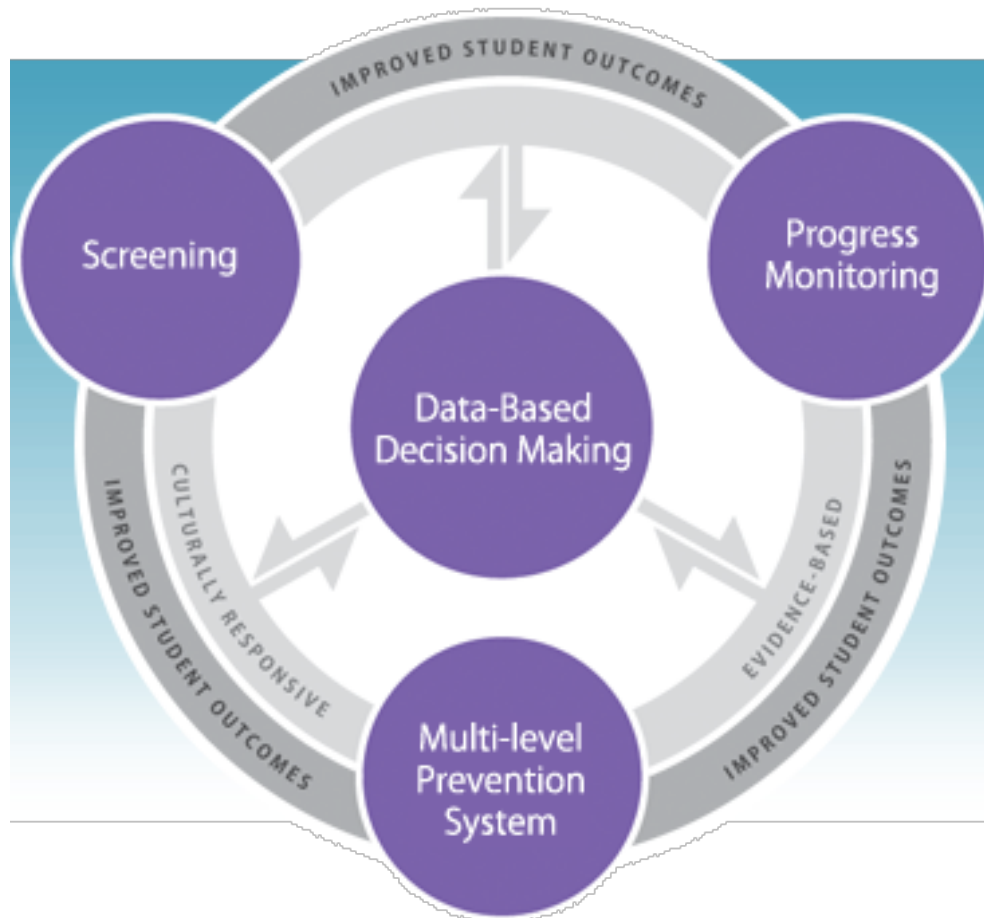




Lackawanna City School District

Response to Intervention (RTI) and Academic Intervention Services (AIS) Plan 2019 – 2020



**Board of Education Adoption Date:
October 17, 2019**

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Name	Role
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Julie Andreozzi	Principal of Special Education
Frederick Hahn	Principal of Martin Road Elementary
Ashley Wakelee	Principal of Truman Elementary
Linda Baillo	First Grade General Education Teacher
Jeannie O'Connor	Second Grade General Education Teacher
Lynn Bala	Reading Specialist
Shannon Krause	Reading Specialist
Dawn Sass	Special Education Teacher
Shannyn Tirado	Special Education Teacher
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Response to Intervention (RTI)

I. Introduction

Response to Intervention (RTI) is a multi-tiered framework of assessment, instruction, and intervention to ensure that students who are struggling academically are identified early and are provided targeted instruction at varying levels. Since the RTI process identifies students at the earliest signs of difficulty, RTI is preventive in nature and provides immediate support to students who are at risk for poor learning outcomes. (K. Slentz, personal communication, March 3, 2014) All students are eligible for support services including those with disabilities and/or limited English.

In October 2007, the Board of Regents approved regulations to define the minimal components of an RTI program and to require, effective July 1, 2012, that all school districts have an RTI program in place as part of the process to determine if a student in grades Pre-K-5 is a student with a learning disability (K. Slentz, personal communication, March 3, 2014).

In November 2010, section 100.2 (ee) of the Regulations of the Commissioner relating to Academic Intervention Services (AIS) was amended so that a school district may provide an RTI program in lieu of providing AIS to eligible students (K. Slentz, personal communication, March 3, 2014).

The RTI Model that the Lackawanna City School District has adopted encompasses reading, writing, math, and behavioral services at various levels of support and intensity depending on the student's needs.

II. OUR RTI MODEL

II A. Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to **all students** in the general education class by qualified personnel.

[8 NYCRR §100.2 (ii)(1)(i)]

Appropriate instruction begins with a core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the Common Core State learning standards and progression documents; and
- instructional strategies that utilize a formative assessment process.

Appropriate instruction is defined in the following areas as:

- **Appropriate instruction in reading means** explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)].
- **Appropriate instruction in mathematics includes** instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge/number sense and reasoning ability [The University of New York The State Education Department. *Response to Intervention Guidance for New York State School Districts*. 2010, 4].
- **Appropriate behavioral supports and intervention is evidenced by** a school-wide positive behavioral system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance [The University of New York The State Education Department. *Response to Intervention Guidance for New York State School Districts*. 2010, pg. 4].
- **Culturally responsive instruction uses** the cultural knowledge, prior experiences, performance styles, and strengths of students from diverse backgrounds to make learning more appropriate and effective for them. Culturally responsive teaching incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools [The University of New York The State Education Department. *Response to Intervention Guidance for New York State School Districts*. 2010, pg. 5].

- **Appropriate instruction for limited English proficient/English language learners (LEP/ELL) students must be** both culturally responsive and linguistically appropriate. This includes research-based instruction that has been validated with LEP/ELL students and bilingual and English as a New Language (ENL) instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education. It is also important to determine if adequate support in English language development has been provided and to what extent a student may be struggling due to their lack of proficiency in English [Response to Intervention, Guidance for New York State School Districts, October 2010, pgs. 5-6].
- **The same basic requirements for implementing RTI with all general education students apply to situations in which cultural and linguistic diversity may be a factor:** screening, progress monitoring, qualified instructors (for reading/literacy and content areas, including instructors providing English Language Arts (ELA), ENL, and bilingual instruction), and application of instruction and interventions with fidelity [The University of New York The State Education Department. *Response to Intervention Guidance for New York State School Districts*. 2010, pg. 6].

II B. Instruction Based on Student Need(s)

The Lackawanna City School District's process to determine if a student responds to scientific, research-based instruction shall include instruction matched to student need based upon the RTI, multi-tiered prevention framework/model, with increased levels or tiers of instructional support (See Appendix A: Figure 1 RTI Model for the Lackawanna City School District).

Levels of Intervention

Tier I (Core Instructional Program)

Tier I is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and Positive Behavioral Interventions and Supports (PBIS) are part of the universal core program. A school/district's core instructional program (Tier I) should minimally include:

- core curriculum aligned to the Common Core and Next Gen Learning Standards
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners
- universal screening administered to all students in the general education classroom three times per year
- differentiated instruction based on the abilities and needs of all students in the core program

Tier II (Targeted Intervention)

Students not making adequate progress in Tier I, based on identified district curriculum based measures, will receive Tier II interventions. **These interventions are skill based and matched to individual student needs.**

Tier II intervention is provided in addition to and *not in place of* the core instruction provided in Tier I. Students receive instruction in a **small group setting, for 20-30 minutes per session and a minimum of 2-3 times a week.**

Approximately 5 to 10 percent of students in a class receive Tier II intervention. The school determines the location of the Tier II intervention. It may take place in the general education classroom or in an alternate location outside of the general education classroom. The determination of which interventions will be provided to an individual student is made by a review of the data. Tier II interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

Progress monitoring occurs more frequently in Tier II and may vary from once every two weeks to once a week using a Curriculum-Based Measurement (CBM) that measures the previously identified skill deficit.

The recommended length of time a student spends in the second tier of intervention will vary from approximately six to thirty weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier II intervention indicates lack of adequate response, the student's educational team should consider adjusting the intervention.

Tier III (Urgent Intervention)

Tier III is designed for students who demonstrate insufficient progress in Tier II and require more intensive instruction in addition to their core instruction. Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. **This tier provides greater individualized instruction in a small group setting from 20 – 30 minutes at a minimum of four days per week.**

Progress monitoring of students receiving Tier III is completed at least every other week in order to measure the previously identified skill deficit.

Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier III intervention is determined by school personnel. **It is important to note that Tier III is considered supplemental instruction to Tier I and is not intended to replace Tier I instruction.**

The RTI tiers are intended to be a fluid system by which students are moved in and out of them when they meet instructional goals.

II C. Assessments Of An RTI Framework

An RTI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include screening, curriculum based assessments as identified by the District and progress monitoring. Each assessment type is used at different points within an RTI process for different purposes (See Appendix B: Table 1 Approved assessments for the RTI model).

RTI Universal Screening Measure

A. Reading

i-Ready Reading – screening, progress monitoring, instructional planning

A reliable, valid, and efficient, computer-adaptive assessment of general reading achievement for grades K-8 that provides nationally norm-referenced reading scores and criterion-referenced scores. i-Ready is a software program designed to assess reading development in the following domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. It can be completed without teacher assistance in approximately thirty minutes and repeated as often as weekly for progress monitoring, and serves as a skills diagnostic for older students with reading difficulties. [*iReady Diagnostic and Instruction: User Guide, September 2017*]

B. Math

i-Ready Math – screening, progress monitoring, instructional planning

A reliable, valid, and efficient, computer-adaptive assessment of general math achievement for grades K-8 that provides nationally norm-referenced math scores as well as criterion-referenced evaluations of skill levels. i-Ready Math assesses math skills in the following domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. It can be completed without teacher assistance in approximately thirty minutes and repeated as often as weekly for progress monitoring, and serves as a skills diagnostic for older students with math difficulties. [*iReady Diagnostic and Instruction: User Guide, September 2017*]

Lackawanna Curriculum Based Assessments

Assessments based on the Common Core and Next Gen Learning Standards that monitor student progress toward achieving proficiency in ELA and Math.

A. Reading

Grades PreK – 12

- Common Formative Assessments

Grades 3 – 8

- Common Formative Assessments
- New York State Assessments

Grades 9 – 12

- New York State Regents Examinations

B. Writing

Grades K – 12

- Lackawanna Writing Curriculum Rubrics

Grades 3 – 8

- New York State Assessments

Grades 9 – 12

- New York State Regents Examinations

C. Math

Grades PreK – 12

- Common Formative Assessments

Grades 3 – 8

- New York State Assessments

Grades 9 – 12

- New York State Regents Examinations

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention. Progress monitoring differs

from screening regarding the frequency with which it is administered and the kind of information it provides about student performance.

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier II intervention should be analyzed for level of performance and growth status. If student data reflects performance at or above benchmark, the student may return to Tier I. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier II intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier II intervention or movement to a Tier III intervention may be considered.

II D. Identification of Students

A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction, and/or services and the decision to make a referral for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(v)]

The Lackawanna City School District will use initial screening and progress monitoring data to inform decisions about the level and type of interventions needed to help individual students make progress.

The Lackawanna City School District's approach when determining student needs is a hybrid approach. Both a problem solving and a standard protocol approach are used within the RTI process. Both models share the following attributes: multi-tiered approach, universal screening, progress monitoring to determine treatment effect, and a team structure to organize and analyze student performance using progress monitoring data. The models differ in terms of attention to the level of individualization and depth of problem-analysis that occurs prior to the selection, design and implementation of an intervention." (Christ, Burns, & Ysseldyke, 2005, p. 2)

A standard protocol model involves the provision of a research-validated intervention for a specific amount of time, duration, and frequency (minutes per day, days per week, and number of weeks) with small groups of students having similar needs. Specifics as to who provides the instruction, frequency, and duration of the intervention, the materials used and frequency of progress monitoring are determined in a standard protocol model and this standardized, scripted intervention protocol is applied consistently to all students who require the same intervention.

In contrast, the problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student's reading

performance (Shapiro, 2009). Information obtained from the examination of instructional variables is used to identify sub skill deficits and inform targeted interventions.

To determine which students may be at risk, the Lackawanna City School District uses data obtained from benchmark/screening assessments (Magic Penny – PreK-K, Reading A-Z – K-5, and i-Ready Reading and Math – K-8), as well as, Common Formative Assessments (PreK-12), New York State Assessments (3-8), and New York State Regents Examinations (9-12).

Another key decision made is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Lackawanna City School District makes use of progress monitoring data and other sources to examine the student's level of performance and rate of progress over time. Other considerations made are:

- students are not responding adequately to instruction and need supplemental intervention;
- students are responding adequately to instruction and no longer need supplemental intervention;
- an intervention may need to be changed; and/or
- A student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.

Special Considerations for Students' with Limited English Proficiency/English Language Learners (LEP/ELL):

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and intervention must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) (Esparza Brown and Doolittle: NCCREST, 2008).

Three major variables should be considered when assessing and planning appropriate instruction for students who are LEP/ELL:

- language (literacy and oracy in both native and second language)
- culture
- educational history

These variables remain consistent across all tiers; what changes is the intensity of instruction, possibly the instructional setting (e.g., instruction in another classroom with students who have similar concerns), and depending on the Tier, some of the key instructional staff may vary (Linan-Thompson and Ortiz, 2009).

When an ELL student becomes the focus of concern, the instructional program itself must be examined to determine the match between the demands of the curriculum and the student's current proficiency in the language of instruction. It is important to examine the achievement of the student's "true peers" (i.e., students with similar language proficiencies and cultural and experiential backgrounds) to

see if they are excelling or not. If a majority of “true peers” within the school are struggling, this is an indication that the instruction is less than optimal for that group of students (Esparza Brown, 2008).

Special Considerations for Students’ in the Determination of a Learning Disability:

New York State has established criteria for the Committee on Special Education to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RTI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012 a school district must have an RTI process in place to determine that a student in pre-kindergarten through grade five has a learning disability.

In making a determination of eligibility for special education, the Committee on Special Education must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics, or limited English proficiency. The data from RTI can help to document that the reason for a student’s poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RTI data can yield important descriptive information about how children learn and why they may be having difficulties.

III. IMPLEMENTATION OF THE RTI MODEL

III A. Grade Level Team Meetings

The building principal, as the instructional leader, will run data meetings with all key stakeholders. Data meetings will be held within one week after District Benchmark assessments are given. At this time, determination of intervention and specific student needs will be discussed. A plan will then be designed and implemented based on student need and level of support. After six weeks of intervention, teachers will bring students up at grade level meetings for additional ideas and suggestions if the student continues to struggle with academic progress.

III B. Student Success Team (SST)

After meeting with the grade level team, and if the additional intervention proves unsuccessful, the classroom teacher will refer to the SST for additional intervention and supports. The SST consists of administrators, teachers, and support staff to provide classroom teachers with these additional supports.

III C. District Level Committee Members

The district level committee members consist of administrators, teachers, and support staff. The role of the team is to provide support to buildings with clarifications about the RTI process. In addition, the team is responsible for the creation and implementation of tools that will assist building leaders, teachers, and other members of the student's educational team to provide appropriate skill based instruction. The team meets throughout the year to update information about RTI and address any issues or concerns that may occur at the building and/or district level. Team members may be called in to sit in on meetings at various points, but they do not sit in on all meetings that occur.

See Appendix C: LCSD RTI Implementation Process Flowchart

IV. NOTIFICATION TO PARENTS

The Lackawanna City School District's process to determine if a student responds to scientific, research-based instruction shall include written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

- (a) the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RTI program selected by the school district;
- (b) Strategies for increasing the student's rate of learning; and
- (c) The parents' right to request an evaluation for special education programs and/or services.

[8NYCRR §100.2(ii)(1)(vi)]

The Lackawanna City School District will establish clear procedures to meet these requirements, including but not limited to, procedures for:

- determining the method for written parental notification;
- the manner and frequency of parent and staff communication; and
- the manner and frequency in which progress monitoring data will be provided to parents.

In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR§200.4(j)(1)(ii)(b))

V. PROFESSIONAL DEVELOPMENT

The Lackawanna City School District will take the appropriate steps to ensure that staff has the knowledge and skills necessary to implement an RTI program and that such program is implemented consistent with the plan stated throughout this document.

APPENDIX

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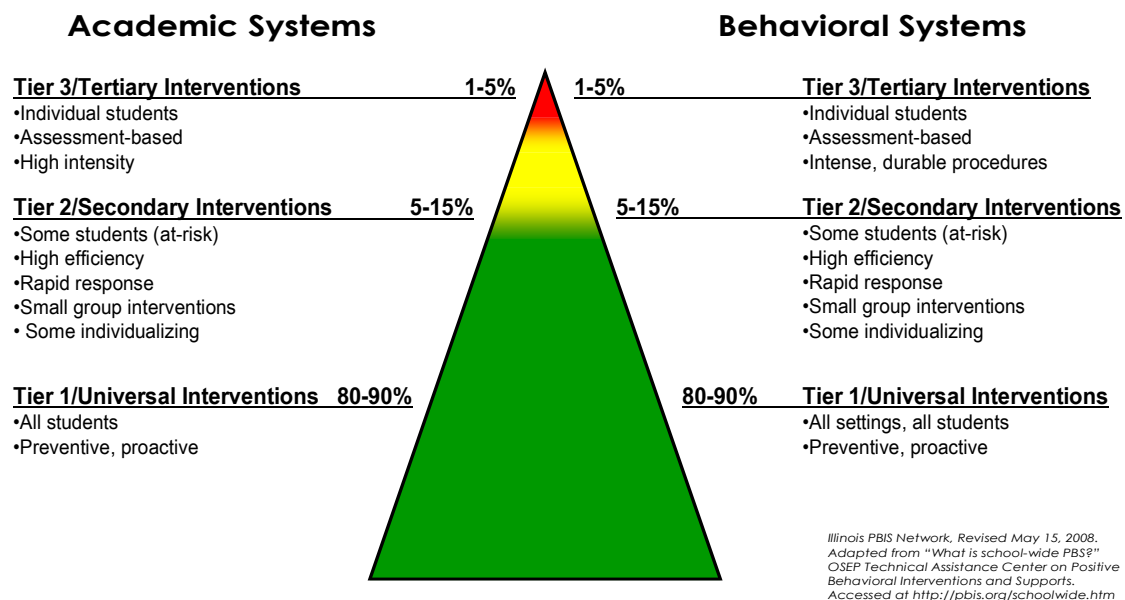
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Appendix A: Figure 1 RTI Model for the Lackawanna City School District

School-Wide Systems for Student Success: A **Response to Intervention** (RTI) Model



Appendix B: Tables of Approved Assessments for RTI

Table 1: Approved assessments for the RTI model

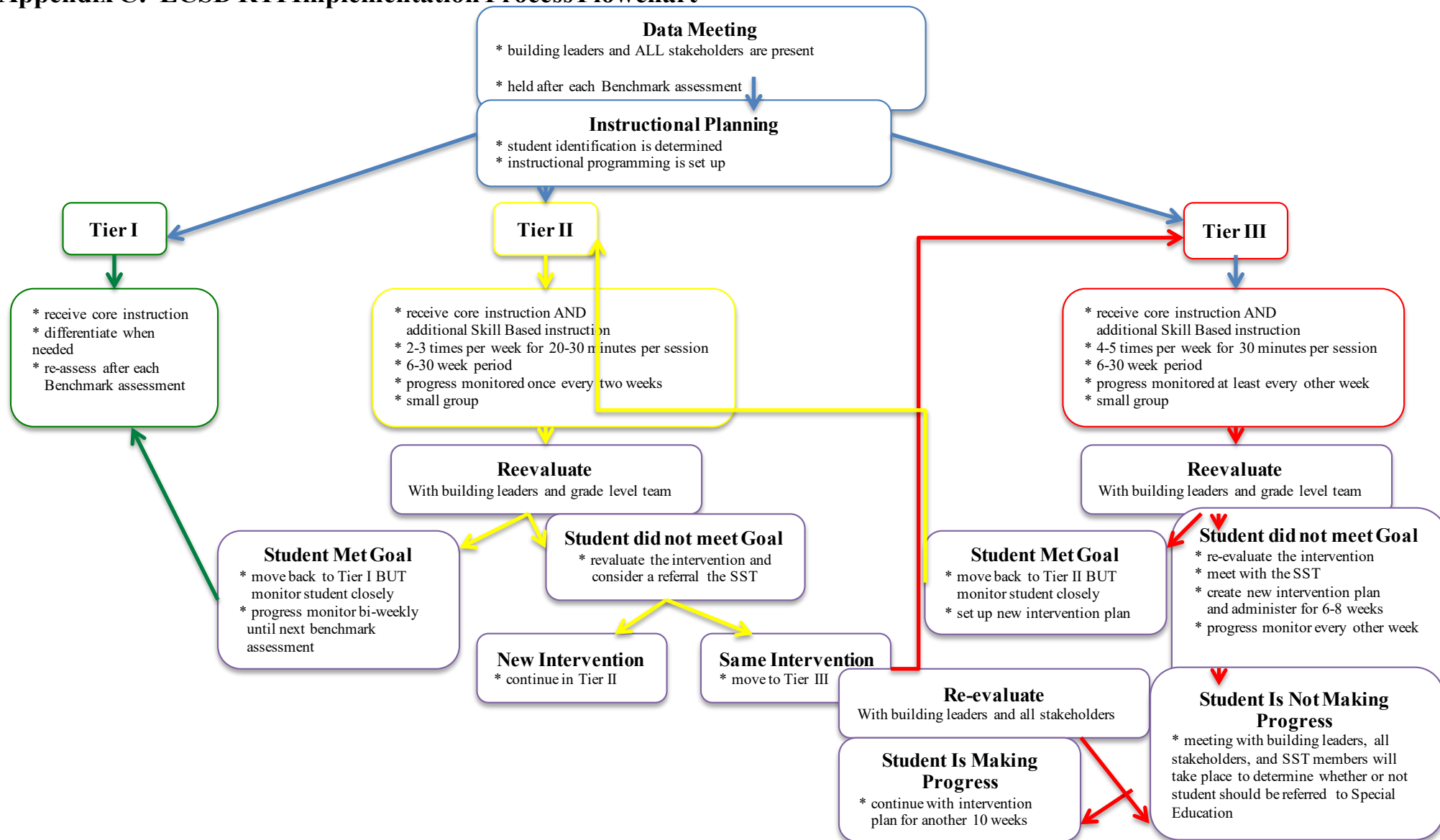
BENCHMARK MEASURES

Grade	English Language Arts	Math
Pre – K	- Magic Penny - Brigance	Brigance
K	- Magic Penny - i-Ready Reading	i-Ready Math
1	i-Ready Reading	i-Ready Math
2	i-Ready Reading	i-Ready Math
3	i-Ready Reading	i-Ready Math
4	i-Ready Reading	i-Ready Math
5	i-Ready Reading	i-Ready Math
6	i-Ready Reading	i-Ready Math
7	i-Ready Reading	i-Ready Math
8	i-Ready Reading	i-Ready Math

Table 2: Lackawanna Curriculum Based Assessments

Grade	English Language Arts	Math
Pre – K	- Common Formative Assessments	- Common Formative Assessments
K	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics	- Common Formative Assessments
1	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics	- Common Formative Assessments
2	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics	- Common Formative Assessments
3	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
4	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
5	- Reading A-Z - Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
6	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
7	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
8	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Assessments	- Common Formative Assessments - New York State Assessments
9	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Regents Exams	- Common Formative Assessments - New York State Regents Exams
10	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Regents Exams	- Common Formative Assessments - New York State Regents Exams
11	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Regents Exams	- Common Formative Assessments - New York State Regents Exams
12	- Common Formative Assessments - Lackawanna Writing Curriculum Rubrics - New York State Regents Exams	- Common Formative Assessments - New York State Regents Exams

Appendix C: LCSD RTI Implementation Process Flowchart



Appendix D: Parent Notification Letter

Response to Intervention and Academic Intervention Services

Date _____

Dear Parent or Guardian of _____,

One of the Lackawanna City School District's goals is for all of our students to reach their maximum potential and achieve their highest possible level of academic performance. In order to do this, students are given several benchmark assessments throughout the school year to determine whether or not they are meeting grade level standards. All students are then placed into skill level groups (Tier I, Tier II, Tier III) based on their performance on these assessments. All students will receive grade level appropriate curricular instruction (Tier I), while some will require some additional instruction and support to meet the grade level standards (Tier II and Tier III). After reviewing your child's benchmark assessments, it has been determined that your child would benefit from receiving additional instruction and support, as outlined below.

Targeted skill deficit	Time/Duration	Service Provider

Progress (Yes/No) Comments: _____

During the school year your child's educational team will continue to monitor his/her progress and you will be notified of these results and any additional recommendations.

If you have any questions about the benchmark assessments or the recommendation of additional support services for your child, please contact me. Thank you for your continued support as together we strive in ensuring that your child will succeed.

Sincerely,

Appendix E: Response to Intervention A Parent's Guide to Response to Intervention (English Version)



RESPONSE TO INTERVENTION

A Parent's Guide to Response to Intervention

The University of the State of New York
The State Education Department
www.nysed.gov

Introduction

This pamphlet provides parents, families and others with information regarding Response to Intervention (RtI). RtI is a process used in schools to provide well-designed instruction, closely monitor all students' progress and provide additional instructional supports to students who are struggling. This additional help is to assist those students to keep up with learning in their classrooms, particularly in the areas of reading and math.

At the end of this pamphlet, there is a reference list which provides sources for additional information for parents and websites where these resources can be found.

What is RtI?¹

RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) for students who require support.

¹ In addition to RtI programs focusing on academic difficulties, many schools also use systems of behavioral support based on a RtI model. This system is called "Positive Behavioral Interventions and Supports" or PBIS. For additional information see <http://www.pbis.org/>.

What are the steps in RtI?

1. Screening is conducted for all students.

What is screening?

Screening is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year.

How are the results of screening used?

Screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided additional instructional support to address the student's areas of need.

Will a parent be notified of his/her child's screening results?

Some schools notify all parents of his/her child's screening results, but it is not required. However, if the school recommends that a student receive additional instructional support beyond what is provided to all students in the class, the parent must be notified.

2. All students receive appropriate instruction.

An RtI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class. This is called Tier 1.

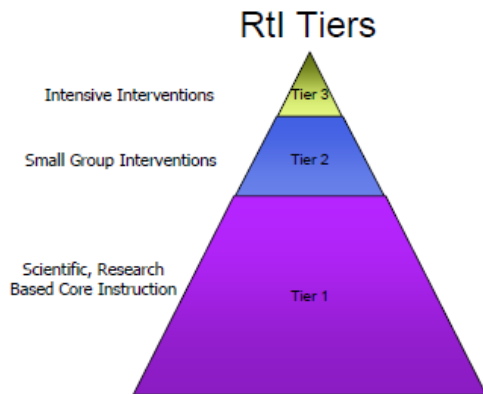
What is appropriate instruction?

Appropriate instruction means that the methods and materials a teacher uses are based on research showing that most students will be successful if taught in this manner. Since students learn in different ways, it is important for a teacher to use a variety of effective methods and materials to meet the needs of all students in his/her class.

What is considered appropriate reading instruction?

Reading instruction should include instruction in the essential elements of reading:

- phonemic awareness: the ability to distinguish the individual sounds of language;
- phonics: the ability to understand letter-sound connections;
- vocabulary development: understanding words to communicate effectively, both orally and in print;
- reading fluency: the ability to read orally with speed, accuracy and vocal expression; and
- reading comprehension: the ability to understand the written words.



- 3. Additional instructional support is provided for students, based upon screening and ongoing measurement of progress.**

How will additional instructional support be provided?

Students identified through screening as needing additional instructional support, receive assistance designed to meet their needs. This assistance is called targeted intervention. Targeted intervention includes the teaching method or strategy the teacher will use, how often the intervention will be provided and for how long the intervention will be provided.



Within the RtI model, targeted intervention is provided with increasingly intense levels or tiers of support. Increased intensity can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty. Most RtI models provide three tiers of support.

What is Tier 2 Intervention?

Tier 2 intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention usually means that a student is:

- taught in a small group;
- receiving additional instruction time; and/or
- taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

For example, a student having difficulty reading may receive instruction in a small group (3-5 students) for 30 minutes per day with a reading teacher. This Tier 2 intervention may be provided by a reading or math specialist. During this time, a student's progress will be measured regularly (monitored) to see if the intervention is meeting his/her needs.

What is Tier 3 intervention?

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction at this level may be more frequent, smaller group and/or for a longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty.

4. Who determines the level of support (Tiers 1, 2, 3) for each student?

If a student is identified as needing instructional support, a team may meet to review information from the student's classroom work, screenings, and State and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s) and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

5. What is progress monitoring?

Progress monitoring involves a frequent assessment of a student's performance in specific skill areas. Progress monitoring is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs.



How often does progress monitoring occur?

How often a student's progress should be monitored will vary by school, the level of intervention and by the individual student's needs. In many cases, schools will monitor individual student progress once

every other week or as frequently as every week. Many schools that use an RtI process will chart the student's progress on a graph to see if progress is being made. This will help identify where there is a gap between how the student is performing and what is expected of other students of the same age or grade.

Progress monitoring also helps school staff know if the instructional support that is being provided needs to be changed.

6. What information will parents receive in the RtI process?

Parents should receive screening results from the school, as well as regular updates on his/her child's progress in the classroom. However, schools must make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Parents of students requiring Tier 2 or 3 support must be provided with information describing the:

- amount and type of student performance data that will be collected and the general education services that will be provided;
- strategies for increasing the student's rate of learning; and
- parents' right to request an evaluation for special education programs and/or services.

Each parent of a student participating in an RtI process is encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student's progress.

Teachers may ask a parent to help support the student's progress in a number of ways. They may ask that the parent read to his/her child, have him or her read to you and/or engage in other activities that promote positive growth in skills.

What if a student is not making progress even when provided with the most intense interventions at Tier 3?

There is a small percentage of students who do not make the expected progress and who may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will seek the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RtI process will be considered as part of this evaluation.

If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the school's special education office or the building principal,

Resources

National Center on Response to Intervention, December 2007, <http://www.rti4success.org/>
This website is developed and maintained by the federally-funded National Center on RtI. Among the many resources, there are a number relating to parents and parental involvement. Since it is a new and active website, the number of resources will grow.

National Reading Panel. TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Updated 10/06 (Materials retrieved 5/08)
<http://www.nationalreadingpanel.org/>

National Research Center on Learning Disabilities (NRCLD). (2006, April). Getting Started with SLD Determination: After IDEA Reauthorization. Johnson, E. & Mellard, D.F.

New York State Education Department (NYSED) - <http://www.p12.nysed.gov/>

NYSED, Special Education Office – Assistance for Parents -
<http://www.p12.nysed.gov/specialed/quality/parents.htm>

New York State Response to Intervention Technical Assistance Center. The NYS RtI-TAC is funded by the NYS Education Department as part of the Department's strategy to promote and build school district capacity to implement a systemic, response to intervention process. www.nysrti.org.

Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports - <http://www.pbis.org/>

Reading First: A Closer Look at the Five Essential Elements of Effective Reading Instruction, Learning Point Associates, 2004.

The ABCs of RtI, Elementary School Reading, A Guide for Parents, Mellard, D., McKnight, M., Deshler, D., December 2007



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Appendix F: Response to Intervention A Parent's Guide to Response to Intervention (Spanish Version)



RESPUESTA A LA INTERVENCIÓN

Guía para los padres para responder a la intervención

Universidad del Estado de Nueva York
Departamento de Educación del Estado
www.nysed.gov

Introducción

Este folleto proporciona información relacionada con la Respuesta a la intervención (RtI, por sus siglas en inglés) para los padres, familias y terceros. RtI es un proceso usado en las escuelas para ofrecer instrucción bien diseñada, supervisar de cerca el progreso de todos los estudiantes y proporcionar apoyo educativo adicional a los estudiantes que están teniendo dificultades. Esta ayuda adicional es para que estos estudiantes puedan mantener el nivel de aprendizaje en sus salones de clase, particularmente en las áreas de lectura y matemáticas.

Al final de este folleto, hay una lista de referencias donde se pueden encontrar fuentes de información adicional para padres y sitios web para encontrar estos recursos.

¿Qué es respuesta a la intervención (RtI)?¹

RtI es un proceso escolar usado para determinar si un estudiante está respondiendo a la enseñanza en el salón de clases y progresando según lo esperado. En un proceso RtI, un estudiante que tiene dificultades recibe apoyo educativo adicional al adaptar la enseñanza a las necesidades individuales del estudiante por medio de un modelo de enseñanza de varios niveles. Cada nivel ofrece enseñanza con mayor intensidad tal como grupos más pequeños o tiempo de enseñanza enfocado en áreas específicas.

RtI se enfoca en la prevención temprana de la dificultad académica, particularmente en las áreas de lectura y matemáticas, al:

- asegurar la enseñanza adecuada para todos los estudiantes;
- supervisar el progreso de los estudiantes, y
- proporcionar niveles adicionales de asistencia educativa (intervención) a los estudiantes que necesitan el apoyo.

¿Cuáles son los pasos en la RtI?

1. Se toman las pruebas a todos los estudiantes.

¿Qué son las pruebas?

Las pruebas son una evaluación rápida que mide las destrezas o el comportamiento del estudiante esperados para el nivel del grado en que se encuentra. Las pruebas se pueden realizar una vez al año o tanto como tres veces al año.

¿Cómo se utilizan los resultados de las pruebas?

Las pruebas de todos los estudiantes ayudan a las escuelas a identificar a los estudiantes que están considerados en riesgo de no aprender las destrezas necesarias esperadas para la edad o nivel del grado del estudiante. Dependiendo de los resultados de las pruebas iniciales, una escuela puede recomendar que un estudiante reciba el apoyo educativo adicional para atender las áreas de necesidad del estudiante.

¿Los padres recibirán los resultados de las pruebas de su hijo o hija?

Algunas escuelas informarán a los padres sobre los resultados de las pruebas de sus hijos, pero no es obligatorio. Sin embargo, si la escuela recomienda que un estudiante reciba apoyo educativo adicional a lo que se ofrece para todos los estudiantes en la clase, es necesario notificar a los padres.

2. Todos los estudiantes reciben enseñanza adecuada.

Un proceso de RtI empieza con el maestro de la clase que proporciona la enseñanza adecuada para todos los estudiantes en la clase de educación general. Esto se conoce como Nivel 1.

¹ Además de los programas de RtI que se enfocan en las dificultades académicas, muchas escuelas también usan sistemas de apoyo conductual basado en el modelo RtI. Este sistema se conoce como "Intervención y Apoyo Conductual Positivo" o PBIS. Si desea obtener información adicional, consulte <http://www.pbis.org/>.

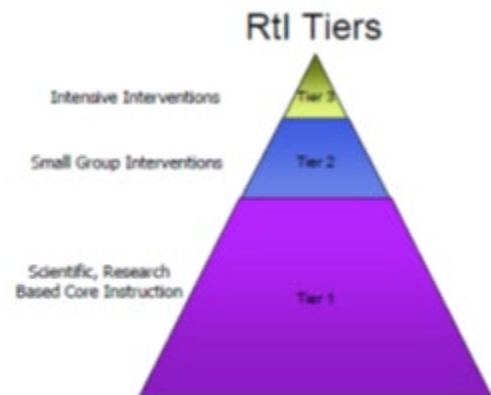
¿Qué es la enseñanza adecuada?

Enseñanza adecuada significa que los métodos y materiales que utiliza un maestro están basados en las investigaciones que demuestran que los estudiantes tendrán éxito si se les enseña de esta manera. Debido a que los estudiantes aprenden de distintas maneras, es importante que un maestro utilice una variedad de métodos y materiales efectivos para atender las necesidades de todos los estudiantes en su clase.

¿Qué se considera enseñanza adecuada de lectura?

La enseñanza de lectura deberá incluir la enseñanza de los elementos esenciales de la lectura:

- conocimiento fonético: la capacidad de distinguir los sonidos individuales del idioma;
- método fonético: la capacidad de entender las conexiones entre letras y sonidos
- desarrollo del vocabulario: entender las palabras para comunicarse eficazmente, tanto verbalmente como por escrito;
- fluidez en la lectura: la capacidad de leer en voz alta con velocidad, exactitud y expresión vocal, y
- comprensión de lectura: la capacidad de entender las palabras escritas.



3. El apoyo educativo adicional se proporciona a los estudiantes basado en las pruebas y la medición constante del progreso.

¿Cómo se proporcionará el apoyo educativo adicional?

Los estudiantes identificados con necesidad de apoyo educativo adicional por medio de las pruebas reciben ayuda diseñada para atender sus necesidades. Esta asistencia se llama intervención dirigida. La intervención dirigida incluye la estrategia o método de enseñanza que utilizará el maestro, con qué frecuencia y durante cuánto tiempo se proporcionará la intervención.



En el modelo de Rtl, la intervención dirigida se ofrece con niveles de apoyo cada vez más intensos. La intensidad en aumento puede significar más tiempo, grupos más pequeños y/o más enseñanza enfocada en las áreas específicas en las que el estudiante está teniendo dificultad. La mayoría de los modelos de Rtl ofrecen tres niveles de apoyo.

¿Qué es intervención del Nivel 2?

La intervención del Nivel 2 es además de la enseñanza regular para el estudiante en el salón de clases y puede ofrecerse en el salón de clases o en un salón aparte. La intervención del nivel 2 usualmente significa que un estudiante:

- recibe la enseñanza en un grupo pequeño;
- recibe tiempo adicional de enseñanza, o
- se le enseña utilizando diversos métodos de enseñanza tales como más oportunidades para practicar y enseñanza más intensiva en los conceptos difíciles.

Por ejemplo, un estudiante que tiene dificultad para leer puede recibir enseñanza en un grupo pequeño (3-5 estudiantes) durante 30 minutos al día con un maestro de lectura. Esta intervención del Nivel 2 la puede proporcionar un especialista en lectura o matemáticas. Durante este periodo, se medirá con regularidad (supervisión) el progreso del estudiante para saber si la intervención está cumpliendo con sus necesidades.

¿Qué es intervención del Nivel 3?

Los estudiantes que no están teniendo un progreso con la intervención del Nivel 2, podrían recibir intervención del Nivel 3. La instrucción a este nivel puede ser más frecuente, en grupo más pequeño y/o durante un periodo más largo que el que se ofrece en los Niveles 1 o 2. El Nivel 3 puede utilizar los materiales o programas que se enfocan específicamente en las destrezas con las que pueda estar teniendo dificultad el estudiante.

4. ¿Quién determina el nivel de apoyo (Niveles 1, 2, 3) para cada estudiante?

Si se identifica que un estudiante necesita apoyo educativo, se puede reunir a un equipo para revisar la información del trabajo en clase del estudiante, las pruebas y las evaluaciones del distrito y del estado. Este equipo usualmente incluye a los maestros de clases del estudiante, los padres y personal como un maestro de lectura y el psicólogo de la escuela. El equipo recomendará el tipo de apoyo educativo que necesita el estudiante, la frecuencia y durante cuánto tiempo se proporcionará el apoyo educativo. El equipo también decidirá con qué frecuencia se supervisará el progreso del estudiante para determinar si está respondiendo al apoyo educativo.

5. ¿Qué es supervisión del progreso?

La supervisión del progreso involucra una evaluación frecuente del rendimiento de un estudiante en áreas de destrezas específicas. La supervisión del progreso se usa para determinar si está funcionando el apoyo educativo específico y para proporcionar información al maestro del estudiante sobre cómo ajustar la enseñanza para atender las necesidades del estudiante.



¿Con qué frecuencia se supervisa el progreso?

La frecuencia con la que se debería supervisar el progreso de un estudiante variará dependiendo de la escuela, el nivel de la intervención y las necesidades individuales del estudiante. En muchos casos, las escuelas supervisarán el progreso individual del estudiante una vez cada dos semanas o tan

frecuentemente como cada semana. Muchas escuelas que usan un proceso de RtI marcarán en una gráfica el progreso del estudiante para ver si hay progreso. Esto ayudará a identificar en dónde hay una diferencia entre el rendimiento del estudiante y lo que se espera de otros estudiantes de la misma edad o grado.

La supervisión del progreso también ayuda al personal de la escuela a saber si se debe cambiar el apoyo educativo que se proporciona.

6. ¿Qué información recibirán los padres en el proceso RtI?

Los padres deberán recibir de la escuela los resultados de las pruebas y actualizaciones regulares sobre el progreso de su hijo o hija en las clases. Sin embargo, las escuelas deben tener la información de la supervisión del progreso disponible para los padres de los estudiantes con una intervención de los Niveles 2 o 3.

Los padres de los estudiantes que requieren apoyo del Nivel 2 o 3 deben recibir la información que describa:

- la cantidad y tipo de datos de rendimiento del estudiante que se recopilarán y los servicios educativos generales que se proporcionarán;
- las estrategias para aumentar la tasa de aprendizaje del estudiante, y
- los derechos de los padres de solicitar una evaluación para los programas o servicios de educación especial.

Se recomienda a los padres de un estudiante que participa en el proceso de RtI que se reúna regularmente con los maestros y el personal de la escuela que están proporcionando el apoyo educativo al estudiante para revisar su progreso.

Los maestros pueden pedir a los padres que ayuden a apoyar el progreso del estudiante de varias formas. Pueden pedir que le lean a su hijo o hija, que él o ella les lea o que participen en otras actividades que fomentan el crecimiento positivo de destrezas.

¿Qué sucede si un estudiante no está logrando progresar incluso con la intervención más intensa del Nivel 3?

Hay un pequeño porcentaje de estudiantes que no logran el progreso esperado y que pueden necesitar más evaluaciones para determinar las otras razones para la falta de progreso. Siempre que esté la inquietud de que un estudiante pueda tener una discapacidad que afecte su capacidad de progresar, la escuela buscará el consentimiento de los padres para realizar una evaluación individual que ayude a determinar si el estudiante necesita servicios de educación especial. La información recopilada a través del proceso de RtI se considerará parte de esta evaluación.

Si uno de los padres, en cualquier momento, cree que su hijo o hija puede tener una discapacidad, deberá enviar a la escuela una solicitud por escrito para que evalúen al estudiante para los servicios de educación especial. Esta solicitud por escrito se le puede entregar al maestro del estudiante, a la oficina de educación especial de la escuela o al director.

Recursos

Centro Nacional de Respuesta a la Intervención (National Center on Response to Intervention), diciembre de 2007, <http://www.rti4success.org/>
Este sitio web lo desarrolló y mantiene el Centro Nacional de Rtl financiado federalmente. Entre los muchos recursos, hay varios relacionados con los padres y la participación de los padres. Debido a que es un sitio web nuevo y activo, la cantidad de recursos va a aumentar.

Panel Nacional de Lectura (National Reading Panel). TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (Enseñando a los niños a leer: una evaluación basada en evidencia de la literatura de investigación científica sobre la lectura y sus implicaciones para la enseñanza de la lectura). Actualizada 10/06 (Materiales obtenidos 5/08) <http://www.nationalreadingpanel.org/>

Centro Nacional de Investigación de las Discapacidades del Aprendizaje (National Research Center on Learning Disabilities, NRCLD). (Abril de 2006) Getting Started with SLD Determination: After IDEA Reauthorization. Johnson, E. & Mellard, D.F.

Departamento de Educación del Estado de Nueva York (NYSED), <http://www.p12.nysed.gov/>

Oficina de Educación Especial, Asistencia para Padres, NYSED, <http://www.p12.nysed.gov/specialed/quality/parents.htm>

Centro de Ayuda Técnica para la Respuesta a la Intervención del Estado de Nueva York NYS Rtl-TAC está financiado por el Departamento de Educación de NYS como parte de la estrategia del Departamento de promover y desarrollar la capacidad del distrito escolar de implementar una respuesta sistémica al proceso de intervención, www.nysrti.org.

Centro de Asistencia Técnica para Intervenciones y Apoyo Conductual Positivo de la Oficina de Programas de Educación Especial (Office of Special Education Programs [OSEP] Technical Assistance Center on Positive Behavioral Interventions and Supports), <http://www.pbis.org/>

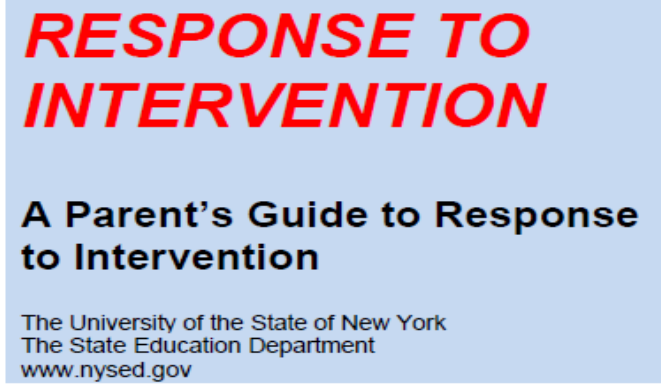
Reading First: A Closer Look at the Five Essential Elements of Effective Reading Instruction (Leer primero: un vista más de cerca a los cinco elementos esenciales de la enseñanza efectiva de la lectura), Learning Point Associates, 2004.

The ABCs of Rtl, Elementary School Reading, A Guide for Parents, (Los ABC de la Rtl, lectura en la escuela primaria, una guía para los padres) Mellard, D., McKnight, M., Deshler, D., Diciembre de 2007



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الملحق ها: الإستجابة للتدخل دليل أ الأباء للإستجابة للتدخل (النسخة الإنجليزية)



مقدمة

ماهي الخطوات في RTI؟

1- يتم إجراء الفحوصات لجميع الطلاب.

ماهو الفحص؟

الفحص هو تقييم سريع يقيس مهارات الطالب أو سلوكياته المتوقعة لمستوى صفة، يمكن إجراء الفحوصات مرة واحدة في السنة أو ما يصل على ثلاث مرات في السنة .

كيف يتم إستخدام نتائج الفحص؟

يساعد فحص جميع الطلاب المدارس على تحديد الطلاب الذين توجد لديهم صعوبة في تعلم المهارات اللازمة والمتوقعة لسن الطالب أو مستوى الصف. اعتماداً على نتائج الفحص الأولى ، قد توصي المدرسة بتزويد بتزويد الطلاب بتعليمات تعليمية إضافية لمعالجة المجالات التي يحتاج إليها الطالب.

هل سيتم إخطار أحد الوالدين بنتائج فحص الطفل او الطفلة؟

تقوم بعض المدارس بإخطار جميع الوالدين بنتائج فحص الطفل/ الطفلة، ولا لكن فإنه ليس من الضروري القيام بذلك، ومع ذلك إذا كانت المدرسة توصي بتلقي الطالب أو الطالبة دعماً تعليمياً إضافياً يتجاوز ما هو متوفر لجميع الطلاب في الفصل، فيجب إخطار الوالدين بذلك.

2- جميع الطلاب يتلقون التعليمات المناسبة.

إن التدريس مؤهل لجميع الطلاب والطالبات وذلك من قبل مدرس الصف في الفصل الدراسي. وهذا يدعى الإطار الأول.

يقدم هذا لكتيب للأباء و الأمهات وغيرهم حول الإستجابة للتدخل (RTI). RTI هي عملية تُستخدم في المدارس لتوفير التعليم المصمم جيداً، ومراقبة تقدم كل الطلاب عن كثب، وتوفير دعم إضافي للطلاب الذين يعانون . هذه المساعدة الإضافية هي مساعدة هؤلاء الطلاب على مواكبة التعليم في الفصول الدراسية ، لا سيما في مجالات القراءة والرياضيات. في نهاية هذا الكتيب، هناك قائمة مرجعية توفر مصادر للمعلومات الإضافية للأباء و المواقع الإلكترونية التي يمكن العثور فيها على هذه الموارد.

ماهو RTI؟

RTI هي عملية مدرسية تُستخدم لتحديد ما إذا كان الطالب يستجيب لتعليم في الفصل الدراسي ويحقق تقدم كما هو متوقع. ويتلقى الطالب الذي يعاني دعماً تعليمياً إضافياً يتم تقديمه من خلال المطابقة التعليمية مع احتياجات الطالب الفردية من خلال نموذج تعليمي متعدد المستويات يوفر لكل مستوى ، والذي يُعرف أيضاً باسم الطبقة، يقدم تعليمًا كثافة متزايدة مثل المجموعات الصغيرة و تقديم تركيز مكثف للتعليم في مناطق محددة. RTI يركز للوقاية من الصعوبة الأكاديمية. خاصةً في مجالات القراءة والرياضيات وذلك بالتالي:

- * ضمان التعليم المناسب لجميع الطلاب
- * مراقبة تقدم الطلاب، و
- * توفير مستويات إضافية من المساعدة التعليمية (التدخل) للطلاب الذين يحتاجون إلى الدعم .

بالإضافة إلى برنامج التدخلات يركز على الصعوبات الأكاديمية التي يتعرض إليها الطالب، كثير من المدارس تستخدم أنظمة متعددة لدعم السلوك بناءً على هذا البرنامج. يسمى هذا النظام " التدخلات السلوكية الإيجابية والمدمجة" أو PBI. للحصول على معلومات إضافية، راجع <http://www.pbis.org>

ما هو التعليم المناسب؟

تعني التعليمات المناسبة أن الأساليب و المواد التي تستخدمها المدارس تستند إلى أبحاث تظهر أن معظم الطلاب سوف ينجحون إذا تم تدريبهم على هذا النحو . نظراً لأن الطلاب يتعلمون بطرق مختلفة ، فمن المهم أن يستخدم المعلم مجموعة متنوعة من الأساليب والمواد الفعالة لتلبية إحتياجات جميع الطلاب في صفة الدراسي.

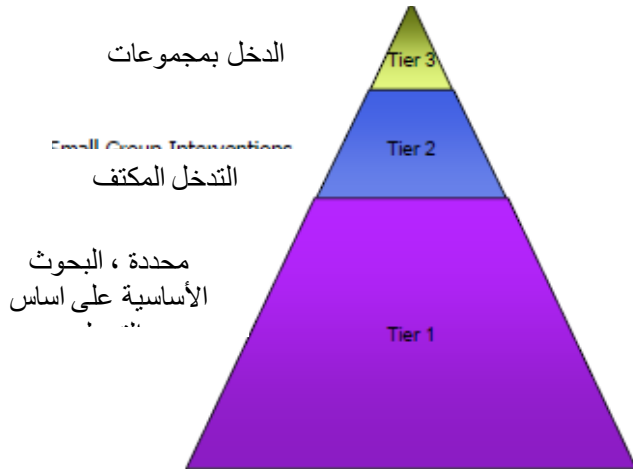
ما هو الذي يعتبر مناسب لتعليم القراءة ؟

يجب أن يشمل تعليم القراءة البناء في تلك العناصر الأساسية للقراءة:

- * الوعي الصوتي: القدرة على تمييز الاصوات
- * فهم كلمات العناصر الأساسية للقراءة : الأصوات الفردية.
- * إتصالات للتواصل بشكل فعال، سواء شفهي
- *طلاقة القراءة : الطلاقة في القراءة الشفوية والسرعة فيها، والتعبيرات الصوتية لها.
- * فهم القراءة والقدرة على فهم الكلمات.



إطار الإستجابة للتدخل



ضمن نموذج الإستجابة للتدخل ، يتم توفير التدخل المستهدف مع مستويات مكثفة على نحو متزايد وإطار مستويات الدعم.

3- يتم توفير دعم تعليمي إضافي للطلاب، بناءً على الفرز والقياس المستمر للتقدم.

كيف سيتم توفير الدعم التعليمي الإضافي؟

تحديد الطلاب من خلال الفحص على وتقرير انهم بحاجة إلى دعم تعليمي إضافي ، وتلقي المساعدة المصممة لتلبية إحتياجاتهم. هذه المساعدة تسمى التدخل المستهدف. يشمل التدخل المستهدف طريقة التدريس أو الإستراتيجية التي يستخدمها المعلم ، وعدد المرات التي سيتم فيها تقديم التدخل، ومدة تقديم التدخل.

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