Response to Intervention (RTI) and Positive Behavioral Intervention & Support

WASHINGTON™
TOWNSHIP
SCHOOL DISTRICT

RTI and IDEA/NJ Code

- NJ Code-Discrepancy Model or RTI
  - Current method for Specific Learning Disability identification in most districts
  - District frameworks built around summative assessment information and a discrepancy model can delay early intervention and cause educators to rely on a reactive approach
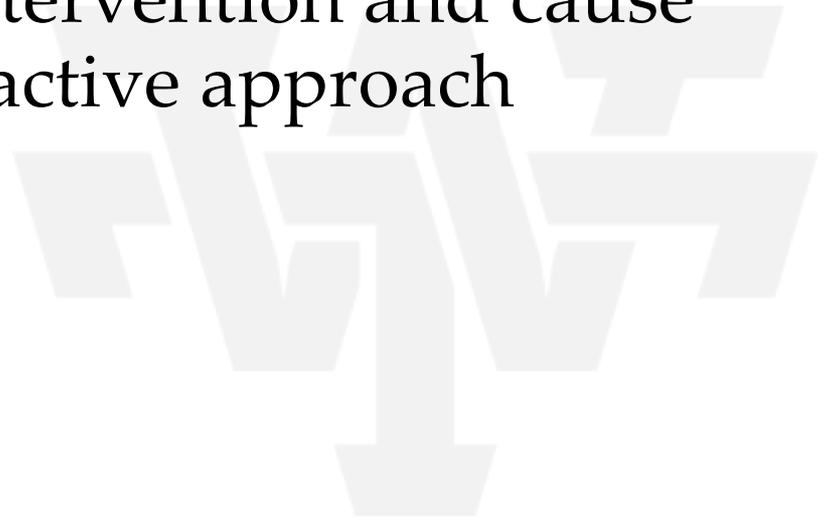
RTI & PBIS Team

- Building Principal
- Guidance Counselor
- Classroom Teacher(s)
- Child Study Team Member (at least 1)
- Parent (Consistent Communication)
- Other Service Providers, as appropriate
  - Basic Skills Instructor
  - BCBA
  - OT
  - Etc.

What is RTI?

- Proactive, research-based system designed to prevent children from falling behind

- RTI is a multi-tiered framework

- Provides academic and behavioral support to struggling students

- Identifies struggling learners early on through formative and diagnostic assessment

- Data-based decision-making process to guide instructional decisions and develop targeted interventions

Tiers

Tier III
Intensive Interventions
1-5%

Tier II
Interventions
5-15%

Tier I
Differentiated Core Instruction
80% or more
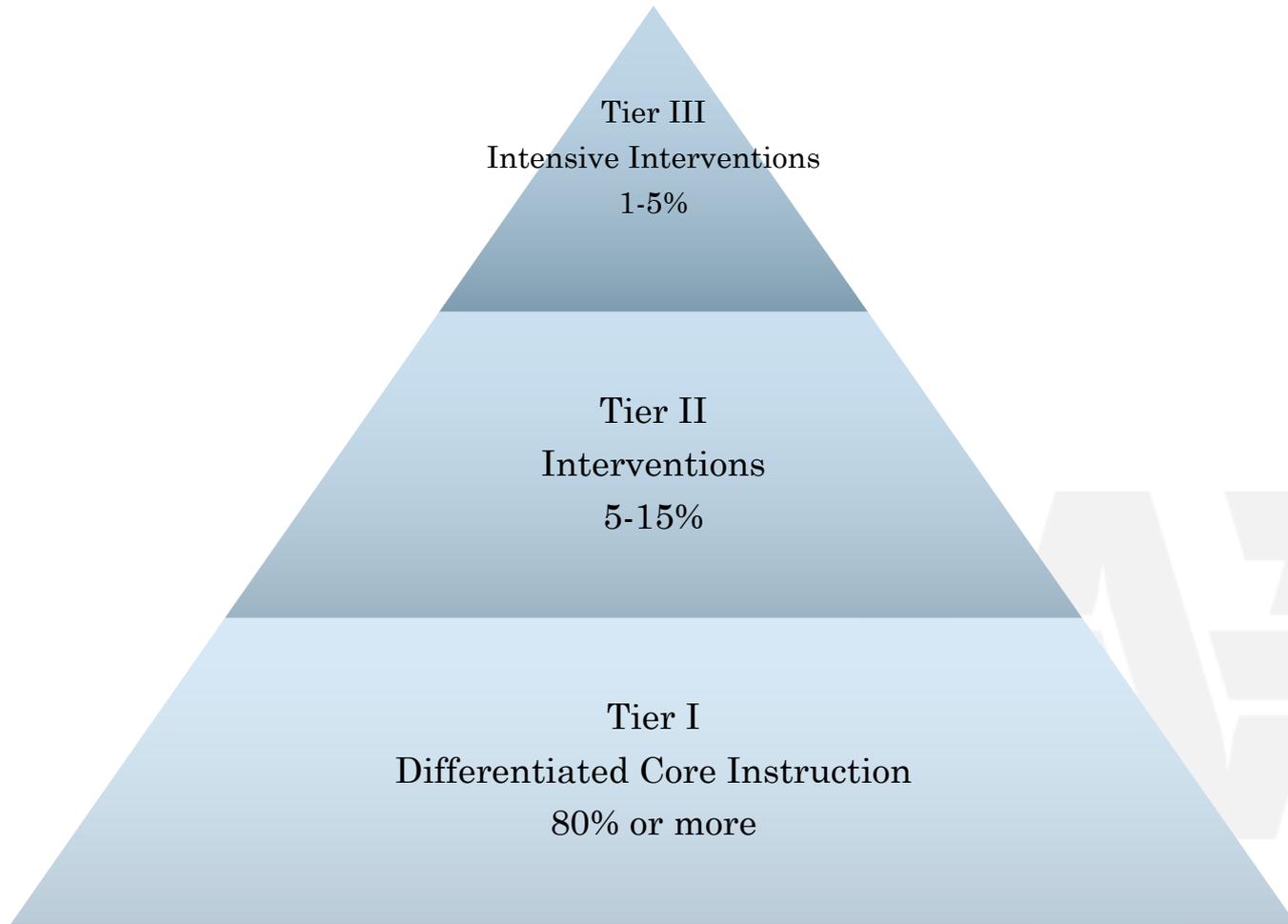
Tier I

Program	• Differentiated core curriculum
Focus & Intensity	• Preventative, proactive, low intensity
Assessment	• Universal Screening (ideally 3x/year); Progress monitoring
Setting	• General education classroom
Interventionist	• Classroom teacher

Tier II

Program	• Increased time and intensity of exposure to core curriculum, specific interventions, and accommodations
Focus & Intensity	• Proactive, moderate intensity, limited time, rapid response
Assessment	• Progress monitoring, usually 6-8 weeks
Setting	• Small group, general classroom (push in (PI) or pull out (PO) instruction)
Interventionist	• Classroom Teacher, Interventionists, other service providers

Tier III

Program	• Intensive individualized research-based interventions
Focus & Intensity	• Reactive, high intensity, longer duration
Assessment	• Individual progress monitoring towards specific goals; comprehensive assessment
Setting	• Small group, small ratio
Interventionist	• Interventionist, other service providers

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

ACADEMIC SYSTEMS

BEHAVIORIAL SYSTEMS

Tier 3/Tertiary Interventions

- Individual Students
- Assessment-Based
- High Intensity

Tier 3/Tertiary Interventions

- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

1-5%

Tier 2/Secondary Interventions

- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

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5-15%

Tier 1/Universal Interventions

- All Students
- Preventive, Proactive

Tier 1/Universal Interventions

- All Settings, All Students
- Preventive, Proactive

80-90%

Understanding Accommodations, Modification, & Interventions

- **Accommodations** are changes in HOW a student accesses information and demonstrates learning. They are used in classroom instruction and in assessment. It is important to keep in mind that accommodations do not substantially change the content, instruction level, or expected performance. They level the playing field to provide equal access to students.

- **Modifications** are changes in WHAT a student is expected to learn or demonstrate. They do alter the content or lower the standard or expectations. Modifications can allow for meaningful participation and enhanced learning. Instead of leveling the playing field, modifications change the game.

- **Intervention** involves supplemental DIRECT INSTRUCTION that addresses specific skills and concepts. Interventions are directly linked to screening, diagnostic, and /or progress monitoring assessment data. Interventions are expected to be research/evidence based, systematic, and explicit. Interventions will vary according to need and student response.

Assessment and RTI

- An initial screening assessment is administered in order to determine the level of interventions needed (i.e. MAP benchmarks, Dibels, etc.)

  - Screening measures are usually very brief assessments of a particular skill set that is highly predictive of a later outcome and correlated with a broader measure of reading achievement

  - Progress monitoring: Accounts for any chances of error and to determine the nature of the problem and level of need

Why Assess?

- Assessment <u>OF</u> Instruction: Student mastery of content; results in grades that reveal mastery.

- Assessment <u>FOR</u> Instruction: Information used to plan instruction, so that students can move from their current points of knowledge- should rarely be graded. Students can have confidence when working towards these goals (running record).

- Assessment <u>AS</u> Instruction: Becomes a part of teaching and learning; students compare their work to specific learning targets - awareness of their own growth (self-assessment related to learning goals).

Assessment and RTI Through Differentiation

- Assessment is ongoing and diagnostic

- Excellence is defined by measuring individual growth through a starting point

- Students readiness, interest, and learning profile shape instruction
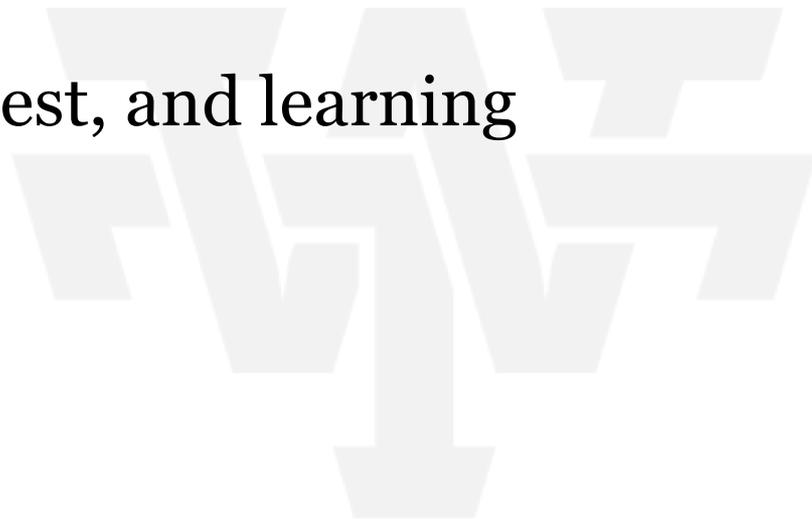
Intervention Plans

- Target area and baseline identification

- Target Goal- Date and growth (decrease the gap)

- Progress Monitoring Timeline Indicated

- For each goal, how will we know if the plan is successful?

Example:

Goal: Identify #'s 1-10 w/ 80% accuracy

Intervention: BSI Support (Combined PI/PO)

Frequency: 2-3 x week

Duration: 4-6 weeks

In 4-6 weeks, follow up with team and determine if goal has been met, using current data, as agreed by team.

Intervention Plans

- What is the primary area of focus?
- Baseline: What assessment should be used?
  - Assess student proximity to target area
  - Should be the same as progress monitoring tool
- What strategies and interventions can we use in the mainstream classroom?
- Any accommodations and modifications needed?
  - Pre-Referral Intervention Manual (PRIM) as a resource
- Keep the plan simple and consistent across environments

Sample Student
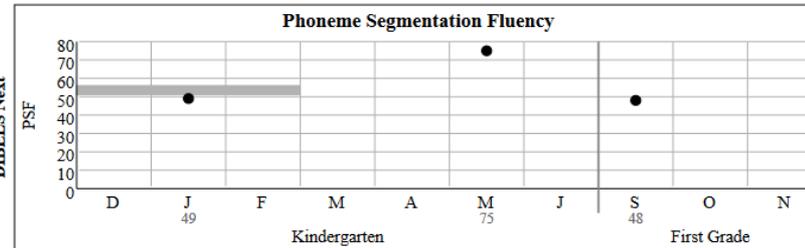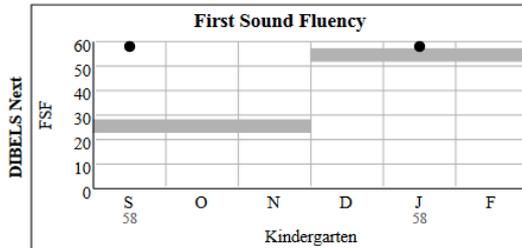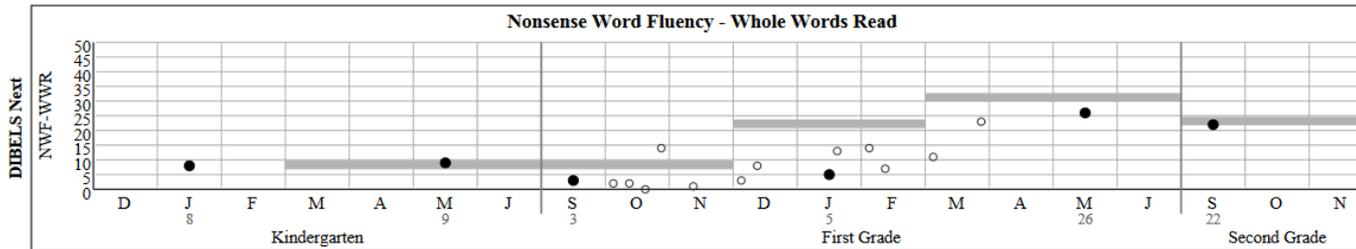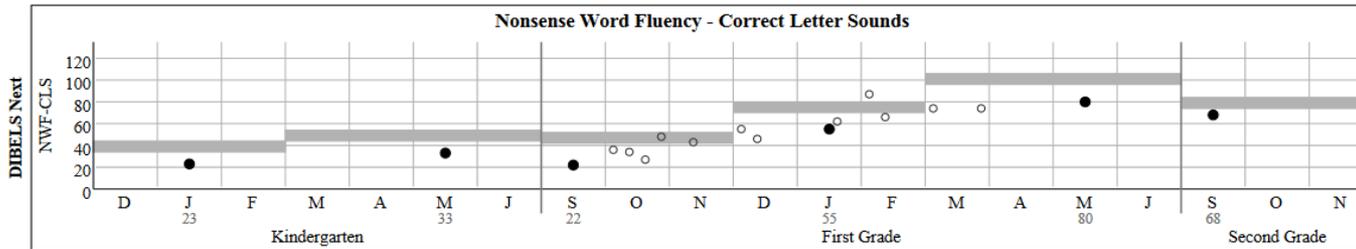
Where to Start?

- Toleration of small behaviors often leads to more frequent and greater behaviors

- Address the issues early on when it is easier to turn around small problems
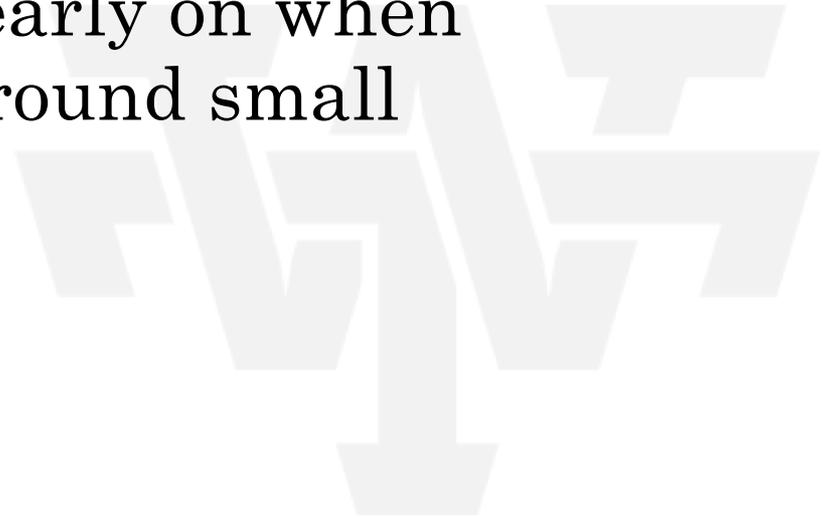
Common PBIS Referrals and Concerns

- Inattention
- Anxiety * Impact of stress and anxiety
- Hyperactivity
- Disruptive behaviors * Identifying the cause is especially important
- Unmotivated student
  - Does not complete classwork/homework
- Poor organizational skills
- Attendance

Three-Tier Model of PBIS

Tier 1 - UNIVERSAL (All Students)

-Teaching school-wide expectations

-School-wide supervision and monitoring

-Positive reinforcement for all

-Firm, fair, and corrective discipline

-Effective classroom management

Tier 2- Selected (At- Risk Students)

- Requires change of Tier, parent approval/ notification

- Self management programs

- Positive Behavior Program (PBP)
  - Token board
  - Rewards
  - Etc.
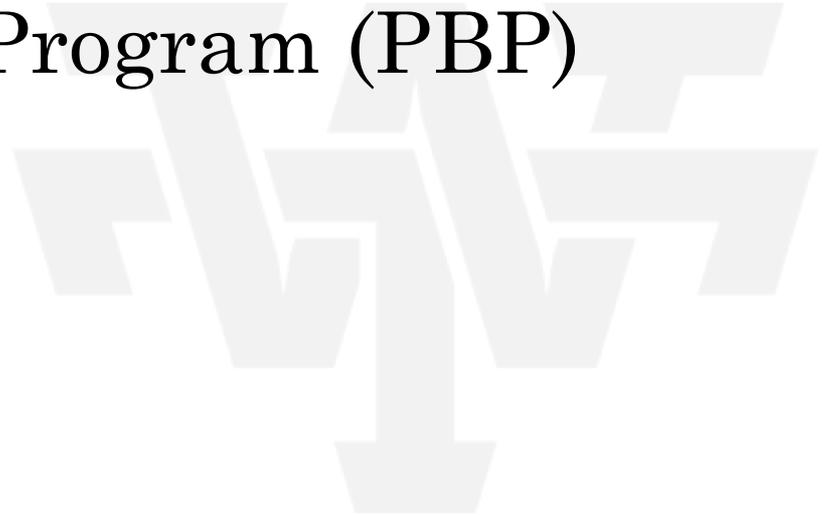
Positive Behavior Programs (PBP)

- Tier 2 Intervention.

- The PBP process is a positive behavioral support for students who demonstrate moderate behavioral difficulties.

- Reinforcement is provided for compliance with behavioral goals.

- PBP is most appropriate for use with behaviors that are not immediately dangerous, but occur frequently.

TIER 3: Targeted/ Intensive (High Risk Students)

- Requires Parent notification and change of Tier

- Individualized behavioral support plans – FBA, likely

- Parent collaboration

- Counseling or social skills support

Behavioral Assessment

Be prepared to answer the following at a meeting:

- What is the problem behavior?

- What does it look like?

- When does it happen?

- Where does it happen?

- What happens immediately BEFORE the problem behavior occurs?

- What happens immediately AFTER the problem behavior occurs?

Interventions

- Use of evidence-based interventions (based on research pertaining to academic improvements and neurodevelopmental changes):

  - Age at identification and remediation:

    - Intervening early increases the likelihood of success, a better overall trajectory, and more rapid results with remediation.

    - Cognitive development

- Evidence-based interventions:

  - Focus on reading

    - Without this foundation, students are at a higher risk for struggling with all other academic areas.

    - Early phonics intervention significantly improves- future skills (word recognition, spelling, reading comprehension), and impacts changes in the brain (Orton Gillingham, Wilson, Project Read)

Strategies

- Plan to address student differences and similarities:

- Groups based on: readiness, interest, preferences.

  - Differentiate

  - Content: what students will learn

  - Process: activities thought which students will gain knowledge

  - Product: how students demonstrate what they know, understand, and can do after a period of learning

Differentiated Instruction

- Align lesson plans and tasks to learning goals

  - Content should address the same concepts with all students, but the degree of complexity may be adjusted to meet the needs of all learners

- Allow students to have choices in their learning

- Allows for us to teach struggling readers the same strategies as proficient readers