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
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: Intensive Interventions (Few Students)
Students who need Individual Intervention

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

How Does it Fit Together?
Standard Treatment Protocol

Step 1: All Students at a grade level
Annual Testing

Step 2: Individual Diagnostic
Diagnostic Assessment
Standard Protocol

Step 3: Individualized Intervention
Standard Protocol

Step 4: Monitoring
Continued with Core Instruction
Continued with Interventions

Support and Evaluation in Context

Step 1 - Problem Identification
What’s the problem?

Step 2 - Response to Intervention
Is it working?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Problem Analysis
Why is it occurring?
Support and Evaluation in Context

Identify the Problem
Analyze the Problem
Select/Design Intervention
Implement Intervention
Monitor Progress
Evaluate Intervention Effectiveness

Timeline

The “I” in RtI

• RtI is based on the actuality of interventions delivered as intended
• We CANNOT assess RtI if the intervention was not implemented as designed
• Intervention integrity must be ensured and documented
• Integrity and documentation will become part and parcel of procedural safeguards

Intervention Integrity…

is the degree to which an intervention is implemented as originally designed.

(Gresham, 1989)
Research tells us…

- Most interventions are not implemented correctly
- Often interventionists report using interventions when in actuality they’re not
- Implementation frequently diminishes after only a few days

Why do most interventions fail?

- Problem Solving steps not followed
- Implementation plan not detailed and specific
- Flawed design
- Lack of progress monitoring
- Implemented incorrectly

Why do most interventions fail? (cont’d)

- Teacher perception
- Lack of knowledge/skill or training
- Lack of support
- Lack of time
- Interventions too complex
Improving Integrity

Strategies:
- Follow-up by a consultant/support staff
- Frequency — range from daily to weekly initially
- Review of implementation plan
- Graphic display of data

(Noell, Witt, Slider, Connell, Gatti, Williams, Keonig, Resetar, & Duhon, in press)

Improving Integrity

Teacher responsiveness to implementing interventions
- Understands the “need”
- Perceives self as possessing skills to implement OR has support to implement while acquiring skills

(Bev Showers et. al.)

Improving Integrity

Based on the research, the following intervention protocol should be considered:
- Ensure that teacher/parent understands need
- Evaluate skill of interventionist and determine level of support
- Delineate intervention in stepwise fashion
- Create implementation schedule for intervention
  - Time of day, times per day, etc.
- Create intervention support/integrity schedule
**Intervention Support**

- If you cannot create a support schedule do not do intervention until one can be established.
- It is critical that building administrators understand the importance of the support schedule.

**Intervention Support**

- Intervention plans should be developed based on student need and interventionist skill.
- All intervention plans should have intervention support.
- Principals should ensure that intervention plans have intervention support.
- *Teachers should not be expected to implement plans without support.*

**Specific Support Strategies**

- Provide:
  - A step by step implementation protocol
  - Materials
  - Necessary training for interventionist
  - Guided practice and feedback
  - Mentor/buddy
Intervention Integrity Checks

- Intervention documentation
- Monitoring implementation
- Performance feedback
Intervention Integrity Checks

- Intervention documentation
- Monitoring implementation
- Performance feedback

Support Plan

- Must include:
  - Who is responsible?
  - What will be done?
  - When will it occur?
  - Where will it occur?
Critical Components of Intervention Support

1. Support for Intervention Integrity

2. Documentation of Intervention Implementation

*Intervention and eligibility decisions cannot be supported in an RtI model without these two critical components.*

Evaluating RtI

- Identify the Problem
- Select/Design Intervention
- Implement Intervention
- Monitor Progress
- Evaluate Intervention Effectiveness
- Timeline
Evaluating Interventions

• Is it working?
• Is it being implemented as planned?
• Did it work?

Is it working?

Progress Monitoring
Making instructional decisions based on the review and analysis of student data
Progress monitoring always includes graphing

Why use graphs?

• Teachers are able to make sound decisions about the instruction being delivered to students based upon data, not guesswork

• Parents are kept well informed about their child’s progress with specific information about how their child is responding to instruction. Parents may assist in making suggestions for instructional adjustments.

• Students know what is expected of them. They receive specific feedback about their performance along the way rather than only at the end of the marking period. Goal setting and progress monitoring are some of the most effective strategies to improve academic engaged time.
**Graph Components**

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

- **Positive Response**
  - Gap is closing
  - Can extrapolate point at which target student(s) will “come in range” of target—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.

**Positive Response to Intervention**

- **Expected Performance**
  - Observed Performance

- **Performance**
  - Fall Winter Spring
Performance Time

Positive Response to Intervention

- Decision Rules: What is a “Good” Response to Intervention?
  - **Positive Response**
    - Gap is closing
    - Can extrapolate point at which target student(s) will “come in range” of target—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.

Questionable Response to Intervention

- Expected Trajectory
- Observed Trajectory
- Time

- Performance
- Expected Performance
- Observed Performance
- Fall
- Winter
- Spring
**Decision Rules: What is a “Good” Response to Intervention?**

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

- **Questionable Response**
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Poor Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time

Response to Intervention

Performance

Expected Trajectory

Positive

Questionable

Poor

Observed Trajectory

Time

Decisions
What to do if RtI is:

• Positive
  • Continue intervention with current goal
  • Continue intervention with goal increased
  • Fade intervention to determine if student (s) have acquired functional independence.
**Decisions**

**What to do if RtI is:**

- **Questionable**
  - Was intervention implemented as intended?
    - If no - employ strategies to increase implementation integrity
    - If yes -
      - 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**
  - Was intervention implemented as intended?
    - If no - employ strategies in increase implementation integrity
    - If yes -
      - Is intervention aligned with the verified hypothesis? (Intervention Design)
      - Are there other hypotheses to consider? (Problem Analysis)
      - Was the problem identified correctly? (Problem Identification)

---

**Intervention Integrity Decisions**

Evidence based intervention linked to verified hypothesis planned

Evidence based intervention implemented

Student Outcomes (SO) Assessed

Treatment Integrity (TI) Assessed

Data-based Decisions

Continue Intervention

Implement strategies to promote treatment integrity

Modify/change Intervention

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From Lisa Hagermoser Sanetti, 2008 NASP Convention
Do something.
If it works, do more of it.
If it doesn't, do something else.

- FDR

School-Wide Positive Behavior Support

University of South Florida
2008
Karen Childs, FLPBS

Tier 1 RtI Behavior: Major Activities

- School-wide & Classroom PBS systems fully implemented and going strong
  - Expectations and rules established
  - Ongoing teaching
  - Ongoing recognition activities, positive acknowledgement
  - Consistent consequences across campus
  - Team engages in regular data analysis/problem solving
- Screening & Identification for at-risk students and classroom-level needs
Tier 1 Behavior Process/Fidelity Data

- School Team Update
- Effective Behavior Support (EBS)
- School Evaluation Tool Surveys (SETS)
- Coach’s Survey
- Team Implementation Checklist
- School Team Process Surveys
- Benchmarks of Quality
- Faculty/student school climate surveys

Coach’s Self-Assessment

Team Process Evaluation

(Example – school’s lowest two items)
18. We acknowledge and confront conflict openly.  3.5

19. We generate additional solutions or strategies if we disagree with those proposed.  3.7
School Team Update

School-wide PBS
School Team Update

School Name: ___________________ Date: __________

<table>
<thead>
<tr>
<th>Team Activity</th>
<th>1 = Not True</th>
<th>2 = Somewhat True</th>
<th>3 = Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data are noted regularly and are up to date</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Data are shared with faculty regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TEAM MEETINGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team uses written documentation (goals and progress)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Team begins meetings monthly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Follows predetermined agenda</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Follows up on previous meeting items</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Changes in Teacher Satisfaction

Percentage of Teachers who Report a Problem with Classroom Disruption

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>44%</td>
<td>59%</td>
<td>22%</td>
</tr>
</tbody>
</table>

PBS implemented

Fidelity of Tier 1 Implementation

Jones Middle School
Schoolwide Behavior System and Critical Element Category

Critical Element Category

18
Tier 1 Incentive Data

Tier 1 RtI Behavior Outcome Data

- Office discipline referrals
- Suspensions
- Attendance
- Academic Achievement
- Climate Surveys
- Referral to ESE
- Incentives received
Alternative School

No DATA because school does not use ISS Tier 1 RtI Outcome Data

Students at Level 3+ in Reading on Florida’s Comprehensive Assessment Test

ESE Comparison Data

Tier 1 RtI Outcome Data

Tier 1 RtI Outcome Data
**Tier 2 Supplemental: Major Activities**

- Continued use of Tier 1 system
- Team Data-Based Problem Solving
- Empirically-supported interventions
- Generalization of Intervention(s)
- Progress monitoring
- Fidelity checks

---

**Tier 2: Supplemental Support Sample Interventions**

- B.E.P./Check-in & Check-out
- Social Skills
- Classroom-specific Support
- Informal Individual Function-based Intervention

---

**Classroom Assessment Tool**

III. Curriculum and Instruction: Materials and instructional procedures are altered or adapted to prevent or to address behavior problems.

| Instructional Planning and Delivery – Teaching activities are planned and implemented in ways that optimize student learning |
|---|---|---|
| Item | Teacher | Student | Notes |
| 1. | Are lesson structures and approaches used appropriate for students‘ functioning levels? | | |
| 2. | Are assignments relevant and meaningful to students? | | |
| 3. | Are a variety of teaching methods and materials used? | | |
Tier 2 Behavior Process/Fidelity Data

• Tier 2/3 Benchmarks of Quality
• B.E.P. Fidelity Assessment
• Curriculum-provided Checklists/Evaluation
• Detailed Action Plan

Tier 2/3 Benchmarks of Quality

II. Tier 2 Targeted Group Support System

(Consider the “system” in place for Tier 2 at the school to score the following items)

Score items 6 through 13 on ‘(2)’ or ‘(3)’, or ‘(4)’ based upon the Scoring Guide

7. The school has a data-based process for identifying students in need of Tier 2 supports. Check each identification processes used:
   □ Screening □ Nomination □ ODRs □ Testing □ Observations □ Other

8. Student support occurs in a timely manner.

9. Students involved in Tier 2 interventions have had full and ongoing access to Tier 2 supports.

10. Academic concerns of students referred for Tier 2 are considered

11. Tier 2 interventions are matched to the function of student problem behavior.

12. Student needs are prioritized.

13. Parents of Tier 2 students are engaged.

Tier 2 Behavior Fidelity (cont.)

• SECOND STEP Tools
  • Social-Emotional Learning Checklist (PDF)
  • SECOND STEP Implementation Checklist (PDF)
  • Lesson-Completion Record (PDF)
  • Student Satisfaction Survey (PDF)
  • Teacher Follow-Up Survey (PDF)

• STEPS TO RESPECT Tools
  • Social-Emotional Learning Checklist (PDF)
  • Steps to Respect Implementation Checklist (PDF)
  • Lesson-Tracking Charts (2001 edition) (PDF)
  • Staff Preparedness Survey (PDF)
  • Year-End Staff Survey (PDF)
Tier 2: Supplemental Support
Outcome Data/Progress Monitoring

- Repeated use of the **PBS Project’s Teacher Nomination Forms**
- Office Discipline Referrals
- Repeated normed behavior ratings
- Direct Observation (i.e. frequency counts)
- Behavior Ratings
- Reward system artifacts
- Classroom Observation

Adapted from Crone, Horner & Hawken (2004)
Tier 3 Intensive: Major Activities

- Team Data-Based Problem Solving
- Coordinated Comprehensive Interventions
- Progress monitoring
- Fidelity checks

Tier 3: Interventions

- FBI/BIP
  - Team-based
  - Comprehensive
  - Multi-faceted Interventions
  - For most serious/unresponsive behavioral issues
Tier 3 Intensive Process/Fidelity

- Intervention Fidelity Measures
  - Benchmarks of Quality for Tiers 2/3
  - I-SSET (Individual Student Systems Evaluation Tool)
  - Implementation Checklist
  - Product Checklist for BIP

---

**Individual Student Systems Evaluation Tool**
(I-SSET)

**Scoring Guide**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Evaluation Question</th>
<th>Data Source</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td>1-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
<th>Part 1: Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Feature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Does the intervention report that this is a commitment to address obesity with this student?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Have documentation that obesity-related support systems are in place to (a) develop a behavioral plan, (b) consider other behavioral and/or for using standardized data for feedback and/or (c) for supporting the student's health-related information for the intervention?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Are sessions for medical support and/or nutrition listed in the intervention plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Are sessions for medical support and/or nutrition included in the intervention plan?</td>
</tr>
</tbody>
</table>

**Implementation Checklist**

<table>
<thead>
<tr>
<th>Recoder:</th>
<th>Student:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Components</th>
<th>Was the intervention implemented? (Adherence)</th>
<th>Was the intervention done accurately? (Quality)</th>
<th>Fidelity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y/N/NA</td>
<td>Y/N/NA</td>
<td>Y/N = 2:</td>
</tr>
<tr>
<td></td>
<td>Y/N/NA</td>
<td>Y/N/NA</td>
<td>N/N = 0.5:</td>
</tr>
<tr>
<td></td>
<td>Y/N/NA</td>
<td>Y/N/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td></td>
<td>Y/N/NA</td>
<td>Y/N/NA</td>
<td></td>
</tr>
</tbody>
</table>

**Implementation Scores**

(Total Y's/Total Y's + K's in column)

**Total Implementation/Fidelity Score**

(Total Y's/Total Y's + N's across 2 domains)
Tier 3: Intensive Support

Outcome Data/Progress Monitoring

- Behavior Rating Scale
- Direct Observation

The Behavior Rating Scale

- A rating of the recorder’s perception of the occurrence of behavior
  - Extremely effective in getting data
  - Time efficient
  - Measure of change in behavior
- Completed as a whole day measure or during specific times of the day
- Recorder scores on a scale of 1 to 5 that is defined for each behavior
### Behavior Rating Scale

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Hitting</td>
<td></td>
</tr>
<tr>
<td>8 or more times</td>
<td>5</td>
</tr>
<tr>
<td>6-7 times</td>
<td>4</td>
</tr>
<tr>
<td>4-5 times</td>
<td>3</td>
</tr>
<tr>
<td>2-3 times</td>
<td>2</td>
</tr>
<tr>
<td>0-1 times</td>
<td>1</td>
</tr>
</tbody>
</table>

| Profanity |      |
| 16 or more times | 5 |
| 12-15 times | 4 |
| 8-11 times | 3 |
| 4-7 times | 2 |
| 0-3 times | 1 |

### Tier 1 Implementation Factors

#### Higher Implementing (70+ on BoQ)

- At least 25% of respondents representing high implementing schools identified the following factors as Problematic:
  - Adequate funding
  - Team recognizes faculty participation
  - Student stability from year to year

- At least 50% of the respondents representing low implementing schools identified the following factors as Helpful:
  - Staff time for PBS
  - Staff belief about effectiveness of PBS
  - Staff philosophy
  - Staff consistency in teaching
  - Staff consistency in discipline procedures

#### Lower Implementing (-70 on BoQ)

- At least 90% of respondents representing high implementing schools identified the following factors as Helpful:
  - Expectations and rules clearly defined
  - Administrator committed to PBS, willing to teach and model PBS, willing to reward students
  - Representative and committed PBS Team
  - Reward system works
  - PBS Coach’s guidance with process
  - Students responses to rewards and activities

- At least 80% of the respondents representing low implementing schools identified the following factors as Helpful:
  - Expectations and rules clearly defined
  - Administrator willing to reward students
  - Representative PBS Team
Which factors predict SWPBS implementation?

Socio-cultural Factors
- SES
- Family
- Ethnicity
- Student stability
- Teacher education
- % with disability

Process Variables
- Administrative support
- Coach's self-efficacy
- Effective team functioning

Academic Indicator*
- % students below grade level in reading

Behavioral Indicators*
- % students who received an: in-school suspension (ISS)
- out-of-school suspension (OSS)
- office discipline referral (ODR)

*In the year prior to beginning

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National Website: www.pbis.org