

# Trimble Local Schools

## Response to Intervention (RtI)

Trimble Local Schools has developed an intervention process that incorporates the following:

- Core instruction for all students
- Increasingly intensive instructional interventions for students who need extra support
- Monitoring the progress of students receiving interventions

Trimble's Intervention Process integrates high-quality core instruction and assessment methods in a systematic way with research-based interventions to address students' individually identified needs.

### *Procedures*

#### **Tier I ~ Core Instruction**

All students receive research-based classroom instruction using validated practices. Tier I is the core, research-based, reading and math program implemented with the teacher using differentiated instruction. During this time, baseline data is collected. After 6 weeks of data collection using the **Documentation of Interventions (Tier I & 2) Form**, the grade-level team will review student progress. If progress has been made, the team may consider continuing Tier I instruction and differentiation until adequate gains are made and the student no longer needs interventions. If there has been no progress or limited progress, the grade level support team will collaborate on Tier II interventions to be implemented with appropriate frequency, duration, and fidelity.

#### **Tier II ~ Secondary Interventions**

Students in Tier II continue Tier I interventions from the classroom teacher. In addition, students will begin receiving additional small group, more specific instruction at least three times a week using a research-based intervention that will be determined during grade-level meetings. The classroom teacher/trained personnel/IAT members will monitor individual student progress weekly using the **Documentation of Interventions (Tier I & 2) Form**. The

classroom teacher will notify parents/guardian in writing of the increased intervention level using the **Parent/Guardian Notification of Tier II Interventions letter**.

### **Referral to the Intervention Assistance Team**

After a minimum of eight weeks of a research-based intervention at Tier II, a referral to the Intervention Assistance Team can be made if progress has not been made at expected levels. An **Intervention Assistance Team Referral Form (Tier II-Tier III)** will be completed by the teacher. Parents will be invited to attend the IAT meeting; the building representative will invite parents/guardian in writing to the meeting using the **Parent/Guardian Invitation to Intervention Assistance Team Meeting letter**. Progress at Tier II should be monitored weekly, and a follow-up meeting will occur as part of the IAT process. When the student demonstrates adequate progress, the student may be moved back to Tier I for less intensive interventions in the core curriculum. If adequate progress is not made, the student may be moved to Tier III for more intensive or frequent intervention.

### **Tier III**

Students in Tier III continue to receive services of Tier I (core instruction with differentiation) and classroom interventions. Tier III can be in addition to or combined with Tier II for one intensive intervention. Tier III may also increase the frequency and/or duration of the Tier II intervention. Students in Tier III work in a smaller group (i.e. 1-3 students) and progress is monitored weekly. After 4-6 weeks of Tier III interventions, the Intervention Assistance Team meets to analyze the data. The team may also consider the need for other support and services, such as screenings, and request assistance as appropriate. An assigned case manager will be available for consultation. In not making adequate progress then testing for special education services would then be needed to determine if there is a disability.

### **Progress Monitoring**

Progress monitoring is a scientifically based practice used to assess students' academic performance, continuously measure student performance growth, and provide objective data to evaluate the effectiveness of instruction and interventions.

The key components of progress monitoring are:

- Brief assessments conducted frequently – bi-weekly (every other week) or weekly
- Assessments occur throughout the intervention
- Results are evaluated to determine whether student response to intervention is
- adequate or not
- Most frequently, DIBELS is used for progress monitoring in the area of reading
- Results are charted and analyzed to determine student progress regularly by the grade level teams and/or Intervention Assistance Team

## **Fidelity**

Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress-monitoring procedures are completed followed by appropriate decisions based on the data.

## **Roles and Responsibilities**

### **Intervention Assistance Team Members**

- Principal
- Special Education Director
- School Psychologist
- Student's General Education Teacher(s)
- Intervention Specialist
- Student (as appropriate)
- Other specialists and teachers, as appropriate, such as Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Title 1 Teacher, School Counselor, Intervention Tech

The Intervention Assistance Team is lead by the chairperson who organizes the team's agenda and supervises the roles of the team member. Records of each student involved in the Intervention Process are kept with the building principal. A case manager may be assigned to assist with monitoring of data collection during the intervention period. Dates for review of student progress should be determined at the initial meeting. The Intervention Assistance Team continues to meet for review of student progress until interventions are no longer needed by the student (as determined by adequate progress with the general curriculum).

### **Principal**

- Oversee the Intervention Process
- Assign staff and to support implementation of interventions in classrooms to the greatest extent possible
- Oversee fidelity of the Intervention process

- Gather information from the referring teacher prior to Tier III IAT meeting
- Schedule school intervention assistance team meetings and parent conferences

### **Special Education Director**

- Consult and/or meet with grade-level teams to assist with determining appropriate interventions, progress monitoring, and documentation
- Participate on the Intervention committee
- Provide additional support and resources
- Make copies of documentation for Tier III meetings for all team members

### **School Psychologist**

- Complete screenings and evaluations when warranted
- Assist with student observations and gathering data

### **Intervention Specialist**

- Carry out interventions with small groups of students
- Assist teachers with Tier I literacy interventions
- Help with determining appropriate student interventions in team meetings
- Support teachers in the intervention process

### **Classroom Teacher**

- Work with grade-level/department teams to identify appropriate Tier I interventions for students
- Carry out and document Tier I interventions
- Document Tier I, II, and III interventions including type of intervention, start and end dates, frequency, duration, time, days, and progress-monitoring results.

### **Speech Pathologist**

- Provide resources to classroom teachers related to the development of and intervention with speech and language issues
- Provide speech and language interventions and progress monitor as appropriate
- Attend Intervention Assistance Team meetings as requested
- Administer language screenings and evaluations when warranted

### **Documentation forms are to be used**

- Discuss students for whom progress is not adequate at the Tier I level and work with the grade-level team and support staff (Title I, Intervention Specialists, etc.) to increase interventions to the Tier II level when appropriate
- Complete the **Intervention Assistance Team Referral Form** and attend Intervention Support Team meetings when their students have not made adequate progress at the Tier II level

**Parent/Guardian Notification of  
Tier II Intervention**

Date \_\_\_\_\_

Dear \_\_\_\_\_,

This letter is to notify you that your child will begin receiving additional support in the area(s) of

Below are the details of the support your child will be given

If you have any questions or concerns, please contact me at (740) \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

**Intervention Assistance Team Referral**

**(Tier II – Tier III)**

Date \_\_\_\_\_

Student Name DOB \_\_\_\_\_ Grade \_\_\_\_\_

Teacher (s) \_\_\_\_\_

Parent/Guardian Names \_\_\_\_\_

Phone number(s) \_\_\_\_\_

Address \_\_\_\_\_

Reason for referral (please be specific):

Background Information:

Attendance \_\_\_\_\_ Days absent \_\_\_\_\_ Days tardy

Other schools attended \_\_\_\_\_ Retentions \_\_\_\_\_

Medical information including vision & hearing: \_\_\_\_\_

Assigned Case Manager \_\_\_\_\_

BASELINE DATA (In comparison to current grade level)

Skills Below At Above Evaluation Method Used Score

Skills	Below	At	Above	Evaluation Method Used	Score
Reading					
Math					
Writing					
Speech					
Behavior					
Other					

Please attach copies of:

- Most recent report card/interim
- Group standardized assessments (OAA, Terra Nova, etc.)
- Documentation of Interventions sheets
- Graphs/Data sheets documenting progress
- Work samples along with a sample of the work of an average student
- Speech and language checklist (as appropriate)
- Office referrals/behavior summary (as appropriate)

Signature \_\_\_\_\_ Date \_\_\_\_\_ (Referring)

## Behavior Checklist

**Student Name:** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Please list positive behaviors or behavior strengths that the student displays:

Please select frequency in which the following behaviors are displayed in your classroom:

	Almost Never	Occasionally	Frequently
<b>Hyperactive:</b>			
Out of seat.....			
Constant movement in desk.....			
Can't remain in line to and from classes.....			
Constant verbal behavior.....			
Has nervous muscle twitches, eye-blinking, nail-biting, etc. ....			
<b>Withdrawn</b>			
Listless, tired.....			
Seems generally unhappy.....			
Stares blankly into space.....			
Rarely asks for assistance even when work is too difficult.....			
Does not attempt work.....			
Apprehensive about committing self to a response.....			
Weeps or cries without provocation.....			
Avoids calling attention to self.....			

	Almost Never	Occasionally	Frequently
<b>Poor Attention/Concentration</b>			
Does not follow oral lessons.....			
Does not follow lessons on board or visual materials.....			
Rarely completes any assignments.....			
Daydreams.....			
Demands individual explanation of assignments.....			
Easily distracted from task by ordinary classroom stimuli (minor movement, noises).....			
<b>Aggressive</b>			
Attacks other children by hitting, shoving, etc.....			
Verbally attacks and provokes other children.....			
Steals.....			
Explosive or angry when things do not go own way.....			
Argues with the teacher over behavior.....			
Destructive of others' belongings and schoolwork.....			
Strikes back with angry behavior to teasing.....			
<b>Disruptive</b>			
Demands attention of any sort from teacher and peers.....			
Doesn't follow class or school rules (quiet, on time, etc).....			
Interrupts lessons by antics (verbal or physical).....			
Tells bizarre stories.....			
Does not conform to limits on own without control from others....			
<b>Uncooperative</b>			
Blames other for own mistakes.....			
Will not follow routine.....			
Works only when threatened with punishment.....			
Defiant of teacher's requests.....			
Argues with peers over minor situations.....			
Must have last word in arguments.....			



	Almost Never	Occasionally	Frequently
<b>Manipulative</b>			
Wants excessive visits to nurse.....			
Wants excessive visits to the bathroom.....			
Works only when given individual help.....			
Blames mistakes on anything but self (size of book, your directions, etc. ).....			
Constantly puts self down or criticizes own work.....			
Tries to keep you off task by talking about other things, etc.....			
Approaches new tasks, situation with "I can't do it".....			
<b>Inappropriate Social Behavior</b>			
Comments that no one likes him/her.....			
Has no friends at school.....			
Does not like to go out for recesses.....			
Does not initiate play or talk with peers.....			
Is avoided by peers at school.....			
Personal appearance is lacking in cleanliness, order.....			
Does not function in group or class discussions.....			
Ridicules peers, torments younger or smaller students.....			
Exhibits inappropriate behaviors in room (nose-picking, masturbation, etc.).....			

Comments:

Signature: \_\_\_\_\_

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

**Parent/Guardian Invitation to  
Intervention Assistance Team Meeting**

Date \_\_\_\_\_

Dear \_\_\_\_\_,

The teachers and staff at Trimble Local are dedicated to helping each child achieve their best.

\_\_\_\_\_ continues to struggle in the area(s) of \_\_\_\_\_

\_\_\_\_\_ at school, and we plan to provide more support. At our next Intervention Assistance Team meeting, we will brainstorm different ideas to help your child achieve their greatest potential in the classroom. We would like to invite you to be a part of this process on \_\_\_\_\_ at \_\_\_\_\_ to discuss your child's educational needs. If you have any questions regarding this team meeting or are unable to meet on this date and time, please contact \_\_\_\_\_ at (740) \_\_\_\_\_.

We look forward to working with you to provide your child with strategies and interventions.

Sincerely,

\_\_\_\_\_

## Intervention Meeting Notes

Date \_\_\_\_\_

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Teacher(s) \_\_\_\_\_

Team Members in Attendance:


Academic Area Targeted:

Summary of Interventions Implemented:

Review of Data/Progress from **Documentation of Interventions** forms:

Brainstorming:

Recommendation for Actions (circle one) Continue Plan Revise Plan:

Next Steps:

The team will meet again on \_\_\_\_\_

Signatures of Participants:




RtI Data Collection Form SAMPLE

Student Name: John Doe	Teacher Name: Randy Rue
Grade:  7th	Subject Area:  Math

Description: John does not know his basic facts. He struggles with math concepts across the board. His grade in 6<sup>th</sup> grade Math was a 59% F. John needs assistance every class period to grasp each concept. He is not confident in his math abilities and will says he hates math often.

Topic/Concept	Applied Intervention	Percent of Success
Order of Operations	Modeling with Manipulatives	1/5 – 20% Not successful
Order of Operations	Cover/Breakdown/Structured Organizer	4/5 – 80% Successful
Expressions	Manipulating Note Cards with numbers and Variables. Covering/Breakdown	2/5 -40% Not Successful
Expressions	Modeling with White Boards	1/5 – 20% Not Successful
Expressions	Read aloud, Working side by side/ Teacher to Student	4/5 – 80% Successful
One-step questions	Hands – on- Equations System/Manipulative	6/10 – 60% Not Successful

### Notes from Sample:

John was making growth so he is a student who should stay in Tier II. It is recommended that the teacher continue to provide him with additional interventions and support. Pre-testing each concept/topic, using formative assessments, and then post-testing each student will provide the teacher with enough information to determine if growth is being made. When a student does not make growth repeatedly after 6 weeks of data collection with concrete evidence then a referral to be tested for special education services should be in place.

## **Resources for Differentiated Instruction, Progress Monitoring, Data Management**

The Iris Center, <http://iris.peabody.vanderbilt.edu/index.html>

Discovery Assessment, <http://www.discoveryeducation.com/products/assessment>

Intervention Central, [www.interventioncentral.org](http://www.interventioncentral.org)

STEEP, [www.isteep.com](http://www.isteep.com)

AIMSweb, [www.edformation.com](http://www.edformation.com)

DIBELS, [www.dibels.uoregon.edu](http://www.dibels.uoregon.edu)

What Works Clearinghouse, U.S. Dept. of Education's Institute of Education Sciences, [www.wwc.org](http://www.wwc.org)

John Hopkins University Center's Best Evidence Encyclopedia, [www.bestevidence.org](http://www.bestevidence.org)

IDEA partnership – Differentiated Instruction, [www.ideapartnership.org](http://www.ideapartnership.org)

Center for Applied Special Technology, [www.cast.org](http://www.cast.org)

PALS reading and math – to accommodate diverse learners, [www.kc.vanderbilt.edu/pals](http://www.kc.vanderbilt.edu/pals)

National Center on Student Progress Monitoring, [www.studentprogress.org](http://www.studentprogress.org)

University of Kansas Center for Research on Learning, [www.kucrl.org](http://www.kucrl.org)

Positive Behavior Supports, [www.pbis.org](http://www.pbis.org)

Progress Monitoring for Secondary Students, [www.progressmonitoring.net/CBM](http://www.progressmonitoring.net/CBM)

Research Institute on Progress Monitoring, [www.progressmonitoring.org](http://www.progressmonitoring.org)

Special Connections, <http://www.specialconnections.ku.edu>

Promising Practices Network, [www.promisingpractices.net/default.asp](http://www.promisingpractices.net/default.asp) -

Cassandra Allen Consulting with Behavior Supports, [www.wisdomprinciple.com](http://www.wisdomprinciple.com)

National Center on Response to Intervention, [www.rti4success.org](http://www.rti4success.org)

Florida Center for Reading Research, [www.fcrr.org/](http://www.fcrr.org/)