

GIFTED EDUCATION AND RESPONSE TO INTERVENTION

KAGE Conference
February 2020

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Marshall County School District

Understand

- The purposes of Rtl and GT/Rtl

Understand

- The structures and processes of GT/Rtl

Understand

- Similarities and differences of Rtl and GT/Rtl

Understand

- The importance of effective core instruction for gifted learners

Understand

- How to implement GT/Rtl within elementary and middle schools

GOALS

Rooted in special education

Developed from studies regarding IQ / achievement discrepancies

Evolved into an approach to identify and service students with reading disabilities

Currently implemented to include identification of low achieving students in reading and mathematics and provide instructional and behavioral interventions

EVOLUTION OF RTI

Built upon structure and processes of RtI

Developed from need of effective identification practices and effective services for high ability students

Evolved into an approach to identify and service students with potential for giftedness including students in federally identified groups

Currently implemented to include identification of high achieving students and to provide instructional interventions

EVOLUTION OF GT/RTI

The more intense the needs, the more intense and long-term interventions are provided

All classroom instruction and interventions are evidence-based and administered with fidelity

Tier 1: General education classroom with differentiated instruction: 80%

Tier 2: Small group interventions for cluster groups of students with comparable needs in addition to Tier 1 instruction: 15%

Tier 3: Individualized instruction in addition to Tier 1 and Tier 2 instruction: 5%

SYSTEM OF TIERED INTERVENTIONS

COMPARISON OF RTI AND GT/RTI

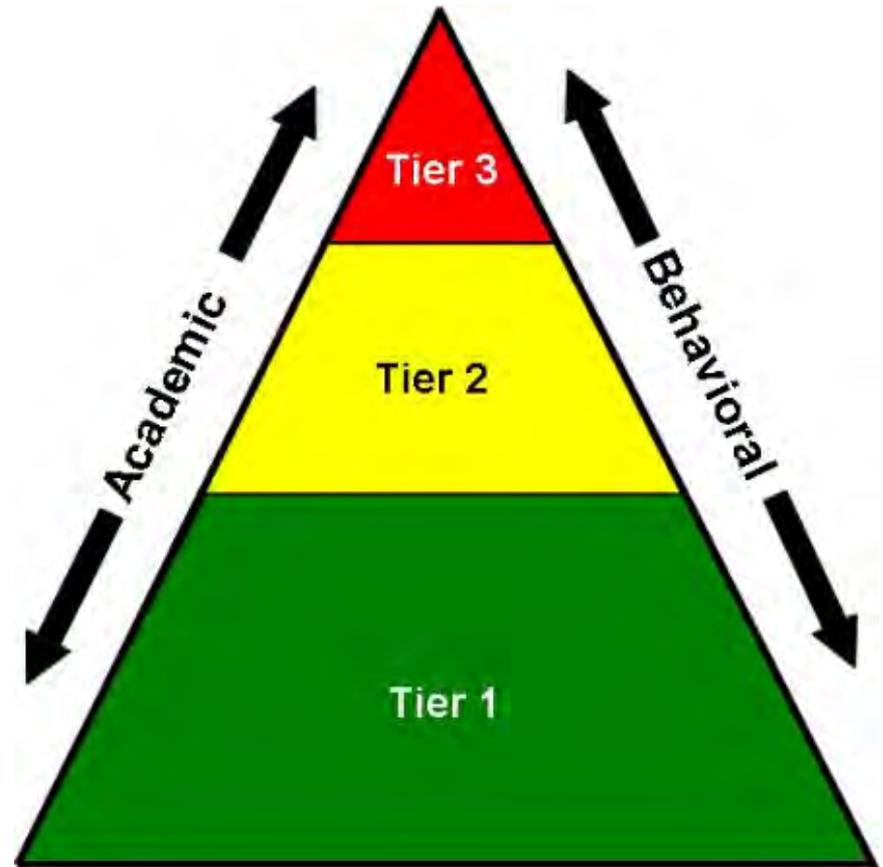
Identify and service students

Tiered instruction of increasing intensity

Evidence-based instruction

Monitoring of student progress

Informed decision making regarding next steps for individual students

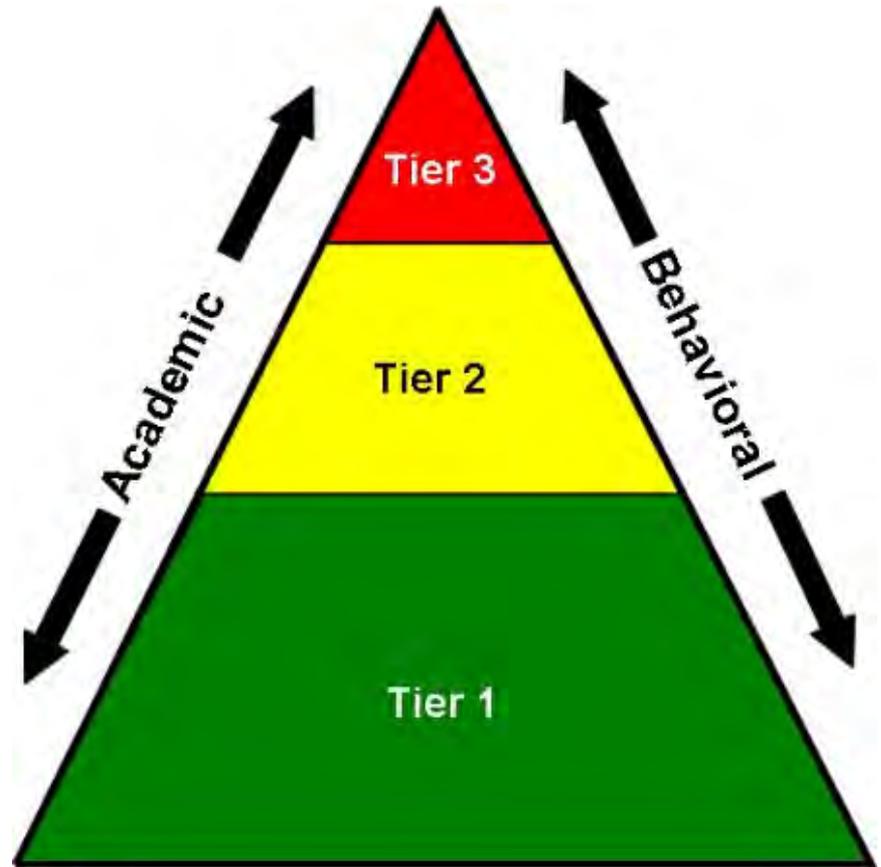


CONTRAST OF RTI AND GT/RTI

Goal is to move students up through the tiers instead of down

Monitoring of student progress may rely more heavily upon classroom performance and responses to interventions, than on data points generated from testing

Tier 2 and Tier 3 interventions do not necessarily need direct instruction from a certified teacher or interventionist



KSI

The Kentucky System of Interventions (KSI) was established by the Kentucky Department of Education

Based on RtI and includes the GT/RtI model

KENTUCKY DEPARTMENT OF EDUCATION

Search

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KDE

ksi

Web Press Releases

- [A GUIDE TO THE KENTUCKY SYSTEM OF INTERVENTIONS](http://education.ky.gov/educational/int/ksi/Documents/KSIRtIGuidanceDocument.pdf)
<http://education.ky.gov/educational/int/ksi/Documents/KSIRtIGuidanceDocument.pdf>
Kentucky System of Interventions (KSI) Intensity of Intervention Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful. ling
- [KSI Resources - Kentucky Department of Education](https://education.ky.gov/educational/int/ksi/Pages/KSIResources.aspx)
<https://education.ky.gov/educational/int/ksi/Pages/KSIResources.aspx>
The content of this page has moved to a new location.Please update your bookmarks.
- [KSI Tiers - Kentucky Department of Education](https://education.ky.gov/curriculum/standards/teachtools/Pages/ksitiers.aspx)
<https://education.ky.gov/curriculum/standards/teachtools/Pages/ksitiers.aspx>
The KDE has developed a guidance document, A Guide to the Kentucky System of Interventions, to provide resources in planning and decision making as districts and schools develop a system of interventions to meet the needs of all students.

COLLABORATIVE STRUCTURE

Gifted education professionals collaborate with general education teachers to identify and serve gifted learners in need of differentiated services

Support for classroom teachers

Administrators present for accountability of GT/Rtl team

Curriculum and instructional practices in the classroom

Gifted characteristics, strengths, weaknesses, social-emotional needs, classroom performance, learning, grades, scores

Anecdotal records for GSSP progress reports

PARENTAL INVOLVEMENT

Sharing information to and from families raises the achievement levels and effectiveness of interventions

Targeted interventions are built upon acquired information regarding interest areas and areas of need (strengths)

Initial GT letter at the beginning of the school year explains GT/Rtl along with the GSSP. GSSP progress reports keep the parent informed

Conversations regarding student growth, compliance with state regulations to identify and service gifted learners, gifted learners within the category of exceptional children, lack of funding, the need for more GT teachers, etc.



Present your case for GT/Rtl to supervisors: Additional funding, additional personnel, and additional resources are not needed. If Rtl time is built into class schedules, additional time is not needed.



Dispel gifted education myths and present facts based on educational research.

Anecdotal records

Scores

Classroom performance

Enrichment opportunities

Acceleration opportunities

BEGIN TO IMPLEMENT GT/RTI

Begin with RtI meetings and discuss performance of GT and PTP students. Principals must be present as teachers are accountable for curriculum and instruction in the classroom.



Is differentiation occurring in core instruction that exposes the high ability students to higher level thinking? Do they have opportunities for enrichment and acceleration?



Enrichment and Acceleration

Bloom's
Taxonomy

Questioning
Techniques

Online
Programs

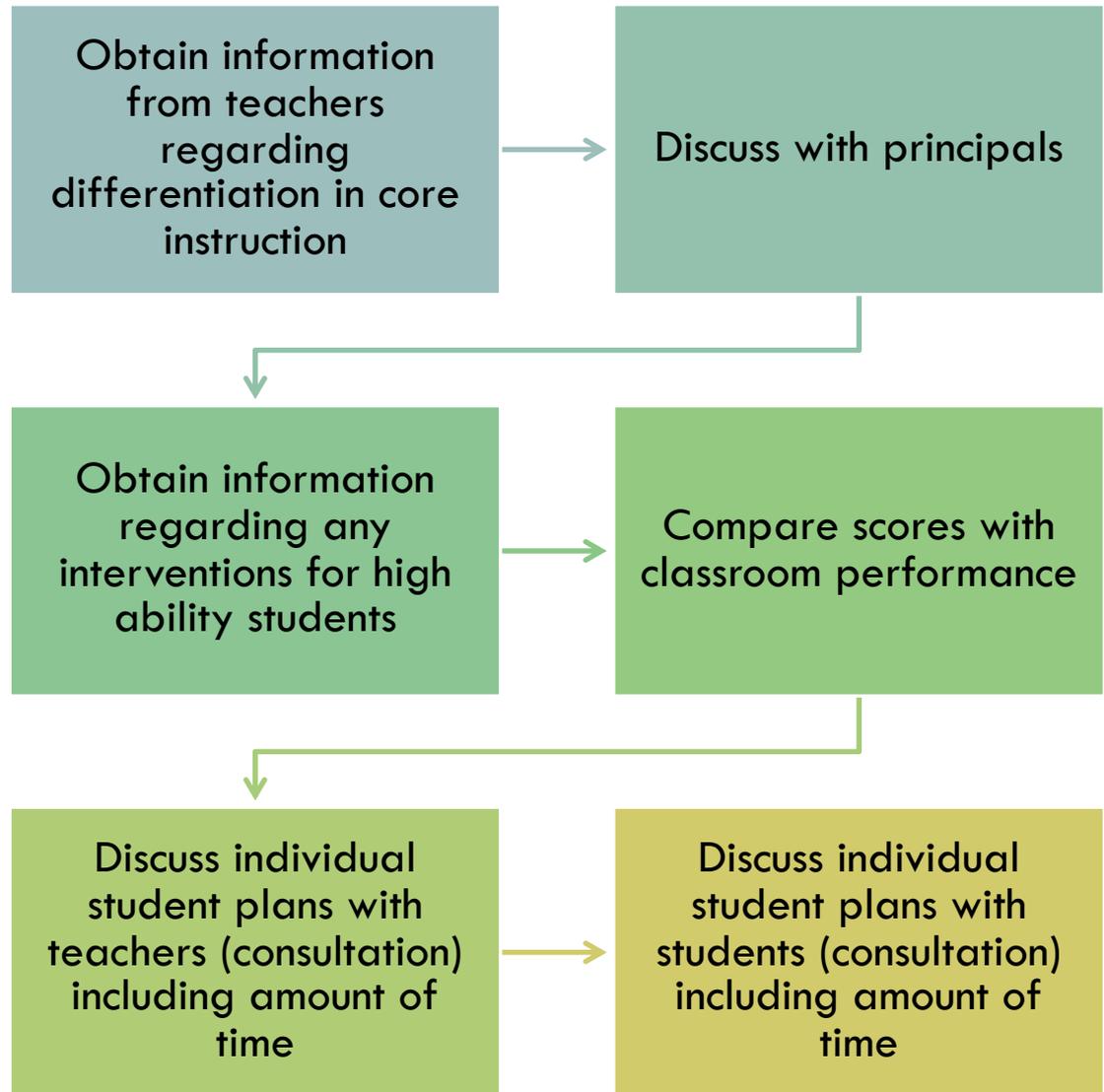
Independent
Research

Acceleration
opportunities

IMPLEMENTATION OF GT/RTI

FORMATIVE ASSESSMENT OF CORE INSTRUCTION AND INTERVENTIONS

CONSULTATION WITH TEACHERS REGARDING GT TIER 3 STUDENTS



Student interests, strengths, and needs are considered before implementing interventions

A diagram consisting of two circles connected by a right-pointing triangle. The left circle is light green and contains text about student considerations. The right circle is light brown and contains text about research-based interventions, including a bulleted list of 'Enrichment' and 'Acceleration'. The connecting triangle is light blue.

Interventions are research-based gifted service options

- Enrichment
- Acceleration

INTERVENTIONS BASED ON BEST PRACTICES IN GIFTED EDUCATION

Documented student progress has a goal of moving a child from a less intensive to a more intensive tier of intervention as a child raises achievement levels



Progress Monitoring



Collected data

Anecdotal records

Assessment Scores

Reports from online programs

Classroom assessments

Performance in the classroom

PROGRESS MONITORING

1st Grade

A	B	C	D
PTP Students	Strengths	Teacher	Comments
02/20/2020			
	Math, ELA	Noah/Robin	2nd grade Reading
	ELA	Noah/Robin	1st grade math, 2nd grade Reading
	ELA	Noah/Robin	2nd grade Reading
			All work with Tanya in math
			All show growth in both areas

3rd Grade

PTP Students	Strengths	Teacher	Comments
2/19/2020			
	CREAT		On level SpEd vision
	MA		On level
	MA		On level IEP Reading
	GI, MA, SCI, CREAT, LEAD		On level
	GI, ELA, MA, SCI, SS, LEAD		On level
	GI, ELA, MA, SCI, CREAT		On level
	MA, SCI, ART		On level

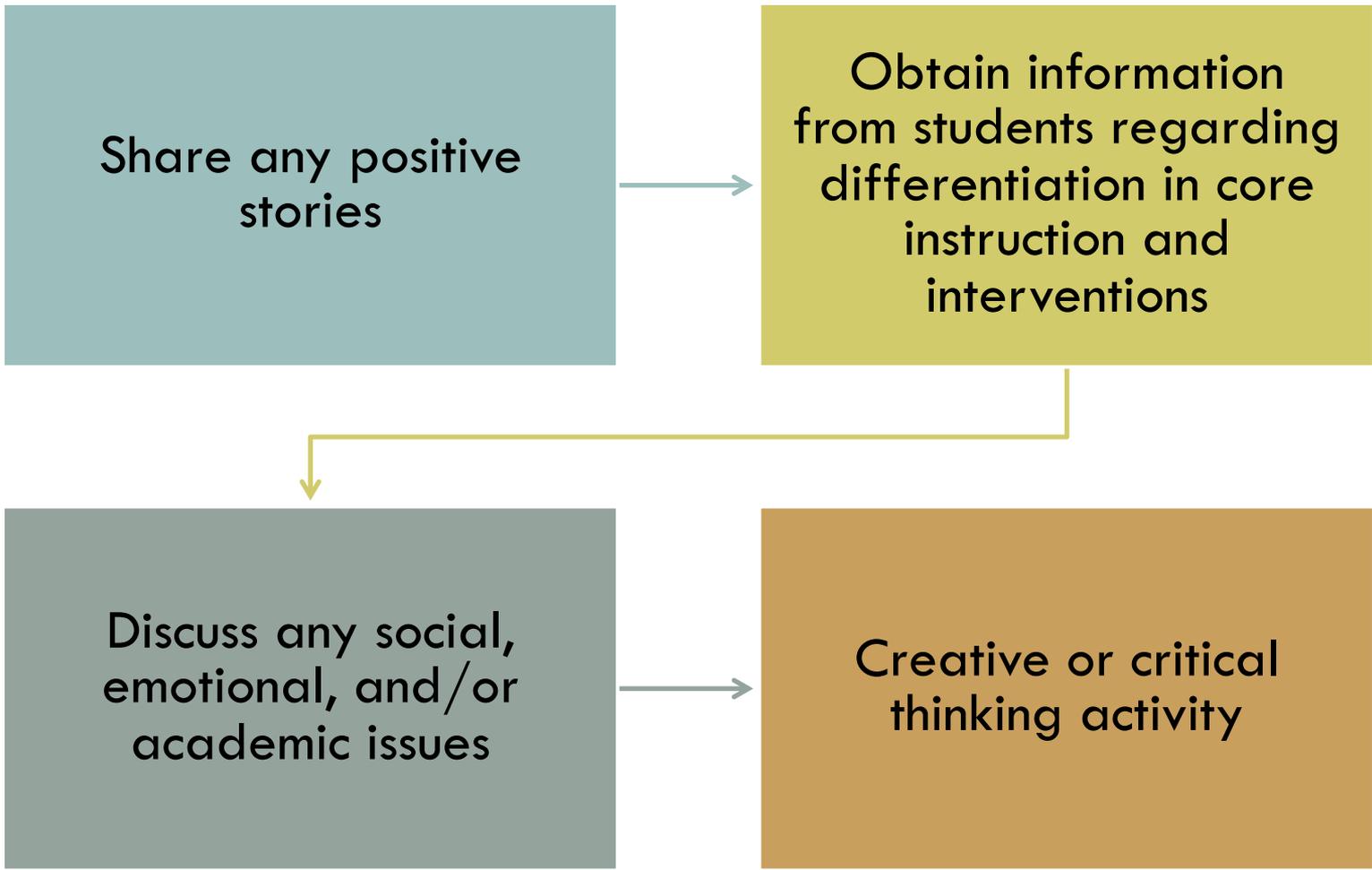
**DIFFERENTIATED
CORE INSTRUCTION
AND
INTERVENTIONS
FOR TIER 1, TIER 2,
AND TIER 3**

Should be research-based

Should provide opportunities
for productive struggle

Should incorporate students'
interests and needs

Should provide exposure to
higher grade level standards



CONSULTATION WITH TIER 3 STUDENTS

02/13/2020			
	ELA		When Lexia is completed, will begin independent research projects. Reading different book club books (different groups in class). Predictions and tic-tac-toe (thoughtful ed). Must think hard.
	ELA		When Lexia is completed, will begin independent research projects. Reading different book club books (different groups in class). Predictions and tic-tac-toe (thoughtful ed). Sometimes it's easy sometimes hard.
	SCI		Went with Mr. Cole one time to help with elephant toothpaste. It was fun. Did not learn anything new.
	ELA		When Lexia is completed, will begin independent research projects. Reading different book club books (different groups in class). Predictions and tic-tac-toe (thoughtful ed). Is leader of the book club. Is challenged, has to think.
	MA		Gabbi is teaching fractions adding and subtracting with like and unlike denominators. And multiplying and dividing. Reflex and Khan. It's much harder than in class.
	MA		Gabbi is teaching fractions adding and subtracting with like and unlike denominators. And multiplying and dividing. Reflex and Khan. Khan is 6th grade level. MIF enrichment is very difficult.
	ART		Not working on artistic tasks during class and works on assignments with everyone else in art class. Bored. Does not like art class.
	CREAT		Mainly uses creative thinking during recess when she makes up games and stories. Depends on assignment in ELA. Could use creativity last year writing narratives.

GT/RTI FOR THE IDENTIFICATION OF PRIMARY TALENT POOL STUDENTS AND POTENTIALLY GIFTED STUDENTS

Strong core instruction provides differentiation: opportunities for all levels of students

Students who are successful with high level lessons and/or score at the 90th percentile are eligible for Tier 2 services

Students who are successful with Tier 2 interventions and exhibit gifted characteristics may acquire three pieces of evidence to be brought before the identification committees

GT/RtI discussions are conducive to educating and discussing students in federally required student groups: ELL, minorities, special needs, and disadvantaged students

RtI Academic Tier Guidelines – Elementary Level Marshall County Schools

RtI Dismissal	Special Education Referral	Tier 3	Tier 2	Tier 1
<p>Tier 3: Four consecutive data points above goal line dismiss to Tier 2</p>	<ul style="list-style-type: none"> ● Four consecutive data points below goal line from Tier 3 progress monitoring. ● Six weeks of Tier 3 intervention logs that follows guidelines. 	<ul style="list-style-type: none"> ● STAR < 10%ile ● Four consecutive data points below goal line from Tier 2 progress monitoring. ● Six weeks of Tier 2 intervention logs that follows guidelines 	<ul style="list-style-type: none"> ● STAR < 25%ile ● AIMS < 25%ile ● < 90% accuracy on RCBM ● Four consecutive data points below goal line from Tier I progress monitoring. 	<ul style="list-style-type: none"> ● STAR ≥ 25%ile ● AIMS ≥ 25%ile ● For students falling above the 25%ile, the bottom 20% can be served for intervention.
<p>Tier 2: Four consecutive data points above goal line AND meets end of year goal - dismiss to Tier 1</p>	<ul style="list-style-type: none"> ● When moving from Tier 2 to Tier 3, consider completing KBIT 2 screening. ● Based on student need, the following may also need to occur between movement from Tier 2 and Tier 3: <ul style="list-style-type: none"> ○ ADHD Screening ○ Behavior progress monitoring (EBD, OHI, Adaptive skills) ○ DD areas progress monitoring 	<ul style="list-style-type: none"> ● Students receive a minimum of 90 minutes weekly. ● Preferred service time: 150 min. per week, per targeted area. ● Group size of no more than 5, preferably 3 or smaller. ● Monitor progress weekly. ● Student must have intervention plan on file. 	<ul style="list-style-type: none"> ● Students receive a minimum of 60 minutes weekly. ● Preferred service time: 90 min. per week, per targeted area. ● Group size of no more than 8, preferably 5 or smaller. ● Monitor progress at least bi-monthly. ● Student must have intervention plan on file. 	<ul style="list-style-type: none"> ● No additional intervention time needed. ● Student intervention plan not necessary. ● Progress monitoring can be completed basis per teacher discretion for movement to Tier 2.

GT/RtI Academic Tier Guidelines – Elementary Level Marshall County School District

GT or PTP Referral	Tier 3	Tier 2	Tier 1	GT/RtI Dismissal
<ul style="list-style-type: none"> - Over 50% of gifted behaviors are documented on the checklist of gifted behaviors on teacher recommendation - Score at or above the 96%ile on one or more progress monitoring assessments for GT - Score at or above the 90%ile on one or more progress monitoring assessments for PTP - Student data from enrichment and acceleration opportunities exhibit advanced learning commensurate with gifted behaviors 	<ul style="list-style-type: none"> - NNR score at or >96%ile for GT - NNR score at or >90%ile for PTP <u>AND/OR</u> - Discuss student performance if below score cutoff - Classroom performance confirms success with enrichment and acceleration options - Behaviors indicative of giftedness <u>are</u> present 	<ul style="list-style-type: none"> - NNR score at or >90%ile for GT and PTP <u>AND/OR</u> - Discuss student performance if below score cutoff - Classroom performance confirms success with differentiated core instruction - Behaviors indicative of potential for giftedness are present 	<ul style="list-style-type: none"> - Implement appropriate differentiation in core instruction for students who indicate mastery of content according to pre-assessments - Watch for characteristics of giftedness in students including ELL, minority, special needs, and disadvantaged students 	<p>Tier 3 Dismiss to Tier 2 if not successful with enrichment and acceleration options</p>
<p>Tier 2</p> <ul style="list-style-type: none"> - Examine special circumstances (e.g.: special needs, minority, ELL, or disadvantaged) - If student is special needs, minority, ELL, or disadvantaged and exhibits potential for strengths, use alternative measures for curriculum and instruction to meet the needs of the student and to foster talent development and potentially identify as gifted. 	<ul style="list-style-type: none"> - Students receive intervention for a minimum of 90 minutes per week, per targeted area - Preferred service time is 150 minutes per week, per targeted area - Group size preferable 5 or smaller - Monitor progress and document weekly results of online programs, classwork, and/or interventions - Consult with GT specialist 	<ul style="list-style-type: none"> - Students receive a minimum of 60 minutes per week, per target area - Preferred service time is 90 minutes per week, per targeted area - Group size preferably 8 or smaller - Monitor progress and document at least bi-monthly results of online programs, classwork, and/or interventions - Consult with GT specialist 	<ul style="list-style-type: none"> - Differentiation occurs for high level learners with effective curriculum and instruction in core instruction - No additional interventions needed 	<p>Tier 2 Dismiss to Tier 1 if not successful with enrichment and acceleration options</p>

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