Book (Web Video) Study

Prepared by the
Kansas Multi-Tier System of Supports (MTSS) Project

Response to Intervention
California Department of Education

Webcast Training Series

California Department of Education
(**http://www4.scoe.net/rti**)

Book Description: The California Webcast Training Series was compiled by the California Department of Education to provide both general and special educators with basic information about RtI. There are five 1.5 hour-long videos (indicated below). Although they were created in California, the videos are publicly available, free of charge and provide guidance by leading researchers and practioners of RtI and the content is general enough to be used by any school.

1. **Why implement RtI?** Jack Fletcher, Dan Reschly & Dave Tilly
2. **What is RtI?** Sharon Kurns & Amanda VanDerHeyden
3. **Administrative Issues in RtI:** George Batsche, Judy Elliott & Roy Applegate
4. **Instruction in RtI systems:** Wendy Robinson & Barbara Moore Brown
5. **Getting Started with RtI:** Margie McGlinchey & Alnita Dunn

There are also accompanying power point presentations. These materials can be accessed by going to the website indicated above and then clicking on the "Materials" bar at the top of the page. Then click on the video materials desired.

Target Audience: Leadership teams who want to see the "big picture" of what an MTSS system could look like. This would be appropriate for district or building level teams.

Core Team Note: Throughout this video series, you will hear the term "Response to Intervention" or RtI. Since the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 the term Response-to-Intervention (RtI) has became a buzz word within education. RtI is built upon a broad research base resulting in multiple models with the common features of (1) multiple tiers of intervention service delivery, (2) problem solving method and (3) data collection/assessment to inform decisions at each tier of service delivery (National Association of State Directors of Special Education, 2006).

        It is not uncommon to hear the term RtI and Multi-Tier System of Supports (MTSS) used interchangeably. However, in many instances the meaning applied to RtI does not align with the principles and practices of a MTSS. The principles and practices of a MTSS are based upon what research has shown to be effective in **both** creating successful and sustainable **system change** as well as what is necessary in providing **the most effective instruction to all students**. The MTSS framework is designed to address the academic and behavioral needs of every student, regardless of whether the students are struggling or have advanced learning needs.

        In laymen's terms, RtI is what happens in the triangle at the center of the MTSS trademark. MTSS is the triangle PLUS everything else that builds and supports the system. That being said, there are enough "crossing over" points to make a book/DVD study based on an RtI model a worthwhile pursuit. For our purposes, we will be using the term MTSS in the questions to give the video series a broader perspective.

Video 1: Why Implement RtI?

Jack Fletcher:

General Questions:

- Discuss the links between IDEA and NCLB
- Jack says that instructional factors can cause disability. Discuss how this can be possible.
- What instructional factors could contribute to over identification of children in special education?
- What do we think about "wait to fail?" How does our current system resemble this model?
- Jack presents many problems with using the IQ achievement discrepancy and the problems with this model. What evidence have we seen of the problematic features of that model?
- Jack talks a lot about the "cognitive processes model". Discuss the lack of utility in this model and what information would be more useful to teachers and interventionists.

Dan Reschly:

General Questions:

- Discuss how current practices in your schools are/ are not aligned with research.
- What is already in place that is consistent with the solutions presented in this section?
- Dan provides an easy to understand explanation of the connection between the research, policy analysis, and policy changes to lay the foundation for moving to an RtI model. Discussion of this connection would facilitate better understanding of RtI and that it is not just the next "new trend" in education.

Specific Questions:

- 23 min/45 sec: What would you do with Egbert?
- 27 min/47 sec: Have veteran teachers talk about how they've experienced the changes that Dan talks about.
- 46 min/30 sec: Discuss how resources are currently allocated.
- 53 min/ 43: Dan says that the curriculum needs to be scientifically based AND instructional practices and procedures need to be scientifically based. What elements of our current curriculum, materials, and instruction are grounded in science and where do we need improvement and professional development?
- 58 min/ 03 sec: Consider Egbert again…what elements of our current procedures are similar to the traditional system presented?

David Tilly:

General Questions:

- What has kept us from being as effective as we'd like to be? What are the current philosophical and system barriers?
- Talk about how "add-on" programs (at-risk, Title I, etc.) contribute to the problem of "disjointed incrementalism."
- Initially the programs seem to make sense…why don't they ultimately work?
- Define how the current system responds to needs and have teachers share personal experiences as examples of successes or frustrations.

Specific Questions:

- 63 min/ 38 sec: Answer the question that David poses about reading programs.
- 69 min/ 8 sec: Talk about Melissa…

Video 2: What is RtI?

This video could either be watched in its entirety or stopped along the way for discussion.

Sharon Kurns: Sharon provides a good presentation to prime thinking about many big ideas in education.

General Questions:

- Discuss the paradigm shift of the problem not being within the child.
- How do we ensure that all students are involved in the core program? What improvements do we need to make here?

Specific Questions:

- 5 min/48 sec: Generate discussion related to the foundational beliefs presented and how they do or do not match with stated district beliefs, mission, or vision.
- 8 min/50 sec: Talk about how the myths may be similar to or aligned with what is currently done and how improvements could be made.
- 27 min/31sec: How are data currently collected to provide information needed to design instruction?
- 39 min/ 30 sec: Do we have a comprehensive assessment system in place that provides information at the screening, diagnostic and formative levels? What assessments are specific to each level? (i.e. DIBELS could be utilized at screening and formative levels).
- 44 min/44 sec: Stop the video after each critical step is presented and have a discussion.

Amanda VanDerHeyden

General Questions:

- What universal screenings are being used for math, reading, and writing? What needs to be added or improved upon?
- How are standardized administration procedures maintained? Why is this important?
- Amanda makes the screening process sound very simple, and for the most part it is. However, what potential issues would we need to be prepared for to conduct efficient and quality screening?
- Amanda promotes utilizing staff in new ways, such as having a school psychologist be involved in an intervention team to support the teacher. Talk about this and what would need to happen with other duties for this to happen.

Video 3: Administrative Issues in RtI

This section seemed most appropriate for district or building level administrators.

Roy Applegate: Roy's perspective seemed to have more of a special education flavor than the previous presenters. He used the phrase "receiving services" quite frequently. Considering what the other presenters have said, "receiving services" should not be interpreted as special education, but synonymous with appropriate instruction. Think of "services" very broadly!

General Questions:
- What needs to change first?
- Roy said this "takes years." How do we go about maintaining a cohesive and consistent vision to last through employee changes?
- Roy said that special education caseloads could drop as a result of this process. Rather than reducing staff, what could be some alternatives in how to use these staff in a different way? Remember…work smarter not harder!

Specific Questions:
- 4 min / 54 Seconds: Roy just finished presenting the goals of RtI from a special education perspective. Now consider this purely general educational perspective considering the needs of all students. What could be some areas that need to be added?
- 4 min/ 49 sec: Consider the advantages Roy presented about rural settings. What are the local resources and advantages that we have?
- What are some local disadvantages that we'd also have to consider?

George Batsche and Judy Elliott

General Questions:
- How do we currently provide direction, guidance, and vision for the staff and how could we improve?
- Brainstorm questions and write them down on a large post-it.
- Talk about what it means to "help" a student. Some perceive "help" as special education, but "help" within an MTSS model means appropriate instruction based on a student's needs regardless of who delivers it.
- Generate discussion about how general education and special education currently work together to support each other? Be open and honest about how they support each other or are they two separate systems.

Specific Question:
- 50:31: Answer George's question about what type of data we currently have from the curriculum.

Instruction in RtI Systems:

Barbara Moore Brown:

General Questions:

- Talk about the shift in thinking to considering the impact of curriculum and instruction on learning before looking at within student variables.
- Are our general and special education programs connected and supportive of each other or are they separate systems? What evidence do you see of either?
- What programs and resources do we use at Tier I (Core); Tier II and Tier III? It might be helpful to actually create a list and then investigate whether or not they are grounded in research.

Specific Questions:

- 8 min / 50 sec: The following two significant components need to be in place within a school, generally speaking, before a student should be considered for special education services. 1. The core program needs to be scientifically based and appropriate, meaning that it is consistent with guidelines set forth with ESEA/NCLB. 2. Interventions need to be scientifically based provided through the general education setting and consistent with ESES/NCLB. What does this mean for us?
- 28 min / 28 sec: Have participants from different disciplines talk about how they see their role changing in light of what they have learned. Challenge them to think big, outside the box, and dream!

Wendy Robinson

General Questions:

- Talk about the reading assessments that are being used for screening, diagnostic, progress monitoring, and outcomes. How do we review the data systematically and systemically? What do we need to add to have a comprehensive assessment system?
- What do our current supplemental programs look like? Are we accelerating students? Wendy talks about not pulling kids out of the core...how can we do this?
- Are we addressing all the elements of the literacy diet? Be honest, self-evaluative, and critical. List specific examples of how the curriculum, materials, and instruction address each area, the time spent daily on each area and how it is done in a comprehensive and connected way.
- Talk about how to find, list, disseminate, organize, etc. the necessary features of the literacy diet to design effective instructional routines: identifying critical features, grade level skills, and high priority skills at each grade level.
- What process is currently used to match instruction and strategies to student needs? How could this be improved?
- Have teachers share "routines" they currently use and teach. This could be helpful for special and general education to hear each other's routines so they can support each

other. If no "routines" can be identified maybe some need to be developed for the critical skills.... have the participants consider this.

- How does our instruction demonstrate the characteristics of effective instruction (explicit instruction, systematic instruction, ample practice and immediate feedback)? Do we need some improvement? How do we do this with whole group instruction?
- What administrative support and professional development would we need to do what Wendy is talking about? Make a list!

Specific Questions:

- 33 min / 47 sec: Does our reading program contain the elements that Wendy references related to an effective and comprehensive core reading (scientific reading research addressing the big five, coherent design of explicit instructional sequences, ample practice, adequate materials for all levels of readers, instructional materials aligned with state standards, adequate protected time)?   Be specific and honest here...list the examples.
- 1 hr / 17 min / 43 sec: Wendy identifies the key components that are needed to accelerate student growth. This could be overwhelming for teachers to consider...talk about this and what resources and support they would need to do this...particularly the piece on "skillfully delivered."

Jack Fletcher

Jack provides a very brief, but very powerful illustration of the power of instruction can have in normalizing brain functioning. Talk about this.

Video 5: Getting Started with RtI

Margaret McGlinchey

This section is self-explanatory and explicit about how to get started and seems most appropriate for administrators and district leadership teams. Simply addressing the questions from the power points will keep the discussion going for hours! It would be helpful to have someone take notes and facilitate discussion.

Alnita Rettig Dunn

Alnita provides information about how the Los Angeles Public Schools implemented RtI and is worth watching.

Jan Mayer

This section is quite short and provides a brief description for learning supports that address the physical, social, emotional, and intellectual needs that students will have. Have the participants talk about how these issues are currently being addressed in schools now.

Madera High School and Jackson Elementary

This section highlights two schools that have implemented RtI. The presenters are practioners and not researchers. They have actually gone through it and are excited to share their experiences. This section could be motivating and helpful for teachers to hear. Jackson Elementary does a nice job of highlighting collaboration and joint accountability between general and special education.