



# Response to Intervention (RtI) Problem Solving Process Overview

Curriculum & Instruction 2010-2011





# What is RtI?

RtI is the practice of

- △ providing high-quality instruction and intervention matched to student needs *and*
- △ using learning rate over time and level of performance *to*
- △ make important educational decisions.



# What is RtI?

- △ A problem-solving process using multiple tiers of intervention support i.e. the three-tier model.
- △ An integrated data collection/assessment system to inform decisions at each tier of instructional support delivery.
- △ A process where the teacher's focus is on **WHAT** and **HOW** the student is doing, ***not*** **WHERE** the student is going.
- △ The abandonment of the idea and belief that the problem resides with the student.



# What are Important Considerations?

- △ Rtl a process that takes time.
- △ Rtl is more about general education than special education; focus is on a tightly aligned curriculum and powerful instructional strategies.
- △ It involves problem-solving; it is not an independent process.
- △ Rtl is “response”-data based (formative assessment) and “intervention”-evidence-based (progress monitoring).



# What are the Essential Components?

- △ Provide high quality curriculum, instruction *and* intervention matched to the student's learning or behavior needs;
- △ Monitor student's progress *frequently* to make decisions about changes in instruction and behavior management;
- △ Apply the student's responses to intervention data to inform educational decisions



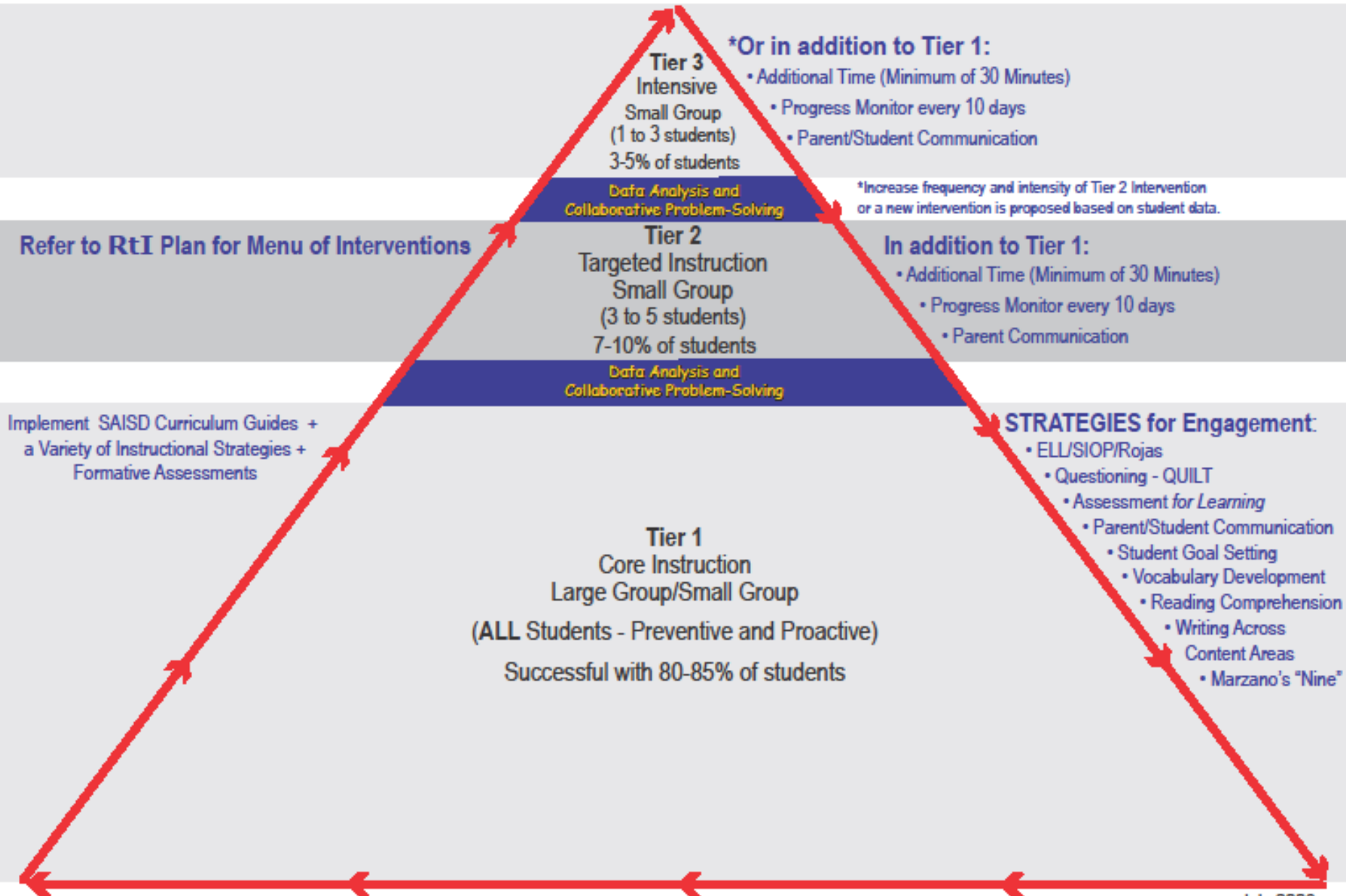
# Why Rtl?

- △ As defined in the Texas Administrative Code §89.1011, Response to Intervention (Rtl) is a legal requirement of the No Child Left Behind Act (NCLB) of 2001 and the Individuals With Disabilities Education Improvement Act (IDEIA) of 2004, which promotes improved achievement of all students.
- △ Students can no longer be identified for special education services without documentation that low achievement is not due to lack of appropriate instruction in reading, mathematics, or behavior.
- △ ALL SAISD students deserve on-grade level instruction with interventions as needed.



# Response to Intervention (RtI)

## Three-Tier Instructional Intervention



# Collaborative Problem Solving at Tier I

△ TEKS Focused Core Instruction  
(High quality instruction and immediate intervention)

△ Differentiation



△ Grouping Formats

△ Data Collection and Analysis

**Consultation with professionals and  
instructional/behavioral adjustments if needed**

# Monthly Collaborative Problem Solving

**△ Use Data to Define the Problem**  
(Screening and Diagnostic Assessments)

**△ Evaluate**  
(Progress Monitoring  
Assessment)

Did our plan work?



**△ Develop a Plan**  
(Goal Setting and Planning)

What are we going to do?

**△ Implement Plan**  
(Treatment Integrity/Fidelity to Program)

Carry out the intervention



# What are the Benefits of RtI?

- △ Establishes team support for teachers.
- △ Validates teaching effectiveness.
- △ Assists in determining deficit areas immediately.
- △ Sets individual student goals and determines progress.
- △ Documents evidence of student growth.
- △ Promotes enhanced student performance.



# What is the Role of the Principal?

- △ Understands and communicates the RtI process.
- △ Sets the vision and teacher expectations for the RtI process.
- △ Ensures collaborative, problem-solving structures are in place.
- △ Works collaboratively with RtI team.
- △ Monitors staff focus on fidelity to interventions.
- △ Checks students' progress monitoring reports.
- △ Facilitates priority setting.
- △ Ensures follow-up and supports program evaluation.



# What is the Role of the CIC?

In collaboration with the principal:

- △ Leads the Rtl process and team meetings.
- △ Leads, monitors, models, supports and coaches the implementation of the curriculum guides and formative mini assessments with all teachers, **including special education.**
- △ Leads the data response sessions with teachers and other campus staff for the purposes of informing instructional decision making and student support.
- △ Provides ongoing professional development and classroom support.
- △ Attends all CIC meetings and Rtl Trainings and shares learning and planning with administrative team weekly.
- △ Provides input into district curriculum and instructional decision making.



# What is the Role of Special Education Staff?

- △ Collaborates with Curriculum and Instruction Departments to learn requirements of district Reading and Mathematics curriculum, interventions, and progress monitoring instruments.
- △ Collaborates with CICs at assigned campuses to support implementation of the Rtl process.
- △ Attends Rtl meetings at assigned campuses and assists Rtl Team with interpretation of collected data, decision making and intervention development.
- △ Observes, documents, and reviews data and suggests additional strategies and interventions to Rtl Team.
- △ Shares expertise on learning modalities and instructional and non-instructional strategies and resources.
- △ Provides, monitors and supports positive behavioral support strategies and implementation.

**(Includes Diagnostician and/or LSSP and Behavioral Specialist, Speech Pathologist, Special Education teachers as appropriate.)**



# What is the Role of the Teacher?

- △ Understands and implements the RtI process.
- △ Provides high quality instruction through implementation of curriculum guides.
- △ Intervenes early, often, and consistently.
- △ Requests support for struggling learners from the RtI Team.
- △ Maintains the fidelity of implementation of interventions and progress monitoring.
- △ Works collaboratively with CIC to place students in appropriate intervention courses.
- △ Works collaboratively with RtI Team to use progress monitoring and other data to make changes in instruction and behavior management.



# What is the Role of the Rtl Team?

- △ Meets on a regularly scheduled basis (**monthly grade level meetings**).
- △ Maximizes student outcomes through use of data walls.
- △ Provides support to teachers who request assistance.
- △ Clarifies and prioritizes issues or concerns.
- △ Provides strategies or interventions for academic and behavioral issues.
- △ Evaluates progress and makes recommendations based on data.
- △ Tracks student tier movement.

# What is the RtI Plan for 2009-2010?

- △ Elementary Behavior, Reading, Mathematics  
(Tiers I, II, III)
- △ Middle School Behavior, Reading, Mathematics  
(Tiers I, II, III)
- △ High School Behavior, Reading, Mathematics  
(Tiers I, II, III)
- △ RtI Coordinators-Curriculum and Instruction  
Coordinator (CIC)
- △ RtI Team-(CIC, Principal and/or AP, Diagnostician  
or LSSP, Teacher, Counselor, Nurse, Parent,  
Student, other professional staff as appropriate)
- △ CIC monthly training and data sharing-CIC,  
Principal meetings, Other



# What Do We Need to Remember?

- △ Effectively engage and teach all students **[grade level content using differentiated instruction]**.
- △ Intervene early, often, and consistently.
- △ Use a multi-tier model of instructional support.
- △ Use collaborative, problem-solving methodology.
- △ Use research-based, scientifically validated curriculum, instruction and interventions.
- △ Maintain fidelity to curriculum guides and to intervention.
- △ Monitor student progress frequently to inform instruction.
- △ Use student data to make decisions.





# Final Thoughts

*If the Rtl model is applied successfully in kindergarten through second grade, almost all students will arrive in third grade able to read third grade text accurately and fluently, with variable levels of understanding. Torgeson, 2004*

*Rtl is also an effective approach to general school improvement. Rtl is more than pre-referrals services; it is a comprehensive service delivery system that requires significant changes in how a school serves all students.*

**National Association of State Directors of Special Education (2006, May). Myths about response to intervention (Rtl). Retrieved online October 31, 2007, from <http://www.nasdse.org>**

**SAISD Core Belief: In SAISD we believe every student can learn and achieve at high levels.**

# Rtl Campus Information Form 2010-2011

Campus \_\_\_\_\_

Position	Name	Email Address
Rtl Coordinator		

Rtl Faculty Training Date:	
Method of Training:	

**Please attach copy of Sign-In Sheets.**

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Pony or fax (354-3538) to Dyslexia, 504, Rtl Department by January 28th or earlier.