

Rtl at WCV

2016



The Tiers of the WCV RtI Framework

Tier 1- Universal Instruction

Tier 2- Targeted Group Intervention

Tier 3- Intensive, Individual Interventions



ELA
Math
Behavior



Academic Systems

Tier 3 – Intensive Small Group Interventions

- Typically less than 10% of general ed. population
- High intensity
 - Research-based strategies
 - Progress Monitoring
 - 5 or less/group
 - Minimum 5 x 30 minute sessions/ 6 day cycle
 - RtI Review Meeting/ 6 weeks
 - Refer to CSE. (if not successful)

Tier 2 – Targeted Group Interventions

- Typically 10-20% of general ed. population
- Supplemental differentiated instruction
 - Research-based strategies
 - In classrooms/RTI block
 - RtI Referral and Meeting
 - 6 or less/group
 - Minimum 4 x 30 minute sessions/ 6 day cycle
 - Review in 6-8 weeks

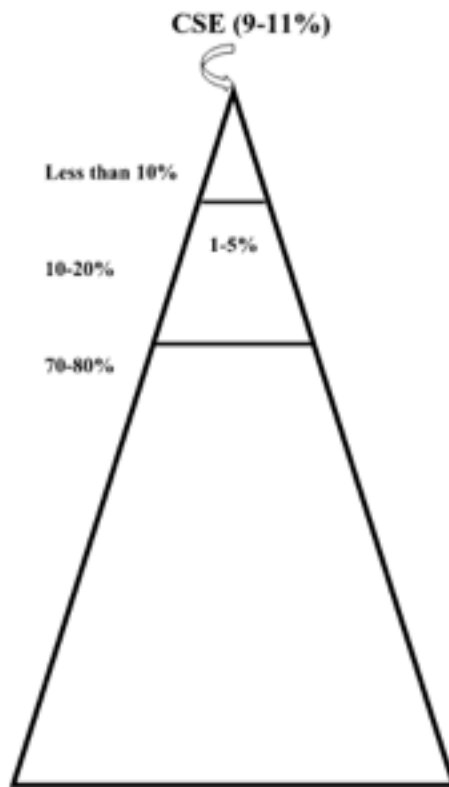
Tier 1 – Universal Instruction

- All students
- Typically 70-80% general ed. students at benchmark levels
- Grade level curriculum
- Differentiated instruction
- Preventive, proactive approach
 - Data based decision making

Universal Screenings

- STAR Reading
- STAR Math
- BAS/DRA2

Response to Intervention Framework



Behavior Systems

Tier 3 – Intensive, Individual Interventions

- Individual students
- Intense, durable procedures
- Formal Counseling
- Functional Behavioral Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Student Safety Plan

Tier 2 – Small Group or Individual Interventions

- Some students
- High efficiency/Rapid Response
- Targeted Skills Group (K-6)
- Banana splits (1-6)
- Behavior Management Strategies
- Check In-Check Out/Quick Checks

Tier 1 – Universal Interventions

- All settings, all students
- Preventive approach
- Rules/expectations/procedure
- Health/Wellness/Behavior presentations
- Proactive verbal strategies

Universal Screenings

- Behavior Evaluation Screening System (BESS)
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Tier 1: Universal Instruction

All students, grade-level curriculum

Universal assessments

Data-based decision making

Differentiated instruction

Student meets grade-level benchmarks

Classroom Teacher



Tier 2: Targeted-Group Intervention

Students unable to meet grade-level benchmarks

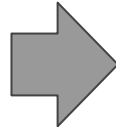
Small, differentiated groups: 6 or less/group

Meet during Rtl block in-class: 30 minutes, daily (minimum 4x/6 day cycle)

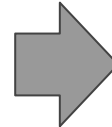
Research-based strategies

Classroom Teacher

Rtl Referral



Rtl Referral Mtg



Rtl Log



CONFIDENTIAL

**West Canada Valley Elementary
Response to Intervention (RtI) Referral Form**

Name: _____ D.O.B. _____

Referring Teacher: _____ Grade: _____ Referral Date _____

Parent(s)/Guardian(s): _____

Have you discussed your concerns with the student's parent(s)/guardian(s)? _____ Yes _____ No

Dates of Conferences/Contacts: _____

Reason for Referral (check and circle all that apply):

Literacy: Phonemic Issues Decoding Fluency Comprehension Vocabulary	Speech/Hearing: Articulation Language Auditory Processing	Counseling: Behavioral Social Emotional
	Physical Therapy:	Attendance pattern: Absence Tardy Early dismissal
Math: Fact fluency Computation	Occupational Therapy: Vision Motor Issues	Health:
		Other:

Tier 3: Intensive Small Group Intervention

Limited or no progress with Tier 2 intervention

Research-based instruction, Progress Monitoring

Small group: 6 or less/group: 30 minutes daily (minimum 5/6 day cycle)

Literacy Specialist

Rtl Review Mtg/6-8 weeks → Rtl Log → Progress Monitoring



Review of Referral Process

If student makes no progress at the end of 6-8 weeks of Tier 1 intervention:

For ELA: meet with Julie Purinton (K-3) or Meral Dahlin (3-6)---- Literacy Specialist

For Math: meet with Whitney Reddington--- Math Specialist

For Speech, OT, PT or Behavior: meet with Rita Juteau ---- School Psychologist

1. Together, fill out a Rtl Referral form.
2. Begin Rtl Log.
3. Rtl Referral Meeting will be set up and intervention plan will be made.