


**Problem Solving &
Response to Intervention**

RtI: Challenges to Implementation

MEGA-2008
Mobile, AL


July 16-17, 2008
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The Challenges

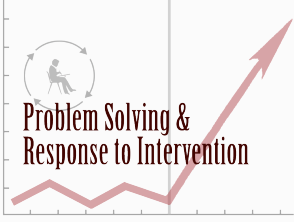


- Agreeing on a Vision
- Defining Problem-Solving/RtI
- Agreeing on the "Model"
- Ensuring it is a General Education Initiative
- Creating Policies and Procedures
- Professional Development
- Creating Decision Rules
- Developing Interventions
- Intervention Support and Integrity

The Vision



- 95% of students at "proficient" level
- Students possess social and emotional behaviors that support "active" learning
- A "unified" system of educational services
 - One "ED"
- Student Support Services perceived as a necessary component for successful schooling




Problem Solving & Response to Intervention

Defining Rtl

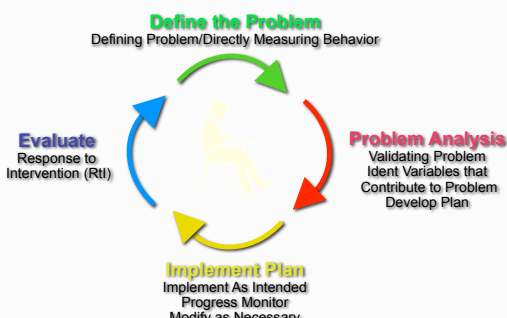
The image shows a line graph with a red line that fluctuates and then trends upwards. Above the graph is a circular icon of a person sitting at a desk with a computer, surrounded by a circular arrow. The text 'Problem Solving & Response to Intervention' is written across the graph area. Below the graph, the text 'Defining Rtl' is centered.

Response to Intervention



- Rtl 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.
(Batsche, et al., 2005)
- Problem-solving is the process that is used to develop effective instruction/interventions.

Problem Solving Process



Define the Problem
Defining Problem/Directly Measuring Behavior


Problem Analysis
Validating Problem
Ident Variables that
Contribute to Problem
Develop Plan

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

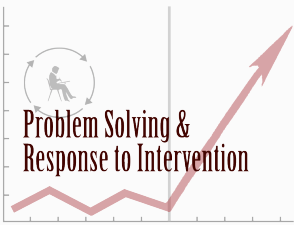
Evaluate
Response to
Intervention (Rtl)

The diagram shows a circular flow of four steps: Define the Problem (green arrow), Problem Analysis (red arrow), Implement Plan (yellow arrow), and Evaluate Response to Intervention (Rtl) (blue arrow). In the center of the circle is a yellow silhouette of a person sitting at a desk with a computer.

Steps in the Problem-Solving Process




1. **PROBLEM IDENTIFICATION**
 - Identify replacement behavior
 - Data- current level of performance
 - Data- benchmark level(s)
 - Data- peer performance
 - Data- GAP analysis
2. **PROBLEM ANALYSIS**
 - Develop hypotheses(brainstorming)
 - Develop predictions/assessment
3. **INTERVENTION DEVELOPMENT**
 - Develop interventions in those areas for which data are available and hypotheses verified
 - Proximal/Distal
 - Implementation support
4. **Response to Intervention (RTI)**
 - Frequently collected data
 - Type of Response- good, questionable, poor



The Model


Basic Assumptions

Problem-Solving/Response to Intervention: Basic Issues




- Effective Core Instruction is the basis for this model.
- The model cannot “fix” core instruction issues through student removal
- Academic Engaged Time (AET) is the treatment “dosage” for this model
 - Cannot do “more” in “same” time frame
- The “unit of analysis” is the school building, not the district
 - Role of the building principal is critical to the success of the model

Problem-Solving/Response to Intervention: Key Issues




- Supplemental instruction is best delivered through "standard protocols" of intervention to groups of students with common needs
- Data drive decisions
- Time is our ally and our enemy
 - Early intervention and Prevention
- Its all about the rate of student progress in the amount of time remaining
- Data collection WITHOUT intervention integrity is useless
- Staff, resources and time must match the demand

Components of the Model: Standard Procedures



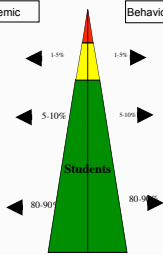
- All intervention and eligibility decisions are based on the assumption that the "core" instruction--academic and behavior--is effective.
- A single problem-solving process exists and the implementation steps and skills are standardized.
- Criteria exist for different types of RtI
- Criteria and procedures exist for eligibility
- Procedures exist to support intervention integrity and to document the "dosage" of intervention provided
- Intervention decisions are base on the type of RtI
- A cadre of interventions exist that the entire school is knowledgeable about

Problem-Solving/RtI Resource Management



- Public Education Resource Deployment
 - Support staff cannot resource more than 20% of the students
 - Service vs Effectiveness--BIG ISSUE

Academic	Behavior
1-5%	1-5%
5-10%	5-10%
80-90%	80-90%



Intervention Framework

- Intensive Interventions
 - A few
- Supplemental Interventions
 - Some
- Core/Universal Interventions
 - All

How Does it Fit Together? Standard Treatment Protocol

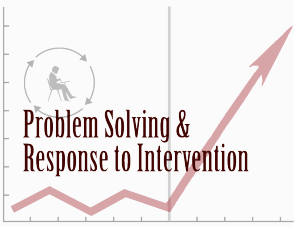
How Do We Know If This is a General Education Initiative?

- Priority of superintendent and school board
 - District Leadership Team
 - Strategic Plan
- Focus is on effectiveness of Tier 1 for disaggregated groups
 - Unit of Analysis is the BUILDING

How Do We Know If This is a General Education Initiative?



- Principal Led
 - Regular data analysis
 - Data Days
 - Team focuses in improving impact of core instruction
- Prevention and Early Intervention
 - Screening and early intervention with Kindergarten students



Policies and Procedures

Initial Steps



- District Leadership Team
 - Curriculum/General Education
 - MIS
 - Student Services
 - Special Education
 - Reading, Math, Behavior
- Building Leadership Teams
 - Mirrors District Leadership Team

Initial Steps



- Develop Implementation Plan
 - 4 Years
 - Consensus, Infrastructure, Implementation
 - Begin with Tier 1 Issues
 - Data
 - Effectiveness
 - Evaluate Effectiveness of Supplemental Services
 - 70% Criterion

Initial Steps



- Develop Implementation Plan
 - Infrastructure
 - Data
 - Decision Rules
 - Technology
 - Cascade of Interventions (Integrated)
 - Intervention Support
 - Identify Professional Role and Development Needs
 - Data Coach and Skills
 - Problem-Solving Process
 - Intervention Development and Support
 - Parent Involvement

Initial Steps



- Develop Implementation Plan
 - Implementation
 - Entire District
 - Vertical Programming
 - Pilot Schools
 - Evaluation Plan

Personnel Critical to Successful Implementation



- District-Level Leaders
- Building Leaders
- Facilitator
- Data Coach
- Teachers/Student Services
- Parents
- Students

Role of District Leaders



- Give "permission" for model
- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect accountability
- Provide tangible support for effort
 - Training
 - Coaching
 - Technology
 - Policies

Role of the Principal



- Sets vision for problem-solving process
- Supports development of expectations
- Responsible for allocation of resources
- Facilitates priority setting
- Ensures follow-up
- Supports program evaluation
- Monitors staff support/climate

Role of the Facilitator



- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building
- Sets follow-up schedule/communication
- Creates evaluation criteria/protocol
- Ensures parent involvement

Data Coach



- Gathers and Organizes Tier 1 and Tier 2 Data
- Supports staff for small group and individual data
- Provides coaching for data interpretation
- Facilitates regular data meetings for building and grade levels

Role of Participants



- Review Request for Assistance forms prior to meeting
- Complete individual problem-solving
- Attitude of consensus building
- Understand data
- Research interventions for problem area

Role of Parent



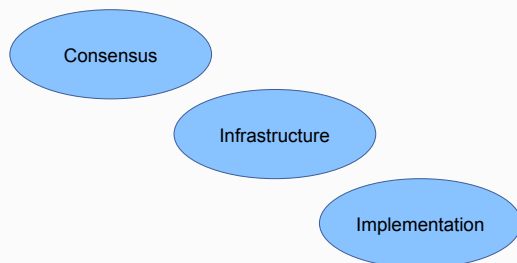
- Review Request for Assistance form prior to meeting
- Complete individual problem solving
- Prioritize concerns
- Attitude of consensus building

Student Involvement




- Increases motivation of student
- Reduces teacher load
- Teaches self-responsibility

Change Model




Stages of Implementing Problem-Solving/RtI





- **Consensus**
 - Belief is shared
 - Vision is agreed upon
 - Implementation requirements understood
- **Infrastructure Development**
 - Problem-Solving Process
 - Data System
 - Policies/Procedures
 - Training
 - Tier I and II intervention systems
 - E.g., K-3 Academic Support Plan
 - Technology support
 - Decision-making criteria established
- **Implementation**

The Process of Systems Change



- Until, and unless, **Consensus** (understanding the need and trusting in the support) is reached no support will exist to establish the **Infrastructure**. Until, and unless, the **Infrastructure** is in place **Implementation** will not take place.
- A fatal flaw is to attempt **Implementation** without **Consensus** and **Infrastructure**
- Leadership must come both from the Principal and from the educators in the building.

Building Consensus

- Beliefs
- Understanding the "Need"
- Skills and/or Support

Consensus: Essential Beliefs



- No child should be left behind
- It is OK to provide differential service across students
- Academic Engaged Time must be considered first
- Student performance is influenced most by the quality of the interventions we deliver and how well we deliver them- not preconceived notions about child characteristics
- Decisions are best made with data
- Our expectations for student performance should be dependent on a student's response to intervention, not on the basis of a "score" that "predicts" what they are "capable" of doing.

Why Problem-Solving ? BIG IDEAS




- AYP and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students "type"
- Accurate "placements" do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good "testing"
- Progress monitoring is done best with "authentic" assessment that is sensitive to small changes in student academic and social behavior

Big Ideas (con'd)



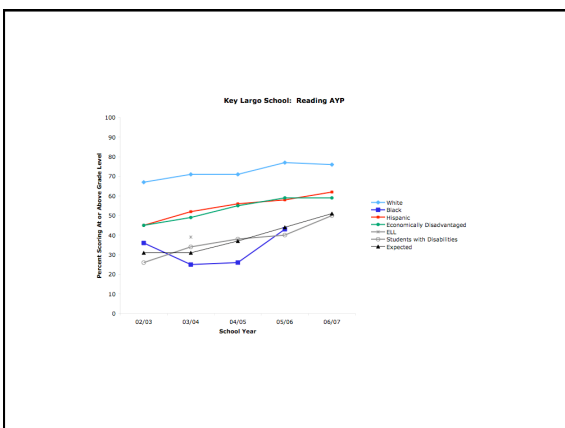
- Interventions must be "evidence based" (IDEA/NCLB)
- Response to Intervention(RtI) is the best measure of problem "severity"
- Program eligibility (initial and continued) decisions are best made based on RtI
- Staff training and support (e.g., coaching) improve intervention skills
- "Tiered" implementation improves service *efficiency*

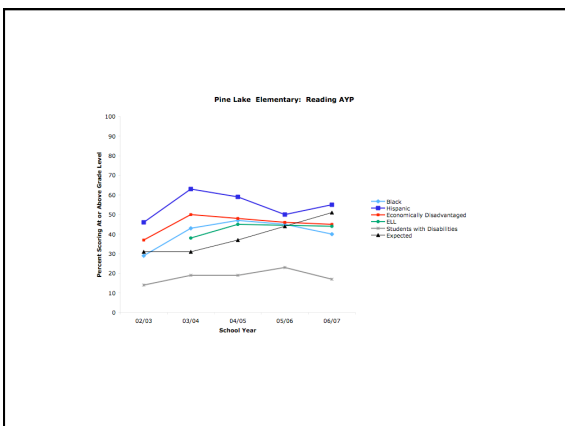
Consensus Development: Data

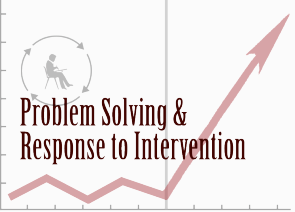


- Are you happy with your data?

- Building/Grade Level Student Outcomes
 - Disaggregated
 - AYP








Problem Solving & Response to Intervention


**Implementation:
Infrastructure**

**Infrastructure:
Critical Issues**



- Policies and Procedures
 - The Model
 - Steps in the Model
 - Decision Rules
 - Decision Rules and Impact on Intervention Development
- Expectation for Tier Functions/Integration
- Data Collection and Interpretation
- Intervention Development
- Intervention Integrity and Documentation

**Infrastructure:
Policies and Procedures**

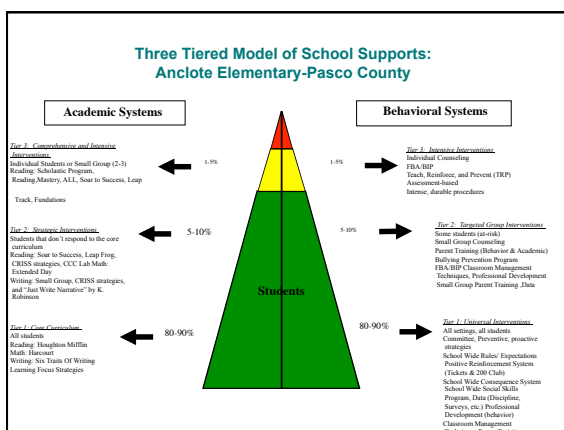


- Clearly delineate the components of the model
 - Triangle
 - 4-Step Model
- Identify steps/skills required for each component
- Decision Rules

Cascade of Interventions



- Entire staff understands “triangle” and the available interventions at each Tier.
- Supplemental and intensive interventions are in *addition* to core instruction.
- A student intervention plan is a *single* document that is integrated across the tiers.
- Different tiers ensure that outcomes in **Tier 1** are improved
- Tier 1 progress monitoring data are used for effectiveness determination for **all Tiers**



Data Infrastructure: Using Existing Data to Predict Intervention Needs



- Previous referral history predicts future referral history
- How do we interpret teacher referrals?
- Previous intervention history predicts future intervention history
- How do we use this information to establish an infrastructure for change?

**Data-Driven Infrastructure:
Establishing a Building Baseline**

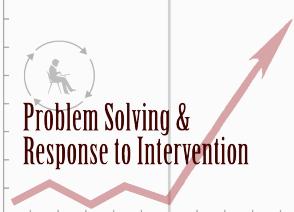


- Code referrals (reasons) for past 2-3 years
 - Identifies problems teachers feel they do not have the skills/ support to handle
 - Referral pattern reflects skill pattern of the staff, the resources currently in place and the “history” of what constitutes a referral in that building
 - Identifies likely referral types for next 2 years
 - Identifies focus of Professional Development Activities AND potential Tier II and III interventions
 - Present data to staff. Reinforces “Need” concept

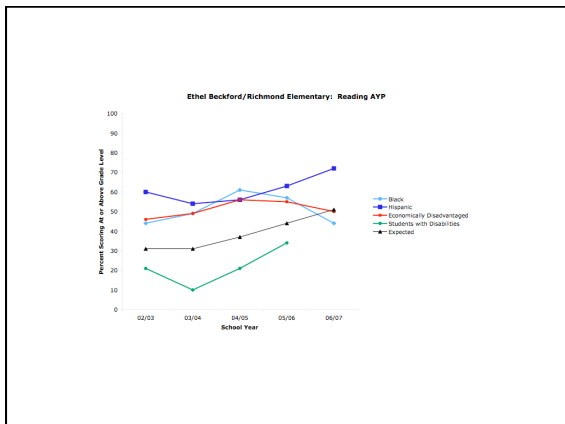
**Data For Each Tier - Where
Do They Come From?**

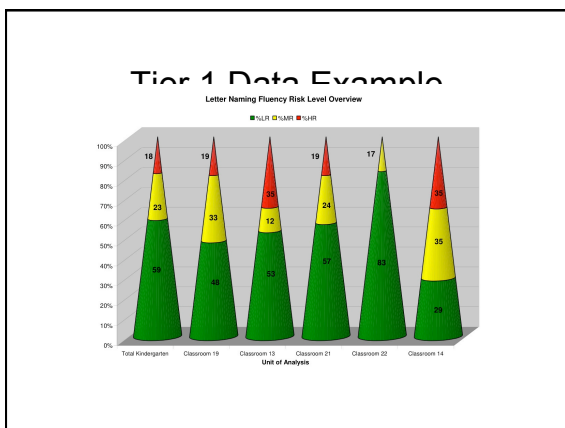


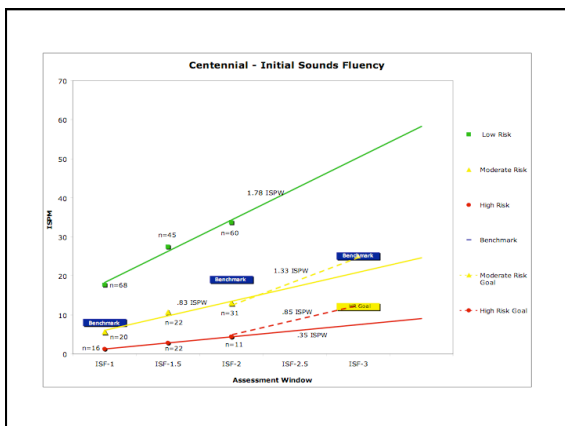
- Tier 1: Universal Screening, accountability assessments, grades, classroom assessments, referral patterns, discipline referrals
- Tier 2: Universal Screening - Group Level Diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment
- Tier 3: Universal Screenings, Individual Diagnostics, intensive and systematic progress monitoring, formative assessment, other informal assessments

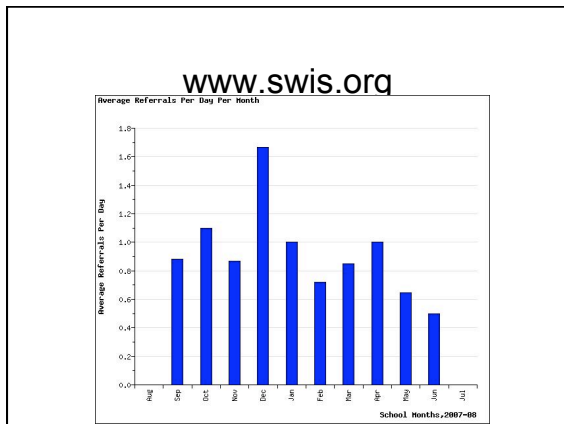


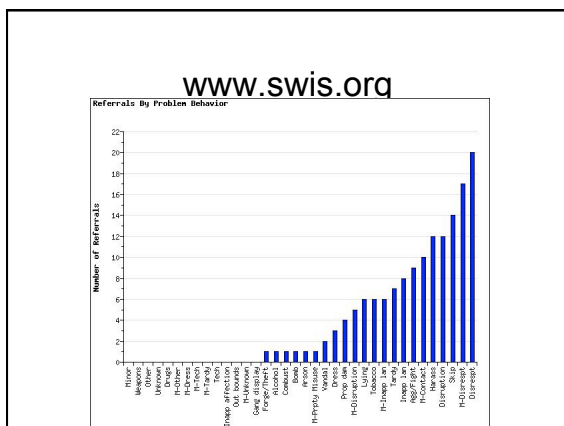
Tier 1 Data

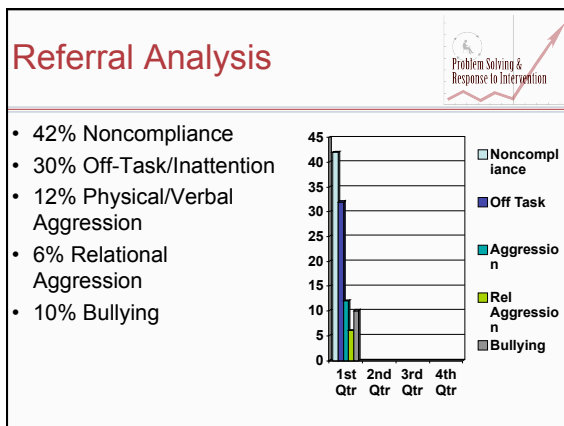










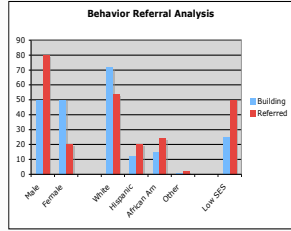


Building-Level Behavior Data



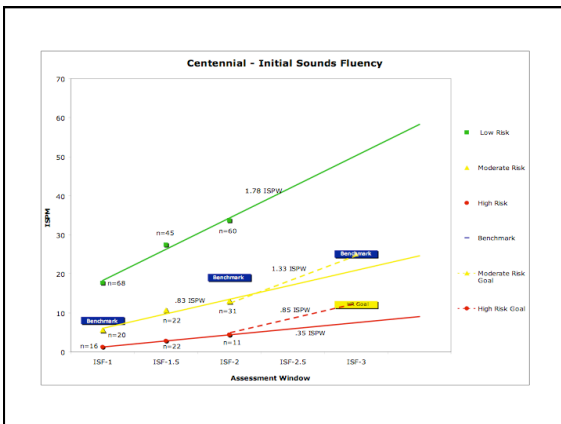
- % Building
 - Male 50%
 - White 72%
 - Hispanic 12%
 - African American 15%
 - Other 1%
 - Low SES 25%

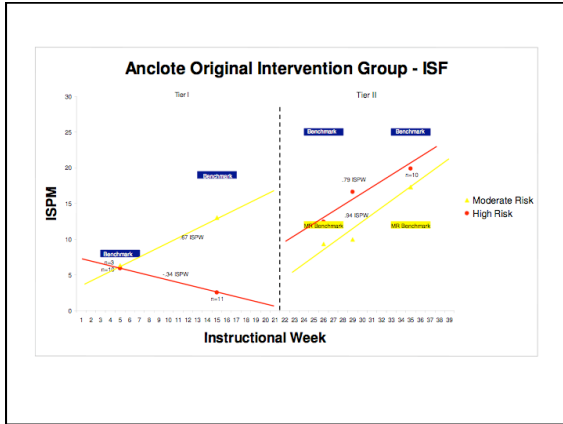
% Referred
 80%
 54%
 20%
 2%
 50%

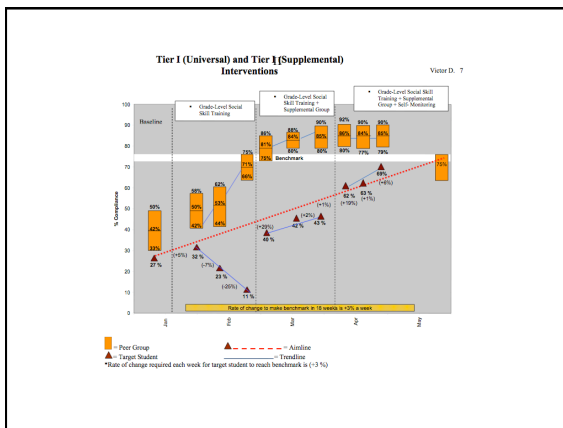


Problem Solving & Response to Intervention

Tier 2 Data







Tier Functions/Integration

- How the Tiers work
- Time aggregation
- Tier integration

How the Tiers Work



- Goal: Student is successful with Tier 1 level of support-academic or behavioral
- Greater the tier, greater support and "severity"
- Increase level of support (Tier level) until you identify an intervention that results in a positive response to intervention
- Continue until student strengthens response significantly
- Systematically reduce support (Lower Tier Level)
- Determine the relationship between sustained growth and sustained support.

Integrating the Tiers




- Tier 1 (Core) instruction present at all three levels
- Purpose of Tier 2 is to improve success in Tier 1
- Purpose of Tier 3 is to improve success in Tier 2
- Is there a single "intervention" plan made up of different Tier services?

Integrating the Tiers




- 5th grade student reading at the 2nd grade level
 - Tier 3
 - Direct Instruction, Targeted, Narrow Focus (e.g., phonemic awareness, phonics, some fluency)
 - Tier 2
 - Fluency, vocabulary, comprehension, pre-teach for Tier 1
 - Tier 1
 - Focus on comprehension, participation, scripted decoding
- Use core materials for content
- Progress monitor both instructional level and grade placement level skills

Intervention Development




- Tiers 1 and 2
- Critical Components
- Evidence-based

Intervention Development



- Criteria for "Appropriate" and "Effective" Interventions:
 - Evidence-based
 - Type of Problem
 - Population
 - Setting
 - Levels of Support
- Focused on most important needs
- Group interventions have priority
- Interventions MUST be linked to Tier 1 focus, materials, performance criteria

Tiers or Levels



- Tier **One**- Examining "Universal" Interventions
- Questions:
 - How is this student doing compared to other students? *GAP analysis*
 - What percent of other students are achieving district benchmarks? *Effectiveness of instruction*
- Hypotheses
 - Ho: Has this student been exposed to an effective learning environment?
 - Ho: Has this student had access to an effective learning environment?

Interventions: Tier 1



- Group students based on skill data
- Differentiate instruction based on grouping
- Organize students based on skill performance
 - Higher performing, more students.
 - Lower performing, fewer students
- Same amount of time, different use of that time
- Breadth of skill focus might vary

Tiers or Levels



- Tier Two: Examining "Supplemental" Interventions
- Hypotheses:
 - Ho: Student requires additional time for direct instruction
 - Ho: Focus of the curriculum must narrow
- Assessment:
 - DIBELS, CBM, district assessments
- Interventions:
 - Increase AET (90-120-180)
e.g., K-3 Academic Support Plan
 - Narrow focus to fewer, barrier skills
 - District Supplemental Curriculum

Characteristics of Tier 2 Interventions



- Available in general education settings
- Opportunity to increase exposure (academic engaged time) to curriculum
- Opportunity to narrow focus of the curriculum
- Sufficient time for interventions to have an effect (10-30 weeks)
- Often are "standardized" supplemental curriculum protocols

Interventions: Tier 2



- **First** resource is TIME (AET)
 - HOW much more time is needed?
- **Second** resource is curriculum
 - WHAT does the student need?
- **Third** resource is personnel
 - WHO or WHERE will it be provided?

Tier 2: Getting TIME



- "Free" time--does not require additional personnel
 - Staggering instruction
 - Differentiating instruction
 - Cross grade instruction
 - Skill-based instruction
- Standard Protocol Grouping
- Reduced range of "standard" curriculum
- After-School
- Home-Based

Tier 2: Curriculum



- Standard protocol approach
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Tier 2: Personnel



- EVERYONE in the building is a potential resource
- Re-conceptualize who does what
- Personnel deployed AFTER needs are identified
- WHERE matters less and less
- REMEMBER, student performance matters more than labels, locations and staff needs.
- A school cannot deliver intensive services to more than 7% of the population

Intervention Support




- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support

Critical Components of Intervention Support




- Support for Intervention Integrity
- Documentation of Intervention Implementation
- Intervention and Eligibility decisions and outcomes cannot be supported in an RtI model without these two critical components

Intervention Support



- Pre-meeting
 - Review data
 - Review steps to intervention
 - Determine logistics
- First 2 weeks
 - 2-3 meetings/week
 - Review data
 - Review steps to intervention
 - Revise, if necessary

Intervention Support



- Second Two Weeks
 - Meet twice each week
- Following weeks
 - Meet at least weekly
 - Review data
 - Review steps
 - Discuss Revisions
- Approaching benchmark
 - Review data
 - Schedule for intervention fading
 - Review data

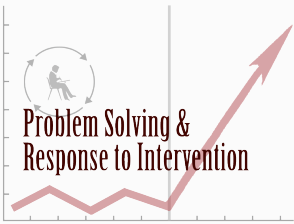
Intervention Documentation Worksheet

Week of _____ Teacher: _____

Student	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	


Legend

(T) = Total # of minutes P = Program F = Focus	Focus L = Language RA = Reading Awareness F = Fluency W = Writing C = Comprehension MC = Math Computation MA = Math Applications B = Behavior	Programming (Create your own key. For example: W = Wilson Fundations, SST = Social Skills Training, CCC = Clear/Copy/Compare)
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Problem Solving & Response to Intervention

**Implementation:
Critical Components**



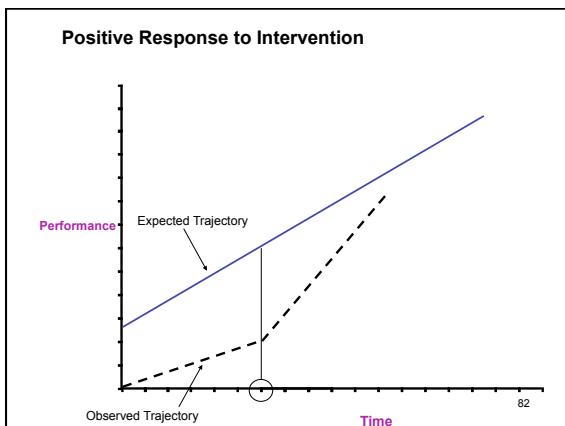
Evaluating the effectiveness of the intervention

- Is the intervention evidence-based?
- How “intense” is the intervention?
- What can we “expect” the intervention to do?
- Was the intervention implemented as planned?
- How effective is this intervention with students from similar backgrounds?



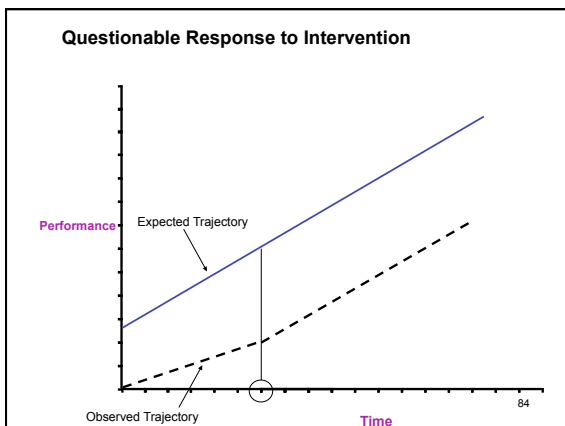
Decision Rules: What is a “Good” Response to Intervention?

- **Positive Response**
 - Gap is closing
 - Can extrapolate point at which target student(s) will “come in range” of target—even if this is long range
- **Questionable Response**
 - Rate at which gap is widening slows considerably, but gap is still widening
 - Gap stops widening but closure does not occur
- **Poor Response**
 - Gap continues to widen with no change in rate.



Decision Rules: What is a "Questionable" Response to Intervention?

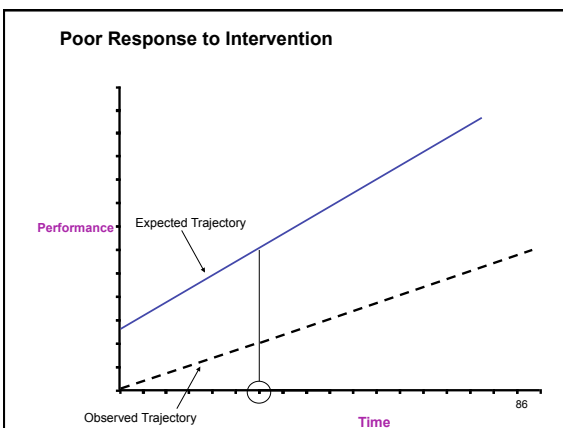
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Decision Rules: What is a "Poor" Response to Intervention?




- **Positive Response**
 - Gap is closing
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- **Questionable Response**
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Decision Rules: Linking RtI to Intervention Decisions



- **Positive**
 - Continue intervention with current goal
 - Continue intervention with goal increased
 - Fade intervention to determine if student (s) have acquired functional independence.

Decision Rules: Linking Rtl to Intervention Decisions 

- **Questionable**
 - Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

Decision Rules: Linking Rtl to Intervention Decisions 

- **Poor**
 - Was intervention implemented as intended?
 - If no - employ strategies in increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)
