SRBI & Special Education

In 2010, the Connecticut State Department of Education 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 a student 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
- 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

To learn more about SRBI, you may consult the following resources:

Contacts for Canton’s SRBI Process:
- Your child’s building principal
- District SRBI Coordinator
  Liz Legere  860-693-7707

Where to find more information about SRBI:
Your child’s school’s website, click the “SRBI” link
CT Parent Information and Resource Center
(www.ctpirc.org)…………………………….1-800-842-8678
CT Parent Advocacy Center
(www.cpacinc.org)………………………….1-800-445-2722
CT State Department of Education
(www.ct.gov)…………………………………….860-713-6910
Canton’s Vision of SRBI

Scientific Research-Based Interventions (SRBI) enhance Canton Public Schools’ ability to continue its tradition of academic excellence by providing high quality instruction to all students in the general education classroom. SRBI ensures that struggling students receive timely support in order to develop the skills necessary to meet grade level benchmarks and succeed in school.

What is SRBI?

SRBI encompasses a flexible problem-solving model in which schools provide timely assistance to students, with that assistance matched to each learner’s level of need. SRBI is most commonly used to improve students’ literacy, math, and behavioral skills. The Connecticut State Department of Education has adopted SRBI for all students who demonstrate difficulty in academic areas. Canton Public Schools utilize a three-tiered continuum of support that becomes increasingly intense and more individualized, depending upon a student’s level of need.

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. Tier I supports are the academic and behavioral strategies that all teachers routinely use at the first sign that a student is struggling. Parents/guardians are kept informed of strategies and progress by the classroom teacher.

**Tier II** includes additional targeted, supplemental instruction, typically provided by, or under the supervision of, a specialist.

Students who continue to struggle, even with Tier I interventions/strategies in place, are moved to Tier II. In Tier II, students needing additional targeted instruction receive this instruction in a small group provided by, or under the supervision of, a specialist. Students continue to receive high quality Tier I instruction while receiving Tier II interventions.

**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 (smaller group size, longer duration, more frequent).

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.

What is SIT?

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