Implementing Response to Intervention (RTI) in a Problem-Solving Model at the Secondary Level

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Big Ideas About Today’s Presentation

1. In a Perfect World, We Shouldn’t Have “RTI” (as an eligibility process) at the Secondary Level
2. We’re Shifting Mind Sets: Every Problem Learning (or Behaving) Becomes a Special Education Problem
3. We’re Shifting “Interventions” Focus from Reactive, Punitive, and/or Restrictive to Proactive, Preventative, Inclusive
4. We’re Aligning Delivery System to Educational Needs
5. We’re Increasing the Quality of Teaching, Tools, and Support Across 3-Tiers Instead of Moving the Problem
6. We Have the Tools and We Have Experience; But There is a Gap

What Do Students “Get” If They Are Eligible?

- Special Education
- Co-Teaching
- Special Education Content Courses
- Vocational Education
- Intensive Reading Instruction
- Content Instruction by Content Teachers with Targeted SE Support
Exercise 1: Describe the SE Services Students Receive

<table>
<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td>Severe Reading Problems</td>
<td></td>
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<tr>
<td>Low-Level, But Basic</td>
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<tr>
<td>Reading Skills But Very</td>
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<tr>
<td>Poor Content Class</td>
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<tr>
<td>Performance</td>
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<tr>
<td>Challenging Behavior</td>
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The Solutions?

- **INTENSIVE READING INSTRUCTION**
  - With Specialized Curriculum and Strategies
  - Powerful, Intensive, as Early as Possible
  - Attention to Motivation and READING VOLUME

- **CONTENT INSTRUCTION BY CONTENT TEACHERS WITH SPECIAL EDUCATION SUPPORT**
  - SIM Strategies
  - Coaching
  - Consultation
  - MCAs

What’s Broken?
Secondary Education for Many Students

- **High Expectations** for Student Achievement—And Always Increasing
- **Students w Moderate to Severe Educational and/or Behavioral Needs**—Big Prerequisite Skill Deficits
- **Students with a Long History of Failure**—Poor Motivation and Lots of Escape Driven Behavior
- General Education Teachers with **Limited Pedagogical and Behavior Support Skill** and **Poorly Designed–If Any–Instructional Materials**
- Students’ Programs Being Driven by Graduation Requirements Rather Than Instructional Needs

Signs?
Secondary Education for Many Students

- **Never Ending Referrals** for Special Education—In Some Ways, There Shouldn’t Be RTI at the Secondary Level
- **Lots of 504 Plans**—A Cry for Required **Range** of Teaching Skills
- **General Education “Representatives” at Team Meetings**—Turned Off and Not Meaningfully Required
- **School Psychologists Who Do Mostly Re-Evaluations** and Initial Referrals
What’s the Good News?

- People Who Work at Secondary Care
- Secondary Personnel Know Things Are Broken
- Secondary Personnel Know They Weren’t Prepared to Meet the Needs of Diverse Students
- Secondary Personnel Are Eager to Learn, IF LEARNING IS SUPPORTED
- We Have a Better Model
- We Can Match Student Programs with their Needs Better
- We Have Better Tools and Skills

Our Goals

1. Describe a Heuristic for Multi-Tiered Service Delivery for Middle Schools and High Schools to Meet the Academic and Socioemotional-Behavioral Needs
2. Provide Illustrations of Effective Reading Assessment for
   1. Universal Screening,
   2. Problem Identification
   3. Progress Monitoring in Reading Intervention
3. Provide Illustrations of Effective Assessment and Intervention Tools Necessary for
   1. Basic Reading Skills
   2. Success in Content Area Classes
   3. Behavioral Support
4. Give You Strategies for Implementation

What IS NOT “RTI:"
It’s Not Your Father’s Oldsmobile

1. It’s Not About SE Eligibility with a New Label (e.g., Pre-Referral Intervention, Old Team-New Name)
2. It’s Not About SE “Business as Usual” with Programs That Meet the Needs of Adults More Than Students
3. Expecting GE Teachers to Meet the Needs of ALL Students (180 Students-180 Different Interventions)

Step 2:
Ensure Understandings
Theme in IDEA Law and Regulations: High Quality Research-Based

(b) For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation described in §§300.304 through 300.306, data that demonstrates that--

(1) Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings, consistent with section 1111(b)(8)(D) and (E) of the ESEA, including that the instruction was delivered by qualified personnel; and

Only for some students and only when SE eligibility is of concern?

ALL STUDENTS Should Be Entitled to Appropriate, High Quality, Research-Based Instruction (in Reading, Math and Biology)

More Careful Attention to Attempts to Provide Quality Instruction

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

• Data that demonstrate that 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

• Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

ALL STUDENTS’ Progress Should Have Appropriate Instruction and Have Progress Monitored FORMALY Before Referral... It’s Just Plain Good Practice for Everyone

Big Idea for Students and Families

Students Get the Services They Need...

As Soon As They Need Them!

Big Idea for Service Delivery

- If a Student Has a Severe Reading Discrepancy, Teach Them How to Read as Early and Powerfully as Possible

- If a Student Can “Read” at a BASIC Reading Level (e.g., Grade 7), Support Them in Content Classes
Big Idea for ALL Educators

Better Tools
Better Training
More Support

for Teachers, Parents, and Students to Meet the Needs of ALL Students

The High School Problem:

ONLY TIER 3 Programs That Often Don’t Provide What Students Need

- Weak Tier 3 Interventions
  - Content Area Tutoring
  - Help with Homework
  - Alternative Content Area Courses (Often Taught by Non-Credentialed Persons)

- No Tier 2 Options

- Little Attention to Tier I

Improvement of Teacher Effectiveness

The Middle School Problem:

ONLY TIER 3 Programs That Often Don’t Provide What Students Need

Weak Tier 3 Interventions
- Content Area Tutoring
- Help with Homework
- Alternative Content Area Courses (Often Taught by Non-Credentialed Persons)

Few or No Tier 2 Interventions
- Where You Can Make a Difference w/o Worrying about Graduation Requirements

Little Attention to Tier I Improvement of Teacher Effectiveness
The Secondary Path

1. Make a Commitment to Improve General Education Content Teaching Skills a Continuous Staff Development Target

2. Match SE Interventions to Educational Need

3. Ensure Tier 3 SE Programs are Maximally Powerful (and Worth It) with Scientifically Based Progress Monitoring (e.g., CBM)

4. Institute Effective Behavior Support Schoolwide, but also Classroom and Individual Behavior Support Plans

5. Build Effective Scientifically Based Tier 2 Remedial Reading and Behavior Programs

6. Make Reading Volume a Priority for All Students to Encourage Wide Reading

7. Use CBM As Scientifically Based Universal Screener for Grade 5 and 6 (and Maybe Higher...Screen Again at Grade 9)

8. Build Capacity for “Mainstream Consultation Agreements” to Support Students

9. Shift Related Services Roles to Minimal Testing and Maximum Consultation and Coaching Support

How Do We Know?
Assessing a School's Current Capacity

- Special Education Teachers Have Quality SE Interventions and Scientifically Based Progress Monitoring
- Secondary Special Education Staff and/or Related Services are Competent in Strategic Instruction Model (SIM) and Behavior Support
- Evidence of Secondary Staff Development Targeted Toward “Things That Work” to Support Diverse Learners (e.g., Tier 1)
- Syllabi That Reflect These “Things That Work” for Differentiated Instruction
- Support Services (e.g., SE Teachers, School Psychologists) That are “Released” to Support Diverse Learners in Content Area Classes

Is Special Education Worth Getting

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Source</th>
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<tbody>
<tr>
<td>High Quality IEPs Goals Using Scientifically Based Tools Like Curriculum-Based Measurement or Mainstream Consultation Agreements?</td>
<td>Existing IEPs</td>
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<tr>
<td>Teacher Have Scientifically Based Interventions (Especially Reading)?</td>
<td>Self Study Instrument</td>
</tr>
<tr>
<td>Are SE Programs Aligned with Student Needs?</td>
<td>CBM Used as Screener or Problem Identification; Cut Scores Identified and Defensible?</td>
</tr>
<tr>
<td>Staff are Skilled in Developing and Implementing Individual Behavior Support Plans?</td>
<td>Self Study Instrument</td>
</tr>
<tr>
<td>Are Support Staff Released for Consultation and Possess Adequate Skills?</td>
<td>SIM Certified or Trained Examination of Current FTE Use</td>
</tr>
</tbody>
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Tier 1: Are We Providing Scientifically Based Effective and Differentiated Content Areas Instruction

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<tr>
<td>Quality Content Area Instruction and Differentiated Instruction</td>
<td>Course Syllabi Staff Development Activities</td>
</tr>
<tr>
<td>Are SE Programs Aligned with Student Needs</td>
<td>School Improvement Plans</td>
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<tr>
<td>Universal Screening at Grade 6 (or Above) to Identify At Risk Readers</td>
<td>Self Study Instrument</td>
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</table>
### Tier 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Source</th>
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</thead>
<tbody>
<tr>
<td>Personnel/Programs for Reading/Language Arts</td>
<td>Self Study</td>
</tr>
<tr>
<td>Programs for At Risk Students</td>
<td></td>
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<tr>
<td>For Reading, Are the Tools Scientifically Based</td>
<td>Self Study</td>
</tr>
<tr>
<td>For Supporting At Risk Students in Content Area Instruction, Are Staff Available and Trained</td>
<td>Training in SIMS, Study Skills, and Consultation FTE</td>
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<td>Universal Screening at Grade 6 (or Above) to Identify At Risk Readers</td>
<td>Self Study Instrument</td>
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### Secondary Foundational Tools

- Curriculum-Based Measurement (CBM) *Progress Monitoring Tools* -- Reading Maze is Given Greater Emphasis
- Scientifically Based *Basic Skill Interventions AND*
  - Focus on Supporting Content Learning and Strategic Instruction Model (SIM)
- Scientifically Based *Behavior Interventions*
  - Focus on Secondary Behavior Issues (Tardies, Work Completion, Serious Acting Out)
- Mainstream Consultation Agreements as the *Mechanism to Make Things Work*

### We Do a Self Study: Behavior

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<tbody>
<tr>
<td>Is There an Effective, Prevention-Oriented School-Wide Behavior Support Plan? Does It Address Preventable Problems Like Tardies?</td>
<td>School Behavior Support Plan; Staff Development Plan</td>
</tr>
<tr>
<td>Are General Education Teachers Provided Support in Classroom Behavior Support Design, Including Building an Effective Grading System?</td>
<td>Self Study; Staff Development Plan</td>
</tr>
<tr>
<td>For Supporting At Risk Students in Behavior, Are Staff Available and Trained?</td>
<td>School Behavior Support Plan; Staff Development Plan</td>
</tr>
<tr>
<td>Is There a Data-System to Track Behavior Major and Minor Incidents at the School and Class Level?</td>
<td>Self Study Instrument</td>
</tr>
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### Increase Support by Decreasing Testing, Especially at 3-Year Reevaluations

IDEA Eligibility Determination

*existing evaluation data* (including that provided by the parents); current classroom-based assessments and observations, and teacher and related service providers observation.

“*on the basis on that review, and input from the child’s parents, identify what additional data, if any, are needed*” to determine special education eligibility needs [Sec. 614 (c) (1) (A) (B)]. (emphasis added).
Build Your Data System to Identify Students’ Educational Needs and Monitor Progress:

Separate Out Severe Basic Skill Deficits From Low Basic Skills that Require Content Area Support?

Use Curriculum-Based Measurement (CBM)

Monitor Progress?

Use Curriculum-Based Measurement (CBM)

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A Severe Performance Discrepancy

CBM Allows for

- Efficient, and Accurate Identification of Educational Needs
- Direct Link for High Quality IEP Goals for Students with Severe Basic Skills Deficits and Progress Monitoring
- Allows for Continuation of the “Data Scheme” for Universal Screening and Progress Monitoring in Elementary Settings
- Scientifically Based
We Want Scientifically Based Measures

www.studentprogress.org

Graph the Results and See the Problem Severity

Potential Reading Needs at a High-Performing High School Grade 10

Likelihood of Passing the High Stakes Test

Images and Analyses Courtesy of Ben Ditkowsky, Ph.D.
ben@measuredeffects.com
We refer to it as General Reading Skills. The components include Language, Knowledge, Reading Comprehension, Fluency*, Metacognition, Oral Language Skills, Knowledge of Language Structures, Vocabulary, Cultural Influences, Motivation & Engagement, Active Reading Strategies, Monitoring Strategies, Fix-Up Strategies, Prosody, Automaticity/Rate, Accuracy, Decoding, Phonemic Awareness, Prose, Prosody, Automaticity/Rate, Accuracy, Decoding, Phonemic Awareness, Prosody, Automaticity/Rate, Accuracy, Decoding, Phonemic Awareness, Prosody, Automaticity/Rate, Accuracy, Decoding, Phonemic Awareness, Prosody, Automaticity/Rate, Accuracy, Decoding, Phonemic Awareness.

*modified slightly from presentations by Joe Torgesen, Ph.D. Co-Director, Florida Center for Reading Research; www.fcrr.org

Case Study
Severe Basic Skill Problem: Provide Intense Basic Skill Intervention!

Provide a Powerful Basic Skill Intervention and Monitor Progress

Conduct a Survey Level Assessment to Estimate Basic Skill Discrepancy
IEP Goal is Turned Into an Expected Rate of Progress on a Graph

In 34 weeks (1 year), Ginny will read 95 words read correctly with less than 3 errors from Grade 4 Reading Assessment Passages.

Making Special Education Special

IDEA specifies that the IEP must include

“a statement of special education services and related services and supplementary aids and services, based on peer-reviewed research to the extent practical”

(1412(d)(1)(A)(i)(IV)


More Great Books


First Things First! Make SE Worth It!

EFFECTIVE TIER 3 Programs Using Evidence-Based Programs

- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)
- REWARDS + (Science and Social Studies; Sopris West)
The Middle School Solution
BUILD EFFECTIVE TIER 2
Programs Using Evidence-Based Programs

- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)
- REWARDS + (Science and Social Studies; Sopris West)
- SIM (Strategic Instruction Model)

~80% of Students
~15%
~5%

Foundational “Great Books”


Scientifically Based Behavior Support Interventions Websites

Rob March, Ph.D.
Effective Educational Practices
http://www.successfulschools.org

Randy Sprick, Ph.D.
Safe and Civil Schools:
www.safeandcivilschools.com

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS):
www.pbis.org

Illinois PBIS Network
http://www.pbisillinois.org/

Expand the *Power of General Education Teachers* for *Good Pedagogy* and *Differentiated Instruction* to Meet the Diverse Needs of Students
The Middle School and High School Solution:

Continuously Improving Tier 1 General Education Instruction

- Use of Teaching Routines and Learning Strategies (Kansas)
- Well-Designed Curriculum with a "Big Ideas" Focus or Ability to "Distill" Curriculum to Big Ideas
- Effective Secondary Classroom Management
- Study and Organizational Skills
- Curriculum Modification

Syllabi Designed to Reflect Knowledge of Instruction to Meet the Needs of Diverse Learners

- Contact Information
- Course Goals and Big Ideas
- Instructions and Directions as to How to Get Help
- Course Materials
- Behavior Expectations and Consequences
- Detailed Information About the Grading System
- Assignment Calendar with Due Dates
- Self-Monitoring Checklists
- Access to Models for Papers, Projects, Tests

Well-Designed Curriculum with a Big Ideas Focus


Big Ideas Focus

1. There is a body of knowledge about development relevant to learning.
2. This body of knowledge can be translated into practices and strategies to improve learning and development and prevent or reduce problems.
3. Development is an interaction of within-person and environmental variables.
4. Human "development" changes over time; that is, the within-person and environmental influences are different at different points in the life span.
The Path to Building A Problem-Solving Model, Including RTI is Clear

When Students Need Content Area Support--

As Part of RTI or as Their Special Education Program,

Build the Capacity to Manage Mainstream Consultation Agreements

For Students WITHOUT Basic Skill Problems as Part of RTI or Those Who Need Special Education

Mainstream Consultation Agreements

Sample MCAs References


Points are Talled for Quarter

180 points per week
10-week term
1800 points possible
70% of 1800 for a C = 1260 points
60% of 1800 for a C = 1080 points

A’s or B’s require meeting the standard course requirements with minor modifications only.

Facilitating Change at the Secondary Level

Deal with HEAD Issues and Killer Phrases

Establish the WILL

Be Sensitive to a Beleaguered General Education Community and “Code”

Get the Skills

- Effective, Efficient Functional Assessment Like CBM
- Writing and Implementing MCAs
- Effective Classroom Management
- Study Skills
- Curriculum Modification with a Big Ideas Focus
- SIM
- Writing and Implementing MCAs

Get the Time

You Can’t Provide Support to GE Teachers if You’re Only Providing Direct Service (or Testing for Eligibility or 3-Year Re-evaluations)

You Get Time by…
- More Clearly Defining Who You Provide Direct Service To
- Gaining Administrative Support from SE Directors and Principals

But Don’t Hinge Change on Administrative Support