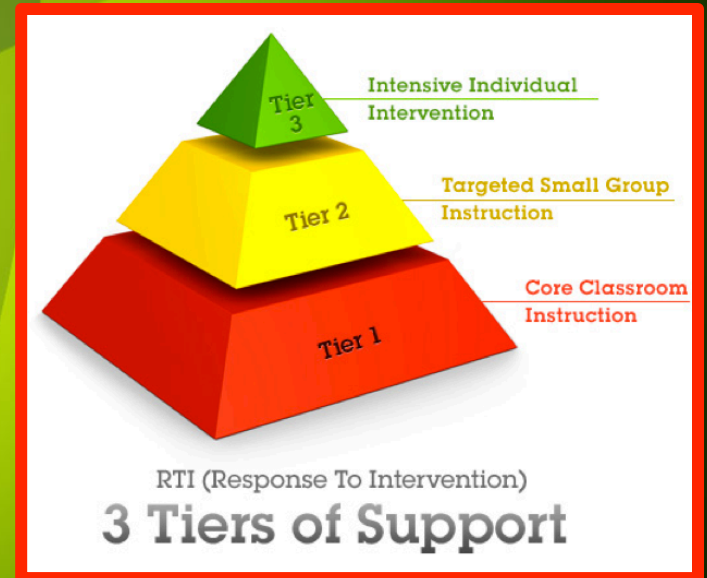


EDUCATION
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Education

Response to Intervention Refresher Training

Hallandale
Elementary
School
2015



Core Beliefs

- ➔ With appropriate support, teachers can assist a *wide range* of hard-to-teach students to achieve improved performance/adjustment.
- ➔ An intervention must be *implemented, monitored, reviewed, and changed* as necessary to judge its efficacy.
- ➔ No important decisions (in RTI) can be made without supporting data.
- ➔ Implement interventions with *fidelity*.



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**Doing what is right
for children.**

Need Help???

RTI Leadership Team Member

- ◆ Blue Track- Sisso
- ◆ Pink Track- Ola
- ◆ Orange Track- Dozier
- ◆ Yellow Track- Blanco
- ◆ Green Track- Daniels



RTI is...

- ➔ An education support service for ALL students
- ➔ A standardized procedure that guides data collection, analysis, development of interventions, and monitoring of student progress
- ➔ A structured problem-solving process with follow up (team leaders and teachers), so no student is left behind



EDUCATION



From

Eligibility as a focus
Diagnose and Place
Get a Label

To

OUTCOME as the focus

Problem solving and Response to
Intervention with supported
documentation

STOP & CHECK

Did the assessment indicate that the majority of the class is deficient in any indicator?

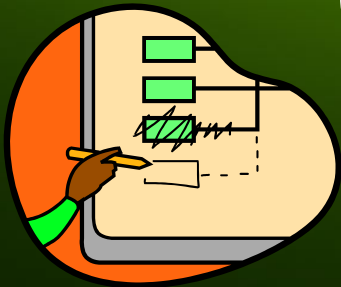
Tier one instruction should be tailored to meet the needs of the class.



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So what will change or has changed as we work with students in the RTI process?



THE RTI TEAM AND THE TIERED APPROACH

- ➔ Tier 1 - In consultation with one or two colleagues, teacher applies general, effective instruction strategies. (Core Curriculum, whole class, CHAMPS strategies)
- ➔ Tier 2 - In consultation with RTI team member(s), teacher tries more targeted evidence-based interventions such as programs from the Struggling Math and Reading Charts, behavior plans, small groups with modified work etc.
- ➔ Tier 3 - Using full team support, teacher and others implement highly intensive, evidence-based interventions such as FBA, Positive Behavior Intervention Plan, 1:1 counseling or classwork at more frequent intervals. The intensity level will increase.

All Tiers must be implemented, monitored. and documented.



Who should be in Rtl?

Grades 1
Retained Students
Students not making progress Tier 1 Classroom Strategies
Grade 2
Retained Students
Students not making progress Tier 1 Classroom Strategies
Rigby Level 6



Who should be in Rtl?

Grade 3
Retained Students
Students not making progress Tier 1 Classroom Strategies
Rigby Level 18 or less
Grade 4
Retained Students
Students not making progress Tier 1 Classroom Strategies
Rigby Level 22 or less
Grade 5
Retained Students
Students not making progress Tier 1 Classroom Strategies
Rigby Level 25 or less

Who should not be in RtI?

ELL Students
under 2 years





The RTI Model: Tier 1

During the 6-9 weeks of instruction

- STEP 1- ***What Is The Problem?***

To identify a problem, you need to start with three pieces of data:

- **Expected Level of Performance**
- **Student Level of Performance**
- **Peer Level of Performance**

- STEP 2- ***Why Is It Occurring?***

- Determine/Brainstorm with RTI leadership team member why the student is not demonstrating the replacement behavior
- Assessment data should be collected to validate your hypothesis.
- Begin documentation process in Basis 3.0 by completing the Tier 1 Teacher Strategies.
- Review cum folder.

The RTI Model

Tier 1: Intervention Design

RIOT

X

ICEL

Review

Interview

Observation

Test

Instruction

Curriculum

Environment

Learner



RIOT X ICEL



Broward County Public Schools
Diversity, Prevention & Intervention Department

RIOT X ICEL



An organizing framework to guide effective data collection and problem analysis during the 4 Step Problem Solving Process.

	R Review	I Interview	O Observe	T Test
I Instruction "How?"	<ul style="list-style-type: none"> Permanent products: <ul style="list-style-type: none"> Classroom schedule Lesson Plans Pacing Projects Worksheets Written pieces & Tests 	Teacher about: <ul style="list-style-type: none"> Expectations Curriculum materials Scope & sequence Use of effective teaching and evaluation practices 	Teacher: <ul style="list-style-type: none"> Antecedent conditions Consequences Expectations Pace Practices 	<ul style="list-style-type: none"> Checklists & questionnaires Classroom environment scales Self-reports Student opinions & responses about instruction and teacher
C Curriculum "What?"	<ul style="list-style-type: none"> Permanent products: <ul style="list-style-type: none"> Books Curriculum guides Materials Scope & sequence Standards/Benchmarks Worksheets 	District staff/coaches about: <ul style="list-style-type: none"> Effective implementation and expectations of curriculum Teacher about: <ul style="list-style-type: none"> Use of curriculum Content & application Scope & sequence 	<ul style="list-style-type: none"> Alignment of assignments with goals and objectives Alignment of teacher talk with curriculum Curriculum modification Student interaction with materials & tasks 	<ul style="list-style-type: none"> Level of assignment and curriculum material difficulty Opportunity to learn Student's opinions about what is taught Text readability
E Environment "Where?"	<ul style="list-style-type: none"> Class size & demographics Classroom/School rules Local achievement data Procedures & routines School policies Social & cultural norms 	Parents, principal, teachers, support staff about: <ul style="list-style-type: none"> Behavior management plans Class rules Class routines 	<ul style="list-style-type: none"> Distractions Health/safety violations Interactions and causal relationships Setting conditions Student, peers, teachers 	<ul style="list-style-type: none"> Aggregated peer performance Checklists & questionnaires Classroom environment scales Established local academic norms
L Learner "Who?"	<ul style="list-style-type: none"> Attendance & health records Error analysis Permanent records: educational history, onset & duration of problem Teacher perceptions of the problem, pattern of behavior Test performance 	Parents, principal, teachers, support staff about: <ul style="list-style-type: none"> How they perceive the problem Student's through: <ul style="list-style-type: none"> Behavioral rating scales and structured interviews 	<ul style="list-style-type: none"> Dimensions and nature of the problem Knowledge of expectations Response to Intervention Target behaviors 	<ul style="list-style-type: none"> Curriculum-based assessment Discrepancy between setting demands (instruction, curriculum, environment) and student performance Functional hypothesis of performance deficit Student performance

(adapted from Howell & Nolet, 1999)

The RTI Model

Tier 1: 6-9 Weeks

1	Identify at-risk students at the first Rigby Data Chat. Teachers will analyze miscues to determine specific area of deficit (phonics, phonemic awareness, comprehension) for all students who are 2 or more grade levels below on Rigby.	<ul style="list-style-type: none"> • Rigby Scores • Rigby Reflection Form
2	Review student's CUM Folder. Determine ESE/ 504/ELL. Previous Retention, Attendance Pattern, Behavior Concerns, etc.	<ul style="list-style-type: none"> • Cum Folder
3	After 6-9 weeks of instruction, create Tier 1 Supplemental Teacher Strategies on <u>Basis 3.0</u> through Data Warehouse: http://web/dwh/	<ul style="list-style-type: none"> • Creating Supplemental TS (CAB)
4	After Tier 1 Supplemental Teacher Strategies, complete RTI Initial Referral to CPSTeam on <u>BASIS 3.0</u> for all 2 or more grade levels below on Rigby.	<ul style="list-style-type: none"> • Creating Initial Referrals (CAB) • RTI Referral to CPSTeam (BASIS)
5	Complete classroom observation of student.	<ul style="list-style-type: none"> • Teacher Observation #1



Are you implementing the RtI Strategies with fidelity?

Hallandale Elementary 2015-2016
C.A.R.E Collaborative Planning Tool
Beyond Expected Student Targets

Date/Cycle #	Grade Level (Circle)	Subject
	K 1 2 3 4 5	Literacy or Math
Focus Question: What do we expect all students to learn from the standard? What does meeting the standard look like?		
New Florida Standards: List the Standard Code (ex. MAFS.5.OA.1.1.)		
Question Stems:		
Standard Unwrapped:		
Essential Question:		
Topic/Theme:		
Materials/Resources:		
Whole Group-Frustration Level-DOK 1 Task		
Text/Level: Skills: Target Academic Vocabulary: Tier 1 Words Tier 2 Words Tier 3 Words Describe writing extension activity:		
Small Groups-Instructional Level-DOK 2 Task		
Below: Text/Level: Skills: Target Academic Vocabulary: Tier 1 Words Tier 2 Words Tier 3 Words Describe writing extension activity:		
Approaching: Text/Level: Skills: Target Academic Vocabulary:		

Hallandale Elementary 2015-2016
C.A.R.E Collaborative Planning Tool
Beyond Expected Student Targets

Tier 1 Words Tier 2 Words Tier 3 Words Describe writing extension activity:
Centers-Independent Level-DOK 3 Task
Meeting/Exceeding: (Enrichment Group) Text/Level: Skills: Target Academic Vocabulary: Tier 1 Words Tier 2 Words Tier 3 Words Describe writing extension activity:
Below: Text/Level: Skills: Target Academic Vocabulary: Describe writing extension activity:
Approaching: Text/Level: Skills: Target Academic Vocabulary: Describe writing extension activity:
Meeting/Exceeding: (Enrichment Group) Text/Level: Skills: Target Academic Vocabulary: Describe writing extension activity:
Intervention Groups/Double Dose:(Remediation group)
Far Below: Skills: Resource:
Below: Skills: Resource:

Implementation will be monitored for approval.

The RTI Model

Tier 2: 6-9 Weeks

- Bring Framed Concern/Question to Leadership Team member to develop intervention plan.
- Monitor student progress with interventions 6-9 weeks.
- Create Tier 2 graph to chart weekly progress based on intervention area.
- Conduct 1 observation in the area of concern.
- Hold parent conference to review how the intervention is working.



The RTI Model

Tier 2: 6-9 Weeks

6	<p>Complete Tier 2 Academic/Behavior form on Basis. Interventions should specifically target area of deficit.</p>	<ul style="list-style-type: none"> • Creating Academic Records (CAB) • Tier 2 Academic/Behavior form (BASIS)
7	<p>Teacher and RTI contact meet and complete Initial Meeting Notes on BASIS. Teacher will have completed both the RTI Referral to CPSTeam, Tier 2 Academic/Behavior record, & Observation #1 <u>before</u> meeting with RTI Contact Person.</p>	<ul style="list-style-type: none"> • Initial Meeting Notes (BASIS) • Tier 2 Academic/Behavior Form (BASIS) • Teacher Observation #1
8	<p>Send home Notification Letter. Call Parent</p>	<ul style="list-style-type: none"> • Notification Letter (CAB)
9	<p>Start 6 weeks of interventions outlined in the Tier 2 Academic/Behavior form. Teachers will collect <u>weekly</u> progress monitoring data on their intervention for 6 weeks (Due 6 weeks after Initial Referral on Basis). Upload Tier 2 graph to Basis.</p>	<ul style="list-style-type: none"> • Tier 2 progress monitoring Data • Tier 2 Graph (BASIS)



The RTI Model

Tier 2 or Tier 3 Determination

- RTI Team will brainstorm additional interventions and determine the need for either a Tier 2 or Tier 3 intervention.
- Come ready for the RTI meeting.
 - Bring cum folder, graphs, class work, test scores....

Continue to monitor and document progress in BASIS 3.0 every 6-9 weeks using the Follow-up Meeting Notes form.

The RTI Model

Tier 2 or Tier 3 Determination

10	<p>Teacher will meet with RTI contact at Monthly Review Tier 2 interventions & graphs. Teacher & RTI contact will complete CPST follow up notes. *If Tier 2 interventions are successful: continue to Step 10a. *If Tier 2 interventions are NOT successful: continue to Step 10b.</p>	<ul style="list-style-type: none">• CPSTeam follow up notes (BASIS)	
10a	<p>If successful, continue Tier 2 interventions & data collection for 6 weeks. Schedule parent/teacher conference to share data. Teacher will continue to meet with RTI contact at Monthly meeting to review Tier 2 interventions & graphs. * * Continue this process until students exits Tier 2, or interventions are NOT successful.</p>	<ul style="list-style-type: none">• Parent Conference Form (paper or on Pinnacle)• CPSTeam follow up notes (BASIS)	
10b	<p>If Tier 2 interventions are NOT successful:</p> <ul style="list-style-type: none">• RTI Contact and Teacher will decide whether to try a different Tier 2 intervention OR Move to Tier 3 intervention AND• RTI contact will e-mail Ms. Dozier to schedule a CPSTeam Meeting.• Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home.• Teacher will complete Student Rating Form	<ul style="list-style-type: none">• CPSTeam follow up notes (BASIS)• Parent Conference Notice (CAB Calendar)• Student Rating Form (CAB)	

A successful intervention can move the student down to Tier 1.

The RTI Model:

Tier 3: 12-15 Weeks

11	<p>Observation # 2 (prior to CPSTeam Meeting) Teacher will request the observation from other educator.</p>	Observation #2
12	<p>CPSTeam Meeting will be held with parent and CPSTeam (Leadership Team, Teacher, Social Worker, School Psychologist, Parent). Collaboratively develop a plan of action. NOTE: This may include a brief evaluation (DAR, Key Math), additional Tier 2 interventions, and/or the creating a Tier 3 intervention plan.</p>	<ul style="list-style-type: none"> • Bring to meeting: <ol style="list-style-type: none"> a. Tier 2 Record Form & Graph (BASIS) b. Current grades, work samples, behavior charts/discipline records c. Student Rating Form (CAB conference) d. Tier 3 Academic/Behavior Form (BASIS) * as needed e. Laptop • CPSTeam follow up notes



The RTI Model

Tier 3: 12-15 Weeks

14	<p>Teacher will meet with RTI contact at Monthly meeting to review Tier 3 interventions & graphs. Teacher and RTI contact will complete CPST follow up notes. *If Tier 3 interventions are successful: continue to Step 14a. *If Tier 3 interventions are NOT successful: continue to Step 14b.</p>	<ul style="list-style-type: none"> • CPSTeam follow up notes 	
14a	<p>If successful, decide plan of action. This may include dropping back down to a Tier 2 intervention or remaining in Tier 3. Continue with data collection. Schedule parent/teacher conference to share data.</p>	<ul style="list-style-type: none"> • Parent Conference Form (paper or on Pinnacle). 	
14b	<p>If Tier 3 interventions are NOT successful:</p> <ul style="list-style-type: none"> • Try a different Tier 3 intervention OR make referral for a psychological evaluation. • RTI contact will e-mail Ms. Dozier to schedule CPSTeam Meeting #2. • Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home. 	<ul style="list-style-type: none"> • CPSTeam follow up notes (BASIS) • Parent Conference Notice (Cab Calendar) 	

The RTI Model

Tier 3: Determination

14a	<p>If successful, decide plan of action. This may include dropping back down to a Tier 2 intervention or remaining in Tier 3.</p> <p>Continue with data collection.</p> <p>Schedule parent/teacher conference to share data.</p>	<ul style="list-style-type: none">• Parent Conference Form (paper or on Pinnacle).
14b	<p>If Tier 3 interventions are NOT successful:</p> <ul style="list-style-type: none">• Try a different Tier 3 intervention OR make referral for a psychological evaluation.• RTI contact will e-mail Ms. Dozier to schedule CPSTeam Meeting #2.• Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home.	<ul style="list-style-type: none">• CPSTeam follow up notes (BASIS)• Parent Conference Notice (Cab Calendar)

The RTI Model

Tier 3 Determination



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What are our interventions?

Tier 2

- Intervention - Double Dose
- Write-in Reader
- Journey's Leveled Readers
- Guided Reading Resources
- iStation (ELL) and iReady- Completed with the assistance/ guidance of teacher during Intervention group
- FAIR- FS Tool Kit
- Journey's Toolkit

What are our interventions?

Tier 3

- Intervention Group - increase time
- Smaller Group – 3:1 ratio
- Reading/ Literacy Toolkit
- Journey's Leveled Readers
- Guided Reading Resources
- FAIR- FS Tool Kit
- Nova Tutors
- LLI Reading Intervention
- iReady/ iStation- Completed with the assistance/ guidance of teacher during intervention group



Sources for Progress Monitoring

Tier 1

School-wide Assessments

- Rigby
- Chapter/diagnostic tests
- Common assessments
- I-Ready Diagnostic Test
- I-Station Diagnostic Test

Tier 2 & 3

Weekly specific progress monitoring for select students

- Letter names & Sounds Checklists
- Sight words Checklist
- Timed Oral Reading Fluency Probes
- Journey's Cold Reads passages & questions (on BEEP)
- EasyCBM.com (various skills)
- Timed calculation probes – Fluency Tests
- Math word problems
- Journey's Tool Kit assessments (on BEEP)



Sources for Interventions

For specific academic and/or behavioral plans, the following are excellent sources for standard, “off-the-shelf,” evidence-based interventions:

www.interventioncentral.org (General Interventions)

www.fcrr.org (Reading)

www.floridarti.usf.edu/ (RTI Info)

www.rti4success.org (General RTI Info)

Create Rtl Referral

The screenshot shows a web browser window with the address bar displaying "web/dwh/". The browser's address bar includes tabs for "Most Visited", "Broward County P...", "Data Warehouse ...", and social media links for Facebook, IObservation, Gmail, and Google Calendar. The main content area features the title "Data Warehouse" in a large, bold, orange font. On the left side, there is a vertical navigation menu with yellow buttons for the following items: "School Reports Menu", "Virtual Counselor", "BASIS 3.0", "DWH Reports Folder", "What's in the DWH", "What's New", "Tips and Tricks", "FAQs", "Software & Doc.", "Troubleshooting", "Training", "Statistics", "Search", and "Contact Us". The main content area contains four circular images connected by lines, illustrating various aspects of the data warehouse: a large building, a group of people in a meeting, a person working at a computer, and a building with a clock tower.

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Virtual Counselor ▾ Teachers ▾ Students ▾ Referrals ▾ Behavior ▾



Basis



Student Details 



Virtual Counselor 



RTI Referral 

Reports ▾ Administration ▾



RTI Maintenance

Create Rtl Referral

Virtual Counselor ▾ Teachers ▾ Students ▾ Referrals ▾ Behavior ▾

Basis Student Details Virtual Counselor RTI Referral

Reports ▾ Administration ▾

RTI Maintenance

RTI Referrals for Vunteanus Boyce at HALLANDALE ELEMENTARY

Create CPS Referral ▾

EDUCATION



**Doing what is right
for children.**