SRBI Process for Access to Tier 2 & 3 Instruction

Scientific Research-Based Intervention

November 2, 2016
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An Overview of Scientific Research-Based Intervention (SRBI) in Connecticut
(Cited from Connecticut’s Framework for RTI, Executive Summary, February 2008)

Scientific Research-Based Interventions (SRBI) emphasize successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. Core general education practices include comprehensive curriculums in key academic areas, effective instructional strategies, creation and maintenance of a positive and safe school climate, and a comprehensive system of social-emotional learning and behavioral supports (Bluestein, 2001; Greenberg et al., 2003; Wessler and Preble, 2003). Interventions are scientific and research-based as much as possible (i.e., to the extent that research exists to inform their selection or development). The focus of SRBI involves instruction and interventions in general education at the onset of concern about student performance. However, professionals who provide special education play a vital role in serving as a fundamental resource for general educators in implementing SRBI and in helping to meet the needs of students with disabilities.

What is the rationale behind SRBI?
The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children’s school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning. Many print and electronic resources have summarized this research and provided clear recommendations for educational practice, including both state and national consensus reports (e.g., Blum, McNeeley and Rinehart, 2002; Connecticut State Department of Education, 2000, 2007; National Reading Panel, 2000; and RAND Reading Study Group, 2002). However, the use of scientific, research-based practices in education, though necessary, is not sufficient by itself to provide a comprehensive, effective educational system for all students. In the area of health care, Gawande (2007) notes that medical centers using the same scientific, research-based medical guidelines for evaluating and treating patients can still vary widely in patient outcomes.
He attributes some of these differences in patient outcomes to a factor he terms "diligence." Among other characteristics, more diligent medical centers (i.e., those with the best patient outcomes) set high goals for patients’ functioning and pay exceptional attention to prevention of problems and early intervention. Here is where a population-based, systems approach can be helpful. Population-based systems approaches involve routine monitoring of entire populations, with a focus on prevention, early intervention and comprehensive supports or treatments, often with different levels of support for individuals at different levels of risk. One kind of population-based approach involves well-child health care for infants and children. Well-child doctor visits are intended largely to provide preventive care, such as vaccinations, regular screenings, and monitoring of children’s growth across a variety of domains, including linguistic, cognitive and social-emotional, as well as physical development. As applied to education, population-based systems approaches focus heavily on general education, because most school children are in general education and because prevention and early intervention require this focus. All children’s school progress is routinely monitored so that focus areas for improvement can be detected and addressed early. Routine monitoring of all children also helps to avoid the potential for unconscious bias inherent in procedures relying on teacher referral as a gateway to early intervention. Effective core practices--that is, general education curriculums, instruction and social/behavioral supports for all students --are emphasized, because these high-quality core practices are essential to the prevention of academic and behavioral difficulties. Providing interventions for students in need without also ensuring effective core general education practices are like having health care that hospitalizes children critically ill with polio but doesn’t prevent polio through vaccination. A systemic approach to education requires schoolwide or districtwide consistency with regard to the development or selection of core academic and social assessments, curriculums, social/behavioral supports, educator methodologies and interventions. Without this consistency, evaluating the efficacy of educational practices is often impossible, and efforts to maintain implementation integrity may be fragmented and inefficient. Just as well-child care benefits all children, not only those with health concerns, scientific, research-based general education curriculums and instructional strategies help all learners. Differentiation of instruction enables high-
achieving children to be more appropriately challenged as well as addresses the needs of students who are struggling. A comprehensive system of social-emotional learning, educator practice and behavioral supports creates a more positive school environment for all students, not just those with behavioral or emotional difficulties.

**Key Components of SRBI**
Scientific Research-Based Interventions (SRBI) encompass behavior and social-emotional functioning as well as an array of academic domains (e.g., reading, writing, mathematics) central to students’ school progress. The most extensive research base for RTI (SRBI) involves primary grade reading, where numerous studies (Al Otaiba, 2001; Denton, Fletcher, Anthony and Francis, 2006; Speece et al., 2003; Vaughn, Linan-Thompson and Hickman, 2003; Vellutino and Scanlon, 2002; Vellutino et al., 1996) have suggested that RTI (SRBI) can greatly improve reading instruction for all students, provide intervention for students experiencing difficulty learning to read, and enable many, though not all, students at-risk of reading failure to reach grade expectations over the short term. Because these approaches involve ongoing monitoring of an entire school population, with data-driven decision making and decision rules, they also appear to be less biased with regard to race, ethnicity and gender than previous methods of identifying struggling readers (Speece et al., 2003). For example, although serious reading difficulties occur roughly as often in females as in males, males’ reading difficulties are more often identified in traditional educational practice (Shaywitz, 2003). The reason for this gender difference appears to be that males are more likely to draw attention to their learning difficulties by acting out behaviorally, or at least, more likely to be perceived by their teachers as “behavior problems.” However, if all students’ progress is being monitored on a regular basis, students do not have to “act out” in order for their difficulties to be detected early. Likewise, Speece et al. (2003) found that a traditional method of identifying reading disabilities, involving a discrepancy between IQ and achievement, was biased heavily toward identification of white students, whereas the use of RTI (SRBI) reflected racial as well as gender equity. Emerging applications of SRBI involving writing (Berninger and Amtmann, 2003) and mathematics (Fuchs, Fuchs and Hollenbeck, 2007) suggest some advantages of RTI (SRBI) in these domains similar to those in reading. Furthermore,
the basic principles and key features of SRBI are relevant across all grades, from pre-kindergarten through Grade 12, and across a variety of domains, including content subjects such as science and social studies; quality of school climate; children’s early development, such as oral language acquisition; and behavior and social-emotional learning. These basic principles and features include the following:

- The assumption that scientific research should be used to inform educational practice as much as possible.
- A belief in collective responsibility, accountability, and the power of education.
- A willingness to be transparent with a relentless focus on continuous improvement.
- A focus on prevention and early intervention.
- Schoolwide or districtwide high-quality core curriculums, instruction and comprehensive social/behavioral supports.
- Monitoring fidelity of implementation.
- Culturally responsive teaching.
- A comprehensive assessment plan with universal common assessments and progress monitoring.
- Data analysis, not just data collection.
- Data-driven decision making with clear decision rules.
## Region 16 SRBI Process

### Tier 1

**Step 1 - Differentiated Instruction**
Differentiated instruction to support students’ academic and social/emotional needs. Differentiation is based on student performance data that is used to aid in selecting strategies, materials, and resources to support student needs. For students who continue to struggle, the classroom teacher completes the Region 16 SRBI form to articulate strategies that have been used at the classroom level for referral to the SRBI team.

**Step 2 - Using Collaborative Professional Learning in the Process**
Standardized and non-standardized student performance data is analyzed by the school SRBI team, and used to make decisions regarding eligibility for interventions based on student needs. The SRBI team is comprised of teachers, literacy and math specialists and administrators. They determine specific interventions (either individualized or a standard intervention protocol), schedule of intervention (frequency and duration), and what data will be used to progress monitor.

### Tier 2

**Step 3 - Implementing SRBI recommendations**
Based on SRBI recommendations, implement targeted interventions in partnership with the classroom teacher and specialized staff. Utilize base-line universal screener data along with on-going informal data to monitor and assess progress. Document the frequency, duration, time frame, focus for instruction, resources, and SMART goal on the SRBI form. Parent communication to discuss the Intervention Plan with frequent updates is documented in the communication log.

**Step 4 - Progress Monitoring**
During review meetings the SRBI team examines baseline, goal line and trend line data. They may recommend additional progress monitoring assessments that are more frequent and targeted. These measures will be collected, organized, and documented on the SRBI form. Student work samples may (i.e. written responses) may also be used.

**Step 5 - Using Targeted Progress Monitoring Data to Aid in Decision-Making**
Interventions have been implemented and progress monitoring data has been collected. The team analyzes both quantitative and qualitative data to help determine the student’s response to intervention. The team will determine whether more intensive/individualized intervention is needed or if more diagnostic or prescriptive measures need to be taken.

### Tier 3

**Step 6 - Creating a more customized plan based on student need**
Additional specialized measures may be appropriate this level. Small group direct support will be streamlined along with classroom teacher interventions. Student rate of progress will be evaluated along with relative performance compared to grade level benchmarks. A special education teacher attends meetings related to students receiving Tier 3 intervention.
Region 16 Elementary School SRBI Protocol

✓ During the month of September, the Classroom Teacher reviews prior records and assessment data, consults with appropriate educators, and identifies students performing below grade level expectations.

✓ During the month of September team expectations will be established and classroom teachers will be made aware of resources that will support them in differentiating classroom instruction.

✓ Prior to the initial “Blanket Meetings,” the Classroom Teacher will access the most recent report card, assessment data, and any relevant student work samples. The Tier 1 strategies portion of the Region 16 SRBI Meeting Minutes should be completed.

✓ Students already receiving Tier 3 instruction from the previous school year will be receiving pull out services before the blanket meetings. Students accessing Tier 2 instruction will receive push in or pull out services before the blanket meetings.

<table>
<thead>
<tr>
<th>SRBI Blanket Meetings – held 3 x each school year</th>
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<tbody>
<tr>
<td>These meetings will begin following the administration of our universal screeners based on our District Assessment Calendar. Team will discuss students “red-flagged” for possible intervention based on the results of the Universal Screener. The team will make decisions about whether or not the student will enter or continue in the intervention process. Goals are set.</td>
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<tr>
<th>Review Meetings – held every 6 weeks</th>
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<tr>
<td>Prior to a Review Meeting, Classroom and Intervention Teachers will gather and bring copies of data collected to progress monitor along with appropriate student work samples to determine if goals were met. Other team members should bring relevant information about the child that will be logged in the Region 16 SRBI Meeting Minutes form in SIMS (Student Information Management System).</td>
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<tr>
<th>Essential Components of the Meeting-</th>
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<tr>
<td>1) Student Update- Classroom Teacher provides the team with an update on the student’s most recent performance. The effectiveness of the interventions are evaluated and team members ask clarifying questions.</td>
</tr>
<tr>
<td>2) Intervention Plan Adjustments- The interventions in place are evaluated and necessary adjustments are made based upon data.</td>
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<tr>
<th>Special Review Meetings – as needed</th>
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<tbody>
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<td>When students have been receiving intensive small group support in conjunction with differentiated support with the classroom teacher it may become necessary to conduct a “special review meeting.” It is critical that a team of educators assemble for this meeting and the team must include at least one member of the special education department to provide feedback regarding next steps. This meeting will determine what adjustments need to be made to the intervention plan or if a referral to special education is necessary to gather additional information. The Director or Assistant Director of Special Education must be present for any discussions regarding referrals to PPT.</td>
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Region 16 Middle School SRBI Protocol

Throughout the year, grade level teams meet once weekly for forty minutes in four-week cycles.

- Week 1 - Teachers identify students who are struggling in the classroom. They analyze standardized and district assessment data, student work samples and discuss Tier 1 instructional strategies used. These data are entered into the SRBI Minutes Form. Additional strategies are generated by the team for the classroom teacher to implement before the next meeting.
- Week 2 – Literacy Specialists or Math Intervention Teachers provide progress monitoring data from the Student Management System (SIMS) and student work samples for students who receive Tier 2 or 3 intervention to determine effectiveness of the interventions. Team members provide an update on student classroom performance, indicating areas of growth with evidence from student work. Data is added to the SRBI Minutes Form. Adjustments are made to the Intervention Plan based upon the data.
- Week 3 – Professional Development on effective teaching strategies is provided for the teams.
- Week 4 – Students identified in Week 1 are discussed to determine if they are eligible for Tier 2 Intervention or need to move to Tier 3.

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Region 16 High School SRBI Protocol

Woodland Regional High School regularly provides timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students.

- The administrators and student support staff meet weekly to discuss specific student academic and behavioral concerns.
- The SRBI Team that includes the SRBI coordinator, school counselor, administrator, teachers, parents, students, nurse, social worker and psychologist meets as needed.
- The SRBI process begins with referrals from teachers, counselors, or parents. A written plan is developed, implemented, monitored and reviewed by the team after six weeks. Plans include behavioral supports and/or academic interventions.
- Students develop, maintain, and update personal goals in their Student Success Plan during advisory.

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**Standard Protocols for K-8**

**Reading**

**Tier 2 Standard Protocols:**

Suggested intensity and duration: 3-4 x/week for 30-40 minutes 1:6 ratio is optimal

Progress Monitoring: Biweekly is optimal or at least every third week

Instruction: Related to the concept and skills on focus

Suggested Program Protocols:
- L.L.I. (Leveled Literacy Intervention)
- Read 180
- Soar to Success
- Double Dosing of Fundations
- Explode the Code
- Road to the Code
- Wonderworks (Houghton Mifflin Harcourt)
- Just Words (Wilson)
- Stepping Stones to Literacy – Kindergarten
- Quick Reads

Progress Monitoring Assessments:
- AIMSweb Plus subtests for reading
- Running Records
- High Frequency Words
- CORE Assessments
- DRA2 Progress Monitoring
- BAS (Fountas & Pinnell)
- SRI (Scholastic Reading Inventory)
- Any IRI (Individual Reading Inventory)

**Tier 3 Standard Protocols:**

Suggested intensity and duration: 4-5 x/week for 30-60 minutes flexibly scheduled 1:3 ratio is optimal

Progress Monitoring: At least biweekly

Instruction: Related to the concept and skills on focus

Progress Monitoring Assessments: See Tier 2 list

Suggested Program Protocols:
- Just Words (Wilson) - Grades 4 & up
- Wilson Reading -Grades 2 & up
- L.L.I. (Leveled Literacy Intervention)
- Soar to Success
- Resources to target individual needs
**Math**

**Tier 2 Standard Protocols:**

*Suggested intensity and duration:* 2-3 x/week for 30-40 minutes  
1:6 ratio is optimal

*Progress Monitoring:* At least every third week

*Instruction:* Related to the concept and skills on focus

*Progress Monitoring Assessments:*
- AIMSweb Plus
- Skill-based assessments generated by Math Intervention Teacher

**Tier 3 Standard Protocols:**

*Suggested intensity and duration:* 4-5 x/week for 30-60 minutes flexibly scheduled  
1:3 ratio is optimal

*Progress Monitoring:* At least biweekly

*Instruction:* Related to the concept and skills on focus

*Progress Monitoring Assessments:*
- AIMSweb Plus
- Skill-based assessments generated by Math Intervention Teacher
Elementary & Middle School
SRBI Meeting Minutes

Date:
Name:
Teacher:
Attendees:
Concerns: reading math writing speech/language OT/PT social/emotional
Other

Classroom Update/Tier 1 Strategies Used:

Literacy Interventionist Update:

Math Interventionist Update:

Related Service Data from Consultation:

Other Relevant Data:

Suggested Strategies:

Action Plan:

<table>
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<tr>
<th>Intervention</th>
<th>Focus For Instruction</th>
<th>Person(s) Responsible</th>
<th>Resources Required</th>
<th>Frequency, Duration, Time Frame</th>
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SMART Goal:

Reconvene:
# SRBI Parent Contact Log

Student's Name:__________________ Grade:_______ Date of Birth:_____________
Parent's Name:__________________ Phone Number:_____________________
Address: ___________________________________________________________

<table>
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<tr>
<th>Date</th>
<th>Type of Communication</th>
<th>Purpose</th>
<th>Response Number</th>
<th>Professional Initiating Contact</th>
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Responses:
1. Spoke with parent
   no voicemail
2. Left message with parent
   parent
3. Left message with a person
   (i.e. a son/daughter, secretary, etc.)
4. No response from parent and/or
   voicemail
5. Received written response from
   parent
6. Received email from parent

Instructions:
1. Enter the date of each contact or attempted contact in column one.
2. Describe the type of communication (i.e. phone call, letter, email) in column two.
3. Briefly describe the purpose for contacting the student’s parent/guardian in column three.
4. Indicate the outcome in the fourth column by entering a number from the ‘responses’ table.
5. Enter your name in column five.
# Tier 2/Tier 3 Attendance Documentation

Student:

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<th>Date</th>
<th>Minutes/Day</th>
<th>Focus/Program</th>
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To the Parents of:

In an effort to monitor the progress of all of the students in our schools, we administer “universal common assessments.” Universal common assessments are tests that review the progress of all children at their grade level. They assess math and reading skills and are used in helping us identify children who may need more support.

A team of teachers and an administrator meet to examine the results of the tests and determines which students would benefit from extra instruction. Classroom teachers, literacy specialists, math intervention teachers and tutors provide this instruction. This supplemental support is part of our regular education program and is designed to strengthen and extend your child’s skills.

Based on your child’s assessment results, it has been determined that your child will benefit from additional support in Reading. A key component of this support is looking at the most effective way to teach the concepts and skills; this is called Scientific Research Based Intervention (SRBI). SRBI will target your child’s specific areas of need. The team meets every six weeks to examine student progress to determine if the additional instruction is effective or needs to be changed.

The service(s) that will be provided are:

_____ Tier II Additional support from your child’s teacher or a Literacy Specialist.

_____ Tier III Additional support as described above plus additional direct intervention

Your child’s progress will be closely monitored by the SRBI Team. Your child’s teacher will be in contact with you periodically to inform you of your child’s progress. Please feel free to contact me if I can be of further assistance.

Sincerely,

Principal
MIDDLE SCHOOL PARENT LETTER

Date

Dear Parent/Guardian,

The purpose of this letter is to update you on your child’s academic progress. After reviewing our assessment data, we see that your child, ________________________, is experiencing some difficulty in mastering the grade level skills that are expected in (reading/writing/science/math). Your child has been selected to participate in our SRBI program that is dedicated to improving targeted skills. Scientifically Research-Based Interventions (SRBI) are instructional practices and interventions in a school or district that have been researched and determined to be effective for improved student outcomes or proven to accelerate student learning as evidenced by data. These interventions will occur in addition to the instruction your child receives in the classroom.

We feel strongly that your child needs this intervention time until he/she demonstrates mastery of the expected skill(s). We will use a number of resources and strategies that will support instruction in the classroom, both in small-group and individual settings. You will receive progress updates while your child is participating in SRBI, and will be notified upon your child’s exiting from SRBI.

Please feel free to contact me if you have any questions regarding our SRBI program. Thank you for your support and continued partnership in this matter.

The program will begin on ________________________.

Sincerely,

_____________________________  ______________________________