

Response to Intervention Process

| | |
|--------|--|
| Step 1 | If the student's progress is a concern after providing universal supports, prepare for the RtI Team meeting. |
|--------|--|

- ❖ The general education teacher will document research-based interventions and accommodations/modifications that have been provided for the student and the progress/growth made by the student on the RtI referral. Documentation will include individual learning plans, behavior strategies, data such as grade reports, CSAP, Terra Nova, Quarterly Assessment reports, DIBELS, etc., and information provided by the student's parents about strategies used at home in collaboration with the classroom teacher.
- ❖ The classroom teacher meets with the RtI Problem-Solving Team to discuss progress/achievement and possible targeted interventions that may be necessary to support student growth. The student's parents are participants in the developing interventions to be utilized at home and at school.
- ❖ The general education teacher contacts the student's parents to explain the RtI process. Use the attached parent form to facilitate the required parent involvement/partnership.

| | |
|--------|--|
| Step 2 | Begin the RtI process by collecting, screening and analyzing data. |
|--------|--|

- ❖ The RtI P-S team, which includes parents, will meet to discuss concerns and possible actions to support student's learning/behaviors.
- ❖ The parent's perspective is integrated into the meeting discussion, and they may be expected to take part in the prescriptive solution.
- ❖ The problem-solving process continues by determining the need for additional information to help guide the selection of appropriate, prescriptive academic/behavioral targeted or intensive interventions.
- ❖ The RtI Team assigns action/interventions using initial problem solving team meeting form.

| | |
|--------|---|
| Step 3 | Implement school-based actions and collect data. (Research-based intervention #1) |
|--------|---|

- ❖ Implement the targeted or intensive actions recommended by the RtI team and collect data to evaluate the student's progress/growth.
- ❖ Use AIMSweb CBM probes to document progress. Interventions previously implemented by the school staff or parents are important historical information and should be used to select appropriate interventions based on current student needs.

| | |
|--------|--------------------------|
| Step 4 | Monitor student progress |
|--------|--------------------------|

- ❖ After the research-based recommended intervention has been implemented, the general education teacher and parents return to the RtI team 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.

| | |
|--------|--|
| Step 5 | Implement targeted actions and collect data. (Research-based interventions #2) |
|--------|--|

- ❖ Implement the targeted or intensive actions recommended by the RtI team and collect data to evaluate the student's progress/growth.
- ❖ Use AIMSweb CBM probes to document progress. Interventions previously implemented by the school staff or parents provide important historical information and should be used to select appropriate interventions based on current student needs.

| | |
|--------|---|
| Step 6 | Evaluate student's responsiveness to interventions. |
|--------|---|

- ❖ Return to the RtI team to determine student progress.
- ❖ 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 7. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement.

| | |
|--------|--|
| Step 7 | Determine special education eligibility. |
|--------|--|

- ❖ Parent permission for eligibility determination should be signed at this point in the process. The 45 school day timeline begins.
- ❖ Any screening of the required five areas (physical, cognitive, social-emotional, communicative, educational) should be completed.
- ❖ Use the Determination of Disability pages in the IEP process. This determination should generally be made through a review of existing data that has been collected through the RtI process. No additional assessments should be required at this point.
- ❖ Parent and school staff reviews data that has been collected at an IEP conference to determine whether the student is eligible as having a disability.

| | |
|--------|---------------------------------------|
| Step 8 | Continue to monitor student progress. |
|--------|---------------------------------------|

- ❖ Service providers continue to use the Initial Problem-Solving Team meeting to document the types of interventions that the student is receiving.
- ❖ This information should 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/behavioral instruction.