TEACHER ASSISTANCE TEAM
District Guide For

RESPONSE TO INTERVENTION and POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

Grades K-8 MANUAL

General George Patton School District 133
Response to Intervention (RTI) Revised 8/10/12

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Introduction

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

The Response to Intervention model has the potential to improve curriculum and instruction on all levels of the school district. RTI is a preventive service model that helps students academically and behaviorally by providing them with additional support and researched-based interventions.

RTI Defined

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

“…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”

RTI utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high-quality instruction/intervention matched to all students needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from elementary through secondary buildings.

RTI is intended to reduce the numbers of students struggling and “falling through the cracks” by ensuring that students are provided high quality instruction taught with fidelity.
By using RTI, the district can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a “wait to fail” approach.

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**RTI Components**

RTI is comprised of seven core principles that represent recommended RTI practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of RTI systems and establish a framework to guide and define the practice.

1. **Use all available resources to teach all students.** Each school building must use all available resources provided to them. This includes the use of staff members and academic and behavioral interventions. The Principals, Assistant Principals, RTI Coordinator, Director of Curriculum and Instruction, and the Director of Special Education help to support staff members with any necessary resources that may not currently be available to them. Staff members are expected to teach academic and behavioral skills in the classroom with fidelity.

2. **Use scientific, research-based interventions/instruction.** The critical element of RTI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. Interventions may address either academic or behavioral concerns. This means that the curriculum and instructional and school wide behavioral management approaches must have a high probability of success for the majority of students. By using research-based practices, schools efficiently use time and resources and protect students from ineffective instructional and evaluative practices.

3. **Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students’ performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments.

4. **Conduct universal screening/benchmarking.** Screening data on all students can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions).

5. **Use a 3-tier model of service delivery.** A RTI approach incorporates a 3-tier model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs.
In a RTI system, all students receive instruction and positive behavioral supports in the core curriculum supported by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, are found in Tiers I, II, and III. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. The basic tiered model reflects what we know about students in school: their instructional needs will vary. Thus, the nature of the academic or behavioral intervention changes at each tier, becoming more rigorous as the student moves through the tiers.

Figure 1 illustrates layers of instruction that can be provided to students according to their individual needs. Tier I represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Tier I students are also receiving very few discipline referrals. Tier II comprises a smaller group of students, typically 5-10% of the student population. These students will need strategic interventions to raise their achievement and behavior to proficiency or above based on a lack of response to interventions at Tier I. Tier III contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006).

Figure 1: Three-Tier Model of School Supports

RTI

Academic Systems/RTI

Intensive Interventions
Individual students
Targeted assessment-based
Progress monitoring increases to once per week

Strategic Interventions
Some at-risk students
High efficiency
Progress monitoring increases to twice per month

Core Interventions
All settings, all students
Preventative, proactive
All students ‘Benchmarked’
3 times per year on core academic skills

Behavioral Systems/ PBIS

Intensive Interventions
Individual students
1-5%
Targeted assessment-based
5 or more discipline referrals

Strategic Interventions
Some at-risk students
5-10%
2-5 discipline referrals

Core Interventions
All subjects, all students
Preventative, proactive
All students ‘Benchmarked’
0-1 discipline referrals
6. **Make data-based decisions.** Decisions within a RTI system are made by teams using problem-solving techniques. The purpose of these teams is to find the best instructional approach for a student with an academic or behavioral problem. Problem solving decision making provides a structure for using data to monitor student learning so that good decisions can be made at each tier with a high probability of success. When using the problem solving method teams answer four interrelated questions: (1) Is there a problem and what is it? (2) Why is it happening? (3) What are we going to do about it? (4) Did our interventions work? (NASDSE, 2005) Problem solving and standard techniques ensure that decisions about a student’s needs are driven by the student’s response to high quality interventions.

7. **Monitor progress frequently.** In order to determine if the intervention is working for a student, the decision making team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be collected frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the decision making team whether changes in the instruction or goals are needed. Informed decisions about students’ needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students’ progress.

### Features of a Tiered Service Delivery Model

As noted earlier, a RTI approach incorporates a 3-tiered system of service delivery in which each tier represents an increasingly intense level of services. Students move fluidly from tier to tier. A 3-tiered concept aligns all available resources to support and address students’ needs regardless of their eligibility for other programs. It is important to note that RTI is not a placement model; it is a flexible service model.

**Tier I-Core Instruction**

In the RTI framework, all students in Tier I receive high quality scientific, research-based instruction from general education teachers in the **core curriculum**. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students’ prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.
Fidelity refers to the degree to which RTI components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, matching student needs to the intervention, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring.

Progress monitoring documents student growth over time to determine whether the student is progressing as expected in the core curriculum. In Tier I, progress monitoring is recommended in addition to general screening/benchmarking measures for those at-risk students that were not performing in accordance with standards.

Curriculum based measurements are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and produce measures that are good predictors of a student’s academic ability. CBMs are used for both screening/benchmarking and progress monitoring. Other measures of student performance such as classroom observations, statewide and district-wide assessments, and other standardized testing may be considered when measuring the effectiveness of the interventions provided.

The data collected during progress monitoring at Tier I to referred students helps teams make informed decisions at the classroom level. These data provide a picture of the student’s performance and rate of growth (e.g., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at Tier I will need more strategic interventions. Lack of responsiveness is defined as the rate of improvement, or a progress slope, that is not sufficient for the student to become proficient with state standards without more interventions. The decision to advance to Tier II is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier I.

Tier II-Strategic Interventions

At Tier II, strategic interventions are provided to students who are not achieving the desired standards through the core curriculum (Tier I) alone. Tier II typically consists of 5-10% of the student body. Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Strategic interventions are intended to be short-term in duration (e.g., 6-12 week blocks) and are in place for immediate implementation. Interventions are generally provided in small groups of three to six students and occur in settings other than the regular classroom. It is recommended that interventions at Tier II consist of three to four sessions per week at
30 minutes per session. Instruction must be provided by staff trained on the specific intervention.

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier II than Tier I, usually occurring at least biweekly, or more frequently as determined by the decision making team. Data gathered through Tier II progress monitoring informs teams of modifications needed to student intervention plans.

Students who are successful at Tier II may be reintegrated into Tier I. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not meeting proficiency after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

**Tier III - Intensive Interventions**

Intensive interventions at Tier III are designed to accelerate a student’s rate of learning by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier I and Tier II. Intensive interventions at Tier III may either support and enhance instruction provided at Tier I and supported by Tier II, or be substituted for a portion of the Tier I and Tier II interventions if those interventions have been tried with increased frequency and duration and proven ineffective. Students at Tier III are those students who are performing significantly below standards and who have not adequately responded to high quality interventions provided at Tier I and Tier II.

Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered in groups of no more than three students and may occur in 9-12 week blocks. Progress monitoring at Tier III is completed more frequently, at least on a weekly basis. An example of an intervention plan at Tier III may include two 30-minute sessions daily, in addition to the interventions the student is receiving in the core curriculum.

Prior to selecting intensive interventions, targeted assessments are typically conducted when a student enters Tier III. These assessments use direct measures in addition to analysis of RTI data to provide more in-depth information about a student's instructional needs and are used to identify the student’s skill deficits.

Students who are successful at Tier III may be returned to previous tiers and/or the core curriculum. Students who are not successful after multiple Tier III intensive interventions must be considered for a referral for special education evaluation and/or other long-term planning.

**Parent Participation**
Involving parents at all phases is a key aspect of a successful RTI process. A concerted effort must be made to involve parents as early as possible, beginning with instruction in the core curriculum. This can be done through traditional methods such as parent-teacher conferences, regularly scheduled meetings, or by other methods. Parents should be notified about their student’s academic and behavioral progress on a regular basis. Parents will be provided with RTI information at the beginning of the school year or when their child enters the school district. Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings, CBMs, and targeted assessments within a 3-tiered RTI system when these tools are used to determine instructional and behavioral need. However, when a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.

**Professional Development**

The offices of Curriculum & Instruction and Pupil Personnel Services & Special Education will provide staff members with professional development opportunities that will aid in all three tiers of RTI. Quality and meaningful professional development will support teachers in the classroom and with reading instruction. All staff members will be trained on the procedures of the Problem Solving Team and PBIS processes. New teachers will be trained on the RTI process as they enter the school district. Various levels of need will be taken into consideration as we prepare for staff development. The district leaders will use in and out of district resources that will allow teachers to observe, reflect, and practice excellent instruction. The goals of professional development are to bring together research and practice and to better prepare teachers and staff in schools.
GRADE LEVEL TEAMS

The grade level teams consist of teachers who instruct students who are enrolled in the same grade level. These teams meet regularly to ensure high levels of learning for students and to make sure that there is continuity and consistency in the manner in which instruction is delivered. Grade level goals, instructional outcomes, instructional strategies, academic standards and monthly planning are mainstays for the discussion of the grade level team members.

The grade level team serves as the first step in reviewing any learning or behavioral difficulties that their students may be experiencing. Teachers share strategies with each other and design team members as well as explore a myriad of approaches to assist with any difficulties students may have. Teachers document instructional and behavioral strategies that are attempted to resolve and remediate student learning or behavioral difficulties. Any and all parental involvement to assist in eliminating student problems is also documented at this level. The Teacher Assistant Form (pg. 28), Problem Solving Checklist (pgs. 29-31), and Parent Log (pg. 34) should be used for documentation.

At General George Patton, the grade level teams meet once a week with the TAT Team (Teacher Assistance Team) members and once a month with the RTI Coordinator and Special Education Support Team. If attempted strategies are successful then the process ends here. If they are not then the case is presented at the Problem Solving Team Meeting for further assistance. The Teacher Assistance Form, Problem Solving Checklist, and Parent Log should be brought to the Problem Solving Team Meeting.
PROBLEM SOLVING TEAM

The Problem Solving Team consists of the Principal, Teachers, the TAT Team, Special Education Support team, RTI resource Teacher, Social Worker/Case Manager, Parents, and PBIS Coaches. The purpose of this team is to review cases of students’ academic and or behavior difficulties and the strategies employed and to assist in developing individual intervention goals and a plan for remediating the problem. Members of the team must establish good communication skills and a solid knowledge base about various supports and interventions. The team is scheduled to meet once a month however the team can also convene on an as needed basis. All team members should sign a Confidentiality Statement form prior to any team meetings (pg. 45). Support is given to the teacher from personnel that are specifically trained.

During this phase, appropriateness and fidelity of interventions employed, academic documentation, and behavioral data is reviewed. Progress and strategic monitoring is used to track progress development or regression. Solutions for addressing the particular problem(s) that the student is exhibiting are designed and examined by team members. All information on interventions and progress with the student is retained in the Problem Solving Binder.

When the team is called upon to address a concern or student deficiency, the person who is referring the student is brought into the team. Other staff members or stakeholders may also participate in the team as needed. Each team member can bring valuable information and resources that will assist in the progression of the student’s academic success. Each team member is expected to be present at each meeting.

The teacher works with the team and is provided training and assistance with interventions that must be implemented with fidelity. After implementation of the student’s individually designed intervention plan, should the student still exhibit the difficulty with the same intensity or if it is apparent that the student is not progressing at an appropriate rate, a referral is prepared, a copy of the documents and data is attached, and everything is sent to the case manager.

RTI DISTRICT LEVEL TEAM

This team consists of the Superintendent, Special Education Director, Principals, Psychologist, and representatives from RTI Resource Teachers, Design Team, Parents, and PBIS team. This team meets once per quarter to develop, plan, monitor, and review the goals, objectives and
ongoing implementation of the Response to Intervention Program. At this level data is reviewed to ensure that interventions are having an impact on student achievement and that the overall program is progressing and meeting goal. Decisions regarding professional development needs, materials and supplies, funding availability, and staffing are reviewed at this level.
RESPONSE TO INTERVENTION PROCESS (RTI/PBIS)

**Step 1: Tier I Interventions**

Teachers and staff should implement all interventions on the Tier I level with fidelity. If a student is unsuccessful in the general education classroom setting, then a teacher, parent, administrator or any other staff member may discuss that student at the Grade Level Team meeting. The referring person should come to the grade level meeting with a completed “Request for Assistance” form (pg 28). The team will discuss and implement strategies to assist the student. Should the identified problems persist after sufficient targeted interventions have been attempted for a specified period of time, the student maybe referred to the building level Problem Solving Team.

**Step 2: Referring Struggling Learners**

If a teacher, parent, administrator, or any other staff member refers a student whose academic progress is significantly lower than his or her grade level peers, then the referring person should complete the necessary forms. There are specific forms for parents, teachers, TAT Members and RTI Resource Teachers to complete.

**Teacher Referral**

The referring teacher should prepare to discuss the student with the problem solving team and come to the meeting equipped with the completed “Request for Assistance” form (pg. 28), Problem Solving Checklist (pg. 29-31) and Parent Log (pg. 34). A TAT Team Member and/or RTI Resource Teacher may meet with the referring person between this time to get a better understanding of the concern.

The TAT Team Member or RTI Resource Teacher should give the school nurse the Request for Hearing and Vision form at the time that the student is referred. The school nurse must get the bottom portion of form returned to the TAT or RTI Teacher prior to the initial meeting.
Parent Referral
Parent referral forms are found in the main office. After the parent completes the forms (pg. 39), he or she turns it in to the building principal. The building principal must then set up a short conference to discuss concerns and make a decision to move forward with the Problem Solving process. If the decision is made to move forward, then the homeroom teacher, Design Team Member, and RTI Resource Teacher must complete and turn in necessary forms and documentation to the District Social Worker. If there are any questions about special services the referred student may have previously received, the RTI Resource Teacher should contact the special education office.

The team is ready to move on to the next step when:
Referral forms are completed and given to the District Social Worker and copies are given to the TAT Team, RTI Resource Teacher, general education teacher, school principal, and RTI coordinator/school psychologist. The RTI Resource Teacher starts a file for the referred student.

Step 3: Hearing and Vision Test
The TAT Team Member or RTI Resource Teacher must communicate with the school nurse to arrange a hearing and vision test for the referred student. They must then collect the required data and document the test results. A Request for Hearing and Vision Test Form (pg. 35) should be given to the school nurse.

The team is ready to move on to the next step when:
• The hearing and vision forms are given to the school nurse.

Step 4: Collecting Documentation
The team must determine the core and extent of the referred student’s deficiency. The District Social Worker must collect documentation that may include:
   a. attendance
   b. grades
   c. scores from classroom, building, district, and state tests/assessments
d. behavioral referrals (including number of bus referrals, suspensions or expulsions)
e. medical records
f. retentions
g. strategies and assessments used by teacher
h. demographic information
i. interview information from other teachers
j. extracurricular activities
k. parent form and student forms
l. use diagnostic tool to identify specific skill deficits

At the middle school level, the TAT Team Member or RTI/Resource Teacher must consult with other staff members who normally instruct the child being referred. During the consultation, the TAT Team Member and RTI Resource Teacher should ask all other teachers to complete a “Teacher Feedback” form (pg. 32). The school psychologist also spends time observing the student and instruction in the classroom setting for at least one hour.

The reading teacher/RTI interventionist may allow the student to have input on his or her learning by having the student forms completed.

The team is ready to move on to the next step when:
- A TAT team member has observed at least one hour with the student and has completed a narrative based on his or her findings.

Step 5: Analyzing Data

The Problem Solving Team should analyze data collected to:

a. determine if fidelity has occurred in the general education classroom (building principal)
b. determine if a deficiency exists
c. determine why the deficiency exists
d. form a hypothesis based on the deficiency

The team is ready to move on to the next step when:
- The referred student’s deficiency is defined and a hypothesis is generated.
- The confidentiality form (pg. 45) has been signed by all team members.
**Step 6: Initial Meeting**

The teacher should make sure parents are notified of the initial meeting. Phone call(s) should be made and a letter (pg. 36) should be sent home to confirm the parent or guardian’s attendance. The TAT Team Member, Special Education Department, or RTI/Resource Teacher should also make at least one attempt to contact the parent(s). Documentation should be maintained from the phone call and letter sent home including dates and times. If the teacher is unable to confirm the meeting with the parent or guardian, then he or she should notify the RTI coordinator for further communication. It is also important that all necessary forms and documentation are turned into the TAT Team Member or the RTI/Resource Teacher prior to initial meeting. The TAT Team Member or RTI Resource Teacher also communicates with the school secretary to make sure the referring teacher has a substitute to cover his or her classroom during the initial meeting.

Before the initial Problem Solving Team meeting, the Special Education Director checks special education records to see if the student has been tested in the past or perhaps already has an IEP.

During the initial meeting, the Special Education Director should:

1. Welcome attendees and sign in
2. Review the purpose of the Problem Solving Team process
3. Identify roles and responsibilities of team members
4. Facilitate discussion to address concerns from referral forms
5. Discuss classroom strategies and interventions previously tried

Discussion questions may include:

- *Given the information in the referral forms, what specific difficulties would you like to address?*
- *How is this student’s problem interfering with the student’s school performance?*
- *What concern(s) led you to refer the student to this team?*

If the issue is in the classroom environment or instruction, then the team can create strategies that the classroom teacher can implement on the Tier I level. In the same meeting the team can move to step 7.
Parents may be asked to sign a “Release of Information” form (pg. 37), which will allow the school district to obtain medical or other records from outside care providers which may reveal medical or emotional barriers to learning. The school nurse must get this form signed. If parent(s) do not sign this form at the initial meeting, the school nurse must get it signed at a later date.

Parents are given a folder with RTI information, strategies to use at home, and a follow up meeting reminder (Parent letter pg. 38).

**Step 7: Setting Academic and/or Behavioral Goals - Tier II Intervention**

Once the deficiency is clearly defined, the Problem Solving team (in the same initial meeting) must develop a comprehensive student intervention plan written to address and correct the deficiency (the Tier II Intervention Plan form, pg. 40 or (PBIS pg. 41 & 42) must be completed). The goal of the intervention plan is to improve academic and/or behavior skills within the student and is realistic and attainable with the amount of time allotted for the intervention. Participation from each team member is highly important when developing an intervention plan.

During the meeting, the following items should be discussed:

- a. the student’s deficiency and the hypothesis developed
- b. previous interventions used (it is important to avoid practices and materials used previously with the student)
- c. the extent to which the student is making an effort
- d. strategies (Tier II) that can target the specific deficiency the student is having
- e. parental concerns including medical and behavioral issues

Sample questions may include:

- What intervention ideas would best meet this student’s needs?
- What is it about this particular intervention that makes it likely to improve the student’s behavior or academic functioning in the area(s) identified?
- Is there specialized training or materials needed to implement the intervention?
- How can the team assist the interventionist with the intervention?
- How can we utilize the student’s strengths to facilitate the effectiveness of the intervention?

Copies of the intervention forms will be mailed to parents and distributed to teachers and staff on the team by the TAT Team Member or RTI Resource Teacher. Other paperwork is kept by the District Social Worker. An appointment is made for a follow-up meeting approximately nine weeks to evaluate Tier II interventions. The
Problem Solving Team schedules a follow-up meeting and the TAT Team Member or RTI Resource Teacher sends communication and reminders to team members and parents (send letter to parents, pg. 38). For the next nine to twelve weeks, the student should participate in Tier II interventions in addition to the Tier I instruction. During the nine to twelve weeks, progress monitoring is conducted by the person(s) administrating the Tier II interventions.

The team is ready to move on to the next step when:

- The referring teacher and team members agree that the intervention:
  - directly addresses the identified concerns
  - is judged by the teacher to be acceptable, sensible, and achievable
  - appears likely to achieve the desired goal
  - is realistic, given the resources committed
  - can be expected to achieve the stated goal within the timeline stated
- A method for monitoring weekly goals and the accurate implementation of the intervention has been established
- Tier II intervention form is completed

**Step 8: Evaluating Tier II Intervention**

At the follow-up meeting, the student’s progress is reviewed including a review of goals, objectives, and data. The key is to determine if the student has met or exceeded the objectives and goals. The team must determine if the interventions were successful on the Tier II level. If the teacher has tried additional strategies in his or her classroom, they should bring the instructional planning form (pg. 44) to this meeting.

If the intervention(s) is successful (data shows significant improvement on deficient skill) then there are two options for the student.

1. The student can continue Tier II intervention(s) in addition to the general education classroom instruction
2. The student can stop Tier II intervention(s) and return to the general education classroom instruction

If the student is unsuccessful (not progressing academically or behaviorally) then the length of the intervention can be extended or the team can recommend the student for alternative Tier II instruction or Tier III interventions. An evaluation form (pg. 43) should be completed. If the student
needs to move on to Tier III interventions. If warranted, the District Social Worker will get consent for a case study evaluation.

The team is ready to move on to the next step if:
- A Tier II evaluation is completed
- The team recommends the student for Tier III interventions (if needed)

Step 9: Discussing and Implementing Tier III Interventions

If the student has not shown progress academically or behaviorally, the team must discuss Tier III interventions. A Tier III intervention plan (pg. 46) is written that will further address the area(s) of concern. The team must select times and the TAT and RTI Resource Teacher will implement Tier III intervention(s).

The team is ready to move on to the next step when:
- The referring teacher and team members agree that the Tier III intervention:
  - directly addresses the identified concerns
  - is judged by the teacher to be acceptable, sensible, and achievable
  - appears likely to achieve the desired goal
  - is realistic, given the resources committed
  - can be expected to achieve the stated goal within the timeline stated
- A method for monitoring weekly goals and the accurate implementation of the intervention has been established
- Tier III intervention form is completed

Step 10: Evaluating Tier III Interventions

The team must meet to discuss the student’s progress. Again, the key is to determine if the team has identified all of the objectives and goals and if the student has met or exceeded the objectives and goals. The team needs to determine if the intervention is successful on Tier III.

If the intervention(s) is successful (data shows significant improvement on deficient skill) then there are two options for the student.

1. The student can continue the Tier III intervention(s) in addition to the general education classroom instruction
2. The student can stop Tier III intervention (s) and return to the general education classroom instruction.

If the team has implemented research-based interventions on Tier I, II, and III and the student encounters either severe resistance or fails to respond to the interventions, then special education consideration can be made. Before making this consideration, the team must ensure that all documents and data are in the student’s file and that all interventions were implemented with fidelity.
**ROLES AND RESPONSIBILITIES**

**Principal:**
- observes and evaluates Tier I
- holds teachers accountable for effective curriculum and instruction
- communicates Problem Solving process concerns and ideas to RTI coordinator
- Works with RTI Coordinator to review school wide data and develop goals
- Works with Design Team and RTI Resource Teacher and holds them accountable for implementation of the RTI procedures

**Parent(s):**
- contribute information throughout the referral process
- help to assess child’s needs and determine intervention strategies

**Design Team Members and RTI Resource Teacher:**
- assist all teachers with implementation of researched-based interventions on Tier I level
- help to select, design, implement, and analyze Tier II and Tier III interventions and assessments
- monitor student academic progress and create data reports to present at the Problem Solving and RTI meetings.
- administer and interpret standardized and benchmark tests of students
- communicate testing data to teachers, principals, and curriculum department
- assist in the selection of students for Tier II and III interventions
- assist in assessing professional development needs
- deliver high-quality staff development to staff of assigned building
- serve as the Problem Solving team’s Case Manager

**Response to Intervention District Coordinator/Psychologist:**
- meets regularly with the principal and school staff to problem-solve and refine implementation
- identifies ongoing professional development needs for Tier I instruction
- serves as a resource to school-based personnel and seek outside technical assistance as needed
- establishes an ongoing role with the Problem Solving Team
- submits required data reports and documentation to Special Education Director
- communicates RTI information to parents and new staff
- assist in the referral process by setting goals and interventions for students referred
- consult with all teachers and assist with designing interventions in the general education setting
- observe general education classrooms as needed
- ensure all activities are completed as indicated on the “student cover sheet”
General Classroom Educator(s):
- use differentiated instruction in the classroom
- implement Tier I, research-based interventions with fidelity
- participate in collection of data that indicates progress of individual students, subgroups within the class, and of the class as a whole
- report student progress to the Grade Level Team
- report student progress to Problem Solving team

Social Workers:
- actively address systemic barriers to learning
- help to develop and implement programs that address academic and behavioral concerns
- assist administrators and staff to understand the family, cultural, and community components of students’ responses to instruction, learning, and academic success
- continue the school social work role of serving as the liaison to families, the community and other stakeholders to ensure open communication
- facilitate and coordinate the delivery of educational and mental health services with and by community agencies and service providers

Team may also consist of:
Special Education Supervisors:
- participate in problem solving teams to provide special education expertise
- provide technical assistance to support students with higher need

Speech-Language Pathologists:
- explain the role that language plays in curriculum, instruction, and assessment
- explain the interconnection between spoken and written language
- help identify systemic patterns of student need with respect to language skills

School Nurses:
- ensure that all vision and hearing screenings are conducted on all students being referred
- assist students needing medical attention or medications with developed interventions
- get Release of Information form signed by parent(s) of referred student

PBIS Core Team:
Principal:
- observes and evaluates behavioral interventions at Tier I level
- delegates the core team duty assignments
- works to ensure all school-wide expectations are taught, reinforced, and monitored
- reviews monthly or quarter discipline data and makes goals and decision based on data and turns in all data to External Coach
- works with External and Internal Coach to submit an annual report to District Leadership Team
• works with parent liaison to help schedule and conduct monthly or quarterly meetings

**External Coaches:**
• Expand and Sustain implementation of PBIS throughout assigned building(s)
• Assess training needs and connect with Special Education Director and network coordinator
• Support research for PBIS and provide technical assistance to PBIS teams
• Collaborate with PBIS Network to connect students, families, service organizations, and schools to meet student and family needs
• Participate in district and building level team meetings and oversee progress of building level team
• solicit administrative support to help schools identify teams members for training
• Become familiar with district’s and/or school policies/procedures
• Provide technical assistance to building level teams (i.e. meeting dates, calendar tasks, agenda, communication with staff and others, new letters, assist with action plan development at all three tiers)
• Insure school-wide data collection systems are established
• Collect data from schools (i.e. School Profiles, ODRs, Phases of Implementation) and forward to PBIS coordinator as needed
• Provide Technical Assistance on school-wide data analysis, use of secondary and tertiary interventions and data analysis
• Provide school-based trainings in collaboration with sub-region coordinator
• Participate in sub-region, statewide, and national trainings for PBIS

**Internal Coaches:**
• Ensure that PBIS is implemented with integrity in their building
• Communicate with internal coach, principal and building leadership team
• Knows the research and practices related to school-wide behavioral support including applied behavior analysis and ability to use a variety of observational and interviewing skills
• Coordinate data collection in building
• Ensure expectations are taught, reinforced, and monitored at the school-wide level celebrations and boosters
• Facilitate monthly Universal Team meetings, including creating an agenda
• Communicate PBIS activities at faculty meetings
• Collect and analyze PBIS specific data (i.e. Team Checklists, SET, EBS, School Profile, Phases of Implementation and school data forms)
• Communicate with parent liaison
• Share reports with District Leadership Team and Board of Education
• Network with other internal coaches, external coaches and sub-region coordinators

**Parent Liaisons:**
• organize a parent organization
• hold monthly meetings with parent organization monthly or quarterly
• elicit ideas and from parents regarding behavior and community building
• turn in meeting minutes from scheduled parent organization meeting to Special Education Director (includes date and time of the meeting and attach sign in sheets)

**Social Workers/Counselors:**
• actively address systemic barriers to learning
• help to develop and implement programs that address behavioral concerns
• assist administrators and staff to understand the family, cultural, and community components of students’ responses to instruction, learning, and academic success
• continue the school social work role of serving as the liaison to families, the community and other stakeholders to ensure open communication
• facilitate and coordinate the delivery of educational and mental health services with and by community agencies and service providers

**School Psychologists:**
• consult with team and assist with designing behavioral interventions
• observe general education classrooms as needed

**Case Manager** is responsible for
  o gathering necessary documentation from teachers and office
  o maintaining each referred student’s file
  o scripting and documenting all meetings on the “team meeting notes” form
  o arranging substitutes for the referring teacher’s class(es) during Problem Solving Team meetings
  o facilitating discussions during Problem Solving Team meetings regarding student concern
  o keeping team on task and seeing that all meetings are held within the allotted time
  o ensuring that all team members signs confidentiality form and sign-in sheets

**General Educators:**
• design and implements tiered interventions
• serve as a voice for all teachers in the building pertaining to discipline

**Other Related Service Personnel:**
• All related service personnel will assist teachers and reading teachers in the implementation of research-based interventions
PBIS Building Teams

PBIS is the behavioral component of RTI. The team meets regularly to address behavioral needs of the students. Members of the teams must establish good communication skills and a solid knowledge base about various supports and interventions. Core team members consist of the principal, external coach, internal coach, the school psychologist, a social worker, teachers (regular and special education), parent liaison, and other educational stakeholders who have expertise and/or knowledge about the student. The principal is the team leader and directs in helping to determine needs. The principal must designate an internal coach and a parent liaison in the building. The district PBIS Leadership Team consists of the Superintendent, Assistant Superintendent, Director of Special Education, External Coaches, Internal coaches, Two Teachers (one from each building), Two Design Team Members (one from each building) and Parent liaisons (School Home Coordinator and Parent Volunteer). The PBIS team will meet monthly or as needed in each building. Each building team shall identify students in need of additional support. Each identified student’s discipline data is reviewed by the team.

Responsibilities of the PBIS Team:

1. Help to create school-wide discipline initiatives that will promote positive behavior among all the students in the school
2. Establish a system for teaching expected behaviors. This includes both formal and informal teaching strategies
3. Meet weekly or as needed to target students needing Tier II and Tier III behavioral supports
4. Develop intervention plans for Tier II and Tier III students
5. Submit monthly or quarterly discipline data and a target behavioral goal and action statement to the District Leadership Team
6. Submit annual data to the PBIS representative and District Leadership Team

As with the academic side of RTI, the behavioral side operates on a three-tiered system at each school building. There is a team for each level of PBIS.

The building’s Universal Team consists of the Principal, Internal and External coaches, RTI Resource Teacher, teachers representative of each grade level, and a Parent Liaison. This team examines and evaluates the school climate, plans school-wide and classroom activities for the building based upon SWIS data, establishes practices and procedures that encourage students to engage in pro-social behaviors, develops teachable lesson plans for ensuring building-wide behavioral expectations.

The Secondary Team consists of the Principal, External and Internal Coaches, Dean and or Assistant Principal, Social Worker, Psychologist, RTI Resource Teacher, Design Team, Teachers, and Parent Liaison. This team examines individual student needs, develops group and behavior plans for intervention, and engages in trouble shooting and problem solving behaviors to assist teachers and remediate student behavioral difficulties.

The Tertiary Team is developed based on the individual needs of the student. It may
consist of the Principal, External and Internal Coaches, Dean and or Assistant Principal, Social Worker, Psychologist, RTI Resource Teacher, Teachers, and Student’s Parents. This team examines student’s individual behaviors and integrates either an intensive behavioral intervention plan or wrap around support utilizing district and community resources to address identified needs and improve outcomes for students and their families.

Note: The PBIS process must be put into practice gradually. Building teams must examine their individual school needs and resources in order to decide the appropriate level of implementation.
FORMS
REQUEST FOR ASSISTANCE
Addressed to: Grade level Planning Team
Riverdale General George Patton School District 133

Student Name:____________________________________      Grade: _________
Date: ______________________  IEP (circle one)     Yes      No
Teacher: _____________________________

1.     I am a (circle one):   Teacher    Family Member       Student
       Other:   Title _______________________

Name: _______________________________________
Relationship to Student: ____________________________

2.    Type of Concern:

       _______ Academic Only
       _______ Behavior Only
       _______ Both Academic and Behavior

3.    Attendance:

Days absent__________  Days Tardy___________
Number of days attended________________
TEACHER ASSISTANCE TEAM
General George Patton School District 133
PROBLEM SOLVING FORM & CHECKLIST
FORM 1 OF 3

REFERRAL DATE: ________________________

STUDENT INFORMATION:

NAME: __________________________ BIRTHDATE: ___________ AGE: __________

GENDER: M F RACE: ____________________________ SCHOOL ____________________________
GRADE: _______ TEACHER: __________________________

WITH WHOM DOES THE STUDENT LIVE? □ MOTHER ______________________ (first & last name)
□ FATHER ______________________ (first & last name)
□ OTHER: PLEASE EXPLAIN__________________________

STUDENT ADDRESS: ___________________________ CITY/STATE/ZIP CODE ______________________

HOME PHONE NUMBER: ____________________ CELL: __________________

WORK PHONE NUMBER _______________________: Of ______________________

TEACHER NAME: __________________________

PERSON MAKING REFERRAL (IF DIFFERENT)
____________________________

PARENT CONTACTED PRIOR TO REFERRAL YES/NO

LIST AND DESCRIBE COMMUNICATION WITH PARENT (S) (INCLUDE DATES AND TIMES)


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### TEACHER ASSISTANCE TEAM
PROBLEM SOLVING FORM & CHECKLIST
FORM 2 OF 3

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

#### STUDENT STRENGTHS (CHECK ☑ ALL THAT APPLY)

- ☑ Fluent reader
- ☑ Strong mathematical skills
- ☑ Strong spelling skills
- ☑ Strong language skills
- ☑ Strong writing skills
- ☑ Skillful in science
- ☑ Skillful in social studies
- ☑ Positive attitude
- ☑ Hard worker
- ☑ Trustworthy
- ☑ Works well in groups
- ☑ Respectful toward authority
- ☑ Motivated
- ☑ Focused/goal oriented
- ☑ Organized
- ☑ High expectations for self
- ☑ Works well independently
- ☑ Works cooperatively in teams
- ☑ Cooperates with teacher
- ☑ Responsible
- ☑ Transitions easily
- ☑ Creative
- ☑ Possesses leadership qualities
- ☑ Handles conflict well
- ☑ Athletic
- ☑ Artistically inclined
- ☑ Takes pride in appearance
- ☑ Musically talented
- ☑ Other: __________________
- ☑ Other: __________________
- ☑ Other: __________________
- ☑ Other: __________________

#### ACADEMIC CONCERNS (CHECK ☑ ALL THAT APPLY)

- ☑ Word reading
- ☑ Reading comprehension
- ☑ Numerical operations
- ☑ Math reasoning
- ☑ Spelling
- ☑ Written expression
- ☑ Listening comprehension
- ☑ Oral expression
- ☑ Language
- ☑ Fine motor
- ☑ Gross motor
- ☑ Articulation
- ☑ Grades declining
- ☑ Disorganized
- ☑ Slow rate of work
- ☑ Incomplete assignments
- ☑ Does not follow directions
- ☑ Low rate of retention
- ☑ Poor study skills
- ☑ Gives up easily
- ☑ Does not work well independently
- ☑ Does not work well with other students
- ☑ Attention/on-task behavior
- ☑ Other: __________________
- ☑ Other: __________________
- ☑ Other: __________________
- ☑ Other: __________________

PERCENT OF HOMEWORK TURNED IN _____%  RATE QUALITY OF EFFORTS A  B  C  D  F

PERCENT OF CLASS WORK TURNED IN _____%  RATE QUALITY OF EFFORTS A  B  C  D  F

DAYS ABSENT____________________  DAYS TARDY________

#OF TOTAL DAYS ATTENDED__________________
## BEHAVIORAL/EMOTIONAL/SOCIAL CONCERNS (CHECK ☑ ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Concern</th>
<th>Action</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbally disruptive</td>
<td>Cheats on tests</td>
<td>Cries frequently</td>
</tr>
<tr>
<td>Physically disruptive</td>
<td>Easily frustrated</td>
<td>Bizarre or odd behaviors (please explain)</td>
</tr>
<tr>
<td>Physically aggressive</td>
<td>Steals</td>
<td></td>
</tr>
<tr>
<td>Sexually aggressive</td>
<td>Lies</td>
<td></td>
</tr>
<tr>
<td>Victim of bullying</td>
<td>Has an uneven, usually unhapp</td>
<td></td>
</tr>
<tr>
<td>Bullies others</td>
<td>Responds inappropriately to pr.</td>
<td></td>
</tr>
<tr>
<td>Avoided by peers</td>
<td>Does not ask for help when nee</td>
<td></td>
</tr>
<tr>
<td>Destroys property</td>
<td>Lacks motivation</td>
<td></td>
</tr>
<tr>
<td>Easily distracted</td>
<td>Lacks self-control</td>
<td></td>
</tr>
<tr>
<td>Argumentative/defiant</td>
<td>Sudden change of mood during</td>
<td></td>
</tr>
<tr>
<td>Shy/withdrawn</td>
<td>Difficulty interpreting social cu</td>
<td></td>
</tr>
<tr>
<td>Hostile when criticized</td>
<td>Does not accept responsibility</td>
<td></td>
</tr>
<tr>
<td>Attention seeking behavior</td>
<td>Easily influenced by others</td>
<td></td>
</tr>
<tr>
<td>Truant/tardy #________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absent #________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PERSONAL CONCERNS (CHECK ☑ ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Concern</th>
<th>Action</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor hygiene</td>
<td>Agitated/nervous</td>
<td>Burn marks</td>
</tr>
<tr>
<td>Body odor</td>
<td>Difficulty moving/uncoordinated</td>
<td>Smells of smoke or alcohol</td>
</tr>
<tr>
<td>Overweight/underweight</td>
<td>Complains of nausea/vomiting</td>
<td>Other:</td>
</tr>
<tr>
<td>Appears sickly</td>
<td>Bloodshot eyes</td>
<td>Other:</td>
</tr>
<tr>
<td>Sleeps in class</td>
<td>Evidence of self-mutilation</td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

### WHERE THE PROBLEM OCCURS (CHECK ☑ ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Location</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom (Circle all that apply):</td>
<td></td>
</tr>
<tr>
<td>language arts, math, science, social studies,</td>
<td></td>
</tr>
<tr>
<td>computers</td>
<td></td>
</tr>
<tr>
<td>School grounds</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
</tr>
<tr>
<td>Gym</td>
<td></td>
</tr>
<tr>
<td>Hallway</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Transitions between class</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
TEACHER ASSISTANCE TEAM  
General George Patton School District 133  
TEACHER FEEDBACK FORM

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER NAME</td>
<td>SUBJECT</td>
<td></td>
</tr>
</tbody>
</table>

**IN GENERAL, HOW WOULD YOU DESCRIBE THE STUDENT AS A LEARNER?**


**ACADEMIC CONCERNS (CHECK ALL THAT APPLY)**

- Word reading
- Reading comprehension
- Numerical operations
- Math reasoning
- Spelling
- Written expression
- Listening comprehension
- Oral expression
- Language
- Fine motor
- Gross motor
- Articulation
- Grades declining
- Disorganized
- Slow rate of work
- Incomplete assignments
- Does not follow directions
- Low rate of retention
- Poor study skills
- Gives up easily
- Does not work well independently
- Does not work well with others
- Attention/on-task behavior
- Other: __________________
- Other: __________________
- Other: __________________
- Other: __________________
- Other: __________________

**WHAT SPECIFIC TASK(S) IS THE STUDENT HAVING DIFFICULTY PERFORMING?**

**WHAT FACTORS DO YOU FEEL INTERFERE WITH THE STUDENT’S LEARNING?**

**HOW DOES THE STUDENT LEARN BEST?**

**COMMENTS:** (please list any other relevant information pertaining to the student’s learning, including strengths)
REFERRAL FORM
General George Patton School District 133

CLASSROOM INTERVENTIONS PREVIOUSLY TRIED FORM
(TO BE COMPLETED BY CLASSROOM TEACHER ALONG WITH PROBLEM SOLVING TEAM WHEN CONSIDERING
MOVE FROM TIER II TO TIER III)

Student Name: _________________________________  Date of Birth: ____________    Grade: ______________
Teacher: _________________________________________________________

STRATEGIES TO ADDRESS THE STUDENT CONCERN PRIOR TO REFERRAL   (CHECK ☑ ALL THAT APPLY)

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>HOW LONG TRIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional accommodations</td>
<td></td>
</tr>
<tr>
<td>Specify:</td>
<td></td>
</tr>
<tr>
<td>Modified curriculum/demands</td>
<td></td>
</tr>
<tr>
<td>Materials modification [Specify]</td>
<td></td>
</tr>
<tr>
<td>Alternative materials</td>
<td></td>
</tr>
<tr>
<td>Small group instruction</td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td>Assistive technology</td>
<td></td>
</tr>
<tr>
<td>Daily guided reading</td>
<td></td>
</tr>
<tr>
<td>Supplemental reading program [Specify]</td>
<td></td>
</tr>
<tr>
<td>Daily behavior chart</td>
<td></td>
</tr>
<tr>
<td>Contract</td>
<td></td>
</tr>
<tr>
<td>Acknowledge positive behavior</td>
<td></td>
</tr>
<tr>
<td>Preferential seating</td>
<td></td>
</tr>
<tr>
<td>Problem-solving conference (attach communication logs)</td>
<td></td>
</tr>
<tr>
<td>Extended learning or tutoring</td>
<td></td>
</tr>
<tr>
<td>Rearrange physical setting</td>
<td></td>
</tr>
<tr>
<td>Using tape recorder or overhead</td>
<td></td>
</tr>
<tr>
<td>Before reading activities</td>
<td></td>
</tr>
<tr>
<td>Graphic organizers</td>
<td></td>
</tr>
<tr>
<td>Cooperative learning</td>
<td></td>
</tr>
<tr>
<td>Memory drills (math facts/sight words)</td>
<td></td>
</tr>
<tr>
<td>Manipulatives for math, other subjects</td>
<td></td>
</tr>
<tr>
<td>Observation by another staff member</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>Incorporating cultural differences</td>
<td></td>
</tr>
<tr>
<td>Giving opportunities for leadership</td>
<td></td>
</tr>
<tr>
<td>Offers strategies for self-management</td>
<td></td>
</tr>
<tr>
<td>Other [Specify]</td>
<td></td>
</tr>
</tbody>
</table>

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General George Patton School District 133
RESPONSE TO INTERVENTION/PBIS
PARENT LOG

Date: ___________________________ Student: _____________________
Date of Birth ____________________

Name of Person making contact with parent: ____________________________

Parent Contact Attempts:

<table>
<thead>
<tr>
<th>Parent(s)/Guardian(s) Name</th>
<th>Phone Number</th>
<th>Type &amp; Date of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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</tr>
</tbody>
</table>
REQUEST FOR HEARING AND VISION SCREEN

Student Name: _________________________________     Date of Birth: ____________
Grade: _______
Reason for Request: ________________________________________________________

Name of Person Requesting Screen: ________________________________________
Date of Request: _______________________________

---------------------------------------------------------------------------------------------------------------------

RESULTS OF SCREEN

Date student screened: ____________________

VISION:
☐ PASS
☐ FAILED

HEARING:
☐ PASS
☐ FAILED

If Failed, date rescreened: ________________

VISION:
☐ PASSED
☐ FAILED

HEARING:
☐ PASSED
☐ FAILED
 Signature of Nurse: _________________________________  Date: ________
General George S. Patton School District 133  
150 West 137th Street  
Riverdale, Illinois 60827  
(708) 841-3955  
RESPONSE TO INTERVENTION

Date: _______________  
Student: 
_________________________________  
Date of Birth: _______________  
_________________________________  
_________________________________  
Dear ___________________________________,

Our school district’s goal is to make sure that every child is successful. As we aim toward this goal, it is highly important that we provide every child with academic and behavior support. You have been contacted by ___________________________, a problem solving team member, about ___________________________’s lack of progress in the classroom. We are concerned about the academic growth of ___________________________; therefore, we need to meet to discuss possible interventions that will provide your child with additional support.

We would like to meet with you, the reading specialist/RTI resource teacher, the teacher, the principal, the school psychologist and the school social worker at ___________________________ School on _____________________ at _____________________.

The purpose of this meeting is to discuss your child’s strengths and weaknesses and create an intervention plan based on the strengths that will help your child to be more successful in our school. We highly encourage you to participate in this meeting so we can work together as a team to help your child meet his/her highest learning potential.

It is difficult to have a meeting without your input and expertise, so if this time or day is not convenient for you, please notify ___________________________ at ___________________________ so that we can reschedule.

We look forward to meeting and working together as a team.

Respectfully yours,
This is an Authorization for the Release of Records signed by the parent of this child giving you permission to forward records for the child. Please include any and all of the following records: Medical, Psychological, School History, Special Education, and Case Study Evaluation Components. Your prompt response to this request will be greatly appreciated.

I, ________________________________, the undersigned parent/guardian of the child stated below do authorize the release of his/her records to Ford Heights School District 169. I also authorize the exchange of information regarding my child with Ford Heights School District 169. I understand that this request may include psychological, social, medical and educational testing data.

Child’s Name: ________________________________

Date of Birth: ________________________________

Current Address: ________________________________

City/State/Zip: ________________________________

Signed: ________________________________ Relationship to Child________________

(Please return student records/information to the above address)
Date: _______________  Student: ________________________________

Date of Birth: _______________

Dear __________________________________,

Thank you for attending our previous meeting as we work towards helping your child to succeed. Your participation and input is greatly appreciated.

As you know, we met to discuss your child’s strengths and weaknesses. As we continue to move toward supporting you and your child, we plan to meet once again to evaluate whether or not the planned intervention(s) helped your child to progress.

Our next team meeting is at ___________________________ School on ____________________________, at _____________________________. During this time, we will work together to analyze if your child needs to continue with additional interventions. You will receive copies of all documentation created during this meeting.

It is difficult to have a meeting without your input and expertise, so if this time or day is not convenient for you, please notify __________________________________ at ____________________________ so that we can reschedule.

We look forward to meeting and working together as a team.

Respectfully yours,
PARENT/OUTSIDE AGENCY REQUEST FOR ASSISTANCE

Date of Request: ___________________

Child’s Name: ______________________ Date of Birth: _______________

Gender: _______ School: _________________________ Grade: _______

Teacher: ____________________________

Parent’s Name: ______________________ Home Phone #: _____________

Address: ____________________________ Work Phone #: _____________

Person Requesting Review: ________________________________

Relationship to the Child: ________________________________

Parents or outside agencies may initiate a request for the Problem Solving Team to conduct a student review. When a parent/outside agency request for review is presented to the school district, it becomes the district’s responsibility to determine the appropriateness of completing a case study evaluation. The following information is necessary:

Description of the child’s problem:

Explanation of how the child’s problem interferes with his/her school progress:

*A copy of the Parent/outside agency request for review must be forwarded to immediately to the PPS office.*
## General George Patton School District 133
### RTI TIER II INTERVENTION PLAN

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>SCHOOL</th>
<th>TEACHER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TARGET ACADEMIC SKILL (S):**

**GOAL STATEMENT:**

**INTERVENTION(S):**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PROCEDURES:</th>
<th>TIER II INITIATION DATE: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LENGTH OF SESSIONS: _______</td>
</tr>
<tr>
<td></td>
<td>TIMES PER WEEK: _________</td>
</tr>
<tr>
<td></td>
<td>DURATION ________</td>
</tr>
<tr>
<td></td>
<td>INTERVENTIONIST: _____________</td>
</tr>
<tr>
<td></td>
<td>WHERE INTERVENTION WILL TAKE</td>
</tr>
<tr>
<td></td>
<td>PLACE: _______________________</td>
</tr>
</tbody>
</table>

**SCHEDULE OF INTERVENTION**

<table>
<thead>
<tr>
<th>PROGRESS MONITORING PLAN:</th>
</tr>
</thead>
</table>

**DIRECTIONS:** This form is to be completed for each student who receives intervention instruction *in addition to* the core reading program (Tier
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

**TARGET PROBLEM BEHAVIOR:**

**HYPOTHESIS OF WHY PROBLEM BEHAVIOR OCCURS:**

**DESIRABLE REPLACEMENT BEHAVIOR:**

**METHODS OF TEACHING REPLACEMENT BEHAVIOR:**

- Direct instruction
- Providing cues
- Behavior contract
- Social skills training
- Role playing
- Use of a mentor

- Stress management
- Anger management
- Modeling
- Decision making training
- Behavioral lesson plans
- Other: Explain intervention below
**EXPLAIN BEHAVIORAL INTERVENTION (S):**

<table>
<thead>
<tr>
<th><strong>METHOD OF MEASURING PROGRESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Direct observation</td>
</tr>
<tr>
<td>☐ Daily behavioral sheet</td>
</tr>
<tr>
<td>☐ Weekly behavioral sheet</td>
</tr>
</tbody>
</table>

**EVALUATION OF INTERVENTION (S):**
The Problem Solving Team has met to evaluate the academic progress of the referred student above. Based on data and the team’s findings, we recommend the following:

☐ The planned intervention was successful in meeting the child’s needs and correcting the deficiency, therefore the student shall return to Tier I instruction only.

☐ The planned intervention has shown some progress; therefore, the student shall continue with the previous Tier II intervention for _______ weeks in addition to Tier I instruction.

☐ The planned intervention did not meet the students’ needs; therefore, the team should create another Tier II intervention plan with a changed goal objective.

☐ The planned intervention has resulted in no improvement; therefore, a Tier III intervention plan will be developed.

☐ The student will also be referred for a case study evaluation and proceed with a domains review.

Comments:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
General George Patton School District 133
ADDITIONAL TIER I INSTRUCTIONAL PLANNING FORM

Student Name: _________________________  Date of Birth:______________
Grade:_____    Teacher: __________________________________________

POSITIVE GOAL STATEMENT: WHAT WOULD YOU LIKE THE STUDENT TO DO?

| MONITORING PERIOD |
|-------------------|-----------------|-----------------|
| 3-4 Weeks         | 5-6 Weeks       | 7-9 Weeks       |

RECOMMENDED INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
</tbody>
</table>

ADDITIONAL SUPPORT
Is additional support needed for this student (s) on the Tier I level?

☐ No
☐ Yes [Specify] ____________________________________________________________

45
Student Name: _________________________  Date of Birth: _____________

Grade:_____  Teacher: __________________________________________

POSITIVE GOAL STATEMENT: WHAT WOULD YOU LIKE THE STUDENT TO DO?

<table>
<thead>
<tr>
<th>MONITORING PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 3-4 Weeks</td>
</tr>
<tr>
<td>☐ 5-6 Weeks</td>
</tr>
<tr>
<td>☐ 7-9 Weeks</td>
</tr>
</tbody>
</table>

RECOMMENDED INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Progress toward goal:

- ☐ Significant progress
- ☐ Some progress
- ☐ No progress

Strategy

Progress toward goal:

- ☐ Significant progress
- ☐ Some progress
- ☐ No progress

Strategy

Progress toward goal:

- ☐ Significant progress
- ☐ Some progress
- ☐ No progress

ADDITIONAL SUPPORT

Is additional support needed for this student(s) on the Tier I level?

- ☐ No
- ☐ Yes [Specify] __________________________________________________________
General George Patton School District 133
ADDITIONAL TIER III INSTRUCTIONAL PLANNING FORM

Student Name: _________________________  Date of Birth:______________
Grade:_____    Teacher: __________________________________________

POSITIVE GOAL STATEMENT: WHAT WOULD YOU LIKE THE STUDENT TO DO?

MONITORING PERIOD
☐ 3-4 Weeks  ☐ 5-6 Weeks  ☐ 7-9 Weeks

RECOMMENDED INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
<tr>
<td>Strategy</td>
</tr>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
<tr>
<td>Strategy</td>
</tr>
<tr>
<td>Progress toward goal:</td>
</tr>
<tr>
<td>☐ Significant progress</td>
</tr>
</tbody>
</table>

ADDITIONAL SUPPORT
Is additional support needed for this student (s) on the Tier I level?

☐ No
☐ Yes [Specify] ________________________________
CONFIDENTIALITY FORM

I AGREE THAT ALL INFORMATION (i.e. teacher, parent, and student information, school performance data, specific demographic data etc…) DISCUSSED PERTAINING TO THE INTERVENTION PROCESS WILL BE HELD IN STRICT CONFIDENCE. I WILL NEITHER CONTACT NOR DISCUSS ANY PERSONALLY IDENTIFIABLE INFORMATION WITH ANYONE OUTSIDE THE OFFICIAL FUNCTION OF THIS PROCESS FOR ANY REASON.

DATE: _____________________________

TEAM SIGNATURES:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### RTI TIER III INTERVENTION PLAN

**DIRECTIONS:** This form is to be completed for *each* student who receives intervention instruction *in addition to* the core reading program (Tier 1).

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>SCHOOL</th>
<th>TEACHER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET BEHAVIOR/SKILL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOAL STATEMENT:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERVENTION(S):</strong></td>
<td><strong>INSTRUCTIONAL PROCEDURES:</strong></td>
<td><strong>TIER III INITIATION DATE:</strong> ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LENGTH OF SESSIONS:</strong> ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TIMES PER WEEK:</strong> ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DURATION:</strong> ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>INTERVENTIONIST:</strong> __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WHERE INTERVENTION WILL TAKE PLACE:</strong> __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SCHEDULE OF INTERVENTION</strong></td>
<td><strong>PROGRESS MONITORING PLAN:</strong></td>
<td></td>
</tr>
</tbody>
</table>

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RESPONSE TO INTERVENTION  
General George Patton School District 133  

REFERRAL  
STUDENT VERSION FORM 1 OF 2  
To be completed by the student referring him/herself  

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

My Concerns (In your own words, describe what you would like help with) 

Have you talked to your parent about your concern? YES/NO  
Have you talked to anyone about your concern? YES/NO  
Who?  

Where do you need the help? (Check ☑ all that apply)  

- Classroom  
- School grounds  
- Cafeteria  
- Gym  
- Hallway  
- Bus  
- Home  
- Transitions between class  
- Other: _______________________________  

What has been done so far to help you?  

1)  
2)  
3)  
4)  
5)  

Please attach any information you think might be helpful in understanding your concern (e.g., quizzes, tests, homework, assignments, etc).
RESPONSE TO INTERVENTION  
General George Patton School District 133

STUDENT VERSION FORM 2 OF 2

ABOUT ME (CHECK ☐ ALL THAT APPLY)

- [ ] I have a positive attitude
- [ ] I am a hard worker
- [ ] People can trust me
- [ ] I work well in groups
- [ ] I work well by myself
- [ ] I am respectful
- [ ] I finish my work
- [ ] I am motivated to do a good job
- [ ] I am organized
- [ ] I have a good sense of humor
- [ ] I am responsible
- [ ] I am creative
- [ ] I am a good leader
- [ ] I am good at music
- [ ] I am good at art
- [ ] I am athletic

I HAVE DIFFICULTY: (CHECK ☐ ALL THAT APPLY)

- [ ] Getting good grades
- [ ] Finishing my work
- [ ] Following directions
- [ ] Remembering things
- [ ] Writing assignments
- [ ] Reading
- [ ] Doing math
- [ ] Studying for tests
- [ ] Working by myself
- [ ] Working with others
- [ ] Other: __________________

BEHAVIORS I NEED TO STOP DOING: (CHECK ☐ ALL THAT APPLY)

- [ ] Physically hurting people (e.g., hitting, throwing things)
- [ ] Bullying others
- [ ] Destroying property
- [ ] Being easily distracted
- [ ] Stealing/lying/cheating
- [ ] Arguing
- [ ] Saying mean things (e.g., making threats, swearing)
- [ ] Being shy
- [ ] Getting angry easily
- [ ] Giving up easily
- [ ] Being late for school
- [ ] Other: __________________

OTHER COMMENTS:

- [ ]

- [ ]
ADDITIONAL FORMS FOR STUDENT INTERVENTION FILE
## RESPONSE TO INTERVENTION

General George S. Patton School District 133  
150 West 137th Street  
Riverdale, Illinois 60827

### STUDENT FILE COVER SHEET

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

#### DATE (S) COMPLETED ACTIVITY

<table>
<thead>
<tr>
<th>Date (s) Completed</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>referral forms received, copied, and distributed</td>
<td></td>
</tr>
<tr>
<td>Initial meeting scheduled</td>
<td></td>
</tr>
<tr>
<td>Letter sent to child’s home informing parent of initial meeting</td>
<td></td>
</tr>
<tr>
<td>Phone calls home informing parent of initial meeting</td>
<td></td>
</tr>
<tr>
<td>Hearing and vision test completed</td>
<td></td>
</tr>
<tr>
<td>Additional documentation collected and filed</td>
<td></td>
</tr>
<tr>
<td>Release of Information form signed by parent</td>
<td></td>
</tr>
<tr>
<td>Class observation</td>
<td></td>
</tr>
<tr>
<td>Narrative submitted as a result of class observation and teacher interview(s)</td>
<td></td>
</tr>
<tr>
<td>Parent and student forms completed</td>
<td></td>
</tr>
<tr>
<td>Fidelity determined by building principal</td>
<td></td>
</tr>
<tr>
<td>Initial meeting to address information from referral forms</td>
<td></td>
</tr>
<tr>
<td>Tier II plan developed and written</td>
<td></td>
</tr>
<tr>
<td>Progress monitoring</td>
<td></td>
</tr>
<tr>
<td>Tier II evaluation and follow-up meeting scheduled</td>
<td></td>
</tr>
<tr>
<td>Letter sent to child’s home informing parent of follow-up meeting</td>
<td></td>
</tr>
<tr>
<td>Phone calls home informing parent of follow-up meeting</td>
<td></td>
</tr>
<tr>
<td>Consent is received by parent for special education testing</td>
<td></td>
</tr>
<tr>
<td>Tier III plan developed and written</td>
<td></td>
</tr>
<tr>
<td>Progress monitoring</td>
<td></td>
</tr>
<tr>
<td>Tier III evaluation and follow-up meeting scheduled</td>
<td></td>
</tr>
<tr>
<td>Letter sent to child’s home informing parent of follow-up meeting</td>
<td></td>
</tr>
<tr>
<td>Phone calls home informing parent of follow-up meeting</td>
<td></td>
</tr>
</tbody>
</table>

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## TEAM MEETING NOTES

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

**GOAL OF MEETING:** Initial or Follow-up

### PRESENT AT MEETING (SIGN-IN)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Relationship to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building principal</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>General education teacher</td>
</tr>
<tr>
<td></td>
<td>School psychologist</td>
</tr>
<tr>
<td></td>
<td>Reading Specialist</td>
</tr>
<tr>
<td></td>
<td>RTI Resource Teacher</td>
</tr>
<tr>
<td></td>
<td>Case Manager</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
</tr>
<tr>
<td></td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td></td>
<td>School Nurse</td>
</tr>
</tbody>
</table>

### MEETING NOTES:
PROBLEM SOLVING TEAM CHECKLIST
FOLDER CONTENTS

☐ REFERRALS COMPLETED
☐ HEARING AND VISION TEST DOCUMENTATION
☐ ATTENDANCE
☐ GRADES
☐ STUDENT WORK SAMPLES
☐ SCORES FROM CLASSROOM, BUILDING, DISTRICT, AND STATE TESTS/ASSESSMENTS
☐ CURRICULUM BASED MEASUREMENTS (CBM – AIMSweb)
☐ BEHAVIORAL REFERRALS (INCLUDING NUMBER OF BUS REFERRALS, SUSPENSIONS OR EXPULSIONS)
☐ MEDICAL RECORDS
☐ RETentions
☐ STRATEGIES AND ASSESSMENTS TRIED BY TEACHER
☐ INTERVIEW INFORMATION FROM OTHER TEACHERS
☐ CLASSROOM OBSERVATIONS
☐ EXTRACURRICULAR ACTIVITIES
☐ PARENT AND STUDENT FORMS COMPLETED (optional)
☐ TIER II INTERVENTION PLAN
☐ TIER II EVALUATION
☐ TIER III INTERVENTION PLAN
☐ TIER III EVALUATION
☐ PROGRESS MONITORING DATA
RESPONSE TO INTERVENTION  
General George Patton School District 133  
CLASSROOM OBSERVATION FORM 1 OF 2  

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>D.O.B</th>
<th>DATE</th>
</tr>
</thead>
</table>

DATE OF OBSERVATION: ___________ OBSERVER AND TITLE: ____________________________

CLASS/SUBJECT OBSERVED: OBSERVATION SHOULD BE IN THE AREA OF SUSPECTED DEFICIENCY

☐ English/LA ☐ Reading ☐ Social Studies ☐ Science  
☐ Math ☐ Other ☐ Other

NUMBER OF TOTAL STUDENTS: ______ TIME SPAN: FROM ______ TO ______

CLASSROOM ARRANGEMENT

☐ Rows of desks ☐ Grouped desks ☐ Tables ☐ Centers ☐ Other

TEACHER OBSERVATION: (CHECK ☑ ALL THAT APPLY)

Teaching methods ☐ visual ☐ auditory ☐ large group ☐ small group ☐ peer  
☐ one-to-one ☐ other [specify] ____________________________

Content or Skill: __________________________________________

Behavior Reinforcement ☐ positive ☐ negative ☐ ignored ☐ isolation ☐ other [specify] ____________

1. How much movement/activity is allowed? ☐ a great deal ☐ some ☐ minimal ☐ none
2. How much talking/noise is tolerated? ☐ a great deal ☐ some ☐ minimal ☐ none
3. What type of noise is tolerated? ☐ discussion and learning ☐ disruption
4. What type (s) of feedback were given? ☐ praise ☐ criticism ☐ reward ☐ punishment
5. What tone/manner was used to communicate? ☐ supportive ☐ matter-of-fact ☐ harsh
6. During this observation, how did the teacher spend most of his or her time? (e.g. at the board, with a small group, at the teacher’s desk, circulating among students at work…)

____________________________________________________________________________________

STUDENT PERFORMANCE COMPARED WITH GRADE-LEVEL PEERS:

1. How the student works ☐ more slowly ☐ more quickly ☐ about the same
2. Focus and attention span ☐ better ☐ poorer ☐ about average
3. Activity level of the student ☐ more active ☐ less active ☐ about the same
4. Language skills ☐ better ☐ poorer ☐ about average
5. Demonstration of interest ☐ disinterested ☐ very interested ☐ about average
6. Subject matter difficulty/frustration ☐ high ☐ low ☐ about average
7. Emotional/social maturity ☐ less than ☐ greater than ☐ about average
8. Other [specify] ____________________________
### CLASSROOM OBSERVATION FORM 2 OF 2

<table>
<thead>
<tr>
<th>Classroom Interaction with Teacher</th>
<th>Yes</th>
<th>No</th>
<th>Not Observe</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demands teacher attention</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Attentive to instruction/teacher</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Participates in class discussions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Responds appropriate to praise or correction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Required firm discipline</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Out of seat without permission</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Work Behavior**

<table>
<thead>
<tr>
<th>Begins tasks promptly</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays on task</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Short attention span</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Seems alert (not sleepy)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Easily distracted</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Appears prepared and organized for activity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Follows oral directions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Works effectively in….small group…large group… alone</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Appears to work to limit ability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Voluntarily participates in activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Interaction with Peers**

| Interact with peers appropriately | ☐   | ☐  | ☐           |           |
| Disturbs others                   | ☐   | ☐  | ☐           |           |

**Other Observations:**

| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |
| ☐ | ☐ | ☐ |

**SUMMARY:**
Please provide a narrative summary of the student's learning/behavior. (Use and attach a separate sheet if necessary)

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

Signature of Person Conducting Observation ________________________________

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If data shows academic improvement but student is continuing to struggle in the classroom, other factors are suspected as the cause.

In order to collect valid data, interventions must be carried out as they were designed and intended (with fidelity). Improvement is measured by academic growth, CBMs, and improved behavior as indicated by SWIS data.
IDEA Federal Regulations Concerning RTI

On August 14, 2006, the United States Department of Education, Office of Special Education Programs (OSEP) published final federal regulations to implement Part B of the Individuals with Disabilities Education Improvement Act (IDEA) that was reauthorized on December 3, 2004. The regulations will take effect on October 13, 2006. Below are excerpts from the federal regulations pertaining to using RTI to identify students with specific learning disabilities (SLD).

Scientifically Based Research Defined: 34 CFR § 300.035 adopts the definition contained in No Child Left Behind: Scientifically based research-

- a. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- b. Includes research that--

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

RTI Allowed: 34 § 300.307 requires states to allow the use of RTI as part of its specific learning disability (SLD) criteria. 34 CFR § 300.309(a)(2)(i) allows an evaluation group to determine that a student does not make sufficient progress in the SLD areas (discussed below) based on RTI data.

Early Intervening Services: 34 CFR § 300.226(a) allows school district to use up to 15% of federal special education funds, minus any maintenance of effort reductions, in combination with other funds, to develop and implement coordinated early intervening services. This may include financing structures, for kindergarten through grade 12 students (with particular emphasis on students K-3) who are not currently identified as needing special education or related services, but need additional academic and behavioral support to succeed in a general education environment.
**Early Intervening Services Activities:** 34 CFR § 300.226(b) states that early intervening services activities may include: Professional development on scientifically based academic and behavioral interventions including instruction on the use of adaptive and instructional software; and

a. Educational and behavioral evaluations, services, and supports.

**Screening:** 34 CFR § 300.302 provides that screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not an evaluation for special education eligibility requiring parental consent.

**SLD Areas:** 34 CFR § 300.309(a)(1) provides that to identify an SLD an evaluation must show that a student does not achieve adequately for his or her age or to meet State-approved grade-level standards when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards, in one or more of the following areas:

a. Oral expression;
b. Listening comprehension;
c. Written expression;
d. Basic reading skills;
e. Reading fluency skills;
f. Reading comprehension;
g. Mathematics calculation; or
h. Mathematics problem solving.

**Rule Out Other Factors:** 34 CFR § 300.309(a)(3) provides that in order to determine a student has SLD his or her lack of sufficient progress in the above areas may not primarily result from:

a. A visual, hearing, or motor disability;
b. Mental retardation;
c. Emotional disturbance;
d. Cultural factors;
e. Environmental factors or economic disadvantage; or
f. Limited English proficiency.

**Appropriate Math and Reading Instruction:** 34 CFR § 300.309(b) requires an evaluation group ensure underachievement shown by a student suspected of having SLD is not due to a lack of appropriate instruction in math and reading and consider:

a. Data that demonstrate that prior to, or as part of, the referral process the student was provided appropriate instruction in the general education setting, delivered by qualified personnel; and
b. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

**Reporting Progress to Parents:** 34 CFR § 300.309(b)(2) requires that parents be provided documentation of the repeated assessments of achievement at reasonable intervals as described above.
Promptly Request Consent and Evaluate: 34 CFR § 300.309(c) provides that a school district must promptly request parental consent to evaluate the student to determine if he or she needs special education and related services and must adhere to evaluation timeframes (unless extended by mutual agreement of the parents and a group of qualified professionals):
   a. If, prior to referral, the student did not make adequate progress after an appropriate period of time when provided appropriate math or reading instruction (including repeated assessments of achievement at reasonable intervals); and
   b. Whenever a child is referred for an evaluation.

Observation: 34 CFR § 300.310 requires school districts to ensure that a student is observed in his or her learning environment, including the general education setting, to document the student’s academic performance and behavior in the suspected areas of difficulty. When identifying SLD, an evaluation group should either use information from observation of the student in routine classroom instruction and monitoring of the student’s performance that was done before the student was referred for an evaluation; or have at least one member of the evaluation group conduct an observation of the student’s academic performance in the general education classroom after a referral has been made and consent obtained. In the case of a student who is less than school age or out of school an evaluation group member must observe the student in an environment appropriate for a student of that age.

RTI Eligibility Documentation and Specific Notice to Parents: 34 CFR § 300.311(a)(7)(i) requires when using RTI, eligibility documentation must state the instructional strategies used and the student-centered data that was collected. 34 CFR § 300.311(a)(7)(ii) requires RTI eligibility documentation to contain a statement that parents were notified of:
   a. State policies regarding the amount and nature of student performance data collected and the general education services that would be provided;
   b. Strategies for increasing the child’s rate of learning; and
   c. The parents’ right to request an evaluation.

SLD Determination: 34 CFR § 300.311(a)(5) states that SLD evaluations determine whether the student does not achieve adequately for her or his age or to meet State-approved grade-level standards; and
   a. The student does not make sufficient progress to meet age or State-approved grade-level standards; or
   b. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards or intellectual development that is determined by the evaluation group to be relevant to the identification of SLD using appropriate assessments consistent with evaluation procedures.
References and Resources


IDEA 2004: Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446).


President's Commission on Excellence in Special Education (2002). *A New Era: Revitalizing Special Education for Children and Their Families.*


**Intervention resources in Reading, Writing, Mathematics and Behavior:**

- **Center for Effective Collaboration and Practice:** [http://cecp.air.org/fba/](http://cecp.air.org/fba/)
  - Behavior interventions.

- **Center for Improving Reading Competence Using Intensive Treatments School wide (Project CIRCUITS):** [http://www.wcer.wisc.edu/cce/reading.html](http://www.wcer.wisc.edu/cce/reading.html)
  - Investigating reading intervention models for K-3 students.

- **Illinois Positive Behavior Intervention Support Network (PBIS):** [http://pbisillinois.org](http://pbisillinois.org)
  - Provides information on the PBIS program in Illinois and the system of support.

- **Intervention Central:** [http://www.interventioncentral.org/](http://www.interventioncentral.org/)
  - Reading, math and behavior interventions, CBM probes and mastery measures.

  - Three-tiered model for positive behavior support.

- **OSPI K-12 Reading Model:** [http://www.k12.wa.us/CurriculumInstruct/reading/pubdocs/K-12ReadingModel.pdf](http://www.k12.wa.us/CurriculumInstruct/reading/pubdocs/K-12ReadingModel.pdf)
  - Explanation of multiple-tiered reading model for Washington.
o **OSPI Review of Grades 4-12 Reading Interventions:**
http://www.k12.wa.us/CurriculumInstruct/reading/pubdocs/4-12ReadingIntervention.doc
  ▪ Comprehensive review of reading programs for Washington.

o **OSPI Review of K-3 Reading Core/Comprehensive Instructional Review in English and Spanish:**
  ▪ Comprehensive of published English and Spanish reading programs at the K-3 levels alignment with GLEs.

o **OSPI Mathematics and Reading Core/Comprehensive Instructional Materials Review:**
  ▪ Comprehensive review of published mathematics and reading programs alignment with GLEs.

o **Positive Behavior Support Power Point Presentations for School Staff:**
http://www.modelprogram.com/?pageid=41897
  ▪ Free downloads directed at building school wide positive behavior support (MODEL).

o **Reading Rockets:** http://www.readingrockets.org/
  ▪ Resources for school psychologists, reading specialists and classroom teachers in reading.

o **Schoolwide Information System for Behavior Problems:**
http://www.swis.org/
  ▪ School-wide management program for data regarding location, frequency, function of behavior.

o **What Works Clearinghouse:** http://www.whatworks.ed.gov/
  ▪ Established by the U.S. Dept. of Education (Institute of Education Sciences) to provide educators, policymakers, researchers and the public with a trusted source of information regarding evidence of what works in education.

o **The National Center for Culturally Responsive Educational Systems (NCCRESt):** http://www.nccrest.org/
  ▪ NCCRESt, a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education.
The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

**Universal Screening and Progress Monitoring/CBM Tools for Reading, Writing and Mathematics:**

  - CBMs in reading, writing, and mathematics (includes Spanish literacy).

- **CBMNow:** [http://www.cbmnow.com/](http://www.cbmnow.com/)
  - CBMs in reading, writing, mathematics and spelling.

- **DIBELS Home Page:** [http://dibels.uoregon.edu](http://dibels.uoregon.edu)
  - Reading CBMs.

- **National Center on Student Progress Monitoring:** [http://www.studentprogress.org/chart/](http://www.studentprogress.org/chart/)
  - Review of CBMs in reading, writing and math.

  - OSPI guidance for evaluation of young students who are culturally and linguistically diverse.

- **Research Institute on Progress Monitoring:** [http://www.progressmonitoring.org/](http://www.progressmonitoring.org/)
  - Provides technical assistance to states and districts and disseminates information about progress monitoring practices proven to work in different academic content areas.

**Model RTI Programs, Policies and Procedures:**

- **IRIS Center’s RTI Module:** [http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm)
  - RTI training module.

  - RTI resources.

- **National Association of State Directors of Special Education:** [http://www.nasdse.org/](http://www.nasdse.org/)
  - RTI policies & procedures manual.

- **National Research Center on Learning Disabilities:** [http://www.nrcld.org](http://www.nrcld.org)
• RTI resources.

• Office of Special Education Programs Ideas that Work Toolkit for Assessing Specific Learning Disabilities:
  http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp
  • Model RTI Policies and Procedures.

• A Parent’s Guide to Response-to-Intervention:

• Washington State Association of School Psychologists:
  http://www.wsasp.org/
  • Position papers, evaluation guidance and more