



Welcome

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- 504
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Agenda

Intervention and Referral Services (I&RS)

**Response To Intervention (RtI) / New Jersey Multi Tier
System of Supports (NJTSS)**

95Percent Group & What I Need (WIN)



Establishment of I&RS per NJ State Code

Pursuant to these regulations, district boards of education are required to: "... establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties..." [N.J.A.C. 6A:16-7.1(a)]; and which are designed to: "...assist staff who have difficulties in addressing students' learning, behavior, or health needs." [N.J.A.C. 6A:16-7.1(a)]



Per state I&RS MUST:

Focus on the presenting concern(s) for a student and the end result be student improvement in that concern(s)

Consist of a formal, coordinated and well-articulated system of supportive interventions and services

Involve members that represent a Multidisciplinary Team



Functions of the I&RS Team

1. Identify learning, behavior and health strengths and concerns of students;
2. Collect thorough information on the identified learning, behavior and/or health strengths and concerns;
3. Develop and implement an action plans which provides appropriate school interventions based on the collected data and desired outcomes for the identified learning, behavior and health concern



Functions of the I&RS Team

4. Provide support, guidance, and professional development to school staff providing the interventions
5. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans
6. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans



Functions of the I&RS Team

7. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified. Continue or modify each action plan to achieve the outcomes, as appropriate;



Response To Intervention (RTI)

- Response to Intervention (RTI) is a way to help students at the **first sign of difficulty**.
- RTI supports **reading, math, and behavioral needs**
- **RTI is not a program but a process:** a way to identify who is at-risk, why they are struggling, and how we can support them as a learning community



Scholarly Based Research

Academic intervention at 3rd or 4th grade takes 4 times longer than if delivered at an early grade level (Lyon, 1998)



Response To Intervention (RTI)

- **Data:** RTI is a way of using data to systematically identify the reasons why a student is struggling.
- **Problem Solving:** RTI is a way of helping the teacher, the parent and the student understand the difficulty, the goal, how to get there, and how to know when they have arrived.
- **Instruction & Intervention:** RTI is a framework for systematically determining how well instruction is working for individual students and making adjustments to accelerate learning for all.

Tier 3

Tiers 1 and 2 plus:

- Intensive, sustained, individualized academic and behavioral supports and interventions
- Frequent progress monitoring
- Provided to a few students

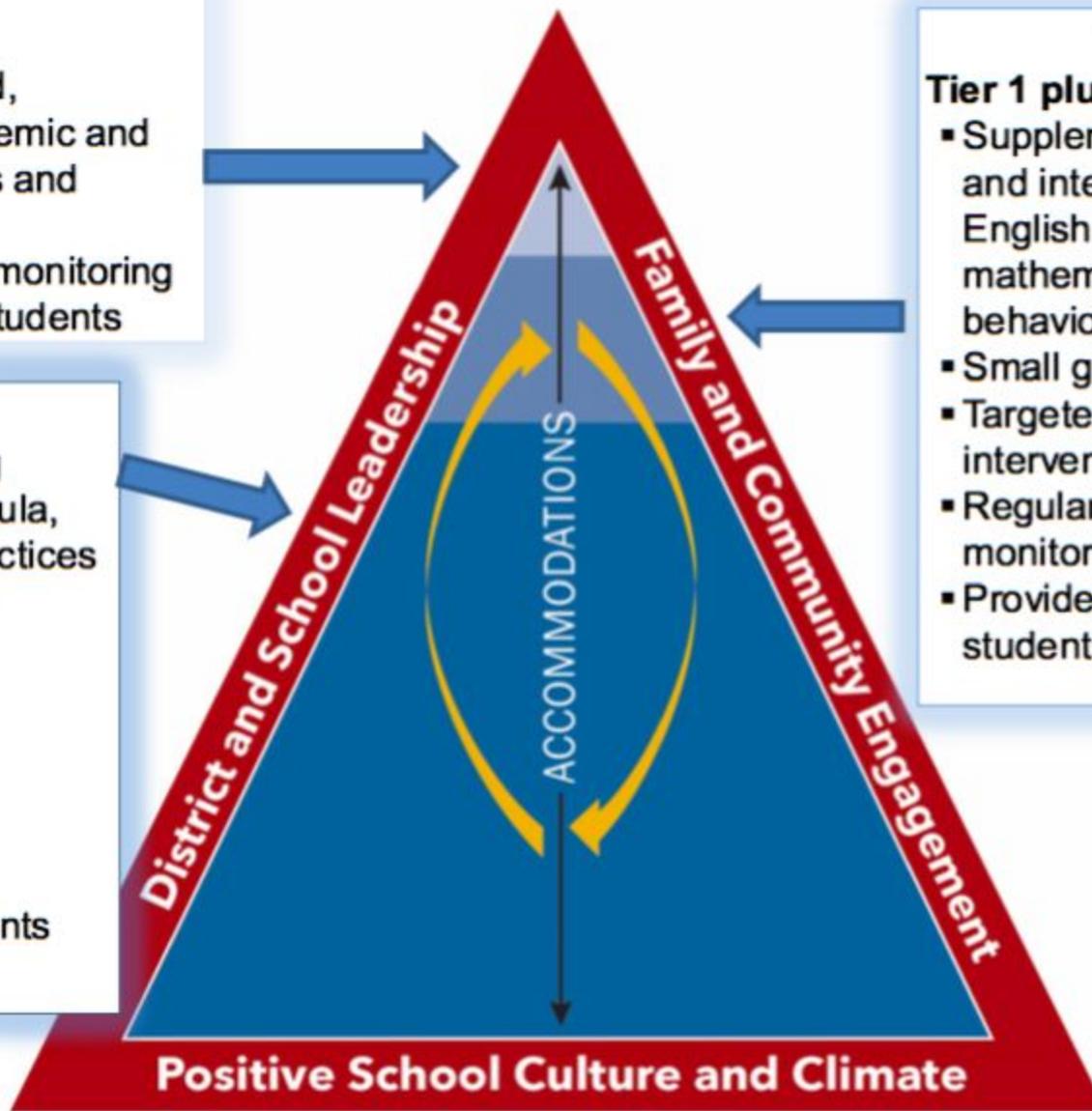
Tier 1

- High-quality learning environments, curricula, and instructional practices
- Planning for learner variability and differentiation
- Multiple means of engagement, representation, and action/expression
- Provided to all students

Tier 2

Tier 1 plus:

- Supplemental supports and interventions in English Language Arts, mathematics and behavior
- Small groups
- Targeted sustained interventions
- Regular progress monitoring
- Provided to some students



- Flexibility in movement between the tiers
- Necessary accommodations through all tiers



Tier 2 & 3 Interventions

Includes explicit and intense instruction in skill areas the student has not mastered

Intended to bring students up to level by providing systematic instruction in critical components of the content area



Tier 2 & 3 Interventions

Interventions are NOT people (e.g., reading specialist, Title I teacher) or a place (e.g., resource room)

Interventions should be research-based and provide increased opportunities for student response, reflection, feedback, and error correction.



New Jersey Tier Support System (NJTSS)

What is NJTSS?

NJTSS is an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students.

Based on:

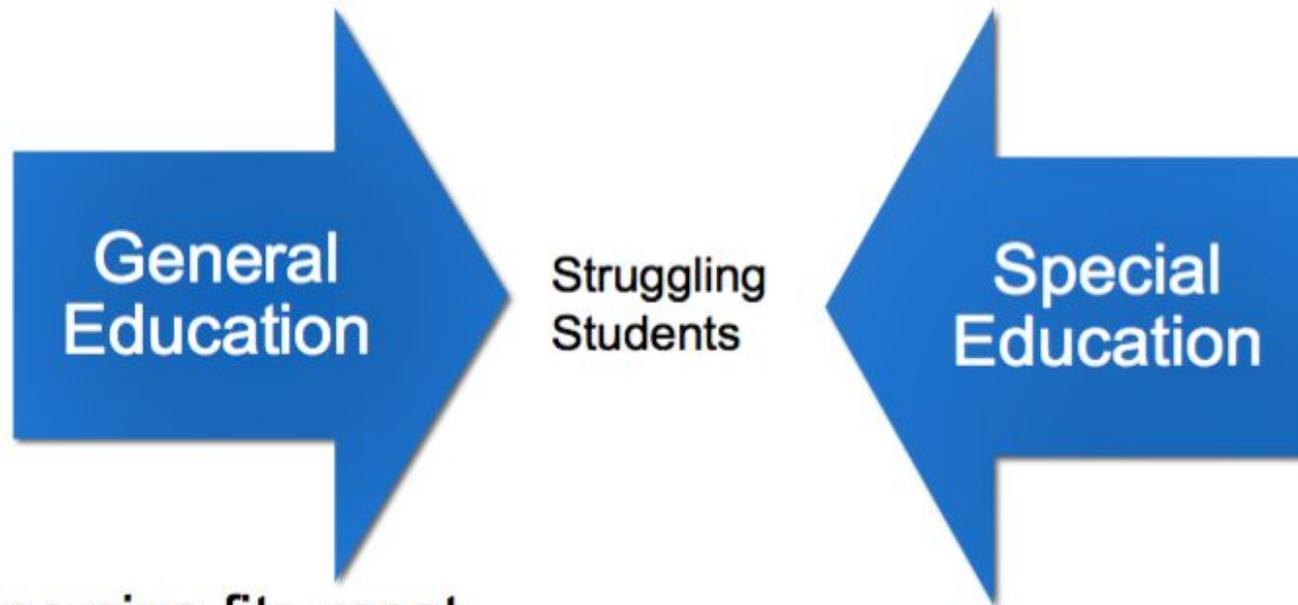
- Core components of the three-tier prevention logic of Response to Intervention (RTI)



Essential Components of NJTSS

- High-quality learning environments, curricula, and instructional practices
- Universal screening
- Data-based decision making
- Collaborative problem-solving teams
- Progress monitoring
- Staff professional development

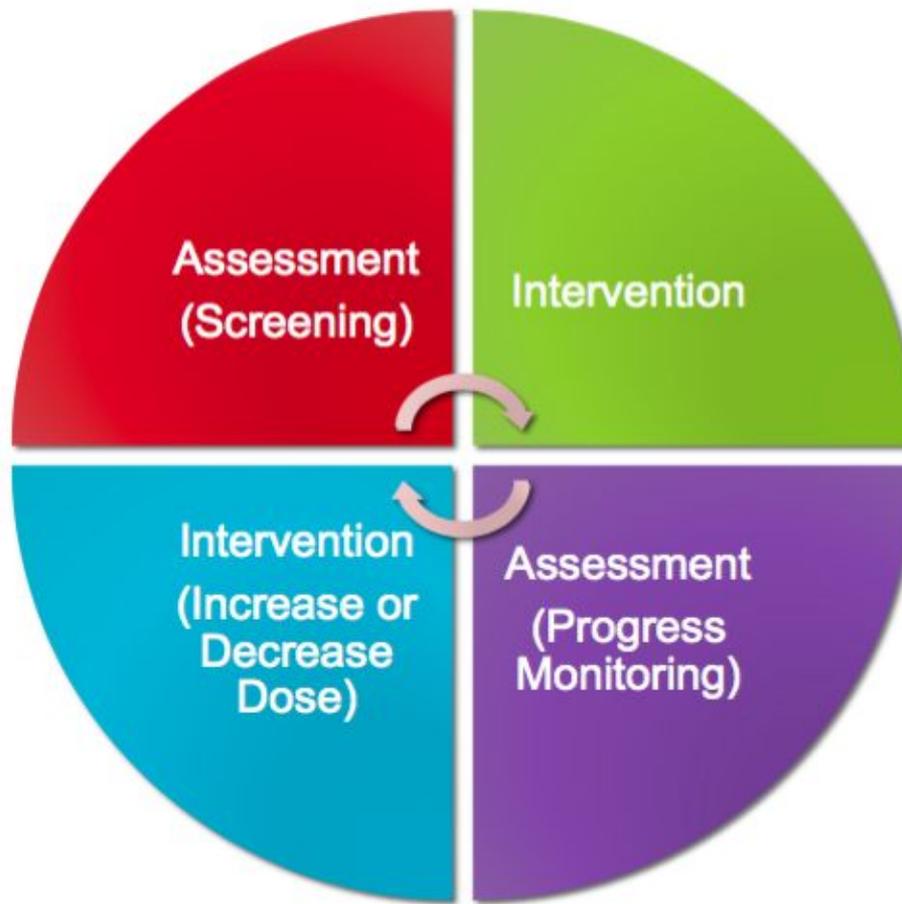
Without MTSS ...



- One size fits most
- Ability to access the curriculum does not necessarily drive placement decisions



Using Data to Inform Instruction



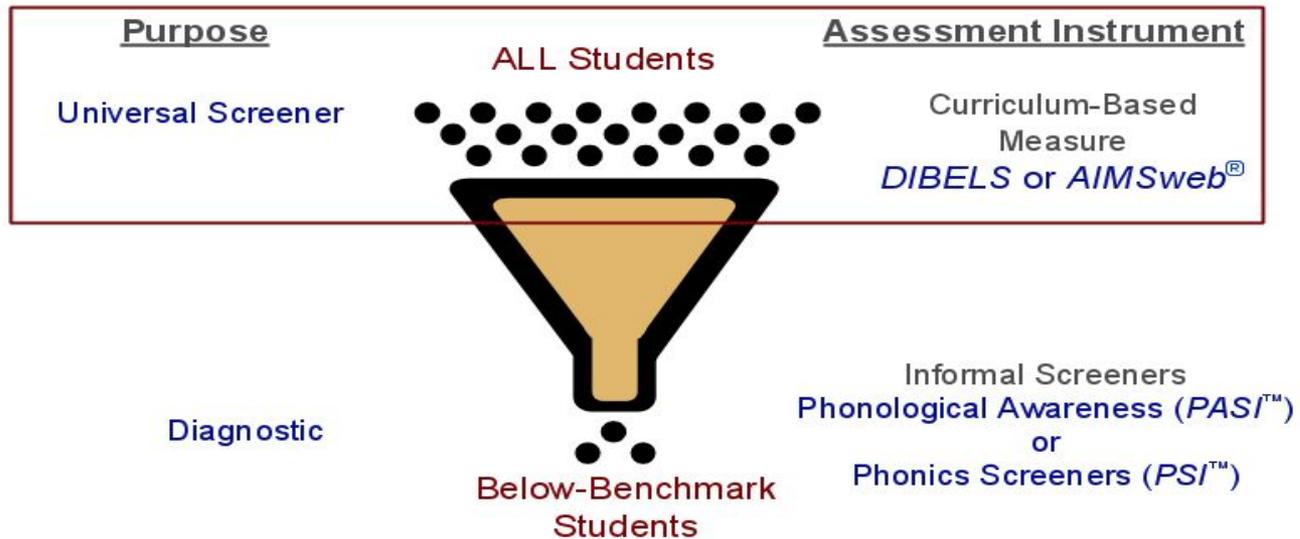
Setting specific goals allows us to determine a child's response to intervention



95% Group & WIN



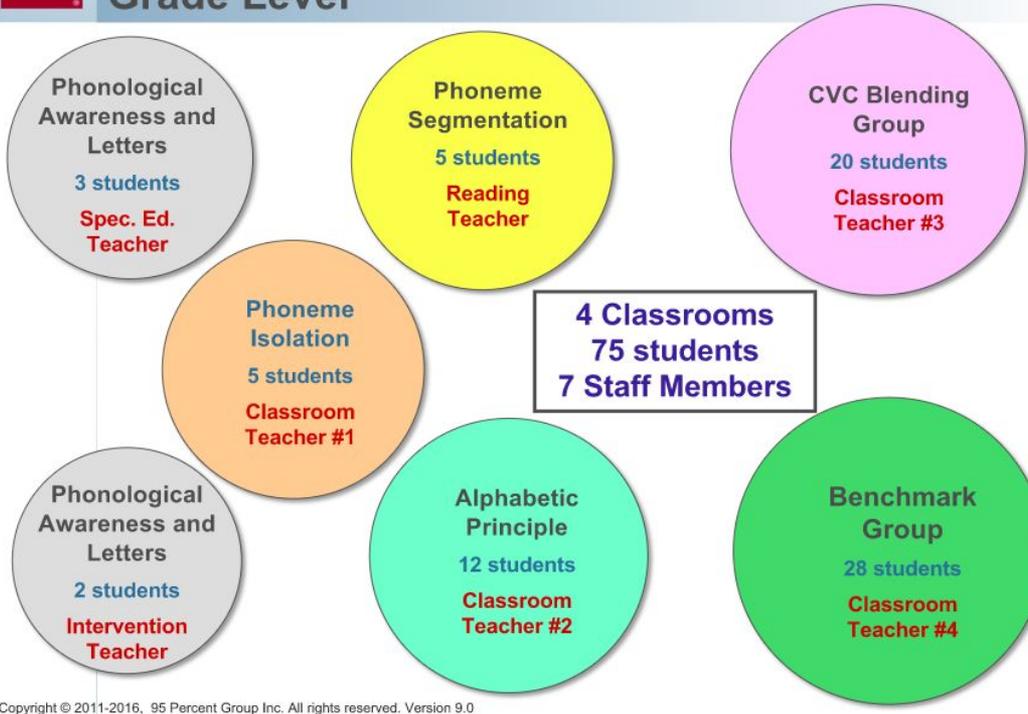
Role of CBM (*DIBELS*[®]) and Diagnostic Screeners



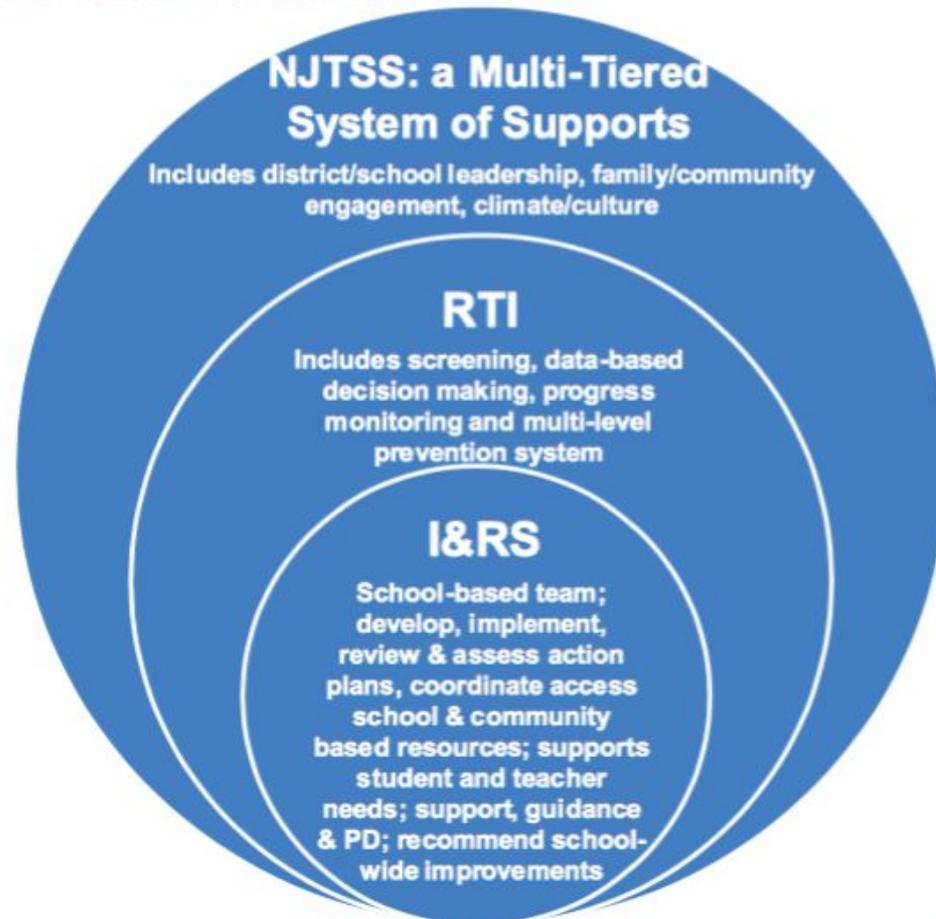
95% Group & WIN



“Walk-to-Intervention” – Grouping Across a Grade Level



NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention





New Jersey Tier System of Support (NJTSS) in BERNARDS TOWNSHIP

1. **Use assessment for 3 purposes (screening-diagnostic-progress monitoring)**
 - Administer universal screening, diagnostic, and progress monitoring instruments:
 - School Wide Assessment Team (SWAT)
 - DIBELS Training Grade K & Grade 1 (general and special education and instructional support staff)
 - SCREENER = Grade K and Grade 1 DIBELS
 - DIAGNOSTIC = Phonological Awareness Screener Instrument (PASI)
 - DIAGNOSTIC = Phonics Screener Instrument (PSI)
 - Student and Class Data Sheets
 - WIN Groupings
 - Data Analysis Meetings



New Jersey Tier System of Support (NJTSS) in BERNARDS TOWNSHIP

2. Use a multi-tier model of service delivery

- Flexible approach to scheduling of students and staff to ensure student access to small group interventions in addition to core instruction and teacher access professional development activities
- WHAT I NEED (WIN) Group
- WHAT I NEED (WIN) Time in Elementary Schedules
- A commitment by district and school leadership to provide professional development opportunities and resources to staff
- Teacher (GE / Support / SE) and Student Assignment



New Jersey Tier System of Support (NJTSS) in BERNARDS TOWNSHIP

3. Implement scientifically research based interventions & instruction

- Gradual Release Responsibility
 - Direct Instruction - Guided Practice - Independent Application
- Embedded use of differentiation, flexible grouping and cooperative learning in the planning of curricula, instructional activities, and assessment
- Accommodations, strategies, and scaffolding that reduce barriers to learning while promoting independence



New Jersey Tier System of Support (NJTSS) in BERNARDS TOWNSHIP

3. Implement scientifically research based interventions & instruction

- Evidence-based core instruction (Tier 1) delivered with fidelity
- Targeted, small group interventions in addition to core instruction (Tier 2) delivered with fidelity
- Intensive interventions (Tier 3) customized based upon students' needs and implemented with fidelity and high expectations for all students

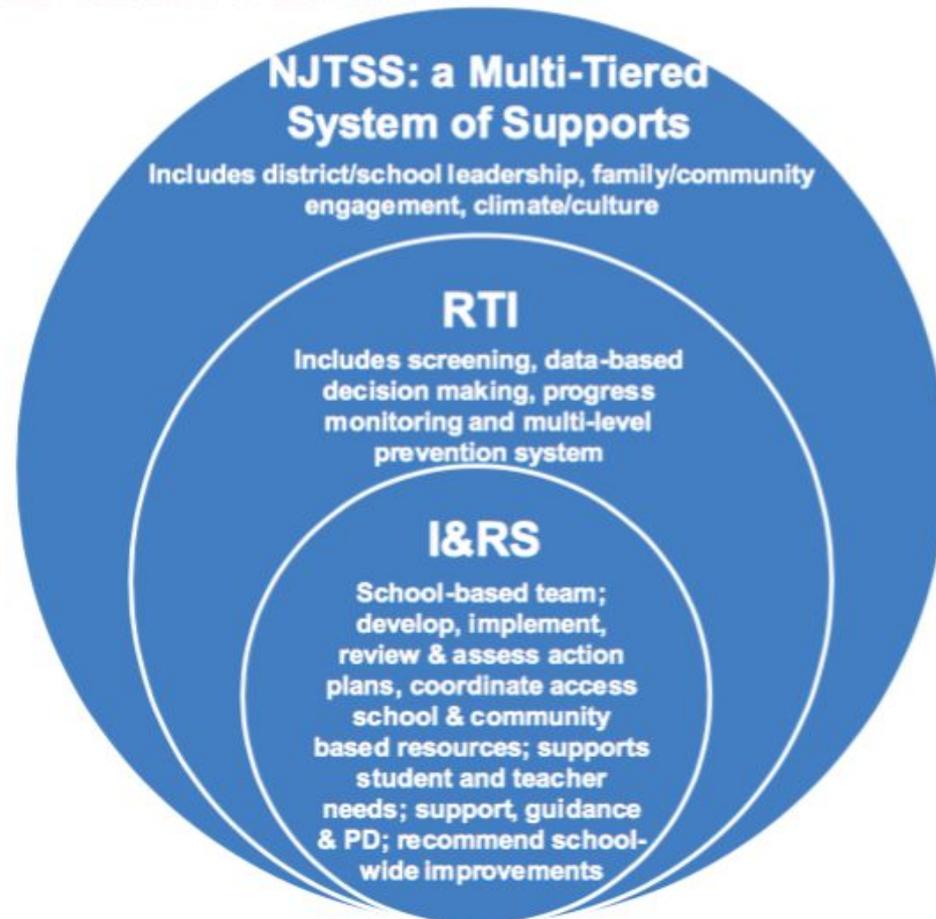


New Jersey Tier System of Support (NJTSS) in BERNARDS TOWNSHIP

4. Monitor student progress to inform instruction

- Ongoing and regularly scheduled review of progress to assess student outcomes, determine the effectiveness of academic and behavioral interventions, and determine the rate of student improvement to include:
 - A selection of progress monitoring tools and procedures to accurately measure incremental growth
 - Establish a timeline for monitoring student progress
 - Review and revise as needed, the action plan for student improvement

NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention





Closing Thoughts

Richard DuFour

In Praise of American Education and How They Can Become Even Better

“In the United States, teachers are deemed to be working only when they are standing in front of a class delivering instruction. We continue to cling to the idea that teachers “work” (that is teach) 176 days each year and they “learn” on the four days set aside for professional development.

We have yet to establish cultural norm in which working and learning are interwoven, ensuring educators are continuing to grow and learn as part of their routine work practice.”