Somerset Public Schools
&
Somerset Berkley
Regional School District

Response to Intervention (RtI)
Academics & Social/Emotional
A Practical Guide
&
District Curriculum Accommodation Plan
(DCAP)

Table of Contents

- D   Key Terms & Acronyms
- D   Student Success Team Flowchart
- 0   **Instructional Support Accommodations to include in a student's DCAP**
- D   **Accommodations & Strategies to address students' social/emotional issues**
- D   Protocol for Interpreting Reading and Writing Data & Setting   Goals
- D   Samples of Common Types of Assessment Data & Key Informal Assessments
- D   Sample Parent RtI Letter
- D   Student Success Team Forms, including a Social/Emotional Referral Form

Vision

We will ensure that students and teachers pursue excellence, achieve their full potential, and cherish learning as students prepare to be high school, college, career, and life ready.

Core Values

Perseverance

- o   Our sh1dents will accept the challenge of a rigorous learning environment and work through those challenges until they experience success.

Respect and Responsibility
- o   We will create a safe and supportive environment for all students and adults in which everyone feels valued and respected.
- o   All students will respect themselves, others, and their surroundings.
- o   We will create an environment in which everyone takes responsibility for their individual and collective actions.

Innovation
- o   Students and adults will be innovative problem solvers and purposeful and responsible users of technology.
- o   Students and staff will be skilled at and value collaborative problem solving.

Dedication to the Community
- o   We will help our students build character and learn respect as they become positive and caring contributors to society.

Excellence
- o   We will set high expectations for all students and staff.
- o   Our students will become effective communicators and independent, creative, and critical thinkers.

Theory of Action

IF we maximize professional collaboration and development opportunities for educators that focus on meeting the individual learning needs of students, and **IF** we enhance the curriculum and instruction to incorporate essential skills for the 21st century, and IF we organize the system infrastructure to support this work **THEN** we will provide a rich learning environment that prepares all students to be successful and achieve excellence.

1.

Introduction

Accommodation Plan (DCAP)

The Somerset Public Schools (SPS) and Somerset-Berkley Regional School District's *accommodation* plan (DCAP) outlines a system of tiered instruction and intervention that is framed by relevant federal and state legislation and DESE guidance.

Legislative and Regulatory Background:

MGL

Section 38QJ/ 2. A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and acco111111odating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may inte1fere with learning, or who do not qualifj1 for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

IDEA

A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.B(c)(J 0). In addition, the criteria adopted by the State:

- *Must not require the use of a severe discrepancy beh11een intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.B(c)(JO);*
- *Must **permit the use of a process based 011 the child's response to scientific, research-basedi11terve11tio11;** and*
- *May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.B(c)(JO).*

A public agency must use the State criteria adopted pursuant to 34 CFR 300.307(a) in determining whether a child has a specific learning disability.
[34 CFR 300.307} {20 USC. 122le-3; 1401(30); 1414(b)(6)}

Massachusetts Department of Elementary and Secondary Education's MTSS

*The Massachusetts Tiered System of Support (MTSS) is a blueprint for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students. **It** was developed to help guide the establishment of a system that provides high-quality core educational experiences in a safe and supportive learning environment for all students and targeted interventions/supports for students who experience academic and/or behavioral difficulties and students who have already demonstrated master of the concept and skills being taught.*

Systems of Tiered Intervention

The SPS Tiered System of Support outlined and explained in this document:

- *identifies the curriculum, instruction, and assessment principles and practices within the **general education** setting geared to ensure student success.*
- *provides guidance in designing instruction and supports that meet the needs of diverse learning styles and behavioral needs.*

2.

Key Components

1. **Leadership and Governance:** Leadership at the state, district, and building level is crucial to the fidelity of RtI implementation. It is important to establish a long-term commitment to resources and time, as well as moving the focus of RtI from philosophical understanding to actual practice. The impact of RtI involves significant systematic changes which will need to be supported throughout implementation at all levels.

2. **Curriculum and Instruction:** RtI involves a tiered system of interventions designed to meet the needs of all students. A strong curriculum-based on state and national standards and high-quality instruction are   essential.

3. *School Climate and Culture:* A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. *Positive Behavior Intervention Supports (PBIS) provide systematic strategies for achieving important social and learning outcomes, while preventing problem behavior with all students. The Somerset Public Schools ·will continue building upon the current PBIS practices.*

4. **Problem-Solving Process for Decision Making:** The purpose of the problem-solving process is to provide a decision-making process that will lead to the development of instructional and intervention strategies with a high probability of success. The system must integrate the use of data, both to guide the development of effective interventions and to provide frequent monitoring of progress.

5. **Assessment/Progress Monitoring:** Using reliable and on-going data to drive the decision- making process, to the individual student, classroom, and school levels, is a major component of any **Rtl** system. There are the key types of assessments:

   a. **Universal Screening:** Otherwise known as benchmarks, screenings are measures of overall ability and critical skills known to be strong indicators that predict student performance. Screenings are administered to all students in grades K-8 up to three times per year. Universal screenings are used to identify students who need additional assessments to determine the potential for intervention. Screenings also provide information to the district regarding the effectiveness of the core-instruction and if it is meeting the needs of most students.
   b. **Progress Monitoring:** Progress monitoring are brief (1-5 minute) measures used to determine whether students are making adequate progress. Progress monitoring provides information on the effectiveness of instruction and whether to modify the intervention. Progress monitoring is often done frequently ranging from once weekly to every couple of weeks.
   c. **Formative Assessments:** Formative assessments are assessments for learning. They are the daily, on-going assessments in class that teachers use to improve sh1dent learning while there is still time to act - before the graded event. **Please see <u>Appendices </u>for Common Types of Assessment Data.**

THE TIERED MODEL

Tiered Intervention System

Current RtI literature hi-lights a three-tiered model incorporating increasingly intense, research based interventions and empirically validated measures of student achievement. The tiers culminate, if necessary, in a referral for more rigorous, standardized testing to make an eligibility determination for formalized special education services (Bradley, Danielson, & Doolittle, 2005, Burns & Yssledyke, 2005, Cluisto, 2005, Compton et. al., 2006, O'Co1mor, 2003, Tilly III, 2003, Vaughn, 2003).

The features of RTI focus on "accountability for results." The features of such as plan, include:

- High quality, culturally-responsive classroom instruction
- Scientifically-Based Research
- Universal screening
- Continuous progress monitoring
- Early implementation of research-based interventions
- Progress monitoring during intervention
- Fidelity Measures

> Kemp & Eaton, 2008, p. 11
> from RTI: *The Classroom Connection for Literacy:*
> *Reading Intervention and Measurement*

Tier 1: Core Level

Standards-aligned instruction and school-wide foundational interventions are provided to **all** students in the general education classroom. It is characterized by the following:

- All students receive instruction in an empirically supported core curriculum
- According to research, typically, about 80% of students in a school will respond to a high-quality core curriculum and will make adequate progress throughout the   year
- Progress of all students is monitored at three points in time, or "Benchmarks," during the Fall, Winter, and Spring of each school year
- Benchmark data indicate students who may not be responding adequately to the core curriculum and who are in need of additional instruction

Tier I also is used to designate students who are making expected **grade level progress** (benchmark students) in the standards-aligned system and who demonstrate social competence.

Tier 1 includes the curriculum, the core program, and the instruction that goes on in the general classes; universal screening; and any other supplemental materials that are used with the core program or to support the curriculum. Instruction should be taking place at Tier 1 in such a way that it helps most of the student population to meet grade-level standards. *In other words, if a teacher reviews the data sources and sees that there are more than 20% of students who seem to need Tier 2 or Tier 3 interventions, then changes need to be made to Tier 1.*

Tier 2: Supplemental, or Strategic, Level

Tier 2 includes standards-aligned instruction with supplemental, small group instruction, which may include specialized materials. Tier 2 services are generally provided inside the general classroom. However, in some cases this may not be appropriate. Tier 2 is provided in addition to Tier 1. *In other words, students still attend must complete the work from the general class. Tiered interventions that are selected are provided in addition to the general class.*

- Students who do not respond adequately to the core curriculum.
- Smaller group of students - Approximately 15% of the students in a school are considered "at-risk"
- Provided supplemental instruction/intervention (in addition to the core curriculum), which takes place about 2-3 times per week and often in small group formats using standard protocol interventions
- Student progress monitored more frequently: at least once weekly
- Most students at this level will make sufficient progress given this supplemental instruction and are " returned" to the Tier I level

Tier 3: Intensive Level

Tier 3 are intensive supports intended for sh1dents with significant and/or chronic deficits as well as for students with significant underachievement who require the most intensive services available in a school. *Moving to a Tier 3 intervention is determined by the problem-solving team after several individualized interventions have resulted in limited progress, based on the achievement gap between the student's progress and the expected benchmark.* The interventions in Tier 3 are skill-specific interventions that can be delivered by a variety of providers.
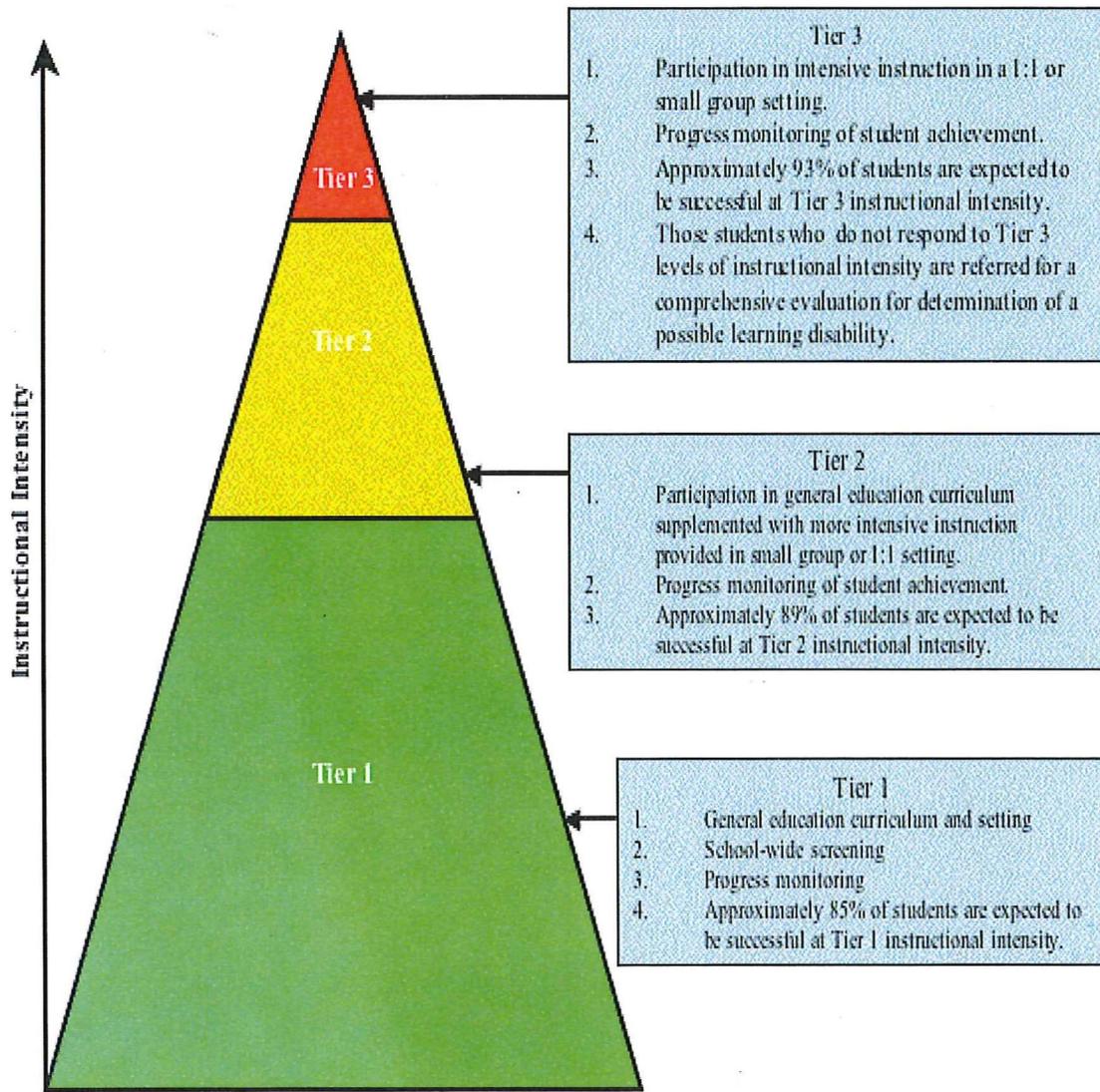
Interventions are more likely to occur outside the general classroom than at the two previous levels.
Therefore, a student who receives Tier 3 interventions/support also receives Tier 1 support (everything that occurs in the regular class).

- Students who do not respond adequately to core curriculum *and* strategic level interventions Approximately 5% of the students **in** a school
- Considered in need of intensive intervention
- Provided high-quality, research-based interventions; individually or in small groups (1:1-1:3 teacher to student ratio)
- May use an individualized problem-solving model to derive instruction Student progress monitored more frequently: 1 to 2 times per week
- Changes are made to the student's intervention based upon his/her data and progress toward a specified goal
- Students who make adequate progress at this level are returned to Tier II or Tier I level

As illustrated in Figure 1, the three-tier model of RtI incorporates consistent monitoring of student response to an increasingly intensive continuum of interventions. As students proceed through the model and are provided appropriate interventions at a sufficient level of intensity and time, the percentage of students entering each successive level is expected to decrease (Van Der Heyden & Jimerson, 2005, Torgesen, 2004).

Figure 1: Three Tiered Model of

Tier 3
1. Participation in intensive instruction in a 1:1 or small group setting.
2. Progress monitoring of student achievement.
3. Approximately 93% of students are expected to be successful at Tier 3 instructional intensity.
4. Those students who do not respond to Tier 3 levels of instructional intensity are referred for a comprehensive evaluation for determination of a possible learning disability.

Tier 2
1. Participation in general education curriculum supplemented with more intensive instruction provided in small group or 1:1 setting.
2. Progress monitoring of student achievement.
3. Approximately 89% of students are expected to be successful at Tier 2 instructional intensity.

Tier 1
1. General education curriculum and setting
2. School-wide screening
3. Progress monitoring
4. Approximately 85% of students are expected to be successful at Tier 1 instructional intensity.

Response to Intervention

ACADEMIC&

SOCIAL/EMOTIONAL CONCERNS

The Tiered Model

Tier 1 *Core Curriculum and Instruction*	Tier 2 *Supplemental Instruction*	Tier 3 *Increased Levels of Supplemental Instruction*
- Tier **1** is for every student in a *general education* setting. - Tier 1 is instruction provided to all students by the general education teacher in the general education classroom. - Tier 1 should meet the needs of 80% to 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom .	- Tier 2 offers support in addition to the Core Instructional Program. - Tier 2 should have no more than 5 - 15% of students who were not meeting the Tier I benchmark. - Tier 2 instruction will occur in small group either in or out of the general classroom at the student's instructional level.	- Tier 3 offers a high level of instructional intensity. - Tier 3 is typically reserved for approximately 5% of students in a class who will receive more intensive instruction in addition to their core instruction .
- Whole class grouping - Small-group - Individual	- Small group instruction (3-5 students)	- Individualized or small group instruction (1-2 students)
- Classroom teachers - Co-teachers (where appropriate) - ELL Teacher	- Interventionist (ELA or Math) - ESL Teacher	- Interventionist (ELA or Math) - ESL Teacher
- 90-minute literacy block (This includes whole group instruction and other flexible grouping opportunities).	- In addition to Tier 1, allowing the student to receive instructional opportunities during the 90-minute classroom literacy block *and* additional targeted support that extends these efforts.	- In addition to Tier 1. Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.
- General education setting	- General education setting or an alternative location (push-in or pull-out)	- Location outside of the general education setting (pull-out)
- Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. All settings must be included.	- Tier 2 occurs in small group homogenous setting s of 3-5 students. This supplemental instructional intervention is provided in addition to, and not in place of, Tier I . Students should receive core instruction plus 20- 30 minutes of supplemental interventions 3-5 days per cycle.	- This tier provides greater individualized instruction in a small group setting (1- 2 students at a time) anywhere from 30 to 60 minutes at a minimum of four days per cycle.

• Universal Screening three times per year (fall, winter, spring) • Progress monitoring of students initially identified as at-risk by classroom teacher • Based on data review	• Varies, but no less than once every two weeks • Based on data review	• Varies, but more continuous and no less than once a week • Based on data review • Keep anecdotal records
• 90-minute literacy block • At least three small groups every three days of a cycle	• Varies, but no less than three times per week for a minimum of 20-30 minutes per session	• Varies, but more frequently than Tier 2 for a minimum of 30 to 60 minutes
• 4-6 Weeks • General education interventions and progress-monitoring by classroom teacher should last five to six weeks	• 9 to 12 weeks, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention.	• Three to six months

There are many ideas about what constitutes an effective RtI. Here we have provided a table that lists the key characteristics of a successful RTI and contrasts these with what RTI is not.

Source: Howard, 2011.

RtI IS...	RtI IS NOT...
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Proble1n-solving approach	Directive approach
Understanding learners' needs	Labeling learners
E1nphasis on solutions	E1nphasis onproble1ns
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	A Program
Academic/Social/Emotional intervention	

Integration: A Three-Tiered Problem- Solving Model

SPS & SBRSD Tiered System of Support: Overview

The **SPS** & **SBRSD T**iered System of Support is guided by four fundamental guiding principles that together ensure high levels of success for all learners. These guiding principles are described in the following paragraphs:

Guiding Principles

Guiding Principle #1: Guaranteed and Viable Curriculum

Core content areas are guided by a standards-based, guaranteed and viable scope and sequence aligned to the Common Core.

9.

Guiding Principle #2: Twenty-First Century Learning

Effective integration of 21st century technology and literacy is essential. The Partnership for 21st Century Skills has developed the following guidelines and best practices for effective integration of technology and 21st century literacy skills. The Partnership has identified 3 domains of skills outlined   below.

Creativity and Innovation

- **Think Creatively**
- **Work Creatively with Others**
- **Implement Innovations**

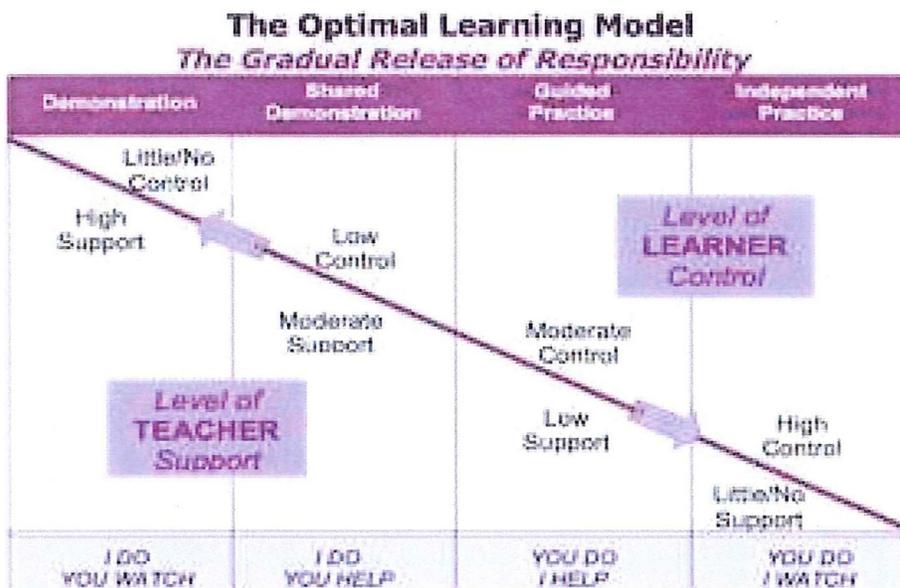*Critical Thinking and Problem Solving*

- **Reason Effectively**
- **Use Systems Thinking**
- **Make Judgments and Decisions**
- **Solve Problems**

Communication and Collaboration
- Communicate Clearly
- Collaborate with others

Guiding Principle #3: Gradual Release of Responsibility

The gradual release of responsibility (GRR) model is designed to ensure that students, with scaffolding and support, internalize skills and concepts and apply them independently. GRR is grounded in the foundational theory and research of Lev Vygotsky and the decades of empirical research that have followed and validated his theories and concepts.

10.

Guiding Principle #4: Differentiated Instruction

The National Center on Accessible Instructional Materials provides practitioners with extensive research and theory on Universal Design for Learning (UDL). UDL is an accepted and validated method for designing instruction to meet the learning needs of all students. UDL is a foundational component of the Massachusetts Tiered System of Support (MTSS) upon which the SPS/SBRSD Accommodation Plan (DCAP) is built. Thus, the differentiated practices of teachers based upon UDL theory and research are of central importance to Reading Best Practices in the SPS/SBRSD.

11.

STUDENT SUCCESS TEAM (SST)

A collaborative problem-solving and decision-making team of professionals, the Student Success Team (SST) is the mainstay of the intervention/enrichment structures found throughout the tiered system of intervention. The SST is a fluid group of professionals who meet regularly throughout the year to execute the problem-solving model in response to the changing academic/social-emotional needs of students.

Any member of the school community can initiate the SST process. Once a referral is made, the problem solving process begins.

SST Problem Solving Process

Stage 1: Problem- Identification

Initiating teacher submits the initial SST's *Initial Request for Assistance* form that identifies the student, the student's area(s) of difficulty and the best time to meet with the SST Chair.

SST Chair meets with initiating teacher, parent, or student to identify the primary   area of concern.
- If a significant problem is not identified, the process is discontinued.

- If a significant problem is identified, the SST Chair:

- Ensures that all appropriate and relevant Tier 1 interventions specified in the DCAP have been executed with the necessary fidelity and intensity to ensure student learning. (DCAP can be found in Appendices)

Stage 2: Problem Definition

The referring individual, with a completed SST *Student Information Form,* meets with the SST, collects baseline data for a period not to exceed two weeks. The data collection mechanisms and methodologies focus on observing and analyzing the primary area of concern and potential variables impacting performance and development.

The basic tools used in the problem definition stage include, but are not limited   to:

1. Academic performance indicators
2. Behavioral observations and rating scales
3. Specialist Screenings

Stage 3: Intervention Design

The identified SST team meets to review baseline data and further define the primary area of concern.

- If a significant problem is not defined, the process is discontinued.

- If a significant problem is defined, the SST chair and team use the DCAP, as well as other resources, to identify appropriate interventions and develop an individual accommodation plan, along with student learning goals. These goals must be SMART (Specific, Measureable, Attainable, Relevant and Measureable)

Stage 4: Intervention Implementation

The interventions prescribed within the individual accommodation plan are executed for at least period of four (4) to six (6) weeks. During the intervention phase two elements are critical in increasing the probability of student learning and growth

1. **Fidelity:** The intervention must be executed as prescribed. The SST Chair will identify an appropriately trained professional to conduct fidelity checks throughout the intervention period.

2. **Progress monitoring:** Ongoing monitoring of student response to intervention is essential formative information. Progress monitoring tools and benchmarks should be articulated as part of the student's individual accommodation plan.

Step 5: Intervention Review

At the conclusion of the first intervention period (four [4] to six [6] weeks), the SST re-convenes to review progress towards student learning goals. Upon review of progress monitoring data, the SST Chair will recommend:

- Continuation of the existing individual accommodation plan (Student is making progress towards the articulated learning goals.)
- Intensification of the existing individual accommodation plan (Student is making little progress toward the articulated learning goals.)
- Termination of the individual acco1mnodation plan (Student has met or exceeded the articulated learning goals.)

Building Level Data Teams

Building level data teams convene throughout the school year to review:

- Intervention /Enrichment case loads
- Structural implications and needs for intervention delivery
- Progress monitoring data
- Necessary adjustments to intervention/enrichment practices/methodologies
- Quality and fidelity of intervention/enrichment practices/methodologies in place

13.

Grade/department level data teams meet at least 3 times annually to review progress data, make intervention decisions, and develop strategic plans to support student learning at all levels.

Assessment and Student Identification

Universal Screening

Understanding the learning needs of students is the first step in providing the support and instruction they need to succeed. Research and literature spanning the past 35 years provides clear evidence that effective, timely universal screening and progress monitoring are essential components in ensuring student success (Brown-Chidsey & Steege, 2005; Bransford and Stein, 1984; Daly III, E.J., Persampieri, M., McCurdy, M., & Gortmaker, V. 2005; Deno, 1985, 1986, 2003; Fuchs, Mock, Morgan & Young, 2003; Gresham, 1991, 2001; Marston & Magnusson, 1985; Shapiro, 2004; Witt, Daly, & Noell, 2000).

Data collected through the universal screenings is compiled at the building level. When possible grade level means and percentiles are calculated to provide context for individual student performance. Student performance is then analyzed relative to norm-referenced criteria and grade level mean scores. Through this process, students at risk for academic/behavioral difficulty are identified and then prioritized based by need.

It is essential to note that the ***use of CBM as universal screening tools has limitations.*** While CBM probes have sound empirical validation and reliability, it is well documented that false positive/negatives are to be expected. The intent of the CBM within the universal screening process is to red flag students who are at risk for academic/behavioral failure. Once identified, it is the professional responsibility of the building/grade/department level data teams to triangulate data sources to reduce the likelihood of false positives/negatives within the student population.

Progress Monitoring

As part of the individual accommodation plan development process, **progress monitoring measures must be identified.** Progress monitoring measures relate to and measure progress toward identified student learning goals, as it is a systematic method for tracking and comparing an individual's or group's performance through data collection. A consistent monitoring plan is essential to determine the effectiveness of instructional programs and interventions. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Developing SMART goals for the student are an essential first step in identifying or developing appropriate progress monitoring measures. Specificity in goal setting will ensure that sound, appropriate progress monitoring tools are selected or developed.

More than one intervention should occur at Tiers 2 and 3 if the initial intervention proves unsuccessful.

To understand progress monitoring, it is important to understand key terminology:

- §§ **Benchmarks:** Expected rates of growth or learning. Usually measured three times per year (fall, winter, spring)
- §§ **Baseline:** The initial performance taken on a student; often the median score of three baseline data points. The baseline serves as the reference point for all future data collection.
- §§ **Goal (aim) lines:** the goal line depicts the anticipated growth and offers a comparison for the trend line. The goal line is typically shown as the expected rate of progress toward either the district goal or a goal developed by the problem-solving team.

Setting Ambitious and Realistic Goals

As discussed earlier, an important part of a problem-solving process is the setting of goals or expected criteria for the students to obtain. Setting goals that are realistic yet challenging is crucial to making good on-going decisions within a problem-solving model.

Goal setting can be done at both the group level as well as the individual level. For example, in an RtI model, it is expected that the implementation of a high quality, scientific, research-based instructional program implemented with fidelity at Tier 1 should result in successful outcomes with at least 80% of all students (National Association of State Directors of Special Education, 2005). When universal screening data find substantially fewer students successfully meeting benchmark, the indication is that changes are needed in the delivery of the core program (within Tier 1) to improve outcomes for all children; this must be done before a determination could be made of the degree to which supplemental instructional programs at Tier 2 are impacting the outcome. As such, problem-solving teams may put in place goals that reflect a focus on improving the school-based outcomes of student performance within the core program.

At the individual level, when students are identified through an RTI process as at-risk (and the core program is determined to be solid), it is critical that goals be established for the individual student so that the outcomes of his or her progress can be measured against appropriate expectations. By setting goals and monitoring a student's progress toward those goals, the impact of instruction can be assessed in an ongoing manner, and adjustments in instruction and goals can be made as the instruction is proceeding. Keep in mind that *the ultimate goal is to close the achievement gap and meet the academic expectations.*

A key element of effective goal setting whether used at the group or individual level is the establishment of benchmarks specifying the minimal expected performance across students. The rate of improvement (ROI) or slope is a key indicator that sets the criterion against which student performance will be compared. Closing the gap for those students whose starting point is below benchmark would be a critical goal for teams to consider.

Steps for Setting Goals

1. Identify starting point (or baseline)
2. Identify goal or benchmark (target)
3. Subtract current (baseline) level from target
4. Divide by number of weeks left until target
5. This will be your rate of improvement (ROI) to meet goal
6. Compare student's ROI with a typical, or average, ROI for that student's grade level.
7. Ask: Is this goal *realistic?* (With interventions, is this a goal that's possible to attain?)

15.

8. Ask: Is this goal *ambitious?* (With interventions, will this goal allow for the gap to close or will the sh1dent simply not fall any further behind?)
9. Adjust goal if necessary

$$\text{End of Year Target - Current Score} = \text{Amount of growth to close gap}$$

$$\frac{\text{Amount of Growth}}{\text{Number of Weeks}} = \text{Weekly Target}$$

Goals should be monitored and may be adjusted based on student's progress.

*** Please see Appendices for a Guide 011 I11te1preti11g Data and Writing Goals*

Data-Based Decisions

The most important part of progress monitoring is not just collecting data; it is *using* the data to make sound instructional decisions. Schools must look at the data regularly, implement decision-making rules, and use the data continuously to inform instruction.
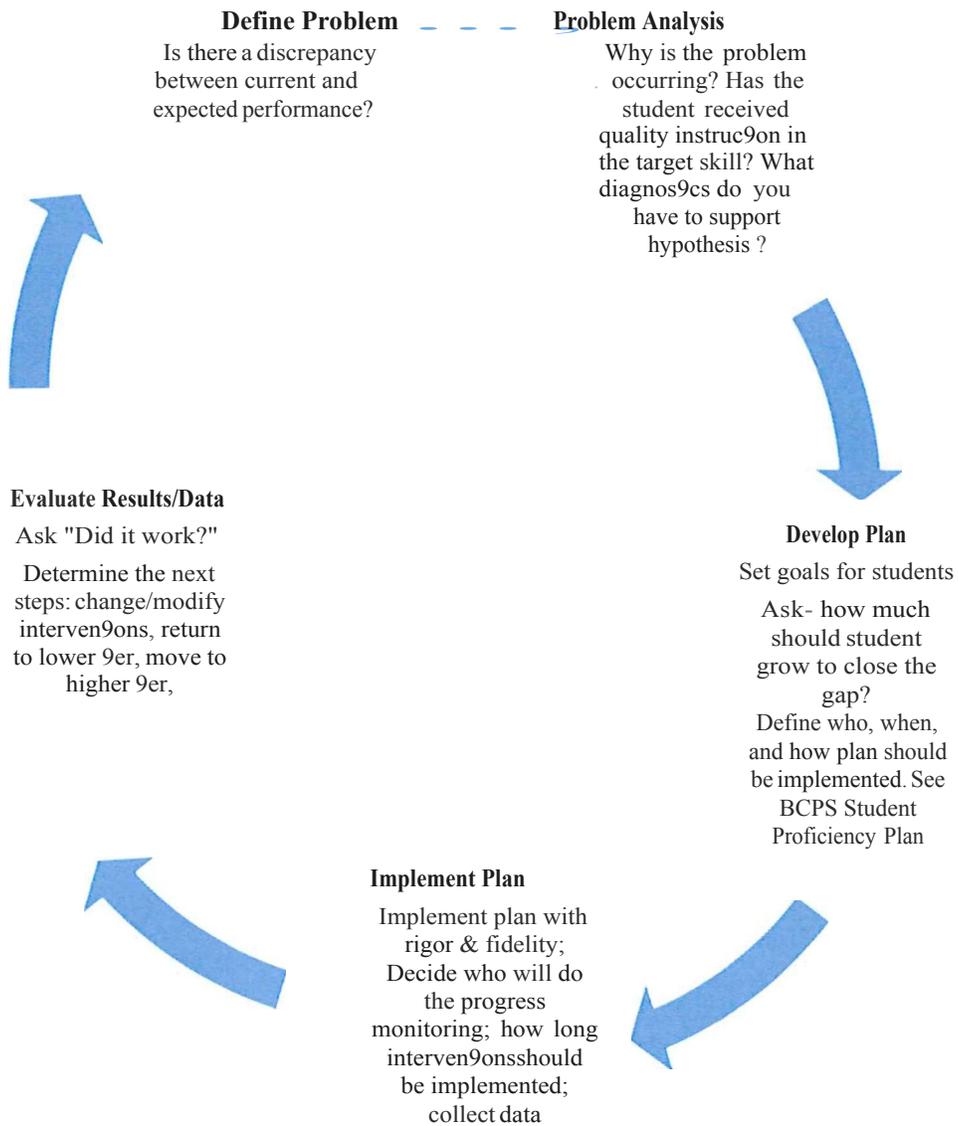
Within the tiered continuum of service delivery, decision rules are necessary for moving students back and forth across tiers as educators address their needs for intervention delivery and eligibility decisions. These decision rules must rely on relevant student assessment data. At each step of the process, good decision rules ensure effective, equitable, and fair treatment across students.

The Somerset Public Schools has developed these specific guidelines for data-based decisions:

§§ **Cut scores for determining risk status:** To identify students who are at risk, Somerset will use local comparative data from student performance on the benchmarks (or learning checks) from each grade level.

§§ **The frequency and duration of progress monitoring :** During Tier 2 and Tier 3 service delivery, the frequency and duration of progress monitoring will have an impact on whether sufficient data have been collected to determine a student's responsiveness to intervention. First, data must be collected with sufficient frequency to detect changes in performance following instruction/intervention. It should be no less frequent than one time per week. Second, the length of the data collection during intervention must be established. This may be determined by the specific intervention being used. A minimum of four weeks of intervention should be delivered. The length of time should allow for no fewer than six data points during an intervention phase. As with any test, the more data gathered, the more reliable the decision will be about whether a student is responding to an intervention.

§§ **Criteria for determining a student's responsiveness to intervention:** Determination of whether students are responding to interventions requires specifying decision rules based on students' level and rate of progress, both prior to and after the initiation of intervention delivery. This is established through trend line comparisons (or gap analysis), which will be explained later.

16.

Problem Solving

Process

Define Problem _ _ _ **Problem Analysis**

Is there a discrepancy between current and expected performance?

Why is the problem occurring? Has the student received quality instruc9on in the target skill? What diagnos9cs do you have to support hypothesis ?

Evaluate Results/Data

Ask "Did it work?"

Determine the next steps: change/modify interven9ons, return to lower 9er, move to higher 9er,

Develop Plan

Set goals for students

Ask- how much should student grow to close the gap?
Define who, when, and how plan should be implemented. See BCPS Student Proficiency Plan

Implement Plan

Implement plan with rigor & fidelity; Decide who will do the progress monitoring; how long interven9onsshould be implemented; collect data

Instruction & Intervention

To increase the opp01tunity for success at all levels within the RtI framework, instruction and interventions delivered to students should be suppo1ted by evidence of their effectiveness. A clear distinction is made between instructional strategies and interventions. A strategy is a tool, plan, or method used to guide and improve student learning. These strategies are more commonly referred to as differentiated instructional tools and practices.

A research-based intervention is one that is school-based, prescriptive, and has a clear record of success. RtI requires programs and interventions that have been validated in educational research. In essence, the following questions must be asked.

- Has the study been published in a peer-reviewed journal or approved by a panel of independent evaluators?
- Have the results of the study been replicated by other scientists?
- Is there consensus in the research community that the study's findings are supported by a critical mass of additional studies?

Guidelines for Minimally Acceptable Interventions

1. Interventions are chosen based on classroom factors and reasonableness for the situation and severity of the problem.

2. Scientific evidence for the effectiveness of the interventions must exist.

3. Interventions are chosen based on students' instructional need (and not merely based on availability or convenience). This guideline means that there are individual student data to justify the choice of intervention.

4. There should be a pre-specified, structured, and organized plan for each intervention session. Interventions should increase in intensity (i.e. , frequency, length of intervention sessions, change in intervention strategies) in the event that a student does not make adequate progress as determined by the goal level established through the problem solving process (according to the criteria described in the previous section on data-based decision making).

5. There should be a minimum of 4 weeks of intervention sessions (and 6 data points) before a determination of effectiveness is made, unless the guidelines of the intervention specify otherwise.

6. Intervention sessions should be carried out as prescribed and there should be some evidence that they were carried out as planned. Evidence can include training, permanent products, and direct observation by an independent party.

7. There should be a minimum of two phases of intervention (based on decision criteria described in the previous section on data-based decision making) before moving a student to Tier 3 or making a referral for a special education evaluation.

18.

A student's responsiveness to an intervention may eventually be used in special education eligibility decision making. Therefore, school personnel must be confident that the intervention as performed with high levels of   fidelity. Regular monitoring of intervention delivery through observations and checklists is integral to ensuring that the interventions continue to be implemented correctly and accurately (i.e., with "fidelity") and that they continue to benefit those whom they are intended to serve. Fidelity should be directly monitored by an independent observer other than the interventionist.

Instruction and Intervention Factors to Consider at all Tiers

- Were the programs and interventions used supported by scientific research?
- Were standard treatment protocols followed for the interventions with students? [fidelity checks]
- Were the interventionists trained in delivering the intervention with fidelity?
- Were the interventions delivered for a sufficient amount of time?
- Was a team used to help design and support the   interventions?

Special Considerations in RtI

Students with Individual Education Programs (IEPs)
Because RtI encompasses all students, students with IEPs should always be considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications on the IEP.

Referral for Individual Evaluation for Special Education   Services
For students who do not make adequate progress on their RtI plans, the problem-solving team may consider a refe1rnl for an evaluation for special education services. The data collected in the RTI process shall be considered as part of the referral process.

19.

Appendices

KEY TERMS & ACRONYMS

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
- D   All children can learn
- D   Early intervention for struggling learners is essential
- D   Use of multi-tier model of delivery is necessary
- D   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
- o   IQ-Achievement discrepancy - difference between scores on a norm-referenced intelligence test mid a norm-referenced achievement test
- o   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

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 implementation: 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. Possible goals could be established based on the following:
- Norms
- Percentile cutoff
- Growth rates

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

Intensity: The length of time during which a student receives an intervention (e.g., 30 minutes)

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

Primary levels of intervention: Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; often c01mected to broadest tier (core or foundational tier) of a tiered intervention model; TIER 1

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 ce1iain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes.

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.

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

Specific Learning Disability *[from federal regulation §300.309(a)(l)]:*

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.

Standard Protocol Intervention: Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

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

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 sh1dent 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)

District Curriculum Accommodation Plan

DCAP

Instructional Support Accommodations

Accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials.

This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and "wait time" or "think time" to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach
- Differentiate instruction and assignments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems, including student graphing of own progress Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Instruct sh1dents in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, web sites and textbooks for homework support.
- Provide study guides
- Provide strategies to parents to support homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing for assignments and assessments
- Provide handouts and tests that are in dark or enlarged print, double or triple spaced, and easy to read (not too cluttered)
- Erase unnecessary writing on the board
- Give assignments orally and visually
- Allow the students to take a practice test
- Change seats
- Utilize charts
- Correct student errors immediately and provide constructive feedback
- Provide reference tools
- Teach test-taking strategies and provide practice
- Include study skills strategies
- Provide a variety of question types, including open response
- Frequently check for understanding
- Assess frequently
- Assign appropriate number of problems to allow students to practice
- Use of SQ3R (Summarize, Question, Read, Review and Re-write)
- Extend time limits for assignments
- Use organizational notebooks /folders/color coding
- Arrange preferred seating

- Incorporate stress-release activities
- Use visual/auditory aids
- Remove distractions

Behavioral Intervention Strategies

- Post classroom expectations in view of all students
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize chails and graphs to monitor expectations
- Experiment with use of space, i.e. allow student to stand to complete work rather than sit
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist school adjustment counselor, special needs staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Change seats
- Utilize charts
- Provide a mentor
- Use simple corrective measures
- Provide positive reinforcement on a regular basis
- Communicate with home on status /establish homeschool communication system
- Use simple corrective measures

Organizational Strategies

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students
- Preview assignments and provide feedback
- Use color whenever possible to catch attention

Personnel to Assist in Providing Supports

- **Guidance Counselors (SMS):** Liaison between home and school, parent consultation, teacher support, referrals
- **Content Coordinators (SMS):** Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- **School Psychologist:** Support to teachers, parents, and students on behavioral/social/emotional issues
- **Technology Educators:** Support to both staff and students with hardware and software
- **Principals/Assistant Principal:** Support to teachers on behavioral/social/emotional issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- **School Nurse:** Consultation to parents, students and staff, direct service for individual students, health instruction
- **School Resource Officer (SMS & SBRHS):** Police Department liaison, individual student or parent suppm1 and consultation, referral where appropriate
- **ELL Staff:** Direct services for identified students
- **Student Success Team**

At any point in the SST process, Principals may consult directly with the Director of Special Education regarding resources, process and/or participation in the SST meeting.

District Curriculum Accommodation Plan

Strategies to Support Academic Engagement & Social/Emotional Support Accommodations

The 16 Proactive Classroom Management Skills to Support Academic Engagement

Diana Browning Wright/Clayton R .Cook

1. Classroom behavioral expectations are posted, taught, reviewed and known by every student
2. Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them)
3. Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, seating arrangement, limit distractions, etc.)
4. Positive greetings at the door to pre correct and establish positive   climate occurs
5. Transitions are taught and managed well
6. Independent seatwork is limited for skill fluency practice and managed effectively when used
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way)
8. Teaching, modeling, and reinforcing desired pro-social classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.)
9. Teacher mobility and proximity control is used (teacher does not stand in one spot to keep students alert by tracking the teacher and teacher use proximity control as a method to redirect problem behavior)
10. A motivation system to reward desirable behavior is   in evidence
11. Goal setting and performance feedback is routine
12. Visual schedule of classroom activities is used
13. Cuing systems to release and regain student attention and foster high student engagement are used
14. Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
15. Smiling and being nice!
16. Providing students with numerous opp01tunities to respond to teacher questions(choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share)

SST Process & Teacher Checklist

_Is the student having a **behavior** problem that is impacting academics? Do you have the data showing the need for the support of the School Adjustment Counselor or School Psychologist in order to brainstorm and implement interventions? If so, fill out the **Student Behavior/Social Emotional Referral** form.

_Does the student appear to have an **academic deficit** that is impacting their success with the curriculum? Do you have data showing the need for specialized instruction or related services such as OT, Speech, Specialized Reading or APE in order to be successful? If so, continue filling out the **SST packet and follow Steps 1-6 as outlined below.**

_Does the student appear to have a **related services only** deficit (e.g., Speech, OT, PT?) If so, fill out the **"Problem Identification Form," "Student Strategy Chart," and applicable screening request form(s) only** and submit to SST to track and submit to service provider.

_If the student is on an IEP and is demonstrating difficulty, meeting with the IEP liaison to discuss further supports. If the child is on a SLP/OT only IEP and is demonstrating academic or social/emotional concerns, continue filling out the **SST packet and follow Steps 1-6 as outlined below.**

_**Step 1:** Identify the area of need for your student. What is difficulty for them now? Use the **"Problem Identification Form"** for documentation and make a copy for the SST team and/or related service providers (if applicable).

_**Step 2:** Choose a research-based intervention to implement (Consider all tiers of RTI- whole group, small group, one on one). Use the RtI manual; *contact with interventionists and special education teachers, related service providers, or the school psychologist if needed for support or suggestions.* Also, See the attached **Student Strategy Chart** for examples, and **check off those you have implemented.**

_**Step 3:** Gather baseline data and 3 additional data points (this should take about 3 weeks.) If there is still *no progress* or *limited progress* at the end of the 3 week period. **Use the SST Data Collection Form.**

_**Step 4:** Try another intervention for an additional 3 week period and analyze the data. If the child is still not progressing after 6 weeks. This is the first official point of parent contact. Provide at home suggestions or activities to support area of concern.

_**Step 5:** Refer student to SST by submitting this completed pack as well as any additional data that corresponds to your attempted interventions, and other data that would support, document, and validate your concerns, such as old SST or interventions record, assessments, DIBELS, or STAR testing. Put completed paperwork in SST mailbox and wait for meeting invitation. **Contact parent before making the referral to SST and follow with parent to discuss the outcome after the SST meeting. Document this on the Problem Identification Form. See SST Parent Contact Examples.**

_**Step 6:** The student's progress will be discussed at the meeting using the data that was collected and presented as a basis for the conversation. The team will determine whether an additional 6-week intervention period should occur or if the child requires additional assessment, dependent on growth.

Step 1: Identify the area of need for your student. What is difficult for them now? Use the "Problem Identification Form" for documentation.

SST Problem Identification Form

Student Name:_____DOB:_/_/_ Age:_____ Male/Female
Teacher:_____ Grade Level: _____   Retained: Y/N If Yes, when:__
Parent/ Guardian Name(s):_____ Phone (h)_____
Address: _____ Phone (w)_ _ _ _ _ _ _ _ _ _ _

Passed Vision Test: Y/N   Passed Hearing Test: Y/N   Absences Impacting Progress: Y/N
Known Health Issues: _____   If Yes, amount:_____
Referring Teacher: _____ Last Year's Teacher:_____

Check the presenting problems, including what makes it difficult to teach this student and what factors may be impeding his/her learning.

Reading
_Letter Identification
_ Sounds
_Comprehension
_Fluency

Book/Paper
Written Expression
_Sentence Structure
_Vocabulary
_Organization
_Spelling
_Punctuation
_Grammar

Math
_Basic Facts
_Time/Money
_Regrouping
_Geometry
_Decimals/Fractions
  Measurement
_Tables/Graphs
_ Word Problems
_Multi-Step

Speech & Language
_Oral Expression (grammar, syntax, sentence formulation, vocabulary)
_Peer/Adult Communication
_Listening Comprehension (main idea, details, reasoning, problem solving)

_Following Directions
_Processing (following directions, answer "wh" questions, understanding)
_Articulation
_Voice Fluency (stuttering)
_Pragmatic Language (turn taking, eye contact conversational language)

Learning Behaviors
_Working in a Group
_Working Independently
_Distractible/Inattentive
_Impulsive/Hyperactive
_Organizational Skills
__Lack of Persistence
_Problem- Solving Skills
_Following Directions
_ Unusual Behavior

OT/Motor
_Fine -Motor Skills
_Gross Motor Skills
_Reversals/Transpositions
_Copying from Board
_Copying from

_Right/Left Confusion
_Visual Memory
_Sequencing
_Handwriting

Adaptive Skills
_Socially Immature
_Immature Language
_Delayed Self-Help Skills

Social
_Peer/Adult Relations
_Emotional Outbursts
_Withdrawal
_Lying/Stealing/Cheating
__Bullies Others
__Low Self- Esteem
_Anxious
_Difficulties at home

Parent notified of referral to SST on_/_ _/_ _

(specify):

How notified:_____   _____

Other difficulty not listed above (please describe, continue on back if needed):_____
_____
_____

When is the problem most apparent?_____Least apparent?_____
Specific situations or settings?
Student's strengths and interests
_____
Best time to observe the student
Please have any additional staff members who work with the student check off any additional areas of concern, if applicable

SST Parent Contact Examples

BEFORE SST-Script for Parent

As you know from our last communication, I am concerned about X's   . Therefore, I am referring him/her to our SST (Student Support Team) to discuss X's strengths and weaknesses and how those impact his/her ability to access the grade level curriculum. This team is made up of professional educators (general and special education teachers, administrators, interventionists, speech therapist, and school psychologists) who all have expertise in different areas. We will brainstorm different strategies to try to help X in subject in class. I will try those interventions/ideas (and document the outcomes) for about 6 weeks to see if they help and get back to you.

After *SST-**Testing Recommended**-Script* for Parent

We had a meeting today with our SST (Student Support Team) to discuss X's strengths and weaknesses and how those impact his/her ability to access the grade level curriculum. This team is made up of professional educators (general and special education teachers, administrators, interventionists, speech therapist, and school psychologists) who all have expe1iise in different areas. We brainstormed different strategies to try to help X in subject. At this time, the team wants to get more specific information about your child and is recommending further testing. The Special Education Team Facilitator will be contacting   you.

SST Data Collection Form

Student Name:_____DOB:_/____/___
Grade Level:_____Teacher:_____
Previous Year Classroom Teacher:_____

Step 2: Intervene with **research based interventions** (All tiers of RTI-Whole group, small group, one on one)
Step 3: Collect data. **Highlight data points on the chart below or attach paperwork with corresponding data if need be.**

Date:	Intervention: (describe intervention/assessment)	Environment:	Performance:	Progressing:	Staff:
__/__/__		Whole/Small/1:1		**Baseline Data Point**	
Week1 __/__/__		Whole/Small/1:1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No **1st Data Point**	
Week 2 __/__/__		Whole/Small/1:1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No 2nd **Data Point**	
Week3 __/__/__		Whole/Small/1:1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No **Last Data Point**	

If there is still no progress or limited progress at the end of the 3 week period, try another intervention.
Step 4: Try another intervention for an additional 3 week period and analyze the data.

Date:	Intervention: (describe intervention/assessment)	Environment:	Performance:	Progressing:	Staff:
__/__/__		Whole/Small/1:1		**Baseline Data Point**	
Week4 __/__/__		Whole/ Small/ 1 :1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No 1st **Data Point**	
Week5 __/__/__		Whole/Small/1:1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No 2nd **Data Point**	
Week6 __/__/__		Whole/Small/1:1		N/A- Intervention/ Instruction	
__/__/__		Whole/Small/1:1		Yes No **Last Data Point**	

SST Strategy Chart
(Please also refer to the District's DCAP)
Put a check next to all of strategies tried that were successful, X those that were trialed and were ineffective and leave blank any you have not tried.

Visual Motor Integration & Written Expression	Assessment	Instructional Strategies
Allow spelling errors during creative writing	Allow extra time	Multisensory approaches
Avoid pressure of speed and accuracy	Highlight key words	Manipulatives
Provide copies of notes	Reduce number of items	Repeat and clarify directions
Reduce board copying	Allow dictionary/calculator/manipulatives	Books on tape
Study and Work Aids	Different environment	High interest/low vocab reading
Study guides	Mark correct answers-not errors	Use of visuals
Graphic organizers	Provide practice questions for study	Individual schedule strip
Calculator use	**Environmental**	Visual/verbal cueing
Modified materials/worksheets	Extra desk for organization	Social stories
Alphabet strips/number chart	Carrel	Break down assignments
Highlight text	Preferential seating away from distractions	Clearly defined timetables
Extra 1:1 assistance	Preferential seating near teacher	Teach concrete concepts before abstract
Provide assignment book	Angled surface for writing	Reduce# of concepts taught at once
Provide and check agenda book daily	Color-coded materials	Provide overview prior to lessons start
Timer (visual/auditory)	Opportunities for movement	Consistent review
Visual Processing Problems	**Behavior Management**	Monitor level of language/vocabulary
Reduce extraneous distractions in class	Contingency/Behavior contract	Provide extra practice
Provide clear, well-defined worksheets	Prepare for transitions	Recognize and praise oral presentations
Go over task and check for understanding	Positive reinforcement	Special homework arrangement
Have student verbalize task first	Frequent feedback	Stress quality of work rather than quantity
Blocking , folding, color coding, underlining	Checklists	Provide positive and corrective feedback in content when possible
Assisting Reluctant Starters	Private cueing signals	
Give personal cue to begin work	Frequent breaks	
Give work in smaller units/provide checklist	Established expectations/consequences	**Language Processing Problems**
Provide immediate reinforcers/feedback	Designate cooling-off location and practice utilizing this area before problems occur	Provide written/oral directions
Check on progress often	Communicate with parents	Allow processing time
Use of Groups/Peers	Monitor levels of tolerance/fatigue	
Utilize cooperative learning styles	Speak privately without peers nearby	
Peer helper to check understanding	Minimize language with direct explanation and expectations-No verbal battle	
Peer tutor to record dictated material		
Peer helper to assist in organization		

Step 5: If the child is still not progressing: Refer student to SST by submitting this completed packet as well as any additional data that corresponds to your attempted interventions, and other data that document the student's performance (Star testing, DIBELS, benchmark, classroom samples, etc.) **Have the completed packet time stamped** in the main office.

SST Student Behavior/Social Emotional
Referral Form

Student Info

Student Name:_____ _   Date:_____ __
Teacher's Name:_____ _   Grade/Room:

Academic Performance/Grades: 1   2   3   _4
Describe further if warranted:

Behavior Concerns-check all that apply:

_Physical Aggression   _Absenteeism   _Environmental Destruction
_Tardiness   _Negative Attitude   _Impulsive
_Work Refusal   _Disruptive   _Noncompliant
_Verbal Threats   _Defiant   _Frequent Bathroom Visits
_Inattentiveness   _Argues   _Lack of Motivation
_Difficulty Accepting Mistakes   _Hyperactivity
_Inappropriately Seeks Peer and/or Peer Attention

Describe Behavioral Concerns and Attempted Interventions:

_____

_____

Social/Emotional Concerns-check all that apply:

_Anxiety   _Difficulty with Peer Relationships   _Worries
_Withdrawn/Loaner   _Low Self-Esteem   __Shuts Down

_Other:_____

Describe Behavioral Concerns and Attempted Interventions:

_____

_____

Best times to observe student:_____

Please complete this form and return to School Psychologist. Be sure to pass in the SST Process and Teacher Checklist.
Parents should be contacted by the teacher to inform them of these concerns before this form is filled out and submitted.