

Multi-Tiered Systems Response to Intervention

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Kansas Quotes

- Every child learns and achieves to high standards.
- Every leader at all levels is responsible for every child
- Every child will be provided a rigorous and research-based curriculum
- Interventions will be provided at the earliest identification of need
- Academic and behavioral data will be used to inform instructional decisions

Kansas Data

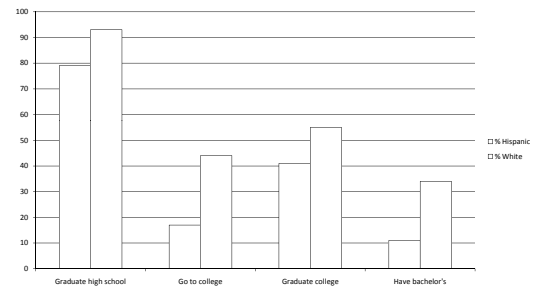
Kansas performs fairly well in preparing its young people for college, but there are large gaps by ethnicity.

Fifty-three percent of college students complete a bachelor's degree within six years.

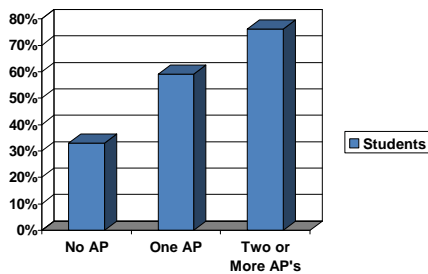
A large proportion of residents have a bachelor's degree, but there are substantial gaps by ethnicity in educational attainment.

Measuring Up 2008
measuringup2008.highereducation.org

Kansas Ethnicity Gap

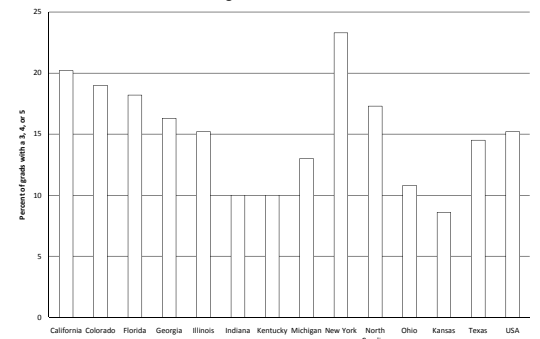


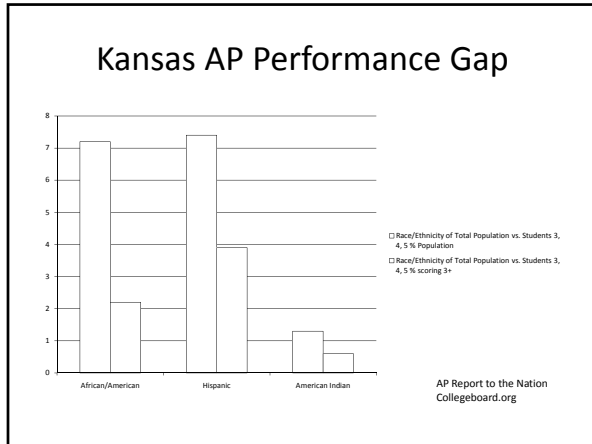
Completion of Bachelor's Degree



Adelman, C.A., 1999

College Board Index 2008





Philosophy

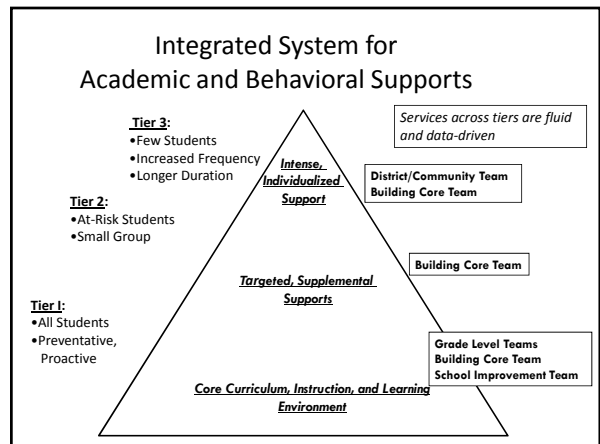
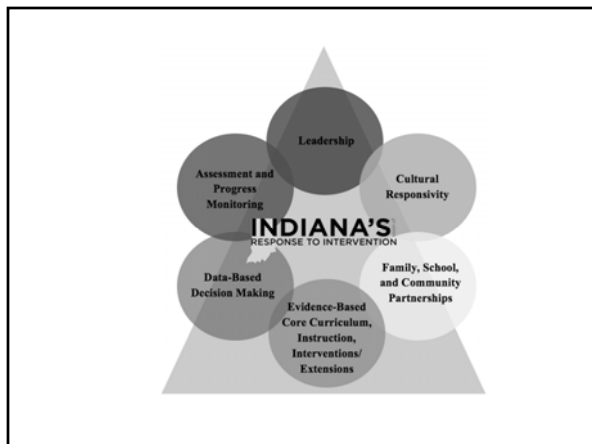
- Schools are responsible for academic growth of all students
- Some students need additional supports to develop to their potential.
- Instructional strategies and curriculum should be matched to the needs of every student.
- “All students” includes those with high ability in one or more domains

Reality

- Differentiation is not widely implemented, is too hard to sustain for most teachers and is not enough for top learners. (84% not)
- Achievement gatekeepers guarantee underrepresentation
- G/T students are the last to receive services and need licensed teachers.
- Advanced opportunities are not available in many schools until high school; by then many gifted students are no longer interested and have few study skills.
- Local decision is for WHO and HOW – not IF G/T students are identified and served, K-12

Response to Intervention or Integrated and Focused System or MTSS

“RtI is a framework for prevention and early intervention which involves determining whether all students are learning and progressing adequately when provided high quality instruction and intervention.”





What about behavior/affective skills?

- + • Appropriate challenge increases engagement with learning activities
- + • Appropriate challenge requires the development of study skills and personal responsibility
- + • Grouping with like ability peers lessens the dissonance of difference and increases appropriate social engagement

MTSS and Gifted Education

- Universal Screening
- Assessment tools
- Collaboration
- Tier based on need
- Parental involvement
- Identification – wide net
- Valid/reliable for high ability (no ceilings)
- ID Committee uses local norms for inclusivity
- Range of services - tier based on need
- Parental involvement

MTSS and Gifted Education

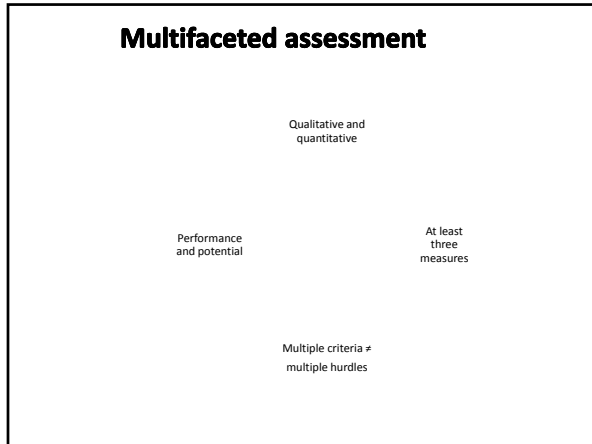
- Instruction differentiated
- Cultural sensitivity
- Systemic, research-based interventions
- Specialists trained
- Progress monitored
- Curriculum compacted & extended; instruction differentiated
- Inclusive by definition
- Systemic, research-based interventions
- Teachers G/T licensed
- Progress monitored

Fidelity and Differentiation for the Gifted

- Fidelity of implementation is the delivery of *content and instructional strategies* in the way in which they were designed and intended to be delivered: accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on the individuals who provide the instruction.
(National Center on Response to Intervention)
- Use the DCOS:
<http://www.bsu.edu/web/DCOS/>

Kansas Definition of Gifted

“performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience and environment.”



- ### MTSS and Identification
- IF
 - you have been using a problem solving team,
 - Collect data from multiple sources
 - Use interventions as part of the screening and assessment process
 - Then
 - MTSS won't necessarily be a big change

- ### Consistency in Program Elements
- Kansas definition of gifted as basis
 - Instruments valid and reliable for use with gifted and that match interventions available
 - Services match definition, match identified need, consistent with G/T research
 - Fidelity of treatment meaning the curriculum is planned and professionals are G/T licensed

Research: Differentiate the Grouping, Curriculum, and Instruction for Gifted

In a synthesis of research, it was concluded that an average of 1/3 to 1/2 an additional year's achievement growth (effect size [ES] = .34 to .49) should be possible when high ability students are grouped and provided with appropriate instruction on a daily basis.

Karen Rogers, 2002

Interventions for Gifted

Acceleration in area of strength	Work with intellectual peers
More in-depth content	Emphasis on critical and creative thinking
Faster pace	Recognition of social/emotional needs

NOTE: You do not have to "cover" all the standards; you just need to show students have mastered the standards.

- ### Planned Differentiation in Programming
- Ability grouping - "honors" classes
 - Resource support
 - Pullout for part-time or enrichment only
 - Resource teacher collaborates with gen ed teachers
 - Cluster grouping - Students with highest abilities put in one class (usually 5-8 students) with other students and licensed teacher
 - Fulltime self-contained for high ability
 - Magnet school for high ability learners
 - Fulltime classes within the school
 - Split grade or ungraded classes
 - Bottom Line: the more hours with targeted differentiation, the greater the achievement gains

IFS/ MTSS works for gifted IF:

- Universal screening is for achievement and potential (services are provided for either and both)
- Addresses strengths as well as challenges
- Assessments are relative to others of the same experiences
- Achievement measures are without ceilings
- Services develop potential
- Interventions/services are systematic and conducted by persons licensed in G/T

Differences: Deficits vs. High Ability

- Goals are not short term.
- Interventions may widen the difference with age peers
- Not as much about discreet skill mastery. May be more application, synthesis, evaluation
- Reduced need for Core Curriculum

- Need to be with intellectual and academic peers
- Assessments and progress monitoring may look very different
- Under-represented students of promise may be overlooked
 - 2e, ELL, Poverty, Underachiever

**Just Say "NO" to
Random Acts of Gifted Education**



**Just say "NO" to
Random Acts of Intervention**

Raise the Bar; Remove the Ceilings

Differentiate in More than the Classroom

- About 2/3 of elementary public school teachers in the U.S. have never had ANY training that addressed any gifted education topics.

Archambault, Westberg, et al. 1993
- Teachers without training tend to overlook disadvantaged, underachieving, and culturally different gifted and talented students

Shack & Starko, 1990; Peterson & Margolin, 1997

Questions to Think About

- Is your GT facilitator or coordinator involved with your MTSS team at the building or local level?
- What does the GT facilitator need in order to be a strong member of the team?
 - Knowledge, resources, supports
- Are high ability learners allowed to take part in the decision making for their own interventions and learning experiences?

National Issues/Trends

- Global Competition
- College Completion
- Ethnicity Gaps
- National Standards
- Growth Models (Full Spectrum)
- Technology Use and Virtual Schools
- Professional Development delivery
- Need for Data