



THE SCHOOL DISTRICT OF LEE COUNTY  
2855 COLONIAL BLVD.  
FORT MYERS, FLORIDA 33966

# **RESPONSE TO INTERVENTION MANUAL**

*Phase 1*

updated 8/27/08

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## Chapter 1

### Definition and purpose

The School District of Lee County is adopting the Response to Intervention (RTI) model to provide academic and behavioral support in the general education classroom with the goal of preventing students from falling behind through early intervention.

The National Research Center on Learning Disabilities (NRCLD, 2006) defines Response to Intervention as:

*“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”*

RTI is an integrated approach to service delivery that encompasses general, remedial and Exceptional Student Education (ESE) through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (1) providing high-quality instruction/intervention matched to all students' needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RTI practices are proactive, incorporating both prevention and intervention, and are effective at all levels from early childhood through high school.

RTI is a general education initiative written into the special education law. The language that Congress uses in Individuals with Disabilities Education Act (IDEA 2004) and Elementary and Secondary Education Act (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services.

Recent research shows that multi-tiered models are effective educational practices within schools to bring high quality instruction to all students. The key purposes of RTI are: decisions based on data, screening for at-risk students, school wide collaboration to help each student, progress monitoring, and evaluating the effectiveness of instruction and interventions. The RTI concepts presented in this document make use of a multi-tiered approach that incorporate the aspects of a personalized education.

Due to Lee County's cultural and linguistic diversity in student populations, resources, and geographic areas, it is expected that no two school buildings will implement RTI in precisely the same way. With that in mind, this manual has been designed to propose a framework for schools to implement RTI. Although much of the research emphasizes the application of RTI with reading interventions, the School District of Lee County will be applying RTI to math, writing, science and behavior.

Instruction should be standards-based, student-centered, and rooted in assessment with the consistent use of best instructional practices and materials that are grounded in research. A holistic approach to problem-solving will be used with each child, taking into account cultural, social, and oral language factors. Parents need frequent communication to partner with the school when making RTI decisions.

## Main Ideas

The RTI team is vastly different from the child study team in that the child study team historically has been used in a pre-referral and referral process for Exceptional Student Education (ESE). The RTI process is an *early intervention and prevention* process with the goal being to eliminate the future need for ESE services for the child by intervening before a gap in academic achievement becomes too great. RTI is about prevention and early support, it is not a retooling of the pre-referral/child study team process.

RTI is comprised of core principles that represent recommended RTI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of RTI systems and establish a framework to guide and define the practice.

- 1. Use scientific, research-based interventions/instruction.** The critical element of RTI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.
- 3. Conduct universal screening/benchmarking.** School staff conduct universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a RTI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

**4. Use a multi-tier model of service delivery.** A RTI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. Lee County School District has adopted a three-tier approach.

In a RTI system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1 (with the exception of profoundly disabled students). Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.

See Appendix A for an overview.

Figure 1 illustrates layers of instruction that can be provided to students according to their individual needs. Tier 1 represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Tier 2 comprises a smaller group of students, typically 5-10% of the student population, who are chosen based on a lack of response to interventions at Tier 1. These students will need strategic interventions to raise their achievement to proficiency. Tier 3 contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported.

Figure 1: Three-Tier Model of School Supports  
**Academic Systems**

**Behavioral Systems**

**Intensive Interventions**

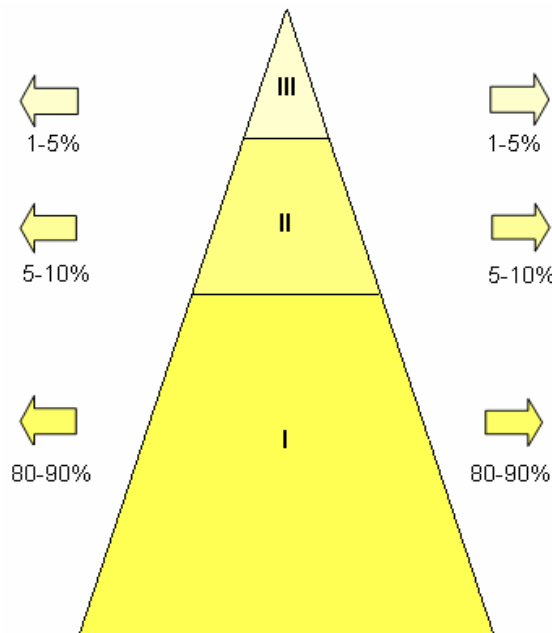
- Individual Students
- Targeted assessment-based
- Progress monitoring increases to once a week

**Strategic Interventions**

- Some at-risk students
- High efficiency progress
- Monitoring increases to twice per month

**Core Interventions**

- All subjects, all students
- Preventative, proactive
- All students 'Benchmarked' at least 3 times per year on core academic skills



**Intensive Interventions**

- Individual Students
- Targeted assessment-based
- Progress monitoring increases to once a week

**Strategic Interventions**

- Some at-risk students
- High efficiency progress
- Monitoring increases to twice per month

**Core Interventions**

- School-wide or classroom specific
- Preventative, proactive (PBS)
- School profile based on school-wide discipline records

- 5. *Monitor progress frequently.*** In order to determine if the intervention is working for a student, the RTI Team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RTI Team whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.
- 6. *Implement with fidelity.*** Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RTI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal's Walk Through).

## Chapter 2

### **Tiers**

As noted earlier, a RTI approach incorporates a multi-tiered system of service delivery in which each tier represents an increasingly intense level of services. Students move fluidly from tier to tier. A multi-tiered concept aligns all available resources to support and address students' needs regardless of their eligibility for other programs. It is important to note that RTI is not a placement model; it is a flexible service model. Tiers build upon and supplement the lower tiers, rather than supplanting them.

Tier component guidelines for Reading and Math are in Appendix B.

#### **Tier 1 - Core Instruction**

In the RTI framework, all students in Tier 1 receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier 1 instruction occurs in the general education setting, it is not necessarily grade level instruction but rather *differentiated instruction*. Instruction at Tier 1 includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

An important first step in identifying at-risk students is the use of **universal screening and/or benchmarking** of students in all core academic areas. At Tier 1, universal screening for all students is conducted at least three times – at the beginning, middle and end of the school year. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as curriculum-based measures (CBMs) to include DIBELS. Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, *schools must examine whether it is occurring school-wide or whether it is a class-specific problem*. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low-income) this does not automatically mean it is acceptable to refer a higher proportion of students in that school for ESE services. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population. When the core curriculum is effective, interventions within the core will need to be made for at-risk students in accordance with their individual needs based on universal screening/benchmarking data, followed by progress monitoring.

While a variety of universal screening tools are available, schools are encouraged to choose tools that are easy to administer and analyze. Schools should utilize multiple convergent sources for screening students, including: district-wide assessments; existing data; classroom data; CBMs; and other measurements. Classroom reading assessments and the Dynamic Indicator of Early Literacy Skills (DIBELS) should be used as the primary screening tool for assessing reading skills in kindergarten through fifth grade along with the Stanford Assessment Test (SAT 10) and the Florida Comprehensive Assessment Test (FCAT) scores. To ensure valid and reliable results, directions for administering screening tools and scoring the results should be explicitly followed. For some students additional assessments may be needed for speech, language and Limited English Proficiency (LEP).

**Progress monitoring** documents student growth over time to determine whether the student is progressing as expected in the core curriculum. A student's progress will need to be graphed after each benchmark assessment to track growth or lack of growth. There are multiple ways to graph data collection such as by hand, Excel templates, and online tracking services. Training should be made available at the school level to ensure accurate progress monitoring documentation techniques.

CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student's academic ability. A list of various CBM tools can be found in the resources section of this manual. CBMs are used for both screening/benchmarking and progress monitoring. Other measures of student performance such as classroom observations, state-wide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

The data collected during Tier 1 progress monitoring of 'at-risk' students helps teams make informed decisions at the classroom level. These data provide a picture of the student's performance and rate of growth (i.e., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at Tier 1 will need more strategic interventions. **Lack of responsiveness** is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards by the end of the school year without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of a student's progress.

The decision to advance to Tier 2 is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier 1. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crises, or other traumatic life changes that may impact the student's classroom performance. If these events are short-term, the team may decide to keep the student in Tier 1 and provide other supports to address the immediate needs of the student. In very rare cases, some students are significantly below Tier 1 and Tier 2 peers, indicating a need for Tier 3 intensity in order for the student to make progress. The RTI Team will make this determination when reviewing the student's individual needs.

Following Florida state requirements, any student functioning below grade level in reading (as measured by the SAT-10 or FCAT) is required to receive a minimum of 30 minutes per

day in reading instruction. This requirement will be addressed through the RTI multi-tiered process. Tier 2 and Tier 3 students may need interventions in the regular classroom, in addition to interventions in the Tier 2 setting. The RTI Team may assist the classroom teacher in designing these interventions; however, many of them are just a normal part of good teaching practices.

Many interventions can and should be done in the regular classroom (Tier 1), following the principles of differentiated instruction and universal design, regardless of whether or not a teacher has Tier 2 or 3 students in their classroom. Universal design means that, although something may be intended for a particular target, *it has universal applications*. For example, although a wheelchair ramp is intended to assist people in wheelchairs, it is routinely used by delivery people with a hand truck and parents with strollers, as well. The scenarios below illustrate how RTI works in Tier 1, using these principles.

### Scenario One- Tier 1 Interventions

Mrs. T has no Tier 2 or 3 students; however, she routinely monitors her class using Curriculum Based Measures to be sure her students comprehend what she is trying to teach them. After teaching a social studies lesson to her third grade class, Mrs. T administers a quick, short test to check for understanding. Since more than 80% of her students demonstrate mastery on the test, she knows her instruction is effective; however, three students do not demonstrate mastery. One student is ELL, one has ADHD, and the other has no particular difference in her profile. She decides to move the student with ADHD to a less distracting location where she can more easily redirect him to focus during her instruction. She also adds a component to her lessons to pre-teach keyword vocabulary for new concepts. After her next several lessons, she administers another test and finds that all three students have shown adequate progress. Her Tier 1 interventions appear to have been successful, so she continues them, probing throughout the year to be sure the interventions remain successful.

### Scenario Two- Tier 1 Interventions

The next year, Mrs. T has two students in her classroom who receive Tier 2 services, which includes extra reading instruction. She also has an ELL student who passed the DIBELS screening and is in Tier 1, but sometimes struggles with comprehension. She routinely incorporates pre-teaching keyword vocabulary into all of her lessons, which she found to be helpful to all of her students last year. Additionally, since she knows her Tier 2 students read slowly and sometimes struggle with comprehension, she assigns a peer partner to work with them during seatwork time. Her CBM probes demonstrate that these strategies are beneficial for all of her students, including the Tier 2 readers. If not, she would attempt different strategies, perhaps in consultation with the reading specialist who teaches her Tier 2 students.

## **Tier 2 - Strategic Interventions**

At Tier 2, **strategic interventions** are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier 2 typically consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier 1 and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier 2 and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Strategic interventions are intended to be short-term and are put in place for immediate implementation; however, students may remain in Tier 2 for as long as they are making reasonable progress. While no specific time frame is mandated, interventions need to be in place for a period long enough to accumulate streams of meaningful data. This will allow the teams to make informed and well considered decisions. Interventions are generally provided in smaller groupings; they may occur in the main classroom or in other settings. Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the RTI Team.

At Tier 2, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier 2 than Tier 1, usually occurring two times per month, or more frequently as determined by the RTI Team. Data gathered through Tier 2 progress monitoring informs teams of modifications needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over four consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added.

Students who are successful at Tier 2 may no longer require Tier 2 supplemental instruction once they reach a delineated benchmark. However, for a small percentage of students, Tier 2 interventions will not be enough. If a student is not making adequate progress after it is determined that Tier 2 strategic interventions have been implemented with fidelity, the student may require intensive interventions at Tier 3.

## **Tier 3 - Intensive Interventions**

**Intensive interventions** at Tier 3 are designed to accelerate a student's rate of learning. This is done by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier 1 and Tier 2. Intensive interventions at Tier 3 are supplemental to core (Tier 1) and strategic (Tier 2) interventions and are targeted to specific individual student needs. Students at Tier 3 are those students who are performing *significantly below standards* and who have not adequately responded to high quality interventions provided at Tier 1 and Tier 2.

Tier 3 generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of approximately 2-5 students. Progress monitoring at Tier 3 is completed more frequently, at least on a weekly basis. In addition to the interventions the student is receiving in the core curriculum and Tier 2, they may need even more additional time or modifications for success.

Prior to selecting intensive interventions, **targeted assessments** are typically conducted when a student enters Tier 3. These assessments use direct measures in addition to analysis of RTI data to provide more in-depth information about a student's specific instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered by specially trained general education teachers, reading specialists, school psychologists, or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBM's (in this case targeting a very narrow skill), other standardized assessments, and/or a functional behavioral assessment.

Students who are successful at Tier 3 and no longer need intensive individualized interventions may be returned to previous levels. Students who are *not successful or require permanence in terms of Tier 3 intensity* should be referred to the Child Study Team. The Child Study Team will consider the need for further norm-based assessment(s) and a referral to ESE. Other long-term planning (such as a 504 plan) may also be considered if indicated.

## **Problem Solving Process**

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2 and 3. Decisions are made by RTI Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of a RTI Team changes by adding additional specialists' expertise as students move from tier to tier. RTI Teams should always include the student's general education teacher(s) and parents. RTI Team participants might include: reading specialist/coach, school administrator, counselor, ESOL representative, school psychologist, speech and language pathologist, additional general education staff, and paraprofessional. The technology specialist may be involved to consult regarding data collection and reporting methods.

See Appendix C for specific roles and responsibilities of each team member.

In making decisions, teams should use the following approach:

- **Define the problem** - When a concern is raised, the first step is to review the concern and attempt to identify the problem. The RTI Team should first review existing student data to determine specific problems. For example, a student should not be identified as simply having an academic or a behavior problem. The team should try to narrow the problem (based upon available data) to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension or peer interactions, etc.).

- **Analyze the cause** - Once the problem is defined, the RTI Team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas identified by the RTI Team. The team should also compare the student's progress to peers over time.
- **Develop a plan** - Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation timeframe; the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, reading specialist, etc); and a timeframe to evaluate the effectiveness of the intervention. A sample of an intervention plan can be found in *RTI Toolkit: A Practical Guide for Schools* by Jim Wright. The student's plan should outline the goal for progress. The team plots an aim line (goal line) depicting the desired rate of progress a student needs to reach the goal from the current baseline. At some point, a new format for the Progress Monitoring Plan (PMP) may be developed which merges the current PMP information with the additional information obtained through RTI progress monitoring. Currently, however, the PMP will have to be completed and then be supplemented with RTI progress data. The PMP and the RTI intervention plan should be developed together and form one cohesive plan for the student.
- **Implement the plan** - Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools should document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).
- **Evaluate the plan** - In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The data must be charted or graphed. See sample Progress Monitoring Graph in Appendix D. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student's current performance and progress is compared to their projected "aim-line." If performance falls significantly below the aim-line over three or four consecutive monitoring periods, the RTI Team should revisit the intervention plan to make appropriate modifications or revisions

## Parent Participation

Involving parents at all phases is a key aspect of a successful RTI program. As members of the RTI Team, parents can provide a critical perspective on students, thus increasing the likelihood that RTI interventions will be effective. For this reason, schools must make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum. This can be done through traditional methods such as parent-teacher

conferences, regularly scheduled meetings, or by other methods. Parents must be notified of student progress within the RTI system on a regular basis.

See Parent Brochure in Appendix E.

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within a multi-tiered RTI system when these tools are used to determine instructional need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for ESE eligibility, written consent must be obtained in accordance with ESE procedures.

## **Chapter 3**

### **Behavior**

IDEA 2004 discusses the use of RTI in relation to the identification and support for students with possible specific learning disabilities. However, there is another dimension that stems from the common observation that many students struggle academically and exhibit problem behaviors. There are a variety of reasons why students misbehave. Some students will misbehave because they “won’t do it,” or because they try and “can’t do it.” Regardless, the fact remains that behavior and academic success are closely linked and need to be addressed simultaneously or in a concerted effort.

In a RTI approach to behavior, systematically collected behavioral data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behavior supports. A student who displays challenging behavior should be assessed, just as the student would if an academic concern was raised. Based on the results, staff uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Additional evidence of efficacy is indicated by studies with a *statistically significant positive effect*, which is a positive effect sustained for at least one year post intervention, and replication of the effect in one or more settings and/or populations. Many evidence-based behavioral interventions should be considered such as: methods based on applied behavior analysis (e.g., reinforcement); social learning (e.g., teaching expected behaviors through modeling and role playing); and cognitive behavioral methods to teach “thinking skills,” (e.g. problem solving, impulse control, or anger management, etc.).

IDEA 2004 did not change the criteria required to establish an emotional behavioral disorder (EBD). However, an evaluation group may include RTI data when considering whether a student has a disability that meets EBD criteria. The mirrored multi-tiered structure depicted on page 5 allows schools to evaluate and intervene for both behavior and academics (Sprague, 2006). The universal screening that applies to behavior at Tier 1 suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions. Information on school-wide behavioral interventions can be found in the resources section on page 20.

### **School-Wide Positive Behavior Support**

Positive Behavioral Support (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. PBS can be incorporated into the RTI model on all levels.

School-wide PBS strategies are aligned with Tier 1 interventions. Classroom interventions are compatible with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier 2 and

include small groups of students from many classrooms aiming toward the same behavioral goal. Tier 3 includes Individual Interventions which are considered critical. Individual student plans can include steps such as *Behavior Intervention Plans* (BIP) and *Functional Behavioral Assessment* (FBA).

School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of data is collected with the goal of identifying students who need support at various levels. Office discipline referral (ODR's) data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and school-wide data, such as reasons for ESE referrals for behavior issues, can be studied to identify the levels of Tier 1 support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to only that classroom.

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs (ESE). (See Appendix F- Behavior Problem-Solving RTI and Appendix G- Positive Behavior Support in Action: Example Behaviors and Intervention for Each Tier).

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must regularly collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which indicates the need for more intensive interventions.

## **Chapter 4**

### **Speech and Language**

RTI is a school wide prevention approach with the goal of using collective resources to intervene early, and prevent learning and behavioral problems from becoming larger issues. Speech and Language difficulties can greatly impact learning and behavior.

*“Speech-Language Pathologists (SLPs) can play a number of important roles in using RTI to identify children with disabilities and provide needed instruction to struggling students in both general education and special education settings.”*

(Ehren, Montgomery, Rudebusch & Whitmire, 2006)

#### **SLP Role at Tier 1**

The SLP can assist RTI Teams with students who are not demonstrating adequate progress with Tier 1 Core Instruction.

SLPs can provide support for high-quality instruction in the classroom through consultation and collaboration with staff. This can be done informally, during grade level meetings, and by providing teacher trainings. The SLP can provide support in many areas to include:

- An overview of Speech and Language development
- Improved teacher modeling of language during student interactions
- Best practices in teaching oral language (such as EXCIPS)
- Evidence-based practices in vocabulary instruction (such as “Bringing Words to Life”, Isabel Beck)
- Strategies to teach the vocabulary of instruction (spatial, temporal and sequential concepts)
- Strategies for differentiated Phonemic Awareness, Phonics and Word Analysis instruction.

#### **SLP Role at Tier 2**

The SLP can assist RTI Teams with students who are not demonstrating adequate progress with Tier 2 Strategic Interventions.

The Communication Skills Checklist will be completed for all students who are not demonstrating adequate progress with Tier 2 Strategic Interventions. The SLP will review and conduct additional screening if indicated. (See Appendix H – Communication Skills Checklist).

SLPs can assist with providing Tier 2 Strategic Interventions for students through collaboration with staff or through direct student contact in the General Education setting.

### SLP Role at Tier 3

For students who PASS the communication screening:

SLPs can continue to assist in providing Strategic Interventions through collaboration or through direct student contact in the General Education setting.

For students who FAIL the communication screening:

The RTI Team should discuss a referral to the CST to consider a comprehensive Speech and/or Language evaluation.

### IMPORTANT

**RTI is designed for students who demonstrate mild to moderate difficulties. If a student is severely below communication expectations (unintelligible, 50% below language expectations, unusual communication patterns), refer immediately to the CST to consider requesting a comprehensive speech/language evaluation.**

## **Chapter 5**

### **English Language Learners**

Current literature provides preliminary support for the use of practices related to RTI with English Language Learners (ELLs). In planning RTI approaches, however, it is important to consider ELL services the student is receiving, how their native language and English proficiency is assessed and monitored, knowledge and skills in their first language and performance in their second language (English). For example, some students may have proficiency in their first language (e.g., Spanish) but not in English. These students now require instruction in English literacy. Other students may have low literacy in both languages because they have not received adequate instruction in either language. A small group of students may demonstrate low literacy skills in both their first language and English even after receiving adequate instruction. In addition, a student's first language may not be commonly found in this geographic location, and/or may not have adequate print sources. For these reasons, the needs of ELLs must be considered on an individual basis with the ESOL representative being a critical member of the RTI Team.

ELLs can be screened on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading (Gersten et al., 2007 as cited in Vaughn, et al.). When evaluating RTI data, ELL's should be compared not only to their native English-speaking peers, but also to other ELL students with similar levels of English proficiency. If ELL students as a whole are making inadequate progress, then more ESOL strategies and scaffolded instruction need to be implemented in the regular classroom or possibly school-wide. If most (>80%) ELL students demonstrate adequate progress, then a more individualized approach is needed for those who are not progressing.

Monitor ELLs' progress as frequently as you monitor the progress of all other students. Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. Interventions will be the same as for all other students unless the ESOL representative recommends different or additional interventions.

Here are some important factors for RTI Teams to consider when creating interventions for an ELL:

- When taking a social-developmental history, inquire about the language the student's caregiver uses with the child, as it may differ from the language used by the parents.
- When assessing the student's academic experience ask the parents if there were circumstances that may have caused an interruption of school. Inquire if the student attended school on a regular basis.
- Culture and instructional systems in the country of origin impact school expectations. For instance, the curricula of some countries may still depend on memorization of facts and essay questions, while our system relies more on critical thinking skills and application. Math, often thought of as universal, may vary in the ways problems are set up or the student may be accustomed to the metric system.

### Scenario 1

A student just arrived from Mexico City and enrolled in our District. He is completely monolingual Spanish. Aprenda test Reading & Math and the Review of Academic Background reveals that he is working on grade level. His native language report cards have the equivalent to Bs & Cs. He would be placed in Tier 1. Based on the HLS and subsequent LAB test results, he is placed in the ESOL program where he will receive ESOL strategies for instruction in the regular classroom. After 6 weeks in class it is noted that he is experiencing academic difficulties. The teacher contacts the school-based ESOL contact educator. An ELL committee is convened. Given the fact that he is on grade level in his native language, different ESOL strategies will be explored and implemented. After 4 weeks the ELL committee convenes again to discuss his progress. He is still struggling but making some progress. The ELL team determines that his difficulties are based on the language barrier. No interventions other than ESOL strategies are needed. He continues in Tier 1 in regular classroom (the student requires more time).

### Scenario 2

A student just arrived from Mexico City and enrolled in our District. He is completely monolingual Spanish. Aprenda test Reading & Math and the Review of Academic Background reveal that he is working below grade level. His native language report card grades are equivalent to Ds and Fs. The student is receiving ESOL strategies because he qualified for ESOL services. He is currently struggling in class. The school-based ESOL Contact Educator is contacted and an ELL meeting is convened. New ESOL strategies are implemented where he receives intensive reading and math instruction. He continues to struggle. Another ELL meeting is convened. He is given more time in with intensive instruction taking into consideration the language barrier. He continues to exhibit underperformance and the school-based ESOL Contact is informed, an ELL meeting ensues where the student is referred for RTI.

### Scenario 3

ESOL student in Tier 1 exhibits severe academic needs. The school-based ESOL contact educator is informed and she convenes an ELL meeting. Several risk factors are identified and the case is referred immediately to the RTI team. The **District** ESOL Specialist is contacted and invited to the RTI meeting. The student is referred for psychoeducational testing by the RTI/ESOL team.

## **Chapter 6**

### **RTI and ESE**

What is the role of RTI in the identification of a specific learning disability (SLD)?

Previously, Florida school districts were required to use a severe discrepancy between achievement and intellectual ability when identifying SLD. Currently, IDEA 2004 gives school districts the flexibility to determine that a student has SLD using RTI data as part of a comprehensive evaluation. Proponents point out that identifying SLD using RTI data shifts the focus of the evaluation process from emphasizing the documentation of the student's disability to emphasizing the student's instructional needs. RTI emphasizes this shift of focus through documentation of a student's persistent failure to progress even after receiving intense and sound scientific research-based interventions in the general education curriculum.

After appropriate CBM probes have been administered, and after multiple attempts have been made to implement all available Tier 3 interventions with fidelity, a student should be considered non-responsive when the student's level of academic achievement has: (a) been determined to be significantly lower than that of his or her peers and (b) the gap between the student's achievement and that of his or her peers increases (or does not significantly decrease). Unless other information explains the lack of achievement, students who are non-responsive at Tier 3 should be referred to the Child Study Team. The Child Study Team will consider requesting a psychoeducational evaluation. See Appendix E for the "Request for Evaluation Worksheet". Evaluation and eligibility requirements for Exceptional Education Services will be defined in the *Special Policies and Procedures* manual.

Students who qualify for ESE services may, nonetheless continue to receive general education instruction in all tiers, in consultation with the ESE teacher, according to the placement indicated on their IEP. They may require ESE services for shorter periods of time in a RTI system because of the high quality instruction provided to all students. Ideally, some students who were previously determined SLD should be able to exit ESE as a result of the increased instructional capacity in the general education environment.

## Frequently Asked Questions

**1. Question:** Do RTI Teams replace Child Study Teams (CST)?

**Answer:** No! RTI is a preventative general education early intervention system. If a student has not made adequate progress with Tier 3 interventions, the RTI team may refer to the CST for consideration of an ESE referral for a suspected SLD. Many times, the RTI Team members will overlap with the CST members. Some suspected disabilities are not intended to be addressed by RTI. Check with the psychologist at your school if the RTI Team is concerned that the RTI process will not address the child's needs.

**2. Question:** Do RTI intervention plans replace Progress Monitoring Plans (PMPs)?

**Answer:** A new format for the PMP may be developed which merges the current PMP information with the additional information obtained through RTI progress monitoring. Currently, however, the PMP will have to be completed and then be supplemented with RTI progress data. The PMP and the RTI intervention plan should be developed together and form one cohesive plan for the student.

**3. Question:** How do you measure rate of improvement?

**Answer:** Rate of improvement is the amount of improvement divided by the time devoted to it. For example, divide the number of words a student masters by the number of weeks of instruction it took to learn those words. The charted slope of the student's progress is the rate of improvement. This progress slope is then compared with CBM benchmarks, state standards, other students in the same age, grade or ELL level, and/or an expected rate of progress for peers to determine if the progress is adequate to "catch up" (See sample Progress Monitoring Graph in Appendix D).

**4. Question:** How do I chart student progress?

**Answer:** User-friendly templates have been created into which student baseline and monitoring scores can be entered. The template is auto-configured to graph the student's progress (trend line), weekly goal (aim line), and average expected growth of the student if no additional interventions occur. Training will be available with Microsoft Office EXCEL templates.

**5. Question:** If a student is determined not eligible for ESE services at Tier 3, what happens next?

**Answer:** Students who are found ineligible for ESE services should continue to receive Tier 3 interventions until grade level is achieved.

**6. Question:** Can a school district use RTI data to support the decision that a student has a disability in a special education disability category other than SLD?

**Answer:** Yes. RTI data may be included when considering criteria in other categories. However, the information included in the evaluation report must be comprehensively sufficient to address each area of suspected disability. Therefore, RTI data may not be the sole source of information but may supplement information provided for suspected disabilities in all categories.

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Adapted from *Using Response to Intervention (RTI) for Washington's Students*, a publication by the Special Education, Office of Superintendent of Public Instruction (OSPI) and developed under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal grant. Retrieval at [www.k12.wa.us/CurriculumInstruct/pubdocs/RTI.pdf](http://www.k12.wa.us/CurriculumInstruct/pubdocs/RTI.pdf)

## Online Resources

### Reading, Writing, Math:

- Reading Rockets: [www.readingrockets.org/](http://www.readingrockets.org/)
  - Reading and writing resources
- Intervention Central: [www.interventioncentral.org/](http://www.interventioncentral.org/)
  - Reading, math and behavior interventions, CBM probes and mastery measures
- Center for Early Literacy Learning (CELL): [www.earlyliteracylearning.org](http://www.earlyliteracylearning.org)
  - Uses a tiered model to promote literacy and language development in children 0 – 5 years old.
- Consortium on Reading Excellence (CORE): [www.corelearn.com](http://www.corelearn.com)
  - Resources for evidence-based reading interventions
- Put Reading First, National Reading Panel Report:  
[www.nifl.gov/partnership/publications/reading\\_first.html](http://www.nifl.gov/partnership/publications/reading_first.html)
  - Describes findings, practitioner-oriented, includes evidence-based reading activities for the 5 big areas of reading
- Center on Instruction: <http://centerforinstruction.org>
  - Evidence-based math interventions (click on math)

### Behavior:

- Positive Behavior Support for School Staff: [www.modelprogram.com](http://www.modelprogram.com)
  - Free downloads directed at building school wide positive behavior support
- Schoolwide Information System for Behavior Problems: [www.swis.org/](http://www.swis.org/)
  - Management program for data regarding location, frequency, function of behavior
- Center for Effective Collaboration and Practice: <http://cecp.air.org/fba/>
  - Behavior interventions
- Florida's Positive Behavior Support Project: <http://flpbs.fmhi.usf.edu>
  - Resources and evaluation tools for PBS
- Center for Evidence-Based Practices to Improve Social Emotional Development of Young Children: [www.challengingbehavior.org](http://www.challengingbehavior.org)
  - Coordinates CSEFEL working on Tier 1 & 2 and OSEP working on Tier 2 & 3 interventions

### English Language Learners (ELLs):

- The National Center for Culturally Responsive Educational Systems (NCCRESt): [www.nccrest.org](http://www.nccrest.org)
  - A project that targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.
- RTI Action Network – RTI in reading for ELLs:  
[www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage](http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage)
  - Recommendations for teaching reading to ELLs

## **Progress Monitoring/CBM Tools for Academics:**

- CBMNow: [www.cbmnow.com](http://www.cbmnow.com)
  - CBMs in reading, writing, mathematics and spelling
- DIBELS: <http://dibels.uoregon.edu>
  - Reading CBMs
- National Center on Student Progress Monitoring: [www.studentprogress.org](http://www.studentprogress.org)
  - Review of CBMs in reading, writing and math
- Research Institute on Progress Monitoring: [www.progressmonitoring.org](http://www.progressmonitoring.org)
- Dr. Jerome Tindal- University of Oregon ,: <http://www.easyCBM.com>  
Expert in Special Education and currently is the Castle-McIntosh-Knight Endowed Professor of Education. Dr. Tindal is the Area Head of Educational Leadership and the Director of Behavioral Research and Teaching- This site Provides technical assistance to districts and proven monitoring practices.

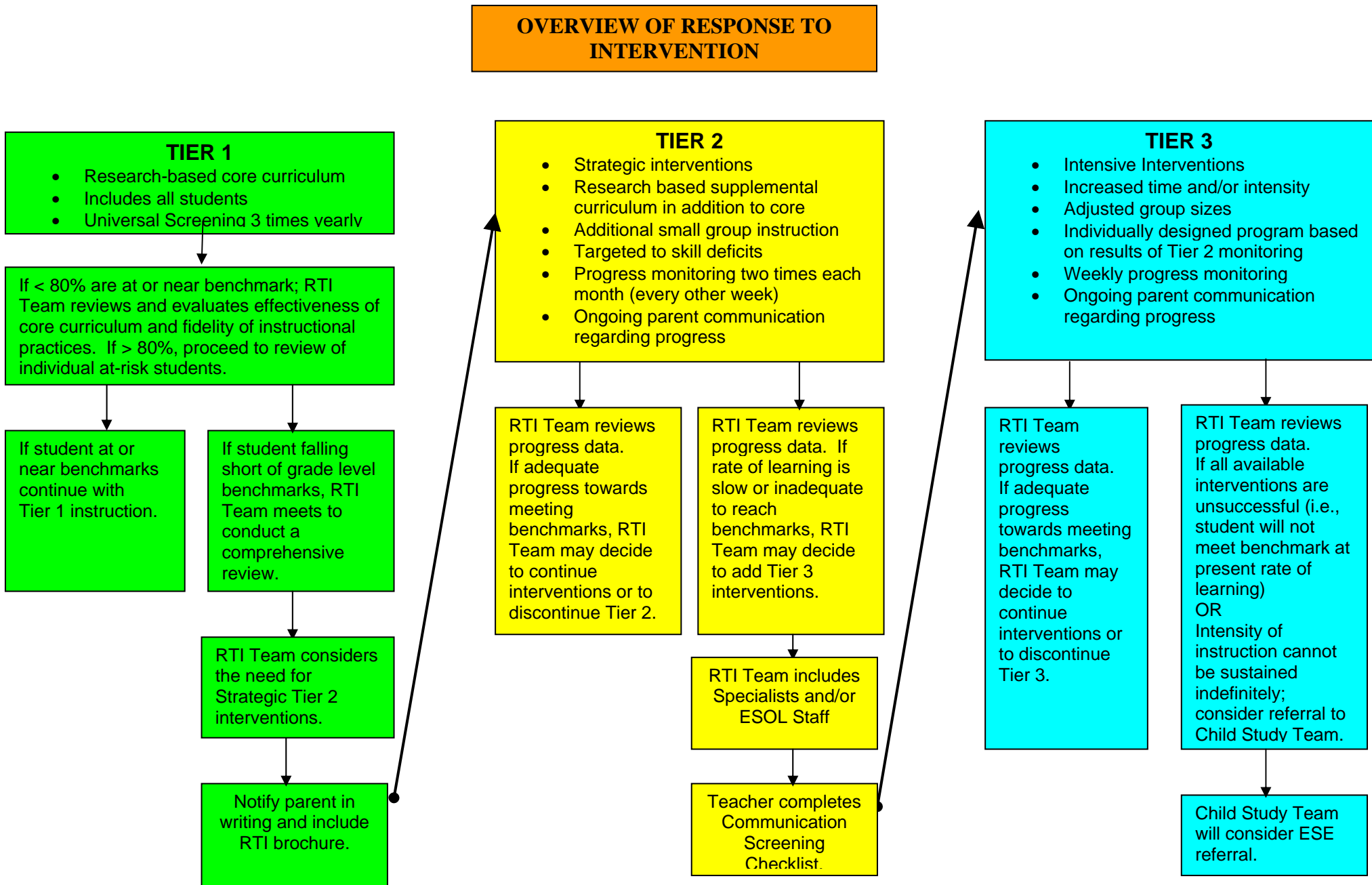
## **RTI Procedures:**

- Florida Response to Intervention/Problem Solving Model Project (RTI/PSM): [www.floridarti.usf.edu](http://www.floridarti.usf.edu)
  - Information on all aspects of RTI/PSM in Florida, has helpful links
- IRIS Center's RTI Module [http://iris.peabody.vanderbilt.edu/rti01\\_overview/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm)
  - RTI training module – simplified overview
- National Research Center on Learning Disabilities: [www.nrclid.org](http://www.nrclid.org)
  - RTI resources
- Office of Special Education Programs Ideas that Work Toolkit: [www.osepideasthatwork.org/toolkit/ta\\_responsiveness\\_intervention.asp](http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp)
  - Model RTI Policies and Procedures
- A Parent's Guide to Response-to-Intervention: [www.nclid.org/images/stories/downloads/parent\\_center/rti\\_final.pdf](http://www.nclid.org/images/stories/downloads/parent_center/rti_final.pdf)
  - Succinct overview for parents
- The National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)
  - National Advisory Committee partners with national organizations regarding RTI topics and research
- Research Institute on Progress Monitoring: [www.progressmonitoring.org](http://www.progressmonitoring.org)
  - Provides technical assistance to districts and proven monitoring practices

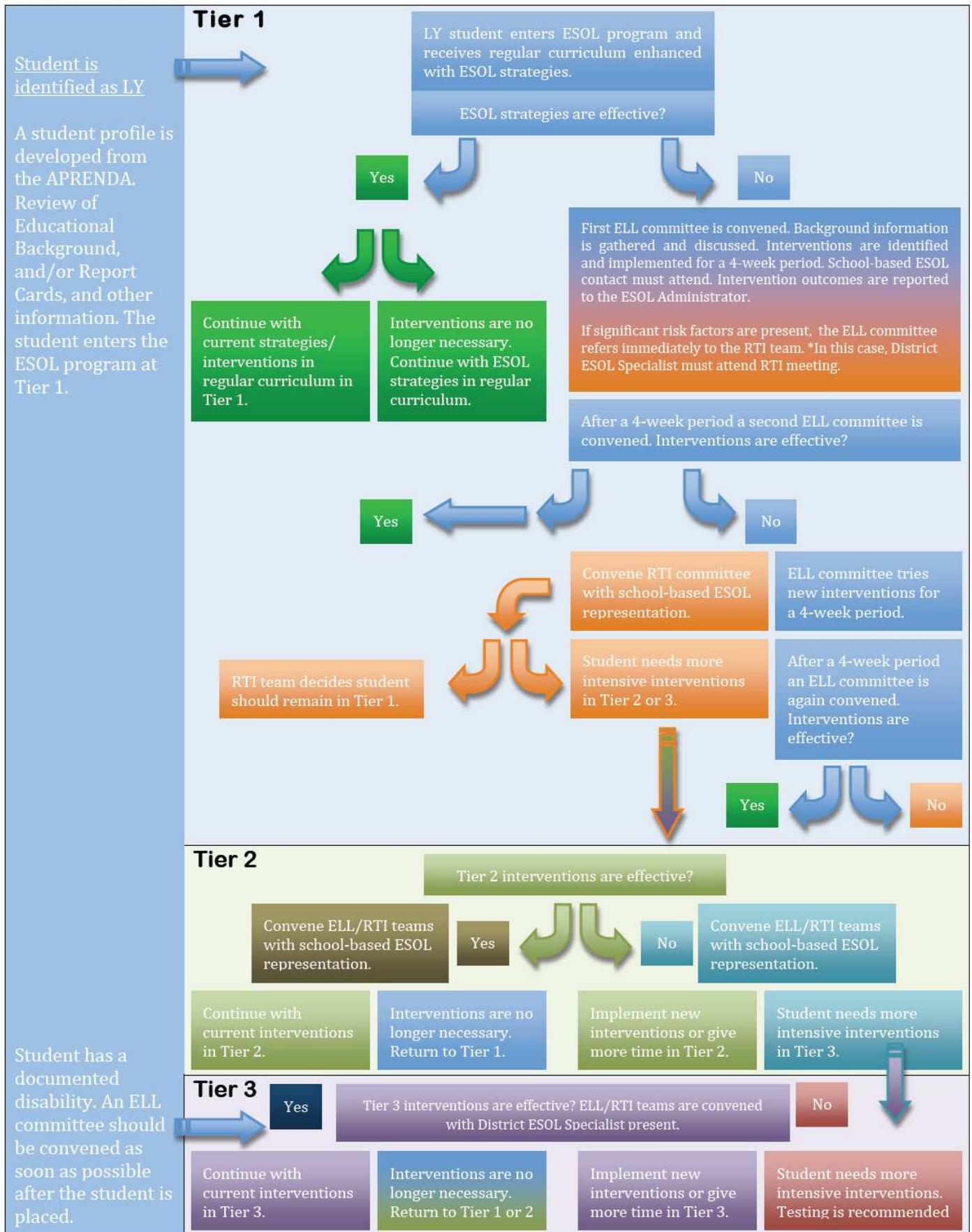
## **Speech-Language Pathologist Roles:**

- Responsiveness to Intervention: New Roles for Speech Language Pathologist: [www.asha.org/members/slp/schools/prof-consult/NewRolesSLP.htm](http://www.asha.org/members/slp/schools/prof-consult/NewRolesSLP.htm)

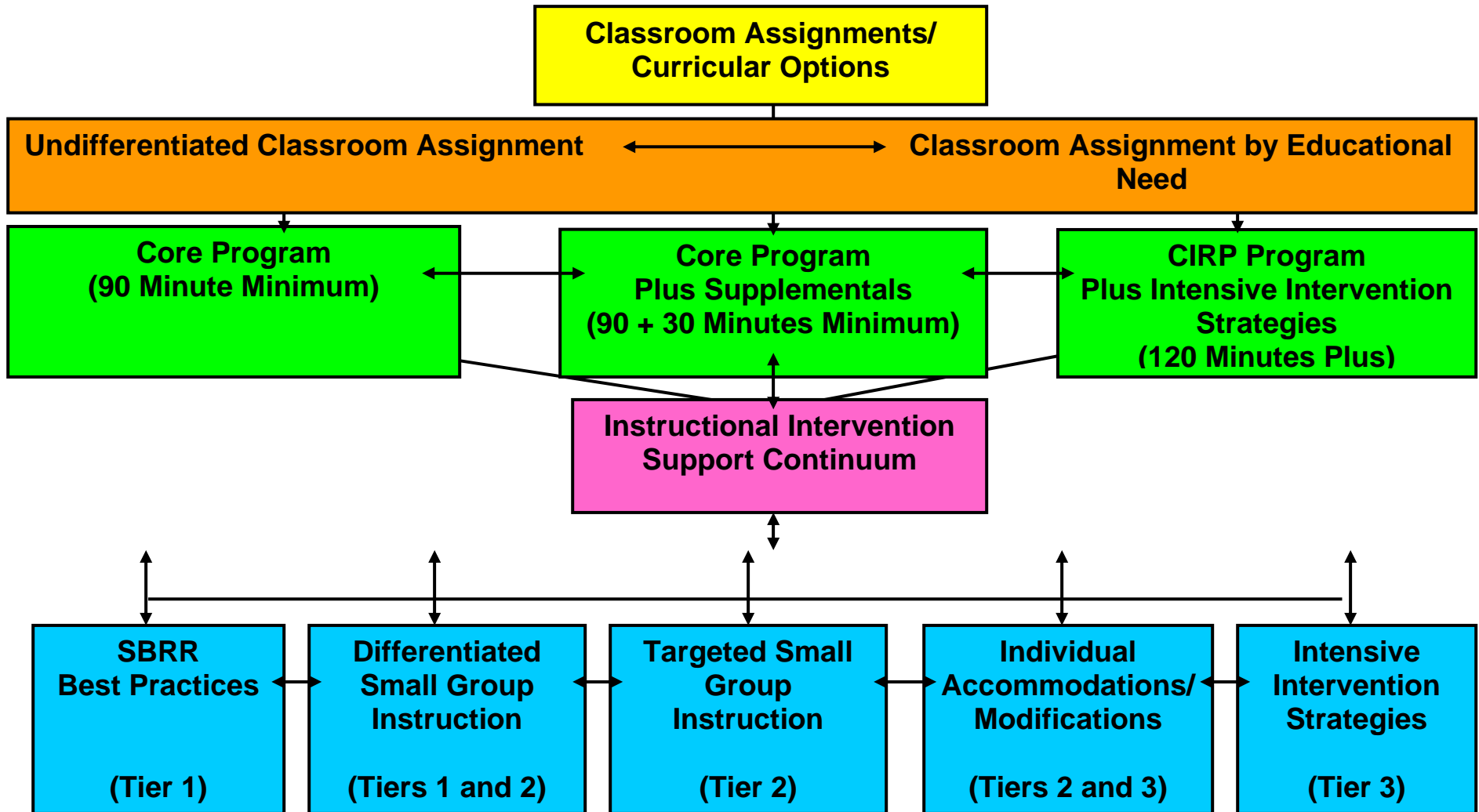
## Appendix A – Response to Intervention Flow Chart



# LEP FLOW CHART- Student Identified as LY



## RESPONSE TO INTERVENTION DELIVERY SYSTEM ELEMENTARY SCHOOL READING GUIDELINES



## RESPONSE TO INTERVENTION – READING PROGRAM

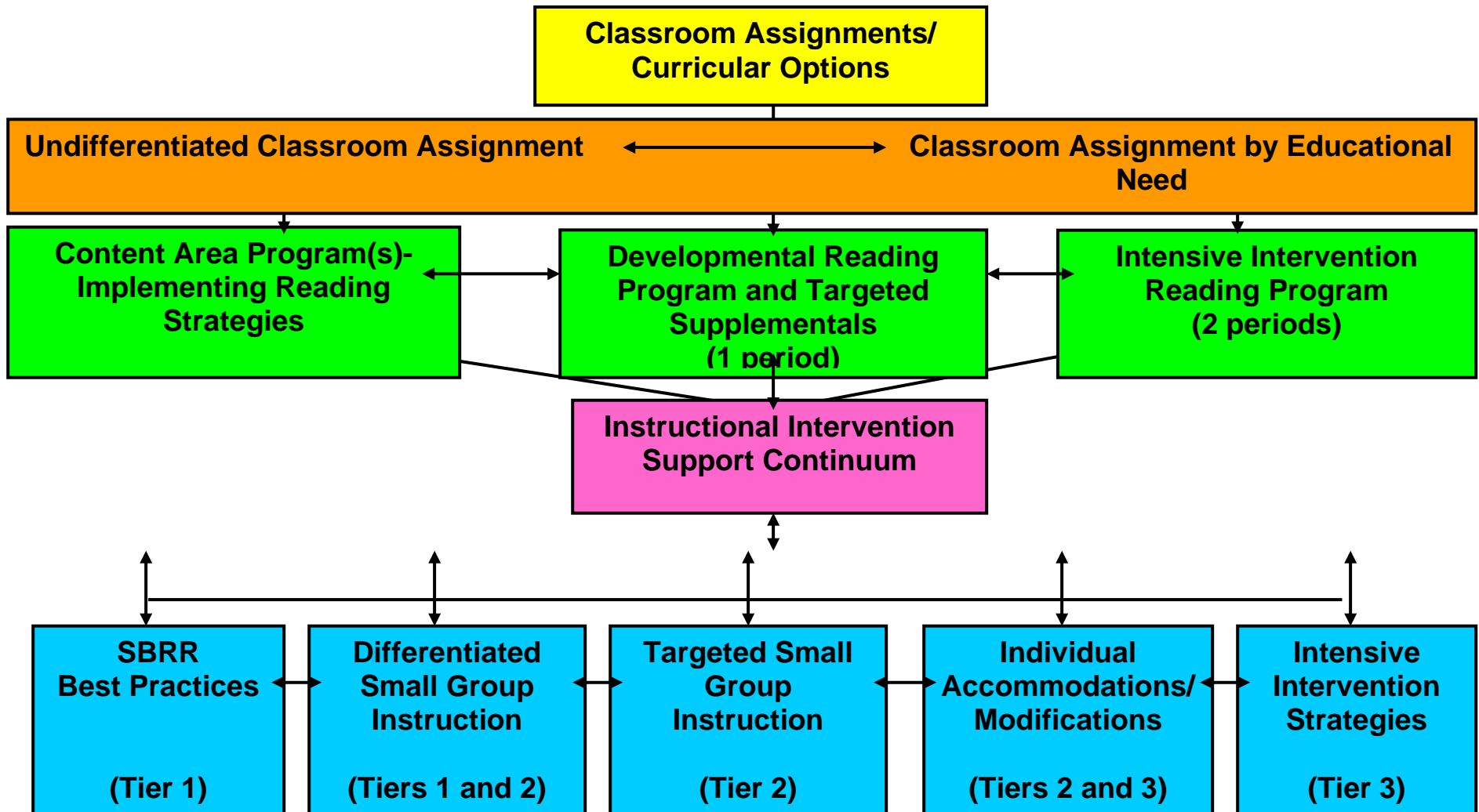
### Elementary Tier Component Guidelines

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<u>Focus of Instruction</u>	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
<u>Academic Engaged Time (AET)</u>	Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)	Ninety (90) Minute Block, with an Additional Thirty (30) Minutes of Intervention (iii)  <u>Increased</u> Systematic Explicit Instruction and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention). <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

# RESPONSE TO INTERVENTION DELIVERY SYSTEM MIDDLE SCHOOLS – READING PROGRAMS



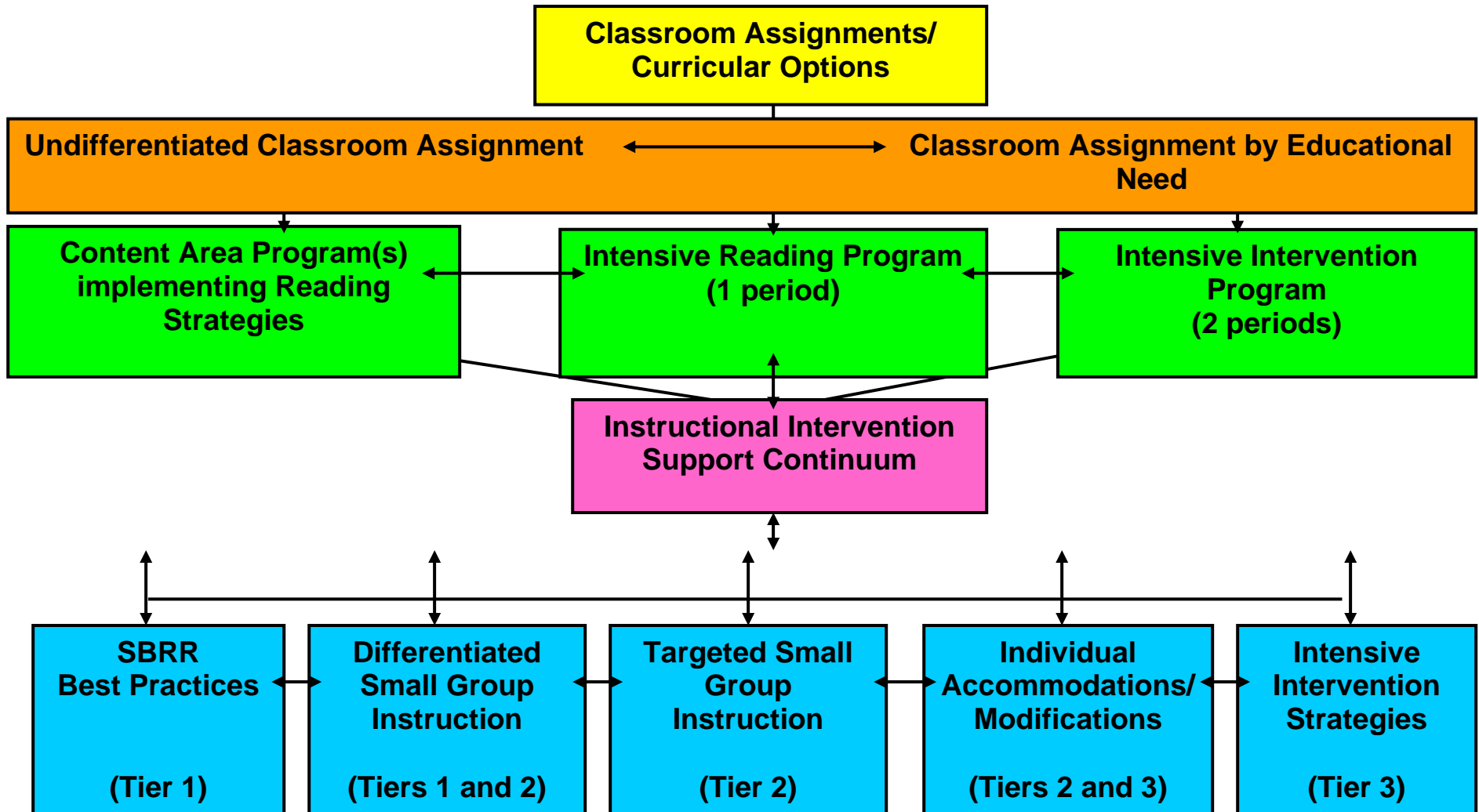
**RESPONSE TO INTERVENTION – MIDDLE READING PROGRAM**  
**Tier Component Guidelines**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Developmental Reading Program for Level 3 and above students  Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Developmental Reading Class  <u>Increased</u> Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block  <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

# RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOLS – READING PROGRAMS



**RESPONSE TO INTERVENTION – HIGH READING PROGRAM**  
**Tier Component Guidelines**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program with Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Intensive Reading Class  <u>Increased</u> Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block  <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

# FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED

Prescriptive Integrated Cumulative Learning System

**Explicit Systematic  
Instructional Process**



**STUDENT/ TEXT  
CONSIDERATIONS**



**Implicit Learning  
Instructional Process**

<b>READ ALOUD</b>				
1. Oral Language	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading</td> <td style="width: 50%; padding: 5px;">a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading</td> </tr> </table>	a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading	a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading	1. Oral Language
a. Skills taught prior to reading b. Reinforced/Expanded during reading c. Assessed after reading	a. Prerequisite skills present b. Skills reinforced/expanded during reading c. Assessed after reading			
2. Prior Knowledge	Purpose: a. Exposes children to literature. b. Models fluent reading. c. Develops language patterns & vocabulary. d. Develops book/story conventions e. Develops listening skills (f) Teaches books are fun & worthwhile. (g) Teaches reading process through “Think Alouds”.	2. Prior Knowledge		
<b>SHARED READING</b>				
3. Phonological Awareness	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading</td> <td style="width: 50%; padding: 5px;">a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading</td> </tr> </table>	a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading	a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading	3. Phonological Awareness
a. Skills taught prior to reading b. Application modeled and practiced during reading c. Application assessed during/after reading	a. Prerequisite skills present b. Skills expanded and practiced during reading c. Application assessed during/after reading			
4. Print Awareness	Purpose: a. Provides maximum support during reading. b. Allows children to enjoy books they can’t read on their own. c. Helps develop fluency. d. Focuses strongly on word analysis skills and their application. e. Models reading strategies/processes through interactive “Think Alouds”. f. Builds vocabulary & comprehension skills/strategies.	4. Print Awareness		
5. Phonics & Word Analysis/Recognition	.	5. Phonics & Word Analysis/Recognition		
<b>SUPPORTED READING</b>				
6. Vocabulary Comprehension	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading</td> <td style="width: 50%; padding: 5px;">a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading</td> </tr> </table>	a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading	a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading	6. Vocabulary Comprehension
a. Skills taught prior to reading b. Modeled/Scaffolded teacher support c. Assessed during/after reading	a. Skills taught during reading b. Application supported/reinforced during reading c. Assessed during/after reading			
7. Reading Fluency	Purpose: a. Text is at instructional level. b. Teacher models/supports reading skills/strategies. c. Teacher supports student to develop skills/strategies to independence. d. Focuses strongly on comprehension and higher order thinking skills. e. Provides ongoing assessment of fluency.	7. Reading Fluency		
8. Text Comprehension Strategies/Processes		8. Text Comprehension Strategies/Processes		
<b>INDEPENDENT READING</b>				
9. Text Content/ Knowledge	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.</td> <td style="width: 50%; padding: 5px; text-align: center;"><u>INDEPENDENT READING</u>  *Reading content appropriate for students’ <u>present</u> skills/reading level</td> </tr> </table>	a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.	<u>INDEPENDENT READING</u>  *Reading content appropriate for students’ <u>present</u> skills/reading level	9. Text Content/ Knowledge
a. Teacher provides analysis/feedback regarding student’s independent reading. * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.	<u>INDEPENDENT READING</u>  *Reading content appropriate for students’ <u>present</u> skills/reading level			
10. Higher Order Thinking Skills	Purpose: a. Provides opportunities to practice reading skills/strategies. b. Provides for practice of self-monitoring and self-correction skills. c. Allows reading in areas of interest. d. Allows child to read at own pace. e. Enhances fluency. **Literacy Discussion Groups may be utilized with all 4 types of reading activities.	10. Higher Order Thinking Skills		

Lawrence D Tihen, PhD  
Deborah B. Tihen M.A.T.

**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
**Tier Component Guidelines for Elementary, Grades K – 5**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<b><u>Focus of Instruction</u></b>	Core Math Program (CMP) with differentiated instruction	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Interventions targeted to student needs
<b><u>Grouping/Student Assignment Numbers</u></b>	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Differentiated small group (3 or less) and Individual Intensive Intervention
<b><u>Academic Engaged Time (AET)</u></b>	Sixty (60) minute class  Ten (10) – twenty (20) minutes of daily calendar math	Sixty (60) minute class with thirty (30) minutes of intervention scheduled twice a week  Ten (10) – twenty (20) minutes of daily calendar Math  <u>Increased</u> systematic explicit instruction and practice during intervention sessions	Sixty (60) minute class with a thirty (30) minute Intensive Math class meeting once a day  Ten (10) – twenty (20) minutes of daily calendar Math  <u>Highly Increased</u> systematic explicit instruction and practice during intervention sessions
<b><u>Fluency of Assessment</u></b>	Three to four screenings per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA, District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

Dr. Lawrence Tihen  
 Deborah Burton Tihen, M.A.T  
 Sharon Vandeventer, M.A.T.  
 3/31/08

**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
**Tier Component Guidelines for Middle School**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<b><u>Focus of Instruction</u></b>	Core Math Program (CMP) **Regular Math courses with differentiated instruction	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs **Regular Math courses **Supplemental Interventions which include review of basic concepts such as fractions during class or individual/small group assistance scheduled <u>outside of regular class</u>	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Interventions targeted to student needs **Regular Math courses
<b><u>Grouping/Student Assignment Numbers</u></b>	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Differentiated small group (3 or less) and Individual Intensive Intervention **Intensive Math class of 15 or less.
<b><u>Academic Engaged Time (AET)</u></b>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week  <u>Increased</u> systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day  <u>Highly Increased</u> systematic explicit instruction and practice during intervention sessions
<b><u>Fluency of Assessment</u></b>	Three to four screenings per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA, District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

Dr. Lawrence Tihen  
Deborah Burton Tihen, M.A.T.  
Sharon Vandeventer, M.A.T.

**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
**Tier Component Guidelines High School**

TIER COMPONENTS	TIER ONE	TIER TWO	TIER THREE
<b><u>Focus of Instruction</u></b>	Core Math Program (CMP) **Regular Math courses with differentiated instruction	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs **Regular Math courses **Supplemental Interventions which include review of basic concepts such as fractions during class or individual/small group assistance scheduled <u>outside of regular class</u>	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Interventions targeted to student needs **Regular Math courses
<b><u>Grouping/Student Assignment Numbers</u></b>	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Differentiated small group or individual Intensive Intervention **Pull-out groups (3 or less) **Intensive Math class of 15 or less
<b><u>Academic Engaged Time (AET)</u></b>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week  <u>Increased</u> systematic explicit instruction and practice	One class period with: **Forty-five (45) minute pull-out group (3 or less) meeting twice a week  OR **One class period of Intensive Math class meeting once a day  <u>Highly Increased</u> systematic explicit instruction and practice
<b><u>Fluency of Assessment</u></b>	Three to four screenings per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA, District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

Dr. Lawrence Tihen

Deborah Burton Tihen, M.A.T.

3/31/08

**Appendix C – Roles of RTI Members**

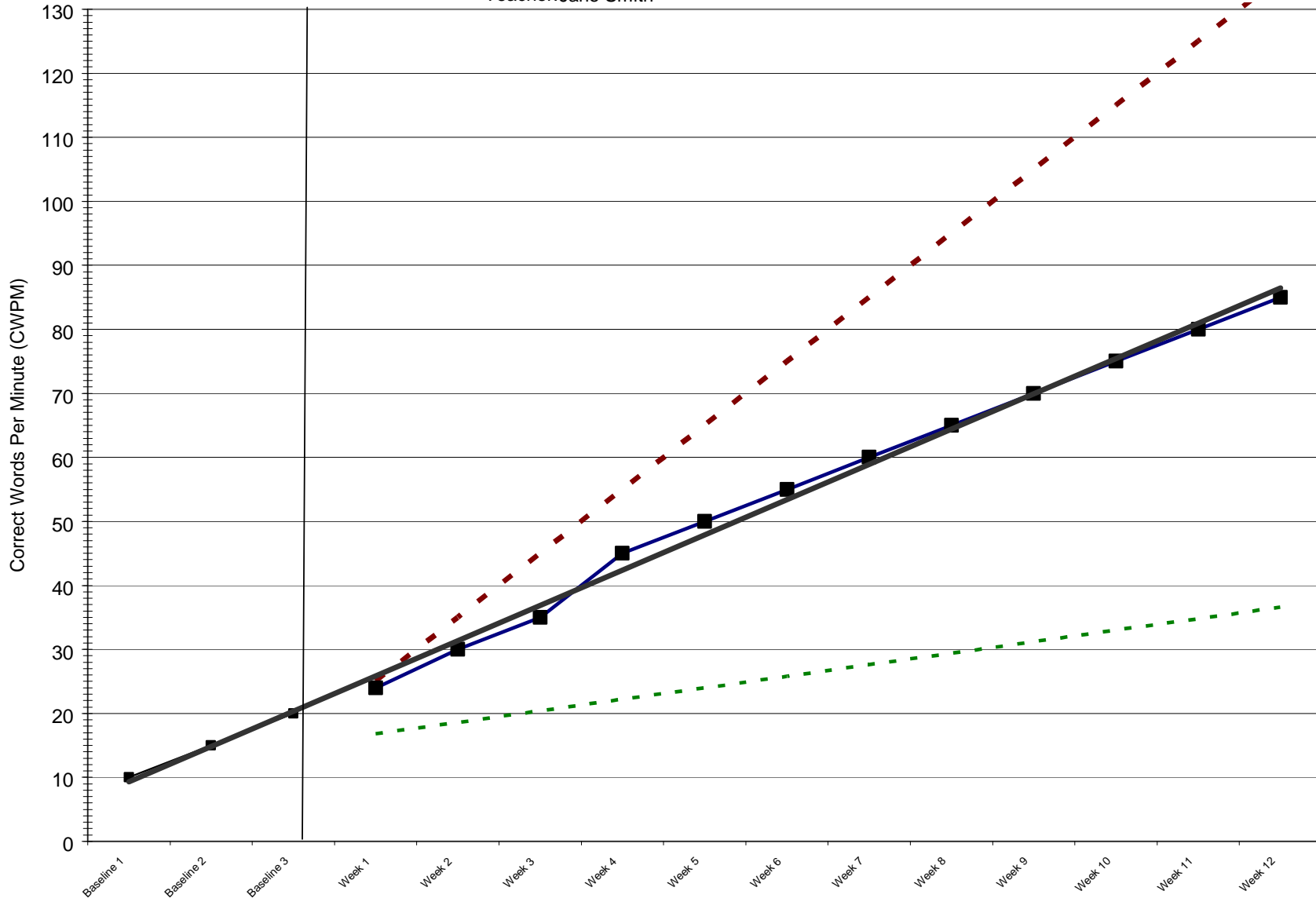
Classroom Teacher	Reading or Math Coach/Specialist	Speech-Language Pathologist			
<ul style="list-style-type: none"> <li>Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing</li> <li>Attend Student Success Team meetings to collaborate on &amp; monitor students who are struggling</li> <li>Implement interventions designed by SST for students in Tier 2 &amp; 3</li> <li>Deliver instructional interventions with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Attend Student Success Team meetings</li> <li>Train teachers in interventions, progress monitoring, differentiated instruction</li> <li>Implement Tier 2 &amp; 3 interventions</li> <li>Keep progress monitoring notes &amp; anecdotes of interventions implemented</li> <li>Administer screenings</li> <li>Collect school-wide data for team to use in determining at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>Attend SST meetings for some Tier 2 &amp; Tier 3 students</li> <li>Completes Communication Skills screening for students unsuccessful with Tier 2 interventions</li> <li>Assist with Tier 2 &amp; 3 interventions through collaboration, training, and/or direct student contact</li> <li>Incorporate RTI data when guiding a possible Speech/Language referral &amp; when making eligibility decisions</li> </ul>			
Principal/Assistant Principal	Guidance Counselor/Curriculum Specialist	School Psychologist			
<ul style="list-style-type: none"> <li>Facilitate implementation of RTI in your building</li> <li>Provide or coordinate valuable and continuous professional development</li> <li>Assign paraprofessionals to support RTI implementation when possible</li> <li>Attend SST meetings to be active in the RTI change process</li> <li>Conduct classroom Walk-Throughs to monitor fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Often SST facilitators</li> <li>Schedule and attend SST meetings</li> <li>Maintain log of all students involved in the RTI process</li> <li>Send parent invites</li> <li>Complete necessary RTI forms</li> <li>Conduct social-developmental history interviews when requested</li> </ul>	<ul style="list-style-type: none"> <li>Attend SST meetings on some students in Tier 2 &amp; on all students in Tier 3</li> <li>Monitor data collection process for fidelity</li> <li>Review &amp; interpret progress monitoring data</li> <li>Collaborate with SST on effective instruction &amp; specific interventions</li> <li>Incorporate RTI data when guiding a possible ESE referral &amp; when making eligibility decisions</li> </ul>			
ESE Teacher/Staffing Specialist	Specialist (Behavior, OT, PT, ASD)	ESOL/ELL Representative			
<ul style="list-style-type: none"> <li>Consult with SST regarding Tier 3 interventions</li> <li>Incorporate RTI data when making eligibility decisions</li> </ul>	<table border="1"> <tr> <td data-bbox="709 1170 1352 1284"> <ul style="list-style-type: none"> <li>Consult with Student Success Team</li> <li>Provide staff trainings</li> </ul> </td> </tr> <tr> <th data-bbox="709 1284 1352 1321">Social Worker</th> </tr> <tr> <td data-bbox="709 1321 1352 1464"> <ul style="list-style-type: none"> <li>Attend SST meetings when requested</li> <li>Conduct social-developmental history interviews and share with SST</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Consult with Student Success Team</li> <li>Provide staff trainings</li> </ul>	Social Worker	<ul style="list-style-type: none"> <li>Attend SST meetings when requested</li> <li>Conduct social-developmental history interviews and share with SST</li> </ul>	<ul style="list-style-type: none"> <li>Attend all SST meetings for identified ELL students, advising and completing LEP paperwork</li> <li>Conduct language screenings and assessments</li> <li>Provide ELL interventions at all tiers</li> </ul>
<ul style="list-style-type: none"> <li>Consult with Student Success Team</li> <li>Provide staff trainings</li> </ul>					
Social Worker					
<ul style="list-style-type: none"> <li>Attend SST meetings when requested</li> <li>Conduct social-developmental history interviews and share with SST</li> </ul>					

**Appendix B – Sample Progress Monitoring Graph**

**Progress Monitoring Graph**

Student: Jane Doe  
Grade: 1.4  
School: Mudpie Elementary  
Teacher: Jane Smith

- Baseline
- Monitoring
- - Weekly Goal
- - Avg. Expected Growth
- Trendline



## Appendix E – Parent Brochure

**NOTE:**

The next two pages are the front and back of a tri-fold Parent Brochure. They should be printed back to back and folded so the Lee County seal is on the top and the blank page is on the back of the brochure.

## ***Response to Intervention (RTI)***

The approach described in this brochure is called Response to Intervention (RTI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing, and behavior and to prevent the development of serious learning problems;
2. To identify children who make very limited progress, even when they get extra help. Research has shown that these children sometimes have learning disabilities.

*If you have any questions about this information, please contact your child's teacher or school administration.*



**THE SCHOOL DISTRICT  
OF LEE COUNTY  
2855 COLONIAL BLVD.  
FORT MYERS, FLORIDA  
33966**

### ***Understanding Response to Intervention***

Lee County School District is committed to ensuring that each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called Response to Intervention. Look inside to see how this process can help your child.

***\* How we determine who needs additional interventions.***

In Lee County School District, we review all students' progress 3 times per year. Students' achievement in reading is monitored especially carefully. Math, writing and behavior are also tracked.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need more intensive instruction.

When students receive strategic small group or more individualized intensive instruction, we check their progress frequently and determine whether the student needs to have a different kind of supplemental instruction.

The key idea is to make changes when instruction is not working for a student.

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will then plan more intensive interventions. You will be invited to participate in this process. During intensive interventions, we monitor the student's progress each week.

***\* Parent participation***

Parents are essential to their child's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child's learning. For example, it is important for us to know if your child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student's progress,

and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.

***\* When students continue to have difficulty***

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried all appropriate interventions under the RTI process and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine your child's educational needs, and possibly to consider whether he or she might have a learning disability.

## Appendix F – Behavior Problem-Solving Response to Intervention

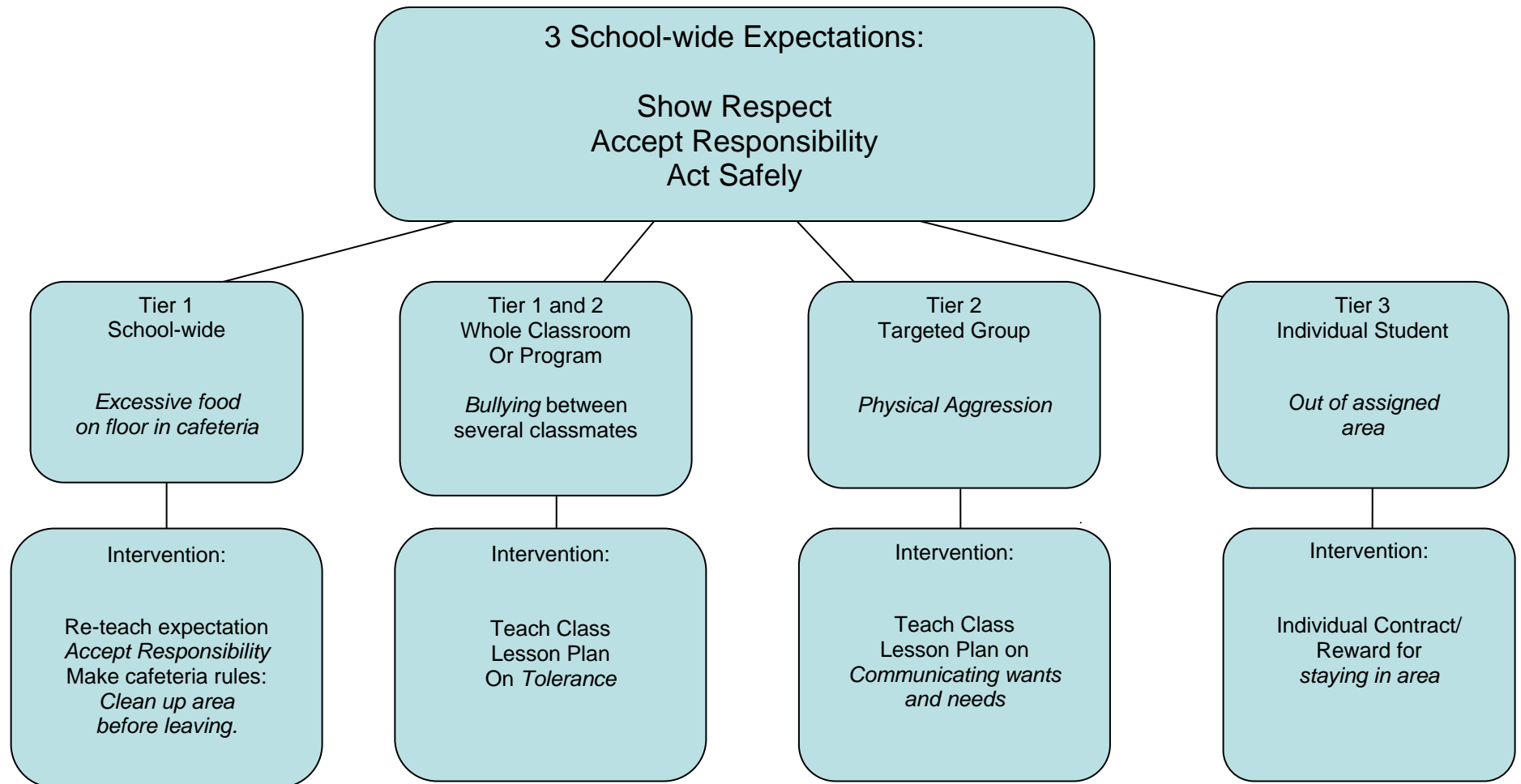
<b>Tier 3:</b>	<b>Identification</b>	<b>Assessment</b>	<b>Intervention/Action Plan</b>	<b>Outcomes</b>
<b>Individual Student Plan / intensive interventions</b>	**ODR's *Teacher rankings/ratings -Teacher requests for support *Number of teacher referrals to ESE *Data showing lack of responsiveness to targeted interventions over time	*Behavior rating scales *Behavior observations w/ forms *FBA *Social history	*Parent conference(s) *Rule out physical, socio-cultural, developmental and/or sensory issues as causal * Create BIP for (at least) two periods of intervention- must be of reasonable lengths of time for data collection and progress monitoring; use FBA results to generate BIP *Progress Monitor biweekly or more.	**ODR's *Teacher rankings and ratings *Behavioral observations and docs. *Findings from social history. *Results from behavior rating scales *BIP progress monitoring data
<b>Tier 2: Targeted group / strategic interventions</b>	**ODR's Teacher requests for consult *Teacher rankings and ratings of targeted students *Walkthroughs/classroom observations -Teacher referrals to ESE	**ODR's *Teacher ratings and rankings of behavior and academic areas	Parent Conference(s) *Small-group mentoring or coaching -Token economy and/or other types of scheduled reward techniques *Academic support plan if necessary - Peer mentoring *Regular (preferably weekly) progress monitoring	**ODR's *Teacher ratings and rankings *Behavior progress report -Classroom assessment tool
<b>Tiers 1 and 2: Whole Classroom Strategies / Program</b>	**ODR's (major and minor) Teacher requests for support *Teacher rankings and ratings over time *Walkthroughs/classroom observations -Teacher referrals to ESE	**ODR's * Classroom ratings and rankings over time *Formal observations of classroom	*Classroom-based core behavioral curriculum -Peer mentoring in cooperative learning groups *Re-teaching and reviewing of school-wide and/or classroom rules	**ODR's *Informal classroom Walkthroughs *Formal classroom observations
<b>Tier 1: Universal School-wide Program / core interventions</b>	*School profile **ODR's (office discipline referral) *OSS (out of school suspensions) *ISS -Referral rates for ESE	*School-wide action plan based on school profile. - Administer surveys to teachers if necessary	*PBS or a similar alternative that provides consistency of cause-effect and behavioral expectations across all settings and grade levels from within the school.	*Outcome Summary school-wide **ODR's, OSS, ISS, etc -Faculty surveys reviewed

Please note: **Socially maladjusted** students are not eligible for an E/BD classification on an IEP. Therefore, students who are oppositional, aggressive or have poorly developed social skills should only be referred to ESE for a potential behavioral diagnosis if there are also symptoms of mood, anxiety, phobia(s), and/or thought disorder.

**\*required**

**\*\* major and minor**

Example behaviors and interventions for each tier



## Appendix H- Communication Checklist

### Communication Skills - Teacher Checklist

Name of Student:	ID#	Date of Birth:	Age:	Date Completed:
School:	Teacher:	Grade:	ESOL: Yes / No	

Please indicate if skills appear to be adequate/inadequate for age.

#### Oral Expression

	Adequate	*Inadequate (Provide example below)
Can be understood when speaking	_____	_____
Makes sense in conversation	_____	_____
Uses age-appropriate vocabulary	_____	_____
Grammar and sentence structure are as mature as peers	_____	_____
Speaks in complete sentences most of the time	_____	_____
Relates events in proper sequence	_____	_____
Verbally interacts with peers in social situations	_____	_____
Responses to questions are appropriate	_____	_____
Shows no difficulty remembering words while speaking	_____	_____
Describes and provides information orally	_____	_____

#### Listening Comprehension

Attends to language-based activities	_____	_____
Follows oral directions	_____	_____
Understands what is said	_____	_____
Remembers spoken information	_____	_____
Discriminates between words and sounds that are similar	_____	_____
Usually does not need repetition to understand	_____	_____
Is able to tune out noise distractions	_____	_____

#### Articulation/Voice/Fluency of Speech

Speech is easily understood	_____	_____
Speech sound production is similar to that of peers	_____	_____
Speech sound errors do not affect reading and spelling	_____	_____
Speaks fluently without excessive repetition or pause	_____	_____
Speaks at appropriate rate	_____	_____
Voice quality/pitch appropriate for age and sex	_____	_____
Speaking volume is appropriate	_____	_____

**\*Describe and provide examples for items checked as inadequate:** (Use back if more space is needed.)

---



---

**How do areas noted as inadequate affect the student in the classroom?**

---



---

• **Signature and Title of Person Completing Checklist:** \_\_\_\_\_

\*\*\*\*\*

#### SLP Review/Screening outcome:

- Communication skills appear to be adequate  
 Concerns are limited to articulation, voice or fluency  
 Refer for interventions

SLP signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date Reviewed by RTI / CST: \_\_\_\_\_

## Appendix I – Initial Action Plan

### INITIAL ACTION PLAN DOCUMENT

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom/Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Intervention Team Chairperson: \_\_\_\_\_

Attendees: Name	Role
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Strengths (most to least evident)	Perceived weaknesses (most pressing first)	Needs (prioritize in importance)	Proven technique(s) and frequency	Tied to which strength	Person responsible
1.	1.	1.	1.	#	
2.	2.	2.	2.	#	
3.	3.	3.	3.	#	
4.	4.	4.	4.	#	
5.	5.	5.	5.	#	

RtI team will reconvene on \_\_\_\_\_ to discuss progress based on the above plan. Other staff to be invited at that time: \_\_\_\_\_

Person responsible for meeting invitations: \_\_\_\_\_

Person responsible for parent contact(if necessary): \_\_\_\_\_

**PLEASE NOTE- DATA DISCUSSED SHOULD BE ATTACHED TO FORM**

**Appendix I- Action Plan Review**

**MEETING #\_\_\_\_ REVIEW OF ACTION PLAN**

Student:\_\_\_\_\_ Grade: \_\_\_\_\_ School:\_\_\_\_\_

Team Members:

Name	Signature
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The following information has been accumulated and brought to the team for review:

- Progress monitoring results obtained by team members (including graphing of progress at regular intervals)
- Instructional variables (events that may have impacted optimal outcome)
- Student variables (medical, developmental, etc)
- Attendance history
- Cum file information

The following changes to the *Initial*\_\_ *Follow Up* #\_\_ *Action Plan* have been made as a result of the findings presented at this meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rtl Team will reconvene on \_\_\_\_\_ to discuss the outcome of the aforementioned changes.  
Other staff to be invited at that time : \_\_\_\_\_

Person responsible for meeting invitations: \_\_\_\_\_  
Person responsible for parent contact(if necessary) \_\_\_\_\_

**Progress monitoring data must be attached to this document.**

**REQUEST FOR EVALUATION WORKSHEET**

A. The following factors have been ruled out as possible causes of the student’s failure to respond to interventions:

- Poor or inconsistent attendance
- Recent changes in the family system
- Lack of appropriate instruction (no preschool experience; minimal instruction in math; has not had certain reading components taught, etc.)
- Socio-cultural differences
- Recent illness or medical issues
- Hearing/vision concerns
- Limited English Proficiency (LEP)

B The problem is chronic and historically evident for at least 6 months (with the exception of preschool students) OR the problem is “acute onset” (i.e. crisis) and requires immediate action.  Yes  No

C The student has undergone (at least) two rounds of Tier 2 level and Tier 3 interventions with major concerns remaining.  Yes  No

D Parents have been conferring with the team (at least 2 conferences) and are aware of their child’s current standing.  Yes  No

E Does RTI data support the conclusion that the student has failed to progress adequately with all available Tier 3 interventions (insufficient rate of learning OR progress that can only be sustained through ESE services)?  Yes  No

**ALL OF THE ABOVE MUST BE ANSWERED IN THE AFFIRMATIVE AND SUPPORTED BY THE GATHERED DATA PRIOR TO BEING SUBMITTED TO PSYCHOLOGICAL SERVICES**