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

2018-2019
Table of Contents

Vision Page 1
Core Values Page 1
Theory of Action Page 1
Introduction Page 2
District Accommodation Plan (DCAP) Page 2
Systems of Tiered Instruction Page 2
Key Components Page 3
The Tiered Model Page 4
Tier One (1) Page 4
Tier Two (2) Page 5
Tier Three (3) Page 5
Instructional Intensity Graphic Page 6
Elements of Tiered Instruction Tables Pages 7 & 8
RtI Is...RtI Is not... Page 9
Integration of the Three Tiered Model Page 10
Guiding Principles Pages 10 & 11
Data Teams Pages 13 & 14
Universal Screening Page 14
Progress Monitoring Page 14
Setting Goals Page 15
Data-based Decisions Page 16
Problem-Solving Process Page 17
Instruction & Intervention Page 18
Special Considerations Page 19
Appendices Page 20

☐ Key Terms & Acronyms
☐ Student Success Team Flowchart
☐ Instructional Support Accommodations to include in a student’s DCAP
☐ Accommodations & Strategies to address students’ social/emotional issues
☐ Protocol for Interpreting Reading and Writing Data & Setting Goals
☐ Samples of Common Types of Assessment Data & Key Informal Assessments
☐ Sample Parent RtI Letter
☐ 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
- Our students will accept the challenge of a rigorous learning environment and work through those challenges until they experience success.

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

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

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

Excellence
- We will set high expectations for all students and staff.
- 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 38Q1/2. 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 accommodating 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 interfere with learning, or who do not qualify 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 300.8(c)(10). In addition, the criteria adopted by the State:

- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
- Must permit the use of a process based on the child’s response to scientific, research-based intervention; 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 300.8(c)(10).

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 U.S.C. 1221e-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 mastery of the concept and skills being taught.

Systems of Tiered Intervention

The SPS Tiered System of Support outlined and explicated 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, at the individual student, classroom, and school levels, is a major component of any RtI system. There are three 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 student learning while there is still time to act - before the graded event. Please see Appendices for Common Types of Assessment Data.
THE TIERED MODEL

SPS & SBRSD Tiered System of Support: Theory and Research

Tiered Intervention System


The features of RTI focus on “accountability for results.” The features of such a 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 and complete the work from the general class. The 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
- 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 students 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

5.
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 (VanDerHeyden & Jimerson, 2005, Torgesen, 2004).

**Figure 1: Three Tiered Model of Response to Intervention**

**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.

**ACADEMIC & SOCIAL/EMOTIONAL CONCERNS**
# The Tiered Model

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>Tier 1 is for every student in a general education setting.</td>
<td>Tier 2 offers support in addition to the Core Instructional Program.</td>
<td>Tier 3 offers a high level of instructional intensity.</td>
</tr>
<tr>
<td></td>
<td>Tier 1 is instruction provided to all students by the general education teacher in the general education classroom.</td>
<td>Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark.</td>
<td>Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.</td>
</tr>
<tr>
<td></td>
<td>Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom.</td>
<td>Tier 2 instruction will occur in small group either in or out of the general classroom at the student’s instructional level.</td>
<td></td>
</tr>
<tr>
<td><strong>Who (Student)</strong></td>
<td>Whole class grouping</td>
<td>Small group instruction (3-5 students)</td>
<td>Individualized or small group instruction (1-2 students)</td>
</tr>
<tr>
<td></td>
<td>Small-group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who (Teacher)</strong></td>
<td>Classroom teachers</td>
<td>Interventionist (ELA or Math)</td>
<td>Interventionist (ELA or Math)</td>
</tr>
<tr>
<td></td>
<td>Co-teachers (where appropriate)</td>
<td>ESL Teacher</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td></td>
<td>ELL Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>90-minute literacy block (This includes whole group instruction and other flexible grouping opportunities).</td>
<td>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.</td>
<td>In addition to Tier 1, Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>General education setting</td>
<td>General education setting or an alternative location (pull-in or pull-out)</td>
<td>Location outside of the general education setting (pull-out)</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>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.</td>
<td>Tier 2 occurs in small group homogenous settings of 3-5 students. This supplemental instructional intervention is provided in addition to, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions 3-5 days per cycle.</td>
<td>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.</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>□ Universal Screening three times per year (fall, winter, spring)</td>
<td>□ Varies, but no less than once every two weeks</td>
<td>□ Varies, but more continuous and no less than once a week</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>□ Progress monitoring of students initially identified as at-risk by classroom teacher</td>
<td>□ Based on data review</td>
<td>□ Based on data review</td>
</tr>
<tr>
<td></td>
<td>□ Based on data review</td>
<td></td>
<td>□ Keep anecdotal records</td>
</tr>
<tr>
<td>Frequency of Intervention Provided</td>
<td>□ 90-minute literacy block</td>
<td>□ Varies, but no less than three times per week for a minimum of 20-30 minutes per session</td>
<td>□ Varies, but more frequently than Tier 2 for a minimum of 30 to 60 minutes</td>
</tr>
<tr>
<td></td>
<td>□ At least three small groups every three days of a cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration of Intervention</td>
<td>□ 4 – 6 Weeks</td>
<td>□ 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.</td>
<td>□ Three to six months</td>
</tr>
<tr>
<td></td>
<td>□ General education interventions and progress-monitoring by classroom teacher should last five to six weeks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** ALL INTERVENTIONS MUST BE DONE WITH FIDELITY IN ORDER TO PROPERLY ASSESS WHETHER OR NOT THE INTERVENTION IS WORKING!
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.*

<table>
<thead>
<tr>
<th>RtI IS…</th>
<th>RtI IS NOT…</th>
</tr>
</thead>
<tbody>
<tr>
<td>One size fits few</td>
<td>One size fits all</td>
</tr>
<tr>
<td>School focused</td>
<td>Teacher focused</td>
</tr>
<tr>
<td>General education initiative</td>
<td>Special education initiative</td>
</tr>
<tr>
<td>Multi-tiered</td>
<td>Single support options</td>
</tr>
<tr>
<td>Problem-solving approach</td>
<td>Directive approach</td>
</tr>
<tr>
<td>Understanding learners’ needs</td>
<td>Labeling learners</td>
</tr>
<tr>
<td>Emphasis on solutions</td>
<td>Emphasis on problems</td>
</tr>
<tr>
<td>Early intervention perspective</td>
<td>Wait-to-fail perspective</td>
</tr>
<tr>
<td>Ongoing assessment</td>
<td>One-shot assessment</td>
</tr>
<tr>
<td>High-quality instruction</td>
<td>Hit-and-miss instruction</td>
</tr>
<tr>
<td>Program coordination</td>
<td>Program isolation</td>
</tr>
<tr>
<td>Broad instructional alternatives</td>
<td>Narrow instructional alternatives</td>
</tr>
<tr>
<td>Acceleration</td>
<td>Remediation</td>
</tr>
<tr>
<td>Data informed</td>
<td>Data driven</td>
</tr>
<tr>
<td>Proactive</td>
<td>Reactive</td>
</tr>
<tr>
<td>Framework</td>
<td>Program</td>
</tr>
<tr>
<td>Academic/Social/Emotional intervention</td>
<td></td>
</tr>
</tbody>
</table>

**Integration: A Three-Tiered Problem-Solving Model**

**SPS & SBRSD Tiered System of Support: Overview**

The SPS & SBRSD Tiered 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.
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.
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 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.
SPS & SBRSD Tiered System of Support
Process, Procedure, and Decision Making

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 accommodation 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

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 on 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 student simply not fall any further behind?)
9. Adjust goal if necessary

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

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

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

**Please see Appendices for a Guide on Interpreting 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
Is there a discrepancy between current and expected performance?

Problem Analysis
Why is the problem occurring? Has the student received quality instruction in the target skill? What diagnoses do you have to support hypothesis?

Evaluate Results/Data
Ask “Did it work?”
Determine the next steps: change/modify interventions, 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 ECPS Student Proficiency Plan.

Implement Plan
Implement plan with rigor & fidelity;
Decide who will do the progress monitoring; how long interventions should be implemented; collect data.
Instruction & Intervention

To increase the opportunity for success at all levels within the RtI framework, instruction and interventions delivered to students should be supported 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.
Although evidence supporting an intervention’s effectiveness is important, the intervention itself is only as good as the accuracy and consistency with which it is implemented. Fidelity refers to the degree to which interventions are implemented as planned. It is essential that safeguards be put into place to determine if those interventions are being carried out as they were intended. 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 was 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 referral for an evaluation for special education services. The data collected in the RTI process shall be considered as part of the referral process.
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

- 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

**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 connected 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 certain 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)(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.

**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 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)
**Student Success Team**

The following flow chart shows how student needs are managed within the district’s tier instructional model:

<table>
<thead>
<tr>
<th>Gather Available Information &amp; Identify Student Strengths and Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Consult with students, parents and other professionals</td>
</tr>
<tr>
<td>□ Consider cultural and linguistic background of student</td>
</tr>
<tr>
<td>□ Review portfolio of student work</td>
</tr>
<tr>
<td>□ Review student’s educational history</td>
</tr>
<tr>
<td>□ Conduct observation of student in multiple environments</td>
</tr>
<tr>
<td>△ Assess student’s performance in different content areas</td>
</tr>
<tr>
<td>□ Administer diagnostic assessments</td>
</tr>
<tr>
<td>△ Review student’s work habits and learning profile</td>
</tr>
</tbody>
</table>

**Identify & Implement Support Strategies**

- Accommodations to the core curriculum (DCAP)
- Accommodations in teaching strategies, learning environment, or instructional materials
- Use of instructional support services, consultative services, building--1-based teams, enrichment programs, and/or academic support programs (interventions)

---

**Difficulty resolved or improvement occurs**

**Difficulty persists**

**Difficulty persists and disability is suspected**

- Consider alternative accommodations, services and/or interventions

- Referral for an evaluation to determine eligibility for services under special education or Section 504

**Monitor Progress**
District Curriculum Accommodation Plan

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 students 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 skill 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
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 charts 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
- Provide positive reinforcement on a regular basis

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 Principals: 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 support 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 opportunities 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 Issue(s) 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

**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 who 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

Parent notified of referral to SST on __/__/____

Unusual Behavior

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 expertise 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.**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Intervention: (describe intervention/assessment)</th>
<th>Environment:</th>
<th>Performance:</th>
<th>Progressing:</th>
<th>Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Baseline Data Point</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No 1st Data Point</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No 2nd Data Point</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No Last Data Point</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Intervention: (describe intervention/assessment)</th>
<th>Environment:</th>
<th>Performance:</th>
<th>Progressing:</th>
<th>Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Baseline Data Point</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No 1st Data Point</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No 2nd Data Point</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>N/A-Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>/</strong>/__</td>
<td></td>
<td>Whole/Small/1:1</td>
<td></td>
<td>Yes No Last Data Point</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Visual Motor Integration &amp; Written Expression</th>
<th>Assessment</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow spelling errors during creative writing</td>
<td>Allow extra time</td>
<td>Multisensory approaches</td>
</tr>
<tr>
<td>Avoid pressure of speed and accuracy</td>
<td>Highlight key words</td>
<td>Manipulatives</td>
</tr>
<tr>
<td>Provide copies of notes</td>
<td>Reduce number of items</td>
<td>Repeat and clarify directions</td>
</tr>
<tr>
<td>Reduce board copying</td>
<td>Allow dictionary/calculator/manipulatives</td>
<td>Books on tape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study and Work Aids</th>
<th></th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different environment</td>
<td></td>
<td>High interest/low vocab reading</td>
</tr>
<tr>
<td>Study guides</td>
<td>Mark correct answers-not errors</td>
<td>Use of visuals</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>Provide practice questions for study</td>
<td>Individual schedule strip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculator use</th>
<th>Environmental</th>
<th>Visual/verbal cueing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified materials/worksheets</td>
<td>Extra desk for organization</td>
<td>Social stories</td>
</tr>
<tr>
<td>Alphabet strips/number chart</td>
<td>Carrel</td>
<td>Break down assignments</td>
</tr>
<tr>
<td>Highlight text</td>
<td>Preferential seating away from distractions</td>
<td>Clearly defined timetables</td>
</tr>
<tr>
<td>Extra 1:1 assistance</td>
<td>Preferential seating near teacher</td>
<td>Teach concrete concepts before abstract</td>
</tr>
<tr>
<td>Provide assignment book</td>
<td>Angled surface for writing</td>
<td>Reduce # of concepts taught at once</td>
</tr>
<tr>
<td>Provide and check agenda book daily</td>
<td>Color-coded materials</td>
<td>Provide overview prior to lessons start</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timer (visual/auditory)</th>
<th></th>
<th>Consistent review</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Visual Processing Problems</th>
<th>Behavior Management</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce extraneous distractions in class</td>
<td>Contingency/Behavior contract</td>
<td>Provide extra practice</td>
</tr>
<tr>
<td>Provide clear, well-defined worksheets</td>
<td>Prepare for transitions</td>
<td>Recognize and praise oral presentations</td>
</tr>
<tr>
<td>Go over task and check for understanding</td>
<td>Positive reinforcement</td>
<td>Special homework arrangement</td>
</tr>
<tr>
<td>Have student verbalize task first</td>
<td>Frequent feedback</td>
<td>Stress quality of work rather than quantity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assisting Reluctant Starters</th>
<th></th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocking, folding, color coding, underlining</td>
<td>Checklists</td>
<td>Provide positive and corrective feedback in content when possible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistance</th>
<th></th>
<th>Language Processing Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist</td>
<td>Private cueing signals</td>
<td>Provide written/oral directions</td>
</tr>
<tr>
<td>Give personal cue to begin work</td>
<td>Frequent breaks</td>
<td>Allow processing time</td>
</tr>
<tr>
<td>Give work in smaller units/provide checklist</td>
<td>Established expectations/consequences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Groups/Peers</th>
<th></th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize cooperative learning styles</td>
<td>Speak privately without peers nearby</td>
<td></td>
</tr>
<tr>
<td>Peer helper to check understanding</td>
<td>Minimize language with direct explanation and expectations-No verbal battle</td>
<td></td>
</tr>
<tr>
<td>Peer tutor to record dictated material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer helper to assist in organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 students performance (Star testing, DIBELS, benchmark, classroom samples, etc.) **Have the completed packet time stamped** in the main office and place in Denise Lee’s mailbox to await a meeting.
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.**