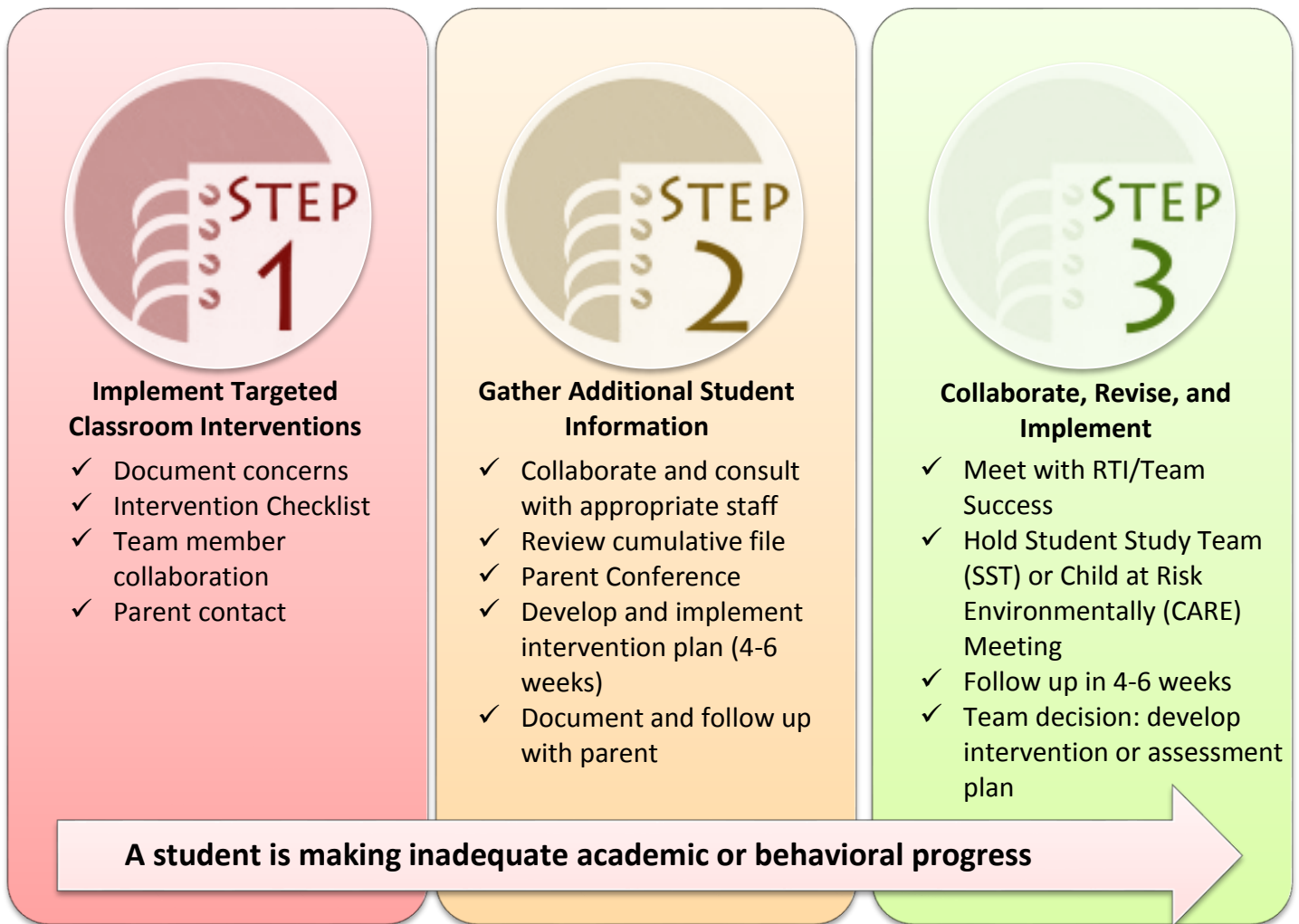


*Small Schools. Big Results.*

## Response to Intervention and Instruction



### Academic Behavioral Model

#### **Tier 1 & 2**

#### **Program Notes for Teachers**

All documentation for each step in this process is kept in a digital or paper student file. These files will be entered into the student cumulative file at the end of the school year.

If you have questions or concerns regarding the process please contact your school's RTI Team.

If you have ideas on how to make this a more effective and efficient process than please do not hesitate to contact a member of your school's RTI Team.



## Implement Targeted Interventions

A student is making inadequate  academic or  behavioral progress.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Brief explanation of chief concern(s):

#### Academic

- Incomplete classwork
- Incomplete homework
- Phonemic awareness
- Decoding
- Reading fluency
- Reading comprehension
- Spelling
- Writing conventions
- Writing content
- Handwriting
- Number Sense
- Math fluency
- Math computation
- Math problem solving
- Math calculations
- Other:

#### Behavior

- Inattentive
- Disruption
- Defiance of authority
- Excessive talking
- Blurting
- Difficulty accepting help
- Disorganized
- Anger management
- Physical/verbal aggression
- Use of profanity
- Time management
- Withdrawn
- Worries
- Constant contact with others
- Other:

#### Medical or Health

- Frequent bathroom visits
- Poor hygiene
- Excessive absences
- Tardiness
- Frequent early check-outs
- Falls asleep
- Medical or health concerns:

## Intervention Checklist

**Implement and expand on the Best Practices used in your instruction while documenting interventions and collaborating with parents and fellow teachers.** Best Practices are categorized for your convenience below as Direct Instruction, Differentiated Instruction, Active Instruction, Collaborative Instruction, PBIS, and Classroom Management. This form will serve as a foundation for discussion and reflection.

### Direct Instruction

*Direct, explicit instruction generally consists of five phases that allow teachers to scaffold instruction, gradually shifting and releasing responsibility for completing a task from themselves to students: orientation, presentation, structured practice, guided practice, and independent practice.*

- |   |  |
|---|--|
| <input type="checkbox"/> Think-Aloud: share thought process with students | <input type="checkbox"/> Building on student prior knowledge         |
| <input type="checkbox"/> Shortened independent practice                   | <input type="checkbox"/> Students express what they learn in writing |
| <input type="checkbox"/> Provide guided or completed notes                | <input type="checkbox"/> Class white-boards                          |
| <input type="checkbox"/> Sufficient teacher “wait time”                   | <input type="checkbox"/> Implement adopted materials with fidelity   |
| <input type="checkbox"/> Linking learning to student experience           | <input type="checkbox"/> Scaffolding                                 |
| <input type="checkbox"/> Checking for understanding (frequent)            | <input type="checkbox"/> Specific, immediate feedback                |
|   | <input type="checkbox"/> Other:                                      |

NOTES:

### Differentiated Instruction

*Providing students with different avenues to acquiring content and developing teaching materials so that all students within your classroom can learn, regardless of differences in ability. There are three basic areas to differentiate instruction: **content** (what the student is expected to know), **process** (how the student gains that knowledge), and **environment** (where the student learns).*

- |   |  |
|---|--|
| <input type="checkbox"/> Post assignments                       | <input type="checkbox"/> Think – Pair – Share                          |
| <input type="checkbox"/> Provide sequential written directions  | <input type="checkbox"/> Additional time to complete work              |
| <input type="checkbox"/> Utilize visuals and graphic organizers | <input type="checkbox"/> Provide the use of calculator without penalty |
| <input type="checkbox"/> Have students repeat directions orally | <input type="checkbox"/> Provide vocabulary cards                      |
| <input type="checkbox"/> Interactive computer-based technology: | <input type="checkbox"/> Modified assignments                          |
| <input type="checkbox"/> Leveled student grouping               | <input type="checkbox"/> Intentional peer partnering                   |
| <input type="checkbox"/> Daily 5/CAFE                           | <input type="checkbox"/> Provide access to adopted online materials    |
|   | <input type="checkbox"/> Other:  |

NOTES:

### **Active Instruction**

*Providing students with an engaging instruction that demonstrates teacher awareness of the classroom environment, nourishes respectful teacher-student interactions, and challenges every student to meet their full potential (i.e. teacher proximity, circulation, positive feedback).*

- |  |   |
|--|---|
| <input type="checkbox"/> Preferential seating  | <input type="checkbox"/> Teacher proximity                |
| <input type="checkbox"/> Positive reinforcement  | <input type="checkbox"/> Affirm individual student talent |
| <input type="checkbox"/> Clear rules and procedures  | <input type="checkbox"/> Posted school rules              |
| <input type="checkbox"/> Student protocols (distributing materials, dismissal, etc.)                 | <input type="checkbox"/> Teacher assigned seating         |
| <input type="checkbox"/> Teacher-parent/guardian homework plan                                       | <input type="checkbox"/> Parent/guardian involvement      |
| <input type="checkbox"/> Additional teacher support outside class time:                              | <input type="checkbox"/> Bell to bell instruction         |
| <input type="checkbox"/> morning <input type="checkbox"/> lunch <input type="checkbox"/> afterschool | <input type="checkbox"/> Other:                           |

NOTES:

### **Data-Driven Instruction**

*Providing instruction informed by the analysis of actionable data derived from multiple measures in order to target individual student needs and foster greater student achievement.*

- |  |  |
|--|--|
| <input type="checkbox"/> ESGI  | <input type="checkbox"/> Testing Strategies:                                     |
| <input type="checkbox"/> Fluency   | <input type="checkbox"/> Testing Accommodations                                  |
| <input type="checkbox"/> SBAC Math and/or <input type="checkbox"/> SBAC Reading Assessment | <input type="checkbox"/> Additional time <input type="checkbox"/> Fewer problems |
| <input type="checkbox"/> CC Pensieve   | <input type="checkbox"/> Read problems aloud                                     |
| <input type="checkbox"/> Anecdotal Recording   | <input type="checkbox"/> Alternative Testing Site                                |
| <input type="checkbox"/> Formative Reading Assessment (STAR)                               | <input type="checkbox"/> Behavior Tracking                                       |
| <input type="checkbox"/> Formative Math Assessment (STAR)                                  | <input type="checkbox"/> Other:  |

NOTES:

### **Collaborative Instruction**

*Providing students with the best instruction possible by collaborating with educational professionals, especially fellow teachers, to identify best practices and implement effective instruction. Common assessments, homework, and instructional pacing would be essential for a meaningful collaborative culture.*

- |   |  |
|---|--|
| <input type="checkbox"/> Common assessments     | <input type="checkbox"/> Shared quality rubrics          |
| <input type="checkbox"/> Common homework        | <input type="checkbox"/> Discussing student work samples |
| <input type="checkbox"/> Shared lesson planning | <input type="checkbox"/> Leveled grouping                |
| <input type="checkbox"/> Pacing guide           | <input type="checkbox"/> Other:                          |

NOTES:

## **Positive Behavior Intervention Supports**

*Since behavior is learned it can be taught. Positive Behavior Intervention Supports are systematic, individualized interventions aimed at supporting appropriate behaviors and replacement behaviors for the problem behavior.*

- |   |   |
|---|---|
| <input type="checkbox"/> Token Economy                                  | <input type="checkbox"/> Promote student choice and autonomy                  |
| <input type="checkbox"/> Weekly behavior lessons                        | <input type="checkbox"/> Student reflect and refocus activities               |
| <input type="checkbox"/> Modeling target behaviors                      | <input type="checkbox"/> Preferred Alternative Task (PAT)                     |
| <input type="checkbox"/> Positive reinforcement                         | <input type="checkbox"/> Social skills instruction                            |
| <input type="checkbox"/> Consistent reinforcement of behaviors          | <input type="checkbox"/> Assigned seating                                     |
| <input type="checkbox"/> Strength-based behavioral reinforcement        | <input type="checkbox"/> Positive referrals                                   |
| <input type="checkbox"/> Universal recognition of appropriate behaviors | <input type="checkbox"/> Specific affirmation of target replacement behaviors |
| <input type="checkbox"/> Positive tone of voice                         | <input type="checkbox"/> Brain breaks   |
| <input type="checkbox"/> Proactive vs. Reactive                         | <input type="checkbox"/> Reset break  |
| <input type="checkbox"/> Logical consequences                           | <input type="checkbox"/> Use 5 to 1 positive to corrective ratio              |
| <input type="checkbox"/> Nonverbal cues                                 | <input type="checkbox"/> Other:   |

NOTES:

## **Classroom Management**

*Strategies to establish and sustain a safe and positive learning environment so students can engage in academic and social growth.*

- |   |   |
|---|---|
| <input type="checkbox"/> Posted common rules and procedures               | <input type="checkbox"/> Utilizes visual schedules          |
| <input type="checkbox"/> Ongoing instruction in rules and procedures      | <input type="checkbox"/> Provide written and posted agendas |
| <input type="checkbox"/> Organized and brief transitions                  | <input type="checkbox"/> Rules for visitors                 |
| <input type="checkbox"/> Posted learning objectives                       | <input type="checkbox"/> Bell work                          |
| <input type="checkbox"/> Welcoming physical environment                   | <input type="checkbox"/> Token economy                      |
| <input type="checkbox"/> Planned back-up plan                             | <input type="checkbox"/> Assigned student roles             |
| <input type="checkbox"/> Consistent reinforcement of target behaviors     | <input type="checkbox"/> Classroom Matrix                   |
| <input type="checkbox"/> Teacher proximity                                | <input type="checkbox"/> Other:                             |
| <input type="checkbox"/> Brain breaks                                     |   |
| <input type="checkbox"/> Classroom jobs                                   |   |
| <input type="checkbox"/> Clip chart                                       |   |
| <input type="checkbox"/> Attention getters                                |   |
| <input type="checkbox"/> Call and response                                |   |
| <input type="checkbox"/> Use of non-verbal cues                           |   |
| <input type="checkbox"/> Earned Rewards                                   |   |
| <input type="checkbox"/> Whole class <input type="checkbox"/> Small group |   |
| <input type="checkbox"/> Individual                                       |   |

NOTES:

### **Maintain a behavior log if applicable**

Record concerning student behaviors (may choose to use the behavior log provided as Appendix A).

### **Record your periodic communication with guardian and staff collaboration below.**

#### **Collaboration**

*Collaborate with team members (Grade level team, previous teachers, Reading group teacher, Speech pathologist etc.) concerning methodologies.*

Teacher(s): \_\_\_\_\_

Date: \_\_\_\_\_

Information Gathered:

- Discuss successful supports
- Discuss teacher expectations of student's content mastery
- Discuss homework
- Discuss implementation of pacing guide
- Discuss common rules and procedures
- Discuss teacher expectations of student behavior
- Discuss existing behavior supports

#### **Guardian Contact Log**

*Say, "I am calling you because I want your child to be successful..."*

**Document your communication with parents below and note all attempts of contact. The further into the intervention steps you go, the more contacts you will record below.**

Guardian Name:	Phone Number:
Guardian Name:	Phone Number:
Contacted: 1 <sup>st</sup> Call Notes:	Date:
Contacted: 2 <sup>nd</sup> Call Notes:	Date:
Contacted: 3 <sup>rd</sup> Call Notes:	Date:
Contacted: 4 <sup>th</sup> Call Notes:	Date:



## Gather Additional Student Information

Potential Parent-Teacher Team Meeting

**A student is making inadequate  academic or  behavioral progress**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Chief concern(s):

Collaborate with stakeholders, analyze student data student data, revise Intervention Checklist from Step 1, and determine need for Parent – Teacher Team Conference.

Prepare forms below for a discussion of the student during a team meeting.

<input type="checkbox"/> <b>Use Classroom Assessments, Title 1, ESGI and/or CC Pensieve Report to analyze student achievement data.</b> <i>Save/Print the report and include with student file.</i>
How have the student's scores changed over time?
Student Strengths?
Student Areas for Improvement?
<input type="checkbox"/> <b>Speech</b> <input type="checkbox"/> School Based <input type="checkbox"/> IEP
<input type="checkbox"/> <b>Review student cumulative file.</b> <i>Sign out file from the office. Use questions below as a guide.</i>
Hearing Screening Result: _____ Vision Screening Result: _____
English Language Learner: <input type="checkbox"/> No <input type="checkbox"/> Yes    Primary Language: _____
<b>CELDT Overall Score:</b> Listening: _____ Speaking: _____ Reading: _____ Writing: _____
Has the student been retained? <input type="checkbox"/> No <input type="checkbox"/> Yes (When, Where, Why?)
Does the student have any medical concerns? <input type="checkbox"/> No <input type="checkbox"/> Yes (Please explain)
Has attendance been a concern? <input type="checkbox"/> No <input type="checkbox"/> Yes    Is the student on a SARB contract? <input type="checkbox"/> No <input type="checkbox"/> Yes
Does the student have Title 1 Progress Reports? <input type="checkbox"/> No <input type="checkbox"/> Yes
<input type="checkbox"/> <b>What percent of work assigned does the student complete?</b>
<input type="checkbox"/> <b>Prepare student work samples to share at team meeting.</b>

**Determine student literacy** (*vocabulary development, reading comprehension, fluency*)

Student ZPD (instructional reading range):

Information Gathered:

**Consult Administrator regarding student discipline record.**

Administrator:

Date: \_\_\_\_\_

Information Gathered:

**Consult Teacher Success**

Teacher:

Date: \_\_\_\_\_

Information Gathered:

**Hold Teacher Team Meeting to determine source of concern** (if applicable)

Teacher(s):

Date: \_\_\_\_\_

Strengths:

Areas of Need:

### TEAM MEETING DECISION

**Team Members:**

**Date:** \_\_\_\_\_

**Expand Tier I Interventions**

*Next Steps: New plan/round of interventions. Document and review team decision at next team meeting.*

**Tier II: Hold a Parent- Teacher Team Conference**

*Next Steps: Teacher schedules the meeting and invites all the student's teachers. Prepare all pertinent information for the meeting: grade reports, assessment data, student work samples, and this document. Document the meeting (form **STEP 3: Parent-Team Teacher Conference Form**)*

**Contact Guardian- Sample prompt:** *"I am following up from my earlier call in (month)...In an effort to help your child be successful, I'd like to set up a parent/teacher or team conference (state invited participants if needed)...Please bring any new information that you may have about your child."*

**Document your communication with parents below and note all attempts of contact. The further into the intervention steps you go, the more contacts you will record below**

**Guardian(s):**

**Date:** \_\_\_\_\_

**Information Gathered:**



## Parent-Teacher Team Conference – Intervention Plan

Student Name:	Date:	
Language:	Grade:	D.O.B.:
Guardian:		
Home Phone:	Cell Phone:	Work Phone:
Guardian:		
Home Phone:	Cell Phone:	Work Phone:
Teacher(s):		

**Background Information/Strengths:**

**Concern(s)**  Behavioral;  Academic:

**Previous/Current Intervention(s):**

**Recommended Intervention(s):**

**Person Responsible for Implementing:**

The above plan will be implemented over the course of the next 4-6 weeks. We will review this plan as needed.

TEAM MEMBERS	POSITION	DATE

**FOLLOW-UP MEETING** to be scheduled by homeroom teacher at the end of the implementation period to review progress and discuss next steps. Next steps may include a plan revision or a follow up phone call from the office to schedule an SST meeting.



**Student Study Team (SST) Meeting (Academics)  
Child at Risk Environmentally (CARE) Meeting (Behavior)**

**A student is making inadequate  academic or  behavioral progress**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Collaborate with stakeholders, revise **Intervention Checklist** from Step 1, and determine need for Student Collaborative Team (SST) meeting.

**Meet with RTI/Blended Services Team including administrator.**

<b>Team Members:</b>	<b>Date:</b> _____
<b>RTI/BLENDED SERVICES TEAM DECISION</b>	
<input type="checkbox"/> <b>Expand Tier I Interventions</b> Next Steps: New plan/round of interventions. Document and review team decision at next team meeting.	
<input type="checkbox"/> <b>Hold a Student Study Team Meeting</b>	
<b>If the decision has been made to hold an SST/CARE meeting then ...</b> Homeroom teacher submits the following to the administrator: <ul style="list-style-type: none"> <li><input type="checkbox"/> Step 1 Documentation</li> <li><input type="checkbox"/> Step 2 Documentation</li> <li><input type="checkbox"/> Step 3 Documentation</li> </ul> <b>Administrator Schedules SST/CARE Meeting</b>	

**Use the Success Plan on the following page to document the meeting and record your additional plans for intervention.**

**PARADISE UNIFIED SCHOOL DISTRICT**

School: \_\_\_\_\_

Student Study Team (SST)

Children at Risk Environmentally (CARE)

**SUCCESS PLAN**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Language: \_\_\_\_\_ Grade: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Background Information/Strengths:**

**Concern(s):**

**Previous/Current Intervention(s):**

**Recommended Intervention(s):**

**Person Responsible for Implementing:**

The above plan will be implemented over the course of the next 4-6 weeks. We will review this plan as needed.

**TEAM MEMBERS** \_\_\_\_\_ **POSITION** \_\_\_\_\_ **DATE** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FOLLOW-UP MEETING** to be scheduled by administrator as needed. Success Plan will be reviewed at least once annually.

## Appendix A: Behavior Log

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____
Issue/Concern: Notes:	Date: _____

<p><b><u>RESPECTFUL</u></b></p> <p>A. Chronic classroom disruption</p> <p>B. Unacceptable language</p> <p>C. Defiance</p> <p>D. Lack of cooperation</p> <p>E. Rude/Discourteous</p> <p>F. Not following directions</p> <p>G. Other (please list)</p>	<p><b><u>RESPONSIBLE</u></b></p> <p>H. Destruction of property</p> <p>I. Unprepared for class</p> <p>J. Safety risk</p> <p>K. Not cleaning up/littering</p> <p>L. Tardy</p> <p>M. Other (please list)</p>	<p><b><u>ETHICAL</u></b></p> <p>N. Stealing</p> <p>O. Cheating/Copying</p> <p>P. Bullying</p> <p>Q. Threats</p> <p>R. Harassment</p> <p>S. Lying</p> <p>T. Using other's items without permission</p> <p>U. Teasing/name calling</p> <p>V. Other (please list)</p>
--	---	--