Orleans Parish School Board

Response to Intervention (RTI) Handbook

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RESPONSE TO INTERVENTION (RTI)

The intent of this handbook is to provide direction for schools as they implement Response to Intervention (RTI). This handbook will explain the core components of the RTI process and provide models for implementation in schools.

The National Center on Response to Intervention (RTI) defines RTI as an integration of assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. Schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust those interventions depending on student responsiveness. RTI will identify students with learning, cognitive and behavioral deficits.

The State of Louisiana defines the RTI process as a three-tiered approach to providing services and interventions to struggling learners and/or students with challenging behaviors at increasing levels of intensity. The essential components of the process include:
- Three tiers of instruction and intervention
- Use of standard protocols and/or problem solving methods
- Integrated data collection/assessment systems to inform decisions at each tier of instruction/intervention

RTI represents a redefining of how schools identify and respond to students' academic and/or behavioral difficulties. With proper implementation, RTI provides an opportunity for educators to come together in a consistent, decision-making process. The purpose of this collaboration is to address student's learning difficulties by focusing first on instructional needs and only secondarily on eligibility decisions including students identified with characteristics of dyslexia and related disorders. RTI procedures turn attention away from identifying deficits within the student (e.g., processing difficulties) and toward evaluating a child's progress over time based on age-based comparisons and rates of learning. Therefore, a student's performance is compared to the performance of students in the school or district or against some other more representative criterion of performance. RTI is intended to improve many of the problems associated with the "wait to fail" model. Under these procedures, many students would not receive intervention services until academic concerns became severe. Thus, the RTI process is preferable for the following reasons as it:

a. utilizes scientifically based and researched materials and methods;
b. uses teacher input in a problem-solving approach;
c. creates a record of instructional interventions to track student progress;
d. creates relationships between assessment procedures and instructional interventions;
e. links assessment and instruction to interventions;
f. places emphasis on prevention;
g. creates a timeline for providing assistance to at-risk students.

The RTI process is designed to help principals, teachers, parents, specialists, para-educators and interventionists utilize student data to improve the educational outcomes for all students especially those who are at-risk due to academic challenges. Successful outcomes prevent the over identification of students requiring special education services. Unless a student has an obvious disability (e.g. severe cognitive disabilities, severe physical disabilities, etc.) a referral for a Special Education evaluation is expected to be accompanied by evidence that the student was provided with appropriated scientific research-based instruction (including interventions) in the general education setting and that was delivered by qualified personnel with evidence of fidelity. The evidence must include progress monitoring data as required by federal and state regulations.

The complete District model of RTI includes a minimum of three tiers of instruction. The tiers differ by degree of the student needs, instructional intensity, and measurement precision and intensity. Student results drive decisions about the intensity of interventions provided.

The intervention process incorporates increasing intensities of instruction that are provided in direct proportion to individual student needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement, with fidelity, research-based curricula, instructional practices, and interventions designed to improve student achievement.

RESPONSE TO INTERVENTION MODEL

RTI is a tiered process where interventions are matched to a student's academic and behavioral needs. The progress begins by monitoring students in general education core courses which incorporate the recommendations made by the National Reading Panel report and the recommendations made by the National Mathematics Advisory Panel and recommendations made by the U. S. Department of Education.

The five components of reading instruction recommended by the National Reading Panel report are as follows: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Strategies to increase active engagement which include increased opportunities to respond and increased practice of critical skills are embedded within the program. Students that do not respond well are identified as needing more than what is received in the general population. Progress will be monitored closely for students receiving intervention to determine the effectiveness of the instruction for the identified targeted skills.

The intervention model in mathematics recommended by Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools[4] and supported by the finding in the National Mathematics Advisory Panel for math instruction are as follows:

- Recommendation 1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.

- Recommendation 2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.
- Recommendation 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- Recommendation 4. Interventions should include instruction on solving word problems that is based on common underlying structures.
- Recommendation 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
- Recommendation 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
- Recommendation 7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.
- Recommendation 8. Include motivational strategies in tier 2 and tier 3 interventions.

The implementation of the RTI process will be monitored at both the district and school level to ensure fidelity to the process. Teams will be establish at the district and school site. These teams will reflect the needs of the district and school.

The District Leadership Teams
A district leadership team will be developed to include: critical personnel from curriculum and instruction, technology, accountability, special education and positive behavior support personnel. The role of the district leadership team is to ensure the full implementation of the RTI process for all students in both the direct run and charter schools. The district team meets at least once each quarter.

The School Leadership Team
A school leadership team is composed of the principal and key personnel. The team provides support to teachers as they strive to accommodate the needs of all students in the general education setting. Suggested team members include: the principal, assistant principal, master teachers, special education chairperson, instructional coaches, positive behavior support specialist/interventionists and any other personnel the principal may designate.

The leadership team fosters student and school progress in core academics and behavior. Throughout the school year, the leadership team monitors data, ensures fidelity of the intervention process and make decisions about student instruction based on review of student data.

The school leadership team conducts school-wide data summits, provides classroom teachers with an opportunity to disaggregate student data and determines the effectiveness of general education instruction and services provided to students in Tier I, Tier II and Tier III intervention. The team will assist teachers in using the student data from multiple sources to identify students that face academic and/or behavior challenges. This team is representative of the existing school leadership team at each school.

School Leadership/RTI Team Functions

- Review universal screening data and progress monitoring data to determine school progress;
- Review monitoring data collected by district walk-through assessments;
- Identify areas of strengths and weaknesses based upon data;
- Develop action-plans to promote improvement in target areas;
- Monitor data in all school improvement areas;
- Participate Student Academic Review meetings;
- Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the general education setting;
- Use universal (school-wide) screening instruments to assist school personnel in identifying students who face academic and/or behavior challenges in Tier I, Tier II and Tier III;
- Review students universal screening data on behavior to determine student progress;
- Keep agendas, sign-in sheets for all meetings, and documentation/data on student;
- Define and outline goals clearly for the each meeting in advance;
- Monitor classroom level data for fidelity of instruction.

Team Roles and Responsibilities

The composition of the team is predicated on the individual needs of the child and those individuals with particular knowledge of the student.   The RTI Team should include but is not limited to the following stakeholders.

Principal

- Analyzes school wide data for the purpose of implementing the RTI process
- Actively supports the RTI process
- Provides scheduling to accommodate intervention process
- Provides resources (i.e. space) to support personnel (appraisal staff, counselors, interventionists, coaches, nurses, social workers) who facilitate the intervention process
- Ensures that the RTI model is followed with integrity/fidelity
- Identifies/selects RTI Chairperson who can be an instructional coach, master teacher, SAT chairperson, or other designated personnel.

RTI Chairperson
- Schedules RTI meetings and informs team members of meeting dates.
- Initiates the meeting with a broad overview of the meeting agendas, records minutes of the meeting, and keeps a log of the reviewed data
- Facilitates the process for Tier I review and Tier II intervention plans in conjunction with the instructional coaches and PBIS specialists/behavior interventionists.
- Monitors the fidelity of Tier I classroom instruction and Tier II and Tier III interventions in conjunction with the instructional coaches and PBIS specialists/behavior interventionists.
- Maintains files for RTI team paperwork (e.g. student data file and parent notification)

Instructional Coach
- Facilitates the process for Tier I review and Tier II intervention plans in conjunction with the RTI chairperson and PBIS specialists/behavior interventionists.
- Monitors the fidelity of Tier I classroom instruction and Tier II and Tier III interventions in conjunction with the RTI chairperson and PBIS specialists/behavior interventionists
- Tracks student progress to ensure that instruction and interventions are provided with fidelity

Intervention Provider
Interventions will be provided by the classroom teacher, para-educator,or interventionist as designated by the school leadership/RTI team.
- Works directly with students to provide necessary intervention services
- Assists with the universal screening and the implementation of interventions
- Facilitates the use of progress monitoring techniques and analysis of data
- Collects student performance data over time and with the assistance of the classroom teacher
- Apprises parents of student progress in writing
- Regularly reviews school-wide student progress monitoring data
- Makes adjustments to interventions based upon student progress
- Maintains files for RTI team paperwork (e.g. student data file)

Teacher
- Collaborates with other teachers and support staff in facilitating Universal Screening and collection and interpretation of student progress data
- Implements Tier I interventions by providing explicit systematic instruction with differentiation
- Implements core-scientifically research-based curriculum and collaborates with Tier II and Tier III intervention providers when appropriate
- Participates in the decision-making process and provides documentation of screenings and the progress monitoring data for Tier II &Tier III intervention.

- Assists paraprofessionals, intervention providers and coaches in implementing appropriate interventions, progress monitoring and data analysis
- Refers the student to the SAT team committee upon recommendation from the School Leadership committee when student does not make adequate progress in Tier III.

High School Counselor
- Facilitates the decision-making process as it impacts the student's behavior
- Promotes PBIS and facilitates positive school climate
- Maintains appropriate data about student's general progress
- Participates in data-driven decisions regarding student progress
- Assists in State Assessments at the school

Social Workers
- Gathers information about a student's social, emotional, and behavioral adjustment
- Prepares social and developmental histories that identify the student's strengths and problem areas as gathered from the information.
- Promotes PBIS and facilitates positive school climate.
- Works with a multidisciplinary team to maximize student success.

Speech Pathologist
The role of the Speech-Language Pathologist (SLP) is aligned with the Louisiana Department of Education's Speech and Language Support for All (SALSA).
- Consults with teachers to identify the language basis of behavior, as well as literacy and numeracy problems.
- Conducts screenings regarding the student's speech and language ability,
- Participates in interventions that impact these areas
- Facilitates progress monitoring and analysis.
- Participates in the assessment of students who are identified as having speech and language concerns.

School Nurse
- Monitors and provides data regarding the student's health and physical factors e.g. vision, hearing and medical concerns.
- Participates in RTI team meetings for students whose health may be impacting academic or behavioral success

Parent
- Provides relevant information about his/her child to the RTI Team and assists in the decision-making process

- Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges
- Provides support at home for the intervention process
- Receives reports about instructional strategies and his/her child's progress

Student Evaluation and Support Services (SESS) School Representative

- Participates in the Tier III meeting to develop interventions at that level (obtain permission for support for the students at Tier III)
- Assists in conducting Functional Behavioral Assessment's (FBA) and developing Behavior Intervention Plan's (BIP) when warrented
- Reviews with the coach/intervention provider/teacher, the student's Tier III progress monitoring data
- Obtains a copy of the written documentation of the student's progress that is sent to the parent by the person implementing the intervention at least once each grading period (with graphical representation)
- Reviews the documentation of the periodic fidelity checks of the intervention

Team Meetings

Schools designate a pre-determined date and time for meetings. The teams are scheduled to meet a minimum of eight times a year for Tier II and ten times a year for Tier III students to analyze and interpret data from the universal screening and progress monitoring data.

RTI Process for Reading & Math

THE RTI PROCESS FOR READING AND MATHEMATICS

All students are administered a universal screening that determines baseline data on each student. Based upon the results of the screening, students will fall into the following tiered instruction.

Tier I: Quality Core Instruction: All students receive quality instruction within core reading and programs. Tier I students make expected progress in their general education curriculum and demonstrate social competence.   Classroom strategies are available to all teachers in order to maximize student achievement such as:

- Effective instructional strategies supported by scientifically based research; clear expectations to students; and differentiated instruction;
- Structured, explicit, systematic and cumulative instruction designed to maximize student learning and promote understanding, memory, recall, and use of spoken and written language;
- Universal screening and periodic benchmark assessments are administered to identify universal preventions in the fall, winter and sprin;
- Teacher input in a problem-solving approach;
- Assessment aligned to instruction and intervention that places an emphasis on prevention;
- Timelines for monitoring progress when providing assistance to at-risk students

Tier II: Strategic/Targeted Intervention and/or Supplemental Instruction: Tier II is applied to students identified by universal screening and benchmark assessments as needing strategic support in order to achieve grade level expectations. Academic and behavioral strategies, methodologies and practices are designed for students not making expected progress in the general education curriculum and/or have mild to moderate difficulties demonstrating social competence. Without targeted interventions, these students are at-risk of academic failure. These students have increased opportunities to learn, increased instructional time, increased opportunities to practice, increased amounts of corrective feedback, and increased progress monitoring.

Essential elements for Tier II include:

1) Consistent progress monitoring of the target area(s) every three weeks;
2) Documentation of progress in target area(s) through a graphical display;
3) Appropriate decision-making;
4) Strategic/targeted intervention and supplemental scientifically research-based instruction conducted with fidelity in one or more of the following areas:

- phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension;
- number and number relations, algebra, measurement, geometry, data analysis, probability, and discrete math, pattern, relations, and functions;
- oral and/or written expression, listening and/or auditory, comprehension.

Tier III: Intensive Interventions: Tier III is intended for students in need of intensive support to achieve grade-level success. Academic and behavioral strategies, methodologies and practices designed for students that are significantly lagging behind established grade-level benchmarks/expectations in the general education curriculum. Tier III interventions are provided for a minimum of three weeks and are more intensive than those in Tier II. Tier III Intensive Interventions are introduced when data suggest that a student has failed to make progress or respond to the interventions in Tier II or the rate of student progress or growth and level is such that the student is unlikely to close the performance gap. The parent must be informed in writing of the area of concern, the intervention services provided and progress monitoring.

Essential elements for Tier III include:
1) Consistent progress monitoring of the target area(s) at least once every week;
2) Documentation of progress in target area(s) through a graphical display;
3) Appropriate decision-making;
4) Strategic/targeted intervention and supplemental instruction supported by scientifically research -based conducted with fidelity in one or more of the following areas.

In reading and math students require instruction in small groups that intensively target specific skills outside of the general education classroom.
- phonemic awareness, phonics, vocabulary, reading fluency, and/or comprehension;
- number and number relations, algebra, measurement, geometry, data analysis, probability, and discrete math, pattern, relations, and functions;
- oral and/or written expression, listening and/or auditory comprehension.

UNIVERSAL SCREENING
Universal screenings provide a variety of measures that reflect a student's academic skills and readiness and behavioral/emotional functioning. These tools are used to identify children in need of intervention and to make informed educational decisions and plans for individual students. Student skill level is determined through Universal Screening. Universal screenings identifies those students who may be as risk for academic failure or have a history of academic failure. Dynamic Indicators of Early Literacy Skills 7th edition (DIBELS Next) is used to assess students in Kindergarten through 3rd grade in reading. Students are assessed with iSTEEP in grades 4th through 10th in reading. The pre-test from basal is administered to determine the student readiness to successfully master the skills taught in the Core reading program grades kindergarten through 5th grade. In 4th grade through 8th grade, a Beginning and Advanced Decoding Survey is administered along with an oral reading fluency measure from Six Minute Solutions. Students are assigned to tiers according to

assessment indices that indicate the level of intervention intensity required to move a student to grade level success. As interventions are applied, student progress is monitored through intervention assessments.

The universal screening in math for students grades K-12 is iSTEEP. The TerraNova educational test is administered to students K-2.   Scantron Performance Series is used to assess students in grades 2-12. Performance Series gives an estimate of each student's grade equivalent, a scaled score and a percentage score based upon their mastery of each strand in mathematics. Performance Series generates a prescription for each student. TerraNova and Performance Series are both norm-referenced tests that give a national percentile ranking for students. Mountain Math is a curriculum-based measure used in grades K-6 to assess student and it is a criterion referenced test. Teachers will also use the Math Journals to asses math understanding.

In grades ninth (9th) through twelfth (12th), Performance Series is used in English/Language Arts and Math because it provides scaled scores, grade level scores, comparison to LEAP, and national percentile rankings. Performance Series is prescriptive in that once the assessment is administered, a study guide is generated, tests are developed and students are provided interventions designed to meet their individual needs.

Universal Screening must:
   a. include data that can be compared at the classroom, building, or district   level;
   b. provide an effective means of pinpointing difficulties and the instructional level of students;
   c. provide a method for assessing current performance and rate of growth;
   d. repeatedly evaluate the effects of interventions and accommodations;
   e. provide evidence of discrepancies in achievement level and rate of progress (Fuchs & Fuchs, 1998); and
   f. provide a common measurement process that can track mastery of a skill.

Assessment	Grade Levels	Academic Areas	Benchmark Assessments	Progress Monitoring
DIBELS Next	K-3	Literacy	Fall, Winter, Spring	Tier II minimum 3 - 4 weeks
				Tier III Weekly
iSTEEP	4-10	Literacy/ ELA	Fall, Winter, and Spring	Tier II minimum 3 – 4 weeks
	K-10	Math		
	11th & 12th who fail accountability measures	Literacy/ ELA/ Math		Tier III Weekly
Performance Series	2nd – 12th	ELA & Math	Fall and Winter	Tier II and Tier III
Achievement Series	2nd – 12th	ELA	monthly basis	Tier I, Tier II, and Tier III

Handbook for Dyslexia and Related Disorders

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The RTI Process

DYSLEXIA AND RELATED DISORDERS

Dyslexia and its related disorders represents about approximately twenty percent (20%) of the population in schools. Sally Shaywitz in her book entitled, "Overcoming Dyslexia" cites a Connecticut study that indicates that approximately one in five children are affected by a reading disability. As all students participate in the universal screening process for RTI, students who are identified as having difficulties must also be screened for characteristics of dyslexia and related disorders.

Definition of Dyslexia

In *Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students,* Act 854 of the 1990 Regular Legislative Session R.S. 17:7(11) defines:

(1) *"Dyslexia"* as a "language processing disorder which may be manifested by difficulty processing expressive or receptive, oral or written language despite adequate intelligence, educational exposure, and cultural opportunity." Specific manifestations may occur in one or more areas, including difficulty with the alphabet, reading, comprehension, writing and spelling.

(2) *"Related disorders"* as "disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability."

The definition of the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Winter 2003, Perspectives on Dyslexia 29).

The difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling, and/or written composition. These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

Data Gathering

Intervention Options/Remedial Strategies

Assess for Characteristics of Dyslexia	Continuation of specialized instructional interventions & strategies that were successful	Refer for special services if the students is suspected of having a disabling condition	Determine that the student's needs can be met in the regular classroom

UNIVERSAL SCREENING FOR DYSLEXIA

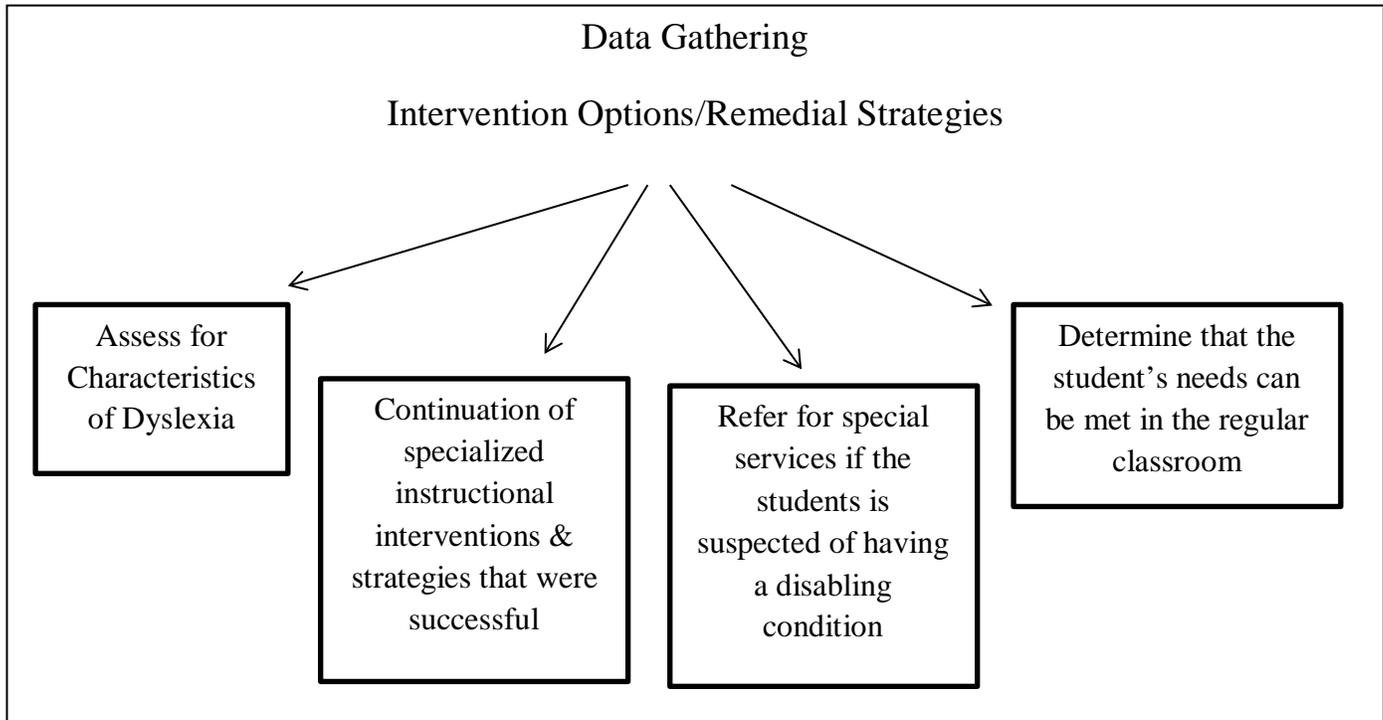The OPSB District Dyslexia Policy has been created to be in accordance with *Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students*.

The Screening Specialist trained in the Dyslexia and Related Disorders (DRD) screening process at each school site is responsible for the coordination of the Universal Screening on that campus. This person must participate in an 18 hour conducted every three years.

Since all OPSB elementary schools administer universal screenings in ELA and math for the RTI process to identify students who are in need of assistance, this process will include State mandated screenings for Dyslexia & Related Disorders by the end of the first quarter to all second grade students and any third grade students who have not yet been screened. In addition, screening is available for all students in grades K – 12 when suspected of dyslexia and other related disorders. The Universal Screening is comprised of two major sections: the Determination for Dyslexia Screening Instrument (DDSI) and The Determination for Related Disorders Screening Instrument (DRDSI).

The DDSI section screens students for characteristics of dyslexia based upon criteria set forth in *Bulletin 1903*. The characteristics of dyslexia encompassed in the components of this section are:
   1.   Lack of phonological awareness

- The indicator used to measure this component is the score the student received on the first grade DIBELS Next End-of-Year Benchmark in Phoneme Segmentation Fluency (PSF). The Screening Specialist should circle the time frame it was administered. If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should leave the space blank for this component and sign his/her initials next to it.

2. Common error patterns in reading and learning behaviors (e.g. reading, decoding inaccuracies in single words and nonsense words, slow reading rate, omissions of, or substitutions of, small words, reduced awareness of patterns in words, and difficulties generalizing word and language patterns)
   - The indicator used to measure this component is the score the student receives on the second grade DIBELS Next Beginning-of-Year Benchmark in DIBELS Oral Reading Fluency (DORF). The Screening Specialist should circle the time frame it was administered. If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should leave the space blank for this component and sign his/her initials next to it.

3. Errors in spontaneous spelling

4. Spontaneous written language shows poor organization and mechanics.
   - The indicator used to measure these components is the Writing Curriculum Based Measure (CBM). The Writing CBM can be administered in either a whole or small group setting. Second and/or third grade classroom teachers will be responsible for administering the Writing CBM to their students. The Screening Specialist will score the Writing CBM and record the results on the screening instrument and sign his/her initials next to it.

5. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities

6. Spontaneous written language is very simple or poor in comparison to spoken language
   - The indicator used to measure these components is the Writing CBM and teacher observations. Second and/or third grade classroom teachers will be responsible for administering the Writing CBM to all of their students in either a whole group or small group setting. The Screening Specialist will score the Writing CBM and in consultation with the teacher and/or speech therapist record the results on the screening instrument and sign his/her initials next to it.

The DRDSI screens students for characteristics of attention deficit disorder/attention deficit hyperactivity disorder, socio-emotional disorders, dysgraphia, and mathematic skills based upon

criteria set forth in *Bulletin 1903*. The DRDSI contains two levels of screening, and the student's classroom teacher will complete both screening levels, if needed. The first level of screening is the General Screening, and it will be completed for all second and/or third grade students. It consists of six broad-based questions regarding the different related disorders. The responses to the six broad-based questions will determine whether or not the classroom teacher will need to complete the second level of screening for the student. The second level of screening consists of detailed, individual screenings for each related disorders.

Parental Permission

Parents must provide permission for DRD Universal Screening prior to their child being screened. If a parent objects to his/her child being screened for dyslexia and related disorders, then the student will not be screened. Documentation of the parent's objection to the Universal Screening MUST be filed in a blue folder in the student's cumulative folder. If the parent does not object to his/her child being screened for dyslexia and related disorders, then the student is administered the Universal Screening.

Screening Process

The Universal Screening will be administered by the end of the first quarter of each school year to all second grade students and third grade students who have not yet been screened. The Screening Specialist at each school site coordinates the administration of the Universal Screening on that campus. Classroom teachers will also participate in the administration of certain sections of the Universal Screening.

Results of Screening

Once a student is screened using the Universal Screening, four outcomes are possible:

1. The student DOES NOT need further assessment based upon the DDSI, *and* DOES NOT need further assessment based upon the DRDSI.
   - Because both sections of the Universal Screening do not indicate a need for the student to receive services, the school will send home a letter notifying parents of the screening results and the student will continue receiving regular education services.
2. The student DOES NOT need further assessment based upon the DDSI, *but* DOES need further assessment based upon the DRDSI.
   - Even though only one section of the Universal Screening indicates a need for the student to receive services to help lessen the effect of a possible learning disorder and/or at-risk factor, the school must still schedule a student assistance team (SAT) meeting to discuss the types of services needed by the student. The school must also send home a letter notifying parents of the screening results and of the upcoming SAT meeting.
3. The student DOES need further assessment based upon the DDSI, *but* DOES NOT need further assessment based upon the DRDSI.

- Even though only one section of the Universal Screening indicates a need for the student to receive services to help lessen the effect of a possible learning disorder and/or at-risk factor, the school must still schedule a SAT meeting to discuss the types of services needed by the student. The school must also send home a letter notifying parents of the screening results and of the upcoming SAT meeting.

4. The student DOES need further assessment based upon the DDSI, *and* DOES need further assessment based upon the DRDSI.

- Because both sections of the Universal Screening indicate a need for the student to receive services to help lessen the effect of a possible learning disorder or a possible at-risk factor, the school will schedule a SAT meeting to discuss the types of services needed by the student. The school will also send home a letter notifying parents of the screening results and of the upcoming SAT meeting.

Please note that if the screening results reveal a concern, then a written request (300R) must be made to the SAT for assistance in addressing the student's educational progress. This request for assistance documents the beginning of the 60 operational day time line allowed to complete an assessment for characteristics of dyslexia and related disorders, as well as program implementation, if deemed necessary.

ASSESSMENT OF DYSLEXIA

Assessment of Students

A written request (300R) may be made to the SAT for assistance in addressing a student's educational progress if school personnel (principal, guidance counselor, teacher, school nurse, etc.), the parent/guardian, community agency personnel or the student has reason to believe that the student is consistently struggling or having difficulty making expected progress. This request for assistance documents *the beginning of the 60 operational day time line allowed to complete an assessment for characteristics of dyslexia and related disorders, as well as program implementation, if deemed necessary.* The Screening Specialist will administer an initial dyslexia screening to the student. After reviewing the results of the initial screening, the Screening Specialist will then convene SAT Meeting #1.

Data will be collected about the student to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information will also be used to establish a profile of the total child from the standpoint of school and home. The SAT will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

Data gathered will include, but not be limited to, the following:

1) Health information:
   a. vision and hearing screening (current within 24 months); and

    b. medical/health history

2) Academic, cognitive, and behavioral information:

    a. cumulative record review

    b. academic progress reports

    c. teacher reports of aptitude, behavior, and concerns

    d. CRT/NRT and/or any other standardized test scores

    e. informal testing, such as curriculum-based assessment

    f. types of interventions used in the regular program

    g. samples of the student's work

    h. achievement motivation information

3) Speech and language information (including assessment of phonological awareness)

4) Additional information from the parents and other sources (e.g. the student's need for extensive outside help and the extent of student effort, etc.)

5) Documentation of the use of pre-referral specialized interventions and strategies used with the student

Assessment of Special Education Students

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Education Act (IDEA) will be followed.

Assessment of Students Identified Outside the District

Any private evaluation presented by the parent must be considered by SAT/504 committee for review and interpretation _within 10 operational days._ 504 committee may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee of knowledgeable persons will determine the identification status of a student enrolled in OPSB, and the placement of the student in the dyslexia program(s).

REFERRAL PROCESS

Student Assistance Team (SAT)

The SAT, also referred to as "_the committee of knowledgeable persons_," is comprised of at least three members. This committee must include: the student's teacher and two other professional persons knowledgeable about the student and/or the suspected condition in the individual school setting.

SAT Decision Process for Dyslexia Intervention, Identification and Placement

The SAT meeting *should be scheduled within ten operational days from the initial concern.* A review of the student's referral, a discussion of the student's problems, and recommendations for helping lessen the effect of a possible learning disorder or a possible at-risk factor will occur at this meeting. There are five possible recommendations and/or decisions that could be made as a result of the SAT meeting:

1) The student is provided with additional/revised interventions for a 6-week time period.(Response to Intervention) RtI
    a. Complete 300-R
    b. Provide parent copy of 300-R and Due Process Rights document
    c. Schedule SAT #2
    d. At SAT #2, review interventions, screenings, or other activities
    e. Make appropriate determination (B, C, D or E below)
2) The student continues regular education without any modifications.
    a. Complete 300-R
    b. Provide parent copy of 300-R and Due Process Rights document
3) The student continues regular education with previous interventions and strategies that were successful.
    a. Develop intervention plan with parent/teacher
    b. Schedule periodic review meetings
    c. Complete 300-R
    d. Provide parent copy of 300-R and Due Process Rights document
4) The student is assessed for dyslexia and/or related disorders.
    a. Complete 300-R for referral to the SAT committee
    b. Provide parent copy of 300-R with decision and Due Process Rights document
    c. Obtain parent permission for assessment
    d. 504 evaluation/dyslexia assessment conducted
    e. SAT Meeting #2; parents are invited to meeting and required to complete the Schedule Family History Interview
    f. If the student does qualify for 504, then at the eligibility meeting an individual accommodation plan (IAP) is developed. A yearly review is scheduled and a date for the student's reevaluation is noted. The SAT/504 committee completes the Determination of 504 Eligibility Report.
    g. If the student does not qualify for 504, then the student continues with regular education with or without accommodations/modifications. The SAT/504 committee completes the Determination of 504 Eligibility Report.
5) If further action is warranted and Special Education is being considered, then complete 300-R. Pupil Appraisal Services staff must be present. A 60-day timeline   begins from receipt of parent permission by Pupil Appraisal Services.

a. Provide parent copy of 300-R and Due Process Rights document
b. 1508/IDEA evaluation is conducted
c. If student qualifies for Special Education IEP, then the student is provided with services
d. If student does not qualify for Special Education IEP, then the student is classified as having no exceptionality

Timeline

The request for assistance documents the beginning of the 60 operational day timeline allowed to complete an assessment for characteristics of dyslexia and program implementation, if deemed necessary.

Special education students shall follow the timelines required by federal law, under the Individuals with Disabilities Education Act (IDEA).

PROGRAM ENTRANCE CRITERIA

Determination of Program Eligibility

A student will be determined to have characteristics of dyslexia if the following criteria are met:

- The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age, or on standardized measures of cognitive ability.
- The student demonstrates difficulties in areas which are often unexpected in relation to age, previous instruction, and other cognitive and academic abilities. The student has had extensive remediation/assistance in order to maintain grades. However, deficits were evident prior to remediation. The student must demonstrate at least five out of six of the following characteristics:

  (1) Lack of or limited phonological awareness;
  (2) Common error patterns in reading and learning behaviors, such as:
    - Reading, decoding inaccuracies in single words and nonsense words (e.g., detached syllables);
    - Slow reading rate;
    - Omissions of, or substitutions of, small words (e.g., a/the, of/for/from, three/there);
    - Reduced awareness of patterns in words;
    - Difficulties generalizing word and language patterns;
  (3) Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities;
  (4) Errors in spontaneous spelling;
  (5) Spontaneous written language is very simple or poor in comparison to spoken language; and
  (6) Spontaneous written language shows poor organization and mechanics.

PROGRAM DESCRIPTION & OPTIONS

Program Implementation

Once it is determined that a student has characteristics of dyslexia, OPSB shall provide an appropriate program for the student. The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by the SAT, the committee of knowledgeable persons. This committee should be knowledgeable about the student, the meaning of the evaluation information, and instructional components and approaches for students with characteristics of dyslexia.
- OPSB will use a state-approved multi-sensory structured language program for students with characteristics of dyslexia for a minimum of 150 minutes per week within the school day.
- OPSB will provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders.

Teachers who provide instruction for students with characteristics of dyslexia will receive the professional development training specified by OPSB. Teachers must be prepared to implement instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components. They may serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Multi-sensory Language (MSL) Programs

MSL Programs are to be routinely provided within the regular school day, a minimum of 150 minutes per week. The following are several variations of ways students may receive MSL instruction:

- Regular class placement with MSL program
- Out-of-class placement in a MSL program
- Individual or small group instruction in a MSL program
- A combination of these options or any additional arrangements that may be developed by the committee

If a student is in a MSL program, according to R.S. 17:7(11) the grades should be derived from the core program, Comprehensive Curriculum/Grade Level Expectations, in addition to the alternative state approved MSL program.

Evaluation Data and Review of Student Progress

Evaluation data shall be maintained on all students enrolled in MSL programs.

A periodic review shall be made to determine the appropriateness of the program for the student.

At a minimum, an annual review is required.

MSL Exit Criteria

A student may be removed from an MSL program by written request of the parent only

Monitoring of Students

Students who have been exited from the 504 eligibility and/or OPSB MSL program due to parents' written request will receive regular monitoring. These checks will occur as follows:

Time after Dismissal	Monitoring Interval
First Year	Once a semester
Second Year and Beyond	Annually each May

Monitoring may include, but is not limited to the collection and evaluation of:

- Progress reports
- Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Counselor reports
- Other program reports
- Additional assessment data

Flowchart of 504 Process for Dyslexia

_____Referral to SAT/504 Committee

       a) This written request (300R) marks the beginning of the **60 operational day** timeline allowed to complete the assessment and program implementation

       b) The 504 committee consists of at least 3 members – the student's teacher and 2 other professional persons knowledgeable of the student and/or suspected condition

_____Parent permission is obtained and all rights of the parent must be explained

_____Assessment is conducted:

       _____Review of data

       _____Review/Assessment of Cognitive abilities

       _____Assessment of Language skills

       _____Assessment of Mathematics skills

       _____Review of general behavioral characteristics

       _____Family interview

_____Determination of Eligibility for Dyslexia:

_____The student has adequate intelligence

_____The student demonstrates at least five out of six of the following characteristics:

_____Lack of or limited phonological awareness

_____Common error patterns in reading and learning behaviors, such as:

       a) reading, decoding inaccuracies in single words and nonsense words

       b) slow reading rate

       c) omissions of or substitutions of small words

       d) reduced awareness of patterns in words

       e) difficulties generalizing word and language patterns

_____Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities

_____Errors in spontaneous spelling

_____Spontaneous written language is very simple or poor in comparison to spoken language

_____Spontaneous written language shows poor organization and mechanics

_____Report is completed & signed by the 504 committee

_____IAP is developed and signed by the 504 committee

_____ Multisensory Structured Language Program is routinely provided within the regular school day a

  minimum of 150 minutes per week

Response to Intervention Process for Behavior

RESPONSE TO INTERVENTION – BEHAVIOR

Response To Intervention (RTI)

Response To Intervention (RTI) is a decision making framework of proactively identifying students in need, matching evidence-based interventions to students' needs, frequently monitoring students' progress to make changes in intervention or goals, and applying student response and treatment integrity data to make important educational decisions.

RTI involves documenting a change in behavior as a result of an intervention.

A Three (3) Tiered model of Intervention
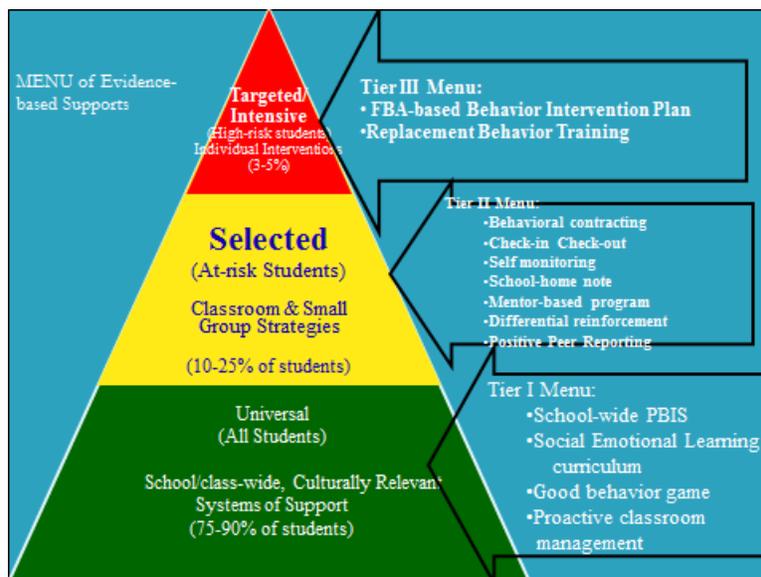
Tier 1 (Universal level) is one in which <u>ALL</u> students participate in a school wide positive behavior approach. This helps to reduce new cases of problem behavior. Selective students (10-25%) will participate in behavioral interventions at a **Tier 2** level which will reduce current cases of problem behavior. **Tier 3** interventions are geared to a few students (3-5%) since these interventions are intensive in order to reduce complications, intensity, and severity of current cases.

This is a new way of addressing behavior problems and looking at assessment procedures for the determination of special education. The old way involved:

- reprimands and harsh statements,
- office referral, suspension, expulsion,
- wait-to-fail approach,
- refer and test,
- then placement in special education as THE intervention.

This new approach involves:

- preventive supports with universal system of behavior supports

- proactive screening to catch students early
- intervening with high quality supports
- using student response data to determine need for less or more intensive services.

It <u>may</u> include special education. Therefore, RTI defines disability as a condition that persists despite the implementation of a sequence of intensifying scientifically validated interventions implemented in the general education environment with integrity.

OVERVIEW OF RTI PROCESS FOR BEHAVIOR

Tier 1: All students participate in school-wide Positive Behavioral Interventions & Supports (PBIS) which is implemented on a daily basis. The school-wide PBIS is combined with good classroom management and is conducted all day, every day.

The components of a school-wide PBIS program include:
1) Clear definitions of expected appropriate, positive behaviors for students and staff members
2) Clear definitions of problem behaviors and their consequences for students and staff members
3) Regularly scheduled instruction *and* assistance in desired positive social behaviors
4) Effective incentives and motivational systems to encourage students to behave differently (keep 4 to 1 ratio in mind)
5) Training, feedback and coaching for staff about effective implementation of the systems, and
6) Systems for measuring and monitoring the effectiveness of interventions.

A positive classroom environment involves:
- A visually established management/ positive reinforcement system in each classroom
- Staff using at least 4 positive statements to every 1 negative statement (e.g., reprimands)
- Proactively recognizing appropriate behavior when it is happening, rather than reacting to problem behavior
- Prompting students to do the right thing before reprimanding.

Information is collected at this level on all students through a universal screening instrument and/or a collection of at-risk indicators. A student is considered at risk in comparison to his/her grade level peers when there is at least one of these indicators:
- At-risk cut-off scores on the School Internalizing Behavior Screener (SIBS) or Student Risk Screening Scale (SRSS)
- ≥ 3 office discipline referrals (ODR's) per grading period*
- ≥ 3 detentions per grading period
- ≥ 2 in school suspension (ISS) days per grading period*
- ≥ 1 out of school suspension (OSS) days per grading period*

- ≥ 5 cumulative unexcused absences
- Court referrals
- At risk for earning a D or F (2 courses) per grading period (skills deficits being addressed or ruled out)
- Conduct grades of D or F per grading period

Refer to Discipline Handbook concerning FBA/BIP criteria for ODR and suspensions.

The majority of students (75-90%) continue with the PBIS strategies that are in place at the Tier 1 level. Sometimes, students with an at-risk indicator at the Tier 1 level can be maintained there by 'tweaking' classroom management strategies for the whole class (Good Behavior Game, Social Emotional Learning curriculum, proactive classroom management strategies, etc.).

When a student demonstrates at least one (1) at-risk indicator, the classroom teacher will submit the student's name and relevant information to the RTI Behavioral Data Team to begin Tier 2 interventions. The teacher and/or RTI Behavioral Data Team will notify the parent about the intervention and provide periodic progress monitoring reports with graphical representation.

Tier 2: The goal of Tier 2 is to support individual students who continue to exhibit challenging behaviors without removing them from the general education setting to deliver intervention.

The teacher presents the problem behavior(s) to the committee along with documentation. The teacher and the committee generate hypotheses and develop and implement scientifically evidence-based intervention(s). A brief form of a Functional Behavioral Assessment (FBA) is useful in developing and deciding on an appropriate Tier 2 intervention.

Examples of Tier 2 interventions include:
- Check In Check Out
- Good Behavior Note
- Social Skills training
- Behavioral contracting
- Differential reinforcement
- Small group counseling (parent permission required)
- Self-monitoring
- Mentor-based support
- Positive peer reporting
- Second Step Program

The plans that are developed by the committee are written and targeted behaviors are operationally defined for all stakeholders. A data collection system is developed and the data is submitted to the committee at least once per week. The data is collected by the person who is responsible for implementing the intervention. Assigned personnel (interventionist, teacher, social worker, counselor, etc.) will progress monitor every week, graph the results, and make adjustments if needed. A minimum of _15 full days_ of intervention is collected. The length of the intervention is dependent upon the targeted behavior and the type of intervention that is being implemented.

If the student is making progress towards the targeted goal(s) then the RTI data committee can decide to:
- Continue the Tier 2 intervention, or
- Fade the Tier 2 intervention and return to Tier 1 if the student consistently attained the targeted goal(s) for at least _80% success_ and for at least _3 consecutive weeks_.

If the student is not making progress after 15 full days of implementation then:
- Check implementation integrity (80% minimum level).
- Committee can modify intervention and continue implementation.
- The teacher can continue to turn in data on the intervention and assigned personnel can continue to progress monitor on a weekly basis and make changes as needed.
- If the student begins to make progress, continue Tier 2 intervention.
- If the student does not achieve goal within **9** weeks (with modifications made as needed) then the student should move on to Tier 3.

Tier 3: The goal of Tier 3 is to support 3-5% of students who resisted prior tiers of behavioral supports.

A Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) is conducted by appropriately trained personnel and developed and reviewed by the RTI Behavioral Data Team. SESS personnel **must** be in attendance and written parent permission for support services is required for SESS participation. Once the BIP has been developed, the school team (teacher, interventionist, counselor, and/or social worker) will implement the evidence based intervention and collect the data.

The RTI Behavioral Data team with SESS personnel assigned to the school will review the progress monitoring data weekly, modify as needed and graph results. Students will participate in a Tier 3 intervention(s) at a minimum of 9 weeks. Modifications and adjustments to the intervention can occur at any point in time during the weekly RTI Behavioral Data team review. Significant changes to the intervention will warrant an additional 9 week implementation.

If the student is making progress towards the targeted goal(s) then the RTI data committee can decide to:

- Continue Tier 3 or
- Consider fading Tier 3 intervention and return to Tier 2 if the student consistently attains the targeted goal(s) for at least *80% success* and for at least *3 consecutive weeks*.

If the student is not making progress after 9 weeks of full implementation then:

- Check implementation integrity (80% minimum level).
- Committee can modify intervention and continue implementation.
- Assigned personnel can continue to progress monitor on a weekly basis and make changes as needed.
- If the student begins to make progress, continue Tier 3 intervention.
- If the student does not achieve goal over the course of 9 weeks, then referral to the SATeam for consideration of a special education evaluation (minimum of 9 data points for Tier 3).
- If there is underline substantial documentation that the student is likely to injure him/herself or others then the student should be referred immediately to the SATeam. The intervention shall be conducted concurrently during the Pupil Appraisal evaluation.

Students at Tier 2 and Tier 3 continue to receive the interventions at the Tier 1 level. Tier 3 students may continue with interventions that were conducted at Tier 2.

Operational Definition of Target Behavior

An operational definition of the target behavior must be objective so the behavior can be readily observed and recorded and that others can use and replicate it. It is the description of the 'who, what, where, when' of the target behavior. A complete definition also includes what is not the target behavior. An operational definition of the target behavior is important so everyone is 'on the same page' when conducting the intervention and when collecting data to monitor the student's response to the intervention.

OBSERVATIONAL DATA

Naturalistic Observation

A naturalistic observation is an anecdotal narrative record of what occurs before and after the target behavior.

- Enter a situation and observe what's going on. Make note of the behaviors that seem important to observe.
- It is recorded in a written fashion.
  - Listed chronologically as the behaviors appear in real time.

- o Interpretation is limited to a descriptive account of the types of behaviors and events that were observed.
- o Limitation –the inclination to over-interpret the data or make inferences regarding the student's behavioral patterns from a limited and unstandardized sample of behavior.

The information from the naturalistic observation should then be recorded in an A-B-C format.

A-B-C (antecedent-behavior-consequence)
- ▪ Usually start recording in the 'behavior' column first, then 'antecedent', and then 'consequences'.
- ▪ Can use this method to develop testable hypotheses, e.g., use naturalistic observation strategies as the first step in an overall functional assessment procedure to operationally define the target behaviors and formulate hypotheses.

Systematic Observation

A systematic observation of the target behavior utilizes a specific measurement technique based on the type of behavior that is being observed. This kind of observation is important when collecting progress monitoring data that determines the effectiveness of the implemented intervention. Scoring and summarizing of data are standardized and do not vary from one observer to another.
- ▪ Specific behaviors
- ▪ Operationally defined a priori in a precise manner
- ▪ Conducted in a standardized procedure
- ▪ Times and places for the observations are carefully selected and specified.

METHODS OF BEHAVIORAL DATA COLLECTION

Event/Frequency Recording

This method involves counting the number of times a behavior occurs in a specific time period. Use this method if the behavior can be easily counted and the behavior has a clear beginning and end. Do not use this method if the behavior is occurring at such a high rate that an accurate count is impossible (e.g., pencil tapping) or the behavior occurs for extended periods of time (e.g., 2 tantrums, but the duration of each tantrum is one hour).
- ▪ Counting the number of occurrences of behavior observed during a specified time period.
- ▪ Behavior must have a discrete beginning and ending.
- ▪ Generally each behavioral occurrence should take approximately the same amount of time.
- ▪ Examples included - throwing paper airplanes, hitting, raising hand
- ▪ When length of time a behavior occurs is important, event recording may not be appropriate.
- ▪ Not good for behaviors that occur at a relatively low rate.
- ▪ Use paper and pencil tallies with beginning and ending times; clickers

Duration Data

This method documents the length of a behavior by recording the time the behavior begins and ends. Use this method if your primary concern is the length of time the student engages in the behavior and the behavior has a clear beginning and end. Do not use this method if the behavior occurs at a high frequency or the behavior starts and stops rapidly.

- Measuring the duration of a specified behavior.
- Changing the duration of a behavior is an important target for intervention.
- Behavior must have a discrete beginning and ending.
- Examples include, studying, temper tantrums, social isolation, aggressive outbursts
- Stopwatch – start the stopwatch as the behavior begins and stop the timing at the end of the episode; started again at the next occurrence.
- Can report in two ways-
    - o the average of each occurrence or
    - o total duration.
- Observation sessions should be consistent in length for a comparison, otherwise, report the time as a percentage of the observation.

Latency Recording

This method is useful for documenting the time that elapses between stating a directive or instruction to the student and when the student performs the desired behavior.

- Measurement of elapsed time between the onset of a stimulus of signal and the initiation of a specified behavior.
- Major concern is the length of time between an opportunity to elicit a behavior and the actual time it takes to begin performing the behavior, (teacher directive and student compliance).
- Use a stopwatch and begin timing immediately after the signal or stimulus is delivered and stop timing the instant the target behavior is initiated.
- Can use both average and total latency to summarize the observed behaviors.

Time Sample Interval Recording

The observer divides the observation period into a number of smaller time periods or intervals, observes the student throughout each interval, and then records whether or not the target behavior occurred in that interval. It is used to observe a number of behaviors simultaneously or for behaviors that occur at a moderate to high rate or steady rate.

Interval recording often takes less time and effort, especially if the behavior occurs at a high frequency, because the observer records the behavior only once during the interval, regardless of how many times the behavior occurs. However, interval recording only provides an estimate of the actual number of times that a behavior occurs. If the intervals are too long (e.g., 1 hour), the results can overestimate the frequency of behavior. The shorter the interval, the more accurate is the representation of how often the behavior is occurring.

Whole Interval Recording

- A target behavior is scored as having occurred only when it is present throughout the <u>entire</u> interval.
- Good for behaviors that are continuous or the intervals are short.
- Tends to *underestimate* the presence of the behavior in real time.
- Use this for behaviors targeted for *increase* through intervention efforts.

Partial Interval Recording

- An occurrence of the behavior is scored if it occurs during <u>any part</u> of the interval.
- If multiple occurrences of the behavior occur during the interval, it is only scored once.
- Good for behaviors that occur at a relatively low rate or behaviors of somewhat an inconsistent duration.
- Tends to *overestimate* the presence of the behavior in real time.
- Use this for behaviors targeted for *decrease* through intervention efforts.

Momentary Time Sample

- A behavior is scored as present or absent only during the *<u>moment that a timed interval begins.</u>*
- Although this technique is based on the smallest sample of behavior, it provides the *least biased estimate of behavior as it actually occurs.*

Opportunity Data

This method is useful for determining how often the behavior occurs when given the opportunity. However, the definition of an opportunity must be previously established prior to collecting this type of data. For example, if the team would like for the student to comply with teacher requests, the opportunity would be defined as anytime the teacher makes a request to the student. Use this method if the opportunity to engage in the behavior is easily observed.

This type of method can reduce the number of times the observer has to record data; however, the observer must remember to record each opportunity in order to produce an accurate representation of the behavior. Another option would be to establish a set number of opportunities to record, such as the 1st opportunity each day or the 1st five opportunities each day.

Functional Behaviorial Assessment

A functional behavior assessment is a collection of methods for obtaining information about antecedents, behaviors, and consequences. The purpose is to identify the reason for the behavior and to use that information to develop strategies that will support positive student performance while reducing the behaviors that interfere with the child's successful functioning. (<u>Functional Assessments</u>, Witt, Daly and Noel, 2000).

Possible Outcomes of both Problematic and Pro-social Behaviors

OUTCOME	DESCRIPTION When a child acts:
Power/Control	To gain or keep control of events and/or situations.
Protection/Escape/Avoidance	To avoid a task or activity; escape a consequence; or terminate or leave a situation.
Attention	To become the focus of a situation, drawing attention to him/herself; puts him/herself in the foreground of a situation, discriminating self from group for a period of time. Distinguishing feature: "Becoming the focus" is the end product of the behavior.
Acceptance/Affliation	To connect/relate with others; mutality of the benefit is present.
Expression of Self	Develops a forum of expression; could be statements of needs or perceptions, or demonstration of skills and talents.
Gratification	To reward or please him/herself. Distinguishing characteristic: the reward is self-determined; others may play agent role.
Justice/Revenge	To settle a difference, provide restitution, or demonstrate contrition. Distinguishing characteristic is settling the score.

Developing Interventions

Once the assessment has been completed on the operationally defined problem behavior, an analysis is conducted for patterns in the data. Is there too much undesirable behavior (behavioral excesses) or too little desirable behavior (behavioral deficits)?

If there are behavioral excesses, focus on:

- Consequences that maintain the behavior (positive or negative reinforcement)
- Antecedents that "set the problem off"
- Replacement behaviors that can be taught to the student to allow the student to get what they want in acceptable ways
- Change the environment to make sure the appropriate behavior is supported and the problem behavior is not.

If there are behavioral deficits, focus on:

- Skills deficits—teach the skills to perform the desired behavior
- Performance deficits (low motivation)

- A description of the replacement behaviors to be increased
- Generalization programming—procedures for teaching and supporting the new behaviors across situations

When developing the intervention, consider the following:

- A description of the problem behaviors to be decreased
- Interventions to be used with the problem behavior
- Positive strategies outnumber negative or reactive strategies
- Methods for preventing the problem behaviors, including a description of "triggers" to avoid
- Consequences for replacement and targets behaviors
- Emergency/crisis management procedeures are determined when needed
- Specify the indivduals involved in the plan (Who will be doing what, when, and where)
- Monitor the intervention to ensure it is being implemented as intended
- Monitor the student's progress
- Follow-up meetings
- An evaluation plan, including criteria for judging success

PROGRESS MONITORING AND GRAPHING

Progress monitoring involves data collection to determine if the behavioral intervention is working. In addition to measuring the behavior, it is very important to graph the measurements that are gathered, as this provides a visual image of the status of the behavior intervention at any point in time.

A graph determines at-a-glance, on average how often the behavior of interest occurs. By looking at a graph, it can be determined right away if the behavior is increasing or decreasing. Then it will be possible to follow up on this information by modifying the intervention if it is not working or continuing the intervention to see if the behavior continues to improve.

Procedures
The following is a sample graph to progress monitor out of seat behavior using MS Excel.

Behavioral Intervention Progress

	Baseline	9/7/12	9/14/12	9/21/12	9/28/12	10/5/12	10/12/12	10/19/12	10/26/12	11/2/12	11/9/12	11/16/12
Out of Seat	10	8	8	5	4	6	5	3	4	4	2	3
Aim Line	3	3	3	3	3	3	3	3	3	3	3	3
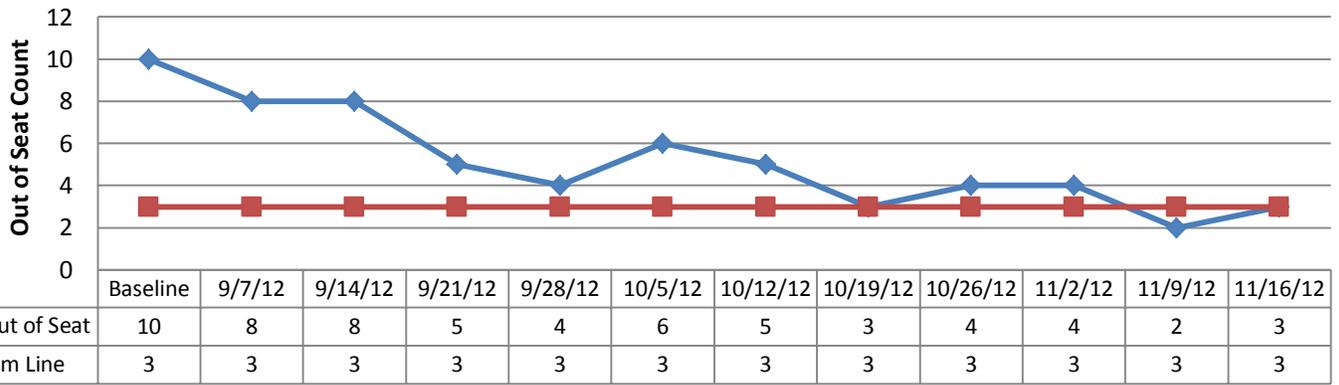
1. Open an Excel spreadsheet and enter your data into the cells as shown above.
2. On the top line, enter your DATES. Enter "Baseline" and then the dates when you obtained a progress monitoring measure.
3. On the next line, enter your measures of the target behavior (Example: out of seat, talking out, refusal to follow directions). "Baseline" indicates the measure of the behavior prior to the implementation of the behavior intervention.
4. The Aim Line should contain the goal for the behavioral intervention. For the graph above, the goal would be 3 instances of out of seat behavior per day. Enter the same value in each of the cells on that line.

Note: If the intervention is modified, the value of the Aim Line may change and should be reflected on the graph.

BEHAVIORAL INTERVENTION FIDELITY

Definition of Intervention Fidelity/Integrity
Intervention fidelity is the degree to which an intervention is implemented as planned or intended.
- In RTI one must demonstrate that measurable changes in behavior (academic or social) are related to systematic and controlled changes in the environment (intervention)
- Observed changes in behavior must be attributed to observed implementation of the intervention
- Without objective and documented specification that the intervention was implemented as planned or intended, it cannot be concluded that the inadequate response to intervention was due to poor intervention or to the student's lacks of progress.
- Similarly, intervention success cannot be attributed to the intervention if is not known how or if the intervention was implemented.
- In RTI, the systematic and frequent measurement of intervention fidelity is essential.

How to Assess Intervention Fidelity

Direct Assessment
1) Systematic observation of intervention implementation
2) Task analysis of major intervention components (intervention- specific checklist
3) Occurrence and nonoccurrence of components recorded.
4) Level of fidelity/ integrity calculated as % of component implemented

Methods to Track Intervention Fidelity

Direct observation of the intervention steps. The most direct way to measure the integrity of any intervention is through observation. First, the intervention is divided into a series of discrete steps to create an observation checklist. An observer would then visit the classroom with checklist in hand to watch the intervention being implemented and to note whether each step of the intervention is completed correctly (Roach & Elliott, 2008).

The direct observation of intervention integrity yields a single figure: 'percentage of intervention steps correctly completed'. To compute this figure, the observer (1) adds up the number of intervention steps correctly carried out during the observation, (2) divides that sum by the total number of steps in the intervention, and (3) multiplies the quotient by 100 to calculate the percentage of steps in the intervention that were done in an acceptable manner.

For example, a teacher conducts a 5-step intervention targeting time on task with a student. The observer notes that 4 of the 5 steps were done correctly and that one was omitted. The observer divides the number of correctly completed steps (4) by the total number of possible steps (5) to get a quotient of .80. The observer then multiples the quotient by 100 (.80 X 100), resulting in an intervention integrity figure of 80 percent.

The advantage of directly observing the steps of an intervention is that it gives objective, first-hand information about the degree to which that intervention has been carried out with integrity. (Wright, 2007).

Behavioral Intervention Script Builder

Student: _____ **Grade:** _____

Teacher/Team: _____ **Intervention Start Date_____**

Description of the Target Behavior: *To increase on-task behavior. A behavioral contract will be developed with the teacher and Johnny in which he will self-monitor the number of assignments he completes in reading, math and science*

Intervention Check	Intervention Preparation Steps Describe any preparation(Creation or purchase of materials, staff training) required for this intervention
This step took place Y___ N___	1. write and sign contract with student
This step took place Y___ N___	2. make a chart for Johnny's desk
This step took place Y___ N___	3. conduct a reinforcement survey with Johnny
This step took place Y___ N___	4. obtain rewards
Intervention Check	**Intervention Steps. Describe the steps of the intervention. Include enough details so that the procedures are clear to all who must implement them.**
This step took place Y___ N___	1. Johnny checks off on his chart located on his desk the assignments that he completes in reading, math, and science
This step took place Y___ N___	2. His teacher verifies that he completed the assignments by initialing his chart at the end of the day
This step took place Y___ N___	3. Johnny receives a daily star on his chart when he meets his daily goal (check with teacher about his current daily goal)
This step took place Y___ N___	4. Johnny receives a weekly reward (check with teacher about current weekly goal) and is documented on the student's desk chart
This step took place Y___ N___	5.
This step took place Y___ N___	6.

Research Citation(s)/ Reference: List the published source (s) that makes this a scientifically based intervention.

*Behavioral Contracts - Intervention Central*_____

Intervention Quality Check: How will data be collected to verify that this intervention is put into practice as it was designed (Select at least one option).

- **Classroom Observation**: Number of observations planned? _____

  Person responsible for observations? _____

- **Teacher Intervention Rating Log**: How frequently will the teacher rate intervention follow through?

  Daily _____   Weekly _____

- **Rating Intervention Follow-Through**: Select either the classroom teacher/team or an outside observer to rate the quality of the intervention and check the appropriate set of directions.

  ___ Teacher Directions: Make copies of the intervention scripts. Once per week, review 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 blank below.

  ___ Independent-Observer Directions: Make copies of the 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. Write any additional notes about the intervention in the space below

  Intervention Observation Notes_____

  _____

Reference: Hawkins, R.O., Morrison, J.Q., Musti-Rao, S., & Hawkins, J.A. (208) Treatment integrity for academic intervention in real-world settings. School Psychology Forum, 2(3), 1-15

Reported in "How RTI Work" Series-2010 Jim Wright

APPENDIX A

FLOWCHARTS

RTI Decision Process for Reading Interventions

School-wide (Universal Screening DIBELS Next/Beginning and Advance Decoding Survey and Curriculum Based Oral Reading Fluency Measure and iSTEEP

RTI Team reviews the data and determines which students meet benchmark standards

If a student does not meet benchmark standards, he/she is referred for Tier II intervention. (See Reading Framework)

Students who meet benchmark standards and remain at Tier I. Performance will be reviewed at the next benchmark assessment

The team uses the screening data and the information from the student's records to assign the student to the appropriate grade level intervention.

Implement Tier II intervention and progress monitor data 1-3 weeks. Notify parent of concern and keep informed of intervention plan

If the intervention data show that the student is making sufficient progress, continue to follow the intervention program protocol

If the intervention data show that the student will not meet the goal, follow the intervention protocol of to remediate the area of weakness

Once the goal is met, use the data to determine whether the intervention should be continued, modified, or terminated. If terminated monitor the student in Tier I

If sufficient progress still has not been made, the student is placed in Tier III intervention

The team reviews the Tier II data and uses it to assign a Tier III Intervention. Parent is notified of the need for further intervention

Implement and monitor Tier III intervention. If the data shows the student is not making progress, the team reconvenes, reviews and modifies plan

If the data show that the student is making sufficient progress continue until the intervention goal is met

If the data continues to show insufficient progress, a meeting is scheduled with the parent and SAT team to discuss further actions

Once the Tier III goal is met, the team decides whether to return the student to Tier II or Tier I

12/9/13

Response to Intervention Flow Chart Reading

Tier I Instruction for All Students
- K-5 Student receive instruction in a scientifically research base program with differentiation
- 6th – 12th Elements of Literature will be used as a resource
- All scientifically researched based programs ensure that all Grade Level expected
- Additional opportunities for for students to respond and receive corrective feedback will be evidenced.

Benchmark Assessment
- DIBELS Benchmark (K-3)
  → All K-3 students : August, January, May
- 4th – 12th Students
  → Beginning and Advanced Decoding Survey
  → Curriculum Based Measures
  → Scantron Performance Series: August, January, May
  → **iSTEEP**

Tier II Instruction
- Placement at Week 1
  → Benchmark: DIBELS, iSTEEP, ScanTron Performance Series Data Analysis
    - Grade level data should indicate no more than 20% at-risk in math and more than 20% of students indicate a need to strengthen Tier 1.
    - Students scoring below the Grade Level Equivalent are moved to Tier 2.
    - Students are re-evaluated every 1-3 weeks using Progress Monitoring scores and teacher comments.
- Instruction: Regular Teacher, Para-educator or Interventionist
  → Format: In-class small group instruction.
  → Resources: Differentiated instruction using basal Intervention Program , textbook resources, external programs designed to meet student's needs
  → Prescription: Concepts follow pacing guide in addition to supplementary materials and strategies for phonemic awareness, phonics, vocabulary development, fluency and comprehension and concept recommendations from Performance Series.
- Progress Monitoring
  → Evaluation every 1-3 weeks using weekly to biweekly assessments, DIBELS progress monitoring and iSTEEP progress monitoring assessments.
  → Weekly to biweekly timed CBM.
    - On level is the based up an average curve
    - Data collection form is completed by the interventionist.

Tier III

Placement after Tier II has not met the student needs.
  → Benchmark: DIBELS Next, iSTEEP, ScanTron Performance Series Data Analysis
    - Grade level data should indicate nor more than 5-10%
    - Student who are significant below grade level and who have not responded to Tier I & Tier II interventions
    - Students are re-evaluated weekly using Progress Monitoring assessment and teacher observations
Intervention: Regular Teacher, Para-educator, or interventionist
  → Format: Small group instruction
  → Resources: More precisely targeted instruction, more instructional time, clearer more explicit instructions, more extensive opportunities for guided practice, more error correction feedback, higher rigor, increased expertise of interventionist

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Response to Math Intervention Flow Chart

Tier 1 Instruction for All Students

- Resources
    - → LCC
    - → Everyday Math
    - → Textbooks
- Progress Monitoring with Curriculum-Based Measures
    - → Weekly to biweekly timed CBM (Mountain Math)

Benchmark Assessment

- ScanTron Performance Series
    - → All students: Mid-August, Early January, Late May

Tier 2 Instruction

- Placement at Week 1
    - → Benchmark: ScanTron Performance Series Data Analysis
        - Grade level data should indicate no more than 20% at-risk in math and more than 20% of students indicate a need to strengthen Tier 1.
        - Students scoring below the Grade Level Equivalent are moved to Tier 2.
        - Students are re-evaluated every 4-5 weeks using Progress Monitoring scores and teacher comments.
- Instruction: Regular Teacher or Interventionist
    - → Format: In-class small group instruction.
    - → Resources: Differentiated instruction using Everyday Math, textbook resources, Fast Math and Compass Learning.
    - → Prescription: Concepts follow pacing guide in addition to supplementary number relation concept recommendations from Performance Series.
- Progress Monitoring
    - → Evaluation every week using weekly to biweekly.
    - → Weekly to biweekly timed CBM (Mountain Math).
        - On level is the based up an average curve (see Progress Monitoring).
        - Data collection form is completed by the interventionist.

Tier 1 Instruction

- Placement at Week 5.
    - → Assessment goals met in Tier 2 as measured by Progress Monitoring CBM.

Tier 2 Instruction

- Placement at Week 5.
    - → Assessment goals not met but some progress made in Tier 2 as measured by Progress Monitoring CBM.

Tier 3 Instruction

- Placement at Week 5.
    - → No progress made in Tier 2 as measured by Progress Monitoring CBM.
    - → Student is not in Tier 3 Reading Intervention.
- Instruction: Interventionist
    - → Format: 30mminutes per day in addition to regular class instruction.
    - → Resources: PCI: Basic Math Practice Binders.
- Progress Monitoring
    - → Daily assessment data from PCI: Basic Math Practice.
    - → Weekly to biweekly assessment data from timed Progress Monitoring CBM.

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Response to Intervention Flow Chart for Behavior

Tier I for All Students

School/Class-wide Systems for all students

Positive Behavioral Interventions & Supports (PBIS)

Universal Screening

At least one of these indicators would suggest that a student is at risk:

- At-risk cut-off scores on the School Internalizing Behavior Screener (SIBS) or Student Risk Screening Scale (SRSS) or other appropriate screener
- ≥ 3 office discipline referrals (ODR's) per grading period*
- ≥ 3 detentions per grading period
- ≥ 2 in school suspension (ISS) days per grading period*
- ≥ 1 out of school suspension (OSS) days per grading period*
- ≥ 5 cumulative unexcused absences
- Court referrals

Tier II (in addition to Tier I)
- At least 15 full days of intervention.
- Evidence-based intervention is developed.
- Teacher submits data to committee every Friday.
- Assigned personnel will progress monitor every week/graph results/make adjustments.

If the student is successful:
- Continue Tier II or
- Fade Tier II & return to Tier I if student consistently attained targeted goal(s) at least 80% success for at least 3 consecutive weeks

If the student is not making progress after 15 full days of implementation then:
- Check implementation integrity (80% minimum level)
- Committee can modify intervention and continue implementation
- The teacher can continue to turn in data on the intervention and assigned personnel can continue to progress monitor on a weekly basis and make changes as needed
- If the student begins to make progress, continue Tier 2 intervention
- If the student does not achieve goal within **9** weeks (with modifications made as needed) then the student should move on to Tier 3.

Tier III (in addition to Tier I & Tier II)
- At least 9 weeks minimum.
- FBA is conducted by appropriate school personnel and BIP is developed with RTI team with SESS personnel.
- Parent permission for FBA/BIP is required.
- Teacher submits data to committee every Friday.
- Assigned personnel will progress monitor every week/graph results/make adjustments..

If the student is successful:
- Continue Tier III or
- Fade Tier III & return to Tier II if student consistently attained targeted goal(s) at least 80% success for at least 3 consecutive weeks

If the student is not making progress after 9 weeks of full implementation then:
- Check implementation integrity (80% minimum level)
- Committee can modify intervention and continue implementation
- Assigned personnel can continue to progress monitor on a weekly basis and make changes as needed
- If the student begins to make progress, continue Tier 3 intervention
- If the student does not achieve goal within **9** weeks (with modifications made as needed) then then referral to the SATeam for SpEd consideration.
- If there is substantial documentation that the student is likely to injure him/herself or others, then the student should be referred immediately to the SATeam. The intervention shall be conducted concurrently during the Pupil Appraisal evaluation.

Response to Math Intervention

1	2	3	4	5	6	7	8	9
- Establish Math Classroom Routines - Benchmark: All Students - Start Tier 2	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - Evaluate: Tier 2 - Start Tier 3	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - District Exams
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
- Progress Monitoring: All Students - Evaluate: Tier 2 and 3	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - Evaluate: Tier 2 and 3	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - District Exams
19	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**
- Progress Monitoring: All Students - Benchmark: All Students - Evaluate: Tier 2 and 3	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - Evaluate: Tier 2 and 3	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - District Exams
28	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**
- Progress Monitoring: All Students - Evaluate: Tier 2 and 3	Progress Monitoring: All Students	Progress Monitoring: All Students	LEAP	Progress Monitoring: All Students	Progress Monitoring: All Students	Progress Monitoring: All Students	- Progress Monitoring: All Students - Benchmark: All Students - Evaluate: Tier 2 and 3	- District Exams - Make recommendations for summer and next school year.

Elementary Math Day 1
90 Minute Sample Instructional Format Tier 1-3

Lesson:	Page:	Date:

Standards:

OPENING ACTIVITIES	TIME: 15 min	MATERIALS
Focus Question(s): ▪ Post and discuss before the lesson. (5 minutes) **Homework Check:** ▪ Display Homework answers. (10 min)		▪ Manipulatives/Technology ▪ Materials/Supplies ▪ Assignment Sheet

INPUT ACTIVITIES	TIME: 20 min	MATERIALS
Lesson: Concrete/Symbolic/Abstract ▪ Conceptual Activities using Manipulatives ▪ Problem solving strategies ▪ Real life problems/examples		▪ Problems ▪ Manipulatives/Technology ▪ Materials/Supplies

GUIDED PRACTICE ACTIVITIES	TIME: 35 min	MATERIALS
Practice/Maintenance: Informal Assessment of Student Understanding ▪ Cooperative Learning Problems/Activities (30 minutes) **Homework Assignment:** ▪ Explanation: (5 minutes)		▪ Practice Problems ▪ Manipulatives/Technology ▪ Homework Assignment ▪ Assignment Pad

CLOSING ACTIVITIES	TIME: 20 min	MATERIALS
Progress Monitoring: 1. Work closure problems timed (10 minutes) 2. Check problems (10 minutes)		▪ Progress Monitoring Folder

Elementary Math Day 2-5
90 Minute Sample Instructional Format Tier 1-3

Lesson:	Page:	Date:

Standards:

OPENING ACTIVITIES	TIME: 20 min	MATERIALS
Focus Question(s): ▪ Post and discuss before the lesson. (5 minutes) **Homework:** ▪ Homework Check: (10 minutes) ▪ Explain and display Homework Assignment (5 minutes)		▪ Manipulatives/Technology ▪ Materials/Supplies ▪ Completed Homework ▪ Assignment Sheet

CENTER ACTIVITIES	TIME: 50 min	MATERIALS
Center 1: Practice/Maintenance (50 minutes) ▪ Cooperative Learning ▪ Tier 1-3 students		▪ Center Activities ▪ Manipulatives ▪ Center Activity Score Folder
Center 2: Math Games (50 minutes) ▪ Cooperative and Independent Learning ▪ Tier 1-3 students are assigned to Fast Math until fact proficient		▪ Math Games ▪ Computer Programs (Fast Math) ▪ Center Activity Score Folder
Center 4: Extension (50 minutes) ▪ Cooperative Learning ▪ Tier 1 students not in need of assistance.	**Center 5: Assistance** (50 minutes) ▪ Teacher lead student pairs. ▪ Tier 2-3 students assigned. ▪ Tier 1 students as needed.	▪ Homework ▪ Textbook Resources ▪ Manipulatives ▪ Center Activity Score Folder

CLOSING ACTIVITIES	TIME: 20 min	MATERIALS
Progress Monitoring: 1. Work closure problems timed (10 minutes) 2. Check problems (10 minutes) 3. Math Learning Log ▪ Students verbalize mathematical concepts and/or procedures. (10 min.)		▪ Progress Monitoring Folder

Benchmarking Math with Performance Series

Testing Conditions

- o Test is timed and is taken for a 30 minute interval.
- o Students must have a pencil and scratch paper to take the test.
- o No calculators may be used.

Score Definitions

- o Scaled Score: Range 1300-3700 equal interval scale. The scaled score can be used to measure growth between fall and winter and spring tests.
- o Item Pool Score (SIP): Estimate of student ability (% grade) on the entire pool of questions.
- o National Percentile Rank: Student scores are normed using all test takers scores. NPR is the percentage of students that would score below that student. NPR is only available for fall and winter scores. NPR is calculated for fall and winter independently. Scaled scores can be converted to NPR (page 281 of Performance Series Reference Guide).
- o Grade Level Equivalent- GLE is an estimate of grade and month of student understanding calculated from the National Percentile Rank and cannot be used to measure growth. Calculations made for fall, winter, and spring are made independently.

Cut Points for Intervention

- o The fall Grade Level Equivalent scores and scaled scores are reported for all students. Students below grade level as indicated by the Grade Level Equivalent will be placed in Tier 2 Intervention. The student scaled score is noted at this time in order to accurately measure student growth. The goal is to move student scores to meet or exceed the on grade level scaled score for the next test.
- o Students in Tier 2 and 3 take Performance Series three times each year. Their gains are measured by scaled scores and Grade Level Equivalents are reported. Progress monitoring instruments are used to assess Tier 2 students between Performance Series assessments.
  - ▪ Students with a scaled score that is at grade level or above in the fall Performance Series assessment are moved to Tier 2.
  - ▪ Students that have not made gains in 4-5 weeks as indicated by progress monitoring are moved to Tier 3.
  - ▪ Students that have not made gains or show negative progress in Tier 3 should be referred to the SAT team.

Appendix B
RTI Academic and
Behavioral Checklists
&
Forms

ACADEMIC UNIVERSAL SCREENING CHECKLIST-TIER I

*Please ✓ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below

LITERACY

Universal screening of literacy skills includes graphical representation of student's performance relative to peers in areas of:

_____ Phonemic awareness

_____ Phonics

_____ Vocabulary

_____ Reading fluency

_____ Comprehension

Documentation of:

_____ Explicit and systematic instructional delivery

_____ Differentiated instruction

_____ Curricula and instruction materials aligned to state standards

_____ Integrity of instructional implementation

_____ What is the universal screening measure_____

_____ Interventions provided based on universal screening results

_____ Parent notified of concern(s) and informed of intervention plan if student does not meet benchmark standards for academics

_____ Receipt of informed parental consent for services if the decision is made to seek support services

NUMERACY

Universal screening of numeracy skills includes graphical representation of student's performance relative to peers:

Documentation of:

_____ Explicit and systematic instructional delivery

_____ Differentiated instruction

_____ Curricula and instruction materials aligned to state standards

_____ Integrity of instructional implementation

_____ What is the universal screening measure_____

_____ Interventions provided based on universal screening results

_____ Parent notified of concern(s) and informed of intervention plan if student does not meet benchmark standards for academics

_____ Receipt of informed parental consent for services if the decision is made to seek support services

ACADEMIC RTI CHECKLIST-TIER II

*Please √ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below

Circle appropriate area: **Reading – phonics vocabulary fluency comprehension (select)**
Math
Oral Expression
Listening Comprehension
Written Expression

Strategic/targeted intervention and supplemental instruction for academic area of concern implemented with integrity which includes identification and documentation of:

_____ Specific deficit skill area/target skill:_____
_____
_____

_____ Scientifically research-based interventions used: *(list interventions & cite references)*_____
_____
_____

_____ Baseline data: Start date: _____
(Attach copy of baseline data)

_____ Resources needed for implementation/materials/training:_____
_____

_____ Who will conduct the intervention:_____
_____ Where will the intervention occur:_____
          Number of students in group:_____

_____ Frequency/intensity of intervention: Days per week _____
          Length of intervention session:_____

_____ Method of measurement: What is the progress monitoring tool?_____
                  Is it appropriate?_____

_____ What criterion will determine a successful response to intervention:_____
_____

_____ Who will monitor the progress:_____
_____ Who will chart the progress:_____
_____ Who will help ensure intervention is carried out as planned/intervention integrity: _____
_____

_____ When will the team meet again to discuss progress (date):_____
Document dates of meetings:_____
_____ Does the intervention or criterion need to be modified:_____
_____
_____

_____ Progress monitoring conducted at reasonable intervals (specify dates)_____
_____

(Attach copy of progress monitoring data)

_____ Graphical representation of progress in target academic areas *(attach)*
_____ Parent notified of progress at least once per grading period *(attach documentation)*
_____ Parent notified of concern(s) and informed of Tier III intervention plan if student does not meet intervention criterion *(attach documentation)*
_____ Receipt of informed parental consent for services if the decision is made to seek support services.

ACADEMIC RTI CHECKLIST-TIER III

*Please ✓ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below
Circle appropriate area: **Reading – phonics vocabulary fluency comprehension (select)**
                                     Math
                                     Oral Expression
                                     Listening Comprehension
                                     Written Expression

Strategic/targeted intervention and supplemental instruction for academic area of concern implemented with integrity which includes identification and documentation of:

_____ Specific deficit skill area/target skill:_____
      _____
      _____

_____ Scientifically research-based interventions used: *(list interventions & cite references)*_____
      _____
      _____

_____ Baseline data: Start date: _____
                         (Attach copy of baseline data)

_____ Resources needed for implementation/materials/training:_____
      _____

_____ Who will conduct the intervention:_____
_____ Where will the intervention occur:_____
           Number of students in group:_____

_____ Frequency/intensity of intervention: Days per week _____
           Length of intervention session:_____

_____ Method of measurement: What is the progress monitoring tool?_____
                    Is it appropriate?_____

_____ What criterion will determine a successful response to intervention:_____
      _____

_____ Who will monitor the progress:_____
_____ Who will chart the progress:_____
_____ Who will help ensure intervention is carried out as planned/intervention integrity: _____
      _____

_____ When will the team meet again to discuss progress (date):_____
      Document dates of meetings:_____
_____ Does the intervention or criterion need to be modified:_____
      _____

_____ Progress monitoring conducted at reasonable intervals (specify dates)_____
      *(Attach copy of progress monitoring data)*_____
_____ Graphical representation of progress in target academic areas *(attach)*
_____ Parent notified of progress at least once per grading period *(attach documentation)*
_____ Parent notified of concern(s) and informed of modifications to Tier III intervention plan if student does not meet intervention criterion *(attach documentation)*
_____ Receipt of informed parental consent for services if the decision is made to seek support services.
_____ Refer to SATeam if data analysis indicates lack of measureable progress.

SOCIAL/EMOTIONAL/BEHAVIORAL UNIVERSAL SCREENING CHECKLIST TIER 1

*Please ✓ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below

Universal screening of social/emotional/behavioral functioning includes graphical representation of student's discipline referrals/screening results relative to peers in:

_____ Number of discipline referrals: _____

_____ Locations of discipline referrals: _____
_____
_____

_____ Times of discipline referrals: _____
_____
_____

_____ Types of discipline referrals: _____
_____
_____

_____ What is the universal screening instrument:_____
_____

_____ Results of universal screening instrument:_____
_____
_____

_____ Intervention provided was result of universal screening results:_____

Documentation of:

_____ Scientifically evidence-based classroom management plan: _____
_____
_____

_____ Scientifically evidence-based school-wide behavior support program:_____
_____
_____

_____ Integrity of classroom management plan implementation

_____ Integrity of school-wide behavior support implementation

_____ Data based decision-making

_____ Parent notified of concern(s) and informed of Tier II intervention plan if student's social/emotional/behavioral functioning is outside acceptable limits

_____ Receipt of informed parental consent for services if the decision is made to seek support services

SOCIAL/EMOTIONAL/BEHAVIORAL UNIVERSAL SCREENING CHECKLIST TIER 2

*Please ✓ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below

Strategic/targeted intervention and supplemental instruction for social/emotional/behavioral concerns implemented with integrity which includes identification and documentation of:

_____ Specific deficit skill area/target skill:_____

_____

_____

_____ Scientifically evidence-based interventions used: *(list interventions & cite references)*_____

_____

_____

_____ Baseline data: Start date: _____

(Attach copy of baseline data)

_____ Resources needed for implementation/materials/training:_____

_____

_____ Who will conduct the intervention:_____

_____ Where will the intervention occur:_____

        Number of students in group:_____

_____ Frequency/intensity of intervention: Days per week _____

        Length of intervention session:_____

_____ Method of measurement: What is the progress monitoring tool?_____

        Is it appropriate?_____

_____ What criterion will determine a successful response to intervention:_____

_____

_____ Who will monitor the progress:_____

_____ Who will chart the progress:_____

_____ Who will help ensure intervention is carried out as planned/intervention integrity: _____

_____

_____ When will the team meet again to discuss progress (date):_____

Document dates of meetings:_____

_____ Does the intervention or criterion need to be modified:_____

_____

_____

_____ Progress monitoring conducted at reasonable intervals (specify dates)_____

_____

(Attach copy of progress monitoring data)

_____ Graphical representation of progress in decreasing target behavior(s) *(attach)*

_____ Graphical representation of progress in increasing replacement behavior(s) *(attach)*

_____ Parent notified of progress at least once per grading period *(attach documentation)*

_____ Parent notified of concern(s) and informed of Tier III intervention plan if student does not meet intervention criterion *(attach documentation)*

_____ Receipt of informed parental consent for services if the decision is made to seek support services

SOCIAL/EMOTIONAL/BEHAVIORAL UNIVERSAL SCREENING CHECKLIST TIER 3
*Please ✓ if completed, **N/A** if not applicable—Attach any pertinent information concerning items below

Intensive intervention and supplemental instruction for social/emotional/behavioral concerns implemented with integrity which includes identification and documentation of:

_____ Functional behavioral assessment checklist **attached** Date: _____

_____ Specific deficit skill area/target skill:_____
_____

_____ Scientifically evidence-based interventions used: *(list interventions & cite references)*_____
_____

_____ Baseline data: Start date: _____
(Attach copy of baseline data)

_____ Resources needed for implementation/materials/training:_____
_____

_____ Who will conduct the intervention:_____

_____ Where will the intervention occur:_____

_____ Frequency/intensity of intervention: Days per week _____
         Length of intervention session:_____

_____ Method of measurement: What is the progress monitoring tool?_____
                 Is it appropriate?_____

_____ What criterion will determine a successful response to intervention:_____
_____

_____ Who will monitor the progress:_____

_____ Who will chart the progress:_____

_____ Who will help ensure intervention is carried out as planned/intervention integrity: _____
_____

_____ When will the team meet again to discuss progress (date):_____
     Document dates of meetings:_____

_____ Does the intervention or criterion need to be modified:_____
_____

_____ Progress monitoring conducted at reasonable intervals (specify dates)_____
_____

(Attach copy of progress monitoring data)

_____ Graphical representation of progress in decreasing target behavior(s) *(attach)*

_____ Graphical representation of progress in increasing replacement behavior(s) *(attach)*

_____ Parent notified of progress at least once per grading period *(attach documentation)*

_____ Parent notified of concern(s) and informed of modifications to Tier III intervention plan if student does
     not meet intervention criterion *(attach documentation)*

_____ Receipt of informed parental consent for services if the decision is made to seek support services.
     Refer to SATeam if data analysis indicates lack of measureable progress.
_____

Student Risk Screening Scale (SRSS; Drummond, 1993)

Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Acheivement	Negative Attitude	Aggressive Behaviors	SUM

School Internalinzing Behavior Screener (SIBS; Cook, 2008)

Directions: Please rate each student on each behavior using the following scale:
0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Nervous or fearful	Bullied by peers	Spends time alone	Clings to adults	Withdrawn	Sad or unhappy	Complains about being sick or hurt	SUM

INSTRUCTIONS FOR SCHOOL INTERNALIZING BEHAVIORAL SCRENNER (SIBS) AND STUNDENT RISK SCREENING SCALE (SRSS)

The SIBS and SRSS are universal screeners used for behavior. One is for externalizing behaviors and the other is for internalizing behaviors. Both are completed by the classroom teacher-the first time approximately 1 1/1 to 2 months after school starts and then every 2 months after the first screening. The cutoff score for the SIBS is 8 and the cutoff score for the SRSS is 9. So a student with a score of 8 or higher in the SIBS is considered to be at risk and then placed inTtier 2. If too many students are found to be at risk in a classroom then the problem is at a Tier 1 level.

EXAMPLES OF TIER 1, TIER 2 AND TIER 3 INTERVENTIONS

Tier 1
  ALL students – preventative and proactive
  Classroom and small group strategies
  School-wide systems of support
  Reinforcement, environmental changes and accommodation planning
School-wide PBIS
Embedded social skills training
Positive, proactive classroom management
Postitive reinforcement systems along with firm, fair, and corrective discipline
Good Behavior Game

Tier 2
  At-risk Students
  Intensified classroom and small group interventions
Self-monitoring
Adult mentoring program (Check In-Check-Out: Check and Connect)
School-home notes
Behavioral contracting
Differential reinforcement
Positive Peer Reporting
Small group social skills training
Counseling using evidence based practices

Tier 3
  High-risk students
  Individualized interventions
Must include a formal, written BIP based upon FBA
Replacement behavior training
Intensive social skills teaching
Also consider:
Parent training and collaboration
Multi-agency collaboration

FUNCTIONAL BEHAVIOR ASSESSMENT CHECKLIST

____Review of school records **AND**

    ____available outside agency professional records

____Systematic, direct observations of student across school settings

____Interviews with the

    ____student **AND**

    ____parent/caregiver **AND**

    ____teachers **AND**

    ____other appropriate school personnel **AND**

    ____appropriate community service providers

____Completion and review of behavior rating scales and/or other assessment tools

____Target behavior is operationally defined in specific, observable, and measureable terms

____Information is collected across respondents **AND**

    ____settings

____Collected information allows determination of patterns of

    ____frequency **AND**

    ____duration **AND**

    ____intensity

____Antecedent events that serve as a stimulus for the target behavior are identified and described

____Consequences that follow and maintain the target behavior are identified and described

____Function or purpose of the target behavior is identified

____Reinforcers are identified

____Hypothesis is generated about the relationship between the target behavior, antecedents and consequences, **AND**

    ____specific variables to be manipulated are identified

____Intervention is developed based upon hypothesis

____Acceptable replacement behaviors are identified

____Alternative skills needed for replacement behavior are identified

____Determination is made whether student has alternative skills in his/her behavior repertoire and if not, which skills must be taught

BEHAVIOR INTERVENTION PLAN CHECKLIST

_____Functional behavior assessment was conducted prior to plan development

_____Target behavior is operationally defined **AND**

    _____Measureable **AND**

    _____Observable

_____Target behavior description includes measures of frequency **AND**

    _____duration **AND**

    _____intensity

_____Proactive strategies such as setting/antecedent changes are included

_____Proactive strategies outnumber reactive strategies by a ratio of at least 3 to 1

_____Reactive strategies specify consequences to be delivered following occurrence of target behavior

_____Plan includes alternative skills to be taught

_____Plan identifies who will teach alternative skills

_____Replacement behaviors are included in plan

_____Reactive strategies specify consequences for replacement behaviors/demonstration of alternative skills

_____Consequences include types and schedules of reinforcers for alternative/replacement behaviors

_____Crisis intervention plan is included, if appropriate

    _____Crisis plan identifies crisis team **AND**

        _____Communication system **AND**

        _____Specific de-escalation/reduction procedures to be used **AND**

        _____Sequence of emergency contacts **AND**

        _____Documentation of emergency contacts

_____Plan evaluation includes provisions for monitoring reduction of target behaviors **AND**
    _____Increases in alternative skills **AND**

    _____Criteria for successful reduction of target behaviors **AND**

    _____Criteria for meaningful increases in replacement behavior

ORLEANS PARISH SCHOOL BOARD

BRIEF FUNCTIONAL BEHAVIOR ASSESSMENT FORM

Referring Teacher: _____   Room Number: _____   Date: _____

Student: _____   Grade: _____   DOB: _____   Gender: M
F

· 1st MOST problematic behavior: --

☐ Aggression with peers
☐ Aggression with adults
☐ Noncompliance to directions
☐ Disruption/calling or talking out
☐ Poor social skills
☐ Lying
☐ Incomplete Homework
☐ Does not complete classwork
☐ Tardiness
☐ Truancy
☐ Swearing
☐ Out of seat
☐ Playing with objects
☐ Other: _____

Provide a specific and observable description of the problem. _____
_____
_____
Provide a specific description of the problem context.
Where: _____
When: _____
With whom: _____
How often: _____
Why do you think it is occurring: _____
_____
List previous remediation attempts.
1. _____   3. _____
2. _____   4. _____

2nd MOST problematic behavior:

☐ Aggression with peers
☐ Aggression with adults
☐ Noncompliance to directions
☐ Disruption/calling or talking out
☐ Poor social skills
☐ Lying
☐ Incomplete Homework
☐ Does not complete classwork
☐ Tardiness
☐ Truancy
☐ Swearing
☐ Out of seat
☐ Playing with objects
☐ Other: _____

Provide a specific and observable description of the problem. _____
_____
_____
Provide a specific description of the problem context.
Where: _____
When: _____
With whom: _____
How often: _____
Why do you think it is occurring: _____
_____
List previous remediation attempts.
1. _____   3. _____
2. _____   4. _____

3rd MOST problematic behavior:

☐ Aggression with peers
☐ Aggression with adults
☐ Noncompliance to directions
☐ Disruption/calling or talking out
☐ Poor social skills
☐ Lying
☐ Incomplete Homework
☐ Does not complete classwork
☐ Tardiness
☐ Truancy
☐ Swearing
☐ Out of seat
☐ Playing with objects
☐ Other: _____

Provide a specific and observable description of the problem. _____
_____
_____
Provide a specific description of the problem context.
Where: _____
When: _____
With whom: _____
How often: _____
Why do you think it is occurring: _____
_____
List previous remediation attempts.
1. _____   3. _____
2. _____   4. _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
PARENT INTERVIEW

Directions: Please complete and return this form to your child's school. The information will be used to help develop a behavior intervention plan for your child. Please return the completed form to _____.

Student's Name _____ Age _____ Today's Date _____
Address _____ Phone _____
Person completing form _____ Relationship to student_____

Describe your child. (check all that apply)

☐ easily distracted	☐ cooperative	☐ talkative	☐ angry
☐ stubborn	☐ impulsive	☐ shy/quiet	☐ friendly
☐ self-abusive	☐ physically aggressive	☐ often fidgety	☐ shy
☐ overactive	☐ verbally aggressive	☐ bossy	☐ mean
☐ moody	☐ easy to please	☐ cries easily	☐ pouts
☐ polite/kind	☐ funny/clever	☐ prefers to be alone	☐ sad
☐ eager to please others	☐ withdrawn	☐ sociable	☐ passive

Self-concept: Good   Fair   Poor   Relations with parents: Good   Fair   Poor

Relations with peers: Good   Fair   Poor   Relations with teachers: Good   Fair   Poor

Relations with sister/brother: Good   Fair   Poor   Accepts responsibility for behavior?   Yes   No   Some

What are his/her favorite things to do/places to go:

_____

What motivates your child to behave well?

_____

What usually causes your child to misbehave?

_____

How often does your child misbehave?

_____

What are the specific problem behaviors your child displays at home:

_____

What are the specific problem behaviors your child displays at school:

_____

What efforts have you taken to assist the school in dealing with your child's behavior?

_____

When were you first aware of behavioral problems at school?

_____

Please describe any additional information you would like to provide to assist with planning a behavior intervention for you rchild: _____

Parent/Guardian Signature _____ Today's Date _____
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA))

STUDENT INTERVIEW

Student _____Date _____

Person completing the form _____

Do you have many friends at school?	Yes	No	Not Sure
Do you like coming to school?	Yes	No	Not Sure
Do you think your classmates like you?	Yes	No	Not Sure
Do you like your classmates?	Yes	No	Not Sure
Do you complete your schoolwork?	Yes	No	Not Sure
Do you get into trouble at school?	Yes	No	Not Sure
Do you think your teacher(s) like you?	Yes	No	Not Sure
Do you get into trouble at home?	Yes	No	Not Sure
Do you do what adults tell you to do?	Yes	No	Not Sure
Do your classmates tease or pick on you?	Yes	No	Not Sure
In general, is your school work too hard?	Yes	No	Not Sure
Ingeneral, is your school work too easy?	Yes	No	Not Sure
When you ask for help appropriately, do you get it?	Yes	No	Not Sure
When you do seatwork, do you do better when someone works with you?	Yes	No	Not Sure
Do you think your teacher(s) notices and rewards you when you do a good job?	Yes	No	Not Sure
Are there things/people in the classroom that distract you?	Yes	No	Not Sure
In general, do you find your schoolwork interesting?	Yes	No	Not Sure

What do you do that gets you in trouble at school? _____

_____

What would help you to behave better in school? _____

_____

*** REINFORCER REWARDS ***

Name 3 things you most like to do at school:

   1. _____

   2. _____

   3. _____

Name 3 things you most like to do at home:

   1. _____

   2. _____

   3. _____

Name 3 classmates with whom you would like to work:

   1. _____

   2. _____

   3. _____

Name 3 adults at school with whom you would like to spend time:

   1. _____

   2. _____

   3. _____

If you had 15 minutes of free-time at school to do what you wanted, what would you do? _____

_____

If student fails to name possible rewards or requests *rewards that are not feasible, please see attached list of suggested rewards. Only present to the student rewards from the list that can be implemented*

List of Suggested Rewards
(Adapted from InterventionCentral.Com)

Academic Activities

- Go to the library to select a book
- Help a classmate with an academic assignment
- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- Invite an adult "reading buddy" of student's choice to classroom to read with student
- Listen to books-on-tape
- Play academic computer games
- Read a book of his/her choice
- Read a story aloud to younger children
- Read aloud to the class
- Select a class learning activity from a list of choices
- Select a friend as a "study buddy" on an in-class work assignment
- Select friends to sit with to complete a cooperative learning activity
- Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- Complete chores or helpful activities around the classroom
- Deliver school-wide announcements
- Help the custodian
- Help the librarian
- Help an elective teacher (e.g., art, music, gym)
- Be the errand person for the class period/day/week
- Work at the school store

Praise/Recognition

- Be awarded a trophy, medal, or other honor for good behavior/caring attitude
- Be praised on school-wide announcements for good behavior or caring attitude
- Be praised privately by the teacher or other adult
- Design--or post work on--a class or hall bulletin board
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- Have the teacher call the student's parent/guardian to give positive feedback about the student in the student's presence
- Have the teacher write a positive note to the student's parent/guardian
- Post schoolwork or artwork in a public place
- Receive a "good job" note from the teacher

Prizes/Privileges

- Allow student to call parent(s) or person of choice
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat
                                work
- Be dismissed from school 5 minutes (or choose a different time) early
- Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- Be permitted to sit in a reserved "VIP" section of the lunchroom
- Be sent to recess 5 (or choose a different time) minutes earlier than the rest of the class
- Draw a prize from the class 'prize box'
- Earn behavior-points or -tokens (PBS) to be redeemed for prizes or privileges
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- Have lunch in the classroom with the teacher or person of choice
- IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- Receive a coupon to be redeemed at a later time for a preferred activity
- Receive a sticker
- Receive candy, gum, or other edible treats
- Receive pass to "Get out of one homework assignment of your choice"
- Receive pass to "Get out of one classwork assignment of your choice"
- Drop lowest test grade or skip a test
- Have a detention removed or shortened
- Skip a class or leave during a particular subject for one hour to go to a different setting of their choice
- Select a class fun activity from a list of choices
- Have lunch ordered and delivered to the school
- Say the morning announcements
- Select the pizza toppings for a class pizza party
- Sit near the teacher or classmate of choice
- Take the lead position in line
- Tell a joke, riddle, or funny story to the class
- Bring snack of choice to school

Recreation

- Be selected by the teacher to accompany another student to a fun activity
- Get extra gym time with another class
- Get extra recess time with another class
- Listen to music (e.g. bring i-pod to school)
- Play a game with a friend
- Play non-academic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Watch part or all of a video (pre-selected by the teacher and cleared with the student's parent)
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper
- Bring personal pet to school and be allowed time to play with pet

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
TEACHER INTERVIEW

Teacher _____

Date _____

What specific behaviors (maximum of 3) occur in school that interferes most with this student's learning and/or social relationships? (List in order of greatest concern).
Describe exactly what the student is doing in very specific, observable terms. For instance, instead of "aggressive", you would state "hits other students"

- _____
- _____
- _____

How frequent and intense is the most serious of the behaviors above and how long does it usually last?
_____

_____

The following questions should focus only on the most serious of the behaviors listed above. The remaining behaviors, if any, can be addressed after the most serious behavior has been resolved.

When is the problem behavior most likely to occur? Other: _____

___Morning   ___Afternoon   ___Before School   ___After School   ___Lunch ___Recess

Where is the problem behavior most likely to occur?

___Classroom   ___Library   ___Hallways ___Bus   ___Cafeteria _ ___Gym

___Recess   ___Bathroom   Other: _____

During which **Subject/Activity** is the problem behavior most likely to occur?

Subject Area(s): _____

___Independent Seatwork   ___Small Group Activities   ___Whole Class Lessons

___One-to-One Interaction   ___Unstructured Activities   ___Transitions Other: ___

Who is usually present when the problem behavior occurs?

___Teacher   ___Classmates   ___Other Peers   ___Other Staff

Specific Person(s): _____

Are there **other events** or **conditions** that take place right before the problem behavior occurs?
___A demand or request   ___Unexpected changes in schedule or routine

___Consequences imposed for behaviors   ___Comments/teased from other students

When **doesn't** the problem behavior occur? When is the student most successful?

–
_____

_____

What does the student **get** when he/she does the problem behavior?

_____Teacher/adult attention _____Peer Attention _____Desired item/activity

_____Self-stimulation _____Control over others or situation Other: _____

What does the student **avoid or escape** when he/she does the problem behavior?

_____Teacher/adult attention _____Peer attention _____Non-preferred activity, task, or setting

_____A difficult task or frustration situation Other: _____

What have you tried already to change the problem behavior (e.g., interventions, consequences, positive reinforcers, communication with the parent)? Which showed some degree of success?

_____

_____

Do you believe the student does not know how to achieve his/her needs using appropriate behavior (can't do) or does the student know how to behave appropriately but just chooses not to (won't do)?

_____

_____

In your opinion, what would be an acceptable substitution for the problem behavior but still enable the student to meet his/her need(s)?

_____

_____

What are the student's favorite things to do (possible reinforcers)?

_____

_____

Student's Strengths: (Social and Academic)	Student's Weaknesses: (Social and Academic)

Instructions for Completing a Behavioral Intervention Plan

1. Only one behavior at a time should be considered and it should be the one that was the focus of the FBA process.

2. Write the one problematic behavior on the form (e.g., "Refuses to do classwork assignments when directed to do so by the teacher"). In addition, a replacement behavior (i.e., an appropriate behavior) needs to be identified that will be taught to the student to do in place of the problematic behavior (e.g., "Will begin working on classwork assignments when directed by the teacher and complete them").

3. In the first column under "Specific Behavioral Objective", write the student's name and the replacement behavior that the student will do (e.g., Begin assignment within 2 minutes). Next, describe the conditions under which the student will be expected to do the appropriate behavior (e.g., "When given a verbal directive by the teacher").

4. Create a measurable and short-term achievable goal to improve the student's behavior. For instance, the team should not expect the student to demonstrate the replacement behavior 100% of the time right away. The student needs time to learn and practice doing the new behavior. Based on the baseline observation data, determine how often the student is currently doing the appropriate behavior and how much improvement can be reasonably expected within 30 days (e.g., Improve from 10% to 50%, once per hour to twice per hour, 5 minutes to 8 minutes, once a day to three times a day, etc.).

5. In the second column under "Interventions", identify supports to help the student acquire the replacement behavior and decrease the problematic behavior (e.g., Check-In/Check-Out, counseling sessions, social skill lessons, outside referral for mental health services, etc.). Interventions **must** include **positive** behavior supports.

6. Identify instructional strategies that can be used to support the student (e.g., repeat directions, provide materials at the student's instructional level, etc.). Most students who exhibit problematic behaviors also have academic needs that should be addressed.

7. Identify from the Student Interview form positive reinforcers that will be used when the student exhibits the appropriate, replacement behavior. In addition, verbal and/or non-verbal (i.e., thumbs up, smile, head nod) praise should also be listed.

8. Identify corrective strategies that can be implemented when the student engages in the problematic behavior that will help reduce its future occurrence (e.g., time-out from preferred activity, loss of privileges, detention, etc.). **These should be kept to a minimum and <u>not</u> outnumber the positive supports and reinforcers.**

9. In the third column, identify the responsibilities of others, other than the student, in implementing the plan (e.g., teacher(s), administration, parent, support staff, etc.). For example, all teachers will give PBS points for completed assignments.

10. The team should agree on a date (no longer than two weeks) to meet again to review the observation data that has been collected during the intervention period to determine if any changes need to be made to the plan.

11. Everyone present, which should include at a minimum the student, parent/guardian, and a school staff member, should sign off on the plan expressing their agreement and commitment to the plan.

12. A copy of the plan should be distributed to all persons who have daily contact with the student in the school. The plan should be explained to those persons if they were not present for the meeting.

Behavior Intervention Plan (BIP)

Student's Name _____ **Grade:** _____

School _____ **Date:** _____

Problem Behavior: _____

Replacement Behavior: _____

Specific Behavioral Objective	Interventions	Person(s) Responsible
	Supports:	Name:
(Student's name) Will:		Will:
	Instructional Strategies:	
		Name:
Under these conditions:		Will:
	Positive Reinforcers:	
		Name:
To meet these criteria:		
	Corrective Strategies:	Will:

Team will meet again to review intervention plan and observation data on : _____

Signatures: _____ _____ _____

_____ _____ _____

Review Result and Date : _____

Review Result and Date : _____

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Behavior Intervention Plan (BIP)

Student's Name _____ **Grade:** _____

School _____ **Date:** _____

Problem Behavior: __*Student does not complete assignments*_____

Replacement Behavior: ___*Student will begin and complete assignments*_____

Specific Behavioral Objective	Interventions	Person(s) Responsible
	Supports:	Name: *Teacher*
(Student's name) Will: *Begin assignment within two minutes*	Additional Time	Will: *Have classroom asst provide help, give extra time, repeat directions, provide extra examples, award PBS points, verbal praise, and Homework pass for assignment completion*
	Instructional Strategies:	
		Name: *Administrator*
Under these conditions: *When given a verbal directive by the teacher*		Will: *Support reinforcers and corrective strategies*
	Positive Reinforcers: *PBS Points for Friday social Activity; verbal prais; homework pass; Home reward: extra allowance*	
To meet these criteria: *Improve from 10% assignment completion to 50% completion*		Name: *Parent*
	Corrective Strategies: *Make up work before school*	Will: *Reward Jane with extra allowance*
	Lunch detention	*when goal is achieved*

Team will meet again to review intervention plan and observation data on : _____*8/22/08*_____

Signatures: _____ _____ _____

_____ _____ _____

Review Result and Date : __*The plan has been effective in helping Jane and will continue as written (8/22/08)*_____

Review Result and Date : _____

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BEHAVIORAL INTERVENTION SCRIPT BUILDER

Student: _____   **Grade: _____**

Intervention Start Date_____   **Teacher/Team: _____**

Description of the Target Behavior:_____

Intervention Check	Intervention Preparation Steps Describe any preparation(Creation or purchase of materials, staff training) required for this intervention
This step took place **Y___ N____**	**1.**
This step took place **Y___ N____**	**2.**
This step took place **Y___ N____**	**3.**
Intervention Check	**Intervention Steps. Describe the steps of the intervention. Include enough details so that the procedures are clear to all who must implement them.**
This step took place **Y___ N____**	**1.**
This step took place **Y___ N____**	**2.**
This step took place **Y___ N____**	**3.**
This step took place **Y___ N____**	**4.**
This step took place **Y___ N____**	**5.**
This step took place **Y___ N____**	**6.**

Research Citation(s)/ Reference: List the published source (s) that makes this a scientifically based intervention.

_____

_____

_____

Intervention Quality Check: How will data be collected to verify that this intervention is put into practice as it was designed (Select at least one option).

- **Classroom Observation**: Number of observations planned? _____

  Person responsible for observations? _____

- **Teacher Intervention Rating Log**: How frequently will the teacher rate intervention follow through?

  Daily _____   Weekly _____

- **Rating Intervention Follow-Through**: Select either the classroom teacher/team or an outside observer to rate the quality of the intervention and check the appropriate set of directions.

  ____ Teacher Directions: Make copies of the intervention scripts. Once per week, review 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 blank below.

  ____ Independent-Observer Directions: Make copies of the 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. Write any additional notes about the intervention in the space below

  Intervention Observation Notes_____

  _____

Reference: Hawkins, R.O., Morrison, J.Q., Musti-Rao, S., & Hawkins, J.A. (208) Treatment integrity for academic intervention in real-world settings. School Psychology Forum, 2(3), 1-15 Reported in "How RTI Work" Series-2010 Jim Wright

APPENDIX C

Screening Instruments for Dyslexia & Related Disorders

Determination for Dyslexia: Screening Instrument
Kindergarten Students Only

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

A	Does it appear as though the student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age?　　　　　□ **YES**　□ **NO** _____ **INITIALS**
B	*If student receives a NO for the above question, refer to the Student Assistance Team.*

A ✓ indicates that the student displays the characteristics of this component. Not Applicable (NA) indicates that the student does not display characteristics of this component. Five out of six components checked may indicate characteristics of dyslexia, and the student should be referred to the Student Assistance Team (SAT).

C	*Administer and score DIBELS assessment.*			
	COMPONENT	**INDICATOR USED**	✓	**INITIALS**
D	1. Lack of or Limited Phonological Awareness	Please Circle: DIBELS Next Measure **FSF** Benchmark Period **BOY and MOY**		
E	2. Common Error Patterns in Reading and Learning Behaviors (3 or more below): ▪ Reading, decoding inaccuracies in single words and nonsense words (e.g. detached syllables) ▪ Slow reading rate ▪ Omission of or substitution of small words (a/the, of/for/from, three/there). ▪ Reduced awareness of patterns in words. ▪ Difficulties generalizing word and language patterns.	Please Circle: DIBELS Next Measure **PSF** **NWF-CLS** **NWF-WWR** Benchmark Period **MOY** or **EOY**		
F	*Administer and evaluate the Spontaneous Written Language Sample (SWLS).*			
	COMPONENT	**INDICATOR USED**	✓	**INITIALS**
G	3. Errors in spontaneous spelling	SWLS		
H	4. Spontaneous written expression shows poor organization and mechanics (not spelling)	SWLS		
I	*If student displays characteristics of three or more of the components listed in the above charts, the following must be completed in conjunction with the classroom teacher and/or speech therapist.*			
	COMPONENT	**INDICATOR USED**	✓	**INITIALS**
J	5. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.	SWLS & Teacher Observation		
K	6. Spontaneous written language is very simplistic or poor in comparison to spoken language.	SWLS & Teacher Observation		
L	Student needs referral to the SAT based on the above characteristics (5 of 6 OR 6 of 6). □ **YES** □ **NO** _____ **INITIALS**			

*BOY – Beginning of the Year
*MOY – Middle of the Year
*EOY – End of the Year

Determination for Dyslexia: Screening Instrment
Kindergarten - Administration & Scoring Procedures

The following are instructional procedures on how to complete the administration and scoring of the Determination for Dyslexia: Screening Instrument. Please use the letters along the left side of the screening instrument as a means for identifying what the instructions are addressing.

A. The student's teacher completes this section based upon his/her observations of the student's classroom performance.

B. Refer to SAT

C. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. In OPSB, DIBELS Next benchmark tests are administered and scored in grades K-3 by schools' DIBELS assessment teams.

D. For kindergarten students, the Screening Specialist will use the most recent First Sound Fluency (FSF) or Phoneme Segmentation Fluency (PSF) score to determine whether or not a student displays characteristics of this component. The Screening Specialist should circle the measure used and the time frame it was administered.   If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should write *NA* for *Not Applicable* in the blank for this component and sign his/her initials next to it.

E. The Screening Specialist will use the most recent Nonsense Word Fluency- Correct Letter Sounds (NWF-CLS) and Nonsense Word Fluency – Whole Words Read (NWF-WWR) score to determine whether or not a student displays characteristics of this component. The Screening Specialist should circle the time frame it was administered. If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should write *NA* for *Not Applicable* in the blank for this component and sign his/her initials next to it.

F. The Spontaneous Written Language Sample (SWLS) is administered by either the classroom teacher or the Screening Specialist. It can be administered in a whole group, small group, or one-on-one setting. The SWLS will be evaluated by the Screening Specialist (with possible assistance from the classroom teacher).

G. The indicator used to measure this component is the SWLS.

H. The indicator used to measure these components is the SWLS.

I. The Screening Specialist, classroom teacher, and/or speech therapist should collaborate to determine whether or not the student displays the characteristics of the last two components.

J. The indicator used to measure these components is the SWLS and teacher and/or speech therapist observations.

K. The indicator used to measure these components is the SWLS and teacher and/or speech therapist observations.

L. If 5 of 6 components OR 6 of 6 components are checked-marked, then the student should be referred to the SAT.

	Determination for Dyslexia: Screening Instrument **First and Second Grade Students Only**

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

A	Does it appear as though the student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age? □ **YES** □ **NO** _____ **INITIALS**
B	*If student receives a NO for the above question, then refer to the SAT.*

A ✓ indicates that the student displays the characteristics of this component. Not Applicable (NA) indicates that the student does not display characteristics of this component. Five out of six components checked may indicate characteristics of dyslexia. Student should be referred to the Student Assistance Team (SAT).

C	*Administer and score DIBELS assessment.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
D	1. Lack of or Limited Phonological Awareness	Please Circle: DIBELS Next Measure **PSF** Benchmark Period **BOY, MOY,** or **EOY** **or** *Teacher Checklist*		
E	2. Common Error Patterns in Reading and Learning Behaviors (3 or more below): ▪ Reading, decoding inaccuracies in single words and nonsense words (e.g. detached syllables) ▪ Slow reading rate ▪ Omission of or substitution of small words (a/the, of/for/from, three/there). ▪ Reduced awareness of patterns in words. ▪ Difficulties generalizing word and language patterns.	Please Circle: DIBELS Next Measure **NWF-CLS, NWF-WWR** or **DORF** Benchmark Period **BOY, MOY,** or **EOY**		
F	*Administer and score the Writing Curriculum Based Measure (CBM).*			
G	Has the student scored above the 25th percentile for Correct Word Sequence (CWS) **AND** Total Words Written (TWW) on the writing CBM? □ **YES** □ **NO** _____ **INITIALS**			
H	*If student receives **NO** for CWS and TWW above, the following writing analysis must be completed based on the Writing CBM.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
I	3. Errors in spontaneous spelling	Writing CBM		
J	4. Spontaneous written expression shows poor organization and mechanics (not spelling)	Writing CBM		
K	*If student displays characteristics of three or more of the components listed in the above charts, the following must be completed in conjunction with the classroom teacher and/or speech therapist.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
L	5. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.	Writing CBM & Teacher Observation		
M	6. Spontaneous written language is very simplistic or poor in comparison to spoken language.	Writing CBM & Teacher Observation		
N	Student needs referral to SAT based on the above characteristics (5 of 6 OR 6 of 6). □ **YES** □ **NO** _____ **INITIALS**			

| **Determination for Dyslexia: Screening Instrument** |
| **First and Second Grade - Administration & Scoring Procedures** |

The following are instructional procedures on how to complete the administration and scoring of the Determination for Dyslexia: Screening Instrument. Please use the letters along the left side of the screening instrument as a means for identifying what the instructions are addressing.

A. The student's teacher completes this section based upon his/her observations of the student's classroom performance.

B. Refer to SAT.

C. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. In OPSB, DIBELS Next benchmark tests are administered and scored in grades K-3 by schools' DIBELS assessment teams.

D. If the screening instrument is used for first grade students, the Screening Specialist will use the student's most recent Phoneme Segmentation Fluency (PSF) score to determine whether or not the student displays characteristics of this component. If the screening instrument is used for second grade students, the Screening Specialist will use the score the student received on the first grade DIBELS End-of-Year Benchmark in Phoneme Segmentation Fluency (PSF) (only used if the student is screened at the beginning of the school year) or a teacher checklist (only used if the student is screened at the middle or end of the school year). The Screening Specialist should circle the measure used and the time frame it was administered.   If the student did not benchmark on the PSF measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should write *NA* for *Not Applicable* in the blank for this component and sign his/her initials next to it.

E. The Screening Specialist will use the most recent Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS), Nonsense Word Fluency-Whole Words Read (NWF-WWR) or DIBELS Oral Reading Fluency (DORF) score to determine whether or not a student displays characteristics of this component. The Screening Specialist should circle the measure used and the time frame it was administered. If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should write *NA* for *Not Applicable* in the blank for this component and sign his/her initials next to it.

F The Writing Curriculum Based Measure (CBM) is administered by the classroom teacher or the Screening Specialist. It can be administered in a whole group, small group, or one-on-one setting. The Writing CBMs will be scored by the Screening Specialist and/or the classroom teacher.

G The Screening Specialist will calculate the Correct Words in Sequence (CWS) and the Total Words Written (TWW) for the student's Writing CBM. Using the CWS and TWW scores, the Screening Specialist will refer to the *AIMSweb® Growth Table Norms* to determine whether or not the student scored above the 25th percentile in both measures. For example, if a second grade student scored a 3 or higher in CWS **AND** 11 or higher in TWW during the fall of the year, then the Screening Specialist would checkmark YES and sign his/her initials next to it. If the student did not score a 3 or higher in CWS **AND** 11 or higher in TWW, then the Screening Specialist should checkmark NO and sign his/her initials next to it.

H If the student did not score above the 25th percentile in CWS **AND** in TWW, then the Screening Specialist should then analyze the student's Writing CBM to complete letters J, K, L, M, and N.

I The indicator used to measure this component is the Writing CBM.

J The indicator used to measure these components is the Writing CBM.

K The Screening Specialist, classroom teacher, and/or speech therapist should collaborate to determine whether or not the student displays the characteristics of the last two components.

L The indicator used to measure these components is the Writing CBM and teacher and/or speech therapist observations.

M The indicator used to measure these components is the Writing CBM and teacher and/or speech therapist observations.

N If 5 of 6 components OR 6 of 6 components are check-marked, then the student should be referred to the SAT.

Determination for Dyslexia: Screening Instrument
First and Second Grade - Administration & Scoring Procedures (CONT'D)

AIMSweb® Growth Table - Correct Writing Sequences							
		Fall		Winter		Spring	
Grade	Percentile	Num	CWS	Num	CWS	Num	CWS
1	90	352	10	1857	15	1710	21
	75		5		9		14
	50		2		4		9
	25		0		1		4
	10		0		0		2
	Mean		4		6		10
	StdDev		5		6		8
2	90	2425	19	2631	29	2506	38
	75		12		20		28
	50		6		12		19
	25		2		6		11
	10		0		0		3
	Mean		8		15		20
	StdDev		8		13		13
Num = Number of Students **CWS** = Correct Writing Sequences							

AIMSweb® Growth Table – Total Words Written							
		Fall		Winter		Spring	
Grade	Percentile	Num	TWW	Num	TWW	Num	TWW
1	90	286	14	600	26	487	33
	75		9		19		26
	50		5		13		19
	25		2		7		13
	10		0		4		9
	Mean		6		14		20
	StdDev		6		9		10
2	90	583	35	615	38	490	50
	75		25		29		39
	50		16		20		27
	25		10		13		20
	10		5		8		12
	Mean		18		23		30
	StdDev		12		16		16
Num = Number of Students **TWW** = Total Words Written							

Determination for Dyslexia: Initial Screening Instrument
Third – Eighth Grade Students Only

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

A	Does it appear as though the student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age? □ **YES** □ **NO** _____ **INITIALS**
B	Refer to SAT

A ✓ indicates that the student displays the characteristics of this component. Not Applicable (NA) indicates that the student does not display characteristics of this component. Five out of six components checked may indicate characteristics of dyslexia. Student should be referred to Student Assistance Team (SAT).

C	*Teacher completes checklists for COMPONENT 1 and COMPONENT 2. DIBELS ORF measure can be used for COMPONENT 2, if available.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
D	1. Lack of or Limited Phonological Awareness	**Teacher Checklist**		
E	2. Common Error Patterns in Reading and Learning Behaviors (3 or more below): ▪ Reading, decoding inaccuracies in single words and nonsense words (e.g. detached syllables) ▪ Slow reading rate ▪ Omission of or substitution of small words (a/the, of/for/from, three/there). ▪ Reduced awareness of patterns in words. ▪ Difficulties generalizing word and language patterns.	Please Circle: DIBELS Measure **DIBELS ORF &** **DIBELS Daze** Benchmark Period **BOY, MOY, or EOY** or **Teacher Checklist**		
F	*Administer and score the Writing Curriculum Based Measure (CBM).*			
G	Has the student scored above the 25 percentile for Correct Word Sequence (CWS) **AND** Total Words Written (TWW) on the writing CBM? □ **YES** □ **NO** _____ **INITIALS**			
H	*If student receives **NO** for CWS and TWW above, the following writing analysis must be completed based on the Writing CBM.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
I	3. Errors in spontaneous spelling	Writing CBM		
J	4. Spontaneous written expression shows poor organization and mechanics (not spelling)	Writing CBM		
K	*If student displays characteristics of three or more of the components listed in the above charts, the following must be completed in conjunction with the classroom teacher and/or speech therapist.*			
	COMPONENT	**INDICATOR USED**	**✓**	**INITIALS**
L	5. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.	Writing CBM & Teacher Observation		
M	6. Spontaneous written language is very simplistic or poor in comparison to spoken language.	Writing CBM & Teacher Observation		
N	Student needs referral to the SAT based on the above characteristics (5 of 6 OR 6 of 6). □ **YES** □ **NO** _____ **INITIALS**			

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| **Determination for Dyslexia: Screening Instrument** |
| **Third – Eighth Grade - Administration & Scoring Procedures** |

The following are instructional procedures on how to complete the administration and scoring of the Determination for Dyslexia: Screening Instrument. Please use the letters along the left side of the screening instrument as a means for identifying what the instructions are addressing.

A The student's teacher completes this section based upon his/her observations of the student's classroom performance.

B Refer to SAT.

C Checklists will be completed by the classroom teacher to evaluate the student's phonological awareness skills and reading and language error patterns. If available, the DIBELS Oral Reading Fluency score can be used in place of a teacher checklist to evaluate the student's reading and language error patterns.

D The classroom teacher will complete a checklist based on the student's phonological awareness skills.

E The classroom teacher will complete a checklist based on the student's error patterns in reading and language. If available, the Screening Specialist may use the student's most recent DIBELS Next Oral Reading Fluency (DORF) and DIBELS Daze score to determine whether or not a student displays characteristics of this component in place of the teacher checklist. If the DORF and DAZE scores are used, then the Screening Specialist should circle the time frame it was administered. If the student did not benchmark on this measure, then the Screening Specialist should place a checkmark in the blank for this component and sign his/her initials next to it. If the student did benchmark on this measure, then the Screening Specialist should write *NA* for *Not Applicable* in the blank for this component and sign his/her initials next to it.

F The Writing Curriculum Based Measure (CBM) is administered by the classroom teacher. It can be administered in a whole group, small group, or one-on-one setting. The Writing CBMs will be scored by the Screening Specialist.

G The Screening Specialist will calculate the Correct Words in Sequence (CWS) and the Total Words Written (TWW) for the student's Writing CBM. Using the CWS and TWW scores, the Screening Specialist will refer to the *AIMSweb® Growth Table Norms* to determine whether or not the student scored above the 25th percentile in both measures. For example, if a third grade student scored a 8 or higher in CWS **AND** 19 or higher in TWW during the fall of the year, then the Screening Specialist would checkmark YES and sign his/her initials next to it. If the student did not score 8 or higher in CWS **AND** 19 or higher in TWW, then the Screening Specialist should checkmark NO and sign his/her initials next to it.

H If the student did not score above the 25th percentile in CWS **AND** in TWW, then the Screening Specialist should then analyze the student's Writing CBM to complete letters J, K, L, M, and N.

I The indicator used to measure this component is the Writing CBM.

J The indicator used to measure these components is the Writing CBM.

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K The Screening Specialist, classroom teacher, and/or speech therapist should collaborate to determine whether or not the student displays the characteristics of the last two components.

L The indicator used to measure these components is the Writing CBM and teacher and/or speech therapist observations.

M The indicator used to measure these components is the Writing CBM and teacher and/or speech therapist observations.

N If 5 of 6 components OR 6 of 6 components are check-marked, then the student should be referred to the SAT

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Determination for Dyslexia: Screening Instrument
Third – Eighth Grade - Administration & Scoring Procedures (CONT'D)

AIMSweb® Growth Table - Correct Writing Sequences							
		Fall		Winter		Spring	
Grade	Percentile	Num	CWS	Num	CWS	Num	CWS
3	90	2354	35	2528	43	2457	50
	75		26		34		39
	50		16		24		28
	25		7		14		18
	10		1		5		8
	Mean		17		24		29
	StdDev		13		15		16
4	90	2064	47	2402	55	2327	61
	75		37		45		50
	50		24		33		38
	25		14		22		28
	10		6		12		17
	Mean		26		33		39
	StdDev		16		20		17
5	90	1988	58	2144	63	1906	72
	75		45		51		61
	50		33		40		48
	25		21		28		35
	10		10		14		24
	Mean		34		39		48
	StdDev		18		20		19
6	90	1410	63	1685	71	1668	76
	75		52		59		64
	50		41		47		52
	25		29		35		39
	10		20		25		28
	Mean		41		47		52
	StdDev		17		20		18
7	90	798	75	737	74	787	84
	75		62		61		70
	50		48		48		55
	25		34		35		37
	10		21		25		0
	Mean		49		49		57
	StdDev		27		27		159
8	90	884	79	749	77	680	85
	75		67		67		74
	50		54		53		62
	25		40		41		47
	10		29		28		33
	Mean		54		53		60
	StdDev		20		19		20
Num = Number of Students **CWS** = Correct Writing Sequences							

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AIMSweb® Growth Table – Total Words Written							
		Fall		**Winter**		**Spring**	
Grade	**Percentile**	**Num**	**CWS**	**Num**	**CWS**	**Num**	**CWS**
3	90	563	48	640	53	626	60
	75		37		44		47
	50		26		34		35
	25		18		23		22
	10		9		15		13
	Mean		28		34		36
	StdDev		14		15		18
4	90	671	56	812	62	701	65
	75		43		51		53
	50		30		40		41
	25		11		30		29
	10		0		21		20
	Mean		29		41		41
	StdDev		20		17		18
5	90	843	62	900	68	672	65
	75		51		57		56
	50		37		46		45
	25		23		36		35
	10		0		27		26
	Mean		36		47		46
	StdDev		22		16		20
6	90	467	61	473	66	642	74
	75		47		57		64
	50		33		48		53
	25		0		38		41
	10		0		30		29
	Mean		29		48		52
	StdDev		23		15		18
7	90	246	71	443	71	366	83
	75		61		62		69
	50		50		51		59
	25		34		40		45
	10		18		29		33
	Mean		47		50		58
	StdDev		20		18		19
8	90	194	83	397	74	290	81
	75		72		65		71
	50		59		55		58
	25		45		44		45
	10		34		34		35
	Mean		58		54		58
	StdDev		20		16		18
Num = Number of Students **TWW** = Total Words Written							

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Determination for Dyslexia: Screening Instrument	
Ninth – Twelfth Grade Students Only	

STUDENT: _____   DOB: _____   GRADE: _____

SCHOOL: _____   TEACHER: _____   DATE: _____

A	Does it appear as though the student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age? □ **YES** □ **NO** _____ **INITIALS**
B	*Refer to SAT*

A ✓ indicates that the student displays the characteristics of this component. Not Applicable (NA) indicates that the student does not display characteristics of this component. Five out of six components checked may indicate characteristics of dyslexia, and student should be referred to the Student Assistance Team (SAT).

C	*Teacher completes checklists for COMPONENT 1 and COMPONENT 2.*			
	COMPONENT	**INDICATOR USED**	**√**	**INITIALS**
D	1. Lack of or Limited Phonological Awareness	Teacher Checklist		
E	2. Common Error Patterns in Reading and Learning Behaviors (3 or more below): ▪ Reading, decoding inaccuracies in single words and nonsense words (e.g. detached syllables) ▪ Slow reading rate ▪ Omission of or substitution of small words (a/the, of/for/from, three/there). ▪ Reduced awareness of patterns in words. ▪ Difficulties generalizing word and language patterns.	**Teacher Checklist**		
F	*Administer and evaluate Spontaneous Written Language Sample (SWLS).*			
	COMPONENT	**INDICATOR USED**	**√**	**INITIALS**
G	3. Errors in spontaneous spelling	SWLS		
H	4. Spontaneous written expression shows poor organization and mechanics (not spelling)	SWLS		
I	*If student displays characteristics of three or more of the components listed in the above charts, the following must be completed in conjunction with the classroom teacher and/or speech therapist.*			
	COMPONENT	**INDICATOR USED**	**√**	**INITIALS**
J	5. Language (oral or written, receptive or expressive) is simplistic or poor in relation to other abilities.	SWLS & Teacher Observation		
K	6. Spontaneous written language is very simplistic or poor in comparison to spoken language.	SWLS & Teacher Observation		
L	Student needs referral to the SAT based on the above characteristics (5 of 6 OR 6 of 6). □ **YES** □ **NO** _____ **INITIALS**			

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Determination for Dyslexia: Screening Instrument
Ninth – Twelfth Grade - Administration & Scoring Procedures

The following are instructional procedures on how to complete the administration and scoring of the Determination for Dyslexia: Screening Instrument. Please use the letters along the left side of the screening instrument as a means for identifying what the instructions are addressing.

A The student's teacher completes this section based upon his/her observations of the student's classroom performance.

B Refer to SAT

C Checklists will be completed by the classroom teacher to evaluate the student's phonological awareness skills and reading and language error patterns.

D The classroom teacher will complete a checklist based on the student's phonological awareness skills.

E The classroom teacher will complete a checklist based on the student's error patterns in reading and language.

F The Spontaneous Written Language Sample (SWLS) is administered by either the classroom teacher or Screening Specialist. It can be administered in a whole group, small group, or one-on-one setting. The SWLS will be evaluated by the Screening Specialist (with possible input from the classroom teacher).

G The indicator used to measure this component is the SWLS.

H The indicator used to measure these components is the SWLS.

I The Screening Specialist, classroom teacher, and/or speech therapist should collaborate to determine whether or not the student displays the characteristics of the last two components.

J The indicator used to measure these components is the SWLS and teacher and/or speech therapist observations.

K The indicator used to measure these components is the SWLS and teacher and/or speech therapist observations.

L If 5 of 6 components OR 6 of 6 components are check-marked, then the student should be referred to the SAT.

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Determination for Dyslexia: Screening Instrument
Components 1 and 2 Teacher Checklists

These checklists should be completed either by the student's classroom teacher or by a teacher familiar with the student's English Language Arts capabilities. A √ should be placed in the blank in front of the items that apply to the student, or NA (Not Applicable) if the items do not apply to the student. If three or more items are checked for a component, then this demonstrates that the student **does** display the characteristics of this component.

Component 1 Checklist: Lack of or Limited Phonological Awareness (3 or more items checked)

_____ Is the student capable of rhyming words (e.g. If you say the word, "light" to the student, can the student tell you a word that rhymes with it?) ?

_____ Is the student able to identify initial, medial, and final sounds in a word (e.g. If you say the word, "soap" to the student, can the student tell you the first sound they hear in the word?)?

_____ Is the student able to recognize and identify the number of syllables in a word?

_____ Is the student able to blend sounds to make a word (e.g. If you say the sounds, "/s/ /k/ /i/ /t/" to the student, can the student tell you the word those sounds would make when blended together?)

_____ Is the student able to segment a word into the individual sounds that make up that word (e.g. If you ask the student to tell you the sounds in the word "grab," can the student tell you the sounds /g/ /r/ /a/ /b/?)?

Component 2 Checklist: Common Error Patterns in Reading & Learning Behaviors (3 or more items checked)

_____ Does the student exhibit difficulties with reading or with decoding single words and nonsense words?

_____ Does the student read with a slow reading rate?

_____ Does the student omit or substitute small words (e.g. a/the, of/for/from, three/there) while reading?

_____ Does the student exhibit a reduced awareness of patterns in words?

_____ Does the student have difficulties generalizing word and language patterns?

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Determination for Dyslexia: Screening Instrument
Writing Curriculum Based Measure Administration Instructions

1. Use the following story starter: I once had a magic pencil and…

2. Provide the student with a pencil and a sheet of lined paper.

3. Say these specific directions to the students:

   "You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don't know how to spell a word, you should guess. Are there any questions? (Pause). Put your pencils down and listen.

   For the next minute, think about ... "(insert story starter)."

4. After reading the story starter, begin your stopwatch and allow 1 minute for students to "think." (Monitor students so that they do not begin writing).

   After 30 seconds say: *"You should be thinking about...* (insert story starter)."

5. At the end of 1 minute say: *"Now begin writing."* Restart your stopwatch.

6. Monitor students' participation. If individual students pause for about 10

7. seconds or say they are done before the test is finished, move close to them and say *"Keep writing the best story you can."* This prompt can be repeated to students should they pause again.

8. After 90 seconds say: *"You should be thinking about...* (insert story starter)."

9. At the end of 3 minutes say: *"Stop. Put your pencils down."*

   If students want to finish their story, it is allowable to do so as long as they complete it on a separate piece of paper

10. After administering the Writing Curriculum Based Measure, the students' writings should be collected and scored. Score the student's work for Correct Word Sequence (CWS) and a score for Total Words Written (TWW) and enter that information in the blanks provided.

11. Use the Writing Curriculum Based Measure, the student's other written work, and observations of the student's expressive oral language abilities to complete Components 3, 4, 5, and 6 on the *Determination for Dyslexia: Screening Instrument*.

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Name: _____ **Date:** _____

School: _____ **Teacher:** _____

OPSB Writing Curriculum Based Measure

_____

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Correct Word Sequence (CWS): _____ **Total Words Written (TWW):** _____

Determination for Dyslexia: Screening Instrument
Spontaneous Written Language Sample Administration Instructions

1. Say these specific directions to the student(s): ***"You are going to write a story. You may write about anything that you are interested in writing about."*** Do not tell the student to write a paragraph. This may limit the student in his/her performance. Do not prompt with a topic. Try to determine if the student has difficulty creating an idea on his/her own. You may choose to prompt the student that demonstrates significant difficulty with this task. If you do so, this should be noted.

2. Make the following observations:

    _____ Record time to complete the sample (5minutes maximum) _____

    _____ Prompts (note if it was necessary to prompt student and explain prompt given) _____

    _____

    _____

    _____ Handwriting (excessive pressure on pencil, white knuckles, awkward grip)

    _____ Syntax (grammar and structure based on grade level appropriateness)

    _____

    _____

    _____ Usage of multi-syllabic words (grade level appropriateness)

    _____

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_____ Spontaneous spelling _____

_____ Capitalization _____

_____ Punctuation _____

_____ Spacing _____

_____ Logical sequencing of thoughts _____

_____ Vocabulary (grade level appropriateness) _____

_____ Creativity _____

**Please note any specific signs of anxiety or resistance to writing.

_____

_____

_____

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Name: _____   **Date:** _____

School: _____   **Teacher:** _____

OPSB Spontaneous Written Language Sample

_____

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ORLEANS PARISH SCHOOL BOARD

Determination for Related Disorders: Screening Instrument
General Screening

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

The student's teacher completes this form and additional screenings if necessary.

Does it appear as though the student has a regular pattern of difficulty focusing on tasks and concepts?

□ **YES** □ **NO**

If **YES** is checked, then complete the screening for ADD/ADHD.

Does it appear as though the student consistently experiences verbal and / or non-verbal confrontations with peers and adults?

□ **YES** □ **NO**

OR

Does it appear as though the student is typically sad and / or withdrawn?

□ **YES** □ **NO**

If **YES** is checked for either question, then complete the screening for socio-emotional disorders.

Does it appear as though the student experiences difficulty with writing tasks (as reflected through improper pencil grasp and/or cramped, illegible handwriting)?

□ **YES** □ **NO**

If **YES** is checked, then complete the screening for dysgraphia.

Does it appear as though the student typically has difficulty with math computations and/or word problems?

□ **YES** □ **NO**

If **YES** is checked, then complete the OPSB Math Curriculum Based Measure.

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Determination for Related Disorders: Screening Instrument	
Screening for Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

#	Characteristics	Yes	No
	The student's teacher completes this form. *Note: Check Yes/No based on whether the characteristic describes the student MOST of the time.*		
1	Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities		
2	Has difficulty sustaining attention in tasks or play activities		
3	Does not seem to listen when spoken to directly		
4	Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)		
5	Has difficulty organizing tasks and activities		
6	Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)		
7	Loses things necessary for tasks or activities (e.g. toys, school assignments, pencils, books, or tools)		
8	Easily distracted by extraneous stimuli		
9	Forgetful in daily activities		
10	Fidgets with hands or feet or squirms in seat		
11	Leaves seat in classroom or in other situations in which remaining seated is expected		
12	Runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to feelings of restlessness)		
13	Has difficulty playing or engaging in leisure activities quietly		
14	"On the go" or acts as if "driven by a motor"		
15	Talks excessively		
16	Blurts out answers before questions have been completed		
17	Has difficulty awaiting turn		
18	Interrupts or intrudes on others (e.g. butts into conversation or games)		

Screenings to be completed in compliance with
Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students
Revised 6/3/2008

ORLEANS PARISH SCHOOL BOARD

Determination for Related Disorders: Screening Instrument Screening for Socio-Emotional Disorders

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

#	Characteristics	Yes	No
	The student's teacher completes this form. *Note: Check Yes/No based on whether the characteristic describes the student MOST of the time.*		
	Individual Attributes		
1	Is usually in a positive mood		
2	Usually copes w/ rebuffs or other disappointments adequately		
3	Shows interest in others		
4	Shows the capacity to empathize		
5	Displays the capacity for humor		
6	Does not seem to be acutely lonely		
	Social Skills Attributes		
7	Interacts nonverbally with other children with smiles, waves, nods, etc.		
8	Expects a positive response when approaching others		
9	Expresses wishes and preferences clearly; gives reasons for actions and positions		
10	Asserts own rights and needs appropriately		
11	Is not easily intimidated by bullies		
12	Expresses frustrations and anger effectively, without escalating disagreements or harming others		
13	Gains access to ongoing groups at play and work		
14	Enters ongoing discussion on a topic; makes relevant contributions to ongoing activities		
15	Takes turns fairly easily		
16	Has positive relationships with one or two peers; shows the capacity to really care about them, and miss them if they are absent		
17	Has "give-and-take" exchanges of information, feedback, or materials with others		
18	Negotiates and compromises with others appropriately		
19	Is able to maintain friendship with one or more peers, even after disagreements		
20	Does not draw inappropriate attention to self		
21	Accepts and enjoys peers and adults who have special needs		
22	Accepts and enjoys peers and adults who belong to ethnic groups other than his or her own		
	Peer Relationship Attributes		
23	Is usually accepted versus neglected or rejected by other children		
24	Is usually respected rather than feared or avoided by other children		
25	Is sometimes invited by other children to join them in play, friendship, and work		
26	Is named by other children as someone they are friends with or like to play and work with		
	Adult Relationship Attributes		
27	Is not excessively dependent on adults		
28	Shows appropriate response to new adults, as opposed to extreme fearfulness or indiscriminate approach		

Screenings to be completed in compliance with
Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students
Revised 6/3/2008

ORLEANS PARISH SCHOOL BOARD

Determination for Related Disorders: Screening Instrument
Screening for Dysgraphia

STUDENT: _____ DOB: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____ DATE: _____

Number	Characteristic	Yes	No
\	*The student's teacher completes this form.* *Note: Check Yes/No based on whether the characteristic describes the student MOST of the time.*		
1	Writes with cramped or illegible lettering		
2	Establishes preferred hand for writing late (in time)		
3	Repeats erratic spelling errors		
4	Recites words out loud while writing		
5	Avoids writing tasks		
6	Copies information from the board slowly		
7	Holds writing tool inappropriately		
8	Forms numbers and letters correctly		
9	Spaces incorrectly between words		
10	Mixes upper case letter, lower case letter, cursive writing or manuscript writing		
11	Has difficulty writing sequentially		

Screenings to be completed in compliance with
Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students
Revised 6/3/2008

Determination for Related Disorders: Screening Instrument
Math Curriculum Based Measure Instructions

1. Students have a Math Curriculum Based Measure worksheet and pencil.

2. Say to the students:

   "We're going to take a 2-minute math facts test. I want you to write your answers to addition and subtraction math problems. Some are addition and some are subtraction. Look at each problem carefully before you answer it.

   When I say 'BEGIN' write your answer to the FIRST problem (demonstrate by pointing) *and work ACROSS the page. Then go to the next row.*

   Try to work EACH problem. If you come to one YOU REALLY DON'T KNOW HOW TO DO, put an 'X' through it and go to the next one.

   If you finish the first side, turn it over and continue working. Are there any questions? (Pause)*"*

3. Say "***BEGIN***" and start your stopwatch/timer.

4. If testing in groups walk around and monitor students to ensure they are not skipping problems, are working across the page, and continue to write answers to the problems during the test time.

   If a student is excessively skipping problems they should know how to do, say to the student:
   "Try to work EACH problem. You can do this kind of problem so don't skip or put an 'X' over it."

   If a student is not working across the page, say to the student: *"Work ACROSS the page. Try to work each problem in the row."*

   If a student stops working before the test is done, say to the student: *"Keep doing the best work you can."*

5. At the end of 2 minutes say *"Stop. Put your pencils down."* Monitor to ensure students stop working.

6. After administering the Math Curriculum Based Measure, the students' worksheets should be collected and scored. Score the student's work for Correct Digits (CD) by underlining the correct digits the student writes and summing the number of underlines. Record the student's score in the blank provided.

7. Use the Math Curriculum Based Measure, the student's other math work, and observations of the student's mathematical abilities to complete the ***Determination for Related Disorders: Screening Instrument, General***.

Retrieved from AMISweb

Screenings to be completed in compliance with
Bulletin 1903, Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students
Revised 6/3/2008

Name: _____ **Date:** _____

School: _____ **Teacher:** _____

OPSB Math Curriculum Based Measure

4 -1	7 +7	4 +8	4 -4	6 +0	2 -0	5 -5

11 -8	12 -6	7 -2	1 +7	8 -6	9 -9	3 +5

12 -8	10 -5	9 -3	8 -6	12 +4	9 +0	8 -4

3 +2	8 +7	9 -7	12 -2	3 +6	4 -1	10 -2

2 +7	1 +8	6 -2	5 -0	0 +3	7 +5	1 +3

4 -4	8 -7	4 +9	10 -6	6 +7	10 +0	5 +10

12/9/13

Name: _____ **Date:** _____

School: _____ **Teacher:** _____

OPSB Math Curriculum Based Measure (scored sample)

4 -1	7 +7	4 +8	4 -4	6 +0	2 -0	5 -5
3	14	12	0	6	2	0
(1)	(2)	(2)	(1)	(1)	(1)	(1)

Total 9(9)

11 -8	12 -6	7 -2	1 +7	8 -6	9 -9	3 +5
3	6	5	8	2	0	8
(1)	(1)	(1)	(1)	(1)	(1)	(1)

Total 7(16)

12 -8	10 -5	9 -3	8 -6	12 +4	9 +0	8 -4
4	5	6	2	16	9	4
(1)	(1)	(1)	(1)	(2)	(1)	(1)

Total 8(24)

3 +2	8 +7	9 -7	12 -2	3 +6	4 -1	10 -2
5	15	2	10	9	3	8
(1)	(2)	(1)	(2)	(1)	(1)	(1)

Total 9(33)

2 +7	1 +8	6 -2	5 -0	0 +3	7 +5	5 +3
9	9	4	5	3	13	8
(1)	(1)	(1)	(1)	(1)	(2)	(1)

Total 8(41)

4 -4	8 -7	4 +9	10 -6	8 +7	6 +0	9 -5
0	1	13	4	15	6	4
(1)	(1)	(2)	(1)	(2)	(1)	(1)

Total 9(50)

12/9/13

Appendix D
Resources
&
References

RESPONSE TO INTERVENTION TOOLS

RTI Tool Definitions from the National Center on Response to Intervention

- ○ *__Progress Monitoring__*- Administered repeatedly to measure academic performance to inform instruction of individual students in general and special education. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.
- ○ *__Screening__*- Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.
- ○ *__Instructional Intervention Programs__*- Additional or alternative instructional intervention programs to the core curriculum conducted in small groups or individually with evidence of efficacy for improving academic outcomes for students whose performance is unsatisfactory in the core program.

Grade	Assessment Title	Type	Data Type	Frequency	Content
PreK-K	Developmental Skills Checklist	Screening	Criterion-referenced data	Spring	Reading
PreK-K	Developmental Skills Checklist	Screening	Criterion-referenced data	Fall, Winter, Spring	Math
1	Terra Nova	Screening	Norm-referenced data	Spring	Reading
1	Terra Nova	Screening	Norm-referenced data	Spring	Math
K-12	ScanTron Performance Series	Screening	Norm-referenced data	Fall, Winter, Spring	Reading
K-12	ScanTron Performance Series	Screening	Norm-referenced data	Fall, Winter, Spring	Math
K-12	STEEP	Screening Progress Monitor	Criterion-referenced data	Monthly	Reading
K-12	STEEP	Screening Progress Monitor	Criterion-referenced data	Monthly	Math
2-12	Achieve 3000	Instructional Intervention Progress Monitor	Norm-referenced data	Daily	Reading
K-3	DIBELS	Screening Progress Monitor	Norm-referenced data Criterion-referenced data	Fall, Winter, Spring	Reading
7-12	Really Great Reading	Screening	Norm-referenced data Criterion-referenced data	Fall	Reading
K-12	Compass Learning Odyssey	Instructional Intervention Progress Monitor	Norm-referenced data Criterion-referenced data	Daily	Math
1-12	FASTT Math	Instructional Intervention Progress Monitor	Criterion-referenced data	Daily	Math

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Shores, C. & Chester, K. (2009). *Using RTI for School Improvement*. CA: Corwin/CEC

Snow, C.E., Burns, S.M., & Griffin, P. (1998). Preventing Reading Difficulties in Young Children. National Research Council. Washington, D.C.: National Academy Press.

National Center on Response to Intervention

www.**rti**4success.org/

National Center or Student Progress Monitoring

www.studentprogress.org

National Reading Panel Report (2000)

www.nationalreadingpanel.org

Intervention Central - http://www.interventioncentral.org/ (includes ChartDog graphmaker)

Evidence Based Practices for Young Children with Challenging Behaviors-

http://www.challengingbehavior.org/

What works clearinghouse - http://ies.ed.gov/ncee/wwc/

Doing What works - http://dww.ed.gov/

PBIS - http://www.pbis.org/default.aspx

Project Achieve - http://www.projectachieve.info/project-achieve-program/positive-behavioral-support-tools-and-resources.html

LASARD - http://www.hdc.lsuhsc.edu/lasard/presentations.html (check handouts for lists of evidence based practices)

These are other websites with information on data collection and graphing.

http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html

http://interventioncentral.mysdhc.org/graphing

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

http://www.escambia.k12.fl.us/pbis/data/

http://www.studentprogress.org/

The Tough Kid series (Rhode, Jenson & Reavis – ordered through Sopris West) The Tough Kid Book, The Tough Kid Toolbox, Tough Kid Principal's Briefcase, The Tough Kid Parent Book, The Tough Kid Social Skills book, etc.

Knoster, T. (2008). *The Teacher's Pocket Guide for Effective Classroom Management*

Witt, J., Daly, E., & Noell, G. (2000). *Functional Assessments: A Step-by-Step Guide to Solving Academic and behavior Problems*