

Response to Intervention: An Approach to Student Support



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Traditionally . . .



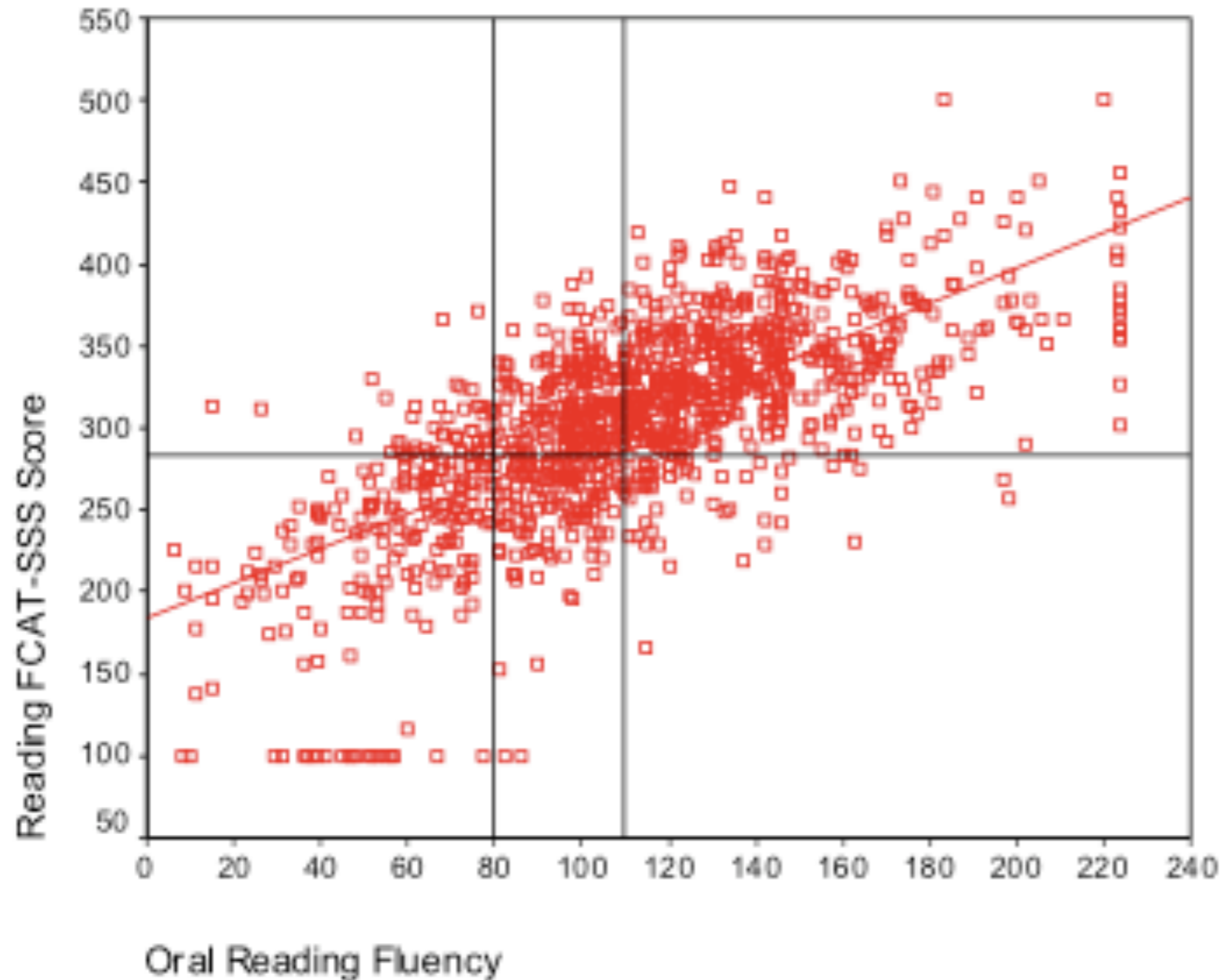
Food for Thought

- Over half of children in ESE are LD
- Approximately 80% of all referrals for LD are a result of reading difficulties (Torgesen, 2000)

“Sadly, few children placed in special education close the achievement gap to a point where they can read and learn like their peers.”

*Commission on Excellence in Special Education,
2002*

Linkage of Oral Reading Fluency to State Reading Outcome Assessments



Above 110, the odds are 91% the student will rank “adequate” on the FL State Assessment.

Below 80, the odds are 19% the student will rank “adequate” on the FL State Assessment.

Our Promise to You!

You will be able to enhance the student services provided at your school.

What is Rtl?

Response to Intervention (RtI)

- IDEA 2004 strongly encourages districts to consider RtI
- It has been implemented in a number of districts throughout the nation
- Results have been dramatic in providing support to failing students and general education teachers
- The K-12 Plan and the School Support Team have the components of RtI built into them, allowing M-DCPS to place the focus on intervention in the general education classroom rather than placement into Special Education
- Can be used to make decisions on which children may need more specialized instruction

Response to Intervention (RtI)

- Provides high quality instruction/intervention
- Monitors student learning rate and level of performance
- Make appropriate educational decisions based on student outcomes

Why do we need Rtl?

The Basics

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity of longer duration

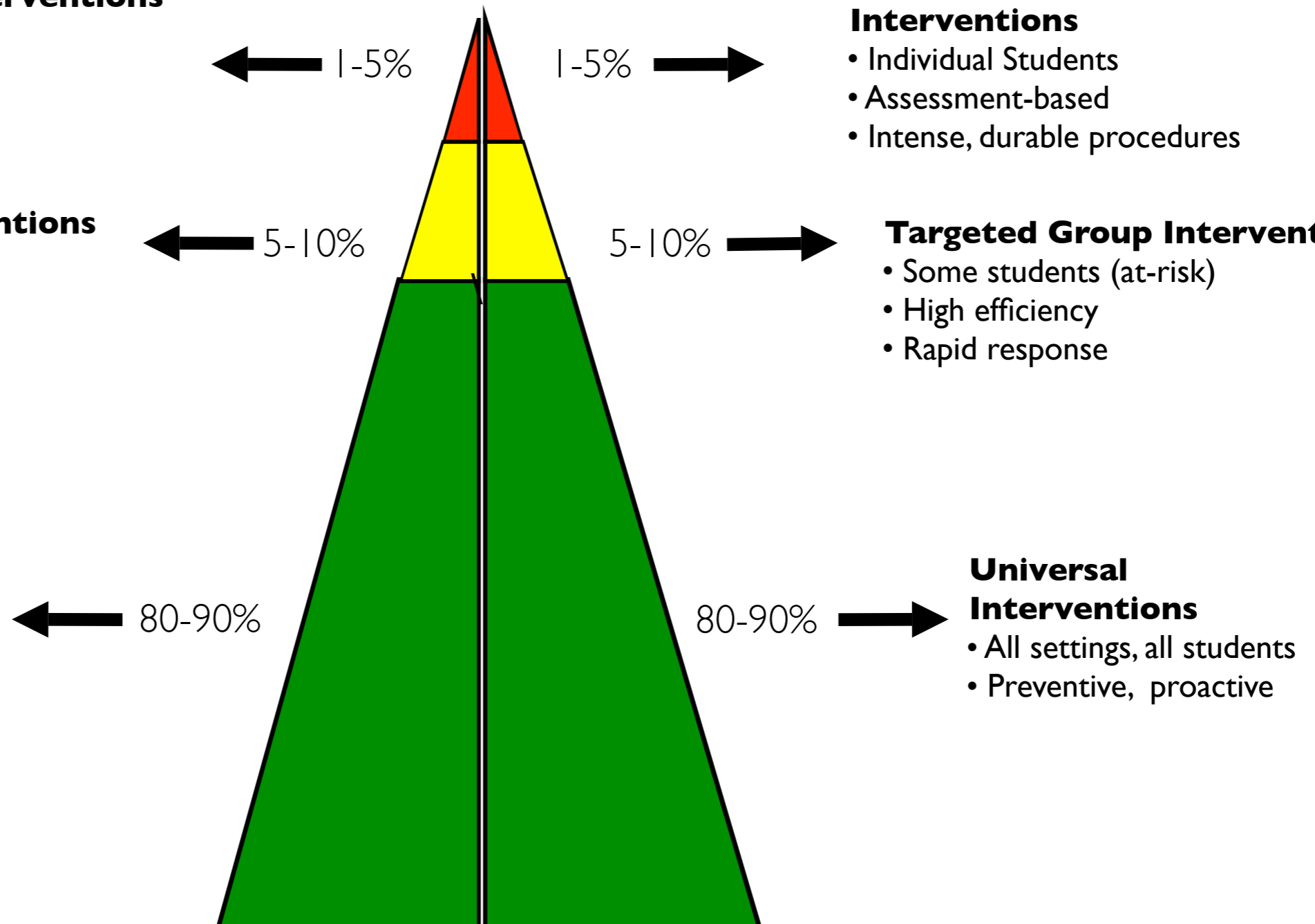
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Any Curriculum Area



Behavior Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

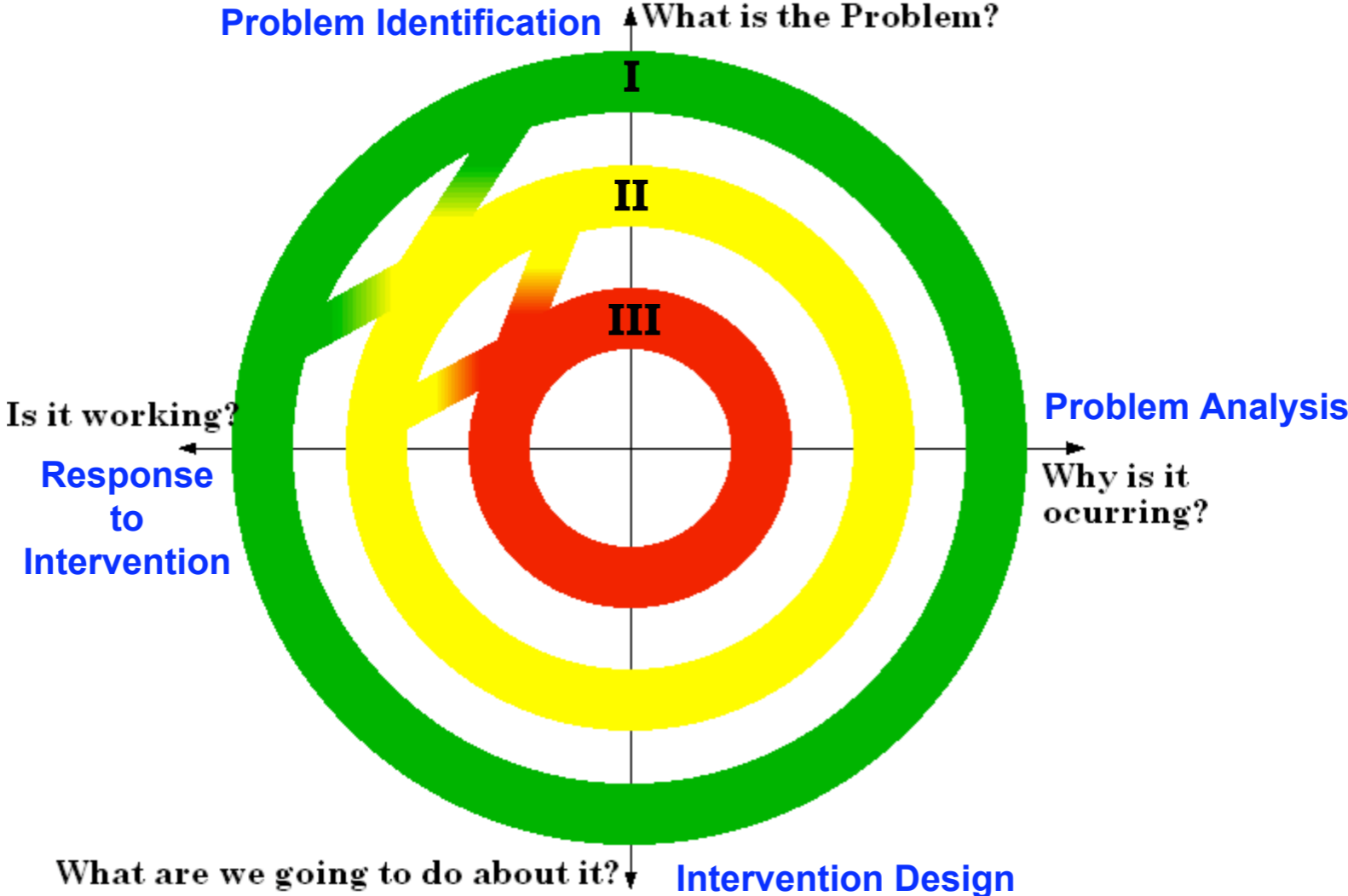
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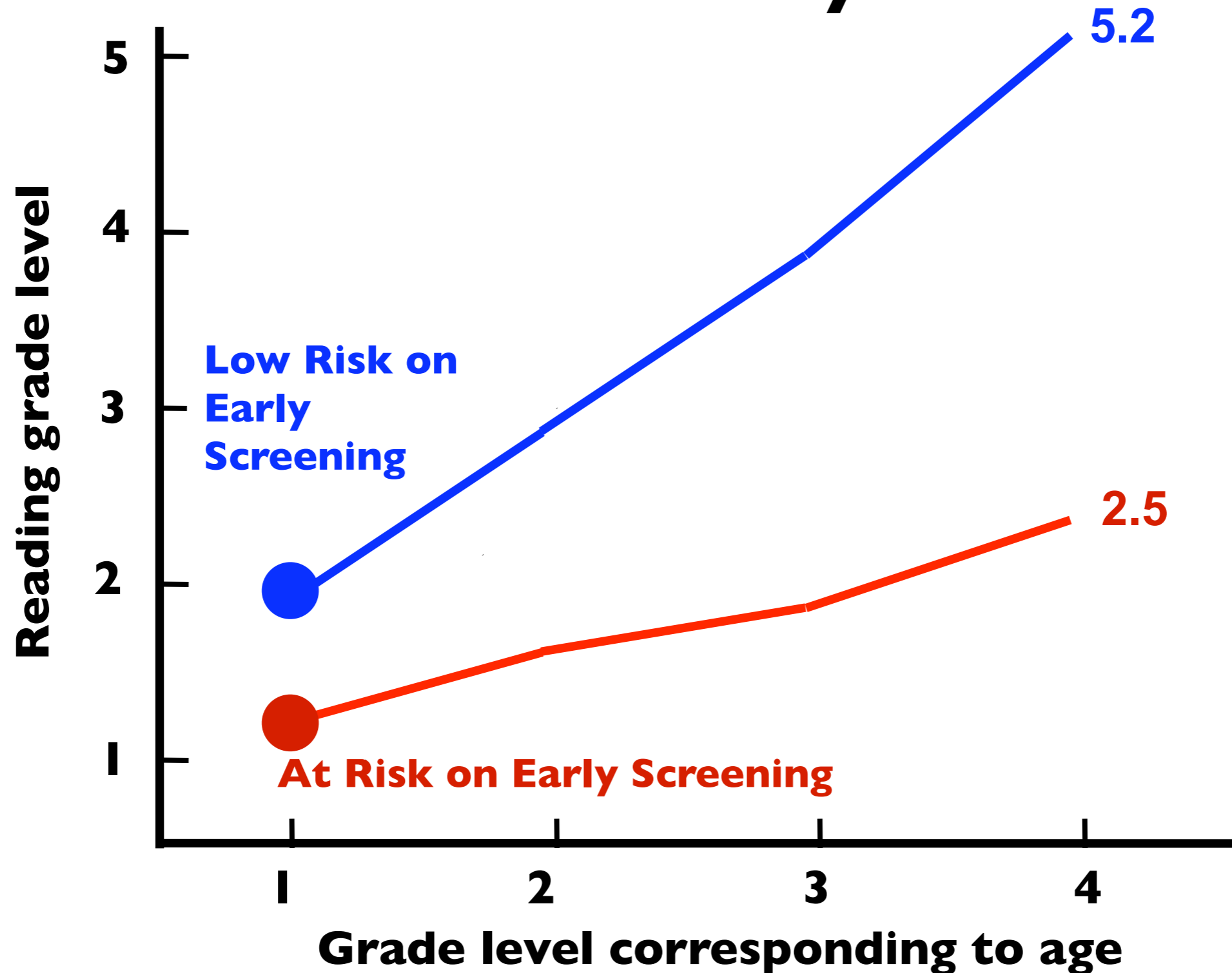
Universal Interventions

- All settings, all students
- Preventive, proactive

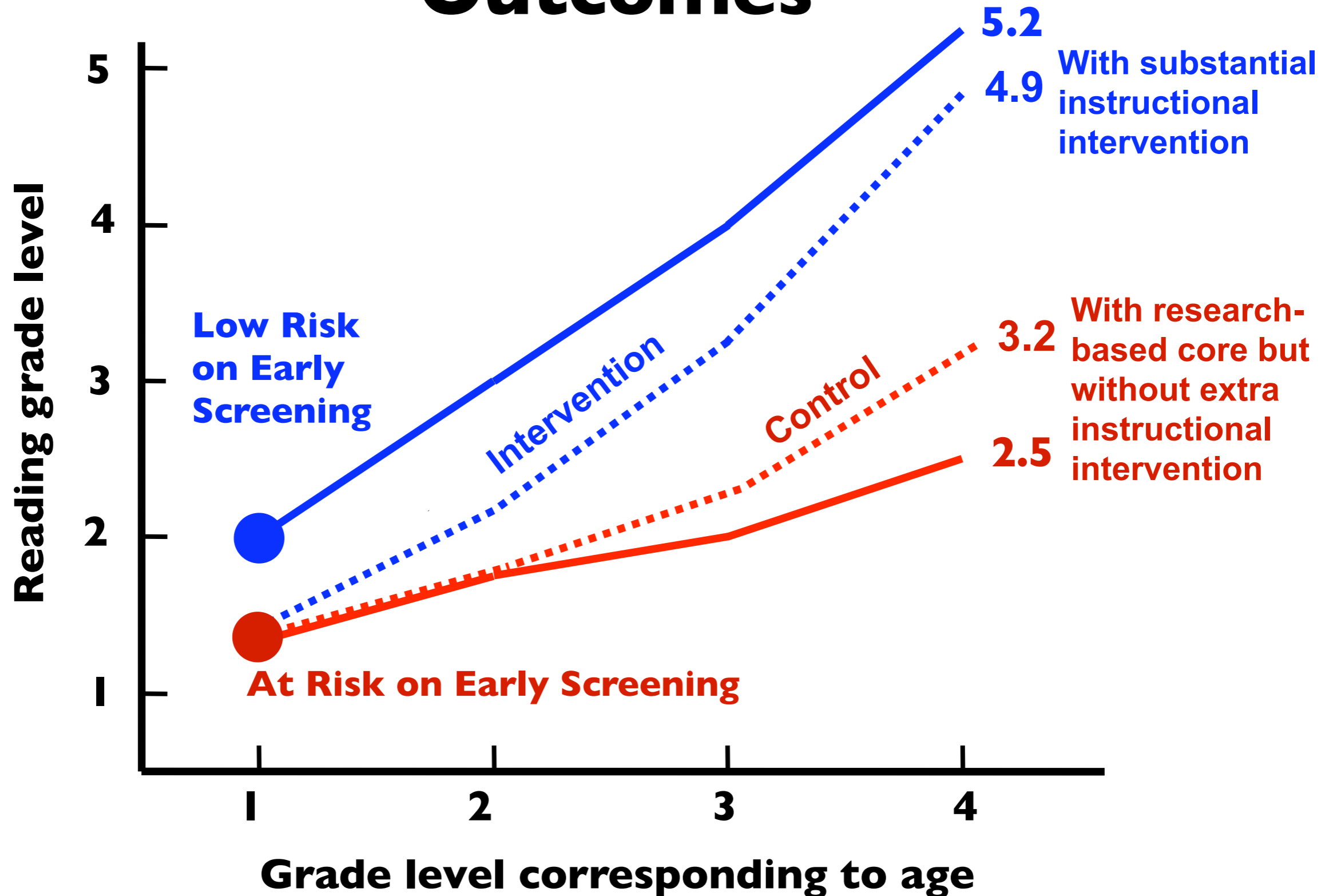
Tiers of Student Services



Early Screening Identifies Children At Risk of Reading Difficulty



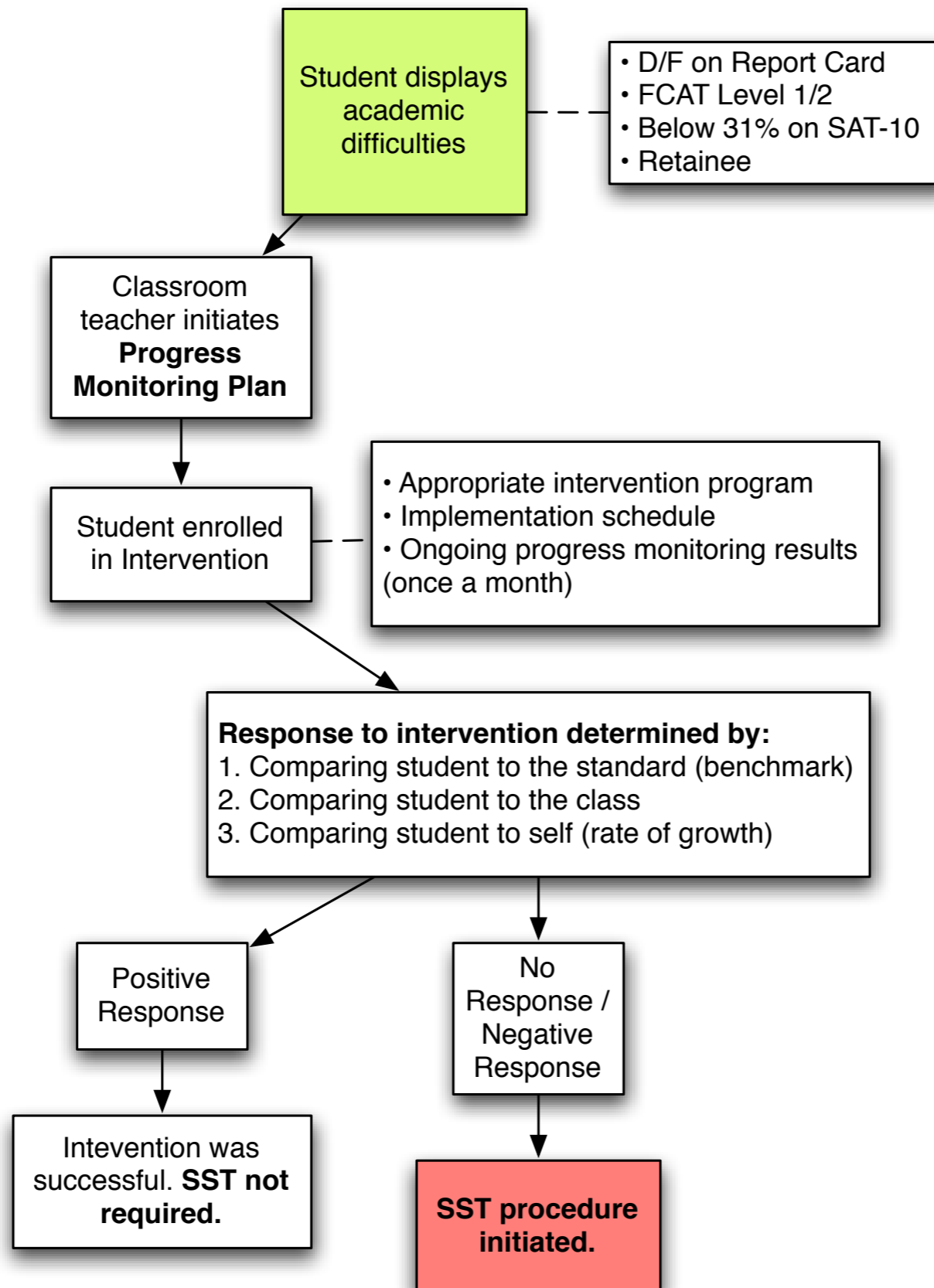
Early Intervention Changes Reading Outcomes



**What does RtI look like
in a school?**

School Support Team Procedure

Does the student require an SST?

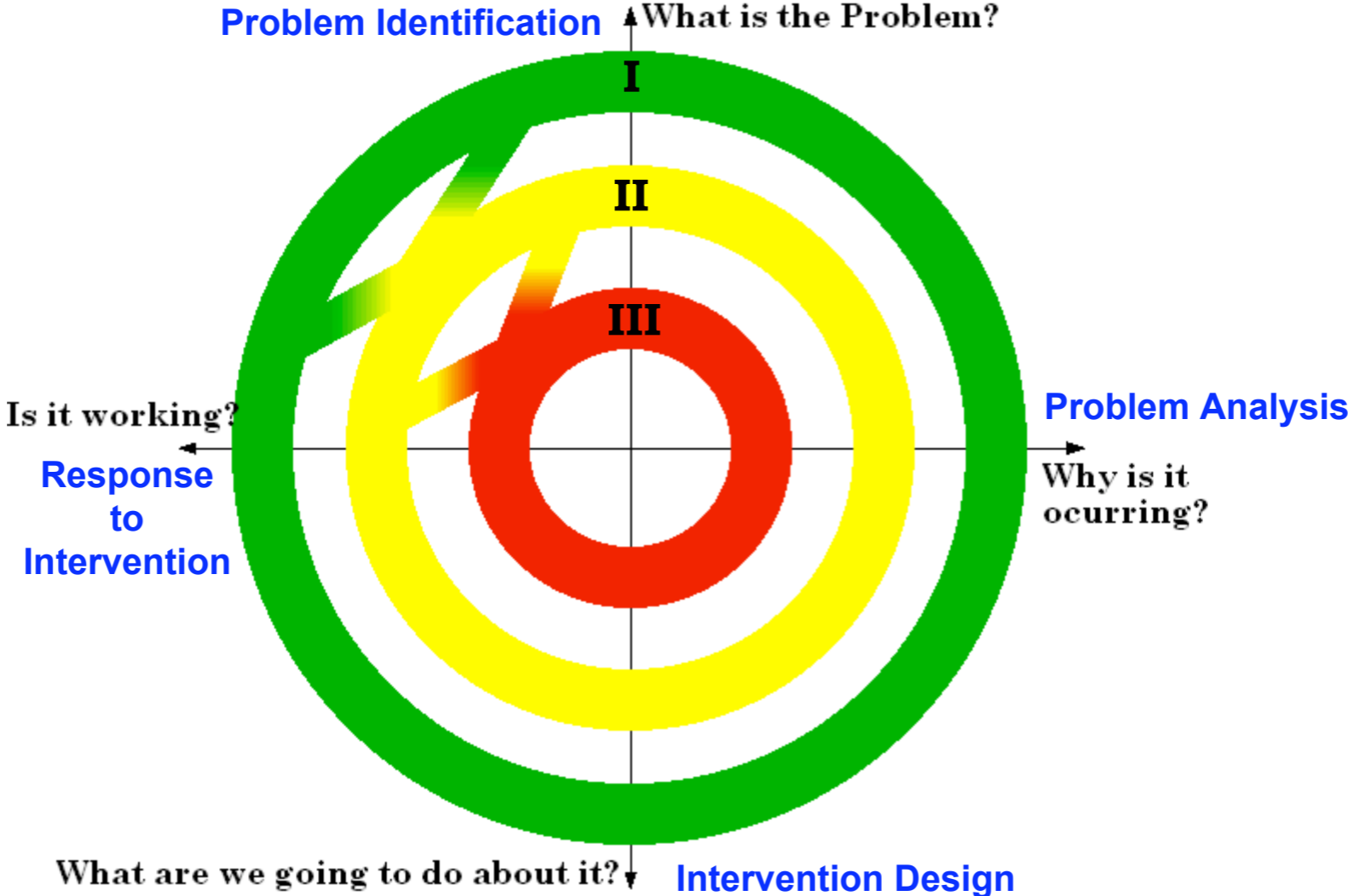


Data-Based Decision Making

- RtI requires the use of data-based decision making
- Using DIBELS, NRT, SSS data assists in this process
- PMRN (Progress Monitoring and Reporting Network) helps us organize DIBELS data for decision-making
- Data patterns can be used to make decisions regarding the progress of students and classrooms

If the student is not making progress...

Tiers of Student Services



Response to Intervention (RtI)

The following components need to be reviewed in order to determine adequate response to intervention:

- **Benchmark**

- Is this student performing below the standard?

- **Comparison to the peer group**

- Is this student performing below the median of his/her peer group?

- **Rate of individual growth**

- Is this student making individual progress?

Student Grade Summary Report

District:

School:

Class:

Grade:

Probe:

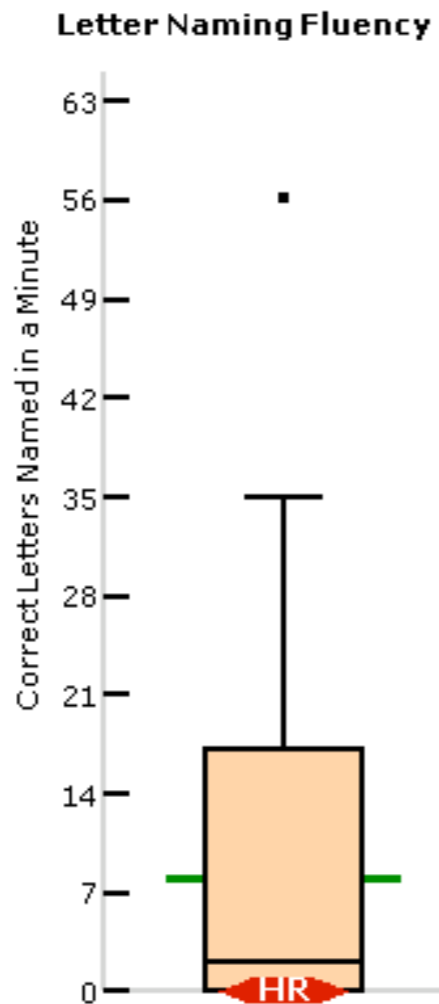
Student:

Assessment:

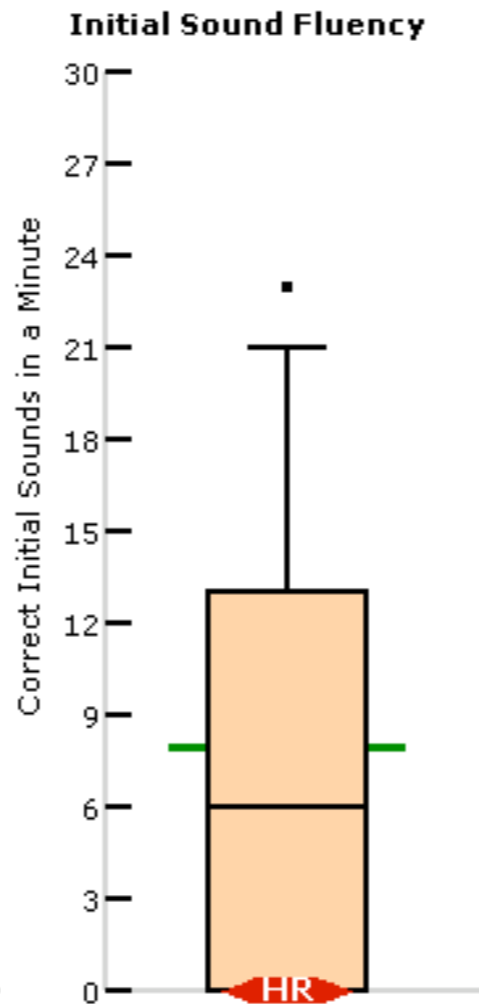
School Year:

Date/Time: 1/9/2008 10:44 AM

Kindergarten



[Show Progress Report](#)



[Show Progress Report](#)

Jazznely requires substantial additional classroom instruction in order to achieve grade-level performance by the end of the year.

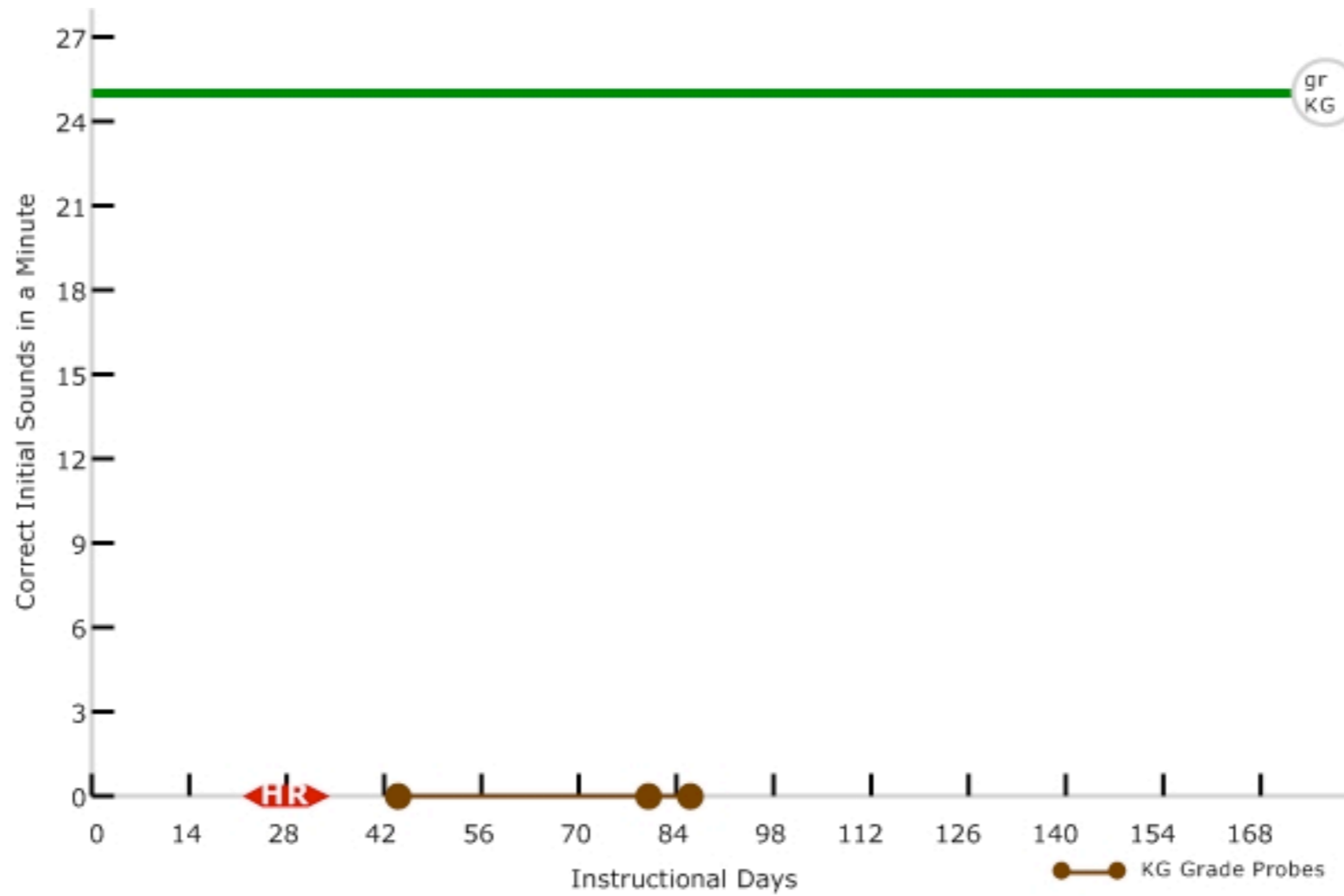
[Show Cumulative Report](#)

[Show Historical Report](#)

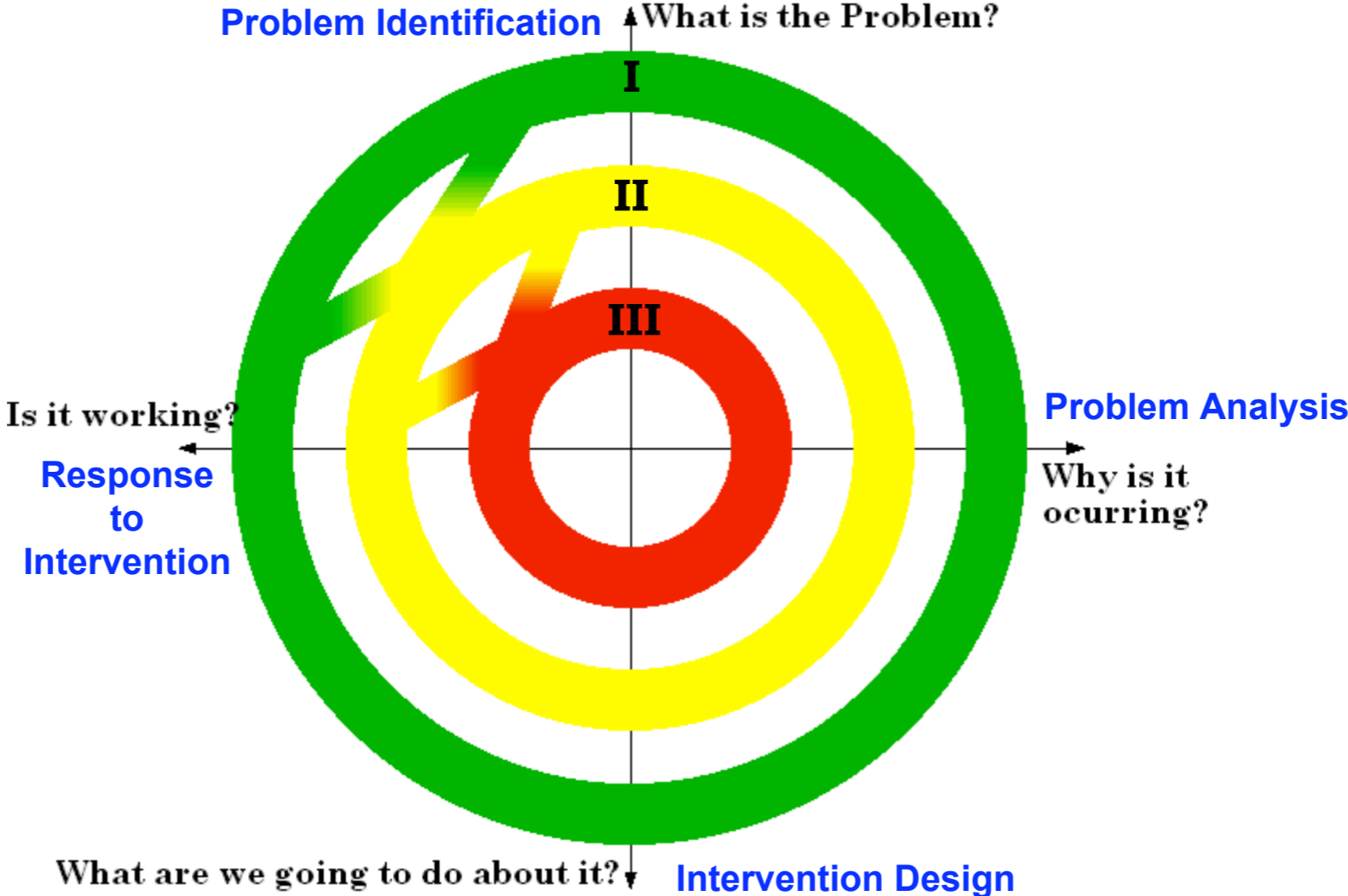
[Parent Letter](#)

Ongoing Progress Monitoring Report

District: Dade	School: Seminole Elementary School	Teacher: [REDACTED]
Grade: Kindergarten	Probe: Initial Sound Fluency	Student: [REDACTED]
Assessment: All	School Year: 2007-2008	Date/Time: 1/9/2008 10:43 AM



Tiers of Student Services



School Support Team (SST)

- SST is not SPED, but a general education initiative
- SST mobilizes the specialized efforts of various school personnel (i.e., school psychologist, administrators, reading/math coaches, social worker, school guidance counselor) to take an in-depth look at students' academic and behavioral needs

SST continued . . .

- SST develops an individualized student intervention plan that may entail changes/modifications to:
 - Fidelity of intervention
 - Intensity/frequency of intervention
 - Size of small group intervention
 - Increase participation/engagement
 - Decrease/eliminate barriers to learning
 - In-depth diagnostics

A Comparison

Traditionally

- Classroom/Student Inventory
- Strategies
- Goals/Measurement General/Subjective
- Resources: Beyond Maladies and Remedies and PRIM
- Little family background prior to testing
- Subjective monitoring

SST

- Diagnostic and Functional Assessment
- Interventions
- Goals/Measurement Specific/Quantifiable
- Resources: Reading (LA), Math (M&S), and FAB Intervention Manual
- Social History Background Information
- Explicit progress monitoring

SST Participants

• Core

- Teacher(s)
- SST Coordinator (Assistant Principal)
- School Psychologist
- Target Area Specialist (Reading, Math, FAB)
- School Social Worker
- Parents/Guardians
- Students 14 years and older

• Support

- Speech-Language Pathologists
- LEP Representative
- Community Involvement Specialist
- School Guidance Counselor

The Role and Function of a Teacher

- Provides all pertinent information and/or work samples, (e.g., assessments from MDCPS K-12 plan, PMP documentation, behavioral rating scales)
- Discusses student's classroom performance and/or behavior
- Develops interventions for the SST Intervention Plan or BIP, in collaboration with the Target Area Specialist(s)
- Assists the student in reaching his/her academic, behavioral, and/or social-emotional goals

SST Coordinator (Assistant Principal)

- Meets with teacher to review the Request for Assistance Form and determine course of action based upon student data and intervention and implementation record
- Assures that previewing activities have occurred prior to the meeting including the Student Background Screening or Social Work Assessment
- Schedules SST meetings
- Organizes and conducts the SST meeting(s)
- Asks for participants' input at the appropriate times
- Assumes responsibility for all paperwork (disseminating, recording, collecting, and organizing)

The Role and Function of the School Psychologist

- **Previews data to prepare for SST meeting**
- **Prepares to discuss the presence or absence of risk factors**
- **Plays a primary role in determining the need for an immediate referral for a Multidisciplinary Team evaluation**
- **Takes primary responsibility for ensuring that the SST Intervention Plan includes a clearly defined plan for progress monitoring**
- **Works with various Target Area Specialists in order to develop an appropriate SST Intervention Plan, and/or BIP.**

The Role and Function of the Social Worker

- Conducts Social Work Assessment and/or reviews Student Background Screening
- Relays results of the Social Work Assessment or Student Background Screening to the SST team either prior to or at the meeting
- Supports parent throughout the process by providing information, answering questions, and seeking parental input
- Assists in implementing interventions when appropriate

The Role and Function of the Target Area Specialist

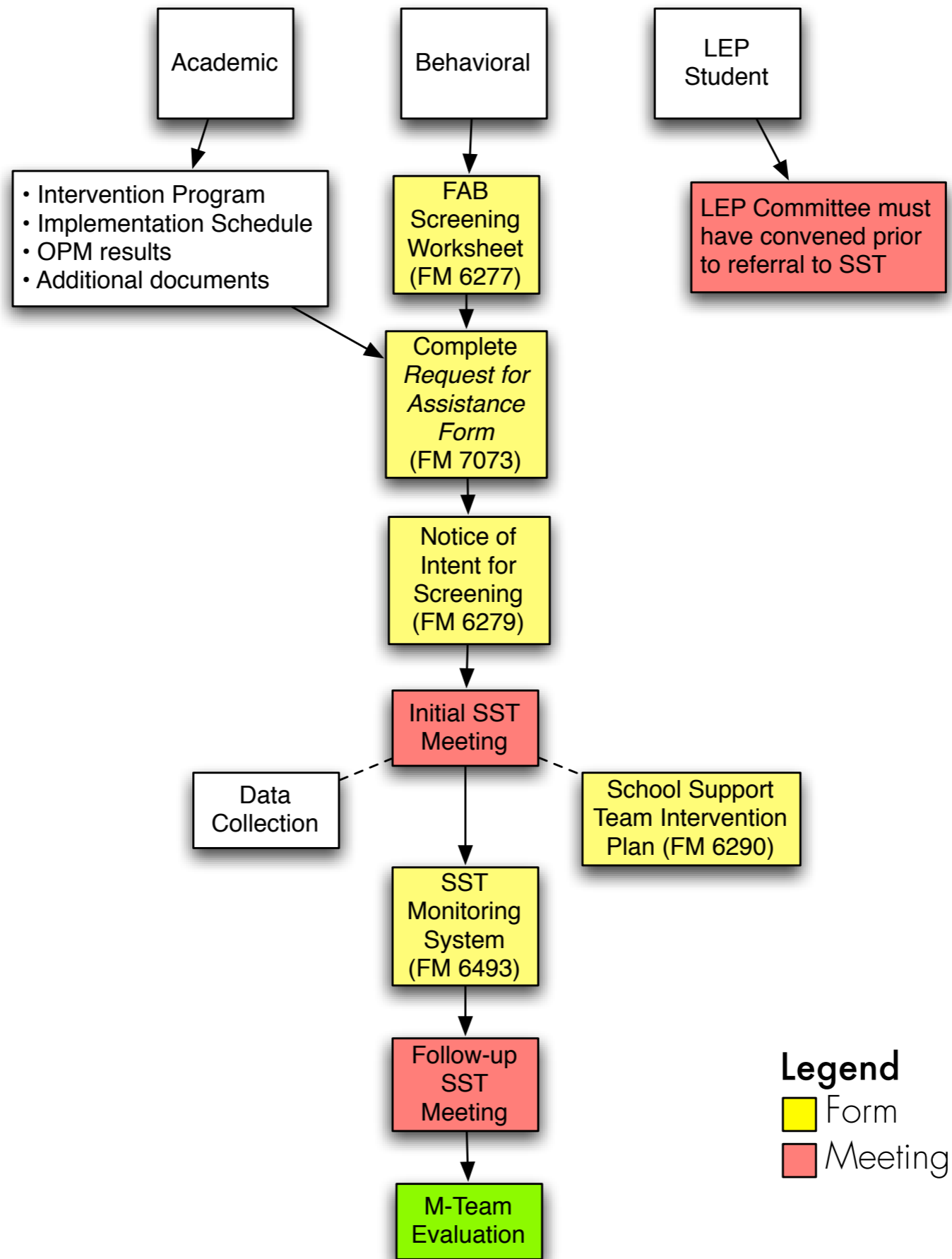
- **Previews assessment data to prepare for the SST meeting**
- **Assists with review of student's needs based on assessment data**
- **Assists in writing the SST/SDT Intervention Plan in collaboration with the classroom teacher**
- **Assists the classroom teacher in the implementation of the SST Intervention Plan**
- **Assists with progress monitoring and/or ensures that it is being completed**

The Role and Function of the Guidance Counselor

- Supports parent throughout the process by providing information, answering questions, and seeking parental input
- Assists in implementing interventions when appropriate

Initiating an SST

What does the SST process entail?



Requesting Assistance

The following should be submitted:

– If reading difficulties...

- Intervention Program
- Implementation Schedule
- Ongoing Progress Monitoring Results
- Additional documents

– If behavioral difficulties...

- FAB Screening Worksheet (FM# 6277)

– If student is ESOL...

- LEP Committee must have convened prior to referral to SST/SDT. Results of LEP committee documented on the appropriate form.

Data Collection

- SST Coordinator gathers pertinent student information.
- SST Coordinator and school psychologist review the Request for Assistance form, various data and PMP documentation and determine what information is needed from the classroom regarding the academic, behavioral, and/or social-emotional functioning of the student.
- *A Notice of Intent for Screening* form is completed

Previewing Activities

- Appropriate members of the SST preview the data and determine if additional information is needed.
- Target Area Specialist, in collaboration with the school psychologist, should prepare a list of appropriate possible interventions/modifications to existing interventions for consideration at the SST meeting.
- Schedule the SST meeting and invite appropriate team members

Initial SST Meeting

- SST Coordinator calls the meeting to order and introduces all participants.
- The Social Work Assessment or Student Background Screening will be reviewed by either school social worker or other appropriate SST personnel. Parents should be invited to share information. A determination of the presence of risk factors is made.
 - ➔ **No significant risk factors:** problem identified and interventions developed
 - ➔ **Significant risk factors:** development of interventions and immediate referral for evaluation

Implementation and Monitoring of Interventions

- The SST folder should be provided to the classroom teacher. The folder will include:
 - Copy of the SST Intervention Plan, BIP, and/or SSIP
 - The documented monitoring probe used to track progress
 - The SST monitoring system
- SST team designates a member to act as a progress monitor of the intervention(s)

**Review ... Is it
Working?**

How to contact us . . .

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