Response to Intervention (RtI) Implementation/Resource Manual

Russell Independent Schools

Our mission is to inspire and empower all students to reach their maximum potential: one student, one lesson, one day at a time.

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Appendices

What is RtI?

Response to Intervention/Kentucky System of Interventions is a state and federally funded mandated system of tiered, research supports interventions designed to address the needs of low-achieving regular education students. RtI must be implemented with fidelity before a student suspected of having a disability (Specific Learning Disability, Other Health Impaired, Developmental Delay, Emotional Behavioral Disability, orMild Mental Disability) can be referred for a Multidisciplinary Team evaluation.

RtI is….	RtI is not….
▪ About Instruction	▪ Just about interventions
▪ An initiative that supports general education school improvement goals	▪ A pre-referral system for special education
▪ A method to unify general and special education in order to benefit students through greater continuity of services	▪ An individual teacher, classroom, or class period
▪ Focused primarily on effective instruction to enhance student growth	▪ Focused primarily on disability determination and documented through a checklists
▪ A system to provide instructional intervention immediately upon student need	▪ A method for just increasing or decreasing special education numbers

What is the goal of RtI?

Implement and monitor core instruction with the goal of achieving 80%-90% proficiency with 80%-90% of students.

This goal can be applied to any assessment or assignment administered from the district level to the classroom level.

By using data to dynamically inform, group, and adjust instruction in Tier I (Core instruction), resources, and instructional supports are applied in Tiers 2 (small group) and Tier III (additional small group/individual instruction) in order to intervene with the most intensive students.

When do we have to implement RTI?

While there are no timelines specific for the implementation of RtI/KSI, there are requirements in the regulations for exceptional children that one must consider. Pursuant to 707 KAR 1:300 under Child Find there are specific requirements under Section 3. Referral System. Also, in 707 KAR 1:310 there are provisions for a local school district to use RtI to determine a child eligible as having a specific learning disability. This will also be dependent on your local district policies and procedures for exceptional children.

What is an Intervention?

Definition: An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student's classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention:

- Must involve <u>instruction</u>.

- Must be provided in a small group or individually.
- Must be in addition to **not** in place of the general curriculum.
- Must be provided consistently a minimum of three times a week over a period of at least 6 weeks.
- Shall not be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

An Intervention Is **Not**:

- Completing a form
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- In or out of school suspension
- Small group or any other instruction, **if** the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning
- Other accommodations, modifications, or differentiation (see pages that follow for definitions)

An Intervention is what a classroom teacher, or another designated and **trained** interventionist, **implements** with a student. An intervention is the specific **instruction** provided to meet the student's academic or behavioral needs (program/lessons/strategies that are taught).

What are Accommodations?

Accommodations are changes to <u>the way</u> a child is expected to learn or how he/she is tested. Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the <u>same standard</u> of performance as all general education students.

- Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting.
- Accommodations are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Accommodations do not reduce learning expectations.
- Accommodations can be provided for:
    - Instructional method and materials
    - Assignments and assessments
    - Learning environment
    - Time demands and scheduling
    - Special communication systems
- Examples of Accommodations:
    - Reading a test to a student (with no additional help).
    - Allowing extra time to take the same test or complete the same assignment
    - Signing an assignment book
    - Breaking down work into smaller segments, but still expecting all elements to be completed

- Staying after school for homework help
- Preferential seating
- Providing an extra set of books at home
- Home-School communication journal
- Books on tape
- Paraphrasing directions
- Extended time
- Behavior modification strategies, manipulatives
- Assistive technology

What are Modifications?

Modifications are changes to <u>what</u> a child is expected to learn. Modifications are changes that actually <u>lower the standards</u> of performance.

- Modifications are substantial changes in what the student is expected to demonstrate.
- Modifications may be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments.
- Modifications can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level.
- Examples of Modifications:
  - Reading a reading test to a student
  - Reading a test and rewording/re-explaining questions on the test
  - Changing multiple-choice answers from 4 to 3 options
  - Shortening a spelling test or other assignment
  - Using a different grading scale for a student
  - Reducing homework/number of assignments to be completed
  - Same curriculum standard at a lower grade level

What is Differentiation?

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core instruction at TIER 1. Differentiation may involve a combination of Accommodations and Modifications. It may also include additional small group instruction and/or purposeful design of instructional centers within the classroom.

- Examples of Differentiation:
  - Ability grouping students for small group reading during the literacy block and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit.
  - Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

What is a Universal Screening?

A universal screening is a process of tracking a student's performance through formal and/or informal assessment measures to determine progress in relation to benchmarks; related directly to student learning standards. Those students

whose test scores fall below specific cut scores or 4th stanine or lower are identified as needed more specialized academic interventions. Universal screenings usually take place three times a year (fall, winter, and spring). Russell Independent will be using a computer based screener

Tier 1 Core

Focus	All Students
Program	Research-Based Instruction aligned with Common Core Standards
Grouping	Multiple flexible grouping formats to meet student needs
Time	45-90 minutes per core subject; 6 weeks or as determined by need
Assessment	Benchmark assessments at the beginning, middle, and end of the academic year; Ongoing formative assessments in the classroom setting
Personnel	General Education Teacher
Setting	General Education Classroom

The focus of Tier I Instruction is to organize and provide instruction for all students so that most students achieve 80%-90% proficiency on grade level skills and/or concepts AND score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as district-wide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting. Grouping formats are flexible depending on the data and encompass a variety of whole group, small group, and independent work, based on the instruction and/or student needs for differentiation within core instruction.

Tier I instruction involves classroom interventions and extensions, including research-based approaches and/or strategies, provided by the general education teacher, that serve to differentiate and/or adjust the task to better match students individual needs – based on his/her response to the classroom assessments. When students do not respond to Tier I instruction, these students may be considered for supplemental or intensive intervention in addition to what all students receive in the core program (Tier II instruction).

Decision-Making Rules for Movement from Tier I to Tier II
Collaborative Teaming (recommendations)
- ☐ Grade Level RtI Team - Meet to discuss student response to core instruction as measured by benchmark assessment or Tier I progress monitoring. Progress monitoring is defined by the measurement of the **same** skill over time but with various forms. Norm-referenced curriculum based measures may be used as a progress monitoring tool while teacher made probes can also be used on an as needed basis to inform progress.
- ☐ Use assessment data to evaluate, plan, and monitor differentiation/intervention/strategies within Tier I.

Data Analysis
Students identified for Tier II and/or Tier III instruction may be determined by one of the following:
- ☐ Performance below the 25th percentile on a benchmark assessment,
- ☐ Four consecutive data points below the 25 percentile goal line from Tier I progress monitoring

Behavior Component (non-academic)
- ☐ Refer to Appendices B or Hawthorne Behavior Intervention Manual
- ☐ Screening for Tier II (15% of students) Teacher nominations (2 or 3 from each class identifies 10-15%)
- ☐ Office referrals

Tier II Supplemental/Targeted

Focus	For students identified as falling below the 25th percentile on benchmark assessments or those students who have not responded to core instruction as evidenced by four consecutive data points below the goal line from Tier 1 Progress Monitoring
Program	Research-based programs, strategies, and/or procedures designed to _supplement_ Tier 1 and _target skills that require intervention in order to make progress toward mastery of grade level Common Core Standards._
Grouping	Targeted Small Group
Time	Applied research based strategies are given per targeted area, a minimum of 60 minutes weekly, with a preferred services time of 90 minutes weekly
Assessment	Progress monitoring of target skill every two weeks
Personnel	Personnel determined by the school that has been trained in implementing the intervention (classroom teacher, a specialized teacher, assistant, etc.)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

The focus of Tier II Instruction is to provide **supplemental** instruction for students who are performing below grade level expectations **and** have not responded to core plus differentiated instruction and/or classroom interventions. This should comprise approximately 10% to 15% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The instruction is given in a small group format consisting of students with similar difficulties. **_*Time and grouping formats may differ depending on schedule and available personnel_.** The intervention(s) and progress monitoring tool(s) **must** match the area of concern and be monitored for student growth, as well as for fidelity.

Decision-Making Rules
Collaborative Teaming (recommendations)
- Grade Level RtI Team Meet monthly to discuss student response to Tier II interventions
- Update Student RTI Documentation Form (Form A,
- Students can move to Tier III when they have continued to not make progress based on progress monitoring data
- Consider additional steps that may need to take place according to the district's Special Education Referral process
- A minimum of 3 interventions is recommended before placing in Tier III

Behavior Component (non-academic)
Refer to Appendix B and Hawthorne Behavior Intervention Manual
- **Tier II Interventions** (All in group) Social skills training, peer/adult mentoring and mediation program, anger management training, attention-control training, self-concept, divorce groups, behavior contracts, etc. (program examples: Anger Management Program, Coping Power Program, Art of Self-Control, Violence Prevention Curriculum for Adolescents, Ripple Effects for Teens, Check and Connect)

Necessary Components
- Documentation that the intervention has been implemented with fidelity (Form A, pg. 31)
- Each intervention required
- A minimum of 3 interventions is recommended before placing in Tier III.
- A goal must be written and progress monitoring documented (Form A, pg.31)

Tier III Intensive

Focus	For students identified as falling below the 10th percentile on benchmark assessments or those students who have not responded to Tier II supplemental instruction as evidenced by ......consecutive data points
Program	Research-based programs, strategies, and/or procedures designed to *supplement* Tier I and Tier II *target skills that require intervention in order to make mastery of grade level Common Core Standards*
Grouping	One on one or additional small, targeted group
Time	Must occur in addition to the core instruction
Assessment	Progress monitoring of target skill on weekly basis
Personnel	Personnel determined by the school that has been training in implementing the intervention (classroom teacher, specialized teacher, assistant)
Setting	Appropriate setting designated by the school; most likely occurs outside of the classroom

The focus of Tier III Instruction is to provide intervention **in addition to** core instruction and Tier II group time for students with the most significant difficulties. This should comprise approximately 5% to 10% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and is likely provided in a setting outside the general education classroom. The instruction is given in a small group or individualized format consisting of few students with similar difficulties. *Time and grouping formats may differ depending on schedule and available personnel.* The intervention and progress monitoring tool **must** match the area of concern and be monitored for student growth, as well as fidelity.

Decision-Making Rules

Collaborative Teaming
- Grade Level RtI Team
  - Meet monthly to discuss student response to Tier III
  - Document progress toward goal (Form A, pg. 31)
  - Consider additional steps that may need to take place according to the district's Special Education Referral process

Necessary Components
- Documentation that the intervention has been implemented with fidelity (Form A, pg 31)).
- Intervention has been implemented for a period time resulting in 8-12 data points using benchmark and/or teacher probes.
- Each intervention requires 3 probes to be below the goal line before changing to a different intervention.
- A **minimum of 6 weeks** of interventions must occur before referral.
- A **minimum of 3** interventions is recommended before referral.
- Student Intervention Documentation Form must be completed before referral can occur (Form A, pg.31)

What are the Goals, Roles, and Responsibilities of the RtI Team?

Introduction
The Response to Intervention Team was designed to assist in problem-solving and to examine additional data for individual students who are struggling academically and/or behaviorally. The task of the RtI Team is to conduct a problem-solving process such that all student factors are considered, as well as additional data and other measures are collected, to help inform additional interventions in the general education classroom. Further, this process can serve as a forum for evaluating a student's response to intervention and identifying the need for additional interventions, evaluations and/or school-based or community supports.

Goals and Objectives of the RtI Team
- function as a problem-solving team to engage in ongoing discussion as it relates to the student's response to instruction plus intervention strategies
- place students in tier groups by reviewing benchmark and progress monitoring data
- examine progress monitoring data to ensure that interventions are successful in addressing the target skills and make instructional decisions based on student data
- adhere to the guidelines prescribed within this manual while keeping track of changes that may need to be made to improve RtI at the school and district level

Roles and Responsibilities within the RtI Team

District RTI Specialist
• Assist with fidelity of interventions through observations and assisting interventionists with data collection, charting, and intervention program fidelity
• Analyze RtI student growth data and determine areas of improvement to assist each school with increasing student achievement
• Serve as a consultant during and between RtI meetings as questions concerning RtI arise
• Assist with transition of RtI students from each grade and between schools
• Consult with other district personnel as students advance through tiers and may need interventions in other related areas
• Attend various trainings regarding benchmark assessment data, research based strategies, and best practice in education to assist the RtI team in determining the correct interventions for individual children, and to present findings from these trainings on an as-needed basis
• Apply for grants that would gather additional resources for RtI

Principal, Guidance Counselor , or District Level Staff
• Establish monthly meeting schedule

• Analyze school and/or district level data three times per year.
• Elementary Level- Analyze data and complete a spreadsheet on those students who fall below the 25%ile on universal screener/KPREP and may need RtI services.
• Middle School Level- Analyze data and complete a spreadsheet on those students who fall below the 25%ile on universal screener/KPREP may need RtI services
• High School Level- Analyze data and complete a spreadsheet on those students who fall below the 25%ile on KPREP/ACT may need RtI services
• Take notes at monthly meetings regarding student progress.
• Assist with completing individual student RtI plans
• Consult with other district personnel as students advance through tiers and may need interventions in other related areas
• Serve as the building level RtI Coordinator and assist as needed with all of the above activities
• Ensure that their school is following the RtI guidelines within this manual through collaboration with the RtI Specialist
• Develop a schedule which optimizes RtI fidelity
• Ensure up-to-date progress data is available prior to the monthly RtI meetings
• If a student is referred for evaluation, ensure the Referral form is completed fully and accurately and that sufficient progress data has been collected prior to making the referral
• Ensure benchmark assessments are completed as designated in the district's benchmark assessment schedule and according to standardization procedures
• Assist with fidelity of interventions through observations and assisting interventionists/teachers with data collection, charting, and intervention program fidelity

Teachers/Interventionists
- Assist Principal/Counselor in identifying students for RtI by:
  - removing students identified as needing RtI services who receive special education services in the targeted area
  - identifying students who are performing within the 80-90% range on classroom assessments and are not currently needing RtI services
  - collecting progress monitoring data on those students performing below the 80-90% range in the classroom that were not identified for RtI based on benchmark testing cut-offs
- Assist with benchmark assessment as mandated by building administrators and standardization procedures
- Complete and chart progress data on a weekly basis to ensure that the RtI team is able to view the most recent progress data at each monthly meeting
- Complete RtI Plans and Intervention Logs (see Forms A-D))
- Ensure standardization procedures are being followed when giving progress monitoring assessments
- Give interventions with fidelity as specified on the student's RtI intervention plan
- Ensure that parents are notified of student placement in intervention services (Form F or G)
- Ensure that parents are notified of student movement between tiers and of RtI progress (see Form E))
- High School Level- analyzes ACT data to assist with scheduling for Tier II- RtI classes. Consult on an as-needed basis for those students in need of Tier III services.
- Assist with completing individual student RtI plans (Form A-D)
- Consult with other district personnel as students advance through tiers and may need interventions in other related areas
- Develop a schedule which optimizes RtI fidelity
- Ensure up-to-date progress data is available prior to the monthly RtI meetings

Appendix A

Key Terms and Acronyms

KEY TERMS & ACRONYMS

Aim line: Line on a graph that represents expected student growth over time; goal line.

Benchmark assessments: Short assessments given at the beginning, middle, and end of the year to establish baseline achievement data and progress

CCITL: The Commonwealth Center for Instructional Technology and Learning is a web-based tool designed to support Kentucky instructional providers in the location and implementation of evidence-based strategies to enhance the educational experiences of students with learning challenges. Access is available to all Eastern Kentucky University College of Education personnel, students, and alumni as well as all instructional personnel in Kentucky public school districts. http://ccitl.eku.edu

Charting: Visual depiction of the student's performance data, relative to the baseline and aim line. Includes baseline data, aim line, progress monitoring data, and trend lines.

Core principles of RTI: Beliefs necessary for RTI processes to be effective
• All children can learn
• Early intervention for struggling learners is essential
• Use of multi-tier model of delivery is necessary
• Utilization of a problem-solving methodology

Curriculum-Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions

Curriculum-Based Measurement (CBM): CBM is a method for monitoring student progress through a curriculum. It reflects the success of students' instructional program by using short, formative assessments that are normed.

Data-based decision making: A process in which school personnel engage in ongoing analysis of data from multi-level sources to provide a comprehensive picture of strengths and challenges and develop a plan to prioritize and address those challenges.

Data points: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Dimensions of reading: The five research based dimensions of reading as outlined in the Every Student Succeeds Act
• Phonemic Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension

Differentiated instruction: Process of designing lesson plans that meet the needs of the range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences. Differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Discrepancy: Difference between two outcome measures

• IQ-Achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test
• Difference between pre-test and post-test on a criterion-referenced test

Dual discrepancy: A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers

Duration: The length of time over which a student receives an intervention (e.g., 15 weeks)

ESSA: Every Student Succeeds Act

Essential components of an RTI process: Core components of an effective RTI process
• School-wide screening
• Progress monitoring
• Tiered services
• Fidelity of implementation

Evidence-based practice: Educational practices/instructional strategies supported by relevant scientific research studies

Fidelity of treatment: Implementing a program, system or intervention exactly as designed so that it is aligned with research and ensures the largest possible positive outcome

Formative assessment/evaluation: Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision making

Frequency: The number of times a student receives an intervention in a given timeframe (e.g., daily, twice weekly)

General Outcome Measure: A quick and reliable indicator of academic performance in such areas as reading, math, and written expression

Goal: Standard against which progress can be compared. Allows for aim line to be established. Possible goals could be established based on the following:
• Norms
• Percentile cutoff
• Growth rates
• Local growth rates

Goal Line: See Aim line

Graph: Provides a visual representation of a large amount of data

Growth rate: Gives you a growth expectancy for each week of school year; Allows for obtaining student's baseline then monitoring progress while comparing to growth expectancy

ICEL: Instruction, Curriculum, Environment, Learner (domains of influence in problem-solving)

IDEIA - Individuals with Disabilities Education Improvement Act of 2004 also referred to as IDEA '04; Original passage in 1975; latest reauthorization in 2004; federal statute relative to public education and services to students with disabilities ages
3 through 21

Intensity: The length of time during which a student receives an intervention (e.g., 30 minutes)

Intensive interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions, or TIER 3.

Interventions: Instructional strategies and curricular components designed to improve or remediate a certain set of skills.

Key practices in RTI: Practices necessary for RTI processes to be effective

• Using research-based, scientifically validated instruction and interventions
• Monitoring of student progress to inform instruction
• Making decisions based on data
• Using assessments for universal screening, progress monitoring, and diagnostics

LEA: Local Education Agency: Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Learning Checks: See Universal screening

Learning Disability/Specific Learning Disability (SLD) [*from federal regulation §300.309(a)(1)*]: The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards:
(i) Oral expression.
(ii) Listening comprehension.
(iii) Written expression.
(iv) Basic reading skills.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem solving.

Learning rate: Average progress over a period of time, i.e. one year's growth in one years' time

Level: Current rate of performance on General Outcome Measures. Consider a student who was administered three reading probes and had scores of 100, 91, and 102. The median (middle) score of 100 would be the student's current level of current performance.

Maze fluency: A CBM method of assessing reading comprehension

Mean: The average of a data distribution; (the sum of scores divided by the number of scores)

Median: The middle score in a data distribution.

Normative scores: Scores that provide information about how a student performed relative to some comparison group (classroom, school, district, state, or national)

ORF: Oral Reading Fluency; words read correctly in a minute

Percentile rank: A number assigned to a score that indicates the percentage of scores found below that score.

Primary levels of intervention: Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model; TIER I
Probe (CBM): A brief, timed work sample made up of academic material taken from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes.

Problem-solving model (PSM): Solutions to instructional and behavioral problems are addressed by going through a four-step process: (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the fidelity of implementing interventions

Problem-solving team: Group of teachers and school staff who meet regularly to help design interventions for and monitor progress of students who are at-risk for failure

Progress monitoring: Data used to frequently check student progress towards success; Progress monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Quartile: One-fourth of a distribution of scores

Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously
Response to Intervention / Response to Instruction / Responsiveness to Intervention (RTI): Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

RIOT: Review, Interview, Observe, and Test; Information collected as part of the RTI problem-solving process, in order to develop an intervention

Scientifically-based/Research-based interventions: Instructional strategies and curricular components used to enhance student learning. The effectiveness of these interventions is backed by experimental design studies that
• Use empirical methods
• Include rigorous and adequate data analysis
• Have been applied to a large study sample
• Are replicable
• Show a direct correlation between the interventions and student progress, and
• Have been reported in a peer-reviewed journal

Scientific/Research-based instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening – See Universal screening

SEA: State Education Agency, refers to the department of education at the state level

Secondary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often implemented in small group settings; may be individualized; often connected to supplemental tier of a tiered intervention model; TIER 2

Slope: Rate of growth or improvement in performance over time

Specific Learning Disability: See Learning Disability

Standard protocol intervention: Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

Strategic interventions: Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions; TIER 2

Summative assessment/evaluation: Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study

Systematic data collection: Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Tertiary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model; TIER 3
TIER I, TIER 2, TIER 3: See Primary Levels of Intervention, Secondary Levels of Intervention, Tertiary Levels of Intervention, Intensive Interventions, Strategic Interventions

Tiered instruction: Levels of instructional intensity within a tiered model

Tiered model: Common model of three or more tiers that delineate levels of instructional interventions, based on student skill need

Trend line: Line on a graph that connects data points; compare against aim line to determine responsiveness to intervention.

Universal Design for Learning (UDL): Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal screening: A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions. Universal screening usually takes place three times/year (Fall, Winter, Spring)

Validated intervention: Intervention supported by education research to be effective with identified needs of sets of students

Appendix B

Intervention Resources

Behavior Intervention Resource Guide

Levels of Intervention Tier I (Universal) Interventions are for minor disturbances on the part of the student that impede orderly classroom procedures or interfere with orderly operation of school activities. These behaviors can usually be handled by an individual staff member but may sometimes require intervention from other support personnel.

Tier II (Targeted) Interventions are for those behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These may result from continuous Level I Interventions and typically require the intervention of someone on the administrative level. These student behaviors typically do not represent a threat to the health and safety of others but do require corrective action.

Tier III (Intensive) Interventions are for acts that are directed against persons or property but whose consequences may not seriously endanger the health and safety of others in the school. These student behaviors may be considered criminal or detrimental to the school environment but can usually be handled by the school disciplinary procedures. Tier III interventions also include interventions are for those behaviors and acts that result in danger to one's self, to another person, or to property and that pose a direct threat to the safety of others in the school environment. These acts are clearly criminal and always require administrative actions resulting in the immediate removal of the student from the school environment. These student behaviors and acts may also involve the intervention of law enforcement authorities and/or action by the board of education. While these behaviors and acts are of a highly serious nature, they are not necessarily of a violent nature.

Behavior Intervention Strategies
Hawthorne Behavior Intervention Manual for Complete Details

Antiseptic Bouncing
Sometimes kids need a short break or perhaps a child with ADHD- related issues needs a brief walk. Try giving these students a 2- to 3-minute mission: Carrying a sealed envelope to the secretary in the front office, etc.
Appropriate and motivating curriculum
A curriculum/core instruction, which challenges students while enabling them to achieve success.
Behavioral contracting
Written documents are mutually agreed on between a student and a teacher specifying expected behaviors and consequences.
Behavioral momentum (High Probability Requests)
Student is given a series of high-compliance requests before a low-probability compliance request.
Bibliotherapy
The use of books to help children and teens heal social, emotional, or personal problems. Literature allows a reader to identify with characters and problems in a book and relate them to their own lives.
Building Relationships with Students/Parents (Check & Connect Program)
The program provides a structured opportunity for at-risk students to build trusting and supportive relationships with an adult at school, and through this relationship, to build a strong school connection that will carry them through to graduation.
Choices
Offer two acceptable *choices*

Debriefing
Student and teacher walk through the series of events that lead to the incident:
• Discuss the events
• Discuss decisions that were made during the incident
Plan how things will go differently the next time a situation

Data collection
Collecting information about what triggers inappropriate behaviors and then making decisions based on data

Differential attention
The teacher differentially (separately) pays attention to appropriate behavior and ignores inappropriate behavior. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

Direct instruction of basic skills and/or social skills
An instructional approach that emphasizes the use of group instruction and face-to-face instruction by teachers or aides using carefully sequenced lessons. There are specific characteristics: presentations are scripted and fast paced, skills are taught to mastery, motivation is maintained by praise and encouragement, and when students make errors, correction is immediate, using specific correction procedures.

Environmental engineering
Arrangement or manipulation of the physical environment and stimuli can facilitate appropriate responses and avoid disruption.

Framing
Add an intentional bias to a message.

Goal Setting
Establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals

Group contingency
A system for the delivery of a reward to an entire group based on the behavior of the individuals in that group. There are three basic types of group contingencies: (1) individual-all group contingency, (2) independent-group contingency, and (3) group-all group contingency.

High rate of positive responses from teachers (contingent & non-contingent)
Teachers must create a positive environment by frequently reinforcing a student for appropriate and correct responses. A 4:1 ratio of positive to negative responses is recommended.

Home notes
The purpose of home notes is to provide clear, precise communication between school and home.

Instructional pacing
If the rate at which the teacher presents instructional material to the learner is too fast or too slow, inappropriate behavior is likely to increase.

Parent Involvement & Participation
Parent must be involved in the problem resolution. A meeting (or other communication) with parents to discuss the student's progress, successes, and difficulties, and to involve parents in problem resolution.

Planned activities for transition time
Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned Ignoring
Expect a behavior burst after commencing ignoring. This procedure won't work when the student receives reinforcement (e.g., students laughing) from others that the teacher can't control. Not useful with self-stimulatory behaviors.

Polite command statements
Phrase a request as a polite command statement instead of using a question format; such as "Please start your math paper," instead of "Wouldn't you like to start your math paper?"

Precision commands
Precise verbal statements enhance compliance.

Precision requests ("I" Statements)
Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

Pre-Correction
Involves the provision of prompts for desired behavior in certain circumstances that are determined to be antecedents of problem behavior

Priming
An increased sensitivity to particular stimuli as a result of previous experience.

Prompting/Cueing
A visual, auditory, or physical cue is presented to a student to facilitate a given response.

Proximity
A request or reprimand should be made at approximately three feet or arm's length. Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.

Ratios of Interactions
Interacting with students more frequently when they are acting acceptably than when they are not. The recommended ratio of interactions is 3:1, that is, three times more interactions when a student is acting in an acceptable manner.

Redirection
Distract the student; change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. "help me out; go get me the red pen off the desk").

Restitution
Giving an equivalent or compensation for loss, damage, or injury cause.

Self-management procedures
Student is taught how to monitor and manage his or her own behavior.

Signal Interference (Non-verbal cues)

These are non-verbal techniques such as eye contact, hand gestures, facial frowns, and body posture, which communicate information to the student.

Social skills training
Instruction that focuses on skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. This instruction could be provided individually or in a group format.

Structured daily schedule for on-task activities (Student Planners)
Unengaged time is likely to accelerate a student's inappropriate behaviors. Preparing and using a visual cue for a daily schedule can maximize on-task behavior. Alternative methods, which use the auditory or tactile senses of a student, could also be used.

Teach Expectation
Behavioral expectations for whole school, classroom and transitional environments.

Task Analysis
Breaking an activity/task down into one step procedures

Token economy
A student is rewarded with tokens that can later be exchanged for reinforcers for behavior that is occurring.

Verbal, social praise
Any verbal or nonverbal action by a teacher or adult that indicates approval of or satisfaction with the student's behavior. Examples: "That's good working." "I appreciate your time on-task."

Interventions Tier 1

Typical Behaviors	Suggested Interventions	Suggested Consequences
• Occasional tardies • Lack of homework • Not prepared • Classroom Rule Violation • Verbal teasing/provoking • Playing with materials • Occasional disruptions	• Review/re-teach class expectations • Student-Teacher conference • Written contract • Provide work folder • Use of behavior ticket system • Self-monitoring checklists • Remove materials • Use seating chart/assigned seats • Self-Monitoring Checklists • Token Economies	• Verbal redirection • Loss of privileges • Loss of free time • Time owed • Written and verbal apologies • Contracts with student and parent • Loss of behavior level • Parent Contact

Interventions Tier 2

Typical Behaviors	Suggested Interventions	Suggests Consequences
- Playing with materials - Occasional disruptions - Taunting - Written abuse - Continuous disruptive behaviors - Continuous playing with materials - Not attending class - More than 2 calls outs per class period - Taking materials from others - Teasing - Frequent tardies - Off task in class - Occasional disruptive behavior - Rarely prepared for class - Rarely has homework	- Model correct acceptable behavior - Prompting - Cuing - Proximity control - Planned ignoring - Signal interference - Role play acceptable behavior - Direct instruction in acceptable behavior by the teacher - Use a variety of modalities to address student learning needs - Peer mediation - Target and reinforce a desired behavior - Self-monitoring of behavior by student - Post-its for feedback - Student teacher conference - Peer interventions - Review/re-teacher class expectations - Written incident reports	- Verbal and written apologies - Use Extended School Services - Student teacher conference - Loss of free time - Loss of behavior level if using a point or level system - Loss of privileges - Parent contact - Contract with student and parent - Office disciplinary referral - In school suspension - After school detention

Interventions Tier 3

Typical Behaviors	Suggested Interventions	Suggested Consequences
- Unacceptable language - Unprepared for class - Three or more tardies a week - Frequent arguing with teacher or parents - Skipping class or school - Disruptive in class - Refusal to follow directions - Tobacco violation - Defiant - Leaving class without permission - Non-compliant - Arguing with teacher - Forgery - Theft - Fighting - Verbal aggression to peers - Lying - Verbal abuse - Insubordination - Disrespect - Refusal to work - Refusal to follow directions - Wanton endangerment - Sexual misconduct - Possession of weapon or drugs - Property damage - Bullying/harassment	- Student-Teacher conference - Referral to Counselor - Supervised class change - Written apology - Redirection remind student of rules - Review/re-teacher expectations - Loss of free time - Weekly "Work Check" - Peer mediation - Teacher anger management skills - Keep material in classroom - Homework folder - Behavior contracts - Agenda book/Planner - Planned ignoring - Practice respect - FBA - Behavior	- Loss of Privileges - Parent contact - Office Disciplinary Referral - In-school suspension - After school detention - Refer to Law Enforcement - Refer for expulsion

Academic Interventions

Reading

Language Interventions

- Pre-teaching
- Simplifying directions
- Rephrasing directions
- Repetition
- Chunking
- Visual/verbal cues

Word Recognition Interventions

- **Manipulate letters and words; word sorts**
- Time letter recognition
- Find letters in print and circle
- Introduce letters and sounds in spelling pattern groups
- Practice decodable text with patterned language
- Tap out and blend beginning, middle, and ending sounds
- Use onset and rime card to build words
- Use familiar word families as basis for reading complex, multisyllabic words
- Roots and affixes

Fluency Interventions

- Repeated readings
- Reader's theatre
- Choral reading with reading buddy
- Sight word practice
- Letter/sound association
- Explicit instruction and practice on targeted phonic patterns
- Pattern books with word families
- Audio books
- Wilson "scooping" techniques
- Shared reading/Echo reading
- Read songs without music to experience rhythm of language
- Timed repeated readings
- Practice reading poetry
- Reproduce text so reading is divided into phrases
- Color code appropriate phrases on reproduced text to practice phrasing

Comprehension Interventions

- Previewing
- Rephrasing
- Pre-teaching of vocabulary
- Use of graphic organizers
- Making connections: text-to-self, text-to-word
- Visualizing
- Use word shape activities to help visual learners
- Use word families and changes onsets to form new words
- Use onset and rime activities to build new words and practice spelling patterns
- Tap out sounds or syllables to support spelling
- Peer-conference for editing

Writing

- Mnemonic device
- Journaling
- Outlines
- Proofreading
- Grammar checklists
- Reverse Outlining
- Highlighting errors
- Rereading with a partner
- Oral spelling tests
- Status checking
- Conferencing
- Graphic organizers

Math Interventions

- Use manipulatives when introducing a concept
- Provide an illustration when defining math vocabulary
- Mnemonics (FOIL, Please Excuse My Dear Aunt Sally)
- Draw visual representatives of the solution
- Daily review of basic facts
- Daily review of math concepts through Calendar Math
- Teach student to use a number line
- Provide addition/multiplication tables when doing math beyond fact recall
- Use fractions as grades and have students convert to percents
- Teacher problem solving process along with problem solving strategies
- Flashcards

Organizational/Study Skills Interventions

- Use of assignments notebook
- Folders for each subject area
- Organizational binders with frequent binder checks
- Homework written on board daily
- Consistent classroom routines
- Notes on board at start of class for materials needed
- Frequent desk cleaning
- Incentives for being prepared or getting homework completed
- Designated "take home" or "homework" folder
- Study guides
- Guided notes
- Glossary of terms
- Vocabulary flashcards
- Cut and paste notes
- Cooperative groups
- Cloze activities
- Teacher websites with notes, lesson, homework assignments
- Goal setting and reward parties for achievement
- Review games
- Homework club
- Preview critical concepts prior to reading/learning
- Provide written directions for assignments

Other Resources and Links

Hawthorne Behavior Intervention Manual and Checklist (copies are at each school)

Hawthorne Learning Intervention Manual and Checklist (copies are at each school)

www.readwritethink.org

www.interventioncentral.org

www.specialeducationguide.com

www.w-w-c.org/ (What Works Clearinghouse)

www.kentuckybehaviorrti.com

http://irispeabody.vanderbilt.edu/

Appendix C

District Forms

RTI Documentation Form

(To be filed in the permanent folder, as well as, passed onto the RtI Contact in the next building if the student is moving on)

Students Name:	**Date of Birth:**
Current Grade:	

Services the Student in currently or has Previously Received:

☐ Title 1	☐ ESS	☐ Special Ed	☐ 504	☐ Other

Attendance Status:

School Year:	School Year:	School Year:	School Year:
Absences:	Absences:	Absences:	Absences:

Areas of Concern (Academic)

☐ **Reading**	☐ **Writing**	☐ **Math**	☐ **Other**
☐ **Language**	☐ **Medical**	☐ **Speech**	☐ **Cognitive**

Universal Screening Scores:

Reading	Math	Language Arts
Date:	Date:	Date:
Date:	Date:	Date:
Date:	Date:	Date:
Date:	Date:	Date:

Areas of Concern (Behavior)

☐ **Attention**	☐ **Anxious/Depressed**	☐ **Aggressive Behavior**
☐ **Anxious**	☐ **Withdrawn**	☐ **Fidgety**
☐ **Thought Problems**	☐ **Delinquent Behavior**	☐ **Other**

Behavior Documentation

Behavior	Frequency	Duration	Antecedent

Screenings Performed:

Vision	Date:	Pass:	Fail:
Hearing	Date:	Pass:	Fail:
Speech	Date:	Pass:	Fail:
Motor	Date:	Pass:	Fail:

Current Grades:

Reading:	Math:	Writing:
Language:	Science:	Social Studies:
Other:	Other:	Other:

Tier I RtI
Date Student began:
Date Student exited or moved onto Tier 2:

Interventions Used	Results

Tier 2 RtI
Student Began:
Date student moved to Tier 3

Learning or Behavior Goal:		
Interventions Implemented:	**Intervention Date:**	**Progress S/U**

Tier 3 RtI
Student Began:
Date referral for special education testing completed

Learning or Behavior Goal:		
Interventions Implemented:	**Intervention Date:**	**Progress S/U**

Russell Independent School District
Reponses to Intervention
Parent Progress Report

Student:		
DOB:	Grade:	Teacher:

Current RtI Tier:
- ☐ **Tier 1**
- ☐ **Tier 2**
- ☐ **Tier 3**

Area(s) of Concern:

☐ Reading	☐ Writing	☐ Math	☐ Behavior
☐ Language	☐ Medical	☐ Speech	☐ Cognitive
☐ Other			

As you are aware, your child is participating in the RtI process at Russell Independent Schools because we have identified an area of concern that requires intervention in addition to the core instruction. We have met to discuss progress for the area of concern. Progress is noted below. If you have any questions please contact any administrator at your child's school

- ☐ **Student is progressing (student will continue with current intervention and Tier level within the RtI process or may exit RtI)**
- ☐ **Progress is sporadic (Intervention and/or Tier may be adjusted or changed to improve progress)**
- ☐ **There is minimal progress (we will be contacting you for a meeting to discuss how we can meet your child's current needs)**

Comments:

_____   _____
             School Administrator   **Date**

Russell Independent Schools

908 Powell Lane

Flatwoods, Kentucky 41139
(606) 836-9679

M. SEAN HORNE

Superintendent

Date: _____

RE: Response to Academic Intervention

Dear Parent/Guardian,

In efforts to improve student achievement, Russell Independent School District (RISD) has implemented district-wide screenings for all students (K-12) that are administered three times a year (fall, winter, spring) to monitor student progress within the curriculum. Screenings are completed for reading, math, and writing to help identify students who may be having difficulty with one or more of these important skills. Your child has been identified as having a weakness in one of more of these areas according to our most recent screening.

A research-based intervention program has been implemented to assist your child with improving the identified area(s) of weakness. This intervention process coincides with the Response to Intervention (RtI) model that has been adopted within the RISD. RtI is the practice by which students receive high quality instruction and research-based interventions to meet individual student needs. Students are monitored weekly or bi-weekly to assist with decision-making regarding instructional and/or intervention changes. Regular team meetings are held to determine progress for your child. You will be provided updated progress for your child as team meetings are held.

Please contact your child's school principal or counselor with any questions/concerns regarding the RtI process. We value your help in improving your child's academic skills for optimal school success.

Thank you,

M. Sean Horne
Superintendent
Russell Independent Schools

Russell
Independent
Schools

908 Powell Lane	M. Sean Horne
Flatwoods, Kentucky 41139	Superintendent
(606) 836-9679	

Date: _____

RE: Response to Behavior Intervention

Dear Parents/Guardian,

In order to provide the most effective education for ALL students, Russell Independent Schools implements the RIS Intervention System (RtI) which utilizes a three-tier approach with varying levels of support beyond that used as regular classroom expectations and behavior plans. This intervention system is a preventative model that is aimed at identifying students who exhibit behavioral concerns early before they fall significantly behind in academic achievement due to behavior.

The RtI Team has identified concerns about your child's progress in the classroom through behavior observations and teacher documentation. You child has participated in Tier 1 Interventions. At this point your child exhibits behaviors that require more intensive, frequently monitored interventions through Tier II. Your child's teacher will be developing a behavior plan specifically designed for his/her needs within the regular education classroom. It is our hope, that with this additional assistance, behavioral concerns will lessen so that maximum learning can be achieved.

Please contact your child's school principal or counselor with any questions/concerns regarding the RtI process. We value your help in improving your child's success.

Thank you,

M. Sean Horne
Superintendent
Russell Independent Schools