



The School District of Lee County

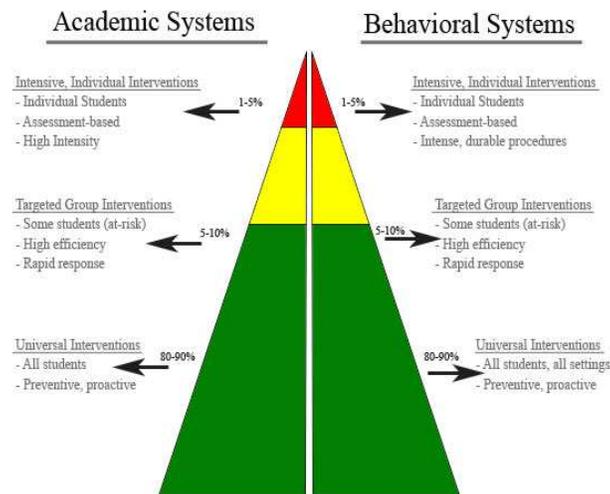
RESPONSE TO INTERVENTION USER GUIDE

“It is the responsibility of every educator, organization, and parent to actively engage in collaborative efforts to meet Florida’s goals. In the unified effort, all schools in Florida should ensure evidence-based practices, instructionally relevant assessments, systematic problem-solving to meet all students’ needs, data-based decision making, effective professional development, supportive leadership, and meaningful family involvement. These are the foundation principles of a Response to Instruction/Intervention (RtI) system which provides us the framework to elevate the efficacy of our statewide improvement efforts.”

*Dr. Eric J. Smith
Commissioner of Education
June 2008*

Response to Intervention is “an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data” (NRCLD, 2006). As such the School District of Lee County has created a set of forms that are designed to lead a school-based team through the RtI problem-solving process in order to best address student needs. These forms should be viewed as tools that assist the team in the problem-solving and decision-making process. They are comprehensive and allow the team to effectively use data to match research-based and/or evidenced-based interventions with student needs. Additionally, the process ensures that the district is in compliance with state-adopted rules and federal mandates.

It is important to remember that RtI is a problem-solving process for addressing the academic and/or behavioral needs of students, not a procedure for getting students evaluated for special programs or services. However, should the need arise; RtI is part of the evaluation process for eligibility decisions. The goal of this focused attempt is to provide meaningful and specific interventions that clearly address a student’s individual needs. Your mission is to ensure that every student is provided appropriate instruction using proven research-based strategies. It is also important to remember that the School District of Lee County and the State of Florida have adopted a three-tier model as shown below.





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The three tiers are representative of a continuum of student support. The tiers do not represent placements or procedural steps, but rather varying levels of student support. All students receive the core instruction (Tier I). In addition to the core curriculum, some students may require more strategic/supplemental (Tier II) or intensive/targeted (Tier III) levels of support in order to be successful. When addressing student needs it is always necessary to first look at the core instruction (Tier I). That being said, there are several things to consider before a problem-solving team meets to look at an individual student. They are as follows:

- ✓ Are approximately 80% of students in the school, in the class, of the sub-group meeting the targeted benchmarks?
- ✓ Is this a school-wide, subgroup, classroom, and/or instructional concern? Or is it an individual student need?
- ✓ Has the teacher met with the parents or guardians?
- ✓ Is differentiated instruction occurring at Tier I?
- ✓ Has a core RtI team been identified?
- ✓ What role do individuals play on the RtI team?
- ✓ Does the team have administrative representation?
- ✓ Has the RtI team identified valid and reliable data upon which to make RtI decisions?
- ✓ Has the school-based RtI team identified how the continuum of supports will be used across all three tiers?
- ✓ Are there areas of training or staff development that should be addressed before the successful implementation of the RtI process?

This user guide should be used as a reference for teams as they move through the RtI problem-solving process. A brief overview and several points to consider for each of the forms are provided below.

COMPREHENSIVE STUDENT REVIEW FORM

The purpose of the *Comprehensive Student Review Form* is to provide a complete picture of the individual student's strengths and needs. Research suggests that problem-solving teams make better decisions when they use data as a basis for those decisions. Therefore, teams must have access to the most complete and current data available. This form compiles relevant student demographic information, assessment scores, grades, background information, areas of need, strengths, evaluation summaries, etc. It is to be completed by the teacher prior to the scheduling of the first RtI meeting. Points to consider:

- ✓ Is information current?
- ✓ Have all sections been completed?
- ✓ Has the teacher informed the parent that the student is being referred to the RtI Team for assistance?



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- ✓ Have the teacher and parents/guardians met regarding the areas of concern?
- ✓ Has the cumulative folder been reviewed?

COLLEAGUE OBSERVATION FORM

There are several reasons for completing an observation prior to the first RtI problem-solving meeting. First, it can be instrumental in establishing the process of collaboration. Part of the RtI problem-solving process involves professionals working together to address student needs. Secondly, an outside observation can help to ensure team objectivity. Many times what one teacher perceives as a need or a problem may in fact be something else entirely. The observation can be crucial as the problem-solving team attempts to prioritize a student's needs. The observation also plays an important role for helping the team understand the whole student. Additionally, what initially may be viewed as an issue with a single student may be an issue that applies to multiple students in a classroom. Lastly, observations are required should the team begin to look at eligibility for other services. Points to consider:

- ✓ Who will complete the observation?
- ✓ Is there any additional data that should be collected during the observation?
- ✓ Is the observation objective?
- ✓ Should more than one observation be completed?

COMMUNICATION SKILLS-TEACHER CHECKLIST

This form is only required for students for whom there are speech and/or language concerns. If a teacher has such concerns or is unsure then this form should be completed and then given to the Speech-Language Pathologist assigned to the school. Based on the checklist, the SLP will determine if any intervention and/or screening is necessary. The SLP can also make recommendations for strategies or interventions for the team's consideration. The recommendations and results of the screening should be used as the team prioritizes the student's needs and develops an intervention plan. Points to consider:

- ✓ Form A is to be used for students whose native language is English.
- ✓ Form B is to be used in addition to Form A for ELL students.
- ✓ Speech only (voice, fluency, articulation) needs are met through ESE speech services and need not be addressed through the RtI process.
- ✓ Language needs should be addressed through an RtI intervention plan.
- ✓ Students for whom there are language concerns as well as significant speech problems will be considered for speech evaluations on a case by case basis.
- ✓ The team must consider whether or not an ELL student is exhibiting a communicative/language difference or possible communication disorder. A reference sheet entitled The Communicative Difference VS Disorder is located in the back of the updated version of the district RtI Manual.



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- ✓ Sufficient time for adjustment and assimilation of a new language must be allowed.

CORE DIFFERENTIATION PLAN FOR ELL

This form is used to differentiate instruction within the core curriculum and as part of the process to address the needs of English Language Learners prior to the meeting of the RtI team. The ELL Committee should use this form to discuss and document the implementation and use of specific ELL Accommodations and/or SIOP Interventions that the team believes will benefit the student. Points to consider:

- ✓ Accommodations and/ or interventions should be in place and their use documented throughout the entire RtI process for ELL students.
- ✓ The ESOL Specialist must be invited to all meetings that discuss changes in levels of support (i.e. Tier II to Tier III, referral to the CST).
- ✓ The ESOL Specialist may be invited to any meeting if necessary.
- ✓ The ELL committee must reconvene to determine that the needs of a LF student are not a result of a communicative difference (language barrier) before addressing these needs through the RtI process.
- ✓ Three intervention periods for a minimum of 12 weeks total must be completed before the RtI team is to consider the need for supplemental (Tier II) or intensive (Tier III) supports.

PARENT NOTIFICATION OF MEETING FORM

Parents/guardians are vital and important members of the RtI problem-solving team. They know their child better than anyone. Opportunities for parental involvement are required and schools must be sure to allow for proper meeting notification. While there is no legal requirement for the number of days for advance notice, 10 school days is a good rule of thumb. This form may be used to invite/notify a parent or guardian to an RtI problem-solving meeting. Points to consider:

- ✓ How will the school document attempts to involve parents/guardians?
- ✓ How will the notification be sent home?
- ✓ Who will be responsible for scheduling of the RtI meetings and subsequent invites/notices?
- ✓ How will RtI team members be assigned as case managers for students with academic and/or behavioral concerns?

STUDENT IMPROVEMENT PLAN

The Student Improvement Plan is the document that leads the team through the problem-solving process. As such, it should be as detailed as possible. Please remember that at all times the team should be basing its decisions on the most current data. The RtI Problem-solving team will determine the most appropriate intervention by matching research based interventions to the individual student's needs. This is accomplished by following the problem-solving process, whereby the team prioritizes a student's needs, specifically defines the problem, analyzes the cause, and then develops the intervention plan. The

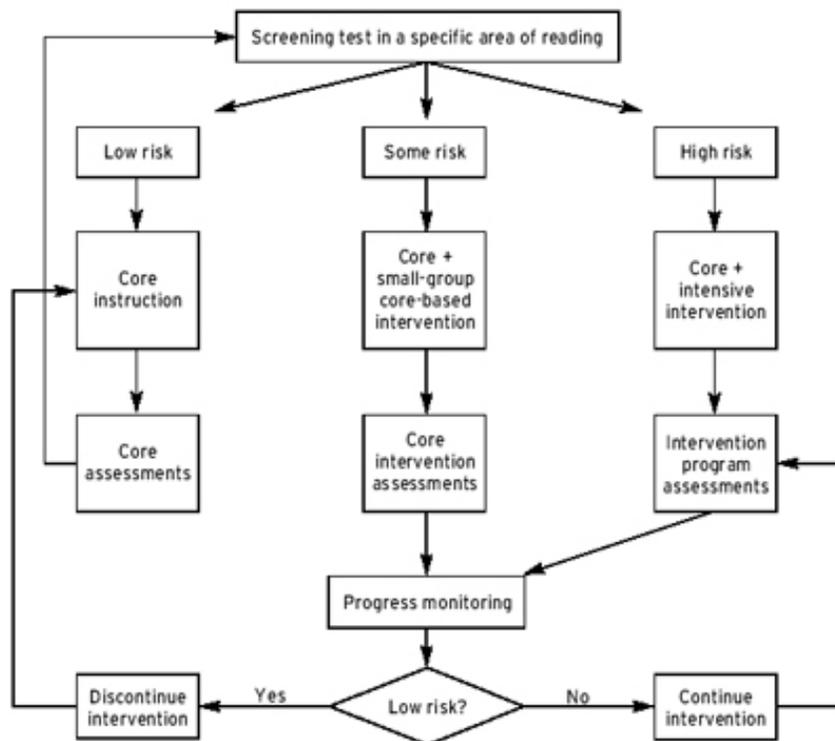


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more specific and concrete the plan, the more likely it will be implemented with fidelity. This increases the likelihood of the student experiencing success. Points to consider:

- ✓ Has the team prioritized the needs of the student?
- ✓ What level of support on the continuum does the student require to be successful?
- ✓ Has the team matched the intervention to be implemented with the specific need of the student?
- ✓ For behavioral concerns a Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) must be completed as part of the RtI Intervention Plan.
- ✓ An existing PMP should be updated to reflect the current intervention plan.
- ✓ When setting goals has the team considered the student's peer group (grade, class, sub-group, etc.) for comparison? This is a mandated component of the RtI process.
- ✓ Who will be responsible for administering bi-weekly/weekly probes?
- ✓ How will the team ensure the intervention plan is implemented consistently and with fidelity?
- ✓ How will the teacher be supported? A case manager should be assigned to check with the teacher periodically to see how the intervention implementation is going. Use the RtI Team as a resource!
- ✓ When will the team reconvene to examine the results?





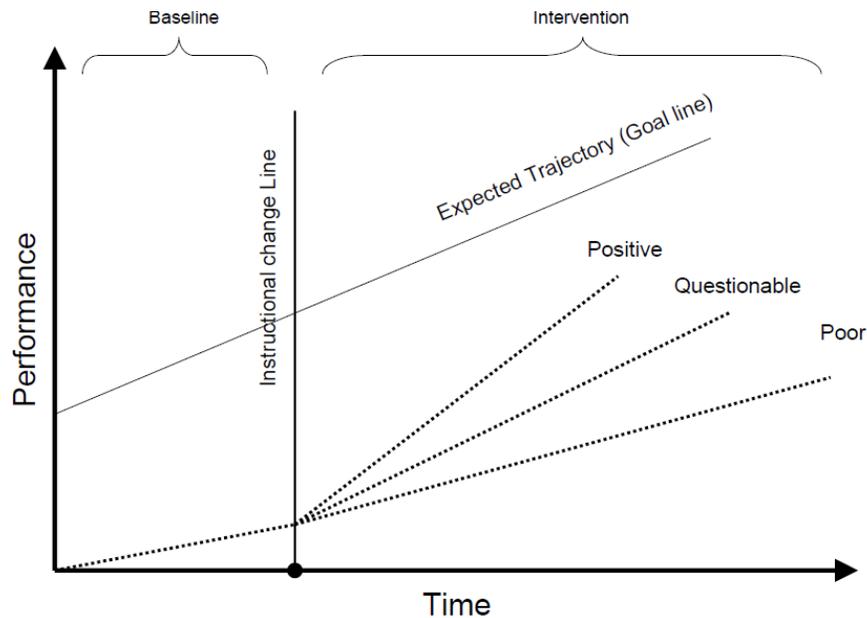
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PROGRESS MONITORING GRAPHS

Progress monitoring is a vital part of the RtI problem-solving process. The collection of valid and reliable data displayed in a graph allows the team to determine how a student is responding to an intervention. These graphing templates (or others) may be used to monitor student progress during an intervention plan period. However the following must be considered:

- ✓ Does the graph contain 8-12 data points necessary to accurately create a trend line?
- ✓ Does the graph show the goal-line (aim-line) or appropriate benchmark?
- ✓ Does the data correlate with the goals of the intervention plan? In other words is the graph monitoring the same need that was prioritized and addressed in the intervention plan?
- ✓ Is there a new graph for each intervention period?
- ✓ At a minimum, probes should be administered bi-weekly for a supplemental (Tier II) intervention and weekly for an intensive (Tier III) intervention.





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STUDENT INTERVENTION PLAN REVIEW FORM

This form is designed to lead the team through the process of using the most current data to decide the effectiveness of the current intervention plan. The *Progress Monitoring Graph* is central to this determination. Upon agreement of student response, the team must then decide to continue the current intervention, tweak or revise the intervention, discontinue the intervention and begin another, or refer for further evaluation. The *Response to Intervention Problem-Solving Flowchart* should be used as a reference. Some additional points to consider

- ✓ Has the intervention been implemented with fidelity (over sufficient time, consistently, and as designed)?
- ✓ Was the progress monitoring appropriate?
- ✓ Is the data being reviewed valid?
- ✓ Has the team determined the student response to the intervention (positive, questionable, poor)?



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ONLINE RESOURCES FOR RESPONSE TO INTERVENTION

<http://apd.myflorida.com/behavioral/>

My Florida behavior resources

www.fldoe.org/schools/rti.asp

FL RtI Manual

www.floridarti.usf.edu

FL RtI/ Problem-solving Model Project

<http://www.gigglepotz.com/forms.htm>

Forms for teachers

<http://www.gosbr.net/>

Scientifically-based interventions

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

Chart Dog 2.0

www.nasde.org

Building and District Implementation Blueprints

Current research (evidence-based) supporting use of RtI

www.nrcl.org

National research Center on Learning Disabilities

RtI resources

http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Model RtI Policies and Procedures

www.progressmonitoring.org

Technical assistance

Monitoring practices

www.rti4success.org

The National Center on Response to Intervention

RtI topics and research

www.rtinetwork.org

Implementation blueprints

RtI talks (monthly)

Progress monitoring tools for implementation

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

Utah State Office of Education

Least Restrictive Behavioral Interventions



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ONLINE RESOURCES FOR BEHAVIORAL INTERVENTIONS

(Adopted from Florida's PBS Project: RTIB Coaches Training 2008)*

http://www.nasponline.org/advocacy/pbs_resources.aspx

National Association for School Psychologists
Articles, books, and fact-sheets and handouts on PBS

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

The Utah State Office of Education: LRBI Resources
Video resources on preliminary and positive behavioral strategies

<http://www.interventioncentral.org/>

Intervention Central
Free tools and resources to help promote positive classroom behaviors

<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

The Classroom Behavior Report Card Resource Book
Ready-made forms to rate the behaviors of students
Preformatted teacher and student behavior report cards
Customized graphs

<http://challengingbehavior.fmhi.usf.edu/tools.html>

The Teaching Tools for Young Children with Challenging Behavior

<http://www.redandgreenchoices.com/>

The Red and Green Choices
Resources and strategies for students with Autism

<http://www.ldonline.org/indepth/behavior>

The Learning Disabilities Online
“Dos and don'ts” for fostering social competence
Helpful articles

<http://www.ldonline.org/indepth/classroom>

The Learning Disabilities Online
Articles to help teachers arrange furniture to manage behavior issues.

<http://www.state.ky.us/agencies/behave/bi/bi.html>

The University of Kentucky, DSERC
Intervention resources at each tier of behavioral support

<http://www.state.ky.us/agencies/behave/bi/ss.html>

The University of Kentucky, DSERC
Social skills instruction at each tier of support
Templates, additional resources, and tools

http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html

The University of Kansas, funded by OSEP
Online academies provide web-based modules on PBS and related topics.

<http://elearndesign.org/resources.html>

The ELearning Design Lab
Web based modules including positive behavior to support learning and behavior

*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed above.