

American Leadership Academy

RTI within Multi-Tiered System of Supports (ALA-MTSS)



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American Leadership Academy MultiTiered System of Supports

The philosophy of American Leadership Academy's Multi-Tiered System of Supports (MTSS) model is based on the vision statement that "American Leadership Academy partners with families to provide comprehensive educational experiences, character development through leadership, and individualized student learning for college and career readiness."

American Leadership Academy believes in the uniqueness of each student's learning style, interest, and goals, and as an institution we will take action to provide what students need. Support for all students is provided through collaboration involving teachers, administrators, families, and the community. All students will be provided services based on the evaluation of individual needs through consistent progress monitoring and collaborative problem-solving efforts that are monitored and improved through systematic district and school-wide plans.

The ALA Central Office Leadership Team has developed a MTSS blueprint plan to provide guidance and support for effective implementation of multiple levels of supports for all students. Each school will then develop its own blueprint based on the standards outlined in the Central Office's Plan. It is essential for schools to remember that the Multi-Tier Systems of Support are not another program, but instead is a "framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success" (National Center on Response to Intervention [NCRI], 2014)

Effective and meaningful faculty and staff development, as well as collaboration across grade levels and schools are key to improved outcomes for students. ALA's professional development and PLC process will continue to address how to meet all students' needs through a systematic, multi-tiered problem-solving team approach.

What is a Multi-Tiered System of Supports?

A multi-tiered system of supports, or MTSS, is a framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success (National Center on Response to Intervention [NCRI], 2010). The combination of systematic implementation of increasingly intensive intervention, sometimes referred to as tiers, and carefully monitoring students' progress distinguishes MTSS from typical prevention measures. In an MTSS framework, emphasis is placed on ensuring that interventions are implemented effectively. This is often referred to as implementation integrity or fidelity (Batsche et al., 2005).

Utah's MTSS model contains Seven Critical Components:

Practices

1. Evidence-based practices for academics and behavior (**RTI: Academics, Behavior, Coaching**)

Data

2. Instructionally-relevant assessments
3. Team-based problem-solving
4. Data-based decision making

Systems

5. Evidence-based professional development
6. Supportive leadership
7. Meaningful parent and student involvement

Practices

Evidence-Based Practices (both academic and social/behavioral)

"Evidence-based practice refers to applying the best available research evidence in the provision of health, behavior, and education services to enhance outcomes. Evidence-based practice (EBP) originated in the medical field, where thousands of randomized controlled trials have been conducted, but it has been found challenging to incorporate many of these findings into direct practice with patients. More recently, disciplines such as psychology and education have embraced the evidence-based practice movement as a nationwide effort to build quality and accountability." [1]

Evidence-based practice involves using scientifically-based research to guide educational decisions regarding teaching and learning approaches, strategies, and interventions. Examples of evidence-based practices can be found in practice profiles on the [What Works Clearinghouse \(Links to an external site.\)](#) website, on the [Center on Instruction \(Links to an external site.\)](#) website, or in resources such as *Visible Learning*, by Dr. John Hattie (2009).

MTSS begins in general education by establishing a strong core for all students, which provides the foundation for prevention within the entire system. MTSS includes PreK-12 literacy, mathematics, and behavior as a continuum of instruction.

Response to Intervention

How does Response to Intervention (RTI) fit within the MTSS model?

RTI is the assessment and intervention component of MTSS, with monitoring of progress and use of the problem solving process for student need identification and improvement.

“Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.” (National Center on Response to Intervention)

“Rtl is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.” (NASDE, 2006)

RTI is used for making decisions about all students including general education, special education, and ELL students in areas of academics and behavior.

Rtl is based on the following core principles:

- **We can effectively teach all students:** Rtl practices are built on the belief that all students can learn. One of the biggest changes associated with Rtl is that it requires educators to shift their thinking from the student--- to the intervention. This means that the initial assessment no longer focuses on “what is wrong with the student.” Instead, there is a shift to an examination of the curricular, instructional, and environmental variables that may result in learning progress. Once the correct set of intervention variables have been identified, schools must then provide the means and systems for delivering resources so that effective teaching and learning can occur. In doing so, schools must provide resources in a manner that is directly proportional to students’ needs.

- **Intervene early:** 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.

- **Use a multi-tier model of service delivery:** An Rtl approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with learner needs. The system described in this manual reflects a four-tiered design. In an Rtl system, all students receive instruction in the core curriculum

supported by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tiers 1, 2, or 3. 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.

Tier 1 represents the largest group of students, approximately 80-90%, who are performing adequately within the core curriculum. Tier 2 comprises a smaller group of students, typically 10-20% of the student population. These students will need strategic interventions in addition to Tier 1 standards based instruction to raise their achievement to proficiency or above based on a lack of response to interventions at Tier 1. Tier 3 usually contains 10-15% of students. These students will need intensive interventions if their learning is to be appropriately supported (Tilly, 2006). Tier 4 represents the fewest number of students: approximately 1% to 5%. Tier 4 includes gifted students and students who receive special education services. Students who are not successful after Tier 3 intensive interventions may be considered for a referral for special education evaluation and/or other long-term planning (e.g., 504 plan, additional Tier 3 cycle, etc.).

- **Use a problem-solving method to make decisions within a multi-tier model:**

Decisions within the ALA RtI system are made using standard treatment protocol techniques and problem solving by a team. The purpose of these teams is to find the best instructional approach for a student with an academic or behavioral problem. Problem solving and standard treatment protocol 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 treatment protocol techniques ensure that decisions about a student's needs are driven by the student's response to high quality interventions.

- **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. This means that the curriculum and instructional 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. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions.

- **Monitor student progress to inform instruction:** 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.

- **Use data to make decisions:** All decisions about student placement within the MTSS structure should be made based on data collected over time and the progress monitoring. Assessments should be continuous and lead to skill improvement. Any adjustments to student instruction must be based data.

- **Use assessments for three different purposes:** School staff should conduct universal screenings in all core academic areas and behavior. 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). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at- risk." Universal screening data that can be analyzed to determine students at-risk may include results of criterion referenced tests, standardized test, benchmark assessments, or discipline referrals. For example, third grade teachers may use a three minute math fluency teacher-made assessment to determine grade level norms.

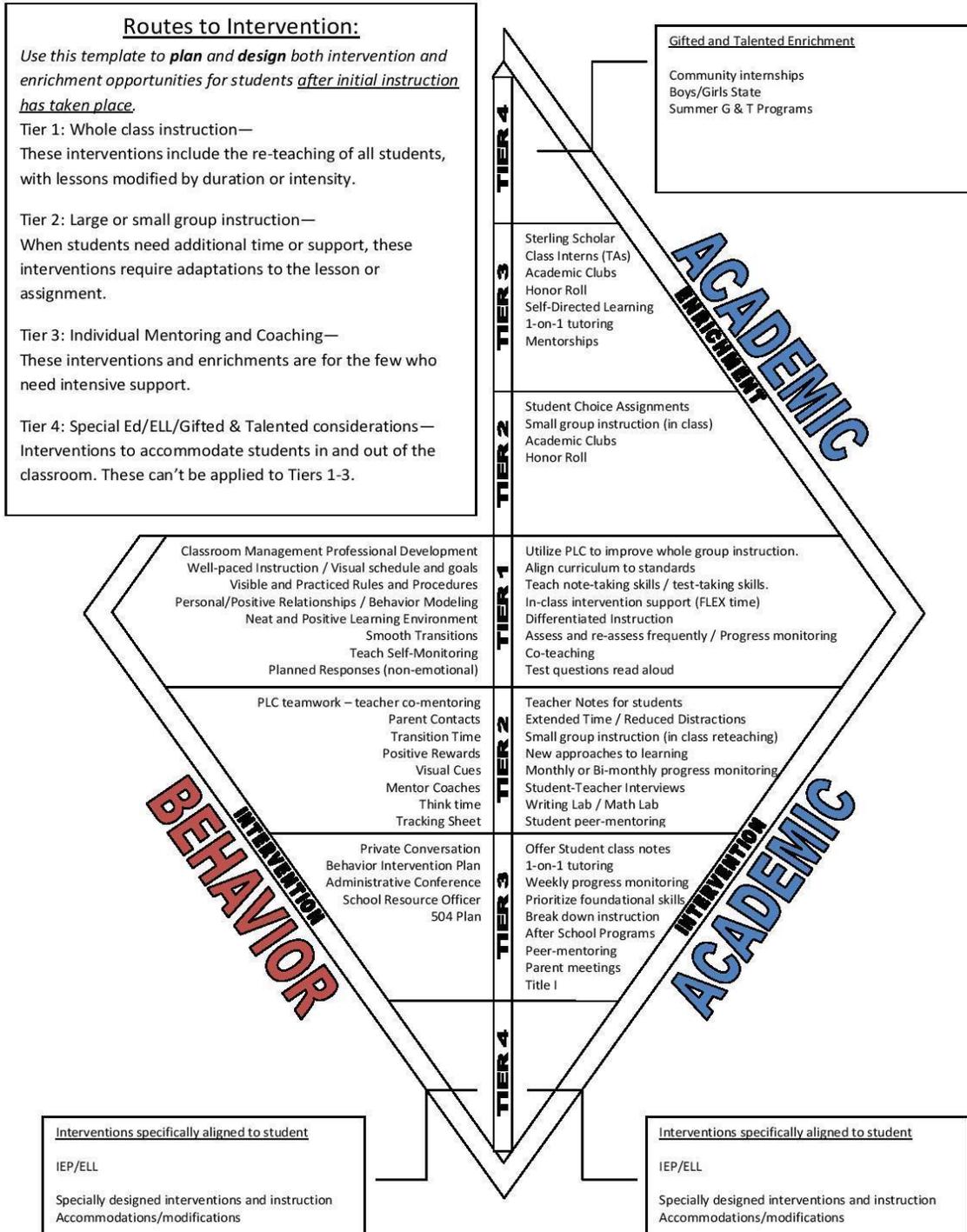
Three key components of RTI:

1. High-quality instruction/intervention, which is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. Individual response is assessed in RtI and modifications to instruction/ intervention or goals are made depending on results with individual students.

2. Learning rate and level of performance are the primary sources of information used in ongoing decision making. Learning rate refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.

3. Important educational decisions about intensity and likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education, exit from special education or other services, are informed by data on learning rate and level. (NASDE, 2006)

ALA Multi-Tiered System of Supports Diamond



Utah MTSS 3-Tier Definitions

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to College and Career Readiness. The MTSS model includes Universal, Targeted, and Intensive levels of support, which are defined below for identified critical components. Universal (Tier 1) represents those supports provided to all students. Tier 1 practices should be implemented with fidelity prior to addressing practices for Tier 2 or 3. Targeted (Tier 2) represents additional supports provided to remediate or accelerate student success. Intensive (Tier 3) represents individually-responsive supports intended to further remediate or accelerate student success and do not necessarily equate to special education services. Individually-responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided *in addition to*, not in place of, Tier 1 instruction.

Critical Component	Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
<p>High-quality instruction Evidence-based instruction differentiated for students who perform below or above level, based on relevant content and professional standards. This includes instructional strategies, textbooks, and materials used for instruction, which should be evidence-based, aligned to the Utah Core Standards, and selected to address the needs of the students.</p>	<p>Rigorous grade-level Core instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs.</p>	<p>Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction or who would benefit from enrichment activities. For students who are low-performing, supports may include adapted strategies, increased frequency, intensity, and/or time. For students who are high-performing, enrichment supports may include an increase in breadth, depth, pacing, and/or complexity. Supports for low- or high-performing students do not negatively impact time spent in Tier 1 Core content instruction.</p>	<p>Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level Core. These supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. For students who are low-performing, supports represent the use of adapted strategies, increase in frequency, intensity, and/or time and do <i>not</i> necessarily equate to special education services. For students who are high-performing, enrichment supports are more individually planned and provide greater opportunity for nurturing talents. Supports for students who are high- or low-performing should not negatively impact time spent in Core content instruction. Tier 3 supports may be provided in small group or individual format.</p>
<p>Data-based decision making using multiple data sources (reported to parents/students as needed).</p>	<p>Ongoing evaluation of all students using formative assessments, grades, and SAGE to identify academic and social-behavior needs of students.</p>	<p>Progress monitoring of students receiving targeted supports every 2–4 weeks, using reliable tools sensitive to incremental change.</p>	<p>Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change.</p>

Critical Component	Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
<p>Team-based problem solving District or building leadership teams use a structured problem-solving process to identify problems, barriers, and solutions; prioritize and set goals; identify or develop and implement intervention; and evaluate outcomes.</p>	<p>School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) and School Leadership Teams use a problem-solving process to plan and evaluate academic and behavior supports.</p>	<p>Teams use a problem-solving process to select, implement, and evaluate Tier 2 supports.</p>	<p>Teams use a problem-solving process to select, implement, and evaluate Tier 3 supports.</p>
<p>Proactive school climate and structure Evidence-based efforts to improve school climate, safety and learning include prevention, wellness promotion and interventions that balance physical and psychological safety with effective, positive school discipline within a close collaborative community.</p>	<p>Create school-wide environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation. Practices should focus on effective management of behavior in the classroom and in all school settings using positive, proactive supports (e.g., Positive Behavior Interventions and Supports [PBIS]).</p>	<p>Supplemental supports for some students who are in need of behavior support (including social skills instruction and social-emotional support) in addition to school-wide plan.</p>	<p>Individually-responsive supports for students with high-risk behaviors (students may be low- or high-performing academically). Requires collaboration with families, specialists, community agencies, medical professionals, and juvenile justice systems, commonly known as wrap-around services. Tier 3 supports do <i>not</i> necessarily equate to special education services and may be provided individually or in a small group format.</p>
<p>College and Career Readiness Students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. To attain this, students need wide-ranging, rigorous academic preparation including attention to social, emotional, and physical development.</p>	<p>Student planning focused on College and Career Readiness including the acquisition of vital knowledge, skills, dispositions, and career literacy for student success in preK-12+.</p>	<p>Supplemental, systematic, data-driven support for students at risk of leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment). Some students who are high-performing are provided an opportunity to take rigorous coursework toward college credit.</p>	<p>Individually-responsive, data-driven supports for students at high risk for leaving school unprepared for college, career, and independent living (such as school failure, excessive absenteeism, dropout or unemployment) including transition planning and/or wrap-around services. Some students who are high-performing are provided opportunity to receive an Associate's Degree in high school or enter college early.</p>
<p>Equitable education for all Educational equity promotes equal access regardless of race, color, national origin, gender, disability, age, religion or disability.</p>	<p>Data-driven equitable access and practices for Core instruction are created through cultural competency and consideration for diversity, language supports, and in collaboration with families, colleagues, and other professionals.</p>	<p>Supplemental small group supports and/or opportunities provided to students to take into consideration related cultural, language, and home factors.</p>	<p>Individually-responsive supports and/or opportunities provided to students to take into consideration cultural, language, and home factors.</p>

Data

Evaluation and Data Analysis

Available data management and technology systems should be utilized to monitor the progress of students in a district, school, and classroom settings. Central Office and School teams will develop methods to analyze and evaluate data so as to implement the most appropriate and effective interventions.

Central Office and School Rtl teams should set regular meeting schedules to review the evaluation data, progress at the school site and individual classroom, manage and discuss resources, troubleshoot unexpected barriers, and make adjustments to the plan implementation based on evaluation information. (i.e. effectiveness).

It is important that the Central Office and school PS/Rtl teams monitor the plan implementation for fidelity with periodical monitoring and direction. There should be a reconnection with the needs assessment data from the outset to be certain that the plan is moving in the desired direction. Any adjustments or issues will be addressed using the problem solving method.

Instructionally-Relevant Assessments

Assessment procedures can serve different functions, based on the information that is sought and how the information will be utilized. Instructionally-relevant assessments involve the use of a range of techniques and strategies to gather information that directly supports effective instructional planning, prevention, and intervention.

Assessment procedures fall into at least two broad categories, summative and formative.

Summative (Outcome) Measures: Summative measures assess learning and summarize the development of learners at a particular time (e.g., following a period of work such as a unit test at the end of two weeks or end of a quarter or semester). For example, an end-of-level or Criterion Reference Test (CRT) is administered near the end of the school year to provide an overall assessment of the effectiveness of the instructional program.

Formative Measures: Formative measures include a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. Formative measures provide ongoing assessment embedded within effective teaching to guide instructional decisions.

There are several examples of formative assessment measures used within the MTSS framework:

- *Screening Measures:* Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students requiring more intensive interventions and support.
- *Diagnostic Measures:* Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
- *Progress Monitoring Measures:* Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.

Scope & Sequence for Reviewing Data

Person Responsible	Data/Benchmark	Purpose	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	EBPD Rubric	Infrastructure	A								A			
	Practice Profile (UMTSS Fidelity)		A				A							
	Long Term PDP (as needed)	Implementation												A
	Short Term PDP (before each PD event)		A		A	A	A	A	A	A	A	A	A	A
	Coaching Activities (e.g., logs, self-assessment)	Fidelity					A			A			A	
	TIPS Fidelity Checklists											A		

Fidelity

Progress Monitoring	DIBELS, AIMSweb	AIMSweb M-COMP, Monitoring Basic Skills Progress	Office Referral Data, Check-in/Check-out
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Systematic Problem-Solving

Many are familiar with the four-step problem-solving process/model that utilizes student assessment data to help identify student needs and guide selection of appropriate evidence-based practices designed to address these needs. This model is used throughout the continuum of instruction and intervention, to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

Problem Solving Method

The interventions needed for Tier 1, Tier 2, and Tier 3 are identified through a data-based decision making process called the Problem Solving Method (PSM). These decisions are made by an identified RtI Team. The steps for Problem Solving (PS) follow:

1. DEFINE the problem by determining the discrepancy between what is expected and what is occurring. Ask, “What is the problem?”
2. ANALYZE the problem using data to determine why the discrepancy is occurring. Ask, “Why is it taking place?”
3. IMPLEMENT with integrity a plan that will address a student performance goal, and delineate how the student’s progress will be monitored.
4. EVALUATE the effectiveness of the intervention plan based on the student’s response to the intervention plan according to the progress monitoring data. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?

Data-Driven Decision Making

Data-driven decision making (DDDM) is an ongoing process of analyzing and evaluating information to inform educational decisions and actions. DDDM uses student assessment data and relevant background information to help inform decisions related to planning and implementing instructional strategies at the central office, school, classroom, and individual student levels.

Systems

Evidence-Based Professional Development

Evidence-Based Professional Development is:

- 1) Evidence-based practices and programs,
- 2) Evidence-based delivery (Joyce & Showers, Dunst & Trivette)
- 3) On-going coaching support with data and feedback
- 4) Measurement of fidelity of implementation and impact (Guskey) [2]

No intervention practice, no matter what its evidence base, is likely to be learned and adopted if the methods and strategies used to teach or train students, practitioners, parents, or others are not themselves effective. It is therefore useful to make a distinction between intervention practices informed by research (Dunst & Trivette, 2009; Kazdin, 2008) and the methods used to teach or train others to use the practices (Donovan, Bransford, & Pellegrino, 1999; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). As Fixsen et al. (2005) noted, it is important to be aware of the difference between the intervention practices that are used to affect behavior change and the training methods used to promote adoption and use of the intervention practices. [3]

According to Joyce and Showers (2002), evidence-based professional development consists of four main components: developing knowledge through exploring theory to understand the concepts behind a skill or strategy; the demonstration or modeling of a skill; the practice of skill; and peer coaching (often referenced as instructional coaching). In addition to the development of knowledge and skills, professional development should provide educators opportunities to become more effective learners and acquire teaching behaviors that transfer to improved classroom practices that result in positive student outcomes. Instructional coaching not only contributes to the transfer of training, it helps facilitate the development of new school norms of collegiality and experimentation.

Supportive Leadership

Supportive leadership at the LEA/District level is critical to successful MTSS implementation. The vital roles and responsibilities of this team are represented in the following graphic:

As LEA teams move forward with the implementation of MTSS, it is critical to have a **common language** associated with the MTSS framework.

The primary function of district leadership is to:

- 1) ensure that a **common understanding** exists around the rationale for and the purpose and expected outcomes of implementation,
- 2) clearly identify **who** has the responsibility for **what** and **how** those individuals will be held **accountable**,
- 3) ensure that **policies** are supportive of, and not barriers to, the implementation of the model,
- 4) provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be achieved and
- 5) identify clearly the central office- and school-level leaders who will have implementation expectations as part of their annual performance reviews. [4].

Meaningful Student and Parent Involvement

Every student in the school, from kindergarten to graduation, is involved in MTSS. Instruction and interventions are provided through a variety of resources so that all students can be successful. For students who need ongoing intensive or individualized help to maintain progress, Title I and special education resources may be accessed by the school. All students, whether they have an Individual Education Plan (IEP) or not, benefit from MTSS implementation.

Parents also play a critical role in supporting what their children are learning in school. Research shows that the more parents are involved in student learning, the higher the student achievement. There are many ways parents can support what their child is doing in school.

Appendix

MTSS Roles and Responsibilities

Special Education

ESL

Discussion of Tiers

Behavior and PBIS

Alignment to Standards

Steps to RTI/SST Process

Examples of Guidelines for School Levels

Parent Involvement Guide

Examples of PD and Systems Implementation

MSST Roles and Responsibilities

Response to Intervention requires changes in roles and responsibilities to address the

students' needs. Because RtI/SST is an integrated approach to service delivery, general education teachers, parents, school personnel, and other educators, such as psychologists, or reading specialists, must work together to provide specific interventions to target students. This team usually consists of an administrator, educators, specialists, and the parent of the identified student. This team meets in a problem solving, collaborative environment and identifies targeted interventions to be monitored for effectiveness. Each member has a role in the process which requires a new or modified set of skills. Each tier requires that members serve a multifaceted role based on the goals, duration, and intensity of the intervention. Each tier is designed to provide increasing levels of support from a variety of individuals. Below is a sample of roles and responsibilities of each tier.

Administrator Roles. Administrators are critical leaders in implementing RtI procedures in their schools. The administrators serve as the leaders for the RtI team, and as facilitators to provide resources within the school. They monitor classrooms to ensure that focus on the Common Core Standards is applied. Administrators monitor interventions at all tiers. They create opportunities for collaboration, consultation, and professional learning. They utilize appropriate screening tools and benchmark assessments to aid in educational planning and interventions. They monitor methods to analyze, record, and communicate student progress. Administrators collaborate to collect a series of educational, behavioral, and social interventions that can be shared with teachers and used during the learning process. Administrators use measures that ensure all students receive appropriate instruction within the classroom. Administrators ensure that there is a well-integrated and seamless system of instruction and intervention guided by student data. They help create and monitor high quality instructional and behavioral supports as part of each classroom. They ensure that a scientific- based intervention is delivered by qualified personnel with experience in the intervention used and in the area of student difficulty.

TEAM will be responsible for communicating the plan to all stakeholders, internal and external, in the district.

Teacher professional development – The TEAM will be responsible for researching and providing resources for professional development of all stakeholders directly vested in RTI, i.e. teachers, guidance counselors, school level administrators, etc.

Resource for teacher strategies – The TEAM will be responsible for the acquisition of resources and strategies of effective intervention techniques for use on the school level and by the school level teams.

Decision making – The TEAM will be responsible for the decision making process and in determination of evaluation of a student regarding the possibility and necessity of ESE services.

Progress/ Fidelity monitoring – The TEAM will be responsible for ensuring the implementation of the district plan with fidelity and integrity. The TEAM will offer any corrective measures regarding fidelity and integrity.

Technical Assistance to school teams – The TEAM will be responsible for the communication of any and all new information and process issues regarding RTI.

A sample Central TEAM composition follows:

- Central PS/RtI Coordinator
- Central Behavior Coordinator
- Central reading, math, and behavior personnel
- Central student services personnel

School-Based RtI Support Team:

Each school will have an RtI Support Team. This team should include people who are seen as leaders and represent a variety of subject areas/grade levels, so that team members have varied areas of expertise. A sample School Based RtI Support Team might include, but not be limited to, all of the following disciplines: School Administrator, School Guidance Counselor, School Nurse, Regular Education Teacher, ESE Teacher, Reading/Academic Coach, Dean of Students, School Social Worker, ESOL Worker, School Psychologist, Speech and Language Pathologist, and the Parent of a Student.

The following are the roles of the school based RTI Support Team:

- Develop a school implementation plan
- Become “trainers” and “coaches” for the school staff in RtI
- Be responsible for school-wide implementation of RtI

School-Wide Implementation

The school-based RtI Support Team should focus on the following for school-wide implementation of the RtI plan:

- 1) Review of screening data
- 2) Review of progress monitoring data
- 3) Planning of interventions
- 4) Self assessment of problem solving implementation
- 5) Assessment of the school staff’s development
- 6) Use of data in decision making
- 7) Teacher support
- 8) Parent Involvement

Teacher Roles. Teachers play an integral part of the RtI/SST process. Their roles vary based on the Tier at which they are providing assistance.

Tier 1. Teachers use formative assessment results and analyze student work to guide instruction. Assessment measures, including screening and benchmark results, provide additional data to guide Tier 1 interventions for students who are struggling educationally, behaviorally, or socially. They consult with other educators and specialists in determining appropriate interventions and methods of progress monitoring. Teachers may seek the assistance of psychologists and other specialists in the screening and benchmarking process depending on the level and need. Teachers utilize colleagues and other specialists to assist in gaining information on the child and possible interventions that can be implemented. Technology plays a substantial role in the process and teachers should be fluent in utilizing websites and other resources to assist in selecting and progress monitoring interventions.

Teachers communicate and meet with parents throughout the learning process. Parents become partners in providing extra support for their child at home, and when appropriate in the classroom. Teachers utilize differentiated instruction and peer groups to facilitate classroom interventions. Teachers review the fidelity of their interventions, evaluate the effectiveness, and plan future interventions if needed. They record data and collect work samples that can be utilized for future interventions.

Tier 2. Teachers review the fidelity of their interventions, progress monitor, and serve as evaluators to determine the effectiveness of Tier 1 interventions. If it is clear that the child is not benefiting from Tier 1 interventions, the teacher reviews the intervention and either changes the intervention or modifies the duration and intensity of the intervention. Teachers continue to rely on parents, colleagues, and other specialists to assist in problem solving and implementing new interventions or changing the Tier 1 intervention.

Tier 3. Teachers utilize the RtI/SST process to problem solve and create an intervention or multiple interventions aimed at the same goal. Teachers at this level will be responsible for more detailed progress monitoring and increased levels of interventions. Teachers continue to be the facilitator, communicator, and monitor of the interventions although other specialists and individuals are involved.

Tier 4. Teachers work with special education/ELL personnel to deliver accommodations in materials, presentation, and evaluations. The child may be receiving services in the classroom and there may be multiple models of curriculum delivery as the teacher becomes part of the inclusion model. The teacher works with the special education/ELL team to fully maximize the IEP. Because Tier 4 is also designed for gifted children, additional interventions and modifications of presentation, materials, and evaluations may also be implemented by the classroom teacher.

Specialist Roles. Specialists such as speech therapists, psychologists, inclusion teachers, augmented teachers, counselors, and social workers play an important role in the RtI/SST process by collaborating with teachers to implement interventions, modifications and accommodations.

Tier 1. Specialists utilize skills to assist teachers in early identification of learning and behavioral needs. This requires close collaboration with teachers, parents, and other

specialists. Locating resources and assisting teachers in implementing Tier 1 interventions is considered an important part of this process. Providing teachers with teaching tools and high quality interventions as well as assisting in implementing benchmarking, screening, and progress monitoring is an important role. Specialists may work with administrators in overall planning and implementation of the RtI/SST process.

Tier 2. Specialists consult and meet with school personnel to assist classroom teachers in using the most appropriate interventions for children identified at the Tier 2 level. Classroom observations and other methods of monitoring interventions may also be effective to assist classroom teachers in specific areas. Specialists may provide progress monitoring tools or other resources requested by a teacher or school personnel for specific students.

Tier 3. Specialists participate on the Student Support Team within each of their schools. This is an important role. Assessments are part of the process at this tier. Observations and other required information from previous tiers are reviewed for fidelity and completeness. Eligibility meetings which take place at this tier are supported by specialist participation. Specialists communicate and work collaboratively with school personnel throughout this process.

Tier 4. Specialists may be the facilitators and providers of services for children in Tier 4. They deliver accommodations in materials, presentation, and evaluations both in and out of the classroom. Additional meetings with parents and other personnel are considered important roles for monitoring the IEP. Reviewing the success of each program may require additional monitoring or evaluations that are performed by the specialists noted on the IEP. Program effectiveness is reviewed at least annually and specialists may be part of the educational planning meeting.

Building Staff/ Instructional Coaches

Tier 1.

Tier 2.

Tier 3.

Tier 4.

Behavior and School Wide Positive Behavior Support

In an RtI approach to behavior, systematically collected behavior data (i.e. office referrals, observations, etc.) provide a basis for making decisions on behavior supports. A student who displays challenging behavior should be evaluated, just as the student would if an academic concern was raised. Based on the results, staff uses evidence based practices to

support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Evidence based interventions may include reinforcement, modeling, and problem solving skills.

Positive Behavior Support (PBS) consists of a set of clear expectations for behavior. School wide strategies are aligned with Tier 1 interventions. Classroom interventions are aligned with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal. Tier 3 includes individual interventions which are considered critical. Individual student plans may include steps such as Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).

School wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of behavior data should be collected with the goal of identifying students who need support at various levels. Data collected will identify types of discipline issues, locations, settings, and chronic offenders. Once the data is compiled and analyzed, decisions can be made as to what types of interventions are necessary. For example; if the data shows that problems are occurring within one particular classroom or setting, then interventions are selected or tailored to meet that need or setting.

PBS strategies range from providing rewards and incentives for students who follow school wide expectations to implementing effective skills lessons with students needing higher tiers of support. The school based team should work together to design interventions based on data analysis.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Continued collection of data should be analyzed for effectiveness of strategies that have been initiated. Movement between the tiers may be indicated based on success rates shown through data analysis.

Application of RTI to Special Education Eligibility

The Individuals with Disabilities Education Act (IDEA) 2004 currently gives school districts the flexibility to determine that a student has a specific learning disability (SLD) using RtI data as part of a comprehensive evaluation. Identifying SLD using RtI data shifts the focus of the evaluation process from emphasizing the documentation of the student's disability to

emphasizing the student's instructional needs. RTI emphasizes this shift of focus by documenting the failure of high intensity and high frequency, sound, research-based interventions applied to a student in the general education curriculum.

After multiple attempts have been made to implement all available Tier 3 interventions with fidelity, high frequency and high intensity, a student should be considered non-responsive when

- 1) the student's level of academic achievement has been determined to be significantly lower than that of his or her peers and
- 2) the gap between the student's achievement and that of his or her peers increases (or does not significantly decrease).

Unless other information explains the lack of achievement, students who are non-responsive at Tier 3 interventions should be referred to the District RTI Team for consideration for psycho-educational evaluation. Evaluation and eligibility requirements for Exceptional Education Services are defined in the Special Policies and Procedures manual. A student may not be determined eligible as a student with a disability if the determinant factor is (1) Lack of appropriate instruction in reading, including the explicit and systematic instruction in phonemic awareness; phonics; vocabulary development; reading fluency, or oral reading skills; and reading comprehension strategies; (2) Lack of appropriate instruction in math; or (3) Limited English proficiency; and (4) The student does not otherwise meet the eligibility criteria specified in Rules 6A-6.03011 through 6A-6.0361 F.A.C. School RTI teams use student progress data collected at each tier to document a student's response to scientific, research based interventions as part of the evaluation process to consider eligibility for special education services.

RTI and English Language Learners

In planning RTI approaches with English Language Learners (ELL's), it is important to fully consider the ELL services the student is receiving, how the native language and English proficiency is assessed and monitored, knowledge and skills in the first language, and performance in the second language (English). When evaluating RTI data, ELL's should be compared not only to native English-speaking peers, but also to other ELL students with similar levels of English proficiency. If ELL students as a whole are not making adequate progress, more ESOL strategies need to be implemented. If most (>80%) ELL students demonstrate adequate progress, a more individualized approach is indicated for those students not progressing.

Important factors for RTI teams to consider when developing interventions for an ELL;

- 1) When taking a social-developmental history, inquire about the language the student's caregiver uses with the child, as it may differ from the parents.

- 2) Inquire if the student has attended school on a regular basis. Investigate to see if there have been any interruptions in the academic experience of the student.
- 3) Cultural instructional systems in the country of origin can have an impact on expectations. Some cultural systems may depend on memorization of facts while our system relies more on critical thinking. For example, math may vary with the set up of problems or the use of the metric system.

Tiers of Support

Tier 1: Standards-Based Classroom Learning

Features of Tier 1

In the RtI framework, all students in Tier 1 receive high quality scientific, research based instruction from general education teachers in the CCGPS (Common Core Grade Performance Standards). The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier 1 instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier 1 includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally responsive to serve all of the student body and is effective for the vast majority (80%-90%) 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, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instruction delivery and progress monitoring. There are several procedures that may be used to assess the fidelity of the intervention being implemented, including direct observation, behavior rating scales, self-report, permanent products, manualized or scripted interventions, and interviews post-intervention (See Appendix A).

An important first step in identifying at-risk students is the use of universal screening and/or benchmarking of students in all core academic areas and behavior. Students who are at-risk are not initially suspected as having a deficit but may need specific interventions at Tier 1 to meet the CCGPS. At Tier 1, universal screening for all students is conducted at least three times during a school year: fall, winter and spring. Scores earned at different times during the year are used to determine whether a student's performance and progress is increasing, decreasing, or staying the same. Universal screening is typically done through brief assessments such as curriculum-based measures (CBMs). Significant numbers of students meeting proficiency levels (e.g., 80% or greater) based on the results of universal screening tools is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, schools must examine whether it is occurring school-wide or whether it is a class-specific problem. If, for example, a school has a high percentage of students with a particular risk factor for low achievement (e.g., low passing rates on the SAGE) this does not automatically mean it is acceptable to refer a higher proportion of students in that school for special education services. Instead, consideration should be given to redesigning the core program so that it meets the needs of the school's core student population. When the core curriculum is

effective, interventions within the core will need to be made for at-risk students in accordance with their individual needs based on universal screening/benchmarking data, followed by progress monitoring.

While a variety of universal screening tools are available, schools are encouraged to choose tools that are easy to administer and analyze. Schools may utilize multiple convergent sources for screening students, including: district-wide assessments, existing data, classroom data, CBMs, and other measurements. To ensure valid and reliable results, directions for administering screening tools and scoring the results should be explicitly followed. Teachers and staff administering and scoring screening tools should receive ongoing professional development to ensure fidelity of administration and reliability of scores. Schools should identify a standard procedure with specified criteria or benchmarks for identifying students “at-risk” (e.g., create a table of cut points or patterns of performance, etc.). However, a cut score alone does not necessarily warrant movement to Tier 2 when Tier 1 interventions have been tried and proven to be unsuccessful.

Progress monitoring documents student growth over time to determine whether the student is progressing as expected in the core curriculum. In Tier 1, progress monitoring is recommended in addition to general screening/benchmarking measures for those at-risk students that were not performing in accordance with standards.

CBMs are primarily used as a method for progress monitoring and are characterized as brief, easy to administer and score, and 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, state-wide 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 1 for at-risk 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 1 will need more strategic interventions at Tier 2.

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. Four weeks or more after progress monitoring has been initiated for at-risk students is suggested as a sufficient period to review lack of responsiveness at Tier 1. The decision to advance to Tier 2 is based upon an analysis of the progress monitoring data and a determination of a lack of responsiveness at Tier 1.

Instruction and Intervention at Tier 1

All students participating in the general education setting receive:

- Instruction through the Utah Common Core using research-based practices and curriculum

- Differentiation of instruction such as flexible grouping and varied instructional strategies
- Progress Monitoring of learning through multiple formative assessments and analysis of student work

According to McCook (2008), interventions at Tier 1 should focus on all students using scientifically-based curricula. Multiple grouping formats should be used in order to meet the students’ needs. Students should be provided instruction for 90 minutes per day or more by a general education teacher in the general education classroom setting. Benchmark assessments should be used at the beginning, middle, and end of the academic year to measure student performance.

Table 1. Key Components and Guiding Questions for Tier 1

Key Components of Tier 1	Guiding Questions in Implementing Tier 1
Rigorous curriculum that meets CCGPS standards and is based on evidence-based research	Is classroom instruction based on the right-level CCGPS? Are instructional materials and methodologies based on scientific research and linked to the CCGPS?
Differentiated instruction for all students that is research-based and is delivered with fidelity and integrity to the standards	Is differentiation used to create an accessible learning environment for all students in the classroom?
Established school-wide system progress monitoring that uses a variety of measures including curriculum-based measurements	Do teachers use frequent progress monitoring to adjust instruction? Who is responsible for managing and reporting assessment data?
Established school-wide system of behavior interventions	How will the information from the data be used to determine which students are in need of additional assistance?

Adapted from: Georgia Department of Education (2007). *Special Education Rules Implementation Manual*

Table 2. What does Tier 1 look like?

Examples of Tier 1	Non-examples of Tier 1
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.	Kindergarten teachers give colleagues copies of weekly activities and center projects.
Sixth grade Mathematics teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a springboard for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.

Examples of Tier 1	Non-examples of Tier 1
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

Adapted from: Georgia Department of Education (2011). *Response to Intervention: Georgia's Student Achievement Pyramid of Interventions Manual*

Core Instruction – Tier I

All
Levels

The focus [of Tier I] is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I research-based instruction is designed to address the needs of the majority of a school's students and implemented with fidelity. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals. (McCook,2006). Core Curriculum and whole group instruction should be reviewed on an ongoing basis.

Tier I Checklist

Is not showing for some reason

	Notify parents about forthcoming universal screener and its importance.
	Universal screening assessment is given according to district policy.
	Data is disaggregated by school guidance counselor.
	Disaggregated data is analyzed by PLC.
	Notify parents of universal screener results.
	Data indicates student is a grade level learner or above, no interventions needed.
	If data indicates student is performing below grade level expectations, teacher should provide differentiated instruction within the classroom and collect & chart 3 data points from progress monitoring to indicate progress or lack of progress.
	If student does not show progress, teacher should complete SIG Referral Form and submit to Building Rtl Coordinator who will then complete the Student Data Form.
	The Building Rtl Coordinator may also refer students to Tier II based on data.
	Continue Rtl for students who have transitioned from another school.
	Rtl Coordinator reviews SIG referral form and student data form, gathers all data sources and convenes a SIG meeting.
	Rtl Coordinator obtains permission for screenings of hearing and vision. Also obtain permission for cognitive, communication and/or academic if there are red flags indicating a concern.
	SIG triangulates all available data to develop a plan for intervention using district form.
	SIG Meeting notes are recorded on district form.

	Send letter to parents informing them of student need for additional intervention.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted every 2-3 weeks. Use curriculum or specific program tools to determine student progress and effectiveness of interventions. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Discuss progress monitoring at PLC meetings after each progress monitoring cycle.
	Documentation indicates that parents are informed of progress at midterms and quarterly reporting periods.
	Data indicates student is not responding to Tier II interventions.
	SIG meeting is scheduled to discuss lack of progress and increase in intervention; documentation indicates that parents are informed of progress.
	Obtain permission for cognitive and/or academic screenings.
	Intervention Plan for Tier III should be added to Tier II Plan.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted weekly. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Document progress on Intervention Plan and Data Collection Form.
	SIG reconvenes to review progress data; documentation indicates that parents are informed of progress.
	If no progress, refer for special education evaluation.

Tier 2: Needs-Based Learning

Features of Tier 2

At Tier 2, needs based intervention protocols are provided to students who are not achieving the desired standards through the core curriculum alone. Tier 2 typically consists of 10-20% of the student body. Standard intervention protocols supplement the instruction in the core curriculum provided in Tier 1 and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate standard intervention protocols should be made when a student enters Tier 2 and then reviewed through progress monitoring at appropriate intervals after interventions are implemented. Standard intervention protocols are intended to be short-term in duration and are in place for immediate implementation. Interventions are generally provided in small groups of three to six students and may occur in the main classroom or in other settings. It is recommended that interventions at Tier 2 consist of three to four sessions per week at 30-60 minutes per

session. Instructions must be provided by trained staff and supervised by individuals with expertise in the interventions chosen by the decision making team. Students may benefit from more than one Tier 2 intervention cycle.

Schools set up and deliver standard intervention protocols that are designed to address common problems exhibited by students. When selecting materials for standard intervention protocols, districts and schools are encouraged to identify 2-3 programs, or fewer, per academic area to utilize on a district-wide or school-wide basis for behavior. Districts or schools can identify additional programs, however limiting programs to two or three prevents redundancy and a lack of coordination across or among programs. It also reduces the amount of professional development that would be required to implement standard intervention protocols.

At Tier 2, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Progress monitoring is done more frequently at Tier 2 than Tier 1, usually occurring every two to three weeks, or more frequently as determined by the decision making team, with a minimum of three data checks (Georgia Department of Education, 2007). Data gathered through Tier 2 progress monitoring informs teams of modifications needed to student intervention plans. For example, if progress monitoring data reflects student performance below the goal line over three consecutive periods of data collection, the amount and frequency of the intervention should be increased, or new strategic interventions should be added. Students who are successful at Tier 2 may be reintegrated into Tier 1. However, for a small percentage of students, Tier 2 interventions will not be enough. If a student is not meeting proficiency after it is determined that Tier 2 standard intervention protocols have been implemented with fidelity, the student will require Student Support Team driven intervention at Tier 3.

Instruction and Intervention at Tier 2

In addition to Tier 1, targeted students participate in learning that is enhanced by including:

- Specialized, more intense, evidence-based interventions
- Greater frequency of progress monitoring may be done through formative assessments and analysis of student work. After interventions have been implemented with fidelity, progress monitoring and documentation of Tier 1 strategies, accommodations, and evidence-based interventions has been completed and the student fails to demonstrate progress academically and/or behaviorally he/she is moved to Tier 2. At Tier 2, the Tier 1 strategies, accommodations, interventions, etc. continue and more intense interventions are added, descriptively documented and monitored. At this point it is helpful to remember that intensity is more important than quantity. Only one or two intense interventions are chosen for each problem area. Interventions put into place for a student at Tier 2 may also be used with more than one student having similar learning and/or behavioral problems, such as in a small group.

The following are suggestions for supplemental instruction at Tier 2 provided by McCook (2008).

Focus	For students identified with <u>marked</u> difficulties who have <u>not responded</u> to Tier 1 efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1
Grouping	Homogeneous <u>small group instruction</u> (1:3, 1:4, or 1:5)
Time	Minimum of 30 minutes per day, maximum 3 times weekly, in small group, in addition to 90 minutes of core instruction
Assessment	Progress monitoring weekly on target skill to ensure adequate progress and learning (preferably 2 times weekly)
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialist teacher, an external interventionist)
Setting	Appropriate setting designed by the school; may be within or outside of the classroom

RtI Meetings at Tier 2

At tier 2 meetings can be held on individual students, most often for behavior and/or speech concerns. **However, a data team approach is strongly recommended.**

Data Teams. Using a data team approach, the team would use the universal screeners to identify the bottom 10-25% of students. The team would then group students according to their skill deficits and identify appropriate intervention and progress monitoring tools. A case manager and an interventionist would be assigned to each group of students. The individuals assigned to the groups are then responsible for implementing and monitoring the intervention and progress of the students. Parents are to be informed of the interventions put into place for their child. They should also be informed regularly of the results of such interventions and the student's progress.

Check points should be conducted approximately every 4 weeks to determine if the intervention is being successful based on the expected goals and growth rates. If a student is not making adequate progress, the intervention should be changed. If the student is making progress, the intervention should continue. For students who have made significant progress, the intervention may need to be changed or the student may need to be exited from the process.

Approximately every 12 weeks, the data team should re-meet to determine the

status of the students in Tier 2. As with the check points, the set interventions will either continue or change and the student groups will likely be adjusted. The team will also determine if there are students that require Tier 3 interventions. Although this can happen at an earlier point, it is likely that Tier 2 interventions will be implemented for a set amount of time before a Tier 3 intervention plan is needed. If a student requires a Tier 3 meeting, the appropriate parties will be informed (See Chapter 4). See Appendix B for Data Team Process and Forms.

Individualized RtI Meetings. There are a few ways in which individualized RtI teams may be established: 1) if a student is referred to the RtI team that is not using the Data Team approach, 2) there is a parent or teacher referral for a student not identified using the academic screeners, or 3) there are other concerns, such as behavior or speech that do not have a universal screener for identifying at-risk students. If an individualized meeting is needed, there are a few forms that **MUST** be completed prior to a meeting being scheduled, unless the meeting is requested by a parent. These forms will provide the team with background information about the student’s education, as well as the current problem and the strategies and interventions that have been provided to the student up to this point. The forms are presented in the table below (See Appendix C).

Form	Description
Student Data Sheet	Use the student’s cumulative record and other assessments/observations to gather basic information about the student and record the information on this form. It may be helpful to attach a copy of the student’s cumulative record folder to this form.
Pre-Referral Intervention Form	Document the accommodations, interventions and differentiated instruction being used with the student prior to having a meeting. Be sure to include the dates and results of the accommodations/interventions. Also, describe the strategy, accommodation, intervention in detail.
Problem Identification Form	This form is completed to analyze the student’s continuing difficulties and progress using the Tier 1 interventions, accommodations, and modifications.
Supplemental Supportive Interventions (Optional)	This form may be used at any tier to document additional interventions, modifications, and accommodations being used by the teacher. Examples may include: afterschool, Saturday school, extended time, modified work, etc.

In addition to having these forms completed and turned in to the facilitator/administrator, there are some other materials needed for the meeting. These may include, but are not limited to:

- Documentation of Tier 1 performance and any additional intervention provided
- Benchmarks (County assessments, DIBELS, easyCBM, mClass Math, etc.)
- Progress monitoring
- Current grades (teacher grade book & current report card)
- Discipline records
- Cumulative folder
- Analyzed work samples

Student work should be analyzed using the work sample analysis forms (See Appendix D). In analyzing student work samples, it is important to annotate the accommodation used, provide a description of the student’s use of the accommodation, describe the effects of the accommodation and collect data from all areas/classes in which the accommodation is used (Bowen, 2008).

At the meeting, the team will review the information presented by the referring person and determine the intervention(s) needed by the student. The team will document the intervention(s) on the Tier 2 Interventions and Results form. Each section should be completed in detail so that it is documented when the intervention will occur, who will implement it, and how it will be monitored. The interventions should be implemented for a set number of weeks with fidelity and progress monitoring data should be collected for review at the next meeting. **A minimum of 4-6 weeks of instruction and intervention should occur before interventions are reviewed.**

Minutes or a summary of the meeting should be recorded on the Summary Sheet. This form allows for notes and documents the final decision of the meeting. Team members should sign this form if in agreement with the meeting decision(s).

After the interventions have been implemented for the set number of weeks, the team should meet to review the results of the intervention. Results should be reviewed and summarized on the Tier 2 Interventions and Results form. Data supporting the results should be attached/included.

The team should decide if the intervention was successful, requires alteration, or should be discontinued.

Table 3. Key Components and Guiding Questions for Tier 2

Key Components of Tier 2 :	Guiding Questions in Implementing Tier 2:
Target students who do not achieve at the expected rate with Tier 1 instruction Interventions are pre-planned, formalized and systematically delivered based on areas of need	How will student data be reported and analyzed? How will this data be used to identify students who need supplementary assistance?

Interventions are clearly defined at school level and staff and materials needed for the interventions are identified and available	Are the interventions pre-planned and implemented at the school level based on areas of difficulty compared to other students in the school?
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Key Components of Tier 2 :	Guiding Questions in Implementing Tier 2:
<p>Progress monitoring is pre-planned more frequently than in Tier 1, and is based on a comparison of student progress to designated</p> <p>Baseline performance is established and progress is charted and reviewed according to pre-determined timelines benchmarks</p>	<p>Are all timelines and specific criteria designated for provided interventions?</p> <p>Who is responsible for the delivery, monitoring, and recording of the intervention results?</p>

Adapted from: Georgia Department of Education (2007). *Special Education Rules Implementation Manual*.

Table 4. What does Tier 2 look like?

Examples of Tier 2	Non-examples of Tier 2
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate.	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I: Algebra/Geometry/Statistics general classroom instruction.
Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Connections teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.	Third grade students are placed in a reading group outside the classroom. This reading group is the student's only access to reading instruction during the school day.
EIP second graders receive additional support on targeted skills during independent learning center work time.	Data from eighth grade math students' computer based Connections class remains in the Connections room.
Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.	Second grade student's additional interventions are determined by the teacher's observations only.

Adapted from: Georgia Department of Education (2011). *Response to Intervention: Georgia's Student Achievement Pyramid of Interventions Manual*

Tier 2 provides Tier 1 core instruction in addition to academic or behavior interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic or behavior instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 typically involves small groups of students focused on the targeted area/s of deficit.

Curriculum and Instruction

The supplemental, research-based instruction in Tier II is designed to meet the needs of students [who score below benchmark criteria in one or more critical areas of instruction] by providing individual instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher or an external interventionist specifically trained for Tier II supplemental instruction (McCook, 2006).

Student Intervention Group (SIG) consists of a core team of people who have knowledge about the student. This could include RtI Coordinator, regular teacher(s), principal, intervention teacher, guidance counselor, parent, etc.

Tier II Checklist

Tier 3: Student Support Team (SST) Driven Learning

Features of Tier 3

SST Driven interventions at Tier 3 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 1 and Tier 2. SST Driven interventions at Tier 3 may support and enhance instruction

provided at Tier 1 and supported by Tier 2. Tier 3 interventions may also be substituted for a portion of the Tier 1 and Tier 2 interventions if the interventions have been tried with increased frequency and duration and proven ineffective. Students at Tier 3 are those students who are performing significantly below standards and who have not adequately responded to high quality interventions provided at Tier 1 and Tier 2.

Tier 3 generally serves fewer than 10% to 15% of the student body. SST Driven interventions are usually delivered in groups of no more than three students. Progress monitoring at Tier 3 is completed more frequently, at least on a weekly basis (GADOE, 2007). An example of an intervention plan at Tier 3 may include two 30- minute sessions daily, in addition to the interventions the student is receiving in the core curriculum.

Prior to selecting SST Driven interventions, targeted assessments are typically conducted when a student enters Tier 3. These assessments use direct measures in addition to analysis of Rtl data to provide more in-depth information about a student's instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered by reading specialists, Title I teachers, school psychologists, special education teachers, specially trained general education teachers, or other specialists. Targeted assessments include the use of interviews, observations, error analysis techniques, CBMs, other standardized assessments, and/or functional behavioral assessments.

Students who are successful at Tier 3 may be returned to previous tiers and/or the core curriculum. Students who are not successful after multiple Tier 3/SST Driven interventions may be considered for a referral for special education evaluation and/or other long-term planning (e.g. additional Tier 3 cycle, psychoeducational screening, etc.). An evaluation includes procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that a child needs. This may include a comprehensive psycho-educational evaluation.

Instruction and Intervention at Tier 3

In addition to Tier 1 and Tier 2, targeted students participate in learning that is differentiated by including:

- SST Driven instruction
- Individualized assessments
- Formal progress monitoring
 - More intense evidence-based interventions
 - Interventions tailored to the student's individual needs

The following are suggestions for supplemental instruction provided by McCook (2008) at Tier 3.

Focus	For students identified with marked difficulties, and who have <u>not responded to Tier 1 or Tier 2</u> efforts
Program	Sustained, intensive scientifically based interventions
Grouping	Homogeneous <u>small group instruction</u> (1:1, 1:2, or 1:3)
Time	Minimum of two sessions for 30 minutes per day in a small group or individually in addition to core instruction
Assessment	Progress monitoring twice a week or at a minimum weekly on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialist teacher, or an external interventionist)
Setting	Appropriate setting designated by the school (may be within or outside the classroom)

Meetings at Tier 3

According to rule 160-4-2-.32 concerning Student Support Teams, Georgia’s law states that the SST Team shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:

- | | |
|--|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> ESOL teacher |
| <input type="checkbox"/> General education teacher | <input type="checkbox"/> Special education teacher |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> School social worker |
| <input type="checkbox"/> Instructional Coach | <input type="checkbox"/> Central office personnel |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Section 504 coordinator |
| <input type="checkbox"/> Subject area specialist | <input type="checkbox"/> Other appropriate personnel |

Additionally, parents/guardians shall be invited to participate in all meetings of their child’s SST and in development of interventions for their child. This is not optional. It should be noted that in Richmond County the RtI/SST chairperson (a school administrator) needs to be present at **ALL** Tier 3 level meetings.

There are a few forms that must be completed for a Tier 3 meeting. These forms will provide the team with background information about the student’s education, as well as the current problem and the strategies and interventions that have been provided to the student up to this point. The forms are presented in the table below.

Form	Description
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Student Data Sheet	Use the student's cumulative record and other assessments/observations to gather basic information about the student and record the information on this form. It may be helpful to attach a copy of the student's cumulative record folder to this form.
Pre-referral Interventions	Document the accommodations, interventions and differentiated instruction being used with the student prior to having a meeting. Be sure to include the dates and results of the accommodations/interventions. Also, describe the strategy, accommodation, intervention in detail.
Problem Identification Form	This form is completed to analyze the student's continuing difficulties and progress using the Tier 1 interventions, accommodations, and modifications.
Tier 2 Interventions and Results	Tier 2 interventions should have been completed and results reviewed before moving to Tier 3. However, it is possible to review results of the Tier 2 interventions and then proceed to complete the Tier 3 paperwork. In order to move to Tier 3, results should indicate little to no progress.
Supplemental Supportive Interventions (Optional)	This form may be used at any tier to document additional interventions, modifications, and accommodations being used by the teacher. Examples may include: afterschool, Saturday school, extended time, modified work, etc.

In addition to having these forms completed and turned in to the facilitator/administrator, there are some other materials needed for the meeting. These may include, but are not limited to:

- Documentation from previous tiers
- Benchmarks (e.g., County assessments, DIBELS, easyCBM, mClass Math, etc.)
- Progress monitoring
- Current grades (teacher grade book & current report card)
- Discipline records
- Cumulative folder
- Analyzed work samples

Student work should be analyzed using the work sample analysis forms (See Appendix D). In analyzing student work samples, it is important to annotate the accommodation used, provide a description of the student's use of the accommodation, describe the effects of the

accommodation and collect data from all areas/classes in which the accommodation is used (Bowen, 2008).

At the meeting the team will review previous interventions and the documentation of the student's continuing difficulties. The team should operationally define no more than two problems to focus on and attempt to determine why the student is exhibiting difficulties (skill deficit, performance deficit, or lack of motivation).

The team should develop interventions and document them on the Tier 3 Interventions and Results form. A specific goal should be determined for Tier 3 interventions. The entire section should be completed in detail so that it is documented when the intervention will occur, who will implement it, and how it will be monitored. Interventions should be implemented with fidelity for a minimum of 4 to 6 weeks before being reviewed.

After the intervention has been implemented for the designated time period, results should be reviewed and summarized on the Tier 3 Intervention and Results form. Data supporting the results should be attached/included. The team should also decide if the intervention was successful, if it needs to be altered, or discontinued.

At each meeting a Summary of Meeting sheet should be completed. The summary sheet allows for notes to be taken during the meeting and a summary of the meeting outcomes to be documented. Additionally, this form documents the final decision of the meeting. Team members should sign this form if in agreement with the meeting decision(s).

Referrals for Special Education Consideration. If the SST determines that a student has made inadequate progress and is recommending a referral for Special Education, the RtI/SST Chairperson is required to complete **AND** collect all documents needed on the Initial Referral Checklist (See Appendix C), in order for a consent for evaluation form to be disseminated for signature by the parent/guardian. There may be occasions in which a consent form may be given without all documentation. However, these will be rare and handled on a case-by-case basis (e.g., if a child requires immediate consideration for special education such as a student with Autism Spectrum Disorder or a student with a severe cognitive disability entering the district without an IEP).

Once a referral packet is completed, including parental consent for evaluation, the RtI/SST Chairperson is required to submit **TWO** copies of the packet to their assigned school psychologist within 5 business days of the consent being received by school personnel. Once a consent form is received, the school district has 60 calendar days to complete the evaluation inclusive of the eligibility meeting. Therefore, it is imperative that completed referral packets are turned in within the 5 day timeline. Although the school district has 60 days to complete the eligibility process, meetings are typically scheduled prior to the 60th day to avoid any risk of penalty. This penalty could result in funding for special education being withheld from the district and/or disciplinary action.

Table 5. Key Components and Guiding Questions at Tier 3

Key Components of Tier 3	Guiding Questions in Implementing Tier 3
<p>SST reviews the results of previous interventions and may obtain additional assessment data to support a more in-depth analysis of students' needs</p> <p>Individualized interventions are implemented with fidelity for at least a 12 week period for SLD consideration (may include interventions and data from Tiers 1 and 2).</p> <p>Frequent progress monitoring including varied assessments are implemented to determine the student's response to the interventions</p>	<p>Are additional, individualized assessment data needed to further analyze student's needs and plan appropriate interventions? Are interventions individualized based on student's unique needs?</p> <p>Are interventions evidence-based and implemented with fidelity?</p> <p>Are timelines and specific criteria designated for provided interventions?</p> <p>Who is responsible for the delivery, monitoring, and recording of the intervention results? Is frequent progress monitoring implemented according to pre-set timelines to determine responses to interventions?</p>

Adapted from: Georgia Department of Education (2007). *Special Education Rules Implementation Manual*.

Table 6. What does Tier 3 look like?

Examples of Tier 3/SST	Non-examples of Tier 3 SST
<p>Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis.</p>	<p>Student is given extra work in specific area(s) of math weakness.</p>
<p>Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.</p>	<p>Student is given additional reading assignments in lower level readers.</p>

Examples of Tier 3/SST	Non-examples of Tier 3 SST
Data shared by teacher on the student's classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on data time sampling and to check fidelity of implementation.	Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data.
Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at end of day. Mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol shared with parent. Together, student and mentor track (progress monitor) the effectiveness of the intervention.	Parent is instructed to make sure student completes homework assignments.
Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause.	Team refers student for consideration of special education eligibility without involving school psychologist.

Adapted from: Georgia Department of Education (2011). *Response to Intervention: Georgia's Student Achievement Pyramid of Interventions Manual*

Intensive Instruction – Tier III

Tier 3 services include Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum with Tier 2 interventions. Tier 3 research-based interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense and the student's progress is monitored more frequently.

Curriculum and Instruction

Students who continue to have difficulty in acquiring necessary academic or behavioral skills require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer (McCook, 2006). Tier III curriculum and instruction should be reviewed on an on-going basis.

Tier III Checklist

Tier 4: Specially Designed Learning

Specially designed instruction and learning is developed specifically for students who meet the respective eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education. With three effective tiers in place prior to specialized services, most struggling students will be successful and will not require this degree of intervention. Tier 4 will provide instruction that is targeted and specialized to meet student's needs. Tier 4 instruction would include formal Gifted Education services for students who qualify, but it may also include interventions suggested by the Gifted Eligibility Team for regular classroom curriculum modification for any student with advanced learning needs. Tier 4 also includes ESOL services as noted in the 2011 RtI guidance document put forth by the Georgia Department of Education. It may include special education and related services for eligible students, provided in the general education classroom, or in some cases, in a resource room. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. Tier 4 is not a substitute for Tier 3, but is a layer upon Tier 2 and 3 interventions.

In order for a student to receive Tier 4 instruction, an eligibility meeting must be held to determine if the student is eligible for services. This determination is made by a team of individuals, inclusive of the parent/guardian. The parent/guardian must also sign consent for placement before any services can be rendered.

Speech and Other Special Education Services

For students receiving speech services or any other special education service, initial referrals for academic or behavior problems should be addressed through the student’s Individualized Education Plan (IEP) team. At the meeting, the team should collaborate to develop interventions to address the targeted problems. The team should include the principal or designee, referring teacher, special education teacher/speech pathologist, parent, school psychologist, and other necessary personnel. RtI/SST paperwork should be completed in order to document interventions have been developed and implemented appropriately. It should also be noted in the IEP that an intervention process has begun for additional areas of difficulty. If an evaluation is deemed necessary by the IEP team after interventions have been implemented and reviewed for effectiveness, a *Parental Consent for Re-Evaluation* should be signed by the parent/guardian. All documentation (RtI/SST forms, data, analyzed work samples, and a copy of the current IEP) must be attached to the consent form to create a referral packet.

Table 7. Key Components and Guiding Questions at Tier 4

Key Components of Tier 4 :	Guiding Questions in Implementing Tier 4:
Represents targeted and specialized instruction	Are only those students who need specially designed instruction placed in special education?
Does not represent a location of service	Are data collection and progress monitoring clearly defined?
May be provided in an educational setting or in a separate setting	Are goals for students clearly defined and measurable?
Includes adaptive content, methodology, or instructional delivery	Are services and methodology distinctly different from those provided in the general education environment?
	Is consideration given to ensuring placement in the least restrictive environment?
	Who is responsible for the delivery, monitoring, and recording of the intervention results?

Adapted from: Georgia Department of Education (2007). *Special Education Rules Implementation Manual*.

Behavior and School Wide Positive Behavior Support

In an RtI approach to behavior, systematically collected behavior data (i.e. office referrals, observations, etc.) provide a basis for making decisions on behavior supports. A student who displays challenging behavior should be evaluated, just as the student would if an academic concern was raised. Based on the results, staff uses evidence based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Evidence based interventions may include reinforcement, modeling, and problem solving skills.

Positive Behavior Support (PBS) consists of a set of clear expectations for behavior. School wide strategies are aligned with Tier 1 interventions. Classroom interventions are aligned with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal. Tier 3 includes individual interventions which are considered critical. Individual student plans may include steps such as Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).

School wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of behavior data should be collected with the goal of identifying students who need support at various levels. Data collected will identify types of discipline issues, locations, settings, and chronic offenders. Once the data is compiled and analyzed, decisions can be made as to what types of interventions are necessary. For example; if the data shows that problems are occurring within one particular classroom or setting, then interventions are selected or tailored to meet that need or setting.

PBS strategies range from providing rewards and incentives for students who follow school wide expectations to implementing effective skills lessons with students needing higher tiers of support. The school based team should work together to design interventions based on data analysis.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Continued collection of data should be analyzed for effectiveness of strategies that have been initiated. Movement between the tiers may be indicated based on success rates shown through data analysis.

RtI and Behavior

Beyond the changes made to federal law and the identification of students with Specific Learning Disabilities, the area of behavior must also be addressed. Students who demonstrate learning problems often have accompanying behavioral difficulties. Whether behavioral problems coexist with academic difficulties, or appear to stand alone, these behavioral difficulties can further negatively impact academic progress as well as contribute to social emotional problems and poor educational outcomes.

Many schools use a systems approach, such as *Positive Behavior Support* (PBS), in order to address and prevent behavior issues and concerns. Richmond County is in the process of expanding *Effective Behavioral and Instructional Supports* (EBIS), which is a school-wide initiative to increase students' positive behaviors and reduce students' negative behaviors. Systems such as PBS and EBIS are proactive, attempting to prevent inappropriate behaviors from occurring through applied interventions based on the students' level of need(s).

According to the RtI approach, in order to assess and make decisions concerning behavior, behavioral data must be systematically collected using tools such as observations, analysis of office discipline referrals, rating scales, etc. This is done through a multi-tiered structure, similar to the intervention approach used for academic difficulties.

Tier 1

Just as high quality of curriculum and instruction is necessary for academic progress in the general classroom setting, behavior skills also require a set of school-wide expectations, rules, and procedures that comprise a behavior curriculum. There is a strong need to teach students how to manage their own behavior, including instructing them on social skills and conflict resolution. Further, students need instruction on strategies for attending, tuning out distractions, staying on task, and completing work in a timely manner. Sandomierski, Kincaid, and Algozzine (2008) state, "By teaching and reinforcing expected behaviors, teachers and other professionals using positive behavioral supports increase the probability that the majority of students will act according to the expectations, and (positive behavior support) acts as a proactive intervention for students with a history of problem behavior."

Both RTI and systems approaches, including PBS and EBIS, support a preventative approach to teaching academic and social behavior, beginning at the Tier 1 level. Tier 1 interventions for behavior, as with interventions for academic progress, are universal, meaning that they are to be delivered to every student across all settings. Behavior must be taught in the same manner as academics are taught, with supports provided for all students including systems of positive reinforcement to increase students' display of positive behaviors. Sugai and Horner (2007) define the core elements of Tier 1 interventions for behavior as 1) defining behavioral expectations, 2) teaching behavioral expectations, 3) utilizing a reward system for appropriate behavior, 4) using a continuum of consequences for problem behavior, and 5) collecting behavioral data for use in decision-making.

When universal behavioral systems, such as EBIS, are put in place and carried out with fidelity for all students, schools can begin to identify students in need of additional supports for behavior. One method for identifying students needing behavioral supports is to analyze records including office discipline referrals and anecdotal records/written observations of a student's demonstration of problematic behaviors. Sandomierski, Kincaid, and Algozzine (2008) cite research, however, that states analysis of office discipline referrals and teacher records will not be sufficient for identifying all students needing additional supports. Students who have internalizing behaviors (e.g., depression, anxiety) may not demonstrate behaviors that result in referrals or that are problematic within the classroom environment; however, students who have these social-emotional problems may still be at-risk for educational difficulties including academic failure. Thus, another method is to incorporate a screening measure(s) to assist in identifying students who are at-risk for behavioral and social-emotional difficulties. Sandomierski, Kincaid, and Algozzine (2008, pp. 3-4) note that "no screening or identification measure has been widely investigated or implemented for the behavioral side of RTI; however, teacher nomination processes appear to have merit for identifying students who are at-risk of exhibiting significant problem behaviors."

Based on analysis of student records and universal screening data collected from Tier 1, students whose positive or negative behaviors remain unchanged or whose negative behaviors increase in frequency will be targeted as needing additional supports and interventions through Tier 2 processes. Sandomierski, Kincaid, and Algozzine (2008) emphasize that high-quality academic and behavioral instruction and interventions must be established at both the school-wide and classroom levels before schools can conclude that a student has a need for additional services (through Tier 2 interventions).

Tier 2

Once a student has been identified as needing additional support, RTI dictates the use of evidence-based interventions and progress monitoring of students receiving those interventions. The U.S. Department of Education (2003) cites research regarding evidence-based interventions for challenging behaviors including contingency management programs (e.g., use of positive reinforcement, response cost systems, token economies) and cognitive-behavioral techniques (e.g., self-monitoring, development of problem-solving strategies). Sandomierski, Kincaid, and Algozzine (2008) state other possibilities for Tier 2 interventions including social skills groups, group counseling, and/or mentoring programs.

Progress monitoring for Tier 2 interventions for behavior can be achieved using various measures including brief teacher ratings of behavior (e.g., behavior trackers, daily behavior report cards), observational data (used to document frequency and/or duration of the behavior(s) within a certain time period), and self-monitoring data, in which the student is taught to monitor his/her own behavior and document his/her own progress. As with progress monitoring of academic interventions, progress monitoring of behaviors should be documented in writing no less than on a weekly basis. When behavior problems are suspected, documentation of the duration, frequency, and intensity of the behaviors is

required. These can be documented using materials such as an antecedent-behavior-consequence observation form, daily behavior report cards, and observations by an outside observer using peer comparison (See Appendix E).

As with Tier 1 interventions, behavior interventions in Tier 2 must be carried out with fidelity before it is decided that a student has had “an adequate or insufficient response to intervention” (Sandomierski, Kincaid, and Algozzine, 2008). Forgatch, Patterson, and DeGarmo (2005) define fidelity as adhering to an intervention’s core components and competently implementing the intervention. Thus, fidelity includes executing the intervention as planned on a consistent basis (e.g., daily, weekly). Checks should be conducted on the fidelity/integrity of an intervention. These checks should be done by an outside observer to be sure the intervention(s) is being implemented appropriately. Feedback should be given to the interventionist in order to assist with implementation. In order to conduct an integrity check, a checklist may be developed that is specific to the intervention to be sure that all parts of the intervention are being executed correctly.

A functional behavior assessment (See Appendix E) is defined by Steege & Watson (2008, p.338) as:

“...a set of procedures that allows for the identification of the relationship between the unique characteristics of the individual and the contextual variables that trigger (antecedents) and reinforce (consequences) behavior.”

Use of functional behavior assessments is one recommended approach to assist in determining the causes and identifying possible effective interventions to address problem behaviors (Quinn, Gable, Rutherford, Nelson, & Howell, 1998). A functional behavior assessment is a process in which the problem behavior(s) is/are identified and given operational definition(s). Operationally defining a behavior means that behavior can be observed and measured. Once behavior(s) are defined, antecedents and consequences to the behavior are observed and analyzed in order to determine the function, or purpose, of the behavior. Functional behavior assessments generally consist of both direct assessments (e.g., behavioral observations) and indirect assessments (e.g., rating scales, structured interviews). Results of assessment techniques are used to hypothesize the purpose of the student’s behavior(s) and thus can target interventions which may be effective in managing or preventing those problem behaviors (Quinn, Gable, Rutherford, Nelson, & Howell, 1998).

As Tier 2 interventions are implemented and the results of interventions are documented through progress monitoring, Rtl teams are required to analyze data to determine if a student is making sufficient progress towards his/her behavioral goals. A student’s rate of progress will determine if the interventions are effective, need to be modified or changed, or if a more intense level of interventions (Tier 3) is needed.

Tier 3

At Tier 3, all components of the Rtl process previously described are continued at an individualized and more intensive level. Data from progress monitoring, which

is more frequent and yields more precise information, is analyzed by the SST team and those students who have not responded to Tier 1 and Tier 2 interventions are identified. Tier 3 intervention is typically necessary for only a small percentage of students. That is, only 1 to 5 percent of students should require Tier 3 interventions (Casbarro, 2008).

If an analysis of data regarding a student's response to school-wide intervention at Tier 1 and targeted group intervention at Tier 2 indicates that a student exhibits persistent and/or severe behavior problems, the SST team utilizes a problem-solving process aimed at generating an effective, individualized intervention. At this point, a functional behavior assessment should be conducted, if it has not already been done, in order to target the behaviors and more specific interventions that may be used. A detailed behavior intervention plan is developed which is based on the results of a functional behavior assessment. The behavior intervention plan should include goals and objectives and a chain of consequences to be followed based on the antecedents and targeted behaviors identified. A behavior intervention plan should be more of a discipline rather than a punishment model. By using the term discipline, it is recommended that the plan be proactive and focus on positive behaviors. All individuals needed for implementation should be familiar with the plan, including the student. As with other interventions, the behavior intervention plan should be monitored and evaluated in order to be effective. At the Tier 3 level, a behavior intervention plan should involve school personnel and parents/family as well as related service providers and outside agencies as necessary. Sattler (2002) supports an interdisciplinary approach to behavior intervention plans.

PBIS

The U. S. Department of Education first referenced the term “positive behavioral interventions and supports” (PBIS) in 1996, and the term is currently used in the Individuals with Disabilities Education Act (IDEA) (e.g., sections 601(c)(5)(F), 611(e)(2)(C)(iii), 614(d)(3)(B)(i), 662(b)(2)(A)(v), and 665).

The Department of Education indicated further that

1. PBIS does not “mean any specific program or curriculum” (p. 4).
2. PBIS generically references “a multi-tiered behavioral framework used to improve the integration and implementation of behavioral practices, data-driven decision making systems, professional development opportunities, school leadership, supportive SEA and LEA policies, and evidence-based instructional strategies” (p. 4).
3. A PBIS framework helps to “improve behavioral and academic outcomes by improving school climate, preventing problem behavior, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions and supports” (2013, 4000-01-U, DFDA 84.326S, p. 4)
4. “In 1997, OSEP funded the first national TA center to explore how to incorporate a variety of behavioral practices into a school-wide framework that would (1) address the social, emotional, and behavioral needs of students with challenging behaviors in a comprehensive and deliberate manner, similar to how academic instruction is provided; and (2) provide a structure for the delivery of a continuum of evidence-based practices designed to benefit all students and supported by data-driven decision making” (pp. 4-5)

General descriptions for each tier are presented below:

Tier	Prevention Description
I. Primary (Universal)	Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and nonclassroom).
II. Secondary (Targeted)	Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

III. Tertiary (Intensive)	Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.
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The tiered-prevention logic emphasizes the following **guiding principles**:

- All members of an organization (e.g., public school, alternative program, district) across all settings (especially, classroom) should experience an effective and relevant **foundation of social and behavior support (Tier I)** that emphasizes arrangement of high quality teaching and learning environments by directly and explicitly teaching social skills, monitoring their use, providing opportunities to practice in applied settings, giving specific and contingent encouragement and recognition when they are used.
- **Implement PBIS across the whole school.** Enhancing the social culture of a classroom or school requires all students and staff members to participate in the implementation process. As a whole school approach, the PBIS framework is implemented by and within individuals within classroom and across non-classroom settings (e.g., hallways, lunchrooms, assemblies, sporting events, field trips).
- **Invest in prevention first.** All members of an learning environment (e.g., public school, alternative program, classroom, preschool) should experience an effective and relevant foundation of academic, social, and behavior support (Tier I) that emphasizes arrangement of high quality teaching and learning environments: (a) direct and explicit teaching of social skills, (b) continuous progress monitoring, (c) multiple opportunities to practice in applied settings, (d) specific and contingent encouragement and recognition when social skills are used, and (e) constructive reteaching when behavior errors occur.
- **Establish a continuum of behavior support tailored to address the needs of ALL students.** A continuum of behavior support is characterized by a range of evidence-based practices (i.e., interventions and strategies that are aligned with a range of problem behaviors based intensity and severity). A continuum of behavior support is not characterized by placement of students within tiers, service delivery programs (e.g., special education, mental health), or personnel roles (e.g., school psychologist and counselors, mental health workers), but more by an array of evidence-based practices.
- **Select and use evidence-based practices.** After a need or problem has been justified as important and described in observable terms, practices should be selected that have clear documentation of aligning with and addressing the need or problem in the indicated situation or context. To the greatest extent possible, evidence should be supported by formal and controlled experimental research trials that document meaningful change in student outcomes in similar applied settings (i.e., functional relationships).
- **Build local capacity with high fidelity technical assistance and support.** Although initial practice acquisition may be externally derived, sustained and

accurate use of an evidence-based practice requires establishment of on-site personnel who are fluent in its use and who can make adjustments and decisions based on responsiveness to ongoing implementation.

- **Document high fidelity of practice implementation.** For students to experience maximum benefit, structures and systems should be in place to ensure that each evidence-based practice is implemented with the highest degree of fidelity. Continuous assessment of implementation fidelity and monitoring of student responsiveness to intervention are required.
- **Decide with data.** Information should be collected, reviewed, and acted upon routinely, formally, and directly, based on six key questions: (a) What topic or problem needs to be addressed when, where, and how? (b) What intervention or practice might best address the need or problem? (c) How well have interventionists been prepared to implement the intervention or practice? (d) How well is the intervention or practice being implemented (fidelity)? (e) How well are students responding (i.e., progress monitoring)? and (f) What adjustments are indicated to improve implementation fidelity and student responsiveness?
- **Enhance implementation to be culturally relevant.** Development, implementation, and enhancements of a continuum of evidence based practices of behavior support must be contextualized explicitly to reflect the cultural learning history of students, staff, and family and community members (e.g., language, customs and practices, normative expectations, forms of acknowledgements and recognition). Systems that are tailored to the needs and preferences of the local students, families, and community are more likely to be effective than those that are implemented in a generic format.

Each tier in the PBIS framework is comprised of core practices and systems that characterize the specific interventions, strategies, and/or curricula selected and/or developed by the implementation leadership team. Across tiers, practices, and systems, increases in engagement, intensity, feedback, teaming, and monitoring are indicated. Similarly, supports for implementers also intensify. The following table summarizes these core practices and systems by tier.

I. Universal or Primary	
All students, all staff, all settings	
Systems	Practices

<ul style="list-style-type: none"> • Leadership team with active administrator participation • Efficient routine, schedule, and structure for conducting efficient team meetings • Commitment statement for establishing a positive school-wide social culture • Procedures for on-going data-based monitoring, evaluation, and dissemination • Procedures for selection, training and coaching of new personnel • Procedures for evaluation of personnel related to PBIS implementation 	<ul style="list-style-type: none"> • Set of school-wide positive expectations and behaviors are defined and taught • Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations • Continuum of procedures for encouraging expected behavior • Continuum of procedures for discouraging problem behavior • Procedures for encouraging school-family partnerships
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II. Targeted or Secondary
Supplemental small group

Systems	Practices
<ul style="list-style-type: none"> • All Tier I systems above • Intervention team with coordinator • Behavioral expertise • Increased precision in data collection related to implementation fidelity and progress monitoring • Formal process for screening and identifying students in need of more than Tier I support. • Access to training and technical assistance on Tier II practices and supports 	<ul style="list-style-type: none"> • All Tier I practices above • Increased instruction and practice with self-regulation and social skills • Increased adult supervision • Increased opportunity for positive reinforcement • Increased antecedent manipulations (e.g., precorrection) • Increased precision to minimize rewards for problem behavior • Increased access to academic supports

III. Intensive or Tertiary
Tailored for individual student

Systems	Practices
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<ul style="list-style-type: none"> • All Tier I and II systems above • Multi-disciplinary team with coordinator based on individual student need • Behavior support expertise • Formal data collection plans related to implementation fidelity of individualized behavior intervention plans • Formal collection and use of data related to the impact of the support plan on student outcomes 	<ul style="list-style-type: none"> • All Tier I and II practices above. • Comprehensive function-based assessment, including functional behavioral assessment • Individualized plan of support that includes strategies for (a) prevention, (b) teaching, (c) positive reinforcement, (d) controlled reduction of natural rewards for problem behavior, and (e) safety. • Wraparound supports and culturally responsive person centered planning that actively involves family and community supports and resources
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Interventions

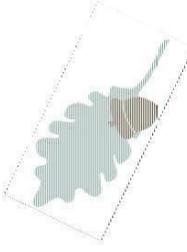
Interventions, tracking sheets, data forms and processes are found in the Utah LRBI Technical Assistance Manual as well as interventions from pbis.org.

LRBI Alignment to State Teaching Standards

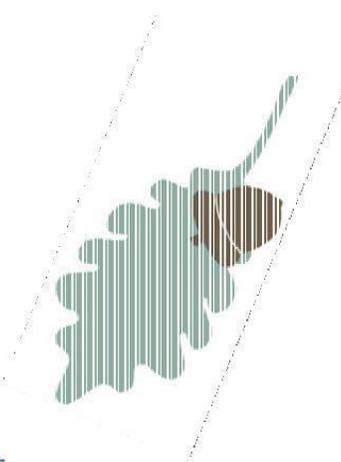
We have adopted and are using the USOE charts below show the alignment of LRBI with State Effective Teaching Standards.



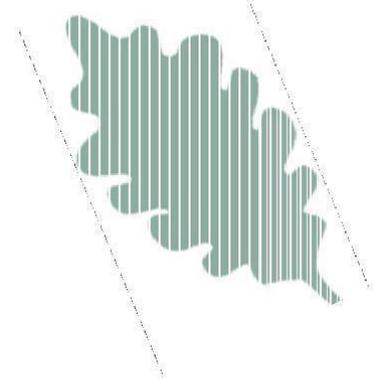
Alignment of LRBI with Utah Effective Teaching Standards & Indicators

Utah Effective Teaching Standards & Indicators	LRBI Technical Assistance Manual
<p>Standard 1: Learner Development The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <ul style="list-style-type: none"> Creates developmentally appropriate and challenging learning experience based on individual student's strengths, interests, and needs. Collaborates with families, colleagues, and other professionals to promote student growth and development. <p>Standard 2: Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.</p> <ul style="list-style-type: none"> Understands individual learner differences and holds high expectations of students. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity. Creates a learning culture that encourages individual learners to persevere and advance. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency. <p>Standard 3: Learning Environments The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.</p> <ul style="list-style-type: none"> Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Uses a variety of classroom management strategies to effectively maintain a positive learning environment. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention. Extends the learning environment using technology, media, and local and global resources. Encourages students to use speaking, listening, reading, writing, analysis synthesis, and decision-making skills in various real-world contexts. 	<p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse (http://ies.ed.gov/hcee/wwc/PracticeGuide.aspx?sid=4) XIII. A-1. Classroom Management Checklist</p> <p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse (http://ies.ed.gov/hcee/wwc/PracticeGuide.aspx?sid=4) XIII. A-1. Classroom Management Checklist</p>
	<p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse (http://ies.ed.gov/hcee/wwc/PracticeGuide.aspx?sid=4) XIII. A-1. Classroom Management Checklist</p> 

	Continue Rtl for students who have transitioned from another school.
	Rtl Coordinator reviews SIG referral form and student data form, gathers all data sources and convenes a SIG meeting.
	Rtl Coordinator obtains permission for screenings of hearing and vision. Also obtain permission for cognitive, communication and/or academic if there are red flags indicating a concern.
	SIG triangulates all available data to develop a plan for intervention using district form.
	SIG Meeting notes are recorded on district form.
	Send letter to parents informing them of student need for additional intervention.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted every 2-3 weeks. Use curriculum or specific program tools to determine student progress and effectiveness of interventions. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Discuss progress monitoring at PLC meetings after each progress monitoring cycle.
	Documentation indicates that parents are informed of progress at midterms and quarterly reporting periods.
	Data indicates student is not responding to Tier II interventions.
	SIG meeting is scheduled to discuss lack of progress and increase in intervention; documentation indicates that parents are informed of progress.
	Obtain permission for cognitive and/or academic screenings.
	Intervention Plan for Tier III should be added to Tier II Plan.
	Intervention plan implemented with fidelity by general education teacher, interventionist or other qualified building personnel.
	Progress Monitoring is conducted weekly. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed)
	Document progress on Intervention Plan and Data Collection Form.
	SIG reconvenes to review progress data; documentation indicates that parents are informed of progress.
	If no progress, refer for special education evaluation.

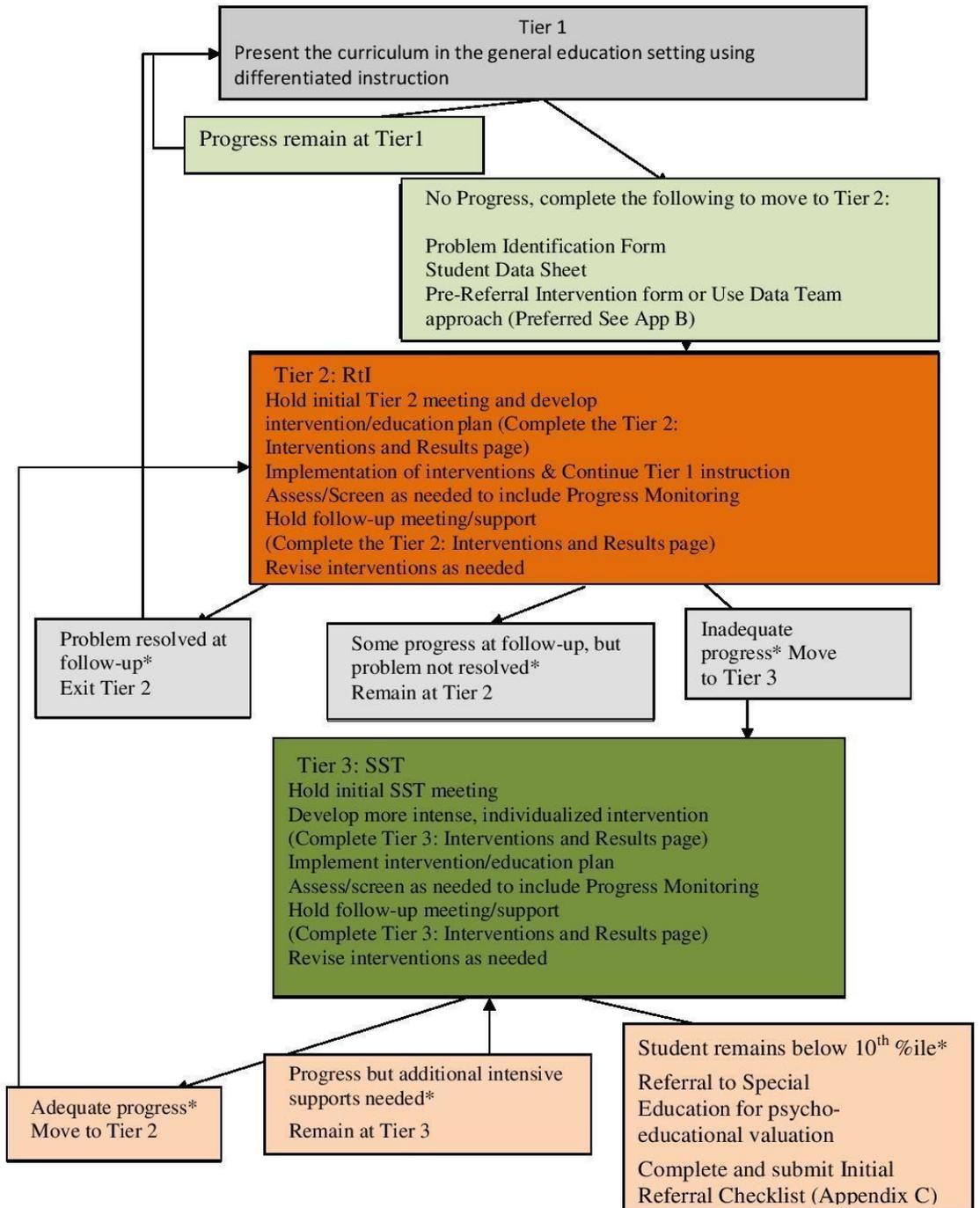
<p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <ul style="list-style-type: none"> • Knows the content of the discipline and conveys accurate information and concepts. • Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning. • Engages students in applying methods of inquiry and standards of evidence of the discipline. • Uses multiple representations of concepts that capture key ideas. • Supports students in learning and using academic language accurately and meaningfully. 	<p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A. —IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4) XIII. A-1. Classroom Management Checklist</p>
<p>Standard 5: Assessment The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <ul style="list-style-type: none"> • Designs or selects pre-assessments, formative and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills. • Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work. • Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals. • Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction. • Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways. • Understands and practices appropriate and ethical assessment principles and procedures. 	<p>V. Data-Based Decision Making V-A. Problem Solving Process V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p> 
<p>Standard 6: Instructional Planning The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p> <ul style="list-style-type: none"> • Plans instruction based on the Utah Core Standards. • Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction. 	<p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process XII.A. Methods for Data Collection</p>

<ul style="list-style-type: none"> • Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. • Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work. • Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. 	
<p>Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</p> <ul style="list-style-type: none"> • Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies. • Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners. • Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. • Uses a variety of instructional strategies to support and expand each learner’s communication skills. • Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. • Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems. • Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness. • Uses a variety of questioning strategies to promote engagement and learning. 	<p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p> 
<p>Standard 8: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <ul style="list-style-type: none"> • Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice. • Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem solving. • Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences. 	<p>V. Data-Based Decision Making V-A. Problem Solving Process V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p>

<ul style="list-style-type: none"> Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities. 	<p>Standard 9: Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <ul style="list-style-type: none"> Prepares for and participates actively as a team member in decision making processes and building a shared culture that affects the school and larger educational community. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback. Advocates for the learners, the school, the community, and the profession. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice. 	<p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process XII.A. Methods for Data Collection</p>
<p>Standard 10: Professional and Ethical Behavior The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.</p> <ul style="list-style-type: none"> Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way. Maintains accurate instructional and non-instructional records. Maintains integrity and confidentiality in matters concerning student records and collegial consultation. Develops appropriate student-teacher relationships as defined in rule, law, and policy. Maintains professional demeanor and appearance as defined by the local education agency (LEA). 	<p>II. State & Federal Laws, Rules, & Policies Related to Student Conduct</p> 	



Steps of RTI/SST Process



*At each review meeting, results should be documented on the intervention sheet and/or attached A Summary of Meeting page should also be completed with the team's decision checked. All members in agreement should

Reading

Purpose of a 3 Tier Model in reading:

- To reduce the prevalence of struggling readers by creating a seamless K-12 instructional system that aligns with federal and state legislative requirements
- To provide a system by which all students can be successful readers

What is 3 Tier Reading Instruction?

- A model of dynamic research based instructional practices supporting the evidence that NOT all students learn in the same way or at the same rate or with the same type of instruction
- The model supports the fact that ALL students can learn

Effective instructional practices include:

- Decisions about how students move through the instructional tiers
- Identification of students that need more intensive instruction
- Targeted appropriate interventions for students
- The fluidity of student movement based on progress monitoring
- Intensity of instruction rather than a place
- Differentiation
- Collaboration
- Practices that are explicit and systematic:
 - Explicit instruction does not leave anything to chance
 - Explicit instruction does not make assumptions about skills and knowledge that children acquire on their own
 - Explicit and systematic instruction is clear, overt, and visible
 - Explicit and systematic instruction is modeled and practiced
 - A gradual release of teacher support takes place until a student reaches an automatic and independent level
 - Progress monitoring is consistent
 - Systematic reading instruction is clearly linked to one or more of the five major areas of reading instruction

Procedures for MTSS in Reading

In order to look at the effectiveness of the Iron County School District's 3 Tier Model for Reading, the following reporting procedures will be in place:

1. The number and percentage of students in each of the tiers will be reported to the Special Programs Director three times a year. This information will be due no later than the Friday following each date the window closes for DIBELS benchmark testing.
2. The number and percentage will be broken down by grade along with a total number and percentage for the school.
3. Only students who are receiving additional instruction in reading and Extended Day Kindergarten will be included in the numbers reported. All other services will not be included in our numbers reported for reading.
4. Special Education students who have an IEP for reading should not be counted in the numbers reported. If a Special Education student has an IEP for something other than reading and they are receiving Tier II or Tier III services for reading, they are counted in the numbers reported.

Tier I Reading Instruction:

- Is aligned with the Utah State Core Curriculum
- Utilizes scientifically based reading research

Definition of the 3 Tiers

- Consists of classroom reading instruction for all learner types presented to the whole class as well as in differentiated settings regardless of ability
- Utilizes screening and progress monitoring tools to measure and monitor student achievement

Tier II Reading Instruction:

- Is for students who do not make adequate reading progress in Tier I (approx. 13-15% of the students)
- Is supplemental, targeted, small group instruction provided above and beyond Tier I instructional time
- Should be administered for a minimum of 120 minutes per week in small instructional groups by a teacher, reading specialist, or highly qualified paraprofessional

Tier III Reading Instruction:

- Is for students who do not make adequate reading progress in Tier I and Tier II (approx. 2-5% of the students)
- Is more intensive than Tier II for one or more of the following reasons:
 - It is administered one-on-one or in a smaller group
 - It utilizes an intervention program that is more intensive than Tier 2
 - It is provided for a longer period of time (e.g. in addition to Tier II, more days each week, etc.)
- Is generally provided by Reading Specialists or Special Education Teacher

Academic Guidelines for Elementary Reading and Writing

Tier Components	Tier One	Tier Two	Tier Three
Focus of Instruction	<p style="text-align: center;">SBRR Comprehensive Core Reading Program Aligned with the Utah State Core Curriculum for Elementary Language Arts</p> <p style="text-align: center;">Appropriately challenging content, process, and products for all learner types</p>	<p style="text-align: center;">Core program with additional targeted (needs based) instruction/intervention for student who do not make adequate progress in Tier 1 (approx 13–15% of students)</p> <p style="text-align: center;">Exploration within areas of strength or interest in more focused enrichment or inquiring experiences</p>	<p style="text-align: center;">Core program with additional intensive (based on group number, time, or program) targeted instruction/intervention for students who do not make adequate progress in Tier 1 and Tier 2 (approx 2-5% of student)</p> <p style="text-align: center;">Targeted custom-planned (designed) responses to individual student’s identified area of need through advanced high level sustained services</p>
Grouping/Student Numbers	Systematic Explicit Whole Class Instruction with Differentiated Small Group Instruction	Small needs-based groups (3-5) with specifically targeted instruction Individual or small group	Small needs-based group or one-on-one Individual
Academic Engaged Time	<p>50% of day should be spent in literacy instruction</p> <p>Kindergarten = 90 minutes daily 1st - 3rd = 180 minutes daily 4th - 5th = 120 minutes daily + 60 minutes daily of content area literacy</p>	<p>Recommendation is 120 minutes weekly As needed above and beyond tier 1</p>	<p>Recommendation is 120 minutes weekly or more As needed above and beyond tier 1</p>
Frequency of Assessment and focus	<p>Screening and progress monitoring tools used to measure and monitor student achievement</p> <p style="text-align: center;">Identifying deficits</p> <p>DIBELS Screening 3x yearly</p> <p>Other Assessments as chosen by the school 3x yearly</p>	<p>DIBELS progress monitoring for “at risk” and “some risk”</p> <p>Other progress monitoring as chosen by the school on a regular basis</p> <p>Other assessments as determined by school team</p>	<p>DIBELS progress monitoring for “at risk” and “some risk”</p> <p>Other progress monitoring as chosen by the school on a regular basis</p> <p>Other assessment as determined by school team</p> <p>Other assessments as determined by school team</p>
Instruction Provider	Classroom Teacher	<p>Classroom Teacher, Reading Specialist, Special Education Teacher and/or Qualified Para Educator</p> <p>Classroom Teacher, Qualified Para Educator, and/or Community Resources</p>	<p>Reading Specialist Qualified Para Educator, and/or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources</p>

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learner matrix).

Academic Guidelines for Elementary Math

Tier Components	Tier One	Tier Two	Tier Three
Focus of Instruction	Utah State Core Curriculum for Elementary Mathematics Appropriately challenging content, process, and products	Core program with additional targeted (needs based) instruction/intervention Exploration within areas of strength or interest in more focused enrichment or inquiring experiences	Core program with additional intensive targeted (needs based) instruction/intervention Targeted custom-planned (designed) responses to individual student's identified area of need through advanced high level sustained services
Grouping/Student Numbers	Explicit Whole Class Instruction Differentiated Small Group Instruction	Small needs-based group Individual or small group	Small needs-based group or one-on-one Individual
Academic Engaged Time	25% of school day should be spent on math instruction in all grades	Recommendation is 30 minutes daily above and beyond tier 1 As needed	Recommendation is 30 minutes daily above and beyond tier 2 As needed
Frequency of Assessment and focus	Quarterly district formative assessments Identifying deficits Remediation	Frequent data collection Quarterly district formative assessments Other assessments as determined by school team	Ongoing to determine response Quarterly district formative assessments Other assessments as determined by school team
Instruction Provider	Classroom Teachers who use differentiation strategies	Classroom Teacher or Highly Qualified Para Educator Classroom Teacher, Qualified Para Educator, and/or Community Resources Teachers of students at this level should be trained in progress monitoring	Classroom Teacher, Qualified Para Educator, or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources Teachers of students at this level must have specialized training in tier 3 instruction

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learner matrix).

Academic Guidelines for Middle School Reading and Writing

Tier Components	Tier One	Tier Two	Tier Three
Focus of Instruction	SBRR Comprehensive Core Reading Program Aligned with the Utah State Core Curriculum for Language Arts Appropriately challenging content, process, and products for all learner types	Core program with additional targeted (needs based) instruction/intervention for student who do not make adequate progress in Tier 1 (approx 13 – 15% of students) Exploration within areas of strength or interest in more focused enrichment or inquiring experiences	Core program with additional intensive (based on group number, time, or program) targeted instruction/intervention for students who do not make adequate progress in Tier 1 and Tier 2 (approx 2-5% of students) Targeted, custom-planned responses to the individual student’s identified needs, through advanced high level sustained services
Grouping/Student Numbers	Systematic Explicit Whole Class Instruction with Differentiated Small Group Instruction	Small needs-based group with specifically targeted instruction Individual or small group	Small needs-based group or one-on-one Individual
Academic Engaged Time	6th grade = 94 minutes daily with additional content area literacy 7th and 8th grade = 45 minutes daily	Recommendation is 90 minutes weekly in a specialized class As needed	Recommendation is 45 minutes daily in a specialized class As needed
Frequency of Assessment	It is recommended assessments, chosen by the school, are given 3x yearly	Other progress monitoring as chosen by the school on a regular basis Other assessments as determined by school team	Other progress monitoring as chosen by the school on a regular basis Additional assessment as decided by school team Other assessments as determined by school team
Instruction Provider	Classroom Teachers who use differentiation strategies Classroom teachers who use differentiation strategies	Classroom Teacher, Special Education Teacher, or Qualified Para Educator Classroom Teacher, Qualified Para Educator, and/or Community Resources	Classroom Teacher or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place. Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learners matrix).

Academic Guidelines for Middle School Math

Tier Components	Tier One	Tier Two	Tier Three
Focus of Instruction	Utah State Core Curriculum for Mathematics Appropriately challenging content, process, and products	Core program with additional targeted (needs based) instruction/intervention Exploration within areas of strength or interest in more focused enrichment or inquiring experiences	Core program with additional intensive targeted (needs based) instruction/intervention Targeted custom-planned (designed) responses to individual student's identified area of need through advanced high level sustained services
Grouping/Student Numbers	Explicit Whole Class Instruction Differentiated Small Group Instruction	Small needs-based group Individual or small group	Small needs-based group or one-on-one Individual
Academic Engaged Time	– 8th grade = 45 minutes daily	Recommendation is 45 minutes daily in the regular classroom As needed	Recommendation is 45 minutes daily in a specialized class As needed
Frequency of Assessment	Quarterly district formative assessments	Quarterly district formative assessments Other assessments as determined by school team	Quarterly district formative assessments Other assessments as determined by school team
Instruction Provider	Classroom Teacher Classroom teachers who use differentiation strategies	Classroom Teacher or Highly Qualified Para Educator Classroom Teacher, Qualified Para Educator, and/or Community Resources	Classroom Teacher or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learners matrix).

Academic Guidelines for High School Reading and Writing

Tier Components	Tier One	Tier Two	Tier Three
<p>Focus of Instruction</p>	<p>SBRR Comprehensive Core Reading Program Aligned with the Utah State Core Curriculum for Language Arts</p> <p>Appropriately challenging content, process, and products for all learner types</p>	<p>Core program with additional targeted (needs based) instruction/intervention for student who do not make adequate progress in Tier 1 (approx 13 – 15% of students)</p> <p>Exploration within areas of strength or interest in more focused enrichment or inquiring experiences</p>	<p>Core program with additional intensive (based on group number, time, or program) targeted instruction/intervention for students who do not make adequate progress in Tier 1 and Tier 2 (approx 2-5% of students)</p> <p>Targeted custom-planned (designed) responses to individual student’s identified area of need through advanced high level sustained services</p>
<p>Grouping/Student Numbers</p>	<p>Systematic Explicit Whole Class Instruction with Differentiated Small Group Instruction</p>	<p>Small needs-based group with specifically targeted instruction Individual or small group</p>	<p>Small needs-based group or one-on-one Individual</p>
<p>Academic Engaged Time</p>	<p>88 minutes every other day</p>	<p>Recommendation is a minimum of 180 minutes a week As needed</p>	<p>Recommendation is a minimum of 180 minutes a week in a specialized class As needed</p>
<p>Frequency of Assessment</p>	<p>It is recommended that assessments, chosen by the school, are given 3x yearly</p>	<p>Other progress monitoring as chosen by the school on a regular basis Other assessments as determined by school team</p>	<p>Other progress monitoring as chosen by the school on a regular basis Additional assessment as decided by school team Other assessments as determined by school team</p>
<p>Instruction Provider</p>	<p>Classroom Teacher</p> <p>Classroom teachers who use differentiation strategies</p>	<p>Qualified Classroom Teacher, Special Education Teacher, or Highly Qualified Para Educator Classroom Teacher, Qualified Para Educator, and/or Community Resources</p>	<p>Qualified Classroom Teacher or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources</p>

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learners matrix).

Academic Guidelines for High School Math

Tier Components	Tier One	Tier Two	Tier Three
Focus of Instruction	Utah State Core Curriculum for Mathematics Appropriately challenging content, process, and products	Core program with additional targeted (needs based) instruction/intervention Exploration within areas of strength or interest in more focused enrichment or inquiring experiences	Core program with additional intensive targeted (needs based) instruction/intervention Targeted custom-planned (designed) responses to individual student's identified area of need through advanced high level sustained services
Grouping/Student Numbers	Explicit Whole Class Instruction Differentiated Small Group Instruction	Small needs-based group Individual or small group	Small needs-based group or one-on-one Individual
Academic Engaged Time	88 minutes every other day	Recommendation is a minimum of 180 minutes a week in a specialized class As needed	Recommendation is a minimum of 180 minutes a week in a specialized class As needed
Frequency of Assessment	Quarterly district formative assessments	Quarterly district formative assessments Other assessments as determined by school team	Quarterly district formative assessments Other assessments as determined by school team
Instruction Provider	Classroom Teacher Classroom teachers who use differentiation strategies	Qualified Classroom Teacher, Special Education Teacher, or Highly Qualified Para Educator Classroom Teacher, Qualified Para Educator, and/or Community Resources	Qualified Classroom Teacher or Special Education Teacher Classroom Teacher, Qualified Para Educator, and/or Community Resources

Color-coding key = All learner types, Advanced learners, Academic At-Risk learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners and English (ESL) Learners are served within our academic tiers with an emphasis on their special needs (see self-management and English Learners matrix).

Self-Management (Behavior) Learner Guidelines

Tier Components	Tier One	Tier Two	Tier Three
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Focus of Instruction	Research-based universal behavior strategies in all settings for all students. Strategies should be proactive. Effective school and classroom management includes the consistent implementation of procedures and routines, along with classroom rules	Targeted Least Restrictive Behavior Interventions (USOE LRBI Guidelines). District policy JFC on Student Conduct Discipline followed (see below)	Individual interventions based on intensive durable procedures
Procedures/Policies	Teachers should consistently support school-wide and classroom discipline plans	Teachers should consistently implement the district policy. District policy JFC on Student Conduct Discipline; if a student becomes disruptive to the learning process the educator shall 1) Counsel with the student, 2) Hold a parent-teacher-student conference 3) Implement a behavior contract 4) Involve the administrator	Skill Building services based on Positive Behavior Intervention research involving the cooperation of school-wide resources
Behavior Support Participants	Classroom Teacher Student and Parents	As needed: Classroom Teacher Student and Parents Administrator Skill Building Coach Counselors Special Education Teacher	As needed: Classroom Teacher Student and Parents Skill Building Coach Administrator Special Education Teacher School Psychologist

Color-coding key = All learner types, Self-Management (Behavior) learners.

A student receiving Tier 2 or Tier 3 instruction must also continue to receive all Tier 1 components, with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.

Self-Management (Behavior) Learners are served within our academic tiers with an emphasis on their special needs.

English (EL) Learner Guidelines

Tier Components	Tier One (monitoring)	Tier Two (ESL 3-4)	Tier Three (ESL 1-2)
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Focus of Instruction	Research-based instructional strategies, English language instruction, and differentiated strategies focusing on academic language development (content and school specific vocabulary)	Explicit English language development and greater opportunities for interactive learning in content areas. Targeted scaffolding strategies are used to increase the probability of student academic success (e.g. advanced organizers, graphic organizers, re-teaching)	Intensive individualized services in English language development
Grouping/Student Numbers	Whole class instruction at both the elementary and secondary levels in the general education classroom. Includes dual immersion classrooms	Small needs-based groups with specifically targeted instruction in English Language Development/Acquisition	Newcomer programs, extended time in English development, peer tutors, paraprofessional assistance, and primary language support are used to develop English proficiency
Academic Engaged Time	All day	45 minutes daily	Daily
Instruction Provider	Teachers that should explicitly teach the language of their discipline.	Teachers of students at this level should be trained in sheltered instruction (SIOP) or hold an ESL Endorsement	Teachers of students at this level must be endorsed in ESL and use the SIOP model. Must train and manage support personnel.

Color-coding key = English (ESL) learners.

A student receiving Tier 2 or Tier 3 instruction **must** also continue to receive all Tier 1 components, **with the exception of advanced learners who may demonstrate mastery of Tier 1 concepts before instruction takes place.**

English (ESL) Learners are served within our academic tiers with an emphasis on their special needs.

Information for Parents and Guardians

This part of the manual will help guide educators and parents in the RtI/SST process. It is composed of information that can be copied and distributed to parents as a resource.

Parents are essential in helping students develop into strategic learners. Parents should be well-informed and equipped with information to best help their children be life-long learners. It is the educator's responsibility to provide detailed explanations with appropriate documentation so parents are well aware of the progress of their children. Involving parents in the RtI process will maximize educational outcomes for their children. This approach is proactive and focuses on intervening when students are struggling in academic areas, communication, and/or behavior. RtI assists educators in introducing strategic interventions to address students' needs across all areas.

According to the Georgia Department of Education Implementation Manual (2007), implementation of the Georgia Pyramid of Interventions requires educators to evaluate how their class is progressing in the curriculum and to become creative problem solvers, when they identify those students who are struggling. Pinpointing the specific weaknesses which require additional interventions and then selecting evidence-based strategies and interventions which support student progress is paramount. Parents should be notified about meetings and included as important members of the RtI Team.

It is essential that parents have a basic working knowledge of RtI and its benefits, especially parents whose children may be involved in Tier 2 and Tier 3 interventions (GADOE, 2007). GADOE states this understanding can best be accomplished through:

- Dissemination of written materials explaining RtI to parents
- Formal or informal presentation to the PTA and/or other parent groups
- Brief overview at parent/teacher conferences where it can be explained how RtI works for a given child
- Addressing RtI on report cards and/or other progress reports sent home to parents
- Parent conferences and participation in the RtI process

Effective home-school collaboration includes open communication and involvement of parents in all stages of the learning process. Keeping parents informed about your school's RtI process is the first step to their becoming an active partner. Both the National Center of Learning Disabilities and the National Joint Committee on Learning Disabilities advise parents to ask the following questions (Canter & Klotz, 2007):

- Does our school use an RtI process? (Be aware that your child's school may call their procedures a "problem solving process," or may have a unique title for their procedures, e.g., Instructional Support Team, and not use the specific RtI terminology.)
- Are there written materials for parents explaining the RtI process? How can parents be involved in the various phases of the RtI process?
- What interventions are being used, and are these scientifically based as supported by research?
- What length of time is recommended for an intervention before determining if the student is making adequate progress?
- How do school personnel check to be sure that the interventions were carried out as

planned?

- What techniques are being used to monitor student progress and the effectiveness of the interventions? Does the school provide parents with regular progress monitoring reports?
- Does the Team use a variety of measures to evaluate processing strengths and weaknesses (i.e., screening)?
- At what point in the RtI process are parents informed of their due process rights under IDEA 2004, including the right to request an evaluation for special education eligibility?
- When is informed parental consent obtained and when do the special education evaluation timelines officially commence under the district's RtI plan?

There are four essential ingredients to building healthy, open communication between schools and families (Goals 2000: Educate America Act, 1994). These ingredients are the Four P's:

POSITIVE

Too often students and parents are wary of a note or call from the teacher. Sending home words of praise and encouragement can change this perception and improve communication with the family. Remember students and parents need a pat on the back too!

PERSONALIZED

Parents can be overwhelmed by impersonal memos, which seem less relevant to their child. To avoid the "junk mail syndrome," jot a quick personal note on letters home or have students decorate to draw parental attention.

PROACTIVE

Keep parents informed of your class rules, expectations and current activities. Provide plenty of notice for special events. Let parents know immediately if you have a concern and work together to prevent problems from developing.

PARTNERSHIP

When well informed, parents can work as partners in their children's education. Encourage parents to respond to your notes by leaving space for comments or including a few quick questions to encourage a return. Teachers often use calendars, newsletters and online spaces to communicate and assist parents with understanding the curriculum and process.

What are the ways to get parents involved?

Joyce Epstein, a leading national researcher of family, school and community partnerships, reinforces the importance of school, homework, and activities that build student skills and feelings of success. The following are Epstein's six standards of involvement (Epstein, Sanders, Simon, Salinas, Jansorn, & Van Voorhis, 2002):

Communication. Communication between school and home should be consistent, two-way and meaningful. School personnel and parents should be respectful of one another and accept that each has an important, but different, expertise about the student. Schools should create welcoming environments where the parent's input is valued.

Parenting. Schools are encouraged to support parenting skills by offering workshops on a variety of topics relevant to the school and community. In addition, a parent center can be located within the school building where parents can check out books and other informational materials. Schools should be aware of community resources that may assist parents.

Student Learning. Student learning increases when parents are involved in the process by helping their children at home. Most parents are willing to assist their child in learning, but may not be sure how to go about it. Parents should have a good understanding about curriculum standards at each grade level. Grade level standards are available at each school and can be accessed online at www.gadoe.org. Children's homework should require discussion and interaction with their parents. Schools can offer workshops to help parents encourage their children in using everyday skills such as shopping and cooking to learn math and problem solving skills.

Volunteering. The presence of parents at the school sends a message to children that, "We care about what you do here". When parents volunteer, families and schools benefit. Volunteer work should be meaningful to parents. When possible, capitalize on the strengths of the parent. Even if a parent cannot volunteer during the day, there are many ways they can assist after school and on weekends.

Decision Making and Advocacy. Studies show that schools where parents are involved in decision-making and advocacy have higher levels of student achievement and greater public support. Schools and programs actively seeking parent participation and input communicate that parents are valued as full partners in their child's education. Schools should include and give equal representation to parents on decision-making and advisory committees. Parents should be provided current information regarding school policies and practices and how the school is performing.

Collaborating with Community. When schools and communities work together, both are strengthened in ways that neither could do on its own. Families accessing community resources more easily, businesses connecting education programs with the realities of the workplace, and children serving and learning about their communities beyond the school building help increase positive student outcomes. Schools should give information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families. Partnerships with local businesses and community organizations should be developed to help with student learning. Children should also be encouraged to participate in community service.

Educators and parents should keep in mind that partnering together leads to significant results for children. Schools cannot do it alone. Parents need to find ways to get involved in their child's learning. Opportunities for learning are abundant in everyday life. As stated earlier, the attitude of the parent about school and learning is the most important element to student success. Moreover, studies show when parents are visible in the school building, their child does even better. Parents should ask their schools about ways they can assist their child at home in different subject areas. Most importantly, families should hold high expectations for their child and insist everyone else do the same. All children are capable of learning and being successful. Parents and schools, working together, can ensure the success of all children.

On the pages that follow in this chapter, there are informational pages that can be copied and used as handouts for parents.

“The more parents understand Rtl’s value, the greater their support of the school’s efforts.”

~Casbarro (2008)

A Parent’s Guide to Rtl & SST

A major concern for parents as well as teachers is how to help children who experience difficulty in school. All parents want to see their child excel, and it can be very frustrating when a child falls behind in learning to read, achieving as expected in math and other subjects, or getting along socially with peers and teachers. Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. These laws include the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004.

What Are the Essential Components of Rtl & SST Processes?

Response to Intervention (Rtl) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. Rtl allows for early intervention by providing academic and behavioral support rather than waiting for a child to fail before offering help. The elements of an Rtl approach are: providing scientific, research-based instruction and interventions in general education; monitoring and measuring student progress in response to the instruction and interventions; and using these measures of student progress in response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions.

The SST process, now known as Tier 3, most often occurs after the student has not been successful in Tier 2 interventions. Just as with the Rtl process, key elements within Tier 3 include identifying learning/behavior problems, developing and implementing research-based interventions and instruction, assessing/progress monitoring, providing follow-up and support, and making data- based decisions. Parent participation is also an essential part of Tier 3, as the interventions are more individualized at this level.

How Can Parents Be Involved in the RTI/SST Process?

The hallmarks of effective home-school collaboration include open communication and involvement of parents in all stages of the learning process. Being informed about your school's Rtl process is the first step to becoming an active partner.

The state of Georgia requires that parents be invited to all SST meetings. Taking the opportunity to participate in these meetings and your child's intervention/educational plan is an important part of its success.

What Are the Potential Benefits of Rtl?

The most common benefit of an Rtl approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. Secondly, an Rtl approach has the potential to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education.

Adopted from the National Association of School
Psychologists; Response to Intervention (Rtl): A Primer
for Parents 2007 www.nasponline.org

Example Iron County School District MultiTiered System of Supports (MTSS) Staff Development Program Summary

The program requires that funds be spent specifically for staff development aligned with the ICSD and school-level MTSS improvement efforts. Iron County School District certified teachers may choose to participate in this program, except for those working on a disciplinary corrective plan. The ICSD MTSS staff development program consists of two components, extra day(s) and stipend.

MTSS Staff Development Extra Days:

Up to two extra days may be added a teacher's salary should he or she choose to participate in this component. Since these days are optional, teachers will be paid only for the day(s) they complete. Both days are designated as school-wide days. Extra days must focus on school improvement or staff development leading to a systematic school-wide MTSS effort. All extra days must be completed outside of the contract day. Extra days may not be compensated beyond the regular pay (you can't double dip) Extra days for the upcoming school year may be accrued any time after June 1st and before November 15th.

These days may not be made up should you miss them. The only exception to this policy is an emergency approved by the Superintendent. An emergency request form must be submitted and will be treated separate from a contract day emergency leave request. Granted MTSS staff development emergency leave days, can only be made up by submitting a plan for approval to the MTSS school leadership team and building administrator. Documentation verifying completion of the plan must also be submitted. Examples of Professional Development activities that would be appropriate are:

- School-based MTSS focused staff development
- Grade-level or department staff development
- PLC efforts focused on one or more of the key elements of MTSS as described in district and school-level MTSS blueprints

**Personal leave days may not be substituted for extra day(s).*

Compensation for the Extra Days component will be paid as follows:

- Payment for extra days (if completed) will be included on the Dec. 5 payroll check
- Tax exemption forms are available through your administrator should you choose to have the taxes exempt from extra days and stipend payments.

Stipend:

Teachers are required to apply for the stipend. The application is available through the school administrator and MTSS leadership team. The stipend of \$200 will be based on 10 hours of staff development and collaboration as outlined by the school administration and MTSS leadership team. Those who choose to participate in this program should ask themselves the following question when considering appropriate activities:

“Will participation in this activity move our school forward in the development and implementation of a school-wide, systematic MTSS program?”

All hours must be completed outside of the contract day, not compensated for from another source or used for lane change credit. They must also meet the criteria of the ICSD and school’s MTSS staff development and implementation blueprint. ***Applications are submitted to the school administrator for approval.

Below is a list of activities teachers may select in order to fulfill the 10-hour requirement for the \$200 stipend:

- School-site staff MTSS collaboration time
- Problem-solving team efforts
- District and/or school-site staff MTSS professional development based on sound MTSS research-based practices
- PLC efforts focused on one or more of the key elements of MTSS as described in district and school-level MTSS blueprints
- District and school level MTSS leadership team participation

Stipend payments will be included in the June 5 payroll check. All documentation of hours and activities completed must be submitted to the school administrator and MTSS leadership team for approval prior to April 30. The school administrator will submit information to the district office for payment.

Stipend Requirements:

1. Possess a valid Utah teaching license.
2. Be in compliance with the Iron County Teacher Evaluation Program (ISTEP) outlined in ICSD policy AFC.
3. Submit to your immediate supervisor an individual improvement plan (which includes goals and objectives) by October 1.
4. Participate in an individual conference with your immediate supervisor relative to the achievement of these goals.
5. Complete a total of 10 hours from the list of teacher activities listed on page one of this document.

Example - MultiTiered System of Supports: School Building Level (Sites should use the ICSD MTSS Pyramid model and supporting documents along with the School Level *Response to Intervention: Blueprints for Implementation* manual as guiding documents)

Component 1: Consensus Building

Objectives for School Level Consensus Building

- Schools have time and support available to build consensus.
- Schools need access to consensus building tools.
- Schools understand the process and importance of building consensus before moving forward with infrastructure building and implementation

Action 1: Provide information and coordinate with district administration. Action

2: Provide information to school staff and others about MTSS.

Action 3: Identify consensus level among staff necessary for implementing MTSS.

Action 4: Determine next steps.

Action 5: Plan to support change initiative.

Component 2: Infrastructure Building

School Level Infrastructure Objectives

- Schools identify and appoint a building leadership team.
- Leadership teams receive appropriate training and skill development to lead the MTSS initiative
- The building works systematically through the MTSS guiding questions and builds its MTSS infrastructure along the way. These questions are listed in order of consideration on pages 24 of the MTSS School Level Implementation Blueprint document.

Action 1: Form a leadership team.

Action 2: Leadership team receives appropriate training and skill development to lead the MTSS initiative.

Action 3: The leadership team will work through ten basic questions to develop action plans found in the MTSS School Level Implementation Blueprint document.

Component 3: Implementation

Objectives for School Level Implementation

- The school builds its master calendar and master schedule around the instructional needs of students.
- The needs of students with core, supplemental and intensive needs are addressed appropriately in this structure.
- Supplemental and intensive instructions are in addition to, rather than instead of, core instruction.
- Implementation supports are systematically built into the system and are carried out as planned.

- Scheduled dates are identified for all assessments (screening, diagnostic and progress monitoring).
- Scheduled dates are identified for decision-making about students' instruction (flexible grouping).
- Sufficient expertise is available to assist the school in making data-based decisions about students' instruction.
- Successes, no matter how small, are celebrated by all involved.
- A project-level evaluation plan is created and put in place. Data are collected over time.

Action 1: Provide professional development and ongoing supports for those administering assessments and providing instruction.

Action 2: Implement logistics of assessments and periodic data analysis. Action

3: Implement logistics of core, supplemental and intensive instruction. Action 4: Monitor implementation.

Action 5: Collect and summarize program evaluation data. Action

6: Communicate regularly with school staff.

Action 7: Celebrate your successes.

MTSS – 10 BASIC QUESTIONS

Leadership teams use to develop action plans

As you read through these questions, reflect on the district's MTSS blueprint and contemplate the four categories of learners which are: Academic At Risk Learners, English Learners, Advanced Learners, and Self-Management Learners.

1. Is our core program sufficient to meet the needs of ALL students?
2. If the Core program is not sufficient, why? What lead to this?
3. How will the needs identified in the core program be addressed?
4. How will the sufficiency and effectiveness of the core program be monitored over time?
5. Have improvements to the core program been effective?
6. For which students is the core instruction sufficient or not sufficient? Why or why not?
7. What specific supplemental and intensive instructions are needed?
8. How will specific supplemental and intensive instruction be delivered?
9. How will the effectiveness of supplemental and intensive instruction be monitored?
10. How will your determine which students need to move to a different level of instruction?

Selected Text References

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- Fullan, M., (2006). Breakthrough. Corwin Press, Thousand Oaks, CA.
- Fullan, M. (2001), Leading in a culture of change. Jossey-Bass, San Francisco, CA.
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- Mellard, D. F. & Johnson, E., (2008), RTI: A practitioner's guide to implementing response to intervention. Corwin Press, Thousand Oaks, CA.
- Reeves, D. B., (2008), Reframing teacher leadership: To improve your school. ASCD, Alexandria, VA.

Selected Website References

<http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf>

Short power point presentation designed for administrators –

http://www.nasdse.org/documents/NASDSE_RtI.ppt

Five 90 minute introductory RtI videos featuring leading national RtI experts –

<http://www4scoe.net/rti/programs.cfm?menuChoice=3>

Beyond Islands of Excellence from the Learning First Alliance –

<http://www.learningfirst.org/publications/districts/>

An RtI primer for parents –

http://bsnpta.org/geeklog/public_html//article.php?story=RTI?Primer

Information on data collection processes - <http://www.ncrel.org/datause/>

<http://research.nichcy.org/research101.asp>

The Concerns-Based Adoption Model –

<http://www.sedl.org/pubs/catalog/items/cha2>

Assessment, literacy and timing –

<http://www.ritap.org/rti/resources/presentations.php>

Heartland AEA (aA) RtI training resources – www.aea11.k12.ia.us/idm

Positive Behavior Supports (PBS) framework and staff presentations –

<http://www.modelprogram.com>

Implementation assessment tools for positive behavior supports –

<http://www.pbis.org/tools.htm>

Website References (Cont.)

The Consumer's Guide to Evaluating a Core Reading Program on Big Ideas in Beginning Reading website at:

<http://reading.uoregon.edu/curricula/index.php>

Heartland AEA (1A) Reading Screening Tool –

<http://www.aea11.k12.ia.us/idm>

Questions: A Leader's Guide to Systems Thinking about School Improvement -

<http://www.mcrel.org/topics/SchoolImprovement/products/82/>

Examples of School Rtl action plans – <http://www.aea11.k12.ia.us/idm>

Intervention Resources –

<http://www.ilispa.org/modules/smartsection/item.php?itemid=60>

<http://www.fcr.org>

http://oregonreadingfirst.uoregon.edu/inst_curr_review.html

<http://www.texasreading.org/utcrla/>

Progress-monitoring and decision-making rules –

<http://www.ilispa.org/modules/smartsection/item.php?itemid=45>

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

<http://www.progressmonitoring.net/RIPMProducts2.html>

Staff development standards –

<http://www.nsd.org/standards/about/index.cfm>

www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_star

[t=&grade_edn=](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_star)