**QUITMAN COUNTY SCHOOLS**

**2018-2019**

**Response to Intervention Multi-tiered System of Support (RTI/MTSS)**

**Handbook**

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#### RESPONSE TO INTERVENTION (RTI) AND STUDENT SUPPORT TEAM (SST) INTRODUCTION

The Student Support Team (SST) is a formal process by which a team of individuals consult on the strengths and weaknesses of an individual child to help improve the child’s academic skills. In the Quitman County School System, this process is in place for all students in preschool through twelfth grade.

The mandate for SST in Georgia public schools emanated from the Marshall vs. Georgia class action lawsuit, filed by the NAACP in 1982, decided in 1984. The state prevailed in the case, but the federal district court judge (B. Avant Edenfield, Southern District of GA) ordered the state to remedy records violations that were found in the case. The case was appealed to the 11th Circuit Court of Appeals, but was remanded back to federal court in 1986 without being heard.

The SST mandate was in the state's 1984 commitment to remedy the violations. It was a good faith component to address a core part of the plaintiffs' complaint, (i.e., that there was no mechanism in the regular class to individually address common learning and behavior problems). The presumed consequence of this deficit was that students were referred to special education in order to attempt to obtain some individualized help for them, and allegedly placed in special education even though they did not meet the eligibility criteria. Thus, the original primary purpose of SST was to eliminate inappropriate referrals to special education.

Naturally, since its intervention/analysis approach also fit what had been a requirement for referral to special education since 1975, it also served the function of enabling referrals. The key, of course, was whether the SST members decided they had enough information to suspect whether or not a disability was the cause of the student's problem.

***Section 504*** In 1991, the US Office of Education released a landmark memo that appropriate service for most students with ADHD was in the regular classroom, with any needed modifications for them. They stated that Section 504 of the 1973 Rehabilitation Act was the ticket to those modifications.

#### Response to Intervention (RTI) Defined

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

“…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensified services using progress monitoring data.”

RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem- solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of:

1. providing high quality instruction with intervention matched to student’s needs, and
2. using data on the student’s learning rate over time and level of performance to make important educational decisions to guide instruction (National Association of State Directors of Special education, 2005). RTI practices are proactive, incorporating both prevention and intervention for all levels from early childhood to high school.

RTI is intended to reduce the incidence of “instructional causalities” by ensuring that students are provided high quality instruction with fidelity. By using RTI, districts can provide interventions to students as soon as a need arises. This is very different from methods associated with aptitude-achievement discrepancy models a traditionally utilized for SLD identification, which have been criticized as a “wait to fail” approach.

#### Response to Intervention Student Support Team (RTI/SST)

The following pyramid illustrates the process of the SST, with services beginning in the bottom tier of the pyramid, including: 1) Standards based instruction in the classroom, 2) Needs-based learning in addition to Tier I, different by including specialized pyramids of intervention, greater frequency of progress monitoring of learning 3) In addition to Tier I and II, individually designed interventions in the following level (SST) that lead to the discussion of research based problem solving interventions, and 4) specially designed instruction to address the child’s needs. As the intensity of the interventions increases, the number of students in the process should decrease. Beyond the SST level is specially designed instruction required to meet the needs of the individual child.



## Student Achievement Pyramid of Interventions

Wanda Creel, Sally Krisel, John O’Connor, Lynne Williams

The Georgia Department of Education has unveiled a conceptual framework that will enable all students in Georgia to continue to make great gains in school. The Student Achievement Pyramid of Interventions is the result of teamwork and collaboration throughout the Georgia Department of Education. The catalyst for the development and implementation of Georgia’s Student Achievement Pyramid of Interventions was the need for Georgia’s educators to have a common focus and a common language regarding instructional practices and interventions. The Student Achievement Pyramid of Interventions is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs.

Additionally, the Student Achievement Pyramid of Intervention can serve as a framework for discussion among collaborative professional learning communities that are willing to explore and engage in all avenues available to assist students in their learning process. While the Student Achievement Pyramid of Intervention may sound like “educational jargon,” it provides a framework to align practices with the mission of learning for everyone. Richard DuFour says that pyramids of intervention prod us to ask the following questions: “Are our kids learning? How do we know that they are learning? And, most importantly, what are we prepared to do when they do not learn?” DuFour asserts that the final question is the distinguishing characteristic of a professional learning community.

In a professional learning community, DuFour states, there is a commitment to help students learn, but the commitment goes much deeper than in schools without professional learning communities. “In the professional learning community, we say that learning is so important that we are going to do whatever it takes to help you learn, and we are not going to let up on you until you do learn.”

Research consistently points out that student growth is enhanced when evaluation results are used to guide continued instruction. This concept of monitoring students’ progress, or “progress monitoring,” enables educators to determine if students are increasing their skills as expected, or if they need additional instructional interventions to enable them to maximize academic success. The Student Achievement Pyramid of Interventions represents the process of continually implementing “progress monitoring” and then providing layers of more and more intensive interventions so that students can be successful and progress in their learning. This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Neither does it allow high-achieving students to languish in a curriculum that is not challenging to them. This approach focuses on determining when students are struggling and providing strategic interventions to help them shore up their areas of need; it also documents students’ strength and provides additional challenge in a variety of ways.

Georgia’s Student Achievement Pyramid of Interventions begins with standards-based

classrooms serving as the foundation for teaching and learning.

#### Response to Intervention

**Tier 1:** Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of Tier 1. This tier represents effective, strategic, and expert instruction that is ideally available in all classrooms. Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized and the student is not showing significant improvement, this should be the trigger that activates the school’s RTI plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2. Through standards-based learning and on-going formative assessments we can answer DuFour’s questions of “are kids learning; and how are they learning?”

Instruction is planned to address all developmental domains (i.e., academic and developmental, including social and behavioral development).

Approximate Timeline: Duration= 9 weeks; Progress Monitoring= every 3 weeks; Data Points= at least 3

\*Adequate progress is expected among at least 80 % of the school population (DuFour, cited in the narrative of “Georgia…Pyramid of Interventions”: Are kids learning? How are they learning?)

In Tier 1, classroom teachers at Quitman County Schools will use curriculum guides/ maps with the designated Georgia Standards of Excellence for each nine weeks grading period to drive instruction in reading, language arts, math, science, and social studies.

#### What does Tier 1 look like in action?

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| **Examples of Tier 1** | **Non examples of Tier 1** |
| Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, supportEnglish Learners, and support advanced learners within the classroom. | Kindergarten teachers give colleagues copies of weekly activities and center projects. |
| Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for apredetermined amount of time. Further common assessments are used to determine progress. | First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work. |

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| **Examples of Tier 1** | **Non examples of Tier 1** |
| Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as aspringboard for teacher discussions about instruction and learning. | Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data. |
| Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations. | Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only. |

**Note**: On rare occasions, a student’s academic delays or risk status may be so severe that an immediate referral is warranted. If a RTI/SST bypass seems to be appropriate, the principal should contact Associate Superintendent. In these cases, attempts at intervention and progress monitoring should proceed throughout the referral/ assessment process. In the event of a direct parental request for special education evaluation, the parent should be referred immediately to the SST Coordinator.

SECTION 504: Students with medical conditions (including any form of ADHD whether on medication or not), psychiatric diagnoses, previous special education placement, or students with perceived disabilities should be referred to the 504 Committee at their school for consideration for eligibility and possible interventions or accommodations. If the Committee feels that the disability substantially limits their participation in the school environment and they are deemed eligible, then a plan detailing accommodations or services should be developed and periodically reviewed. (This plan is in addition to any RTI intervention plans, but they can be coordinated.) If you have any concerns or suspicions about potential 504 eligibility, you must contact your 504 Coordinator or Building Level Administrator immediately.

Reading/English Language Arts/Writing

The Georgia Standards of Excellence or (GSE) will drive instruction to ensure that all students are provided with the necessary curriculum as mandated by the State of Georgia. All Kindergarten through 12th grade teachers will utilize the Quitman County Curriculum Maps. The curriculum maps should include the Reading program(s) for all students who are enrolled in Quitman County Schools. Teachers should also be aware of the essential components of reading instruction as defined by the National Reading Panel and teach these components explicitly.

The Georgia State Department ELA Frameworks will be utilized for students in grades K-12 in addition to trade books to plan instruction in Reading and English/Language Arts.

All students participate in the Accelerated Reading Program to encourage and enrich reading skills.

All K – 8 students have access to the Study Island, and 6-12 have access to PLATO. EIP/ REP students will have access to the programs in their ILT classroom.

Students who have deficiencies, as noted on the benchmark assessments, common classroom assessments or ELA unit tests, pre/post tests, will receive remediation from the classroom teacher, paraprofessional and/or a tutor.

All teachers will include the following Best Practices or Strategies in their classrooms:

* + GSE/Learning Targets/Essential Questions posted
	+ Explicit teaching of vocabulary-Tier 2 words
	+ Modeling, guided practice, independent practice(Gradual Release of Responsibility)
	+ Varied Assessments
	+ Student conferences during self-selected reading and writing times to target specific skills on an individual basis
	+ Guided Reading
	+ Cooperative Learning
	+ Advanced Organizers

Curriculum Maps and checklists will be maintained for all programs to show documentation of lessons/skills implemented/taught. Common classroom assessments will be given every two weeks for each nine weeks. When students do not meet the required level of proficiency on the classroom assessments (within 1 standard deviation of the grade/class mean), teachers will perform a data analysis from the assessment to determine specific area(s) for remediation. Students who have deficiencies, as noted on the common classroom assessments, will receive remediation from the classroom teacher, paraprofessional and/or a tutor.

#### Universal Screening Tools

Universal screening is used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. The universal screening tool will not identify why students are not performing as expected, but will identify those below grade level in those academic areas. Universal screeners should be:

* Easily administered
* Research based
* Highly correlated to skills being assessed
* Benchmark or predictor of future performance
* Reliable and Valid
* Sensitive to small increments of change
* Expected identified rates of increase
* Data analysis and reporting component

Georgia’s summative assessments (EOCT, GHSGT, and EOG) can be a part of the universal screening process, but additional screeners will be needed to ensure appropriate identification of those students needing additional support.

#### Universal Screening for Reading and ELA:

For the current year, at risk students at the Tier 1 level will be identified by one or more of the following methods:

Beginning Learner (Level I) on the previous year’s Ga Milestones in ELA Scoring in the “at-risk” range on an oral reading fluency measure.

Class work or mastery test data that is consistently below expectancy based on the teacher’s knowledge of Georgia Standards of Excellence for that grade level.

Students in grades K-12 will use Star as a Universal Screener for Reading. Assessments are curriculum-based measures used to assess and monitor progress of students in Reading in grades K-12.

#### Progress Monitoring

Progress monitoring is a systematic method for tracking and comparing individual or group performance through data collection. A consistent monitoring plan is essential to determine the effectiveness of instructional programs and interventions. Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student’s achievement progression is monitored while instructional techniques are adjusted to meet the individual student’s learning needs. To understand progress monitoring, it is important to understand key terminology:

Benchmarks: Expected rates of growth or learning. Usually measured three times per year (Fall, Winter, Spring)

Baseline: The initial performance taken on a student is often the median score of three baseline data points. The baseline serves as the reference point for all future data collection.

Aim lines: Also referred to as the goal line, the aim line depicts the anticipated growth and offers a comparison for the trend line. The aim line is typically shown as the expected rate of progress toward either the district goal or a goal developed by the problem-solving team.

Trend line: Indicates the actual rate of improvement; provides insight into future performance (will he/she meet the goal?).

#### Progress Monitoring for Reading:

DIBELS NEXT progress monitoring in NWF, PSF, and ORF every two weeks. Progress monitoring with running records every two weeks.

The High Frequency word list or the Dolch word lists can be administered as progress monitoring for grades K-3 at the Tier 1 level as long as the same grade levels are administered consistently. Alternative forms should be used whenever possible to reduce expectancy. Dolch word lists can be generated for progress monitoring from the Featured Tools section of the (http://www.interventioncentral.org) website.

Reading Comprehension passages and their associated work sheets (with grade level

appropriate Lexile scores) could be used as progress monitoring if multiple alternate forms are available.

Other data that could be used to assess year to year growth patterns, but not for progress monitoring, are:

-Individual Reading Inventory which is administered at various times of the year.

-Other pre and posttest information.

#### Mathematics

The Georgia Standards for Excellence (GSE) will drive all instruction to ensure that all students are provided with the necessary curriculum as mandated by the State of Georgia.

The Georgia Department of Education GSE and frameworks/math units should always be the driving force for instruction. All other resources are just resources to help teach the frameworks/math units.

All K – 8 students have access to the Study Island, and 6-12 have access to PLATO. EIP/ REP students will have access to the programs in their ILT classroom.

Students who have deficiencies, as noted on the benchmark assessments, common classroom assessments or Math unit tests, pre/post tests, will receive remediation from the classroom teacher, paraprofessional and/or a tutor.

Common classroom assessments will be given every two weeks for each nine weeks. When students do not meet the required level of proficiency on the benchmark assessment or classroom assessments (within 1 standard deviation of the grade/class mean), teachers will perform a data analysis from the assessment to determine specific area(s) for remediation. Students who have deficiencies, as noted on the common classroom assessments, will receive remediation from the classroom teacher, paraprofessional and/or a tutor.

All teachers will include the following Best Practices or Strategies in their classrooms:

* GSE/Learning Targets/Essential Questions posted
* Vocabulary introduced for each new lesson
* Modeling, guided practice, independent practice(Gradual Release of Responsibility)
* Computer time provided
* Math facts practice each day
* Cooperative groups/Flexible grouping
* Multiple mathematical representations

#### Universal Screening for Mathematics:

For the current year, at risk students at the Tier 1 level will be identified by one or more of the following methods:

* + Beginning Learner (Level I) on the previous year’s Ga Milestones in Math
	+ Star Math
	+ Scoring in the “at-risk” range on a Math CBM.
	+ Class work or mastery test data that is consistently below expectancy based on the teacher’s knowledge of Georgia Standards of Excellence for that

grade level.

#### Progress Monitoring for Mathematics:

Curriculum-based measurements (CBM’s) for computation and problem-solving. These should be administered as a baseline upon the student being identified as at-risk and should be administered at a minimum of every 2 weeks. These may be generated from the Intervention Central website (http://www.interventioncentral.org) which also contains appropriate scoring instructions.

Grade-level appropriate timed computation sheets may be administered as progress

monitoring as long as there are alternate forms available for the skills being measured.

#### Science/Social Studies

The Georgia Standards for Excellence (GSE) (K-12) will drive all science and social studies instruction to ensure that all students are provided with the necessary curriculum as mandated by the State of Georgia.

All teachers will utilize the curriculum maps and other resources such as articles, textbooks, trade book, etc. in teaching science and social studies frameworks developed by the GADOE.

**Note**: difficulties in Science/Social Studies are typically due to issues with reading, attention and/or poor study skills. Interventions for problems in Science or Social Studies should target these deficits as well as tutoring in specific content.

Lesson plans, grade books, pacing guides, reading rate and accuracy checkouts, placement tests, progress reports, and report cards will be used as documentation for the lessons, assessment scores, textbook utilization, lesson pacing, etc. mentioned above. If a learning strategy is used that is connected with a research-based, global intervention such as 4 Blocks, Marzano, or Learning Focused Schools, please indicate the intervention as well as the specific strategy.

Other strategies that could be implemented in Tier 1 may include the following: Differentiated Instruction

Thinking maps

Computer-assisted software practice Weekly parental contact Homework/Parent contact logs

Daily Oral Language/Daily Language Review Daily Mathematics

Test-Taking Strategies Corrective Feedback Modeling

**Note**: Counseling services (i.e., classroom guidance) will be offered to all students to

address academic areas as well as test-taking skills, etc. Additionally, small group— and/or individual—counseling will be implemented as needed/requested for struggling students in each tier.

#### Speech/Language

Children with articulation or communication needs are also required to go through the Response to Intervention and SST process. Teachers who have concerns about a student’s articulation, voice quality, fluency (stuttering), language development or general ability to communicate will need to contact the Speech/Language Pathologist working with their grade level and/or school. The SLP’s will assist teachers and paraprofessionals in determining the nature of the problem(s), implementing interventions and instruments for progress monitoring that are specific to the delays or abnormalities noted. Although classroom teachers can work in normalizing articulation and language development, keep in mind that dialectical differences and developmental sounds that are not age appropriate to the student are inappropriate for speech/ language intervention. Please inform the SLP if the student is having any academic or behavioral delays or problems as these will need to be addressed in conjunction with the communication interventions. For students with academic or behavior problems in addition to speech/language concerns, the SLP may need to be a part of both the Intervention Team and the Student Support Team. Hearing and vision screening should be done when the teacher first notices articulation difficulties.

Pre-Kindergarten (ages 3-5, prior to kindergarten year):

Parents, caregivers, teachers or other agencies concerned about a child’s development or communication needs will also have to implement and document attempts at remediation/intervention. The formal process for pre-school students is not quite as involved as what is typically seen in K-12 RTI, but is similar in structure and function.

Previous interventions prior to attending a formal pre-kindergarten program should be carefully documented through acquiring records or through parent interview as they may be able to assist teachers/ administration in moving through the process. All concerns and referrals should be made to the Pre-School Special Needs Coordinators or to the Pre-School coordinators at the schools and they will assist the teachers, parents and/or other caregivers in the process.

#### Procedures

At this stage, if the regular education teacher determines that a student is considered “at risk” and is struggling based on evidence presented through class work, test grades and the benchmark assessments, the teacher begins to collect more frequent data (every 2 weeks) using an above mentioned progress monitoring technique and implements a change in teaching strategy through in-class tutoring or differentiated instruction.

The teacher will record evidence-based instructional changes or strategies on the RTI Intervention Plan/Log and will attach any progress monitoring results (raw data/graph to compare student’s performance in relation to class/grade performance or their own baseline data if group expectations are not available). The form and results will be kept in the student’s RTI/intervention file which is set up and maintained at this level by the teacher. The change in instruction might be organizational, motivational, or

modification of a curricular variable. The type of change(s) made should be documented regarding the date the change was initiated, the amount of time the intervention was implemented and the results assessed to determine the degree of effectiveness.

After implementing interventions and progress monitoring for at least 9 weeks with fidelity and consistency, the intervention team will evaluate student progress to determine if sufficient advancement toward the expected goal is being made or if Tier 2 strategies/interventions should be considered.

#### Data-Based Decisions

The most important part of progress monitoring is not just collecting data; it is using the data to make sound instructional decisions. Schools must look at the data regularly, implement decision-making rules, and use the data continuously to inform instruction. Within the tiered continuum of service delivery, decision rules are necessary for adding or removing tier level student support as educators address their needs for intervention delivery and eligibility decisions. These decision rules must rely on pertinent student assessment data and current promotion criteria. At each step of the process, good decision rules ensure effective, equitable, and fair treatment for all students. The QCSS have developed these specific guidelines for data-based decisions:

The gold standard is giving at least six data points; however a minimum of 4 data points (last consecutive) will be used to determine intervention success.

If all four scores fall above the goal line, continue level or consider a goal increase.

If all four scores fall below the goal line, an adjustment in instruction is recommended. If the response to intervention is questionable-improvement in the rate of student performance, but rate of improvement is less than desired to achieve the goal-the following steps shall be taken:

* Review PM data
* Consider increasing the rate of PM
* Review fidelity data
* Increase the intensity of the intervention
* If the response to intervention is poor-no change in the rate of performance following implementation of the instruction/intervention-the following steps shall be taken:
* Review fidelity of PM and intervention data
* Consider increase in time intervention is implemented
* Develop a new intervention( last resort after 4 to 6 weeks)

#### Steps for Setting Goals

1. Identify a starting point (or baseline)
2. Identify a goal or benchmark (target) / promotion criteria
3. Subtract current (baseline) level from target
4. Divide by number of weeks left until target
5. This will be your rate of improvement (ROI) to meet goal
6. Compare student’s ROI with a typical, or average, ROI for that student’s grade level.
7. Ask: Is this goal realistic? (With interventions, is this a goal that’s possible to attain?)
8. Ask: Is this goal ambitious? (With interventions, will this goal allow for the gap to close or will the student simply not fall any further behind?)
9. If necessary, adjust the goal.

Goals must be monitored and may be adjusted based on student progress. End of Year Target – Current Score = Amount of growth to close gap Amount of Growth/ Number of Weeks= Weekly Target

#### RTI Team:

If the student has not made sufficient progress, an intervention team meeting MUST be held to determine if Tier 2 placement is warranted. Participants of this meeting may include:

* an administrator
* the instructional coaches
* the student’s current teacher(s) of deficient academic area(s)
* RTI Coordinator

Other participants may include:

* the counselor
* the speech-language pathologist (SLP)
* the parent(s)
* others as appropriate

**Please note**: The parent/legal guardian may be invited, but is not required to attend. The meeting may proceed if the parent or guardian is not able to attend or chooses not to attend. The results of the meeting should be shared with the parent or guardian.

If the student’s attendance is affecting academic performance, then the school system attendance officer may be asked to attend.

#### Problem-Solving Process

The importance of assessment and effective instruction for RTI cannot be overstated. However, the problem-solving model serves as the overarching structure which organizes assessment and intervention activities. Therefore, problem solving lies at the heart of RTI. Problem solving means going beyond fulfilling procedural requirements and checklists to doing what it takes to resolve students’ learning problems. The problem-solving model has been organized into a series of cyclical steps.

Documents needed for completion of referral to Tier 2 include the following:

* Parent invitation letter from RTI coordinator indicating need for Tier 2 services and impending referral
* A Parent’s Guide to Response to Intervention - Attach to parent letter above
* RTI Referral from Tier 1 to Tier 2- to be completed by the intervention team (with documentation attached) during the “Tier 1 to Tier 2” meeting for considering the student’s transition to Tier 2
* The student’s intervention file containing intervention and progress monitoring data

#### Tier 2: Needs Based Instruction/Learning: Standard Intervention Protocols:

In addition to Tier 1, targeted students participate in learning that is different by including:

* A standard intervention protocol process for identifying and providing research-based interventions derived from need and resources.
* On-going progress monitoring to measure student response to intervention and guide decision making.

Tier 2 becomes the answer to the question “what are we prepared to do when they do not learn?” Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support. Interventions should be developed and made available when specific students show weaknesses in those areas. All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through universal screening and formative assessment protocol. A school- wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.

* Tier 2 describes pre-planned interventions that should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone. In many schools in Georgia, students who need additional interventions in the general classroom have been referred to the Student Support Team and possibly evaluated for special education services. The new conceptual framework illustrates the potential for having interventions for students before their gap becomes so large that specialized instruction is needed.
* Tier 2 interventions are not a substitution for Tier 1 interventions, but are layered in addition to the Tier 1 instruction that is provided.
* Tier 2 interventions can be used at all school levels. Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills.
* All Tier 2 Interventions should be research proven and aligned to the needs of the student and resources of the school.
* Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members.
* Collaboration by staff in delivery of rigorous instruction and appropriate Tier interventions is vital in order to ensure a transfer of learning from Tier 2 to Tier 1 activities.
* Approximate Timeline: Duration= at least 9 weeks; Progress Monitoring= at least every 2 weeks; Data Points= at least 4
* Progress monitoring is more frequent and is vital in order to judge the effectiveness of the interventions based on the student’s response to them. If such appropriate interventions--implemented with fidelity and for an established duration-- are not

effective then the staff must call upon the assistance of the Student Support Team (SST), which is Tier 3.

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| **Examples of Tier 2** | **Non-examples of Tier 2** |
| Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate | Mathematics I: Algebra/Geometry Statistics Support Class taught in isolation with no connection to Mathematics I:Algebra/Geometry/Statistics general classroom instruction. |
| Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Connections teachers and supported by classroom teachers. Assessments are usedto determine evidence of application of skills to content reading | Third grade students are placed in a reading group outside the classroom. This reading group is the student’s only access to reading instruction during the school day. |
| EIP second graders receive additional support on targeted skills during independent learning center work time. | Data from eight grade math students’ computer based Connections class remains in the Connections room. |
| Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth.Continued used of a particular interventionis based on student performance. | Primary student’s additional interventions are determined by the teacher’s observations only. |

Reading/English Language Arts/Writing

Interventions at Tier 2 should consist of small group or individual instruction at least twice weekly at a minimum of 30 minutes per session or as recommended by the program or approach.

The following is a list of Tier 2/3 Interventions by deficit:

Leveled Literacy Intervention (LLI) SRA

MobiMax

Basic Skills (sight words, phonics, and phonemic awareness) S Repeated Reading with Question Generation

Repeated Reading with Comprehension Strategy Practice SQ3R-Survey-Question-Read-Recite-Review https://[www.swsc.org/page/720](http://www.swsc.org/page/720)

Keywords: A Memorization Strategy - <http://www.jimwrightonline.com/pdfdocs/> keywords.pdf

Main-Idea Maps Advanced Story Maps

Thinking Maps

PALS - Peer Assisted Learning Strategies - https://ies.ed.gov/ncee/wwc/Docs/ InterventionReports/wwc\_pals\_013112.pdf

ReadWorks - [www.readworks.org](http://www.readworks.org/)

Read Theory - [www.readtheory.org](http://www.readtheory.org/)

Mathematics

Teachers who teach EIP students and/or students who are considered “at-risk” shall instruct students using the GA DOE Math Frameworks to ensure exposure to on grade level material; however, hands-on math manipulatives, slower paced instruction, etc. will be utilized to ensure mastery of material for these students. As benchmark assessments are analyzed, students who are experiencing difficulty in specific area(s) will be provided tutoring.

The following are a list of Tier 2 Interventions by deficit: Math Facts

Dreambox - Assign Focus

Cover-copy-Compare - [www.interventioncentral.org](http://www.interventioncentral.org/)

Math Fold-in - [www.interventioncentral.org](http://www.interventioncentral.org/)

Computation

Incremental Rehearsal - [www.interventioncentral.org](http://www.interventioncentral.org/)

Self-Monitoring and Performance Feedback - [www.interventioncentral.org](http://www.interventioncentral.org/)

Problem Solving

Math Problem Solving : Combining Cognitive and Metacognitive Strategies - <http://www.interventioncentral.org/academic-interventions/math/math-problem-> solving-combining-cognitive-metacognitive-strategies

Study Island

Plato/Test Pack/Accucess

#### Tier 2 Procedures:

At this stage (i.e., the need for Tier 2 intervention levels has been determined), the administrator and/or curriculum director and the classroom teacher determine those

resources and interventions available that can be implemented for the struggling student.

Scientifically proven intervention is implemented to address the student’s deficits. The selected intervention is delivered with accuracy and consistency (fidelity).

The outcomes of the intervention should be assessed and documented at least every two weeks to determine the effectiveness of the intervention and to make any modification, if needed, to the intervention. (Note that the length of time of the intervention can vary due to publisher recommendations, research data, etc.

Interventions that are not implemented for a sufficient amount of time will have minimal impact on student learning, while implementing them for too long, without student gains, will delay effective instruction.)

Interventions in Tier 2 may be similar to those noted in Tier 1, but will increase in intensity, duration and frequency and must be in addition to regular classroom instruction.

The teacher will maintain a cumulative record of instructional changes by recording intervention(s) and responses on the RTI Intervention Plan/Log and attaching results (raw data/graph to compare student’s performance in relation to class performance or the student’s personal baseline); the form and results will be kept in the student’s RTI file.

Fidelity measures should be completed by knowledgeable personnel to determine if the selected intervention is implemented as intended and with consistency (fidelity). If a student’s lack of progress warrants Tier 3 interventions, the classroom teacher will include all Tier 1 and Tier 2 documentation as components of the student’s RTI/ SST file.

After implementing interventions and progress monitoring for at least nine weeks with fidelity and consistency, the teacher(s) will evaluate student progress to determine if sufficient advancement toward the expected goal is being made or if Tier 3 interventions should be considered.

If the student has made progress and it appears that the rate of increase will allow the student to reach the end of year goal, (i.e.: appropriate benchmark scores, oral reading fluency within the “not at risk” range, demonstration of consistent math or writing skills at grade level expectancy) a decision must be made whether to continue the intervention at the current level, or to move the student back down to Tier 1 while maintaining the level of growth. Students who have made progress at Tier 2 should continue to receive progress monitoring until they have maintained the level/ rate of growth for a minimum of 6 weeks.

If the student has not made sufficient progress, an RTI team (pre-SST referral) meeting MUST be held to determine the degree of effectiveness of the research-based interventions and to determine if Tier 3/SST placement is warranted.

Mandatory participants of this meeting include:

* an administrator
* the instructional coaches
* the student’s current teacher(s) of deficient academic area(s)
* SST Coordinator

Other participants may include:

* the counselor
* teachers or other persons providing Tier 2 interventions
* the speech-language pathologist (SLP)
* the parent(s)
* others as appropriate
* Please note: The parent/legal guardian must be invited, but is not required to attend. The meeting may proceed if the parent or guardian is not able to attend or chooses not to attend. The results of the progress monitoring should be shared with the parent or guardian.

#### Note: Tier 2 (and Tier 3) should NOT be a response to an ineffective Tier 1. Additionally, Tier 2 interventions should not be endless for individual students who are struggling, and labeling of students as “Tier 2” must be avoided due to potentially creating lower expectations or tracking of those students. Tier 2 interventions are proactive, standard intervention protocols offered by the school and the interventions must maintain high expectations for students.

**Student Movement to Tier 3**

The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.

After the appropriate amount of time (time in weeks dependent upon the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

Documents needed for completion of referral to Tier 3 (SST) include the following:

* Invitation to Parent(s) (RTI Meeting- intervention team meeting for consideration of referral from Tier 2 to Tier 3/ SST
* Quitman County Schools SST (Student Support Team) Referral form
* Hearing/Vision Screening Results- to be secured from school nurse after student is screened. (Note: for speech/articulation concerns, this should be done when the teacher first notices difficulties)
* Other cumulative data as requested on the Quitman County Schools SST Referral form
* The Student’s RTI file containing all RTI Intervention Plans/Logs with all documentation of interventions and results

#### Tier 3: Student Support Team Driven Instruction/Learning:

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

* Intensive, formalized problem solving to identify individual student needs.
* Targeted research based interventions tailored to individual needs.
* Frequent progress monitoring and analysis of student response to interventions.

Tier 3 provides an additional layer of analysis and interventions. In Tier 3, SST is the structure and RTI is the process. The Student Support Team meets to discuss students who are still not provided the instructional experiences to meet their needs. The question about a student expands to include the “why” as well as the “what”. This is the point where specialists (school psychologist, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) often participate in the problem solving process if they have not already been involved at Tiers Tiers 1 and 2.

During this process, the team analyzes the specific needs of the individual student. Tier 3 becomes much more individualized as the student’s teachers, other personnel, and parents systematically determine the issues that need to be addressed for the student. Problem solving at this stage is more in-depth and intensive and usually requires bathing and analyzing additional information about the student, performance strengths and weaknesses, background information, etc. Appraisal of various types is usually initiated by the SST team, including vision and hearing testing. Instructional interventions are then strategically put in place for the student and progress monitoring processes, including sensitive instruments that may be formal or informal in nature, are implemented frequently to determine if the student is responding to the interventions.

The Tier 3/SST process employs scientific analysis to discover the reason(s) for an individual student’s difficulties and implementation of scientifically-based interventions that are strategically incorporated with fidelity, and frequent progress monitoring to inform continued instruction.

If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

|  |  |
| --- | --- |
| **Examples of Tier 3/SST** | **Non-examples of Tier 3/SST** |
| Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis. | Student is given extra work in specific area(s) of math weakness. |
| Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3 times/week) focused on his primary weakness. Progress monitoringestablished in Tier 2 is continued in Tier 3 with greater frequency. | Student is given additional reading assignments in lower level readers. |
| Data shared by teacher on the student’s classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on datatime sampling and to check fidelity of implementation. | Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data. |
| Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at the end of the day. Mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol shared with parent. Together, student and mentor track(progress monitor) the effectiveness of the intervention. | Parent is instructed to make sure student completes homework assignments. |
| Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause. | Team refers student for consideration of special education eligibility without involving school psychologist. |

Interventions at the SST/Tier 3 level should significantly increase in intensity and frequency and they should be targeted specifically for the student’s individual needs. They are presented in addition to Tier 1 and Tier 2 supports. Examples could include: Individual or small group tutoring 3-4 times weekly

Reading instruction through a program such as Reading Mastery

#### Procedures

At this stage, a referral to the school/grade level student support team (SST) is made by the referring teacher using the appropriate referral form. The parent must be invited to all SST meetings as per the Georgia DOE SST Rule. If the parent cannot attend, the meeting may proceed, but the results must be communicated to them.

During the initial meeting, the SST (including parent(s) and appropriate school personnel as needed) will review the struggling student’s cumulative record and further document the effectiveness of the research-based interventions.

Additional individual screening may be recommended following the initial SST meeting. The screening will be completed by appropriate personnel. Note: assessments used for diagnostic purposes to plan instruction do not require parental permission.

Following the screening results, the SST will reconvene to assess the results of the screening and determine the additional interventions needed by the student.

Interventions will be more focused, individualized and based on a problem-solving model. They may be similar to those attempted in Tier 1 and 2, but will increase in intensity, duration and frequency.

The Student Support Team will then meet periodically to review the response to the individualized interventions (implementation, fidelity and progress monitoring) and to determine whether the student’s rate of progress/ slope is acceptable.

Documentation of the team’s decision-making and relevant decisions will be kept on the SST minutes form.

If the student support team determines that the more intensive interventions have been effective, a decision should be made regarding whether to continue Tier 3 interventions or refer the student back to Tier 2 or Tier 1 level supports.

#### Issues in Tier 3/SST

The appraisal nature of SST lent itself not only to preventing inappropriate referral (By solving problems) but also to helping meet a requirement for those that were indeed appropriate. Special Education law (IDEA 2004) required that schools must prove that regular education is unable, with commonly accepted and well documented interventions, to solve the student’s problem; therefore, Special Education is indicated.

The federal requirement still exists today, and SST’s role in Georgia’s Student Achievement Pyramid of Interventions still addresses it. But SST is no longer the sole generator of evaluative and performance data. Some of its functions are being embraced

by Tiers 1 and 2, so that by the time SST actively addresses a student case, there is substantial data already available.

The most recent reauthorization of IDEA states that a student’s response to intervention must not only be allowable as a component of eligibility, but also that the chose interventions must have been proven effective. Thus, if a student had not had a fair chance to learn by receiving solid teaching, then it would be premature to fault the student or suspect a disability. This is a critical consideration in our on-going attempts to remedy the problem of disproportionate placement of minorities in Special Education. In any given school or school system, there must be accountability for the soundness of the data gathered on a student in Tiers 1 and 2 before the case can proceed to the SST.

Interventions must have been implemented with fidelity, that is, consistently implemented following the delivery method and program originator’s design (time, frequency, etc). Tier 3/SST must verify the integrity of existing data. Some cases will require extensive evaluation at Tier 3/SST; others will already have substantial, verified data that can help guide the team’s intervention design. Once an intervention is initiated, at least four data points, and preferably many more, will need to be generated to measure progress.

At Tier 3, the length of the intervention will vary by case. For students who may eventually be considered for Specific Learning Disabilities (SLD) eligibility, the minimum required time period for data collection is twelve weeks unless the intervention employed specifically calls for fewer than twelve weeks. These twelve weeks do not necessarily all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for special education eligibility. In some cases, interventions from Tier 2 may also count toward the required 12 weeks for students being considered for SLD eligibility if they are congruent with the interventions in Tier 3/SST.

For students being considered for eligibility in areas other than SLD, the key consideration is that interventions have been given a reasonable amount of time to work as per their developer’s instructions and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.

#### Referral from Tier 3/SST to Special Education Evaluation

Tier 2, and to an extent Tier 3, try to address systemic, institutional factors related to a student’s situation in order to fill gaps, strengthen skills, engender confidence, and find a new way of successful functioning by the student. The Tier/SST team must go beyond that and consider that there may be one or more factors internal to the student (e.g. needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success. If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to on-going progress.

The Tier 3/SST team closes the case and terminates it form their active caseload.

But if after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation fail, then they must consider that the student may have a disability. It is at that point that a referral for a Special Education comprehensive evaluation is appropriate. Subsequently, due process determines the path of the case, but the student still needs instructional support during the evaluation-eligibility determination period.

It is important to note that this is not to say that the SST team has, by referring, diagnosed a disability. However, it is also not their prerogative to decline to refer a student because they doubt that the student would qualify for a disability category.

In some cases, the student may return to Tier 3/SST team because eligibility was denied for Special Education. These cases where severity or type of condition does not qualify for Special Education must still be addressed as best as possible. This is where the possible eligibility for Section 504 would be considered to diminish the effects of the student’s condition. Here, the legal issue is not reaching individual goals in the classroom, but having an equal opportunity to do so that is comparable to that of the student’s non-disabled peers. It would be up to a Section 504 evaluation team to decide whether to pursue this course of action.

#### Tier 3/SST Records

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), any records that a system officially maintains on a student that could be shared with others for the purpose of educating the student are, collectively, the student’s cumulative folder, permanent records, etc.). This includes SST records. It does not matter how widely the records may be scattered throughout the school or school system— they all are part of the student’s record, and therefore are: 1) accessible to parents and 2) confidential.

When may SST records be purged? The system’s Records Retention Schedule may specify a time period after which they should be removed and destroyed. If not addressed there, then they are a permanent part of the student’s record and should follow the student from school to school. In that case, they can only be destroyed when the rest of the records are thus scheduled.

**Tier 4: Specially Designed Instruction/Learning** is developed specifically for students who meet the respective eligibility criteria for special program placement. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of interventions. Tier 4 will provide instruction that is targeted and specialized to meet students’ needs. Tier 4 instructions would include formal Gifted Education services for students who qualify, but it may also include interventions suggested by the Gifted Eligibility Team for regular classroom curriculum modification for any student with advanced learning needs. It may include special education and related services for eligible students, provided in the general education classroom, or in some cases, in a resource room. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting. Tier 4 is not a substitute for Tier 2, but is layered upon Tier 2 interventions.

#### Quitman County Schools

**The RTI/SST Meeting Content and Team Members Core Team Members**

Each school will have an RTI/SST Core Team made up of the following members:

* + Principal or designee
	+ RTI/SST Coordinator
	+ School Psychologist Assigned to the school
	+ Instructional /Academic Coaches
	+ Teachers

#### SST Meetings

A minimum of three SST meetings will be required before Tier 4 services unless there is a significant and documented need meeting legal requirements for bypassing the RTI/SST process. The assigned school psychologist will determine if conditions meeting bypass requirements are present.

#### Initial SST Meeting Activities

* + Invite the parent, teacher and at least one RTI/SST Core Teammember
	+ Complete and review background information withparent
	+ Review concerns regarding academic, behavioral, social or emotional progress
	+ Determine specific area of need (identify the problem)
	+ Establish neededinterventions
	+ Determine progress monitoring schedule and who will be responsible for conducting probes (must be at least weeklymonitoring)
	+ Record all the information

#### Second SST Meeting Activities

* + Invite the parent, teacher and at least one RTI/SST Core Teammember
	+ Review the data collection of the past 9 weeks
	+ Determine if the student is making progress toward meeting expectations
	+ Either continue with the interventions or select new interventions (if not responding to the first interventions)
	+ Determine progress monitoring schedule and who will beresponsible for

conducting probes (must be at least two times weekly monitoring)

* + Record all the information

#### Third SST Meeting Activities

* + Invite the parent, teacher, and at least one RTI/SST Core Team member.

The school psychologist must be invited to this meeting.

* + Review all data collected in the 18 week period, testing information, background information
	+ Determine if the student is making progress toward meeting expectations
	+ Either continue with the interventions or complete referral to Tier 4
	+ If continuing with interventions, determine progress monitoring schedule and who will be responsible for conducting probes (must be at least two times weekly monitoring)
	+ Record all the information

***NOTE: A student can move up and down the pyramid in a continuum of services at any time (data should drive these placements). If they make adequate progress and move from level three (SST) back to level two, the SST meetings are no longer necessary and they will be monitored by the CORE team for continued progress.***

#### Decision Making Along the Continuum of the Pyramid of Intervention

**TIER 1**

1. Universal screening or benchmarking conducted at schoollevel.
2. Evidence based curricula and strategies in place for all students and differentiation is documented by general education teachers through the general education environment.
3. At risk students identified in an area of instructional delay (language, academics, behavior).
4. Any student identified as at risk is monitored for at least a grading period with progress monitoring tool or CBM in order to determine instructional effectiveness.
5. Data included and analyzed by classroom general education teacher for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions.

**TIER 2**

1. Hearing and vision screenings completed for each student requiring Tier 2 interventions.
2. Parents notified that additional small group instruction may be needed forstudent.
3. Contact parent through a conference or call and send home written documentation of the strategies that will beattempted.
4. Small group instruction in addition to core curriculum provided to student for at least one grading period.
5. Progress Monitoring administered at least every 2-3 weeks to determine if a change in delivery or strategy is required.
6. If data after 3 progress monitoring checks indicates regression or no progress, the problem solving/data team of general education should meet to determine if more intensity in delivery time or instruction isrequired.

**TIER 3**

1. Student remains at lowest 25% of performance in area of deficit. Additional interventions deemed necessary by teachers, parents, or others, the SST process is initiated with a referral to SST.
2. Baseline and progress monitoring data from Tier 2 are analyzed to create specific goal(s) for student improvement.
3. SST may determine the need for additional information on student. This may include the use or administration of informal or formal measures to gather individual data on the area of concern.
4. Members of SST collaborate to identify no more than 2 specific interventions to utilize with student.

*\*The plan for implementation includes a timeline detailing how long the intervention will be implemented and dates for progress monitoring.*

1. If the child is making progress using the SST interventions, the interventions are continued for a minimum of 9 weeks. If progress toward goal is minimal, SST members will revise or change the intervention

*\*The intervention plan should be implemented for at least 4 weeks before changes are made.*

***\*\*If the intervention plan is successful, the SST will create a plan for reducing the level of support needed by the child to the Tier 2 level. This plan should include a realistic timeframe for accomplishing this goal.***

1. The SST may make a referral to special education (tier 4) if the intervention plan and its revisions are not successful in helping the child meet the goals identified by the SST.

#### Initial RTI/SST Meeting Agenda

1. Introductions
	1. Appoint a record keeper
	2. Appoint a meeting Chairperson
2. Establish an End Time for Meeting
3. Purpose of the Meeting Discussed
	1. Describe academic/behavior problem
	2. Present Baseline Data for each area
4. Discuss the appropriate academic/behavior grade level expectation
5. Discuss any other factors contributing to difficulties (home,social)
6. Develop Strategies
	1. Identify reasonable short term goal to reach identifiedstandard
	2. Review Research Based Interventions available
	3. Select Intervention(s)
	4. Determine schedule of intervention
	5. Determine who will be responsible for conducting theintervention
	6. Determine the assessment used to progressmonitor
7. Schedule a Follow Up meeting Date and Time
8. Dismiss

#### Follow Up RTI/SST Meeting Agenda

1. Introductions
	1. Appoint a record keeper
	2. Appoint a meeting Chairperson
2. Establish an End Time for Meeting
3. Purpose of the MeetingDiscussed
	1. Review Target Academic/Behavior/Speech Problem
	2. Review Baseline Data Recorded in Previous Meeting
	3. Provide Data Collected Since the Last Meeting
4. Determine if Previous Short Term Goal was Met
	1. If Goal WAS Met: Continue and Increase the Goal
	2. If Goal WAS NOT Met: Change Intervention or Goal
		1. Identify a Reasonable Short Term Goal
		2. Review Interventions Available
		3. Identify Intervention to be Used
		4. Identify Who Will Deliver Intervention
		5. Identify the Schedule of the Intervention
		6. Identify Assessment Measure and Schedule
5. Schedule Follow Up Meeting Date and Time
6. Dismiss

#### Response to Intervention for Behavior

It is important to note the relationship between academic performance and behavior. Though the focus of this section is behavior, seldom does inappropriate behavior occur without a relationship to the academic environment. Problematic behavior of many students is directly related to academic deficients and their desire to escape difficult tasks. Therefore academic issues must be addressed in conjunction with behavior interventions.

**Tier 1** - Universal school-wide expectations, rules, and procedures which serve as the standards for behavior. In this preventative approach, the expectations/standards are then systematically taught to all students through lessons and demonstration similar to the way reading or mathematics skills are taught. Students achieving the behavior standards are recognized in the same way that grades and honor roll acknowledge students for academic success.The degree to which behavior reflects the school-wide standards is measured through data collection and analysis.

If the school-wide discipline plan is consistently and effectively being implemented, 80-90% of the students should respond positively.If that is not the case, a problem-solving approach would be utilized to identify possible barriers such as poor instruction, inconsistent implementation of the school-wide plan, or lack of fidelity of implementation. If none of those barriers are identified, a universal intervention such as modifying the plan would be appropriate.

When 80-90% of the students are responding positively to the school-wide plan, schools can begin to identify those remaining students who may need more support.

Response to Intervention strategies can be applied to students’ student social behavior, as well as to academic achievement. The core principles of RTI remain the same regardless of the problem solving target.

Students who display chronically disruptive behavior, or for whom behavior interferes with academics will be identified for tier 2 or tier 3.

QCSS is implementing the PBIS program to impact the behavior and the culture/climate of the schools. Positive Behavioral Interventions & Support (PBIS) is a systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Evidence-based features of PBIS include;

* Prevention
* Define and teach positive social expectations
* Acknowledge positive behavior
* Arrange consistent consequences for problem behavior
* On-going collection and use of data for decision-making
* Continuum of intensive, individual intervention supports
* Implementation of the systems that support effective practices

Tier 1

Analyze behavioral data - at the beginning of each year, look at the data from the previous year

as indicated below.

* Office discipline reports
* Behavioral incidents
* Attendance
* Suspension/Detention
* Observations
* Self-assessments
* Surveys, rating scales, etc. - behavior ratings will be completed by the teacher in the late fall of each year.

Positive Behavior Interventions and Supports (PBIS) Class-wide and Individual Incentives/Rewards

Tier 2/Tier 3 - at-risk students as identified from the data will be served on Tier 2. Students who continue to fall below expectations after Tier 2 interventions will be referred to Tier 3 via the Tier 3 Referral form.

PBIS

Student Social Skills Club Behavior Contract

Check in/Check out

Attention Seeking –

Non-contingent Reinforcement (Random teacher attention) <http://www.interventioncentral.org/behavioral-interventions/challenging-students/> schoolwide-strategies-managing-defiance-non-compliance

Motivation –

<http://www.interventioncentral.org/behavioral-interventions/motivation>

On-Task –

Rubber Band Intervention

Self-monitoring -

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/> schoolwide-strategies-managing-task-inattention

Hyperactivity –

Self-monitoring

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/> schoolwide-strategies-managing-hyperactivity

Forms, Intervention Logs and Progress Monitoring Section

The Intervention Log will be used to record day/time/duration data for interventions used. This log will be maintained on each student in Tiers 2 and 3.

Progress Monitoring sheets in this section are specific to the intervention. Data will be recorded on these sheets to reflect the student’s progress or lack thereof.

Intervention Logs and Progress Monitoring sheets will be maintained in the classroom folders and brought to each RTI/SST meeting (if not requested prior to).

Printouts from such programs as Star, DIBELS, etc. will be provided at all RTI/SST meetings to document participation/progress in these programs.

**Forms, Intervention Logs and Progress Monitoring Section**

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Intervention Logs and Progress Monitoring sheets will be maintained in the classroom folders and brought to each RTI/SST meeting (if not requested prior to).

Printouts from such programs as Star, Dreambox, Study Island, Plato, DIBELS etc. will be provided at all RTI/SST meetings to document participation/progress in these programs.

**RTI/SST Implementation Guide**

1. All students are taught in Standards-Based Classrooms using Learning-Focused Strategies, appropriate frameworks, and flexible grouping. All parents will receive A Parent’s Guide to Response to Intervention and Student Support Team at the beginning of the year. See form RTI/SST 1
2. Students receiving interventions will participate in benchmark assessments using grade level appropriate Curriculum-Based Measures (CBM). Universal Screening using CBMs will be conducted in August, January, and May of each year.
3. The RTI Data Review Team, minimum of 3 persons (may consist of, but not limited to Teachers by Grade Level/Team, Principal, AP,Instructional Coach, Counselor, etc.) meets to review universal screenings and other relevant data and to determine tier appropriate instruction and intervention groups for students. These meetings are held three times per year following universal screenings (August, January, and May).
4. As grade levels meet, curriculum and assessments (content) are discussed and appropriate course of action determined. Challenges in instruction and assessments are addressed. Did the assessment align to the standard? What other course of action should be taken for students who did not meet expectations. Following assessments, data is analyzed to determine adjustments in instruction that are needed.
5. Students consistently performing below the 25% on multiple CBMs and other instructional data should be considered for Tier 2 interventions. Students consistently performing below the 10% on multiple CBMs and other instructional data should be considered for Tier 3 interventions.
6. Teachers should send home Parent Notification (RTI/SST 2) on all Tier 2 students after each determination meeting. Parents may be invited to Tier 2 meetings using the Tier 2 Parent Invitation letter (RTI/SST 3).
7. When a student is being considered for placement in Tier 2, the homeroom teacher begins documenting on the Progress Monitoring Data Form (RTI/SST 4). See the intervention resources for identified target areas. Tier 2 includes interventions with progress monitoring approximately every 2-4 weeks.
8. Upon determining a student is eligible for Tier 2, a hearing/vision screening should be completed by the appropriate school personnel if current screening is not available. Tier 2 and Tier 3 students should have an annual Hearing and Vision screening updated and on file. Parent/Guardian permission must be documented. (RTI/SST 5)
9. The Problem Solving Worksheet (complete form RTI/SST 13) will be utilized to determine the problem and the appropriate intervention. When interventions have been determined, teachers should progress monitor accordingly and record their outcomes on the Progress Monitoring Data Form (RTI/SST 4). Skills deficits, goals and outcomes should be specific. Additional meetings in grade levels or parent conferences may be held as needed to review student progress. The Progress Monitoring Followup form (RTI/SST 14) will be utilized for Tier 2 and 3 followup meetings.
10. If the RTI Data Team recommends moving to Tier 3/SST, copy or email the Student Data Profile (RTI/ SST 6a & 6b) to the RTI Coordinator. The referring teachers should complete the SST Referral Form (RTI/ SST 7). Continue current interventions until Tier 3/Initial SST meeting is held. P**arents must be invited to ALL SST meetings.** Send home the SST Parent invitation prior to SST meetings (RTI/ SST 8).
11. At the initial Tier 3/SST meeting, review Tier 2 progress monitoring data and recommend Tier 3 interventions. Meeting minutes will be accomplished through documentation on the SST Team Meeting Minutes Form (RTI/SST 9) and continue documenting on the Progress Monitoring Data Form

(RTI/SST 4) indicating pertinent notes, action plans, goals, changes in interventions, etc. The teacher should update the Progress Monitoring Data Form.

1. As often as deemed necessary, the SST Team will meet to review Tier 3 progress monitoring data. Progress monitoring data will be monitored closely by the teachers/SST Coordinator. If the student is making adequate progress (as determined by the SST Team), the RTI/SST data team can move the student back to Tier 2 and dismiss from SST. Dismissal from SST must be documented in the SST Meeting Minutes (RTI/SST 9) and added to the file that returns to Tier 2. If parent is not present at the meeting, a copy of the minutes will be sent home to the parent. If a student is dismissed from Tier 3/SST notes should be reflected in the minutes. Parents should be notified if students exit a tier.
2. If the team determines that the student should remain in Tier 3, continue implementation of selected interventions. Adjust action plan as needed. Additional meetings may be held to review student progress.
3. Appropriate personnel should complete the Classroom Observation Form (RTI/SST 10) or appropriate fidelity checklists on Edivate.
4. If the student is not making adequate progress, the team may recommend that the student be referred for a comprehensive evaluation. The RTI/SST Checklist for Completed Referrals and the Referral for Evaluation is utilized by the SST Coordinator to ensure that all required documentation is included in the referral. See (RTI/SST 11 & 12).
5. If the Special Education Coordinator/School Psychologist determines that the referral iscomplete, all documentation is sent to the Special EducationOffice.

**A Parent’s Guide to Response to Intervention (RTI)**

Response to Intervention (RTI ) is a learning process that matches general education classroom instruction to each student’s learning needs. In other words, educators respond to a student’s academic and/or behavior challenge with the right amount of intensity in classroom learning supports. These instructional techniques are called interventions. Progress Monitoring measures student success by frequently using check points to measure performance.

Check points, including the use of standardized test results, data collection charts and/or classroom observation, display an instant picture on the impact of the intervention.

In Georgia, educators respond with instructional interventions, through a four-tier instructional- support process called the Georgia Student Achievement Pyramid of Interventions. Delivery of interventions at each tier are based on the student’s success in meeting the Georgia Standards of Excellence (GSE).

The Student Support Team (SST) process is a state-mandated and school-based intervention process. As outlined in Georgia’s Student Achievement Pyramid of Interventions, Student Support Team Compliance serves as the basis for facilitation of Tier 3-Response to Intervention services. The purpose of the Student Support Team is to provide support to both students and teachers with the outcome being improved student performance.

**What is an "Intervention"?**

An intervention is a type of instruction targeted to meet the learning and/or behavioral needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched or evidenced-based to deliver specific instructional strategies and techniques.

Interventions can be purchased or created by school personnel. Students typically participate in interventions during electives, connections, or other times within the school day.

**What are the benefits of RTI?**

By measuring student achievement in a consistent and frequent process, schools immediately know which students are in need of additional supports to meet the Georgia Standards of Excellence. This is a different approach from "waiting to fail" on the end of year assessment (Georgia Milestone Assessments or EOCT) and providing support the following year. Within an RTI framework, students are provided interventions, when and if needed, to reach academic and behavioral success.

**How can parents help?**

"Family Engagement" means to actively participate in your child’s education. You are a critical partner in the continual success of the teaching and learning in school. Here are some tips on how to be engaged in the RTI process:

1. Read the Georgia Standards of Excellence for your child’s grade or course by going to the parent page of [www.GeorgiaStandards.org.](http://www.GeorgiaStandards.org/)
2. Ask for ways you can help at home to improve your child’s school performance.
3. Review and ask questions about your child’s progress on assessments (tests) during parent conferences.

(RTI/SST 1a)

1. Become knowledgeable about the classroom intervention process in your school or district.
2. If your child is being supported with an intervention, request progress updates so you know if the intervention is working.

**Resources for Parents and Families:**

* + National Center on Response to Intervention: <http://www.rti4success.org/>
	+ RTI Action Network<http://www.rtinetwork.org/Parents-and-Families>
	+ National Association of School Psychologists <http://www.nasponline.org/resources/handouts/RTIprimer.pdf>
	+ US Department of Education

<http://www.ed.gov/index.jhtml>

* + Georgia Standards of Excellence [www.georgiastandards.org/Pages/parents.aspx](http://www.georgiastandards.org/Pages/parents.aspx)
	+ GaDOE’s Guidance on RTI

<http://www.gadoe.org/ci_services.aspx?PageReq=CIServRTI>

* + Parent to Parent of Georgia [www.parenttoparentofga.org](http://www.parenttoparentofga.org/)
	+ GaDOE’s Parent Mentor Partnership [www.parentmentors.org](http://www.parentmentors.org/)

(RTI/SST 1b)

Date:

Parent of

Dear Parent:

The Quitman County School System believes that educators should have high expectations for all children and that it is our responsibility to help students achieve the academic goals of performing at or above grade level in all subject areas. Children come to school at different stages of development and do not all learn at the same rate or with the same methods of teaching. Because of their differences, most children learn best when they are in small groups and have access to materials and activities which are adjusted to their pace and style of learning.

As part of district-wide efforts to improve student achievement, all Quitman County Schools students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

On the screener your child did not meet the expected range for his/her grade level for one of these benchmarks, and will be receiving supplemental intervention and/or small group instruction in the following area(s): reading math writing behavior. Teachers will meet regularly to monitor the progress of the interventions and academic growth in the area(s) mentioned above.

We appreciate your support of our collaborative efforts. If you have any questions, please contact your child’s teacher or me at 229-334-4298 or 229-255-7942.

Sincerely,

Coretha A. Laurent RTI/SST Coordinator

(RTI/SST 2)

Dear Parent/Guardian of: (Optional letter)

Your child has been referred to Tier 2 of the Response to Intervention (RTI) Process. This is a regular education process whose function is to provide services to students struggling to learn. RTI is a systematic process to improve results in academic, behavioral and/or emotional areas for your child. This multi-tiered approach is to provide insight and specific suggestions to help the classroom teacher as well as the student. Your child has been referred because of the following concerns:

A meeting has been scheduled for your child: Date:

Time: Location:

Through collective efforts of the Response to Intervention team, which consists of teachers, administrators, and other support staff, we hope to develop successful methods of helping your child have a more productive school year. You are invited and strongly encouraged to participate in this meeting. Parental input is considered very important. Please provide any information prior to the meeting that you feel will be helpful on the attached form and return it to your child’s teacher or the school counselor.

All information will be regarded as confidential and is accessible only to those who have a legitimate need to know it.

We appreciate your support of our collaborative efforts. If you have any questions, please contact me at 229-334-4298 or 229/255-7942.

Sincerely,

Coretha A. Laurent RTI/SST Coordinator

(RTI/SST 2b)

 Yes, I plan to attend the meeting on

 No, I cannot attend the meeting, please contact me to reschedule.

 No, I cannot attend. Please conduct the meeting without me and inform me of the outcome. Parental input:

Signature Date

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

In addition, we would like your permission to conduct a screening of your child's vision and hearing. We will notify you if there are any concerns.

 Yes, I consent for vision/hearing screening.

 No, I do not consent for vision/hearing screening.

\*Please return this form to your child's teacher as soon as possible. Signature Date

# Response to Intervention/Student Support Team Checklist:

**Speech Only (Tier III)**

This checklist serves as a guide to completing the Response to Intervention process. This checklist is a guide and may not be all inclusive for all RTI/SST cases. This checklist is to be used for student that are being monitored for SPEECHONLY.

 1. Teacher notifies the school RTI coordinator that there is a need to open an RTI/SST case for an unresolved speech or languageissue.

 Hearing and Vision screening is requested

 Date passed / /

 2. RTI/SST Coordinator activates the RTI file and provides the teacher with the Background Information Form.

 3. RTI/SST Coordinator will create the Initial Parent Invitation Letter

 4. RTI/SST Coordinator mails or sends home the Parent Invitation Letter

 Date Mailed: / /

 5. RTI/SST Coordinator holds initial RTI/SST meeting with Core Team member and parent.

 Date Meeting Held / /

 Review classroom performance as related tosuspected speech/language problem

 Review Baseline Data

 Select Target Skill(s)

 Review interventions specifically related to student’s speech issue (SLP interventions sheet)

 Select interventions

 Select schedule of interventions

 Select progress monitoring assessment and schedule

 6. Interventions implemented with fidelity and progress monitored regularly.

 7. Follow up RTI meetingscheduled

 Parent Invitation sent home or mailed / /

 8. Follow up RTI meetingheld

 Date Meeting Held: / /

 Review DATA from progress monitoring plan

 If progress is being made continue with intervention and set a new goal

 If progress is not being made review other interventions and create new intervention and progress monitoring plan with a newschedule

(Interventions must be delivered for a minimum of 9 weeks. Multiple meetings may be held to review and adjust goals and interventions during those 9 weeks as deemed appropriate for the student by the RTI/SST team.)

 9. Conduct additional RTI meeting as needed following steps 7 and 8 above.

 10. If the student is not making adequate progress and a disability is suspected, the RTI/SST Coordinator will contact the speech therapist to arrange attendance at one of the above follow up meetings to determine if a special education evaluation is needed to address the student’s continuing lack of progress.

# QUITMAN COUNTY SCHOOLS

**FUNCTIONAL BEHAVIORAL ASSESSMENT PERMISSION TO ASSESS**

Date:

Student’s Name: DOB SSN: School: Grade:

Parent/Guardian: Phone:W/H

Address:

City: State: ZIP:

Your child has been referred for a functional behavioral assessment to be used in developing a behavioral plan, should onebeneeded.

Name: Position:

We believe that an assessment of your child is needed for educational planning.

The evaluator(s) who work with your child may use the following:

* Social History \*Interviews \*Behavioral Checklists
* Observation \*Review of Records \*Other
* Differential Test \* SAED(Scale to Access Emotional Disturbance)

Within 30 school days following the assessment, you will be given the opportunity to discuss the results with someone knowledgeable about the assessment.

Signed Title

Please check one:

 I agree for the Quitman County School System to conduct a Functional Behavioral Assessment on my child.

 I do not agree for the following reasons:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Please check one:

 I have received a copy of my parental rights.

 No, I did not receive a copy of my parental rights

Parent/Guardian: Date:

#### QUITMAN COUNTY SCHOOL DISTRICT Tier III REFERRAL

|  |  |
| --- | --- |
| Date: | School: |
| Student: | Grade: | Teacher: |

Referral Source: Referral Reason:

|  |  |  |
| --- | --- | --- |
|  | Behavior |  |
|  | Academic Skill Area |  |
|  | Other Area |  |

Differentiated Instruction for all students is implemented through the use of a standards-based classroom model as required by the Common Core Georgia Standards of Excellence.

Has student had adequate exposure to the core curriculum with a general education teacher at Tier 1?

 Yes No

Additional strategies used:

|  |
| --- |
| Additional Services |
|  Behavior: |
|  School Counselor |  Department of Family & Children Services |
|  Other |  Department of Juvenile Justice |
|  Academic |
|  English to Speakers of Other Languages (ESOL) |  Other |
|  Speech |
|  504 Plan |
|  Early Intervention Program (EIP) |
|  WAPTScore:Area(s) of concern: Area(s) of concern:Subject: Description: |

|  |
| --- |
| Academic/Behavior Records |
| Print and ATTACH the following: |
|  SLDS Student Profile |  Current Star Reading |
|  Attendance |  Current Star Math |
|  Discipline Report (if applicable) |  Other |
|  Current Benchmark Scores (R, ELA, and Math) |
| Complete pertinent academic performance below: |
|  **GA Milestones:** |  **GA Milestones:** |  **GA Milestones:** |  **GA Milestones:** |
| Year: | Year: | Year: | Year: |
| Grade: | Grade: | Grade: | Grade: |
| Reading: | Reading: | Reading: | Reading: |
| ELA: | ELA: | ELA: | ELA: |
| Math: | Math: | Math: | Math: |
|  **GKIDS** |
| **Assessment** | Performance |
|  English Language Arts |  |
|  Mathematics |  |
|  Social Studies |  |
|  Science |  |
|  Approaches to Learning |  |
|  Personal and Social Development |  |
|  Motor Skills |  |
| Other Data: |
| Complete pertinent behavior scores below: |
|  Checklist III (Behavior Screening) |  Motivation Assessment Scale: |
| Classroom Behavior: | Behavior: |
| Externalizing: | Rate the order of motivation for the defined |
| Socialization: | behavior: Choose an item. |
| Total Score: | Sensory Escape |
|  | Attention |
|  | Tangible |
| Other Data: |

(RTI/SST 7)

#### Intervention/Progress Monitoring Data Form

**Student’s Name**: Grade **Teacher** Target Skill: Frequency: Duration: Goal: Expected Growth Rate: Legend:

|  |  |  |
| --- | --- | --- |
| T = Time (# of minutes)P = ProgramF = Focus | **Focus**L = Language PA = PhonemicAwareness P = PhonicsF = FluencyV = VocabularyC = Comprehension | **Program**(Create your own key. For Example W = Wilson Foundations) =  =  =  =  |
| **Week of** | **Monday** | **Tuesday** | **Wednesda y** | **Thursday** | **Friday** | **Total****# of****minu tes** | **Assess- ment** | **Out- come****+/1** |
| **T** | **P** | **F** | **T** | **P** | **F** | **T** | **P** | **F** | **T** | **P** | **F** | **T** | **P** | **F** |
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 Goal reached, discontinue intervention Goal reached, increase goal & continue

 Goal not reached, continue intervention Goal not reached, change intervention Comments:

(RTI/SST 4)

#### PERMISSION TO SCREEN

Parent/Guardian of:

Dear Parents,

At Quitman County Schools, we are committed to providing the highest quality education for every student. In order to accomplish this mission, our school implements a four-tiered approach to instruction known as Response to Intervention (RTI).

Response to Intervention identifies and provides varying levels of support beyond the core curriculum for students who may be struggling in academic or behavioral areas. All students will continue to receive core instruction as mandated by the Georgia State Department of Education. However, those students identified as struggling learners will receive additional support to address their individual needs.

As part of this process, we need your permission to conduct preliminary screenings on your child The screenings may include but are not limited to the following: **vision and hearing, formal developmental, speech screening and/or educational diagnostic screening. Please check Yes or No below, sign this form, and return it to your child’s teacher.** You will be notified as to the results of the screening.

Sincerely,

Coretha A. Laurent RTI/SST Coordinator

**Yes No**

Parent Signature: Date:

Please sign and return this form within five (5) school days. Date returned to classroom teacher:

Date received by school nurse: Date tested:

(RTI/SST 5)

**Quitman County Elementary/Middle/High**

**Student Profile Sheet Grade: School year:**

|  |  |
| --- | --- |
| **Student:** | **Receiving Services In:** |
| **Teacher:** |  **EIP Reading** **EIP Math** **ESOL** **Gifted** |  **CEIS Lab** **Speech** **SPED** |
| **Previously retained:** |
| **Retained in:** |
| **RTI:** |

|  |  |
| --- | --- |
| **STAR Reading (PR/SS)** | **Star Math (PR/SS)** |
| **Fall** | **Winter** | **Spring** | **Fall** | **Winter** | **Spring** |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **DIBELS** |  |
| **Fall** | **Winter** | **Spring** |
|  |  |  |
| **Report Card Grades** |
|  | **1st 9 wks** | **2nd 9 wks** | **SEM 1** | **3rd 9 wks** | **4th 9 wks** | **SEM 2** | **FINAL** |
| **Reading** |  |  |  |  |  |  |  |
| **Lang. Arts** |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |
| Attendance and Behavior |
|  | **1st 9 wks** | **2nd 9 wks** | **SEM 1** | **3rd 9 wks** | **4th 9 wks** | **SEM 2** | **FINAL** |
| **Absences** |  |  |  |  |  |  |  |
| **Behavior Referrals** |  |  |  |  |  |  |  |

(RTI/SST 6a)

|  |
| --- |
| **GKIDS** |
| **Assessment** | **Performance** |
| **ELA** |  |
| **Math** |  |
| **Science** |  |
| **Soc. Studies** |  |
| **Approaches to Learning** |  |
| **Personal & Social Development** |  |
| **Motor Skills** |  |

|  |
| --- |
| **Benchmark Assessment Data** |
| **Reading** |  |  |  |  |
| **ELA** |  |  |  |  |
| **Math** |  |  |  |  |
| **Science** |  |  |  |  |
| **Soc. Studies** |  |  |  |  |

(RTI/SST 6b)

Dear Parent/Guardian of ,

As part of district-wide efforts to improve student achievement, all Quitman County Schools students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

On the screener your child did not meet the expected range for his/her grade level for one of these benchmarks, and was referred to RTI for supplemental intervention and/or small group instruction in the following area(s): reading math writing behavior. Your child’s teacher(s) have monitored his/her success, and the obtained data indicates the need for more intensive intervention, referred to as Tier III (or SST). Using these more intensive intervention, the teacher(s) track your child’s progress over time to monitor his/her success, and you will be periodically notified about your child’s performance.

Your child has been referred to the Student Support Team (Tier 3) because of the following concerns: A meeting has been scheduled for your child:

Date: Time: Location:

Through collective efforts of the Response to Intervention team, which consists of teachers, administrators, and other support staff, we hope to continue to develop successful methods of helping your child have a more productive school year. You are invited and strongly encouraged to participate in this meeting. Parental input is considered very important. Please provide any information prior to the meeting that you feel will be helpful on the attached form and return it to your child’s teacher or the school counselor.

All information will be regarded as confidential, and is accessible only to those who have a legitimate need to know it.

We appreciate your support of our collaborative efforts. If you have any questions, please contact me at 229-334-4298 or 229-255-7942.

Sincerely,

Coretha A. Laurent RTI/SST Coordinator

(RTI/SST 8)

 Yes, I plan to attend the meetingon

 No, I cannot attend the meeting, please contact me to reschedule.

 No, I cannot attend. Please conduct the meeting without me and inform me of the outcome.

Parental input:

Signature Date

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

In addition, we would like your permission to conduct a screening of your child's vision and hearing. We will notify you if there are any concerns.

 Yes, I consent for vision/hearing screening.

 No, I do not consent for vision/hearingscreening.

\*Please return this form to your child's teacher as soon as possible.

Signature Date

#### RTI/Student Support Team Minutes Quitman County Schools Georgetown, GA

School: Date: Type of meeting: Initial or FU- 4 8 12

Student: Grade: DOB:

Vision/Hearing Date: Vision: Glasses: Yes/No Hearing:

Meeting Summary:

Recommendations:

 Behavior observation Behavior Management Plan

 Intervention Plan (attached) Change Intervention Class

 Modify intervention plan (attached) Additional screening

 Speech/Language Screening Re-screen Vision/Hearing

 Referral to School Counselor Other

Follow Up Meeting: Date: Time:

(RTI/SST 9a)

#### RTI/SST Attendance

Student: Date:

Team Members Present

Name: Position:

(RTI/SST 9b)

**Quitman County School**

RTI Problem Solving Worksheet

|  |  |
| --- | --- |
| Date: | School: |
| Student: | Grade: | Teacher: |

General description of concern:

**STEP 1 - Problem Identification**: What is the problem?

1. What is the universal/expected level of performance?
2. What is the student’s current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform)
3. What is the peer level of performance?
4. What percentage of students in the classroom or grade demonstrate this discrepancy?
5. GAP Analysis:

Universal Screener Target & Student: Universal Screener Target & Peer: Peer and Student Comparison:

1. What is replacement behavior or targeted academic skill? (measurable, observable, reportable)
2. At what Tier will this problem be addressed?

 Tier 1

 Tier 2

 Tier 3 (Student Support Team)

1. Using the “Student Profile”, do we have enough information to complete Problem Identification?

 Yes

 No

If YES, continue to Problem Analysis

If NO, what data or information is still needed?

When will the team meet again?

**STEP 2 - Problem Analysis:** Why is it occurring?

|  |
| --- |
|  |

\*Replacement behavior or targeted academic skill (from #6, Step 1: Problem Identification) Based on available data (Student Profile, Interviews, observations), why do you think the replacement behavior or academic skill is not occurring and what is the predicted result actions you might take?

Below, record each hypothesis for why the replacement behavior or academic skill is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and check YES to indicate that the data supported the hypothesis or NO to indicate that it did not.

|  |
| --- |
| Hypothesis Prediction Statement |
| What are the most likely reasons this problem could be occurring? —address potential domains of curriculum, instruction, environment, learner) | Based upon what we’ve learned, what can be changed about the instruction, and/or environment in order to enable the students to learn or improve behavior? |
| “This problem is occurring because .” | “If would occur, then the problem would be reduced.” |

#### Hypothesis 1:

|  |
| --- |
|  |

Prediction Statement:

|  |
| --- |
|  |

Relevant Data:

|  |
| --- |
|  |

Validated: Yes No

#### Hypothesis 2:

|  |
| --- |
|  |

Prediction Statement:

|  |
| --- |
|  |

Relevant Data:

|  |
| --- |
|  |

Validated: Yes No

#### Hypothesis 3:

|  |
| --- |
|  |

Prediction Statement:

|  |
| --- |
|  |

Relevant Data:

|  |
| --- |
|  |

Validated: Yes No

\* Do we have enough information to complete Problem Analysis?

|  |
| --- |
|  |

If YES, continue to intervention implementation If NO, what data or information is still needed?

|  |
| --- |
|  |

When will the team meet again?

|  |
| --- |
|  |

**Step 3 - Intervention Determination and Implementation**: What are we going to do about it?

#### Comprehensive Intervention Plan Worksheet

|  |  |
| --- | --- |
| Who is the intervention plan being developed for? |  |
| What is the replacement behavior/targeted academic skill? |  |
| What is the expected level of performance? |  |
| What is the current level of performance? |  |

**Goal:**

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Validated Hypothesis | Intervention Plan | Monitoring Fidelity | Monitoring Plan for Determining Student Progress |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Who is responsible?** | **Who is responsible?** | **Who is responsible?** |
|  |  |  |
| **What will be done?** | **What will be done?** | **What data will be collected and how often?** |
|  |  |  |
| **Intervention Selected (Research / Evidence Based)** | **When will it occur?** | **When will it occur?** | **How will we decide if the plan is effective?** |
|  |  |  |  |
|  | **Where will it occur?** | **How will data be shared?** | **When is the first scheduled date to review progress?** |
|  |  |  |  |

**Step 4 - Progress Follow-Up** (How and when will student progress be reviewed to determined if adequate progress is being made?)

* How will student progress be monitored?

|  |
| --- |
|  |

* When will student progress be monitored?

|  |
| --- |
|  |

* When is the first scheduled date to review student progress?

|  |
| --- |
|  |

* NEXT STEPS

|  |
| --- |
|  |

* Who is responsible for completing NEXT STEPS?

(RTI/SST 13)

Adapted from Guiding Tools for Instructional Problem Solving Revised (GTIPS-R) <http://www.florida-rti.org/gtips/index.html>

## Quitman County School District

#### RTI Progress Monitoring Follow-up

|  |  |
| --- | --- |
| **Date:** | **School:** |
| **Student:** | **Grade:** | **Teacher:** |

**Student Strengths: Student Area of Need:**

* **Behavior:**
* **Academic Skill Area:**

**□Other Area:**

#### Attach graphed data for each review date.

**Is the response to the instruction/intervention?**

* **Positive □ Questionable □ Poor**
	1. **If Positive:**

Continue current instructional supports Adjust goal upward

Fade supports

**Comments/Actions:**

* 1. **If Questionable:**
		1. **Was the intervention/instruction implemented as planned?**

**□ Yes □ No**

* + 1. **If no, what strategies will be utilized to increase implementation?**
		2. **If yes, should the intervention be increase?**
			- **Yes How will intervention be increased?**
			- **No Comments/Actions**
	1. **If Poor:**
		1. **Was the intervention/instruction implemented as planned?**
			+ **Yes □ No**
		2. **If no, what strategies will be utilized to increase implementation?**
		3. **If yes, was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider?**
			+ **Yes □ No**
		4. **Are there other hypothesis to consider?**
			+ **Yes □ No**
		5. **Was the problem identified correctly?**
			+ **Yes □ No**

**Comments/Actions:**

**Student will:**

**The next meeting is scheduled for: RTI Team Members present:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position/Title** | **Signature** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

(RTI/SST 14)

#### Classroom Observation Form Tier 2 Tier 3

|  |  |  |
| --- | --- | --- |
|  Vocabulary |  Opposites |  Same/Different |
|  Rhyming Words |  Sequencing |  Wh Questions |
|  Prepositions |  Plurals |  Size Concepts |
|  Parts of a Whole |  Pronouns |  Object Function |
|  Expressive Language |  Receptive Language |  Comparatives |
| Other: |  |  |

Name: Grade: Teacher: Observer: Date:

Area(s) of Deficit / Referral

Activity Observed: Target Behaviors to be Observed:

Circle behavior observed:

poor concentration

attends to work excessive need for peer attention

need for peer attention attends to instructor poor attention to instructor drowsy, sluggish takes turns selfish, refuses to take turns appears unhappy appears happy high energy level

constantly talking usually quiet easily distracted normal distraction level incomplete assignments complete assignments auditory uses free time well abuses free time

visual rushes through work takes time answering

disobedient cooperative careless answers

careful answering polite talks back, rude sloppy work acceptable neatness impulsive

waits turn starts work promptly avoids starting work

blurts out raises hand and waits negative comments about self positive self-image interrupts rejected by peers

disobeys class rules obeys class rules disrupts others who are working does not bother others easy going easily frustrated

cannot organize work area

normal need for teacher attention

SETTING:

organizes work area excessive need for further

attention

Location of child:

Support Services:

Communication: One-on-One Instruction

Oral Language Body Language Sign Language Assistive Device Other

Small Group Inclusion Classroom Peer Tutoring

EIP

Other

Other setting factors that may contribute to student’s performance:

(RTI/SST 10a)

Language Skills Provided: Check any that apply.

Mode of Instruction: Oral Whole Group Written Teacher or Student Directed Technology Provided: Audio Computer Books w/Tapes Other

ENVIRONMENT: Classroom climate:

 Noisy Quiet Busy Organized Cluttered Chaotic

Response to noise and extraneous stimuli:

Was the student working independently? yes no Were other classmates working independently? yes no Was the student distracted by other students? yes no Was the student distracting other students? yes no

BEHAVIOR:

Is the student on task? yes no If no, what is the source of the distraction

Does the student show any self-help behaviors? yes no If yes, what behaviors. Does the student show any skills in independence? yes no If yes, what skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Peer Interaction: |  aggressive |  talkative |  withdrawn |  cooperative |
|  |  receptive |  expressive |  dominant |  passive |

PARTICIPATION:

Does the student raise his/her hand to be called on? always sometimes never Is the student called on bythe teacher? a lot a little not at all

Contributions to the lesson? appropriate related inappropriate

Did the student ask for clarifications? yes no If yes, explain. Did the teacher clarify the information? yes no

Does the student know the routine? yes no If no, explain.

Additional comments:

(RTI/SST 10b)

Student: DOB: Referral Date:

RTI/SST **Checklist**

 1. Intervention Planning Form and Intervention Reports Tier 2: weeks. All interventions, assessments, and outcomes are documented anddated.

1. Tier 3 Intervention DATA

Univ. Screener

 Progress Monitoring

1. Documented Parent Contacts Parent Contact Log

 Parent Involvement Referral (if necessary)

1. Hearing and Vision, Developmental, and/or Speech Screening Form Hearing and Vision: Date:

 Developmental: Date:

 Academic: Date:

 Behavior: Date:

 Speech: Date:

 5. Copy of the SST Invitationsto parents # of meetings

6. Interventions implemented with fidelity and progress monitored regularly Completed Classroom Observation Form

 7. Completed Developmental History Form

 8. PowerSchool Information, Attendance, and/or DisciplineReports

 9. SST Meetings Minutes & Recommendations: Dates: #1 ,

#2 , #3 , #4 , # 5

 10. Referral for Evaluation

 11.Completed Record of Transfer (RTI/SST 11)

**Sight Words: Folding-in**

Student Name

Please attach the list of Dolch sight words used to test students prior to the intervention.

Highlight or circle the unknown words. These will be used for the intervention. (Note- Only 3 unknown words are used each time the intervention is done.) A tally of the known words will be kept for progress monitoring purposes.

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| Number of Words | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |

**Sight Words: Word List Preview and Repeated Reading**

Please attach the list of Dolch sight words used to test students prior to the intervention. Highlight or circle the unknown words.

The teacher prepares a list of 10 words from the unknown words. Follow the intervention as stated. Record the total number of known words for each week.

Student Name

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 60 |  |  |  |  |  |
| 58 |  |  |  |  |  |
| 56 |  |  |  |  |  |
| 54 |  |  |  |  |  |
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| 6 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| **Number of Words Known** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |

**Phoneme Blending Pairs/Phoneme Segmenting Pairs**

For each strategy, a list of words (20) is needed for the teacher to use (preferably 3 or 4 phoneme words). If students are experiencing difficulty with 3 or 4 phoneme words then just use two phoneme words.

Student Name

Chart how many out of 20 words was segmented or blended correctly each intervention session. Write the list of words used and indicate with a check mark the ones blended or segmented correctly.

|  |  |  |
| --- | --- | --- |
| Week | Week | Week |
| Date | Date | Date | Date | Date | Date | Date | Date | Date |
|  /20 |  /20 |  /20 |  /20 |  /20 |  /20 |  /20 |  / |  /20 |
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Sample

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| Week |
| Date 9/20/2017 | Date | Date |
| 8 /20 |  /20 |  /20 |
| bad  |  |  |
| boat |  |  |
| jump |  |  |

**Repeated Reading**

A passage containing 50 to 300 words is needed for this strategy. The teacher will need a copy of the passage to record the errors. Allow students to read and record their errors on the teacher copy.

Time students for one minute. Use the same passage for each reading. (Make sure passage is on students’ current reading level.) Students will read the passage at least 3 times. Change passages each intervention day. Chart the student progress. Attach the passages used.

Student Name

|  |
| --- |
| **Week 1** |
| Day | Day | Day |
| 1st Reading | 2nd Reading | 3rd Reading | 1st Readin g | 2nd Readin g | 1st Readin g | 1st Readi n g | 2nd Readi n g | 1st Readi n g |
| wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm |

|  |
| --- |
| **Week 2** |
| Day | Day | Day |
| 1st Reading | 2nd Reading | 3rd Reading | 1st Readin g | 2nd Readin g | 1st Readin g | 1st Readi n g | 2nd Readi n g | 1st Readi n g |
| wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm |

|  |
| --- |
| **Week 3** |
| Day | Day | Day |
| 1st Reading | 2nd Reading | 3rd Reading | 1st Readin g | 2nd Readin g | 1st Readin g | 1st Readi n g | 2nd Readi n g | 1st Readi n g |
| wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm |

|  |
| --- |
| **Week 4** |
| Day | Day | Day |
| 1st Reading | 2nd Reading | 3rd Reading | 1st Readin g | 2nd Readin g | 1st Readin g | 1st Readi n g | 2nd Readi n g | 1st Readi n g |
| wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm | wcpm |

|  |
| --- |
| **Week 2 Day 1** |

Repeated Reading with Comprehension Strategy Practice

Follow lesson protocol. Chart the word correct per minute (wcpm) and record if students’ answers were accurate to the comprehension questions at each phase in the protocol.

|  |
| --- |
| **Week 1 Day 1** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |
| **Week 1 Day 2** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |
| **Week 1 Day 3** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |

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| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about.Was there prediction right? Yes or No |
| **Week 2 Day 2** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about (the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |
| **Week 2 Day 3** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about.Was there prediction right? Yes or No |

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| **Week 3 Day** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |

|  |
| --- |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about.Was there prediction right? Yes or No |
| **Week 3 Day 2** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |
| **Week 3 Day 3** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about.Was there prediction right? Yes or No |

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| **Week 4 Day** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |

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| --- |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |
| **Week 4 Day 2** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about.Was there prediction right? Yes or No |
| **Week 4 Day 3** |
| 1st Reading: wcpm |
| 2nd Reading: wcpm Who or what was the passage about? Was the answer provided correct? Yes or No |
| 3rd Reading: wcpm What is the most important thing about the who or what from the passage?Was the answer provided correct? Yes or NO |
| 4th Reading: wcpm Predict what the passage will be about. Was there prediction right? Yes or No |

**Math Facts: Incremental Rehearsal**

Teacher will need to create a deck of math facts unknown by the student. The teacher will follow the protocol. Chart the student’s progress daily.

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| Number of Facts Known | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |

#### RTI Indirect Fidelity Checklist

School: Instructor: Date:

Student Name: Grade: Reviewed by: Interventionist: Intervention Used: Targeted Skill Area: Tier:

The intervention is:

|  |  |  |
| --- | --- | --- |
| **Description of Indicator** | **Yes** | **No** |
| Provided by or supervised by a highly qualified teacher with training in area of intervention |  |  |
| Targeting one specific area of need/deficit/skill and matches skill indicated on the Student Intervention Plan |  |  |
| Interventions match those indicated on Student Intervention Plan |  |  |
| Occurring in addition to core instruction (Tier 1) |  |  |
| Interventions occur during school hours |  |  |
| Computer-based intervention logs match teacher-produced intervention logs (service, date, and time) |  |  |
| Appropriate daily time in small-group (Tier 2: 30 min X 2 day minimum; Tier 3: 45 min. X 3 days minimum) |  |  |
| Delivered with research-based materials |  |  |
| Provided the appropriate amount of time weekly |  |  |
| Progress monitored appropriately (i.e., weekly or every other week; no more than one data point in the same skill may be obtained per week) |  |  |
| Progress monitoring occurs in the area of targeted skill deficit indicated on the Student Intervention Plan |  |  |
| PowerSchool SMS attendance records confirm that student was present on all days intervention was documented |  |  |
| Attendance is adequate (absent less than 23% of the time) |  |  |
| **Total** | /13= % |  |

**Outcome:**

 Indirect fidelity check suggests that interventions are completed with **at least** 80% fidelity.

 Indirect fidelity check suggests that interventions are completed with **less than** 80% fidelity.

Observer’s signature Date Teacher's signature Date

## Tier 2 and 3 Small-Group Direct Fidelity Check

School: Instructor: Date:

Observed by: Tier/Area of Intervention: Intervention Program: Number of students in group: Start and Stop Time: Total Time of Observation:

**High level of implementation=2 Inconsistent level of implementation=1 Low level of implementation=0**

|  |  |  |
| --- | --- | --- |
| **AR EA** | **Level of Implementation** | **Comments** |
| **Materials and Time** |  |  |
| Teacher and student materials ready | **2** | **1** | **0** |  |
| Teacher organized and familiar with lesson | **2** | **1** | **0** |  |
| **Instruction/Presentation** |  |  |
| Follows steps and wording in lessons | **2** | **1** | **0** |  |
| Uses clear signals | **2** | **1** | **0** |  |
| Provides students many opportunities to | **2** | **1** | **0** |  |
| Models skills/strategies appropriately and | **2** | **1** | **0** |  |
| Corrects all errors using correct technique | **2** | **1** | **0** |  |
| Provides students with adequate think time | **2** | **1** | **0** |  |
| Presents individual turns | **2** | **1** | **0** |  |
| Moves quickly from one exercise to the next | **2** | **1** | **0** |  |
| Maintains good pacing | **2** | **1** | **0** |  |
| Ensures students are firm on content prior to moving forward | **2** | **1** | **0** |  |
| Completes all parts of teacher-directed lesson | **2** | **1** | **0** |  |  |
| **General Observation of the Group** |  |  |
| Student engagement in lesson | **2** | **1** | **0** |  |
| Student success at completing activities | **2** | **1** | **0** |  |
| Teacher familiarity with lesson formats and progression through activities | **2** | **1** | **0** |  |
| Teacher encouragement of student effort | **2** | **1** | **0** |  |
| Transitions between activities were smooth | **2** | **1** | **0** |  |
| **Tier 2 Group (Teacher to Student ratio):****Grades K-5:** 2 = 1:5 or less; 1 = 1:6-1:9 = 1; 0 = 1:10or more | **2 1****N/A-Tier 3** | **0** |  |
| **Tier 3 Group (Teacher to Student ratio): Grades K-5:** 2 = 1:3 or less; 1 = 1:4-1.7 = 1; 0 = 1:8 or more | **2 1****N/A-Tier 2** | **0** |  |

|  |  |  |
| --- | --- | --- |
| **Total** | **/38 = %** |  |

**Outcome:**

 Fidelity check suggests that interventions are completed with **at least** 80%fidelity.

 Fidelity check suggests that interventions are completed with **less than** 80%fidelity.

Observer’s signature Date Teacher's signature Date

## Tier 2 and 3 Computer-based Intervention Fidelity Checklist

School: Instructor: Date:

Type of intervention group (circle one): Tier 2 Tier 3

Observer: Area of Intervention & Program: Start and Stop Time: Total Time of Observation:

**High level of implementation: 2; Inconsistent level of implementation: 1; Low level of implementation: 0**

|  |  |  |
| --- | --- | --- |
| **ARE A** | **Level of Implementati** | **Comments** |
| **Program Access/Preparation** |  |  |
| Teacher has computers turned on and headphones available | **2** | **1** | **0** |  |
| Teacher provides student with at least 30 minutes of individual time to complete intervention | **2** | **1** | **0** |  |
| **Monitoring Students While They Are Working** |  |  |
| Teacher ensures that students are working in their own account and not another student’s account | **2** | **1** | **0** |  |
| Teacher walks behind students while they are working to be available for questions and to ensure students are on appropriate intervention program (not another computer activity) | **2** | **1** | **0** |  |
| Teacher checks that students have successfully completed the entire activity | **2** | **1** | **0** |  |
| **Instruction** |  |  |
| Teacher provides individual or small group instruction as needed in the specific skill-deficit area when computer intervention time is less than 30 minutes (Tier2) or less than 45 minutes (Tier 3), or as needed (student appears unable to progress). | **2** | **1** | **0** |  |
| Teacher uses data, skill suggestions, and resources within program to provide additional intervention | **2** | **1** | **0** |  |
| **Follow up/Intervention Monitoring** |  |  |
| Class reports are available indicating student progression through intervention program | **2** | **1** | **0** |  |
| Individual student reports are available indicating additional instruction | **2** | **1** | **0** |  |
| Evidence that teacher reviewed reports for notifications that the students had excessive idle time, rushed through intervention, or excessive log offs (highlighting, circling, annotations, etc.) | **2** | **1** | **0** |  |
| **Total** | **/ % Fidelity** |  |

**Outcome:**

 Fidelity Check suggests that interventions are completed with **at least** 80% fidelity.

 Fidelity Check suggests that interventions are completed with **less than** 80% fidelity.

Observer’s signature Date Teacher's signature Date

### Blending Words

**Intervention Integrity Observation Checklist**

Teacher: Observer:

Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| **INTERVENTION SEQUENCE** | **YES** | **NO** |
| Teacher has a list of words for blending formatted in a size the student can read. |  |  |
| Teacher explains task and gives rationale to student at least briefly every session |  |  |
| Teacher models task with at least two words every session |  |  |
| Teacher uses appropriate hand signaling during model |  |  |
| Teacher initiates practice |  |  |
| Teacher uses appropriate hand signaling for each word during practice phase |  |  |
| Teacher follows error correction procedure immediately for every error. Also mark “Yes” if the student did not make any errors during the observed session. |  |  |
| Teacher maintains brisk pace of presentation |  |  |

Comments:

### Phoneme Blending - Pairs Protocol Intervention Integrity Observation Checklist

Teacher: Observer:

Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| **INTERVENTION SEQUENCE** | **YES** | **NO** |
| Teacher has a list of words for blending. |  |  |
| Teacher explains task to students at least briefly every session. |  |  |
| Teacher models task with at least two words every session |  |  |
| When modeling, teacher points to each chip/cube/note for each phonemes, and slides their finger under all chips/cubes/notes, to blend the word. |  |  |
| Teacher initiates practice by repeating task directions. |  |  |
| Teacher uses appropriate pointing to each chip/cube/note, and sliding under the chips/ cubes/notes, for each word during choral practice phase. |  |  |
| Teacher follows error correction procedure immediately for every error during choral practice. Also mark, “yes” if the students did not make any errors during this portion of the observation session. |  |  |
| Teacher transitions to individual turns only when group is consistently responding to a group of phoneme blending words, correctly. |  |  |
| Teacher uses appropriate hand signaling and calling on students during individual turns phase. |  |  |
| Teacher follows error correction procedure immediately for every error during individual turns practice phase. Also mark, “yes” if the students did not make any errors during this portion of the observation session. |  |  |
| Teacher maintains brisk pace of presentation. |  |  |

Comments:

### Phoneme Segmenting - Pairs Protocol Intervention Integrity Observation Checklist

Teacher: Observer:

Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| **INTERVENTION SEQUENCE** | **YES** | **NO** |
| Teacher has a list of words for segmenting. |  |  |
| Teacher explains task to students at least briefly every session. |  |  |
| Teacher models task with at least two words every session |  |  |
| Teacher uses appropriate hand signaling during model |  |  |
| Teacher holds up fingers in left to right order from students’ perspective. |  |  |
| Teacher initiates practice by repeating task directions. |  |  |
| Teacher uses appropriate hand signal for each word during choral practice phase. |  |  |
| Teacher follows error correction procedure immediately for every error during choral practice. Also mark, “yes” if the students did not make any errors during this portion of the observation session. |  |  |
| Teacher transitions to individual turns only when students are consistently responding to a group of segmenting words, correctly. |  |  |
| Teacher uses appropriate hand signaling and calling on students during individual turns phase. |  |  |
| Teacher uses appropriate hand signaling and calling on students during individual turns phase. |  |  |
| Teacher follows error correction procedure immediately for every error during individual turns practice phase. Also mark, “yes” if the students did not make any errors during this portion of the observation session. |  |  |
| Teacher maintains brisk pace of presentation. |  |  |

Comments

### Repeated Reading

**Intervention Integrity Observation Checklist**

Teacher: Observer:

Student: Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| INTERVENTION SEQUENCE | YES | NO |
| Teacher provides copy of text to student, has a copy of his/her own & a stopwatch |  |  |
| **Optional Reading 1**: Teacher allows time for students to whisper read passages and ask about any unknown words (Leave yes/no box blank if this step was skipped) |  |  |
| Students actively track as they whisper read. (Leave yes/no box blank if this step was skipped) |  |  |
| **Reading 2:** Teacher times student reading for 1 minute and marks on his/her copy ending point. |  |  |
| Teacher records WRC/min and graphs the score, showing graph to student |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Reading 3:** Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. |  |  |
| Teacher records WRC/min and graphs, showing graph to student |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Reading 4:** Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. |  |  |
| Teacher records WRC/min and graphs, showing graph to student |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Optional Reading 5**: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. (Leave yes/no box blank if this step was skipped). |  |  |
| Teacher records WRC/min and graphs, showing graph to student |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Optional Reading 6:** Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point. (Leave yes/ no box blank if this step was skipped). |  |  |
| Teacher records WRC/min and graphs, showing graph to student |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |

Comments:

### Repeated Reading with Comprehension Strategy Practice Intervention Integrity Observation Checklist

Teacher: Observer:

Student: Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| INTERVENTION SEQUENCE | YES | NO |
| Teacher provides copy of text to student, has a copy of his/her own & a stopwatch |  |  |
| Teacher explains fluency as rate + accuracy + expression, and explains that student will be working on building fluency and on answering questions about the passage. |  |  |
| R**eading 1**: Teacher times student reading for 1 minute and marks on his/her copy errors & last word read. |  |  |
| Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score. |  |  |
| Teacher provides brief explicit feedback to the student regarding student rate and number of errors and quality of reading expression. |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Reading 2:** Teacher explains that after the next reading, student will be asked to say “who or what the passage is mostly about.” |  |  |
| Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read. |  |  |
| Teacher asks student to say who or what passage is mostly about and either gives praise for a reasonable answer or provides a brief and appropriate model if the student answer is not reasonable. |  |  |
| Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score. |  |  |
| Teacher provides brief explicit feedback to the student regarding student rate and number of errors and quality of reading expression. |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Reading 3:** Teacher explains that after the next reading, student will be asked to say “the most important thing about (the who or what)” from the passage |  |  |
| Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read. |  |  |
| Teacher asks student to say the most important thing about the who or what they learned from the passage is mostly about and either gives praise for a reasonableanswer or provides a brief and appropriate model if the student answer is not reasonable. |  |  |
| Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score. |  |  |
| Teacher provides brief explicit feedback to the student regarding student rate and number of errors and quality of reading expression. |  |  |

accurate.”

|  |  |  |
| --- | --- | --- |
| INTERVENTION SEQUENCE | YES | NO |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes”if the student did not make any errors during this reading. |  |  |
| **Reading 4:** Teacher explains that after the next reading, student will be asked to “predict what the rest of the passage will be about.” |  |  |
| Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read. |  |  |
| Teacher asks student to make a prediction about what the rest of the passage will be about and either gives praise for a reasonable answer that is not too general or provides a brief and appropriate model if the student answer is not reasonable or istoo general. |  |  |
| Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score. |  |  |
| Teacher provides explicit feedback to the student regarding student rate and number of errors and quality of reading expression. |  |  |
| Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading. |  |  |
| **Passage Completion Reading:** Teacher says, “Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was |  |  |
| Student matches teacher pace, reading aloud while teacher reads with good expression at a pace that the student can follow. |  |  |
| Teacher says “You predicted that the rest of this passage would be about . Was your prediction accurate? Teacher provides praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction wasnot accurate. Teacher briefly models the correct response if student does not provide it. |  |  |
| If student gave an unreasonable response to any of the questions, teacher models a final statement including a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. (“This passage was about , and we learned that . You predicted that in therest of the passage we would learn about , and you were correct(or) but actually …”). If student gave reasonable answers to all questions, skip this step (and mark yes). |  |  |
| Teacher asks, “What does this passage make you think about?” and provides praise for any acceptable answer or provides a model in response to an unacceptable answer or no response. |  |  |
| This protocol is completed with one passage in approximately 10 minutes. (Completing two passages in a typical 20-minute session). If not, indicate how long each passage took. How long  |  |  |
| Student was reading out loud for at least 50% of the total number of minutes in the session |  |  |

Comments:

### Repeated Reading with Question Generation Intervention Integrity Observation Checklist

Teacher: Observer:

Student: Grade: Date: Time:

|  |  |  |
| --- | --- | --- |
| INTERVENTION SEQUENCE | YES | NO |
| Teacher provides copy of text to student, has a copy of his/her own |  |  |
| Teacher explains to student that he/she will read the passage several times, tells the student his/her WRC/min goal, and shows the student the questions he/she will |  |  |
| Student reads cue card questions aloud |  |  |
| **Reading 1:** Student reads the entire passage aloud. Student’s initial reading of the passage is at least 95% accurate. |  |  |
| Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors. |  |  |
| Teacher calculates WRC/min for reading 1 |  |  |
| **Reading 2:** Student reads the entire passage aloud a second time. |  |  |
| Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors. |  |  |
| Teacher calculates WRC/min for reading 2 |  |  |
| If student met WRC/min goal, skip to Questions step. If not, proceed with Reading 3. |  |  |
| **Reading 3:** Student reads the passage aloud. |  |  |
| Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors. |  |  |
| Teacher calculates WRC/min for reading 3 |  |  |
| If student met WRC/min goal, skip to Questions step. If not, proceed with Reading 4. |  |  |
| **Reading 4:** Student reads the passage aloud. |  |  |
| Teacher provides immediate error correction for hesitations and omissions, and delayed error correction at the end of the passage reading for any other errors. |  |  |
| Teacher calculates WRC/min for reading 4, and proceeds to questions step |  |  |
| **Questions:** Teacher prompts the student to answer the cue card questions orally |  |  |
| Teacher provides correct scaffolded support for each incorrect answer |  |  |
| Teacher asks student at least 2 additional factual or inferential questions specific to the passage. |  |  |
| Difficulty level of passages is adjusted appropriately following guidelines |  |  |

Comments:

## Frequency/Event Recording

**Directions:** Fill in the behavior(s) observed and the activity taking place in the column of behavior/activity. In the blocks next to behavior/activity fill in the date the observation is taking place. Each time a student displays the behavior being observed make a tally mark under the appropriate date.

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| --- | --- | --- | --- | --- | --- |
| Behavior/Activity | Date | Date | Date | Date | Date |
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| Behavior/Activity | Date | Date | Date | Date | Date |
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| Behavior/Activity | Date | Date | Date | Date | Date |
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## Frequency Data Sheet

#### Name: . Teacher:

**Target behavior:**

**Description of behavior:**

**Date Date**

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| 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 |
| 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
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| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
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| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
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| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
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| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
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**Notes:**

## Duration Recording

**Directions:** Fill in the behavior(s) observed in the column labeled behavior. Then, list the activity taking place when the behavior occurred. Next, write the time that the behavior started and then when the behavior stopped. In the last column note how long the behavior lasted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Behavior** | **Activity** | **Time Started** | **Time Stopped** | **How Long?** |
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#### Anecdotal Record / ABC Format Student Name:

Please describe the following in detail and from the student’s experience.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Time Start-end | Antecedent(s) Setting Events - “Triggers” | Behavior | Consequence(s) Results - Outcomes |
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## Scatter Plot

Target Behavior(s):

 =

 = Example:

1. Hitting = H

Student: Observer: Dates: through

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| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Activity** | **Date** | **Date** | **Date** | **Date** | **Date** |
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Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

**Behavior did not occur**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | **Activity** | **Date** | **Date** | **Date** | **Date** | **Date** |
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**A-B-C Behavior Card**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** | **Date/Time:** | **Activity:** | **Observer:** |
| **Antecedents**: Demand/request Alone (no attention) Alone (no apparent assignment Attention given to others Transition Specific Peer Specific Adult Preferred object/activity removed Unpreferred activity/ object Difficult task/activity Told “no” Other   | **Challenging Behavior**:Describe briefly in specific termsPerceived Function: Escape/AvoidWhat?   ObtainWhat?  | **Consequences**: Verbal redirect Physical redirect Ignored Activity/materials/ task taken away Isolation (in room) Sent to office or out of room Calming/soothing of student Verbal Physical Both Physical restraint Peer remarks/ laughter Help/assistance given Other  |
|  |  |

#### A-B-C Behavior Card

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** | **Date/Time:** | **Activity:** | **Observer:** |
| **Antecedents**: Demand/request Alone (no attention) Alone (no apparent assignment Attention given to others Transition Specific Peer Specific Adult Preferred object/activity removed Unpreferred activity/ object Difficult task/activity Told “no” Other   | **Challenging Behavior**:Describe briefly in specific termsPerceived Function: Escape/AvoidWhat?   ObtainWhat?  | **Consequences**: Verbal redirect Physical redirect Ignored Activity/materials/ task taken away Isolation (in room) Sent to office or out of room Calming/soothing of student Verbal Physical Both Physical restraint Peer remarks/ laughter Help/assistance given Other  |
|  |  |

**A-B-C Card**

**Student: Date:**

**Location/Activity: Time:**

|  |  |  |
| --- | --- | --- |
| **Antecedent** | **Behavior** | **Consequence** |
|  Lack of Social Interaction |  Noncompliance |  Interruption/blocking |
|  Asked to do something |  Off task |  Behavior ignored |
|  Free time |  Physical aggression |  Redirection to activity |
|  Could not get desired item/ |  Verbal aggression |  Physical restraint |
| activity |  Property destruction |  Removed from room/area |
|  Loud/disruptive environment |  Provoking/teasing others |  Separation within room/area |
|  Ongoing behavior interrupted |  Running away/Out of |  Required to continue activity |
|  Other student provoking | designated area |  Loss of privilege |
|  Stopped from doing activity |  Screaming/tantrum |  Reprimand/warning |
|  Transitional time |  Other  |  Peer/Adult Attention |
|  Difficult task Interruption in routine |   |  Timeout (Duration: ) ISS (Duration: ) |
|  Consequences imposed for |  |  Change in expected activity |
| negative behavior |  | (How or what? ) |
|  Other  |  |  Detention (Duration: ) |
|  |  |  Other  |
|  |  |

## A-B-C Card

**Student: Date:**

**Location/Activity: Time:**

|  |  |  |
| --- | --- | --- |
| **Antecedent** | **Behavior** | **Consequence** |
|  Lack of Social Interaction |  Noncompliance |  Interruption/blocking |
|  Asked to do something |  Off task |  Behavior ignored |
|  Free time |  Physical aggression |  Redirection to activity |
|  Could not get desired item/ |  Verbal aggression |  Physical restraint |
| activity |  Property destruction |  Removed from room/area |
|  Loud/disruptive environment |  Provoking/teasing others |  Separation within room/area |
|  Ongoing behavior interrupted |  Running away/Out of |  Required to continue activity |
|  Other student provoking | designated area |  Loss of privilege |
|  Stopped from doing activity |  Screaming/tantrum |  Reprimand/warning |
|  Transitional time |  Other  |  Peer/Adult Attention |
|  Difficult task Interruption in routine |   |  Timeout (Duration: ) ISS (Duration: ) |
|  Consequences imposed for |  |  Change in expected activity |
| negative behavior |  | (How or what? ) |
|  Other  |  |  Detention (Duration: ) |
|  |  |  Other  |
|  |  |