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The Vision

- 95% of students at “proficient” level
- Students possess social and emotional behaviors that support “active” learning
- A “unified” system of educational services
  - One “ED”
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
Why Rtl? Why Now?

Shift in thinking and corresponding shift in practice
Alignment
Changing Educational Focus – NCLB & IDEA

- Improved student outcomes
- Early intervention and prevention
- Use of evidence-based interventions
- Data-driven accountability
- Reduced need for disability label to get assistance
- Highly qualified teachers

NCLB and IDEA: Increasing alignment between general and special education
30 years of research has demonstrated that the education of children with disabilities can be made more effective by - ANIMATE TO: Emphasize third bullet.
Paradigm Shift

- **Eligibility focus**
  - Diagnose and Place
  - *Get label*

- **Outcome focus**
  - Problem Solving and Response to Intervention
  - *Get help*

How do we define help?

Get help without getting a label
I put some more animation on this slide. Must be in regular presentation mode to view it.
Thinking Differently

- Every Ed, not just ESE anymore
- Focus on interventions not placement
- Aim of assessment is to identify effective interventions
- Effective interventions are identified prior to eligibility
- Student outcomes drive decisions
- Problem Solving & RtI is continual and fluid

Shared responsibility for student performance – requires restructuring how staff share work duties

Intervention intensity based on need rather than label

Assess to identify effective interventions - not to diagnose/categorize

Data-based decision making and problem-solving process guide all levels of intervention

RtI - if something isn't working, we do something different
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
Current Rule 6A-6.0331

It is the local school board’s responsibility to address through appropriate interventions and, to the extent possible, resolve a student’s learning or behavioral areas of concern in the general education environment.

The initial conference with the parents must include discussion of the student’s learning or behavioral areas of concern, the general education interventions planned and the anticipated effects of the interventions.

More from proposed…

Implemented in the general education environment

Developed though a process that uses student performance data to identify and analyze the concern, select interventions, and monitor effectiveness (i.e., Problem solving process)

Interventions implemented as designed for a reasonable period of time and with a level of intensity that matches student need

Pre-intervention and ongoing progress monitoring communicated to parent in understandable format
Funding General Education Interventions
Early Intervening Services

- LEA may use 15 percent of Part B funds . . . to develop and implement coordinated, early intervening services for students not identified as needing special education, but who need additional academic and behavioral support to succeed in a general education environment.
  34 CFR 300.226(a)

- Requires LEAs with significant disproportionality to use 15 percent of Part B funds to provide comprehensive coordinated early intervening services to children in over-identified groups.
  34 CFR 300.646(b)(2)
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 & the Problem-solving Process

**ACADEMIC SYSTEMS**

**Tier 3: Comprehensive & Intensive Students**
- Students who need individualized interventions.
- ≈5% Few

**Tier 2: Strategic Interventions Students**
- Students who need more support in addition to the core curriculum.
- ≈15% Some

**Tier 1: Core Curriculum**
- All students, including students who require curricular enhancements for acceleration.
- ≈80% All

**BEHAVIOR SYSTEMS**

**Tier 3: Intensive Interventions Students**
- Students who need individualized intervention.

**Tier 2: Targeted Group Interventions Students**
- Students who need more support in addition to school-wide positive behavior program.

**Tier 1: Universal Interventions**
- All students in all settings.
Primary point here is that we have far more base of evidence for Tier One and standard protocol interventions than we do for individual student interventions. Thus, our evidence base, when intervening with particularly idiosyncratic individuals, is our progress monitoring or response to intervention data. So, if the research base relating to an individual’s specific difficulty is sparse, we have to create our own evidence of effectiveness through careful progress monitoring.
Problem Solving

A systematic and structured process that uses the skills of professionals from different disciplines to develop, implement, and evaluate intervention plans that result in the significant improvement (closing the gap) of student performance.
Step 1 – Problem Identification: What is the problem?

To identify a problem, you need to start with three pieces of data
- Expected level of performance
- Student level of performance
- Peer level of performance

Is this an individual student problem or a larger systemic problem?
See previous slide
Step 2 - Problem Analysis: Why is it occurring?

- Hypotheses about why the student is not demonstrating the replacement behavior
- Assessment data are collected to validate hypotheses

Why is replacement behavior not occurring?
Step 3 – Intervention Design: What are we going to do?

- Match intervention type and intensity to student(s), setting, problem
- Interventions must focus on teaching replacement behavior
- Select evidence-based interventions that match context of school/classroom culture
- Provide support for implementation
  - Coaching
  - Evaluation of implementation integrity

What are we going to do about it?
Make sure interventions are cumulative, not separate

What is the plan for addressing behavior concerns pro-actively? i.e. Look at data early in the year and assess trends frequently thereafter?
Intervention Framework

- Intensive Interventions
  - A few

- Supplemental Interventions
  - Some

- Core/Universal Interventions
  - All
How Does it Fit Together? Standard Treatment Protocol

**Step 1**
All Students at a grade level

- Behavior
- Academics
- ODRs
- Monthly
- Screenings
- Benchmark
- Assessments
- Annual Testing

**Step 2**
Addi.
Diagnostic
Assessment

- Individual
- Diagnostic
- Intensive
- Supplemental

**Step 3**
Instruction

- Individualized
- Intensive
- Standard
- Protocol
- Small
- Group
- Differentiated
- By Skill

**Step 4**
Results
Monitoring

- Grades
- Classroom
- Assessments
- Yearly Assessments

- 2 times/month
- Weekly
- Intensive
Breakout Session

Developing District/School Plans & Getting Started
(Crystal Ballroom J2)
Cascade of Interventions

- Entire staff understands “triangle” and the available interventions at each Tier.
- Supplemental and intensive interventions are in addition to core instruction.
- A student intervention plan is a single document that is integrated across the tiers.
- Different tiers ensure that outcomes in Tier 1 are improved.
- Tier 1 progress monitoring data are used for effectiveness determination for all Tiers.
Breakout Session

Intervention Mapping
(Crystal Ballroom K/L)
Step 4 – Progress Monitoring: Is it working?

- Making *instructional / intervention decisions* based on review and analysis of student data
- *Progress monitoring always includes graphing*
Decision Rules: What is a “Sufficient” 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

ANIMATE THIS SLIDE – fade each in and out while discussing
Breakout Session

Data-based Decision Making
(Crystal Ballroom J1)
Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support
### Intervention Documentation Worksheet

<table>
<thead>
<tr>
<th>Student</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total # of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>F</td>
<td>T</td>
<td>P</td>
<td>F</td>
</tr>
</tbody>
</table>

#### Legend
- T = Tactic(s) included
- P = Program
- F = Focus

#### Notes
- L = Language
- A = Attention
- W = Awareness
- F = Fluency
- T = Turntaking
- V = Vocabulary
- M = Visual Cues
- R = Right Reponses
- B = Behavior

#### Programming
(Write your plan here. For example: M = Math/number, S = Social Skills Training, O = Oral Language, E = Expansion)

<table>
<thead>
<tr>
<th>Programming</th>
<th>Tactic(s) Included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Breakout Session

Supporting & Evaluating Interventions
(Crystal Ballroom M/N)
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
How Do We Know If This is a General Education Initiative?

- **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
Project Partners

- Problem-Solving/RtI Pilot Project
  - [www.floridarti.usf.edu](http://www.floridarti.usf.edu)
- Statewide Positive Behavior Support
  - [www.flpbs.fmhi.usf.edu](http://www.flpbs.fmhi.usf.edu)
- RtI-Teaching Learning Connections (TLC)
  - Site forthcoming
- Florida Center for Reading Research
  - [www.fcrr.org](http://www.fcrr.org)
- Bureau of School Improvement
  - [http://www.bsi.fsu.edu/](http://www.bsi.fsu.edu/)
- Just Read, Florida!
  - [www.justreadflorida.com](http://www.justreadflorida.com)
- Bureau of Exceptional Education and Student Services
  - [http://www.fldoe.org/ese/](http://www.fldoe.org/ese/)
- Office of Early Learning- VPK Program
  - [www.fldoe.org/earlylearning/sruss.asp](http://www.fldoe.org/earlylearning/sruss.asp)
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://fipbs.fmhi.usf.edu/
- Response to Intervention’s Teaching Learning Connections (TBA)

*See Appendix C of Implementation Plan

Common Elements:
- Systems-Change
- Building Capacity
- Scaling-Up
- Program Evaluation
- Data-based Decision-making
- Fidelity of Implementation
- Research and Evaluation
Florida Statewide Problem-Solving/RtI Pilot Project
Scope of the Project

- Pre K-12
- Tiers 1-3
- Reading
- Math
- Behavior
Impact

- Cross-Domain Training in Data Collection, Display, and Evaluation

- Technology that can integrate data from multiple domains

- Problem-Solving process that considers the INTERACTION of the domains in the development of instruction/intervention/prevention
FL PS/RtI Project Description

Two purposes of PS/RtI Project:

- Evaluate the impact of PS/RtI on educator, student, and systemic outcomes in pilot sites implementing the model

- Statewide training in PS/RtI
FL PS/RtI Project: Where Does It Fit?

- Districts must develop a plan to guide implementation of their use of PS/RtI
- State Project can be one component of the plan
- It cannot be THE plan for the district
- District must own their implementation process and integrate existing elements and initiate new elements
Statewide Training Overview

- Offered to building and district leadership teams from all 67 Florida school districts

- Participation:
  - 55/67 school districts
  - 55 district leadership teams
  - 117 school leadership teams
  - 1,148* district and school personnel
  - 2,376,653 (students “affected” by PS/RtI project)

*Includes individual personnel from FLDOE, FCRR, PBS, FDLRS, etc.
Statewide Training (cont’d)

- 3 year training curriculum
  - Problem Solving Process
  - 3-Tiered RtI Model
  - Systems Change
- Provided by 3 Regional Coordinators/Trainers
- 5 days per year (2 days, 1, 1, 1 schedule)
- Limited technical assistance and support
- Limited data collection
Statewide Training Sites
Demonstration Districts
Training Curriculum

- Year 1 training focus for schools
  - Day 1 = Historical and legislative pushes toward implementing the PSM/RtI Model
  - Day 2 = Problem Identification
  - Day 3 = Problem Analysis
  - Day 4 = Intervention Development & Implementation
  - Day 5 = Program Evaluation/RtI

- Considerable attention during Year 1 trainings is focused on improving Tier I instruction.
School-Wide Positive Behavior Support: Addressing the Behavior of All Students

2008-2009
Florida’s PBS Project

**Mission:**
- Increasing the capacity of Florida’s school districts to address problem behavior using positive behavior support

**What we do:**
- Provide training and technical assistance to districts across the state in the development and implementation of positive behavior supports at the school-wide, targeted group, classroom and individual student levels
Up until this past year, the majority of schools going through SW PBS were elementary schools. As we’ve gone through this process with middle, high, and center schools, we’ve been able to identify different kinds of issues these different populations have to work with. As you’ll see through the data I’m about to share, SW PBS can be effective at each level of education.
Tier 1 Behavior Training Modules

- Introduction to School-wide Positive Behavior Support
- Establishing a Foundation for Collaboration and Operation
- Building Faculty Involvement
- Establishing A Data-Based Decision-Making System
- Developing Appropriate Definitions of Problem Behaviors
- Developing Behavior Tracking Forms
- Developing a Coherent Office Discipline Referral Process
- Developing Effective Consequences
- Identifying School-Wide Expectations
- Identifying Rules for Unique Settings
- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System
- Implementing School-wide PBS
- Evaluating the Progress of PBS Efforts
- Establishing a Comprehensive PBS System
Make the following points:

There are four different levels.

SWPBS is designed for all students as well as staff and faculty and is the most effective initial level of implementation.
Experienced Coaches’ Training

Coaching 103
Establishing an Individual PBS system
Establishing a Classroom PBS system
Establishing Targeted group trainings and systems
Knowing when your school is ready to move to the next level and options
Apprenticing new coaches
Assisting with district trainings and presentations
Assisting with funding and fundraising efforts
Reaching beyond the school; involving parents and the community
Changing the school climate (e.g., ratio of 4 to 1, adding teacher incentives, etc.)

Coaching 102
SW Booster training requirements
Using data to make necessary changes in procedures and systems
Keeping your process new, creative and interesting
Using your data effectively
Requesting technical assistance for your team
Problem solving with the team
Creating your yearly plan for training and implementation
Completing your product book
Establishing effective team meetings and team roles
Coaches’ role and responsibilities

Coaching 101

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Evaluation Support

- Progress monitoring tools for Tiers 1-3
- Data system for measuring fidelity of implementation of Tiers 1-3
- Data system for managing Tier 1 implementation and outcomes at school, district and state levels
Response to Intervention’s Teaching Learning Connections (RtI-TLC)
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.
Contact Information

- Mary E. Little, Ph.D., Principal Investigator
- Anna O’Connor, M.Ed., Project Coordinator
- Shelby Robertson, M.S., Project Coordinator

University of Central Florida
Teaching Academy 403
4000 Central Florida Parkway
Orlando, Fl.
386.274.0175
Florida Department of Education Statewide Response to Instruction/ Intervention (RtI) Implementation Plan
Purpose

- Facilitate successful implementation of PS/RtI
- Formalize and coordinate state-wide efforts

- Build upon the successes of Reading First (RF) and Positive Behavior Support (PBS) implementations 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
It has been the recommendation of various FL stakeholders that the FLDOE unify its efforts and resources to maximize efficacy and elevate the common beliefs through mutual understanding of the principle foundation of RtI and integration of that foundation throughout all statewide efforts.
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

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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
Impact of RtI Implementation

- 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.
- Reduction in referrals for special education
- Overall improvement in achievement rates
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
District Responsibilities

Based on self-assessment results, and in conjunction with the student progression plan and K-12 Comprehensive Reading Plan, 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
Current Activities

- Dissemination of State Plan
- Statewide projects funded through the DOE
- Collaborative Partnerships
- Technical Assistance and Tools
- Professional Development Activities
Tools to Support Districts, Schools, and Pre-Service Institutions

- District/School Self-assessment Tool
- Critical Components for District Planning
- On-line Introductory Training Course(s):
  - Florida RtI Introductory Training Course:
    http://floridarti.usf.edu/intro_course
    Free! Housed at USF; Currently used by pre-service students in school psychology and guidance counseling and social work
  - More to come…
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.rtinetwork.org
  - Blueprints to support implementation
  - Monthly RtI Talks
  - Virtual visits to schools implementing RtI
  - Webinars
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
Future Activities

- Laws and rules related to student progression and school improvement

- Policies related to
  - Student progression
  - Reading Plans
  - Compliance with IDEA
  - Alternative Education
  - ELL
  - Juvenile Justice
  - Gifted Education
  - District Assistance and Intervention Plans
  - District Improvement Plans
  - Charter School Requirements
  - Private School Collaborations
  - Data Management
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
Application of RtI to English Language Learners (ELLs)

- Current research is promising that RtI will decrease the number of ELLs who are inappropriately referred to and placed in special education.

Application of RtI to Special Education Eligibility

- School teams use student progress data as part of the evaluation process to determine eligibility.
Accessing Florida’s Plan Resources and Tools

Florida’s RtI Web site:
http://www.florida-rti.org/
Breakout Sessions

- Developing District/School Plans and Getting Started (*Crystal Ballroom J2*)
- Data-based Decision Making (*Crystal Ballroom J1*)
- Intervention Mapping (*Crystal Ballroom K/L*)
- Supporting and Evaluating Interventions (*Crystal Ballroom M/N*)