K-12
Response to Intervention (RtI)
Implementation Manual

Graves County Schools

What is RtI?

Response to Intervention/Kentucky System of Interventions is a state and federally mandated system of tiered, researchsupported interventions designed to address the needs of low-achieving regular education students. RtI must be implemented with fidelity before a student suspected of having a mild disability (Specific Learning Disability, Other Health Impaired, Developmental Delay, or Mild Mental Disability) can be referred for a Multidisciplinary Team evaluation.

RTI is…	RTI is not…
▪ About instruction	▪ Just about interventions
▪ An initiative that supports general education school improvement goals	▪ A pre-referral system for special education
▪ A method to unify general and special education in order to benefit students through greater continuity of services	▪ An individual teacher, classroom, or class period
▪ Focused primarily on effective instruction to enhance student growth	▪ Focused primarily on disability determination and documented through a checklist
▪ A system to provide instructional intervention immediately upon student need	▪ A method for just increasing or decreasing special education numbers

What is the Goal of RtI?

Implement and monitor core instruction with the goal of achieving 80%-90% proficiency with 80%-90% of students.

This goal can be applied to any assessment – administered from the district level to the classroom level.

By using data to dynamically inform, group, and adjust instruction in Tier I (core instruction), resources and instructional supports are freed up in Tiers II (small group) and III (additional small group/individualized instruction) in order to intervene with the most intensive students.
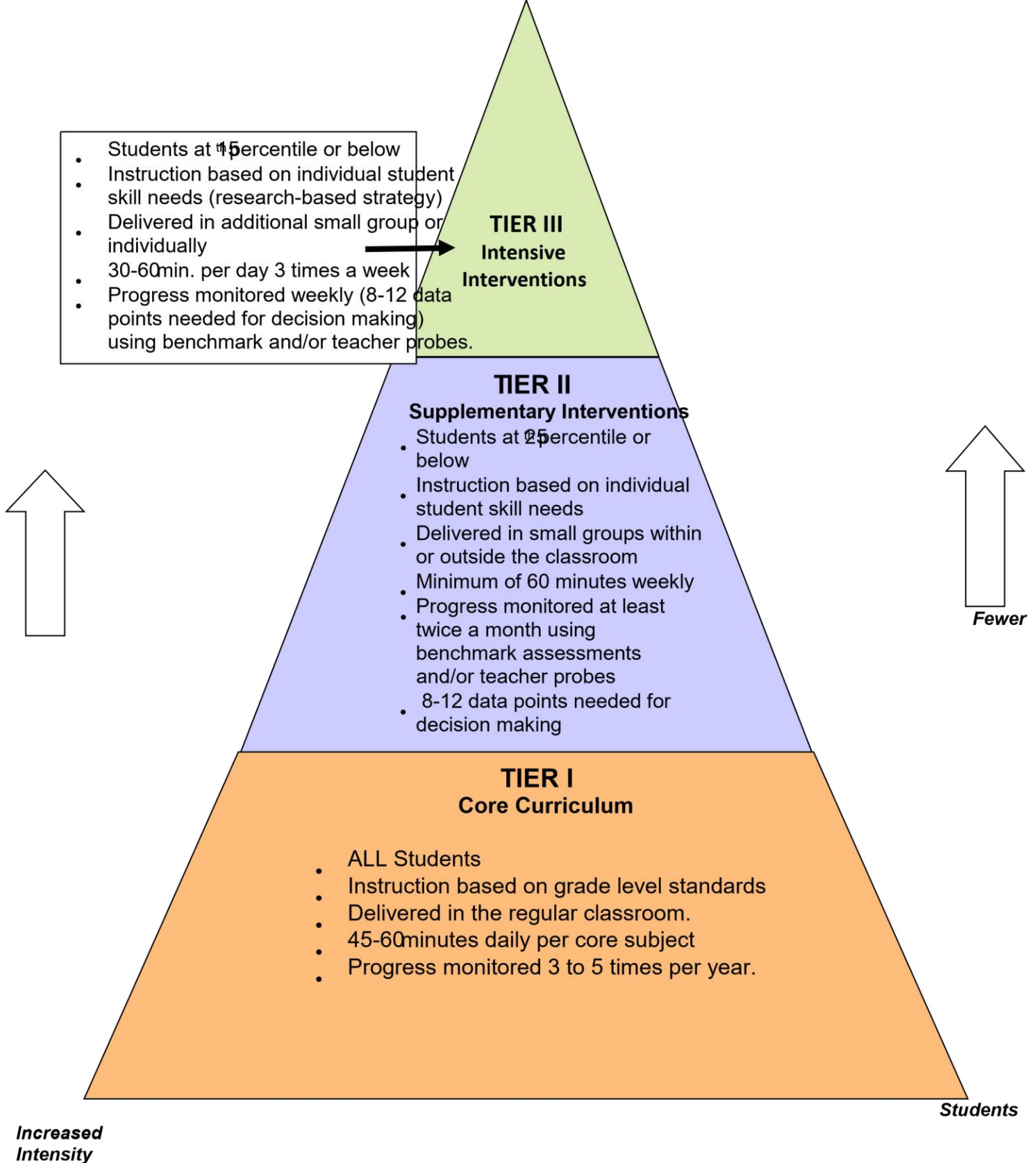
How is RtI Implemented?

RtI is primarily a regular education responsibility but collaborative teaming plays a key role in implementation. Thus, each school has grade level RtI teams that meet monthly to review student progress. These teams consist of the Principal, Guidance Counselor, Regular Education Teacher(s), and may also include the District RtI Specialist, District's Special Education, School Psychologist/Psychometrist and Interventionist(s).

- • RtI also requires an ongoing process of self-evaluation and reflection (at teacher and school level). Monitoring is essential and continuous.
    - o Where is the school now?

o   Is our RtI program successful?

o   What data are we using to support that?

o   What steps are necessary to move RtI forward to the next level? (school/classroom)

o   What am I doing in my classroom to meet all RtI levels? Is it effective?

o   RtI discussions lead to areas of improvement and professional development.

Graves County Schools Tiered RTI Model

(Each school shall have a school-specific pyramid of interventions.)

- Students at 15 percentile or below
- Instruction based on individual student skill needs (research-based strategy)
- Delivered in additional small group or individually
- 30-60 min. per day 3 times a week
- Progress monitored weekly (8-12 data points needed for decision making) using benchmark and/or teacher probes.

TIER III
Intensive Interventions

TIER II
Supplementary Interventions
- Students at 25 percentile or below
- Instruction based on individual student skill needs
- Delivered in small groups within or outside the classroom
- Minimum of 60 minutes weekly
- Progress monitored at least twice a month using benchmark assessments and/or teacher probes
- 8-12 data points needed for decision making

TIER I
Core Curriculum

- ALL Students
- Instruction based on grade level standards
- Delivered in the regular classroom.
- 45-60 minutes daily per core subject
- Progress monitored 3 to 5 times per year.

Fewer

Students

Increased Intensity

More than one intervention should occur at Tiers II and III if the initial intervention proves unsuccessful.

Tier I Core

Focus	All students
Program	Research-Based Instruction aligned with Common Core Standards
Grouping	*Multiple* flexible grouping formats to meet student needs
Time	Uninterrupted; 45-90 minutes per core subject
Assessment	Benchmark assessments at the beginning, middle, and end of the academic year (at the elementary and middle school level); Ongoing formative assessments in the classroom setting
Personnel	General education teacher; *Collaborative teacher (when applied)*
Setting	General education classroom

The focus of Tier I Instruction is to organize and provide instruction for all students such that most students achieve 80%-90% proficiency on grade level skills and/or concepts AND score within the average range on norm-referenced tests. This may pertain to formative and summative assessments provided in the classroom, as well as district-wide assessments given throughout the school year. The instruction is delivered by the classroom teacher in the classroom setting. Grouping formats are flexible depending on the data and encompass a variety of whole group, small group, and independent work, based on the instruction and/or

Tier I instruction involves classroom interventions and extensions, including research-based approaches and/or strategies, provided by the general education teacher, that serve to differentiate and/or adjust the task to better match students individual needs – based on his/her response to the classroom assessments. When students do not respond to Tier I instruction, these students may be considered for supplemental or intensive intervention in addition to what all students receive in the core program (Tier I instruction)

needs for differentiation within core instruction.

Decision-Making Rules for Movement from Tier I to Tier II Collaborative Teaming (recommendations)

Grade Level RtI Team - Meet to discuss student response to core instruction as measured by benchmark assessment or Tier I progress monitoring. Progress monitoring is defined by the measurement of the **same** skill over time but with various forms. Norm-referenced curriculum based measures (e.g., STAR and DIBELS NEXT) must be used as a progress monitoring tool while teacher made probes can also be used on an as needed basis to inform progress.

Use assessment data to evaluate, plan, and monitor differentiation/intervention/strategies within Tier I.

Data Analysis

Students identified for Tier II and/or Tier III instruction may be determined by one of the following:

Performance below the 25th percentile on a benchmark assessment,

Four consecutive data points below the 25%ile goal line from Tier I progress monitoring **Behavior Component (non-academic)**

Refer to Appendices B & C

Screening for Tier II (15% of students)

- Teacher nominations (2 or 3 from each class identifies 10-15%)
- Office referrals
- Checklists or rating scales (such as the BASC-2 Behavioral and Emotional Screening System, Systematic Screening for Behavioral Disorders, or pull "sensitive" behaviors from various behavior rating scales to tap ADHD, ODD, depression, anxiety, etc.).

Tier II Supplemental

Focus	**For students identified as falling below the 25%ile on benchmark assessments or those students who have not responded to core instruction as evidenced by four consecutive data points below the goal line from Tier I progress monitoring**
Program	**Research-based programs, strategies, and/or procedures designed to <u>supplement</u> Tier I and <u>target skills that require intervention</u> in order to <u>make progress toward mastery of grade level Common Core Standards</u>.**
Grouping	**<u>Targeted small group</u>**
Time	**Applied research based strategies are given per targeted area, a minimum of 60 minutes weekly, with a preferred service time of 90 minutes weekly**
Assessment	**Progress monitoring of target skill at least twice a month.**
Personnel	**Personnel determined by the school that has been trained in implementing the intervention (such as classroom teacher, a specialized teacher, an interventionist, assistant, etc.) ***
Setting	**Appropriate setting designated by the school; may be within or outside of the classroom**

The focus of Tier II Instruction is to provide **<u>supplemental</u>** instruction for students who are performing below grade level expectations **<u>and</u>** have not responded to core plus differentiated instruction and/or classroom interventions. This should comprise approximately 10% to 15% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and may be provided in the classroom setting and/or other settings. The

instruction is given in a small group format consisting of students with similar difficulties. ***Time and grouping formats may differ depending on schedule and available personnel.*** The intervention(s) and progress monitoring tool(s) **must** match the area of concern and be monitored for student growth, as well as for fidelity.

Decision-Making Rules
Collaborative Teaming (recommendations)

Grade Level RtI Team

<u>Meet monthly</u> to discuss student response to Tier II interventions

Complete Monthly Student Progress Update (Form E)

Students can move to Tier III when they have four consecutive data points below the 15%ile goal line

Consider additional steps that may need to take place according to the district's Special Education Referral process (see page 13)

Behavior   Component

(nonacademic)

Refer   to

Appendices C & D o **Tier II Interventions**

▪ (All in group) Social skills training, peer/adult mentoring and mediation program, anger management training, attentioncontrol training, self-concept, divorce groups, behavior contracts, etc. (program examples: Anger Management Program, Coping Power Program, Art of SelfControl, Violence Prevention Curriculum for Adolescents, Ripple Effects for Teens, Check and Connect)

o **Ideas for moving from Tier II to Tier III (5% of students) and Possible Interventions**

▪ (Individualized) Analysis of interventions/treatment integrity, behavior rating scales including selfreports, possible FBA, individual counseling by teacher/guidance counselor/principal/etc, role play and direct behavioral skills instruction, more restrictive environment, individual token economy or response cost procedures, reinforcement surveys, etc.

Necessary Components

Documentation that the intervention has been implemented with fidelity (Form D).   Each intervention requires consecutive 4 data points below the goal line before changing to a different intervention.   A minimum of 3 interventions is recommended before placing in Tier III.

Tier III Intensive

Focus	**For students identified as falling below the 15%ile on benchmark assessments or those students who have not responded to Tier II supplemental instruction as evidenced by four consecutive data points below the goal line from Tier II progress monitoring**
Program	**Research-based programs, strategies, and/or procedures designed to <u>supplement</u> Tier I and Tier II and <u>target skills that require intervention in order to make toward mastery of grade level</u> <u>Common Core Standards</u>**
Grouping	**<u>One on one</u> or <u>additional small, targeted group</u> ***
Time	**Must occur <u>in addition to</u> the core instruction and Tier II group time; Minimum of 30 (if coupled with Tier II) to 60 minutes per day, 3 times per week, with a preferred service frequency of 5 times per week * (exact times depend on standardization procedures for research based programs)**
Assessment	**Progress monitoring of target skill on a weekly basis**
Personnel	**Personnel determined by the school that has been trained in implementing the intervention (such as classroom teacher, a specialized teacher, an interventionist, assistant, etc.) ***
Setting	**Appropriate setting designated by the school; Most likely occurs outside of the classroom**

The focus of Tier III Instruction is to provide intervention **in addition to** core instruction and Tier II group time for students with the most significant difficulties. This should comprise approximately 5% to 10% of students in a grade level. The instruction may be delivered by any combination of personnel, including the classroom teacher, and is likely provided in a setting outside the general education classroom. The instruction is given in a small group or individualized format consisting of few students with similar difficulties. *Time and grouping formats may differ depending on schedule and available personnel.* The intervention and progress monitoring tool **must** match the area of concern and be monitored for student growth, as well as fidelity.

Decision-Making Rules

Collaborative Teaming Grade
Level RtI
Team
  Meet monthly to discuss student response to Tier III
  Complete Monthly Student Progress Update (Form E)

Consider additional steps that may need to take place according to the district's Special Education Referral process (see page 14)

Necessary Components

Documentation that the intervention has been implemented with fidelity (Form D).   Intervention has been implemented for a period time resulting in 8-12 data points using benchmark and/or teacher probes. Each intervention requires 4 data points below the goal line before changing to a different intervention.
A minimum of 6 weeks of interventions must occur before referral.
A minimum of 3 interventions is recommended before referral.
Student Intervention Documentation Form must be completed before referral can occur (see Form B).

Decisions for Tier II/III or Additional Intervention, etc.

The goal is for most students to meet grade level expectations with 80% to 90% proficiency and to be within the average range on benchmark assessments. If most students don't reach grade level expectations in a given area, consider using the data to identify areas for re-teaching, differentiating instruction and/or research-based strategies for students **within** core instruction. Tier I data includes using formative, summative, and other classroom assessments and observation methods.

For those students that require Tier II or Tier III intervention, consider what skills should be targeted by using the Data Organization Chart. Based on the data, determine: 1) what intervention should be implemented and with what frequency and intensity and 2) what progress monitoring tool should be used to measure growth. This involves setting a goal and collecting data over a specified timeline. The target skill(s), intervention(s), and progress monitoring tools(s) should **all** match.
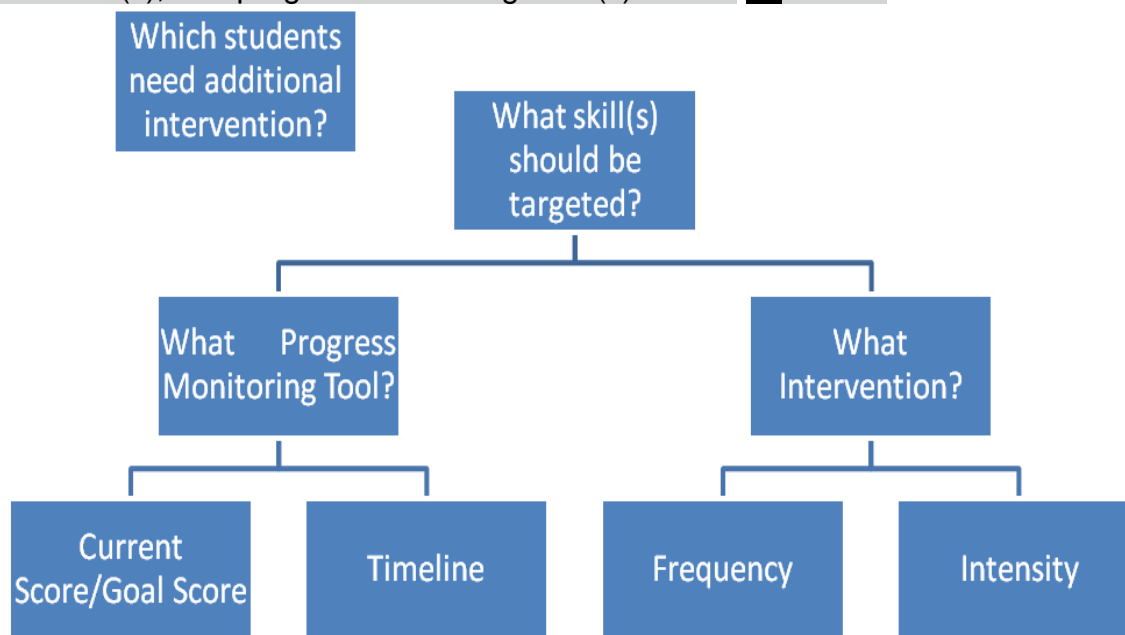
Progress Monitoring Data Analysis

Tier II Data Analysis

After the intervention has been implemented with fidelity to collect a minimum of 8-12 data points for a time period to determine whether to continue, fade, revise, or replace intervention, strategies or instructional approaches.
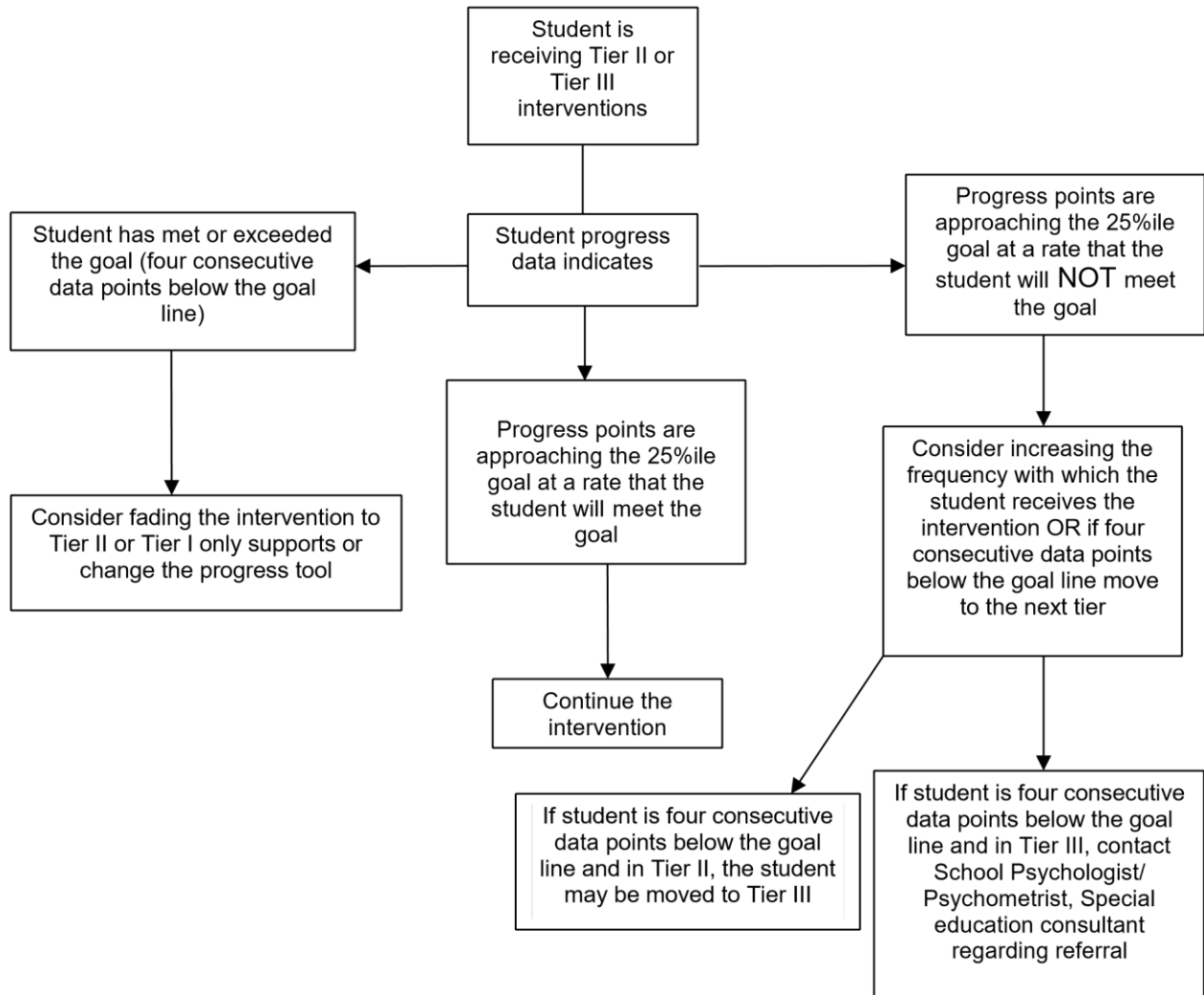
If…	Then…	Check
Student has met or exceeded the goal line (four consecutive data points above the goal line)	Consider fading the intervention to Tier I only supports or changing the progress tool	☐
Progress points are approaching the 25%ile goal at a rate that the student will meet the goal	Consider continuing the Tier II intervention with Tier I supports	☐
Progress points are approaching the 25%ile goal line at a rate that the student will not meet the goal	Consider increasing the frequency of the Tier II intervention and/or give additional Tier I supports	☐
Progress points are not approaching the 25%ile goal (four consecutive data points below the goal line)	Move to Tier III by either supplementing Tier II interventions with an additional small group intervention and/or replacing the Tier II intervention with a more intensive Tier III intervention	☐

Tier III Data Analysis

After the intervention has been implemented with fidelity to collect a minimum of 8-12 data points for a time period to determine whether to continue, fade, revise, or replace intervention, strategies or instructional approaches.
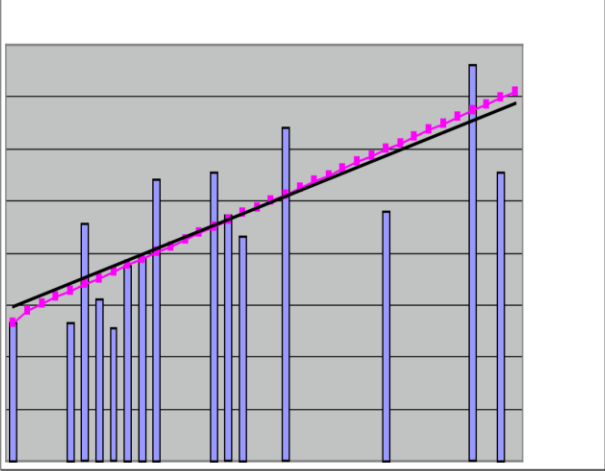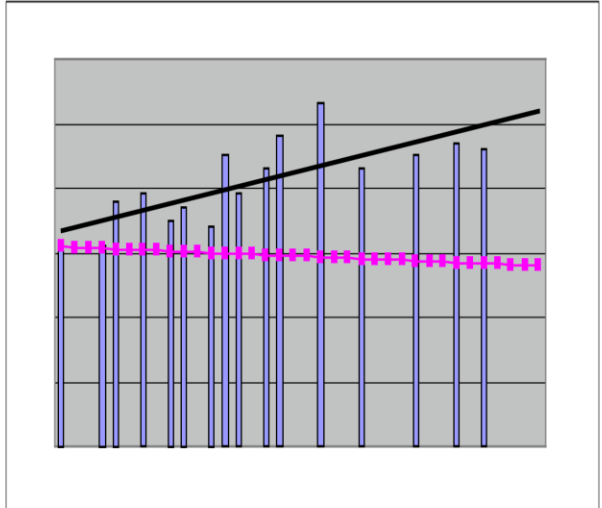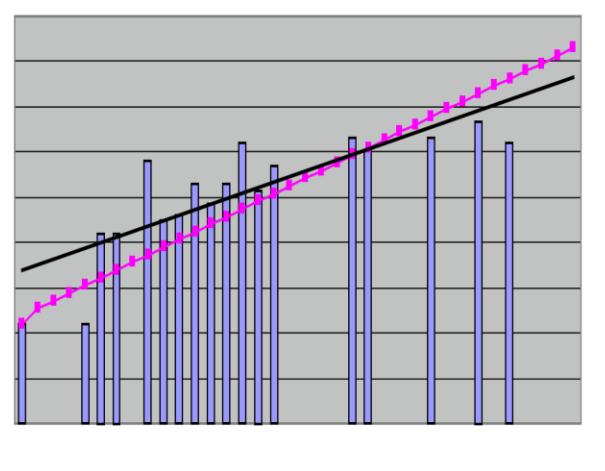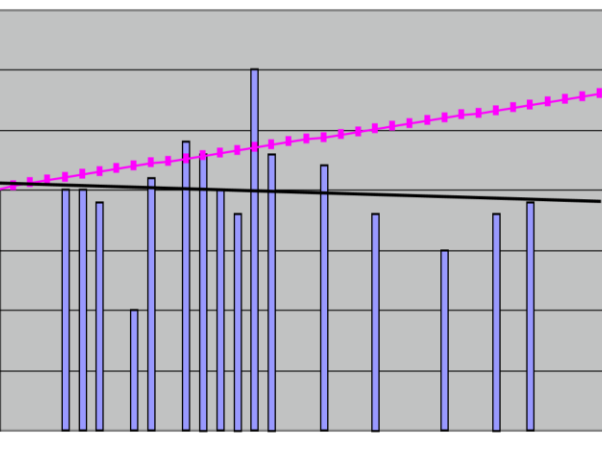
If…	Then…	Check
Student has met or exceeded the goal line (four consecutive data points above the goal line)	Consider fading the intervention from Tier III to Tier II supports	☐
Progress points are approaching the 15%ile goal at a rate that the student will meet the goal	Consider continuing the Tier III intervention with existing Tier I and/or Tier II supports	☐
Progress points are approaching the 15%ile goal line at a rate that the student will not meet the goal	Consider increasing the frequency with which the student receives Tier III intervention or layer in additional Tier II or Tier I supports	☐
Progress points are not approaching the 15%ile goal line (four consecutive data points below the goal line)	Consider referral; Interventions should take place for a minimum of 6 weeks before referral. (See Spec. Ed. Referral Process)	☐

Progress Monitoring Data Analysis Flow Chart

Student is receiving Tier II or Tier III interventions

Student progress data indicates

Student has met or exceeded the goal (four consecutive data points below the goal line)

Progress points are approaching the 25%ile goal at a rate that the student will **NOT** meet the goal

Consider fading the intervention to Tier II or Tier I only supports or change the progress tool

Progress points are approaching the 25%ile goal at a rate that the student will meet the goal

Consider increasing the frequency with which the student receives the intervention OR if four consecutive data points below the goal line move to the next tier

Continue the intervention

If student is four consecutive data points below the goal line and in Tier II, the student may be moved to Tier III

If student is four consecutive data points below the goal line and in Tier III, contact School Psychologist/ Psychometrist, Special education consultant regarding referral

Data-Based Decision-Making for RtI

What is Progress? Interventions must be implemented for a minimum of 6 weeks with a minimum of 8-12 data points before evaluating student progress, determining if the intervention is effective, and whether the intervention should be continued, revised, or replaced.

When to Continue?	When to Fade?
Trendline (—) is approaching the goal at a rate that the student will meet the goal by the end of the intervention	Student has met or exceeded the goal (four consecutive data points above the goal).

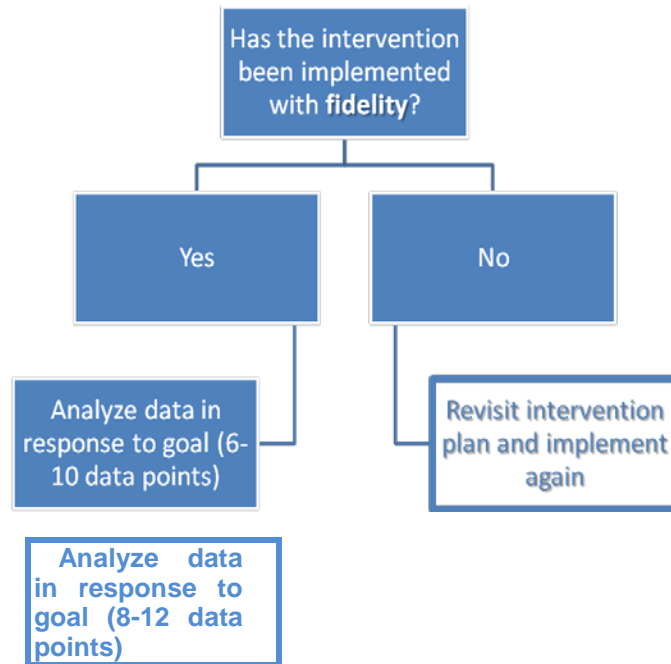| When to Revise?	When to Replace?
Trendline is approaching the goal, but **not** at a rate that the student will meet the goal by the end of the intervention	Trendline is **not** approaching the goal and there are four consecutive data points below the goal line

What is Revise or Replace? Changing an intervention does not always mean changing the program. It could involve time, delivery, etc. depending on student and/or intervention factors.
Consider the following: Targeted Skill: Are we hitting all areas intentionally?, Delivery Format: Whole, Small, Centers, etc., Groups: Size and/or Differentiated Level,
Resources: Materials, Personnel, Time: Scheduled vs. Academic Engagement, Fidelity: see next page

Fidelity Intervention and Implementation

The first consideration when evaluating the effectiveness of Tier II and/or Tier III is documentation that the intervention has been implemented with fidelity, or the way the intervention was designed. This involves examining student attendance, academic engagement, the adherence to the integrity of the research-based intervention, as well as other student, setting, and instructional factors.

```
                    Has the intervention
                    been implemented
                    with fidelity?
            ┌───────────────┴───────────────┐
          Yes                               No
            │                                │
   Analyze data in              Revisit intervention
   response to goal (6-         plan and implement
   10 data points)             again

   Analyze    data
   in  response   to
   goal (8-12  data
   points)
```

Steps for Evaluating Fidelity
1. Methods
   - Components of the Intervention are:
     o Clearly Defined
     o Matched to the Identified Area of Concern o Appropriate Student-
       Teacher Ratio for the Tier/Intervention
   - Intervention Implemented as Designed based on Direct Observation (Form D)
2. Frequency
   - Time, Setting, Progress Monitoring Appropriate for the Tier/Intervention
   - Student's Attendance (at least 90%) (Form A)
3. Intervention Support
   - Training/Professional Development related to the Intervention
   - Resources Allocated as Necessary for the Intervention
   - Opportunities for Feedback

Fidelity of intervention and implementation is an ongoing process throughout Tier II and III instruction. The Fidelity Observation Forms (Form D) and Student Intervention Documentation Form (Form B) were created to assist with this process.

What are the Goals, Roles, and Responsibilities of the RtI Team?

Introduction

The Response to Intervention Team was designed to assist in problem-solving and to examine additional data for individual students who are struggling academically and/or behaviorally. The task of the RtI Team is to conduct a problem-solving process such that all student factors are considered, as well as additional data and other measures are collected, to help inform additional interventions in the general education classroom. Further, this process can serve as a forum for evaluating a student's response to intervention and identifying the need for additional interventions, evaluations and/or school-based or community supports.

Goals and Objectives of the RtI Team

o function as a problem-solving team to engage in ongoing discussion as it relates to the student's response to instruction plus intervention strategies

o place students in tier groups by reviewing benchmark and progress monitoring data
  o examine progress monitoring data to ensure that interventions are successful in addressing the target skills and make instructional decisions based on student data

o adhere to the guidelines prescribed within this manual while keeping track of changes that may need to be made to improve RtI at the school and district level

Roles and Responsibilities within the RtI Team

District RTI Specialist
- Assist with fidelity of interventions through observations (Form D) and assisting interventionists with data collection, charting, and intervention program fidelity
- Analyze RtI student growth data and determine areas of improvement to assist each school with increasing student achievement
- Serve as a consultant during and between RtI meetings as questions concerning RtI arise
- Assist with transition of RtI students from each grade and between schools
- Consult with other district personnel as students advance through tiers and may need interventions in other related areas
- Attend various trainings regarding benchmark assessment data, research based strategies, and best practice in education to assist the RtI team in determining the correct interventions for individual children, and to present findings from these trainings on an as-needed basis
- Continue to update Math and Reading Toolkits as more strategies become available

- Make administrators and teachers aware of such trainings as they become available
- Apply for grants that would gather additional resources for RtI

Principal or guidance counselor
- Establish monthly meeting schedule
- Analyze school and/or district level STAR data three times per year.
- Elementary Level- Complete a draft flex grouping worksheet to include those students who fall below the 25%ile on STAR and DIBELS NEXT and may need RtI services.
- Middle School Level- Compile other norm-referenced data (KPREP and EXPLORE) in addition to STAR to assist with identifying students most in need of intervention (Form C).
- High School Level- analyze EXPLORE, PLAN, and ACT data to assist with scheduling for Tier II- RtI classes. Consult on an as-needed basis for those students in need of Tier III services.
- Take notes at monthly meetings regarding student progress.
- Assist with completing individual student RtI plans (Form B)
- Consult with other district personnel as students advance through tiers and may need interventions in other related areas
- Serve as the building level RtI Coordinator and assist as needed with all of the above activities
- Ensure that their school is following the RtI guidelines within this manual through collaboration with the RtI Specialist
- Develop a schedule which optimizes RtI fidelity
- Ensure up-to-date progress data is available prior to the monthly RtI meetings
- If a student is referred for evaluation, ensure the Referral form is completed fully and accurately and that sufficient progress data has been collected prior to making the referral
- Ensure benchmark assessments are completed as designated in the district's benchmark assessment schedule and according to standardization procedures
- Assist with the screening process as designated in the district's pre-referral process
- Assist with fidelity of interventions through observations (Form D) and assisting interventionists with data collection, charting, and intervention program fidelity

Teachers/Interventionists
- Assist RtI Specialist in identifying students for RtI by:
    - identifying students who are already receiving special education services in the targeted area
    - identifying students who are performing within the 80-90% range on classroom assessments and are not currently needing RtI services

- o collecting progress monitoring data on those students performing below the 80-90% range in the classroom that were not identified for RtI based on benchmark testing cut-offs
- Assist with benchmark assessment as mandated by building administrators and standardization procedures
- Complete and chart progress data on a weekly basis to ensure that the RtI team is able to view the most recent progress data at each monthly meeting
- Complete RtI Plans and Intervention Logs (see Form B)
- Ensure standardization procedures are being followed when giving progress monitoring assessments
- Give interventions with fidelity as specified on the student's RtI intervention plan (see Form B)
- Ensure that parents are notified of student placement in intervention services (see Form A)
- Ensure that parents are notified of student movement between tiers and of RtI progress (see Form E)

Special Education Referral Process

This document outlines the steps for RtI Teams to follow prior to completing a special education referral. Some of these steps are completed following RtI tier movement to assist the RtI team in determining other areas of need and to give additional data to consider throughout the RtI process.

Step 1: Determine which students fall below the 25%ile on benchmark assessments. Place students in tiers of intervention.

Step 2: Meet regularly to monitor students' progress as measured by weekly or twice a month progress monitoring probes and depending on lack of progress begin Tier III as outlined within this manual.

Step 3: When moving from Tier III to referral, if applicable complete a KBIT screening to rule out possibility of MMD and to assist with intervention decisions. Based on student need, the following may also need to occur between movement from Tier III to referral: ADHD screening, speech/language screening, and behavior interventions. Areas of concern from any of the above screenings should be addressed in the student's intervention plan with documentation of interventions in each area of concern and the 4 consecutive data point rule applies.

Step 4: For students who are unresponsive to Tier III interventions, a screen vision and hearing screening must be completed (unless student has passed speech screening within the past year or is currently receiving speech services). If a screening occurs and a student fails vision or hearing, parents must be notified because these matters must be resolved prior to a referral taking place. For potential Specific Learning Disability referrals, the homeroom teacher must complete the Motor Screening Questionnaire (See Form L). If results indicate potential motor difficulties, motor interventions must also be implemented and monitored.

Step 5: If all of the above criteria is met and a student continues to fail to make adequate progress, the RtI team may determine that the student should be referred for evaluation. A referral checklist (specific to qualifying area) must be completed (Form M).

In addition, the following are required for referral:
• Documentation of intervention strategies: (Form B) to be completed by classroom teacher(s) and interventionist(s). Attach progress monitoring graphs/charts that show the 4 consecutive data points that were used to base the decision to move between Tiers and proceed to a referral.
• Final Impact Statement for Transition from Tier III to Referral: (Form C) for SLD referral only, to be completed by RTI team members in RTI team meeting prior to requesting a referral

• Determination of Educational Representative(s): (Form N) Determined by Guidance counselor. Complete this due process document prior to scheduling the first ARC. Special Education teacher will also complete this form in Infinite Campus.

• Referral form: to be completed by referring person (parent or classroom teacher) in collaboration with guidance counselor with appropriate feedback from RTI team members. Due to this form now being located in Infinite Campus Special Education documents will require access/rights to fill out this form which ARC Chairpersons, Special Education teachers, and Related Service teachers have access/rights to enter the data. RTI team members will provide the information for the referral to aid those that have access/rights to enter the data into Infinite Campus. See (Form K) to assist with providing the necessary data to the data entry person.

Appendix A
KEY TERMS & ACRONYMS

AYP (Adequate Yearly Progress): A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education

Aim line: Line on a graph that represents expected student growth over time; goal line.

Benchmark assessments: Short assessments given at the beginning, middle, and end of the year to establish baseline achievement data and progress

Charting: Visual depiction of the student's performance data, relative to the baseline and aim line. Includes baseline data, aim line, progress monitoring data, and trend lines.

Core principles of RTI: Beliefs necessary for RTI processes to be effective
• All children can learn
• Early intervention for struggling learners is essential
• Use of multi-tier model of delivery is necessary
• Utilization of a problem-solving methodology

Curriculum-Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions

Curriculum-Based Measurement (CBM): CBM is a method for monitoring student progress through a curriculum. It reflects the success of students' instructional program by using short, formative assessments that are normed.

Data-based decision making: A process in which school personnel engage in ongoing analysis of data from multi-level sources to provide a comprehensive picture of strengths and challenges and develop a plan to prioritize and address those challenges.

Data points: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Dimensions of reading: The five research based dimensions of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)
•	Phonemic Awareness
•	Phonics
•	Fluency
•	Vocabulary
•	Comprehension

Differentiated instruction: Process of designing lesson plans that meet the needs of the range of learners. Such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences. Differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Discrepancy: Difference between two outcome measures
•	IQ-Achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test
•	Difference between pre-test and post-test on a criterion-referenced test

Dual discrepancy: A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers

Duration: The length of time over which a student receives an intervention (e.g., 15 weeks)

Essential components of an RTI process: Core components of an effective RTI process
•	School-wide screening
•	Progress monitoring
•	Tiered services
•	Fidelity of implementation

Evidence-based practice: Educational practices/instructional strategies supported by relevant scientific research studies

Fidelity of treatment: Implementing a program, system or intervention exactly as designed so that it is aligned with research and ensures the largest possible positive outcome

Formative assessment/evaluation: Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision making

Frequency: The number of times a student receives an intervention in a given timeframe (e.g., daily, twice weekly)

General Outcome Measure: A quick and reliable indicator of academic performance in such areas as reading, math, and written expression

Goal: Standard against which progress can be compared. Allows for aim line to be established. Possible goals could be established based on the following:
•	Norms
•	Percentile cutoff
•	Growth rates
•	Local growth rates

Goal Line: See Aim line

Graph: Provides a visual representation of a large amount of data

Growth rate: Gives you a growth expectancy for each week of school year; Allows for obtaining student's baseline then monitoring progress while comparing to growth expectancy

ICEL: Instruction, Curriculum, Environment, Learner (domains of influence in problem-solving)

IDEIA - Individuals with Disabilities Education Improvement Act of 2004 also
referred to as IDEA '04; Original passage in 1975; latest reauthorization in 2004; federal statute
relative to public education and services to students with disabilities ages 3
through 21

Intensity: The length of time <u>during which</u> a student receives an intervention (e.g., 30 minutes) Intensive interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions, or TIER 3.

Interventions: Instructional strategies and curricular components designed to improve or remediate a certain set of skills
Key practices in RTI: Practices necessary for RTI processes to be effective
- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

LEA: Local Education Agency: Refers to a specific school district or a group of school districts in a cooperative or regional configuration

Learning Checks: See Universal screening

Learning Disability/Specific Learning Disability (SLD) [*from federal regulation §300.309(a)(1)*]: The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards:
(i)   Oral expression.
(ii)   Listening comprehension.
(iii)   Written expression.
(iv)   Basic reading skills.
(v)   Reading fluency skills.
(vi)   Reading comprehension.
(vii)   Mathematics calculation.
(viii) Mathematics problem solving.

Learning rate: Average progress over a period of time, i.e. one year's growth in one
year's time

Level: Current rate of performance on General Outcome Measures. Consider a student who was administered three reading probes and had scores of 100, 91, and 102. The median

(middle) score of 100 would be the student's current level of current performance.

Maze fluency: A CBM method of assessing reading comprehension

Mean: The average of a data distribution; (the sum of scores divided by the number of scores)

Median: The middle score in a data distribution.

NCLB/ESEA – No Child Left Behind/Elementary and Secondary Education Act

Normative scores: Scores that provide information about how a student performed relative to some comparison group (classroom, school, district, state, or national)

ORF: Oral Reading Fluency; words read correctly in a minute
Percentile rank: A number assigned to a score that indicates the percentage of scores found below that score.

Primary levels of intervention: Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model; TIER I

Probe (CBM): A brief, timed work sample made up of academic material taken from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes, Problem-solving model (PSM): Solutions to instructional and behavioral problems are addressed by going through a four-step process: (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the fidelity of implementing interventions

Problem-solving team: Group of teachers and school staff who meet regularly to help design interventions for and monitor progress of students who are at-risk for failure

Progress monitoring: Data used to frequently check student progress towards success; Progress monitoring is a scientifically based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Quartile: One-fourth of a distribution of scores

Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously

Response to Intervention / Response to Instruction / Responsiveness to
Intervention (RTI): Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

RIOT: Review, Interview, Observe, and Test; Information collected as part of the RTI problemsolving process, in order to develop an intervention

Scientifically-based/Research-based interventions: Instructional strategies and curricular components used to enhance student learning. The effectiveness of these interventions is backed by experimental design studies that • Use empirical methods
- •   Include rigorous and adequate data analysis
- •   Have been applied to a large study sample
- •   Are replicable
- •   Show a direct correlation between the interventions and student progress, and
- •   Have been reported in a peer-reviewed journal

Scientific/Research-based instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening – See Universal screening
SEA: State Education Agency, refers to the department of education at the state level

Secondary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often
implemented in small group settings; may be individualized; often connected to supplemental tier
of a tiered intervention model; TIER 2

Slope: Rate of growth or improvement in performance over time

Specific Learning Disability: See Learning Disability

Standard protocol intervention: Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control
Strategic interventions: Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions; TIER 2

Summative assessment/evaluation: Comprehensive in nature, provides accountability and is used to check the level of learning at the end of a unit of study

Systematic data collection: Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Tertiary levels of intervention: Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model; TIER 3

TIER I, TIER 2, TIER 3: See Primary Levels of Intervention, Secondary Levels of Intervention, Tertiary Levels of Intervention, Intensive Interventions, Strategic Interventions

Tiered instruction: Levels of instructional intensity within a tiered model
Tiered model: Common model of three or more tiers that delineate levels of instructional interventions, based on student skill need

Trend line: Line on a graph that connects data points; compare against aim line to determine responsiveness to intervention

Universal Design for Learning (UDL): Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal screening: A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions. Universal screening usually takes place three times/year (Fall, Winter, Spring)

Validated intervention: Intervention supported by education research to be effective with identified needs of sets of studenT

Behavior Intervention Resource Guide

Levels of Intervention

Tier I (Universal) Interventions are for minor disturbances on the part of the student that impede orderly classroom procedures or interfere with orderly operation of school activities. These behaviors can usually be handled by an individual staff member but may sometimes require intervention from other support personnel.

Tier II (Targeted) Interventions are for those behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. These may result from continuous Level I Interventions and typically require the intervention of someone on the administrative level. These student behaviors typically do not represent a threat to the health and safety of others but do require corrective action.

Tier III (Intensive) Interventions are for acts that are directed against persons or property but whose consequences may not seriously endanger the health and safety of others in the school. These student behaviors may be considered criminal or detrimental to the school environment but can usually be handled by the school disciplinary procedures. Tier III interventions also include interventions are for those behaviors and acts that result in danger to one's self, to another person, or to property and that pose a direct threat to the safety of others in the school environment. These acts are clearly criminal and always require administrative actions resulting in the immediate removal of the student from the school environment. These student behaviors and acts may also involve the intervention of law enforcement authorities and/or action by the board of education. While these behaviors and acts are of a highly serious nature, they are not necessarily of a violent nature.

Materials referenced in this document include:

- Big East Educational Cooperative, Behavior Experts initiative 2003-2004
- Behavior Support Guide – an unpublished resource developed by Dr. Matthew J. Mayer (Michigan State University)
- LRBI
- CHAMPS, Sprick, Garrison, & Howard, 1998

Behavior Intervention Strategies
Descriptions/Definitions of Behavioral Interventions/Strategies

Antiseptic Bouncing

Sometimes kids need a short break or perhaps a child with ADHD- related issues needs a brief walk. Try giving these students a 2- to 3-minute mission:
Carrying a sealed envelope to the secretary in the front office, etc.

Appropriate and motivating curriculum Behavioral contracting

A curriculum/core instruction, which challenges students while enabling them to achieve success.

Written documents are mutually agreed on between a student and a teacher specifying expected behaviors and consequences.

Behavioral momentum (High Probability Requests)   Bibliotherapy

Student is given a series of high-compliance requests before a low-probability compliance request.

The use of books to help children and teens heal social, emotional, or personal problems. Literature allows a reader to identify with characters and problems in a book and relate them to their own lives.

Building Relationships with Students/Parents (Check & Connect Program)

The program provides a structured opportunity for at-risk students to build trusting and supportive relationships with an adult at school, and through this relationship, to build a strong school connection that will carry them through to graduation.

Choices

O*ffer* two acceptable *choices*

Classwide Systems

Debriefing

Student and teacher walk through the series of events that lead to the incident:
- Discuss the events
- Discuss decisions that were made during the incident

Plan how things will go differently the next time a situation

Data collection

Collecting information about what triggers inappropriate behaviors and then making decisions based on data **Differential attention**

The teacher differentially (separately) pays attention to appropriate behavior and ignores inappropriate behavior. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

Direct instruction of basic skills and/or social skills

An instructional approach that emphasizes the use of group instruction and face-to-face instruction by teachers or aides using carefully sequenced lessons. There are specific characteristics: presentations are scripted and fast paced, skills are taught to mastery, motivation is maintained by praise and encouragement, and when students make errors, correction is immediate, using specific correction procedures.

Environmental engineering

Arrangement or manipulation of the physical environment and stimuli can facilitate appropriate responses and avoid disruption. **Framing** Add an intentional bias to a message.

Goal Setting Group contingency

Establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals

A system for the delivery of a reward to an entire group based on the behavior of the individuals in that group. There are three basic types of group contingencies: (1) individual-all group contingency, (2) independent-group contingency, and (3) group-all group contingency.

High rate of positive responses from teachers (contingent & non-contingent)

Teachers must create a positive environment by frequently reinforcing a student for appropriate and correct responses. A 4:1 ratio of positive to negative responses is recommended. **Home notes**

The purpose of home notes is to provide clear, precise communication between school and home.

Instructional pacing

If the rate at which the teacher presents instructional material to the learner is too fast or too slow, inappropriate behavior is likely to increase.

Parent Involvement & Participation

Parent must be involved in the problem resolution. A meeting (or other communication) with parents to discuss the student's progress, successes, and difficulties, and to involve parents in problem resolution.

Planned activities for transition time

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful. **Planned Ignoring**

Expect a behavior burst after commencing ignoring. This procedure won't work when the student receives reinforcement (e.g., students laughing) from others that the teacher can't control. Not useful with self-stimulatory behaviors.

Polite command statements

Phrase a request as a polite command statement instead of using a question format, such as "Please start your math paper," instead of "Wouldn't you like to start your math paper?" **Precision commands**

Precise verbal statements enhance compliance.

Precision requests ("I" Statements)

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

Pre-Correction

Involves the provision of prompts for desired behavior in certain circumstances that are determined to be antecedents of problem behavior **Priming**

An increased sensitivity to particular stimuli as a result of previous experience.

Prompting/Cueing

A visual, auditory, or physical cue is presented to a student to facilitate a given response.

Proximity

A request or reprimand should be made at approximately three feet or arm's length. Randomly
walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.

Ratios of Interactions

Interacting with students more frequently when they are acting acceptably than when they are not. The recommended ratio of interactions is 3:1, that is, three times more interactions when a student is acting in an acceptable manner.

Redirection

Distract the student; change the focus of the activity the child is currently engaged in, especially effective
with younger and/or developmentally delayed students, although appropriate
for all (i.e. "help me out; go get me the red pen off the desk").   **Restitution**

Giving an equivalent or compensation for loss, damage, or injury cause.

Self-management procedures

Student is taught how to monitor and manage his or her own behavior.

Signal Interference (Non-verbal cues)

These are non-verbal techniques such as eye contact, hand gestures, facial frowns, and body posture, which communicate information to the student.

Social skills training

Instruction that focuses on skills such as social problem solving, cooperative play and work, turntaking, and conversational skills. This instruction could be provided individually or in a group format.

Structured daily schedule for on-task activities (Student Planners) Unengaged
time is likely to accelerate a student's inappropriate behaviors. Preparing
and using a visual cue for a daily schedule can maximize on-task
behavior. Alternative methods, which use the auditory or tactile senses of a student, could also be used.

Teach Expectation Task Analysis Token economy

Behavioral expectations for whole school, classroom and transitional environments.
Breaking an activity/task down into one step procedures
A student is rewarded with tokens that can later be exchanged for reinforcers for behavior that is occurring.

Verbal, social praise

Any verbal or nonverbal action by a teacher or adult that indicates approval of or satisfaction with the student's behavior. Examples: "That's good working." "I appreciate your time on-task."

TIER I

TYPICAL BEHAVIORS	SUGGESTED INTERVENTIONS	SUGGESTED CONSEQUENCES

• Occasional tardies
• Lack of homework
• Not prepared
• Classroom RuleViolation
• Verbal teasing/provoking
• Playing with materials
• Occasional disruptions
	• Review/re-teach class expectations
	• Student-Teacher conference
	• Written contract
	• Provide work folder
	• Use of behavior ticket system
	• Self-monitoring checklists
	• Remove materials
	• Use seating chart/assigned seats
	• Intensify Lesson
	• Initiation Strategies
	    ■ Organizers
	    ■ Prompting
	• Point Sheets
	• Self Monitoring
	• Matching Points
	• Establish baselines and check progress
	• Token Economies
	    ■ Use in-class store
	    ■ Pair tokens with behavior
		• Verbal redirection
		• Loss of privileges
		• Loss of free time
		• Time owed
		• Written and verbal apologies
		• Contracts with Student and Parent
		• Loss of behavior level
		• Parent contact (written)

TIER II

TYPICAL BEHAVIORS	SUGGESTED INTERVENTIONS	SUGGESTED CONSEQUENCES
• Playing with materials • Occasional disruptions • Taunting • Written abuse • Continuous disruptive behavior • Continuous playing with materials • Not attending in class (>60% of time) • More than 2 call outs per class period • Taking Materials from others more than twice per period • Teasing • Frequent tardies • Off task in class • Occasional disruptive behavior • Rarely prepared for class or rarely has homework	• Model correct or acceptable behavior • Prompting • Cuing • Proximity Control • Planned Ignoring • Signal Interference • Role play acceptable behavior • Direct Instruction in acceptable behavior by teacher • Use a variety of modalities to address student learning needs • Peer mediation • Target and reinforce a desired behavior • Self-Monitoring of behavior by student • Post-Its for feedback • Student-Teacher conference • Peer Interventions/Natural Consequences • Review/re-teach class expectations • Written incident report	• Verbal and written apologies • Use Extended School Services • Student-Teacher Conference • Loss of free time • Loss of behavior level (if using a point or level system) • Loss of privileges • Parent contact (phone call) • Contracts with Student and Parent • Office Disciplinary Referral • In-school suspension • After school detention • Saturday School

TIER III

TYPICAL BEHAVIORS	SUGGESTED INTERVENTIONS	SUGGESTED CONSEQUENCES
- Unacceptable language - Unprepared for class - Three or more tardies per week - Frequent arguing w/teacher or peers - Skipping class or school - Disruptive in class - Refusal to follow adult directions - Tobacco violation - Defiant - Leaving Class wo/permission - Non-compliant - Arguing w/teacher - Forgery (Minor) - Theft (Minor) - Fighting occasionally - Verbal aggression to peers - Lying - Verbal abuse - Insubordination - Disrespect - Refusal to work - Refusal to follow directions - Major theft - Wanton endangerment - Sexual misconduct - Possession of weapon or drugs - Repeated Tobacco violation - Bullying/Harassment - Property damage	- Student-Teacher conference - Referral to Counselor - Supervised class change - Written apology - Redirection - Remind student of rules - Review/re-teach Up" expectations - Student-Teacher conference - Loss of free time (time owed to make up work) - Weekly "Work Check-Students check in once weekly to get all missing/incomplete work to be completed by following check-up day from reg. Ed. Classes - Peer Mediation - Teach Anger - Management skills - Daily Progress - Report - Assign to smoking cessation class - Keep material in classroom - Homework Folder - Behavior contracts - Agenda - Book/Planner - Planned Ignoring - Practice respect - OPTIONAL - - Functional Behavior Assessment - Behavior Intervention Plan - Referral to school counselor - Reimbursement for loss - Written and verbal apologies - Parent contact - Social Skills instruction - Re-teach/remind student rules and expectations	- Loss of privileges - Parent contact (phone call) - Office Disciplinary Referral - In-school suspension - After school detention - Saturday School - Loss of privileges - Parent contact (phone call) - Office Disciplinary Referral - In-school suspension - After school detention - Refer to Law Enforcement - Refer for Expulsion

Appendix C

CHOICE
Strategies to give students choices in activities

- Deciding which of 2 activities to do first

- Choosing from a list of 5 topics to research

- Selecting any 3 crayons to use in a drawing

- Deciding which 2 of 3 language puzzles to complete

- Picking 10 of the math problems on a certain page

- Determining where to sit for independent work

- Choosing a work space where you will not be tempted to talk

- Deciding how to arrange materials in a display

- Determining, as a group, the order in which the class will discuss certain non-sequential topics

- Choosing whether to display your project or take it home

- Deciding whether you still need more practice on a particular skill

- Deciding whether to practice a math skill by doing a page in the book, a puzzle, or a work sheet.

- Selecting a topic and design for a new bulletin board

- Deciding whether to present a report in written, drawn, constructed, performed, or video format