

## Response to Intervention Process Tier 1 Problem Solving Team

Step 1- Grade Level	If the student's progress is a concern after providing typical universal supports, prepare for the Tier 1 Grade Level RtI Team meeting.
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- ❖ As academic concerns arise, the classroom teacher will document concern and relevant scores as well as results of interventions that may have been implemented on the referral form. Documentation will include individual learning plans, data such as grade reports, CSAPs, MAP, DIBELS, previous school history, etc.
- ❖ The general education teacher contacts the student's parents to explain the concerns and the RtI problem solving process. The teacher will also ask about previous school history, and what strategies are being used at home to help this student. Interventions previously implemented by the school staff or parents provide important historical information and should be used to select appropriate interventions for the student's current needs. Teachers may also make suggestions to the parents of strategies to be implemented at home.
- ❖ The classroom teacher arranges to meet with his/her grade level RtI Team to discuss progress/achievement and possible targeted interventions that may be necessary to support student growth. The teacher will bring all the documentation noted above to the team.

Step 2 – Grade Level	Begin the RtI Problem Solving Process by collecting, screening, and analyzing data and discussing with the Tier 1 Grade Level RtI Team.
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- ❖ The Tier I Grade Level RtI Problem Solving team will meet to discuss concerns and research based interventions to support the student's learning. This team will provide the teacher with two research based academic interventions to help improve the child's deficit area.
- ❖ The classroom teacher will come to the meeting prepared with the completed referral form containing all test data plotted.

Step 3 – Grade Level	Implement school-based actions and collect data. (Research-based intervention #1)
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- ❖ The Tier I grade level RtI Team assigns interventions using the initial problem solving team meeting form. Two targeted interventions will be assigned to assist in the deficit area and the first intervention must be put into place right away with a vertical mark indicated on the AIMSweb graph to show when it was implemented. This intervention should be done daily. Three to five data points for the first intervention must be documented prior to implementing the second intervention. If the data indicates the first intervention is not adequate to get the student caught up to grade level, the second

intervention is implemented. The second intervention will also yield three to five data points. This is typically one data point per week.

- ❖ Implement the targeted or intensive actions recommended by the Tier 1 Grade Level RtI team and collect data to evaluate the student's progress/growth. Use AIMSweb DIBELS or CBM probes to document progress.
- ❖ The student creates their own goal(s), and graphs their progress towards their goal(s). This encourages student responsibility in their learning.
- ❖ The classroom teacher will keep the parents apprised of the student's progress.
- ❖ Once per week the classroom teacher will meet with the LRT to discuss the academic progress of the class as a whole. This time may also be used to discuss the student in the RtI process and the targeted interventions used.
- ❖ Once per month the principal will attend the weekly data meetings with the LRT and the teacher. During this time review of the classroom progress and individual student progress will be discussed.
- ❖ Once the interventions are implemented with fidelity, the team reconvenes to evaluate the student's progress. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement and the problem-solving process is completed. The RtI process may continue if adequate progress is not noted (a lack of an upward trend of data points more closely aligned to aim line), and the need for additional appropriate and prescriptive interventions will take the problem solving process to the Tier 2 level.

## Response to Intervention Process Tier 2 Problem Solving Team

Step 4 – T2 Team	Request a Tier 2 RtI Team meeting
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- ❖ The classroom teacher requests a Tier 2 RtI Team meeting by placing the Tier 1 referral form, Initial Problem Solving meeting form, and Follow-up meeting form, and all supporting documentation (test data, data points plotted with interventions indicated, etc.) in the Coordinator’s mail box (Sandy Orantes Milligan).
- ❖ The Coordinator will schedule a meeting, copy and make available (in Mrs. Kerchal’s room) the pertinent info to the Tier 2 team. The meeting will be held on Tuesday mornings at 7:15-7:45.
- ❖ The classroom teacher will inform the parents of the process, invite them to the meeting and provide them a survey to complete.
- ❖ The Tier 2 RtI team members will review the data given and come prepared with additional interventions to implement.

Step 5 – T2 Team	Conduct the Tier 2 RtI Team meeting
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- ❖ The meeting will be held with all pertinent people to include: Classroom Teacher, LRT, Coordinator, Consulting Teacher, Special Education Teacher, Parents, and Principal.
- ❖ The meeting will be focused and time-limited in order to facilitate the best use of time and in order to provide additional targeted interventions and resources for the student and teacher.
- ❖ Data will be reviewed and research-based interventions will be suggested. Two targeted interventions will be assigned to assist in the deficit area.. The interventionists and strategies will be delineated, and a follow-up date will be set.
- ❖ The parent’s perspective is integrated into the meeting discussion, and they are expected to take part in the prescriptive solution.

Step 6 – T2 Team	Implement targeted actions and collect data. (Research-based interventions #1 and# 2). Monitor student progress
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- ❖ The first of the targeted interventions must be put into place right away with a vertical line marked on the AIMSweb graph to show when it was implemented. This intervention should be done daily. Three to five data points for the first intervention must be documented prior to implementing the second intervention (if the second intervention is deemed to be needed). This is typically one data point per week.

- ❖ While the research-based recommended interventions are being implemented, the general education teacher and the interventionist will collaborate and monitor the student's progress on a regular basis providing for one data point per week. The second intervention may be implemented with the same structure.

Step 7 – T2 Team	Evaluate student's responsiveness to interventions.
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- ❖ After the interventions are provided and plotted yielding four to six data points each, the classroom teacher, parents and the RtI team meet on the predetermined follow-up date to discuss the data.
- ❖ Using student progress data, the team evaluates the effectiveness of the intervention.
- ❖ The RtI team utilizes the problem-solving process to determine further actions.
- ❖ Determine further actions. If the student's progress indicates a lack of responsiveness to the interventions/actions, a learning disability may be present. Go to step 8. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement.

## **Response to Intervention Process Tier 3 Problem Solving Team**

Step 8 – T3 Team	Determine special education eligibility.
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- ❖ Parent permission for eligibility determination should be signed at this point in the process. The 45 school day timeline begins.
- ❖ Any testing of the required five areas (physical, cognitive, social-emotional, communicative, educational) should be completed.
- ❖ Use the Determination of Disability pages in the Individual Education Plan (IEP) process. This determination should generally be made through a review of existing data that has been collected through the RtI process. The Special Education Team will determine the need for any additional assessments, and it is possible that no additional assessments will be required.
- ❖ Parent and school staff reviews data that has been collected at an IEP conference to determine whether the student is eligible for special education services.

Step 9 – T3 Team	Continue to monitor student progress.
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- ❖ The student will receive targeted appropriate interventions as provided by a Special Education Teacher or their highly trained paraprofessional assistant (under the supervision of a Special Education Teacher).
- ❖ The student's progress will be reviewed with the RtI team and/or the student's IEP team, including the student's parents, on an ongoing basis to gauge the effectiveness of academic instruction.