

Using Rtl for SLD eligibility: Step by step procedures

**Webster Groves School
District
2009**



“Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RtI systems combine universal screening and high-quality instruction for all students with interventions targeted at struggling students.”

- **What Works Clearinghouse, Assisting students struggling with Reading: Response to Intervention (RtI) and Multi-tier Intervention in the Primary Grades, NCCE 2009-4045**

Two Aspect of Rtl

- Rtl as a school-wide process of identifying students early, using the problem solving method and data ensure students needs are met to teaching and interventions.
- Using Rtl as a way of identifying a student for special education in the area of a Specific Learning Disability.

Committee created to work on using Rtl for SLD eligibility during 08-09 school year:

Philosophy and Forms

Mary Stefanus, Former Principal, Hixson
Kristen Denbow, Principal, Steger/Computer School
Aimee Vogt, Reading teacher, Hixson
Pam Warmbrodt, Special Education teacher, Hixson

Step-by-Step Process

Chad Lent, Effective Practice Specialist, SSD
Pam Retzlaff, Principal, Edgar Road
John Simpson, Assistant Superintendent C & I
Beverly DePung, Counselor, Edgar Road
Linda Peterson, Counselor, Hixson
Elizabeth Lock, School Psychologist, SSD
Barb Lombardo, School Psychologist, SSD
Kim Meyers, Former Area Coordinator, SSD

Fidelity

Bill Schiller, Principal, Clark
Laura Meyer, Special Education teacher, Clark
Linda Munsell, Literacy Coordinator
Susan Bergman, Math Coordinator



Webster Groves School District

Rtl Practices and Procedures

See Handout:

Process :

- Committees researched Rtl and the use for SLD eligibility
- Followed MO Department of Elementary and Secondary Education Rtl Guidelines
- Committees met monthly to review and revise
- Final Draft completed on 4/09

In Final Draft By December 1, 2009:

- Share with buildings
- Share with Special Ed/504 District Committee
- Share with administrators
- Share with Director of Legal Services at SSD
- Committee will meet to hear input and make any changes

By January 2010

- Share final draft with Board of Education
- Begin process of using RtI for SLD eligibility
- Until then will continue to use discrepancy model which still requires documentation of interventions

STEP 1 (Tier 1)



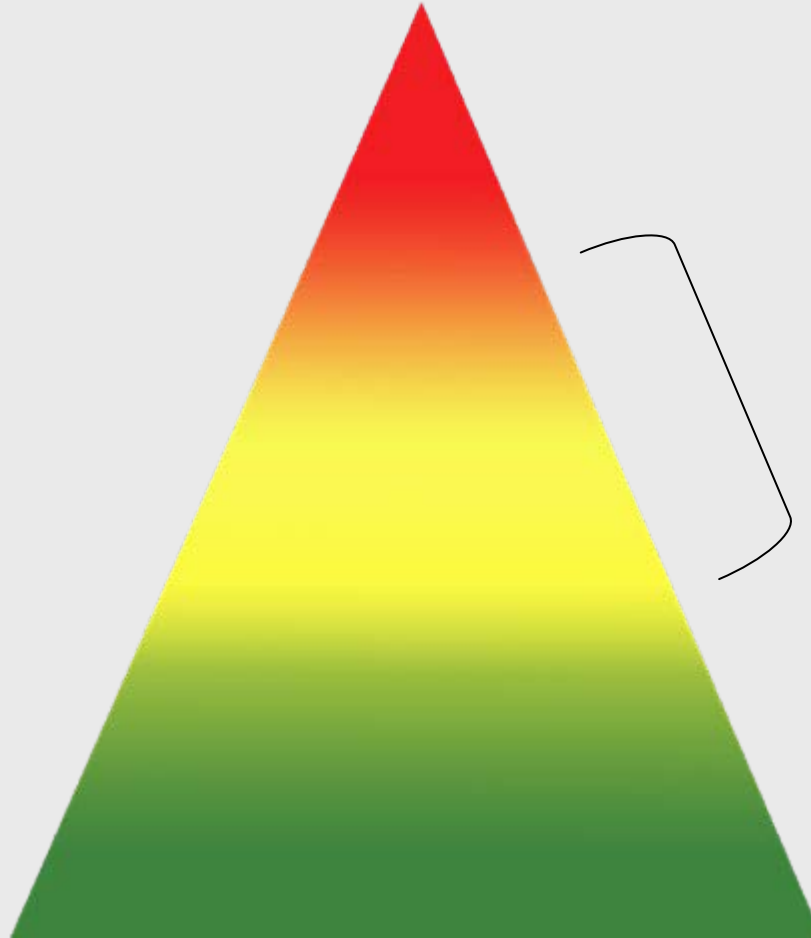
Tier 1 80%
Students
Instruction for
all students

Step I:

Student at or above 25th percentile on CBM, other classroom assessments and observations

- **Tier 1 core instruction in classroom**
- **Possible small group intervention 2-3 times a week for 5 min in classroom**
- **Benchmark 3 times a year**

STEP 2 (Tier 2)



Tier 2,
supplemental to
tier 1, small group

Tier 1 and 1a
80%
Students
Instruction for
all students

Step 2:

Benchmark BELOW 25th percentile and performance is confirmed through additional assessments and classroom observations:

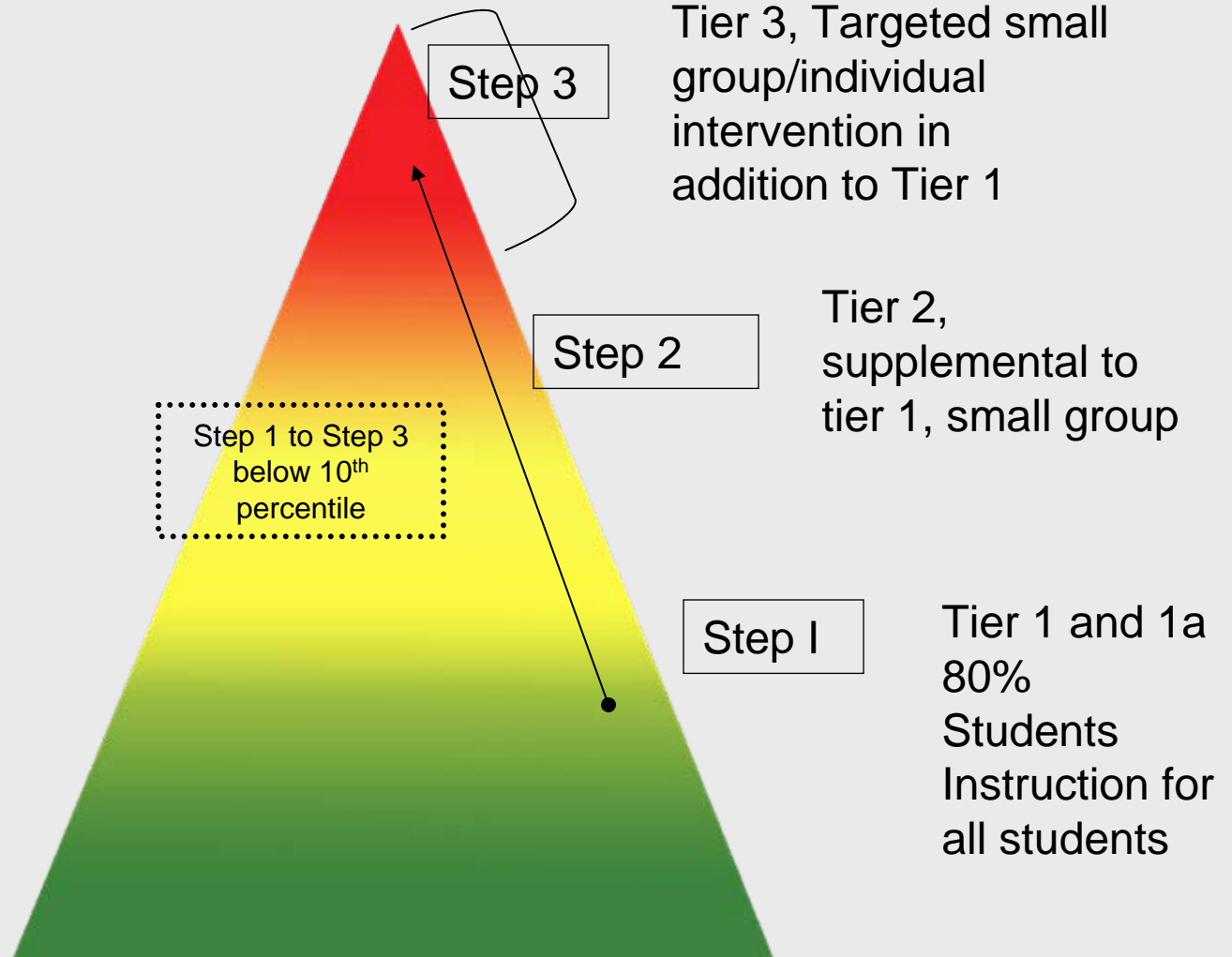
- **Grade level team meets to review data and decide on targeted group interventions at the level that meets student's identified goal:**
 - In addition to Tier I instructions, a supplemental intervention is added to student's plan
 - In classroom/pulled out of classroom/before or after school
 - Intervention session length and frequency determined by grade level team
 - Implemented by general education teacher or interventionist
 - Individual or small group

Step 2 continued:

- Letter is sent to parent to inform of intervention, what, where, and how often (informed consent) – parent may request special education evaluation at any point
- Progress monitoring every 2-4 weeks minimum of 6 data points
- Review data points as long as rate of improvement is toward the learning goal continue intervention
- If trend line is near or above target, consider fading or discontinuing intervention
- If student has four consecutive data points below the goal line, grade level team determine change in intervention
- Change the intervention by a change in the amount time, frequency, group size in intervention or a different intervention
- A minimum of two Tier 2 interventions are recommended in Step 2 before moving to Step 3 (includes revising initial intervention)

STEP 3

(Two ways to get to Tier 3)



Step 3:

Student not meeting expected rate of Tier 2 and two interventions or change in intervention has been tried:

- Building level team reviews data and determines student goal and tier 3 intervention
- Parent is invited to this meeting
- In addition to Tier 1 instruction, will participate in a n intensive targeted intervention
 - Individual or Group of 2 or 3
 - 15-60 minutes a day, 5 days a week (per developmental level)
 - Minimum of 10-12 sessions
 - Outside of classroom with a highly qualified/trained interventionist
 - Direct explicit instruction
 - Fidelity checks on implementation of intervention

Step 3: continued

- Letter to parents with signed consent to begin Tier 3 intervention
- Progress monitoring with CBM weekly for 6 data points
- Progress reported to parents regularly
- Schedule meeting to review data
- If data shows determined rate of improvement toward goal then continue intervention
- If data has 4 consecutive data points above goal line then fade or discontinue intervention
- If data has 4 consecutive data points below goal, review data and determine change in intervention (time, frequency, group size or a different intervention)

The “other way” to get to Step 3:

- If after CBM benchmark student’s benchmark scores are below the nationally-normed 10th percentile, well below average performance confirmed through additional standard assessments and classroom observations:
 - Student does not need to have a Tier 2 intervention before moving to Tier 3

Step 4:

Student is not meeting expected rate of improvement while receiving Tier 1 and Tier 3 interventions and remains below 10th percentile on CBM:

- **Building level team reconvenes to review all relevant data including progress monitoring data**
- **Parents are invited to meeting**
- **Team decide whether or not to proceed with a special education referral and evaluation**

(Only if student has had two interventions over at least 24 sessions)

NOT RECOMMENDED FOR A SPECIAL EDUCATION REFERRAL:

- **Parents will receive a written notification of the meeting and outcomes. Also their right to request a special education evaluation if they suspect a disability**

If referral and evaluation is recommended by team:

- **Start evaluation packet reviewing all information**
- **Continue interventions and progress monitoring**
- **Decided if further info is needed**
- **Determine if trial special education services are warranted**
 - **A formal review after 6 data points over 4-6 weeks**

Forms

- Parent letters (Tier 2 and Tier 3)
- Intervention progress reports
- Individual Learning Improvement Plan (ILIP)
- Rtl Problem Solving Form
- Preparing for a Positive Transition Form

Fidelity Checks

- Modified Building Level Checklist
- Modified Self-Assessment
- Walk-through Checklists
- Intervention Documentation Logs
- Parent Feedback Form
- RtI/SLD Checklist



Questions? Thoughts?

Thank you for your attention today.

*The Webster Groves School District community is committed to
academic and personal success for every student.*