



Applying an RTI Framework to Adolescent-Age Students

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Presentation Topics


1. Context of RTI at secondary schools
2. Tiered levels of intervention (Barb)
3. Screening component (Evelyn)
4. Progress monitoring (Evelyn)
5. Fidelity of implementatin (Daryl)
6. SLD Determination (Daryl/Barb)
7. Leadership (Don)
8. Professional Development (Don/Barb)
9. Resources (Barb/Evelyn)
10. Your next steps (Don)



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Images of RTI on the School Landscape




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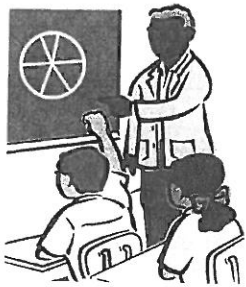
What is RTI?

A Google listing on RTI includes:


- RTI International Metals
- RTI International (Research Triangle Park, NC)
- Remote Technologies Inc.
- Real Time Innovations, Inc.
- Restaurant Technologies Incorporated
- Record Technology, Inc

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What is RTI?



- Response to Intervention
- Organizational framework for instructional and curricular decisions and practices based on students' responses
- RTI Components
 - Screening
 - Tiers of instruction
 - Progress monitoring
 - Fidelity indicators

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What do we mean by RTI?

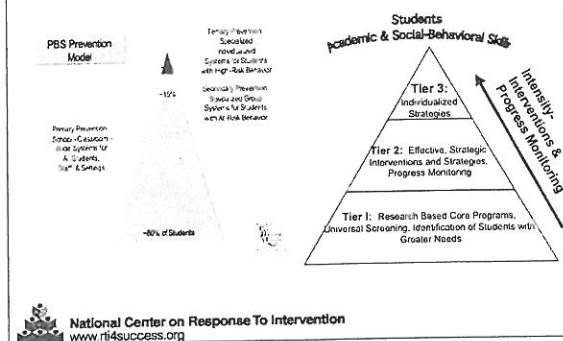
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.



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Tiered Interventions



Views on RTI applications

Distinct Uses

1. Prevention (kdg & early 1st grade) (e.g., McMaster et al., O'Connor et al., Torgesen et al., Vaughn et al., Vellutino et al.)
2. Intervention for students with achievement or behavior problems
3. As a component of SLD determination (e.g., Fuchs et al., Speece et al.)

Genesis

- Public health applied to education
 - Prediction
 - Inoculation, and
 - Tiered intervention
- School-wide reform
 - Meeting AYP; data driven
 - Shifting staff roles
 - Accountability
- Component of disability determination



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What's so special about those middle school settings?

(Johnson & Smith, 2008)

1. Major transition in students' academic career
 - Changing school, longer school day, more departmental emphasis, more complex assignments, independence expected
2. Lack of school-wide intervention models
3. Foundational to high school success (Morris, Ehren, & Lenz, 1991)
4. Shift from teaching basic skills to relying on those basic skills for acquiring information (Deshler, Hock, Catts, 2006; Swanson, 2001)



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Considerations at the Secondary Level

- What percentage of the students are meeting expected performance levels?
- What role do the instructors have in developing students' literacy skills and strategies?
- *Fundamental Issue: The quality of the primary preventative level of curriculum and instructional practices*



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RTI Research: Separating the wheat from the chaff




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Establishing RTI Rigor: Requires scientifically-based research

1. Employ systematic, empirical methods that draw on observation or experiment;
2. Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
3. Rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
4. Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific

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Images of RTI in Secondary Settings



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Research Studies of RTI at the Secondary Level

- No experimental studies in an RTI framework of commonly associated components
 - Screening
 - Student progress monitoring
 - Tiered level of services
 - Implementation fidelity
- Descriptive studies of a few high schools


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Ideas for Improving Reading Skills at the Secondary Level (Torgesen, 2004)

- Every professional in the school teaches reading/literacy 45-60 min/day
- Children with lowest reading skills are taught in smallest groups (4-6 students)
- Instruction is provided to different groups/classes based on need—word level skills, advanced decoding/fluency, comprehension strategies, critical thinking/analysis in reading/writing
- Adopt a comprehensive literacy/language arts program like *Language!* that has been written for older children
- Create different classes of 15-20 students based on entering levels of skill

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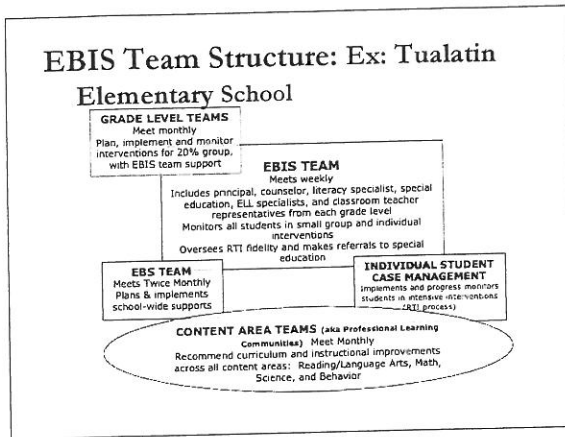
Topic: Implementation

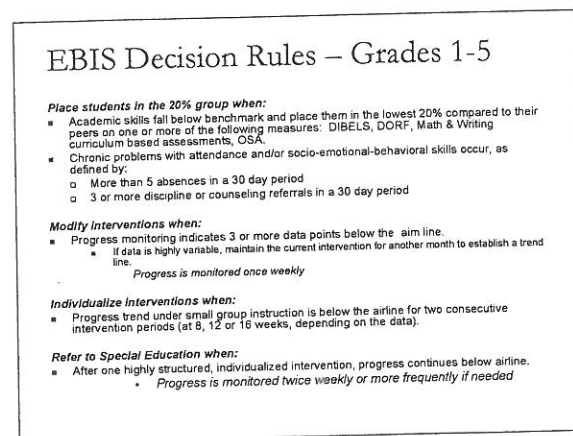


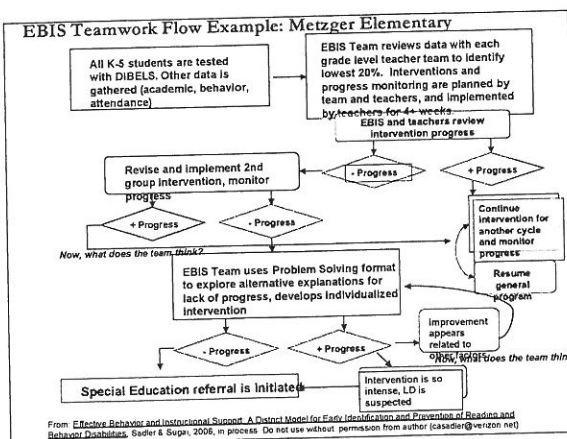
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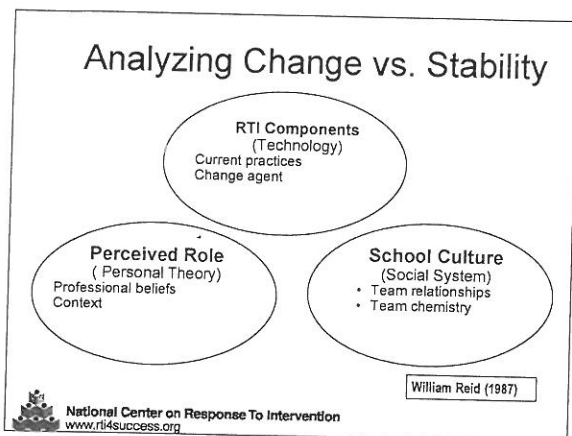
Effective Behavior & Instructional Support (EBIS) (Combined PBS, EIS, RTI)

- U.S. Ed, OSEP Model Demonstration (#H324T000025) 1/1/2001-12/31/2005
 - Tigard-Tualatin School District (suburban, Oregon, 13,000 students, 10 elementary schools, Title 1 in 5)
 - Project Director: Carol Sadler, Ph.D.
Psychologist/Administrator (retired) casadler@verizon.net
- Added early reading and RTI (as a component of the evaluation of mild disabilities, primarily LD) to district's five year implementation of Effective Behavior Support (EBS, aka PBS/Positive Behavior Interventions & Supports)









How can teaming be organized at the secondary level?

- Site-based literacy teams
- Teachers working across subject areas
- Teachers working within subject areas

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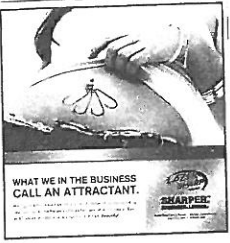
NHSC: Sustaining Focus

Amy Bacevich & Terry Salinger

1. Continuity with the *whole* district, especially reading and math interventions
2. Student progress is monitored against defined outcomes
3. The "true" model or vision is specified
4. Education is viewed as a team sport; not free agents in classrooms
5. Sustaining the effort is at the top of the agenda: professional development; effective strategies; school buy-in

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How does your thinking change?



How does your mental image change when the language changes from --

- Low achievers to non-responders


Student responsiveness changes as a result of (whose?) curricular and instructional decisions

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Data Analysis Teaming


Teams of like teachers working together to...

- Access critical data on all students' performance related to achievement of standards
- Analyze data and find which students have which gaps in attainments
- Set measurable goals to close the gap
- Brainstorm or create instructional strategies

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Time for a Check-Up

1. Find your copy of the *RTI Implementation Tool*
2. Let's get acquainted with *Intended Uses* and the *Considerations* (page 2)
3. Give your school a rating on the 83 items
4. How many "✓s" and "Ns"?

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