

Response-to-Intervention (RtI)

**Alabama's Response to Developing and
Implementing the State Model**

**Focus on the Possibilities
MEGA 2008**

Alabama Department of Education

Outcomes

- Increase Awareness- ALL Education Initiative
- Provide Information Regarding the Status of Alabama's Statewide Plan
- Provide Suggestions for What District and Building Level Personnel Can Do To Be Proactive

Increasing Awareness

Myths about RtI

- The primary function of RtI is to identify children for special education.

FALSE

- RtI does not apply to behavior.

FALSE

- Interventions in an RtI framework should be implemented for a specific number of weeks.

FALSE

- RtI calls for a minor “tweaking” of what is already in place.

FALSE

Adapted from Myths About RtI
Implementation, NASDSE, 2006

**"It is easier to build
strong children
than to repair
broken men."**

-Frederick Douglass

What is RtI?

An instructional model designed to:

- Ensure quality instruction for all students
- Ensure early intervention for struggling learners
- Ensure data-driven decision making
- Provide instructional services through a tiered delivery model

What are the core principles?

- Early intervening for struggling learners is essential.
- Use of a multi-tier model of service delivery facilitates differentiated instruction.
- Movement between tiers should be guided by a data-driven decision making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

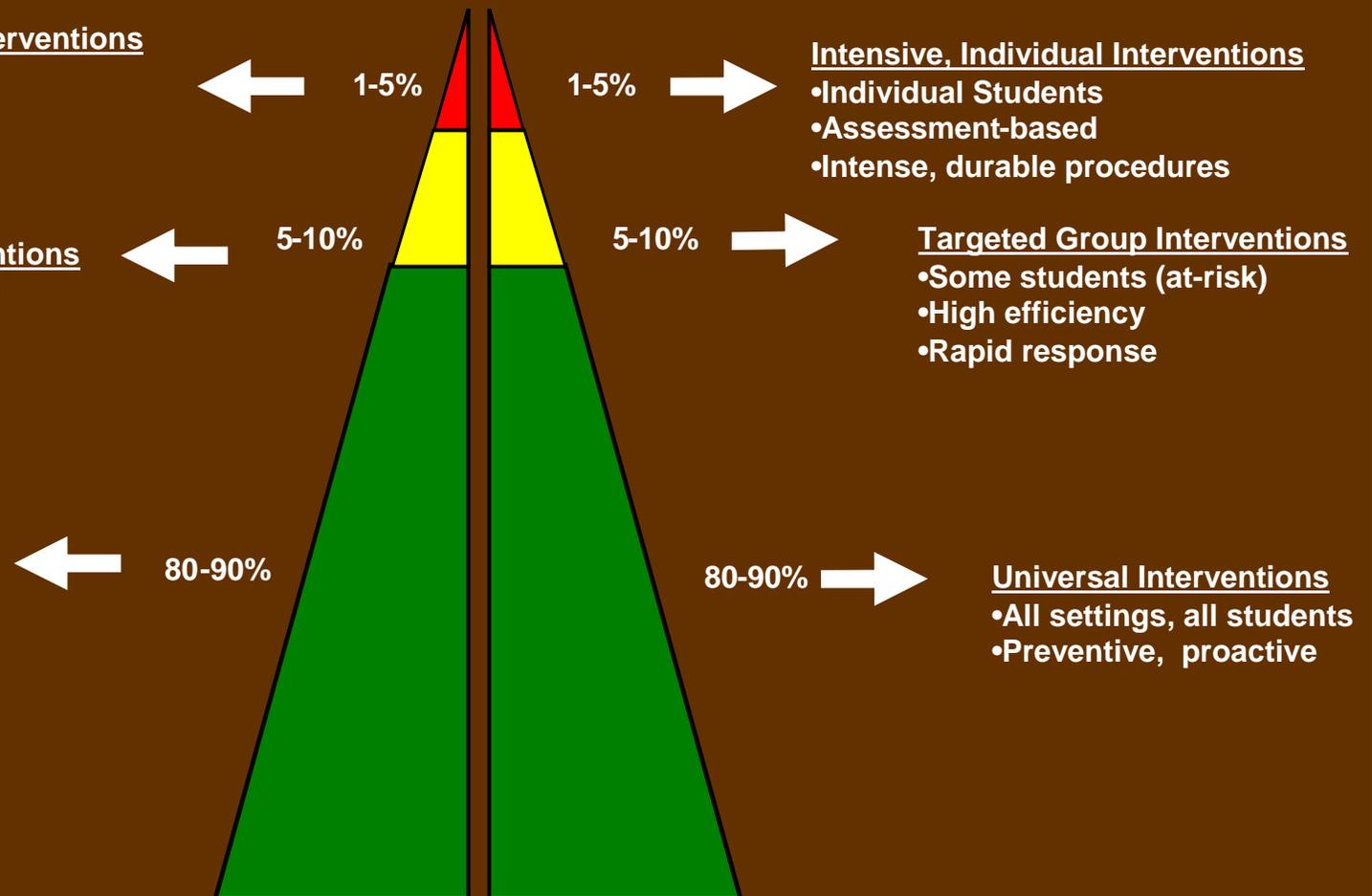
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Research and Federal Reports

■ Research base beginning in the 1970's

- Curriculum Based Measurement; S. Deno, D. Fuchs, L. Fuchs
- Problem Solving Method, J. Bergan
- Reading; S. Vaughn, J. Torgeson, B. Foorman, etc.

■ Various federal initiatives/reports

- National Research Council Report, 1982
- National Reading Panel, 2000
- National Research Council Panel on Minority Overrepresentation Report, 2002
- President's New Freedom Commission on Mental Health, 2003
- National Summit on Learning Disabilities
- President's Commission on Excellence in Special Education, 2002

Language in the Code

290-8-9-01 (2)(a)(b) Child Identification

(2) Special Rule. The public agency shall ensure that:

- (a) 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
- (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.

Language in the Code

290-8-9-04(1)(e) Procedures for determining eligibility.

- (e) Ensure that a child is not determined to be a child with a disability if the determinant factor is a lack of appropriate instruction in reading [including the essential components of reading instruction as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (PA, Phonics, Vocabulary Dev., Reading Fluency, and reading comprehension strategies)], a lack of appropriate instruction in math; the child has limited English proficiency; or the child does not otherwise meet the eligibility criteria for a specific area of disability....

Connection to Other SDE Programs and Initiatives

A Sampling of SDE Support Services and Initiatives:

- AMSTI
- ARI
- BBSST
- High Schools That Work
- Making Middle Grades Work
- Positive Behavior Support
- Instructional Reviews
- Leadership Training
- School Improvement Resources
- Technology Support

Connection to Other SDE Programs and Initiatives

BBSST

**Fits into Tier III of the
Response to
Intervention Process**

What will the SDE provide?

- Alabama's RtI Guide
- Support from current SDE initiatives and services utilizing the processes outlined in RtI
- State Contact Person
- Web Resources
- Professional Development Opportunities

SDE RtI Timeline

- **September 2007**-Anita Buckley-Commander and Sherrill Parris appointed as co-directors of RtI work
- **September 2007**- Assembled SDE committee to learn about RtI and develop a plan for what it would look like in Alabama
- **November 2007**- Hired SDE RtI Coordinator to focus on that work
- **December 2007**- National RtI Summit
- **January 2008** – RtI development workgroups assembled to complete specific tasks

SDE RtI Committee

Tonya Anthony	Math
John Bell	Leadership Academy
Reeda Betts	Middle/High School Intervention
Brooke Blair	Accountability Roundtable
Gail Blalock	Teacher Certification
Judy Brown	Career Tech
Anita Buckley	Committee Chair
Pam Cloud	Federal Programs
Elainer Jones	PEPE
Donna Kirkendoll	PBS
Inez Lewis	Special Education
Julie Lowery	Special Education
Ceceilia Mills	Prevention & Support

SDE RtI Committee

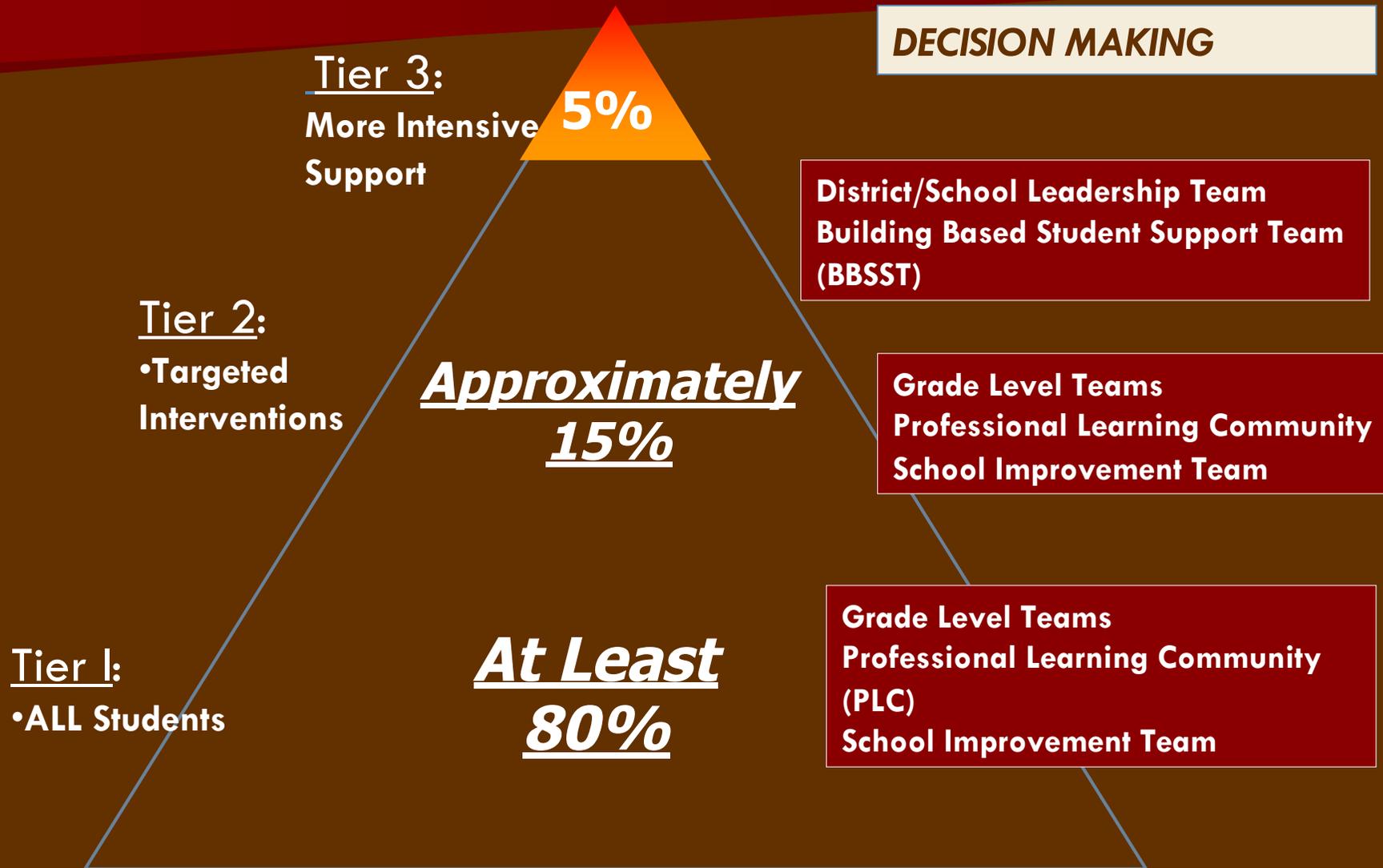
Becky O'Neil	Reading
Philip Paramore	Career Tech
Sherrill Parris	Committee Chair
Bambi Perrigin	Federal Programs
Judy Pugh	Student Assessment
Hannis Roberts	Technology Initiatives
Jean Scott	SERVE
Cheryl Sparks	Middle/High School Intervention
Christine Spear	RTI Coordinator
Judy Stone	Reading
Tony Thacker	Teacher Quality
Ethan Taylor	ISS

The RtI Guide

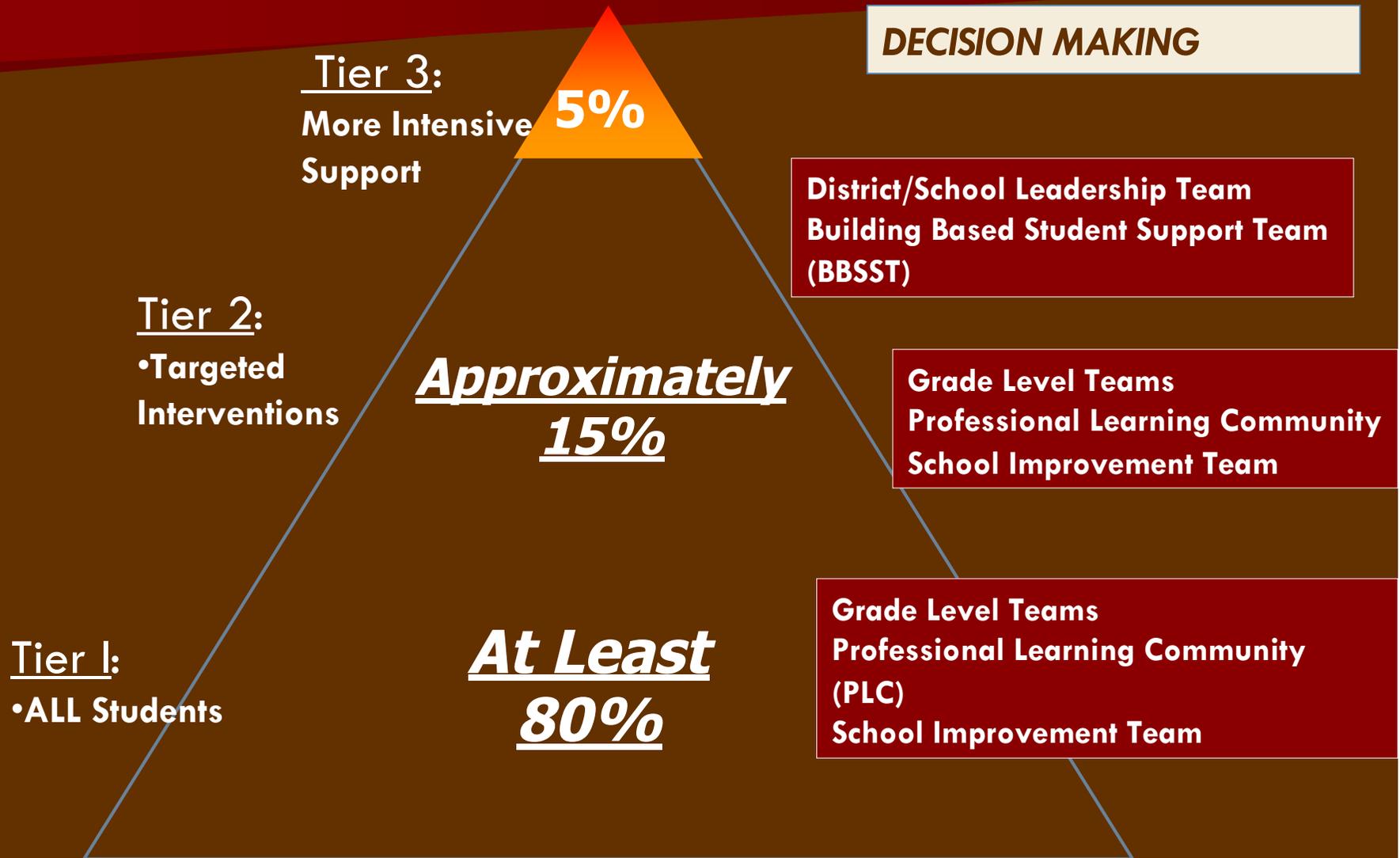
- What is RtI?
- What is Alabama's Tiered Instructional Model?
- What does best practice look like in each tier?
- What are the decision rules for movement within the tiers?
- What services does the SDE offer in each tier?

Alabama's Tiered Model

Alabama's Tiered Model of Support

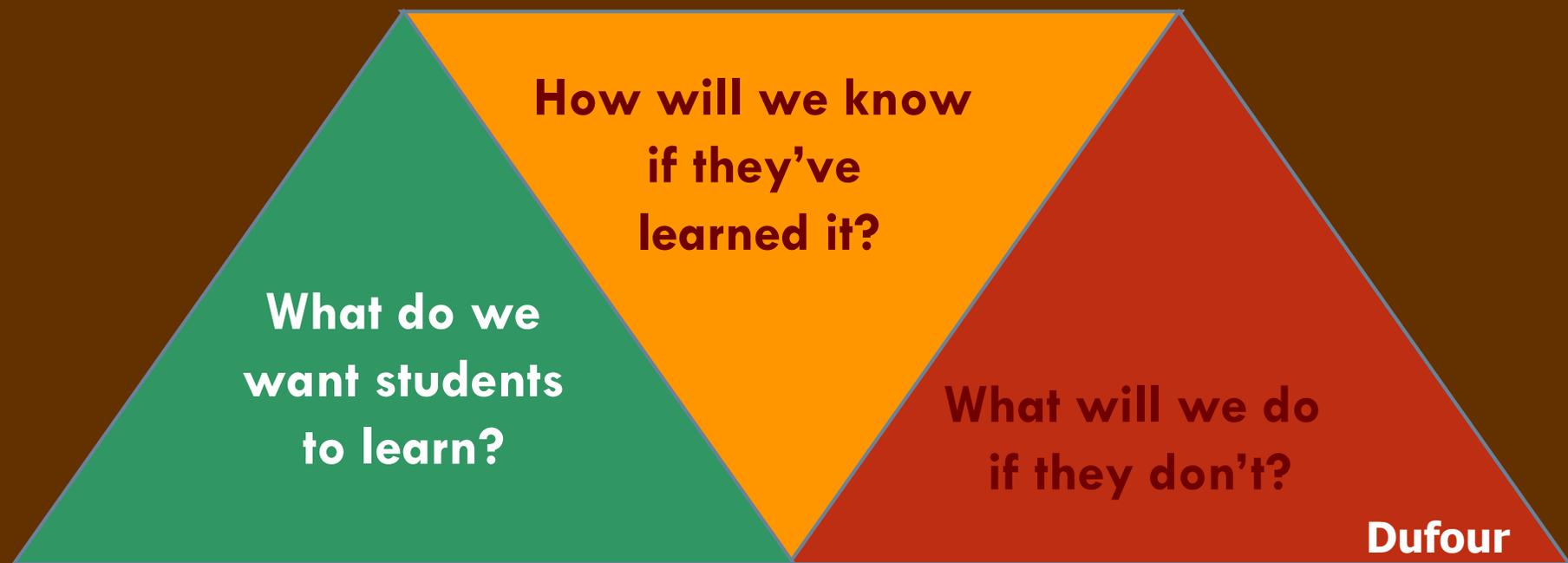


Alabama's Tiered Model of Support



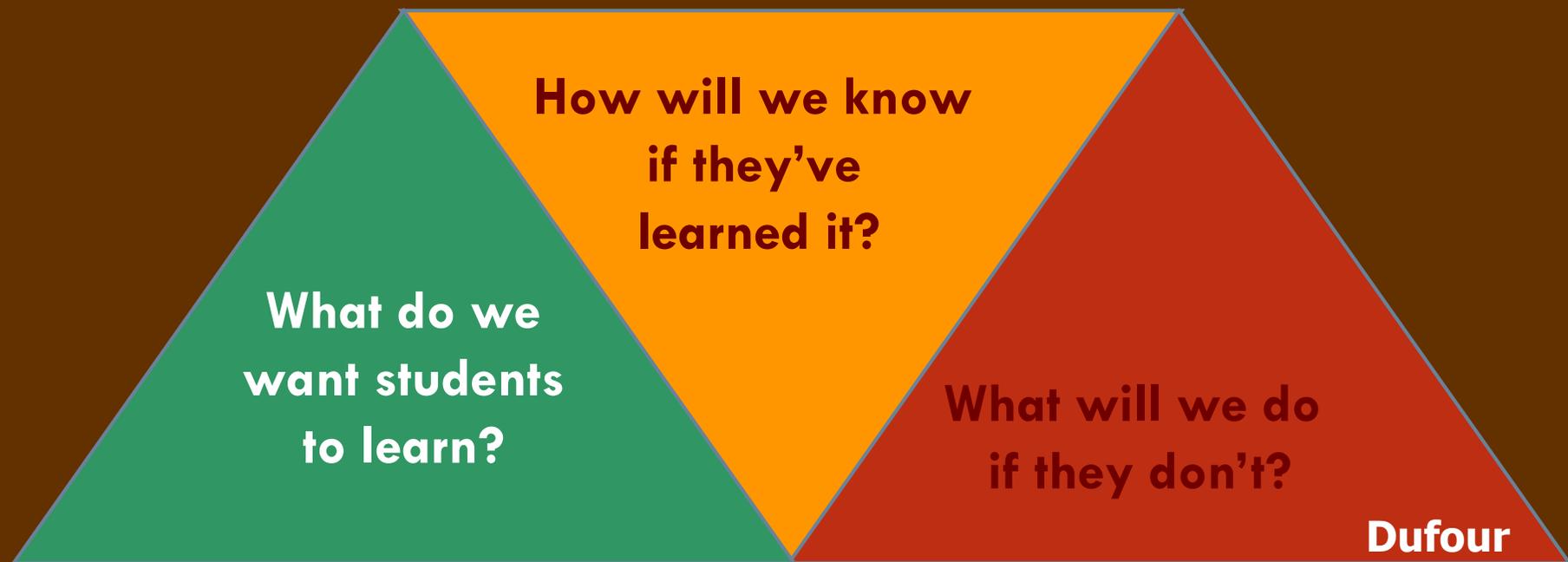
Tier I: For All Students

Is designed to meet the needs of at least 80% of the student population.



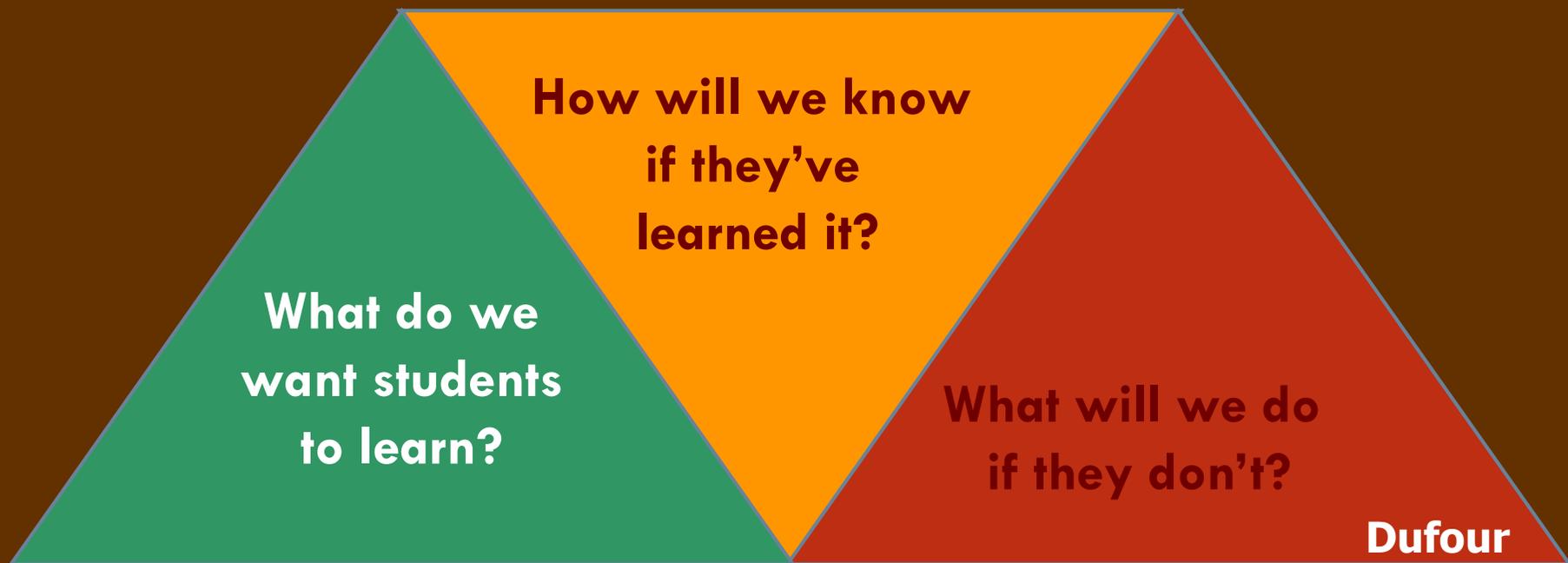
Tier II: Targeted Group Intervention

Is designed for students who are not responding to Tier I and/or who are significantly behind.



Tier III: Intensive Intervention

Is designed for students who are not responding to Tiers I or II and/or who are significantly behind.



Being Proactive

What does the research say?

Systematic, explicit reading instruction is essential for students to develop the skills and processes to become fluent comprehenders of text . (National Reading Panel, 2000)

What does the research say?

Students learn most effectively in small flexible groups (National Reading Panel 2000).

Students need at least 24 successful practice sessions to gain mastery of a skill. Literacy centers are designed to provide this much-needed practice (Marzano 2001).

What does the research say?

Teachers' regular use of formative assessments improves their students' learning, especially if teachers have additional guidance on using the assessment to design and to individualize instruction. (National Mathematics Advisory Panel, 2008)

What does the research say?

For students who have mathematical difficulties, explicit instruction using clear models of proficient performance, many opportunities to verbalize their problem-solving strategies, and adequate practice and review should be a part of the mathematics program. (National Mathematics Advisory Panel, 2008)

RtI Resources

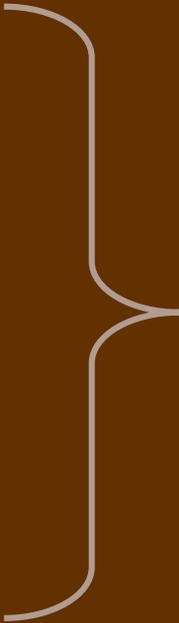
National Association of State Directors of Special Education, Inc

Response To **Intervention**

BLUEPRINTS FOR IMPLEMENTATION

Blueprint for Implementation

- Build Consensus
- Develop an Infrastructure
- Implement



District, &
Building Levels

Where to Begin?

- Building consensus
- Assessing current practices
- Identifying needs
- Developing a timeline for consensus building and infrastructure development
- Integrating with continuous improvement plans, curriculum mapping, school wide plans and initiatives

Homework

1. Work as **team**
2. Think/work **systemically**
3. Develop fluency w/ “**Big Ideas**”
4. **Work smarter** w/ existing resources
5. Conduct **self-assessment**

Web Resources

- www.interventioncentral.org
- www.studentprogress.org
- www.rtinetwork.org
- www.rti4success.org
- <http://iris.peabody.vanderbilt.edu>

References

Foundations for Success: The Final Report of the National Mathematics Advisory Panel. (2008). Available online www.ed.gov/about/bdscomm/list/mathpanel/index.html

Marzano (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

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National Research Center on Learning Disabilities. (2004). *Executive summary of the NRCLD symposium on responsiveness to intervention* [Brochure]. Lawrence, KS: Author.

O'Connor (2003). *Tiers of intervention in kindergarten through third grade.* Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from www.nrclid.org/html/symposium2003.

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Vaughn, S., & Fuchs, L.S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137-146.

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