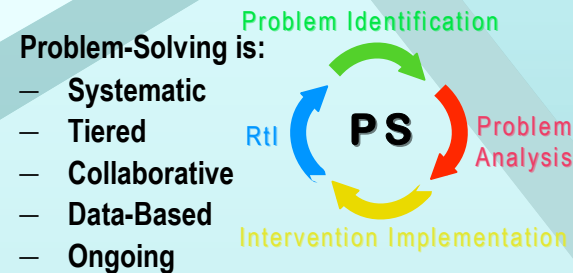## How is PS/RtI Implemented in Schools?

1. Schools create a leadership team that is comprised of administrators, general and special education teachers, reading and behavior specialists, student services staff, and other key people.

2. The leadership team reviews current school-wide instructional and discipline programs, in addition to current academic and behavioral data, to determine the effectiveness of the programs for all students, as well as for select groups of students. The team uses the problem-solving steps to identify strengths and needs.

3. The leadership team then identifies additional, research-based programs and practices based on the identified needs in order to enhance or replace current programs and practices.

4. The leadership team meets regularly to monitor students' response to implemented programs and practices.

5. For groups and individual students, a specific, systematic problem-solving approach is used to identify more intensive interventions. The problem-solving team is facilitated by the student services staff with support from administrators and the leadership team.

6. Throughout the implementation of PS/RtI, regular training is provided to the school staff in order to build knowledge, establish consensus, and generate buy-in.

What is Problem-Solving?

Problem-Solving (PS) is "a process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that significantly improve the school performance of students."

Problem-Solving is:
— Systematic
— Tiered
— Collaborative
— Data-Based
— Ongoing

Problem Identification
Problem Analysis
Intervention Implementation
RtI — PS — Problem Analysis

Problem-Solving is made up of 4 steps that are fluid and continuous. The first step is the most important, the final step is Response to Intervention (RtI).

1. Problem Identification
   – Define the problem
   – Conduct Gap Analysis
   – Identify replacement behavior
2. Problem Analysis
   – Why is it happening?
   – Develop hypotheses
   – Collect/Analyze data
3. Intervention Implementation
   – Choose interventions
   – Develop a Plan
4. RtI/Evaluation
   – Evaluate Effectiveness of Plan
   – Conduct Gap Analysis

Main Points of RtI

– Founded in research.
– Written into federal and state education laws.
– Based on early intervention and prevention.
– Involves a multi-tiered system of instruction.
– Targets all students.
– Incorporates the Problem-Solving Model.
– Involves principal-led, school-based team.
– Led by evidence-based practices.
– Driven by data-based decisions.
– Includes graphing.
– Assessments lead to interventions.
– Ensures deficits are not due to ineffective instruction.
– Requires schools to consider the effectiveness of the curriculum for *all* students before looking at the learning deficits of individual students.

District School Board of Pasco County
7227 Land O'Lakes Boulevard
Land O'Lakes, FL • 34638
(813) 794-2000 • (727) 774-2000 • (352) 524-2000
Heather Fiorentino, Superintendent

If you need more information, please call the Student Services Department
(813) 794-2363 • (727) 774-2363 • (352) 524-2363

www.pasco.k12.fl.us

Problem Solving & Response to Intervention:

A Model of Success for All Students

A Guide for Parents & Educators
Summer 2007

Problem Solving & Response to Intervention:
A Model of Success for All Students

WHAT IS RESPONSE TO INTERVENTION?

Response to Intervention (RtI) is a comprehensive, school-wide, data-driven *prevention* and *intervention* model that provides support systems with increasing intensity across *multiple tiers of instruction* for all students.

PS/RTI is an integrated approach to service delivery that encompasses general, compensatory, and special education and includes the practice of (1) providing high-quality instruction and (2) using learning rate over time to (3) make important educational decisions.

WHERE DID RTI ORIGINATE?

RtI has surfaced in the recent federal laws for general and special education, including No Child Left Behind (NCLB) in 2002 and the Reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004. These laws include the following:
- Early Identification and Intervention
- Improved learning for *all* students
- Scientifically-based practices
- Parent involvement
- Pragmatic assessments
- Ongoing data collection

Overall, research and laws show a shift from COMPLIANCE to OUTCOMES.

WHAT ARE THE ESSENTIAL COMPONENTS OF PSRTI?

1. High quality, evidence-based instruction and behavioral support in general education.

2. Integrated data collection/ assessment system to inform decisions at each tier of service delivery.

3. Multiple tiers of service delivery with increasingly intense evidence-based interventions that are matched to student's needs.

4. Use of a collaborative problem solving approach by school staff for development, implementation, and monitoring of the intervention process.

5. Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.

6. Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.

7. Documentation of parent involvement throughout the process.
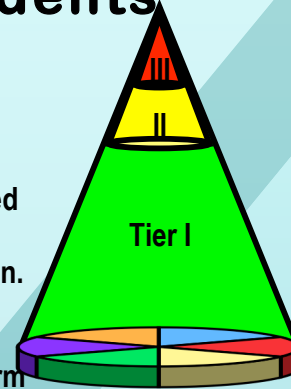
Tier I

WHAT DOES MULTI-TIERED INSTRUCTION MEAN?

TIER I ~ INITIAL INSTRUCTION
△ Instruction = Standards-driven, research-based curriculum provided to all students
△ Assessment = Screening + Benchmark
△ Intervention = Differentiated instruction designed to match instructional needs of students and delivered through flexible, in-class, groups
△ RtI Goal = 80% to 85% ALL students respond

TIER II ~ SUPPLEMENTAL INSTRUCTION
△ Instruction = INITIAL INSTRUCTION *plus* SUPPLEMENTAL small group instruction to accelerate student progress
△ Assessment = Screenings + Benchmark + Monthly Progress Monitoring
△ Intervention = Strategic and/or supplemental instruction designed to be used in a systematic manner with all participating students. These standard protocol interventions are delivered in small groups, and have a high probability of producing change for large number of students.
△ RtI Goal = 10% to 15% ADDITIONAL students respond

TIER III ~ INTENSIVE INSTRUCTION
△ Instruction = INITIAL + SUPPLEMENTAL + INTENSIVE INSTRUCTION
△ Assessment = Screenings + Benchmark + Weekly Progress Monitoring
△ Intervention = Intensive instruction for those students who have not demonstrated sufficient progress when provided with effective instruction and interventions
△ RtI Goal = 1% to 5% ADDITIONAL students respond

WHAT ROLE DOES PS/RTI PLAY IN SPECIAL EDUCATION ELIGIBILITY?

Early Intervening Services: IDEA 2004 addresses the use of RTI procedures is by creating the option of using up to 15% of federal special education funds for "early intervening services" for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting.

Effective Instruction and Progress Monitoring: Before considering students for special education services based, they first must have been provided with effective instruction and their progress measured through "data-based documentation of repeated assessments of achievement."

WHAT ARE THE POTENTIAL BENEFITS OF PS/RTI?

Perhaps the most commonly cited benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting.

Secondly, an RTI approach has the potential to reduce the number of students referred for special education services.

Finally, parents and school teams alike find that the student progress monitoring techniques utilized in an RTI approach provide more instructionally relevant information than traditional assessments.