

RESPONSE TO INTERVENTION (RTI) EFFORTS IN WASHINGTON STATE



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Defining RTI

Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level instructional system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and may be used as part of the determination process for specific learning disabilities.

(National Center on Response to Intervention)



RTI as a Preventative Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for ALL students.
- RTI is preventative and provides immediate support to students who are at risk for academic failure.
- RTI may be a *component* of a comprehensive evaluation for students with learning disabilities.



Response to Intervention (RTI)

- Framework
 - *Essential Components*
- Complex system
 - Coordination and alignment
 - Fidelity

What are the Essential Components of RTI?

- Screening
- Progress Monitoring
- Multi-level Prevention System
- Data-based Decision Making

RTI FRAMEWORK

Academic & Behavior

Tertiary Level
**Specialized
Individualized
Interventions for Students
with Intensive Needs**

1-5%

Secondary Level
**Targeted Group
Interventions
for Students
“At-Risk”**

5-10%

Primary Level
**Core instruction
including
School-Wide Behavior Systems
for All Students,
Staff, & Settings**

80-90% of Students

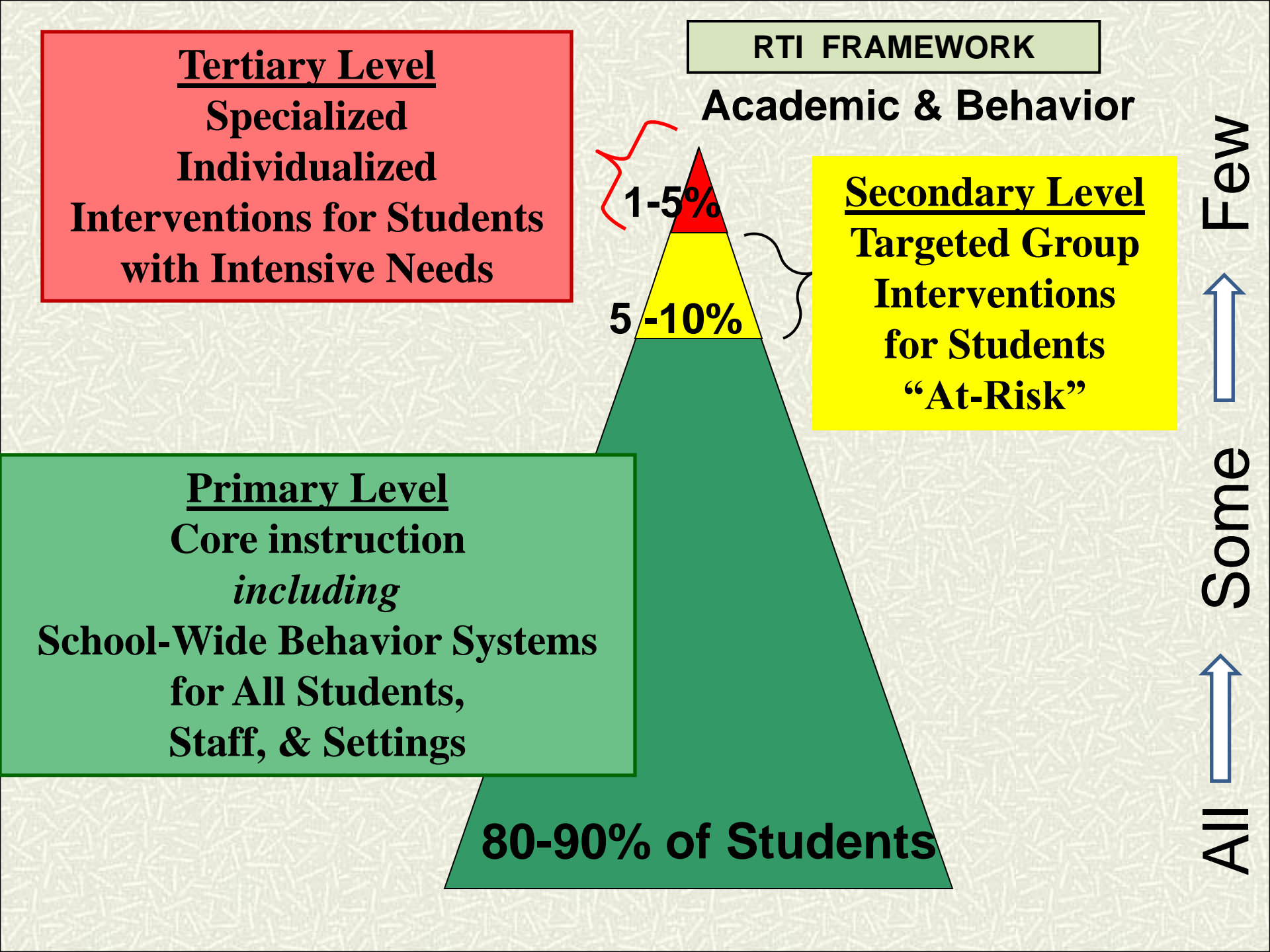
Few



Some



All



What is Implementation?

Fixsen et al. (2005)

- a specified set of activities designed to put into practice an activity or program of known dimensions

(Fixsen DL, Naoom SF, Blase KA, Friedman RM, Wallace F. (2005). Implementation research: A synthesis of the literature. Tampa, Florida: University of South Florida, Louise de la Parte. Florida Mental Health Institute, The National Implementation Research Network.)



Evidence: What Doesn't Work?

- Dissemination alone
- Training/ professional development alone
- Laws and policies alone
- Special funding alone

Most Common
Approaches Used
to Support
Implementation!

(see Ager & O'May, 2001; National Implementation Research Network, n.d.; Paul Nutt, 2002; Rogers, Wellins, & Conner, 2002).



Evidence: What Works?

- Combination of several implementation measures leads to better results
 - e.g., distributing guidelines for innovations, offering education, practical training, coaching, feedback and consultation.
- Quality of support is more important than quantity

(See Guldbrandsson, 2008)



WA pilot sites for RTI (11 districts)

Training & supports provided
Evaluation of implementation
Evaluation of outcomes



RTI Essential Components Integrity Rubric

Instructions—This rubric and the accompanying worksheet is for use by those responsible for monitoring school-level fidelity of RTI implementation with respect to the essential components of RTI (NCRTI, 2010) developed by the National Center on Response to Intervention. The RTI Essential Components Integrity Worksheet may be used to document the information collected for each school through interviews and first-hand experience. Ratings of 2 and 4 may be assigned in the event that you judge the school to be between the described ratings. For example, if for a particular trait, you judge a school to be higher than a 3 but not quite a 5, you should rate the school a 4.

Trait	1	3	5
Screening — <i>The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>			
Screening Tools	No evidence indicates that the instruments used for the screening are valid, reliable, and accurate, and reasons exist to question the validity and reliability of the system.	Evidence supports that the instruments used for the screening are valid and reliable but some question exists about its ability to predict which students are at risk of poor learning outcomes or challenging behaviors.	Evidence supports that the instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors.
Universal Screening	Screening is not conducted for all students or cut points are arbitrary.	Universal screening is conducted at least once during the school year for students or weaknesses exist in the system regarding the degree to which screening is reaching all students, definition of cut points, or the system to verify the initial findings of the screening.	All students are screened three times during the school year to identify those who may be at risk for poor learning outcomes or challenging behaviors. The identification is based on a well-defined cut point and procedures are in place to verify the results for all students who score below the cut point on the universal screening.
Screening Process	The process used to implement the screening undermines the accuracy of the results.	Screening procedures are in place but there are some aspects of the process that could undermine the accuracy of the results, or the administration is not in accordance with developer guidelines, or the process allows for inconsistent administration.	Procedures are in place to ensure that the screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines.
Multi-Level Prevention/Intervention System — <i>The framework includes a school-wide, multi-level system for preventing school failure.</i>			
Primary Level Prevention/Core Curriculum			
Evidence-Based Curriculum Materials	Few curriculum materials used for the core curriculum are evidence-based for the target population of learners.	Some of the curriculum materials used for the core curriculum are evidence-based but generally represent a mixture of teacher-developed materials and supplementary materials from 3 rd party vendors.	The curriculum materials used for the core curriculum are evidence-based for the target population of learners.
Articulation of Teaching and Learning	Teachers have a great deal of autonomy regarding teaching and learning and there is little or no effort to articulate the teaching and learning from one grade to another or between teachers at the same grade or subject.	Teaching and learning is somewhat articulated from one grade to another (vertical) and within grade levels (horizontal) but some students have different experiences depending upon teacher assignment.	Teaching and learning is well articulated from one grade to another (vertical) and within grade levels (horizontal) so that students have the same experience regardless of their assigned teacher.



**State Personnel
Development
Grant (SPDG)**
2007-2012

Building a state
structure to support
RTI

Common
understanding/
messaging from all
departments at
OSPI

IHEs
Teacher Prep &
Technical Assistance

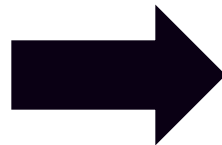
**Educational Service
Districts (ESDs)**
Training & TA

Consistent, accurate information, training, & supports

Evidence: What Doesn't Work?

- Attempt to fit innovation into existing service delivery system
- OUTCOMES:
 - Rarely fully implemented in a reasonable time
 - Often viewed as incompatible
 - Eventually disappears

Service
Delivery
System



Innovation: Component #1

Innovation: Component #2

Innovation: Component #3

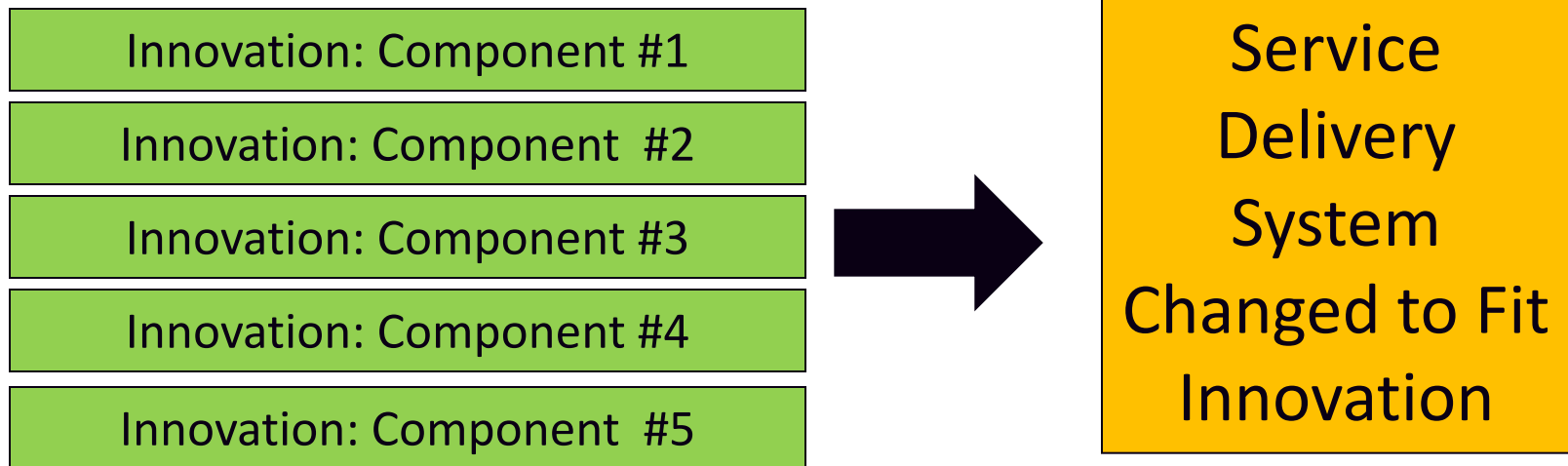
Innovation: Component #4

Innovation: Component #5



Evidence: What Works?

- Evaluate current infrastructure and identify and address potential barriers to implementation
- Structure technical assistance and service delivery system to support innovation



Example: What Works?

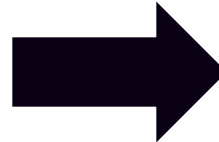
Core Curriculum

Universal Screening

Tiered Interventions

Progress Monitoring

Data Based Decision Making



Service Delivery System

- Changes in PD
- Schedule in teaming time
- Establish assessment/ intervention times in schedule
- Restructure priorities





The Washington Office of Superintendent of Public Instruction (OSPI) signed an MOU for *Intensive Technical Assistance* with the NCRTI in May 2010

MOU with the National Center on Response to Intervention

Common language

Aligning resources

Building capacity

Data system

Information dissemination

WA System Alignment

Federal

State (OSPI)

TA System

IHEs

ESDs

Other projects

LEAs

Teachers/Staff

Effective Practices

Developing common language

Aligning materials/resources

Developing capacity of SEA, ESD, IHE,
& district staff

OSPI Efforts Inventory

~ assessing efforts across OSPI

WA Alignment Rubric

~ assessing alignment of documents & resources

Train the Trainer series

~ Essential Components of RTI

Developing an instructional data system

Creating info dissemination avenues

Collaboration with UW-Tacoma 325T project
~Master's Dual-track teacher prep program
focused on RTI

STATE, UNIVERSITY, DISTRICT
PARTNERSHIPS: A MULTIPLE PARTNERSHIP
MODEL FOCUSED ON RTI

7 schools (3 districts) – 6 elementary, 1 junior high
Providing training on the Essential Components of RTI
Measuring implementation via the Integrity Rubric (NCRTI)
Providing on-going supports for data-based decision making

*Creating a model to promote to other universities

Beginning to evaluate *statewide efforts*
related to RTI

ERS - alignment, coordination,
system

UW-T -- Data Dashboard

FOR MORE INFORMATION...

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Primary Website Link:

<http://www.k12.wa.us/RTI/default.aspx>

