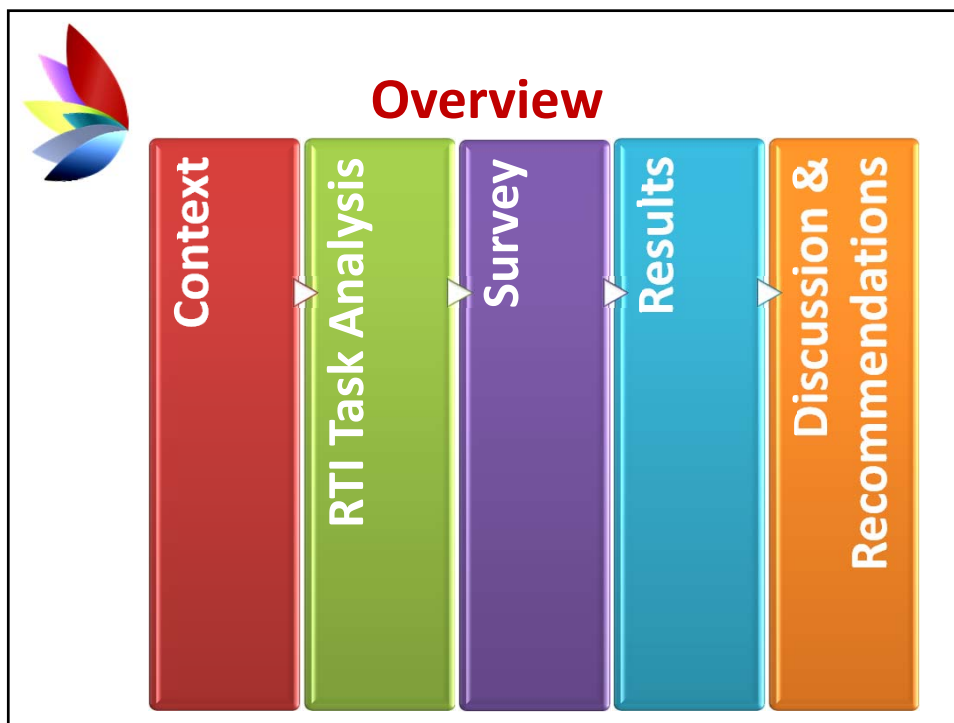



## Preparing Pre-Service and In-Service Teachers to Effectively Implement RTI

APBS 8<sup>th</sup> International Conference on Positive Behavior Support  
Denver, Colorado  
03-11-11

Carolynne K. Gischel, Ed.D.  
Lynn K. Wilder, Ed.D.  
Florida Gulf Coast University





## Context

### **Individuals With Disabilities Education Improvement Act 2004:**

...when determining whether a child has a specific learning disability as defined in section 602(29), a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability ...



## Context

### **Individuals With Disabilities Education Improvement Act 2004:**

In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention



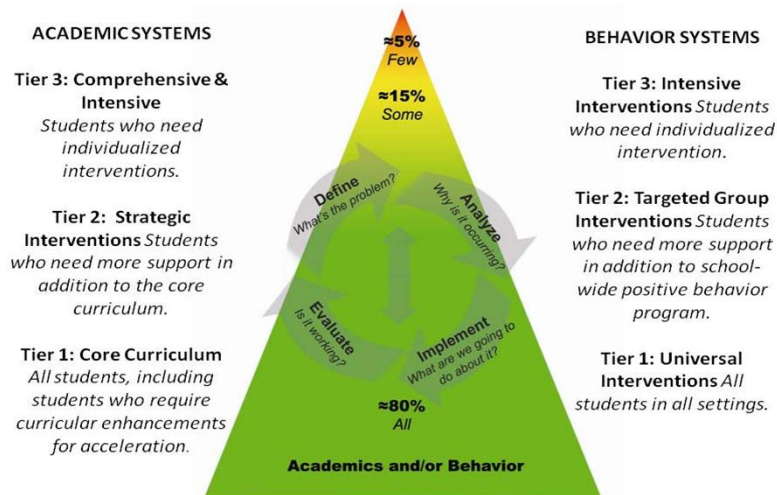
## Context

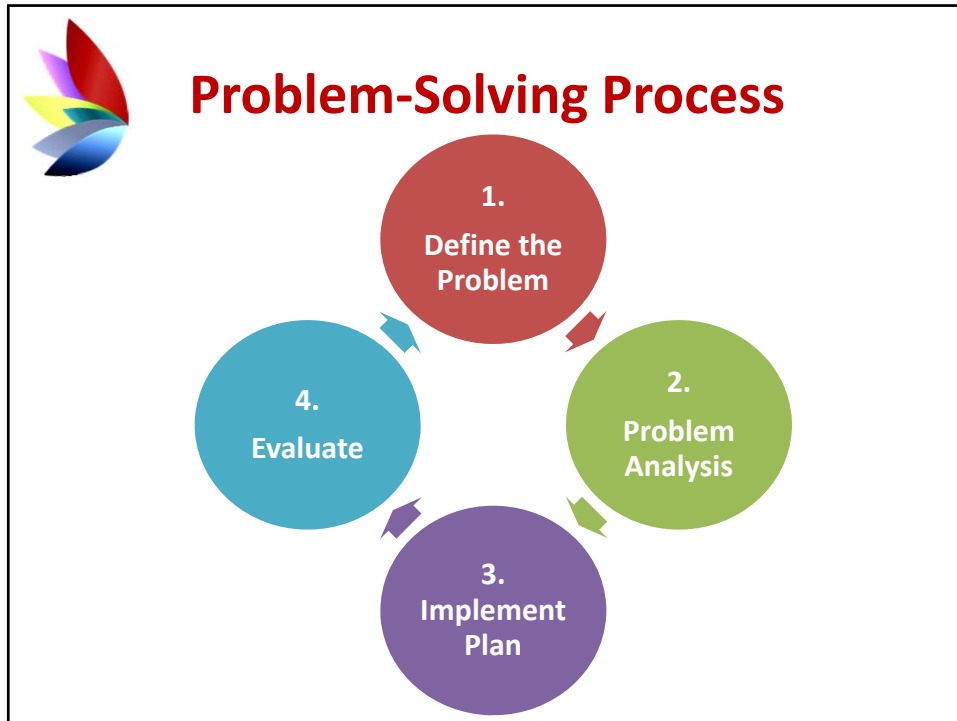
(5) SPECIAL RULE FOR ELIBIGILITY DETERMINATION- In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is—

- (A) **lack of appropriate instruction in reading**, including in the essential components of reading instruction (as defined in section 1208(3) of the ESEA of 1965);
- (B) **lack of instruction in math**; or
- (C) **limited English proficiency**.



## Three-Tiered Model of School Supports & the Problem-Solving Process





**RTI Task Analysis Skills for Problem-Solving**

**1. Define the Problem**

**Identify:**

- Problem behavior
- Replacement behavior
- Current level of performance
- Desired level of performance
- Peer performance
- Gap analysis



## RTI Task Analysis Skills for Problem-Solving

### Gap Analysis Example:

Current Level of Performance:

35 WPM

Desired Level of Performance (Benchmark):

90 WPM

Peer Performance

88 WPM

GAP Analysis:  $90/35 = 2.6$  = greater than 2x difference SIGNIFICANT GAP

Is instruction effective? Yes, peer performance approximates benchmark.



## RTI Task Analysis Skills for Problem-Solving

### 2. Problem Analysis

- Develop hypothesis about why problem is occurring
- Identify appropriate data to support hypothesis
- Identify appropriate intervention



## **RTI Task Analysis Skills for Problem-Solving**

### **3. Implement Plan**

- Implement intervention with fidelity
- Select and collect appropriate data for progress monitoring



## **RTI Task Analysis Skills for Problem-Solving**

### **4. Evaluate**

- Construct graphs
  - Target student data
  - Benchmark data
  - Peer data
  - Draw aimline
  - Draw trendline
- Interpret data to make decision about response to intervention
- Modify plan based on response to intervention



## RTI Task Analysis Skills for Problem-Solving

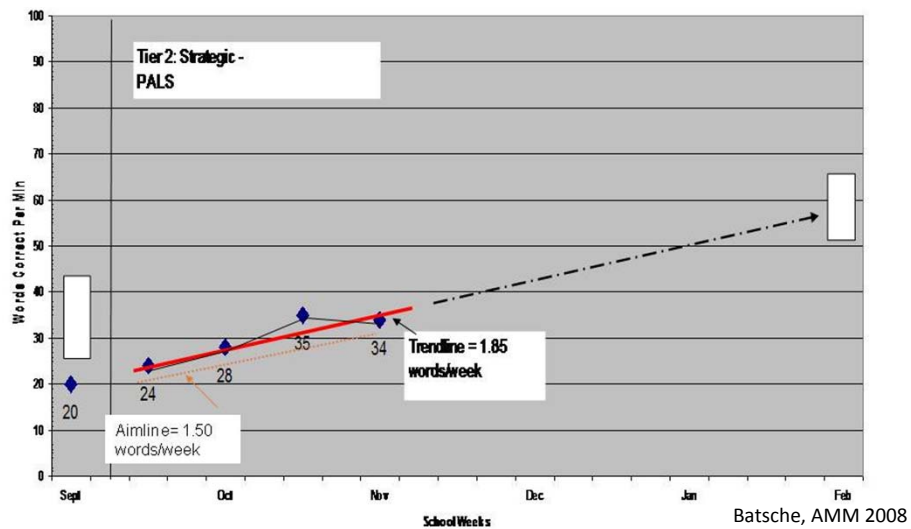
### 4. Evaluate

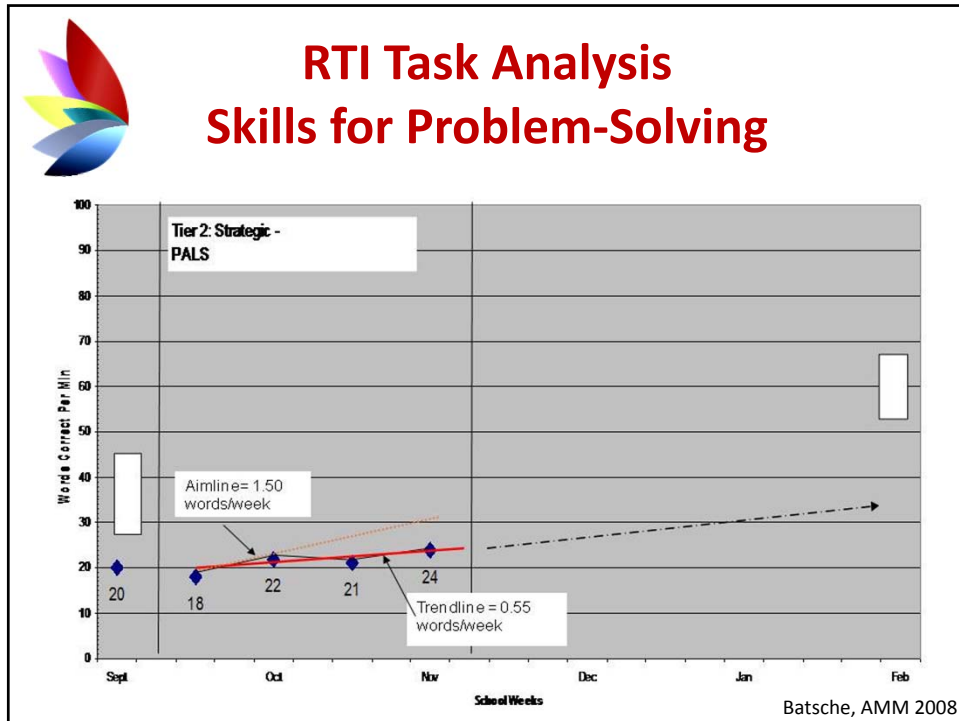
- Good Response
  - Gap is closing
  - Can extrapolate point at which target student will “come in range” of peers
- Questionable Response
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- Poor Response
  - Gap continues to widen with no change in rate

• Batsche, AMM 2008



## RTI Task Analysis Skills for Problem-Solving





**RTI Task Analysis Skills for Problem-Solving**

**Process Management**

- Screening
- Data management
  - Collecting
  - Organizing
  - Storing
- Collaborative skills
  - Facilitating problem-solving team meetings
- Time management



## Survey

Survey included all items from the *Problem Solving/Response to Intervention Perceptions of RtI Skills Survey*, Developed by the Florida PS/RtI Statewide Project — <http://floridarti.usf.edu>



## Survey

### Scale:

1. I do not have this skill at all (NS)
2. I have minimal skills in this area; need substantial support to use it (MnS)
3. I have this skill, but still need some support to use it (SS)
4. I can use this skill with little support (HS)
5. I am highly skilled in this area and could teach others this skill (VHS)



## Survey

- Randomly selected 6 elementary, 1 middle, and 1 high school
- Electronic survey link emailed from district administrator to principals; principals to forward email to teachers
- Survey open for 10 days



## Respondents

- 73 Respondents
  - 49 elementary
  - 0 middle
  - 24 high
- 54 Completed (80% or more of survey items)
  - 38 elementary
  - 0 middle
  - 16 high



## Respondents

- Years Experience
  - 0-1.....4
  - 2-3.....5
  - 4-5.....6
  - 6-10.....10
  - 11-15.....11
  - 16-20.....10
  - 21+.....26

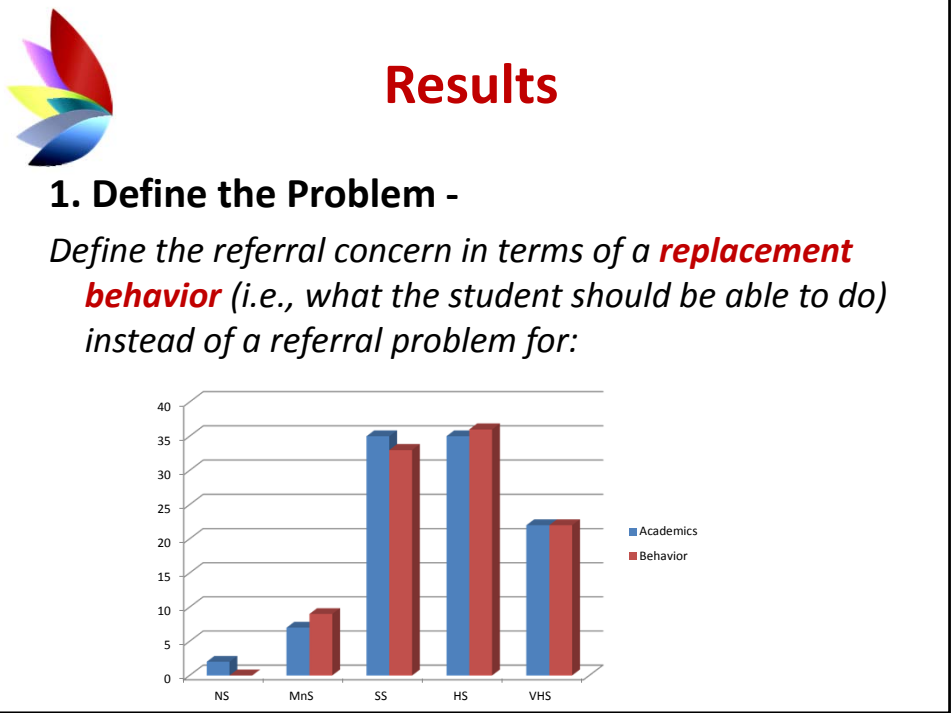


## Results

### 1. Define the Problem -

Define the referral concern in terms of a **replacement behavior** (i.e., what the student should be able to do) instead of a referral problem for:

	NS	MnS	SS	HS	VHS
Academics	2	7	35	35	22
Behavior	0	9	33	36	22



## Results

**1. Define the Problem -**  
*Use data to define the **current level of performance** of the target student for:*

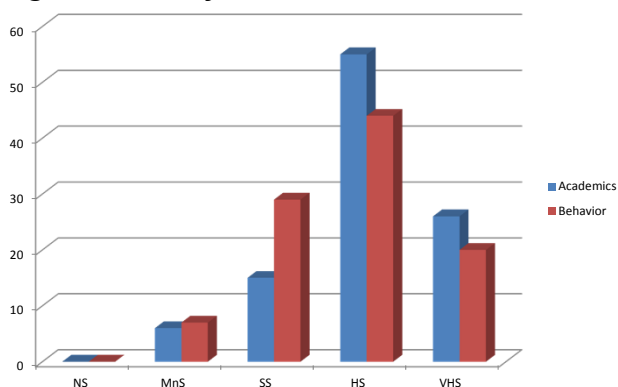
	NS	MnS	SS	HS	VHS
Academics	0	6	15	55	26
Behavior	0	7	29	44	20



## Results

### 1. Define the Problem -

Use data to define the **current level of performance** of the target student for:

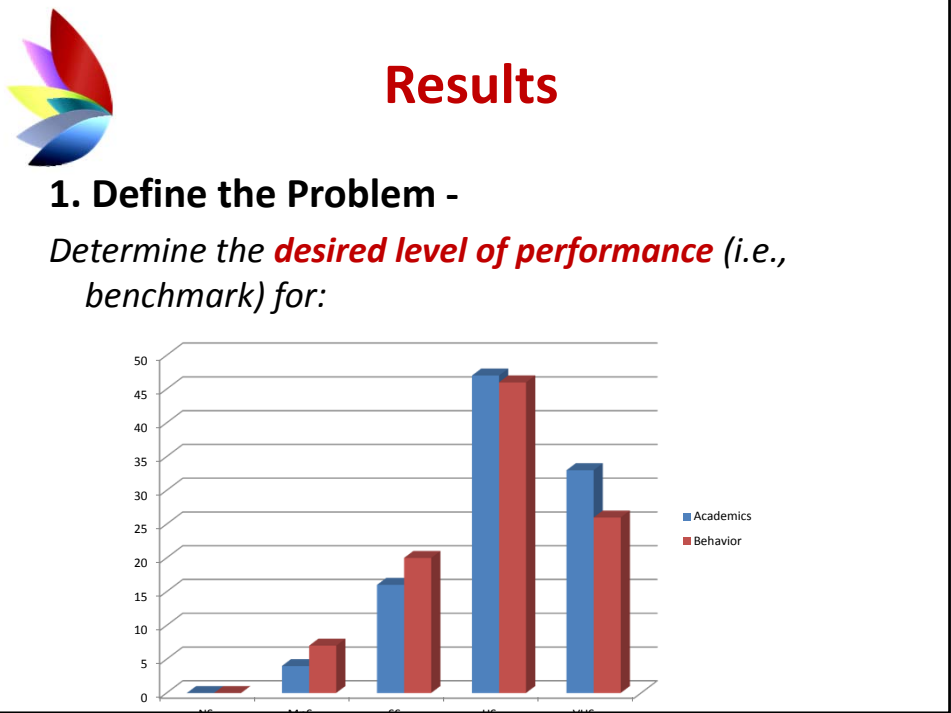


## Results

### 1. Define the Problem -

Determine the **desired level of performance** (i.e., benchmark) for:

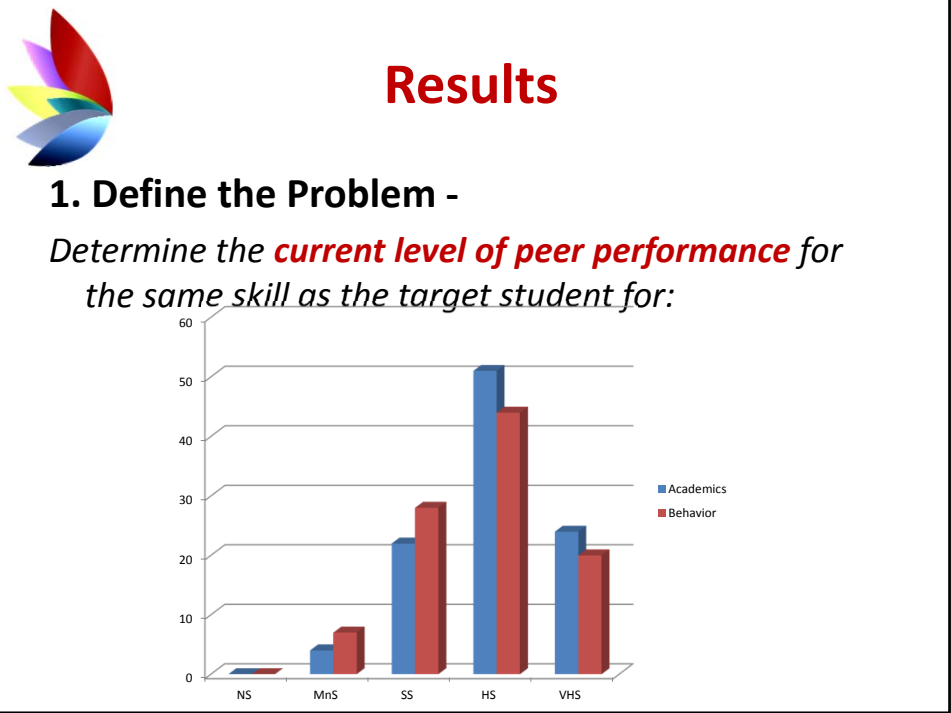
	NS	MnS	SS	HS	VHS
Academics	0	4	16	47	33
Behavior	0	7	20	46	26



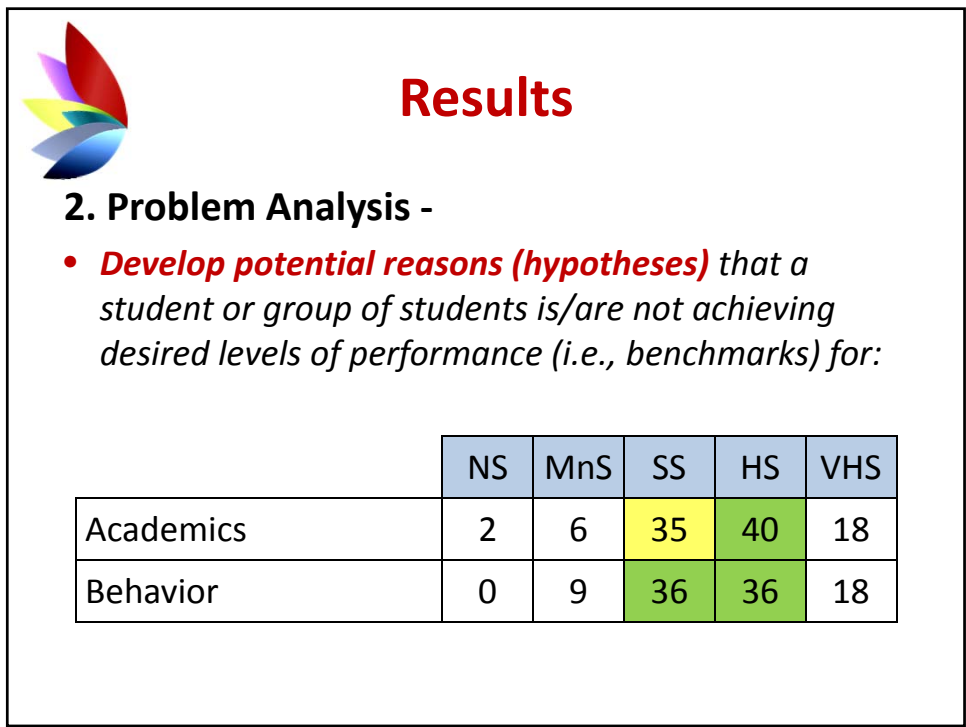
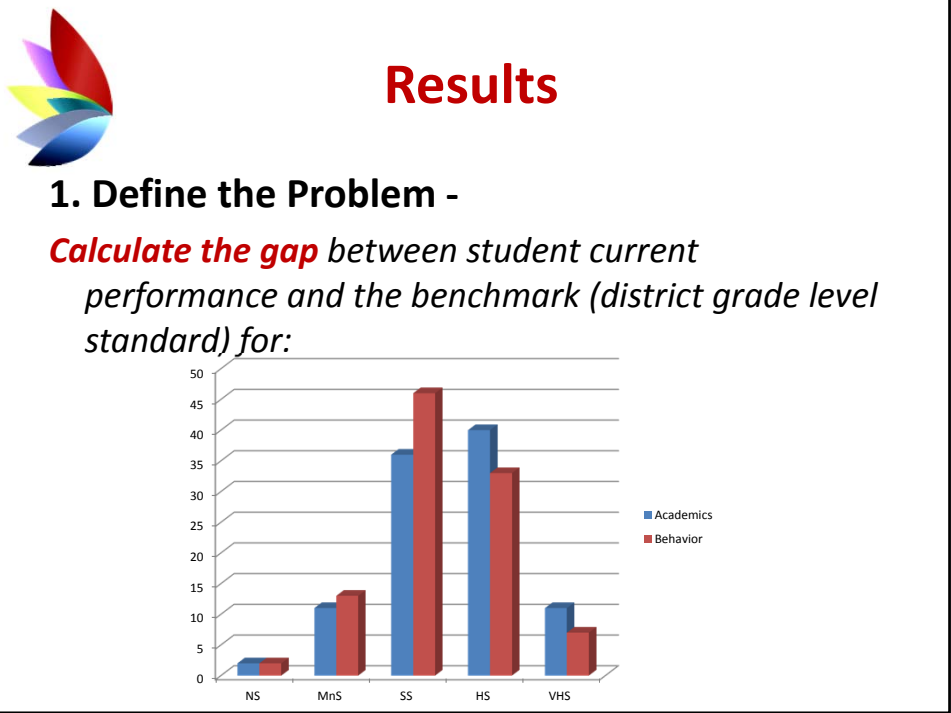
School Level	Academics	Behavior
NS	1	1
MnS	5	8
SS	17	22
HS	48	47
VHS	34	27

	NS	MnS	SS	HS	VHS
Academics	0	4	22	51	24
Behavior	0	7	28	44	20



	NS	MnS	SS	HS	VHS
Academics	2	11	36	40	11
Behavior	2	13	46	33	7

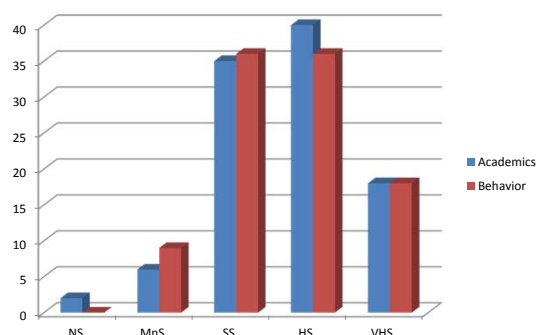




## Results

### 2. Problem Analysis -

*Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:*



## Results

### 2. Problem Analysis -

*Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:*

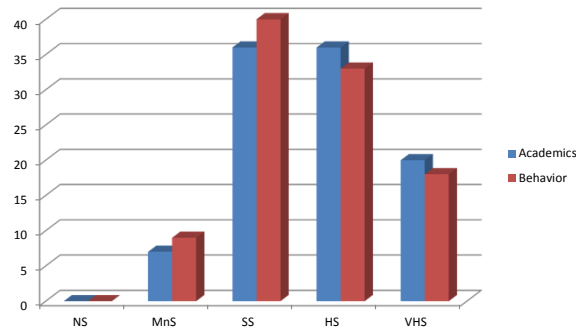
	NS	MnS	SS	HS	VHS
Academics	0	7	36	36	20
Behavior	0	9	40	33	18



## Results

### 2. Problem Analysis -

Identify the **most appropriate type(s) of data** to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:



## Results

### 2. Problem Analysis -

Identify the **appropriate supplemental intervention** available in my building for a student identified as at-risk for:

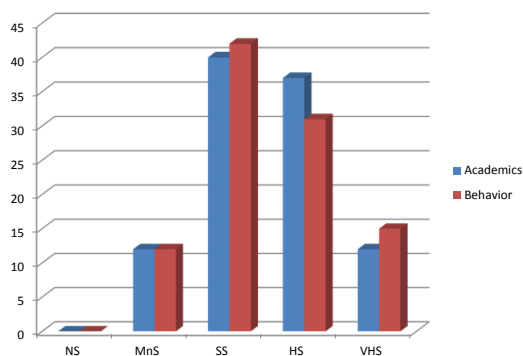
	NS	MnS	SS	HS	VHS
Academics	0	12	40	37	12
Behavior	0	12	42	31	15



## Results

### 2. Problem Analysis -

Identify the **appropriate supplemental intervention** available in my building for a student identified as at-risk for:



## Results

### 3. Implement Plan -

Provide the support necessary to ensure that the **intervention is implemented appropriately** for:

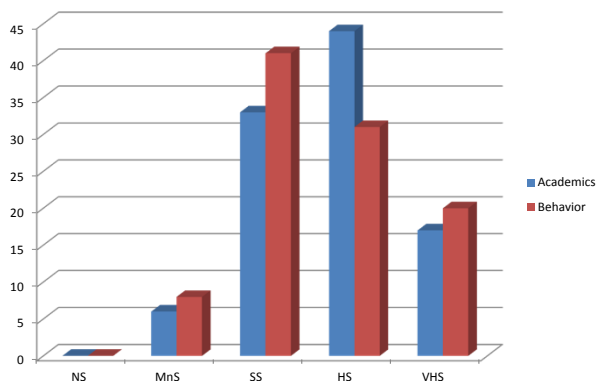
	NS	MnS	SS	HS	VHS
Academics	0	6	33	44	17
Behavior	0	8	41	31	20



## Results

### 3. Implement Plan -

Provide the support necessary to ensure that the **intervention is implemented appropriately** for:

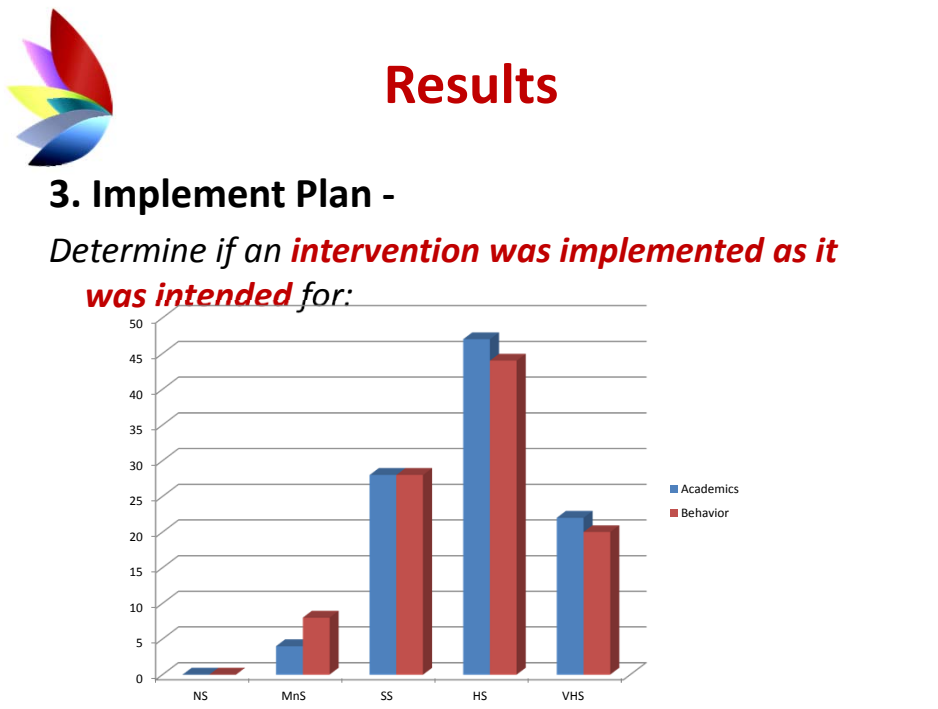


## Results

### 3. Implement Plan -

Determine if an **intervention was implemented as it was intended** for:

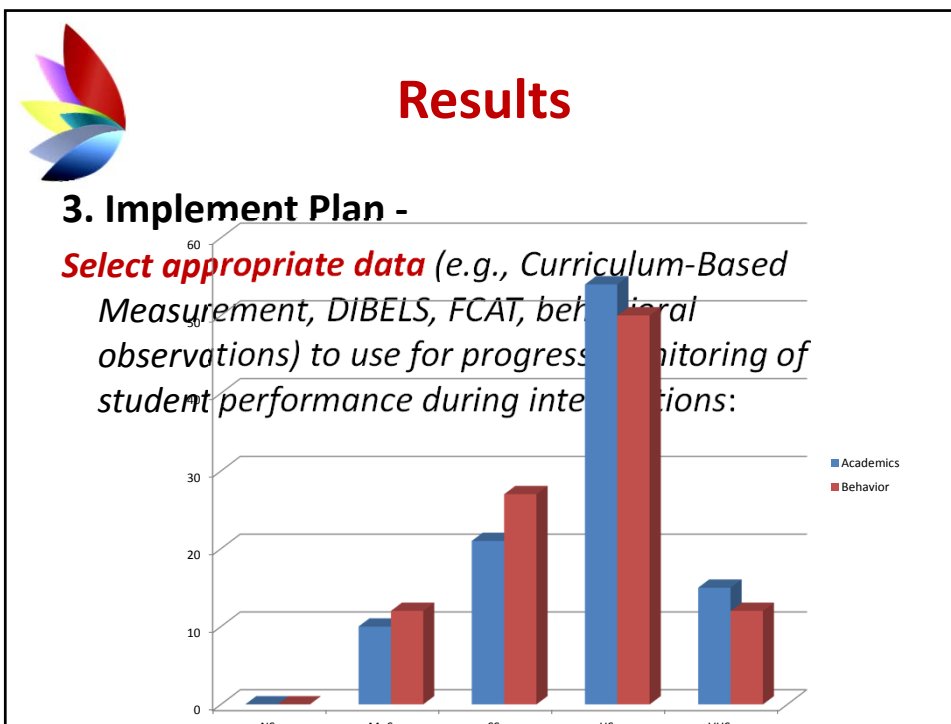
	NS	MnS	SS	HS	VHS
Academics	0	4	28	47	22
Behavior	0	8	28	44	20



**Results**

**3. Implement Plan -**  
*Select appropriate data* (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:

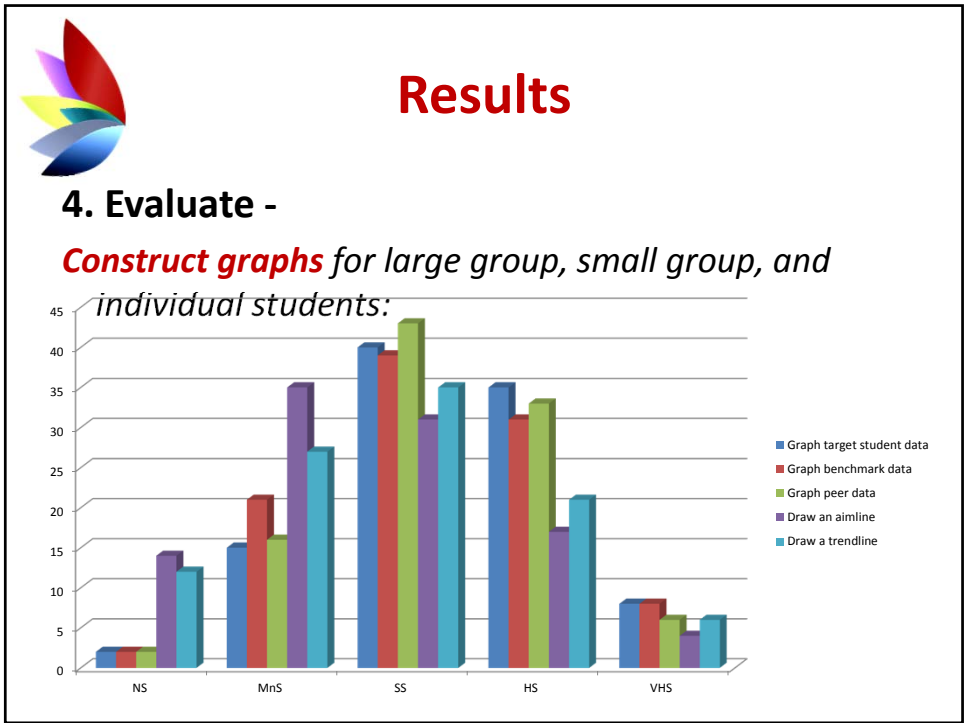
	NS	MnS	SS	HS	VHS
Academics	0	10	21	54	15
Behavior	0	12	27	50	12



**Results**

**4. Evaluate -**  
*Construct graphs for large group, small group, and individual students:*

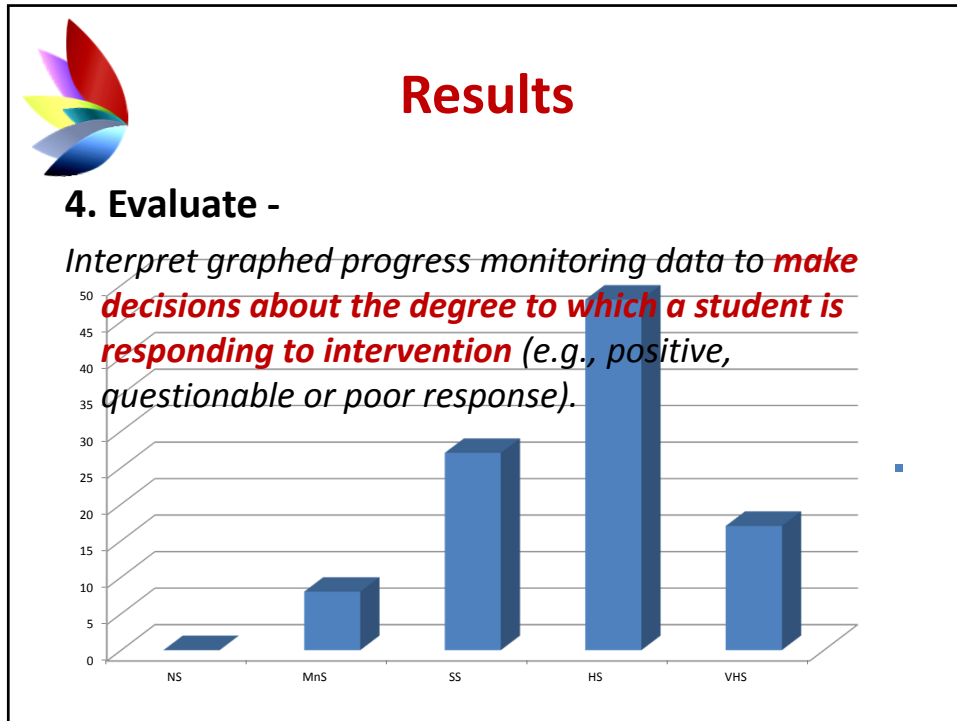
	NS	MnS	SS	HS	VHS
Graph target student data	2	15	40	35	8
Graph benchmark data	2	21	39	31	8
Graph peer data	2	16	43	33	6
Draw an aimline	14	35	31	17	4
Draw a trendline	12	27	35	21	6



**Results**

**4. Evaluate -**  
*Interpret graphed progress monitoring data to **make decisions about the degree to which a student is responding to intervention** (e.g., positive, questionable or poor response).*

NS	MnS	SS	HS	VHS
0	8	27	48	17

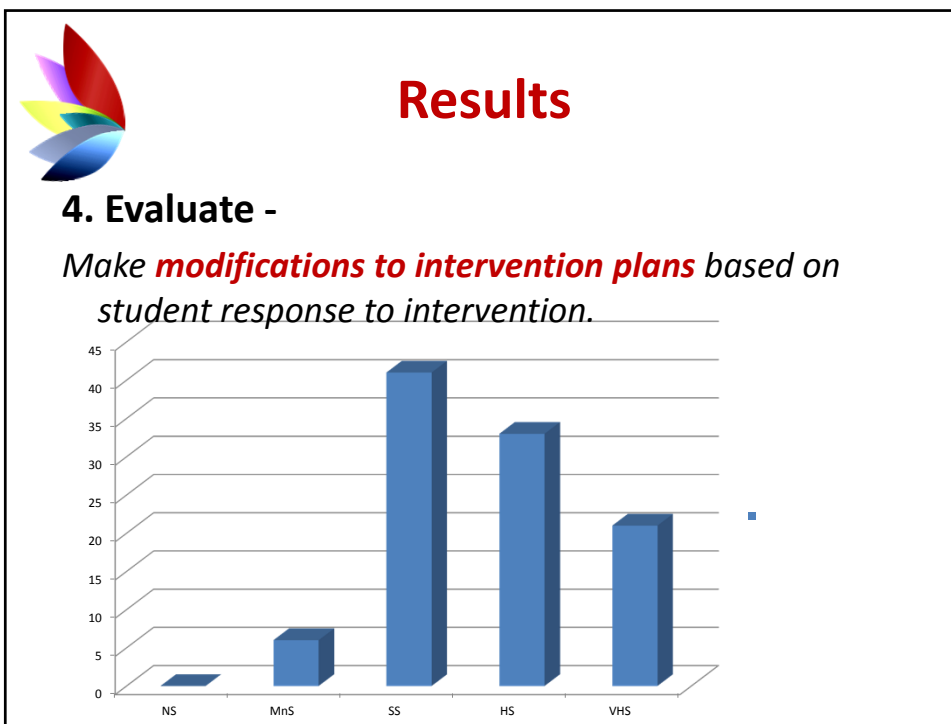


**Results**

**4. Evaluate -**

Make **modifications to intervention plans** based on student response to intervention.

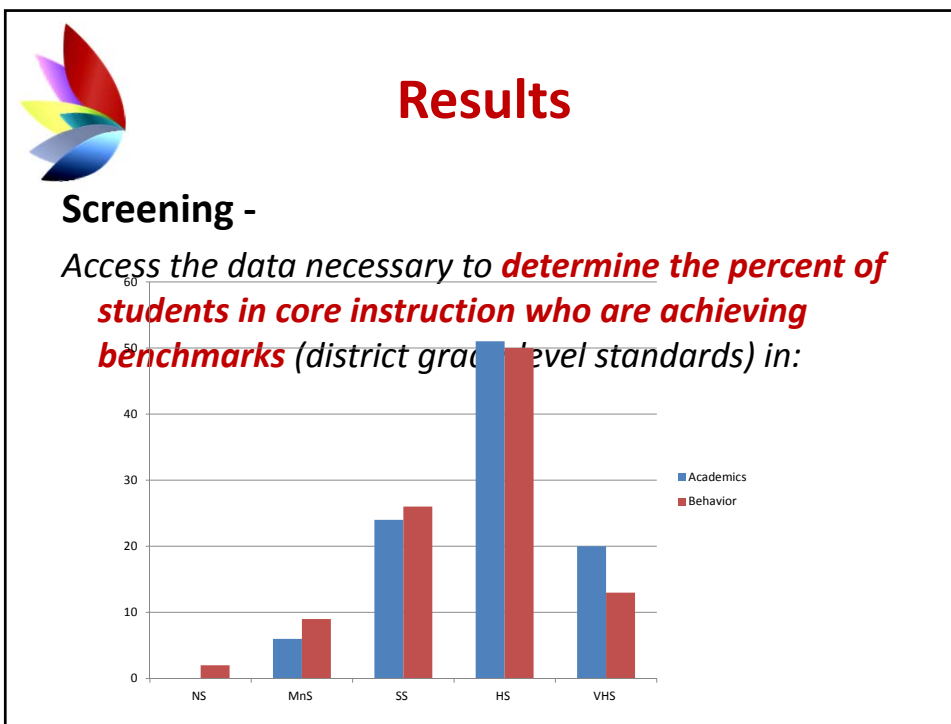
NS	MnS	SS	HS	VHS
0	6	41	33	21



**Results**

**Screening -**  
 Access the data necessary to **determine the percent of students in core instruction who are achieving benchmarks** (district grade-level standards) in:

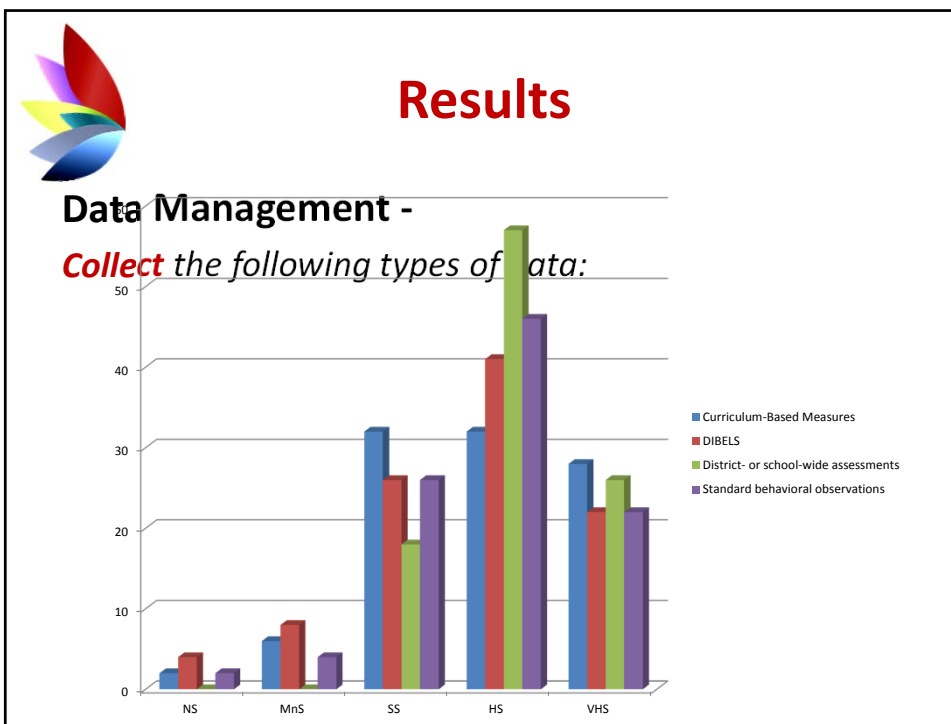
	NS	MnS	SS	HS	VHS
Academics	0	6	24	51	20
Behavior	2	9	26	50	13



**Results**

**Data Management -**  
**Collect** the following types of data:

	NS	MnS	SS	HS	VHS
Curriculum-Based Measures	2	6	32	32	28
DIBELS	4	8	26	41	22
District- or school-wide assessments	0	0	18	57	26
Standard behavioral observations	2	4	26	46	22



**Results**

**Collaboration Skills -**  
*Facilitate a Problem Solving Team (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.*

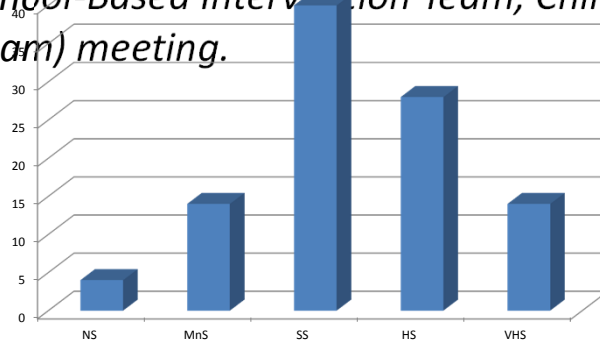
NS	MnS	SS	HS	VHS
4	14	40	28	14



## Results

### Collaboration Skills -

**Facilitate a Problem Solving Team** (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.



## Results

### Comments:

*“It is not the skill level that is the problem. **It is the time required to take and graph extensive data using someone else's system.** Many of us have been keeping data for years, using systems that work. Also.. nobody seems to know what is to be done once the data has been collected, evidence shows that the child needs further academic or behavior intervention. There is a lot of wheel spinning since we have attempted the RtI model”*



## Results

### Comments:

*"I feel we are provided with the information and resources for RTI, however **lack of time** is an issue. I find it a little unrealistic to find time to implement some interventions, collect data & input in computer, and graph data with at the same time trying to fit all the other subject areas and programs I am responsible to teach."*



## Limitations

- Small sample
- Single district
- Teacher perception



## Discussion

*Do practicing teachers believe they are prepared with the skills necessary to effectively implement RtI? Yes! (in this district)*

### **Training and support provided:**

- Full time RTI Coordinator
- 5-day training for 5 to 10 person teams from every school in the district
- RtI coach at every elementary school for one year; now at secondary schools
- Data management system



## Discussion

- Do YOU think teachers in your school district are adequately prepared to implement RTI? Why or why not?
- Think-pair-share
- If not-having-enough-time-to-implement-the-RtI-process is the key issue keeping RTI from being effective, what do YOU suggest schools do to allow teachers more time for RTI?
- Think-pair-share



## Recommendations

- Additional research is needed to examine whether teacher perception reflects reality
- Encourage collaboration to share the workload
- Consider professional development in time-management and organizational skills
- Examine Tier 1 effectiveness



## Resources

- *Florida Response to Instruction/Intervention*  
– <http://www.florida-rti.org/>
- *Florida Problem-Solving & Response to Intervention*  
– <http://floridarti.usf.edu/>
- *Perceptions of RTI Skills Survey*  
– [http://floridarti.usf.edu/resources/presentations/2009/NASP2009docs/perceptions\\_skills.pdf](http://floridarti.usf.edu/resources/presentations/2009/NASP2009docs/perceptions_skills.pdf)



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