

The Role of the School Psychologist in an RtI-Based Delivery System: Ensuring Successful Outcomes for ALL Children and Youth

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Overview

- Role of school psychologist
- Systems change and impact on role and skill set for school psychologists
- Role of school psychologist: Tier 1
- Role of school psychologist: Tier 2
- Role of the school psychologist: Tier 3
- SLD--Rtl---Comprehensive Evaluation and the Role of the school psychologist

National Resources to Support District and School Implementation

- www.nasdse.org
 - Building and District Implementation Blueprints
 - Current research (evidence-based practices) that supports use of RtI
- www.rtinetwork.org
 - Blueprints to support implementation
 - Monthly RtI Talks
 - Virtual visits to schools implementing RtI
 - Webinars
 - Progress Monitoring Tools to Assess Level of Implementation
- www.floridarti.usf.edu

Are We “Every Ed” Yet?: A National Perspective

- CASE National Survey
 - www.k12spectrum.com
- 424 Districts
 - 14% West, 18% Northeast, 32% Midwest, 37% South
- Conducted March 7-18, 2008
- Margin of Error +/- 4.6%, 95% Confidence Level

Key Findings

- 32% of districts expect full implementation by 2010.
- 47% of districts have a “defined RtI process”—53% do not
- 71% of districts report that implementation is led by general education or a joint general ed/special ed effort
- Only 29% of districts report that it is a special ed effort

Key Findings

- 71% of districts report that they are using RtI for ALL students. 29% report that they are using it primarily to identify students for specialized services.
- Implementation is primarily with elementary levels (67%), with 27% implementing at middle schools and 16% at high schools
- 67% report planning to implement at middle and 49% report planning to implement at high school level.

Key Findings

- Impact on employment
 - 75% of districts report no change in staff FTE
 - 22% of districts report increase in staff FTE
 - 3% of districts report decrease in staff FTE
- 52% of districts report Tier 3 services for both general and special education students. 48% report Tier 3 services primarily for special education students

Key Findings

- 84% of districts report implementation for reading, 53% for math and 44% for behavior.
- 96% of districts report that RtI has not been the focus of any legal proceedings.

What Forces Are Affecting State-Level
Decisions Regarding School-Based
Services?

What Systemic Changes Influence the Role of the School Psychologist?

- NCLB
 - Accountability (Differentiated)
 - Disaggregated Data
 - State-Approved, State-Level Benchmarks
 - Evidence-based practices
- Impact on School Psychology
 - Change in the priority of data valued and needed
 - Label became less important than progress toward proficiency
 - “Discrepancy” that matters is performance against standards/benchmarks
 - Need for additional services/supports at the “core” and “supplemental” levels

What Systemic Changes Influence the Role of the School Psychologist?

- IDEIA
 - Insistence on “effective instruction” in general education
 - Requirement for different type of assessment
 - Continuous Progress Monitoring
 - Universal screening
 - USDOE statement regarding “processing” assessment
 - New SLD Regs and “bleed over” impact
- Impact on School Psychology
 - Focus on different type of data and unit of analysis
 - Reduction in traditional assessments
 - Increase in services related to intervention development, implementation, integrity
 - Label is last resort and not related to instruction/intervention

Popular Myths: Don't Hang Your Job on These

- Job security is tied to state “mandates” for particular services tied to specific professions.
- Schools exist to provide jobs for educators and communities.
- Specific professions are “entitled” to specific jobs, activities or a place at the table.
- Data to support implementation of effective interventions can be the same data used for determining eligibility

Popular Myths: Don't Hang Your Job on These

- Assessment of psychological or cognitive processing has no place in the RtI service delivery model.
- Eligibility for SLD requires processing assessment
- Schools can implement RtI effectively and with integrity *without* school psychologists.
- The rationale for the use of particular assessment practices is tied solely to their technical adequacy data
- School psychologists have the skills necessary to support implementation of a comprehensive RtI service delivery model.

Role of the School Psychologist in the RtI Process

(NASP, 2006, Nasponline.org)

- *System Design*
- *Team Collaboration*
- *Serving Individual Students*

Role of the School Psychologist in the RtI Process: How to Meet the Challenge

(NASP, 2006, Nasponline.org)

- Open to:
 - Changing how students are identified for interventions
 - Changing how interventions are selected, designed and implemented
 - Changing how student performance is measured and evaluated
 - Changing how evaluations are conducted
 - Changing how decisions are made

Role of the School Psychologist in the RtI Process: How to Meet the Challenge

(NASP, 2006, Nasponline.org)

- Open to improving:
 - Skills in evidence-based intervention strategies
 - Progress monitoring methods
 - Designing problem-solving models
 - Evaluating instructional and program outcomes
 - Conducting ecological assessment procedures
- Willing to:
 - Adapt a more individualize approach to services students
 - Adapt to a more systemic approach to serving schools

Role of the School Psychologist in the RtI Process: How to Meet the Challenge

(NASP, 2006, Nasponline.org)

- Willing and able to communicate their worth to administrators and policymakers.

Change Model



Consensus

Infrastructure

Implementation

Change Across Levels

- Consensus, Infrastructure, Implementation applies to EVERY level at which change occurs:
 - State
 - District
 - School
 - Profession
- Consensus building is similar across levels
- Infrastructure and Implementation processes are different across levels

Consensus

- Making the shift to a new paradigm, like Rtl, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

Paradigm Shift



- Eligibility focus
 - Diagnose and Place
 - *Get label*
- Outcome focus
 - Problem Solving and Response to Intervention
 - *Get help*

Foundation Beliefs

Maximum benefits to students occur if:

- Scientific, research-based instruction is delivered by highly qualified personnel
- Reliable, valid, and instructionally relevant assessments are used
- Problem-solving method is used to make decisions based on a continuum of student need

Foundation Beliefs

Maximum benefits to students occur if:

- Data are used to guide instructional decisions
- Professional development and follow-up modeling and coaching are provided to ensure effective instruction at all levels
- Leadership is vital
- All students and their families are part of one proactive and seamless system

Shared Vision of Desired Outcomes

- Maximum effect of core instruction for all students
- Targeted instruction and interventions for at-risk learners
- Significant improvements in pro-social behaviors
- Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion, and alternative education.
- Overall improvement in achievement rates
- Maximize efficiency and return on investment

What are the Barriers to Consensus Regarding the Role of the School Psychologist in an RtI Service Delivery Model?

Deliverable: Explicit, State-Level and
District-Level Position Statement on the
Role of the School Psychologist in an RtI
Service Delivery Model

Infrastructure

- Specific skill set required in an RtI model
- Role of the school psychologist, vis a vis that skill set
- Organizational structure that supports skill set and professionals with that skill set
- Professional development plan and opportunities to get that skill set
- Evaluation models that value and reward skill set
- Preservice training that prepares for that skill set
- Skill set tied to student outcomes

We must stop trying to protect the profession by eating our young.

Protect the profession by demonstrating how students cannot be successful without school psychologists in the mix.

Implementation

- How do we assign school psychologists to meet district, school and student needs?
- Program evaluation and outcome models
- Multi-year PD plan
- Consistent message delivered by service providers
- LEADERSHIP

Components of Response to Intervention: Impact on School Psychology

Do We Understand the Context?

Do We Understand the System?

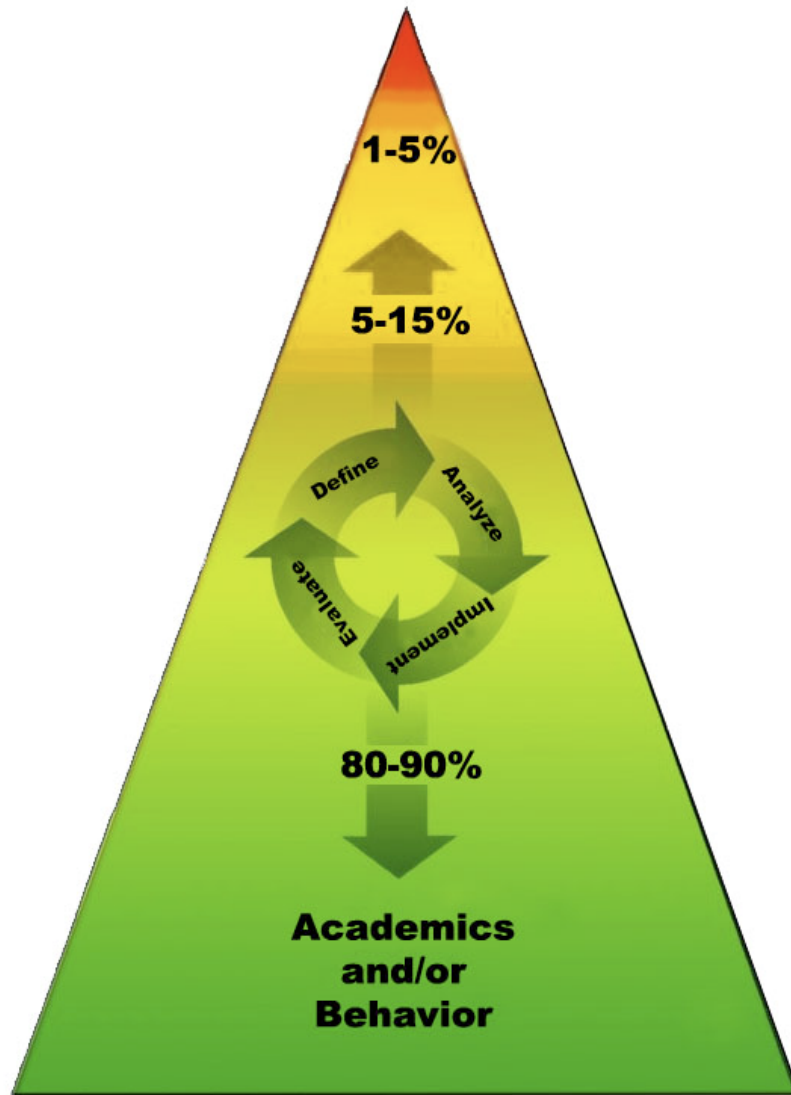
Can We Communicate This Effectively?

Response to Intervention

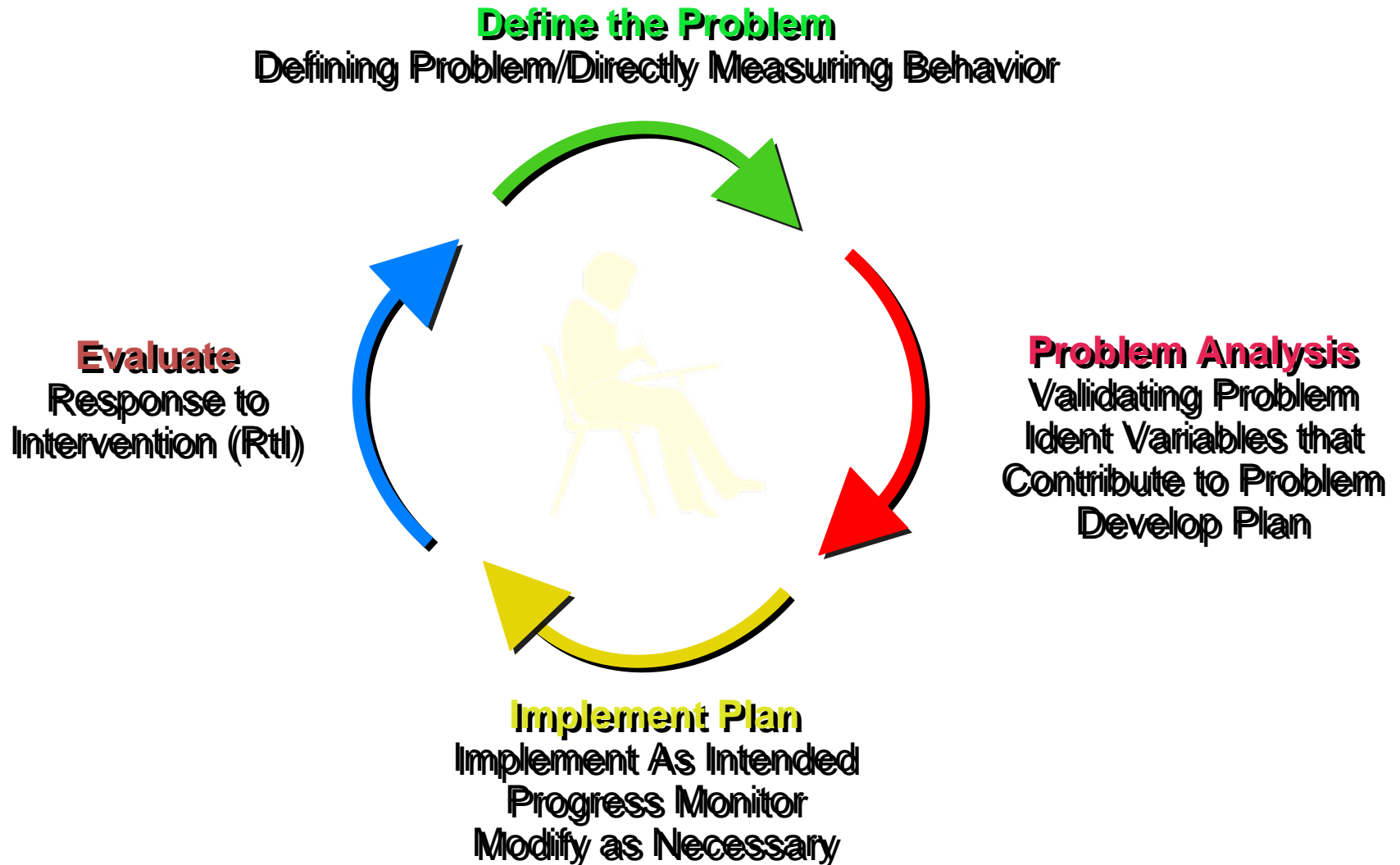
- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

(Batsche, et al., 2005)

- Problem-solving is the process that is used to develop effective instruction/interventions.



Problem Solving Process



Steps in the Problem-Solving Process

1. PROBLEM IDENTIFICATION

- Identify replacement behavior
- Data- current level of performance
- Data- benchmark level(s)
- Data- peer performance
- Data- GAP analysis

2. PROBLEM ANALYSIS

- Develop hypotheses(brainstorming)
- Develop predictions/assessment

3. INTERVENTION DEVELOPMENT

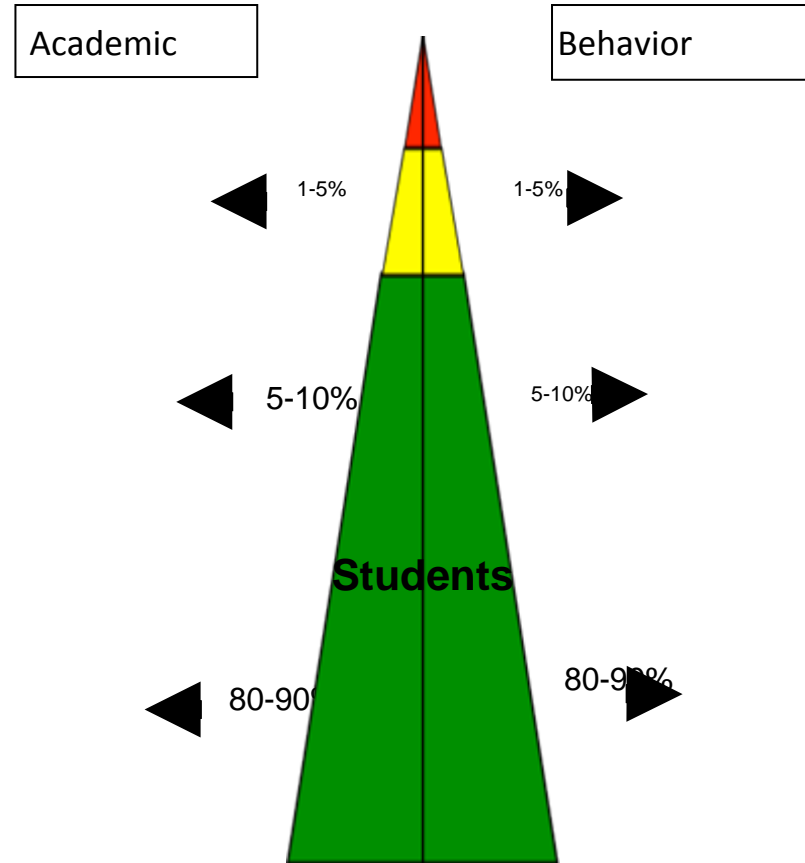
- Develop interventions in those areas for which data are available and hypotheses verified
- Proximal/Distal
- Implementation support

4. Response to Intervention (RtI)

- Frequently collected data
- Type of Response- good, questionable, poor

Problem-Solving/Rtl Resource Management

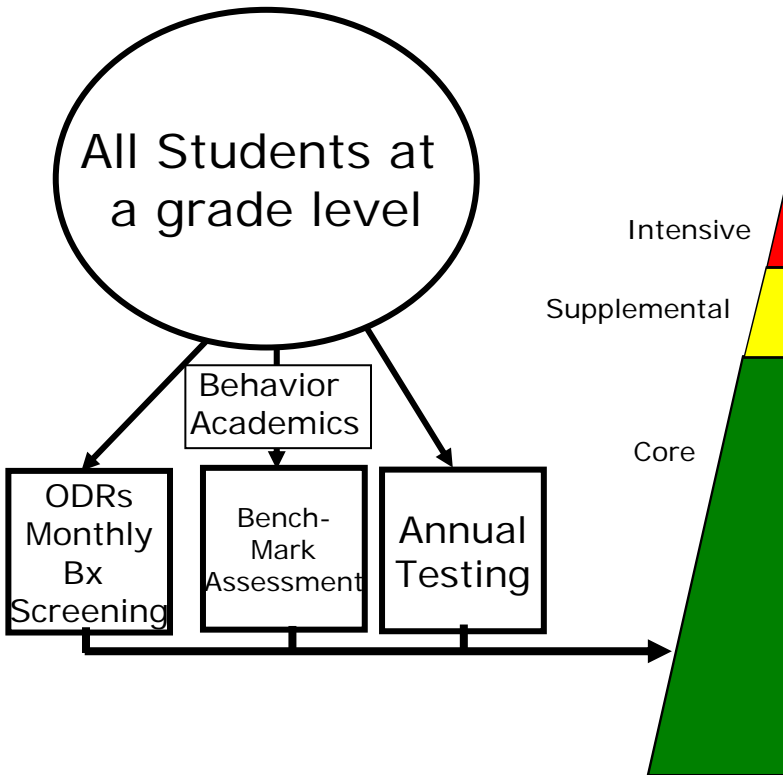
- Public Education
Resource Deployment
 - Support staff cannot resource more than 20% of the students
 - Service vs Effectiveness--BIG ISSUE



How Does it Fit Together?

Standard Treatment Protocol

Step 1



Step 2

Addl. Diagnostic Assessment

1-5% → Individual Diagnostic

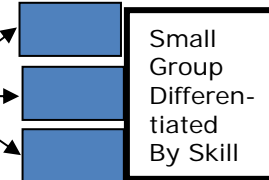
5-10% → Standard Protocol

80-90% → None

Step 3

Instruction

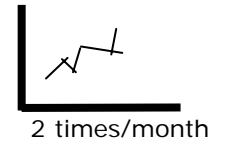
Individualized Intensive



Continue With Core Instruction

Step 4

Results Monitoring

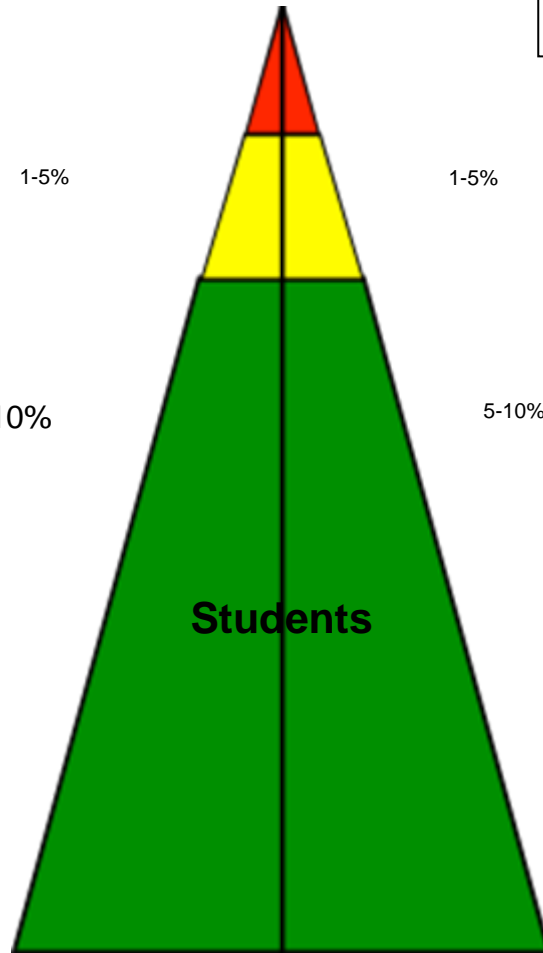


Grades Classroom Assessments Yearly Assessments

Three Tiered Model of School Supports: Anclote Elementary-Pasco County

Academic Systems

Behavioral Systems



Tier 3: Comprehensive and Intensive Interventions

Individual Students or Small Group (2-3)
Reading: Scholastic Program,
Reading, Mastery, ALL, Soar to Success, Leap
Track, Foundations

1-5%

Tier 2: Strategic Interventions

Students that don't respond to the core
curriculum
Reading: Soar to Success, Leap Frog,
CRISS strategies, CCC Lab Math:
Extended Day
Writing: Small Group, CRISS strategies,
and "Just Write Narrative" by K.
Robinson

5-10%

Tier 1: Core Curriculum

All students
Reading: Houghton Mifflin
Math: Harcourt
Writing: Six Traits Of Writing
Learning Focus Strategies

80-90%

Students

Tier 3: Intensive Interventions

Individual Counseling
FBA/BIP
Teach, Reinforce, and Prevent (TRP)
Assessment-based
Intense, durable procedures

1-5%

Tier 2: Targeted Group Interventions

Some students (at-risk)
Small Group Counseling
Parent Training (Behavior & Academic)
Bullying Prevention Program
FBA/BIP Classroom Management
Techniques, Professional Development
Small Group Parent Training, Data

5-10%

Tier 1: Universal Interventions

All settings, all students
Committee, Preventive, proactive
strategies
School Wide Rules/ Expectations
Positive Reinforcement System
(Tickets & 200 Club)
School Wide Consequence
System School Wide Social Skills
Program, Data (Discipline,
Surveys, etc.) Professional
Development (behavior)
Classroom Management
Techniques, Parent Training

80-90%

System Level: Consensus Building

- Resources:
 - www.rtinetwork.org (Get Started)
 - www.nasdse.org (district/school blueprints)
- Processes
 - Knowledge (Beliefs /Practices Surveys)
 - Common Need (District Student Data)
 - Skill Attainment (Skills Survey/PD Plan)
- Outcomes
 - Shared Beliefs
 - Common Mission (District/School Implementation Plan)

Tier I Problem-Solving: Data and Skills Needed

Tier I - Assessment

Discipline Data (ODR)
Benchmark Assessment
School Climate Surveys
Universal Screening
FCAT
Universal Screening
District-Wide Assessments

80 - 90%

Tier I - Core Interventions

School-wide Discipline Positive
Behavior Supports
Whole-class Interventions
Core Instruction

Tier 1 Question

- What is the level of effective instruction?
 - 80% of student proficient (by NCLB categories)
 - Rate of proficiency is increasing each year with changes in state AYP requirements
- Problem-solving process applied to developing, implementing and evaluating changes to core instruction.

Skills Required for Tier 1

- Facilitate the Problem-Solving Process for Core Academic and/or Behavior Programs
- Understand and Interpret Tier 1 Data
 - High Stakes Testing Data
 - Universal Screening Data
 - Progress Monitoring Data (Benchmarking)
- Data Coach
- Contribute to hypothesis development in the Problem-Solving Model (PSM)

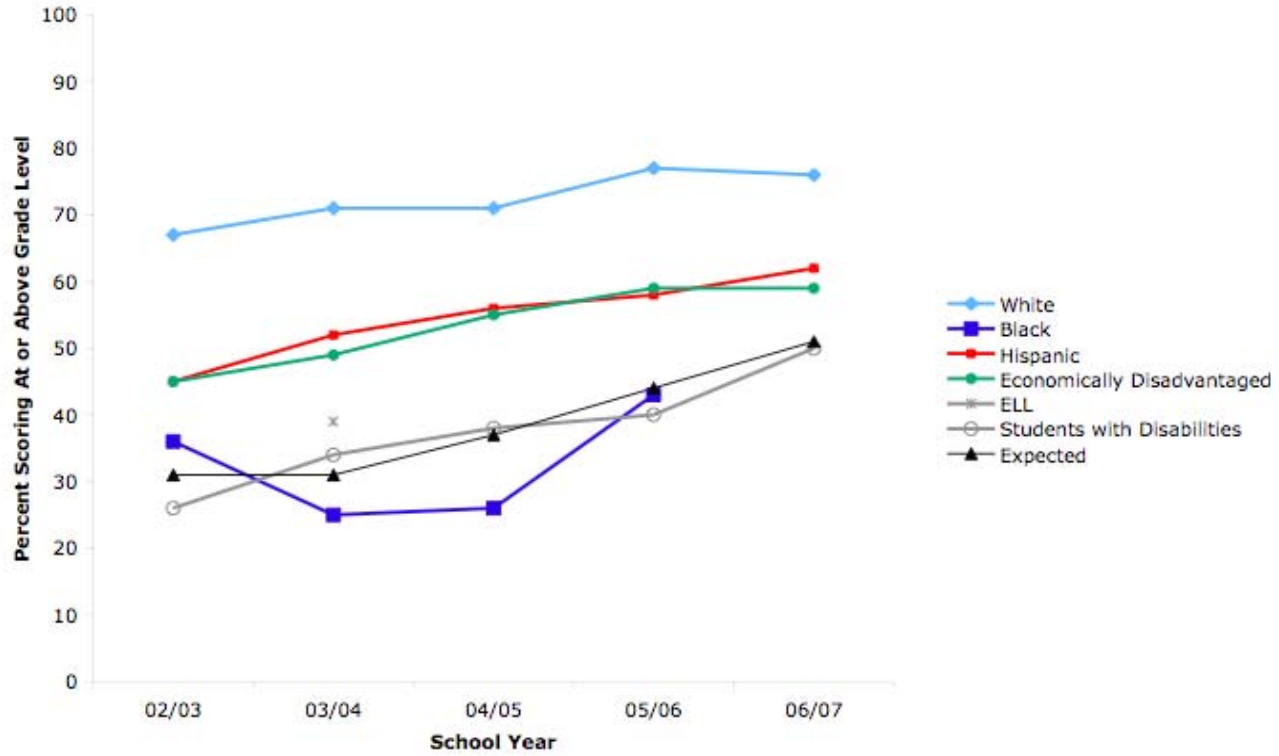
Tier 1 Hypotheses

- Student levels of readiness
 - Exposure, language (universal screening)
- Sufficiency of instruction (Time)
- Integrity of instruction
 - www.fcrr.org (administrators, principal walk through evaluations)
- Multiple others.....

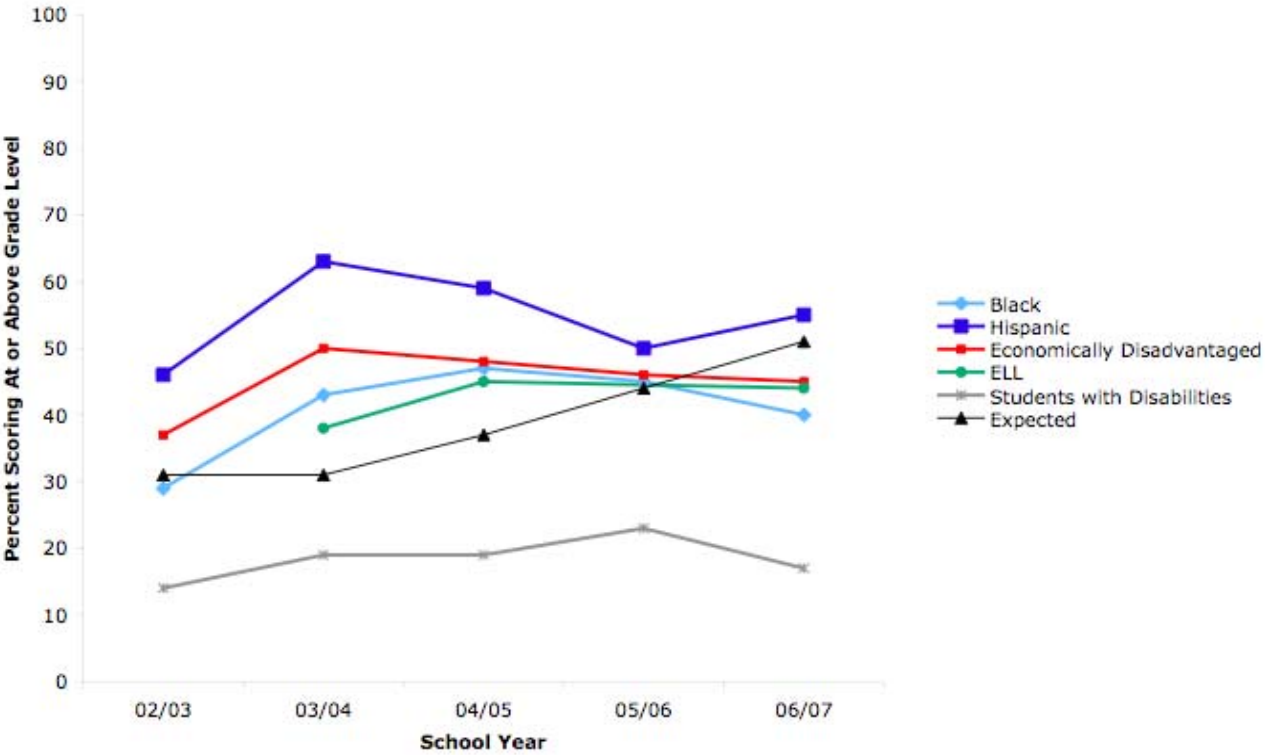
Data For Each Tier - Where Do They Come From?

- Tier 1: Universal Screening, accountability assessments, grades, classroom assessments, referral patterns, discipline referrals

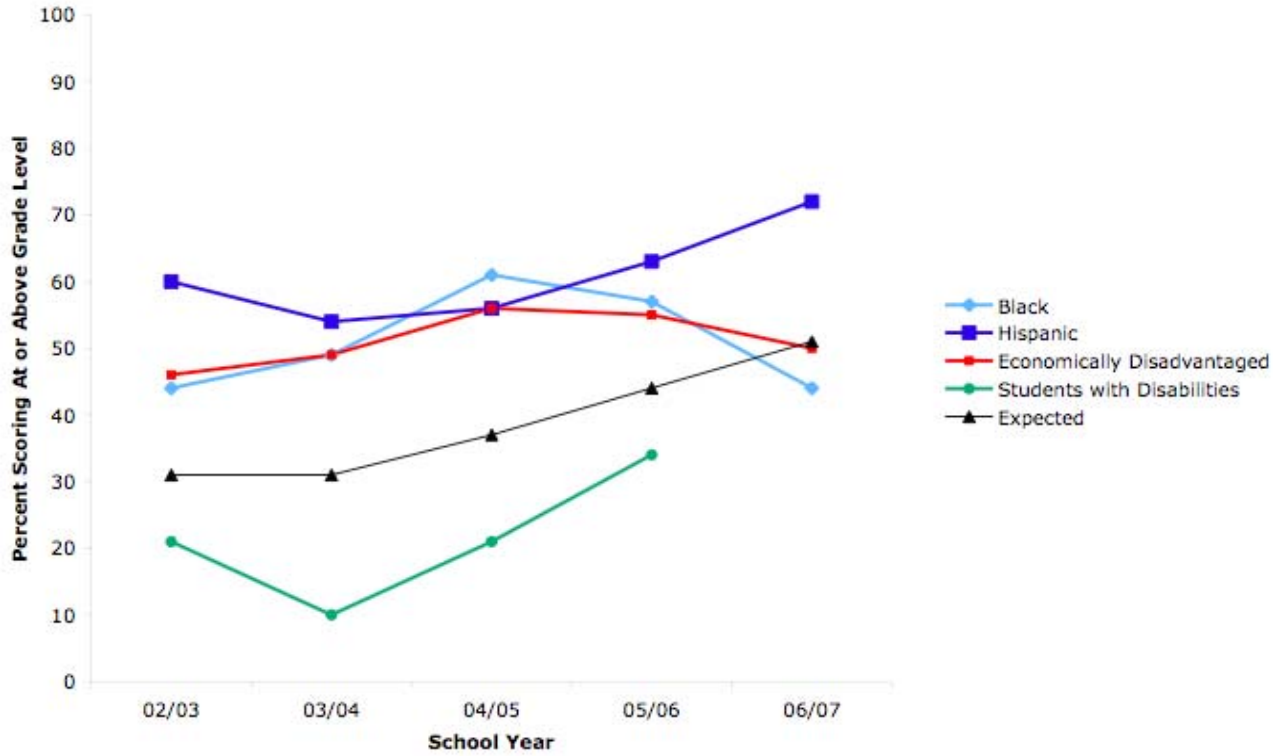
Key Largo School: Reading AYP



Pine Lake Elementary: Reading AYP



Ethel Beckford/Richmond Elementary: Reading AYP



School Status Report

District: Your District
School: Your School
Class: All
Grade: All
Probe: All
Student: All
Assessment: 2
School Year: 2006-2007
Date/Time: 1/31/2007 12:25 PM

Grade	Instructional Level	Letter Naming Fluency	Initial Sound Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency	
Kindergarten						
<input type="checkbox"/> Grade Summary	76	14 38 47	16 71	25 42 33	41 54	29 16 55
1st Grade						
<input type="checkbox"/> Grade Summary	101	33 17 50	88	33 28 40	21 26 53	
A, Teacher	21	33 62	14 86	29 24 48	29 62	
B, Teacher	19	37 16 47	16 74	37 32 32	37 16 47	
C, Teacher	20	25 15 60	100	20 30 50	30 60	
D, Teacher	20	30 25 45	90	45 30 25	15 25 60	
E, Teacher	21	38 24 38	90	33 24 43	14 48 38	
2nd Grade						
<input type="checkbox"/> Grade Summary	93	34 16 49	20 73	34 16 49		
3rd Grade						
<input type="checkbox"/> Grade Summary	75	24 35 41	24 35 41			

Class Recommended Level of Instruction Report

District: Your District

School: Your School

Teacher: Teacher Name

Grade: Kindergarten

Probe: All

Student: All

Assessment: All

School Year: 2004-2005

Date/Time: 6/20/2005 8:40 AM

Class List

Assessment 1

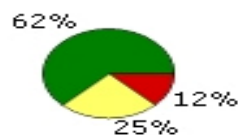
Assessment 2

Assessment 3

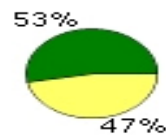
Assessment 4

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.



16



17



18



18

Progress Monitoring & Reporting Network: Reports

School Comparison Report

District: Your District

School: Your School

Class: All Classes

Grade: 1st Grade

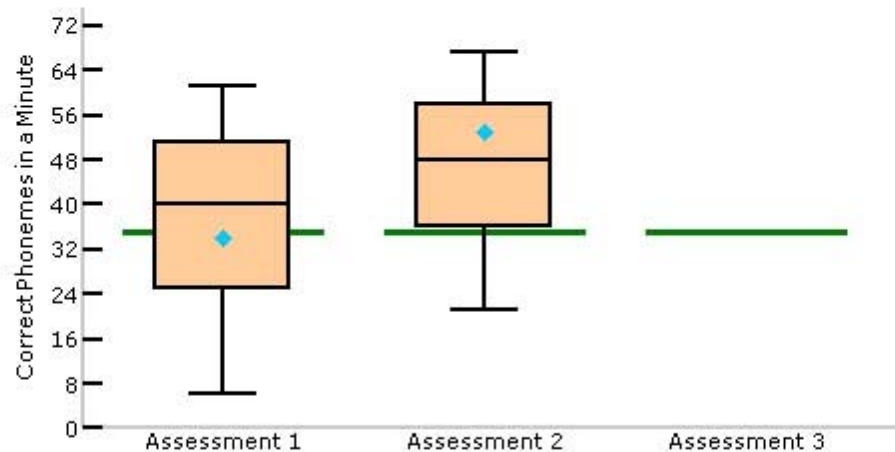
Probe: Phoneme Segmentation Fluency

Student: All Students

Assessment: All Assessments

School Year: 2006-2007

Date/Time: 2/2/2007 1:29 PM



Plots are of the target school as compared to the average of 5 other schools with similar demographics.

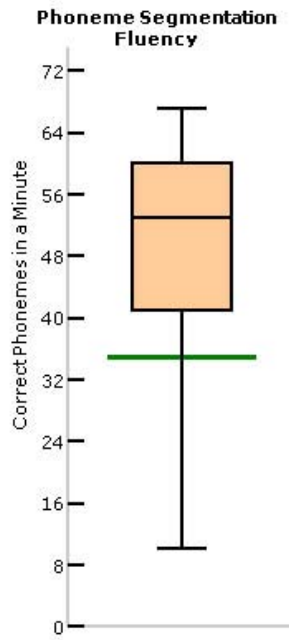
Show schools using the same curriculum.

Reading Curriculum: HOUGHTON MIFFLIN

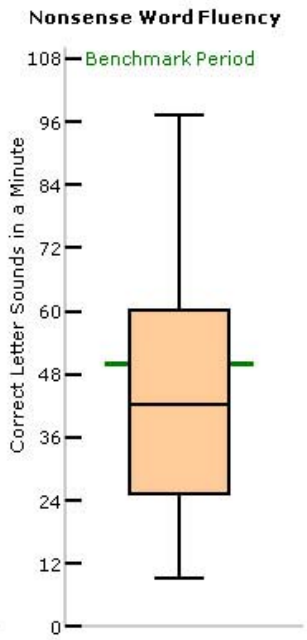
School Grade Summary Report

District: Your District	School: Your School	Class: All
Grade: 1st Grade	Probe: All	Student: All
Assessment: 2	School Year: 2006-2007	Date/Time: 2/1/2007 5:19 PM

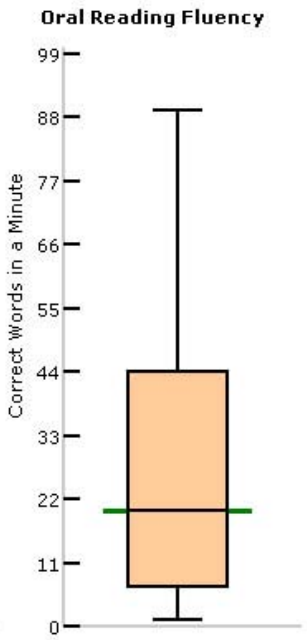
1st Grade



[Show Progress Report](#)



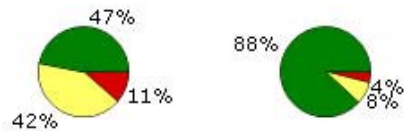
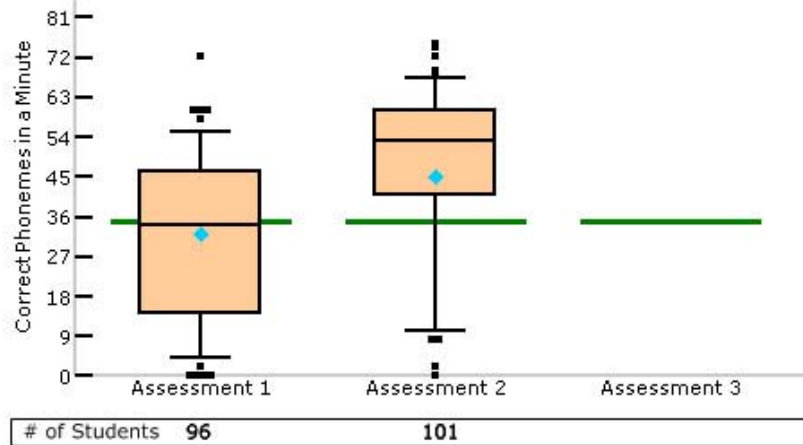
[Show Progress Report](#)



[Show Progress Report](#)

School Progress Report

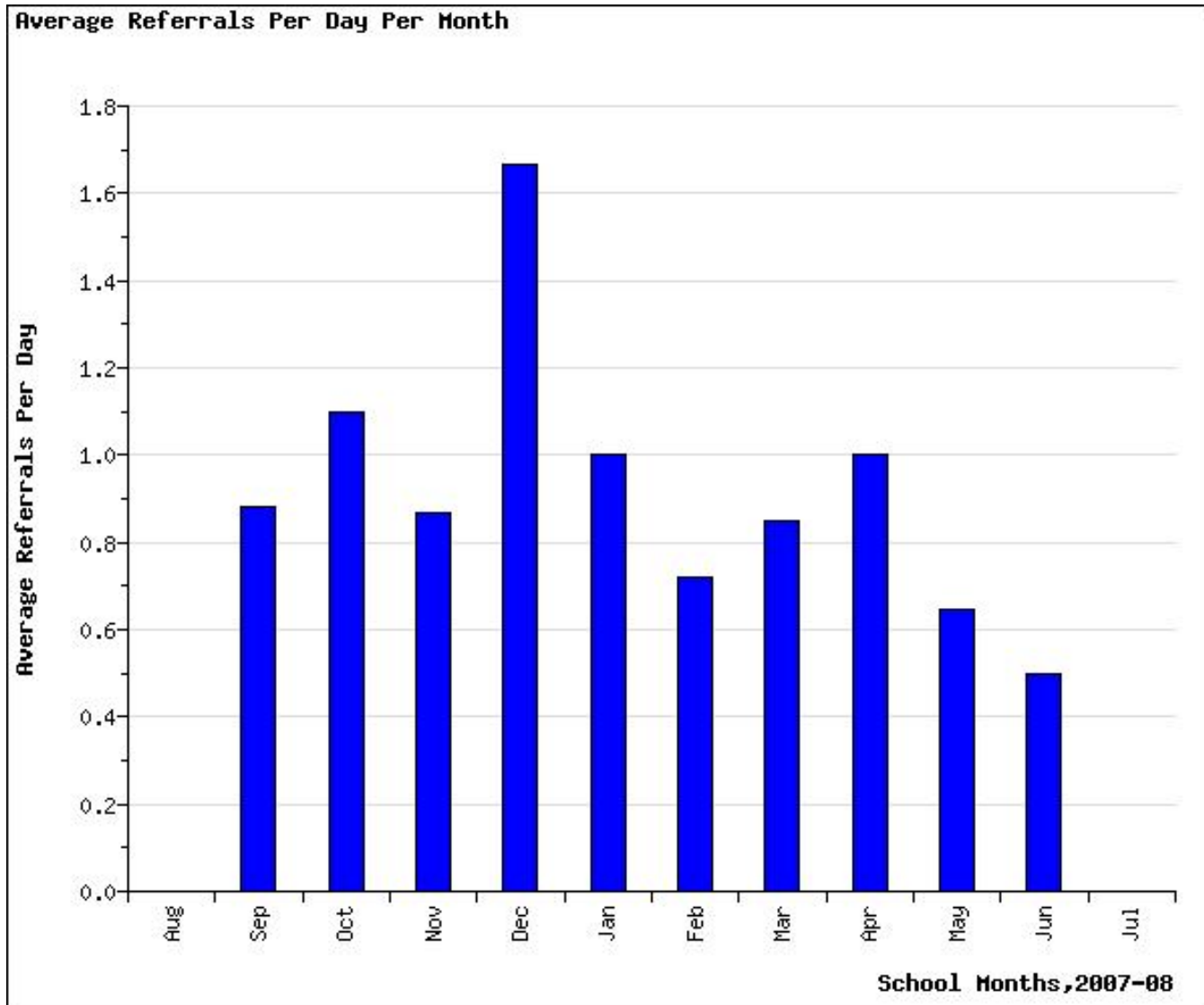
District: School: Class:
 Grade: Probe: Student:
 Assessment: School Year: Date/Time: 2/1/2007 4:52 PM



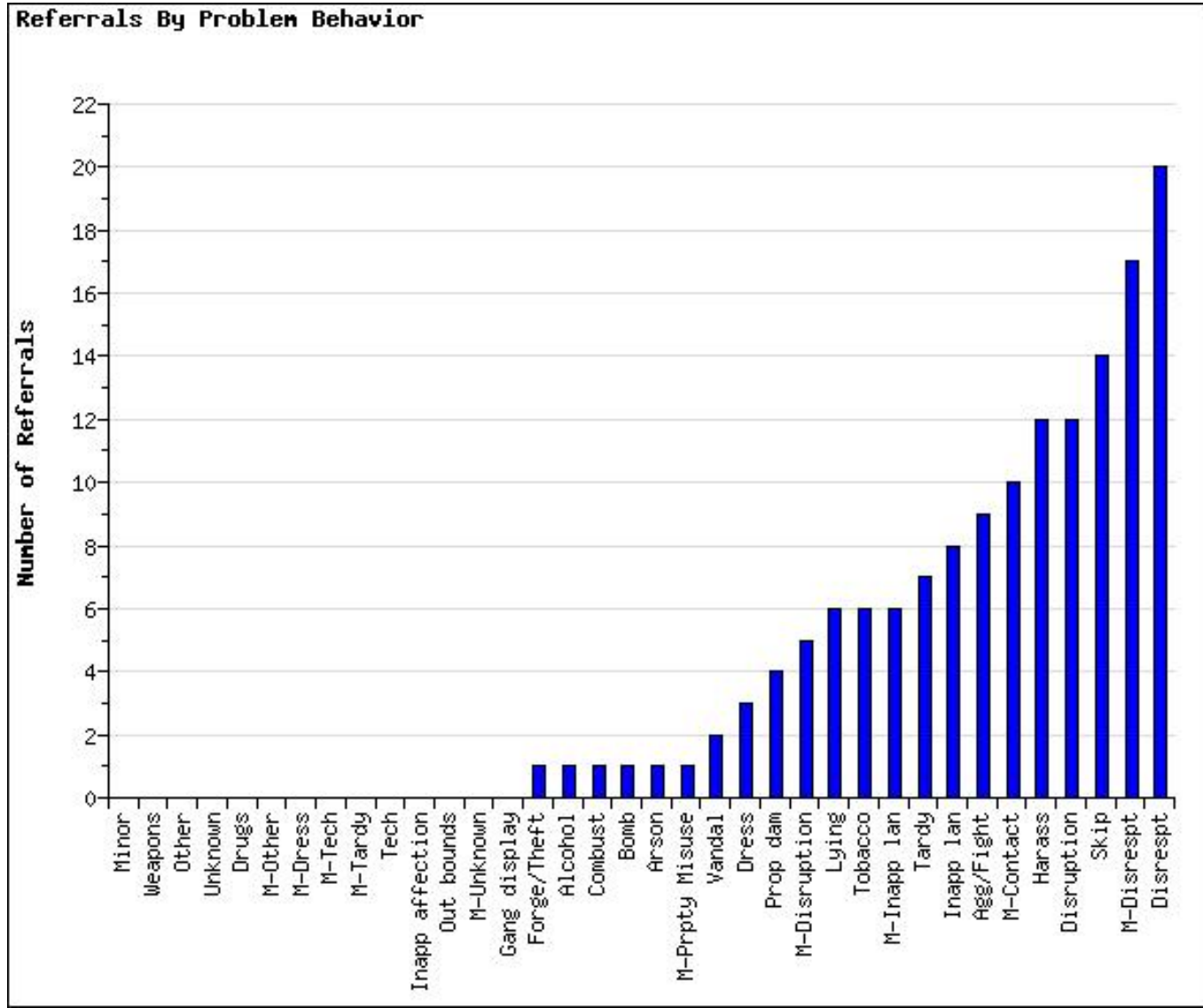
Select a Class:

[Show Grade Summary Report](#) [Show Comparison Report](#)

www.swis.org



www.swis.org



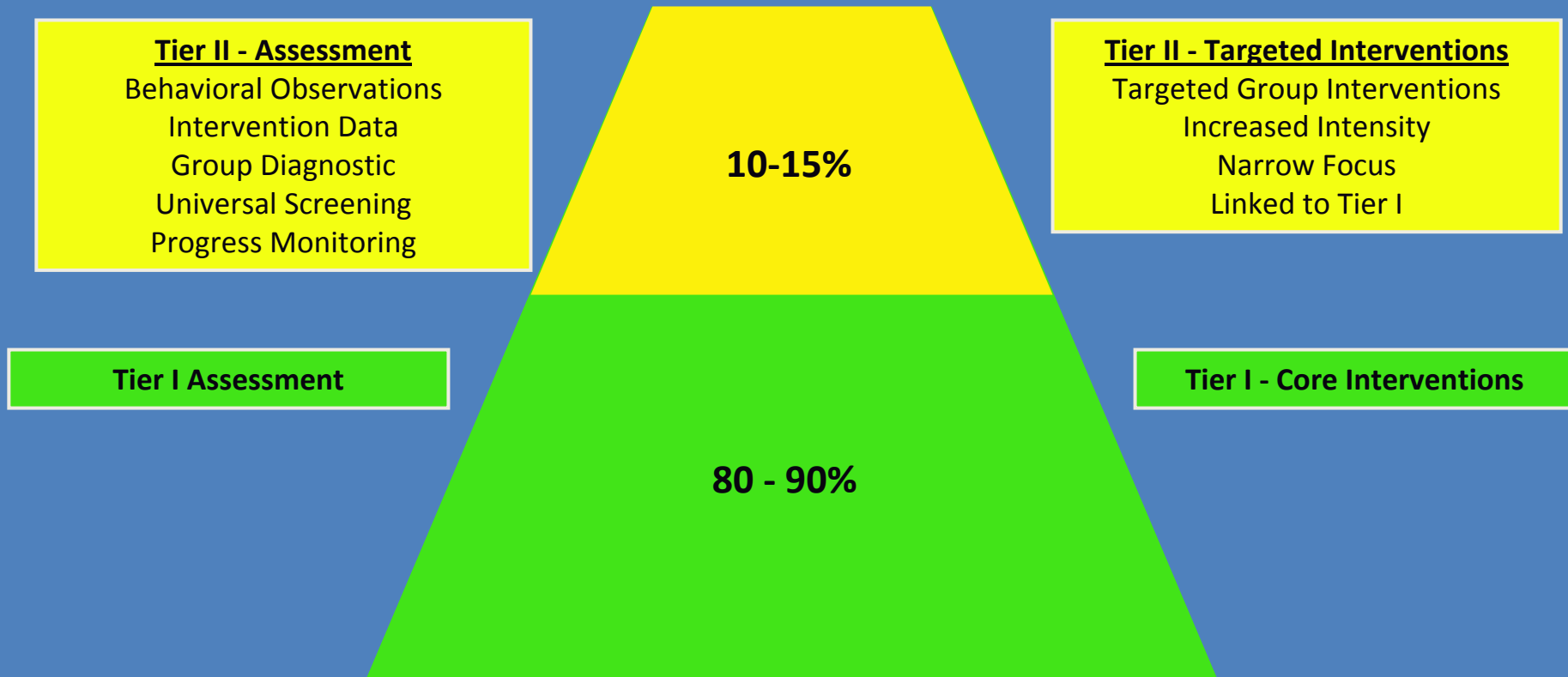
Interventions: Tier 1

- Group students based on skill data
- Differentiate instruction based on grouping
- Organize students based on skill performance
 - Higher performing, more students,
 - Lower performing, fewer students
- Same amount of time, different use of that time
- Breadth of skill focus might vary
- Change core instruction program

Tier 2:

Function of the tier and skills
required to navigate THIS river

Tier II Problem-Solving Data and Skills Needed



Function/Focus of Tier 2

- Additional exposure to core instruction
- Problem-Solving Process applied to high incidence “problems.” Solutions applied to small groups of students.
- Individual students *can* be **A** focus of Tier 2, but it is not the first priority.
- This is the “Standard Protocol” approach.

Data For Each Tier - Where Do They Come From?

- Tier 2: Universal Screening - Group Level Diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment, common assessments

Determine the Focus of Tier 2 Interventions: Using Existing Data to Predict Intervention Needs

- Previous referral history predicts future referral history
- How do we interpret teacher referrals? Tie referral information to school PD plan
- Previous intervention history predicts future intervention history. Outcome data-70% of students receiving Tier 2 services attain proficiency
- How do we use this information to establish an infrastructure for change?
- Universal screening and benchmark data.
- Common assessment at the middle and high school levels for content.

Data-Driven Infrastructure: Establishing a Building Baseline

- Code referrals (reasons) for past 2-3 years
 - Identifies problems teachers feel they do not have the skills/support to handle
 - Referral pattern reflects skill pattern of the staff, the resources currently in place and the “history” of what constitutes a referral in that building
 - Identifies likely referral types for next 2 years
 - Identifies focus of Professional Development Activities AND potential Tier II and III interventions
 - Present data to staff. Reinforces “Need” concept

Data-Driven Infrastructure: Establishing a Building Baseline

- Assess current “Supplemental Interventions”
 - Identify all students receiving supplemental interventions
 - For those interventions, identify
 - Type and Focus (academic, direct instruction, etc)
 - Duration (minutes/week)
 - Provider
 - Outcome 70% proficient?
 - Aggregate
 - Identifies instructional support types in building
 - This constitutes Tier II and III intervention needs

Intervention Development

- Criteria for “Appropriate” and “Effective” Interventions:
 - Evidence-based
 - Type of Problem
 - Population
 - Setting
 - Levels of Support
- Focused on most important needs
- Group interventions have priority
- Interventions **MUST** be linked to Tier 1 focus, materials, performance criteria

Characteristics of Tier 2 Interventions

- Available in general education settings
- Opportunity to increase exposure (academic engaged time) to CORE curriculum first
- Opportunity to narrow focus of the curriculum
- Sufficient time for interventions to have an effect (10-30 weeks)
- Often are “standardized” supplemental curriculum protocols
- Delivered in general education classroom or in an alternative setting

Examples of Supplemental Interventions: Elementary/Middle

- 90 minute reading/language arts block
- 45 minutes of group “Core” instruction
- 45 minutes of “guided” (center type) instruction for students who are at or above benchmark levels
- 35-40 minutes of “Core” instruction for struggling students—additional AET, not necessarily “specialized” instruction.

Interventions: Tier 2

- ***First*** resource is TIME (AET)
 - HOW much more time is needed?
- ***Second*** resource is curriculum
 - WHAT does the student need?
- ***Third*** resource is personnel
 - WHO or WHERE will it be provided?

Tier 2: Getting TIME

- “Free” time--does not require additional personnel
 - Staggering instruction
 - Differentiating instruction
 - Cross grade instruction
 - Skill-based instruction
- Standard Protocol Grouping
- Reduced range of “standard” curriculum
- After-School
- Home-Based

Tier 2: Curriculum

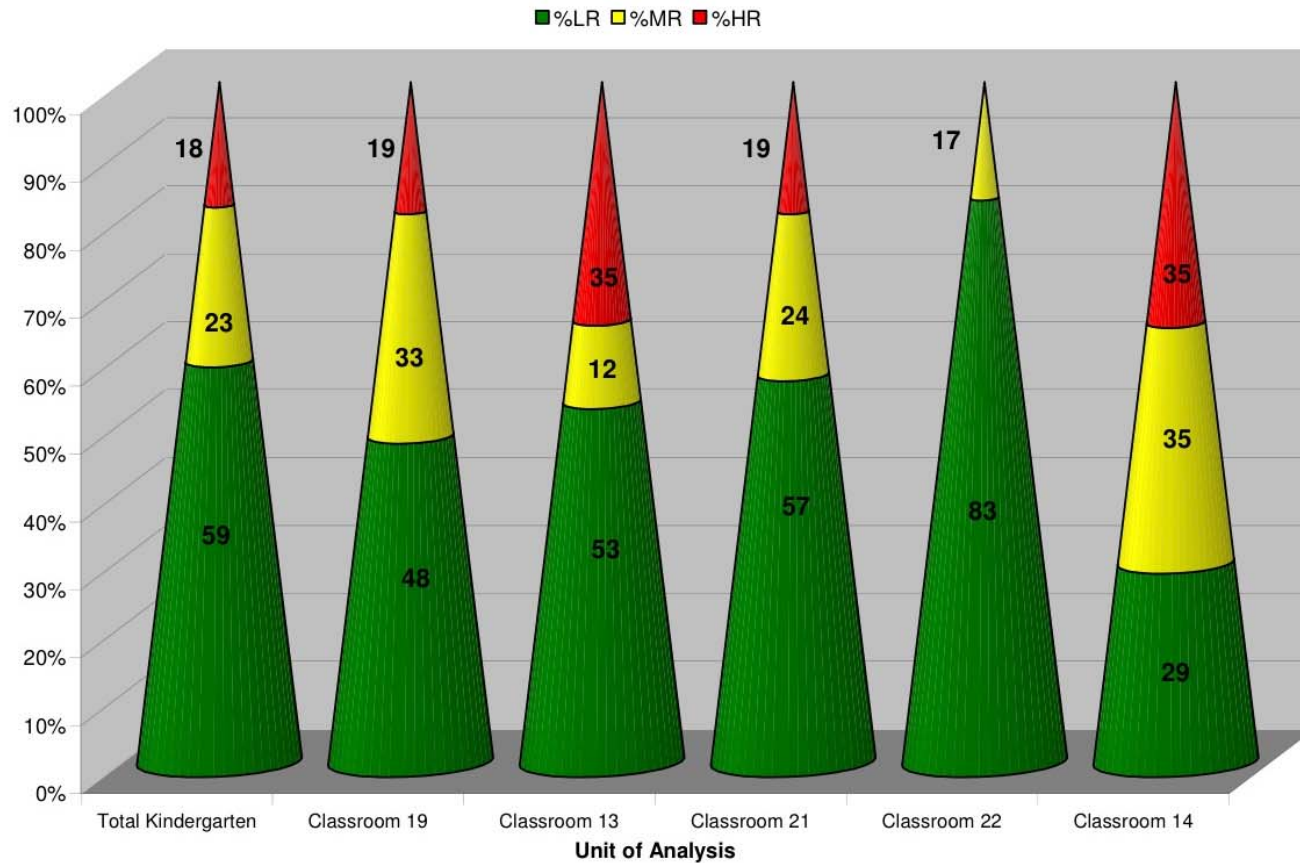
- Standard protocol approach
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Tier 2: Personnel

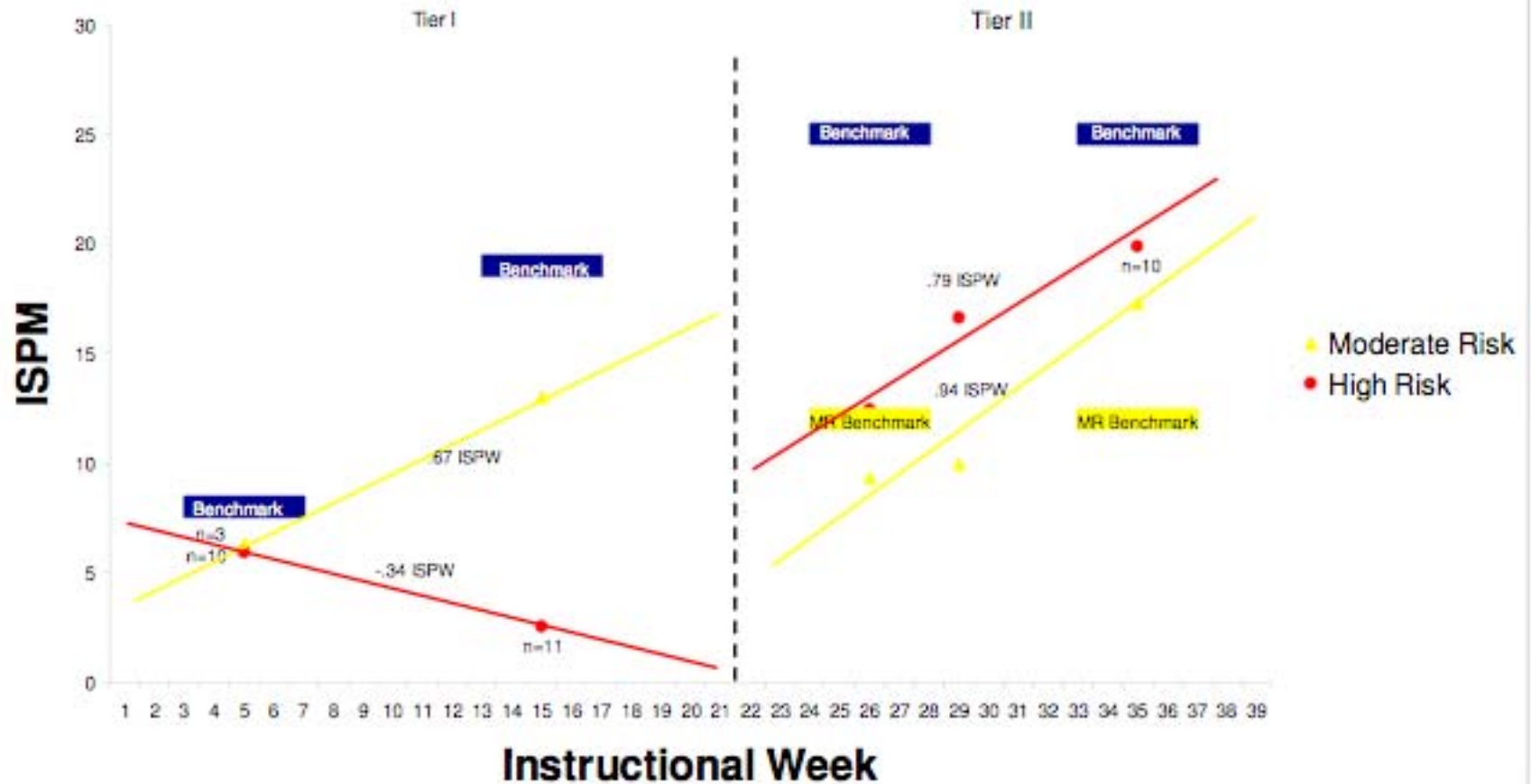
- EVERYONE in the building is a potential resource
- Re-conceptualize who does what
- Personnel deployed AFTER needs are identified
- WHERE matters less and less
- REMEMBER, student performance matters more than labels, locations and staff needs.
- A school cannot deliver intensive services to more than 7% of the population

Tier 1 Data Example

Letter Naming Fluency Risk Level Overview



Ancote Original Intervention Group - ISF



Referral Analysis

- 42% Noncompliance
- 30% Off-Task/Inattention
- 12% Physical/Verbal Aggression
- 6% Relational Aggression
- 10% Bullying

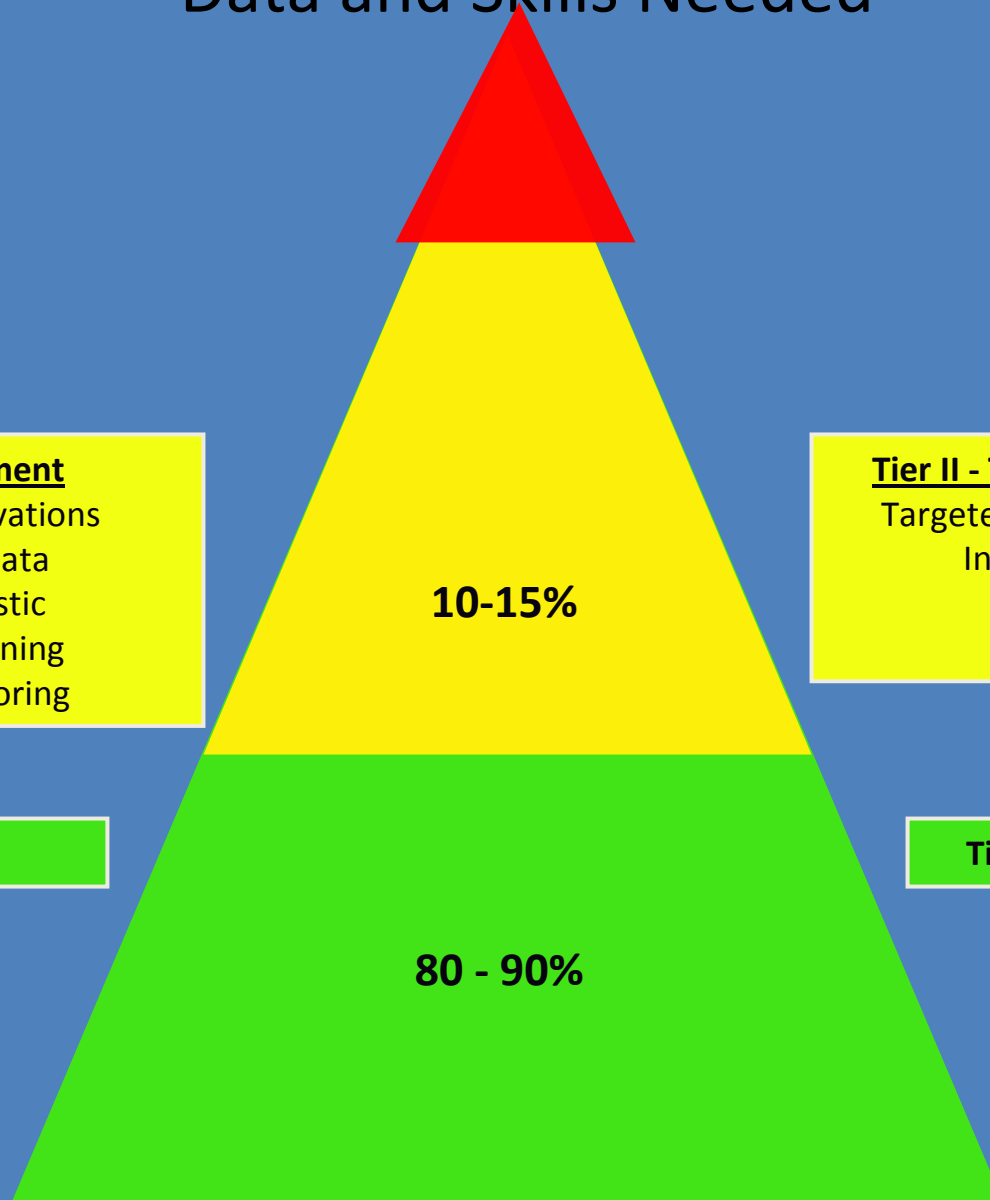
Tier 1 and 2 Intervention with Standard Protocol

- School wide training for teachers on how to give and follow through with directions for “hard to comply” students
- Standard Protocol social skills intervention for any student who has 3 ODRs
- Small group social skills training for students with 3 or more ODRs

Building-Level Behavior Data

- | % Building | % Referred |
|----------------------|------------|
| Male 50% | 80% |
| White 72% | 54% |
| Hispanic 12% | 20% |
| African American 15% | 24% |
| Other 1% | 2% |
| Low SES 25% | 50% |

Tier II Problem-Solving Data and Skills Needed



Tier II - Assessment

Behavioral Observations
Intervention Data
Group Diagnostic
Universal Screening
Progress Monitoring

Tier II - Targeted Interventions

Targeted Group Interventions
Increased Intensity
Narrow Focus
Linked to Tier I

10-15%

Tier I Assessment

Tier I - Core Interventions

80 - 90%

Data For Each Tier - Where Do They Come From?

- Tier 3: Universal Screenings, Individual Diagnostics, intensive and systematic progress monitoring, formative, assessment, common assessments, other informal assessments

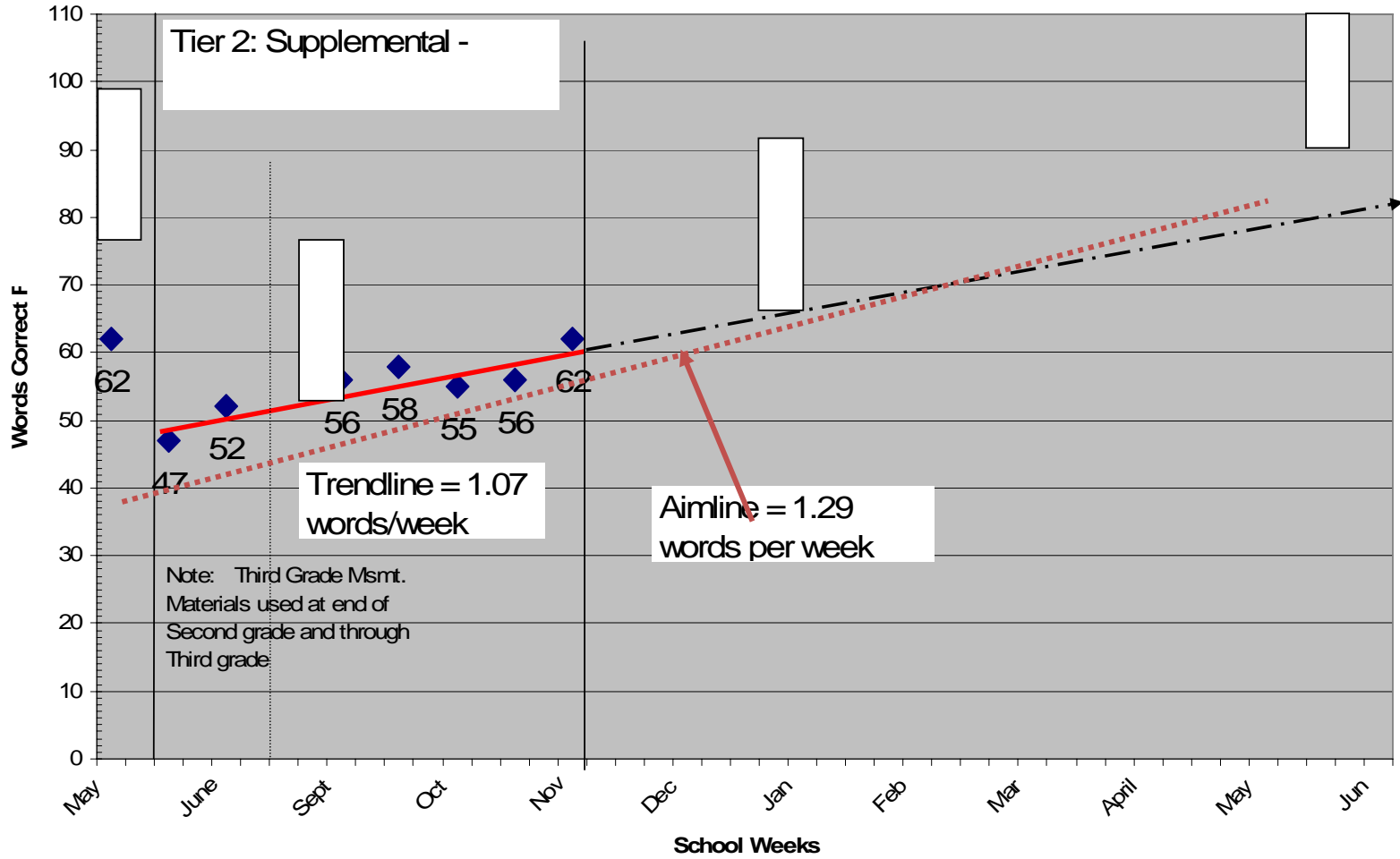
Individual Student Diagnostic Evaluation

- Primary purpose is to inform intervention development
- Measures used must be defended by professional who chooses to use them
- Their “validity” is based on the degree to which interventions that were developed based on the data were effective
- Few, if any limitations on types of assessment, including “process” assessment

Tier 3 Assessment

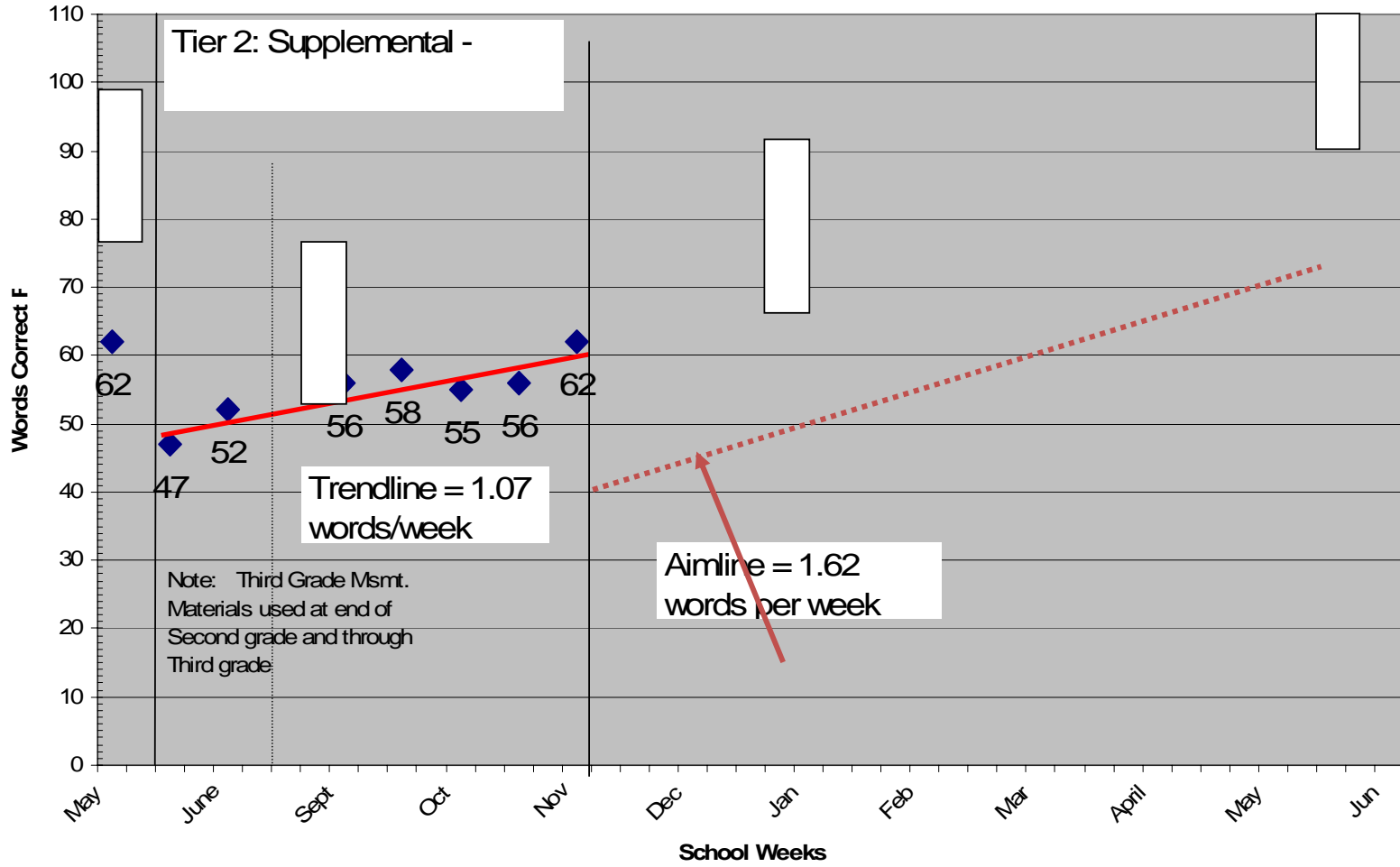
- Inform intervention development and implementation
- What do we say when the interventions that were developed based on these data do not work?
- How is using these data for eligibility helpful to the student?
- Eligibility is determined based on the response that students have to interventions that are developed using these data

Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3

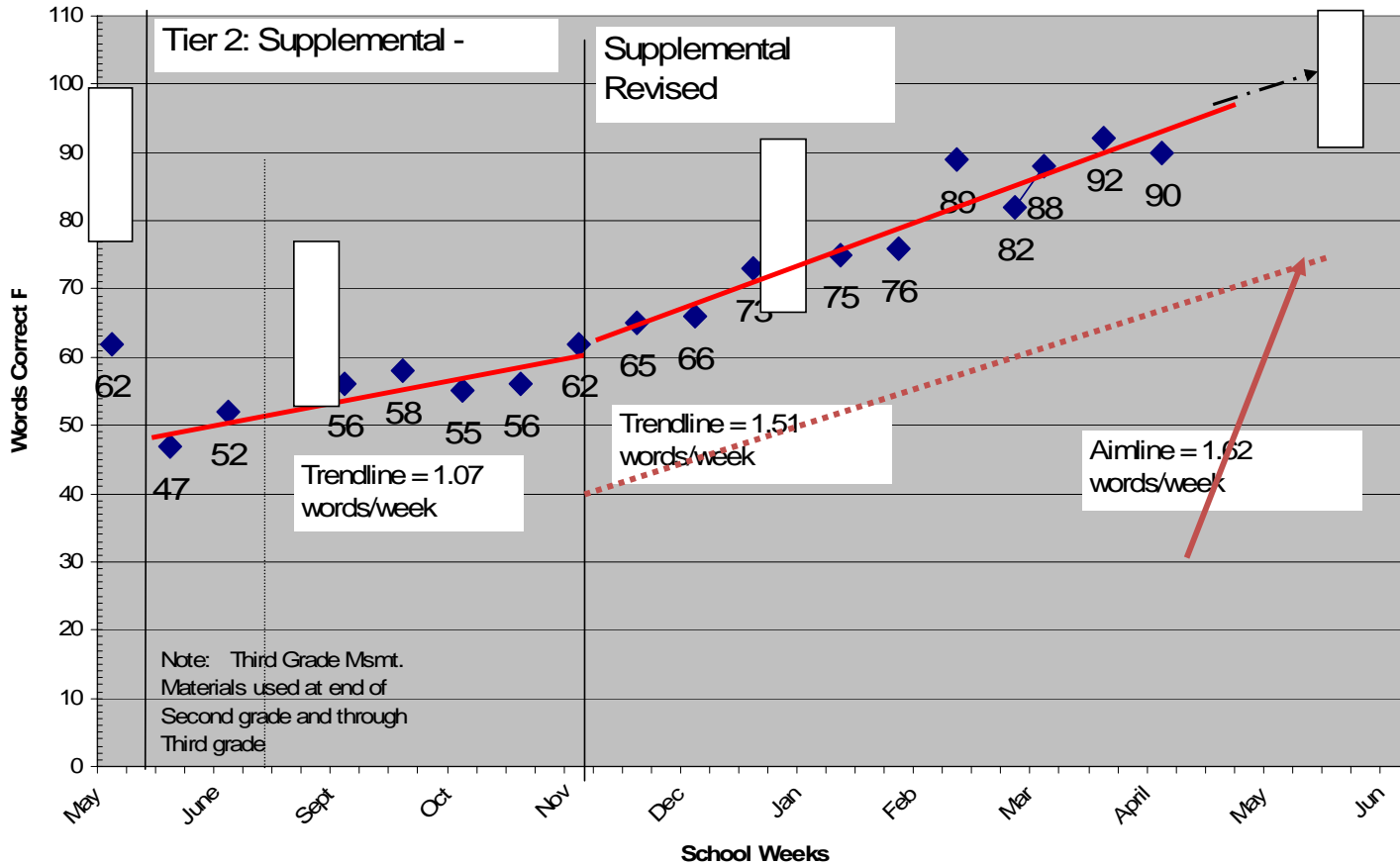


Questionable RtI

Elsie Tier 2 (Results 2) End of Grade 2 and Grade 3

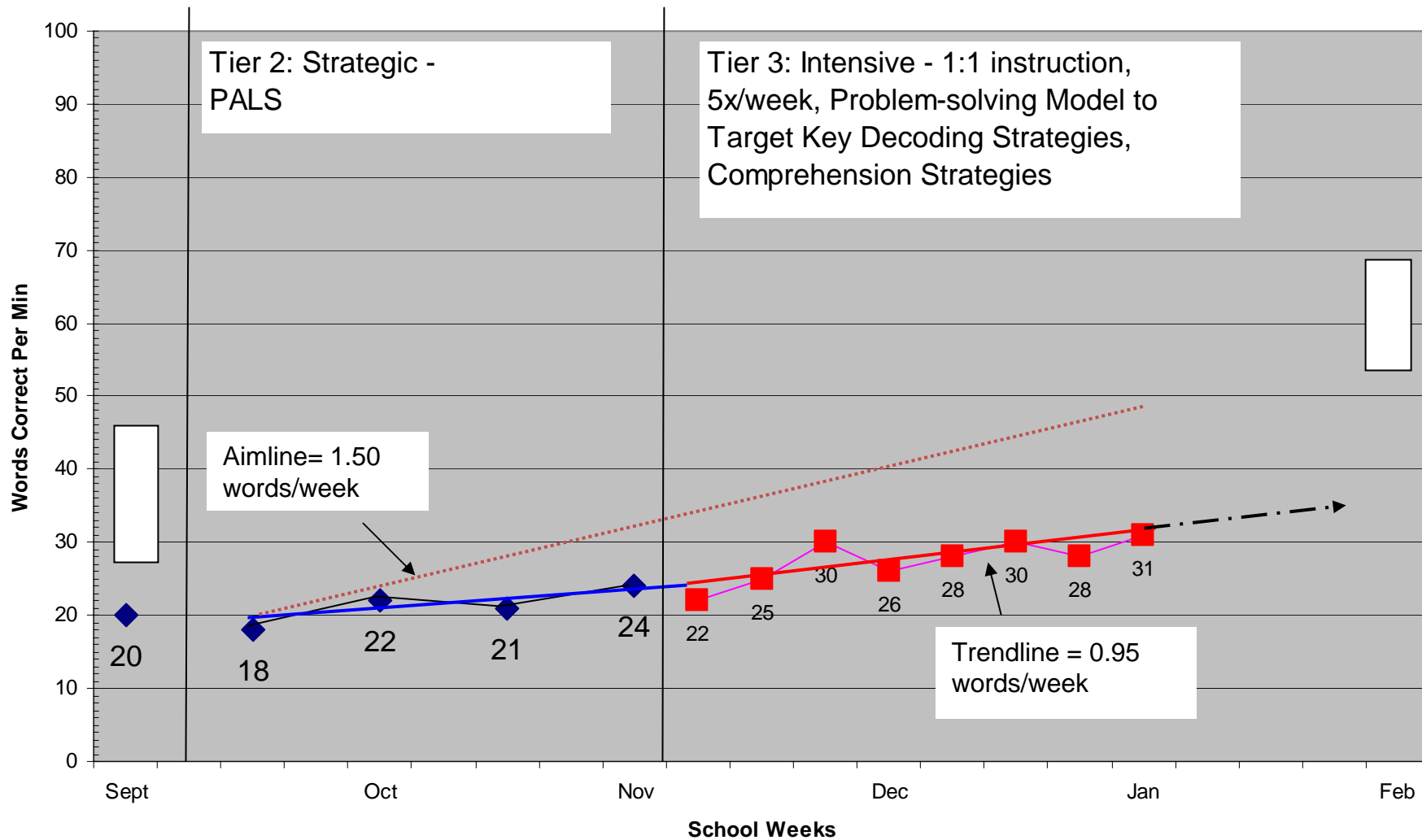


Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3



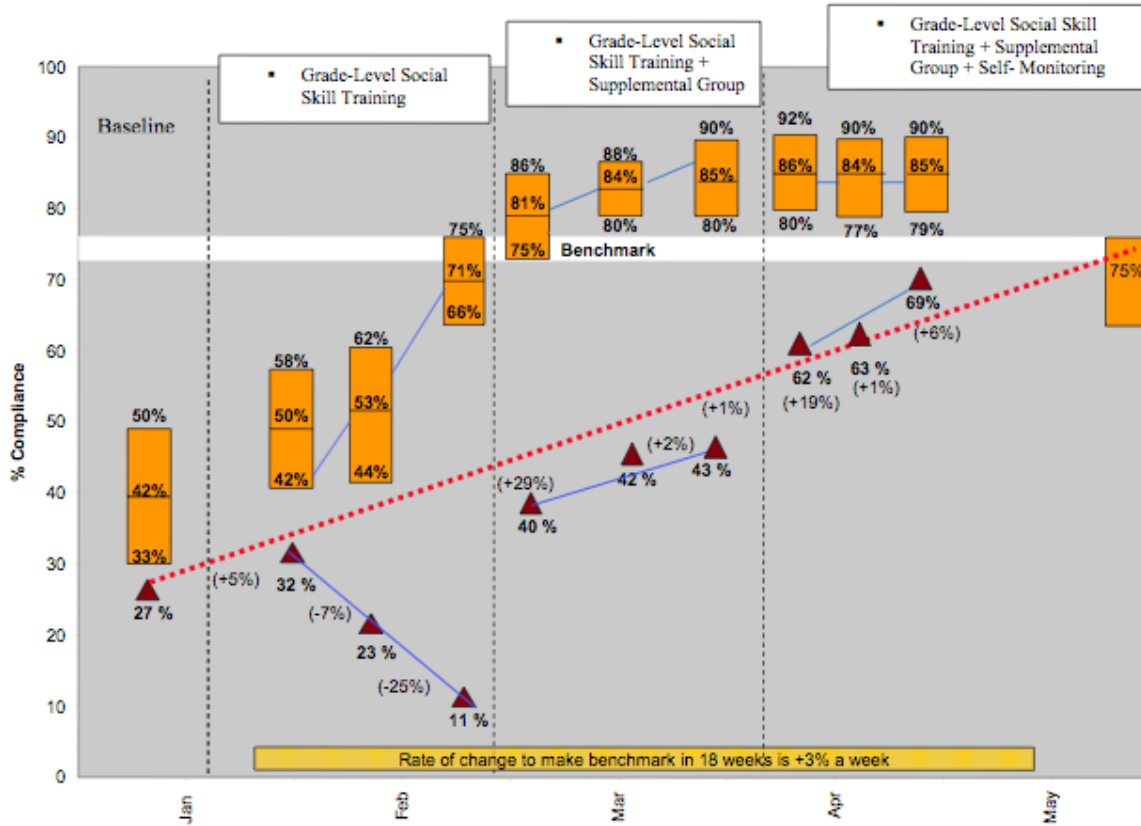
Good RtI

Bart



Tier I (Universal) and Tier II (Supplemental) Interventions

Victor D. 7



*Rate of change required each week for target student to reach benchmark is (+3 %)

Intervention Development and Implementation

Tier Functions/Integration

- How the Tiers work
- Time aggregation
- Tier integration

How the Tiers Work

- Goal: Student is successful with Tier 1 level of support-academic or behavioral
- Greater the tier, greater support and “severity”
- Increase level of support (Tier level) until you identify an intervention that results in a positive response to intervention
- Continue until student strengthens response significantly
- Systematically reduce support (Lower Tier Level)
- Determine the relationship between sustained growth and sustained support.

Integrating the Tiers

- Tier 1 (Core) instruction present at all three levels
- Purpose of Tier 2 is to improve success in Tier 1
- Purpose of Tier 3 is to improve success in Tier 2
- Is there a single “intervention” plan made up of different Tier services?

Integrating the Tiers

- 5th grade student reading at the 2nd grade level
 - Tier 3
 - Direct Instruction, Targeted, Narrow Focus (e.g., phonemic awareness, phonics, some fluency)
 - Tier 2
 - Fluency, vocabulary, comprehension, pre-teach for Tier 1
 - Tier 1
 - Focus on comprehension, participation, scripted decoding
- Use core materials for content
- Progress monitor both instructional level and grade placement level skills

Intervention Development

- Tiers 1 and 2
- Critical Components
- Evidence-based

Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support

Critical Components of Intervention Support

- Support for Intervention Integrity
- Documentation of Intervention Implementation
- Intervention and Eligibility decisions and outcomes cannot be supported in an RtI model without these two critical components

Intervention Support

- Pre-meeting
 - Review data
 - Review steps to intervention
 - Determine logistics
- First 2 weeks
 - 2-3 meetings/week
 - Review data
 - Review steps to intervention
 - Revise, if necessary

Intervention Support

- Second Two Weeks
 - Meet twice each week
- Following weeks
 - Meet at least weekly
 - Review data
 - Review steps
 - Discuss Revisions
- Approaching benchmark
 - Review data
 - Schedule for intervention fading
 - Review data

Implementation: Critical Components

Decision Rules

- Response to Intervention Rules
- Linking Rtl to Intervention Decisions

Evaluating the effectiveness of the intervention

- Is the intervention evidence-based?
- How “intense” is the intervention?
- What can we “expect” the intervention to do?
- Was the intervention implemented as planned?
- How effective is this intervention with students from similar backgrounds?

Decision Rules: What is a “Good” Response to Intervention?

- ***Positive Response***

- Gap is closing
- Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

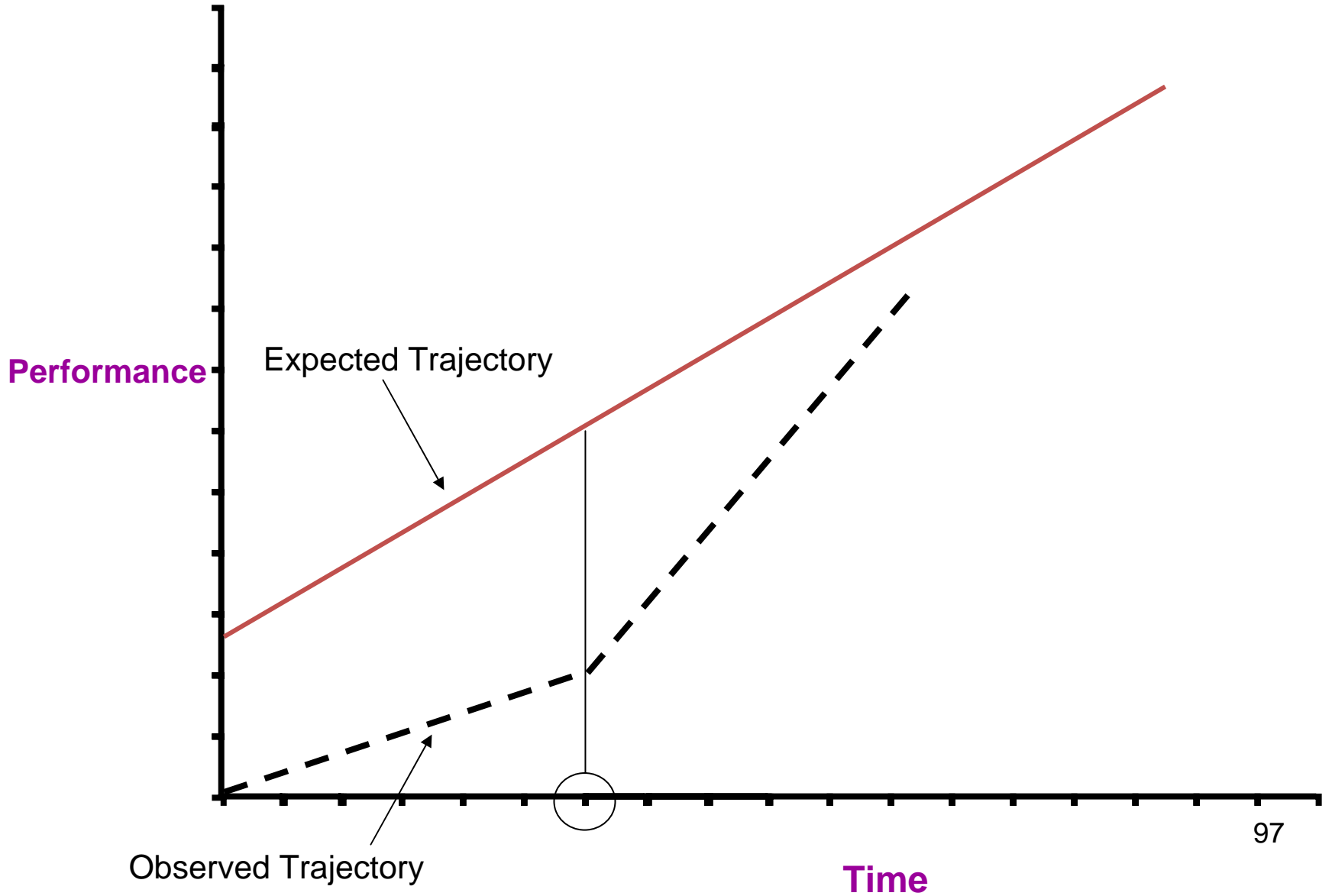
- ***Questionable Response***

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

- ***Poor Response***

- Gap continues to widen with no change in rate.

Positive Response to Intervention



Decision Rules: What is a “Questionable” Response to Intervention?

- ***Positive Response***

- Gap is closing
- Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

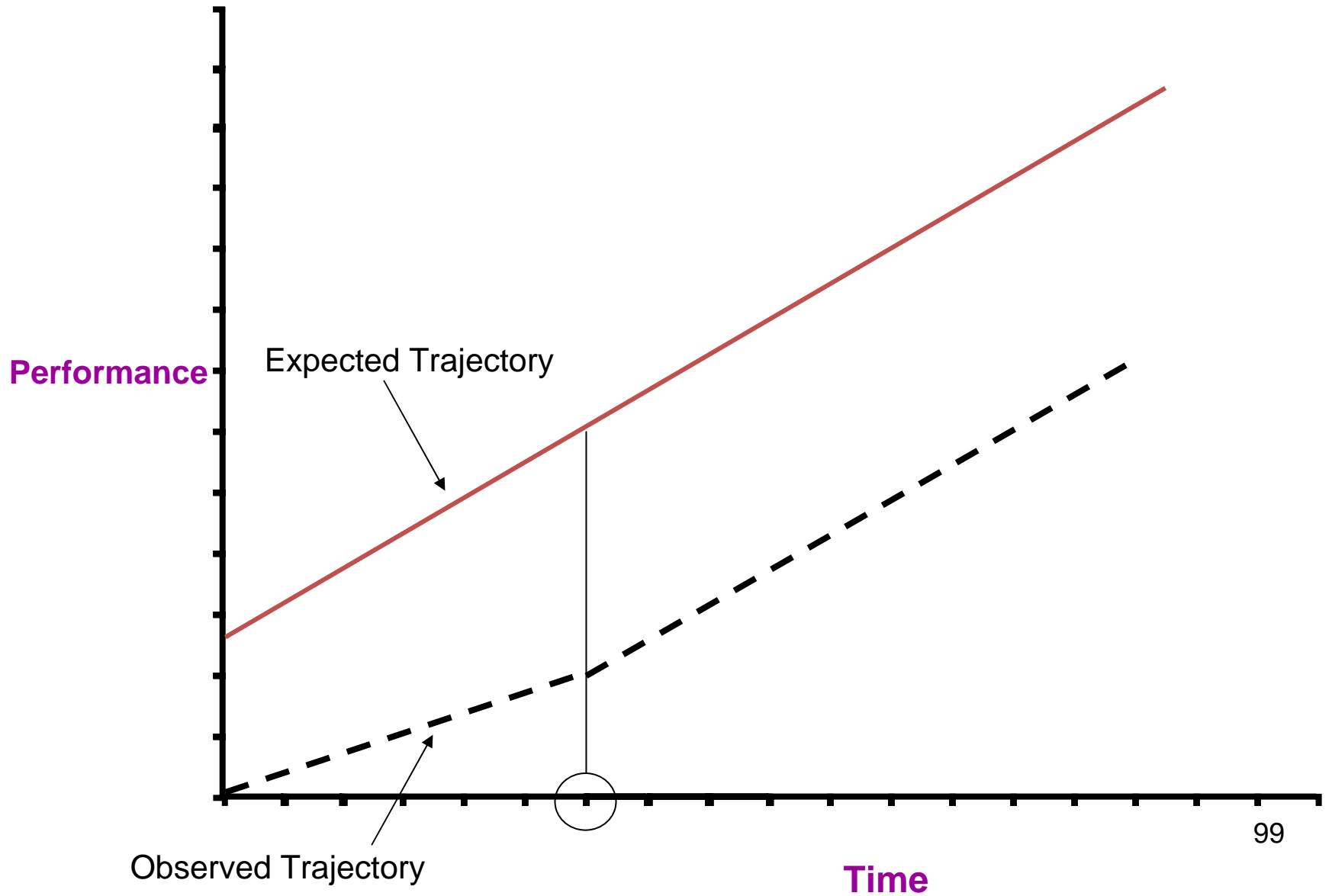
- ***Questionable Response***

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

- ***Poor Response***

- Gap continues to widen with no change in rate.

Questionable Response to Intervention



Decision Rules: What is a “Poor” Response to Intervention?

- ***Positive Response***

- Gap is closing
- Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

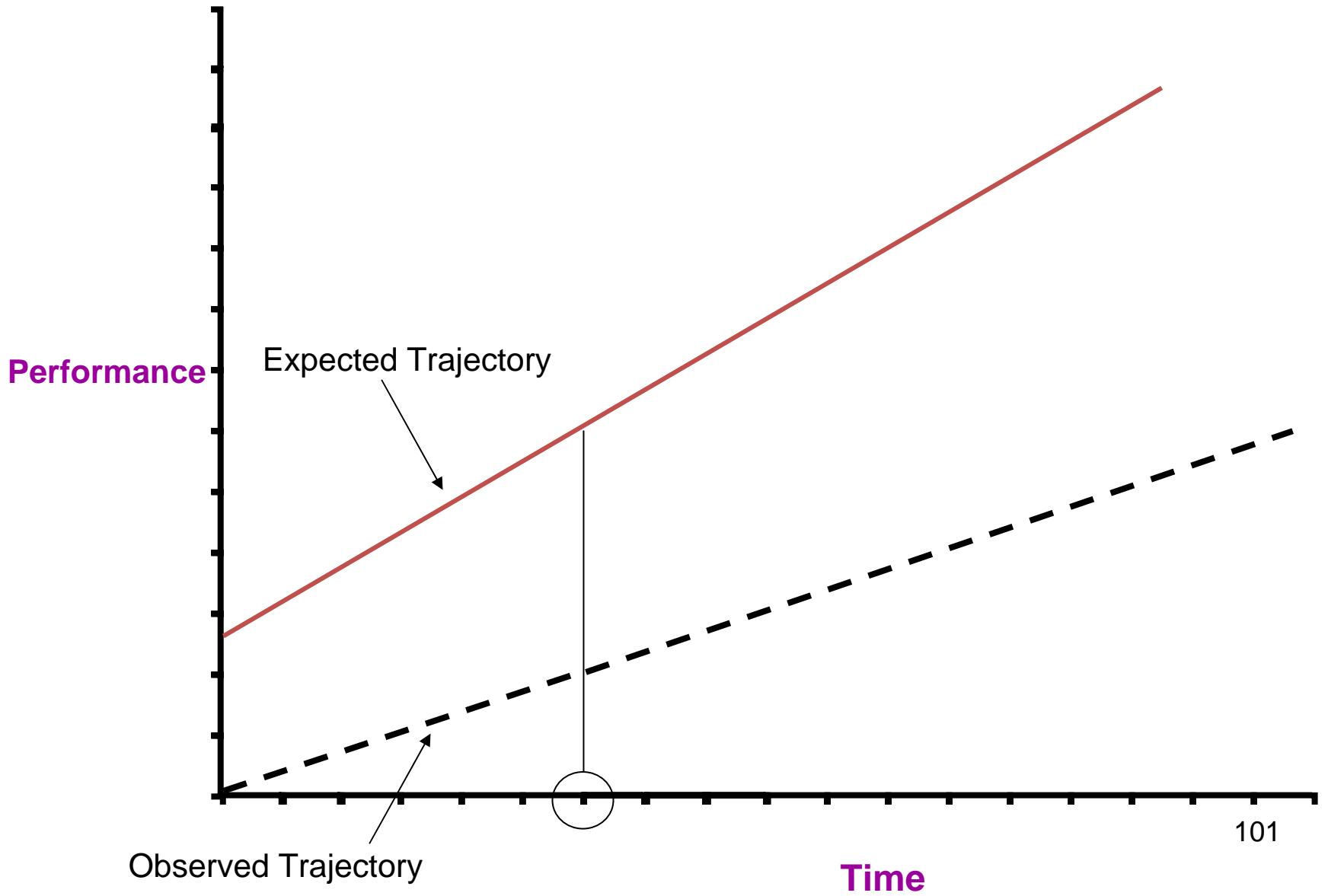
- ***Questionable Response***

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

- ***Poor Response***

- Gap continues to widen with no change in rate.

Poor Response to Intervention



Decision Rules: Linking Rtl to Intervention Decisions

- ***Positive***

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Decision Rules: Linking Rtl to Intervention Decisions

- ***Questionable***

- Was intervention implemented as intended?

- If no - employ strategies to increase implementation integrity

- If yes -

- Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

Decision Rules: Linking Rtl to Intervention Decisions

- **Poor**

- Was intervention implemented as intended?

- If no - employ strategies in increase implementation integrity

- If yes -

- Is intervention aligned with the verified hypothesis? (Intervention Design)

- Are there other hypotheses to consider? (Problem Analysis)

- Was the problem identified correctly? (Problem Identification)

Basic Issues in Eligibility Determination

- Student must have the **CHARACTERISTICS** of the disability
- Student must demonstrate a **NEED** for the program

»

(IDEIA, 2004)

Criteria for Special Education Eligibility

- Significant gap exists between student and benchmark/peer performance
- The Response to Intervention is insufficient to predict attaining benchmark
- Student is not a functionally independent learner
- Complete comprehensive evaluation
 - Determine presence/absence of “characteristics”
 - Parent permission required here

- “However, there is also the scientific concept of LD that I think is very important. Research, in particular, must begin to focus on children who meet multiple exclusionary criteria, including evidence of intractability to quality instruction. Otherwise intervention and other kinds of studies will continue to combine children who haven't been taught well with those who are difficult to teach and we won't learn what we need to learn about children who have low achievement and who are hard to teach. From this perspective, I think we can evaluate hypotheses about true LD and give some meaning to the classification.”

Jack M. Fletcher, Ph.D.

Department of Psychology

University of Houston Health Sciences Center

New Regulations: LD

- The child does not achieve adequately for the
 - child's age or ***to meet State-approved grade-level standards***
 - in one or more of the following areas, when provided with
 - learning experiences and instruction appropriate for the
 - child's age or State-approved grade-level standards:
-
- The ***child does not make sufficient progress*** to
 - meet age or State-approved grade-level standards in one or
 - more of the areas identified in paragraph (a)(1) of this
 - section when ***using a process based on the child's response***
 - ***to scientific, research-based intervention;***

New Regulations: LD

- ***Data that demonstrate*** that prior to, or as a part of, the referral process, the child was ***provided appropriate instruction in regular education settings***, delivered by qualified personnel; and
- ***(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction***, which was provided to the child's parents.

New Regulations: LD

- If the child has participated in a process that
- assesses the child's response to scientific, research-based
- intervention--
- **(i) *The instructional strategies used and the student-centered data collected***; and
- **(ii) The documentation that the child's parents were notified about--**
- **(A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;**
- **(B) *Strategies for increasing the child's rate of Learning AND the relationship between student behavior and academic performance.***

What Does the USDOE Say?

- “The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions.” (IDEIA, 2004, p. 46651)

IDEIA Comprehensive Evaluation

- Problem Identification
 - Oral Expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading Skill
 - **Reading Fluency Skills**
 - Reading Comprehension
 - Mathematics Calculation
 - Mathematics **Problem-Solving**



IDEIA Comprehensive Evaluation

- Relevant behavior noted during the observation and relationship of Bx to academic functioning
 - *Data from required observation*



Behavior Observation: Questions to be Answered

- What is the student behavior during difficult academic tasks?
 - % On-Task Attention
 - Level of Productivity (e.g., work completed)
 - Accuracy of work Completed
- Is this pattern different from academic tasks which are not difficult for the student?
- What is the relationship between target student behavior and behavior of students who can do the task? (average student)

IDEIA Comprehensive Evaluation

- The child does not achieve adequately for the child's age or to meet state-approved grade-level standards
 - *GAP Analysis from Tier 1*
 - *Student/peer performance*
 - *Effective instruction*

AND



Data Required for Problem Identification

- Current Level of Functioning
- Benchmark/Desired Level
- Peer Performance
- GAP Analysis

Example- ORF

- Current Level of Performance:
 - 40 WCPM
- Benchmark
 - 92 WCPM
- Peer Performance
 - 88 WCPM
- GAP Analysis: $92/40 = 2+X$ difference SIGNIFICANT GAP
- Is instruction effective? Yes, peer performance is at benchmark.

Example- Behavior

- Current Level of Performance:
 - Complies 35% of time
- Benchmark (set by teacher)
 - 75%
- Peer Performance
 - 40%
- GAP Analysis: $40/35 = 1.1X$ difference NO SIGNIFICANT GAP
- Is behavior program effective? No, peers have significant gap from benchmark as well.

Example: High School

- Current level of performance
 - Attendance- 70%
 - Homework completed- 20%
 - Class work completed- 60%
 - Accuracy-65%
- Peer Performance
 - Attendance-95%
 - Homework completed-86%
 - Classwork completed 90%
 - Accuracy-82%
- Benchmark- 75%

Data-Based Determination of Expectations

- Data- Current Level of Performance
- Data- Benchmark Level
- Date- # of Weeks to Benchmark
- Calculate-
 - Difference between current and benchmark level
 - Divide by # Weeks
 - Result: Rate per week of growth required
- REALISTIC? Compare to Peer Group Rate

Data-Based Determination of Expectations: Academic

- Benchmark Level: 90 WCPM
- Current Level: 40 WCPM
- Difference: 50 WCPM
- Time to Benchmark: 20 Weeks
- Rate of Growth Required:
 - $50/20 = 2.5$ WCPM
- Peer Group Rate = 2.0 wcpm growth
- REALISTIC? Not unless you increase AET

Data-Based Determination of Expectations: High School

- Benchmark Level: 85% work, 95% attendance, 75% accuracy
- Current Level:
 - Attendance: 70%
 - Homework 20%
 - Class work 65%
- Difference:
 - Attendance 25%
 - Homework 65%
 - Class work 25%
 - Accuracy 10%
- Time to Benchmark: 10 Weeks (work), 4 weeks (attendance)
- Rate of Growth Required:
 - Attendance $25/4 = 6\%/week$
 - Homework $65/10 = 6.5\%/week$
 - Class work $25/10 = 2.5\%/week$
 - Accuracy $10\%/10 = 1\%/week$

Data-Based Determination of Expectations: Behavior

- Same as academic calculations, EXCEPT:
 - Benchmark is fixed so you do not have peer rate
 - Level of reality must await RtI to initial interventions.
 - Research support for rates of improvement for the type of replacement behavior desired.
 - Don't forget to consider ecological variables when using research
 - Number of students in class
 - Level of support for intervention implementation
 - Frequency of progress monitoring

IDEIA Comprehensive Evaluation

- The child does not make sufficient progress to meet age or to meet state-approved standards when using a process based on the child's response to scientific, research-based intervention
 - *Rtl Data from Tiers 2 and 3*
 - *Poor response to intervention*
 - *Lack of functional independence*

OR



Decision Rules: What is a “Good” Response to Intervention?

- Good Response
 - Gap is closing
 - Can extrapolate point at which target student will “come in range” of peers--even if this is long range
- Questionable Response
 - Rate at which gap is widening slows considerably, but gap is still widening
 - Gap stops widening but closure does not occur
- Poor Response
 - Gap continues to widen with no change in rate.

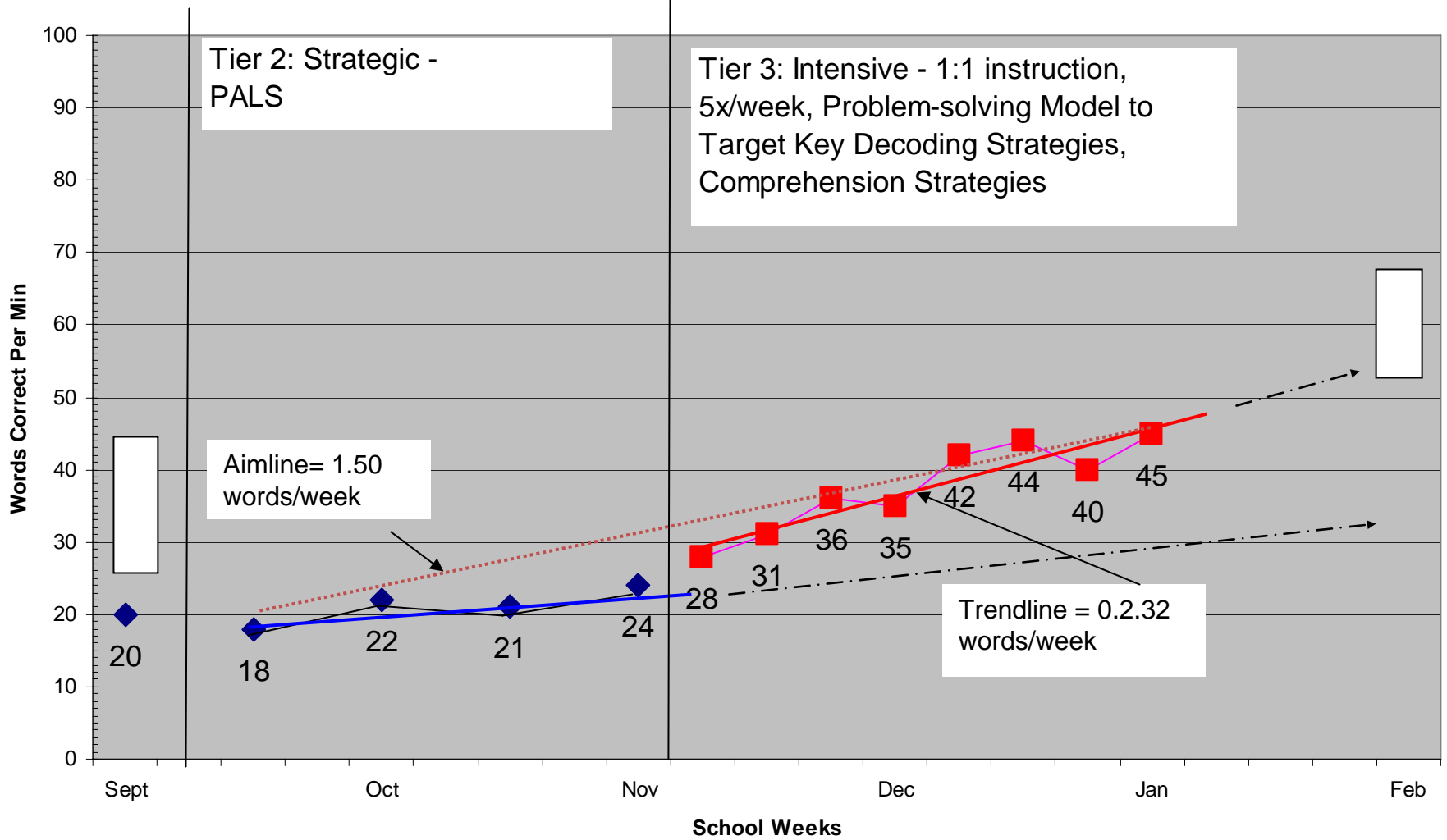
Decision Rules: Linking Rtl to Intervention Decisions

- Positive, Questionable, Poor Response
- Intervention Decision Based on Rtl (General Guidelines)
 - **Positive**
 - Continue intervention until student reaches benchmark (at least).
 - Fade intervention to determine if student has acquired functional independence.
 - **Questionable**
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
 - **Poor**
 - Return to problem solving for new intervention

Guiding Questions: Case of “Steven”

- “Steven”
 - What was the Rtl for Tier 2?
 - What was the Rtl for Tier 3?
 - Is he a functionally independent learner?
 - Does he have a “need” for special education?
 - Are you ready to complete the comprehensive evaluation?

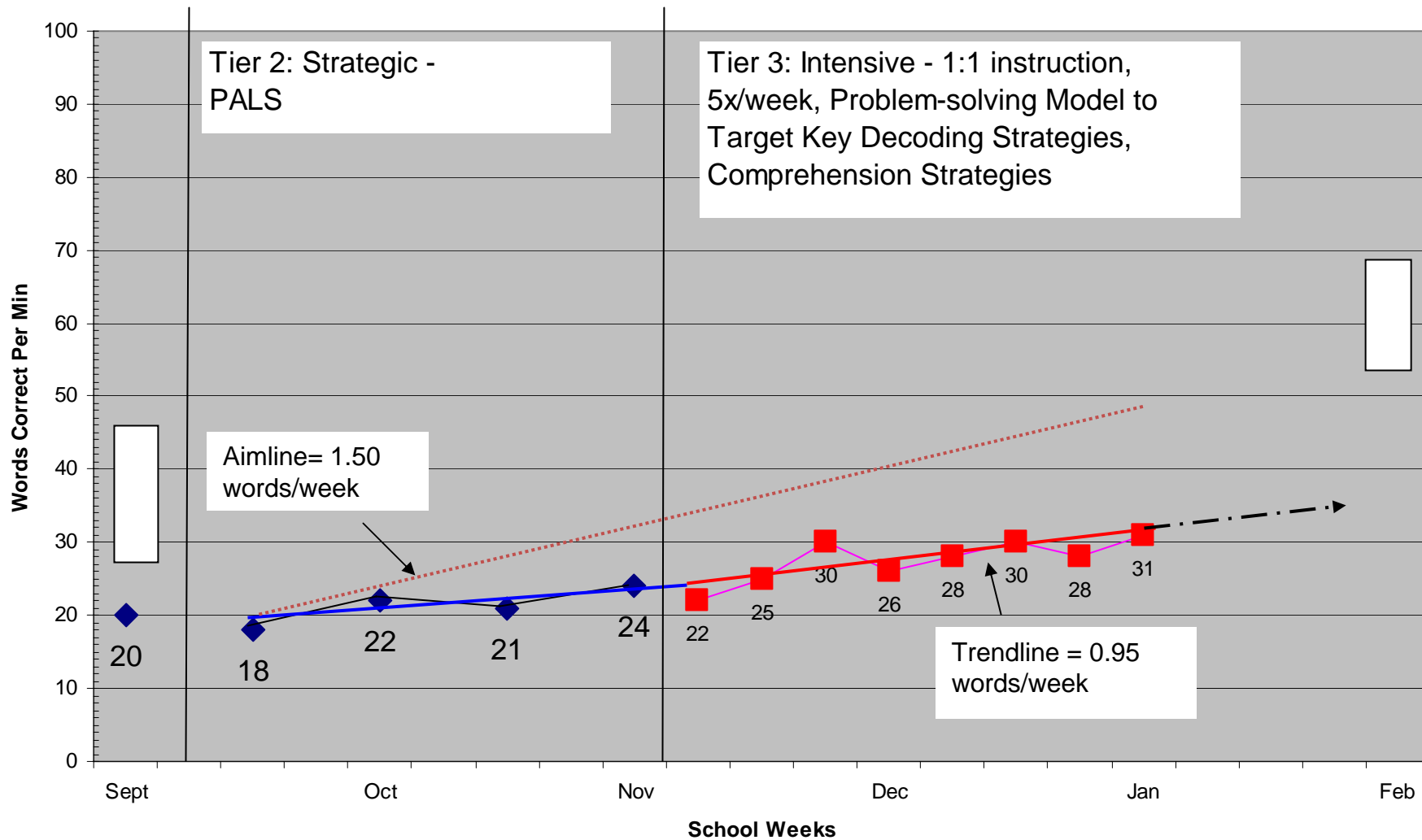
Steven



Guiding Questions: Case of “Bart”

- “Bart”
 - What was the Rtl for Tier 2?
 - What was the Rtl for Tier 3?
 - Is he a functionally independent learner?
 - Does he have a “need” for special education?
 - Are you ready to complete the comprehensive evaluation?

Bart

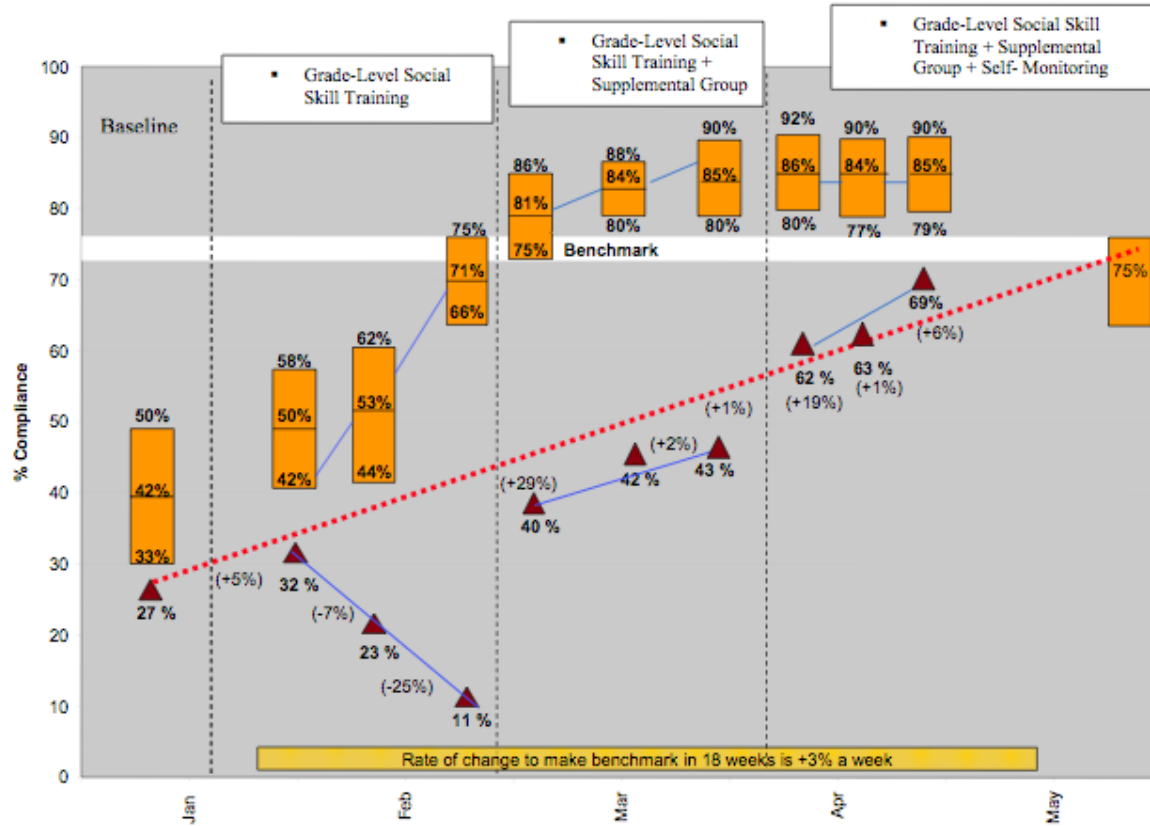


Guiding Questions: Case of Victor

- What was the Rtl for Tier 2?
- What was the Rtl for Tier 3?
- Is he a functionally independent learner?
- Does he have a “need” for special education?
- Are you ready to complete the comprehensive evaluation?

Tier I (Universal) and Tier II(Supplemental) Interventions

Victor D. 7



- = Peer Group
 - ▲ = Target Student
 - - - = Aimline
 - = Trendline
- *Rate of change required each week for target student to reach benchmark is (+3 %)

IDEIA Comprehensive Evaluation

- The findings are not primarily the result of:
 - Sensory or Motor Disability
 - Mental Retardation
 - ***Assess Adaptive Behavior First***
 - Emotional Disturbance
 - ***Data from observation***
 - ***Observation and performance data***
 - Cultural Factors
 - ***AYP Data for Race (NCLB)***
 - ***Comparative AYP for Culture (Local Norms)***
 - Environmental or Economic Disadvantage
 - ***AYP Data for Low SES***
 - Limited English Proficiency
 - ***AYP Data for LEP***



Rule Out: ED

- Behavior Observation
 - Compare behavior to peers through systematic observation procedures
 - Document any “behaviors” that cluster with particular disorders
- Behavior Rating Scales that document “emotional disorder/disturbance” (if necessary--remember these behaviors must **adversely** effect academic or social performance)

Rule Out: Culture/Race

- Collect data on other students of same culture on target behaviors/concerns and compare with target student.
- Use NCLB data (or benchmark data) to compare performance of target student with data from those students who share demographics.

Rule Out: Economic Disadvantage

- Compare performance of target student with the NCLB or district data on other students on the “free/reduced lunch program. FRLP”
 - *If other FRLP students are performing at a significantly higher level, then it is less likely that economic disadvantage is the primary reason.*
 - *If other FRLP students share the same performance levels, then the team must consider core instruction issues with these students.*

Rule Out: English Language Learners (ELL)

- Compare performance of target student with the NCLB or district data on other ELL students.
 - *If other ELL students are performing at a significantly higher level, then it is less likely that economic disadvantage is the primary reason.*
 - *If other ELL students share the same performance levels, then the team must consider core instruction issues with these students.*

Eligibility Summary

- Replacement behavior in one of the **8** SLD areas.
- Interventions implemented with integrity and documented.
- Behavior is not interfering with student performance.
- A significant GAP exists between the students current level of performance and state approved, grade-level benchmarks.

Eligibility Summary

- The student has received intensive intervention services.
- The student has demonstrated questionable or poor RtI **OR**
- The student cannot sustain benchmark performance without the intensive interventions.
- Sensory/motor disability, MR, ED, Cultural factors, Economic Disadvantage, and Language issues have been ruled out

Response to Intervention

IDEA 2004 method of special education entitlement

Only purpose of assessment is to assist in intervention development

