



# ADH Response to Intervention (RTI)

Special Education in the State of CT



Primary Source of Information: Response to Intervention (RTI) in Connecticut: Significant Changes Ahead by Robyn Kaplan-Cho, Connecticut Education Association, Spring 2008.

# **RTI IN ARCHDIOCESAN SCHOOLS**

# What is a RTI Model?



- Multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity
- Student support is based on student need and performance rates over time (rather than a particular label or existing program)
- Takes place in general education classrooms

# RTI Models are ...



- **Preventative Approach:**
  - Students at risk of academic or behavioral difficulties are identified and provided with intervention *early*
- **Flexible, Multi-tiered Approach:**
  - Students who do not respond to generally effective classroom instruction (based on data) move to increasingly intensive, individualized *tiers* of instruction
- **Identification Approach:**
  - Students who persistently do not respond to instruction may be eligible for special education

# RTI is the LAW in CT



- As of **July 1, 2009**, the State of CT no longer uses IQ-achievement discrepancy formulas
- *Evidence-based* analysis of identified gaps between student performance and expected outcomes will be part of a comprehensive evaluation for identification of learning disabilities

# RTI in CT: SRBI



- In February 2008, CT State Department of Education (CSDE) recommended that the RTI process be used across the state
- CT refers to RTI as *science research-based intervention* (SRBI)
- SRBI emphasizes the integral role of general education in the intervention process and the utilization of practices that are scientific and research-based

# RTI Not New to CT



- Basic principles of RTI/SRBI have been utilized in CT since 1999 as guidelines for identifying children with specific learning disabilities
- SRBI emphasizes an “*education for all*” approach, providing quality instruction in general ed classrooms to ALL students, then providing additional support to those students identified as struggling or not responding to instructional strategies

# SRBI – Tiered System



- SRBI is a “*surveillance system*” that covers all students *before* they fail and provides support in a tiered system when they struggle; different levels of support and intervention:
  - Tier 1 for ALL students
  - Tier 2 for SOME students
  - Tier 3 for FEW students

# SRBI 3 Tier System:



1. **Tier I:** general ed curriculum and instruction for all students, *meeting diverse needs of all learners*
2. **Tier II:** early, targeted, intervention instruction and support through use of small group (1-4 students) on a short-term basis (6-8 weeks); *general ed plus supplemental instruction*
3. **Tier III:** short-term intensive interventions for those students who continue to make inadequate progress despite interventions at Tiers I & II; *general ed plus more intensive intervention*
4. Students who do not respond to instruction in Tiers 1, II, and III may result in a special education evaluation

# Closer Look at Tier I: General Education for All Students



- Common benchmark assessments administered in September
  - Students “at risk” are identified early
- Quality, research-based instruction
  - All students participate in generally effective, evidence-based instruction, differentiating instruction as needed
- Progress Monitoring
  - Formative assessments on-going to monitor all students’ progress toward mastery of learning outcomes; provides evidence about instructional effectiveness
  - Students “at risk” are monitored to determine response to general, evidence-based instruction
  - Benchmark assessments are administered again in the middle of the year to determine students’ progress toward mastery

# In ADH Schools



- Each school can customize their own RTI framework that utilizes the resources in their schools and meets the learning needs of their students
- Each framework should include tiers of instruction keeping in mind room for flexibility, common benchmark assessments and progress monitoring assessments, early intervention, and preventative approaches
- It is expected that MOST students will meet with success at Tier I
- Ensuring quality instruction and monitoring at Tier I reduces incidences of “instructional casualties” or students not responding to Tier I instruction

# Keeping Students in Tier I



- Goal of Tier I:
  - *maximize learning for all students using strong, research-based instructional strategies and assessments to ensure students meet ADH standards and grade-level learning outcomes*

# SRBI *Part* of Comprehensive Eval.



- SRBI is not the sole source for determining disability; IDEA requires a *comprehensive evaluation*
- IDEA continues to protect a parent's right to request a comprehensive evaluation at any time...SRBI cannot delay or deny services
- *A special education referral can be made during any of three tiers; however, classroom interventions must clearly be shown*

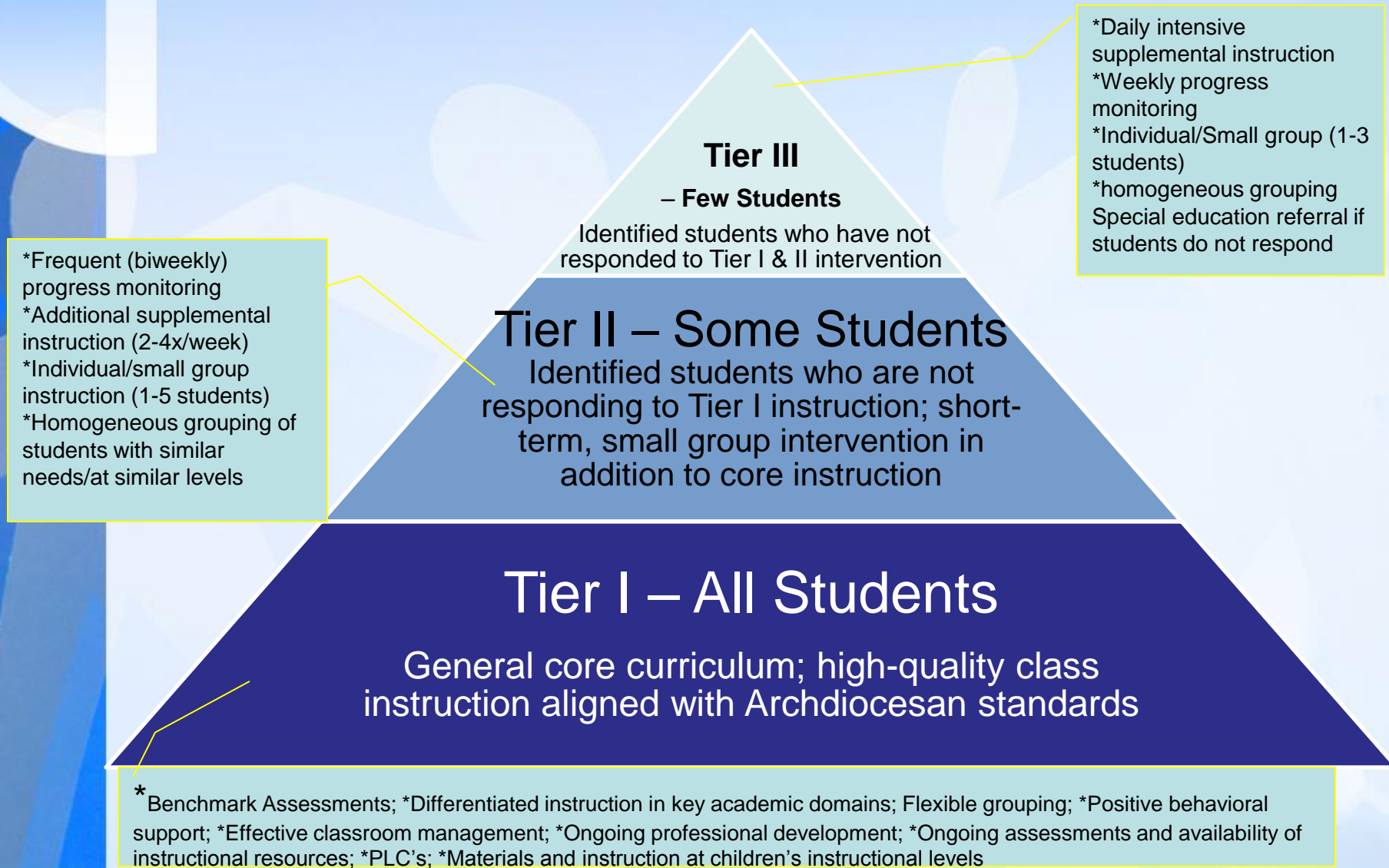
# SRBI/RTI Focuses on *Instruction* Rather than *Identification*



Focus of SRBI/RTI is on:

1. Quality classroom instruction
2. Differentiated instruction as needed
3. Appropriate intensity of additional supplemental support
4. Classroom teacher becomes more of a partner in sharing support of student

# RTI Framework Model



# RTI in a Nutshell



	<b>Tier I: Core Classroom Curriculum; General Ed.</b>	<b>Tier II: Small Group Intervention</b>	<b>Tier III: Intensive Intervention</b>
<b>Focus</b>	All students	*Identified students who have not responded to Tier I efforts	*Identified students with marked difficulties who have not responded to Tier I and II efforts
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention (SRBI)	Individualized and responsive intervention
<b>Grouping</b>	As needed/flexible	Homogeneous small group instruction (1:5-6)	Homogeneous small group instruction (1:3)
<b>Time</b>	ADH time allotments of instruction	**20-30 minutes/day in small group in addition to ADH time allotment of instruction	**40-50 minutes/day in individual or small group instruction in addition to ADH time allotment of instruction
<b>Assessment</b>	Benchmark assessments at beginning, middle, and end of year as well as ongoing formative, interim, and summative assessments	Bi-weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
<b>Setting</b>	General education classroom	Appropriate setting in or outside the classroom designated by school team	Appropriate setting outside the classroom designated by school team

\*Evidence/Data based

\*\* Time amounts are examples for use in comparing relative times and not intended to be recommendations

# RTI/SRBI Resources



Response to Intervention Network:

[www.rtinetwork.org](http://www.rtinetwork.org)

National Research Center of Learning

Disabilities: [www.nrclid.org](http://www.nrclid.org)

National Center on Response to

Intervention (RTI): [www.rti4success.org](http://www.rti4success.org)

Response to Intervention Teaching

Learning Connections:

<http://rtitlc.ucf.edu/>