

Book Study

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

Response to Intervention- A Practical Guide for Every Teacher

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(Corwin Press and Council for Exceptional Children, 2007)

Book Description

In presenting the three tiers of RTI techniques, the authors demonstrate how general and special education teachers can use research-based interventions effectively to individualize instruction, monitor individual student progress, and implement strategies to meet the specific needs of all students.

Target Audience

Core Team Note:

Throughout this book, you will see 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 become 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 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 book a broader perspective.

Chapter 1: Response to Intervention

Overview/Key Ideas:

- Understanding how Response to Intervention (RTI) has evolved through the Federal Individuals with Disabilities Act (IDEA) mandate
- Understanding Response to Intervention (RTI) as “a process of implementing high quality scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student’s response” (p. 7)
- Comparing a Problem-Solving Model and Standard Protocol Model as two distinct RTI models that are based on student response

Helpful Hints

Below are some pre-reading questions to begin your chapter discussion.

1. What do you know about Response to Intervention (RTI)? MTSS?
2. How do you determine what instruction is needed for an individual student?
3. When students are not understanding or acquiring learning goals, what do you do?

Discussion Questions

1. A discrepancy procedure has often been used when identifying students with learning disabilities (p. 1-4). After reading Reflection 1.1 (p. 2), discuss your own experiences with using discrepancy criteria between a child’s cognitive level and achievement level.
2. Review table 1.2 and Reflection 1.2 (p. 6). RTI is a nationally supported concept. What steps has Kansas taken to support the RTI concept?
3. Compare and contrast the two RTI models (p. 8-15; Table 1.3, p.15). How would using one of these models support student learning and impact teacher instruction?
4. Use the “Needs Assessment” found in Appendix A. What are your local school or district’s current instructional procedures?
5. What is your thinking about RTI/MTSS now?

Chapter 2: Implementation of a Standard Treatment Protocol Response to Intervention

Overview/Key Ideas:

- Making data-based decisions for instructional interventions
- Using repetitive curriculum based measures and anecdotal recording to monitor student responses to educational intervention
- Conducting Tier One, Tier Two, and Tier Three interventions

Helpful Hints: Below are some pre-reading questions to get you started.

- What are the three Tiers of Intervention used in the MTSS model?
- How do you determine what intervention a student should receive?
- How do you monitor the student response to an intervention?
- How do you determine the success or failure of the intervention?

Discussion Questions

1. After reading Reflection 2.1 (p. 24), discuss the advantages and disadvantages of providing a specific research-based instructional intervention and frequent monitoring of a student's response, such as Caleb's response to the reading intervention in the example one.
2. Review the Tier One Intervention Guidelines listed in Table 2.1 (p. 29). How could you implement Tier One Interventions?
3. What are the recommended elements for the standard protocol package?
4. What evaluation model is your school/school district currently using to identify student learning needs?
5. Review the Tier Two Intervention Guidelines listed in Table 2.2 (p. 33). How could you implement Tier Two Interventions?
6. How could implementing and documenting Tier One and Tier Two Interventions validate or deny the need for Tier Three Intervention and/or a possible eligibility for special education services (i.e. identification for a Learning Disability)?
7. Review the Guidelines for Streamlining the Standard Treatment Protocol in Table 2.3 (p. 41). What would you need to implement a Standard Treatment Protocol? What resources are available in your school and/or school district to support this kind of intervention model?
8. Review the Pyramid of Intervention found in Appendix B. What are your local school or district's current intervention procedures?

Chapter 3: Implementation of a Problem-Solving Response to Intervention

Overview/Key Ideas:

- Making data-based decisions for instructional interventions
- Using flexible options for research-based interventions and resources
- Conducting Tier One, Tier Two, and Tier Three interventions

Helpful Hints: Below are some pre-reading questions to get you started.

- How do you determine what intervention a student should receive?
- How do you monitor the student response to an intervention?
- How do you determine the success or failure of the intervention?

Guided Discussion

1. Respond to “In any RTI, teachers should implement the research-proven curricula or strategies with instructional rigor and precision.” (p. 48)
2. Discuss your school or district’s research-proven curricula or strategies? Give examples of how to implement them.
3. What are your questions or concerns? How could your principal or school district support you and other teachers? (Refer to Reflection 3.1, p. 49.)
4. How do you determine if a student’s progress is adequate or not?
5. Refer to Figure 3.1 (p. 52). What are the steps in the Problem-Solving Cycle? How can each step be used to support and document student learning progress?
6. Is your school using a problem-solving cycle? What resources are available for you and your school/school district?
7. Example Three: American History: Tenth Grade (p. 62-63)
Using the Problem Solving Cycle, how did the teacher, Mr. King, move through the steps to assure his student, Jameel was making adequate progress?
8. Review the Guidelines for Streamlining the Problem-Solving RTI in Table 3.2 (p. 65). What resources are available in your school and/or school district to support the MTSS model?
9. “Although most of the current research has focused on instruction in the elementary grades, the findings can be generalized and applied to instruction in the middle and secondary grades” (p. 64.) What are some examples of an MTSS that can be applied at any grade level?
10. What is your thinking about the MTSS now?

Chapter 4: Implementing RTI to Meet the Needs of All Learners

Key Ideas:

- Implementing MTYSS enhances instruction for all students
- Understanding how meaningful relationships with students effects student involvement in learning
- Recognizing why there is an overrepresentation of English Language Learners (ELL), culturally diverse students, students of color, and children living in poverty are receiving special education
- Supporting effective instruction for all students through the MTSS process

Pre-reading Questions

- How do you determine instructional needs for individual students?
- How do you engage all students in learning?
- What impact does cultural background and poverty have on student learning- acquiring skills, participation in educational programs, etc.?
- How can educators use the MTSS model to raise achievement and potentially lower the number of students identified as Learning Disabled?

Guided Discussion

1. “Teachers should study their own students” (Tomlinson, 1999; p. 68.) How does the MTSS process engage teachers to get to know each of their students, and plan differentiated instruction for each one of them?
2. Significant research validates that “Meaningful learning for all students occur through positive and supportive relationships with caring and nurturing adults” (p. 68.) How do your instructional strategies and assessment system nurture learning for all students? Is there a place for MTSS methods?
3. Consider the Reflection 4.1 (p. 74). Does your local school/school district have a disproportionate amount of students from different subgroups placed in special education?
4. What are the reasons listed by the authors for students being over-identified for special education (p. 74)? Do you agree or disagree that these reasons may be viewed as “system” failures? Why?
5. Review and discuss Reflection 4.2 (p.79.) What knowledge and resources do you have to support your ELL students?
6. For students who are culturally and linguistically diverse, what supports and/or interventions exist in your school?

Chapter 5: Will RTI Work?

Key Ideas:

- Decreasing the prevalence of students being identified as Learning Disabled
- Comparing non-special education interventions in Tier One and Tier Two and special education instruction
- Implementing RTI to benefit all students

Guided Discussion

1. To determine eligibility for special education, the authors “...believe that the discrepancy calculations have outlived their usefulness and should be discontinued in favor of RTI procedures as described in chapters 2 and 3” (p. 97). What do you think?
2. How could you effectively use MTSS as an eligibility tool for students with learning disabilities?
3. The authors list two important criteria (p.99) to consider when using data to determine Tier One Intervention:
“The intervention must be targeted to the specific learning needs of the target student, and the intervention must result in appropriate data for decision-making purposes.” How could you effectively and accurately use data for instructional decisions?
4. Review the article Using Response to Intervention for Inappropriate Behavior located in Appendix F (p. 135). How can the use of MTSS address behavioral needs?
5. What is your thinking about MTSS now?