



# Leadership and Response to Intervention

To every complex problem, there is  
a simple solution...  
*that doesn't work.*

*Mark Twain*

If we learn how to do something, we have the capability to perform in a new way.

For value to occur, we have to change our behavior and use the new capability in performance.

Further, our performance must be aimed at worthwhile results.

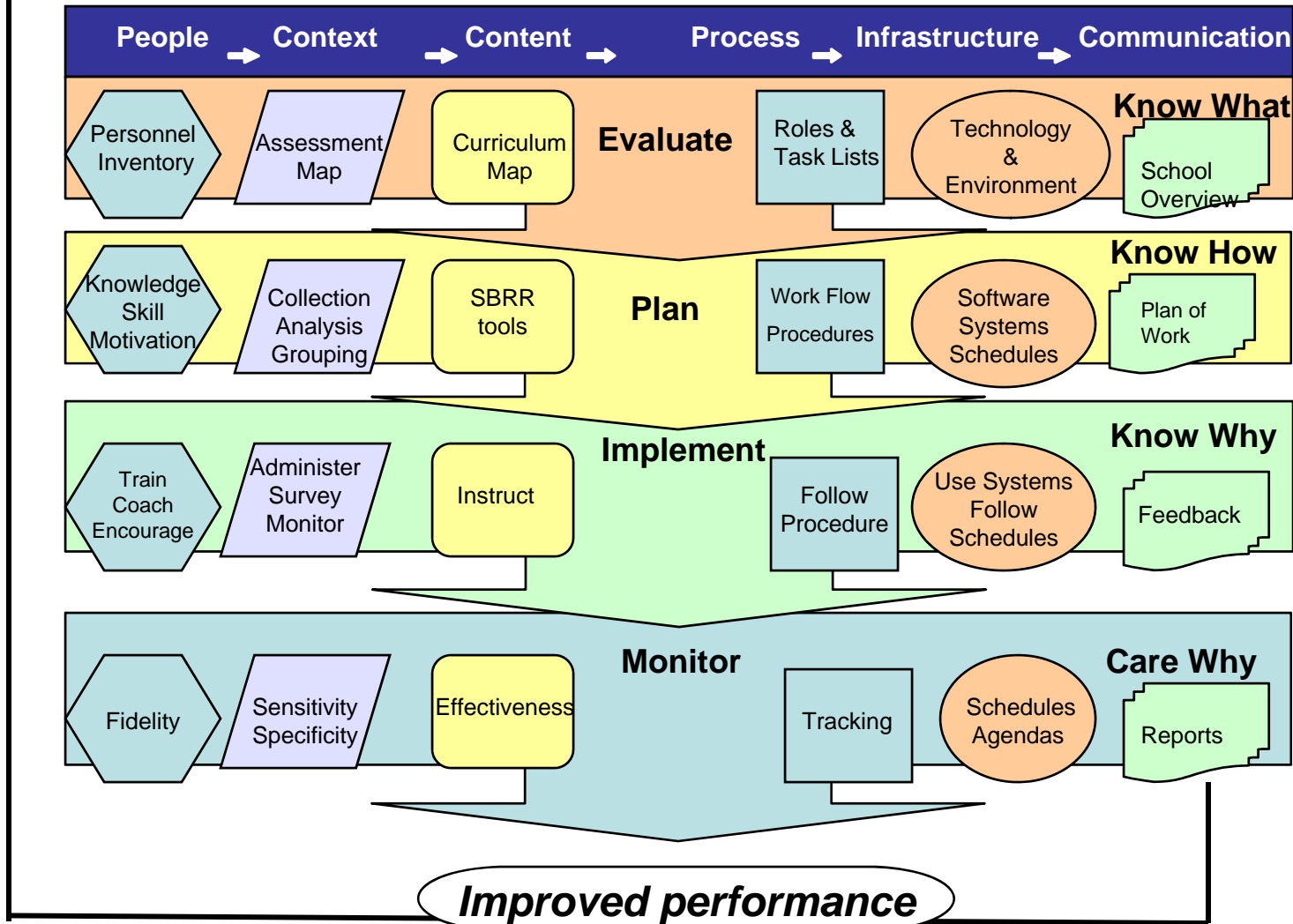
— Brinkerhoff and Apking

# RtI

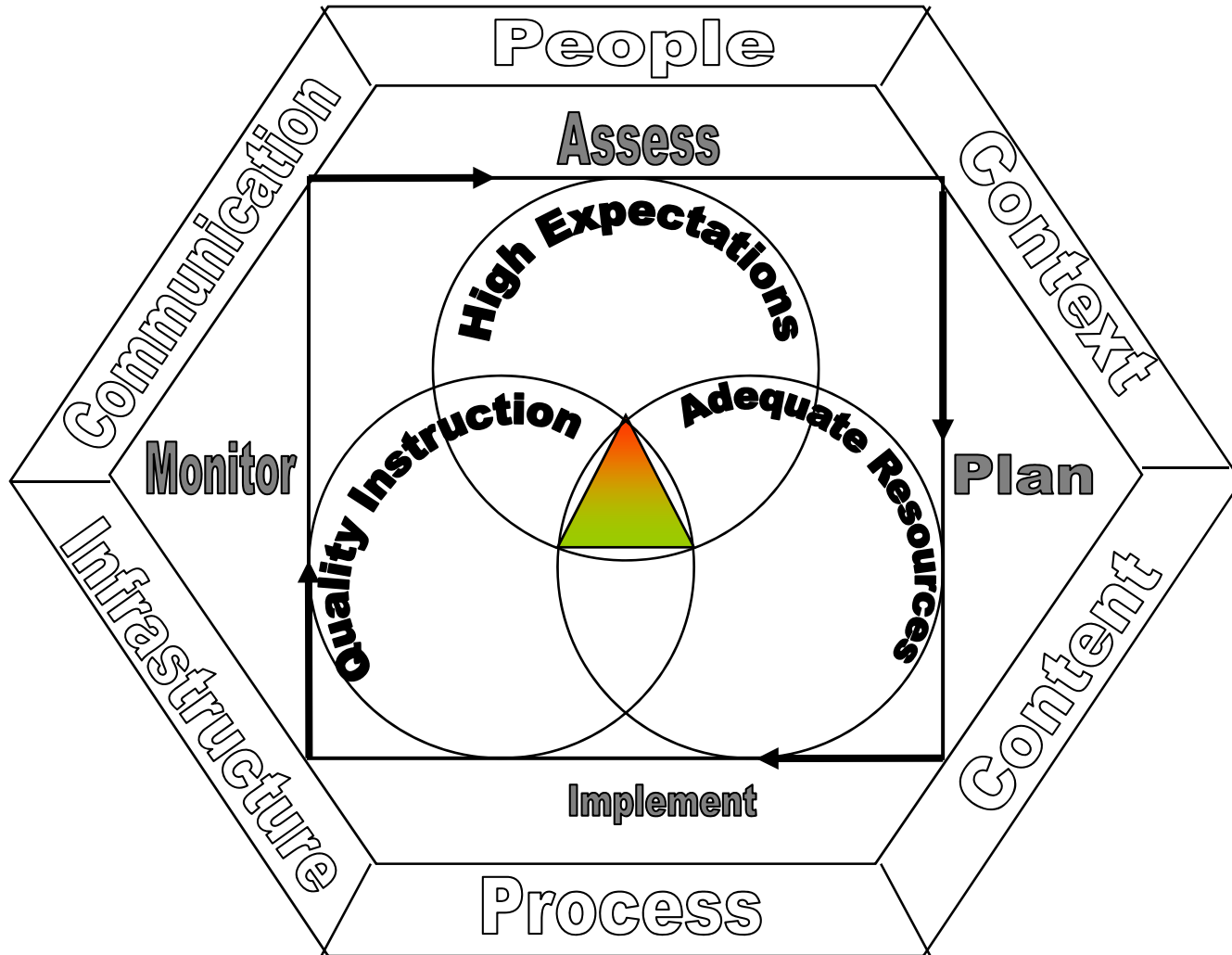
**Expectations**

**Instruction**

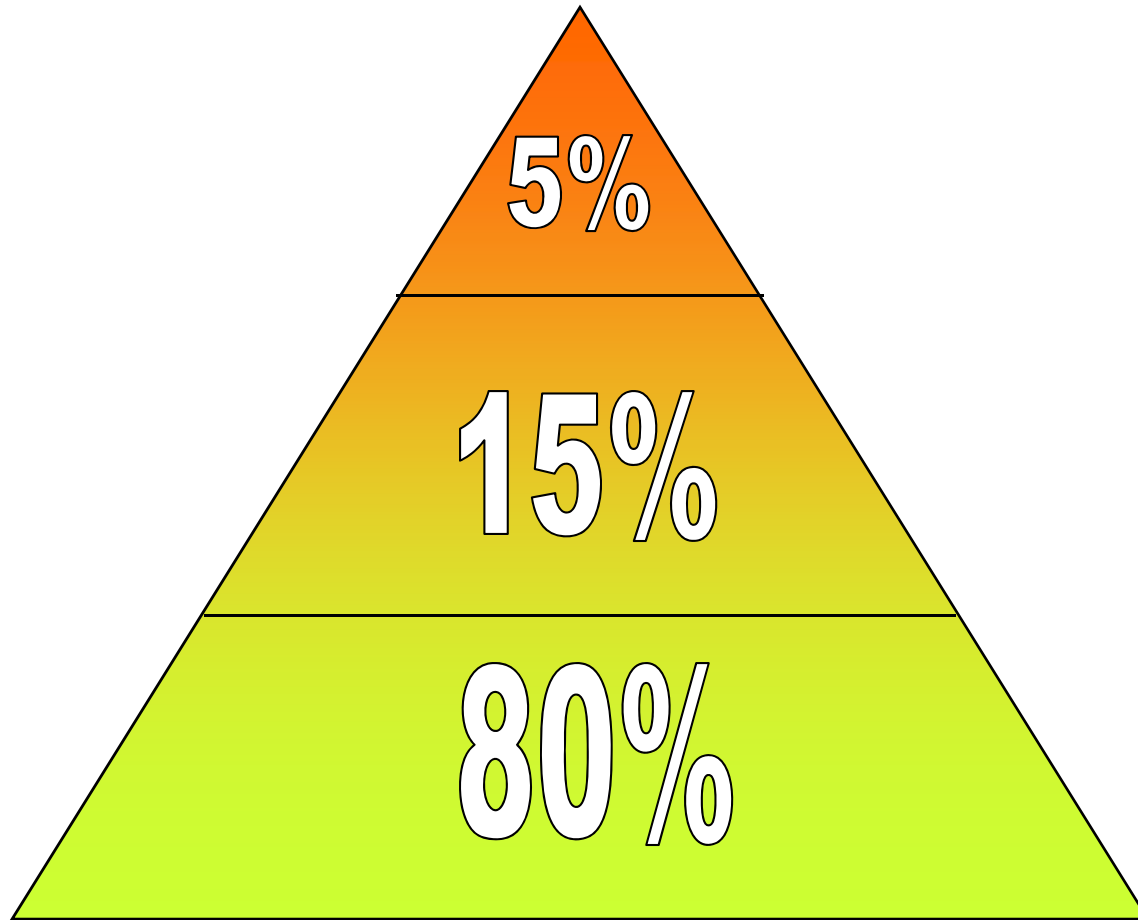
**Resources**



# What Rtl really looks like...



# One Vision



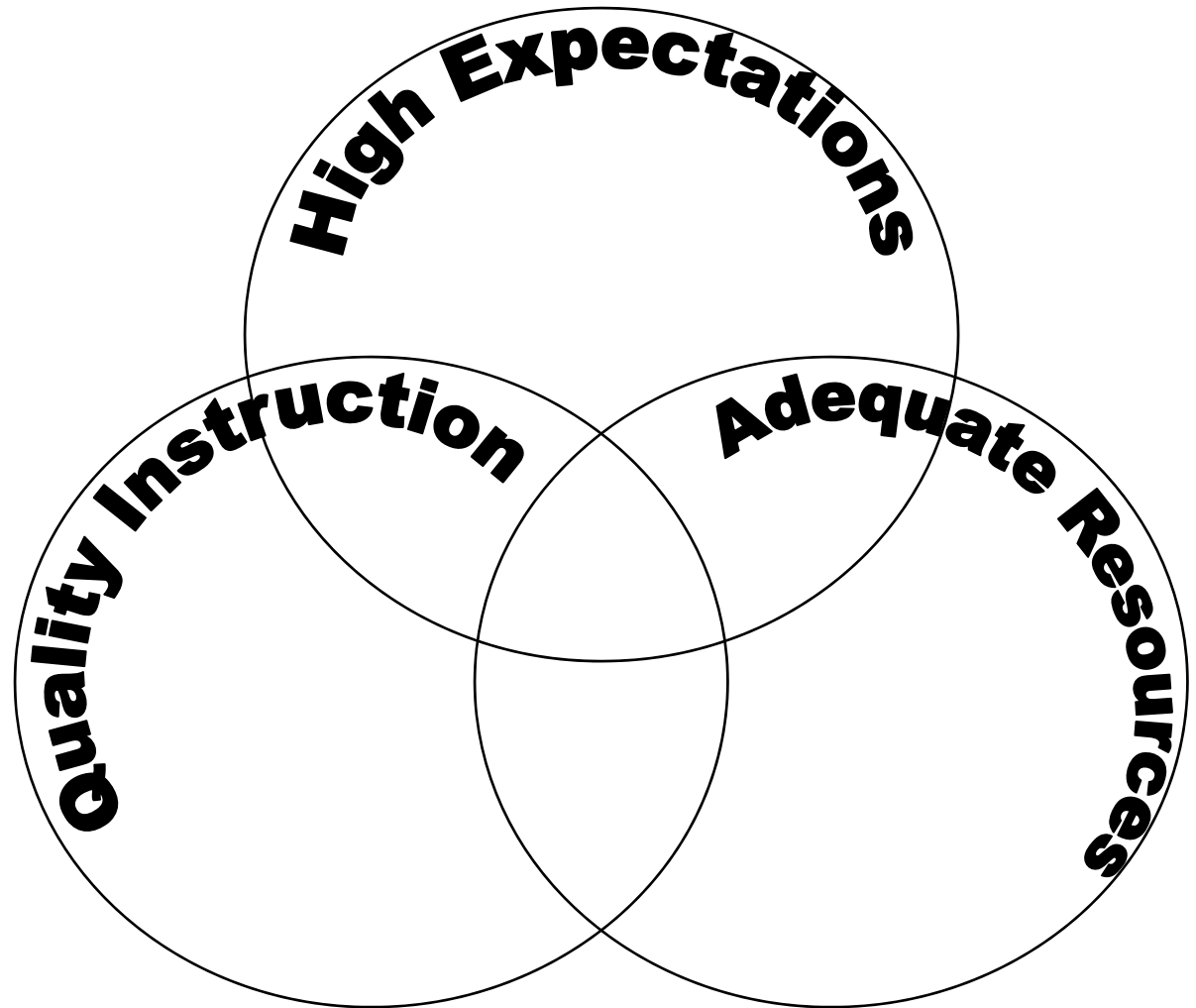
# Three Goals

95% on Grade  
Level

90% Instructional  
Fidelity

90% At Risk  
Identified

80% Not At Risk  
Not identified



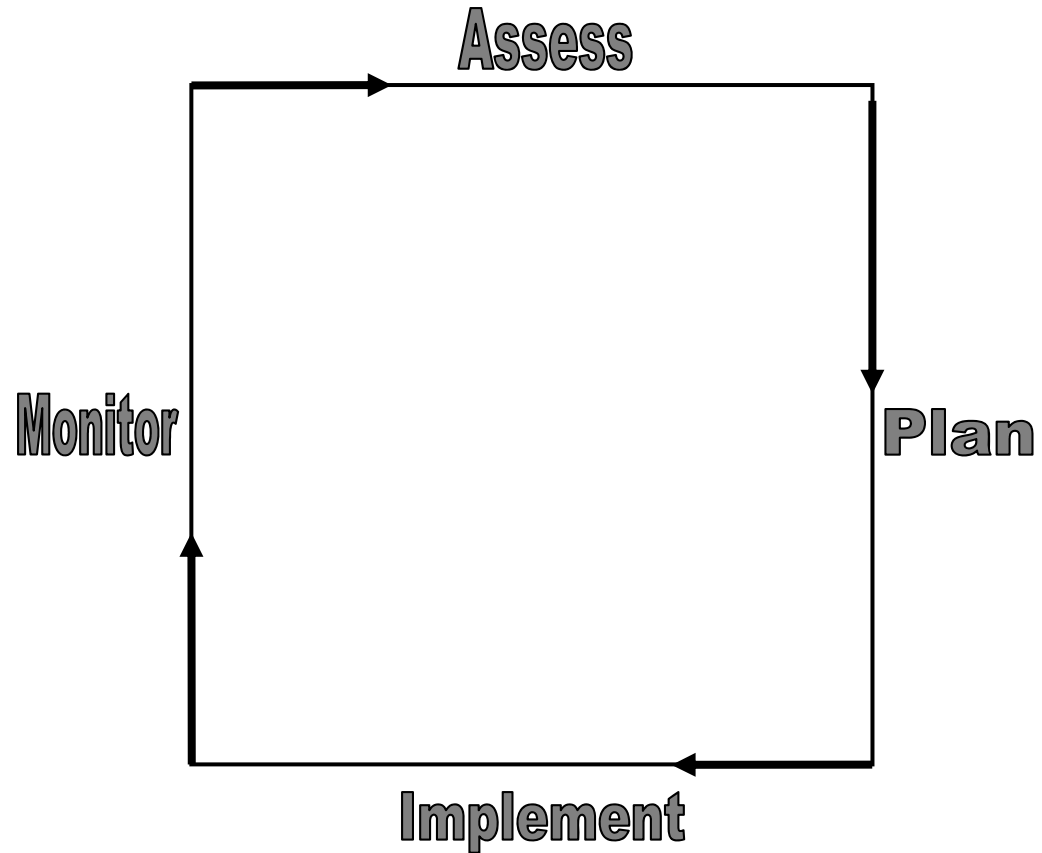
# Four Tasks

Assess: Number of students at or above grade level

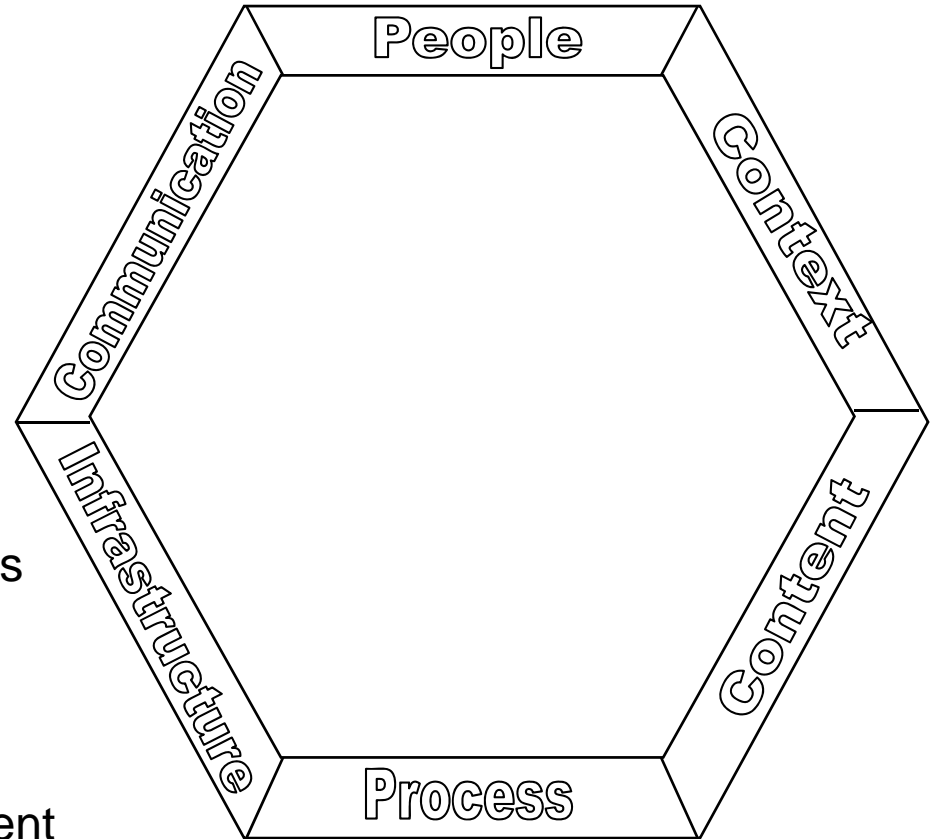
Plan: Instruction for students that need help

Instruct: Based on skill deficits

Monitor: Effectiveness of instruction



# Six Performance Domains



People: Knowledge, Skill, Motivation

Context: Understanding of Vision & Goals

Content: Appropriate Tools

Process: Enhancements & Impediments

Infrastructure: Technologies & Environment

Communication: Collaboration & Problem Solving


# People

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Teach core program to 80% efficacy	Teach small groups	Provide interventionist	Add additional interaction	Change teacher



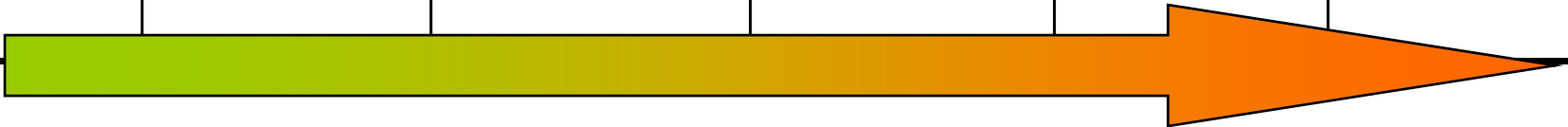
# Context

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Screen all students	Analyze and group	Progress monitor 2-4 times per month	Use decision rules to intensify instruction	Progress monitor every 1-2 weeks



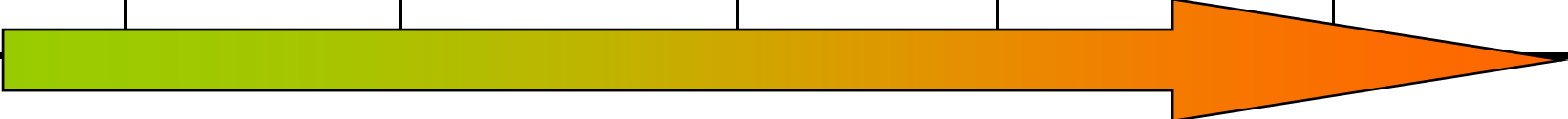
# Content

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Research based core program	Targeted small group activities to teach prerequisite skills	Add supplement intervention	Add 10-15 minute reteach of core concept	Replace intervention



# Process

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Prioritize core instruction	Increase response opportunities	Ensure high correct response rates	Use multisensory strategies to reinforce core concepts	Add another instruction period



# Infrastructure

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Deliver daily in whole group	4-5 students 3-5 days per week	2-4 students 3-5 days per week	1-3 students 1-2 per week	1 student 3-5 times per week
	<b>90 minute block</b>		30 min	15-30 min.	45 min (only intervention)



# Communication

	Tier 1		Tier 2		
Level	1	2	3	4	5 can be Tier 3
	Simultaneous 90 minute block Grade level meetings on whole group	Meet about small groups	Complementary scheduling Meet with interventionist about Tier 2 students	Meet about students receiving this level	Add these students to your agenda every week.



# RtI

**Expectations**

**Instruction**

**Resources**

