

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

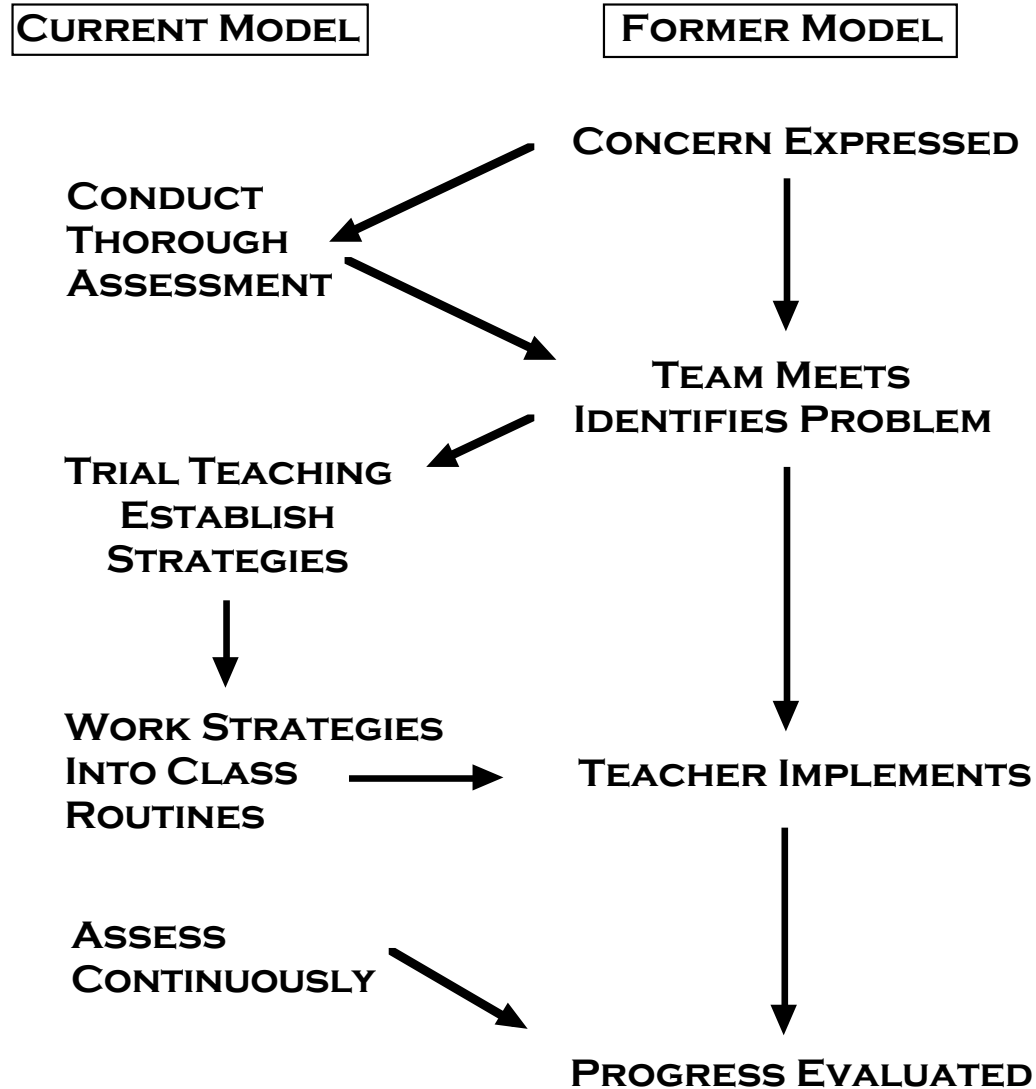
The foundation of RTI practices consists of a set of beliefs, values and practices that work together to improve teaching and learning for all students.

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.

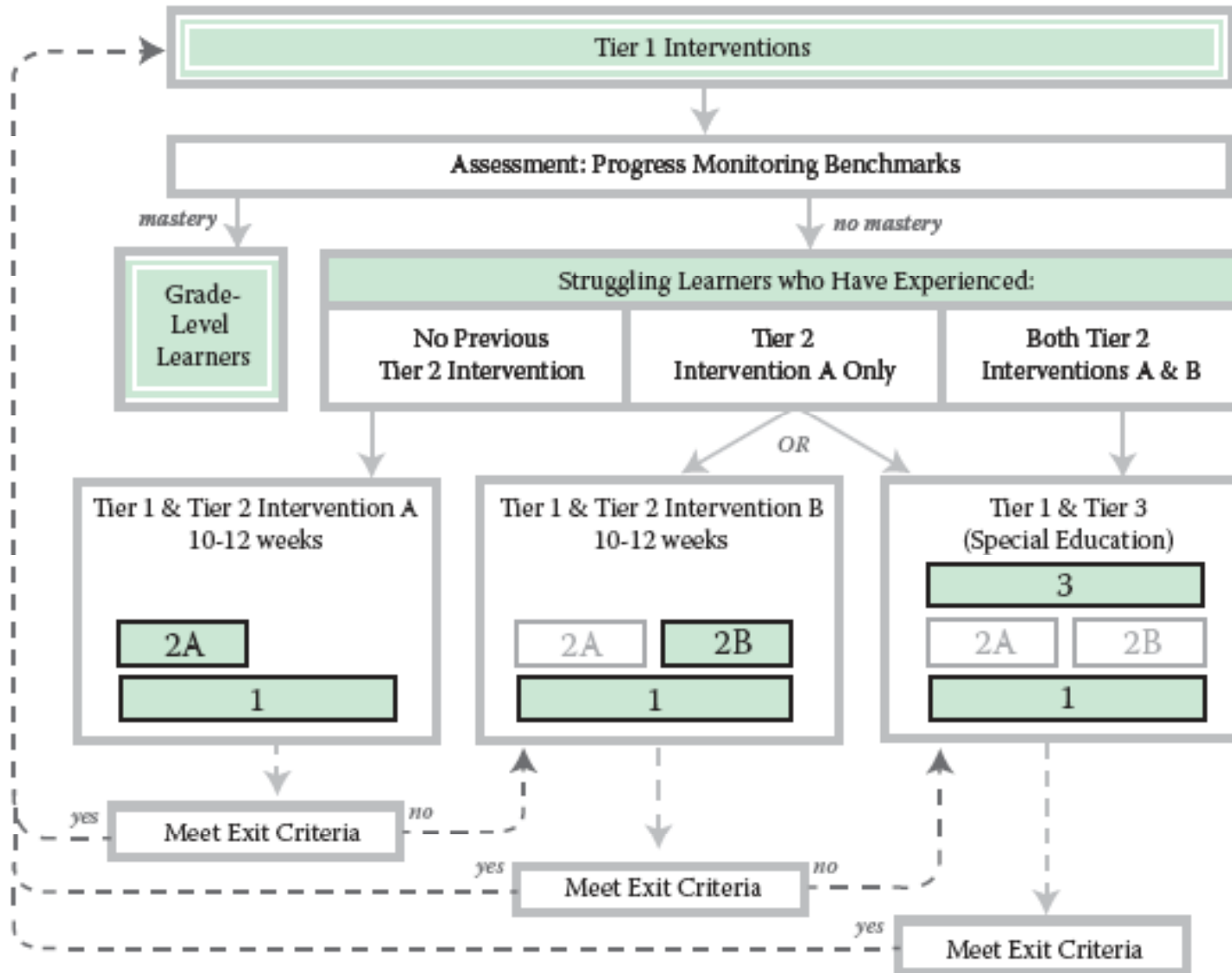
Adapted from National Association of State Directors of Special Education, Inc., accessed 5/07.

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



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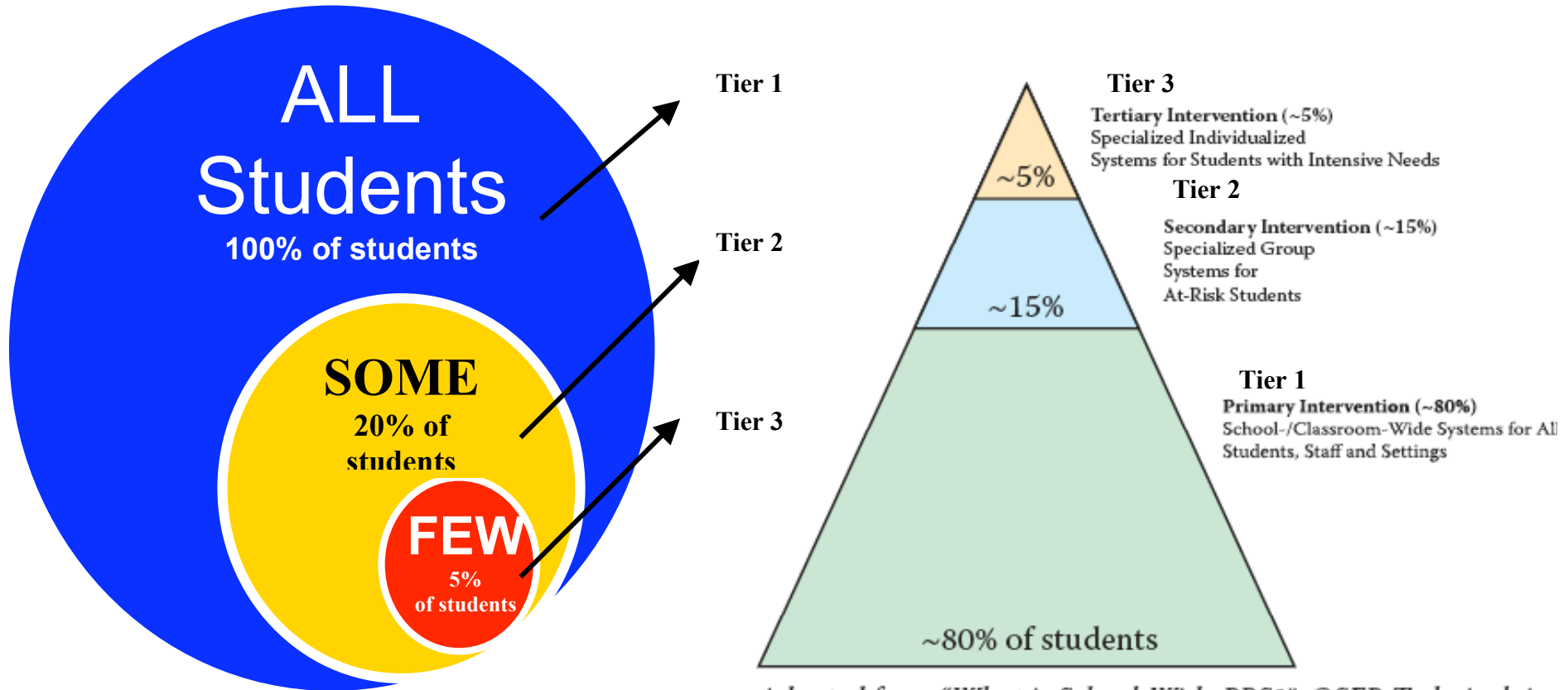
Responsiveness to Intervention: Tier I, Tier 2 and Beyond, Special Education



Adapted from Vaughn (2003)

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

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.

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

Initial Screening	Entry Criteria <i>Minimum of <u>two</u> of the following must confirm findings of initial screening</i>	Tier 1 <i>Services provided in class. All students.</i>	Tier 2 <i>Services provided in class. ~20% of all students</i>	Tier 3 <i>Type and intensity of service based on individual need. ~5% of all students</i>	Criteria for Exiting
Kindergarten		General Ed	AIS	AIS/Spec. Ed.	
<ul style="list-style-type: none"> • Kindergarten Screening • iReady • KIDS • • District-created grade-level assessment 	<ul style="list-style-type: none"> • Below cut point on at least 2 of the initial screening tools • Classroom performance data 	<p>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</p> <p>Progress monitoring: Standard classroom assessments.</p> <p>For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>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</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: In class, general education or AIS staff Co-teaching when appropriate Contact parents for support and involvement</p> <p>Progress monitoring: Minimal weekly - consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes</p> <p>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</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes</p> <p>Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Individualized instruction Differentiated instruction Extra Help Consultation with other professionals, both from within the school and from the community</p> <p><i>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.</i></p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<ul style="list-style-type: none"> • Grade-level score on Fox in the Box • DIBELS • Grade-level appropriate scores on IRI • Recommendation of Teacher/Administration • Classroom performance data • AIS assessment

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

Initial Screening	Entry Criteria <i>Minimum of <u>two</u> of the following must confirm findings of initial screening</i>	Tier 1 <i>Services provided in class. All students.</i>	Tier 2 <i>Services provided in class. ~20% of all students</i>	Tier 3 <i>Type and intensity of service based on individual need. ~5% of all students</i>	Criteria for Exiting
Grade 1		General Ed	AIS	AIS/Spec. Ed.	
<ul style="list-style-type: none"> • iReady • District-created grade-level assessment 	<ul style="list-style-type: none"> • Below cut point on at least 2 of the initial screening tools • Classroom performance data 	<p>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</p> <p>Progress monitoring: Standard classroom assessments.</p> <p>For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>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</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: In class, general education or AIS staff Contact parents for support and involvement</p> <p>Progress monitoring: Minimal weekly - consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes Speech Improvement Services push-in or 1 x week pull-out</p> <p>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</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out</p> <p>Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Reading intervention Math 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 <i>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.</i></p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<ul style="list-style-type: none"> • Grade-level score on Fox in the Box DIBELS • Grade-level appropriate scores on IRI • Recommendation of Teacher/Administration • Classroom performance data • AIS assessment

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

Initial Screening	Entry Criteria <i>Minimum of <u>two</u> of the following must confirm findings of initial screening</i>	Tier 1 <i>Services provided in class. 100% of initially identified</i>	Tier 2 <i>Services provided in class. 20% of initially identified</i>	Tier 3 <i>Type and intensity of service based on individual need. 5% of total identified</i>	Criteria for Exiting
Grade 2		General Ed	AIS	AIS/Spec. Ed.	
<ul style="list-style-type: none"> • iReady • District-created grade-level assessment 	<ul style="list-style-type: none"> • Below cut point on at least 2 of the initial screening tools • Classroom performance data 	<p>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</p> <p>Progress monitoring: Standard classroom assessments</p> <p>For struggling students, documentation of interventions and progress is required Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>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</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: In class Contact parents for support and involvement</p> <p>Progress monitoring: Minimal weekly - consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes Speech Improvement Services push-in or 1 x week pull-out</p> <p>Possible interventions: Child Study Team recommendations 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 Co-teaching when appropriate Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Extended-Day instruction (before and after school) Summer enrichment Extra Help</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out</p> <p>Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Reading intervention Math intervention Mini group instruction Individualized instruction Differentiated instruction Pull-out Extended –Day instruction (before and after school) Summer enrichment Extra Help Consultation with other professionals, both from within the school and from the community <i>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.</i></p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<ul style="list-style-type: none"> • Student Progress • Grade-level score on DIBELS or District-created grade level assessment • Recommendation of teacher/Administration • Classroom performance data • AIS assessment

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Grade 3					
<ul style="list-style-type: none"> iReady District-created grade-level assessment 	<ul style="list-style-type: none"> Below cut point on at least 2 of the initial screening tools Classroom performance data 	<p>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</p> <p>Progress monitoring: Standard classroom assessments</p> <p>For struggling students, documentation of interventions and progress is required Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>Possible interventions: Small group – 4 to 6 students with similar skill deficits Differentiated instruction Monitoring by class teacher Additional skill work Extended Day (before and after school) Extra Help Support materials for parent use</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: In class, general education or AIS staff Contact parents for support and involvement</p> <p>Progress monitoring: Minimal weekly - consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes Speech Improvement Services push-in or 1 x week pull-out</p> <p>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 Reading intervention Math intervention Small group instruction Individualized instruction Differentiated instruction Extended-Day instruction (before and after school) Summer enrichment Extra Help</p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<p>Provided by: AIS and/or school support staff Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out</p> <p>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 Individualized instruction Differentiated instruction Pull-out Extended-Day instruction (before and after school) Summer enrichment Extra Help</p> <p><i>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.</i></p> <p>Minimum Duration: 12 weeks/2 interventions</p>	<ul style="list-style-type: none"> Grade-level score on district-created grade-level assessment Level 3 or 4 NYS ELA/Math Assessment Recommendation of teacher/Administration Classroom performance data AIS assessment <p>Failure to respond to the most intensive interventions at Tier 3 will result in a referral to Committee on Special Education.</p>

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

Initial Screening	Entry Criteria <i>Minimum of <u>two</u> of the following must confirm findings of initial screening</i>	Tier 1 <i>Services provided in class. 100% of initially identified</i>	Tier 2 <i>Services provided in class. 20% of initially identified</i>	Tier 3 <i>Type and intensity of service will be based on individual need 5% of total identified</i>	Criteria for Exiting
Grade 4		General Ed	AIS	AIS/Spec. Ed.	
<ul style="list-style-type: none"> • PARCC ELA or Math Assessment, previous grade level • iReady 	<ul style="list-style-type: none"> • Classroom performance data • Below cut point on at least 2 of the initial screening tools 	<p>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</p> <p>Progress monitoring: Standard classroom assessments.</p> <p style="background-color: yellow;">For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>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/or after school) Extra Help Consultation with other professionals, both from within the school and from the community</p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<p>Provided by: In class, general education or AIS staff Contact parents for support and involvement</p> <p>Progress monitoring: Minimal weekly - consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes Speech Improvement Services push-in or 1 x week pull-out</p> <p>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 Reading intervention, specific to area of weakness Math intervention, specific to area of weakness Science intervention, specific to area of weakness Small group instruction Individualized instruction Differentiated instruction Pull-out instruction Extended-Day instruction (before and after school) Extra help</p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<p>Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out</p> <p>Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Reading intervention, specific to area of weakness Math intervention, specific to area of weakness Science intervention, specific to area of weakness Mini group instruction Individualized instruction Differentiated instruction Pull-out instruction Extended-Day instruction (before and after school) Extra Help Consultation with other professionals, both from within the school and from the community <i>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.</i></p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<ul style="list-style-type: none"> • Grade-level score on district-created grade-level assessment • Level 3 or 4 NYS ELA/Math Assessment • Recommendation of teacher/Administration • Classroom performance data • AIS assessment

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

Assessment Measures	Entry Criteria <i>Minimum of two of the following must confirm findings of initial screening:</i>	Tier 1 <i>Services provided in class 100% of initially identified</i>	Tier 2 <i>Services provided in class 20% of initially identified</i>	Tier 3 <i>Type and intensity of service will be based on individual need 5% of total identified</i>	Criteria for Ending AIS
Grade 5 - 8		General Ed	AIS	AIS/Spec. Ed.	
<ul style="list-style-type: none"> • PARCC ELA, Math, Science or Social Studies Assessment-previous grade level • iReady 	<ul style="list-style-type: none"> • Classroom performance data • Below cut point on at least 2 of the initial screening tools 	<p>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</p> <p>Progress monitoring: Standard classroom assessments.</p> <p>For struggling students, documentation of interventions and progress is required. Minimal 2 x month, consistent documentation – progress graphed</p> <p>Frequency: 2-3 x week for 20 minutes</p> <p>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</p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<p>Provided by: Contact parents for support and involvement In class, general education or AIS staff</p> <p>Progress monitoring: Progress monitoring – minimal weekly – consistent documentation – progress graphed</p> <p>Frequency: 3 x week for 30 minutes Speech Improvement Services push-in or 1 x week pull-out</p> <p>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 Reading intervention, specific to area of weakness Science intervention, specific to area of weakness Math intervention Science intervention, specific to area of weakness Social Studies intervention, specific to area of weakness Individualized instruction Differentiated instruction Pull-out instruction Extended-Day instruction (before and after school)</p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<p>Provided by: AIS and/or school support staff, special education teachers Contact parents for support and involvement</p> <p>Progress monitoring: Minimal 2 x week, consistent documentation – progress graphed</p> <p>Frequency: 5 x week for 30 minutes Speech Improvement Services, 2-3 x week pull-out</p> <p>Possible interventions: Mini group instruction (no more than three students with similar skill deficits) Combination of push-in and pull-out structures Reading intervention specific to area of weakness Math intervention, specific to area of weakness Science intervention, specific to area of weakness Social Studies intervention, specific to area of weakness Mini group instruction Individualized instruction Differentiated instruction Pull-out instruction Extended-Day instruction (before and after school) Extra help Wilson Reading Program <i>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.</i></p> <p>Minimum Duration: 2 interventions/ 6 data points each</p>	<p>Provided by: Contact parents for support and involvement</p> <ul style="list-style-type: none"> • Level 3 or 4, NYS Assessment ELA or Math or Science or Social Studies – Levels 3 or 4 • Grade-level score on district-created grade-level assessment • Recommendation of teacher/administration • Classroom performance data • AIS assessment <p>(For students transitioning to a new level (e.g. Grade 5 to 6) the timeline should be monitored very closely so that supports can be put in place for the student in the new setting. There should be time allotted prior to the end of the school year to complete a CSE referral and to develop an IEP if indicated. Such referrals should be made by the end of February).</p>

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

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

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

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.

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

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.

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

Select Intervention Options (Strategies) That Address

Reading	<ul style="list-style-type: none"> • Phonemic awareness • Phonics • Fluency 	<ul style="list-style-type: none"> • Comprehension • Vocabulary • Background knowledge
Writing	<ul style="list-style-type: none"> • Paragraph or Essay Writing <ul style="list-style-type: none"> • Organization • Word Choice • Voice • Ideas and Content • Sentence Fluency • Conventions 	<ul style="list-style-type: none"> • Timed or on-demand writing • Handwriting • Spelling
Math	<ul style="list-style-type: none"> • Whole Numbers • Time • Money • Geometry: 2-dimensional shapes • Measurement: Linear • Measurement: Area 	<ul style="list-style-type: none"> • Place value • Addition and Subtraction • Multiplication and Division • Fractions • Decimals
Science	<ul style="list-style-type: none"> • Basic concepts • Graph reading and chart reading 	<ul style="list-style-type: none"> • Notemaking • Reading a text
Social Studies	<ul style="list-style-type: none"> • Basic concepts • Writing Skills (cite documents, coherently draw conclusions, organized writing) 	<ul style="list-style-type: none"> • Document Based Questions – Comprehension of document meaning • Graph reading, chart reading, and map reading
Behavioral	<ul style="list-style-type: none"> • Attention to task • Disruptive behavior • Aggressive behavior • Motivation 	<ul style="list-style-type: none"> • Self-injurious behavior • Organization • Anxiety
Social Skills	<ul style="list-style-type: none"> • Peer interactions • Problem solving 	<ul style="list-style-type: none"> • Adult interactions • Decision-making
Listening/Speaking	<ul style="list-style-type: none"> • Expressive oral language • Receptive oral language • Articulation 	

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.

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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
