

Response to Intervention: Prevention and Identification

Russell Gersten
University of Oregon & Instructional
Research Group

Adapted from S Vaughn
presentation

Think about it....

"Having a learning disability is like swimming with your clothes on. It makes the task harder, but not impossible. Sometimes you feel like you might drown, but when you learn how to do it, you are stronger and more proud. I am a stronger person because I have learned how to succeed in spite of my learning disabilities."

-Jonathan M., Indianapolis, IN (student)

<http://www.ncld.org/>

History of Response to Intervention

- Based on Teacher Referral
- Wait-to-Fail approach
- Overuse of IQ-Achievement Discrepancy
- Variation in Prevalence State to State
- Disproportionate Representation of Minorities

RTI: IDEA 2004

- In December, 2004, the Individuals with Disabilities Education Improvement Act of 2004 provided response to intervention as a practice for identifying students with learning disabilities.
- Recommends but does not require abandoning use of the IQ-discrepancy
- Urges early screening and intervention
- Recommends a multi-tiered intervention strategy
- Integrate services between general and special education : the third attempt

What Are Early Intervening Services?

A major change in the law is the emphasis on early intervention services for children “at risk” for academic problems.

The law encourages states to move away from IQ discrepancy and towards a more dynamic type of assessment.

The law encourages early identification of reading difficulties rather than waiting until grade 2 or 3.

Key Principles of RTI

- Incorporate prevention and early intervention rather than waiting until grades 2-3
- Include **universal screening** to identify student needs
- Effective practices implemented class-wide in general education (primary intervention or Tier 1)
- Successive levels of support increasing in intensity and specificity provided to students as needed (secondary/tertiary intervention)

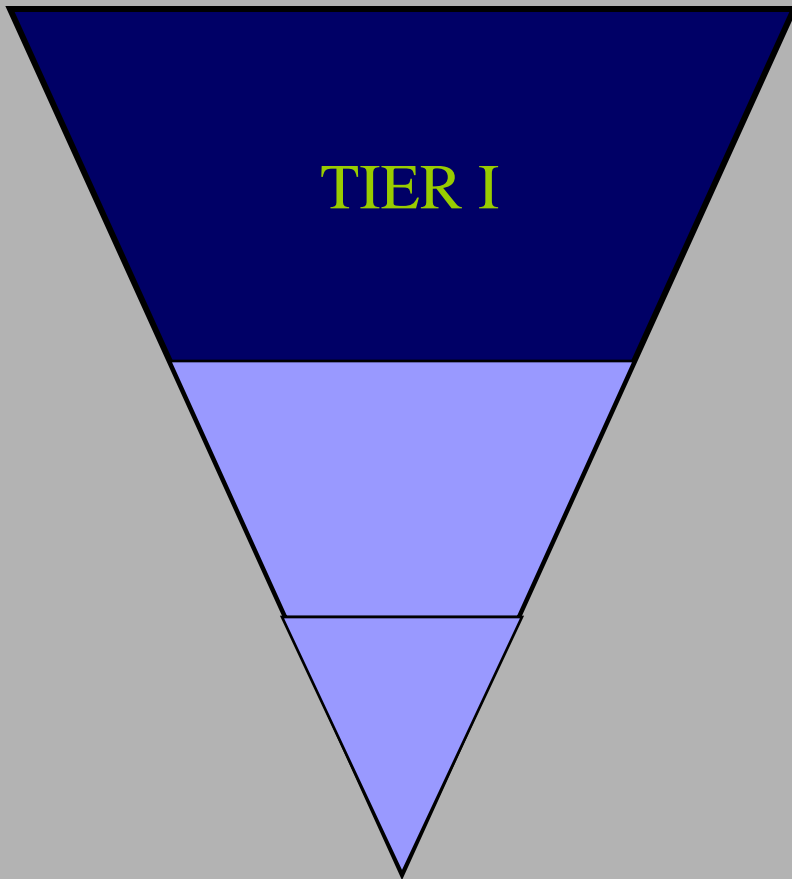
(Dickson & Bursuck, 1999; McMaster, Fuchs, Fuchs, & Compton, 2005; O'Connor, 2000; O'Connor, Fulmer, Harty, & Bell, 2005; O'Connor, Harty, Fulmer, 2005; Vaughn, Linan-Thompson, & Hickman, 2003)

Potential Benefits of RTI

- Early and targeted intervention for students at risk
- Use increasingly more intensive tiers of instruction
- Early identification through universal screening practices
- Confidence that students who participate in effective RTI models and are referred for special education are less likely to be students who are academic casualties from inadequate or inappropriate instruction

See for review: Fletcher, Coulter, Reschly, & Vaughn, 2004

TIER I: CORE CLASS INSTRUCTION



Tier I is defined differently by experts.

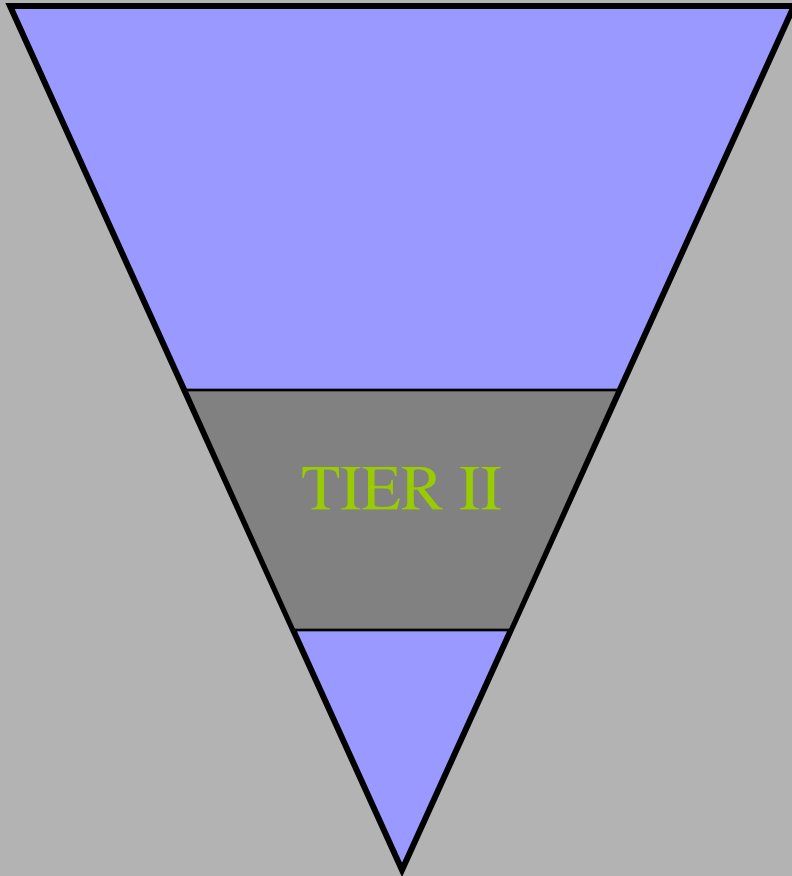
Only common feature:

- Universal screening of all students

Other possible components:

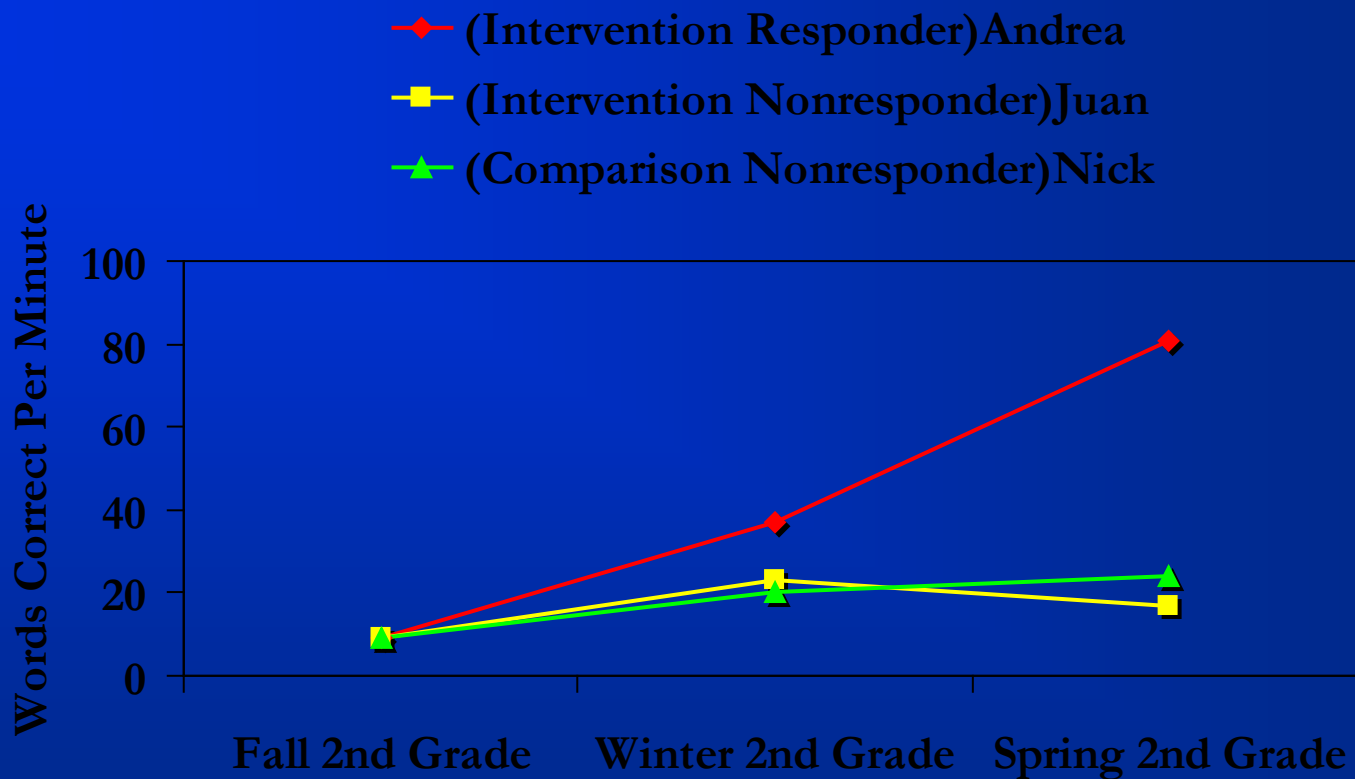
- Ongoing professional development for classroom teachers on how to use research
- Differentiated instruction
- Progress monitoring of all students or of students "at risk" on a monthly or weekly basis
- High quality reading instruction
- Scientifically based reading instruction

TIER II: SMALL GROUP INTERVENTION

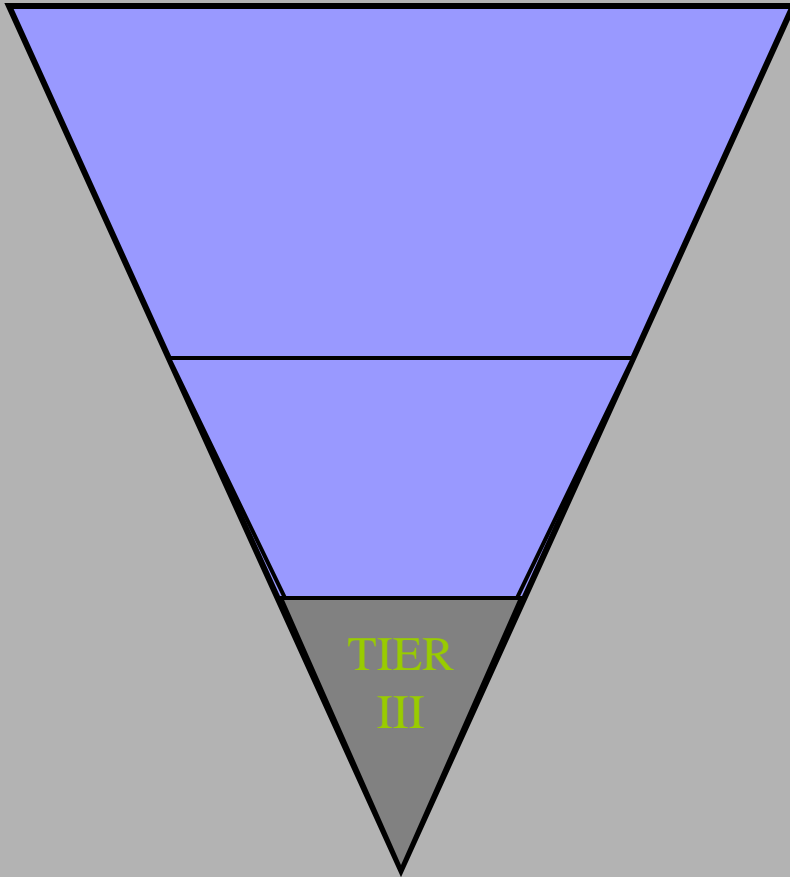


- Tier II is individual or small-group intervention in addition to the time allotted for core reading instruction.
- Tier II includes curriculum, strategies, and procedures designed to *supplement, enhance, and support* Tier I.
- Can backtrack and/or elaborate/reinforce classroom curriculum.

Individual Cases for Tier 2 from Vaughn research



TIER III: INTENSIVE INTERVENTION



- Tier III is specifically designed and customized individual or small-group reading instruction that is extended beyond the time allocated for Tier I and Tier II.

NOTE: Some states/districts use 3 tiers and other states use 4 tiers.

Findings by Instructional Group Size

- Most studies were delivered with one-on-one grouping format with high effects
- Limited information on small group instruction; positive outcomes demonstrated

Effects by Instructional Group Size

From Vaughn & Wanzek, 2007

Instruction	Mean Effect Size Range (Treatment vs. School Comparisons)
One-on-One	.22-.84
Group Instruction	.27-.39 (*three studies)

Findings by Grade Level

- Most studies identified students for intervention in grades K-1; high effects demonstrated
- Limited information on 2nd-3rd grade

Effects by Grade Level

Grade Levels	Mean Effect Size Range (Treatment vs. School Comparisons)
K-1	.22-.84
2-3	.23-.27 (*two studies)

Summary of Findings

- Generally positive outcomes found for students with reading difficulties and disabilities participating in extensive interventions
- Few differences in duration of intervention though number of hours of intervention was not possible to calculate from information in studies
- 1:1 instruction yielded high effects; few studies implementing small group instruction
- K-1 intervention demonstrated high effects; few studies examining 2nd-3rd grade extensive interventions
- Most interventions implemented by school personnel, indicating feasibility in practice (about half provided by paraprofessionals)

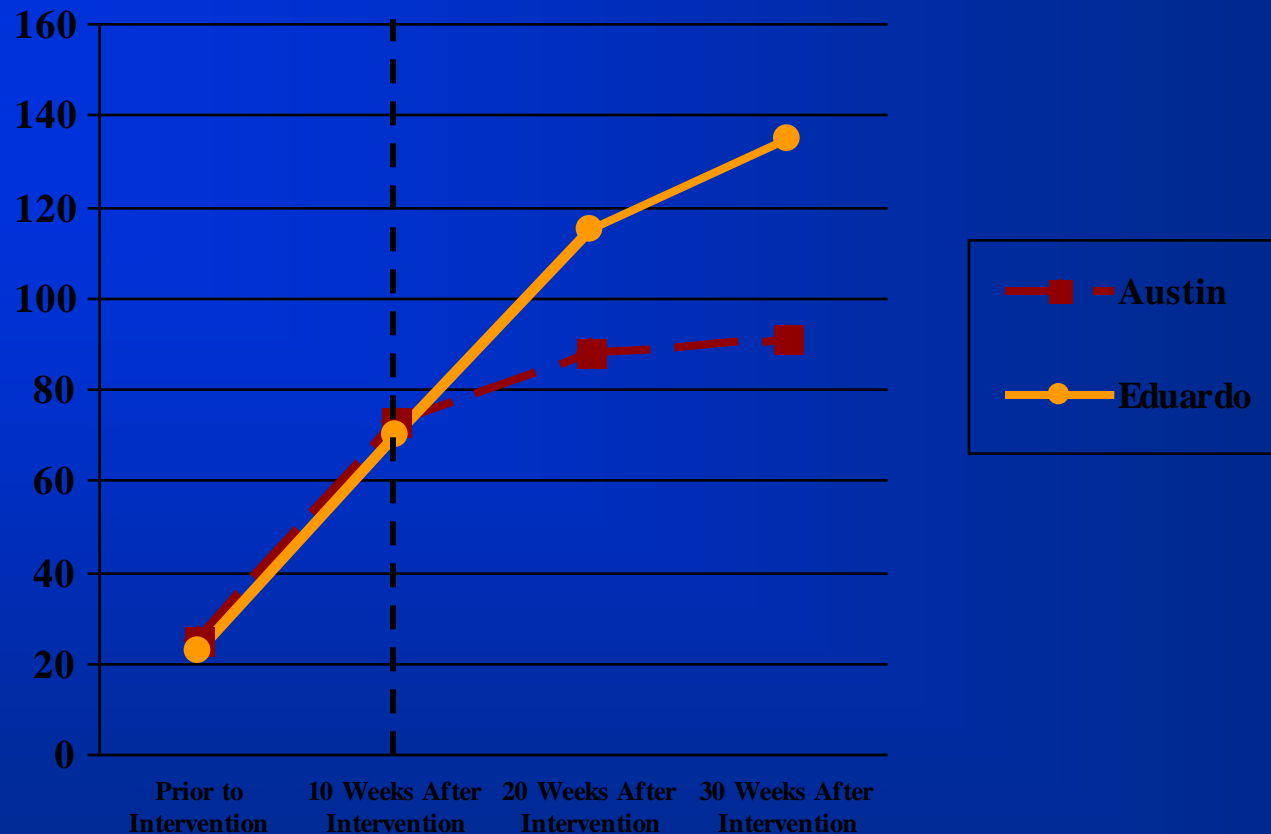
Lessons Learned over a decade of Rtl Research

1. Because students are weak in specific “skills” (e.g. decoding), that doesn’t mean the intervention should only address those skills.
2. Real reading of texts needs to be part of all interventions.

Lessons Learned (cont'd)

3. Students in Tier 2 or 3 may need very explicit instruction to get going. The amount of practice with feedback and the amount of review may be very very large.
4. Readily-remediated and difficult to remediate students may look very similar before intervention; however, they require very different amounts of intervention.

Austin's and Eduardo's progress on the 2nd grade passages of Oral Reading Fluency (progress monitoring) over time (exited after 10 weeks of supplemental instruction).

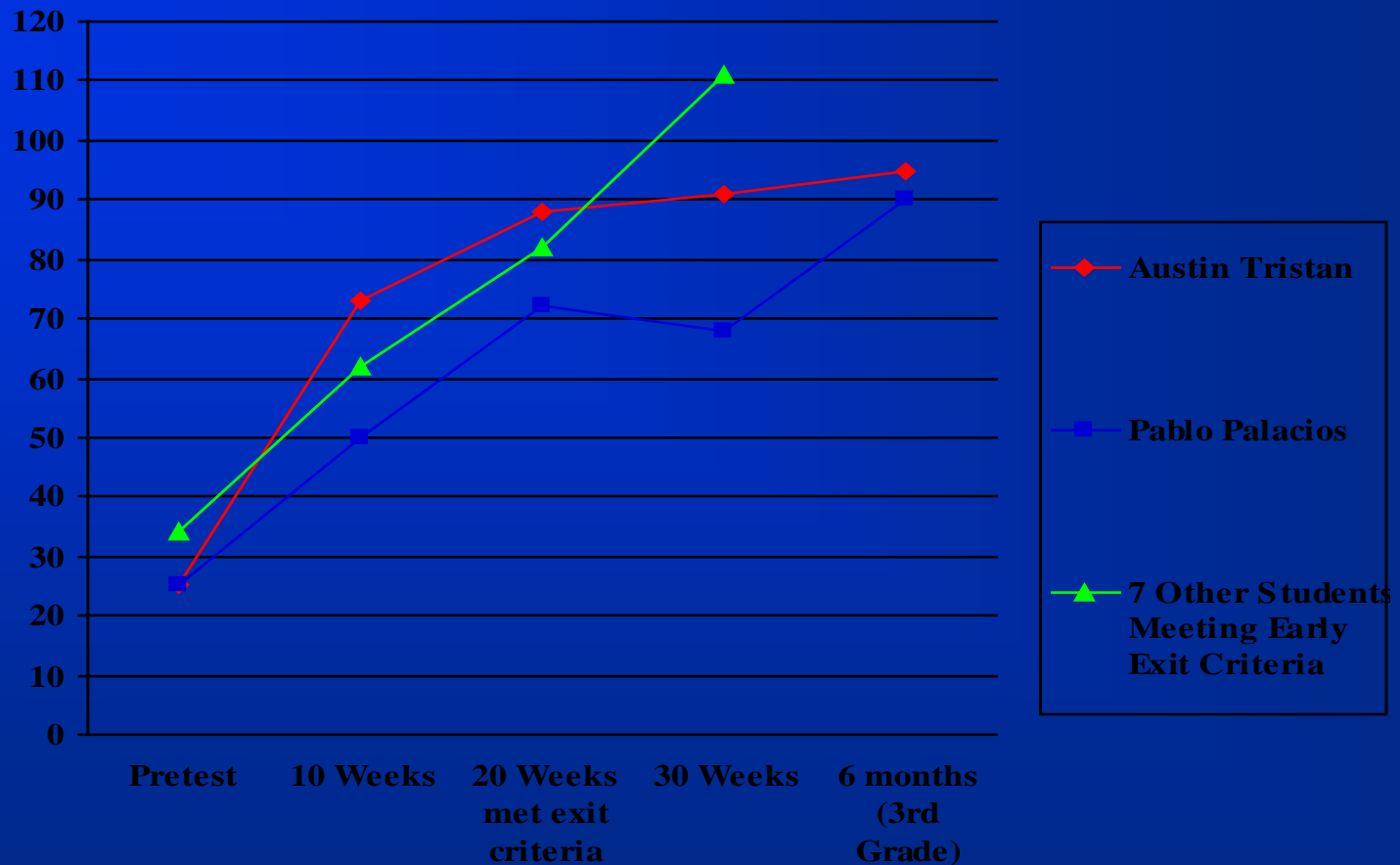


Note: Dotted vertical line is where each student met exit criteria and supplemental reading instruction was terminated.

Lessons Learned (cont'd)

5. Some students who succeed initially in interventions thrive in the classroom after intervention – other students do not.

Comparison between two students who failed to thrive in the classroom and those who thrived.



Lessons Learned (cont'd)

6. Students whose response to interventions is low often struggle with reading fluently – even if they are successful at decoding and comprehension.
7. Students who have long term and significant fluency problems may need substantially more than repeated reading (e.g., rapid word recognition, vocabulary, and comprehension).
8. Excessive time on PA is not needed for most students.

Lessons Learned (cont'd)

9. Gains are often specific to what is explicitly taught.
10. Intensity and duration need to be strong (e.g. minimum of 10 weeks, minimum of 20-30 minutes per day for tier 2).

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades



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Recommendation 1

Screen students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

- Level of Evidence: **Moderate**

Recommendation 2

Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1).

- Level of Evidence: **Low**

Recommendation 3

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three to five times a week for 20-40 minutes (tier 2).

- Level of Evidence: **Strong**

Recommendation 4

Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

- Level of Evidence: **Low**

Recommendation 5

Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

- Level of Evidence: **Low**

Key Ideas for thinking about Rtl

- Students with Reading Difficulties have heterogeneous skills
- Frequent progress monitoring benefits instruction
- Gains are specific to what is taught in most cases
- Evidence from research needs to be influenced by experience and judgment
- Tier 2 interventions for students with Reading Difficulties need to be feasible within general education frameworks

Comment

Learning to read for many students is a relatively easy process that occurs so readily that as adults they often can not even remember how they learned to read.

For other students the process is significantly more intensive, requiring on-going interventions that may be in place well past the third grade.

Remember

The person who says it can
not be done should not
interrupt the person doing it.

--Ancient Chinese Proverb

Table



Talk

- From where you sit in your current job, was the presentation consistent with how you think about RtI? Why? Why not?
- What comments or questions would you like the whole group to think about?
- Questions for Russell?