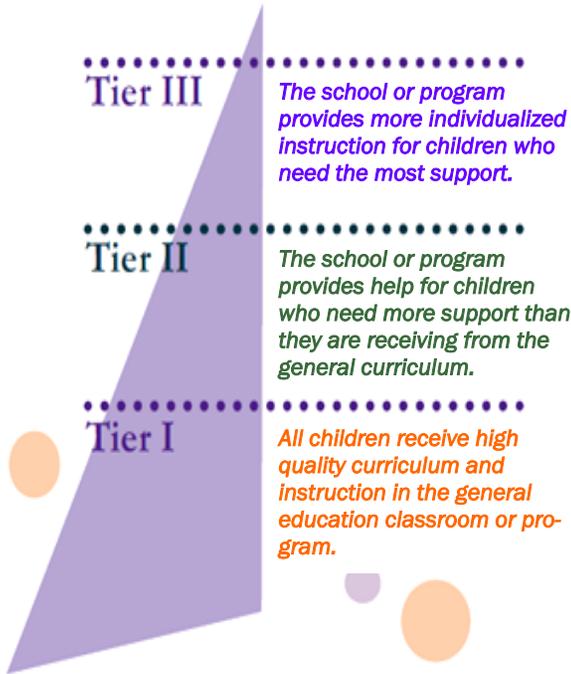


Trumbull Public Schools

District Goal

2013-14

To strengthen individual and collective practices in order to increase student learning and development. The focus areas include (1) initial implementation of the Common Core State Standards with aligned "pilot" assessments (full implementation in 2014-15); (2) initial implementation of the newly developed Teacher and Administrator Supervision/Evaluation/Professional Learning Plans with opportunities for revisions; and (3) continual improvement in the SRBI process to increase academic and behavioral student growth.



Parental Involvement in SRBI

Tier I is the general education classroom with differentiated instruction and qualified staff. Parents are involved in the following ways:

- Communicate frequently with the teacher
- Ask to see your child's benchmark results
- Attend school functions, such as back to school night and parent-teacher conferences
- Ask your child about his/her school day
- Monitor homework completion
- Make reading an everyday habit
- Support and reinforce the classroom teacher
- Meet with the teacher if your child starts to experience difficulties
- Celebrate your child's strengths, talents, interests, and successes

Tier II is supplemental academic or behavioral intervention, in or outside the classroom. Parents are involved in the following ways:

- Communicate with the school regarding EIT meetings and progress on the interventions
- Suggest interventions and strategies
- Implement and reinforce strategies at home
- Reinforce your child as he/she improves

Tier III is more intense academic or behavioral intervention, typically outside the classroom. Parents are involved in the following ways:

- All those in Tier II

Trumbull Public Schools

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Trumbull Public Schools

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Scientific Research-Based Interventions & Early Intervention Plans

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Scientific Research-Based Interventions & Early Intervention Plans

Scientific Research-Based Interventions



(SRBI) are a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other

learning supports.¹ These decisions may be made within the classroom by the teacher, or within the format of an **Early Intervention Team (EIT)** meeting. The EIT is a team of classroom teachers, specialists (reading consultants, math specialists, behavior specialists, etc.), administrators, and other support staff (guidance counselors, social workers, school psychologists, etc.) who collectively develop a plan to help a child succeed.

SRBI are most commonly used in addressing needs in the areas of reading, math, and behavior. A “continuum of support” is developed by school districts and programs to meet the needs of the children they serve.¹

(¹A Family Guide: Connecticut's Framework for RTI (August 2008). Connecticut Parent Information and Resource Center.) Retrieved at http://www.sde.ct.gov/sde/lib/sde/pdf/cali/family_guide_to_srbi.pdf

An **Early Intervention Plan (EIP)** may be developed at any time student assessment data indicates a need for another tier of instruction.

Tier I instruction is the high quality instruction all students receive in their general education classrooms. It is based upon a robust curriculum and scientifically researched programs. Universal screenings (DRP, writing prompt, K Letter and Sound Identification, Numbers and Shapes, etc.), benchmark assessments (Fountas & Pinnell reading records, benchmark math assessments, etc.), curriculum-based measurements (CBM) (midterms, final exams, end-of-unit assessments, Computation Checkpoints, etc.), and daily classroom data serve as indicators that the child is meeting grade level standards. **Tier II instruction** is supplemental in nature and considered an intervention. This instruction is provided *in addition to* Tier I instruction and is progress monitored with additional assessment tools. Tier II instruction may take place within or outside the classroom, and may be delivered by the classroom teacher and/or a specialist or other support staff.

Tier III instruction is an intervention even more intense than Tier II, and is typically delivered outside the classroom setting by a specialist or other support staff. More frequent progress-monitoring is also a component of this tier of instruction.

The goal of these three tiers of instruction is to prevent academic failure and/or behavioral issues from occurring.

The Three-Tier Model of SRBI

Tier I—Provide quality classroom instruction for all students.

- At least a 90 minute literacy block (grades K-6)
- Academic engagement of ALL students
- Explicit, systematic instruction
- Multiple opportunities to respond to instruction
- Immediate corrective feedback and practice of new skills
- Cumulative review of previously taught skills

Tier II—Provide supplemental intervention and progress-monitor.

- These are provided in addition to Tier I instruction
- May go beyond classroom instruction
- Provided in small group or one-to-one
- Systematic, integrated instruction
- Provided by trained persons
- Frequent, intense
- Measuring progress related to the curriculum

Tier III—Intensify instruction and progress monitor more frequently.

- These are provided in addition to Tier I instruction
- More intensive, explicit, systematic than Tier II
- Opportunities to narrow focus on specific skill deficiencies
- Responsive to individual student needs in terms of hours, skills focus
- Accelerate student learning to close the knowledge gap between students and grade-level peers

Source: US Department of Education

