



NORTH EAST SCHOOL DIVISION
Response to Intervention and Instruction
Handbook

Updated November 2020

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Preamble

Response to Intervention (RtI) is a multi-tiered, collaborative process that supports students in their learning. Fundamental to NESD's process is the understanding of the significant impact collective efficacy ($d = 1.23$) and RtI ($d = 1.07$) can have on student achievement (as cited in Hattie & Zierer, 2018).

Through RtI a student's progress is closely monitored for signs of academic or behavioural difficulties. When a challenge is noted, the RtI team collaborates to identify the student's strengths and needs; to determine the most appropriate evidence-based intervention; to implement interventions with fidelity; to regularly monitor student responsiveness to the intervention; and to accordingly adjust interventions.

NESD Mission Statement

Our mission is to ensure every student has the opportunity to succeed.

Vision

RtI exists in the NESD to provide all students, teachers and parents with positive behavioural and academic interventions and supports.

Values

NESD believes that through RtI there shall be:

- Strength-based approach for supporting students
- Authentic involvement of team members (students, teachers, parents/guardians, SS consultants)
- Timely responsive interventions achieved through collaboration and ongoing monitoring of progress

"Our work must be driven by the knowledge that our collaborative efforts will help determine the success or failure of our students. RtI should not be a program to raise student test scores, but rather a process to realize students' hopes and dreams" (Buffum, Mattos, Weber, 2010, p. 16).

Definitions

Adverse Childhood Experiences (ACEs) – Term used to describe traumatic experiences that occur to people under the age of 18 with regards to abuse (*physical, sexual and emotional*), neglect (*physical and emotional*), and household dysfunction (*death/incarceration of a parent, domestic violence, family member suffering from mental illness, poverty, and abandonment due to separation/divorce*).

Baseline: The student’s current level of performance in his or her focus area prior to the implementation of an intervention.

Behaviour as Communication: Behaviour is an attempt to communicate an unmet physiological or sensory need, a lagging skill, or a desire to avoid/escape a situation or demand.

Benchmark: Important student outcomes or goals for a grade within a particular domain (e.g. reading), that students should be achieving during the course of a school year (e.g. fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year.

Case Manager: A person who leads the planning, co-ordination, monitoring and evaluation of an individual student's success plan. A case manager is determined when an RtI Cycle 2 referral occurs.

CLEVR: Software used to support the RtI Process as well as to store behavioral data. It is comprised of “initiatives” (forms) which are created for individual students.

Cycles: The NESD RtI process is comprised of cycles which determine who is involved, how the student’s needs should be met, the intensity of the intervention, and where supports should be documented.

Data Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of its data.

Developmental Domains: We foster self-regulation and self-determination for all students through the nine developmental areas (independence, personal-social well-being, communication, health/personal care, academic achievement, safety, motor skills, and transition).

Differentiated Instruction: Teaching that emphasizes differing ways to meet the diverse needs of students within the general education setting which is an integral part of Tier I.

Flexible Grouping: Grouping of students that is changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Frequency: How often behavior or an intervention occurs.

Gap Analysis in Student Performance: It is the difference between the student's current level of performance and benchmark expectations.

Homogeneous Grouping: Grouping of students with similar instructional needs who are at similar levels, such as students who all require instruction in basic math skills.

Intervention: The systematic and explicit instruction provided to facilitate growth in an area of identified need. Interventions are provided by both specialists as well as general educators. They are designed to

improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation and the monitoring of student progress.

Record of Adaptations – Documentation of Tier 1 adaptations that have been implemented with fidelity and proven essential to the success of the student. Typically, the document is collectively created. It is to be updated bi-annually and used in transitioning.

Resource of Adaptations – A comprehensive list of Tier 1 strategies relative to instruction, assessment, resources, learning environment and teacher-student relationships.

Research Based Instruction/Intervention/Practice: A research based instructional practice is reliable, trustworthy and valid based on evidence to suggest that, when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Response to Intervention/Instruction (Rti): A multi-tiered approach that is used to help students in their learning. Student progress is closely monitored at each tier to determine the need for further research based instruction and/or intervention.

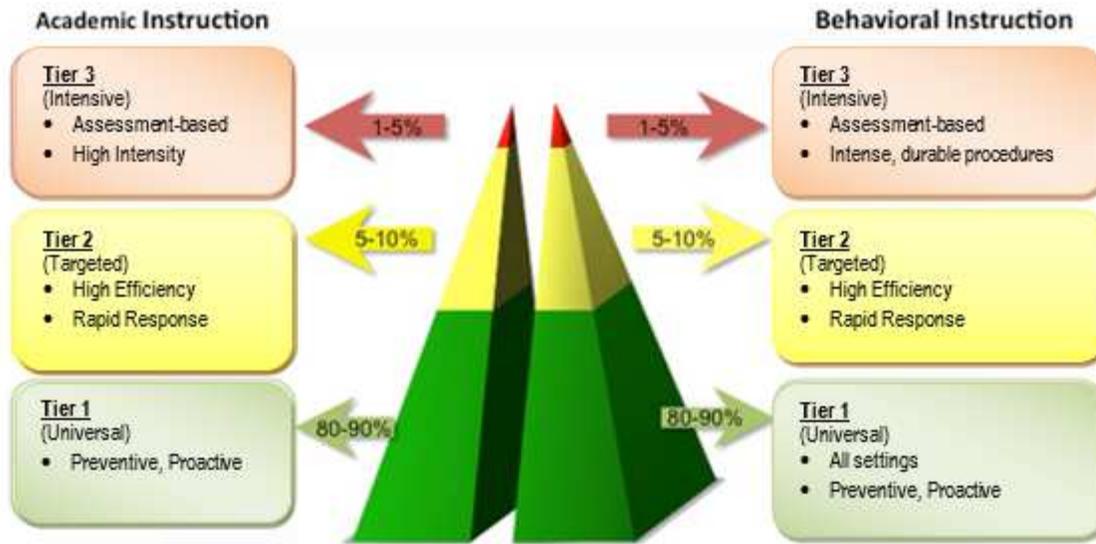
Success Plan: Cycle 2 intervention plan that is housed in CLEVR.

Tier 1 (Universal): The instructional program that occurs in classrooms for all students including the differentiation of instruction to meet student needs. This can refer to both academic and/or behavioral needs.

Tier 2 (Targeted): The instructional program that provides supplemental support to students who struggle in the classroom or Tier 1 setting. Whenever possible Tier 2 interventions should be classroom based, but may include small group settings. The interventions are more targeted, intense and focused with a definitive timeline and frequent measurement of student progress.

Tier 3 (Intensive): Represents a highly specialized, long-term and intense level of intervention for individual students whose needs are significant and require interventions from an extended team. Tier 3 interventions are implemented when Tier 1 and Tier 2 strategies are not effective on their own.

Designing School Wide Systems for Student Success



The most important thing to remember with RtI is that 80% to 85% of our students have their learning and behavior needs met by Tier 1 interventions. It is only when several interventions have been investigated and adequate data has been collected that the decision to examine Tier 2 and 3 interventions would be made. Tier 3 interventions are appropriate for less than 5% of our students. The intensity of supports and time required to achieve goals progressively increases as a student moves from one tier to another.

Data Collection

All RtI related data must be entered into CLEVR. This platform is accessible by both school level personnel as well as divisional consultants.

Why collect data?

Data collection is an essential component of RtI as it is used to guide decision making. Within RtI, data informs our interventions in four critical ways: it identifies specific concerns; it helps determine root cause or lagging skill; it facilitates selection of appropriate, evidence-based interventions; and it allows team members to monitor and adjust the effectiveness of interventions.

What is Data?

Data is information, qualitative or quantitative, that gives us a clear picture of performance, must be collected throughout all cycles of the RtI process:

- Attendance records
- Cumulative record (report cards, specialist assessments & reports, educational history)
- Behaviour documentation (behaviour logs, FBAs, ABC forms, etc.)
- Anecdotal records
- Communication books
- Self-monitoring artifacts/surveys
- Personal-social well-being (attitude, follows through with work, follows directions and routines, organizes work/workspace, effective collaborator)
- Marks
- Work samples
- Student portfolios
- Classroom observations (formal and informal)
- Assessment tools- formative and summative
- Curriculum-based measures
- Parent discussions
- Reading Readiness Screen, DLR, EYE and ECERS

NESD RtI Process

Cycle 1

The classroom teacher will document student learning concerns within the **Preliminary Data Collection** tab which is found on the **RtI Cycle 1 Process** form. Concerns can be specifically identified according to one or more of the nine *Developmental Domains* which are defined when one hovers over the domain heading within CLEVR.

All elements of the **Preliminary Data Collection** tab must be completed, including the *Data Collection Summary* which is a synthesis of information derived from addressing the required seven questions and student strengths. This data must be submitted to school administrators who will then coordinate a meeting with the teacher to determine a course of action. If it is agreed to commence with the creation of a **Record of Adaptations (ROA)**, strategies from the **NESD Resource of Adaptations** may be utilized.

After 2 -3 weeks of implementation with fidelity, a thorough reflection regarding the effectiveness of attempted adaptations is completed by the teacher(s) and a collaborative decision (Teacher(s) and Admin.) will be made as to future course of action. If the adaptations have resulted in success, the ROA will be retained for future reference and transition planning.

Activation of Cycle 2

Cycle 2 may be activated for one or more of the following:

- Adaptations attempted in Cycle 1 have not been successful
- Frequency and/or intensity of interventions must increase
- Multiple perspectives are required to address the needs of the student
- Lagging skills (academic, social, behavioural) must be explicitly taught and they temporarily supersede curricular outcomes
- Priority goals need to be established to address the effects of adverse life circumstance(s)

The referring teacher(s) and Admin. will complete the **RtI Referral tab** within the **RtI Cycle 1 Process** form. Once completed, the referral must be emailed to applicable Student Services personnel and school based team members who will review all CLEVR records on that student. **Classroom visitations will be conducted by SS prior to the first meeting.** The purpose of these visitations is to allow SS specialists to become familiar with the learning context. Arrangements for visitations will be made between the referring classroom teacher(s) and the SS specialist.

Once SS visitations are completed, administration or delegate will schedule a meeting to formally discuss the referred student. During the meeting a **Case Manager** will be assigned and a **Success Plan** developed to further support the student. The Success Plan must include both adult interventions/responsibilities **and** student strategies/responsibilities. For students impacted by trauma, strategies from the **NESD ACEs Support Resource** may be utilized.

Following the meeting, the case manager will inform parents/guardians and student of the plan. The RtI team will review the effectiveness of the intervention(s) after **no more than six weeks**. When a case has been successfully closed, the RtI information will be archived for future use.

Activation of Cycle 3

If interventions are unsuccessful, the team must revisit the **Success Plan** and decide whether or not the case remains in Tier 2 or whether **Tier 3** interventions (intensive and frequent) are necessary.



Cycle 1

- Do parents/guardians know there is a concern?
- Have I completed the **Preliminary Data Collection** tab within the **Rtl Cycle 1 Process** form?
- Have I collaborated with my Administrator and have we completed the **Record of Adaptations** tab?
- Have I implemented adaptation(s) with fidelity for **2-3 weeks**?
- Can the case be closed?



Move to
Cycle 2?

- Are more intensive interventions required due to lagging skills/life circumstance(s)?
- Are additional perspectives beyond the school based Rtl team required to address the needs of the student? (SS Personnel)
- Have I filled out the **Rtl Referral tab** and emailed it to appropriate personnel?
- Have I given sufficient time for observations/file review to occur prior to date indicated on the referral?



Cycle 2

- Have parents/guardians continued to be informed throughout Cycle 1?
- Have we had a formal team meeting to strategize?
- Has the team created a **Success Plan**?
- Has an appropriate timeline of no more than six weeks been established for the goal?
- After six weeks has the team reflected on the effectiveness of strategies?

RtI Teams

The school based team begins with the classroom teacher who may informally consult with colleagues, administrators, educational associates, and student services personnel.

Cycle 1

- Referring teacher is responsible for collection and review of data:
 - Synthesize & document information acquired through data review -Refer to the ***Preliminary Data Collection*** tab within the ***RtI Cycle 1 Process*** form in CLEVR
 - Collaborate with administrator regarding appropriate adaptations/interventions
 - Utilize the ***NESD Resource of Adaptations*** as required
 - Communicate concerns, strategies and interventions to parents and student
 - Monitor student progress
 - Case remains in cycle 1 and ***ROA*** is used to support the student or move to Cycle 2.

Cycle 2 and 3

- The school-based team that consists of referring teacher, appropriate educational professionals, and outside agencies are responsible to:
 - Communicate concerns, strategies and interventions to parents and student
 - Share data collected during *Cycle 1 and/or Cycle 2*
 - Identify adult interventions and student strategies for instruction and implementation
 - Monitor student progress and adjust interventions

RtI Roles & Responsibilities

These roles are much more formal in Cycle 2 and 3. Cycle 1 meetings may be fluid, informal and timely due to emergent needs which are identified by classroom teachers.

Team Leader - Administrator

- Ensure RtI process is followed
- Devise a process for conducting Cycle 1 check-ins
- Coach staff regarding file review, intervention selection, and determination of next steps
- Delegate responsibilities to team members
- Create and distribute agendas in advance of meetings
- Keep the discussion focused and solution based (leveraging strengths to address needs)
- Create and encourages a supportive and collaborative atmosphere
- Monitor the fidelity with which interventions are implemented

Record Keeper

- Updates the **Success Plan** in CLEVR during the meeting

Case Manager

- Function as the liaison between RtI Team and other stakeholders (e.g. teachers, parents, external agencies, SS consultants)
- Collect updates from team members regarding student responsiveness to interventions
- Synthesize and document updates in **Success Plans** prior to RTI meeting dates
- Monitor the implementation of strategies as identified in the **Success Plan**
- Diversity Education teachers are **NOT** to be assigned as case managers.

Divisional RtI Expectations

- **Staff Awareness**
 - RtI process is reviewed at the **beginning** of school-year
 - **Two RtI booster** activities must occur throughout the school year which develop a shared understanding of RtI
 - All schools need to ensure that they have a hyperlink to this document on their webpage.
- **RTI Meetings**
 - Regular RTI meetings will occur **every 6 weeks** (dates must be determined and communicated at the outset of school year; granted, there will also be a need for emergent cases)
 - Referring teacher shall be in attendance
 - Only individuals invited need to be in attendance, they and are expected to have completed appropriate background work.
 - SS personnel shall attend meetings after conducting classroom observations and having reviewed the information housed in CLEVR
 - Suggested time/case is **15-20 minutes**.
- **Cycle 1 Check-Ins**
 - Administrator must conduct Cycle 1 check-ins every **3 weeks** as per school process
- **Transitioning**
 - Transition meetings must occur for students with ROAs, Success Plans and IIPs.
- **Documentation**
 - CLEVR Software will house **all** RtI information for students of the NESD. This will allow for the triangulation of data on students who have been identified for either academic or behavioral supports (or both).
 - If a student leaving the NESD has a **Record of Adaptations** or a **Success Plan**, a copy of the document must be included in the cumulative record prior to exiting.
 - At the conclusion of the school year, all students possessive of a ROA or Success Plan shall have it placed in their cumulative record.

NESD Divisional and School Level Supports for RtI

School Level Supports: Administrators, Diversity Ed Teachers, Classroom Teachers, Educational Associates, RtI Support Teachers and Outreach Workers

Divisional Supports:

| | |
|---|---|
| Outreach Workers | Occupational Therapist |
| EAL Consultant | Speech-Language Consultants |
| Counseling Consultants | Educational Psychologists |
| FNMI Consultant | Digital Learning Consultants |
| Coordinator of Student Services | Coordinator of Integrated School Services |
| Coordinator of Curriculum, Instruction and Assessment | Coordinator of Early Learning |

Community and Interagency Supports:

| | | |
|-----------------|------------------|---------------------|
| RCMP/Justice | Community Living | NEECIP |
| KTHR | HUB | Community Day Cares |
| Social Services | SACL | |

Counselling Consultant Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|--|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Pre-intervention, informal discussions with teachers • Generalized classroom interventions regarding emotions/behaviours as a result of classroom observations • Health curriculum support (friendships/relationships/decision-making) • Safe Talk • Bullying Awareness • Anti-Racism • PBIS Behavior Matrix support – skill development/reinforcement • School Climate Team consultation |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Classroom observations leading to recommendations regarding student specific issues • Small group facilitation (social skills) • Co-plan and/or co-lead classroom lessons related to student specific issues • Assist with behavioral data collection (EYE) • Assist with creation of behaviour support plans |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Formal request based 1-1 counseling • Immediate response to students in crisis situations • Facilitate referrals to outside agencies and provide on-going liaison services regarding sharing of information • Suicide threat intervention • Tragic events – Crisis Response Team • Provide parental support and recommendations • Support of students with intensive needs • Data collection for School-Based Functional Behavioral Assessments |

Diversity Education Teacher Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|---|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Classroom observations • Co-planning & co-teaching • Recommend resources & strategies • Daily 5 support • Flexible groupings • Pre-K intake meetings • Support adaptive dimension • Data collection and strategy support for Early Years Evaluation (EYE) |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Social skills instruction • Leveled Literacy Interventions (LLI) • Response to Instruction & Intervention support • Co-creation of <i>Success Plans</i> • Co-create lessons to build readiness skills, to practice outcomes, and to facilitate deeper thinking • Teach use of alternate resources (technology, speech to text, calculator usage...) • Check-ins, check-outs, communication books • Resource development (body breaks, visual schedules, social stories) • Liaison between school, parents, and division personnel |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Support students with intensive needs • Teach functional life skills • Co-create, monitor, and update <i>Inclusion and Interventions Plans</i> • Co-create behavior plans • Conduct school-based functional behavior assessments • Conduct Woodcock-Johnson III Achievement Assessment • Recommend and apply for <i>Assistive Technology and Adaptive Equipment</i> • Complete <i>Requests for Services</i> (SSS referrals) • Coordinate and facilitate meetings (MAPS, IIP, transition, parent, outside agencies) |

English as an Additional Language Consultant Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|--|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Picture Word Induction Model (PWIM) • Language experiences • Arguelles Vocabulary (Grades 4-12) • Sheltered Instruction Observation Protocol (SIOP) - using instructional strategies with EAL students in a content class • Creating dual language books • Professional development on EAL for staff members • Parent/school liaison • Woodcock-Munoz Assessment for all new EAL students in the NESD • Identify and monitor progress of Common Framework Reference (CFR) levels |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Personal dictionary for vocabulary development • Support EAL 10L Course • Talking Partners -social skills, conversation and vocabulary building • Language experiences • PWIM |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • One-on-one individualized programming for credit attainment. |

Educational Psychologist Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|---|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • File review (documents/reports/academic history) to offer general recommendations • Classroom observations to make recommendations based on environment and context • Consultation • Provision of in-services/PD for general or specific issues • Sharing resources when appropriate |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • File review (documents/reports/academic history) to offer student-specific recommendations • Student-specific classroom observations • Consultation • Assistance with the development of Success Plans and/or IIPs • Development of learner profiles: strengths, weaknesses and corresponding interventions (behavioural, academic, adaptive, etc.) • Small group support when applicable • Liaison with outside agencies when appropriate |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • File review (documents/reports/academic history) to offer student-specific recommendations • Student-specific classroom observations • Consultation • Involvement with the development of IIP goals; support for the implementation of strategies within IIP • Formal assessment (including but not limited to cognitive, adaptive, and behavioural assessment) • Development of learner profiles: strengths, weaknesses and corresponding interventions (behavioural, academic, adaptive, etc.) • Review of and support with student behavioural plans (including Functional Behavioural Analysis) • Liaison with outside agencies when appropriate |

First Nations and Metis Consultant Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|---|---|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Home visits regarding First Nation students • Generalized classroom academic and/or behavioral strategies for First Nation students • Facilitating in-services/PD (cultural sharing/engagement strategies/curriculum support) • FNM resources provided to support curricular outcomes (bundles/elders) • FNM consultant– storytelling and the oral tradition • Sharing resources <ul style="list-style-type: none"> ○ Websites of interest ○ Lessons and units with FNMI embedded |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Cultural resources for FNM student specific support • Student support as a role-model (pursuing post-secondary education) • Collaboration with school teams regarding FNM student specific interventions • Small group support with FNM students (literacy /social skills development) |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Individualized FNM student support (utilizing oral sharing of traditional stories) • Parental support |

Digital Learning Consultant Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|--|
| Tier 1 (Universal) | Learning Management Systems Support <ul style="list-style-type: none"> • Online learning and teaching Technology Integration <ul style="list-style-type: none"> • Google Ecosystem • Digital story telling • Digital writing process • Apple Ecosystem • Digital citizenship • Animation • Social Media within the Classroom |
| Tier 2 (Targeted) | Technology Integration <ul style="list-style-type: none"> • Read & Write • Speech to Text, Text to Speech Instructional Videos (YouTube, Swivl camera, Adobe Connect) <ul style="list-style-type: none"> • Reteach • Flipped Learning |
| Tier 3 (Intensive) | Technology Integration <ul style="list-style-type: none"> • Assistive technology support • Support strategies within IIPs |

Occupational Therapist Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|---|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Classroom regulation strategies (body & mind breaks) • Contextual pre-intervention discussions • Ergonomic & environmental modifications • Observations • Consultation • Reflection • Responsive planning • Gross and fine motor skills • Life skills/self-care |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Ergonomic & environmental modifications • Fine & gross motor skills (small group) • Self-regulation groups • Cursive writing groups |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Consultation for adaptive equipment/assistive technology • Assessments • Lift & transfer training • Support students with intensive needs |

Outreach Worker Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|---|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Home visits (pre-K) • Family days (pre-K) • Short term supportive listening/problem solving • Nutrition programs • Assist with attendance concerns • Provide supplies (hygiene, academic supplies, snacks) • Before/after school programming (Kids' Kitchen) • Assist with grant applications • Share information from inter-agency meetings (Oasis, Marguerite Riel Centre) • Provide event & organizational awareness to staffs (anti-bullying, nutrition, head lice) • Community Partnerships & Engagement |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Social skills (small groups) • Reading groups (noon hour) • Supporting PBIS behavior matrices • Transportation to/from after school programming • Co-plan and/or co-lead classroom lessons related to student specific issues • Assist with behavior support plans |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Individual home visits • Assisting with applications (Kids' Sports) • Check-in/check-out • Communicating with outside agencies • Hygiene & lice checking education • Support students with intensive needs • Suicide threat intervention • Tragic events – Crisis Response Team (support) • VTRA School TAT member (Dependent upon school) |

Speech Language Pathologist Supports for RtI

Please note that the categories of interventions are fluid and depend upon the intensity of the intervention. Additionally, support may include, but is not limited to, the following:

| Response to Intervention | Potential Supports |
|-------------------------------------|--|
| Tier 1 (Universal) | <ul style="list-style-type: none"> • Kindergarten screening (articulation, language, and hearing) • Expanding Expressions Tool (EET) • Visualizing and Verbalizing (V/V) • Phonological awareness • Learning Language & Loving It (Pre-K/K) • ABC & Beyond (Pre-K/K) • Social skills & social language • Picture Word Induction Model (PWIM) • Classroom observations to inform recommendations • General consultation • Parent information • Early Years Evaluation (EYE) • Pre-intervention discussions |
| Tier 2 (Targeted) | <ul style="list-style-type: none"> • Expanding Expressions Tool (EET) • Visualizing and Verbalizing (V/V) • Phonological awareness • Social skills & social language • Picture Word Induction Model (PWIM) • Articulation groups • Problem solving groups – making choices • Functional language groups – life skills vocabulary • Language groups |
| Tier 3 (Intensive) | <ul style="list-style-type: none"> • Intensive 1:1 Intervention (stuttering, hearing therapy) • Assistive Technology/Adaptive Equipment Support • Augmentative/Alternate Communication Systems • Voice – vocal quality, rate of speech, fluency • Support students with intensive needs |

A. RtI Cycle 1 Process:

a. Synopsis of Preliminary Data Collection:

i. Data Collection Summary:

1. What should the synopsis consist of?
 - a. *The synopsis should be a concise summary of what the teacher has “learned” about the student in relation to the seven required guiding questions. Ideally, needs and possible next steps could be identified.*
2. What is not necessary?
 - a. *Quantitative data (WIAT, cognitive assessment scores, DLR scores, etc ...)*

ii. File Review:

1. What is to be reported in the synopsis when formal, norm-referenced assessments (Ed. Psych, SLP, OT, etc ...) exist?
 - a. *In such instances, teachers are asked to identify the name of the assessment (within last 2 years) and “briefly” outline what they learned.*

If, in viewing the assessments, they are not clear on what is being conveyed, it would be in their best interest to seek out applicable SS personnel (Authors of assessments, role-alike SS consultants, or school DET).

iii. Student Services Consultation:

1. Does conferring with applicable Student Services personnel include Diversity Ed Teachers?
 - a. *It can, but it is more important that staff confer with SS personnel that can provide the most appropriate support given the nature of the identified concern. In some cases, there may not be such a person.*
2. How would teachers know which SS personnel to contact?
 - a. *The [RTI handbook](#) outlines the role of SS personnel.*
3. What can teachers expect from an informal consultation with applicable SS personnel?
 - a. *Informal consultations consist of SS personnel recommending Tier 1 strategies/adaptations to teachers that they may not have considered in hopes that such adaptations will be enough to support student success.*

Prior to reaching out to SS personnel, it is recommended that teachers acquire as much information as possible (from the 6 other guiding

questions) about the student in question. Such details will assist SS personnel in recommending the most appropriate Tier 1 strategies/adaptations.

Overall, the informal consult is an imperative part to the RtI process. Beyond its potential to provide appropriate strategies/adaptations for students identified in cycle 1, it alerts SS personnel to prospective individuals who may move to cycle 2 and will require increased support via classroom observations, assessments and perhaps one on one work.

iv. Adverse Childhood Experiences:

1. How does one go about determining if students have experienced adverse childhood experiences?
 - a. We do not have an ACE assessment nor would we advise teachers to directly ask parents whether their child has experienced any trauma. Instead, we would encourage the question: "Are there any past events/experiences that you believe would be significant in sharing?"

Lastly, so long as we think about **behaviour** with curiosity and not judgement, the universal precautions approach suggests that we should assume trauma is present.

v. Fairness:

1. Is it fair to ask teachers to do all of this work?
 - a. The seven required guiding questions represent reasonable actions teachers should be taking given that they are responsible for the learning of their students. For RtI to work, the adults must fully understand the whole child, which includes his or her strengths along with the breadth and depth of factors that may be impeding success. It is only through this thorough understanding that authentic adaptations/interventions can be determined.

Also, please keep in mind that if more than one teacher is expressing the same concern they can work together in compiling data.

b. The Record of Adaptations (ROA):

i. Purpose:

1. *What is the purpose of the ROA?*
 - a. *The purpose of the ROA is to make note of adaptations that are **essential** to the success of the student. Such documentation will allow current and future teachers to implement the adaptations from day one.*

2. *Who should create the ROA and when should it be created?*
 - a. *The ROA should be created collaboratively with the referring teacher and appropriate Administrator **AFTER** the Preliminary Data Collection tab has been completed and emailed to the school administrator. It may include input from other school based personnel and informal recommendations from SS personnel.*

3. *How many adaptations should be attempted in a 2-3-week cycle?*
 - a. *It will depend upon each situation. However, too many adaptations, though well intentioned, make it difficult to determine which were most effective.*
 - b. *Attempted adaptations must be “specific” in nature.*
 - i. *For example: “From SLP recommendation: intentionally provide opportunities to engage Stephanie in conversations to expand her vocabulary and to increase her exposure to language.”*

4. *What do teachers do if they see improvement from some but not all attempted adaptations?*
 - a. *Again, the intent of the ROA is to make note of adaptations that are **essential** to the success of the student. If this means refining the list of adaptations for another 2-3-week cycle, then by all means work through an additional cycle.*

ii. Resource of Adaptations:

1. *Can this document be shared with all staff regardless of whether or not they have engaged in Cycle 1?*
 - a. *By all means this resource can be shared with staff. Accessing the Adaptive Dimension is critical to student success, and it is our hope that teacher familiarity with the resource will enhance its implementation. One would hope that this resource would be of value for all teachers to refer to when planning for curriculum delivery.*

iii. Transitioning

1. *What happens if the teacher of a student on a ROA in the previous year develops an additional concern or becomes aware of new information regarding the student that is worth noting?*
 - a. *The ROA is an evergreen document intended to support a student in the present and future. As such, where a teacher observes a concern of a new developmental domain and/or becomes aware of new information about the student (ie; a recent trauma) that is worth noting, they are to update the **Preliminary Data Collection**.*
 - i. *If the new concern requires the exploration of new adaptations, the teacher will need to re-submit to Admin for a collaborative discussion devoted to refining the ROA.*

B. Rtl Cycle 2 Process:

a. Goals:

- i. *Who creates the Success Plan?*
 1. *In support of “collective efficacy”, the Success Plan should be a collaborative venture amongst referring teacher(s), case manager, admin., supporting SS personnel, and the student.*
- ii. *Does the Rtl referral sent to new team members, including SS personnel, equate to an Rtl meeting invitation?*
 1. *No it does not. The notification is intended for new team members to be aware that they are being requested to complete a file review and observation. An Rtl meeting invitation to formally discuss the student will be extended once observations and file reviews are completed.*
- iii. *What is a reasonable time frame for new team members, including SS personnel, to complete a file review and observations prior to initial RTI meeting?*
 1. *A reasonable time frame would be 10 school days.*
- iv. *How are the expectations of the Success Plan different from last year?*
 1. *One change to Success Plans is in the goals, which must indicate what the student will understand or demonstrate.*
 2. *The most significant change lies in providing **student voice and responsibility** within the “Student Strategies” section of the goal to foster independence and self-determination.*

b. Adult Interventions:

- i. *Should effective adaptations from the ROA be included in the Adult Interventions?*
 - 1. *Yes, along with additional interventions to match the intensity of the student needs.*

c. Updates:

- i. *Who is responsible for gathering evidence and providing an update in the “Impact on Student Success” within Success Plans?*
 - 1. *The Case Manager is responsible for reaching out to teachers and student well before RtI meetings and placing an update in the Success Plan. It is through this update that admin. can determine an RtI agenda that allows for appropriate time allocation to those students whose interventions/strategies (Teacher or Student) have proven ineffective to student success.*
- ii. *What if some of the Adult Interventions and Student Strategies are proving to be ineffective?*
 - 1. *Evidence of ineffective strategies need to be documented within **Impact on Student Success**. The RtI team must then collaboratively agreed upon new interventions and/or strategies and update the Success Plan accordingly.*

C. RtI Boosters

a. What are other schools doing?

- i. *Modelling of Cycle 1 by a staff member who proficiently completed the process.*
- ii. *Review of the [Adaptive Dimension document \(Ministry of Education, 2017\)](#) and what it means for classroom teachers.*
- iii. *Review of the 9 Developmental Domains.*
- iv. *Case study at staff meeting of struggling student.*
- v. *As a staff looking at school-specific samples of Data Collection, ROA's, Success Plans to identify celebrations and areas for growth.*
- vi. *Having staff generate questions relative to each cycle and arriving at a shared understanding after reviewing segments of webinar & RtI handbook.*

D. Exemplars

a. Are there exemplars schools can view of the process?

- i. *Yes, the following exemplars can be found in CLEVR under the following names:*
 - 1. **Stephanie Rutley**
 - a. *RTI Cycle 1 Process: Elementary Academic Student*
 - b. *RTI Cycle 2 Success Plan: Elementary Academic Student*
 - 2. **Randy Kerr**
 - a. *Cycle 1 Process: Middle Years - Academic/ Behaviour Student.*
 - b. *RTI Cycle 2 Succes Plan: Sr. Academic/Court Order*

Appendix B - Recommended Readings

The following resources are available through the NESD's Student Support Services Resource Centre at L.P. Miller Comprehensive High School. If you are interested in reviewing any of the following, please feel free to ask the library personnel at L.P. Miller to help you locate the resources or use the following on-line link:

[NESD Student Support Services library](#)

Appelbaum, M. (2009). *The One-Stop Guide to Implementation of RtI: Academic and Behavioural Interventions, K-12*. CA: Corwin Press.

Bender, W.N. (2009). *Beyond the RtI Pyramid: Solutions for the First Years of Implementation*. Bloomington, IL: Solution Tree Press.

Bender, W.N. (2007). *Response to Interventions A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin Press.

Buffum, A., Mattos, M. & Weber, C. (2009). *Pyramid Response to Intervention: RtI, Professional Learning and How to Respond When Kids Don't Learn*. Bloomington, IL: Solution Tree Press.

Howell, R., Patton, S. & Deiotte, M. (2008). *Understanding Response to Intervention: A Practical Guide to Systematic Implementation*. Bloomington, IL: Solution Tree Press.

Mefcalf, Linda (2010). *Solution-Focused RtI: A Positive and Personalized Approach to Response to Intervention*. San Francisco, CA: Jossey-Bass.

Searle, Margaret (2010). *What Every School Leader Needs to Know about RtI*. ASCD.