

# NEISD



## RtI<sup>2</sup>

Response to Instruction and Intervention

# Handbook

# Table of Contents

<b>General Information</b>	<b>4</b>
Introduction	4
RtI <sup>2</sup> at a Glance for Academics and Behavior	5
Three-Tier Model	6
RtI <sup>2</sup> Components Table	7
RtI <sup>2</sup> Flowchart	8
<b>RtI<sup>2</sup> Team</b>	<b>9</b>
RtI <sup>2</sup> Team Member Roles and Responsibilities	9
RtI <sup>2</sup> Meeting: The Problem Solving Cycle	11
<b>RtI<sup>2</sup> Components</b>	<b>13</b>
S.M.A.R.T. Goals	13
Assessments: Universal Screeners & Diagnostic Assessments	13
Research-based Interventions	14
Progress Monitoring	15
Tier 1 Strategies	16
RtI <sup>2</sup> Tools	17
Intervention Guides	20
<b>RtI<sup>2</sup> and Behavior</b>	<b>24</b>
<b>Documentation</b>	<b>33</b>
<b>RtI<sup>2</sup> and Secondary</b>	<b>33</b>
<b>RtI<sup>2</sup> and Special Populations</b>	<b>34</b>
Dyslexia	34
English Language Learners (ELL)	34
Speech and Language	35
<b>FAQs</b>	<b>35</b>
<b>Glossary</b>	<b>38</b>



# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott  
Commissioner

October 2008

Dear Educator,

As we strive to provide a high quality education for all Texas students, we must continually seek to improve our schools by providing effective, research-based instruction that will meet our students' academic and social needs.

Response to Intervention, or RtI, a multi-tiered approach to instruction, is evolving as the framework of the general education program for all students including those who experience difficulties either academically or behaviorally. RtI helps to ensure that students have the opportunity to experience a full range of educational opportunities through the general education program.

Federal mandates require us to implement proactive models of instruction that allow all students to receive effective instructional as well as behavioral interventions in the general education setting.

The Texas Education Agency (TEA) is committed to assisting you as you consider the implementation of RtI on your campuses. We have established the RtI Coordinating Council (RtICC) to help us understand the needs of students, parents, teachers, and administrators regarding effective RtI implementation. TEA is deeply grateful to the membership of the RtICC for the following implementation guide. I trust it will prove a valuable resource to you.

Thank you for your commitment to improving student achievement in Texas.

Sincerely,

Robert Scott  
Commissioner of Education

## GENERAL INFORMATION

RTI<sup>2</sup> is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching practices and a research-based curriculum. RTI<sup>2</sup> is a multi-tiered, decision-making approach that addresses academic and behavioral difficulties of ALL students. It is an integrated school improvement model that is proactive, incorporating both prevention and intervention.

### Introduction

RTI<sup>2</sup> is a proactive, preventative approach used to redesign teaching and learning environments so that they are effective and efficient for all students. RTI<sup>2</sup> has six defining characteristics:

1. **Universal screening:** Learner performance and progress should be reviewed on a regular basis and in a systematic manner to identify students who are a) making adequate progress, b) at some risk of failure if not provided extra assistance, or c) at high risk of failure if not provided specialized supports. (*this does not apply to behavior*)
2. **Data-based decision making and problem solving:** Information that directly reflects student [success] based on measurable and relevant criteria and outcomes should be used to guide decisions regarding effectiveness, student responsiveness, and intervention adaptations.
3. **Continuous progress monitoring:** Student progress should be assessed on a frequent and regular basis to identify adequate or inadequate growth trends and support timely instructional decisions.
4. **Student performance:** Priority should be given to using actual student performance to guide decisions regarding effectiveness and progress.
5. **Continuum of evidence-based interventions:** Integrated and linked resources should be available to ensure:
  - a. A universal, core curriculum and behavior system is provided for all students;
  - b. Differentiation, scaffolding, remediation and re-teach of the core is arranged for students who are identified as nonresponsive, and
  - c. A specialized and/or intensive intervention is selected for students whose performance is deemed nonresponsive to the differentiated,/scaffolded, remediated.re-taught core.
6. **Implementation fidelity:** Team-based structures and procedures are in place to ensure and coordinate appropriate adoption and accurate and sustained implementation of the full continuum of intervention practices.

*Adapted from RtI Action Network*

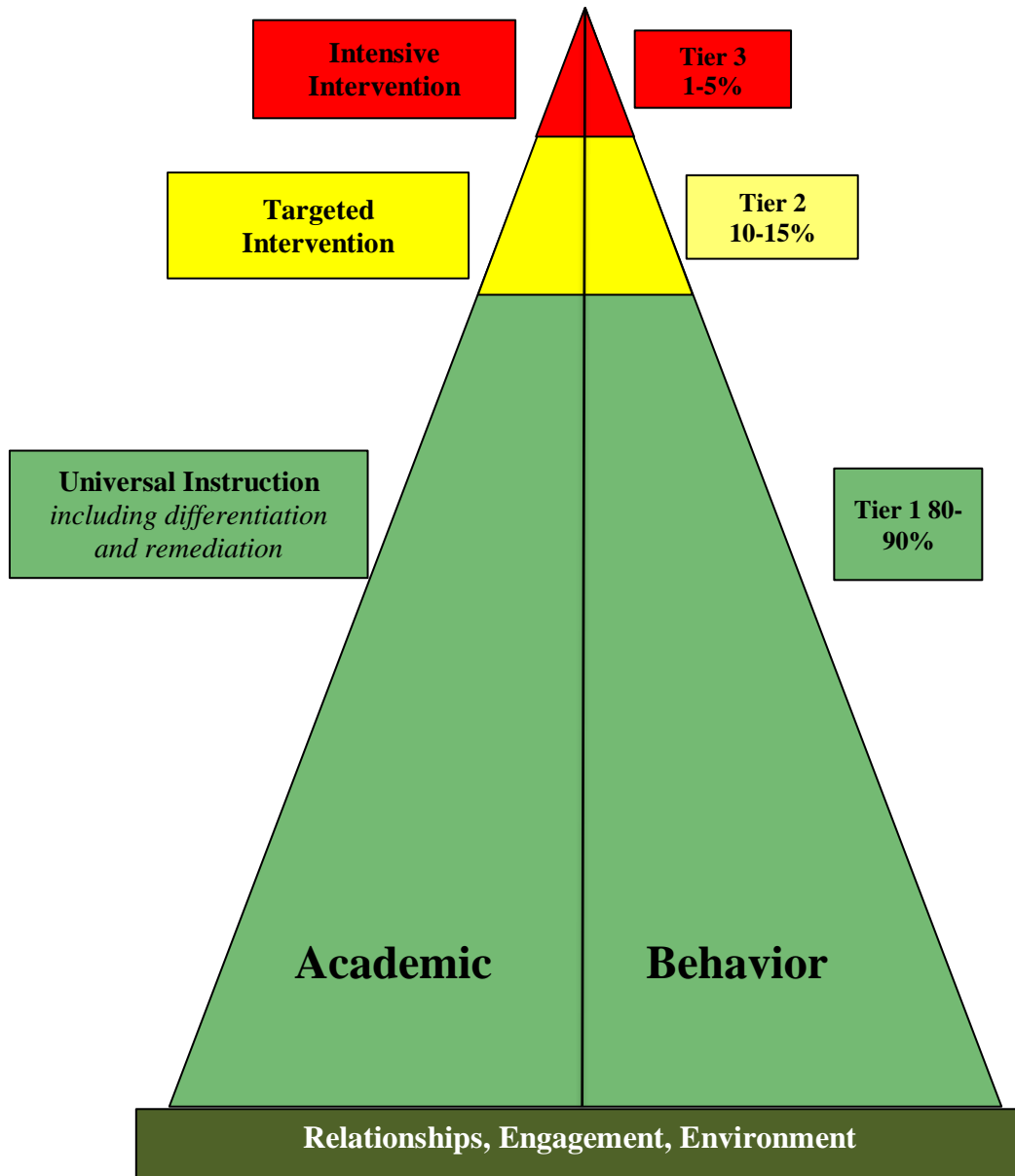
RtI<sup>2</sup> holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities, are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI<sup>2</sup> can result in:

- more effective instruction;
- increased student achievement;
- positive impacts on behavior;
- increased professional collaboration;
- more appropriate Special Education identification; and
- overall school improvement.

### RtI<sup>2</sup> at a Glance for Academics and Behavior

<b>RtI<sup>2</sup> is....</b>	<b>RtI<sup>2</sup> is NOT....</b>
<ul style="list-style-type: none"> <li>• intended to help as many students as possible meet proficiency standards <u>without</u> special education.</li> <li>• a system that supports both academics and behavior.</li> <li>• a preventative system that supports school improvement goals.</li> <li>• a collaborative, problem-solving process of decision-making to ensure student success.</li> <li>• a method to unify general and special education in order to benefit students through greater continuity of services.</li> <li>• a system to provide differentiation, remediation and intervention immediately upon student need.</li> </ul>	<ul style="list-style-type: none"> <li>• a quick fix.</li> <li>• just about interventions.</li> <li>• a pre-referral system for special education.</li> <li>• an individual teacher, classroom, or class period.</li> <li>• focused primarily on disability determination and documented through a checklist.</li> <li>• a method for increasing or decreasing special education numbers.</li> <li>• separate, stand-alone initiative.</li> <li>• test preparation and practice.</li> <li>• a particular method, instructional approach or program.</li> </ul>

## Three-Tier Model



**Tier 1  
Universal Instruction**

Tier 1 represents universal instruction where all students have access to a quality TEKS-based curriculum and PBIS systems. 80-90% of the students should respond appropriately with adequate progress if Tier 1 is appropriately differentiated and there are opportunities for remediation.

Heinchon

**Tier 2  
Targeted Interventions**

Tier 2 represents the 10-15% of students that are not making adequate progress in Tier 1. Targeted, small group research-based interventions are provided. Student progress is closely monitored and adjustments made as necessary.

WORKING DOCUMENT

**Tier 3  
Intensive Interventions**

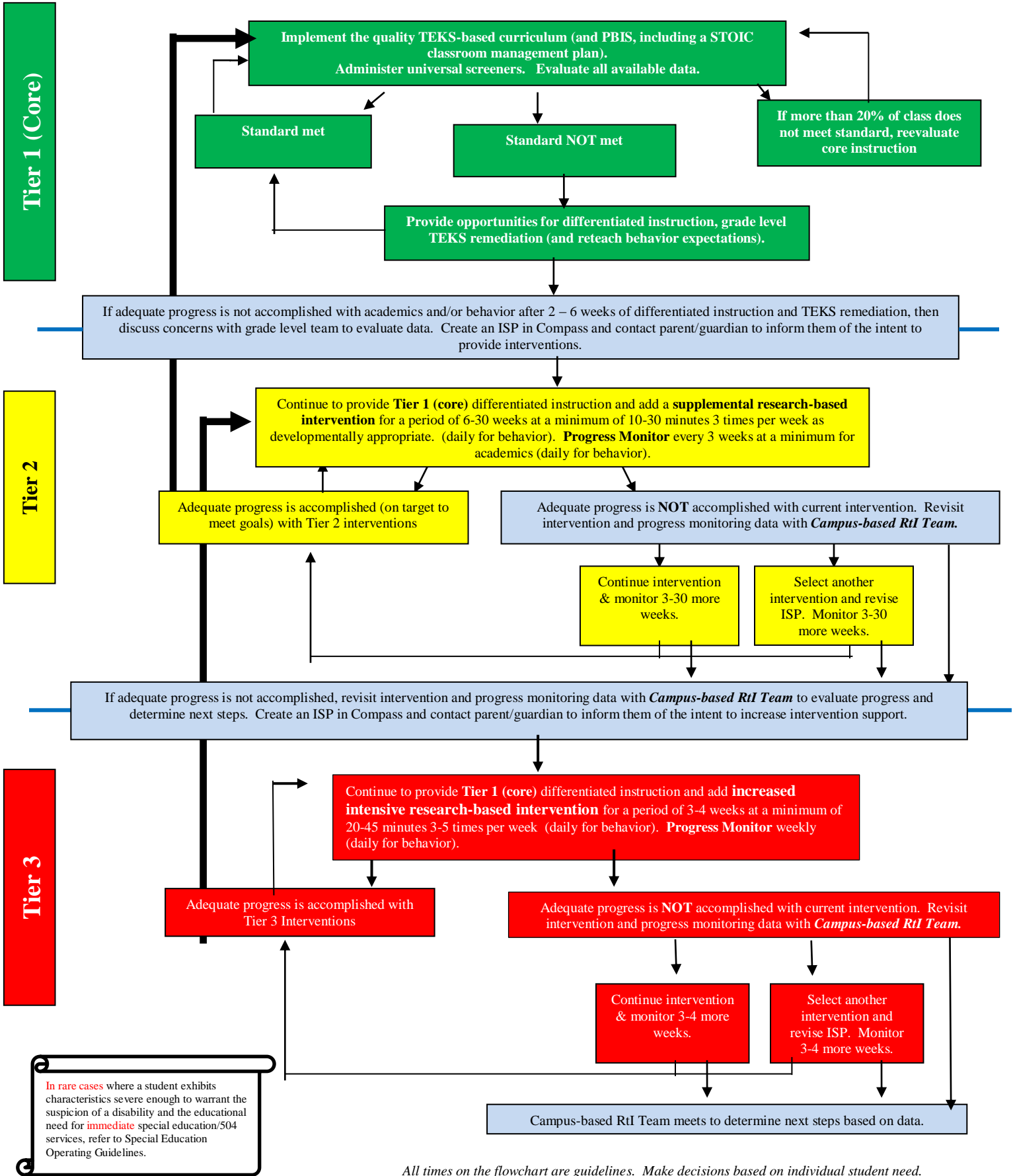
Tier 3 represents the 1-5% of students that are not making progress with Tier 1 and Tier 2 interventions. Tier 3 decreases group size and increases the intensity and frequency of the intervention. Student progress is closely monitored and adjustments made as necessary.

3/1/17

6

## RTI<sup>2</sup> COMPONENTS TABLE

	<b>Tier 1:</b> <b>Core Instruction</b>	<b>Tier 2:</b> <b>Targeted Intervention</b>	<b>Tier 3:</b> <b>Intensive Intervention</b>
<b>Focus</b>	All students	Students with identified difficulties who have not responded to differentiated and remediated Tier 1 universal core instruction	Students with identified difficulties who have not responded to Tier 1 and Tier 2 efforts
<b>Academic Program</b>	TEKS-based curriculum	Intervention that is both skills and research-based	Specialized intervention that is both skills and research-based
<b>Behavior Supports</b>	Campus-wide PBIS program, classroom management structures and bully prevention curriculum	Social Skills groups, behavior contracts, check in-check out procedures, daily report cards, self-monitoring systems, systems to reinforce and correct challenging behavior	Use data analysis to create an individual support behavior plan
<b>Grouping</b>	Differentiated small groups as needed to reteach or remediate core instruction	Homogenous small group 1 teacher to 4-6 students	Homogenous small group 1 teacher to 1-3 students
<b>Time</b>	As determined by curriculum and grade level	10-30 min per group in addition to core instruction	20-45 min per group in addition to core instruction
<b>Frequency</b>	Differentiate and remediate as needed	Varies depending upon rate of progress and students' performance (2-3x per week)	Varies depending upon rate of progress and students' performance (4-5x per week)
<b>Duration</b>	Year-long	6-30+ weeks	Minimum of 3-4 weeks
<b>Assessment</b>	Universal Screening three times per year	Regular progress monitoring recorded in COMPASS (on average every 3 weeks for academics, daily for behavior)	Regular progress monitoring recorded in COMPASS (on average every week, daily for behavior)
<b>Interventionist</b>	Classroom teacher	Classroom teacher and/or trained/specially skilled staff	Classroom teacher and/or trained/specially skilled staff
<b>Setting</b>	Classroom	Classroom or pull-out	Classroom or pull-out



All times on the flowchart are guidelines. Make decisions based on individual student need.



## RTI<sup>2</sup> TEAM

A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. This requires collaboration among a team comprised of educators and families as the foundation for effective problem solving. Effective leadership at all levels is crucial for RTI<sup>2</sup> implementation.

Multidisciplinary teams of school professionals meet on a regular basis to address concerns about struggling students and to help design intervention plans for Tier 2 and/or 3. The purpose of the team is to serve as an effective problem-solving group that:

- Addresses student academic and behavioral concerns
- Review baseline data that has been collected
- Sets projected outcomes and methods for measuring progress using SMART goals
- Design specific intervention plans
- Review and monitor intervention plans
- Design a plan to communicate plan/results with parents.
- Coordination of internal (school-based) and external (community agencies) services
- Refer student for additional evaluation for 504 or Special Education services

*Flexibility of role assignments and responsibilities is necessary based upon campus type and available personnel at the discretion of each campus principal.*

### RtI<sup>2</sup> Team Member Roles and Responsibilities

#### Campus Administrator

- Facilitates the implementation of the RtI<sup>2</sup> process on the campus
- Serves as or appoints RtI<sup>2</sup> Chairperson
- Promotes RtI<sup>2</sup> at the campus and district levels
- Consults with teachers on a regular basis and ensures teachers implement programs and plans with fidelity
- Provides or coordinates valuable and continuous professional development on RtI<sup>2</sup>
- Understands and provides for student confidentiality
- Monitors the use of a researched-based interventions

#### Chairperson

- Schedules RtI<sup>2</sup> meetings and notifies team members and parent/guardian time, location and date
- Maintains log of all students involved in RtI<sup>2</sup> process
- Monitors the progress of RtI<sup>2</sup> students
- Monitors RtI<sup>2</sup> plans for implementation and effectiveness of intervention/strategies
- Communicates with parents as required on RtI<sup>2</sup> issues
- Serves as the point of contact for School Improvement (*\*submit this information to The Director of School Improvement*)

#### Facilitator

- Creates a record of the intervention meeting minutes and saves to COMPASS
- Records the plan for intervention and progress-monitoring in COMPASS
- Records team-generated SMART goal in COMPASS
- Monitors the time allocated to each stage of the meeting and informs members when that time has expired

**Intervention Expert (i.e. IIT, Literacy/Math Coach, Academic Dean, IC, Special Education Teacher etc.)**

- Consults on effective techniques and interventions
- Offer suggestions for data collection and analysis, matching interventions to student need
- Assists in designing targeted SMART goals

**Referring Teacher**

- Attends RtI<sup>2</sup> meetings to collaborate on and monitor struggling students
- Implements interventions determined by the RtI<sup>2</sup> team with fidelity
- Differentiates and remediates Universal Core instruction
- Comes to the meeting prepared to share information about the student
- Keeps documentation of progress monitoring for each student with an RtI<sup>2</sup> intervention plan in COMPASS

**Parent(s)**

- It is an expectation that the parent(s) of struggling students are informed of and included in the RtI<sup>2</sup> meeting.
- Whether the parent attends or not, communication should occur after every RtI<sup>2</sup> meeting. There is a form letter in COMPASS for this purpose. If the parents are contacted by phone, document in COMPASS.
- Parents can provide critical perspective of their child's behavioral and/or academic struggles and can implement supplemental strategies at home. Consider soliciting input in a formal manner, such as a student information sheet.
- It is up to the campus administrator to determine when a parent is invited to attend the RtI<sup>2</sup> meeting.

*Parents may not know much about the RtI<sup>2</sup> process. These three documents may be helpful in explaining the process:*

<http://www.RtI24success.org/sites/default/files/The%20ABCs%20of%20RTI2%20in%20Elementary%20School.pdf>

[https://www.understood.org/~media/images/categorized/ebooks/parents\\_guide\\_RtI2\\_final\\_10111121.pdf](https://www.understood.org/~media/images/categorized/ebooks/parents_guide_RtI2_final_10111121.pdf)

[http://resources.buildingRtI2.utexas.org/PDF/Parent\\_Booklet\\_2015.pdf](http://resources.buildingRtI2.utexas.org/PDF/Parent_Booklet_2015.pdf)

**Student (when appropriate)**

Campuses should consider the appropriateness in including the students in the problem-solving RtI<sup>2</sup> process. For more information about this topic, view:

[http://www.interventioncentral.org/sites/default/files/RtI2\\_student\\_engagement.pdf](http://www.interventioncentral.org/sites/default/files/RtI2_student_engagement.pdf)

**Additional Members**

Additional members may be a part of the team based upon a specific need or as defined by the campus to include but not limited to: Behavior Facilitator, Counselor, Campus Nurse, School Psychologist (LSSP), Interventionist, Instructional Coach, Academic Principal, Speech Language Pathologist (SLP), Family Specialist, Co-teacher, Instructional Aide, Specials/Electives teachers, etc.

***It is up to the campus to determine who to place in the RtI<sup>2</sup> team member roles.***

### **Creating an Effective RtI<sup>2</sup> Team**

The RtI<sup>2</sup> team is typically formed and monitored for effectiveness by a Campus Administrator. The team meetings are focused on collaborative problem solving and all members have an understanding of the NEISD RtI<sup>2</sup> framework and COMPASS. Team meetings are organized, efficient and have a clear agenda.

All members:

- have clearly defined roles and responsibilities.
- meet regularly at scheduled times and start/end on time.
- come prepared to report on progress of previous interventions.
- come prepared with background information that is already entered in COMPASS and other pertinent information (e.g., parent, teacher, nurse reports) when presenting a new student to the group.
- Follow-up with campus colleagues to ensure fidelity of implementation for proposed student interventions.

### **RTI<sup>2</sup> Meeting: The Problem-Solving Cycle Example Agenda**

*Introductions (1 minute)*

*Define the Problem (3 minutes)*

- Identify area that the student's skill level is significantly below peers.

*Data and Evidence (5 minutes)*

- The referring teacher should present complete, specific, and relevant data to support the problem description.
- Review past and current intervention strategies. (Did the student show any growth? Where are the learning gaps?)
- Examine all possible contributors such as circumstances surrounding previous instruction, attendance, hearing and vision, or limitation of basic skills.

*Develop Solution Recommendations (10 minutes)*

- Select the intervention best suited to increase the student's skill level in that area.
- Determine the frequency, duration, and time frame (# of minutes per week), as well as a specific progress monitoring plan (tool, expected rate of progress, goal).
- Write a SMART goal (Specific, Measurable, Attainable, Realistic, Timely)
- Determine the materials needed, the arrangements to be made and the time required to ensure the fidelity of the intervention.
- Determine who will carry out the intervention activity and monitor progress.
- Determine how to track progress (progress monitoring).

OR

- Determine if student has made sufficient progress **OR** if the student has not made sufficient progress. Make decisions about next steps.

*Review plan and Schedule Follow-Up meeting (2 minutes)*

- Reiterate the option for meeting earlier if the intervention is not working or there are additional concerns.

## RTI<sup>2</sup> Meeting: The Problem-Solving Cycle- Example Guiding questions

### *Define the Problem (3 minutes)*

- In what areas does the student have gaps in learning/behavior?
- Where does the student find success?

### *Data and Evidence (5 minutes)*

- What data is there to support the gaps?
- Describe the differentiation and remediation provided to the student in the universal core.
- Is the intervention instruction explicit and systematic, with modeling and ample opportunities to practice and receive immediate corrective feedback?
- Describe the practice opportunities provided during a typical intervention lesson. How many opportunities for corrective feedback were provided during a typical lesson?
- Did it take more intervention instruction than you expected for the student to master a strategy?
- Does the student generalize the strategies and use them in other content areas?
- What aspects of the intervention contributed to the student's learning? (What worked?)
- Have there been excessive absences or tardies?
- Are there physical needs, including hearing, vision, nutritional or sleep-related ones, that may be interfering with learning?
- Are there social or behavioral issues that may have an impact on learning?

### *Develop Solution Recommendations (10 minutes)*

- What intervention is the best fit for the student's need?
  - How often should the student be served?
  - How long should each session be?
  - How will progress be measured?
  - What is the SMART goal?
- Do teachers or interventionists need additional support? Identify support needed, and when, and how it will be provided.
- What changes in intervention instruction will be tried? How will these changes in intervention be monitored?
  - What size is the student's intervention group? Should it be decreased or increased?
  - How frequent are the intervention sessions? Do they need to be decreased or increased?
  - How long are the intervention sessions? Do they need to be decreased or increased?

### *Review plan and Schedule Follow-Up meeting (2 minutes)*

- Identify date for follow-up discussion.

## RtI<sup>2</sup> COMPONENTS

At every level of the RtI<sup>2</sup> process there are basic components, which ensure fidelity and best practices.

### S.M.A.R.T. goals

Goal-writing is a critical part of the problem-solving process. Having clearly defined goals and student expectations are important to the success of your plan. All goals must directly address improving student academic achievement and be measurable. The “SMART” Goal framework is a tool that teams will use to craft effective goals and action plans.

S – Strategic, Specific

(What exactly do I want to measure?)

M – Measurable

(How am I going to measure it?)

A – Attainable

(Is this a reasonable goal?)

R – Results-Based

(What will my goal look like when I’ve reached it?)

T – Time-Bound

(When should I reach my goal?)

Progress Monitoring should be directly tied to the SMART goal. This highlights the importance in developing goals that are specific, actionable and measurable.

*Examples:*

*By November 15<sup>th</sup>, Casey will read expository text at a lexile level of 845 as measured on ISIP.*

*By the end of the 9 weeks, Jamie will use non-argumentative language 75% of the time when asked to comply with adult requests as measured by the student’s point sheet.*

*By November 15<sup>th</sup>, Lee will read with 97% accuracy in a level H.*

*In a level M, Bobbie will comprehend 4/6 comprehension questions by March 15<sup>th</sup>.*

*By December 12<sup>th</sup>, Hayden will increase from 315 to 415 ability index in alphabetic decoding.*

*By November 5<sup>th</sup>, Logan will get 85% correct on 20 addition one-digit facts.*

**Progress Monitoring is directly tied to the SMART goals and the evidence is recorded in COMPASS under Growth Tracking.**

### Assessments: Universal Screeners & Diagnostic Assessments

The National Center on Response to Intervention defines universal screening as brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral problems. For students who score below the cut point on the universal screen, a second stage of assessment is then conducted to more accurately diagnose the learning gaps. Diagnostic tools help uncover the foundational skill gaps that are impeding students from being successful in grade level TEKS.



## Research-based Interventions

Research-Based Programs and Practices are defined as programs and teaching approaches have characteristics that are known to be effective for struggling learners. These characteristics are derived from converging evidence from multiple scientific studies. Research-based interventions have these components:

### Explicit Instruction

- Clearly explain or show students what you want them to learn
- Students do not have to infer what they should learn
- Students who are easily confused are more likely to be successful if provided explicit instruction

### Systematic Instruction

- Based on a scope and sequence
- Thoughtful plan and purpose for instruction
- Sequence of instruction ensures key skills are mastered
- Easy to hard
- Separate possible confusions
- Frequent reviews

### Active Student Involvement

- Little “Teacher Talk”
- Quick pacing/Little “down time”
- May include manipulatives

### The Importance of Practice

- Provide many opportunities for monitored practice.
- Students need extended practice over time.
- What is practiced becomes a habit.

### Feedback

- Students need to know when they’ve made mistakes.
- Don’t let students practice their mistakes.
- Errors are opportunities for teaching.
- Provide feedback in a neutral tone
- Do not underestimate the power of specific, honest positive feedback

### Meaningful Guided Application

- Students apply skills and strategies.
- Teacher provides scaffolding, prompting and both corrective and positive feedback.

## Selecting Research-based interventions:

<http://resources.buildingrti.utexas.org/PDF/SelectingInterventions.pdf>

The Meadows Center provides this resource for educators seeking intervention programs proven to close the knowledge gaps of students struggling with learning. The resource draws upon the principles of the response to intervention (RTI2) approach to preventing learning difficulties.

<http://www.intensiveintervention.org/resources/tools-charts>

The NCI Interventions Tools Chart includes reviews and descriptions of commercial intervention programs in mathematics, reading, writing and behavior. It also has reviews of progress monitoring tools.

<http://ies.ed.gov/ncee/wwc/>

What Works Clearinghouse (WWC): The WWC provides reviews and descriptions of intervention programs and strategies in mathematics, reading, writing, and behavior.

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

The Best Evidence Encyclopedia (BEE) includes reviews and descriptions of intervention programs and strategies in mathematics, reading, and science.

[http://ebi.missouri.edu/?page\\_id=223](http://ebi.missouri.edu/?page_id=223)

Evidence Based Intervention Network was developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting.

[http://iris.peabody.vanderbilt.edu/ebp\\_summaries/](http://iris.peabody.vanderbilt.edu/ebp_summaries/)




The Iris Center provides summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed

### Progress Monitoring

Progress monitoring is used to assess student progress or performance in the identified targeted areas. It is the method by which teachers or other school personnel determine if a student is benefitting appropriately from the intervention by making adequate progress. Progress monitoring helps guide the decision-making process educators engage in during the RtI<sup>2</sup> meeting. Progress Monitoring is directly tied to the SMART goals and the evidence is recorded in COMPASS under Growth Tracking. The units of measure available in Growth Tracking are:

- % correct
- WCPM (words correct per minute)
- # correct
- points
- rubric
- lexile level
- scale score
- accuracy

### Compass Monitor ISP/Intervention Windows

			
Tier 1	<35 days	35-70 days	>70 days
Tier 2	<21 days	21-42 days	>42days
Tier 3	<7 days	7-14 days	>14 days

## Tier 1 Strategies

There are no interventions in Tier 1, however there are strategies used to differentiate and scaffold, remediate and reteach:

- Accelerated Instruction (failure to meet standard on STAAR/EOC)
- Additional opportunities for student talk
- Alternative Assignment
- Break assignment into small steps
- Build background knowledge
- Edgenuity
- Extra time
- Flexible Small Groups
- Go Math: RtI Tier 1
- Graphic organizers to focus attention on key elements, concepts, or ideas
- Guided Math
- Guided Reading
- Guided Writing
- Hands on/multisensory learning experiences
- Homework/assignment assistance
- Increase repetition/additional practice
- Investigations: Differentiation and Intervention Guide
- Language Development (ELPS)
- Manipulatives
- Metacognitive strategies
- Opportunity for movement
- Oral Language Development
- Peer partner
- Pre-teach vocabulary
- Provide outline and/or note taking guide
- Reteach/remediate core concept (grade-level TEKS)
- See Dyslexia/504 plan
- See IEP
- SLP Consult (record strategies in notes)
- Student received Tier 1 intervention the previous year
- Study Guide
- Targeted Reading (TCM) (Spanish)
- Varied texts or supplementary materials at different level of reading difficulty
- Visuals, charts, and models for concept reinforcement



	<b>Universal Screener</b> <i>The universal screener is given to ALL students. It is the first step in identifying the students who are at-risk for failure.</i>		<b>Diagnostic Tool(s)</b> <i>These tools determine specific needs for the identified students who are at-risk for failure. This allows the teacher to select a targeted intervention designed to fill the academic gaps that prevent a student from being successful in the core curriculum.</i>		<b>Intervention</b> <i>Evidence-based interventions are matched to identified students' skill deficits. Interventions are not simply re-teaching or practicing core instruction, but are designed to be increasingly intensive with the goal of filling the academic gap.</i>		<b>Progress Monitoring</b> <i>Progress monitoring is used to assess identified students' progress in those areas in which they were identified by universal screening and/or diagnostic as being at-risk for failure.</i>	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Pre-K	Pre-K is in itself an intervention. Due to difference in age, development, and previous experiences young children will have a range of proficiencies. Prekindergarten teachers will monitor children for significant communication, academic, social/emotional delay through observations, PK Checklist, and CIRCLE Progress Monitoring.							
K-2	Istation ISIP*	Assessing Math Concepts (AMC)	Istation ISIP Words Their Way Spelling Inventory* Fountas & Pinnell Phonics Assessments TPRI/Tejas Lee* Running Record	Assessing Math Concepts (AMC)* Go Math: Prerequisite Skills Inventory Do the Math	Leveled Literacy Intervention (LLI) Triumphs/Trofeos* Materials Istation Imagination Station* Istation Teacher Resources* Words Their Way Fountas & Pinnell Phonics Estrellitas* (K& 1st grade) Via Cuentos* Focused Reading Intervention* Florida Center for Reading Research (FCRR) TPRI/Tejas Lee IAG* Small Group Lessons for the Comprehension Toolkit	Developing Number Concepts Meadows Center:3-Tier Mathematics Model: Tier 2 Interventions* Do the Math Number Core (K) Do the Math (1st & 2nd grade) NEISD Math Website Intervention Resources* (2nd grade) Go Math:Rtl Tier 2 Engaging Mathematics	Running Record Istation ISIP Teacher-generated	AMC quick check Meadows Center:3-Tier Mathematics Model: Texas Early Math Inventories-Aim Checks (TEMI-AC) Do the Math Teacher-generated

<b>Universal Screener</b> <i>The universal screener is given to ALL students. It is the first step in identifying the students who are at-risk for failure.</i>		<b>Diagnostic Tool(s)</b> <i>These tools determine specific needs for the identified students who are at-risk for failure. This allows the teacher to select a targeted intervention designed to fill the academic gaps that prevent a student from being successful in the core curriculum.</i>		<b>Intervention</b> <i>Evidence-based interventions are matched to identified students' skill deficits. Interventions are not simply re-teaching or practicing core instruction, but are designed to be increasingly intensive with the goal of filling the academic gap.</i>		<b>Progress Monitoring</b> <i>Progress monitoring is used to assess identified students' progress in those areas in which they were identified by universal screening and/or diagnostic as being at-risk for failure.</i>		
<b>Reading</b>		<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
3-5	Istation ISIP	Benchmarks	Istation ISIP	Lead 4ward	Leveled Literacy Intervention (LLI)	Developing Number Concepts	Running Records	Teacher-generated
	Scholastic Reading Inventory (SRI)	Previous STAAR/EOC assessments	Words Their Way Spelling Inventory* Fountas & Pinnell Phonics Assessments Running record	TEKS Document Go Math: Prerequisite Skills Inventory Do the Math Think Through Math	Triumphs/Trofeos* Intervention Materials Istation Imagination Station Istation Teacher Resources Words Their Way Via Cuentos* Focused Reading Intervention* Florida Center for Reading Research (FCRR) Fountas & Pinnell Phonics (3 <sup>rd</sup> grade) Small Group Lessons for the Comprehension Toolkit	Do the Math NEISD Math Website Intervention Resources* Engaging Mathematics Go Math:Rtl Tier 2 Think Through Math GPS Readiness Focus Kits (4 <sup>th</sup> & 5 <sup>th</sup> grade) Teach Transform (5 <sup>th</sup> grade) Engaging Mathematics Gap Closing	Istation ISIP Teacher-generated	NEISD Math Website Intervention Resources* Do the Math

\*available in SPANISH

	<b>Universal Screener</b> <i>The universal screener is given to ALL students. It is the first step in identifying the students who are at-risk for failure.</i>		<b>Diagnostic Tool(s)</b> <i>These tools determine specific needs for the identified students who are at-risk for failure. This allows the teacher to select a targeted intervention designed to fill the academic gaps that prevent a student from being successful in the core curriculum.</i>		<b>Intervention</b> <i>Evidence-based interventions are matched to identified students' skill deficits. Interventions are not simply re-teaching or practicing core instruction, but are designed to be increasingly intensive with the goal of filling the academic gap.</i>		<b>Progress Monitoring</b> <i>Progress monitoring is used to assess identified students' progress in those areas in which they were identified by universal screening and/or diagnostic as being at-risk for failure.</i>	
	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>	<b>Math</b>
<b>6-8</b>	Scholastic Reading Inventory (SRI)	Think Through Math  Previous STAAR/EOC assessments	Running Record  TMFSA  CORE Phonics Screener  Glencoe Fluency Practice and Assessment	Think Through Math  Lead 4ward Scaffolding Math TEKS Document	Leveled Literacy Intervention (LLI) <i>(Workshop/SSI Course)</i>	Think Through Math  Motivation Math  Engaging Mathematics, Volume II	Istation ISIP  Running Record  Teacher-generated	Do the Math  Think Through Math  Teacher-generated
<b>9-12</b>	Previous STAAR/EOC assessments	Previous STAAR/EOC assessments	Running record  CORE Phonics Screener	Think Through Math <i>(Algebra 1)</i>  Lead 4ward Scaffolding Math TEKS Document <i>(Algebra 1)</i>	Leveled Literacy Intervention (LLI) <i>(Academic Literacy Course)</i>	Think Through Math <i>(Alg. 1)</i>  Accelerated Intervention, Algebra I Series	Running Record  Teacher-generated	Think Through Math  Teacher-generated

To learn more about interventions, please contact your content area assistant director..

\*available in SPANISH



**ELEMENTARY READING TIER 2 & 3 INTERVENTIONS GUIDE\***

	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency	Spanish	Grades
<b>Leveled Literacy Intervention (LLI)</b>				X	X	N	K,1,2,3,4,5
<b>Triumphs/Trofeos Intervention Materials</b>	X	X	X	X	X	Y	K,1,2,3,4,5
<b>Istation Imagination Station</b>	X	X	X	X		Y (K-3)	K,1,2,3,4,5
<a href="#"><u>Istation Teacher Resources</u></a>	X	X	X	X	X	Y (K-3)	K,1,2,3,4,5
<b>Words Their Way</b>		X	X			N	K,1,2,3,4,5
<b>Fountas &amp; Pinnell Phonics</b>	X	X				N	K,1,2,3
<b>Estrellitas</b>	X	X			X	Y	K,1
<b>Villa Cuentos</b>			X	X	X	Y	K,1,2,3,4,5
<b>Focused Reading Intervention</b>			X	X	X	Y	2,3,4,5
<a href="#"><u>Florida Center for Reading Research (FCRR)</u></a>	X	X	X	X	X	N	K,1,2,3,4,5
<b>TPRI/Tejas Lee IAG</b>	X	X				Y	K,1,2
<b>Small Group Lessons for the Comprehension Toolkit</b>				X		N	K,1,2,3,4,5

*\*Please contact the Content Area Assistant Director for access and support with interventions*



**SECONDARY READING TIER 2 & 3 INTERVENTIONS  
AND ACCELERATED INSTRUCTION/SUPPLEMENTAL MATERIALS GUIDE\***

	Intervention					Grades	Accelerated Instruction/ Supplemental Materials		Grades
	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency		Vocabulary	Comprehension	
<b>Leveled Literacy Intervention (LLI)</b> <i>(SSI and Academic Lit)</i>				<b>X</b>	<b>X</b>	6-12			
<b><u>Apex Learning</u></b>							<b>X</b>	<b>X</b>	9-10
<b><u>Compass Learning</u></b>							<b>X</b>	<b>X</b>	6-8
<b><u>Edgenuity</u></b>							<b>X</b>	<b>X</b>	6-12

*\*Please contact the Content Area Assistant Director for access and support with interventions*



## ELEMENTARY MATH TIER 2 AND 3 INTERVENTIONS GUIDE\*

	Number Sense	Operations	Algebraic Reasoning	Geometry & Spatial Sense	Measurement	Data Analysis	Spanish	Grades
Do the Math Number Core	X						N	K,1
Do the Math Addition & Subtraction A	X	X	X				N	2
Do the Math: Addition & Subtraction B		X	X				N	2,3,4,5
Do the Math: Addition & Subtraction C		X	X				N	3,4,5
Do the Math: Multiplication A	X	X	X				N	3, 4, 5
Do the Math: Multiplication B		X	X				N	3, 4, 5
Do the Math: Multiplication C		X	X				N	4, 5
Do the Math: Division A	X	X	X				N	3, 4, 5
Do the Math: Division B		X	X				N	3, 4, 5
Do the Math: Division C		X	X				N	4, 5
Do the Math: Fraction A	X		X				N	3, 4, 5
Do the Math: Fraction B	X		X				N	3, 4, 5
Do the Math: Fraction C		X	X				N	4, 5
Think Through Math	X	X	X	X	X	X		3,4,5
<a href="#">NEISD Math Website</a>	X	X	X	X	X	X	Y	2, 3, 4, 5
<a href="#">Developing Number Concepts</a>	X	X	X				N	K,1,2,3,4,5
<a href="#">Go Math: RtI</a>	X	X	X	X	X	X	Y	K,1,2,3,4,5
<a href="#">Meadows Center</a>	X	X	X				Y (K-2)	K,1,2,3,4,5
Engaging Mathematics	X	X	X	X	X	X	N	2,3,4,5
Gap Closing	X	X	X				N	4,5
GPS Readiness Focus Kits	X	X	X	X	X	X	Y	3,4,5
Teach Transform	X	X	X		X		N	4,5



contact the Content Area Assistant Director for access and support with interventions

## SECONDARY MATH TIER 2 AND 3 INTERVENTIONS GUIDE\*

	Intervention				Grade Levels	Accelerated Instruction/ Supplemental Materials	Grade Levels
	Numerical Representations and Relationships	Computations and Algebraic Representations	Geometry and Measurement	Data Analysis and Personal Financial Literacy			
<b>Think Through Math</b>	X	X	X	X	6 <sup>th</sup> – 8 <sup>th</sup>		
<b>Motivation Math</b>	X	X	X	X	6 <sup>th</sup> – 8 <sup>th</sup>		
<b>Engaging Mathematics, Volume II</b>	X	X	X	X	6 <sup>th</sup> – 8 <sup>th</sup>		6 <sup>th</sup> -8 <sup>th</sup>
<b>Edgenuity</b>						X	6 <sup>th</sup> – 8 <sup>th</sup>

### Middle School Mathematics

### High School Mathematics

	Intervention					Grade Levels	Accelerated Instruction/ Supplemental Materials	Grade Levels
	Number and Algebraic Methods	Describing and Graphing Linear Functions, Equations, and	Writing and Solving Linear Functions, Equations, and Inequalities	Quadratic Functions and Equations	Exponential Functions and Equations			
<b>Think Through Math</b>	X	X	X	X	X	Algebra I		
<b>Accelerated Intervention, Algebra I Series</b>	X	X	X	X	X	Algebra I		
<b>Edgenuity</b>							X	9 <sup>th</sup> – 12 <sup>th</sup>

## RtI<sup>2</sup> and BEHAVIOR

RtI<sup>2</sup> is based on a problem-solving model, where supports are put in place to ensure student success. Positive Behavioral Interventions and Supports (PBIS) is also based on a problem-solving model aimed to prevent inappropriate behavior through teaching and reinforcing. PBIS offers a range of interventions that can be systematically applied based on student need.

### Behavior Chart

Strategy	Examples of Behaviors Exhibited	Tier 1	Tier 2	Tier 3
Counselor Referral	<ul style="list-style-type: none"> <li>• Bullying Behaviors</li> <li>• Fighting</li> <li>• Swearing/Obscene Language</li> <li>• Struggling with peers</li> <li>• Disrespect</li> <li>• Absenteeism</li> <li>• Abuse</li> <li>• Non-compliance</li> <li>• Off-task behavior</li> <li>• Threatening students</li> </ul>	Guidance lesson/ visit to the counselors office	N/A	N/A
Preferential Seating	<ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Struggling to keep hands, feet and objects to themselves</li> <li>• Disrupting Behavior</li> <li>• Non-compliance</li> <li>• Off-task behavior</li> </ul>	Student is temporarily moved to another area in the classroom	N/A	N/A



<b>Proximity Control</b>	<ul style="list-style-type: none"> <li>• Excessive talking</li> <li>• Struggling to keep hands, feet and objects to themselves</li> <li>• Proximity Control</li> <li>• Non-compliance</li> <li>• Off-task behavior</li> </ul>	Teacher stands by student who is demonstrating off task behavior, teacher circulates and scans the room consistently.	N/A	N/A
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Self-concept problems</li> <li>• Self-control issues</li> <li>• Students with complex home life</li> </ul>	Time set aside on a regular basis to build relationships and trust with the intent to guide and support (i.e. PALS, volunteers, buddy class, etc.)	Time spent with an adult mentor on a weekly basis.	Time spent with an adult mentor daily.
<b>Student Completion/Expectation Check Sheet</b>	<ul style="list-style-type: none"> <li>• Off-task behavior</li> <li>• Daily work completion</li> <li>• Self-control issues</li> <li>• Trouble with transitions</li> </ul>	N/A	A checklist (with or without visuals) that guides the student through completing the necessary task in a few outlined steps.	A checklist (with or without visuals) that guides the student through completing the necessary task, step by step and in extensive detail.
<b>Frequent Breaks/Movement Breaks</b>	<ul style="list-style-type: none"> <li>• Unable to sit still for an extended period of time</li> <li>• Out of seat</li> <li>• Disruptive</li> <li>• Frustration</li> <li>• Work avoidance</li> <li>• Impulsivity/Hyperactivity</li> </ul>	Whole class movement/brain breaks that are strategically planned/scheduled throughout the day	Additional scheduled breaks for an individual student	Additional scheduled breaks for an individual student

<b>Positive Reinforcement System</b>	<ul style="list-style-type: none"> <li>This is a preventative system that is appropriate for a whole class, small group or individual student</li> </ul>	<p>A class-wide universal system used to increase a desired behavior. (i.e. Dojo Marble Jar, Table Points, Mystery Motivator etc.)</p>	<p>An individual system used to increase a desired behavior (ex. time spent on task, work completion etc.).</p> <p>(i.e. token board, puzzle, mystery motivator, motivation dots, chart moves)</p>	<p>An individual system used to increase desired behavior (ex. time spent on task, work completion), with an increased intensity/ more frequent reinforcement.</p> <p>(i.e. token board, puzzle, mystery motivator, motivation dots, chart moves)</p>
<b>Visual or Picture Schedule</b>	<ul style="list-style-type: none"> <li>This strategy can be used whole class at Tier 1</li> <li>This strategy can be used for students who struggle with transitions (both in and out of the classroom), routines and procedures, expectations, or struggle with change at Tier 2 and Tier 3.</li> </ul>	<p>A visual or picture schedule posted for the whole class to see that outlines the activities of the day.</p>	<p>A visual or picture schedule for an individual student that is located somewhere that the student has access to it and is able to check off or manipulate the schedule throughout the day.</p>	<p>A visual or picture schedule for an individual student that is located somewhere that the student has access to it and is able to check off or manipulate the schedule throughout the day and is portable/travels with them.</p>

<b>Sensory Aids</b>	<ul style="list-style-type: none"> <li>Exhibiting “restless” behaviors (constant moving of legs, unable to sit still, walking around the classroom, tapping, unable to keep hands and feet to self, bothered by loud noises etc.)</li> </ul>		Individual student use of: <ul style="list-style-type: none"> <li>headphones to drown out sound</li> <li>chair band</li> <li>fidgets</li> </ul> within the classroom.	Individual student use of: <ul style="list-style-type: none"> <li>headphones to drown out sound</li> <li>chair band</li> <li>fidgets</li> </ul> used when traveling outside of the classroom.
<b>Give directions in small concrete steps</b>	<ul style="list-style-type: none"> <li>Non-compliance</li> <li>Problems with listening</li> <li>Excessive Questions</li> <li>Self-control issues</li> <li>Problems with cleaning up</li> <li>Problems with transitions</li> <li>Failure to begin a task when directions are given</li> </ul>	Repeat directions, break down into smaller steps	N/A	N/A
<b>Buddy System</b>	<ul style="list-style-type: none"> <li>unable to travel outside of the classroom without assistance</li> <li>non-compliance with rules outside of the classroom</li> <li>Physically dangerous behavior</li> </ul>	Assign a buddy to travel with the student	N/A	N/A

<b>Picture Cues</b>	<ul style="list-style-type: none"> <li>• unable to follow simple directions</li> <li>• difficulty with following expectations</li> <li>• Anxiety/Nervousness</li> <li>• Problems with transitions</li> <li>• Physically aggressive behaviors</li> <li>• Blurting out/not raising hand</li> <li>• Chaos/Classroom out of control</li> </ul>	N/A	Picture cards to show student visually what you are asking them to do	Task strip with picture cards
<b>Temporary change of Academic Setting</b>	<ul style="list-style-type: none"> <li>• Bothering/ Tormenting class</li> <li>• Physically Dangerous Behavior</li> <li>• Disrespectful</li> <li>• Cheating</li> <li>• Arguing</li> <li>• Appears frustrated</li> </ul>	Have a grade level teacher that you can send students to when situations arise	N/A	N/A
<b>Self-regulation area in classroom</b>	<ul style="list-style-type: none"> <li>• Anxiety/Nervousness</li> <li>• Bothering/Tormenting others</li> <li>• Physically Aggressive</li> <li>• Arguing</li> <li>• Chair Tipping</li> <li>• Pouting</li> <li>• Chronic Crying</li> <li>• Frustration</li> </ul>	An area set up in the class (quiet corner/calming area) that is available for all students to use	Individual area for a particular student	Individual area for a particular student

<b>Classroom expectations posted, modeled and retaught</b>	<ul style="list-style-type: none"> <li>• Chaos/Classroom out of control</li> <li>• Beginning Class/Getting students settled down</li> <li>• Blurting out/Not raising hand</li> <li>• Work completion</li> <li>• Problems with transitions</li> </ul>	Post the classroom expectations in an area that is easily visible for all students in the classroom Model and reteach expectations as needed	N/A	N/A
<b>Peer Assistant</b>	<ul style="list-style-type: none"> <li>• Messy Desk</li> <li>• Work completion (daily/long term)</li> <li>• Daydreaming</li> <li>• Problems with cleaning up</li> <li>• Dawdling</li> <li>• Forgetting Materials</li> </ul>	Assign another student to assist with the needs of the struggling student	Assign another student to assist with the needs of the struggling student Students sitting at same table/same vicinity	Assign another student to assist with the needs of the struggling student Students sit next to each other
<b>Student conference</b>	<ul style="list-style-type: none"> <li>• All behaviors are applicable</li> </ul>	Whole group teachable moments, use morning meeting	Meet privately with the student to conference about their behavior	Meet privately with the student to conference about their behavior
<b>Break Card</b>	<ul style="list-style-type: none"> <li>• Aggression</li> <li>• Frustration</li> <li>• Chair Tipping</li> <li>• Disruptive</li> </ul>	Use of the classroom self-regulation area	Use of the classroom self-regulation area Time in another classroom  Time with another adult	Use of the classroom self-regulation area Time in another classroom  Time with another adult
<b>Separate Work Area</b>	<ul style="list-style-type: none"> <li>• Bothering/Torment others</li> <li>• Arguing</li> <li>• Disruptive</li> <li>• Non-compliance</li> </ul>	Students desk is temporarily moved until the student demonstrates the desired behavior	Student is moved for a designated block of time, visual boundary of work area is taped off	Students desk is moved for a designated block of time, visual boundary of work area is taped off

<b>Rules posted, modeled &amp; retaught</b>	<ul style="list-style-type: none"> <li>• Chaos/Classroom out of control</li> <li>• Beginning Class/Getting students settled down</li> <li>• Blurting out/Not raising hand</li> <li>• Work completion</li> <li>• Problems with transitions</li> </ul>	Post the classroom rules in an area that is easily visible for all students in the classroom ( <i>no more than 3-5, positively stated</i> ) Model and reteach expectations as needed	N/A	N/A
<b>Behavior contract with clear measurable goals</b>	<ul style="list-style-type: none"> <li>• Strategy is applicable for any behavior</li> </ul>	N/A	A contract created with no more than two to three behavior goals  Filled out consistently throughout the school day  Reinforcement received upon earning it  Daily data collection	Same as Tier 2, but frequency/duration in creases  Reinforcement increases
<b>Social skills group</b>	<ul style="list-style-type: none"> <li>• Bullying behavior</li> <li>• Sexual Comments</li> <li>• Name Calling</li> <li>• Rude/Impolite behavior</li> <li>• Fighting</li> <li>• Whining</li> <li>• Tantrum</li> <li>• Tattling</li> <li>• Threatening others</li> </ul>	N/A	Small group discussion with the teacher or another adult, includes other students who need to work on the same skills	N/A

<b>Accommodated Assignments</b>	<ul style="list-style-type: none"> <li>• Anxiety/Nervousness</li> <li>• Work completion</li> <li>• Homework Issues</li> <li>• Sloppy Work</li> <li>• Perfectionism</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• chunking</li> <li>• highlight</li> <li>• motivation dots</li> <li>• Student choice of problems (controlled choice)</li> <li>• Folding the paper in half</li> </ul>	<ul style="list-style-type: none"> <li>• Chunking</li> <li>• highlight</li> <li>• motivation dots</li> <li>• Student choice of problems (controlled choice)</li> <li>• Folding the paper in half</li> </ul>
<b>Scheduled small group or individual meeting with counselor/family specialist/CIS</b>	<ul style="list-style-type: none"> <li>• Any severe behavior (i/e sexual, trauma, victim, abuse, cyberbullying) could be applicable</li> </ul>	N/A	Scheduled small group meeting with counselor/family specialist/CIS	Scheduled individual meeting with counselor/family specialist/CIS

**Tools available on your campus:**

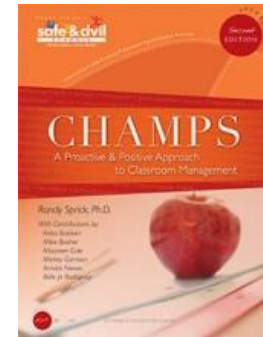
**Teacher's Encyclopedia  
of Behavior Management**



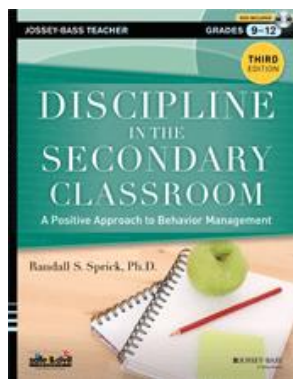
***The Tough Kid Book*  
and *The Tough Kid Toolbox***



**CHAMPS: A Proactive & Positive  
Approach to Classroom Management**



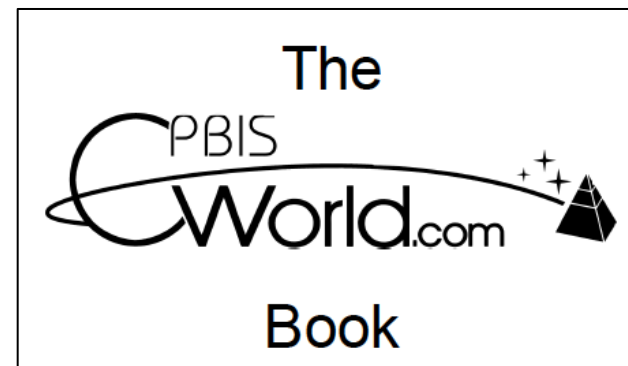
**Discipline in the Secondary  
Classroom**



**Interventions**



**The PBIS World Book**





## DOCUMENTATION

All documentation should occur in COMPASS. If a student moves out of district, print COMPASS documentation and include in the Cumulative folder.

Document all RtI<sup>2</sup> Meetings. The RtI<sup>2</sup> Committee Facilitator should take detailed notes in MS Word, then save them as a PDF. Upload the PDF'd meeting notes to the correlating ISP intervention.

### Parent Communication

Involving parents in the RtI<sup>2</sup> process is imperative. Classroom teachers should contact the parents with concerns in Tier 1 and document the communication in COMPASS. All communication should be documented in COMPASS no matter the tier. If a student is placed in Tier 2 or 3 intervention, the parent RtI letter (located in COMPASS) should be sent home and documented.

Written or verbal communication should occur and be document when progress is updated or a goal is changed.

## RtI<sup>2</sup> and SECONDARY

Up to this point, the RtI<sup>2</sup> focus has been on the primary grades, however, educators are beginning to expand RTI to secondary schools. The websites below are resources for secondary educators.

The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide

<http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools>

Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components and has created a collection of resources is specific to RTI implementation at the middle and high school levels:

<http://www.rti4success.org/related-rti-topics/secondary-schools>

Building Capacity for Response to Intervention (RTI) Project is a part of the Meadows Center for Preventing Educational Risk (MCPER) within the College of Education at The University of Texas at Austin, funded by the Texas Education Agency (TEA). The project's goal is to build capacity for Teras schools to implement Response to Intervention (RTI).

<http://buildingrti.utexas.org/cpe/promoting-teacher-leadership/>  
<http://buildingrti.utexas.org/teacher-led-small-groups/>

## RtI<sup>2</sup> AND SPECIAL POPULATIONS

### Dyslexia

When students are not making progress or are struggling with reading at the word level, teachers are encouraged to follow the RtI<sup>2</sup> process. Because the difficulties are with word reading, teachers will implement a phonics-based intervention for the student as a supplement to the core reading instruction. Intervention will be implemented a minimum of 3-4 times per week for 4-6 weeks, and progress will be monitored during that time. Although recommended, the use of a tiered intervention process should not delay or deny the identification of dyslexia (*The Dyslexia Handbook*, Texas Education Agency, 2014). There is no required number of weeks of intervention prior to consideration of the need for testing.

### English Language Learners (ELL)

English Language Learners (ELLs) are experiencing acculturation which is the process of adaptation to changes in our social, cultural, and linguistic environments. The effects of acculturation are similar to and may be confused with some of the behaviors of which children are referred to special education. Common side-effects of the acculturation process are:

- Heightened Anxiety
- Confusion in Locus of Control
- Withdrawal, Silence/unresponsiveness
- Response Fatigue
- Code-switching
- Distractibility
- Resistance to Change
- Disorientation
- Stress Related Behaviors

The process of acquiring a second language must be facilitated within the context of acculturation, addressing acquisition needs while facilitating acculturation. Second language acquisition has two aspects:

*Social Language* is context-embedded. The length of time to achieve levels of BICS or social language is 1-2 years.

*Cognitive Academic Language* is context-reduced. The length of time required to achieve age appropriate levels of cognitive academic language proficiency (CALP) is 5-7 years.

Students experiencing acculturation and learning second languages go through a period of heightened receptivity, a silent stage, which they withdraw from interaction and spend more time listening and observing. This silence may be misinterpreted as withdrawal associated with emotional problems. It is important for teachers to direct attention to communicative bridges between L1 and L2. Draw upon cognitive and linguistic skills present in L1 and help integrate L1/C1 and L2/C2.

In order to ensure that our English Language Learners (ELLs) are successful, we scaffold and differentiate using Linguistically Accommodated Instruction provided through ELPS

(English Language Proficiency Standards) and SIOP (Sheltered Instruction Observation Protocol). These strategies can be recorded in Compass as a Tier 1 scaffold.

ELLs who have specific, foundational skill gaps not related to acquiring a new language, can benefit from the RtI<sup>2</sup> process and evidence-based interventions.

## Speech and Language

When a student does not speak fluently (stutters) or has problems with his or her voice, consult your campus Speech-Language Pathologist (SLP) to discuss concerns and to obtain information and possible strategies. The general education teacher will document agreed upon differentiation and targeted strategies in Compass under Tier 1 & Tier 2.

For students who are unable to produce speech sounds correctly or who struggle with expressive & receptive language, consult with the campus SLP regarding developmental norms and strategies at Tier 1. The general education teacher will document agreed upon differentiation and targeted strategies in Compass under Tier 1. These students often respond to academic interventions at Tier 1 & 2 that support Phonological Awareness, Phonics, Vocabulary, Reading Fluency and Comprehension. Document the use of the evidence-based Tier 1 & 2 intervention in Compass.

Invite the SLP to a Tier 3 RtI<sup>2</sup> committee meeting when the data is not showing a reasonable rate of improvement and there is a suspicion of a disability. *Do not make referral to the Speech-Language Pathologist or document that a speech/language screening or evaluation will occur without inviting her/him to the Tier 3 committee meeting. Only the SLP can make the determination of appropriate next steps after reviewing all data presented by the committee.*

If there is a student who qualifies for special education services only under the eligibility category of Speech-Language Impairment and there is a suspicion of another disability category, then the RtI<sup>2</sup> process is followed as with any other student. However, consideration of your targeted interventions (i.e., accommodations) and progress monitoring of the effectiveness of these accommodations is reviewed in the ARD committee meeting as opposed to the RtI<sup>2</sup> committee meeting.

## FAQ's

### ***Does the RtI<sup>2</sup> process have to be restarted each year?***

No. The process should pick up where it left off the previous year. This highlights the importance of documenting in COMPASS.

### ***How do I provide intervention for science and social studies?***

Students who struggle with content in science and social studies really need differentiation and remediation of core instruction (TEKS). If a teacher determines the struggle is due to a lack of foundational skills (ability to read and comprehend the text or calculate a mathematical equation), then the skill should be addressed through a reading or math intervention.

***Is there a different expectation for Title 1 schools?***

No. The goal of Tier 1 is to ensure ALL students are successful. This may mean that particular groups of students require additional scaffolds, differentiation and remediation at Tier 1 to ensure that 80-90% of the students are successful with their Tier 1 instruction.

***Is RTI<sup>2</sup> a Special Education Program?***

No. RTI<sup>2</sup> is not synonymous with special education. RtI<sup>2</sup> is a preventative, proactive approach designed to provide students the differentiated and scaffolded core universal instruction along with targeted interventions without needing a specialized label to receive services. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists, speech therapist) should work together to implement their RtI<sup>2</sup> framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

***Is Tier 3 Special Education?***

No, Tier 3 is not Special Education. Tier 3 intervention is more intensive than Tier 2, requiring more time and frequency in addition to smaller group size.

***Can students move back and forth between levels of the prevention system?***

Yes, students can and should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, (i.e., according to their documented progress based on the data). Also, students can receive intervention in one academic area at Tier 1 or Tier 2 while solely receiving core, universal instruction in another academic area.

***How do you document when a child moves out of Tier 2/3 and back a Tier?***

If no further action is required, the teacher can enter a note that states the student has made the expected progress on the targeted skill.

***Can the RtI<sup>2</sup> committee include teachers from different grade levels and/or the prior year's teacher?***

Campuses can add additional committee members based upon a specific need or as defined by the campus.

***What happens when more than 20% of the students need Tier 2 and Tier 3 intervention?***

There are times when a campus or classroom has an inverted RtI<sup>2</sup> triangle. In this case, work with your campus leadership team to create a plan to improve Tier 1 instruction and find additional support for Tier 2 and Tier 3 interventions.

***What Tier should be selected for students who failed STAAR/EOC?***

The state requires students who fail STAAR/EOC receive accelerated instruction. If a student fails STAAR/EOC and will be successful with reteach and remediation, select Tier 1 “Accelerated Instruction (failure to meet standard on STAAR/EOC)” or “Reteach/remediate core concept (grade-level TEKS)” or “Flexible Small Groups”. If a student failed STAAR and has specific, foundational skill gaps that are interfering with Tier 1 success, take that student through the RtI<sup>2</sup> process and select the appropriate intervention and document progress in Compass.

***Are students in MAP/RAP able to exit if adequate progress is made?***

If there are multiple data points to document that the student is at or near grade level, the student may be exited from RAP/MAP.

***Do SPED students have to be monitored in COMPASS?***

A SPED students IEP does not need to be monitored in Compass because their IEPs are being monitored in eSPED. Select “See IEP” in Compass Tier 1. However, if a SPED student is receiving a targeted/intensive intervention outside of the IEP, then that student should be monitored in COMPASS at the appropriate tier.

***Should PreK also be documenting in Compass?***

PreK is an intervention in and of itself. However, if there are Tier 1 strategies used for differentiation and remediation, document those in Compass Tier 1. For Speech/Language concerns, see that section in the handbook and follow those guidelines.

***How can the RtI<sup>2</sup> Team convey the message to faculty and parents that RtI<sup>2</sup> is not simply a preliminary step to a special education referral?***

As schools transition to the RtI<sup>2</sup> model, teachers and parents may at first be reluctant to embrace the focus of RtI<sup>2</sup> on supporting struggling students in the general-education setting. The most effective means for the RtI<sup>2</sup> Team to convince teachers and parents that it is not a conduit for special education referrals is by creating strong and useful intervention plans that are effective in general education classrooms.

***Is a student required to go through the RtI<sup>2</sup> process before requesting 504?***

Parents may request a referral for their student to the campus Section 504 Committee for a concern regarding learning, reading, concentrating, thinking, or any other Major Life Activity at any time. There is not a requirement that a student spend a specified time on a particular tier before being considered for 504 eligibility.

For students already in the RtI<sup>2</sup> process, the RtI<sup>2</sup> committee will defer to the 504 committee when it suspects that the student has a mental or physical impairment which substantially limits a Major Life Activity; whether or not the effects of the impairment are ameliorated by mitigating measures and when the RtI<sup>2</sup> committee does not suspect that the student requires specially designed instruction.

For a student who has a physical or mental impairment that affects the Major Life Activity of learning, reading, concentrating, thinking or communicating, the RtI<sup>2</sup> committee will refer him or her to the Section 504 Committee when the student has failed to make adequate progress after being provided with appropriate instruction in any academic area(s) of deficit and data-based documentation of repeated progress monitoring during instruction.

***If a child is 504 and not successful, do we take them to RtI<sup>2</sup>?***

When a student served under Section 504 is not successful, RtI<sup>2</sup> interventions are implemented through the 504 committee, with membership from the campus RtI<sup>2</sup> committee which could include appraisal staff. Interventions are documented in Compass.

***Are students labeled 504 in Compass/RTI, as well as, in mainframe?***

Students who are eligible for Section 504 services need to be identified on mainframe on the SPGM (f8) screen. Section 504 campus designees complete the Request to Change Mainframe Status form and give it to the campus data processor. The data processor then makes the designated change for the student. It is best practice for the students with 504 plans to also be identified on Compass in the RTI, especially if there is a related service (medication, dyslexia interventions, behavior plan, etc) provided for the student.



***What should a teacher/RtI<sup>2</sup> committee be prepared to discuss when making a referral to the LSSP?***

- Are you working on foundational skill identified by data?
- Why did you select that intervention? How is it effective for the deficit skill?
- How long have you been providing the intervention? How do you know if it is working or not?
- Has it been done with fidelity? (fidelity to program and RtI<sup>2</sup> plan)
- What other interventions have you tried? Is it a good fit for the student?



***Why isn't Edgenuity included on the secondary intervention chart?***

Edgenuity is a wonderful tool for course and credit protection/recovery. Both of these activities are considered Tier 1 because it is tied to the core instruction and based on grade-level TEKS. It is not considered an intervention because interventions are designed to build foundational skills that are impeding students from being successful with core instruction. For an intervention to be successful it should be explicit, systematic and provide corrective feedback.



***Can our campus use the SRA Early Interventions program for RtI students?***

Yes, a General Education teachers can use this program as an intervention if the RtI<sup>2</sup> committee determines it is the best solution for a student's deficit skills. However, there are some guidelines:

- SRA is best used as a Tier 3 intervention due to the pacing and recursive nature.
- A Special Education teacher cannot add a General Education RtI student to a Special Education SRA group. It is important that that Special Education teacher work only with Special Education students in that setting.
- A General Education teacher cannot deny a Special Education student access to the curriculum. This means that if there is a Special Education student who requires SRA per their IEP at the same time as a General Education student, the Special Education student takes precedence.
- Any additional kits and consumable materials used for General Education students must be supplied by the campus using their campus funds. Special Education cannot fund RtI<sup>2</sup>.

## GLOSSARY



**Accelerated Instruction** - "TEC §28.0211(a-1) requires accelerated instruction be provided to a student in the applicable subject whenever the student does not meet the passing standard on a state assessment.

- identifying the intensive instruction a student needs
- targeting this intensive instruction to the STAAR reporting categories on which the student demonstrated weakness
- appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade

As outlined in the rules, accelerated instruction shall be based on but not limited to the following:

- assessment of specific student needs
- research-based instructional practices
- use of a variety of instructional models

School personnel should monitor each student's progress during accelerated instruction"

*Taken from the SSI Manual*

**Data Point** - one score on a graph or chart, which represents a student's performance at one point in time.

**Differentiated Instruction** - refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment

**Evidence Based Practice** - educational practices and instructional strategies that are supported by scientific research studies

**Fidelity of Implementation** - the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications



**Intervention** - targeted and/or intensive instruction designed to fill foundational skill gaps using research-based programs/strategies

**Remediate** - provide additional support to students who still do not understand core concepts by modifying teaching strategies and presentations, giving clear, corrective feedback and positive reinforcement including tutoring and study sessions

**Reteach** - teach core concepts the students don't understand a different way

**Scaffold** - instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in core instruction.