

**Precise Planning for SRBI** ↗  
Your School, Your Unique Program

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**Response to Intervention**

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- Provide a research-based Tier 1 (**grade level with differentiation**) curriculum that has the highest probability of success with most students.
- Provide additional time, intensity and targeted intervention for students requiring Tier 2 (strategic) instruction.
- Provide additional time, intensity and comprehensive intervention for students in need of Tier 3 (intensive) instruction.

NASDSE, 2007

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**What is it like to Struggle?**

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### Fluid not Finite

- The lines between Tier 1, Tier 2 and Tier 3 represent broad fluid categories not concrete designations.
- All student populations are represented in each tier and we work to label the need and not the child.
- Students are not referred to SPED unless they fail to respond to Tier 1, Tier 2 and Tier 3 interventions.
- Students who are not eligible for SPED receive the assistance they need.



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### Bridge the Understanding Gap

RtI is “a part of” not “apart from” the instructional system.



An effective instructional program includes “all students”

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### Winning Hearts and Minds

- The principal is the gatekeeper of change. (Fullan)
- Clarity precedes competence. (Schmoker)
- A change in behavior often precedes a change in belief. (Fullan)
- Listen to people who don't agree with you. They have information you need! (Fullan)
- Every decision around RtI is based on the cost vs. benefit to students.



**Hearts and Minds**

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**Challenges**



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**RtI Challenges**

- How do we schedule classes and provide intervention time and space?
- Does K-2 need a different plan than grades 3-5
- Who will teach the intervention groups/classes?
- Do all students participate in Tier 1 or do we adjust core instruction for students in Tier 3 for grades 4?
- How does RtI fit with benchmark and standardized testing?
- How do gifted students, English learners and SPED students fit into RtI?

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**RtI Challenges**

- What does the master schedule look like?
- What assessments should we use for screening and progress monitoring?
- How small is a small group?
- What happens if 40% or more of students require intervention?
- How do we move students during the school year if their needs change?
- How do we know when students are ready to move?
- How much and what kind of support will the teachers need?

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**Student Rewards:**

- The “wait to fail” model has ended
- Initial instruction and intervention is designed to meet student needs.
- Special Ed is not the only place that struggling students can receive targeted, intensive instruction
- Students are not referred to SPED before receiving targeted, intensive intervention.
- Student confidence and achievement is increased.
- The whole child is considered.

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**Rewards: Teachers**

- Teachers do not have to “teach to the middle” because they cannot address the needs of all levels in one class.
- The grade level teacher receives assistance with intervention for struggling students.
- Teachers are critical players in an RtI collaborative system.
- Behavior intervention is part of the RtI system.
- Students become “our students” not “my students”.
- Clear and coherent planning gives teachers the time to teach.

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Planning is Personal!



We must take our “hats” off and think through the lens of the district, school, staff, students, and community that we live in and work with.

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Collaboration



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Embrace Your Rtl Configuration! ↗



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## Determining the Tiers

**Clear and Adjustable**

- By functioning grade level
- By percentage on normative measures
- By skill level
- Combination of the above



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## Examples

**Elementary:**

- **Tier 1:** Students performing at or above grade level or performing at or above the 50<sup>th</sup> percentile on normative measures.
- **Tier 2:** Students within 1½ to 2 years of grade level or students performing between the 30<sup>th</sup> and 50<sup>th</sup> percentile on normative measures.
- **Tier 3:** Students more than 2 years below grade level or performing at or below the 30<sup>th</sup> percentile on normative measures.

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## Examples

**Middle and High School**

- **Tier 1:** Students performing at or above grade level and/or above the 50<sup>th</sup> percentile.
- **Tier 2:** Students performing between the 4<sup>th</sup> grade level and current chronological grade level or between the 30<sup>th</sup> and 50<sup>th</sup> percentile on normative measures.
- **Tier 3:** Students performing at or below the 4<sup>th</sup> grade level or below the 30<sup>th</sup> percentile on normative measures.

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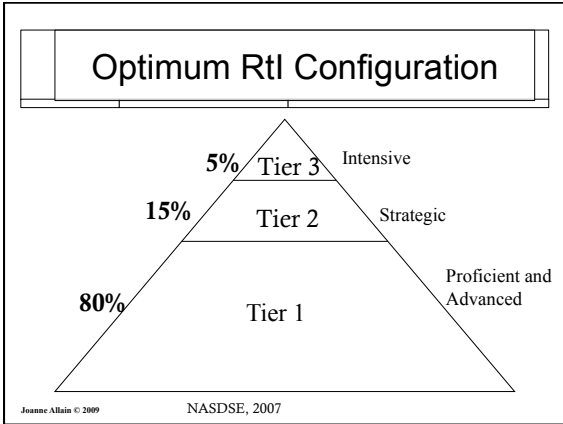
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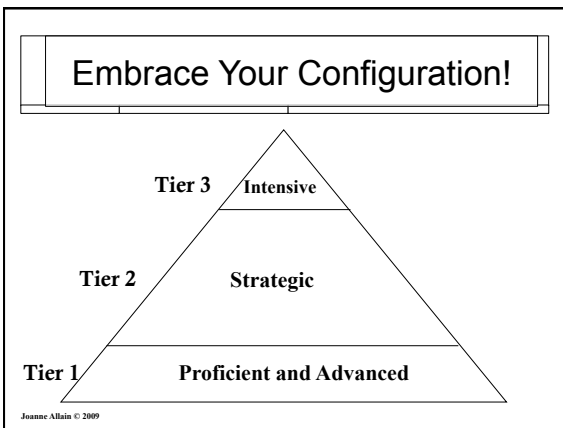
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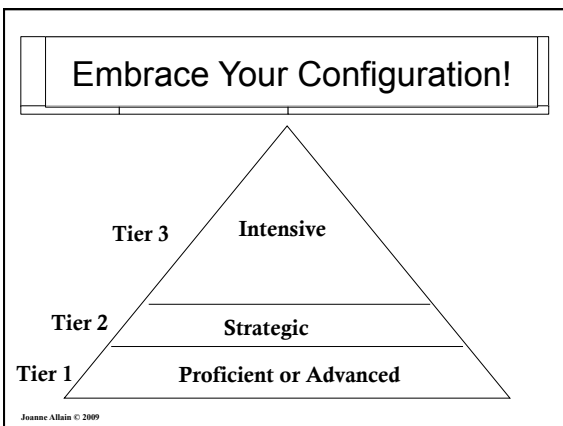
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### Activity: Where Are We Now?

- Estimate the number of students in your school who are performing at Tier 1, Tier 2 and Tier 3 levels.
- Determine the composition of your district/school's instruction/intervention pyramid.

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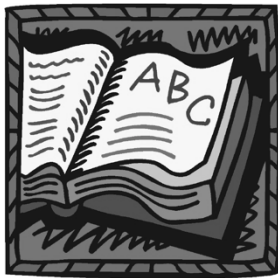
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### Instructional Design and Materials



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### Scientifically Based Reading Instruction

- Content
    - Phonemic Awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Comprehension
    - Writing
  - Delivery
    - Direct/explicit instruction
    - Instructed as designed
    - Gradual release
- Automatically accessing instructional materials
- Making and demonstrating meaning

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## Instructional Methodology

**Explicit Instruction:** Instruction is not random. Nothing is left to chance.

- The amount of explicit instruction increases with each tier.
  - Modeling, scaffolding and practice.
- The number of exposures to a concept and/or skill increases with each tier.
- The concept of gradual release differs with each tier.
- The amount of multisensory instruction increases with each tier.

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## Levels of Explicit Instruction

**Driving Directions:**

- Tier 1: Looks at a map 
- Tier 2: Mapquest directions plus map 
- Tier 3: GPS (Global Positioning System) unit plus mapquest plus map 

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## Tier 1: The First Defense

In an RtI implementation, Tier 1 is defined as grade level instruction plus differentiation.

- Students are not referred to tier 2 without documentation of historical data and/or tier 1 interventions delivered in the grade level class.
- Differentiation is based on progress monitoring data obtained during instruction.
- Differentiation is not as simple as “instructional strategy”. It is purposefully designed instruction to frontload, re-teach and reinforce difficult concepts and skills based on student need.

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## Differentiation

- Approach to grade level instruction based on student data.
  - Delivery of instruction varies based on the performance levels of students in the class.
  - Does the instruction need to be more explicit and direct? Does the pace need to be adjusted?
  - Do students need alternate methods to access the core instruction.
- Frontloading and accommodation
  - Difficult concepts, academic vocabulary, SIOP strategies, accommodation for SPED
- Reinforcing and Re-teaching
  - More exposures and opportunity to practice with specific instructional strategies

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## Tier 2 Instruction

- What instructional content is necessary for Tier 2 instruction?
- What materials and strategies will be used? How will the teachers plan for this?
- How will you design Tier 2 instruction to ensure that the necessary components are taught and monitored?
- Will the Tier 2 classes be homogeneously grouped according to assessed need?
  - K-2 students have different needs than 3-5, 6-8, 9-12
- If utilizing small group instruction, how many groups will the teacher be expected to manage?

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## Tier 3 Instruction

- Students who are significantly below grade level and have not responded to Tier 1 or Tier 2 instruction.
- Students require instruction in all literacy skills
- Instruction requires more time and intensity.
- Instruction is comprehensive and systematic.
- Instruction is provided in the smallest groups possible.
- Students should not participate in Tier 3 over and over with no progress. Non-respondents are referred to SPED.

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**Purchase Or Design**

Design?

- Do teachers have the background knowledge to develop SBR instruction and assessments for all tiers of instruction?
- Do teachers have the time and motivation to develop these materials?
- Do you currently apply a rubric to teacher designed materials?

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**Purchase Or Design**

Purchase?

- Researchers and publishers in partnership with researchers have developed excellent intervention materials.
- Work with a rubric to evaluate instructional strategies and materials.
- Refer to trusted sources: Center on Instruction and Florida Center for Reading Research ([www.ferr.org](http://www.ferr.org))

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**Gradual Release**

- How do we develop background knowledge and capacity so that teachers become diagnostic experts in assessing and meeting student need.
- I do, We do, You do
  - Begin by using research based materials and assessments which serve as good models.
  - Provide ongoing professional development in background, content, and instructional strategies.
  - Continually analyze and respond to student data.
  - Gradually release teachers to develop their own materials.

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## Publisher Materials

- Review everything available that meets SBRR criteria and student need.
- Create a common rubric for materials
- Pretty does not necessarily mean effective.
- Intervention instruction must be different than core instruction.
- Don't take the easy way out.
- More of the same won't change the outcome for intervention students
- Check every claim and professional reference.

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## Activity: Instructional Design

- Discuss what instruction and intervention is already in place.
- Remember: more interventions and assessments is not necessarily better.
- Identify areas that need improvement.
- How might you guide schools to make informed and practical choices?

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## Staff Roles



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## Distributed Leadership

“We need instead, leaders at many levels. Part and parcel of sustainability in organizations is the way in which they constantly spawn leadership and commitment in all quarters by fostering the flourishing of the intelligence, purpose and passion of all members of the organization.”

*Fullan, 2003*

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## Special Education in SRBI

- General Education Teachers
  - Provide excellent first instruction and differentiation based on data
  - Teach intervention classes as needed and appropriate
- Special Education Teachers
  - Advisors to General Education staff
  - Collaboration
  - Inclusion
  - Intervention teacher (SPED and Gen Ed students) for tiers 2 and/or 3

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## Staff Roles In SBRI

- Literacy and Math Coaches
  - Assist in small group instruction
  - Teach intervention classes as necessary and appropriate
- School Psychologists
  - Assessment of students referred to SPED
  - Recommendations for all tiers of instruction
  - Assist teachers in the analysis and response to assessment and behavioral data
- Speech Pathologists
  - Recommend and apply specific interventions
  - Assist teachers and SRBI team in instructional practice

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**Activity: Redefining Roles**

- Discuss your role at your school or district now.
- Discuss how you might contribute to a multi-tiered system of instruction and intervention.

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**Mutual Accountability**

➤ “Successful change projects always include elements of both pressure and support. Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.”



Fullan, 2001  
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**Mutual Accountability**

“Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet the expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of “accountability for capacity...”

Elmore, 2002  
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**Mutual Accountability**

- Be honest about what you need and don't know.
- Articulation of expectations and needs
- Create vertical agreements through which everyone is accountable for their roles and responsibilities.



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**Mutual Accountability**

<b>Teachers Will</b>	↔ <b>if</b> ↔	<b>Administrator Will</b>
Teach intervention	↔ <b>if</b> ↔	Provide ongoing training, support and materials
Teach struggling students	↔ <b>if</b> ↔	Provide training in positive behavior management
Analyze and respond to data	↔ <b>if</b> ↔	Provide training in data analysis and time to meet

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**Activity :Mutual Accountability**

- Discuss the tasks for teachers in an SRBI system.
- Identify the needs of teachers to accomplish those tasks.

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### Making the Wheels Turn

- Placement procedure
- Confirmation of placement
- Exit procedure
- Referral procedure
- New student procedure



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### Elements of Procedure

- Develop a procedure for each task, even though they may seem to be identical.
- Procedure explains what should be done, who should do it and who is ultimately responsible.
- Answer: Who, what, when, where, how, why for each task.
- Procedure articulates your problem solving process.
- Have a plan B if plan A is undoable.

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### Confirmation of Placement

After initial placement, a teacher believes that a student is misplaced. What does the teacher do next?

- What data should be collected?
- Will grades, IEP and social/emotional factors be included?
- Who should collect the data?
- Who will evaluate the data?
- Is it an academic issue or a behavior issue?
- Who makes the final decision about student placement?

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**A Problem Solving Process: DPIE**  
Bender and Shores, 2007

- **D:** Define the problem and possible causes
  - Collect data from inside and outside the classroom
- **P:** Plan an intervention
  - Academic and/or behavioral
  - Set a target goal for the student
  - Develop a timeline
- **I:** Implement the intervention as designed
  - Monitor the intervention on a weekly basis to determine ongoing student response.
- **E:** Evaluate progress
  - Did the student respond? Next steps.

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Bender & Shores, 2007)

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**Activity: Articulating Procedures**

- Work with your team to discuss a confirmation of placement procedure.
- Identify the procedure that might be followed if a teacher believes that a student is misplaced in intervention.
- Think about:
  - What data is needed?
  - Who collects the data?
  - Who receives the data?
  - What are the next steps?
  - Remember to keep it simple.

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**The Rtl Operations Manual**

- Articulate every decision, procedure and policy to ensure clarity and coherence.
- The handbook is an operations manual.
  - Who
  - What
  - When
  - Where
  - How
  - Why



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## Improvement is a Process

“Improvement is a process, not an event. Schools don’t suddenly “get better” and meet their performance targets. Schools build capacity by generating internal accountability--greater agreement and coherence on expectations for teachers and students--and then by working their way through problems of instructional practice at ever-increasing levels of complexity and demand.

(Elmore, 2004)

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## Questions/Comments



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