

Scientifically Research-Based Intervention (SRBI)
Parent Reference Guide
Darien Public Schools

Fall 2018

Dear Families,

The Darien Public Schools is proud to offer this Parent Reference Guide which includes an Overview of SRBI, the Darien Public School's Practices and Expectations, and what you can expect if your child is receiving SRBI.

While this Reference Guide will guide your understanding of SRBI in Darien, it is important to note that you are encouraged to call your child's teacher, specialist or school principal with any questions or concerns that you may have or that your child may be experiencing.

Our school-based teams pride themselves on working collaboratively to know your child as a whole. Your child's social, emotional and academic well-being is our highest priority. As a result, we continually research effective practices and strategies to meet the needs of our student population.

We are grateful for the opportunity and gift of educating your children in the Darien Public Schools.

Respectfully,

Susie Da Silva, Ed.D

Overview of SRBI

SRBI, also known as RTI, is a three tiered approach to instruction and intervention that promotes early identification of students who may require additional support in the academic, social or emotional areas. Support is provided to students through evidence and research-based instruction, assessment and intervention.

The guiding principles of SRBI are:

- Pro-active educational practice
- Early Intervention
- Universal screening for all students
- High-quality instruction and intervention matched to students needs
- Monitoring progress frequently to make decisions about changes in student goals and instruction
- Continuum of support for students that increases in frequency and individualization across tiers.

Assessment: The Darien Public Schools assesses students each academic year using a universal screener in grades K-8. This screener is given to all students (K-8) three times a year during the assessment periods: fall, winter and spring. Curriculum-based benchmark assessments are also administered during the same assessment periods, K-8. The universal screener or curriculum-based benchmark assessments are given to students in reading, writing and mathematics.

Data Driven: Students who demonstrate patterns of concern based on pre-established grade-level criteria enter into SRBI. Intensive intervention is provided to students, and achievement is regularly monitored at all tiers. Interventions and supports are adjusted according to the student progress. Intervening early allows learning issues/gaps to be addressed before intensifying. Research supports the idea that when SRBI is implemented with fidelity, the achievement gap is reduced for students.

Darien's Expectations and Practices

Instructional Framework: The Darien Public Schools takes great pride in the robust and rigorous curriculum that it offers all children in grades, K-12. The instructional model provided to students supports an understanding of student academic, social and emotional diversity as well as developmental needs of children as they begin their school experience through adolescence.

SRBI supports the excellent work of our schools by providing a framework for instruction and intervention for students who require specific support after demonstrating a pattern of academic, social or emotional need. The level of support varies and is specific to each individual student. SRBI carries high expectations for all students, while providing multiple access points into the curriculum and serving all students in the least restrictive environment appropriate to their needs.

Core Curriculum: Delivered to **all** students in the general education classroom.

- High-quality, research-based instruction provided to all students
- Differentiated to meet the diverse needs of all students
- Aligned to Common Core State Standards

- Instruction that is aligned to assessment (formative and summative)

Criteria for SRBI: The Darien Public Schools relies on standards, universal screening and benchmarks to determine if students require additional support beyond classroom differentiation with a specific Tier I, Tier II or Tier III goal/objective. These benchmarks are reviewed based on national norms and best practice in research.

School-Based Meetings: School-based teams meet and discuss students on a consistent basis. Teams meet immediately after each assessment period (fall, winter and spring) and as frequently as 4-6 weeks across all of our schools. Teams are comprised of grade-level team teachers, school administrators, interventionists and specialists as appropriate. The purpose of the school-based meetings is to review students who may be demonstrating academic, social or emotional concerns. During these meetings, teachers brainstorm: goals, objectives, strategies/interventions, and progress monitoring techniques.

Tier I Instruction: Delivered **only** to students who meet the criteria for support in Mathematics, English Language Arts (reading and writing) and Behavior

- Provided by the classroom teacher or the content area teacher in the classroom
- Targeted goal(s) and objective(s) are created collaboratively by the classroom teacher with grade-level team
- District resources are utilized to provide targeted intervention
- Frequency of intervention is provided to student 3-4 sessions per week/cycle
- Progress Monitoring is used to make decisions about changes to instruction and/or intervention
- Teams meet regularly, every 4-6 weeks, to review student performance against the intervention
- Team determines, based on student progress, next steps (transition from Tier I to core curriculum or to Tier II)

Tier II Instruction: Delivered **only** to students who meet the criteria for support in Mathematics, English Language Arts (reading and writing) and Behavior

- Students are provided with additional support beyond Tier I
- Specialist provides targeted intervention in the area of need using a Scientifically Research-Based Program with fidelity
- Student groups do not exceed 6
- Increased frequency of intervention is provided to students (3-4 sessions per week/cycle), a minimum of 30 minutes in each session
- Frequent progress monitoring is used to make decisions about changes to instruction and/or intervention
- Teams meet regularly, every 4-6 weeks, to review student performance against the intervention
- Team determines, based on student progress, next steps (transition from Tier II to Tier I OR Tier II to Tier III)

Tier III Instruction: Delivered **only** to students who meet the criteria for support in Mathematics, English Language Arts (reading and writing) and Behavior

- Students are provided with additional support beyond Tier I
- Specialist provides targeted intervention in the area of need using a Scientifically Research-Based Program with fidelity
- Student groups do not exceed 3
- Frequency of intervention is provided to students (5-6 sessions per week/cycle), a minimum of 30 minutes in each session
- Frequent progress monitoring is used to make decisions about changes to instruction and/or intervention
- Teams meet regularly, every 4-6 weeks, to review student performance against the intervention
- Team determines, based on student progress, next steps (transition from Tier III to Tier II OR Requiring a More Comprehensive Team Meeting)

What can I expect if my child is receiving SRBI?

Communication: After each Tier meetings, communication will be made with the parents using the following practice:

- Tier I: Classroom Teacher/Content Area Teacher will call parent and provide an update on student's progress and recommendations for next steps
- Tier II or Tier III: Classroom Teacher **and** Specialist will call parent and provide an update on student's progress and recommendations based on each teacher's goals and objectives. A formal letter is also sent to parents from the Specialist

Additional Support: Your child will receive additional support from the classroom teacher and Specialist beyond typical differentiation that occurs in the classroom setting. With each Tier of Intervention, the level of frequency increases and the teacher to student ratio decreases.

Specialist Support: Students in SRBI receive support in Tier II or Tier III by a mathematics or reading/writing specialist. These staff members have had extensive training in research-based instructional approaches as well as experience in diagnosing and assessing students through a comprehensive method.

Frequently Asked Questions:

- Can my child receive SRBI in more than one area?
 - Yes, a child may receive SRBI in math, reading/writing, and social/emotional learning. The Specialist will vary for each of these areas.
- How long should my child be in a Tier or SRBI?
 - Each child is different, while we do have guidelines for each Tier that we follow- a student's rate of progress, number of sessions attended, and teacher input are the most important questions that lead the team to making decisions regarding next steps for a child. Both the Specialist and Classroom teacher will communicate with you to update you on your child's rate of progress in relation to meeting benchmark
- Can I request a PPT if my child is in SRBI?

- Yes. A parent can request a PPT at any time. SRBI data will be helpful in understanding a student's progress towards meeting benchmark and which interventions have or have not been successful. The Planning and Placement Team will meet to discuss next steps.
- Who do I call if I have questions about my child's progress?
 - You should call your child's teacher and Specialist (if your child is in Tier II or Tier III) at any time to discuss your child's progress.
- What type of assessments does Darien look at in determining if a student requires SRBI?
 - Universal Screeners: Aimsweb in Reading/Mathematics
 - Benchmark Assessments in Reading, Writing and Mathematics