



RTI for Literacy: Strand B Universal Prevention & Intervention

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Lead Partners

- NH Department of Education
 - Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
- Institute on Disability - A University Center for Excellence in Disability, University of New Hampshire
- <http://www.ed.state.nh.us/Education/doe/organization/instruction/SpecialEd/NHResponds.htm>

On our first day...

- Review of RTI
- Literacy Universal Team Checklist and Action Planning
- Whole-to-Part Model and Application to Universal
 - Evaluating the core curriculum and instruction

What do you want to learn more about
in the next session on March 13?

Strand B	# of Comments
RTI Models/Strategies	9
Assessments	9
Need More Time	7
Scheduling	6
Tiers	6
Working With/Motivating Teams	5
Implementation	5
Data	4
Impact on Grade Levels	4
Other	2

How could it be improved?

Strand B	# of Comments
Better Logistics	11
More Planning Time	9
Clarify Information	6
Kudos	6
Presenters	3

Agenda

- Welcome and Orientation to Day 2 *Universal Prevention & Intervention*
- Defining Your RTI / Clarifying NH RESPONDS
- 2 Leadership Considerations: Personal Styles & Norms of Collaboration
- LUnTCh Action Plan Check in
- Whole-to-Part Model – Evaluating Universal Curriculum (Homework Check in)
- Assessment – Informing Instruction & Progress Monitoring
- Team Time – Reflection & Action Planning
- Closing Remarks

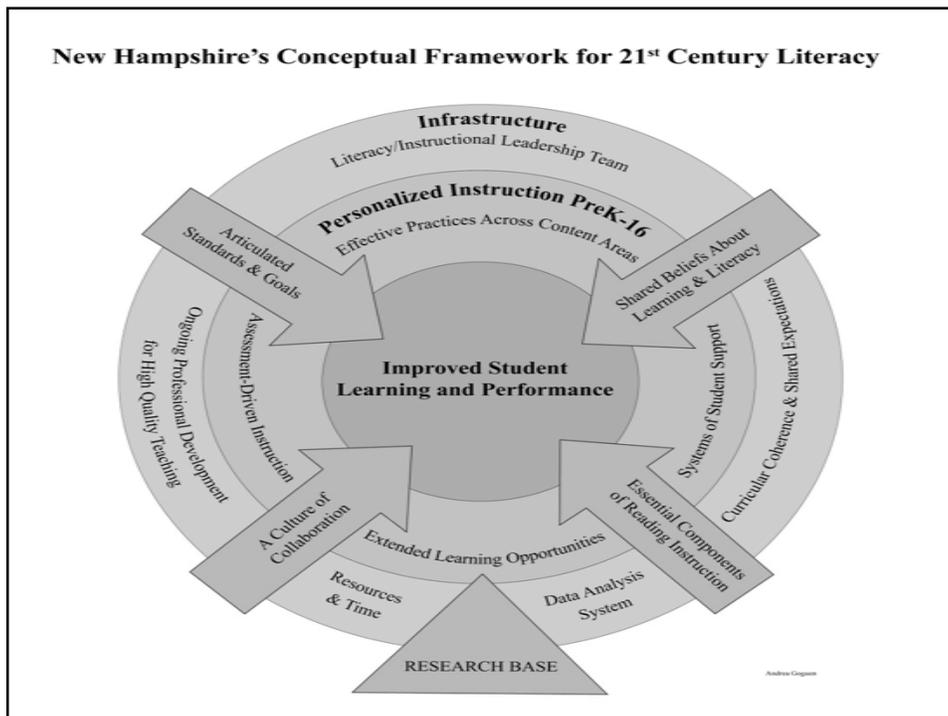
Handouts / Resources

- 2 Power Point Packets
- Literacy Universal Team Checklist (LUnTCh) and Action Plan (from last session)
- Compass Activity – Work Styles
- Norms of Collaboration
- NH Literacy Action Plan
 - Assess what's in place (p. 86-69)
 - Screening & Progress Monitoring (p. 102 – 104)
 - Supporting Teacher Buy-in (p. 131)

Dialogue Points for Differentiating the NH RESPONDS RTI for Literacy Model

- Two Models of RTI
- Special Education Eligibility
- Defining a Framework for Literacy

*Our team prioritizes aligning the NH RESPONDS RTI for Literacy Model with the NH DOE initiatives (i.e., NH Literacy Action Plan, RTI Task Force)



Two models of RTI:

- **Problem Solving**

The **problem solving approach** uses interventions, selected by a team, that target each student's individual needs. This approach has been used in schools for more than two decades.

- **Standard Treatment Protocol**

The **standard treatment protocol approach** uses one consistent intervention, selected by the school, that can address multiple students' needs. This approach is supported by a strong research base.

	Problem Solving	Standard Treatment Protocol
Tier 2	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ol style="list-style-type: none"> 1. A team makes instructional decisions based on an individual student's performance. The team identifies the academic problem; determines its cause; and then develops, implements, and evaluates a plan to address the problem. 2. Students are presented with a variety of interventions, based on their unique needs and performance data. 3. Interventions are flexible and individualized to meet a student's needs. 	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ol style="list-style-type: none"> 1. The person delivering the intervention makes instructional decisions following a standard protocol. 2. Students with similar needs are presented with one standard, research-validated intervention. 3. The intervention is delivered in a predetermined format that may address multiple skill sets. This allows for greater quality control (i.e., treatment fidelity is easier to monitor given the ease of implementing a single intervention).

Problem Solving

- Approaches rely on the careful collection of data on students' performance in response to treatment.
- Supporters of the model believe no student characteristic (e.g., disability label, race, SES, neighborhood) dictates *a priori* what intervention will work. Nor will a given intervention be effective for all students of a particular group, irrespective of how exclusively the group may be conceived. Fuchs, Mock, Morgan, Young (2003)

Problem Solving

- NH RESPONDS RTI for Literacy Model uses some of these features.
- Academic achievement problems may be defined using curriculum-based measures (CBM) and [proficient] peer-referenced expectations for performance.
- CBM norms for growth used to set individual goals formulated to reduce discrepancies between individual and [proficient] peer performance Deno, 1985, 1989; Marston, Reschly, Lau, Muyskens, and Cante, (2008)

Standard Protocol

- Requires use of the same empirically validated treatment for all children with similar problems in a given domain.
- Everyone knows what to implement, it is easier to train practitioners to conduct one intervention correctly and to assess the accuracy of implementation.
Fuchs, Mock, Morgan, Young (2003)

Standard Protocol

- NH RESPONDS RTI for Literacy Model uses some of these features.
- Tier 2 interventions are provided to small groups organized by skill need (Big 5, Whole-to-Part model). Interventions are selected based on their evidence for addressing the identified skill.

Considerations for Identification and RTI

- “RTI implementation can be conceptualized in one of two ways: as a *framework for enhancing instruction and improving student outcomes, ...* and as a *means of identifying students with specific learning disabilities.*”
 - Note: legal definition of RTI – determination of LD
- NH RESPONDS RTI for Literacy, consistent with the RTI Task Force and the NH Literacy Action Plan, conceptualizes RTI as the former.
- Much of the RTI for Literacy literature is produced by leaders in learning disabilities and highlights how RTI can be applied for special education identification.
- NH RESPONDS RTI for Literacy will collaborate with schools to align their RTI and special education identification systems, as requested by individual schools. At this time, we do not endorse nor promote establishing RTI *primarily* as a more formal, diagnostic tool to assist in special education eligibility.

Special Education & RTI for Literacy

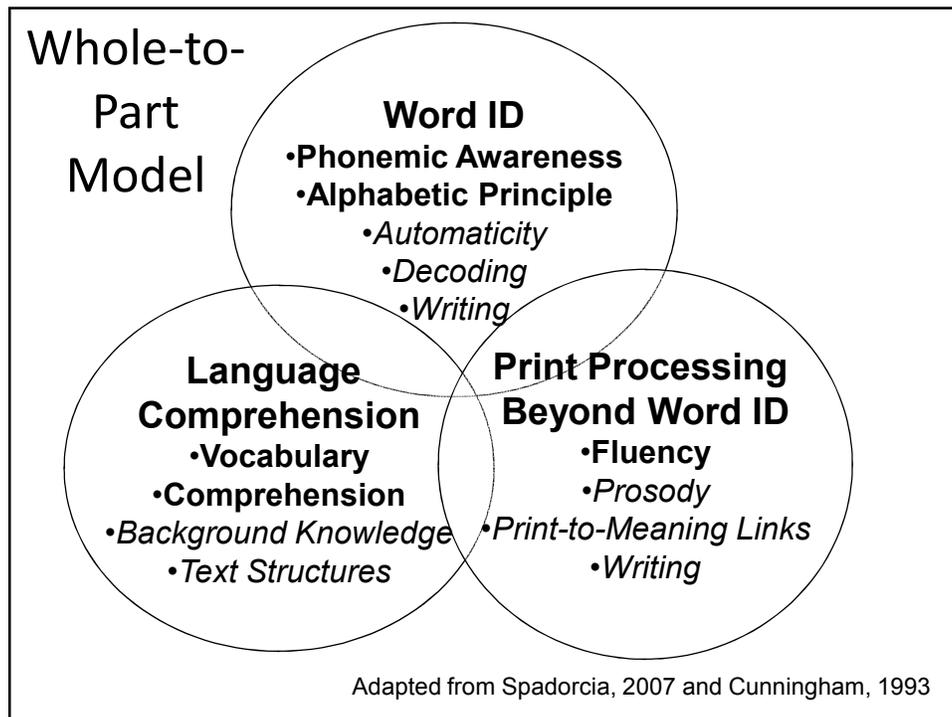
- Students may be identified with a specific learning disability, or any other disability, and be receiving special education services ... AND... may be receiving instruction in any Tier at any given time (ALL get Tier 1).
- E.g., A student could respond to Tier 2 interventions, return to Tier 1 only. At a later time that same student might not respond and go back to receiving Tier 2 for a period of time.

NH RESPONDS – RTI for Literacy Blended model

- Using components of both (PS and SP) models
 - Individualized Interventions (PS)
 - Use of CBM for Progress Monitoring (PS)
 - Skill grouping at Tier 2 (SP)
- RTI Conceptualization
 - A framework for enhancing instruction and improving student outcomes (primary), and
 - Using data to inform special education eligibility decisions (secondary)

Framing Literacy

- Big 5 (National Reading Panel)
- Whole-to-Part Model
- NH Literacy Action Plan incorporates both



NH RESPONDS – Consistent with NH Literacy Action Plan & NH RTI Task Force:

Tier I: General Education: All Students

- Scientific-based reading instruction and curriculum emphasizing 5 critical elements of beginning reading
- Multiple grouping formats to meet student needs
- Core instruction = 90 minutes per day (or more)
- Benchmark assessment at beginning, middle and end of the academic year
- General education classroom/general education teacher
- Ongoing professional development

NH RESPONDS – consistent with NH LAP & NH RTI
Task Force: Tier 2 (Targeted) Instruction

- For students identified with marked reading difficulties and who have not responded to Tier I efforts (**6-8 weeks**)
- Specialized scientifically based reading program(s) emphasizing the **5** critical components
- Homogeneous small group instruction (1:3-5)
- **Minimum of 30 minutes per day** in small group *in addition to* 90 minutes of core reading program
- Progress monitoring (twice) a month on target skills to ensure adequate progress and learning
- Setting designated by school (within or outside of general education class)
- Personnel determined by school (classroom teacher, reading specialist, external interventionist)

NH RESPONDS – consistent with NH LAP & NH RTI Task Force:
Tier 3 (Intensive, Individualized)

- For students identified with marked difficulties in reading or reading disabilities and who have not responded to Tier I and Tier II efforts
- Sustained, intensive, scientifically based reading program(s) emphasizing the 5 critical components
- Homogeneous small group instruction (1:1-3)
- Minimum of two, 30 minute sessions per day in small group or 1:1 *in addition to* 90 minutes of core reading program
- Progress monitoring (twice) a month on target skills to ensure adequate progress and learning
- Appropriate setting designated by school
- Personnel determined by school (classroom teacher, specialist, external interventionist)

Do you have a definition?

Fostering Shared Understanding and Buy in

- Define RTI for your SAU, District, School
 - *Strategy*: stakeholder involvement (at what level – inform, vet, approve)
- Include key components as well as essential considerations
 - What is your philosophy about literacy? How do you frame literacy learning?
 - How do you conceptualize RTI? (Improvement, Eligibility)
 - What is your model of RTI? (PS, SP, Blended)
- Keep it alive! Post it! Reflect & Update it! (fidelity)

Universal Team Collaboration

- Compass Activity – see handout
- Norms of Collaboration – see handout

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised

(PET-R)

Revised May, 2003

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*Based on: Sugai, G., Horner, R., & Todd, A. (2000). Effective behavior support: Self-assessment survey. Eugene, OR: University of Oregon.

Components of the PET-R

- **Goals**
- **Assessment**
- **Instructional Programs and Materials**
- **Instructional Time**
- **Differentiated Instruction, Grouping, Scheduling**
- **Administration, Organization, Communication**
- **Professional Development**

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0 1 2
Not in place Partially in place Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>1. <u>Goals, Objectives, Priorities</u> – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.</p>	
<p><u>Goals and Objectives:</u></p> <p>_____ 1. are clearly defined and quantifiable at each grade level.</p>	
<p>_____ 2. are articulated across grade levels.</p>	
<p>_____ 3. are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).</p>	
<p>_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).</p>	
<p>_____ 5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.</p>	

_____ /14 Total Points _____ %

Percent of Implementation:
7 = 50% 11 = 80% 14 = 100%

Analysis of PET-R Data

- Summarize total data set
 - 85% is considered full implementation
- Consider areas with lowest scores
 - Look at individual items
 - DATA-BASED Decision making
- Look at data according to groups (discrepancies)
 - Grade levels (K-3, 4-6)
 - classroom teachers, non-classroom teachers

V. Differentiated

	Average	Range	Max	0	1	2
Student	1.1	0 to 2	2	10	19	16
Instruction	1.2	0 to 2	2	6	26	13
Additional	1.0	0 to 2	2	8	28	9
Group size	0.8	0 to 2	2	10	32	3
Cross-class	0.7	0 to 2	1	16	29	0

_____1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.

_____5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.

ABC Elementary School PET-R Fall, 2008	Goals	Assessment	Instructional Programs and Materials	Instructional Time	Differentiated Instruction, Grouping, Scheduling	Administration, Organization, Communication	Professional Development
Non Classroom Teachers (11)	51%	78%	41%	53%	51%	59%	66%
Kindergarten Teachers (4)	48%	76%	70%	34%	43%	50%	47%
1st Grade Teachers (4)	70%	76%	70%	36%	58%	67%	66%
2nd Grade (4)	50%	66%	42%	36%	48%	65%	66%
3rd Grade Teachers (4)	64%	68%	30%	34%	55%	66%	66%
Average	56%	73%	51%	39%	45%	62%	57%