

Response to Intervention and  
Academic Intervention Services

A Report Presented to the New Paltz Board of Education

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February 22, 2016

\*Individual Building Information Prepared by Respective Principals

Revised: 2/24/2016

During the 2014 – 2015 school year, the New Paltz Central School District convened a Vertical Alignment Task Force (VATF) focused on the articulation of the Special Education Continuum of Services. Within this task force, a Response to Intervention (RtI) subcommittee was formed. The action plan produced by the Vertical Alignment Task Force outlined changes to be implemented over a three-year period. This plan included revisions to the existing Response to Intervention processes. As such we are in our second year of implementation.

The thinking behind forming a subcommittee specifically geared toward Response to Intervention was supported by the theory that Response to Intervention can be visualized as the infrastructure for all services which are provided to students. In other words, the process of Response to Intervention represents the cycle of services as these services begin, change, and end for students. Based upon the tenets of Response to Intervention, interventions should be provided early in a student's learning journey, both for academic and behavioral needs or delays.

The Response to Intervention approach is a Tiered process. See Table I which clarifies this tiered approach to intervention.

Table I: Response to Intervention—A Tiered Approach

Tier	Intervention	Location	Grouping	Duration
I	Differentiation* within the regular classroom	Regular Classroom	Homogeneous or Heterogeneous Groups as per lesson plan	6 weeks
II	<ul style="list-style-type: none"> <li>• Consultation with specialist; i.e., reading teacher, and then implementation of strategy within the classroom</li> <li>• Pull out with specialist</li> <li>• Push in by specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Classroom</li> <li>• Specialist's Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Students with similar learning needs</li> <li>• Targeted teaching</li> <li>• 4 – 6 students</li> </ul>	4 – 6 weeks Based on Progress Monitoring
III	<ul style="list-style-type: none"> <li>• Special Education</li> <li>• Intensive 1:1 instruction before referral to special education</li> </ul>	<ul style="list-style-type: none"> <li>• Varied venues based on IEP</li> <li>• In specialist's classroom</li> </ul>	Individual	Based on Annual Review  6 weeks if in specialist's room—based on progress monitoring

\*Differentiation assumes small group instruction. At times these groups are based on readiness, interest, or learning style.

It is important to note that one tier does not supplant the intervention of another tier. That is to say, differentiation in the classroom must continue to occur even as a student is receiving a Tier II intervention. It is the doubling of service which will, in theory, close the learning gap.

The Response to Intervention process includes screening and progress monitoring to ensure student growth. Screening can be done universally, i.e., the Dial 4 screening administered for all incoming kindergarten students. Screening may also occur in the classroom through

various assessments such as the Early Learning Profile (ELP), Fountas and Pinnell Assessment Systems, guided reading observations, etc. Progress monitoring may be accomplished through formative assessments or teacher observation notes.

## ACCOMPLISHMENTS OF THE RTI SUBCOMMITTEE

2014 – 2015

Instructional Study Teams (IST) are the first line of referral. Instructional Study Teams are up and running in all four buildings. These building-level teams include designated members. The team meets on a regular basis. Teachers refer students who are in need of intervention to the team. In 2014 – 2015 the RtI subcommittee refined the referral documents utilized for the Instructional Study Teams. These revisions resulted in a more codified Tier I (differentiation within the classroom). Classroom teachers are now required, as per the referral forms, to document differentiated interventions in place in the classroom prior to a referral to IST. Documentation on how often these interventions had been implemented, the group size, and the duration of the intervention is also required. During the 2014 – 2015 school year, the Assistant Superintendent for Educational Programs served as a participant observer during IST meetings at the various buildings in order to monitor the implementation of the new format.

Additionally, an Instructional Study Team Liaison was established. Overall, the role of the IST Liaison is to ensure that a student does not languish while an intervention does not seem to be making a difference in the learning outcome. Following an IST meeting the Liaison will follow up with the teacher regarding an individual student's progress. The IST Liaison may ask the following questions: Are the suggested interventions making a difference? If not, is a second IST meeting necessary? The Liaison may also suggest a different intervention before a second referral to IST.

2015 – 2016

All buildings have Instructional Study Teams with standing members which include an administrator, psychologist, and referring teachers. At the request of the referring teacher other

professional staff members will join the team; i.e., social worker, speech pathologist, nurse. All the professionals are present to brainstorm interventions. The goal is to change/improve the learning outcome for the student who is being referred.

During the 2015 – 2016 school year under the guidance of Dr. Jennifer Duerr of SUNY New Paltz, teachers at Lenape Elementary School have collaborated to develop an assessment system which includes ongoing formative check points. Additionally the plan includes suggestions for changing teaching and learning based on data revealed from the checkpoints.

Also in the 2015-2016 school year principals have begun to establish check points with teachers to monitor the learning growth of students. Currently principals are meeting with teachers individually or as a department to discuss options for students who are not performing at grade level.

The RtI subcommittee continues to codify behavioral interventions. The Instructional Study Teams are an excellent forum for these strategies to be shared.

2016-2017

Goal: Improve the methodology for “check points.”

#### Academic Intervention Services

Academic Intervention Services are a critical component of the Response to Intervention model. Included below is an outline of Academic Intervention Services as they are implemented in each of our buildings.

## Duzine Elementary School

### AIS Report

#### READING

##### Tier I

- High quality classroom instruction using Balanced Literacy
- Various grouping formats to provide differentiated instruction (e.g. small group instruction)
- Collaboration with the reading teachers and other colleagues (e.g. classroom teachers; Support Services teachers)
- Universal academic and language screening for incoming kindergarten students (e.g. Dial 4 and the Kindergarten Language Screening Test/KLST)

##### Tier II

- Literacy Group with a reading teacher
- Lexia (phonetic software program)
- One-on-one reading practice with a volunteer, supervised by the reading teachers
- Book trades (books to practice reading on the student's independent level) with students who graduated from Literacy or Reading Recovery
- Interventions from IST
- Speech improvement once in a six day cycle
- Interventions from the *Pre-referral Intervention Manual (PRIM)*
- Consultations via team meetings with a wide variety of Support Services teachers

##### Tier III

- Reading Recovery (one-on-one)
- Interventions from IST (one-to-one)
- IST recommendations for further testing with the CSE or 504 Plan

#### MATH

##### Tier I

- High quality classroom teaching using a constructivist approach
- Various grouping formats to provide differentiated instruction (e.g. small group instruction)
- Collaboration with other colleagues (e.g. classroom teachers; Support Services teachers)

##### Tier II

- Interventions from IST
- Interventions from the *Pre-referral Intervention Manual (PRIM)*
- Consultations with special education teacher

## **MATH (CONTINUED)**

### **Tier III**

- Interventions from IST
- IST recommendations for further testing with the CSE or 504 Plan

## **BEHAVIORAL INTERVENTIONS**

### **Tier I**

- School-wide rules (The Responsive Classroom Approach)
- Positive reinforcement strategies
- Classroom management plans
- Classroom-wide preventive instruction (e.g. personal safety, social skill lessons)
- Collaboration with colleagues
- Phone collaboration with parents/guardians
- Sensory exercises to develop self-regulation skills

### **Tier II**

- Individual behavior plans
- Social stories (social skills instructional tool)
- Banana Splits for children of divorce with parental consent
- Social skills group per IST
- Face-to-face conferences with parents/guardians
- Positive systems of support and encouragement in the classroom, on the playground and on buses
- Practice on-going informal social skills on a daily basis
- Instruction in self-management strategies
- Speech and language, occupational therapy, physical therapy and sensory screenings per IST
- Interventions from the *Pre-referral Intervention Manual (PRIM)*
- Consultations via team meetings with a wide variety of Support Services teachers

### **Tier III**

- Functional Behavioral Assessment (FBA) with parental consent
- Collaboration with outside agencies
- DASA
- Individual and small group counseling
- Therapeutic Crisis Intervention for Schools (TCIS) model used for prevention and crisis management
- Behavior Assessment Scale for Children (BASC) per IST
- Consultation with behavior specialist

## **INSTRUCTIONAL STUDY TEAM**

Possible IST members based on need:

- Principal
- Social worker
- Psychologist
- School Nurse
- Speech Therapist
- Occupational Therapist
- Physical Therapist
- Reading Teacher
- Special Education Teacher
- General Education Teacher

Meetings are scheduled twice a month; sometimes additional meetings are needed and scheduled.

## **Lenape Elementary School**

### **AIS Report**

#### **READING**

All students are assessed with the Fountas and Pinnell benchmark assessment system to determine areas of strength and need in their reading. These assessments are administered at the beginning of the school year to inform instruction. Throughout the year, student progress is monitored through running records and other assessment tools. Based on this information, teachers may refer students to IST.

#### **Tier I**

- In class balanced literacy instruction
- Differentiated instruction
- Varied and flexible grouping structure
- Varied modalities of instruction

#### **Tier II**

Tier I plus:

- Small group targeted reading instruction
- Individual targeted reading instruction
- Incorporation of various prescriptive strategies from IST team

#### **Tier III**

Tier I & II plus:

- Remedial Reading (frequency and duration according to need)
- Referral to CSE or 504 for further testing

Other reading interventions include:

- Reading support for qualifying English Language Learners (ELL)
- Direct Reading Instruction (Multi-sensory reading as per IEP)

#### **MATH**

Students are monitored throughout learning with pre-assessments as appropriate and formative assessment checks. This information along with summative assessment data provide teachers with information on student progress in mathematics learning.

#### **Tier I**

- In class constructivist math instruction
- Differentiated instruction
- Varied and flexible grouping structure
- Varied modalities of instruction

#### **Tier II**

Tier I plus:

- Small group math assistance and re-teaching
- Individual math assistance and re-teaching
- Incorporation of various prescriptive strategies from IST team

### Tier III

Tier I & II plus:

- Extra instructional time focused on math (as possible in accordance with schedule)
- Referral to CSE or 504 for further testing

### **BEHAVIORAL INTERVENTIONS**

- School-wide rules
- Responsive Classroom methodology in all classrooms
- Positive reinforcement
- Classroom behavior plans
- Parent communication and collaboration
- Individual behavior plans
- Social skills group as recommended by IST
- Functional Behavioral Assessment (FBA) with parental consent
- Collaboration with outside agencies
- DASA
- Individual and small group counseling
- Therapeutic Crisis Intervention for Schools (TCIS) model used for prevention and crisis management
- Consultation with behavior specialist

### **INSTRUCTIONAL STUDY TEAM**

Members Include:

- Principal
- Social Worker
- One regular education (rotating)
- One special education teacher (rotating)
- Specialists (Reading, Psychologist, Speech Therapist, Occupational Therapist, Physical Therapist, School Nurse) as needed on a case by case basis.

Meetings occur once every six days or more frequently as needed.

## **New Paltz Middle School**

### **AIS Report**

#### Overview

All students in the New Paltz Middle School take the Gray Silent Reading Test (GSRT) in September. The reading teacher analyzes those scores along with teacher recommendations in order to place students in Reading Literacy and Writing Workshop. The reading teacher collaborates with the English Language Arts teacher in order to progress monitor these students. For students placed in Reading Literature the Gray Oral Reading Test (GORT) is given for more specific areas of weakness. Then from October-June running records are given to those students to monitor their progress in Reading Literature. In June the GORT is given again to Reading Literature students to determine growth. The GSRT is also given to all students in June again, to determine growth overtime and to determine placement for the following year. If issues occur during the year, students are referred to the reading teacher who provides a formative assessment and recommends teaching strategies to change the learning outcome for the student

#### **READING**

##### Tier I

In class  
Differentiated lessons  
Use of multiple intelligences  
Special note-taking – Cornell Notes, graphic organizers  
Individualized reading  
Thoughtful Education Strategies

##### Tier II

Reading Literacy  
Literature Circles  
Writers Workshop, individualized instruction

##### Tier III

Special Education, IEP based  
15:1 classes  
Multisensory Reading

#### **MATH**

##### Tier I

In class  
Differentiated lessons  
Use of multiple intelligences  
Thoughtful Education Strategies  
After school assistance - GOAL

## Tier II

Math Literacy – Selected help for students in need, grades 6-8  
After school assistance - GOAL

## Tier III

Special Education, IEP based

- 15:1 classes
- Co-teaching
- The Learning Center

Regularly scheduled team meetings with teachers and support service providers.

## **INSTRUCTIONAL STUDY TEAM**

- Principal
- Assistant principal
- Guidance counselors
- Psychologist
- Social worker
- Nurse, ad hoc
- Special Education teachers and other staff as needed

Meetings are held 2x per month officially and more frequently, as needed.

The goal of the meetings is to share individualized strategies to help students succeed.

## **New Paltz High School**

### **AIS Report**

#### **READING**

##### Tier I

###### In Class

- Differentiated Instruction
- Individualized reading including but not limited to Sustained Silent Reading (SSR)
- Active teaching strategies and greater student involvement through effective use of the “Block” Scheduling

##### Tier II

###### AIS ELA Classes

Supportive Instruction during the “Block”

Additional assistance after school

Additional class time in English and Social Studies (labs and stretch classes)

##### Tier III

Referrals to Special Education

IEP Goals: Counseling, case management support

Intensive 1-1 instruction

Other reading interventions: Multisensory Reading support

#### **MATH**

##### Tier I

###### In Class

Differentiated Instruction

Active teaching strategies and greater student involvement through effective use of the “Block” scheduling

##### Tier II

AIS Math class

Additional assistance after school

##### Tier III

Referrals to Special Education:

- Case management support
- CSE mandated Co-teach class
- IEP Goals: counseling

## **BEHAVIORAL INTERVENTIONS**

Behavioral Consultant at the request of CSE/IST

## **INSTRUCTIONAL STUDY TEAM**

- Principal
- Assistant Principal
- Coordinator of Special Education 6-12
- Guidance Counselors
- Psychologist
- Social worker
- Nurse
- Classroom teacher
- Referring teacher
- Others as deemed necessary by the committee

Meetings occur every Friday at 1pm in Room 114A

Other: As necessary or as requested

## Conclusions

Over the past two years, the Instructional Study Teams have become more consistent in terms of the make-up of the team and the purpose of the team. Subsequently Academic Intervention Services have become more consistent in the buildings. As outlined herein all buildings have in place a method for establishing a baseline for a student who is referred to IST. Additionally, as the teams have become more efficient, a common purpose has emerged: Providing recommendations for the purpose of altering the teaching process in order to effect a change in the learning outcome for a student. Progress monitoring is ensured as a result of the new referral forms. Additionally, the IST Liaison provides another safeguard so that a student does not lose learning time when an intervention is not working.