The following is case study based upon *actual* student data (names and identifying information have been changed). As you work your way through this case study, you will be asked to complete sections of course modules, examine data, make decisions about interventions, and explain how you would monitor student progress. Use the resource and references located within module 3 and within this case study to assist you. After you respond to each scenario you will read what *actually* happened as a team of professionals worked through the Response to Intervention Problem Solving Model.

**Case Study**

**Jayden Harper**

**Age:** 8  
**Grade:** 2  
**Ethnicity:** Multiracial  
**District:** District School Board of Dataville County  
**School:** Dataville Elementary 2010/2011  
**Teacher:** You!

**Narrative**

Jayden is an 8 year old boy in the second grade. He qualifies for the Dataville School District Free and Reduced lunch program. He has attended Dataville Elementary School since his kindergarten year. Jayden did not attend a pre-kindergarten program prior to enrollment at DES. He lives with his mother, father, two brothers and three sisters. Jayden is the second child and eldest male. His native language is English although Spanish and English is spoken in the home. His parents work full time in the community. Both are concerned about Jayden’s academic achievement and support his learning at home.
Module 3 Activities

Before we continue with the case……some background information on RTI:

In the past, when a student was not achieving as expected or had difficulty in the general education classroom and a disability was suspected, a referral/evaluation/eligibility process for special education was initiated. However, with the No Child Left Behind legislation, a greater emphasis was placed on addressing the learning needs of all students and providing evidence-based instruction within the general education classroom. With this new emphasis, the need for a problem solving process to address the mismatch between student learning needs and instructional / positive behavior support practices occurring in the general education classroom became apparent. It was also apparent that student learning needed to be closely monitored to insure instructional and positive behavior support practices were effective.

The concept of Response to Intervention (RTI) grew out of these needs. Through RTI, students are provided with evidence-based instructional practices in the general education classroom and their progress is monitored. If a student does not respond to the instruction (does not achieve as expected), additional interventions (in increasing intensity) are given and the student’s response to the intense interventions is monitored. If the student does not respond to the intense interventions, then eligibility for special education may be considered (using the process traditionally used in the past and outlined in IDEIA - this process is reviewed in chapter 1 of the textbook). It should be noted that for some students, special education eligibility could be considered and services provided without first going through the RTI process. These would be students with severe/profound disabilities, students with disabilities identified before entering school or students needing substantial modifications and accommodations. These students would still have access to the general education curriculum but would be supported through special education services.

It is important to note however that RTI is not a special education initiative or a new system to determine eligibility for special education. Through RTI, we no longer have to wait until a student fails or falls far enough behind to create a discrepancy between potential and achievement (old eligibility requirements). All students are monitored from the time they first enter school and are provided interventions if progress is below predetermined expectations. Special education works in tandem with the RTI process and provides additional support to students who need it.

You will need to understand the RTI process before you proceed with data from Jayden’s kindergarten year. Please complete the following steps before moving on.

Step 1: Read RTI Chapter (link to chapter in the “To Prepare” section of the module)
Step 2: Review the document that compares the historical (traditional) referral/evaluation/eligibility process with the RTI model – (link in the module)
Step 3: If you are not familiar with the special education eligibility process, Read Chapter 1 in your textbook
Step 4: View the short video clip Overview of RTI (link in module)
Step 5: View the short video clip Tier 1 (link in module)
Step 6: Proceed with the case study
Jayden’s Case Continued…..

Kindergarten History

Tier 1

Tier 1 progress monitoring and interventions are universal. They are done for ALL children in the general education classroom.

In Kindergarten, Jayden’s general education reading instruction consisted of 90 minutes each day, five days a week, with the Harcourt Trophies series. His general education teacher gave reading instruction to the whole class and to small groups. Six other children were in Jayden’s reading group. Jayden’s and his classmates’ progress was monitored through the Early Screening Inventory (ESI-K). Results and corresponding cut-off scores are below. Cut-off scores determine mastery/non-mastery of a specific skill or learning domain for a given student (Crocker & Algina, 2006, p. 421). These scores are determined by a standard setting committee. The cut-off scores used in Jayden’s progress monitoring were determined by the state department of education.
Note: The ESI-K is a brief developmental screener. The purpose of the instrument, for children aged 4.6 – 5.11, is to identify those that may need additional services in order to perform successfully. Areas addresses within this instrument include: visual motor/adaptive, language and cognition, and gross motor skills. Please see the following website for a description of the ESI-K (http://www.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=PAaESI&Mode=summary) and Meisels, Henderson, Liaw, Browning, and Have (1993) for information on reliability and validity.

Visual motor/adaptive – Fine motor control, eye-hand coordination, visual sequencing, reproduction of two-dimensional visual forms and three-dimensional structures (Meisels, Et al., 1993)

Language and cognition – Language comprehension, verbal expression, reasoning, counting and auditory sequencing (Meisels, Et al., 1993)

Gross motor skills – Large muscle coordination, balancing, hopping, skipping, and imitating body positions from visual cuing (Meisels, Et al., 1993)
It is the end of Jayden’s Kindergarten year. Would you recommend he continue to receive only tier 1 instruction for 1st grade or would you recommend that he also receive tier 2 supports and intervention? Support your answer from what you have learned so far in this module.
In Kindergarten, Jayden scored a 28 in fall, a 35 in the winter and a 45 in the spring which are all above cut scores for each administration of the ESI-K and suggests that Jayden is progressing satisfactorily. Therefore, a decision was made for Jayden to continue receiving Tier 1 instruction as he moved into 1st grade.

Module 3 Activities continued

Information and resources on RTI are available through the National Center on Response to Intervention. Further, information, probes and graphing resources are available through Intervention Central. Please complete the following steps for Module 3 before moving on.

Step 1: View the short video Tier 2
Step 2: Visit the National Center on Response to Intervention
Step 3: Proceed with the case study
Case Study Activities

Grade 1 History

Tier 1

Tier 1 progress monitoring and interventions are *universal*. They are done for *ALL* children in the general education classroom. In first grade, as in Kindergarten, Jayden’s general education reading instruction consisted of 90 minutes each day, five days a week, with the Harcourt Trophies series. Instruction was given to the whole class (of approximately 20 students) and to small groups, with seven students in Jayden’s group. He and his Classmates’ progress was monitored through data from DIBLES. Further, these data were used to monitor Jayden’s progress toward the established cut-off scores through the use of curriculum-based measurement. Data from his Fall Dibles administration are below.

![DIBLES Scores, Fall Grade 1](image)

Note: DIBLES is an instrument designed to measure acquisition of early literacy skills for children in grades K-6. *Cut-off scores* for DIBLES were set by the state department of education. Areas measured include; *Initial sound fluency* (ISF), *Letter Name Fluency* (LNF), *Phoneme Segmentation Fluency* (PSF), and *Nonsense Word Fluency* (NWF) designed to measure phonological awareness, alphabetic principles, fluency within connected text, vocabulary and comprehension (DIBLES data system: Using data to make decisions for students, each and all, n.d.). Please see the following website for a description DIBLES [https://dibels.uoregon.edu/dibelsinfo.php/docs/docs/dibelsinfo.pdf](https://dibels.uoregon.edu/dibelsinfo.php/docs/docs/dibelsinfo.pdf). A copy of the DIBLES risk levels chart follows.

- **Initial Sound Fluency (ISF)** – Identifying and producing the initial sounds of a given word (DIBLES data system: Using data to make decisions for students, each and all, n.d.) Scores reflect the number of initial sounds correct in one minute (Johnson, Et al., 2006)
- **Letter Name Fluency (LNF)** – Number of letters named correctly in one minute (Johnson, Et al., 2006)
- **Phoneme Segmentation Fluency (PSF)** – producing the individual sounds within a given word (DIBLES data system: Using data to make decisions for students, each and all, n.d.) Scores reflect the number of correct phonemes produced in one minute (Johnson, Et al., 2006)
Nonsense Word Fluency (NWF) – Letter-sound correspondence specifically, blending letters together to form unfamiliar "nonsense" (e.g., ut, fik, lig, etc.) words (DIBLES data system: Using data to make decisions for students, each and all, n.d.) Scores reflect the number of letter-sounds produced correctly in one minute (Johnson, Et al., 2006) Oral Reading Fluency (ORF) - identifying and producing the initial sound of a given word (DIBLES data system: Using data to make decisions for students, each and all, n.d.) Scores reflect the number of correct words per minute (Johnson, Et. al., 2006) For a more detailed description of the five areas of reading (Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension) please visit the following website hosted by Dade County, FL (http://www.nms.dade.k12.fl.us/Teacher/TEACHER/Reading%20&%20Language%20Arts/Reading%20in%20the%20Classroom/Activities%20for%20the%20five%20areas%20of%20reading%20instruction.pdf).

The DIBLES risk levels chart is a matrix. It is read in the following manner. First, select the appropriate grade level listed at the top (e.g., First). Following this, select the column with the appropriate DIBLES administration (e.g., Fall 1). Next, select the specific subtest of interest along the left side. In order to determine risk categories, slide your right index finger down from the column indicating grade level. Side your left index finger across the row indicating subtest. Rest both your right and left index fingers where they intersect (the score range cells). Within these cells select the score grouping that best describes the obtained score (the score the child earned on the subtest). Lastly, identify the risk indicator (located at either the far left or right of the
row) where this score falls. For example, a score of 14 on Letter Naming Fluency during the Fall (Fall 1) of First grade would be in the high risk (HR) category.

Jayden’s classroom performance was well below that of his classmates. His Letter naming fluency (LNF) score of 47 letter names per minute and his isolated sound fluency (ISF) score of 34 placed him in the above average category (AA). However, he should have met this goal by the Winter of his Kindergarten year. Jayden’s phoneme segmentation score of 20 phonemes per minute fell in the moderate risk category (MR) along with his nonsense word fluency (NWF) score of 20.

Would you recommend that Jayden continue to receive Tier 1 instruction only or would you recommend that he also receive tier 2 support and intervention? Why? Base your decision upon what you have learned so far in this module.
School staff members decided that Jayden needed Tier 2 instruction and interventions focused on phonemic awareness in addition to the instruction he was getting in Tier 1. Tier 2 instruction and interventions are administered to groups of children, and take place within the general education classroom.

Grade 1 Tier 2

Jayden began receiving Tier 2 instruction during the late Fall of Grade 1. In addition to the 90 minutes of reading instruction he was receiving in the general education classroom each day for tier 1, Jayden also received an additional 20 minutes of small group reading instruction each day from his classroom teacher using the Harcourt reading materials with methodology developed by the Exemplary Center for Reading Instruction (ERCI) http://www.ecri.cc/. In addition, for 10 minutes a day, four days a week, a Title I assistant teacher gave reading instruction to Jayden and four other students using the same protocol.

At the end of the winter quarter, the DIBLES was again administered to Jayden and his classmates. Additionally, Jayden’s progress was monitored through the Harcourt Holistic Listening Comprehension (HHL/C) measures by the Title 1 reading teacher. Results for Jayden are below.

![DIBLES's scores, Winter Grade 1](image)

Jayden’s nonsense word fluency score of 30 was at the bottom range of moderate risk. His oral reading fluency score of 15 words correct per minute with 11 errors was in the high risk category.
Note: The Harcourt Holistic Listening Comprehension (HHLC) measure is the listening comprehension section of the Stanford Achievement Test Series: Stanford 10-Listening assesses listening comprehension with dictated selections and questions that reflect the listening materials children hear in school and outside of the classroom.

Jayden is making some progress in Tier 2 but has not yet demonstrated mastery in all areas. One area of strength shown by Jayden is listening comprehension. He scored above the cut score of 60 on each administration indicating that he comprehends text that is read presented aloud. The RTI team set a goal of 80% across time. It is important to note that Jayden should have reached this level of mastery prior to the Winter of his first grade year. As a result of his progress, it was decided that Jayden would remain in Tier 2 for the spring of his 1st grade year.

Spring of 1st Grade

During the Spring of 1st grade, Jayden continued with Tier 1 and Tier 2 interventions as were implemented in the winter. At the end of the spring quarter, he and his classmates were again administered the DIBLES and Jayden’s progress was again monitored with the Harcourt Holistic Listening Comprehension measure. Jayden’s Results are below.
Jayden’s scores showed some improvement over the winter administration of DIBELS but not enough to meet grade-level expectations. Scores on PSF, NWF and ORF fell within the moderate and high risk categories despite intensive instruction and interventions.

On the HHLC, Jayden’s scores fell within the at-risk range. The Title 1 reading teacher hypothesized that the decrease in Jayden’s scores in listening comprehension was due to the more difficult reading passages that were read to Jayden during the spring administration of the test. Jayden either came near or scored at the cut score of 60 for the administration and did not meet the predetermined goal of 80% accuracy across time. Although the
passages used in the administration of the test in the winter and the spring were all from the Harcourt books on the 1st grade reading level, books 1-4 and 1-5 used in the spring test were more difficult than the books used in the winter test administration (each book in the series builds in complexity of comprehension and vocabulary). The RTI team met to review Jayden’s progress and to make a decision about what should be done next……

Your Try!

What would you recommend for Jayden? Why? Base your decision upon what you have learned so far in this module.
The RTI team decided that Jayden needed more assistance. Although he made some progress in the areas measured by DIBELS, he was still well below what is expected in the 1st grade. Additionally, Jayden’s listening comprehension skills were not improving and keeping pace with 1st grade standards. If Jayden continued with only the current interventions, it was likely that he would fall further and further behind his peers. Therefore, it was decided to provide Jayden with Tier 3 interventions and progress monitoring in addition to the instruction and interventions he was receiving in Tier 1 and 2.

So, what really happened?

Before you go on……..

Please complete the following steps:
Step 1: View the short video clip Tier 3 (link in module)
Step 2: View the multimedia presentation Using CBM for progress monitoring (link in module)
Step 3: Continue on with the case study

Tier 3

Jayden began receiving Tier 3 instruction and interventions in April of his first grade year. For Jayden, a typical week of instruction and interventions included Tiers 1, 2, and 3. Tier 1 included 90 minutes of reading instruction in the general education classroom. Tier 2 continued with 20 minutes of reading instruction per day from Harcourt Intervention using ECRI methodology with his classroom teacher in a small group and 10 minutes with the Title I assistant in a small group four days per week using the same protocol. Tier 3 interventions included targeted one-on-one interventions in phonics/word attack (to target reading fluency) and comprehension carried out by the Title I teacher for 20 minutes per day.

Jayden’s progress was monitored through an Oral Reading Fluency measure, the Harcourt Holistic Listening Comprehension measure and Earobics. Earobics, a software program, which provides early literacy skill
training by teaching the phonological awareness, listening and introductory phonics skills required for learning to read and spell (http://ies.ed.gov/ncee/wwc/reports/beginning_reading/earobics/).

The RTI team set a goal of Earobics and HHLC scores at 80% or more correct across time. Additionally, Jayden was to read 43 words correctly per minute with no more than 4 errors as measured by the AMISweb Oral Reading Fluency (ORF).

**Progress Monitoring for AMISweb ORF**

![AIMSweb ORF Grade 1 chart]

RTI team set Jayden’s goal for increasing his oral reading fluency rate by 1.86 words read correctly per minute, per week (Indicated by the red aim line on the chart). This falls between a **Realistic level** (an increase of 1.5 words read correctly per minute per week) and an **Ambitious level** (an increase of 2.0 words read correctly per minute per week). Scores indicated that Jayden was well below both the **Realistic level** and the **Ambitious level.** Further, Jayden’s scores fell below the end targeted goal of 43 correct words per minute set by the team.
The RTI team set a goal of Earobics and HHLC scores at 80% or more correct across time. Jayden accomplished an average score of 67.5% which is below the target goal and as indicated by the aim line.

On the last two administrations of the HHLC, Jayden’s scores again fell within the at-risk range. Like the previous administrations, more difficult reading passages that were read to Jayden. Again, he either came near or scored at the cut score of 60 but did not meet the predetermined goal of 80% accuracy across time.
Based on these data, what would be your next steps? Should Jayden continue to receive Tier 3 interventions? Should the RTI team investigate the possibility that Jayden may be eligible for special education placement and related services? Or, should Tier 3 interventions be discontinued?
The RTI team that evaluated Jayden’s intervention progress found that the general reading instruction in Tier 1, the small group reading instruction in Tier 2 and the targeted interventions addressing phonics/word attack (for reading fluency) and comprehension in Tier 3 showed limited effectiveness. The team also indicated that an extraordinary amount of resources were necessary to generate a small amount of improvement. Although the team had used a problem solving approach using data to determine Jayden’s areas of instructional need and matched interventions to those needs, Jayden was not responding to the interventions. The team decided that a complete evaluation was needed to further pinpoint Jayden’s needs and to determine why the interventions had not been successful. They requested that the school psychologist conduct a formal, full evaluation of Jayden and scheduled a meeting to review the results once the evaluation was complete to consider Jayden’s need for special education services.

To be continued……..

We will continue with the case in Module 4. Module 4 will first provide you with the background knowledge needed to understand the eligibility criteria for special education services and interpret and analyze the results of formal assessments. Once you have the needed background knowledge, we will continue with Jayden’s case to find out what happens!

Before you move on to Module 4, complete the following:

Step 1: Read RTI in middle and high schools. This document will provide information about what RTI looks like at the middle and high school levels. (link in module)

Step 2: If you would like more information about RTI, go to the “More” section of the module for additional resources and links.

Step 3: Complete the “To Do” assignment for Module 3.
**Additional Information/Resource List**

**AIMSweb Oral Reading Fluency** (Edformation, Inc.)
http://www.aimsweb.com/products/aimsweb_pro.htm
AIMSweb Pro includes assessments and web-based reporting components to provide schools with a 3 Tiered Evidence-Based Progress Monitoring System for universal screening, strategic assessment, determining special services eligibility, and frequent progress monitoring. It utilizes Curriculum-Based Measurement (CBM), an approved and standardized assessment practice.

**DIBELS** (University of Oregon)
http://dibels.uoregon.edu/
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

**Early Screening Inventory (ESI)** (Pearson Early Learning)
http://www.pearsonearlylearning.com/
The Early Screening Inventory-Revised (ESI-R) is a reliable and valid developmental screening instrument that is individually administered to children from 3 to 6 years of age to measure development in three areas: visual-motor/adaptive, language and cognition, and gross motor skills. The ESI-P (pre-school) and ESI-K (kindergarten) identify children who may need special education services in order to perform successfully in school.

**Harcourt School Publishers**
http://www.harcourt.com/
Harcourt School Publishers is an elementary school publisher that develops, publishes, and markets textbooks, electronic/online material, and related instructional materials for school and/or home use.

- **The Harcourt Oral Reading Fluency Assessment.** Using a subset of questions from Stanford 10 (Reading and Listening) the Stanford Reading First assess the five essential components of reading as specified in the Reading First legislation: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. Harcourt Holistic Assessment Books provides authentic literature for assessment of students’ application of reading, writing skills and strategies.

- **Harcourt Trophies** Intervention includes materials (Intervention Resource Kits, Readers, Teacher’s Guides, Practice Books, Skill Cards, etc.) for comprehensive teaching support and supplemental instruction.

- **Harcourt Holistic Assessment** uses the DELV to assess students’ knowledge of speech and language that are non-contrastive (i.e., common across varieties of American English so they are less likely to lead to misidentification).

- **Harcourt Holistic Listening Comprehension** The listening comprehension section of the Stanford Achievement Test Series: Stanford 10-Listening assess listen comprehension with dictated selections and questions that reflect the listening materials students hear in school and outside of the classroom.
References

Chapter 17, Assessment of intelligence: Individual tests. (n.d.)


*DIBLES data system: Using data to make decisions for students, each and all*. (n.d.). Retrieved 2011, from University of Oregon center on teaching and learning:

https://dibels.uoregon.edu/dibelsinfo.php/docs/docs/dibelsinfo.pdf


