Response to Intervention/ Student Support Team Procedures: Quick Reference

Support Services

Department of Psychological Services

Richmond County School System

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Response to Intervention Procedures

This guide is only intended to be a quick reference guide. For a full explanation of RtI and the county's process and procedures, please refer to the RtI Manual.

The purpose of the RtI (Response to Intervention) /SST (Student Support Team) process is to help students become successful with academics and behavior. Educators make this happen when we:

➢ intervene with student problems
➢ achieve at grade level
➢ implement individualized instruction

Before we can offer the most appropriate assistance, we must first identify the students and their needs. There are three methods of identification that should be used.

Identification

Universal Screening: i-Ready

The Richmond County School System (RCSS) will administer a universal screener for math and reading called i-Ready three times (Fall, Mid-Year, and Spring) during the school year.

- Use i-Ready reports to identify students most in need of support in math and reading
  - By class, identify students below the $10^{th} - 25^{th}$ percentile using the Class Norms Report **OR**
  - By grade level on the Intervention Screening report
    - RED = 2 or more grade levels below (Standard View)
    - YELLOW = 1 or more grade levels below (Standard View)

- Once a list of students in the red and yellow groups is developed, decide on capacity
  - How will we use our staff and resources to provide interventions to the groups of students identified?
- Identify what interventions your school will use and the dates, times, locations and staff needed to implement the interventions with fidelity
  - Interventions should be chosen from school resources and the district **Pyramid of Interventions**

Child Find Records Review

Georgia Child Find Procedures state:

Each LEA must have in effect policies and procedures to ensure that all suspected children with disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. [34 C.F.R. § 300.111]

At the beginning of each school year, RCSS has a process in place to review the records of all students.

Teacher Responsibilities

Records are to be checked out and returned by the teacher from the counselor or principal's designee.

Class List

- Using each student's permanent record, identify potential academic, behavioral/social, medical and/or other concerns on the **Child Find Red Flags Checklist Class Version**
  - This can be done by homeroom, or any method that ensures that all students' records have been reviewed
  - List each student in the class and place a check in the box where there are indicators or concerns
- Teachers MUST print, sign and date this document and submit it to your school administrator by the designated deadline

Individual List

- Students identified with 3 or more indicators will have a Red Flags Checklist-Individual Version document completed (use the **Child Find Red Flags Checklist Class Version** to retrieve this information)
- Place the identification information at the top of the document
- Check all areas that apply from the **Child Find Red Flags Checklist Class Version**
- All forms should be submitted to your school administrator within the designated deadline

Administrator Responsibilities

Administrators are required to administer the **Child Find Red Flags Checklists** (Class and Individual versions) to the teachers at the beginning of the school year. Teachers are to return the completed forms to the administrator.

Checklist Review

- After all forms have been returned, set up a time to meet with your RtI data team or SST and review them as follows:
  - Identify/group all students with 3 to 5 OR MORE indicators; however, some schools may choose to group students with fewer indicators. DO NOT include the Yes/No items (e.g., the 504 and parent questions) as part of your indicators. These items are only for informational purposes.
  - From this group, separate those who are currently receiving Tier 2 or Tier 3 interventions.
  - Try to place the remaining students from this group into Tier 2 or Tier 3 level interventions. (Tip: If using the class version form of the checklist, you will want to use a highlighter to designate these students.)

Statement of Assurance

- Complete the statement of Assurance form
  - Indicate the number of students you "found" (those not currently receiving Tier 2 or Tier 3 interventions) and the number of "found" students who you have now placed into Tier 2 or Tier 3 interventions

RtI Yearly Reports

At the end of each school year, the RCSS will require an electronic submittal of the following completed reports from each school's RtI Building Facilitator:

- End of Year Report (EOYR) - a list of students who were involved in the RtI process for the school year. The EOYR should note any students who have qualified for special education or 504 plans through the RtI process and those students who were met on and should be targeted at the beginning of the following school year.
- Start Up Roster- a list of students who require meetings at the beginning of the school year and are a top priority to start the new school year. This list should include students who were not met on but have been identified as a student at-risk by the end of the previous school year.

Tiers of Intervention

After identifying students as "at-risk", data from the different methods of identification should be cross-referenced. Check to see if the same students are being identified on various sources. Be sure to target students who have been identified on multiple measures first.

- Identified in the bottom 10th- 25th percentile on **i-Ready**
- Multiple flags on the **Child Find** Checklist
- Identified on the **EOYR** as being in the RtI process from last year
- Identified on the **Start Up** list for NEXT year

TIER 1

Tier 1 is what every student in the class receives.

- Instruction using research-based practices and curriculum
- Differentiation of instruction such as flexible grouping and varied instructional strategies
- Progress Monitoring of learning through multiple formative assessments and analysis of student work

Has the student been given EVERY educational opportunity at Tier 1 and is still not making adequate progress?
- Yes = Refer to Tier 2
- No = Continue with current instruction

TIER 2

Data Team Approach

- A team meeting should be scheduled for after all students have completed the Universal Screener and Child Find Checklists have been completed.
- The team should cross-check the lists of students with the EOYR and Start-Up rosters
- Students should be placed into intervention groups based on areas of need (this may also include acceleration)
- A plan should be made to identify the intervention material, staff, time, and location, progress monitoring tool and frequency, and a date to review progress

- o This plan, including student names, should be documented on the **Tier 2 Data Team Documentation** form
  - o Parents should be notified (**Parent Information Letter**) of the student's intervention plan
- Follow-up meetings should be held to review progress after 6-8 weeks of intervention
  - o The team reviews progress monitoring data and the students rate of improvement
  - o The team decides if students should change interventions, remain in the current Tier 2 intervention, or be referred to Tier 3

NOTE: Due to capacity, Data Teams are recommended for use at Tier 2

Individual Meeting Procedures

Prior to a Tier 2 Meeting

- Teachers should complete the **Problem Identification Checklist** form providing as much information as possible
- Provide documentation of the student's academic, behavior, or speech/language concerns (e.g., work samples, behavior charts, scatterplots, etc.)
- Print out a copy of student information from Infinite Campus (SLDS, grades, assessment scores, Lexile scores, attendance, enrollment/retention data, discipline reports, and other pertinent information)
- Print out Benchmark and Growth Monitoring reports from i-Ready
- Submit your documentation to the RtI Building Facilitator in a RED folder to request a meeting.

Meeting Set-Up

- After documentation is turned in by the teacher, the RtI Building Facilitator will review the RtI folder and include the RtI Folder in the student's permanent record.
- RtI Building Facilitator schedules a meeting date, time, and place, **OR** requests additional documentation from the referring teacher
- Send the **Parent Notification Letter** for RtI/SST Meetings (provide 7-10 day notice) and notice/reminders to all team members requested to be in attendance
- Prior to the meeting, teachers should provide any additional data collected to the RtI Building Facilitator (at least 2 days prior)

School-based Meeting

Note: School Psychologists are NOT REQUIRED to attend Tier 2 meetings

- RtI Building Facilitator shall bring the permanent record including the RtI Folder and the **RtI Meeting Summary** form that needs to be completed to the meeting
- The Facilitator should follow the **Meeting Checklist for RtI Building Facilitators** to conduct the meeting
- Teachers should arrive at the meeting on time with paper, pen and a brief overview to be shared with the team
  - After meeting introductions and purpose, the teacher should present concern(s) and explain the documentation gathered in the RtI Folder which should support the concern(s)
    - o When sharing with the team, discuss some positive information and student strengths, the problem/results of intervention, and then more positive information about possible solutions

- Focus on the main barriers to success; we should work only on a couple of issues at one time
- As a team, determine the interventions to be implemented with fidelity (consider who will implement, beginning and ending dates, where, for how many minutes and the progress monitoring tool and frequency)
  - *Best practice: interventions should be implemented for 6-8 weeks*
- Obtain **Parent Consent for a Hearing and Vision Screening** and have the school nurse conduct this early in the Tier 2 process to rule out any problems. According to the state, "Hearing and vision is one of the initial factors to be examined when a child begins to demonstrate delays."
- Establish the next meeting date, time, and place trying to ensure parents can participate
- Make a meeting decision as a team
  - For a student beginning the process, implement interventions
  - A student who is making progress can:
    - Maintain at Tier 2 and continue interventions that are successful
    - Exit Tier 2
  - For a student not making progress:
    - Attempt different Tier 2 intervention(s) and review results
    - Move to Tier 3 and develop a new intervention plan
- All attendees sign the **RtI Meeting Summary** document
- RtI Facilitator uploads the RtI Summary of Meeting and supporting documentation into Infinite Campus
- RtI Facilitator flags Tier 2 student records in Infinite Campus (or provides name to Data Clerk to flag and follows-up) to better identify students in RtI

TIER 3

Individual Meeting Procedures

According to the state of Georgia, Student Support Teams (Tier 3) shall engage in a six step process to include (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation.

ALL Tier 3 (Student Support Team) meetings are held individually.

Note: School Psychologists should be invited to attend these meetings. Efforts should be made by the RtI Facilitator to coordinate meeting times <u>before</u> scheduling the meeting

Prior to the Meeting
- Teachers should:
  - Provide documentation of the student's academic, behavior, or speech/language concerns (e.g., work samples, behavior charts, scatterplots, etc.)
  - Print out updated Benchmark and Growth Monitoring reports from i-Ready
  - If it is not already in the RtI Folder, print out student information from Infinite Campus (SLDS, grades, assessment scores, Lexile scores, attendance, enrollment/retention data, discipline reports, and other pertinent information)
- Submit documentation to the RtI Building Facilitator in a RED folder to request a meeting

Meeting Set-Up
- After documentation is turned in by the teacher, the RtI Building Facilitator schedules a meeting date, time, and place and places RtI file in permanent record **OR** requests additional documentation from the referring teacher
- Send the **Parent Notification Letter** for RtI/SST Meetings (provide 7-10 day notice) and notice/reminders to all team members requested to be in attendance
  - State law requires that the SST Team shall include at a minimum the referring teacher and at least two other participants, as appropriate to the needs of the student
  - Parents are to be invited to all SST meetings
- Prior to the meeting, teachers should provide any additional data collected to the RtI Building Facilitator (at least 2 days prior)

Meeting Protocol
- RtI Building Facilitator shall bring the RtI Folder and the **RtI Meeting Summary** form that needs to be completed to the meeting
- The RtI Facilitator should follow the **Meeting Checklist for RtI Building Facilitators** to conduct the meeting
- Teachers should arrive at the meeting on time with paper, pen and a brief overview to be shared with the team
- The teacher should present concern(s) and explain the documentation gathered in the RtI Folder which should support the concern(s) AND/OR review the results of previous interventions
  - When sharing with the team, discuss some positive information (e.g., student strengths), the problem/results of intervention, and then more positive information about possible solutions
- The student support team engages in the problem solving process to identify the student's specific area(s) of difficulty and considers interventions to be implemented with fidelity
  - Interventions should be different **OR** increase in frequency or intensity at Tier 3
- A plan is developed and includes who will implement the intervention, beginning and ending dates, where intervention will occur and for how long. It should also address the progress monitoring tool and frequency.
  - *Best practice: interventions should be implemented for 6-8 weeks*
- If hearing and vision has not be evaluated, obtain **Parent Consent for a Hearing and Vision Screening** and have the school nurse conduct this screening.
- Establish the next meeting date, time, and place trying to ensure parents can participate
- Make a meeting decision as a team (e.g., implement interventions, move to Tier 3, remain at Tier 2, exit Tier 2, etc.)
  - A student who is making progress can:
    - Maintain at Tier 3 and continue interventions that are successful
    - Move down the Pyramid of Interventions to Tier 2 and develop interventions
  - For a student not making progress:
    - Attempt different Tier 3 intervention(s) and review results
    - Refer for an evaluation to consider eligibility for special education services
      - The team MUST agree that testing is an appropriate next step

- A signed parental consent is required. This document is only available from the school psychologist.

- All attendees sign the **RtI Meeting Summary** document
- Upload the **RtI Meeting Summary** and supporting documentation into Infinite Campus
- Flag student's record in Infinite Campus

Referral for Special Education Consideration

Georgia's RtI Implementation Manual (2011) states, "…if after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point that a referral for a Special Education comprehensive evaluation is appropriate."

If a referral to special education is made:
o Complete the **RtI Initial Referral Checklist**
o Prepare work samples with an **Analysis of Student Work** form attached
o Once parental consent is signed and the packet is complete, the school has 5 days to submit a copy to SPED and a copy to Psychological Services
o Continue interventions and progress monitoring during the evaluation period
o Prepare for the eligibility meeting:
- Print current progress monitoring data
- Submit to the School Psychologist, RtI Building Facilitator or Special Education Program Specialist 5 days prior to the eligibility meeting

*NOTE: Testing does not automatically result in eligibility. Eligibility is determined by an eligibility team which reviews **ALL** documentation including testing.*

Exceptions to the SST Process

Georgia DOE Student Support Team Manual (2011) states, "…In limited instances, initial referral to the Student Support Team prior to special education referral will not be necessary. These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where initial referral is not to the Student Support Team, the reasons therefore will be documented (GADOE, 2011)."

Points to Remember

- RtI is a general education function
- 80% of your students should be successful at Tier 1; if not, there may be concerns with the curriculum
- The goal of RtI is to assist students with academic and behavioral success
- RtI is **NOT** designed to simply move students to special education services. If interventions are successful, RtI can prevent a student's need for special education services
- Begin the RtI process as early as possible
- Academic interventions always involve instruction. Students must learn something from the instruction being provided (e.g., face to face, computer based, or other method)
- The **TEAM** makes decisions at RtI meetings
- An SST meeting must include: referring teacher + 2 others: Principal, Counselor, Psychologist, Social Worker, SPED teacher, etc.
- Parents are required be invited to all SST meetings, but are not required to attend
- RtI documents must be uploaded into the student's individual file in Infinite Campus*
- All students receiving Tier 2 or 3 interventions MUST be identified in Infinite Campus* with a flag
  - Students receiving services at Tier 3/SST must also be identified in Infinite Campus* by checking the SST box on the Enrollment tab
- When it is determined that all attempts have been unsuccessful at Tiers 1-3, it is appropriate to consider a referral to Tier 4

Note: See data clerk for assistance with Infinite Campus identification of students

FAQs

Q: Can parents request an evaluation for special education consideration anytime during the RtI process?
A: IDEA requires that school systems consider the parent's request for an evaluation. If evidence of prior interventions has not been obtained, the evidence can be collected during the evaluation period. If the school system decides not to conduct the evaluation, they must provide the parent with prior written notice and information about parental rights.

Q: The team has decided to move forward with testing. What do I do?
A: Continue to implement interventions and collect data until the meeting is held. You will be asked to turn in the most current data prior to the meeting (2-5 days in advance) and review results at the meeting.

Q: I noticed that a student is having difficulty with communication and/or language. How do I help?
A: Consult with your Speech Language Pathologist (SLP) for interventions. Complete the RtI paperwork to request an RtI meeting and be sure to document what areas are concerns on the Problem Identification Checklist. Let the RtI Facilitator know that there are speech/language concerns so that the SLP can be invited to the meeting.

Q: Where do I find intervention ideas for academic or behavior difficulties?
A: Use the RCSS Pyramids of Intervention (ELA, Math, and Behavior) found on the website (www.rcboe.org) OR go to Departments and search for POI. You can also use the Behavior Intervention Quick Guide for Teachers (*See Appendix*) for instructions on Check In/Check Out and Behavior Contracts. Other interventions can be found online at www.interventioncentral.org and www.pbisworld.com. Your school should also have a list of resources or an intervention plan to address the needs of students at Tier 2.

Q: Will I have to begin the RtI process each year?
A: No. For those students who completed the school year by receiving either Tier 2 or Tier 3 support, it is expected that they will begin the current school year with the same support. The data from the previous school year and the current school year should be reviewed to determine if there was a positive response to the interventions.

Q: How will we know if the process is working?
A: The indicators of success include increased achievement and benchmarks, progress monitoring scores that are moving toward the goal line, or positive changes in behavior.

Q: What is the difference between interventions, accommodations and modifications?
A: Interventions are required by the RtI process to address student deficits through altered instruction. Intervention is defined as a designed change in the manner and/ or degree in which a student is being instructed. An intervention can address academic and/or behavioral needs. Changes can be made in the areas of Program, Time, or Grouping. An accommodation changes *how* a student learns the material. It does not change the expectations for performance or change the construct that is being measured respectively. A modification is *what* a student is taught or expected to learn.

RtI/SST QUICK GUIDES

RTI QUICK GUIDE FOR TEACHERS

Identification

- ☐ Administer i-Ready universal screeners (math & reading)
- ☐ Identify the students in bottom 10th-25th percentile or in RED in i-Ready
- ☐ Complete the Child Find Red Flags checklist by reviewing student records
- ☐ Identify students with multiple (3 or more) indicators on the Child Find checklist
- ☐ Ask if any of your students were on the RtI End of Year or Start-Up reports
- ☐ Cross-reference your lists and determine which students are most in need/at-risk

Referral

- ☐ Gather baseline data on student performance to illustrate student difficulties and lack of progress with the general curriculum at Tier 1
- ☐ Complete the RtI **Problem Identification checklist**
- ☐ Print data to support the problems indicated on the checklist
- ☐ Print out information from Infinite Campus including SLDS, grades, assessments, Lexile scores, attendance, retention data, contact logs and other pertinent information
- ☐ Place all documentation in an RtI Folder and request a meeting through your RtI Facilitator
- ☐ Continue to use strategies and collect data for the meeting
- ☐ Submit your updated information and documents to the RtI Building Facilitator (2 days before the meeting)

Tier 2 & 3 Meetings

- ☐ Attend the RtI meeting prepared and share the data
- ☐ As a team, develop an intervention plan that can be implemented with fidelity and is monitored, next steps, and a follow-up meeting date
- ☐ Determine the Meeting Decision as a team and sign the **RtI Summary of Meeting** Implement interventions, Remain at Tier 2/3, Move to Tier 2/3

- ☐ Implement the Intervention plan, collect data, and progress monitor
- ☐ Remeet and review concerns and results
- ☐ As a team, develop an intervention plan that can be implemented with fidelity and is monitored, next steps, and a follow-up meeting date
- ☐ Determine the Meeting Decision as a team and sign the **RtI Summary of Meeting** Implement interventions, Remain at Tier 2/3, Move to Tier 2/3, Refer for special education (Repeat last 3 steps as necessary)

*If referred for an evaluation, a signed parental consent form is required and the RtI Folder must be complete with RtI Meeting Summary forms, data, work samples and other supporting documents before the consent form is issued by the school psychologist

RTI QUICK GUIDE FOR RTI BUILDING FACILITATORS

IDENTIFICATION

☐ Administer i-Ready universal screeners and identify the students in bottom 10th-25th percentile or in RED

☐ Ensure teachers complete the Child Find Red Flag Checklists

☐ Review the RtI End of Year Report and Start-Up Roster to identify At-Risk students

☐ Cross-reference your lists and determine which students are most in need/at-risk

PRIOR TO A MEETING

☐ Schedule a data team meeting OR request referrals from teachers based on the identification data

☐ Discuss concerns with teachers and review the referral data turned in

☐ Review the permanent record and Infinite Campus

☐ Schedule RtI/SST meeting (date, time, and place)

☐ Send the Parent Notification of RTI/SST Meeting (7-10 day notice should be given)

☐ Notify all staff involved (e.g., required attendance, coverage, etc.)

MEETING PROCEDURES

☐ Designate a timer and recorder for the meeting

☐ Conduct introductions and share the purpose of the meeting

☐ Read summary of the last meeting and review data
- Discuss i-Ready, grades, attendance, discipline/behavior, etc.
- Teacher(s), counselor, etc. present concerns and documentation/data
- Discuss other possible barriers to success (e.g., home life, changes, etc.)

☐ Develop an intervention plan (who, what, when, where and how)

☐ Determine the Meeting Decision (e.g., Implement interventions, Remain at Tier 2/3, Move to Tier 2/3, Referral)

☐ Ask if there are any questions and ensure the team agrees to the intervention plan and meeting decision

☐ Recorder reads RtI Summary of Meeting before team members sign

☐ Schedule the next meeting and document

☐ Notify anyone not present of tasks/responsibilities and follow-up date

☐ Upload RtI Summary of Meeting and supporting data into Infinite Campus

☐ Flag student in Infinite Campus (Also, check the SST box on the Enrollment tab if student is in Tier 3)

The RtI Folder must be complete before the consent form is issued by the school psychologist.

2017-18 Child Find Red Flags Checklist-Class Version

Teacher:_____ Grade:_____

Student	Academic Concerns	In RtI/SST Process	Multiple Retentions	Failed required state assessments	Attendance problems	Transient	Otis Lennon and/or Cog. Abilities Test below 70	Failing or declining grades	Multiple years of promotion w/exception	Failing certain subjects, but passing others	Behavioral Concerns	Numerous or increasing disciplinary referrals	Multiple placements at TEC and/or JCS	Poor Conduct grades in elem. school	Obvious signs of depression, social withdrawal, inattention, or anxiety	Other Information	Hospitalized for mental health, chronic health, or traumatic brain injury	Has DSM-IV diagnosis (e.g., ADHD, ODD, Autism)	Seeing private counselor, therapist, etc.	Information from private psych./therapist/service provider suggests needs to be eval. for services	Has previously been screened or eval. by a school psychologist	Has a 504 Plan (Yes or No)	Lives with parent (Yes or No)

Richmond County School System
Child Find Red Flags Checklist - Individual Version

Student Name_____ DOB _____ Grade____ Teacher Name_____

Student has a 504 Plan? □ Yes □ No   Student resides with parent/s? □ Yes □ No

Student's Home Language: _____

Below is a checklist of referral red flags that, in combination, are likely sufficient to constitute a "reason to suspect a disability" that triggers the IDEA's Child Find duty. When using this checklist, it is very important to remember that not one of these indicators alone would typically be sufficient to trigger the child find duty. The following checklist should be completed at the beginning of the school year, for each student in your homeroom or grade level. Please note that you DO NOT need to complete this checklist on any student receiving special education services. Most, if not all, of the information should be available in each student's cumulative folder.

Academic Concerns
- Student has been in the RtI/SST process, but little progress or positive response to interventions is evident
- Student has been retained more than once
- Student has failed state required assessment (e.g., CRCT, GA Milestones) in the same content area 2 or more years
- Student consistently has attendance problems, as evidenced by over 10 absences for the majority of the years they have been in school
- Student is very transient, as evidenced by attending more than 2 schools for the majority of years they have been in school
- Otis Lennon Total score and/or Cognitive Abilities Test Composite SAS score are consistently 70 and below
- Student has a pattern of failing or noticeably declining grades
- Student has multiple years of being "promoted with exception"
- Student has a pattern of consistently failing certain subjects (e.g., reading), but consistently passing others subjects (e.g., math)

Behavioral Concerns
- Numerous or increasing disciplinary referrals
- Multiple placements at the Alternative Education Center at Lamar (Alternative School) and/or involvement with Juvenile Court Services
- Student has consistently poor Conduct grades in elementary school
- Student displays obvious signs of depression, social withdrawal, inattention or anxiety

Other Information *(Note: A check to any item below requires an automatic referral to the RtI/SST)*
- Information that the student has been hospitalized for mental health, chronic health issues or traumatic brain injury
- Information that the student has a DSM-5 or other diagnosis (e.g., ADHD, ODD, OCD, Autism, etc.)
- Information that the student is seeing a private counselor, therapist, etc.
- Information that a private psychologist/therapist/medical provider suggests a need for the student to be evaluated by the school system
- Student has previously been evaluated or screened by an private psychologist

RtI/Data Team Referral
Tier 2 Intervention & Documentation

Grade: _____   Subject: _____   Teacher: _____

Intervention Tool(s):

☐ Start-Up/Build-Up/Spiral-Up	☐ Soar to Success	☐ Road to the Code
☐ My Sidewalks	☐ Harcourt/Holt Math OR Carnegie Learning	☐ Phonological Awareness for Children
☐ Voyager	☐ mClass activities	☐ Writer's Workshop
☐ Destination	☐ enVision	☐ Computer-based instruction
☐ Reader's Theater	☐ v-Math	(specify):_____
☐ SRA	☐ Cover-Copy-Compare	☐ i-Ready Instruction: _____
☐ 95% Group Chip Kits	☐ Passport to Reading/Journeys	☐ Other: _____

Progress Monitoring Tool(s):

☐ i-Ready Reading   ☐ Other (specify): _____
☐ i-Ready Math

Intervention Period: ___/____/___ - ___/____/___   **Review Date: _____**

	Student Names	Level	Baseline	ROI	Goal	Progress Monitoring (date/score)						Exit	Cont.	T3	Decision Making
1.												☐	☐	☐	Significant progress/Met Goal
2.												☐	☐	☐	Exit/Change Intervention
3.												☐	☐	☐	Some progress (10th-24th%ile)
4.												☐	☐	☐	Continue Intervention
5.												☐	☐	☐	No progress & Below 10th%ile
6.												☐	☐	☐	Change Intervention

Validity Statement: I certify that the above noted intervention will be conducted as described for the group of students identified and parents/guardians were notified regarding the intervention plan.

_____   _____   _____
RtI Facilitator   Date   Interventionist   Date   Case Manager   Date

RICHMOND COUNTY SCHOOL SYSTEM

864 Broad Street
Augusta, GA 30901

Parent Information Letter – Tier 2

Date: _____

Dear Parent or Guardian,

The Mission of the Richmond County School System is to educate students to become lifelong learners and productive citizens. Our mission is to help your child become a successful student. At Tier 1, _____, your child's teacher, used different strategies and/or materials with _____ and collected data to determine if this differentiated instruction was assisting with his/her success in the classroom. Based on the results of data collected at the school, the Data/Response to Intervention Team has recommended additional interventions for your child. We will begin the Tier 2 intervention on _____. At Tier 2, we will provide additional focused instruction for a minimum of 6 – 8 weeks.

The intervention that will be used is: _____

Current Score(s): _____ **Goal(s) to be reached:** _____

Person(s) who will provide the intervention: _____

If you have any questions about the Data Team/Response to Intervention process, or questions regarding your child's skill area(s) that we will address through this intervention plan, please contact_____ at ____.

Please sign below to acknowledge that you have been informed about your child's intervention plan. Cut on the line and send the bottom part back to the school. Keep this letter for your record

---Cut here and return the bottom part---

I have read this letter and understand that the school has identified my child, _____,
as needing Tier 2 intervention.   *(Student Name)*

Parent/Guardian: _____ Date: _____

PROBLEM IDENTIFICATION CHECKLIST

Student Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____ Retained? NO YES, when?_____

Referring Teacher: _____ Date Referred: _____

(CHECK ALL AREAS OF DIFFICULTY)

READING	
	Letter names/sounds
	Phonemic awareness (e.g., rhyming, beginning sounds)
	Phonics (e.g., segmenting/blending)
	Vocabulary
	Fluency
	Reading comprehension

WRITING	
	Sentence structure
	Spelling
	Grammar/mechanics
	Producing clear and coherent writing
	Letter formation/spacing

MATHEMATICS	
	Number identification
	Counting and Cardinality
	Numbers and Operations (e.g., base ten, regrouping, fractions)
	Fluency with math facts (+,-,×,÷)
	Algebra/Algebraic Thinking
	Geometry
	Measurement and Data
	Problem-Solving (e.g., word problems, pattern identification, etc.)

LISTENING COMPREHENSION	
	*Understanding spoken language
	*Following verbal directions

ORAL EXPRESSION	
	*Expressing thoughts and ideas
	*Limited speaking vocabulary
	Non English speaker; Language:_____

SPEECH	
	*Difficulty articulating speech sounds
	*Stutters/Clutters
	*Other: e.g., voice

PROCESSING	
	Retaining information over time
	Remembering what is seen/Visual memory
	*Remembering what is heard/Auditory memory
	Other (e.g. sequencing*)
	Copying from the board/book

MOTOR SKILLS	
	Gross Motor Skills (e.g., gait, coordination)
	Fine Motor Skills (e.g., cutting, buttoning, zipping)
	Body space awareness

ATTENTION AND ORGANIZATION	
	Difficulty with organization
	Easily distracted
	Difficulty beginning a task
	Difficulty completing a task
	Under-active/lethargic
	Loses or forgets work/materials
	Overactive/excessive motor movements
	Difficulty following classroom routines
	Homework not completed and/or turned in

ADAPTIVE SKILLS	
	Following daily schedules and routines
	Self-care (e.g., eating, toileting, dressing)

SOCIO-EMOTIONAL/BEHAVIOR	
	Motivation
	Self-control/Behavioral outbursts
	Easily frustrated
	Frequent psychosomatic complaints/nurse visits
	Sudden change(s) in mood
	Anxious/Nervous
	Verbally aggressive toward others
	Physically aggressive toward others
	Peer relationships (e.g., frequent conflicts, teasing, bullying, gets picked on)
	Adult relationships (e.g., asking for help)
	Accepting responsibility for behavior
	Easily influenced by others
	Self-concept/Self-esteem
	Sleeps in class/lethargic
	Poor hygiene or deterioration in appearance
	Expresses thoughts of harming self/others
	*Frustrated due to communication deficits
	*Interpreting social cues

OTHER DIFFICULTY NOT LISTED	

*Consult with your school Speech-Language Pathologist

Pre-K Problem Identification
Form

Student Name: _____ DOB:_____ Age:_____

School:_____ Ethnicity/Sex: _____

Parent Name: _____ Phone (h): _____

Address:_____ Phone (c):_____

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

Adaptive
- ☐ Toileting
- ☐ Feeding/Drinking
- ☐ Avoids dangers/cautious
- ☐ Organizes own activities

Cognitive
- ☐ Labels colors/shapes
- ☐ Matches/sorts by one attribute
- ☐ Recognizes some letters
- ☐ Rote counts
- ☐ Attends to activities 5-7 minutes
- ☐ Attends/answers simple questions from a story
- ☐ Describes own pictures
- ☐ Identifies big and little

Communication*
- ☐ Follows 1 and 2 step directions
- ☐ Speaks in sentences
- ☐ Labels common objects
- ☐ Responds to "wh" questions
- ☐ Speaks clearly
- ☐ Carries on a conversation over 3-2 turns

Motor Development
- ☐ Imitates fine motor movements
- ☐ Imitates gross motor movements
- ☐ Draws simple shapes
- ☐ Draws a person
- ☐ Colors simple shapes
- ☐ Cuts with scissors

Social/Emotional Development
- ☐ Interacts with peers/adults
- ☐ Has friends
- ☐ Follows rules
- ☐ Shares with peers
- ☐ Transitions between activities
- ☐ Knows and responds to name
- ☐ Participates in large and/or small group verbally
- ☐ Accepts teacher directions in a reasonable time frame

Other difficulty not listed above (please describe): _____

_____

Behavior: Absences/Tardies:_____ /_____   Discipline referrals:_____   Conduct grade:_____

Medical history (significant health concerns, major childhood illness/disease, diagnosed syndrome, adaptive, motor, medication):_____

Previously evaluated by school? _____   **Private evaluator?** _____

Is the student currently receiving the following services? (check all that apply)

- ☐ Speech
- ☐ Special Education
- ☐ 504 Plan
- ☐ OT
- ☐ PT
- ☐ ESOL
- ☐ Community Services (e.g. Transitional Family Services, Able Tree, Families Forward)
- ☐ Previously in Babies Can't Wait

*Consult with your school Speech-Language Pathologist

RICHMOND COUNTY SCHOOL SYSTEM

864 Broad Street
Augusta, GA 30901

PARENT NOTIFICATION FOR RTI/SST MEETING

Student: _____ Today's date: _____

School: _____ Tier Level: ☐ 2 ☐ 3

Dear Parent or Guardian,

The mission of the Richmond County School System is to build a world-class school system through education, collaboration, and innovation. We work diligently to ensure that every student has this opportunity.

At this time, your child is having difficulties and a Response to Intervention (RtI) team/Student Support Team meeting has been scheduled. The meeting will be conducted using a "team approach" to problem solving, and you are an important member of this team. At this meeting, we will create home and school interventions that will help improve academic and behavioral outcomes. The members at this meeting may be a variety of educators such as: specialists, teachers, administrators, the school psychologist, a speech pathologist, and other support staff.

Please attend and share your concerns and views with us. The meeting is been scheduled for:

_____ **at** _____**AM/PM.**

If you **cannot attend**, please contact _____, the RtI Facilitator, at 706-_____ **before** the meeting so that we can send you a copy of your child's intervention plan.

Sincerely,

_____, RtI Building Facilitator

Keep this for your records

********************** ✂ **Detach and return to school** ✂ **************************

Student's name: _____

_____Yes, I will attend

_____ I would like to participate via phone. Please call me at (_____)_____-_____

_____ No, I will not attend

_____ Please reschedule my child's meeting for: _____@ _____AM/PM

Parent/Guardian Name (print): _____

Signature: _____ Date:_____

RtI Meeting Summary

Student's Name: _____ Grade: _____ Date: _____

School: _____ Teacher: _____

Present concerns: _____

_____

_____

_____

Data Review/Summary of Results: _____

_____

_____

_____

_____

_____

Interventions: (*Provide documentation of results*)

Tier ☐ 2 ☐ 3

Intervention:	
Goal:	

Frequency:		Person(s) Responsible:	
Start Date:		End Date:	
PM Tool:		PM Frequency:	

Tier ☐ 2 ☐ 3

Intervention:	
Goal:	

Frequency:		Person(s) Responsible:	
Start Date:		End Date:	
PM Tool:		PM Frequency:	

Meeting Decisions: **Next Meeting Date:** _____

	Implement Tier 2 interventions
	Problem resolved; Exit
	Progress made but problem not resolved, remain at: _____ Tier 2 _____ Tier 3
	Additional data needed: _____ remain at Tier 2 _____ move to Tier 3 _____ remain at Tier 3
	Inadequate progress made: _____ move to Tier 3 _____ refer to Special Education
	Adequate progress made, move back to Tier 2
	Request screening
	Refer for a 504 Eligibility
	The child's disability requires immediate consideration of special education. (requires psychologist) Specify reason: _____

Team Members Present:

Name	**Title**	**Name**	**Title**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Additional Intervention Documentation

Student's Name: _____   Grade: _____   Date: _____

School: _____   Teacher: _____

Please complete the following information to provide documentation of any additional interventions implemented. Be sure to provide results for each intervention noted including the dates and results of progress monitoring.

Tier ☐ 2 ☐ 3			
Intervention:			
Goal:			
PM Tool:		PM Frequency:	
Start Date:		End Date:	
Person(s) Responsible:			

Provide documentation of intervention results

Tier ☐ 2 ☐ 3			
Intervention:			
Goal:			
PM Tool:		PM Frequency:	
Start Date:		End Date:	
Person(s) Responsible:			

Provide documentation of intervention results

Tier ☐ 2 ☐ 3			
Intervention:			
Goal:			
PM Tool:		PM Frequency:	
Start Date:		End Date:	
Person(s) Responsible:			

Provide documentation of intervention results

RICHMOND COUNTY SCHOOL SYSTEM
PSYCHOLOGICAL SERVICES

Central Office—3rd Floor

864 Broad Street

Augusta, GA 30901

Office (706) 826-1131 • Fax (706) 826-4634

PARENT PERMISSION FOR HEARING/VISION SCREENING

_____

(NAME OF SCHOOL)

TO: RCSS Department of Psychological Services-(ONLY)

I hereby grant permission for my child, _____

(Name of Child)   (Date of Birth)

to have his/her hearing and vision screened, so that the Response to Intervention/Student Support Team (RtI/SST) can better assist him/her. This screening will be conducted at your child's school by either the school nurse or other appropriately trained school personnel, at no expense to you.

I (do____) (I do not__) wish to be informed of the results of the screening.

_____

Parent or Legal Guardian's Signature   **Date**

_____

Parent(s) Name (please print legibly)

_____

Address

_____

City   **State**   **Zip Code**

_____

Home/Cell Phone No.   **Work Phone No.**

Meeting Checklist for RtI Building Facilitators

Note: Tier 1 information is discussed at grade level meetings- Tier I is what we do for ALL students

Students	Meeting date & time	Discuss concerns with teacher	Review the permanent record	Schedule a date, time & place to meet	Send notification- parents/guardian 7-10 days in advance	Notify involved staff via e-mail	All documentation should be in your box 2 days prior to meeting in the RED Folder	Send a reminder to all stakeholders	Designate a timer & recorder for the meeting	Conduct introductions of all present	Share the purpose of meeting	Read summary of last meeting (if applicable)	Discuss test scores: I-ready, grades, attendance, discipline,	Each teacher, counselor, etc. presents documentation & charts	Discuss home life, changes, etc.	Discuss interventions: who, what, when, where & how	Ask if there are questions	Ensure that the team agrees to the plan	Recorder writes up Summary of Meeting & reads it before signatures of those present	Schedule the next meeting- document information on the summary of meeting form	Notify anyone not present of tasks and follow up date	Upload information into IC- Infinite Campus	Next meeting-date & time

RtI INITIAL REFERRAL CHECKLIST

(Items required to submit packet to SPED)

DATE SUBMITTED	DOCUMENTATION	COMMENTS
	Printed student information from **Infinite Campus** to include: SLDS, current grades/report card, attendance, behavior/discipline, etc.	
	Problem Identification Checklist	
	Work Samples & Analysis of Student Work At least **3 analyzed work samples for each area** that indicate: student's name, date of assignment, numeric grade, with commentary (on/below grade level, done with assistance, 1 on 1, extended time, modified assignment, etc.). *These should support what was noted as an area of difficulty on the Problem Identification Checklist and during intervention*	
	RCSS Test Results: CogAt, i-Ready, GA Milestones,	
	Progress Monitoring reports/data *This should match the intervention plan information.*	
	Behavior data *(if applicable)* Data should include baseline information that collected within 30 days of collecting the first progress monitoring data point. Behavior data should document frequency, duration and intensity. Examples: contracts, scatterplots, point sheets, behavior report cards, etc.	
	RtI Summary of Meeting forms	
	Hearing & Vision Screening results	
	Permanent Record: Copy of 4 pages of cumulative folder, birth certificate, legal documents, etc.	
	Medical Documentation Statement or other information *(if applicable)*	
	504 documentation *(if applicable)*	
	Outside resources documentation such as private evaluations, reports, therapy notes, etc.	
	Student observation to be completed by:_____ (person responsible)	

NOTE: Continue interventions and collecting data until the eligibility meeting is held

 DO NOT HOLD PACKETS WHILE AWAITING OBSERVATION DOCUMENTATION

A copy of the referral packet is to be submitted to Psychological Services & Special Education within 5 days from the date it was received.

Packet submitted by: _____ Date: _____

Packet reviewed by: _____ Date: _____

Analysis of Student Work
(Attach this sheet to a variety of student's classroom work samples)

Student's name: _____ **Grade:** ____ **Teacher's name:** _____

Verify: (Check to indicate verification)
___3 or more work samples for reading are attached and labeled
___3 or more work samples for math are attached and labeled
___3 or more work samples for language are attached and labeled
___All work samples are dated at the top
___All work samples have a numeric grade
___All work samples indicate if the work is on or below grade level
___Work samples indicate if completed with help or independently
___Work samples indicate how work completed (e.g., whole group, small group)
___Additional information included on work samples (e.g., extended time given, modified assignment)

Indicate weaknesses (if any) and provide comments for each of the relevant academic areas:

Reading: (Check areas of difficulty – attached samples should support)

____Letter recognition (B.R.)	____Letter/sound correspondence (B.R.)
____Blending (B.R.)	____Sight word recognition (B.R.)

____Using phonetic strategies for decoding (B.R.)
____Reading sentences/passages with adequate accuracy (R.F.)
____Reading sentences/passages with adequate rate (R.F.)
____Remembering facts/details from a reading passage (R.C.)
____Understanding vocabulary/terms in stories/text (R.C.)
____Answering comprehension questions from reading (R.C.)

Comments:_____

_____

Math: (Check areas of difficulty – <u>attached samples should support</u>)

____Number recognition (M.C.)	____Counting with one-to-one correspondence (M.C.)
____Math facts (M.C.)	____Understanding place value (M.C.)
____Solving computation problems (M.C.)	____Difficulties recognizing basic shapes (M.R.)
____Understanding math vocabulary (M.R.)	____Solving math word problems (M.R.)

Comments:_____

_____

Oral and Written Language: (Check areas of difficulty – <u>attached samples should support</u>)

____Speaks in short, choppy phrases (O.E.)	____Limited vocabulary in speaking (O.E.)
____Conveying ideas verbally (O.E.)	____Word retrieval (O.E.)
____Following aurally provided directions (L.C.)	____Answering "wh" questions (O.E.)
____Understanding spoken vocabulary (L.C.)	____Letter formation, spacing, etc. (W.E.)
____Spelling (W.E.)	____Writing in complete sentences (W.E.)

____Use of writing conventions (e.g., syntax, grammar) (W.E.)

Comments:_____

_____

RICHMOND COUNTY SCHOOL SYSTEM
864 Broad Street
Augusta, Georgia 30901
706-826-1000

Medical Documentation Statement

STUDENT NAME: _____   DATE OF BIRTH: _____

SCHOOL: _____   GRADE: _____

DATE OF MOST RECENT MEDICAL EXAMINATION: _____

MEDICAL DIAGNOSIS/PROGNOSIS: _____

_____

Based on my examination, the above named student ☐ DOES ☐ DOES NOT demonstrate a long-term illness and/or health disorder or impairment which results in limited strength, vitality, and/or alertness and adversely affects his/her educational performance. Examples may include, but are not limited to, tuberculosis, asthma, diabetes, cancer, heart condition, epilepsy, leukemia, nephritis, sickle cell anemia, cystic fibrosis, rheumatic fever, lead poisoning, seizure disorder, ADHD, and Tourette Syndrome.

This student's medical problems are considered to be of a ☐ Mild   ☐ Moderate   ☐ Severe nature.

EDUCATIONAL IMPLICATIONS OF HEALTH PROBLEMS: Check those which apply.
- ☐ Extended school absences
- ☐ Inability to attend full academic schedule
- ☐ Inability to attend to tasks the same length of time as peers.
- ☐ Unable to function physically and/or academically with peers of the same age and grade expectancy

Please briefly describe any special health care procedures, special diet, activity restrictions and/or any other recommended modifications:_____

_____

_____

Medications currently prescribed: _____

_____

Is medication to be administered at school?   ☐ YES   ☐ NO

Is the child receiving any outside services?
☐ Physical Therapy   ☐ Occupational Therapy   ☐ Speech   ☐ Counseling

----

_____   _____   _____
Name of Licensed Physician (PRINTED)   Signature of Licensed Physician   Date

Physician Contact Information: _____
                                                                    Address (Street, City, State, & Zip Code)

_____   _____
                Phone Number   Fax Number

RESOURCES

Pyramid of Intervention for English Language Arts

Assessment Resources:

Universal Screeners:

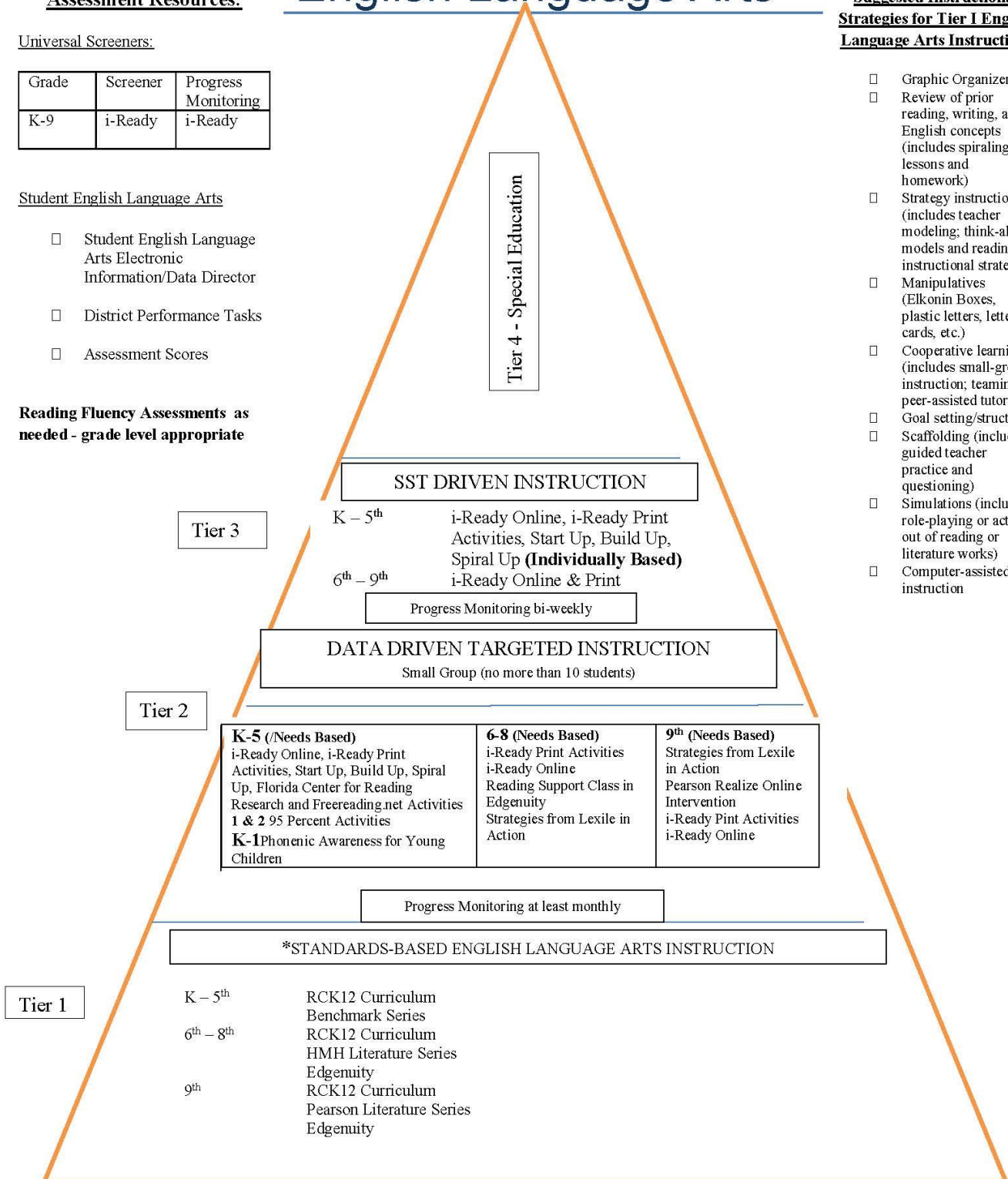| Grade	Screener	Progress Monitoring
K-9	i-Ready	i-Ready

Student English Language Arts

- Student English Language Arts Electronic Information/Data Director
- District Performance Tasks
- Assessment Scores

Reading Fluency Assessments as needed - grade level appropriate

Suggested Instructional Strategies for Tier I English Language Arts Instruction:

- Graphic Organizers
- Review of prior reading, writing, and English concepts (includes spiraling lessons and homework)
- Strategy instruction (includes teacher modeling; think-aloud models and reading instructional strategies
- Manipulatives (Elkonin Boxes, plastic letters, letter cards, etc.)
- Cooperative learning (includes small-group instruction; teaming; peer-assisted tutoring)
- Goal setting/structure
- Scaffolding (includes guided teacher practice and questioning)
- Simulations (includes role-playing or acting out of reading or literature works)
- Computer-assisted instruction

Tier 4 - Special Education

Tier 3

SST DRIVEN INSTRUCTION

K – 5th — i-Ready Online, i-Ready Print Activities, Start Up, Build Up, Spiral Up **(Individually Based)**

6th – 9th — i-Ready Online & Print

Progress Monitoring bi-weekly

DATA DRIVEN TARGETED INSTRUCTION
Small Group (no more than 10 students)

Tier 2

K-5 (/Needs Based)	6-8 (Needs Based)	9th (Needs Based)
i-Ready Online, i-Ready Print Activities, Start Up, Build Up, Spiral Up, Florida Center for Reading Research and Freereading.net Activities **1 & 2** 95 Percent Activities **K-1** Phonenic Awareness for Young Children	i-Ready Print Activities i-Ready Online Reading Support Class in Edgenuity Strategies from Lexile in Action	Strategies from Lexile in Action Pearson Realize Online Intervention i-Ready Pint Activities i-Ready Online

Progress Monitoring at least monthly

*STANDARDS-BASED ENGLISH LANGUAGE ARTS INSTRUCTION

Tier 1

K – 5th — RCK12 Curriculum Benchmark Series

6th – 8th — RCK12 Curriculum HMH Literature Series Edgenuity

9th — RCK12 Curriculum Pearson Literature Series Edgenuity

RCK12 Pyramid of Interventions for Mathematics

Assessment Resources:

Universal Screeners

Grade	Screener	Progress Monitoring
$K - 9^{th}$	i-Ready	i-Ready

Other Assessments

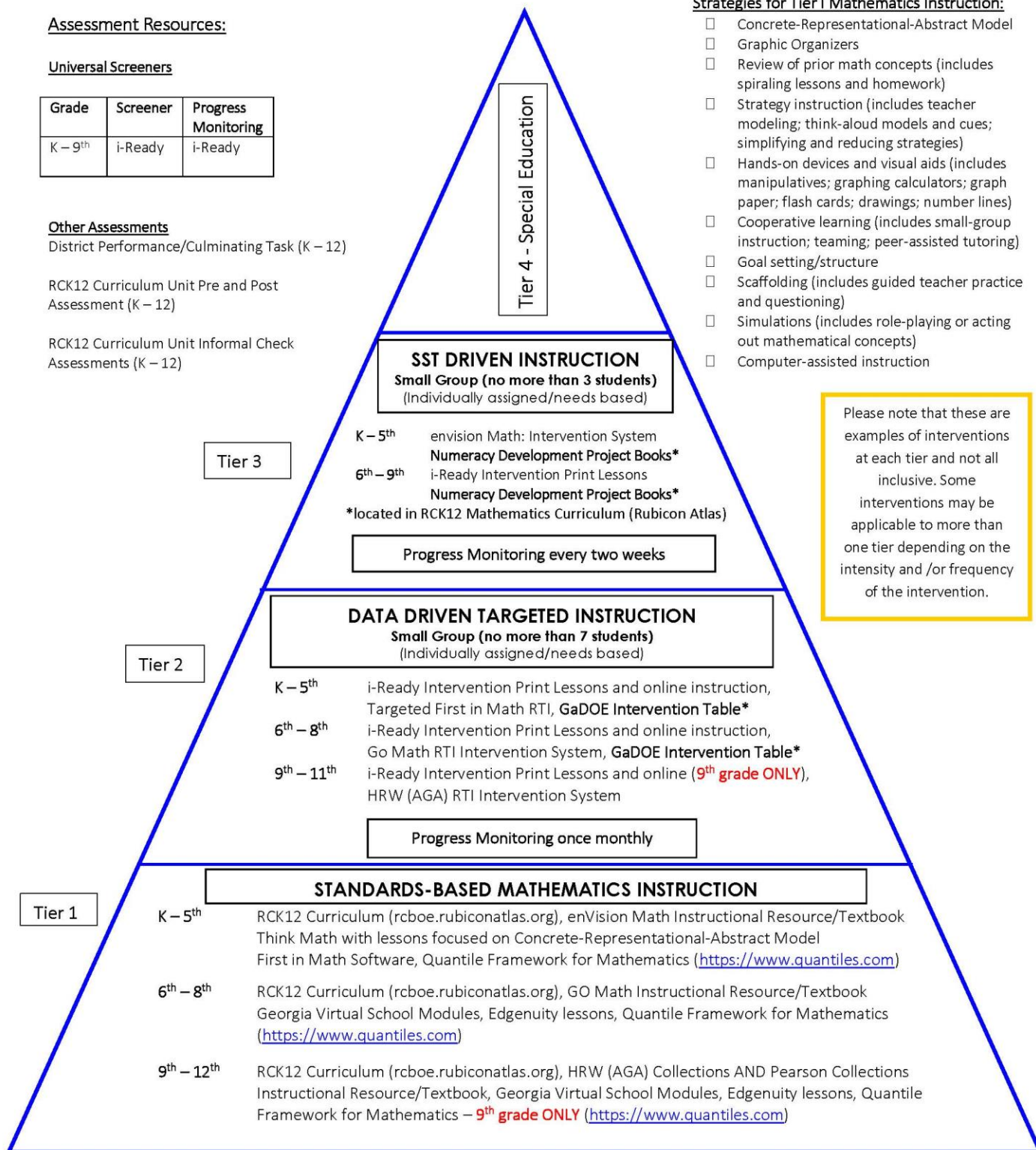District Performance/Culminating Task (K – 12)

RCK12 Curriculum Unit Pre and Post Assessment (K – 12)

RCK12 Curriculum Unit Informal Check Assessments (K – 12)

Strategies for Tier I Mathematics Instruction:

- ☐ Concrete-Representational-Abstract Model
- ☐ Graphic Organizers
- ☐ Review of prior math concepts (includes spiraling lessons and homework)
- ☐ Strategy instruction (includes teacher modeling; think-aloud models and cues; simplifying and reducing strategies)
- ☐ Hands-on devices and visual aids (includes manipulatives; graphing calculators; graph paper; flash cards; drawings; number lines)
- ☐ Cooperative learning (includes small-group instruction; teaming; peer-assisted tutoring)
- ☐ Goal setting/structure
- ☐ Scaffolding (includes guided teacher practice and questioning)
- ☐ Simulations (includes role-playing or acting out mathematical concepts)
- ☐ Computer-assisted instruction

Please note that these are examples of interventions at each tier and not all inclusive. Some interventions may be applicable to more than one tier depending on the intensity and /or frequency of the intervention.

Tier 4 – Special Education

SST DRIVEN INSTRUCTION
Small Group (no more than 3 students)
(Individually assigned/needs based)

Tier 3

$K - 5^{th}$ envision Math: Intervention System
Numeracy Development Project Books*
$6^{th} - 9^{th}$ i-Ready Intervention Print Lessons
Numeracy Development Project Books*
*located in RCK12 Mathematics Curriculum (Rubicon Atlas)

Progress Monitoring every two weeks

DATA DRIVEN TARGETED INSTRUCTION
Small Group (no more than 7 students)
(Individually assigned/needs based)

Tier 2

$K - 5^{th}$ i-Ready Intervention Print Lessons and online instruction, Targeted First in Math RTI, **GaDOE Intervention Table***
$6^{th} - 8^{th}$ i-Ready Intervention Print Lessons and online instruction, Go Math RTI Intervention System, **GaDOE Intervention Table***
$9^{th} - 11^{th}$ i-Ready Intervention Print Lessons and online (9th grade ONLY), HRW (AGA) RTI Intervention System

Progress Monitoring once monthly

STANDARDS-BASED MATHEMATICS INSTRUCTION

Tier 1

$K - 5^{th}$ RCK12 Curriculum (rcboe.rubiconatlas.org), enVision Math Instructional Resource/Textbook Think Math with lessons focused on Concrete-Representational-Abstract Model First in Math Software, Quantile Framework for Mathematics (https://www.quantiles.com)

$6^{th} - 8^{th}$ RCK12 Curriculum (rcboe.rubiconatlas.org), GO Math Instructional Resource/Textbook Georgia Virtual School Modules, Edgenuity lessons, Quantile Framework for Mathematics (https://www.quantiles.com)

$9^{th} - 12^{th}$ RCK12 Curriculum (rcboe.rubiconatlas.org), HRW (AGA) Collections AND Pearson Collections Instructional Resource/Textbook, Georgia Virtual School Modules, Edgenuity lessons, Quantile Framework for Mathematics – 9th grade ONLY (https://www.quantiles.com)

RCK12 Pyramid of Intervention for Behavior

Intervention Resources:

- ✓ interventioncentral.org
- ✓ pbisworld.com
- ✓ GADOE.org

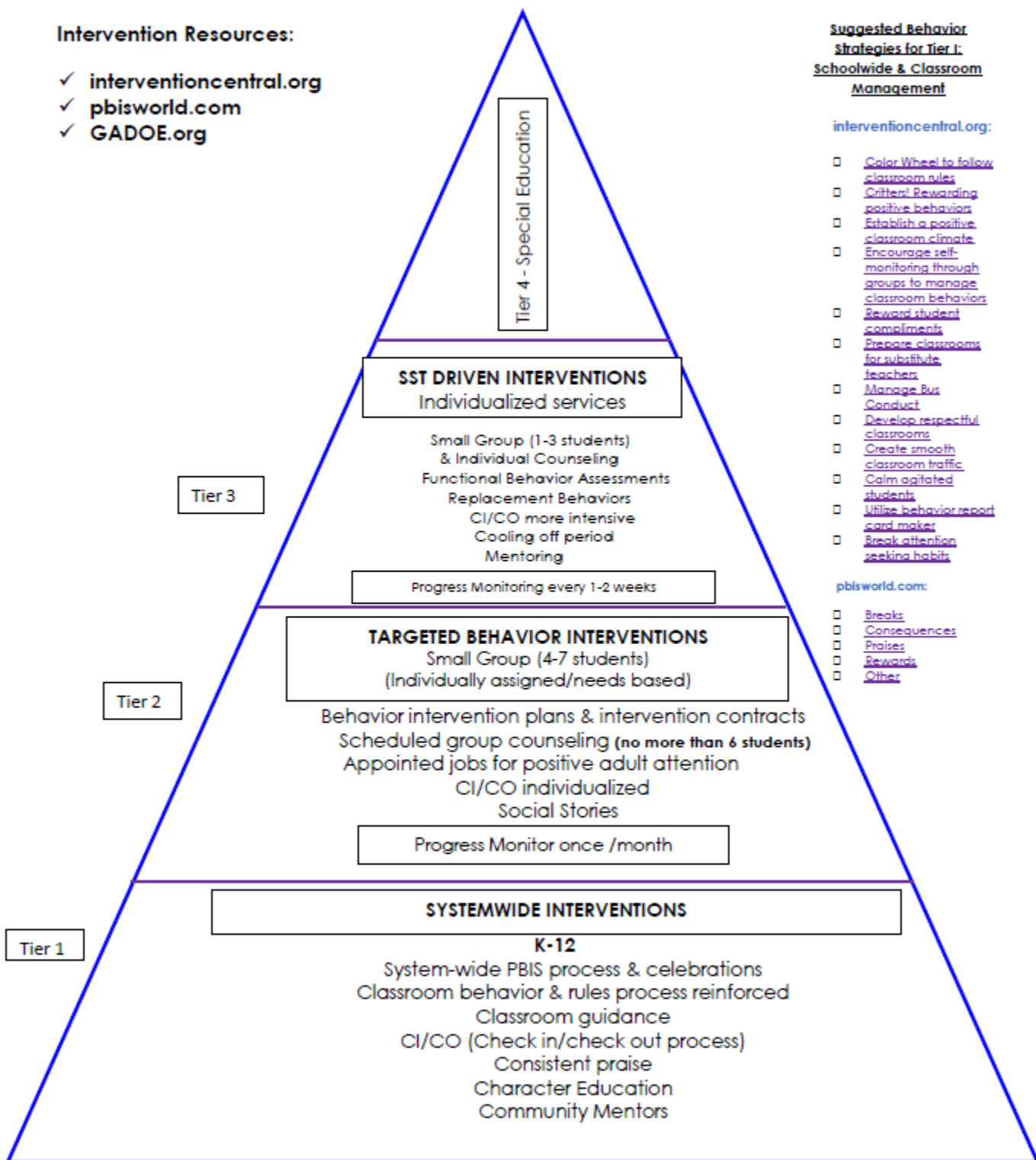Tier 4 - Special Education

SST DRIVEN INTERVENTIONS
Individualized services

Small Group (1-3 students)
& Individual Counseling
Functional Behavior Assessments
Replacement Behaviors
CI/CO more intensive
Cooling off period
Mentoring

Tier 3

Progress Monitoring every 1-2 weeks

TARGETED BEHAVIOR INTERVENTIONS
Small Group (4-7 students)
(Individually assigned/needs based)

Tier 2

Behavior intervention plans & intervention contracts
Scheduled group counseling (no more than 6 students)
Appointed jobs for positive adult attention
CI/CO individualized
Social Stories

Progress Monitor once /month

SYSTEMWIDE INTERVENTIONS

K-12
System-wide PBIS process & celebrations
Classroom behavior & rules process reinforced
Classroom guidance
CI/CO (Check in/check out process)
Consistent praise
Character Education
Community Mentors

Tier 1

Interventions and Corresponding Progress Monitoring Tools

Area	Intervention	PM Tool(s)
ELA & Math	i-Ready (computer based)	i-Ready GM
	i-Ready Tools for Instruction (paper/pencil)	i-Ready GM Check for Understanding Teacher-made assessment
	Computer-based programs (myOn, MobyMax, Read Theory, Readworks)	Program Reports/Assessments to document use i-Ready GM
ELA	95% Group Activities	Built-in Progress Monitoring
	Phonological Awareness for Young Children	Built-in Progress Monitoring DIBELS
	Start-Up, Build-Up, Spiral-Up	Pre/Post-Tests OR Quick Checks Teacher-made assessments DIBELS
	Strategies from Lexile in Action	i-Ready GM
	Pearson Intervention	i-Ready GM
	Flashcards (e.g., letter recognition, sounds, sight words, etc.)	Weekly checklists (dated)
	Repeated Reading, Listening While Reading, Performance Feedback, Phrase Drill Error Correction (all for reading fluency)	ORF Probes (DIBELS, Benchmark, or other Curriculum Based Measure-CBM), Phrase lists for accuracy
Math	En-Vision Intervention	Pre/Post-Tests i-Ready GM
	Numeracy Development PROJECT	Pre/Post Tests i-Ready GM
	GO Math RTI Intervention System	GO Math Pre/Post Tests
	First in Math	First In Math Pre/Post Tests
	Moving with Math	Module Assessments
	Do the Math	Module Assessments
	AGA RTI Intervention System	AGA Pre/Post Tests
	Math Facts Flashcards	Fluency Probes/CBM
Behavior	Behavior Contracts	Daily Behavior Report Cards (DBRC) Scatterplots Point Sheets
	Check-In/Check-Out	Point Sheets
	Social Stories	Scatter Plots and/or DBRC
	Counseling/Mentoring	DBRC & counseling logs

NOTE: *Many skills can be monitored with targeted i-Ready assessments and teacher-made assessments or Curriculum Based Measures (CBM). However, **ALL** data collected **MUST** be measurable in order to determine if goals have been met when reviewing progress. Progress monitoring tools can be found online at www.interventioncentral.org and www.pbisworld.com and in the RCSS RtI Manual.*

*This list is **NOT** all-encompassing. Schools may have additional resources available for use and other methods to progress monitor (e.g., DIBELS).*

Behavior Intervention Guide

Behavior is one form of communication. It is a way for us to express our wants, needs and desires without words. Much of what we know about others is discovered through body language and non-verbal gestures. When an inappropriate/disruptive behavior is displayed, it is our job to determine, why that student just did what they did. **It is vital that we make this determination prior to beginning any intervention(s) because it dictates which intervention(s) would be the most appropriate.**

There are three basic ways to categorize why an inappropriate behavior is occurring:
1. Function: to get/seek something desired or to avoid/escape something painful or undesired.
2. Skill Deficit: an academic or behavior skill that the student does not know how to perform. (**Can't Do**)
3. Performance Deficit: an academic or behavior skill that the student does know, but does not consistently perform. (**Won't Do**)

In order to understand the nature and purpose of the behavior, we begin by collecting baseline data on the problem behavior(s). **It is usually collected for 3-10 days.** This is done by gathering information on the: **frequency** (how often); **intensity** (the force with which a behavior occurs); and **duration** (length of time) the problem behavior(s) occurs, as well as identifying the antecedent, behavior, and consequence. The **antecedent** is what happens just before the behavior is displayed. This includes factors in the physical environment, type of instruction, size of the group, noise level, location, time of day, and factors internal to the student (level of fatigue, hunger, emotional factors and prior knowledge of the content, etc.). The **behavior** is what the student says, does, or does not do. The **consequence** is what happens after the behavior occurs. This includes the actions of the teacher and peers, changes in the environment, things that the student obtains or avoids. Every behavior leads to a response, therefore, behavior is an attempt to attain a response to the situation and to gain a desired consequence.

The RTI Behavior Process

At the TIER 1 level, all students receive instruction on what behaviors are expected of them, including school's rituals and routines. As with academics, some students may have difficulty acquiring/displaying these behaviors and may need a more specialized, research-based intervention that they can receive at the TIER 2 level. Choosing which intervention to use may become daunting for individuals not familiar with this process. In order to facilitate learning and apply the Behavior RTI process teachers will be introduced to two interventions typically used in addressing inappropriate behaviors: **Behavior Report Card and Check-in/Check-Out (CI/CO) to be used at the Tier 2 level.** If these interventions are ineffective, the RTI team may need to reconvene to examine other interventions or consider placing the student at TIER 3. This is a good time to consult with the Behavior Specialist and develop other behavior interventions. Students whose behavior(s) is considered to be of a chronic nature, and/or who pose a threat to him/herself or others can be placed directly at the TIER 3 level.

If you have tried one of the behavior interventions with **fidelity** for at least two (2) consecutive weeks and do not see any changes, speak with your school psychologist for recommendations and/or changes prior to attempting to contact your RTI Facilitator about scheduling another RTI meeting so that data can be reviewed and other options discussed.

Check-In/Check-Out (CI/CO)

The Check-in/Check-out intervention is recommended to offer multiple opportunities to reach the goal and increase the desired behavior.

Teacher Information:

1. The CICO program consists of the following components:
   - Morning "check in" in teacher's room
   - Teacher feedback 3-5 times each day
   - Afternoon "check out" in teacher's room
   - Copy of report sent home

2. Each morning, the student will walk directly to teacher's room to check in. The student will receive his/her daily point sheet. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to teacher's room.

3. During the day, you will provide feedback to the student in the form of points. A "2" indicates great job; "1" indicates okay/so-so; and a "0" indicates that the student did not meet the goal. Please mark the student's card at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will walk to teacher's room to check out. The student will then turn in the card, points will be recorded, reward given as earned and agreed upon and a copy will be sent home to the parent/guardian.

5. Data will be graphed on a regular basis. Copies of the student's graph will be sent home on a weekly basis. Please contact school RTI facilitator if it appears that the program is not working, or if you have other concerns.

TIPS for Providing Positive Feedback during Check-in, Check-out

Things to say at check in…

- Good Job! You brought back your CICO Report signed!
- You're here on time -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today

Things to say at check- out….

- You had a great (awesome, terrific day)!
- You're right on target
- Your family is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal- Yes!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once in a while- I know you can do it tomorrow
- You look a little frustrated- what happened?*
- Looks like you were having some trouble today. I know you can turn it around tomorrow

*If a student looks upset take a few minutes to "just listen" and/or provide them time to calm down.

Example:

CHECK IN CHECK OUT POINT SHEET

Tom Smith

Points Possible: **36**
Points Received __22___
%of Points __61%___
Goal Met _N____

2 – Great Job! (with no more than 1 reminder)
1 – So, so (with no more than 2 reminders)
0 – Doesn't meet goal (3 or more reminders)

Date: ____/____/____

GOALS: maintain 75% of points

Check in hours	10:00	11:00	12:00	1:00	1:30	2:30
Target Behaviors	Math	Reading	Lunch	S. Studies	Science	Specials
Tom will keep his hands and feet to himself.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Tom will use appropriate language when speaking to others	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Tom will transition from one class to the other with no more than 2 prompts.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Check in goal :	___/___	___/___	___/___	___/___	___/___	___/___

Parent Signature:_____

Typical Problems and Solutions

1. **The student forgets to "check in"**
   This is very common, especially for younger students. If the student arrives, and forgets to check in, send him back to the teacher's room. It is important that the student checks in and learns the routine.
2. **The student loses the card**
   Pick a place in the classroom to keep the card. You may also tape the card to the student's desk. Provide verbal reminders to the student to "remember your card". Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your packet).
3. **The student "loses" the card because they are having a bad day**
   If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.
4. **The student arrives late to school**
   Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check out.
5. **The student becomes angry, and throws the card or rips it up**
   Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

Behavior Report Card

*****It is recommended to use the Behavior Report Card to target behaviors present in one particular setting. *****

1. Go to interventioncentral.org and Click on **Behavior Interventions** at the top of the page in the middle.
2. Look under **Behavior Intervention App** and find and Click on **Behavior Report Card Maker: Online App.**
3. On this page, the teacher will see step 1. You are to fill in the information requested.
4. On step 2, the teacher can either choose from the goal options listed or can add their own customized goal(s). More than one goal can be added. In addition, you can choose the response format.
5. On step 3, the teacher will generate the report card. The teacher can choose between a daily report card, time of day, daily by location or weekly. After the teacher chooses an option, he/she can either preview what it will look like or download the pdf.

Example:

Note: It is important to remember that positive feedback be provided to the student on a daily basis

Behavior Scatterplot

	Dates:										
		Monday		Tuesday		Wednesday		Thursday		Friday	
	TIME	1	2	1	2	1	2	1	2	1	2
	:00										
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Teacher: _____

Student: _____

Behavior 1: _____

Behavior 2: _____