

# Longview ISD School District Guidance Document



## Response to Intervention

# **LISD School District Guidance Document**

## **Response to Intervention**

### **LISD Mission Statement**

**Believing in excellence for all, the Longview Independent School District will guarantee the highest level of academic achievement and character development of each learner by providing challenging curriculum and exemplary instruction within a safe environment.**

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# **State of Texas “Response to Intervention” (RtI) Information**

From The TEA Website:

## **Response to Intervention (RtI)**

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and scientific research-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

## **Benefits of RtI**

RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in Texas schools can result in:

- more effective instruction;
- increased student achievement;
- more appropriate LD identification;
- increased professional collaboration; and
- overall school improvement.

## **Multi-tiered model**

To ensure that appropriate instruction directly addresses students’ academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

**Tier 1:** Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.

**Tier 2:** Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10–15% of the students.

**Tier 3:** Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5–10% of the students.

	<b>TIER 1: CORE CLASS CURRICULUM</b>	<b>TIER 2: SMALL GROUP INTERVENTION</b>	<b>TIER 3: INTENSIVE INTERVENTION</b>
<b>Focus</b>	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
<b>Grouping</b>	As needed	Homogeneous small group instruction (1:5–6)	Homogeneous small group instruction (1:1-2)
<b>Time</b>	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
<b>Assessment</b>	Universal Screening at beginning, middle, and end of the academic year (or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
<b>Interventionist</b>	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
<b>Setting</b>	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school

\*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school.

## **Fidelity of Implementation**

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; gaps in fidelity should be identified and corrected.

### **Assessment leading to data-based decisions**

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:

1. **Universal screening** of all students identifies those not making academic or behavioral progress at expected rates.
2. **Diagnostics** determine what students can and cannot do in academic and behavioral domains.
3. **Progress monitoring** determines whether academic or behavioral interventions are producing the desired effects. Progress monitoring helps teachers choose effective, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

### **Benefits of Progress Monitoring**

- Accelerated learning due to appropriate instruction
- Informed instructional decisions
- Effective communication with families and other professionals about students' progress
- High expectations for students by teachers
- Legitimate special education referrals
- Documentation of student progress for accountability purposes

## Who is responsible for RtI?

Since RtI is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI.

**The Principal** is the instructional leader of the school and so must be the leader in developing and implementing an RtI model.

**Counselors and diagnosticians** play important roles in designing the RtI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions.

**Teachers**, of course, are the most important component of an RtI team and need to understand all aspects of RtI. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI is crucial to success. Teachers should be included in every stage of developing an RtI model. The activities that comprise RtI typically occur in the general education setting as schools use a variety of strategies to assist struggling students. General and special education staff coordinate and collaborate to develop a process for RtI implementation, and such collaboration may lead to a shift in roles played by teachers from both areas. General education teachers may need training in many practices currently used primarily by special education teachers. The expertise of special education teachers can strengthen general education instruction as they provide that training, help to customize Tier 3 services, provide Tier 2 and 3 services, and, in general, team more closely with general education faculty.

**Paraprofessionals** may implement small-group interventions, assess progress, and maintain crucial databases showing that progress.

### RtI's role in determining learning disability (LD) eligibility

As established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004, LEAs may choose to use RtI as one of a variety of ways to determine appropriate LD eligibility. This use of RtI addresses concerns with models of LD identification that primarily rely on the use of IQ tests and performance discrepancy. Additional information regarding the use of RtI in determining LD eligibility is available in a question and answer format at <http://www.tea.state.tx.us/special.ed/guidance/rules/index.html>.

### Using an RtI model to address behavioral concerns

Behavioral issues can negatively impact learning as learning difficulties can negatively impact behavior. As students' academic success improves in school, their social and behavioral success tends to improve as well. Nevertheless, an RtI model specifically designed to address behavioral difficulties can

- improve the pace of that improvement;
- support academic growth; and
- help improve the climate of the school.

Both academic and behavioral interventions contain the same components:

- The needs of most students are met through high-quality, research-based universal instructional and behavioral practices.
- Students needing additional intervention are identified and served through Tier 2 interventions. Tier 2 interventions are chosen through a campus-designed standard protocol or problem-based model. Student progress is carefully monitored, and interventions are modified as necessary.
- Custom-designed Tier 3 interventions are implemented with the small percentage of students who are not successful with Tier 2 interventions.
- Fidelity of implementation is crucial to success at all three tiers.

As with academic models, the focus of the entire school using RtI to address behavioral concerns can shift from identifying negative behavior to teaching and promoting positive behavior.

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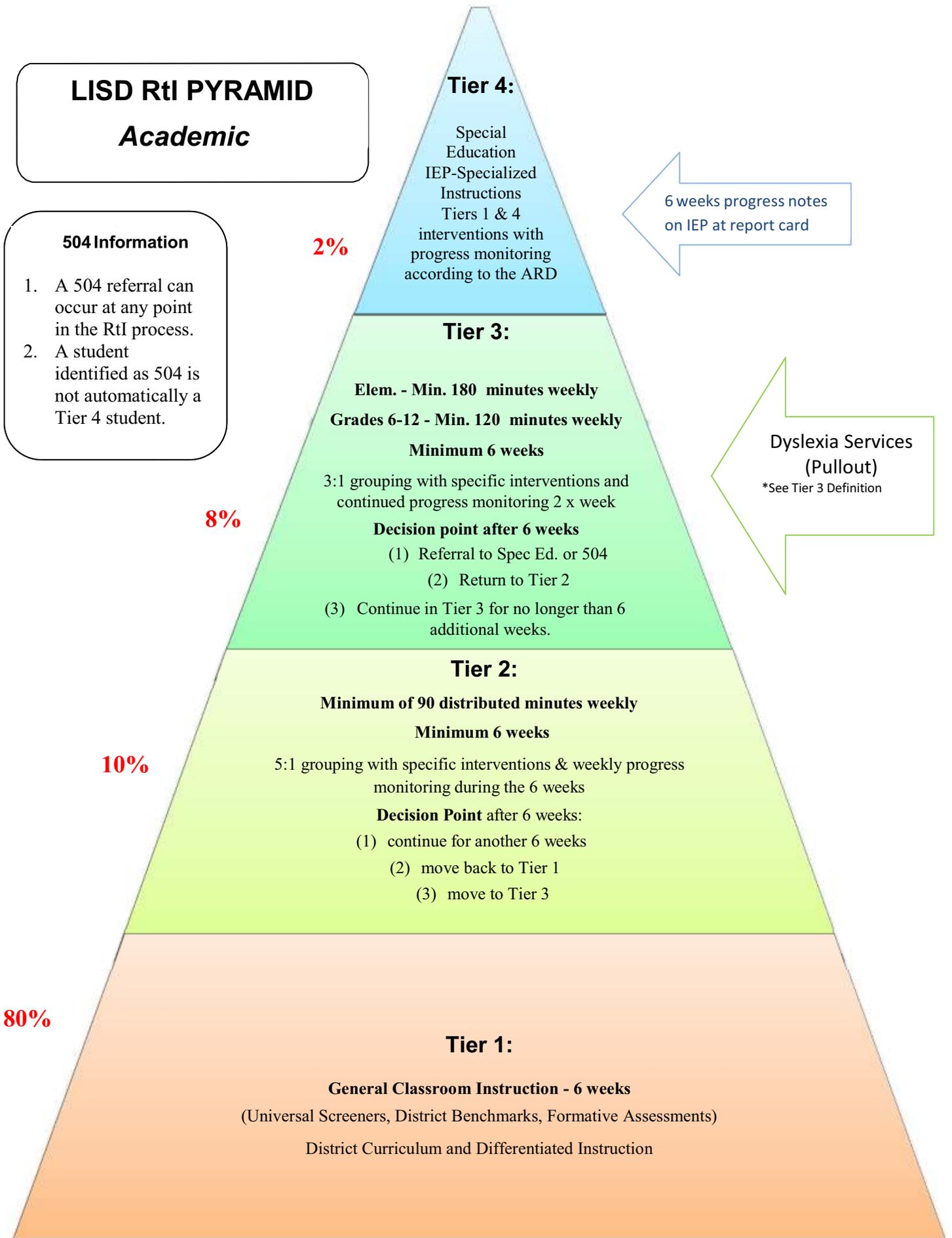
## Longview ISD District Guarantees

- The campus administrator is responsible for the implementation of RtI.
- Universal screenings will be administered three times a year (fall, winter, and spring) to all students in grades K-9, according to the district schedule.
- All screeners will be administered with fidelity according to the directions stated within the LISD Standardized Administration Procedures.
- Campus RtI meetings to analyze campus Universal Screener Data will be held with documented meeting minutes.
- Documentation of student progress will be collected by campuses and will be reviewed at regularly scheduled RtI meetings.
- Student intervention plans will be reviewed according to the timelines established on the LISD RtI Academic Flow Chart.
- Data will be used to make any necessary additions or other changes to student intervention plans.
- Campuses will enter RtI plans into DMAC.
- Student privacy is of the highest priority with the RtI team.

**LISD RtI PYRAMID**  
**Academic**

**504 Information**

1. A 504 referral can occur at any point in the RtI process.
2. A student identified as 504 is not automatically a Tier 4 student.



## Response to Intervention Process Detail Longview ISD

### Tier 1:

Student remains in classroom as teacher uses different strategies and/or materials.

1. Implement Scientifically Research Based (SRB) Core Curriculum and address the following:
  - A. Environment
  - B. Instruction
  - C. Assessment
2. Conduct, compile, & evaluate Universal Screening 3 times a year (Fall, Winter, Spring).
3. If student is being successful and meets standard, continue to implement Scientifically Research Based (SRB) Core Curriculum.
4. If any student does not meet standard on Universal Screening and/or grade level standards, provide targeted, differentiated instruction in a small group setting *within the classroom*.
  - A. For articulation (Speech) concerns, consult with the SLP to identify targets
5. Monitor and document progress at least once a week.
6. Conduct informal review of monitoring data with **collaborative** teams of 2 to 4 professionals
  - A. Grade level, subject area, or campus-determined team
  - B. Review every 3 – 6 weeks
7. If student is successful, return to general core instruction and continue to monitor.
8. If student is not being successful and does not meet standard after a minimum of two periods of intervention, refer to RtI Team. All information should be placed under current services and/or Period 1 in DMAC RtI.

RtI Team evaluates progress monitoring data and recommends:

- Return to Tier 1 small group interventions (adjust instruction) OR
- Move to Tier 2 (with adjustments to instruction)

## Response to Intervention Process Detail, continued

### **Tier 2:**

Student receives more intensive, Tier 2, focused intervention in a small group

1. Additional 30 minutes of small group instruction at least 3 times a week (minimum of 90 distributed minutes weekly)
2. Highly qualified teacher or highly qualified paraprofessional
3. In class or pull-out
4. Weekly Progress Monitoring with documentation
5. Additional 5 – 6 weeks of intervention, followed by RtI Team review

For Tier 2:

RtI Team evaluates progress monitoring data and recommends:

- Student returns to Tier 1 OR
- Continues in Tier 2 (with adjustments to instruction) OR
- Moves to Tier 3
- Place the appropriate documentation in DMAC RtI

### **Tier 3:**

1. Student receives more intensive, Tier 3, interventions
2. Additional 30 minutes of small group or one-to-one instruction (minimum of 180 distributed minutes weekly on elementary campuses and 120 distributed minutes on secondary campuses) OR
3. Student is recommended for additional testing or placement
  - A. Special education, or
  - B. Dyslexia, or
  - C. 504, if appropriate
4. Weekly Progress Monitoring with documentation shall occur
5. Specialist or other highly qualified teacher provides instruction
6. Student progress continues to be monitored, documented, and reviewed. The student is then placed in appropriate instructional setting.

Administrative monitoring of the RtI process shall occur on all three tiers on a regular basis.

## **Special Program Considerations**

### **Students Receiving Special Education Services, Section 504 Accommodations, or Dyslexia Accommodations**

The Response to Intervention process is not designed for those students who are already receiving services through Special Education or Section 504. Those students shall be monitored through the appropriate ARD Committee or Section 504 Committee.

In Longview ISD, the RtI process is the starting point to consider whether or not a student needs to be evaluated for Special Education, Section 504, or Dyslexia interventions. Therefore, a student needing consideration for placement or accommodations through these special programs should be referred to the school's RtI Team after appropriate periods of Tier 1 & 2 interventions. (Parental requests for referrals will follow the same RtI process unless there is evidence of a disability.)

### **RtI's role in determining Special Education Referrals**

Response to Intervention (RtI) is intended to have a positive impact on the ability of Local Education Agencies (LEAs) to meet the needs of all struggling students. The strategies offered by RtI can be used by educators to increase appropriate referrals and decrease inappropriate referrals to special education. The information provided by the RtI process is useful in determining school improvement activities, including activities prior to or in lieu of a special education referral. (RtI Guidance, TEA, 2008).

### **RtI's role in determining Section 504 Referrals**

Responsibility for considering and developing a Section 504 Accommodation Plan lies with a core group of individuals that includes the principal or administrator, the referring and/or classroom teacher, the school counselor, the Instructional Facilitator (if applicable), and the parent—virtually the same as the core members of the RtI Team. In fact, the school's RtI Team may also serve as the Section 504 team, as necessary.

### **RtI's role in determining Dyslexia Referrals**

In Longview ISD, RtI is the starting point in the identification process for students with dyslexic characteristics. When considering whether or not a student needs to be evaluated for dyslexia (and a Section 504 Plan), a student should be referred to the school's RtI Team after appropriate periods of Tier 1 and Tier 2 interventions. However, if a parent request for dyslexia assessment has been made, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to believe the student has a disability. If a disability is suspected, the student needs to be evaluated.

## **RtI's role in determining Speech Referrals**

A student who qualifies for speech is served under Individuals with Disabilities Act (IDEA) and receives specially designed instruction to meet his/her unique needs. Accommodations for a speech student are determined by documenting that educational needs would *not* be met as adequately as their non-disabled peers *without* the accommodations. In addition, a student cannot be served under IDEA and 504. That's because Section 504's definition of "a student with a disability" is broader than the IDEA's definition and not limited to specific disability categories. In short, IDEA (Special Education) and 504 provide some of the same services, but IDEA is more stringent.

## **Other Considerations**

Immediate referral to the RtI Team shall occur if a student...

- experiences an extraordinary or sudden change that would substantially limit a major life activity OR
- moves into the district or campus and the prior district or campus has already begun the evaluation process for 504, Special Education, or dyslexia services OR
- moves into the district or campus and has critical needs that should be addressed immediately
  - obvious physical or cognitive impairment

The RtI Team will make the appropriate recommendations for additional accommodations, evaluations, and/or services. Referral to the RtI Team will not automatically result in immediate evaluation or assessment.

## Tier Definitions

### Tier 1:

Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality core class instruction that is aligned with state standards and in which 80% or more of the students are successful.

Teachers will differentiate instruction in grade-level classes for 6 weeks and will monitor the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, district benchmark assessments, daily assignments, and teacher-made assessments.

### What critical areas need to be addressed in Tier 1 classroom interventions?

The Individuals with Disabilities Improvement Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB) advocate the use of interventions and instruction based on scientific research. Both acts require effective reading and mathematics instruction that results in improved student performance and a reduction in the number of students needing special education services. Essential components for reading are phonemic awareness, vocabulary development, reading comprehension, phonics instruction, and fluency, and those for mathematics are mathematics calculation and problem solving.

### Tier 2:

The RtI campus team may increase support to Tier 2 for students who are not making progress at Tier 1, about 10% of all students. Students are identified for individualized small-group instruction delivered by teachers and/or interventionists, in addition to core class instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities.

### Tier 3:

Students who have not responded adequately to interventions in Tiers 1 and 2 and are performing significantly below grade level will move to Tier 3 and receive intensified, comprehensive intervention in addition to their grade-level instruction. Tier 3 typically addresses the needs of approximately 8% of all students. Tier 3 intervention is designed to be a minimum of 6 weeks. For Dyslexia Pullout Services follow the specific intervention requirements identified in the student's individual accommodation plan.

### Tier 4:

Tier 4 is the most intensive tier of instruction for students identified as eligible for special education. Students at this level receive specially designed instruction as determined by the ARD committee. Tier 4 typically addresses the needs of approximately 2% of all students.

### 504 referrals and 504 students

1. A 504 referral can occur at any point in the RtI process.
2. A student identified as 504 is **not** automatically a Tier 4 student. He/she is at level Tier 4 **only if** 504 services and accommodations are needed as a result of **severe** academic deficiencies. Some 504 students will be successful at other RtI Tiers (including Tier 1).

# Assessment Overview

## **Universal Screeners**

- Universal screeners are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic goals.
- Universal Screeners are norm referenced measures of automaticity or fluency in the short term memory.
- Universal screeners are administered on grade level three times a year.
- They are not diagnostic in nature or standards based.
- No accommodation or modifications are allowed for universal screening.

## **Progress Monitoring**

- Progress monitoring is a brief assessment to determine if students are making adequate progress.
- Progress monitoring occurs at the student's instructional level over an extended period of time.
- They are not diagnostic in nature.
- Progress monitoring is measuring rate of improvement.
- If a student's IEPs allows him/her to have accommodations during testing, they are to be provided for all progress monitoring assessments.
- Progress monitoring tools/measures should match the specific intervention/deficit.

## **Diagnostic Assessments/Universal Screeners**

- Diagnostic assessments are designed to provide the teacher with an understanding of the prior knowledge and skills, as well as the strengths and specific learning needs of their students.
- Diagnostic assessments are conducted before instruction is given.
- Examples of Diagnostic assessments used in LISD are:
  - iStation – 3-8 Reading (free), K-2 Reading (if purchased)
  - ESTAR/MSTAR– Grades 2-8 Math
  - TPRI/TejasLEE– K-2 Reading
  - LLI Reading Kits – K-2
  - TMSFA – Grade 7 Reading
  - Classworks – K-8
  - BAS/Sistema – K-8
  - Think Through Math – K-12
  - STAAR – Outcome Based
  - Classroom Formative and Summative Assessments

## **Interventions**

- Tiers 1-3 RtI Academic/Behavior Quick Reference Guides (pp. 39-41)
- iStation, Classworks, Think Through Math, & LLI Reading Kits

## **Formative Assessments**

- Formative assessments provide ongoing feedback to improve learning and occur during the learning process.
- Formative assessments are a planned process that can involve many different activities.
- Examples of Formative assessments used in LISD are:
  - Informal teacher questions/observations
  - Conversation with student
  - Working portfolio
  - Journal writing
  - Anecdotal Records
  - Exit Tickets
  - Unit assessment questions used during the unit to guide instruction

## **Summative Assessments**

- Summative assessments occur when teachers evaluate a final product.
- Summative assessments are the last opportunity for students to demonstrate standards after a specified learning period.
- Examples of Summative assessments are:
  - STAAR/TAKS
  - Mid-term and Finals
  - District Simulations
  - Unit assessments when used at the end of a unit

# Universal Screeners



Universal screening is the first step in identifying the students who are at risk for learning difficulties. Its main purpose is to evaluate academic and behavioral skills and identify students whose performance is not consistent with that of their peers. Universal screening is typically administered to all students three times per year, at the beginning (BOY), middle (MOY), and end (EOY).

The campus RtI team is responsible for overseeing the universal screening process. Universal screenings in LISD will be conducted on every student in grades K-8. The classroom teacher or other school personnel conducts the screenings and report the results to the campus RtI team. Careful documentation of screening results is important for accurate identification of students' needs.

If the results of universal screening suggest that an individual student is performing below standards, interventions should be designed for each student based on their individual strengths and weaknesses. These students will continue within the continuum of the tiers as determined by the RtI team. These students will be continuously monitored through Progress Monitoring. District-approved interventions are used to prevent students from failing to meet academic and/or behavioral expectations and thus requiring more intensive interventions. The goal of district-approved interventions is to proactively teach and support desired academic and social behavior for all students. Confidentiality must be safeguarded, although district-approved screening records should be accessible to teachers and staff who work with a student.

An effective and practical universal screener should be brief and simple, so that it does not take a lot of instructional time and quickly identifies those who are lagging behind their peers. These assessments should also be simple enough to administer on a wide scale, and easy to grade and analyze without any specialized training.

A secondary purpose for universal screeners is that it allows campus teachers, facilitators, and administrators to examine the effectiveness of Tier 1 instruction. According to Andrea Ogonosky ([The Response to Intervention Handbook](#)), when we collect and analyze the data from the universal screener, we should be able to easily identify the 15-20 percent of students performing below their grade level peers. If more than 20% of the students in a class or grade level are performing poorly, then personnel should consider the following variables:

- Effectiveness of core curriculum
- Required developmental and prerequisite skills
- Student background information
- Skills that are the building blocks for acquiring higher-order skills
- Engagement of students and emphasis of learning
- Compliance on meeting the required accommodations/modifications as outlined in IEP/504 plans
- Classroom designs, procedures, and expectations

After analyzing the data, the RtI team either rules out curriculum and instructional practices as causes of concern or takes action to improve them where needed. The team uses an RtI student identification form to help determine which students to target. The students are then designated as struggling learners, and the classroom teacher will be given ideas and support to boost their learning.

## **RtI Core Team Member Responsibilities**

### **Campus RtI Administrator (Principal or Appointed Designee)**

- Provide leadership and support to ensure the RtI process is implemented effectively on campus
- Train all staff on RtI, differentiated instruction, documentation, and campus expectations.
- Schedule campus RtI meetings at least every six weeks or as needed.
- Guide collaboration between classroom teachers, RtI teachers, and other professional staff.
- Facilitate RtI meetings.
- Maintain folders\* of campus RtI students (\*optional; principal's decision)
- Ensure that all documentation of interventions and data are ready to share with team during meeting.
- Assist teams in analyzing progress monitoring data each six weeks or as needed.
- Monitoring implementation of intervention plan (observation, data review, conference with teacher, etc.).
- Monitor and facilitate process of documentation in campus RtI folders\* and DMAC.

### **Classroom Teacher**

- Provide differentiated instruction for all students.
- Analyze performance data.
- Participate in RtI meetings to assist in identifying at-risk students and planning interventions.
- Review cumulative folder for academic history.
- Communicate with parents about student's progress (for all three tiers).
- Collaborate with colleagues and other members of the RtI team in planning and implementing screening, instruction, and progress monitoring.
- Implement suggested Tier 1 strategies with fidelity.
- Complete documentation of Tier 1 strategies utilized with identified struggling students as needed in campus RtI folders\* and DMAC.

## **Tier 2 Teacher (Classroom Teacher or Interventionist)**

- Collaborate with all members of the RtI team in planning and implementing, screening, instruction, and progress monitoring.
- Participate in data meetings and RtI meetings to assist in identifying at-risk students and planning interventions.
- Implement intervention instruction with fidelity.
- Administer, record, and interpret progress monitoring measures.
- Collaborate with team in analyzing performance data and progress monitoring data.
- Collaborate with team to determine intervention effectiveness and plan necessary adjustments.
- Complete documentation of Tier 2 strategies and progress for Tier 2 in campus RtI folders\* and DMAC.

## **Tier 3 Teacher (Classroom Teacher or Interventionist)**

- Collaborate with all members of the RtI Team in planning and implementing screening, instruction, and progress monitoring.
- Participate in data meetings and RtI meetings to assist in identifying at risk students and planning interventions.
- Implement intervention instruction with fidelity.
- Administer, record, and interpret progress monitoring measures.
- Collaborate with team in analyzing performance data and progress monitoring data.
- Collaborate with team to determine intervention effectiveness and plan necessary adjustments.
- Complete documentation of Tier 3 strategies and progress for Tier 3 in campus RtI folders\* and DMAC.

## **Parent Involvement**

Parent communication and involvement is critical to the academic and social success of the student. When a student fails to make adequate progress, the classroom teacher should be the first person to make contact with the parent regarding the progress of the student.

Because RtI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings or targeted diagnostic assessments within a multi-tiered RtI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility or dyslexia, written consent must be obtained in accordance with special education/dyslexia procedures.

# Progress Monitoring: The Basics



## Goal of Progress Monitoring (PM):

- estimate rates of student improvement (ROI)
- identify students who are not demonstrating adequate progress
- compare the efficacy of different forms of instruction and design more effective, individualized instruction programs for struggling learners

PM is a brief assessment; usually 1-3 minutes for reading and 5-7 minutes for math to determine if students are making adequate progress (automaticity).

PM data should be collected, evaluated and used on an ongoing basis; data must be charted.

PM assessments should be given at evenly spaced intervals (at least 1 x per week) for a reasonable amount of time (typically 6-9 weeks, but allowances are made based on specific instructional programs).

Universal screeners occur at the student's grade level, whereas progress monitors are given at the student's instructional level. To determine instructional level, administer the progress monitoring tool moving down by grade level until they score at approximately the 50<sup>th</sup> percentile.

## Determining Student's Baseline:

- Reading: Before the first RtI meeting, administer 3 one minute reading fluency probes in one sitting. Determine the median score and use it as your baseline when setting the student's goal.
- Math: Before the first RtI meeting, administer 2 math probes during two different sittings and average the scores. Use this average as the student's baseline.

## Setting a Goal:

Goals should be SMART goals: specific, measurable, attainable, realistic, and timely. Goals should be simply written and should focus on a targeted area for improvement. Progress toward achievement of the goal should be charted/graphed.

Progress monitoring occurs over an extended period of time (must collect a minimum of 5-6 data points)

Think...QUICK and SIMPLE

## **Fidelity of Implementation in Progress Monitoring**

- Consistency of test administration
  - Progress monitors must be given according to directions outlined in the guide
- General education
  - Do not alter the test in any way
  - 2<sup>nd</sup> grade and up and cannot have the test read to them
  - No use of manipulatives for any grade level
- Special Education/504
  - Follow the prescribed IEP/504 plan including all accommodations and modifications

## Documentation of Interventions, Progress, and Meetings

Tier	Instructor	Person Responsible for Documentation	Documentation Method
1	Classroom Teacher	Classroom Teacher	DMAC
2	Classroom Teacher & Interventionist	Classroom Teacher & Interventionist	
3	Classroom Teacher & Interventionist	Classroom Teacher & Interventionist	
4	Classroom Teacher & SpEd Teacher	Classroom Teacher & SpEd Teacher	

**Tier 1:** Focused differentiated instruction strategies that are implemented in the classroom will be documented in lesson plans, common assessments, simulations, grade books, etc. The classroom teacher will enter current services into DMAC RtI.

**Tier 2 provided by Classroom Teacher/Interventionist:** After the Campus RtI Team meets and a decision is made to move the student to Tier 2, the classroom teacher/interventionist will enter Tier 2 information into DMAC or RtI folder for Tier 2. Progress monitoring data will be recorded in the DMAC RtI.

**Tier 3 in the RTI Class:** After the Campus RtI Team meets and a decision is made to move the student to a Tier 3 group taught by the Interventionist, the Interventionist will begin documenting interventions and progress monitoring in DMAC RtI.

**RtI Meeting Information:** Person responsible for documentation will enter follow-up information into DMAC RtI.

## Rtl and Special Education Identification

Response to Intervention is not designed to be a pre-referral process. It is not a model in which students must fail before interventions begin. Instead, it is a proactive, positive approach for supporting all learners, particularly those who are struggling. Rtl meets learners where they are within the curriculum and accelerates their learning rates. Research has shown that when students are engaged in the curriculum on their instructional level, approximately 95 percent of them will respond positively without the need for intensive, specialized instruction.

### **Commissioner's Rules, §89.1011:**

*Prior to referral, students experiencing difficulty shall be considered for all support services available to all students—tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulties in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual evaluation.*

Within the federal requirements of special education eligibility —exclusionary factors are also provided. A student will not be judged eligible for special education if one of these factors is identified as the primary reason for lack of progress:

1. Lack of appropriate instruction in reading or mathematics

### **Commissioner's Rules, §89.1040:**

*Prior to and as part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:*

*(i) data that demonstrates the child was provided appropriate instruction in reading (as described in 20 USC, §6368(3)), and/or mathematics within general education settings delivered by qualified personnel; and*

*(ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction.*

2. Limited English proficiency
3. Cultural or economic disadvantage

# General Education, RtI, and Special Education

## Ensuring Success for All Students

### General Education (All students)

- Instruction is provided utilizing the core curriculum with flexible groups to address student strengths and weaknesses,
- Instruction is provided in the general education classroom,
- Progress in core content areas is monitored by following the district curriculum calendar,

### Response to Intervention (All Students)

- Intensive Instruction targeting student weaknesses is provided to all students,
- Instruction is provided by general education and/or Special Education teachers,
- Progress is monitored as indicated by State and District RtI guidelines,
- Core curriculum, research based practices and research based curriculums are utilized, as prescribed by tier category,
- Services may be provided in the general education classroom or in a pullout classroom setting,

### Special Education (Identified Students)

- Small group instruction is provided based on the Individual Education Plan (IEP),
- Specialized services (Speech, OT, PT) are provided by therapists or related personnel,
- IEP team meets at least once per year to review student's progress and revise IEP as needed,
- Core curriculum, research based practices and research based curriculums are utilized as indicated by the IEP,
- Services may be provided in the general education classroom or in a pullout classroom setting.

## Digging Deeper - Take a Look at the Whole Child

- **Past & Present.** The primary role of the RtI Core Team is to facilitate a comprehensive review of the child's past and present academic history, social/emotional development, and health.
- **It's all about DATA!** The team must carefully examine all related data to determine if interventions were appropriate and targeted student's need. Are modifications to the current interventions needed in response to the student's continued weaknesses?
- **Are there other causes?** Are there other contributing factors related to attendance, health and social/emotional issues that need to be addressed by the appropriate Core Team members or referred to appropriate related agencies?
- **Team includes parents!** Be sure to review information provided by the parents. Keep them informed of the student's progress and include them in the decision making process.

### Core Teams should consider the following when reviewing academic data:

- What diagnostic instruments were used to determine the student's need?
- Did the intervention target the student's need identified by the diagnostic tools?
- Were the interventions administered consistently and with fidelity to the design of the intervention?
- Was the student's progress monitored as prescribed by the district guidelines for progress monitoring frequency?
- Was the progress monitoring data reviewed by the team and adjustments made as needed to address the student's response to the intervention?
- Were there other factors, such as medical, attendance and/or home issues that had an impact on the student's response to the intervention?

**If the RtI Core team determines that there has been a gap** in the provision of intervention services or that other factors have negatively impacted the student's response to intervention, adjustments must be made to the intervention plan and the student should be monitored for an additional 6 week cycle. All areas of insufficiency must be addressed by the team and an action plan should be developed to address each of these areas. Review of the adjustments should be made by the core team in a timely manner in order to prevent a delay in intervening services and ensure the maximum success for the student.

**If the RtI Core Team is confident that every effort has been made** to provide consistent intervention which targets the student's identified need *and* there are no other factors that prevent the student from succeeding, then the team may refer the child to Special Services personnel for consultation. RtI Core teams *must defer* all discussion related to additional evaluations to the Special Services Personnel due to compliance issues and the parent's *Due Process Rights*. Once a request for Special Services support has been issued, Special Services Personnel will then replace the RtI Core Team and will initiate a formal discussion with parents and other educational professionals to determine if additional evaluations are needed to design a more specific educational intervention plan. **All RtI intervention strategies and monitoring continues for the student during this process.**

**You are highly encouraged to notify the Special Education Department** prior to any special education referrals. Special Education students that are not responding to intervention should be referred to special services personnel in order for the IEP team to reconvene as necessary to review or revise the current Individual Education Plan to address the student's needs as indicated by the data collected as part of the RtI process.

## Other RtI Resources

The TEA 2008-2009 Response to Intervention Guidance document may be accessed online at <http://www.tea.state.tx.us/curriculum/RtI/RiIGuidanceDocument.pdf>.

### Response to Intervention (RtI) Web-based Resources

- Access Center-Improving Outcomes for All Students - [www.k8accesscenter.org](http://www.k8accesscenter.org)
- Action Network <http://www.rtinetwork.org/Betterhighschools.org> - <http://www.betterhighschools.org>
- Building RtI Capacity - <http://BuildingRtI.utexas.org>
- Florida Center for Reading Research (FCRR) - <http://www.fcrr.org>
- Illinois School Psychologists Association - <http://www.ilispa.org/>
- International Reading Association - <http://www.reading.org/General/Publications/ReadingToday/RTY-0902-rti.aspx>
- Intervention Central - <http://interventionCentral.org/>
- Kentucky Department of Education - <http://www.education.ky.gov/kde/instructional+resources/>
- National Association of State Directors of Special Education, Inc. - [www.nasdse.org](http://www.nasdse.org)
- National Center on Progress Monitoring - <http://www.studentprogress.org/>
- National Center on Response to Intervention - <http://www.rti4success.org/>
- National Institute for Literacy - <http://www.nifl.gov/>
- National Research Center on Learning Disabilities - <http://www.nrcl.org>
- Reading Recovery - <http://www.readingrecovery.org/implementation/rti/index.asp>
- Scientific Research-Based Instruction (SERC) - <http://www.ctserc.org/>
- Missouri Department of Elementary and Secondary Education - <http://dese.mo.gov/>
- Oregon Reading First Center - <http://oregonreadingfirst.uoregon.edu/>
- Positive Behavioral Interventions and Supports - <http://www.pbis.org>
- Research Institute on Progress Monitoring (RIPM) - <http://www.progressmonitoring.net/>
- State of Vermont Department of Education - <http://education.vermont.gov/>
- Texas Education Agency (TEA) - <http://www.tea.state.tx.us/>
- What Works Clearinghouse - [www.w-w-c.org/](http://www.w-w-c.org/)
- U.S. Department of Education - [www.ed.gov](http://www.ed.gov)

## Glossary of Terms

### *Acronyms:*

<b>CBM</b>	Curriculum-based Measurement
<b>IDEA</b>	Individuals with Disabilities Education Improvement Act of 2004
<b>IEP</b>	Individualized Education Plan
<b>LD</b>	Learning Disability
<b>NCLB</b>	No Child Left Behind Act
<b>PBS</b>	Positive Behavior Support
<b>RtI</b>	Response to Intervention

## Common Terms Used in Response to Intervention

**3-data-point decision rule** - Decision making rule within the RtI problem solving process that analyzes three consecutive data points against the expected goal (must have a minimum of 5-6 data points).

**academic engagement time** - The amount of time a student is actively participating in instruction (excluding transition times).

**aimline** - A visual representation (line) on a progress monitoring graph that connects the baseline data point to the outcome goal.

**assessment** -The process of using evaluation tools to gather and analyze information about student skill mastery, progress, and the effectiveness of curricula and teaching methods.

**average learning rates** - Research based outcome measures used by the RtI team as determining response to intervention. They are often expressed as rate of improvement or ROI.

**baseline data point** - An initial score that indicates a student's skill level before intervention; the starting point in curriculum-based measurement of the student's response to the intervention.

**behavior action plan** - A plan designed by the campus RtI team that is designed to teach student's appropriate behavior strategies and responses.

**benchmark** - An assessment that looks at group performance against a standard at defined points in time to measure progress toward meeting the standard.

**case manager/facilitator** - RtI committee member assigned to consult with staff regarding student's needs and interventions.

**clinical utility** - The use of appropriate data to make valid decisions that align with student needs.

**common assessments** - Assessments created by a team of educators for identifying students who have mastered a taught skill. The assessment data is used to determine which students need additional time and support and to design instructional strategies to promote skill acquisition.

**core curriculum** - Content which specifies skills aligned with grade level state standards that must be addressed.

**criterion-referenced assessment** - A measure of performance in terms of a clearly defined learning task.

**curriculum-based measurement (CBM)** - Any set of assessment procedures that use direct observation and recording of a student's performance in a local curriculum to gather information for making instructional decisions.

**cut score** - Within RtI, a preset score against which assessment results can be compared to help teams identify struggling learners.

**data-based decision making** - Critical educational decisions based on assessment results. Analyzed data determines why academic or behavioral problems exist.

**diagnostic assessment** - A precise form of assessment that analyzes individual student strengths and weaknesses.

**differentiation of instruction** - An approach to teaching and learning in which students have multiple options for taking in information, making sense of ideas, and demonstrating their understanding. This requires teachers to be flexible in adjusting their methodology based on student needs, rather than expecting students to modify themselves for the curriculum and instruction.

**fidelity** - The degree to which instruction is delivered as designed, intended, and planned according to scientific research. Fidelity must also address the integrity with which screening and progress monitoring procedures are completed.

**fluency** - An acceptable level of mastery of a skill.

**formative assessment** - A dynamic aspect of the instructional process that provides information for making timely adjustments to enhance learning; considered integral to developing the delivery of instruction by evaluating the delivery and relevance of the curriculum.

**functional behavioral assessment** - A collection of information about events that predict and maintain a student's problem behavior; used to construct a behavior action plan.

**instructional level** - Level of the curriculum that is challenging, but not so challenging that the student is frustrated.

**Intervention** - Any process that has the effect of increasing learning or modifying a student's behavior.

**Interventionists** - Persons trained in specific aspects of academic and behavioral interventions.

**lack of progress** - Students failure to demonstrate expected learning rates relative to baseline data point once the RtI intervention plan has been implemented with fidelity.

**learning rate** - The pace of a student's skill acquisition; one of the elements used for making decisions in RtI.

**multigate system** - A system that uses multiple steps and indicators for identifying students who are at risk for emotional and behavior problems.

**norm-referenced assessment** - A measure of performance in terms of an individual's standing in some known group, such as all of a district's students at a particular grade level.

**outcome goal** - The targeted goal of an intervention plan.

**probes** - In terms of progress monitoring and curriculum-based measurement, refers to brief repeated assessments of an academic skill.

**progress monitoring** - Frequent measurement of student progress in a brief, repeatable, reliable, and scientifically valid way; usually performed at predetermined intervals to allow for timely modification of instructional design to suit the student's needs.

**research-based strategies** - Instructional designs and recommendations that have been demonstrated through formal scientific research to improve learning.

**RtI model** - A conception of the process known as Response to Intervention for delivering scientifically based instruction and interventions to facilitate student learning.

**RtI standard protocol** - A method of problem solving that provides structure of how to choose standard interventions to address the most common student weaknesses.

**RtI Tier 1 At-Risk Students** - Students who are identified during universal screening data analysis who are performing below the district cut score on the universal screening measure.

**summative assessment** - Assessment that is used to give grades to student; a formal assessment of what has been taught and what the student has learned.

**universal screener** - Assessments administered to all students to determine as early as possible which students are at risk due to lack of foundational skills. These screenings are used as a predictor of success within the grade level and will occur three times per year in order to meet early intervention needs of all students.

## Frequently Asked Questions

### The RtI Team (Membership, Roles, Problem Solving Process)

#### ***What are the roles of the campus based RtI team?***

The roles of the campus team are to increase support for high-quality curriculum and instruction based on data collected, to provide consultative support to teachers by aligning existing school resources, and to focus the decision-making process using data. The campus RtI team engages in two distinct functions. One is to analyze the universal screening data in order to interpret trends and identify struggling learners who fall below the predetermined cutoff score. The team reviews the data to determine whether there are deficits in Tier 1 curriculum or delivery of instruction that may be contributing to students' inability to meet standards. The team uses the data in this sense to provide consultation to teachers and other staff on improving Tier 1 interventions and whole-class instruction. The second function of the team is student-centered, focusing on individual student needs. The team carries out this function after Tier 1 problem solving has been addressed and fidelity of curriculum and instruction is established. At this time, the team problem-solves to decide on individual interventions aimed at increasing the learning rate of the struggling learner.

#### ***Is there a recommended make-up of the RtI Team?***

Yes. It is recommended that there is a campus based core team of approximately 5-7 members including the campus principal (preferred) or a designee who has decision-making authority regarding curriculum, supports, and budget issues; the current classroom teacher; at least one general education teacher familiar with the curricular area of concern; intervention specialist; staff member knowledgeable about assessment and documentation; and parent of child. A team may invite additional ad hoc members (as appropriate) such as diagnostician or LSSP, speech pathologist, occupational therapist, counselor, school nurse, and special education support/inclusion teacher.

#### ***How are RtI core team members selected?***

Campus administrators select and train members of the RtI team. It is important that those selected as team members are absolutely motivated to participate in the RtI process.

***Is the principal responsible for the RtI Team and should he or she lead the RtI meetings?*** Yes, it is strongly advised that the campus leader be the leader of the team and is responsible for chairing the meeting to ensure fidelity of the process. The chairperson is primarily responsible for running the team's meetings and following a meeting agenda.

#### ***Do the team members have defined roles?***

Team roles can be standing for particular members, or they can be rotated per student case. Among the many ways to clarify specific roles, the following are the most common: *Timekeeper*: The person in this position helps all members stay focused, by using timing techniques and bringing staff back to topic when discussions stray. The timekeeper holds the team to its schedule within meetings and gives updates on progress within the time limits as needed. *Case manager/facilitator*: This person is someone who consults with all staff to ensure fidelity of assessments and interventions. The case manager meets with the referring teacher to determine if resource allocation is sufficient, necessary materials are available, and support personnel for interventions are showing up at designated times. The case manager has a responsibility to the student, the parents, and the RtI team for ensuring that the process is going as planned. *Scribe*: This person is mainly responsible for documenting all aspects of the RtI team process, beginning at the formal Tier 2 meeting. The scribe ensures that intervention strategies and assessments are documented correctly. This facilitator is also responsible for taking meeting minutes and notes, filling out required forms, and organizing all RtI team documents.

### ***How often does the Rtl Team meet and when would follow-up meetings be needed?***

The campus based RtI meetings should occur on a regular basis, such as weekly or bi-monthly. The Tier 2/3 interventionist or case manager can request a campus RtI meeting at any time when a student is not making progress and a problem solving session is necessary to determine providing additional support, changing of interventions, or if the student is at the end of the Tier intervention time and a Tier change may be needed.

### ***How do you know if student responded to the intervention?***

If the student makes the average growth rate expected as defined by the campus based team, he or she responded to the intervention. The process of ongoing progress monitoring provides data to support this. This type of data is usually charted and the chart will provide a visual analysis of the student's progress. Additional information such as Tier 1 student products, in-class tests, and performance on district /state assessments is also used.

### ***How are the average growth rates for the purpose of determining whether or not the student responded to the intervention established?***

They are typically established by using researched based standards for growth rates, such as those published by Dr. Lynn Fuchs, Dr. Mark Shinn, and Dr. Edward Shapiro.

### ***Documentation is a very important part of Rtl. What documentation represents enough data for decision making?***

Documentation forms should include student products and assessments in Tier 1 instruction, teacher and team communication with parents, teacher interviews, parent interviews, the team process itself, definition of outcome goals, observations of the student, progress monitoring, and fidelity of implementation. Critical to problem solving are the forms used to document the fidelity of the RtI process. The following is an example of the flow of data collection (Ogonosky, 2008):

#### **Universal screening results and documentation**

- Classroom observations
- Review of records
- Documentation of level of curriculum taught and instructional intervention
- Parent notification of concerns

#### **Rtl referral**

- Parent notification of RtI meeting
- Request for RtI Services form (DMAC)
- Teacher/staff notification of RtI meeting
- RtI classroom observation form (DMAC)
- Minutes/notes of problem-solving meeting
- Intervention plan/fidelity documentation
- Progress monitoring/CBM results
- Progress reports

#### **Documentation of progress monitoring/CBM results**

- Description of interventions
- Student work samples
- Follow-up documentation of fidelity
- Data for formal request for multidisciplinary assessment: health history, progress reports, and campus RtI team reports (minutes and notes). Remember that the campus team's chairperson is responsible for checking with team case managers to make sure all forms are completed at the specified time in the process.

### ***Are there “basics” of a strong problem solving process?***

Yes. Common variables that insure a strong team process include:

- Confidentiality is ensured at all times.
- Meetings are held in a timely manner (schedule weekly times and review individual students every 3- 6 weeks).
- An agenda is displayed and communicated during the meeting.
- Time limits are honored.
- Staff and student needs are carefully addressed and honored.
- Creative use of auxiliary personnel and other appropriate resources occur when planning the intervention.
- Team members who represent a variety of experience and expertise are included in the discussion as needed.
- Team building activities and team staff development are provided in order for the team to stretch and grow.

### ***What are the components of the RtI Problem Solving Process?***

The problem solving process is designed to promote increased learning outcomes for all students. The first type of problem solving involves the universal screening data where the data is analyzed in terms of trends to identify instructional strategies and interventions necessary to support staff and also to document informal consultations and data collection. The next type of problem solving is focused on the individual student where the data is analyzed by the RtI team specific to the student. Here the problem is objectively defined in a measurable manner, and a plan of instruction and intervention support is developed. Then the team will review the plan and monitor for fidelity and outcomes. Fidelity in the problem solving process refers to the team ability to problem solve in a consistent manner by using a process designed to increase student achievement. Fidelity of the process is enhanced when the campus team uses a scripted procedure for carrying out the problem solving process.

### ***Is there a recommended way to hold a team problem solving meeting?***

Yes. It is recommended that the team follows a scripted agenda to ensure fidelity of the team problem solving process and to provide a framework for accurate documentation of deliberate and thoughtful analysis of problems and solutions. An example of this process is as follows:

#### **Step 1: Assess Teacher Concerns**

- Review all Tier 1 data (including observations of classroom and fidelity of instruction)
- Review teacher lesson plans and student products
- Review any additional information regarding Tier 1 interventions, parent input, outside sources of information

#### **Step 2: Inventory student strengths and talents**

- Provide examples of learning and behavioral skills that are demonstrated strengths of the student-use data to support and measure the strengths

#### **Step 3: Review all Tier 1 documentation from case manager**

#### **Step 4: Select targeted academic and/or behavioral concerns**

- Based upon data review, identify and define skill deficits impacting the students ability to progress and achieve commensurate with peers

**Step 5: Review Baseline data and set goals**

- Baseline data provides the starting point of the intervention (academic instructional rate, behavioral rates). Goal setting should use norms for determining adequate weekly progress (i.e. Shinn, Shapiro, Fuchs) such as increasing fluency of reading rates by correct words per minute or math computation by digits correct per minute.

**Step 6: Design the Intervention Plan**

- Select intervention strategy based upon district guidelines (instructional strategies identified, strategic programs identified etc.) aligned with Tier 1 data collection and design entry as baseline point.
- Determine location where intervention is going to occur.
- Discuss and plan for when the intervention will be delivered based upon district guidelines, such as Tuesday and Thursday mornings 9:30-10:00 am.
- Identify staff who will be responsible for the instruction and fidelity of the intervention

**Step 7: Plan for method of documenting progress and fidelity**

- Specify who will be collecting the progress monitoring data (note: in Tier 1 this is done by the classroom teacher and in Tiers 2 & 3 this person is selected by the RtI campus team).
- Determine when fidelity check will be completed by administrator (i.e. 2 weeks after initiation of intervention).

**Step 8: Design plan for parent communication**

- Designate parent contact (most often case manager)
- Specify date parent will be notified on progress

**Step 9: Review Intervention Plan and obtain signatures of team members**

- Decide on follow-up meeting date (often 6 weeks after start of intervention)
- Designate a case-manager follow-up date (usually 2 weeks into intervention process)
- Have all members present sign intervention plan documentation

## Assessment and Intervention

***Why is it so important to focus on data in the RtI process?***

Assessments are critical for problem solving solutions in an RtI model. The assessment process is used to gather information about students and interventions. This data provides the campus team an objective way to quantify and measure student's academic and behavioral needs.

***What is the difference between a percent score and a percentile score?***

The term "percent" is an abbreviation of the Latin phrase *per centum*, which literally means "by the hundred." A *percent score* represents the proportion of test material answered correctly out of a hundred. A *percentile score* is one of most common methods to interpret norm-referenced assessments. Percentile scores range from 1 to 99 and tell the test interpreter the percentage of individuals in the norm-group that the test taker outperformed.

***What is curriculum based measurement?***

Curriculum based measures are assessment procedures that use direct observation and recording of a student's performance based upon fluency probes. The probes are brief (1-3 minutes for reading and 5-7 minutes for math) and focus on measuring rate of responding using basic skills or comprehension and application measures.

### ***What is universal screening?***

Universal screeners are brief assessments administered to all students at least three times per year to determine as early as possible which students are not progressing in the core curriculum at the expected rate. Trends in universal screening data are analyzed to determine if core curriculum and instructional practices are meeting the needs of the majority of the students (80%). Then, students whose scores on the screening fall below a predetermined level (typically below the 25th percentile & known as the cut score) are given additional support as needed and monitored carefully by the RtI team.

### ***Who conducts the universal screening process?***

The RtI team should be responsible for overseeing the implementation of the universal screening process. The classroom teacher is responsible for conducting the universal screenings and reporting the findings to the designated data collector. Fidelity of universal screening is very important. Careful documentation of results is important for accurate identification of students' needs. If the results of universal screening suggest that an individual student is performing below the cut score, then instructional interventions need to be developed and implemented at Tier1. Universal screening data should be accessible to teachers and staff who work with a student. Note: *Universal screening is not considered to be an individual evaluation and therefore does not require prior parent notice or consent.*

### ***Why is a CBM fluency probe used to assess reading rather than a test that measures comprehension?***

A comprehension reading CBM, also known as a Maze probe, is used when necessary, but often the fluency measure of foundational reading skills is more meaningful for problem solving. There is a high correlation between fluency and comprehension. A child that cannot decode words effortlessly loses text meaning while working to decode. Testing fluency is a quick way to identify struggling readers which is the purpose of administering the universal screener.

### ***What is progress monitoring?***

Progress monitoring is a scientifically research-based data collection process that illustrates student growth over time in the core curriculum and intervention. After interventions are provided to identified students, frequent progress monitoring occurs. Data is collected and analyzed to determine the effectiveness of interventions, to make changes as needed, and to support decisions regarding moving students from tier to tier. The data from progress monitoring provides a picture of the student's academic growth rate and it is used to make instructional and intervention changes to promote student proficiency of targeted skills.

### ***What other assessments are used in the RtI problem solving model?***

Multiple assessments that are a natural part of the educational system should be used and include formative and summative assessments, criterion referenced assessments, in-class tests, standardized district assessments, state assessments, and student grades.

### ***Is a certified teacher the only person who can administer the interventions?***

No, a highly trained and competent paraprofessional can be utilized to administer some of the standard protocol computer-based interventions. It is important the interventionist is trained and demonstrates competency for implementing the intervention. A certified teacher should be managing the prescribed interventions and supporting the paraprofessional.

### ***Who will provide the additional intervention(s) at Tiers 2/3?***

The RtI team makes this decision based on available qualified staff, master schedules, and resources that are available. Creative uses of staff and time may be necessary.

***When during the day can a student receive the planned additional Tiers 2/3 interventions?***

A creative arrangement of a student's day is necessary in order for the student not to miss academic instructional time. Many districts have realigned master schedules in a manner that allows for a daily activity period that can be used for intervention time. Some campuses use before or after school tutorial time for intervention delivery. Be careful when doing this as it is imperative the student can attend during those times to ensure fidelity.

***Are shortened assignments, reduced answer choices, oral administration of tests, preferential seating, and breaking down instructions considered Tier 1 interventions?***

Tier 1 interventions are researched based strategies focusing on differentiated instructional practices. Tier 1 does not preclude using accommodations; however they are not considered as research-based best instructional practices.

**Secondary RtI**

***Who is responsible for providing the vision and mission for how RtI will work on our secondary campus?***

The foundations should be made based upon collaboration between district level administrators and campus principals. The process should be a natural extension of the problem solving models being instituted in the district elementary campuses.

***What is the focus of RtI at the middle and high school levels?***

The focus is on improving teacher led instruction and support in the general education content areas. Teacher support is given to help deliver their content effectively and teach students strategies for connecting with the curriculum. Secondary campus RtI teams should focus on delivering high quality instruction based upon state curriculum standards and providing a safe school environment through positive behavioral support systems. Students should also be taught study and organizational skills. A large focus within the secondary model is to incorporate explicit literacy-based instruction within the context of the content area lesson.

***If the issue is prevention should we focus all our efforts on the elementary school RtI process and not on secondary school RtI?***

No. While it seems odd to refer to prevention in terms of secondary school instruction, the term prevention at this level takes on a different meaning. One should focus on drop-out prevention and increasing high school graduation rates. This is why the focus has been on increasing literacy instruction because it is a vital part of ensuring academic success in middle and high schools.

***Is RtI delivered in the same manner in secondary schools as it is designed in elementary?*** Middle and high schools are vastly different learning communities than elementary schools. Although there are similarities in the problem-solving process, the actual structure of supports will vary with campus needs. Specific universal screening tools may not be as prevalent for the secondary education setting; however, curriculum-based content vocabulary matching, district common assessments, and criterion referenced assessments may be used as universal screening tools to assist educators in making data-based decisions regarding student performance.

***Vocabulary embedded literacy instruction is often referred to as RtI in the secondary schools. Who is going to deliver that instruction?***

The answer is simple: content area teachers are expected to recognize their roles in delivering literacy embedded instructional techniques as part of their daily instruction. Teachers are supported in this endeavor by their campus administrators and RtI teams who use a schoolwide shared mission and collective responsibility for addressing student need.

## Checklist for Special Education Referral

The following information is required and must be placed in DMAC before a referral can be processed:

<input type="checkbox"/>	RtI Meeting(s) Information	DMAC
<input type="checkbox"/>	Results of Interventions Tried (Show documented levels: before/during/after intervention)	DMAC
<input type="checkbox"/>	Parent Information	Upload
<input type="checkbox"/>	Vision/Hearing Screening	DMAC
<input type="checkbox"/>	Medical Information	Upload
<input type="checkbox"/>	Home Language Survey	Upload
<input type="checkbox"/>	Language Assessment Results (if applicable)	Upload
<input type="checkbox"/>	Classroom Observation	DMAC/RtI
<input type="checkbox"/>	Behavior Reports (if applicable)	Upload
<input type="checkbox"/>	Report Card/Grades	Upload
<input type="checkbox"/>	STAAR Scores (if applicable)	DMAC/PORTFOLIO
<input type="checkbox"/>	Universal Screening Results (TPRI, Rigby, etc.)	DMAC/Upload
<input type="checkbox"/>	Work Samples from deficit areas	Upload

## RtI Team

### RtI Meeting Suggested Protocol – Tier 1 to Tier 2

1. Assign roles prior to the start of the meeting:
  - a. Facilitator/chair
  - b. Recorder (keeps minutes)
  - c. Timekeeper
  
2. Introductions.....2 minutes
  
3. Review referral information (Part 1 of RtI Team Agenda)
  - a. Define the reason for student referral/review ..... 5 minutes  
-Must state the *specific* problem
  - b. Discuss & record related areas of strength ..... 3 minutes
  - c. Review current supports or intervention strategies ..... 5 minutes
  - d. Analyze the problem and look at data ..... 5 minutes
    - i. What is the student’s growth over time?
    - ii. Are there recurring patterns related to the problem?
  
4. Make RtI Team recommendations (Part 2 of RtI Team Agenda)
  - a. Set/revise learning goal and intervention plan ..... 5 minutes
  - b. Determine delivery of intervention ..... 3 minutes
    - i. Who will provide instruction?
    - ii. When will instruction occur?
    - iii. Where will instruction occur?
  
5. Set date for next meeting ..... 2 minutes
  
  
- Total time for student’s RtI Team review .....30 minutes

## **RtI Team**

### **RtI Tier 3 Meeting Suggested Protocol following Tier 2 Interventions**

1. Assign roles prior to the start of the meeting:
  - a. Facilitator/chair
  - b. Recorder (keeps minutes)
  - c. Timekeeper
  
2. Introductions ..... 2 minutes
  
3. Define the reason for student referral/review ..... 5 minutes
  - a. Must state the specific problem
  
3. Discuss & record related areas of strength ..... 3 minutes
  
4. Review current supports or intervention strategies..... 5 minutes
  
6. Analyze the problem and look at data..... 5 minutes
  - a. What is the student’s growth over time?
  - b. Are there recurring patterns related to the problem?
  - c. Is there a need for additional evaluation?
  
7. Set/revise learning goal and intervention plan..... 5 minutes
  - a. Recommend level of intervention (Tier 2 or 3)
  - b. Determine if student should be evaluated for 504, Special Education, or Dyslexia services
  
8. Determine delivery of intervention..... 3 minutes
  - a. Who will provide instruction?
  - b. When will instruction occur?
  - c. Where will instruction occur?
  - d. Who will conduct additional evaluation if needed?
  
9. Set date for next meeting ..... 2 minutes
  
  
- Total time for student’s RtI Team review ..... 30 minutes

# RTI ACADEMIC/BEHAVIOR QUICK REFERENCE

Tier	Reading	Mathematics	Writing	Grouping
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Academic</b></p>	<p>Use screening to identify students with difficulties * Use scientific, research-based program or practices * Model fluent, proficient reading with read alouds using a variety of genres and levels of books * Employ flexible guided reading groups * Question and discuss text before, during, and after reading * Use duet, echo, choral, and paired reading to improve fluency * Model comprehension skills in mini-lessons * Use text features as aids in comprehension * Rewrite, paraphrase, or illustrate terms * Predict and confirm meanings of words after reading * Use direct, systematic vocabulary instruction * Use graphic organizers * Use songs, rhymes, and games, manipulatives, software, and mini-lessons for phonics/phonemic awareness/word study</p>	<p>Use screening to identify students with difficulties * Use scientific, research-based practices * Move from concrete to pictorial to abstract * Translate equations, operations, or procedures from numbers into words and from words into numbers * Read story problems and record the actions with numbers and symbols * Use a journal to organize learning * Use flashcards to build fluency in basic operations * Play interactive games for concept and vocabulary reinforcement * Use a problem-solving model to work word problems * Use graphic organizers to organize problems * Use problem-solving strategies (illustrations and acting it out) to establish a connection to math symbols and bring meaning to word problems</p>	<p>Use screening to determine students with difficulties * Use scientific, research-based * Address strategies and elements of the writing process * Promote daily routines that support writing development (conferences, checklists, computer use) * Integrate writing across content areas * Use mini-lessons to model skills and strategies * Use frequent and varied opportunities to teach writing process * Have students use criteria checklists for writing * Set expectations and share feedback (ideas, organization, sentence fluency, vocabulary, voice, conventions) * Monitor individual and class progress * Offer multiple opportunities to compose written text * Assign authentic writing tasks * Use writing notebooks, journals, or folders</p>	<p>Define expectations for group work prior to instructions * Build trusting relationships with students * Provide regular opportunities to work in whole groups, small groups, with partners, or individually * Place struggling students with those they are most likely to work well with (partners, small groups) * Coach and facilitate instruction * Practice, monitor, and adjust as needed * Praise during instruction to question student's grasp of content * Identify struggling students * Group students with common needs and provide small-group interventions * Use interventions that are routinely used in general education * Intermingle small group tasks with whole group and independent work tasks</p>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Behavior</b></p>	<p><b>Learning Environment</b></p> <p>Create a positive climate where standards are high and students feel valued * Create a well-organized room that encourages learning * Design the layout of the classroom to facilitate student movement * Arrange the furniture to allow the teacher quick access to all students * Allow informal seating * Teach and practice housekeeping procedures (classroom procedures, homework guidelines, disposal of trash, sharpening pencils) * Allow kinesthetic learners to work while moving about * Minimize auditory distracters (earphones, earplugs) * Remove unnecessary visual distracters * Use low- and high-level lighting * Alternate passive and active learning activities * Use music to calm, relax, or signal a change in activity * Provide study carrels</p>	<p><b>Redirection</b></p> <p>Intervene at the first sign of a student losing control * Hold a private conversation to address misbehavior * Use a soft, soothing voice * Say the student's name to discreetly redirect * Use a prearranged signal to gain attention or signal unacceptable behavior * Use verbal and nonverbal cues * Allow time to refocus and gain self-control * Assign a task for redirection * Monitor and provide feedback for compliance of redirection * Move around the room during instruction and independent work * Use relaxation and visual imagery exercises (deep breathing, cross-lateral exercises) * Teach positive self-talk * Model &amp; practice <i>Give Me Ten</i> (count forward or backward to ten) * Include a cool down area in the classroom * Use physical activities to relieve stress</p>	<p><b>Challenging Behaviors</b></p> <p>Teach and reinforce social skills through role play * Motivate with positive reinforcement * Deal with misbehaviors promptly, fairly, consistently, and equitably * Refuse to threaten, plead, or engage in an argument/power struggle * Use specific information so students know the expected behavior * provide wait-time for student to comply * Avoid judgmental comments * Prevent triggers that lead to misbehavior * Reinforce improvements in behavior with praise and encouragement * Avoid emotional reactions by having planned responses * Train student to self-monitor by teaching self-questioning strategies (What am I doing? How does it affect others? What should I do differently?) * State expectations succinctly</p>	<p><b>Time Management</b></p> <p>Initiate school-wide strategies for time management * Practice basic strategies to develop routines * Teach students to keep workplace organized * Model the use of management tools (daily planners, assignment sheets) * Prioritize each task (complete the most difficult task first) * Break a large task into smaller tasks or steps * Use a timer to keep students on task * Model and practice crossing off items on a <i>Things to Do</i> list * Use positive reinforcement to recognize completion of tasks * Provide daily warm-ups * Reduce downtime between activities * Allow time for reorganization and preparation for the next activity * Post a daily schedule * Use specific verbal reminders * Reward successes</p>

# RTI ACADEMIC QUICK REFERENCE

<b>Tier</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Grouping</b>
<b>2</b>	<p>Integrate oral language and literacy in all subjects * Provide culturally relevant reading materials * Offer books at different levels of complexity</p> <ul style="list-style-type: none"> <li>* Use illustrations and charts to summarize text</li> <li>* Provide direct instruction on targeted skill</li> <li>* Practice and monitor skill mastery</li> <li>* Use small-group, teacher-guided instruction</li> <li>* Use graphic organizers to introduce, develop, and review text</li> <li>* Allow students to read aloud quietly to process text</li> <li>* Cluster portions of the text and use phrased reading</li> <li>* Listen to a skilled reader or computerized text and then read</li> <li>* Highlight or draw attention to key points in text</li> <li>* Divide written material into chunks</li> <li>* Read and paraphrase short sections of text</li> <li>* Provide fluency practice</li> </ul>	<p>Use a variety of manipulatives/organizers when teaching new concepts</p> <ul style="list-style-type: none"> <li>* Identify scaffolding needed to learn concept</li> <li>* Use literature to engage, explain, or extend concept</li> <li>* Expand use of models</li> <li>* Model a procedure slowly</li> <li>* Have students repeat the steps to a partner or adult</li> <li>* Use modeling, guided instruction, repeated practice, and visual aids</li> <li>* Emphasize hands-on real-life learning for problem solving</li> <li>* Use grid paper to record computation alignment</li> <li>* Use counters, role play, and drawings to illustrate math facts and word problems</li> <li>* Revisit new vocabulary a minimum of 6 times in multiple ways</li> <li>* Develop, extend, and review vocabulary using terms, definitions, and graphics</li> <li>* Coach student on how to use problem-solving models</li> </ul>	<p>Model relationship of daily writing to reading</p> <ul style="list-style-type: none"> <li>* Relate classroom activities to student interests</li> <li>* Adapt materials, environment, and strategies to accommodate students</li> <li>* Use story web organizers or graphic aids for text composition</li> <li>* Use a visual to teach the daily or weekly routine of writing</li> <li>* Show examples of good writing and highlight or discuss elements</li> <li>* Provide short, daily authentic writing tasks</li> <li>* Use writing frames to summarize text and discuss</li> <li>* Use writing folders to promote organization and view improvement over time</li> <li>* Allow journal writing on topic of choice</li> <li>* Use criteria checklists to guide writing and editing</li> <li>* Use modeling, mini-lessons, practice, and immediate corrective feedback</li> <li>* Use computer or recorder in lieu of writing</li> </ul>	<p>Place students in small groups based on readiness data</p> <ul style="list-style-type: none"> <li>* Provide small, flexible, direct group instruction for 3-5 students</li> <li>* Meet with group 4-5 times weekly for 30-45 minutes</li> <li>* Increase time on complex concepts</li> <li>* Have fewer transitions</li> <li>* Increase response opportunities</li> <li>* Have a structured routine</li> <li>* Model, guide, interact, and give immediate, individual feedback</li> <li>* Define and model expectations</li> <li>* Create on-level tasks first and then adjust</li> <li>* Instruct in small segments with frequent checks for understanding</li> <li>* Summarize major points often</li> <li>* Use guided instruction and offer repeated skill practice</li> <li>* Master skill before moving to another</li> <li>* Allow student to join small-group instruction in other ongoing campus programs</li> </ul>
<b>3</b>	<p>Use highly-skilled teacher or specialist to deliver targeted instruction</p> <ul style="list-style-type: none"> <li>* Teach comprehension strategies explicitly</li> <li>* Listen to books on tape, CD, or in electronic format</li> <li>* Provide text with same key content at a lower grade level</li> <li>* Use read-alouds and organizers to teach vocabulary</li> <li>* Use prior knowledge, text, and reasoning to support interpretations and conclusions</li> <li>* Have student compare existing knowledge to new information</li> <li>* Connect personal experiences to text</li> <li>* Have student self question during reading</li> <li>* Read, stop, reread to check accuracy and clarify meaning</li> <li>* Make predictions and find text evidence (words and phrases) to help student “read between the lines”</li> </ul>	<p>Use highly-skilled teacher or specialist to deliver targeted instruction</p> <ul style="list-style-type: none"> <li>* Identify necessary scaffolding</li> <li>* Address learning style of student</li> <li>* Use an advance organizer to introduce each lesson</li> <li>* Use manipulatives to teach new concepts</li> <li>* Use teacher/student-shared graphic organizer to develop or review content</li> <li>* Model a procedure slowly, saying aloud each step</li> <li>* Have student repeat steps to partner and practice until mastered</li> <li>* Have student explain reasoning behind correct/incorrect responses</li> <li>* Use mnemonics to solve abstract problems and attain skill mastery</li> <li>* Provide guide sheets to practice a skill</li> <li>* Use words and illustrations to show thought processes</li> <li>* Recognize and praise thinking pattern and progress</li> </ul>	<p>Use highly-skilled teacher or specialist to deliver targeted instruction</p> <ul style="list-style-type: none"> <li>* Use read alouds as examples of quality written expression</li> <li>* Have student use computer or recorder to maintain flow of ideas</li> <li>* Use explicit, systematic teaching to model writing elements</li> <li>* Increase instruction on planning, revision, and editing</li> <li>* Use mini-lessons to model basic writing conventions that promote independent reading and improve writing</li> <li>* Provide checklists and flow charts for guidance or reference</li> <li>* Break down concepts into small parts</li> <li>* Have student paraphrase lesson segments to determine comprehension</li> <li>* Conference daily to identify gaps or errors, to provide corrective feedback, and to praise progress</li> </ul>	<p>Decrease teacher-student ratio (1:2, 1:1)</p> <ul style="list-style-type: none"> <li>* Offer specific, intensive instruction targeted to the skill deficit</li> <li>* Deliver individually tailored instruction by highly trained personnel</li> <li>* Increase intensity</li> <li>* Increase instruction time from that of Tier-2 measures</li> <li>* Meet daily for targeted instruction (60-90 minutes)</li> <li>* Use routines</li> <li>* Scaffold practice experiences by breaking down each skill to simplest understanding</li> <li>* Summarize key points often using words, charts, or drawings</li> <li>* Provide supports, accommodations, and services as needed</li> <li>* Engage students in active, hands-on instruction</li> <li>* Consider a replacement program or resources for a content area if warranted</li> </ul>

# RTI BEHAVIOR QUICK REFERENCE

Tier	Learning Environment	Redirection	Discipline Procedures	Consequences
<b>2</b>	<p>Analyze class environment for calmness, acceptance, emotional stability, humor, and security * Create a positive small-group climate where students feel valued and safe * Provide a small-group format that motivates and encourages learning * Use a small group setting to teach social skills that target desired behaviors * Seat positive role models in close proximity to the student exhibiting misbehavior</p> <ul style="list-style-type: none"> <li>* Provide study carrels to eliminate distractions</li> <li>* Assign specialized seating areas</li> <li>* Reteach and practice procedures that are creating problems</li> <li>* Permit mobility among learners</li> <li>* Make physical changes to address student needs</li> <li>* Alternate passive and active activities</li> <li>* Use music (with earphones) to calm or relax a student</li> </ul>	<p>Guide students to recognize problem situations and actions to take * Repeat directions quietly to a noncompliant student * Intervene at the first sign of a student losing control</p> <ul style="list-style-type: none"> <li>* Have student take a supervised walk to regain control</li> <li>* Talk privately and calmly when addressing misbehavior</li> <li>* Use “I” messages</li> <li>* Use prearranged, nonverbal signals to stop inappropriate actions and get student back on task</li> <li>* Give student a timer to refocus and gain self-control</li> <li>* Monitor and provide individual feedback for compliance</li> <li>* Stand in close proximity when redirecting</li> <li>* Identify and use specific relaxation techniques</li> <li>* Use “when/then” statements</li> <li>* Allow the use of stress relievers to maintain attention</li> </ul>	<p>Establish a relationship of trust</p> <ul style="list-style-type: none"> <li>* Review school and classroom discipline plans for student compliance</li> <li>* Identify root causes for misbehavior</li> <li>* Direct positive attention toward desired behaviors</li> <li>* Affirm student’s feelings</li> <li>* Avoid nagging, scolding, and threatening remarks</li> <li>* State firmly when a behavior is unacceptable, explain expectations, and establish boundaries</li> <li>* Involve student in developing a behavior contract</li> <li>* Maintain progress report</li> <li>* Set time frame for monitoring progress, reviewing data, and adjusting the plan</li> <li>* Have students identify adults whom they trust and use them for support</li> <li>* Follow campus and classroom plans for disciplinary actions</li> <li>* Use “I” messages</li> <li>* Maintain parent communication</li> </ul>	<p>Plan a hierarchy of consequences to address misbehaviors</p> <ul style="list-style-type: none"> <li>* Inform students of corrective consequences</li> <li>* Have student reflect on behavior and state what action will be different in the future</li> <li>* Use a verbal reprimand</li> <li>* Use cue-cards posted on desk for self-monitoring</li> <li>* Set limits that reduce student choices</li> <li>* Remove a privilege or a preferred activity</li> <li>* Issue a direct command</li> <li>* Remove student from the group temporarily, but keep in the classroom</li> <li>* Assign <i>cool down</i> time</li> <li>* Hold teacher/student conference</li> <li>* Consult counselor, administrator, parents about persistent misbehavior</li> <li>* Follow campus and classroom plans for corrective actions</li> <li>* Carry out consequences as stated</li> </ul>
<b>3</b>	<p>Design a productive workspace for struggling student</p> <ul style="list-style-type: none"> <li>* Establish a climate where student feels valued</li> <li>* Stress effort and enjoyment rather than competition</li> <li>* Use a small-group format (1:2, 1:1) to teach social skills</li> <li>* Surround student with positive role models</li> <li>* Use study carrels to eliminate visual/auditory distractions</li> <li>* Assign specialized seating away from high traffic areas, windows, noisy groups, etc.</li> <li>* Use music (with earphones) to calm or relax student</li> <li>* Give student frequent opportunities to move about</li> <li>* Permit non-traditional seating</li> <li>* Alternate passive and active activities</li> <li>* Teach coping skills</li> <li>* Eliminate obstacles that trigger disruptions</li> <li>* Provide clear expectations during unstructured times/activities</li> </ul>	<p>Use a structured process to investigate:</p> <ul style="list-style-type: none"> <li>listen, ask open and clarifying questions, and restate what was said</li> <li>* Delay discussion until neither student nor teacher is angry</li> <li>* Avoid embarrassing or humiliating a student</li> <li>* Use “if/then” and “when/then” statements</li> <li>* Avoid “why” questions, use “what” questions</li> <li>* Remove student from the situation</li> <li>* Offer choice (“You have a choice. You may ___ or ___.”)</li> <li>* Use diffusing statements (“I can see you are angry. I need you to use words to solve the problem.”)</li> <li>Or “Rest for a few minutes, and then we will talk.”)</li> <li>* Remain calm and refrain from engaging in a power struggle</li> <li>* Use nonjudgmental comments</li> <li>* Display positive nonverbal gestures</li> <li>* Keep verbal responses brief</li> </ul>	<p>Develop a Behavior Improvement Plan or contract</p> <ul style="list-style-type: none"> <li>* Provide corrective interventions including the use of proximity, quiet redirection, private nonverbal cues, verbal reminders, directives, and/or repeated practice</li> <li>* State expectations firmly when behavior is unacceptable</li> <li>* Evaluate compliance to behavior plan</li> <li>* Provide frequent feedback</li> <li>* Revise the behavior plan if behavior outbursts or negative reactions increase</li> <li>* Maintain a daily progress report</li> <li>* Assign significant others for support</li> <li>* Maintain parent communication</li> <li>* Report serious infractions to administrator</li> <li>* Remove student from area when out of control and behavior poses a serious threat</li> <li>* Follow campus and district guidelines</li> <li>* Consider other district options</li> </ul>	<p>Follow a hierarchy of consequences</p> <ul style="list-style-type: none"> <li>* Check for understanding of corrective consequences</li> <li>* Balance the use of consequences with positive reinforcement</li> <li>* Carry out consequences as stated</li> <li>* Dignify student’s feelings and self worth</li> <li>* Give student two choices and a reasonable time (5-15 se.) to comply: (“You may ___ or ___ or lose ___ . It is your choice.”)</li> <li>* Use personalized cue-cards for self-monitoring</li> <li>* Remove a privilege</li> <li>* Issue a direct command</li> <li>* Avoid issuing directives when student is upset</li> <li>* Remove student from group temporarily, yet remain in classroom</li> <li>* Assign cool down time</li> <li>* Hold teacher, student, and parent conference</li> <li>* Involve counselor, administrator, or specialists</li> <li>* Follow classroom, campus, and district guidelines</li> </ul>