



NORTH EAST SCHOOL DIVISION
Response to Intervention and Instruction
Handbook

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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 (ACE's) – 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.

OurSTUDENTS: 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.

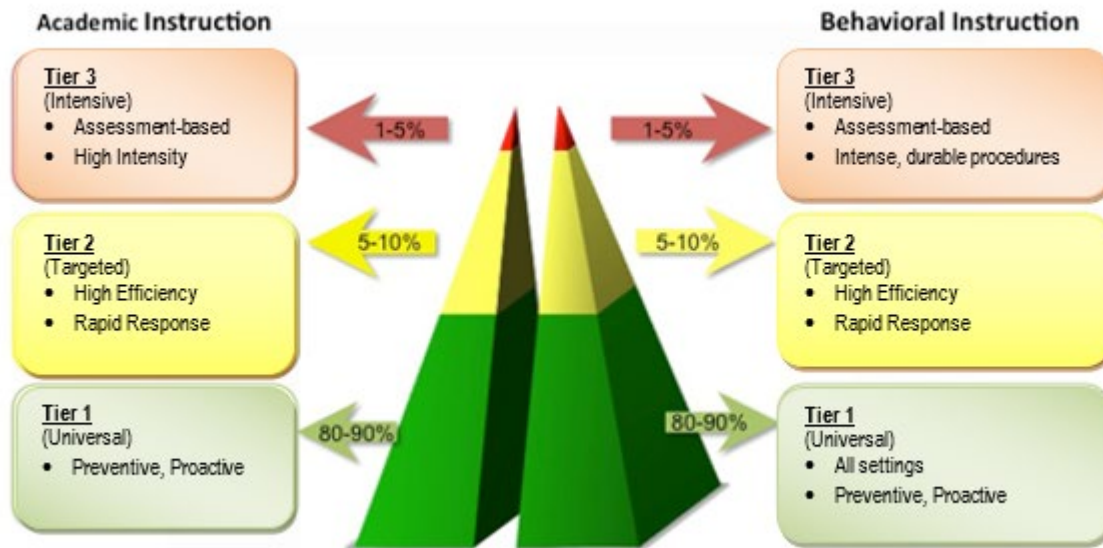
Success Plan: Cycle 2 intervention plan that is housed in OurSTUDENTS.

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 *OurSTUDENTS*. 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 **Student Background** 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 OurSTUDENTS.

All elements of **Student Background** 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. Strategies from the **NESD Resource of Adaptations** may be utilized.

After 2 -3 weeks of intervention implementation with fidelity, a decision 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. As such, the case may be closed.

Activation of Cycle 2

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

- Adaptations 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) 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 OurSTUDENTS 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.

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.

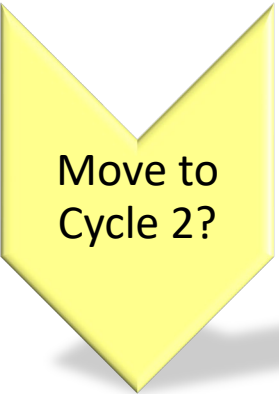
Activation of Cycle 3

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 **Student Background** section 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 the student and parent/guardian been made aware of the goal (s) as well as student strategies and adult interventions?
- 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 **Student Background** 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 OurSTUDENTS 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 OurSTUDENTS
 - 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**
 - OurSTUDENTS 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, a copy of the ROA or Success Plan shall be placed in the student's cumulative record.

RtI Effectiveness Indicators

- Thorough completion of OurSTUDENTS Cycle 1 *Student Background Information*
 - Teachers indicate **what they have learned** from their review of existing data
- Timely collaborative creation of *Record of Adaptation (ROA)*
 - Within 1 week of *Student Background* submission to administrator
- Within ROAs, **alignment** between data collected and adaptations/accommodations
- Timely reflection on **effectiveness** of ROA and identification of **next steps**
 - Within 2-3 weeks of enactment
- Timely collaborative creation of *Success Plan* with relevant team members
 - Within 10 school days of RtI referral being made
- Within *Success Plans*, **alignment** between data, goals and strategies
- Adult and student strategies/responsibilities are **specific** and facilitate student independence/empowerment
- Regularly scheduled *Success Plan* meetings
 - *Every 6 weeks*
- Timely reflection of **learner progression** toward goals within *Success Plan* and identification of **next steps**
 - *Every 6 weeks as part of regular scheduled meetings*
- Inclusion of students in creation of- and reflection on – ROAs, *Success Plans* and *IIPs*
- Transition Planning
 - *Start of School Year, Semester End, Year End*

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 Rtl

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

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 Rtl: Academic and Behavioural Interventions, K-12*. CA: Corwin Press.

Bender, W.N. (2009). *Beyond the Rtl 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: Rtl, 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 Rtl: 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 Rtl*. ASCD.