Response to Intervention

K-8 Handbook

M.S.A.D. # 41

August 21, 2013

Flow Chart for RTI Plan

v Screen all students with Curriculum Based Measures (CBM)

v Collect and organize school CBM data

v Identify “at risk” student population for discussion at RTI team.

v RTI team recommends a Tier I intervention.

Tier I

 Core classroom program with differentiated small group instruction.

Classroom teacher provides additional instruction or oversees support to at risk students.

v Assess the “at risk” student’s specific skill concerns

v Develop intervention plan and discuss progress-monitoring process at RTI meeting

v Implement focused instruction based on the plan

v Document progress/or lack of for at risk students

v Continue plan if successful or if no progress made convene a RTI team meeting to make changes in the intervention plan or, after 3 data points (initial assessment and then two data points), discuss referral to SAT for a Tier II intervention plan OR

v When grade level goal has been met according to exit assessment, phase out intervention

Tier II

 Small group of three to four students and duration in group depends on student need. Involves interventionist with push in or pull out groups. Interventionist may plan the intervention to be carried out by other staff or will deliver the intervention.

v Bring concerns to SAT meeting

v Review Tier I interventions,progress monitoring and Title 1 eligibility

v Continue or modify Tier 1 intervention and progress monitoring

v Develop a Tier II intervention and progress monitoring process

v Notify parents of intervention

v Implement focused instruction

v Gather information and graph a minimum of 3 additional data points

v Continue plan if successful or if no progress made convene a SAT team meeting to make changes in the intervention plan or, after 3 data points, discuss referral to a Tier III intervention plan

v When grade level goal has been met according to exit assessment, phase out intervention

Tier III

 1:1 intervention or 1:2 group in an intensive pull out situation.

v Tier I will continue, but Tier II will be replaced by Tier III

v Develop a Tier III intervention and progress monitoring process

v Notify parents of intervention progress and plan

v Implement focused instruction

v Continue plan if successful or if no progress made convene a SAT team meeting to make changes in the intervention plan or, after 3 data points, discuss referral to Tier IV

v When grade level goal has been met according to exit assessment, phase out intervention

Tier IV

Referral process for further assessments to determine if the student qualifies for services in special education will be recommended after student has received interventions in Tiers 1, 2, and 3 and has not made progress.

v Prepare referral with the data from the tiers of intervention

v Notify parents of intervention progress and referral for further assessment

v Continue to provide interventions for the student during the referral process

**Curriculum Based Measures (CBM) Assessments**

Progress Monitoring Assessments

Literacy

|  |  |  |
| --- | --- | --- |
| Group | Entry/ExitAssessments | ProgressMonitoring |
| Reading Recovery | Observation Survey,Scott Foresmann leveled texts | Running Records from leveled texts, book graph, writing vocabulary graph |
| Emergent Literacy | Observation Survey, Observation Survey LID, DIBELS- (PSF), Writing Prompt | Letter ID, writing sample with checklist, anecdotal notes, DIBELSRunning Records from leveled texts |
| Extra Reading | Observation Survey, DRA, NECAP, NWEA | Running Records from leveled text, book graph, journal writing with rubric,PM Benchmark kit |
| Extra Writing | Writing Prompt, Developmental Spelling, MEA, | Writing journal with checklist or writing prompt with rubric scoring, writing vocabulary graph,core words with graph |
| Comprehension | DRA, NECAP,NWEA | Benchmark books, writing sample with rubric,  |
| Fluency | DRA | Running Records from leveled or benchmark books with graphWPM (words per minute) graph, DIBELS, Quick Reads |

MSAD #41 Revised 7/14/11

**Curriculum Based Measures (CBM) Assessments**

Progress Monitoring Assessments

Math

|  |  |  |
| --- | --- | --- |
| Strands | Entry/Exit Assessment | Progress Monitoring |
| Operations and Algebraic Thinking | Investigations, Moby Math, EasyCBM,  | Moby Math, Khan Academy, coolmath.com, learner.org, free.ed.gov, mathwire.com, Focus Math |
| Numbers and Operations | Investigations, Moby Math, EasyCBM, Aimsweb | Moby Math, Khan Academy, free.ed.gov,learningtoday.com, mathpppst.com, learner.org, Focus math |
| Measurement and Data | Investigations, Moby Math, EasyCBM, | Moby Math, Khan Academy, aaamath.com, funbrain.com, teachervision.fen.com, Focus Math |
| Geometry | Investigations, Moby Math, EasyCBM, | Moby Math, Khan Academy, math.com, classzone.com, mathisfun.com,aaastudy.com, Focus Math, kutasoftware.com, classroom.jc-schools.net |

**Tier I**

**MSAD 41**

**Reading**

Interventions: Progress Monitor

Comprehension Running Record

 Notice and Note protocol Retelling/rubric

Guided Reading plus Maze

 Comprehension Focus Groups Checklist

Vocabulary

 DSA work

Word Sorts W.J. /W.T.W. weekly check

 4-square

 Word Study Notebooks

Phonics

Word Building Core Phonics

 Word and Part Study DRA word analysis

 Spell in parts Running Record

 Making Big Words Letter ID with sounds

 Letter names/sounds

Phonemic Awareness/Phonological Awareness

Thumbs Up/Thumbs Down McGinnis

 Move the Parts DIBELs PA

 Sound Boxes DRA Word Analysis Rhyming Yopp-Singer

Segmenting/Blending

 Apart and Together

Fluency

 Fluency Development Lesson Running Record

 Echo Reading Oral Reading Fluency

 Partner Reading

 Reader’s Theater

 **Math**

Moby Math EasyCBM

Focus Math Aimsweb

Khan Academy

Any websites that are grade level

**Tier II & III**

**MSAD 41**

Interventions Progress Monitor

Reading

(Strategic work, PA, phonics, fluency, vocabulary, comprehension)

Kindergarten: (LLI) Leveled Literacy Intervention Kit Benchmark Kit

First Grade: Tier II (LLI) Leveled Literacy Intervention Kit Benchmark Kit

 Tier III Reading Recovery Observation Survey/graphs

Second Grade: (LLI) Benchmark Kit

Third Grade: (LLI) Benchmark Kit

Reading Comprehension & Fluency

Quick Reads Graph

Comprehension Focus Groups (CIM) Checklist

Response Journals Rubric

Scholastic kit non-fiction Graph

Comprehension Tool Kit Rubrics/Graph

Spelling/Writing

Elkonin Boxes HRSW- Observation Survey

WTW- workbooks (sorts) WTW and/or WTW

Interactive Writing Groups Writing rubric

Assisted Writing Groups (CIM) Rubric

Comprehension Focus Plus Groups -reading response Graph/checklist

Math

Envisions Math Program Assessments

Moby Math Graph

AIMSweb Graph

easyCBM Graph

Khan Academy Graph

**Title I ELA Identification Protocol**

**MSAD 41**

**1. Screen all students using:**

**K: Letter ID (after November)**

Identify in risk bands using local norms

· HR (high risk) 0-10

· MR (moderate risk) 10-25

**1: Observation Survey**

Identify in risk bands using Maine norms/local norms

 HR (high risk) : Stanine 4 and below

**2-8: NWEA**

Identify in risk bands

· HR (high risk) = 1-20 %ile

· MR (moderate risk) = 20 -34%ile

Note: Title I will not directly serve students with an IEP for ELA unless that service is designated in the IEP

**2. Administer further screening and diagnostic assessments** for students scoring below partially proficient on the NWEA or HR on Letter ID, below stanine 4 on Observation Survey . These assessments may include:

· DRA to check Comprehension/Fluency

 Analytical Reading Inventory

· DIBELS (K and 1) to check Phonemic Awareness

· Core Words or DSA to check spelling/vocabulary

· Word Analysis (DRA Kit) to check Phonics

 Analyzed Running Records to check Comprehension/Fluency/Accuracy/Phonics

 Writing CBM

· Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

→Use assessment recommendations to identify students as benchmarks on any additional assessments used.

**3. Gather information from the ELA teacher including: (complete the classroom teacher reflection sheet)**

· Grades on classroom assessments

· Homework progress and completion

· Assistance provided in class – yes/no, type

· Behavioral concerns that may impact academic performance

· Observable levels of student engagement during ELA class

· Teacher assessment of student strengths and weaknesses

**4. Triangulate the data** collected from all assessments and teacher input to identify students for Title I/intervention services.

**Note:** When triangulating data if there is a piece where a student meets the standard then they will not be eligible for Title I/intervention services.

Classroom Interventions:

 Tier I data documented using RTI handbook sheets.

**5. Progress monitor** identified students at least biweekly (i.e. second and fourth Thursday) pull-out. Monitoring should include:

· Running Records

· EasyCBM- Maze

· Writing Prompt

**Title I Math Identification Protocol**

**MSAD 41**

**1. Screen all students using:**

**K: EasyCBM (after November)**

Identify in risk bands using local norms

· HR (high risk): <18

· MR (moderate risk): <21

**1: EasyCBM (math)**

 HR (high risk) : <19

 MR (moderate risk): <21

**2-8: NWEA**

Identify in risk bands

· HR (high risk) = 1-20 %ile

· MR (moderate risk) = 20 -34%ile

Note: Title I will not directly serve students with an IEP for math unless that service is designated in the IEP

**2. Administer further screening and diagnostic assessments** for students scoring partially proficient or below on the NWEA or HR on EasyCBM. These assessments may include:

· Aimsweb Applications and Calculations

· EMDA (grade K-3)

· Investigations Assessment

· Moby Math initial assessment

 EasyCMB (excluding 1st Grade)

 Aimsweb Early Numeracy (K and 1)

 Focus Math

· Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

→Use assessment recommendations to identify students as benchmarks on any additional assessments used.

**3. Gather information from the math teacher including: (complete the classroom teacher reflection sheet)**

· Grades on classroom assessments

· Homework progress and completion

· Assistance provided in class – yes/no, type

· Behavioral concerns that may impact academic performance

· Observable levels of student engagement during math class

· Teacher assessment of student strengths and weaknesses

**4. Triangulate the data** collected from all assessments and teacher input to identify students for Title I/intervention services.

**Note:** When triangulating data if there is a piece where a student meets the standard then they will not be eligible for Title I/intervention services.

Classroom Interventions:

 Tier I data documented using RTI handbook sheets.

**5. Progress monitor** identified students at least biweekly (i.e. second and fourth Thursday) pull-out. Monitoring should include:

· Aimsweb computation

· EasyCBM- math

· Moby math assessment update

Tier l Intervention Plan - Example

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Teacher: Kindergarten Area of Concern: Phonics

Screening Results

|  |  |
| --- | --- |
|  | 9/1/10- Initial Observation Survey LID- 2/54 |

Interventions

|  |  |  |  |
| --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service |
| Learn the names of the alphabet | Name cards, letter sorts, magnetic letters |  10 minutes daily | Classroom ed. Tech. |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

\_\_\_\_ Based on significant progress, the child will be dismissed from Tier I services.

\_\_\_\_ Based on progress monitoring results, student will continue in Tier I services with current instructional interventions as currently identified and implemented.

\_\_\_\_ Based on lack of process, the student’s intervention plan will be modified.

\_\_\_\_ Based on lack of progress, student will be referred to a Tier II intervention.

|  |
| --- |
|  |

Progress Monitoring Chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| 12/54 |   |   |   |  X |   |   |
| 7/54 |   |   |  X |   |   |   |
| 5/54 |   |  X |   |   |   |   |
| 2/54 |  X |   |   |   |   |   |
| Date |  9/7/10 |  9/14/10 |  9/21/10 |  9/28/10 |   |   |

Goal: Learn the names of 12 or more letters by the end of September.

Progress monitoring tool: Observation Survey, LID - every 5-7 sessions.

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| Date |   |   |   |   |   |   |

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress monitoring tool\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Benchmark should be marked in red and student score in black/blue

Tier lI Intervention Plan

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_

Teacher: Grade 3 teacher Area of Concern: Reading

Screening Results

|  |
| --- |
| 9/27/10 Fall Developmental Reading Assessment LV 20 Accuracy 94% Comprehension 20 score of 2 in retelling10/1/12 Running Record Level 20 Accuracy 95% Retelling 2  |

Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service | Date goal met |
| To solve words in continuous text while increasing text level |  Vowel combinations, look for known parts in words |  30 minutes daily pull out |  Intervention teacher |  |
| Complete an oral retell with all important events in sequence from beginning to end |  Sequence activities, graphic organizers |  During above time |  same |  |
|   |   |   |   |  |
|   |   |   |   |  |

Parent Notification Letter sent\_\_\_\_\_X\_\_\_\_\_\_\_\_\_\_\_

Evaluation

 \_\_\_\_\_Based on significant progress, student will be dismissed from Tier II services

 \_\_\_\_\_ Based on progress monitoring results, students will continue in Tier II services with current instructional interventions

\_\_\_\_\_Based on lack of progress, the student’s intervention plan will be modified

\_\_\_\_\_\_Based on lack of progress student’s will be referred to a Tier llI intervention

Progress Monitoring Chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
| 98 |   |   |   |  X |   |   |
|  95 |  X |   |   |   |   |   |
| 93 |   |   |  X |   |   |   |
| 92 |   |   |   |   |  X |   |
|  89 |   |  X |   |   |   |   |
| Dates |  11/12/10 |  11/19/10 |  12/3/10 |  12/10/10 |  12/17/10 |   |

Goal: Read with accuracy rate of 95% or better while increasing text level.

Progress monitoring tool: analyze running record every 5-7 sessions

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|  18 |   |   |   |  X |  X |   |
|  15 |   |   |  X |   |   |   |
|   |   |   |   |   |   |   |
|  9 |   |  X |   |   |   |   |
|  6 |  X |   |   |   |   |   |
|   |   |   |   |   |   |   |
| Date |  11/12/10 |  11/19/10 |  12/3/10 |  12/10/10 |  12/7/10 |   |

Goal: Retell will include most important events from beginning to end generally in sequence will increasing text level.

Progress monitoring tool: retell checklist of events every 5-7 sessions

Benchmark should be marked in red and student score in black/blue

Tier lII Intervention Plan

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

Teacher: First grade teacher Area of Concern: Reading

Screening Results

|  |
| --- |
| 9/2/10 Initial Observation Survey (stanines) LID-4 CAP-1 WT-2 Dic-3 Text-0Running Record Level A Accuracy 85%, Miscues- not using initial letter sounds |

 Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service | Date Goal Met |
| To meet stanines of 5 or better in all areas of Observation Survey. |  Reading Recovery |  30 minutes daily |  Reading Recovery teacher |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |

Parent Notification Letter sent\_\_\_\_\_X\_\_\_\_\_\_\_\_\_\_\_

Evaluation

\_\_\_\_\_Based on significant progress, student will be dismissed from Tier III services

\_\_\_\_\_\_\_ Based on progress monitoring results, students will continue in Tier III services with current instructional interventions

\_\_\_\_\_\_\_Based on lack of progress, the student’s intervention plan will be modified

\_\_\_\_\_\_\_Based on lack of progress student will be referred for further evaluation for special education services

Progress Monitoring

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|  3 |   |   |  X |   |   |   |
|  2 |   |  X |   |   |   |   |
|  1 |  X |   |   |   |   |   |
| Date |  9/10/10 |  9/17/10 |  9/24/10 |   |   |   |

Goal: Read at an accuracy level of 95% or better while increasing text level to average of class.

Progress monitoring tool: Book graph every 5 sessions

Benchmark should be marked in red and student score in black/blue

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Score | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|  10 |   |   |   |   |   |   |
|  8 |   |   |   |   |   |   |
|  5 |   |   |   |   |   |   |
| Date |  9/10/10 |  9/17/10 |  9/17/10 |   |   |   |

Goal: Increase written vocabulary to average of class.

Progress monitoring tool: Vocabulary graph every 5 sessions

Benchmark should be marked in red and student score in black/blue

**RTI Process for Behavior Issues**

All students are assessed three times each year using the Student Risk Screening Scale. In order for a student to move up to Tier 2 or Tier 3 there must be 3 data points. The following items can be used to obtain the 3 data points:

1. SRSS Scores

2. Stop and Think forms (data will be collected on SWISS)

3. Clip Chart data provided by teacher

4. Homework data through SWISS or teachers data tracking charts

5. Teacher observations

6. Social Skills Rubric or any other assessment tool that the Behavioral RTI team has decided on.

 Teachers will discuss students at an RTI meeting. This meeting should include school counselor, teacher and input from any other person involved with this student. They will discuss Tier 1 interventions and will use the RTI- Behavioral Referral form to move a student up to Tier 2. This form will be filled out by the teacher but can be done during the RTI meeting so the whole team has input.

Once the student moves into Tier 2 the Tier 2 RTI- B form will be used. This involves a simple Functional Behavioral Assessment based on the teachers observation and the data brought to the meeting. The Tier 2 paperwork is your simple FBA and is designed to be completed at the meeting. This form will include the type of interventions that will be used for this student.

Tier 2 interventions will have accountability for tracking progress. All tracking will occur through CICO/SWISS

For students on CICO/PAWS the Reverse Referral Form will be used every 2-3 weeks to ensure that the team feels student is making progress or changes will occur to move student in a direction of making progress. Copies of this form will be kept in students RTI file.

Students who are considered to be receiving a Tier 2 intervention who do not demonstrate positive progress on their behavior issues will be referred by the RTI team for further assessment and will have interventions recommended at the Tier 3 level.

Tier 3 interventions will include an FBA. This FBA will be used to guide the intervention strategies for the student. Parent permission will be obtained and an RTI meeting with the parent will occur to involve the parents in the Behavior Intervention Plan that each Tier 3 student will have developed based on the FBA.

The FBA pieces that will be utilized will be determined by the team, but can include such items as:

\* Parent interview

\* Student interview

\*Further assessment tools (Systematic Screening Behavior Disorder Assessments etc.)

\*Wrap around coordination with other service providers that are working with the student.

\*and up to 3 observations of the student

If the student is in Special Ed and has an IEP with behavioral goals, the SPED teacher will be the case manager in charge of the RTI-B pieces with coordination and support as needed. Therefore all changes will need to be coordinated through the Special Ed Case Manager first before initiating any changes in the RTI plan.

All levels of the RTI process have data tracking sheets or the database (SWISS) and parent communication. Parents will be notified when their child reaches a Tier 2 level and parent permission will be obtained for a Tier 3 FBA on that student.

A database of assessment tools available to be used in our RTI process is located as a shared database on google drive. This will be updated and added to as new assessment tools are deemed useful in meeting the needs of our students.

Tier 1 and Tier 2 interventions continue as you add Tier 3 pieces.

RTI-B Tier 3 data will be collected through CICO/ SWISS.

BIP’s will start with a standard form that will be shared on google docs so all designing a BIP will use the same format in our district. These will be individualized to meet the students needs based on the outcome of the FBA.

 **Student Risk Screening Scale (SRSS)**

**Year\_\_\_\_\_\_\_ FALL WINTER SPRING Grade\_\_\_ \_\_\_\_ # of Students**

**Outcomes: 0-3\_\_\_\_\_/\_\_\_\_\_% 4-8\_\_\_\_\_/\_\_\_\_\_% 9+\_\_\_\_\_/\_\_\_\_\_\_**

Completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please rate each student on each behavior using the following scale:

0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   Student Name  |  NegativeAttitude |   Stealing | Lying, CheatingSneaking |  BehaviorProblems |  PeerRejection | LowAcademicAchieve-ment | AggressiveBe-havior |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |

Description from Lane et.al., 2009 Journal of Emotional and Behavioral Disorders.

SRSS (Drummond) 1994 teachers rate each student on seven items using a 4-point scale

**Total scores range from 0 to 21, forming three risk categories:**

**LOW 0-3 MODERATE 4-8 or HIGH RISK (9 or higher)**

Lane also found that the SRSS is accurate at predicting externalizing behavior as the SSBD but not as accurate at predicting internalizing behavior.

**CHANGES**

LOW 0-4 TIER 1

MODERATE 5-9 TIER 2 HIGH RISK 10/HIGHER TIER 3 (as teacher discretion)

Will be administered 3 times a year by classroom teachers:

These will be submitted to the School Counseling Department to assist in RTI-B and in setting up interventions.

Low academic areas - teachers mark if related to a learning disability or special education IEP, not attending classes or lack of effort.

**Suggested Behavior Interventions**

**Tier 1**

Skill streaming

Loss of time at recess

Loss of a privilege – one time

Stop and Think Form ( Reflection piece)

Behavior Report Card/charge – student or teacher monitoring

Right the Wrong (restoration)

Apology Letter

Clip Chart

Moved seating arrangement

Proximity Control by teacher

Conference with student to discuss negative behavior and identify expected behavior

Teaching appropriate behavioral responses

Problem solving skills

Stop and Think Strategies

Coping Skills (pipe cleaners, pencil rubbing, Velcro under desk etc)

Use of quiet workspace in classroom

Review of classroom rules and setting clear expectations

Ignore minor behaviors, focus on most troublesome or the goals on the chart- Differential Reinforcement tools

Provide positive feedback to parents and students

Re-direction

School Wide token system

School Wide Evidence Based behavioral curriculum

Give student classroom responsibility

**Tier II**

P.A.W.S.

Small group work, short term, with School Counselor around a specific issue

Social Skills Group

Staff mentor

Peer mentor

Quiet working space outside of classroom

Use of daily organizers or schedule of the day

Home school communication

Circle of Friends Contract

Discretionary movement breaks/ Sensory breaks

Tweak Tier I strategies

**Tier III**

Behavior Intervention Plan based on FBA

FBA

Continues Differential Reinforcement if enough staff available.

Sensory Diet

1:1 School Counseling support with specific goals.

Reduced school day

Loss of a privilege to be earned back over time

Coordination with community mental health providers (wrap around services)

Duration of daily instruction is longer (finding a way to gain time to help a student)

Cognitive Behavioral Therapy (rethinking skills, problem solving skills, impulse control, anger management skills)

Revised July 14, 2011

**Behavioral RTI- Referral Form**

Request for Assistance

Date Student Name: Teacher/Grade

Referring Staff:

Dates and Type of Parent Contact: (Two parent contacts are required)

1. 2.

Parent Comments:

What consequences have you tried to date for the problem behavior?

\_\_\_Loss of privileges \_\_\_Note or phone call to parents

\_\_\_Office Referral/ Stop and Think form should have been filled out.

\_\_\_Time out \_\_\_Reprimand

\_\_\_Detention after school \_\_\_ Loss of recess time.

\_\_\_\_Clip Chart used \_\_\_Other:

What is the impact of this behavior on the student?

\_\_\_Academic skills are below grade level \_\_\_Problems with class work completion

\_\_\_Difficulty working with other students \_\_\_\_Difficulty following classroom routines and procedures

\_\_\_\_Problems with homework completion \_\_\_\_Academic performance is below grade level

\_\_\_\_\_Other:

When and where does problem most likely occur:

Describe problem behavior you see the most:

Most Common Results of Behaviors:

\_\_\_Avoidance \_\_\_Attention \_\_Power/Control \_\_\_\_\_Escape

What have you tried to date to change the situation in which the problem behaviors occur?

\_\_\_\_Modified assignments to match student skills \_\_\_\_Changed seating assignments

\_\_\_\_\_Changed schedule of activities (e.g. provided breaks) \_\_\_\_Changed curriculum

\_\_\_\_\_Provided extra assistance \_\_\_\_Other

Results

\_\_\_\_Behavior increased \_\_\_\_\_No change in behavior \_\_\_\_ Behavior decreased

\_\_\_\_Student “shut down” \_\_\_\_\_\_Other

What have you tried to date to teach expected behavior and rules?

\_\_\_\_\_Reminders about expected behavior when problem behavior is likely

\_\_\_\_Clarified rules and expected behavior for the whole class

\_\_\_\_\_Practiced the expected behavior in class \_\_\_\_Reward program for expected behavior

\_\_\_\_\_Oral agreement with the student \_\_\_\_\_Self-management program

\_\_\_\_\_Systematic feedback about behavior\_\_\_\_\_Individual written contract with the student or student and parents

\_\_\_\_Other:

Please attach your data: Attached data, Clip Chart data can be used for this section. SWISS data will be pulled and brought to the Tier 2 meeting along with these sheets. Use back for further info.

Behavioral RTI Tier 2 Form

Students Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Referred to Tier2\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent 1st notified of Tier 2 referral (date)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief FBA done with student or teacher/staff (depending on need)

\* Be specific and list steps and even who will do what

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Setting | Setting | Antecedent | Problem Behavior | Function/ Reinforcement |
| \_\_In class\_\_Hall\_\_Cafeteria\_\_Bus\_\_Other\_\_\_\_\_\_\_\_\_\_Person:\_\_ Peers\_\_Teacher\_\_\_Staff\_\_ Other\_\_\_\_\_\_\_\_\_\_  | Time:\_\_ Morning\_\_Lunch\_\_\_Afternoon\_\_\_\_\_\_\_\_\_\_\_Subject:\_\_ All\_\_ Reading\_\_Math\_\_\_Other\_\_\_\_\_\_\_\_\_\_ |   | \_\_Inattentive \_\_\_bad language\_\_\_fighting\_\_\_verbal issues\_\_\_disrupts class\_\_\_insubordination/ disrespect\_\_\_work on completed\_\_theft\_\_other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Obtain Attention:\_\_ Peer attention\_\_ Adult attention\_\_activity\_\_ItemEscape something:\_\_ escape difficult activity\_\_adult attention\_\_ negative peer attention\_\_ class work |
| Setting event strategies | Prevent strategies | Teaching strategies | Negative reinforcement | Positive reinforcement |
| What are the ways to change the context/setting where behavior happens ? | What are ways to prevent the problem? | What can be done to teach a replacement behavior? | What should occur when problem behavior happens? | What should occur when desired replacement behavior happens? |
|        |   |   |   |   |

 Interventions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Goals | Interventions | Timelines | Staff providing service | Date Goal Met |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |
|   |   |   |   |  |

 \* All Tier 2 data will be collected through CICO/ SWISS

Evaluation

 \_\_\_\_Based on significant progress, student will be dismissed from Tier III services

Date student moved back to Tier 2\_\_\_\_\_\_\_\_

Tier 3 Behavioral RTI Documentation

Students Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_

\* Parents are invited to all Tier 3 meetings. Parent notified date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Referred to Tier 3\_\_\_\_\_\_\_\_\_\_

Lead staff member overseeing this program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(all changes to plan will go through lead staff member of this plan)

List any outside services/ providers that may assist in working with this student or maybe a valuable team member at this level:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PTR- Goal Setting

\* Identify one broad goal in each category, then short-term goals that are observable, measurable, and significant. These should be very specific. (Skill Streaming will be a great resource to help with this)

|  |  |  |  |
| --- | --- | --- | --- |
| Goals | Behavioral | Social | Academic |
| Broad goal |       |   |   |
| Short Term goal decrease |       |   |   |
| Short Term goal increase |      |   |   |

Use these goals to do the Behavior Rating Scale:

\_\_\_\_\_\_\_\_\_\_\_\_ will design the scale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will mark scale each day

(staff name) (staff name)

\* Data will be collected and used in future meetings.

Functional Behavioral Assessment

\_\_\_\_\_ Need for an FBA on student

Date FBA will be completed and reviewed with team \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Parent permission obtained and team members notified.

\_\_\_\_\_\_Teachers/staff do the PTR checklist \* can be done together in a meeting or separately and turned in to school counselor or social worker

\_\_\_\_\_ Parent feedback collected by using Parent Interview form.

\_\_\_\_\_\_ Student feedback if applicable

\_\_\_\_\_\_ Observations will be completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ # of Observations that will be completed and will be turned in by \_\_\_\_\_\_\_ date.

School Counselor or Social Worker will collect FBA data and will fill in the PTR Functional Behavior Assessment Table. (This again can be at a team meeting and all team members can be involved or can be done prior to meeting and brought to the meeting)

 PRT Assessment Summary Table:

|  |  |  |  |
| --- | --- | --- | --- |
| Behavior | Prevent data | Teach data | Reinforce data |
|     |   |   |   |
|     |   |   |   |

 Possible Hypotheses

|  |  |  |  |
| --- | --- | --- | --- |
|   | When | Then | As a Result |
| Problem Behavior    |   |   |   |
| Replacement Behavior   |   |   |   |

 PTR Behavior Intervention Plan:

Using the information from the PRT assessment table and possible hypotheses create the intervention plan. (to find intervention types look at the Intervention Checklist as a guide)

Prevent: Behavior Interventions

|  |  |
| --- | --- |
| Intervention type | Specific Steps |
|     |   |

Teach behavior Interventions

|  |  |
| --- | --- |
| Intervention type | Specific Steps |
|     |   |

Reinforce Behavior Interventions

|  |  |
| --- | --- |
| Intervention type | Specific Steps |
|      |   |

\* Remember not only list steps but who is in charge of implementing each step with the student.

\_\_\_\_\_\_\_\_\_\_ will train above assigned staff members on each element of the BIP.

(staff name)

\_\_\_ Safety/Crisis Plan is also needed on this student and will be attached to BIP

 **Classroom Teacher Observations**

Student name and grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GPA/Grade letter: \_\_\_\_\_\_\_\_\_\_

Observations in MATH or READING (circle one)

Does this student typically complete homework as assigned? yes no

 Comments:

Does this student require extra assistance during class?

 \_\_\_\_\_ Daily

 \_\_\_\_\_ A few times a week

 \_\_\_\_\_ Rarely

What type of assistance is typically provided? (e.g., small group extra help, one-on-one help, after school support, use of calculator or computation chart, “over the shoulder” assistance during guided practice, etc.)

Are there any behavioral concerns that appear to impact academic achievement/classroom performance? Please explain:

To what extent is the student typically engaged during class?

\_\_\_\_\_ raises hand/volunteers answers

\_\_\_\_\_ asks teacher a question or asks for help

\_\_\_\_\_ follow teacher’s direction

\_\_\_\_\_ active listening (looks at, tracks teacher)

\_\_\_\_\_ on-task alone

\_\_\_\_\_ on-task with peers

\_\_\_\_\_ disrupting others

Student strengths:

Student weaknesses/areas of concern:

 **MSAD #41 RTI/SAT Meetings**

Student’s Name: Grade: Teacher:

Date of Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RTI or SAT meeting (circle one)

Concerns / Comments:

\_\_\_\_\_Tier I \_\_\_\_\_Reading Level \_\_\_\_\_\_\_\_\_\_\_ adequate progress made

\_\_\_\_\_Tier II \_\_\_\_\_ Letter ID \_\_\_\_\_\_\_\_\_\_\_concerns continue; no change

\_\_\_\_\_Tier III \_\_\_\_\_\_\_\_\_\_\_ made parent contact

Date of Meeting \_\_\_\_\_\_\_\_\_\_\_ RTI or SAT (circle one)

Concerns / Comments:

\_\_\_\_\_Tier I \_\_\_\_\_Reading Level \_\_\_\_\_\_\_\_\_\_\_\_ adequate progress made

\_\_\_\_\_Tier II \_\_\_\_\_\_ Letter ID \_\_\_\_\_\_\_\_\_\_\_\_ concerns continue; no change

\_\_\_\_\_Tier III \_\_\_\_\_\_\_\_\_\_\_\_ made parent contact