

Clay County Schools

Response to Instruction (Rtl)

Action Plan K-12

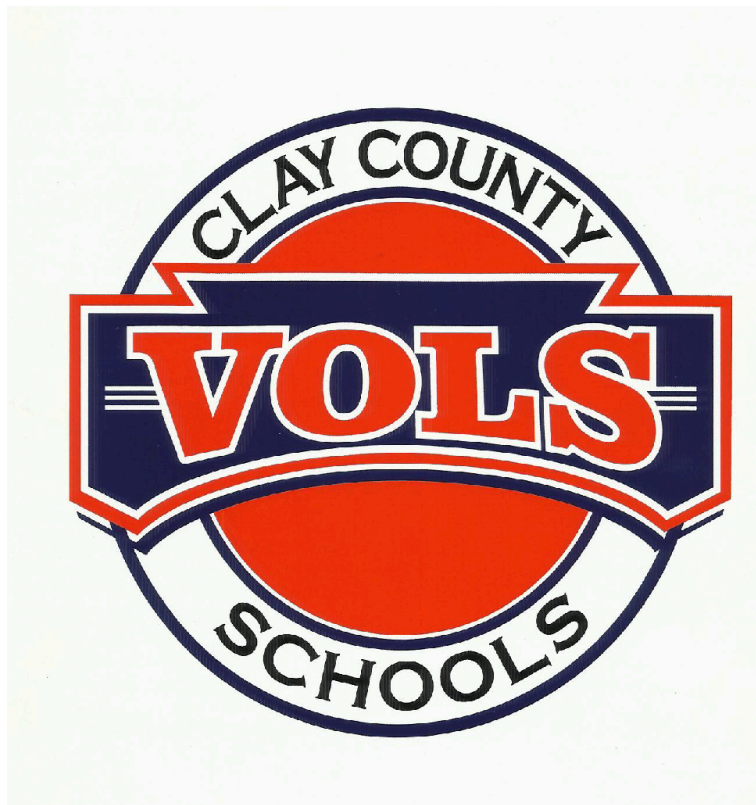


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Section One:
Introduction to Rtl

Part A. Executive Summary:

The purpose of this document is to provide an overview for Response to Instruction (RtI) practices in the Clay County School System and explain the essential components of RtI. The guidance document is designed to assist central office staff, principals, and teachers in understanding RtI, its origins in educational practice and research, its usefulness and value, and how it can be implemented at the elementary, middle, and high school levels. It is not intended to be a substitute for training but rather is intended to increase understanding of the various aspects of RtI.

Background information:

Language related to RtI was written into law with the 2004 reauthorization of the Individuals with Disabilities Improvement Act (IDEIA 2004). RtI is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality instruction to all students and intervention support for some students.

Part B. Resources:

For more information about implementing components of RtI, please see the following sources:

National Center on Response to Intervention (www.rti4success.org)

What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc>)

RTI Action Network (www.rtinetwork.org/essential/assessment)

Alabama State Department Website (www.alsde.edu)

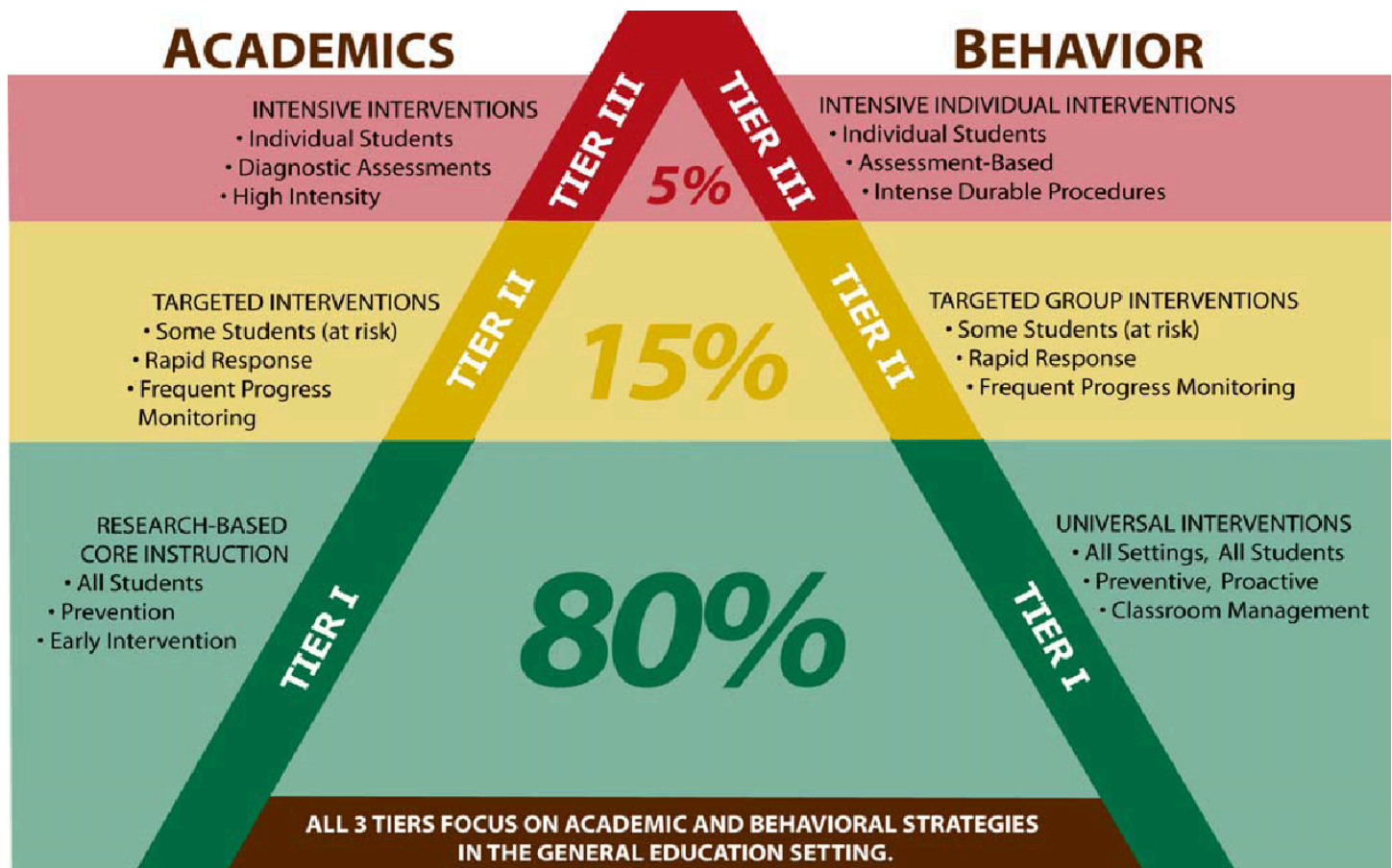
The RtI Guy (www.totalRTI.com)

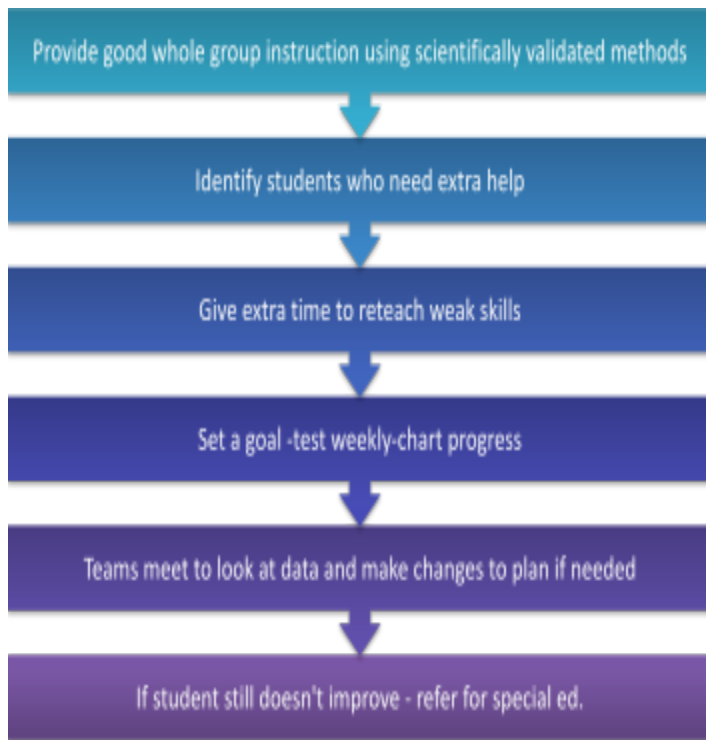
Part C. Definition:

What is response to instruction?

"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. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems." (Response to Instruction: Alabama's Core Support for All Students, available online at www.alsde.edu)

Part D. Visuals:



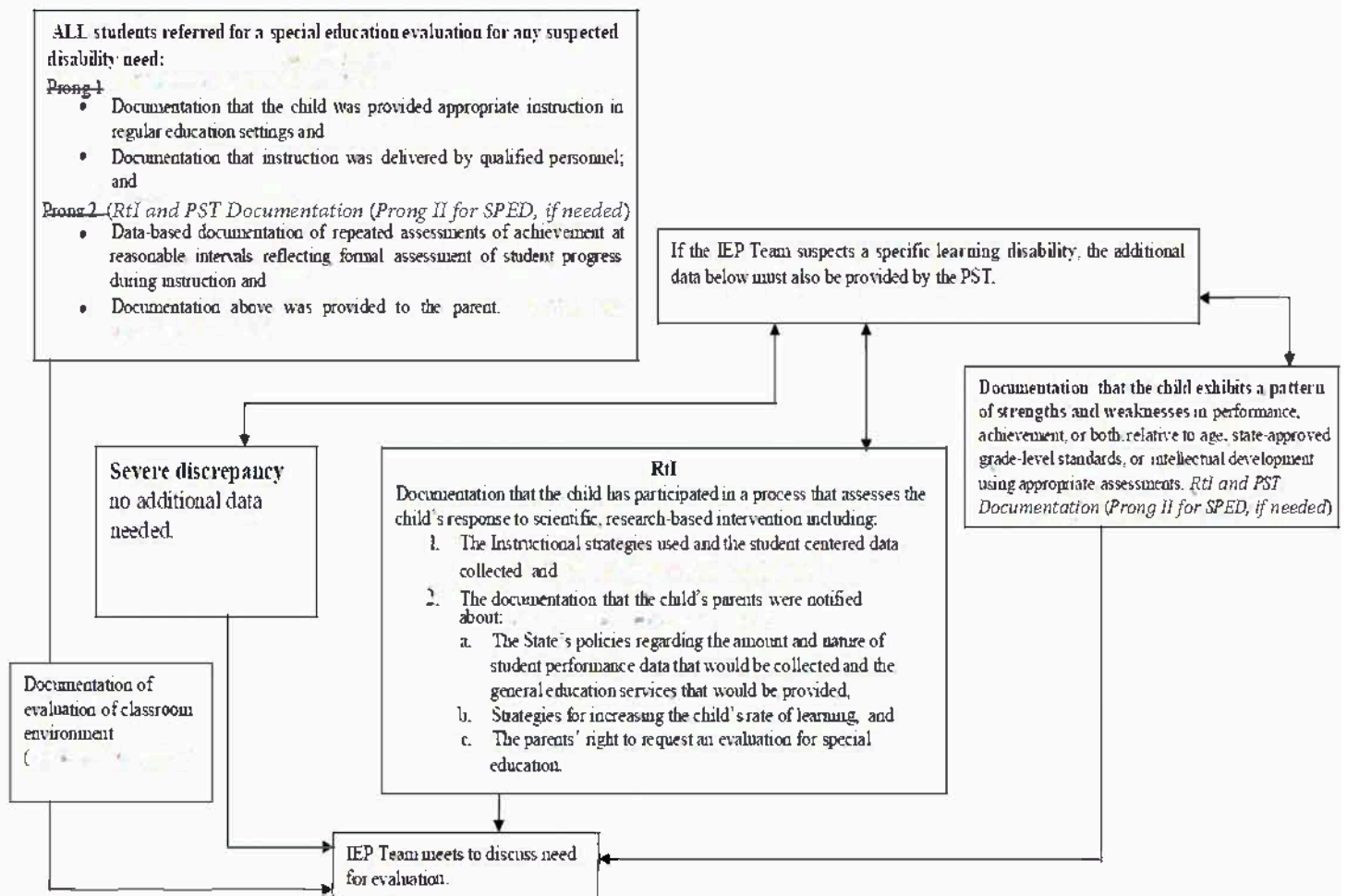


Part E. Special Education Legal Requirements:

What is Needed for a Referral to SPECIAL EDUCATION ?

- Type of Intervention(s) used and time devoted to intervention
- Rate of improvement chart for progress monitoring
- Recommendations of the problem solving team
- Observation of Classroom Environment
- Proof of Parent Notification
- Completed special ed. referral form
- Passed hearing/vision screening
- Completed Response to Instruction & Problem Solving Team Documentation (Prong II for SPED *if needed*)

Documentation Needed from PST for a Referral for Evaluation for Special Education



The PST process should be in place concurrently with the evaluation process. If ineligible for special education services, refer back to PST.

Section Two:

Tiered Instruction

TIER I

MOST IMPORTANT TIER!

Make every minute count by providing effective, differentiated instruction.

KEY POINTS 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.

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 percent 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. Teachers should consistently implement strategic teaching strategies in the 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.

WHO?

- **Who provides Tier I instruction?** - General Ed Teacher
- **Who will receive Tier I instruction?** -All students

WHAT?

- **What materials are used for instruction?**
 - At all grade levels teachers will use school board adopted textbooks and other supplementals to maximize Tier one instruction.
- **What materials will be used for assessment?** Star Reading and Math screeners, Dibels (K-3), Scott Foresman assessments (K-5), ARMT+, and Classworks(6-8), end of course test, AHSGE, GlobalScholar (9-12).

WHERE?

- **Where will Tier I instruction occur?** General education classroom

WHEN?

- **When will students receive Tier I instruction?** During the regularly scheduled reading and math class time.

HOW?

- **How often does Tier I instruction occur?** - daily core instruction
- **How is Tier I instruction documented?** -lesson plans that follow the pacing guide for the grade level curriculum and walk-through observations of effective teaching
- **How is progress monitored?** All students receive a universal screener of basic grade level reading and math skills **three times per year using the STAR or GlobalScholar program.**

TIER II

Strategic Intervention

Key Points:

- 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 STAR universal screening assessment. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Tier II intervention is explicit, systematic, and aligned with Tier I instruction. Interventions are differentiated, scaffold, and targeted based on individual student needs.
- Time should be allocated in the school day or class period to pull a small group of students for targeted instruction. Tier II interventions need to be at a common time for each grade in k-5. This would allow a “walk to intervention” model if desired.
- Tier 2 interventions are “embedded” in core instruction in every content area during time designated for collaborative group work.
- Example of Intentional student grouping:
 - Heterogeneous groups – Orange day -Each Tier II student is partnered with a non-Tier II student. Teacher spends time with each group
 - Homogeneous groups – Crimson day - All Tier II students are grouped together. Teacher works closely with this group

WHO?

- **Who provides Tier II instruction?** - Typically General Ed Teacher but could be provided by supplementary staff if deemed appropriate by the principal.
- **Who will receive Tier II instruction?** -
 - "Intervention" category based on Star universal screener (<25%tile)
 - "On Watch" category or other students who failed to meet AYP standards may receive Tier II instruction if deemed appropriate by the principal and PST team.

WHAT?

- **What materials are used for instruction?**
 - **K-6**
 - Reading - ARI strategies, Reading Street differentiated instruction, StarReading, Scott Foresman, Accelerated Reader, Classworks
 - Math - StarMath, AMSTI, GoMath, Classworks
 - **7-8**
 - Reading and Math - ARI strategies, Classworks, and Core Programs
 - **9-12**
 - Core textbooks, Plato, Coach books
- **What materials will be used for progress monitoring?** Star Enterprise (K-8), GlobalScholar (9-12).
- *** All materials may not be used**

WHEN?

- **When will students receive Tier II instruction?** This should occur in the general education classrooms using strategic teaching strategies and differentiated instruction.
- **When will progress monitoring occur?** Students will take the STAR Progress Monitoring test for reading and/or Math at least once every two weeks (K-8). 1x per month for high school.
- **When is the intervention no longer needed?** When students meet rate of improvement and the PST determines that Tier I instruction alone can yield academic progress.

- **How often does Tier II instruction occur?** - Thirty minutes per day... If a student needs both reading and math intervention then the time will be split between the two subjects. (ex. 2 days math intervention/3 days reading intervention per week)
- **How long should a student not making progress stay in Tier II?** - After 4 consecutive progress monitoring points that show no improvement the PST will meet to determine if Tier III intervention is needed.

TIER III

Intensive Intervention

Key Points:

- Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions are skill specific and should increase in intensity, require smaller groupings, and should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research 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. 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.
- 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. If the student is successful with the intervention and demonstrates sufficient progress the team may consider 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.
- Students receiving Tier III interventions may not necessarily continue to participate in Tier II interventions. Tier III interventions could be scheduled to overlap with Tier II if needed. This minimizes the “time out of the classroom” for the student in Tier III intervention.
- Important Reminder! Don’t rely solely on special education teachers to implement your Tier III interventions. Special education teachers’ first priority is to meet IEP provisions for students with disabilities.

WHO?

- **Who provides Tier III instruction?** - General Ed. Teacher, Special Ed. Teacher, Intervention Specialist, Reading Coach, or other staff designated by the principal.
- **Who will receive Tier III instruction?** -
 - "Urgent Intervention" category based on formative assessment (Star/GlobalScholar (<10%tile)
 - "Intervention" category or other students who failed to make adequate progress based on assessments and recommended by the PST.

WHAT?

- **What materials are used for instruction?**
 - **K-6**
 - Reading - My Sidewalks, Classworks, Scotts Foreman
 - Math - GoMath intervention, Star Math, Reading Coach, V-Math
 - **7-8**
 - Reading - Classworks, My Sidewalks, Reading Coach
 - Math - Classworks, V-Math
 - **9-12**
 - Reading - Coach workbooks, Plato, Credit Recovery, ARI strategies
 - Math - Coach workbooks, Plato, Credit Recovery, AGS textbooks
- **What materials will be used for progress monitoring?** Star (K-8), Dibels (K-3), Scott Foresman (K-5), GlobalScholar (K-12)

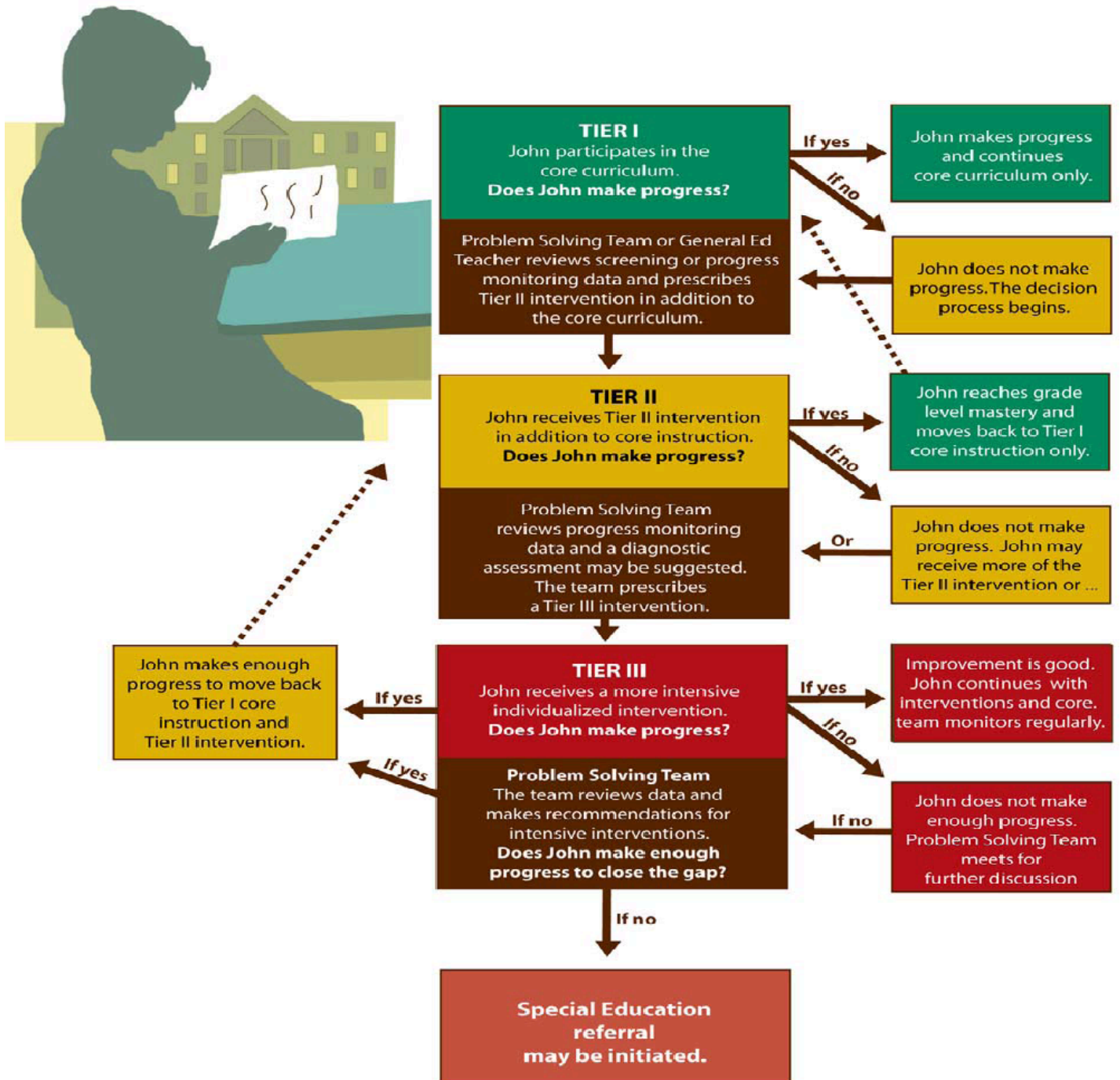
WHEN?

- **When should students begin receiving tier II intervention?** As soon as possible after students have been identified through screening or recommended by the PST based on progress monitoring data.
- **When will students receive Tier III instruction?** Elementary - During a 30 minute intervention block to be scheduled by the principal. Middle - During an elective class for reading/math intervention or students may be pulled from regular reading/math class for small group intervention.
- **When will progress monitoring occur?** Students will take the STAR PM test for reading and/or Math one time per week.

HOW?

- **How often does Tier III instruction occur?** - A minimum of 30 minutes per day. If a student needs both reading and math intervention then the time will be split between the two subjects. (ex. 2 days math intervention/3 days reading intervention per week)
- **How many students should be in a small group?** - No more than 5 is recommended.
- **How is Tier III instruction documented?** - lesson plans that follow the pacing guide for the grade level curriculum and walk-through observations of effective teaching
- **How is progress monitored?** Tier III students will take a reading and/or math PM every week. Teachers will report classroom progress and anecdotal data to the PST. Progress will be charted based on a rate of improvement goal established by the PST.

Flowchart for Rti process



Section Three:
Problem Solving Teams (PST)

A. Specific Requirements:

PURPOSE OF PROBLEM-SOLVING TEAMS.

The PST is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs, (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

NUMBER OF PROBLEM SOLVING TEAMS.

Elementary – one team per school

Middle – one team per school

High – one team per grade level

FREQUENCY AND DURATION OF PROBLEM SOLVING TEAM MEETINGS.

Decisions regarding frequency and duration of PST meetings should be determined at the school level. However, *student progress should be monitored monthly, and best practice would be to limit the duration of the meeting to one to two hours.*

TEAM MEMBERS -Team members should include the following:

Classroom teachers

Intervention teachers

Instructional Coaches (Reading, Literacy, Math, Graduation, etc.)

Special Education teachers

School Counselor

Administrator (principal or assistant principal)

TEAM MEMBER ROLES

Team members should serve in the following roles 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.

Continuous Instruction and Intervention Services

When students begin the intervention process (Tier II or Tier III), they will continue in that process until they have attained grade-level standards and skills or until they are referred to the next level. Unlike the BBSST process, Rtl interventions may be carried over from one school year to the next school year.

B. PROBLEM SOLVING TEAM'S WORK AND RESPONSIBILITIES

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. The team should follow the guidelines for screening all students with the Star Global Scholar, or like assessment, at least three times per year and using state assessment data to verify decisions.
2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency using classroom observation data including the BASC and walk-through observation forms.
3. The PST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria. 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.
5. The PST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention. A plan form is attached. Goals are pre-set in the Star program based on state testing data.
6. The PST will ensure that classroom teachers use the Global Scholar Performance Series, or like program, to measure the student's response to the intervention.
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).
8. The PST reviews each student's accumulated progress monitoring data on a specified schedule.
9. The PST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

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.

Special Education Completion Considerations

When the IEP team finds that a student is no longer in need of special education services, the IEP team may determine that the student should transition to either Tier II or Tier III interventions. In coordination with the IEP team, the PST will ensure that appropriate intervention support and progress monitoring are provided to the student who is no longer in need of special education services.

C. 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. (Refer to chart in introduction for specific guidelines)
- On April 8, 2015, the Alabama State Board of Education Dyslexia Resolution was unanimously adopted and set forth dyslexia amendments to the *Alabama Administrative Code*, defining dyslexia as a "learning challenge that is neurological in origin." Dyslexia impacts the ability of students to develop solid literacy skills-reading, writing, and spelling, which are essential in all learning in school and beyond. Students who do not develop these foundational literacy skills are considered at risk.

SYSTEM-LEVEL REPORTING

Clay County School System will collect the following RTI outcome data annually from each school: (See attached form)

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.

The System-wide PST Coordinator will:

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.

Section Four: Forms

Clay County Schools PST Annual Report

RtI EFFECTIVENESS SCHOOLWIDE COMPILATION

Statistical Breakdown Current School Year: _____

School _____ Date _____

Total number of students enrolled in the school

Students Receiving Interventions During the Current School Year

Total number of students in any Tier II or Tier III intervention	
• Percentage of total students in Tier II or Tier III intervention	
Total number of students in any Tier II intervention	
• Percentage of total students in any Tier II intervention	
Total number of students in Tier II reading intervention	
• Percentage of total students in Tier II reading intervention	
Total number of students in Tier II math intervention	
• Percentage of total students in Tier II math intervention	
Total number of students in Tier II behavior intervention	
• Percentage of total students in Tier II behavior intervention	
Total number of students in any Tier III intervention	
• Percentage of total students in any Tier III intervention	
Total number of students in Tier III reading intervention	
• Percentage of total students in Tier III reading intervention	
Total number of students in Tier III math intervention	
• Percentage of total students in Tier III math intervention	
Total number of students in Tier III behavior intervention	
• Percentage of total students in Tier III behavior intervention	

Clay County Schools Tiers II and III PROGRESS REPORT

Date _____

Dear _____,

We are providing _____ with extra assistance daily by using intervention strategies which target:

___ reading comprehension skills

___ word-level reading skills

___ math computation skills

___ math reasoning and problem-solving skills

___ behavior skills

___ other _____

We measure the progress being made weekly using the Star Enterprise Program and the results of these progress measurements are graphed in the chart which is attached. Based on our progress measurements, we believe that, at this time, 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.

_____ 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 needed help. If you have any questions, please feel free to contact your child's classroom teacher.

**Clay County Schools
Referral Form**

SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: _____ Sex: _____ Race: _____ Date: _____

School: _____ Grade: ____ Age: _____ Birth date: _____

Specific Concern(s): _____

Specific screening/benchmark data:_____

FOR PST USE ONLY:

Hearing Screening Date:_____Pass_____Fail_____

Vision Screening (near) Date:____Pass ____ Fail ____ Vision Screening (far) Date_____Pass ____ Fail____

SECTION II. INTERVENTION PLAN

Teacher(s) Responsible for Intervention Implementation: _____

Identified Concern(s) to be Addressed (Choose one or more from the following):

- ☐ 01 Reading
- ☐ 02 Math
- ☐ 03 Behavior

Types of Interventions: (Choose all that apply to this intervention plan)

- ☐ Tier II Intervention Date initiated_____
- ☐ reading: word-level intervention
- ☐ reading: comprehension intervention
- ☐ math: computation intervention
- ☐ math: reasoning/problem solving intervention
- ☐ behavior intervention
- ☐ other intervention

PROGRESS MONITORING TOOL THAT WILL BE USED:

- [] Tier III Intervention Date initiated _____
- [] reading: word-level intervention
- [] reading: comprehension intervention
- [] math: computation intervention
- [] math: reasoning/problem solving intervention
- [] behavior intervention
- [] other intervention

PROGRESS MONITORING TOOL THAT WILL BE USED:

Intervention Goal: By May ____, the student

will _____

_____ by at least ____% in _____ out of _____ trials. _____

Benchmarks: (These are targeted subskills listed to insure that the intervention goal is met.)

1. By the end of the first semester, student will

_____.

(add in subskill necessary to meet

goal)

- _____ 2. By the end of the second semester, student will

_____.

(add in subskill necessary to meet

goal)_____

(Attach additional goal sheets if multiple intervention goals are established by the PST)

SECTION III . RtI PLAN REVIEW (plan to be reviewed at least monthly)

See the attached progress monitoring report for outcome information.

Signatures:

PST Chair _____

Initiation Date Completion Date

PST Secretary _____

Initiation Date Completion Date

If a referral to special education is necessary, content teacher(s) must complete the *Response to Instruction and Problem Solving Team Documentation (Prong II for SPED)* form.



Clay County Schools
Response to Instruction & Problem Solving Team
Documentation (Prong II for SPED *if needed*)

Content teacher completing this form: _____ Date: _____

Student's Name: _____ School Year: _____

Complete a separate form for each area of intervention

Area of Intervention: ___Math ___Reading ___Writing ___Speaking ___Behavior ___Other
If other, describe: _____

Evaluation tool(s) used for determining progress: _____

<i>Provision of notes or outlines</i>	<i>No penalty for certain mistakes</i>
<i>Adaptive writing utensils</i>	<i>Follow a routine/schedule</i>
<i>Support auditory presentations with visuals</i>	<i>Alternate quiet and active time</i>
<i>Use of a study carrel</i>	<i>Teach time management skills</i>
<i>Assistance in maintaining uncluttered space</i>	<i>Rest breaks</i>
<i>Weekly communication with home</i>	<i>Verbal/visual cues</i>
<i>Peer or scribe note-taking</i>	<i>Agenda book and checklists</i>
<i>Space for movement or breaks</i>	<i>Communication with teachers</i>
<i>Study sheets and teacher outlines</i>	<i>Adjusted assignment timelines</i>
<i>Extra visual and verbal cues and prompts</i>	<i>Visual daily schedule</i>
<i>Lab and math sheets with highlighted instructions</i>	<i>Varied reinforcement procedures</i>
<i>Graph paper assistance</i>	<i>Immediate feedback</i>
<i>Use of tape recorder for lectures</i>	<i>Work-in-progress check</i>
<i>Use of computers and calculators</i>	<i>Personalized examples</i>

Examples of Strategies

This does not reflect a complete list.

Anticipation Guides Cornell Note Taking Google Notes Cubing Prediction Sheets KWL Chart Entrance/Exit Slips
 Focused Free Write Graphic Organizer Guided Reading Hunting for Main Ideas Paired Reading
 Previewing Makes Sense Strategies Cooperative Learning Think-Pair-Share Outlining Paraphrasing
 Summarizing Scaffolding Read-Through Read-Aloud One-on-One Assistance Differentiated Instruction Chunking
 Quadrant Cards Literature Circles Socratic Seminars Sensible Sentence Highlighting
 Peer Editing Assignment Calendar Proximity Seating Foldables Internet Resource Re-Teach/Re-Test
 Review Supplemental Notes Verbalized Problems Vocabulary Cards Google Translate Google Screen Reader

Examples of Programs

This does not reflect a complete list.

STAR Reading, STAR Math, Reading Horizons, Moby Max, Global Scholar, Starfall, Other standardized tests, curriculum based/teacher-made tests, etc.

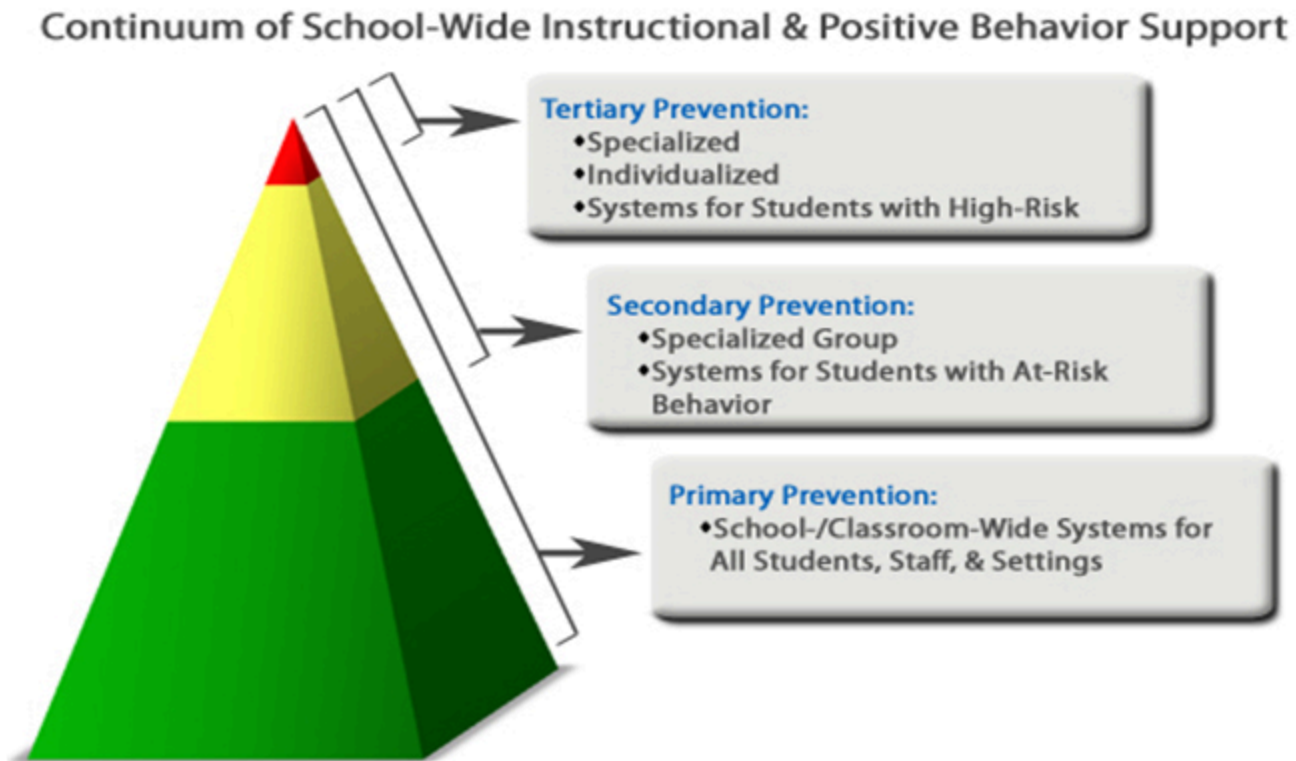
SECTION FIVE: BEHAVIOR

A. Key Points:

Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement. PBS uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with RtI principles. The goal of PBS in Alabama is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems, data, and practices model. The proactive design for PBS is to address the needs of students in Tier I, whole school/district; Tier II, strategic interventions for students with challenging behavior; and Tier III which addresses the more serious behaviors that often require functional behavior assessments and behavior intervention plans.

Effective, efficient, and relevant school wide discipline is based on a balance of four key elements:

1. Clearly specified outcomes that are related to academic achievement and social competence.
2. Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
3. Evidence-based practices that have a high probability of outcome achievement for students.
4. Systems that support adult adoption, high fidelity implementation, and sustained use of effective practices.



B. Tier I: Behavioral supports provided at a universal level to ALL students.

Characteristics of Student Behavior

- Behavior is somewhat a concern but no particular pattern occurs
- Behavior is manageable
- May have had 3 behavior referrals last school year that do not constitute a pattern
- EXCEPTION: *The student who does something totally “out of character” that might warrant a referral or suspension may need to move straight to Tier II or III. This is a red flag and indication that you need to watch for a pattern to develop.*

Characteristics of Tier I Instruction

- Prevention of problem behavior and support of positive behavior that should facilitate success for 80% of the students

- Established classroom rules & procedures
- Positive statement of purpose & expectations for all students and staff
- Procedures for teaching expectations
- Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis

Implementation Procedures

Step 1: Ensure implementation of Tier I

- [General Education Classroom Checklist](#) OR [Special Education Classroom Checklist](#)

Step 2: Eliminate any Tier I issues

Step 3: Ensure IEP reflects Tier I for behavior

- Profile Page>Special Instructional Factors
 - Box should be checked “No” in regards to behavior impeding learning.
- *If this box is checked “yes”, a goal page must be added (Tier II)

A. Tier II: Intervention for SOME who need more than the universal support given to every student

Characteristics of Student Behavior

- Behaviors occur more frequently
- Student may not know/understand the consequences of the inappropriate behavior
- Student may appear defiant. He may be regarded as a student who knows better but is just choosing to do as he wants. This could truly be a lack of knowledge as to what is appropriate.
- Student may follow rules on some days but still exhibits a pattern of discipline referrals
- Student needs instructional strategies to help recognize appropriate and inappropriate behaviors
- EXCEPTION: The student who does something totally “out of character” that might warrant a referral or suspension—the behavior goal page must be

revised to address the most recent behaviors and must also consider adding a Behavior Intervention Plan. This student may need to move straight to Tier 3.

Characteristics of Tier II Instruction/Intervention

- Implementation of supplemental supports by teacher(s)
- Strategies implemented by teacher in a timely manner
- Consistent with school-wide expectations
- Continuous monitoring of student behavior for decision-making

Implementation Procedures-- procedures are to be followed by the IEP team in conjunction with the PST. All purple applies to PST. All Blue applies to IEP team. Black applies to all.

Step 1: [Covene PST Meeting](#) or [Schedule an IEP meeting](#)

- Notice and Invitation to a Meeting--The purpose of this meeting is to:
 - [Review/revise Rtl Plan \(Call or send note home\)](#) or [Review/revise IEP \(NOPM\)](#)

Step 2: Select & define target behavior(s)

- Prioritize target behavior(s)
- Define target behavior(s) so that multiple teachers can take data on behavior

Step 3: Begin collecting baseline data

- Determine how behavior will be measured [Frequency, Duration, etc.](#)
- Select & develop data sheet and train other teachers on its use
 - Frequency data sheet
 - Duration data sheet

Step 4: [Ensure IEP draft is prepared for IEP meeting/Ensure PST Plan draft is ready for the meeting](#)

- [Profile Page](#)> The academic, developmental, and functional needs of the student
 - Record statement indicating how behavior adversely affects student
 - See IEP Checklist
- [Profile Page](#)>Special Instructional Factors
 - Box should be checked "Yes" in regards to behavior impeding learning
- Annual Goal: Behavior
 - Use same type measurement as used as baseline data (e.g., Frequency, Duration, etc.)
 - [Write a measurable annual goal](#) (Who, will do what, under what conditions, to what degree of proficiency, in what time frame?)
- Annual Goal>Type of Evaluation
 - Most likely Data Collection
- [Special Education and Related Services](#)>[Special Education](#)
 - Behavior instruction using research-based strategies and/or research-based programs (frequency and duration of instruction will occur more often)
- [Special Education and Related Services](#)>[Supplemental Aids and Services](#)
 - Prompting and reinforcement of appropriate behavior(s)
 - Examples (include as appropriate):
 - Self-monitoring
 - Behavior contract
 - Daily Checklist
 - Weekly progress reports
 - Visual schedule
- [Special Education and Related Services](#)>[Support for Personnel/ PST Trains Gened](#)

- Training in appropriate instructional strategies specific to the student and to responsibilities of implementing strategies

- Prompting and reinforcing appropriate behavior
- Responding to inappropriate behavior
- Collecting data to monitor progress

Step 5: [Hold IEP Meeting and Determine Strategies to Be Implemented](#)/[Hold PST meeting to enact behavior plan](#)

- Resource: [Tier II Toolkit](#)

Step 6: Progress Monitoring

- If the student is making progress, continue supports.
- If the student is not making progress in Tier II, check the implementation of the above process, and consider meeting to change it.
- If the student is not making progress and Tier II is working after a fidelity check, move the student to Tier III

Forms

- [Frequency data sheet](#)
- [Duration data sheet](#)

B. Tier III Interventions for FEW students who need more individualized intensive support in addition to school-wide supports

Characteristics of Student Behavior

- A pattern of consistent behavior has emerged
- Routinely assigned to OSS
- Could have 7 discipline referrals for 7 different behaviors or 5 discipline referrals for the same behavior which constitutes a pattern
- Even with prior behavior instruction and strategies, inappropriate behavior continues
- Could be close to or already at 10 OSS days

Characteristics of Tier III Instruction/Intervention

- Implementation of interventions as determined by the IEP team
- Intensive/individualized interventions for patterns of severe or extreme problem behavior
- Addresses dangerous, highly disruptive, and/or behaviors that impede learning for all students
- Reduces problem behavior and increases positive behaviors
- Involves a functional behavior assessment (FBA)
- Works with IEP team to develop a behavior intervention plan (BIP) that includes function-based interventions
- Continuous monitoring of student behavior for decision-making

Implementation Procedures

Step 1: [Schedule an IEP meeting/](#) [Schedule a PST Meeting](#)

- [Reevaluation for IEP Changes Process>Notice and Invitation to a Meeting>](#)The purpose of this meeting is to:
 - [Discuss need for additional data collection](#)
 - [Review/revise IEP](#)
 - [Develop Functional Behavior Assessment Plan](#)
- [Print the following forms for the meeting:](#)
 - [Notice of IEP Team's Decision Regarding Reevaluation](#)
 - [You must enter your name, phone number, and the date provided sent \(Date of meeting\) before printing](#)
 - [Notice and Consent for Reevaluation](#)

Step 2: Hold IEP meeting

- [At the PST meeting,](#)
 - [discuss changes that could be made.](#)
 - [Once you have changes that are appropriate, consult with parent.](#)
- [SPED: Notice of IEP Team's Decision Regarding Reevaluation](#)
 - [If the team determines additional data needed:](#)
 - [Additional data are needed](#)
 - [To determine if changes need to be made to IEP](#)
- [Notice and Consent for Reevaluation](#)
 - [Check "other" and type FBA in blank](#)
 - [Also check "observation" and "interview," as those will occur during the FBA process](#)
 - [If parent does not attend the meeting, follow the same process that you would normally follow when doing the 3-yr Reevaluation Process](#)
 - [Send Consent form home to be signed by parent](#)
 - [Document two attempts and if not returned, proceed with FBA](#)

Step 3: Complete FBA

- [Record Review](#)
 - [SPE Educational History Form](#) or [Record Review Form](#)
- [Indirect Assessment](#)
 - [Attention Assessment Form](#)
 - [Escape Assessment Form](#)
 - [Obtention Assessment Form](#)
 - [Sensory Assessment Form](#)
- [Direct Assessment](#)

- [ABC Observation Form \(at least two\)](#)
- Preference Assessment

Step 4: Develop draft BIP for [IEP meeting](#)/ [PST implementation](#)

- Behavior Intervention Plan (BIP) in SETS/[Rtl Intervention Plan](#)

Step 5: Schedule an IEP meeting

- Notice and Invitation to a Meeting>The purpose of this meeting is to:
 - Review/revise IEP
 - Develop/revise Behavior Intervention Plan

Step 6: [Ensure IEP draft is prepared for IEP meeting](#)/ [Ensure Implementation plan is prepared for staff](#)

- Summarize the data collected in a paragraph [on the Profile Page as well as](#) in the Behavior Intervention Plan summary (may copy and paste)
- Using all of the data collected develop a hypothesis for the function of the child's behavior. Record this as a statement [on the Profile Page as well as](#) in the Behavior Intervention Plan (may copy and paste)
- [Special Education and Related Services](#)>[Special Education/ PST Chair and gened teachers](#)
 - Monitor Behavior Intervention Plan
 - Behavior instruction using research-based strategies and/or research-based programs (frequency and duration of instruction will occur more often)
- [Special Education and Related Services](#)>[Supplemental Aids and Services/ All Staff](#)
 - Prompting and reinforcement of appropriate behavior(s) by all staff
 - Examples (include as appropriate):
 - Self-monitoring
 - Behavior contract
 - Daily Checklist
 - Weekly progress reports
 - Visual schedule
 - [Special Education and Related Services](#)>Support for Personnel
 - Training in appropriate instructional strategies specific to the student and to responsibilities of implementing the Behavior Plan
 - Prompting and reinforcing appropriate behavior
 - Responding to inappropriate behavior
 - Collecting data to monitor progress
 - How to recognize precursors to behavior escalation and techniques to diffuse
 - Personal safety techniques

Step 7: [Hold IEP meeting](#) and Implement Plan

- Review/edit plan with [IEP team/all affected staff](#)
- [Attach as a document to the IEP in SETS](#)

Step 8: Train others to implement BIP

- [Documentation of BIP training](#)

Step 9: Progress monitoring

- If the student is making progress toward goal, continue BIP
- If the student is not making progress, ensure implementation of Tier III or consider revising BIP
- If the student is not making progress, contact C DeLeo.

Forms

- [SPE Educational History Form](#)
- [Record Review Form](#)
- [Attention Assessment Form](#)
- [Escape Assessment Form](#)
- [Obtention Assessment Form](#)
- [Sensory Assessment Form](#)
- [ABC Observation Form](#)
- [Behavior Intervention Plan BIP](#)
- [Documentation of BIP training](#)
- Appropriate behavior data sheet

B. Behavior Report Card

Adapted from Crone, Horner & Hawken (2003)

Name: _____ Date: _____
Intervention Program: _____

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

Points Possible: _____
Points Received: _____
% of Points: _____
Goal = ____ %
Goal Achieved? Y N

GOALS:

	1 st period	2 nd period	3 rd period	4 th period	5 th period	6 th period	7 th period	8 th period
Be Respectful								
Be Resourceful								
Be Responsible								

Teacher Comments: _____

Parent Signature and Comments: _____

Behavior Report Card

Sample with Data

Adapted from Crone, Horner & Hawken (2003)

Name: Will Cooperate Date: 8/25/2010

Intervention Program: _____

Points Possible: 72Points Earned: 43% of Points: 60

Goal = 90%

Goal Achieved? No

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

GOALS:

	1 st period	2 nd period	3 rd period	4 th period	5 th period	6 th period	7 th period	8 th period
Be Respectful <i>Listen to discussions</i>	2	3	2	2	1	3	2	2
Be Resourceful <i>Complete homework</i>	1	1	1	1	1	1	1	1
Be Responsible <i>Come to class on time</i>	3	3	3	3	3	1	1	1

Teacher Comments: _____

Parent Signature and Comments: _____