Intervention Mapping

Problem Solving & Response to Intervention

A collaborative project between the Florida Department of Education and the University of South Florida
FloridaRTI.usf.edu

What is RtI?

RTI is the practice of (1) providing high quality instruction/intervention matched to student needs and, (2) using level of performance and learning rate over a time to (3) make important educational decisions to guide instruction.

National Association of State Directors of Special Education, 2005

Core Principles of RtI

- Frequent data collection on student performance
- Early identification of students at risk
- Early intervention (K-3)
- Multi-tiered model of service delivery
- Research-based, scientifically validated instruction/interventions
- Ongoing progress monitoring - interventions evaluated and modified
- Data-based decision making - all decisions made with data
Beliefs: A Shift in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else

Ken Howell

Beliefs: 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
Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory

**Academic Systems**

- **Tier III:** Comprehensive and Intensive Interventions (Few Students)
  - Students who need individualized interventions

- **Tier II:** Strategic Interventions (Some Students)
  - Students who need more support in addition to the core curriculum

- **Tier I:** Core Curriculum
  - All students

**Behavioral Systems**

- **Tier III:** Comprehensive and Intensive Interventions (Few Students)
  - Students who need individualized interventions

- **Tier II:** Targeted Group Interventions (Some Students)
  - Students who need more support in addition to school-wide positive behavior program

- **Tier I:** Universal Interventions
  - All students, all settings

---

**Implications for Activities at Various Tiers**

- More Instructional Time
- More Measurement Frequency
- More Measurement Precision
- More Measurement Focus
- More Depth of Problem Analysis
- More Applicable evidence-based interventions
- More Group Size
- Less Instructional Time
- Less Measurement Frequency
- Less Measurement Precision
- Less Measurement Focus
- Less Depth of Problem Analysis
- Less Applicable evidence-based interventions
- Less Group Size

---

**The Big “BIG” Ideas**

1. **Decide what is important** for students to know (academically & behaviorally)
2. **Teach what is important** for students to know (high quality instruction - academic and behavioral)
3. **Keep track** of how students are doing (CBMs and tracking system)
4. **Make changes** according to the results (hierarchy of interventions - give kids what they need)

   *Dave Tilly*
Tiers of Service Delivery

1. Problem Identification - What's the problem?
2. Problem Analysis - Why is it occurring?
3. Intervention Design/Implementation - What are we going to do about it?
4. Response to Intervention - Is it working?

Tier I
Tier II
Tier III

How Does it Fit Together?

Standard Treatment Protocol

Step 1: All Students at a grade level
Step 2: Standard Protocol
Step 3: Individualization
Step 4: Monitoring

Needs Assessment

• Review screening data
• Review referral history
• Review any other district student performance data
Needs Assessment

- Aggregated teacher referrals indicate areas of professional development needs to strengthen the impact of Tier I core programs
- Codifying and aggregating referrals for the past two years will predict referrals in the future, by rate and type-implications for Tiers II and III
- Aggregating data on current interventions by the following will inform Tier II, standard protocol needs:
  - Type of intervention
  - Average time/day of implementation
  - Staff currently implementing

Three Tiered Model of School Supports:
Example of an Infrastructure Resource Inventory
Summary

Student performance data must drive a comprehensive school intervention plan.

Standard protocols must be chosen based upon evidence of effectiveness & matched to student need.

Tiers of intervention must be integrated.