



K-12

Response to Intervention (RTI)

A Practical Manual

This Manual is intended to serve as a guide for Pulaski County Special School District as we implement the Tiered Approach of Intervention for Academics and Behavior.

Pulaski County Special School District

Revised 2015-2016





Introduction

Response to Intervention (RTI) models were initially established to address the growing concerns that some students were being misidentified as learning disabled when in some cases, the pace or style of instruction was mismatched to students' learning needs. The Individuals with Disabilities Education Act (IDEA) 2004 has authorized local education agencies to use Response to Intervention "RTI" models. RTI further builds on the requirements of the No Child Left Behind (NCLB) Act. The disproportionate number of minority students in special education also raised concerns. To address these issues, alternative models (such as RTI) were introduced and incorporated into federal legislation.

RTI is designed to accomplish three important goals:

- 1) Ensure all students receive research-based instruction;
- 2) Provide progress monitoring tools that will be utilized in making data-based decisions in terms of interventions and modifications; and
- 3) Provide a more practical method of identifying students with special learning needs.

Pulaski County Special School District endeavors to ensure that these goals are met through the collaboration of all stakeholders.

Source: IDEA (2004, 2005). Proposed Regulations from US Department of Education (§ 300.307)



Guiding Principles

Core Beliefs

- ALL children can learn.
- Discovering keys to each child's academic success is our duty.
- Collaborating efforts to engage each student in relevant and rigorous tasks will prevent undesirable behavior.
- We are ALL part of the solution.

Mission Statement:

Pulaski County Special School District is committed to creating a tiered process for all students with academic and behavioral needs. The idea of RTI is to catch learners when they begin to struggle. This process, based on scientific research, will be a safety net for all at-risk learners; thereby assuring that all students achieve their maximum potential through collaborative, supportive and continuous efforts of all stakeholders.



Response to Intervention Table of Contents

- Introduction.....page 2
- Guiding Principles.....page 3
 - Core Beliefs
 - Mission Statement
- Table of Contents.....page 4
- Key Terms.....page 5
- Frequently Asked Questions.....page 6-7
- Roles and Responsibility.....page 8
- Tier I (What is it, Academic/Behavioral Protocol, Intervention Forms).....page 9-10
- Tier II (What is it, Academic/Behavioral Protocol, Intervention Forms).....page 11-12
- Tier III (What is it, Academic/Behavioral Protocol, Intervention Forms)....page 13-14
- Problem-Solving-Team.....pages 15-22
 - Roles and Responsibilities
 - Meeting Protocols
- Appendix A.....pages 23-27
 - RTI Pyramid
 - RTI Flow Chart
 - RTI online Resources
- Appendix B.....pages 28- 39
 - Documentation Forms
 - References



Pulaski County Special School District RTI Manual

Response to Intervention Key Terms

Response to Intervention (RTI): is the practice of providing high-quality instruction, universal screening and intervention that is matched to student needs. This requires using data trends of learning over time and level of performance to make important educational decisions about learning and behavior management.

-In other words: Providing high-quality instruction to all students and using data to determine if every student's educational needs are met. If not, interventions are provided to the extent necessary that the student makes progress to meet educational benchmarks.

Tier I or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier II or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. Students receiving this level of instruction should meet educational benchmarks.

Tier III or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier 2 to meet educational benchmarks.

Screening: a quick and simple assessment of key indicators of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area. In other words: Quick assessment of one small piece of an area that, research has shown, is a solid predictor of overall performance in that area. **(Universal screening = for all students.)**

Progress monitoring: an assessment of rate of improvement compared to benchmarks. It is frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student need. **It must be research-based and implemented with fidelity and integrity (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention).**

Formative Assessment: a range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student achievement. It typically involves qualitative feedback (rather than scores) for both the student and teacher, which focuses on the details of content and performance.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time.

RTI Problem-Solving Team: A local, school team that is designed to determine targeted skill deficits and interventions at Tier 3. Grade level teams handle Problem-Solving at Tier 1 and Tier 2.



Frequently Asked Questions

Is Tier I different from what I teach daily?

Tier I is the same as daily classroom instruction. Tier I assumes that differentiated instruction is occurring in your class and that flexible grouping is practiced in your instruction on a regular basis. ALL students in the classroom participate in universal screenings to identify students who may be at risk academically or behaviorally. There should be multiple formative assessments, multiple means for a student to demonstrate their learning, and multiple means of delivering instruction to the child.

What is Tier II and what are the time recommendations?

Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than five students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least 30 minutes per day, at least three days per week**. The measure of success at Tier II is that the student is making progress toward closing the academic and/or behavioral gap. Tier II may be repeated several times consecutively or repeated in staggered time periods.

How do I determine which students receive Tier II or Tier III intervention?

If students are not responding to intensive, supplemental instruction, the student should be discussed among the RTI Problem-Solving Team to determine if the student is making progress toward closing the academic and/or behavioral gap. At that point the team should collectively determine if the student moves from Tier II to Tier III.

Note: The proper documentation must be in place before a student can be moved from Tier to Tier. See Appendices for forms and protocol.

Is RTI the evaluation for determining the eligibility for special education?

No. There must still be a comprehensive evaluation to determine eligibility for special education. RTI data is an important part of the eligibility evaluation but is not the determining factor.

Is Tier 3 special education?

No. Tier III is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier II.



When is the Alternative Education (AE) appropriate to be considered as an additional option?

The AE should be considered as a Tier III intervention for academic and/or behavioral concerns.



Roles and Responsibilities

Principal

- Facilitate and support implementation of RTI in building
- Provide, coordinate and support continuous professional development
- Be active in RTI change process (develop building level goals for improvement)
- Conduct classroom walk-throughs to monitor fidelity
- Communicate with stakeholders involved in the process (student, parent, teacher, school personnel)
- Delegate Responsibility of staff within the RTI process

Teachers

- Be knowledgeable of curriculum and instruction in tiered interventions
- Have knowledge of assessments
- Consult with RTI Problem-Solving Team as needed (questions, protocols)
- Deliver Core Curriculum using best practices
- Identify and document specific areas of skill deficit for students
- Keep ongoing records of student progress
- Be active in RTI change process
- Take part in ongoing Professional Development
- Attend RTI Team meetings to collaborate on & monitor students
- Implement intervention designed by RTI Team for students in Tier II & III

Parents

- Provide unique input about the student
- Be an active partner in the team decisions making process
- Provide support/reinforcement at home if appropriate



What is Tier I? Academic Intervention

Tier I Academic Intervention

- Tier I interventions take place in the regular classroom and offer the earliest support. It is Core Classroom Curriculum.
- Utilizes differentiation of instruction and universal screening, formative assessment, and progress monitoring tools to make necessary decisions about student progress.
- Ongoing assessments are used to determine the success of instruction.

What is the protocol?

- Provide and implement effective, differentiated academic instruction and classroom management.
- Keep accurate records of student history, background, performance and current academic status.
- Implement point-in-time interventions based on observation and formative assessment process.
- If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternate interventions and update the student's classroom intervention progress plan.

What forms are used?

See Appendix B



What is Tier I?

Behavioral Intervention

Tier I Behavioral Intervention

- Tier I interventions takes place in the regular classroom and school-wide settings.
- Classroom management that promotes positive individual reinforcement, a safe and orderly learning environment, offers the earliest support.
- School-wide rules and expectations, school wide positive reinforcement systems, school wide social skills, school wide positive behavioral support system, etc.
- Emphasizes respectful and responsible behavior strategies by all students and supported by guidance counseling lessons that focus on social success and classroom social skills instruction.

What is the protocol?

- Provide and implement effective, differentiated academic instruction and classroom management.
- School wide and classroom expectations posted and reinforced (playground, cafeteria, transitioning in the hall, etc.).
- Implement and review school-wide discipline management plan (DMP) and/or classrooms expectations.
- If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternative interventions.

What forms are used?

See Appendix B



What is Tier II? Academic Intervention

Tier II Academic Intervention

- Tier II is additional support to Tier I instruction. Group size should be no more than five (5) to six (6) students
- Target support around a specific need determined by diagnostic, formative assessment results and work samples.
- Must use progress monitoring assessments to determine intervention effectiveness.

What is the protocol?

- Students not showing progress with Tier I intervention receive Tier II interventions in addition to core instruction.
- Conduct a Problem-solving meeting with grade-level or content instructional-level teachers to determine student progress; after that is done, intervention plan is developed and implemented. (See attached forms in appendices).
- Implement and review the student's intervention plan frequently.
- Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than five(5) students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least thirty (30) minutes per day, at least three (3) days per week.**

What forms are used?

See Appendix B



What is Tier II? Behavioral Intervention

Tier II Behavior Intervention

- Tier II is implemented when a student is non-responsive to the regular classroom rules or school-wide rules.
- Additional support around a specific behavioral need determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use progress monitoring to determine intervention effectiveness.

What is the protocol?

- Students identified as non-responsive to Tier I interventions such as the DMP, receive Tier II behavior interventions in addition to what is provided in the classroom.
- Parent(s), school counselor, and grade-level or content instructional level RTI team should be notified.
- Consult with the counselor and/or mental health provider for additional interventions that can be implemented at the classroom level. (See attached forms in appendices).
- Implement and review plan frequently.
- Tier II is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** targeting the social skill deficit with a positive replacement behavior in small groups of no more than five (5) students. The supplemental instruction is provided to students with similar social and/or behavioral needs.

What forms are used?

See Appendix B



What is Tier III? Academic Intervention

Tier III Academic Intervention

- Tier III is additional support to Tier II instruction. Group size should be no more than three (3) students.
- Stakeholders must use progress monitoring assessments to determine intervention effectiveness.
- It must identify a different method of intervention than what was provided in Tier II. Documentation of assessment results and work samples are required to determine specific area of need.
- Tier III is in addition and should not be scheduled during core reading or math.

What is the protocol?

- Students identified as non-responsive to Tier II interventions, may receive Tier III interventions.
- The building level RTI team considers the case and decides whether to assign additional supports for more intensive interventions at Tier III or review and make necessary changes to the student's Tier II intervention plan.
- Tier III is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, supplemental instruction** in small groups of no more than three (3) students. The supplemental instruction is provided to students with similar academic and/or behavioral needs **at least thirty (30 minutes per day, at least three (3) days per week)**.
- If students do not show progress, the building level RTI team reconsiders the case and assigns additional support for more intensive intervention.
- Based on a continued lack of response, the building level RTI team may make a referral to have a student evaluated to determine if the student has a disability (Section 504 or Special Education eligibility).
- If interventions are successful, the case is formally exited. Student continues with Tier I Interventions.

What forms are used?

See Appendix B



What is Tier III? Behavioral Intervention

Tier III Behavior Intervention

- Tier III is implemented when a student is non-responsive to Tier II and Tier I and/or present harm to self and/or others.
- Additional support given to students showing a consistent behavioral and/or social skills deficit determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use progress monitoring to determine intervention effectiveness.

What is the protocol?

- Students identified as non-responsive to Tier I and II interventions, receive Tier III (more intensive) behavior interventions in addition to what is provided in the classroom.
- Create a behavior plan that is individualized based on the behaviors observed. The plan must be followed for a reasonable length of time (**a minimum of nine (9) weeks to eighteen (18) weeks of intense, intervention**) for data collection and progress monitoring.
- Tier III is a **minimum of nine (9) weeks to eighteen (18) weeks of intense, intervention** targeting the social skill deficit with a positive replacement behavior. Involve the counselor and/or on-site mental health provider in creating the behavior plan and assisting in targeting the social skill deficit with a positive replacement behavior.
- Review and/or modify the current behavior plan within the **nine (9) to eighteen (18) week** time period.
- If student does not show progress, additional options may be considered.

What forms are used?

See Appendix B



Problem-Solving Team

- ✓ Committee Roles and Responsibilities
- ✓ Problem-Solving Process
- ✓ RTI Meeting Notification
- ✓ Initial Meeting Protocol
- ✓ Progress Review Meeting Protocol
- ✓ Code of Confidentiality
- ✓ Parent Letter



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Committee Roles and Responsibilities

RTI chairperson

This person will be responsible for establishing the days/times of the RTI meetings, notifying the committee of these events and selecting the cases for review (initial meetings and/or progress reviews). Cases will be added to the agenda once the student information (folder) is complete and the RTI chairperson has been notified.

File/Shredder

This person will be responsible for making sure that the student's school folder is at the meeting and then returned afterwards. Also they will collect all of the student information that was distributed at the end of the meeting. This material needs to be shredded. The RTI folder will contain the confidential information.

Note-taker

This person will fill out the initial meeting summary or the progress review summary (depending on the meeting) to document what has occurred, what is to be completed and who is responsible for the actions taken.

Time-keeper

This person is responsible for keeping track of the time and helping the moderator to be aware if the committee begins to run out of time or focuses too long on a certain case. This person can follow the steps for the initial review and progress review as a guide to determine where more or less time should take place.

Parent Liaison

This person is responsible for sending out the Notification of Intervention Activities and Screening letter and the RTI meeting summary to the parent/guardian within a week of the RTI Committee meeting. Keep the original letter and the RTI meeting summary in the student's RTI folder.

Progress Monitor

This person is responsible for checking in by visiting the classroom and/or leaving a progress monitoring form in the teacher's mailbox to check on the progress of the action plan and/or interventions. This serves two purposes: one to support the teacher and let them understand that they are not alone; second it is to ensure that the interventions are actually taking place and an attempt is being made to increase the student's ability to learn and/or learning.

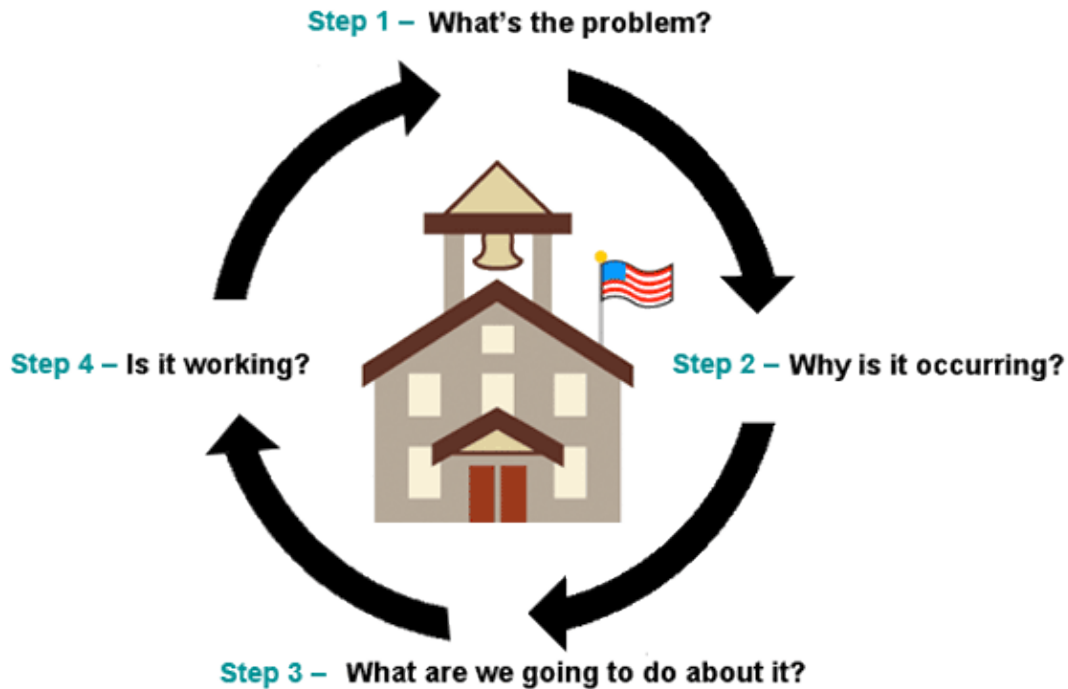
Moderator

This person is responsible for guiding the meeting along and works with the timekeeper to ensure that the committee keeps its focus on "problem-solving" not problem admiring.



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Problem Solving Process



Step 1

Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”

Step 2

Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

Step 3

Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

Step 4

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s).

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Response to Intervention Meeting Notification

Date _____

(Student name)

was referred to the Response to Intervention(RTI) Team on _____.

The RTI committee will be meeting on _____(day) at _____(time) in _____(location).

The purpose of the committee meeting will be:

- Initial Meeting
- Progress Review Meeting
- Other _____

Comments:



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Initial RTI Committee Meeting Protocol

1. Committee members scan and review the **RTI Student Information Folder**
2. Teacher (briefly) presents student case.
3. Committee members ask questions of the teacher.
4. Decide whether more data is needed to determine root cause of the problem. If so, select appropriate screenings and assign observations.
5. Identify the problem using the problem solving process (academic, behavioral, both) (page 17)
6. Set goals (What do we want the student to do that he/she is not doing now?)
7. Brainstorm appropriate interventions
8. Select interventions
9. Identify person(s) responsible for implementing and monitoring interventions.
10. Set target date for progress review meeting. Be sure to allow for 30 school days for the new interventions to be in place.



Pulaski County Special School District RTI Manual

Progress Review Meeting Protocol

1. Remind committee members of the area of concern for the student.
2. Review the intervention plan in place for the student.
3. Analyze level of performance: whether it has increased, decreased or no change. Try to be specific and describe in measurable terms.
4. Review the results of any screenings and/or observations made. Have the person who completed these screenings enter the data on the screening checklist and/or add their observation form to the student's RTI information folder.
5. Discuss what successes have occurred, what concerns continue to be present.
6. Offer recommendations (continue plan, modify plan, phase out plan, address new problem, develop 504 and/or refer for formal evaluations).
7. If plan is to be continued or revised, determine what actions must be made to implement interventions. Set goals, brainstorm and select interventions.
8. If student is referred for formal evaluations, a referral conference must be scheduled (See your building level special education designee).



Pulaski County Special School District RTI Manual

CONFIDENTIALITY CODE

Educators are compelled through professional responsibility to handle information about students with the utmost concern for its use/abuse. This responsibility is defined by the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Federal Privacy Regulations Protection Act (FERPA). Confidentiality is a necessary part of the Response to Intervention Committee. By signing below, you are stating that you participated in this meeting and that you are committing to this code of confidentiality.

Student Name: _____

Teacher Requesting Support: _____

Circle One: Initial meeting Progress Review Meeting

Team Member Signature

Title

Date

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |



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Parent Letter: Notification of Intervention Activities and Screenings

| | |
|----------------------|----------------|
| Student Name: _____ | Teacher: _____ |
| Date of Birth: _____ | Grade: _____ |

Dear Parent or Guardian,

In an effort to maximize individual student success, our school has a Response to Intervention (RTI) Committee. The mission of the Response to Intervention Committee is to:

- **Identify** the learning needs of students who are struggling with their academics and who may be at-risk of school failure;
- **Provide** students with academic, behavioral and social support needed to succeed in school by implementing various strategies and interventions within the school setting.

This team is comprised of administrators, teachers and other school personnel who are involved with your child's learning.

The Response to Intervention Committee will be collecting data relevant to your child's learning. The following activities may be completed as part of the Response to Intervention process:

- | | | |
|------------------------|--------------------|---|
| Intellectual Screening | Language Screening | Academic Screening |
| Speech Screening | Observations | Level 2 Assessments for Characteristics of Dyslexia |

Other: _____

This information will be used to assist the RTI Committee with the development of targeted strategies for curriculum implementation and instruction. Once this data is gathered, the RTI Committee will meet to discuss further interventions that will be helpful to your child in meeting academic and behavioral success in the classroom. We consider you, the parent, to be a key member of the team. Your input is important and we encourage you to participate, as much as possible, in this process.

If you have any questions regarding the Response to Intervention process or would like to request a formal evaluation, please call:

_____ at _____.
RTI Committee Chairperson Phone Number

___ Letter sent to parent/guardian by U.S. mail on _____.

Parent Signature/Date of Receipt of Letter: _____



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Appendix A

- ✓ RTI Pyramid
- ✓ RTI Flow Chart
- ✓ RTI Online Resources



Behavioral Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• Intense, durable procedures

1-5%

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

5-10%

Universal Interventions
• All settings, all students
• Preventive, proactive

80-90%

Academic Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High Intensity

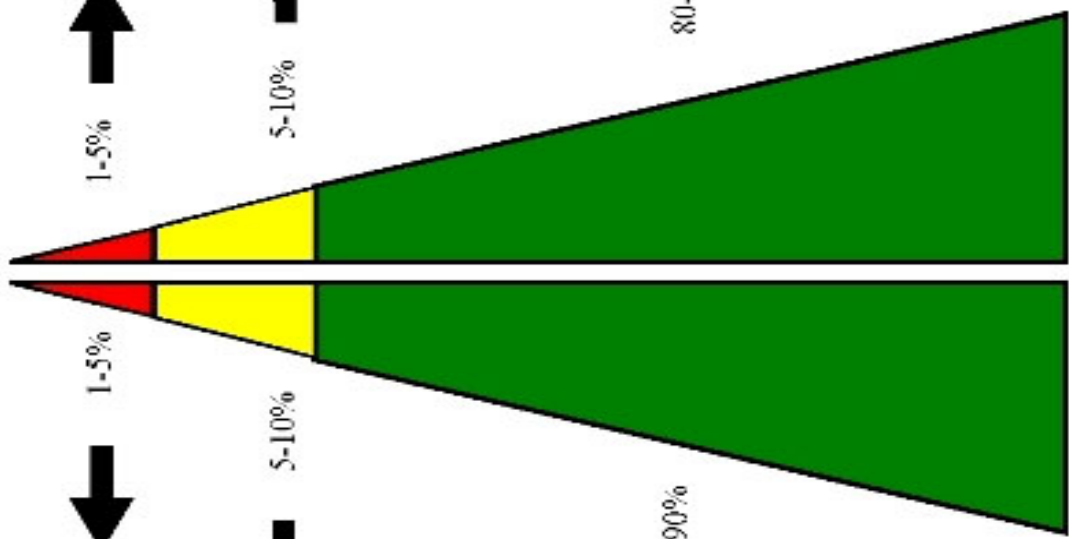
1-5%

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

5-10%

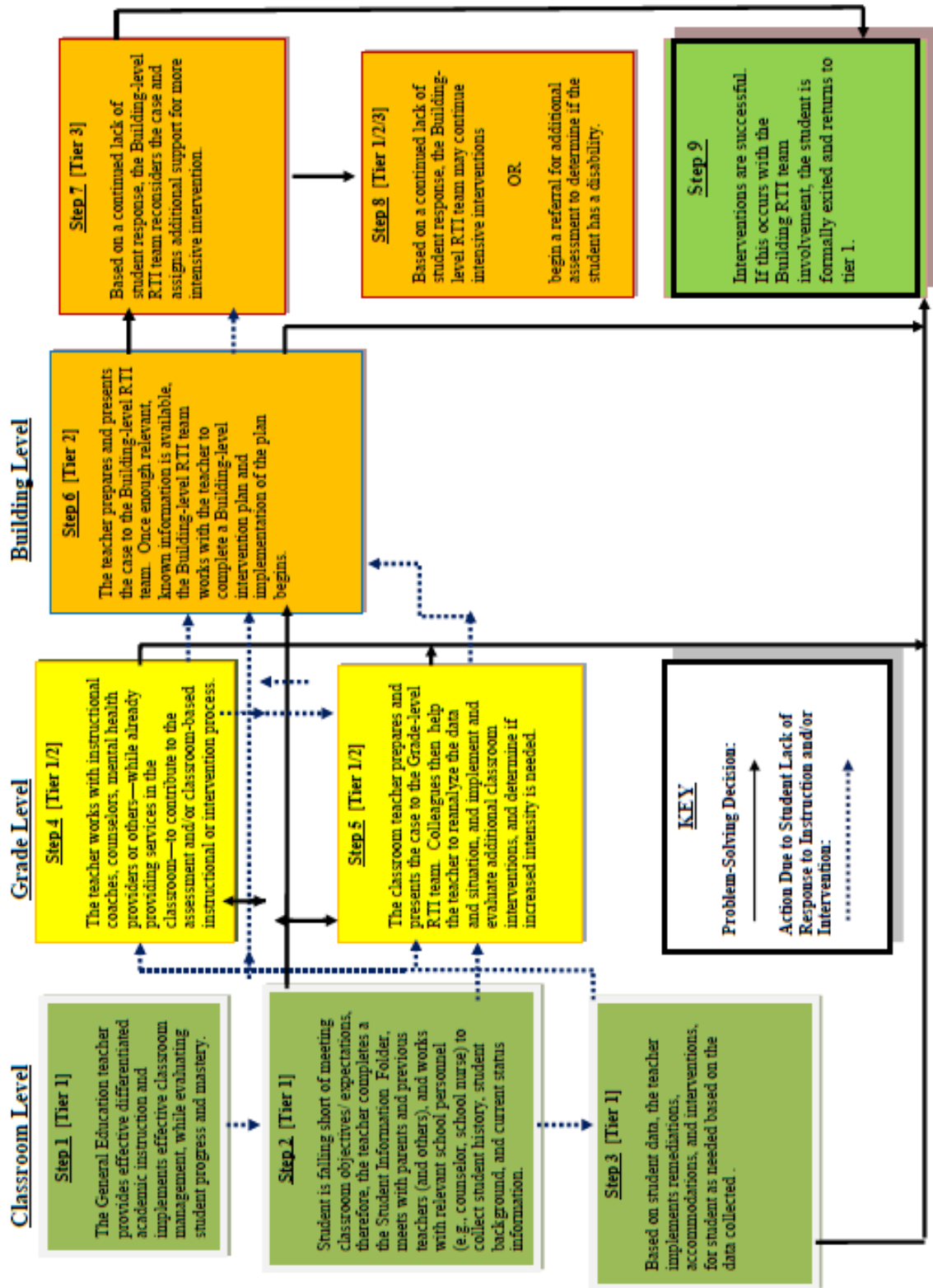
80-90%

Universal Interventions
• All students
• Preventive, proactive





PCSSD RTI Implementation Process/Flow-Chart for Schools





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RTI Online Resources

www.plcelearning.com/Gen/RTICat.php (RTI Leadership Seminar)

www.rti4success.org

www.maase.org/Files/Implementing_RTI_Lansing.ppt

www.rtinetwork.org

www.pbis.org/school/rti

<http://cde.state.co.us/rti>

www.maine.gov/doe/rti

www.ascd.org/publications/educational_leadership/oct10/volume68/num02/The-Why-Behind-RTI.aspx

www.ed.scgov/agencyprograms_services/173/ResponsetoInterventionRTI.cfm

www.watchknowlearn.org/category.aspx?CategoryID=9148 (RTI Videos/Clips)

www.ies.ed.gov/ncee/wwc (What Works Clearinghouse) provide educators with the information needed to make evidence-based decisions.

www.sedl.org/pubs/sedl-letter/v15n01/2.html (What Does SBR Mean for Schools)

www.centeroninstruction.org (Research-based instruction)

Academic Interventions

www.pdesas.org/module/sas/interventions_resources.aspx (Intervention Resources)

Math Interventions/Suggested Strategies

<http://archives.gadoe.org/DMGetDocument.aspx/IES%20Practice%20Guide%20Math%20and%20RTI%20June%202009.pdf?p=6CC6799F8C1371F6BF1FA6A10CC5276A38D5BBEF0A2AAE03E26D631292C7C341&Type=D>

www.gosbr.net (Scientific based research)

<http://mathinterventions.org> (Arkansas Math Matrix)

<http://illuminations.nctm.org/> (Interactive Lessons for Tier I)



Pulaski County Special School District RTI Manual

Reading Interventions/Suggested Strategies

<http://archives.gadoe.org/DMGetDocument.aspx/IES%20Practice%20Guide%20Reading%202009.pdf?p=6CC6799F8C1371F6A0C69139D9E55C34FD00F741D692E71DFBB02122CD5FFA10&Type=D>

www.gosbr.net

www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF (Reading Strategies)

www.readingrockets.org

www.arstudentsuccess.org (RIDE Reading Intervention Bank)

www.fcrr.org

www.literacymatrix.com (Arkansas Literacy Intervention Matrix)

www.free-reading.net

Behavior Interventions

www.pbis.org

www.state.ky.us/agencies/behave/bi/bi.html

Academic/Behavior Interventions

www.interventioncentral.org (RTI resources)

www.nasponline.org/educators/index.aspx



Appendix B

- ✓ Initial Meeting/Recommendation Form
- ✓ Initial Meeting Summary Sheet
- ✓ Student Information Folder Checklist
- ✓ Student Information Folder
 - Student Demographic Information
 - Student Performance
 - Screening-Progress Monitoring Worksheet
- ✓ Behavior Observation Form
- ✓ Student Intervention Plan
- ✓ Progress Review Summary Sheet
- ✓ Communication Protocol



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Initial Meeting/Recommendation Form

Student Name: _____ Birth date: _____ Student #: _____

Referring Teacher: _____ School: _____ Tier _____

Meeting Date _____

Team Members Present:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Review of Student Information Folder

1. Date of parent notification _____ If No, why not? _____
2. Has the student received special education testing in the past? Yes No If so, when? _____
3. Has the student received ESL services? Yes No If so, when? _____
4. Has the student been retained in the past? Yes No If so, when? _____
5. Has the student been absent/tardy 10 days or more? Yes No If yes, attach report.
6. Does the student have any health/medical concerns? Yes No Explain _____

Problem Solving Process

*** Attach data that may assist with the problem solving process. ***

1. What is the Problem? (learning and/or behavioral concern) _____

2. Analyze the problem. Why is the student not attaining benchmarks?

- A. Review, Interview, Observe, and/or Test to obtain information (RIOT).
- B. Consider the Instruction, Curriculum, Environment and the Learner (ICEL)
- C. Write a Hypothesis Statement:

The problem is occurring because _____

_____. If _____

_____ would occur, then the problem would be reduced.



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Initial Meeting Summary Sheet

Student Name: _____ Date of Meeting: _____

Date of Birth: _____ Teacher/Grade: _____

| Area(s) of Concern: | Data/Evidence: | Description |
|---------------------|----------------|-------------|
| | | |
| | | |
| | | |
| | | |

List Strengths of this Student:

Action Plan

What would you like the student to be able to do that he/she does not do presently?

| Action | Procedure (How will you accomplish this action?) | Person(s) Responsible |
|--------|---|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Target date for Progress Review: _____



Student Information Folder Checklist

*All forms should be in the Student Information Folder

- Confidentiality Code
- RTI Meeting Notification
- RTI Initial Meeting Recommendation Form
- Initial Meeting Summary Sheet/Action Plan
- Student Information Folder Forms
 - Student Demographic Information
 - Student Performance
 - Screening-Progress Monitoring Worksheet
- Behavior Observation Form
- Notification of Intervention Activity and Screening (Building Level Team)
- Student Intervention Profile (Teacher Use)
- Progress Review Summary Form (use each subsequent meeting)
- Exit Plan Summary (circle exit on pg. 37 and attach an exit plan summary)



STUDENT INFORMATION FOLDER

Demographic Information

Student Name: _____ Date Folder Created: _____

Date of Birth: _____ School: _____

Referring Teacher/Grade: _____

Gender: ____ Race: ____ English Language Learner (circle one): Yes No
 Primary Language: _____

Student lives with (circle one): Both parents Mother Father Guardian/Other: _____

Parent/Guardian Name: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email address: _____

School Information

Attendance Record (please record the current year and the previous 2 years)

| School Year | Grade | Total Absences | Total Tardy |
|-------------|-------|----------------|-------------|
| | | | |
| | | | |
| | | | |

| | | |
|-------------------|-------------|----------------|
| | <u>Date</u> | <u>Results</u> |
| Hearing Screening | _____ | _____ |
| Vision Screening | _____ | _____ |

Has the student attended any other school? If yes, please list school(s) and dates of attendance.

Has the student been retained? If yes, which grade(s)? _____

Has the student been referred for or has any specialized services (i.e. 504 Plan, Counseling, Special Education)? If yes, please specify. _____



Pulaski County Special School District RTI Manual

Student Performance

What are the student's strengths? _____

Describe the student's work habits, effort, behavior and motivation in the classroom. Is it typical when compared to his/her peers? _____

| Area(s) of Concern: | Data/Evidence: | Description: |
|---------------------|----------------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

How long has the student been struggling? Please explain. _____

Does the student have a current A.I.P? If yes, what is/are the targeted area(s)? _____

What accommodations have you used to assist the student with his/her area(s) of concerns? _____

Parent Contacts & Dates

Problem Discussed (When? How did it go? Parent Impression of Problem)

Other

Medical – Does the student have any medical conditions or diagnosis? Is the student taking any medication or have they in the past? Is there any documentation of hospitalizations or major illnesses? _____



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Screening – Progress Monitoring Worksheet

Student Name: _____

DIBELS

| Date | Letter Naming Fluency | Nonsense Word Fluency | Phoneme Segmentation Fluency | Word Use Fluency | Oral Reading Fluency |
|------|-----------------------|-----------------------|------------------------------|------------------|----------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Reading Assessments (Circle One: DRA STAR Other: _____)

| Date | Reading Level | Grade Level Expectation |
|------|---------------|-------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

DSA

| Date | Spelling Stage | Scale Score ____/25 |
|------|----------------|---------------------|
| | | |
| | | |
| | | |
| | | |

Math Assessments

| Date | Assessment | Level of Performance |
|------|------------|----------------------|
| | | |
| | | |
| | | |
| | | |

Curriculum Based Measurements, Other Screenings, and Assessment Measures

| Date | Assessment | Level of Performance |
|------|------------|----------------------|
| | | |
| | | |
| | | |
| | | |



Pulaski County Special School District RTI Manual

Behavior Observation Form

Student Name: _____ Teacher/Grade: _____

Date of Observation: _____

Class Activity/Location: _____

Time: Start: _____ to End: _____ Total (minutes) = _____

Name/Title of Observer: _____

During this observation, the following behaviors were seen (check all that apply)

- | | | |
|----------------------|------------------------------|----------------------------|
| Talking out | Refuses to follow directions | Active Participation |
| Making noises | Difficulty completing work | Requested help when needed |
| Quiet/Shy | Negative peer interactions | Change in mood |
| Easily Upset | Easily distracted | Appropriate manners |
| Playing with Objects | Trouble following directions | Withdrawn |
| Seeks Attention | Tired (yawning, sleeping) | Squirming in seat |
| Energetic | Wandering around room | Biting nails |
| Chewing on pencil | Easily angered | Happy (smiling) |
| Fighting | Hitting | Teasing |

During the observation, what was the student's response to the classroom activity? How was he/she participating in the activity? _____

How was the student's behavior similar to the other students in the classroom? How was his/her behavior different? _____

According to his/her classroom teacher, is the behavior observed consistent with the student's daily performance? If not, how was it different? _____

Any additional comments _____

Signature of Observer



Pulaski County Special School District RTI Manual

STUDENT INTERVENTION PLAN Tier II and Tier III (Documentation for Interventions)

Student Name: _____ Date: _____

Initial Grade Level: _____

Attach Screeners to Individual Student Profile and Progress Monitoring Report

Intervention

Start Date: _____ Current Grade Level: _____ End Date: _____

Targeted Skill: _____

Common Core State Standard(s): _____

Research/evidence-based intervention: _____

Group Size: 1-3: _____ 4-7: _____ 8 or more: _____

Frequency: DAILY: _____ OTHER: _____

Duration: 10 min: _____ 15 min.: _____ 30 min.: _____ 45 min.: _____ Other: _____

Attach Progress Monitoring Data

Data Source (1): _____ Data Source (2): _____

Number of intervention sessions attended during intervention period _____ Total sessions possible _____

Target Continuation Date: _____ Action: Continue Intervention Modify Intervention Strategy

Discontinuation Date: _____ Student meet benchmark

Notes: _____



Pulaski County Special School District RTI Manual

Progress Review Summary Sheet

Student Name: _____ Today's Date: _____

Area(s) of Concern: _____ Date of Initial Meeting: _____

Performance since last meeting: Increased Decreased No clear change

Please explain (in measurable terms): _____

Performance since last meeting: Increased Decreased No clear change

Please explain (in measurable terms): _____

| Successes | Concerns |
|-----------|----------|
| | |
| | |
| | |
| | |

Review implementation integrity and return to problem solving model.

Outcome: Progress Made (gap closing) Little or no progress made Other _____

Recommendations:

| | |
|------------------------------|---------------------------------|
| Continue plan | Exit student (Return to Tier I) |
| Address another concern | Develop 504 Plan |
| Continue plan with revisions | Refer for formal evaluation |

| Action | Procedure (How will you accomplish this action?) | Person(s) Responsible |
|--------|---|--------------------------|
| | | |
| | | |
| | | |
| | | |

Target date for Progress Review: _____



Pulaski County Special School District RTI Manual

Communication Protocol

Level 1: Grade or Content Instructional Level Teams

Level 2: Building RTI Problem-Solving Team

Level 3: RTI District Coordinator, Nickey Nichols

Phone: 501.234.2092

Email: nnichols@pcssd.org



Pulaski County Special School District RTI Manual

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