

Burrillville School Department

**Response to Intervention
(RtI)
Implementation Guide**

Burrillville School Department
2300 Bronco Highway
Harrisville, Rhode Island
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Purpose of this guide...

The purpose of this *RtI Implementation Guide* is to provide information, guidance, and resources to schools, teachers, and parents as we create an effective intervention program within our district to effectively support the diverse needs of all students. The guide provides an explanation and overview of the RtI process, definition of key terms, general guidelines and parameters for implementation, implementation tools and resources, and answers to frequently asked questions.

Fortunately, compelling evidence shows that Response to Intervention (RTI) is our best hope for giving every student the additional time and support needed to learn at high levels
(Burns, Appleton, & Stehouwer, 2005)

RtI may look different within the five schools in our district but should reflect a common set of core components (i.e., universal screening, research-based interventions, progress monitoring) implemented with fidelity. Given unique schedules and programs within each school (i.e., team structure, advisory, common planning time), customized structuring of intervention time and processes will be necessary to meet the individual and diverse needs of students. With that in mind, this guide outlines the *Burrillville School Department’s Response to Intervention Framework* and an *RtI Implementation Process* to guide schools in this complex work.

Given the complexity of requirements for effective RtI program development, school communities are encouraged to annually assess readiness, establish priorities, develop a multi-year plan, implement the plan, monitor and evaluate the RtI program developed. The *Response to Intervention Readiness and Implementation: Self-assessment Tool* is an excellent way to get started and can be found on the Rhode Island Department of Education website.

| | |
|---------------------------|--|
| Elementary Schools | http://www.ride.ri.gov/OSCAS/Programs_Services/Learning_Disabilities_and_Response_to_Intervention_(RTI).aspx (scroll to bottom of the page) |
| Secondary Schools | http://www.ride.ri.gov/OSCAS/Programs_Services/Attachments/Secondary%20RTI%20LD%20Waiver%20Final%203_16_11.pdf |

Note to Parents:

When a student struggles academically and/or behaviorally, intervention is provided by the school and is, in general, a school responsibility. Nonetheless, there is wide agreement that parents play a crucial role in guiding and motivating their children toward academic success.

There is wide agreement that parents play a crucial role in guiding and motivating their children toward academic success.
(Hoover-Dempsey & Sandler; 1997)

From a student perspective, intervention can be hard work. Parents can serve as influential role models for work and study skills. By setting up and supervising homework sessions, staying in

| Possible Roles & Responsibilities for Parents | |
|--|---|
| Intervention in Core Instruction | Tip: You may want to keep a record of your child’s scores so that you can compare them to future scores. |
| Supplemental Intervention (Targeted or Intensive) | Tip: Ask for a copy of the progress monitoring information on a regular basis so that you can follow your child’s progress. |
| Throughout Intervention | Tip: Let the school staff know that you will work with them by helping your child at home and letting the school know your concerns. |

close communication with the school about your child’s academic performance and behaviors, and dispensing home privileges contingent on the effort that your child makes in school, you can help your child increase their chances of success. The protective factors offered by parents who are positively involved in their child’s schooling directly promote academic success and support the mission of RTI. Source: InterventionCentral.org

| Additional Resources for Parents about RtI | |
|---|---|
| RIDE Criteria and Guidance for the Identification of SLD | http://www.ride.ri.gov/OSCAS/Programs_Services/SLD%20Guidance%20-%20web.pdf |
| NASP RtI Primer for Parents | http://www.nasponline.org/resources/factsheets/rtiprimer.aspx |
| ABC of RtI for Parents | http://www.nrclid.org/free/downloads/ABC_of_RTI.pdf |
| RtI Network | http://www.rtinetwork.org/parents-a-families |

Legal Requirements

The reauthorized *Individuals with Disabilities Education Act (IDEA)* was signed into law on December 3, 2004, and final federal regulations were issued in August 2006. The regulations provide both guidance and requirements for states to follow in developing criteria for the determination of specific learning disabilities. IDEA 2004 contains the provision to use a student's response to scientific, research-based interventions as one approach for identifying students with specific learning disabilities (SLD). States must develop criteria and districts must utilize the state's criteria, which:

- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability
- Must permit the use of a process based on the child's response to scientific, research-based intervention; and
- May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability

The Rhode Island Board of Regents Regulations Governing the Education of Children with Disabilities, adopted December 19, 2007 and effective July 1, 2008, include the

option to use a process based on a child's response to intervention for the identification of specific learning disabilities and requires the state to adopt state criteria for specific learning disabilities. The State Criteria for Specific Learning Disabilities was adopted by the RI Board of Regents June 4, 2009 and phases in the requirement for LEAs to utilize a student's response to intervention as part of the process for the identification of specific learning disabilities and phases out the use of severe discrepancy between aptitude and achievement.

The State Criteria for Specific Learning Disabilities was adopted by the RI Board of Regents June 4, 2009 and phases in the requirement for LEAs to utilize a student's response to intervention as part of the process for the identification of specific learning disabilities and phases out the use of severe discrepancy between

It is important to clarify that RtI is not a special education or general education initiative. It is an ALL student, ALL staff initiative designed to serve all students with responsive systems of supports and interventions.

What is RtI?

Effective Educational Practices for All

“RTI is the practice of providing **high-quality instruction** and **intervention matched to student need**, **monitoring progress** frequently to make decisions about change in instruction or goals and **applying child response data to important educational decisions**. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.”

(NASDSE, 2005)

RtI is...

- One size fits few
- School focused
- General education initiative
- Multi-leveled
- Problem-solving approach
- Understanding learners' needs
- Emphasis on solutions
- Early intervention perspective
- Ongoing assessment
- High-quality instruction
- Program coordination
- Broad instructional alternatives
- Acceleration
- Data informed
- Proactive
- Framework

RtI is not...

- One size fits all
- Teacher focused
- Special education initiative
- Single support options
- Directive approach
- Labeling learners
- Emphasis on problems
- Wait-to-fail perspective
- One-shot assessment
- Hit-and-miss instruction
- Program isolation
- Narrow instructional alternatives
- Remediation
- Data driven
- Reactive
- Program

Definitions

Benchmark: a specified level of student performance that is expected of students at a particular grade level and a particular time of year. A student's performance is measured against an established benchmark to determine how he/she is performing relative to same grade level peers.

Continuum of Instruction: an instructional delivery model which outlines intensity of instruction within a multi-leveled prevention/intervention system.

Core Instruction: effective standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. It is designed to meet the needs of eighty to ninety percent of all students. At this level, the classroom teacher makes use of evidence-based instruction or strategies and differentiates instruction to meet the needs of all students to ensure positive outcomes for all. Core instruction should include whole class, small group and individual student work informed by the data of the class.

Curriculum-Based Measurement (CBM): an assessment approach used for the purpose of screening students and monitoring their progress across core subject areas. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data-Based Decision Making: the process of using student data to determine the effectiveness of instruction and/or intervention.

Differential Instruction: involves adjusting the teaching/learning environment and/or instruction to provide appropriate learning opportunities for all students to meet their individual and diverse needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Duration: the length of instructional time the teacher spends on an intervention with a student or group of students at each session.

Evidence-Based Instruction: involves educational practices, instructional strategies and interventions that have been validated as effective.

Fidelity: refers to whether or not a *prescribed* intervention is carried out as intended.

Frequency: the number of instructional sessions per week administered to a student or group of students to implement an intervention.

Intensity: the number of students in a group who are receiving an intervention at the same time.

Progress Monitoring: an assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify rate of progress and level of performance relative to peers.

Rate of Progress: student performance across time determined by analyzing three or more data points that are generally graphed.

Response to Intervention (RtI): decision-making process of determining appropriate support and intervention to supplement the core curriculum to meet the needs of all learners.

RtI District Team: a collaborative and multi-disciplinary team whose major function is the planning and development of an RtI process in the district.

RtI Building-Based Problem Solving Team: a collaborative and multi-disciplinary team that meets on a regular basis for the purpose of implementing the district RtI process in a particular building. Responsibilities may include: evaluating student data, planning school-wide and student level interventions and monitoring student response to intervention.

Supplemental Targeted Intervention: designed for students who are not making sufficient progress with Core Instruction and is offered in addition to Core Instruction. Small group instruction (five to eight students) is provided for a pre-determined length of time (typically about eight weeks). Interventions are designed to match the needs of the students identified as at-risk through screening and progress monitoring measures and are typically provided for a minimum of twenty minutes per session, three times per week, by trained, knowledgeable and skilled school personnel.

Supplemental Intensive Intervention: designed for students who are not making sufficient progress with Supplemental Targeted Intervention and is offered in addition to Core Instruction. Supplemental, individualized and customized intervention provided to students in a smaller group format (typically 1:1 or 1:2) and delivered with greater frequency and duration (at least four times per week, minimum of thirty minutes daily). Intensive interventions are tailored to the students' needs and provided by a highly trained, knowledgeable and skilled educator.

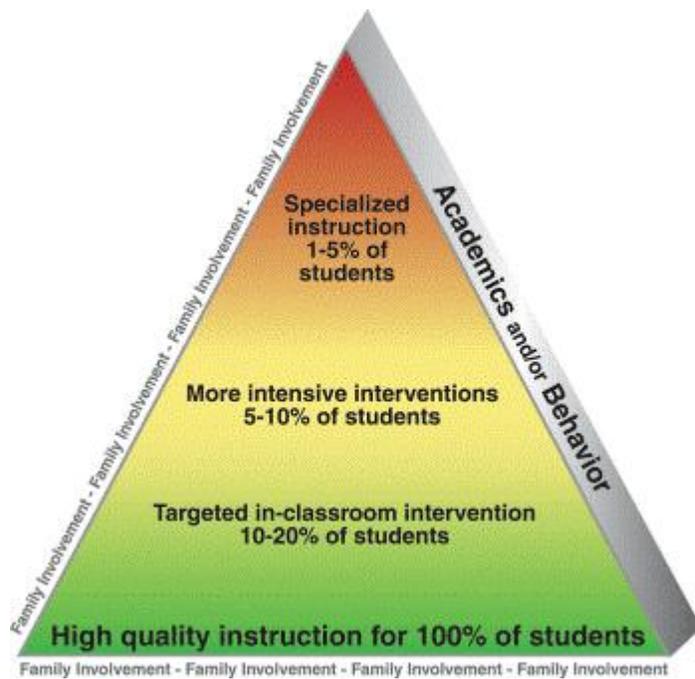
Universal Screening: an assessment process used with all children within a given grade, building or district for the purpose of identifying or predicting students who may be at risk academically and/or behaviorally. Measures used within this process are brief and typically administered at a minimum of three times per year.

80% Rule: when looking at universal screening data if approximately eighty percent of students **are not** meeting benchmark then core instruction/intervention needs to be examined and modified.

Data Informed Decision Making

Universal Screening

Screening is conducted to identify or predict students who may be at risk. Assessments are typically brief and conducted with all students in a given grade level. The performance of all students is evaluated systematically to identify those who are: a) making adequate progress, b) at *some* risk of failure if not provided extra assistance, and c) at *high* risk of failure if not provided specialized supports.



80% Rule: *When looking at Universal Screening data, if approximately 80% of students are not meeting benchmarks, then the core instruction/school wide interventions need to be examined and modified.*

➤ Academic Screening

Burrillville School Department selects and provides a variety of appropriate universal screening tools designed for specific grade levels. All students are assessed in the Fall, Winter, and Spring in both English Language Arts and Mathematics. Predetermined benchmarks are given and cut off points are developed to identify students most at-risk. Other data is also used to inform the RtI Problem-Solving Teams such as NECAP scores, Degrees of Reading Power (DRP), Developmental Reading Assessment (DRA), and Proficiency Based Graduation Requirements (PBGR) expectations (grades 9-12).

➤ **Behavior Screening**

Burrillville is a Positive Behavioral Interventions and Supports (PBIS) school district; all schools currently have a PBIS model in place to support school-wide behavioral interventions. As part of PBIS, all schools use the School-wide Information System (SWIS) online program to collect, track and report discipline data and design school-wide, as well as, individual student interventions. SWIS data can be examined at any time during the school year.

➤ **Social-Emotional Screening**

In addition, at the secondary level, Burrillville utilizes a unique social-emotional screening tool (Connections Survey) to identify students who are potentially at-risk in the social-emotional realm. The Connections Survey and process was designed by the Burrillville High School Problem-Solving Team; Burrillville Middle School uses a modified version of the survey. This screening occurs once per year in the fall.

Evidence-Based Intervention (EBI)

Effective instruction is critical for both general and special education populations. Under No Child Left Behind, schools are required to use scientifically based practices in order to bring all students to proficiency by the year of 2017.

Evidence-based interventions are strategies, practices, and programs for which research is available documenting their effectiveness in improving targeted academic, behavioral, and social/emotional needs when implemented with integrity. Based on research that uses objective, valid, and reliable methods that draw on observation and data collection, *evidence-based instruction* ensures better results for students when effectively used.

Questions to consider when using *Evidence-Based Intervention*:

1. Is the child exhibiting an academic concern, a behavior concern, or both?
2. What is the most likely reason that the child is presenting this concern?
3. Does the intervention provide systematic and explicit instruction?
4. Does the intervention provide flexibility for use with a range of learners?

| Additional Information about Evidence-Based Interventions | |
|--|---|
| Evidence Based Intervention Network: | http://ebi.missouri.edu/ |
| How to select an EBI: | |
| What Works Clearinghouse: | http://ies.ed.gov/ncee/wwc/ |

Progress Monitoring

Progress monitoring is used to assess students' academic performance on a regular and frequent basis in order to identify when growth trends indicate a need for increasing the level of instructional support to students. Progress monitoring can be implemented with individual students or an entire class.

An important component of progress monitoring is implementing the process with **fidelity** throughout the year. Fidelity of implementation is the delivery of instruction/intervention in the way in which it was designed to be delivered (i.e., something has been accomplished according to a predetermined plan). Some may think that interventions are being correctly and consistently implemented, but without fidelity checks, decisions may be based on inaccurate data.

When a student is identified as at-risk, based on the universal screening measure, his/her progress should be monitored in relation to Core Instruction. Progress should be monitored frequently (weekly or biweekly). A student's progress is measured by comparing the predetermined benchmarks to his or her actual rate of learning. A teacher can use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student. A student who is not responding adequately to Core Instruction moves on to Supplemental Targeted Intervention and increasingly intensive levels of intervention and instruction. The current recommended time period for measuring response to Core Instruction is eight to ten weeks.

According to the National Center on Student Progress Monitoring, progress monitoring has the following benefits when it is implemented correctly:

- students learn more quickly because they are receiving more appropriate instruction
- teachers make more informed instructional decisions
- documentation of student progress is available for accountability purposes
- communication improves between families and professionals about student progress
- teachers have higher expectations for their students; and, in many cases
- there is a decrease in special education referrals

Overall, progress monitoring is relevant for classroom teachers, special educators and related service providers because the interpretation of this assessment data is vital when making decisions about the adequacy of student progress and formulating effective instructional programs. Source: Studentprogress.org

Progress monitoring is intended to be short, quick probes designed to capture a student's level of growth. It is essential to have the correct tool to monitor progress of each goal.

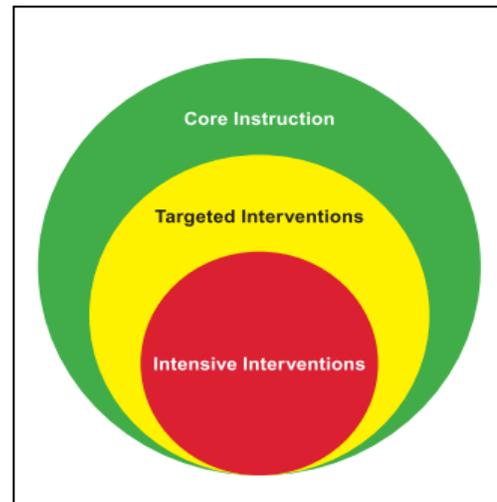
Interventions

Core Instruction / School-wide Intervention

The universal or core instruction that is provided within the general education classroom is the most critical ingredient within an RtI framework. It is the foundation of the school's instructional support system. All supplemental supports and interventions are built upon it.

A common consensus is that eighty percent or more of students can be successful if the core instruction is high-quality, differentiated, and comprehensive enough to meet learners' academic and behavioral needs within and beyond the grade level curriculum.

High quality, comprehensive instruction is provided to all students as part of universal or core instruction. The curriculum, differentiated instruction, and assessment practices provide a coherent and articulated development of students' skills and abilities. The curriculum and instructional strategies are culturally and linguistically appropriate. Effective classroom instruction is characterized by meaningful learning opportunities guided by formative assessment appropriate to the student population being served.



Source: RIDE Criteria and Guidance for the Identification of SLD

Within the core curriculum, the general educator:

- provides the first level of interventions in the classroom
- conducts grade-level appropriate brief universal screenings
- collects three to five baseline data points prior to the interventions
- effectively teaches the school's behavioral expectations to all children
- reinforces positive behaviors in order to prevent problematic behaviors

Examples of core instructional supports:

- graphic organizers
- hands-on activities
- cooperative grouping
- explicit modeling
- rewarding students for positive behavior through praise and reinforcements

Within a PBIS framework, positively stated behavioral expectations are posted, taught, reviewed, prompted, and supervised throughout the school year.
Simonsen & Sugai, 2009

Examples of Core Instruction/School-Wide Interventions:

- *Mary is in 1st grade and attends a school that utilizes the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to benchmark and progress monitor. At the beginning of Mary’s first grade year, her performance on the DIBELS indicates that she is an Intensive (high-risk) reader and needs support with phonics and phonemic awareness. The teacher utilizes specific instructional strategies to focus on phonics and phonemic awareness and provides specific skill builders for the parents to work on at home. Because Mary’s score falls in the intensive range, the teacher begins progress monitoring Mary every other week. As the teacher collects data using DIBELS, Mary shows steady progress. The classroom teacher continues to provide instructional strategies, and when Mary participates in the mid-year benchmark, she is identified as a Strategic learner (at moderate risk).*

- *Joe is in 6th grade and participating in all content area instruction in general education. Joe has an Individualized Education Plan (IEP) and is identified as having significant hearing loss. Joe requires the use of an assisted hearing device in order for him to access the curriculum. Joe utilizes a personal FM system during classroom instruction and when working in group settings. Although, Joe has an IEP to meet his learning needs due to his disability, Joe makes sufficient progress with Core Instruction. This is a good example of the importance of identifying what level of curriculum and instruction individual students with IEPs need.*

Source: RtI: A Practitioner’s Guide to Implementation, Colorado Department of Education (2008)

- *An increase in students being tardy to class is evidenced by discipline reports. Teachers are voicing their frustrations with this growing problem as it is disrupting their classrooms. To address this problem, each teacher is given a handout with a short lesson that will teach, remind and prompt appropriate behavior of all students. Staff will increase presence in the hallways and conduct a sweep at the end of transition time. Students arriving to class on time every day for one week will be rewarded with Bronco Bucks. Students that continue to be tardy to class will be provided more targeted intervention.*

| INTERVENTIONS ARE <u>NOT</u> | |
|-------------------------------------|--------------------------|
| • Preferential seating | • Parent contacts |
| • Shortened assignments | • Classroom observations |
| • Additional time on assignments | • Suspension |
| • Lowered expectations | • Retention |

Supplemental Targeted Intervention

Highly efficient, explicit intervention is provided to **some** students who need more than the core instruction to achieve at grade level benchmarks. The instructional strategies and materials used are evidence-based and delivered by effective providers to small groups of students with similar needs. The instruction is designed to be short term and targeted to meet specific student needs. It is most effective when it supports and enhances the classroom instruction and occurs in meaningful contexts. Progress monitoring of students' performance toward intervention goals should occur at least twice a month for students receiving this type of intervention.

Examples of Targeted Interventions:

- *Four students in second grade are evidencing difficulty with math problem solving. During the grade level math intervention block (in addition to math core instruction) that occurs three times a week for 30 minutes, the classroom teacher provides explicit modeling, guided practice and supportive feedback on solving addition and subtraction word problems using schema-based instruction. The instruction includes identifying the problem type and then translating the problem from words into a meaningful graphic representation. The classroom teacher cues and prompts the students about these strategies as they complete math problems as part of the core instruction. The intervention will last for 6 weeks. Progress monitoring of students' performance on mastery measurement assessments of addition and subtraction word problems that involve joining actions and separating actions will occur throughout the intervention.*
- *John, a 10th grade student, reads on a 4th grade level based on district assessment. John performed substantially below proficiency on all tested areas in 9th grade. When John enrolled at the beginning of 10th grade, his counselor registered him for a double block that included the standard literature class with team teaching as well as a focused literacy block with a class size of 8.*
- *Amy is in 2nd grade and has difficulty following directions. Because escalating behaviors occur when Amy chooses not to follow directions she is removed from class. She is often not safe. She will attempt to kick other students. Currently, Amy has a behavior report card. The problem-solving team decides to intensify the intervention by including a reward contract and a peer mentor. The reward contract consists of a reward menu for following directions at four different times during the day with feedback and self monitoring. Amy's behavior will be monitored by her classroom teacher with support from the designated consultant assigned to her plan. Sources: RtI: A Practitioner's Guide to Implementation, Colorado Department of Education (2008); RIDE Criteria and Guidance for the Identification of SLD*

Supplemental Intensive Intervention

Specifically designed systematic intervention(s) for those **few** students who are not making sufficient progress with targeted interventions or who need a greater instructional intensity to accelerate their progress because of a more significant learning gap are provided intensive interventions. The instructional strategies and materials used are research-based and delivered by highly effective providers to very small groups of students. This type of intervention is delivered more frequently (often four to five times a week) and often of longer duration than targeted interventions in order to reduce learning gaps. It is characterized by extraordinary intensity and focus. **Intensive interventions may be provided as a general education, special education or related service.** It differs from targeted instruction in that it is more intense and often more individualized. As is the case with targeted intervention, it is most effective when learning experiences occur in meaningful contexts and the instruction is aligned with the core curriculum and tailored to the individual learner although the delivery and materials used may be different. Progress monitoring should occur frequently (as often as weekly) for students receiving this type of intervention and should include a balance of general outcome measurement and mastery of specifically taught skills.

Examples of Intensive Interventions:

- *Maria is in 3rd grade. She is identified as an English Language Learner; however, she has not participated in English as a Second Language (ESL) programming since kindergarten. Maria was referred for special education services in 2nd grade for concerns in reading. She did not qualify as having a Specific Learning Disability. Maria was referred to the problem-solving team for continued concerns with reading and members of the problem-solving team looked at all previous assessment data, collected current testing information, and consulted with the teacher. Maria was currently reading 110 words a minute on Oral Reading Fluency; however, she appeared to have great difficulty in comprehension and interacting during whole group instruction. The problem-solving team determined that they did not have the right information to determine what interventions would improve reading comprehension and participation during whole group instruction. It was clear that Maria did not have a decoding or fluency issue, but the direct problem was unclear. Additional testing was completed that revealed Maria's expressive and receptive vocabulary was at the pre-k level. This is when her ESL programming ended. The problem-solving team put an intensive, one-on-one, direct instruction vocabulary intervention in place 3 days a week.*
- *Two fifth grade students are reading significantly below grade level according to district reading assessments. They will receive 45 minutes of daily instruction from the special educator who has expertise in teaching reading to struggling learners. The interventionist will utilize a reading program designed to provide intense instruction in word decoding and fluency. The strategies that are taught will be modeled for the classroom teacher by the*

special educator so that the students will continue to apply what they learn when reading text in the classroom. The text used in the intervention and as part of the core will be both meaningful and matched to the students' reading level. This intervention is scheduled to last for 10 weeks, but students' response to instruction will be reviewed after 6 weeks. Reading fluency CBM and survey of multi-syllabic phonics will be used to monitor progress.

- *A sixth grade student, new to the school district is evidencing strong performance in all subject areas except math. Teacher observation, classroom assessments and district fall benchmark math testing all indicate that the student's math performance is significantly discrepant from her peers. Her math teacher has met with her every day before school for 3 weeks to support her with classroom assignments; however; her grades show that she is still having difficulty. The math teacher, along with a building based problem-solving team, engage in a structured problem-solving process. A review of her prior school records shows that she experienced success in math until grade 5. An interview with the girl and her parents reveals that her fifth grade teacher was out on sick leave for extended periods of time and replaced with a substitute teacher who allotted only 10 minutes a day to teach math. Diagnostic math testing done by the math specialist indicates that the student is lacking skills and knowledge in many grade 5 math concepts. An intervention is planned to provide explicit math instruction through one to one tutoring every day before school. The goal is for the student to demonstrate proficiency in grade 5 math concepts and skills. This instruction will be provided by the school's math specialist. The concepts and skills covered each day will be reinforced by her classroom teacher in her sixth grade math class. Her progress will be monitored weekly using math curriculum-based measures and other math formative assessments that are part of the district's math curriculum. The team will meet formally after 8 weeks to evaluate her progress. Source: RtI: A Practitioner's Guide to Implementation, Colorado Department of Education (2008)*

Increasing Instructional Intensity

- Reduce group size
- Add instructional time by increasing frequency or duration
- Increase teacher-led instruction and modeling
- Provide more scaffolding
- Increase teacher/student interaction
- Increase opportunities to respond
- Adjust instructional pace and increase opportunities for practice
- Increase repetition cycles and corrective feedback
- Increase engagement and meaningful learning activities
- Increase expertise of intervention provider

Specifically designed systematic intervention for those few students who are not making sufficient progress with targeted interventions or who need a greater instructional intensity to accelerate their progress because of a more significant learning gap are provided intensive interventions.

Connection to Special Education

The Response to Intervention (RtI) approach represents a process for assessing and maximizing the ‘opportunity to learn’ for students who are struggling in any academic or social/emotional area. It emphasizes the importance of effective, culturally responsive instruction and early intervening service for all students prior to making a referral to Special Education. By moving away from the Individuals with Disabilities Education Act (IDEA) discrepancy model previously used to identify students with learning disabilities, we remove the potentially harmful effects of delaying intervention until a student’s achievement is so low there is little hope of ‘catching up’.

Documentation of the **student’s response to scientific, research-based intervention (RtI)** is essential in the process of determining that a student has a specific learning disability (SLD) and is eligible for special education and related services.

Rhode Island’s eligibility process for special education and related services requires the consideration of four areas of interrelated data – achievement gap data, educational progress data (or pattern of strengths and weaknesses), need data, and the individual context of each student’s unique circumstances.

- Achievement Gap: *The student’s current achievement is significantly different than his/her peers.*
- Educational Progress: *The student does not make sufficient progress even after the provision of intensive intervention.*
- Need: *The student has a disability and requires special education and related services.*
- Individual Context: *Other factors, including racial, ethnic, social, cultural, familial, linguistic, and educational variables have been ruled out as the primary cause of the student’s learning difficulty.*

RtI Frequently Asked Questions

What is RtI?

RtI is the practice of providing high quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions. In a nutshell, RtI is ... a system designed to ensure that all students reach high levels of achievement.

What Are the Benefits of RtI?

Perhaps the greatest benefit of an RtI approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns. While the interventions are taking place, school staff monitors the progress that these students are making in their problem areas. These progress monitoring techniques used within the RtI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately.

Often RtI Tiers are show; how do they fit into this Implementation Guide?

Many RtI reference sites and materials refer to **tiers of intervention** as opposed to the continuous increase in intervention shown in the diagram on page 8 of this guide. The tiers are usually described as shown below.

Tier I

ALL students receive Tier I interventions, also known as “Best Practices.” Tier I interventions will be successful with 80-90% of the student population. Classroom teachers provide Tier I interventions and supports.

Tier II

Based on academic school-wide screening, students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough will receive Tier II interventions. They receive the same instruction as students in Tier 1 as well as *targeted* interventions. Tier II represents 5-10% of the population. Tier II interventions are provided by the classroom teacher as well as support staff when necessary.

Tier III

Students who are not making adequate progress at Tier II will receive Tier III interventions. Tier III interventions include intensive instruction, specific to the student’s highest area(s) of need. Tier III should only represent 1-5% of the population. Tier III interventions are provided by the classroom teachers as well as specialists in the specific area of skill deficit.

How are parents notified?

Parents will receive a letter that states when a student needs additional instruction beyond the classroom. If a student is referred to the Problem Solving Team for possible intervention, parents will be notified in order for them to have the opportunity to participate in the team meeting. If intervention is provided beyond the classroom, a progress note will be sent home as part of the periodic progress monitoring meetings.

Where can I get the District's Core Curriculum Information?

Curriculum maps are available on the district website for kindergarten through grade twelve in both English Language Arts and Mathematics. <http://www.bsd-ri.net/>

Where can I get more information about RtI?

For specific questions about your child, you may contact your child's current teacher or the intervention specialist who is listed on the parent letter. For general RtI questions, please contact your child's principal.

If my student is recommended for special services, what is the entitlement process?

In order for a student to be considered for Special Education Entitlement in the area of Reading or Math they must have moved through the RtI process including large group instruction (Tier 1), small group instruction (Tier 2) and individualized more time intensive instruction (Tier 3) and continue to demonstrate a lack of performance growth within a scientifically based curriculum and/or intervention. Additionally,

- Fidelity of instruction and interventions has been evaluated through classroom walk-through data.
- A planning form for instruction and interventions has been created by collaboration of the problem solving team, special education providers and intervention specialists.
- Ongoing data collection is performed throughout the process weekly or bi-weekly.
- At least 3 data points have been collected.
- A student observation has occurred within the educational setting.
- Evidence of parent involvement throughout the RtI process.

Once students have moved through the RtI process outlined above, in order to be considered for entitlement, students must demonstrate performance discrepancy as indicated by national, state and local assessments AND are not demonstrating educational progress through those established national, state or local norms. Additionally, the team has come to consensus on instructional needs, through the intervention process within the problem solving model and have considered moving to the Domain Review.

Can parents request an evaluation while a child is in the RtI process?

Parents can request a special education evaluation at any time prior to, during, or following their child's involvement in the RtI process.

Appendix A: Rhode Island Response to Intervention Flowchart

