



RTI – What's It All About?

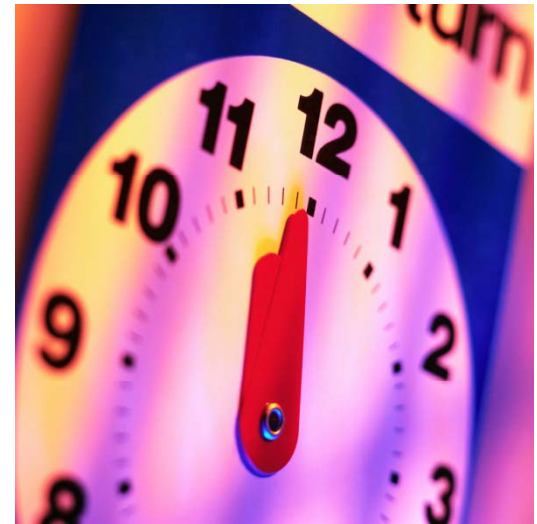
***The Roles of Paraeducators
In Response to Intervention***

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Overview

- What is RTI?
- What are the big ideas?
- Why RTI?
- Multi-Tiered Model
- Roles of Paraeducators in RTI?
- Professional Development is Essential
- Conclusion/Questions





What is RTI?

“RTI is the practice of:

1. Providing **high quality instruction/intervention** matched to student needs and
2. Using **learning rate** over time and **level of performance** to
3. Make **important educational decisions** to guide instruction.”

National Association of State Directors of Special Education 2005



RTI – What are the big ideas?

- **High Quality Instruction/Intervention**

Instruction or intervention matched to student need that has been demonstrated empirically and by practice to demonstrate high learning rates for most students.



RTI – What are the big ideas? *Continued...*

- **Learning rate and level of performance:**

Learning rate refers to student growth in academic or behavioral skills over time in comparison to prior levels and peer growth rates.

Level of performance refers to a student's relative standing (growth) on some critical standard of academic or behavioral skill compared to expected/predicted growth.



RTI – What are the big ideas? *Continued...*

- **Important Educational Decisions**

Student intervention outcomes drive decision making at every tier. Decisions about intensity and duration of interventions are based upon data across multiple tiers.



Simply stated.....RTI Big Ideas

- RTI is a general education approach that aligns resources from general, remedial, and special education through a multi-tiered service delivery model in order to provide scientific, research-based interventions to struggling students.
- Can be applied in all academic areas and behavior.
- RTI is optional....more and more school districts are using this framework to reach struggling students.



Why RTI?

- RTI identifies specific skill deficits, whereas teacher referrals are more frequently general statements of need;
- Scientifically-based interventions are used more frequently and earlier;
- Over identification based on race/ethnicity is reduced in programs for students with learning disabilities and mental retardation;
 - African-American children are twice as likely as white children to be labeled mentally retarded and more likely to be label EBD (emotionally and behaviorally disordered)



Why RTI? *Continued...*

- Greater numbers of at-risk students achieve benchmarks;
- Principals and superintendents want to know if students are achieving benchmarks, regardless of placement in general education, gifted, or special education;
- SLD (students with learning disabilities) category has grown 300% since 1976.
 - *80% of students are there because they have not learned how to read.*
 - *40% of students are there because they have not been taught to read.*



Effectiveness of Traditional LD Programs

- Special education placements tend to *stabilize* the reading growth of students with reading disabilities rather than accelerate it. (Vaughn, 1998, Moody, 2000)
- The change in acceleration rates for students with reading disabilities is small (.04 SD/year).
- Students who enter special education 2+ years below age mates can be expected to maintain disparity or fall farther behind.
- It is the nature of the program more than the label that makes a difference.



RTI practices are built on the belief that
ALL students can learn and everyone
supports all students.



RTI Multi- (Three-) Tiered Model

- Each tier represents increasingly intense level of services associated with increasing levels of learner needs.
- The nature of the academic or behavioral intervention changes at each tier, becoming more rigorous as the student moves through the tiers.
- Students move up and down the tiers depending on need.

Multi-Tiered Model

Academic Systems

Intensive, Individual Interventions

- Individual students
- Dynamic Assessment-based
- High intensity procedures



1-5%

Strategic Group Interventions

- Some at-risk students
- High efficiency
- Rapid response



5-10%

Core Interventions

- All subjects, all students
- Preventative, proactive



80-90%

Behavioral Systems

Intensive, Individual Interventions

- Individual students
- Dynamic Assessment-based
- High intensity procedures



1-5%

Strategic Group Interventions

- Some at-risk students
- High efficiency
- Rapid response



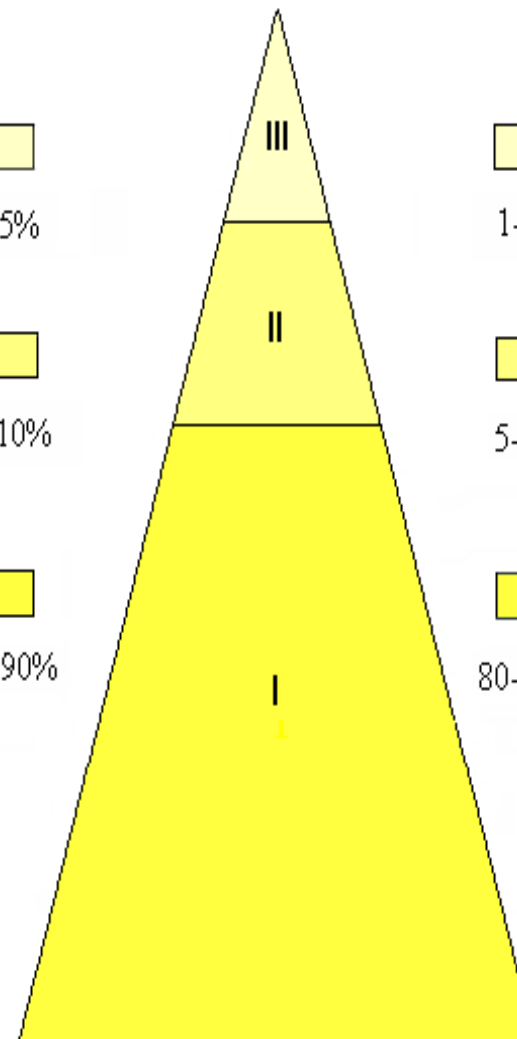
5-10%

Core Interventions

- All subjects, all students
- Preventative, proactive



80-90%



Students



Tier I Core Instruction: ALL Students

- All students receive high quality scientific, research based instruction in the core curriculum in all areas.
- Core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated.
- Meets the needs of all students, is differentiated and culturally responsive.
- Research demonstrates approximately 80-90% of students respond to high quality, research-based core instruction..



Tier I Core Instruction: *ALL Students Continued...*

- Universal screening is conducted in all academic areas and behavior at least three times/year.
- Purpose is to identify students “at risk” for academic or behavior failure.
- Universal screening data tells teachers and other school personnel:
 - *How to create instructional change for all students.*
 - *Which students need additional interventions.*



Tier II Strategic Interventions: SOME Students

- Strategic interventions **supplement** instruction to students who are not achieving standards through the core curriculum alone.
- Consists of 5-10% of the student body
- Occurs in small groups of 3-6 students
- Short-term in duration (9-12 week blocks)
- Recommended 3-4 sessions per week at 30-60 minutes per session
- Student progress is monitored more frequently at Tier II, usually every two weeks.



Progress Monitoring

- Documents student growth over time to determine if students are learning critical skills at an adequate rate.
- Progress monitoring data provides a picture of the student's performance and rate of growth to inform instructional and curricular changes so that every student reaches proficiency on targeted skills.



Tier III Intensive Interventions FEW students

- Designed to accelerate a student's rate of learning by increasing the frequency and duration of individualized interventions based on targeted assessment data.
- Students performing significantly below standards and have not responded to Tier I or Tier II interventions.
- Progress monitored at least weekly.

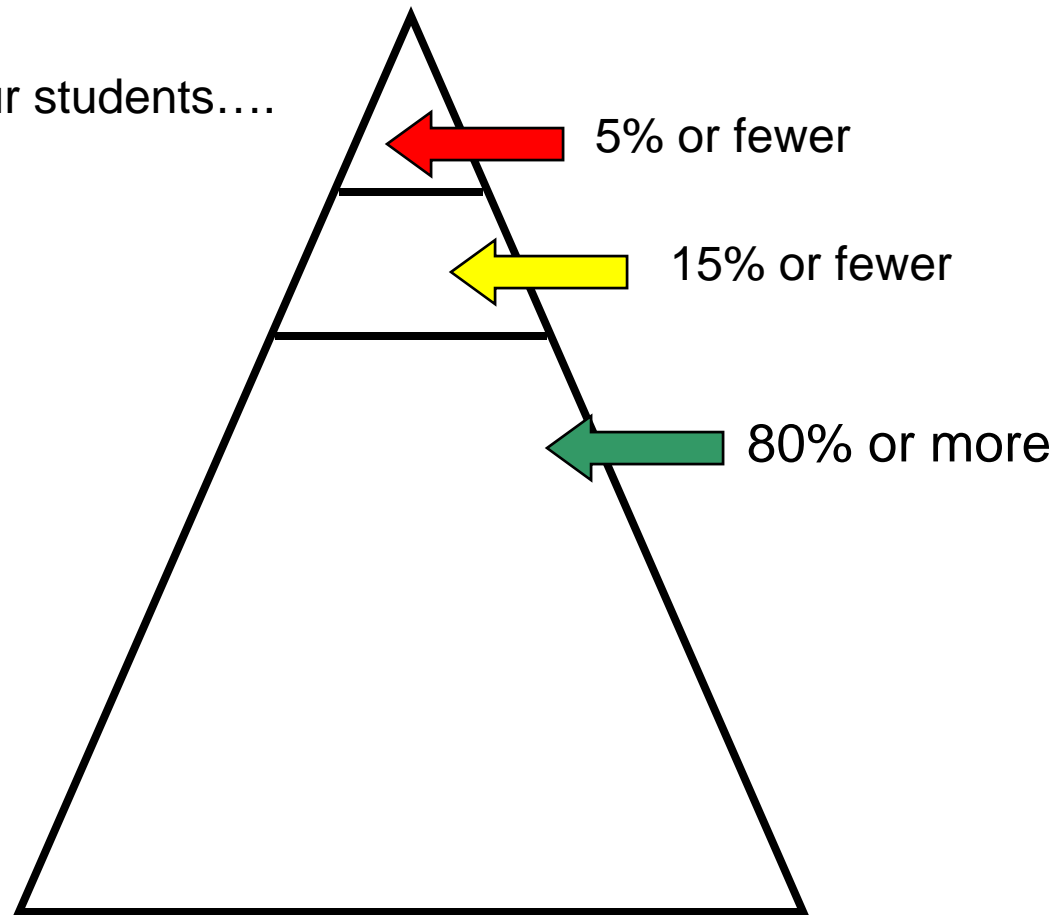


Tier III Intensive Interventions *FEW students Continued...*

- Consists of less than 5% of student body
- Occurs in groups of no more than 3 students (ideally)
- May occur longer than 9-12 weeks
- Students who are successful at Tier III return to Tier I with Tier II support.
- If not successful at Tier III, consider referral for special education and/or other long-term planning (504 plan, additional Tier III cycle).

Visual Recap of the Multi- (Three) Tiered Model of Support

Of your students....





What roles do paraeducators play in RTI?

- Collaborator
- Communicator
- Instructional Supporter
- And Progress Monitor



Collaborator

- Paraeducators must work as an important member of the RTI team (e.g. teacher, principal, reading specialist, etc.) to assist in problem-solving to help students meet instructional goals.
- All staff believe in and demonstrate responsibility for all students.
- Paras are valued members of staff and the intervention team.
- Time is set aside for the intervention team to plan together.



Communicator

- Paraeducators exchange information between team members by sharing:
 - Specific characteristics of students
 - Student challenges and successes with interventions throughout the day
 - Student preferences and interests
 - Student frustration level
 - Progress monitoring



Instructional Supporter

- As directed by the teacher, a paraeducator reviews and reinforces instruction initially delivered by the teacher in a one-to-one setting with a student or with a small group of students.

Note: Paraeducators must be provided adequate on-going training to ensure that all staff can implement research-based universal and intervention instructional strategies with fidelity.

Progress Monitor

- As directed by the teacher, a paraeducator uses a research-based practice that is repeated to measure students' academic and/or behavioral performance and evaluate effectiveness of instruction as they progress towards instructional or behavioral goal.





Professional Development is Essential

- RTI is based on FIDELITY
- Like teachers beginning a new educational practice, paraeducators need professional development.
- As important RTI team members, paraeducators need to be included in all school-wide training, with additional follow-up specifically for them.
- Paraeducators also need specific training regarding assessment, intervention and collaboration.



Professional Development is Essential *Continued...*

Examples of professional development for paraeducators in assessment, intervention and collaboration skills.

Progress monitoring assessment:

- Techniques for making charts and graphs
- Learning to use software to download appropriate assessments
- Administration of various assessment probes
- Importance of assessment fidelity



Professional Development is Essential *Continued...*

Instruction and Intervention:

- One or two grade level curricula issues
- Instructional pedagogy for specific intervention approaches


Shared responsibility:

- Problem solving process
- Collaboration strategies
- Communication skills



Conclusion

- Communication is key for successful RTI to happen.
- It is important that interventions are clearly defined and implemented.
- Communication is essential for RTI to operated effectively.
- Failure to communicate among team members, including paraeducators, will deprive the student of the true power of the RTI approach.



Paraeducators are valuable members of RTI teams because they:

- Assist classroom teachers and special educators with screening
- Assist teachers with benchmarking and progress monitoring assessments
- Record observations of behavior and learning strategies
- Enter assessment data into a management system



Paraeducators are valuable members of RTI teams because they: *Continued...*

- Serve as a member of an intervention team
- Collaborate with teachers to provide support for students
- Help implement interventions
- Participate in school-wide professional development

Questions?

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