A World Class Education for All Students

Response to Intervention
Program Operating Guidelines
2018-2019

RtI Specialist
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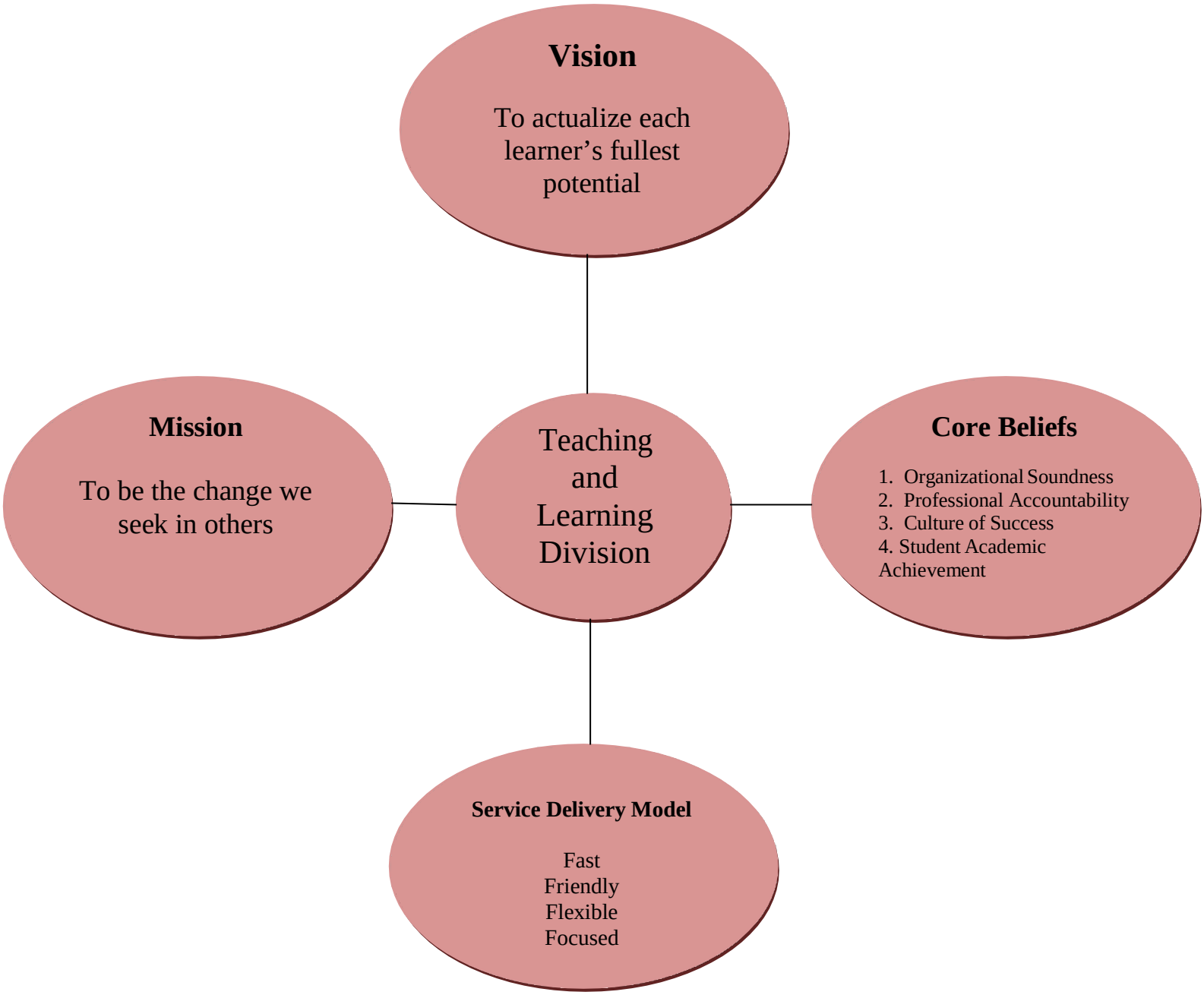
Vision
To actualize each learner's fullest potential
Mission
To be the change we seek in others
Teaching and Learning Division
Core Beliefs
1. Organizational Soundness
2. Professional Accountability
3. Culture of Success
4. Student Academic Achievement
Service Delivery Model
Fast
Friendly
Flexible
Focused

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Section I

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❖ Introduction

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. National Center on Response to Intervention

Response to Intervention's goal is to meet the needs of all students at risk for failure, whether or not they qualify for a legislated program. Response to Intervention is an individual, comprehensive, student-centered problem-solving process that can be implemented in the general education classroom. Educators employ research-based interventions in their efforts to increase student achievement. Response to Intervention then uses systematic monitoring of student progress to track student success. As student's lack of response to regular education interventions becomes the determinant of need for additional, more intense interventions.

Within each classroom, the teacher responds to the academic needs of the students. The type and degree of each accommodation will vary to the extent necessary for the student to benefit. In most cases, very little specialized instruction will be necessary. For those students that need additional assistance, classroom interventions are necessary.

In an RtI system, all students receive instruction in the core curriculum supported by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, are found in Tiers I, II, and III. Important features, such as universal screening progress monitoring, quality implementation, and problem solving occur within each tier.
RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements at the level closest to the classroom. The goal is not special education; rather, the goal is success in the general education classroom through applying:

High quality instruction and scientific research-based tiered interventions aligned with individual needs
Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
Application of student response data to important educational decisions regarding placement, intervention, curriculum adjustments, instructional goals, and methodologies

RtI is not required for submitting a student for testing if the RtI committee has suspicion of a disability. RtI is an ***alongside*** process for students with suspicion of learning disabilities. RtI is a legally mandated process for students for students in the process of evaluation.

ECISD

Response to Instruction & Intervention

What is Response to Instruction & Intervention?

RtI is a framework for meeting the instructional needs of all learners through a variety of support services and interventions, or a multi-tiered system of supports. (MTSS) It begins with high quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all learning in the general education classroom. When learners ***are*** not yet proficient despite high-quality core instruction and positive behavior support, a team of educators comes together in a problem solving setting to identify the academic and behavioral needs of those learners.

Using interventions to improve academic performance is nothing new, because it works! The National Center on Response to Intervention defines Response to Intervention as follows:

"…With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities." (NCRtI, 2010)

RtI is…	RtI is not…
problem solving approach	an action verb
intervention for GROWTH	a place or a room in your school
a research-based framework	a pathway to Special Education

In other words, RtI is the practice of providing high-quality instruction/intervention matched to learner needs and using learning rate over time and level of performance to make important educational decisions.

There are essentially four purposes to RtI:

1. **Prevention**
2. **Early identification of students with learning disabilities**
3. **Early Intervention**
4. **Acceleration**

TEA's *Blueprints* address the following key points:

- There are critical components of RtI implementation that if not attended to can render otherwise acceptable implementations ineffective.
- The school building is the unit of change in RtI. Multiple buildings within a district can implement RtI, but their implementations will likely be somewhat different.
- District-level supports must be systematically built in to support building-level implementation.
- State-level supports must be systematically built to support district- and building-level implementation.
- Building change should be guided by the answers to key questions. By answering a specific set of interrelated questions, using the scientific research and site-based data, buildings can be assured that they are implementing the major components of RtI. Specific mandated answers to these questions should not be imposed uniformly across all buildings.

HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with *individual* students.

Definitions

Acceleration

- interventions implemented throughout the school year to increase the speed at which students acquire skills

Accommodation

- changes in instruction that enable students to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for students with an impairment or disability.

Assessment

- form of communication that provides effective feedback to ensure learners, parents, and educators have a clear understanding of a learner's progress. Should provide valid and reliable qualitative/quantitative data which improves the learning of each individual; must also identify students who need further evaluation for learning disabilities.

At Risk

- a school aged individual who is at risk for academic failure, has a substance problem, is pregnant or is a parent, has come into contact with Juvenile Justice system in the past, is at least 1 year behind his/her expected grade level, has limited English proficiency, is a gang member, is a past school dropout, or has high school absenteeism. (Title 1, Part D Statute, Sec 1432)

Behavior Management Plan (BMP)

- a concrete plan of action for managing a student's behavior

Campus RtI Lead (CRL)

- person in charge of coordination of services for RTI student

Continuum of Services

- an array of services to meet an individual student's needs

Curriculum-based Assessment (CBA)

- direct observation and recording of a student's performance in the curriculum as a basis for gathering information to make instructional decisions. Also, a direct assessment of academic skills

Cut Score

- a score on a test by which students are identified for supplementary services

Data-driven Decisions

- a continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions

District Data Analysis System (DDAS)

- the data analysis program selected by the ECISD to monitor existing data and disaggregate data inputted into the system. The DDAS also maintains qualitative documentation screens and progress monitoring forms and functions. (Eduphoria, AWARE)

Evidence-based Interventions

- specific interventions supported by well designed, independent research with evidence for improved learner outcomes.

Fidelity

- the degree of accuracy with which an intervention, program, or curriculum is implemented according to research findings and/or its developers' specifications

Formative Based Assessment

- a wide variety of informal methods used to conduct in-process evaluations of student comprehension, learning needs, and academic progress. (Exit Tickets, Do Now, etc.)

Intervention Teacher

- an instructor who implements high-quality instruction to meet the specific individualized needs of students utilizing progress monitoring and data to make decisions regarding placement, intervention, curriculum, instructional goals and methodologies

Intensive Program of Instruction (IPI)

- required instructional intervention(s) for any student who has failed a state assessment or is a 5th year senior. Interventions intended to assist student in achieving academic standards

Positive Behavior Support

- a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

Progress Monitoring

- a scientifically based practice to assess students' academic performance and evaluate the effectiveness of instruction that can be used with individual students, small group, or an entire class. The process used to monitor implementation of specific interventions.

Problem-Solving Method

- assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation)

RtI Model

- conception of the process known as response to intervention for delivering scientifically based instruction & interventions to facilitate student learning (Ogonosky)
- the practice of providing high-quality instruction and interventions matched to student's needs, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions.

RtI Campus Team

- a group of education professionals and other stakeholders who collaboratively consider student-specific data, strategies and interventions, and develop a plan of action to address a student- specific need (It is recommended that the PBS Campus Committee have members be a part of this team.

Scientifically-Based Research (SBR)

- research that employs systematic, empirical methods drawing on observations and experimentation, involves rigorous data analyses to test hypotheses and justify conclusions, relies on measurements/observations that provide valid data across multiple measurements, and is accepted by peer-reviewed experts.

Summative-Based Assessment

- a variety of formal evaluation of a student's performance at the completion of instruction (EOC, Semester Final, STAAR, etc.)

Tiers

- a level in a pyramid of interventions or an RTI system that includes interventions and supports for a clearly defined group

Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students. *Texas Education Agency* 2

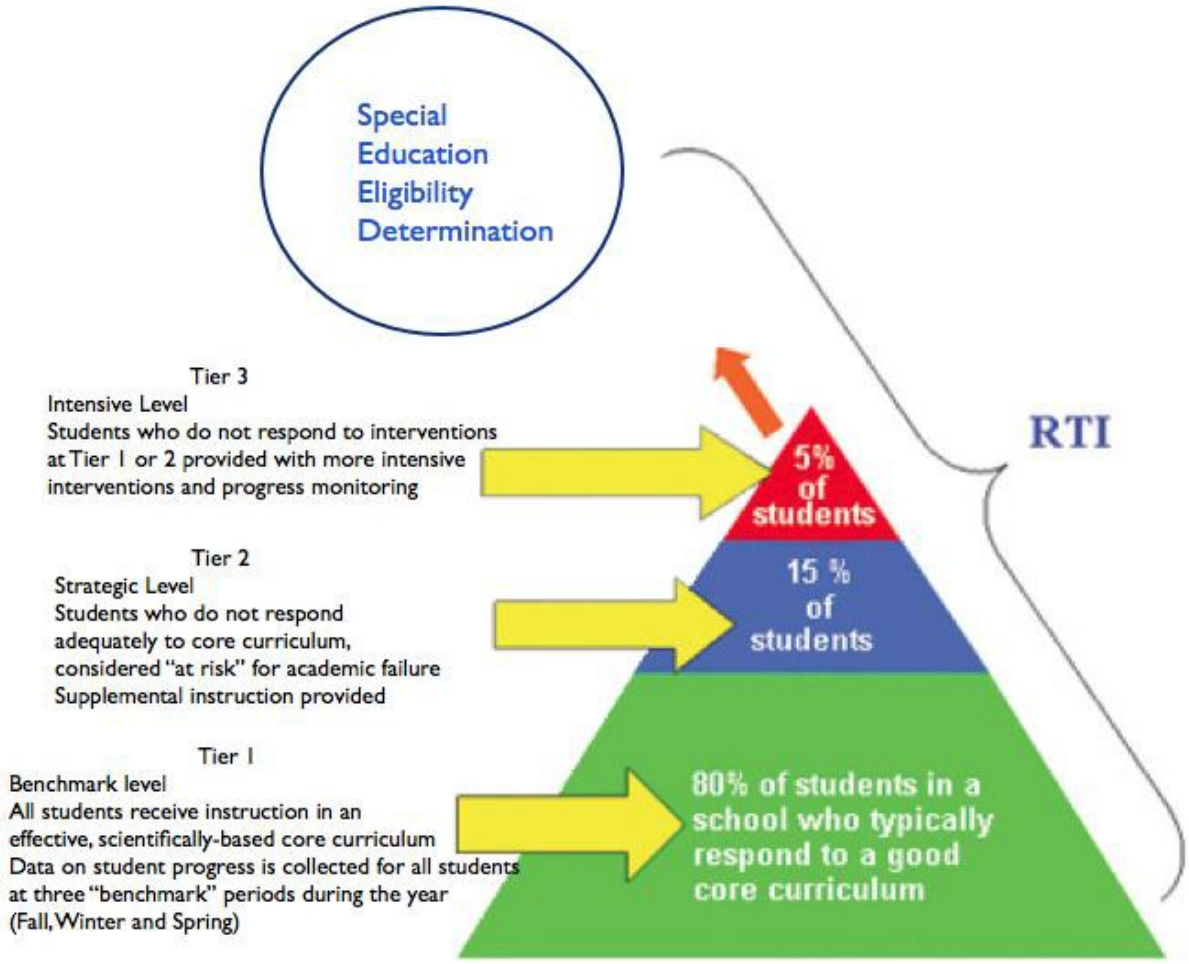
Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5–10% of the students.

Tiered Model

- an educational model that delineates three or more levels of instructional interventions based on gaps in student skills

Universal Screener/Progress Monitoring Assessment (PMA)

- a process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks”. (LTS Stride)



Continuum of Services

Response to Intervention tiers are aligned to promote a flow of services from Tier I to Review and Assessment. Tier II/III teachers understanding of how they fit into the continuum is a key component to the success of all students. Tier II/III teachers should monitor student progress through Eduphoria AWARE and utilize the data to make decisions about instruction. Tier II/III teachers provide documentation to the RtI Committee. Tier II/III teachers must understand the importance of maintaining precise documentation and monitoring progress efficiently in order to report the most relevant data possible to the committee as needed.

Multi-tiered Model

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs. A student may be submitted for further evaluation at any point in the RtI process when there becomes suspicion of a disability.

- **Tier 1 Academics:** Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. **This tier is the crucial foundation of the RtI instructional model. Furthermore, this is the first level where at-risk learners are identified and supported with intervention.**

- **Tier 1 Behavior:** **School-wide**: behavioral expectations and supports (i.e., proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behavior support.

- **Tier 2 Academics:** Students are identified for individual or small group intervention in addition to core class instruction and core classroom support (LTS Stride). This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Students with suspected disabilities receive alongside support through RtI while also receiving further evaluation. **Tier 2 addresses the needs of approximately 10–15% of the students.**

- **Tier 2 Behavior:** **Classroom**: expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing social climate of classroom environments that serves as the basis for individual student behavior support planning. Students with suspected emotional disturbance receive alongside behavioral RtI while receiving further evaluation.

- **Tier 3 Academics:** Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem- solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. **Tier 3 addresses the needs of approximately 5–10% of the students.**

- **Tier 3 Behavior:** **Individual Student**: intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions.

Before a student is moved to the next Tier, the Campus RtI Team must meet and follow the RtI Guidelines before making the decision on student placement in RtI Tiers
Student documentation for academic and/or behavior concerns must be entered into Eduphoria AWARE beginning at the Tier II level.
Tier I Teacher Monitoring Tier 2 & 3 Teacher Data Entered into Eduphoria AWARE

Section II

- Universal Screening
- Progress Monitoring
- Fidelity of Program
- Intervention Class Time and Structure
- ECISD Intervention Programs by Tier

Universal Screening

Two Types: Standard Protocol and Problem Solving

A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk "falls through the cracks"

- At Tier I, Consistent Campus Assessments (LTS Strides Universal Screener) will also be weighed relative to the overall mean of performance of all students who take the assessment (assessments collaboratively created by campus grade levels/content areas). Any student scoring at or below the second quartile for any given LTS Strides Universal Screener can have that data considered in the RtI campus meeting for support identification or Tier elevation.
  - For example, a math teacher gives all of his 5th grade students a LTS Strides Universal Screener at 3 weeks, and the mean is 84% of the 100 students who take the exam. The student in consideration for RtI Tier II or III scores at the second quartile. This student is considered below his/her peers, and this data can be included in the discussion for RtI Tier elevation or support identification.
- At Tier II and III, LTS Strides and Istation for Reading Pre-Test and Formative Testing for Progress Monitoring
- At Tier II for students whose language of instruction is Spanish, Pasaporte will be utilized for Reading Pre-test and for formative testing for progress monitoring
- At Tier II for students whose language of instruction is Spanish, Brainchild will be utilized for Math Pre-test and for formative testing for progress monitoring
- At Tier III, Brainchild for Reading and Math Pre-Test and Formative Testing for Progress Monitoring
- At Tier III, for students whose language of instruction is Spanish, Brainchild will be utilized for Reading Pre-test and for formative testing for progress monitoring
- At Tier III, for students whose language of instruction is Spanish, TEA math online site will be utilized for Math Pre-test and for formative testing for progress monitoring

- **Universal Screeners for Behavior (Special Education)**

Universal Screening Guidelines and Criteria for Reduction of or Exit from Academic RtI Instruction

Academic Universal Screening:
The campus RtI team will use this data to determine the most appropriate intervention plan, or to request further evaluation for suspicion of disability. (***Beginning at Tier 1 using Consistent Campus Assessment Data***) for the student. The campus RtI team will base its recommendation on student performance on ECISD Universal Screening tools (LTS Strides) and Consistent Campus Assessment.

Academic Progress Monitoring and Exit Criteria: The progress of each student who is receiving intervention instruction will be monitored regularly and documentation should be kept online.

Tier 1: Consistent Campus Assessments
4-6 Weeks – Assessments given weekly or bi-weekly to accumulate data
Once RtI Campus Team has determined to move a student to Tier II, the LTS Strides Benchmark assessment results for Reading and/or Math are reviewed, depending on the Tier I identified area of difficulty.

Tier 2: **Reading**: Program Pre-Screener (LTS Stride Benchmark) at the beginning of Tier II & formative program assessment each 6 weeks the student is in Tier II. Consistent Campus Assessments *should also continue at least once every 1-2 weeks for elementary and 1-3 weeks for secondary to maintain continuous progress monitoring.*

Math: Program Pre-Screener (LTS Stride Benchmark) at the beginning of Tier II & formative program assessment each 6 weeks the student is in Tier II. Consistent Campus Assessments *should also continue at least once every 1-2 weeks for elementary and every 1-3 weeks for secondary to maintain continuous progress monitoring.*

Tier 3: **Reading**: Program formative assessment each 6 weeks the student is in Tier III. Consistent Campus Assessments *should also continue at least once every 1-2 weeks for elementary and 1-3 weeks for secondary to maintain continuous progress monitoring.*

Math: Program formative assessment each 6 weeks the student is in Tier III. Consistent Campus Assessments *should also continue at least once every 1-2 weeks for elementary and 1-3 weeks for secondary to maintain continuous progress monitoring.*

NOTE: Progress will be recorded and documented regularly to gauge progress toward grade level performance. This data will be used to drive intervention instruction. Once standard District Benchmarks are in place, District Benchmarks will be part of Academic Progress Monitoring.

Reduction from Tier 3 to Tier 2:

For consideration for a **reduction** in intervention services, the student must exhibit considerable progress, as decided by the RtI campus team, toward on-level performance. In addition, the student should achieve a percentage score of 55 to 69 on three current year Consistent Campus Assessments.

Exit from Tier 2 to Tier 1:

For consideration for **exit** from Tier 2 intervention, the student must exhibit sufficient progress, as decided by the RtI campus team, toward on-level performance. This will be demonstrated through both progress monitoring, classroom grades, and performance on Consistent Campus Assessments. The student must meet standard on three current year Consistent Campus Assessments before exiting a Tier 2 intervention.

Documentation of Progress Monitoring:

Must be cited in Eduphoria AWARE on the individual student

- Must be entered at least once every two weeks
- Consistent Campus Assessments will be used in Concert with Classroom Grades and District Benchmarks when available
- RtI intervention in other subjects may be utilized in other subjects for struggling students and must also have documented progress monitoring.

Fidelity of Program

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Fidelity is "the degree of accuracy with which an intervention, program, or curriculum is implemented according to research findings and/or its developers' specifications" (Buffum, Mattos, & Weber, 2009, p.208). In order to assure accuracy it is important to deliver "instruction in the way it was designed to be delivered" (Gresham, MacMillian, Beebe-Frankenberger, & Bocian, 2000). RtI is a scientific process in which the group is introduced to a treatment, or intervention. If an intervention is applied systematically, progress is monitored effectively and decision-making regarding the student progress is adjusted to ensure student success then fidelity will occur. The National Center on Learning Disabilities (2006) reports, "for an RtI component to be successful in addressing current challenges the component must be implemented with high integrity". Further, they assert, "implementing instruction with fidelity satisfies one of IDEA's legal requirements for appropriate instruction". Positive student outcomes are directly correlated with the degree of fidelity implemented in the instruction; high fidelity will yield high student success.

Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid response to intervention: RTI, professional learning communities, and how to respond when kids don't learn.* Bloomington: Solution Tree Press.

Gresham, F., MacMillian, D., Beebe-Frankenberger, M., & Bocian, K. (2000). Treatment integrity in learning disabilities intervention research: Do we really know how treatments are implemented? *Learning Disabilites Research & Practice* 15(4), 198

Intervention Class Time and Structure

- ✓ **For Tier 1 students** who will be served in the classroom by the classroom teacher, time must be built into the schedule before or after school or during the school day.
- ✓ **For Tier 2 students and Tier 3** students are pulled out of the classroom to work with an intervention specialist if applicable, or served in the classroom by the teacher.

RtI instruction is additional instruction on the student's instructional level. Students will not be pulled during regular reading or math instruction.

Tier	Days of Additional Instruction	Time per day	Recommended Class Size
1	**Occurs in the classroom as needed for the student, determined by the teacher**		
2	**3**	**30 – 45 minutes**	**5 – 8**
3	**5**	**30 – 45 minutes**	**3 - 7**

RtI class may be cancelled during STAAR and/or District Benchmark Assessments in Reading and Math if either the room or teacher is needed to meet the required testing accommodations for some students. Cancellation of classes for any other reason is ***not allowed***.

ECISD Intervention Programs:

Tier 1 Interventions (English)

- ✓ **Reading Groups**
- ✓ **Small Math Study/Differentiated Groups**
- ✓ **Individual tutoring**
- ✓ **Classroom-based intervention**
- ✓ **Small group assignment (see Section V for more suggestions for Tier I support)**

Tier 2 Interventions (English)

- ✓ **Reading Groups (if small groups meet three times a week for at least 30 minutes with 5-8 students)**
- ✓ **Istation reading/math - K-3rd English & Spanish; 4th-8th English (students identified as Tier 2 in Istation)**
- ✓ **LTS Stride reading/math facilitated by Teacher**
- ✓ **Continuation of Tier I Interventions by Classroom Teacher**

Tier 3 Interventions (English)

- ✓ **Reading Groups (if small groups meet five times a week for at least 30 minutes with 3-7 students)**
- ✓ **Brainchild reading/math facilitated by Teacher**
- ✓ **Dyslexia**
- ✓ **Continuation of Tier I Intervention by Classroom Teacher**

Tier 2 ECISD Intervention Programs

(Note: In addition to Tier 1 instruction)

Grade Level:	Intervention Program:
Kinder- 8th Grade	Istation reading/math – K-3rd English & Spanish; 4th-8th English (students identified as Tier 2 in Istation) LTS Stride reading/math K-5 English & Spanish; 6th-8th English
9th – 12th Grades	LTS Stride reading/math, Algebra 1, English I & II

Tier 2 Bilingual Intervention Programs

(Note: In addition to Tier 1 instruction)

Grade Level:	Intervention Program:
Kinder- 6th Grades	Istation, LTS Stride Pasaporte Hopscotch at 4 campuses
7th and 8th Grades	Istation LTS Stride Achieve 3000 Rosetta Stone
9th – 12th Grades	LTS Stride Achieve 3000 Rosetta Stone

Tier 3 ECISD Intervention Program

(Note: In Addition to Tier 1 Instruction)

Grade Level	Intervention Program:
1st – 12th Grade	**Brainchild** (Reading and Math)

Tier 3 Bilingual Intervention Program

(Note: In Addition to Tier 1 Instruction)

Grade Level	Intervention Program:
1st- 5th Grade	**Brainchild** (Reading and Math)

Other Available Small Group Supplemental Instructional Intervention Resources

Bilingual K-2nd

Two sided Lined magnetic/dry erase boards	Set of 6
EZ Read Sp. Plastic Magnetic letters	1 set of 84 letters
EZ Read Sp. High frequency word phrase cards set	1 set of Emergent/1 set of Beginners
Toobaloo Phonic Phone Set	Set of 6
Letter Tiles and Holders	Set of 5
Juego de Palabras Reading Rods	1 boxed set
Link ''n' Spell Tiles Super Set	1 tub set
Spanish Word Bank Flip Book	1 boxed set
Bilingual Flash Cards	Set of 8 boxed Cards
Bubbles/Burbujas Series A KIT By Linda Quiroz	Tabletop Flip Chart/1 CD/25 Student Song Books
Lakeshore	Boxed Math Centers
Lakeshore	Magnetic Counters and numbers
Kinder Only: Leveled Readers from Teacher Created Material: 5 Boxed Spanish Literacy, language and learning Early Childhood Themes	-Families -Plants -Communities -Shapes -Numbers
1st and 2nd Grade Only: Teacher Created Material: Spanish Building Fluency through Readers Theater Boxed Kits	1st Grade- Folk and Fairy Tales 2nd Grade-Fables

Other Available Small Group Supplemental Instructional Intervention Resources

Bilingual 3rd – 5th

3rd Grade	Kamico Games: Spanish Math, Reading, and Writing Games Teacher Created Material: Mathematics Readers Kit (Spanish) (Reading)
4th Grade	Kamico Games: Spanish Math, Reading, and Writing Games *Spanish* Science Readers Basics of Matter(Reading) *Spanish* Science Readers Neighbors in Space(Reading)
5th Grade	Kamico Games: Spanish Math, Reading, and Writing Games *Spanish* Science Readers Forces in Motion(Reading) *Spanish* Science Readers Biomes and Ecosystems(Reading) 5 Center Stage Math Classroom Boxes(Math)
Secondary	Achieve 3000 Rosetta Stone

Section III

RtI Team Member Role and Responsibilities

- **Campus Principal & Assistant Principal Role and Responsibilities**
- **Campus RtI Administrator Role and Responsibilities**
- **Response to Intervention Committee Role and Responsibilities**
- **Curriculum Content Facilitator (CCF)**
- **Classroom Teacher Role and Responsibilities**
- **Parent Role/Responsibilities/Resources**
- **Structure of Campus Committee**

Secondary RtI Team Member Responsibilities

Campus Principal & Assistant Principal (or Designee) – Campus RtI Administrator

- Provide leadership and support to ensure the RtI Process is being implemented effectively on his/her campus
- Monitor the performance data on all students on his/her campus
- Stay in communication with the Campus RtI Administrator (CRA) and teachers on student growth or lack of performance
- Facilitate training of staff on RtI, differentiated instruction, documentation, and campus expectations
- Assign Campus RtI Administrator (CRA) or Designee (Principal w/ Assistance of Assistant Principal) to high-risk students
- Encourage participation from all during campus RtI meetings
- Assign a note taker and time keeper for RtI Campus Meetings
- Oversee process of monitoring implementation of intervention plan (observation, data review, conference with teacher, etc.)

Campus RtI Lead (CRL)

- Assume a leadership role in training all staff on RtI, differentiated instruction, documentation, and campus expectations
- Facilitate RtI meetings for transition between Tiers and all Tier 3 follow-ups
- Provide and maintains a supportive role during campus RtI meetings
- Schedule campus RtI meetings and follow-up meetings in a timely manner
- Ensure classroom teacher bringing referral to the Campus RtI Team has documentation of interventions and data analysis ready to share with team during meeting
- Oversee process of documentation via district forms to make sure current and correct
- Oversee process of collaboration of RtI team to develop intervention plan
- Be well-informed in allowable accommodations (TEA Accommodations Manual)
- and research possible intervention strategies to recommend
- Collaborate with classroom teacher and RtI team to develop intervention plan
- Monitor implementation of intervention plan (observation, data review, conference with teacher, etc.)
- Schedule and lead RtI collaboration, review, follow-up, and individual meetings
- Communicate needs with parents and teacher

Response to Intervention Committee (RC)

- Collaborate to develop Intervention Plan
- Collaborate with Campus Administrator for Tier transition or referral for further evaluation for suspected disabilities
- Analyze progress monitoring data each six weeks
- Maintain RtI minutes

Curriculum Content Facilitator (CCF)

- Be a specialist in accessing alternative instructional strategies

Classroom Teacher

- Communicate needs with parents
- Provide differentiation for all students
- Implement Tier 2 and 3 interventions
- Maintain documentation on district forms in student files
- Administer assessments for placement and progress monitoring; Disaggregate performance data
- Determine high-risk students
- Review cumulative folder, progress monitoring data on district forms, performance assessment data, and academic history
- Determine specific needs of high-risk students
- Communicate needs with Campus RtI Administrator
- Collaborate with Case Manager
- Implement suggested Tier 1 strategies with fidelity over a period of time
- Attend RtI meetings
- Input TIER 1 data onto appropriate forms when student is being recommended for TIER 2
- Input RtI documentation @ 3 weeks and progress monitor to adjust instruction
- Implement documented RtI (designated intervention plans/program) with fidelity

1. When a student fails to make adequate progress, the classroom teacher should be the first person to make contact with the parent regarding the progress of the student.
2. When a student moves from Tier to Tier (general education with differentiation within the classroom) (targeted small group interventions) parents must be informed as a part of the Campus RtI Team.
3. Parents should be advised:
   - *when a student is not making expected academic progress
   - *what services will be provided
   - *what strategies will be used to increase the student's progress
   - *what options are available
   - *what programs will be used
   - *how often school will monitor progress
   - *how and when school will inform parent of progress
   - *at what point the school will refer to the next level due to lack of progress

Forms (available in Eduphoria):

Parent Letter/Notification; Forms in District Data Analysis Program; Meeting Notes

Parent

- Communicate needs with campus personnel
- Maintain regular communication with classroom teacher
- Attend meetings as requested
- Participate in the problem-solving process
- Provide insight into the student's learning needs, styles, and preferences
- Ask questions to learn more about the intervention process, assessments, and curriculum being used with student

Parent Resources: Provide Links to Parents at RtI Meetings (Tier I-III)

- **Response to Intervention** (RtI): A Primer for **Parents** By Mary Beth Klotz, PhD, NCSP, and Andrea Canter, PhD, NCSP National Association of School Psychologist

  www.nasponline.org/resources/factsheets/rtiprimer.aspx

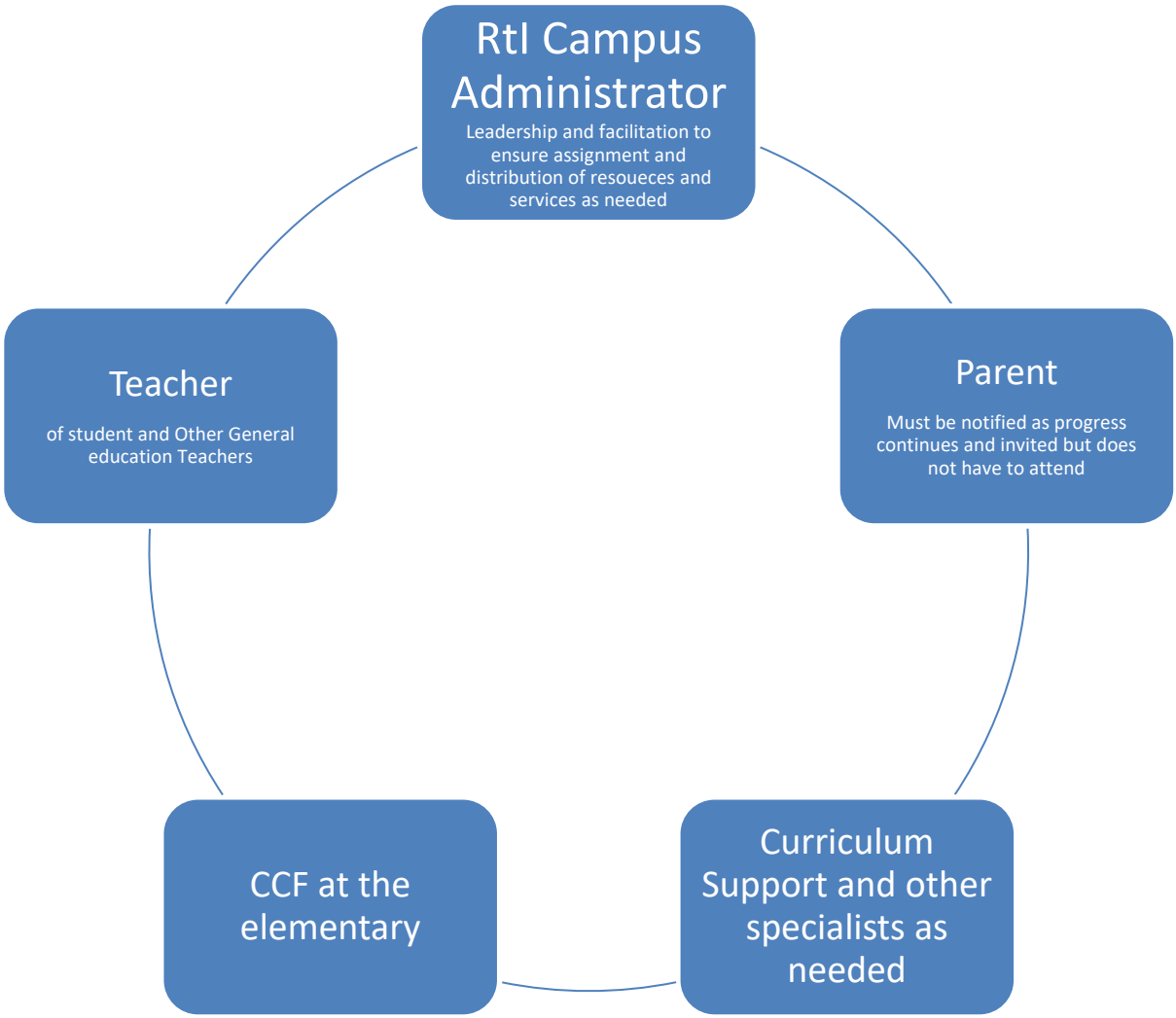
- NCSP National Association of School Psychologists www.nasponline.org/resources/handouts/rtiprimer.pdf
- **Response to Intervention** (RtI) is an approach to helping struggling learners that is gaining momentum in schools

- www.idonline.org/article/Response_to_Intervention_(RTI)%3A
- A Primer for Parents

- School age children experience difficulties…with learning. Their struggles in school may be due to factors such as inadequate instruction, cultural, or language. The publication also offers questions that you can ask your child's teacher and school. Download your FREE copy of A Parent's Guide at
- www.ecac-parentcenter.org/education/documents/Parents_Guide_to_RTI_000.pdf

- Response to Intervention is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality standards
- www.ffc8.org/media/edocs/Response_to_Intervention_Parent_Guide.pdf
  Reading and **Response to Intervention** (RtI): How Students Benefit from Multi-Tiered Instruction and **Intervention** » **Response to**
- **Intervention**: What **Parents** Need to Know About This … www.rtinetwork.org/**Parents**-and-Families

RtI Team and Structure



RtI Campus Team Meeting Process and Organization

How often should the campus TEAM meet?
At least once every six weeks for elementary and two times per semester for secondary or more to focus on struggling learners.

1. **Schedule of Campus RtI Meetings sent out a week in advance by RTI CRL**
2. Data entered into AWARE during Campus RtI Meetings
3. When meeting on a student, the parent must be notified and invited to the Campus RtI Meeting
4. The parent must receive a copy of the RtI notification letter on the RtI webpage detailing the RtI process for the student. This notice must be given to parents annually if a student continues in RtI.
5. Review confidentiality laws with Campus RtI Team
6. All team members are prepared to provide support and interventions suggestions/strategies to promote individual student success
7. Review baseline data that has been collected
8. Review all historical and current data (assessments, attendance, home language survey data, non-academic related factors (recent move, loss of loved one, etc) health issues, etc.)
9. Set projected outcomes and methods for measuring progress and design specific intervention plans (fidelity and intensity over time)
10. Review and monitor intervention plans to ensure all participants fully understand the overall plan and their role in executing the plan
11. Parents must also receive a copy of the completed, current Student Intervention Plan Progress Report located in Eduphoria every 6 weeks.

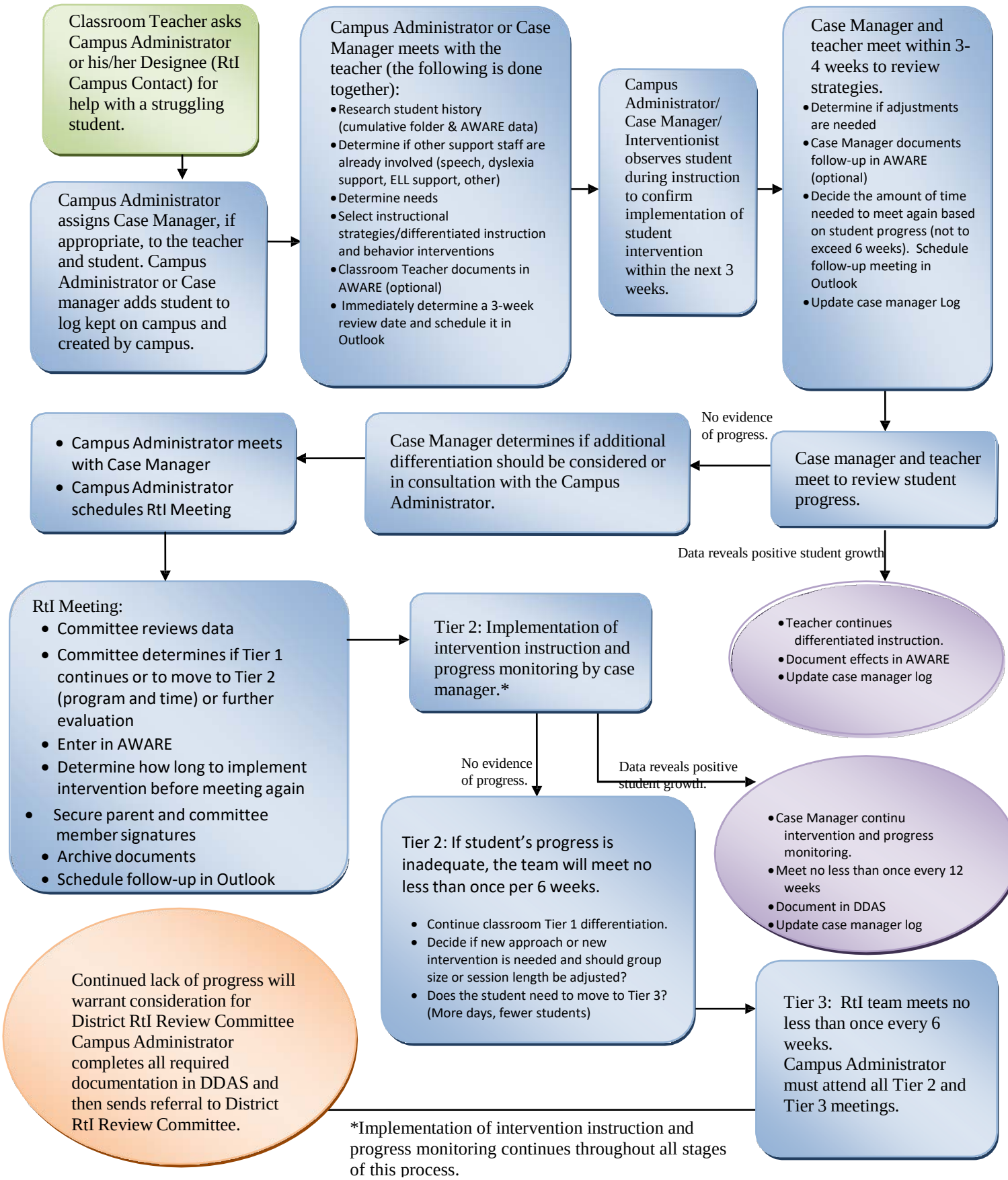
Section IV

- **Student Identification**
- **Flow Chart of Referral Process**
- **Timeline for Referral Process**
- **Standard RtI District Forms**

Student Identification in the RtI Tier Process

	TIER 1 **CORE CLASS CURRICULUM**	**TIER 2** **SMALL GROUP INTERVENTION**	**TIER 3** **INTENSIVE INTERVENTION**
Focus	Identified students with marked difficulties who have not responded to regular classroom instruction.	Identified students with marked difficulties who have not responded to Tier 1 efforts/ need to be submitted for evaluation	Identified students with marked difficulties who have not responded to Tier 1
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention (LTS Stride & Istation can be used for English dominant students)	Individualized and responsive intervention(Brainchild can be used for English dominant students)
Grouping	Small group or individual	Homogeneous small group instruction (1:5–8)	Homogeneous small group instruction (1:3-7). Maintain 3
Time	*30 minutes suggested, as determined by teacher,	*30 minutes three times a week in small group in addition to 90 minutes of core instruction	*minimum of 30 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction in
Assessment	LTS Strides Universal Screening at beginning, middle, and end of the academic year (or more often, if appropriate) (Consistent Campus Test, Grades, District Assessments [when available] etc.)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning LTS Strides' reports	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning LTS Strides' reports, Brainchild reports
Interventionist	Classroom Teacher	Determined by administration/RtI Committee (may be classroom teacher, specialized teacher (if applicable), external interventionist (if applicable), etc.)	Determined by the administration/RtI Committee (may be classroom teacher, specialized teacher, external interventionist,
Setting	General Education Classroom	Appropriate setting in the classroom or outside the classroom designated by the Administration/ RtI Committee	Appropriate setting inside or outside the classroom designated by the Administration/RtI

Flow Chart of the RtI Referral Process



*Implementation of intervention instruction and progress monitoring continues throughout all stages of this process.

ECISD Suggested RTI Referral and MonitoringTimeline

Classroom Teacher asks Campus Administrator (RtI Campus Contact) for help with a struggling student.

↓ *1-3 Days* ↓

Campus Administrator assigns Case Manager to the teacher and student.

↓ *1-7 Days* ↓

Case Manager meets with classroom teacher for collaboration, development, and initial documentation of Tier 1 plan.

↓ *3 Weeks* ↓

Case Manager observes student during instruction to confirm implementation of student intervention.

Case Manager and teacher meet to review strategies. (Tier 1 Follow-up Meeting for Plan Review)

↓ *3-6 Weeks* ↓

Case manager and teacher meet to review student progress. (Tier 1 Follow-up Meeting for Student Progress)

↓ *1 Week* ↓

If no progress:

- **Case manager meets with Administrator.**
- **Case Manager schedules RtI Campus Team meeting.**

↓ *1-2 Weeks* ↓

RtI Meeting (Tier 1 to Tier 2)

↓

Duration of 4-6 Weeks: **Tier 2: Implementation of intervention instruction and progress monitoring or referral for further evaluation alongside RtI.**

4-6 Weeks ↓

Tier 2 Follow Up

↓ *4-6 Weeks* ↓

RtI Meeting (Tier 2 to Tier 3 Transition)

↓

Duration of 4-6 Weeks: **Tier 3: Implementation of intervention instruction and progress monitoring.**

↓ *6 Weeks* ↓

Tier 3 Follow Up

↓ ↓ ↓

Continued lack of documented progress will warrant consideration for Special Education Evaluation. Campus Administrator completes all required documentation in DDAS and submits Student's Name/folder to Curriculum Department, Assistant Superintendent.

Student Identification in the RtI Tier Process for Behavior

	TIER 1 **Classroom/Campus**	**TIER 2** **Classroom/Campus**	**TIER 3** **Intensive Intervention**
Focus	All Students-following classroom and campus wide expectations	Identified student(s) with marked difficulties who have not responded to Tier 1 efforts/or referral for further evaluation	Identified who have not responded to Tier 1 and Tier 2 Efforts or referral for further evaluation
Assessment	Teacher Observation	*Weekly progress monitoring on target skill(s) to ensure adequate progress *Office referrals *Observation	*Weekly progress monitoring on target skill(s) to ensure adequate progress *Office referrals *Observation
Intervention Provider	Classroom Teacher	Determined by Campus RtI Committee in Collaboration with **Campus Behavior Committee**: *Classroom teacher *Counselor *Specialized teacher *External interventionist *Administrator	Determined by Campus RtI Committee: Classroom teacher *Counselor *Specialized teacher *External interventionist *Administrator
Intervention Strategies	*Posted and Reviewed classroom and campus-wide expectations and reinforcements *Model Appropriate Behaviors *Reinforcement of Appropriate Behaviors (i.e., Verbal Praise; Positive Notes Home – See Page 40 for list of Reinforcers) *Verbal Praise *Prompting - Verbal/nonverbal Redirection to address inappropriate behaviors *Consistent and clearly defined routine with consequences (i.e., loss of preferred activity; phone call home) for not following standards of expectation understood by all students and parents *Positive notes home *Phone call home	* School's Class procedures Re- taught and posted (rules) *Group Social Skills Teaching *Teach/Re-Teach appropriate behaviors – Modeling, Role Play *Contingency-based Reinforcement System *Reinforcement Schedules *Reinforce approximations of appropriate behaviors – Shaping *Reinforcement of appropriate behaviors (See Page 40 for list of Reinforcers) *Behavior Contracts *Behavior Intervention Plan (SAS Counselor) *Verbal de-escalation techniques *Discuss feelings/concerns privately with individual student *Implementation of "Punishers": Response-Costs Procedures; Time-Out Procedures; Detention; Office Referral; In-School Suspension; Out-of-School Suspension *Individual attention from an adult *Opportunity to help a teacher/staff *Proximity supervision *Reinforcement Schedules System (Rewards) *Choice time/preferred activity time or directed activity time *Contingency based token system *Teach social skills *Loss of privileges *In class cool down (procedure and location) *Out of class cool down	*Functional Behavior Assessment *Behavior Intervention Plan *Teach Replacement Behavior(s) –Modeling; Prompting *Contingency-based Reinforcement System *Shaping *Reinforcement Schedules *Behavior Contract *For Decreasing Target Behaviors: DRL; DRO; DRA *Implementation of "Punishers": Response-Cost Procedures; Time-Out Procedures; Office Referral; In-School Suspension; Out-of-School Suspension *Attendance contracts *Opportunity to hold valued job in class and on campus *Change in schedule *Change in teacher *Group social skills *In school suspension *Out of school suspension *Behavior contract *Point sheet *Behavior Action Plan *Behavior Intervention Plan *Crisis Intervention Plan

		(procedure and location) *Parent/ guardian-student- teacher conference *Time owed for work not completed *Lunch in assigned areas/detention *Change class seating arrangement *Escort student *Behavior contract *Delayed transition time *After school detention *Referral to administration	
Setting	Classroom and campus wide common areas	Designated by Campus RtI Team *Appropriate setting in the classroom or outside the classroom	Designated by Campus RtI Team *Appropriate setting in the classroom or outside the classroom

RtI Process for Speech Only Children

- Children who present with **speech only** concerns (**articulation, phonology, fluency or voice)** may be discussed the Campus Administration (RtI campus contact) for help by a concerned teacher.

- **Language** concerns will follow the same process as an academic concern.

Articulation, Fluency, and Voice Concerns

1. The teacher contacts the RtI case manager for discussion of concerns

2. The RtI case manager meets with the speech pathologist and classroom teacher to determine what concerns the teacher has and to participate in the discussion of the case

3. If concerns are valid, the RtI case manager will send home a **Parent Permission to Screen** form. When it is returned signed back to the school, it will be given to the speech pathologist.

4. The speech pathologist will screen concerned areas. **Possible** next steps could include but are not limited to:

    a. Determination that articulation errors are developmental in nature and that assistance could be delayed until the child reaches the age where errors are no longer developmental.

    b. If dysfluencies are present, a speech language evaluation would typically be indicated. At this juncture, the referral process will begin if the speech pathologist deems it necessary.

    c. If the child's voice is hoarse, he/she experiences phonation breaks, etc, visual examination of the laryngeal and pharyngeal cavities by an Otolaryngologist (ENT) is necessary to rule out health or life-threatening conditions. This examination is at the parent's expense. When the speech pathologist is provided with the ENT evaluation results, the referral process will begin.

    d. If multiple sounds are misarticulated, multiple phonological process errors are present, or error is atypical, (i.e. lateralization), a speech language evaluation would typically be indicated and the referral process will begin.

    e. If a single sound is misarticulated, the child is easily stimulable for correction of the error, and the child is of an age where the error is no longer developmental, the RTI Tier II interventions would typically be indicated.

- Once the screening has been completed, the speech pathologist will contact the parents and discuss the results.

    a. If RtI is recommended and after the intervention has been implemented for the specified time period, progress data will be collected. If the student has made adequate progress, Tier II interventions will be discontinued. Parents will be contacted.

    b. If data indicates that the student has not made adequate progress in Tier II interventions, continuation of Tier II may be pursued. The parents will be contacted with a progress report. It might be recommended that a speech referral be made if necessary.

Response

Initial Folder Guidelines for Submission to RtI District Review Committee for further Assessment

To be accepted for review by the RtI District Committee, each Student Folder must be organized in a way that like information is grouped together so that committee can easily access this information.

1. Cover letter submitted from campus in each student folder explaining rationale behind referral to RtI Review Committee
   - AWARE forms completed on-line for this student and
   - Entering student data into AWARE must begin with Tier II if there is a possibility student may move up in Tiers (very important, documentation is entered as student progresses through each Tier/progress monitoring)
   - Campus RtI Team **must meet** before a decision can be made to move student to the next Tier. This should be a process in place by the campus that is documented in AWARE as each team meeting takes place.
   - Signatures are required at each meeting w/date of meeting and pertinent information. Parent signature also needs to be included in this documentation. Accommodations should be made to ensure the parent is a part of the campus RtI process. If there is a valid reason parent could not attend Campus RtI meetings, then documentation as the reason why parent was not present should be entered into DDAS.
   - Each Tier plan must have complete documentation (beginning date, frequency, duration, evaluation method)
   - All dates of entry and exit from one Tier to the next must include documentation as to how student's deficits were being addressed differently as student moved up in Tiers
2. Other required documentation:
   - Medical history
   - Teacher letter
   - Current report card/progress reports
   - Parent contact documentation with signatures
   - All TAK/STAAR/Assessment data
   - Intervention Assessments (student placement tests/progress monitoring charts/graphs/curriculum based measurements)
   - Discipline referrals
   - Attendance information
   - Copy of front of cumulative folder
3. Other documentation to include if applicable:
   - Counselor information
   - Behavior Specialist observations
   - Outside evaluations/information

****** If the campus RtI committee makes the decision to request additional testing, either alongside tier 2 or 3, the campus RtI Administrator will submit the folder to the Curriculum Office, 3rd floor, Executive Director office.***

Types of Assessments:

Report Cards, Standardized Test Results, Informal Assessments, Teacher/Parent/Student Rating Scales, Classroom Work Samples, Consistent Campus Assessments, Screening Data, Classroom Observation, Behavior Logs, Disciplinary Referrals, Attendance Data

Parent Requests For Evaluation

- Parents have the right to request further evaluation for their child in **ANY** format. Please submit parent requests using the following process:

1. The parent will need to submit a specific, dated written, and letter requesting testing for their child.
2. The letter must be submitted along with a completed referral packet within 5 days of the date that the parent made the request.
3. Submit the letter and packet to the Office of the Superintendent of Curriculum and Instruction within the 5 day deadline. This office is located on the third floor of the ECISD Administration Building.

Standard RtI District Forms

(forms are in Eduphoria AWARE)

Section V

- **Intervention Menu**
- **Intervention Strategies**
- **RtI Resources and Training**
- **RtI in AWARE: How to?**

TIERS	1	2	3
Core academic and behavioral curricula are taught.	X	X	X
Analysis of academic/ behavior instructional practices is complete.	X		
Effective, high quality, research-based instructional practices in academics and behavior are used in classrooms	X	X	X
Data collection plan is implemented for academics and behavior.	X		
Universal academic screenings are completed. (Brainchild – Consistent Campus Assessments are used at Tier I)		X	
Formative and summative assessments of academic and behavior/social interaction skills are used to drive instruction.	X	X	X
Family and community engagement is supported.	X	X	X
Multiple and varied academic/behavior interventions are matched with individual student needs		X	X
Professional learning opportunities (re: academic /behavior instruction) are provided.	X	X	X
Progress monitoring of academics and behavior continues.		X	X

Intervention Menu

Math Resources Available for Tiers 1/2/3

http://nlvm.usu.edu
www.aplusmth.com
www.planemath.com
www.thenumberrace.com
www.quantiles.com
www.edinformatics.com
http://illuminations.nctm.org
www.edu4Kids.com
www.nctm.org
www.figurethis.nctm.org
http://coe.jmu.edu/mathvidsr
www.funbrain.com
www.goENC.com
www.iknowthat.com
www.Big6.com
www.k8accesscenter.org
www.mathplayground.com
www.math.com
www.mathcounts.org
www.mathforum.com
www.multiplication.com
www.intmath.com
coed.usf/main/departments/sped/mathvids
www.math-drills.com
http://nlvm.usu/en/nav/vlibrary

Reading Resources Available for Tiers 1/2/3

www.wordcentral.com
www.dictionary.com
www.wordsmith.org
www.spellingcity.com
www.gamequarium.com/spelling
www.kidsolr.com/reference/
www.wikipedia.org
www.funbrain.com/spellroo
www.wordexplorations.com
www.kidsspell.com
www.fcrr.org
gradespelling.com
Flocabulary.com
http://rhyme.lycos.com
www.visualthesaurus.com
www.readwritethink.org
www.wordcentral.com
www.everydayspelling.com
www.bartleby.com
www.eduplace.com
www.vocabulary.com
starfall.com
http://store.cambiumlearning.com
www.greatleaps.com
www.soliloquylearningcom
www.kurzweiledu.com
www.rfbd.org
http://interventioncentral.org/htmdocs/tools/okapi/okapi.php
www.teachingheart.net/readerstheater.htm
www.QuickReads.org
www.readwell.net
www.oxtonhouse.com/concept-phonics.html
http://easycbm.com
http://freereading.org
http://newhaus.org
http://Britannica.com/topic/Encarta
http://Readworks.org

Classroom Intervention Strategies for Tier I (Academic)

Organize a productive classroom environment:
Specific seating arrangement and design that permits all students to view instruction, provide ready access
to frequently used materials and equipment, keep high-traffic areas free of congestion, and facilitate monitoring student work and behavior.

Caveats for Learning:

Feels Emotionally and Physically Safe	Makes Connections to Experience
Engage in Active and Authentic Learning	Receives Frequent Feedback

Instructional Strategies:
Vary Grouping
Employ Brain-Based Compatible Strategies
Use of Multiple Intelligences
Teach Metacognitive Strategies

How the Classroom Looks:
All students can succeed
(Accommodations, flexible grouping, fully inclusive, focus on whole child Active Learners
(Students are engaged, connected, relevant learning, emphasis on comprehension)
Teacher as Facilitator
(Teaching and learning valued, co-teaching model, teacher coaches, student centered)
Lessons which Accommodate
(Instruction differentiated, multi-modal instruction, varied pacing, learning centers Formative Assessments
(Data utilized, student self-evaluate, use of rubrics, multiple ongoing measures)
Collaborative Partnerships
(Parents as full partners, push-in support services, bottom-up model)

Suggestions for TIER 1
Utilize graphic organizers, posters, pictures, illustrations, highlighters, dry erase markers, pointer, diagrams, demonstrations, charts, hands-on (manipulatives)
Divide instruction into shorter timeframes
Clearly stated directions in different ways and check for understanding (write, say, model)
Vary grouping (partners, cooperative, etc.)
Instructional adjustments such as direct, whole group, small group, individual
Allow students to summarize what was learned or teacher does the summarization (write/say)
Ask questions throughout the lesson and provide thinking time (call on all students)
Make learning fun and entertaining by bringing fine arts (drama, music, art, dance, humor)
Utilize signals to check for understanding and if student is focused on learning
Bring in multi-media, games, simulations
Provide constructive feedback in a timely manner
Revisit prior learning and new learning throughout the lesson Make all learning relevant to the learner
Use open-ended questions and avoid leading questions
Use planners to provide support and structure

Classroom Intervention Strategies for Tier I (Behavioral)

Proven Effective Classroom Practices

Proven Strategies from the OSEP Positive Behavior Support and Interventions website: www.pbis.org

Over the past 30 years, a clearly defined research-validated literature base exists on effective classroom management practice (Alberto and Troutman, 1998; Charles, 1995; Colvin and Lazar, 1997; Kame'enui and Darch, 1995; Kerr and Nelson, 1998; Sugai and Tindal, 1993).
This is a small sample of effective practices that fit classroom systems of positive behavioral support and have clear empirical evidence of their effectiveness.

Provide advance organizers/pre-corrections

Pre-corrections function as *reminders* by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Colvin, Sugai, Patching, 1993).

For example, a teacher states the following: "remember, before you go to homeroom collect all you materials, put your work on my desk and quietly line up," or "what are your responsibilities before you go to home room?"

Keep students engaged

During teacher instruction, students go "off-task" because:

(a) The instructional activities do not maintain student attention.
(b) Insufficient positive reinforcement is being provided.
(c) Students access positive reinforcement from other activities or individuals.

The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior and to compete with factors that encourage problem behavior (e.g., peer or teacher attention, task avoidance or escape).

Provide a positive focus

To promote desired student behavior, teachers should communicate high and positive expectations, have more positive than negative interactions (e.g., four positive engagements for each negative interaction), catch problem behavior before it escalates or becomes more severe, provide high rates of positive reinforcement, etc.

Consistently enforce school/class rules

If all students are expected to engage in appropriate behavior, rule definitions, positive reinforcement, rule violation consequences, etc. should be the same for all students at all times.

Correct rule violations and social behavior errors proactively

The application of error correction strategies should be conducted in a "business-like" manner, and attention to the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been and follow-up with the established consequence.

Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each.

For chronic rule violations, strategies should be established to preempt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

Classroom Routines (Behavior)

(From *Temple Teacher's Connection* www.temple.edu/CETP/temple_teach)

Establishing clear expectations for student behavior is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for your physical space and your management style. If a routine is not effective, you can involve your students in redesigning the routine.

Movement

Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Classroom teacher must plan for movement of individual students to meet needs, such as pencil sharpening and getting personal supplies.

Non-instruction tasks

This includes activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities) and keeping the classroom neat. When allowable, students can assist with these tasks. Some of these tasks can be used as instructional activities.

Materials management

If routines are developed for the distribution, collection and storage of instructional materials, student helpers will be able to complete them quickly.

Transitions

If instructional materials are prepared and organized, transitions between activities will be smooth and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.

Group work

Each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, taskmaster, etc.

A List of Reinforcer Ideas (Behavior) http://www.canteach.ca/elementary/index.html

REINFORCEMENT MENU FOR ELEMENTARY STUDENTS

1. Sit at the teacher's desk
2. Take care of the class animals for the day
3. Have lunch with your favorite person
4. Have lunch with the principal
5. Join another class for indoor recess
6. Have the teacher phone parents to tell them what a great kid you are
7. Draw on the chalkboard
8. Be first in line
9. Do only half an assignment
10. Choose any class job for the week
11. Choose the music for lunch. Bring in a tape
12. Take a tape recorder home for the night
13. Use colored chalk
14. Do all the class jobs for the day
15. Invite a visitor from outside the school
16. Get a drink whenever you want
17. Use the pencil sharpener any time
18. No early morning work
19. Take a class pet home overnight
20. Be a helper in the room with younger children
21. Help the custodian
22. Help the secretary
23. Help the librarian
24. Stay in at recess to play a game with a friend
25. Use stamps and ink.
26. Invite a friend from another class into the room for lunch.
27. Use the teacher's chair
28. Work in the lunchroom
29. Take a class game home for the night
30. Choose a book for the teacher to read to the class
31. Move your desk to a chosen location
32. Keep an animal on your desk–stuffed or not stuffed
33. No homework pass
34. Lunch with the teacher
35. Operate the projector
36. Use the couch or beanbag chair for the day
37. Go to another class for lunch
38. Computer time
39. Be the first in line for lunch
40. Use the tape recorder and tape a story
41. Have a special sharing time to teach something to the class, set up a display etc
42. Be leader of a class game
43. Go to the center or your choice during play centre time
44. Extra center time or extra recess
45. Read to a younger child
46. Read to someone else
47. Get first pick of recess equipment
48. Get a fun worksheet
49. Choose a movie for the class to watch (make sure G rated)

(http://www.svusd.k12.ca.us/HealthyKids/PDF/IdeasforRewards.pdf)

The following is a list of options for nonfood rewards in the classroom. It is by no means a complete list; many additional ideas for nonfood rewards exist. Simply remember that motivating students is the goal.

Elementary School

- Pencils, pens, stickers, and markers
- Erasers, bookmarks, books, ruler
- Trinkets (magnets, behavior, etc.)
- Paper
- Activity/game sheets
- Game time
- Reading time
- Class, homework time, or reading time in a special place (on the couch, outside, etc.)
- Extra recess
- Extra credit
- Extra art time
- Computer time
- Be the helper
- Teach class
- Sit by friends
- Eat lunch with the teacher or principal
- Eat lunch outdoors
- Have lunch or breakfast in the classroom
- Private lunch in the classroom with a friend
- Be a helper in another classroom
- Watch a fun video
- Walk with the principal or teacher
- Take a fun physical activity break
- Dance to favorite music in the classroom
- Show-and-tell
- Bank System—earn tokens for privileges
- Teacher or volunteer reads a special book to class
- Teacher performs a special skill (singing, cartwheel, etc.)
- Have free choice time
- Listen to a book on tape
- Listen to music while working
- Field trip

Recognition or Rewards

Phone parents to tell them what a great child they have

⌋ Give a note to the student commending his or her achievement

⌋ Design ”Caught Being Good in the Act” coupon

⌋ Maintain a photo recognition board in a prominent location in the school

⌋ Recognize a child’s achievement using the morning announcements and/or the school/classroom website

Middle School

- Sit with friends
- Listen to music while working
- Talk time at the end of class
- Reduced homework
- “No Homework” pass
- Extra credit
- Extra recess
- Fun video
- Assemblies
- Computer time
- Brainteasers
- Field trip
- Eat lunch or have class outside
- Stickers
- Pencils and pens
- Erasers
- Bookmarks
- Books
- Art time
- Coupons/gift certificates for video stores, music stores, and movies

High School

- Sit with friends
- Listen to music while working
- Eat lunch or have class outside
- Talk time at the end of class
- Reduced homework
- “No Homework” pass
- Extra credit
- Extra recess
- Fun video
- Assemblies
- Brainteasers
- Field trip
- Stickers
- Bookmarks
- Erasers
- Pencils and pens
- Books
- Computer time
- Art time
- Drawings for donated prizes

Jackpot! Ideas for Classroom Reward (www.interventioncentral.org)

Academic Activities

- Go to the library to select a book
- Help a classmate with an academic assignment
- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- Invite an adult "reading buddy" of student's choice to classroom to read with student
- Listen to books-on-tape
- Play academic computer games
- Read a book of his/her choice
- Read a story aloud to younger children
- Read aloud to the class
- Select a class learning activity from a list of choices
- Select a friend as a "study buddy" on an in-class work assignment
- Select friends to sit with to complete a cooperative learning activity
- Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as a mentor
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- Complete chores or helpful activities around the classroom
- Deliver school-wide announcements
- Help the library media specialist
- Help a specials teacher (e.g., art, music, gym)
- Take a note to the main office
- Work at the school store

Praise/Recognition

- Be awarded a trophy, medal, or other honor for good behavior/caring attitude
- Be praised on school-wide announcements for good behavior or caring attitude
- Be praised privately by the teacher or other adult
- Design–or post work on–a class or hall bulletin board
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- Have the teacher call the student's parent/guardian to give positive feedback about the student
- Have the teacher write a positive note to the student's parent/guardian
- Post artwork in a public place
- Post writings in a public place
- Receive a "good job" note from the teacher

Prizes/Privileges/Rewards

- Allow student to call parent(s)
- Be allowed to sit or stand (short of distracting other children) during independent seat work
- Be dismissed from school 2 minutes early
- Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- Be permitted to sit in a reserved section of the lunchroom
- Draw a prize from the class 'prize box'
- Earn behavior points or tokens to be redeemed for prizes or privileges
- Have first choice in selecting work materials and/or seating assignment
- IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- Receive a coupon to be redeemed at a later time for a preferred activity
- Receive a sticker
- Receive pass to "Get out of one homework assignment of your choice"
- Select a class fun activity from a list of choice

Recreation

- Be selected by the teacher to accompany another student to a fun activity
- Get extra gym time with another class
- Listen to music
- Play an educational game with a friend
- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper

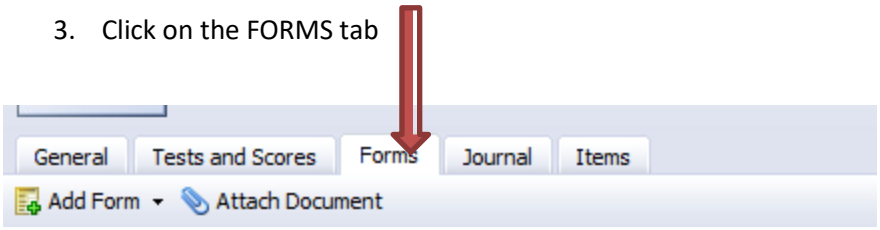
Websites:

- www.rti4success.org The National Center on Response to Intervention RtI topics and research
- https://www.georgiastandards.org/…/ResponsetoIntervention(RTI).aspx
- www.**intervention**central*.org/ -*
- *www.aimsweb.com*
- http://www.usu.edu/teachall/text/behavior/LRBI.htm Utah State Office of Education Least Restrictive Behavioral Interventions
- www.pbis.org\ OSEP Center on Positive Behavior Intervention s & Supports –Effective School wide Interventions:
- http://www.cde.state.co.us/pbs/ Colorado Department of Education
- http://www.theteachersguide.com/ClassManagement.htm The Teacher's Guide
- http://www.proteacher.net/ ProTeacher Community
- http://www.educationworld.com/ Education World
- http://www.edhelper.com/ EdHelper
- http://www.about.com/ About Com
- www.**florida**-*rti.org/* - Cached – Similar
  • Problem Solving/Response to Intervention (PS/RtI) (http://floridarti.usf.edu/)
  • Positive Behavior Support (PBS) (http://flpbs.fmhi.usf.edu/)
  • Response to Intervention's Teaching Learning Connections (RtI-TLC) (site forthcoming)
  • Student Support Services Project (http://sss.usf.edu/)
  • Reading First (http://www.justreadflorida.com/reading_first.asp)
  • Florida Center for Reading Research (FCRR) (http://www.fcrr.org)
  • Florida Center for Research – Science, Technology, Engineering and Math (FCR-STEM) (http://www.fcrstem.org/center11.aspx)
- Kentucky RTI Information and Resources
- http://www.specialconnections.ku.edu
- http://www.studentprogress.org
- http://www.nccrest.org (US Dept. of Ed. Closing the gaps)
- University of Georgia: Response to Intervention
- http://www.My Teaching Partner.net (management of the classroom)
- http://drwilliampmartin.tripod.com/classm.html
- http://rtinetwork.org
- http:www.tea.state.tx.us/index2.aspx?id=5817
- http//buildingrti.utexas.org/
- www.meadowscenter.org
- Pbisworld.com
- Txbehavior support.org

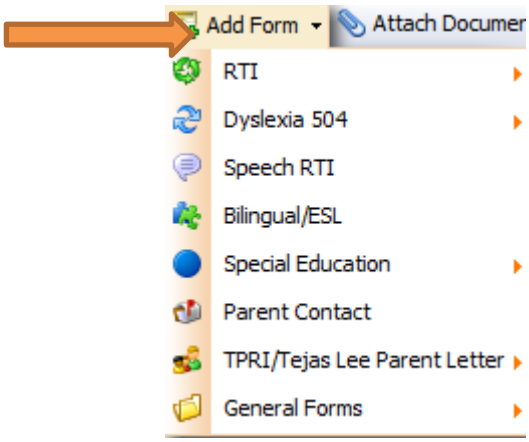
The State Database provides resources on a number of topics related to response to intervention (RTI). The resources, which range from policy documents and briefs to trainings and tools, were developed by states, districts, or territories, in the U.S. who are in different stages of implementing Response to Intervention. Alaska,Alabama,Arkansas,Arizona,California,Colorado,Connecticut,District Of Columbia,Delaware,Florida,Georgia,Hawaii,Iowa, Idaho,Illinois,Indiana,Kansas,Kentucky,Louisiana,Massachusetts,Maryland,Maine,Michigan,Minnesota, Missouri,Mississippi,Montana,North Carolina,North Dakota,Nebraska,New Hampshire,New Jersey,New Mexico,Nevada,New York,Ohio,Oklahoma,Oregon,Pennsylvania, RhodeIsland,SouthCarolina,SouthDakota,Tennessee,Texas,Utah,Virginia,Vermont,Washington,Wisconsin,West Virginia,Wyoming

RtI in AWARE: How to?

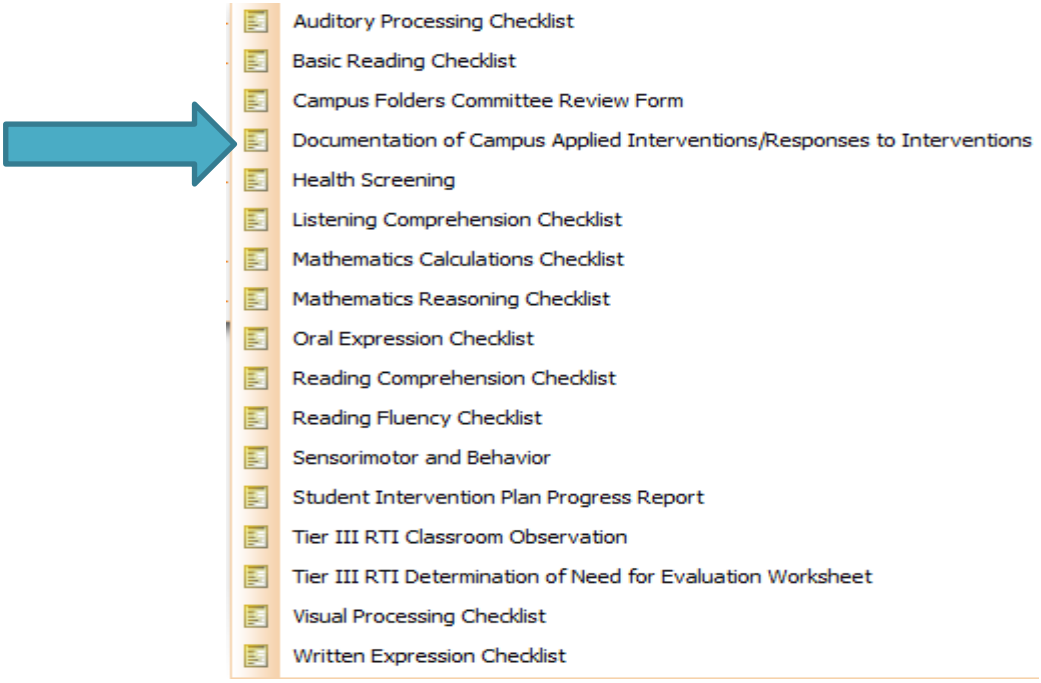
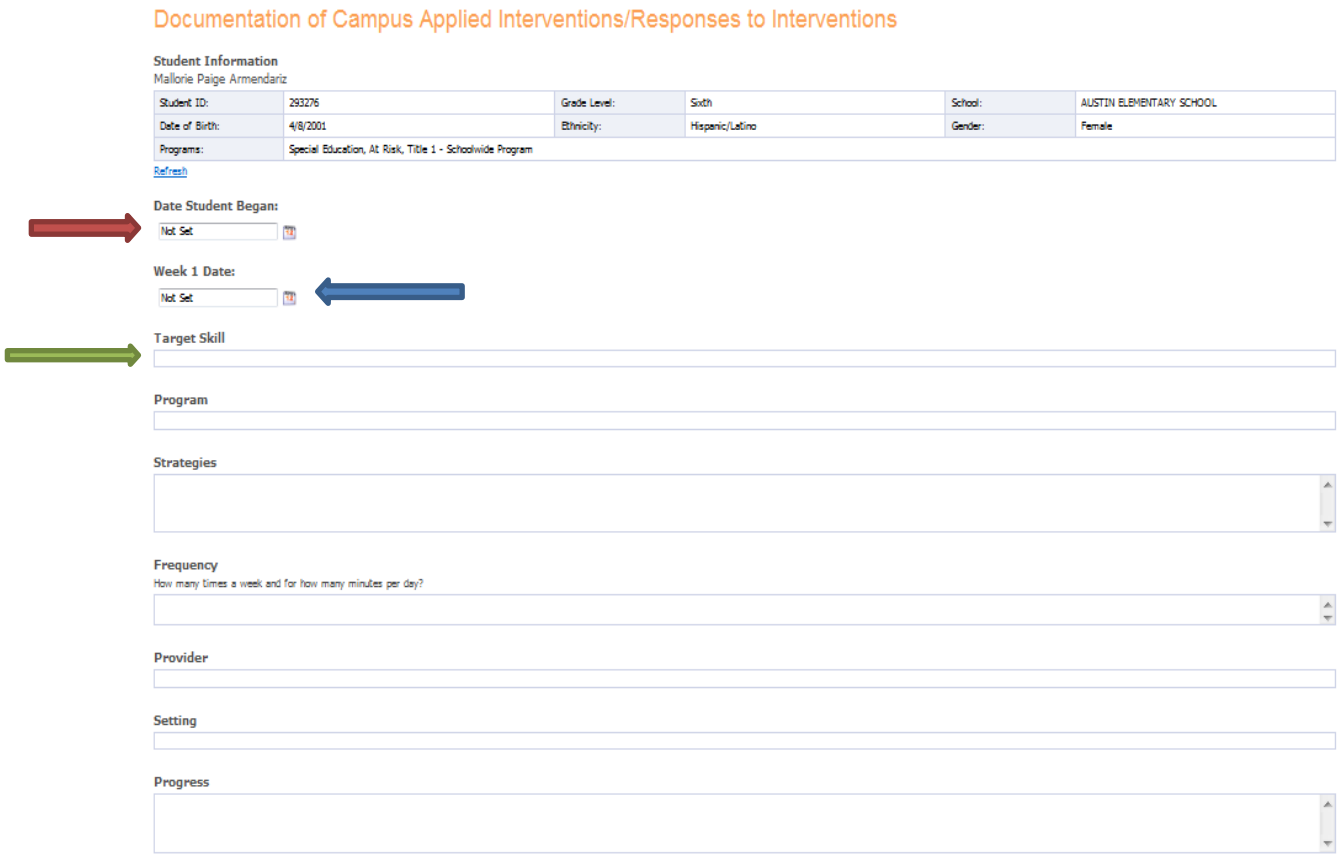
1. Log into eduphoria/aware
2. Click on student that has been identified as RTI.
3. Click on the FORMS tab



4. Click on ADD FORM



5. Click on RTI/dropdown/Documentation of campus applied interventions/response to intervention



6. Enter information