



Florida Department of Education



Problem Solving and RtI

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Rich Downs

*School Counseling Consultant
Student Support Services Project
Florida Department of Education*

Today's Agenda

- Overview & use of a Problem-Solving Model to enhance student progress
- Response to Intervention (RtI) within a Problem-Solving Model
- Use of graphing as an RtI skill.
- Resources

Why Problem-Solving ? BIG IDEAS

- Annual Yearly Progress (AYP) and Disaggregated Data (NCLB) move focus of attention to student progress, not student labels
- Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students "type"
- Accurate "placements" do not guarantee that students will be exposed to interventions that maximize their rate of progress
- Effective interventions result from good problem-solving, rather than good "testing"

Big Ideas (con't.)

- Progress monitoring is done best with “authentic” assessment that are sensitive to small changes in student academic and social behavior interventions must be “evidence based” (IDEA/NCLB)
- RtI is the best measure of problem “severity”
- Program eligibility (initial and continued) decisions are best made based on RtI
- Staff training and support (e.g., coaching) improve intervention skills
- “Tiered” implementation improves service efficiency

Problem-Solving

A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that significantly improve the performance of students

Underpinning ideas

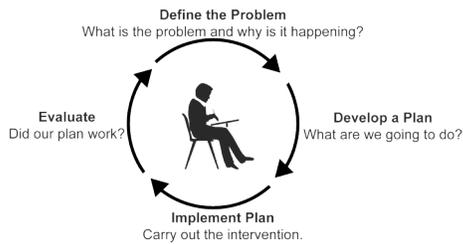
- We can teach children.
- Whether an intervention or teaching strategy is the “right one” can only be determined by implementing it, then monitoring student progress.

We Need A New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

David Tilly 2004

Problem-Solving Process



Problem-Solving

- Can be applied to the student, classroom, building and district levels
 - *Student*-academic and/or behavior problem
 - *Classroom*- discipline, returning homework
 - *Building*- bullying, attendance
 - *District*- over-/under-representation

P=E-O (Problem=Expectation - Observation)

Problem-Solving: What It Is and Is Not

- What it is....
 - A process designed to maximize student performance
 - A method focused on outcomes
 - A method to ensure accountability and intervention evaluation
 - It is all about student progress, regardless of where or who that student is
- What it is not...
 - A way to avoid special education placements
 - A less expensive way of schooling

Data-Based Decision Making

A process in which school personnel engage in ongoing analysis of data from multilevel sources to provide a comprehensive picture of strengths and challenges and develop a plan to prioritize and address those challenges.

Tung & Feldman, 2001

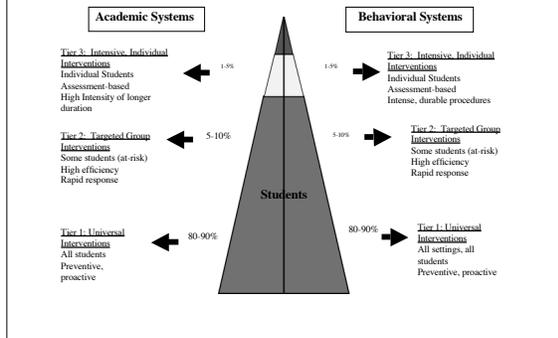
Response to Intervention (RtI)

- A systematic and data-based method for determining the degree to which a student has responded to intervention.
- Determined solely through analyzing data
- Services should intensify for a student as the student response to intervention is below expectations. $P=E-O$

Why RtI ? BIG IDEAS

- Accurate “placements” do not guarantee that students will be exposed to interventions that maximize their rate of progress
- RtI is the best measure of problem “severity”
- Program eligibility (initial and continued) decisions are best made based on RtI
- “Tiered” implementation improves service efficiency

Three Tiered Model of School Supports



RtI Implications

- Poor/lack of instruction must be ruled out
- Curricular access blocked by any of the following must be addressed
 - Attendance
 - Health
 - Mobility
- Sufficient exposure to and focus on the curriculum must occur
- Frequent, repeated assessment must be conducted

Response to Intervention (RtI)

- Based on a 3-Tiered Model of Service Delivery
 - **Universal** (Core Curriculum)
 - **Supplemental** (Increase intensity/focus of curriculum)
 - **Intensive** (Individually developed intensive interventions)
- A student's "response to intervention" is the best indicator of the severity of the problem

Response to Intervention

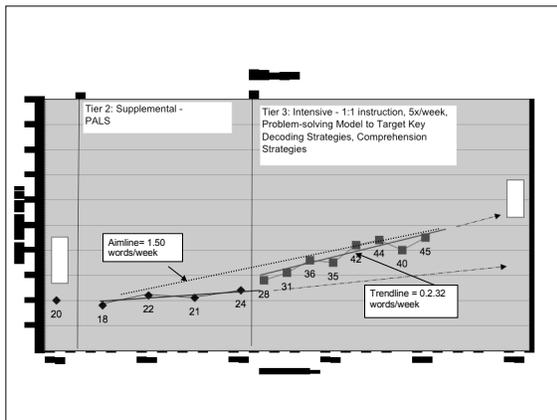
- The "response" is measured by the rate of learning or the slope of the line on a graph
- We cannot ascertain whether a student has a "severe" problem unless evidence-based interventions are implemented and we monitor the students response to those interventions

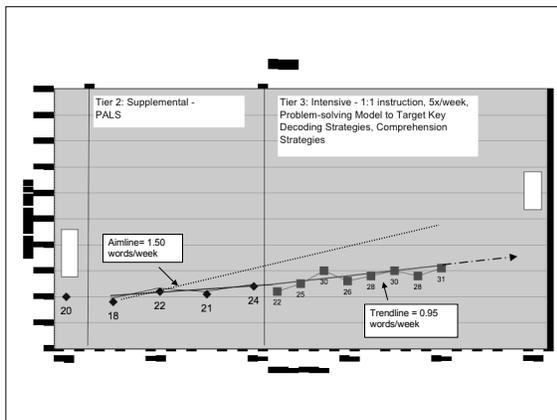
Implications for School Counselors

- Identification of "evidence-based" interventions for high rate student concerns
- Identification of Tier 1 interventions
- Identification of Tier 2 interventions
- Identification of Tier 3 interventions
- Methods to assess "response to intervention" in school counseling programs
- We must relate student outcomes to service delivery

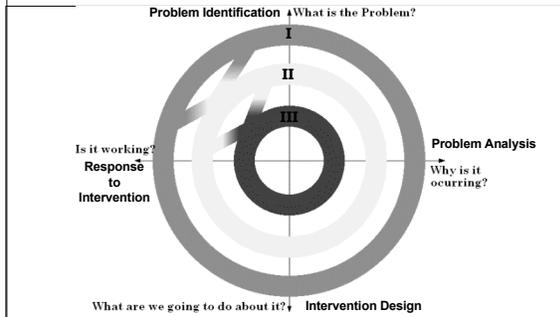
Case Studies

- Two male students, Steven & Bart
- Identical problems
 - Poor sight vocabulary
 - Word attack skills are lacking
 - Reading comprehension poor
- Attendance & mobility are not an issue; both boys appear healthy; parents report no medical issues





Tiers of Problem-Solving



Take Home Messages

- Problem-Solving/Rtl is a paradigm shift
- It will take time & training to reach proficiency
- Whether an intervention is the “right one” can only be determined by implementing it, then monitoring student progress.

Resources

- Response to Intervention: Policy Considerations and Implementation, NASDSE, 2005.
- Response to Intervention: Principles and Strategies for Effective Practice, Brown-Chidsey, R & Steege M.W., Guilford, 2005.
- *Rtl Response to Intervention: Training for California Educators*, CA DOE, 2006, a set of DVD.
- Florida Center for Reading Research, www.fcrr.org
- Student Support Services Project, <http://sss.usf.edu>

Contact me

Rich Downs
rdowns@tempest.coedu.usf.edu
850.922.3732
