

Lamesa ISD

***Rapid Intervention and Support for Kids
(R.I.S.K.) Handbook
Response to Intervention (RtI)***

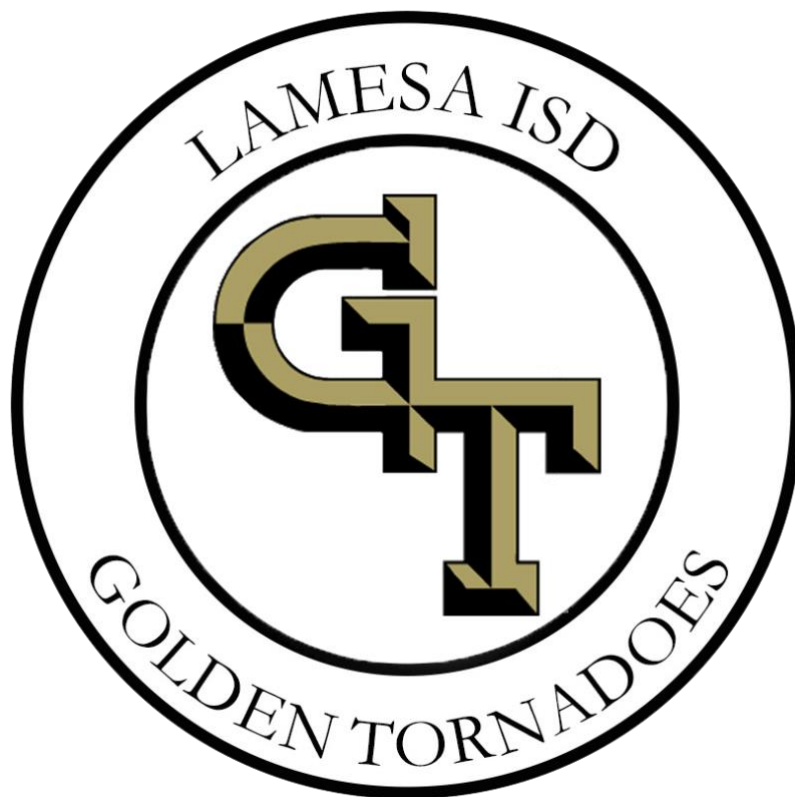


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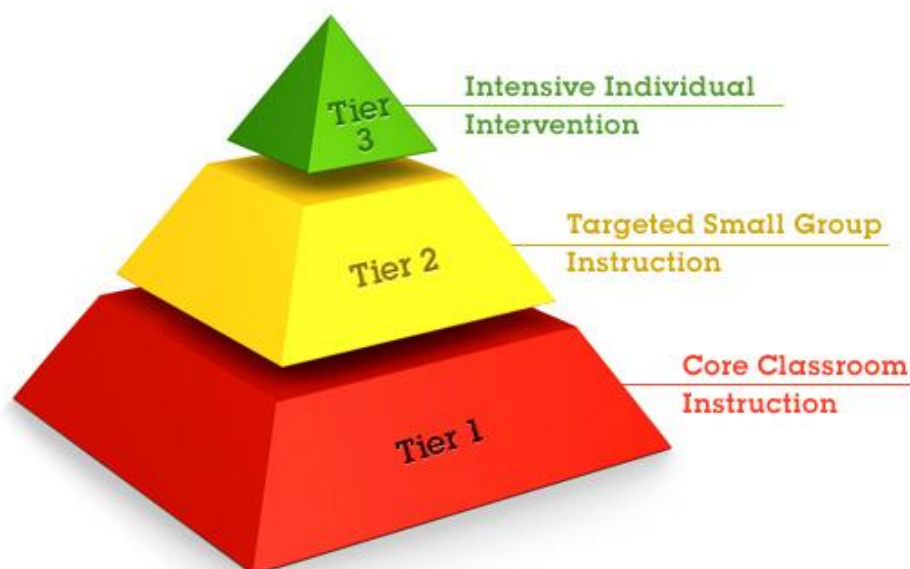
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Tiered Intervention Overview

According to the Texas Education Agency, Response to Intervention (RtI) is an approach that schools use to help **all** students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful. In Lamesa ISD, RtI is a three (3) tiered system wherein students are provided the requisite accommodations in order to perform at or above grade level.

Students who may have a disability should be referred for a full and individual evaluation for special education services. States and Local Education Agencies (LEAs) have an obligation and requirement under federal law (34 CFR § 300.111 Child Find) to see that evaluations of children suspected of having a disability are not delayed or denied because of schools using an RtI strategy. The Office of Special Education Programs (OSEP) clarified this issue.

The R.I.S.K. team was established as the district's general education pre-referral screening system/process. Texas Commissioner's / SBOE Rule 89.1011 states that each district shall have a pre-referral or screening system for students that are experiencing difficulty in the general education classroom, specifically in the areas of Reading, Mathematics, and/or Behavior. As part of this process all possible support services should be considered, such as dyslexia, tutorials, remediation, compensatory and other available interventions. The R.I.S.K. team is NOT designed or intended as a vehicle for special education services, although it does meet the Texas Education Agency's requirements for the pre-referral process.



RTI (Response To Intervention)
3 Tiers of Support

RAPID INTERVENTION and SUPPORTS for KIDS Process

The **R**apid **I**ntervention and **S**upports for **K**ids team (R.I.S.K.) engages in a problem- solving process for students in general education (not receiving services from the Special Education Department) designed to provide intensive support to both students experiencing difficulties in the classroom and their teachers. Through collaboration and brainstorming, the R.I.S.K. team can identify solutions or interventions to address academic or behavioral difficulties in order to improve student performance for those who have been identified.

Phrased in a different way, the **R**apid **I**ntervention and **S**upports for **K**ids team (R.I.S.K.) system is intended to identify students with needs and quickly implement strategies to eliminate roadblocks to their classroom success. The R.I.S.K. team process brings all Lamesa ISD student assistance programs under one umbrella for more efficient coordination of problem solving. Initial referrals of concern regarding students are channeled to the R.I.S.K. team for review.

The R.I.S.K. team is composed of appropriate school staff including administrators, teachers, counselors, and/or support staff that bring a wide range of experience and expertise to the table. As a team, they analyze data and select alternative strategies to assist students.

Parent participation is essential! In order for the R.I.S.K. team efforts to produce successful results for the student, a collaborative relationship **MUST** be developed between professional staff and parents. Input from parents ensures that the support team has a complete and balanced profile of the student.

Campus personnel must also recognize their responsibility to utilize all available resources to ensure that all students receive reasonable benefit from the instruction offered in the classroom.

The R.I.S.K. Team process will:

1. Employ procedures developed by the district to identify students possessing educational need;
2. Coordinate and integrate existing processes, services, and programs to help students benefit from their educational experience;
3. Encourage early intervention in terms of the chronological age of the student and the development of the problem;
4. Facilitate team building and a spirit of cooperation between administrators, teachers, counselors, and parents when planning educational intervention strategies;
5. Examine a student's problems objectively, considering all possible factors that could be the root of the problem;

6. Diminish opportunities for students to experience academic, emotional, and/or social problems that perpetuate student failure;
7. When a student makes sufficient progress and/or modifications are no longer needed, the R.I.S.K. team may dismiss the student from the process. Records of the R.I.S.K. team activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system.

At any time during this process, students with obvious or severe disabilities and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the R.I.S.K. team may recommend to the Director of Special Education to bypass implementation of alternative strategies prior to referral. The reason(s) for bypassing this process must be clearly documented in the R.I.S.K. team recommendations.

The single most important factor in the degree of success experienced by a R.I.S.K. team is the **attitude** with which school personnel view the process. It is most effective when it is looked upon as a team process for supporting the teacher and student. The effectiveness is greatly reduced when administrators and/or teachers see the process as being simply a paperwork requirement with which they must comply.

Secondly, the R.I.S.K. team must be well organized with clear definitions of roles and responsibilities. All participants should be well trained in the procedures and legal aspects. Finally, the paperwork should be kept well organized and complete in order to meet legal requirements and to provide enough information to future teachers and service providers. Lamesa ISD utilizes *SuccessEd*, a program designed to store and organize student academic and behavioral records, accommodations and interventions.

Requirements of the R.I.S.K. Team

Members

The committee/team should be composed of persons that are knowledgeable about the student and educational intervention strategies available to assist the student in the learning environment. Membership of the team may vary depending on the considerations or needs of the student; however, a building administrator and the referring general education teacher or teachers must attend the R.I.S.K. team meetings. Parents should be given an opportunity to attend the meeting as well. The campus administrator serves as the chair of the proceedings.

Requirements

1. Before a referral is made for other supplemental or support services, classroom Tier 2 interventions must be attempted with fidelity and intentionality.
2. The R.I.S.K. team should include a minimum of four individuals, including:
 - a. the Campus administrator

- b. the referring teacher, and
- c. at least two of the following participants, as appropriate to the needs of the student:
 - i. Campus Behavior Coordinator
 - ii. General education teacher
 - iii. Counselor
 - iv. Lead teacher
 - v. Subject area specialist
 - vi. ESL teacher
 - vii. Special education teacher
 - viii. Diagnostician
 - ix. Central office personnel
 - x. Campus Section 504 Coordinator
 - xi. Other appropriate personnel
 - xii. Intervention Team Member
- 3. Parents/guardians shall be invited to participate in all R.I.S.K. team meetings regarding their child.
- 4. Each school shall include the following steps in the R.I.S.K. team process:
 - a. Identification of learning and/or behavior problems.
 - b. Evaluation of data.
 - c. Development of an action plan.
 - d. Implementation of the action plan.
 - e. Follow-up and support.
 - f. Continuous monitoring and evaluation

EXCEPTIONS TO THE USE OF THE R.I.S.K. Team PROCESS

It is not necessary for students who transfer into the Lamesa ISD with a current Individualized Education Program or Section 504 plan to go through the R.I.S.K. team process.

R.I.S.K. Team Members and Responsibilities

Building Administrator:

- Ensure accountability and training of staff members

R.I.S.K. Team Facilitator:

- Assure accurate documentation of all meetings using *SuccessEd* forms
- Notify Parents and R.I.S.K. team members of meetings
- Follow district procedure to assure organized re-distribution of R.I.S.K. team documentation to the appropriate team at the beginning of each new school year
- Request relevant medical information

Referring Teacher:

- Make parent contact to discuss student performance before the R.I.S.K. process is considered
- Collect current student work samples and data
- Gather student profile data
- Complete the R.I.S.K. team Referral Form on Eduphoria
- Implement interventions and track student progress as determined by the R.I.S.K. team

R.I.S.K. Team Members should:

- Collaborate with other team members
- Share and discuss teaching strategies to help struggling students
- Provide additional student information or data
- Implement interventions and track student progress as determined by the R.I.S.K. team
- Perform duties assigned by chairperson

R.I.S.K. Team Frequently Asked Questions**Who may request assistance from the R.I.S.K. Team?**

The expertise of the R.I.S.K. team is for the benefit of the entire school. Any unresolved problem that impedes learning may merit a request to R.I.S.K. team by a teacher, administrator, parent, or student. However, the decision to apply the R.I.S.K. team process is made by the team after careful consideration of the student's needs.

What happens when the R.I.S.K. Team addresses a problem?

A collaborative process is used to generate recommendations for solving the problem. These recommendations are documented in the student's records in *SuccessEd* and given to the teacher to implement with the student. The team meets at the end of each nine (9) weeks to review the student's progress monitoring data and determine the need for further intervention.

How long is the R.I.S.K. Team strategy implemented?

This depends on the specific problem. Student progress must be monitored to determine whether a particular strategy or intervention has been successful. The length of time the strategy is implemented is dependent upon the student's response to the intervention. The team then determines whether to continue with the same interventions, formulate new strategies, or explore other options. Some cases are of short duration, yet some at-risk students may be followed by the R.I.S.K. team for their entire school year.

Should the R.I.S.K. Team refer all students for a hearing/vision screening?

Yes. A request for testing by the school nurse which includes a hearing and vision screening is an initial step of the referral process. This is a safety precaution; hearing or vision problems should be ruled out since either of these have such a profound impact on a student's learning.

What other types of evaluation should be used as part of the R.I.S.K. Team process?

Existing standardized test results and anecdotal information should be used as much as possible. Other sources of data include report cards, attendance records, behavior logs and benchmark results. Decisions of whether or not to refer a student for further evaluation should never be made solely on the basis of test scores or a single data source.

Can the R.I.S.K. Team refer students for evaluation for 504 or special education consideration?

Yes, but only after several important decision criteria are met:

- i. reasonable classroom interventions of sufficient duration, with demonstrated progress monitoring data, have been carefully attempted, without success; and
- ii. the cause of the problem is suspected to be a disability that cannot be resolved without specially designed instruction.

What factors impact the effectiveness of R.I.S.K. Team?

The single most important factor in the degree of success experienced by a R.I.S.K. team is the attitude with which school personnel view the process. It is most effective when it is looked upon as a team process for supporting the teacher and student. The effectiveness is greatly reduced when administrators and/or teachers see the process as being simply a paperwork requirement with which they must comply.

Secondly, the R.I.S.K. team must be well organized with clear definitions of roles and responsibilities. All participants should be well trained in the procedures and legal aspects. Finally, the documentation in *SuccessEd* should be kept well organized and complete in order to meet legal requirements and to provide enough information to future teachers and service providers.

Must parents give consent for a R.I.S.K. Team meeting?

Although parents must be invited to all R.I.S.K. team meetings, they do not have to give consent for the R.I.S.K. team meeting to take place or to give consent for the R.I.S.K. team plan to be implemented. Every effort should be made, however, to help parents view the R.I.S.K. team process in a positive light and to understand that this process is not a special education placement but a support team for their child.

Is parental consent required for screenings and evaluations? Consent is required for any screening or evaluation in which a student is singled out from his peers. Hearing and vision screenings given to every student in a particular grade do not require consent and can be used as part of the R.I.S.K. team process.

Should parents be invited to all R.I.S.K. Team meetings held on their child?

Yes. The R.I.S.K. team procedures require that parents be invited to all R.I.S.K. team meetings held on their child but their attendance is not required to have the meetings or to carry out an action plan for the student.

Can students with limited English proficiency be served through the R.I.S.K. Team?

An EL student may be referred for any available, appropriate program, including services of the R.I.S.K. Team, with no time restrictions. When an EL student's case is considered by the R.I.S.K. team, the EL teacher should be a member of the team. If concerns persist in spite of interventions and/or participation in alternative programs to assist the student and there is concern that the student may have a disability, the R.I.S.K. team may consider a referral to special education. If the EL student is not found eligible for special education services, the R.I.S.K. team will continue to serve as a resource and to provide support to that student. However, the team should keep in mind the difference between characteristics of English Learners and the presence of disabilities.

Should The R.I.S.K. Team be used to assist with persistent disciplinary problems?

Yes. Schools should use the R.I.S.K. team process for assisting students with disciplinary problems. If a student's behavior difficulties are significant, request for the R.I.S.K. team process should be considered prior to an alternative placement. Students should not be sent to the DAEP for persistent misconduct without having had a R.I.S.K. team referral.

RtI Strategies for each Tier

RTI processes and tiers appear unique on each school campus. Campus leaders can adapt the tiers to fit their unique student body's needs. For example, some schools may even use more than three tiers of RtI services.

Below are examples of RtI strategies that may occur in each tier.

Tier 1:

- Tier 1 strategies are used for all students across a campus.
- Screenings help to identify students who are “at risk” of falling behind their peers academically or behaviorally.
- Small groups of differentiated instruction may be implemented to target students' unique strengths and weaknesses.

Tier 2:

- Students in need of greater support will be bumped up to Tier 2.
- Students may receive extra lessons in small groups two or three times a week to supplement core instruction.
- Teachers will monitor student progress with valid assessments at least twice a month.

Tier 3:

- Students in need of even greater support will be bumped up to Tier 3 for individualized intervention.
- Students may break away from the core classroom each day for targeted lessons.
- Teachers will monitor student progress with valid assessments once a week.

Tiered Behavioral Interventions

All students

A few students

Very few students

Tier I : Behavioral Accommodations	Tier II: Positive Interventions	Tier III: Functional Behavioral Supports
Student needs consistent supports to develop skills needed to be successful in school	Student requires additional interventions to develop skills needed to be successful in school	Intensive behavioral support to develop skills needed to be successful in school
Needed When:		
<ul style="list-style-type: none"> Behaviors are low level intensity and frequency and do not impede the learning of the student or others Universal Interventions alone are not sufficient to meet the needs of the student 	<ul style="list-style-type: none"> Behaviors tend to escalate Classroom learning is disrupted Academic progress is limited Behavioral Accommodations are not sufficient to meet the needs of the student 	<ul style="list-style-type: none"> Continued disciplinary actions: ISS/OSS days approaching change of placement (10 days) Behaviors pose a risk to self or others Student has a disability of ED or being considered for a more restrictive placement (partial day, self-contained, Social Emotional Transition Classroom, DAEP)
Typical Behaviors Include:		
<ul style="list-style-type: none"> Off task behaviors (making noises, playing with materials) Not following instructions the first time 	<ul style="list-style-type: none"> Refusal to follow directions Inappropriate peer interactions Mild verbal or physical acting out behaviors 	<ul style="list-style-type: none"> Verbally and/or physically threatening behaviors Code of Conduct Violations resulting in request for expulsion
Strategies to Consider include:		
<ul style="list-style-type: none"> Academic Accommodations Environmental Supports (agenda, visual schedule, posted rules, breaks, etc.) Redirection techniques that encourage cooperation and problem solving 	<ul style="list-style-type: none"> Continue Tier I accommodations Identify lagging skills that are interfering with student success at school Set realistic expectations for improved behavior (goal setting) Small group academic support Complete Functional Behavioral Assessment and Behavioral Intervention Plan 	<ul style="list-style-type: none"> Complete Functional Behavioral Assessment and Behavioral Intervention Plan Utilize Building Resources available to implement interventions Set goals to address behavioral needs
Teaching Appropriate Skills to:		
<p>Whole group:</p> <ul style="list-style-type: none"> Rehearsing school / classroom rules and routines with feedback Practice executive functioning skills, i.e., organization, social, and self-regulatory 	<p>Certain students:</p> <ul style="list-style-type: none"> Supporting specific skills of need (self-monitoring, coping, interpersonal, conflict resolution) addressed Focused research based interventions 	<p>This student:</p> <ul style="list-style-type: none"> Functionally equivalent replacement behaviors De-escalations strategies Crisis management and / or safety plans
Documentation includes:		
<ul style="list-style-type: none"> Progress reports Performance data Log entries 	<ul style="list-style-type: none"> Systematic behavioral data Loss of instructional time noted Log entries 	<ul style="list-style-type: none"> Systematic behavioral data Log entries At least quarterly review of effectiveness
If accommodations paired with Universal Interventions demonstrate these interventions to be ineffective after 4-6 weeks, conduct a R.I.S.K. meeting and consider a move to Tier II.	If behavioral data demonstrates these interventions to be ineffective after 4-6 weeks, conduct a R.I.S.K. meeting and consider a move to Tier III.	If behavioral data demonstrates these interventions to be ineffective after 4-6 weeks, conduct a R.I.S.K. meeting to review student's needs and plan.