

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

20% Meetings a.k.a **Group Intervention Review** **Meetings**

Is what *WE* are doing working?

Data Day

February 9, 2016



Reach & Teach *All* Students

RTI Essential Components

SLD Decision Making

Progress Monitoring

Interventions

Screening

Core

Leadership

Teaming/Data-
Based Decision
Making

Professional
Learning &
Support

Culture

RTI Team Structures

Meetings	Purpose	Students	Data
100% Meetings	Review effectiveness of tiered systems of support and make adjustments Fall/Winter/Spring	ALL	Screening (CBM), Attendance, ODRs, SBAC
Intervention Placement	Place students in interventions matched to area of need and intensity	20%	Progress Monitoring Data, Placement tests
Group Intervention Review Meetings	To make changes for students in interventions	Some students	Progress monitoring (CBM)
Individual Problem Solving Meetings	To further intensify interventions for those in need	Few Students	Progress Monitoring (CBM)

20%

Today's focus

Purpose of these meetings...

- Is what **WE** are doing working?
- What will **WE** do to improve?
- Do **WE** need to make changes?

Purpose for the Session

- Review essential components for effective Group Intervention Review, 20% meetings
- Observe an effective 20% meeting
- Practice with data!
 - Is this *a group problem* or an *individual problem*?



What are Group Intervention Review Meetings, 20% Meetings?

- Grade level teachers and specialists
- Meet every 4-8 weeks to use **data**
- **Standardized decision rules** to:
 - determine if interventions are working or need to be modified.

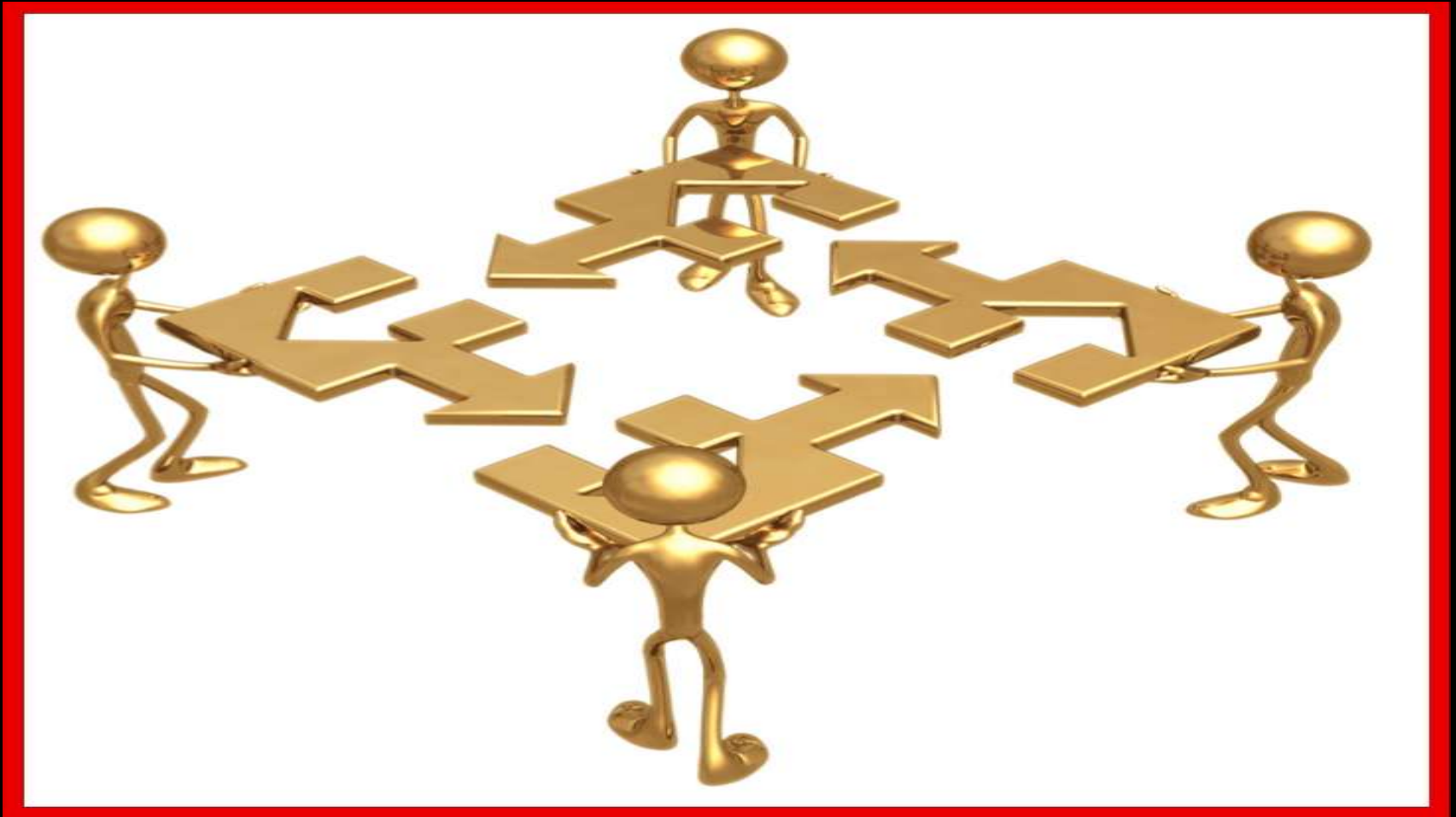
GOAL:

“Is what we are doing working?”

Do your teams problem admire?



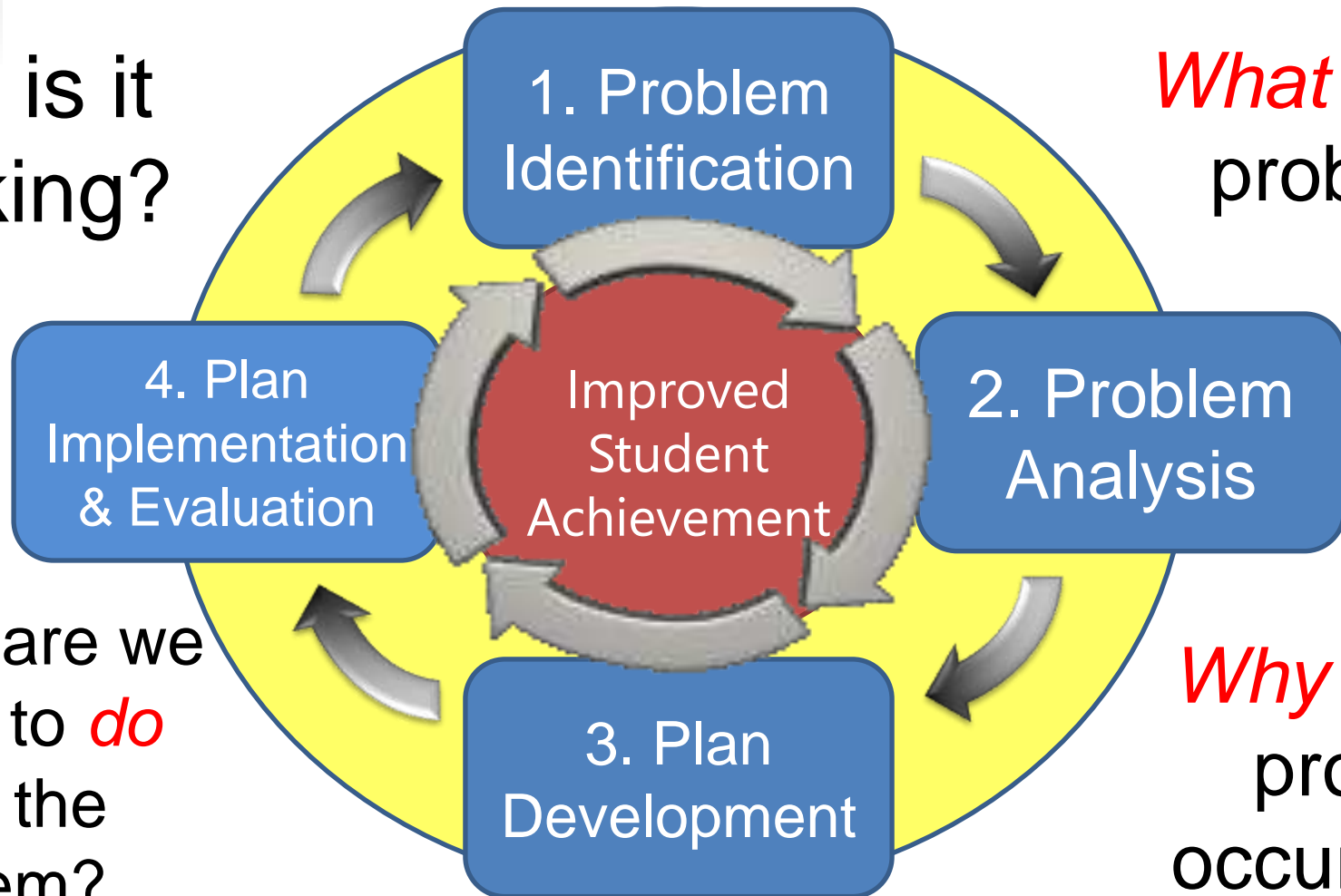
Do your teams problem admire?



The Problem Solving Process

How is it working?

What is the problem?



What are we going to **do** about the problem?

Why is the problem occurring?

Logistics: What do you need to do this work?

- Standard Reading Protocol with intervention menu
- Decision rules
- Progress monitoring graphs
- Scheduled time, space and team
- In curriculum assessments
- A Growth mindset!

Logistics: Teaming is hard!!

- Having *strong* and *effective* teams is the ***MOST DIFFICULT*** thing to pull together!
 - Who meets?
 - How often?
 - How do we organize meetings?
 - When do we meet?
 - Who completes the paperwork?
 - How do we communicate decisions?
 - How do we assess our systems?

Logistics: **Who** sits at the table?

**Literacy
Specialist/
Title I**

**Grade
Level
Teacher**

**Grade
Level
Teacher**

**Grade
Level
Teacher**

Principal

**SPED
Teacher**



**ELL
Teacher**

**School
Psych/Coun
selor**

Others?

May also
include:



Logistics: **How often** and **When** do we meet?

- **How often:**

- Every 6-8 weeks, depending on...
 - Your decision rules
 - Your weekly schedule

- **When:**

- After school?
- Before school?
- During school?

Logistics: Sample Meeting Schedule: 6 Week Cycle

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Kinder			1 st Grade Data due
Week 2		1 st Grade	Professional Development		2 nd Grade Data due
Week 3		2 nd Grade	Staff Meeting		3 rd Grade Data due
Week 4		3 rd Grade	PBIS Meeting		4 th Grade Data due
Week 5		4 th Grade			5 th Grade Data due
Week 6		5 th Grade			Kinder Data due

Logistics: Use an **Agenda, Guiding Questions Document**

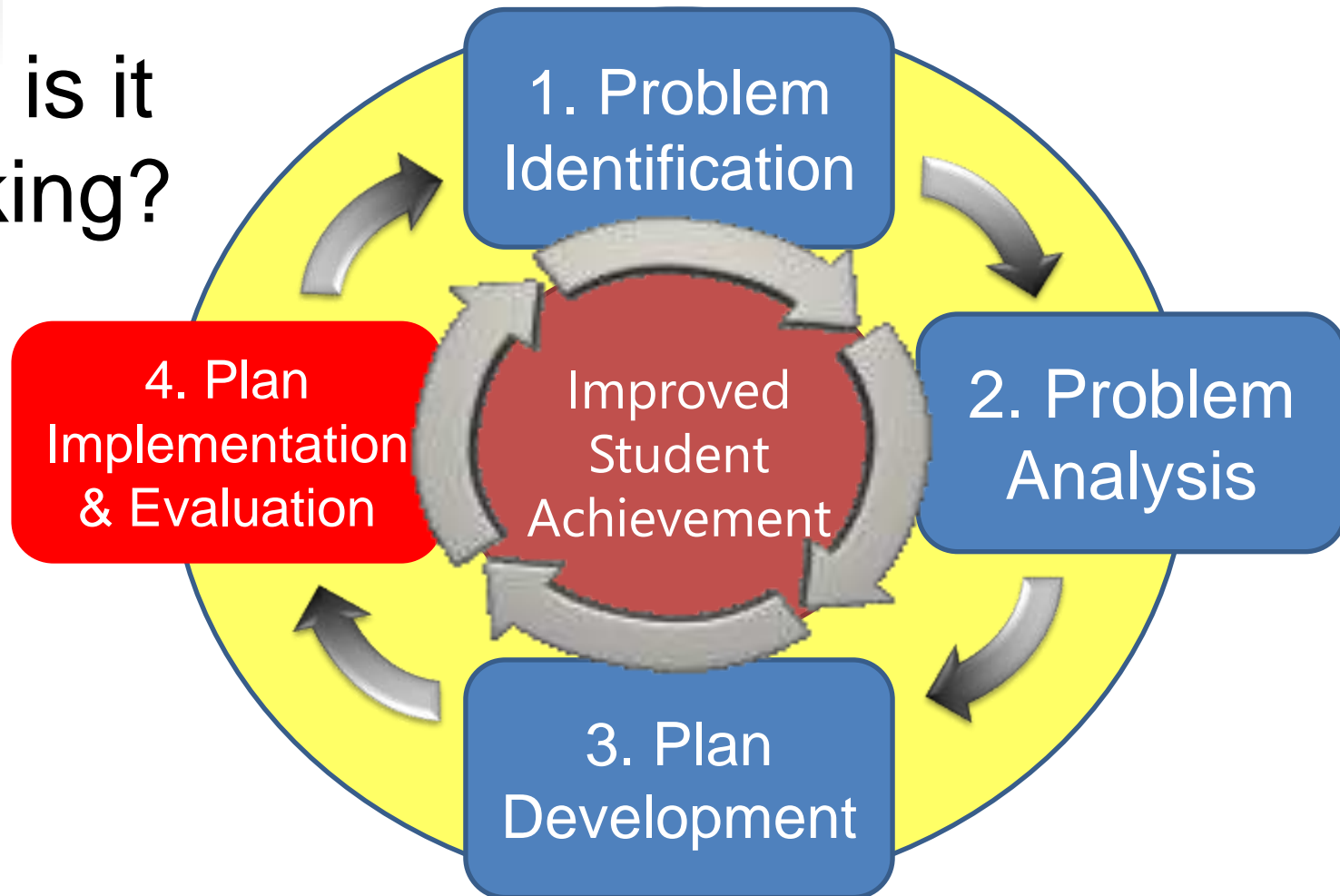
The agenda will:

- Guide your team's decision making
- Establish pacing and process
- Ensure data-based, equitable decisions are made
- Keep the team focused on **decision rules**
- Keep the team focused what we can control
- Help to avoid storytelling



20% Meeting Focus

How is it working?



Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or Individual problem?

GROUP

INDIVIDUAL

2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
for **GROUP**
Start with
FIDELITY

Check **ICEL**
for **INDIVIDUAL**

3. Plan Development

What are we going to do about the problem?

Make a change for
the **GROUP**

Make a change for
the **INDIVIDUAL**

4. Plan Implementation & Evaluation

How it it working?

Implement for 6-10 weeks

Sample Agenda/Guiding Questions Document

Purpose of meeting: To determine which students are in need of intervention, determine the effectiveness of current interventions, and make decisions about whether to continue, discontinue, or change an intervention.

- Review team norms

- Stay engaged
- Listen to learn

- Focus on what we can do to make a change

- Data need for this meeting

Brought by

- | | |
|-----------------------------|----------------------------|
| a. Progress monitoring data | a. Intervention Specialist |
| b. Attendance data | b. Principal |
| c. Core program assessment | c. Classroom teacher |
| d. OAKS (as appropriate) | d. Classroom teacher |
| e. Diagnostic Assessment | e. Intervention specialist |

If this is initial meeting for placement, skip questions 1-3.

1. Are intervention groups making adequate progress with support?

a) Examine student progress monitoring graphs for intervention groups.

- Are most students in an intervention group making adequate progress (based on data-decision rules)? If majority of group is not making adequate progress:
 - Has fidelity of implementation been examined?
 - If implementation fidelity is good, does the intervention need to be modified?
 - Consider adding a group reinforcement system, or adjusting group size, amount of intervention time, frequency of intervention, or other alterable variables
- How has students had strong attendance in the intervention group?
- If most students are making adequate progress, sort students into 2 piles: 1) students who may need more (Go to #2) OR 2) students who may exit (Go to #3)

2. Are there individual students in intervention groups not making adequate progress? If so, what changes may need to be made?

a) Examine existing data and determine if additional data are needed, including:

- Progress monitoring data, diagnostic data, daily lesson data, curriculum assessments, observational data during intervention and core instruction, teacher and parent input, etc.

b) If a change is needed, consider the following options:

- Does the student need a different, more appropriately matched intervention?
- Does the student need a more intensive intervention with same instructional focus?
- Can you modify the current intervention to accommodate the student?

decision rules), can the intervention be de-intensified or discontinued?

- If de-intensifying an intervention, determine which alterable variables to adjust
- If discontinuing an intervention, create a progress monitoring plan to determine ongoing need.

4. Which students, not receiving currently receiving an intervention, does the data suggest are in need of additional support?

- If this is initial placement, examine the screening data, which students are in the lowest 20%? (See Group Intervention & Planning Form)
- If this is not the initial placement, which students are nearest the lowest 20% (according to screening data) who may be in need of additional support?
- Which of the big 5 of Reading does the team hypothesize is the student's greatest need?
 - Examine screening books/assessments
 - Examine core program assessments
 - Examine OAKS assessments (if applicable)
- Place the student in group which best fits the child's need
 - Notify student of placement
 - Notify parent of placement
 - Notify staff (teacher, IA, support staff) of placement
- Begin a *RTI Tracking Form* for each student new to intervention

At the completion of the meeting, email notes to all team members

Sample Agenda/Guiding Questions Document

20% Meeting – Guiding Questions

Norms:

Purpose: To coordinate our services for students receiving *interventions*, and to answer the question “Is what WE are doing working?”

--Follow this process for *EACH* intervention group--

Step 1: PROBLEM IDENTIFICATION (What is the problem?)

1. According to your *decision rules*, is there a group problem (e.g., *more than half of students in group not making progress*) or an individual problem? (Refer to progress monitoring graphs)

Group



Individual



Step 2: PROBLEM ANALYSIS (Why is the problem happening?)

2. Why isn't the **GROUP** making adequate progress?

Check Fidelity of Intervention

(If fidelity is weak, go to step 3 & make plan to improve fidelity)
(If fidelity is strong, check ICEL for the group)

INSTRUCTION (e.g., not enough time, pacing, corrective feedback, etc.)
CURRICULUM (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.)
ENVIRONMENT (e.g., group size too big, physical setup, behavior management, attendance, etc.)
LEARNER (Other factors to consider, language, health, etc.)

2. Why isn't the **INDIVIDUAL** making adequate progress?

INSTRUCTION (e.g., not enough time, pacing, corrective feedback, etc.)

CURRICULUM (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.)

ENVIRONMENT (e.g., group size too big, physical setup, behavior management, attendance, etc.)

LEARNER (Other factors to consider, language, health, etc.)

Step 3: PLAN DEVELOPMENT (What are we going to do about the problem?)

3. Using info from Step 2, and your *decision rules*, change the intervention for the **GROUP**

INCREASE FIDELITY (if needed)

INSTRUCTION

- Add time? Change Instructional delivery?

CURRICULUM

- Change or add program?

ENVIRONMENT

- Change group size? Increase attendance?

3. Using info from Step 2, and your *decision rules*, change the intervention for the **INDIVIDUAL**

INSTRUCTION

- Add time? Change Instructional delivery?

CURRICULUM

- Change or add program?

ENVIRONMENT

- Change group size? Move to different group? Behavior plan? Increase attendance?

Step 4: PLAN IMPLEMENTATION & EVALUATION (Is what we are doing working?)

Implement the new intervention with the agreed upon changes for 6-8 weeks, then repeat this process.

**If an individual student fails to make adequate progress after 2 group interventions, consider Individual Problem Solving for that student*

Activity

- Locate the two sample agendas/guiding questions documents in your packet. As a team answer these questions...
 - Has your district decided on an **ORTli approved** agenda?
 - **If yes,**
 - **has training occurred?** Has the agenda been distributed and in use? Can the agenda be found in district RTI Handbook? Has it been distributed?
 - **If no,**
 - Does one agenda or the other agenda fit your needs? What factors do you need to consider in selecting an agenda?
 - **When will initial training occur?** What follow up support will be provided?



Data-Based Decision Rules...

...help us decide *if what WE are doing is working*

– *Using your progress monitoring data*

...*create consistency* across grade levels and schools

...*determine how to intensify* interventions

...*standardize the process* for eligibility decision making

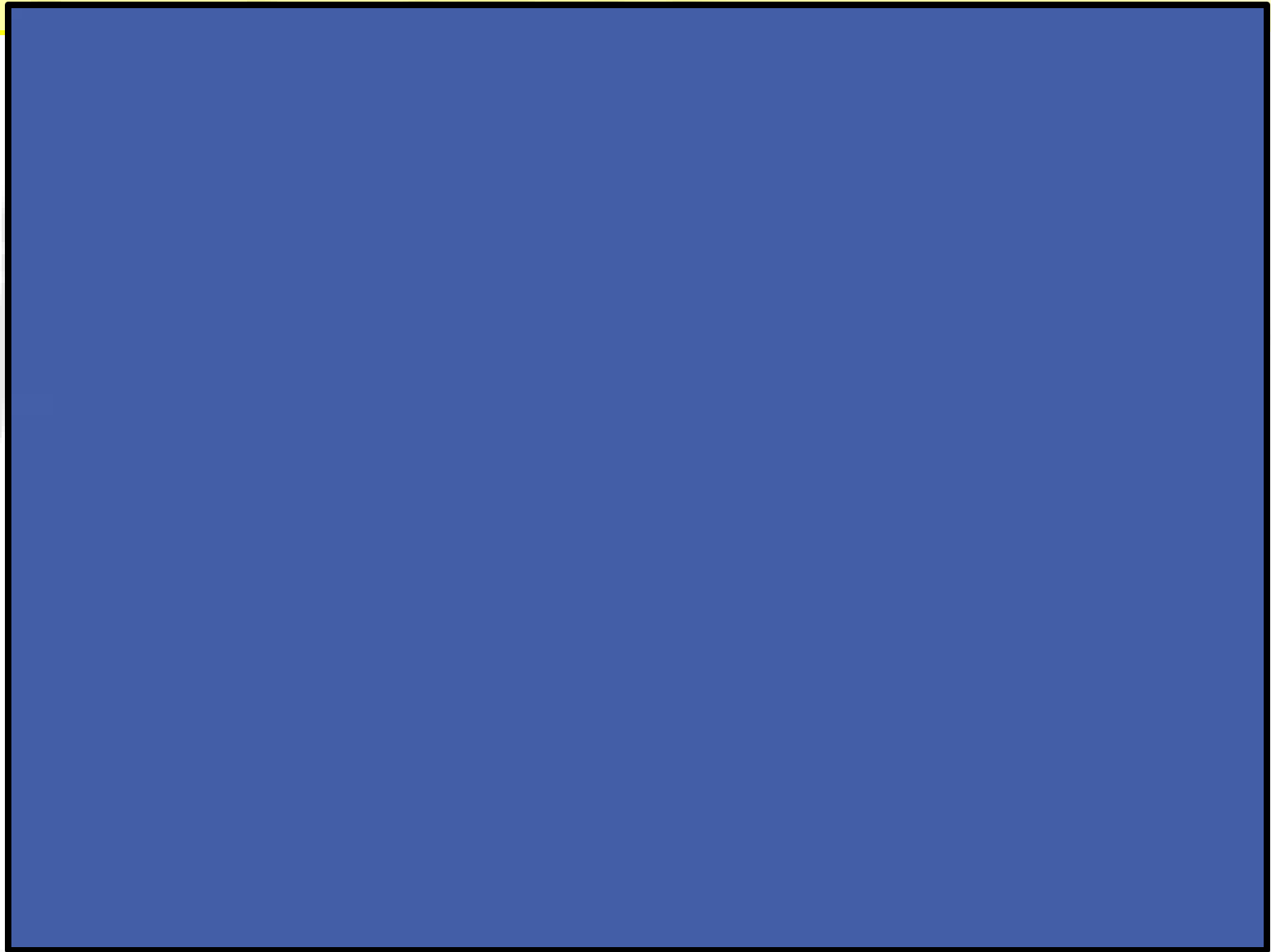


RTI = TIR

- TIR = Thinking Is Required
- Decision rules should trigger us to **stop and think**.
- Decision rules won't make the decision for you, but they will tell you **when** you need to make a decision.



Thinking is Required



Decisions Rules for Group Intervention

Review Meetings

- When to *modify* interventions for the *group* versus the individual student
- When to *exit individual* students from intervention
- When to *modify* interventions for an *individual* student
- When to *intensify* interventions for *individual* students

Sample Decision Rules

MTI Reading Decision Rules, K-5 Example 2: Decision Rules

"How do we respond when students don't learn?"	
Kindergarten	Grades 1– 5
<p>Beginning of the year – October: Place students in strategic or intensive intervention groups based on fall DIBEL, progress monitoring and in program data: Strategic/Intensive: According to Reading Protocol</p> <p>Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support.</p> <p>Middle of the year – January: Re-group students after January DIBELS Next has been completed. Place students accordingly into the following groups: Strategic/Intensive: According to Reading Protocol</p> <p>Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support.</p>	<p>Place students in interventions when: Academic skills fall below benchmark and place them in the strategic range according to <u>GrIP</u> reports which are based on DIBELS Next, MAP and OAKS and is corroborated by curriculum based assessments.</p> <p>Change and intensify interventions when: Progress monitoring indicates 4 consecutive data points below the <u>aimline</u>.</p> <p>If data are highly variable, (points above and below the <u>aimline</u>), maintain the current intervention until 6 data points have been collected. Analyze <u>aimline</u> and <u>trendline</u>. Change intervention if the slope is flat or decreasing and the scores are below benchmark.</p> <p>Each time the intervention is changed, the <u>aimline</u> should be re-drawn using the median of the three data points prior to the intervention change as the starting point for the new <u>aimline</u>.</p> <p>For ELL students, check the progress of the cohort group after each 6-week period to determine whether an individual student's progress is significantly different from the group.</p> <p>Refer for Special Education when: After 2 small group interventions and 1 highly structured intensive individually designed intervention determined from an Individualizing and Intensifying team meeting, progress continues below the <u>aimline</u> OR the team determines that the support is so significant that the student will need continued individualized and intensive instruction.</p> <p>Consider exiting a student from intervention when: Core reading assessments and intervention assessments indicate grade level proficiency and DIBELS progress monitoring data points meet benchmark grade level targets in fluency/accuracy.</p>

Team Time



- How will you explain to your staff the importance of having decision rules AND following them when making decisions?

EL Considerations: Principal's can support effective Decision making Processes for ELs

“Begin assessing the instructional program prior to assessing the child.” Spinelli 2008

- Include classroom teachers
- Support with data management
- Support interpreting data
- Model instructional practices
- Create resources for sharing tier 2-3 interventions across schools
- Ensure parents are valued as partners

English Language Learners:
Differentiating Between Language
Acquisition and Learning Disabilities
2014



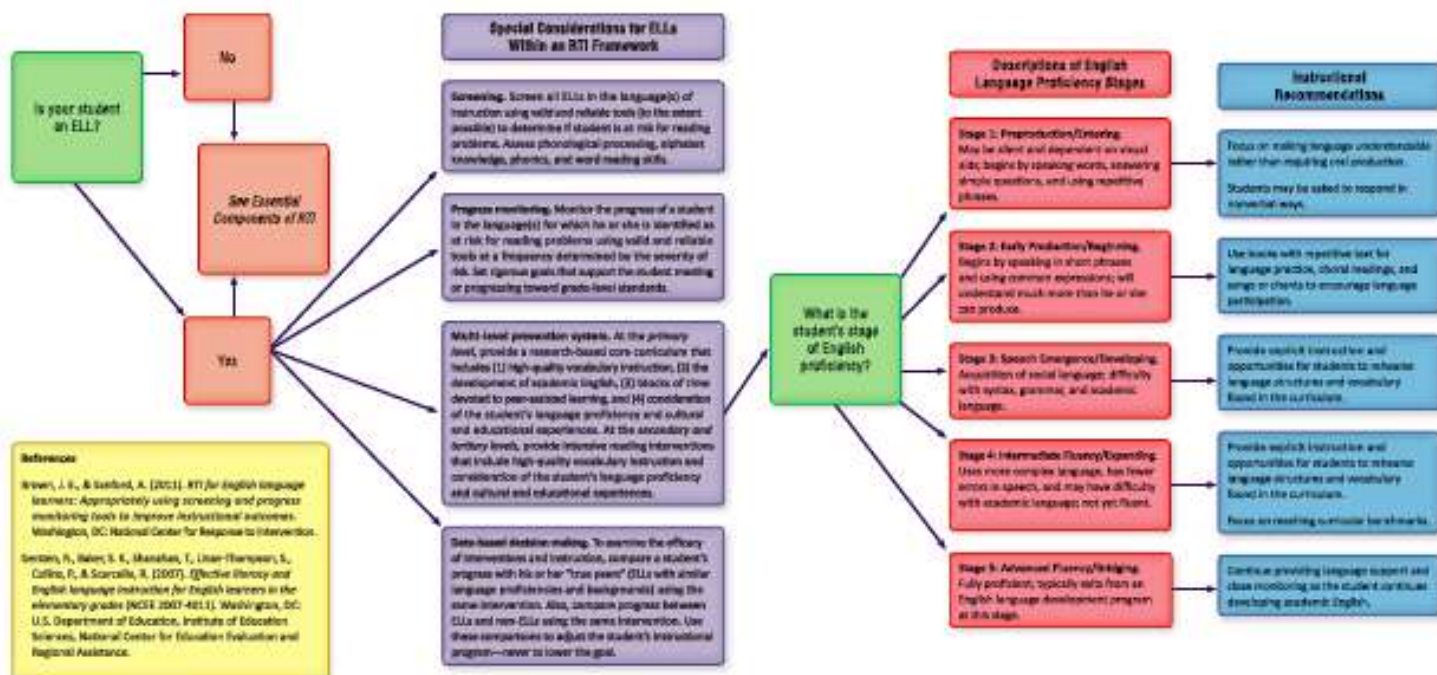
Compare EL students to a peer group based on the 5 L's

- Language (native)
- Level of native language proficiency
- Level of English language proficiency
- Length of time in school
- Length of time in country

Not all EL students are the same!

EL Protocol

Literacy and English Language Instruction for English Language Learners (ELLs) Within a Response to Intervention (RTI) Framework



Logistics: Communication, Tracking Forms are Critical

- Who will complete the forms, where will the forms be kept?
- What is the communication plan?

North Clackamas School District

RTI Tracking Sheet

★ Attach all relevant data (e.g., DIBELS) and attendance sheet from interventions. ★

Student Name: _____ Grade: _____ School: _____

Area(s) of Concern: _____ Level on ELPA (1-5): _____

Most Recent OAKS Scores (grade taken: ____): R/L _____ M _____ Wr. _____ Sci. _____

Tier II - Intervention 1

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

Team Decision/Next Steps: _____

Tier II - Intervention 2

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

Team Decision/Next Steps: _____

Tier III

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

Team Decision/Next Steps: _____

Fill out for each student receiving interventions. . This form and a fillable version can be found on the RTI website. From the NCSD homepage (<http://www.nciack.k12.or.us>), click on Departments → Response to Intervention → Tier II, or Fillable Forms.

Version 01/14/10

Logistics: Notifying Parents

November 15, 2010

Dear Parents/Guardians of _____,

This in to inform you that your child will be receiving reading or math support during the next eight weeks. This support is in addition to the regular 90 minutes of reading (60 minutes in Kindergarten) and 60 minutes of math he/she gets in the regular classroom.

Title 1 is a federal program that provides additional support to students who are having difficulties with reading or math. Students are selected based on the assessments we give at Metzger, including DIBELS/IDEL, placement tests from our reading program, CBM math probes, state assessments, and teacher recommendation. We will reassess students every 8 weeks to determine if they continue to need the additional reading and/or math support to help them reach grade level expectations.

Your child will be receiving _____ 15-20 minutes _____ 30 minutes _____ 45 minutes of additional reading support daily.

They will be receiving help with: (skill/name of program)

____ Phonics Kinder Roots / Roots Phonics for Reading
 Reading Mastery/Horizons
____ Fluency Read Naturally
____ Comprehension STARS
____ Phonics/Fluency/Comprehension Triumphs
____ Phonemic Awareness/Phonics ERI El Camino
____ Math

If you have questions, please contact me @ 503-431-4630.

Julie Walker
Literacy Specialist/Title 1 Coordinator

Logistics: Tracking Attendance

10-11 Title I Attendance Report: Metzger School

Name: _____ Grade _____ Teacher _____
 Date Begin _____ Date Out _____ Service Time _____

AB= Absent CA= Classroom Activity TA = Tutor Absent
 NS= No School I= Inservice C-Conferences

Date	M	T	W	T	F	Total	Date	M	T	W	T	F	Total
9/13-9/17							1/31-2/4					I	
9/20-9/24							2/7-2/11						
9/27-10/1							2/14-2/18						
10/4-10/8					H		2/21-2/25	H					
10/11-10/15							2/28-3/4					I	
10/18-10/22				C	C		3/7-3/11						
10/25-10/29							3/14-3/18				C	I	
11/1-11/5							3/21-3/25	H	H	H	H	H	
11/8-11/12			I	H	I		3/28-4/1						
11/15-11/19							4/4-4/8						
11/22-11/26				H	H		4/11-4/15					I	
11/29-12/3							4/18-4/22						
12/6-12/10							4/25-4/29						
12/13-12/17							5/2-5/6						
12/20-12/25	H	H	H	H	H		5/9-5/13						
12/27-12/31	H	H	H	H	H		5/16-5/20						
1/3-1/7							5/23-5/27						
1/10-1/14							5/30-6/3	H					
1/17-1/21	H						6/6-6/10						
1/24-1/28							6/13-6/17					I	

Curriculum: Quarter 1

Quarter 2

Quarter 3

Quarter 4

“intervention failure should be an exceedingly rare event...”

“Overemphasis of intervention selection and under emphasis of intervention management is probably the most common error we in RTI that we see.

Again, we remind that ***intervention failure should be an exceedingly rare event.***

Where it is not a rare event implementation errors are at work.”

VanderHeyden and Tilly III 2010



Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or Individual problem?

GROUP

INDIVIDUAL

2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
for **GROUP**
Start with
FIDELITY

Check **ICEL**
for **INDIVIDUAL**

3. Plan Development

What are we going to do about the problem?

Make a change for
the **GROUP**

Make a change for
the **INDIVIDUAL**

4. Plan Implementation & Evaluation

How it it working?

Implement for 6-10 weeks

Starting with intervention groups helps to...

- Increases your efficiency
 - Can discuss more kids in less time
- Identify a *group vs. individual problem*
 - Requires different solutions
- Keep the focus on what **we** are doing

Group Intervention Review process

1. Problem Identification

What's the problem

Group or Individual problem?

20% Meeting Agenda/Guiding Questions Document

--Follow this process for EACH intervention group--

Step 1: PROBLEM IDENTIFICATION (What is the problem?)

1. According to *your decision rules, is there a group problem (e.g., more than half of students in group not making progress) or an individual problem? (Refer to progress monitoring graphs)*

Group

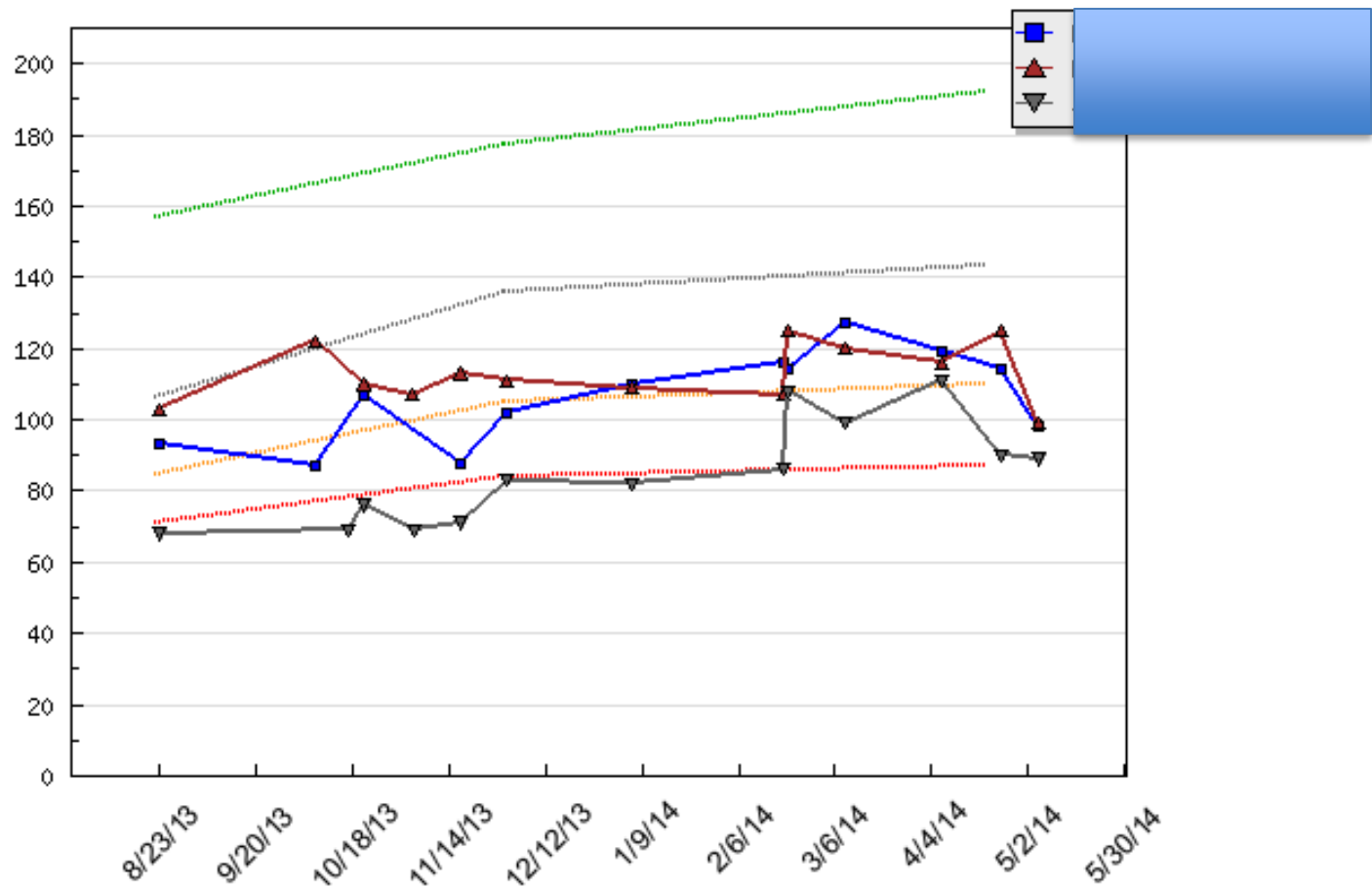


Individual



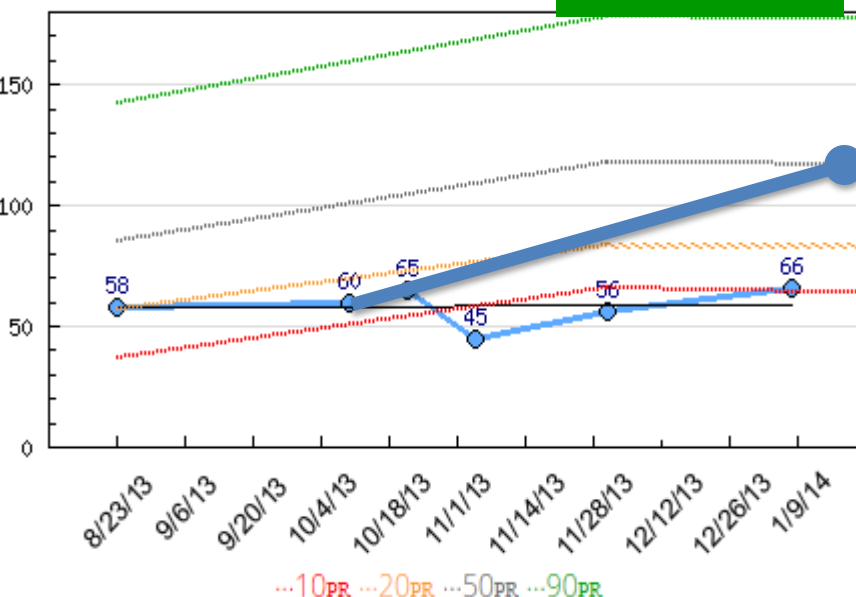
Group or Individual Problem?

Group Passage Reading Fluency Performance (Only shown for groups of 10 students or fewer)



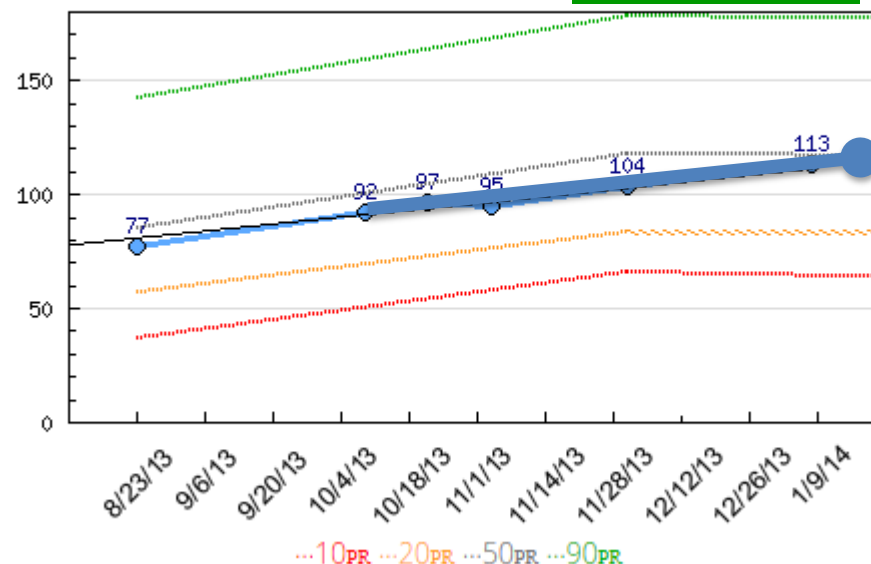
Grade 3, Passage Reading Fluency

SAM



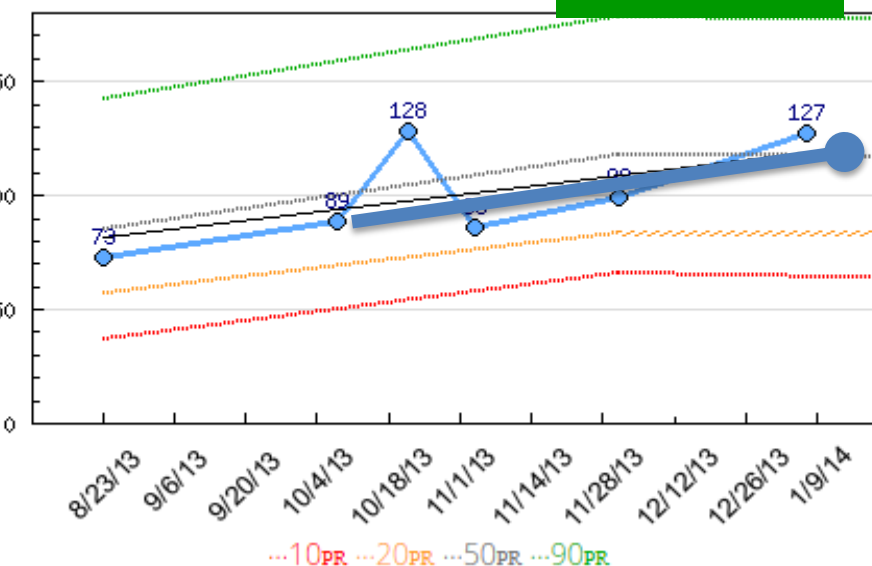
Grade 3, Passage Reading Fluency

GEORGE



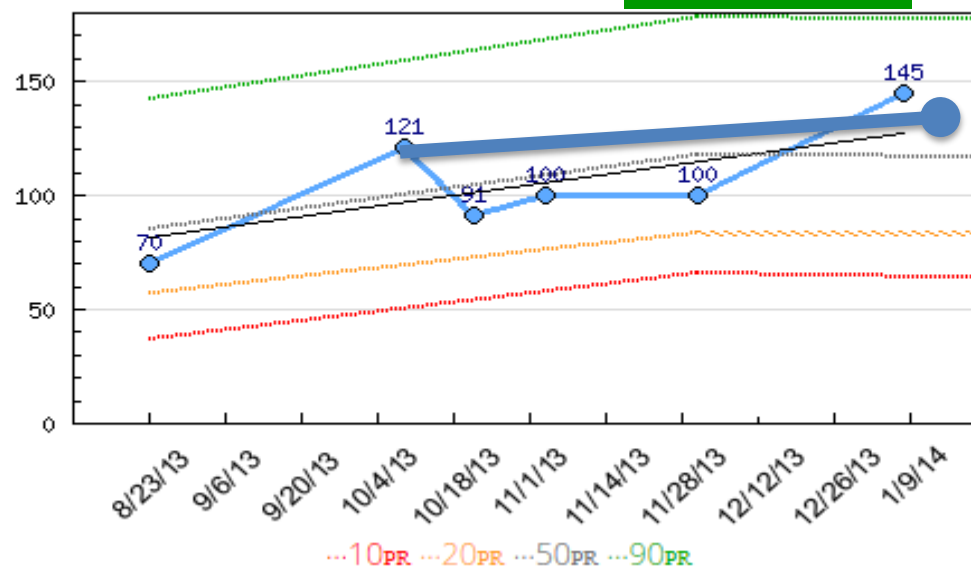
Grade 3, Passage Reading Fluency

MARY



Grade 3, Passage Reading Fluency

HOLLY



Practice Time

- Group or Individual Problem?
- Examine your own group data and decision rules
- Determine if it is a group or individual problem.

Group Intervention Review process

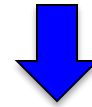
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2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
for group
Start with
FIDELITY

3. Plan Development

What are we going to do about the problem?

4. Plan Implementation & Evaluation

How it it working?

Why isn't the group making progress?

2. Why isn't the GROUP making adequate progress?

Check Fidelity of Intervention **FIDELIT**

(If fidelity is weak, go to step 3 & make plan to improve fidelity)

(If fidelity is strong, check ICEL for the group)

INSTRUCTION (e.g., not enough time, pacing, corrective feedback, etc.)

CURRICULUM (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.)

ENVIRONMENT (e.g., group size too big, physical setup, behavior management, attendance, etc.)

LEARNER (Other factors to consider, language, health, etc.)

What Is Fidelity?

What constitutes an intervention?

Degree to which the evidenced based curriculum is implemented the way it was intended

- **Fidelity = Consistency and Accuracy**
- **Fidelity = Integrity**

Why Is Fidelity Important?

- Ensures that instruction has been implemented as intended
- Allows us to link student outcomes to instruction
- Helps in the determination of intervention effectiveness and instructional decision-making

(Pierangelo & Giuliani, 2008)



National Center on Intensive
Intervention

Why isn't the group making progress when fidelity is in place?

2. Why isn't the GROUP making adequate progress?

Check Fidelity of Intervention

(If fidelity is weak, go to step 3 & make plan to improve fidelity)

(If fidelity is strong, check ICEL for the group)

INSTRUCTION (e.g., not enough time, pacing, corrective feedback, etc.)

CURRICULUM (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.)

ENVIRONMENT (e.g., group size too big, physical setup, behavior management, attendance, etc.)

LEARNER (Other factors to consider, language, health, etc.)

Why might the problem be occurring?

Instruction:

How you teach

Curriculum:

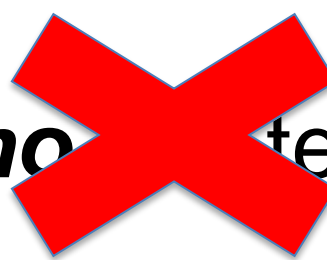
What you teach

Environment:

Where you teach

Learner:

Who teach



Why might the problem be occurring?

The Group

Instruction:

*Not **explicit** enough?*
Not enough student
***opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective***
***feedback**?*

Curriculum:

Wrong lesson
placement?
Wrong focus skill?

FIDELITY

Environment:

Distracting setting?
Group size too large?
Behavior management
needs?

Learner:

Other things to consider?



Video Study: Examining ICE for the Group...



Video Study: Group or Individual?



Group Problem:

**size reduced, pre-teach
added, feedback
examined, core
instruction aligned,
behavior procedures
added**

Group Intervention Review process

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What are we going to do about the problem?

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How it it working?

Plan Development

3. Using info from Step 2, and your *decision rules*, change the intervention for the GROUP

INCREASE FIDELITY (if needed)

INSTRUCTION

- Add time? Change Instructional delivery?

CURRICULUM

- Change or add program?

ENVIRONMENT

- Change group size? Increase attendance?

Why might the problem be occurring?

The Group

Instruction:

*Not **explicit** enough?*
Not enough student
***opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective***
***feedback**?*

Curriculum:

Wrong lesson
placement?
Wrong focus skill?

FIDELITY

Environment:

Distracting setting?
Group size too large?
Behavior management
needs?

Learner:

Other things to consider?



Active Engagement Rates

Materials	Accuracy Rate	Opportunities to Respond (OTRs)
New Material	80%	4 to 6 per minute
Previously Learned Material	90%	8 to 12 per minute

Practice Time

Group in your school

- Review groups in your school
- Identify if you have a group problem?
- For group problem: Review ICE and identify the needs for the group
- Identify possible actions

Scenario Group

- Group is second grade in PFR
- They are on lesson 10 in Dec.
- Observations revealed on average 75% of accuracy in group responses
- Four students in the group
- Staff received initial training
- What questions do you have?
- What additional information would you want to gather?
- Can you come up with a hypothesis?



Document Your Changes

North Clackamas School District

RTI Tracking Sheet

★ Attach all relevant data (e.g., DIBELS) and attendance sheet from interventions. ★

Student Name: _____ Grade: _____ School: _____

Area(s) of Concern: _____ Level on ELPA (1-5): _____

Most Recent OAKS Scores (grade taken: _____): R/L _____ M _____ Wr. _____ Sci. _____

Tier I - Intervention 1

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

Team Decision/Next Steps: _____

Tier II - Intervention 2

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

Team Decision/Next Steps: _____

Tier III

Start Date: _____ End Date: _____

Intervention: _____

Group Size: Individual _____ 2-5 _____ 6-15 _____

Frequency: Times per week _____

Duration: 10 min _____ 15 min _____ 20 min _____ 30 min _____ 45 min _____

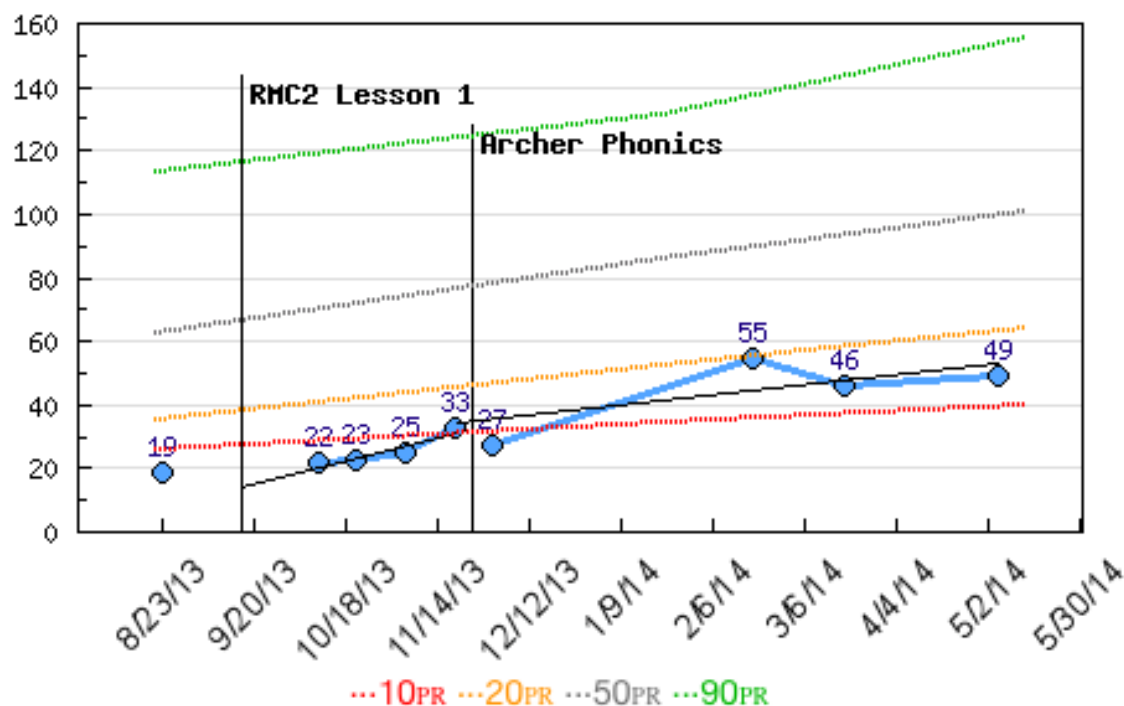
Team Decision/Next Steps: _____

Fill out for each student receiving interventions. . . This form and a fillable version can be found on the RTI website. From the NCSD homepage (<http://www.nclack.k12.or.us>), click on Departments → Response to Intervention → Tier II, or Fillable Forms.

Version 01/14/10

Document Changes

Grade 2, Passage Reading Fluency:

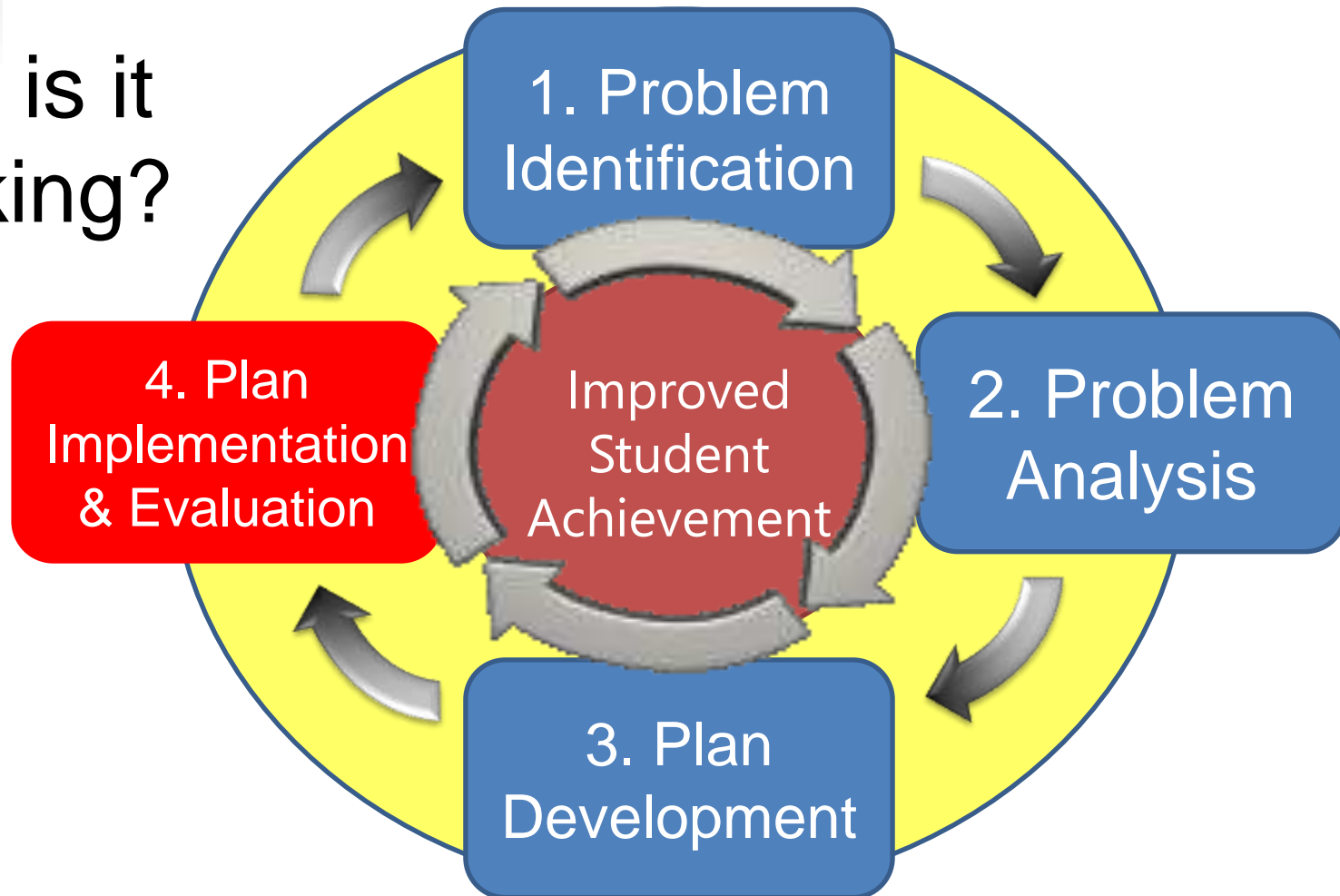


RMC2 Lesson 1 : 45 minutes daily with IA. Group of 5.

Archer Phonics : Begin at lesson 1. 45 minutes daily with IA. Group of 2.

20% Meeting Focus

How is it working?

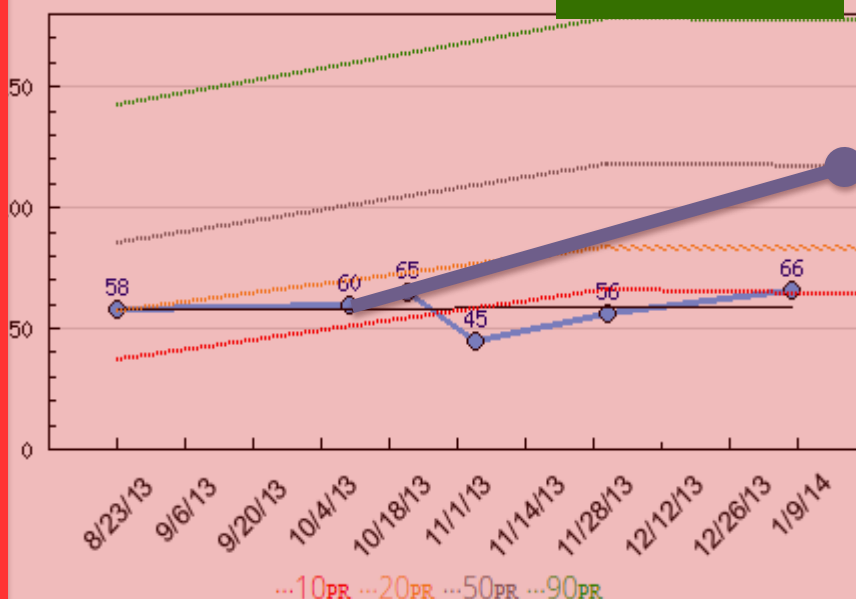


Individual Students



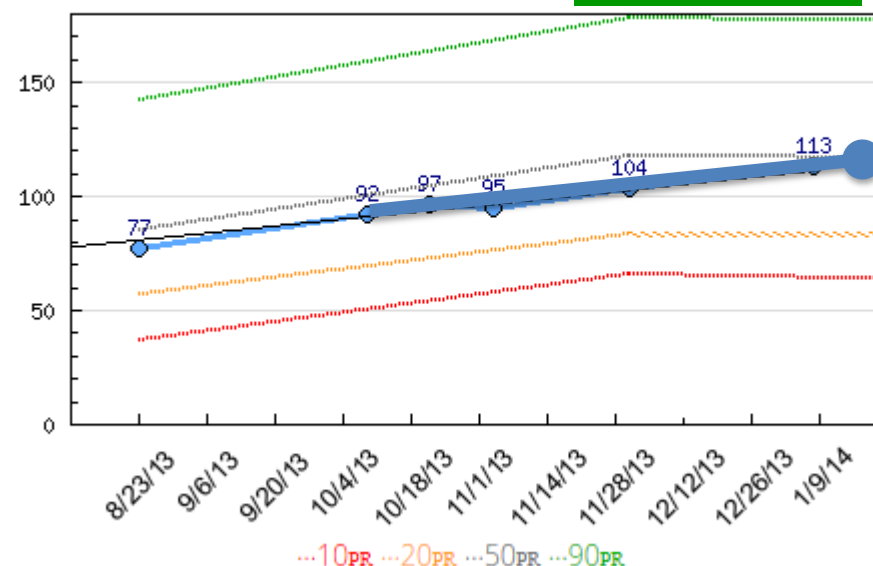
Grade 3, Passage Reading Fluency

SAM



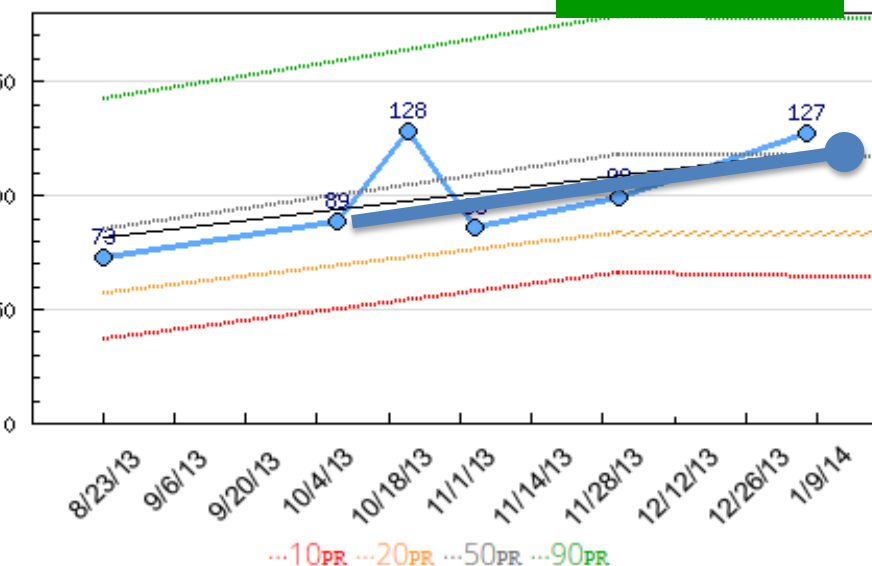
Grade 3, Passage Reading Fluency

GEORGE



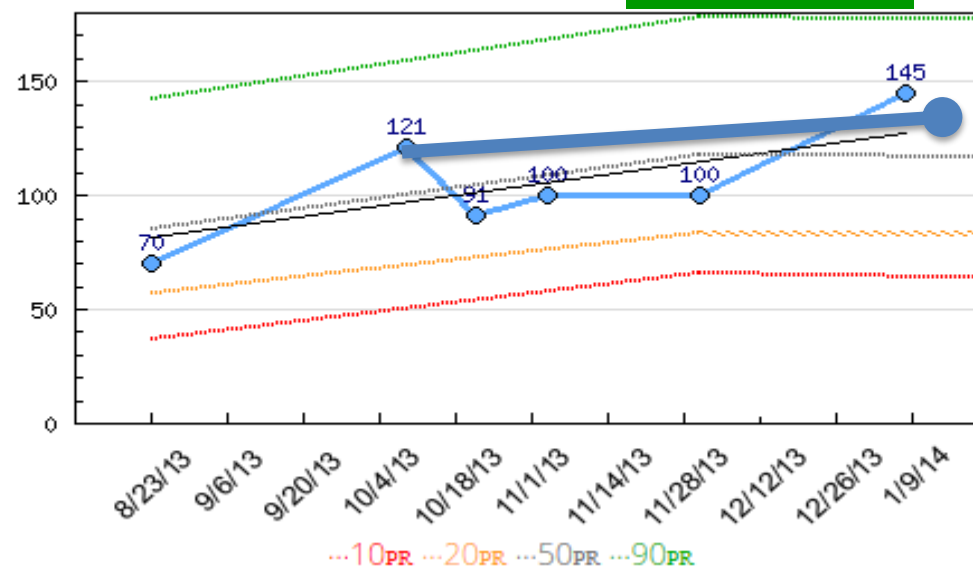
Grade 3, Passage Reading Fluency

MARY



Grade 3, Passage Reading Fluency

HOLLY



Practice Time

- Using your data or the sample scenario data
 - Identify individual students not making progress

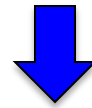
Group Intervention Review process

1. Problem Identification

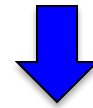
What's the problem

Use Decision Rules
Group or Individual problem?

GROUP



INDIVIDUAL



2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
for **GROUP**
Start with
FIDELITY

Check **ICEL**
for **Individual**

3. Plan Development

What are we going to do about the problem?

4. Plan Implementation & Evaluation

How it it working?

Problem Analysis

2. Why isn't the **INDIVIDUAL** making adequate progress?

INSTRUCTION (e.g., not enough time, pacing, corrective feedback, etc.)

CURRICULUM (e.g., skills taught not matched to need, wrong materials used, fidelity to program, etc.)

ENVIRONMENT (e.g., group size too big, physical setup, behavior management, attendance, etc.)

LEARNER (Other factors to consider, language, health, etc.)

Why might the problem be occurring?

The Individual

Instruction:

*Not **explicit** enough?*
Not enough student
***opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective***
***feedback**?*

Curriculum:

Wrong lesson
placement?
Wrong focus skill?
Intervention program
placement match?

FIDELITY

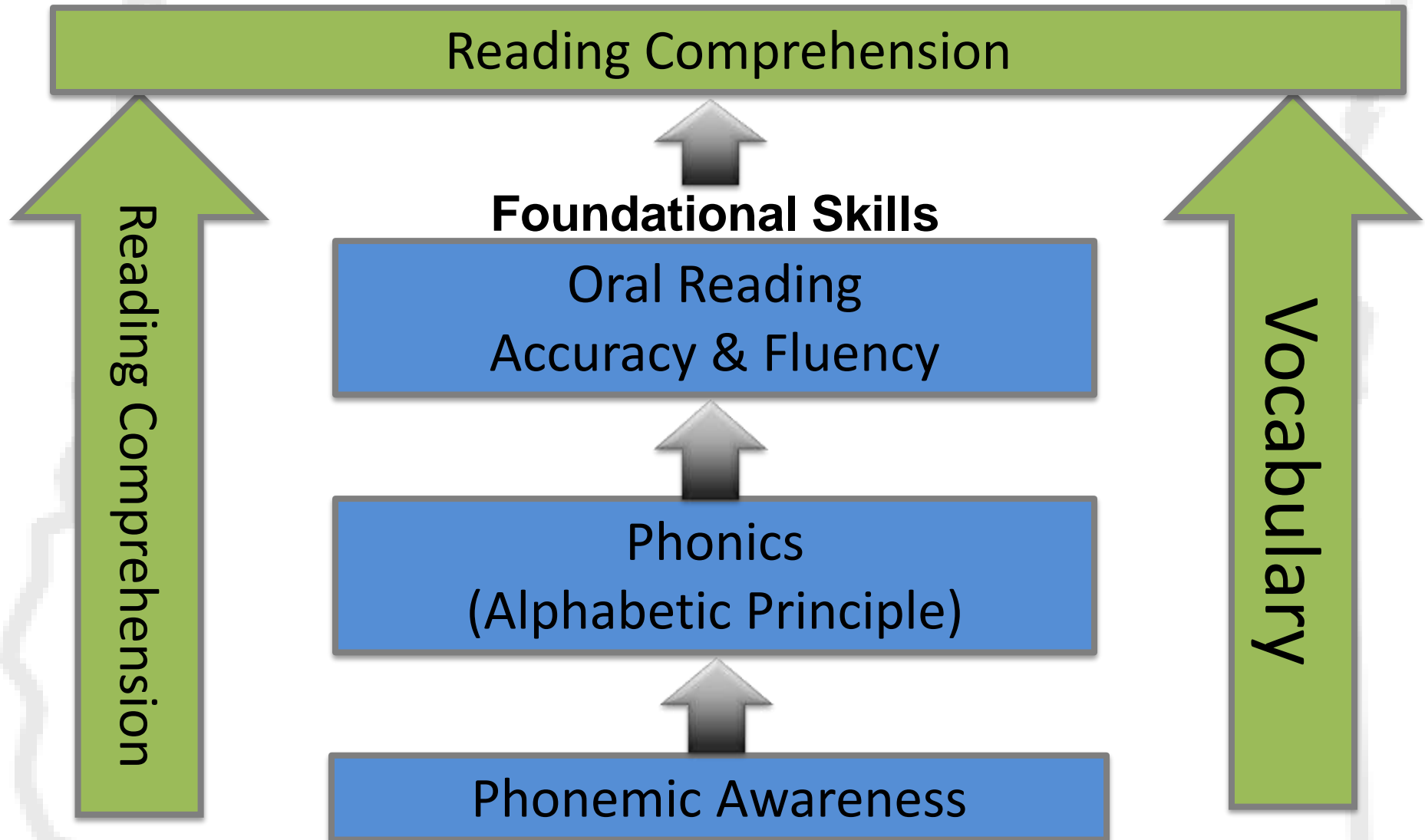
Environment:

Distracting setting?
Group size too large?
Behavior management
needs?

Learner:

Other things to consider?
Cultural?
Social, emotional,
medical?
Language?

Intervention **Matched to Student Need**



Additional Diagnostic Assessment

- Look to your Assessment Protocol
- Assessments to consider
 - Intervention Placement Test
 - Phonics Screener
 - COPE Assessments
 - DRA
 - QRI
 - Informal observations of the intervention

Intervention **Matched to Student Need:** ELL Considerations

- Did they also receive a language intervention?
 - “Not all currently used interventions in literacy (especially for primary grade students) include adequate attention to these areas [listening & reading comprehension], and thus they may need to be augmented for English learners.”
Institute for Education Sciences, 2004
- Is there a high degree of “fluidity” of instruction for ELL’s across the day?
- Do we have decision rules for placement and movement of ELL’s in interventions?
 - Did we follow them?



Group Intervention Review process

1. Problem Identification

What's the problem

Use Decision Rules
Group or Individual problem?

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INDIVIDUAL

2. Problem Analysis

Why is the problem occurring?

Check **ICEL**
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Start with
FIDELITY

Check **ICEL**
for **INDIVIDUAL**

3. Plan Development

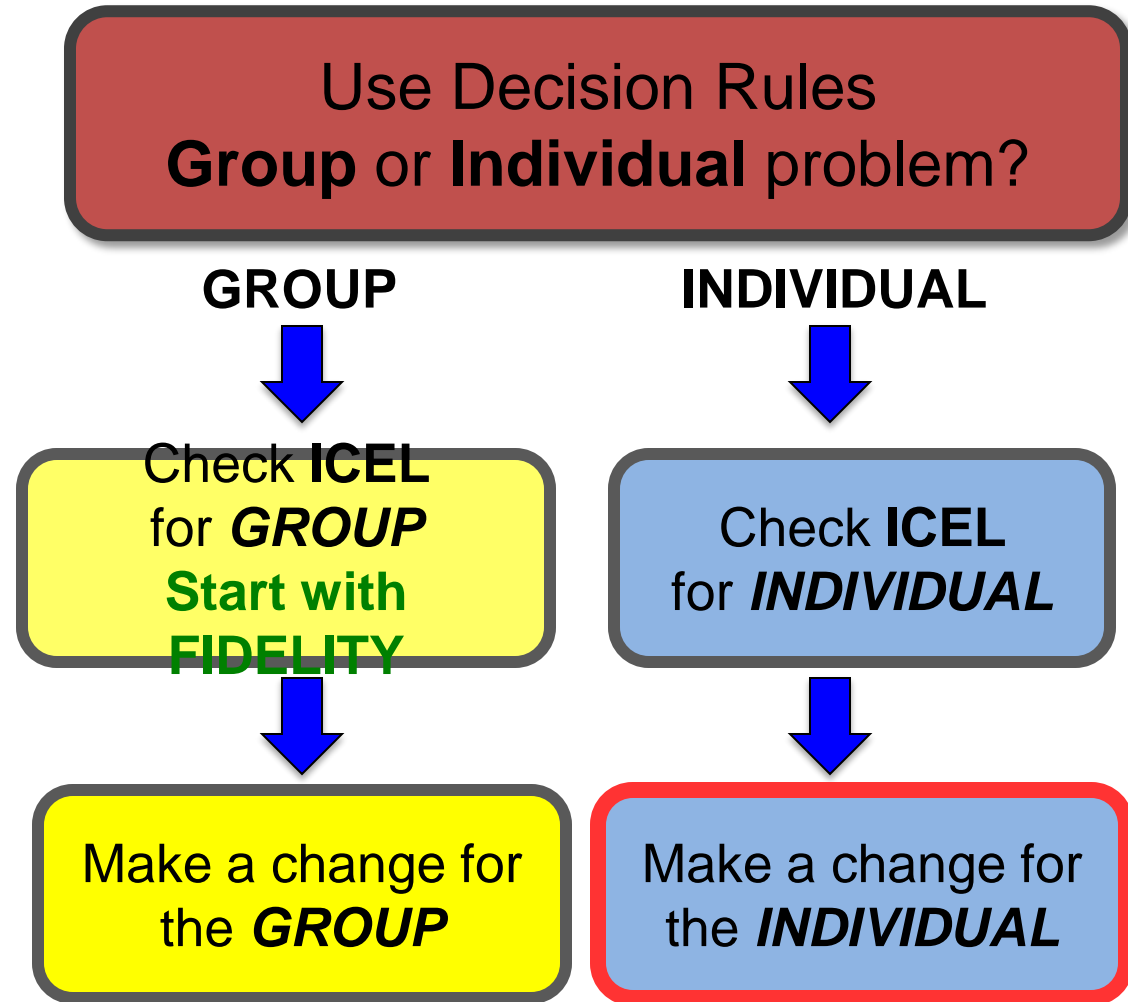
What are we going to do about the problem?

Make a change for
the **GROUP**

Make a change for
the **INDIVIDUAL**

4. Plan Implementation & Evaluation

How it it working?



Plan Development

3. Using info from Step 2, and your decision rules, change the intervention for the **INDIVIDUAL**

INSTRUCTION

- Add time? Change Instructional delivery?

CURRICULUM

- Change or add program?

ENVIRONMENT

- Change group size? Move to different group?
Behavior plan? Increase attendance?

Why might the problem be occurring?

The Individual

Instruction:

*Not **explicit** enough?*
*Not enough student **opportunities to respond**?*
*Not enough instructional **time**?*
*Not enough **corrective feedback**?*

Curriculum:

Wrong lesson placement?
Wrong focus skill?
Intervention program placement match?

FIDELITY

Environment:

Distracting setting?
Group size too large?
Behavior management needs?

Learner:

Other things to consider?
Cultural?
Social, emotional, medical?
Language?

What Can We Change?

The Individual

Instruction:

Modeling & guided practice?
Opportunities to respond?
Performance feedback?
Other?

Curriculum:

Lesson difficulty?
Focus skill match?
Accelerating learning?
Other?

Environment:

Physical setup?
Classroom management?
Other?

Learner:

Language?
Culture?
Social-emotional?
Physical?
Other?

Example from TTSD: What do we change?

CHANGE IN INTERVENTION

Each of these changes constitutes a new intervention, and are decided upon by the EBIS team. These are the options available for academic and behavioral intervention changes.

INSTRUCTION

- 1. Add 15 or more minutes per intervention session (ex: extra time could be used to pre-teach vocabulary or core content)

ENVIRONMENT

- { 2. Reduce group size by 2-3 students
3. Add a behavior plan and/or attendance intervention to increase instructional time, motivation and/or attention.

CURRICULUM

- { 4. Change curriculum according to protocol if the current intervention is not addressing the student's needs based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.).
5. Add curriculum according to protocol based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.) to provide additional practice on targeted skills.

INSTRUCTION

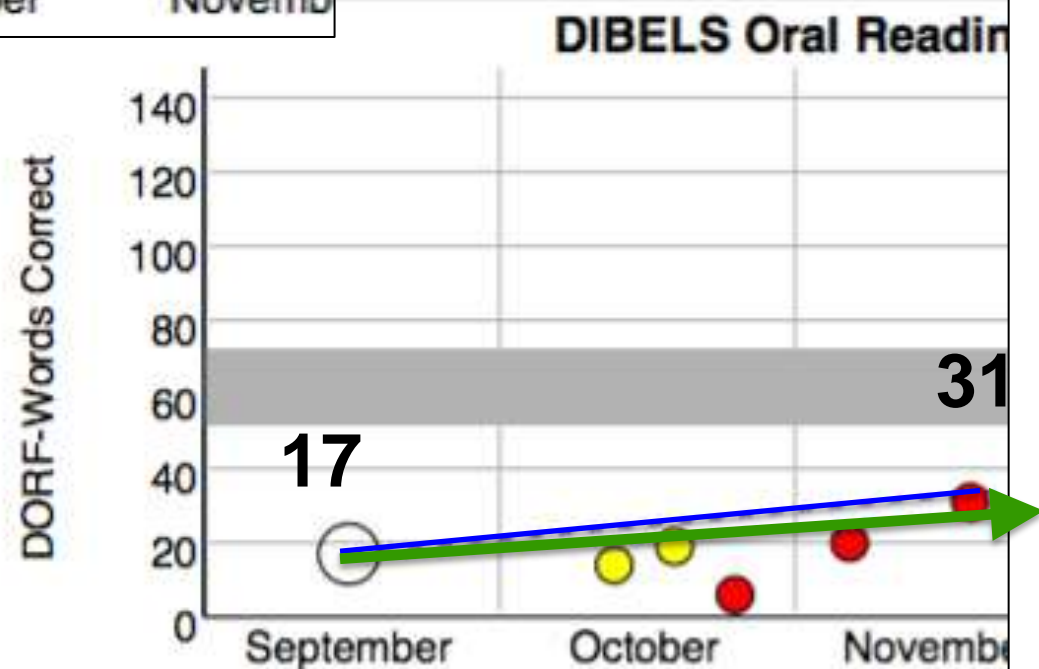
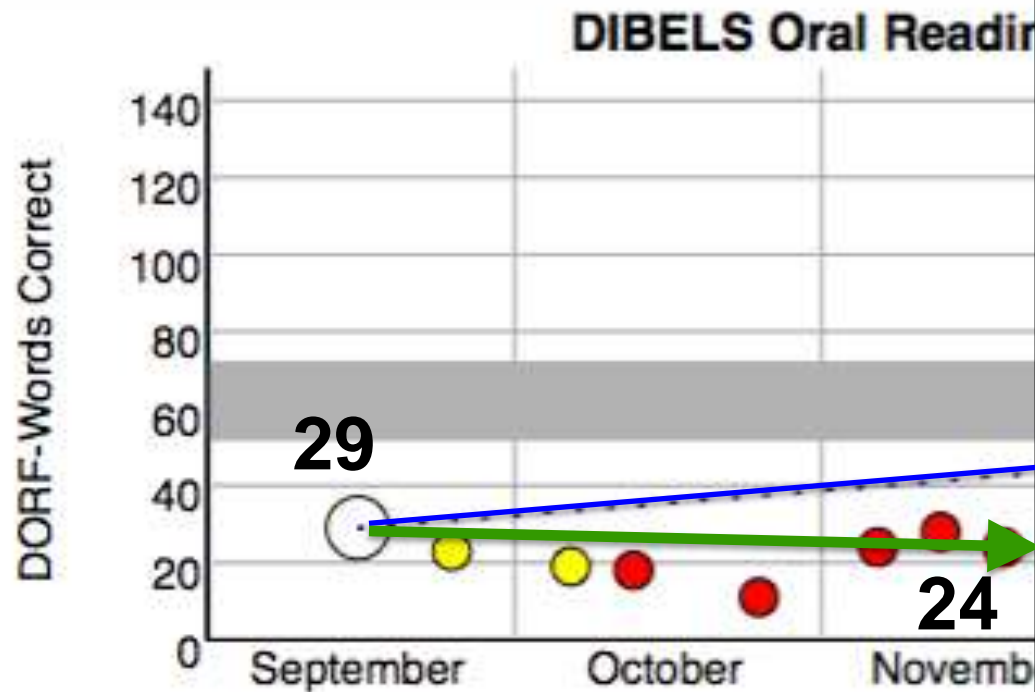
- 6. The team may decide that the student needs more time in the current intervention along with a refinement in the instructional delivery based on the needs of the student by increasing the intensity of the intervention. In these instances, consult your EBIS coach.

A change of intervention **does not necessarily** mean a change of intervention curriculum.

It means a change in **intensity** matched to need.



Match the
intensity of
the change to
the *intensity*
of the need



Changing the curriculum

If you have placed a student in a research-based intervention that is **appropriately matched** to their instructional need, delivered with fidelity

AND

They are not making adequate progress...

..., then changing to a different intervention curriculum has a very low likelihood of increasing student success.

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Make a change for
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How it it working?

Implement for 6-10 weeks

Document Your Changes

North Clackamas School District

RTI Tracking Sheet

★ Attach all relevant data (e.g., DIBELS) and attendance sheet from interventions. ★

Student Name: _____ Grade: _____ School: _____

Area(s) of Concern: _____ Level on ELPA (1-5): _____

Most Recent OAKS Scores (grade taken: _____): R/L _____ M _____ Wr. _____ Sci. _____

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Team Decision/Next Steps: _____

Tier III

Start Date: _____ End Date: _____

Intervention: _____

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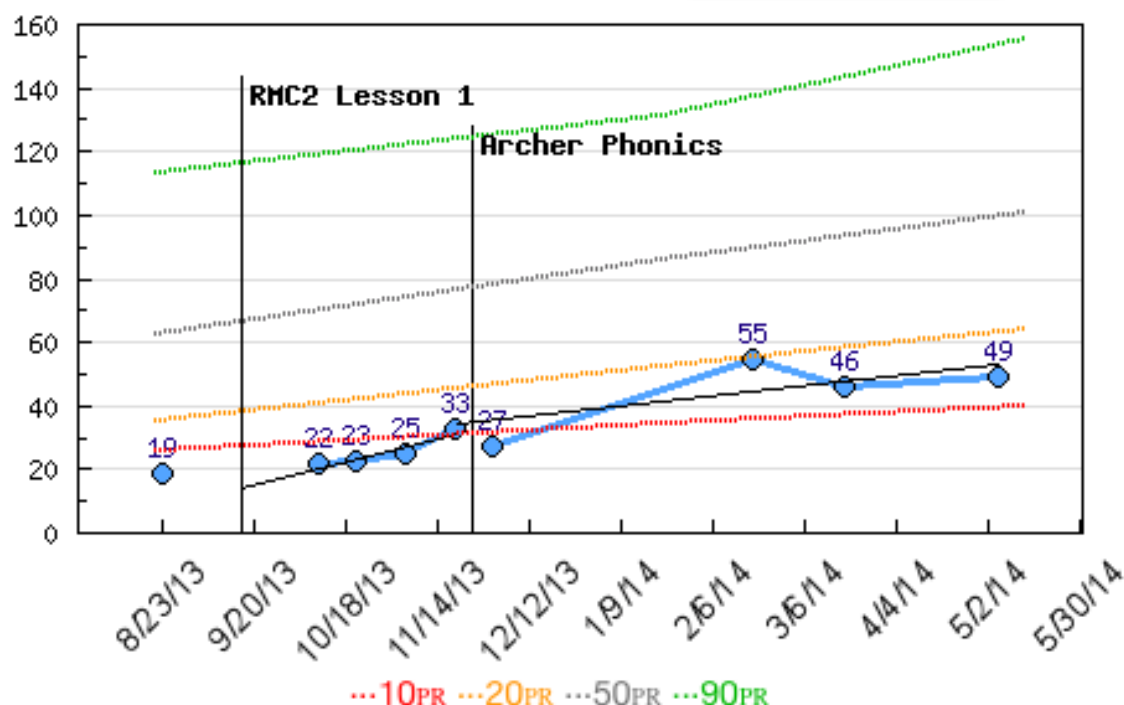
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RMC2 Lesson 1 : 45 minutes daily with IA. Group of 5.

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Notify Parents

- Inform parents of student's placement & progress in intervention
 - Call parent
 - Progress reports



Group Intervention Review process

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INDIVIDUAL

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How it it working?

Implement for 6-10 weeks

Purpose of these meetings...

- Is what **WE** are doing working?
- Is it a group problem or individual problem?
- What will **WE** do to improve?
- Do **WE** need to make changes?

Use your tools for Success!

- Decision Rules
- 20% Meeting Agenda
- Team
- Tracking forms
- Data:
 - Implementation integrity data
 - Cohort group data
 - Individual data
 - Other data

Practice Time!

- Choose:
 - Facilitator
 - Note Taker
 - Reporter
- Use:
 - Sample Agenda and Decision Rules and Change in Intervention
- Decide:
 - Is it a group problem or a individual problem?
- Complete Steps 1 and 2 from the Sample Agenda
- Record decisions made by the team on paper provided
- Time permitting: Report out