

Must Do's of RTI Documentation, Staying out of Due Process

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Presented by:

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Spectrum K12's Vision

Spectrum K12



Reinvent the classroom by delivering a dynamic **Student Achievement** system to enable personalized learning for every child



Student Achievement Manager

Spectrum K12

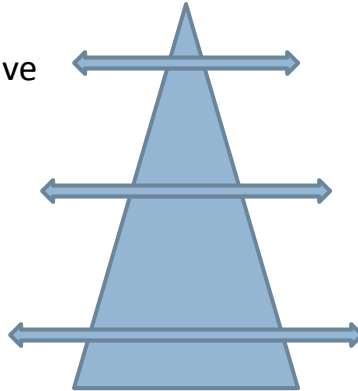


ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive

Tier 2: Strategic Interventions

Tier 1: Core Curriculum



BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions

Tier 2: Targeted Group Interventions

Tier 1: Universal Interventions

EXCEED

RTI

Special Ed

504

ESOL

PBIS

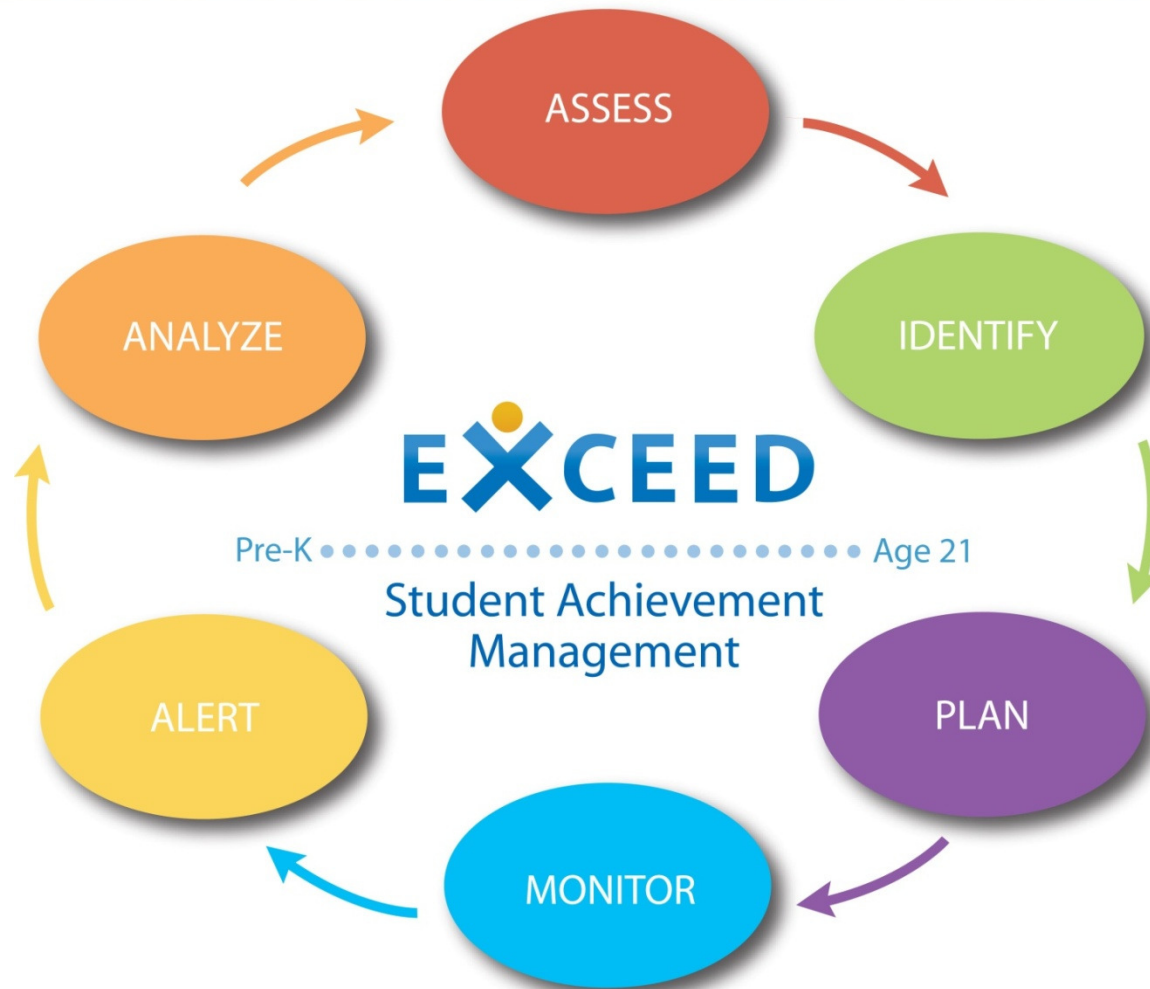
Gifted &
Talented

Other
Programs

ONE PLATFORM FOR ALL STUDENT PROGRAMS

Student Achievement Management Process

Spectrum K12



Student Achievement Management – The process of delivering high quality instruction or intervention targeted to student needs.

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About Andrea Ogonosky

Spectrum K12



Andrea Ogonosky received her Ph.D. in School Psychology from Penn State University. She has practiced as a School Psychologist in Pennsylvania and Texas. Andrea is the author of The Response to Intervention Handbook- *Moving from Theory to Practice & Building Interventions in Grades 6-12*. She has authored several articles on curriculum based measurement, response to intervention, and working with struggling learners in the general education classroom. Andrea has been employed as Coordinator of Psychological and Diagnostic services in Humble ISD and as an Educational Consultant for Region IV Education Service Center. She has also taught a behavioral course at the University of Houston Clear Lake. Currently Andrea is an Educational Consultant providing a variety of assessment and consultative services to school districts across the state ranging from implementing response to intervention, completing academic and behavioral assessments, supervision of LSSP's, and providing training to general and special education staff in the areas of curriculum based measurement, response to intervention, ADHD, LD assessment, emotional disturbance, autism, and behavior management. Andrea is a Past President of the Texas Association of School Psychologists.

RTI Today

Must Do's of RTI Documentation, Staying out of Due Process

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RtI

□ Foundations

- Federal Law (NCLB, IDEA 2004)
- State Rules and Regulations
- Case Law

□ Format

- District Problem Solving Philosophy (Tied to Mission Statement)
- Campus Plans

□ Fidelity

- Process implementation
- Assessment Integrity

Legal “Minefields” of RtI Data

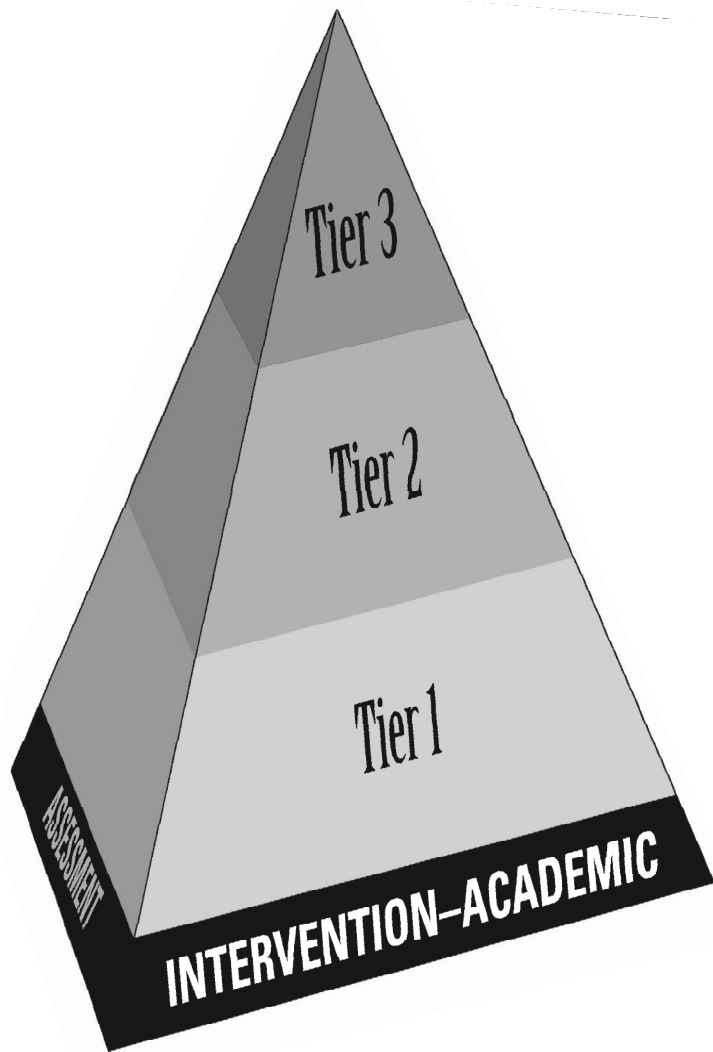
- ❑ Defining an intervention process (consistency)
- ❑ Documenting access to instruction
- ❑ Interpreting data
- ❑ Communication and consensus
- ❑ Aligning data to tell the student’s learning story
- ❑ Too broad or too narrow focus on data

Needs Assessment of RtI Process: Systematic Data Collection

- Systematic Forms for RtI Process
- Forms do not infer referral to Special Ed, but support documentation of interventions
- Progress monitoring (preferred) or repeated assessments at regular intervals
- Length of intervention time

Tip #1 Know your District's RtI
Rubric (Expectations)

Interventions: Three Tier Model



TIER 3– Intensive Intervention 5% of Students

- Increased intensity of Tier II interventions
- Dyslexia – NeuHaus
- Passport Voyager Reading Program
- 504 – Not an automatic referral
- Special Education – Not an automatic referral
- Increased intensity of Tier II interventions

TIER 2 – Intervention 15% of Students

- Read 180
- Plato
- Neufeld Math
- Mathletics

TIER I – Core Classroom Instruction ALL Students

DIFFERENTIATED INSTRUCTION

- Foundational Research: Multiple Intelligences, Brain-Based Learning, Cooperative Learning, Marzano
- Differentiate: Content, Process, Product, and Environment
- Management Strategies: Tiered Assignments, Flexible Grouping, Anchor Activities
- Kilgo’s Level of Questioning
- Thinking Maps
- ARI/AMI

Timely, reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated, as well as allow teachers to design instruction that responds to the learning needs.

Tip # 2: Know Your Assessments

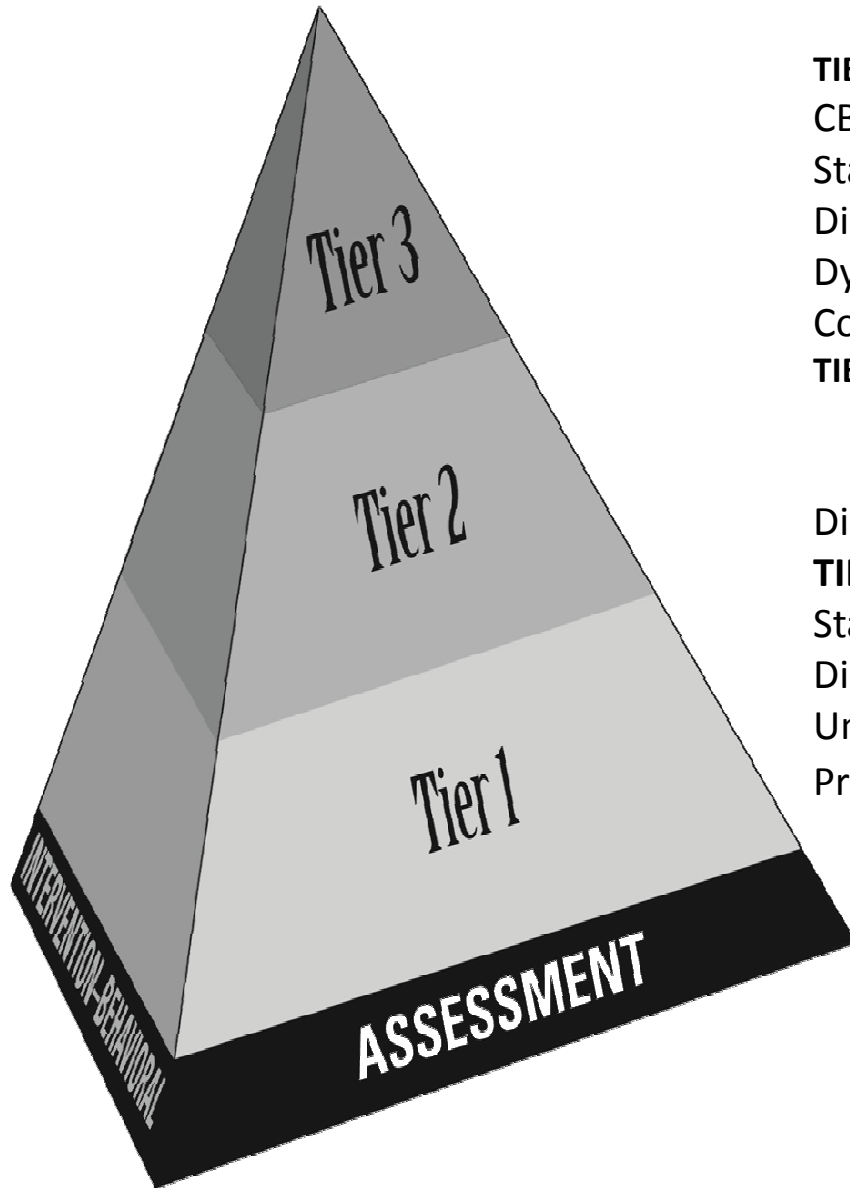
4 Types of Academic Assessments

1. **Screening**
2. **Diagnostics**
3. **Progress Monitoring**
4. **Outcomes**

3 Tiers of Assessment (RtI)

- Tier 3: Progress Monitoring, FIE, Universal Screening, Benchmarks
- Tier 2: Progress Monitoring, Instructional Assessments, Universal Screening, Common Assessments, Benchmarks
- Tier 1: State Assessments, Benchmarks, In-Class Tests, Universal Screening, CBM Baseline , Diagnostics (TPRI, DRA)

Assessments: Three Tier Model



TIER III – PROGRESS MONITORING

CBM

State Assessments

District Benchmarks

Dyslexia Assessment

Comprehensive Assessment

TIER II – PROGRESS MONITORING

CBM

State Assessments

District Benchmarks

TIER I – UNIVERSAL SCREENING

State Assessments

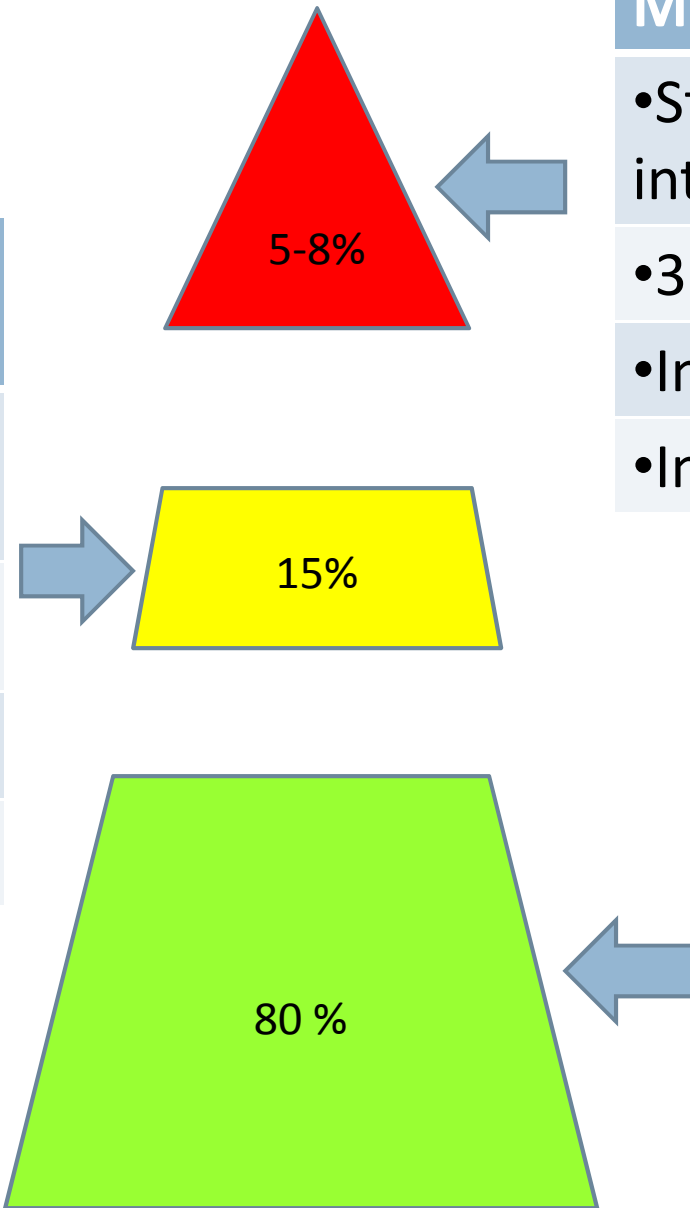
District Benchmarks

Universal screening (TPRI, CBM, DRA)

Progress Monitoring

Progress Monitoring

- Students with targeted skill needs
- 1-2 x per week
- Instructional level
- Interventionist



Intensified Progress Monitoring

- Student with most intensive needs
- 3 times per week
- Instructional level
- Interventionist

Universal Screening

- Screen all students
- 3 x per year
- Grade level
- General education teacher

Assessing the Academic Environment

- ❑ Academic Enablers: variables within the academic environment other than a student's skills that contribute to academic performance

Focus of Observations

The instruction can be built around how the student approaches, perceives, and acts on a skill resulting in decision-making that will focus on the interventions necessary to enhance learning.

Focus of Observation

- ❑ Used to build a collective understanding of child's performance in suspected deficit area (s)
- ❑ Provides an opportunity to develop a well-rounded picture of students strengths and weaknesses
- ❑ Documents inefficient learning styles and strategies and voids in learning with regard to curriculum

Focus of Observation

Documentation for Decision Making

- ❑ How does student learn most effectively?
- ❑ What useful skills and strategies can be added to the child's learning repertory?

Hint: Align interventions with learning styles of the student along with instructional grouping

Tip #3: Know Your Instruction

Analyze and Review Core Curriculum

- ❑ Evaluate data trends for sub populations
- ❑ Review Scope and Sequence
- ❑ Is curriculum accessible to ALL students?
- ❑ Fidelity of use of Core standards

Identify Research Based Interventions

TIER I – Core Classroom Instruction ALL Students

DIFFERENTIATED INSTRUCTION

- Foundational Research: Multiple Intelligences, Brain-Based Learning, Cooperative Learning, Marzano Classroom Instruction Techniques
- Differentiate: Content, Process, Product, and Environment
- Management Strategies: Tiered Assignments, Flexible Grouping, Anchor Activities
- Kilgo's Level of Questioning
- Thinking Maps
- ARI/AMI

Differentiated Instruction: What to look for

- Foundational Research
 - Multiple Intelligences (Gardner)
 - Brain-Based Learning (Jensen)
 - Cooperative Learning (Kagen & Kagen)
 - Classroom Instruction (Marzano)

Classroom Management (Tomlinson & Heacox)

- ❑ Tiered Assignments
 - Lessons are designed by student readiness, ability level
- ❑ Flexible Grouping
 - Grouping according to learning needs
- ❑ Anchor Activities
 - Independent seat work while teacher is working with a small group

Documentation of Data: Tier 1

- Universal Screening data – Where was student as compared to peers based on the standard your district uses?
 - Intervention data
 - District benchmark test
 - TAKS
 - Student Products (differentiated)
 - Teacher made tests (differentiated)
- What interventions were done at this level?
 - Instructional (learning styles, multiple intelligence, concept mapping)
 - Behavioral (classroom structure, PBS)

Data Documentation: Tier 2

- ❑ Updated Tier 1 documentation
- ❑ Baseline data (instructional level)
- ❑ Aim Line or Goal
- ❑ Intervention selected (research-based)
- ❑ Progress monitoring data (Slope of Improvement)
- ❑ Comparison with evidenced based norms
- ❑ Interventions/Fidelity
- ❑ Observations

Strategic Interventions

- ❑ Does the intervention meet NCLB standards?
- ❑ Are the interventions linked to the student instructional level?
- ❑ Does the intervention “link” to the problem definition?
- ❑ Has the staff been trained?

Data Documentation: Tier 3

- ❑ Updated Tier 1 documentation
- ❑ Updated Universal Screening
- ❑ Updated Benchmarks
- ❑ Slope of Improvement
- ❑ Interventions/ Fidelity Documentation
- ❑ Observations

Data Necessary for Decisions

Summary

- Interventions and Progress Monitoring
 - Universal screening
 - Progress monitoring
 - Classroom products- must align with lesson plans or IEP"s
 - Classroom Observations (1 per 6 weeks)
 - Student Information Packet
 - Medical
 - Language
 - Behavioral
 - Sociological
 - Attendance, etc
 - Fidelity, Fidelity, Fidelity!

Document Rtl Implementation

- Instruction and interventions are delivered with fidelity (Fidelity checks and observations).
- Staff Development to enhance Tier 1 instruction is provided and documented using sign-in sheets and copies of handouts.
- Rtl team meetings are established and published
- Rtl team problem solves using observations and consultations.
- Classroom observations with feedback are included in referral packet.
- Universal Screening is collected, aggregated, and shared.
- Rtl team reviews data and writes brief minutes.

Implications for Team Members

- Will need to know how certain cognitive processes relate to achievement/curriculum areas
- Will need knowledge of curriculum and grade-level expectations
- Will need to know how to interpret criterion-referenced vertically aligned data

Show Me the Data!

Remember . . . if it is not documented

. . . Then **IT DID NOT HAPPEN!**

Lessons Learned

- ❑ Staff Awareness of confirmatory bias
- ❑ Consistency in decision making
- ❑ Most common Interpretation errors

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Questions?



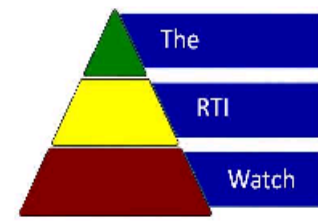
2010-2011 RTI Webinar Series

A RTI "best practices" webinar series designed in the development of a district wide RTI initiative

Upcoming Webinars

The Must Do's of RTI Documentation... S... Process: Documenting Assessments, Da... Interventions and Fidelity

Presented by Dr. Andrea Ogonosky, National RTI Consultant & Author



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SCHOOL SOLUTIONS
Move Every Child Forward™

Response to Intervention

**Research Study Shows Student
One Year with Pearson's Reading**

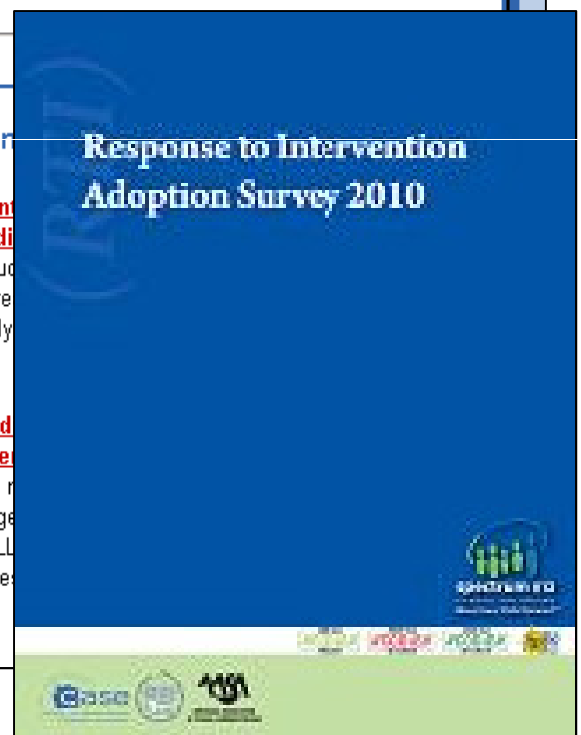
Results of a new independent study show that students achieved higher levels in their vocabulary, reading comprehension and improvement with the scientifically based intervention.

[more](#)

**Challenges and Cautions Regarding
English Language Learners**

This article discusses issues related to the implementation of Response to Intervention with English Language Learners. The literature in regard to RTI, ELL, and the future provides future direction for research.

[more](#)




The RTI Corner

Welcome to The RTI Corner: Your center for Response to Intervention resources! The RTI Corner was created to provide educational professionals a central place to find and access resources related to RTI. [Sign up](#) to receive our weekly newsletter on the latest news on Response to Intervention!

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[Understanding and Implementing RTI](#)

Find hundreds of documents, presentations and other resources that will help you with your RTI implementation.

[2010 RTI Adoption Survey](#)

View the results from the 2010 RTI Adoption Survey to see how your district compares to others across the country.

[State Response to Intervention Resources](#)

State specific documents, presentations and websites for a successful RTI implementation.

Andrea Ogonosky

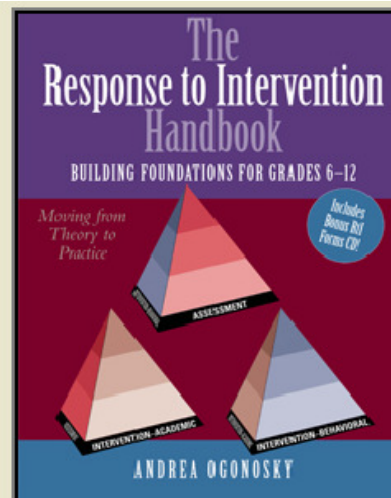
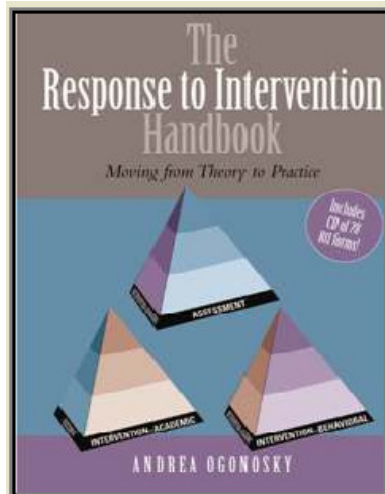
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Thank You!



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