What is Response to Intervention (RTI)?

Tessie Rose Bailey, PhD
National Center on Response to Intervention
Defining RTI

Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

(National Center on Response to Intervention)
Defining RTI

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 based on a student’s responsiveness, and RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

(National Center on Response to Intervention)
RTI as a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for ALL students.
- RTI is preventive and provides immediate support to students who are at risk for poor learning outcomes.
- RTI may be a *component* of a comprehensive evaluation for students with learning disabilities.
Essential RTI Components

- School-wide, Multi-level Prevention System
  - Primary Level
  - Secondary Level
  - Tertiary Level
- Screening
- Progress Monitoring
- Data-Based Decision Making for:
  - Instruction
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)
Essential Components of RTI
SCREENING
Screening

- PURPOSE: identify students who are at risk of poor learning outcomes
- FOCUS: all students
- TOOLS: brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- TIMEFRAME: administered more than one time per year (e.g., Fall, Winter, Spring)
Screening

Answers the questions:

- Is our core curriculum working?
- Is instruction effective?
- Which students need additional assessment and instruction?
<table>
<thead>
<tr>
<th>TOOLS</th>
<th>AREA</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
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Chart Legend:  
- Convincing Evidence  
- Partially Convincing Evidence  
- Unconvincing Evidence  
- No Evidence Submitted
PROGRESS MONITORING
Progress Monitoring

- **PURPOSE:** monitor student’s response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction

- **FOCUS:** students identified through screening as at risk for poor learning outcomes

- **TOOLS:** brief assessments that are valid, reliable, and evidence-based

- **TIMEFRAME:** students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)
Progress Monitoring

Answers the questions:

- Are students meeting short- and long-term performance goals?
- Are students making progress at an acceptable rate?
- Does the instruction need to be adjusted or changed?
### NCRTI Progress Monitoring Tools Chart

<table>
<thead>
<tr>
<th>TOOLS</th>
<th>AREA</th>
<th>Reliability of the Performance Level Score</th>
<th>Reliability of the Slope</th>
<th>Validity of the Performance Level Score</th>
<th>Predictive Validity of the Slope of Improvement</th>
<th>Alternate Forms</th>
<th>Sensitive to Student Improvement</th>
<th>End-of-Year Benchmarks</th>
<th>Rates of Improvement Specified</th>
<th>Norms Disaggregated for Diverse Populations</th>
<th>Disaggregated Reliability and Validity Data</th>
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<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
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<td>Initial Sound Fluency</td>
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**Chart Legend:**
- **●** Convincing Direct Evidence
- **○** Partially Convincing Evidence or Convincing Indirect Evidence
- **○** Unconvincing Evidence
- **—** No Evidence Submitted

Essential Components of RTI

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System
SCHOOL-WIDE, MULTI-LEVEL PREVENTION SYSTEM
Essential Tiered System Components

Primary Level: School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

Secondary Level: Supplemental Group Systems for Students with At-Risk Response to Primary Level

Tertiary Level: Specialized Individualized Systems for Students with Intensive Needs

~80% of Students

~15%

~5%
Primary Level

- **FOCUS**: all students
- **INSTRUCTION**: District curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- **SETTING**: general education classroom
- **ASSESSMENTS**: screening, continuous progress monitoring, and outcome measures
Secondary Level

- **FOCUS**: students identified through screening as at-risk for poor learning outcomes
- **INSTRUCTION**: targeted, supplemental instruction delivered to small groups
- **SETTING**: general education classroom or other general education location within the school
- **ASSESSMENTS**: progress monitoring; diagnostic
Tertiary Level

- **FOCUS:** students who have not responded to primary or secondary level prevention
- **INSTRUCTION:** intensive, supplemental instruction delivered to small groups or individually
- **SETTING:** general education classroom or other general education location within the school
- **ASSESSMENTS:** progress monitoring, diagnostic
Changing the Intensity and Nature of Instruction

- Duration
- Frequency
- Interventionist
- Group size
- Intervention
# NCRTI Instruction Tools Chart

<table>
<thead>
<tr>
<th>Program</th>
<th>Study</th>
<th>Study Quality</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrective Reading Decoding</td>
<td>Renner, Beaudoin, &amp; Stein (2005)</td>
<td>○</td>
<td>4 Reading, Inadequate Information</td>
</tr>
<tr>
<td></td>
<td>Gunn, Biglan, Smolkowski, &amp; Ay (2000)</td>
<td>●</td>
<td>5 Reading, Inadequate Information</td>
</tr>
<tr>
<td>Early Vocabulary Connections</td>
<td>Nelson, Ysseldyke, &amp; Sanders (in submission)</td>
<td>●</td>
<td>3 Reading, Inadequate Information</td>
</tr>
<tr>
<td>Failure Free Reading</td>
<td>Torgesen et al. (2006)</td>
<td>●</td>
<td>18 Reading, 1 Writing, 1 Math, Inadequate Information</td>
</tr>
<tr>
<td>Hot Math Tutoring</td>
<td>Fuchs, et al. (2008)</td>
<td>●</td>
<td>4 Math, 0.00, 0.30 to 1.16</td>
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<tr>
<td>My Sidewalks Intensive Reading Intervention</td>
<td>Baird, Wilkerson (2008)</td>
<td>●</td>
<td>14 Reading, 0.01, -0.12 to 0.24</td>
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<tr>
<td>Number Rockets</td>
<td>Fuchs et al. (2009)</td>
<td>●</td>
<td>7 Math, 0.33, 0.03 to 0.64</td>
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<tr>
<td>Pirate Math Individual Tutoring</td>
<td>Fuchs et al. (2009)</td>
<td>●</td>
<td>7 Math, 0.50, 0.14 to 0.79</td>
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<tr>
<td>Read Naturally</td>
<td>Heasted (2008)</td>
<td>○</td>
<td>2 Reading, 0.26, 0.14 to 0.39</td>
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<tr>
<td>Reading Mastery</td>
<td>Carlson &amp; Francis (2002)</td>
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<td>2 Reading, Inadequate Information</td>
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<td>Gunn, Biglan, Smolkowski, &amp; Ay (2000)</td>
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<td>5 Reading, Inadequate Information</td>
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<tr>
<td></td>
<td>Schwartz (2005)</td>
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<td>10 Reading, 0.90, 0.14 to 2.09</td>
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</table>

Legend: ○ Convincing Evidence, ● Partially Convincing Evidence, □ Unconvincing Evidence
Essential Components of RTI
DATA-BASED DECISION MAKING
Data-Based Decision Making: The Basics

- Data analysis is at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of prevention (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)
- Data is used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies
Data-Based Decision Making: Types of Decisions

- Instruction
- Movement within the multi-level prevention system
- Disability identification (in accordance with state law)
Data-based Decision Making: Learning Disability Eligibility

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.

(www.idea.ed.gov)
Essential Components of RTI

- Screening
- Progress Monitoring
- Multi-Level Prevention System
- Data-Based Decision Making
Implementing the RTI Framework

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components
Need More Information?

National Center on Response to Intervention
www.rti4success.org

RTI Action Network
www.rtinetwork.org

IDEA Partnership
www.ideapartnership.org
Questions?

National Center on Response to Intervention

www.rti4success.org
Live On-line Chat

September 21, 2010
2:00pm Eastern Time
Submit your questions ahead of time:
rticenter@air.org

To access the live on-line chat, go to www.rti4success.org and click on “Join our Live Chat.” Note that this will not be available until 15 minutes prior to the beginning of the chat.
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