

Response to Intervention Decision Making Guide



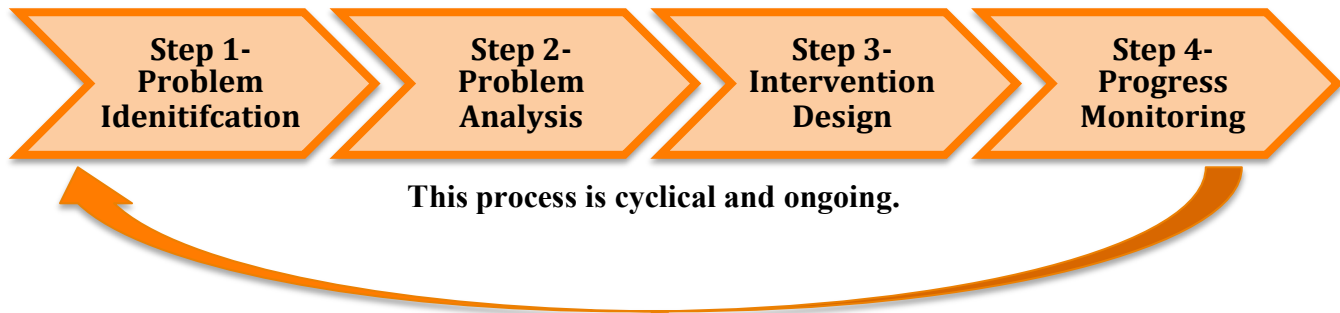
* See BCPS MTSS/RtI Manual for more detailed information.

Response to Intervention (RtI) has three important parts:

1. Multi-Tiered System of Supports (MTSS);

Tier I	All students receive core instruction and universal academic and behavior strategies.
Tier II	At-risk students (approximately 5-15%) receive small group research-based strategic interventions.
Tier III	Significantly below grade-level students (approximately 1-5%) receive high intensity, research-based interventions.

2. Problem solving method for decision-making at each tier;



3. Uses data to inform instruction at each tier and makes adjustments to and from tiers.

Tier 1 – Data is collected as often as 3-4 times during the school year and is used for screening and benchmarking for all students.

Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed.

Tier 3 – Data is collected for the same reason as Tier 2 but it is collected weekly so that decisions and possible changes to the student’s instruction can be made.



Tier 1: Universal Screening

- ✓ Data analysis to identify trends in students falling below grade level expectations
- ✓ Consultation with teachers regarding curriculum and instructional practices
- ✓ Teachers implement core curriculum and strategies
- ✓ Review classroom data and analyze progress of struggling learners with classroom-based assessments
- ✓ Teachers document *Tier I Strategies/Activities* for struggling students on BASIS

Decision Point: Identify students who continue to fall below grade level expectations and demonstrate a lack of progress. Complete *CPS Team Referral* form on BASIS and meet with CPS team to discuss possible move to Tier 2. After meeting, complete *CPS Team Initial Meeting Notes* on BASIS.

- ✓ Rule out the follow issues:
 - Hearing
 - Vision

Tier II: Strategic Interventions- 6-9 weeks; Repeat

- ✓ Use research based interventions
- ✓ Establish baseline scores and develop aim line (SMART goal)
- ✓ Schedule Intervention (for example: 30 minute session 3 days per week for minimum of 6 weeks)
- ✓ Implement Intervention
- ✓ Progress Monitor (recommended every two weeks for 6-9 weeks)
- ✓ Create a *Tier 2 Record* on BASIS

Decision Point: Use a 4-data point decision rule on graph to monitor progress of Tier 2 intervention for 6-9 weeks. Problem solve if intervention needs to be altered. Continue intervention for another 6-9 weeks.

Decision Point: Reconvene with CPS team and analyze new data. Complete *CPS Team Follow-up Meeting Notes* form on BASIS. If learning rate improves according to aim line, or if student is making some progress continue Tier 2 interventions. If not, change the intervention and monitor for a repeat of 6-9 weeks. If learning rate continues to fall significantly below that of peers, refer student to Tier 3, meet with CPS team and document on BASIS. If student continues to make progress toward the aim line with continued intervention, consider exit from Tier 2.

Tier III: Intensive Interventions

- ✓ Increase intensity of intervention (frequency, duration, and method)
- ✓ Increase progress monitoring (recommended once per week)
- ✓ Create a *Tier 3 Record* on BASIS

Decision Point: If learning rate increases, continue intervention. Complete *CPS Team Follow-up Meeting Notes* form on BASIS. If learning rate does not increase or if intensity of intervention is judged to be long-term based upon resources, refer student for a comprehensive evaluation for possible Exceptional Student Education eligibility.

Source: *The Response to Intervention Handbook*, Andrea Ogonosky, 2008; *The RTI Guide: Developing and Implementing a Model in Your Schools*, John E. McCook, 2006.