

Assessment to Intervention within an RTI Framework

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Driven to DiscoverSM



RTI

The systematic use of assessment data to most efficiently allocate resources in order to enhance learning for all students.

Burns & VanDerHeyden, 2006



Accountability

- Reauthorization of the Elementary and Secondary Education Act
- RTI was born in special education, but it was conceived in NCLB



RTI and NCLB

- 300.309 – Diagnosing LD
- (i) The child fails to achieve a rate of learning to make sufficient progress to meet **State-approved results** in one or more of the areas identified in paragraph (a)(1) of this section when assessed with a response to scientific, research-based intervention process;



Special Education

- President's Commission on Excellence in Special Education
- Reduce paperwork and increase flexibility
- Identify and intervene early
 - Service first and assessment later
- “Those that get counted, count.”
- Use special education staff more effectively



Interventions for Children with LD

Reading comprehension	1.13
Direct instruction	.84
Psycholinguistic training	.39
Modality instruction	.15
Diet	.12
Perceptual training	.08

Kavale & Forness, 2000



Special Education Meta-Analysis

- $d = -.12$
- What is special education???



Individualized instruction , at no cost to the parents or guardians, to meet the unique needs of a child with a disability.



Table Demographic information

group	Sex	Pre	Post*	IQ	ADD?	Medication
1/D	M	13	55	103	Yes	Adderal
2/D	M	02	59	95	Yes	Ritalin
3/D	M	02	38	110	No	Ritalin
4/D	F	03	55	105	Yes	Ritalin
5/D	F	02	50	110	Yes	Ritalin
6/D	M	18	60	101	No	—
7/D	M	01	38	98	Yes	Ritalin
8/D	M	01	45	102	No	—
9/NI	M	38	39	99	No	—
10/NI	F	50	48	107	No	—
11/NI	M	85	83	122	No	—
12/NI	M	82	85	101	No	—
13/NI	M	60	60	113	No	—
14/NI	M	52	50	95	No	—
15/NI	M	49	53	99	Yes	Ritalin
16/NI	M	75	74	121	No	—

Simos et al., 2001

* Follow-up testing was performed using alternate forms.



Group Results

- Experimental group increased 44.75 points (SD = 7.22)
- Correlation between growth and IQ
- $r = -.29$



Keys to Success

St. Paul Pioneer Press June 4th 2006

- Reading Above All Else
 - Emphasize reading and writing especially K-2
- Beyond the Classroom
 - After school programs and social services
- Continuous Assessment/Small-Group Instruction
 - Formal and informal assessments to provide an appropriate level of challenge
- Effective Staff
 - Strong leadership and cohesive staff with co-planning
- Structured, Disciplined Environment



R (or R or R) – t – I (or I)

- Response or responsiveness or resistance
- T = to
- Instruction or intervention
 - Standard protocol or problem solving



Multi-Tiered Academic Interventions

(Burns, Jimerson, & Deno, 2007)

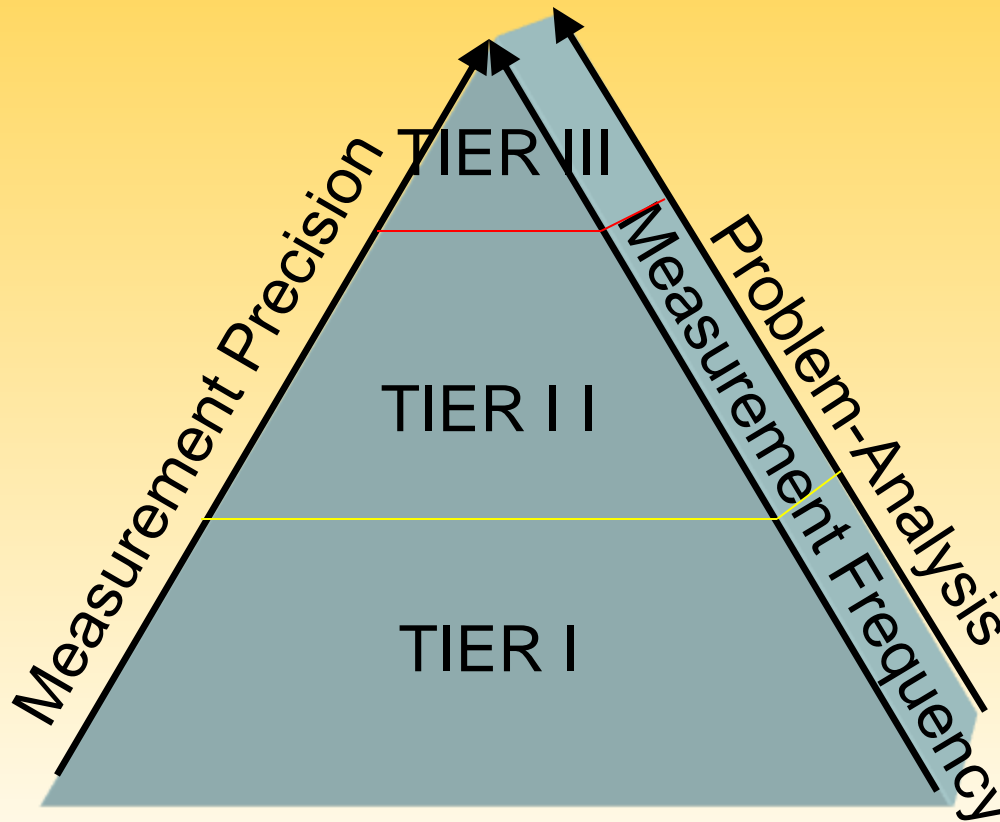
Tier I: Universal screening and progress monitoring with quality core curriculum: All students,

Tier II: Standardized interventions with small groups in general education: 15% to 20% of students at any time

Tier III: Individualized interventions with in-depth problem analysis in general education : 5% of students at any time



RTI and Problem-Solving



Problem Solving

- Tier I – Identify discrepancy between expectation and performance for **class or individual**
- Tier II – Identify discrepancy for individual. Identify **category of problem**. Assign small group solution.
- Tier III – Identify discrepancy for individual. Identify **causal variable**. Implement individual intervention.



Today and Tomorrow

1. Today

1. Morning - Problem solving as the basis
2. Afternoon – Tier 1

2. Tomorrow

1. Morning – Tier 2
2. Afternoon – Tier 3





RESPONSE TO Intervention

RESEARCH FOR PRACTICE

Amy Lane Griffin
Lester H. Parker
Matthew K. Burns
Amanda VanDerHeyden
W. David Tyler

National Association of State Directors of Special Education, Inc.

Implementing Response-to-Intervention in Elementary and Secondary Schools

Procedures to Assure Scientific-Based Practices

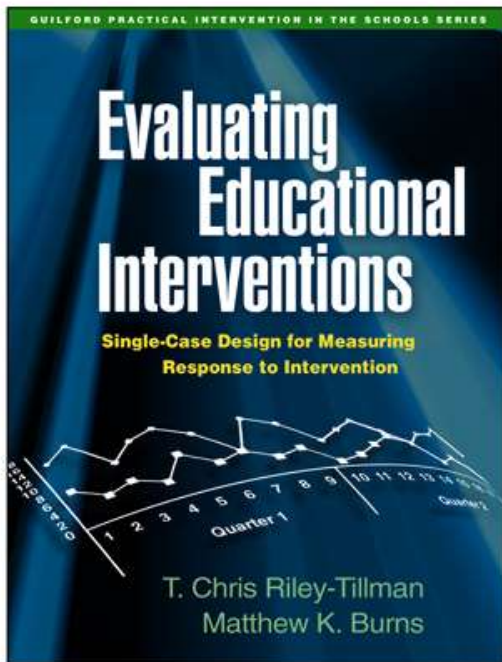


HANDBOOK OF RESPONSE TO INTERVENTION

The Science and Practice of Assessment and Intervention



Shane R. Jimerson • Matthew K. Burns
Amanda M. VanDerHeyden
Editors



GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

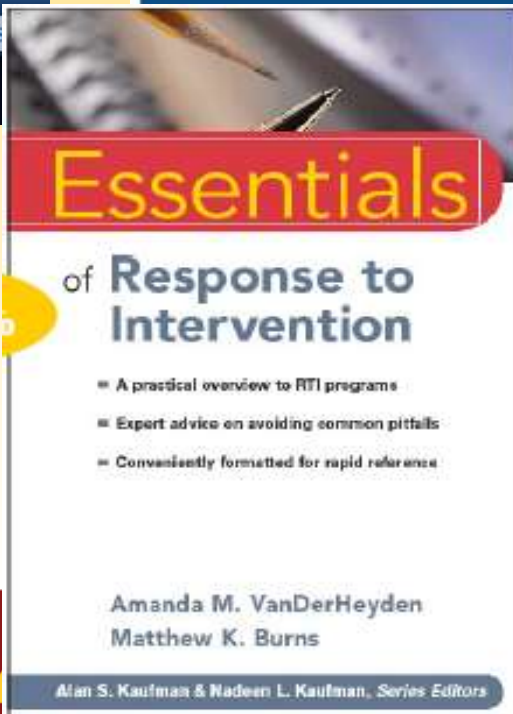
Evaluating Educational Interventions

Single-Case Design for Measuring Response to Intervention

T. Chris Riley-Tillman
Matthew K. Burns

Matthew K. Burns ■ Kimberly Gibbons

School-Based Practice in Action Series



Essentials

of Response to Intervention

- A practical overview to RTI programs
- Expert advice on avoiding common pitfalls
- Conveniently formatted for rapid reference

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