Anthony ISD

Response to Intervention Handbook

Rev. 2018

Response to Intervention (RTI)
Web-based Resources

Meadows Center for Preventing Educational Risk/Building RTI Capacity http://BuildingRTI.utexas.org

National Association of State Directors of Special Education, Inc. http://nasdse.org

National Center on Progress Monitoring http://www.studentprogress.org/

National Center on Response to Intervention http://www.rti4success.org/

National High School Center http://www.betterhighschools.org

National Institute for Literacy http://www.nifl.gov/

National Research Center on Learning Disabilities http://www.nrcld.org

Positive Behavioral Interventions and Supports http://www.pbis.org

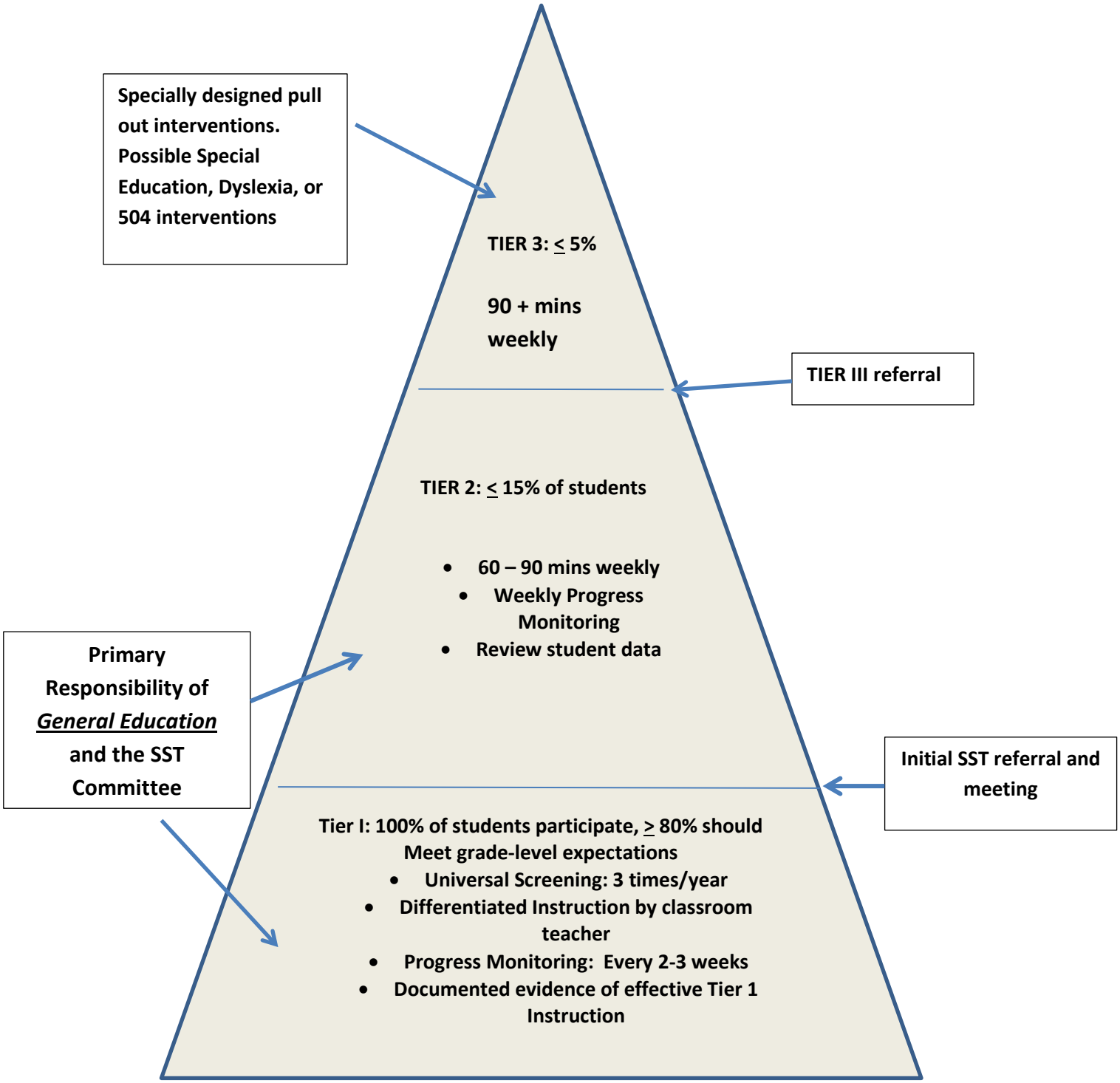
Research Institute on Progress Monitoring (RIPM) http://www.progressmonitoring.net

Scientific Research-Based Instruction (SERC) http://www.ctserc.org/

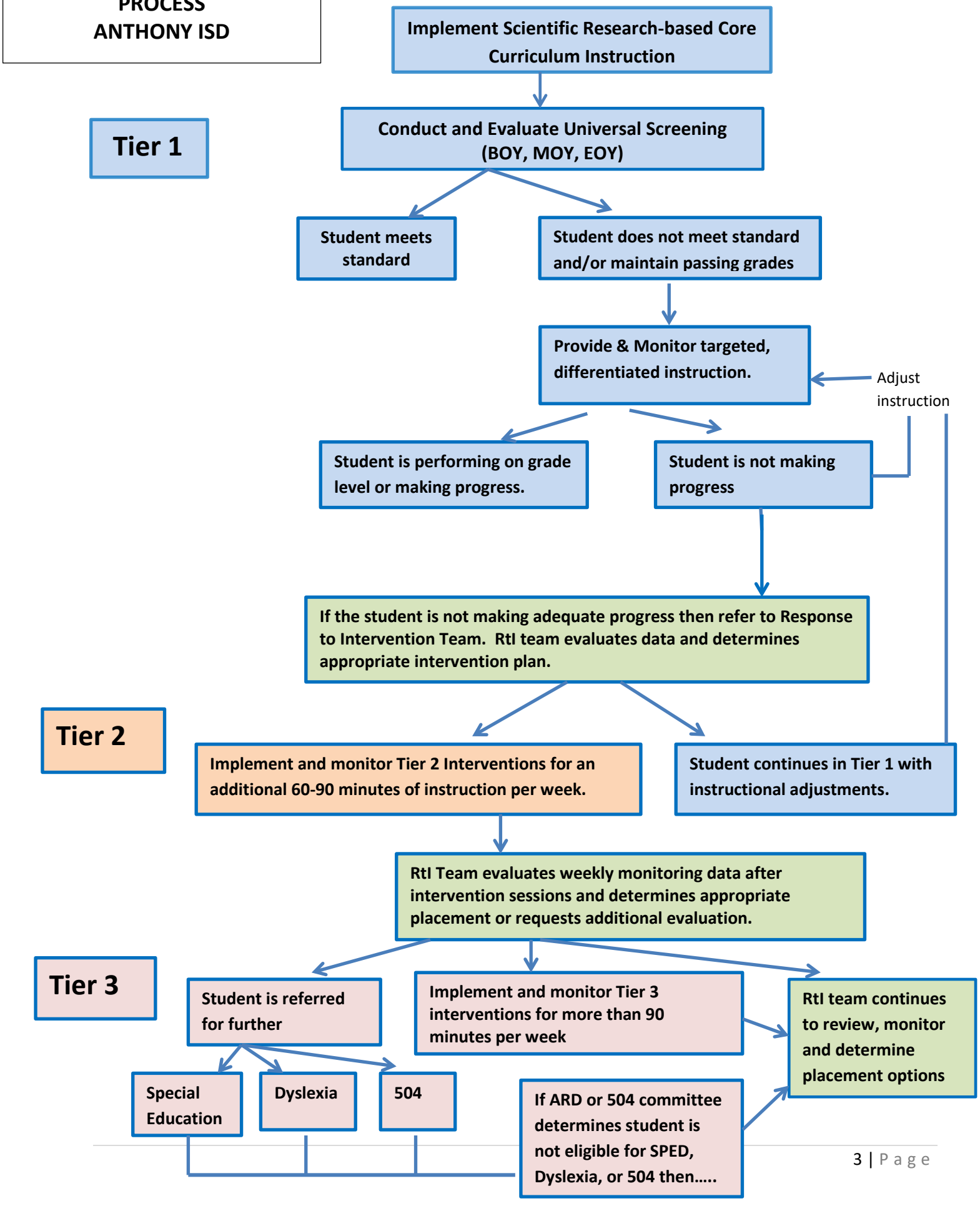
The Access Center-Improving Outcomes for All Students http://www.k8accesscenter.org

What Works Clearinghouse http://ies.ed.gov/ncee/wwc/

ANTHONY ISD RESPONSE TO INTERVENTION



RESPONSE TO INTERVENTION PROCESS
ANTHONY ISD



Anthony ISD Response to Intervention (RtI) Process

Response to Intervention, referred to as RtI, is a ***general education,*** process intended to help children who are having difficulty learning and achieving at grade level. A response to intervention (RtI) model is a framework consisting of 3 tiers for service delivery that is systematic, data-based and focused on identifying and resolving student ***academic*** and ***behavioral*** difficulties. Effective RtI leads to increased student achievement and overall school improvement. RtI is designed to give students additional support before the school district determines if they should be referred for further, more specialized evaluations. The essential components *(www.RtInetwork.org)* of an effective RtI based process are:

- High-quality, scientific, research-based classroom instruction
- Ongoing student assessment
- Data-driven decision making
- Tiered instruction/intervention
- Family-school partnership

Unless the general education system has programs and intervention services, including evidence-based interventions, for all students who are struggling with learning, there is a risk of incorrectly identifying a student as having a specific learning disorder. In order to make a determination of eligibility for special education, lack of appropriate instruction, or limited English proficiency, must be ruled out as causal factors. Educators should be sure that the characteristics exhibited by a student who is learning a second language, or is struggling with a concept, are not confused with characteristics of students with language or learning disabilities. It is imperative to support the fact that all students are general education first, and to recognize that RtI is ***not*** a pre-referral to Special Education. An early intervention process avoids over identification of students who are often forced into special education. The Office of Special Education Programs requires that when identification for a learning disability occurs within the RtI process, the above mentioned essential components must be present and documented.

RtI components include documented intensive interventions, progress monitoring, data review meetings, and fidelity of implementation. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented so that these data are available in the event that a student is referred for a comprehensive evaluation for special education. When **documented**, researched based, prevention and intervention efforts are implemented with fidelity and fail to resolve learning problems, then, referral to more specialized programs is warranted. Special Education eligibility requires both disability and a need arising, from the disability, for a specially designed curriculum and related services.

Anthony Independent School District's RtI model reflects the 3-tier model as described below:

Tier 1:

High quality core instruction for all students in general education, implemented by the general education teacher. Interventions at this level are referred to as primary interventions and are school/classroom-wide systems that are in place for ***all*** students. This tier should adequately serve about 80% of the student population. Students remain in Tier 1 throughout the school year, unless they are not making adequate progress within the general education curriculum. The teacher uses different strategies and/or materials to address all students. The use of documented, scientifically based programs and practices ensure that student difficulties cannot be attributed to inappropriate or ineffective poor-quality classroom instruction.

1. Implement high-quality, scientifically research based core curriculum and address the following:
    A. Environment
    B. Instruction
    C. Assessment
2. Conduct, compile, and evaluate Universal Screening 3 times per year (Fall, Winter, Spring)
    A. Teachers evaluate data
    B. Review data at PLCs
3. If the student is successful and meets standards, continue to implement the Core Curriculum.
4. If any student does not meet standard on the Universal Screening and/or grade level standards, provide targeted, differentiated instruction in a small group *within the classroom setting.* For speech concerns, consult with the SLPA to identify targets.
5. Monitor and document the progress weekly.
6. If the student is successful, return to the general core instruction and continue to monitor.
7. If the student is NOT being successful and DOES NOT meet the standard after documented intervention, refer to the RtI Team.

The RtI Team evaluates progress monitoring data and recommends:

- Return to Tier I small group interventions (adjust instruction) OR
- Move to Tier 2 (initiate an RtI plan w/ folder, and letter to parents)

Tier 2:

Interventions at this level are referred to as secondary interventions. This tier should adequately serve about 15% of the population of students within the school, those for whom Tier 1 is not enough. Students who did not meet the standards on Universal Screening should be given Diagnostic Assessments, which will provide information into specific skills that should be targeted. These assessments will also guide the grouping of students, for focused, targeted and extended interventions. Tier 2 interventions are intended to remediate the student's deficits and promote participation in the general education curriculum. Students receive more intensive, documented, focused intervention in a small group (usually 3-5), or one to one.

1. Additional 60-90 minutes of small group instruction per week above the Core instruction time.
2. Scientific researched based interventions are implemented with fidelity, and documented, as well as verified.

3. Interventions may be delivered in class or pull-out. Parents must be aware of the plan.
4. Weekly Progress Monitoring with documentation.

The RtI Team evaluates progress monitoring data weekly and recommends:

- Student returns to Tier I OR
- Adjust Tier 2 intervention plan

5. Student continues to receive TIER II interventions with progress monitoring.

The RtI Team evaluates progress monitoring data and recommends:

- Student returns to Tier I OR
- Student continues in Tier II OR
- Student is referred for Tier 3

Tier 3:

Interventions at this level are referred to as tertiary interventions, and are more intensive than Tier 2 interventions. Tertiary interventions are specialized individualized systems for students who require more intensive assistance. This tier should serve about 5% of the population of students within the school, those for whom Tiers 1 and 2 are not enough. Tier 3 may mean that student receives special education services, but Tier 3 interventions ***do not*** automatically mean that the student will be assessed, and may qualify for special education.

1. Student ***may*** be evaluated by assessment staff.
2. Additional 60 minutes per day of additional instruction in addition to regular education curriculum in reading and math.
3. Instructor determined by the assessment team.
4. Progress continues to be monitored, documented and reviewed. The student is then placed in the appropriate instructional setting.
5. Parents must be included in the RtI team meetings.

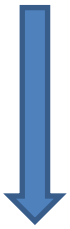
Recommended RtI Team Members

- Administrator
- Teacher of record (bringing concern)
- Instructional Coach
- Counselor
- Teacher(s) knowledgeable about student (i.e. Grade Level Teacher)
- Parent

RESPONSE TO INTERVENTION FLOW CHART

TIER 1: ALL STUDENTS

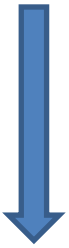
Tier I Interventions: Using data from Universal Screeners, target students who didn't meet standard. Differentiated, more focused, intensive instruction in small groups within the classroom is documented. Prepare an RtI Folder, with Intervention Plan, collect and compile data.



TIER 2

10 - 20% OF STUDENTS – TARGETED INTERVENTIONS

Tier II Interventions: Send letter to parents. Obtain signed consent to administer a Diagnostic Screener. Continue documenting in student's RtI folder. Data is collected, progress monitored, fidelity is documented and interventions are adjusted based on data from Diagnostic Screeners. Possible referral to Tier III. If Tier III referral is made, the RtI referral to TIER III form must be completed, and letter sent to parents.



TIER 3

3-5% of students – intense interventions

Interventions continue and are documented while possible referral is made. TIER III interventions are administered by specialists, interventionists, or special education staff. Documentation continues, annual review (minimum) determines continuation, or return to previous TIER.

ADDITIONAL RESOURCES

WHAT IS DIFFERENTIATED INSTRUCTION?

At a very basic level, differentiated instruction consists of the efforts of teachers to respond to the variance among learners in the classroom. When a teacher reaches out to an individual or small group to vary his or her teaching style in order to create the best learning experience possible for every student, the teacher is differentiating instruction. Differentiated Instruction is a method that can be used in Tier 1 to ensure all students are receiving instruction at their level, and according to their learning style.

Teachers can differentiate at least five different dimensions, based on student readiness, interest, or learning profile: (1) ***content*** – the knowledge and skills included in our instruction; (2) ***instructional delivery*** – the features of effective instruction; (3) ***time*** – the amount of time spent within and across dimensions; (4) ***grouping formats*** – utilizing different grouping formats to differentiate instruction; (5) ***materials*** – use evidence based instructional materials.

For more information on differentiating instruction please see:

www.centeroninstruction.org

www.buildingrti.utexas.org

ANTHONY ISD INTERVENTIONS

(Content/Instructional Delivery/Time/Grouping Formats/Materials)

- **READING A – Z**
- **GUIDED READING**
- **DIFFERENTIATED INSTRUCTION (give examples)**
- **PEER TUTORING**
- **DECODABLE READERS**
- **BALANCED LITERACY STRATEGIES**
- **INCREASED IMMEDIATE/CORRECTIVE FEEDBACK**
- **DRILLING**
- **CHORAL RESPONDING TECHNIQUES**
- **PHONOLOGICAL AWARENESS ACTIVITIES**
- **PHONICS**
- **FLUENCY ACTIVITIES**
- **VOCABULARY ACTIVITIES**
- **COMPREHENSION STRATEGIES**
- **SCAFFOLD INSTRUCTION**
- **EXPLICIT INSTRUCTION**
- **MODELING**
- **INCREASED TEACHING TIME**
- **SMALL GROUPS**
- **PARTNERS/PAIRS**
- **ONE TO ONE**
- **INDEPENDENT ACTIVITIES**
- **DECODABLE READERS**
- **MANIPULATIVES**
- **RENAISSANCE INTERVENTIONS**
- **I STATION INTERVENTIONS**
- **VISUAL SUPPORTS**
- **THINKING MAPS**
- **TECHNOLOGY APPLICATIONS**
- **QUESTIONING STRATEGIES**
- **BEHAVIOR CONTRACTS**
- **REWARD SYSTEM**
- **RE-TEACH**