
Response to Instruction and Intervention (RtI): A Framework for Improving the Performance of ALL Students

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What Is Response to Instruction and Intervention?

RtI is a **FRAMEWORK** designed to bring together **general, special, compensatory and gifted education** with the goal of providing a comprehensive, unified system of education to meet the needs of and improve results for all students.

Key Goals and Practices of OIP are Aligned with Response to Instruction and Intervention

- Core belief that all children can learn when provided high quality instruction and intervention matched to needs
- Systemic approach to reviewing data, identifying system needs, and identifying instruction and intervention that work to improve results for all students

Key Features of a Comprehensive System of Instruction and Intervention

- *Primary Purpose:* Improve outcomes for ALL students
- All students receive **high quality instruction and intervention** matched to their needs
 - Academic
 - Behavior
 - Social-emotional
- **Use of student performance data** to make important educational decisions

Rtl: Comprehensive System of Instruction and Intervention for ALL Students

Rtl impacts ALL students, including:

- Students not performing at expected levels
- Students identified with disability conditions
- Students who are culturally and linguistically diverse who need specialized instruction
- Students who demonstrate evidence of requiring advanced instruction and students identified as gifted and
- Students with behavioral or emotional problems

Response to Instruction and Intervention is Not

- **A New Program**
- **A New Curriculum**
- **A New Way to Sort and Categorize Children**
- **A New Pre-referral Process**
- **A Special Education Initiative**
- **A Way to Reduce the Number of Students Placed in Special Education**

Even when student identified with a disability condition, focus of services continues to be improved student performance by:

- providing high quality instruction and intervention **at greater levels of intensity** and
- monitoring student progress **more frequently to assess effectiveness of instruction**

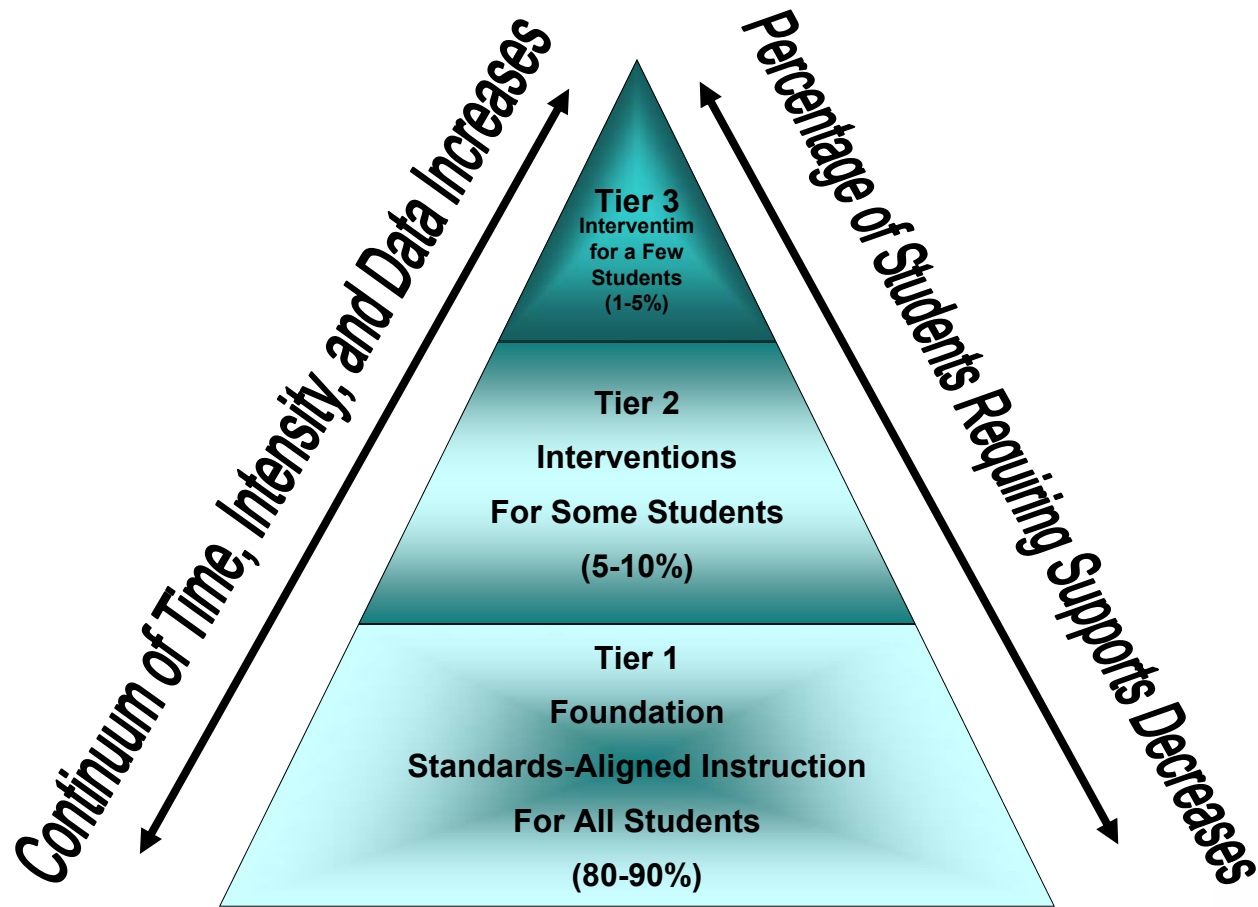
Essential Components for Implementation of a System of Instruction and Intervention

- Leadership and teaming at multiple levels
- Use of a collaborative, problem-solving method
- Multi-tier model of instruction and intervention
- Integrated assessment and data collection system to inform all decisions
- Positive school climate
- Family/parent and community engagement

RtI – Multi-Tiered Comprehensive System of Instruction and Intervention

- Addresses academic, behavior and social-emotional needs simultaneously
- Tiers are not rigid “placements” – fluid continuum of supports that systematically increase in intensity based on student need
- Student progress data collected more frequently as interventions increase in intensity

Comprehensive System of Instruction and Intervention



Tier 1 – ALL Students

High Quality Standards – Aligned Curriculum and Instruction

Safe and Supportive Learning Environments for ALL Students

- High quality differentiated instruction
- Scientifically-based reading and math instruction (NCLB requirement)
- Positive school culture – School-wide expectations are taught and reinforced
- Proactive assessment practices (universal screening) for early identification of students needing more intensive instruction and intervention to accelerate progress

Tier 2 – Targeted/Supplemental Intervention for Some Students

**Research-Based Interventions provided IN ADDITION to Tier 1 Instruction
(about 10-15% of students)**

- Supplemental interventions that are data-driven, research-based and automatically provided
- Interventions delivered through flexible scheduling and flexible use of resources
- Regular monitoring of student progress

Tier 3 – Individualized, Intensive Interventions for Few Students (about 1-5% of students)

- Individualized interventions for students with the most severe academic, behavior or emotional problems
- Very frequent progress monitoring
- Collaboration with parents and other child-serving agencies and community resources when appropriate
- Use of data gathered through targeted and intensive interventions can be used to determine eligibility for special education (students in need of specialized instruction and support) and to set IEP goals if the student is found eligible for support services

Big Ideas – OIP and Rtl

- Large-scale systems change
- District-level leadership – ownership and consensus
- One focused district plan to guide goals and strategies
- Examination of data at district and building levels to:
 - identify areas for student improvement
 - identify effective instruction and intervention strategies
 - align allocation of resources to needs
- Comprehensive assessment system to monitor progress of all students

Readiness for System-level Implementation

- Critical components of a comprehensive system of instruction and intervention must be built systematically (3 to 5 years)
 - Stay focused on student outcomes
 - Assess current practices against critical components to identify strengths and gaps
 - Identify all district resources
 - Provide ongoing, embedded professional development and technical assistance to develop skills required for implementation
- Self-Assessment Tools – District and Building Level “Blueprints for Implementation”

Rtl Blueprints for Implementation: District Level and Building Level

FREE - Implementation guides outlining action steps, resources, and “wisdom from the field” for the three critical stages of Rtl implementation:

- ***Consensus building***
- ***Infrastructure development***
- ***Implementation planning***

Both guides contain a **self-assessment tool** that can be used to assess the extent to which the key components of Rtl implementation are in place at the district and building levels

NASDSE 2008 – available at: www.nasdse.org

ODE and OEC Goals for Supporting Districts

- Communication and alignment among offices to support comprehensive practices focused on improving student results
- Engaging with and supporting communities of practice
- Needs assessment – what support and resources are needed
- Building resources for effective practices to support effective instruction and intervention