

THOMPSON PUBLIC SCHOOLS
OFFICE OF PUPIL SERVICES



RTI/SRBI GUIDEBOOK

Adopted July 2017

Thompson Public Schools Mission and Vision Statements

District Vision Statement

The Thompson Public Schools will be the highest performing public school system in Northeast Connecticut.

District Mission Statement

To that end, the Thompson Board of Education is committed to ensuring that every student is prepared for success in life in the 21st century.

We accomplish this by: Providing dedicated leadership; Encouraging community involvement and support; Hiring and retaining an engaged, enthusiastic, focused, and professional staff; Providing state of the art instruction; Maintaining a safe and caring environment that fosters lifelong learning; Embracing our differences; Striving to help every student reach his or her potential.

Pupil Services Department Mission and Vision Statements

Pupil Services Vision Statement

We are a school district that provides an inclusive education environment for students with special needs by ensuring the maximum amount of our students are spending the majority of the time accessing the curriculum with their general education peers. We meet the unique needs of our learners through a robust and rigorous set of supports that provides high quality academic, emotional and physical support. We engage our parents and community partners as vital members of our children's successes. Through multi-leveled supports we will decrease the achievement gap between our general education population and our students of highest need.

Pupil Services Mission Statement

To provide academic, emotional and related service programming for students of special needs while maintaining and ensuring compliance according to state and federal Individuals with Disabilities Education Act regulations

Overview of RTI (In Connecticut referred to as SRBI)

Response to Intervention (RTI) is an educational process and a systematic approach for addressing the needs of at-risk learners who have not been identified as needing special education. Connecticut refers to SRBI as SRBI (Scientific Research-Based Interventions). Thompson Public Schools has developed a Scientific Research-Based Intervention Guidebook based on Connecticut's SRBI Framework and other researched frameworks from within the state and nationally. The overview explains the definition and purpose of the SRBI service delivery system and describes the prerequisites as well as the components and strategies that Thompson Public Schools will use for each aspect of the SRBI process. Thompson Public Schools has a detailed SRBI plan that contains specific names of assessments, dates of administration, established entrance and exit criteria, and a wealth of resources for intervention design.

The Connecticut State Department of Education's plan for SRBI can be viewed at:
http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/SRBI_full.pdf

What educators know is that a standards-based core curriculum implemented with research-based teaching practices (ex. Pre-assessment, communicating the learning objective, direct instruction, modeling, guided practice with a gradual release of responsibility, flexible grouping, formative assessment, providing explicit feedback, choice, use of nonlinguistic representations, summarizing etc.) ensures grade level proficiency for approximately 85% of our students. Other students may struggle with the curriculum if they lack prerequisite skills and knowledge expected at a certain grade level. The primary purpose of SRBI is to help all students achieve grade level mastery within the general classroom curriculum.

Scientific Research-Based Intervention provides high quality instruction/intervention matched to student's needs and uses learning rate over time and level of performance to make educational decisions about further interventions.

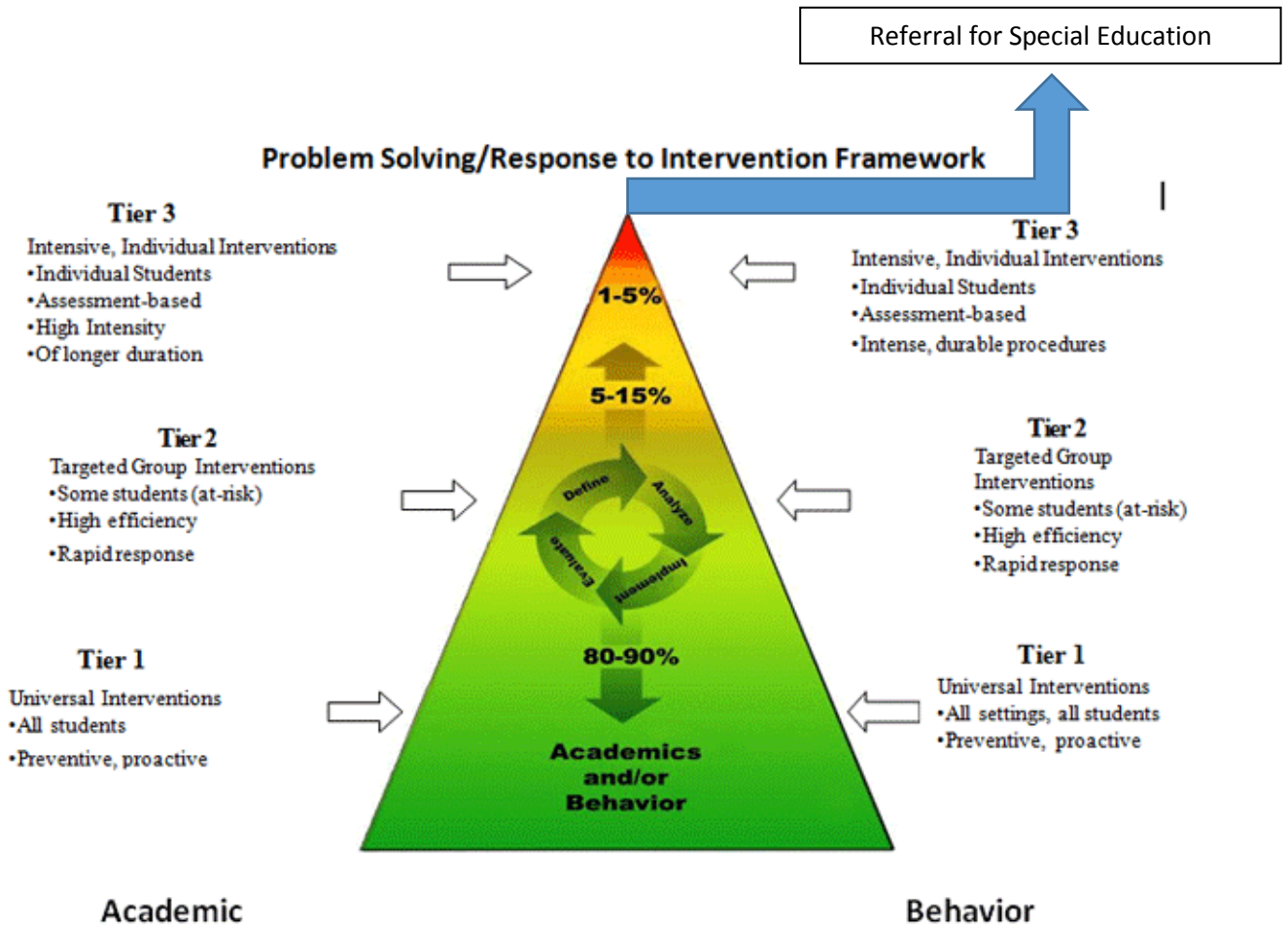
In an SRBI framework, students who are not performing adequately based on standards receive interventions at the *time of need*. Data is used to determine appropriate instruction and monitor students' progress. Tiers, or layers, of support are implemented to help students achieve grade level mastery.

Four Essential Components of SRBI:

- **Core Curriculum** ~ common, standards-based curriculum; design and delivery of high-quality research-based instruction for all students; analyzed through universal common screens which determine the percentage of students not meeting benchmarks
- **Progress Monitoring** ~ data collection for the purpose of making decisions about whether students are benefiting from a specific intervention
- **Multi-tiered, Instructional Interventions** ~ involves increasingly intense levels of intervention – time and duration
- **Fidelity of Implementation** ~ ensures that instruction/intervention is delivered as it was designed

SRBI Tiered Intervention

(Important note: each Tier builds off of each other; If a student is moved to Tier 2, they also receive Tier 1 supports as well)



Tier I Instruction

Description: The majority of school-aged students respond successfully to quality core instruction in the general education classroom. In Tier I general education, the classroom teacher implements research-based best practices and appropriate accommodations for all students, as needed. Tier I instruction takes place in the general classroom setting. Tier I practices are monitored for effectiveness by measuring students' learning progress on an ongoing basis through classroom-based measures such as student work samples, common assessments and benchmarks. At times, a teacher may identify a student who is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior in the general education classroom. In addition, universal assessments may identify students who exhibit gaps in critical skills and/or content knowledge and are in need of additional supports. The classroom teacher will implement appropriate accommodations to address these learning and behavioral concerns.

In Tier I instruction, we ensure that all students are provided with a high quality core curriculum. We do this by:

- Creating lessons that invite persistent student effort and realize high levels of student engagement;
- Having a thorough understanding of content knowledge and child development;
- Setting clear learning goals for students focused on content standards and grade level expectations;
- Establishing clear, common academic and behavioral expectations for students;
- Developing and maintaining rapport with all students;
- Providing rigorous, research-based instruction and modeling;
- Integrating technology to support and enhance learning and communication;
- Creating authentic and relevant learning tasks;
- Differentiating learning objectives, grouping formats, resources, tasks, teaching strategies, and time allocations based on assessment information;
- Offering explicit and timely student feedback;
- Using assessment information to modify learning goals, tasks, and instruction;
- Sharing assessment data with students;
- Reflecting on lesson effectiveness;
- Collaborating with colleagues in a professional learning community environment to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and interventions;
- Providing ongoing professional development opportunities to ensure strong instructional skills/classroom management skills;
- Facilitating metacognitive strategies in all learning activities.

If progress monitoring and assessment data indicate a need for more intense interventions, a teacher or teachers may collect and present pertinent data to the school's SRBI team by completing a Student Information Sheet.

Essential Features of Tier 1

Focus	General education core practices
Setting	General education classrooms
Curriculum and instruction	Research-based, comprehensive and aligned with state standards/student outcomes; culturally responsive; positive and safe school climate; must include a comprehensive system of social emotional learning and behavioral supports.
Interventions	Differentiation of instruction within the general education classroom, e.g., through flexible small groups and appropriate instructional materials matched to students' needs and abilities.
Interventionists	General education teachers with collaboration from school specialists
Assessments	Universal common assessments of all students at least three times per year (two times at High School Level) (benchmark data) to monitor progress and identify students in need of an intervention; common formative assessments to guide and differentiate instruction; data to evaluate and monitor the effectiveness of the behavioral system (e.g., attendance rates, discipline referrals), overall quality of school climate, and social emotional learning, and additional assessments of certain individual students (e.g., checklists, observations, diagnostic assessments) as warranted.
Benchmark Assessments	<i>Math Diagnostic Placement, Math and Reading Benchmarks/Diagnostics, Teacher Observation, Writing Prompts, Common Grade Level Performance Tasks, Universal Screenings</i>
Data Analysis and Decision Making	District, school and grade/content area teams; district data team (if applicable) analyzes data across schools within a district; school data team analyzes benchmark data within a school to establish the overall efficacy of curriculums, instruction, school climate and system of social-emotional learning and behavioral supports for all students, and monitors fidelity of implementation; grade-level/ content area teams analyze common formative assessments to improve and differentiate instruction within a grade or course and identify individual students in need of Tier II academic or behavioral intervention.
Note to Tier 1 (classroom teacher)	<p>Upon completion of assessments, students identified at risk must be provided with documented intervention within the classroom. It is the responsibility of the teacher/ staff members to plan, implement, and document this process (see Procedure Check List (see appendix). An intervention consisting of at least three documented research-based instructional practices to meet individual needs must be implemented over a period of 6-8 weeks before further referral to the Student Assistance Team or SRBI. At this time it would be appropriate to collaborate with your grade level team and other related specialists. Parent contact is necessary at this point in the process (see appendix) Please make a copy of Progress Monitoring Form and place in the Team Intervention binder at each grade level.</p> <p>If a child scores two grade levels below on the Universal Screening (i.e. DIBELS) and if classroom data supports this result the teacher will contact the interventionist and</p>

parent to review results. The interventionist will conduct further diagnostic testing. If diagnostic testing confirms that the child is two grade levels below, the interventionist will start a six week intervention. *During this time or if the classroom data does not support the screening results the classroom/content teacher will continue to document Tier I instruction taking place within the classroom. At the end of six weeks, the grade level team and interventionists will determine next steps, which may include a SRBI TEAM referral or return to Tier I.*

If diagnostic testing does not confirm two grade levels below expectation then classroom/content teacher will implement and document Tier I instructions.

Universal Screening can be utilized at any time to establish baseline data. For example new students entering within the established school year.

Tier II Intervention

Description: Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5 – 15%) of students who are not making progress or demonstrating achievement or behavioral objectives given Tier I practices and accommodations. Students who receive Tier II interventions should also continue to receive Tier I instruction. Tier II interventions are designed to address the specific learning or behavioral challenges a student may be facing.

When Tier I progress monitoring and assessment data indicates a need for more intense interventions, a teacher or teachers will collect and present pertinent data to the school's SRBI team using the Student Information Sheet form (**Form 1**). If the student's learning, achievement and/or behavior data warrant intervention, a TPS Student Success Plan (SSP) will be developed by the building SRBI team (**Form 2**). The school SRBI team meets regularly to review student data and to develop and monitor new and existing Student Success Plans, which include specific interventions and progress monitoring guidelines for individual students.

All students receiving Tier II intervention are provided with a Student Success Plan specifying effective, targeted intervention practices. Parents are notified of their child's involvement and progress, and a copy of the Student Success Plan will be placed in a building SRBI file, to be monitored regularly until progress monitoring data indicates that intervention is no longer needed.

We will ensure the above by employing Tier II intervention practices, which may include:

- Diagnostic assessments;
- Collaborative planning by the SRBI team and a student's teachers;
- Targeted academic and/or behavioral goals;
- Highly focused supplemental teaching and learning opportunities of a predetermined duration;
- Consultation and/or direct service from specialists;
- Frequent monitoring of student progress using assessments linked to curriculum based measurements;
- Analysis of assessment data to determine the need for continued intervention, additional intervention or a change of intervention.

If a student receiving Tier II intervention is not making significant academic or behavioral progress toward the specified goals, the building SRBI team will modify the existing Tier II Student Success Plan before considering the next level of support.

Essential Features of Tier II

<i>Focus</i>	Students failing to meet important academic benchmarks or social/behavioral expectations, who have not responded to documented Tier I core practices, or have scored at least two grade levels below on the Universal Screening
<i>Setting</i>	General education classrooms and/or other general education locations within a school
<i>Interventions</i>	Appropriate short-term (e.g., six/eight to 20 weeks) interventions, well-matched to students' specific academic, social-emotional, and/or behavioral needs; delivered to homogeneous groups (i.e., students with similar needs); with a teacher: student ratio up to 1:4 or 1:6; implemented with fidelity; supplemental to core program
<i>Interventionists</i>	General education teachers, specialists or other interventionists trained for Tier II intervention(s)
<i>Assessments</i>	Frequent progress monitoring (e.g., weekly or biweekly) using assessment tools that accurately target students' focus area for improvement; progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth; additional assessments of certain individual students (e.g., observations, diagnostic assessments)
<i>Data analysis and decision making</i>	Grade Level Teams; includes core teachers, in collaboration with the SRBI TEAM; includes core team members (e.g., school principal, general educators, reading & language arts/math consultant, school psychologist, school counselor and a special educator) as well as additional members depending on individual student's needs (e.g. related services); the Student Assistance (as in Tier II) Team matches appropriate Tier II interventions to students' needs; select appropriate progress monitoring tools; analyze progress monitoring data; modify or substitute new interventions as needed; identify students not responding to Tier II efforts; conduct extensive analysis and application of data from Tier II interventions to document effectiveness of interventions; and help monitor fidelity of implementation of Tier II interventions

Tier III Intervention

Description: Tier III interventions are designed to provide a greater intensity of support than Tier II, as characterized by more frequent, focused, individualized learning opportunities for students. These interventions might be for students who have not made sufficient growth or sufficiently accelerated progress with Tier II interventions. In addition, a school SRBI team might determine that assessment data shows that a student's needs require greater immediate support. Tier III Intervention is implemented with a smaller student-teacher ratio, a longer duration of intervention, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III Intervention remain part of the general education system. Furthermore, students receiving Tier III interventions may require the implementation of multiple instructional and behavioral supports from all three tiers in order to accelerate progress by the end of the intervention period. Instruction and Tier III intervention will be reflected in the Student Success Plan.

All students in Tier III are provided with more frequent, individualized interventions. Parents are notified of their child's involvement and progress and a copy of the Student Success Plan will be placed in a student's cumulative file. We will ensure this by employing Tier III intervention practices which may include:

- Collaboration among the student's teachers and the building SRBI team to refine the existing Student Success Plan and address the learning needs of each identified student in Tier III;
- Administering frequent progress monitoring linked to targeted goals;
- Highly focused, supplemental teaching and learning opportunities of a predetermined duration;
- Consultation and/or direct service from specialists;
- Frequent monitoring of student progress using assessments linked to curriculum based measurements;
- Analysis of assessment data to monitor student progress and determine the need for continued intervention, additional intervention or a change of intervention.

If a student receiving Tier III interventions does not show adequate progress, the school SRBI team will carefully examine why. It is important for the team to review the effectiveness of previous interventions to determine if a different intervention program would benefit the learner. Based on these considerations, the SRBI team determines whether a referral to special education is necessary.

Essential Features of Tier III

<i>Focus</i>	Students who are not responding to Tier I and/or Tier II efforts and are failing to meet grade level expectations academically and/or socially.
<i>Setting</i>	General education classrooms or other general education locations within a school
<i>Interventions</i>	Appropriate short-term (i.e. six/eight to 20 weeks) interventions, well-matched to students' specific academic, social-behavioral needs; more intensive or individualized than Tier II interventions; delivered to homogeneous groups (i.e., students with similar needs); with a teacher; student ratio up to 1:3; implemented with fidelity; supplemental to core program
<i>Interventionists</i>	Specialists or other interventionists trained for Tier III intervention (including general educators with appropriate training)
<i>Assessments</i>	Very frequent progress monitoring (e.g., twice per week) using assessment tools that accurately target students' focus areas for improvement; progress monitoring tools must be feasible and technically adequate to administer multiple times to assess student growth; additional assessments of certain individual students (e.g., diagnostic assessments, comprehensive evaluation) as warranted
<i>Data analysis and decision making</i>	<p>Student Assistance Team (SAT) decides how to choose, individualize and intensify interventions for students in need of Tier III interventions; select appropriate progress monitoring tools; analyze progress monitoring data; modify or substitute new interventions as needed; identify students not responding to Tier III efforts; conduct extensive analysis and application of data from Tier III interventions to documents effectiveness of interventions; and help monitor fidelity of implementation of Tier III interventions</p> <p>*If SAT determines that a student has not successfully responded to Tier III efforts and/or suspects a disability then the SAT will complete a referral to Special Education. This referral must be submitted to the building principal. See appendix for additional forms to attach to the referral.</p>

Problem Solving and SRBI/Intervention Framework

SRBI is consistently defined in Connecticut as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. SRBI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The SRBI framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. Most tiered instruction is should be provided within the general education classroom. The three tiers are characterized as follows (and also stated above-below is a summary definition):

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. *Teams continue to engage in problem solving to ensure that student success is achieved and maintained.*

The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

- I. **Define the need** by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the need?"
- II. **Analyze the need** using data to determine how to respond. Gather assessment data to determine valid/non valid hypotheses. Link validated hypotheses to responses/intervention so that hypotheses will lead to evidence-based decisions. Ask, "Why is/are the desired

goal(s) not being met? What are the barriers to the student(s) doing and knowing what is expected?” Design or select a response to directly address those barriers.

- III. **Develop and implement a plan** driven by the results of the team’s analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”
- IV. **Measure response to instruction/interventions** by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s).

Imperative Questions

Imperative questions to ask while engaging in problem solving at the core (Tier I), supplemental (Tier II), and intensive (Tier III) levels include:

Tier 1: Core Instruction and Universal Supports	Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?
	<p>Is the core instruction/support effective?</p> <ul style="list-style-type: none"> • What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)? • What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)? • If addressing an individual student’s needs what percent of students in his/her subgroup are achieving benchmarks/standards/behavioral expectations (approximately 80 percent)?
	<p>If core instruction is not effective,</p> <ul style="list-style-type: none"> • Is the curriculum appropriately matched to the needs of the students? • Is support provided for implementation fidelity?

	To what extent is the school-based leadership team engaged in Tier 1-level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
	How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?
	What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

Tier 2: Supplemental Interventions and Supports	<p>What specific supplemental intervention/support is planned to improve the performance of students who need additional instruction and support (more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core instruction, etc.)? Consider at least six pieces of information:</p> <ul style="list-style-type: none"> • Amount of additional time • Focus of the intervention and support • Specific instructional strategies/behavioral support • Method and frequency of progress-monitoring assessments • Evidence of fidelity • Sufficiency of intervention/support
	<p>How is the supplemental intervention implemented?</p> <ul style="list-style-type: none"> • Academic-Engaged Time – How much more time is provided? • Curriculum – What is used? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation? • Parents – How are the student’s parents involved or engaged in supporting the interventions?

	<p>How effective is the supplemental instruction for groups of students who need additional instruction and support?</p> <ul style="list-style-type: none"> • What assessments are used for ongoing data collection aligned with core instruction? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How are the student’s parents engaged in the progress monitoring and analysis of level of performance and rate of progress? • How does the team determine whether the instruction/intervention is effective? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity? • What is the decision rule to determine if student(s) will require more intensive, individualized intervention/support?
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<p>Tier 3: Intensive Individualized Intervention and Support</p>	<p>What specific intensive, individualized intervention is planned to improve the level of performance and the rate of progress of the individual student (e.g., more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core/supplemental instruction)? Consider at least six pieces of information:</p> <ul style="list-style-type: none"> • Amount of additional time • Focus of the instruction/intervention • Specific instructional/behavioral strategies • Evidence of fidelity • Sufficiency of instruction/support • Method and frequency of progress-monitoring assessments <p>How is the intensive, individualized intervention delivered?</p> <ul style="list-style-type: none"> • Academic-Engaged Time – How much more time is needed? • Curriculum – What does the student need? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill being matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation?
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	<ul style="list-style-type: none"> • Parents – How are the student’s parents involved or engaged in supporting interventions to increase the students’ level of performance and rate of progress?
	<p>How effective is the intensive, individualized intervention for the student?</p> <ul style="list-style-type: none"> • What assessments are used for ongoing data collection? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How, and to what degree, are the student’s parents involved or engaged in the progress monitoring and analysis of the student’s level of performance and rate of progress? • How unique is the student’s response in comparison to peers? • How do teams determine whether the intervention is effective? • What is the decision rule to determine any necessary adjustments to the instruction/interventions? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?

Steps of the Problem-Solving Process

Regardless of whether examining the effects of core instruction (Tier 1) or determining the need for more intensive supports for groups or individual students (Tier 2 and Tier 3), teams should engage in and follow a systematic problem-solving process. In Thompson, it is the goal to have Student Success Team (SST) meetings held every six weeks. SST meetings are where teachers, guidance counselors, the school psychologist, special education staff, reading support, and administrator(s) collaboratively engage in the problem-solving process. At these SST meetings, student data is discussed and decisions about tiered instruction are made. The SRBI model includes a four-step problem solving process, which is introduced in Section 1 of this manual.

The four steps of the problem-solving process are as follows:

Step I: Problem Identification – What exactly is the problem?

Step II: Problem Analysis – Why is the problem occurring?

Step III: Intervention Design and Implementation – What exactly are we going to do about it?

Step IV: Response to Instruction/Intervention – Is the plan working?

Within this cyclical process, the problem to be systematically addressed is defined as the discrepancy between what is expected of a student in a given age or grade level and the current, observed level of performance. Hence the existence of a deficiency is defined, in part, by the discrepancy between expected and observed performance as opposed to any former discrepancies, such as the discrepancy between ability and achievement. Central to problem solving is an analysis of factors that impede performance beyond those that may (or may not) reside within the learner. As a result, all factors that impact learning (i.e., instruction, curriculum, environment, and learner variables) are considered through the analysis of student performance data when assessing effectiveness of instruction/intervention and determining students' instructional needs.

Problem Identification (Step I): During problem identification, teams are asked to consider curricular and behavioral expectations as well as data to determine peer performance. Consideration must be given to the percentage of peers demonstrating performance similar to that of the targeted student as the response may lead to the hypothesis that the issue is related to instructional, curricular, or environmental variables. When 20 percent or more students show similar problems, the likelihood increases that intervening at a group or systemic level may result in the greatest improvement for the most students through efficient use of available resources. Conducting a gap analysis can help teams determine at which Tier they should intervene (regardless of whether or not the student receives special education services). Essentially teams must ask, "Is it a large group problem, a small group problem, or an individual student problem?" More importantly, by identifying the percentage of students with similar problems, educators can determine if class-wide instruction should be the focus or if individual/small groups of students would benefit from targeted, supplemental intervention. If the discrepancy between the benchmark and peer group performance is large and the discrepancy between peer group performance and the student's performance is minimal, it would not be appropriate to automatically determine that the student would benefit from special education. Nor would it be appropriate, in this example, to assume that we would only be focusing on an individual student.

Problem Analysis (Step II): During problem analysis, the team seeks the response to “Why is the problem occurring?” Teams develop hypotheses to explain why the problem is occurring and predict what might prevent the problem from occurring in the future. Hypothesis statements are framed as “The problem is occurring because _____.” Subsequently, prediction statements are written as “If _____ would occur, then the problem would be reduced.” Data are collected to confirm or reject the hypotheses that were developed. During this phase, it is important to determine if the problem reflects a skill deficit (i.e., “can’t do”) or motivation deficit (i.e., “won’t do”).

Intervention Planning and Implementation (Step III): During intervention planning and implementation, the team focuses on “What are we going to do about it?” Specifically, the Supporting Documents/SRBI Worksheets found in Supporting Documents guide teams through the process of identifying who is responsible for intervention plan implementation, what will be done, when will it occur, and where will it occur. Components of the comprehensive intervention plan found in Supporting Documents, also include a support plan, intervention documentation, and monitoring the plan for determining student rate of progress.

Response to Instruction/Intervention (Step IV): Evaluating the students’ actual response to the instruction/intervention is a critical component of this model. Review and analysis of data are used to determine if the plan is working.

Supporting Documents

- 1) Procedure Checklist-GLT Meeting (Tier I)
- 2) Procedure Checklist-SAT Referral (Tier II/III)
- 3) SIS Worksheet (Tier I Instruction)
- 4) SSP Worksheet (Tier II/III)
- 5) Parent Notification Letter Template
- 6) Baseline Assessment Data Collection (Tier I-III)
- 7) Baseline Behavior Data Collection (Tier I-III)
- 8) Progress Monitoring Form (Tier I-III) (Note-Tier III SSP might include progress monitoring that will need to modify the current form provided)
- 9) Appendix A-C: Intervention Strategies from Guilford Public Schools

Thompson Public Schools Procedure Checklist <i>(Grade Level Team Meeting-Tier 1)</i>
<i>Forms needed at the Grade Level Team Meeting</i>
<ol style="list-style-type: none"> 1. Baseline Assessment Data Collection Form (completed by classroom teacher, see appendix) 2. Progress Monitoring Form (see appendix) 3. Parent Contact Form (see appendix)
<i>Initial Grade Level Team Meeting</i>
<ul style="list-style-type: none"> • Team to discuss and design an Intervention Plan using the Progress Monitoring Form (see appendix) based on assessment data collected
<ul style="list-style-type: none"> • A copy of Progress Monitoring Form will be placed in the Grade Level Team Intervention binder (to be maintained by Data Team Leader)
<ul style="list-style-type: none"> • A copy of the Progress Monitoring Form (see appendix) will be provided to each team member and unified arts teachers by team leader
<i>After the Grade Level Team</i>
<ul style="list-style-type: none"> • Carry out the plan – intervention provided by persons responsible (see Progress Monitoring Form, see appendix.)
<i>During weekly Grade Level Team meetings (for the next four weeks)</i>
<ul style="list-style-type: none"> • Review Progress Monitoring Form with current assessment data
<ul style="list-style-type: none"> • Decide on next steps (e.g., continue Tier I Intervention or begin SAT Process - see appendix)

**Thompson Public Schools
Procedure Checklist**

(SAT Referral) (Prior to Tiered Interventions)

Forms needed for the SAT Referral - See Appendix

1. Student Assistance Team (SAT) Referral Form for Tier II & III completed by referring teacher (see appendix)
2. Submit referral form to Building Administrator
3. Building Administrator or designee will review forms and schedules an SAT meeting to be held within two weeks if deemed appropriate.
4. Building Administrator/designee can request that interventionist or other staff complete a screening/observation prior to meeting.

Initial SAT Meeting (includes core team members – administrator, general education teacher, reading/math interventionist, school psychologist, school counselor, special educator, parent, and as well as additional members depending on individual student's needs)

1. Administrator reviews referral form with the team.
2. Referring teacher reviews completed interventions and data.
3. Parent input
4. Make decisions regarding student's individual plan and document on SAT meeting minutes form.
5. Include written teacher report

Some suggestions may include the following in the intervention plan:

- _ Revise Tier I Intervention Plan on the Progress Monitoring Form
- _ Interventionist (Math/Reading/Behavior) complete diagnostic testing.
- _ Development of Tier II intervention plan using Progress Monitoring Form
- _ Refer to related services, i.e. speech/language or OT/PT, for screening/diagnostic testing and/or observation.
- _ other _____

Plan for and schedule a follow-up meeting.

Thompson Public Schools
Student Information Sheet-Tier I instruction
(Pages 1 and 2 to be completed by the general education teacher(s) prior to development of SSP by the SRBI Team)

Student Name:	DOB:	Grade:
Parent/Guardian Name:	Parent Contact Information:	
Student's Teacher(s):	Date of Parent Notification of Concerns:	
	Date of Referral to SRBI Team:	
Student Attendance to Date: _____ Absence _____ Tardies	Has the Student Ever Been Retained? ___Yes ___No If yes, grade/year repeated:	

Academic/Behavioral Strengths (check all that apply)

<u>Reading Skills</u> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary <u>Writing Skills</u> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics/Spelling	<u>Math Skills</u> <input type="checkbox"/> Application <input type="checkbox"/> Numeracy <input type="checkbox"/> Algebraic Reasoning <input type="checkbox"/> Geometry <u>Organizational Skills</u> <input type="checkbox"/> Organized area <input type="checkbox"/> Easily finds materials <input type="checkbox"/> Effective use of planner	<u>Memory Skills</u> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term <input type="checkbox"/> Multiple step directions <u>Academic Habits</u> <input type="checkbox"/> Persists for a long time <input type="checkbox"/> Works well independently <input type="checkbox"/> Completes assignments <input type="checkbox"/> Works well with others <input type="checkbox"/> Actively participates	<u>Language Skills</u> <input type="checkbox"/> ASRBiculation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic <u>Behavior</u> <input type="checkbox"/> Interactions with peers <input type="checkbox"/> Interactions with adults <input type="checkbox"/> Motivated <input type="checkbox"/> Enthusiastic
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Academic Concerns

<u>Reading Skills</u> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary <u>Writing Skills</u> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics/Spelling	<u>Math Skills</u> <input type="checkbox"/> Application <input type="checkbox"/> Numeracy <input type="checkbox"/> Algebraic reasoning <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics Writing <u>Organizational Skills</u> <input type="checkbox"/> Messy area <input type="checkbox"/> Loses materials <input type="checkbox"/> Ineffective use of planner	<u>Memory Skills</u> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term <input type="checkbox"/> Multiple step directions <u>Academic Habits</u> <input type="checkbox"/> Gives up easily <input type="checkbox"/> Does not work well independently <input type="checkbox"/> Incomplete assignments <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Does not actively participate	<u>Language Skills</u> <input type="checkbox"/> ASRBiculation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic
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Behavioral Concerns

<u>Inattentive</u> <input type="checkbox"/> Easily distracted <input type="checkbox"/> Excess motor activity <u>Defiant</u> <input type="checkbox"/> Toward adults <input type="checkbox"/> Toward peers <u>Poor Attendance</u> <input type="checkbox"/> Cutting Class <input type="checkbox"/> Skipping the School Day	<u>Withdrawn</u> <input type="checkbox"/> With adults <input type="checkbox"/> With peers <input type="checkbox"/> Not liked by peers <u>Argumentative</u> <input type="checkbox"/> When criticized <input type="checkbox"/> With directives	<u>Disruptive to Others</u> <input type="checkbox"/> Verbally <input type="checkbox"/> Physically <u>Aggressive</u> <input type="checkbox"/> Verbally <input type="checkbox"/> Physically <input type="checkbox"/> Toward self <input type="checkbox"/> Toward others	<u>Miscellaneous</u> <input type="checkbox"/> Destroys property <input type="checkbox"/> Steals <input type="checkbox"/> Lies <input type="checkbox"/> Poor coping skills <input type="checkbox"/> Seems anxious <input type="checkbox"/> Avoids Tasks
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Student Name:	DOB:	Grade:	Teacher(s):
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Description of Teacher(s) Concerns

Data Illustrating Concerns (SBAC, District Benchmarks in Math-Reading, DRA, DIBELS, Disciplinary Referrals, Attendance, etc.) >Attach documentation and work samples

Data Source	Date(s)	Student Score	Notes

Tier I Instructional Practices Implemented (If needed, refer to SRBI Guidebook accommodations and instructional strategies appendix)

Description of Instructional Practice or Strategy	Concern Targeted	Student Response

Thompson Public Schools SSP-Student Success Plan (To be completed for approved Tier II and Tier III Student Success Plans)			
Student Name:	DOB:	Grade:	SSP#
Parent/Guardian Name:	Parent Contact Information:	Date of Parent Notification:	Date of Current SSP Developed and Implemented:
SRBI Team Point Person(s):		__ Tier II __ Tier III	Review Date for Current Plan:
Current Goal(s) for Intervention stated in clear and measurable terms: 1) SMART Goal- 2) SMART Goal- 3) SMART Goal-			
Strategies for Intervention (To be completed by SRBI Team-The SRBI Team determines and records the strategies to be implemented and student's response to intervention)			
Specific Measurable Interventions	Frequency & Duration	Person(s) Responsible	Progress Monitoring Evidence (attach assessment and work sample documentation)

Tier II and Tier III SSP need to be completed prior to referral to special education. A parent referral to special education, in most cases, will most likely result in a SSP prior to moving forward with evaluations.

Student Response to Intervention and SRBI Action Date: _____

___ Satisfactory Performance, student and/or behavior needs addressed, discontinue interventions

___ Satisfactory Progress, continue interventions in current SSP (extend current SSP)

___ Some progress, continue and/or modify interventions (progress to Tier III or develop new SSP)

___ Unsatisfactory Progress, modify and/or intensify interventions (develop new SSP)

___ Unsatisfactory Progress under Tier III SSP, consider referral to Special Education or Intensified Tier III SSP

SSP must be kept in a SRBI file at the school level

THOMPSON PUBLIC SCHOOLS

PARENT NOTIFICATION OF STUDENT SUCCESS PLAN

Date:

Dear Parents/Guardians of _____

In the Thompson Public Schools, services are available to all students to provide support and instruction to students who are experiencing difficulty with learning or behavior. A student's progress in these areas is monitored and these findings are used to make decisions about teacher and other learning supports. This process is referred to as "Response to Intervention" (SRBI) and in Connecticut as Scientific Research Based Instruction (SRBI).

Previous assessments and or observations indicate that your child's had experienced difficulty in the following area (s): _____

The student's goal is:

Your student's teacher is working with additional school staff and has developed a plan to address his/her goal. Please find a copy of the plan attached for your review. If you have any questions or would like additional information, please contact your student's teacher or myself at any time.

Sincerely,

Principal

Cc. As applicable:

Classroom Teacher

Support Staff

Student SRBI File

Thompson Public Schools Baseline Assessment Data Collection Form (Tier I-Tier III)		
Student Name:	DOB:	Grade:
Teacher Name:	Subject Area:	
Focus of Instruction (area of concern):		

Assessment/Test:	Dates:	Student Score	Benchmark Goal:

*Document the attempts made to meet the student’s needs and place in the intervention binder.

Thompson Public Schools Baseline Behavior Data Collection Form (Tier I-Tier III)		
Student Name:	DOB:	Grade:
Teacher Name:	Subject Area:	
Focus of Instruction (area of concern):		

Method of Assessment:	Dates:	Frequency/Duration of Behavior:	Benchmark Goal:

***Document the attempts made to meet the student’s needs and place in the intervention binder.**

Thompson Public Schools Tier I and Tier II-Progress Monitoring Plan		
Student Name:	DOB:	Grade:
Teacher Name:	Subject Area:	
Focus of Instruction (area of concern):		

Date	Duration	Group Size	Intervention/Instructional Strategy Used:	Progress/Assessment Data	Person

***Document the attempts made to meet the student’s needs and place in the intervention binder.**