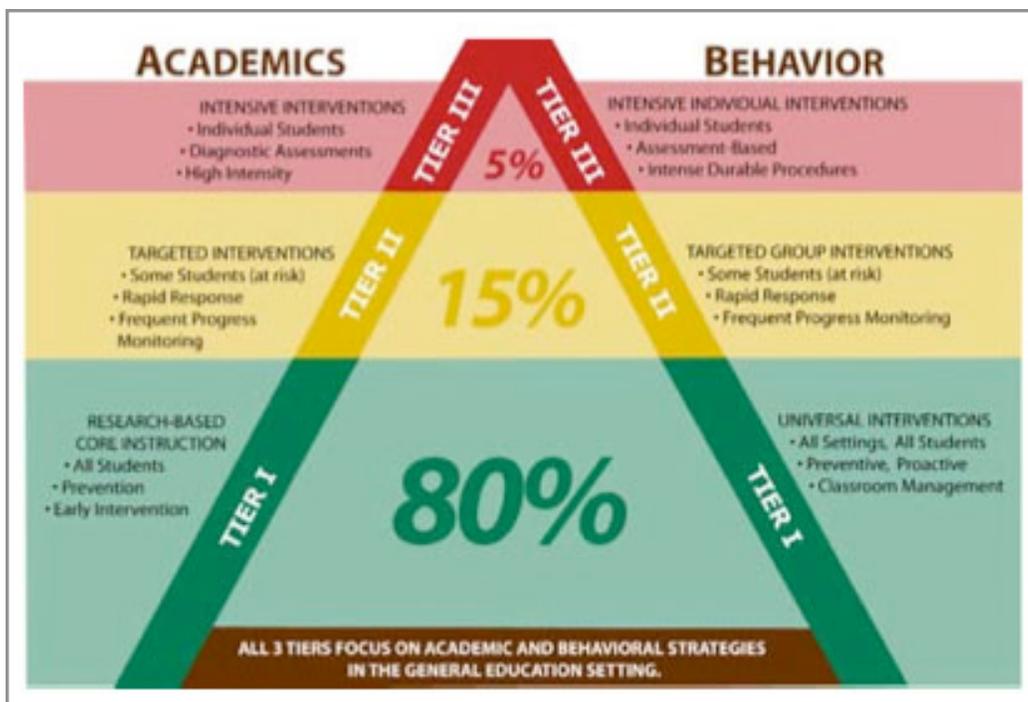


# Coosa County Schools

## Response to Instruction



## A Step by Step Guide to Implementing the Response to Instruction Process

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## **Response to Instruction**

Response to Instruction (RtI) refers to an instructional framework that promotes a well integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists (e.g., principals, academic coaches, special education teachers, ELL teachers, counselors, gifted teachers, speech therapists), and community service providers. The ultimate purpose of the RtI process is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data is utilized to measure student progress as a result of the instruction as well as to monitor intervention integrity.

### **Response to Instruction and Effective Teaching**

A good starting point in this process is to describe the connection between RtI and effective teaching practices by explaining what is meant by RtI. Simply put, RtI involves:

- Doing what is needed to teach students
- Teaching students using scientifically validated methods
- Checking regularly to see how well students are learning
- Adjusting instruction as needed to improve student outcomes
- Frequent progress monitoring implemented with fidelity

The leadership of the Coosa County Schools recognizes the importance of transferring the focus from philosophical understanding to actual practice. Support will be provided to teachers and extend throughout the implementation of core instruction, interventions, and the collection of appropriate data to assess student progress both academically and behaviorally. Each local school will devote time to implementation and maintenance of the RtI Model: time for data meetings, problem solving team meetings, and for development of action plans that identify continued professional development needs and procedures for continuation or changes in instruction. School staff will be trained to possess skills in the necessary instructional strategies and interventions as well as assessment tools for focusing on screening, progress monitoring, and outcomes.

### ***Interpretation***

Response to Instruction integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions, and adjust the intensity of interventions based on the student's response. RtI, at the classroom level, will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

## ***What are the Core principles of RtI?***

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

## ***District Infrastructure***

### **Central Office Leader**

Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for successful effort.

### **Principal**

Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

### **Building Level Data Specialist**

Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. The functions of the data coach include the following:

- Gathers and organizes Tier I and Tier II data (in conjunction with general education teacher)
- Supports staff for small group and individual data collection
- Sets and monitors goals as well as determines the child's rate of improvement
- Graphs all progress monitoring
- Provides coaching/training for data interpretation
- Facilitates data meetings

### **General Education Teacher**

Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

### **Special Education Teacher**

Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

## **Problem Solving Team**

Each local school will develop a Problem Solving Team (PST). This team may be made up of any or all stakeholders listed above. Parents may also be involved. Additional auxiliary members may be added. The function of this team will serve many roles. The PST will work collaboratively to monitor implementation of the tiered instruction model, assess the need for professional development, provide technical assistance and support to teachers, and most importantly discuss students who may be struggling behaviorally and/or academically. The discussions will examine the data and intervention decisions will be made accordingly. Problem Solving Teams may differ by grade/subject area. These teams will have a minimum of two scheduled meetings per month. More detailed descriptions of responsibilities will follow.

## ***Parental Involvement***

Meaningful and effective parental/family involvement is critical to student progress and required by both NCLB and IDEA. It is vital that parents be informed and involved at each step in the process. Regardless of whether the parent or the teacher initiated a concern, parent involvement should be facilitated throughout the process. The district should communicate the information obtained from progress monitoring to the parent each time the data are analyzed to make instructional decisions and/or at regular intervals. Parents should be actively engaged in all the decisions regarding adjustments to interventions and related changes to a student's curriculum.

### **Key Points to Remember:**

- RtI is Relevant and beneficial to all students, regardless of placement.
- RtI seeks to find out what specific instruction and interventions work best for your child.
- RtI does not override other rights under IDEA

# Tiered Instruction Model Process

## ***What are the characteristics of Tier I?***

Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include benchmark assessments of all students at least three times a year to identify need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Tier I (or core) instruction is present at all three levels of the tiered model. Maximize instruction by offering each student more of the following:

- Repeated opportunities for practice and review
- Additional opportunities for correction and feedback
- Increased time on task, engaged in instruction and practice
- Drill, repetition, and/or practice review.

## ***What should students receive in Tier I?***

### **Curriculum and Instruction**

Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80% of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations. Tier I instruction should be well documented in teachers' lesson plans.

### **Assessment**

Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. Universal screenings are administered to all students to determine their level of mastery of grade level standards. Examples of universal screening measures are letter naming fluency, comprehension, oral counting, number identification, and written expression. State assessments such as the Alabama Reading and Math Test (ARMT) and the End of Course test may also be used as screening data for the following school year. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties, because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of the student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should establish when quarterly checks will occur for all students to determine whether progress is continuing. Schools should also establish what progress monitoring tool will be used and how often it will be administered. Schools must use the same tool to establish a baseline and monitor progress throughout the school year. Remember, we must compare

apples to apples and not apples to oranges to determine growth. Once the progress monitoring tool has been chosen and a timeline has been established then the data should be communicated so that effective adjustments to instruction can be made. Communicating and interpreting student screening and progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

Universal screening data can take many forms, such as, but not limited to:

- Results of state mandated tests in English/Language Arts and Math, as well as other academic subjects from the students' previous years.
- Results of diagnostic tests
- Informal teacher assessments
- Results of diagnostic tests
- Report cards and other progress reports
- Attendance data
- Disciplinary records

New entrants should also be administered math and reading screening tests.

### ***What are the characteristics of Tier II interventions?***

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needed the intervention and should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. Teachers can maximize instruction by offering each student more of the following:

- Opportunities for practice and review
- Opportunities for correction and feedback
- Time on task, engaged in instruction and practice
- Drill repetition and/or practice review
- Opportunities for completing tasks in smaller steps

### ***Who receives Tier II intervention?***

Tier II instruction has a two-fold purpose:

- To remediate skill or concept deficits of students who are not making adequate academic gains or have mild or moderate difficulties in the area of social competence.
- To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Students who receive Tier II services should account for approximately 15% of total students served. Teachers will be provided a checklist of classroom accommodations (see Appendix) and an intervention strategy flip chart. Students who consistently need Tier II instruction should be included in documentation forms attached. This will be a piece of data used to document various strategies and interventions to determine effectiveness.

Parents should be contacted at the beginning of the Tier II process to inform them of the RtI process and the PST involvement. Parents should be asked to complete the permission form to complete a vision and hearing screening as well as a classroom observation. Parents should receive progress reports at the end of each progress monitoring cycle.

### ***Who makes the decision to provide Tier II intervention?***

Teachers generally make the decision to provide interventions on this level. These decisions are made from both formal and informal assessments. In addition, the PST at each local school can suggest further interventions after considering data and other related factors during the by-weekly meetings.

### ***Who provides Tier II intervention?***

- General Education Teacher
- Specialized Teacher
- Special Education Teacher
- Paraprofessional

### ***What should students receive in Tier II?***

#### **Curriculum and Instruction**

Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place, but rather a service that is provided to students needing additional support in their core instruction. However, most Tier II intervention should take place in the general education classroom. Teachers should offer a variety of teaching methods and activities to help those who are struggling. Tier II instruction incorporates more small group work, as well as technology in order to help all students to succeed.

#### **Assessment**

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place, response to the intervention should be monitored regularly (i.e., bi-weekly or weekly). When selecting assessments at the Tier II level, the focus should be identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Tier II assessments will need to focus on those specific skills that have been target based upon the universal screening, as well as standards that students are struggling with in the classroom currently. Students will continue to fall behind if teachers do not work toward incorporating intervention as well as frequent assessment to monitor progress. Progress monitoring should occur a minimum of every two weeks to help aid in assessment as well as guide the decision making process for what should happen

next. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

### ***What does the decision making process look like in Tier II?***

Problem Solving Teams at local schools will meet to discuss data and sources of interference for desired behavior/academic progress. Standard interventions based on needs identified by screening or progress monitoring data will then be recommended for Tier II. These interventions are intensive, short-term interventions that are shown through research to be highly effective with a majority of students and can be used with minimal analysis of the deficit skills. Interventions represent instruction that benefits most students. This process is more likely to be used to prevent and/or correct less severe problems before they have the potential to establish disabling conditions. Teachers should be focusing on skill deficits determined by the initial universal screening that was conducted at the beginning of the school year. The standard interventions to be used as well as interventions can be found in the appendix, this list is not all inclusive. Once a child has been referred to the PST a vision and hearing screening should be conducted as well as a classroom observation to observe the child in the class that they are struggling in.

### ***How long does Tier II last?***

Tier II interventions will take place for a minimum of four and a half weeks. At this point the PST will determine whether there has been any progress made and what additional interventions should be added. After nine weeks of Tier II interventions, if the student has not made any progress then the PST will determine if the child needs to be moved into Tier III.

### ***What if Tier II is not enough?***

Struggling learners who still have difficulty mastering grade level expectations after receiving Tier I and Tier II services should be discussed by the PST. At this point, the PST may decide to proceed with Tier III intervention. The amount of instructional time is determined based on age, grade, subject, severity of deficit, etc. Students who have made no progress based on three progress monitoring data points should be moved to Tier III. Students who are making progress, but are not progressing at a sufficient rate should be considered for Tier III intervention, even if there are not three negative data points.

### ***What are the characteristics of Tier III?***

Tier III interventions are designed for students who are not responding to Tier I or Tier II instruction and interventions. These interventions should be provided by a specialized teacher/program. Materials and strategies should be specialized research-based or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc. Students who have exited special education as well as students with a specific need are also served through Tier III intervention. Another classroom observation should be completed at the start of Tier III intervention as well.

### ***Who provides Tier III intervention?***

Tier III interventions should be provided and monitored by a teacher, counselor, special education teacher, paraprofessional who is trained in a scientifically researched based program. Tier III interventions should be provided by someone other than the classroom teacher when possible.

Students who are not responding to general instruction, nor Tier II intervention, may need to have instruction provided by someone else in order to receive a fresh approach and rule out all options of why the student is not progressing.

### ***Where can Tier III intervention be provided?***

Tier III interventions usually take place outside the general education classroom. Tier III instruction can take place before or after school, during a specialized intervention period, or during the class period in another room, depending on the severity of the child's need.

### ***What should students receive in Tier III intervention?***

#### **Curriculum and Instruction**

Tier III interventions are intended for students with significant deficits or who are underachieving in the classroom. These students require the most intensive services available. A decision to move a student to Tier III is determined by the PST. Before a child can be moved from Tier II to Tier III there must be several documented individualized interventions in the classroom. Documentation should be evident in teacher's lesson plans and reflected on the child's PST plan. If the well documented individualized interventions in Tier II have resulted in limited or no progress (i.e., achievement gap between student's progress and expected benchmark remains significant. The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require small grouping or individualized instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will require curriculum strategies that focus on accelerating learning. Scientifically research-based programs may be used to identify standards for which the student is not proficient. Once they have been identified, an individualized plan of instruction will be developed to target areas of weaknesses. Tier II intervention in the classroom will continue in conjunction with Tier III intervention. Teachers will need to continue to provide documentation in their lesson plans to show that intervention is taking place and what type of methods are being used. Teachers providing Tier III instruction will also need to provide in documentation of interventions on the individualized PST plan.

#### **Assessment**

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored on a weekly basis. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

### ***What does the decision making process look like in Tier III?***

Decisions regarding Tier III intervention services are determined by the local school and PST based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. Based on the initial benchmark that was established at the beginning of the year, the data manager will need to create a specific rate of improvement for a specific time period. If the child is successful and makes the progress within the specified time frame then the PST will need to determine whether

the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

- Usually involve interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.
- Parents must receive updates on a weekly basis on progress.

Students will receive a minimum of four and a half weeks of Tier III interventions. At this time, if improvement has been made, the student may be returned to Tier I and/or Tier II for continued support. The student could also continue Tier III interventions and be monitored further by the PST. If the student has not improved, additional interventions may be considered as well as a referral for special education services. Unlike the former BBSST process, PST plans carryover from year to year.

If students have been monitored by the PST for more than two years, then longitudinal data will need to be examined. The PST will need to examine previous classroom interventions and intervention programs used to determine whether one program was more beneficial than another. The PST will also need to determine whether an appropriate benchmark was initially established or if the interventions were carried out to fidelity. If the child carries over into a third year, then the PST team needs to consider determining whether the child should be referred for special education testing.

If a child is on the PST and is transitioning from fourth grade to fifth grade or eighth grade to ninth grade, then the PST data managers need to meet to discuss the child's current needs and previous interventions that have been implemented. The PST data manager should provide recommendations to the receiving PST on the next step to take with that child. Also, when a child transfers into the Coosa County School system, the counselor should contact the previous school to determine if the child was being monitored by that school's PST. If the child was being served then the information should be requested and the child should be discussed at the next PST meeting.

### ***Tier III Scheduling Considerations***

In creating "room in the schedule" for Tier III interventions numerous options are available. The following suggestions represent only a few of the scheduling considerations which may be useful.

1. Schools should ensure that students are not penalized for attending intervention by being required to "make up" classroom work which may have been missed while students are in intervention.
2. Schools can minimize the classroom instruction missed by students participating in Tier III interventions if the 60 minute Tier III intervention block is scheduled to overlap with the Tier II intervention block. If Tier II intervention for 3<sup>rd</sup> grade is scheduled from 9:30-10:00, the Tier III intervention block for 3<sup>rd</sup> grade could be scheduled from 9:30-10:30. Assuming that students exit Tier II upon beginning Tier III, the additional "time away from classroom instruction" would be 30 minutes.
3. Schools may consider implementing an acceleration block in which all students and teachers participate. During the acceleration block, students in need of Tier III intervention participate in intervention classes while on-level and above-level students receive instruction designed to accelerate their learning as well. Math teachers could provide math

acceleration, history teachers could provide history acceleration, science teachers could provide science acceleration, etc.

***Should students with special needs receive Tier III services?***

Students who have special needs should be monitored by the PST. The PST should work in conjunction with the case manager to determine what in class interventions should be made available as well as intervention programs. Tier III intervention does not take place the place of the specialized services provided within a child's individualized education plan. By law, the special education teacher is required to provide services in the area of the disability. With that said, a child in that receives special education services should have access to specialized intervention programs and intervention teachers. The goal is for every child to overcome their disability, and most children receiving special education services are lacking in specific areas that can be corrected. Once again though, a child working with a reading coach is not receiving appropriate services if the child is not working with their case manger on their reading disability as well.

***What kind of services should a child exiting special education receive in Tier III?***

A child who exits special education will enter into Tier III intervention. Progress will need to be monitored on a weekly basis in order to determine whether the child is continuing to make progress. The PST will need to work in conjunction with the case manager to determine the appropriate interventions for the classroom. Also, students who are exiting special education have received accommodations and will most likely need to receive some accommodations in order to begin a successful transition into the general education classroom. However, response to instruction is not designed to provide a child with classroom accommodations, therefore, the PST will need to work to help the child be weened off their accommodations in a timely manner. Once the child has reached their benchmark then the child can be transitioned to the Tier II level.

## Data Sources

Data sources will vary by school. Each school will determine which data to base interpretations of student's need for response to intervention. Data sources may include:

- Universal screening measures (e.g. DIBELS, STAR Enterprise, CBM, AIMSway, Compass Learning, RiverDeep, Global Scholar-at this time it is unknown if Global Scholar can serve as both as the universal screening and progress monitoring tool, due to its unique design to correlate with EOCT.)
- Progress monitoring measures
- Classroom assessments
- Diagnostic assessments
- District-wide assessments
- State-wide assessments
- Informal assessments

Data from different sources are used to make decisions at different levels of instruction. For example, accountability assessment and universal screening measures may be used to assess the effectiveness of core instruction (Tier 1). Progress monitoring measures may be used to assess a student response to supplemental instruction (Tier II and Tier III). There has been a lot of debate about Global Scholar since the state purchased the program. Global Scholar does correlate with Alabama's new end of course instruction, and offers a program to determine whether children are meeting the new common core standards. It is a useful tool, however, at this time there is no data to support progress monitoring within the program, nor is there data to support the effectiveness of the individualized instruction from Intervention Central, which is the national clearinghouse to determine whether a program is effective for progress monitoring. In order to determine whether a child is being successful within in Tier II or Tier III instruction, then there must be some type of progress monitoring used on a frequent basis. Global Scholar was strictly designed to check for benchmarks, and at this time does not support frequent testing to correlate with the RtI frameworks. In order to establish a baseline a universal screening measure would have to be conducted and then a baseline will have to establish using a progress-monitoring tool. Progress monitoring tools can be curriculum-based measures, but they need to be correlates with the intervention and then the data manager would have to determine how to establish a baseline to determine progress.

Response to Instruction is federally mandated based on the 2005 IDEA reauthorization. The Alabama State Department of Education only has three mandates in order to implement the RtI process. Each school must establish a RtI program, each school must have some form of progress monitoring, each school must have.

## The Problem Solving Team

There are also some legal Rtl connections. The Elementary and Secondary Education Act (ESEA) introduced the concepts of scientific research-based instruction with considerable emphasis upon positive outcomes for all students. At this time the Individuals with Disabilities Education Improvement Act of 2004 (IDEA,) brought the ideas of scientific research-based instruction into the special education eligibility arena. The Alabama Administrative Code (AAC) provides the state framework for meeting the requirements of these Federal laws. The Problem Solving Team (PST) will be an essential component of this process in every school in Alabama. Following the mandates that were presented in the 2004 reauthorization of IDEA, the state of Alabama adopted their own frameworks of how the Rtl process would work and the role of the PST. The main focus of Rtl and the PST is to focus on core instruction, assessment, and intervention. The state of Alabama adopted a three tiered approach to increase student learning and reduce behavior problems in the classroom.

The main function of the PST is to help guide the general education teacher toward the appropriate intervention services for all students who have academic or behavior difficulties in the classroom. Each school system is responsible for creating and defining their PST. Three main components must be addressed in order to meet the criteria that has been set forth by IDEA 2004 and the Alabama Rtl curriculum model. The PST is responsible for the following: 1) insuring that a universal screening occurs quarterly and intervention is designed around the initial benchmark screening, 2) charting and graphing the progress of all students that are being monitored by the PST, 3) that students are receiving intervention as part of their PST plan that has been identified as their specific need. When Alabama first adopted their PST model they provided a manual with suggested forms and outlines to use. Each school can adopt their own version of the form as long as the form shows a baseline of where the student started, the rate of improvement that must occur to each their goal, a goal and specified time period to meet the goal, progress monitoring data.

The State Department of Education has left the decision on how to construct the local PST up to each individual school district. Each school then may formulate their own PST based on that schools specific need and goals. The PST must contain at least one administrator, school counselor, special education teacher, intervention teachers, instructional coaches and general education. From there it is up to each school to decide if they will have a grade level PST, subject area PST, or a PST made up of select individuals that fill the roles described above. Each school must take into consideration the size of their school, the number of students needing intervention, and the amount of time that it will take to review each child. It is advantageous to have more than one PST within each school so that time can be effectively spent discussing each child. It is recommended that the PST meet every two weeks to insure that adequate time is being spent on each child. However, decisions regarding frequency and duration of PST meetings should be determined at the school level. Considering that each student's data **must** be reviewed by the PST monthly, it may work best to have the team meet weekly so that fewer students are reviewed at each meeting. If the PST is monitoring 60 students, weekly meetings would require monitoring only 15 students each week which could be accomplished generally within a one hour timeframe.

**TEAM MEMBER ROLES.** Once the PST has been formed, the following roles should be assigned to facilitate the work of the team:

- Chairperson
  - Determine which students will be reviewed during each meeting.
  - Share student list with team members prior to the meeting.
  - Invite teachers of students who will be reviewed to attend the meeting if they are not part of the team.
  
- Secretary
  - Record decisions made regarding each student reviewed.
  - Generate parent progress reports.

- Timekeeper
  - Allocate time available to discuss each student.
  - Help to ensure that the team budgets time efficiently and that the meeting concludes at the agreed upon time.
- Data Manager (It may be best that this individual does not have full-time classroom responsibilities.)
  - Present and explain progress monitoring data graphs for each student discussed by the team.
  - Gather Student Intervention Documentation forms from intervention teachers for PST review.

The primary role of the PST is to design an intervention plan that will insure that each child is reaching their fullest potential. While the BBBST provided accommodations to help students that were struggling in the classroom the PST's job is to provide interventions in order to bring students to where they need to be. As accommodations do not represent scientific research-based interventions; they are not to be included in the intervention plans that are considered by the PST. While accommodations do not improve student skills and are not considered to represent scientific research-based interventions, any teacher may elect to employ accommodations when accommodations seem to be appropriate for use with any student.

## **PROBLEM SOLVING TEAM'S WORK AND RESPONSIBILITIES**

The work of the PST will ensure the consistency and effectiveness of the school's implementation of the Rtl framework. It is advised that each child have an individual folder. Within each folder the PST should include the most recent state testing results, documentation of intervention form, student intervention plan, copies of progress reports and any other pertinent communication with the parents, grades, vision and hearing screening form and results, and any specific concerns brought forth by the PST.

The following responsibilities detail the work to be accomplished by the PST in assisting with the implementation of the Rtl framework at the school level:

**1. The PST ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.**

Each school system in Alabama must use a research-based universal screening procedure to determine student needs for intervention and to determine that the Tier I instruction is meeting the needs of at least 80% of all students. Research-based screening procedures are reviewed by the National Center for Response to Intervention and a Screening Tools Chart is available ([www.rti4success.org](http://www.rti4success.org)). Screening procedures should be time-efficient and have evidence of validity, reliability, and classification accuracy. Universal screenings should be completed quarterly. A school system may use one program to conduct their annual universal screening and may use a different program for progress monitoring. However, baseline scores and goals must be based upon the tool that can provide progress monitoring.

**2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.**

The consistent provision of scientific, research-based instruction and tiers of intervention is a key element of the Rtl framework. The PST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions. Administrators should also be collecting and maintaining information through walkthroughs and observations that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of scientific, research-based instruction and interventions.

**3. The PST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.**

The school system should develop criteria or decision rules which are used consistently in all schools throughout the system to determine the student's need for initial intervention, for movement into more or less intensive interventions, and for dismissal from interventions. Generally, decision rules are based on data derived from screening procedures, benchmark testing, and progress monitoring. For example, a school system may decide that Tier II math interventions should be considered for any student who scores below the 25<sup>th</sup> percentile on the math screening measure. Each school must take into consideration that amount of available staffing and the needs of the students. It is recommended that if a specially designed class has been formulated to meet the needs of the students that students be able to move from class to class based upon their specific need.

Examples of criteria or decision rules used to determine the student's need for movement to a more intensive level of intervention could include (but are not limited to) the following:

- If the student progress monitoring data reflect 4 or more consecutive data points indicating no improvement, the PST should begin to discuss the need to intensify or alter the intervention.
- If the student progress monitoring data reflect less than 50% of the goal-based rate of improvement (ROI) after at least 8 weeks of intervention, the PST should consider the need to intensify or alter the intervention.

**4. The PST ensures that screening data and additional assessment data as needed are used in selecting specific interventions to meet individual student intervention needs.**

When screening results suggest a need for reading or math intervention, vision and hearing screening should be completed and those results should be considered by the PST.

When screening results suggest a need for reading intervention, the PST will need to analyze screening results to determine the type of reading intervention which will best meet the student's needs (i.e. word-level intervention or comprehension intervention). If the decision regarding type of reading intervention needed is not obvious based on screening results and other available data, the PST may collect or request additional assessment information (i.e. phonics screener, word reading efficiency measure, vocabulary assessment, phonological processing assessment, etc).

When screening results suggest a need for math intervention, the PST will need to analyze results to determine the type of math intervention which will best meet the student's needs (i.e. basic operations interventions and math fluency or reasoning and concept application interventions). If the decision regarding type of math intervention which will best meet the student's needs is not obvious based on screening results and other data, the PST may collect or request additional assessment information.

**5. The PST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention.**

The PST will develop an intervention plan for each student receiving intervention. Intervention goals are set by determining the student's baseline level of performance on the task which will be used for progress monitoring and then by deciding the level of performance on the progress monitoring task which should be achieved by the student by the end of the year. Goals should be established to result in meaningful and measurable academic or behavioral gains.

**6. The PST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.**

With data-based decision making, it is vitally important that the data appropriately reflect the intervention outcomes. If inappropriate progress monitoring tools are utilized, effective interventions could be abandoned because the data do not reflect the actual gains made by the student as a result of the intervention. For example, if reading comprehension is the intervention focus, it would not be appropriate to monitor comprehension gains with a measure of reading rate. As we encourage the student to read, summarize, and reflect, it may be that a progress monitoring tool that primarily measures reading rate would not provide information about the degree to which the student's comprehension skills are changing.

**7. The PST ensures that student progress monitoring is conducted on a schedule specified by the school or school system (generally, progress should be monitored weekly).**

When progress is monitored weekly, the PST will have substantial data upon which to make recommendations regarding the student's response to intervention within a reasonable time period.

**8. The PST reviews each student's accumulated progress monitoring data on a specified schedule (generally, each student should be reviewed monthly).**

PST meetings should consist of systematic review of the progress monitoring data accumulated for each student receiving intervention as well as discussion of factors related to the student's response to the intervention. Progress monitoring data should be graphed and the goal ROI and cumulative achieved ROI should be available for discussion. The PST will note specific recommendations for each student on the Student Intervention Documentation Form.

**9. The PST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.**

The AAC and Federal laws and regulations specify that parents of students receiving interventions must be notified periodically of specific progress made by the student. The progress monitoring data discussed at the monthly PST meeting along with progress graphs and PST recommendations should be shared with parents. A Parent Notification of Intervention Letter should be sent to parents by the PST within 1 week of initiation of intervention. It is suggested that an Intervention Progress Report be sent to the parent at regular intervals. A convenient schedule could be to send the intervention progress report with the report card and with the mid-grading period progress report.

**10. The PST ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period (generally 12 weeks) to ensure a smooth transition into tiers of reduced instructional or behavioral support.**

When a student achieves Tier II intervention goals and grade-level standards are met, the PST may determine that the student should transition to Tier I Instruction without intervention support. When students transition to Tier I without intervention support, progress monitoring should be continued for a reasonable period of time to ensure a successful transition and to monitor maintenance of gains achieved.

When students achieve Tier III intervention goals and grade-level standards, the PST may determine that the student should transition to either Tier II interventions or to Tier I Instruction with ongoing progress monitoring for a reasonable period of time.

See Special Education Completion Considerations for information about the PST's role with students who no longer require special education services.

### **PROBLEM SOLVING TEAM'S ADMINISTRATION AND SUPERVISION**

The PST process (formerly BBSST), as a part of the *Alabama Administrative Code*, must be fully implemented in all schools as of August 15, 2011.

- The principal has the responsibility to ensure and document that all PST procedures are implemented with consistency.
- The principal has the responsibility to ensure that all tiers of instruction and intervention are provided with consistency. Maintaining all records of walkthroughs and observations is one of the methods which should be utilized by the principal in documenting the consistency of instruction and intervention implementation.
- Consistent with the Alabama Standards for Instructional Leaders, the principal has the responsibility to ensure that the *Alabama Administrative Code* (AAC) is observed.

## **Referring a Child to Special Education Through the Problem Solving Team**

Coosa County Schools has adopted the policy to not qualify a child for special education through the Response to Intervention method that is available on the eligibility form at this time. When further information is made available by the Alabama State Department of Education and appropriate training has occurred Coosa County Schools will review their policy on using this qualification to determine whether a child is eligible for special education.

### ***What is the first step to refer a child for special education?***

The first thing that the PST needs to do is review the child's PST plan and folder. The PST should determine whether they have the appropriate documentation in order to complete the referral process. If the PST determines that the child's folder is lacking specific documentation then the administrator and/or facilitator will need to address the issue with the appropriate person. If there is not sufficient evidence to support the referral then the child must be returned to Tier III intervention until the appropriate documentation can be completed. Document when the special education teacher received the referral. The PST team must continue to monitor the child until testing is complete and it has been determined whether the child qualifies for special education services.

### **Evidence Needed in Order to Complete a Special Education Referral**

- Completed Vision and Hearing Screening
- Completed classroom observation
- Current Grades
- Current Attendance Records
- Current State Assessment Results
- Problem Solving Team Plan documenting meeting dates and recommendations
- Progress Monitoring Data
- Lesson Plans showing documentation of intervention in the classroom
- Tier III intervention documentation and lesson plans
- Proof of parental contact throughout the process
- Work samples in the area of concern
- Referral form filled out for receiving special education teacher, mark on the referral page that the child is being referred for testing by the PST
- 

If the child does not qualify for special education services then the child is to return to Tier III services. The PST team can meet with the school counselor to determine whether the child may be eligible for 504 services.

### ***Can the PST refer a child for a 504?***

If the child suffers from a medical condition the limits life and/or learning, then the child may be eligible for a 504. The PST may refer a child to the school counselor to determine if the child is eligible for a 504.

## **SYSTEM-LEVEL REPORTING**

The school system's Central Office may decide to collect RTI outcome data annually from each school. Examples of the some of the types of RTI outcome data which may be useful are listed below:

1. Total number and percentage of students participating in Tier II and Tier III interventions at each school,
2. Total number and percentage of students successfully completing interventions at each school,
3. Total number of students who have received interventions, total number and percentage of those students who subsequently are determined eligible for special education services.
4. Race/ethnicity data regarding students participating in interventions.

Each school system may appoint a PST facilitator who could:

1. Work with principals at each school to ensure the consistency of the PST process.
2. Establish a mechanism to ensure consistent documentation of the work of PSTs.
3. Collect needed information from each school regarding number and percentage of students participating in and successfully completing interventions at Tier II and Tier III levels.
4. Collect needed information from each school regarding the number of students receiving interventions who subsequently receive special education services.
5. Collect needed information regarding race/ethnicity of students participating in Tier II and Tier III interventions.

## BEHAVIOR SCREENINGS, PST, and the Rtl Frameworks

Behavior is being addressed separately within this manual. As with reading and math, behavior must be addressed annual as well in order to determine a baseline and a goal. Most school systems choose to review the child's previous discipline to establish what constitutes Tier I, Tier II, and Tier III in the Rtl frameworks. Students may be placed in a behavior tier based upon classroom behavior, attendance, and at-risk indicators. Once a baseline has been established the PST must formulate a plan based upon the data that has been collected. Once a baseline has been established then the PST must determine a goal for each child on how to reduce the behavior.

For a child who is experiencing an attendance issue, whether the excuses are excused or unexcused, the following is a suggested course of attack:

- When a child misses three days add the child to the attendance to watch list
  - Pull the previous years attendance
  - Pull the previous years grades
  
- When a child misses five days contact the parent or guardian
  - Review the previous years attendance and determine any patterns
  - Review current attendance and review any patterns
  - Review child's current grades and concerns
  - Create an attendance contract between the child, parent, and school
  - If the child has a medical diagnosis refer the child for a 504 plan
  
- When a child misses seven days schedule a conference
  - Conduct a functional behavior assessment
  - Interview teachers to determine if their are any issues in the classroom
  - Interview parent to determine if their have been any changes in the home environment
  - Create a behavior intervention plan that targets behavior and implement plan

Include the counselor as much as possible when addressing attendance issues. If attendance issues continue have the school counselor contact outside agencies to help get involved and offer support to the parent on how to get the child to school.

A child who is at-risk is one or more grades behind grade level, struggle in the classroom, are suspended frequently, uses any excuse to leave school. For a child who is exhibiting at-risk behaviors the following is a suggested course of action:

- Determine how far behind a child is academically
- Determine if there is any scheduling options to allow the child to be around peers of his/her own age
- Conduct an observation to help complete a behavior intervention plan to help the child be more successful within the classroom
- Meet with the parents to help determine motivational techniques and implement those techniques
- Work with grade level teachers to determine a system of rewards when the student shows improvement

For a child with continued discipline issues, the following is a suggested course of action:

- Review discipline from the previous school year and determine a baseline of discipline referrals to determine appropriate tier level:
  - Determine if there are any specific behavior issues that frequently occur (defiance, bus write ups, tardies).
  - Determine if there is a specific time of day that discipline issues occurred
    - Is the child getting trouble immediately prior to lunch?
    - Is the child getting in trouble immediately following PE?

- On the third discipline issue, or the first suspension, regardless of behavior
  - Review current discipline
  - Determine if there are any patterns
  - Gain permission to conduct a functional behavior assessment
  - Begin to chart behavior
  
- If a student has had three discipline issues for the same offense
  - Interview the teacher to determine how the action is taking place
  - Determine if there are any specific triggers prior to the behavior
  - Conduct a functional behavior assessment
  
- Complete a behavior intervention plan (create a discipline flow chart with steps for administrator to follow when disciplining). If the child reaches the end of the discipline flow chart then they are to be referred to the superintendent/board of education. If they are a child who is being served by a 504 or under IDEA, then a manifestation will need to occur after the tenth day of suspension. Please refer to the Alabama State Department of Education, Special Education services on steps to conduct a manifestation or discipline a child with special needs.

## **Behavior Intervention 101**

A behavior analyst stated one time that there are three things that you can never make a student do any of the following three things: 1) eat when they are told 2) use the restroom when they are told 3) behave. The hardest concept is that a teacher cannot make a student behave; once teachers and administrators realize this, then a plan can be established for success.

The number one way to reduce behavior issues in the classroom is to keep students actively engaged from bell to bell. It is often hard to manage a classroom, especially a classroom that has students with multiple needs and the teacher is trying to engage the students in some type of differentiated lesson. The first step of behavior intervention is to establish classroom rules and procedures. For the self-contained classroom the teacher can determine how students will transition from activity to activity. If classes are not self-contained it is recommended that each grade level or team establish classroom rules and procedures that are universal, this can be difficult for veteran teachers as these are established in their habits and want to continue their practices. However, the number one thing a student says when they have been called out for a behavior is, "but Miss So and So lets me do it." This is where most power struggles begin in the classroom. Research has shown that when teachers use a universal method to gain attention, and use the same set of rules and consequences within the classroom, students are more successful. Students with emotional and socialization difficulties thrive in classrooms with structure that can offer immediate consequences.

One of the main causes of classroom disruption is students lack of understanding or ability to complete an assignment. In the best laid lesson that runs from bell to bell, students can still cause a disruption. Students who lack the ability to complete an activity will often lead to students talking to peers, disrupting the lesson, and so on and so forth. Teachers can minimize disruptions by having procedural safeguards in place that allow students to seek help when they do not understand. Teachers should also provide a differentiated lesson that students where students can be successful and gain confidence. Students engage in a variety of avoidance activities in order to escape lessons that place them on displays. For reluctant learners, avoid setting them up for failure. Many students who struggle in math and reading do not want to engage in activities that put them on public display, offering an alternative can help a student be more successful in the classroom and build confidence in the student.

## **Understanding Executive Functioning**

A child starts developing their executive functioning skills during the early childhood stage and it is usually fully developed by the time a child reaches early adulthood. A child develops their executive functioning skills with help and through learning experiences. As a child grows the expectation that the child can self-manage also increases. Parents often serving as back up try to help their adolescent children stay on track and stay abreast of homework and assignments often mask the fact that an adolescent maybe exhibiting lack of executive functioning.

The following are some signs that a child may lack executive functioning skills:

- Difficulty with planning and organization
- Trouble identifying what needs to be done
- Problems determining the sequence of accomplishment
- Difficulty carrying out the steps in an orderly way
- Difficulty beginning tasks
- Problems maintaining attention
- Trouble evaluating how one is doing on a task
- Difficulty taking feedback or suggestion

Teachers can help students who lack executive functioning skills by establishing time lines, scaffolding assignments, chunking due dates, and ensure that you have the child's attention before instruction begins. Often times students will need directions given several times in order to know where to begin or what step comes next. Students who lack executive functioning also have trouble staying organized. In the grand scheme of things, executive functioning is kin to ADD/ADHD, and this is why so many students struggle within the classroom because EF is often diagnosed as ADD/ADHD. Regardless, it is part of a teachers job to help students learn how to cope and manage so that they can be more successful in the classroom.

## Dealing with Disrespectful Students

The following is from Smart Classroom Management. These are some general tips and reasons on how to deal with students who are disrespectful in the classroom. Often times students engage a teacher in a power struggle before the teacher realizes it, on the other hand, teachers trying to remove a child from the situation to avoid a power struggle find their self in another battle while trying to discipline that child. When it is all said and done the hardest thing to do is not to take the disrespect personally. Jeffery Kottler and his wife Ellen also outline how to handle disrespectful students and other behavior issues in their book *Students Who Drive You Crazy*, and they too also emphasize that the teacher cannot take behavior issues personally.



The following is from Smart Classroom Management:

### **Lose the battle.**

When a student is disrespectful to you, you have to be willing to lose the battle. In other words, you must resist the urge to admonish, scold, lecture, get even, or otherwise attempt to put the student in their place.

### **Don't take it personally.**

Disrespect comes from a place inside the student that has nothing to do with you. So don't take it personally. Your job is to help the student see the error of his or her ways so that it doesn't happen again.

### **Stay calm.**

Take a deep breath to quell any angry feelings rising up inside you. Remind yourself that you'll be much more effective, and the situation will go much smoother, if you maintain emotional control.

### **Pause.**

In the immediate moments following the incident, don't say a word. Simply maintain eye contact with the student and wait. Let their words hang in the air for several seconds, leaving no doubt about what was said, how it was said, and who is responsible for saying it.

### **End it.**

It's important not to escalate the situation, but to end it as quickly as possible. Your pause and unwillingness to react is unnerving and will leave the student devoid of anything to say. As soon as you break eye contact and walk away, the incident is over.

### **Move on.**

Refrain from enforcing a consequence—for now. Just continue on with whatever you were doing. Leave the student standing there, unsure of what to do. It's always best to get back to normalcy as quickly as possible for the sake of the rest of your students.

### **Do nothing.**

Proceed with your day as if nothing happened. Don't approach the student. Don't try to talk to him or her about what happened. Don't do anything until you're confident that the student has mentally moved on from the situation.

**Enforce.**

As soon as the student is calm and the incident is forgotten, approach and deliver your consequence. I recommend bypassing the warning step of your classroom management plan and sending the student directly to time-out. Say simply, "You broke rule number four. Grab your work and go to time-out."

**Notify.**

For overt disrespect, the parents should be notified. A letter home is most effective. It also adds a layer of accountability that lasts beyond the day of the incident. Near the end of the school day, hand the student your letter and walk away—without adding a lecture. Let accountability speak for you.

**Let remorse set in.**

When you handle disrespect this way, without lecturing or scolding or taking it personally, even the most obstinate student will be affected by his or her mistake. So much so that you're likely to get a sincere and unforced apology.



**When all else fails, have a backup plan.**

The hardest part of classroom management is realizing what is working and what is not working, because every child is different and every class is different. There are two things that teachers need to realize day one of teaching, yelling will get you nowhere, except to the nearest bottle of tylenol, and keeping your cool is the hardest thing to do. When dealing with a behavior issue, the teacher has to stay in control, and often times maintaining control means removing the child from the room as quickly as possible. Have an envelope and a note card handy and send the child on an errand, just next door for thirty seconds will allow you to catch a breath. This note is from Pinterest.

## Bullying

Bullying is taking over the classrooms and the schools. There are hundreds of books, articles, and webpages to address bullying within the classroom. However, research has now indicated that in order to overcome bullying, then teachers, administrators, and counselors have to be involved. Juliane Field's *Understanding Girl Bullying and What to Do About It*, outlines a tiered approach to handling bullying in the classroom. The number one recommendation from Field's is to begin in the classroom with the teachers and everyday instruction. Students who are bullied and are bullying are often missing appropriate social skills and conflict resolution skills that allow them to communicate appropriately. The lack of social skills and conflict resolution skills also affects the way a child can behave within the classroom. Often times children do not have the basic tools that they need in order to communicate effectively with the teacher, let alone with their peers. Field's recommends that teachers get involved by using their everyday lesson and emphasizing the importance of appropriate communication skills. One of the lessons that Field's quotes is a social studies lesson on democracy. The teacher had students discuss democracy and how a democracy was formed, all the while focusing on the importance of communication. Another lesson that was mentioned was one from an English Language Arts classroom in which the students were discussing the conflict between two main characters.

Students were asked to write about how the situation made them feel and if they had ever been in a similar situation. The lesson concluded with students discussing how they would resolve the conflict.

The second phase is to combat bullying and lack of social skills is to conduct classroom guidance lessons that discuss violence prevention, conflict resolution, communication, and bullying. By addressing these key issues collaboratively and with the students teachers are able to become actively involved in the process.

The third step is to have individual or small group counseling sessions on bullying and how to resolve bullying issues. Teachers can still be active at this point, but, teachers should serve as mentors and work with students on enhancing communication skills. Small group guidance should continue in the guidance office on these specific issues.

## Reluctant Learners

It is often hard to remember when dealing with reluctant learners that there is something driving the behavior. Reluctant learners have often not been exposed to prior knowledge, or have never had a positive experience when it comes to learning difficult ideas. Most reluctant learners are driven by lack of self-confidence or lack of social skills that allow them to interact with their peers in appropriate manners.

The key to being able to work with reluctant learners is to remember that a reluctant learner's behavior is driven by some underlying force. Most reluctant learners are afraid of being ridiculed in the classroom, they do not understand the directions or the expectations, they feel overwhelmed by the assignments, or there could be a possible learning disability.

Reluctant learners are not learners that are necessarily lacking the motivation to learn. Teachers often characterize the child's behavior as lack of motivation simply because the child is unwilling to participate in the classroom activities. In order to engage all students in classroom activities teachers are encouraged to offer a variety of activities to help students overcome the underlying issues that are impacting their ability to participate. The following activities have been designed for small group or one-on-one instruction in the classroom setting. The following activities are from *Battling Boredom 99 Strategies to Spark Student Engagement* by Brian Harris.

### RELUCTANT LEARNER DIFFERENTIATION GROUPING

#### A HEAD START

##### Description

We all like to get something for free. We all like the feeling of getting just a little bit more than what we paid for. Who hasn't been drawn into one of those *buy one, get one free* sales?

There are marketing experts and psychologists who study the art of persuasion who wonder why this is, and why it is such a powerful force. Beyond the obvious answer, "Because you **get** something," experts want to know how this process works. Researchers from the University of Pennsylvania conducted an experiment and got some surprising results. It seems that the *perception* of self interest (getting something) is as powerful as actually getting something.

The researchers studied patrons at a car wash. Two groups were identified and each was given a customer loyalty card. One group was given a card where they would receive a free car wash after eight visits. So, for group one, they paid for eight visits and got the ninth free. The second group also got a card, but this one required the customers to get ten car washes before they got a free one. The twist was that for the second group, the first two spots were already stamped. It was as if this group had gotten two free car washes. They seemed to have a head start on the first group. But when you compare closely, you'll notice that both groups still had to buy eight car washes in order to get one free. The difference? *Perceived* self-interest.

How might the concept of perceived self-interest transfer to working with reluctant learners?

- Fill in some of the answers on assignments in order to give them **A Head Start**.
- Allow students to complete certain portions or sections of an assignment.
- Allow students choice on which problems or sections of an assignment they'd like to complete.
- If appropriate, permit students to complete an assignment in the order of their choice.
- Encourage students to complete easier problems first and then ask them to choose which of the more difficult problems to tackle next.

## BIG WORD ALERT

### Description

The pace of classroom instruction can sometimes leave shy or reluctant students confused and even more hesitant to participate in classroom activities. In many classrooms, students that are able to quickly respond to teacher questions are seen as the more intelligent, willing, or cooperative. This strategy attempts to level the playing field by giving reluctant students advance notice and information about important words, terms, or ideas that will be discussed during the lesson.

Prior to a lesson, prepare a **Big Word Alert** listing of key words, terms, or ideas as well as corresponding definitions, characteristics, or examples. Provide the list to the student(s) and explain that you will be using these words or examples during the lesson. Review the words and examples briefly with the student(s) and clarify any difficult pronunciations or concepts. The purpose of this preview is to allow the student(s) an individualized **Sneak Peek** of the content and allow students a chance to think about words and to ponder questions they may have about the concepts.

When the lesson begins, instruct the student(s) to place the **Big Word Alert** list on their desks. Since the student(s) have been pre-exposed to the words, encourage them to participate in classroom activities by answering questions or providing examples to their peers.

Students can also use the **Big Word Alert** lists to participate by:

- Tracking the number of times a word or example is used during the lesson.
- Tracking the number of times a word or example is listed in a textbook, handout, or other resource.
- Using the list to create questions about the words.
- Adding synonyms, antonyms, or examples next to the words on the list.
- Using the lists to create a **Picture This** illustration, or **Flash Cards 2.0**.

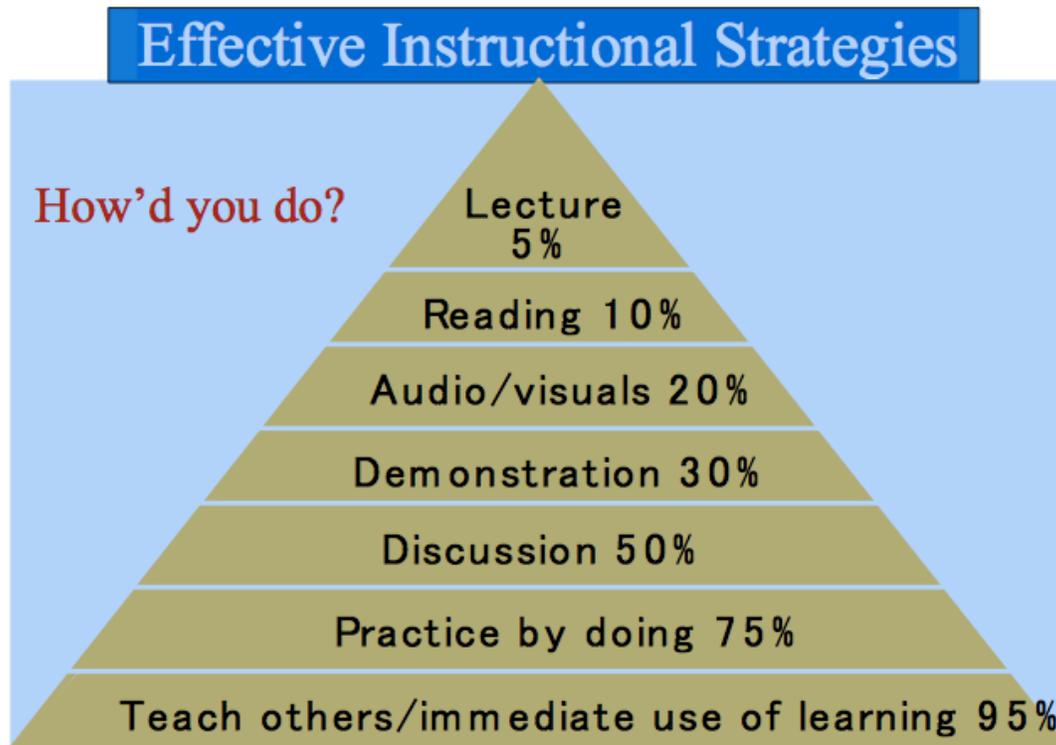
## HOMEWORK

Homework is used to extend activities within the classroom. Many students often fail a class due to the simple fact that they do not homework. Homework can often be the teacher's proof that a lesson was taught, with that said, more times than not, homework has become a punishment for teachers. Reluctant learners often times do not have the tools to continue homework when they get home, either because they did not understand the assignment, or they did not understand the expectation. For struggling students, homework can often become a teacher's worse nightmare. More times that not homework is not completed, nor is it turned in. Students who suffer from Attention Deficit Hyperactivity Disorder, low level learners, special needs children and struggling students are often punished in the end when it comes to homework. This does not mean that homework should not be assigned, however, great consideration should be taken when considering what to assign for homework. Teachers are encouraged to notify parents when homework is assigned in order to aid in being able to get the child finished. Homework should be on every child's ability level, and should be an idea that children can learn either on their own, or they have the tools in order to complete the assignment at hand. Once again, homework often becomes torture for teachers as the semester goes on, simply because students do not complete their homework assignments. Short homework assignments based on the child's age as well as based on students ability are useful formative assessments, and teachers should take into consideration the purpose each homework assignment serves. Each homework should be a short assignment that serves as a formative assessment of what each child has retained. Many times homework can be eliminated by creating short bell ringers that review the major concepts from the prior lesson. For example, in Physical Science the students are learning about kinetic energy. Students are assigned two problems that are the students entry into the classroom where a bell ringer awaits reviewing the three main vocabulary terms and two problems involving kinetic energy. This example exhibits how the teacher used the concept of homework as a true formative assessment that can be easily evaluated while completing the morning bell ringer, and it incorporates the importance of study skills by emphasizing the need to review each night for ten to fifteen minutes.

<b>Alternatives to Traditional Homework</b>			
The situation	Instead of this homework	Try this	When and where
You introduced new material to us in class	Assigning a question set so we will remember the material	Ask us to think up a homework task that follows up on this class. What would our task look like? Why are we assigning it?	Model this in class, then have us come up with ideas. Use our best ideas as subsequent assignments.
You want us to read an article before a class discussion	Making us answer questions that prove we have read it	Ask us to write down two or three questions we have after reading it.	We can text or email you the questions before discussing the article in class.
You want to see if we understand a key concept (e.g., literary irony; checks and balances in government; the turn of seasons; mathematical functions)	Making us complete a worksheet	Ask us to demonstrate the concept for the class in small groups, using any medium we choose (drama, art, writing, games).	Not a final assessment but a quick activity in class, so we can review the concept together and you can tell if we understand.
You have demonstrated a mathematical procedure and you want us to see how it applies in various situations	Assigning us ten word problems that involve this procedure	Ask small groups to choose from your examples <i>one</i> word problem where this procedure applies in the real world, then solve it and present it to the class	In class, so you can coach us as we work through the problem and help clarify any confusions when we present.
You want us to memorize facts (e.g., dates in history; spelling or grammar; vocabulary; elements of the periodic table)s	Handing out a list that we will be tested on later	Ask each of us to create and share with the class a memorization trick (e.g., music, acronym, visual cue, gesture; cognate) that works for us with at least one item on this list.	In class or outside school, by ourselves or in small groups.
You want us to remember what you taught us last month	Assigning a review sheet at the end of the unit	Give us frequent <i>short</i> pop quizzes about earlier material. Go over the quiz with us right afterward, but don't count the grade.	In class, so every few days you see and can address what we have forgotten.

# DIFFERENTIATION

## How to Differentiate



How'd you do?

Teachers often get overwhelmed with planning their everyday lessons and often skip over the most important part, how they are going to differentiate that lesson. Every child learns differently and when you have a mixed ability classroom it is often hard to differentiate a lesson. When filling out the differentiation section of lesson plans teachers often simply place simple statements such as laptops, worksheets, group work. Those these are fine ideas, one must consider how they are going to incorporate these into the lesson and use them as a tool for different learners. At one point in time teachers were asked to present how they would accommodate each lesson for special needs students in the classroom. Differentiation is simply taking accommodations to the next level. Teachers should work collaboratively with members of the special needs staff and instructional coaches to create specific activities for students to work on. Special needs teachers are in the classrooms to help work with all students and should be included on designing activities and lessons. By providing a special needs teacher with the basic lesson plan and a copy of the main activity provides them an idea of what to do with students with individual needs. All levels of students, from those working on Extended Standards, to those that have been identified as gifted should be able to complete the same lesson within in the classroom. From here the teachers can collaborate on how to work with students who are struggling and design an activity based on the PST recommendations.

It also hard to design lessons around gifted students. There are two extremes of gifted, the student who become lazy in classroom effort out of boredom and the gifted child who gets overtaken by perfectionism and cannot move past the initial starting point out of fear of failure. Teachers must also remember that gifted children do have weaknesses as well, a gifted child can struggle with reading and/or math just like any other child.

It is often hard to imaging a classroom where students are working on the same standard, but completing different activities. Struggling readers need to be able to understand grade level con-

tent, but teachers can still teach the concept of theme and characterization by presenting material that is on that students reading level, that is a form of differentiation

There are a variety of differentiation strategies that can be implemented within the classroom. Some require minimal prep time, while others could require more. Here are some examples of low- and high-prep lessons:

LOW PREP DIFFERENTIATION	HIGH-PREP DIFFERENTIATION
Choices of books Homework options Use of reading buddies Varied Journal options Work alone/together Flexible seating Varied computer programs Varied supplementary materials Think-Pair-Share by readiness, interest, learning profile Open ended activities Negotiated criteria Games to practice mastery and skills Multiple levels of questions	Tiered activities and labs Tiered products Multiple texts Alternative assessments Spelling by readiness Varying organizers Lectures coupled with graphic organizers Interest groups Interest centers Personal agendas Literature circles Stations Teams, Games, and Tournaments Problem Based Learning

Another popular differentiation strategy is using student menus, groups, or stations. These are the most intensive forms of differentiation. However, this method is very popular due to the amount of students the teacher can work with in small groups or one-on-one which allows for intervention to be incorporated into the classroom. This type of differentiation allows for delivery of whole group instruction in a variety of ways and then allows time to work in groups, or work on menus. Teachers have to take into consideration how fast students complete activities. Having an anchor chart, or a fast finishers activity box will allow the teacher to continue with the activity that they are engaged in without having to stop to find additional activities. This will also help minimize behavioral issues because students will be actively engaged throughout the class.

An example of a differentiated product. By allowing students to choose options the teacher has made it possible for the students to have ownership. In each example the teacher designed one product in which they could use the same scoring rubric.

### Diner Menu – Photosynthesis

***Appetizer (Everyone Shares)***  
 •Write the chemical equation for photosynthesis.



***Entrée (Select One)***  
 •Draw a picture that shows what happens during photosynthesis.  
 •Write two paragraphs about what happens during photosynthesis.  
 •Create a rap that explains what happens during photosynthesis.



***Side Dishes (Select at Least Two)***  
 •Define respiration, in writing.  
 •Compare photosynthesis to respiration using a Venn Diagram.  
 •Write a journal entry from the point of view of a green plant.  
 •With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



***Dessert (Optional)***  
 •Create a test to assess the teacher’s knowledge of photosynthesis.



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### Tiered Activity – Writing a Persuasive Essay 4th–6th Grade Classroom

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Outcome/ Objective</b>	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
<b>Instruction/ Activity</b>	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
<b>Assessment</b>	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

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**Stages in the RtI Process Plus Person(s) Responsible**

RtI Process	Person(s) Responsible	Stage 1	Stage 2	Stage 3	Stage 4
<b>Getting Started</b>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School counselors</li> <li>Intervention Coordinator</li> </ul>	Conduct Universal Screenings →	Collect, organize, analyze data for each student →	List students in need of intervention →	Collect information from parent/guardian
<b>Tier I Mastery Learning Model</b>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Core Instruction Differentiated Instruction Develop Strategies →	Collaborate with PLT Analyze student data →	Revise, Re-teach On-going parent communication →	Monitor progress Conduct hearing & vision screenings Assess effectiveness of instruction Refer to Tier II
<b>Tier II Strategic Instruction &amp; Interventions</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>PLT's</li> <li>Intervention Coordinator</li> <li>School Counselor</li> <li>Specialists</li> </ul>	Analyze student data through PLT collaboration →	Develop Intervention Plan / PEP in addition to Core Instruction →	Provide small group interventions Monitor Progress →	Revise Intervention Plan On-going parent communication Assess effectiveness of interventions Refer to Tier III
<b>Tier III Intensive Instruction &amp; Interventions</b>	<ul style="list-style-type: none"> <li>Tier III RtI Team (School Psychologists, PLT's, School Counselor, Parent, School Social Worker, Administrator, School Nurse, Teachers, Specialist)</li> </ul>	Referral to Tier III RtI Team Analyze student data Develop Tier III RtI Intervention Plan →	Provide intense, individualized interventions in addition to Core Instruction →	Document and use formalized progress monitoring →	On-going parent communication RtI Team monitors fidelity of interventions RtI Team analyzes student data to determine next steps

# APPENDIX

**Central Middle School**

**Problem Solving Team (PST) Procedures**

**Tier 1**

<b>Step 1 Classroom Teacher</b>	<b>Provides research-based core instruction. Offer universal screening quarterly to monitor student progress. Prevention/Early Intervention</b>
---	---

**Beginning date** \_\_\_\_\_ **Ending Date** \_\_\_\_\_

- \_\_\_\_\_ Classroom teacher provides Core Curriculum instruction.
- \_\_\_\_\_ Classroom teacher implements research-based instructional strategies in conjunction with core curriculum.
- \_\_\_\_\_ If the student demonstrates success, continue to implement strategies within the classroom to support student achievement.
- \_\_\_\_\_ If the student does not demonstrate success go to Step 2.

**Tier 2**

<b>Step 2 Grade Level Problem Solv- ing Team (GLPST)</b>	<b>Grade Level Problem Solving Team will collaborate with classroom teacher. Use Collaboration Form for meeting documentation. * Tier 2 instruction can take place inside or outside the classroom. *Tier 2 instruction is explicit, systematic, differentiated additional small group instruction by the classroom teacher or other personnel.</b>
--	---

**Beginning date** \_\_\_\_\_ **Ending Date** \_\_\_\_\_

- \_\_\_\_\_ Send Parent Letter
- \_\_\_\_\_ Classroom Teacher identifies problem and documents best practice strategies used to support student achievement.
- \_\_\_\_\_ Classroom teacher will meet with Grade Level Problem Solving Team to discuss concerns documented on classroom PST form.
- \_\_\_\_\_ If the student demonstrates success, continue to implement strategies to continue to support student achievement.
- \_\_\_\_\_ If the student does **not** demonstrate success, the Grade Level Problem Solving Team will provide at least two research- based strategies to help improve the child's deficit area.
- \_\_\_\_\_ At the end of (4 weeks), the GLPST will reconvene to determine further action.
- \_\_\_\_\_ Send progress report home to notify parent of student's progress.
- \_\_\_\_\_ If the student does not demonstrate success go to Step 3.

- Note: Please use teacher discretion if researched based strategies are not working for the student

**Tier 2**

<b>Step 3 Problem Solving Team (PST)</b>	<b>Problem Solving Team will examine data to determine next steps. Monitor student progress. Intervention must span a minimum of eight weeks. The intervention plan should reflect changes to show that something was done to help the student to improve. Duration: A minimum of eight total weeks.</b>
--	--

**Beginning date** \_\_\_\_\_

**Ending Date** \_\_\_\_\_

- \_\_\_\_\_ Classroom teacher will provide all documentation that includes test data, Interventions and strategies that were used to target deficit areas.
- \_\_\_\_\_ PST will discuss concerns documented.
- \_\_\_\_\_ Teacher (classroom or other) will implement additional, consistent small group instruction and/or increase duration or frequency of intervention program for eight weeks.
- \_\_\_\_\_ At the end of eight weeks, the PST will reconvene to determine further action.
- \_\_\_\_\_ Send progress report home to notify parent of student's progress.
- \_\_\_\_\_ If the student demonstrates success continue to implement strategies to support student achievement.
- \_\_\_\_\_ If the student does not demonstrate success, go to Step 4.

**Tier 3**

<b>Step 4 Problem Solving Team (PST)</b>	<b>Problem Solving Team will examine data to determine next steps. Monitor student progress. Student will be placed in Tier 3 intervention program. Student should be moved through the Tiers if there has been no progress for four consecutive data points. A child can in different tiers for different areas of concern.</b>
--	--

**Beginning date** \_\_\_\_\_

**Ending Date** \_\_\_\_\_

- \_\_\_\_\_ Classroom teacher will provide all documentation.
- \_\_\_\_\_ PST will discuss concerns and complete the Tier 3 Intervention Plan and Monitoring Form.
- \_\_\_\_\_ PST team will recommend placement in systematic, sustained, intensive, regularly scheduled scientific-based Tier 3 Intervention Program.
- \_\_\_\_\_ PST will monitor student progress every 4 weeks and document on Tier 3 Intervention Plan and Monitoring Form.
- \_\_\_\_\_ Send progress report home to notify parent of student's progress.
- \_\_\_\_\_ If the student demonstrates success, continue to implement intensive intervention program to support student achievement.
- \_\_\_\_\_ If the student does not demonstrate success, meet with PST team to discuss next steps. If a special education referral process is being considered a special education teacher, or referral coordinator should be present to discuss concerns.

Teach Fix up Strategies	Advance Organizers	After Learning Strategies	Resources
Make a connection between text, life, or world make a prediction stop and think about what you read ask yourself a question and try to answer it reflect in writing on what you have read visualize retell what you have read reread notice patterns in text structure adjust reading rate: speed up or slow down	Expository Advance Organizers Narrative Advance Organizers Skimming Graphic Advance Organizers	Graphic Organizers Quadrant Cards Exit Cards Graffiti Facts in Five Gist Save the Last Word for Me Discussion Web Paired Summarizing Journal Responses	<u>Classroom Instruction That Works</u> (Marzano, Pickering & Pollock)  <u>I Read It, But I Don't Get It</u> (Tovani)  <u>Comprehension Strategies for Middle Grade Learners</u> (Sadler)  <u>Literacy Strategies for Grades 4-12</u> (Tankersley)
<b>Reinforcing Effort</b>	<b>Before Learning Strategies</b>		
Teaching about effort Keeping track of effort and achievement	Snowball Fight Table Talk Pre-reading Plan	Biopics One-pager 1-3-6 Vocabulary Bingo Frayer Model for Vocabulary Create character map Summarizing	<u>Strategies That Work</u> (Harvey and Goudvis)  <u>*Learning Intervention Manual</u> (House) Hawthorne Ed. Ser.
<b>Providing Recognition</b>	Word Splash Quick Write Vocabulary Knowledge Rating Anticipation Guide		
Personalizing recognition Pause, prompt and praise Concrete symbols of recognition	K-W-L Chart Graphic Organizers Jigsaw	<b>Fluency</b>	<u>Literacy Strategies Flip Book</u> (Compiled by C & I through ARI)  <u>Intervention Strategies Guide</u> (Lujan) Small Purple Flip Book
<b>Homework (must be monitored)</b>	Study Guides Think Aloud or Modeling Reciprocal Teaching	Focused practice Fractured Fairy Tales  Choral Reading Reading Buddies Repeated readings of a single text	
Establish and communicate homework policy Clearly articulate purpose and outcome			
Vary approaches to providing feedback	<b>During Learning Strategies</b>	Echo Reading Focus on expression, phrasing, chunking and speed	
<b>Practice</b>	Chunking the Text Read, Write, Talk Margin Notes Marking/Coding the Text Key Words	<b>Vocabulary</b>	<u>Master Instructional Strategies</u> (Lujan) Large Red Flip Book
Charting accuracy and speed Focus on specific elements of a complex skill/process Increase conceptual understanding of skill/process Physical models Mental pictures Drawing pictures and pictographs Engage in Kinesthetic Activity		Use of word wall Word Family Charts Word banks for writing	<b>NOTES</b>
<b>Cooperative Learning</b>	HOTROD	Draw a word	This list is not all inclusive. Many other strategies may be utilized.
Use variety of criteria for grouping students Informal, formal and base groups	Jot Chart Insert	Illustrate vocabulary Content Vocabulary Definition Chart	* Hundreds of strategies may be found in this manual.
Managing group size Combine with other classroom structures	Mega Listeners Think-Pair-Share or Think-Pair-Square Magnet Summary	Cloze passage List-Group-Label Context Clues	Most strategies are designed for all content areas.
<b>Setting Objectives</b>		Highlight new words Word Webs	
Specific but flexible goals Contracts	Turn and Talk Say Something Read Around the Text	<b>Comprehension</b>	Before, During and After strategies are interchangeable.
<b>Feedback</b>		Make predictions Activate prior knowledge Somebody Wanted-But So	
Criterion-Referenced Feedback Feedback for specific types of knowledge and skill Student led feedback	3-2-1 Text highlighting Partner Reading Double Entry Diaries (What the text says and what I think) T-Chart	It Says, I Say Blooms Taxonomy Questioning Note taking (teacher prepared, format, combination)	
<b>Cues and Questions</b>			
Questions that elicit inferences  Analytic Questions	Readers' Theater		

# Coosa County Schools

## \*PST/RtI REFERRAL\*

Student Name _____	Grade _____	Date _____
Person Making Referral: _____	Subject Area _____	

**Skills Rating.** Rate the student's standing relative to your expectations. If you are unsure of the student's abilities on a particular skill, leave it blank.

	Severely Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
Reading Skills	1.....	2.....	3.....	4.....
Mathematics Skills	1.....	2.....	3.....	4.....
Written Expression Skills	1.....	2.....	3.....	4.....
Study & Organizational Skills	1.....	2.....	3.....	4.....
Classroom Conduct	1.....	2.....	3.....	4.....
Critical Thinking	1.....	2.....	3.....	4.....
Tests & Quizzes	1.....	2.....	3.....	4.....
Homework	1.....	2.....	3.....	4.....
Long-Term Projects	1.....	2.....	3.....	4.....
Attendance	1.....	2.....	3.....	4.....
Classroom Focus	1.....	2.....	3.....	4.....

**Concerns.** List up to 3 primary concerns that you have with this student in your classroom:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Strategies.** List specific strategies that you have tried in the classroom to support this student in area(s) of concern. (See next page for suggested strategies.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Additional Pertinent Information.** \_\_\_\_\_

Please base responses on strategies/interventions that have been implemented on a regular basis.

Circle **I** for Strategies/Interventions that were implemented for the student in the classroom setting.

Circle **E** for Strategies/Interventions that were that were the most effective.

<p style="text-align: center;"><b>Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>E</b> Assign seat near teacher</li> <li><input type="checkbox"/> <b>E</b> Assign student to low-distraction area</li> <li><input type="checkbox"/> <b>E</b> Assign seat near positive peer models</li> <li><input type="checkbox"/> <b>E</b> Stand near student when giving instruction</li> <li><input type="checkbox"/> <b>E</b> Provide an exemplar to help student formulate his/her own work</li>   <li><input type="checkbox"/> <b>E</b> Display constant visual cues within room</li> <li><input type="checkbox"/> <b>E</b> Teach student to monitor own behavior</li> <li><input type="checkbox"/> <b>E</b> Implement behavior contract/reward system</li> </ul> <p>OTHER _____</p> <hr/> <hr/>	<p style="text-align: center;"><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>E</b> Use short, frequent quizzes</li> <li><input type="checkbox"/> <b>E</b> Review using similar test questions</li> <li><input type="checkbox"/> <b>E</b> Post-test analysis with student</li> <li><input type="checkbox"/> <b>E</b> Model and encourage use of test taking strategies</li> <li><input type="checkbox"/> <b>E</b> Allow access to word processor</li> </ul> <p>OTHER _____</p> <hr/> <hr/>
<p style="text-align: center;"><b>Instructional</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>E</b> Use visual aids with oral presentation</li> <li><input type="checkbox"/> <b>E</b> Highlight essential information/directions</li> <li><input type="checkbox"/> <b>E</b> Give clear behavioral objectives</li> <li><input type="checkbox"/> <b>E</b> Explain grading criteria for assignments</li> <li><input type="checkbox"/> <b>E</b> Ask student to repeat instructions for clarification and understanding</li> <li><input type="checkbox"/> <b>E</b> Use of engaging high-interest materials</li> <li><input type="checkbox"/> <b>E</b> Call on student often</li> <li><input type="checkbox"/> <b>E</b> Acknowledge student effort</li> <li><input type="checkbox"/> <b>E</b> Give reminders for student to stay on task</li> <li><input type="checkbox"/> <b>E</b> Use large type/alternative fonts</li> <li><input type="checkbox"/> <b>E</b> Keep page format simple</li> <li><input type="checkbox"/> <b>E</b> Divide page into clearly marked sections</li> <li><input type="checkbox"/> <b>E</b> Provide opportunities to preview materials</li> <li><input type="checkbox"/> <b>E</b> Encourage use of online resources and student review/assessment websites</li> </ul> <p>OTHER _____</p> <hr/> <hr/>	<p style="text-align: center;"><b>Other Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>E</b> Train student in note-taking</li> <li><input type="checkbox"/> <b>E</b> Allow student to record lessons</li> <li><input type="checkbox"/> <b>E</b> Give student outlines, study guides or a copy of lecture notes</li> <li><input type="checkbox"/> <b>E</b> Periodic review of student's class notes</li> <li><input type="checkbox"/> <b>E</b> Encourage proper agenda usage</li> <li><input type="checkbox"/> <b>E</b> Peer tutoring</li> <li><input type="checkbox"/> <b>E</b> Meet with teacher for extra assistance</li> <li><input type="checkbox"/> <b>E</b> Use of Student Assistance periods</li> <li><input type="checkbox"/> <b>E</b> Encourage self advocacy</li> <li><input type="checkbox"/> <b>E</b> Promote active communication</li> <li><input type="checkbox"/> <b>E</b> Aid in organization of materials</li> <li><input type="checkbox"/> <b>E</b> Provide consistent homework reminders</li> <li><input type="checkbox"/> <b>E</b> Notes/assignments available online</li> </ul> <p>OTHER _____</p> <hr/> <hr/>

**Central Middle School  
Response to Instruction Parent Letter**

Date \_\_\_\_\_

Dear Parent/Guardian,

The Coosa County Schools believes in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention or RTI gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

Students will be provided additional assistance to ensure that they meet grade level expectations. Students will continue to participate in their classroom instruction even if they need additional support. In the classroom, teachers will use different strategies within their grade-level curriculum to address student needs. Students, who are not progressing, will also be provided additional instruction matched to their needs.

We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and behavior needs of your child along with all students in our school. We look forward to sharing additional information as we progress through the school year. We will be sharing your child's progress with you in the mid-grading progress report and at the end of each nine weeks in the report card.

As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. As always, do not hesitate to contact your child's teacher or me if you have questions or concerns. The following intervention(s) is being provided to your child.

**Intervention(s) provided**\_\_\_\_\_ **Math**\_\_\_\_\_ **Reading**\_\_\_\_\_ **Behavior**\_\_\_\_\_

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

Please sign and return the bottom portion of this letter.

I give permission to my child's school to administer a hearing screening, vision screening and for classroom observations as needed to evaluate my child's performance and progress.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## Student Information Sheet

### Section I: Student Information

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Retained (grade) \_\_\_\_\_

**(Complete Sections I-IV for Tier 2 Step 2)**

Hearing Screening Date: _____	Vision Screening (Left Eye) Date: _____	Vision Screening (Right Eye) Date: _____
Pass _____ Fail _____	Pass _____ Fail _____ Pass _____ Fail _____	Pass _____ Fail _____ Pass _____ Fail _____

### Section II: Student Data

ARMT Levels	STAR GE	AR ZPD	CLASSWORK *attach progress monitoring report	PROGRESS REPORT and or REPORT CARD
math				
reading				

### Section III: Select specific academic areas of difficulty.

<b>Choose one or more areas of difficulties.</b>
<input type="checkbox"/> Numbers/ Operations <input type="checkbox"/> Algebra <input type="checkbox"/> Geometry <input type="checkbox"/> Measurement <input type="checkbox"/> Probability
<input type="checkbox"/> Attendance <input type="checkbox"/> At-Risk <input type="checkbox"/> Behavior
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Fluency

### Section IV: Standards to be Addressed

Strategy1: _____	Goal: _____
Standard to be addressed: _____	Frequency of Implementation: _____ Initiation Date: _____
Strategy2: _____	Goal: _____
Standard to be addressed: _____	Frequency of Implementation: _____ Initiation Date: _____

### Section V: Progress Monitoring (Complete for Step 3 Tier 2)

	Progress Monitor		Is student responding?	Recommendations Continue, Revise, Move to Tier 3
	Date	Score		
Week 1				
Week 2				
Week 3				
*Week 4			Yes or No	C    R    M
Week 5				
Week 6				
Week 7				
Week 8			Yes or No	C    R    M

Student's parent notified of plan? Circle Y/N

Date Notified: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student's Progress Report

Dear Parent or Guardian,

We are providing \_\_\_\_\_ with extra instructional assistance daily in the area(s) of reading/ math/ behavior.

\_\_\_\_\_ reading comprehension skills

\_\_\_\_\_ word-level reading skills

\_\_\_\_\_ math computation skills

\_\_\_\_\_ math reasoning and problem solving skills

\_\_\_\_\_ behavior skills

\_\_\_\_\_ other \_\_\_\_\_

Student progress is measured each week so that teachers can design instruction related to your child's specific needs. Based on our progress measurements, your child is:

\_\_\_\_\_ making good progress and we plan to continue the intervention at this time.

\_\_\_\_\_ making some progress and we plan to continue the intervention at this time.

\_\_\_\_\_ making limited progress and we plan to consider changes in the intervention we are providing to better meet your child's needs.

\_\_\_\_\_ making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this additional assistance. If you have any questions, please feel free to contact your child's classroom teacher.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## Student Intervention Plan and Documentation Form

Attendance Key:  
 P=Student Present  
 A= Student Absent  
 TA= Teacher Absent  
 NS=No school

Student: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ School Year: \_\_\_\_\_ Date: \_\_\_\_\_  
 Specific Concerns: \_\_\_\_\_  
 Cumulative Data (ARMT, SAT-10, AHSGE): \_\_\_\_\_

PM Tool: \_\_\_\_\_ Baseline: \_\_\_\_\_ Goal: \_\_\_\_\_ Growth Rate: \_\_\_\_\_  
 Level of Intervention: \_\_\_\_\_ Tier II \_\_\_\_\_ Tier III Intervention Provided By: \_\_\_\_\_  
 Intervention \_\_\_\_\_ Strategies targeting: \_\_\_\_\_

WK	Date	M	T	W	Th	F	PM Data	Growth Rate	Team Recommendations (continue/intensify/dismiss)	Progress Report to Parent
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

**Problem Solving Team Checklist for Response to Intervention**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Step 2 Tier 2 First Intervention (at least 4 weeks)**

**Date**

\_\_\_/\_\_\_/\_\_\_ 1. Specific, research-based strategies were defined. These strategies were described and documented in the student's file, and parents, teachers, and anyone else necessary were notified of the student's involvement in the intervention.

\_\_\_/\_\_\_/\_\_\_ 2. A support person directly observed, or otherwise documented the delivery of the intervention on at least two occasions, to determine whether the plan was delivered as specified. Walkthrough Form

\_\_\_/\_\_\_/\_\_\_ 3. After at least 4 weeks, an endpoint was obtained and the implementation of strategies were evaluated as to whether or not the student demonstrated success.

\_\_\_/\_\_\_/\_\_\_ 4. In the event that the student does not make progress during the four week period, the grade level team will reconvene to determine further actions.

**Step 3 Tier 2 (8 weeks)**

**Second Intervention (at least 8 weeks)**

\_\_\_/\_\_\_/\_\_\_ 5. A meeting was convened in which: The student's progress from the first intervention was evaluated. New strategies were assigned and changes to the intervention were made using data that was evaluated. This intervention was described and documented in the student's file. All necessary individuals were notified of changes made to the intervention.

\_\_\_/\_\_\_/\_\_\_ 6. A support person directly observed, or otherwise documented the delivery of the intervention on at least two occasions, to determine whether the plan was delivered as specified.

\_\_\_/\_\_\_/\_\_\_ 7. After *at least* 8 weeks, the plan was evaluated as to whether the student met the goal established in step three

**Problem Solving Team Decided**

\_\_\_/\_\_\_/\_\_\_ 8. Student receives increasingly intense research-based interventions targeted at assessed skill deficits **in addition** to standards-aligned to core instruction.

**Strategy 1:**

\_\_\_\_\_

**Strategy 2:**

\_\_\_\_\_

**Outcome of strategies:**

\_\_\_\_\_

**Committee Members:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Date**

### Tier 3 Intervention Plan and Monitoring

**Section I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION**

Student:	Teacher:	Grade	Date:
Targeted behavior:			
Baseline data test	Baseline score:	Current score and date:	
Schedule for intervention (circle) 3 4 5 times/week			
Intervention: Who:	Where:	When:	How:

**Section II. INTERVENTION PLAN**

(To be Review Monthly) Initiation date: \_\_\_\_\_ Date of Follow-up: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Total Number of Days Implemented: \_\_\_\_\_

Identified Concerns to be addressed: ( ) 01 Reading ( ) 02 Math ( ) 03 Behavior

Progress monitoring Intervention Program: \_\_\_\_\_

**Section III. INTERVENTION PLAN REVIEW**

Schedule (circle): Daily Twice a week Once a week Once every two weeks

Rate of Improvement Goal Per Week \_\_\_\_\_

*(based on current PM score and planned number of weeks of intervention)*

**Data Check 1 (After 3-4 weeks)** Current Progress Monitoring Score: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_ Above targeted rate \_\_\_ Intervention no longer needed  
 \_\_\_ At targeted rate \_\_\_ Continue Intervention  
 \_\_\_ Below targeted rate \_\_\_ Modify Intervention (Explain \_\_\_\_\_)

**Data Check 2 (After 6-8 weeks)** Current Progress Monitoring Score: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_ Above targeted rate \_\_\_ Intervention no longer needed  
 \_\_\_ At targeted rate \_\_\_ Continue Intervention  
 \_\_\_ Below targeted rate \_\_\_ Modify Intervention (Explain \_\_\_\_\_)

**Data Check 3 (After 9-12 weeks)** Current Progress Monitoring Score: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_ Above targeted rate \_\_\_ Intervention no longer needed  
 \_\_\_ At targeted rate \_\_\_ Continue Intervention  
 \_\_\_ Below targeted rate \_\_\_ Modify Intervention (Explain \_\_\_\_\_)

**Data Check 4 (After 12-16 weeks)** Current Progress Monitoring Score: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_ Above targeted rate \_\_\_ Intervention no longer needed  
 \_\_\_ At targeted rate \_\_\_ Continue Intervention  
 \_\_\_ Below targeted rate \_\_\_ Modify Intervention (Explain \_\_\_\_\_)  
 \_\_\_ Refer for Special Education Evaluation

Week	M	T	W	TH	F	Week	M	T	W	TH	F	Week	M	T	W	TH	F
1						5						9					
2						6						10					
3						7						11					
4						8						12					

(Attach Documentation: lesson plans, work samples, progress monitoring)

## Referral Process Form for Special Education Testing

### SECTION I.: DOCUMENTATION OF CONCERN (S) & DURATION OF INTERVENTION (S)

[Completed by the teacher(s) of the class where the concern(s) exist(s)]

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Code: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Birth date: \_\_\_\_\_

Specific Concerns:

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Specific Screening/Benchmark Data:

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Teacher(s) Referring Student:

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**Referring teacher completes student information at the top of the page and submits all documented forms on the student's academic progress.**

- **Work Samples:** Attach representative samples of class work, homework, tests, and other assignments for each area of concern (reading, math, behavior)
- **Behavior Assessment:** Attach teacher's anecdotal notes, discipline referrals, suspension letters, parent conference notes, behavior intervention plan, functional behavior assessment.
- **Current Grades/Averages:** Attach a copy of the student's current report card or progress reports or list scores.
- **Cumulative Folder Summary:** Attach a copy of the student's most recent standardized assessment results.
- **Other Information:** Additional information from the referring teacher, other teachers, counselors, and administrators that can help to determine whether the child should be referred for special education testing.

**Strategic Teaching Walkthrough  
Tiers I & II**

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

**Teacher Instruction/Intervention**

- \_\_\_\_\_ Content teaching strategies (introduce, define, or explain a concept; relate a concept to other concepts; assist students in recalling concepts; quality questioning, etc.)
- \_\_\_\_\_ Learning strategy instruction (chunking, turn & talk, other before-during-after strategies; vocabulary strategies)
- \_\_\_\_\_ Interaction with students during small-group activities (listening, use of neutral comments)
- \_\_\_\_\_ Evidence of differentiated strategic teaching (recognition of student needs, intentional grouping)
- \_\_\_\_\_ Instruction that includes student writing about content-area learning
- \_\_\_\_\_ Posted or assigned student work that exhibits thinking about texts
- \_\_\_\_\_ Evidence of assessment of student learning

**Student Actions**

- \_\_\_\_\_ Evidence of student engagement
- \_\_\_\_\_ Partnered learning strategies (turn & talk, Jigsaw modified, etc.)
- \_\_\_\_\_ Evidence of collaborative small-group or partner reading/writing/learning
- \_\_\_\_\_ Evidence of active versus passive learning

**Classroom Climate**

- \_\_\_\_\_ Teacher and student interactions are mutually respectful and positive in tone.
- \_\_\_\_\_ Evidence exists that the teacher provides all students with an opportunity to learn.
- \_\_\_\_\_ Evidence indicates that the teacher implements activities that support student diversity.

**Comments:**

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# K-12 TIER III Intervention Walkthrough

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Intervention Provided \_\_\_\_\_

Observer \_\_\_\_\_

## Classroom Environment

\_\_\_\_\_ Space is appropriate for intervention implementation.

## Materials

\_\_\_\_\_ Evidence exists of program materials being used as designed.

\_\_\_\_\_ Teacher uses the Teacher's Guide during intervention.

## Teacher Instruction/Intervention

\_\_\_\_\_ Teacher follows the selected program's intervention strategies/routines as designed.

\_\_\_\_\_ Evidence exists that activities are student goal directed.

\_\_\_\_\_ Teacher fosters active student engagement and motivation to learn.

\_\_\_\_\_ Classroom behavior management system is effective in providing an environment conducive to learning.

\_\_\_\_\_ Transitions are smooth and quick.

## Student Actions

\_\_\_\_\_ Evidence of active versus passive learning

\_\_\_\_\_ Evidence of student engagement

## Classroom Climate

\_\_\_\_\_ Teacher and student interactions are mutually respectful and positive in tone.

\_\_\_\_\_ Evidence exists that the teacher provides all students with an opportunity to learn.

\_\_\_\_\_ Evidence indicates that the teacher implements activities that support student diversity.

## Comments:

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## TIER II Strategies (not all-inclusive)

### **Attention:**

- (A1) Establish relevancy and purpose for learning by relating to previous experiences
- (A2) Shape approximations of desired behavior by providing direct reinforcement such as praise of immediate feedback for correct answers
- (A3) Seat student close to teacher
- (A4) Make a positive, personal comment every time the student shows any evidence of interest
- (A5) Make a frequent check for assignment progress/completion
- (A6) Give advance warning when a transition is going to take place
- (A7) Use physical proximity and appropriate touch to help student focus

### **Behavior:**

- (B1) Provide clear and concise classroom expectations
- (B2) Provide clear and concise consequences linked to the behavior
- (B3) Consistently enforce rules
- (B4) Avoid the use of confrontational techniques
- (B5) Provide student with alternatives
- (B6) Designate a “cooling off” location within the classroom
- (B7) Assign activities which require some movement
- (B8) Use praise generously
- (B9) Avoid power struggles
- (B10) Ignore attention-getting behavior for a short time
- (B11) Avoid criticizing the student
- (B12) Communicate frequently with parents
- (B13) Monitor levels of tolerance and be mindful of sign of frustration
- (B14) Speak privately with the student about progress of appropriate behavior
- (B16) Establish a behavior contract
- (B17) Use behavior observation/recording card for documentation
- (B18) Teach the desired behavior to the student

### **Environment:**

- (E1) Use study carrels
- (E2) Seat student in an area free of distractions
- (E3) Use preferential seating
- (E4) Allow the student to select his/her seating

- (E5) Help keep student's work area free of unnecessary materials
- (E6) Use checklists to help the student get organized
- (E7) Frequently check the organization of the student's notebook/desk
- (E8) Monitor the student's use of his/her assignment sheet
- (E9) Check the assignment sheet for accuracy
- (E10) Provide opportunities for movement

**Groups and Peers:**

- (G1) Use cooperative learning strategies when appropriate
- (G2) Assign a peer helper to check for understanding of directions
- (G3) Assign a peer tutor to record material dictated by the student
- (G4) Use small group instruction

**Materials:**

- (M1) Allow for spelling errors temporarily
- (M2) Allow student to use either cursive or manuscript
- (M3) Set realistic and mutually agreed upon expectations for neatness
- (M4) Let the student type, record, or give answers orally instead of writing
- (M5) Avoid/adjust pressures of speed and accuracy
- (M6) Provide copies of notes and/or outline of material
- (M7) Reduce the amount of copying from text or board
- (M8) Keep written assignments and work area free from extraneous and/or irrelevant distractions
- (M9) Review visual task with student and make sure student has a clear understanding of all parts of the assignment
- (M10) Avoid cluttered worksheets by using techniques such as blocking, cutting, and highlighting, color coding, and underlining
- (M11) Give written directions to supplement verbal directions
- (M12) Keep statements simple and avoid the use of metaphors, idioms, and puns
- (M13) Familiarize student with any new vocabulary before beginning the lesson
- (M14) Alert students' attention before expressing key points
- (M15) Use visual aids such as charts and graphs
- (M16) Use manipulative, hands-on activities whenever possible
- (M17) Cue student by calling his/her name before asking questions
- (M18) Always demonstrate how new material relates to previously learned information and show relevance to students
- (M19) Contract with student and use rewards for completion of contract

- (M20) Check the student's notebook to ensure the use of dividers, assignment sheets, calendars, etc
- (M21) Provide a due date on written assignments and follow it up
- (M22) Provide a specific place for turning in completed assignments

**Presentation:**

- (P1) Break assignments into segments of shorter tasks
- (P2) Use concrete examples of concepts before teaching the abstract
- (P3) Relate information to the student's experiential base and/or learning style
- (P4) Reduce the number of concepts presented at one time
- (P5) Provide an overview of the lesson before beginning
- (P6) Monitor the student's comprehension of vocabulary used during instruction
- (P7) Schedule frequent, short conferences with the student to check for comprehension
- (P8) Provide consistent review of any lesson before introducing new information
- (P9) Allow student to obtain and report information utilizing cassette recorders, dictation equipment, typewriter/ computers, interviews, calculators, or fact sheets
- (P10) Highlight important concepts to be learned in text material
- (P11) Monitor the rate at which material is presented
- (P12) Give additional presentations by varying the methods using differentiated strategies such as repetition, simpler explanations, more examples, modeling, etc.
- (P13) Require verbal responses to indicate comprehension
- (P14) Give frequent reminders of homework assignments
- (P15) Provide clear, concise directions, and concrete examples for homework assignments
- (P16) Allow for the oral administration of tests temporarily, then taper off
- (P17) Check assignment sheet for accuracy

**Reluctant Starter:**

- (R1) Give a personal cue to begin work
- (R2) Give work in smaller units
- (R3) Provide immediate reinforcers and feedback
- (R4) Make sure the appropriate books and materials are open to the correct pages
- (R5) Introduce the assignment in sequential steps
- (R6) Check for understanding of instructions
- (R7) Check on progress often in the first few minutes of work
- (R8) Provide time suggestions for each task
- (R9) Provide a checklist for long detailed tasks

- (R10) Assign peer partner for beginning of assignments

**Time:**

- (T1) Increase time allowed for completion of tests or assignments
- (T2) Break work into segments or blocks
- (T3) Break times for work and/or test completion into blocks of time
- (T4) Break tests into segments/blocks for completion
- (T5) Prioritize assignments and/or steps to completing assignments for the student
- (T6) Space short work periods with breaks or change of tasks
- (T7) Consistently follow a specific routine
- (T8) Alternate quiet and active tasks
- (T9) Set time limits for specific task completion

## PST Assessment Resources

Screening and progress monitoring tools are independently reviewed by the National Center for Response to Intervention and the results of these reviews are available at [www.rti4success.org](http://www.rti4success.org). The following screening tools are not necessarily endorsed by that Alabama State Department of Education as approved progress monitoring tools, however, these programs were chosen based on their success rate as well as from input from schools system that have incorporated these programs into their schools. Some of the screening tools which have been reviewed along with the grades and content areas which the tools can be used to screen include:

- AIMSweb - [http:// www.aimsweb.com](http://www.aimsweb.com)
  - Reading, math, written expression, and spelling (grades pre-K - 12)
- DIBELS - <http://dibels.uoregon.edu>
  - Reading (grades K-5 and above)
- Scholastic Phonics Inventory Screener - <http://www.scholastic.com>
  - Reading (grades 3-12)
- STAR Enterprise - <http://www.renlearn.com>
  - Reading and math (grades 1-12)
- STEEP - <http://www.isteep.com>
  - Reading and math (grades K-12)

Some progress monitoring tools which have been reviewed include:

- AIMSweb - [http:// www.aimsweb.com](http://www.aimsweb.com)
  - Reading, math, written expression, and spelling (grades pre-K - 12)
- Curriculum Based Measurement in Reading (CBM-R)
  - Reading (grades K-7)
- DIBELS – <http://dibels.uoregon.edu>
  - Reading (grades K-3)
- Monitoring Basic Skills Progress - <http://www.proedinc.com>
  - Math (grades 2-6)
- mClass Math - <http://www.wirelessgeneration.com>
  - Math (grades K-3)
- Scholastic Reading Inventory <http://www.scholastic.com/SRI>
  - Reading (grades K-12)
- STAR Enterprise - <http://www.renlearn.com>
  - Math and reading (grades K-12)
- STEEP - <http://isteep.com>
  - Math and reading (grades K-12)
- Yearly Progress Pro - <http://www2.ctb.com>
  - Math and reading (grades 1-8)

## Intervention Resources

It is the responsibility of the school and school system to select and utilize scientific, research-validated interventions matched to student needs. The following organizations review commercially available intervention tools and may provide schools with insights regarding specific intervention tools which are being considered:

- Florida Center for Reading Research (<http://www.fcrr.org>)
- What Works Clearing House (<http://ies.ed.gov/ncee/wwc/reports>)
- Best Evidence Encyclopedia (<http://www.bestevidence.org>)
- Center on Instruction (<http://centeroninstruction.org>)

Many comprehensive core reading programs include intervention materials which may be appropriate for use in providing students with Tier II reading intervention.

The following limited list of Tier III intervention resources is being presented as a representative sample and is not being presented as an inclusive, recommended, nor endorsed list of resources.

### **A Small Sample of Tier III Reading Interventions (in alphabetical order)**

*Achieving Maximum Potential AMP Reading*  
<http://www.agsglobe.com/amp>

*Corrective Reading: Decoding and Comprehension*  
<http://www.sraonline.com>

*Jamestown Reading Navigator*  
<http://www.readingnavigator.com>

*LANGUAGE!*  
<http://store.cambiumlearning.com>

*Lexia Reading v7*  
<http://lexiareading.com>

*Project Read*  
<http://www.projectread.com>

*Read 180*  
<http://www.scholastic.com/read180>

*REWARDS*  
<http://store.cambiumlearning.com>

*S.P.I.R.E.*  
<http://www.epsbooks.com>

*Spalding Writing Road to Reading*  
<http://www.spalding.org>

*Take Flight*  
<http://www.tsrhc.org/dyslexia-take-flight.htm>

*Texas Scottish Rite Dyslexia Training Program*  
(available in AL from the Alabama Scottish Rite Foundation – 205-942-2687)  
<http://www.epsbooks.com>

*Wilson Reading System and Foundations*  
<http://www.wilsonlanguage.com>

*Voyager Passport*  
<http://www.voyagerlearning.com>

*Voyager Passport Reading Journeys*  
<http://voyagerlearning.com/prj>

*Wilson Reading System*

<http://www.wilsonlanguage.com>

### **A Small Sample of Tier III Math Interventions (in alphabetical order)**

*Aim for Algebra*

<http://www.wested.org>

*AMP Math Intervention*

<http://pearsonschool.com>

*Breakaway Math Intervention Kit*

<http://www.optionpublishing.com>

*Camelot Learning Math Intervention*

<http://www.camelotlearning.com>

*Classworks - Math*

<http://www.curriculumadvantage.com/>

*Cognitive Tutor*

[http://www.carnegielearning.com/software\\_features.cfm](http://www.carnegielearning.com/software_features.cfm)

*Destination Math*

<http://www.hmlt.hmco.com/DM-IN.php>

*Do the Math*

<http://scholastic.com>

*The Expert Mathematician*

<http://expertmathematician.org>

*FASTT Math*

<http://www.tomsnyder.com/fasttmath>

*Math Steps*

<http://www.eduplace.com/intervention/mathsteps>

*Peer Assisted Learning Strategies – Math*

<http://www.kc.vanderbilt.edu/pals/>

*Power Teaching Mathematics*

<http://www.sfapowerteaching.org/>

*Solve It*

<http://www.exinn.net/solve-it.html>

*Step by Step Math Kit*

<http://www.curriculumassociates.com>

*Touch Math*

<http://www.touchmath.com>

*Vmath*

<http://www.voyagerlearning.com/vmath>

### **A Small Sample of Behavior Intervention Programs**

*Caring School Community*

<http://devstu.org/page/research-dsc-research-scales>

*Positive Action*

<http://www.positiveaction.net/>

*Skillstreaming Series*

<http://www.skillstreaming.com/>

*The PREPARE Curriculum: Teaching Prosocial Competencies*

<http://www.researchpress.com/product/item/5063>

*Behavior Education Program*

<http://www.researchpress.com/product/item/8314/>

*I Can Problem Solve*

<http://www.thinkingchild.com/>

*Bullying Prevention Program*

<http://www.clemson.edu/olweus/>

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- M. MontanaOfficeofPublicInstruction([opi.mt.gov](http://opi.mt.gov))
- N. North Dakota Department of Public Instruction (<http://www.dpi.state.nd.us/speced/personnel/decision.shtm>)
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- S. <http://www.smartclassroommanagement.com/2011/02/19/how-to-respond-to-a-disrespectful-student/>