How Can Educators Collaborate to Support Student Success When Implementing Response to Intervention?

Session Objectives

- To provide a rationale for collaboration in reading instruction
- To identify legislation related to general education and special education supporting the need for collaboration, including response to intervention (RtI)
- To discuss a tool that can promote instructional connections between general education, special education, and other programs

What is collaboration?

“It is an interactive process that enables teachers with diverse expertise to focus on providing quality services to students with a range of academic and social needs, including students with disabilities who are in the general education classroom.”

(Idol, Nevin, & Pauckcu-Whitcomb, 2000; West & Idol, 1990)
Why collaborate?

Many students who are struggling with learning to read receive reading-related instruction from more than one teacher: a core reading teacher, special education teacher, speech therapist, Title I teacher, etc.

Why collaborate? (cont.)

• Struggling students are the least able to “put together” the different approaches to reading instruction provided by several teachers
• These students benefit from instruction provided by teachers who are collaborating and “on the same page”

How does legislation support collaboration in reading instruction?

No Child Left Behind Act (NCLB) of 2001

• NCLB directs federal efforts in K–12 education toward closing the achievement gap between disadvantaged and minority students and their peers
• The goal of NCLB is to ensure that every student can read at or above grade level by the end of third grade and continue reading at or above grade level throughout his or her schooling
How does legislation support collaboration in reading instruction? (cont.)

Individuals with Disabilities Education Act (IDEA) 2004

- Addresses the provision of a free and appropriate public education to individuals 21 and younger who have disabilities
- Focuses on providing Early Intervening Services (EIS) to at-risk students to promote the prevention of learning difficulties
- Provides all students with scientifically based literacy instruction

IDEA identifies RtI as an optional component of a comprehensive evaluation.

“From the student has participated in a process that assesses the student’s response to scientific, research-based intervention, the documentation must include the instructional strategies used and the student-centered data collected.”

Individuals with Disabilities Education Act §300.311(a)(7)

IDEA

- For students who have a specific learning disability (SLD) in reading, IDEA requires that educators:
  - Use assessment data to design an individualized education program (IEP) that closes the student’s performance gap through reading intervention
  - Deliver scientifically based literacy instruction in reading interventions
- IDEA requires professional development and administrative support frameworks that address intervention
IDEA (cont.)

• In determining the existence of a specific learning disability, the group of qualified individuals and parent may:
  Include the consideration of the child’s response to scientific, research-based intervention, including the instructional strategies used and the student-centered data collected, as an option in determining eligibility
  IDEA §300.311(7)(B)

To summarize…

NCLB and IDEA 2004 both:
• Focus on prevention
• Fund intervention for at-risk students
• Use assessment to drive instruction
• Provide instruction for all K–12 students, including special education

RtI: Connections for Collaboration

RtI is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.

Where does legislation address collaboration?
IDEA refers to instructional collaboration in notice requirements:
For students with an Individualized Education Program (IEP) in place, instructional planning* by those collaborating on instruction can be conducted without convening an IEP team

*Conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions
IDEA §300.501 (3)

Who should collaborate?
Everyone who provides a student with reading-related instruction:
- General education teacher
- Special education teacher
- Reading interventionist
- Speech therapist
- Paraprofessional
- Other

What student information needs to be shared?
Collaborative team members who provide a student with reading-related instruction should have ongoing knowledge of:
- The student’s assessment data (screening, diagnostic, progress monitoring, outcome)
- The student’s reading-related needs
- The focus of the reading intervention to be provided
- The student’s response to the intervention
- Based on student progress, the next steps for intervention
How can we efficiently communicate student response to intervention?

• Meet to review student progress
• Use a tool to document student response to intervention to inform instructional providers
• Other methods

Example Tool: Collaborative Instructional Log

Collaborative Instructional Log

- Documents benchmark assessment data and annual reading goals
- Documents Tier I reading instruction
- Targets intervention priorities for each intervention period
- Summarizes student progress-monitoring data over time
Collaborative Instructional Log (cont.)

• Identifies who will provide the targeted strategies
• Documents interventionist’s reflection of how student responded to the intervention instruction
• Records data at end of the intervention period
• Documents new strategies to be provided during the next intervention period

Collaborative Instructional Log (cont.)
• Documents benchmark assessment data and annual goals

<table>
<thead>
<tr>
<th>Reading/Current Reading Assessment</th>
<th>Annual Reading Goals</th>
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<tbody>
<tr>
<td>Instrument:</td>
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<td>Date</td>
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<td>Fluency</td>
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<td>Fluency</td>
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<td>Vocabulary Comprehension:</td>
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<td>Intervention Exit Criteria:</td>
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Collaborative Instructional Log (cont.)
• Documents Tier I reading instruction

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<tbody>
<tr>
<td>Program:</td>
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<tr>
<td>Teacher:</td>
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<tr>
<td>Amount of Time:</td>
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<tr>
<td>Time of Day:</td>
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<td>daily Other:</td>
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Collaborative Instructional Log (cont.)

• Identifies who will provide the targeted strategies

Collaborative Instructional Log (cont.)

• Documents how student responded to the intervention instruction

Collaborative Instructional Log (cont.)

• Records data at end of the intervention period
Collaborative Instructional Log (cont.)

- Documents new prioritized strategies for the next intervention period

<table>
<thead>
<tr>
<th>Intervention Period</th>
<th>Priority Intervention Strategies</th>
<th>Teacher(s) Responsible</th>
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Establishing a Purpose and Identifying Tasks

- Choose a narrow or wide focus to promote student success:
  - For a student with numerous needs, the team may meet to focus on that particular student
  - Teams may work at times to address the needs of students from a single class or grade level who require extra support
- Address who, what, where, how, and when

Making Instructional Decisions (Based on Student Data)

- Data drive instruction and intervention to support and accelerate student learning
- Teams use the Collaborative Instructional Log as a means to coordinate instructional efforts and review student outcomes
Implementation Ideas

Use the Collaborative Instructional Log to…
• Problem solve intervention
• Observe intervention AND instruction:
  – Is collaboration occurring?
  – Is intervention instruction effective?
  – Is more professional development needed?
  – What information is needed for eligibility?

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