MIDLOTHIAN ISD
INSPIRING EXCELLENCE

MTSS Handbook

Elementary

2020-2021

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MTSS

What is MTSS?

Multi-Tiered System of Supports (MTSS) is a whole child approach to provide targeted interventions and support to struggling students. MTSS supports academic growth and achievement, behavior, social and emotional needs, and absenteeism. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. MTSS provides a framework to respond and intervene to students with challenges that interfere with their ability to learn. The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education.

Key Components of MTSS

The MTSS model is a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention optimizes student growth. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions with targeted support that can be amplified in response to levels of need
- Integrated plans that address students' academic, behavioral, social and emotional needs
- The use of evidence-based strategies
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports. Administrators, teachers, counselors, and other specialists work as a team when they assess students and plan interventions.
- Parent involvement
- Professional development so staff can deliver interventions and monitor progress effectively

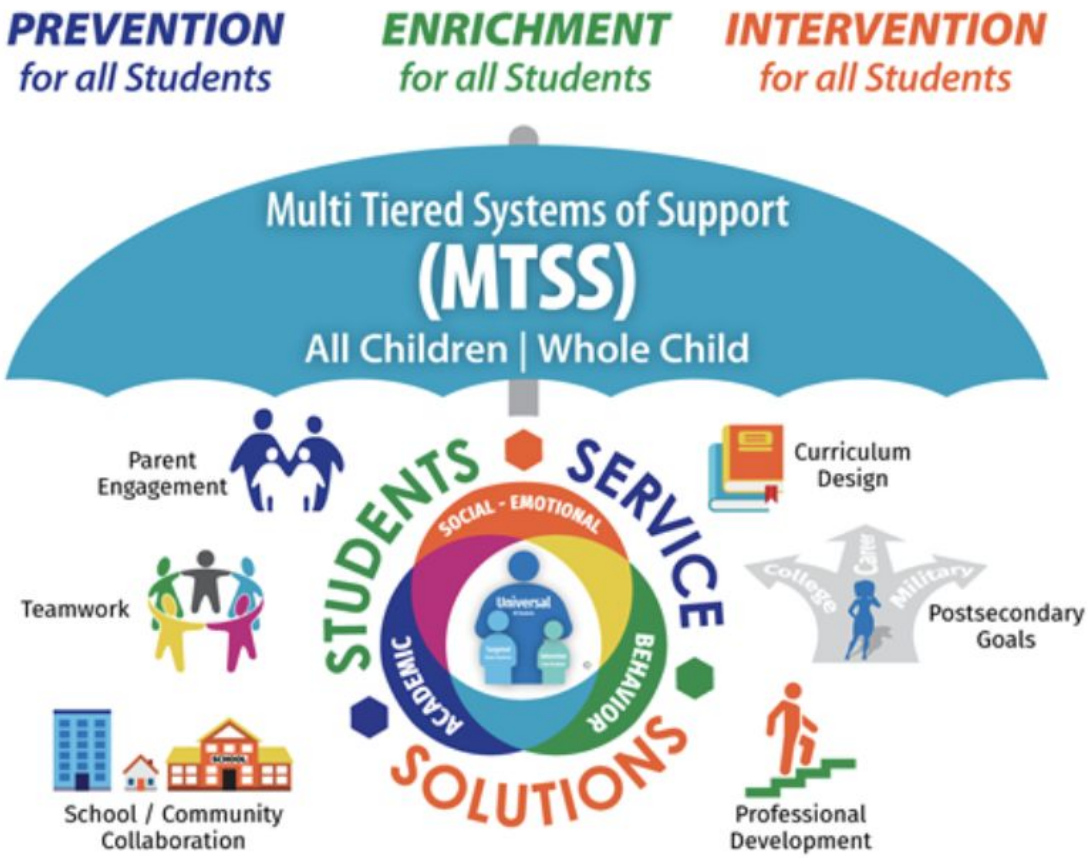


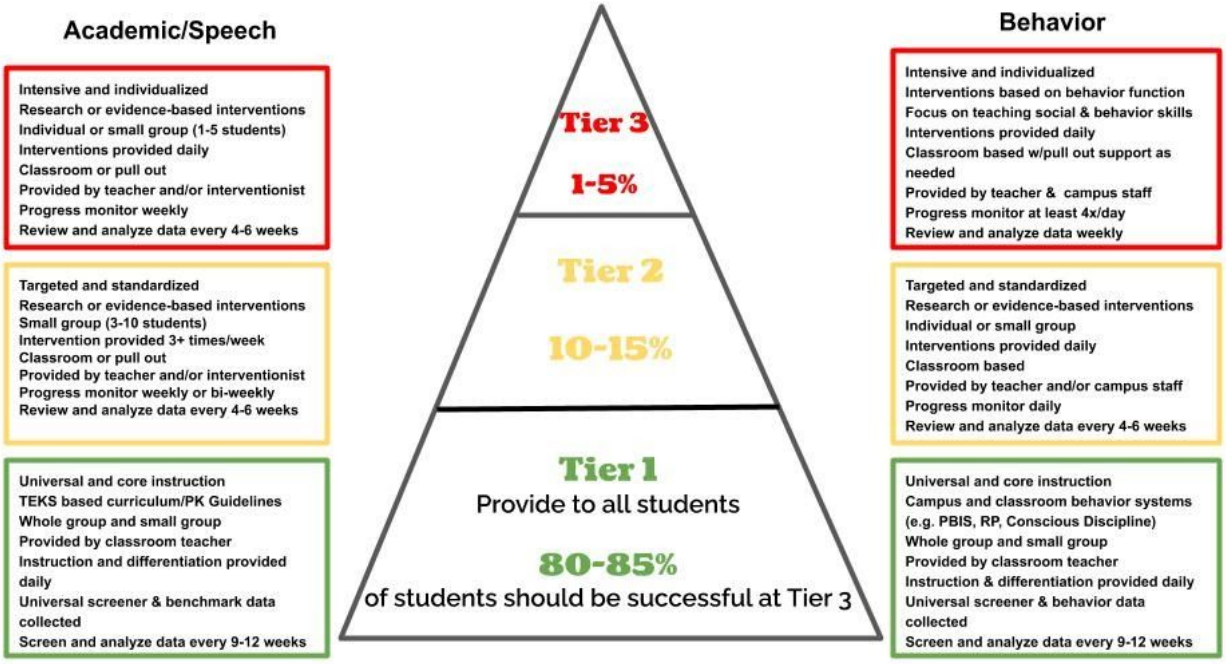
Image produced by Region 10

RtI Vs. MTSS

Many see MTSS as the same as RTI with just a new name. However, MTSS covers much more than RTI does. RTI is the academic side of a multi-tiered system, and only the academic side. MTSS is also the academic side, but brings in all aspects of the whole child and support system for a student, including 504, behavioral, bilingual/ESL, dyslexia, special education, social-emotional, etc. MTSS can be seen as the big umbrella with RTI one piece under that umbrella. No longer can academic deficiencies be looked at without thinking of all other aspects of the child. Is the academic deficiency because of a behavioral problem, because of a language problem, or what is the root cause? That is what MTSS helps to focus on. The behavioral, academic, and social-emotional side is integrated together in a person, as it is in the MTSS framework. This allows all staff to be a part of the process in MTSS to support the child from every facet needed.

MTSS Pyramid

The pyramid is a solid starting point to frame the nature and scope of support that students will need to ensure that all students have equitable access to educational programming and opportunities to maximize their potential. It is important to keep in mind that the pyramid is one facet of the more comprehensive continuum of supports that is our MTSS framework. “Multi-tiered” generally refers to three tiers that correspond to different intensities of the support.
The percentages found at each tier are an estimate of the students that might be successful at each successive level of support given optimal conditions.



Tiers

The multi-tiered supports are a huge part of MTSS. These tiers of support increase in intensity from one level to the next. For example, some kids receiving small-group interventions may need to “move up” to one-on-one help.
The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.

Tier 1:

- General classroom instruction and support that ALL students receive with the general classroom teacher. Students receive research-based, data-driven instruction. Teachers differentiate instruction to meet the individual needs of each student, including whole group, small group, partner, and one-on-one practices.

- Students are assessed three times a year for academics, beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) with a universal screener to identify which students are at risk academically and to inform classroom-wide instruction.
- Students' first needs are met during this instruction and time with frequent formative assessment to ensure all students are making adequate progress and their social emotional needs are being met.
- Students who are struggling in Tier 1 instruction can be brought to a "Grade-level SAT Meeting" to discuss ways to intervene with the student during Tier 1. These students can receive strategies which are ***not*** implemented as part of the general curriculum/support for all students, but are differentiated to meet their individual needs, whether behaviorally or academically.
- Student progress is often monitored at this level through assessment and benchmarks, as well as other tracking. Progress can also be determined through running records, iStation data, Imagine Math data, observations, and work samples.
- If the student does not make progress during this intervention, the teacher may refer the student to "Campus SAT Meeting" for an intervention plan, behavioral or academic.

Tier 2:

- When a student is seen as not making progress during Tier 1 instruction or with Tier 1 support, and the teacher has provided Tier 1 differentiation and scaffolding with documentation, the teacher can refer the student to the "Campus SAT Meeting".
- *Academic Tier 2 or 3 is NOT for assistance in passing STAAR, but to build foundational skills needed to be successful in Tier 1.*
- New students to the district should be given at least 9 weeks before any referral to intervention instruction, unless prior records indicate the need immediately.
- These students are brought to the "Campus SAT Meeting" to discuss best practices to intervene (AFTER intervention has been implemented during Tier 1, and the student has not made progress).
- Students continue being served in Tier 1 instruction with Tier 2 being an ADDITIONAL time. This is an ADDITIONAL small group of instruction, so the students receive a Tier 1 Guided Reading/Skills-Based small group lesson AND a targeted, small group lesson during intervention time four days a week. This should not be another Guided Reading lesson or reteach time, but more targeted on students' needed skills. Or this is an additional support beyond what was happening for all students.

- Either a general classroom teacher, a Title teacher/Interventionist, or support personnel will implement instruction or behavior plan on the student's level based upon diagnostic assessment data during Tier 2.
    - For academics, Tier 2 intervention is implemented with small groups of 4 - 6 students for 4-5 days a week. (Please refer to Chart 6.) Time each day is dependent on student's needs and schedules. **15 minutes every day is better than 1 hour for 2 days a week.**
    - For academics, students are closely monitored, every 1 - 2 weeks, with progress documented.
    - This intervention instruction lasts for approximately 28 - 45 sessions (no longer than 9 weeks before a SAT meeting to discuss progress and next steps).
        - At that time, progress is checked, and decisions for next steps are made.
            - If the student is now on grade level, it is time to exit the student from RtI with classroom teacher continuing to monitor student. Remember to use multiple data points to make decisions, not just Guided Reading level or Math benchmark data. Teachers will be using Acadience Math for data points and Acadience Reading and/or Istation for reading data points.
            - If the student is making progress, but still not near grade level expectations, continue Tier 2 interventions.
            - If student is not making progress, discussion at the Campus SAT Meeting with possible referral to Tier 3.
            - No student should remain in Tier 2 instruction for more than 20 weeks without progress. If at that time, **no progress has been made**, the student should be referred to Tier 3.

Tier 3:

- Intensive instruction/supports may be needed for students that are not making adequate progress in Tier 1 and Tier 2 instruction or behavioral plans, which is Tier 3. Academically, these students should be OVERALL more than a year behind. This determination will be made at the "Campus SAT Meeting" after going through specific Tier 2 intervention time, as seen below.
- Students will continue to be served in Tier 1 instruction while receiving Tier 3. Tier 2 instruction will discontinue at this time for that content area.

- An interventionist or Title teacher (if interventionist or title teacher schedules are full, the classroom teacher will administer Tier 3 within the classroom) will implement Tier 3 instruction based upon the targeted needs of the student, as their time permits.
- Tier 3 intervention is implemented with a small group of 1-5 students for approximately 1-4 hours per week. (Please refer to Chart 6.)
- Students are closely monitored, every 1 - 2 weeks, with progress documented.
- This intensive instruction lasts for approximately 20 - 24 sessions (no longer than 7 weeks before a SAT meeting to discuss progress and next steps).
- At that time, progress is checked, and decisions for next steps are made.
    - If the student is now on grade level, it is time to exit the student from RtI with classroom teacher continuing to monitor student.
    - If the student is making progress, but still not near grade level expectations, continue Tier 3 interventions. Remember to use multiple data points to make decisions, not just Guided Reading level or Math benchmark data.
    - If student is not making progress, determine a new plan of action. Be sure to include your interventionist in making decisions for next steps with students that are not progressing in Tier 3.
    - No student should remain in Tier 3 for more than 27 weeks, exhausting all plans, and then at that time with no progress, the student should be referred to Special Education. Tier 3 instruction should continue until the student is officially referred. This referral should not happen without input from the interventionist.
    - If the student does not qualify for Special Education, refer to the district RtI coordinator for further recommendations.

If there is a large number of students qualifying for Tier 2, re-examine what is happening in Tier 1. If there are large amounts of students qualifying for Tier 3, re-examine what is happening in Tier 1 and 2.

Remember, the goal of RtI is to accelerate a student's instruction to get back on grade level as soon as possible and exit out of RtI.

MTSS Teams - SAT Process

MTSS Teams are a vital part of the MTSS decision making process. Campus Student Assistant Teams (SAT) consist of specific stakeholders. There are processes and procedures to consider as teams meet regarding the academic or behavioral progress

of a student. To learn more about the SAT Process, including procedures for documentation in Frontline, please refer to this document SAT Meeting Agendas/Outlines

MTSS Academic Intervention

Elementary Reading and Math, K-5

Definition and Purpose

Midlothian ISD uses a Response to Intervention (RtI) framework in reading and math. RtI represents "a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions". (FCRR, 2006) RtI is meant to prevent students from falling behind. It is not meant as a gateway to Special Education. **Our goal is to intervene with students proactively, get them back at grade level, and exit them from the RtI process.**

The emphasis in our district is on prevention and early intervention. We know that if students are provided with effective reading and/or math instruction across general reading and/or math classrooms and reading and/or math interventions, we can substantially reduce the number of students with reading and/or math difficulties and disabilities. Each elementary campus is charged with establishing and implementing an RtI framework that follows the program and process guidelines outlined herein.

The Academic Program

In this section, we provide the "what" and "who" of the district's Academic RTI framework.

Reading Curricula

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in phonological awareness, phonics/ decoding/word study, vocabulary, fluency, comprehension, and writing. List of additional reading resource links.

Chart 1. Some SUGGESTED Reading Programs for Tiers 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
Kindergarten - 2nd Grade	*Texas Wonders* *Balanced Literacy* *Phoneme/Grapheme Mapping Lessons* *MTS/Soundations* *Education Galaxy* *iStation* *Amplify K*	*Texas Wonders* *CLI Engage Activities (PreK/K)* *Istation Online/Teacher Resource Lessons (1st & 2nd gr.)* *Phoneme/ Grapheme Mapping Lessons* *Soundations* *MTS/Soundations* *Florida Center for Reading Research* *Building RTI Capacity Resources* *Education Galaxy* *"First Grade Reading Intervention" (at-risk qualification)*	*Texas Wonders* *IDEA Detective (Gr. 2 only)* *Reading Rules* *Istation Teacher Resource Lessons* *Florida Center for Reading Research* *Building RTI Capacity Resources*
3rd Grade - 5th Grade	*Texas Wonders* *Balanced Literacy* *Education Galaxy* *iStation*	*Texas Wonders* *Istation Online/Teacher Resource Lessons* *Education Galaxy* *Florida Center for Reading Research* *Building RTI Capacity Resources*	*Texas Wonders* *IDEA Detective* *Reading Rules* *Istation Teacher Resource Lessons* *Florida Center for Reading Research* *Building RTI Capacity Resources*

Teachers are also allowed to use:

- Literacy libraries
- Authentic texts
- Newspapers/magazines

Math Curricula

Our curricula across core classrooms (Tier 1), secondary interventions (Tier 2), and tertiary interventions (Tier 3) provide daily instruction in number sense, fact fluency, and problem solving.

- List of additional math resource links:
- CRA Progression - Concrete, Representational, and Abstract Progressions

Chart 2: Some SUGGESTED Math Programs for Tier 1, 2, and 3

Grade	Tier 1	Tier 2	Tier 3
Kindergarten - 2nd Grade	*CRA Progression* *Pearson enVision Math* *Number Corner* *Number Talks* *Fosnot* *Investigations* *Blueprint/Imagine Math* *ETA Daily Math Fluency*	*CRA Progression* *Pearson enVision Math* **First steps in Math* *Investigations* *Fosnot* *Education Galaxy* *Blueprint/Imagine Math* *Building RTI Capacity Resources* *ETA Daily Math Fluency*	*CRA Progression* *Pearson enVision Math* **First steps in Math* *Investigations* *Fosnot* *Building RTI Capacity Resources* *ETA Daily Math Fluency*
Grade	**Tier 1**	**Tier 2**	**Tier 3**
3rd Grade - 5th Grade	*CRA Progression* *Pearson enVision Math* *Number Corner* *Investigations* *Fosnot* *Imagine Math* *ETA Daily Math Fluency*	*CRA Progression* *Pearson enVision Math* **First steps in Math* *Investigations* *Fosnot* *Education Galaxy* *Imagine Math* *Building RTI Capacity Resources* *ETA Daily Math Fluency*	*CRA Progression* *Pearson enVision Math* **First steps in Math* *Investigations* *Fosnot* *Building RTI Capacity Resources* *ETA Daily Math Fluency*

Reading and Math Instructional Delivery

Within their general instruction and interventions, teachers are expected to incorporate the features of effective instruction. These features include:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Appropriate pacing
- Use of multiple grouping formats
- Differentiated instruction

The purpose of these features is to provide instruction that meets the needs of all students in every classroom and intervention, K-5.

Chart 3. The Features of Effective Instruction for ALL Tier Instruction

Feature	Explanation	Non-example	Example
Explicit instruction with modeling	Does not make assumptions about skills and knowledge that students will acquire on their own Shows students what we want them to do and how they might go about doing it successfully	The teacher tells students to write the main ideas from a text.	The teacher defines "main idea" for students. She then describes a process for figuring out a text's main idea. She then models how to go through the process with a short piece of text. She then has students work in partners to practice finding the main idea in another short piece of text. Similarly, in a math lesson, the teacher models a real world situation with 3D manipulatives; then takes it to an actual math equation with pictorial representation; and eventually the teacher models the process in a high-level math word problem. Each step of the way the teacher is providing the I Do, We Do, You Do process.

Systematic instruction with scaffolding	Teaches knowledge and skills in a carefully designed sequence and breaks down complex tasks into more manageable tasks Provides temporary supports for students who need them and gradually removes these supports as students demonstrate success	The teacher asks a student to read a multisyllabic word. When the student can't read the word, the teacher tells it to her.	The teacher points to a multisyllabic word for a student to read. When the student says she can't read the word, the teacher helps her break it into chunks to read the word. As they sound out the word together, the teacher points out information about syllable types (e.g., "The 'm' at the end of this syllable makes it closed, so the 'a' is going to say its short sound /a/."). The teacher swoops under the syllables as the student reads each syllable. The teacher swoops under the whole word as the student blends the syllables together to read the whole word. The same process could happen with solving a multi-step math problem, where the teacher assists in taking it step-by-step until the problem is solved. Then giving students a similar problem to solve with guided practice while the teacher provides prompts to assist students in solving it.
Multiple opportunities to practice and respond	Provides students with an adequate number of chances to practice a skill, respond to a question, etc. to demonstrate mastery of skills or knowledge	In a teacher-led small group, the teacher calls on individual students to read one sentence each while the other students listen and follow along.	In a teacher-led small group, the teacher has each student reading a text aloud into whisper phone. She has one student put his whisper phone down to read a paragraph aloud to her. When he finishes, he picks his whisper phone back up and continues to read aloud into it. The teacher then has the next student put her whisper phone down and read a paragraph aloud. The teacher continues this procedure until all students have read one paragraph aloud to her. The same process could happen in a teacher-led small group where

			students are solving a math problem independently, and the teacher asks one-by-one to explain verbally how to solve the problem.
Immediate and corrective feedback	Immediately communicates with a student about mastery of a skill or concept Corrects students when an error is made to build mastery of a skill or concept	When students finish their spelling test, they turn it in to be graded by the teacher. The teacher returns their tests to them the following Monday.	Students take a short (6-word) spelling assessment in which they write graphemes in phoneme boxes. When they finish the assessment, the teacher goes over the answers with the students and helps them correct the mistakes they made by circling their mistakes, erasing them, and writing in the correct graphemes. The teacher collects the assessment to give each student a grade based on their error circles. Similarly, in a math lesson, the teacher provides a short assessment in solving a word problem. The teacher has each student show each step of how they solved it. Each student then has the opportunity to verbally explain to a partner how they solved the problem while the teacher listens in to partners and gives specific feedback on correct steps and incorrect steps, prompting students on how to get the correct answer.
Appropriate pacing	Keeps a sense of urgency about instruction and spends an appropriate amount of time on each lesson or activity Uses time efficiently	During a "vocabulary" lesson, the teacher gives students 45 minutes to copy definitions and sentences for 8 vocabulary words.	During a vocabulary lesson, the teacher spends 15 minutes previewing 6 words that the students will come across in their reading. This preview includes the teacher and students saying the word, the teacher giving a student-friendly definition, the teacher and students discussing examples/ nonexamples with visuals, and the teacher having students turn to a partner to use each word in a sentence.

			The same process could happen in a math vocabulary lesson.
Use of multiple grouping formats	Provides instruction and practice in whole group, teacher-led small groups, mixed-ability small groups, partners, and individually to build on students' strengths and meet students' specific needs	The teacher provides all instruction in whole group and all practice as independent activities.	The teacher provides instruction in whole group, but then uses teacher-led small groups to target specific lessons to specific students' needs. For example, she uses whole group to introduce a new concept to all students, but then she uses teacher-led small groups to reteach previously-taught concepts to students needing such reteaching or to extend the concept for students who need such extensions. Before having students practice a skill/concept independently, the teacher ensures that students can demonstrate mastery of the skill/concept in partners, in mixed-ability small groups, or in a teacher-led small group.
Differentiated instruction	Uses knowledge about individual students to target specific lessons, activities, instructional features, etc. to meet the needs of those students	The teacher uses teacher-led small groups to teach the same lesson to five different groups of students.	The teacher uses teacher-led small groups to provide five different lessons to five different groups of students. One group receives a phonological awareness and phonics lesson or numeracy lesson. A second group receives instruction in phonics and fluency or computation. A third group gets a focused lesson on oral language and vocabulary development or math vocabulary. A fourth group receives an on-grade-level comprehension lesson or math lesson, while the fifth group gets a lesson on above-grade-level comprehension skills/concepts or math skills/concepts.

Rosenshine (2012):
https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf

Assessments

Screening and Diagnostic Measures

For the purposes of implementing an RTI framework, we have identified screening, diagnostic, progress-monitoring, and outcome measures for every grade level K-5. (See Chart 4 for a list of these assessments.) Each of these types of assessments are required to implement an RTI framework effectively. Within our framework we use these data for multiple purposes, including targeting instruction, monitoring student progress, evaluating the effectiveness of our programs, and making adjustments in our instructional programs as needed.

Acadience is formerly DIBELS and used for Progress Monitoring.

Chart 4A. RTI Elementary Reading Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcome
Kindergarten	*Amplify mClass*	*Amplify mClass*	*Running Records/ Acadience*	*Amplify mClass*
1st Grade - 2nd Grade	*ISIP*	*DRA/ISIP/ Acadience*	*ISIP/Running Records/ Acadience*	*DRA ISIP Acadience*
3rd Grade - 5th Grade	*ISIP*	*DRA/ISIP/ Acadience*	*ISIP/Running Records/ Acadience*	*DRA ISIP STAAR Acadience*

Chart 4B. RTI Elementary Math Assessments

Grade Level	Screening	Diagnostic	Progress Monitoring	Outcome
Kindergarten	*Amplify mClass*	Amplify mClass	*Acadience*	Amplify mClass Acadience

1st Grade	*Imagine Math*	*First Steps in Math/ Envisions/ Acadience*	*Acadience*	*Imagine Math* *Acadience*
2nd Grade	*Imagine Math*	*First Steps in Math/ Envisions/ Acadience*	*Acadience*	*Acadience* *Imagine Math*
3rd Grade - 5th Grade	*Imagine Math*	*First Steps in Math/ Envisions/ Acadience*	*Acadience*	*Acadience* *Imagine Math*

Personnel - SAT Meeting

Each campus should designate a Student Assessment Team (SAT) whose members are responsible for implementing and monitoring their campus's RTI framework. Membership on such a team will vary from campus to campus and will depend on the personnel available at each campus. At a minimum, the SAT should include an administrator, the counselor, and an interventionist and/or general education teacher. Other possible members include lead general education teachers, other reading interventionists, LPAC member for ESL students, and special education or dyslexia teachers.

Chart 5. RTI: Key Personnel's Roles & Responsibilities

Job Title	RtI Role	General RtI Responsibilities
Campus Administrator	RtI Leader	● Lead the campus RtI program and process, including Campus SAT meetings ● Designate other leaders to facilitate implementation and monitoring of the RtI framework ● Conduct regular data analysis meetings ● Observe core and intervention instruction for fidelity of implementation ● Support teachers through professional development (PD) ● Schedule and participate in ongoing PD ● Assist with training of staff and provide ongoing support for teachers ● Communicate and organize data ● Update intervention programs and research based strategies

		• Update RtI forms and materials in Frontline/ESPED • Review initial Tier data to assess student needs and participate in placement decision within the Tier system • Prepare progress monitoring schedule and participate in goal setting • Conduct all EOY meetings to review all students and ensure folders ready for next grade level • Keep notes on Frontline RtI data management system • Create and confirm notifications to parents are sent, at beginning of RtI process, progress monitoring, and end of the year or RtI process
Any Staff Member (teacher/ administrator)	Case manager	• Take the lead role in meeting with classroom teacher on students of concern • Assist teacher in devising a plan for Tier 1 intervention • Ensure appropriate need and all paperwork is filled out by classroom teacher before referring to Campus SAT Meeting • As assigned on responsibilities above by administrator
Classroom Teacher(s)	Core instruction expert/interven tionist	• Provide effective instruction to students in Tier 1, Tier 2, and possibly Tier 3 • Provide differentiated instruction in Tier 1 before referral to Campus SAT Meeting • Participate in Grade-level SAT Meeting • Track student progress • Assess students • Participate in ongoing PD • Communicate with parent about student's progress or need • Complete and maintain all RtI paperwork for own students • Participate in Campus SAT Meeting for own students

		Things to complete **prior to SAT Meeting:** ● Enter Progress Monitoring Scores every 1-2 weeks or 8 sessions. ● Enter the following information into a discussion in ESPED/Frontline prior to all RTI meetings ○ Previous goal mastered or not ○ Summary of teacher observations/concerns/celebrations ○ Current DRA, Istation, or Imagine Math Score ○ Current Math or Reading Grade ○ Suggested next steps (will student continue in Tier 2/3 or exit), ○ Suggested new goal or keep previous goal ● Print Graph on Goal from ESPED/Frontline
Job Title	**RtI Role**	**General RtI Responsibilities**
Title 1 Teacher *(Irvin, Vitovsky, Baxter ONLY)*	Interventionist	● Provide effective Tier 2 or 3 (based on campus specificity) instruction to identified students ● Track student progress ● Participate in SAT meetings for serviced students ● Provide assistance in planning of Tier 2 intervention with General Education Teachers (as applicable) Things to complete **prior to SAT Meeting:** ● Enter Progress Monitoring Scores every 1-2 weeks or 8 sessions. ● Enter the following information into a discussion in ESPED/Frontline prior to all RTI meetings ○ Previous goal mastered or not ○ Summary of teacher

		observations/concerns/celebrations ○ Current DRA, Istation, or Imagine Math Score ○ Current Math or Reading Grade ○ Suggested next steps (will student continue in Tier 2/3 or exit), ○ Suggested new goal or keep previous goal ● Print Graph on Goal from ESPED/Frontline
Interventionist	Interventionist	● Provide effective Tier 3 (Tier 2 if schedule allows) instruction to identified students (JAV Interventionist does all Tier 2 and 3 for bilingual students.) ● Track student progress ● Participate in SAT meetings for serviced students and students not making progress in Tier 2 ● Provide assistance in planning of Tier 2 intervention with General Education Teachers Things to complete **prior to SAT Meeting:** ● Enter Progress Monitoring Scores every 1-2 weeks or 8 sessions. ● Enter the following information into a discussion in ESPED/Frontline prior to all RTI meetings ○ Previous goal mastered or not ○ Summary of teacher observations/concerns/celebrations ○ Current DRA, Istation, or Imagine Math Score ○ Current Math or Reading Grade ○ Suggested next steps (will student continue in Tier 2/3 or exit),

		○ Suggested new goal or keep previous goal ● Print Graph on Goal from ESPED/Frontline

Scheduling

Every content teacher must have their general instructional time (Tier 1) in their schedule. Minimum amounts of time for content instruction has been designated for each grade level.

Interventions (Tiers 2 and 3) should be scheduled outside of the general instructional time (Tier 1). Designating an intervention time (e.g., thirty minutes of "Intervention and Enrichment") for each grade level is recommended.

Interventions can last anywhere from 15-30 minutes a day depending on student need, grade level, level of intervention intensity, and personnel resources.

Chart 6. Daily Instructional Time-frames

Grade Level	**Tier 1** *Per MISD 2019-2020 Elementary Academic Time Requirements* *This includes whole group and small group instruction for ALL students.*	**Tier 2** *Dependent on student need* *This is an additional small group time for students that meet the criteria. Students should meet in Tier 1 and 2 time.*	**Tier 3** *Dependent on student need* *This is an additional small group time for students that meet the criteria. Students do not have to meet in Tier 2 and 3, but do need to meet in Tier 1 and 3.*
Kindergarten	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	10-15 minutes a day 3-4 days a week	15-30 minutes 4-5 days a week

1st Grade	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	Minimum 15 minutes a day 4-5 days a week	20-45 minutes 4-5 days a week
2nd Grade	ELAR 140 minutes Math 90 minutes Science 40 minutes Social Studies 30 minutes	Minimum 15 minutes a day 4-5 days a week	20-45 minutes 4-5 days a week
3rd Grade	ELAR 120 minutes Math 90 minutes Science 60 minutes Social Studies 30 minutes	Minimum 15 minutes a day 4-5 days a week	20-45 minutes 4-5 days a week
4th Grade	ELAR 120 minutes Math 90 minutes Science 60 minutes Social Studies 30 minutes	Minimum 15 minutes a day 3-5 days a week	20-45 minutes 4-5 days a week
5th Grade	ELAR 100 minutes Math 75 minutes Science 70 minutes Social Studies 30 minutes	Minimum 15 minutes a day 3-5 days a week	20-45 minutes 4-5 days a week

Group Size

The following guidelines for group sizes across Tiers 2 and 3 should be followed as much as resources and personnel will allow:

- Tier 2: 4-6 students
- Tier 3: 1-5 students

The Process

In this section, we provide the "how" of the district's RtI framework. These guidelines provide a general overview of the elements that must be in place to create an effective RtI process; the specific method for implementing and monitoring this process will depend on campus personnel expertise and resources. Thus, some variation in these processes is expected from campus to campus.

Assessment Scheduling

The district will create a master calendar with dates for when teachers should administer screening, diagnostic, and outcome assessments with their students and ensure the data are available in each system to analyze.

Each campus creates its own schedule for progress-monitoring assessments. Progress-monitoring assessments should be administered to any student who does not meet grade-level expectations on the screening assessment at beginning of year, middle of year, or end of year. Students should be progress-monitored **at least every two weeks** which includes the specific subtests on which they do not meet grade-level expectations.

Chart 7. District Testing Calendar: Screening & Outcome Assessments.

Grade Level	Screening (*ISIP, DRA, Imagine Learning Math)* Time Points	Outcome Measure Time Point(s)
K	BOY (Oct.), MOY (Jan.), EOY (April/May)	EOY (April/May)
1st	BOY (Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
2nd	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April/May)
3rd	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (May)
4th	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (May)
5th	BOY (Aug./Sept.), MOY (Jan.), EOY (April/May)	EOY (April, May, June)

BOY= Beginning of Year; MOY= Middle of Year; EOY= End of Year
See District Assessment Calendar for specific assessment windows

Data Analysis

Data analysis is an integral part of any RTI framework. Teachers should examine data on a regular basis (daily, weekly, monthly, etc.) to target specific students' needs, regroup students, and evaluate the effectiveness of their core/intervention instruction.

Administrators should examine data regularly (weekly, monthly, etc.) to evaluate the effectiveness of core/intervention instruction, make professional development decisions, and move students from one intervention to the next based on their needs.

Specifically, the SAT should conduct Structured Data Meetings with each grade level K-5 after each screening assessment to examine data, evaluate instructional effectiveness, and move students into and out of interventions. These Structured Data Meetings should take place at the following time points:

- In September/October after the BOY assessments
- In January/February after the MOY assessments
- In May after the EOY assessments

At each of these time points and with each grade level, the SAT will conduct a **Structured Grade-level SAT Meeting focused on Tier 1 instruction** and **Structured Campus SAT Meeting focused on Tiers 2 and 3**.

Additionally, both SAT type meetings should meet at least monthly, and if possible weekly, to examine screening, diagnostic, and progress-monitoring data for every grade level and for students on a rotating basis (every 6-9 weeks per student). Such ongoing data analyses allow administrators and teachers to identify gaps in instruction immediately rather than waiting until the end of a semester or a year to check student progress. Once a gap or need has been identified, the campus administration can then provide immediate, targeted professional development to support teachers and students.

Decision Making

Directly tied to the data analysis process is the decision-making process. Within this process, the Grade-level SAT will have to answer questions such as:

- What is working within Tier 1 instruction and what is not?
- What kind of professional development is needed to fill in the gaps we see in our data?
- How can I differentiate within Tier 1 for struggling students?

Campus SAT will have to answer questions such as:

- How many students can we serve in Tier 2? How about in Tier 3?
- Which students should be moved to Tier 2? How about to Tier 3?
- What do we do if we have too many students who meet our criteria for needing intervention?

- Who will provide Tier 2 to students? Who will provide Tier 3 to students?
- How much progress should a student make to be exited from Tier 2 or Tier 3?

This document provides information to guide a campus's answers to these questions, but ultimately, **it is the campus's SAT who has to make decisions that meet their students' specific needs.**

Tier 1 Instruction

Administrators and teachers should continuously use assessment data and observation data to evaluate the effectiveness of general instruction. (Appendix B and C could be used for grade level data decisions.) Most students (80%) should reach grade-level expectations with effective Tier 1 instruction alone.

- If less than 80% of students are meeting expectations, then teachers need support related either the instructional content (i.e., the five components, Number Corners, Number Talks) or instructional delivery (i.e., the features of effective instruction).
- Conducting observations specific to instructional content or delivery can provide further evidence for the type of support teachers need.
- Tier 1 instruction has the power to move almost all students to grade level or above if these teachers have the right knowledge and tools and differentiate the instruction to meet the students' needs.
- Analyzing Tier 1 data gives the SAT evidence for support that teachers need in developing these knowledge and tools. During data meeting discussions focused on Tier 1 instruction, decisions should be made about:
    - professional development,
    - instructional materials, and
    - additional support each teacher needs to improve Tier 1 instruction. Such support includes:
        - Training related to instructional content and/or delivery
        - The teacher being observed with a focus on specific instructional practices and provided feedback related to those practices
        - The teacher watching a lesson demonstration provided by a specialist or another teacher
        - The teacher visiting another general or intervention classroom to observe specific instructional practices

Tier Movement

Decisions about which students to move into or out of Tiers 2 and 3 should take place during the Campus SAT Meetings at the beginning of year (BOY; August/September), middle of year (MOY; January), and end of year (EOY; May). Once students have begun

participating in a Tier 2 or Tier 3 intervention, they need to remain in that intervention for an extended period of time (usually defined as about 4-10 weeks of instruction). At the end of this period, the Campus SAT can meet to evaluate student progress and determine whether each student should remain in an intervention, move into an intervention, or move out of an intervention.

As the Campus SAT makes these decisions, they should think flexibly about ways to increase a student's intervention level of intensity. Intervention intensity can be increased by doing one or a combination of several things:

- Increasing the amount of time that a student receives an intervention (e.g., moving from providing an intervention for 20 minutes to providing it for 30 minutes)
- Increasing the number of days that a student receives an intervention (e.g., moving from 3 days a week to 4 days a week)
- Decreasing the number of students in a group (e.g., moving from 6 students in a group to 4 students in a group)
- Increasing the duration of an intervention (e.g., moving from providing an intervention for 10 weeks to providing it for 15 weeks)
- Changing the intervention program to a more intensive one (e.g., moving from using *Istation Teacher Resource Lessons* to *MTS.*)

Intervention Criteria

Determining which students will receive different types of interventions is a campus-based decision, but some guidelines for making such decisions can help campuses to be consistent in how they identify students. Teachers' observations and inputs should always be considered, as well as student's independent work. NO ONE ASSESSMENT or CRITERIA SHOULD AUTOMATICALLY PLACE A STUDENT INTO INTERVENTIONS. Multiple data pieces should be reviewed to make the decision. Before moving a student to Tier 3, consult with an interventionist, and before referring a student to Special Education, please consult with the interventionist.

Chart 8A. Reading Intervention SUGGESTED ENTRANCE Criteria Guidelines.
****ISIP is Overall Reading Level Score, based upon Percentile Ranks**

	BOY Tier 2	**BOY Tier 3**	**MOY Tier 2**	**MOY Tier 3**	**EOY Tier 2****	**EOY Tier 3****
Kindergar - ten	N/A	N/A	Lack Phonological Awareness Skills	Lack Phonological Awareness Skills	Lack Phonological Awareness Skills	Lack Phonological Awareness Skills

			Amplify Composite 356-370	Amplify Composite Below 355	and Phonics Skills per Amplify Composite 419-406	and Phonics Skills per Amplify Composite Below 405
1st Grade	ISIP Overall Reading Score Below 190 OR Reading Level: Below 6/D OR Acadience Composite Score 98-112	ISIP Overall Reading Score Below 185 OR DRA Level: B/2 or Below AND NO progress in Tier 2 OR Acadience Composite Score 96 or below	ISIP Overall Reading Score Below 195 OR Reading Level: Below G/12 OR Acadience Composite Score 100-120	ISIP Overall Reading Score Below 192 OR Reading Level: C/3 or Below AND NO progress in Tier 2 OR Acadience Composite Score 99 or below	ISIP Overall Reading Score Below 202 OR DRA Level: Below I OR Acadience Composite Score 111-154	ISIP Overall Reading Score Below 198 OR DRA Level: D or Below AND NO progress in Tier 2OR Acadience Composite Score 110 or below
2nd Grade	ISIP Overall Reading Score Below 208 OR DRA Level: Below I/16 OR Acadience Composite Score 109-140	ISIP Overall Reading Score Below 203 OR DRA Level: D/6 or Below AND NO progress in Tier 2 OR Acadience	ISIP Overall Reading Score Below 214 OR Reading Level: Below L/24 OR Acadience Composite Score 145-189	ISIP Overall Reading Score Below 204 OR Reading Level: G/12 or Below AND NO progress in Tier 2 OR Acadience	ISIP Overall Reading Score Below 219 OR DRA Level: Below M/28 OR Acadience Composite Score 180-237	ISIP Overall Reading Score Below 210 OR DRA Level: I or Below AND NO progress in Tier 2 OR Acadience Composite Score

		Composite Score 106 or below		Composite Score 144 or below		179 or below
3rd Grade	ISIP Overall Reading Score Below 222 OR Below DRA Level: M/28 OR Acadience Composite Score 180-219	ISIP Overall Reading Score Below 216 OR DRA Level: J/18 or Below AND NO progress in Tier 2 OR Acadience Composite Score 179 or below	ISIP Overall Reading Score Below 228 OR Reading Level: Below O/34 OR Acadience Composite Score 235-284	ISIP Overall Reading Score Below 219 OR Reading Level: L/24 or Below AND NO progress in Tier 2 OR Acadience Composite Score 283 or below	ISIP Overall Reading Score Below 232 OR DRA Level: Below P/38 OR Acadience Composite Score 280-329	ISIP Overall Reading Score Below 223 OR DRA Level: M/28 or Below AND NO progress in Tier 2 OR Acadience Composite Score 279 or below
4th Grade	ISIP Advanced Rdg Ability Score Below 1676 OR DRA Level: Below P/38 OR Level 1 STAAR OR Acadience Composit	ISIP Advanced Rdg Ability Score Below 1622 OR DRA Level: M/28 or Below AND NO progress in Tier 2 OR Acadience	ISIP Advanced Rdg Ability Score Below 1743 OR Reading Level: Below Q/40 OR Acadience Composite Score 290-329	ISIP Advanced Rdg Ability Score Below 1667 OR Reading Level: O/34 or Below AND NO progress in Tier 2 OR Acadience	ISIP Advanced Rdg Ability Score Below 1772 OR DRA Level: Below S/50 OR Level 1 STAAR OR Acadience Composit	ISIP Advanced Rdg Ability Score Below 1696 OR DRA Level: P/38 or Below OR Level 1 STAAR AND NO progress

	e Score 245-289	Composite Score 244 or below		Composite Score 289 or below	e Score 330-390	in Tier 2 OR Acadience Composite Score 329 or below
	BOY Tier 2	**BOY Tier 3**	**MOY Tier 2**	**MOY Tier 3**	**EOY Tier 2****	**EOY Tier 3****
5th Grade	ISIP Advanced Rdg Ability Score Below 1787 OR DRA Level: Below S/50 OR Level 1 STAAR OR Acadience Composite Score 258-356	ISIP Advanced Rdg Ability Score Below 1715 OR DRA Level: P/38 or Below AND NO progress in Tier 2 OR Acadience Composite Score 257 or below	ISIP Advanced Rdg Ability Score Below 1817 OR Reading Level: Below U/60 OR Acadience Composite Score 310-371	ISIP Advanced Rdg Ability Score Below 1738 OR Reading Level: Q/40 or Below AND NO progress in Tier 2 OR Acadience Composite Score 309 or below	ISIP Advanced Rdg Ability Score Below 1835 OR DRA Level: Below U/60 OR Level 1 STAAR OR Acadience Composite Score 340-414	ISIP Advanced Rdg Ability Score Below 1756 OR DRA Level: T/50 or Below OR Level 1 STAAR AND NO Progress in Tier 2 OR Acadience Composite Score 339 or below

Chart 8A. Math Intervention SUGGESTED ENTRANCE Criteria Guidelines.
Scores are based on Imagine Math Scoring and/or Acadience Math Scoring
Explanation of EM and Q Scale Understanding Quantile Measures

	BOY Tier 2	**BOY Tier 3**	**MOY Tier 2**	**MOY Tier 3**	**EOY Tier 2****	**EOY Tier 3****

Kindergarten	N/A	N/A	AcadienceComposite Score below 71	N/A	Acadience Composite Score Between 67-91	Acadience Composite Score between 0-66
1st Grade	Acadience Composite Score between 81-123	Acadience Composite Score 80 and below AND NO progress in Tier 2	Acadience Composite Score 33-45	Acadience Composite Score 32 and below AND NO progress in Tier 2		Acadience Composite Score 43 and below AND NO progress in Tier 2
	BOY Tier 2	**BOY Tier 3**	**MOY Tier 2**	**MOY Tier 3**	**EOY Tier 2****	**EOY Tier 3****
2nd Grade	Imagine Math Between EM65 and 35Q and/or Acadience Composite Score between 16-23	Imagine Math Between EM 70 and below and/or Acadience Composite Score 15 and below AND NO progress in Tier 2	Imagine Math Between EM65 and 35Q and/or Acadience Composite Score between 30-45	Imagine Math Between EM 70 and below and/or Acadience Composite Score 29 and below AND NO progress in Tier 2	Imagine Math Between EM65 and 35Q and/or Acadience Composite Score between 48-65	Imagine Math Between EM 70 and below and/or Acadience Composite Score 47 and below AND NO progress in Tier 2
3rd Grade	Level 1 STAAR Or Imagine Math Between EM 135Q to 235Q and/or Acadience	Level 1 STAAR Or Imagine Math 130Q and Below and/or Acadience Composite Score 32 and below	Level 1 STAAR Or Imagine Math Between EM 135Q to 235Q and/or Acadience Composi	Level 1 STAAR Or Imagine Math 130Q and Below and/or Acadience Composite Score 56 and below AND	Level 1 STAAR Or Imagine Math Between EM 135Q to 235Q and/or Acadience Composi	Level 1 STAAR Or Imagine Math 130Q and Below and/or Acadience Composite Score 73 and below

	Composite Score between 33-48	AND NO progress in Tier 2		te Score between 57-82	NO progress in Tier 2	te Score between 74-100	AND NO progress in Tier 2
4th Grade	Level 1 STAAR OR Imagine Math Between 280Q to 385Q and/or Acadience Composite between 47-69	Level 1 STAAR OR Imagine Math 275Q and Below and/or Acadience Composite 46 and below AND NO progress in Tier 2		Level 1 STAAR OR Imagine Math Between 280Q to 385Q and/or Acadience Composite between 55-82	Level 1 STAAR OR Imagine Math 275Q and Below and/or Acadience Composite 54 and below AND NO progress in Tier 2	Level 1 STAAR OR Imagine Math Between 280Q to 385Q and/or Acadience Composite between 81-116	Level 1 STAAR OR Imagine Math 275Q and Below and/or Acadience Composite 80 and below AND NO progress in Tier 2
5th Grade	Level 1 STAAR Imagine Math Between 345Q to 555Q and/or Acadience Composite between 35-52	Level 1 STAAR OR Imagine Math 340Q and below and/or Acadience Composite 34 and below AND NO progress in Tier 2		Level 1 STAAR Imagine Math Between 345Q to 555Q and/or Acadience Composite between 63-92	Level 1 STAAR OR Imagine Math 340Q and below and/or Acadience Composite 62 and below AND NO progress in Tier 2	Level 1 STAAR Imagine Math Between 345Q to 555Q and/or Acadience Composite between 79-115	Level 1 STAAR OR Imagine Math 340Q and below and/or Acadience Composite 78 and below AND NO progress in Tier 2

**EOY data can be used for summer school intervention decisions and the following year to make BOY intervention decisions before BOY assessments have been administered.

RtI Legalities

Although Texas does not have a law about RtI in Education Code, it is in Senate Bill 1153, as well as in the 2018 Special Education Strategic Plan that was submitted to the Federal Government. What is in SB 1153?

Parent Notifications:

- Notice must be include: (must be in writing and in parent's native language--district letter)
    - Description of assistance with intervention strategies - extra things being done beyond what is happening for all students in T1
    - What data is used to determine if T2 or T3, give baseline of data and show progress monitoring on how you are checking if intervention is working
    - How long intervention will take - estimate
    - How often you are going to send parents progress monitoring data - campus might decide to do this with regular progress reports every 3-4 weeks
    - TEA notice to parents that they can request an eval at any time (do not have to go through RtI) for services under IDEA or Section 504
- RtI services must continue until a child qualifies for Special Education

SB 1153: The Big 3

- Data --- MULTIPLE SOURCES for all decision making!
    - Universal Screening 3x/year - brief assessment to identify students at-risk
    - Diagnostic data - longer assessment to determine target skills
    - Progress monitoring in Tier 1 on grade level skills
    - Progress monitoring in Tier 2 and 3 - which must be communicated to parents and used for decision making with tier placement and student growth
- Intervention
    - Tier 1 identified students: instructional learning strategies and tutorials to build grade level knowledge based upon the TEKS - If you are working on grade level skills, you are working in T1.
    - Tier 2 & 3 identified students: foundational skill building, targeted to student needs - If you are working on skills below grade level, then it becomes T2 or T3 instruction.
- Plan
    - Goals that are specific and measurable for each student

- Baseline data - required by law
- Expected rate of improvement (ROI) - have norms to figure this out, such as Hasbrouck fluency rates
- Defined assessment tool for progress monitoring
- Defined interval and frequency for collection of progress monitoring data

RtI's Relationship with Other Programs

RtI and Tutoring

A response to intervention (RtI) framework differs from tutoring in some very significant ways. Here are just a few of those differences:

- RtI is a well-defined system of interventions and assessments. Tutoring is campus-based instruction that varies from campus to campus.
- RtI requires the use of research-based, targeted interventions. Tutoring does not require this.
- RtI targets specific student needs based on learning gaps and may require instruction that focuses on below-grade-level knowledge and skills to fill these gaps. Tutoring usually focuses on grade-level student expectations within the TEKS.
- Within an RtI framework, students should receive certain amounts of intervention before exiting. Tutoring has no set amounts of time that a student should receive instruction. Students might get tutoring one week and then miss the following week. This is not an acceptable practice within RtI.
- Tutoring is a strategy used in Tier 1.

In other words, RtI is a much more systematic way of analyzing data, implementing targeted interventions, and making instructional decisions for students within those interventions.

A student may participate in either RtI interventions or tutoring or both, but tutoring is not considered a Tier 2 or Tier 3 intervention. Instead, tutoring is viewed as an extension of Tier 1 (general) instruction.

RtI and Special Education

One purpose for implementing an RtI framework is to identify more reliably students who have a learning disability and those who do not. Student response to research-based instruction across time as measured by reliable, valid measures provides much more accurate data for identifying students in need of more

"specialized" instruction than data collected from one-shot testing, which, in the past, has been the method for special education identification. Providing early interventions, targeting specific student needs, and monitoring student progress should prevent most students (95% of students or more) from needing specialized services.

However, some students' lack of response to these research-based interventions will provide administrators and teachers with data that indicate the student may have a learning disability. In these cases, the RtI Leadership Team should communicate their concern to the Special Education Department and provide that department with the following data for the student:

1. All screening and progress-monitoring data (including a line graph/tracking with the student's progress-monitoring data);
- Istation report
- DIBELS/Acadience tracking
- Imagine Math/Blueprint reports
- Any progress monitoring tracking

2. Information about the Tier 1 instruction, Tier 2 interventions, and Tier 3 interventions that have been provided to the student;
- List Tier Intervention (if a program was used)
- List Goals/Strategies
- Provide the outcome of the intervention using progress monitoring data or BOY, MOY, EOY data

3. Proof that these various levels of instruction have been appropriately monitored:
- How many sessions offered
- How many sessions student attended

4. Other information and documentation required by the Special Education Department.

RtI and Parent Communication/Training

Each campus should have a method for communicating to parents in general about the campus's RtI framework. Additionally, each campus should have more specific forms of communication when a student is being moved into a tiered intervention. General information related to interventions and other aspects of the RtI framework can be communicated through parent meetings, campus newsletters, or other forms of outreach to parents. When the decision is made to move a student to a Tier 2 or Tier 3 intervention, a letter describing the intervention and how the intervention will impact

student success should be sent home or the parent should be invited to the SAT meeting.

Speech Language Development Skills

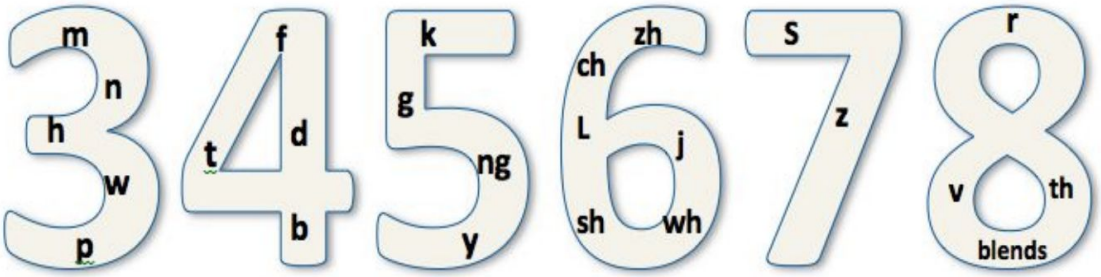
Grade	Listening Skills (Receptive Language)	Speaking Skills (Expressive Language)
K	Follow 1-2 simple directions in a sequence Listen to and understand age-appropriate stories read aloud Follow a simple conversation	Be understood by most people Answer simple "yes/no" questions Answer open-ended questions (e.g., "What did you have for lunch today?") Retell a story or talk about an event Participate appropriately in conversations Show interest in and start conversations
1st	Remember information Respond to instructions Follow 2-3 step directions in a sequence	Be easily understood Answer more complex "yes/no" questions Tell and retell stories and events in a logical order Express ideas with a variety of complete sentences Use most parts of speech (grammar) correctly Ask and respond to "wh" questions (who, what, where, when, why) Stay on topic and take turns in conversation Give directions Start conversations
2nd	Follow 3-4 oral directions in a sequence Understand direction words (e.g., location, space, and time words) Correctly answer questions about a grade-level story	Be easily understood Answer more complex "yes/no" questions Use increasingly complex sentence structures Clarify and explain words and ideas Give directions with 3-4 steps Use oral language to inform, to persuade, and to entertain Stay on topic, take turns, and use eye contact during conversation Open and close conversation appropriately
3rd	Listen attentively in group situations Understand grade-level material	Speak clearly with an appropriate voice Ask and respond to questions Participate in conversations and group discussions Stay on topic, use eye contact, and take turns in conversation Summarize a story accurately Explain what has been learned

4th	Listen to and understand information presented by others Form opinions based on evidence Listen for specific purposes	Use words appropriately in conversation Use language effectively for a variety of purposes Understand some figurative language Give accurate directions to others Summarize and restate ideas Organize information for clarity Make effective oral presentations
5th	Listen and draw conclusions in content area learning activities	Make planned oral presentations appropriate to the audience Maintain eye contact and use gestures, facial expressions, and appropriate voice during group presentations Participate in class discussions across content areas Summarize main points Report about information gathered in group activities

American Speech-Language-Hearing Association

The Development of Speech Sounds in Children

All children do not develop at the same time and in the same way, so we cannot expect correct speech from every child in the primary grades. Sounds on the chart below are expected to be developed by the end of the age range.



MTSS SPEECH THERAPY PROCESS 2020

STEPS FOR *PARENT* REQUEST FOR SPEECH EVALUATION:

If there is a Parent Request for Speech evaluation (written or verbal), follow the SPED/RTI PROCESS. RtI should not be used to delay an evaluation when a district has a reason to suspect the student may be a student with a disability.

34 Code of Federal Regulations § 300.302 Screening for instructional purposes is not evaluation.

The screening of the child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation will not be considered an evaluation for eligibility for special education and related services.

STEPS FOR *TEACHER* CONCERN:

Teacher should contact parent(s) and campus Student Assistance Team (SAT) coordinator to document speech concerns and obtain a SPEECH MTSS FORM

- Teacher completes the SPEECH MTSS FORM and gives to Speech Pathologist. Vision and Hearing screening must be passed and results documented on RtI Form prior to SLP conducting classroom observation.
- Speech Pathologist will:
  - Conduct a classroom observation to determine appropriate **instructional strategies for curriculum implementation.**
  - Complete appropriate observation checklist in area of concern for the purpose of determining appropriate instructional strategies if needed.
- Speech Pathologist will make recommendations to determine appropriate instructional strategies for curriculum implementation on the Speech RTI Referral Form and return the RTI referral form and Recommended Instructional Strategies Form to the teacher.
- Teacher communicates to SAT coordinator to schedule SAT meeting once the forms have been completed.

➢ Teacher reports back to the SAT committee with documented recommendations of SLP and contact parent(s) to review recommendations.

ESTAR RtI APPLICATION: Tier 2

➢ SAT Committee will complete eStar RtI application Tier 2, screens 1, 2, 3, 7, 8 and add recommendations provided by SLP.

➢ After Tier 2 timeline is completed, SAT Committee will meet back to determine next step. RtI Screen 6 Progress Report will be completed by SLP after Tier 2 timeline has been completed and progress checked.

TIER 2

Process:

- Teacher will begin TIER 2 if SAT committee has determined a need exists and:
  - request practice pictures, word lists and/or strategies from SLP for the purpose of determining appropriate instructional strategies for curriculum implementation.
  - provide interventions within the classroom (SLP should provide suggestions)
  - document strategies attempted and results using data log provided by SLP
- Amount of time spent on Tier 2 depends on student progress. If progress has a trajectory towards remediation, continue with Tier 2. If minimal or no progress, schedule a SAT and follow **SPED/RTI PROCESS**

SLP Role at Tier 2:

- Provide data logs, needed materials, and consult with teacher on appropriate instructional strategies for curriculum implementation in the gen ed setting.
- Provide recommendations to the SAT committee either by email, teacher conference, or attending the SAT (if unable to provide information in another way)

Teacher Role at Tier 2:

- Provide instructional strategies for curriculum implementation
- Progress monitoring using data logs provided by SLP

TIER 3

Schedule a SAT and follow **SPED/RTI PROCESS** if:

➢ minimal or no progress is documented through progress monitoring at Tier 2

➢ student would not receive benefit from instructional strategies

MIDLOTHIAN ISD
INSPIRING EXCELLENCE

SPEECH MTSS FORM

20-21 School Year

SAT MEETING DATE: _____

Student Name: _____ DOB: _____ Age: _____

Grade: _____ Teacher: _____

Teachers: If you have concerns with a student's speech or language, first ensure vision and hearing has been passed then fill out this form and give to the campus SLP.

Vision passed: yes or no _____
NURSE INITIALS

Hearing passed: yes or no _____
NURSE INITIALS

Please select the area of concern and the characteristics the student exhibits in this area:

What is the academic and/or functional need? There must be an academic or functional (social/emotional) impact demonstrated for the student to receive RtI services.

____ **Articulation**:

Compared to other children in your classroom, identify the student's challenging areas: Please check any that apply

_____ spelling/writing errors that are due to student's articulation errors
_____ reluctance to participate verbally in class discussions because of articulation errors
_____ reduced confidence in oral reading in whole group or small group
_____ student is often misunderstood during oral speaking/reading activities
_____ student appears to be embarrassed or frustrated when speaking

_____ student is being teased by peers

_____

other:_____

What is the academic or *functional (social/emotional)* impact of the student's articulation errors?

_____

_____

_____

____ **Language**: (receptive/expressive/pragmatic)

Compared to other children in your classroom, identify the student's challenging areas: Please check any that apply

_____ difficulty following multi-step directions
_____ difficulty answering questions logically
_____ does not understand grade-level vocabulary
_____ difficulty with listening comprehension
_____ difficulty sorting items by categories
_____ difficulty processing verbal information
_____ difficulty with problem solving
_____ needs multiple explanations or assistance than peers when completing assignments
_____ difficulty answering age appropriate 'wh' questions
_____ limited participation in class discussions
_____ limited use of age appropriate vocabulary
_____ poor sentence structure
_____ difficulty expressing ideas, thoughts, feelings
_____ difficulty telling stories in sequence
_____ limited interaction with peers
_____ poor ability to stay on topic or change topics
_____ unable to read facial expressions or moods of others
_____ poor use of greetings
_____ poor eye contact
_____ poor inferencing skills
_____

other:_____

What is the academic or *functional (social/emotional)* impact of the student's language challenges?

_____

_____
_____

____ **Stuttering**:

Compared to other children in your classroom, identify the student's challenging areas: Please check any that apply

_____ avoids speaking in class (does not volunteer, appears to not want to reply)
_____ appears to be unaware of their stuttered speech
_____ is difficult to understand in class because_____
_____ replaces words (says a different word than the intended word)
_____ appears to speak at a rapid rate of speech
_____ student stutters occasionally
_____ student stutters often
_____ student stutters consistently
_____ other:

_____

What is the academic or *functional (social/emotional)* impact of the student's dysfluency (stuttering)?

_____
_____
_____

____ **Voice**:

Compared to other children in your classroom, identify the student's challenging areas: Please check any that apply

_____ student sounds hoarse for extended period of time
_____ student sounds breathy when speaking
_____ student's speech has a nasal quality
_____ other:

_____

What is the academic or *functional (social/emotional)* impact of the student's voice quality?

_____
_____
_____

Does the student maintain regular attendance? _____ yes _____ no

What is the student's native language? _____

***Teacher Signature: _____ Date: _____

SLP Recommendations:

_____ No instructional strategies needed at this time

_____ Follow up with SLP after _____ period of time

_____ Recommend Tier 1 Interventions to determine appropriate instructional strategies for curriculum implementation.

_____Schedule a SAT and follow **SPED/RTI PROCESS**

Comments:

_____

_____

_____

_____

***SLP Signature: _____ Date: _____

Behavior Interventions and Social Skills

Behavior Interventions

Current research indicates that behavioral interventions are most effective when delivered in an instructional format, like academic interventions. Research conducted over the past decade clearly shows that the most popular responses to school-based behavior have not had the intended result of improved behavior. In fact, the opposite is often true—punitive responses often result in decreased behavior competency.

The best results occur when Tier 1 behavior systems are strong and directly taught throughout the year and students who need more intensive support have access to direct, explicit behavior interventions at Tier 2 and Tier 3.

In one study, classroom-based interventions led by teachers or paraprofessional which focused on self-monitoring reduced problems with teachers, discipline and suspension rates, and increased on-task learning behavior for students with emerging mental health problems (Wyman,Cross, Brown, Yu, Tu, & Eberly, 2010).

Elementary Intervention Matrix

MTSS Behavior Intervention Matrix

	Tier 1	Tier 2	Tier 3
	Instructional Practices/PBIS Strategies	Interventions	Interventions
Elementary	● School-wide expectations ● Classroom expectations (no more than 5) o Direct and explicitly taught o Visually presented o Developmentally appropriate ● Classroom procedures and routines, ● directly taught, modeled, practiced, ● and reviewed ● 3:1 ratio of acknowledgments to ● corrections ● Opportunity for movement ● Periodic brain breaks ● Opportunities for purposeful peer talk o Think, pair, share o Shoulder partner o Turn and talk ● Active Monitoring ● Behavior Narration ● Think aloud problem-solving ● Fluid Redirection ● Positive Reinforcement ● Brief Redirection ● Offering choices ● Opportunities to respond ● Opportunities to redo ● Age-appropriate instructional chunks ● ≤2-minute transitions ● Use of attention signals	**Check-in/Check Out** ● A mentor may see up to 10 students ● Standardized DBRC ● Standardized CICO **Social Skills Instruction** ● Weekly lessons ● Groups of <10 **Daily Behavior Report Card (DBRC)** ● Standardized Based on school-wide expectations ● Includes feedback Loop	**Check-in/Check Out** ● A mentor may see up to 5 students ● Individualized DBRC ● Individualized CICO **Social Skills Instruction** ● Daily lessons ● Groups of <5 **Daily Behavior Report Card (DBRC)** ● Individualized ● Based on behavior function ● Includes feedback loop

	(multi-sensory) ● Avoid power struggles		

Check-In/Check-Out Overview (Elementary)

Check-In/Check-Out (CICO) at Tier 2 is designed to be a group-oriented intervention, designed especially for students with problem behaviors who:

- Have been unresponsive to Tier I strategies and systems
- Do not require more immediate individualized interventions
- Exhibit problem behaviors across multiple settings or contexts

Because CICO at Tier 2 is a group-based, standardized intervention, it is efficient and requires few resources. For example, the program can accommodate many students who can begin the process at any point during the year. Important considerations for CICO:

- Requires staff who are consistently available at the beginning and end of the day
- Replaces other before and after school staff duties
- No more than 10 students for each mentor (fewer is better).
- Requires brief training with students to introduce mentor and explain the process

Benefits of Check-In/Check-Out (CICO)

- Provides non-contingent positive adult contact
- Addresses events or situations that occur outside of school (setting events)
- Supports positive adult/student relationships
- Embeds social skills training and implementation into the school day
- Links to school-wide behavior goals and expectations (ex. Safe, Respectful, Responsible)
- Encourages goal-setting with regular feedback
- Encourages and reinforces student reflection and self-monitoring

Check-In Check-Out Daily Routine

1. The student checks in with a designated CICO staff member each morning to review goals and set a positive tone for the day. It's important to have a consistent mentor and check-in location.
2. CICO mentor inquires about the student's previous evening and morning.
3. Students and staff review expectations and set a goal together.

4. The staff ensures the student has the necessary items, (including DBRC) for a successful day.
5. At the end of the day, the student checks out with the CICO mentor.
6. The student talks about the day and shares a high/low.
7. Staff collects/reviews DBRC and discusses strategies for improvement.
8. The staff ensures the student has necessary items for homework.

Daily Behavior Report Card (DBRC) Overview

A Daily Behavior Report Card can be designed as a Tier 3 or Tier 2 intervention. At Tier 3, goals and behavior scales are individualized to each student. At Tier 2, goals and behavior scales are standardized to match school-wide expectations. Students needing Tier 2 supports at a campus use a standardized DBRC making it efficient, inexpensive, and time-effective. Use of a DBRC is appropriate for students in Pre-K through high school who:

- Have been unresponsive to Tier I strategies and systems
- Do not require more immediate individualized interventions
- Exhibit problem behaviors across multiple settings or contexts

DBRC also provides built-in systems for:

- Monitoring student progress
- Evaluating fidelity of implementation
- Transitioning to self-management
- Communicating with parents/guardians

Daily Behavior Report Card (DBRC) Daily Routine

1. The student receives DBRC each morning from a designated staff member (usually CICO mentor), reviews strategies, and sets the goal for the day.
2. Teachers provide specific behavior feedback at designated times throughout the day.
3. Teachers mark a numerical rating corresponding with each student's behavior.
4. At the end of the day, the student checks out with the staff member, reviews DBRC data and goals.
5. Points are tallied, and reinforcement/reward provided based on behavior.
6. DBRC ratings are entered into a progress monitoring system for analysis and documentation.
7. The student takes DBRC home for parent signature and positive feedback.

Tier 2 Example:Daily Behavior Report Card

Elementary Daily Behavior Report Card

Student Name:	Teacher:	Grade:	Date:

Expectations	3	2	1
Safe	-Stays in the assigned area. -Respects personal space. -Uses materials safely.	-Remains in the classroom but out of the assigned area. -Behavior infringing on others' work space. -Misuse of materials or classroom equipment.	-Leaves designated area(s) without permission. -Is physically aggressive or engages in unsafe behavior towards self or others including materials.
Respectful	-Uses appropriate tone, volume and language. -Listens to others and talks in turn.	-Uses negative language, raises voice or yells. -Makes disruptive comments, talks out of turn.	-Uses profanity,makes threats, or bullying behaviors. -Frequently talks over others.
Responsible	-Brings necessary materials and personal items. -Participates in classroom activities and focuses on work completion consistently.	-Does not bring materials or other personal items. -Participates in classroom activities or attempts assignments with or without support at 50% effort.	-Refuses to bring/use materials, vandalism, theft. -Refuses to participate or attempt work.

Class	Reading	Social Studies	Math	Science	Specials	Points
Safe						
Respectful						
Responsible						
Point Totals:						

Things I did well:	Something I am working on:	What reinforcement am I working toward:

Student Signature	Staff/Teacher Signature	Parent Signature

Tier 3 Example Daily Behavior Report Card

Daily Behavior Report Card		
Student Name:	Grade:	Teacher:

Goal: Keep hands, feet, and objects to self.							
Morning Routine	Reading / Writing Table	Stations	Math Group	Specials	Math Table	Science /SS	Dismissal

4=Excellent	3=Good	2=Getting There	1=Not Ok
Kept hands, feet and objects to myself.	Moved around but did not touch others.	Touched others but did not hurt anyone.	Hurt others.

Secondary Intervention Matrix

MTSS Behavior Intervention Matrix Secondary

	Tier 1	Tier 2	Tier 3
	Instructional Practices/PBIS Strategies	Interventions	Interventions
Secondary	● School-wide expectations ● Classroom expectations (no more than 5) o Direct and explicitly taught o Visually presented o Developmentally appropriate ● Classroom procedures and routines, ● directly taught, modeled, practiced, ● and reviewed ● 3:1 ratio of acknowledgments to ● corrections ● Opportunity for movement ● Periodic brain breaks ● Opportunities for purposeful peer talk o Think, pair, share o Shoulder partner o Turn and talk ● Active Monitoring ● Behavior Narration ● Think aloud	**Check-in/Check Out** ● A mentor may see up to 10 students ● Standardized DBRC ● Standardized CICO **Social Skills Instruction** ● Weekly lessons ● Groups of <10 **Daily Behavior Report Card (DBRC)** ● Standardized Based on school-wide expectations ● Includes feedback Loop	**Check-in/Check Out** ● A mentor may see up to 5 students ● Individualized DBRC ● Individualized CICO **Social Skills Instruction** ● Daily lessons ● Groups of <5 **Daily Behavior Report Card (DBRC)** ● Individualized ● Based on behavior function ● Includes feedback loop

	problem-solving ● Fluid Redirection ● Positive Reinforcement ● Brief Redirection ● Offering choices ● Opportunities to respond ● Opportunities to redo ● Age-appropriate instructional chunks ● ≤2-minute transitions ● Use of attention signals (multi-sensory) ● Avoid power struggles		

Check-In/Check-Out Overview (Secondary)

Check-In/Check-Out (CICO) at Tier 2 is designed to be a group-oriented intervention, designed especially for students with problem behaviors who:

- Have been unresponsive to Tier I strategies and systems
- Do not require more immediate individualized interventions
- Exhibit problem behaviors across multiple settings or contexts

Because CICO at Tier 2 is a group-based, standardized intervention, it is efficient and requires few resources. For example, the program can accommodate many students who can begin the process at any point during the year. Important considerations for CICO:

- Requires staff who are consistently available at the beginning and end of the day
- Replaces other before and after school staff duties
- No more than 10 students for each mentor (fewer is better).
- Requires brief training with students to introduce mentor and explain the process

Benefits of Check-In/Check-Out (CICO)

- Provides non-contingent positive adult contact
- Addresses events or situations that occur outside of school (setting events)
- Supports positive adult/student relationships
- Embeds social skills training and implementation into the school day
- Links to school-wide behavior goals and expectations (ex. Safe, Respectful, Responsible)
- Encourages goal-setting with regular feedback

- Encourages and reinforces student reflection and self-monitoring

Check-In Check-Out Daily Routine

1. The student checks in with a designated CICO staff member each morning to review goals and set a positive tone for the day. It's important to have a consistent mentor and check-in location.
2. CICO mentor inquires about the student's previous evening and morning.
3. Students and staff review expectations and set a goal together.
4. The staff ensures the student has the necessary items, (including DBRC) for a successful day.
5. At the end of the day, the student checks out with the CICO mentor.
6. The student talks about the day and shares a high/low.
7. Staff collects/reviews DBRC and discusses strategies for improvement.
8. The staff ensures the student has necessary items for homework.

Tier 2 Secondary Example:

Secondary Daily Behavior Report Card			
Student Name:	Teacher:	Grade:	Date:

Expectations	3	2	1
Safe	-Stays in the assigned area. -Respects personal space. -Uses materials safely.	-Remains in the classroom but out of the assigned area. -Behavior infringing on others' work space. -Misuse of materials or classroom equipment.	-Leaves designated area(s) without permission. -Is physically aggressive or engages in unsafe behavior towards self or others including materials.
Respectful	-Uses appropriate tone, volume and language. -Listens to others and talks in turn.	-Uses negative language, raises voice or yells. -Makes disruptive comments, talks out of turn.	-Uses profanity,makes threats, or bullying behaviors. -Frequently talks over others.

Responsible	-Brings necessary materials and personal items. -Participates in classroom activities and focuses on work completion consistently.	-Does not bring materials or other personal items. -Participates in classroom activities or attempts assignments with or without support at 50% effort.	-Refuses to bring/use materials, vandalism, theft. -Refuses to participate or attempt work.

Class	1	2	3	4	5	6	7	8	Points
Safe									
Respectful									
Responsible									
Point Totals:									

Things I did well:	Something I am working on:	What reinforcement am I working toward:

Student Signature	Staff Signature	Parent Signature

Customized Tier 3 Example Secondary

Secondary Daily Behavior Report Card			
Student Name:	Teacher:	Grade:	Date:

Behavior	1	2	3	4	5

Avoids work by being disruptive (loud, talking, noises, walking around, touching others, destroying materials, leaving the classroom.	Student destroys materials or leaves the classroom.	Student walks around, talks, or makes noises during the work time.	Student attempts to work for 10 minutes then takes 5 minute break in the classroom.	Student attempts work and requests break/help from the teacher when needed.	Student works consistently on assigned tasks.

Class	Advisory	Math	History	Science	PE	English	Band	Computer	Total
Score									

Things I did well:	Something to work on:	Reinforcement I am working towards:

Student Signature:	Staff/Teacher Signature:	Parent Signature:

Things to consider:

1. Timeline - Elementary and Secondary Tier 1 and 2 - 4 weeks to 6 wks. Progress update aligned with progress reports. Tier 3 will be 4 weeks.
2. Groups - Elementary up to 10 students based on age for Tier 1 and Tier 2
    a. Tier 3 will be individualized and have no more than 5 students
        i. Secondary up to 5 students based on need.
    b. Plan is individualized based on student need
    c. Meet with students individually instead of in a group
3. Progress monitoring - Campus mentors will have a form they use to monitor groups, track progress
    a. Track academic and behavior progress
    b. Input information in Esped
    c. We will create the progress monitoring document for mentors to use
4. Check in/Check out -
    a. Check in - Tier 1 and Tier 2

        i. Daily morning check in with group before school
        ii. Review DBRC and make plan for day with students
    b. Check in/Check out - Tier 3
        i. Individualized targeted behaviors - work with SpEd counselor to create individual report card
        ii. Morning and afternoon daily check
        iii. Mentor reviews DBRC with student
5. Mentors - Elementary - counselors will be designated monitors
    a. Review report card,
    b. Input progress in Esped
        i. Secondary - counselor or designated staff member
    c. Review report card,
    d. Input progress in Esped(will staff members have access to Esped?)
6. PLAAFP - Mentor will complete a PLAAFP (social/emotional) for Tier 2 students
7. Parent communication - Mentors will communicate with parents at least 1 time per 3 weeks.
8. SEL will work with mentors at Tier 1/Tier 2; SpEd counselors will work with mentors at Tier 3

Social Skills Instruction

The ability of students to interact effectively with peers and adults is crucial to their development and success at school. Studies show a strong correlation between poor social skills and low academic achievement. Strengthening social skills usually results in improved academic outcomes.
Social Skills Instruction provides direct, explicit instruction to students experiencing behavior challenges at school. Lessons address communication, self-monitoring, problem-solving, and goal-setting and provide opportunities for students to discuss and practice strategies in a supportive environment. Addressing social skills throughout the school day “in the moment” is not sufficient for students experiencing challenging behaviors. Participating in a social skills class is appropriate for students who:

- Have been identified as “at risk” by a behavior screener,
- Have been unresponsive to Tier I strategies and systems,
- Exhibit problem behaviors across multiple settings or contexts,
- Benefit from direct instruction, hands-on activities, and opportunities to practice, and
- May be reluctant to participate in large group social lessons.

Research Basis

Research shows that direct social skills instruction results in a decrease in problem behaviors and discipline referrals. Social Skills Instruction is most effective when paired with Tier 1 positive behavior systems and practices throughout the school.

Benefits of Social Skills Instruction

- Links to school-wide behavior goals and expectations. (ex. Safe, Respectful, Responsible)
- Is an effective, research-based behavior intervention.
- Allows opportunities to practice strategies and build on existing skills.
- Provides time to address issues and concerns that arise throughout the school year.
- Encourages and reinforces student improvement and self-monitoring.
- Includes students who may have problem behaviors that are not considered "disruptive."
- Allows flexibility to target specific skill deficits or student issues that arise.

Social Skills Instruction Key Points

1. Social skills lessons should be planned, focused, and scheduled within the school day.
2. Lessons should follow a standard lesson structure—warm up, direct instruction, practice, wrap up—with opportunities for extension activities.
3. Tier 2 lessons should occur at least weekly; Tier 3 lessons should occur daily.
4. Lessons should be at least 20 minutes for elementary students and at least 30 minutes for secondary students.
5. Students should be grouped based on behavior need (i.e., safe, respectful, responsible).

Behavior Intervention Logistics and Fidelity Checks

Logistics

For any intervention to have the desired effect, it must be provided consistently and with fidelity. Because Tier 2 and Tier 3 behavior interventions are partially provided by

staff other than the classroom teacher, ample planning and preparation is necessary before implementation.

Consider the following Guiding Questions before beginning Tier 2 behavior interventions:
• How many students will be receiving Tier 2 supports?
• How many CICO mentors are needed?
• Is there time in the master schedule for delivery of Tier 2 supports?
• What qualities are important for staff who provide behavior interventions?
• Which staff members exhibit those qualities?
• When will staff receive training on behavior interventions?

There are multiple ways to provide all interventions. While the locations and time of day may look different from one school to another or from one grade level to another, it's important for each campus to think through the process and determine a structure that works for them. The table below gives examples of possible providers, times, and locations for the various essential behavior interventions.

Intervention	Possible Providers	Possible Time	Possible Locations	Other Considerations
Check in/ Check Out	Paraprofessional Counselor Interventionists Support Staff (librarian, etc.)	Upon arrival/at dismissal During morning routine/meeting/ breakfast 5 minutes before dismissal	Counselor's office Teacher's classroom Hallway station/ location Cafeteria Library Bus lane	CICO serves as am/pm duty assignments Plan for mentor absences No more than 8-10 Students/mentor
Daily Behavior Report Card	CICO mentor	At Check in/ Check out	At Check in/ Check out	Provide DBRC and review at Check in/Check out Staff training of Feedback Loop required
Social Skills Instruction	Counselor Paraprofessional Interventionists	Lunch Advisory Flex Time	Counselor's office	Consider grouping by

	Behavior Teacher	Weekly Pull out	Conference room Behavior teacher classroom Library media room Unused classroom	skill deficit or need May group by grade level/age

Fidelity Checks

To be effective, interventions must be provided with consistency and fidelity. Fidelity simply means delivering the intervention in the way it was designed. It is not reasonable to expect any intervention to work if it is delivered inconsistently or without all the necessary components.
The following checklists are provided to increase fidelity of implementation of the essential behavior interventions previously described. They should be used in the following ways:
• Referenced during staff training of behavior interventions
• Provided to all staff who deliver interventions to assist with implementation
• Used periodically by campus administration to spot check fidelity

Check in
☐ Occurs prior to the start of the school day
☐ Mentor asks about morning and previous evening
☐ Distribute new DBRC and review goals
☐ Review the skills and strategies needed to meet goals
☐ Check for supplies
☐ Send to first class with positive message

Check out
☐ Occurs at end of day
☐ Mentor asks how the day went
☐ Student turns in DBRC
☐ Mentor looks for missing data and scans scores
☐ Discuss skills used to earn high scores
☐ Discuss what choices led to low scores
☐ Check for supplies needed at home
☐ Send home with positive message

☐ Mentor records data in spreadsheet

DBRC Feedback

☐ Teacher requests form from student
☐ Teacher states behavior observed and records number using DBRC scale
☐ If behavior is less than the goal, teacher states the goal and behavior needed to achieve goal
☐ If behavior is at the goal, teacher provides positive acknowledgement
☐ Teacher speaks discreetly using an instructional tone

Social and Behavior Skills: A Developmental Timeline

Age	Emerging Social Skills	Behavior Skills to Teach
4 Years	Enjoy doing new things Like to play "house" Are more creative with make-believe play Would rather play with other children than by themselves Cooperative with other children Can't tell what's real and what's make believe often Talk about likes and interests Understand the idea of "same" and "different" Play board or card games	Listening Waiting for adult's attention Following directions Interrupting appropriately Using nice words Ignoring Asking for help Dealing with teasing Waiting for one's turn Dealing with losing Dealing with consequences
5 years	Want to please and be like their friends Are more likely to agree with rules Like to sing, dance, and act Show concern and sympathy for others Are aware of gender Can tell what's real and what's make believe Are sometimes demanding and sometimes very	Listening Waiting for adult's attention Following directions Interrupting appropriately

	cooperative	Using nice words Ignoring Asking for help Dealing with teasing Waiting for one's turn Dealing with losing Dealing with consequences
5-7 years	Develop greater empathy Establish and maintain positive relationships Start developing a sense of morality/right-wrong Able to control impulsive behavior Can identify and manage emotions better Forming a positive self-concept and self-esteem	
7-8 years	Are more aware of other's perceptions May complain about friends and other kids' reactions Want to please but aren't as attentive to directions Try to express feelings with words, but may resort to aggression when upset. Have moments of extreme insecurity and need encouragement Change between being helpful and upbeat to being rude and selfish Enjoy being part of a team or group More easily influenced by peers	Listening Waiting for adult's attention Following directions Interrupting appropriately Ignoring distractions Asking for help Dealing with teasing Dealing with losing Apologizing Dealing with consequences Contributing to discussions Answering classroom questions
9-10 years	Start narrowing peer groups to a few close friends they share secrets and jokes with May withdraw from family activities and	Active Listening Following directions Apologizing Ignoring distractions Asking for help Dealing with teasing Dealing with consequences

	conversations to start developing their own identity Are affectionate, silly, and curious, but can also be selfish, rude, and argumentative Uncertain about puberty and body changes Have mood swings and struggle with self-esteem Test limits; try to figure which rules are negotiable Growing interest in friends; increasingly independent from family Find peer pressure increasingly hard to resist	Dealing with anger Dealing with being rejected or left out Walking away from a fight
11-15 years	Start thinking more logically May be introspective or moody Value friends' opinions more May test out new ideas, clothing, and mannerisms Give in to peer pressure more easily Have experiences with bullying Are sensitive to other people's opinions Develop a sense of pride in accomplishment Have and keep secrets Aware of what's appropriate in different situations Recognize personal strengths and weaknesses Want to be accepted and have friends	Making things right Understanding differences Taking turns in conversations Accepting feedback Dealing with consequences Working collaboratively Persevering Managing rejection Resolving conflict

	Don't share as much with adults; may be argumentative Begin to analyze their own feelings	
16-18 years	Strive to be independent May start distancing themselves from family Look for their own strengths/weaknesses Introspection may make them seem self-centered/ impulsive/ moody Show pride in successes Want to spend a lot of time with friends Start relating better to adults Start looking for ways to contribute to others Able to voice emotions (both negative and positive) and try to find solutions to conflicts	Accepting criticism Offering feedback Handling rejection Understanding self Developing self-respect Identifying assertive vs. aggressive behavior Setting goals Resolving conflict Stress management

U.S. Centers for Disease Control and Prevention. Learn the Signs. Act Early: Developmental Milestones. Leyden, R., & Shale, E. (2012).
What's happening? Ages, Stages and Milestones in What Teachers Need to Know about Social and Emotional Development. Camberwell, Victoria: ACER Press.

SENSORY TIPS FOR THE CLASSROOM

Students with sensory processing issues have trouble handling sensory input. And at school, they often have to cope with sounds, smells, textures, and other sensations that get in the way of learning. Classroom accommodations can help students with sensory processing issues. Here are some strategies teachers can try.

Student behavior

If the student is losing focus, anxious or frigidity.	**Try some of these activities:** ● Provide brain breaks throughout the day ● Have the student run an errand ● Stack books or chairs ● Heavy work activities -carry, pull, push; (ie. carry a weighted backpack, push a cart of books, pull a wagon) ● Engage them in large movements (trampolines, swings, crawling, rolling up/down wedges, obstacle courses, climbing, sliding) ● Exercise with sensory input (wall push-up, jumping jacks, wheelbarrow walking) ● Blow bubbles ● Roll out play doh or putty
When a student is tired or under-responsive.	**Try some of these activities:** ● Bouncing on a large ball ● Jump on a trampoline or in a pattern or over a rope ● Ride a scooterboard or sit and spin ● Pull on theraband ● Find hidden toys in sand or rice ● Play catch with a soft ball or balloon ● Clean the dry erase board
Provide desk fidgets for desk and table focus with rules for misuse.	Therapy putty/silly putty/slime/clay; Stress balls/ koosh balls/Scrub brushes Worry stones or smooth pepples Plastic rings that interlock Hook Velcro (rough side) on desk
When a student is over stimulated and	**Try some of these activities:**

needs to calm down.	● Provide a quiet/calm down area with soft lights and encompassing chairs (bean bag, snuggle seat, sleeping bag) soft music ● Play steamroller-Roll a large ball over the student on a mat ● Do a relaxation exercise (tense/relax, imagery of a quiet area) ● Slow rhythmic rocking-over an exercise ball or wrapped in a blanket ● Singing a slow pace song ● Wrap in a blanket or sleeping bag ● Try a spray of vanilla scent

Building Self-Regulation Skills

- Provide a quiet work space to use when needed.
- Seat the student away from doors, windows, or buzzing lights.
- Adjust the desk and chair so the student's feet are flat on the floor and hips are at a 90-degree angle, or put a footstool under the desk.
- Let the student use alternative seating, like an exercise ball or a stand-up desk.
- Let the student work in a different position, like lying on the floor using a clipboard or at an easel.
- Provide earplugs or noise-canceling headphones to help with noisy areas.
- Let the student sit on a carpet square or beanbag during group seating.
- Let the student move as needed within a space outlined in tape or at a seat to the side.
- Work with the student to come up with nonverbal signals to use when overwhelmed or in need of a break.
- Create a proactive behavior plan for handling sensory triggers.
- Give advance warning and verbal reminders of loud noises like bells, announcements, or planned fire alarms.

References

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U.S. Centers for Disease Control and Prevention. Learn the Signs. Act Early: Developmental Milestones. Leyden, R., & Shale, E. (2012)

American Speech-Language-Hearing Association

Appendices

******All words in blue are links. Please open and make a COPY (listed under File) of the document before using.***

Appendix A

TIER 1 Checklist (Grade-level SAT)

Monitoring Progress, Setting Goals, and Planning Instruction

❑ **STEP 1: Team reviews current performance of students at grade and teacher levels (Tier 1).**

- ❖ Refer to class data spreadsheets to identify current performance of grade level.
- ❖ Review any other data that the team feels is pertinent to analyzing Tier 1.
- ❖ Determine any student any need of intervention during Tier 1.

❑ **STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.**

- ❖ Determine and document class goals in terms of percentage or number of students progressing toward the identified benchmark (e.g., "We will go from 50% 'at risk' at BOY to 25% 'at risk' at MOY.").
- ❖ Determine and document any individual student goal(s) as needed.

❑ **STEP 3: Team identifies instructional practices to support goals.**

- ❖ Review previous Tier 1 Instructional Plan (if available) and build on action steps.

- ❖ Complete item analysis to identify skills that large numbers of students missed; select instructional practices to implement.
- ❖ Determine intervention plan for individual students as needed.

❑ **STEP 4: Team analyzes instructional practices.**

- ❖ Consider the following questions:
  - ➢ Is the practice research based?
  - ➢ What supports are provided and needed for specific students?
  - ➢ Are curricular materials available, or can they be easily created for implementation?
  - ➢ Of these practices, which are the most practical to implement?

❑ **STEP 5: Team selects practices and agrees to implement during next benchmark period (e.g., next semester).**

- ❖ IF AT BOY OR MOY: Record which practices have been selected for implementation on **"Tier 1 Instructional Plan (BOY & MOY)," Part A**.
- ❖ IF AT EOY: Identify program challenges and areas of needed improvement in Tier 1 and record a plan for making these improvements in the coming year on **"Instructional Improvement Plan (EOY)," Part B**.
- ❖ Develop intervention plan for individual students as needed and start SIP for students identified: MISD SIP (Student Intervention Plan--*make a COPY before using*)

❑ **STEP 6: Team plans logistics of implementing practices, including:**

- ❖ Assisting all teachers in learning the practices.
- ❖ Requesting any assistance needed by central office.
- ❖ Locating and/or creating instructional materials.
- ❖ Planning to self-monitor the use of practices (fidelity protocols).
- ❖ Adhering to implementation of the action plan (who is responsible for what by when).
- ❖ IF AT BOY OR MOY: Recording decisions on the "**Tier 1 Instructional Plan," Part B**.

❑ **STEP 7: Team identifies next meeting date to check progress**

Appendix B Tier 1 Instructional Plan *(make a COPY before using)*

Grade-level SAT: TIER 1 Instructional Plan (BOY & MOY)

Date: _____ Grade: _____

PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Skills	Supporting Instructional Practices	Notes

PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

This process was adapted from: Pennsylvania Training and Technical Assistance Network. (2008). *Data analysis team script.* Harrisburg, PA: Pennsylvania Department of Education. Project Elite. (2013) *Structured Data Meetings*. Austin, TX: Meadows Center for Prevention of Educational Risk.

Appendix C

Instructional Improvement Plan (EOY)

Date: _____ Grade: _____

I. Use "Tier 1 Checklist" Step 2 and "Tiers 2 & 3 Checklist" Step 3 to set Tier 1, 2, and 3 goals for next year. Record goals in Part A.

Part A

II. Use "Tier 1 Checklist" Steps 3 and 4 to identify program challenges and areas of needed improvement in Tier 1. Record a plan to improve Tier 1 in the coming year.

Part B: Tier 1 Plan for Improvement		
Program Challenge(s) and/or Area(s) of Needed Improvement	**Plan for Improvement (e.g, program changes, additional instructional practice to use)**	**To Do (Follow up)**

III. Use “Tiers 2 & 3 Checklist” Steps 1-4 to identify program challenges and areas of needed improvement in Tiers 2 and 3. Record a plan to improve Tiers 2 and 3 in the coming year.

Appendix D

Suggested Campus SAT Meeting Checklist

Before scheduling a campus level SAT with your RtI case manager, please ensure you have completed the following checklist (as a cover sheet) and include the appropriate current documentation. Your RtI case manager will review it and then a SAT will be scheduled if all documentation is in order. It is best to keep all of the below in an RtI binder for your students.

❏ MISD Student Intervention Plan (on Google doc to copy: MISD SIP *(make a COPY before using)*)

❏ Growth Graph for Targeted Skill

❏ Progress Monitoring Notes from each intervention lesson (SAMPLES: Tier 1 Math Intervention Tracking, RTI Math Progress Monitoring, Tier 2 Math Tracking, Reading Progress Monitoring, Reading RTI Progress Monitoring *(make a COPY before using)*)

❏ Pre-Test/ Post Test Data for Targeted Skill

❏ Parent Communication *(Each campus can create a Google doc to share to keep ongoing documentation.)*

❑ Work Samples

❑ Interventionist Initials

Other:

❑ _____

❑ _____

Appendix E

Initial Campus SAT Meeting Guide

Step 1: Determine case manager for each identified student

Step 2: Assess teacher concerns

- Review information from referral form.
- Review all data and documentation from Tier 1.
- Compare to RtI district criteria.
- Allow teacher to discuss major concerns.

Step 3: Inventory student strengths and talents

- Discuss and record student's strengths, as well as strategies that motivate the student.

Step 4: Select targeted concerns

- Define the most crucial 1 or 2 areas of concern based upon teacher input and data.
- Recognize root causes or underlying foundational academic skills that may cause concern.

Step 5: Set goals

- Based upon the most recent data, set ambitious but realistic goals to move the student to grade-level performance.
- Determine length of time to attain goals.

Step 6: Design the intervention plan

- Determine who will conduct intervention instruction.
- Where and when it will take place.
- Determine how progress will be monitored and documented.
- Ensure that all stakeholders are in agreement (e.g., teacher, interventionist, administrator, case manager).
- Ensure communication with parent (if not in attendance).

Appendix F

Campus SAT Meeting Guide

Step 1: Review previous goals and compare to current performance.

- Refer to all collected data to identify current performance.
- Review instructional strategies that have been implemented.
- Rate the results of intervention(s) attempted.
    - High level improvement
    - Moderate level improvement
    - Slight improvement
    - No change

Step 2: Discuss reasons for improvement or no change.

Step 3: Determine next placement.

- Discontinue intervention and return to Tier 1 only with continued progress monitoring (Exit student from RtI process.)
- Continue with Tier 2 or Tier 3 intervention with no change.
- Continue with Tier 2 or Tier 3 intervention with changes. Document changes.
    - Group
    - Strategies
    - Time of intervention
    - Material
- Refer for further diagnostic assessing (by interventionist/nurse/etc.).
- Refer to Tier 3 intervention. (Follow *Initial Campus SAT Meeting Guide* to make a new intervention plan.)
- Determine initiate referral to:
    - Section 504
    - Dyslexia Services
    - Special Education

Appendix G Intervention Observation Tool *(make a COPY before using)*

Intervention Observation Tool

Grade ____ Homeroom Teacher: _____ Interventionist: _____

Number of Students _____ Type of Intervention: Tier 2 / Tier 3 Date _____

Component	**Time**			**Activity/Objective**	**Instruction**		
	Start Time	End Time	Total Minutes		Mostly instructing	Often managing	Mostly managing

NOTE: The components taught should reflect students' needs.

Intervention Instruction **The interventionist …**	**3 Most of the time**	**2 Some of the time**	**1 Rarely**	**0 Not at all**
1. Introduces the concepts and skills in **small steps**				

2. Explains concepts and skills in **clear and direct language**				
3. **Models** and demonstrates procedures with the use of **lots of examples**				
4. Checks initial practice items for correctness and provides immediate **feedback**				
5. Provides **many opportunities for practice** after initial presentation of task/skill				
6. Gives **individual and/or group opportunities to respond**				
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides **scaffolding** to assist students in their learning and practice				
9. Uses **correction procedures** and provides feedback				
10. **Paces instruction adequately** by transitioning quickly between tasks and allowing extra time when needed				
11. Redirects off-task behavior when it occurs				
12. Is the intervention **lesson carefully and purposefully designed** by sequencing the task from easy to difficult?	YES		NO	
Vaughn Gross Center for Reading and Language Arts (2005). Intervention observation tool. Austin, TX: University of Texas System/Texas Education Agency.				

Appendix H Example of Parent RtI Letter *(make a COPY before using)*

Example Parent Letter for RtI Notification

(You may add School Letterhead)

(Date)

Re: (child's name)

Dear (parent's name)

Midlothian Independent School District uses Response to Intervention (RTI) to help students be successful. We assess all students several times a year to be sure they are working on grade level. The assessment helps us know who needs help. Teachers plan interventions to close students' learning gaps. We offer two tiers of intervention, Tier 2 and Tier 3. Teachers monitor students' progress in the interventions. When students close their learning gaps, they no longer need intervention. We keep parents informed at every step.

We assess all students in grade ____ with the _____. Your child has shown some gaps in _____. Based on this screening data and teacher input, we have decided to provide supplemental reading/math instruction to your child.

Your child will receive interventions as checked below:

- _____approximately _____ sessions for approximately _____ minutes per session within the classroom with his/her classroom teacher or _____. This is considered a Tier 2 intervention.
- _____approximately _____ sessions of pull-out, small group instruction for approximately _____ minutes per session with _____ as his/her teacher. This is considered a Tier 3 intervention.

During the instruction, we will work on the following:

Math	**Reading**	**Writing**
❏ Quantity ❏ Number Recognition ❏ Number Concepts ❏ Calculation Accuracy ❏ Math Reasoning ❏ Measurement ❏ Geometry ❏ Math Vocabulary ❏ Algebraic Reasoning ❏ One-to-one correspondence ❏ Other _____	❏ Sight Words ❏ Fluency ❏ Vocabulary ❏ Comprehension ❏ Pre-literacy Skills ❏ Inferencing ❏ Context Clues ❏ Phonemic Awareness ❏ Chunking ❏ Decoding ❏ Other _____	❏ Fine motor or handwriting ❏ Conventions ❏ Language (sentence structure, grammar, vocabulary) ❏ Construction of story (prose, action, sequence, theme) ❏ Fluency ❏ Spelling ❏ Organization ❏ Other _____

We will monitor the student's progress every other week and will share this information with his/her classroom teacher on a regular basis. At the end of this time period, we will conduct another screening assessment to measure your child's progress. Our team will then meet to decide whether to move your child out of this instruction or to continue providing it for an additional time.

_____ will send you a progress report every six weeks. You can ask to schedule to meet with _____.

Sometimes students do not close their gaps in learning quickly enough. When this happens, our teachers meet to review the student's progress. They suggest additional intervention strategies to try. If the student still does not make expected progress, the student may have a disability. If a disability is suspected, the student is referred for an evaluation for special services. You will be notified.

If you think your child's learning problems are due to a disability, you have the right to request an evaluation for special education at any time. To do this, give a written request for the evaluation to the school. Your rights will be explained. The school must respond to your request in 15 school days:

1. If the school agrees that a disability is suspected, it will begin the evaluation process. You will receive information about your rights. You will give written consent. Your child can continue to receive intervention.
2. If the school does not agree, it will not evaluate your child. You will get a written explanation about why a disability is not suspected. Your child can continue to receive intervention.

If at any time you would like to discuss your child's needs or progress, or if you have any questions about this instruction, please contact me at _____.

Sincerely,

Teacher, _____

Principal, _____

(Fecha)

Ref.: (nombre del niño)

Estimado (nombre de los padres)

El Distrito Escolar Independiente de Midlothian usa Respuesta a la Intervención (RTI) para ayudar a todo el estudiantado a tener éxito. Evaluamos todos los niños varias veces al año para asegurarnos de que los estudiantes están rindiendo al nivel adecuado para su grado escolar. La evaluación nos ayuda a saber quién necesita ayuda. Los maestros planean intervenciones para que los estudiantes alcancen el nivel académico adecuado. Ofrecemos dos niveles de intervención, Nivel 2 y Nivel 3. Los docentes monitorearán el progreso de los estudiantes en las intervenciones. Cuando los estudiantes alcanzan el nivel adecuado para su grado escolar, ya no necesitan intervención. Informamos a los padres en cada paso.

Evaluamos a todos los estudiantes en el grado ____ con el _____. Su hijo(a) no está al nivel adecuado en _____. Basado en estos resultados y en el aporte del maestro, hemos decidido proporcionar instrucción adicional de lectura/matemáticas a su hijo(a).

Su hijo(a) recibirá las siguientes intervenciones:

- _____ aproximadamente _____ sesiones para aproximadamente _____ minutos por sesión en el salón de clase con su docente o _____. Esto es considerado Nivel 2 de intervención.
- _____ aproximadamente _____ sesiones afuera de la clase normal con instrucción en grupo pequeño para aproximadamente _____ minutos por sesión con _____ como su docente. Esto es considerado Nivel 3 de intervención.

Durante la instrucción, trabajaremos en lo siguiente:

Matemáticas	**Lectura**	**Escritura**
● Cantidad ● Reconocimiento de Números ● Conceptos de Números	● Palabras de Uso Frecuente ● Fluidez ● Vocabulario ● Comprensión	● Motricidad fina o escritura ● Convenciones ● Lenguaje (estructura de la oración, la gramática, vocabulario)

● Exactitud de Cálculo ● Razonamiento de Matemáticas ● Medida ● Geometría ● Vocabulario de Matemáticas ● Razonamiento Algebraico ● Correspondencia de uno a uno ● Otro _____	● Habilidades de Pre alfabetismo ● Haciendo inferencias ● Pistas de Contexto ● Conciencia Fonológica ● Fragmentación ● Descodificación ● Otro _____	● Construcción de la historia (prosa, acción, secuencia, tema) ● Fluidez ● Ortografía ● Organización ● Otro _____

Monitorearemos el progreso del estudiante cada dos semanas y compartiremos regularmente esta información con el docente del niño. Al final de este período de tiempo, conduciremos otra evaluación para medir el progreso de su hijo(a). Nuestro equipo se juntará para decidir si hay que mover a su hijo(a) de esta instrucción o seguir proporcionándosela por un tiempo adicional.

_____ le mandará un aviso sobre el progreso de su hijo(a) cada seis semanas. Usted puede pedir una junta con _____.

A veces los estudiantes no alcanzan el nivel de aprendizaje apropiado en un tiempo adecuado. Cuando esto pasa, nuestros docentes se reúnen para revisar el progreso del estudiante. Ellos sugieren estrategias de intervención adicionales para resolver el problema. Si el rendimiento del estudiante no mejora, el estudiante puede tener una discapacidad. Si una discapacidad es sospechada, el estudiante será referido para una evaluación de servicios de educación especial. Usted será notificado.

Si usted cree que los problemas de aprendizaje de su hijo(a) son debidos a una discapacidad, usted tiene el derecho de pedir una evaluación para educación especial en cualquier momento. Para hacer esto, entregue una solicitud por escrito a la escuela para la evaluación. Sus derechos serán explicados. La escuela debe responder a su solicitud en 15 días lectivos:

1. Si la escuela está de acuerdo que una discapacidad es sospechada, comenzará el proceso de evaluación. Usted recibirá la información sobre sus derechos. Usted dará el consentimiento escrito. Su hijo(a) puede continuar recibiendo la intervención.

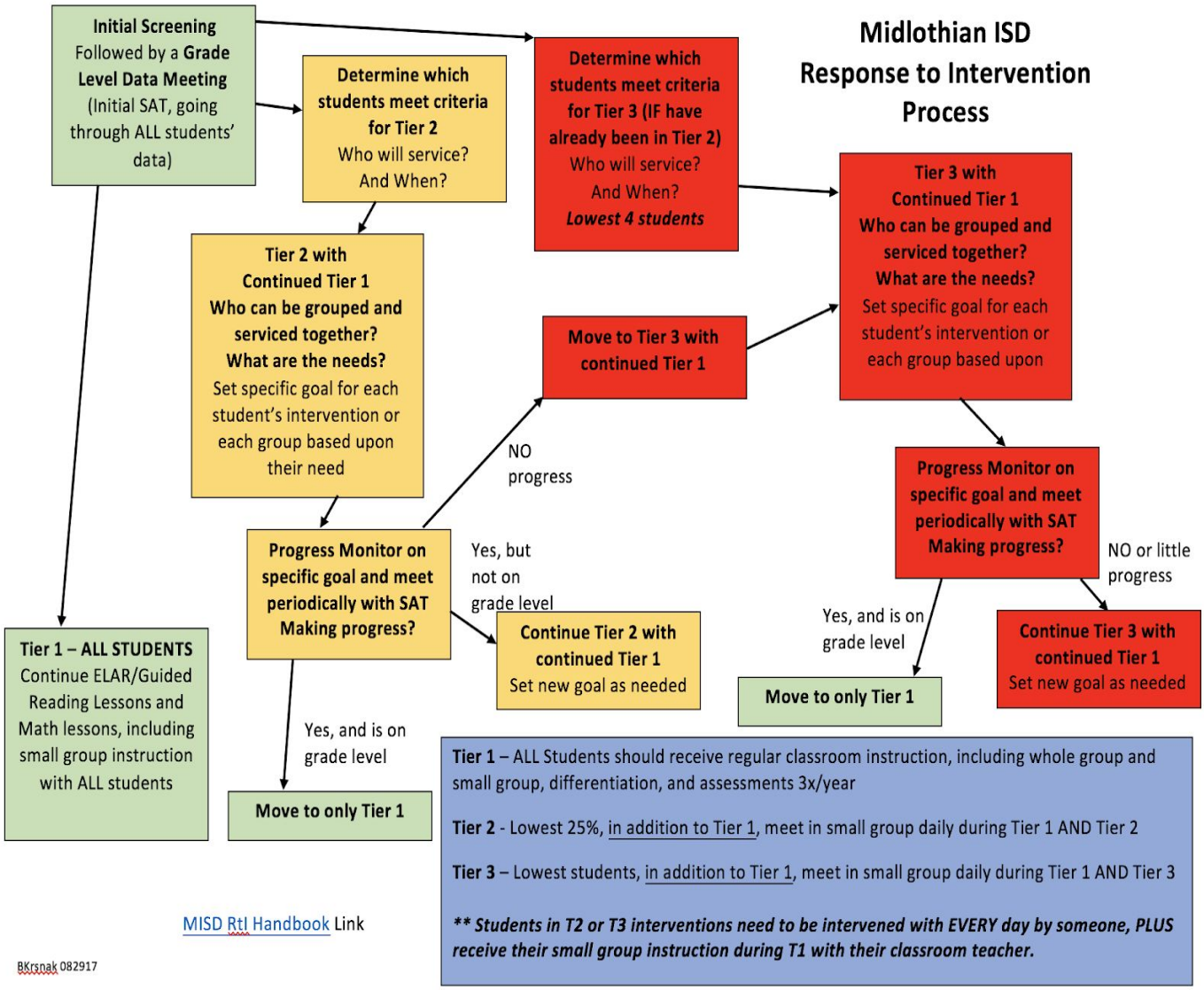
2. Si la escuela no está de acuerdo, no evaluará a su hijo(a). Usted recibirá una explicación por escrito con las razones por las cuales la escuela no considera que su hijo(a) tenga una discapacidad de aprendizaje. Su hijo(a) puede continuar recibiendo la intervención.

Si en cualquier momento le gustara hablar sobre las necesidades de su hijo(a) o su progreso, o si usted tiene alguna pregunta sobre esta instrucción, por favor póngase en contacto conmigo al _____.

Sinceramente,

Appendix I

MISD Rti Flowchart


Midlothian ISD
Response to Intervention
Process
Initial Screening
Followed by a Grade Level Data Meeting
(Initial SAT, going through ALL students' data)
Determine which students meet criteria for Tier 2
Who will service?
And When?
Determine which students meet criteria for Tier 3 (IF have already been in Tier 2)
Who will service?
And When?
Lowest 4 students
Tier 3 with Continued Tier 1
Who can be grouped and serviced together?
What are the needs?
Set specific goal for each student's intervention or each group based upon
Tier 2 with Continued Tier 1
Who can be grouped and serviced together?
What are the needs?
Set specific goal for each student's intervention or each group based upon their need
Move to Tier 3 with continued Tier 1
NO progress
Progress Monitor on specific goal and meet periodically with SAT Making progress?
Yes, but not on grade level
Continue Tier 2 with continued Tier 1
Set new goal as needed
Yes, and is on grade level
Move to only Tier 1
Progress Monitor on specific goal and meet periodically with SAT Making progress?
NO or little progress
Yes, and is on grade level
Move to only Tier 1
Continue Tier 3 with continued Tier 1
Set new goal as needed
Tier 1 – ALL STUDENTS
Continue ELAR/Guided Reading Lessons and Math lessons, including small group instruction with ALL students
Tier 1 – ALL Students should receive regular classroom instruction, including whole group and small group, differentiation, and assessments 3x/year
Tier 2 - Lowest 25%, in addition to Tier 1, meet in small group daily during Tier 1 AND Tier 2
Tier 3 – Lowest students, in addition to Tier 1, meet in small group daily during Tier 1 AND Tier 3
** Students in T2 or T3 interventions need to be intervened with EVERY day by someone, PLUS receive their small group instruction during T1 with their classroom teacher.
MISD RtI Handbook Link
BKrsnak 082917