Suffield's Vision for Scientific Research Based Intervention (SRBI)

The Suffield Public Schools support the state model for using Scientific Research Based Intervention practices in education to provide high quality instruction and intervention matched to student needs. A focus is maintained on prevention, early intervention, and comprehensive supports of different levels of intensity to support all students demonstrating diverse levels of risk. SRBI ensures that all students receive timely support in order to develop the strategies and skills necessary to meet grade-level expectations.

Scientific Research Based Intervention (SRBI)

SRBI is a multi-tier approach that can help all students reach their full potential and meet state and district grade-level expectations. It is utilized in order to improve students' literacy and numeracy skills. Suffield's SRBI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

Key Elements of Suffield's SRBI Process

- *High-quality, scientific-based classroom instruction*. All students in Suffield receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment*. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the SRBI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction*. A multi-tier approach is used to efficiently differentiate instruction for all students. This model incorporates increasing intensities of

instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Suffield provides information to parents about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic goals for their child.

The Instructional Tiers of Support

Though there is no single, thoroughly researched and widely practiced "model" of the SRBI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier I: High-Quality Classroom Instruction

Within Tier 1, all students receive high-quality, scientific-based instruction provided by their teacher in the general education classroom. Academic and/or behavior strategies, implemented by the classroom teacher, address needs at the earliest sign of difficulty.   All students are ongoingly assessed to establish an academic and behavioral growth and to identify struggling learners who need additional support.

Tier II: Supplemental Targeted Instruction

Students not making adequate progress in the regular classroom in Tier I are provided with additional targeted instruction in a small group provided by specialists or academic support personnel.   This intensive instruction is matched to student needs. Tier II instruction happens 3 times per week for about 30 minutes. Intensity and duration depends on individual needs of each student.   Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier III: Intensive Intervention

When it is determined that a student is not making sufficient progress and needs more intensive support, students will be recommended for Tier III. At this level, students receive individualized, intensive interventions that target the students' skill deficits. Tier III instruction happens 4-5 times per week for 30 minutes a session.

Students who make sufficient progress in Tier II or Tier III may return to a previous tier where progress will be carefully monitored to ensure success is maintained.

Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Resources for Intervention

Suffield's Tier II and Tier III Numeracy Intervention Programming focuses on the following critical areas:

Kindergarten through Grade 2
- Numbers and Operations
    - Counting and cardinality
    - Operations of addition and subtraction through problem solving
    - Fact Fluency of addition and subtraction
    - Computational Fluency of multi-digit numbers within 1,000 (addition and subtraction only)

Grade 3 through Grade 5
- Numbers and Operations
    - Operations of addition, subtraction, multiplication and division through problems solving
    - Fact fluency of multiplication and division
    - Computational fluency of multi-digit numbers (addition, subtraction, multiplication and division)
- Fractional reasoning

Suffield's Tier II and Tier III Literacy Intervention Programming focuses on the following critical areas of reading development:
- Phonological Awareness: Knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.
- Phonics: Developing an understanding of the relationship between phonemes and printed letters and how to use this knowledge to read and spell.

- Fluency: Ability to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase.
- Vocabulary: Learning how to recognize words and understand them.
- Comprehension: Skills and strategies readers use to help them make sense of what they are reading.

When planning effective intervention for tiered students, literacy and numeracy specialists will utilize one or more of the following resources:

Literacy	Numeracy
Fundations	First Steps in Mathematics: Number
Just Words	Number Talks
Leveled Literacy Instruction (LLI)	Bridges Intervention©
Lexia	Investigations in Data, Number and Space, 3©
Read Naturally Live	
Comprehension Toolkit	

Progress Monitoring

Progress monitoring is critical in determining if students are benefitting appropriately from the Tier II or Tier III interventions they are receiving.

Specialists administer STAR once a month between STAR universal screenings to progress monitor student growth. Other progress monitoring tools are used on a more frequent basis to determine if selected interventions are successful.   Some of these tools are:

Literacy	Numeracy
Qualitative Reading Inventory (QRI)	Bridges Progress Monitoring
Quick Phonics Screener (QPS)	Early Numeracy Interview (ENI)

Running Records Oral Reading Fluency Measures Primary and Elementary Spelling Inventories CORE Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension Screeners	First Steps in Mathematics: Number Diagnostics Math Reasoning Inventory (MRI) Fact Fluency Running Records

Parent Communication

When an academic concern has been identified by the SRBI Team, the classroom teacher will first communicate with parents/guardians. Following this initial conversation, the classroom teacher works in collaboration with SRBI Team Members to devise appropriate next steps. If it is determined that a student would benefit from intervention support, the specialists will communicate directly with the parents/guardians. A letter will be sent home that indicates specific tier of support, academic focus, and frequency of services.

The SRBI Team

Team Member	Role
Curriculum Coach	Analyzes grade level and classroom level universal screening data. Supports classroom teacher analysis of universal screening data. Collaborates with classroom teachers to support and ensure curriculum and assessment aligns with high-quality instruction. Collaborates with specialists to support and ensure intervention programming and progress monitoring align to high-quality intervention .

Reading and Math Instructional Specialist	Analyzes grade level and classroom level universal screening data. Supports classroom teacher and Curriculum Coach analysis of universal screening data. Collaborates with classroom teacher and Curriculum Coach to ensure high-quality instruction through the use of differentiated instructional strategies. Works together with the teacher to administer whole class, small group or individual diagnostics to students to effectively plan differentiated instruction. Supports classroom teacher recommendation of students to tiered intervention.
Classroom Teacher	Analyzes classroom and individual student universal screening data. Provides quality Tier I instruction in the general education classroom. Collaborates with curriculum leader and coach to ensure high quality instruction through curriculum and differentiated instructional strategies. Progress monitors student growth within concepts and skills using observation, common assessments and other student work. Collects evidence of student growth. Contacts parents when initial concern about student progress arises. Contacts specialist with recommendation for intervention when student is not making adequate progress. If it is determined that a student requires intervention, makes the initial phone call to parents
Specialist	Provides research-based intervention to students identified for Tier II and Tier III. Administers diagnostics and progress monitoring tools to ensure

	appropriate progress toward goals.
	Creates schedule of intervention services for Specialist and Academic Support
	Consults with classroom teacher regarding individual student progress as well as suggests strategies for instructional support by teacher within general education classroom.
	Oversees, plans for, and provides professional development for Academic Support staff
	Coordinate and plan Student Intervention Team (SIT) meetings
	Consults with curriculum leader and coach regarding appropriate resources and instructional strategies for intervention.
Academic Support	Under guidance of specialist, provides instruction to Tier II and sometimes Tier III students.
	Monitors day-to-day progress of students and reports this data to specialist and classroom teacher.

References
- Institute of Education Sciences (IES), Assisting Students Struggling with Mathematics Response to Intervention (RtI) for Elementary and Middle Schools, April 2009
- Institute of Education Sciences (IES), Assisting Students Struggling with Reading Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, April 2009
- RTI Action Network, http://www.rtinetwork.org/