Scientifically Research Based Intervention (SRBI)

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What is the difference between SRBI and RTI?

There is no difference; SRBI includes all of the key elements of RTI (framework). However, the SRBI Advisory Panel wanted to ensure practitioners focused on enhancing quality of core instruction vs. solely eligibility for special education. Therefore, language was chosen that is rooted in both IDEA and NCLB specific to the use of scientific research-based practices to inform instruction. Connecticut refers to RTI as SRBI.

Purpose of SRBI

Its primary purposes are to revise the process by which we identify students with learning disabilities and help all students achieve grade level proficiency

- Spurred by federal court action and education research
- It is both an educational process and a systematic approach for addressing the needs of low-performing learners
- It replaces the achievement-aptitude discrepancy model we formerly used to demonstrate the need for special services for students with learning disabilities

What is SRBI?

- high-quality instruction and intervention* matched to students needs
- monitoring progress frequently to make decisions about changes in student goals and instruction
- data driving instructional decisions

Guiding Principles of SRBI

- Early Intervention
- Shared Accountability
- Tiered Intervention
- Problem Solving
- Differentiation
- Scientifically Research-Based Practices/Programs
- Data-Driven Instruction: Universal, Diagnostic and Progress Monitoring

Scientific Research-Based Interventions
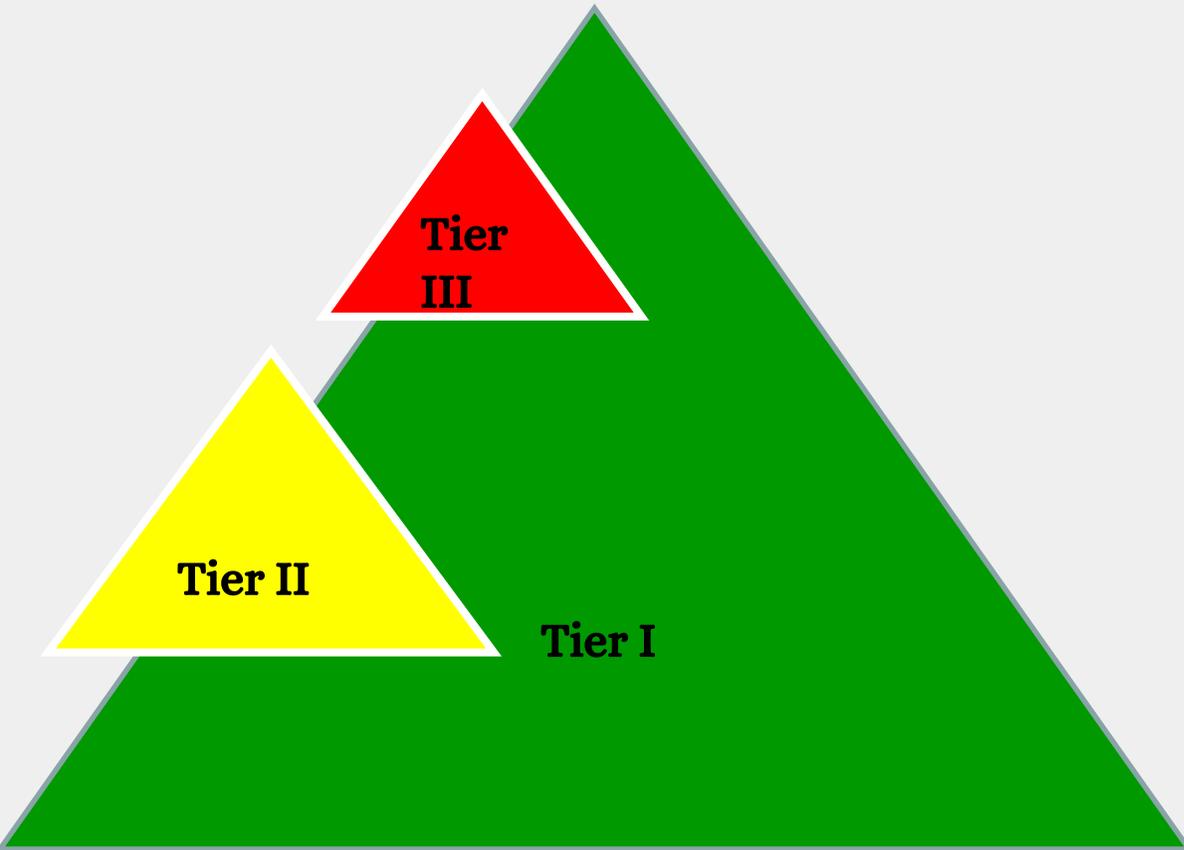
Tiers of Instruction

- Framework for teaching and learning
- Multiple levels of support
- Not a pre-referral process
- Focus on academic and social-emotional growth

SRBI Framework Tier I Instruction

Tier I

- Proactive
- Curriculum that is standards-based and relevant
- Focus on effectiveness of universal practices
- Assessment **of** and **for** learning to inform instruction and to improve student achievement

Tier I Instruction

- Classroom teacher implements interventions for the identified students
- Interventions take place in the classroom setting
- Tier I interventions are monitored for effectiveness by measuring students' learning progress on an ongoing basis
- If progress monitoring indicates a need for more intense interventions, a Tier II may be considered by team

SRBI Framework Tier II Instruction
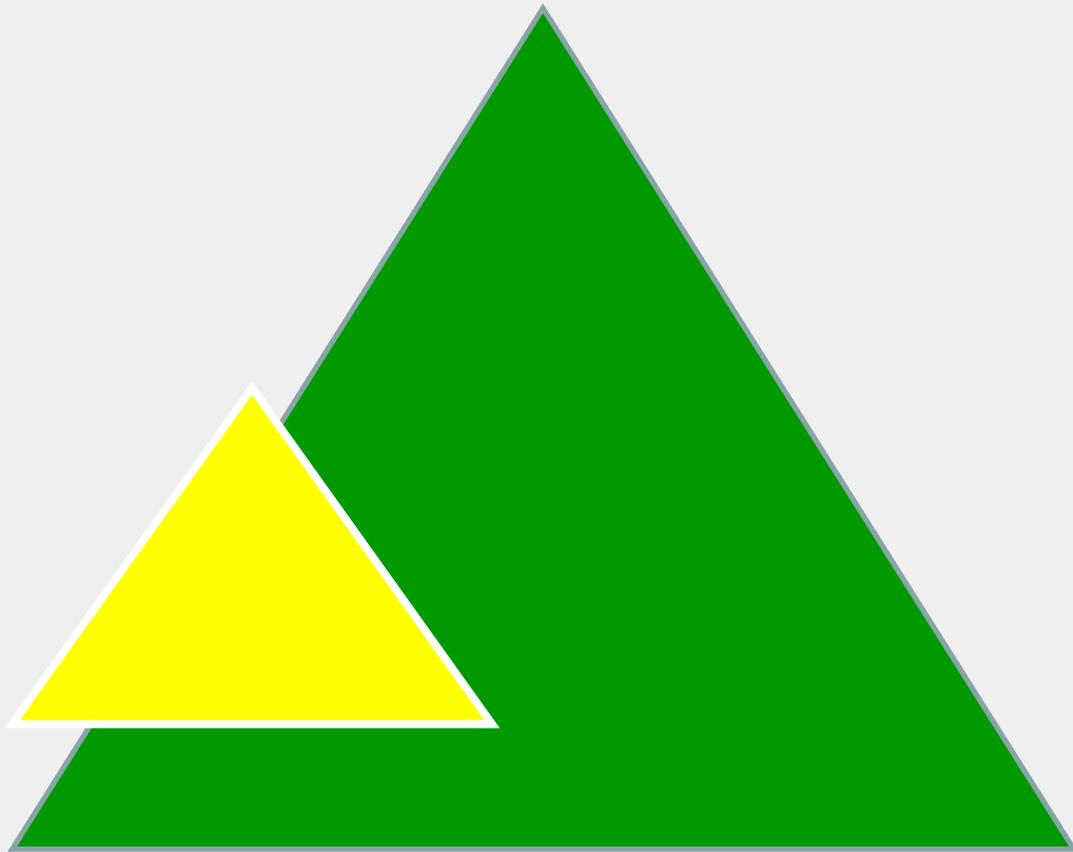
Tier II

- Targeted intervention plan
- Small group (1:6)
- 2-3 times per week
- Weekly progress monitoring
- Supplemental to Tier I

Tier II Instruction

- Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage students who do not respond to Tier I interventions
- Students who receive Tier II interventions should also continue to receive Tier I instruction and intervention
- Tier II interventions are most often provided by a specialist
- The interventions are designed to prevent or alleviate challenges a student may be facing

SRBI Framework Tier III Instruction
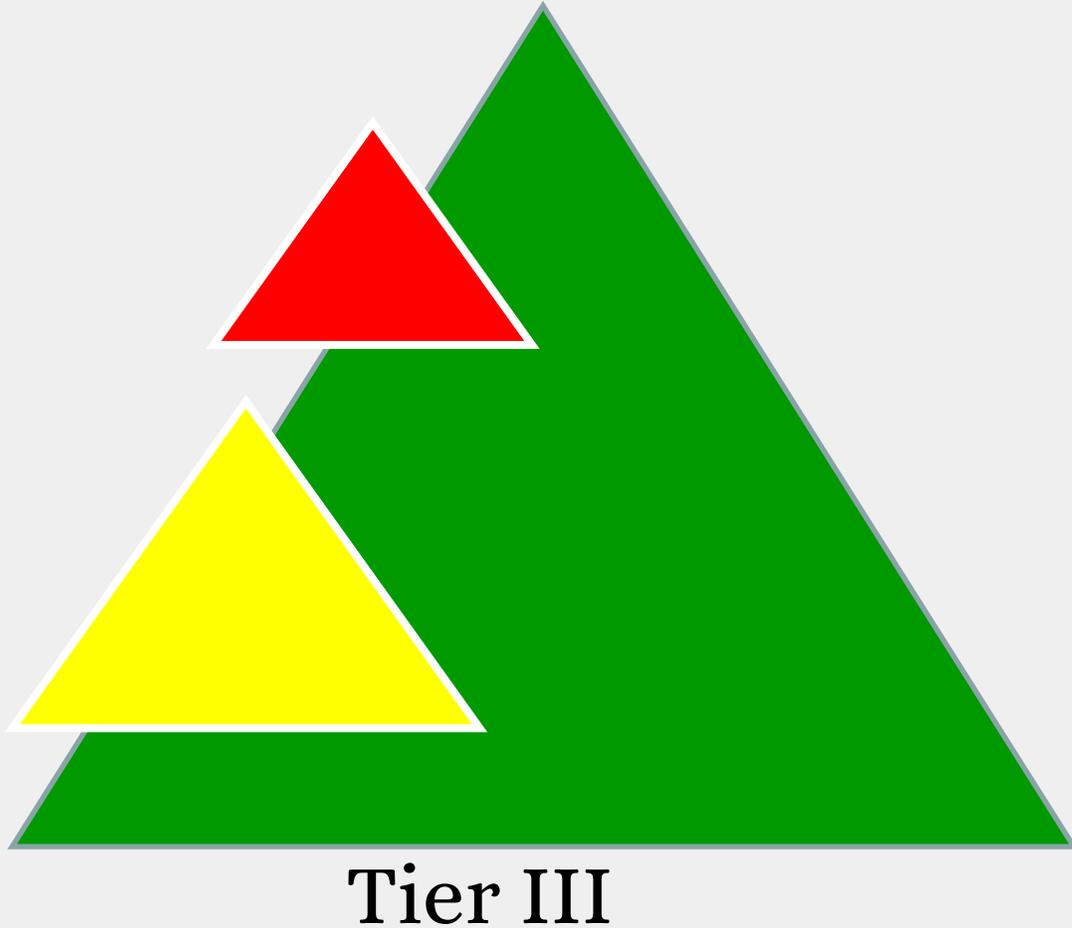
- Intensity increases within intervention plan
- Smaller group (1:3 or less)
- 3-5 times per week
- More frequent progress monitoring than Tier II
- Supplemental to Tier 1

Tier III

Tier III Instruction

- Tier III interventions are designed to provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations
- More intensive intervention with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles a and more frequent progress monitoring
- As in Tier II, students who receive Tier III interventions remain part of the general education system

Types of Assessments:

Universal Screening: A universal screening instrument is a standardized, "common" assessment tool that is administered to all students in order to <u>identify those students who may be at risk</u>. The instrument and its administration directions, timeframe, and scoring procedures are consistent across all teachers and students

Types of Assessments:

Benchmark Assessments: Benchmark assessments are also standardized, "common," and administered to all students within a grade level, but their purpose is to <u>determine how much each student is progressing within a given academic year</u>. In some cases, the same assessment instrument could be used for both universal screening and to benchmark individual student progress over time.

Benchmark Assessments are diagnostic

Types of Assessments:

Progress Monitoring Assessments in a Tiered Model
Progress monitoring assessments are administered to students who have been identified in need of support. The goal is to <u>determine the extent to which the chosen intervention, focus objective, and teaching strategies helped students make progress toward grade level proficiency</u>. Many progress monitoring assessments are aligned with end of year grade level expectations

Common Questions

- How do children get into SRBI?
- How long do children stay in a Tier?
- What interventions are being used?
- What are the assessment tools the district currently uses?

Common Questions

- How am I notified of my child's progress in SRBI?
- How do I know if my child in reading on grade-level?
- How is SRBI different or the same elementary, middle, high?

Additional Questions

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