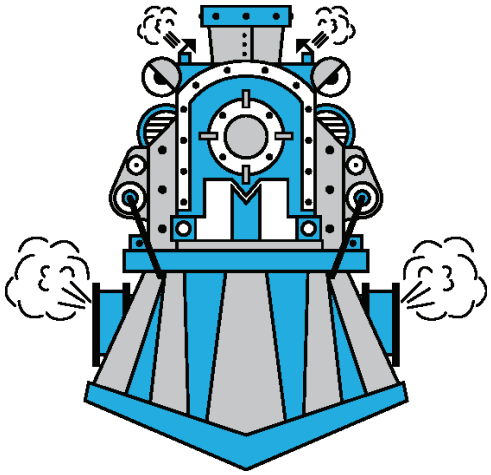
Montpelier Exempted Village Schools



Home of the Locomotives

Intervention Assistance Team (IAT)

and the

Response to Intervention (RTI) Model

The goal of IAT and RTI is to provide help early and create more success.



Every student deserves the chance to be successful in school. However, sometimes finding success can be hard, whether in reading, writing, math or behaving appropriately. Whatever the reason, we, as a school staff, are dedicated to helping each student be successful. When a student has difficulty, teachers often try many strategies to help the student. They can also talk to other staff members, such as the Intervention Assistance Team (IAT), to find other ways to help their students. As a team, the IAT strives to figure out why the student is having difficulty and then develops a plan (e.g., an "Intervention") to help the student experience success. The goal of the plan is to increase the student's skill mastery, which will then to lead to increased achievement. The Montpelier IAT uses the Response to Intervention (RTI) Model to identify and measure the success of the intervention plan. If a series of interventions are unsuccessful, the student may then be referred for a special education evaluation.

Intervention Assistance Team (IAT) and the Problem-Solving Model

- IAT usually becomes involved at the request of the student's classroom teacher, but can also be requested by the student's parents/guardians.
- Team Members: Teachers, Principal, Special Education Coordinator, School Psychologist, Guidance Counselor, Title Teachers, or parents/ guardians
- Uses the Problem-Solving Model (the scientific method) to:
    - Define what is hard for the student
    - What skills need to improve
    - How to help the student (i.e., the intervention),
    - How to collect information to decide whether the intervention is actually helping the student.
- Sometimes more than one plan is needed to help the student experience success. Using a series of interventions is part of "Response to Intervention."

Response to Intervention

The Response to Intervention (RTI) is a scientific process used to increase student skill mastery. It is grounded in the core curriculum and used by the general education teachers. The goal of RTI is to provide effective and appropriate instruction to ensure the success of all students by:

1. Having a strong focus on delivering high quality, scientifically-supported instruction to all students
2. Using frequent and early assessments to identify student difficulty
3. Using data to decide the type and amount of support to give struggling students
4. Providing help as early as possible to prevent/decrease future difficulties by using research-based interventions to improve student skills as soon as possible
5. Systematically increasing student support and assistance to meet student needs while balancing their independence and self-sufficiency

RTI uses a series of levels or "tiers" to provide increasing levels of support to students, whether academic or behavioral, in the classroom. Students move between the tiers based on how quickly their skills improve. The more intervention the student needs, the higher the tier of support. We, at Montpelier, use a Three-Tier Model.

"More brains are better than one."

IAT Works as a Team to Improve Student Reading, Writing, Math, and Behavior Skills

Three-Tier Model of the Response to Intervention Model

Tier 1

- Most Important Level
- Includes All Students
- Scientifically-Based Curriculum with High Quality Instruction
- Differentiated Instruction
- Universal Behavior Management System
- Universal Screenings:
    - DIBELS, classroom fluency/fact tests, OAA

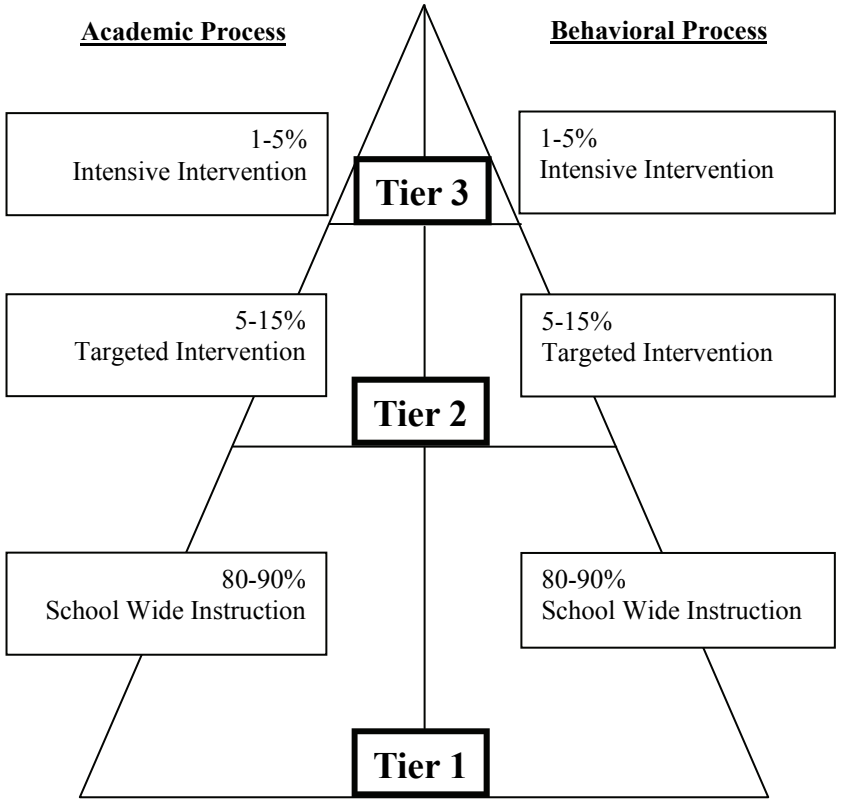
Tier 2

- Small group instruction
    - Differentiated and/or leveled grouped instruction inside or outside of the classroom
    - Target a specific skill to improve
    - Group size: no more than 6
    - Frequency: 2 to 3 times per week
    - Duration: At least 6 weeks
    - Monitor progress at least weekly
    - Parents may be invited and will be notified via a phone call or letter
    - Developed programs
        - Title I Reading, Read Naturally, Title I Math

Tier 3

- Intensive, Smaller group instruction
    - Differentiated and/or leveled grouped instruction inside or outside of the classroom
    - Target a specific skill to improve
    - Group size: no more than 3
    - Frequency: 4 to 5 times per week
    - Duration: At least 8 weeks
    - Monitor progress at least two times per week
    - Parents will be invited and should be involved

The Three Tiered Model



If a series of well-designed and scientifically-based interventions does not demonstrate significant improvement of student skills after an appropriate amount of time (usually 6 to 8 weeks per intervention), the data can be interpreted as evidence of a possible underlying learning and/or behavioral disability that is preventing student success. At this point, the student can be referred for a special education evaluation.

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Resources

- DIBELS associated interventions, http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm
- Florida Center for Reading Research, http://www.fcrr.org/ Florida Center for Reading Research
- Free Reading Resources, http://www.free-reading.net/
- Intervention Central, http://www.interventioncentral.org/
- Math Interventions, http://www.mathwire.com/strategies/intervention.html
- Reading Resources, http://www.readingresource.net/
- U.S. Office of Special Education Programs, http://osepideasthatwork.org/

References

Bostelman, T. (2010-2011). RTI Series. Northwest Ohio Educational Service Center, Archbold, Ohio.

Hall, S. L. (2008). Implementing Response to Intervention: A Principal's Guide. Corwin Press: Thousand Oaks, CA.

OSEP Ideas that Work, U.S. Office of Special Education Programs (2007). Responsiveness to Intervention in the SLD Determination Process. www.osepdideasthatwork.org.

Reynolds, L. (2009). Response to Intervention (RTI): The What, How and Why! Seminar Training and Book. Toledo, Ohio.

Developed by: John Dalrymple

Montpelier Schools' Mission Statement

In partnership with family and community,
the Mission of the Montpelier Exempted Village School District is
to educate all students to their maximum potential and motivate them to be productive and responsible citizens.

Belief Statements

- All Students can learn.
- Students, teachers, administrators, families, and the community share the responsibility for learning.
- All individuals are treated with respect and dignity to encourage successful learning.
- Students are provided a safe, supportive, and challenging learning environment.
- Students learn in different ways and are provided a variety of instructional approaches.
- Ongoing professional development is important for student success.
- Self-respect and self worth are essential to successful learning
- The District is committed to the finest quality of service to its students, community, and staff
- Assessment is used to measure progress, set goals, and match learning activities to learner styles and needs.

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