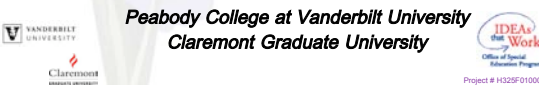


The IRIS Center's Resources on Response to Intervention (RTI)  
February 4, 2009

**The IRIS Center for Training Enhancements**

Peabody College at Vanderbilt University  
Claremont Graduate University



Project # H325F010003

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RTI Professional Development Series in Partnership with The California Comprehensive Center at WestEd

February 4, 2009  
*Overview of The IRIS Center As Resources for RTI*

February 18, 2009  
*Progress Monitoring, the Foundation for RTI*

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Welcome and Housekeeping

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RTI Professional Development Series in Partnership with The California Comprehensive Center at WestEd

**February 4, 2009**

Presenters:  
*Silvia DeRuvo, Senior Program Associate, WestEd*  
*Naomi Tyler, PhD, Co-Principal Investigator, IRIS Center, Vanderbilt University*  
*Kathy Strunk, Director TN State Improvement Grant*  
*Debbie Williams, Program Specialist for Hardeman County, Tennessee*

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**Poll**  
*What is your primary role?*

*SEA Administrator*  
*LEA Administrator*  
*TA Provider*  
*Professional Development Provider*  
*College or University Faculty*  
*Classroom Teacher or Coach*  
*Other (please describe)*

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**Essential Components of RTI**

- School wide commitment to meet the needs of all students
- Universal screening of all students
- Multi-tiered research based instruction including "good first" teaching
- **Progress monitoring** and data based decision making to assess effectiveness of instruction
- Targeted interventions that increase over time
- **Staff development and collaboration**

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## Webinar Objectives

- Describe The IRIS Center's purpose
- Explore the IRIS RTI interactive resources
- Explore the specific focus of each on-line module
- Link validated practices and interviews with RTI experts
- Discuss various strategies for RTI implementation


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## Naomi Tyler

### Director, IRIS Center

### Vanderbilt University



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# What is IRIS? and What does it do?

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## “What does IRIS stand for?”

IDEA '04 and  
 Research For  
 Inclusive  
 Settings

National Center for Training Enhancements

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## “What does IRIS do?”


The IRIS Center provides

- ✦ Resources for college courses *and* professional development
- ✦ Interactive, challenge-based modules that translate research into practice
- ✦ **Free** on-line materials without restrictions

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## RTI SUPPORTS



```

    graph TD
      A[DISTRICT CONVERSATIONS/ DECISIONS ON RTI MODEL] --> B[IRIS WEST]
      B --> C[IRIS SPONSORED TRAINING FOR PROFESSIONAL DEVELOPMENT]
      C --> D[DISTRICT SPONSORED K-12 PROFESSIONAL DEVELOPMENT]
      D --> E[PROFESSIONAL DEVELOPMENT SEMINARS]
  
```

■ IRIS MATERIAL SUPPORT  
 ■ NO IRIS MATERIAL SUPPORT

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## Poll

**What type of information regarding RTI are you seeking?**

- Universal screening & progress monitoring
- Tiered instruction & early intervening
- Coordinating school/personnel resources & student scheduling
- Role of the principal
- Validated practices for reading
- Learning disability identification
- Other (please describe)

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## The Array of IRIS Materials Includes:



- Modules
- Case Studies
- Other Resources
  - Information Briefs
  - Student Activities
  - Web Resource Directory
  - On-Line Dictionary

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## Collaborators for RTI Module Development:




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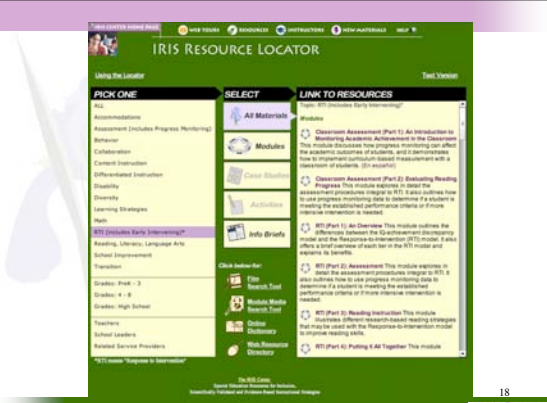
## Finding IRIS

- Google search for "IRIS Center"
- Bookmark it
- <http://iris.peabody.vanderbilt.edu>
- <http://www.iriscenter.com>

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### RTI Content Experts



Lynn Fuchs  
Vanderbilt University

Doug Fuchs Pearl Sims  
University of Texas-Austin

Sharon Vaughn Thea Woodruff  
University of Texas-Austin

Alfredo Artiles  
University of Arizona

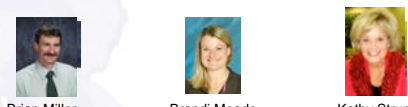
Darryl Mellard  
University of Kansas

Larry Wexler  
OSEP

Leonard Baca  
University of Colorado-Boulder

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### RTI Voices of Experience



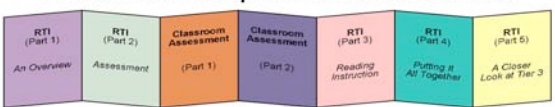
Brian Miller  
Jefferson Elementary School  
Pella, Iowa

Brandi Meade  
Dalton Elementary School  
Dalton Gardens, Idaho

Kathy Strunk  
Tennessee State Dept. of  
Education

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### The IRIS Module Sequence On RTI For Teachers



RTI (Part 1) An Overview

RTI (Part 2) Assessment

Classroom Assessment (Part 1)


Classroom Assessment (Part 2)

RTI (Part 3) Reading Instruction

RTI (Part 4) Putting it All Together

RTI (Part 5) A Closer Look at Tier 3

### RTI Module for Administrators




RTI Considerations for School Leaders


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### RTI Series: Modules 1-5

#### The Story Line and Characters



Hypothetical School  
Rosa Parks Elementary School

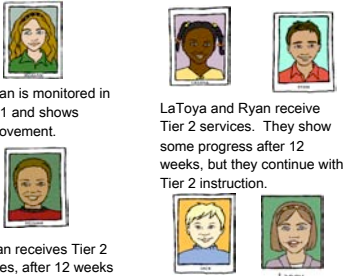


#### S-Team Members

Mr. Johnson – school psychologist  
Mrs. Hernandez – 1<sup>st</sup> grade teacher  
Ms. Johnson – reading specialist (Tier 2)  
Ms. Jacobs – SE teacher

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### Our Struggling Readers



Megan is monitored in Tier 1 and shows improvement.

LaToya and Ryan receive Tier 2 services. They show some progress after 12 weeks, but they continue with Tier 2 instruction.


DeJuan receives Tier 2 services, after 12 weeks he shows improvement and Tier 2 services are discontinued.

And, then there's Jack and Laney!

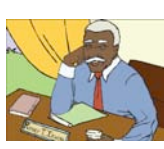
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### Administrator RTI Module:

#### Story Line and Characters



Hypothetical School:  
Mayflower Elementary School



#### Main Character:

Mr. Irwin - Principal

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## IRIS Star Legacy Modules

Based on the *How People Learn* (HPL) Theory, developed by John Bransford

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## Start with the Challenge

To begin this module, click on the Challenge button in the graphic above.

[http://iris.peabody.vanderbilt.edu/rti01\\_overview/challenge.htm](http://iris.peabody.vanderbilt.edu/rti01_overview/challenge.htm)

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## Challenge RTI Part 1

[http://iris.peabody.vanderbilt.edu/rti01\\_overview/challenge.htm](http://iris.peabody.vanderbilt.edu/rti01_overview/challenge.htm)

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## Initial Thoughts

To begin this module, click on the Challenge button in the graphic above.

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## Initial Thoughts

**STAR LEGACY MODULES**  
Module: RTI (Part 1): An Overview  
**Initial Thoughts**  
Jot down your Initial Thoughts about the Challenge:

What procedures do you think Rosa Parks Elementary is using to provide services to struggling students? Why are faculty members dissatisfied with this process?

What options might be available to help the struggling readers at Rosa Parks Elementary?

What does the team need to know when deciding which approach to take?

What steps might the S-Team propose to the school's community to help its struggling readers?

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## Perspectives and Resources

To begin this module, click on the Challenge button in the graphic above.

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## Examples of Perspectives and Resources

- Audio interviews
- Classroom video examples
- Sample lesson plans
- Sample center activities
- Scheduling help
- Interactive activities

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## Perspectives & Resources Outline

What procedures do you think Rosa Parks Elementary is using to provide services to struggling students? Why are faculty members dissatisfied with this process?

- o Option: No services

What options might be available to help the struggling readers at Rosa Parks Elementary?

- o Page 1 Struggling Readers
- o Page 2 The IQ-Achievement Discrepancy Model
- o Page 3 The Response-to-Intervention Approach (RTI)

What does the team need to know when deciding which approach to take?

- o Page 4 The Rationale for RTI: Early Identifying and Identification of Learning Disabilities
- o Page 5 Approaches to RTI

What steps might the S-Team propose to the school's community to help its struggling readers?

- o Page 6 Steps to This RTI Approach
- o Page 7 The Rosa Parks RTI Framework
- o Page 8 Practice with the Team

Sources


- o Page 9 References
- o Page 10 Additional Resources and Information
- o Page 10 Credits

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## Perspectives and Resources Pages: Text Information

What is the Rationale for Intervention in RTI Approach?

One basic premise of the RTI approach is that classroom instruction should be of high quality. Therefore, ineffective instruction can be ruled out as the reason for inadequate performance.



High-quality instruction implies the effective use of curricular and instructional procedures that have been validated through rigorous research. These instructional procedures are referred to in a variety of ways, including such terms as scientifically based practices, evidence-based instruction, and research-validated instruction.

In the RTI approach, struggling students' skills are monitored to determine whether they show adequate growth (defined as an improvement) after high-quality instruction is implemented. Students who do not respond adequately to research-validated instruction delivered in the general education classroom are provided with increasingly intensive and validated interventions. Student progress in all areas of concern is monitored frequently (e.g., weekly), and the data collected inform subsequent decisions about whether a student is either appropriately progressing or still needing more intensive instruction.

The RTI approach can be implemented in a variety of ways. In broad terms, RTI is a multi-level approach that is composed of the following components.

**RTI Components**

- **Universal screening:** All students are given a screening measure. Students at risk for academic failure are identified.
- **Tier 1:** Students receive effective instruction in the general education setting, using validated practices. Student progress is monitored on a weekly basis. On some approaches, universal screening is considered part of Tier 1.
- **Tier 2:** Students whose progress is less than desired receive different or additional support from the classroom teacher or another educational professional. Student progress continues to be monitored.
- **Tier 3:** Students whose progress is still insufficient in Tier 2 may receive even more intensive instruction, which can be provided in a variety of ways. Then, depending on a state or district's policies, students may qualify for special education services based on the progress monitoring data, or they may receive either an observational or comprehensive evaluation for the identification of a learning disability.

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## Perspectives and Resources Pages: Expert Interviews





Lynn Fuchs  
Doug Fuchs  
Vanderbilt University



Sharon Vaughn  
Thea Woodruff  
University of Texas-Austin



Alfredo Ariles  
University of Arizona




Larry Wexler  
OSEP



Leonard Baca  
University of Colorado-Boulder


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## Perspectives and Resources Pages: Classroom Video Examples



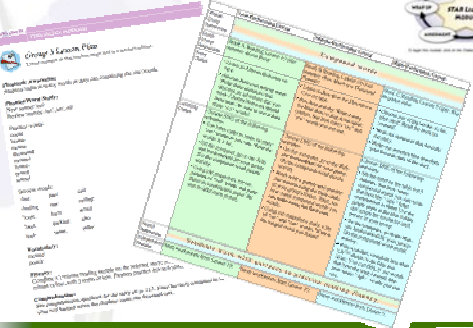

CLICK TO PLAY

Vocabulary Activity: RTI (Part 3)



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## Perspectives and Resources Pages: Sample Lesson Plans

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## Perspectives and Resources

### Pages: Sample Center Activities

**Example of a Vocabulary Learning Center Activity**


Ms. Hernandez's classroom has a "Silly Stories" learning center activity to help students practice using new vocabulary words. Ms. Hernandez creates a theme for a silly story that includes one or several of the vocabulary words she has already taught to her students during whole-class instruction. Students work together to write a brief story about the theme she has given them. Vocabulary cards at the learning center allow students to review definitions (e.g., hold a very tense social occasion). The completed stories serve as the necessary documentation for student accountability.

Here is what Ms. Hernandez includes on the vocabulary activity cards for each of her groups of students.

**Silly Stories**  
Group 1

Theme: A bold mouse and a timid elephant go for a walk.

Circle the pictures that mean "timid." Put an X on the pictures that mean "bold."



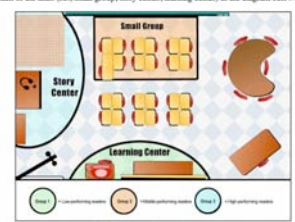

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## Perspectives and Resources

### Pages: Scheduling Help

**Second 20-minute session**

During this second 20-minute session, notice that Group 1 moves to the learning center, Group 2 works with Mr. Brewster in small-group instruction at their desks, and Group 3 works on story-center activities. To see more information on the lesson plans and activities that the three groups will be engaged in during the second 20-minute session, click on each of the links (i.e., small group, story center, learning center) in the diagram below.

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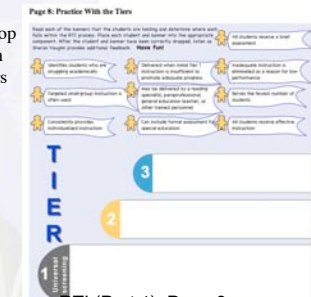

## Perspectives and Resources

### Pages: Interactive Activities

**Page 8: Practice With the Tiers**

Read each of the boxes that the students are being and determine what each tier will be for the RTI process. Mark each column and enter into the appropriate row. Then the chart will be used to determine what tier each student will be in.

Drag-and-drop practice with the three tiers

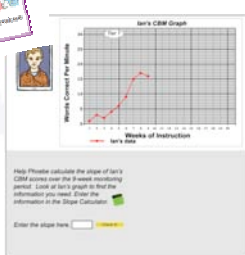
RTI (Part 1): Page 8

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## Interactive Activities

Phoebe the math-phobic teacher calculates slope

Let's practice! Phoebe calculate the slope of her reading progress last semester. Use the graph to calculate the slope.




RTI (Part 2): Page 5



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## Assessment



To begin this module, click on the Challenge button in the graphic above.

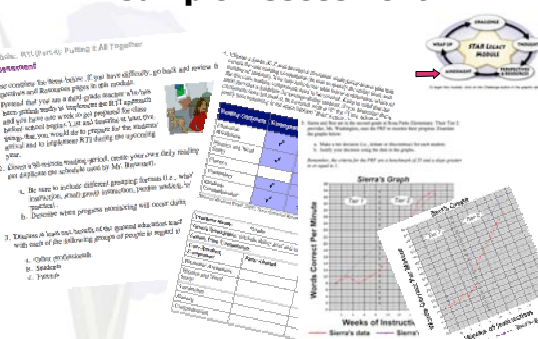
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## Sample Assessment

RTI (Part 4): Putting It All Together

Phoebe: RTI (Part 4) Putting It All Together

Phoebe's Graph



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## Sample Wrap Up

**STAR LEGACY MODULES**  
Module: RTI (Part 4): Putting It All Together

**Wrap Up**

The RTI approach is multifaceted. Effective implementation requires knowledge of the underlying principles of the approach, quality instruction, and of the assessment process. Implementation of RTI, the following should be considered:

(From: 0:33)

- It may be beneficial to initially implement one approach (e.g., progress monitoring) and later (e.g., tier decision making, universal screening).
- This process may take several years.

Various aspects of RTI are presented in these pages. This attempt to synthesize the information presented.

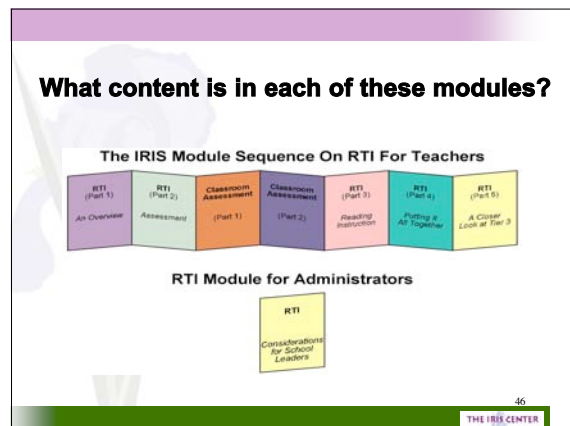
- RTI Part 1: Overview
- RTI Part 2: Assessment
- RTI Part 3: Reading Instruction

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## Poll

How would you use these resources in your professional development?

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- ## RTI (Part 1): An Overview
- Objectives**
- Acquire knowledge about the discrepancy and response to-intervention (RTI) models
  - Understand the benefits of RTI
  - Acquire knowledge about different approaches to RTI
  - Learn about one model of RTI and how to implement it
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- ## RTI (Part 2): Assessment
- Objectives**
- Have a grasp of the available options regarding assessment and identification for RTI
  - Understand the assessment process at each tier in the RTI approach
  - Know how to interpret the assessment data and make informed instructional and placement decisions
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## RTI (Part 3): Reading Instruction

### Objectives

- Understand the importance of research-validated instruction
- Know the five components of effective reading instruction
- Understand how to implement high-quality instruction when using the Response-to-Intervention approach

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## RTI (Part 4): Putting It All Together

### Objectives

- Recognize fundamental elements that support successful RTI implementation
- Understand how to coordinate assessment procedures and high-quality reading instruction within the RTI approach
- Gain an understanding of other factors that influence effective implementation of RTI

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## RTI (Part 5): A Closer Look at Tier 3

### Objectives

- Recognize the elements of Tier 3 intervention
- Understand how to identify students who need Tier 3 intervention
- Know that Tier 3 intervention involves the frequent progress monitoring of student learning that, in turn, guides instruction
- Realize the importance of maintaining good communication with parents throughout the RTI process
- Comprehend the effects of culture on learning

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## RTI: Considerations for School Leaders

### Objectives

- Understand the stages of adopting and fully integrating the RTI approach into a school
- Be able to identify factors that contribute to the effective implementation of RTI
- Recognize that implementing the RTI approach in a school requires a collaborative effort
- Understand the importance of collecting and utilizing fidelity data to continually improve a school's implementation of the RTI approach

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## Poll

Do you have any questions or comments on the information just covered?

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*Kathy Strunk* Director,  
Tennessee State  
Improvement Grant &  
Donna Parker GSEG  
Project Manager



*Debbie Williams*  
Program Specialist  
Hardeman County,  
TN



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## Implementation

*Lessons learned from practitioners and experts*

### Driving Statewide RTI (Donna for Kathy)

- Requires a special kind of leadership
- Making sense of RTI requires continuous learning
- Collaboration and resource-leveraging make things happen
- Professional development means strategic planning, training trainers, and "seeing is believing!"
- Baby steps are giant leaps
- TN's specific learning disability standards keep the ball rolling

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## Implementation

*Lessons learned from practitioners and experts*

### Driving District RTI (Debbie)

- Picking up speed with the right support
- No frills training: Meeting the needs
- Tiers: All about effective instruction
- Effective Instruction: All about data
- Data: All about meeting students' needs

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## Poll

Are there any additional questions or comments?

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### RTI SUPPORTS



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## February 18, 2009 IRIS Professional Development Series Part 2: Progress Monitoring Webinar Tour 10:30 - 12:00 PST

*Experience what progress monitoring can look like in the classroom, as well as implementation of effective data-based decision making*

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### IRIS Center:

#### for Technical Support

Peabody College • Vanderbilt University  
(800) 831-6134 Toll Free  
[iris@vanderbilt.edu](mailto:iris@vanderbilt.edu)

#### for Training

Claremont Graduate University (CGU)  
(866) 626-IRIS (4747) Toll Free  
[iris@cgu.edu](mailto:iris@cgu.edu)

<http://iris.peabody.vanderbilt.edu>

U

[www.iriscenter.com](http://www.iriscenter.com)

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## Next Steps: Archive & Feedback

Archive:

<http://www.schoolsmovingup.net/webinars/irisimplement>

Feedback:

Survey Monkey URL at

[http://www.surveymonkey.com/s.aspx?sm=HeK0uGUwj0Nk0SYb7b5h9w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=HeK0uGUwj0Nk0SYb7b5h9w_3d_3d)

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