



# SCIENTIFIC RESEARCH BASED INTERVENTIONS

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## Simsbury's Vision of SRBI

SRBI is an educational approach that can help all students reach their full potential and meet state and district grade-level expectations. SRBI is most commonly used to improve students' literacy, math, and behavioral skills.

## What Is SRBI?

**Scientific Research-Based Intervention (SRBI)** enhances Simsbury Public Schools' ability to continue its tradition of academic excellence by providing high quality instruction to all students in the general education classroom. In addition, SRBI ensures that struggling students receive timely support in order to develop the skills necessary to meet grade-level benchmarks and succeed in school. State Department of Education guidelines mandate the use of SRBI for all students who demonstrate difficulty in academic and/or behavioral areas. Simsbury Public Schools' SRBI Pyramid represents a three-tiered "continuum of support" that becomes increasingly intense and more individualized for students. Each tier is different:

▲ **TIER I** includes high quality instruction. All students receive this first level of instruction/behavioral support from their teacher in the general education classroom. Academic, social-emotional behavior strategies, implemented by the classroom teacher, address needs at the earliest sign of difficulty. Parents/guardians are kept informed of strategies and progress by the classroom teacher.

▲ **TIER II** includes additional targeted, supplemental instruction, typically provided by an interventionist, for recommended students who need additional instruction. This additional support is designed to accelerate students' academic progress toward achieving grade-level expectations. Interventionists work closely with classroom teachers to establish goals and review student progress.

▲ **TIER III** includes intensive interventions. When it is determined that a student is not making sufficient progress and needs more support than he or she is receiving in Tier II, the intensity of services is again increased. In Tier III, instruction is tailored to the individual needs of the student.

Finally, it should be noted that, if a student has made sufficient progress in Tier II or Tier III, he or she may return to a previous tier where progress will be carefully monitored to ensure success is maintained with less intensive support.

## SRBI & Special Education

The State Department of Education has recently released revised *Guidelines for Identifying Children with Learning Disabilities*. These guidelines mandate the use of SRBI for all students who are suspected of having a learning disability. Before being found eligible for special education and related services, these students must be provided with effective instruction and have their progress monitored carefully to determine whether their educational needs can be met in general education.

Information obtained about a student's progress during tiered instruction can be very helpful in determining whether the student has a learning disability and whether the student would be better served with special education services. It is important to note that SRBI does not replace the special education process. If, at any time, parents/guardians believe their child has a disability that is affecting his or her learning, the parents/guardians have a right to request an evaluation for special education.

## SRBI & Parents/Guardians

Research indicates that parents'/guardians' active involvement in their child's learning promotes student achievement. The following are suggested ways to support your child's learning:

- Make reading an everyday habit.
- Talk with your child's teacher regularly.
- Check homework assignments and assist when necessary.
- Ask for regular progress reports.
- Celebrate your child's strengths, talents, interests, and successes.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Participate in conferences and other meetings about your child.

## Key Components of SRBI

- High quality, research-based instruction and behavioral supports in general education
- School-wide screening to help identify students who may require additional support
- Multiple tiers of increasingly intense, research-based interventions that are matched to the needs of students
- Use of a collaborative problem solving team to develop, implement, and monitor interventions
- Continuous monitoring of student progress to determine whether the interventions are working and to make decisions about instruction
- Follow-up to ensure that interventions are carried out as planned
- Effective home-school collaboration, including open communication and involvement of parents/guardians in all stages of the process



### What is SIT?

When, even after having received research-based instruction, a student does not show the expected academic or behavioral growth he or she is referred to the Student Intervention Team (SIT). The SIT is composed of knowledgeable school staff who work collaboratively with a student's teacher, using a continuous problem-solving process to close the academic or behavioral gap between the student and his or her peers. The SIT provides an effective and clearly defined procedure to ensure that a student receives appropriate intervention, with sufficient intensity, to meet his or her needs. A student will continue to receive Tier II interventions, while also receiving Tier III interventions that are explicitly defined through the SIT problem-solving model.

FOR MORE  
INFORMATION

Visit the *Simsbury Public  
Schools website*

[www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us)

Visit the *CT State  
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