

RECOVERY SCHOOL DISTRICT



*Response to Intervention (RTI)
Really Terrific Instruction*

*Moving students from where they are to
where they need to be*

(Fourth Edition)

State Board of Elementary and Secondary Education
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The Recovery School District is dedicated to developing one of the outstanding school districts in the country by providing quality instruction designed to meet the needs of all students in the general educational setting. Recovery School District administrators, teachers, parents, and support personnel work together to make that positive outcome certain.

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RTI Ideal System Configuration

Academic Systems

Behavioral Systems

Tier III Intensive Interventions

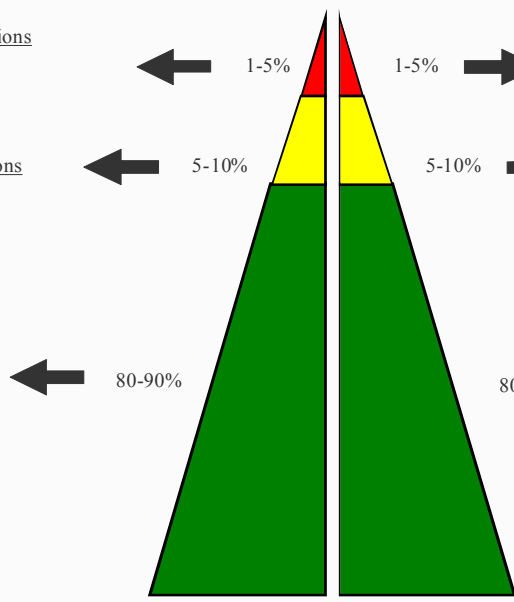
- Individual Students
- Assessment-based
- High Intensity

Tier II Strategic Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier I Core Curriculum

- Grade level
- Preventive, proactive



Tier III Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Tier II Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Tier I Universal Interventions

- All settings, all students
- Preventive, proactive

RSD RTI Systems

Academic Systems

Behavioral Systems

Tier III Intensive Class-wide Interventions

- Assessment-based
- High Intensity

Tier II Strategic Group Interventions

- High efficiency
- Rapid response

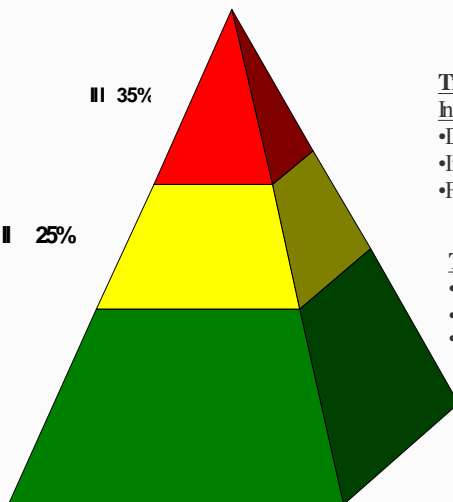
Tier I Core Curriculum

- Accelerated, enriched
- Preventive, proactive

III 35%

II 25%

I 39%



Tier III Intensive, Individual & Group Interventions

- Data based
- Intense, structured, supportive procedures
- FBAs, BIP's

Tier II Group Interventions

- Some students (at-risk)
- Relationship building
- Behavior Modeling

Tier I PBS School-wide Applications

- Build leadership skills
- Understanding expectations

Tier percentages are from 2008-2009 IE AP data—39% Basic and above, 25% Approaching Basic. And 35% Unsatisfactory. Behavior system data is available by categories (attendance, in-school suspensions, referrals, etc) for 2008-2009. 2009-2010 data will be compiled.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is a tiered process that provides high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. Additional essential components include monitoring academic and/or behavioral student progress and making data-driven decisions about student curriculum based on a review of that progress. State assessment data from the New Orleans Recovery School District (RSD) indicates that many of the district's students have strong academic needs. Research indicates that students who are not successful academically often receive instruction that does not address their individual needs. The RTI process has been endorsed by many agencies including the National Research Council and the US Department of Education as the most effective system to provide appropriate instruction to students with academic challenges. It is particularly effective as an elementary school program to provide Early Intervening Services. The RSD has adopted this process as a **district-wide** initiative to improve student outcomes and foster academic success.

▪ *THE RTI PROCESS IN RSD SCHOOLS*

The RSD Managed Curriculum, based on the Louisiana Comprehensive Curriculum is the required curriculum in the Recovery School District. The recent history of New Orleans and the unique nature of the Recovery School District result in a high percentage of students facing academic challenges and requiring interventions to reach grade-level success. To address the high number of students needing academic interventions, whole classrooms of students may receive reading, language and math interventions in RSD Schools.

The purpose of strong district supported interventions is not only to bring students to grade level, but to also provide students with acceleration and enrichment opportunities that will reinforce their success and assist them in achieving their potential. To organize a system of supportive placement and intervention determination, instruction in the RSD is based on a three-tiered process as follows:

- Tier I is the level at which students are achieving grade-level success. (Tier determination is based upon DIBELS, SRI, Benchmark and State Assessment results).
- Tier II is implemented when students need strategic support to achieve grade-level success. (Consistent with Approaching Basic Scores on State Assessments).
- Tier III is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).

The RTI process is designed to help principals, teachers, parents, specialists, and para-professionals utilize data-based decisions to improve the educational outcomes for all students, especially those students whose success is at risk due to academic or behavioral challenges. Successful outcomes reduce the need for special education services. Unless a student has an obvious disability requiring Special Education services (e.g., severe autism, severe physical disabilities, etc.), a referral for a Special Education evaluation is expected to be accompanied by data demonstrating that the student was provided with appropriate scientific research-based instruction (including interventions) in the general education setting, delivered by qualified personnel, along with progress monitoring data as required by federal and state regulations. If, over time, collected data indicate that the student has not shown adequate progress despite implemented research-based interventions, consideration for Special Education may be warranted.

RTI addresses student academic and behavioral challenges. See the appendix (p.A7) for the RSD single page summary of the RTI tier framework for Reading and Math, and the summary of the Behavior Framework (p.A8). Although academic interventions may be provided for reading and mathematics, Positive Behavior Supports (PBS) addresses behavioral issues.

▪ ***THE LEADERSHIP TEAM***

A school's leadership team is designated by the principal and provides support to teachers and other school personnel as the school strives to accommodate the needs of all students in the general education setting. The core leadership team is responsible for the student and school progress in the areas of behavior and academics. Throughout the school year, the Leadership Team is responsible for monitoring data, ensuring fidelity of the intervention process, and making decisions about student instruction based on the data review. To accomplish this, the principal may designate to team sub-sets the responsibility of addressing specific organizational needs of the school community. Ideally, a member of the core leadership team may lead or assist sub-set teams to provide consistent leadership in all school initiatives. Sub-set teams may include, but are not limited to: RTI, PBS, Referral, and School Improvement.

Team Functions

Various sub-set teams and their functions are as follows:

RTI Team Functions:

- Through Universal (school-wide) Screening, assist school personnel to identify students who face challenges to academic success.

- Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the general education setting.
- Facilitate the intervention process.
- Assist teachers in monitoring the progress of students receiving interventions.
- Assist with analyzing data from the intervention process.
- Participate in data-driven decisions about the student's progress.

PBS/Behavior Team Functions:

- Maintain a positive learning culture in the school through PBS processes.
- Progress monitor school data about absenteeism, in and out of school suspensions, etc.; and collaborate with staff to develop plans that provide teachers and support staff with appropriate interventions for students who have challenges in these areas.
- Provide positive reinforcements for students who are successfully supporting the positive school climate.

Referral Team Functions:

- Review progress monitoring data from RTI and PBS teams that indicates which student may be eligible for special education consideration.
- Coordinate referral process according to Bulletin 1508 guidelines to determine if a referral for evaluation is appropriate and make referral when appropriate.
- Review information and begin process for referral when student information indicates that a low-incident disability is suspected.

School Improvement Team Functions:

- Review Annual Yearly Progress scores and school progress indicated by district walk-through assessments.
- Develop action-plans to promote improvement in target areas.
- Monitor data in all school improvement areas.

Team Meetings

During the first part of the school year and whenever data indicates that close attention is necessary in a particular area, core leadership meetings occur a minimum of once every two weeks initially and may be adjusted according to need as the school year progresses. Sub-set team meetings take place once every one or two weeks according to need. All meetings adhere to the following procedures.

- A printed agenda is provided which defines the meeting purpose.

- All participants sign a sign-in page.
- Pertinent data is reviewed.
- Data drives meeting decisions.
- When evaluation reveals progress that is below expectations, support systems are notified and adjustments are made.
- Goals and expectations are clearly defined and outlined for the next meeting.
- Meetings may be held less frequently when there is less need.
- Meetings are **not** held on days that are devoted to cluster meetings.
- Notify the parents of students not responding to interventions.

Team Roles

Suggested team members include the principal, assistant principal, master teachers, reading interventionists, RTI/appraisal staff, counselor, social worker, nurse, speech pathologist, special education chairperson, and any other support person the principal may designate. The roles are designed as follows:

Principal:

- Supports the RTI process
- Designates the RTI Team Administrator (self or other general education school administrator)
- Provides scheduling to accommodate intervention process
- Provides resources (i.e. space) to support personnel (appraisal staff, counselors, interventionists, coaches, nurses, social workers) who facilitate the intervention process

RTI Team Administrator:

- Schedules RTI meetings and informs team members of meeting dates. The administrator initiates the meeting with a broad overview of the meeting's agenda, records minutes of the meeting, and keeps a log of the reviewed data
- Facilitates the process for Tier I review and Tier II intervention plans
- At Tier III consideration, provides appropriate Tier III forms to teachers, invites parents to the RTI meetings and informs the RTI team of the meeting agenda
- Maintains files for RTI team paperwork (e.g. student data file)
- Processes referrals for Special Education evaluation through the RTI team

Master Teacher (TAP):

- Provides leadership to the cluster meetings
- Assists with the development of classroom intervention plans
- Reviews student progress monitoring data
- Provides support and mentoring to teachers as interventions are implemented

Reading Interventionist:

- Works directly with students to provide necessary intervention services
- Assists with the universal screening and the implementation of interventions
- Facilitates the use of progress monitoring techniques and analysis of data
- Collects data on the student's performance over time and with the teacher, appraises the student's parents of the student's progress
- Regularly reviews school-wide student progress monitoring data

General Education Teacher:

- Seeks the expertise of the RTI team due to academic or behavioral at-risk performance by a student in his or her class
- Implements Tier I interventions as appropriate
- Implements core-curriculum interventions and assists with Tier II and Tier III interventions when appropriate
- When Tier III or evaluation referral decisions are considered, the teacher completes the appropriate forms and provides documentation of screenings and the progress monitoring data to the RTI team or the Referral team as appropriate.

RTI/Appraisal Staff Member:

- School-based Educational Diagnostician, School Psychologist, Appraisal Social Worker or Speech Evaluator who assists the school with the RTI and the Appraisal process
- Collaborates with teachers and support staff in facilitating Universal Screening and collection and interpretation of student progress data
- Assists the teacher, paraprofessionals, interventionists and coaches in implementing appropriate interventions, progress monitoring and data analysis
- Reviews collected data as needed (generally, every 1 to 3 weeks) and assists with data-based decisions about the interventions. When review of student data by the Referral team indicates a suspected exceptionality as defined by State Bulletin 1508, this professional becomes the coordinator of the evaluation process.

Master Teacher (High School):

- School-based educators who provide intervention assistance to teachers and students
- Facilitates the RTI process through mentoring teachers and introducing core curriculum strategies to promote success
- Participates in data-driven decisions about the intervention plans
- Assists in documenting all intervention data
- Coaches teachers in content area classroom strategies that impact teaching and learning

Counselor:

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

Speech Pathologist:

- Conducts screenings regarding the student's speech and language ability, participates in interventions that impact these areas and facilitates progress monitoring and analysis
- Participates in the assessment of students who are identified through screening to needing evaluation for Special Education Services

School Social Worker:

- Provides support in behavior areas [assists with the Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) as needed]
- Works collaboratively with the student, teacher, parent and support staff to maximize positive behavioral outcomes for the student
- Promotes School-Wide Positive Behavior Support and a positive school climate
- Participates in classroom observations to collect data on challenging behaviors
- Provides the social worker component on Multidisciplinary Evaluations

School Nurse:

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

Parent:

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

- ***GENERAL RTI PROCESSES (All Grades)***

Universal Screening

Student skill level is determined through Universal Screening. The RSD employs several objective assessments across all grades to determine whether a student is at grade level—DIBELS, SRI Assessments, Benchmark Assessments, Math Curriculum Based Assessments (Math CBM) and State Assessments are all used as objective measures to assess the students’ skills and monitor their progress. Universal screening identifies those students who may be at risk for academic failure or have a history of academic failure. Students are assigned to tiers according to assessment indices that indicate the level of intervention intensity required to move a student to grade-level success. Appropriate interventions are administered accordingly. As interventions are applied, student progress is monitored through intervention assessments, SRI assessments, Dibels assessment, Aimsweb progress monitoring, and finally through the LEAP, iLEAP and GEE assessments administered in the spring.

Goal Setting

Intervention planning begins by determining a goal directly related to the identified problem. Academic goals can be facilitated through interventions prescribed by the district, and adaptations and interventions that target specific skills may also be employed. Resources to explore additional strategies are listed on pages 20 - 22. Data from intervention assessments are carefully reviewed to monitor progress toward the indicated goals.

The RSD sets goals according to standards and benchmarks that are research-based. These standards help define the levels at which students need to perform in order to be successful in their current grade and be prepared for the next grade. The interventions selected by the district at Tier II and Tier III set goals automatically according to skill needs and provide the process to monitor student progress toward goal achievement.

Assessment

The purpose of academic assessment is to determine what the student knows and what needs to be taught. Student assessment information is collected for the following purposes:

- Determine the specific deficit skill area so an intervention plan can be implemented
- Collect initial baseline data

- Determine if the intervention is effective

Appropriate assessment tools and techniques are sensitive to changes over short periods of time, produce unbiased results, demonstrate proven technical adequacy (i.e. valid and reliable), are quantifiable, relevant to the curriculum, and practical to administer.

Effective Intervention Plans

The proactive RTI Team will focus considerable attention, time, and effort identifying appropriate intervention strategies. It is crucial that all interventions be directly related to the identified skill deficit(s), and that teachers have buy-in to the planned intervention(s). The role of the team is to help teachers find effective intervention strategies and provide the support necessary to implement the interventions. **When developing achievable intervention plans, the team should:**

- Identify the resources needed for implementation
- Identify who will conduct the intervention
- Where will it occur
- How long will it take
- Who will monitor the progress
- Who will help assure that the intervention is carried out as planned
- When will the team meet again to discuss the progress

RTI teams throughout the district will use the ELA/Reading and Math Framework (p.A7) and/or the Behavior Framework (p.A8) to provide the structure for Intervention Plans. Once the intervention program has been determined, it is important that teachers and team members not stray from the intervention design. Interventions that are implemented specifically in the manner in which they were designed have high integrity. However, most interventions deviate from their original form due to many factors, such as time and resources. Measuring intervention integrity is important to determine if the intervention itself was unsuccessful or may still be viable if practiced as designed.

Other ways to facilitate interventions are to evaluate the treatment component (what makes it work) and the delivery method. This is accomplished by determining if the type of intervention selected matches the severity of the problem, if the length of time is sufficient to achieve the desired goal, if the frequency is sufficient, and if the delivery method is appropriate.

Progress Monitoring

Progress monitoring refers to making instructional decisions and analyzing the progress of the student's academic performance from data collected on a regular basis. It is a scientifically-based practice used to evaluate the effectiveness of instruction and has proven reliability and validity for assessing academic skills. Research has shown that when teachers use progress monitoring, students achieve more as teachers' instructional decisions improve. Progress monitoring data are used to inform instruction at each Tier, allowing the student's response to research-based interventions to be used as the data on which decisions are made. To implement progress monitoring, the student's current level of performance is determined, goals are identified, and progress towards meeting the established goals is monitored.

Progress monitoring is a critical component of the RSD's intervention process since it provides the information necessary to judge whether any given intervention is effective so that it can be modified quickly if necessary. Prolonged use of ineffective interventions will delay and could hamper student success.

Data Analysis and Decision Making

After several weeks of data collection, the RTI Team examines the student's progress graph to determine if the intervention is effective or if instructional changes need to be made. The team compares the student's rate of progress (i.e. trend line) with the projected rate of progress (i.e. goal line). In other words, how is the student doing compared to how the student should be doing? If the trend line is lower than the projected rate of progress, the team should make an instructional change or modification to boost the student's performance. If the trend line is the same or higher than the goal line, the team should raise the goal to be reached. Most of the interventions provided by the district have goal variations built into the program design.

Data based decision-making should occur at each Tier of service. The data is the basis for every decision that is made. Some students may display significant progress and others may need continued support.

▪ ***ACADEMIC RTI IMPLEMENTATION (Elementary)***

The typical school day for Elementary schools will go from 8:00 to 4:15, while high schools go from 7:30 to 3:45. Instruction is delivered in five 90 minute blocks. Interventions are offered district-wide from Kindergarten through the 8th grade in the elementary schools. Note that in the elementary schools, the intervention process follows a standard protocol format. District interventions are applied according to the tier assignment of the student:

Intervention Delivery

Daily instruction is delivered in five 90 minute blocks to maximize instruction and intervention benefits. (See the ELA/Reading/Mathematics Framework, Appendix p.A-7)

Tier I: Achieving grade-level and Basic success, students in Tier I receive core, enrichment, and accelerated instruction. They follow a faster pace of instruction designed to maximize their potential and give them leadership opportunities.

Tier II: Students achieving Approaching Basic receive Tier II interventions according to their need in ELA, Reading and Math. The system allows for flexibility since some students who achieve high Approaching Basic scores may receive Tier I instruction if warranted.

- K-3 grade students receive 90 minutes of core curriculum supplemented by 30 minutes of Voyager.
- 4-8 students receive 90 minutes of core reading instruction supplemented by 90 minutes of Read 180
- Math interventions vary in length of time, K-8 students receive 90 minutes of core mathematics instruction supplemented by FASTT Math and First in Math.

Tier III: Students receive Tier III instruction when curriculum assessment scores are unsatisfactory.

K-3 students receive 90 minutes of instruction supplemented by 30 minutes of Voyager and/or 45 minutes of Direct Instruction, Decoding.

- 4-8 students receive 90 minutes of core reading instruction, and 45 minutes of Direct Instruction, Decoding. They also may receive additional targeted interventions during an elective period.
- K-8 students receive 90 minutes of core curriculum in mathematics supplemented by FASTT Math and First in Math. The students may also receive additional targeted interventions during an elective period.

Universal screening (Math Curriculum Based Assessment, DIBELS and SRI assessment) is used to screen elementary students into appropriate instructional tiers. The student's academic progress is monitored frequently to determine if the interventions are sufficient to help the student reach the instructional level of his or her grade. In this fluid, high-expectation process, movement is encouraged when strong student progress warrants movement to a different tier of instruction. For example, if a student in **Tier II** is making strong progress and appears to be performing at a **Tier I** level, the Leadership Team may move that student into **Tier I**. If several weeks of consistent intervention show a lack of progress, the Leadership Team may determine that a student needs more intensive interventions and place the student appropriately. This process is designed to move students to Grade Level and higher.

Progress Monitoring:

- Student progress may be monitored by the individual students, teachers, master teachers, and the Leadership Team at each school.
- District administrators also review school and student data.
- Benchmark assessments are administered quarterly and the cluster groups and master teachers review data bi-weekly within their groups to assess progress and determine fidelity to the interventions
- Decisions about changing intervention instruction for individual students are reviewed at nine-week intervals, and progress is reported to students and parents.

Data-Driven Decisions:

When data indicate that a change should be made in a student's intervention plan, especially at the **Tier III** level, a data review is held at the scheduled Leadership RTI meeting.

- An RTI Consideration form is available on page A-1.
- Documentation of student progress within the interventions is provided with that form.
- The parent and appropriate school participants are invited to the meeting to formulate the intervention plan.

▪ ***ACADEMIC RTI IMPLEMENTATION (High School)***

The intervention process for High School differs somewhat from the process described in the elementary schools. While the school day also follows a block schedule that begins at 7:45a.m. and ends at 3:45, the nature of the High School experience and requirements for Carnegie Units requires creative scheduling for necessary interventions. While district interventions such as Achieve 3000, Read 180, Direct Instruction, FASTT Math, First in Math and Bridge to Algebra are provided, the process also follows a problem solving model that is structured within the standard protocol for interventions in the various tiers.

Tier Processes: Assessment, Intervention Application and Monitoring

- Review the most recent state assessment, Math CBM, SRI, and benchmark data.
- If student has a history of performance achievement at Grade Level or is on the high end of scores Approaching Basic, the student may follow Tier I processes. If the student achieves low Approaching Basic or high Unsatisfactory scores, the student may receive instruction following a Tier II process. If achievement is indicated in the low Unsatisfactory range, Tier III instruction may be most appropriate. To determine tier placement for High School scheduling, it is recommended that an RTI team review the data for each student and determine the student's schedule and appropriate interventions. Student data is available on JPAMS Data managers and appraisal personnel can assist in accessing these sites.
- Work with support personnel to implement instructional strategies and provide interventions through the core curriculum to obtain appropriate Carnegie units whenever possible.
- Monitor, chart, and review the progress of students..
- Find opportunities to provide incentives to students to increase motivation when skill deficits become apparent.
- Organize and analyze progress.
- Make data-based decisions.
- Change the Intervention and/or increase or decrease the intensity of the intervention as needed. Use the Reading/Math framework and the rate of progress to determine if a different intervention strategy is warranted.
- Monthly, review progress monitoring data for all students involved in RTI at the school to consider overall growth and areas for systemic improvement of the process.

TIER I: Grade Level Success and Accelerated and Enriched Programs

In High School, students in Tier I have an opportunity to build on their grade-level success through accelerated and enriched programs. Instruction in all areas follows the Louisiana Comprehensive Curriculum, with opportunities for leadership training and expansive learning. Electives provide many enrichment opportunities. Through the extended day, students have an opportunity to accrue Carnegie units faster, explore work-study programs and college coursework for credit, and to graduate earlier than is possible with a typical high school schedule. Recovery School District High Schools have specialty areas that emphasize student options and prepare students for success through hard work and skillful choices that maximize their potential.

TIER II: Strategic Intervention

Tier II provides opportunities for students who have academic deficits that cannot be improved at the Tier I level without strong intervention supports. At Tier II, the students receive scientific research-based interventions that are designed to strengthen areas that challenge the student. Tier II procedures for reading are as follows:

- Refer to the Short Reading and Math Framework for interventions at the Tier II level (See Appendix, A7 and A8).
- Students in grades 9 through 12 use Read 180 as their primary Tier II intervention. Implementation follows district policy and training. Read 180 assessments identify the skill level of each student and adapt the intervention to that skill level. Progress monitoring is provided through the Read 180 assessment process.
- Supplemental instruction in content area classes is provided through Achieve 3000.
- Bridge to Algebra is provided as a math intervention at the Tier II level.
- Inform parents when a review of the data indicates that the student should receive support at home for interventions specified at the Tier II level.
- Interventions may be delivered during elective periods, or if the class need is great, to a whole class of students. It should be noted that when the intervention schedule is disrupted, and the intervention protocol is not followed, the fidelity of the intervention process is compromised and the maximum results may not be achieved.

The majority of students in the Recovery School District require a Tier II or Tier III level of academic support. **An adjustment in the delivery of the curriculum through the intervention process can address the intervention needs of the large number of students and facilitate skill development.** Grade-wide skill deficits require that students receive specified interventions by group or class rather than individually.

TIER III: Intensive Intervention

Tier III provides additional strategies and support beyond those provided in Tier II. (See the Frameworks for Tier III interventions). Tier III interventions:

- Incorporate increasing intensities of interventions or change the interventions based on individual needs. Intensity relates to changes for a relative set of variables, such as time, task or duration.
- If intensifying the Read 180 intervention does not produce desired outcomes, or if it becomes evident that the student does not have the basic alphabetic principles necessary to access Read 180, Corrective Reading through Direct Instruction is provided by the district as a Tier III intervention during the Read 180 period. These materials are generally seen as somewhat elementary by high school students, but they do provide essential decoding skills for the non-reader. Successful implementation may require adaptation by the instructor.
- The math intervention at the Tier III level is FASTT Math. This intervention focuses on number and operations at the primary grade levels and moves to strengthen math facts and fluency at the middle grade levels.
- Tier III interventions are generally provided for a minimum of 60 minutes a day in addition to the time for core instruction and are usually applied over a longer period of time (application of total intervention time should be several weeks or even months when there is evidence that the student has missed substantial instruction). Because of the block configuration, interventions in the RSD can be scheduled for 90 minutes at a time.

After-school and end-of-school year programs have been instituted to provide students with more time to develop needed academic skills. These programs provide instruction within the tiered framework according to the instructional needs of the student. Over-age and students not on grade level receive instruction at Tier II and III levels.

▪ ***BEHAVIORAL RTI PROCESSES AND INTERVENTIONS***

Student academic success is dependant upon appropriate school and classroom behavior. The primary behavioral support initiative of the RSD is district-wide Positive Behavior Supports. It is recommended that all faculty and students familiarize themselves with the District PBS manual and with the district Discipline Code.

See the Behavior Framework for an overview of the RTI 3-Tiered Behavior Process for the RSD (Appendix, p.A8) Progress monitoring for behavioral changes could include a collection of office visits, classroom disruptions, tardiness, absences, and/or suspensions. A reduction in the targeted behaviors and a review of the data help to drive the decisions about the efficacy of the applied interventions.

Tier I functions within the PBS expectations and reinforcements.

Tier II is for students who need strategic interventions and support to assist them in maintaining appropriate behavior. One resource for students who are indicating some challenging behaviors in attendance, tardiness or acting out behaviors is the Check-In/Check-Out intervention (See Appendix, Tier II Behavior Documents)

Tier III: If data indicate behavior is becoming more severe as defined within the Behavioral framework, support through Tier III may be warranted. Support in Tier III may include group or individual assistance from counselors, school psychologists or social workers. Support can also be provided through a Functional Behavior Assessment (FBA), which defines the student's needs that the problem behaviors satisfy such as attention, avoidance of a task, etc. Research indicates that students change behavior when it is clear that a different response will more effectively and efficiently result in a desired outcome. Behavior Intervention Plans (BIP) define the parameters of the intervention. An FBA and BIP are recommended or required: (See Code of Conduct)

- Before implementing a suspension from educational services
- After the first suspension for **all** students whose behavior is suspected of significantly interfering with that student's learning.
- For **all** students classified with Emotional Disturbance and other students with disabilities who have behavior issues.
- For all students in Tier 3 for behavior concerns

Conducting an FBA is generally considered to be a problem-solving process that looks beyond the behavior itself. For more details about the process, see the Tier III Behavior Documents in the Appendix.

▪ ***REFERRALS***

Special Education Referrals

For students with gaps in their academic skill level, successful outcomes through appropriate interventions reduce the need for special education services. Once validated, interventions have been implemented with integrity for the prescribed period of time (especially in Tier III) without effective results, the team may examine the appropriateness of referring the student for an evaluation for special education services. When the curriculum, environment or instructional needs of the student require more resources than can be provided within the general education classroom or when intensive interventions are administered over time and continue to reveal deficit skills coupled with a low rate of learning, the student may have a disability as defined in Bulletin 1508. Specially designed instruction may be needed for the student to acquire and retain new information or maintain acceptable rates of learning.

When a referral for a special education evaluation is necessary, the data demonstrate that the student was provided with appropriate high-quality, research-based instruction in the general education setting, delivered by qualified personnel, as required by federal and state regulations. When a disability is suspected:

- documentation is provided with the RTI Consideration form
- a Referral for Special Education meeting may be held
- The Leadership/Referral team may schedule these meetings monthly or bi-monthly with appropriate personnel including the parent in attendance
- **When students enter the school with a suspected low-incidence disability such as Moderate to Severe Autism, Downs Syndrome, Vision or Hearing Impairment, the referral may be initiated immediately without completing an intervention process.**

Speech Only Referrals

Articulation and Fluency Referrals:

1. Teacher completes RTI consideration form and presents a concern regarding a student's articulation or fluency to the school's Speech and Language Pathologist (SLP).
2. The SLP gives the teacher the "Communication Skills Teacher Checklist".
3. Teacher completes checklist and returns to SLP.
4. The SLP completes the speech screening and the school nurse completes the sensory screening.
5. If the child fails the screening, the RTI meets to present screening results and get parental consent for interventions.
6. A minimum of two weeks of intervention must take place (daily for ten consecutive days). Evidence-based interventions shall be conducted by the SLP or appropriate personnel with fidelity and for the

length of time necessary to obtain sufficient data to determine their effectiveness. Evidence of the strategy/intervention must be maintained during the intervention interval. The SLP conducts consistent follow-ups with the teacher to support the intervention.

7. After the intervention interval, if the student does not show progress, the teacher presents documented information to the SLP for consideration for evaluation. The SLP and the Referral team schedule to review the data. The parent is invited and the data is reviewed. If a recommendation is made to evaluate the student, the evaluation coordinator obtains parent permission, and the evaluation is opened and will be completed within 60 school days.
8. If student passes the speech screening, then the request is terminated. It is recommended that the teacher continue to implement and/or adjust strategies to assist in remediation of the student's speech.

Voice Referrals:

1. Teacher presents a concern regarding a student's vocal quality to the school's SLP.
2. The SLP gives the teacher the "Communication Skills Teacher Checklist".
3. Teacher completes checklist and returns to SLP.
4. The SLP completes screening.
5. If the student fails the screening, the SLP refers the student for assessment by an ENT **prior** to implementing interventions. The SLP gives the parent a referral to an ENT physician, which is required by State Bulletin 1508 before interventions for voice cases are conducted.
6. If the medical report indicates a need for voice therapy, parent consent to implement interventions is obtained and evidenced based interventions shall be conducted by a speech-language pathologist or other appropriate personnel with fidelity for the length of time necessary to obtain sufficient data to determine their effectiveness. The intervention is conducted for two weeks (daily for ten conductive days). Documented evidence is maintained of implementation of the strategy/intervention (on the same form mentioned above). During that two week interval, the SLP should provide consistent support to the teacher as the intervention is implemented.
7. If the student fails to make progress using the interventions the SLP completes all components of the evaluation (as directed in 1508) within 60 school days. If the physician's form is delayed, the evaluation coordinator may take the appropriate extension to complete the case.

Language Referrals:

Concerns are brought forward regarding the student's language skills. **Parental consent for interventions must be obtained for Language referrals.** The student follows the standard RTI process with interventions implemented with the assistance of the SLP. The student's progress is monitored. Although the timeframe of the intervention can vary, the RTI team determines through a review of the data if the intervention

was implemented with fidelity and sufficient time. Upon completion of the intervention, the teacher gives the SLP the documented record of the interventions and the SLP conducts speech screening.

1. If the student passes the speech screening, the request is terminated. The teacher continues to implement and/or adjust strategies to assist in remediation of the student's language.
2. If the student fails the speech screening, steps toward the full RTI process are continued, with the collection of a sensory screening from the school nurse and the data related to the intervention. The RTI meeting date is established once the speech and sensory screenings are completed. The RTI team administrator is responsible for inviting the parent to the RTI meeting. If the team decides to refer the student for special education consideration, parent permission is obtained to evaluate, the case is opened and the 60-day timeline begins. The SLP completes the evaluation according to 1508 guidelines.

Behavior Referrals

Students who have gone through the PBS/RTI three-tiered behavior intervention process and have received appropriate interventions delivered with fidelity and diligence over time (10 to 20 weeks) may be considered for Special Education Services if a disability is suspected. Early in the process a Functional Behavioral Assessment and a Behavior Intervention Plan should be developed by the appropriate school personnel in collaboration with the student's teacher. The parent is invited to a meeting of the referral team in which the collected body of data is reviewed. There should be substantial documentation of the interventions and a chart showing the student's progress, as well as any additional supports that have been implemented. If the referral team determines that the preliminary data provided are consistent with information required by State Bulletin 1508 before beginning the evaluation process, the referral team may refer the student for an evaluation.

▪ **REFERENCES AND RESOURCES**

Journal Articles

Barnett, D.W., E.J., Jones, K.M., & Lentz, F.E. (2004). Response to intervention: Empirically based special service decision from single-case designs of increasing and decreasing intensity. *The Journal of Special Education*, 38, 66-79.

Chafouleas, S. M., Riley-Tillman, T. C., & McDougal, J. L. (2002). Good, bad, or in-between: How does the daily behavior report card rate? *Psychology in the Schools*, 39(2), 157-169.

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Gresham, F.M. (2002). Responsiveness to intervention: An alternative approach to the identification of learning disabilities. In Bradley, R., L. Danielson, & D.P. Hallahan (Eds.). *Identification of learning disabilities: Research to Practice* (pp 467-564). Mahwah, NJ: Erlbaum.

Lyon, G.R., Fletcher, J.M., Shaywitz, S.E., Shaywitz, B.A., Torgesen, J.K., Wood, F.B., Schulte, A., & Olson, R. (2001). Rethinking learning disabilities. In C.E. Finn, Fr., R.A.J. Rotherham, & C.R. Hokanson, Jr. (Eds.) *Rethinking special education for a new century* (pp 259-287). Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute.

New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior. Sde.state.nm.us/seo/discipline/4.fba.11.28.pdf

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Torgesen, J.K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, 40, 7-26.
VanDerHeyden, A.M., Witt, J.C., & Gilbertson, D. Effect of a problem-solving model (STEEP) on accurate identification of children.

Witt, J.C., Martens, B.K., Daly, E.J., & Dool, E.J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26(4), 554-574.

District Intervention and Curriculum Web Site Resources

The following are Web sites for curriculum resources as well as interventions that are prescribed by the district for students who have academic challenges. See the ELA, Reading and Math Framework for the interventions according to grade level. (Appendix, p. A-6)

ACHIEVE 3000: <http://www.achieve3000.com>

Carnegie Bridge to Algebra: <http://www.carnegielearning.com>

DIBELS: <https://dibels.uoregon.edu/>

Direct Instruction: <http://www.sraonline.com>

EPIC: <http://www.epiclearningsystem.com>

FASTT MATH: <http://www.tomsnyder.com>

Glencoe: <http://www.glencoe.com>

Harcourt Trophies: <http://www.harcourtschool.com>

Holt: <http://www.hrw.com>

Pearson/Scott Foresman: <http://pearsonschool.com>

READ 180: <http://teacher.scholastic.com>

Voyager: <http://www.voyagerlearning.com>

Other Web Site Resources

The following Web sites provide information that may be useful to design or improve the provision of early intervening services and, as a result, reduce the disproportionality of racial and ethnic minorities receiving special education services. Also, as reading ability and behavior improves, barriers to the education of students with disabilities in the general education classroom will also diminish. While not exhaustive, this list offers a basis for further investigation and learning.

Center on Accelerating Student Learning (CASL)

<http://kc.vanderbilt.edu/casl>

Designed to accelerate learning for students with disabilities in the early grades and provide a solid foundation for strong achievement in the intermediate grades and beyond. CASL is a five-year collaborative research effort supported by OSEP. Participating institutions are the Teachers College of Columbia University and Vanderbilt University.

Center on Instruction

<http://www.centeroninstruction.org/index.cfm>

Collection of scientifically based research and information about K-12 instruction in Reading, Math, Science, Special Education, and English language learning.

Florida Center for Reading Research

<http://www.fcrr.org>

Disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/index.aspx

Institute for the Development of Educational Achievement

<http://reading.uoregon.edu>

Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

Institute for Reading Research

http://www.smu.edu/teacher_education/irr/index.asp

Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read, children with mild to moderate mental retardation, and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

Intervention Central

www.interventioncentral.org

Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Joe Witt

www.joewitt.org

Cite offers evidenced-based practices for Response to Intervention.

National Center for Culturally Responsive Educational Systems

<http://www.nccrest.org>

Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education; targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

National Center on Student Progress Monitoring

<http://www.studentprogress.org>

Housed at the American Institutes for Research and in conjunction with researchers from Vanderbilt University, provides technical assistance to states and school districts and disseminates information about progress monitoring practices proven to work in different academic content areas (Grades K-5). Also, the Center's web site contains information about various progress monitoring tools, including strengths and weaknesses.

Nat'l Reading First Technical Assistance Center <http://www.ed.gov/programs/readingfirst/support/index.html>

National network of experts in topics critical to high quality, scientifically based reading instruction, including curriculum selection and implementation, professional development, and assessment.

Oregon Reading Center

<http://reading.uoregon.edu>

Provides information, technology, and resources to teachers, administrators, and parents on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

Positive Behavioral Interventions and Supports (PBIS)

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

Provides schools with capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

Reading Rockets

<http://www.readingrockets.org>

Offers reading strategies, lessons, and activities designed to help young children learn how to read and read better; resources assist parents, teachers, and other educators in working with struggling readers who require additional help in reading fundamentals and comprehension skills development

Vaughn Gross Center for Reading and Language Arts

www.texasreading.org

Translates research into practice for online professional development that emphasizes scientifically based reading research and instruction; is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and students receiving special education services

What Works Clearinghouse

www.whatworks.ed.gov

Collects, screens, and identifies studies of effectiveness of educational interventions (Programs, products, practices, and policies).

Organizations

National Center on Student Progress Monitoring

<http://www.studentprogress.org>

National Center for Learning Disabilities (NCLD)

<http://www.nclld.org>

National Reading Panel (NRP)

<http://www.nationalreadingpanel.org>

National Inst. of Child Health & Human Develop. (NICHD)

<http://www.nichd.nih.gov>

Florida Center for Reading Research (FCRR)

<http://www.fcrr.org>

National Research Center on Disabilities (NRCD)

<http://www.nrclld.org>

National Joint Committee on Learning Disabilities (NJCLD)

<http://www.ldonline.org>

National Association of School Psychologist (NASP)

<http://www.nasponline.org>

APPENDIX

RTI Forms	A-1
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ELA/Reading Instructional Components	A-3
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Flow Charts.....	A-5
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Behavior Framework	A-8
Tier II Behavior Documents.....	A-9
Tier III Behavior Documents.....	A-21



STATE OF LOUISIANA
 DEPARTMENT OF EDUCATION
 RECOVERY SCHOOL DISTRICT
 1641 Poland Avenue, New Orleans, LA 70117
 504.373.6200 • www.rsdl.net
Leadership\RTI Team Decision



Student's Name _____ Date _____ Grade _____
 School _____ DOB _____

The RtI Team met and reviewed additional information on this referral and recommends:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Adjust Classroom Setting | <input type="checkbox"/> Classroom Change | <input type="checkbox"/> Other |
| <input type="checkbox"/> 504 Screening | <input type="checkbox"/> Initial Evaluation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Support Services/Intervention | <input type="checkbox"/> Reevaluation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Adjust Intervention | <input type="checkbox"/> Related Service Screening | |

Intervention(s)	Start Date(s)	Review Date(s)	Person(s) Providing Intervention(s)	Progress Monitoring Method Used	Result(s)

Plan of Action:

Summary Results:

Participants:

_____ School Administrator	_____ Parent
_____ Social Worker	_____ Teacher
_____ Speech Pathologist	_____ Counselor
_____ Special Educator	_____ Nurse
_____ Literacy Coach	_____ Math Coach
_____ Reading Interventionist	_____ SLC Leader
_____ Appraisal Representative	_____ Other

RTI Consideration Checklist

1. The parent must be notified of academic and/or behavioral concerns prior to the RTI meeting.
2. Students designated to be discussed at the RTI meeting must be screened by the school nurse to rule out vision and/or hearing problems.
3. The speech and language pathologist should be contacted when speech or language concerns are suspected.
4. Cumulative folders, work portfolios, quarterly tests, progress reports, report cards, DIBELS, SRI Lexiles, Benchmark Assessments, LEAP, iLEAP, and GEE scores should be made available for the RTI meeting.
5. Copies of evaluation reports from another state, parish or agency should be submitted to the appraisal representative for review.
6. Disciplinary referrals, suspensions, anecdotal records, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs) are necessary when behavior is apparent.
7. Attendance records should be on hand when excessive absences are reported.
8. Academic and behavioral interventions must be conducted and analyzed for a period of at least 9 weeks.
9. Progress monitoring of Benchmark assessment data is needed to make sound instructional decisions.
10. Medical information received from the parent should be submitted to the school nurse.
11. The current teacher should have knowledge of the student's academic functioning levels, and strengths and weaknesses in core subject areas.
12. Be prepared to respond to questions posed by parents concerning the student's overall classroom performance.
13. Specific answers to questions and/or assistance may be sought from any RTI team member or other support staff the principal may designate.
14. The RTI Consideration form must be completely filled.

Data Available By Grade Level

<u>PreK</u>	<u>Kindergarten</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
<ul style="list-style-type: none"> • Developmental Skills Checklist (DSC) • Discipline • AEPSI • Aimsweb Math & Behavior 	<ul style="list-style-type: none"> • Developmental Skills Checklist (DSC) • DIBELS • Voyager • Discipline • AEPSI • Aimsweb Math & Behavior 	<ul style="list-style-type: none"> • DIBELS • Voyager • Trophies • Discipline • Aimsweb Math & Behavior 	<ul style="list-style-type: none"> • DIBELS • Voyager • Trophies • Discipline • Aimsweb Math & Behavior 	<ul style="list-style-type: none"> • DIBELS • Voyager • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP

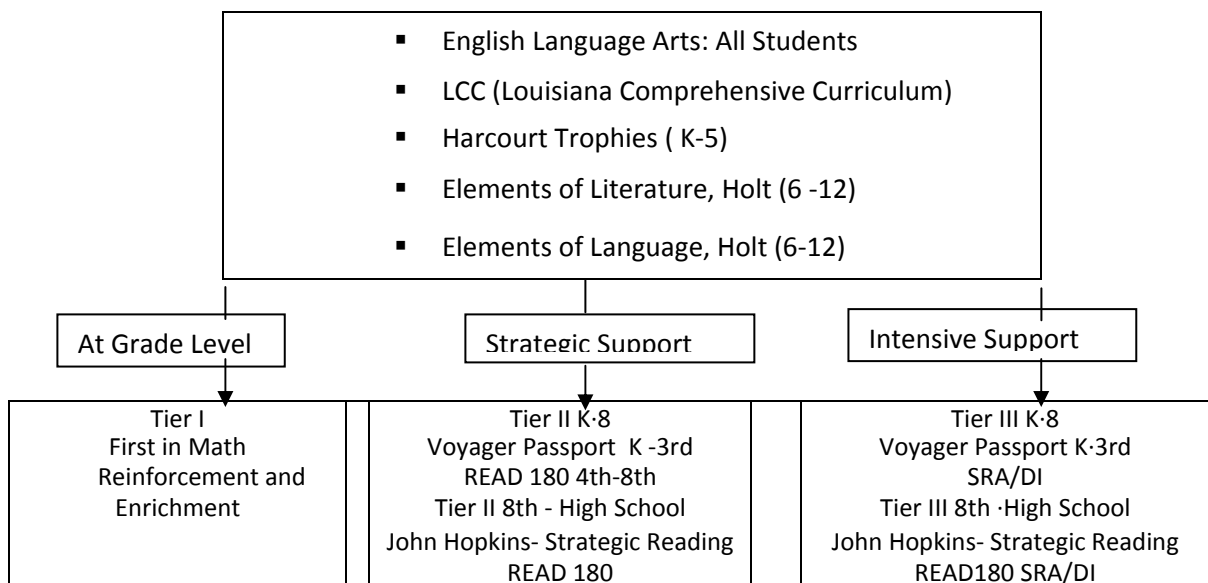
<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>
<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Aimsweb Behavior • MAP

<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Strategic Reading • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Bridge to Algebra • Strategic Reading • Aimsweb Behavior • MAP 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Bridge to Algebra • Strategic Reading • Aimsweb Behavior 	<ul style="list-style-type: none"> • Read180/SRI • Fastt Math • Benchmark • DI (Tier 3) • Discipline • Bridge to Algebra • Strategic Reading • Aimsweb Behavior

ENGLISH LANGUAGE ARTS INSTRUCTION Response to Intervention (RTI) Instructional Programs

English Language Arts is a required course of study in grades PK through high school. The core program is articulated in the district- developed Managed Curriculum. It is designed to address and articulate the grade level expectations required by the State Department of Education (SDE) regarding content and time for instruction. The core curriculum must be assessable for all students. Programs are selected to teach the core content. These programs must be researched-based, rigorous, aligned to the GLEs, and provide for the diverse needs of students including students with special needs.

ELA Instructional Programs



RTI Program Details

RTI is a tiered process that provides universal screening, high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. The following programs serve to provide this intervention through English Language Arts instruction.

Voyager passport: Voyager is a reading intervention system that provides explicit systematic instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary. There is a handbook that accompanies this program and it will assist you in successfully implanting this program!

SRA/DI: The **Corrective Reading** program provides educators with the tools to help close the achievement gaps of students by addressing deficiencies in Decoding. DI is a reading intervention system that provides explicit systematic instruction in phonemic awareness, phonics, fluency, comprehension and vocabulary. This program has scripted lessons for teachers to use during instruction

READ180: READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Strategic Reading: The purpose of Strategic Reading is to apply what we know about the reading process to the challenge of teaching adolescent students how to read for understanding. The goal is to help students make connections between prior knowledge and the text helps students understand content better.

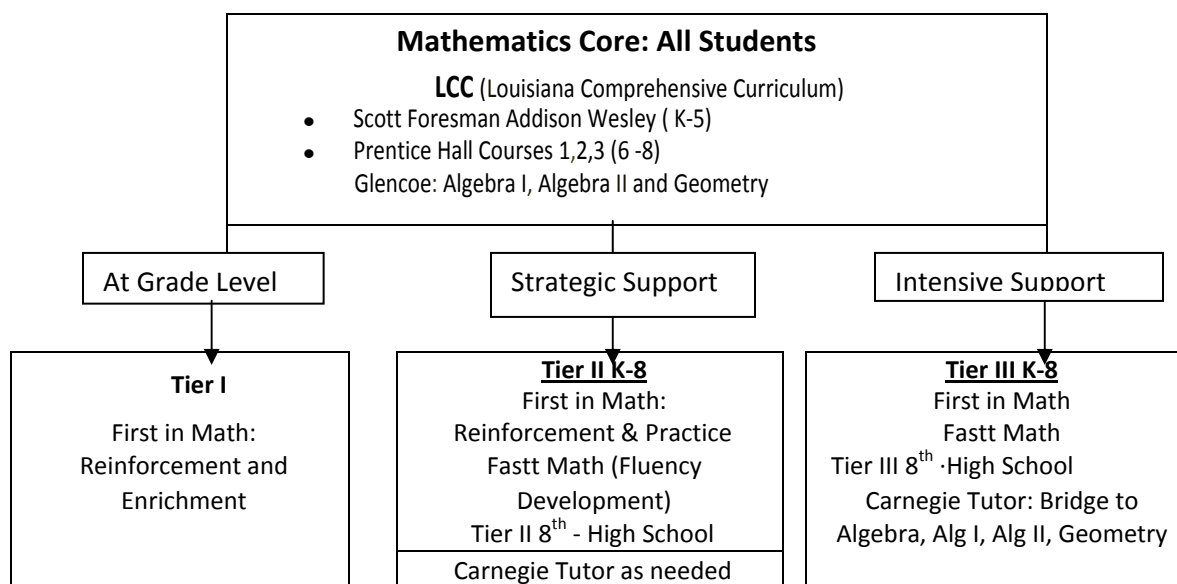
MATHEMATICS INSTRUCTION

Response to Intervention (RTI) Instructional Programs

Mathematics is a required course of study in grades PK through high school. The core program is articulated in the district- developed Managed Curriculum. It is designed to address and articulate the grade level expectations required by the State Department of Education (SDE) regarding content and time for instruction. The core curriculum must be assessable for all students.

Programs are selected to teach the core content. These programs must be researched-based, rigorous, aligned to the GLEs, and provide for the diverse needs of students including students with special needs.

Mathematics Instructional Programs



RTI Program Details

RTI is a tiered process that provides universal screening, high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. The following programs serve to provide this intervention through mathematics instruction.

Fastt Math: Computer software program to help students develop fluency with basic facts in addition, subtraction, multiplication and division. After the fluency assessment, students will receive one lesson per day (approximately 10 minutes daily). It is accessible SAM.

First in Math: A web-based instructional program that complements the mathematics curriculum. It is open-ended, self-pacing and easily monitored to determine progress over time. Content is differentiated based upon student's ability to self-pace. With a login and password, students may access the program anywhere they have computer access.

Carnegie Tutor: Middle and high school computerized supplementary program identifies weaknesses in a student's mastery of mathematical concepts and individualizes instruction to focus on areas where each student is struggling. This continual assessment of student knowledge is available immediately to teachers and students, resulting in ongoing formative assessment completely integrated with instruction.

RTI Decision Process

School-wide (Universal) screening for all students

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

If a student does not meet benchmark standards he/she is considered for Tier II intervention.

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

Exception to the RTI process: If a student is suspected of having a low incidence disability (e.g., visual, or hearing impairment, traumatic brain injury, autism, orthopedic impairment), the RTI team should schedule a meeting with the parent/guardian to discuss immediate referral for special

The team uses the screening data and the information from the student's records to develop an intervention plan that will build skills in the area of weakness.

Notify parent of concern and keep informed of intervention plan progress.

Implement and monitor the Tier II intervention plan.

If the intervention data show that the student is making sufficient progress, continue to implement the intervention.

If the intervention data show that the student will not meet the goal, the RTI team reconvenes to review and modify the plan.

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

If sufficient progress still has not been made, the student is referred for a Tier III intervention.

The team reviews the Tier II data and the student's records to develop a Tier III intervention.

Parent is notified of the need for further intervention and is invited to attend the RTI team meeting.

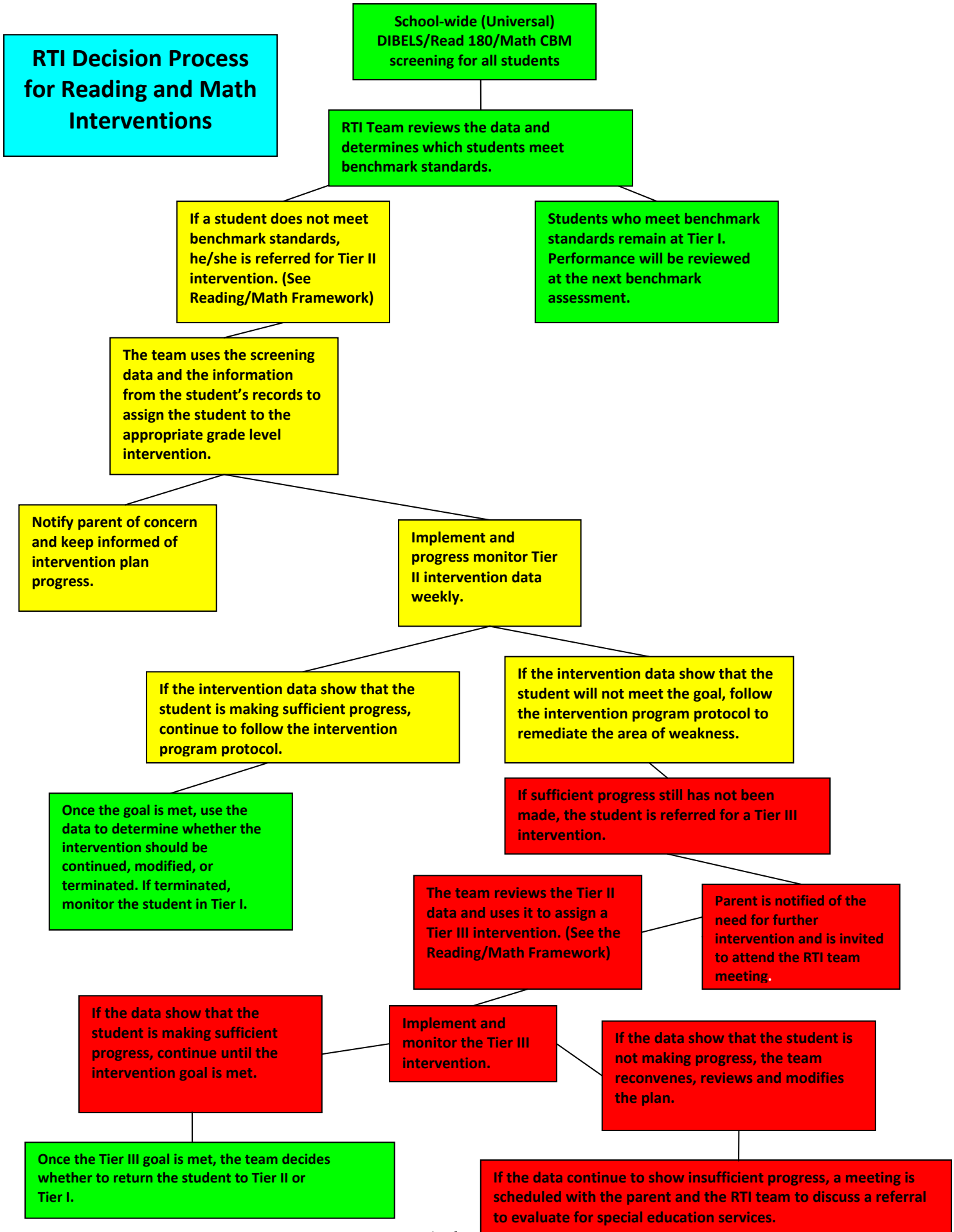
If the data show that the student is making sufficient progress, continue until the intervention goal is met.

Implement and monitor the Tier III intervention.

If the data show that the student is not making sufficient progress, the team reconvenes, reviews and modifies the plan.

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

If the data continue to show insufficient progress, a meeting is scheduled with the parent/guardian and the RTI team to discuss a referral to evaluate for special



Components of the RtI process:

- fidelity to a strong core curriculum
- universal screening of all students to determine skill levels
- research based interventions applied to address at risk areas
- progress monitoring to assess outcomes of the intervention process.

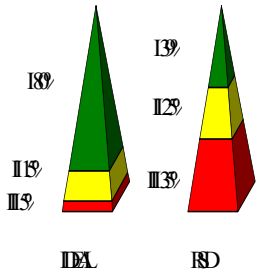
Tier I represents students who are achieving benchmark.

Tier II represents students at risk needing strategic support.

Tier III represents students at risk needing intensive support.

- M. Gap students (overage and students not on grade level) will receive instruction at Tiers II & III.

The process is represented by the tiered triangle. The triangle on the left is the ideal expected student skill distribution while the triangle on the right represents tier estimates for the RSD derived from 2009-10 LEAP data. Data derived from this process measures outcomes and drives decisions about support services.



SD ELA/Reading & Math Intervention Framework--Three Tiered Model

		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced
P R I M A R Y K- 2	Universal Screening	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes
	Focus Areas	Oral Lang/Basic Reading/ Number and Operations	Vocabulary/Fluency/ Reading/Number and Operations	Grade Level Reading and Math Skills	Advanced Reading and Math Skills
	Intervention Program	Voyager/ DI/ FASTT Math, or supplemental materials	Voyager/FASTT Math	Reading & ELA core Math core	Accelerated Program, Voyager – “Ticket to Read”
	Instructional Time (ELA) ***	60 min. intervention 180 min. core 9-week review	30 min. intervention 180 min. core 9-week review	180 min core instruct.	90 minutes Accelerated Instruction
M I D D L E 3- 8	Universal Screening	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
	Focus Areas	Basic Language, Reading & Math skill development	Reading & Math skill focus designed to achieve GLEs	Emphasis on building proficiency of GLEs in all content areas	Above GLEs through advanced activities
	Intervention Program	Direct Instruction (DI) FASTT MATH	Read 180/First in MATH	Reading & ELA core Math core	Accelerated Program
	Instructional Time (ELA) ***	180 min. intervention with core instruction 9-week review	90 min. intervention 90 min. core 9-week review	180 min ELA/Read.core	90 min. Accel. Inst.
H I G H 9- 12	Universal Screening	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
	Focus Areas	Specially designed instruction focused on student needs	Reading and Math skill focus designed to achieve GLEs	Emphasis on building proficiency of GLEs in all content areas	Above GLEs through advanced activities
	Intervention Program	Read 180/DI/First in MATH/Carnegie Algebra	Read 180 CarnegieBrAlgebra	CarnegieBrAlgebra	Accelerated Program
	Instructional Time (ELA) ***	90+ min. within core Small Groups: 1:5 9 weeks	90+ min. within core Small groups: 1:8 9 weeks	180 min. in Balanced Language Arts block (core instruction)	Accelerated Instruction to expand content areas
	Certify Progress	Evidence of Benchmark Performance			
***See Curriculum Support and Specific Grade Frameworks for details of Reading & Math minutes and Tier qualifying criteria scores					

RSD Behavior Framework—Three Tiered Model

		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced
P R I M A R Y K- 3	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors requiring intensive interventions	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Second Step; Too Good For Drugs; Too Good Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Social Skill Activities	Social Skill Activities	Social Skill Activities	Enrichment Programs
M I D D L E 4- 8	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Second Step; Too Good for Drugs; Too Good For Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Social Skill Activities	Social Skill Activities	Social Skill Activities	Enrichment Programs
H I G H 9- 12	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Too Good For Drugs; Too Good For Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/ Enrichment Programs

SWPBS Process:

- School-wide implementation of PBS within school culture to promote positive school climate.
- Data-driven decisions applied to address at risk areas.
- Establish expectations and rules.
- Create reinforcement/incentive program.

Three Tiered Model:

- **Tier-1** designed to develop and maintain SWPBS to prevent problem behaviors and support positive climate.
- **Tier II** represents students with behavior needs needing strategic support.
- **Tier III** represents students with patterns of problem behaviors who need intensive support.
- **Data derived from this process measures outcomes**

Definitions:

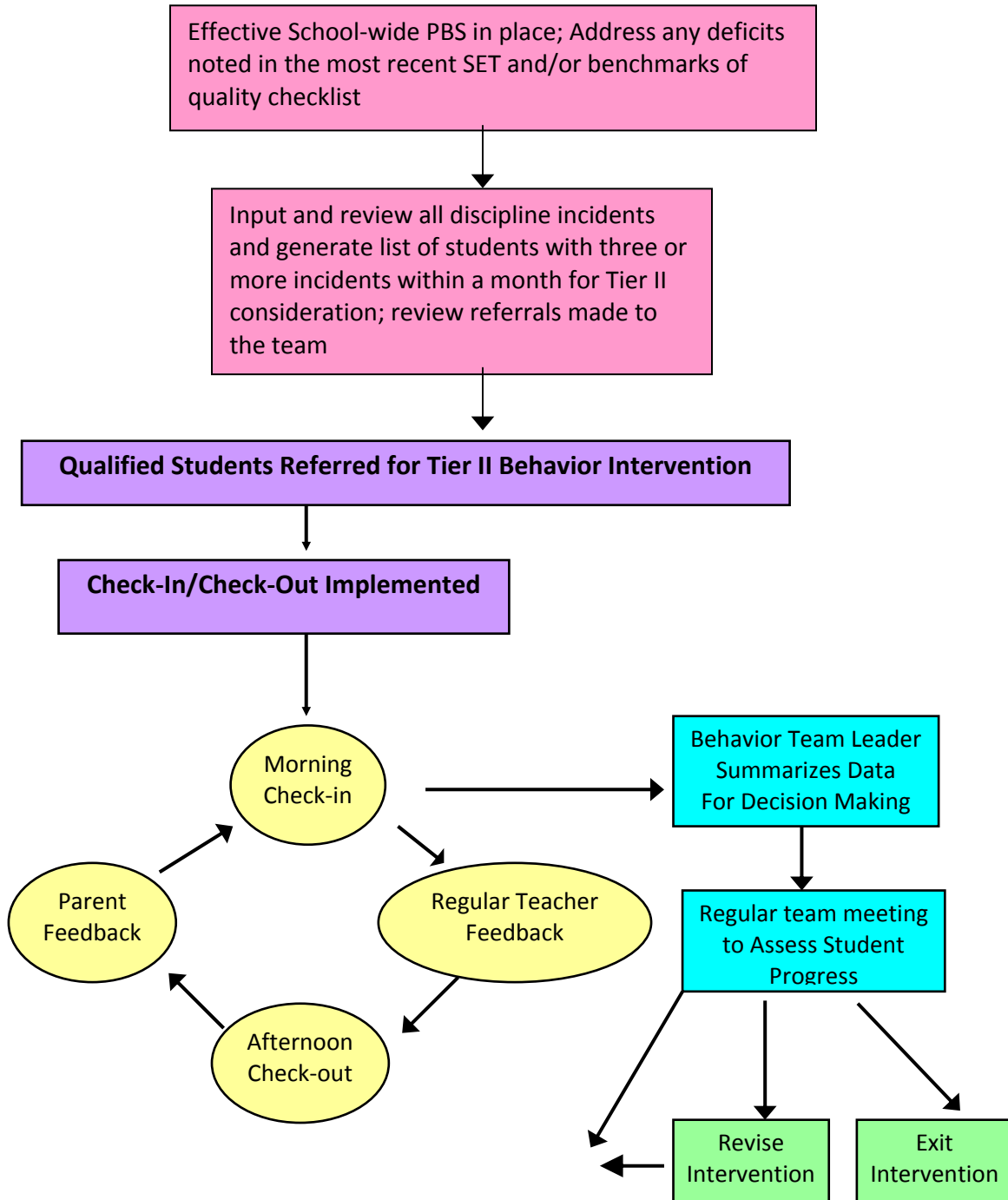
- **FBA** (Functional Behavior Assessment) Observational record of behavior assessing cause and effect of problem behavior.
- **BIP** (Behavior Intervention Plan) Developed with FBA data to reduce problem behaviors.
- **ISI** (In-School Suspension) Classroom in school where student receives curriculum instruction in small setting concurrent with opportunities for self-responsibility.

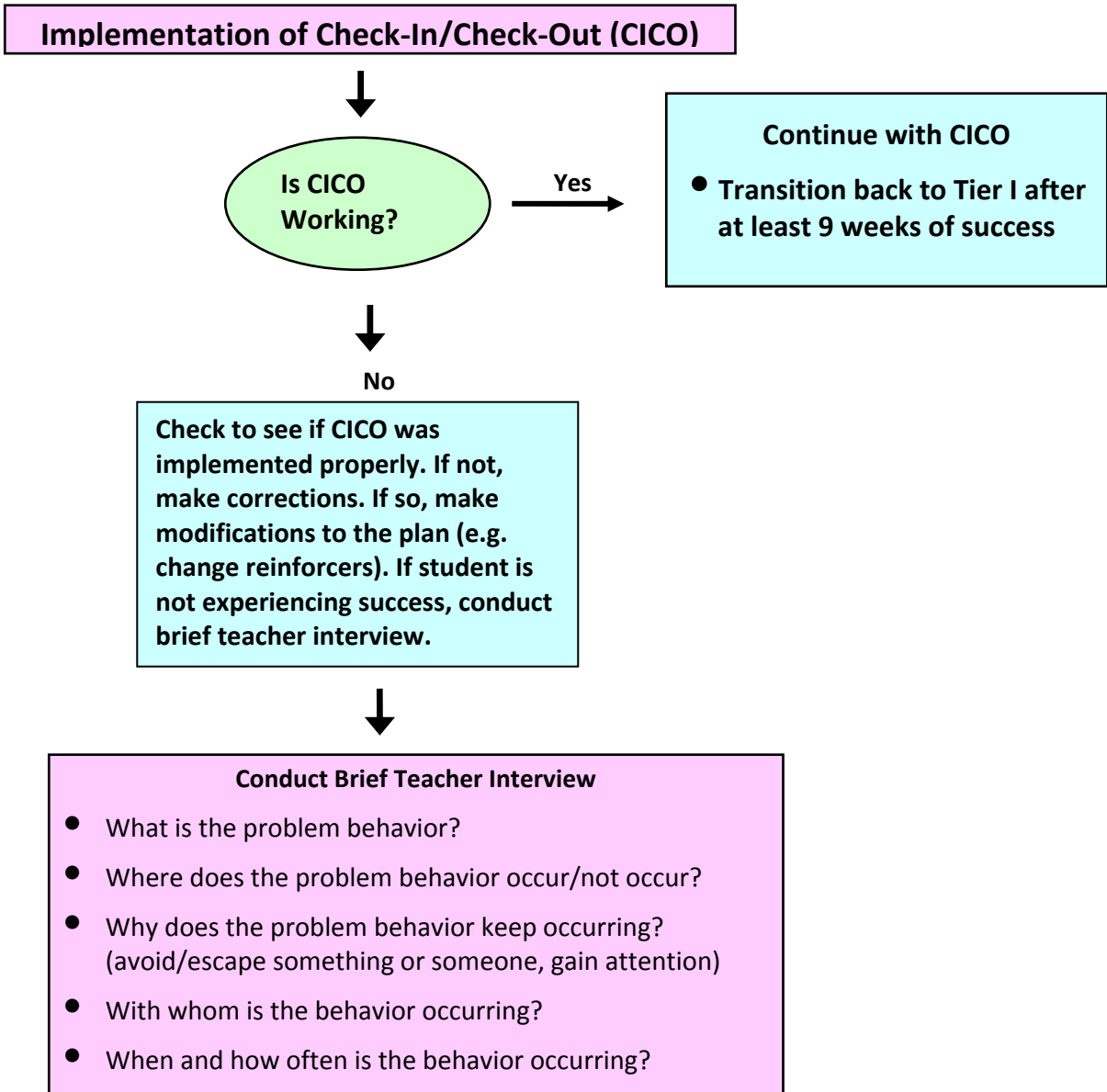
Tier II Behavior Documents

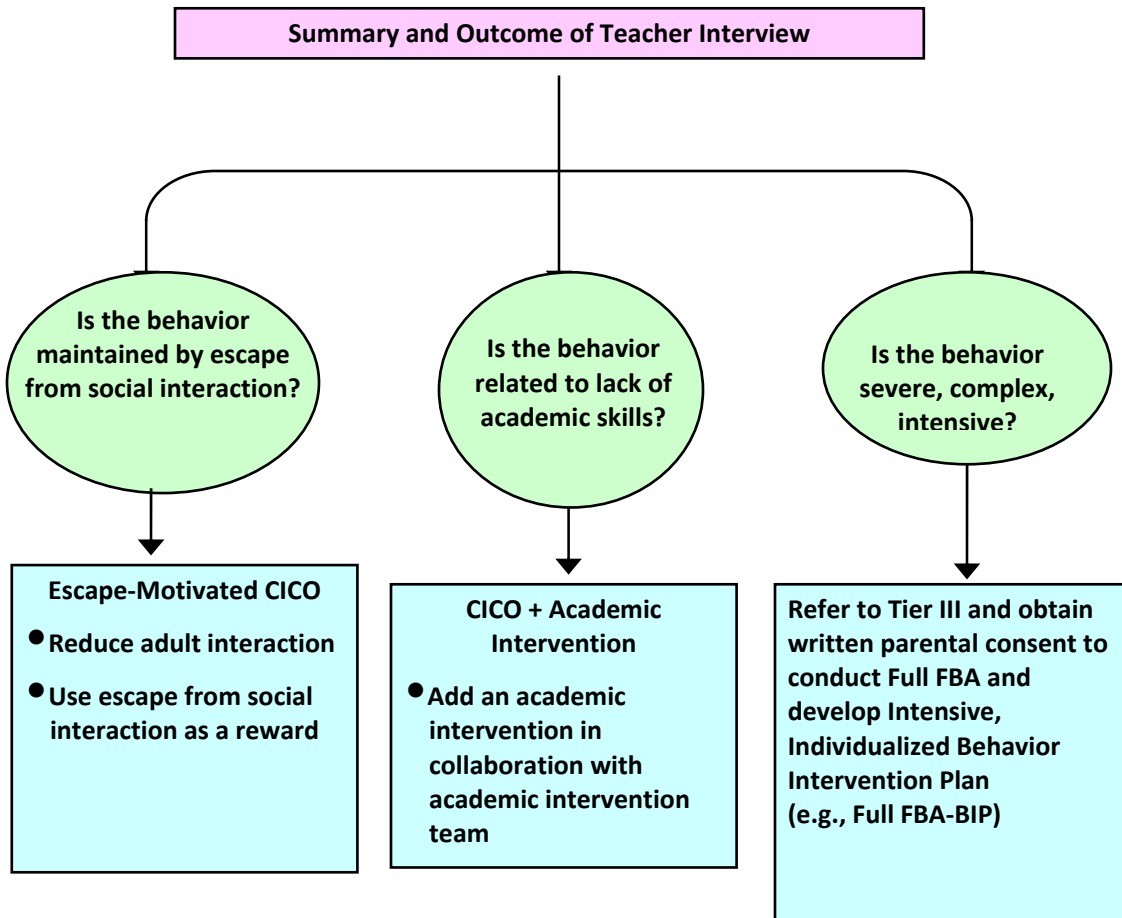
- Tier II and Check-in/Check-out Flow Charts
- Check-in/Check-out processes
- Teacher Check-in/Check-out Criterion Form
- Parent Notification Letter
- Check-in/Check-out Report Form (Pre-K – 3)
- Check-in/Check-out Report Form (4 - 12)
- Brief Teacher Interview Form

Electronic versions of the Tier II behavior documents can be obtained by visiting Recovery School District website at www.rsdl.net

TIER II BEHAVIOR FLOW CHART







Check-In/Check-Out (CICO)

The CICO process is a positive behavioral support for students who demonstrate moderate behavioral difficulties. It is intended to provide frequent reinforcement for compliance with behavioral goals. This procedure is more labor intensive but may be highly effective at helping to provide students with behavior supports before implementing the even more labor intensive Tier III process of conducting a Functional Behavior Assessment (FBA) and developing an individualized Behavior Intervention Plan (BIP).

CICO is a popular secondary behavior intervention due to its flexibility, ease of use, and its ability to allow teachers and school staff an additional means to communicate behavior problems and successes to students and parents. Teachers have reported that it is more effective when used to provide positive reinforcement for positive behaviors rather than as a means of providing punishment for negative behavior. CICO is most appropriate for use with behaviors that are not immediately dangerous, but instead occur frequently (more than once per day) and are mostly disruptive.

Listed below are the procedures for initiating Check-In/Check-Out:

- Send the notification letter to the parent/guardian.
- Address any concerns the parent/guardian may have about the process.
- Create 5 or fewer goals for the student based on the behavior(s) of concern.
- Goals on the CICO form should align with the school's PBS expectations
- Set a daily point goal based on reasonable student expectations for the first two weeks.
 - Thus, the initial goal should be 80% or less of the total daily possible points
- A reward should be designated based on the student's preferences
 - This may be something tangible, a privilege, or verbal praise
 - Once the student achieves their point goal it should be increased. If the student is able to earn at least 80% of their points and the intervention has been in place for nine weeks, he or she should return to Tier I and receive school-wide PBS
 - The behavior team determines who will be the student's mentor
 - Equitably assign students to mentors
 - The mentors can be any available and suitable adult at the school.

- The CICO mentor is to meet twice daily with the student to individually provide support and feedback related to each of the designated behavioral goals. The student will review the goals each morning with the CICO mentor in order to completely understand the behavioral expectations.
- The behavior team will meet bi-weekly to review the data of all students currently receiving the intervention to determine if any modifications need to be made for particular students.

Daily Procedure:

Step I. Check-In

Students at Tier II and III check in with the CICO mentor at the beginning of each school day.

- The CICO mentor reiterates the school expectations and the specific behavioral goals.
- The CICO mentor issues the student a new CICO form every morning and collects the one sent home the previous day.
- The CICO mentor verbally praises the student for bringing back the form with the parent signature. (If the parent is not cooperating and signing the form, this requirement can be eliminated for that particular student)
- The CICO prompts the student to have a good day

Step II. Teacher Feedback

- Student gives the form to each of his/her teachers
- Each teacher rates the student's behavior at the end of each class period. If the student is self-contained, the form can be filled out at the end of each instructional period or during transitions
- The teacher is to refrain from engaging in an extended discussion with the student about the rating
- The teacher prompts the student to do well for the next period

Step III. Check-Out

Students at Tier II and III will check out with the CICO mentor at the end of each school day.

- The CICO mentor collects the CICO form from the student and calculates their point total and percentage
- The CICO mentor reviews the point percentage with the student
- The CICO mentor rewards/praises the student if he/she reached their daily point goal or at least showed improvement.
- The CICO mentor gives a copy of the form to the behavior team so that the points can be put into the CICO Excel spreadsheet.
- The CICO mentor sends home a copy of the form with the student to be signed by the parent/guardian



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
RECOVERY SCHOOL DISTRICT
1641 Poland Avenue, New Orleans, LA 70117
504.373-6200 • www.rsdlc.net



Notification of Check-In and Check-Out Behavior Intervention

Student _____ Grade _____

Dear Parent/Guardian _____

We would like to include your child in our Check-In and Check-Out (CICO) behavior intervention for a minimum of nine weeks. A form with behavior goals will be filled out daily by the teachers and checked at the end of the day by a CICO Coach. Students pick up their report every morning between 7:45 a.m. and 8:30 a.m. and then return it between 3:00 p.m. and 3:15 p.m. The student will receive assistance with behavioral difficulties and have an opportunity to earn points and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily CICO form and return the white copy to the school. Together, we can make this a positive experience for your child.

If you have any questions or concerns please contact _____
at _____.

(Parent/Guardian Signature)

(Date)

Check In and Check Out Report (PK-3)

Points Possible: _____

Points Received: _____

% of Points: _____

Goal Achieved? Y N

Name: _____ Date: _____

Rating Scale: 😊 = Good day: 3 points 😐 = Mixed day: 2 points

☹️ = Will try harder tomorrow: 1 point

GOALS:	<i>Calendar</i>	<i>Reading</i>	<i>Spelling & Writing</i>	<i>Math</i>	<i>Lunch</i>	<i>Centers</i>
<i>Hands to self (Be Respectful)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<i>Finish all work (Be Responsible)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<i>Keep chair legs on floor (Be Safe)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️

Teacher comments:

Parent Signature: _____

Points Possible: _____

Points Received: _____

% of Points:

Goal Achieved? Y N

Check In and Out Form (4th – 12th grades)

Name: _____ Date: _____

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

GOALS:	HR	1 st	2 nd	3 rd	4 th	L	5 th	6 th
BE RESPECTFUL								
BE RESPONSIBLE								
BE ON TIME								

Comments:

Parent Signature: _____



CICO Criterion Form



Date: _____

Teacher/Team: _____

IEP: Yes No (Circle)

Student Name: _____

Grade: _____

Situation/Setting	Problem Behaviors	Most Common Result
What have you tried/used? How has it worked? Why do you think the behavior keeps happening?		

What is your behavioral goal/expectation for this student?

What have you tried to date to change the situations in which the problem behavior (s) occur?

<input type="checkbox"/> Modified assignments to match the student's skills	<input type="checkbox"/> Changed seating assignments	<input type="checkbox"/> Changed schedule of activities	Other
<input type="checkbox"/> Arranged tutoring to improve the student's Academic skills	<input type="checkbox"/> Change curriculum	<input type="checkbox"/> Provide extra assistance	

What have you tried to date to teach expected behaviors?

<input type="checkbox"/> Reminders about expected behavior when problem is likely	<input type="checkbox"/> Clarified rules and expected behavior for the whole class	<input type="checkbox"/> Practiced the expected behaviors in class	Other
<input type="checkbox"/> Reward program for expected behaviors	<input type="checkbox"/> Oral agreement with the student	<input type="checkbox"/> Self-management assistance	

___ Systematic feedback about behavior	___ Individual written contract with the student	___ Contract with student/parents	
--	--	-----------------------------------	--

What consequences have you tried to date for the problem behavior?

___ Loss of privileges	___ Note or phone call to the student's parents	___ Office referral ___ How many?	Other
___ Time-out	___ Detention	___ Reprimand/Redirection	
___ Referral to school counselor/social worker	___ Meeting with the student's parents	___ Individual meeting with the student	

Team decision:

- Teacher is given consultation on classroom management b/c classwide problems exist
- Recommendations are given to teacher to try for this particular student
- Referral to behavior team for Check In/Check Out implementation
- Referral to behavior team for Tier III intervention consideration
- Referral to academic team for Tier II or Tier III intervention consideration

Date for follow up: ___/___/___

Brief Teacher Interview Form

- What is the problem behavior (specific terms)?

- Where does the problem behavior occur/not occur (e.g., classroom, hallways, bathroom, etc.)?

- Why do you think the problem behavior keeps occurring? (e.g, avoid/escape someone or something, gain attention)

- With whom is the behavior occurring (teacher(s), other staff members, students)?

- When and how often is the behavior occurring (e.g., during a particular subject area or time of the day; every five minutes, once a day)?

Conclusion and Next Action: _____

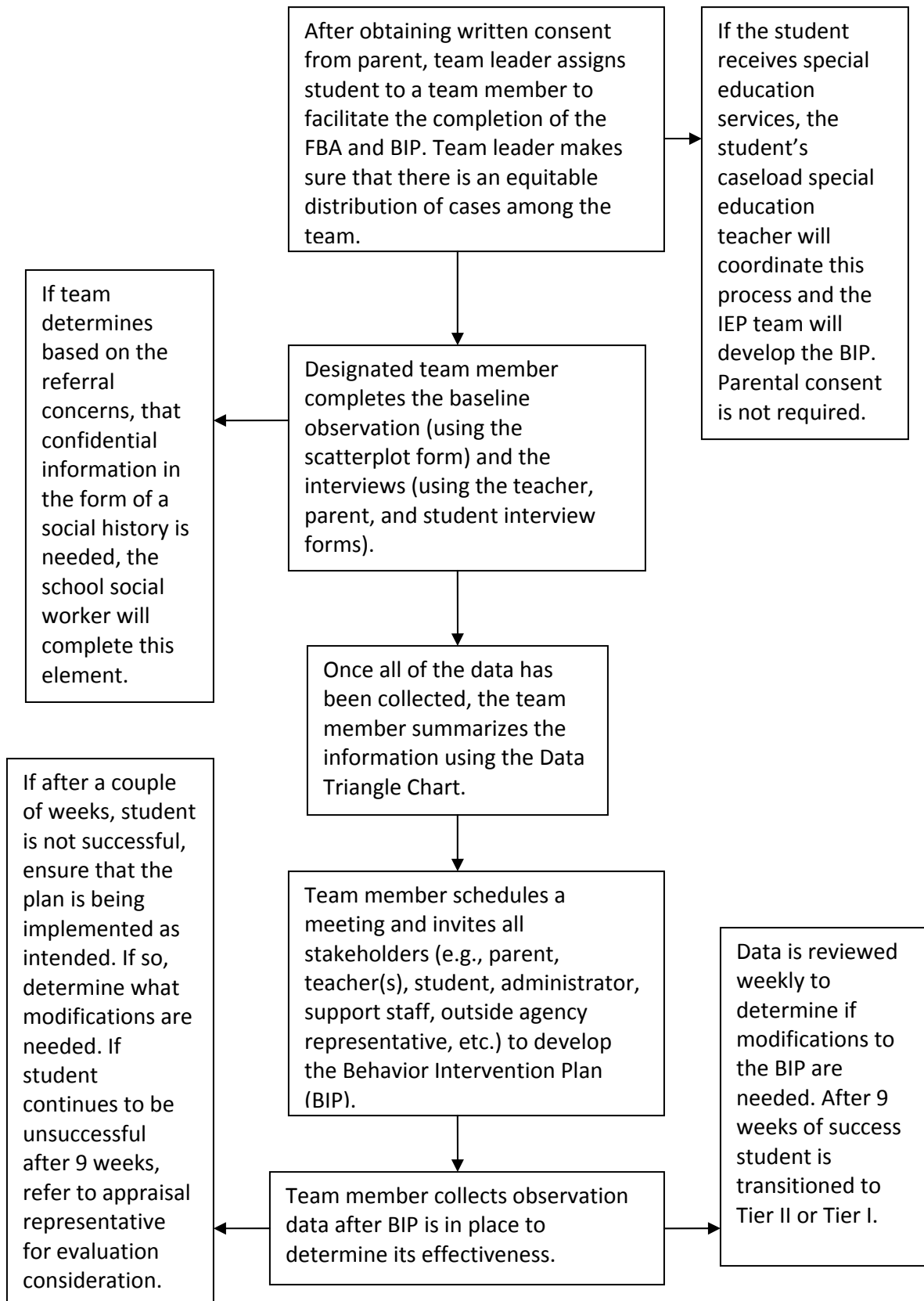
Tier III Behavior Documents

- Tier III Flow Chart
- Functional Behavioral Assessment—Student Interview/Reinforcer Survey
- List of Rewards
- Teacher and Parent Interviews
- Instructions for Conducting Observations
- Scatter-plot Observation Form
- Data Triangle Chart and Behavior Analysis Form
- Directions for Completing Behavior Intervention Plan Form
- Behavior Intervention Plan Form

Please note: The procedures and forms in this section are included to assist the Leadership/Behavioral team develop and document the interventions that are provided for students who require intensive Tier III support in behavior areas. Trained school support professionals administer these processes; however, they are included to provide information about the process to all school personnel.

Electronic versions of Tier III documents can be obtained by visiting the RSD website at www.rsdl.net

Tier III Flow Chart





RECOVERY SCHOOL DISTRICT

Rationale and Procedure for Functional Behavior Assessment Process

“The logic behind an FBA is that practically all behavior occurs within a particular context and serves a particular purpose. Students learn to behave (or misbehave) in ways that satisfy a need or that result in a desired outcome...

Functional assessment helps educators to understand what function the problem behavior serves for the student. This will allow a students’ team to determine interventions that reduce or eliminate specific problem behavior by replacing it with acceptable behavior that serves the same purpose or function for the student...

Students will change their behavior only when it is clear that a different response will more effectively and efficiently result in a desired outcome. Conducting an FBA is generally considered to be a problem-solving process that looks beyond the behavior itself.”¹

The following is an outline of the stages involved in creating an FBA:

- Describe and define the target behavior(s) in concrete, measurable terms.
- Collect baseline data and information on the frequency/duration of the behavior (s) as well as the possible function (s).
- Analyze information to create a hypothesis about the function of the behavior (s).
- Use the information gathered from the FBA to develop a behavior intervention plan (BIP):
 - If the student has an identified disability, include the BIP and behavior goals in the IEP.
- Collect data during the intervention stage to monitor effectiveness and progress.
- Revisit the FBA/BIP with the team to determine necessary changes and student progress or lack of progress.

¹ From New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior.
Sde.state.nm.us/seo/discipline/4.fba.11.28.pdf

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) STUDENT INTERVIEW & REINFORCER SURVEY

Student _____ Date _____

Person completing the form _____

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

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

What would help you to behave better in school? _____

Name 3 things you most like to do at school:

1. _____
2. _____
3. _____

Name 3 things you most like to do at home:

1. _____
2. _____
3. _____

Name 3 classmates with whom you would like to work:

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

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

List of Suggested Rewards

(Adapted from InterventionCentral.Com)

Academic Activities

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

Helping Roles

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

Praise/Recognition

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

Prizes/Privileges

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

Recreation

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



RECOVERY SCHOOL DISTRICT
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
TEACHER INTERVIEW



Teacher _____ Date _____

What specific behaviors (maximum of 3) occur in school that interferes most with this student's learning and/or social relationships? (List in order of greatest concern).

**Describe exactly what the student is doing in very specific, observable terms. For instance, instead of "aggressive," you would state "hits other students"*

- _____
- _____
- _____

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

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

When is the problem behavior most likely to occur?

Morning Afternoon Before School After School Lunch
 Recess Other: _____

Where is the problem behavior most likely to occur?

Classroom Library Hallways Bus
 Cafeteria Gym Recess Bathroom Other: _____

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

Subject Area(s): _____

Independent Seatwork Small Group Activities
 Whole Class Lessons One-to-One Interaction
 Unstructured Activities Transitions Other: _____

Who is usually present when the problem behavior occurs?

Teacher Classmates Other Peers Other Staff

Specific Person(s): _____

Are there **other events** or **conditions** that take place right before the problem behavior occurs?

A demand or request Unexpected changes in schedule or routine

- Consequences imposed for behaviors
- Comments/teased from other students

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

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

- Teacher/adult attention Peer Attention
- Desired item/activity Self-stimulation
- Control over others or situation Other: _____

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

- Teacher/adult attention Peer attention
- Non-preferred activity, task, or setting
- A difficult task or frustration situation Other: _____

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

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

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

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

Student's strengths: (social and academic)

Student's weaknesses: (social and academic)



RECOVERY SCHOOL DISTRICT
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)



PARENT INTERVIEW

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

Describe your child. (check all that apply)

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

Self-esteem: **Good Fair Poor** Relations with parents: **Good Fair Poor**

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

Relations with sibling(s): **Good Fair Poor** Accepts responsibility for behavior? **Yes No Some**

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

What motivates your child to behave well?

What usually causes your child to misbehave?

How often does your child misbehave?

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

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

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

When were you first aware of behavioral problems at school? _____

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



RECOVERY SCHOOL DISTRICT

Instructions for Conducting Observations



1. Collect baseline data as part of the FBA process. This will let you know the current status of the behavior so when you implement the intervention you will know whether the behavior has been affected. You need to observe when the behavior is reported to occur. This information can be found on the Teacher Interview form.
2. Ideally, you should observe the student at least three different times for the same length of time (no less than 15 minutes) at the same time each day. For instance, if you choose to observe the student from 10:00 a.m. to 10:45 a.m. on Monday, you should also observe from 10:00 a.m. to 10:45 a.m. on Tuesday and Wednesday. (See Scatter-plot observation form for charting)
3. Before starting the observation, take time to fill in a description of the one behavior you are observing as well as the setting or class that is occurring at the time of the observation, the start time, and the date.
4. Write in a tally mark for each time you observe the behavior. Make sure you are putting it in the correct column and row. Once you are done write in the stop time.
5. Write notes about what occurred immediately before the behavior and any other information you believe will be pertinent. If you notice any patterns, please write a note about them also.
6. Make sure to count up the tally marks and write the total at the end of each day.
7. To make the data easier to interpret, you are strongly encouraged to graph the data either on a sheet of graph paper or use the Chart Wizard function on Microsoft Excel. If using graph paper, the X-axis would represent the individual observation dates and the Y-axis represents the number of times the behavior occurred. Draw a vertical line after the third baseline data point to indicate the end of the baseline data and the beginning of the intervention data.
8. After the Behavior Intervention Plan (BIP) has been completed, start collecting data on the first day the BIP is implemented. You want to continue to track the frequency of the problem behavior and start collecting data on the frequency of the replacement behavior the student is learning. Thus, you will have two separate observation forms. Take data everyday for at least one or two weeks depending on how frequent the problematic behavior occurs. If the behavior does not occur everyday, you probably want to collect two weeks of data before meeting again. At the end of the one or two weeks, reconvene the team to review the data and determine what, if any, changes need to be made to the intervention.

Note: It is important to realize that the problematic behavior may increase after intervention implementation because the student is going to try harder to get the reinforcement he/she is accustomed to receiving. However, once he/she realizes that they are no longer going to be reinforced for the problem behavior, but will be reinforced for doing the appropriate behavior, the frequency of the problem behavior should decrease. Therefore, it is important not to assume too quickly that the intervention is not working. The intervention needs to be implemented **as outlined in the Behavior Intervention Plan** for at least two weeks before deciding it is ineffective.

9. The team will need to decide whether to continue the intervention as it is, modify it, completely change it, or discontinue the intervention completely if the student is able to demonstrate that he/she can behave appropriately without it.
10. Once an intervention is in place that is working well for at least two weeks, the student can be observed less frequently. However, at least one observation should occur each week while the intervention is in place. In addition, the team should meet at least once a month to review the data and determine if any changes need to be made.
11. If the student continues to be successful for at least two months, the team can decide to start withdrawing the intervention slowly until the student is able to behave appropriately without it. It may be the case that the intervention needs to remain in place for the remainder of the school year.

Instructions for Completing a Behavioral Intervention Plan

1. Only one behavior at a time should be considered and it should be the one that was the focus of the FBA process.
2. Write the one problematic behavior on the form (e.g., “Refuse to follow directions”). In addition, a replacement behavior needs to be identified that will be taught to the student to do in place of the negative behavior (e.g., Say “okay” and begin when given a direction”).
3. In the first column under “Specific Behavioral Objective”, write the student’s name and write the replacement behavior that the student will do (e.g., Say “okay” and begin assignment within 2 minutes). Next, describe the conditions under which the student will be expected to do the appropriate behavior (e.g., When given a verbal direction).
4. Create a measurable and short-term achievable goal to improve the student’s behavior. For instance, the team should not expect the student to demonstrate the replacement behavior 100% of the time right away. The student needs time to learn and practice doing the new behavior. Based on the observation data, determine how often the student is currently doing the appropriate behavior and how much improvement can be reasonably expected within 30 days (e.g., Improve from 10% to 30%, once per hour to twice per hour, 5 minutes to 8 minutes, once a day to three times a day, etc.).
5. In the second column under “Interventions”, identify supports to help the student acquire the replacement behavior and decrease the problematic behavior (e.g., Check-In/Check-Out, counseling sessions, social skill lessons, outside referral for mental health services, etc.).
6. Identify instructional strategies that can be used to support the student (e.g., repeat directions, provide materials at the student’s instructional level, etc.). Most students who exhibit problematic behaviors also have academic needs that should be addressed.

7. Identify from the Student Interview form positive reinforcers that will be used when the student exhibits the appropriate, replacement behavior. In addition, verbal and/or non-verbal (i.e., thumbs up, smile, head nod) praise should also be listed.
8. Identify corrective strategies that can be implemented when the student engages in the problematic behavior that will help reduce its future occurrence (e.g., detention, time-out from preferred activity, loss of privileges, etc.).
9. In the third column, identify the responsibilities of others, other than the student, in implementing the plan (e.g., teacher(s), administration, parent, support staff, etc.). For example, all teachers will give the student a PBS buck every time he/she says “okay” when given a directive and begins his/her assignment within 2 minutes.
10. The team should agree on a date to meet again to review the data that has been collected during the intervention period to determine if any changes need to be made to the plan.
11. Everyone present, which should include at a minimum the student, parent/guardian, and a school staff member, should sign off on the plan expressing their agreement and commitment to the plan.
12. A copy of the plan should be distributed to all persons who have daily contact with the student in the school. The plan should be explained to those persons if they were not present for the meeting.

Behavioral Intervention Plan

Student's Name _____ Grade _____

School _____ Date _____

Problem Behavior:

Replacement Behavior:

Specific Behavioral Objective	Interventions	Person(s) Responsible
<p style="text-align: center;">_____</p> <p style="text-align: center;">(student's name)</p> <p>Will:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Under these conditions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>To meet these criteria:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Supports:</p> <p>_____</p> <p>_____</p> <p>Instructional Strategies:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Positive Reinforcers:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Corrective Strategies:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Name: _____</p> <p>Will:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p> <p>Will:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p> <p>Will:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

Signatures: _____
