Response to Intervention and Instruction

Academic Behavioral Model
Tier 1 & 2
Program Notes for Teachers

A student is making inadequate academic or behavioral progress

Implement Targeted Classroom Interventions
✓ Document concerns
✓ Intervention Checklist
✓ Team member collaboration
✓ Parent contact

Gather Additional Student Information
✓ Collaborate and consult with appropriate staff
✓ Review cumulative file
✓ Parent Conference
✓ Develop and implement intervention plan (4-6 weeks)
✓ Document and follow up with parent

Collaborate, Revise, and Implement
✓ Meet with RTI/Team Success
✓ Hold Student Study Team (SST) or Child at Risk Environmentally (CARE) Meeting
✓ Follow up in 4-6 weeks
✓ Team decision: develop intervention or assessment plan

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.
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- ☐ Withdrawn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.*

- ☐ Think-Aloud: share thought process with students
- ☐ Shortened independent practice
- ☐ Provide guided or completed notes
- ☐ Sufficient teacher “wait time”
- ☐ Linking learning to student experience
- ☐ Checking for understanding (frequent)

**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).*

- ☐ Post assignments
- ☐ Provide sequential written directions
- ☐ Utilize visuals and graphic organizers
- ☐ Have students repeat directions orally
- ☐ Interactive computer-based technology:
- ☐ Leveled student grouping
- ☐ Daily 5/CAFE

**NOTES:**

- ☐ Building on student prior knowledge
- ☐ Students express what they learn in writing
- ☐ Class white-boards
- ☐ Implement adopted materials with fidelity
- ☐ Scaffolding
- ☐ Specific, immediate feedback
- ☐ Other:
**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).*

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

**NOTES:**

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**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.*

- ESGI
- Fluency
- SBAC Math and/or SBAC Reading Assessment
- CC Pensieve
- Anecdotal Recording
- Formative Reading Assessment (STAR)
- Formative Math Assessment (STAR)
- Testing Strategies:
  - Additional time
  - Fewer problems
  - Read problems aloud
  - Alternative Testing Site
  - Behavior Tracking
  - Other:

**NOTES:**

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**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.*

- Common assessments
- Common homework
- Shared lesson planning
- Pacing guide
- Shared quality rubrics
- Discussing student work samples
- Leveled grouping
- 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.

☐ Token Economy
☐ Weekly behavior lessons
☐ Modeling target behaviors
☐ Positive reinforcement
☐ Consistent reinforcement of behaviors
☐ Strength-based behavioral reinforcement
☐ Universal recognition of appropriate behaviors
☐ Positive tone of voice
☐ Proactive vs. Reactive
☐ Logical consequences
☐ Nonverbal cues

☐ Promote student choice and autonomy
☐ Student reflect and refocus activities
☐ Preferred Alternative Task (PAT)
☐ Social skills instruction
☐ Assigned seating
☐ Positive referrals
☐ Specific affirmation of target replacement behaviors
☐ Brain breaks
☐ Reset break
☐ Use 5 to 1 positive to corrective ratio
☐ Other:

NOTES:

Classroom Management

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

☐ Posted common rules and procedures
☐ Ongoing instruction in rules and procedures
☐ Organized and brief transitions
☐ Posted learning objectives
☐ Welcoming physical environment
☐ Planned back-up plan
☐ Consistent reinforcement of target behaviors
☐ Teacher proximity
☐ Brain breaks
☐ Classroom jobs
☐ Clip chart
☐ Attention getters
☐ Call and response
☐ Use of non-verbal cues
☐ Earned Rewards
  ☐ Whole class ☐ Small group
  ☐ Individual

☐ Utilizes visual schedules
☐ Provide written and posted agendas
☐ Rules for visitors
☐ Bell work
☐ Token economy
☐ Assigned student roles
☐ Classroom Matrix
☐ Other:

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): | ☐ Discuss successful supports |
| Date: | ☐ Discuss teacher expectations of student’s content mastery |
| Information Gathered: | ☐ 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: | Date: |
| 1st Call Notes: | |
| Contacted: | Date: |
| 2nd Call Notes: | |
| Contacted: | Date: |
| 3rd Call Notes: | |
| Contacted: | Date: |
| 4th Call Notes: | |
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.

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

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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<tr>
<th>Language:</th>
<th>Grade:</th>
<th>D.O.B.:</th>
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<tr>
<td>Guardian:</td>
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<td>Home Phone:</td>
<td>Cell Phone:</td>
<td>Work Phone:</td>
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<td>Guardian:</td>
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<td>Cell Phone:</td>
<td>Work Phone:</td>
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<td>Teacher(s):</td>
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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

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<th>POSITION</th>
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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.
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.

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<tr>
<th>Team Members:</th>
<th>Date: ______________</th>
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**RTI/BLENDED SERVICES TEAM DECISION**

☐ Expand Tier I Interventions  
Next Steps: New plan/round of interventions. Document and review team decision at next team meeting.

☐ Hold a Student Study Team Meeting

If the decision has been made to hold an SST/CARE meeting then ...
Homeroom teacher submits the following to the administrator:

☐ Step 1 Documentation  
☐ Step 2 Documentation  
☐ Step 3 Documentation

Administrator Schedules SST/CARE Meeting

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: _______________________________

<table>
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<tr>
<th>Issue/Concern:</th>
<th>Notes:</th>
<th>Date: ____________</th>
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**RESPECTFUL**

A. Chronic classroom disruption  
B. Unacceptable language  
C. Defiance  
D. Lack of cooperation  
E. Rude/Discourteous  
F. Not following directions  
G. Other (please list)

**RESPONSIBLE**

H. Destruction of property  
I. Unprepared for class  
J. Safety risk  
K. Not cleaning up/littering  
L. Tardy  
M. Other (please list)

**ETHICAL**

N. Stealing  
O. Cheating/Copying  
P. Bullying  
Q. Threats  
R. Harassment  
S. Lying  
T. Using other's items without permission  
U. Teasing/name calling  
V. Other (please list)