



Response to Intervention Handbook for
Grades K - 5

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Response to Intervention Plan

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RESPONSE TO INTERVENTION PLAN

(Name of School/District)

SECTION 1: RTI TEAM

Response to Intervention

Response to Intervention integrates assessment and intervention within a multi-tiered system of support. Data is used. to identify students at risk for poor learning outcomes, to monitor student progress, to provide evidence-based interventions, and to adjust the intensity and nature of interventions based on the student's responsiveness, and to identify students with learning disabilities. (NCRTI, 2010).

Response to Intervention Team

Purpose of school RTI team is to evaluate the at risk student and to collaboratively identify interventions, time, and resources based on data to support the student and teacher throughout the process.

The following individuals will serve on the Response to Intervention Team:

Name	Title/Position	School Building

Discussion Questions:

What is the role of the RTI leadership/school team?

How often will the team meet?

How does the RTI Team monitor RTI implementation in the school(s)?

How does the RTI Team use data to inform decisions?

How does RTI align with other school/district initiatives?

SECTION 2: DIFFERENTIATION IN

CORE INSTRUCTION

It is important to conduct whole school screening assessments three times per year because this data is very informative about the sufficiency of Tier I, core program. If you conduct your initial screening and discover that you are not successfully meeting the needs of 80-85% of your students without additional intervention, you should consider a deeper analysis of the causal factors. You will want to add Professional Development to strengthen your core program in such areas as differentiated strategies, instructional grouping, team teaching, peer tutoring, and Learning centers. You should do additional study to determine which areas are appropriate for your district/school.

DIFFERENTIATED INSTRUCTION REFLECTION

How do you differentiate learning for your students?

What are some strategies that have been most effective?

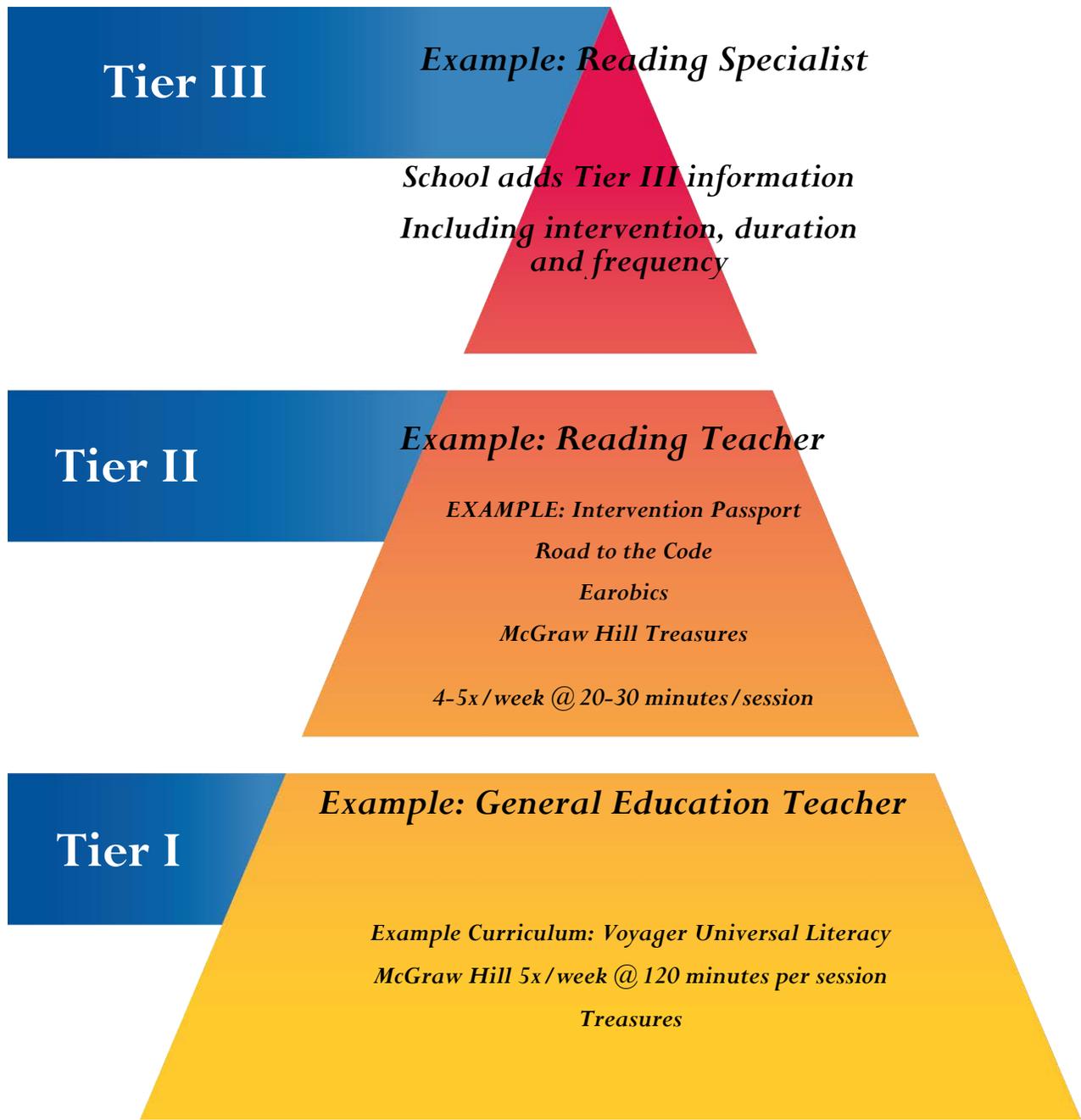
List the strategies that you have found to be most successful for students and that you wish to see in your RTI framework.

Does your school have a good understanding regarding differentiation within the core curriculum?

If not, what would be a recommendation from the RTI team in developing understanding of differentiation?

SECTION 3: Multi-Tiered System of Support within Literacy

RTI serves as a multi-tiered system of support with increasingly levels or tiers of instructional support. The graphic presented below provides a visual illustration of the school's RTI literacy model. Look at the example below and then complete your own model. You may fill in the pyramid below with your school's information.



Tier I

Tier I is considered the primary level of intervention at the school and always takes place in the general education classroom. Tier I involves effective instruction in reading and math delivered by a certified teacher to all students in general education. The following matrix provides details on the nature of Tier I at the school in terms of core program, interventionist (teacher), frequency, duration, and location by grade level.

Tier I (Core): <u>Description of Core Reading Program</u>					
Grade	Core Program	Delivered by	Frequency	Duration	Location
EX.	Comprehensive Literacy Program OR Adopted Series	Classroom teacher	Daily	120 min Literacy Block	General Education Classroom
K					
1					
2					
3					
4					
5					

Grade	K	1	2
<u>Example</u> Phonics/ Word Study <i>Duration</i>	District Phonics Program 5x 15 min	Phonetic Connections 4x 20 min	Orton-Gillingham Strategies 5x 15 min
Phonemic Awareness <i>Grades K-1</i>			
Phonics/ Word Study <i>Grades K-5</i>			
Vocabulary <i>Grades K-12</i>			
Comprehension <i>Grades K-12</i>			
Fluency <i>Grades K-5</i>			
Writing <i>Grades K-12</i>			

Discussion Questions:

GRADE LEVEL COMPONENTS (FIVE PILLARS OF READING)

Grade	3rd	4th	5th
Word Study <i>Grades K-5</i>			
Vocabulary <i>Grades K-12</i>			
Comprehension <i>Grades K-12</i>			
Fluency <i>Grades K-5</i>			
Writing <i>Grades K-12</i>			

Literacy Skills Addressed (5 components or reading): *Provide evidence or data that verifies your core program is effective in the critical components of the reading.*

Evidence-based: *Provide evidence (i.e. data, research studies, etc.) that verifies your core program is scientifically or empirically validated for the population is it used with for instruction.*

Evidence-Based Instructional Strategies: *Instructional strategies used at Tier I are explicit, systematic and evidence-based (i.e. scaffolding, prompting, multiple means of representation, etc.) What strategies are used frequently within your core instruction program?*

Differentiation strategies and including special populations: *Indicate what considerations are made relative to the core reading program for students with disabilities and whose first language is not English. In this section you may want to list specific strategies your district/school uses to ensure ELLs are provided appropriate, culturally responsive instruction in the core.*

Assessments to monitor student progress: *Indicate how student progress is assessed and measured (i.e. formative assessments, summative assessments, etc.). How do teachers determine that students have mastered content and met instructional objectives?*

Check for fidelity of instruction and assessments. *Identify the procedures used in your district/school to evaluate fidelity of your core program in reading. That is, how do you determine that instruction of your core program is implemented in the way it was intended (walkthroughs, fidelity checklists, assessments). Indicate the frequency in which this done.*

Tier II

Within the school, Tier II is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction. Instruction/interventions provided at this tier are designed to address the needs or weaknesses of the student relative to the reading process. List interventions for each grade and the assigned personnel.

Literacy Tier II Supplemental Intervention						
Grade	Interventions	Delivered by	Focus Area	Frequency Duration	Location	Group Size
EX.	Guided Reading Group	Classroom Teacher	Decoding	5 x 20	Classroom	5:1
	ABC group	Para	Letter ID	4x 15	Reading room	1:1
K						
1						
2						

Grade	Interventions	Delivered by	Focus Area	Frequency Duration	Location	Group Size
3						
4						
5						

Research-based: *Provide evidence that verifies your supplemental interventions and/ instruction are scientifically or empirically validated and matched to the specific needs of students.*

Personnel: *What personnel is assigned to provide Tier II intervention? Do they have the appropriate training to provide quality instruction?*

Considerations of Tier II and III Intervention/Instruction for Special Populations: *Indicate what considerations or program options are made relative to the Tier II supplemental instruction for students whose first language is not English. In this section you may want to list specific strategies or programs your district uses to ensure ELLs are provided appropriate, culturally responsive instruction relative to Tier II*

Monitoring Progress: *Indicate what progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.*

Fidelity: *Describe when and how Tier II implementation fidelity is checked. Indicate what is in place to ensure that the group size, frequency, duration are being implemented as intended and delivered by trained staff.*

Tier III

Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate persistent and significant needs that warrant additional time and intensive intervention. <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

Literacy Tier III Intensive Intervention						
Grade	Interventions	Delivered by	Focus Area	Frequency Duration	Location	Group Size
K						
1						
2						
3						
4						
5						

Research-based: *Provide evidence that verifies your intensive interventions and instruction is scientifically or empirically validated and matched to the specific needs of students. Indicate the elements that are adapted to intensify instruction at this tier.*

Monitoring Progress: *Indicate what progress monitoring assessments are used to evaluate whether the student is responding to the intervention in this tier.*

Fidelity: *Describe when and how Tier III implementation fidelity is checked. Indicate what is in place to ensure that the group size, frequency, duration are being implemented as intended and delivered by highly trained staff.*

SECTION 4: ASSESSMENT TOOLS and PROCESS

An RTI framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within the RTI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters, numbers, or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. The table presented below provides descriptive information regarding the universal screening procedures used at the school. Determining a schedule for universal screening at the beginning, middle and end of the year is essential for identifying students at risk.

Grades to be screened	Frequency of Administration	Screening Tool	Screening Administrator	Location
K - 2				
3 - 5				
6 - 8				

Screening Tools chart

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

Considerations for English Language Learners and screening:

Indicate what considerations relative to universal screening are being made in your school for English Language Learners.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student’s rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student’s movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The school uses progress monitoring to determine a student’s movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers I, II and III.

Progress Monitoring	Tier I <i>(To verify screening data for some students)</i>	Tier II	Tier III
Frequency of Administration:			
Administrator(s):			
Which students will be progress-monitored?			
Criteria for determining decisions			
Data Analysis Plan			
Data Use for Movement of Students in Tiers			

Progress Monitoring Tools chart

<http://www.intensiveintervention.org/chart/progress-monitoring>

Considerations for Progress Monitoring for English Language Learners:

Indicate what considerations relative progress monitoring are being made in your school for English Language Learners.

Additional Assessment: Diagnostic

Screening and progress monitoring tools may provide sufficient information to plan instruction, but most often they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student’s abilities. Assessments that are diagnostic in nature provide greater detail about individual students’ skills and instructional needs. They provide educators with information that informs “what to teach” and “how to teach.” They are typically administered to students who fall significantly behind on a established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.). Common diagnostic assessments include informal reading inventories and running records, along with some classroom assessments and a variety of assessments available from developers.

SECTION 5: DATA-BASED DECISION MAKING

A key component of an RTI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Screening and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RTI framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well are students responding to supplemental, tiered instruction/intervention?
3. How do students move within tiers of interventions?

Determining Initial Risk Status

To determine which students may be at-risk, the RTI team with grade level classroom teachers use data obtained from screening assessments as well as other sources. The following table provides information about the nature of this decision.

Screening: Determining Who's At-Risk	
Primary Data Source	<i>Insert the name of your screening tool here</i>
Secondary Data Source	<i>Insert the names of additional assessments that may be used in conjunction with screening data</i>
Purpose	<ul style="list-style-type: none">• Identify who's at risk• Identify the level of intervention a student requires• Provide preliminary information about the effectiveness of core instruction at Tier I
Who is Involved	<i>List the individuals who are involved in making this decision</i>

Frequency	<i>Indicate how often or when decisions involving initial risk status are determined? (Example: one week after each benchmark assessment at grade level meetings)</i>
Decision Options and Criteria	<i>Indicate what options or decisions are available and include criteria that inform each option.</i>
Cut Points (by grade level)	<i>Indicate what the cut points are for students to be deemed "at risk"</i>

Determining Student Response to Intervention

Another key decision made by the RTI Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The school makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RTI Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Progress Monitoring: Determining Student Response to Intervention

Primary Data Source	<i>Insert the name of your progress monitoring tool here</i>		
Secondary Data Source	<i>Insert the names of additional assessments that may be used in conjunction with screening data</i>		
Purpose	<ul style="list-style-type: none"> • Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a lesser or more intensive intervention 		
Who's Involved	<i>List the individuals who are involved in making this decision</i>		
Frequency per Tier	<i>Indicate when and how often decisions about student response to instruction and intervention are determined per tier?</i>		
	Tier I	Tier II	Tier III

Decision Options and Criteria	<i>Indicate what options or decisions can be made and include criteria that inform each option</i>
Cut Points (by grade level)	

SECTION 6: ACTION PLAN

Modules:

- ✓ RTI Process
- ✓ RTI Leadership Training

RTI Multi-Tiered System of Support

RTI Assessment and Data-based Decision Making

Special Considerations

Reflection and Next steps: *Reflect on how you completed this handbook and determine areas where your staff may need additional professional development this year*

PD Needed? <i>(check all that apply)</i>	RTI Element	Audience (classroom teachers, math interventionists, etc.)	By when
	Tier I <ul style="list-style-type: none"> • Reading • Math 		
	Tier II <ul style="list-style-type: none"> • Reading • Math 		
	Tier III <ul style="list-style-type: none"> • Reading • Math 		
	Screening		
	Progress Monitoring		
	Data-based decision making		

Professional Development: Next Steps

Frequency of PD in RTI:

Opportunities for follow-up to professional development that allow for infusion of content into classroom practice:

Resources Available (staff, online trainings, funding, district support, websites, etc.):

SECTION 7: Parent Communication

Parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when *(indicate when parents are notified)*

via letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Considerations for Parents Whose Native Language is Not English: *In this section, identify the strategies or accommodations your school district will implement for those parents whose native language is not English.*

SECTION 8: Glossary

Assessment

Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

Baseline

A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan

A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark

Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard.

Core Curriculum

A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Criterion-Referenced Assessment

An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment.)

Curriculum-Based Assessment (CBA)

Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum-Based Measurement (CBM)

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Data Points

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

Data-Based/Data-Driven Decision Making

A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Differentiated Instruction

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

Evidence-Based Practice

Educational practices/instructional strategies supported by relevant scientific research studies.

Explicit Instruction

Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Fidelity of Implementation & Instruction

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

Flexible Grouping

The ability for students to move among different groups based upon their performance and instructional needs.

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision-making.

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

Academics: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).

Intensive Interventions

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

Intervention

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Modifications

Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Norm-Referenced Assessment

An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare to criterion-referenced assessment.)

Prescriptive Intervention

A specified response, which focuses on academic or behavioral areas of concern, to meet the specific needs of a student.

Problem-Solving Approach to RTI

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

Progress Monitoring

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Remediation

Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Research-based Instruction/Intervention/

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered "best practice" based on available research and professional literature.

Response to Intervention (RTI)

Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

RTI teams

Teams of educators that are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they include as members school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Scientific, Research-Based instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Specific, Measurable Outcome

The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

Standard Protocol Intervention

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

Strategic Interventions Specific to Need

Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances.

Students at Risk for Poor Learning Outcomes

Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

Summative Assessment/Evaluation

Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.

Systematic Data Collection

Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

Tier I

Interventions that are preventive and proactive; implementation is school-wide or by whole classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model.

Tier II

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

Tier III

Interventions that relate directly to an area of need; are supplementary to and are different from primary and secondary interventions; are usually implemented individually or in very small group settings; may be individualized; are often connected to the narrowest tier of a tiered intervention model.

Universal Screening

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.