



# Response to Intervention (RtI) Scenarios

*SAISD Curriculum and Instruction Department  
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# Rtl Scenario A: Elementary Level

Cecilia is a fifth grader who has never been retained. She lives with her grandmother. Her mother does not want her, and her father has just been released from jail. Her eye exam shows she needs glasses; she does not yet have them. Grandmother states Cecilia was on medication, but the doctor stopped them. This is Cecilia's third school since starting school in kindergarten.

The teacher reports Cecilia can read words, but has a difficult time comprehending. Additionally, the teacher reports her behavior is disruptive, especially when she is around her sister. She is most disruptive in P.E., music, lunch, and transitional periods. She has better control of her behavior in the classroom.

She is currently failing all of her subjects. She passed the TAKS reading test in third grade, but did not pass it in fourth. She failed to pass the TAKS math in fourth grade. She passed the TAKS Writing test in fourth grade.



# Rtl Scenario A: Elementary Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# Rtl Scenario B: Elementary Level

Frank is a third grader who has never been retained. He lives with both parents. He demonstrates no medical problems. Frank has attended the same school since Pre-K. Frank's teacher reports he is having problems with reading; he is not meeting the district's reading expectations. He can read most words, but struggles decoding those he does not know. His fluency rate is low, and he struggles with comprehension. Currently, Frank is struggling in mathematics and spelling.

Frank met all reading expectations in kindergarten and first grade, but lagged behind until the end of the year. He progressed to the third grade despite failing to meet all expectations on the second grade TPR1. Currently, his third grade graphophonemic scores range from 0 – 2/5. He is struggling with Grade 3 story 1, reading at a frustrational level. His fluency rate is 46.

Frank does well with computation skills, but fails to be successful when given word problems to solve. Simple computation sheets seem to be when Frank scores the highest in mathematics. With modified spelling lists, Frank is still not successful. He struggles spelling basic third grade words, and at times, misspells common sight words.



# Rtl Scenario B: Elementary Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# Rtl Scenario C: Elementary Level

Eduardo is a bilingual student who was referred for dyslexia testing in April 2007 as a first grade student. He did not qualify for dyslexia but was recommended for Tier III intervention to build decoding skills that would help him decode longer words. It was indicated that Tier III would also aid in building vocabulary and reading comprehension. The dyslexia evaluation summary further recommended that the student be exposed to activities that would increase attention span so that he would be able to complete requested tasks since Eduardo had a great deal of difficulty following directions. He would frequently interrupt the evaluator before she was finished explaining what was expected of him. On the writing test, in particular, he attempted to go ahead on his own, rather than wait for the verbal prompt that went with the picture prompt. He would also attempt to distract the evaluator from the testing by changing the subject.

His teacher reports that the student is now labeled with a reading disability and would like for the ARD Committee to consider retesting him for dyslexia eligibility since he was six years old the last time he was evaluated. The student also exhibits articulation difficulties and his teacher is requesting speech assessment.



# Rtl Scenario C: Elementary Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# Rtl Scenario D: Elementary Level

A kindergarten student with spina bifida has transferred into your campus. Samuel is using a diaper and will need assistance to change his soiled diaper. The school nurse is teaching Samuel to use a pull-up instead. Up until late summer, Samuel used a walker to move around. He has been learning to walk around without it but may sometimes lose his balance. Samuel is bright. He knows letter names and their corresponding sounds, days of the week, colors, shapes, and how to spell and write his name. According to TPRI documentation, he met expectations on BOY screening.

Samuel makes friends easily. His mother has repeatedly mentioned that Samuel would do better in school if an assistant were assigned to be with him during the school day. His mother is disabled and unable to bring him to school. Samuel has an older brother in second grade who is an honor student and two younger siblings at home.



# Rtl Scenario D: Elementary Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# Rtl Scenario E: Middle School Level

Maria is a seventh grader who lives with her mother. She attended the same elementary school from kindergarten through fifth grade. She has attended this middle school since the start of sixth grade. She has no known medical problems.

The seventh grade team reports that Maria started the year with a negative attitude. An investigation of sixth grade shows she was quiet and cooperative until March, when she began accumulating discipline referrals. At that time, she began to refuse to complete classroom assignments, choosing to put down her head instead. This year, Maria began the year more confrontational. She continues to refuse to complete classroom/homework assignments. Her refusals are now verbal confrontations with the teachers. Teachers have not had an opportunity to meet with Maria's mother, as she works. To date, Maria has been sent to ISS four times and has been suspended twice.

Academically, Maria has had marginal grades in all of her core subjects since first grade. She has never passed the TAKS tests in any subject. She attended after-school tutoring classes in the second and third grades. There are no known interventions noted for fourth through sixth grade. Currently, Maria refuses to attend tutoring before or after school.



# Rtl Scenario E: Middle School Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# RtI Scenario F: Middle School Level

Sergio is an ELL sixth grader new to the United States in January of last year. He lives with his mother and father. He has no known medical problems. He attended school in Mexico for four years.

Sergio is a pleasant, cooperative young man who is struggling in all of his classes. His English reading level is second grade, and he is making almost no progress in his conversational English. While he makes an effort in mathematics, he cannot work independently. His teachers feel he must have a reading problem that is interfering with learning to read English and therefore unable to complete the assignments/exams in his other content areas.

Sergio is failing all of his core subjects. He was exempt from the TAKS test in fifth grade. His Woodcock Muñoz shows fluency in Spanish. An analysis of his Spanish writing and reading shows he lags behind a typical sixth grader, but only by a year.



# Rtl Scenario F: Middle School Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# **Rtl Scenario G: High School Level**

Catherine is an seventeen year old student who has earned credits to classify her as a sophomore. This is her third high school since the start of her freshman year. She was retained in the sixth grade. She currently lives with her father.

Catherine continues to fail ELA, Science, and Social Studies. She has not passed the TAKS tests, from sixth grade to present. An SST was started on her in the fifth grade, but there was no follow-up once she moved to middle school.

Catherine is a quiet young lady who converses with her small group of friends. She is not involved in any before or after school activities. All of her teachers report that she is cooperative and quiet, but none know her well.



# Rtl Scenario G

## High School Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?

# Rtl Scenario H: High School Level

Gerald is a tenth grade transfer student from another high school in the district. He is 17 years old. Gerald attended three elementary schools and two middle schools. He currently lives with his aunt and uncle. Gerald wears glasses, when he remembers. Gerald qualifies for Section 504; his disability is diabetes.

A review of Gerald's attendance shows he has 30 unexcused and 3 excused absences as of March. He is currently failing ELA, math, and science. When asked about his strengths and weaknesses, his teachers state he is absent too much to really know. When in class, Gerald is quiet. He does not turn in assignments. Teachers cannot state whether his current 504 accommodations are appropriate because he is not in class consistently enough to implement them.

Gerald passed the TAKS Reading and Math tests in seventh grade. Since that time, he has failed to pass the TAKS. He has not taken any companion courses to address the failures. Although tutoring classes are available after school, Gerald does not attend.

There have been no parent/teacher conferences with Gerald's aunt or uncle.



# Rtl Scenario H: High School Level

- What do you know? What do you still need to know?
- What do you believe is the core problem?
- Should teacher proceed with the Rtl process?
- If yes, what Curriculum Guide Evidence/supporting documentation does teacher need to present at Tier I?
- Who needs to be on the Rtl Team?



# Rtl Reminders

- Rtl is a team **PROBLEM-SOLVING** process.
- Rtl starts with the practice and provision of high-quality instruction through implementation of **SAISD Curriculum Guides** at **Tier I** for **ALL** students.
- Rtl teacher focus should be on **WHAT** and **HOW** the student is doing, **not WHERE** the student will receive the intervention.



# Rtl Questions?

Refer to.....

- *Rtl Flow Chart* and/or ;
- *Rtl Plan Step by Step Directions* and *Rtl Plan* and/or;
- *Rtl FAQ* and/or;
- Contact your campus Rtl Coordinator (CIC).