

Defining Your Process

Regina Pierce, VTSS Coach/Consultant
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(- cartoon -)

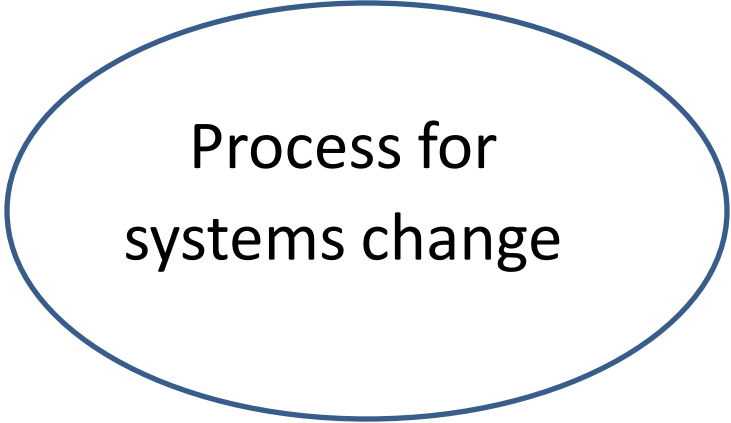
Why Rtl

- video

Virginia Tiered System of Supports
Multi-Tiered System of Supports
Response to Instruction
Response to Intervention
Responsive Instruction



~~Giving some at-risk
kids an intervention~~



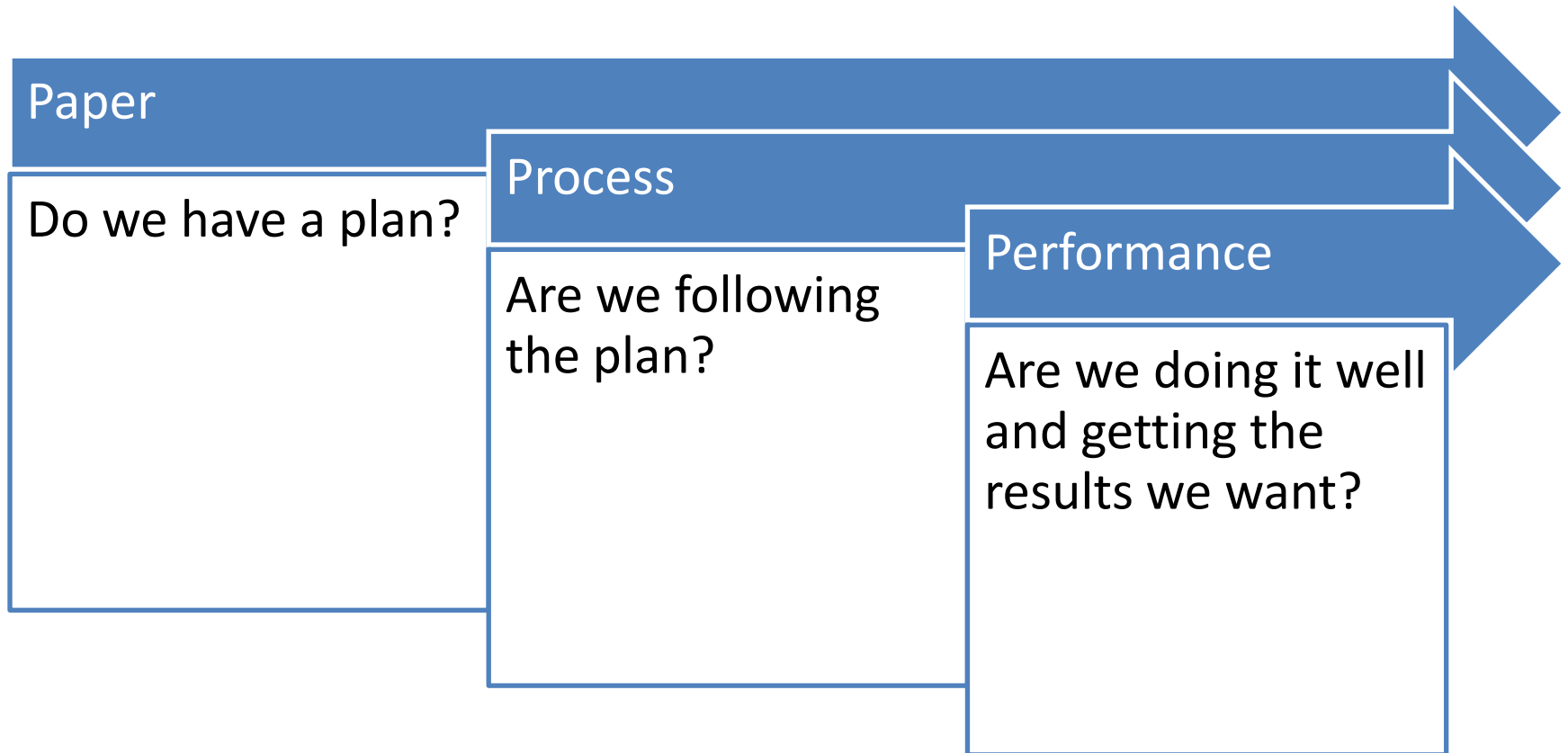
Process for
systems change

What are the chances for success?

“Change Ain’t Easy”

- “The *McKinsey Quarterly* reported in June 2006 that only 30 percent of major change initiatives were reported to be at least mostly successful in preparing the organization for sustained performance”.
- “Beer, Eisenstat, and Spector reported in the November-December 1990 *Harvard Business Review* that one-third of the change efforts actually made the situation worse! Statistics like these are scary.”
 - From *Thriving Through Change*, Biech, 2007

Degrees of Implementation



(Fixsen, et. al. 2009)

Everything Starts With a Vision

Tiered system of support, a common language, principles, expectations, the infrastructure starts



Who carries out this vision? **The Leadership Team** Build consensus, oversee infrastructure planning, communication, climate and culture

What do they need? A plan!

Needs Assessment, Blueprint, Assessment Mapping, VTSS Benchmarks, Benchmarks of Quality

Go get some data. Universal Screening and other "multiple measures"



Set up the tiered system based on the data and assessments. **Tier Definition** Use decision making rules and entry and exit criteria. Be explicit about Tier 1



Problem Solving and Fidelity



Select Interventions for a continuum of services, schedule a time for interventions, and allocate the resources to deliver interventions



Intervention plans with student's goals can then be written; implement the plan!

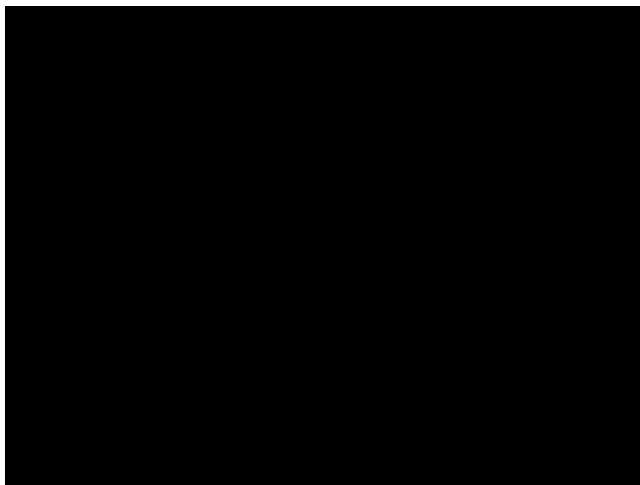


Does it work? Progress monitor at the student level; Monitor student progress at all levels in a systematic manner Use Data Based Decision Making and build effective data team meetings



Evaluate the process based on the data, plan Professional Development based on need

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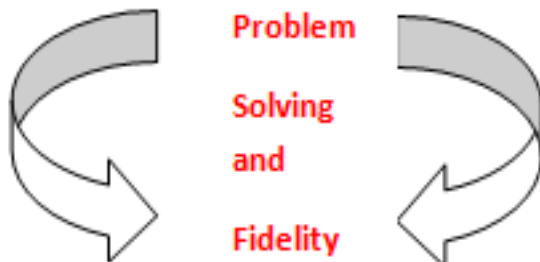
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Ready, set, go...

- Turn to your partner and come up with questions that the universal screener should answer.
- You have 3 minutes.



Why Universal Screening?

- Is the core instruction sufficient and is it improving?
- For whom is it improving/not improving?
- What is the efficacy of the tiered interventions?
- Who can we reliably say is at risk for not meeting state standards?
- What is the individual growth of our students?

It is the gateway to defining a tiered process.

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Early Forays into RtI/VTSS Coaching



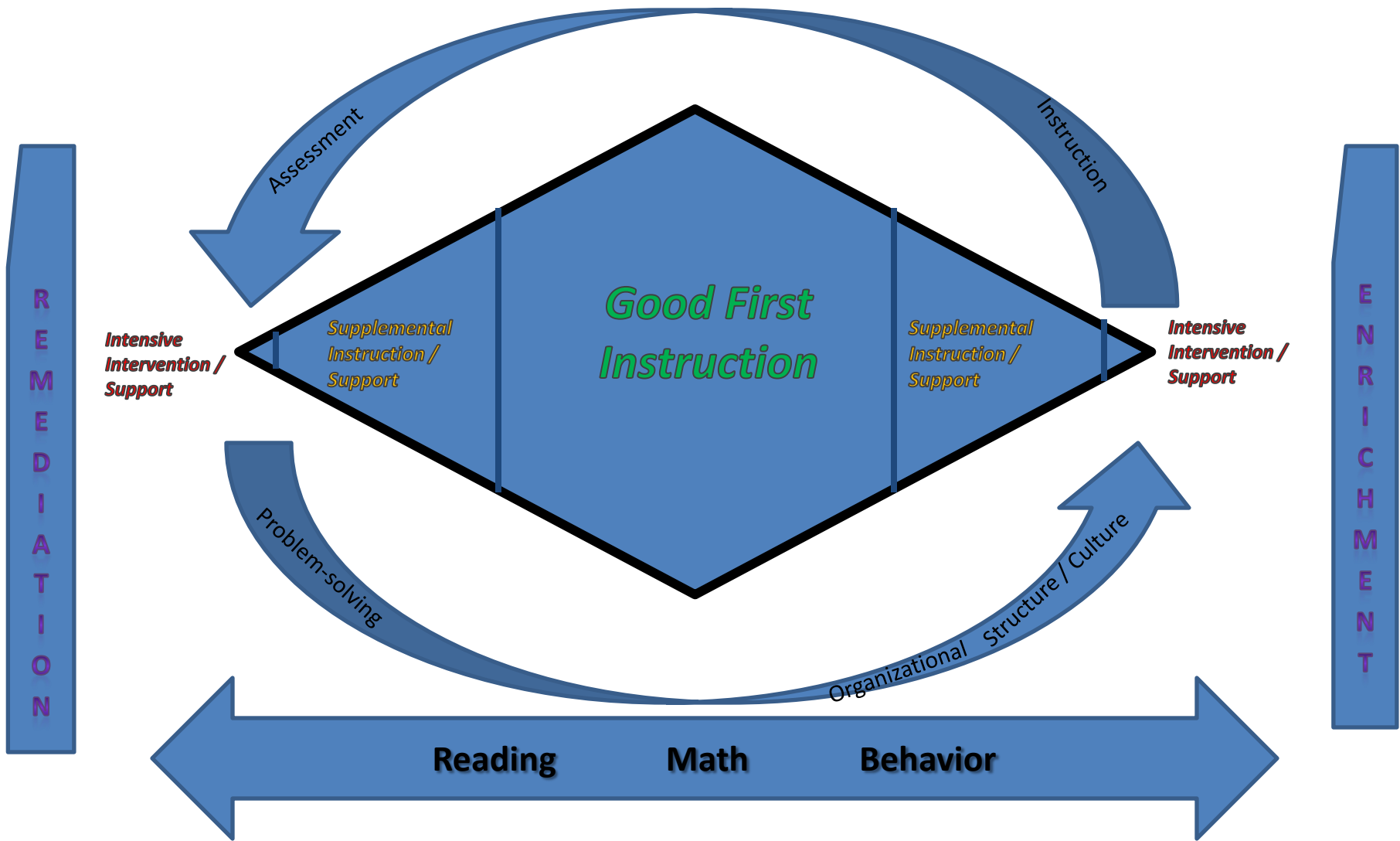
Tier ____



	Reading	Math	Behavior
Defined			
Curriculum and Instruction			
Number of Students in Group			
Time			
Assessments			
Entry Criteria to Tier ____			
Exit Criteria to			
Staff			
Fidelity Monitoring			
Parent Involvement			

The Big Ideas of Tiers

- Tiers must be defined: decision-making rules, entry and exit criteria, multiple data sources, assessments, group size
- Students are offered a continuum of services based on need
- There is fluid movement between tiers
- There is not one size that fits all
- Tier One has to match the needs of the population; it needs to change if it doesn't reach approximately 80% of students
- Instruction at all tiers is defined and taught with fidelity (which is monitored)



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Continuum of Services

Grades 3 - 5	Tier 1	Tier 2	Tier 3
Phonics	strategies ----- programs	-----	-----
Fluency	-----	-----	-----
Comprehension	-----	-----	-----
Vocabulary	-----	-----	-----
PA, Morphology	-----	-----	-----

Meet Susie



- She is a third grader in your school division.
 - She is one year below grade level.
 - Her decoding and comprehension skills are weak.
-
- I know exactly the type of services she could receive in Tier 2.
 - I know what would be available to her if she moved to Tier 3.
 - I know who would deliver the services.
 - I know the data sets that would tell me when she was ready to move back to Tier 1.
 - I know how we will be able to tell if her rate of learning is sufficient to allow her to close the gap
 - I know exactly what both the classroom teacher and interventionist(s) are doing.

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Use Data Based Decision Making and build effective data team meetings

Data Based DISCUSSION Meeting

VS.

Data Based DECISION Meeting



What type of data meeting is it?

Individual Student

- Good
 - Questionable
 - Poor
-

- Continue Current Program
- Modify Current Tier
- Move to Higher Tier
- Move to Lower Tier
- Schedule Problem Solving

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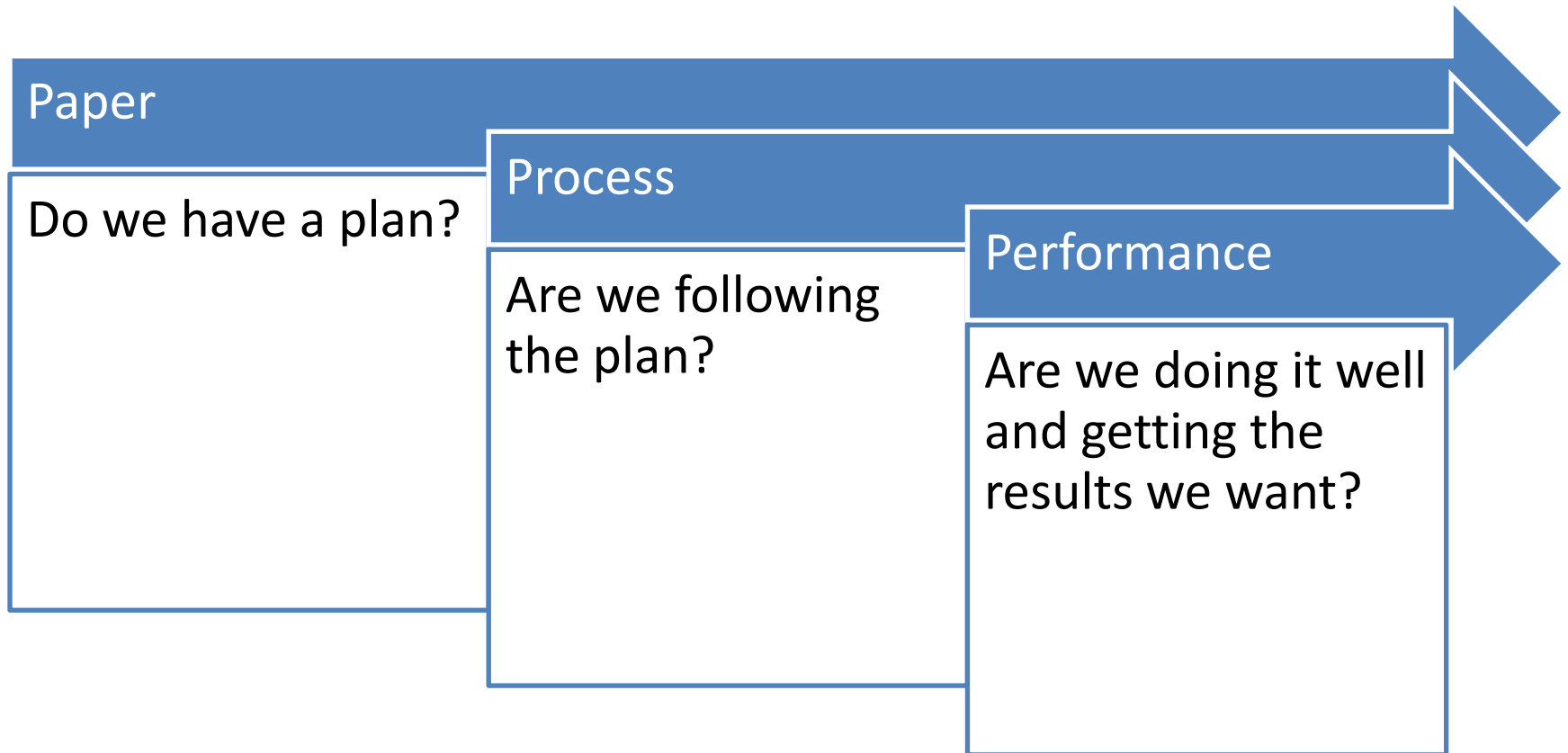
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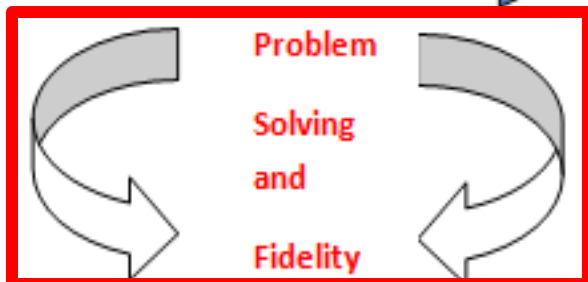
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The process is reiterative

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cartoon

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