In 2005, the Individuals with Disabilities Education Improvement Act (IDEIA) was reauthorized. One provision included in the reauthorization was the ability for districts to utilize a Response to Intervention (RTI) model as one element of identifying students with learning disabilities. RTI is the practice of providing scientific, research-based instruction (SRBI) and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. RTI can be conceptualized as a triangle with three portions, the bottom portion representing school-wide or Tier 1 instruction, the middle portion representing secondary or Tier 2 instruction, and the top portion reflecting the most specialized instruction in a school setting or Tier 3. RTI models generally assume at least 80% of students would be adequately supported in Tier 1 or school-wide instruction; approximately 15% of students would require additional small-group instruction at Tier 2; and, at Tier 3, approximately 5% of students would require specialized supports for intensive needs. The Connecticut Framework for RTI was published in 2008, referring to this same instructional framework as SRBI, rather than RTI.

Definitions in SRBI:

1. *Universal screening* refers to the use of a common assessment administered three times a year to an entire student population (grade or school). These screenings give data to teachers on student progress and help identify students who may be at risk for poor achievement.

2. *Tier 1* refers to high-quality general education instruction provided to all students in the general education classroom. Features of Tier 1 include a core curriculum aligned to standards, research-based instruction, differentiated instruction, and systematic screening

3. *Tier 2* refers to supplemental instruction in critical skills or concepts students have not been able to acquire in Tier 1. This supplemental instruction is provided to small groups and is in addition to Tier 1 instruction.

4. *Tier 3* refers to intensive or specially designed instruction that is provided to very small groups of students who demonstrate significant needs. These students generally have not responded to primary and secondary interventions.

5. *Progress monitoring* refers to a system of assessment

procedures used to monitor students' progress over time.

Data from progress monitoring must quantify students' rates

of improvement and be useful in instructional planning.

When to Use the SRBI Process?

Students may access services under the SRBI process through

two avenues. First, the results of universal screenings,

conducted four times per year, can result in students being

scheduled to receive academic interventions. Decisions about

moving students into more or less intense interventions or back

into the core curriculum without interventions can occur through

the SRBI process. Progress monitoring data will be one critical

element in decision making for students who entered the SRBI

process based on universal screenings. Data teams will review

subsequent universal screening and progress monitoring data no

less than every two weeks for all students.

Students may also access services under SRBI through the

Service Team process. Teachers or other adults in the

educational setting, such as the nurse, administrator, or food

service staff, may notice a concern. Some concerns that may

result in a referral to Service Team include:

❖ minimal or no progress with Tier 2 supports and/or
   additional factors seem to be impacting student
   performance;

❖ chronic absences or late to school;

❖ a decline in academic performance whether over a short or long timeframe;

❖ behavior that interferes with school performance;

❖ an increase in disciplinary problems;

❖ is "at risk" for dropping out of school;

❖ suspicion of using alcohol or illegal drugs or abusing prescription medications;

❖ presence of multiple course failures or is considered for retention;

❖ social isolation or withdrawal or a marked change in peer or adult relations and social interactions;

❖ hygiene or suspected health issues that impact daily function; and/or

❖ speech, fine motor, or gross motor deficits that impact access to the curriculum.

Service Team problem solving may result in students being scheduled to receive Tier II or Tier III academic interventions or Tier II or Tier III social, emotional or behavioral interventions. The use of data gathered through specific processes will be needed prior to an intervention being identified.

Universal Screening:

- Universal screenings are administered four times a year at every grade level.

- The district has universal screenings in place for reading and math through use of the STAR Early Literacy Assessment and STAR Reading and Math grades kindergarten through 12.

- Following administration of the STAR, the Screening Report (see enclosed sample) should be printed for each grade and class.

- The school based data team, Instructional Leadership Team, or SRBI team should review the Screening Reports to make intervention recommendations.

!! When reviewing the effectiveness of Tier I instruction, consider that under RTI 80% of students should be at or above the targeted level of performance. !!

Instructional Planning with Universal Screening data

The goal of universal screening is to help identify students who are at risk and may require additional academic intervention. Data teams should begin reviewing universal screening data by thinking about results in a broad manner:

- o Students identified as "urgent intervention" should be considered for Tier III services

- o Students identified as "intervention" should be considered for Tier II services

- o Students identified as "on watch" should have further assessment data considered in combination with the STAR data. Tier I or Tier II services may be identified.

- o Students identified as "at/above benchmark" should continue to receive Tier I instruction.

For students "on watch", teams should review second level assessment data to consider the reliability of universal screening results. The second level assessment data may vary by school.

Broad Brook Elementary and the SRBI Process

At Broad Brook Elementary School, the BAS will be used as a second level assessment. See the attached chart for performance levels targeted on BAS. Review of data will occur within one week from completion of each testing cycle. At Broad Brook, each grade level team will meet with both instructional coaches to review the STAR and BAS data. Each teacher is responsible to bring their own grade level data to the meeting.

Prior to determining the best intervention, further assessment information should be reviewed. Although the team may have an idea about which tier of services the student may require, additional information is needed to pin point the skills that require intervention. The elements of literacy that should be considered are: phonics, phonemic awareness, fluency, vocabulary and comprehension.

Once the STAR assessment reports are available, data teams should review the STAR reports in conjunction with the BAS for students scoring at "urgent intervention", "intervention", and "on watch". Either the typical administration of the BAS or use of the Optional Assessments can be used to pin point specific areas of deficit. This alignment will aid coaches and teachers in ensuring interventions target specific skills where deficits exist.

Student specific goals must be determined based on assessment information. The goals and intervention strategies should be documented for each child and each skill.

East Windsor Middle School and the SRBI Process

At East Windsor Middle School, the BAS will be used as a second level assessment for literacy. See the attached chart for performance levels targeted on BAS. Review of data will occur within one week from completion of each testing cycle. At East Windsor Middle School, the ELA and math teachers will bring STAR reports to the Team meetings. Instructional coaches and each team of teachers will review the data for all students on that grade level and make determinations about levels of instruction. If there are inconsistencies between the STAR and BAS profiles, other assessments may be used for further consideration.

Prior to determining the best intervention, further assessment information should be reviewed. Although the team may have an idea about which tier of services the student may require, additional information is needed to pin point the

skills that require intervention. The elements of literacy that should be considered are: phonics, phonemic awareness, fluency, vocabulary and comprehension.

Once the STAR assessment reports are available, data teams should review the STAR reports in conjunction with the BAS (literacy) or other assessments for math for students scoring at "urgent intervention", "intervention", and "on watch". Either the typical administration of the BAS or use of the Optional Assessments can be used to pin point specific areas of deficit. This alignment will aid coaches and teachers in ensuring interventions target specific skills where deficits exist.

Student specific goals must be determined based on assessment information. The goals and intervention strategies should be documented for each child and each skill.

East Windsor High School and the SRBI Process

At East Windsor High School, the teacher and coaches will determine which is assessment will be used as a second level assessment for literacy and math. Review of data will occur with one week from completion of each testing cycle.

Within one week following completion, coaches will review the data to determine the best intervention. Although the team may have an idea about which tier of services the student may require, additional information is needed to pin point the skills that require intervention. The elements of literacy that should be considered are: phonics, phonemic awareness, fluency, vocabulary and comprehension.

Once the STAR assessment reports are available from the coaches and students identified for possible intervention, PLC

teams should review the STAR reports in conjunction with the teacher assessment and other information if necessary for students scoring at "urgent intervention", "intervention", and "on watch" can be used to pin point specific areas of deficit. This alignment will aid administrators and teachers in ensuring interventions target specific skills where deficits exist.

Student specific goals must be determined based on assessment information. The goals and intervention strategies should be documented for each child and each skill.

Progress Monitoring

Each intervention provider will keep data regarding student performance for each targeted skill. Information regarding the level of prompting required should be noted. Student goals should be established for independent use of skills so noting a decreasing level of prompting can help evaluate the rate of progress. Students may show a decrease in accuracy when levels of prompting are initially decreased and then accuracy should increase gradually with the lower level of prompts, this is a typical profile.

**Tier I:** data should be taken no less than weekly and reported every two weeks

Tier II: data should be taken several times per week and reported every two weeks

Tier III: data should be taken daily and reported every two weeks

Percent correct should be plotted on a graph for each student at each reporting point. When the data team reviews student specific performance, data teams will look for a steadily increasing slope toward grade level performance. See the sample progress monitoring graph below.

Sample Graph of Progress Monitoring
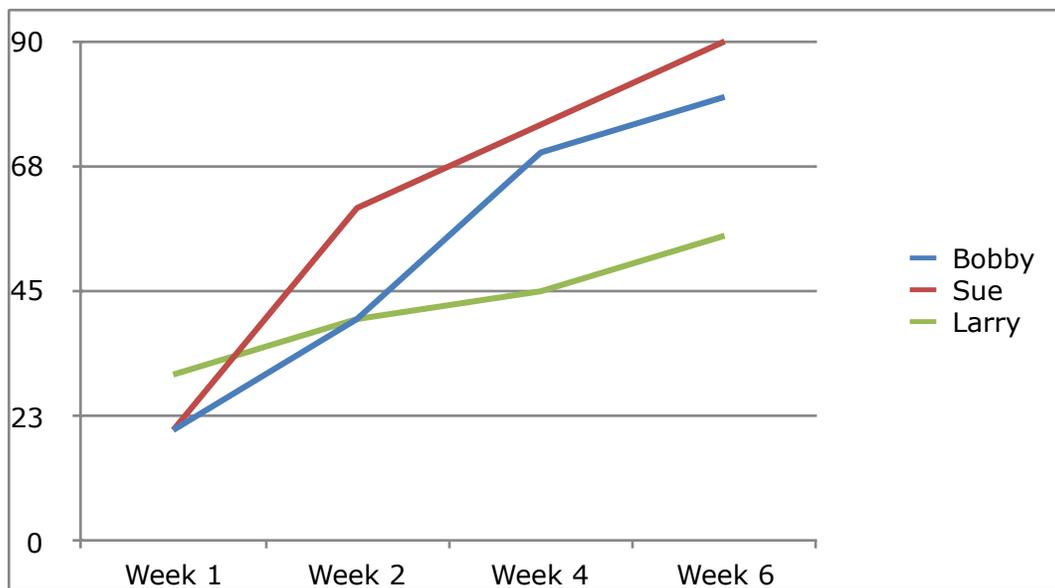
Both Bobby and Sue have made increases in performance that suggest the interventions under SRBI are addressing the targeted skills. They appear to be on track to either: a) move to the next complex skill; or b) exit intervention back to core instruction with or without accommodations.

Larry's progress is not demonstrating a significant increase in performance nor does he appear to be on track for making grade level performance targets within a reasonable time. The Service Team should review his current services, do a case review, and make suggestions about additional services.

The Service Team Process

Service Team is the structure through which problem solving can occur for individual students. This approach to support, in most cases, will enable a struggling student to achieve success within the general education program. Service Teams are intended to help individual students placed at risk achieve academic and social-emotional-behavioral proficiency; they work to solve the problems standing in the way of student success. Service Teams accomplish this by providing time and resources that enable service providers to do more effective problem solving and planning for instruction, interventions, and services for students that address any challenges that interfere with their achievement. A more comprehensive review of the Service Team

process can be found in the Service Team Manual.

   Service Teams focus on solving specific problems, rather than on categorizing or labeling students. A Service Team may address any challenge – academic, behavioral, social, or medical, for instance – that is impeding the success of any student with whom a Service Team member comes into contact during his or her day or week. In the course of its work, the Service Team:

1. determines the strengths and needs of the student;
2. develops and implements appropriate interventions;
3. involves partners in the process at several levels of problem solving;
4. collects data to evaluate the effectiveness of interventions; and
5. determines whether to refer for further assessment to see if additional services are warranted.

Levels of Problem Solving

Level I: Level I problem solving occurs daily for every teacher and within every classroom. Accommodations provided by teachers in general education classrooms fall into Level I. Tier I, or core instruction, is the same as Level I problem solving. The instruction, support, and accommodations provided in classrooms every day by every teacher are both core curriculum and Level I problem solving. The "Current Behavior Checklist I", "Current Academic Checklist II", and "Classroom Management Assessment" should all be used by teachers to narrow the scope of the concern and to ensure all facets of a student's physical, behavioral, and academic life are considered when teachers make

changes in the classroom. A teacher may also utilize a partner to help them think about their classroom management or other factors within the walls of the classroom. A "Tier I Action Plan" can be used to document supports provided within the classroom and the results of those supports. "Tier I Behavioral Interventions" and "Tier I Academic Interventions" may be helpful when considering next steps for students with challenges in the classrooms.

Level II: The Service Team follows a structured, problem-solving process to create a formal action plan. The "Referral to Service Team-Summary of Information" should be completed by the referring party to signal the need to schedule a Service Team meeting. Copies of these forms should be given to each Service Team facilitator. Current data, including: classroom checklists, attendance, observations, daily performance data, and the results of standardized testing can all be considered when completing the referral. The Service Team facilitators will complete a "Service Team Meeting Agenda" in advance of the meeting and will facilitate the problem solving during the Service Team meeting. The Service Team facilitator will complete the "Record of Problem Solving-Service Team" during the meeting to document the goal, the interventions that will be used to address the goal and the method of assessment. Staff responsible for implementing the accommodations or interventions is also documented. The Service Team will reconvene approximately two weeks after the first meeting to review data about the student's response to intervention.

Level III: Partners with expertise about the student or the problem are invited to problem-solve at a Service Team meeting

or are consulted outside of the meeting once Level II problem solving has begun. If the Service Team has concerns about areas in which they do not have expertise, then a Level III partner should be invited. Speech language pathologists, occupational therapists, physical therapists, nurses, school social workers or school psychologists are examples of Level III partners. Tier II and Tier III Academic and Behavioral Intervention resource guides also have examples of other partners. Parents are also critical partners in Service Team.

Level IV: The Service Team makes a referral for special education or 504 evaluations. The Service Team must review student performance data every two weeks until: a) the concern is resolved; b) the concern responds to the intervention and the intervention will be provided long term; or c) the concern does not respond or increases and a referral to special education or 504 is warranted. A pre-referral PPT meeting should be scheduled. A request for meeting form should be completed and forwarded to the Student Support Services office so the meeting can be arranged. As of July 1, 2012, Connecticut regulation requires that a meeting prior to the pre-referral PPT be offered to the parent to discuss the referral process. This occurs through the special education staff.

Social, Emotional, and Behavioral Concerns and the SRBI Process

Students who demonstrate challenges with following directions, staying on task, complying with adults, socializing appropriately with their peers, expressing emotion, being in control of their bodies, or a variety of other challenges may

require special supports. These challenges should be brought to Service Team for discussion.

!! Students who demonstrate behavior that is dangerous to themselves or others need to be referred to the school social workers and/or school psychologist immediately. The district has a formal process in place to assess and respond to students who are unsafe. Following the emergency response, the Service Team may convene to put longer term supports in place!!

The Service Team process should be followed keeping careful data about concerns and bringing the social worker, psychologist and/or behavior intervention specialist in as a Level III partner at an appropriate time.

The "Tier I Behavior Interventions", "Tier II Behavior Interventions", and "Tier III Behavior Interventions" can serve as guides for possible interventions and partners.

Academic Interventions at Broad Brook Elementary

This is not an exhaustive list but provides examples of available services.

	Literacy	Math

Tier I	see attached District Accommodation Plan	See attached District Accommodation Plan
Tier II	• Extra guided reading with teacher • Additional conferencing with teacher • Small group instruction with Leveled Literacy Intervention (LLI) 5 x week for 30 minutes/ day	• Small group instruction with math tutor • Study Island software • Additional math instruction with classroom teacher or paraprofessional
Tier III	• Reading Recovery 5 x week for 30 minutes/day • Individualized instruction in 1:1 or 2:1 group 5 x week for 30 minutes/day	• Study Island • Small group instruction with the math tutor

Social/Emotional/Behavioral Interventions at Broad Brook Elementary

	Social/Emotional/Behavioral

Tier I	see attached District Accommodation Plan (Tier I)
Tier II	- Observation by academic coach to address unidentified academic concerns - Weekly check-in with social worker or school psychologist - Weekly consultation with social worker - Weekly check-in with nurse - Structured Behavioral Observation - Safe Behavioral Plan - Written schedule with built in breaks - Consultation with OT for sensory issues "if-then" chart for earning incentives - Communication with parents - Individual Behavior Intervention Strategies - Social skills groups

Tier III	• Scheduled weekly counseling with social worker • Daily check-in and check-out • Revise Safe Behavior Plan • Functional Behavior Assessment (with parent consent) • Behavior Intervention Plan • Referral for CHC • Use of "time out" with social worker or school psychologist • Consultation with Behavior Intervention Specialist

Academic Interventions at East Windsor Middle School

This is not an exhaustive list, but examples of available resources.

	Literacy	Math
Tier I	see attached District Accommodation Plan	See attached District Accommodation Plan
Tier II	• Extra guided reading with teacher • Additional conferencing with teacher • Modified Core for literacy (Read 180 and Modified Readers Workshop) • RAMP program 1 or 2 x week for 50 minutes/day	• RAMP program 1 or 2 x week for 50 minutes/day • Study Island software

Tier III	• RAMP program instruction 3 x week for 50 minutes/day	• RAMP program instruction 3 x week for 50 minutes/day

Social/Emotional Behavioral Interventions East Windsor Middle School

	Social/Emotional/Behavioral
Tier I	see attached District Accommodation Plan

Tier II	- Structured Behavioral Observation - Individual Behavior Intervention Strategies - Structured use of Internal Suspension (time out) - Morning check-in with guidance or school social worker - Targeted advisory - Weekly check-in with guidance or social worker - Weekly check in with nurse - Social worker or behavior intervention specialist communication with outside counselors - Observation by academic coach for possible unidentified academic deficits - Safe Behavioral Plan - Scheduled review of grades and attendance - Group counseling with social worker or guidance

Tier III	- Counseling with school social worker or guidance counselor - Daily check-in with social worker or guidance - Revision of Safe Behavior Plan - Functional Behavior Assessment (with consent) - Behavior Intervention Plan - Structured use of internal suspension for time out - Referral to CHC - Daily check-in and check-out

Academic Interventions at East Windsor High School

This is not an exhaustive list, but examples of available resources

	Literacy	Math
Tier I	see attached District Accommodation Plan	See attached District Accommodation Plan
Tier II	• Study Island software • Intervention 2-3 x for 35 minutes	• Study Island software • Intervention 2-3 x for 35 minutes
Tier III	• Study Island software • Intervention 5 x 7 day cycle for 35 or 70 minutes	• Study Island software • Intervention 5 x 7 day cycle for 35 or 70 minutes

Social/Emotional/Behavioral Interventions for East Windsor High School

	Social/Emotional/Behavioral
Tier I	see attached District Accommodation Plan

Tier II	- Structured Behavioral Observation - Individual Behavior Intervention Strategies - Structured use of Internal Suspension (time out) - Morning check-in with guidance or school social worker - Targeted advisory - Weekly check-in with guidance or social worker - Weekly check in with nurse - Social worker or behavior intervention specialist communication with outside counselors - Observation by academic coach for possible unidentified academic deficits - Safe Behavioral Plan - Scheduled review of grades and attendance - Group counseling with social worker or guidance

Tier III	- Counseling with social worker or guidance counselor - Daily check-in and check-out with social worker or guidance - Revision of Safe Behavior Plan - Functional Behavior Assessment (with consent) - Behavior Intervention Plan - Structured use of internal suspension for time out - Referral to CHC