RTI: Updates & Networking With HI DOE CASTs

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/hi_doe

CAST RTI Support: Realities..

1. RTI is nothing less than comprehensive school-wide reform.

2. RTI is a general-education initiative—but is often seen as merely a different way to get students into special education.

3. The RTI model typically takes about 3 years to be fully implemented in a school.

4. Schools are conservative institutions: their reaction to large-scale change is typically to resist that change—at least initially.

5. RTs provide technical assistance to schools in implementing RTI—but are not administrators and therefore cannot 'mandate' change.

RTI: Updates & Networking With HI DOE CASTs: Workshop Agenda

1. Building Data Profiles to Drive Intervention

2. How School-Wide Screening is Conducted at the High School Level

3. What a School-Wide Model for RTI/Behavior Looks Like

4. How to Find High-Quality RTI Programs for Tiers 2 & 3

5. Self-Evaluation of CAST RTI Efforts

6. Problem-Solving & Networking: RTI Challenges

Teacher as Classroom Intervention 'First Responder'

" It is a simple fact … that students do not fix themselves; the teacher is the catalyst in accomplishing student gains. Instructors must therefore alter their own instructional or behavior-management behaviors before student behaviors can change or learning can improve. "
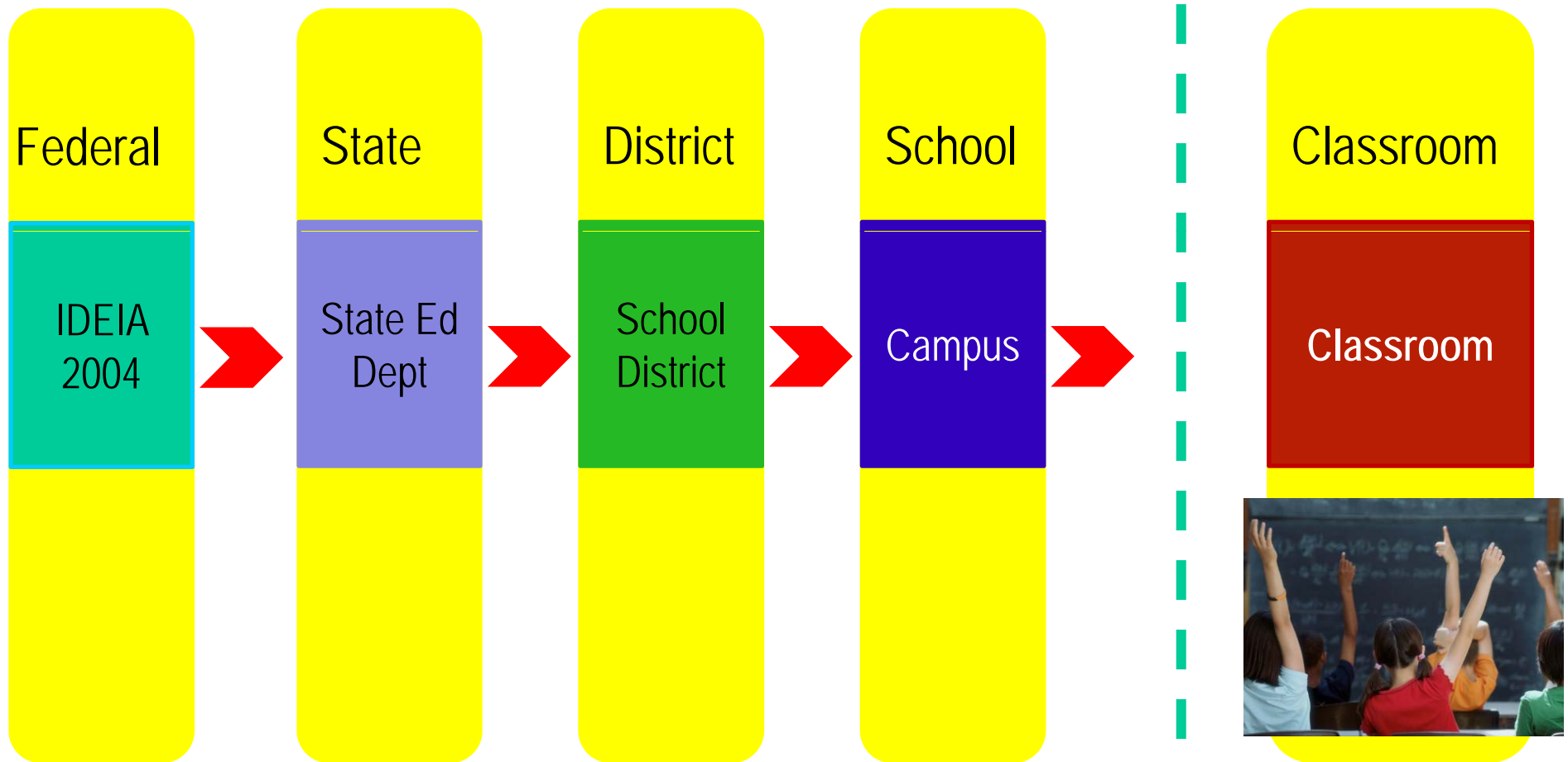
Source: Wright, J. (in press). Strategies for struggling learners in the era of CCSS and RTI. National Professional Resources, Inc.: Port Chester, NY.

The 'Last Mile' Problem: Definition

"A phrase used in the telecommunications and technology industries to describe the technologies and processes used to connect the end customer to a communications network.

The last mile is often stated in terms of the "last-mile problem", because the end link between consumers and connectivity has proved to be disproportionately expensive to solve."

Source: *Investopedia. (2013). Investopedia dictionary. Retrieved from http://www.investopedia.com/terms/l/lastmile.asp*

RTI: The 'Last Mile' Problem

Federal	State	District	School	Classroom
IDEIA 2004	State Ed Dept	School District	Campus	Classroom

Teacher as Classroom Intervention 'First Responder'

" ...a ...significant and serious barrier to effective classroom interventions is poor teacher motivation. Simply put, teachers who believe that they can be effective interventionists and are energized to do so are far more likely to attain success than their reluctant colleagues who lack confidence in their ability to carry out that role. "

Source: Wright, J. (in press). Strategies for struggling learners in the era of CCSS and RTI. National Professional Resources, Inc.: Port Chester, NY.

RTI & Behavior: The PBIS Model
Jim Wright
www.interventioncentral.org

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What is PBIS (Positive Behavioral Interventions & Supports)?

"PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

PBIS <u>IS NOT</u> a packaged curriculum, scripted intervention, or manualized strategy. PBIS <u>IS</u> a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students."

Source: PBIS frequently asked questions. (2010). Retrieved from http://www.pbis.org/school/swpbis_for_beginners/pbis_faq.aspx

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions   1-5%
- Individual students
- Assessment-based
- High intensity

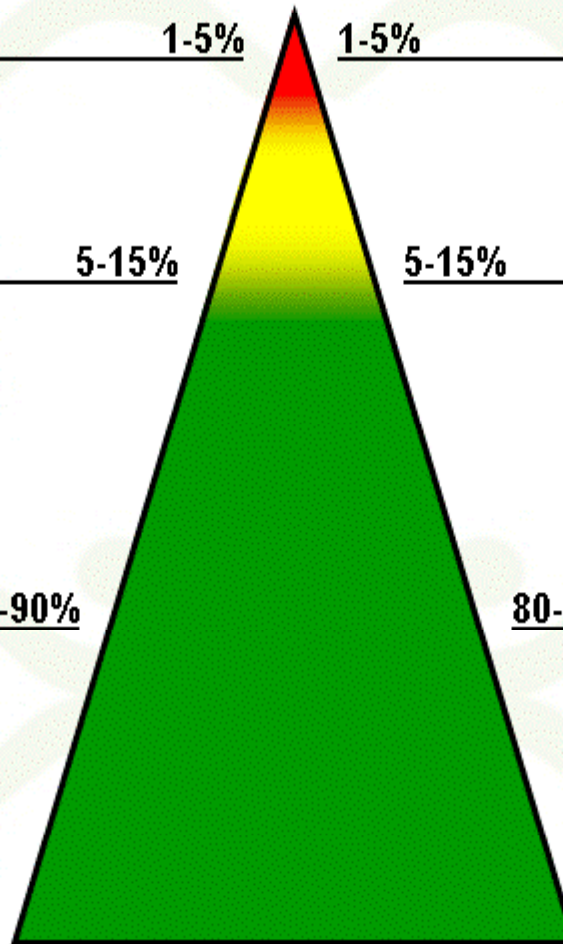**Tier 2/Secondary Interventions**   5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions   80-90%
- All students
- Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

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*Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/school-wide.htm*

Source: http://education.uwsp.edu/381/activities/pbis.php

RTI and Behavior: The Need to Get It Right

"When a school implements an intervention without careful consideration of the systems features necessary to guide implementation, the intervention is likely to disappear quickly, be implemented with poor fidelity, or becomes part of a hodgepodge of interventions, none of which have documented effects."

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45. p. 34-35

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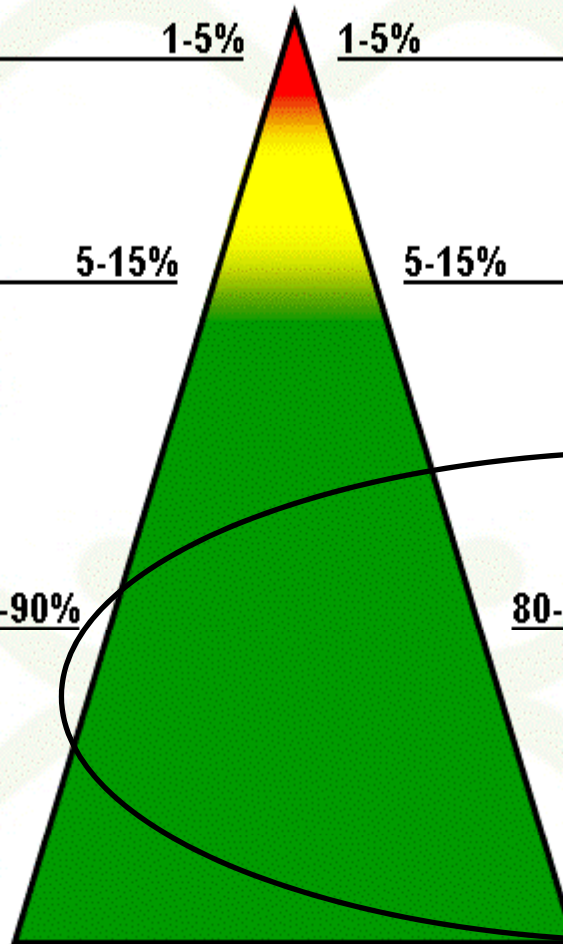- High intensity

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RTI for Behavior: PBIS: Tier 1: Universal

What are the elements of PBIS at Tier 1? At the universal level, the school sets building-wide behavioral expectations and rules.

All classroom teachers are provided with lesson plans and coaching to :

- define and teach specific pro-social or academic skills.
- prompt students in advance to use appropriate behaviors.
- provide students with opportunities to practice and be reinforced for appropriate behaviors.

- **How are students selected?** Because Tier 1 is universal, all students receive the same classroom behavioral supports.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 1:Universal

How are students selected? Because Tier 1 is universal, all students receive the same classroom behavioral supports.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

Tier 1: Universal Interventions: The Foundation of PBIS

"It is only after high-quality academic and behavior instruction and interventions are established at both the school-wide and classroom levels that schools could conclude that a student has a need for additional services." p. 3

Source: Sandomierski, T., Kincaid, D., & Algozzine, B. (n.d.). Response to intervention and positive behavior support: Brothers from different mothers or sisters from different misters?

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

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Tier 2:Targeted Interventions

"Students receiving Tier II supports typically exhibit behavior that is not dangerous to themselves or others, but that is disruptive to their learning or the learning of their peers.

Tier II interventions are implemented similarly across groups of students who exhibit similar behavior problems and are therefore likely to benefit from the same type of intervention." p. 34

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 2: Targeted

What are Tier 2 PBIS supports? Tier 2 behavioral interventions are designed to address common behavioral concerns that cannot be managed in the classroom alone.

Tier 2 interventions are standard-treatment protocol strategies (research-based programs selected to match the most frequent kinds of behavioral problems) to allow for efficient matching of student to intervention.

Tier 2 behavioral interventions are overseen by the Tier 2 Targeted Intervention Team.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 2: Targeted

Who develops a Tier 2 behavior plan? A Tier 2 Targeted Intervention Team meets to create behavior plans for referred students. Plans are quick to create, as students are assigned to existing programs and an FBA is not required.

The Tier 2 Targeted Intervention Team will usually not exceed 6 people. The team should include among its members staff who:

- control school-wide intervention resources (e.g., administrator).
- are knowledgeable about behavioral assessment.
- oversee specific Tier 2 interventions (e.g., coordinator for check-in/check-out).

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 2: Targeted

How are students selected? Students can be picked up by the Tier 2 Targeted Intervention Team based on:

❑ office disciplinary referrals: The student presents an elevated 'risk' profile compared to peers.

❑ teacher request for assistance: The school verifies that the instructor provided adequate Tier 1 behavioral support before seeking a Tier 2 referral.

❑ results of school-wide screening for behavior: The student falls within the 'at risk' range according to the norms of the screener.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 2: Targeted

How are Tier 2 behavioral programs selected? The school analyzes 'natural data sources' (e.g., Office Disciplinary Referrals, grade reports, attendance) to identify school-wide behavior concerns and match them to Tier 2 behavioral programs.

Any Tier 2 (targeted) PBIS intervention should be research-based and will typically include:

- explicit teaching of pro-social or academic skills.
- use of prompts (antecedent cues) to elicit desired student behaviors.
- frequent opportunities for the student to practice appropriate behaviors.
- feedback to the student about behavioral improvements.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 2: Targeted

Who has school-wide responsibility for overseeing a Tier 2 behavior intervention? Each Tier 2 behavioral intervention (e.g., Check In/Check Out; Check and Connect) has a coordinator assigned to run it. The coordinator's duties include:

– training other school staff to use the intervention.

– making available any materials needed for the intervention (reinforcers, rating sheets, etc.)

– meeting with stakeholders (parents, student, other staff) at the start of a student's intervention

– Graphing progress-monitoring data for each student,

– Sharing student-progress updates with the Tier 2 Targeted Intervention Team.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

School-Wide Systems for Student Success:
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RTI for Behavior: PBIS: Tier 3: Intensive

How are students selected? Students are referred to the Tier 3 Individualized PBIS (IPBIS) Team if:

❑ they fail to respond to lesser levels of intervention (Tiers 1 & 2).

❑ their behaviors pose a safety risk to self and/or others.

❑ their behavioral needs are idiosyncratic and cannot be matched by an existing Tier 2 behavioral program.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 3: Intensive

Who develops a Tier 3 behavior plan? A Tier 3 Individualized PBIS Team (IPBIS Team) meets to develop customized behavior plans for referred students. These plans are in-depth and time-intensive to create.

The team should include among its members staff who:

- control school-wide intervention resources (e.g., administrator).
- can conduct Functional Behavioral Assessments (FBAs).
- can assemble multi-component customized intervention plans.
- can monitor student progress and verify intervention integrity for Tier 3 IPBIS plans.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 3: Intensive

How does the IPBIS Team decide on what elements to include in the student's Tier 3 plan? When a student requires Tier 3 behavioral support, the school commits the time and resources to carry out a Functional Behavioral Assessment (FBA) to identify the function(s)/driver(s) sustaining problem behaviors.

The results of the FBA –as well as information from the student's Tier 2 interventions—help to guide the development of an IPBIS (Tier 3) plan.

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier II interventions within the framework of school-wide positive behavior support: Essential features for design, implementation, and maintenance. Behavior Analysis in Practice, 3(1), 33-45.

RTI for Behavior: PBIS: Tier 3: Intensive

What does a 'typical' Tier 3 IPBIS Plan look like? IPBIS plans at Tier 3 are customized to the student's presenting need(s). While no two are alike, they often contain these components:

- **Antecedent strategies:** to prevent the triggering of problem behaviors.

- **Instructional strategies:** to teach the student pro-social or academic replacement behaviors.

- **Consequences:** use of feedback and/or praise, other reinforcers to shape student behaviors in the desired direction.
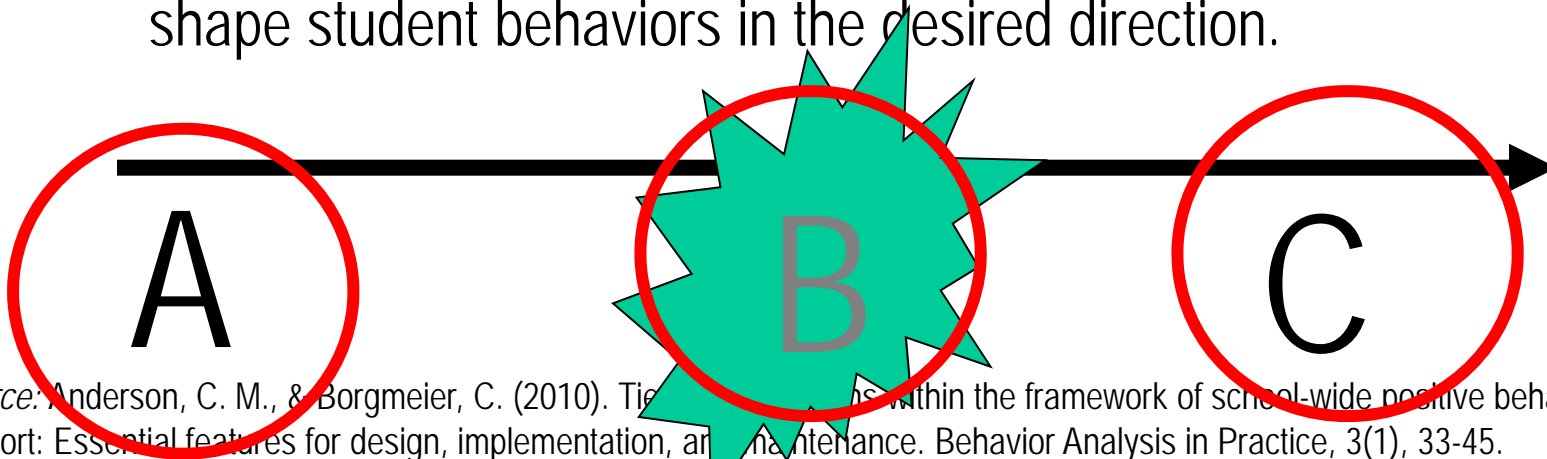
A   B   C

Source: Anderson, C. M., & Borgmeier, C. (2010). Tier ... ns within the framework of school-wide positive behavior support: Essential features for design, implementation, ar... maintenance. Behavior Analysis in Practice, 3(1), 33-45.

IPBIS Team Members: What are greatest barriers in your school culture to adoption of PBIS? (293 respondents from 5 states)

PBIS BARRIERS: TOP 5	% AGREE
Basic PBIS principles and practices are not understood by the entire school staff	92%
Resistance among school personnel to change their behavior management practices	86%
Belief among school personnel that problem behaviors should be punished	84%
Belief among school personnel that students with problem behaviors are better served in specialized or segregated schools	82%
Expectation among school personnel that behavior interventions should result in quick reductions of problem behaviors	85%

Source: Bambara, L. M., Goh, A., Kern, L., & Caskie, G. (2012). Perceived barriers and enablers to implementing individualized positive behavior interventions and supports in school settings. Journal of Positive Behavior Interventions, 14, 228-240.

Positive Behavioral Interventions & Supports

http://www.pbis.org

The Positive Behavioral Interventions & Supports website offers extensive information about PBIS, as well as self-administered tools that schools can use to assess their behavioral climate.

CAST RTI Consultants: Behavioral RTI: Recommendations

1. Inform schools that behavioral RTI is PBIS and that HI DOE has plans to roll out a PBIS model to schools.

2. As a stop-gap measure, consider helping your schools to assemble behavioral intervention resources as a supplemental part of their current RTI intervention bank.

3. Do NOT become distracted in trying to establish a comprehensive RTI behavior model in your schools. Concentrate instead on fully implementing—with fidelity—the RTI academic model that is the focus of this year's RTI CAST support.

RTI: Recommendations for Screening Students at the High School Level

Jim Wright
www.interventioncentral.org

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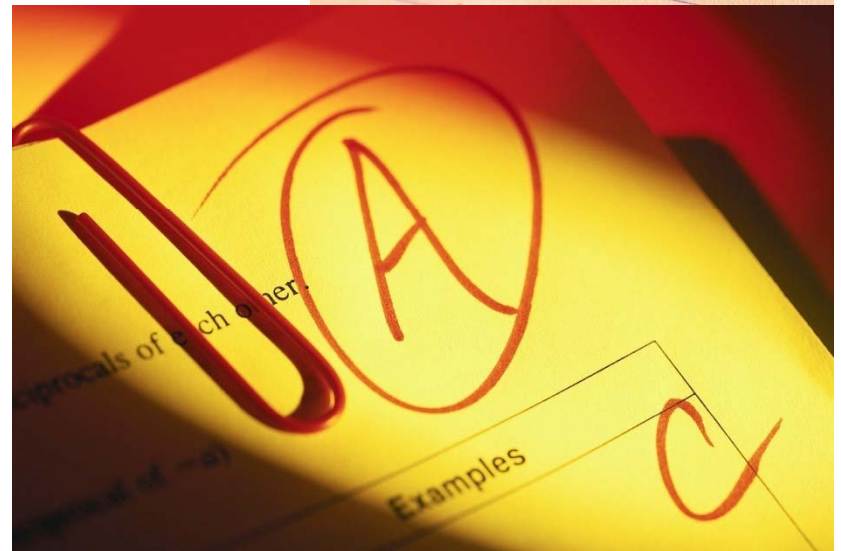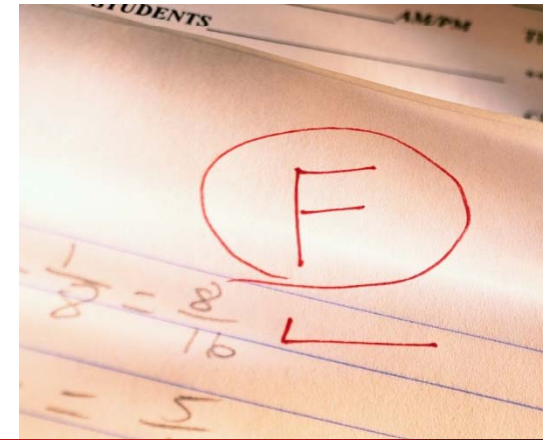
RTI: Selective Screening Plan for High School

The elementary school-wide screening model of screening academic performance for all students 3 times per year may not be useful for high schools.

Instead, high schools should select a battery screening tools to assess student engagement, reading skills, and perhaps other academic performance areas. These screeners should be administered only to students whose existing school data (grades, attendance, behavior) indicates that they are at risk of academic failure or underperformance.

Source: Burns, M. K., Sarlo, R., & Petterson, H. (n.d.). Problem analysis within an RTI framework at a secondary school. RTI Network: Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school

RTI: Selective Screening Plan for High School

1. Create a school plan to monitor grades, attendance, behavior (office referrals). For each domain, decide on:

   - **Grade level(s)** in which this data will be collected (e.g., office referrals will be monitored for grades 9-12).

   - **Time intervals** when this data will be collected and analyzed *(e.g., office referrals will be analyzed every 5 weeks).*

   - **Risk threshold** that identifies that a student is *at-risk (e.g., risk equals more than 3 office referrals during the 5-week interval).*

   - **Person(s) responsible** for analyzing data *(e.g., school counselors will run office disciplinary reports every 5 weeks and pull names of students who exceed risk threshold).*

   - **RTI action(s)** to be taken for any student who exceeds risk threshold *(e.g., students with excessive office referrals will require a teacher conference and Tier 1 RTI plan).*

Source: Burns, M. K., Sarlo, R., & Petterson, H. (n.d.). Problem analysis within an RTI framework at a secondary school. RTI Network: Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school

Excerpt from *Existing Data: Creating a Screening Plan for Your Middle or High School*

❑ **Behavior.** Office disciplinary referrals provide relevant information about problem school behaviors..

Behavior: What Grade Levels? At what grade level(s) will this information be collected?

_____

Behavior Screening Schedule. On what schedule will office disciplinary referrals be monitored building-wide? (e.g., at 5-week intervals):

_____

Behavior Risk Threshold. What is the threshold at which frequency or type of disciplinary referrals will identify a student as being at-risk? (e.g., 2 or more disciplinary referrals of any kind per month)?

_____

Behavior--Person(s) Responsible. Who is responsible for periodically reviewing disciplinary data to flag students who fall within the at risk range?

_____

Behavior--RTI Actions. What action(s) will be taken for any students identified as at risk because of discipline?

- _____

- _____

- _____

RTI: Selective Screening Plan for High School

2. Use existing school data as initial screener to identify students at risk in domains of grades, attendance, and/or behavior. Provide these students with additional screenings to uncover source(s) for underperformance.

Source: Burns, M. K., Sarlo, R., & Petterson, H. (n.d.). Problem analysis within an RTI framework at a secondary school. RTI Network: Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school

RTI: Selective Screening Plan for High School

3. Assemble a battery of specialized screeners to uncover student problems with school engagement, reading skills, and perhaps other areas of academic or behavioral functioning:

   – Example: The **Student Engagement Instrument** is a short survey that can provide insights into why students may be disengaged from instruction.

   – Example: The **Scholastic Reading Inventory** is a computer-delivered assessment that assesses student reading comprehension.

   NOTE: The student engagement screener is administered first. The results of this screener, combined with available school data, can help to guide selection of additional academic screening tools.

Source: Burns, M. K., Sarlo, R., & Petterson, H. (n.d.). Problem analysis within an RTI framework at a secondary school. RTI Network: Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school

Student Engagement Instrument (SEI): Measuring School Engagement

The SEI was originally created to identify students for the Check & Connect program (University of Minnesota). This self-administered survey tracks levels of school engagement and potential deficits of school engagement.
Free access to the SEI is available at:

http://checkandconnect.umn.edu/research/
sei_register.html

Scholastic Reading Inventory (SRI)

"SRI is a research-based, computer-adaptive reading assessment for students in grades K-12 that measures reading comprehension on the Lexile Framework for Reading. The student is asked to read a passage taken from an authentic text and then choose the option that best fills the blank in the last statement. To complete the statement, the student must respond on a literal level (recall a fact) or inferential level (determine the main idea of the passage, draw an inference from the material presented, or make a connection between sentences in the passage)."

Source: National Center on Intensive Intervention. (2013). Scholastic Reading Inventory [product description]. Retrieved from http://www.intensiveintervention.org/chart/progress-monitoring/12839

RTI: Selective Screening Plan for High School

4. For students identified as at-risk with existing school-wide data (grades, attendance, behavior), administer the student engagement screening tool FIRST.

   The results of this screener are then combined with existing school data about student academic performance and behavior to help to guide selection of additional appropriate screening tools.

Source: Burns, M. K., Sarlo, R., & Petterson, H. (n.d.). Problem analysis within an RTI framework at a secondary school. RTI Network: Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools/problem-analysis-within-an-rti-framework-at-a-secondary-school

RTI: How to Think About Student 'Data Profiles'
Jim Wright
www.interventioncentral.org

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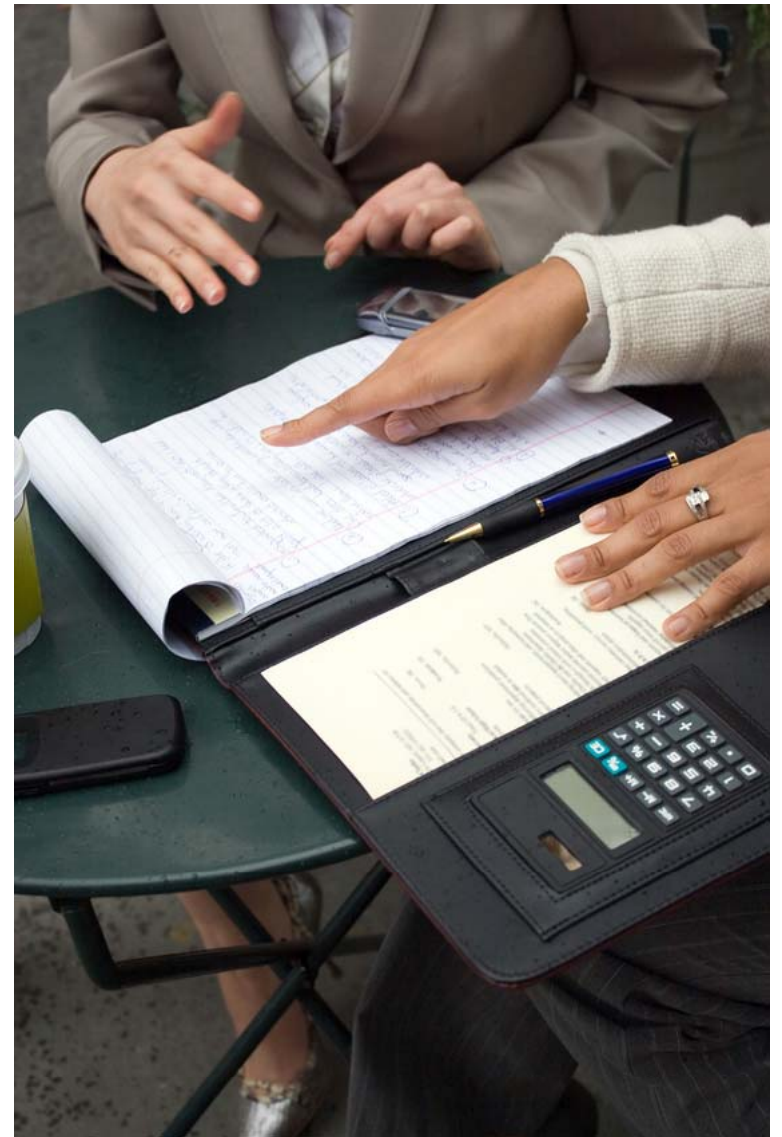
Data Profile: Multiple Definitions

Within RTI, the term 'data profile' can have several definitions:

- Data profile: School-wide screening tools: Distribution of student scores

- Data profile: Intervention progress-monitoring: The individual student

- Data profile: Creating standard 'profiles' to match students to appropriate levels of intervention support

Data Profile: School-Wide Screening Tools

Data Profile: School-Wide Screening Tools

School-wide screening tools to be administered 3 times per year should have technical adequacy (be reliable and valid measures of student performance).

Screening norms should also reliably sort students based on predicted risk into these categories: low-risk, some risk, at risk.

When using screening benchmarks, a school's 'data profile' consists of the distribution of student scores into risk categories. Schools can use benchmark norms from screeners to rapidly gauge if core instruction is adequate by noting whether at least 80 percent of students have met or exceeded the grade-level benchmark.

Grade 3 Reading Measures

Percentile	Passage Reading Fluency		
	Fall	Wint	Sprg
10th	31	64	60
20th	51	81	81
50th	83	114	115
75th	108	147	144
90th	138	173	173

Source: EasyCBM: (2010). *Interpreting the EasyCBM progress monitoring test results.* Retrieved February 22, 2011, from
http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DORF	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
Words	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
Correct	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79

Source: Dynamic Measurement Group, Inc. (2010). *DIBELS Next benchmark goals and composite score.* Retrieved from https://dibels.org/next/downloads/DIBELSNextBenchmarkGoals.pdf

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate
2006-2007 School Year

Grade	Percentile	Fall		Winter		Spring		
		Num	WRC	Num	WRC	Num	WRC	ROI
4	90		151		169		184	0.9
	75		125		141		156	0.9
	50		100		114		127	0.8
	25	57382	73	58592	89	59844	101	0.8
	10		48		62		72	0.7
	Mean		100		115		128	
	StdDev		40		42		44	

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

Data Profile: Intervention Progress-Monitoring

Data Profile: The Student on Intervention

A student receiving a Tier 2/3 intervention should present the following 'data profile' with these quality indicators:

1. 'At-risk' academic performance. The student is found to be at risk according to benchmark screening norms.

2. Data context. Baseline data are collected and a numeric outcome goal is set prior to the intervention start.

3. Regular progress-monitoring. The Tier 2 student is monitored at least twice per month, while the Tier 3 student is monitored at least weekly.

4. Sufficient intervention duration. The intervention continues for at least 6-8 instructional weeks before judging its effectiveness.

5. Measures have technical adequacy. Progress-monitoring measures are reliable and valid indicators of student academic performance.

Data Profile: Matching Students to Appropriate Levels of Academic Intervention Support
(Examples provided courtesy of Pinnacle Charter School)

Data Profile: Matching Students to Appropriate Levels of Academic Intervention Support

One way that schools can make the fullest and most efficient use of intervention resources is to establish numeric 'data profiles' that outline different levels of academic risk.

Here are the steps to establishing data profiles by category of risk:

1. Schedule daily RTI blocks of at least 30 minutes for delivery of Tier 2/3 interventions.

2. Generate a list of interventionists for each grade level.

3. [Optional] Define a Tier 2 role for the classroom teacher.

4. Establish cut-points for screening data to create 'data profiles' that define levels of risk.

Data Profile: Matching Students to Appropriate Levels of Academic Intervention Support

1. **Schedule daily RTI blocks of at least 30 minutes for delivery of Tier 2/3 interventions.** If possible, schedule a shared period for all classrooms at each grade level while avoiding overlap of RTI periods across grades.

Scheduling Elementary Tier 2 Interventions

Option 3: *'Floating RTI':Gradewide Shared Schedule*. Each grade has a scheduled RTI time across classrooms. No two grades share the same RTI time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

Anyplace Elementary School: RTI Daily Schedule

Grade K	Classroom 1	Classroom 2	Classroom 3	*9:00-9:30*
Grade 1	Classroom 1	Classroom 2	Classroom 3	*9:45-10:15*
Grade 2	Classroom 1	Classroom 2	Classroom 3	*10:30-11:00*
Grade 3	Classroom 1	Classroom 2	Classroom 3	*12:30-1:00*
Grade 4	Classroom 1	Classroom 2	Classroom 3	*1:15-1:45*
Grade 5	Classroom 1	Classroom 2	Classroom 3	*2:00-2:30*

Source: Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

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2. **Generate a list of interventionists for each grade level.** Create a list of all instructional and non-instructional personnel who are available to provide interventions to students in Tiers 1, 2, and 3. Next to each person's name or position, note (if possible) the blocks of time that he or she is available on a daily or weekly basis to provide intervention and the tier(s) of intervention that this person might support.

Instructional/Non-Instructional Personnel	Time Available for Intervention	Tier(s) of Intervention to Support
Jim Wright	Three 45-minute sessions per week for Grade 2	Tier 2

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3. **[Optional] Define a Tier 2 (supplemental intervention) role for the classroom teacher.** Include the classroom teacher as a possible interventionist for more 'mild' Tier 2 students.

   NOTE: The goal is to enlist at least one instructor per grade level to serve as a Tier 2 provider. Classroom teacher participation at Tier 2 tends to maintain instructors' sense of 'ownership' for students who receive supplemental interventions and also increases the school's capacity to deliver Tier 2 support.

Student Data Profiles & Matching RTI Supports: Pinnacle Charter School

RTI Tier	*RTI Support*
Tier 1: Core Instruction	No intervention support needed.
Tier 1: Intervention: Classroom	The **classroom teacher** delivers individualized classroom intervention support during core instruction.
Tier 2: Supplemental Intervention: Classroom	The **classroom teacher** provides intervention support at the less-intensive end of the Tier 2 continuum (e.g., 3 times weekly; 20 mins; group 7:1).
Tier 2 :Supplemental Intervention: Pull-Out	The **reading interventionist/special educator** provides pull-out intervention support at the more-intensive end of the Tier 2 continuum (e.g., 4 times weekly; 30 mins; group 5:1).
Tier 3: Intensive Intervention: Pull-Out	The **reading interventionist/special educator** provides pull-out intervention support sufficiently intensive to address serious skill deficits (e.g., 5 times weekly for 30 mins; group 3:1).

Example: List of Interventionists Available to Support Grade 1 at Pinnacle Charter School

Category of Student Intervention Need	Available Staff
Tier 1: Core Instruction	Classroom teacher
Tier 1: Intervention: Classroom	Classroom teacher; AmeriCorps; volunteers
Tier 2: Supplemental Intervention: Classroom	Classroom Teacher; AmeriCorps; volunteers
Tier 2: Supplemental Intervention: Pull-Out	Reading Specialist; Special Education Teacher; Speech-Language Pathologist
Tier 3: Intensive Intervention: Pull-Out	Reading Specialist; Special Education Teacher; Speech-Language Pathologist

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4. **Establish cut-points for screening data to establish 'data profiles' that define levels of risk.** At each grade level, set cut-points for each source of academic screening data that will allow the sorting of students into the pre-established 4-5 categories of intervention need.

   Assign intervention staff to each category of intervention.

Example: Pinnacle Charter

Kindergarten: The kdg team and administrator agreed that the following measures would be used to identify students requiring intervention support:

- DIBELS: Composite Score
- DIBELS: First Sound Fluency
- DIBELS: Phoneme Segmentation Fluency
- DIBELS: Nonsense Word Fluency

Pinnacle Charter: Kdg: Data Sources & Cut-Points for Tier 2 Winter Screening

	Tier 1: Core Instruction	Tier 1: Intervention: Classroom	Tier 2: Supplemental Intervention: Classroom	Tier 2: Supplemental Intervention: Pull-Out	Tier 3: Intensive Intervention: Pull-Out
DIBELS Composite Score	122+	109-121	97-108	85-96	84 & lower
DIBELS First Sound Fluency	30+	28-29	24-27	20-23	19 & lower
DIBELS Phoneme Segmentation Fluency	20+	18-19	14-17	10-13	9 & lower
DIBELS: Nonsense Word Fluency	17+	14-16	11-13	8-10	7 & lower

Example: Pinnacle Charter

Grade 1: The 1st-grade team and administrator agreed that the following measures would be used to identify students requiring intervention support:

- DIBELS: Nonsense Word Fluency
- DIBELS: Phoneme Segmentation Fluency
- DIBELS: Oral Reading Fluency
- Fry Word List: Full List

Pinnacle Charter: Grade 1: Data Sources & Cut-Points for Tier 2 **Fall** Screening

	Tier 1: Core Instruction	Tier 1: Intervention: Classroom	Tier 2: Supplemental Intervention: Classroom	Tier 2: Supplemental Intervention: Pull-Out	Tier 3: Intensive Intervention: Pull-Out
DIBELS Nonsense Word Fluency	27+	NA	22-26	18-21	17 & lower
DIBELS Phoneme Segmentation Fluency	40+	NA	30-39	25-30	24 & lower
DIBELS Oral Reading Fluency	NA	NA	NA	NA	NA
Fry Word List	150+	101-149	76-100	51-75	50 & lower

Data Profile: Matching Students to Appropriate Levels of Academic Intervention Support

Schools can realize several advantages by building a range of data profiles matched to specific levels of intervention support:

- The classroom teacher has a role in Tier 2.

- Student risk is more accurately measured—with every student linked to a category of instruction/intervention.

- Schools make full use of intervention personnel.

Steps to establishing data profiles by category of risk:

1. Schedule daily RTI blocks of at least 30 minutes for delivery of Tier 2/3 interventions.
2. Generate a list of interventionists for each grade level.
3. [Optional] Define a Tier 2 role for the classroom teacher.
4. Establish cut-points for screening data to create 'data profiles' that define levels of risk.

RTI at Tiers 2 & 3: How to Find Quality Academic Intervention Programs

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RTI at Tiers 2 & 3: How to Find Quality Academic Intervention Programs

Schools can assemble strong Tier 2/3 academic programs by:

- Reviewing screening and other school-wide data to note areas of student need.

- Inventorying their current Tier 2/3 programs to verify quality and to identify potential gaps. (For reading, use the 5 components of reading instruction as a guide.)

- Reviewing additional programs by visiting 'clearinghouse' websites such as the What Works Clearinghouse.

- Selecting programs that fill intervention gaps.

Step 1: Review screening and other school-wide data to note areas of student need

- Evaluate your school-wide screening data: identify common areas of student need that may require targeted (Tier 2) or intensive (Tier 3) interventions.

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DORF	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
Words	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
Correct	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79

Source: Dynamic Measurement Group, Inc. (2010). *DIBELS Next benchmark goals and composite score.* Retrieved from
https://dibels.org/next/downloads/DIBELSNextBenchmarkGoals.pdf

RTI at Tiers 2 & 3: How to Find Quality Academic Intervention Programs

Step 2: Inventory current Tier 2/3 programs to verify quality and to identify potential gaps.

Tier 2/3 Intervention Programs at a Glance

Listed below are intervention programs available in the school to support Tier 2 and Tier 3 interventions. Each program description includes information about the type of academic deficit that it is designed to address:

Tier 2/3 Intervention Program	Grade Level(s)	Area(s) of Academic Deficit Targeted	Method for Delivering This Intervention Program	Frequency and Length of Sessions
Lexia Learning (computer-delivered instruction/intervention) http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_lexia_063009.pdf	K-4	Alphabetics, reading fluency, comprehension	Computer lab	2-5 days per week; 20-30 minute sessions
HELPS Program www.helpsprogram.org	2-4	Reading fluency	Trained Tutors (college practicum students; paraprofessionals)	3-5 days per week; 15-minute sessions
Corrective Reading http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Corrective_Reading_070207.pdf	3-4	Alphabetics, reading fluency	Classroom teachers, reading teachers	4-5 times per week; 45-minute sessions

Five Core Components of Reading

- "Phonemic Awareness: The ability to hear and manipulate sounds in words.

- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

- Fluency with Text: The effortless, automatic ability to read words in connected text.

- Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

- Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

Step 3: Review additional programs by visiting 'clearinghouse' websites

- Browse following websites to find programs of high quality that meet your schools' Tier 2/3 intervention needs.

What Works Clearinghouse

http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in reading/writing, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) .

National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings to intervention programs in reading, math, and writing.

Users can streamline their search by subject and grade level (elementary or middle school).

Step 4: Select programs that fill identified 'intervention gaps'

- Fill in gaps in programming using those found on clearinghouse websites.