

## **RTI PROCESS**

After implementing best practices over a period of 2-3 weeks, with data and documentation, the teacher may request a Referral Form if they find that the best practices are not resulting in progress or improvement for that student.

- 1) Teacher completes an RTI Referral Form and a meeting will be called.
- 2) RTI Team Member distributes a Teacher Information Sheet to all of the student's teachers.
- 3) Pertinent team members will each have a role to play in implementing the RTI Plan.
- 4) Using the RTI Plan, data will be compiled by the referring teacher to determine if the interventions are resulting in student progress. A follow-up meeting will be scheduled to determine if progress has been made. If no significant progress is indicated, revisions will be made to the plan.

**Universal Accommodations/Quality First  
Instruction/Best Practices  
(Tier 1)**

Please include documentation (data and dates) with the strategies tried.

**Management**

- Seat near teacher
- Assign student to low-distraction area
- Seat near positive peer models
- Stand near student when giving instruction
- Provide a sample of an exemplar to help student formulate their own work
- Display constant visual cues with room
- Implement behavior contract/reward system/ask psychologist for help
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative
- Behavior chart/Plan

**Instructional**

- Use visual aids with oral presentation
- Highlight instructions
- Give clear behavioral objectives
- Explain grading criteria for assignments
- Ask student to repeat instructions for clarification and understanding
- Use of engaging, high interest materials for students
- Acknowledge effort put forth
- Give reminders for student to stay on task
- Use large type/alternative fonts
- Keep page format simple
- Divide page into clearly marked sections
- Remove distractions from paper
- Pre-teaching
- Encourage use of online question generator
- Use mnemonic cues
- Have material accessible and sequential
- Differentiate instruction
- Graphic organizer
- Use Rubrics
- Avoid instructional lag time by preparing materials in advance
- Use a timer
- Move around the room
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative
- Varied assignments – modify by amount or difficulty level
- Extra time for assignments
- Homogeneous groups
- Differentiated centers
- Use of charts, graphs, models
- Use of manipulatives
- Use of parent volunteers
- Frequent breaks

**Assessment**

- Use short, frequent quizzes
- Permit breaks during tests
- Reduce number of test items
- Practice taking similar test questions
- Arrange for one on one reader or oral testing
- Post-test analysis with student
- Model and encourage use of test taking strategies
- Allow access to technology
- Adjust grading criteria based on individual ability
- Allow extended time on assessments
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative

**Note Taking Strategies**

- Training in how to take notes
- Give student outlines, study guides, or a copy of lecture notes
- Periodic review of student's notes
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative

**Support Strategies**

- Encourage Proper agenda use
- Arrange for peer tutoring
- Arrange for a study buddy
- Meet with teacher for extra assistance
- Training in Self advocacy/communication skills
- Aid in organization of materials
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative
- Color coded assignments
- Daily schedule posted in the order that tasks need to be completed

**Health**

- Vision
- Hearing
- Medication
- Diagnosed condition
- Contact Parent for support at home
- Adjust workload – reduce assignment or provide an alternative
- Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# BOLTON CENTRAL SCHOOL

Bolton Landing, New York 12814

(518) 644-2400

## Response to Intervention Team (RTI) Referral Form

Student Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

Date of Referral \_\_\_\_\_

Please list student's strengths. Try to be as detailed and specific as you can as some of the best intervention strategies come out of the student's strengths.

Academic:
Social:
Behavioral:
Other (please specify):

What is your primary concern regarding this student?

What about health status, attendance, or any documented stressors such as changes in schools, family changes? Are there any additional factors that could be interfering with the child's progress?

- Socio Economic
- Health
- Family
- Attendance
- Other:

I have had conversations with parents regarding this concern on the following dates.

Which of the following Tier I interventions have you tried? (see attached sheets)

The student receives the following services:

- Speech
- Physical Therapy
- Occupational Therapy
- Resource Room
- AIS
- Peer Tutoring
- Counseling

Please indicate if you would like any of the following disciplines to be represented at the RtI Meeting:

\_\_\_ School Counselor

\_\_\_ Speech

\_\_\_ Occupational Therapy

\_\_\_ Physical Therapy

\_\_\_ School Psychologist

\_\_\_ Parent

\_\_\_ Nurse

\_\_\_ Principal

\_\_\_ Other

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**Student Information Request for Response to Intervention (RtI)**

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ has been referred to the <sup>RTI</sup> Student Support Team. To complete an academic/behavioral background on this student, please provide the information below **within the next two days:**

What is your assessment of the student progress in your class?

What are the student's strengths in your subject area?

What are the student's weaknesses in your subject area?

What strategies have you tried and been successful with?

What strategies have you tried and not been successful with?

Are there any behavioral issues that have impeded the progress of this student?

Is there any additional information you would like to provide to better assist this student:

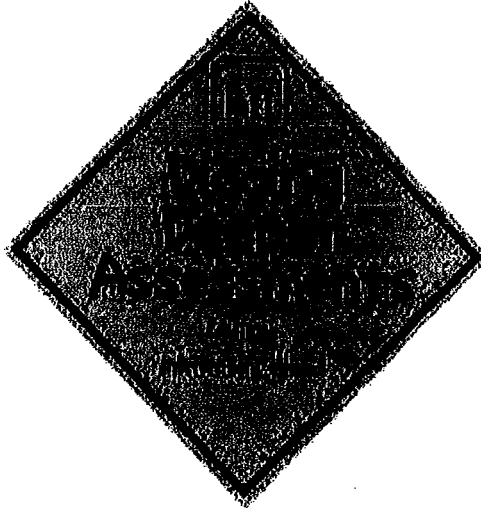
\_\_\_\_\_  
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\_\_\_\_\_

Submitted By: \_\_\_\_\_ Date \_\_\_\_\_

***Please Return This Document to Laurie Blanchard  
(Teacher Input Form)***

Response to Intervention Team

Response to Teacher



**Referring Teacher:** \_\_\_\_\_

**Referral Date:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Grade/Birth Date:** \_\_\_\_\_

**Summary of Actions/Recommendations:**



**Bolton Central School**  
 26 Horicon Ave.  
 Bolton Landing, NY 12814  
 (518) 644-2400

# Student Intervention Log

Student	Grade	Birth Date
Teacher	Service Provider	

**\*\*This form is to be used when *INDIVIDUALIZED* "Targeted Intervention(s)" (i.e., Tier II/III) have been recommended. The log is used to monitor the effectiveness of the success of the intervention(s). TO BE COMPLETED BY PERSON PROVIDING THE TARGETED INTERVENTION.**

**Specific area identified for intervention:** \_\_\_\_\_

**Intervention to be implemented** \_\_\_\_\_ **Start Date** \_\_\_\_\_

Description of intervention:

Goal of intervention:

**Progress monitoring and analysis of targeted intervention strategy**  
 Progress to be reviewed daily and summarized weekly.

<b>Week 1</b>	<b>Date:</b>
	<b>Initials:</b>
<b>Week 2</b>	<b>Date:</b>
	<b>Initials:</b>
<b>Week 3</b>	<b>Date:</b>
	<b>Initials:</b>
<b>Week 4</b>	<b>Date:</b>
	<b>Initials:</b>
<b>Week 5</b>	<b>Date:</b>
	<b>Initials:</b>
<b>Week 6</b>	<b>Date:</b>
	<b>Initials:</b>

**Summary of Performance Related to Intervention**

**Has the student shown adequate Response to Intervention (RTI)?**

**Yes. Continue intervention(s) and monitor progress.**

**No. Team will review process and determine next appropriate step**

Review Date: RTI will meet with referring teacher in \_\_\_\_\_ weeks.

*Tier II/Strategic Interventions*

*Time duration: monthly*

Strategically monitor AIS students using monthly assessments to evaluate the effectiveness of instruction.

**Academic**

- Research based instruction
- Guided reading through Grade 6
- ELA AIS small group
- Math AIS small group
- Speech Improvement
- OT Improvement
- PT Improvement
- Weekly Progress Reports to parents
- Team Meeting
- Parent/Teacher/Student Conference
- Parent/Teacher Conference
- Schedule Change
- Parent Contact
- Foundations K-3
- Wilson 4-12

**Behavior**

- Behavior Plans
- Behavior Contracts
- Individual Counseling Sessions
- Counseling Groups
- Big Brother/Big Sister
- Home Visit
- Referral to Outside Agencies



*Tier III/Intensive Interventions*

*Time duration: 4-6 Weeks*

Prior to moving to this tier, diagnostic testing must be completed in ELA and Math. Once in this tier, progress monitoring must be done twice a month. Bi-monthly progress monitoring will be done at the instructional level.

**Academic**

- 1:1 Instruction
- Targeted Reading Intervention 1:2
- Targeted Math Intervention 1:2
- Targeted Written Expression 1:2

**Behavior**

- Individual Counseling