

## **A Paraprofessionals Guide to SRBI (Scientific Research-Based Interventions)**

SRBI is *Connecticut's Framework for Response to Intervention (RTI)*, a process used to determine if and how students respond to instruction and social-emotional learning. SRBI provides a framework for school teams for designing, implementing and evaluating educational interventions in a timely manner. SRBI emphasizes successful instruction for all students through high-quality general education practices, as well as targeted interventions for students experiencing learning, social-emotional or behavioral difficulties. A child's progress is assessed and results are used to make decisions about appropriate supports. SRBI uses a three-tiered model as a continuum of support.

**Tier I: (Core)** the on-going general education curriculum, instruction and social/behavioral supports for all students, with adequate differentiation of instruction.

**Tier II: (Supplemental/Targeted)** short-term (e.g., 8 – 20 weeks) targeted interventions provided in small group settings for students who are not making progress with the Core instruction; it is part of the general education system. Student progress should be assessed weekly or biweekly.

**Tier III: (Intensive)** more intensive and/or individualized short-term (e.g., 8 – 20 weeks) interventions for students who fail to respond adequately to the supplemental/targeted interventions; it is part of the general education system.

A key component to SRBI is that all children, including English Language Learners, receive high-quality curriculum and instruction, attention to the quality of the school climate, as well as a comprehensive system of social-emotional learning and behavior supports in the general education classroom or program. (Tier I)

Common Assessments are given to all students to enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early. Students may be identified as needing additional supports to supplement what they are currently receiving in Tier I. Additional teaching strategies or methods that have been proven to be effective in teaching children and result in improved student achievement are used. (Tier II and Tier III)

Teachers need to determine whether an intervention is successful or needs to be changed. Progress monitoring is the process by which teachers can better understand a child's needs and demonstrate the growth children are making in a specific area. For students not making progress in Tier II, they are provided with a higher level of support (individualized instruction) they need to be successful learners. (Tier III) With appropriate selection and monitoring of interventions, the expectation is that most students make enough progress to continue with Core Instruction (Tier I) without additional supports.

Collaboration among all school staff ensures positive learning experiences, early identification of student needs and positive outcomes for struggling students. As a paraprofessional, you can be a valuable part of SRBI teams by assisting teachers with screening, benchmarking and progress monitoring assessments, recording observations of behavior and learning strategies and entering assessment data into a management system. Paraprofessionals can also serve as a member of the intervention team. On this team you can collaborate with teachers to provide support for students and implement teacher planned interventions. It is important that in each of these roles you work under the direct supervision of a certified teacher and complete specialized training and participate in schoolwide professional development to enable you to perform these duties.

***For more information regarding SRBI, please log onto: [www.ct.gov/sde/SRBI](http://www.ct.gov/sde/SRBI). For additional information regarding appropriate roles for paraprofessionals in the SRBI process, please contact Iris White, Bureau of Accountability and Improvement, 860-713-6794 or [iris.white@ct.gov](mailto:iris.white@ct.gov).***