



# Weaving Together the Pieces of Response to Intervention

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# Reflect on your District

- What initiatives have started in your district at the elementary level in recent years?
  - New core reading program
  - District Rtl Team
  - Practice of analyzing data
  - Developing interventions to support students who score 1,2 on state tests
  - IST focus on instruction



# What elements of RTI exist in your district?

Rather than “throwing the baby out with the bath water” look at the initiatives and see how they match up with the requirements of Rtl



# Definition

- RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. (NASDSE, 2005)
- IDEA 2004 provides for the use of RTI as part of the process to determine eligibility for learning disabilities.
- Section 100.2 (ii) and 200.4 (c ) (6) of NYS Regulations

# Response to Intervention 100.2(ii)

- Minimum requirements
  - Appropriate instruction in general education class
  - Screenings
  - Levels of targeted intervention
  - Repeated assessments
  - Application of information to make educational decisions
  - Written notification to parents
- School selects and defines the specific structure and components of the Rtl program
- Ensure fidelity of implementation



# Core Learnings

- It is important for a district to use a core set of documents AND common vocabulary to keep everyone on the same page!



# Core Principles of RtI


from NASDSE

1. We can effectively teach all children
2. Intervene early
3. Use a multi-tier model of service delivery




# Core Principles of RtI

from NASDSE

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4. Use a problem solving method to make decisions within a multi-tier model.
  5. Use research-based, scientifically validated interventions and instruction to the extent available

# Core Principles of RtI

from NASDSE

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6. Monitor student progress to inform instruction
  7. Use data to make decisions
  8. Use assessment for:
    - Screening
    - Diagnostics
    - Progress monitoring

# **New knowledge and skills will be necessary**

- Use of evidence based instruction and interventions
- Learning the problem solving process
- Progress monitoring
- Collaboration with other professionals to gather and interpret data from progress monitoring



# Simultaneous Implementation and Learning

- When you look at the Core Principles and what needs to be learned in order to have an RtI process in place by 7/1/12 you realize that this is not a strict sequential process.
- Pieces of the process will be learned and used simultaneously





# Key Elements of the 4/08 RtI Memo

- Appropriate instruction delivered to all students
- In reading this means scientific, research-based reading programs that include explicit and systematic instruction in the “Big 5.”



# Key Elements of the 4/08 RtI Memo

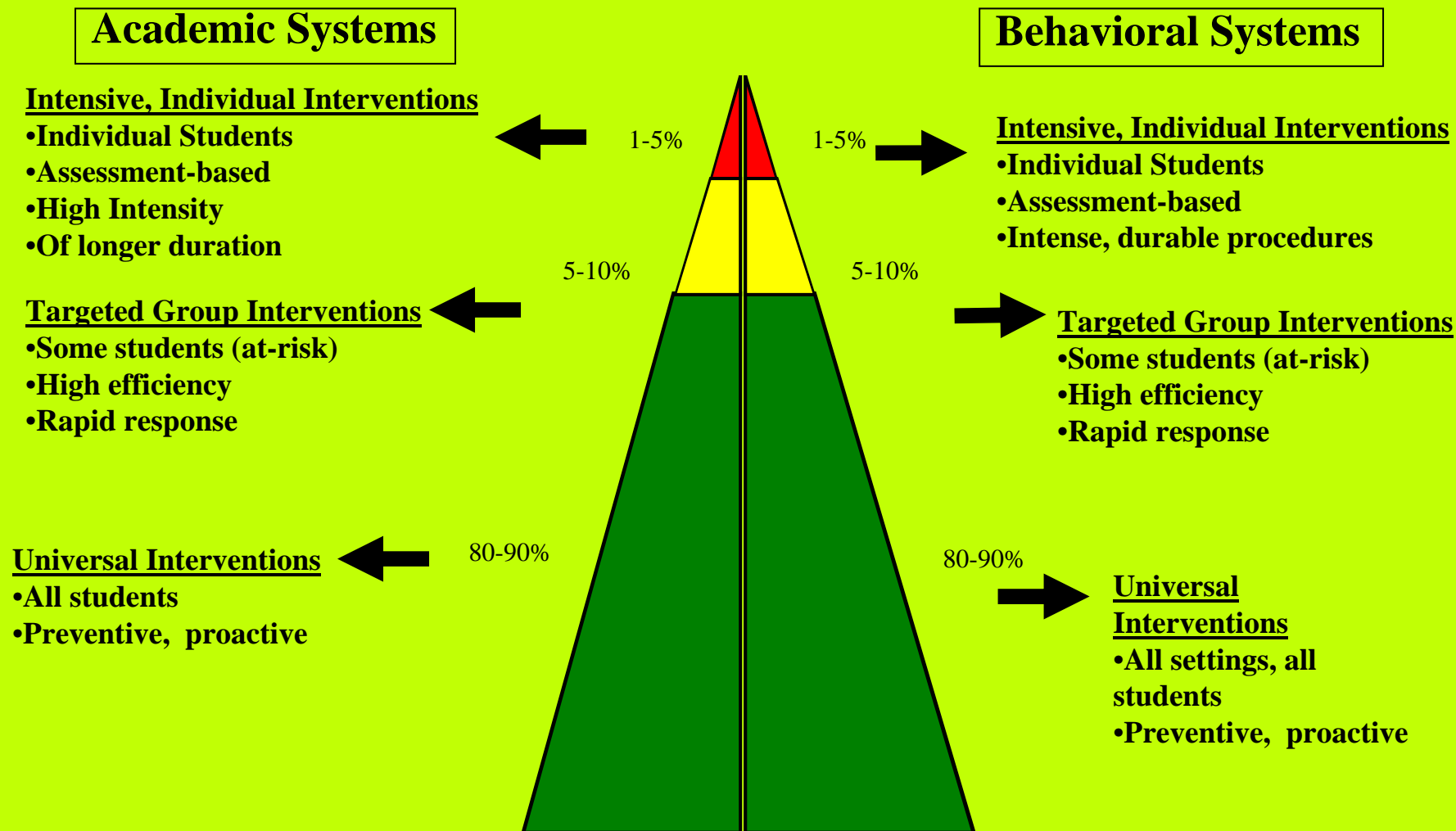
- Screenings applied to all students in the class to identify those not making progress at expected rates



# Key Elements of the 4/08 RtI Memo

- Instruction matched to student need with increasingly intense levels of targeted intervention and instruction for students who do not make satisfactory progress.

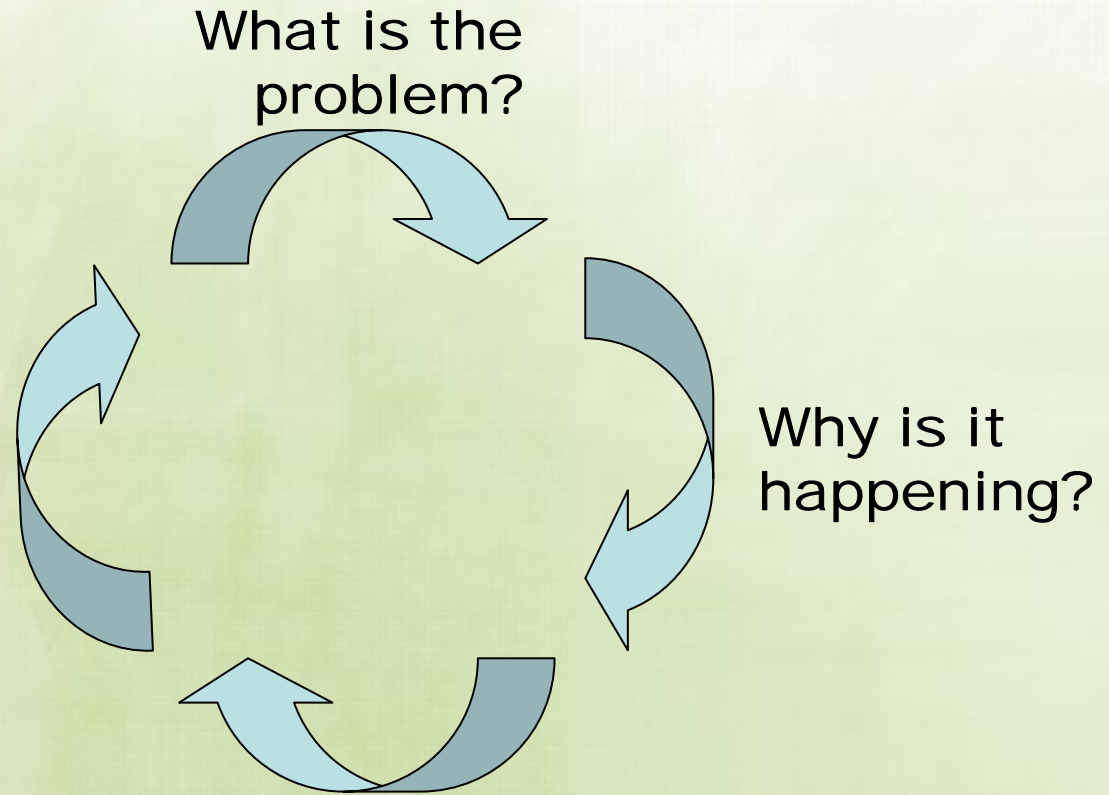
# Instructional Decision Making for Student Success



# Problem Solving Model



Did it  
work?



What should be done  
about it?

# Problem Solving Steps

1. Identify and select problem
2. Analyze problem
3. Generate potential interventions
4. Select intervention to use
5. Implement intervention
6. Evaluate intervention
7. Go to step 1 again



# Key Elements of the 4/08 RtI Memo

- Repeated assessments of student achievement that includes curriculum based measure to determine if interventions are resulting in student progress



# Key Elements of the 4/08 RtI Memo

- Application of information about the student's response to intervention to make educational decisions about changes in goals, instruction, services and the decision to make a referral for special education services.



# Key Elements of the 4/08 RtI Memo

- Written notification to the parents when the student requires an intervention that is beyond that provided to all students





# Be an Educated Consumer!

- Don't believe the hype
- Make sure that any materials or assessments that you use have research behind them.
- Look at reliable sources to determine the level of research behind them.

# Our Changing Roles

- All educators will discover new roles in the RtI framework
- A common language of instruction will be shared
- Everyone will gain new knowledge and specific skills for instruction and intervention





*If we are going to make a difference, then we need to navigate that difficult space between letting go of old patterns and grabbing onto new ones.*