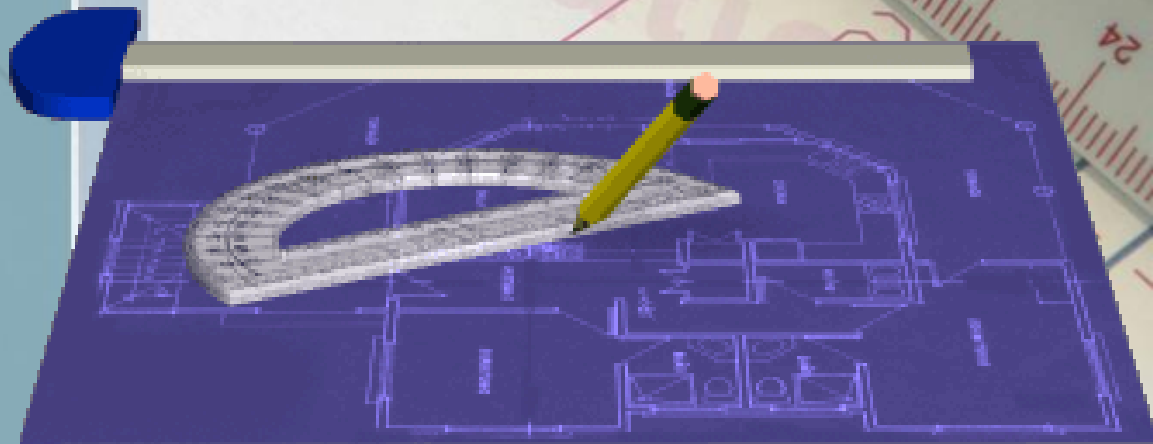


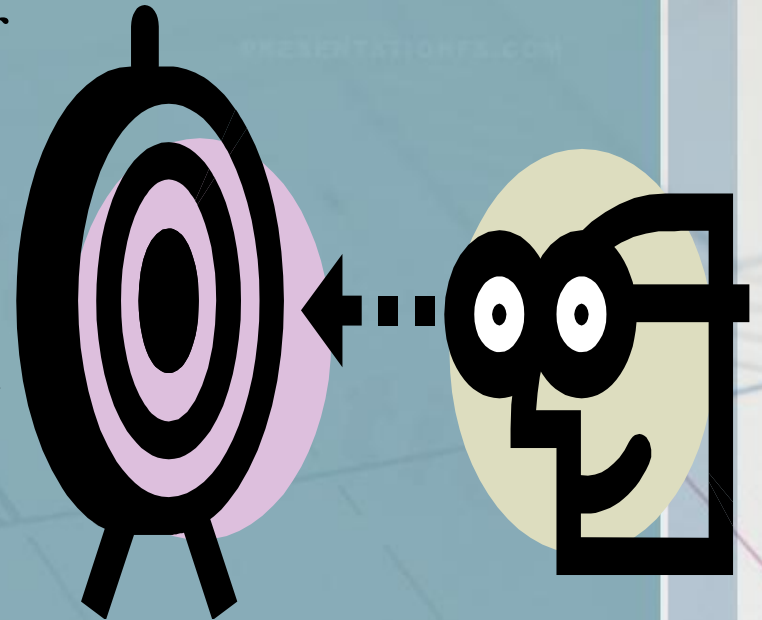
RTI - a blue print

Dean Richards



Objectives:

- Participants will be familiar with the “Big Picture” of RTI
- Participants will develop a common understanding of terms related to RTI
- Participants will know OrRTI Project expectations



Assumptions in RTI-land

- Every child can and will learn
- IQ and intelligence are not the same thing
- People are first
- Flexible skill grouping changes (frequently) based on data (about skills)
- “Ability” grouping implies tracking, tracking = bad news



So what is this RTI business all about?

- Write down what you told your partner, children or colleagues about what you were learning about today.
- Share with a team member.

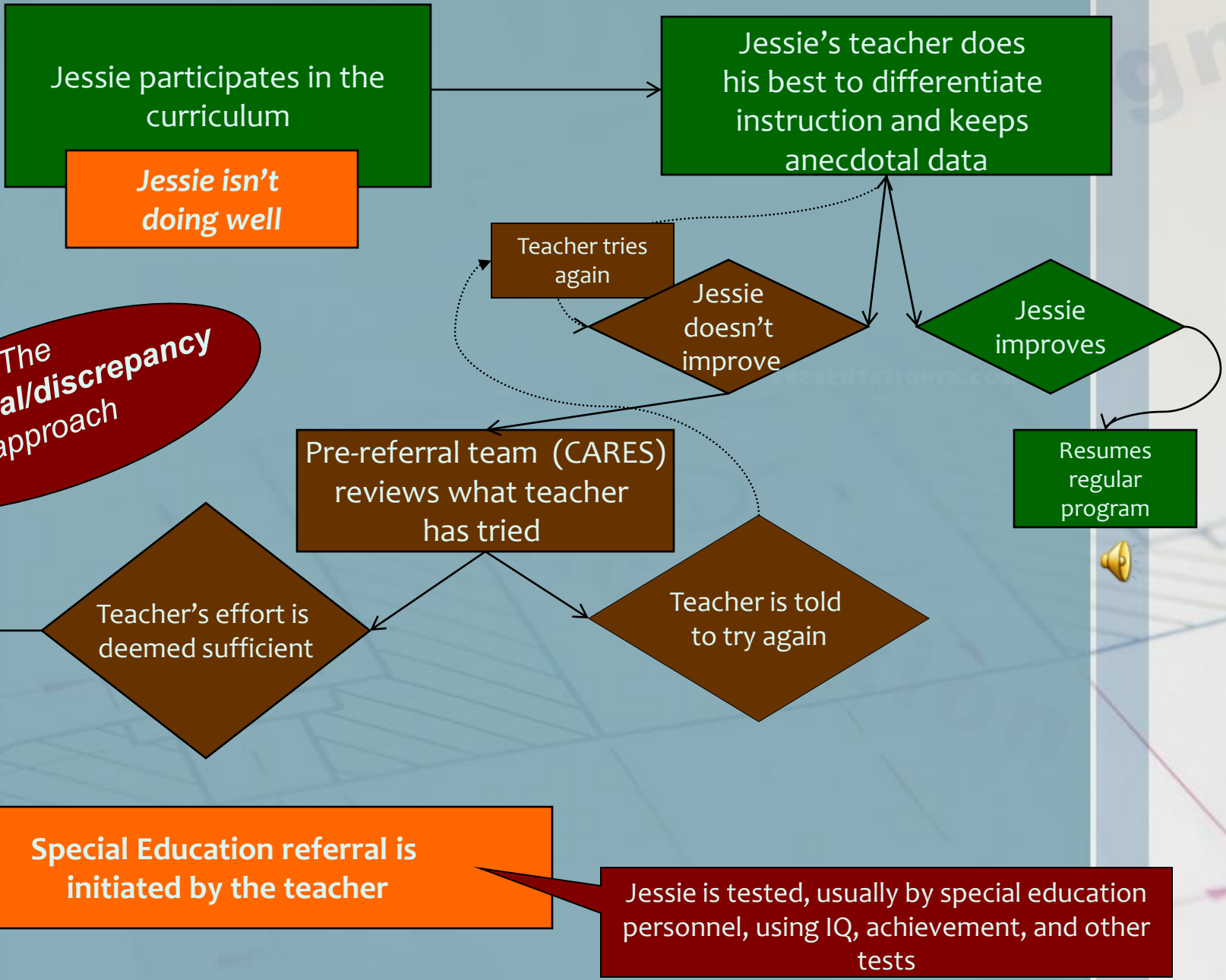


A Tale of Two Teams



Does the *child find the system*, or does the *system find the child?*





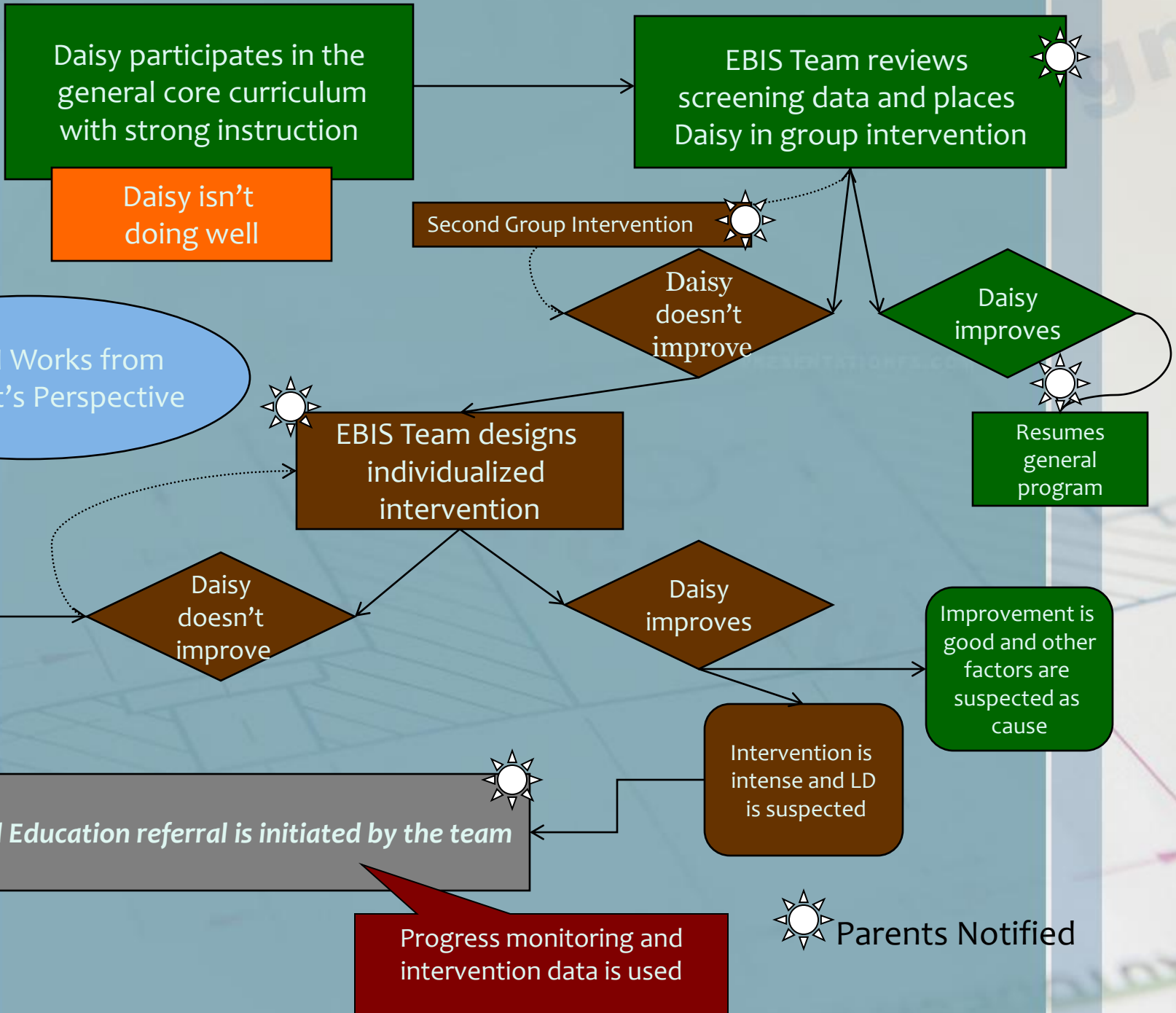
The pre referral/discrepancy approach

Special Education referral is initiated by the teacher

Jessie is tested, usually by special education personnel, using IQ, achievement, and other tests



How RTI Works from a Student's Perspective



Discussion



Does the *child find the system*, or does the *system find the child?*



Assumptions

Writing

Math

Behavior

Reading

Data based teaming

Leadership

Professional
Development



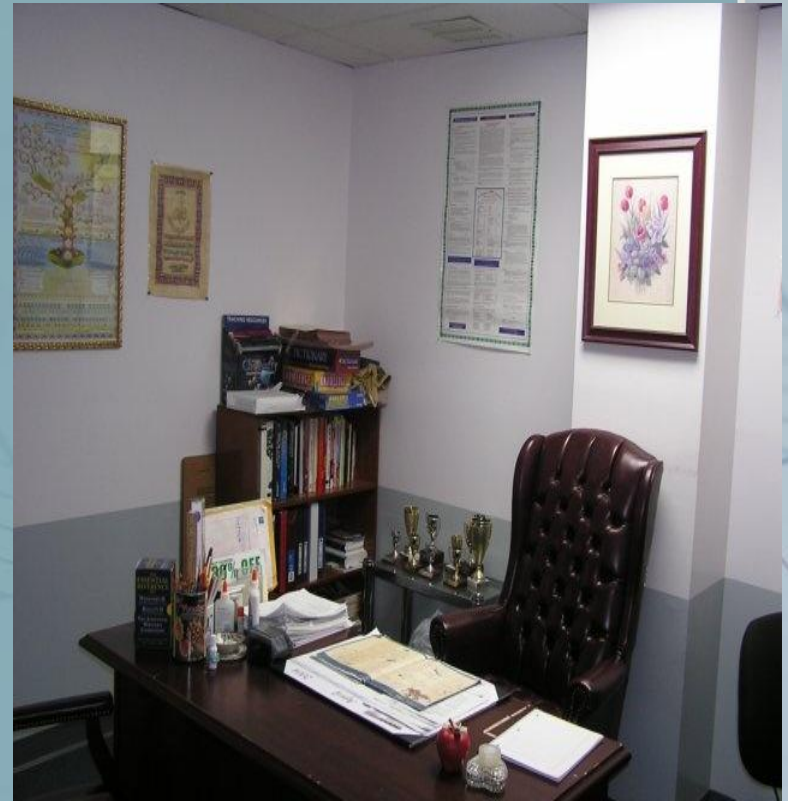
System Requirements

- Leadership
- Teaming
- Universal Screening
- Decision Rules
- Research based core reading
- Progress Monitoring
- Research based interventions
- Procedures for LD evaluation & eligibility
- Professional development & Fidelity



Leadership

- Grade level
- School
- District



Teaming

District

- Classroom teachers & Specialists (representing different levels and schools)
- District office leaders
- Principals

School

- Principal
- Classroom Teachers
- Specialists
- Counselor
- Psychologist

Monitoring the Team Process

- Review the *Assessing and Planning EBIS Team Process* document.
- Discuss the value of developing and utilizing a similar tool with your team.



Universal Screening

- 3 times per year for ALL students K-5
 - Brief
 - Valid
 - Reliable
 - Over-identifies
- Screening is used as a key measure to determine:
 - The health of the core
 - Which students need additional intervention



Decision Rules

- Provide the “now what” after teams have analyzed student data
- Guide decisions for all tiers
- Ensure equity across schools



Research- Based Core Reading

- Delivered as designed
- State standards
- Instruction is as important as curriculum
- 90 minutes

Phonemic Awareness

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Vocabulary

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Differences in Learning to Read

Estimates from NICHD research

Population %	Journey to Reading	Instructional Requirements
5	Easy: children read before starting school	Need no formal decoding instruction
35	Relatively Easy	Learn to read regardless of instructional approach
40	Formidable Challenge	Need systematic and explicit instruction
20	One of the most difficult tasks to be mastered during schooling	Need intensive, systematic, direct, multi-sensory instruction



Differences in Learning to Read-Discussion

- How does this research match up with your own experience of learning to read? Your children's? Your students'?



More about the core

Important Facts:

- Students *cannot* be identified as LD if their difficulty is due to *lack of instruction in the BIG 5*.
- Research-based program must be implemented as designed (fidelity)



Progress Monitoring

Which students:

- All receiving intervention
- Borderline scores or performance-as resources allow

Tools Must Be:

- Brief
- Valid
- Reliable

Frequency:

- Every 2 weeks (minimum)
- Every week (ideal)



Interventions

- Research-based
- In *addition* to 90 min. core
- Interventionist receives ongoing training and feedback
- Increase the intensity of instruction
 - Small skill groups
 - Explicit and systematic



LD Evaluation & Eligibility

Districts must adopt common procedures for doing this work:

- Decision Rules
- Evaluation Guidelines
- Special Education Policies

- Think of RTI as a test
- Students should be identified similarly from school to school



PD & Fidelity

Delivery:

- Ongoing
- Sufficient time to collaborate and plan
- Incorporates fidelity checks

Content:

- Core curriculum & instruction
- Assessment
- Interventions
- Teaming
- Data-based decision making
- Sped procedures



System Requirements

- Leadership
- Teaming
- Universal Screening
- Decision Rules
- Research based core reading
- Progress Monitoring
- Research based interventions
- Procedures for LD evaluation & eligibility
- Professional development & Fidelity



The Process is Ongoing and Long-Term

