



Identifying Components for Successful Interventions

Teacher Intervention Planning Sheet

Lauriel Bybee, Emily Johnson & Aime Nadeau

LeAnne Robinson

Western Washington University

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In Today's Presentation

- Introduction of RTI
- Important components of RTI
- Overview **T**eacher **I**ntervention **P**lanning **S**heet
- Using **T**eacher **I**ntervention **P**lanning **S**heet with students
- Discussion and questions





RTI is often used in two ways:

- Integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems
- “officially” RTI is a process that can be used in lieu of the dual discrepancy approach to identifying students who are in need of services for a learning disability



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- Process based on a students' response to scientific research based intervention
 - Universal screening
 - High quality core curriculum
 - Intensive, research-based interventions
 - Interventions are appropriate for a student's identified need
 - Interventions are implemented with fidelity
 - Frequent progress monitoring
 - Are of a sufficient duration to establish the student's rate of learning



NASDE Blueprints for Implementation

- How will specific supplemental and intensive instruction be delivered?
 - Review materials, strategies and processes needed for intervention
 - Decide who, when, where, how often
 - Determine how treatment integrity will be monitored
 - **Document on a written intervention form**

Pg. 33-School Building Level

Background

- Necessary components for successful implementation
 - Collaboration with team
 - Intervention planning
 - Data collection
 - Implementing interventions
 - Analyzing data



Discussion

- What are some aspects of intervention planning that can create or have created challenges within your building?





Discussion

- Lack of communication or clear planning for intervention delivery
- Lack of focus on variables that teachers can change
- Organization of intervention and data
- Setting clearly defined criteria for success (goals)
- Using predetermined criteria (goals) to evaluate effectiveness of intervention
 - High expectations will help us be intensive, urgent and relentless with our interventions



Teacher Intervention Planning Sheet

- This tool will help problem solving teams ensure that interventions are implemented as planned and that interventions contain those components needed to be considered high-quality and intensive.



Teacher Intervention Planning Sheet

- Additional benefits of tool
 - Consolidates data collection onto one form
 - Provides information about a student's prior problems and goals they have or have not reached
 - Provides a record of previous interventions and effectiveness of those interventions
 - Informs parents and future teachers of student's educational history

Section I-Basics

- Basic information about the student and the team members involved
 - Useful for record keeping
 - Date for review





Section 2-Problem Definition

- Define the academic difficulty using data that compares performance to a standard
- Use concrete, observable, measurable terms

Section 2-Problem Definition

- Unclear example: John is behind in reading.
 - Does not provide specific information to assist in teaching
 - Does not explain how far behind John is





Section 2-Problem Definition

- Clear example: John's fluency is low. He reads 80 words per minute when the grade level standard is 120.

 - Tells us in what area of reading John is struggling
 - Gives us a specific starting point
 - Leads us toward the goal



Section 3-Goal

- Describes the skills the student should be able to demonstrate at the end of the intervention
- Goals should be defined before the intervention
- Observable, measurable, focused on one skill, aligned with curriculum
- A from-to statement is a good starting place.



Section 3-Goal

- Unclear example: John will read faster and understand what he is reading.

 - Not measurable
 - More than one skill
 - Not stated in a from-to format

Section 3-Goal

- Clear example: John will increase his reading fluency from 80 words per minute to 120 words per minute.
 - Measurable
 - Focuses on one skill
 - Uses the from-to format





Section 4-Relevant Data Summary

- Area to record data collected through curriculum based measurements
- This can be changed to reflect the measurements being used by your team.



Section 5-Ideal Intervention

- Start with the ideal intervention so that you can set the bar high before discarding ideas

- Start simple because you can make more intensive if needed
- Interventions should always be based on quality research

Section 6-Possible Intervention

- If the resources are available, implement the ideal intervention
- Consider the frequency and duration of instruction, available materials, and training needed
- This is reality:
only include available resources





Section 7-Components of Intervention

- Duration-number of minutes per intervention session and number of weeks of implementation
 - 4 weeks is a recommended starting point
- Frequency-how often the intervention will occur
- These serve as a measure of intensity of the intervention
- Decreasing group size is one way to intensify the intervention



Section 7-Components of Intervention

- Start small, start with something that can be increased if needed
- Decide the who, when, and where of the implementation
- Everyone on the team understands their role in the intervention

Section 8-Materials and Training

Materials

- Materials may include books, curriculum, photocopies, or timers
- Questions:
 - What materials will the student need?
 - What materials will the teacher need?
 - What assessment materials are needed?
 - Where do we store materials?





Section 8-Materials and Training

Training

- Identify any professional development or specialized skill
- May just involve team members going through intervention step by step to ensure that all team members have the necessary skills
- Skills are necessary for both intervention and assessment procedures



Section 9-Intervention Consistency

- Reliability with which the intervention is planned, delivered, and measured.
- Important for data collection and decision making.



Section 10-Measures

- Valid and reliable measures
- Curriculum based measures
 - Easy to administer
 - Sensitive to subtle changes in learning
- Need technical knowledge of appropriate use of Curriculum based measures
 - Measures for screening (e.g. General Outcome Measures)
 - Measures for progress monitoring
 - Mastery measures



Section 11- Frequency

- The number of times progress monitoring data is collected over the intervention period
- Collect enough data points to see trends in learning
- Data points should be collected weekly or biweekly (NASDE Rtl Blueprints pg.43)
- The more frequently data is collected the more accurate the evaluation will be



Section 12-Baseline and Target

- Baseline is information about the student's level of performance before the intervention takes place
 - Necessary before beginning intervention
- Target behaviors are what we want the student to achieve by the end of the intervention
- This information is taken from the problem and goal section of the TIPS

Section 13-Details

- Who is responsible for progress monitoring
- When is the progress monitoring going to take place

- How many interventions have been tried





Section 14-RIOT/ICEL Notes

- RIOT-different methods to gather information about a student
 - Review
 - Interview
 - Observe
 - Test
- Important to gather information by means other than giving students tests



Section 14-RIOT/ICEL Notes

- ICEL-different areas that may be affecting a student's academic success
 - Instruction
 - Curriculum
 - Educational Environment
 - Learner
- Important to examine areas other than the learner
- RIOT and ICEL can be used together for a comprehensive view of the learning environment



Using **TIPS** in Real Life

- Focus all information, resources, and efforts in one location
- Keep track of brainstorming, interventions tried, and progress
- Brings teams together in the common goal of helping students learn

Real Life Student: Emma

- Emma is a 6 year old 1st grade student
- She enjoys being read to, but is not able to read connected text fluently





More Information About Emma

- 1st Grade teacher gives Oral Reading Fluency measures to monitor progress of all students 3 times a year
- In the fall Emma read 5 words per minute
- Standard for 1st Grade is 13 words per minute in the fall
- In the winter Emma read 15 words per minute
- Standard for 1st Grade is 30 words per minute in the winter



Emma's Problem and Goals Defined

- **Problem:** Emma's fluency is low. She reads 15 words per minute when the grade level standard is 30 words per minute.
- **Goal:** Emma will increase her reading fluency from 15 words per minute to 30 words per minute.



Intervention Plan for Emma

- Core Curriculum reviewed and determined to be satisfactory
- After brainstorming ideas for interventions, the classroom teacher and reading teacher decided that *systematic direct instruction* in decoding and sight word recognition was the best place to start and initial intervention
- Decision is made to use Reading Mastery Fast Cycle as intervention protocol

Intervention Plan Continued

- They would ideally like Emma to receive this instruction each day for 25 minutes, but only had a paraprofessional available 3 days a week for 25 minutes each day.



Details of the Intervention Plan

- Mrs. Jackson will work with Emma on Mondays, Wednesdays, and Fridays for 25 minutes in the 1st Grade classroom during reading center time (9:00-9:25 a.m.)
- The intervention will continue for 4 weeks until the review date





Materials and Training

- Mrs. Jackson will use the Reading Mastery Program for the intervention.
- She has been trained in this program with students before and does not need any further training.

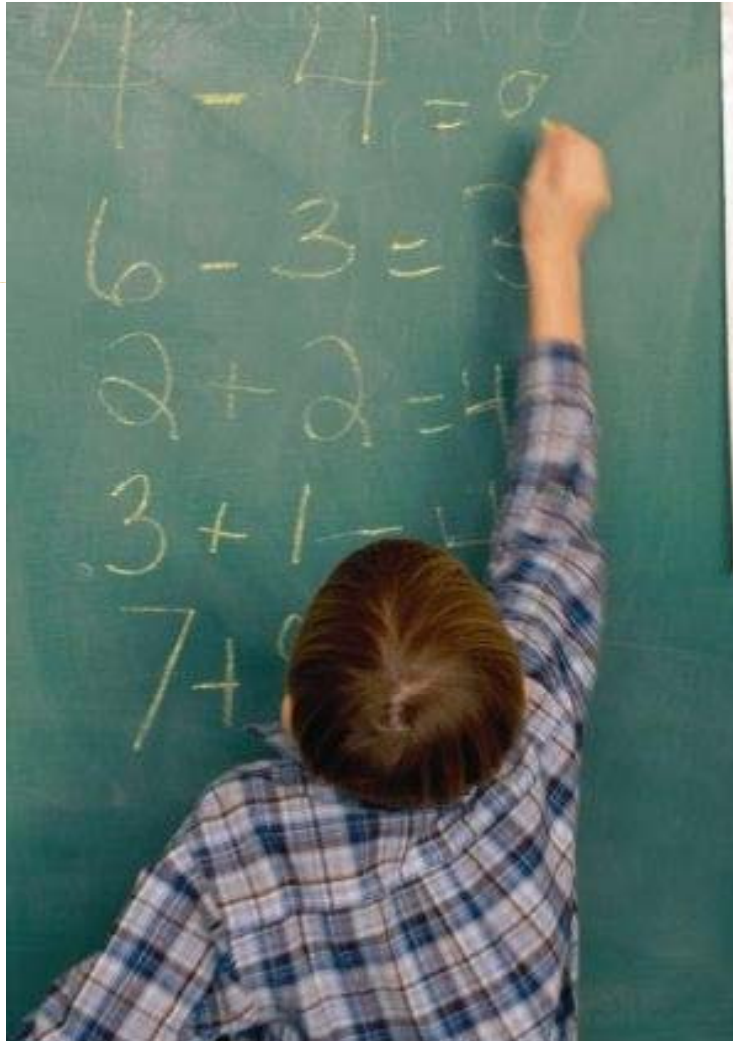


Intervention Consistency and Progress Monitoring

- Intervention consistency will be monitored weekly by the 1st grade teacher

- Emma's progress will be monitored by weekly oral reading fluency passages
- We will know the plan is working when Emma's reading fluency increases steadily toward her goal

Now it is YOUR turn...



Questions or Comments?



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