

# **Core Rtl Principles**

- 1. We can effectively teach all children.**
- 2. Intervene early.**
- 3. Use a multi-tier model of service delivery.**
- 4. Use a problem-solving method to make decisions within a multi-tier model.**
- 5. Use research-based, scientifically validated interventions/instruction to the extent available.**
- 6. Monitor student progress to inform instruction**
- 7. Use data to make decisions. A data-based decision regarding student response to intervention is central to Rtl practice.**
- 8. Use assessment for three different purposes: screening, diagnostics, progress monitoring**

# Response to Intervention (RtI)

Response to Intervention is a pre-identification strategy for learning disabilities. It is defined by the National Association of State Directors of Special Education as:

“The practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”

## RECENT IDEA LEGISLATION

This section is based on a publication from IRA titled Response to Intervention in Individuals with Disabilities by Fiona James.

RtI's current popularity is a result of the passage of the Individuals with Disabilities Education Improvement Act (IDEIA) in December 2004 (PL 108-446). This was an update of the Individuals with Disabilities Act (IDEA) passed in 1997. This new legislation has several key concepts spelled out in the Committee Conference Report:

- The diagnosis of a learning disability now specifically excludes poor instruction as a cause.
- The diagnosis of a learning disability now also excludes racial, cultural, and language background as a cause.
- Ends the requirement of using a model of discrepancy between potential and actual performances for a diagnosis of LD. It can now be done with a curriculum based measurement (CBM)
- Authorizes the use of up to 15% of IDEA funds to provide services for students before they are identified as having a disability.
- This 15% of funds are to be used for supplementary materials that are aligned to reinforce a scientifically based comprehensive core curriculum or an accountability system based on state standards.

This legislation emphasizes the need for professional development and training of current teachers in early intervention.

## THREE TIERS

The three tiers of RtI are:

1. Enhanced core reading instruction - professional development, assessment, materials
2. Supplementary instruction - usually small group
3. Intensive intervention - more individualized than #2

## Assessment

A key part of Rtl is the monitoring of student achievement. This monitoring cannot be done using norm referenced standardized tests (NRT) because NRT are expensive, take too much time, and do not give useful information to the teacher. Schools instead use curriculum based measurement (CBM). These are short, quick measures that can be given quickly, 1-3 minutes per pupil, and often, up to weekly. They can be used as a screening device to determine which students need individualized instruction in the classroom as a first step before any further intervention is done. The results are graphed for each child who is identified as not making normal progress.

## CBM

Curriculum based measurement was developed by Stanley Deno at the University of Minnesota in 1985. They were initially developed to assess learners with disabilities. Their major characteristics are:

1. The contents of the assessment come from the curriculum the students are using, not from an outside source. Comparable assessments using other sources are called general outcome measures, or GOM's or dynamic indicators of basic skills or DIBS.
2. They can be used to screen all students in a school for intervention.
3. They can be used to measure effectiveness of the intervention and indicate when a change is needed.
4. They are used repeatedly to guide the modification of instruction for individual students.
5. They are used to set both short (weekly) and long term (school year) goals for individual students.
6. The results are graphed to compare plan with actual. Graphs make communication with parents, members of an IEP team, etc. easy
7. They are all at the same difficulty level -- the end of year goal for the grade level.
8. They take 1-3minutes to administer.
9. Scoring is based on number correct and incorrect.
10. The reading assessment measures the number of words read correctly in 1 minute as a measure of fluency. No direct measure of comprehension is used.
11. The administration and scoring are standardized so para's and volunteers can administer them.
12. Can be used early in elementary school so that interventions can be started earlier when they are more effective.
13. They involve direct observation of behavior and use single case analytical procedures.

## Problem Solving Model

Rtl is referred to as a problem solving model (PSM) to distinguish it from the previous approach used to identify LD students. The earlier approaches were sometimes referred to as "wait to fail" models, with no help given until 3<sup>rd</sup> or 4<sup>th</sup> grade. The earlier models were correctly called discrepancy models because they compared classroom performance with measures of potential, like IQ. Students were labeled as LD only if there was a significant discrepancy between their potential and actual performance. The focus of the evaluation

seemed more on measuring the precise discrepancy rather than on helping the children once the situation was identified.

# Literacy Collaborative and Rtl

Schools that have implemented the Literacy Collaborative are well on their way to fulfilling the requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEIA). This legislation revises earlier laws including IDEA (1997). It allows the use of response to intervention (Rtl), a different approach to identifying and assisting children who may have learning disabilities. It also allows the use of funds for early intervention services without the determination that a child has a learning disability.

Response to intervention encourages early identification and pre-referral intervention before a child is classified as learning disabled. It requires that the interventions be closely monitored with appropriate assessment tools and be modified if they are not working. These early interventions are intended to decrease referrals for learning disabilities that can be avoided. The legislation emphasizes the need for professional development and the training of current teachers in early intervention techniques.

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Rtl has three components or tiers:

Tier 1	Core instructional interventions	80% of students
Tier 2	Targeted group interventions	15% of students
Tier 3	Intensive individual interventions	5% of students

Literacy Collaborative schools are well on their way to fulfilling the requirements of this legislation. The chart below shows the close agreement between Literacy Collaborative and the Rtl model in five key areas:

1. Teachers – Need high quality ongoing professional development to plan and deliver effective instruction in whole class, small group, and individual student settings. They need to know how to work with resource teachers and paraprofessionals in their classrooms to ensure that each student receives the specific help they need, presented to them using the same techniques and vocabulary they experience during classroom instruction.
2. Students - All staff members in a school must start with the assumption that all children can learn when their teachers understand how to teach them. Schools need to embrace the philosophy of providing all children with regular classroom instruction and social interaction as much as possible.
3. Interventions – Classroom teachers must be able to offer small group and individual interventions in classrooms, while resource teachers offer further interventions as needed either in the classroom and as pullouts
4. Assessment – Are given to all children, are given often, are related to instructional goals, and are used to guide instruction.
5. Graphs – The results of assessments are monitored and presented in a graph format to make the data easy to understand for both the classroom teachers and other stakeholders.

## Comparison of Literacy Collaborative and Rtl

	Literacy Collaborative	Rtl
Recognize value of good first teaching	Yes	Yes
Focus on professional development for teachers	Yes	Yes
Team work among: - classroom teacher - paraprofessionals - special ed teacher	Yes	Yes
Focus is on changing teaching approach, not blaming students	Yes	Yes
Assumes that all children can learn	Yes	Yes
Inclusive of LD in classroom	Yes	Yes
Multi-tier model	3 tiers - classroom - LLI or other - Reading Recovery	3 tiers - classroom - small group intervention - individual intervention
Classroom teaching includes intervention	Guided reading, conferencing during writers workshop	Yes
Early intervention available in the classroom	Yes	Yes
Use Assessment for: 1. Screening 2. Diagnostics 3. Monitor Progress	Yes	Yes
Assessment to inform instruction – Base intervention decisions on student performance	Yes	Yes
CBM -curriculum based measurement	Leveled books / Running Record, Observation Survey	Varies among programs
Year end targets	Yes	Yes
Give assessment often	Yes	Yes
Tool to graph data	Graphmaker	Yes

Below are two figures that illustrate two ways of combining Literacy Collaborative, Reading Recovery, and Leveled Literacy Intervention (LLI) as the three tiers of an RtI implementation. Both have the Observation Survey of Literacy Achievement (Clay, 2002) as their base. They differ in whether they use Reading Recovery as their second or third tier. The model that uses Reading Recovery as the second tier has been certified by the Department of Education in the state of Minnesota as an approved RtI model.

Schools are required to have tools in place to monitor individual student progress over time. Many schools have chosen DIBELs and AIMSweb as their progress monitoring assessments but no specific assessment tools are required by the legislation. Presenting longitudinal results of the assessments in graphical form is required. Data from the Observation Survey can be displayed in graphs using Graphmaker tools or tools available from NorthstarET.com.

An excellent summary of the RtI legislation is available from the National Association of State Directors of Special Education and the Council of Administrators of Special Education. It is available on the internet at:

<http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf>.

Clay, M.M. (2002), An Observation Survey of Early Literacy Achievement, Portsmouth, NH: Heinemann

# A Model for Response to Intervention

Behavioral System

Academic System

**Tier III**

5-10%

Reading Recovery

**Tier II**

10-15%

LLI

**Tier I**

75 -85%

Literacy  
Collaborative

**Observation Survey**

# Approved Response to Intervention Model For the State of Minnesota

Behavioral System

Academic System

**Tier III**

5-10%

LLI

**Tier II**

10-15%

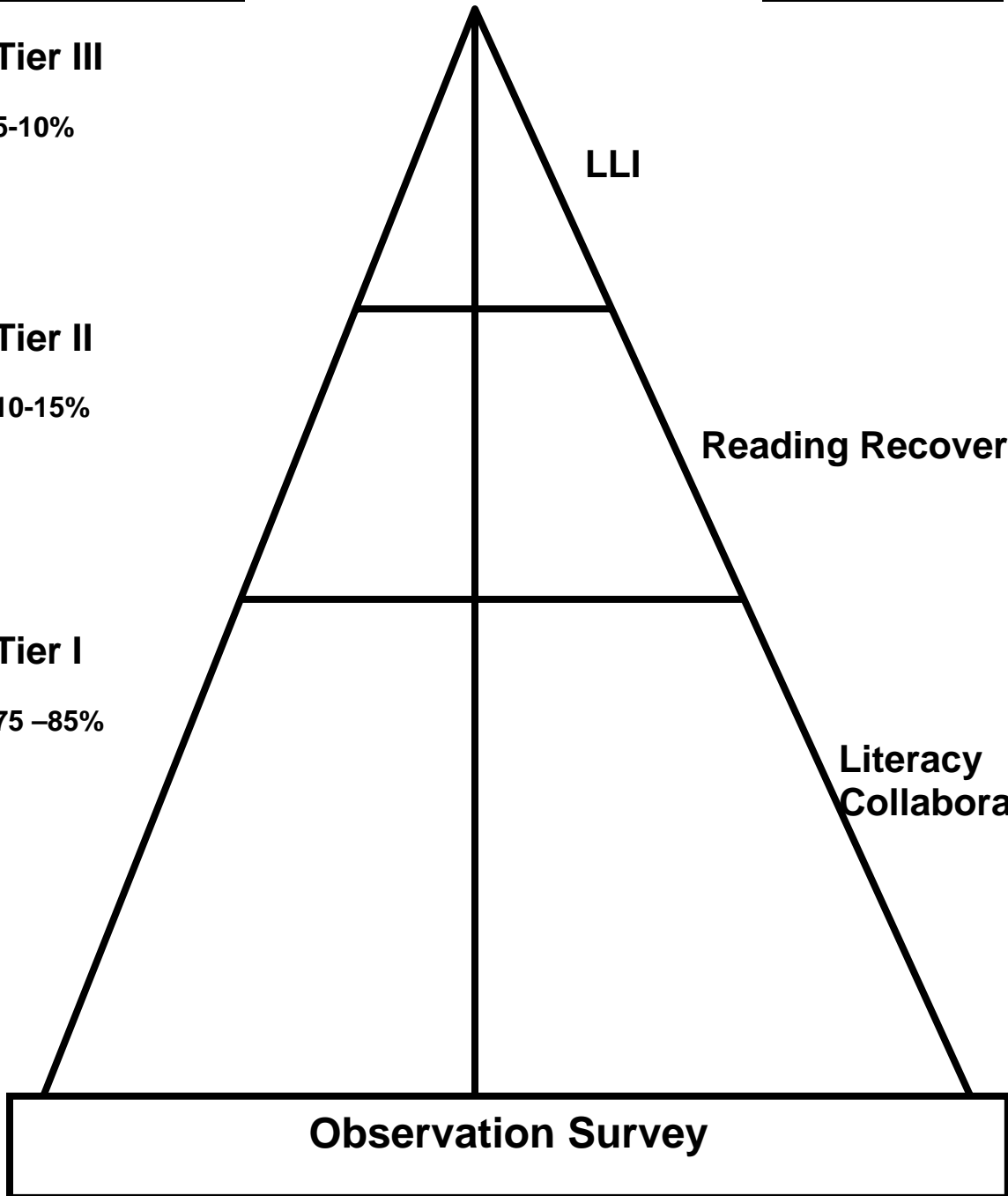
Reading Recovery

**Tier I**

75 -85%

Literacy  
Collaborative

Observation Survey



## For more information see the following web sites:

- Literacy Collaborative at the Ohio State University..... [lcosu.org](http://lcosu.org)
- What Works Clearinghouse..... [ies.ed.gov/ncee/wwc](http://ies.ed.gov/ncee/wwc)
- Reading Recovery and IDEA..... [readingrecovery.org](http://readingrecovery.org)
- National Association of State Directors  
of Special Education..... [Nasdse.org](http://Nasdse.org)
- Ohio, State Department of Education..... [ode.state.oh.us](http://ode.state.oh.us)  
search for response to intervention  
choose "Learning Support Guidelines Final 05-31-07"