



**Developing a Tier 2 System of
 Response to Intervention for Literacy
 Day 1
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Think Pair Share

- Things I think I know about RTI
- Big Looming Messy Questions I have about RTI – Tier 2

- Fitting everything in – schedules, time
- Title 1 – use it? staffing?
- Special education staffing
- Data-driven is stifling my sense of creativity
- Deciding on the return to Tier 1? What if that ends up not working?
- Progress monitoring – what do we use?
- Coordination of interventions – schedules, matching interventions (system wide)
- What happens when data and teacher observation are not aligned?

- Staffing – how many, where, when
- Length of T2 before T3 or toward special ed
- When do we do additional diagnostics, evaluation to get something more “permanent” in place?
- Are there common observations or assessments that help us decide match of student to T2?
- Who decides? Team?



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NH RESPONDS Lead Partners

- NH Department of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
 - Expertise in Positive Behavior Supports
 - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
 - Expertise in Literacy within an RtI model
 - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
- Parent Information Center
 - Expertise in effective parent involvement and communications

Responsiveness to Intervention (RtI) Batsche et al. (2006)

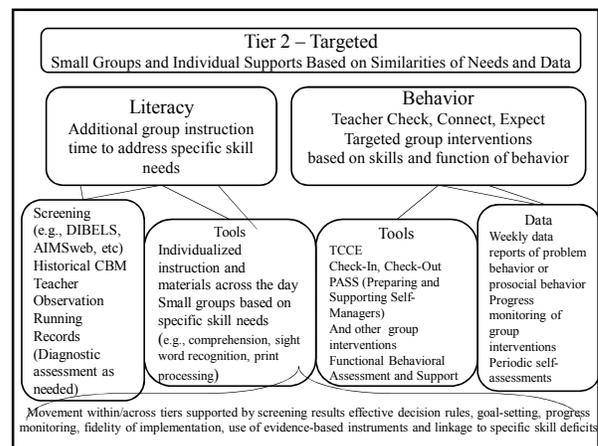
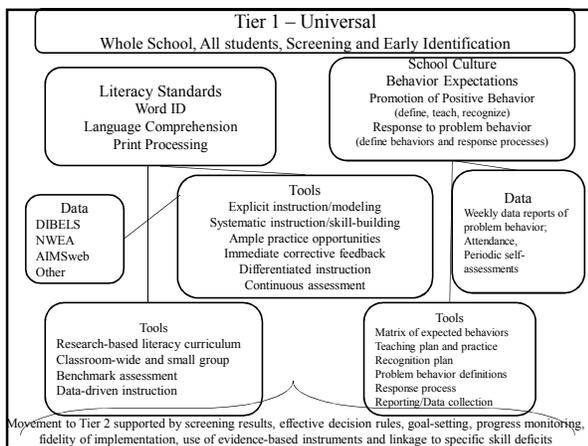
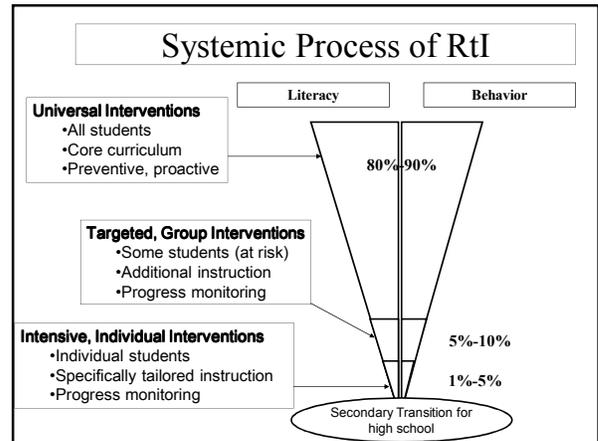
RtI is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”

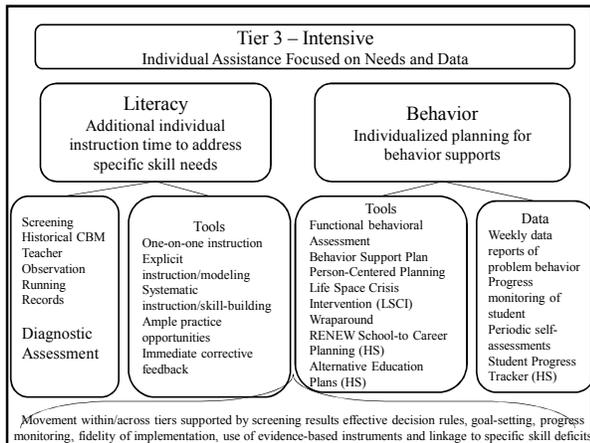
Guiding Principle: Social Behavior and Achievement are Linked

- To improve the academic success of our children, we must also improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support behavior and literacy should be integrated.



- Academic and behavioral functioning are inseparable (Scott, 2001; Sugai et al., 2000)
- Most significant gains occur with *integrated* academic and behavioral model (Stewart, Benner, Martella, & Marchand-Martella, 2007)





Think/Pair/Share

How well are these best practices being applied in your school?

- Quality curriculum available to all students
- Differentiated instruction – with text matched to readers
- Backward design
- Formative and Summative assessment
- Flexible groupings / Balanced Instructional Routines
- School-wide and classroom behavior management

Composition of the School RTI Tier 2 Team by Role

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teachers
- Special Education Teachers
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist
- Title I Coordinator/ELL /ESOL/ Other Specialists
- Data People
- Family Member (i.e., infrastructure stage)
- Paraeducator



Roles of the School RTI Tier 2 Team

1. Lead the Tier 2 system
2. Meet regularly
3. Access current Tier 2 interventions and supports
4. Design and implement Tier 2 system with interventions matched to student needs
5. Train, coach, and support teachers in academic and behavior interventions
6. Provide Progress monitoring of interventions

Roles of the School RTI Tier 2 Team

7. Design, collect, analyze data and use data based decision making to inform Tier 2 process
8. Monitoring for fidelity of implementation and efficacy of interventions
9. Communicate with key stakeholders (Universal team, parents/families/staff)
10. Refine and sustain Tier 2 system using current data