



Response to Intervention

A Teacher's Guide

Response to Intervention

- **What is Response to Intervention (RTI)?**
- Response to Intervention (RTI) is an approach used to increase the opportunity for all students to meet academic achievement standards through early identification of students whose academic and/or behavioral needs place them at risk. RTI ensures that resources and interventions are appropriately targeted to serve all struggling learners as early as possible through high-quality instruction.

Response to Intervention

- **Why do we need the RTI process?**
- Response to Intervention is a highly effective approach to help identify and provide scientifically researched based interventions for students at risk. Reasons for implementing an RTI process include:
 - The law (IDEA 2004 and NCLB) calls for early identification and intervention.
 - Students might experience unnecessary academic failure when interventions are not provided.
 - Students' needs might be met in general education if appropriate interventions are provided.
 - Students who are struggling do not always qualify for special education services.
 - Interventions employed in the general education setting might prevent unnecessary referrals or reduce the number of referrals to special education.

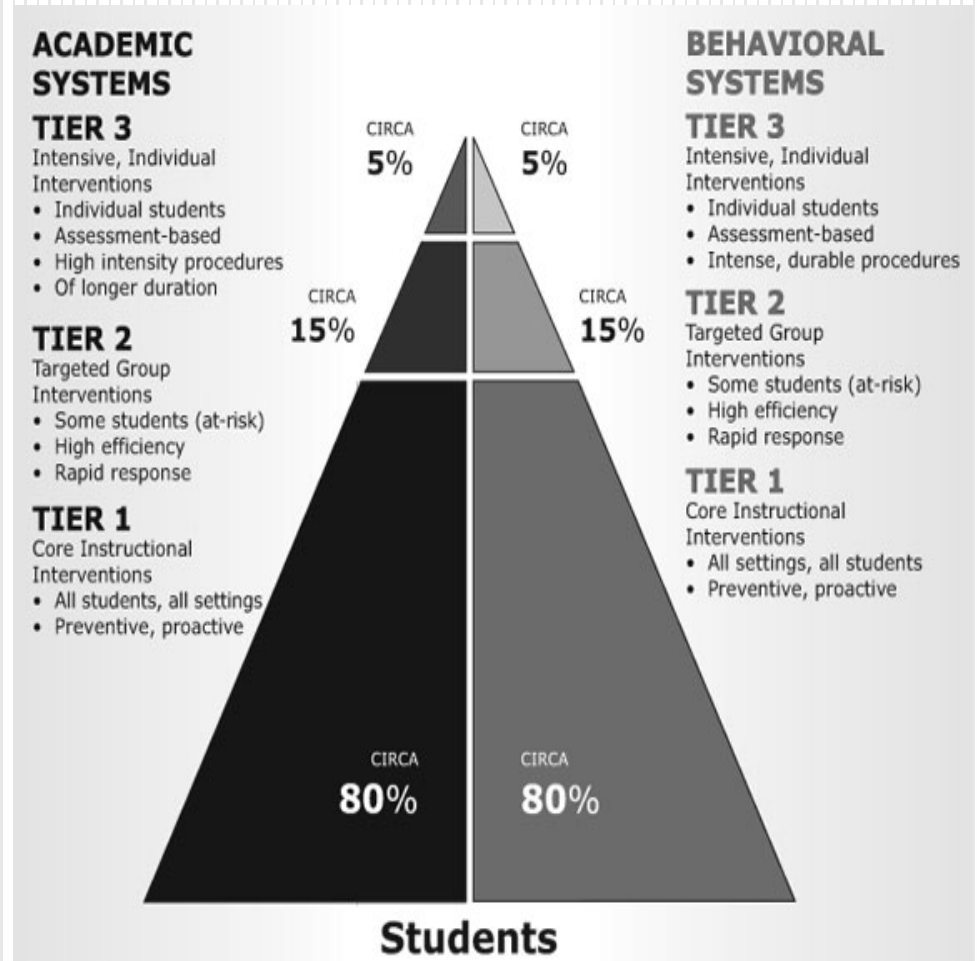
Response to Intervention

- **What are the advantages of implementing RTI?**
- High quality, core instruction is provided in the general education classroom so students are successful.
- Prevention through intervention is the emphasis rather than waiting until a student fails and then referring him/her to special education for further assessment.
- A student's referral to special education includes data showing how the student responded to various interventions.
- Students are more apt to be more successful and remain in a general education setting when early identification is made and appropriate instruction is provided.

Response to Intervention

- Multi-Tiered Model

The California Montessori Project uses a multi-tiered RTI model that meets the needs of the students in our Montessori setting.



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- What Does Tier 1 Mean?
- The majority (80-90%) of school aged students respond successfully to quality core instruction in the general education classroom. A teacher may recognize that a student is either struggling to learn the core curriculum or having difficulty maintaining appropriate classroom behavior. In this tier, universal screenings (Assessment Grid, RTI Log, and Teacher Observations) are used to help identify students that can benefit from interventions. In some cases, a student will demonstrate little or no positive response to the interventions. If progress monitoring indicates a need for more intensive interventions, a Tier 2 Referral may be considered.

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- Tier 1 Forms

- **Assessment Grid Samples:** K/1 6-9 9-12 Middle School

- Complete Assessments in the beginning, middle and end of year. All students in your class will be listed on the grid. Submit a copy to the RTI Team Leader within the first three weeks of school. Modify Assessment Grid Samples to meet your needs.

- RTI Log

- After the Assessment Grid has been submitted, complete a RTI Log to organize academic data from the Assessment Grid and identify any behavioral issues you have observed. A copy of the RTI Log will be turned in to the RTI Team Leader.

- Classroom Observation Form

- Complete the Classroom Observation form for any student with an academic or behavioral concern. Identify the precise academic and/or behavioral area where a deficit exists. Turn in a copy of the observation to RTI Team Leader.

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- Tier 1 Accommodations

- STAR Power Tutoring**

- In looking at the **Assessment Grid** and STAR test results, students may be referred to STAR Power tutoring at this time. Check **School Resource Inventory** sheet in your binder for Teachers, grade levels offered, days and times. This is a Tier 2 Intervention that may be offered in Tier 1 if immediate help is needed.

- Accommodations**

- Use the Accommodation Wheel, Intervention Strategies Guide, Behavior Guide, and Pre-Referral Intervention Manual (PRIM) to develop strategies that can be applied in the classroom. Use the **Accommodations Worksheet** to document accommodations that are taking place in the classroom. Make a copy of the Accommodations Worksheet for the RTI Team Leader.

If the classroom **Accommodations** are not working after the six week normalization period, call the parent to set up an initial parent/teacher meeting to express your concerns and explain the accommodations that have taken place in the classroom, so far.

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Tier 1 Parent/Teacher Meeting

Before the Meeting:

- Call or personally invite parents/guardians to an initial meeting to discuss any academic and behavioral concerns
- **Send home a Student Information Form**
- Have the parents fill out the information and return to you before the meeting. Give a copy of the **Student Information Form** to the RTI Team Leader.

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During the Meeting:

- Introduce and welcome all attendees.
- Discuss student strengths.
- Review academic and behavioral data from assessments and observations. Review accommodations/ interventions made in class.
- Discuss **Student Information Form**.
- Fill out **RTI Initial Meeting Form**

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Post Parent/Teacher Meeting

- Turn in copies of all paperwork from the meeting to the RTI Team Leader.
- Four to six weeks from the meeting date, call or meet with parent to discuss progress. Decide to continue with current modifications or to hold a second meeting.
- If a subsequent meeting is held, please complete the **RTI Follow Up Meeting Form**

Please Note: If you feel that the identified student has an extreme need, see your RTI Leader for guidance.

Students may exit, continue with Tier 1 interventions, or proceed to Tier 2.

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- Tier 2 is designed to provide secondary interventions through early identification and assistance for a small percentage (5-15%) of students who are performing below standards in academic and/or behavioral domains. Interventions for these students are provided either as targeted individual interventions in one or more areas or through a specialized school program that includes small group instruction. Tier 2 interventions are provided in addition to the quality instruction provided in Tier 1. The interventions are designed to prevent or alleviate challenges a student may be facing.

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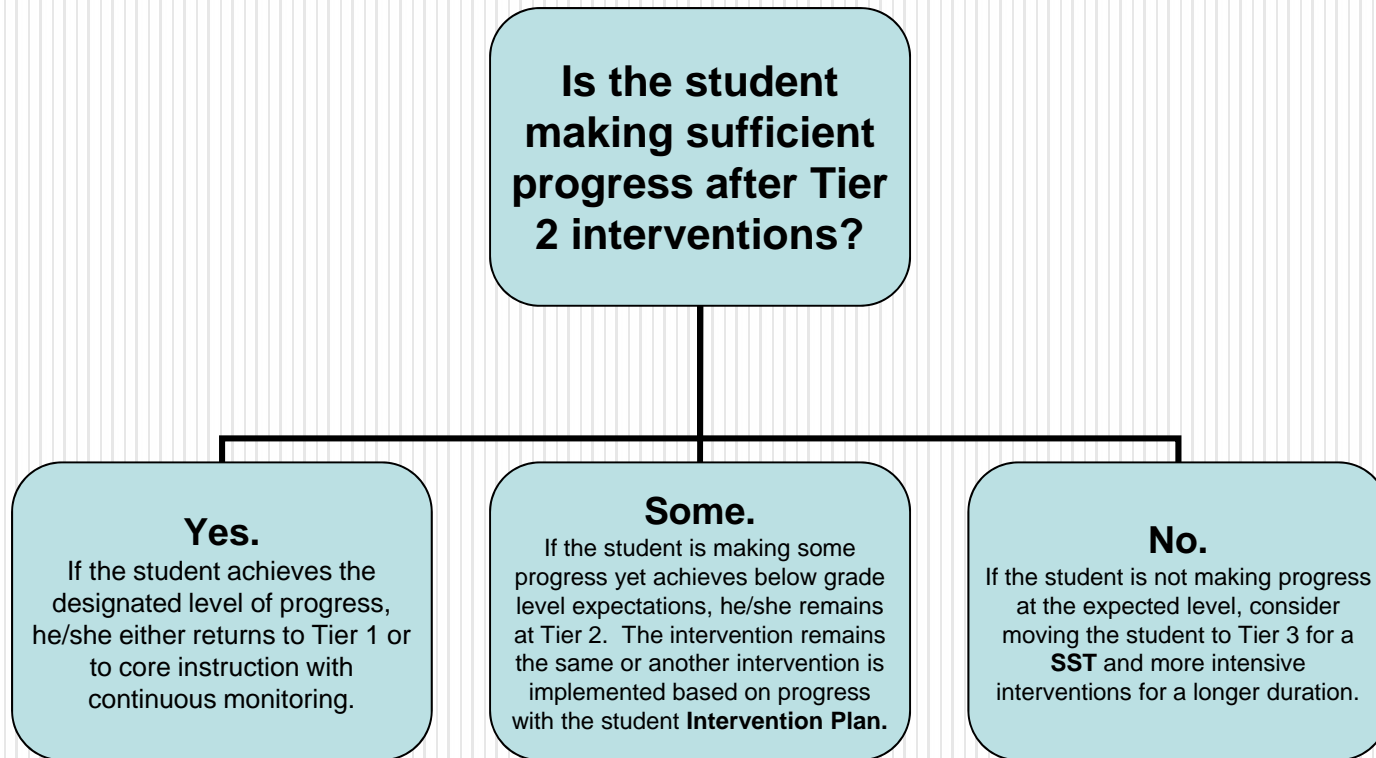
- Reference the **School Resource Inventory** to see if your campus has a specialized program that the student can benefit from. This program may offer individual services, such as *Read Naturally*, or small group *pull-out* or *push-in* instruction.
- Possibly use a behavior modification chart to focus on positive behavior. Samples: [Marble Jar](#) [Goal Chart](#) (Make sure to individualize goals)
- Continue to document accommodations on the **RTI Follow Up Meeting Form**
- Have parents fill out **Specialized Program Parent Permission Form** (Program Specific Forms)
- Please Note: If you feel that the identified student has an extreme need, see your RTI Leader for guidance.

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When is a student referred to Tier 3?

The ultimate goal is to assist the student in succeeding within the general education setting with the standard curriculum. In spite of a school's best efforts at delivering quality Tier 1 instruction and Tier 2 interventions, a few students may not demonstrate a significant and positive response to intervention. In those cases, students may move to Tier 3. Students only move to Tier 3 after a *collaborative placement* decision is reached by the RTI Team.

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- After considering placement options, if the general education teacher and intervention instructors feel it is necessary to move to Tier 3, please contact your RTI Team Leader for guidance on starting the SST process.

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What Does Tier 3 Mean?

The Goal of Tier 3 is to use a team approach and implement a larger variety of interventions. This team would include the teacher, parent/s, RTI Leader, and other resource personnel as required.

- If the interventions in Tier 1 and Tier 2 did not create the desired results, an **SST-Student Success Team Meeting** will be held.

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SST Meeting

Before the meeting:

- Contact RTI Leader to schedule an observation of the student.
- Make sure all documentation from Tier 1 and 2 Level interventions and meetings are given to the RtI leader. All documentation will be compiled into the SST folder.
- The RTI Team Leader will schedule the meeting and invite all attendees.

During the meeting:

- A new plan of action is developed with the team using the standard **SST Form**.
- Accommodations, strategies, and concerns are addressed at the meeting. More intense accommodations will be put into place at this time. A timeline is formulated for action items listed on the **SST Form**.

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After the meeting:

- A follow-up meeting will be scheduled 4-6 weeks after the SST if the student is not showing progress with the intensive Tier 3 accommodations.

Follow Up SST 2 Meeting

- This meeting involves the family, school and resource personnel. Ideas are discussed to support the student. Further evaluation may be required to help guide the team in creating interventions. Outside resources may also be considered. An Special Education Assessment Plan may be signed if the team feels necessary.

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Students may remain in Tier 3 or move to Tier 4 depending on the outcomes of the SST process.

Feel free to use the [RTI/SST Checklist](#) to make sure all steps have been followed.