

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

Rationale:

The WMS community has as its underlying belief that all students can learn and that we act collectively in a culturally and linguistically responsive manner to ensure student success. One component to address student needs is *Response to Intervention (RTI)*. RTI is not a vehicle to access special needs services but rather an initiative available to **ALL** students. RTI is a system of early intervention for students who may experience academic or behavioral challenges. The framework of RTI is the use of student outcome data to guide our educational decisions within a problem solving context. An integral component of RTI is parent involvement at every step.

Several core characteristics of RTI include: (1) high quality, evidenced-based instruction in general education settings; (2) screening of all students for academic and behavior challenges; (3) two or more “tiers” of instruction that overlap and are progressively more intense and based on the students’ response to instruction and (4) continuous monitoring of student performance.

While the goal of the RTI team is to help address the academic and behavioral challenges facing our students, there is a fundamental difference between academic and behavioral interventions. Due to the complexity of each student as well as the myriad of psychosocial factors that may impact on the student, it is not possible to use a “one intervention fits all” model.

The role of Response to Intervention (RTI)

- Facilitates dialogue among/between administration, support personnel, instructional leaders, core content teachers, “Encore” teachers
- Identifies a measurable definition of problem
- Reviews individual baseline data
- Establishes with the core subject classroom teachers (hereafter referred to as the Team) a written plan of intervention:
 - Personal Literacy Plan
 - Personal Math Plan
 - Personal Social Behavioral Plan

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Question	Response	Explanation
What are we going to do differently?	Strategies/Materials	<p>Describe the specific intervention</p> <p>Provide interventions early to struggling students</p> <p>Work together as a problem-solving team to gather and analyze student data systemically to improve students' academic and behavioral success</p> <p>Using the problem solving model, specific interventions will be utilized based on the individual student's needs rather than a "one-size-fits all" approach</p> <p>Be responsive to the needs of students of diverse backgrounds</p>
Who is going to do it?	<p>Service Provider</p> <p>Classroom teacher and interventionists as needed.</p>	Persons responsible for implementing the intervention will be determined by the team.
When will the intervention take place?	Duration/Frequency	Daily/weekly/monthly schedule of the intervention
How long will the intervention be in place?	Duration/Frequency	Number of weeks of the intervention will be determined by the team

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Where will the intervention take place and what will it look like? <hr/> How will the effectiveness of the intervention be measured?	Classroom <hr/> Determine if intervention is effective	Setting of the intervention - Size of group - In class or pull out To be determined by the team <hr/> Data collection and progress monitoring
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The composition of the RTI Team

Tier	Must include	May include
Core RTI Team (Tier I)	Referring Teacher Core Content Team of Teachers (referring teachers) Homeroom Teacher (RTI Chair)	Assistant Principal Support personnel pertinent to each student/situation (i.e. Reading, Math, ESL Teacher, Social worker (not Tier I), Nurse, School Counselor) Other members will be included at the WMS Administration's discretion as necessary, including teachers from another team

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

<p>Specialized RTI Team (Tier II)</p>	<p>Assistant Principal (RTI Team Chair)</p> <p>Core Content Team of Teachers</p> <p>School Counselor</p>	<p>Other members will be included based on the nature of the student need</p> <ul style="list-style-type: none"> • Reading Interventionist (academic) • Math Interventionist (academic) • Speech/Language Pathologist (academic, language concern) • Nurse, Occupational/Physical Therapist (behavior or health) • Special Educator (academic) • ESL Teacher (any second language concern) • Middle Alternative Program (MAPS) • Support Personnel (e.g. School Psychologist, Social Worker School Counselor) • Special Education LEA <p>Other members will be included based on the nature of the student need (Administration or Chair must request)</p>
<p>Specialized RTI Team (Tier III)</p>	<p>Core Content Team of Teachers (must include the referring teacher)</p>	<ul style="list-style-type: none"> • Assistant Principal/Principal • Reading Interventionist (academic) • Math Interventionist (academic) • Speech/Language Pathologist (academic, language concern) • School Counselor • School Psychologist • School Social Worker • Nurse, Occupational/Physical Therapist (behavior or medical) • Special Educator/LEA (academic) • ESL Teacher (second

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

		language concern) <ul style="list-style-type: none"> • Middle Alternative Program for Success (MAPS)
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Description of Tiers

Tier I	<p>(targets 80% of students) Effective Tier I strategies form the foundation for all evidenced-based academic interventions. Review of all available Tier I data allows for the monitoring of the effectiveness of the Core Curriculum and instruction. TDT should be utilized as a vehicle for in-depth data analysis.</p> <p>School Climate Core competencies for social emotional development include self-management, social awareness, relationship skills and responsible decision making (CASEL, 2003.) The WMS community has adopted “<i>Assertive Discipline</i>” (Canter) as its common approach to school-wide behavioral expectations.</p> <p>The WMS community is supportive of and embraces students/families cultures and languages.</p> <p>Core Team of Teachers uses the strategies determined by the RTI Team which may include additional or different materials</p>
Tier II	<p>(targets 15% of students) Tier II interventions are for students whose academic gap is widening despite access to a comprehensive curriculum, differentiated instruction, and evidenced-based interventions implemented with fidelity. Data from Tier I forms the basis of Tier II interventions.</p> <p>School staff meet to review a student’s progress and to tailor a personal academic or behavioral support plan that provides supplemental instruction in the area of need. Interventions are applied for a minimum of 40 contact school days using scientifically research based materials and strategies, and may be outside the regular education classroom.</p>

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Tier III	<p>(targets 5% of students)</p> <p>Tier III interventions are for students who have not made progress despite quality Tier II interventions. Data from Tier II interventions is analyzed to ascertain their effectiveness. Tier III interventions are more intense and will be individualized problem-solving academic and behavioral plans. A longer period of intervention will be required. Tier III interventions continue to be part of the regular education classes and interventions are provided by specialists.</p> <p>School staff meet to review a student’s progress and to tailor a personal academic or behavioral support plan that provides supplemental instruction in the area of need. Intensive supplemental instruction is provided for a minimum of 40 contact school days and may be provided by a special educator or support staff using scientifically research based materials and strategies, and may be outside of the regular education classroom. The student to teacher ratio may decrease and/or the duration or instructional intensity may increase.</p>
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Behavioral	
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Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Tier I	<ul style="list-style-type: none"> ● clear school-wide expectations ● establish a classroom routine with clear and consistent rules (see Canter) ● classroom/team developed behavior monitoring logs ● classroom organization such as room arrangement, posting of school rules, avoiding “dead” time by being prepared with extra material ● having a quiet area in the class for students to work or have a time-out ● tangible rewards such as free time, computer time, etc ● non tangible rewards such as verbal praise, smile, acknowledgement of effort, handshake ● check In/check out systems ● behavioral contracts ● Classroom interventions with consultation of specialized support personnel (e.g. School Counselor, Social Worker, Nurse, School Psychologist) ● communication log between home and school <p>Please note that the following behaviors exhibited by ELL students may be reflective of their acclimation to the class/country rather than a behavioral issue:</p> <ul style="list-style-type: none"> ● limited attention span or poor concentration ● low frustration tolerance ● anxious or cries easily ● poor peer relationships ● poor eye contact
Tier II	<p>School Counselor</p> <ul style="list-style-type: none"> ● social skills training ● Self-management training ● communication log between home and school ● use of advisories for “themes”, i.e, respect, responsibility, organization etc. ● check In/check out systems

Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Tier III	School Psychologist, Nurse, School Social Worker <ul style="list-style-type: none"> ● communication log between home and school ● collaboration with community agencies ● FBA ● Individual counseling
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Speech and Language	
Tier I	Referral for a Speech/Language Screening (Teacher refers to the Speech/Language Pathologist)

Academic	
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Woonsocket Education Department
 Response to Intervention Protocols for Woonsocket Middle Schools
 January, 2012

Tier I	Classroom interventions such as: <ul style="list-style-type: none"> ● differentiation of instruction for all learners including students performing at or above grade level ● culturally and linguistically appropriate materials based on the student's English proficiency and learning needs ● student assessments and observations to guide instruction and differentiation of instruction ● use of flexible small groups ● PRIM ● ILPs ● tutoring ● study guides ● graphic organizers ● peer tutoring ● visual imagery
Tier II	Reading and/or Math (Groups consist of up to no more than 6 students in each small group) eg Read 180, Intensive Math
Tier III	Reading and/or Math may include additional service from Special Ed Resource, Speech/ Language Pathologist, Occupational Therapist, and/or Physical Therapist, School Psychologist, School Social Worker.

WMS Universal Screening and Process Monitoring Tools

- Orchard Reading Placement Test

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

- Common Tasks in core content areas aligned to Grade Level and Grade Span Expectations (Writing/ELA; Math; Science; Social Studies)
- Scholastic Informal Reading Inventory-required of students receiving intensive reading interventions each quarter
- DRA-middle school
- Running records
- data from previous years
- CBMs
- formative/summative assessments
- NECAP
- GRADE
- WIDA/ACCESS/Language Dominance screenings
- ELL specific classroom assessments such as CBM cloze, etc.

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

Social Emotional Concerns

Tier I

Team members' roles and responsibilities:

- Team of Teachers checks Permanent Record Card, and student history to look for ongoing supports as well as medical records, attendance, office referrals, suspensions, etc.
- Team of Teachers provides Canter's Behavior Intervention Plan
- Team of Teachers initiates referral to RTI Team Chair
- RTI Team Chair must include documented notification to the appropriate assistant principal and parent in writing that the RTI process has started (Form H)
 - Note: written parental permission is not required
- Team of Teachers develops Personal Social Behavior Plan (Canter Student Behavior Plan)
 - PSB Plan is filed in Red RTI folder in School Counselor file room
- IMPORTANT: If an immediate need or crisis arises as determined by the Assistant Principal, support personnel will be called. Warning signs may include:
 - serious physical fighting with peers
 - substantive detailed threats of lethal violence
 - severe rage for seemingly minor reasons
 - self-injurious behavior
- Upon review of the situation, support personnel may advise parents of available community resources

Tier II

Progress is assessed after 40 days

Team members' roles and responsibilities:

- The teacher with the Assistant Principal requests a specialized RTI team to convene to determine intervention strategies
 - RTI chair documents the move to Tier II
 - parent is informed and invited to the meeting
 - This team needs to include the school counselor pertinent to this student/situation

Teacher completes the Lagging Skills Assessment Form

The School Counselor will meet with the student to review the student's ILP and complete a student self assessment form

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

If the student is pulled from the classroom for support and/or interventions, he/she is not to be penalized for missed tasks/assignments and will be given the opportunity to make up missed work.

Tier III

Team members' roles and responsibilities:

- The teacher, school counselor and the Assistant Principal request the RTI team to convene to determine intervention strategies
 - RTI chair documents the move to Tier III
 - parent is informed and invited to the meeting
 - This team needs to include support personnel pertinent to this student/situation
- At the discretion of the Assistant Principal/RTI Chair, other members will be included, i.e., RN
- Possible individualized interventions may include:
 - group or individual counseling
 - Functional Behavior Assessment (FBA)
 - referral to community resources

If support personnel see no progress, the support personnel may increase service time with student remaining in Tier III, or support personnel may refer student to the Evaluation Team

- ET will determine need for evaluations and any further interventions
- Note: Tier III services must continue in place during the Evaluation process

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

Speech/Language Concerns

Tier I

Teacher, staff and parents identify a speech/ language concern

- Classroom teacher checks record card, health record, and student history to look for ongoing supports
- Teacher completes a referral for the Speech Pathologist to screen
 - Per Rhode Island General Law:
 - Any child who fails a speech screening may be referred directly to the Evaluation Team by the SLP
 - If screening is not conclusive, a PLP is enacted
 - Classroom teacher writes an action plan (oral language, phonemic awareness, phonics, articulation) with consultation of SLP if requested
 - Both SLP and classroom teacher writes an action plan (oral language, phonemic awareness, phonics, articulation)
- RTI process must include documented notification to the principal and parent in writing that the RTI process has started.

If after 40 contact school days of implementation, there is no significant progress

- The teacher with the principal requests an RTI meeting that includes the SLP
- Based on SLP consult/ documentation, student may:
 - Stay in Tier I- classroom teacher with consultation
 - Go to Tier II- Interventionist provides support with consultation
 - Go to Tier III- based on SLP consult/documentation
 - Go to ET- based on SLP consult/documentation

Speech/Language Concerns

Tier II

- Reading/TIME teacher provide support with consultation with SLP
- PLP with action plans from classroom teacher/Interventionist

If after 40 contact school days of implementation, there is no significant progress

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

- The teacher and/or Interventionist with the principal requests an RTI meeting that includes the SLP
- Based on SLP consult/ documentation, student may:
 - Stay in Tier II- Interventionist continues to provide support with consultation
 - Go to Tier III- based on SLP consult/documentation
 - Go to ET- based on SLP consult/documentation

If the student is pulled from the classroom for support and/or interventions, he/she will be given the opportunity to make up missed work.

Speech/Language Concerns

Tier III

- SLP provides direct service
- PLP with action plans from classroom teacher, Interventionist, and SLP
- Supports from SLP, Interventionist may be increased as needed

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

Academic Concerns

Tier I

Team members' roles and responsibilities:

- Referring teacher checks record card, health card, and student history to look for ongoing supports
- Referring Teacher initiates referral to Principal and RTI team (Form A)
 - Referring Teacher must include documented notification to the principal and parent in writing that the RTI process has started (Form H)
 - Note: written parental permission is not required but is invited to the meeting
 - provides RTI team with work samples from the student being referred as well as samples from typical students
- Core Content Team of Teachers writes PLP/PMP
 - may consult with Instructional Leaders and/or RTI team for assistance in writing the PLP/PMP
 - PLP/PMP Plan will follow student in Permanent record card
 - Consultation may be arranged as needed

If after 40 contact school days of implementation from Core Content Team of Teachers, student is still not making progress, return to RTI team for a follow up meeting, RTI

Team may:

- Recommend student stay on Tier I, with additional classroom based interventions
 - If after 40 contact school days of interventions the student is still not making progress, return to RTI team for additional meetings as necessary
- Recommend that student move to Tier II

Tier II

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

- The teacher along with the principal, requests RTI team to re-convene to determine intervention strategies
 - RTI chair reviews the move to Tier II
 - This team needs to include support personnel pertinent to this student/situation
 - Note: written parental permission is not required but parent is notified of tier changes
- Both the classroom teacher and Interventionist will each have individual action plans documented on the PLP/PMP
- Progress Monitoring assessments as pre-determined by team must be administered

If after 40 contact school days of direct implementation from classroom teacher and Interventionist, student is still not making progress, return to specialized RTI team for additional meetings as necessary

REFER TO FLOW-CHART

Student may:

- Stay on Tier II with additional interventions
- If Tier II interventions have not produced adequate progress for that individual student as proven through research-based assessments, student may move to Tier III for additional supports
- Return to Tier I

Tier III

- RTI process must include documented notification to the principal and parent in writing that the RTI process has moved to the next level (Form H)
 - Notification to parent must include the information that the student will be serviced outside of the regular classroom by a special educator or more specialized services with interventionist.
- Intervention services are provided by a Content Specialist, or Resource Teacher (for up to 5 RTI students each) in conjunction with Tier I and Tier II interventions
- The classroom teacher, Interventionist, and/or the special educator each have individual action plans on the PLP/PMP.
- The classroom teacher, Interventionist, and/or special educator must service the student at different times during the day to indicate intensive instructional supports
- Progress Monitoring assessments must be administered as pre-determined by the team

If interventionist sees no progress, the Rtl team reconvenes. The RTI team may change the intervention strategy or refer student to the Evaluation Team.

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

What is not an intervention?

- modification of assignments
- guided reading groups
- scaffolded instruction
- guided writing and conferencing
- word walls, etc.

These examples are best practices for effective instruction. RTI focuses on what is being instructed and how it will be measured.

Referral to the Evaluation Team

The RTI process is not meant as a mechanism to postpone or delay any referrals to the Evaluation Team. A referral to the Evaluation team continues to follow the RIDE/IDEA guidelines; however the Evaluation Team may deny a referral if sufficient data has not been provided. As RIDE regulations prohibit the sole use of an IQ/achievement discrepancy for the identification of a student with a learning disability, all relevant data from previous interventions is paramount in the decision-making process.

Resources

- please refer to Appendix for a glossary of terms.
- Please refer to Appendix for links to evidence-based interventions
- please refer to Appendix for specific differentiation techniques and Adaptions
- please refer to Appendix for a sample RTI referral

Woonsocket Education Department
Response to Intervention Protocols for Woonsocket Middle Schools
January, 2012

- Please refer to Appendix for some Parent letters