**Response to Intervention Procedures**



**Southgate Independent Schools**

**2014-2015**

In Southgate Schools, the RTI framework is designed around three levels of prevention. Each level offers differences in intensity and individualization. The framework is fluid so that as students who receive more intensive levels of intervention meet their goals, they are returned to less intensive instruction with their peers.

**Levels of Intervention Overview**

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|  | **Level 1** | **Level 2** | **Level 3** |
| **Curricular Breadth** | Core | Core + Supplemental | Core + Supplemental and/or Intensive |
| **Curricular Focus** | Reading and Math: As Required by CurriculumBehavior: As Required by School-wide Expectations | Reading, Math, and Behavior: Targeted area(s) of Deficit as identified by the RtI Team | Reading, Math, and Behavior:Specific deficit(s) as identified by the RtI Team |
| **Time** | As Required by building schedule for core instruction  | Minimum of three times per week/30 minutes  | Minimum of three times per week/30 minutes  |
| **Group Size** | Whole Classroom | No more than 5 students  | No more than 3  |
| **Frequency of Progress Monitoring** | Three times a year (Universal Benchmarks) | Weekly or less as determined necessary by the RtI Team | Weekly or more as determined necessary by the RtI Team |

**RtI Team Member Roles and Responsibilities**

**RtI Interventionist:**

* Train staff on the Response to Intervention model, the RTI process, and the documentation requirements for students receiving Level 2 and 3 interventions.
* Contribute expertise in evaluation of outcomes, data collection and data analysis.
* Identifies strategies, materials and resources for interventions in partnership with the Principal and Special Education Director (DoSE)
* Provide guidance in decision-making regarding assessment issues.
* Assist with graphing data.
* Work with Principal, Teacher and DoSE to identify students suspected to have a disability.
* Manage, organize and submit Mid-Year and End of Year RTI Reports to appropriate recipients.

**Principal:**

* Assure fidelity of core instruction implementation through classroom observations.
* Assure fidelity of intervention implementation through classroom observations.
* Provide for flexible scheduling opportunities to allow for intervention to occur.
* Lead RtI Team in the review of multiple data sources in order to ensure data-based decision making.
* Initiate creative problem solving strategies in order to remove barriers so that appropriate intervention can occur.

**Classroom Teachers**

* Provide core instruction, core (Level 1) differentiation, and/or Level 2 (classroom level) interventions to students as required.
* Monitor the progress of ALL students receiving Level 2 intervention.
* Complete intervention tracking sheet for each student within Level 2 and Level 3 intervention in partnership with person providing the intervention and share out at monthly PLC meetings
* Maintain appropriate communication with parents on student progress (phone calls, letters home, parent conferences, etc.)

**Special Education Director**

* At the point where a disability is suspected, the DoSE will work with the general education teacher to complete the Referral for Multidisciplinary Evaluation.
* The DoSE will set up the Admissions and Release Committee meeting (ARC).

**What is an Intervention?**

An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student’s classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student’s skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention:

* Must involve instruction.
* Must be provided in a small group or individually.
* Must be in addition to **not** in place of the general curriculum.
* Must be provided consistently a minimum of three times a week over a period of at least 6 weeks.
* Cannot be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
* Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

An Intervention Is **Not**:

* Completing a form
* Giving the student an assessment or doing a classroom observation
* A change in seating or other change in the classroom environment
* Progress monitoring
* Parental contact
* Extra homework or extra practice activities to be completed at home
* Peer buddies
* Retention
* In or out of school suspension
* Small group or any other instruction, **if** the instruction is not specific to the student’s identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student’s learning
* Other accommodations, modifications, or differentiation (see pages that follow for definitions)

An Intervention is what a classroom teacher, or another designated and **trained** interventionist, **does** with a student. An intervention is the specific **instruction** provided to meet the student’s academic needs (program/lessons/strategies that are taught).

**What are Modifications?**

Modifications are changes to what a child is expected to learn. Modifications are changes that actually lower the standards of performance.

* Modifications are substantial changes in what the student is expected to demonstrate.
* Modifications may be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments.
* Modifications can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level.
* Examples of Modifications:
	+ Reading a reading test to a student
	+ Reading a test and rewording/re-explaining questions on the test
	+ Changing multiple-choice answers from 4 to 3 options
	+ Shortening a spelling test or other assignment
	+ Using a different grading scale for a student
	+ Reducing homework/number of assignments to be completed

**What is Differentiation?**

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of good core instruction at LEVEL 1. Differentiation may involve a combination of Accommodations and Modifications. It may also include additional small group instruction and/or purposeful design of instructional centers within the classroom.

* Examples of Differentiation:
	+ Ability grouping students for small group reading and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit.
	+ Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

**When Should You Consider Providing an Intervention?**

* A student consistently performs poorly on formative assessments within the classroom when compared to his/her peers.
* A student has repeated discipline referrals
* A student’s classroom performance does not match test scores
* A student has high ratings on sections of the Inventory of Behavior Skills.

(Each of these serves as a single piece of information. Teacher input, parent input and school history provides important information to be included in the triangulation of data.

**Important**

**Things to remember when moving through the levels of intervention:**

* A student may stay in each level of intervention longer than the minimum time to collect data. Some students may require more time within a level of intervention for the data to be meaningful.
* Students who show good response to an intervention (at any level) should not progress to a more intensive level.
* Some students may remain in a particular level of intervention as long as good response to the intervention is evidenced as well as a continued need for supplemental instruction.
* Once a student shows consistently good response to the intervention, as evidenced by performing consistently above the goal line, that student should move to a lower level of intervention. (*The standard* ***Rule of Thumb*** *is 3 consecutive points at or above the goal line.)*
* Interventions must be delivered with fidelity and continuity.
* Interventions do not replace core classroom instruction.

**Reading Intervention Tracking Sheet**

**For Teachers**

**Student**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher/Grade**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Most Recent MAP % tile** \_\_\_\_\_\_\_\_

**Targeted Area(s)** \_\_\_ Letter Recognition \_\_\_ Letter-Sound Correspondence

**of Concern** \_\_\_ Phonemic Awareness \_\_\_ Phonics/Word Recognition

 \_\_\_ Comprehension \_\_\_ Vocabulary

 \_\_\_ Fluency

**Targeted Goal 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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**Targeted Goal 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

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**Math Intervention Tracking Sheet**

**For Teachers**

**Student**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher/Grade**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Most Recent MAP % tile** \_\_\_\_\_\_\_\_

**Targeted Area(s)** \_\_\_ Counting/Number Recognition \_\_\_ Number Sense

**of Concern** \_\_\_ Computation \_\_\_ Measurement

 \_\_\_ Problem Solving \_\_\_ Geometry

 \_\_\_ Algebra

**Targeted Goal 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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**Targeted Goal 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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**Speech-Language Intervention Tracking Sheet**

**For Teachers**

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher/Grade:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Targeted Area(s) of Concern**: \_\_\_\_\_Vocabulary \_\_\_\_Requesting \_\_\_\_Voice

\_\_\_\_\_ Stuttering \_\_\_\_Grammar \_\_\_\_Articulation \_\_\_\_\_Following Directions

\_\_\_\_\_ Comprehension/Answering Questions

**Targeted Goal 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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**Targeted Goal 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

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**Behavior Intervention Tracking Sheet**

**For Teachers**

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher/Grade:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Inventory of Behavioral Skills completed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)

**Targeted Goal 1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

*\*Should reflect the minutes of actual instruction, NOT the time it takes to complete the tracking sheet.*

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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**Anecdotal Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Targeted Goal 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Used**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Frequency of Intervention**: M T W Th F **Number of Minutes per Session**: \_\_\_\_\_\_\_

*\*Should reflect the minutes of actual instruction, NOT the time it takes to complete the tracking sheet.*

**\*Record dates and reasons for any days a scheduled intervention was not implemented.**

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| **Dates Intervention** **not Received:** | **Reason:** |
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| **Weekly Progress Monitoring** |
| Date | Score |  | Date | Score |  | Date  | Score |
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**Anecdotal Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Data Review Log: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Student’s Name)

**Date Student Data were Reviewed and Discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Progress: \_\_\_\_\_Good \_\_\_\_\_Some \_\_\_\_\_Little to None

Next Steps: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Date Student Data were Reviewed and Discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Progress: \_\_\_\_\_Good \_\_\_\_\_Some \_\_\_\_\_Little to None

Next Steps: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Date Student Data were Reviewed and Discussed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress: \_\_\_\_\_Good \_\_\_\_\_Some \_\_\_\_\_Little to None

Next Steps: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Common Questions**

Why wasn’t Sally referred to RTI last year? **OR** How do I get John into RTI?

There is no referral process for RTI per se. If a child is enrolled in school, then he/she is in RTI. When a student is not making progress as expected when compared to his/her peers, LEVEL 1 instruction (classroom instruction) should be examined to determine if differentiation, environmental changes, and/or supplemental instruction is indicated.

What do you mean I can’t have 15 kids from my class in RTI?

LEVEL 2 interventions are intended for those students who do not respond to regular classroom instruction with differentiation alone. This should not be more than 20% of the student population. If more than 20% of a classroom or more than 20% of a grade level is not responding to regular classroom instruction, LEVEL 1 instruction or classroom management should first be analyzed and changes made before planning LEVEL 2 interventions. No more than 5% of the student population should require LEVEL 3 interventions. If these numbers are in excess of 5%, LEVEL 2 interventions should be analyzed and changes made.

How can we speed up this intervention process? Jack is really struggling!

Six to nine weeks of progress monitoring data is required to determine a reliable trend or response to intervention. We all know that there are no “quick fixes”. Students who are behind instructionally or who struggle behaviorally generally have deficits that have developed over time and for a myriad of complex reasons. The assumption that they have such deficits because they have an underlying disability should not be the first hypothesis considered. The only way we currently have of separating out those students who have a disability from those who have deficits for other reasons is to patiently and consistently follow the RTI process.

Billy’s been in the RTI process for 2 years; so when do we refer him for special education?

There are many students who are able to make adequate progress toward grade-level goals when receiving LEVEL 2 interventions. This is perfectly acceptable and should be expected. There will always be a group of students that learn more slowly and that hover at or near the bottom of the average range. These students will likely need extra daily practice and repetition of instruction, which can be provided via LEVEL 2 intervention. This does not constitute a disability. We need to creatively problem solve to see that students who need this level of supplemental instruction continue to receive it. There is no time limit on RTI LEVEL 2 interventions.

How do I explain to Bob’s parents why we are doing nothing?

In years prior to RTI, students often did not receive any specific interventions or supplemental instruction unless they were identified as having a disability and were enrolled in special education. This is no longer the case. If a student is involved in the RTI process, intervention, ongoing monitoring, and team problem solving should be taking place at regular intervals, particularly for those students who are not making sufficient progress. This is far from doing nothing! Just as you would never comment to a parent that you are sorry that we are not labeling their child as educationally disabled or academically handicapped fast enough, you should never make this type of comment to a parent. It is simply untrue. If there is a student that you feel strongly should be receiving an intervention, gather existing data, share this data with your principal and be prepared to be actively involved in the problem solving and intervention implementation process.

Why should I provide an intervention for Teresa? If I help her, she will never qualify for an IEP.

Precisely!!! That is the primary goal of RTI. We want to provide students with what they need to learn in the least restrictive environment possible. Secondly, eligibility guidelines for virtually all disability categories require students to 1) receive multiple interventions, 2) show a pattern of inadequate progress despite those interventions, and 3) have multiple sources of evaluation data indicating that they are performing significantly and consistently below their grade-level peers. The third item is often the easiest. We generally have much data indicating why and how students are not performing up to our expectations. However, the first two items on the list are what allow students to qualify for services. Without this information, students cannot qualify.

**An IEP is not a goal or prize that we should be seeking for our students**. Special education serves a specific purpose, and there will always be students that require specially designed instruction. However, there will also always be a group of students who are lower performing but that are not students with disabilities. If we are quick to identify any student that struggles as an educationally disabled student, we will quickly overwhelm our special education system and many more students will go without the level of services they require. Further, if our numbers increase disproportionately in comparison to national, state, and regional numbers (i.e., in other words, we are over-identifying students for special education), we may incur an audit from the state, and serious consequences and potential penalties will likely result at every level of involvement from district administration all the way down to students themselves. **Special education eligibility should be considered the last resort to address student needs after all other reasonable and appropriate possibilities have been exhausted.**

**Request for Level 2 Intervention**

**Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ **Grade**: \_\_\_\_\_\_\_\_\_\_\_\_

**Today’s Date**: \_\_\_\_\_\_\_\_\_\_\_\_

Attendance to Date: Number of Tardies \_\_\_\_\_\_\_ Number of Absences \_\_\_\_\_\_\_

Have you have spoken with the special area teachers about this student? \_\_\_\_\_\_\_\_

Have you conferenced with this student’s parent/guardian and shared specific concerns and that you are requesting assistance from the RtI Specialist? \_\_\_\_\_\_\_\_

Have you completed the Dunn-Rankin Survey? \_\_\_\_\_\_\_\_\_

**Level 1 Intervention Analysis**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach the Intervention Tracking Sheet**

*Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_*