

Response to Intervention Handbook

2017-2018

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Definition of RTI

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

RTI is intended to be a structured, systematic process involving the following features and activities: team membership, planning for the 20% of students that are unable to be successful in the regular core instruction, monthly meetings with staff with a focus on collaborative problem-solving, and individualizing and/or intensifying interventions for students.

The RTI process has three purposes:

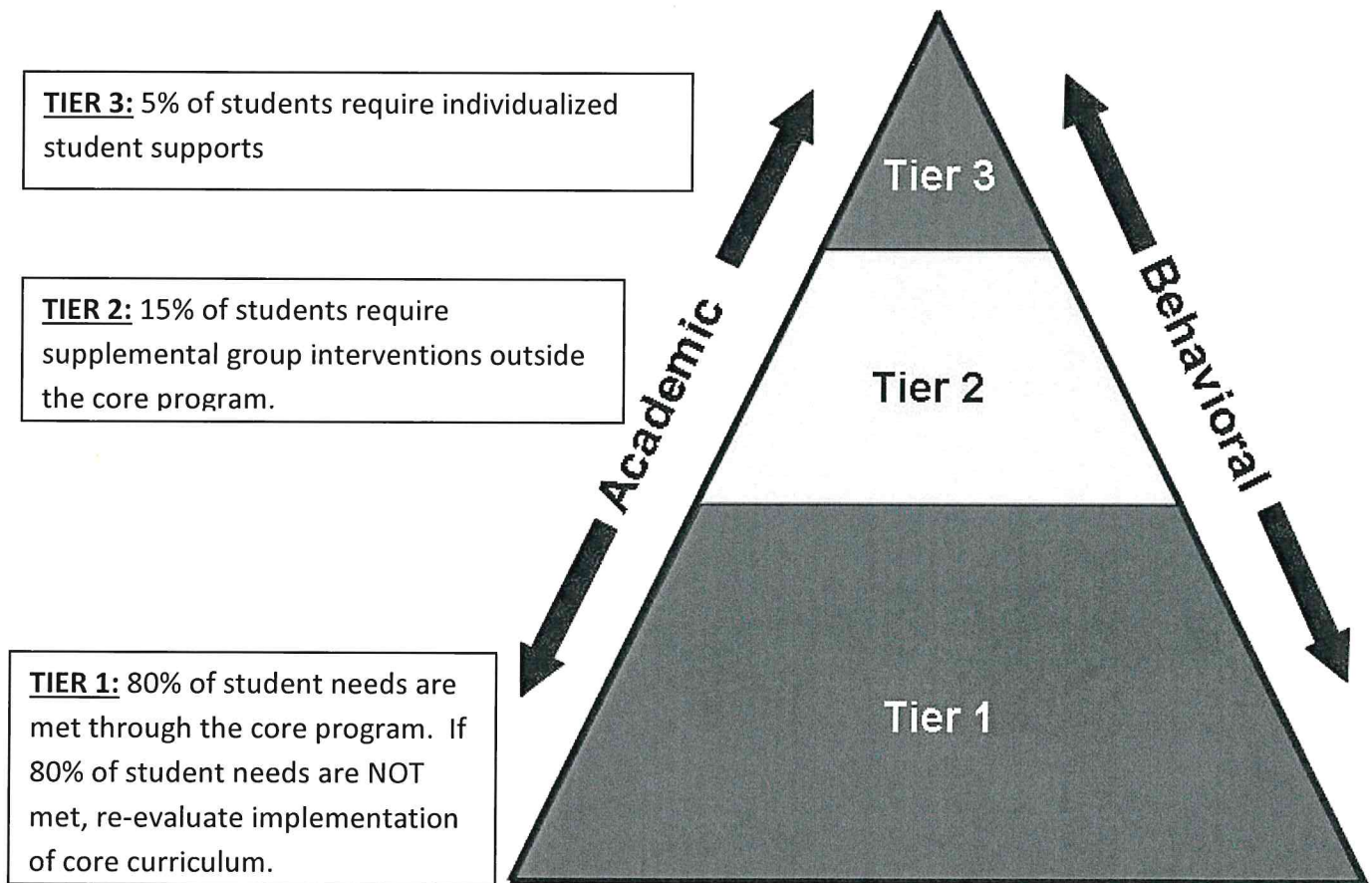
1. To review grade-level behavior and academic data in order to plan for the 20% of students that are unable to be successful in the general education classroom without supports.
2. To screen and identify students needing additional academic and/or behavioral supports.
3. To plan, implement and modify interventions for these students. Depending on each student's response to interventions, a formal referral for special education evaluation may result.

Response to Intervention – Key Definitions

Response to Intervention (RTI): Using a team approach to provide instruction with appropriate intensity based on deficits determined by research based assessments. The effectiveness of instruction should be continually evaluated on a daily/weekly basis using progress monitoring assessments. Instructional practices and intensity should be modified based on the results of the interventions and assessments.

- **Shared Responsibility:** All staff assumes an active role in students' assessments and instruction in the standards aligned system.

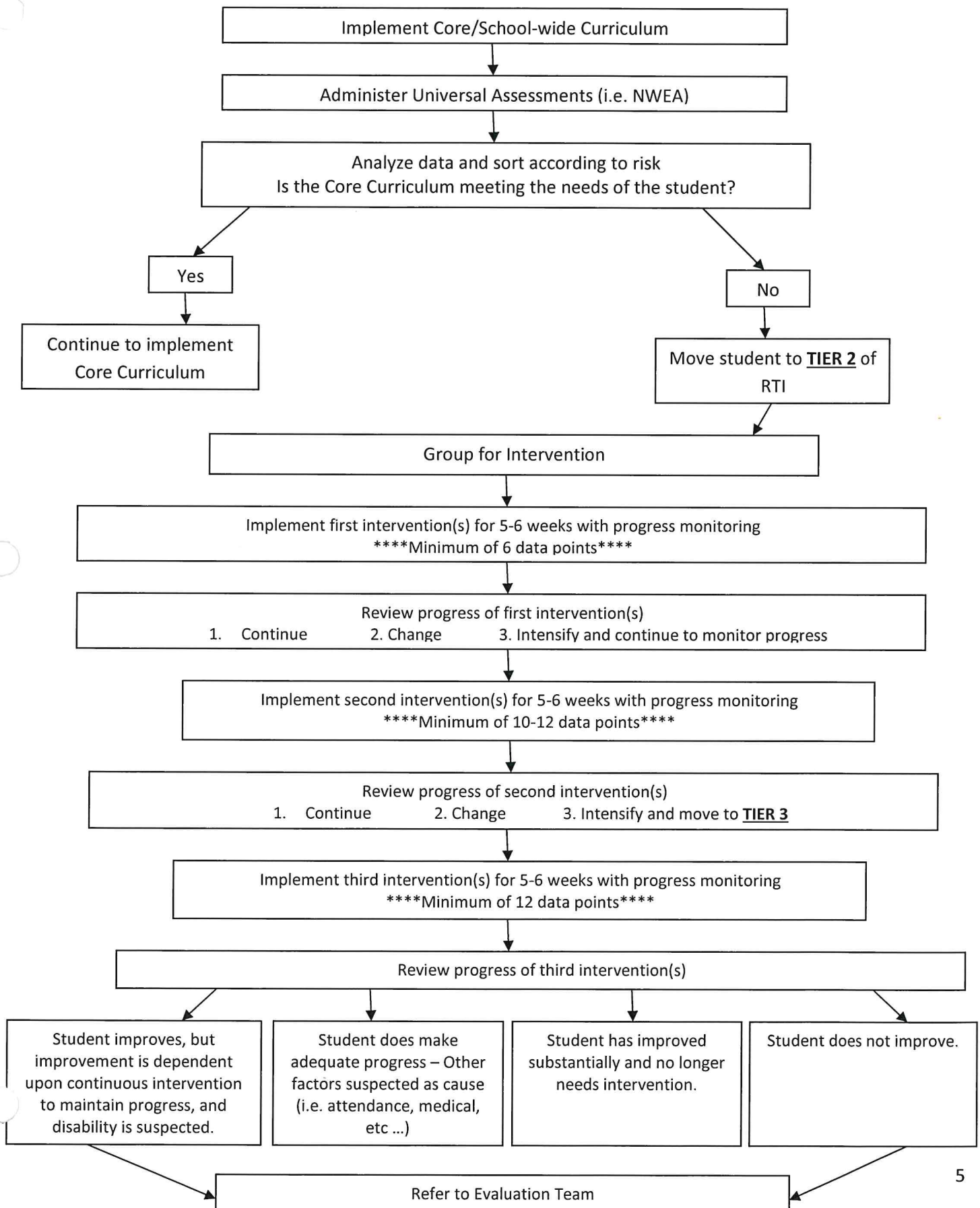
A triangle with 3 tiers is used to represent RTI:



- **Multi-Tiered Instruction:** An approach to organizing instruction use to efficiently differentiate for all students. It incorporates increasing intensities of instruction and support using specific, research-based interventions matched to student needs.

- **Intervention:** Intentionally becoming involved in a situation in order to improve or prevent it from getting worse. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated. Interventions become more **intensive** when students are significantly behind in skill development.
- **Intensity:** Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction needs.
 - **Group Size:** Students who are significantly behind benefit from instruction in smaller groups. Smaller groups allow instruction to be tailored to the specific needs of the students, as well as more opportunities for practice and teacher feedback.
 - **Tier 2:** 3-6
 - **Tier 3:** 1-2
 - **Amount of Time:** When students are behind, they need more time engaged in instruction in order to catch up. The additional time may include re-teaching or specialized curriculum/instruction matched to the needs of the student.
 - **Tier 2:** 30 minutes per week (minimum)
 - **Tier 3:** 60 minutes per week (minimum)
 - **Curriculum/Instruction Needs:** Students who are not making progress may need curriculum/instruction designed to teach specific skills and strategies. The instruction provides opportunities for modeling, practice and feedback, with an emphasis on mastery.
- **Examples of Ways to Intensify/Change and Intervention:**
 - Ensure that instruction targets skill deficit
 - Increased time engaged in instruction
 - Extended length of tasks
 - More examples and wider range of examples
 - Breaking down tasks into smaller steps
 - Multiple opportunities to participate and respond (written, verbal)
 - Repeated opportunities to practice and review
 - Drill, repetition, practice and review made engaging
 - Immediate correction and feedback
 - Eliciting group and individual verbal responses from all students
 - Use, then fade prompts

Response to Intervention – Process



Response to Intervention Steps

Tier 1: Universal-Primary Prevention

School/Classroom-Wide Systems for all Students

- Baseline Screening
- Begin collecting data for student portfolio

Tier 2: Targeted Classroom Instruction/Intervention

Strategically Targeted instruction for At-Risk Students

Must get parent signature to show that they are aware and agree that child is moved to Tier 2

Teacher meets with Case Manager and Curriculum Director to adjust intervention plan:

- Problem Analysis, Identify SPECIFIC need (i.e. not just problem in Reading, but specifically reading comprehension, decoding, etc ...)
- Adjust plan utilizing research-based interventions (Write plan using research based interventions that target area of need and that can be tracked over time using data points.)
- Define specific research-based interventions (i.e. what strategies/procedures will be used, when and how often the intervention will occur, who will implement the intervention and where and when will it begin?)
- Determine method of data collection
- Write goal, a measureable statement of expected outcomes (i.e. Student will be able to answer independent reading level comprehension questions with 70% accuracy)
- Add supplemental time or materials based on assessment data to increase rate of improvement
- Monitor progress at least twice a week for 5-6 weeks (Must be shown in graph form)
- Schedule follow-up meeting

Parent notification and engagement

- Include Parent throughout ENTIRE process. Record ALL parent contact.
- You MUST get their signature each time a student moves to another tier.

Tier 3: Intensive Interventions

Specialized, Individualized Systems for High-Risk Students

Must get parent signature to show that they are aware and agree that child is moved to Tier 3

- Meet with parents/guardian and other school personnel to discuss child's response to intervention
- Use data to determine if student needs to be referred for a Full Individual Evaluation (FIE)
- If student is referred for FIE, continue to deliver services throughout FIE
- Add more individualized, small group instruction
- Write a goal, a measureable statement of outcomes
- Monitor progress at least 2-3 times a week for 5-6 weeks (Must be shown in graph form)

Student Intervention Profile

Student Name: _____ Teacher: _____

Initial Data Information: Grade Level _____ Date RTI Started: _____

BAS Score: _____ Most recent NWEA (%): Reading: _____ Math: _____

Attendance Issues: _____ YTD Absences: _____ YTD Tardies: _____

Behavioral Issues (If behavioral concerns, attach behavior plan): _____

Intervention #1

Start Date: _____

End Date: _____

Tier: _____

Intervention/Group Type: _____

Academic: _____

Behavior: _____

Group Size (circle one): Individual 1-2 3-6

Frequency: _____ Duration: _____

Intervention: _____

Outcome: _____

☐ Attach Progress Monitoring Data

Intervention #2

Start Date: _____

End Date: _____

Tier: _____

Intervention/Group Type: _____

Academic: _____

Behavior: _____

Group Size (circle one): Individual 1-2 3-6

Frequency: _____ Duration: _____

Intervention: _____

Outcome: _____

☐ Attach Progress Monitoring Data

Intervention #3

Start Date: _____

End Date: _____

Tier: _____

Intervention/Group Type: _____

Academic: _____

Behavior: _____

Group Size (circle one): Individual 1-2 3-6

Frequency: _____ Duration: _____

Intervention: _____

Outcome: _____

☐ Attach Progress Monitoring Data

Notice of Student Participation in Response to Intervention

Dear Parent of: _____ Date: _____

This letter is to inform you that your child has:

_____ Been moved to TIER 2 of the Response to Intervention (RTI) process at our school

_____ Been moved to TIER 3 of the Response to Intervention (RTI) process at our school

How does RTI work?

TIER 1 (ALL students that are in Tier 1 of RTI): Universal screening data is collected and students are identified using benchmark scores. Measurable goals are set for the next data collection point for the class. Differentiated Instruction takes place in the General Education classroom to address academic and/or behavior concerns.

TIER 2: If a student is not successful using minor interventions at Tier 1, the student moves to Tier 2. Consultation with the parent begins at Tier 1 and primary interventions are attempted in the classroom to address the academic and/or behavior concerns. During Tier II, small group instruction with specific research based interventions are used. Determine if the child has/has not met the benchmarks set in Tier 1, has significantly lower performance levels, exhibit significant deviation from their grade-level peers in academic or behavioral issues, and are learning at a much slower rate and falling farther behind. This stage is also an informal observation time. During Tier 2, the teacher not only collaborates with parents, but also seeks out assistance from other qualified staff members concerning the struggling student (i.e. team leader, social worker, counselor, case manager, speech pathologist, psychologist, other teachers, etc ...). Other secondary interventions are attempted, and results are documented.

TIER 3: If a student is not making adequate progress using Tier 1 and Tier 2 interventions, the student will progress to Tier 2 of RTI. Determine if the child is having marked difficulties and have not responded to Tier 2 interventions, requires more frequent, intense interventions and more frequent progress monitoring. A referral for an evaluation to consider special education services may be made if adequate progress is not evident.

If after attempting numerous interventions, the student is still not making adequate progress, the student may be referred for a full and individual evaluation (FIE).

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teaching Strategies for Students with Diverse Learning Needs

(From the Nebraska Department of Education)

General Classroom Tips for Meeting Diverse Learning Needs

- Relate the class lesson to real life skills and experiences
- Limit expectations to two or three concepts per unit
- Evaluate projects rather than doing traditional testing
- Concentrate on student strengths and apply those strengths to the lesson
- Use concise written and oral directions
- Use short answers rather than long essay responses
- Provide lecture outlines
- Pre-teach vocabulary, draw pictures, use concept mapping, webbing, organizers, and simplified vocabulary
- Be aware of academic levels in order to address reading and vocabulary problems
- Model assignment expectations and show an example of the end product
- Use multiple intelligence approaches when teaching the same lesson

Adaptations to Meet Student Needs in Specific Skill Areas

When Students Experience Difficulty with Reading:

- Allow partner reading
- Use peer tutoring
- Use taped materials (text or study guides)
- Use videos with advances organizer
- Use computer games
- Allow students to read aloud quietly (sub-vocalization)
- Teach self-questioning
- Paraphrase key points and have students paraphrase them
- Summarize key points and have students summarize them
- Use graphic organizers
- Sequence key points
- Identify main ideas
- Identify the 5 Ws
- Allow students to highlight texts, passages, key words or concepts
- Preview units, chapters, etc ...
- Use visual imagery
- Use pre and post-reading activities to pre-teach or reinforce main ideas
- Explain idioms that appear in reading passages
- Allow silent pre-reading
- Using new vocabulary and concepts contained in a reading passage, give a preparatory talk about the assignment

When Students Experience Difficulty with Writing:

- Allow them to dictate ideas to their peers

- Shorten writing assignments
- Require lists instead of sentences
- Use post-it notes for organization
- Provide note-takers
- Allow the student to dictate the written assignment into a tape recorder
- Allow the student to use a computer for outlining, word processing, spelling and grammar check
- Provide a fill-in-the-blank form for note taking
- Allow visual representation of ideas
- Allow collaborative writing
- Provide a structure for the writing
- Provide a writing model for the assignment
- Allow the use of a flow chart or composing ideas before the student writes them
- Narrow the choice of topics
- Grade on the basis of content and do not penalize for errors in mechanics and grammar
- Allow the student to use different writing utensils and paper
- Allow writing/recording choices: manuscript, cursive, keyboarding
- Allow student to use a different position for writing paper or a different surface

When Students Experience Difficulty with Speaking:

- Give sentence starters
- Use visuals
- Use graphic organizers for ideas and relationships
- Allow extra response time for processing
- Say student's name, then state the question
- Use cues and prompts to help student know when to speak
- Use partners
- Phrase questions with choices embedded in them
- Use choral reading or speaking
- Use rhythm or music
- Allow practice opportunities for speaking

When Students Experience Difficulty with Attending

- Use preferential seating
- Use proximity to measure on task behavior
- Build in opportunities for movement within a lesson
- Use self-monitoring strategies
- Provide a structure for organization
- Help students set and monitor personal goals
- Provide alternative work areas
- Decrease distractions
- Use active learning to increase opportunities for student participation
- Provide opportunities to change tasks or activities more frequently
- Have small, frequent tasks
- Provide reminder cues or prompts

- Use private signals to cue appropriate behavior for more difficult times
- Teach skills of independence
- Provide definite purposes and expectations, especially during unstructured activities
- Prepare the learner for changes in routine
- Use the computer
- Use graphic organizers
- Reduce assignment length

When Students Experience Difficulty with Hearing:

- Provide preferential seating
- Use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary)
- Face the student directly when speaking
- Emphasize key points (don't overload with information)
- Repeat or rephrase what other students say. Often hearing what other students say is difficult for students with hearing impairments
- Highlight texts/study guides
- Provide note taking assistance during lectures to allow students with hearing impairments to concentrate on the teacher
- Use peer tutoring
- Use study sheets to organize information
- Pre-teach vocabulary
- Use captioned videos, films, etc ...
- Show videos or other visuals before presenting information to provide a knowledge base for students
- Use alternative testing methods
- Minimize background noise
- Simplify vocabulary
- Use pre-printed outlines of material

When Students Experience Difficulty with Seeing:

- Describe what you are doing
- Provide preferential seating
- Provide material in large type or Braille
- Use books on tape
- Be aware of lighting requirements
- Use black on white printed handouts
- Use tactual materials to represent concepts
- Stand away from the window glare when talking
- Give students individual copies of visual information presented to the group
- Allow extra time to complete tasks

When Student Experiences Difficulty Following Classroom Rules:

- Teach rules/expectations; model/role-play situations
- Post rules or expectations

- Teach skills of independence
- Be consistent
- Use proximity
- Have students set personal goals
- Use self-monitoring strategies
- Use positive correction prompts
- Teach the use of positive and negative consequences

When Students Experience Difficulty with Understanding New Concepts:

- Pre-teach new concepts
- Identify priority learning
- Provide adequate time
- Provide meaningful practice, review, repetition
- Connect previous learning to new information
- Use multiple means of learning the same material (i.e. visual, auditory, tactile)
- Have students set personal goals
- Use flow charts
- Use multiple intelligences
- Use peer tutors
- Use cooperative learning
- Provide cues

When Students Experience Difficulty with Retaining and Retrieving Information:

- Use multi-modalities (visual, auditory, tactile) to teach the same concept
- Teach vocabulary in context
- Use cues, prompts
- Use graphic organizers
- Use frequent repetition of key points
- Break down instructional units into smaller steps
- Show relationships among concepts through graphs, outlines, and webbing
- Highlight important information
- Use color coding to show concepts and relationships
- Use peer tutors
- Teach mnemonics as a memory tool
- Teach visual imagery
- Use rhythm, music and movement
- Use lists
- Use matrix to organize information
- Use pictographs

When Students Experience Difficulty with Representing New Learning in Assessment:

- Use a variety of authentic assessments
- Teach test-taking strategies
- Teach the format of an upcoming test

- Allow adequate time
- Allow paper-pencil tests to be taken in a different space
- Allow a variety of ways to respond (i.e. orally, pictorially, tape recording, etc ...)
- Establish criteria and expectations prior to instruction
- Give choices
- Assess learning over time
- Use rubrics
- Use self-assessment

When Students Experience Difficulty with Motor Skills/Mobility/Posture Maintenance/Materials

Manipulation:

- Use concrete examples and models
- Provide adaptive equipment
- Position materials for individual use
- Allow different postures
- Allow adequate time
- Allow alternatives to writing
- Be aware of the impacts of room arrangement
- Be aware of the impacts of the physical positioning of the individual
- Use peer tutors
- Use bold outlines on maps and charts
- Use larger graph paper
- Be aware of tasks that require eye level movement from one plane to another
- Be aware of fatigue level
- Maintain all participants at the same eye level during small group discussion

When Students Experience Difficulty with Organizing:

- Use graphic organizers
- Use semantic mapping
- Use planners and calendars
- Teach time management skills
- Post sequence of events
- Teach use of folders and notebooks
- Color code folders and notebooks for subjects
- Use a binder that zips
- Teach how to clean desk and locker
- Use assignment sheets
- Sign assignment notebook
- Backpack checks

Tips for Working with High Ability Learners

- Give choices
- Use compacting
- Allow making independent plans for independent learning

- Use theory of multiple intelligences
- Use mentoring or apprenticeship with professionals
- Teach entrepreneurship
- Allow tutoring/peer coaching
- Use Socratic questions

When Students Have Difficulty with Social Relations:

- Assign a non-threatening peer to work directly with the student in a variety of situations
- Have students role play ways to interact in specific situations (create situations which will provide positive experiences)
- Select nonacademic activities which require social interaction
- Allow the student to determine those with whom they would most prefer to work; allow this partnership with the condition of appropriate behavior
- Use ice-breaking activities
- Gradually increase the size of the social group and/or the length of interactions
- Limit interactions when the student is not likely to be successful
- Teach students problem-solving skills that enable them to deal with difficulties more effectively
- Allow students to use puppets to work out potentially difficult social situations
- Videotape hypothetical problem situations (with parent consent)
- Encourage confidential correspondence between teacher and student
- Hold group rap sessions using a trained leader
- Develop individual behavior checklists
- Develop oral and/or written contracts with the student
- Acknowledge and reward appropriate social behavior

When Students Have Difficulty Transitioning from One Activity to Another:

- Use a signal technique (a timer, music, turning lights off and on, etc ...) to inform change
- Collect students' materials when it is time to change from one activity to another
- Maintain consistency in daily routine; keep schedule available and visible to students
- Allow transition period between activities
- Give both oral and written directions
- Present instructions and hand out materials at separate times
- Establish definite time limits for activities
- Reduce the student's involvement in activities that are likely to be over stimulating
- Alternate between relaxing and stimulating activities to give the students a chance to reduce overstimulation
- Encourage students to ask for clarification of instructions they do not understand
- Assign a peer buddy to assist the student
- Have students repeat instructions after they are given
- Break instructions into manageable increments
- Keep labeled folders for each subject
- Acknowledge and reward students for appropriate transitional behavior
- Develop a rewards system and shaping technique

Helpful Tips

Examples of Measurable Goals:

- Student will score a 75% average on weekly comprehension assessments
- Student will be able to complete an average of 75% of weekly math facts
- Student will be able to decode 80% of words in a given text
- All goals should be MEASURABLE. These should be able to be reported in graph form.

Intervention Ideas:

- Most interventions can be applied to many subject areas and grade levels
- Flash card fold-in technique
- Tape record student reading to make them aware of omissions, additions, substitutions or reversals
- Give student a daily analogy or problem solving situation to practice their logical thinking skills
- Type an excerpt from reading materials on paper and create a miscue analysis (student reads for one minute, teacher records errors and # of words)
- Record student's commonly mispronounced words on tape and have student listen to it often
- Create notes for student to use during note taking (i.e. leaving out some words for them to fill in)
- Have student preview reading material to write a list of unknown words. Student then highlights all prefixes, roots and suffixes, and reads them with teacher. Student may also define words, draw a picture of words, or act them out (charades)
- Use word banks and multiple choice questions for students with memory retrieval difficulties
- Create visuals to accompany word problems
- Student listens to math facts CD/tape each day for 5-10 minutes
- Write a classroom behavior contract between teacher and student
- Use manipulatives for all math activities, independent/guided practices and assessments
- Use acronyms whenever possible (Please Excuse My Dear Aunt Sally for Order of Operations)
- Color code math steps next to math problems (computation and word problems)
- Put all math problems involving the same steps in a single line or area of the paper
- Provide a student a math reference sheet to keep at desk and for assessments

Great Websites

www.interventioncentral.org

www.starfall.com

www.allkindsofminds.org

www.mathfun.com

www.teachervision.com

www.eslkidstuff.com

www.funbrain.com

www.puzzles.com

www.schoolexpress.com

www.puzzlemaker.com

www.createdbyteachers.com

<http://www.brainpop.com>

<http://www.rti4success.org>

<http://www.gosbr.net/>

www.fcrr.org

www.easycbm.com

www.disciplinehelp.com

www.behavioradvisor.com

www.enchantedlearning.com

www.learningpage.com

www.ToLearnEnglish.com

www.succeedtoread.com

<http://Gardenofpraise.com/lesson.htm>

www.learner.org

www.kidzone.ws

Easy charting/Graphing Programs for Progress Monitoring

- Google: Create a Graph
- Interventioncentral.org
- Microsoft Word
- Microsoft Excel
- easyCBM.com