

RESPONSE TO INTERVENTION

What Are the Essential Components of RTI?

“Response to Intervention” refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and make educational decisions. A number of leading national organizations and coalition groups, including the National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education used with documented fidelity.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need and used with documented fidelity.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.
- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency.
- Documentation of parent involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed unless both the parents and the school team agree to an extension.

What Are the Key Terms?

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

Universal Screening is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards. Universal screening can be accomplished by reviewing recent results of state tests, or by

administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction.

Progress monitoring procedures can be used with individual students or an entire class.

Scientific, Research-Based Instruction refers to specific curriculum and educational interventions that have been proven to be effective –that is, the research has been reported in scientific, peer-reviewed journals.

What Role Does RTI Play in Special Education Eligibility?

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a severe discrepancy between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. RTI is used as part of an alternative method to traditional ability/achievement discrepancy comparisons.

Effective instruction and progress monitoring. For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through “data-based documentation of repeated assessments of achievement.” Furthermore, results of the student progress monitoring must be provided to the child’s parents.

Evaluation procedures. The law gives districts the option of using RTI procedures as part of the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a student’s performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, mental retardation, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services. IDEA 2004 addresses the use of RTI procedures is by creating the option of using up to 15% of federal special education funds for “early intervening services” for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the RTI process, and include professional development for teachers and school staff to enable them to deliver scientifically based academic and behavioral interventions, as well as educational evaluations, services, supports, and scientifically based literacy instruction.

TIER 1

- This Tier encompasses 100% of the student population

- The Tier I curriculum for grades K-2 is Scott Foresman’s Reading Street which is a research-based reading curriculum that encompasses all five core components of reading: phonological awareness, alphabet principle (phonics), fluency, vocabulary, and comprehension.
- For those students who are within the average range and below the 50th percentile, the strategic portion of this curriculum should be utilized a minimum of two days per week.
- The classroom teacher should then progress monitor their performance one time per month to determine amount of progress being made.
- Research-based supplemental materials and instruction can be utilized if data indicates that it is necessary.

Assessments

Kindergarten	Fall	Winter	Spring
	LNF	LNF PSF NWF LSF	LNF PSF NWF LSF
Grade 1	LSF or NWF	NWF R-CBM	NWF R-CBM
Grade 2	R-CBM	R-CBM	R-CBM

TIER 2

- This is the next level of intervention in the Rtl system
- Students at this level receive all components of the core curriculum as well as a more intensive intervention (standard protocol intervention) that usually lasts for 30-40 minutes.
- Students will be identified for Tier 2 intervention by utilizing the fall AIMSweb curriculum based assessment data as well as placement tests that are included with the standard protocol interventions. The following entrance criteria has been established:

Kindergarten	Bottom 25% of grade level
Grade 1	Score of less than 17 on LSF OR Score below the 50 th percentile on LSF as well as a score of less than 90% on the My Sidewalks Placement Test
Grade 2	<26 on Fall R-CBM assessment OR

	<44 and received Tier 2 in Grade 1 then placement test to My Sidewalks was administered
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- The purpose of Tier 2 intervention in Kindergarten and Grade 1 will be to prevent future reading difficulties, including reading disability.
- The following interventions are approved for use at this level in the Northern Lehigh School District:
 - Reading Mastery Classic
 - Reading Mastery Fast Cycle (Grade 2)
 - ERI (Early Reading Intervention)
 - My Sidewalks

Progress Monitoring

- Students at this Tier will be monitored no less than 2 times monthly
- If needs are severe, the student will be monitored 1 time weekly

Exit Criteria

The following criteria will be utilized when moving a student back to Tier 1:

1. Has the student achieved the spring target on curriculum based measurement measures?
2. Has the student met the criteria for release from intervention within the standard protocol intervention?
3. Has the student generalized the skills to alternative settings such as the regular classroom?

TIER 3

- When students are not making progress in Tier 2, they may be referred to Tier 3.
- Tier 3 intervention will be in addition to Tiers 1 and 2
- The focus of a Tier 3 intervention will be to focus more on the student's individual deficit (s).
- This may involve adjusting the following components:
 - Amount of time in intervention
 - Increase in the amount of days receiving intervention
 - Decrease in group size

- *THIS IS NOT A SPECIAL EDUCATION PLACEMENT*
- Additional assessment may be required to determine student's exact needs.
- The student shall go to this Tier via a problem-solving meeting that includes the following personnel:
 - Classroom teacher
 - Interventionist
 - School Psychologist
 - Related service personnel if applicable (speech, OT, guidance, etc.)
 - Special education teacher
- The problem-solving team shall formulate the following information:
 - Nature of the problem
 - Goal
 - Measurement of Goal
 - Intervention strategy in scripted form
 - Research support for the strategy
- If the determined level of progress does not occur, the student shall be referred for an evaluation.
- If the student meets the goal, one or more of the following actions could occur:
 - Student will be exited from Tier 3
 - A new goal will be formulated for the student