

Response to Intervention (RTI), known as Scientific Research-Based Interventions (SRBI) in Connecticut, “is a practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (NASDSE, 2006).

RTI grew out of a set of research which indicated that the traditional approach to identification of students with learning disabilities (discrepancy formula) is flawed. The concern stems from the notion that students are misidentified for special education services because they did not have access to adequate instruction and had limited access to extra interventions based on assessment data of individual student needs. **The basic principles of SRBI are to improve the education for all students in an attempt to avoid misidentification and to provide appropriate interventions for students based on their specific needs as a result of assessment data.**

The SRBI model emphasizes successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional and/or behavioral difficulties. The focus of SRBI involves instruction and interventions in general education at the onset of concern about student performance. However, professionals who provide special education play a vital role in serving as fundamental resources for general educators implementing SRBI and helping to meet the needs of students with disabilities.

“The logic underlying SRBI can provide a coordinated, comprehensive, high-quality system of education for all students” (Connecticut’s Framework for RTI, 2008).

****East Hartford Public Schools is committed to providing high quality instruction for every child, every day.****
Our SRBI model ensures that we will reach this mission!

Resources for Implementing SRBI

Laying the Groundwork/Foundation

- [A Culture of “Academic Optimism” to Cultivate a Growth Mindset](#)
- [State Department of Education: Scientific Research-Based Interventions \(SRBI\)](#)
- [Systems Approach to SRBI](#)

Tiers of Instruction

- [SRBI Triangle](#)
- [Comparison of Tiers](#)
- [Staff Alignment to Tiers](#)
 - [EHPS Co-Teaching Plan](#)
- [Flow Chart of SRBI Process \(*Updated\)](#)

Step 1: Conduct Universal Screening /Ongoing Collection of Data

- [Types of Assessments](#)
- [Formative Assessment Process](#)
- Common Assessment Calendar 2016-2017
 - Elementary
 - Secondary
- [Best Practices in Prevention and Intervention](#) (NOTE: To avoid losing your work save a copy to your desktop before working in this form!)
- [Tier I Small Group Planning Form](#) (NOTE: To avoid losing your work save a copy to your desktop before working in this form!)
- [SRBI Request Form](#)
- [OT-PT Screening Process](#)
 - [OT Request for Screening](#)
 - [PT Request for Screening](#)

Step 2: Analyze Strengths and Areas of Opportunity to Determine Causes

- Data Team Process
 - [Use of Data Teams in Connecticut's SRBI Process](#)
 - [Data Team Meeting Steps and Structure](#)
- [Performance Plus 360](#)

Step 3: Select Research Based Interventions

- [Principles of Interventions](#)
- [What Makes a Practice "Research Based?"](#)
- Menu of Interventions/Intervention Overviews
 - Elementary
 - Secondary
- Intervention Strategies
 - [Tools to Support Academic and Behavioral Goals](#)
 - Behavior
 - [Empirically Supported Prevention and Intervention Strategies](#)
 - [Instructional Strategies to Support Students with Behavioral Needs](#)
 - [PBIS World](#)
 - [Occupational Therapy Strategies](#)
 - Speech and Language
 - [EL Strategies](#) (Although recommended for ELs, these strategies can be utilized with any student.)
 - [Intervention Central](#)
- [Fidelity of Implementation](#)
 - Forms to Monitor Fidelity (To be developed during 2016-2017 SY)
- [STAR Instructional Resources](#)

Step 4: SRBI (Behavior and Academic)

- Annotated Forms/Exemplar Forms (To be developed during 2016-2017 SY)
- [SRBI Request Form](#)
- Blank Forms
 - Initial (*NOTE: To avoid losing your work save a copy to your desktop before working in these forms!*)
 - [Intervention Block Group Data Collection Form](#)
 - [Intervention Group Data Collection Form-Tier II and Tier III](#)
 - [Intervention Data Collection Form for Individual Student-Tier II and Tier III](#)
 - Parent Information:
 - Parent Letter-Initial (*NOTE: To avoid losing your work save a copy to your desktop before working in this form!*)
 - [English](#)
 - [Spanish](#)
 - [Family Guide](#)

Step 5: Ongoing Data Collection/Progress Monitoring

- [The Purpose of Progress Monitoring](#)
- Annotated Forms/Exemplar Forms (To be developed during 2016-2017 SY)
- Blank Forms
 - Review (*NOTE: To avoid losing your work save a copy to your desktop before working in these forms!*)
 - [Intervention Group Data Collection Form-Tier II and Tier III](#)
 - [Intervention Data Collection Form for Individual Student-Tier II and Tier III](#)
 - Parent Letters
 - Parent Letter-Update (*NOTE: To avoid losing your work save a copy to your desktop before working in these forms!*)
 - [English](#)
 - [Spanish](#)
 - Parent Letter-Discontinue (*NOTE: To avoid losing your work save a copy to your desktop before working in these forms!*)
 - [English](#)
 - [Spanish](#)
 - [Family Guide](#)

Additional Academic Resources for use across the tiers

- [Decodable Passages](#) (Grades K-5)
- Setting Goals using DIBELS
 - [Expected weekly growth targets](#)
 - [Progress Monitoring Benchmarks Through the School Year](#)

Additional Resources When Considering a Referral to Special Education

- [What You Need to Know about the Child Find Obligation](#)
- [Guidelines for Identifying Students with Learning Disabilities](#)
- [Guidelines for Identifying and Educating Students With Emotional Disturbance](#)
- [Guidelines for Speech and Language](#)
- [Guidelines for Occupational Therapy in Educational Settings](#)
- [CSDE Bureau of Special Education \(BSE\) Resources: Guidance Documents/Topic Briefs](#)