Table of Contents

Guide Sections

Pages

1. Introduction to Maine’s RTI Initiative

2. Planning for an RTI Framework
   Readiness
   Core Components of an RTI Framework

3. Supporting Research and Resources

4. Maine’s Special Education Pre-Referral Guidelines

5. Funding Sources

6. Frequently Asked Questions
Section 1
Introduction to Maine’s RTI Initiative

In order for all students to be ready for post-secondary education, careers, and citizenship in the 21st Century, Maine schools must provide multiple opportunities and various pathways for each student to achieve the Maine Learning Results. Further, when students are not meeting age-appropriate behavioral and learning benchmarks, a systematic provision of increasing support must be applied to support student success. LD 1325, Public law, Chapter 313 designates that multiple pathways and appropriate interventions must be provided for all of Maine’s students. Further, The pre-referral procedures reflected in Maine Unified Special Education regulations, Chapter 101, Section III, require a multi-step process of providing interventions and supports to students who struggle to meet appropriate behavior and learning benchmarks prior to referral for special education identification.

Response to Intervention frameworks provide a structure through which Maine schools can work to meet the goals described above. Briefly stated, RTI is both a diagnostic tool and a service delivery system of intervention to prevent school failure.

What is RTI?
RTI is a multi-tiered, decision-making approach that addresses academic and behavioral difficulties of ALL students. It is an integrated school improvement model that is standards-driven, proactive, and incorporates both prevention and intervention. RTI processes focus on how well students respond to changes in instruction or “interventions.”

RTI also provides a tiered system of supplementary supports and interventions, both academic and behavioral, to struggling students based on data collection and analysis. These supports and interventions vary in intensity based on student need, and are provided by a variety of personnel working collaboratively with general education and special education teachers.

While RTI frameworks vary throughout the country, they typically share some common characteristics and components. These qualities are reflected in the design of Maine’s RTI framework. RTI has three essential characteristics:
1) Use of a tiered model of intervention supports,
2) Utilization of a problem-solving method for decision-making, and
3) Implementation of an integrated data system that informs instruction.

Tiered Model of Intervention Supports
Within an RTI framework, resources are allocated in direct proportion to student needs. This framework is typically depicted as a three-tier model that utilizes increasingly more intense instruction and interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided in addition to core instruction to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive
instructional interventions provided *in addition to core instruction* with the goal of increasing an individual student’s rate of progress.

**Problem-Solving Method of Decision-making**
Across the tiers, the problem solving method is used to match instructional resources to educational need. The problem-solving method utilizes several key steps as follows:

(a) Define the problem by determining the discrepancy between what is expected and what is occurring.
(b) Analyze the problem using data to determine why the discrepancy is occurring.
(c) Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student’s progress will be monitored and implementation integrity will be ensured.
(d) Use progress monitoring data to evaluate the effectiveness of the intervention plan.

**Integrated Data Collection that Informs Instruction**
Within an RTI model, progressively more intensive interventions and supports are coupled with more frequent progress monitoring of student achievement in order to guide the educational planning. At Tier 1 data are collected and are used as a general screening process for all students and to determine effectiveness of core instructional practices. At Tier 2, data are collected to determine the effectiveness of the intervention and determine if an instructional change is needed. At Tier 3, data are collected for the same reasons as Tier 2, but are collected on a more frequent basis so that educational decisions can be made in a timelier manner. Data systems used for screening and progress monitoring within an RTI model should be consistent across all three tiers and be scientifically based.

Continuous monitoring leads to responsive levels of intervention matched to the student’s demonstrated academic and behavior achievement and rate of growth. In a fully implemented response to intervention model, a student may move fluidly from tier to tier as a result of his/her response to the educational program.

In light of the characteristics shared above, Maine has established core components for the school’s RTI plans. These are listed below, and more fully described in the following sections of this guidance document.

**Maine’s Required Core Components of an RTI Plan**

- high quality, scientifically-based instruction and behavioral support in general education
- universal (school wide or district wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions
multiple tiers of instructional strategies that are progressively more intense and include the use of scientific, scientifically-based interventions matched to student needs

- continuous monitoring of student performance during interventions using a continuum of evidence-based, formative assessments, including Curriculum Based Measures, to determine if students are meeting goals and to inform instructional decision making
- use of a collaborative or problem-solving approach by school staff in developing, implementing, and monitoring the intervention process
- follow-up measures assuring that interventions were implemented as intended and with appropriate consistency
- parent involvement throughout the process

Special Education Eligibility Considerations

The RTI or pre-referral process is defined in Maine’s Unified Special Education regulations, Chapter 101, Section III, as:

“a set of scientifically based, systematic procedures used to examine the ongoing achievement of all children using data from Curriculum Based Measurements (CBM) or time sampling of behavior.”

It is important to note that RTI within a three-tier intervention model is the portion of Maine Unified Special Education Regulations, Chapter 101, Section III, called “pre-referral” in which it is stated that this process be used as the pre-screening model for all students not meeting appropriate age, grade and academic benchmarks – with the exception of students with a sensory deprivation such as hearing impaired. In essence, what the pre-referral section of Chapter 101 does is make sure that an ongoing system of evaluation, intervention, and support is in place for every student in the general education population to help them succeed. This requires all teachers in Maine’s classrooms be able to provide high quality, scientifically based instruction and behavioral support for all students.

When implementing an RTI process, school teams use student progress data collected at each tier to document a student’s response to scientific, research-based interventions as part of the evaluation process in order to consider eligibility for special education services. Such eligibility decisions typically occur within Tier 3 when students do not respond to the most intensive interventions, but may occur at any tier. It is also important to note that a parent may request an evaluation at any point during this intervention process. By the 2010-2011 school year, the documentation from the RTI process shall be a part of the evaluation process for all students in the eligibility determination. After implementing an RTI process, a district may use a severe discrepancy between intellectual ability and achievement as part of the evaluation process for determining whether a child has a specific learning disability. A clearly defined local policy for pre-referrals is necessary to establish decision making rules, define roles, and clearly delineate responsibilities. The policy should be developed locally but must ensure that all
Required Core Components outlined in *Maine Response to Intervention/Pre-referral Guide* are included.

The Department recognizes that statewide implementation of a pre-referral procedure is supported by a phase-in period during which time professional development and technical assistance would be provided by the Department. Therefore, the Department has determined that the pre-referral procedure will be fully implemented by July 1, 2010. The Maine Department of Education recognizes that some districts are currently further along in the implementation of RTI and may implement this process prior to the 2010-2011 school year. Additionally, the RTI process may be used as part of the evaluation process for students considered for eligibility in other disability areas. This document is intended to serve as a guide in the development of refinement of a local policy on pre-referral.
Section 2
Planning for RTI Frameworks

The following section of this guide is designed to help school administrative units (districts) begin and/or continue to refine the development of local Response-to-Intervention/Pre-Referral Plans. The section begins by describing how to establish readiness for implementation of an RTI framework. Following this description, each of Maine’s core RTI components is described and a series of probing questions is provided to help planning teams identify their progress with implementation of the component. References and resources that support each core component can be found in Section 3. RTI frameworks may differ from district to district and even within districts, from building to building, but all should include the core components.

Readiness for Implementation

The success of RTI (and, ultimately, all students) depends on a unified and collaborative approach to teaching and learning supported by everyone in the school. In many schools, such collaboration requires educators to adopt new ways of thinking and acting together. A systems focus is necessary for implementing an RTI framework. Attention must be paid not only to research about effective instruction, but also to managing the change process.

Implementation of RTI in practice typically proceeds through three stages:

1. **Consensus Building** – where RTI concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed and embraced.

2. **Infrastructure Building** – where sites examine their implementations against the critical components of RTI, find aspects that are being implemented well, and identify gaps that need to be addressed.

3. **Implementation** – where the structures and supports are put in place to support, stabilize, and institutionalize RTI practices into “business as usual.”

(Excerpted from Response to Intervention, Blueprints for Implementation, National Association of State Directors of Special Education, 2008.)

The hope is that schools/districts will begin with the essential conversations that explore existing practices/strategies, and evaluate their effectiveness and fit with RTI.

Some of the challenges schools/districts may face and which warrant early consideration are as follows:

1. Time, for activities such as:
   a. Team meetings
   b. Professional development
c. Parent meetings
d. Timeline development

2. Space, instruction, and materials, such as:
   
a. Small groups
b. Tutoring
c. Materials
d. Technology
e. Evidence-based instruction
f. Progress monitoring
g. Evaluation
h. Record keeping

3. Documentation, such as:
   
a. Data collection
b. Documentation of progress monitoring
c. Interventions
d. Movement between tiers

4. Financial support (refer to Section 3 of this document)

(Excerpted from Frequently Asked Questions About Response to Intervention, by Roger Pierangelo and George Giuliani, Corwin Press, 2008.)

A number of useful tools exist which can help schools and districts examine where they are in the readiness process, and begin to examine the RTI components that already exist in their context, as well as components that need refinement or addition if they are currently missing. These resources can be found in Section III of this document.

Required Core Components of RTI

I. High quality, scientifically-based instruction and behavioral support in general education

Curriculum and instructional approaches need to have a high probability of success for students. Many researchers suggest the “80% rule” as a guideline for general education. High quality, scientifically-based classroom instruction should result in at least 80% of students meeting grade level standards for academics and behavior. When this is not the case, the core instructional program is not meeting the needs of large numbers of students. Behavioral and instructional curriculum planning should insure that all students are receiving high quality, scientifically-based instruction in their general education classrooms. If the number of students not meeting standards is large, it can put a strain on a school’s intervention services, and may hinder the ability of those services to accelerate students learning.

Scientifically based curriculum/ instructional approaches are those that can provide evidence that they are based on scientifically-based research as defined in Section 9101(37) of the No Child Left Behind Act (NCLBA) of 2001.

Section 9101(37) of ESEA, as amended by NCLB, defines scientifically based research as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” The statute then explains that this kind of research:

1. Employs systematic, empirical methods that draw on observation or experiment;

2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Note: practitioner journals or education magazines are not the same as peer-reviewed academic journals.)

**PROBING QUESTIONS:**

How has our district insured that the general education curriculum contains scientifically-based instructional objectives and a positive behavioral support system?

What are students expected to know and be able to do as a result of the general education program? Is there an instructional/behavioral framework that articulates essential elements of effective instruction and positive behavior for all students?

What does general (universal) instruction and behavioral support look like at the elementary, middle, and high school levels?

What data-based method is used to determine the percentage of students whose needs are being met in the general education program?
Is the general education program sufficient? For which students is the general education program sufficient or not sufficient? Why or why not?

If a gap exists in student learning/behavior as a result of general education instruction, how will that gap be defined and addressed? What plan will be developed to improve the general programming?

If a gap does exist in student learning/behavior as a result of the general education program, additional questions to ask include:

- Are the important elements to guide classroom instruction in various content areas clearly identified and communicated?

- Are the important elements for success in various content areas being addressed adequately by classroom teachers?

- Are priority skills in the content areas addressed at the correct time of the year with the needed amount of emphasis?

- Are the important elements to guide positive behavioral supports clearly identified and communicated?

- Are the important elements for success of positive behavioral supports being addressed adequately by classroom teachers?

- Is general education instruction sufficiently differentiated to meet the needs of all students?

- How is implementation of instruction/behavioral support monitored?

- How is the sufficiency and effectiveness of instructional practice and behavioral support monitored and changed as needed?

- Are instructional/behavioral supports, such as coaching and mentoring, in place?

- How does the professional development provided in your district support scientifically-based instructional strategies and behavioral support?

- How are decisions about what teachers need for professional development made? What data are used? Who is involved in the decision?

- How is professional development delivered and monitored?
II. Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring and/or additional interventions

Universal screening means assessing all students (K-12) at appropriate benchmark times during the school year (typically Fall, Winter, Spring) to determine the growth students are making toward achieving desired learning standards. Universal screening of academics and behavior enables schools to determine which students are making steady growth toward desired standards of learning, and which students are not. Curriculum Based Measurements (CBM’s) are used to monitor the progress of students towards achievement of annual academic goals. Time sampling data of behavior is used to monitor the progress of students toward achievement of school wide positive behavioral support standards. The following criteria can help guide your selection of universal screening instruments. Universal screening tools should be:

- Curriculum Based Measurements for academics
- Time sampling of data for behavior
- Standardized
- Reliable
- Brief
- Low cost
- Simple to administer, score, and interpret

**PROBING QUESTIONS:**

What are the universal screening tools currently used in our district and why were they chosen?

Is the universal screening tool that is currently used a Curriculum Based Measurement?

Is the behavioral screening tool a time sampling data collection or behavior intervention data tool?

How have we used results from screening tools to make program changes and individual education decisions?

Which characteristics of screening tools do our current measures include? Characteristics include: standardized, reliable, valid, brief, low cost, simple to administer, simple to score, and simple to interpret.

To what outcomes, represented in district or state standards and benchmarks, are our screening measures linked?

Are proficiency cut-scores identified for each tool that will ensure over-identification of students so that no students are missed?
What is the acceptable percentage of proficiency on screening measures?

What integrity checks exist to ensure standardized administration and interpretation of results?

What type of system is in place to enter, organize, summarize, and display screening data so that it is readily accessible and useable?

Do we, as a district or school, know and understand how pre-referral data helps answer eligibility questions?

Are we, as a district or school, preparing for the eventuality (2010) of considering a student’s response to intervention in the determination of a disability?

How will our district assess for cognitive procession deficits?

_Are we prepared, as a district, to abandon the previously required cognitive/achievement discrepancy model in favor of the cognitive processing deficit model to determine a Specific Learning Disability? (This one seems unclear)_

**III. Multiple tiers of instructional strategies that are progressively more intense and include the use of scientific, research-based interventions matched to student needs**

One of the basic tenants of an RTI framework is that students have access to multi-tiered, scientifically-based instruction that begins with general education targeted to the core curriculum. As universal screening and ongoing progress monitoring data demonstrate any student’s need for more intense instruction, additional tiers of intervention support should be in place to target identified student needs. Additional tiers of intervention should be differentiated to meet specific learning needs of students, and may be delivered by both regular classroom teachers and/or other support staff. The interventions should vary in duration, frequency, and length of time, and decisions about movement across tiers of intervention should be directly connected to ongoing data collection.

**PROBING QUESTIONS:**

How have we defined our continuum of strategies and/or tiers of intervention support?

What is the continuum of strategies and interventions employed in our district and/or school to support learning for all students?
What are the commonly understood behavior and academic benchmarks for students in our district and/or schools?

How do we monitor student growth towards and achievement of these behavior and academic benchmarks?

What are the decision making processes for applying strategies and interventions to students?

How do students move between the various levels of intervention and instructional intensity?

When do we, as a district/school, dismiss a student from participation in Tier 2 or Tier 3 interventions?

What do we consider as adequate response to the provided intervention?

How do we support classroom teachers in the modification of curriculum for students who do not respond to intervention, but who do not have a disability?

How is the determination of what intervention strategies will be used with individual students made? What types of assessment are involved in these determinations (i.e. universal screening, progress monitoring measures, diagnostic assessments, etc.)

How will specific supplemental instruction and intensive interventions be delivered, by whom, where, and how frequently?

How will supplemental instruction and intensive interventions be documented?

How do we monitor the effectiveness of interventions and strategies outlined in our continuum?

How will we provide the professional development needed to implement supplemental and intervention strategies with fidelity?

IV. Continuous monitoring of student performance during interventions, using objective data, to determine if students are meeting goals and to inform instructional decision making

In order to determine if interventions are resulting in instructional or behavioral gains for students, progress monitoring of these interventions is required. Ongoing, formative assessment, including Curriculum Based Measurements, are used as progress monitoring for academic interventions and to establish data points. Behavior intervention data, daily
behavior charts, or time sampling of behaviors is used to progress monitor behavior. These data points or behavior measurements are used to determine the extent to which students are responding to an intervention and whether a more intensive form of intervention is required. Instructional strategies are adjusted when the rate of progress is less than expected and continued progress monitoring confirms whether the adjustments met the student's need or if further instructional or behavioral modifications are needed. **More complete guidance about the frequency of assessments and duration of interventions can be found in Chapter 101, Maine Unified Special Education Regulations, Section III, Pre-referral procedures (located in Section 4 of this document).**

**PROBING QUESTIONS:**

What Curriculum Based Measures and other formative assessments are being used to monitor students’ growth?

How do we know that the tools we have selected are actually measuring what we intend for them to measure?

How do we know that the data we are using to monitor student performance is objective?

Are the assessments being administered frequently enough to track student growth and inform instructional decision making?

How are data from Curriculum Based Assessments and other formative assessments being used to make decisions about selected interventions and their effectiveness?

How are goals set for student performance using baseline data?

Who is responsible for data collection at each tier and how often?

How will we determine which students need to move to a different level of instruction?

How will data be used in evaluations for students suspected of having a disability?

What are our benchmarks for both academics and behavior?

How do we progress monitor student behavior?

What decision making rules are in place that allow us to answer:

- Is adequate progress being made?
When it is appropriate to move a student between tiers of interventions?
When it is appropriate to initiate a referral process?

V. Use of a collaborative or problem-solving approach by school staff in developing, implementing, and monitoring the intervention process

An RTI framework requires all educators who support the learning of all students to engage in collaboratively examining the data of students’ learning progress and needs in order to effectively make and implement instructional decisions. In order to ensure that interventions benefit students’ learning, ongoing progress monitoring and data collection should be conducted and regularly examined by educators who provide the various tiers of intervention support to inform instructional decision making. Collaborative problem solving can be accomplished through a variety of mechanisms, including common planning time and/or regularly scheduled grade level data meetings.

The core basis for any RTI framework rests on the practitioners’ ability within the framework to access student data. Data is the requisite tool for making decisions about student movement between tiers, determining the effectiveness of an intervention, and determining program effectiveness. An RTI framework, fully implemented, is a data driven system focusing on student outcomes. It would be quite difficult for any system, district or school, to proceed with full implementation of an RTI framework without an integrated data-management system.

PROBING QUESTIONS:

How has a collaborative culture been developed in your school to use student data, discuss best practice, and make instructional decisions?

What team or teams (school or district based) exist that include trans-disciplinary or cross-departmental personnel to collaboratively problem solve implementation issues?

Is a plan established regarding ongoing communication for implementation issues and instructional decision making?

What are the structures within our district that will allow for teams of professionals to use student data to monitor and manage their teaching practice?

Are opportunities for educators to meet collaboratively to examine grade level and/or building level data following screening and progress monitoring periods provided?

Have we identified the necessary stakeholders within our Response to Intervention Framework?
What are the roles of the stakeholders in our school or district within a collaborative or problem solving approach?

How do we ensure that all stakeholders are involved in the developing, implementing, and monitoring of the intervention process?

How will staff roles change to support implementation of all tiers of our RTI framework?

How will professional development be differentiated to support ongoing implementation?

How will implementation progress and outcome data be shared with the school/district community?

Are opportunities provided to celebrate successes with colleagues and students?

How do we currently manage our data sets at the classroom, school and district level?

How integrated are our data sets?

Does our data system allow all practitioners working with a student to easily view screening and progress monitoring data?

Are staff knowledgeable in the collection and use of data for purposes of making instructional decisions, determining instructional effectiveness, and determining a student’s adequate progress?

VI. Follow-up measures assuring that interventions were implemented as intended and with appropriate consistency

Delivering tiers of intervention with fidelity is a critical component of an effective RTI model. Fidelity of instruction means that the instruction is being delivered in the way it was intended and that scientifically-based research has previously shown to result in student achievement gains. Fidelity of instruction can be monitored by a variety of accountability measures, including a well designed system of progressing monitoring, systematic curriculum, and explicit instructional routines.

PROBING QUESTIONS:

How is fidelity of practice modeled and monitored?
How is data evaluated to determine what changes might be necessary to improve student outcomes?

What variables are considered to inform potential alterations to the instructional plan? Some variables include:
- opportunities to learn
- program efficacy
- increasing the number of opportunities for student to respond and obtain feedback
- program implementation
- grouping for instruction
- coordination of instruction
- intervention matched to student needs
- instructional intensity matched to student needs.

How is feedback and support provided to professionals?

How is support and professional development linked to monitoring of practice?

VII. Parent involvement throughout the process

When designing an RTI framework, a critical component must be involving parents as partners in the process. As soon as a child exhibits any difficulty meeting an academic or behavioral benchmark parents should be advised as to what their child needs, what is going to be done to address the need, and who will deliver the tiers of instruction. Parents should be kept informed of all decision making and of their child’s ongoing progress, and should be encouraged to participate in decision making about their child’s instructional programming.

PROBING QUESTIONS:

How are parents involved as stakeholders in developing, implementing and monitoring our school or district framework of continuous intervention and support?

How do we communicate with parents that their child has been identified as “at risk”?

How are parents involved in the development, implementation and monitoring of their child’s intervention and support?

What are the different ways that we communicate to parents about their student’s progress towards our school or district benchmarks?

How do we communicate with parents about the continuum of support and services provided a child within an RTI framework?
In what ways are parents provided with strategies they can employ at home to help support their student’s progress?

How are parents included in celebrating their student’s growth?

Section 3
RTI Framework Resources and References

A number of helpful resources exist to support the development of RTI frameworks. Many of these resources are web-based, while others include professional texts, research reports, and other guidance documents. A number of the most well developed websites related to RTI frameworks are included in the table below. The table includes the website link, and also indicates for which of the core RTI components the site contains information. Following the table, a number of other references that support each core component are listed by component.

Response to Intervention Web-page Matrix

Exploring RTI/Building Readiness for RTI

Component 1: High quality, scientifically-based instruction and behavioral support in general education

Component 2: Universal screening of academics and behavior

Component 3: Multiple tiers of instructional strategies/interventions

Component 4: Continuous monitoring of student performance

Component 5: Collaborative problem solving

Component 6: Follow up to insure consistency

Component 7: Parent involvement

<table>
<thead>
<tr>
<th>Website</th>
<th>Explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Maine Department of Education RTI Webpage

X
Jim Wright School Readiness Survey in PDF

Self-assessment of RTI Readiness Tool in PDF

RTI Configuration Rubric in RTF

Indicators of School Readiness in RTF

Self-assessment Indicators of Readiness Tool in PDF
Readiness and Implementation Tool in PDF

District and School Readiness Checklist in RTF

KEYS Continuous School Improvement (CSI) Tool
http://keysonline.org/about/indicators.html

Response to Intervention Dialogue Guides from IDEA Partnership Project
http://www.ideapartnership.org/page.cfm?pageid=28

The IRIS Center for Training Enhancements
http://iris.peabody.vanderbilt.edu/onlinemodules.html
The National High School Center
http://www.betterhighschools.org/

Project Forum
http://projectforum.org

Center on Positive Behavioral Interventions and Supports
http://www.pbis.org

Center for Early Literacy Learning (CELL) http://www.earlyliteracylearning.org/

Center for Evidence-based Practices to Improve Social Emotional Development of Young Children
http://www.challengingbehavior.org
Response to Intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading

Response to Intervention Blueprint Series
http://www.nasdse.org/

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
http://www.nasdse.org/

Reading Rockets
http://www.readingrockets.org/

RTI Action Network
Exploring RTI/Building Readiness for RTI

RESOURCES:

*Indicators of School Readiness for RTI: A Self-Assessment Tool*
This self-assessment tool is intended to assist schools/districts wanting to determine “next steps” toward implementation of a multi-tiered *Response to Intervention* approach for meeting the learning needs of ALL students. The tool addresses 5 broad indicators along with specific indicators/sub-topics for each. Located at:
http://www.wce.wwu.edu/Depts/SPED/Forms/RTI/Rti%20Indicators%20of%20school%20readiness%20for%20RtI%20Colorado%20Dept%20of%20Ed%202005.pdf

*Pennsylvania Training and Technical Assistance Network (PATTAN) Self Assessment Tool*
http://www.pattan.k12.pa.us/files/RtI/RtI-Readiness.pdf

*RTI Configuration Map*
The RTI Configuration Map is an implementation configuration map developed through the FoR (Focus on Results) Sliver Grant project, a joint initiative of Douglas County School District and Cherry Creek School District. It allows educators to self-assess and become cognizant of the current level of implementation for each component of RTI. Located at: http://www.cde.state.co.us/cdesped/download/pdf/RTI_Map.pdf

RTI School Readiness Survey
This survey is an informal measure designed to help schools to identify those elements of RTI that they are already skilled in and those elements that need additional attention. Located at: http://www.jimwrightonline.com/pdfdocs/survey_rti_wright.pdf

Create Your Implementation Blueprint: Introduction
This online guide describes the requisite process required for schools to manage and implement successful large scale change such as RTI. The guide is written by Susan L. Hall and is located at: http://www.rtinetwork.org/GetStarted/Develop/ar/Create-Your-Implementation-Blueprint

RESEARCH:


**Component 1: High Quality, scientifically-based Instruction and Behavioral Support in General Education**

**RESEARCH:**


Component 2: Universal Screening of Academics and Behavior

RESEARCH:


Component 3: Multiple Tiers of Instructional Strategies/Interventions

RESEARCH:


Component 4: Continuous Monitoring of Student Performance

RESEARCH:


**Component 5: Collaborative Problem Solving**

**RESEARCH:**


**Component 6: Follow Up to Insure Consistency**

**RESEARCH:**


**Component 7: Parent Involvement**

**RESEARCH:**
*Parent Involvement Specific to RTI:*

NCLD
http://www.ncld.org/content/view/930

NRCLD
Parent involvement in RTI model
http://www.nrcld.org/rti_practices/parent.html

Guide to helping educators talk about RTI with parents and students

NASP
http://www.nasponline.org/resources/factsheets/rtiprimer.aspx

*Parent Involvement in General:*


Section 4: Response to Intervention (RTI) Found in Chapter 101, Maine Unified Special Education Regulation

Chapter 101, Maine Unified Special Education Regulation page 4 and 5
8. Early Intervention Services. "Early intervention services" means developmental services that are provided under public supervision; are provided at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees; are designed to meet the developmental needs of an infant or toddler with a disability, as identified by the individualized family service plan team in one or more of the following areas, physical development, cognitive development, communication development, social or emotional development or adaptive development; meet the standards of the state in which the services are provided, including the requirements of Part C; including family training, counseling, and home visits; special instruction; speech-language pathology and audiology services, and sign language and cued speech services; occupational therapy; physical therapy; psychological services; service coordination services; medical services only for diagnostic or evaluation purposes; early identification, screening, and assessment services; health services necessary to enable the infant or toddler to benefit from other early intervention services; social work services; vision services; assistive technology devices and assistive technology services; and transportation and related costs that are necessary to enable an infant or toddler and the infant’s or toddler’s family to receive another service described in this paragraph; are provided by qualified personnel, including special educators, speech-language pathologists and audiologists, occupational therapists, physical therapists, psychologists, social workers, nurses, registered dieticians, family therapists, vision specialists, including ophthalmologists and optometrists, orientation and mobility specialists, and pediatricians and other physicians. so the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate; and are provided in conformity with an individualized family service plan. [20 USC 1432(4)] (Federal Regulation reference)

Chapter 101, Maine Unified Special Education Regulation page 8
23. Pre-referral Procedures Pre-Referral Procedures are general education procedures involving regular benchmark assessment of all children, using Curriculum Based Measurements (CBM), to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

24. Probes. Probes mean brief assessments of student skills.

Chapter 101, Maine Unified Special Education Regulation page 8 and 9
26. **Scientifically-based Interventions.** Scientifically-based interventions mean interventions that include teaching practices that have been tested in experimentally sound research studies and have been shown to significantly improve the academic or behavioral achievement of the children who present characteristics similar to the child involved in the pre-referral process. Scientifically based research has the same meaning given the term in Section 9101(37) of the Elementary and Secondary Education Act (ESEA). [34 CFR 300.35] “The term scientifically based research’—

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that —

(i) employs systematic, empirical methods that draw on observation or experiment;
(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

Chapter 101, Maine Unified Special Education Regulation page 11 - 14
III. PRE-REFERRAL PROCEDURE

Although it is the intent that pre-referral procedures will enable a child to achieve typical educational performance within the general education classroom, by law, the parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during the implementation of these general education interventions.

The Department recognizes that statewide implementation of a pre-referral procedure is supported by a phase in period during which time professional development and technical assistance would be provided by the Department. Therefore, the Department has determined that the pre-referral procedure will be fully implemented by July 1, 2010. The Local Entitlement application will include a new objective under Procedures for Program Implementation. Each SAU will report as part of the EFS-09E [annual reporting on the
objectives] the steps that it is taking to move to full implementation by 2010. In addition, regional CDS staff will work with SAUs located in their jurisdiction to develop pre-referral options in the early childhood programs in the public schools.

1. Purpose and Participants
   A. Purpose. There are several important purposes for general education pre-referral procedures, among which are to:

   (1) Gather, organize, and disseminate Curriculum Based Measurements (CBM) or time-sampling data that inform classroom teachers and other school personnel about the achievement of all children, including those who are at risk for not achieving typical educational performance.

   (2) Use data to identify and implement strategies and methods to promote success for all children.

   (3) Meet each individual child’s needs as quickly as possible before there is a significant educational performance problem.

   (4) Meet each child’s needs in the general education classroom along with his or her peers so all children can access education and be successful.

   (5) Notify a child’s parent(s)/guardian(s) about specific school difficulties as soon as they arise within a progress reporting period.

   (6) Gather important information about a child that will help everyone involved work more effectively with that child and will provide important information for the IEP/IFSP Team if a referral is made.

   B. Participants
      (1) Each SAU will develop a policy that establishes a pre-referral process in the region or SAU.

      (2) Each SAU will identify a person or persons who will establish a data collection and summary process, and will coordinate benchmark assessments and provide data summaries to all appropriate persons.

      (3) When children are identified as at risk for failure, an appropriate team of teachers and other professionals (herein called a pre-referral team) will determine appropriate interventions and communicate with a child’s parent(s)/guardian(s) and encourage ongoing participation in the pre-referral process.

2. Pre-Referral Problem Solving Process
   A. The pre-referral problem-solving process means a set of scientifically based, systematic procedures used to examine the ongoing achievement of all children using
data from Curriculum Based Measurements (CBM) or time sampling of behavior. The CBM and behavior analysis data focus on the educational environment in an attempt to promote achievement of all students and lessen educational performance problems.

B. At a minimum, the process includes:

(1) Description of achievement levels of all children on chosen CBMs at appropriate benchmarking times, including descriptions of levels that are considered to be meeting the goals set for each grade level and those that indicate children who are failing to meet or are at risk for failing to meet goals set for each grade level.

(2) Description of behavior responses to the education environment of any child identified as at risk for failing to meet behavioral standards of the district, gathered through time sampling procedures, plus equivalent data on a small sample of children not deemed to have behavior issues. In addition to this data, other observational data may be included.

(3) Identification of any children who, based on 1 and 2 above, are failing or are at risk of failing to meet goals set for their grade.

(4) For any children thus identified a data-based description of the problem describes the gap between the goal(s) set for the grade level and the individual’s current level of performance on the CBM or time sampling of behavior.

(5) For any children thus identified, interventions are designed to narrow the gap between the goals set for the grade level of the child and the child’s performance. Interventions must be scientifically based and appropriate for the student’s age and skill levels. These interventions are implemented as developed and are modified on the basis of CBM progress monitoring data or time sampling of behaviors.

(a) CBM data collection procedures must be valid and reliable, and follow the procedures defined by the CBM chosen for the child. Behavior intervention data should be gathered in whichever environment(s) the behavior has been identified as being a problem.

(b) In most cases, a minimum of three (3) data points on use of skills in meaningful contexts are collected before any change in instructional methodology and/or environmental adaptation is made. A data point is defined as a day in which data are collected and are typically four or five school days apart; daily behavior charts may be used as a supplement to these progress monitoring measurements.

(c) No more than 6 data points or 30 school days, whichever comes first, may lapse before the pre-referral team meets to discuss the interventions.
and the progress monitoring data, in order to determine the changes that should be made in the student’s intervention program.

(6) Progress monitoring decision making: If, after describing the problem, initiating an intervention, and collecting appropriate data for six data points, the child shows no significant change in performance, intervention strategies must be modified. If the data indicate resistance to two consecutive data-driven intervention strategies, the pre-referral team should meet to determine further intervention modifications and whether a referral should be made simultaneously to the IEP Team. At this point, an effort should be made to include parents in the planning process.

3. Procedural Guidelines for Referral to the IEP Team

A. If, after this pre-referral problem solving process has been implemented appropriately, a pre-referral team determines that the gap between the child’s educational performance and the goal set for his or her grade level has not decreased satisfactorily, or if the interventions are demonstrated to be effective at decreasing the gap but require continued and substantial effort that may include the provision of special education and related services, the child shall be referred to the IEP Team.

B. All of the notes from the pre-referral team meetings and all of the data collection procedures and charts shall be considered by the IEP Team and shall become part of the child’s special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child’s cumulative folder for future reference and for ongoing educational planning.

C. The general education interventions shall continue while the referral is being handled by the IEP Team and the resulting data shall become part of the child’s special education file.

D. Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these pre-referral procedures, and the failure to use a pre-referral process may not be used in special education due process proceedings to establish that a school has failed to meet its child find or referral obligations.
Section 5
Utilization of a Variety of Funding Sources Within an RTI Framework

School administrative units have the ability and flexibility to align available resources to support the full implementation of their RTI plan. SAUs are encouraged to plan for the possible use of the following funding sources to support training and implementation of the critical plan components.

STATE FUNDS

Essential Programs and Services
The Early Childhood Education and Targeted K-2 funds could be used for components of the RTI plan if appropriate to the age group of focus.

State Grant Funding
The Maine Department of Education does award funds to promote primary initiatives and RTI work may be eligible for funding as these monies become available.

FEDERAL FUNDS:

Federal Entitlement Funds Under NCLB
Title funds, under certain circumstances, can be used to help support the district RTI plan. The cost of professional development can be shared among several federal programs. It is our current understanding that, because the State is not mandating particular interventions, resources and materials, SAUs may use these funds within the guidelines of each Title to provide district-appropriate interventions, resources and materials.

Title IA (Basic Programs for Academic Achievement of the Disadvantaged)

In a schoolwide project (SWP), RTI could be part of a SWP Plan and all NCLB funds used to implement the initiative. SWP planning requires a year of planning and is intended to be a school reform initiative. A plan format and other information are located on the NCLB Web Page in the Title IA section. Schools interested in becoming a SWP must have at least 40% poverty.

In a Targeted Assisted Program (TAS), Title IA paid staff may work only with students who have met the SAU’s Title IA eligibility criteria. Although RTI is not a state mandate, SAUs must still meet the supplement not supplant provisions. For example, district wide initiatives may not be funded in Title IA schools with Title IA funds and state/local funds in non-Title IA schools. Approximately 95% of Title IA schools are TAS.

The United States Department of Education is preparing guidance regarding the use of Title IA and IDEA funds to implement RTI. It is anticipated that it will be released soon along with an on-line presentation.
Continuous Improvement funds could be used for RTI training if it is the only school to receive the training and it is part of the CIPS plan.

**Title IB (Reading First)**
Reading First: Schools that receive Maine Reading First sub-grant funding for the development of comprehensive K-3 reading programs and intervention supports may use their funding to support the core components of an RTI framework as these components apply to scientifically based reading instruction and assessment practices. Reading First funds may be used, as available, to provide professional development in scientifically based reading instruction and assessment practices related to RTI components as they relate to reading.

**Title IC (Migrant)**
Migrant funds may be used for a migrant child if there is no other funding source available.

**Title IIA (Professional Development)**
Title II funds designated for professional development could be used to support RTI implementation. These funds can be used for professional development personnel, training, or supplies and materials that are directly related to professional development.

**Title IIA Competitive Grants (State Agency for Higher Education)**
These funds are competitive professional development funds for partnerships of high need LEAs and teacher preparation programs. RTI work may possibly be applicable to existing grants. If applying for a grant under this Title, developing an RTI framework could be part of the proposal.

**Title IIB (Math and Science Partnerships)**
These funds are competitive funds for partnerships of high need LEAs and colleges of arts and science for professional development in math science and/or engineering. RTI work may possibly be applicable to existing grants. If applying for a grant under this Title, developing an RTI framework could be part of the proposal.

**Title III (English Language Learners)**
Title III funds may be used to support supplemental services for ELL students.

**Title V**
REAP to Title V: Funds from NCLB titles may be transferred into Title V Innovative Education to set up projects to support RTI. Small, rural school administrative units (SAUs) may reap-flex funds for use in Title V projects that would support the goals of RTI.

**Title VI**
Title VI Rural and Small Schools funds that rural SAUs receive directly from the federal Department of Education could be used to support RTI.
Federal IDEA Part B Dollars
Currently, districts are required to allocate 5 percent of their IDEA Part B flow-through funds for professional development. This allocation may be used for training to support implementation of the RTI plan. Districts may also use up to 15 percent of special education funds to support implementation of the RTI plan, i.e., to develop and implement scientific, scientifically-based interventions for students in grades K-12 not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. Only those districts determined to have significant disproportionality based on race/ethnicity in the identification, placement or discipline of students with disabilities must use 15 percent of their funds for this purpose. Funds may be used to:

1) Deliver professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientific, scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.
2) Provide information and training for parents.
3) Provide educational and behavioral evaluations and assessments, services and supports, including scientifically-based literacy instruction.
Section 6

Frequently Asked Questions

Compliance

What is the state’s definition of RTI?
RTI provides a framework in which schools can deliver early intervening services. It is a systematic prevention approach, the foundation of which is quality core instruction within the general education classroom. RTI processes focus on how well students respond to changes in instruction or “interventions.” Supplementary supports and interventions, both academic and behavioral, are provided to struggling students based on data collection and analysis. These supports and interventions vary in intensity based on student need, and will be provided by a variety of personnel, working collaboratively with general education and special education teachers.

What are the essential elements of an RTI framework?
Required Core Components of RTI
• high quality, scientifically-based instruction and behavioral support in general education
• universal (school wide or district wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions
• multiple tiers of instructional strategies that are progressively more intense and include the use of scientific, scientifically-based interventions matched to student needs
• continuous monitoring of student performance during interventions using objective data to determine if students are meeting goals and to inform instructional decision making
• use of a collaborative or problem-solving approach by school staff in developing, implementing, and monitoring the intervention process
• follow-up measures assuring that interventions were implemented as intended and with appropriate consistency
• parent involvement throughout the process

Are all schools and districts required to develop an RTI framework? What is a specific timeline for when components of an RTI framework need to be in place?
Response-to-intervention (RTI), or pre-referral procedures reflected in Maine Unified Special Education Regulations, Section III, requires a multi-step process of providing interventions and supports to students who struggle to meet appropriate behavior and learning benchmarks that will be fully implemented by July 2010. The Department has reflected in the Maine Regulation Chapter 101, Section III that “the pre-referral procedure will be fully implemented by July 1, 2010.”
How will districts provide DOE with evidence of an RTI framework and implementation?
As part of Basic school approval pursuant to Maine Regulation Chapter 125 school administrative units will need to indicate that they have a plan. Further, “the Local Entitlement application will include a new objective under Procedures for Program Implementation. Each DISTRICT will report, as part of the EFS-09E [annual reporting on the objectives], the steps that it is taking to move to full implementation by 2010.

How will districts determine if their RTI framework is effective?
RTI programming is based on benchmarks and utilizes several sources of data. Districts will be able to collect and review evidence as part of the process.

Funding Questions
What portion of EPS funding is to be used for implementation of an RTI framework?
Within the Essential Programs and Services (EPS) formula certain categories of funds can be used to support training and development of an RTI framework. Approximately $90 per student is made available for professional development, $40 is non-discretionary and can be used in any way the district chooses. $50 must support students’ mastery of Maine Learning Results standards.

Can the development of PLCs or collaborative cultures in schools be funded from traditional PD sources?
Any professional development training or materials and resources needed for professional development for RTI can be purchased with Title IIA funds. Professional learning communities are either required or encouraged for competitive grants under Title IIA and Title IIB.

Is there real additional funding for implementing specific components of RTI, such as a data manager?
It is expected that districts will leverage their current resources to support this work. Schools should be already gathering data for a number of different purposes. Many schools who are now implementing RTI are using their existing data in new ways. Although the identification of a data manager is a recommended component, often the existing data personnel are part of the RTI team.

What sources of funding could be pooled to support RTI procedures?
There are a variety of state and federal funding sources which could support RTI programming. Please see, Section 5: Funding in Maine Response to Intervention/Pre-referral Guide for more detail.
**Scientifically Based Interventions**

What is a scientifically based intervention?
Scientifically based interventions are those that can provide evidence that they are based on scientifically based research as defined in Section 9101(37) of the No Child Left Behind Act (NCLBA) of 2001. [http://www.ed.gov/programs/teacherqual/guidance.doc](http://www.ed.gov/programs/teacherqual/guidance.doc)

Section 9101(37) of ESEA, as amended by NCLB, defines scientifically based research as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” The statute then explains that this kind of research:

1. Employs systematic, empirical methods that draw on observation or experiment;

2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Note: practitioner journals or education magazines are not the same as peer-reviewed academic journals.)

For resources and activities on Scientifically based research visit [http://bmoodyasaa.edublogs.org/scientifically-based-research/](http://bmoodyasaa.edublogs.org/scientifically-based-research/).

**Are there lists of scientifically based “interventions” for various content areas and grade levels?**
There are many excellent resources for information about scientifically based interventions. A suggested list follows.
You can see the Access Center’s website for a number of good resources across content areas:  
http://www.k8accesscenter.org/index.php

Education Development Center, Inc. (EDC), the American Institutes for Research (AIR) and WestEd are pleased to serve as the new Northeast and the Islands Regional Educational Laboratory (REL Northeast and Islands), under a five-year contract from the Institute of Education Sciences (IES) beginning in March, 2006. The REL Northeast and Islands region includes the six New England States (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont), New York State, Puerto Rico, and the Virgin Islands. The core theme underlying the work of REL Northeast and Islands is evidence-based education. The overarching goal of our work is to help preK-16 educators, at the state, district, and school levels, increase their use of scientifically-based evidence to improve student achievement and reduce performance gaps among student groups. By providing an independent source of scientific evidence, and by promoting and enabling its use to inform decisions about education policies and programs, REL Northeast and Islands will also "further the transformation of education into an evidence-based field, and thereby enable the nation to educate all of its students effectively."

http://ies.ed.gov/ncee/edlabs/regions/northeast/

Iowa’s Content Network teams used documentation forms to record their review of research studies in reading, mathematics, and science. All reviews are on the Content Network website. Because the teams provided extensive detail regarding each study, their reviews will provide enough information in most cases to determine if the content is relevant to your goals and student needs. To see a brief summary and the reviews, go to the Content Network website:  
http://www.iowa.gov/educate/prodev/main.html

The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The WWC aims to promote informed education decision making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions (programs, products, practices, and policies) that intend to improve student outcomes. The WWC is administered by the U.S. Department of Education's Institute of Education Sciences through a contract to Mathematica Policy Research, Inc., a nationally recognized leader in education research and in rigorous reviews of scientific evidence. Subcontractors to the project are Analytica, Chesapeake Research Associates, Coalition for Evidence-Based Policy, CommunicationWorks, Empirical Education, Inc., Human Resources Research Organization, ICF-Caliber, Optimal Solutions Group, RAND Corporation, RG Research Group, SRI International, Twin Peaks Partners, University of Arkansas, and the University of Wisconsin.

http://ies.ed.gov/ncee/wwc/

Doing What Works is a website dedicated to assisting teachers in the implementation of effective educational practices. The Doing What Works website contains practice guides developed by the Department’s Institute of Education Sciences that evaluate research on the effectiveness of teaching practices described in the guides. The website also contains examples of possible ways this research may be used, but not necessarily the only ways to implement these teaching practices.

Organizing instruction to maximize student learning is essential if students are to meet the academic requirements of the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Improvement Act (IDEA). This topic area in the national Comprehensive Center for Teacher Quality website provides a selection of resources designed to offer proven strategies to enhance teacher instruction and student learning.


The Florida Center for Reading Research conducts reviews of intervention programs for reading and posts their reports online for review. http://www.fcrr.org

Are there suggested listings of tier 1, 2, or 3 interventions?
Yes there are several very reliable resources for helping you think about tiers of interventions.

RTI for Success

This PDF file contains a section of a report from the National research center of Learning Disabilities.

The entire document, “Response To Intervention (RTI): How To Do It can be found at http://www.nrclld.org/rti_manual/index.html

Curriculum Based Measurement, Universal Screening and Progress Monitoring

What subject areas and behavior benchmarks need to be screened to be monitored?
For academics: Literacy, Math and Writing
For behavior: School wide positive behavioral support standards. (What the school or district had determined to improve social outcomes, reduce problem behaviors and create a positive and safe educational setting.)

Are there lists of acceptable Curriculum Based Measures?
Like scientifically based interventions, there are many well developed lists of Curriculum Based Measurements (CBMs.) Several reading and math CBMs may be obtained from the following sources.

See the National Center on Student Progress Monitoring’s Tools Chart at http://www.studentprogress.org/chart/chart.asp

AIMSweb is based on CBM. It provides materials for CBM data collection and supports data use. AIMSweb measures, administration and scoring guides, and software are available for purchase on the Internet:

Internet: http://www.aimsweb.com or http://www.edformation.com
Phone: 888-944-1882
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. DIBELS measures, administration and scoring guides, and information on the automated data system are available on the Internet:

Internet: http://dibels.uoregon.edu/

Edcheckup (Reading and Math CBM) offers an assessment system for screening student performance and measuring student progress toward goals in reading that is based on the CBM model. Edcheckup reading passages are available for purchase on the Internet:

Internet: http://www.edcheckup.com
Phone: 952-229-1440
Mail: WebEdCo
7701 York Avenue South, Suite 250
Edina, MN 55435

Yearly ProgressPro™ (Reading and Math CBM), from McGraw-Hill Digital Learning, combines ongoing formative assessment, prescriptive instruction, and a reporting and data management system to give teachers and administrators the tools that they need to raise student achievement. Information on the McGraw-Hill computer software is available on the Internet:

Internet: http://www.mhdigitallearning.com
Phone: 800-848-1567, ext. 4928

University of Maryland Materials for CBM Passage Reading Fluency tests and CBM Letter Sound Fluency tests were developed and researched using standard CBM procedures. The CBM measures are free to download and use. The CBM measures, teacher scoring sheets, administration instructions, and scoring instructions are on the Internet:

http://www.glue.umd.edu/~dlspeece/cbmreading

Vanderbilt CBM materials were developed and researched using standard CBM procedures. Curriculum-Based Math Computation Probes include 30 alternate forms at each grade level for grades 1-6. Curriculum-Based Math Concepts/Applications Probes include 30 alternate forms at each grade level for grades 2-6. Each comes with a manual that provides supporting information (e.g., technical information, directions for administration, and scoring keys).

Phone: 615-343-4782
Email: flora.murry@vanderbilt.edu
Mail: Flora Murray
Peabody #328
230 Appleton Place
Nashville, TN 37203-5721

Vanderbilt CBM (ReadingCBM ) materials were developed and researched using standard CBM procedures. The CBM measures are free, except for copying costs, postage, and handling. The CBM measures, scoring sheets, administration instructions, and scoring instructions are available:
How can assessments such as Dibels, DRA, Lexia, SRA, Read 180, NWEA, MAPs, LADs, systematic observations, fit into an RTI framework?

See the National Center on Student Progress Monitoring’s training module on using Student Progress Monitoring in an RTI Framework and related resources at http://www.studentprogress.org/weblibrary.asp#rti

Developing RTI Frameworks and Plans

What is an RTI framework?
The RTI framework can also be defined as the “required core components” as referenced in Section 1: Maine State Response to Intervention/Pre-Referral Guide

Core Components:
- high quality, scientifically-based instruction and behavioral support in general education
- universal (school wide or district wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions
- multiple tiers of instructional strategies that are progressively more intense and include the use of scientific, scientifically-based interventions matched to student needs
- continuous monitoring of student performance during interventions using objective data to determine if students are meeting goals and to inform instructional decision making
- use of a collaborative or problem-solving approach by school staff in developing, implementing, and monitoring the intervention process
- follow-up measures assuring that interventions were implemented as intended and with appropriate consistency
- parent involvement throughout the process
- local polices establishing pre-referral process
- identification of a data manager

Will the DOE be providing prescriptive templates and specific guidelines for what is meant by an RTI framework?
No specific templates will be provided. Specific guidelines are provided on the core components of RTI in Section 1 of the Maine State Response to Intervention/Pre-Referral Guide and in Chapter 101 Maine Unified Special Education Regulation Birth to Age Twenty.

In a K-8 building does the RTI framework look the same for a K student as an 8th grade student?
The framework (core components) will be the same. The specific screening tools, interventions and monitoring may vary.

**Within a district can RTI frameworks differ from building to building?**
The framework (core components) should remain the same within a district. How this is structured may vary based on student needs from building to building.

**Should RTI frameworks look the same across all districts?**
The framework (core components) remains as a guide for districts’ to develop individual district and/or building plans.

**What sort of support will the DOE be providing as schools develop their RTI plans?**
Future professional development opportunities will be available from DOE along with continued development of website resources.

**Are there sample RTI plans to look at?**
NASDSE has two documents in its Response to Intervention (RTI) **Blueprint** series which are available for free download and/or purchase of print copies. The two **Blueprints, Response to Intervention Blueprints for Implementation: District Level** and **Response to Intervention Blueprints for Implementation: School Building Level**, provide step-by-step implementation guidelines, resources and tips from RTI implementers with many years of experience. The **Blueprints** are intentionally designed to provide a framework around which RTI implementation can be built. [http://www.nasdse.org/](http://www.nasdse.org/)

**Collaborative Decision Making Groups, Structures and Processes**

**What roles do RTI teams, SAT teams and PLCs play in an RTI framework?**
Within any school or district there may be a number of collaborative decision making teams. While each of these may serve a particular function there is no requirement to have each within an RTI framework. What is required is collaborative, team based decision making. Please be sure to see the core component on Collaborative Decision Making found in section 2 of Maine’s Response to Intervention/Pre-Referral Guide, for further guidance.

**How does a collaborative decision making team determine whether interventions are scientifically based?**
There are several resources available to provide guidance as to what is a scientifically based intervention. For a list of examples and resources please see the Scientifically Based Intervention portion of Section 6 (FAQs) in Maine’s Response to Intervention/Pre-Referral Guide.

**What are the various roles and responsibilities within and RTI framework?**
The answer to this question is dependent upon the particular needs and resources within each school and/or district. In general, implementation of an RTI framework will require significant shifts in roles and responsibilities between special education and general education. This change process will require significant discussion and definition for each site. The roles and responsibilities defined by each school or district must be adequate to ensure the Core Components outlined in Section 2 of *Maine’s Response to Intervention/Pre-Referral Guide*, are implemented. An excellent resource for any school or district struggling with these definitions is the *NASDE Response to Intervention Blueprint Series* found at [http://www.maine.gov/education/rti/index.shtml](http://www.maine.gov/education/rti/index.shtml).

**How will teams determine if an intervention was applied appropriately and how will they determine if it was effective?**

There are many resources regarding best practices as related to scientifically based intervention. Determining and evaluating the fidelity of practice in the implementation of an intervention will be a local decision. For further guidance, please refer to Section 2, core component titled, *Follow-up measures assuring that interventions were implemented as intended and with appropriate consistency.*

**Data Collection**

**What are the recommendations for data collection and storage?**

Chapter 101, Special Education Regulations outlines specific guidelines for data collection and storage. All of the notes from the pre-referral team meetings and all of the data collection procedures and charts should be considered as part of the IEP process and will become part of the student’s special education file. Documents for students who do not qualify for special education services should be kept in the student’s cumulative folder.

**Will the state’s new data system be able to help manage data generated within an RTI framework?**

At this time, the data collection process is expected to be handled at the district level.

**Will there be support for data collection and a person to guide that process? Will there be guidance for how to initialize a person/position district wide?**

It is expected that *districts* will leverage their current resources to support this work. Schools should be already gathering data for a number of different purposes. Many of these schools who are now implementing RTI are using their existing data in new ways. Although the identification of a data manager is a required core component, often the existing data personnel are part of the RTI team.

**Identification Concerns**

**What other exceptions, besides sensory impairment are there to the RTI process…..severe Autism, for example?**
Intervention at the regular education level, and any student’s response to it, is considered Best Practice in all situations, without exception. Pre-Referral Teams would be charged with the responsibility of monitoring the progress of all children and identifying those children who are at risk of failing. (Chapter 101, Section II, 23) If a child does not respond to intervention, and the pre-referral team decides to refer the child for special education evaluation, any pre-referral data should become part of the referral information.

According to Chapter 101, Section VII, 2, Eligibility Criteria for Children Three to Twenty, response to intervention must be considered in eligibility decisions for the following categories: Autism, Emotional Disturbance, Other Health Impairment, Speech and Language Impairment, and Specific Learning Disability. The other 9 eligibility categories do not require the IEP team to consider pre-referral data in determining whether a student has a disability.

If a child comes into the education system with eligibility established (from CDS or another district, such as likely would be the case for a child with severe Autism), pre-referral (RTI) is not considered. Sensory Impairment is not an eligibility category for Special Education and any child who does not have eligibility established should be afforded the opportunity for intervention through regular education.

Is the DOE going to look at the need for testing to identify processing concerns and IQ testing as a requirement for LD determination? RTI assessment provides a lot of instructionally useful information prior to a formal referral for testing. IS IQ testing really needed? When is enough, enough?

Eligibility for Specific Learning Disability, as defined by regulation (Chapter 101, Section VII, 2, Eligibility Criteria for Children Three to Twenty) requires, among other things, that a cognitive processing deficit be identified and that the deficit is directly related to the academic area of concern. Processing deficits are identified through various methods of cognitive assessment. An IQ score, in isolation, is no longer required. However, cognitive assessment is required to determine the presence or absence of a cognitive processing deficit.

A child’s lack of response to scientifically-based intervention techniques occurring in general education is another point of consideration for determining eligibility. For additional information on eligibility for students with Specific Learning Disabilities, see the State Form: L D Document.

What do we do with children who have gone through an RTI process year after year and have been tested but never qualified for special education?

These are likely children who do not have a disability (as defined by Chapter 101, Section VII, 2, Eligibility Criteria for Children Three to Twenty) but continue to experience difficulty mastering the regular education curriculum, despite a variety of interventions. The reasons for such lack of progress are myriad and may include, but are not limited to, low-below average cognitive ability, social and/or emotional difficulties.
that do not reach the level of significance of Serious Emotional Disturbance, social maladjustment, poor motivation, developmental delay, etc.

If schools have provided a variety of interventions that have not been effective and evaluation has determined that special education eligibility is not warranted, classroom curricular modifications should be considered. Curricular modification requires a change in content expectations rather than a need to help a student through the same material that other students can complete.

RTI resources may be extended to such students within the boundaries of each school’s capacity for and willingness to allow. If a team determines that a student is not benefiting from such resources, it may be prudent to request curricular modifications through the classroom teacher and discontinue level-2 intervention.

**Will RTI effectively dissolve SPED pull-out programs?**
No, not for students who are eligible for Special Education. RTI is a pre-referral process, whereas SPED pull-out programs are available, if determined, for students who are determined eligible for Special Education. Likely those students have already participated in some form of pre-referral intervention and not demonstrated a positive response. The subsequent hypothesis is that they need a greater level of frequency and/or intensity or more specificity of intervention for success.

**Parents**

**How are parents involved within an RTI framework?**
Parents know their child better than anyone else. They know their strengths and they know their weaknesses. No one can provide background information about their child better than their parents.

Families should be involved in the RTI framework at all levels. Parents want to ensure their children receive high quality education and will support their learning at home if they know what they should be doing.

**Why should parents be informed?**
It is better to inform families as soon as the school determines their child is experiencing learning issues to avoid any type of confrontational/adversarial relationship. If families are informed in the beginning, they can follow through on learning strategies at home.

**When should parents be informed?**
Parents should be informed immediately if and when their child is experiencing learning issues. They can provide the school with valuable information about their child’s learning. They should have information about the additional supports their child may receive so they can answer their child’s questions.

**How should parents be informed?**
Families should be informed in person or over the telephone. Never send a parent an e-mail or via mail. Families will want and need to be able to ask questions and get answers; therefore, conversations must be in person or on the telephone.

**What information should the school provide to parents about RTI?**
Schools should provide basic information to families on RTI. Too much information is often just that, too much information. Resource information should be provided to families to get more information. Maine Parent Federation has a parent-friendly booklet on RTI as well as other information for families. MPF also has Information Specialists who can answer questions and walk parents through the RTI system.

**What resources are out there for parents?**
Other resources available for families include:

- **RTI: A Primer for Parents**
  www.nasponline.org/resources/factsheets/rtiprimer.aspx

- **NCLD - LD Infozone-Response to Intervention**
  www.ncld.org/content/view/1002/389/

- **NCLD Talks: Response-to-Intervention: What Parents Need to Know ...**
  http://www.ncldtalks.org/content/interview/detail/1198/

- **Response to Intervention / Response to Instruction (RTI): New Ways ...**
  www.wrightslaw.com/info/rti/index.htm