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▶ **Chapter 8: RTI Experiences and Summary**

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Introduction

In an ideal world, we would have the necessary funding, careful planning, targeted professional development, and coaching support to successfully carry out each new initiative in education. However, this is often not the case. Recognizing this situation, we developed this guide as a tool to help you accomplish the goals involved in creating a coordinated approach to implementing Response to Intervention (RTI).

RTI is new to many parts of the country despite the fact that it is now an expected practice. Therefore, practitioners with expertise may be few and far between in your area. The reality is that state and district support teams may be charged with delivering training on something in which they have limited experience. RTI goes well beyond the typical presentation given during professional development days or conferences. Effective implementation requires the cooperative efforts of administrators, teachers, and parents as well as support and resources from the school district.
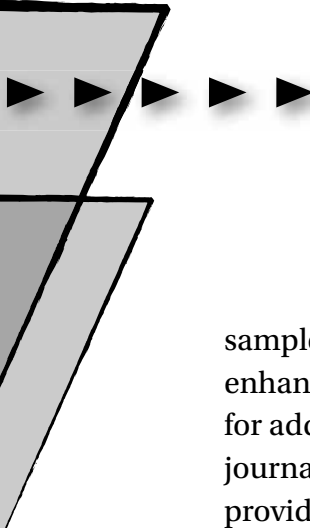
Purpose and Desired Outcomes

The purpose of this guide is to provide detailed guidance in implementing RTI at a school site. The best-case scenario would include talented guidance and support from a district RTI coach or district RTI team that has at least one or more years experience in actually implementing RTI at a school. Ideally, you would also have a connection with a partner school that is already several years into the RTI implementation process. However, the stark reality is that you may be somewhat on your own. Even if there is state or district support, it may be relatively disconnected from your school (i.e., distance learning) or transitory (i.e., "drive by" staff development). You would be very fortunate to have a district RTI coach who visits your school on a regular basis, but this service still may only be available once a month or every other week.

This guide is designed to serve as your surrogate RTI coach—a teacher leader in print form. From our years of experience in RTI schools, study of the research literature, and collaboration with national colleagues, we have learned about the steps necessary to successfully initiate and carry out the process within a school. This guide will provide needed background information, sequenced activities, guiding questions, and expected products that will scaffold the implementation process. If you are fortunate enough to have an RTI coach, this guide can be used as a resource for increased clarity and communication between the school and district personnel.

This guide is designed to be school-friendly—to simplify the various RTI components by combining related concepts into a useful rubric. The guide also applies a proven teaching routine—Model-Lead-Test—across the various phases of RTI implementation. Graphic organizers, bullet points,

sample forms, and charts facilitate and enhance understanding. Suggestions for additional resources such as books, journal articles, and websites are also provided throughout this guide.

How This Guide Serves as a Teaching Tool

This resource is designed to be an instructional guide in learning about the many facets of RTI. RTI encompasses a wide range of skills and areas of expertise. School and district personnel come to the table with individual perspectives and varying degrees of prior knowledge about RTI, so they must recognize their own strengths and weaknesses and identify areas where they can make useful contributions. Leadership is essential in facilitating this process through the development of professional learning communities where teachers and other professional staff members find collegial support throughout the RTI process.

Implementing Response to Intervention is presented as a detailed and practical tool in this endeavor. However, it is not possible for any single reference to meet all the needs of a school in implementing RTI. We provide information on the best resources currently available and encourage ongoing efforts to search for new resources to supplement this information.

Model-Lead-Test Format: Teacher to Students

Sound instructional methodology is used in order to facilitate the RTI process. Research has identified effective methods of instruction. The Model-Lead-Test format is considered to be a key feature of effective instructional design (Engelmann and Becker 1982; Englemann and Carnine 1991; Kozloff and Rice 2001).

You may be most familiar with these steps as they relate to students. **Modeling** involves the teacher demonstrating the specific skill. **Leading** involves the teacher guiding the student through the steps necessary to approximate the skill. **Testing** involves the teacher actively assessing whether or not the student is able to demonstrate the skill independently. Performance feedback is provided until the skill is mastered. This cycle is illustrated in Figure 1 on the following page.

Model-Lead-Test Format: RTI Guide to Leadership Team

The same steps that are used in good teaching serve as a useful way to look at RTI implementation (see Figure 2 on the following page). Throughout this guide, the teaching of RTI fundamentals is structured in a way that builds understanding, helps develop skills, and influences change in a positive way. The Model-Lead-Test format, as illustrated in Figure 2, will be applied as follows:
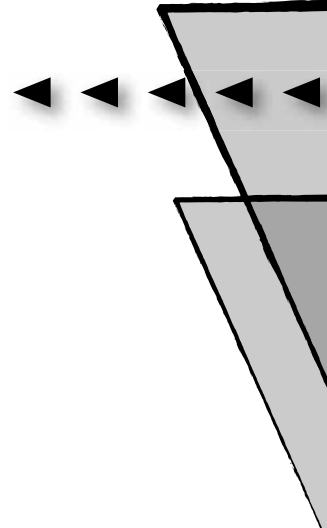
Figure 1. Model-Lead-Test Format—Teacher to Students

Model
Teacher Demonstration
"I do it"

Lead
Teacher and
Students Work
Together
"We do it"

Test
Student Works
Independently
with Performance
Feedback from
Teacher
"You do it"
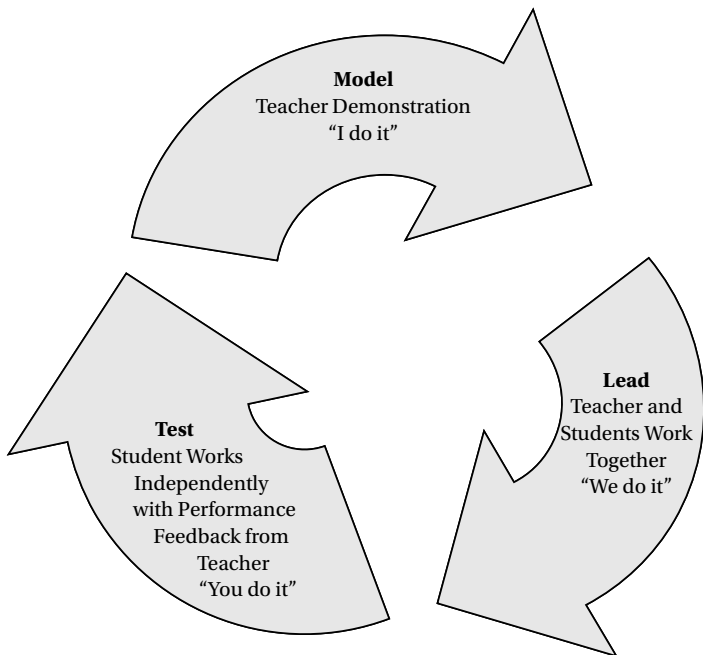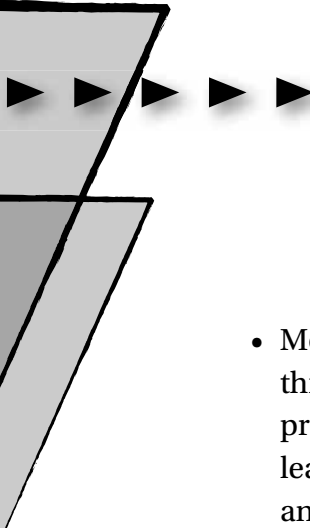
Figure 2. Model-Lead-Test Format—RTI Guide to Leadership Team

Model
RTI Guide demonstrates
best practices for
leadership team "I do it"

Lead
Leadership
team completes
activities in RTI
Guide "We do it"

Test
Leadership team does
activities independently
and uses RTI Guide
for performance
feedback "You do it"
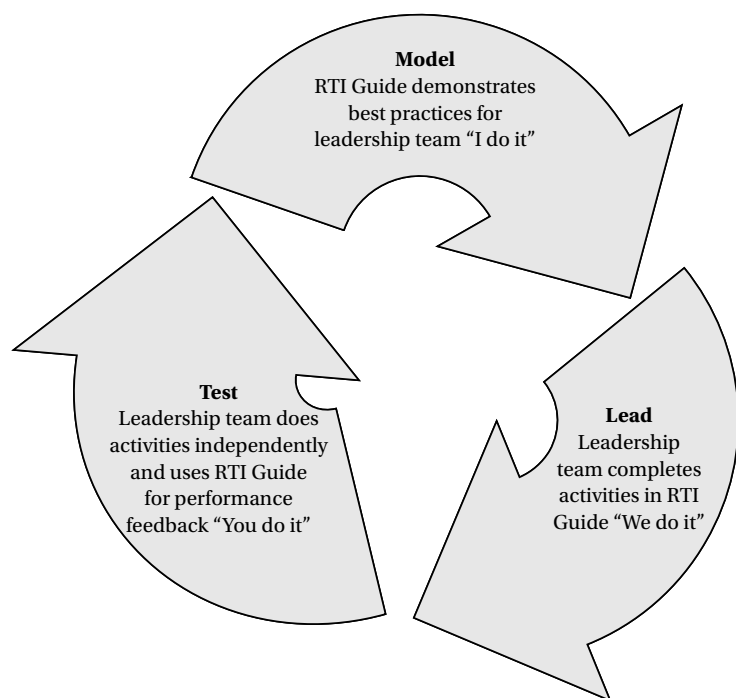
- Modeling will be accomplished through the guide itself. It will provide information to the leadership team on key components and stages of RTI.
- Leading involves the use of this guide to direct specific activities on the leadership team during acquisition of essential RTI skills.
- Testing involves the use of this guide to monitor fidelity as the school moves toward independent application of skills.

Model-Lead-Test Format: RTI Leadership Team to School

The Model-Lead-Test format will also be useful as the RTI leadership team begins to implement key RTI concepts with school staff. This familiar format will be used to teach new skills along the way. The guide matches the three stages of this format with the key components of RTI in a manner that acknowledges the context of school-based professional learning. Chapters detail the behaviors and practices that will guide exploration and build consensus, develop infrastructure, and ultimately lead to full implementation in a school. Each chapter provides "hands-on" tools that gradually move the initiative in this direction by assessing current data, evaluating needs, and developing action plans for improvement. The matrix in Figure 3 on the following page illustrates the relationships between the stages of Model-Lead-Test and the key components identified as important to RTI in this guide. The specifics of systems change and RTI key components are explained in Chapter 2 and Chapter 3. To clarify the headings in Figure 3, the topics for systems change and RTI components are summarized.

- **Systems change consists of three stages:**
  - ➤ Exploration and Consensus Building
  - ➤ Infrastructure Development
  - ➤ Implementation
- **RTI key components include:**
  - ➤ Beliefs about RTI tied to fidelity and sustainability
  - ➤ Leadership via a problem-solving team approach
  - ➤ Assessment and data-based decision making
  - ➤ Multitiered system of curriculum and instruction

When it comes to any academic or behavioral concern, we want students to get better and stay better. Accomplishing these changes is easier if we have established benchmarks and/or decision rules to guide us in seeing patterns in large-group data at established intervals over time.

As always, a picture is worth a thousand words. Practitioners working in the field with CBM (Curriculum-Based Measurement) have taken the summary of the effectiveness concept and put it into a visual format that is very helpful to school teams (Scierka and Bollman 2005; Gibbons and Silberglitt 2008; Burns and Gibbons 2008). This approach takes the simple ***Tiered Percentages—Assessment Summary*** (see Appendix 5.12) to an all-new level!

The cutaway version of a Summary of Effectiveness Chart is shown in Figure 6.7 on the following page. This chart shows the desired progress that would be considered *effective* from fall to winter. Students at benchmark are maintaining level progress and students below benchmark are showing improvement as depicted by the arrows moving upward from both the strategic and intensive levels. Some students may even jump a level and move from the intensive level to the benchmark level (as noted by the black arrow). We can see the movement in the percentages of students in each area from fall to winter.

A scenario that is considered ineffective is illustrated in Figure 6.8 on the following page. Students are not staying at benchmark, are showing level movement (remaining at the strategic or intensive level), or are falling downward to the strategic or intensive levels. Some students may even fall all the way from the benchmark level to the intensive level (as noted by the black arrow).

A cumulative picture of the movement of students from the fall to winter universal benchmarking/screening process is shown in Figure 6.9 on page 211.

The full version of the Summary of Effectiveness Chart typically uses three columns of boxes up and down to represent the data collected across fall, winter, and spring. This version contains three rows across for each tier: benchmark (outlined in dark gray), strategic (outlined in medium gray), and intensive (outlined in light gray). This creates a full picture of data across a school year as shown in Figure 6.10 on page 211.

The powerful aspect of this completed visual is the ability to see the percentage of students who are improving and the percentage of students who are losing ground. Again, the percentages of students who have improved are shown in the arrows moving up to the next level. The percentages of students who have lost ground are shown in the paths moving downward to the lower level.
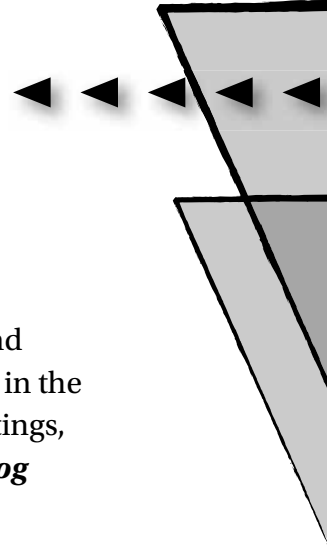
Progress-monitoring plans must also be developed for each student in the intervention group. These plans define the individual data that must be collected, graphed, and analyzed for each student participating in the Tier 2 intervention group. An example of one student's Tier 2 progress-monitoring data is shown in Figure 6.19 below. Jasmine's progress-monitoring plan focused on fluency data collected biweekly on Wednesdays by Mrs. Koziel. Data collection began with Jasmine's fall benchmark score of 65 wcpm (with 10 errors). A target/goal was set for 92 wcpm to be reached by the winter benchmark scheduled for 1/19/09.

Monthly Tier 2 data meetings were held

to analyze and discuss the data and progress of each student involved in the Tier 2 intervention. At these meetings, the ***Tier 2 Monthly Attendance Log and Group Progress Notes*** (see Appendices 6.2–6.4) documented student participation in the intervention and consistency of intervention delivery. The percentage of sessions attended provided a measure of individual student participation, while the percentage of sessions delivered provided a measure of treatment consistency.

Initial documentation of the Tier 2 intervention group is shown in Figure 6.20 on the following page. The Tier 2 Monthly Attendance Log and Group Progress Notes were reviewed to

Figure 6.19. Individual Progress-Monitoring Graph—Biweekly Data Collection Plan
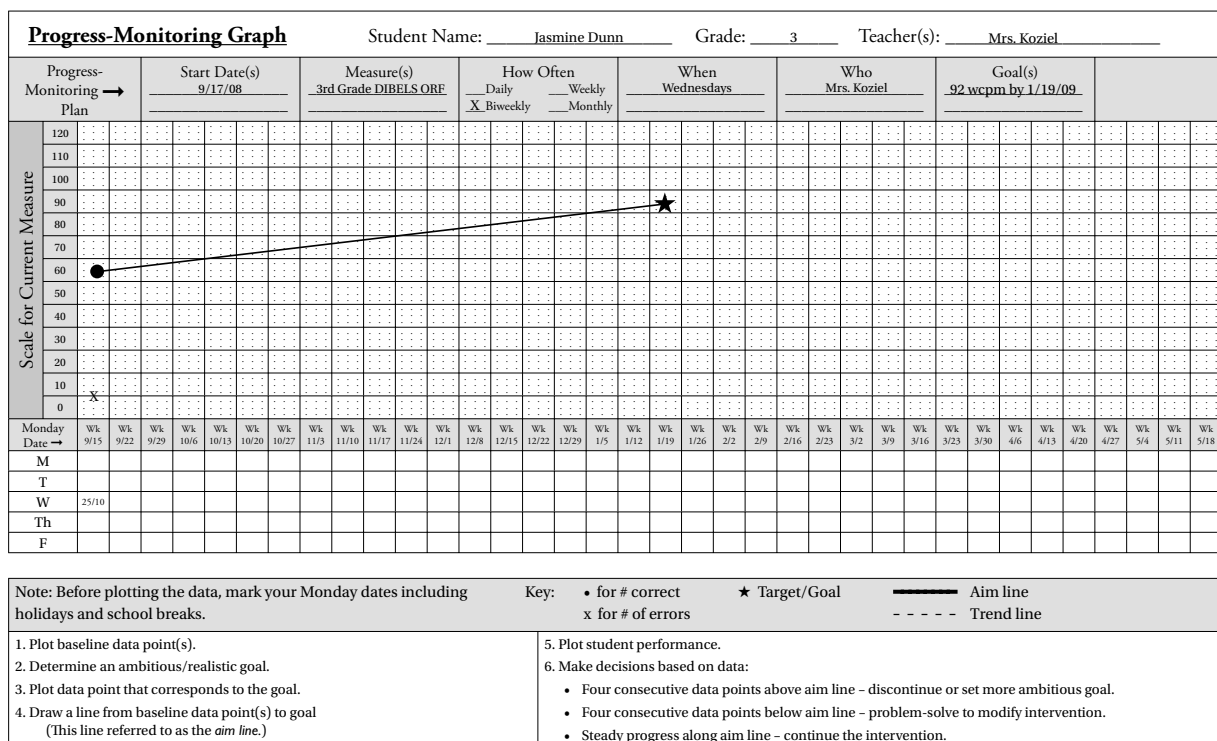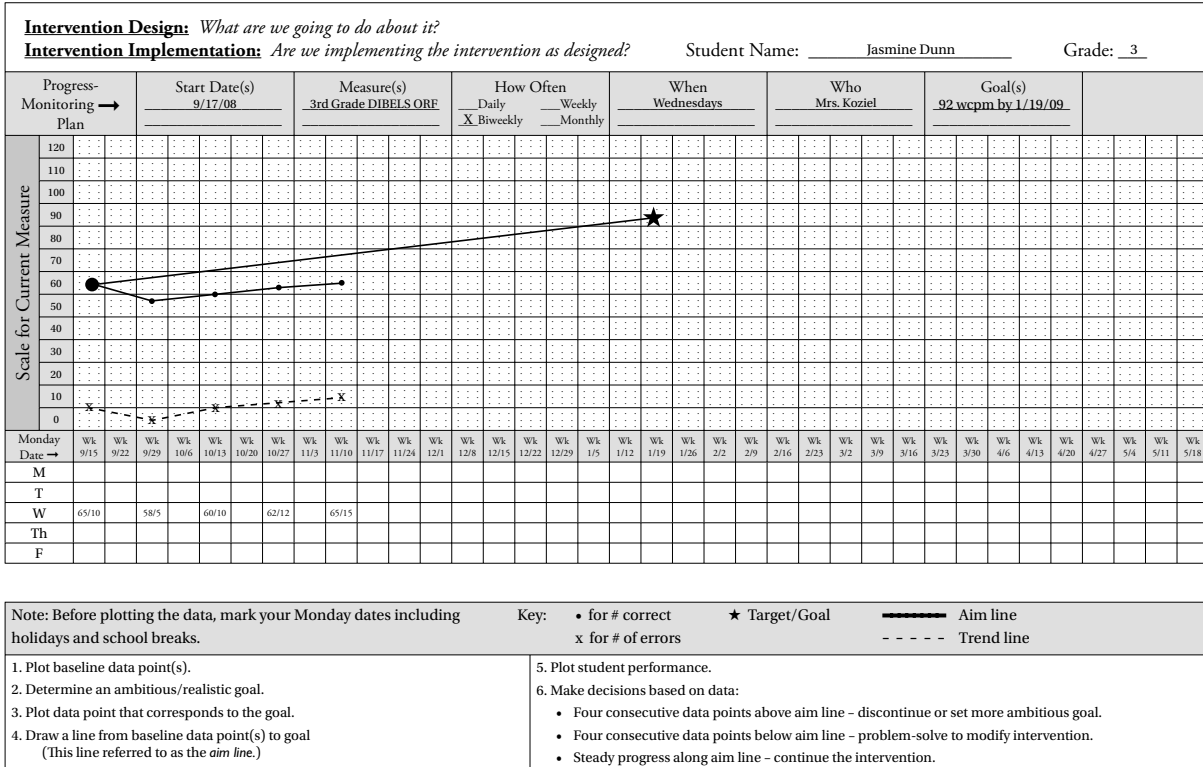
Figure 6.22. Intervention Design and Tier 2 Progress-Monitoring Data for Jasmine

Intervention Design: *What are we going to do about it?*
Intervention Implementation: *Are we implementing the intervention as designed?*   Student Name: ___Jasmine Dunn___   Grade: _3_

Progress-Monitoring → Plan	Start Date(s) 9/17/08	Measure(s) 3rd Grade DIBELS ORF	How Often ___Daily ___Weekly _X_Biweekly ___Monthly	When Wednesdays	Who Mrs. Koziel	Goal(s) 92 wcpm by 1/19/09

Scale for Current Measure: 120, 110, 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

Monday Date →	Wk 9/15	Wk 9/22	Wk 9/29	Wk 10/6	Wk 10/13	Wk 10/20	Wk 10/27	Wk 11/3	Wk 11/10	Wk 11/17	Wk 11/24	Wk 12/1	Wk 12/8	Wk 12/15	Wk 12/22	Wk 12/29	Wk 1/5	Wk 1/12	Wk 1/19	Wk 1/26	Wk 2/2	Wk 2/9	Wk 2/16	Wk 2/23	Wk 3/2	Wk 3/9	Wk 3/16	Wk 3/23	Wk 3/30	Wk 4/6	Wk 4/13	Wk 4/20	Wk 4/27	Wk 5/4	Wk 5/11	Wk 5/18
M																																				
T																																				
W	65/10		58/5		60/10		62/12		65/15																											
Th																																				
F																																				

Note: Before plotting the data, mark your Monday dates including holidays and school breaks.	Key: • for # correct ★ Target/Goal ▬▬▬ Aim line
	x for # of errors - - - - - Trend line
1. Plot baseline data point(s).	5. Plot student performance.
2. Determine an ambitious/realistic goal.	6. Make decisions based on data:
3. Plot data point that corresponds to the goal.	• Four consecutive data points above aim line – discontinue or set more ambitious goal.
4. Draw a line from baseline data point(s) to goal (This line referred to as the *aim line*.)	• Four consecutive data points below aim line – problem-solve to modify intervention.
	• Steady progress along aim line – continue the intervention.

The person responsible and the dates of the actual answers to these questions were listed. After confirming that these tasks had been carried out appropriately, the team felt it was time to conduct a summative evaluation of Jasmine's progress by answering these specific questions:

- Were the needs of this student matched to an evidence-based intervention?
- Was the intervention implemented with fidelity?
- Was progress monitored frequently to measure the student's responsiveness to intervention (see attached graph)?

- Does the student's *level* of functioning in the area of concern fall significantly below the performance of his or her grade-level peers?
- Does the measured *rate* of progress indicate positive response to the intervention (the gap is closing)?

Ultimately, this analysis resulted in a summative decision by the team, who then considered a number of possibilities. In Jasmine's case, the decision was made to add an additional Tier 3 layer of intervention focusing on specific skill deficits. These decisions are shown in Figure 6.24 on page 228.

Figure 6.23. Intervention Implementation and Evaluation for Jasmine

Student Name: __Jasmine Dunn__

Intervention Implementation: Are we implementing the intervention as designed?

Intervention Evaluation: Is the intervention working?

Key: 1. Goal has been met. Discontinue intervention.

2. Progress has been made and the student is expected to meet the goal. Continue intervention.

3. Progress has been made but the student is not expected to meet the goal. Modify the intervention.

4. Progress not sufficient to meet the goal. Substantial changes to the intervention plan appear to be needed.

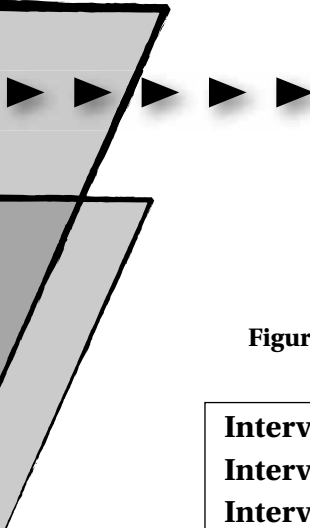| Date	Tier	Rating Scale	Comments	Percent of Intervention Sessions Attended
10/28/08	2	1 2 3 4	Not enough data has been collected to rate progress at this point. Jasmine is participating in the small group.	__100__ %
11/19/08	2	1 2 3 ④	Jasmine's data points are all below the aim line and errors continue to be high. She is starting to withdraw during small-group time as the materials become more difficult. She is also falling further behind in her classwork.	__95__ %

Figure 6.24. Decisions on Fidelity Issues and Summative Evaluation: Intervention Implementation and Evaluation for Jasmine

Intervention Tier: __2__   **Student Name:** __Jasmine Dunn__

Intervention Implementation: Are we implementing the intervention as designed?

Intervention Evaluation: Is the intervention working?

Fidelity Issues	Who?	When?	Comments
Was training in implementing the intervention provided? (**Yes**) No	district reading coach	Dates: 9/22/08	Training went well!
Was modeling and coaching of the intervention provided? (**Yes**) No	reading coach	Dates: 9/30/08, 11/3/08	
Were fidelity measures completed along the way? (**Yes**) No	principal	Dates: 10/22/08	Good use of materials.

Summative Evaluation:

Were the needs of this student matched to an evidence-based intervention? (**Yes**) (**No**)

Was the intervention implemented with fidelity? (**Yes**) No

Was progress monitored frequently to measure the student's responsiveness to intervention (see attached graph)? (**Yes**) No

Does the student's level of functioning in the areas of concern fall significantly below the performance of his or her grade-level peers? (**Yes**) No

Summative Decision:

___ problem solved, discontinue intervention

✓ continue intervention

___ modify intervention

✓ add additional layer of intervention at next tier

___ consider entitlement for special education

___ intervention successful but resources needed are beyond expectations in general education

Intervention Design—Jasmine Example

Student Name: <u>Jasmine Dunn</u>

Intervention Implementation: Are we implementing the intervention as designed?

Intervention Evaluation: Is the intervention working?

Key: 1. Goal has been met. Discontinue intervention.

2. Progress has been made, and the student is expected to meet the goal. Continue intervention.

3. Progress has been made, but the student is not expected to meet the goal. Modify the intervention.

4. Progress not sufficient to meet the goal. Substantial changes to the intervention plan appear to be needed.

Date	Tier	Rating Scale	Comments	Percent of Intervention Sessions Attended
10/28/08	2	1 2 3 4	Not enough data has been collected to rate progress at this point. Jasmine is participating in the small group.	<u>100</u>%
11/19/08	2	1 2 3 ④	Jasmine's data points are all below the aim line and errors continue to be high. She is starting to withdraw during small-group time as the materials become more difficult. She is also falling further behind in her classwork.	<u>95</u>%

RTI Problem-Solving Plan for Student Success *(cont.)*

Date: _____

Intervention Implementation: Are we implementing the intervention as designed?

<u>Progress-Monitoring Graph</u>   Student Name: _____   Grade: _____   Teacher(s): _____

| Progress-Monitoring ➡ Plan | Start Date(s) _____ _____ | Measure(s) _____ _____ | How Often ___Daily ___Weekly ___Biweekly ___Monthly | When _____ _____ | Who _____ _____ | Goal(s) _____ _____ | |

Scale for Current Measure (vertical axis): 120, 110, 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

Monday Date ➡	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk	Wk
M																																	
T																																	
W																																	
Th																																	
F																																	

Note: Before plotting the data, mark your Monday dates including holidays and school breaks.

Key: • for # correct   ★ Target/Goal   ▬▬▬ Aim line
      x for # of errors   – – – – – Trend line

1. Plot baseline data point(s).
2. Determine an ambitious/realistic goal.
3. Plot data point that corresponds to the goal.
4. Draw a line from baseline data point(s) to goal (This line referred to as the *aim line.*)

5. Plot student performance.
6. Make decisions based on data:
   - Four consecutive data points above aim line – discontinue or set more ambitious goal.
   - Four consecutive data points below aim line – problem-solve to modify intervention.
   - Steady progress along aim line – continue the intervention.

RTI Problem-Solving Plan for Student Success—Jasmine Example *(cont.)*

Date: _____

Intervention Implementation: Are we implementing the intervention as designed?

Progress-Monitoring Graph

Student Name: _____Jasmine Dunn_____ Grade: ___3___ Teacher(s): ___~~Koziel~~ Eccleston_____

Progress-Monitoring ➔ Plan	Start Date(s) ___9/17___	Measure(s) 3rd Grade DIBELS ORF	How Often ___Daily **X** Weekly ___Biweekly ___Monthly	When ___Wednesdays___	Who ___Mrs. Koziel___ ___Mr. Eccleston___	Goal(s) ___92 wcpm by 1/19___

Tier 2 ... Change to Tier 3—Intervention ... **Tier 3**

Scale for Current Measure: 120, 110, 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

Monday Date ➔	Wk 9/15	Wk 9/22	Wk 9/29	Wk 10/6	Wk 10/13	Wk 10/20	Wk 10/27	Wk 11/3	Wk 11/10	Wk 11/17	Wk 11/24	Wk 12/1	Wk 12/8	Wk 12/15	Wk 12/22	Wk 12/29	Wk 1/5	Wk 1/12	Wk 1/19	Wk 1/26	Wk 2/2	Wk 2/9	Wk 2/16	Wk 2/23	Wk 3/2	Wk 3/9	Wk 3/16	Wk 3/23	Wk 3/30	Wk 4/6	Wk 4/13	Wk 4/20	Wk 4/27	Wk 5/4	Wk 5/11	Wk 5/18
M																																				
T																																				
W	65/10		58/5		60/10		62/12		65/15		70/10	70/8	75/5	87/8			85/10	90/5	95/5																	
Th																																				
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Note: Before plotting the data, mark your Monday dates including holidays and school breaks.

Key: • for # correct   ★ Target/Goal   ▬▬▬ Aim line
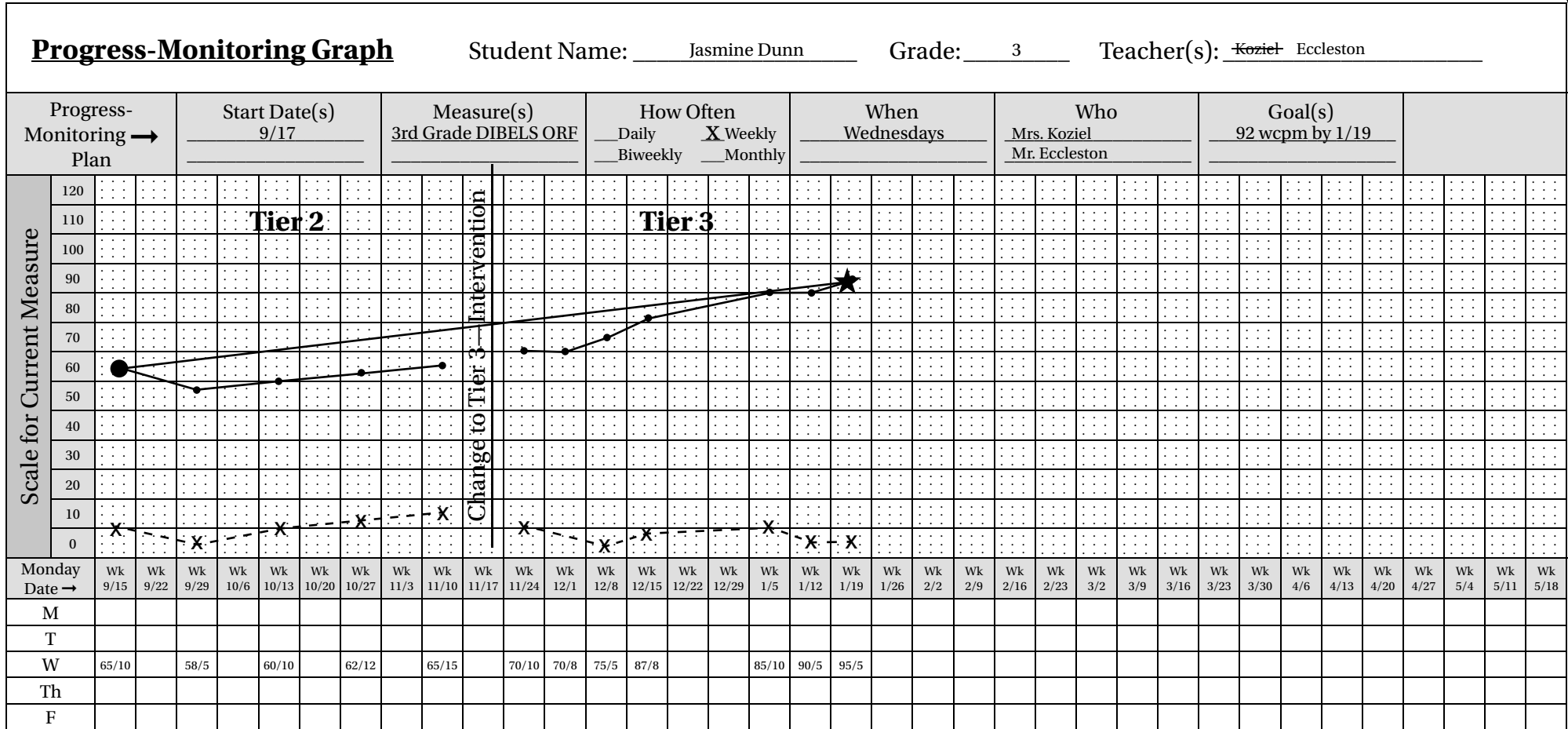   x for # of errors   - - - - - Trend line

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