

# Response to Intervention Manual

Mary Lin Elementary

2013-2014

**What is RTI?** Georgia's RTI Manual defines Response to Intervention as the process of aligning appropriate assessment with purposeful instruction for all students. Simply put, it's practicing effective instruction and using student data to drive how you work with the students in your care.

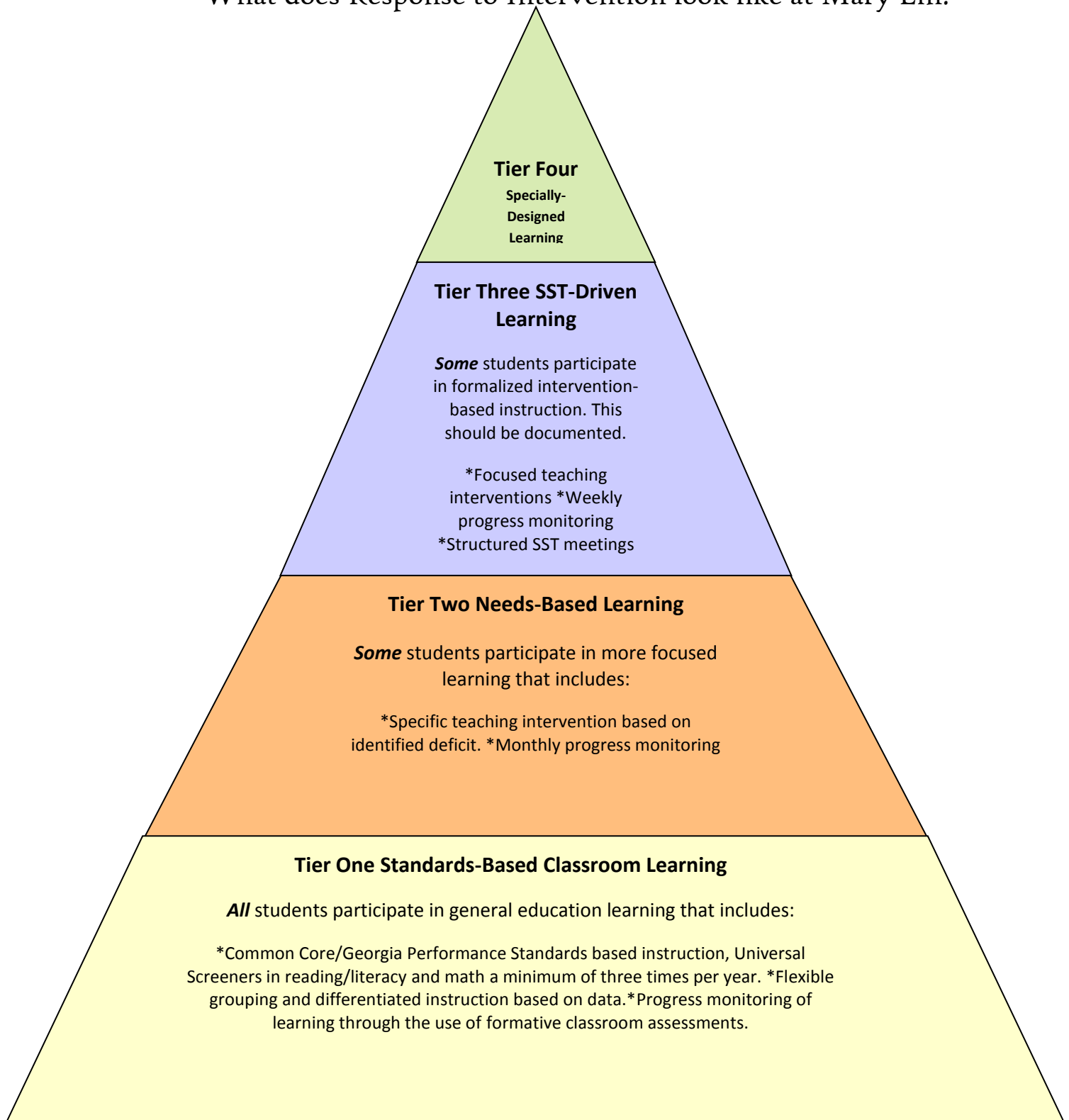
In Georgia, RTI is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Common Core/Georgia Performance Standards, assessment practices, and instructional pedagogy.

Georgia's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through implementation of standards-based classroom.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically or behaviorally.
- Data teams (grade level teams) in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

# What does Response to Intervention look like at Mary Lin?



## Tier One: Standards-Based Classroom Instruction-Every student

- Instruction grounded in the Common Core/Georgia Performance Standards  
[www.georgiastandards.org](http://www.georgiastandards.org)  
<https://www.georgiastandards.org/Common-Core/Pages/default.aspx>
- Differentiated Instruction/Flexible grouping based on student needs for both classroom instruction and homework.  
[http://www.kidsource.com/kidsource/content/diff\\_instruction.html](http://www.kidsource.com/kidsource/content/diff_instruction.html)
- Universal Screeners-3 times per year (August 12-26, December 9-20, April 29-May 9)  
See the table on the next page for details for each grade level.

## Universal Screener Administration Schedule

Grade	Reading	Math
K	<ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Letter names</li> <li>• Letter sounds</li> <li>• Word fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Geometry</li> <li>• Measurement</li> </ul>
First	<ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Letter names</li> <li>• Letter sounds</li> <li>• Word fluency</li> <li>• Passage fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Geometry</li> <li>• Algebra</li> </ul>
Second	<ul style="list-style-type: none"> <li>• Word fluency</li> <li>• Passage fluency</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Measurement</li> <li>• Algebra</li> </ul>
Third	<ul style="list-style-type: none"> <li>• Word fluency</li> <li>• Passage fluency</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Geometry</li> <li>• Algebra</li> </ul>
Fourth	<ul style="list-style-type: none"> <li>• Passage fluency</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Measurement</li> <li>• Algebra</li> </ul>
Fifth	<ul style="list-style-type: none"> <li>• Passage fluency</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and operations</li> <li>• Measurement</li> <li>• Algebra</li> <li>• Geometry</li> </ul>

## **Tier Two: Needs Based Learning-Some students**

Use local or national norms to determine which students are at risk. Once the weakness has been identified, the teacher would implement a needs-based intervention to help the student close the gap. These interventions, found on the shared drive in the RTI folder, should be intentional and consistent in their delivery. At this point, you would begin the Tier Two documentation and begin progress monitoring monthly. There is a sample Tier Two documentation form in the Appendix.

## **Tier Three: Student Support Team**

If a student has not shown significant improvement with Tier Two interventions, the student should be referred to Tier Three. The pre-referral paperwork must be filled out completely. Please see the sample in the appendix of this manual.

Intervention and Progress monitoring data (8 weeks minimum) must be attached to the pre-referral form.

What happens at Tier Three? If the progress monitoring data support it, then the student is moved to the Student Support Team. This process is outlined below.

### ***What happens when SST addresses a problem?***

A systemic, collaborative problem solving process is used to generate recommendations that are targeted to the student's learning or behavior problem. These recommendations, which include a specific academic and/or behavior plan, are documented in SST records and provided to the student's teacher(s) and/or others to implement with the student. The team then meets periodically to review the student's progress monitoring data and determine the need for continuing, modifying, or concluding the intervention (e.g., increase time, additional supports).

### ***How long is the research based SST intervention implemented?***

Interventions used should be those that have a proven record of success, supported by rigorous, objective research methods. The length of time an intervention is implemented is typically indicated in the intervention, which specifies the length of time needed for the process to attain reasonable success (e.g., how many weeks, days and minutes are indicated for each intervention based on how it was researched and designed). Interventions must be implemented with fidelity in the way they were designed and researched, following the specific steps of the intervention and reviewing progress monitoring/student response to the intervention. It is vital that progress monitoring is analyzed on a consistent/frequent basis so that the SST problem-solves next steps based on reliable, current data.

### ***What benefits can accrue to a school from successful SST efforts?***

An effective SST and RTI are highly correlated with positive school climate and successful outcomes for students. Some benefits of an effective SST often include: higher graduation rate, better test scores, fewer students retained in grade, better attendance (by teachers and students), less teacher turnover, better discipline, ready-made needs assessment on teacher needs, more parent involvement, more successful inclusion of special education students in regular classes, and more.

## **Additional RTI resources:**

National Center on Response to Intervention:

<http://www.rti4success.org/whatisrti>

Additional interventions for academic and behavior concerns:

<http://www.interventioncentral.org/index.php/home>

Instructional Strategies for Reading:

<http://www.readingrockets.org/strategies/>

Georgia Department of Education RTI guide:

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf>

Georgia Department of Education Student Support Team guide:

<http://archives.gadoe.org/DMGetDocument.aspx/SST%20Guidelines%20Final%209-16-11.pdf?p=6CC6799F8C1371F62BDB7AD6F76A3052D9E5ABE36C978EDD135479A5CF0628D1&Type=D>