Guidelines

1. Fill out student information. Check which tiered plan this is for. Make sure parent permission was given for initial vision and hearing in documentation.
2. Parent must be notified each time there is a PST meeting concerning the child. Parents must be notified at least three times per month during the intervention process via email, letter, phone call, or conference and documentation attached.
3. Check the specific area of concern. Then narrow it down to the deficit area that will be targeted and progress monitored in intervention.
4. Note the current level of student performance and the expected level of performance according to the most recent universal or progress monitoring tool. For example, the student is in second grade and reading 25 words correct per minute. The expected goal at this time of year is 40 words correct per minute according to DIBELS. A math example might say, “The student is in the fourth grade and identifies 10/25 basic multiplication facts correctly in one minute. The expected level of performance is 22/25 in one minute.”
5. Note when the intervention will begin, who is responsible, where it will take place, and what time of day. If an aim line is being used for progress monitoring, note the expected rate of improvement (ROI). For example, from the level of performance we learned that the child is reading 25 words correct per minute and we want the child to be reading 40 words correct per minute. To get the ROI, we would subtract the baseline from the goal and divide it by the number of weeks of intervention (40-25=15, 15/9 weeks of intervention =1.6 words per week). This will tell us how many words the student needs to increase per week to meet the goal and will help with weekly or bi-monthly progress monitoring to know if our plan of intervention is working or not.
6. Note what curriculum or strategies the intervention teacher will use to improve students learning.
7. When the PST meets again, the progress monitoring and documentation will be reviewed to determine the appropriate course of action. The plan can be continued, faded, discontinued, or modified depending on the student’s progress. If the student is not progressing, the plan may be extended, modified, increase intervention, or refer for special education if the student has completed the RTI process with no change in progress.
8. All members must participate in the decision making process.