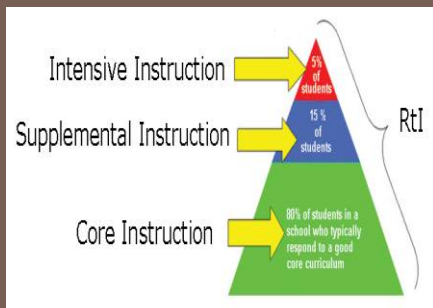




RESPONSE TO INTERVENTION (RTI)



Campus Staff Development

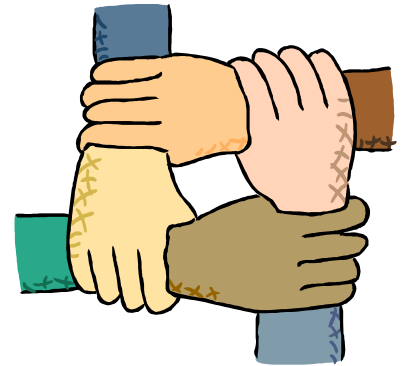


Brownsville Independent School District

Curriculum & Instruction Department

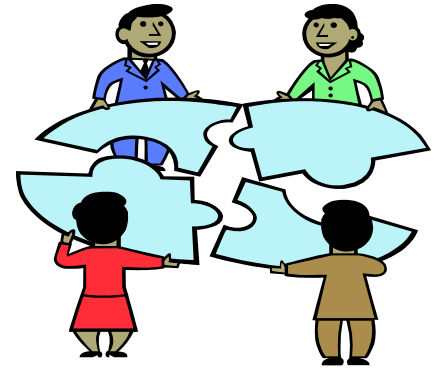
Rti Mission Statement

- To support all students in the district with a team of educators committed to providing research-based expectations, instruction, and curricula so that students can achieve grade-level standards.



CAMPUS TEAM MEMBERS

- **Ms. M. Lara, Rtl/504 Campus Coordinator**
- **Mr. A. Torres, RTI Specialist**
- **Mr. R. Leal, Team Leader**
- **Ms. A. Garcia, Counselor**
- **Ms. Flores, TLI Teacher Specialist**



CAMPUS TEAM GOALS

Response to Intervention offers assistance to students experiencing problems which interfere with

- Academic performance
- Co-curricular performance
- Behavior , physical, mental and social development

What does RTI Stand For?

- A. Referral To Intervention
- B. Return To Instruction
- C. Response to Intervention
- D. Responsible Teaching Instructions

RTI IS NOT A PRE-REFERRAL MODEL

- Rtl is about PREVENTION
- Rtl is about improving and increasing performance
- Rtl is for **General Education** that can effectively teach *ALL* children
- Rtl is about intervening early
- Rtl uses data to make decisions about the curriculum, teacher implementation and child
- Rtl is about *what* will be done

RTI ESSENTIAL COMPONENTS:

1. *RTI* MULTI-TIER PROCESS

2. THE PROBLEM SOLVING PROCESS

**3. Integrated Instructional Data
Collection/Assessment Systems**

ESSENTIAL COMPONENT 1: RTI MULTI-TIER PROCESS

Academic Systems

Intensive, Individual Interventions

•Tier III

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

•Tier II

- Some students (struggling)
- High efficiency
- Rapid response

Universal Interventions

•Tier I

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

•Tier III

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

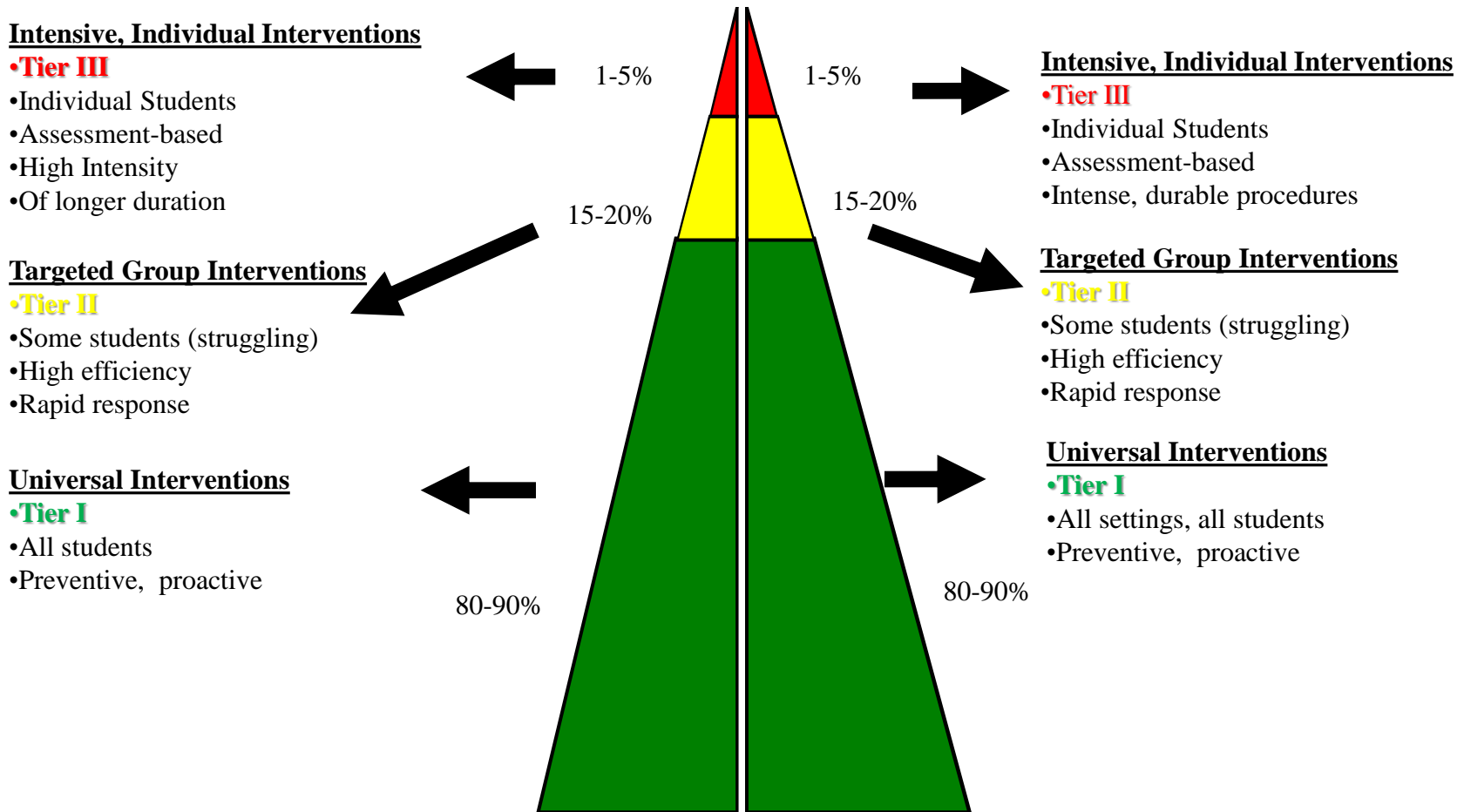
•Tier II

- Some students (struggling)
- High efficiency
- Rapid response

Universal Interventions

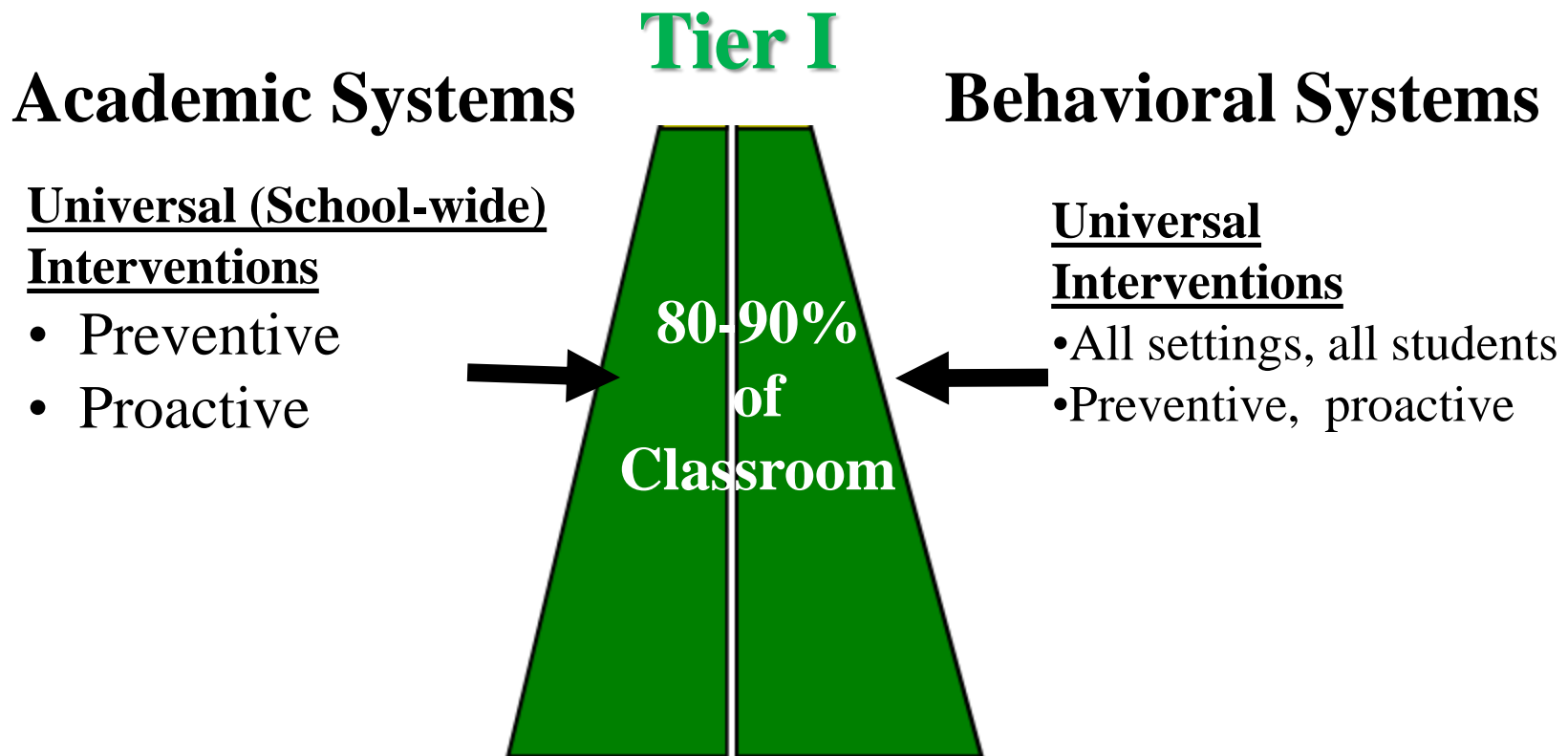
•Tier I

- All settings, all students
- Preventive, proactive



All students receive Tier I Instruction

RTI in Tier I starts with differentiated instruction and small group instruction



TRUE Tier II students must truly be identified

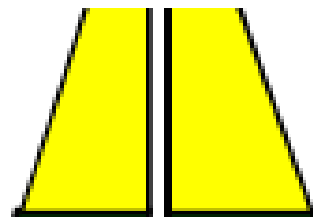
In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs.

**15 - 20%
Of Classroom**

Academic Systems

Targeted Group Interventions

- Some students struggling.
- High efficiency
- Rapid response



Tier II

Behavioral Systems

Targeted Group Interventions

- Some students (struggling)
- High efficiency
- Rapid response

Tier III interventions are more intensive and individualized than at other levels

Students receive individualized, the goal is remediation of existing problems and the prevention of more severe problems.

1-5%
Of Classroom

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration



Tier III

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Which Tier is in need of Intensive individualized Intervention?

- A. Tier 3
- B. Tier 2
- C. Tier 1

ESSENTIAL COMPONENT 2: THE PROBLEM SOLVING PROCESS

1. Define the Problem

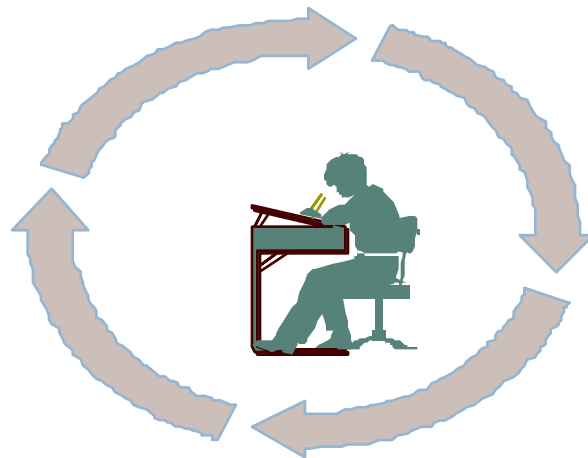
(Screening and Diagnostic Assessments)

What is the problem and why is it happening?

4. Evaluate

(Progress Monitoring Data)

Did our plan work?



2. Develop a Plan

(Goal Setting and Planning)

What are we going to do?

3. Implement Plan

(Treatment Integrity)

Are we carrying out the interventions?

RTI AND SYSTEMS OF SUPPORT

✓ The **first** and **best intervention** is the

**CLASSROOM
TEACHER !!**



Interventions always
involve instruction
with fidelity

Interventions **DOES NOT** include:

- ❑ **Doing MORE of the same/general classroom assignments**
- ❑ **Parent contacts**
- ❑ **Preferential seating**
- ❑ **Shortened assignments**
- ❑ **Classroom observations**
- ❑ **Suspension**
- ❑ **Retention**
- ❑ **Peer-tutoring**



Intervention Guidelines

- **Match curricular materials and instructional level**
- **Modify the modes of task presentation**
- **Cue work habits and organizational skills**
- **Modify direct instruction time**
- **Modify guided and independent practice**
- **Ensure best pacing for student**
- **Increase task structure, such as directions, checks for understanding and feedback.**
 - modeling, student guided practice, and student independent practice, sometimes referred to as “I do, We do, You do.”
- **Increase opportunities to engage in active academic responding, such as writing, reading aloud or answering questions in class**
- **Decrease group size**



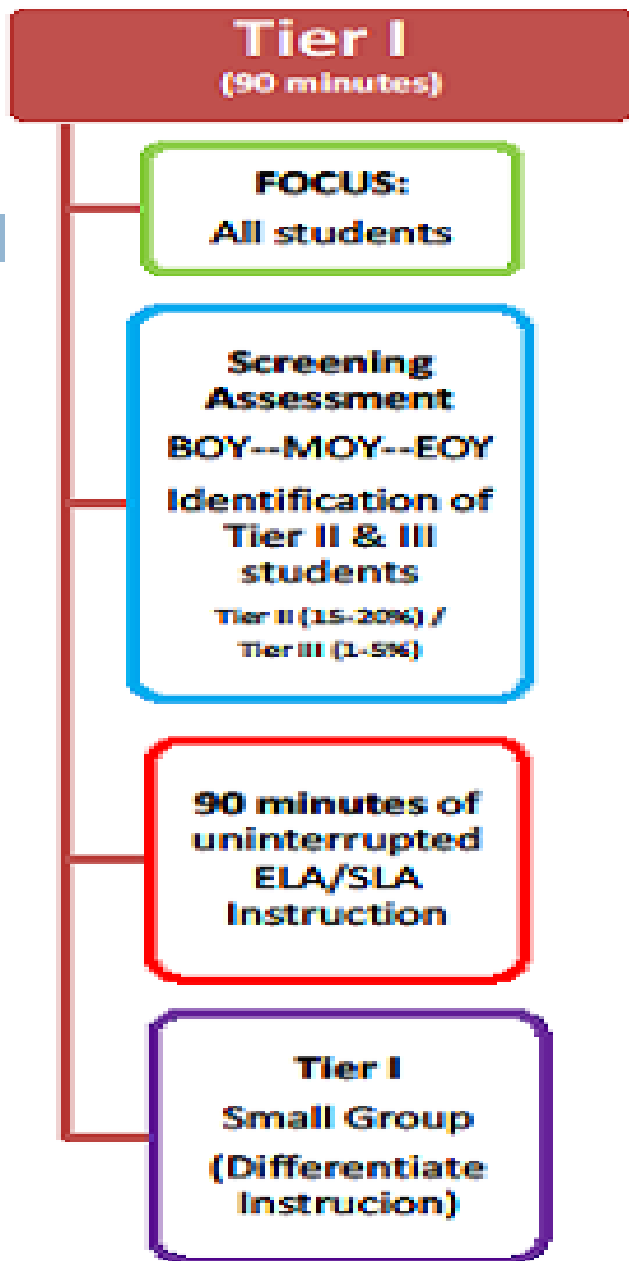
Key to Intervention is that teachers and staff implement them with the **purpose of improving progress in or toward the grade-level curriculum**

monitor effectiveness to determine how well the student is responding (progress monitoring)

SELF-CHECK: Are these RTI Interventions?

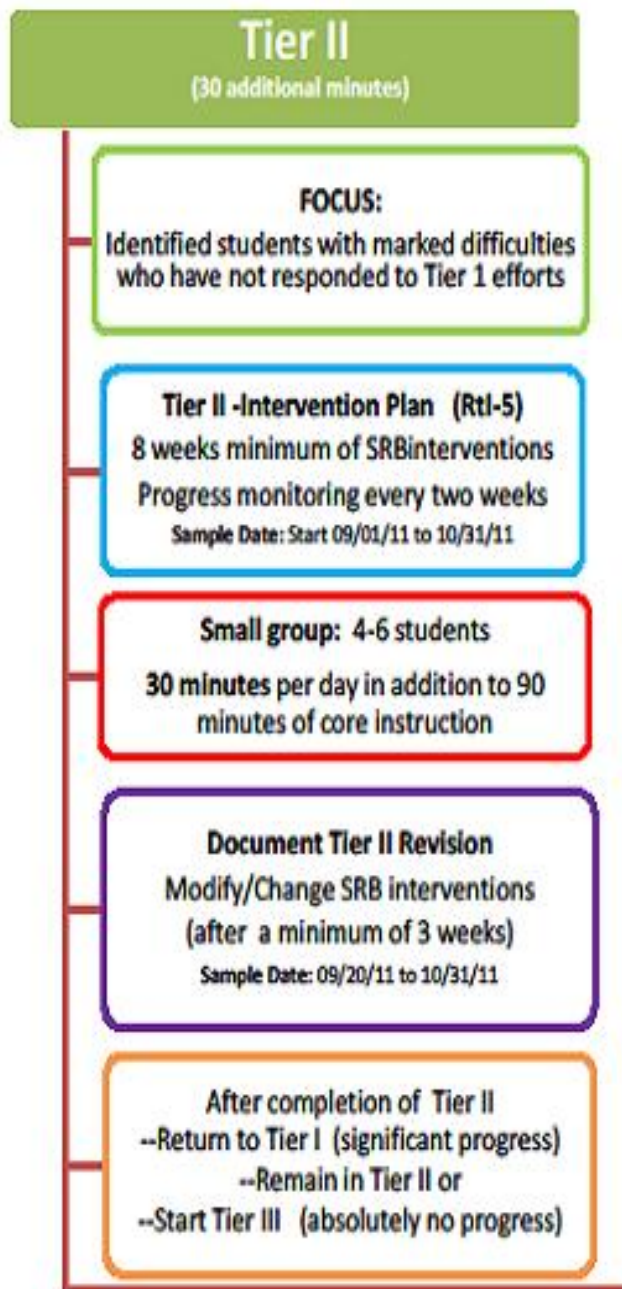
- | | |
|--|---------------|
| 1. Parent Contact | 1. No |
| 2. Modify methods of presenting Tasks | 2. Yes |
| 3. Preferential seating | 3. No |
| 4. Shortened assignments | 4. No |
| 5. Pacing instructions to student's needs | 5. Yes |
| 6. Decreasing Group Size | 6. Yes |
| 7. Increase opportunities to engage in lesson such as writing, reading aloud, answering questions | 7. Yes |

RtI-Process Chart



Response to
Intervention
Tier 1 students
(90 Minutes)

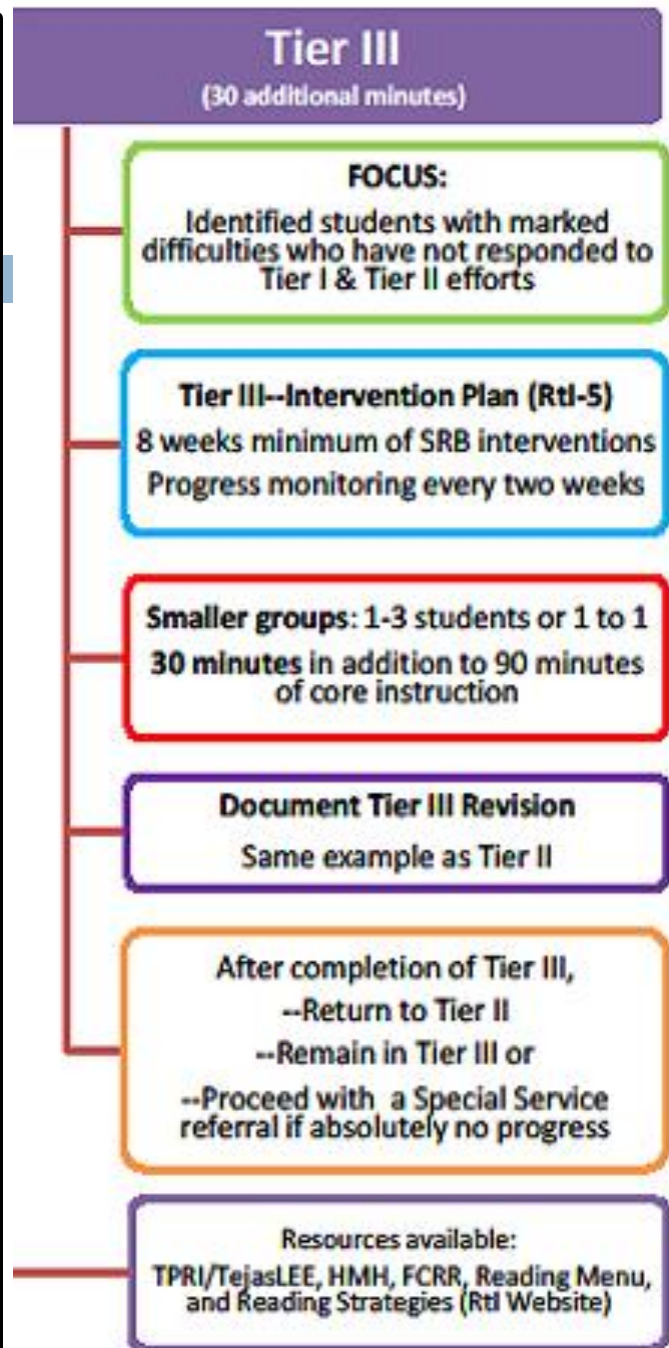
RtI-Process Chart



Response to Intervention
Tier 2 students
(30 Additional min.
plus the 90 min)

Resources Available
TPRI/TejasLEE, HMH,
FloridaCenterRR, Reading Menu,
and Reading Strategies (RTI
Website)

RtI-Process Chart



Response to Intervention
Tier 3 students
(30 Additional min.
plus the 90 min.)

Which of The following needs 90 minutes Core instruction and then an additional 30 minutes RTI Intervention

- A. Tier 1
- B. Tier 2
- C. Tier 3
- D. All of the above

Initial Rtl Teacher Forms

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

**RESPONSE TO INTERVENTION PROCESS
INITIAL STUDENT REFERRAL TO RTI**

RTI- 1

Student: _____ ID#: _____ Gr.: _____ Campus: _____
 D.O.B.: _____ Teacher Completing Form: _____

Date:

ACADEMIC CONCERNS: Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Difficulty completing work | <input type="checkbox"/> Difficulty with reading | <input type="checkbox"/> Poor retention of material |
| <input type="checkbox"/> Difficulty following written directions | <input type="checkbox"/> Difficulty following oral directions | <input type="checkbox"/> Difficulty completing tasks on time |
| <input type="checkbox"/> Difficulty with math skills | <input type="checkbox"/> Homework concerns | <input type="checkbox"/> Difficulty with cause and effect |
| <input type="checkbox"/> Difficulty with written skills | <input type="checkbox"/> Difficulty with spelling | <input type="checkbox"/> Inconsistent performance |
| <input type="checkbox"/> Other: | | <input type="checkbox"/> Difficulty seeing relationships |

BEHAVIOR CONCERNS: Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Lacks self-discipline | <input type="checkbox"/> Lacks initiative | <input type="checkbox"/> Disruptive to other students |
| <input type="checkbox"/> Lacks social skills | <input type="checkbox"/> Lack of participation | <input type="checkbox"/> Not prepared for class |
| <input type="checkbox"/> Poor peer relationships | <input type="checkbox"/> Disorganization | <input type="checkbox"/> Does not keep track of work |
| <input type="checkbox"/> Does not work independently | <input type="checkbox"/> Poor work attitude | <input type="checkbox"/> Frequently off task |
| <input type="checkbox"/> Other: | | <input type="checkbox"/> Overactive or distractible |

SPEECH CONCERNS: Check all that apply.

- | | | |
|-----------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Language | <input type="checkbox"/> Articulation | <input type="checkbox"/> Stuttering |
| <input type="checkbox"/> Other: | | <input type="checkbox"/> Fluency |

OTHER CONCERNS:

- Other:
 Other:

EDUCATIONAL HISTORY:

Has this student been referred for special education? Yes No If "Yes", Qualified DNQ

Has this student received speech therapy? Yes No

Has this student been in other programs? Yes No If "Yes", please check program(s)

- | | | | | |
|-------------------------------------|--|---|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Bilingual | <input type="checkbox"/> Ext. School Yr. | <input type="checkbox"/> Tier 2 Reading | <input type="checkbox"/> AMI | <input type="checkbox"/> Computer Lab |
| <input type="checkbox"/> ESL/ESOL | <input type="checkbox"/> Summer School | <input type="checkbox"/> Tier 3 Reading | <input type="checkbox"/> ARI | <input type="checkbox"/> Math Lab |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Other: | <input type="checkbox"/> TAKS Tutorials | <input type="checkbox"/> Neuhaus | <input type="checkbox"/> Other: |

LANGUAGE HISTORY:

What is the student's native language as specified on the Home Language Survey?

**RESPONSE TO INTERVENTION PROCESS
SCREENING FOR LANGUAGE DOMINANCE**

RTI-3A

Student: _____ DOB _____ ID#: _____ Gr.: _____ Campus: _____

DIRECTIONS: Complete this form as appropriate for all students referred to the RtI core team. (For LEP* students, the form *must* be completed in its entirety. The student’s classroom teachers complete the BICS/CALP checklist, Form RTI-3B.)

Date:	Person completing this form:
-------	------------------------------

SECTION I:

Is this student identified as limited English proficient? Yes No

Is this student? M1 M2
(If “Yes”, complete the following questions. If “No”, “M1”, or “M2”, STOP.)

Entry Date: _____ HLS Date: _____ Language: _____

Was student previously identified as LEP and parent signed waiver refusing LEP services?
 Yes* No

What is the student’s current category? B I A PD Elementary ESL

SECTION II:

Number of years in the Bilingual/ESL Program:

Has the student been in the U.S. fewer than three (3) years? Yes No

When did the student move to the United States?

Has the student attended school in another country? Yes No

If “Yes”, indicate name of country: _____ Which grades? _____

Did the student attend school on a “regular” basis?

SECTION III:

Has the student been academically successful in his/her “*native language*”? Yes No
(Teachers *must* also complete the attached BICS/CALP checklist.)

SECTION IV:

What is the current LPAC program placement recommendation?
 Bilingual ESL Other: _____

For Middle School or High School students, indicate the last ESL course number that student was enrolled in: _____

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

**RESPONSE TO INTERVENTION PROCESS
BICS/CALP CHECKLIST FOR LIMITED ENGLISH PROFICIENT STUDENTS
RTI-3B**

Student: _____ DOB _____ ID#: _____ Gr.: _____ Campus: _____

DIRECTIONS: *Each* teacher of a LEP student referred to RtI core team **must** complete the BICS/CALP checklist. Students who were waived from the Bilingual Education Program by a parent waiver are still considered to be LEP students until they meet exit criteria.

For each of the items below, indicate whether the student has demonstrated the skill in the primary language (L1) or English. If the student has demonstrated the skill in **both** languages, circle "L1" **and** "Eng." If the student has **NOT** demonstrated or has not been taught the skill, circle "NA."

**BASIC INTERPERSONAL COMMUNICATION SKILLS
(BICS)**

**COGNITIVE ACADEMIC LANGUAGE PROFICIENCY
(CALP)**

A. LISTENING

- | | | | |
|---|-----------------------------|-------------------------------|-----------------------------|
| 1. Follows classroom directions. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 2. Points to classroom items. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 3. Distinguishes items according to color, size, shape, etc. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 4. Points to familiar people. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 5. Distinguishes people according to emotional and physical states. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 6. Acts out common school activities. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 7. Distinguishes environmental sounds. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 8. Reacts to peers: | | | |
| a. at lunch | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| b. during recess | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| c. other | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |

A. LISTENING

- | | | | |
|---|-----------------------------|-------------------------------|-----------------------------|
| 1. Follows specific directions for academic tasks according to curriculum guide. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms). | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 3. Understands teacher's discussion and distinguishes main ideas from supportive details. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 4. Understands temporal concepts (i.e., do this first, second, last). | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 5. Distinguishes sounds for reading readiness activities. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |
| 6. Listens to a movie or other audio-visual presentation with academic content. | <input type="checkbox"/> L1 | <input type="checkbox"/> Eng. | <input type="checkbox"/> NA |

Response to Intervention (RtI)



Making a World
of Difference . . .
Together!

Thank you!



Do you have any questions?