

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# Essential Features of RTI: Opportunities for Support in Oregon

Tammy Rasmussen, MA

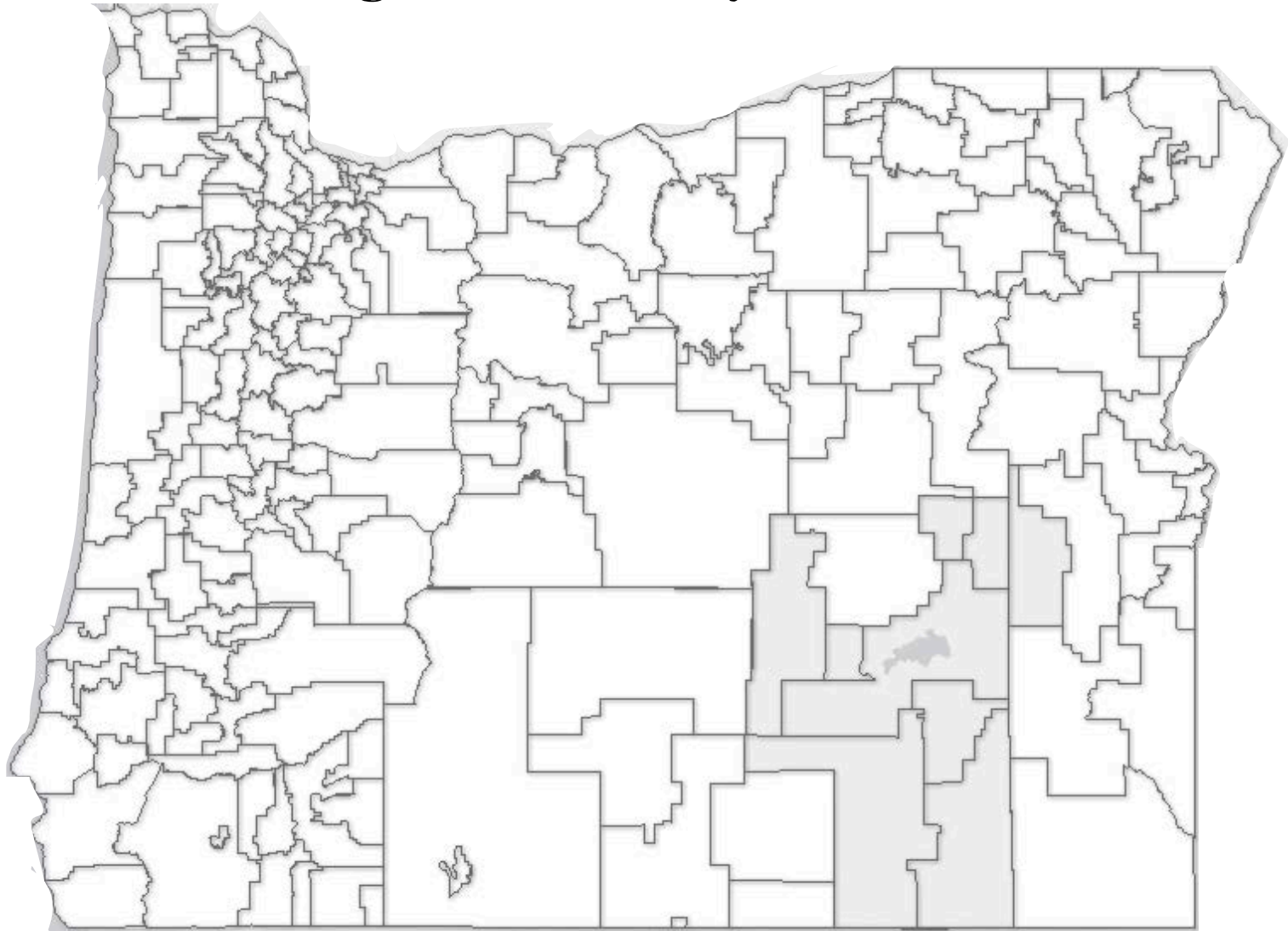


Oregon Response to Intervention

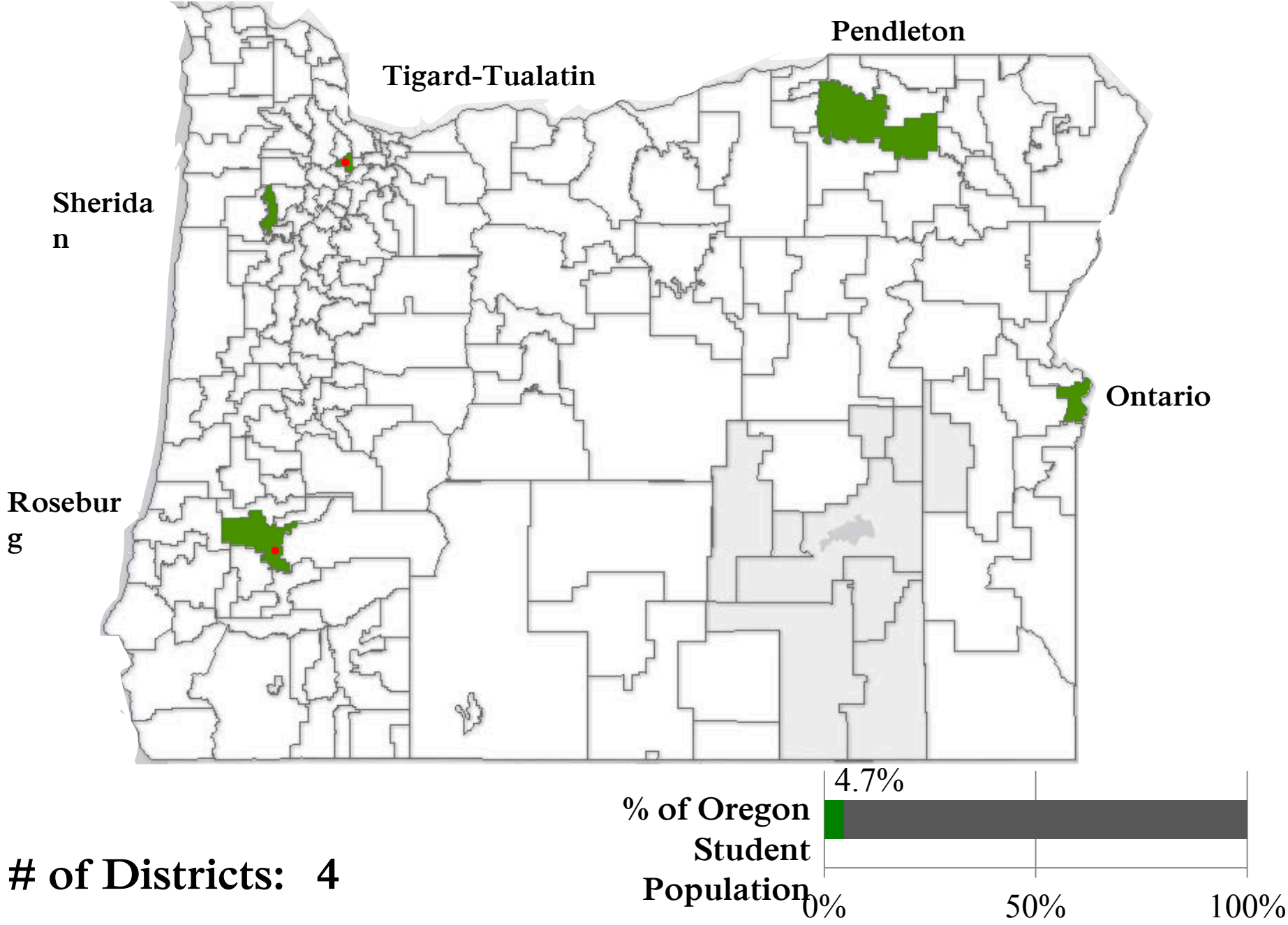
# Session Objectives

1. Introduce the OrRTI Project
  1. RTI: Myths and Facts
    1. Why RTI?
  2. Participation in the OrRTI Project: Opportunities, expectations, benefits
3. Answer your questions

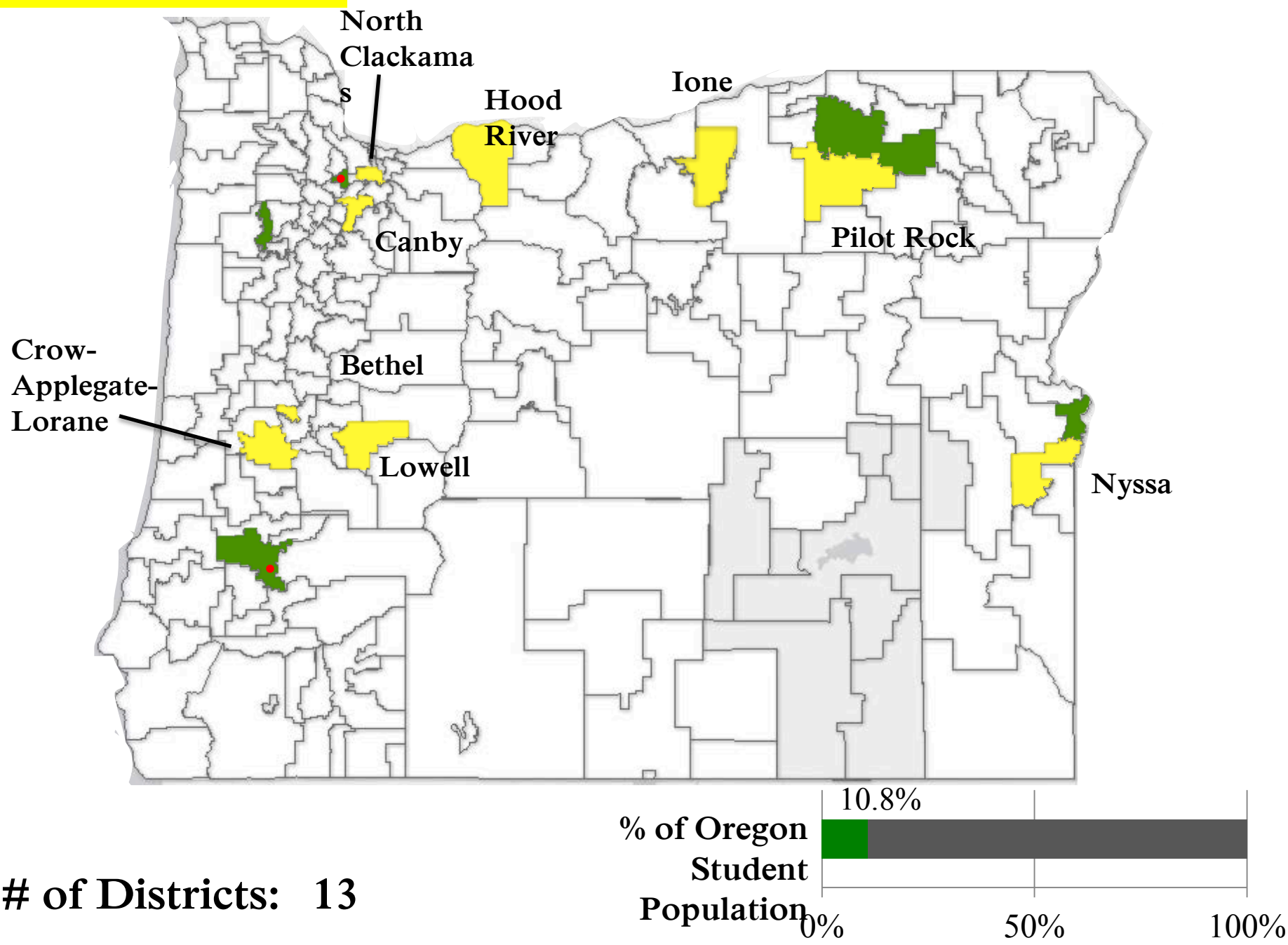
# Oregon RTI Project Growth



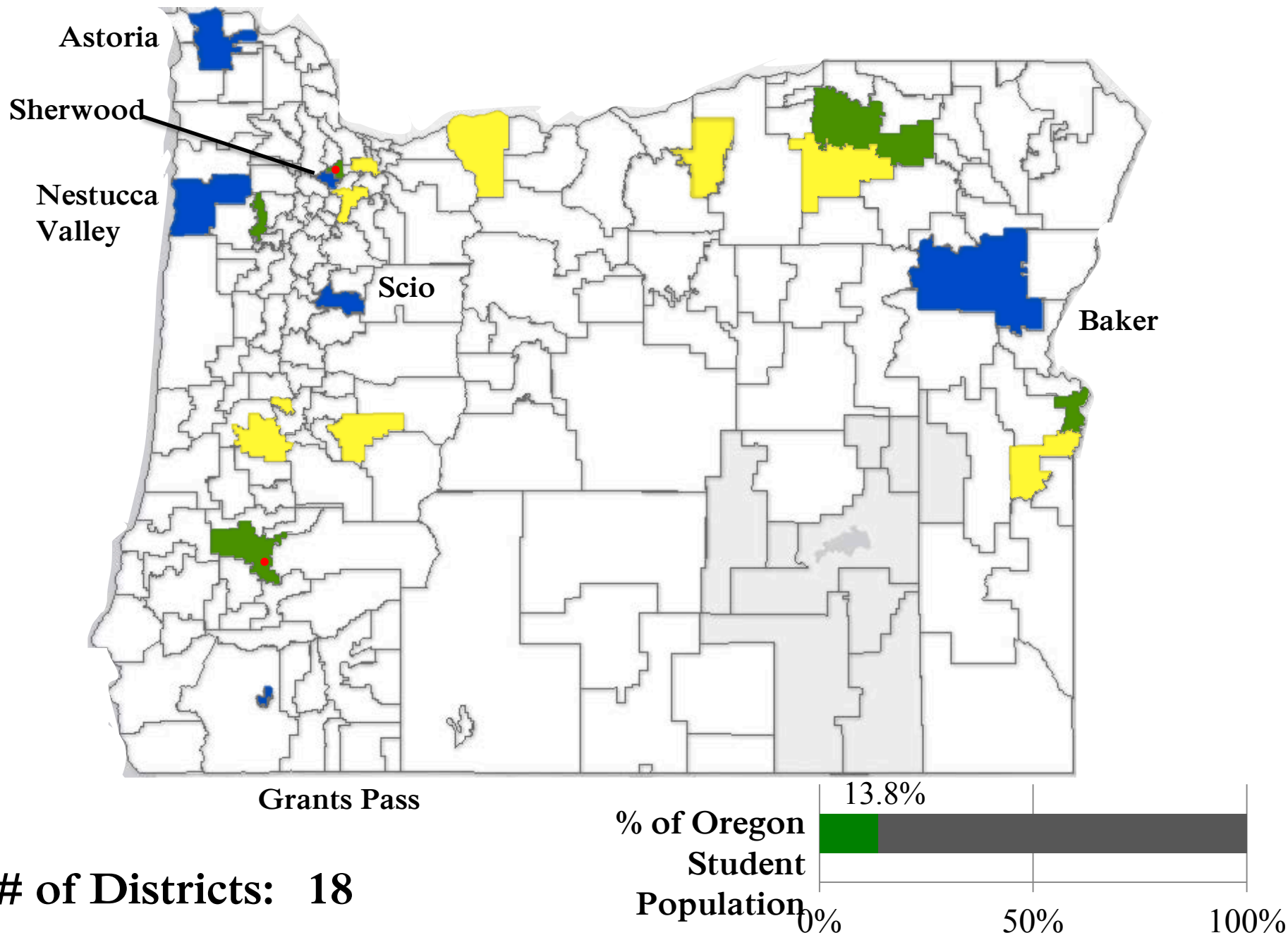
# Cadre 1: 2005-2006



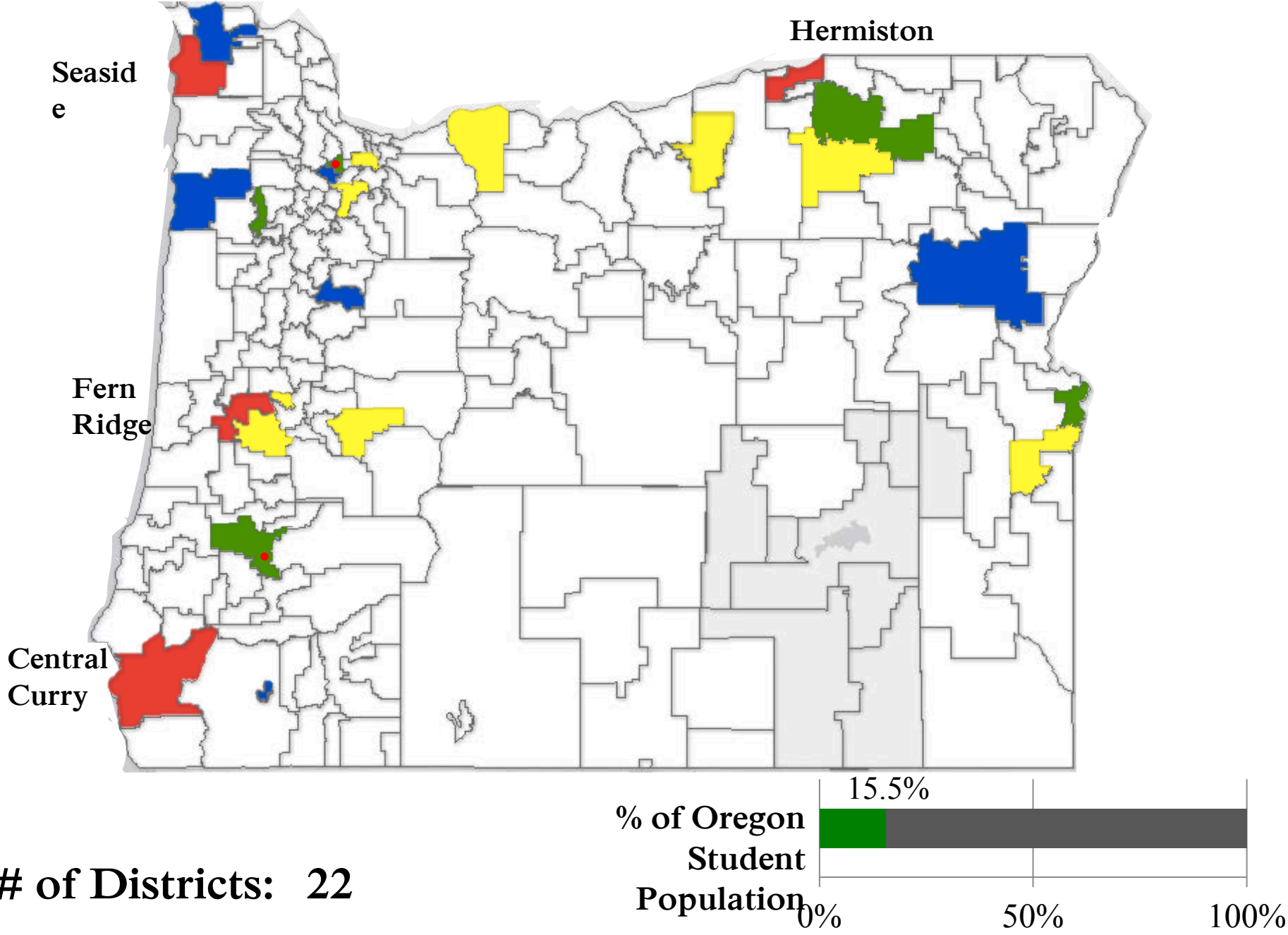
# Cadre 2: 2006-2007



# Cadre 3: 2007-2008

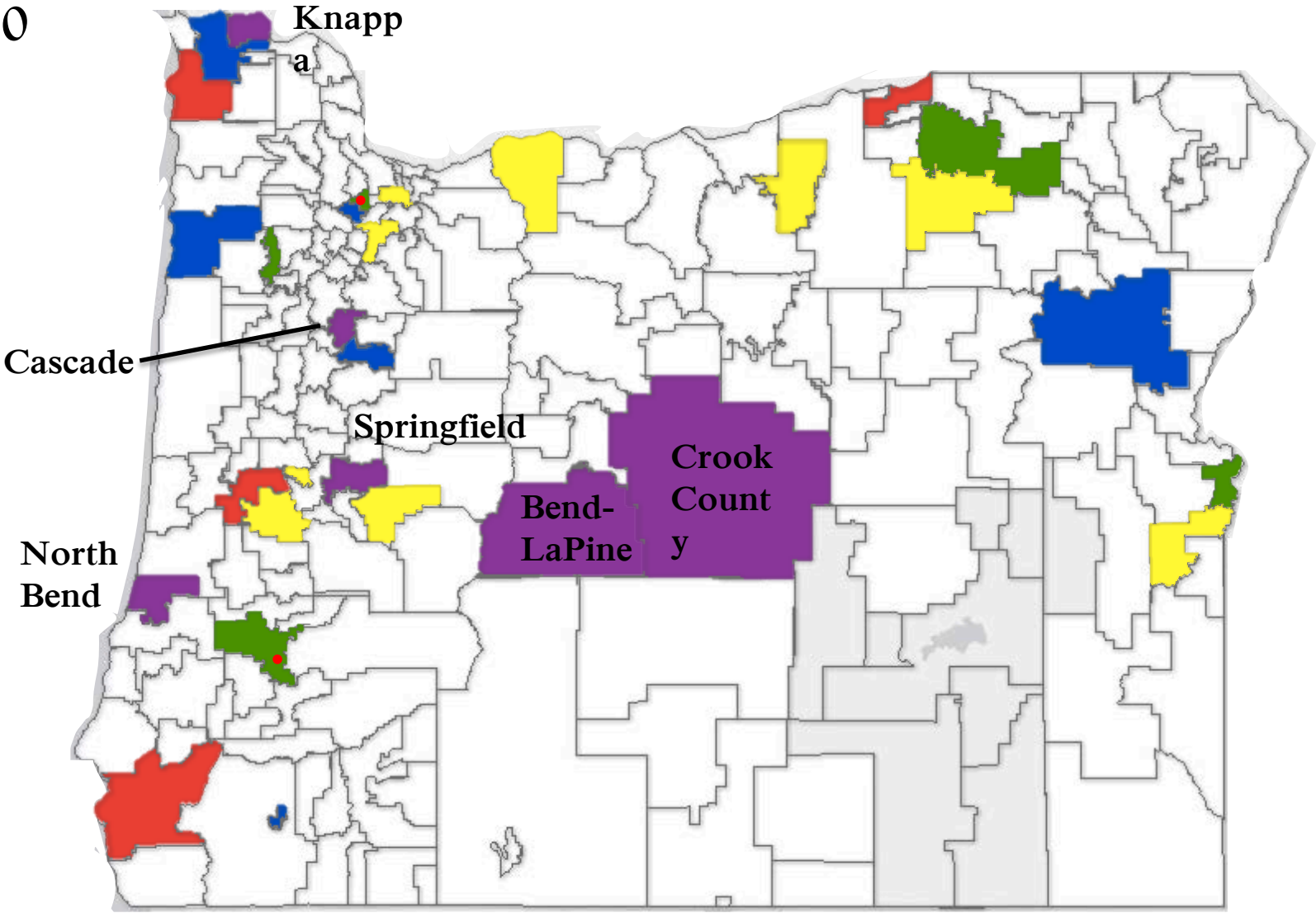


# Cadre 4: 2008-2009

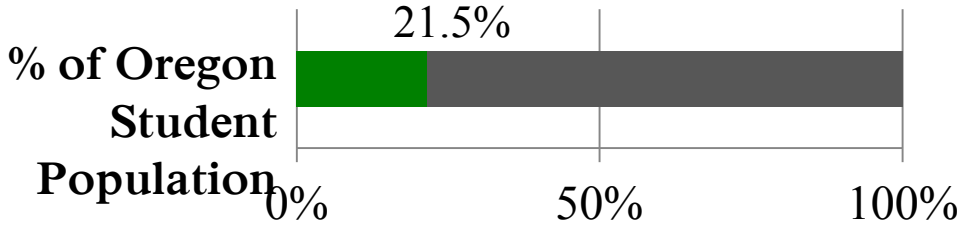


# Cadre 5: 2009-2010

2010

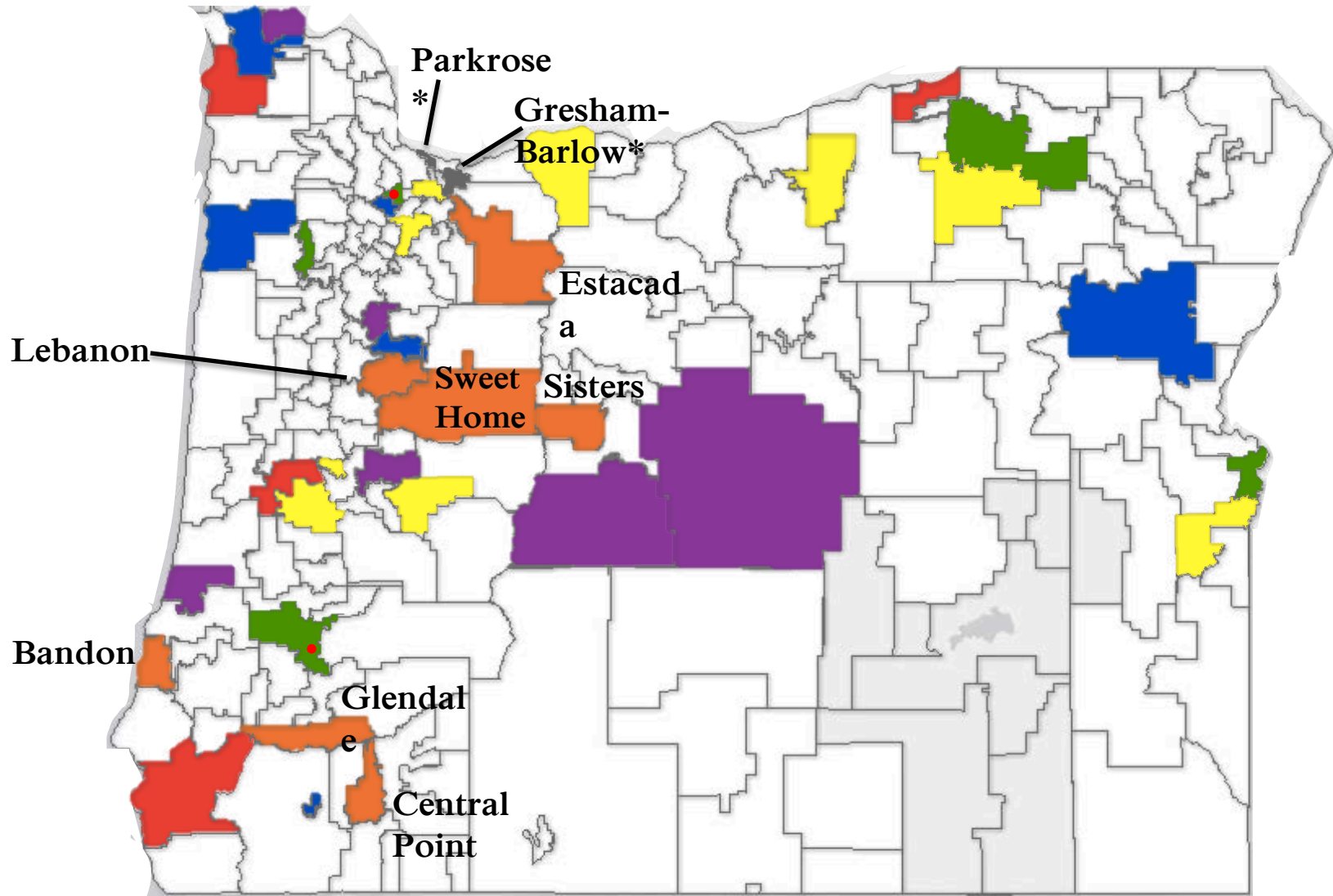


# of Districts: 28

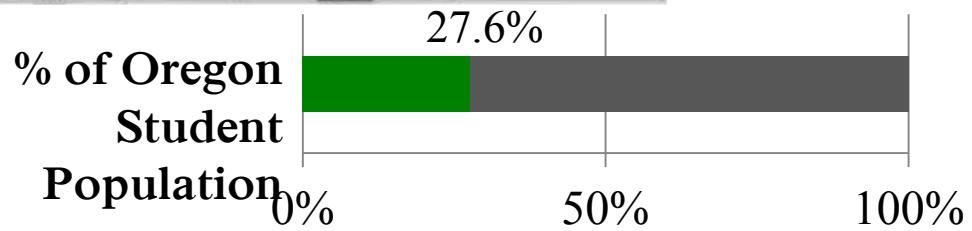




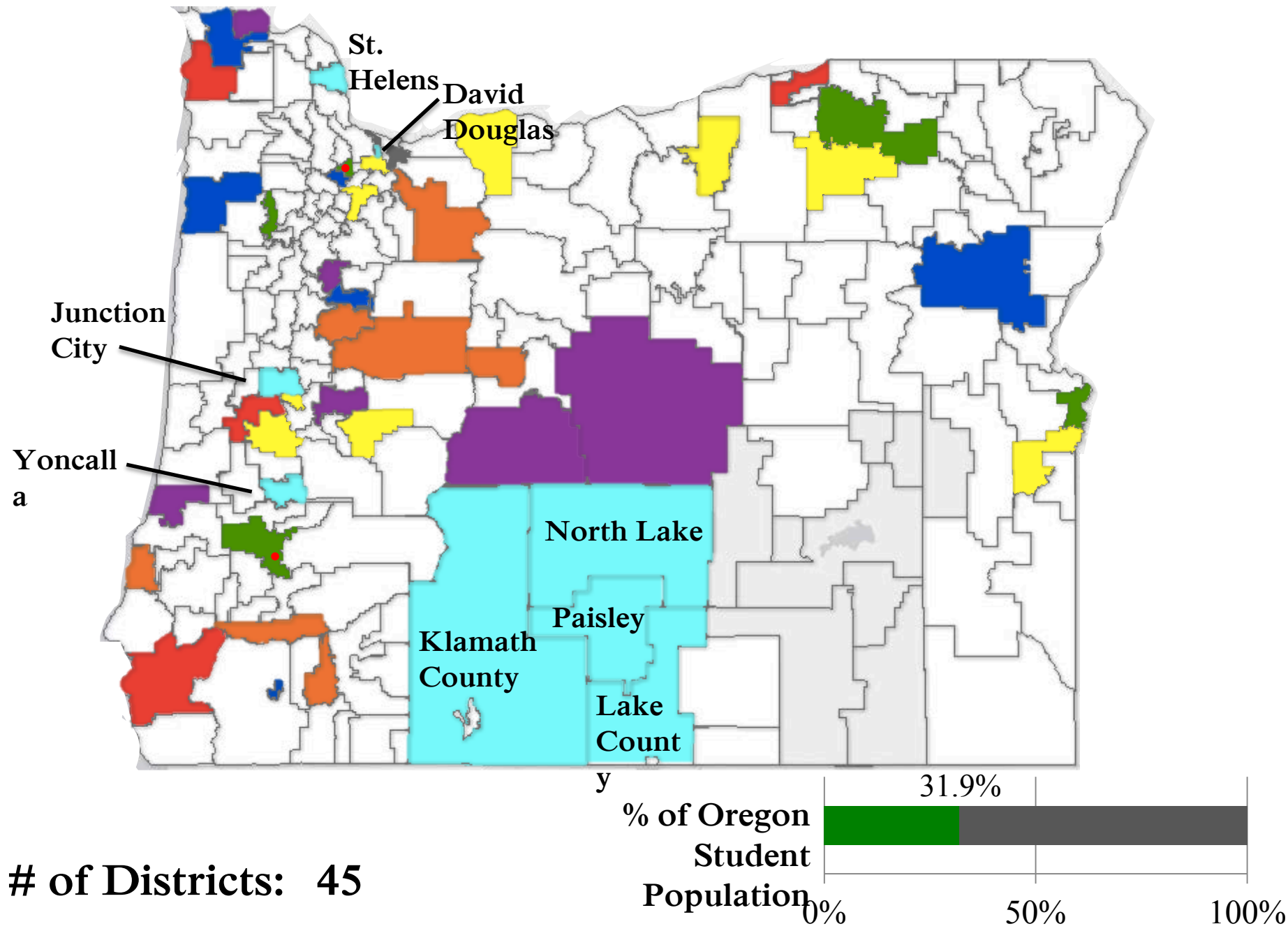
# Cadre 6: 2010-2011



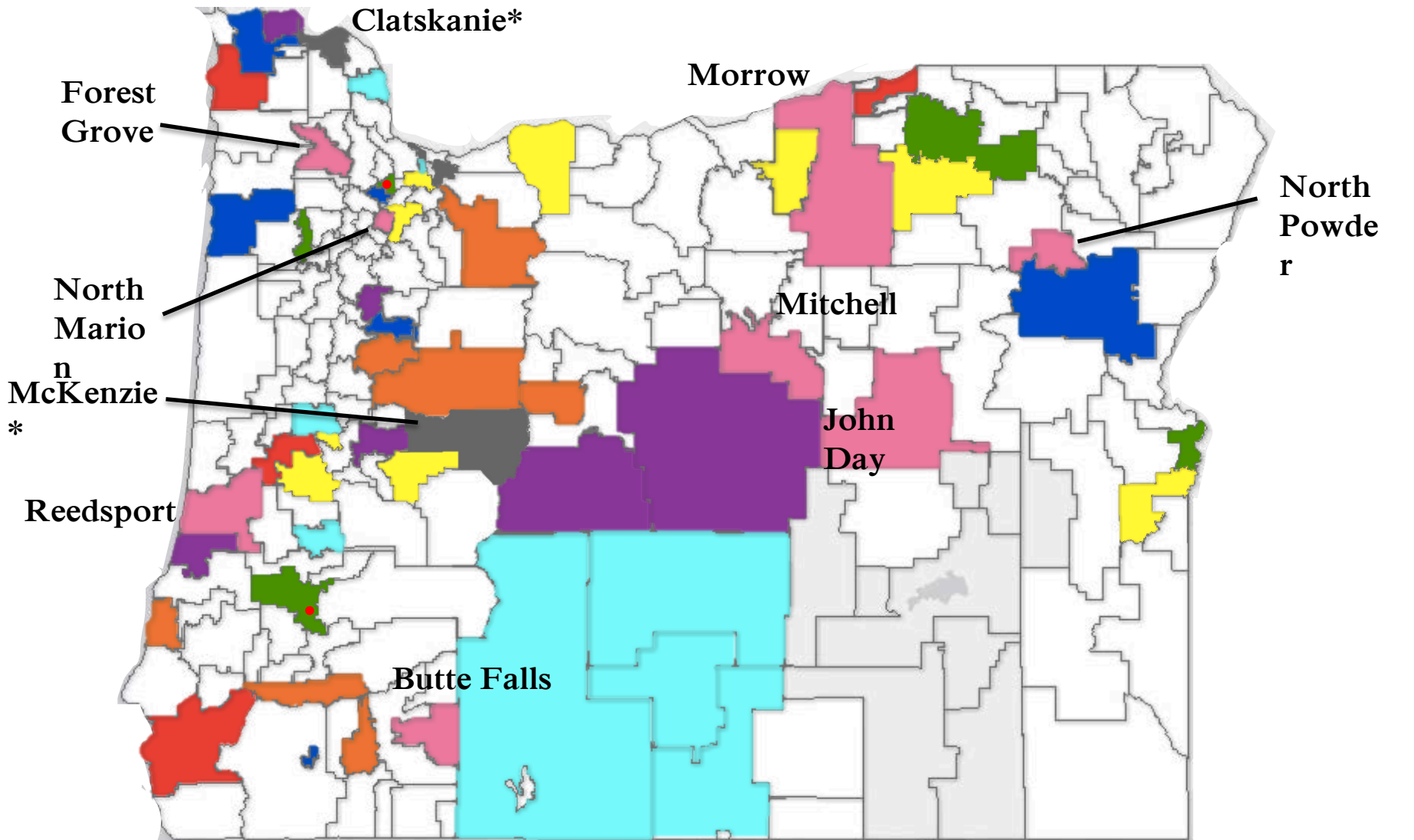
# of Districts: 37



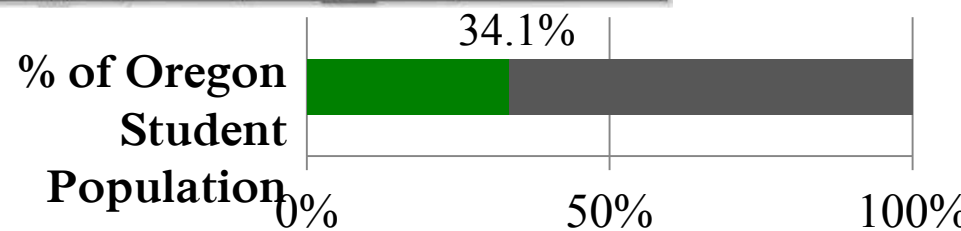
# Cadre 7: 2011-2012



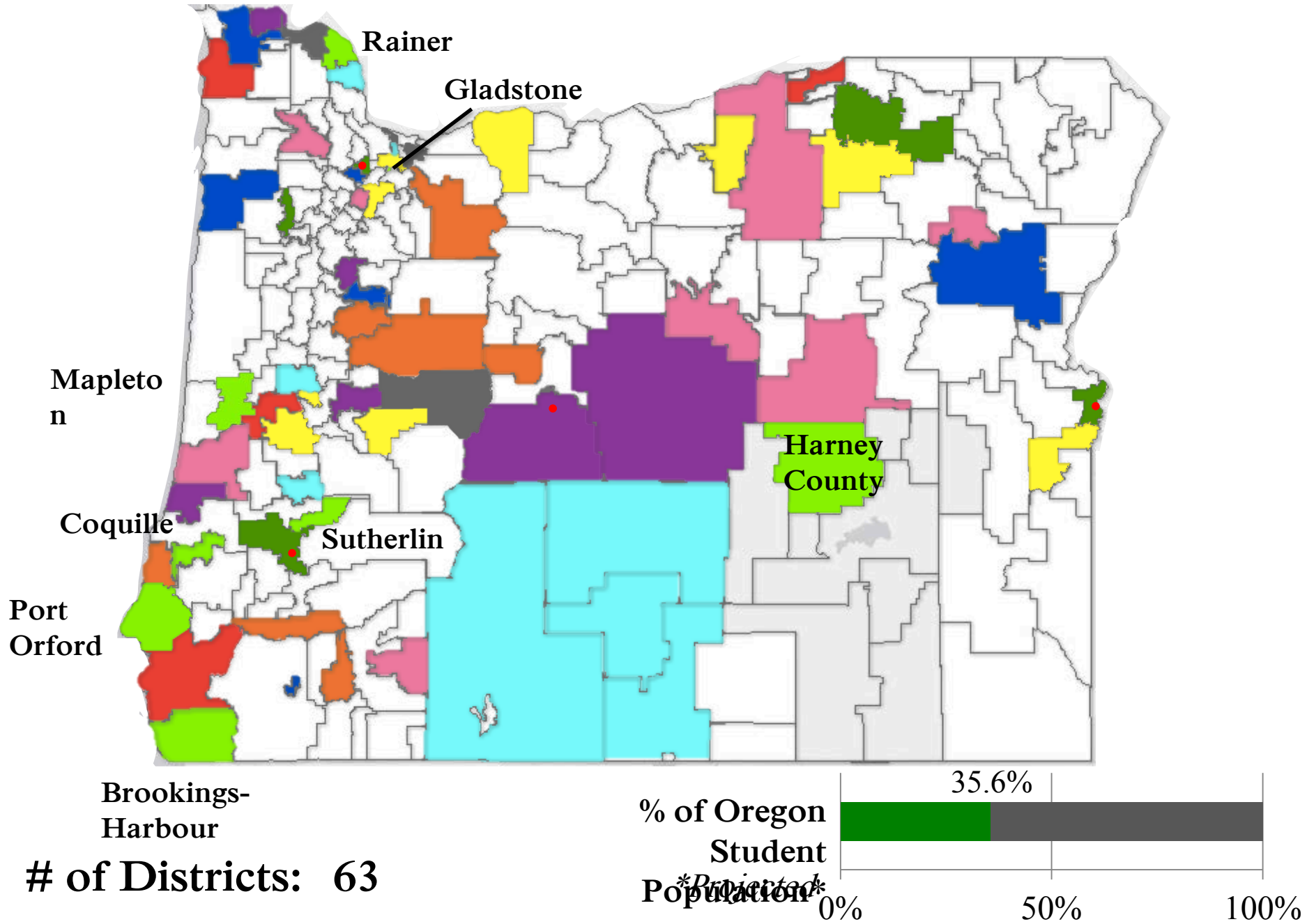
# Cadre 8: 2012-2013



# of Districts: 55



# Cadre 9: 2013-2014



# RTI: Myths and Facts

# INSTRUCTION

DATA-BASED  
DECISION  
MAKING

SPED  
referral?

ASSESSMENT

Formal  
Diagnostic  
*As needed*

Individual  
Problem Solving  
Team  
*6-8 weeks*

Progress  
Monitoring  
*Weekly-Monthly*

Tier 2/3  
Supplementa  
l Intervention

Tier 2/3  
Supplementa  
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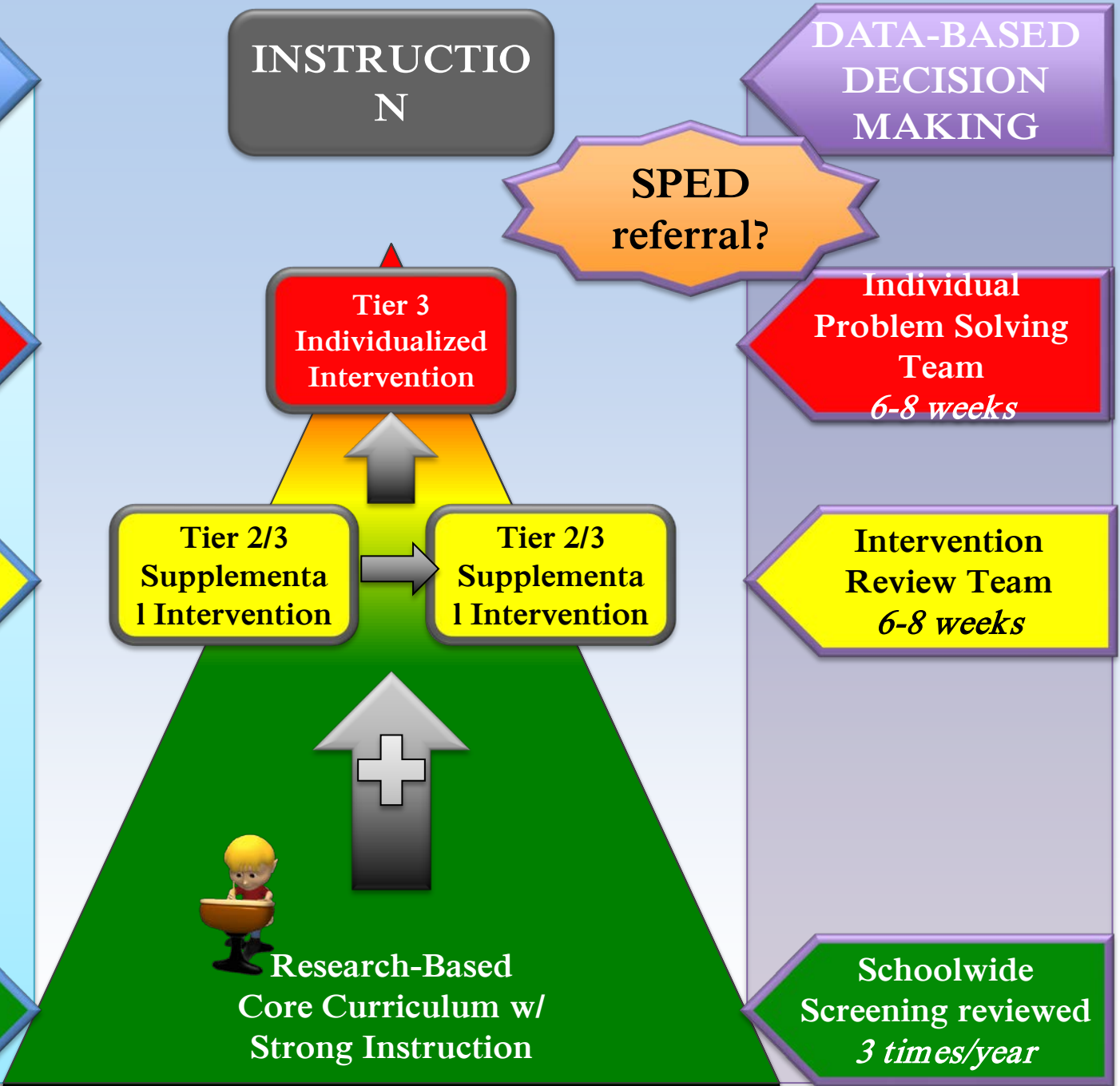
Intervention  
Review Team  
*6-8 weeks*

Tier 3  
Individualized  
Intervention

Universal  
Screening  
*3 times/year*

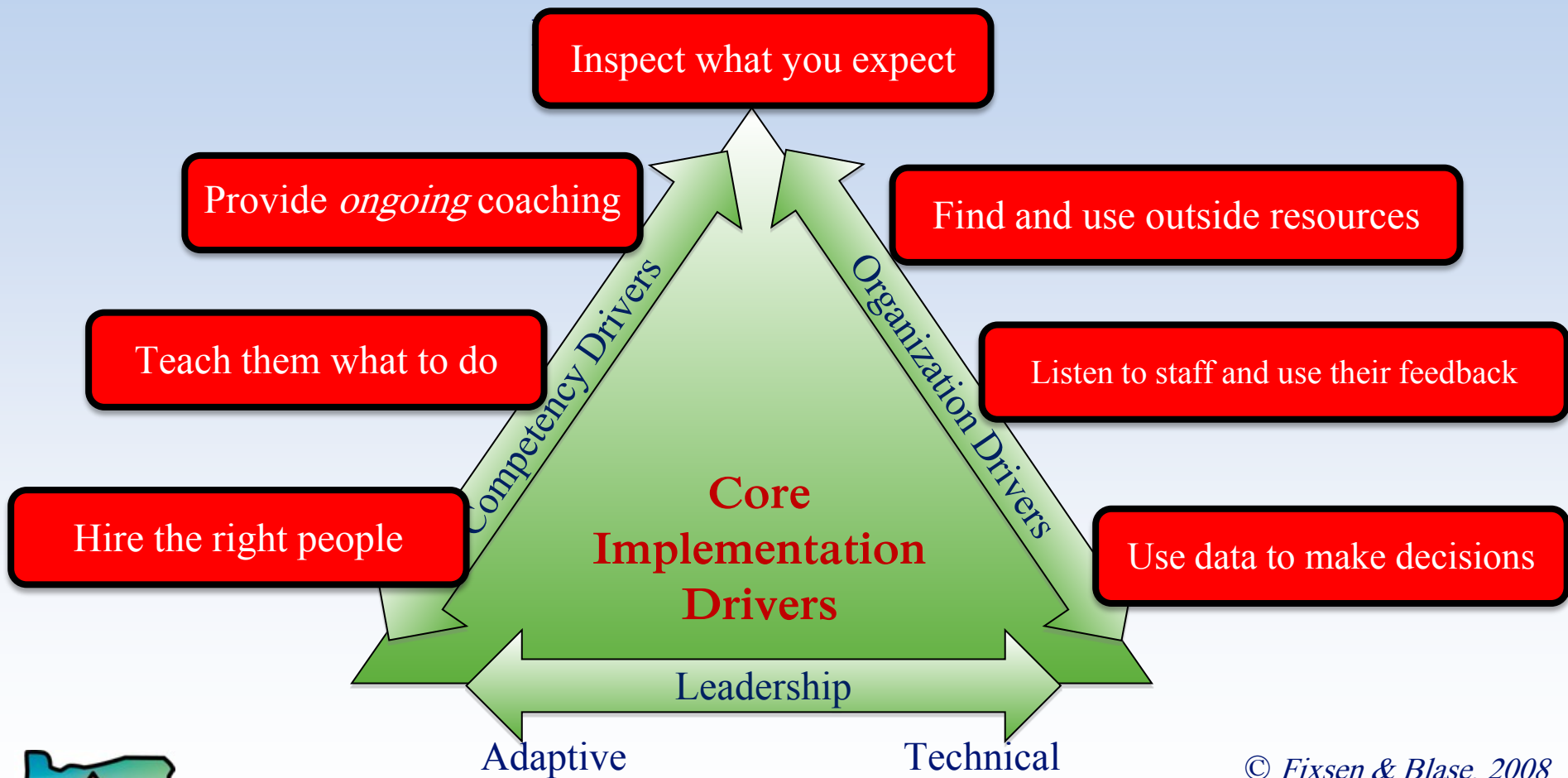
Research-Based  
Core Curriculum w/  
Strong Instruction

Schoolwide  
Screening reviewed  
*3 times/year*



# Implementation Science Drivers

## The *HOW*



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[www.oregonrti.org](http://www.oregonrti.org)

**Myth**

**Fact**



# Myth

# Fact

1. RTI is the new fad that will go away (i.e. “this too shall pass”)

# Myth

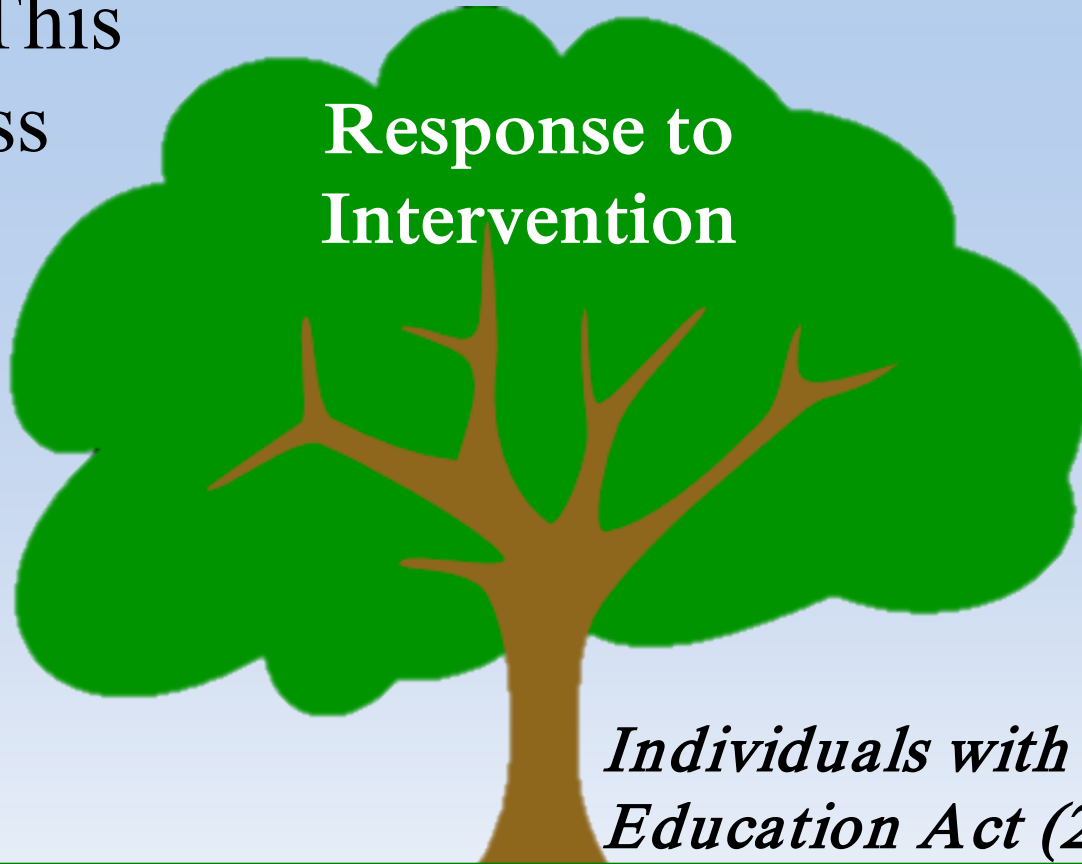
# Fact

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1. RTI is systematic method for delivering instruction, based on decades of research & effective large-scale implementation examples

*Myth #1*: This  
too shall pass

Response to  
Intervention



*Individuals with Disabilities  
Education Act (2004)*

2000's

# Myth

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2. Purpose of RTI is SPED identification

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2. *RTI is* a systematic way to support the needs of ALL students

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DECISION  
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SPED  
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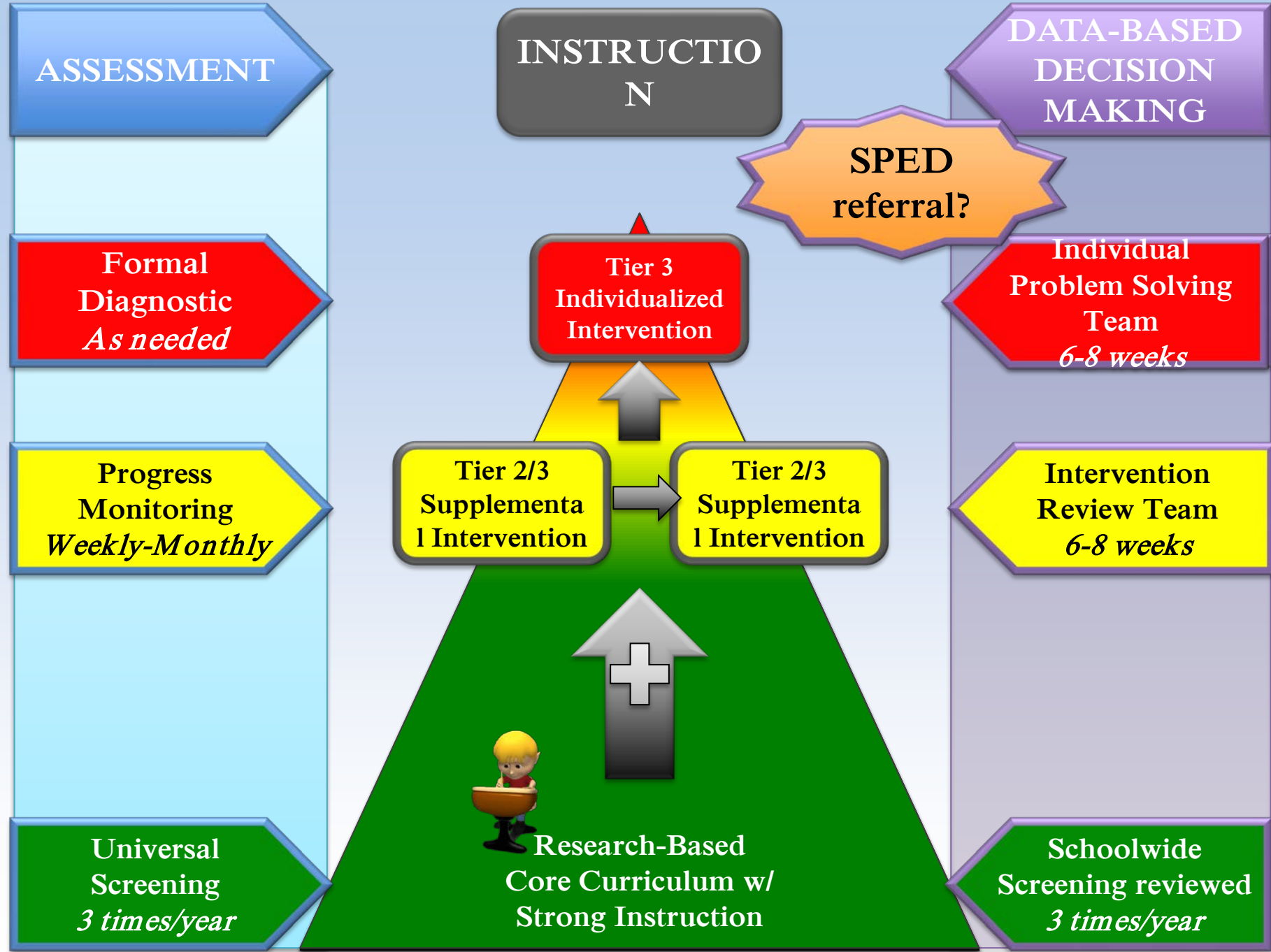
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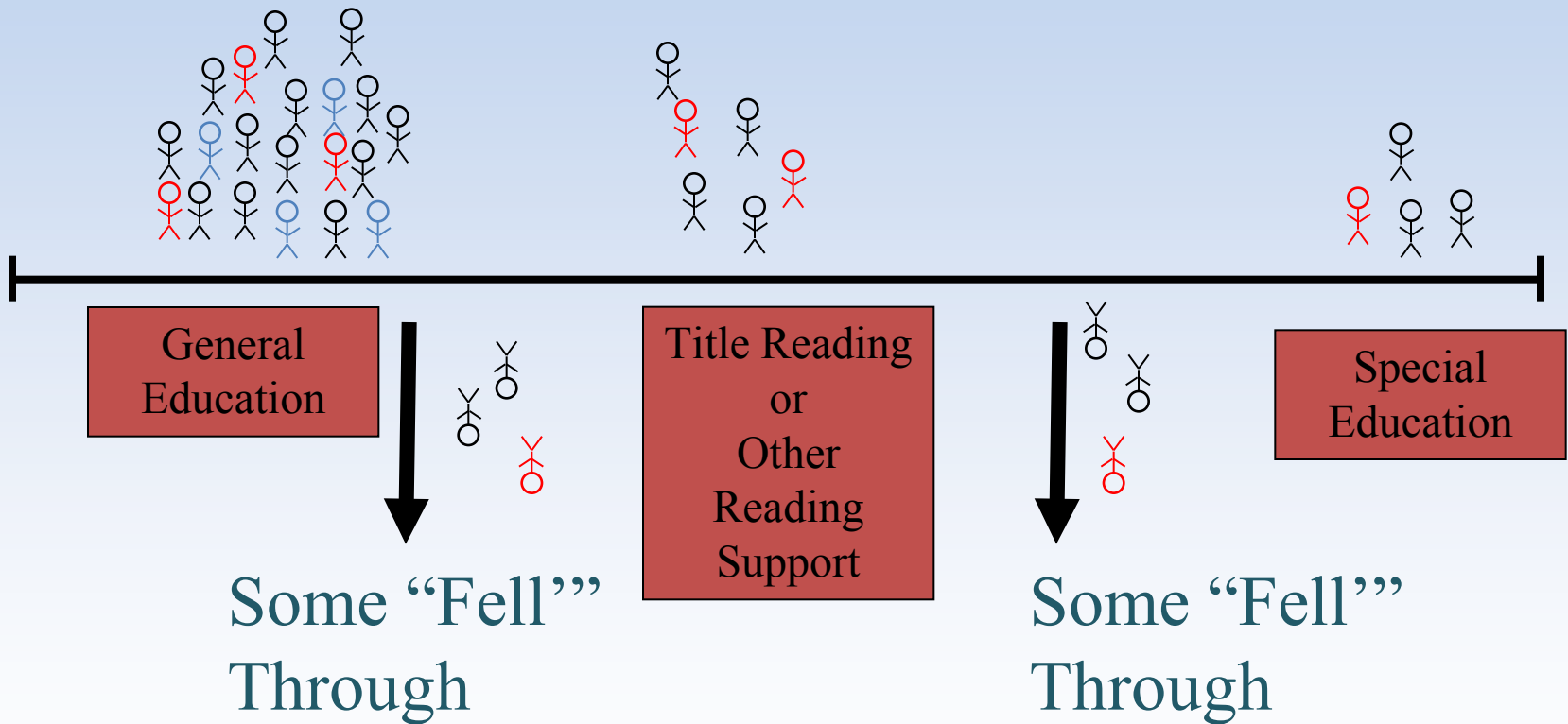
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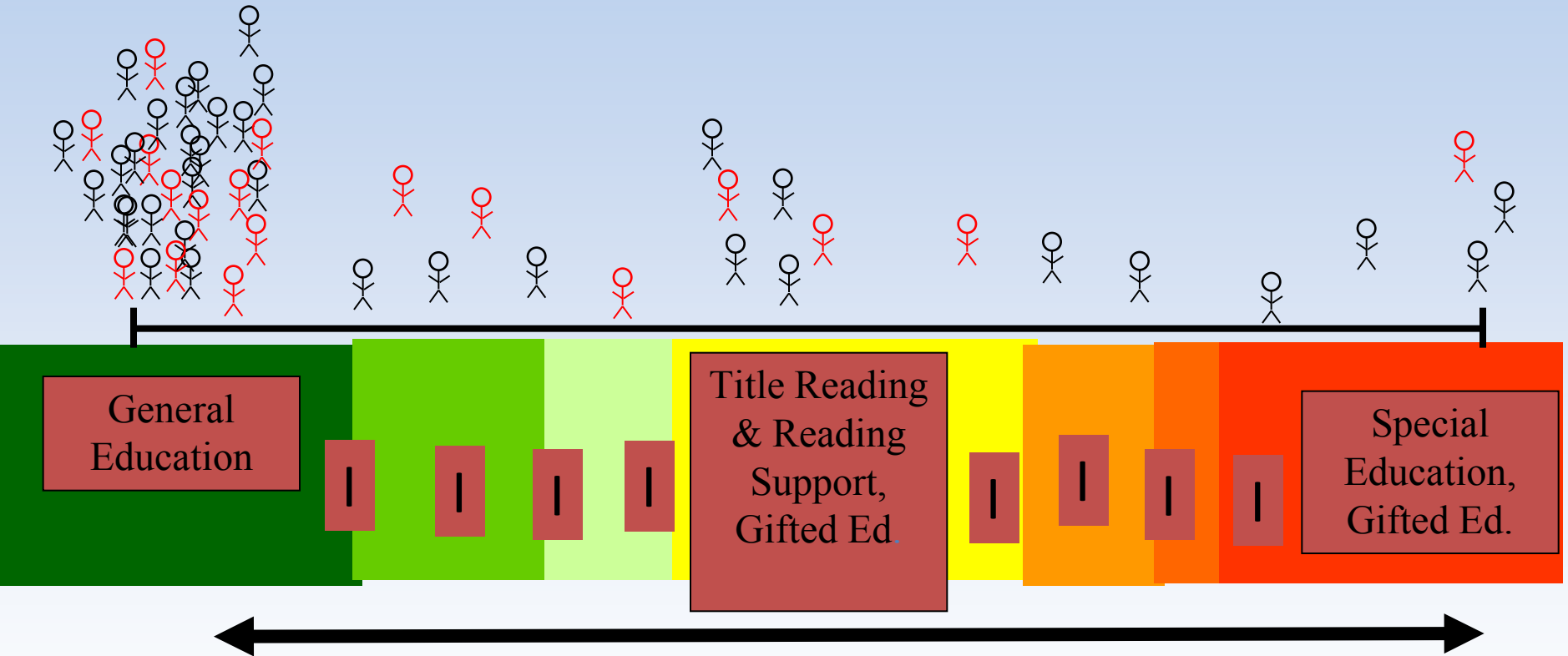
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# In The Past



# Full Continuum of Support



**Interventions** all along the continuum!



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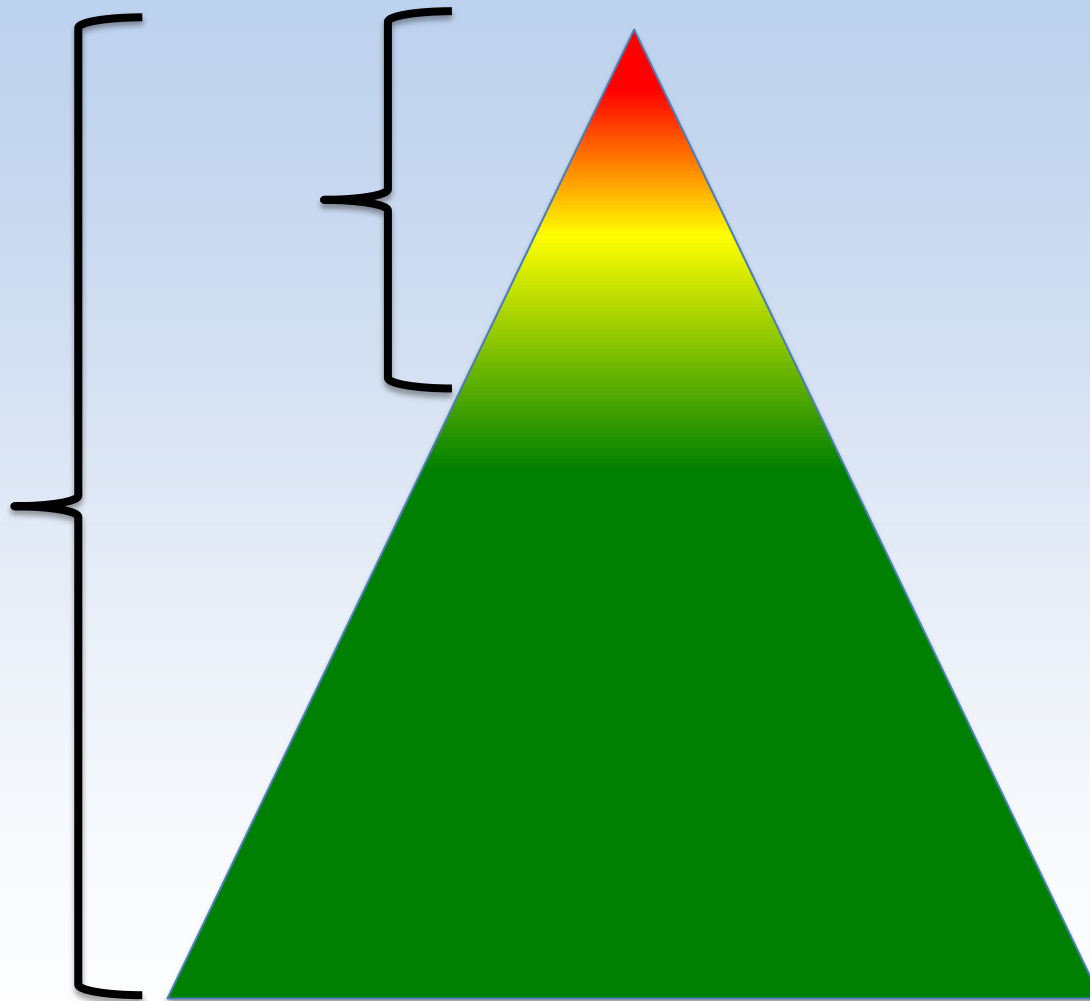
3. *RTI is* about improving the instructional practices of ALL teachers at ALL levels of support

# It's about core instruction



# “RTI kids”

ALL  
your  
students



# “RTI Time”

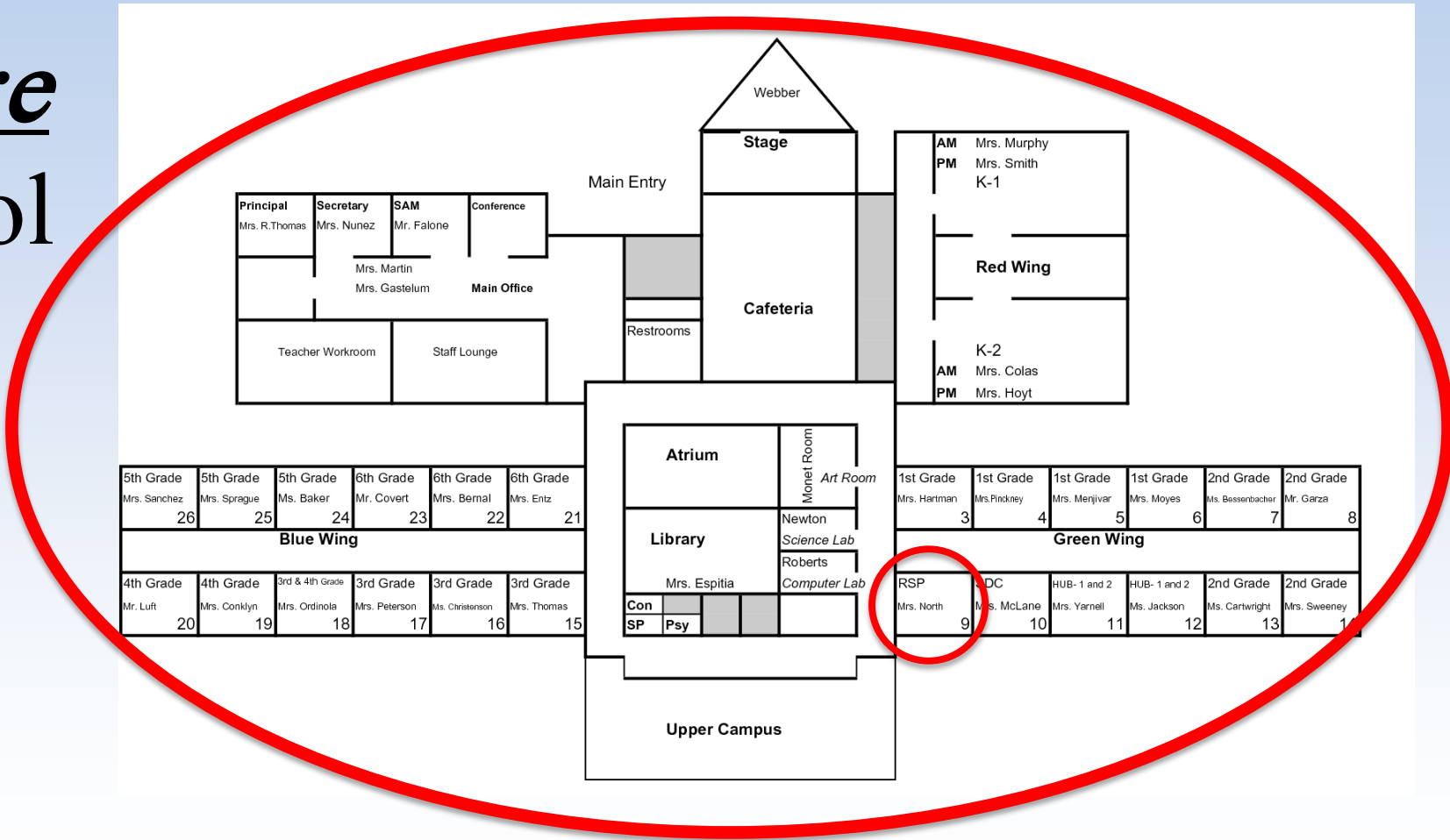
*Every  
minute of  
every day*

	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH
9:00						
9:15	Core	Core	Writing/	Writing/	Sm group	Sm group
9:30	ERI -W		Music (1)	Music (1)		
9:45			Sm group	Sm group	Core	Core
10:00	ERI - H	recess				
10:15		Sm group	recess	recess		
10:30	recess		Core	Core		
10:45	Math	Core			recess	recess
11:00					Math Skill	Math Skill
11:15					groups	groups
11:30		LUNCH/	11:35 LUNCH	11:40 LUNCH	Writing/	Writing/
11:45		RECESS	RECESS	RECESS	Music (1)	Music (1)
12:00		Writing			12:00 LUNCH/	12:05LUNCH/
12:15			Math Skill	Math Skill	RECESS	RECESS
12:30			groups	groups		
12:45	ERI - W	DD	Math	Math	12:40 Music, Lib, PE	
1:00		PE				
1:15	Core	recess			Math	Math
1:30		Math/Music				
1:45			Recess	Recess		
2:00	break		Lib/ PE/ 1 music			
2:15	Math		(double dose)			
2:30		Lib, 1 music	**Sci/Soc St	Sci/Soc St	Sci/Soc St	Sci/Soc St
2:45						
3:00						
3:10						



# “RTI Room”

Your  
*entire*  
school



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4. RTI looks the same in every school/district

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4. RTI looks the same in every school/district

4. *RTI is* uniquely designed for each building



# Schools vary by...

*State funding*

*Yearly school days*

*Grant funding*

*Daily instructional minutes*

*Student diversity*

*Community involvement*

*Student language proficiency*

*???????*

*Socioeconomic status*

*# of staff*

*# of students*

*Staff training & skills*

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6. Using RTI puts you at severe risk of child find litigation

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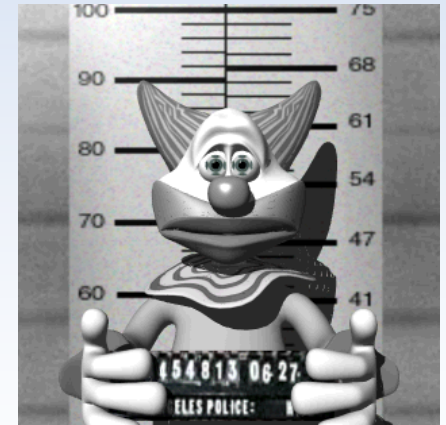
4. ***RTI is*** uniquely designed for each building

5. Using RTI puts you at severe risk of child find litigation

5. ***RTI provides a proactive and legally robust way to identify students as SLD***

# Legally Supported

- **LORE:** The response to intervention (RTI) approach for identifying students with specific learning disabilities will generate a spate of losing litigation concerning child find under the IDEA.



(Betesh, Brown, Thompson, & Zirkel, *November 2012*)

# Legally Supported

- **LAW:** Despite dire predictions in the special education literature of major problems of RTI in terms of child-find litigation and repeated warnings from the Office of Special Education Programs (OSEP) not to use RTI to delay or deny IDEA evaluations, *RTI has generated relatively negligible child find litigation under the IDEA, with the outcomes being notably deferential to districts*

(Betesh, Brown, Thompson, & Zirkel, *November 2012*)

# Legally Supported

- **LAW (Cont):** ...thus far *no published court decision has specifically concerned RTI and child find*, and the few pertinent hearing officer decisions have been deferential to school districts (e.g., Cobb County School District, 2012; Joshua Independent School District, 2010).

(Betesh, Brown, Thompson, & Zirkel, *November 2012*)

# WHY RTI?

1. Instructional Imperative
1. RTI/MTSS: An Evidence-based, Unifying Framework
1. Outcomes

# Differences Learning to Read

Estimates from National Institute of Child Health and Development research

<b>Population %</b>	<b>Journey to Reading</b>	<b>Instructional Requirements</b>
5	Easy: children read before starting school	Need no formal decoding instruction
35	Relatively Easy	Learn to read regardless of instructional approach
40	Formidable Challenge	Need systematic and explicit instruction
20	One of the most difficult tasks to be mastered in school	Need intensive, systematic, direct, explicit instruction



# But We are Failing *Far Too* *Many* of Our Students

- NAEP
- OAKS
- DIBELS, EasyCBM, AIMSweb
- College & Career Readiness

# Identification Rates: OrRtI

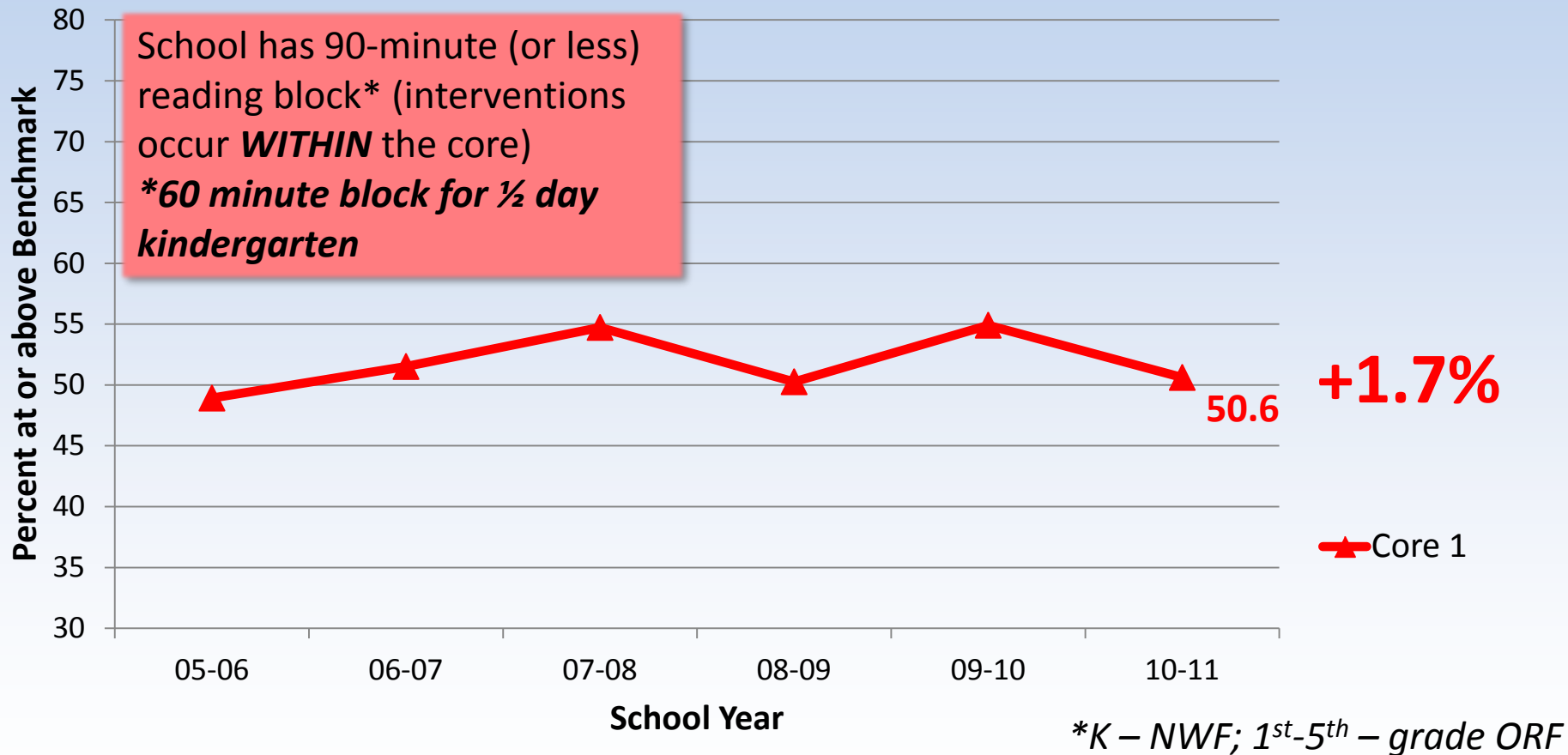
Avg. % of Students Identified SLD

<b>State Average: 2011</b>	<b>3.1</b>
OrRTI Cadres 1-6 Prior to Entering	<b>4.7</b>
OrRTI Cadres 1-6 in 2011 (at least 1 year after entering)	<b>3.5</b>
Reduction	<b>26%</b>

24 out of 29 districts moved in the direction of the mean

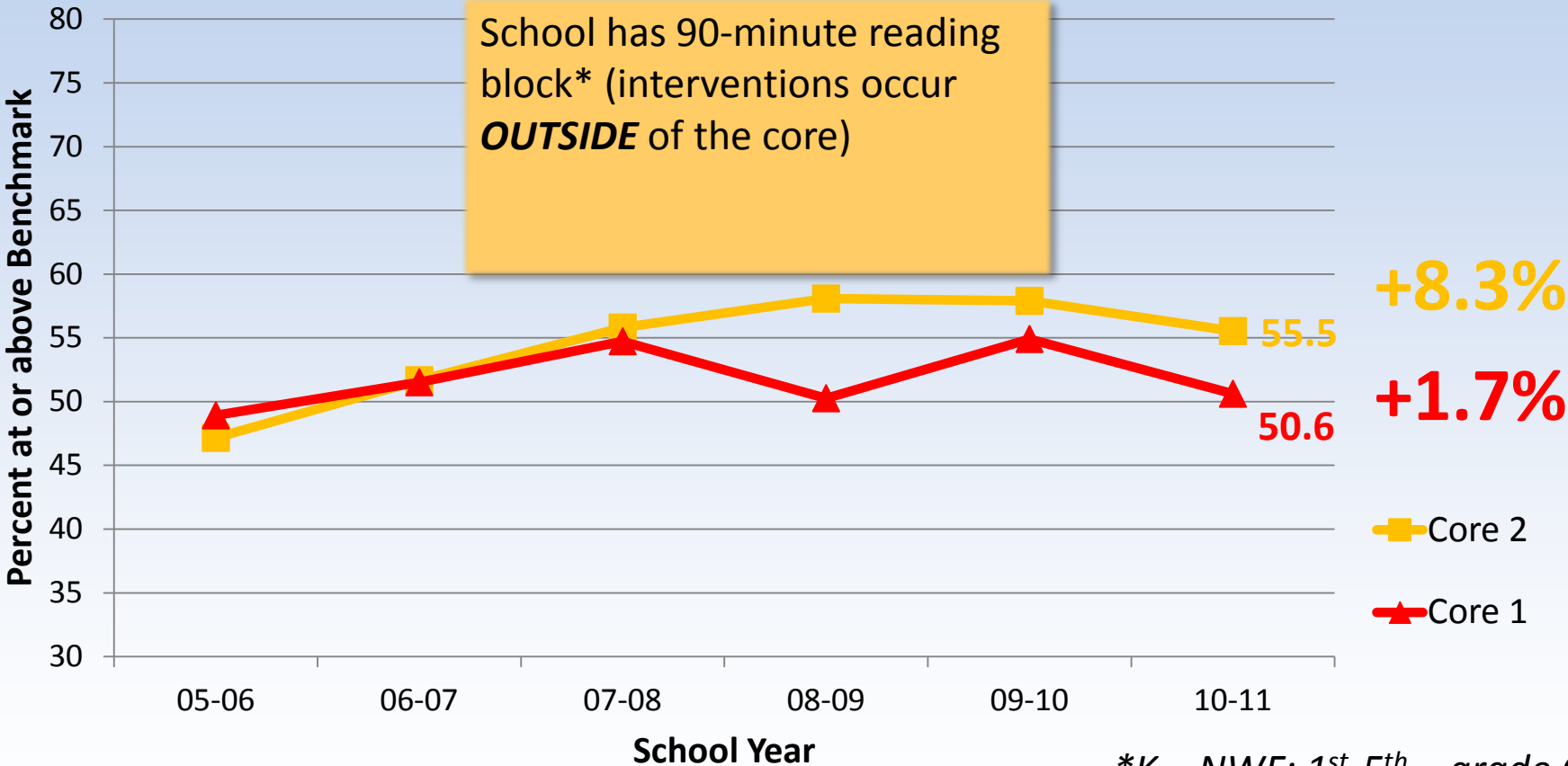
# Cadre 1: Core Implementation

## K-5 DIBELS Growth\*



# Cadre 1: Core Implementation

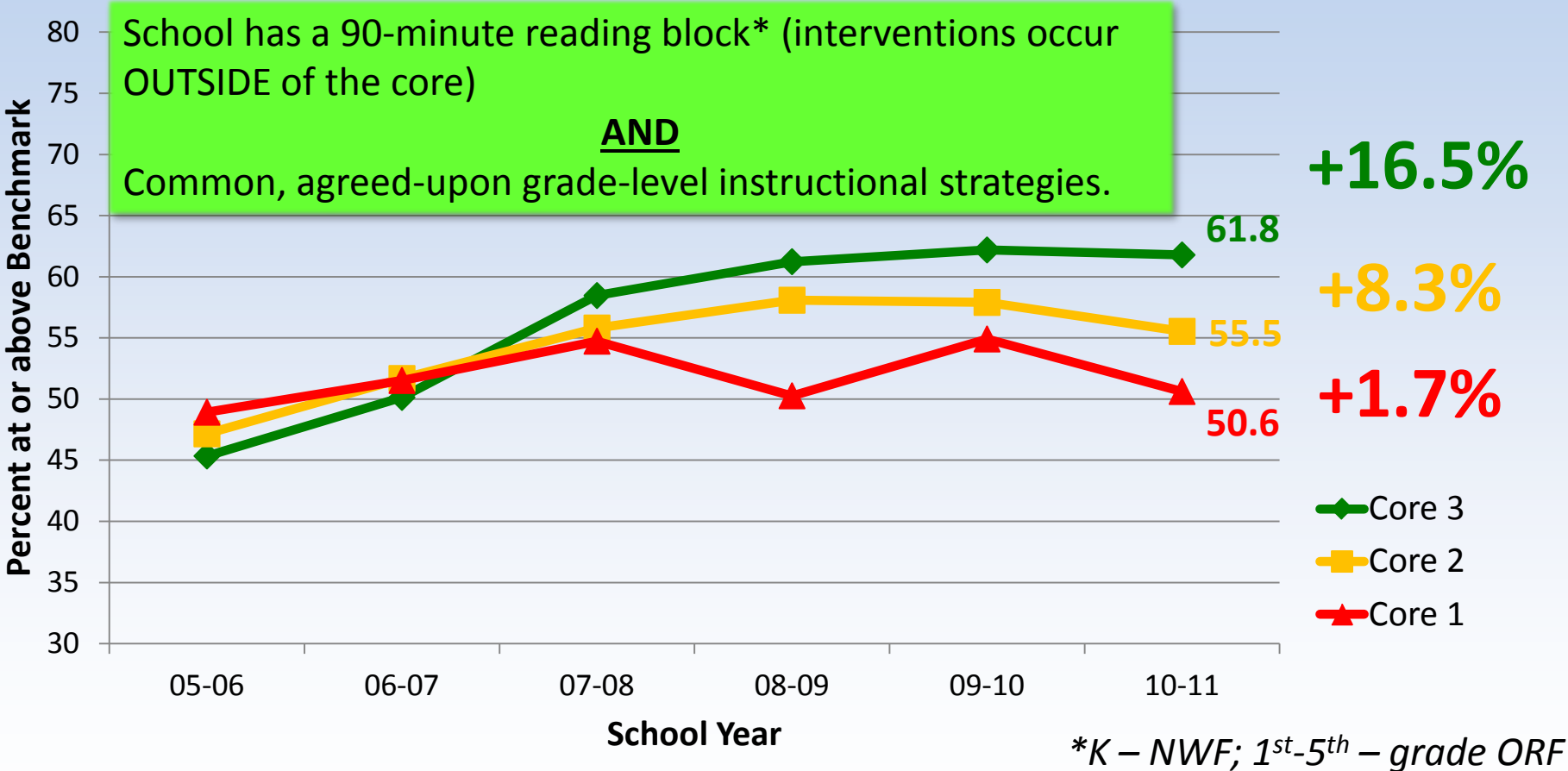
## K-5 DIBELS Growth\*



\*K – NWF; 1<sup>st</sup>-5<sup>th</sup> – grade ORF

# Cadre 1: Core Implementation

## K-5 DIBELS Growth\*



# RTI: An Evidence-based, Unifying Framework

We know:

- How kids learn to read\* and have empirically supported curriculums
- What interventions are effective
- What instructional strategies are effective
- What assessment strategies are effective
- How to structure instructional practices into “Multi-tiered Systems of Support” (MTSS)

# RTI/MTSS: A Meta Framework

- Multi-tiered System
  - Systematic and articulated, Evidenced-based Practices, Outcome driven data-based decision making, Targeted and differentiated support, Continuous improvement
- TLAs:
  - RTI, MTSS, IDEA, SLD, OEIB/SB3232, SB290, RDA, Proficiency-based grading, Proficiency-based IEPs, CCSS, ELLs,

# RTI/MTSS: A Meta Framework

- SB3232 → Research-based, 3G Reading
- IDEA → SLD → Approp Core & Prog. Mon.
- SB290/Educator effectiveness → Outcomes
- SPED Accountability → RDA
- CCSS/Smarter Balanced → Basic reading even more critical
- Proficiency-based IEPs & grading
- ELs & Closing the Achievement Gap



# RTI: A Meta Framework

We know:

- How kids learn to read\* and have empirically supported curriculums
- What interventions are effective
- What instructional strategies are effective
- What assessment strategies are effective
- How to structure instructional practices into “Multi-tiered Systems of Support” (MTSS)

\*National Reading Panel, 2000

# Participation in the OrRTI Project:

Opportunities,  
Benefits,  
Expectations

# OrRTI Expansion

- When: Now! This year!
- Where: Regional Centers
  - Southern Oregon → Roseburg
  - Central Oregon → Bend
  - Eastern Oregon → Ontario
- Who: You!

# Implementation Focus

- Literacy → K-5
  - Behavior
    - Target Populations
      - Math, Writing

# Implementation Sequence

		Year 1	Year 2	Year 3	Year 4	Year 5
TIER 1	Explore					
	Install					
	Implement					
TIER 2/3	Explore					
	Install					
	Implement					
SPE D	Explore					
	Install					
	Implement					



# Not Your Father's Oldsmobile: PD OrRTI Style

- Conference style trainings with a twist
- On-site coaching, consultation, and co-training
- Lab School visits
- Mentor Districts
- Remote Consultation
- Web-based resources
  - [www.oregonrti.org](http://www.oregonrti.org)

# Who Gets Trained?

- District Leadership Team
- District Implementation Team
- Building Implementation Team

# Training Events for 2013-14

- 2 Days of Core Instruction, Universal Screening, 100% meetings, and Change Process
- 1 Day of Data Analysis & Decision Making
- PD, Coaching, Feedback, and Support

**All followed by on-site coaching**



# Year-One District Deliverables

- District Leadership & Implementation teams Team attend 4 days of training
  - Transfer learning
- Work with coach on installation
- Complete DIETS & RSIS
- Begin work on handbook

# Application Process

- Essential Requirements
  - [Research-based core](#), Universal Screener
  - Readiness & Commitment of Leadership Team to *do the hard work of systems change*
- Application: Out soon, due soon after (November)
- Begin participation: December/January

# Questions?