

MERIDIAN SCHOOL DISTRICT BOARD MEETING  
JANUARY 12, 2006

RESPONSE TO INTERVENTION  
(OVERVIEW)

**A. TRADITIONAL APPROACH TO IDENTIFICATION**

- Student is struggling
- Teacher/Parent Refers for Evaluation
- Standardized Test Completed
- Student qualifies or not for services

**B. ISSUES WITH TRADITIONAL MODEL**

- Wait to fail approach
- Assessments doesn't account for lack of student preparation
- Assessment results don't necessarily provide a reason for why the student is struggling.
- Assessments are completed outside a student's natural learning setting.

**C. RESPONSE TO INTERVENTION (RTI)**

- Part of IDEA Special Education Re-Authorization
- Early intervention is the emphasis (Don't wait to fail)

**D. RTI (What it can do for students, staff and schools)**

- Utilize Universal Screening to establish benchmarks in schools or classrooms (*DIBELS, Dynamic Inventory of Basic Early Literacy Skills and/or ISEL, Illinois Snapshot of Early Literacy*).
- Helps schools and staff to pinpoint shortfalls in curriculum delivery or development for a particular group of students, as well as individual students. (*Quarterly assessments*).
- Early Intervention in the typical, general education learning environment is emphasized.
- This system maximizes all staff's expertise and services, and makes effective use of all existing resources, (*Flexibility of Staff*), (*Problem Solving Team*).
- The intent is to assess the student's strengths and weaknesses based on their academic performance or behavior in the regular education setting, (*Create a Hypothesis of the problem*).
- Interventions are delivered in this setting and are based on reliable and measurable information, (*Curriculum Based Measurements*).

- The student's response to the intervention is directly and frequently monitored and charted, (*CBM data*).
- This system is intended to de-emphasize categories and labels while encouraging creativity, problem solving, and providing support to students in a timely manner.

#### **E. RTI: (HOW THE PROCESS WORKS)**

- Establish Baseline Data (DIBELS/ISEL)
- Identify students who didn't do so well.
- Determine if weaknesses are isolated to a few students or a larger portion of the class or grade, (*this helps determine if problem needs to be addressed in the curriculum delivery to the whole class*).
- Problem Solving Team meets to discuss identified student/students.
- Bring Parents on Board right away (*Share Findings*).
- Review the student weaknesses noted in screening.
- Have student(s) complete a curriculum based assessment in specific area of concern to assist with determining hypothesis.
- Problem Solving Team creates a hypothesis (*ex. Letter Sound Fluency*).
- Team decides on a research based intervention such as "Great Leaps Reading".
- Weekly Curriculum Based Measurements are completed to determine if intervention is having a positive impact on the student's weakness, (*CBMs are 1-3 minute probes*) so they don't take long to administer.
- If the intervention is successful continue until the Problem Solving Team and the data show the student is caught up.
- If the intervention is not successful revisit the hypothesis.

## **F. ADMINISTERING INTERVENTIONS**

- Many interventions can be administered at home or by school volunteers.
- Teachers may find their whole class could benefit from the intervention, *(the screening “ISEL” data will assist in determining if this needs to be done)*.
- PPS staff or flexibility in building staff schedules can also provide the interventions, *(interventions are short 20-30 minutes, 2-3 days per week for 5-6 weeks)*.

## **G. OVERALL BENEFIT OF RTI**

- Helps schools determine what curriculum delivery changes may need to happen to meet student weaknesses.
- Helps schools target students early that are at-risk of not succeeding on the state assessment.
- Provides for continual follow up on identified at-risk students, so there is no reason for “wait to fail”.
- Allows for the entire school to come together for the improvement overall student performance.
- Can lead to lower special education identification.
- The Problem Solving Approach is a collaborative model where teachers and most importantly students can receive help sooner than later.

Finally, RTI is a collaborative, systematic approach for identifying and addressing student needs; it maximizes the use of all resources and staff in the school. The focus is on a collaborative, flexible use of both financial and human services to meet the many and diverse needs of children. Each school determines the type, nature, range, and intensity of services, based on the level of need.