Promoting Academic Success for ALL Students

Response to Intervention (RTI) and Collaborative Intervention Teams

Student Services
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Goals for Today

• Provide an overview of RTI
• Review processes for CSAT (aka collaborative intervention teams)
  • Respond to students who are not learning
  • Provide interventions for students and teachers
  • Provide ideas for parents to use at home
Why is RTI Now Being Adopted by Schools?

- Individuals with Disabilities Education Improvement Act (IDEIA) in 2004
  - Allows states to use an RTI process to identify LD rather than IQ-Achievement discrepancy
    - Wait-to-Fail model
- Doug Reeves study of 90/90/90 Schools
  - High achieving schools use data to provide real time feedback to students
  - Use data to inform instruction
The New IDEIA (2004) RTI Model

**Intensive Level**
Interventions provided to students with intensive needs based on comprehensive evaluation.

**Targeted Level**
Interventions provided to students identified as at-risk or who require specific supports to make adequate progress in general education.

**Universal Level**
Provided to ALL students: research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction.
Response to Intervention 101

*How it works . . .*

Under RTI, if a student is found to be performing well below peers, the team will:

1. Estimate the academic **skill gap** between the student and typically-performing peers
2. Determine the likely **reason(s)** for the student’s lower academic performance
3. Select a **research-based intervention** likely to improve the student's academic functioning
4. **Monitor academic progress** to evaluate the impact of the intervention
5. If the student fails to respond, **modify** the intervention and **repeat** the process
Problem Solving Process

Analyze and Interpret Data

Define the Problem
Gather Data

Evaluate Response to Intervention

Assign and Implement Research Based Intervention

Identify Specific Strengths, Concerns, and Outcomes
Third Grade Math Benchmarks

Third Grade Math Addition and Subtraction
Third Grade Math Benchmarks
Example of Response to Intervention

Benchmark

Academic/Behavior Content Area

Date of Assessment

Sep 5  Sep 12  Sep 19  Sep 26  Oct 7  Oct 16  Oct 23  Oct 29  Nov 8  Nov 18

0  5  10  15  20  25  30  35

At-risk

Benchmark

Low Risk

Marcos

CSAT
CSATs

Promote academic success for all students

Problem solving teams focus on intervention planning with the goal of maintaining all children in the general education curriculum to the greatest extent possible (Iverson, 2002)
“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”
The Many Names of Student Problem-Solving Teams

- Community School Assistance Teams (CSAT)
- Pre-Referral teams
- Student Assistance teams (SAT)
- Building Assistance Teams
- Teacher Assistance Teams (TAT)
- Child Study Teams
- Student Support Teams (SST)
- Instructional Support Teams
- FLEX Teams
- REDI Cadres
- I don’t know what to do with this kid save me team
Current CSAT Process: OLD School

- Have a problem?
  Refer ➔ test ➔ place
- Wait to fail
- Use of anecdotal data
- Focus on describing the problem
- Questionable interventions
CSAT Process: NEW School

- Have a problem?
  Assess ➔ Intervene ➔ Progress Monitor
- General-Special Ed partnership
- Early intervention
- Data-driven decision making
- Intervention focused
CSAT Process: NEW School

- Research-based interventions implemented with fidelity
- Progress monitoring
- CSATs are NOT special education teams
RTI and CSAT are all about collaboration!
(between General and Special Education)
Benefits of CSATs

- Improved student achievement
- Safe, orderly and enriching learning environments.
- Model for collaborative problem solving
- Improved communication between student, staff and home
- Progress monitoring and data driven decision making
- Provides a body of evidence for students who are not achieving at high levels
- Aligns with new process for identifying students with disabilities
Who’s on the Team?

• Classroom teacher of student
• Administrator or Designee
• General Educators
  • (1-3 teachers, recognized for their expertise)
• Parent
• Student Services Professionals
  • School psychologist, social worker, special education teacher, speech language specialist, counselor, etc.
• Student (when appropriate)
• Other Specialists (when appropriate)
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Identify Specific Strengths, Concerns, and Outcomes
What’s in your school?
What **objective** data are you using?

What research-based interventions are available students?

How do you monitor progress?
Are you ready?
Administrative support is directly linked to the success of problem-solving teams

SO...

...as educational leaders, what can principals do?

“He’s like the CEO of the school!”
The Role of the Principal

- Provide leadership and support
- Organize your team (CSAT)
- Schedule a regular time for team meetings
- Monitor implementation
  - Collection and use of data
  - Research-based Interventions
- Professional development
Role of Student Services

- Develop policies, procedures and meeting structures
- Provide forms and processes for effective implementation
- Collaborate on the development of research based interventions
- Provide consultation on . . .
  - Implementation
  - Individual students
- Provide staff development
Making it Happen . . .

- Take action to ensure General-Special Education partnership
- Organize CSAT
- Gather data
  - Plan how to use data to give feedback
- Survey and develop interventions in your building
- Include parents in learning conversations
HAND IN HAND

TOGETHER WE CAN!