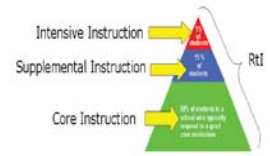




Brownsville Independent School District – Response to Intervention PROCESS



Tier -1

- Provide high-quality core instruction and behavioral supports by high-qualified teachers
- Provide whole or small group *differentiated instruction*
- Implement *scientifically research-based interventions* and *monitor progress regularly*.
- Conduct universal screenings (TPRI/Tejas Lee)
- Analyze student data and make recommendations
- Initiate the Tier-1 initial Meeting with RTI Campus Team for students who fall below the cut-off score for universal screenings (TPRI/Tejas Lee)

If the interventions are successful, return student to core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-2. Implement targeted group/strategic interventions.

Tier -2

- Complete the Tier-2 RtI Referral
- Hold a Tier-2 Initial Meeting
- Develop a custom designed Intervention Plan
- Provide small group targeted skill instruction that supplements and reinforces high-quality core instruction and behavioral expectations
- Grades K-3 provides small group interventions in 6-8 weeks cycles. Grades 4-10 provide interventions through homogeneous grouping in research-based programs
- During the intervention cycle the students will be monitored
- Use Progress Monitoring to determine intervention effectiveness and student’s responsiveness to interventions
- Document interventions and progress in the Intervention Plan

If the interventions are successful, move student to Tier-1 or core instruction and continue to monitor progress.

If the interventions are not successful, refer student to Tier-3. Implement intensive/ individual interventions.

Tier -3

- Develop a custom designed Intervention Plan
- Provide intense, individualized interventions in addition to core instruction delivered by highly-trained staff.
- The interventions target skill deficits
- Use Progress Monitoring to closely monitor the effectiveness of interventions and the student’s responsiveness to the interventions
- Document interventions and monitor progress in the Intervention Plan
- Conduct a Tier-3 Follow-up Meeting and make placement decisions

If the interventions are successful, move student to Tier-2, Tier-1, or core instruction and continue to monitor progress.

If the interventions are not successful, the RTI team determines whether or not to continue Tier-3 interventions and/or special education.