The foundation of RTI practices consists of a set of beliefs, values and practices that work together to improve teaching and learning for all students.

Core Principals of RTI

- 1. We can effectively teach all children
- 2. Intervene early
- 3. Use of a three tier model of service delivery
 - a. Tier 1- Universal Interventions
 - b. Tier 2- Universal Interventions and Supplemental or Strategic Interventions
 - c. Tier 3- Universal Interventions, Supplemental/Strategic Interventions and Intensive Interventions
- 4. Employ a problem-solving methodology

Data-based decision-making is focused on four questions:

- a. What is the problem?
- b. Why is it happening?
- c. What should we do about it?
- d. Did what we try work?
- 5. Implement research-based, scientifically-validated interventions/instruction
- 6. Monitor student progress to inform instruction routine progress monitoring
- 7. Use data to make decisions
- 8. Assess for three different purposes:
 - a. Screening: identifying who in the general student population might have a problem worthy of further assessment
 - b. Diagnosing: identifying what specific instruction students need based on their performance on diagnostic assessments
 - c. Progress monitoring: identifying whether the instruction provided is working.

Adapted from National Association of State Directors of Special Education, Inc., accessed 5/07.

Procedures for Response to Intervention (RTI) and/or Academic Intervention Services (AIS)



Responsiveness to Intervention: Tier I, Tier 2 and Beyond, Special Education



Adapted from Vaughn (2003) 8/8/07 3

Continuum of Intervention Support for At-Risk Students



Adapted from McDougal, J. presentation, 8/07.

Adapted from "What is School-Wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Initial Screening	Entry Criteria Minimum of <u>two</u> of the following must confirm findings of initial screening	Tier 1 Services provided in class. All students.	Tier 2 Services provided in class. ~20% of all students	Tier 3 Type and intensity of service based on individual need. ~5% of all students	Criteria for Exiting
Kindergarten		General Ed	AIS	AIS/Spec. Ed.	
 Kindergarten Screening iReady KIDS District-created grade-level assessment 	 Below cut point on at least 2 of the initial screening tools Classroom performance data 	 Provided by: In class, general education teacher Needs of all students are addressed through the standard curriculum and effective instruction Contact parents for support and involvement Progress monitoring: Standard classroom assessments. For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed Frequency: 2-3 x week for 20 minutes Possible interventions: Small group – 4 to 6 students with similar skill deficits Differentiated instruction Monitoring by class teacher Additional skill work Extra Help Support materials for parent use Consultation with other professionals, both from within the school and from the community Minimum Duration: 12 weeks/2 interventions 	 Provided by: In class, general education or AIS staff Co-teaching when appropriate Contact parents for support and involvement Progress monitoring: Minimal weekly - consistent documentation – progress graphed Frequency: 3 x week for 30 minutes Possible interventions: Child Study Team recommendations Co-teaching when appropriate Classroom observation of struggling student by support staff Consultation with other professionals, both from within the school and from the community In class, small group instruction of 3 to 5, similar skill deficits Individualized instruction Differentiated instruction Speech Improvement Services push- in or 1 x week pull out Extra Help Minimum Duration: 12 weeks/2 interventions 	 Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed Frequency: 5 x week for 30 minutes Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Individualized instruction Extra Help Consultation with other professionals, both from within the school and from the community Failure to respond to the most intensive interventions provided by AIS/support staff at Tier 3 will result in a referral to Committee on Special Education. Students can be supported by both systems at this level. Minimum Duration: 12 weeks/2 interventions 	 Grade-level score on Fox in the Box DIBELS Grade-level appropriate scores on IRI Recommendation of Teacher/Administration Classroom performance data AIS assessment

Initial Screening	Entry Criteria	Tier 1	Tier 2	Tier 3	Criteria for Exiting
	Minimum of <u>two</u> of the following must confirm findings of initial screening	Services provided in class. All students.	Services provided in class. ~20% of all students	Type and intensity of service based on individual need. ~5% of all students	
Grade 1		General Ed	AIS	AIS/Spec. Ed.	
 iReady District-created grade-level assessment 	 Below cut point on at least 2 of the initial screening tools Classroom performance data 	 Provided by: In class, general education teacher Needs of all students are addressed through the standard curriculum and effective instruction Contact parents for support and involvement Progress monitoring: Standard classroom assessments. For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed Frequency: 2-3 x week for 20 minutes Possible interventions: Small group – 4 to 6 students with similar skill deficits Differentiated instruction Monitoring by class teacher Additional skill work Extended-Day instruction (Before and after school) Extra Help Support materials for parent use Consultation with other professionals, both from within the school and from the community Minimum Duration: 12 weeks/2 interventions 	 Provided by: In class, general education or AIS staff Contact parents for support and involvement Progress monitoring: Minimal weekly - consistent documentation – progress graphed Frequency: 3 x week for 30 minutes Speech Improvement Services push- in or 1 x week pull-out Possible interventions: Classroom observation of struggling student by support staff Consultation with other professionals, both from within the school and from the community Child Study Team recommendation s In class, small group instruction of 3 to 5, similar skill deficits Reading intervention Math intervention Small group instruction Differentiated instruction Extended-Day (Before and after school) Summer enrichment - OASIS Extra Help Minimum Duration: 12 weeks/2 interventions 	Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Reading intervention Mini group instruction Differentiated instruction Pull-out Extended-Day instruction (Before and after school) Summer enrichment - OASIS Extra Help Consultation with other professionals, both from within the school and from the community Failure to respond to the most intensive interventions provided by AIS/support staff at Tier 3 will result in a referral to Committee on Special Education. Students can be supported by both systems at this level. Minimum Duration: 12 weeks/2 interventions	 Grade-level score on Fox in the Box DIBELS Grade-level appropriate scores on IRI Recommendation of Teacher/Administration Classroom performance data AIS assessment

Initial Screening	Entry Criteria	Tier 1	Tier 2	Tier 3	Criteria for Exiting
	Minimum of two of the	Services provided in class.	Services provided in class.	Type and intensity of service	
	following must confirm	100% of initially identified	20% of initially identified	based on individual need.	
	findings of initial screening			5% of total identified	
Grade 2		General Ed	AIS	AIS/Spec. Ed.	
iReady District spectral and level	Below cut point on at least	Provided by:	Provided by:	Provided by:	Student ProgressGrade-level score on
 District-created grade-level assessment 	2 of the initial screening tools	In class, general education teacher Needs of all students are addressed	In class Contact parents for support and	AIS and/or school support staff, special education teachers	 Grade-level score on DIBELS or District-
assessment	Classroom performance	through the standard curriculum and	involvement	Contact parents for support and	created grade level
	data	effective instruction	Progress monitoring:	involvement	assessment
		Contact parents for support and	Minimal weekly - consistent	Progress monitoring:	 Recommendation of
		involvement	documentation - progress graphed	Minimal 2 x week, consistent documentation – progress	teacher/AdministrationClassroom performance
		Progress monitoring:	Frequency:	graphed	data
		Standard classroom assessments	3 x week for 30 minutes	Frequency: 5 x week for 30 minutes	AIS assessment
		For struggling students,	Speech Improvement Services push- in or 1 x week pull-out	Speech Improvement Services,	
		documentation of interventions and	III of 1 x week puil-out	2-3 x week pull-out	
		progress is required	Possible interventions:	Possible interventions:	
		Minimal 2 x month, consistent	Child Study Team recommendations	Mini group instruction (no more	
		documentation - progress graphed	Classroom observation of struggling	than three students with similar	
			student by support staff	skill deficits) Combination of push-in and pull-	
		Frequency:	Consultation with other	out structures	
		2-3 x week for 20 minutes	professionals, both from within the school and from the community	Reading intervention	
		Possible interventions:	In class, small group instruction of 3	Math intervention	
		Small group -4 to 6 students with	to 5, similar skill deficits	Mini group instruction	
		similar skill deficits	Co-teaching when appropriate	Individualized instruction Differentiated instruction	
		Differentiated instruction	Reading intervention	Pull-out	
		Monitoring by class teacher	Math intervention	Extended –Day instruction (before	
		Additional skill work	Small group instruction	and after school)	
		Extended-Day instruction (Before	Individualized instruction	Summer enrichment	
		and after school) Extra Help	Differentiated instruction	Extra Help Consultation with other	
		Support materials for parent use	Extended-Day instruction (before and after school)	professionals, both from within the	
		Consultation with other	Summer enrichment	school and from the community	
		professionals, both from within the	Extra Help	Failure to respond to the most	
		school and from the community	· · · · · · · · · · · ·	intensive interventions provided by	
				AIS/support staff at Tier 3 will	
			Minimum Duration:	result in a referral to Committee on Special Education. Students	
		Minimum Duration:	12 weeks/2 interventions	can be supported by both systems	
		12 weeks/2 interventions		at this level.	
				Minimum Duration:	
				12 weeks/2 interventions	

Initial Screening	Entry Criteria	Tier 1	Tier 2	Tier 3	Criteria for Exiting
8	Minimum of two of the	Services provided in class.	Services provided in class.	Type and intensity of service	
	following must confirm	100% of initially identified	20% of initially identified	based on individual need.	
	findings of initial screening			5% of total identified	
Grade 3					
'D 1		Provided by:	Provided by:	Provided by:	Grade-level score on
iReadyDistrict-created grade-level	• Below cut point on at least 2 of the initial screening	In class, general education teacher Needs of all students are addressed	In class, general education or AIS staff	AIS and/or school support staff Contact parents for support and	district-created grade-lev assessment
assessment	tools	through the standard curriculum and	Contact parents for support and	involvement	• Level 3 or 4 NYS
assessment	Classroom performance	effective instruction	involvement		ELA/Math Assessment
	data	Contact parents for support and involvement	Progress monitoring:	Progress monitoring:	 Recommendation of teacher/Administration
		mvorvement	Minimal weekly - consistent	Minimal 2 x week, consistent	Classroom performance
			documentation – progress graphed	documentation – progress graphed	data
		Progress monitoring:			 AIS assessment
		Standard classroom assessments	Frequency: 3 x week for 30 minutes	Frequency: 5 x week for 30 minutes	
		For struggling students,	Speech Improvement Services push-	Speech Improvement Services,	
		documentation of interventions and	in or 1 x week pull-out	2-3 x week pull-out	Failure to respond to the mos intensive interventions at Tie
		progress is required Minimal 2 x month, consistent	Possible interventions:	Possible interventions:	3 will result in a referral to
		documentation – progress graphed	Child Study Team recommendations	Mini group instruction (no more	Committee on Special
		r C C C	Co-teaching when appropriate	than three students with similar	Education.
			Classroom observation of struggling	skill deficits)	
		Frequency:	student by support staff Consultation with other	Combination of push-in and	
		2-3 x week for 20 minutes	professionals, both from within the	pull-out structures Reading intervention	
		Possible interventions:	school and from the community	Mini group instruction	
		Small group – 4 to 6 students with	In class, small group instruction of 3	Individualized instruction	
		similar skill deficits	to 5, similar skill deficits	Differentiated instruction	
		Differentiated instruction Monitoring by class teacher	Reading intervention Math intervention	Pull-out Extended-Day instruction	
		Additional skill work	Small group instruction	(before and after school)	
		Extended Day (before and after	Individualized instruction	Summer enrichment	
		school)	Differentiated instruction	Extra Help	
		Extra Help	Extended-Day instruction (before		
		Support materials for parent use	and after school) Summer enrichment	Failure to respond to the most intensive interventions provided	
			Extra Help	by AIS/support staff at Tier 3	
			P	will result in a referral to	
			Minimum Duration:	Committee on Special	
			12 weeks/2 interventions	Education. Students can be	
				supported by both systems at this level.	
				Minimum Duration:	
		Minimum Duration:		12 weeks/2 interventions	
		12 weeks/2 interventions			

Initial Screening	Entry Criteria	Tier 1	Tier 2	Tier 3	Criteria for Exiting
	Minimum of two of the	Services provided in class.	Services provided in class.	Type and intensity of service	0
	following must confirm	100% of initially identified	20% of initially identified	will be based on individual	
	findings of initial screening	5 5 5		need 5% of total identified	
Grade 4		General Ed	AIS	AIS/Spec. Ed.	
PARCC ELA or Math	Classroom performance data	Provided by:	Provided by:	Provided by:	Grade-level score on
Assessment, previous grade	• Below cut point on at least 2	In class, general education teacher	In class, general education or AIS	AIS and/or school support staff,	district-created grade-level
level	of the initial screening tools	Needs of all students are addressed	staff	special education teachers	assessment
• iReady		through the standard curriculum and	Contact parents for support and	Contact parents for support and	• Level 3 or 4 NYS
		effective instruction	involvement	involvement	ELA/Math Assessment
		Contact parents for support and	Progress monitoring:	Progress monitoring:	• Recommendation of
		involvement	Minimal weekly - consistent documentation – progress graphed	Minimal 2 x week, consistent documentation – progress	teacher/AdministrationClassroom performance
		Progress monitoring:	documentation – progress graphed	graphed	data
		Standard classroom assessments.		Frequency:	AIS assessment
		Sundard classioon assessments.	Frequency:	5 x week for 30 minutes	The assessment
		For struggling students,	3 x week for 30 minutes	Speech Improvement Services,	
		documentation of interventions and	Speech Improvement Services push-	2-3 x week pull-out	
		progress is required.	in or 1 x week pull-out	Possible interventions:	
		Minimal 2 x month, consistent	_	Mini group instruction (no more	
		documentation – progress graphed	Possible interventions:	than three students with similar	
			Child Study Team recommendations	skill deficits)	
			Co-teaching when appropriate	Combination of push-in and pull-out structures	
		Frequency:	Classroom observation of struggling	Reading intervention, specific to	
		2-3 x week for 20 minutes	student by support staff	area of weakness	
			Consultation with other	Math intervention, specific to area	
			professionals, both from within the school and from the community	of weakness	
		Possible interventions:	In class, small group instruction of 3	Science intervention, specific to	
		Small group – 4 to 6 students with	to 5, similar skill deficits	area of weakness	
		similar skill deficits	Reading intervention, specific to area	Mini group instruction Individualized instruction	
		Differentiated instruction	of weakness	Differentiated instruction	
		Monitoring by class teacher Additional skill work	Math intervention, specific to area of	Pull-out instruction	
		Extended day instruction (before	weakness	Extended-Day instruction (before	
		and/or after school)	Science intervention, specific to area	and after school)	
		Extra Help	of weakness	Extra Help	
		Consultation with other	Small group instruction	Consultation with other	
		professionals, both from within the	Individualized instruction	professionals, both from within the school and from the community	
		school and from the community	Differentiated instruction	Failure to respond to the most	
		, , , , , , , , , , , , , , , , , , ,	Pull-out instruction	intensive interventions provided by	
		Minimum Duration:	Extended-Day instruction (before and after school)	AIS/support staff at Tier 3 will result	
		2 interventions/ 6 data points each	Extra help	in a referral to Committee on	
			1	Special Education. Students can be	
			Minimum Duration:	supported by both systems at this level.	
			2 interventions/ 6 data points each	level. Minimum Duration:	
				2 interventions/ 6 data points each	

Assessment Measures	Entry Criteria	Tier 1	Tier 2	Tier 3	Criteria for Ending
	Minimum of two of the	Services provided in class	Services provided in class	Type and intensity of service	AIS
	following must confirm	100% of initially identified	20% of initially identified	will be based on individual	
	findings of initial screening:			need 5% of total identified	
Grade 5 - 8		General Ed	AIS	AIS/Spec. Ed.	
PARCC ELA, Math, Science or Social Studies Assessment-	Classroom performance dataBelow cut point on at least 2	Provided by: In class, general education teacher	Provided by: Contact parents for support and	Provided by: AIS and/or school support staff,	Provided by: Contact parents for support and
previous grade level	of the initial screening tools	Needs of all students are addressed	involvement	special education teachers	involvement
• iReady		through the standard curriculum and effective instruction	In class, general education or AIS staff	Contact parents for support and involvement	Level 3 or 4, NYS Assessment ELA or
		Contact parents for support and	Progress monitoring:	Progress monitoring:	Math or Science or
		involvement	Progress monitoring – minimal weekly – consistent documentation	Minimal 2 x week, consistent documentation – progress	Social Studies – Levels 3 or 4
		Progress monitoring:	- progress graphed	graphed	 Grade-level score on
		Standard classroom assessments.	- progress graphed	Frequency:	district-created grade-
			Frequency:	5 x week for 30 minutes	level assessment
		For struggling students,	3 x week for 30 minutes	Speech Improvement Services,	 Recommendation of
		documentation of interventions and	Speech Improvement Services	2-3 x week pull-out	teacher/administration
		progress is required.	push-in or 1 x week pull-out	Possible interventions: Mini group instruction (no more	Classroom performance
		Minimal 2 x month, consistent	Possible interventions:	than three students with similar	dataAIS assessment
		documentation – progress graphed	Child Study Team	skill deficits)	Als assessment
			recommendations	Combination of push-in and pull-	
		Frequency:	Co-teaching when appropriate	out structures	
		2-3 x week for 20 minutes	Classroom observation of struggling student by support staff	Reading intervention specific to area of weakness	
			Consultation with other	Math intervention, specific to area	
			professionals, both from within the	of weakness	(For students transitioning to a
		Possible interventions:	school and from the community	Science intervention, specific to	new level (e.g. Grade 5 to 6)
		Small group – 4 to 6 students with similar skill deficits	In class, small group instruction of	area of weakness	the timeline should be monitored very closely so that
		Differentiated instruction	3 to 5, similar skill deficits	Social Studies intervention, specific to area of weakness	supports can be put in place for
		Monitoring by class teacher	Reading intervention, specific to	Mini group instruction	the student in the new setting.
		Additional skill work	area of weakness	Individualized instruction	There should be time allotted
		Extended day instruction (before	Science intervention, specific to area of weakness	Differentiated instruction	prior to the end of the school
		and after school)	Math intervention Science	Pull-out instruction	year to complete a CSE referral
		Extra Help	intervention, specific to area of	Extended-Day instruction (before and after school)	and to develop an IEP if
		Support materials for parent use Consultation with other	weakness	Extra help	indicated. Such referrals
		professionals, both from within the	Social Studies intervention, specific	Wilson Reading Program	should be made by the end of February).
		school and from the community	to area of weakness	Failure to respond to the most	i coruary j.
			Individualized instruction	intensive interventions provided	
		Minimum Duration:	Differentiated instruction	by AIS/support staff at Tier 3 will	
		2 interventions/ 6 data points each	Pull-out instruction Extended-Day instruction (before	result in a referral to Committee	
			and after school)	on Special Education. Students can be supported by both systems	
			Minimum Duration:	at this level.	
			2 interventions/ 6 data points each	Minimum Duration:	
				2 interventions/ 6 data points each	

Key Classroom Accommodations to empower teachers to manage the needs of a diverse range of learners: (<u>http://www.naesp.org/ContentLoad.do?contentId=1738&action=print</u>, accessed 4/9/07)

1. Find the root cause:

When a student does poorly on class or homework assignments, there are two possible explanations: Either the students lacks the skills to do the work or is not motivated. One simple test that schools can use to decide which one applies is the "Can't Do vs. Won't Do" Assessment (Witt and Beck, 1999.) The student independently completes two similar assignments (e.g. Math worksheets), first with no incentive and then with an incentive that the student finds rewarding. If the student completes significantly more work when offered an incentive, the root cause of the academic problem is probably poor motivation. The teacher should encourage and praise the student for effort, and perhaps offer rewards for work done correctly on time. Little or no change in performance, even with an incentive, suggests that the problem is due to a skill deficit and the student should receive remedial instruction.

2. Identify the student's learning stage:

Learning is a complex activity that advances through several stages. The Instructional Hierarchy (Harding et al. 1978) gives teachers a framework for linking the stage of learning that a student is in to appropriate instructional strategies.

The acquisition phase marks the point when the student is just learning the target skill. The goal for this stage is for the student to perform the skill accurately. Once accuracy is achieved, the student moves into the fluency phase. Here, the goal is to perform that skill quickly and without difficulty. Students who are both accurate and fluent in a skill advance to the generalization phase, where the goal is to use the skills in settings or situations where it would be most useful.

Teachers can use the Instructional Hierarchy to identify a student's current stage of learning and match that student to appropriate academic service interventions. For example, a teacher might provide individualized support, encouragement, and immediate corrective feedback for a student who is just learning to read basic text (acquisition phase). The same teacher might create an intervention for a child who reads fluently but seldom picks up a book outside of the classroom (generalization phase) by arranging for the child's parent to reward the student for every book read at home.

3. Match students to appropriate levels of instruction:

Students given academic material that is too easy or too difficult will not perform well and are less likely to be motivated. They do best when the work is adjusted so that the ratio of known to unknown material on a given learning task is high (Getting and Seibert, 2002).

4. Adopt evidence-based intervention strategies:

Rather than selecting intervention ideas by trial and error, the school should carefully screen academic interventions and choose only those that are validated by sound empirical research.

5. Require active student response:

It is difficult for teachers to determine whether students have learned and can apply the newly acquired cognitive skills and strategies. Struggling learners in particular have difficulty in grasping and applying higher-level thinking strategies. Teachers should structure learning activities to require students to demonstrate their learning in observable ways (Heward, 2003). For example, a teacher may prompt student to respond chorally to yes/no questions to gain an immediate indication of those who have not yet learned the material. Or students may be divided into cooperative learning groups, with each student responsible for teaching part of a lesson to his or her peers. In both examples, "thinking activities" are translated into behaviors that teachers can observe and evaluate.

6. Be explicit in teaching strategies:

Because struggling learners "do not generalize problem-solving strategies and skills effectively" (Shaw, 2000), teachers cannot assume that the majority of their students will internalize a learning strategy based on a single verbal explanation. Instead, the teacher should present the strategy using a "think aloud' approach, then having students use the strategy while offering encouragement and corrective feedback, and finally prompting students to employ the strategy independently.

7. Review, review, review:

Acquiring strong, basic academic skills is a primary goal for struggling learners (Shaw, 2000). However, too often these students learn skills at a rudimentary level and do not have sufficient opportunities to practice them until they have been fully mastered. Teachers may be reluctant to promote regular drill and practice because it can be quite time-consuming to create imaginative, motivating practice activities at basic levels. But without a programmed drill and practice component, marginal students will probably fail to master or be fluent in target skills. Even after a skill has been mastered, students must be given periodic opportunities to review the skill in order to retain it over time.

8. Give students opportunities for choice:

When teachers give their classes opportunities to choose how they structure their learning activities, student motivation to learn increases and behavior problems often go down (Kern et al., 2002). Students develop a sense of autonomy when permitted to engage in even modest choice making (e.g., selecting books to read for an assignment or deciding where to sit in class). This gives them voice and a sense of ownership in their learning.

9. Monitor student progress frequently:

There are no ironclad guarantees that a struggling learner will respond well to a particular academic intervention. The teacher should collect data frequently to monitor the student's progress. This allows the teacher to judge within weeks rather than months whether an intervention is effective or needs to be changed.

Curriculum-based measurement (CBM) is a valid and reliable assessment tool, ideal for tracking student progress in such basic academic areas as reading, math, writing, spelling, and pre-literacy skills (Shinn, 1989). CBA probes can be created by the classroom teacher, are easy to administer and score, and provide relevant information about a student's fluency and accuracy in the skill being assessed. Resources for progress monitoring can be found at http://www.studentprogress.org/default.asp.

10. Develop school-wide programs for common academic problems:

Schools often discover that they have a number of students with similar academic problems. An elementary school principal may find, for instance, a high number of academic referrals from second-grade teachers concerned about slow readers. A school might quickly become overwhelmed if it tried to create intensive, customized intervention for each child in a large pool of similarly needy students. A more efficient approach might be to put together a building-level program that addresses the shared academic needs of groups of students. Using this approach, the principal with numerous referrals for slow readers in the second grade might start a cross-age, peer-tutoring program in reading. Older students would be trained to use simple, research-based strategies to increase the reading fluency of younger children.

11. Create an intervention team:

The collective wisdom and expertise of groups of educators far outstrips that of any one person. Principals who establish intervention teams with strong teacher representation benefit from the shared experience of individual members, making intervention planning more manageable while often resulting in better student outcomes. Intervention teams are most effective when they follow a structured problem-solving model, promote the use of evidence-based interventions, collect and graph the data to determine student progress.

Reading	Phonemic awareness	Comprehension
8	• Phonics	Vocabulary
	• Fluency	Background knowledge
Writing	Paragraph or Essay Writing	
	Organization	Timed or on-demand writing
	Word Choice	Handwriting
	Voice	• Spelling
	Ideas and Content	
	Sentence Fluency	
	Conventions	
Math	Whole Numbers	Place value
	• Time	Addition and Subtraction
	• Money	Multiplication and Division
	Geometry: 2-dimensional shapes	Fractions
	Measurement: Liner	• Decimals
	Measurement: Area	
Science	Basic concepts	• Notemaking
	Graph reading and chart reading	Reading a text
Social Studies	Basic concepts	 Document Based Questions – Comprehension of document
	• Writing Skills (cite documents, coherently draw conclusions,	meaning
	organized writing)	 Graph reading, chart reading, and map reading
Behavioral	Attention to task	Self-injurious behavior
	Disruptive behavior	Organization
	Aggressive behavior	Anxiety
	Motivation	
Social Skills	Peer interactions	Adult interactions
	Problem solving	Decision-making
Listening/Speaking	Expressive oral language	
8 · · · · · · · · · · · · 8	Receptive oral language	
	Articulation	

Select Intervention Options (Strategies) That Address

To access interventions that target the focus areas above: Open FileMaker Pro 7, 8 or 9 Click on Remote Click on Hosts 10.11.4.32 Click on Data Base Menu in the right-hand column On the new screen, click on Academics and then RTI AIS.

Directions: If you have an intervention (strategy) that would address one of the problem areas, please complete this form and send to Carolyn Hirst-Loucks, Tubman. The strategy will be reviewed and entered into the database for all to access.

Skill Area		
Tier		
Recommendation for Intervention:		
Frequency	Group Size	
Duration	Setting	
Strategy (Brief Description)		
Additional Resources		
Data Collection Tool		