

Response to Intervention

The Process 2 Kentucky Schools Use for Success

Presenters:

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Goals for this session

- ❑ Review a sound policy for implementing Response to Intervention.
 - ❑ Discuss what intervention is and how it can be delivered.
 - ❑ Discuss how your RTI program can fit with CHILD.
 - ❑ Give you some scheduling strategies that may help you with your implementation.
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Full Disclosure

- ❑ 98% Free/Reduced & about 1/3 ELL.
- ❑ RTA & MIT
- ❑ Still working every day to find a better way...



BGISD Response To Intervention Procedures

Tier I Instruction:

A SOLID FOUNDATION IS KEY!!!!

BGISD Response To Intervention Procedures

□ **TIER I: Core Classroom Instruction**

- Classroom teacher delivers researched-based instruction aligned with standards to all students
 - Daily instructional minutes required:
 - Primary - Reading 90 min. / Math & Writing – 60 min.
 - Inter.– 60 minutes each of Reading, Writing, & Math
 - Secondary – 1 Period each of Lang. Arts & Math
 - Benchmark screenings conducted 3 times a year
 - Screening results aggregated by a school team
 - Data Team meets to discuss findings and makes plans
 - Classroom teachers progress monitor students
 - After 6 weeks, students not on track to reach benchmarks, move to Tier II
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BGISD Response To Intervention Procedures

- A word about Tier I:
 - The most “bang for your buck” instructionally comes from enriching your core programs.
 - The core program should be enough to satisfy about 80% of your population. If the core doesn't get 80% of your students what they need, you need to address your core!
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BGISD Response To Intervention Procedures

□ Tier II: Strategic Interventions:

- Students receive an additional 30 minutes of instruction, based around a proven program.
 - Instruction is matched specifically to student need
 - Groups are limited to 8
 - Interventions are delivered for 6 continuous weeks
 - Progress monitoring is done every 2 weeks
 - Intervention Support Team meets after 6 weeks to review progress monitoring to determine next steps
 - Next Steps may include: no changes, change the instruction, return to Tier I, or move to student to Tier III
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BGISD Response To Intervention Procedures

□ **Tier III: Intensive Interventions:**

- Designed by Intervention Support Team and delivered by trained staff
 - Student receives an additional 60 minutes of instruction
 - Groups are limited to 4
 - Progress monitoring is done weekly
 - Intervention Support Team meets after 6 weeks to review the progress monitoring to determine next steps
 - Next steps may include: no changes, change the instruction, return to Tier I or Tier II, or a referral for an initial evaluation for special education
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Intervention Support Team: Who Studies The Data?

- Principal
- Counselor
- Psychologist
- Special Education Teachers
- English as Second Language Teachers
- Regular Education Teachers

EVERYONE MUST HAVE THE SAME GOAL!

Responsibilities of the Team

- ❑ Assigns data managers for each assessment
 - ❑ Data manager organizes and runs reports for each assessment
 - ❑ Plans an integrated display of the information from the data
 - ❑ Data manager monitors the assessment schedule including benchmark and progress monitoring dates
 - ❑ Documents the findings for students who are Intensive and Strategic in Reading and Math
 - ❑ Makes recommendations for RTI
 - ❑ Meets with the Data Teams to review the data and establish intervention plans for RTI
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How do we use the data?

- ❑ Data manager gets all data together and gets it ready to be viewed by the team.
- ❑ We go through each student to discuss progress & make decisions about their program. Since all parties are present, we are able to move fairly quickly.
- ❑ Complete all applicable paperwork so things stay up-to-date.



Once You Identify The Students, What Targeted Instruction Is Used?

- Who will the interventionist be?
- What do you do with them once they're there? What resources are available?
- How do you fit it into the schedule?
- How do you know if it's working?



CHILD & RTI:

How do they fit together

- ❑ The classroom station time offers differentiation of instruction allowing more time for intervention.
 - ❑ The teacher can provide differentiation of instruction for every child for 3 years.
 - ❑ Intervention time is easier to schedule.
 - ❑ Intervention instruction can be consistent and continuous for 3 years.
 - ❑ The student has many opportunities to work in small groups.
 - ❑ The student is surrounded by multiple feedback resources.
 - ❑ Classroom teachers and interventionist plan together.
 - ❑ Teachers and students both set goals for achievement.
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Successes with CHILD & RTI

- ❑ Improved Reading/Math Scores
- ❑ Fewer Discipline Referrals
- ❑ Students who are **HAPPIER, MORE ENGAGED, MORE MOTIVATED** and who are taking more **OWNERSHIP** over their own learning!



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