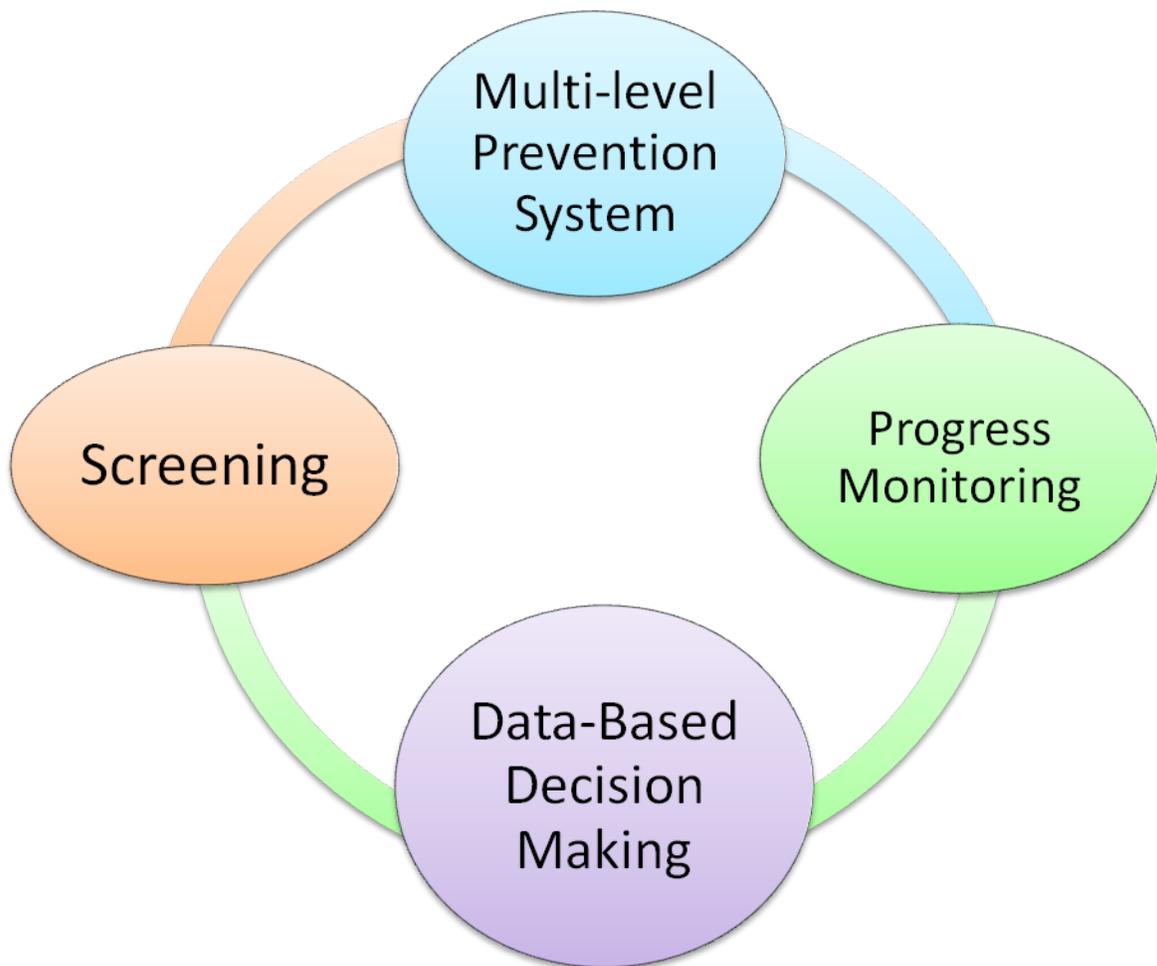


Oak Park School District
Specialized Student Services
Resource Coordinating Team
&

The Response to Intervention Process



R

RCT Mission

I

The Resource Coordinating Team augment academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive and emotional development of all students.

R

RCT Definition

I

The Resource Coordinating Team is a school-based problem-solving group that works collaboratively with parents, staff and community members. RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI is a prevention oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach.

R

RCT Function

I

The function of the Resource Coordinating Team is to:

- Coordinate and integrate services and programs that address the underlying problems and barriers to learning and facilitate understanding, prevention, and correction. The team will use the Response to Intervention framework within a multi-level prevention system to maximize student achievement and to reduce behavioral problems.
- Minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

OAK PARK SCHOOL DISTRICT

RtI FLOW CHART

TIER 1:

Classroom teacher(s)

All students-all subjects

Universal screening identifying students with critical needs and instruction/intervention(s) start immediately for all students scoring at the “intensive” and “strategic” levels



TIER 2:

Address student barriers/deficiencies; work with designated RtI person in building to access more small group/individual instruction/intervention(s),

Teachers and/or support staff/learning professionals implementing targeted group interventions- progress monitor student progress 2x monthly

(Minimum of 4 weeks for academic issues)



If student is showing academic progress,

Instruction/intervention/progress monitoring would continue at least 2x monthly



TIER 3:

If progress monitoring demonstrates minimal/lack of progress,

RCT/RtI meeting would convene:

Teachers, support staff, learning professionals may discuss/implement more intensive additional individual instruction/intervention(s)

May need possible consultation/initial screening by

school psychologist (parent permission required) or resource teacher

(All instruction/intervention information and data go to classroom teacher, school psychologist,

resource teacher, designated RtI person in building and building administrator)



Review all data from **TIER 1, TIER 2, TIER 3,**

RtI meeting may recommend request for further evaluation

Tier I- General Education

Universal Screening administered to all students

Core curriculum taught with fidelity
Positive behavioral supports implemented with fidelity

Concern student identified for achieving below grade level or behavioral concerns.

Teacher notifies parent and begins contact log.

Classroom interventions & progress monitoring

Student responds to classroom intervention(s)

No

Yes

Tier II- Strategic Interventions

Implement targeted interventions, small group instruction, monitor progress. If the student responds, team may discontinue Tier 2 and move student to Tier 1

Teacher works with RCT to Continue parent contacts

Tier III- Intensive Interventions

Increased time and or intensity, adjust group size, individually designed program based on data results of Tier 2

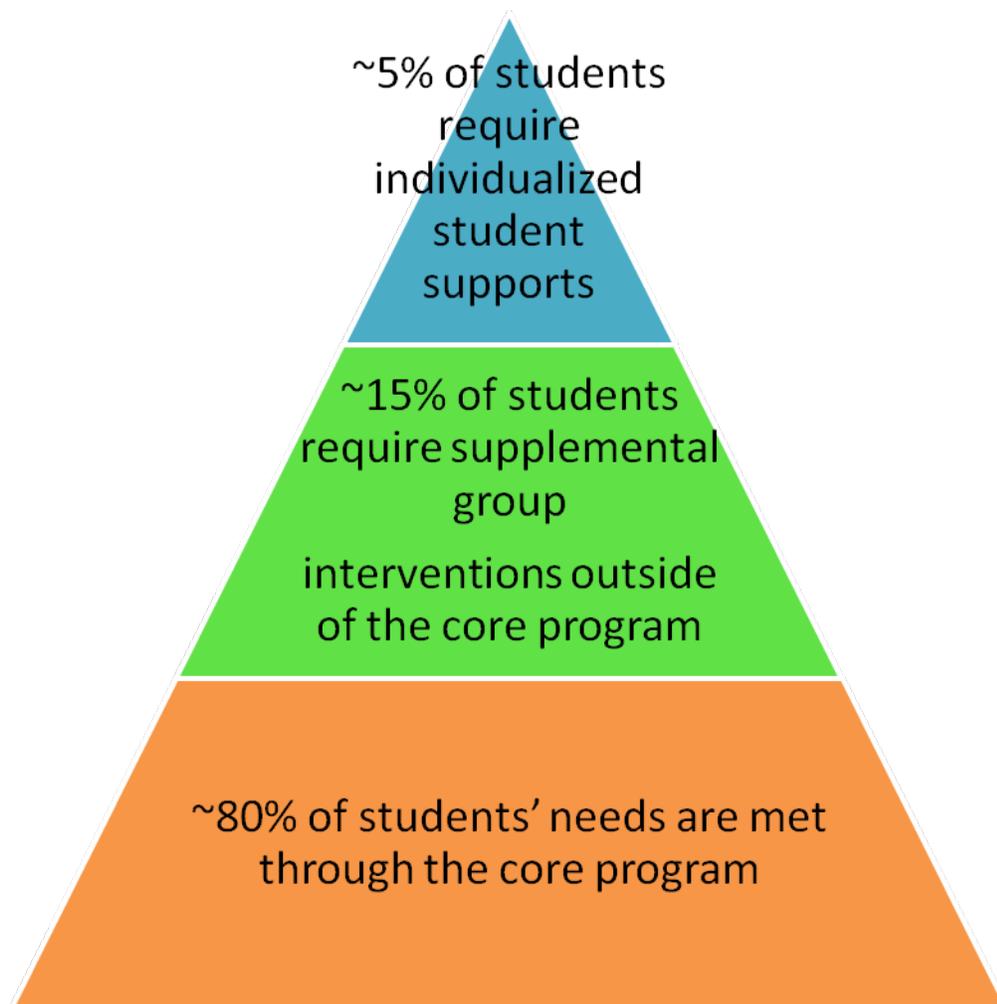
Ongoing parent communication regarding progress, the RCT/RTI team will review all student data prior to referral for specialized services.

Response to Intervention – Key Definitions

Response to Intervention (RtI): Using a team approach to provide instruction with appropriate intensity based on deficits determined by technically adequate assessments. The effectiveness of instruction should be continually evaluated at a system level and individual student level using progress-monitoring assessments. Instructional practices and intensity should be adjusted based on the results of the assessments.

- **Shared Responsibility:** All staff (general education teachers, special education teachers, Title I) assumes an active role in students' assessment and instruction in the standards aligned system.

A triangle with three tiers is used to represent the RtI structure:



Core/School Wide System:

Instruction and supports provided for all students as the first step in promoting achievement and preventing student failure. Includes core reading and math curriculum as well as the school-wide positive behavior program.

Multi-Tiered Instruction:

An approach to organizing instruction used to efficiently differentiate instruction for all students. It incorporates increasing intensities of instruction and support using

specific, research-based interventions matched to student need.

Fidelity:

Refers to the extent to which a process and/or instruction are implemented as intended to maximize effectiveness. When checking for fidelity we ask if each identified component of the process and/or instruction is:

- Evident in the process or instruction.
- Implemented in the manner specified.
- Implemented to the degree specified.

Intervention:

Intentionally becoming involved in a situation in order to improve it or prevent it from getting worse. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated. Interventions become more **intensive** when students are significantly behind in skill development or knowledge critical to academic/behavioral growth.

Intensity:

Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction used.

- Group size:** Students who are significantly behind benefit from instruction in smaller groups. Smaller groups allow instruction to be tailored to the specific needs of the students, as well as more opportunities for practice and teacher feedback.
- Amount of time:** When students are behind, they need more time engaged in instruction in order to catch up. The additional time may include re-teaching or specialized curriculum/instruction matched to the needs of the student.
- Type of curriculum/instruction:** Students who are not making progress may need curriculum/instruction designed to teach specific skills and

strategies. The instruction provides opportunities for modeling, practice, and feedback, with an emphasis on mastery.

Examples of Ways to Intensify/Change an Intervention

- Ensure that instruction targets skill deficit
- Increased time engaged in instruction
- Extended length of tasks
- More examples and wider range of examples
- Breaking down tasks into smaller steps
- Multiple opportunities to participate and respond (written, verbal)
- Repeated opportunities for practice and review
- Drill, repetition, practice, and review made engaging
- Immediate correction and feedback
- Eliciting group and individual verbal responses from all students
- Use, then fade prompts

Identify students with learning disabilities or other disabilities

If a student fails to respond to intervention, the student may have a learning disability or other disability that requires further evaluation. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures (e.g., tests of cognition, language, perception, and social skills).

In this way, effectively implemented RTI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

