY 2.96%, GA 3.29%CT 4.93%.....MA 7.88%, NM 8.41%, RI 9.46%
- Disproportionality

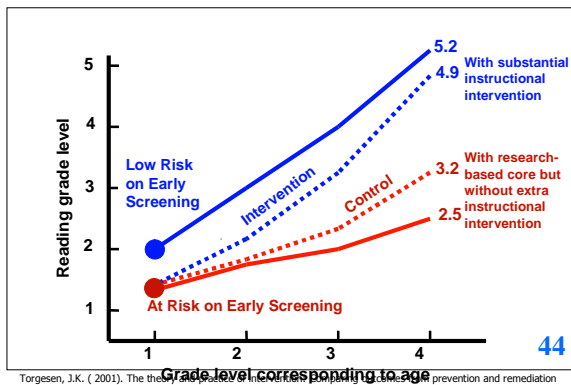
Why RTI?

- Use information that makes sense to school personnel
 - Logical
 - Research based
 - Discussion is based on school staff experience
 - Utilize teacher's daily data as part of the problem solving method
 - Is this the best we can do?
 - "The question is not, Is it possible to educate all children well? But rather, Do we want to do it badly enough?" D. Meier

Teaching Reading is Urgent: Brutal Fact

	Percentile Rank	Minutes Per Day		Words Read Per Year	
		Books	Text	Books	Text
- A student in the 20 th percentile reads books 0.7 minutes a day.	98	65.0	67.3	4,358,000	4,733,000
	90	21.2	33.4	1,823,000	2,357,000
	80	14.2	24.6	1,146,000	1,697,000
- This adds up to 21,000 words read per year.	70	9.6	16.9	622,000	1,168,000
	60	6.5	13.1	432,000	722,000
	50	4.6	9.2	282,000	601,000
- A student in the 80 th percentile reads books 14.2 minutes a day.	40	3.2	6.2	200,000	421,000
	30	1.8	4.3	106,000	251,000
	20	0.7	2.4	21,000	134,000
- This adds up to 1,146,000 words read per year.	10	0.1	1.0	8,000	51,000
	2	0	0	0	8,000

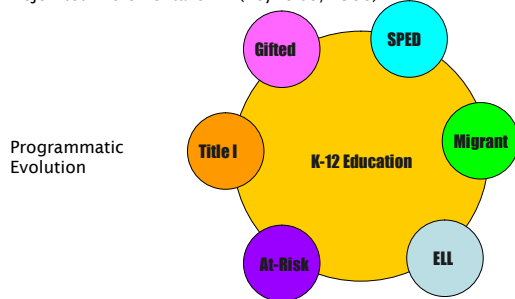
Early Intervention Changes Reading Outcomes



Torgesen, J.K. (2001). The effects of early identification, prevention and remediation studies. In A.J. Fawcett and R.I. Nicolson (Eds.), *Dyslexia: Theory and Good Practice*. (pp. 185-201). London: David Fulton Publishers. Slide courtesy of W. Alan Coulter <http://www.monitoringcenter.lsuhscc.edu>

The American Educational System Structure

Our education system has grown up through a process of "Disjointed Incrementalism" (Reynolds, 1988)

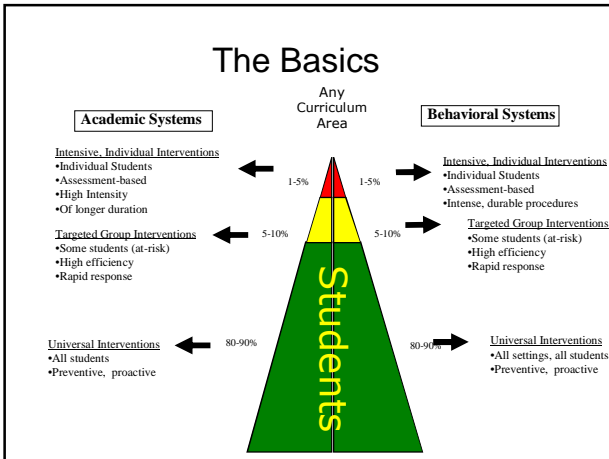


Resource Allocation

- Turfdom exists presently in the kingdoms we have created resulting in:
 - Conflicting programs
 - Redundancy
 - Lack of coordination across or among programs
 - Conflicting and convoluted funding streams
 - Student groupings that are not instructionally based
 - Rules, rigidity, and structure for structure's sake
 - Bureaucracy for the sake of bureaucracy

Resource Allocation

- Resources must be made available in a manner that is directly proportional to the STUDENT need
- Resources must be available in a continuous stream and not a discrete stream
 - Funding should be shifted in areas of need
 - Personnel should be utilized to strengthen student achievement



What is the LD problem?

- Identification occurs too late
- Identification requires students to fail
- Too many students
- Minority over/under representation
- Cost in assessment and services
- Classified without participating in effective reading instruction in the regular classroom

Who Authored the LD Obituary?

- President's Commission on Excellence in Special Education
- Commissioned papers
- LD Summit
- Researcher Roundtable
- Finding Common Ground Roundtable
- Funding the National Research Center on Learning Disabilities (NRCLD)

IQ-Achievement Discrepancy



Passed Away on December 4, 2004: Burial to be announced

Final Nail In The Coffin

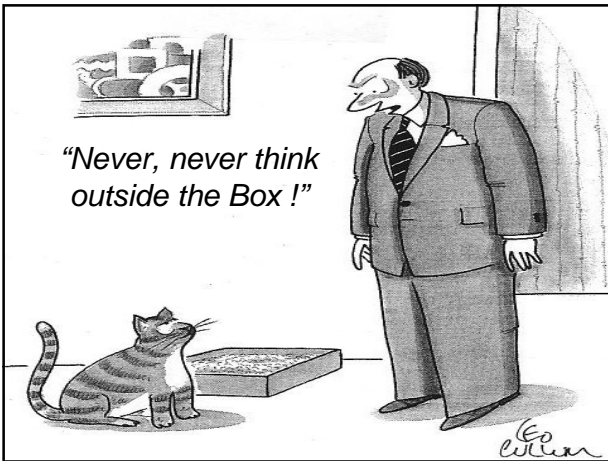
- **Proposed Regulations state discrepancy model is “potentially harmful” to students**

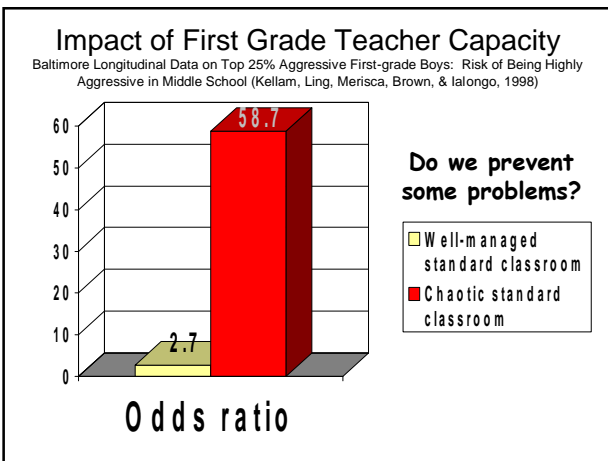
HARM

- Pivotal issue is harm to children.
- Ability-achievement discrepancy model delays treatment to the point where there is documented evidence that treatments are less effective to the point where children suffer the profound consequences of poor reading instruction

From K-3 We Learn to Read

The Rest of Our Lives We Read
To Learn!!!





What Taboos Do We Face

- The curricula can not be responsible
- The settings can not be responsible
- The adults can not be responsible

What does this leave us?

- The child must have a disability

Reid Lyon Quote

- “learning disabilities have become the sociological sponge to wipe up the spills of general education.”

Learning Disabilities-Final Regs

- States can permit, but must not require (and cannot prohibit), the use of a severe discrepancy formula;
- States must permit (but cannot require) the use of RTI (response to scientific, research-based intervention);
- States may permit (but are not required to permit) the use of “other alternative research-based procedures.
- LEAs must use the criteria approved by their State.

34 C.F.R. 300.7; 71 F.R. 46646

LD Eligibility “Group”- Final Regs

- Parent (s)
- Child’s regular teacher (or, if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his/her age).
- At least one person qualified to conduct diagnostic assessments (such as school psychologist, speech/language pathologist; or remedial reading teacher).

34 C.F.R. 300.308

RTI (Response to “Sound Scientific Research-Based” Intervention) Final Regs

- “Group” must consider:
- 1) Data demonstrating that child was provided “appropriate instruction in regular classroom settings, delivered by qualified personnel; and
- 2) Data-based documentation of repeated formal assessments of achievement at reasonable intervals that was provided to the parents.

Determining the Existence of LD

The “group” may find that a child has LD if:

- 1) Child does not achieve adequately for his/her age or to meet State-approved grade-level standards, when provided with **appropriate instruction**; and
- 2) Child does not make sufficient academic progress when using RTI (or other alternative method **using research-based interventions**) or exhibits a pattern of strengths and weaknesses (discrepancy formula); and

Determining LD (cont'd):

- 3) The “group” **rules out** vision, hearing, or motor disabilities; MR; ED; cultural factors; environmental/economic disadvantage; or limited English proficiency as cause of the deficits.
- 4) LEA must ensure that the **child is observed in the regular classroom setting** (or other appropriate learning environment). This observation can be done prior to the referral (if “routine”), or after the referral (with parent informed consent). 34 C.F.R. 300.310

The “group” must also ensure that under achievement is not due to a lack of “appropriate instruction in reading or math,” by considering:

- 1) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided “appropriate instruction in regular classroom settings,” delivered by qualified personnel; and
 - 2) Data-based documentation of repeated assessments of achievement at “reasonable intervals” which were provided to the child’s parents.
- 34 C.F.R. 300.309

Parent Consent for an Evaluation Must Be Promptly Requested When:

- A child has failed to make “adequate progress” for the child’s age or to meet State-approved grade-level standards after an “appropriate period of time” when provided with “appropriate instruction in reading or math,”
 - Is this AYP?
and
 - Whenever a child is referred for evaluation.
- 34 C.F.R. 300.309

LD Documentation- Final Regs

LD Evaluation Report must contain:

- 1) Statement of whether child has LD;
- 2) Basis for making the determination;
- 3) Any relevant behavior noted during the observation;
- 4) Educationally relevant medical findings;
- 5) Whether child does not achieve adequately for child's age or to meet State-approved grade-level standards; or

LD Report (cont'd.)

- 6) Whether child does not make sufficient progress to meet age-appropriate or State-approved grade-level standards; or
- 7) Whether child exhibits a pattern of strengths or weaknesses in performance relative to age, State-approved grade-level standards, or intellectual development (discrepancy);

LD Report (cont'd.)

- 8) Group's determination concerning the effects of "other factors;" and
- 9) (If using RTI/alternative research-based intervention process),
 - a. The instructional strategies used;
 - b. The student-centered data collected;and,

LD Report (Cont'd.)

- c. Documentation that the parents were notified about:
 - 1. State policies re: amount and nature of student performance data that would be collected, and general education services that would be provided;
 - 2. Strategies for increasing the child's rate of learning; and
 - 3. The parents' right to request an evaluation.

LD Report (cont'd.)

- 10) Each group member must certify in writing whether the report reflects that member's conclusion. If it does not, the member must submit a separate statement presenting his/her conclusions
34 C.F.R. 300.311

Scientific Inquiry

- **Define the Problem**
 - Data to determine IF a problem exists
 - Data to determine what hypothesis should be made
 - Data to determine WHY the problem is occurring

- **Develop a Plan**
 - What are we going to do about the problem?
 - What will be done differently?
 - Who will do it?
 - What are the goals of the plan?

Scientific Inquiry

- Implement the Plan

- Who will be charged with implementing the intervention?
- What material will be different; what methodology will be used?
- Where will the intervention take place?
- When will the intervention plan occur?
- How long will the intervention be utilized ?

- Evaluate the Plan

- Where were we going? Did we get there?
- Did the plan work?
- Were the goals of the intervention met?
- Were the goals of the overall plan met?
- Were we successful?

The Historical Failure of Interventions

Essential Practice	Not Found
• Adequate Behavioral Definition?	85%
• Data <u>Prior</u> to Intervention?	90%
• Written Plan for Intervention?	85%
• Progress Monitored/Changes made?	95%
• Compare pre to post measures?	90%

Reschly, Dan Vanderbilt University

Six Critical Components of an RTI Model

- Universal Screening
- Measurable definition of problem area
- Baseline data prior to an intervention
- Establishment of a WRITTEN plan detailing accountability
- PROGRESS MONITORING
- Comparison of pre intervention data to post intervention data for efficacy

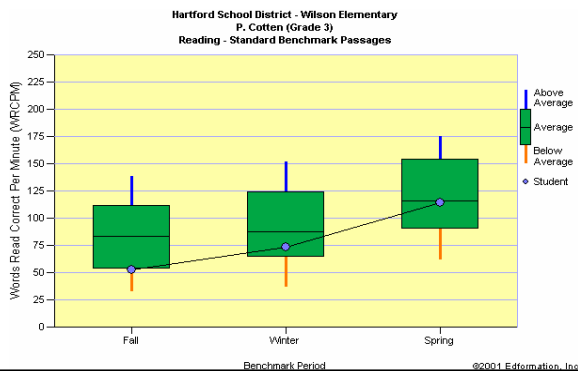
Universal Screening

- Development of “benchmark” data norms
 - Classroom
 - Grade level
 - School
 - District
- Benchmark data taken three times per year
 - Fall
 - Winter
 - Spring

Universal Screening

- Data from benchmarks must be available to teachers, principals and district staff and shared with parents
- Data must be “user friendly” in format

Example of Benchmark Data



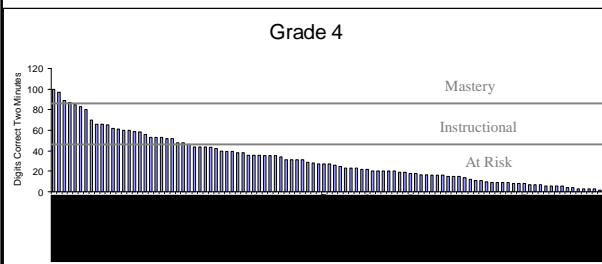
Measurable Definition of Problem

- Specific
- Lends itself to objective measures, not anecdotal or opinion data

Individual Baseline Data

- Use of curriculum based measurement to identify specifically the performance of an individual child on a specific measure e.g. words read correctly in one minute
- Ability to compare the child to the class

Determination of Problem: Individual or Group



Is this a student or core curriculum issue?

Establishment of a Written Plan of Intervention

- **Develop a Plan**
 - So now we have defined the problem– what are we going to do about it?
 - Here is where many teams go awry. They go back and continue to try the same practices using the same materials that they have used all along and expect the child to perform differently
 - **Specificity**
 - What are we going to do differently
 - Who is going to do it
 - When
 - Where
 - How long

Written Intervention Plans

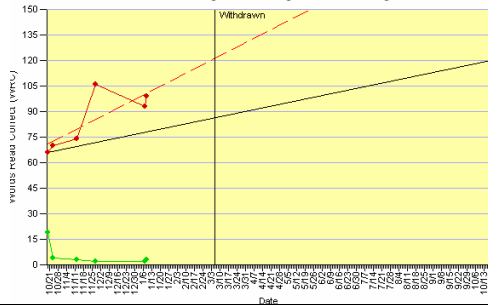
- A description of the specific intervention
- Duration of the intervention
- Schedule and setting of the intervention
- Persons responsible for implementing the intervention
- Measurable outcomes which can be used to make data-based adjustments as needed during the intervention process
- Description of measurement and recording techniques
- Progress monitoring schedule

Progress Monitoring

- **Formative**
- **Uses a variety of data collection methods**
- **Examines student performance frequently over time, to evaluate response to intervention in making data-based decisions**
- **On-going, systematic process for gathering data**
 - Academic
 - Social
 - Behavioral

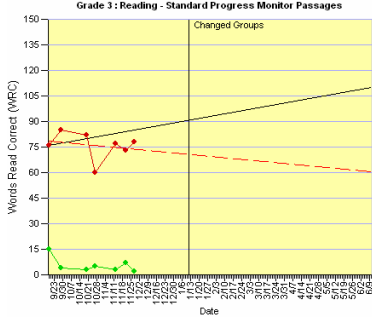
Positive Response to Intervention

South Lane - Delight Valley Elementary
 Ilck (Grade 4)
 Grade 4: Reading - Standard Progress Monitor Passages



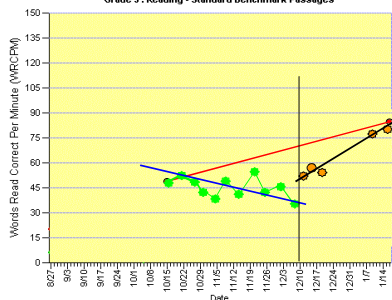
Not Responding to First Intervention

South Lane - Delight Valley Elementary
 Jalesc (Grade 3)
 Grade 3: Reading - Standard Progress Monitor Passages



Better Response to Intervention

Hartford School District - Wilson Elementary
 J. Arnold (Grade 3)
 Grade 3: Reading - Standard Benchmark Passages



Comparison of Pre Intervention Data to Post Intervention Data

- Did it work?
- Decision making rubric applied

Protocol or Problem Solving

- Protocol model defines WHAT intervention will be utilized
- Problem Solving model does not define any interventions specifically and utilizes team approach to determine intervention
- Model incorporates portions of both models
 - Define 2-3 interventions per area
 - Team decides which and where

What Are Interventions

- **Targeted assistance based on progress monitoring**
- **Administered by classroom teacher, specialized teacher, or external interventionist**
- **Provides additional instruction**
 - Individual,
 - Small group,
 - and/or technology assisted

What Are Interventions

- Match curricular materials and instructional level
- Modify modes of task presentation
- Cue work habits / organizational skills
- Modify direct instruction time
- Modify guided and independent practice
- Modify instruction time
- Ensure optimal pacing
- Partner read
- Self-correct mistakes

What Are Interventions

- Increase task structure (e.g., directions, rationale, checks for understanding, feedback)
- Increase task relevant practice
- Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)
- Mini-lesson on skill deficits
- Decrease group size
- Increase the amount and type of cues and prompts

What Are Interventions

- Teach additional learning strategies – Organizational / Metacognitive / Work habits
- Change Curriculum
- Add intensive one to one or small group instruction
- Change scope and sequence of tasks
- Increase guided and independent practice
- Change types and method of corrective feedback

Interventions are **NOT**

- Preferential seating
- Shortened assignments
- Parent contacts
- Classroom observations
- Suspension
- Doing MORE of the same / general classroom assignments
- Retention
- Peer-tutoring

What is the Three Tier Model?

- **A systematic approach for providing student interventions**
- **Identifies struggling students BEFORE they fall behind**
- **Provides struggling students with support throughout the educational process**

Three Tier Model

The 3-Tier Reading Model incorporates **flexible** grouping practices to group and regroup students **based on their progress, interests, and changing needs**

Three Tier Process

- Tier I
 - **consists of quality classroom instruction based on Curriculum Frameworks.**
 - Intervention is done within the general framework of the classroom
 - Curricula offerings are based upon scientific research principles
 - **Focus on improving the core classroom instruction that ALL students receive**
 - a variety of grouping formats (e.g., individual, pairs, small groups, and whole group)

Tier I Instruction

- Tier I instruction incorporates three basic elements:
 - a high-quality program of instruction based upon the Curriculum Frameworks,
 - on-going assessment of students to determine instructional strengths and needs, and
 - on-going professional development to provide teachers with necessary tools to ensure every student receives quality instruction.
- Tier I instruction is designed to address the needs of the majority of a school's students. Using flexible grouping and targeting specific skills, classroom teachers are able to meet the needs of a majority of their students.
- The task set forth in Tier I is to upgrade the general instruction in a manner that effectively addresses the needs of deficient students in a whole group setting.

Required Process for Tier I

- Process is institutionalized for assessing entire grade levels in a **screening procedure that is tied to state standards and that occurs at least three times per year.**
 - Data are collected and presented in a user friendly manner and preferably in a graphical context.
 - A team meets at least three times per year to address the data and make instructional changes.
 - Students are identified using pre-set benchmark scores, and measurable goals are established for the class and for deficient students within the classroom.
 - Measurable goals are set for the next data collection period.
 - The team utilizes problem solving methods to address the needs of the deficient students and formulates these in relation to the instruction provided for the entire class.
 - The team determines the level of supports and programming needs that are necessary to accomplish the whole class goals.
 - Observations are conducted by teachers, psychologists, principal or others to ensure the fidelity of the instruction in the classroom.
 - Teachers implement the strategies/interventions in the classroom.

Required Process for Tier I

The team reconvenes to evaluate the efficacy and fidelity of the changes.

- This process should develop teacher skills to differentiate instruction for students and succeed with whole class instruction. In addition, the process should identify through objective data those students who need more intense interventions and more frequent progress monitoring. A positive aspect of appropriate Tier I interventions results in the ability to focus resources for more intense instructional or behavioral problems in Tiers II-III.

Tier I Intervention

Focus	For all students
Program	Scientifically Based Curricula
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

Examples of Tier I Interventions that have scientifically based support

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

Summary of Key Points Tier I

- In Tier One of the three-tier model, all of the students at a grade level are assessed to determine which ones have not developed the benchmark skills that are requisite for that grade and time of year.
- The task of the school at this point is to upgrade its efforts at whole-group instruction to intervene effectively with the deficient students
- Challenge at Tier One is to further differentiate an already effective curriculum for students who are lacking the necessary precursor skills for success at the current level.

Summary of Key Points Tier I

- Steps for Tier One teaming
 - Procedures are put in place for assessing the entire grade level on a set of critical skills that are directly linked to state standards (e.g., DIBELS) and are assessed on a regular basis (e.g., quarterly).
 - The resulting data are managed in such a way that user-friendly data summaries are produced.
 - A team consisting of all teachers at a grade level, other support personnel (e.g., remedial specialists, school psychologists, etc.), and the school principal meet on a quarterly basis to review the data summaries.
 - Students categorized as deficient according to pre-set cut scores are identified, and measurable goals are set for the entire group of students for the next check point. For example, the team may project that there will be an increase from 50% to 75% of students demonstrating proficiency on the benchmark by the next quarter.

Steps for Tier One teaming

- The team brainstorms a set of instructional changes that are intended to address the needs of the deficient students in the context of continual progress for the entire group. It should be noted that these changes should be consistent with the procedures in place in a school that has established a foundational instructional program that is scientifically based and is producing positive outcomes for large percentages of students. In schools that have not adopted such building-wide effective practices, these brainstormed ideas may serve as initial attempts to move toward more effective class-wide and school-wide practices.
- The team strategizes what supports need to be in place during the intervening quarter so that the brainstormed strategies can be implemented with sufficient fidelity in each classroom. For example, teachers might schedule time to observe each other in implementing the new strategy; or a specialist might model the strategy in the classroom.
- Teachers implement the new strategies.
- The team reconvenes at the end of the quarter to review the progress of all students.

Tier I Focus

- Focus is on making large-scale changes to the instruction for entire groups of students, with a particular focus on how these changes are affecting the deficient students.
- Specialists are available for instructional design and transitory supports, but do not provide remedial services
- principal is actively involved in supervising and supporting the process, in order to monitor the effects of the process on the overall mission of the school to achieve its adequate yearly progress (AYP) targets

Benefits of Tier I

- The ability of teachers to **differentiate** for and succeed with larger numbers of students should improve
- A set of non-responders to effective, supported instruction should be identified for further intervention in Tier Two and
- Limited remedial resources can be reserved for students with more significant or intractable problems in Tiers Two and Three.
(Reallocation of resources to most needy)

Features of the TIER II Process

- **Purpose:** To support individual students in the general education classroom who have not met benchmarks through the whole class model of Tier I.
- **Targeted Population:** Students who have significantly lower levels of performance than their peers. Students who exhibit significant deviation from their grade level peers in academic or behavioral issues. Students who are learning at a much slower rate than their grade level peers and falling farther behind their classmates.

Features of the TIER II Process

- Services: Creative/flexible scheduling to allocate sufficient time for small group instruction. Creative uses of personnel resources, i.e., teaching styles, several people teaching reading groups. Thirty minutes of additional instruction 2-3 times per week. Lasting from six to twelve weeks. Progress monitoring biweekly.

Tier II: Supplemental Instruction

- Tier II is small-group supplemental instruction in addition to the time allotted for core instruction
- Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I

Tier 2: Problem-solving teams

- Focus on individual non-responders
- Begin with interventions to adapt general education instruction
- Has ongoing consultative support
- Focuses on groups of non-responders (15-20%) to Tier I
- Provides ongoing support to the classroom teacher from outside the classroom
- Provides ongoing pull-out support

Tier II Intervention Characteristics

- **Intervention (additional instruction) and frequent progress monitoring (weekly and preferably 2x per week) that struggling students receive.**
- **Struggling students receive additional instruction.**
- **Instruction is provided to same-ability small groups of no more than three to five students.**

Tier II

- **includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.**
- **typically uses a differentiated instruction model to address small group needs. The following chart identifies what differentiated instruction is and more importantly for Tier II, what differentiated instruction is not!**

Tier II: Supplemental Instruction

Focus	For students identified with <u>marked</u> difficulties, and who have <u>not responded</u> to Tier I efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I
Grouping	Homogeneous <u>small group instruction</u> (1:3, 1:4, or 1:5)
Time	Minimum of 30 minutes per day minimum 3 x per week in small group in addition to 90 minutes of core instruction
Assessment	Progress monitoring weekly on target skill to ensure adequate progress and learning (preferably 2x weekly)
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

Differentiated Instruction

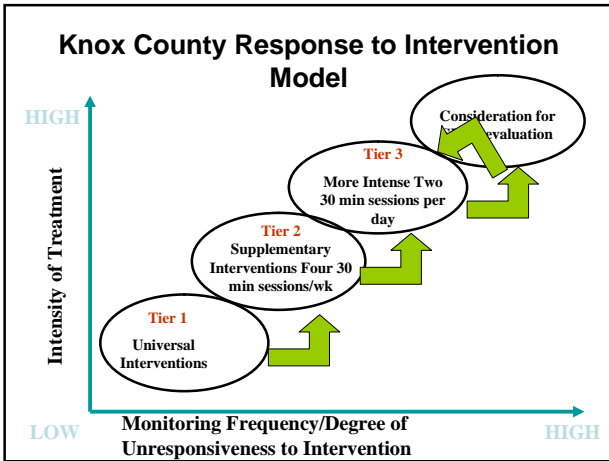
- Differentiated instruction is:
 - Using assessment data to plan instruction and group students.
 - Teaching targeted small groups (1:3, 1:5).
 - Using flexible grouping (changing group membership based on student progress, interests, and needs).
 - Matching instructional materials to student ability.
 - Tailoring instruction to address student needs.
- Differentiated Instruction is not:
 - Using only whole class instruction.
 - Using small groups that never change.
 - Using the same reading text with all students.
 - Using the same independent seatwork assignments for the entire class.

Additional Components of Tier II Teams

- 85% of students served by ISTs in Pennsylvania were not referred for evaluation for special education.
- Curriculum-based assessment to assist in problem identification, and curriculum-based measurement for ongoing progress monitoring and evaluation of the effectiveness of the intervention
- Team member be assigned to "case manage" and work in a collaborative, peer-coaching format to establish the intervention in the general education classroom
 - Case manager is knowledgeable about the delivery of the suggested strategy, can determine the effectiveness of the intervention, while modeling it for the classroom teacher.
 - "Hands-on" assistance will alleviate teacher "resistance" to the intervention that is commonly reported in teams that use only verbal
 - Consultation team member work with the classroom teacher to embed the successful intervention into the daily classroom routine n techniques.

Tier III

Focus	For students identified with <u>marked</u> difficulties, and who have <u>not responded</u> to Tier I or Tier II efforts
Program	Sustained, intensive scientifically based interventions
Grouping	Homogeneous <u>small group instruction</u> (1:1, 1:2, or 1:3)
Time	Minimum of three 30 minutes per day in small group or individually in addition to core instruction
Assessment	Progress monitoring twice a week or at a minimum weekly on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom



Tier 1

Instructional Strategies in General Classroom

You Have a Concern about a Student...

- Begin working with the student in the area of concern as you normally would
- Use instructional strategies available to you in the classroom
- Keep record of what you are doing with the student
- Use classroom measures of the student's progress to guide you in how student is doing

The New Procedure for Tier 1

When you suspect problems, you will administer 3 one-minute CBM probes in area of concern to monitor progress of intervention. Probes are administered weekly in the intervention. Intervention Mentors and School Psychologists are available to assist and support you in this process.

If you suspect problems...

- If student is at or below 10th percentile on CBM Benchmark measures. The Benchmark CBM is your first data point.
- Weekly progress monitoring.
- If a student is not progressing, then change the intervention (decision based upon data).

Decision Point

Student at or below 10th Percentile:

- Begin the appropriate forms to take student to the S-Team

Student above 10th Percentile:

- Continue working with student in the classroom
- OR
- Go to the S-Team for input and further assistance

Important Points Regarding Tier 1

- **As a teacher, you can begin classroom interventions (Tier 1) with any student you have a concern about.**
- **You will be trained individually and in small groups how to do this, and you will be supported by the Pre-Referral Mentor and School Psychologist.**

Tier 2

Computer-Based Software

Entry to Tier II

- **You will complete Tier II Data Sheet as usual.**
- **At the team meeting, you will discuss strategies you have used in the classroom.**
- **Aimsweb Progress Monitoring results will be discussed.**
- **If student is at or below 10th percentile, Tier 2 will be initiated. If student above 10th percentile, additional suggestions for problem-solving will be explored by the team**

Sample Tier 2 Interventions:

- Headsprout
- Letter Bugs
- Simon Sounds it Out
- Destination Reading/Math
- Read Naturally
- Interactive Phonics
- PLATO Focus
- Etc.

Frequency of Tier 2 Interventions

Students in Tier 2 will receive 4 thirty-minute sessions on the computer software per week for minimum of 9-12 weeks

Progress Monitoring of Effectiveness of Intervention

You will be asked to conduct 1 one-minute CBM probe per week to monitor how the student is responding to the computer intervention. The Intervention Mentor and School Psychologist are available to support and assist you in this. At the end of 9-12 weeks, you will return to team.

Decision Point for Tier 2

- | | |
|---|---|
| <p>1) Student is at or below 10th Percentile
And
2) Growth rate is less than average
➤ Proceed to Tier 3</p> | <p>3) Student achieves 25th percentile or above
➤ Exit Tier 2</p> <p>4) Some progress but above 10th percentile
➤ Continue Tier 2</p> |
|---|---|

Important Points for Tier 2

- Data we collected from last year indicate good growth rates in our at-risk populations of K and 1st graders who participated in the computer interventions.

Tier 3

Increased Intensity

Difference between Tiers 2 and 3:

The difference between Tier 2 and Tier 3 is the frequency and group size of the intervention treatment. This is the last stage of the intervention model and is the most intensive.

Frequency of Tier 3 Interventions:

Students in Tier 3 interventions receive 2 thirty-minute sessions with the selected software per DAY for a minimum of 9 weeks.

Progress Monitoring Tier 3 Interventions

You will be asked to conduct 2 one-minute CBM probes per week to monitor the effectiveness of the student's response to Tier 3 interventions. The Intervention Mentor and School Psychologist are available to support and assist you in this process. After 9-12 weeks, you will return to the team for review of progress.

Decision Point for Tier 3

Student at or below 10th percentile AND Growth rate less than average	Student making progress but above 10th percentile
➤ Proceed to Tier 4 (Special Ed. Consideration)	➤ Continue Tier 3 or Return to Tier 2
	Student achieves 25th percentile
	➤ Exit Tiers

Important Points for Tier 3

- This is the most intensive phase of the RTI model. If a student does not make progress with this type of intensity, we can feel fairly confident saying that student has a learning disability.
- As with Tier 2, it is imperative that we can prove the intervention was carried out exactly as specified by the team.

Unsuccessful Tier III

Special Education Consideration

Special Education Eligibility

- Once the 3 tiers have been carried out with no significant response from the student, an IEP Team is convened to determine whether the exclusionary factors (rule-outs) can be officially ruled out and whether the student has had sufficient opportunity to respond to scientific, research-based interventions.

AREAS of CONCERN

- IEE must be defined
- Private School
- Identification of transfer students
- Relationship between general education and special education
- Costs

IEE

- A definition must be developed for what an independent educational evaluation is under the RTI model.
- If no definition is developed, then a new cottage industry will develop

Private school/Transfer Issues

- Who does the intervention
- Efficacy of the intervention
- Fidelity of the intervention
- Who pays

Where are the Bucks?

- 15% of part B monies can be used for early intervention services
 - Evaluation
 - Materials
 - Professional development
 - Services
- NCLB monies

Problems to Overcome

- Teachers have a “full plate” and the process will not be successful without significant support to the teacher
 - Pre-referral mentors
 - Redefining the psychologist’s role
 - Taking something off the plate of teachers
 - Volunteers
 - Teaching assistants
 - Community resources

Problems to Overcome

- Training and more training
 - Follow up
 - Must be at least annual
- The more interventions the more training
- Trying to bite off more than you can chew at one time
 - Implementation in phases, not ALL at once unless you are a small district

Thank You for Your Time

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