

PLC- Response to Intervention

Event Overview:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These interventions may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually, and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioural goals for their child.

Hattie's 2017 updated list of factors influencing student achievement ranks RTI as having a 1.29 effect size. Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioural interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioural baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or region-wide tests receive supplemental instruction at either a tier 2 or 3 level depending on their data.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and

rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualised, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation with the assistance of the CEOB. The data collected during Tiers 1, 2, and 3 used to inform any diagnostic process.

In addition to variations in the tiers used to deliver RTI systems, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and PLC approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Who can participate?

Response to Intervention implementation is designed to bring about whole school reform consistent with the National School Improvement Tool and CHECS. Implementation requires a whole school commitment led by the school / college leadership team.

Schools may elect to receive 'in-school' support as part of their PLC journey or independent of PLC, as part of a review of school systems to ensure all students needs are being met.

How the program will be structured?

This Professional Learning opportunity will be dependent on your school data and leadership action plan. It could involve a spectrum of service provision from engaging staff in a greater understanding of 'what Rtl is' to an intensive review of whole school systems.

Schools can elect to engage in any form of 'in school' support they deem valuable in accordance with their Annual Action Plan. This could range from an overview of 'what Rtl is' or a more in-depth review and development of the 6 components of Rtl: problem solving, curriculum & instruction, assessment, leadership, family & community partnering and positive school climate.

What is expected of participants?

- School involvement must be led by the school's leadership team
- Participants need to have a willingness to collaborate with colleagues and work with teams to bring about change
- Participants are most likely to gain maximum benefit from the strategy if they bring these attitudes and behaviours to the process:
 - Be willing to reflect objectively on their school's functioning candidly share concerns/fears about the process and their practice
 - Demonstrate respect and empathy for others' views and feelings around issues shared during both small group discussions and in the wider forum, maintaining confidentiality at all times
 - Follow up on individual commitments agreed to during implementation.

What is required of the Principal?

An essential requirement for participation is that Principals are able to:

- Provide time for participants to attend Professional Learning activities.

What you can expect from the CEOB:

The CEOB will ensure that all facilitators will deliver a process and content that is in alignment with the overview and goals provided. The CEOB has appointed Susan Rampling to the role of coordinating the implementation of RTI across the diocese and she will also be responsible for conducting the between session follow up with all participating schools and colleges. Where additional support is required for individual schools or colleges Susan may source this support from either other members of the Educational Services Teams or outside providers.

The CEOB will manage the costs associated with the provision of this strategy however schools will be asked to contribute the regular professional learning fee that is used to cover venue costs and catering as deemed necessary.

Registration:

Registration will be available [online](#) early in the 2019 school year. Registration implies that participants have the full support, as outlined, of their school principal.

Schools interested in participating in Response to Intervention in 2019 are asked to contact their local Education Consultant.

Endorsement

Leigh Mitchell