



Barron Area School District RTI Manual

Board Approved - September 19, 2011

PREFACE

Response to Intervention (RTI)

Definition: The practice of providing high-quality instruction/intervention matched to student needs; using learning rate (or other outcomes) over time and level of performance to make important educational decisions (George Batsche et al 2005).

Why?: First and foremost, it makes educational sense. We need to address students' needs as they arise, not only when they become severe. Also, by December 1, 2013, a student may not be identified as having a Specific Learning Disability unless there is documentation that they have had intensive interventions designed to remediate their skill deficits.

In the following pages, you will find information that encompasses our District's philosophy of RTI and guidelines for its implementation. This is a process designed to meet the needs of students and should be evaluated on a regular basis. As our student population changes, we too shall change to remain effective in providing an excellent education to all students.

As with any guide, we understand the need for flexibility while addressing student needs. It would be presumptuous to think we can write the same prescription for each child.

GUIDING PRINCIPLES

- ✓ All children can learn.

- ✓ It is our responsibility, our duty, as educators to discover the keys to each child's academic success so that they may reach their dreams.

- ✓ In each person there are gifts and the capacity to develop those gifts.

- ✓ We are all part of the solution.

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RESPONSE TO INTERVENTION - KEY TERMS

Response to Intervention (RTI): is the practice of providing high-quality instruction/intervention that is matched to student needs; using learning rate (or other outcomes) over time, and level of performance to make important educational decisions (George Batsche et al 2005)

In other words: Providing high-quality instruction to all students and using data to determine if every student's educational needs are met. If not, interventions are provided to the extent necessary that the student makes progress to meet educational benchmarks.

"Every ed": is a new term indicating that there is no longer a difference in the students that we educate (i.e. regular/special education is now transformed and we are all educators of *all* students).

Tier 1 or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier 2 or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. 70% of students receiving this level of instruction should meet educational benchmarks.

Tier 3 or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier2 to meet educational benchmarks. Only 5% of all students will not meet educational benchmarks and may require instruction beyond this Tier (i.e. special education).

Screening: a quick and simple assessment of key *indicators* of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area.

In other words: Quick assessment of one small piece of an area that, research has shown, is a solid predictor of overall performance in that area. For example, at the elementary level, oral reading fluency is a good predictor of overall reading proficiency. (Universal screening = for all students.)

Progress monitoring: an assessment of rate of improvement compared to benchmarks. Frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student need. It must be research-based and implemented with *fidelity/integrity* (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention).

Formative Assessment: a range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both the student and teacher, that focus on the details of content and performance.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score.

Problem Solving Team (PST): A team that is designed to determine targeted skill deficits and interventions at Tier 3. Grade level teams handle problem solving at Tier 1 and Tier 2.

FREQUENTLY ASKED QUESTIONS*

1. What is the difference between Tier 1 and what I normally do in my general education class?

Ideally, there is no difference between Tier 1 and your class. Tier 1 assumes that differentiated instruction is occurring in your class, and that you use flexible grouping practices in your instruction on a regular basis. As long as all children are receiving instruction, and their instructional needs are being met, Tier 1 is the general education classroom. If you are not using a combination of whole group, small group, and even individualized instruction in the general class, then you are not meeting the requirement that all children should receive appropriate instruction. Your classroom should be based upon a system that ALL students in the classroom participate in universal screenings that allow you to target students who are not responding to instruction and that uses progress monitoring to measure the student's response to changes in your instruction. There should be multiple formative assessments, multiple means for a child to demonstrate their learning, and multiple means of delivering instruction to the child.

2. Our staff has received training on the 3-tier model. How long do I have to do Tier 2?

Typically, in most models, Tier 2 is a minimum of nine to 15 weeks of intense, supplemental instruction, based on scientifically-based research methodology in small groups of no more than five students. The supplemental instruction is provided to homogeneous groups at least 30 minutes per day, at least three days per week. It is critical that you understand that the goal of Tier 2 is not specifically to close the gap between the performance level of the targeted student and the general population, but that the gap is only closing. The measure of success at Tier 2 is that the child is making progress toward closing the gap. Tier 2 may be repeated several times consecutively or repeated in staggered time periods.

3. We keep hearing about the "80 percent factor" that is used in determining who needs targeted instruction. What does this mean?

The 80 percent factor is used to determine if you have a curriculum, instruction, or a student issue that needs to be addressed. If at least 80 percent of your students at either the District or building level are not meeting state standards, you have either a curriculum or instructional issue that needs to be addressed, and not a targeted student issue. If you try to address curricular or instructional issues through individual student interventions, you will continue to address the problem on a recurring basis. You must analyze your data to determine whether the issue is building or district-wide. If the issue is building or district-wide, then it is very likely that you have a curriculum issue. If the issue can be isolated to an individual classroom, or to a small group of classrooms, then the issue is very likely instructional. This determination leads to the next questions.

4. Which norms do I use to determine which students should be targeted for Tier 2 and Tier 3 interventions?

If fewer than 80 percent of your students at the building level are considered proficient in state testing, you will use the building-level norms to ascertain which students should be targeted for interventions. If at least 80 percent of the students in the building level are meeting state standards, as determined by state testing proficiency, targeted students for Tier 2 and Tier 3 are determined by using District or national norms.

5. What is meant by the term fidelity?

There are two components of fidelity. The first component is the length of time needed to conduct the interventions with the students. If an intervention is scheduled to be done three times per week, for 30 minutes per occurrence, then fidelity may be measured in component one by a checklist which documents the amount of time that the intervention was provided. The second component of fidelity is to actually conduct the intervention in the manner that it is designed to be administered. For example, if Destination Reading is the intervention being utilized, have someone who understands and can correctly identify the implementation of Destination Reading, and visit the teacher providing the intervention. During the intervention time, the trained visitor observes using a six-to-12 minute checklist approach, to determine if the intervention is being done properly and in the prescribed amount of time. Another aspect of fidelity deals with the fidelity of the District's implementation of RTI.

6. How do I determine whether a child should go up a tier?

This determination is actually the definition of adequate progress, based on progress-monitoring data. It is essential, in an RTI process, that each district determines a rubric for movement between tiers. The rubric must address two factors: first, how far behind the targeted student is, relative to the remainder of the student population at his grade level; second, whether the child is making more weekly progress (rate of growth, as measured by progress monitoring) than a student at a specific normative level. In Know Count Schools, we used the 10th percentile at grade level, based on universal screening data, as the cut-off point for determining how far behind a student was, relative to the general population. We also used a rate of growth that was equal to a student at the 25th percentile, based on district or building-level norms.

7. Isn't RTI the evaluation for determining the eligibility for special education?

No. RTI cannot be the sole component of an evaluation for special education. There must still be a comprehensive evaluation to determine eligibility for special education. RTI data are an important part of the eligibility evaluation.

8. What if the parents demand that their child be evaluated for special education eligibility?

This brings an interesting problem to both the state and to our ingrained process of evaluating students. As stated earlier, if I say the word “evaluate” for special education eligibility, for most of us, the first word that comes to mind is “test.” Under the Individuals with Disabilities Education Improvement Act of 2001 (IDEIA), a state cannot require use of the age discrepancy model in its eligibility determination for a learning disability. Under the same regulatory language, a state cannot prohibit the use of an RTI model. This obviously implies that our historical concept of “evaluate” and “test” being the same is no longer applicable. A school district has 60 calendar days from parental informed consent being obtained in writing to the determination of eligibility for special education. If a parent requests an evaluation for special education eligibility, the 60 day eligibility time frame is applicable. Therefore, if interventions have not been provided to the student prior to the parent’s request for evaluation, the District has 60 days to apply interventions and to make a determination of eligibility as its first option. The second option available to the District is to refuse to evaluate the child, based on a lack of suspicion at the District level that the child has a disability. In both cases, the parents receive their rights under the law.

If the District does not suspect that the child has a disability, or if the child has been making progress while receiving interventions, the position of the District would be to refuse to evaluate the child for eligibility for special education and to give the parents their rights under the law. The critical issue is that “test” and “evaluate” are not one and the same. The default is not that the child is eligible for special education. The decision is made, based upon data. If during the 60-day time frame, the data are insufficient to make a determination that the child is eligible for special education services, then the decision of the team would be that the child is not eligible and the parents are afforded their rights. Reference, here, for school districts would be the aforementioned due process hearing decision. *Northside Indep. Sch. District.*, 106 LRP 6674 (SEA TX 2005).

9. Is the child’s progress monitored at grade level or his instructional level?

This question comes up over and over again. This is a district-level decision that must be made prior to the implementation of the response-to-intervention model. In Knox County Schools, the determination was made that if a child is performing more than two years behind grade level, the child’s progress would be measured at his instructional (goal) level. Conversely, if the child is performing less than two years behind his grade level peers, then the child’s progress-monitoring would occur at grade level. Instructional level is defined as where the child functions between the 25th and 75th percentile on curriculum-based measurements (such as STAR). The goal level, the level at which the goal is written, is the grade level above the instructional level. For example, if a sixth-grade student obtains a reading score on curriculum-based measurement between the 25th and 75th percentile at 3rd level (instructional), the goal level would be fourth grade.

10. A student has been retained, either this year or in previous years. Do I use their chronological or grade-level norms?

Always use the grade level in which the student is placed.

11. A student in the RTI process has considerable absences. What do I do?

This really breaks down into two questions. First, you must look at all the data to ascertain the effect of attendance on instruction. You must also analyze the data to determine the effect that absences have on fidelity. If the child has a history of absences and we are implementing RTI, then it will be difficult to analyze the effect that these absences have had until attendance is stabilized and instruction is improved. A child who has significant absences, historically, will not meet the rule out of the lack of opportunity to teach. If you can stabilize attendance, while providing a Tier 2 or Tier 3 intervention, you can look at the rate of growth from the progress monitoring; if that rate of growth is average, attendance is obviously a significant contribution factor. On the other hand, if the student's rate of growth is below average (25th percentile), attendance may not be the only factor.

For the issue of fidelity, a child's absences during response-to-intervention (RtI) are a critical issue. Fidelity cannot be achieved if the child is not receiving instruction.

12. I have a child who is receiving ELL services. What do I do?

English-Language-Learner (ELL) issues must be ruled out as a determining factor of learning and/or behavioral issues. If CBM (Curriculum Based Measure) probes are available in the child's native language, administering probes in both the native language and in English will help to determine whether language is the primary factor. It is critical to work with ELL staff to determine whether language is a contributing factor or whether the child has deficits, irrespective of the language issue.

13. A student is enrolled in a private school or is home-schooled. The parent or school requests testing. What do I do?

The regulatory language in the reauthorization of IDEA specifically states we must have "data that demonstrates that the child was provided with appropriate instruction" and "data-based documentation of repeated formal assessment of achievement at reasonable intervals." As a result of the two data paragraphs previously mentioned, it is clear that the private school or the home-school must provide the data.

14. I am a special education teacher. Can I use interventions with my students?

Special education law requires that all services in an Individualized Education Program (IEP) be based on scientific, research-based methodology to the extent that it is practicable. The regulatory language under IDEA specifies that the term "practicable" means to the extent that scientifically-based research methodology is utilized and that it is clear that these interventions would also meet the requirements of the regulatory language. Knox County

Schools required special education teachers to progress-monitor all special education students at a minimum of once per week.

15. What do I do with a first-grader whose reading fluency skills cannot be tested due to poor reading performance?

Several probes can be given- specifically, word identification fluency probes for both universal screening and progress monitoring-until such time as oral reading fluency probes can be administered.

16. It is the spring of the year, and I have completed four weeks of Tier 2 interventions with a student. School will end in two weeks. What do I do for next year?

The student should begin Tier 2 interventions at the beginning of the next school year. The time frame between spring and summer is too long to continue Tier 2 for a three-week period. Tier 2 will begin as a new phase of the intervention.

17. What does the term progress mean? I have heard the terms rate of progress, rate of growth and rate of increase used in RTI. Is there a difference?

No. Rate of increase is the amount of growth a child makes divided by a period of time. For example, in setting a goal for a child, we may decide as a team that to close the gap, we need to increase a child's oral reading fluency by 1.5 words per week. The 1.5 words per week is the rate of increase needed to achieve that goal. In another usage, we may need to determine a child's rate of increase compared to other students' growth. In this case, we would ascertain, for either the universal screening data or from a progress-monitoring data probe, a beginning level for the student; and then, after a certain time in intervention, we apply a progress-monitoring probe and determine the difference. If a child had an oral reading fluency score of 34 words read correctly per minute on Sept. 12, and 10 weeks later had an oral reading fluency score of 54, the student's rate of increase would be determined by the calculation of $(54-34)/10$ which would give a rate of increase of 2.0 words per week.

18. Won't RTI negatively effect my evaluations if my students' scores are low?

This question comes up repeatedly in the paradigm, "They won't pass the test if I don't teach the test or grade-level standards." Remember that the child is always in Tier 1 (general education classroom) and, thus, is always being taught in the general curriculum that is addressing state standards at grade level. Within this Tier 1 classroom environment, it is expected that the classroom teacher is providing differentiated instruction with fidelity and that the curriculum is evidenced-based. If this assumption is wrong, then we need to address the issues of curriculum and instruction in the building, District, or classroom. The interventions at Tier 2 and 3 are supplemental. In other words, they are in addition to what is being taught in the classroom. Typically, the interventions are addressing skills that the student needs, to achieve success on state requirements, rather than specifically focusing on

grade-level standards. This question arises when a child is considerably behind their peers, such as a fifth-grader functioning at a second-grade level. There are times when we must accept that a child may not pass the State test this year, then focus on teaching the skills that are necessary for him to eventually pass that state test. If state testing takes on a more “value added” format, then this question will become moot. Remember that staff training must stress that our emphasis is on the child, not the teacher. The question shouts that, “The child will make ME look bad.”

19. Won't doing RTI take time away from my better students and thus negatively effect their grades and learning?

Properly done and using differentiated instruction, RTI will increase the achievement of ALL students. We must remember that this is not an “add on” approach, but a change in how we teach. The higher-functioning students can be provided with interventions in much the same manner in which we provide interventions for struggling students. The issue is that we are trying to “fit” RTI into our present structure, schedule, and beliefs and teaching formats, rather than designing a new format for the instruction of children.

20. Do all of the students who need an intervention begin in Tier 1? I thought they did but another teacher argued with me that some can jump right to Tier 2.

Tier 1 is the general education classroom with the expectation that the teacher is doing all they know to help the child succeed. We require that there be six to eight weeks of documented, beyond-the-general-instruction, help provided to the student; and we progress monitor those children weekly, for the six-to-eight week period before going to Tier 2. Tier 1 is always in effect and never goes away, even when we go to Tier 2 or 3.

21. Is Tier 3 special education?

No. Tier 3 is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier 2. Tier 3 replaces Tier 2 but, as ALWAYS, Tier 1 is ongoing. The following diagram may help explain this visually.

TIER 1 = the child is struggling and, after six to eight weeks of intervention and progress monitoring, child is still struggling. We ADD Tier 2.

TIER 1 + TIER 2 = the second step of RTI for a minimum of nine to 12 weeks with weekly progress monitoring. If the child is not closing the gap and is still struggling, then we ADD TIER 3.

TIER 1 + TIER 2 = TIER 2

TIER 1 + TIER 3 = TIER 3

Only after Tier 3 is documented with fidelity and is not successful, the child is considered for a special education evaluation. Obviously, common sense must prevail. If a child is blind, then we don't move him/her through the tiers for blindness.

* John E. McCook. *Leading and Managing RTI: Five Steps for Building and Maintaining the Framework*. LRP Publications 2009.

NOTE: After the FAQ's, please read Matt K. Burns' article, "RTI Will Fail, Unless..." from the NASP's *Communique* Volume 35, Number 5, February 2007, p. 38-40.

The article is a separate addition to this manual. If you did not get this article when the manual was handed out, please contact Jill Lansin at #715-537-5612, ext. 400.

ROLES AND RESPONSIBILITIES

PRINCIPAL

Be knowledgeable about RTI philosophy including curriculum, instruction, assessments, and interventions as well as the RTI process.

Be the “go-to” person about RTI in the building.

Facilitate building-level meetings, evaluations, and discussions on RTI topics and processes.

Organize data-management team meetings within two weeks after each benchmark period (3X/year) and identify how information is shared with all staff.

Weekly walk-through fidelity checks for all students who are receiving interventions. Maintain monthly fidelity checks (cross-referenced with lesson plans) for core instruction and curriculum. Document all fidelity checks.

Monitor grade-level team discussions and outcomes.

Provide a schedule that accommodates the RTI process.

Delegate responsibilities of staff within the RTI framework (i.e. who is designated as an interventionist).

Inform parents of student participating in interventions at all tiers (Tiers 1 and 2 involves written notification, Tier 3 involves parent participation in the problem-solving process through the problem solving team [PST]).

Develop building-level goals for improvement at least annually and share with staff.

Advocate and always look for change that increases student learning.

TEACHERS

Be knowledgeable of curriculum, instruction, and Tier 1 interventions. Have some knowledge of assessment and Tier2/3 interventions but consult with pupil services staff or administrators with questions or if needing assistance.

Deliver core curriculum using best practices. Use grade-level teams to assist this.

Identify student skills and subskills and compare them to local and national standards.

Identify specific areas of skill deficit and student’s placement in the learning hierarchy.

Administer progress-monitoring assessments when acting as the interventionist.

Be an active participant in the RTI process including retaining ownership for students who receive interventions from another source and asking questions as they arise. Active participation in the Problem Solving Team (PST) is also necessary.

PUPIL SERVICES STAFF / INTERVENTIONISTS NOT PROVIDING CORE INSTRUCTION

Be knowledgeable about RTI philosophy including curriculum, instruction, assessments, and interventions, as well as the RTI process.

Support teachers in the Tier 1 and 2 processes—act as consultant and assist with the entire process. This may include completing interviews or observations.

Assign case managers for all students being progress-monitored. Set up and maintain a progress-monitoring system for individual students.

Provide interventions, as assigned, with fidelity. Allow for students to move in and out of interventions smoothly. There should be no more than one week between the identification of a student in need of intervention to when the intervention has begun.

Actively research new trends and resources that may be appropriate for our District.

Learning and Instructional Hierarchy

For each skill deficit a student has, identify their learning stage to find the appropriate instructional strategies to implement. Students in the RTI process for remediation will be in either the Acquisition or Proficiency stage.

Example 1: Monti makes few mistakes but he works very slowly. He is in the Proficiency stage. As such, he will benefit from novel practice opportunities, independent practice (i.e. homework), timings, and immediate feedback. It would not be appropriate to provide explicit instruction in the skill, as Monti already understands the skill. He simply needs to build his fluency skills.

Example 2: Jane makes many mistakes and works slowly and tediously. She is in the Acquisition stage and would benefit from modeling, explicit instruction, and immediate corrective feedback. It would not be appropriate to give Jane work to do independently, as she is unable to demonstrate understanding of the skill at this point.

This information should be used when selecting an intervention. If the intervention is not aligned with the specific subskill deficit, appropriate stage of learning, **and** appropriate instructional strategies, then the intervention is not appropriate for that situation.

	ACQUISITION	PROFICIENCY	GENERALIZATION	ADAPTION (THE GOAL)
LEARNING HIERARCHY	Slow and inaccurate (no homework if student is here)	Accurate but slow (homework is appropriate)	Can apply to novel setting	Can use information to solve problems
INSTRUCTIONAL HIERARCHY	- <u>Modeling</u> - <u>Explicit instruction</u> - <u>Immediate corrective feedback</u>	- <u>Novel practice opportunities</u> - <u>Independent practice</u> - <u>Timings</u> - <u>Immediate feedback</u>	- Discrimination training - Differentiation training	- Problem solving - Simulations

Modeling-show the student how to perform the skill.

Explicit instruction-Break down the task into the smallest terms and teach the skill systematically.

Immediate corrective feedback-correct mistakes immediately after they happen.

Novel practice opportunities-new situations in which a skill can be practiced.

Independent practice-working alone (i.e. homework).

Timings-timed tests to determine fluency (rate and accuracy).

Immediate feedback-let the student know immediately how they are performing.

Phases of the Learning Hierarchy, Assessment Information and Interventions*

Skill	Acquisition	Proficiency	Generalization	Adaption
DECODING				
Assessment Data	Correctly identifies less than 90% of letter and phoneme sounds.	Correctly identifies at least 90% of sounds, but slowly.	Identifies at least 95% of sounds correctly with sufficient speed.	Identifies close to 100% of sounds correctly.
Intervention	- Incremental rehearsal of letter sounds - Explicit instruction in sounds	- Word sorts	- Reading new words containing target sounds	- Word games with target sounds
READING FLUENCY				
Assessment Data	<93% of words correct and identifies at least 95% of phoneme sounds.	93% to 97% of words correct.	At least 97% words correct.	At least 97% words correct.
Intervention	- Listening passage preview - Phrase drill	- Repeated reading	- Literal comprehension	- Inferential comprehension - Word games
MATH COMPUTATION				
Assessment Data	Understands concept but correctly answers less than 90% of problems.	90% correct with 14-31 digits correct per minute (=2 nd & 3 rd grade) 24-49 digits correct per minute (=4 th & 5 th grade) At least 50 digits correct per minute (=>5 th grade).	At least 95% and at least 29-50 digits correct per minute.	At least 95% and at least 50 digits correct per minute.
Intervention	- Incremental rehearsal of math facts - Cover, copy, and compare	- Timed math drills	- Application problems with numbers	- Word problems - Math simulations

* From LRP's "Transforming School Psychology in the RTI Era, 2011

Resource Mapping (Academic)

Intervention ideas/current examples (not all inclusive)

Tier 1:

Flashcards
Re-teaching of skill
Differentiated instruction
Flexible grouping

Tier 2 (3x30 minutes per week, small groups):

Academy of Math & Reading
Leveled Literacy Intervention
Number Worlds
KeyMath 3: Essential Resources
Reading Mastery

Tier 3 (5x60 minutes per week, individual or 1-2 students):

Academy of Math & Reading
Leveled Literacy Intervention
Number Worlds
KeyMath 3: Essential Resources
Reading Mastery

NOTE: This list should be worked on in grade level teams and problem solving teams. Pay attention to subskill deficit and hierarchy of learning when researching interventions. Information regarding additional research-based interventions can be found at the following sites:

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

www.rti4success.org

<http://ies.ed.gov/ncee/wwc/>

<http://dpi.wi.gov/rti/index.html>

Notes to Consider for Completion of Intervention Forms

The purpose of these forms is to identify what exactly is being done to address the student's deficit/s and how its effectiveness is measured.

1) **WHAT: NAME THE INTERVENTION IF POSSIBLE OR DESCRIBE IT THOROUGHLY.**

(For example, John will do fluency-building sessions. He will read lists of single letter and letter combination sounds. Given one minute each time, he will try to read more sounds correctly on three consecutive timings. A graph will be kept showing John's first and last score on each list. A small reward will be given each time John reads past a predetermined score. The predetermined score will rise as John improves.)

2) **MATERIALS: NAME THE MATERIALS THE PERSON WORKING WITH THE STUDENT WILL NEED TO HAVE IN ORDER TO DO THE INTERVENTION.**

(For example, the Morningside Phonics Fluency materials for Reading Mastery II. Use the pages that correspond with the lessons John is currently studying.)

3) **WHO WILL DO IT: NAME THE PERSON WHO WILL BE RESPONSIBLE FOR THE INTERVENTION.**

(For example, Kirk Doe or a substitute paraprofessional will do the intervention.) For Tier 1 and Tier 2 interventions, any person with appropriate training can implement the intervention. This should typically be overseen by certified staff. For Tier 3, only certified staff can implement the intervention.

4) **WHEN, WHERE, AND HOW OFTEN IT WILL BE DONE: WRITE DOWN THE TIME OF THE DAY IT IS TO BE DONE AND HOW MANY DAYS IN A WEEK. ALMOST ALL INTERVENTIONS DEMAND AT LEAST 3 TIMES A WEEK IN ORDER TO HAVE AN EFFECT.**

(For example, this will be done from 10:45 to 11:30 on A, C, and E days. It will be done at a desk just outside the classroom while the rest of the class is working on social studies.)

EACH TIME AN INTERVENTION IS PUT INTO PLACE, THE ABOVE INFORMATION SHOULD BE DOCUMENTED IN THE PROGRESS MONITORING SYSTEM (STAR).

KEEP ALL DATA IN THE STUDENT'S INTERVENTION FOLDER!

**BARRON AREA SCHOOL DISTRICT
PARENT INFORMATION LETTER
(sent to all households)**

Dear Parent/Guardian:

The Barron Area School District believes in providing interventions to students who are not meeting the standards that the District believes are necessary for a successful completion of a high school diploma. Research has shown that approximately 80% of students are successful with the general education classroom approach and with the general education materials. Some students' learning styles or processes require different strategies and different materials in addition to the materials used. It should be noted that this does not mean that your child is disabled or anything is wrong with your child. Students are all different and have different learning styles and respond differently to materials. Some students learn by hearing, some by reading, some by doing, and some by watching. All of us learn differently and at different rates.

To provide the most effective education for ALL students, we believe we must provide an effective education for EACH student. In the Barron Area School District (BASD), we utilize a three-tiered approach with varying levels of support beyond the general education, or core curriculum. In the first tier (Tier 1), the classroom teacher will use different strategies and may use additional or different materials so that your child's progress is successful. In Tier 2, we employ a grade-level team approach where school staff meet to review your child's progress and to tailor an individual academic support plan that provides supplemental instruction to your child in the area of need. The Tier 2 interventions are applied for a minimum of 8 weeks. During this period, we give your child additional instruction using scientifically-based materials and strategies to allow your child to achieve the educational standards that are necessary for educational success in the District. At this tier, your child's schedule may need to be altered so that educational interventions can occur. Many children respond well to Tier 1 and Tier 2 interventions, and are successful in meeting the standards with the supplemental help.

In the event that your child needs additional help to meet the standards, we utilize a third tier (Tier 3), which provides additional and more frequent help. A problem-solving team meets to address your child's needs and to review the progress of your child during the intervention period. We encourage you, as the person who best knows your child, to join us as a member of the problem-solving team. We will inform you of the times and dates of the problem-solving team meeting and will keep you informed of our progress and your child's progress with the interventions. At this tier, it may be necessary to again alter your child's schedule and make some choices regarding subjects and provision of courses so that educational interventions may occur. In other words, it may be necessary to excuse your child from music class in order to receive more reading instruction, as an example. Tier 3 instruction is used for a minimum of 4 weeks and for a minimum of two 30 minute sessions per day. As you can see, to provide your child with an extra hour of intensive instruction per day may require making some choices within the curriculum during that time period.

We believe that we have the responsibility to make ALL students successful and we do that one child at a time. Please do not hesitate to contact me with any questions.

Sincerely,

Principal

Contact information:
email, phone

Tier 1: What it is

CURRICULUM AND INSTRUCTION

Core instruction uses Board-approved curriculum (what is taught, written and tested) that is provided for an adequate amount of time, and with fidelity (i.e. provided by certified teacher, student does not have excessive absences). Effective with approximately 80-85% of the population.

ASSESSMENT

Universal screening that is conducted with District-wide assessments (STAR) in reading and math, completed three times per year, for a two-week window during each benchmark (**Fall**—early October; **Winter**—mid-January; **Spring**—end of April). Classroom-based assessments (skill tests, pre-post tests, running records, chapter tests) completed as required in curriculum, and then completed monthly when the Tier 1 intervention is implemented. Discuss concerns and progress in grade-level teams.

INTERVENTIONS

This is carried out daily, with fidelity, for a minimum of 10 minutes, with a focus on target skill deficit/s. See Resource Map for Tier 1 intervention ideas and resources.

Document all pertinent information, interventions, and assessment data on District forms (Intervention Planning Form). The purpose of this form is to identify what exactly is being done to address the student's deficit/s and how its effectiveness is measured.

Protocol (Grade Level Team Responsibility)

If the student is below the 25th percentile according to District-wide assessment (STAR Reading/Math):

- 1) discuss in grade level teams what the student can do, compared to local norms and national standards; continue providing core instruction; spend some time reflecting on the learning environment, instructional style, and curriculum fidelity. Does what is written match what is being taught and being assessed? Is there something we can do differently?
- 2) choose appropriate instructional strategies and interventions to meet the needs of the student, based on subskill deficits and student placement in hierarchy of learning, complete Tier 1 Intervention Form, and prepare Tier 1 Parent Letter for the principal's signature;
- 3) monitor student progress every two weeks, using curriculum-based assessment or District-wide assessment tool (STAR); and
- 4) evaluate data in grade-level teams after six to eight weeks.

DECISION RULE (after first intervention time has ended):

- If the student is still below the 25th percentile but above the 10th percentile, continue Tier 1 intervention using the same Tier 1 Intervention Form. (You may need to change the intervention.)
- If the student is below the 10th percentile, move to Tier 2. Give the completed Tier 1 Intervention Form to the principal. Draft the Tier 2 parent letter and email to the principal for signature.

TIER 1 INTERVENTION FORM

Teacher _____

Student _____ (Last) _____ (First) _____ (MI) D.O.B. _____ GRADE _____

What can the child do as compared to local & national standards? _____

Has vision / hearing been screened? _____ Results? _____

Specific skill deficit (identify subskill deficit & stage of learning hierarchy) _____

Assessment data (current level of academic / behavioral performance prior to intervention): _____

INTERVENTION PLAN

What: Name and describe the intervention: _____

Materials: Name the material the person working with the student will need to have in order to do the intervention: _____

Who will do it: Name the person who will be responsible for the intervention: _____

When, where, and how often it will be done: _____

Beginning date: _____ Method(s) for monitoring progress: STAR Progress monitoring: Every 2 weeks

Number of weeks implemented (minimum 6-8 weeks): _____ End date: _____ Ending %ile: _____

DECISION RULE

- If the student is still below the 25th percentile but above the 10th percentile, continue Tier 1 intervention.
• If the student is below the 10th percentile, move to Tier 2. Complete Tier 1 intervention form, give form to principal and send draft of Tier 2 parent letter to principal via email.

INTERVENTION STATUS (completed by grade-level team):

Form with three checkboxes: Problem resolved - Exit Tier 1 (Give this form to principal), Problem not resolved - Continue Tier 1 (Use current Tier 1 Intervention Form), Move to Tier 2 (Give this form to principal & send draft of Tier 2 parent letter to principal via email)

Teacher Signature

Date

**BARRON AREA SCHOOL DISTRICT
PARENT INFORMATION LETTER -- TIER 1**

Date

Address

Dear Parent/Guardian:

Please be informed that we will begin a classroom (Tier 1) intervention with your child _____ (insert name) beginning on _____. You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program so that we can make sure that all students receive a sound educational program that is designed to meet the state standards. In Tier 1, your child's teacher will use different strategies and/or materials with your child and will collect data to see if this approach provides more success for him/her. If and when a problem-solving team is necessary, we will invite and encourage you to attend.

Area of need: _____ (i.e. reading)

Intervention used: _____

If you have any questions about the intervention team process, please contact *principal*, at _____. If you have any questions regarding your child's skills that we will address through this intervention, please contact _____, your child's classroom teacher.

Sincerely,

Principal

cc: Teacher file
Student file

TIER 2: What it is

CURRICULUM AND INSTRUCTION

Core instruction is provided using Board-approved curriculum that is provided for an adequate amount of time and with fidelity.

ASSESSMENT

Assess the student weekly, using the District-identified progress monitoring tool (STAR). Assessments will be completed by an interventionist and then given to the classroom teacher. Discuss progress every other week in grade-level teams.

INTERVENTIONS

In addition to core instruction, supplemental instruction and curriculum (i.e. intervention) is provided 3-5 times per week for a minimum of 30 minutes each time, with fidelity. This is completed in small groups (3-6 students) with students who have common subskill deficits and are in the same stage in the learning hierarchy. This should be used to address 10-15% of the population. See Resource Map for Tier 2 intervention ideas. Document all pertinent information, interventions and assessment data on Tier 2 Intervention Forms.

Protocol (Grade Level Team Responsibility)

If the student is in the lowest 10% according to the District-wide assessment and has documentation of appropriate Tier 1 intervention(s):

- 1) discuss what the student can do, compared to local norms and national standards in grade level teams; continue providing core instruction and Tier 2 intervention;
- 2) choose appropriate instructional strategies/interventions to meet the needs of the student, based on subskill deficits and student placement in the hierarchy of learning;
- 3) begin to monitor student progress weekly using District-identified progress monitoring tool (STAR); and
- 4) evaluate the effectiveness of the intervention after eight data points (assessed weekly). Also review universal screening data.

DECISION RULE (after first intervention time has ended):

- If student is still below the 10th percentile, move to another Tier 2 intervention and begin monitoring progress for an additional eight data points. Document on **new** Tier 2 Intervention Form and draft Tier 2 parent letter; send to principal via email for signature.
- If student is above the 10th percentile, but making some progress, continue with current Tier 2 intervention.
- If student is at or above the 25th percentile, exit from Tier 2. Give completed Tier 2 Intervention Form to principal.
- If student has completed two interventions at Tier 2 and remains below the 10th percentile, refer to the Problem-Solving Team to move to Tier 3. Give the completed Tier 2 Intervention Form to the principal and draft the Tier 3 parent letter; send to the principal via email for signature.

**BARRON AREA SCHOOL DISTRICT
PARENT INFORMATION LETTER -- TIER 2**

Date

Address

Dear Parent/Guardian,

Please be informed that we will begin Tier 2 interventions with _____ (insert name) beginning on _____ . You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program so that we can make sure that all students receive a sound educational program designed to meet the state standards. In Tier 1, your child’s teacher used different strategies and/or materials with him/her and collected data to see if this approach provided more success for your child. Your child has been selected to participate in Tier 2 interventions, due to limited progress with these strategies. Tier 2 may require that we make some educational decisions of what your child’s program will be for the next eight weeks. For example, your child may be excused from another class in order to receive these interventions.

We will begin Tier 2 interventions on _____. In Tier 2, we will provide an additional 30 minutes of supplemental, or additional, instruction, in addition to the regular core class, at least three times per week for a minimum of eight weeks. We will monitor your child’s progress weekly. Information on your child’s progress will be sent home, as well. Our goal, like yours, is to provide good research-based help to increase your child’s skills so that he or she is successful.

Area of need: _____ (i.e. reading)

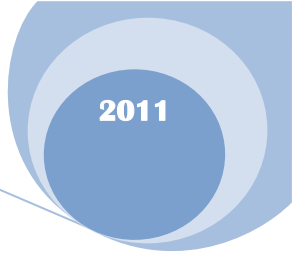
Intervention used: _____

If you have any questions about the intervention team process, please contact _____ *principal*, at _____ . If you have any questions regarding your child’s skills that we will address through this intervention, please contact _____, your child’s classroom teacher.

Sincerely,

Principal

cc: Teacher file
Student file



TIER 2 INTERVENTION FORM

Teacher _____

Student _____ D.O.B. _____ GRADE _____
(Last) (First) (MI)

SUBSKILL DEFICIT & STAGE OF LEARNING _____

DATA

Baseline Data: Tier 1 STAR growth rate _____

Current data (STAR scaled score and percentile rank) _____

Intervention Goal (STAR scaled score/percentile rank) _____

INTERVENTION PLAN

What: Name and describe the intervention: _____

Materials: Name the materials the interventionist will need to have in order to do the intervention: _____

Who will do it: Name the person who will be responsible for the intervention: _____

When, where, and how often it will be done: _____

Beginning date: _____ Method(s) for monitoring progress: STAR Progress monitoring: Weekly

Number of weeks implemented (minimum 8 weeks): _____ End date: _____ Ending %: _____

Decision Rule

- If student is still below the 10th percentile, move to another Tier 2 intervention .
• If student is above the 10th percentile but making some progress (still less than the 25th percentile), continue with current Tier 2 intervention.
• If student is at or above the 25th percentile, exit from Tier 2.
• If student has completed two interventions at Tier 2 and remains below the 10th percentile, refer to the Problem-Solving Team to move to Tier 3. Complete Tier 2 Intervention Form and give to principal.

INTERVENTION STATUS (completed by grade-level team):

Form with three checkboxes: Problem resolved - Exit Tier 2 (Give form to principal), Problem not resolved - Continue Tier 2 (Attach new Tier 2 Intervention Plan and draft Tier 2 parent letter for principal's signature), Move to Tier 3 (Give form to principal)

Teacher signature

Date

TIER 3: What it is

****This is considered to be a very serious stage where the student needs to be “rescued” (i.e. the student is drowning and needs to be saved).****

CURRICULUM AND INSTRUCTION

Core instruction is provided using Board-approved curriculum that is provided for an adequate amount of time and with fidelity.

ASSESSMENT

Assess the student two times per week using a District-identified progress monitoring tool (STAR). Assessments will be completed by an interventionist and then given to the intervention team support leader. Discuss progress at least monthly in Problem-Solving Teams.

INTERVENTIONS

Core instruction is provided. In addition, supplemental instruction and curriculum (i.e. intervention) are provided a minimum of five times per week for a minimum of 60 minutes each time, with fidelity. This is completed individually or in very small groups (one - three students) with students who have common subskill deficits and are in the same stage in the learning hierarchy. This should be used to address 5% or less of the population. Interventions are selected by the Problem-Solving Team.

Document all pertinent information, interventions, and assessment data on District forms. (Tier 3 Referral Form –Staff/Parent, Problem-Solving Team Meeting Minutes Form)

Protocol (Problem-Solving Team Responsibility)

If the student is in the lowest 10th percentile according to district-wide assessment and has documentation of appropriate Tier 1 and 2 interventions:

- 1) discuss what the student can do, compared to local norms and national standards in grade level teams, continue providing core instruction and Tier 3 intervention;
- 2) choose appropriate instructional strategies/interventions to meet the needs of the student, based on subskill deficits and student placement in the hierarchy of learning;
- 3) consult with the building intervention team support leader and begin to monitor student progress twice weekly using District-identified progress monitoring tool (STAR); and
- 4) evaluate the effectiveness of the intervention after eight data points (assessed twice weekly). Also review the universal screening data.

DECISION RULE:

- If the student is still below the 10th percentile, move to another Tier 3 intervention and begin monitoring progress for an additional eight data points. Complete a **new** Tier 3 Intervention Form.
- If the student is above the 10th percentile, but making some progress (is still below the 25th percentile), continue with the current Tier 3 intervention (use current Tier 3 Intervention Form).
- If the student is at or above the 25th percentile, exit from Tier 3. Give the completed form to the principal.
- If the student has completed two interventions at Tier 3 and remains below the 10th percentile, move to possible referral for special education. Complete the Tier 3 Form.

PARENT INFORMATION LETTER---TIER 3

Date

Address

Dear Parent/Guardian:

Please be informed that we will have an intervention team meeting to discuss beginning Tier 3 interventions with _____ (insert name) on _____. You may remember that we sent a letter home to all parents, describing our intervention team approach in our general education program, so that we can ensure that all students receive a sound educational program that is designed to create student success and meet the state standards. In Tier 1, your child’s teacher used different strategies and/or materials with your child and collected data to see if this approach provided more success for him/her. Due to limited success with these interventions, we implemented Tier 2 interventions on _____. In Tier 2 we provided an additional 30 minutes of supplemental instruction to your child at least three times per week for a minimum of eight weeks. These interventions did not allow him/her to succeed at the level or pace necessary to achieve the state standards.

To allow your child the best opportunity for success, we will discuss implementing Tier 3 interventions on _____. We encourage you to join us as a member of the problem-solving team meeting to be held on _____ at _____ in _____. We value your input about your child’s experiences at home. Tier 3 interventions, if necessary, require up to two 30-minute sessions per day of supplemental instruction. In Tier 3, we are required to make educational decisions of what your child’s program will be for the next four weeks. For example, your child may be excused from another class in order to receive these interventions.

Area of need: _____ (i.e. reading)

If you have any questions about the problem solving team process, please contact _____ at _____.

Sincerely,

Principal

TIER 3 STUDENT REFERRAL FORM --- STAFF

Student Name: _____

DOB: _____

Teacher: _____

Grade: _____

Parents: _____

Phone: _____

Reason for Referral

<input type="checkbox"/> Academic Areas (check below)	<input type="checkbox"/> Behavioral
<input type="checkbox"/> Mathematics	
<input type="checkbox"/> Reading	
<input type="checkbox"/> Other Content Area (s) _____	
Describe in detail (attach if needed)	Describe in detail (attach if needed)

What are several strengths, talents, dreams, goals, or specific interests for this student? (These could be used when designing interventions.)

- 1) _____
- 2) _____
- 3) _____

TIER 3 STUDENT REFERRAL FORM --- STAFF (cont'd)

A. STUDENT RECORD REVIEW --- Each area must be addressed - OR - indicate as not applicable (NA)

<u>ATTENDANCE</u>	<u>TESTING INFORMATION</u>	<u>SCREENING</u>
<p>1. Last Year Days Present: _____ Days Absent: _____</p> <p>2. Total days missed since student began school: _____</p> <p>3. List all schools attended: _____ _____ _____</p> <p>4. Retentions: Yr(s) _____ Gr(s) _____</p> <p>5. Previous enrollment in Special Education Programs/Section 504: _____ _____</p>	<p>1. State testing (all areas): WKCE</p> <p>2. District wide testing (all areas): STAR</p> <p>3. Other: (i.e. ACCESS)</p>	<p>1. Hearing Date: _____ Results: _____ Recheck Needed: _____</p> <p>2. Vision Date: _____ Results: _____ Recheck Needed: _____</p> <p>Other: (i.e. medication/medical diagnoses)</p>
<u>DISCIPLINE RECORD</u>	<u>MOST RECENT ACADEMIC GRADE</u>	<u>OTHER INFORMATION</u>
<p>Number of discipline reports: _____</p> <p>Number of In-School suspensions: _____</p> <p>Number of Out-of-School suspensions: _____</p>	<p>1. Language Arts _____</p> <p>2. English _____</p> <p>3. Math _____</p> <p>4. Spelling _____</p> <p>5. Science _____</p> <p>6. Social Studies _____</p> <p>7. Health/PE _____</p> <p>8. Other _____</p>	

TIER 3 STUDENT REFERRAL FORM --- STAFF (cont'd)

B. TEACHER OBSERVATIONS---For each area, rate the student in comparison to classmates using a scale of 0-5.

0=N/A, 1=lowest 10th percentile, 2=average, 3=below average, 4= above average, 5=highest 10th percentile

****if unsure, leave blank

<p><u>PHYSICAL & COMMUNICATION</u></p> <p><input type="checkbox"/> Generally appears healthy/adequate nutrition</p> <p><input type="checkbox"/> Normal energy level</p> <p><input type="checkbox"/> Fine-motor coordination</p> <p><input type="checkbox"/> Speech (articulation)</p> <p><input type="checkbox"/> Spoken language</p> <p><input type="checkbox"/> Written language</p>	<p><u>PARTICIPATION</u></p> <p><input type="checkbox"/> Attends school regularly</p> <p><input type="checkbox"/> Arrives on time for class</p> <p><input type="checkbox"/> Completes assignments</p> <p><input type="checkbox"/> Participates in class</p> <p><input type="checkbox"/> Functions independently</p> <p><input type="checkbox"/> Follows directions</p>
<p><u>SOCIAL</u></p> <p><input type="checkbox"/> Age-appropriate self-help skills</p> <p><input type="checkbox"/> Displays feelings appropriate to situation</p> <p><input type="checkbox"/> Sensitive to social culture</p> <p><input type="checkbox"/> Relates well to adults</p> <p><input type="checkbox"/> Relates well to peers</p>	<p><u>RELATED CONCERNS</u></p> <p><input type="checkbox"/> Unusual behavior for age of school setting</p> <p><input type="checkbox"/> Substance abuse</p> <p><input type="checkbox"/> Inappropriate peer contacts</p> <p><input type="checkbox"/> Personal hygiene</p> <p><input type="checkbox"/> Dress appropriate to climate</p>

Instruction of Information

List any academic, social, emotional, or medical factors that seem to adversely affect the student's progress. (If the problem is primarily *behavioral*, how often does the problem occur, how intense is it, and for how long does the problem last? If the problem is primarily *academic*, what specific deficits does the student have in particular academic skills or competencies?) _____

How do this student's academic skills compare to those of "average" children in your classroom? (How does the student compare to peers in reading, math, writing, organizational skills?) _____

C. ENVIRONMENTAL, CULTURAL OR ECONOMIC INFORMATION---Check all information that apply to the student. Use available records, interviews with parents, and other resources to obtain data. **DO NOT leave blank.**

<p><u>ENVIRONMENTAL INFORMATION</u></p> <p><input type="checkbox"/> Limited experiential background</p> <p><input type="checkbox"/> Irregular attendance (absent at least 25% of the time in a grading period for reasons other than verified personal illness)</p> <p><input type="checkbox"/> Transiency in elementary school years (at least 2 moves in a single year)</p> <p><input type="checkbox"/> Limited school readiness compared to peer group</p>	<p><u>CULTURAL INFORMATION</u></p> <p><input type="checkbox"/> Limited experiences in majority-based culture (child does not participate in scouts, clubs, other organizations and activities with members of majority culture)</p> <p><input type="checkbox"/> Child has limited involvement in organizations and activities of any culture</p> <p><input type="checkbox"/> Geographic isolation</p>	<p><u>ECONOMIC INFORMATION</u></p> <p><input type="checkbox"/> Residence in a depressed economic area or identified as homeless</p> <p><input type="checkbox"/> Low family income at poverty level</p> <p><input type="checkbox"/> Family unable to afford enrichment materials and / or experiences</p>
--	--	---

TIER 3 STUDENT REFERRAL FORM --- STAFF (cont'd)

ENGLISH LANGUAGE LEARNER (ELL)

How long has the student spoken English? _____

Is a language other than English spoken by the student? _____

Is a language other than English spoken in the student's home? _____

If the above information indicates that the student has not always had English as his/her primary language, please address the following questions:

What ESL (English as a Second Language) services or assistance have been provided? _____

Do the results of evaluation by the ELL teacher indicate a lack of expected progress in the English language for the student's chronological age level? If not, explain: _____

What is the student's current proficiency level in English? _____
(Keep in mind that conversational language skills are not the same as the ability to think and reason in a language. While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of LEP (Limited English Proficiency) may still affect the student's ability to think and reason academically.)

MOTOR IMPAIRMENT

Does the student experience motor limitations which impact educational performance? If yes, explain further with summary of parent and medical reports: _____

SELF-DIRECTION

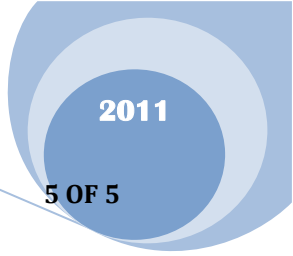
Does the student want to succeed in school? Give examples to support your answer: _____

Does the student seek assistance from teachers, peers, others? _____

Does the parent report efforts made at home to complete homework or study assignments? _____

Is the student making an effort to learn? Explain: _____

Are the student's achievement scores consistent with the student's grade? _____



TIER 3 STUDENT REFERRAL FORM --- STAFF (cont'd)

SITUATIONAL TRAUMA

Situational stressors or personal issues can cause daydreaming, poor memory, lack of attention, etc., which affect educational performance. Temporary, sudden, or recent change in the student's life must be ruled out as a primary cause of skill deficits.

Has the student experienced a recent trauma? (Parents divorced, illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc.) _____

Is there any other situation that could create stress or emotional trauma? _____

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)? _____

YOUNG CHILDREN

There is a wide variability in the rate and pattern of maturation, development, and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as an in-child deficit. In addition, standardized assessment instruments are not as reliable at younger ages (before age 8), and the stability of measurement can vary greatly.

What preschool education has the student received? _____

Has the student experienced adequate exposure to age-appropriate, stimulating activities? _____

Is the child eligible for free/reduced lunch? _____

How much formal education has the student received? _____

What progress has been made based on measurable data? _____

Signature of Referring Staff Member

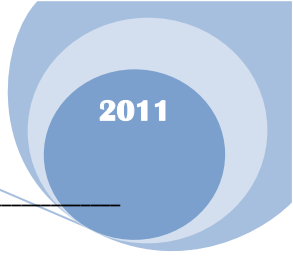
Date

Signature of Tier 2 Interventionist

Date

Signature of Principal Receiving Referral Form

Date Received



DATE: _____

**BARRON AREA SCHOOL DISTRICT
REFERRAL FOR PROBLEM SOLVING TEAM
(for parent use)**

Student Name: _____

DOB: _____

Teacher: _____

Grade: _____

Parents: _____

Phone: _____

Address: _____

I am requesting that _____ be referred to the Problem Solving Team for review of his/her educational progress. The review is requested because (include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and in conjunction with the classroom teacher(s): _____

Has the classroom teacher indicated concerns about your child's academic performance? YES NO

If YES, please list: _____

What classroom instructional strategies do you think would help your child? _____

Has your child had any previous evaluations through any school system or private provider? YES NO

If YES, does the school have a copy of the evaluation? _____

Who did the evaluation and when? _____

What were the results? _____

Other important information: _____

Signature of Parent

Date

Signature of Principal

Date Received

PST MEMBER - STATEMENT OF CONFIDENTIALITY

This form is to be completed by each problem solving team member prior to participating in the Problem Solving Team process.

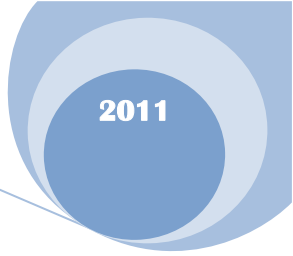
I agree that all information (teacher and student information, school performance data, specific demographic data, etc.) discussed pertaining to the intervention process will be held in strict confidence.

I will not contact or discuss any personally identifiable information with anyone outside the official function of this process for any reason. Moreover, I will not share any notes or copies of documents utilized during the process with any person who is not part of the problem-solving team or without parent permission.

Name *(Please Print)*

Signature

Date



**PROBLEM-SOLVING TEAM
INITIAL MEETING MINUTES FORM**

(PLEASE SEE "ROLES OF THE RTI TEAM MEMBERS" ATTACHED)

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
--	---------------------------------

Review concerns listed on the RTI Teacher Referral Form with the referring teacher and team. List primary concerns: _____

Step 2: Inventory Student Strengths & Talents	Allotted Time: 5 Minutes
--	---------------------------------

List student strengths, talents, and/or any preferred activities or incentives that motivate the student: _____

Step 3: Review & Analyze Background/Baseline Data	Allotted Time: 5 Minutes
--	---------------------------------

Review any background or baseline information collected on the student (attendance and office disciplinary referral records, student grades, curriculum-based measurement data, direct observation data, etc.): _____

Step 5: Academic and/or Behavioral Outcome Goals & Methods for Progress-Monitoring

Allotted Time: 5

INTERVENTION GOAL 1	INTERVENTION GOAL 2
1. Describe in measurable, observable terms the skill/behavior that is to be changed (take from previous section): _____ _____ _____	1. Describe in measurable, observable terms the skill/behavior that is to be changed (take from previous section): _____ _____ _____
2. What is the target date to achieve this goal? ____ / ____ / ____	2. What is the target date to achieve this goal? ____ / ____ / ____
3. Do we want to <u>increase</u> or <u>decrease</u> the skill/behavior? (circle one)	3. Do we want to <u>increase</u> or <u>decrease</u> the skill/behavior? (circle one)
4. What are the conditions under which the skill/behavior <i>typically</i> appears (problem behaviors) or <i>should be displayed</i> (desired skills/behaviors)? _____ _____	4. What are the conditions under which the skill/behavior <i>typically</i> appears (problem behaviors) or <i>should be displayed</i> (desired skills/behaviors)? _____ _____
5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in #2 above? _____	5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in #2 above? _____
6. What measure(s) will be used to monitor student progress? a) _____ b) _____	6. What measure(s) will be used to monitor student progress? a) _____ b) _____
7. How frequently will this student's goal be monitored? _____	7. How frequently will this student's goal be monitored? _____
8. Who is responsible for monitoring the student's goal? _____	8. Who is responsible for monitoring the student's goal? _____
9. Write a goal statement based on your responses: By the target date: (#2) _____ when (#4) _____ the student will increase/decrease the behavior (#1) _____ to achieve the goal of (#5) _____	9. Write a goal statement based on your responses: By the target date: (#2) _____ when (#4) _____ the student will increase/decrease the behavior (#1) _____ to achieve the goal of (#5) _____

Example: "By December 1, 2011, when given a reading passage at their instructional level, the student will increase fluency from 48 to 100 words per minute."

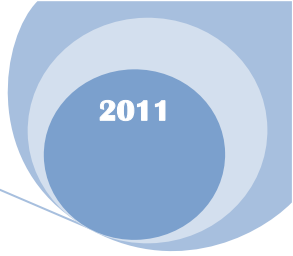
Complete interventions for each student goal.

Step 6: Design an Intervention Plan **Allotted Time: 15-20 Minutes**

Intervention Script **Date the intervention will begin:** _____

Intervention Check	Intervention Steps: Describe the steps of the intervention. Including enough detail so that the procedures are clear to all who must implement them.	Person (s) Responsible
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	1.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	2.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	3.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	4.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	5.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	6.	

Intervention Check	Intervention Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Person (s) Responsible
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	1.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	2.	
This step took place <input type="checkbox"/> Y <input type="checkbox"/> N	3.	



Step 6 (continued)

RESEARCH CITATION(S) / REFERENCES: If possible, list the published source (s) that make this a “scientifically-based” intervention: _____

INTERVENTION FIDELITY CHECK: How will data be collected to verify that this intervention is put into practice as it was designed? (Select at least one option.)

Intervention Observation: Number of observations planned: _____
Person responsible for observation: _____

Teacher Intervention Rating Log: How frequently will the teacher rate intervention follow-through: Daily Weekly

Teacher Verbal Report: Who will check in with the teacher for a verbal report of how the intervention is progressing: _____
Approximately when during the intervention period will this verbal “check-in” occur:

Intervention Follow-Through: Select an outside observer to rate the fidelity of the intervention.

Make copies of this intervention script. At several points during the intervention, make an appointment to observe the intervention in action. While observing the intervention, go through the steps in the intervention script and note (Y/N) whether each step was typically followed. Then write any additional notes about the intervention in the space below.

Intervention Observation Notes: _____

Step 7: Plan to Contact Parents

Allotted Time: 5 Minutes

Who will share a copy of the minutes from this meeting with the student's parent(s) and when (if they were not present at the meeting)? _____

Step 8: Review the Intervention & Monitoring Plans

Allotted Time: 5 Minutes

At the close of the meeting:

The recorder reviews the main points of the intervention & monitoring plans with the team.

The team selects a date and time for the follow-up Problem-Solving Team meeting on this student.

(NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention.)

Next meeting date & time: _____

The case manager reviews the agreed-upon time within the next school week to meet with the referring teacher(s): _____

Date and time for case manager to meet with the referring teacher(s): _____

The team completes the Problem-Solving Team Debriefing Form (page 41 of manual).

PROBLEM-SOLVING TEAM MEETING DEBRIEFING FORM

Directions: As a team, rate your group’s performance at today’s initial Problem-Solving Team meeting on the items below. If your group rates any of the items as “NO” or “PARTLY,” take a moment to discuss what factors led to this rating.

1. Does the team feel that overall it closely followed the steps of the initial meeting format?	YES	PARTLY	NO
2. Is the meeting minutes form filled out completely?	YES	PARTLY	NO
3. Were all team members given an opportunity to participate?	YES	PARTLY	NO
4. Was the referring teacher supportive about the intervention plan?	YES	PARTLY	NO
5. Did the team use the meeting time efficiently?	YES	PARTLY	NO
6. Was baseline data on the student reviewed at the meeting?	YES	PARTLY	NO
7. Was baseline data on the student used to make decisions?	YES	PARTLY	NO
8. Were the target behavioral and/or academic concern(s) clearly defined in observable terms?	YES	PARTLY	NO
9. Were the intervention plans clearly and specifically defined?	YES	PARTLY	NO
10. Did the team determine how the intervention fidelity would be monitored?	YES	PARTLY	NO

(Optional) What are some additional ideas that the group has for helping this interventionist to successfully carry out the intervention plan? _____

APPENDIX 1
CHECKLIST FOR PRE-MATHEMATICAL CONCEPTS
(to be used as a resource to identify sub-skill deficits)

MATCHING AND ONE-TO-ONE CORRESPONDENCE

Name of Child _____
Concepts/Stages of Development Sep-Oct Dec-Jan April-May

MATCHING RELATED ITEMS THAT ARE NOT ALIKE

- 1) Matches different but related items that are not alike
- 2) Matches even sets—with 5 or fewer items
- 3) Matches uneven sets with 5 or more items
- 4) Uses appropriate vocabulary while matching sets (i.e. too many, not enough)

MATCHING SIMILAR ITEMS

- 5) Matches 2 similar items
- 6) Matches even sets—with 5 or fewer items
- 7) Matches uneven sets—with 5 or more items
- 8) Uses appropriate vocabulary while matching sets that are alike (i.e. too many, not enough)

KEY TO CHECKLISTS

- Demonstrates behavioral knowledge of the concept
- Demonstrates behavioral and representational knowledge of the concept
- Demonstrates partial behavioral knowledge of the concept
- Demonstrates partial representational knowledge of the concept
- Does not demonstrate any kind of knowledge of the concept

APPENDIX 2
CHECKLIST FOR PRE-MATHEMATICAL CONCEPTS
(to be used as a resource to identify sub-skill deficits)

SETS OF CLASSIFICATION

Name of Child _____			
Concepts/Stages of Development	Sep-Oct	Dec-Jan	April-May
1) Able to group identical objects			
2) Sorts objects by 1 attribute—color, shape, size, material, pattern, texture			
3) Classifies by 2 attributes			
4) Classifies by 3 attributes			
5) Describes what has been done while classifying by 1, 2, or 3 attributes			
6) Explains what has been done while classifying by 1, 2, or 3 attributes			
7) Classifies according to function			
8) Describes and/or explains what has been done			
9) Classifies according to association			
10) Describes and/or explains what has been done			
11) Understands class exclusion			
12) Understands class inclusion			
13) Describes and/or explains what has been done			
14) Classifies by number			

KEY TO CHECKLISTS

- Demonstrates behavioral knowledge of the concept
- Demonstrates behavioral and representational knowledge of the concept
- Demonstrates partial behavioral knowledge of the concept
- Demonstrates partial representational knowledge of the concept
- Does not demonstrate any kind of knowledge of the concept

APPENDIX 3
CHECKLIST FOR PRE-MATHEMATICAL CONCEPTS
(to be used as a resource to identify sub-skill deficits)

ORDER AND SERIATION

Name of Child _____			
Concepts/Stages of Development	Sep-Oct	Dec-Jan	April-May
1) Comparison of opposites (i.e. long/short, big/small, etc)			
2) Orders 3 objects in random order			
3) Orders 3 objects by trial and error			
4) Orders 3 objects in a systematic manner			
5) Seriates in reverse order			
6) Performs double serration			
7) Describes what has been done			
8) Explains what has been done			

KEY TO CHECKLISTS

- Demonstrates behavioral knowledge of the concept
- Demonstrates behavioral and representational knowledge of the concept
- Demonstrates partial behavioral knowledge of the concept
- Demonstrates partial representational knowledge of the concept
- Does not demonstrate any kind of knowledge of the concept

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