



WESTPORT PUBLIC SCHOOLS

Elementary Response to Intervention: Parent Manual

updated 2022-2023

Note: This is a living document and changes can be expected as procedures and practices continuously improve.

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Response to Intervention in Westport Public Schools

Introduction

The purpose of this document is to provide an overview of the Elementary Response to Intervention (RTI) processes and practices in the Westport Public Schools (WPS). This manual was designed to assist parents in understanding the practices and procedures of the RTI process.

What is Response to Intervention?

RTI is grounded in the belief that *all* students can learn and master rigorous content. This is achieved with effective teaching, high-quality general education curricula, a positive and safe school climate, and a comprehensive system of social and emotional support. Every educator in every school – classroom teachers, special education personnel, administrators, interventionists – shares in the responsibility to ensure that every student receives the highest quality instruction, regardless of their learning styles, strengths, and areas for growth.

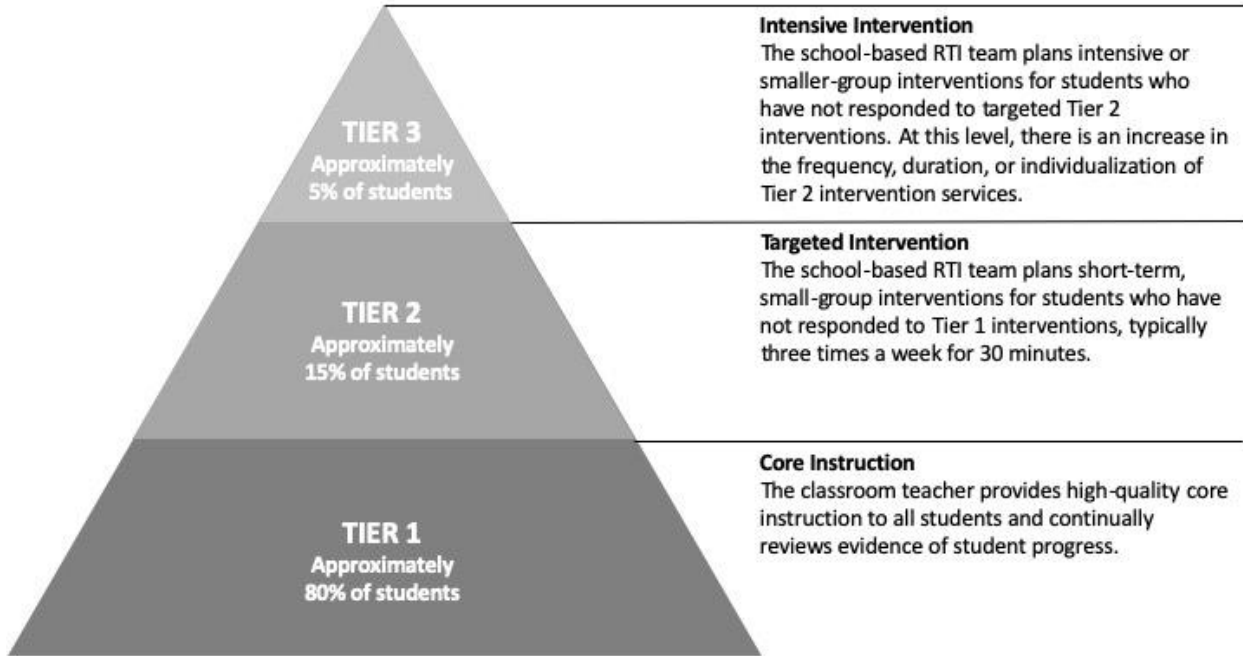
RTI is a three-tiered framework with increasing levels, or tiers, of instructional support. Within each of the three tiers, educators provide high-quality core instruction to all students. When necessary, interventionists work with educators to support classroom learning. Interventionists are certified teachers who specialize in reading or mathematics intervention. School psychologists also serve as interventionists for students requiring additional social and/or emotional support. Classroom teachers and interventionists closely monitor student progress and adjust or change interventions.

Why Response to Intervention?

The RTI framework was created in response to federal and state legislation to maximize the effectiveness of the core curriculum. Further, the RTI structure keeps every educator focused on best serving students based on their needs.

The Three-Tiered Model of Instruction and Intervention

RTI is a three-tiered model with increasing levels, or tiers, of instructional support. The classroom teacher provides high-quality core instruction to all students at every tier, including students receiving special education services.



Summary of the Three Tiers

| Component | Tier 1 | Tier 1A (Elementary only) | Tier 2 | Tier 3 |
|--------------------------------------|---|--|--|--|
| Who | All students | Students requiring targeted classroom intervention | Students not meeting benchmarks who have not responded to Tier 1A interventions | Students not meeting benchmarks who have not responded to Tiers 1A or 2 |
| What | Direct instruction and differentiation in the general education classroom | Differentiated, small group instruction with frequent conferencing | Short-term, focused intervention, in addition to Tier 1 differentiated instruction | More intensive intervention than Tier 2, in addition to Tier 1 differentiated instruction |
| When | Ongoing | A minimum of three times per week | A minimum of 60 minutes per week, in addition to Tier 1 differentiated instruction (approximately 90 minutes for elementary and 84 for middle schools) | Greater frequency, duration and/or individualization than Tier 2, in addition to Tier 1 differentiated instruction |
| Grouping | Flexible grouping for differentiated instruction | Flexible small group instruction (up to 5 students) | Small group instruction (up to 5 students) focused on direct teaching of student's goal | Student-to-teacher ratio up to 1:3 focused on direct teaching of student's goal |
| Interventionists | Classroom teacher | Classroom teacher | Math/Literacy Interventionist or School Psychologist (RTI-B), in collaboration with classroom teacher | Math/Literacy Interventionist or School Psychologist (RTI-B), in collaboration with classroom teacher |
| Progress Monitoring | Frequent, ongoing assessments | Frequent, ongoing assessments | Bi-weekly | Weekly |
| Progress Review | Classroom teacher review every 4-6 weeks | Team review approximately every 8-10 weeks | Team review approximately every 8-10 weeks for elementary, every 4 weeks for middle school | Team review approximately every 8-10 weeks for elementary, every 4 weeks for middle school |
| Collaborative Decision Making | Teachers and parents communicate about best academic plan for student | RTI Team develops intervention plan for student | RTI Team develops intervention plan for student | RTI Team develops intervention plan for student |

Tier 1 Instruction in Westport Public Schools

Classroom instruction is based on our [district curricula](#), which are aligned to the [Connecticut Core Standards](#). We also offer a comprehensive, school wide system of social and emotional learning and behavioral support for our students..

The **general education classroom** is the first and most critical tier of “intervention” in the three-tiered model. The classroom education teacher provides data-driven differentiated instruction and behavioral support for all students in their classroom. This data comes from multiple sources of student work including benchmark screeners, common assessments in literacy and mathematics, and additional, student specific assessments to monitor individual goals. Educators use data to:

- a. Identify students who are meeting, exceeding, or not yet meeting district benchmarks;
- b. Differentiate core instruction to meet the needs, learning styles, and interests of individual students;
- c. Monitor student progress; and
- d. Provide evidence-based interventions and adjust the interventions based on students’ responsiveness.**

Differentiated instruction is essential to address the wide range of achievement levels, as well as behavioral and social emotional needs that can be found in any classroom. In a differentiated classroom, teachers actively plan for differences among students’ needs, learning styles, and interests. Small group instruction, one-to-one conferences, and alternative assignments are all examples of differentiated instruction. The goal is access to the curriculum for all.

General education classroom teachers differentiate learning experiences based on assessment data and observations. These experiences may support students who are struggling with a specific area of learning or those who need to extend learning beyond grade-level expectations. Grade-level and RTI team meetings provide opportunities for teachers to look at student work collaboratively and share strategies for moving students forward in their learning.

Progress monitoring in the general education classroom helps determine the effectiveness of classroom intervention and establishes a baseline for the consideration of additional support. Progress may be monitored through the use of common assessments in literacy and mathematics or by administering targeted assessments that measure student growth toward a specific goal.

Elementary Processes and Procedures: Literacy and Mathematics

Tier 1A Processes and Procedures

If a classroom teacher has a concern about the progress of an individual student, they are considered to be in Tier 1A. The Tier 1A structure is a framework for documentation of differentiation strategies, instructional supports, and/or instructional interventions used with individual students. Tier 1A is implemented by the classroom teacher within the regular classroom environment.

Tier 1A Goal Setting

Tier 1A goals are developed by the classroom teacher, often in collaboration with interventionists.

- **Intervention goals align with a standard for the enrolled grade.**
- Objectives may contain standards from prior grade levels to close the gap.

Tier 1A Family Contact

Parents are contacted by the classroom teacher. The classroom teacher will provide information regarding the need for the goal, the strategies/interventions being used in the classroom, and the plans for monitoring progress.

Tier 1A Meetings

Purpose

The purpose of the RTI Tier 1A meeting is to review the progress of students with Tier 1A goals and plan next steps. Based on the child's progress toward their Tier 1A goal(s) one of the following recommendations will be made:

- **Discontinue Tier 1A intervention.** The child is no longer demonstrating the need for additional instruction, but will continue to receive differentiated instruction as part of a regular classroom routine.
- **Continue Tier 1A intervention.** The child has made some progress toward the goal, but continues to demonstrate the need for additional instruction. A new goal may be appropriate.
- **Increase intervention by referring the child to Tier 2 supports.** The child has not made adequate progress toward the goal.

Frequency

RTI Tier 1A meetings occur approximately every eight to ten weeks. Changes to the timing of these meetings may be necessary based on individual student needs.

Participants

The following educators attend RTI Tier 1A meetings:

- Classroom teacher
- Interventionist (literacy and/or math)
- Literacy coach (optional)
- School Psychologist and/or student support staff member (when behavioral concerns exist)
- RTI Administrator (or designee)

Considerations for Tier 2

Consideration for Tier 2 requires evidence that the individual student has not responded to interventions in the general education classroom (i.e., progress monitoring data).

Ongoing assessment (progress monitoring) in the general education classroom helps the team evaluate the effectiveness of the intervention. After reviewing evidence from the classroom, the team may choose to adjust the duration, frequency, or nature of the Tier 1A intervention before considering Tier 2 intervention.

Students who are referred to Tier 2 support perform below the goal on at least two assessment indicators and do not respond to targeted Tier 1A interventions in the classroom. Multiple data points are used to determine whether a student requires Tier 2 intervention. These data points are described in the tables below.

Data Requirements for Consideration of Tier 2 Intervention, Elementary Level

| Subject | Grade Band | |
|--------------------|---|--|
| | K – 2 | 3 – 5 |
| Mathematics | At least 2 of the 3 criteria are met: <ul style="list-style-type: none">● Performance below the 40th percentile nationally on NWEA for a specific learning goal● Grades 1 and 2 Chapter Assessments: Low performance on Level 1 (recall, computation, and procedural knowledge) and/or Level 2 problems (application of concepts)● Formative assessment data and/or student work samples | At least 3 of the 4 criteria are met: <ul style="list-style-type: none">● Performance below the 40th percentile nationally on NWEA for a specific learning goal● Chapter Assessments: Low performance on Level 1 (recall, computation, and procedural knowledge) and Level 2 problems (application of concepts)● Level 1 or 2 on Smarter Balanced● Formative assessment data and/or student work samples |
| Reading | At least 4 of the 5 criteria are met: <ul style="list-style-type: none">● Grades K – 1: Performance below 40th percentile on NWEA (K-2) | At least 3 of the 4 criteria are met: <ul style="list-style-type: none">● Performance below the 40th percentile nationally on NWEA for a specific learning goal |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ● Grade 2: Performance below the 40th percentile nationally on NWEA (2-5) for a specific learning goal ● Independently reading at least two levels below benchmark: <ul style="list-style-type: none"> ○ Fountas & Pinnell Reading Level ○ High Frequency Word Assessment ● Performance on Phonics Assessments ● Formative assessment data and/or student work samples | <ul style="list-style-type: none"> ● Independently reading at least two levels below benchmark: <ul style="list-style-type: none"> ○ Fountas & Pinnell Reading Level ○ DIBELS ● Level 1 or 2 on Smarter Balanced ● Formative assessment data and/or student work samples |
|--|---|--|

Tier 2 Interventions

When a student is assigned to Tier 2 intervention, he/she is also assigned an interventionist who will deliver targeted instruction in a small group setting. In addition, the student continues to receive instruction in the focus area with the classroom teacher. Intervention plans for the student include the goal, the approach or program used, the frequency of intervention, and how progress will be monitored.

Tier 2 Goal Setting

Students receiving Tier 2 Intervention have individual goals, developed by the classroom teacher in collaboration with interventionists. **Intervention goals are aligned with standards.** Because standards are end of year goals, the child’s goal may align with a previous grade level or may be a prerequisite for a grade level standard.

Progress is reviewed approximately every eight to ten weeks.

Tier 2 Family Contact

When students enter Tier 2, parents are contacted via telephone by the classroom teacher and/or the interventionist. The teacher will provide information regarding the need for increased intervention (Tier 2), the strategies/interventions being used in the support setting, and the plans for monitoring progress.

Parents will also be notified in writing when a child enters Tier 2 support or when it is determined at a subsequent RTI meeting that a child continues to receive Tier 2 services.

Tier 2 Intervention: Frequency, Duration, & Scheduling

Tier 2 interventions are consistently scheduled and of sufficient duration (eight to ten weeks) to have a reasonable chance to impact the child’s performance.

The following are guidelines for Tier 2 Intervention:

- **Students continue to receive direct classroom instruction in the focus area for improvement by the classroom teacher in addition to the interventions delivered by the interventionist.**
- Interventions are scheduled in addition to regular education instruction. **Whenever possible, students are not pulled from regular instruction in their area of need to attend intervention sessions.**
- Westport Public Schools generally recommends that Tier 2 interventions occur for 30 minutes, three times per week, or a total of 90 minutes.
 - The primary setting for Tier 2 interventions is small group instruction. Small groups are formed of **two to five** students who exhibit the same pattern of difficulty and who are functioning at similar levels.
 - At times, these small groups can be run by the interventionist in a push-in model where the interventionists sees small groups within the regular classroom during the instructional block.
- Assessment for progress monitoring occurs bi-weekly.
- Interventions are research based.
- If it appears that a student is making little to no progress during the treatment period, the teacher support/intervention team must reconvene to see if changes to the intervention are necessary prior to the end of the treatment period.

Tier 2 Meetings

Purpose

The purpose of the RTI Tier 2 meeting is to review the progress of students with Tier 2 goals and plan next steps. Based on the child's progress toward their Tier 2 goal(s) one of the following recommendations will be made:

- **Discontinue Tier 2 intervention.** The child is no longer demonstrating the need for additional instruction, but will continue to receive differentiated instruction as part of a regular classroom routine.
- **Continue Tier 2 intervention.** The child has made some progress toward the goal, but continues to demonstrate the need for additional instruction. Changes to the existing plan may be recommended.
- **Increase intervention by referring the child to Tier 3 support.** The child has not made adequate progress toward the goal.

Frequency

RTI Tier 2 meetings occur approximately every eight to ten weeks. Changes to the timing of these meetings may be necessary based on individual student needs. RTI Tier 2 discussions occur during scheduled RTI Meetings.

Participants

The following professionals attend RTI Tier 2 meetings:

- Classroom teacher
- Interventionist
- Literacy coach (optional)
- School Psychologist or school counselor
- RTI Administrator (or designee)

Considerations for Tier 3

If it appears that a student is making little to no progress during the treatment period, the teacher support/intervention team must reconvene to see if changes to the intervention are necessary prior to the end of the treatment period.

Tier 3 intervention will be considered when a student has not made adequate progress toward individual, standards-based goals and continues to perform below district benchmarks on multiple indicators.

Tier 3 Interventions

When students have not responded to targeted interventions in Tier 2, Tier 3 plans are initiated. Plans for students include student goal, type of intervention, frequency of intervention, and documentation of student's response to the intervention.

Tier 3 Goal Setting

Students receiving Tier 3 Intervention have individual goals, developed by the classroom teacher in collaboration with interventionists. **Intervention goals are aligned with standards.** Because standards are end of year goals, the child's goal may align with a previous grade level or may be a prerequisite for a grade level standard.

Progress toward goals is reviewed approximately every eight to ten weeks.

Tier 3 Family Contact

When students enter Tier 3, parents are contacted via telephone by the interventionist. The teacher will provide information regarding the need for increased intervention (Tier 3), the strategies/interventions being used in the support setting, and the plans for monitoring progress.

Parents will also be notified in writing when a child enters Tier 3 support or when it is determined at a subsequent RTI meeting that a child continues to receive Tier 3 services.

Tier 3 Intervention: Frequency, Duration, & Scheduling

Tier 3 interventions are consistently scheduled and of sufficient duration to have a reasonable chance to impact the student's performance. ***The primary difference between Tier 2 and Tier 3 interventions is the intensity and/or individualization of the intervention.***

The guidelines for Tier 3 Intervention are:

- Westport Public Schools generally recommends increasing the intervention intensity by at least one of the following:
 - Student to teacher ratio. Tier 3 interventions groups include no more than three students who exhibit a similar pattern of difficulty and who are functioning at similar levels.
 - Frequency. Sessions may be more frequent than in Tier 2 (i.e., 4-5 times per week).
- Tier 3 interventions are always conducted outside of the classroom in a small group setting.
- Tier 3 assessment for progress monitoring occurs weekly or bi-weekly depending on the intervention program and number of days per week a child is seen.
- **Students continue to receive direct instruction in the focus area by the classroom teacher in addition to the interventions delivered by the interventionist.**
- Interventions are scheduled in addition to regular education instruction. **Whenever possible, students are not pulled from regular instruction in their area of need to attend intervention sessions.**
- Interventions are research based.
- If it appears that a student is making little to no progress during the treatment period, the teacher support/intervention team must reconvene to see if changes to the intervention, or different interventions, are necessary prior to the end of the treatment period.

Tier 3 Meetings

Purpose

The purpose of the RTI Tier 3 meeting is to review the progress of students with Tier 3 goals and plan next steps. Based on the child's progress toward their Tier 3 goal(s) one of the following recommendations will be made:

- **Discontinue Tier 3 intervention.** The child is no longer demonstrating the need for additional instruction, but will continue to receive differentiated instruction as part of a regular classroom routine. Alternatively, the team could reduce support and continue receiving Tier 2 services.
- **Continue Tier 3 intervention.** The child has made some progress toward the goal, but continues to demonstrate the need for additional instruction. Changes to the existing plan may be recommended.
- **Refer the child to the Planning and Placement Team (PPT).** The child has not made adequate progress toward the goal and a PPT is necessary to determine whether or not the child needs to be evaluated for an Individualized Education Plan (IEP).

Frequency

RTI Tier 3 meetings occur approximately every eight to ten weeks. Changes to the timing of these meetings may be necessary based on individual student needs. RTI Tier 3 discussions occur during scheduled RTI Meetings.

Participants

The following professionals attend RTI Tier 3 meetings:

- Classroom teacher
- Interventionist
- Literacy coach (optional)
- School Psychologist or counselor
- RTI Administrator
- *Members of the Special Education Team join Tier 3 meetings when possible*

Considerations for PPT

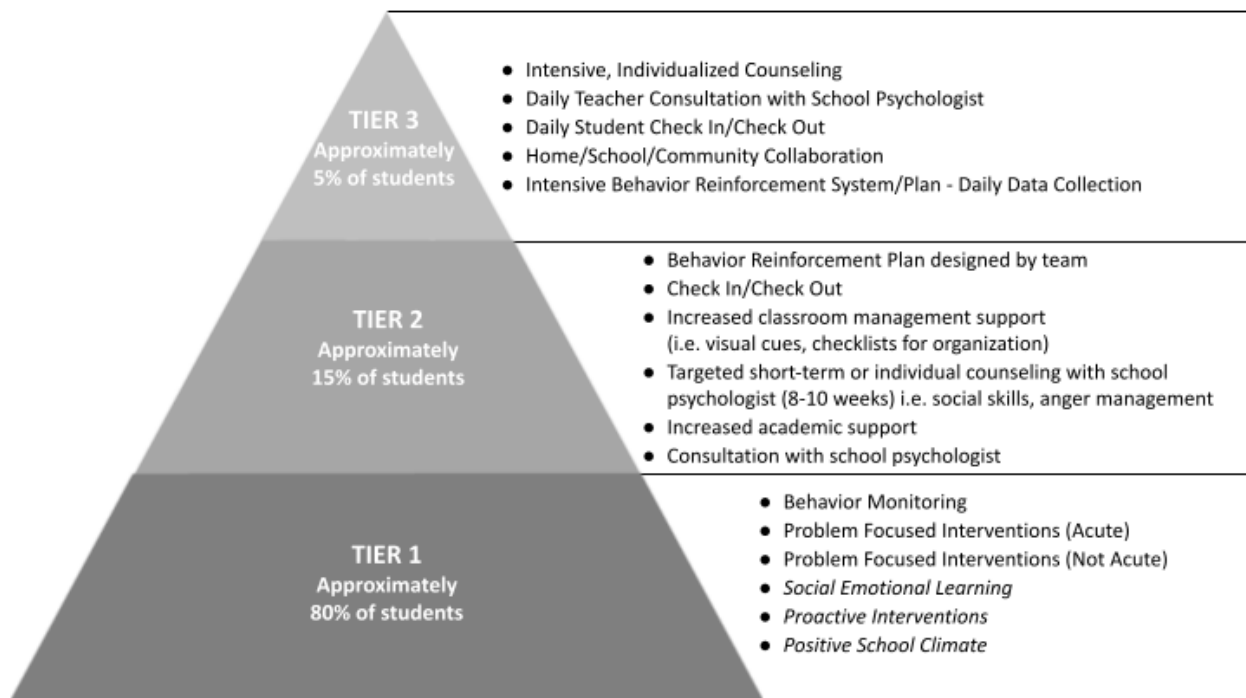
If it appears that a student is making little to no progress during the treatment period, the teacher support/intervention team must reconvene to see if changes to the intervention, or different interventions, are necessary prior to the end of the treatment period.

A transition to the PPT process will be considered when a student has not made adequate progress toward individual, standards-based goals and continues to perform below district benchmarks on multiple indicators.

Elementary Processes and Procedures-Behavior

The Three-Tiered Model of Behavioral Instruction and Intervention

RTI-Behavior is a three-tiered model with increasing levels, or tiers, of instructional and behavioral support. The classroom teacher provides high-quality instruction and interventions to all students at every tier, including students receiving special education services. The following pyramid outlines behavioral supports that may be utilized at each tier.



RTI Behavior K-5 Guidelines

Guidelines for Tier 1 Entry

Tier 1: Universal supports available to **all** students

- Social Emotional Learning based on the RULER and Responsive Classroom approaches
 - Classroom and Schoolwide Charter
 - Mood Meter
 - Metamoment
 - Blueprint Conference
 - Feelings Word Vocabulary
 - Morning Meeting
 - Academic Choice
 - Guided Discovery
 - Logical consequences
 - Teacher language: reminding, redirecting, reinforcing language
- Proactive Interventions
 - Proactive groups to teach positive skills: Lunch or Recess Bunch
 - Support Groups: Sibling Connection Group, Banana Splits, Coping with Loss Group
 - School Psychologist or Teacher whole class lesson on social skills problems/issues (e.g. Second Step)
 - Referral to the mentor program through Westport Human Services
- Positive School Climate
 - Town Hall/Whole School Meetings focusing on positive behavior
 - Parent communication/meetings
 - Paraprofessional and teacher training related to behavior (RULER & RC training, staff development, etc.)
 - School Psychologist and/or Teacher whole class lesson on social emotional learning
 - PTA meetings with the psychologists
 - School-wide or grade-specific initiatives to reinforce positive behavior (e.g. Kindness Week)
- Behavior Monitoring
 - Documentation of office visits for behavioral concerns including, student name, date and time, sending teacher/classroom, actions taken and outcomes
- Problem Focused Interventions (Acute)
 - Brief/Problem centered counseling (3 sessions for acute cases)

- Consultation with psychologist – strategies, reinforcers, developmental expectations, observations
- Informal positive reinforcement plan (e.g. simple sticker chart)
- No goal necessary

Referral to RTI B Tier 1 A

Step One:

Teacher completes the Behavior Survey and consults with the school psychologist.

Step Two:

Problem Behavior is identified:

| Internalizing Behavior Examples | Externalizing Behavior Examples | Attention/Executive Functioning Examples |
|--|---|---|
| Exhibits sadness | Disrupts class | Difficulty following classroom routines |
| Appears unmotivated | Refused to do work | Poor organization of materials/belongings |
| Does not participate in games, class discussions, activities, etc. | Noncompliant/refuses to follow directions | Leaves work incomplete |
| Appears shy/timid | Minor physical contact | Difficulty starting activities/tasks independently |
| Acts fearful | Property misuse | Difficulty with transitions |
| Appears withdrawn | Inappropriate verbal language | Does not bring in homework |
| Self-injury (cutting, head banging) | Explosive/Angry outbursts | Easily distracted by noises, activity, sights, etc. |
| Plays alone | Interrupts others | Gets out of seat at wrong times |
| Cries easily | Overreacts to small problems | Trouble waiting for turn |
| Other: | Other: | Has trouble remembering things |
| | | Other: |

Step Three:

Behavioral goal(s) and intervention are planned.

- Goal is based on grade level expectations
- Replacement Behavior is identified (i.e. what do we want the student to do instead?)

- Choose an observable behavioral skill
- Identify student's strengths

Tier 1 A: Targeted Interventions

- Problem Focused Interventions (Not Acute)
 - Teacher generated behavior plans
 - Consultation with psychologist – strategies, reinforcers, developmental expectations, observations
 - Targeted teacher strategies and interventions (e.g. fidgets, breaks, visual cues/signals)
 - Opportunity for individual students to build positive relationships with staff (e.g. mentor, special job)

Step Four:

Progress Monitoring is designed. May include:

- Ongoing data collection
- Work completion
- Reward tracking (from behavior charts/plans)

Step Five:

School contacts parents to inform them about entrance into RTI B.

Guidelines for Tier 2 Entry

Step One:

- Review Tier 1 A goal (s) which has been developed and implemented for approximately 10-20 weeks
- Review progress monitoring data and student has not demonstrated sufficient progress toward goals in Tier 1 A and therefore requires more intensive behavioral support.
- Data shows evidence of impact on student's learning. Sources of data may include:
 - Student has _____ office referrals
 - Student has _____ absences/ _____ tardies
 - Academic concerns in _____
 - Work completion
 - Parent communication

Step Two:

Problem Behavior is identified:

| Internalizing Behavior Examples | Externalizing Behavior Examples | Attention/Executive Functioning Examples |
|--|---|---|
| Exhibits sadness | Disrupts class | Difficulty following classroom routines |
| Appears unmotivated | Refused to do work | Poor organization of materials/belongings |
| Does not participate in games, class discussions, activities, etc. | Noncompliant/refuses to follow directions | Leaves work incomplete |
| Appears shy/timid | Minor physical contact | Difficulty starting activities/tasks independently |
| Acts fearful | Property misuse | Difficulty with transitions |
| Appears withdrawn | Inappropriate verbal language | Does not bring in homework |
| Self-injury (cutting, head banging) | Explosive/Angry outbursts | Easily distracted by noises, activity, sights, etc. |
| Plays alone | Interrupts others | Gets out of seat at wrong times |
| Cries easily | Overreacts to small problems | Trouble waiting for turn |
| Other: | Other: | Has trouble remembering things |
| | | Other: |

Step Three:

Behavioral goal is created:

- Goal is based on grade level expectations
- Choose an observable behavioral skill
- Replacement Behavior is identified (i.e. what do we want the student to do instead?)

Step Four:

Intervention is planned. Possible intervention strategies:

- Behavior Reinforcement Plan designed by team
- Check In/Check Out
- Increase classroom management support (i.e. visual cues, checklists for organization)
- Targeted short-term social skill group and/or individual counseling facilitated by school psychologist (min. of 10 weeks)
- Targeted instruction in replacement behaviors (i.e. coping strategies, feelings management, empathy training) in group or individual counseling with school psychologist (min. of 10 weeks)
- Consultation with school psychologist for classroom strategies
- Increased academic support
- Sensory Strategies

Step Five:

Progress monitoring is designed. May include:

- Ongoing data collection for target behaviors
- SUDS scales (subjective units of distress rating)
- Time on task
- Behavioral checklists--teacher or student (self-monitoring)

Step Six:

School psychologist contacts parents to discuss Tier 2 intervention and obtain parent consent for counseling.

Guidelines for Tier 3 Entry

Step One:

- Review Tier 2 goal (s) which has been developed and implemented for approximately 10-20 weeks.
- Review progress monitoring data and if student has not demonstrated sufficient progress toward goals in Tier 2 and therefore requires more intensive behavioral support.
- Data shows evidence of impact on student's learning. Sources of data may include:
 - Student has _____ office referrals
 - Student has _____ absences/ _____ tardies
 - Academic concerns in _____
 - Work completion
 - Behavior Plan data
 - Parent Communication

Step Two:

Problem Behavior is identified:

| Internalizing Behavior Examples | Externalizing Behavior Examples | Attention/Executive Functioning Examples |
|--|---|---|
| Exhibits sadness | Disrupts class | Difficulty following classroom routines |
| Appears unmotivated | Refused to do work | Poor organization of materials/belongings |
| Does not participate in games, class discussions, activities, etc. | Noncompliant/refuses to follow directions | Leaves work incomplete |
| Appears shy/timid | Minor physical contact | Difficulty starting activities/tasks independently |
| Acts fearful | Property misuse | Difficulty with transitions |
| Appears withdrawn | Inappropriate verbal language | Does not bring in homework |
| Self-injury (cutting, head banging) | Explosive/Angry outbursts | Easily distracted by noises, activity, sights, etc. |
| Plays alone | Interrupts others | Gets out of seat at wrong times |
| Cries easily | Overreacts to small problems | Trouble waiting for turn |
| Other: | Other: | Has trouble remembering things |
| | | Other: |

Step Three:

Conduct a more intensive data collection/analysis to explore function of the problematic behavior(s).

Step Four:

Behavioral goal is created:

- Goal is based on grade level expectations
- Choose an observable behavioral skill
- Replacement Behavior is identified (i.e. what do we want the student to do instead?)

Step Five:

Intervention is planned. Possible intervention strategies:

- Daily student Check In/Check Out
- Intensive behavior reinforcement system/plan
- Home/School/Community collaboration
- Intensive, individualized counseling
- Daily teacher consultation with school psychologist
- Increased academic support
- Sensory strategies
- Scheduled breaks
- Other interventions based on results of more intensive data collection/analysis

Step Six:

Progress monitoring is designed and reviewed more frequently. May include:

- Work Completion
- Time on Task
- Checklists
- Individualized progress monitoring tool (based on goals)
- SUDS scales (subjective units of distress rating)
- Time on task
- Behavioral checklists - teacher or student (self-monitoring)

Step Seven:

School psychologist calls parents to discuss Tier 3 intervention and sends home parent letter (and updated consent form for counseling).

Following Tier 3, if sufficient progress is not evident, consider a referral to PPT.