

IDM/RTI/ FAST/ Intensive plans/ Supplemental plans???



Say
What?

What the
heck is
going
on?

OMG???

What is RTI?

- ↗ Responses To Intervention
- ↗ Tiered process that allows schools to Identify struggling learners and provide them with interventions
 - ↗ Supplemental and Intensive
 - ↗ Reduce the need for specials education services

Evaluation Timeline

- ↗ 60 days from time of parental consent
- ↗ Very often 60 days is not enough time to make a determination re: eligibility
- ↗ Regulations state that if there isn't enough data to make a decision, then must determine Not Eligible
- ↗ This is important when it comes to referrals for an evaluation WITHOUT previous interventions

Iowa Administrative Code

- ↗ Iowa code dictates that general education program should provide additional support and assistance to all students who may need it.
- ↗ General Education Intervention (GEI) Plan

- ↗ General Education Interventions
 - ↗ GEI plans are used for any student, not just a student who you feel may be headed for an evaluation!!
 - ↗ Not all students who receive additional intervention need to be evaluated for special education
 - ↗ Plans-graphical representation of data
 - ↗ Phase changes – best practice

Supplemental vs. Intensive

- ↗ Supplemental – support that is intermittent throughout the week for approximately 10-15 minutes per session
 - ↗ Group size = 4-6
- ↗ Intensive – support that is required daily for approximately 20-25 minutes per session
 - ↗ Group size = 3 or less
- ↗ Phase change recommendations: intensity, frequency, duration

Is the Intervention Working?

- ↗ Daily progress monitoring = ability to make a decision as to whether intervention is working after 2 weeks or 10 data points (usually behavior, not academics). However, a 3-week instructional period is recommended

1x/week progress monitoring = ability to make a decision as to whether intervention is working after 9 data points

2x/week progress monitoring = ability to make a decision as to whether intervention is working after 8 data points

NOT collect 8 or 9 data points and automatically move to an evaluation if progress is not being made

Eligibility Components

- ↗ Progress – rate of progress in response to a targeted intervention
- ↗ Discrepancy – whether there is a significant difference between target student's performance and that of the majority of students of same age/grade and from standards
- ↗ Need – whether the student's needs are beyond the capacity of the general education to provide (requires special education resources)
- ↗ Exclusionary Factors

Educational Progress

- ↗ Uses a child's response to intervention to support the conclusion that a disability is present
- ↗ The intervention must meet evidence-based practices
- ↗ The intervention must be implemented with integrity (criterion of 80%)
- ↗ Rate of progress analysis
 - ↗ Individual's rate of improvement during the intervention compared to expected rate of progress

Discrepancy

- ↗ Data that provides objective evidence that an individual's performance is significantly different than the majority of students of similar age/grade and from standards

Magnitude of Discrepancy

- ↗ There are no specific “cutoff” scores but there are guidelines that teams need to follow
- ↗ Benchmarks and standards
 - ↗ Child’s performance should be below grade level
- ↗ Standardized tests (%tile ranks)
 - ↗ A score near or below the 12th %tile MAY be considered to be significantly discrepant
- ↗ Standardized tests (Standard Scores)
 - ↗ More than 1 standard deviation may represent a significant discrepancy
- ↗ Peer comparison for behavior

Testing



- FAST
- NWEA/MAP
- Iowa Assessments/ITBS

Need

- ↗ If the individual's instructional needs require services and supports that extend beyond what typical general education resources alone can provide then the individual has met the criteria for instructional need

Exclusionary Factors

- ↗ Must rule out whether a child's performance difficulties are primarily the result of:
 - ↗ A lack of appropriate instruction (in reading or math)
 - ↗ Limited English proficiency
 - ↗ School attendance or mobility

Conclusion

- ↗ This is A LOT of information!
- ↗ Any questions/comments?
- ↗ Thank you! Have a great day! 😊

Helpful Resources



<http://www.wrightslaw.com/info/rti.parent.guide.htm>

<http://school.judsonisd.org/webpages/ccabalu/files/rti%20parent%20brochure.pdf>