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Mystery Madness in RtI

WebQuest Description: The purpose of this WebQuest is to explore IDEA and the Response to Intervention (RtI) process . At the end of this WebQuest there is an evaluation to assess your understanding of the RtI methods and procedures.
Grade Level: 3-5
Curriculum: Professional Skills
Keywords: Response to Intervention, RtI, Tier levels, IDEA, Interventions
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Introduction

Solve A Mystery, Save A Child! HELP..... Little Johnny seems to be having difficulty working on grade level when compared to his peers. Johnny is nine years old, and works well with his classmates. His favorite subject is math, and he seems to really enjoy coming to school. So what is the mystery you ask??? Little Johnny has been struggling academically and his overall achievement on the third grade FCAT Reading was a Level 1 and Mathematics, Level 3. Please help solve this mystery!!! Why is little Johnny struggling? What intervention steps should be implemented as a teacher to help little Johnny close the achievement gap between him and his peers? This WebQuest exercise will provide you with the opportunity to learn about the Individuals with Disability Education Act (IDEA) and how to implement Response to Intervention (RtI) in your classroom. You will perform research, answer a few questions and complete an evaluation at the end of this WebQuest. GOOD LUCK and I hope you can solve the MYSTERY surrounding RtI!

Tasks

Your task, if you choose to accept... is to solve the mystery of little Johnny. During this WebQuest investigation you will navigate through the menu and links and gain valuable information regarding the Response to Intervention (RtI) process and IDEA. You will apply the information learned to determine how to appropriately implement the RtI process for Johnny who is struggling academically.   Objective:You will demonstrate your understanding of the IDEA and the RtI process by taking on the role of a detective and conduct research in order to answer some critical questions. Upon completion of this WebQuest Investigation... 1. You will have a better understanding of the procedures for prereferral, referral, evaluation, placement, and related services.2. You will learn how to identify and implement instructional strategies as identified on the Individual Education Plan (IEP) and RtI plan.3. You will learn the procedures for monitoring IEP and RtI plans and conduct meetings.4. You will learn about placement and staffing modules to include least restrictive environment and the advantages and disadvantages of each model.GOOD LUCK!

Process

Description of the InvestigationThe section below will provide you (the detective) with links to websites, videos, and research materials that will deliver you with the information necessary to help you answer questions and get you started on your investigation. Keep in mind, this is not an exclusive list of resources. You are encouraged to acquire your own additional sources. So let's get started...Some Background Knowledge for the Detective   Response to Intervention (RtI) is the practice of providing scientifically based instruction and interventions matched to the students' needs. Progress is monitored frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.   Based on a problem-solving model, the RtI approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. RtI has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts ("What is RtI?," 2012).   Please click on the 2 links below to disover information on IDEA and RtI. As you read, consider what is meant by a multi-tiered process and how IDEA protects students with disabilities.   Website Link: http://www.kidstogether.org/IDEA.htmVideo Link: http://www.youtube.com/watch?v=HWxsI2g5yp8&feature=relatedClues and ActivitiesTeams will be organized in groups of three. Each group of detectives will be assigned two questions to investigate. Teachers will research how these topics apply to the process of specialized education and prepare a short presentation on their findings.   Use the following links to investigate:http://www.fldoe.org/ese/pdf/y2006-8.pdfhttp://www.rtinetwork.org/learn/what/whatisrtihttp://www.pasco.k12.fl.us/library/ese/privateschool/rti_tap_2011.pdf

Evaluation

Solving the Mystery- EvaluationEach individual group of detectives will create a flow chart using the large chart paper and markers provided. The flow chart will illustrate and describe the multi-tiered intervention process that your group will use to help save little Johnny and solve the RtI mystery. *Bonus points- Your group may also add examples of scientifically-based intervention strategies for little Johnny. Your investigation (flow chart) will be assessed based upon the following categories:Is the flow chart easy to follow?Are the order of events accuate? Does it describes a real situation? Is it presented in a clean and orderly manner?

Category and Score					Score
Flow Chart	The flow chart is difficult to follow and is only understandable with a great deal of guidance.	The flow chart has a beginning and an end and requires a great deal of guidance to follow from stage to stage.	The flow chart has a clear beginning and end and requires minimal guidance to follow from stage to stage.	The flow chart has a clear beginning and end and is easy to follow throughout all stages.	4
Accuracy	The flow chart has the RtI process out of order in three or more places and does not have correct branching.	The flow chart has the RtI process out of order in one or two places and does not have correct branching.	The flow chart has the RtI process in the correct order but the branching and paths are not accurate.	The flow chart has the RtI process in order with correct branching and paths that may occur.	4
Real	The process is unrealistic and does not accurately state what each stakeholder will do at each stage.	The process is realistic but does not accurately state what each stakeholder will do at each stage.	The process mostly outlines a real world situation and shows what each stakeholder will do at each stage.	The process accurately outlines a real world situation and shows what each stakeholder will do at each stage.	4
Neatness	Flowchart is barely usable and very difficult to read or follow do to its setup and layout.	Flowchart is not laid out neatly and is difficult to read and follow due to its poor presentation.	Flowchart is mostly laid out in a neat, clean and orderly way. It is able to be used and followed but requires some guidance.	Flowchart is neat, clean, and orderly. It is very attractive and lends itself to ease due to its neatness.	4
				Total Score	

Conclusion

Elementary, My Dear Watson...Congratulation....You solved the mystery!!!During your investigation you have learned to navigate through the RtI process and implement the procedures for your classroom. By using RtI in schools, all stakeholders will benefit. Teachers will receive continous snapshots ofstudent progress by using data to determine whether instructional needs are being met. Educators need to keep in mind, that this is not a quick fix. Rather, RtI is designed to generate consistent communication between all school staff members and parents/guardians and to keep core instruction and learning in the the students' hands.

Teacher Page

     WebQuest was created by Bernie Dodge and Tom March in 1995 at San Diego State University. WebQuest is an activity designed to be inquiry-oriented for the learner in which the information comes from a variety of resources found on the Internet. WebQuests are intended to: use the leaners's time well;focus on using information rather than looking for it;assist learners thinking at the levels of analysis, synthesis and evaluation.   The intention of the WebQuest is to provide the learner with the opportunity to complete authentic projects and use technology to find and present information. A good WebQuest places the power of the Internet behind the topic and eases some of the obstacles teachers may encounter in their attempt to create project-based learning. WebQuests are collaborative activites and tasks where the learner protrays different roles in relation to the authentic problem. The WebQuest provides structure to the investigation of the topic and the Internet is usually the main information resource available. As a result, learners are provided with a "structured" opportunity to successfully navigate a highly "unstructrued" environment such as the Internet. The learner demonstrates their knowledge of the problem by developing and producing a product that shows their comprehension and pontential solutions to the tasks ("What are WebQuests,"2012).   This WebQuest was created for the graduate program at Saint Leo University in the Masters in Education Program. It has been developed to serve as a workshop for teachers and aid their understanding of IDEA and the RtI process. Our WebQuest was designed to be fun and interactive which provides a hands-on experience that allows educators to learn IDEA and the RtI process through quality professional development. Characters Portrayed by:Johnny Cromwell (little Johnny)Rodney McNealy (District Advisor)Coi Owens (ESE Specialist) References(2012, July 15). Retrieved from RTI Action Network: http://www.rtinetwork.org/learn/what/whatisrti(2012, July 15). Retrieved from Kids Together, Inc.: http://www.kidstogether.org/IDEA.htm(2012, July 15). Retrieved from RTI - Response to Intervention: http://www.ritap.org/rti/about/faq.phpAtlas Initiative. (2012, July 15). Retrieved from You Tube: http://www.youtube.com/watch?v=HWxsI2g5yp8&feature=relatedOSEP. (2012, July 15). Retrieved from OSEP Technical Assistant Center on Positive Behaviorial Interventions & Support: ttp://www.pbis.org/school/rti.aspxWhat are webquests? (2012). Retrieved from http://olc.spsd.sk.ca/de/pd/instr/strats/webquest/index.htmlWinn, J. L. (2012, July 15). Retrieved from Florida

Department of Education Bureau of Exceptional Education and Student Services:
http://www.fldoe.org/ese/pdf/y2006-8.pdf
Standards

Credits
Thank you Dr. Wnek for inspiring us and going beyond our expectations of a true educational leader.
Other