Response to Intervention

“A culture is a pyramid to which each of us brings a stone.”

by Wallace Stegner

Presented by
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Director of Special Services
Edmond Public Schools

Harrah
Elementary
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Response to Intervention (RtI)

• What is it? It is NOT a program

RtI is first a **GENERAL Education** framework to maximize the learning of all students by making **instructional decisions based on data and monitor their progress.**

![Three-Tier Model of School Supports](image)

**Figure 1: Three-Tier Model of School Supports**

**ACADEMIC SYSTEMS**

**TIER 3** Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

**TIER 2** Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

**TIER 1** Core Instructional Interventions
- All students
- Preventive, proactive

**BEHAVIORAL SYSTEMS**

**TIER 3** Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

**TIER 2** Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

**TIER 1** Core Instructional Interventions
- All settings, all students
- Preventive, proactive
Components of RtI

1. **Universal Screening** (identify students at-risk, not meant to diagnose)

2. **Data Based Decision Making** (all decisions are based from the data. (Such as: curriculum, professional development, interventions, including possibly identifying students with a specific learning disability)

3. **Tiered Interventions** (provide evidence based interventions to give students support)

4. **Progress Monitoring** (monitor their progress and response to the intervention in order to adjust the intensity/nature of the interventions)

5. **Fidelity** (looking at the integrity of the curriculum instruction, intervention, assessment, etc.).
Universal Screening

Screening procedures will be administered three times each school year to ALL students in the elementary building:

- Fall
- Winter
- Spring
Curriculum Based Measurements

We are using:

• **DIBELS**—Dynamic Indicators of Basic Early Literacy Skills
  https://dibels.uoregon.edu/

• **AIMSweb**
  http://www.aimsweb.com/

• **MBSP**—Monitoring Basic Skills Program (Orange/Navy book)
**DIBELS Measures**

- Letter Naming Fluency
- Initial Sound Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency
- Oral Reading Fluency
- Retell Fluency
- DAZE (closure task)
- Word Use Fluency
Oral Reading Fluency

Refers to accurate, fluid decoding and word recognition. Number of words read correctly within 1 minute.

(Shinn, Good, Knutson, & Tilly, 1992)

Reading fluency is the **single-best indicator** of reading proficiency for younger students.

Research (Chard, Vaughn, & Tyler, 2002; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Kame’enue & Simmons, 2001) reveals reading fluency is a prerequisite to independent comprehension of text and has become a credible target for assessment and instruction in the general curriculum.
CBM is quick to administer

Read the story starter:

The cave was dark with lots of twists and turns. I was scared, but kept going and……

Student has 1 minute to think and 3 minutes to write.

Score:
Correct Writing Sequences
Total Words Written
Correct Writing Sequences

• A “caret” looks like \( ^{\wedge} \)
is used to mark each unit of CWS

Rule 1—Spelled correctly ( \(^{\wedge}\text{All}^{\wedge}\text{of}^{\wedge}\text{the}^{\wedge}\text{kids}^{\wedge}\text{started}^{\wedge}\text{to laghf.} \)
---scored 6 CWS out of a possible of 8 CWS)

Math Correct Digits

Science-based research (Marston, 1989; Thurber & Shinn, 2002)

\[
\begin{array}{cccccccc}
1 & 4 & 4 & 7 & 1 & 9 & 11 \\
\frac{3}{3} & \times 1 & 2\sqrt{8} & - 6 & 8\sqrt{8} & \times 7 & 7\sqrt{77} \\
(1) & (1) & (1) & (1) & (2) & (2) & (2) \\
\hline
4 & 1 & 63 & 9 (66) \\
(1) & \end{array}
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\[
\begin{array}{cccccccc}
2 & 2 & 9 & 2 & 10 & 2 & 5 \\
- \frac{0}{2} & \times 2 & 4\sqrt{36} & x 9 & + 2 & - 1 & + 3 \\
(1) & (1) & (1) & (1) & (2) & (1) & (1) \\
\hline
2 & 18 & 12 & 1 & 8 & 9 (75) \\
(1) & (2) & (2) & (1) & (1) & \end{array}
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\[
\begin{array}{cccccccc}
4 & 3 & 6 & 12 & 0 & 4 & 11 \\
- 1 & \times 4 & + 7 & 4\sqrt{48} & + 1 & + 7 & - 9 \\
(1) & (1) & (1) & (2) & (1) & (2) & (1) \\
\hline
12 & 13 & 11 & 2 & 11 (86) \\
(2) & (2) & (2) & (1) & \end{array}
\]
Local v National Norms

- Schools whose performance on the Universal Screening is significantly below the national norms will use the local norms to validate a discrepancy in performance relevant to peers.
Need an Anchor

- Without norms and/or benchmarks, progress monitoring data has limited use
- Data in isolation only tells us what students can do now
- We are also interested in what they should be able to do—what is the goal, what they need to learn next to reach the benchmark, and if they will likely achieve a “proficient” outcome
Are these students doing well or not?
Scores on Digits Correct

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>John</td>
<td>20</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Sally</td>
<td>16</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Kevin</td>
<td>21</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Paul</td>
<td>19</td>
<td>22</td>
<td>28</td>
</tr>
</tbody>
</table>

Target Goal or Benchmark

- 80
- 80
- 80
- 80
Graphing Data

“Aimline”

- **End of 2nd Grade**
  - 3 Target Goals
    - OCCT
    - At or Below 65
    - At or Above 87

**Fall Universal Screening Score = 8 Words Read Correctly**

- **Well Below Benchmark**

**Eligibility for Specific Learning Disability**
RtI Technical Manual

• Decisions are made based on data. There are no rules made for RtI in the literature except the ones each district develops. Edmond RtI Technical Manual has specific rules regarding the 3 tiered model with cut-off scores that drive decisions on when to move a student from one tier to the next.

• Without good adherence to the rules, then anything goes—Therefore, we have a manual to refer to so that we are consistent across the district.

• Decision rules also provide us with a standard process that will guide the intervention decisions as well as contribute to possible eligibility decisions for other programs providing long-term interventions.
4x4 Rules

• 4 to Score
  – 4 intervention sessions before the weekly progress monitoring
  – Allowing enough exposure for meaningful measurement

• 4 to Explore
  – 4 data points either above (means to continue or remove the intervention) or on or below (means to change the intervention either intensify or change the type)
  – Allowing enough time for intervention to work, establishing a clear performance pattern

• 4 to Do More
  – 4 below aimline = change intervention

• 4 to Watch ‘em Soar
  – 4 above aimline = discontinue intervention
Progress Monitoring

• Teachers provide interventions in the classroom for the students “at risk” identified through the universal screening in Tier I

• Teachers conduct weekly curriculum based measurements (CBMs) to progress monitor the student(s) responses to the intervention they are implementing in the classroom IF they have implemented the interventions 4 times that week.

• Interventions will last for a minimum of 4 weeks in Tier I.
Graphing Data

“Aimline”

Target Goal
Well Below Benchmark
or
25 %ile

Words Read Correctly

Universal Screening Score

Weeks
What an Intervention IS NOT

• Moving the student closer to the front of classroom or near teacher or separate location
• Reducing the assignment or reducing the number of items of an assignment
• Re-read directions or read test for student

These are all accommodations
Tiered Interventions

• Targeted
• Systematic (Scientifically based approach)
• Designed to directly improve the targeted skill (single skill or targeted behavior)
• Not graded—not an assignment
• It’s specially designed instruction providing the student with immediate feedback
Who is “At Risk” Within Tier 1

Use a Universal Screening to determine which students are “At Risk” and will be placed on Tier 1 in need of interventions.

What are some types of Tier 1 interventions

- Computer Software Programs (e.g., SuccessMaker)
- Interventions built into the curriculum (Reading Street Curriculum builds in supplemental materials for interventions for students at-risk.)
Example of Tier 2: Scientifically based researched intervention

Say It, Move It

1. The teacher shows cards to students (e.g., Fish) and students are instructed to place counter in each box (e.g., “/f/ /i/ /sh/”).
2. Student one repeats the sounds while touching each counter, then blends the word while saying it quickly (e.g., “/f/ /i/ /sh/, Fish”).
3. Student two repeats the sounds while touching each counter, then blends the word while saying it quickly and sliding a finger under all the counters (e.g., “/f/ /i/ /sh/, fish”).
4. Student two repeats the sounds while touching each counter, then blends the word while saying it quickly and sliding a finger under all the counters (e.g., “/f/ /i/ /sh/, fish”).
5. Continue until all cards are completed.
6. Peer evaluation

“/f/ /i/ /sh/. Fish.”
Phaseline

Notice the slope of the aimline must become steeper to meet the goal.
Phaseline

So we make a *new* aimline and intensify the intervention
Slope of the Aimline Changes with each intervention change.

Creating new aimlines and intensifying the intervention
Trendline

TIER 1

TIER 2

Target Goal

2\textsuperscript{nd} phaseline
Treatment Fidelity

• Was the intervention implemented correctly?

A checklist will be completed from an observer (e.g., school psychologist, another teacher, school counselor, etc.) to assist in determining if the intervention is being implemented in the manner in which it was designed.

• If you don’t have this component, then nothing matters. Teachers should not become defensive, but embrace treatment fidelity, because how can we improve upon intervention usage if it is not being implemented correctly?

• Legal support system
Example of Fidelity Checklist

Response to Intervention Fidelity Check/Observation
Tier II and Tier III

Student Name: _______________________________  Interventionist: _______________________________

Date of Check: _______________________________  Amount of Time Spent on Intervention

Self-Check ____ or Observation ____

Name of Observer___________________

The interventionist had the materials he/she needed to deliver the intervention. ____YES ____NO
The intervention was delivered in a manner which is consistent with the plan as described. ____YES ____NO
ALL steps within the intervention were completed as written. ____YES ____NO
(Please note any variation in procedure, missed steps, interruptions, etc.)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

The interventionist actively monitored the engagement of each child in the intervention. ____YES ____NO
The student’s behavior was satisfactory/ did not interfere with the implementation of the intervention. ____YES ____NO
The student’s attendance has not been a significant factor in hindering his/her progress. ____YES ____NO
The intervention seems appropriate for the needs of this student. ____YES ____NO

Notes: __________________________________________________________________________
_____________________________________________________________________________
“A River Runs Through It”
Fidelity should flow through the whole process:

- Core Curriculum
- Assessment (universal screening and progress monitoring)
- Interventions
- Data Based Decision Making
Targeted Skills

Instructional Hierarchy

1. Acquisition
2. Fluency
3. Generalization
4. Adaptation
<table>
<thead>
<tr>
<th>Instructional Hierarchy</th>
<th>Learning Hierarchy</th>
<th>Teaching Hierarchy</th>
<th>Example Tier 2 Interventions</th>
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<tbody>
<tr>
<td>Acquisition</td>
<td>Slow and Inaccurate</td>
<td>Modeling</td>
<td>Say It/ Move It- Letter Sounds</td>
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<tr>
<td></td>
<td></td>
<td>Explicit Instruction</td>
<td>Fold In- Sight Words</td>
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<td></td>
<td></td>
<td>Immediate Feedback</td>
<td></td>
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<tr>
<td>Accuracy</td>
<td>Accurate, but Slow</td>
<td>Familiar Practice Activities</td>
<td>Reading Sprints</td>
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<td>Independent Practice</td>
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<tr>
<td></td>
<td></td>
<td>Immediate Feedback</td>
<td>Listening Passage Preview</td>
</tr>
<tr>
<td>Fluency</td>
<td>Accurate, and Rapid</td>
<td>Novel Practice Activities</td>
<td>Cold Read/ Hot Read</td>
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<td></td>
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<td>Timings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate Feedback</td>
<td>Sprint Reading</td>
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<tr>
<td>Generalization</td>
<td>Can Apply to Novel Settings</td>
<td>Discrimination Training</td>
<td>Reading Detective</td>
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<tr>
<td></td>
<td></td>
<td>Differentiation Training</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Question Generation</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Can Use Information to Solve Problems</td>
<td>Problem-Solving Simulations</td>
<td>Advanced Story Maps</td>
</tr>
</tbody>
</table>
Problem Analysis

- **Skill Deficit**: Student lacks necessary skills to perform the academic task. Skill deficits can be broken down into Acquisition and Accuracy deficits.

- **Fragile Skills**: Student has the necessary skills, but is not fluent/automatic (often seen when student is inconsistent in performance).

- **Performance Deficit**: Student has the necessary skills and fluency, but lacks motivation.
Can’t Do or Won’t Do

Can’t Do = Lack of Ability

Won’t Do = no motivation

- Jennifer’s multiplication
  In class performance = 25% accurate
  Implement reward = 85% accurate

- Mark’s reading comprehension
  In class performance = 0% accurate
  Implement reward = 30% accurate

- Kathy’s oral reading fluency
  In class performance = 30% accurate
  Implement reward = 29% accurate
Tier 2

• If the progress monitoring data from Tier 1 indicate that the intervention is unsuccessful, the student will be referred to the RtI team.

• The team will develop a specific intervention and monitoring plan, set a goal, and reconvene to review progress.

• Intervention during this stage lasts a minimum of 10 weeks.
Good and Shinn (1990)
Why assess for 10 weeks prior to moving to another Tier?
Research by Roland Good & Mark Shinn in 1990 found 10 data points were necessary to have sufficient data to make reliable decisions. Also, Gall & Gall, 2007, supported Good & Shinn’s research, stating again, 10 data points are a minimum requirement for a reliable trend line to make educational decisions.
What is Tier 2?
Who implements?

• Tier 2 interventions *do not replace* the core curriculum, they *supplement it*. By taking part in both general and targeted instruction, the *learning opportunities* for these students *are extended*.

• General Ed Teacher or another person trained to implement the strategic evidenced-based intervention
Differentiated Instruction

• An essential part of an instructional program to implement interventions

• Flexible groupings/centers meet the diverse learning demands of all our students

• All students are part of the general education system, there is a **shared responsibility** for student achievement across the entire school community
I Don’t Have Time to Do Interventions

Work Smarter…… Not Harder

Organize instruction----Have 30 minute Skills Groups---Use flexible groupings or flexible center activities divided up in specific areas---Be Creative (by teacher; by subject; by skill):

Phonemic awareness (e.g., phoneme isolation; phoneme blending; phoneme segmentation)

Phonics (e.g., alphabet recognition; patterns within words; sound/symbol relationships)

Fluency (e.g., sight words, speed/timed readings, phrasing, or intonation or inflection)

Vocabulary (e.g., prefix/suffixes/root words, synonyms/antonyms, etc.)
<table>
<thead>
<tr>
<th>Class Configuration</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Group</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>Should include a variety of any of the following:</td>
<td>Blending and Segmenting word parts and sounds in words</td>
</tr>
<tr>
<td>▪ Direct Instruction</td>
<td>Phonics</td>
</tr>
<tr>
<td>▪ Partnerships (Think-Pair-Share)</td>
<td>Letter-sound correspondence, Blending words</td>
</tr>
<tr>
<td>▪ Table Groups</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>▪ Mini-Lessons</td>
<td>Robust vocabulary instruction</td>
</tr>
<tr>
<td>▪ Shared Reading (with both literature and informational text)</td>
<td>Comprehension</td>
</tr>
<tr>
<td>▪ Spelling Integrated with Phonics Instruction</td>
<td>Pre-reading strategies, During reading strategies, Post reading strategies</td>
</tr>
<tr>
<td>▪ High Frequency, Vocabulary, and Spelling Words in Context</td>
<td>Fluency</td>
</tr>
<tr>
<td>▪ Web Resources</td>
<td>Accuracy, Rate, Expression</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Types: Narrative, Informative, Opinion</td>
</tr>
<tr>
<td></td>
<td>Grammar integration</td>
</tr>
<tr>
<td></td>
<td>Modeling reading behaviors</td>
</tr>
</tbody>
</table>

45 Minutes

See Appendix 1 for additional resources

75 Minutes

See Appendix 2 for additional resources

Differentiated Instruction
Small Flexible Groups

Intensive intervention group meets daily. Other groups meet at least 2-3 times/wk.

Suggested Configuration:
▪ 20 minutes with each group
▪ 3 groups per day

➢ Possibility of 25 minutes with most intensive group and 15 min. with other groups

Groups Formed Using Assessment Data
DIBELS Next, Sight Words, Running Records, Spelling Inventory, Literacy First, STAR, etc. used to determine focus of the instruction. Instruction is need specific.

Group 1: Intensive Support (Well Below Benchmark)
*No more than 3-5 students
Intensive intervention group meets a minimum of 4 days a week. Group 1 receives additional time, smaller group size, and very explicit instructional time.
Examples can include but not limited to:
Letter recognition
Sound/symbol recognition
Phoneme segmentation
Word building
Problem Solving within Tiered Model

Define the Problem
What is the problem? Why is it occurring?
Target Skill or Specific Content or Behavior

Evaluate
Progress
Monitoring
Did it Work?

RtI Team

What are we going to do about it?
Develop a Plan

Modify the Plan

Implement the Plan
Frequency/Duration
Where does Special Ed come into the RtI Model?

• A **smaller piece** of RtI may also function as an alternative method of identifying students who may have a **Specific Learning Disability** instead of using the traditional discrepancy model.

• IDEA Amendment of 2004 Gave States options between RtI and Discrepancy Models
History

Best gain the reason within the context of history.

Prior to the 1970s, Public school practice was to systematically deny students with handicaps access to a public school education.

President Gerald Ford signed Public Law 94-142, the Education for All Handicapped Children's Act (EHA), in 1975.
Two Outcomes of PL 94-142

1. **Child Find**: “Find"all those students who had been denied access to a public education

2. **Procedural safeguards**: Parent Rights--requiring written consent for assessment and placement, adherence to assessment timelines, creation of an individualized education program (IEP), and regular reviews (annual and triennial) of placement status. (Monitoring of files by state departments of education focused exclusively on these safeguards, with little to no attention paid to academic outcomes for students identified as handicapped). The important documents that school districts needed to have were referral forms, consent forms, placement permissions, and IEPs.
How did Special Education impact General Education?

The impact on general education was subtle yet profound.

When students failed to learn in a general education setting, it was expected, if not required, that the student be referred for special education consideration.

Over time, this practice had an impact on both systems (general and special education) in two significant ways.

1. Special education enrollment ballooned, with too many students identified as disabled—not because they had a disability, but rather because they had not been successful in a general education program.

2. Changed Teacher’s Perspective: Failure to succeed in a general education program meant the student must, therefore, have a disability.
How have we been determining if the student had a Specific Learning Disability?

With the Discrepancy Model

IQ Test score v. Achievements----Is the IQ discrepant with Achievement Test scores? (-22 point difference)

Many times a severe discrepancy could not be measured until the end of 2\textsuperscript{nd} or beginning of 3\textsuperscript{rd} grade.

Discrepancy Model became known as: The “Wait to Fail” Model
With the Discrepancy Model

Eligibility is the main concern, NOT the student’s individual treatment

Looking for the Diagnosis----
not how to treat the skill deficit

Poor Treatment
RtI is Not

**NOT** a pre-referral process
Meaning it is **not** something we do before we test to place a child in special education

AND

**Not** about admiring the problem

It is about Problem Solving About treatment
Why has the Discrepancy Model Endured??

• Big debate that we must identify a processing disorder---Does that help identify how to teach the student to read?

• IQ-Achievement discrepancy

Is easy to administer and provide quick results.
Test to place.
Edmond Public Schools

Total IEP Population

Over Identifying
in 2000

59%
Specific Learning Disability

31%
SLD

2012 Reduced
Specific Learning Disability Category
by approx. 28%
RtI Model is first a **GENERAL EDUCATION** system to maximize the learning of ALL students by making instructional decisions based on data and monitoring their progress.

A Multi-Level Intervention System that “prevents” students from needing special education services.

2004 IDEA Reauthorized Allowing RtI Criteria for Determining SLD
• The IEP subgroup has not come up at risk since we began RtI implementation.
  ◦ Since we’ve reduced the number of students identified as having SLD category, only the students who need the most intensive supports are getting them and we are able to meet their needs better

• General Education population continued to increase scores
  ◦ Edmond Public Schools continues to be the top scoring district in the State of Oklahoma. Identifying less students as being disabled through RtI implementation has not hurt our district’s overall test scores

State Testing has NOT been negatively impacted by RtI
Problem-Solving
Data-Based Decisions

Tier 1: at least 4 weeks; teacher designed interventions

Tier 2: minimum 10 weeks; researched-based interventions designed by the RtI team

Tier 3: prolonged intervention that requires intensive/strategic instruction
Do we lower the Target Goal if we move a student into Tier 3?

No

Target Goal remains the same, yet the slope of the Aimline continues to become steeper
Tier 3

• Tier 3 intervention is reserved for those students who require intensive interventions over a prolonged period of time.

• Tier 3 does not equal Special Education. In fact, Tier 3 could be Title I, or ELL or any other specialized program to provide intense, prolonged interventions lasting at least one year or longer.
Dual Discrepancy

• Student is discrepant from peers in achievement identified through the universal screening (At risk falling at or below the 16th %ile)

• Student is discrepant from peers in the growth rate (Based on CBM National or Local Norms) based on progress monitoring with interventions implemented
Traditional v Intervention

• Traditionally we have pulled students out of the general education environment during reading to come to special education to obtain a separate reading curriculum. We have provided a separate, but not equal education in special education.

• With RtI, special education will be seen much like Title I. Special education teachers will not give a grade, because the student will not be pulled out during core instructional times for Reading, Math, and Written Expression.

• Change special education to be an intervention in addition to the core curriculum.
Transition in Implementation

- During the Transition Time from the Discrepancy Model to the RtI model you will need to focus on the students being identified through the RtI process and the lower grade levels (K-2).
- Older student in 3rd, 4th, and 5th grades may not be able to switch to the new model due to being out of the classroom setting for so long.
- Might individually decide which students through an IEP team meeting might be able to be placed in the general education classrooms.
How do we Progress Monitor a student who has not mastered grade level skills?

- **Survey Level Assessments (SLA)** to find instructional level to progress monitor in special ed.

  SLA is an assessment process that is used to determine a student’s mastery (or independent level), instructional, or frustration level in a given skill or content area.

  Special Ed teacher will administer 3 probes on the student’s grade level and moved down grade levels until the mean score is within the average range for a grade level to find the student’s instructional level and which skill areas they have mastery or are at the independent level.
How do we EXIT a student off an IEP?

• The IEP team makes the decision based on data.

• If there is 4 consecutive data points at or above the Targeted Goal at the 25%ile for that single skill or content deficit, for that particular grade level, for that specific subject matter.
Tier 3 Supports – Paradigm Shift

• Direct Service Time
  – Suggested 30 minutes per subject
  – Direct service is based on specific interventions in skill deficit area
  – As caseloads decrease then

• Co-teaching
• Push In/Tier 2
• Behavior Support
• Educating Parents

Exiting from special ed

This may change year by year depending on caseloads and staff available.
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<thead>
<tr>
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tr>
<td>9:00-10:00</td>
<td>Mu Kariya</td>
<td>Mu Martin</td>
<td>Specials PLC</td>
<td>Mu Kariya</td>
<td>Mu Self</td>
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<tr>
<td></td>
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<td>PE Self</td>
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<td>PE Kariya</td>
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<td>COR Self</td>
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What are some things you need to do before becoming an RTI Problem-Solving Model Building

1) **Training:**

A. RtI Implementation:
   Dr. Gary Duhon with Oklahoma State University, and Christa Knight with the Oklahoma State Department of Education

B. CBM Training (e.g., DIBELS)
   DIBELS 1 (Basics-Administrating and scoring),
   DIBELS 2 (Progress Monitoring), and
   DIBELS 3 (Advance-linking DIBELS data to effective reading instruction)

C. Book Studies on RtI
Resources

The best and most accurate site on RtI is
• http://www.rti4success.org/

National Center on Response to Intervention

• http://www.studentprogress.org/
The National Center on Student Progress Monitoring
  (Note: Funding has ceased, but website will continue)

http://www.rtinetwork.org/
RtI Action Network
www.nasde.org
Books

• *The ABCs of CBM* by Drs. Michelle K. Hosp, John L. Hosp

• *Interventions for Reading Problems: Designing and Evaluating Effective Strategies* by Edward Daly III, et.al.

• *RtI in the Early Grades: Intervention Strategies for Math, Literacy, Behavior & Fine Motor Challenges* by Chris Weber
Teacher Resources

Evidence-based interventions---Where can I find them?

The best web site for interventions:

www.fcrr.org (Florida Center for Reading Research)
http://www.fcrr.org/for-educators/sca_k-1.asp
Print off and place in notebooks or laminate them. Color-code by skill.

http://ies.ed.gov/ncee/wwc/ (What Works Clearinghouse)
http://iris.peabody.vanderbilt.edu

www.interventioncentral.org
www.free-reading.net
Questions/ Comments

Contact Information:
nancy.goosen@edmondschools.net