Scaling Up Response to Intervention:
AMM Conference 2008
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National Resources to Support District and School Implementation
• www.nasdse.org
  – Building and District Implementation Blueprints
  – Current research (evidence-based practices) that supports use of RtI
• www.rtineducation.org
  – Blueprints to support implementation
  – Monthly RtI Talks
  – Virtual visits to schools implementing RtI
  – Webinars
  – Progress Monitoring Tools to Assess Level of Implementation
• www.floridarti.usf.edu

Are We “Every Ed” Yet?: A National Perspective
• CASE National Survey
  – www.k12spectrum.com
• 424 Districts
  – 14% West, 18% Northeast, 32% Midwest, 37% South
• Conducted March 7-18, 2008
• Margin of Error +/- 4.6%, 95% Confidence Level

Key Findings
• 32% of districts expect full implementation by 2010.
• 47% of districts have a “defined RtI process”—53% do not
• 71% of districts report that implementation is led by general education or a joint general ed/special ed effort
• Only 29% of districts report that it is a special ed effort
Key Findings

- 71% of districts report that they are using RtI for ALL students. 29% report that they are using it primarily to identify students for specialized services.
- Implementation is primarily with elementary levels (67%), with 27% implementing at middle schools and 16% at high schools.
- 67% report planning to implement at middle and 49% report planning to implement at high school level.

Key Findings

- Impact on employment
  - 75% of districts report no change in staff FTE
  - 22% of districts report increase in staff FTE
  - 3% of districts report decrease in staff FTE
- 52% of districts report Tier 3 services for both general and special education students. 48% report Tier 3 services primarily for special education students

Key Findings

- 84% of districts report implementation for reading, 53% for math and 44% for behavior.
- 96% of districts report that RtI has not been the focus of any legal proceedings.

What Do We Mean By “Scaling Up”?

- Within a school?
- Within a district?
- Within a state?
Foundations of Scaling Up

- **RtI Is…**
  - *Driven* by Professional Development
  - *Informed* by Data
  - *Supported* by Coaching
- **Guided** by State Plans
- **Organized** through District Plans
- **Delivered** through School Plans

**Change Model**

1. Consensus
2. Infrastructure
3. Implementation

**Three-Tiered Model of School Supports & the Problem-solving Process**

**ACADEMIC SYSTEMS**

- **Tier 3:** Comprehensive & Intensive: Students who need individualized interventions.
- **Tier 2:** Strategic Interventions: Students who need more support in addition to the core curriculum.
- **Tier 1:** Core Curriculum: All students, including students who require curricular enhancements for acceleration.

**BEHAVIOR SYSTEMS**

- **Tier 3:** Intensive Interventions: Students who need individualized intervention.
- **Tier 2:** Targeted Group Interventions: Students who need more support in addition to school-wide positive behavior program.
- **Tier 1:** Universal Interventions: All students in all settings.

**Effective Change is Paradoxical**

- Top-Down and Bottom-Up
- Easy and Powerful
- Self-Organized and Tightly Managed
- Gain commitment by not demanding commitment
### Methods of Systems Change

- **“Entrepreneurial” systems change**
  - Site specific
  - Driven by core of “visionary” people
  - Change process driven by local strengths, weaknesses and opportunities
  - Motivated internally

- **“Sustainable” systems change**
  - Site generic
  - Externally motivated
  - Driven by policy
  - Guided by “blueprints”

### Threats

- It is rare that the conditions that foster successful implementation at an entrepreneurial site exist in sites targeted for “scaling up.”
- Trying to “scale up” from an entrepreneurial “model” usually violates the basic principles of generalization and transfer of training.

### How Do We Know If This is a General Education Initiative?

- **Priority of superintendent and school board**
  - District Leadership Team
  - Strategic Plan

- **Focus is on effectiveness of Tier 1 for disaggregated groups**
  - Unit of Analysis is the BUILDING

- **Principal Led**
  - Regular data analysis
  - Data Days
  - Team focuses in improving impact of core instruction

- **Prevention and Early Intervention**
  - Screening and early intervention with Kindergarten students
### Change Across Levels

- Consensus, Infrastructure, Implementation applies to EVERY level at which change occurs:
  - State
  - District
  - School
- Consensus building is similar across levels
- Infrastructure and Implementation processes are different across levels

### Consensus

- Making the shift to a new paradigm, like RtI, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

### Foundation Beliefs

**Maximum benefits to students occur if:**
- Scientific, research-based instruction is delivered by highly qualified personnel
- Reliable, valid, and instructionally relevant assessments are used
- Problem-solving method is used to make decisions based on a continuum of student need

### Foundation Beliefs

**Maximum benefits to students occur if:**
- Data are used to guide instructional decisions
- Professional development and follow-up modeling and coaching are provided to ensure effective instruction at all levels
- Leadership is vital
- All students and their families are part of one proactive and seamless system
### Shared Vision of Desired Outcomes

- Maximum effect of core instruction for all students
- Targeted instruction and interventions for at-risk learners
- Significant improvements in pro-social behaviors
- Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion, and alternative education.
- Overall improvement in achievement rates
- Maximize efficiency and return on investment

### Parent Involvement

- Meaningful and effective involvement is critical
- Parents must understand that
  - RtI is relevant and beneficial to all students, regardless of placement
  - RtI seeks to find out what specific instruction and interventions work best for their child
  - RtI is not a categorical system that students must progress through laterally to become eligible for special education
  - RtI does not override other rights under IDEA

### Indicators of Successful Scale Up: State and District Levels

- Equitable outcomes for all students
- Student outcomes used as the best measure of a "successful" scaling up process
- Policies and Procedures set the stage for consistent practices across scale up area
- Professional Development used as the vehicle for development of core skills
- Coaching facilitates translation of policy and skills into effective practice

### Scaling Up

- State
- District
- School
## State Level: Purpose

- Facilitate successful implementation of PS/RtI
- Formalize and coordinate state-wide efforts
  - Build upon the successes existing state initiatives (e.g., Reading First (RF) and Positive Behavior Support (PBS)). In Florida where special education referral rates have dropped approximately 40% in RF schools (Torgesen, 2007) and office discipline referrals have dropped 40% in PBS schools (Kincaid, 2007).
  - Provide districts with the critical components, definitions and applications of RtI to support the development of district plans

## State Responsibilities

- Establish and facilitate teams to obtain on-going stakeholder input and build capacity to sustain implementation over time
- Align terminology and requirements across related initiatives: reading, math, behavior, school improvement, student progression
- Provide On-line Training Courses
- Collaborate with PIRC and PTI to disseminate resources for families

## State Responsibilities

- Revise Statutes, Rules and Policies to support implementation
- Develop and disseminate TA regarding gifted, ELL, assessment accommodations, pre-service efforts and teacher qualifications, secondary implementation, special education eligibility
- Provide web-based self-assessment and planning tools for districts
- Evaluate and report the effects of RtI

## State Infrastructure

- **State Management Team**
  - Role: Provide leadership and facilitate policy-level changes to support implementation of effective educational practice
- **State Transformation Team**
  - Role: Analyze progress toward statewide efforts, recommend actions for improvement, and support District/Regional Implementation Teams (D/RITs) to build the capacity of districts to implement evidence-based practices and to establish integrated RtI academic and behavior systems in each school
- **District/Regional Implementation Teams**
  - Role: Provide leadership, advisement, and training at the district level and assist schools in their implementation efforts
- **Advisory Group**
  - Role: Provide on-going stakeholder input
### District Responsibilities

- Based on self-assessment results develop an RtI implementation plan organized around building consensus, infrastructure, and implementation. Plans should also address:
  - How current resources will be used to implement RtI and identify additional resources needed
  - How stakeholders will be educated
  - How stakeholders will be involved

### Key Points

- Unit of implementation is the building level.
- Implementation process takes 4-6 years.
- Implementation progress must be monitored
- Must be guided by data indicating implementation level and integrity
- Must be supported by professional development and technical assistance
- Drive by a strategic plan
- It is a journey, not a sprint

### Implementation Model

- District-based leadership team (DBLT)
- School-based leadership team (SBLT)
- School-based coach
  - Process Technical Assistance
  - Interpretation and Use of Data
- Evaluation Data

### Initial Steps

- District Leadership Team
  - Curriculum/General Education
  - MIS
  - Student Services
  - Special Education
  - Reading, Math, Behavior
- Building Leadership Teams
  - Mirrors District Leadership Team
Initial Steps

• Develop Implementation Plan
  – 4 Years
  – Consensus, Infrastructure, Implementation
  – Begin with Tier 1 Issues
    • Data
    • Effectiveness
  – Evaluate Effectiveness of Supplemental Services
    • 70% Criterion

District Plans

School Plans

Initial Steps

• Develop Implementation Plan
  – Infrastructure
    • Data
    • Decision Rules
    • Technology
    • Cascade of Interventions (Integrated)
    • Intervention Support
  – Identify Professional Role and Development Needs
    • Data Coach and Skills
    • Problem-Solving Process
    • Intervention Development and Support
    • Parent Involvement
Initial Steps

• Develop Implementation Plan
  – Implementation
  • Entire District
  • Vertical Programming
  • Pilot Schools
  • Evaluation Plan

Consensus Development: Methods

• Knowledge

• Data

Consensus Development: Knowledge

• Rationale for PS/RtI
  – Impact on students
  – Reduces disproportionality
  – Equity in Education
• Research
  – NASDSE Book
• Law and Regulations
Consensus Development: Data

- Are you happy with your data?

- Building/Grade Level Student Outcomes
  - Disaggregated
  - AYP

District Infrastructure: Critical Issues

- Policies and Procedures
  - The Model
  - Steps in the Model
  - Decision Rules
  - Decision Rules and Impact on Intervention Development
- Expectation for Tier Functions/Integration
- Data Collection and Interpretation
- Intervention Development
- Intervention Integrity and Documentation
### Infrastructure: Policies and Procedures

- Clearly delineate the components of the model
  - Triangle
  - 4-Step Model
- Identify steps/skills required for each component
- Decision Rules

### Tier Functions/Integration

- How the Tiers work
- Time aggregation
- Tier integration

### How the Tiers Work

- **Goal:** Student is successful with Tier 1 level of support—academic or behavioral
- Greater the tier, greater support and “severity”
- Increase level of support (Tier level) until you identify an intervention that results in a positive response to intervention
- Continue until student strengthens response significantly
- Systematically reduce support (Lower Tier Level)
- Determine the relationship between sustained growth and sustained support.

### Data For Each Tier - Where Do They Come From?

- **Tier 1:** Universal Screening, accountability assessments, grades, classroom assessments, referral patterns, discipline referrals
- **Tier 2:** Universal Screening - Group Level Diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment
- **Tier 3:** Universal Screenings, Individual Diagnostics, intensive and systematic progress monitoring, formative assessment, other informal assessments
A Few Words About Data

- Technology Support is Critical
- Common databases (warehouses) must be created
- Transforming and displaying data by hand or crude methods is a serious threat to RtI implementation
- Critical Indicators
  - Accessibility
  - Portability

Decision Rules

- Response to Intervention Rules

- Linking RtI to Intervention Decisions

Decision Rules: What is a “Good” Response to Intervention?

- **Positive Response**
  - Gap is closing
  - Can extrapolate point at which target student will “come in range” of peers—even if this is long range

- **Questionable Response**
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur

- **Poor Response**
  - Gap continues to widen with no change in rate.
Decision Rules: Linking RtI to Intervention Decisions

- Positive, Questionable, Poor Response
- Intervention Decision Based on RtI (General Guidelines)
  - **Positive**
    - Continue intervention until student reaches benchmark (at least).
    - Fade intervention to determine if student has acquired functional independence.
  - **Questionable**
    - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
  - **Poor**
    - Return to problem solving for new intervention

Personnel Critical to Successful Implementation

- District-Level Leaders
- Building Leaders
- Facilitator
- Data Coach
- Teachers/Student Services
- Parents
- Students

Role of District Leaders

- Give “permission” for model
- Provide a vision for outcome-based service delivery
- Reinforce effective practices
- Expect accountability
- Provide tangible support for effort
  - Training
  - Coaching
  - Technology
  - Policies
### Role of the Principal

- Sets vision for problem-solving process
- Supports development of expectations
- Responsible for allocation of resources
- Facilitates priority setting
- Ensures follow-up
- Supports program evaluation
- Monitors staff support/climate

### Role of the Facilitator

- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building
- Sets follow-up schedule/communication
- Creates evaluation criteria/protocol
- Ensures parent involvement

### Data Coach

- Gathers and Organizes Tier 1 and Tier 2 Data
- Supports staff for small group and individual data
- Provides coaching for data interpretation
- Facilitates regular data meetings for building and grade levels

### Role of Participants

- Review Request for Assistance forms prior to meeting
- Complete individual problem-solving
- Attitude of consensus building
- Understand data
- Research interventions for problem area
**Role of Parent**

- Review Request for Assistance form prior to meeting
- Complete individual problem solving
- Prioritize concerns
- Attitude of consensus building

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**Student Involvement**

- Increases motivation of student
- Reduces teacher load
- Teaches self-responsibility

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**Staff Support**

- Risk-free or risky environment?
- Expectations may be most important factor
- "Alternative" not "Less"

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**Funding Considerations**

- Consideration of fiscal needs (ex. release time, substitutes, registration fees, etc.)
- District responsibilities and flexibility
- Potential funding sources:
  - Title I, Title II, Title III
  - Reading First Grants
  - IDEA
  - Research-based Reading Instruction Allocation
  - Annual School Improvement Allocations
Accessing Florida’s Plan, Resources & Tools
Florida’s RtI Web site: http://www.florida-rti.org

Florida’s Response to Intervention
The Florida Department of Education Statewide Response to Instruction/Intervention (RtI) Implementation Plan has been developed to promote school-wide practices that ensure highest possible student achievements in both academic and behavioral pursuits. This plan includes various resources including District Implementation Planning Tools and this Florida RtI Introductory Training Course, which is a free comprehensive introduction to RtI designed for state and district personnel, administrators, specialists, teachers, student services personnel, parent organizations, and professors of higher learning. The course can be completed at http://florida-rti.usf.edu/train-course.

Three Core Support Projects funded through the Florida Department of Education: Collaborate to promote school-wide practices

- Problem-solving/Response to Intervention State Pilot Project
  http://floridarti.usf.edu
- Florida’s Positive Behavior Support Project
  http://flpbs.fmhi.usf.edu/
- Response to Intervention’s Teaching Learning Connections
  (http://rtitlc.ucf.edu/)
*See Appendix C of Implementation Plan

Training and Technical Assistance for Behavior
University of South Florida

Levels of PBS
Adapted from Levels and Descriptions of Behavior Support (George, Harrower, & Knoster, 2003)

<table>
<thead>
<tr>
<th>Core/Universal (Tier 1)</th>
<th>Classroom (Tiers 1 &amp; 2)</th>
<th>Supplemental/Targeted (Tier 2)</th>
<th>Intensive/Individual Student (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures and processes intended for all students, staff, in specific settings and across campus</td>
<td>Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms</td>
<td>Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)</td>
<td>Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students</td>
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Core Principles of Tier 1PBS

- Team process
- Facilitated leadership
- School and district action planning
- Data-based decision-making
- Flexibility with fidelity of implementation
- Working smarter, not harder
- Emphasizing prevention, teaching and effective consequences
- Evaluating response to intervention

Tier 1 PBS Training

- Consists of lecture, video of Florida’s implementing schools, team activities, and action planning
- Face-to-face, distance learning and train-the-trainer approaches will be available by Spring 2009
- FREE OF CHARGE to districts
- Training occurs across 3 consecutive days
- School Administrator required to participate all 3 days
- District Coaches trained to provide additional assistance
- Ongoing technical assistance provided across year

Training Modules

<table>
<thead>
<tr>
<th>Day</th>
<th>Modules</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to School-wide Positive Behavior Support</td>
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<tr>
<td></td>
<td>Establishing a Foundation for Collaboration and Operation</td>
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<td></td>
<td>Building Faculty Involvement</td>
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<tr>
<td>Day 2</td>
<td>Establishing A Data-Based Decision-Making System</td>
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<td>Developing Appropriate Definitions of Problem Behaviors</td>
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<td>Developing Behavior Tracking Forms</td>
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<td></td>
<td>Developing a Coherent Office Discipline Referral Process</td>
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<td></td>
<td>Developing Effective Consequences</td>
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<td>Identifying School-Wide Expectations</td>
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<td></td>
<td>Identifying Rules for Unique Settings</td>
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<tr>
<td>Day 3</td>
<td>Developing a System for Teaching Appropriate Behavior</td>
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<td></td>
<td>Developing a School-Wide Reward System</td>
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<tr>
<td></td>
<td>Implementing School-wide PBS</td>
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<td></td>
<td>Evaluating the Progress of PBS Efforts</td>
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<tr>
<td></td>
<td>Establishing a Comprehensive PBS System</td>
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Prior to Training…

- Commitment from District
- Commitment from School Administrator(s)
- District Readiness Checklist
- Training Readiness Checklist for Schools
- School demographic and baseline data
- District discussed funding to support schools
- Discuss possible training dates and formats
**District Readiness Checklist**

- PBS District Coordinator
- Awareness presentation for district Administrators
- District PBS Team
- District PBS Team participates
- District Action Plan
- PBS Coaches
- District funding
- School-wide discipline a top district goal
- Letters to participating school principals
- A school-based discipline data system
- Internet access for schools
- District MIS department
- Revise/utilize a discipline referral form, problem behavior definitions, and develop a coherent discipline referral process

**Training Readiness Checklist for Individual Schools**

- School-wide discipline a top goal on SIP
- A PBS Team formed with broad representation
- Principal is active on PBS Team
- Principal commits to Tier 1 PBS
- PBS Team meets at least once a month
- School provides specific baseline demographic data
- Faculty participated in an awareness presentation
- Majority of faculty are interested
- School has secured funding
- PBS District Coordinator identified
- PBS Coach identified

**Coaching for Sustainability**

- District Coordinator established to oversee activities
- Both internal and external Coaches used
- Coaches trained regionally and via web – expenses reimbursed
- Monthly Coaches’ Meetings **required** on-site
- Project technical assistance provided to Coaches
- Submit mid year and end of year reports

**PBS District Coordinators Are Expected to Manage…**

- Requests from the FLPBS Project
- District Leadership Team process
- Funding for PBS-related activities
- Visibility/political support in their district
- Training schedules for new & existing PBS schools
- Development of district PBS Coaches
- PBS schools’ data and the evaluation process
- Model School Award process
### District Action Planning Process

1) Leadership Team  
2) Coordination  
3) Funding  
4) Visibility  
5) Political Support  
6) Training Capacity  
7) Coaching Capacity  
8) Demonstrations  
9) Evaluation

### Training Formats

- **School-Wide/Initial (Tier 1)**  
  - Across 3 consecutive days anytime across calendar year  
  - School teams MUST complete School Readiness Packet  
  - On-site, web, and Train the trainer in Spring 2009

- **Classroom (Tiers 1 & 2)**  
  - Only online technical assistance available

- **Targeted Group (Tier 2)**  
  - 1 day regionally every Sept/Oct annually for 2 team members  
  - Must qualify for participation (BOQ score ≥70)

- **Individual Student (Tier 3)**  
  - At least 2 days at district-level across calendar year  
  - Must qualify for participation (BOQ score ≥70)  
  - Must have district commitment with district team trained/restructured

### Getting Started in a School

**Tiers of Positive Behavior Support**

- **Tier 1: Core or universal supports**  
  - Change the school discipline system  
    - Expectations  
    - Teaching of expectations  
    - Reward systems for positive behaviors  
    - Function-based consequences

Tiers of Positive Behavior Support

• Tier 2: Supplemental/targeted supports
  – Identifying and supporting “at-risk” students
  – Group students by need
  – Identify appropriate skill training process
  – Identify method for skill training

Supplemental Interventions

• Behavior Education Program
• Social Skills—Skillstreaming
• Problem-Solving, Conflict Resolution
  – I Can Problem Solve (elementary)
  – Prepare (secondary)
• Anger Management, Violence Prevention
  – Second Step
• Bullying—Steps to Respect

Teach the Skills

• In classroom
  – Teachers
  – Support staff
• Pull-out
  – Support staff
• Throughout the school
  – Everyone involved

Preparing for Supplemental Supports

• Identify schools that are “ready”
  – Universal level implementation with fidelity
• Form supplemental level team/committee
  – At least one member of school-wide team
  – Behavior analysts/specialists
  – School psychologists/counselors
  – ESE specialists
Tiers of Positive Behavior Support

- Tier 3: Intensive individual supports
  - Individualized behavior support plans
  - Students for whom secondary supports are not enough
  - Students with severe and chronic behavior
    - High ODRs
    - ESE services or placement
    - High scores on screeners

Implementing Tier 3 Supports

3-level model to address needs of all students
- Light—prevention and instructional strategies
- Regular—prevention, skill training, individualized reinforcement strategies
- Premium—comprehensive, wraparound approach

Preparing for Tier 3 Supports

- Review practices and products to determine a need
- Identify areas of strength or need
- Target training and TA to those areas
- Consider revising process, forms, product to meet “best practice”
- Consider systems changes that may promote implementation

Florida’s Positive Behavior Support Project

- Contact:
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- National Website: www.pbis.org
Response to Intervention
Teaching Learning
Connections (RtI TLC)
University of Central Florida

RtI-Teaching Learning Connections

• **Focus**: Academic Performance

• **Goal**: The purpose of this project is to collaboratively identify, disseminate, and facilitate high fidelity implementation of current and emerging research-based instructional practices in curriculum, instruction, and assessment within the framework of Response to Intervention (RtI) to educational personnel in the state of Florida.

Current Initiatives

• identify and disseminate information about
  – resources,
  – professional development, and
  – research

• related to current and emerging evidence-based instructional practices, especially within
  – early literacy,
  – adolescent literacy, and
  – mathematics.

Current Activities

• **Activities**: Training, School Improvement, Evaluation

• **Training**: Provide training and technical assistance support for implementation of evidence-based instructional practices in the specific content areas of in literacy and mathematics.

• **School Improvement**: Collaborate with FDOE teams in Scaling-Up Evidence-based Practices

• **Evaluation**: Conduct student, classroom school, district, and state-wide evaluation and research of high fidelity implementation of evidence-based instructional practices.
Collaborative Team-Literacy

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