

Lexington Local Schools



Guidebook for a Multi-Tiered System of Supports (MTSS)

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Purpose of the Guidebook

The purpose of the Guidebook is to provide an overview for a Multi-Tiered System of Supports (MTSS) framework within the Lexington Local School District and to explain the essential components of MTSS. This guidebook is designed to help all stakeholders (parents, students, staff, and the community) in understanding MTSS, its origins in educational practice and research, its usefulness and value, and how it can be implemented within our schools. It is not to be substituted for training but rather is intended to increase understanding of the various aspects of MTSS.

Goal

During the 2022-2023 school year, the Lexington Local School District will utilize various forms of available data to drive instruction, identify gaps, and improve student outcomes.

Section 1: Overview of MTSS

What is MTSS?

A multi-tiered system of supports (MTSS) is a data-based, problem-solving framework that integrates instruction, intervention, and assessment to meet the academic and behavioral needs of all students. The goal of MTSS is to remove the barriers of learning at the system level, use evidence-based practices to support a student along a tiered continuum, and make decisions for targeted and intensive interventions based on data in order to improve learning outcomes for all students. The MTSS framework has been highlighted as a necessity under the Every Student Succeeds Act (ESSA), which calls for the use of evidenced-based interventions and data-driven progress monitoring for students (National Association for School Psychologists (NASP), 2016). In an MTSS framework, **the needs of every child regardless of ability, eligibility status, cultural and linguistic background, or socioeconomic status is addressed by integrating assessment and intervention within a multilevel framework to maximize outcomes** (Division for Early Childhood, 2021). In K-12 education, the key components of a MTSS framework include: all students are capable of grade-level learning with adequate support, decisions and procedures are driven by school and student data, and implementation occurs school-wide requiring collaboration from all team members (Harlachler et al., 2014).

MTSS is designed to provide multiple levels of support for all students including those who are At-Risk and with disabilities, to close achievement gaps. The MTSS framework has three tiered levels of support. Tier I, provides universal academic and behavioral instruction/support to all students. Tier II, encompasses all components of Tier I as well as adds targeted support/instruction as needed to those students who are At-Risk. Tier III, encompasses all components of Tier I and Tier II as well as adds intensive, individualized support/instruction as needed. All levels of support are aligned with the universal core academic and behavior instruction and support which provides a baseline for all students. The framework focuses not only on intervention but also prevention. MTSS is primarily a regular education responsibility but collaborative teaming plays a key role in implementation. Thus, each school has grade-level MTSS teams that meet to review student progress. MTSS requires an on-going process of self-evaluation and reflection (at the teacher and school level). Progress monitoring is essential and continuous. In order to achieve improved student outcomes, each component of the MTSS framework must be implemented with fidelity. Fidelity is the commitment to following procedures and policies when delivering intervention. Fidelity should be measured regularly (*see Section 3 on fidelity and Appendix C for examples of fidelity checks*).

Core Principles of MTSS: (Division for Early Childhood, 2021)

1. All children can learn and achieve when they are provided with a high-quality general education curriculum, services, and supports to match their needs.

2. All children should have access to the general curriculum and all teachers, assistants, and specialists should be actively engaged in meaningful interactions with children throughout the day.
3. Instruction should focus on academic, social-emotional, and other developmental goals.
4. Children showing signs of delay should be identified as early as possible and provided with a level of instructional intensity to match their needs.
5. Interventions to address children's needs should be designed by collaborative teams that include parents, administrators, teachers, and other specialists; guided by child and family data; and informed by evidence-based practices.
6. Children's responses to intervention should be continuously monitored, and explicit data based decision rules should be in place for making adjustments in intervention.
7. All interventions should be based on evidence-based practices implemented with fidelity (Carta & Young, 2019 as cited by the Division of Early Childhood, 2021).

Key Practices (adapted and obtained from the Division of Early Childhood, 2021)

Universal Screening

Universal screening is used in a MTSS framework to answer the question “Is this child performing at benchmark levels?” Universal screening is distinct from developmental screening in that universal screening is a process teams use to determine whether a child would likely benefit from additional services and/or supports, whereas developmental screening is a process teams use to determine whether the child's development is typical and whether further testing is warranted. The systematic nature of universal screening identifies children in need of additional instruction before they fall significantly behind. Universal screening supports the delivery of instruction with the goal of decreasing learning difficulties before special education services are needed. Developmental screening, on the other hand, serves as a part of Child Find obligations and helps teams decide whether a child needs further developmental evaluation or monitoring for special education services.

Examples of universal screeners:

- Monitoring all children's performance across key skills, using tools that are empirically validated to predict later development and school success, such as when children are administered language and early literacy universal screening in preschool.
- Teachers may collect universal screening data several times a year to monitor all children's performance in developmental (e.g., fine motor, social communication) and content areas (e.g., literacy, numeracy).

Children meet criteria to receive increased support within an MTSS framework based on data that indicates (1) they met a certain threshold (standardized norm, benchmark performance), (2) they scored relatively lower than their classmates (local norm), or (3) they failed to meet

expected levels of performance. Regardless of the approach used, assessment tools appropriate for universal screening are those that accurately and reliably identify children who are at risk in a given area. Because they are administered to all children, and sometimes several times a year, they must be efficient to administer and relatively inexpensive. Additionally, it is critical to pay attention to other factors that might affect the reliability or validity of instruments used for universal screening. Developmental information should also be gathered from families.

Differentiated Goals and Outcomes

In an MTSS Framework, it is often important to consider the desired outcome or on what you are going to focus on before considering how you are going to provide instruction or care. In other words, through the **data**, teams interpret a child's performance and match instructional efforts with greater efficacy when they are clear about what is being taught and what the child is learning. Changing instructional practices alone (e.g., size of group, where instruction is delivered, type of instruction, intensity of instruction or supports) isn't always the first course, or only course, of action when data show children are struggling or their development and learning has stalled. For example, if a child is having difficulty participating in group activities, it might be because the child is struggling with following directions, remaining with the group, or manipulating materials associated with the activity. Providing additional support such as a visual schedule or special seating might assist the child to participate more meaningfully in the activity. If, however, a child is missing a foundational skill such as establishing joint attention, then instruction will need to focus on teaching that skill to help the child engage with materials, follow the routine, or interact with others during the activity. Within an MTSS framework, universal screening data should assist in determining whether a child or group of children are falling below a certain cut-off or benchmark, suggesting additional supports are needed; there are components or aspects of a skill that a child needs additional support to make progress; or the child is missing foundational skills that are preventing them from demonstrating the desired goal or outcome.

Tiered Instruction

Once it has been determined (based upon universal screening) what a child or group of children needs to learn (i.e., common, targeted, and/or individualized goals and outcomes), the next key practice is creating a match with the most effective and efficient instructional strategy to pair with the goal or outcome. Across the literature, many refer to the different types of instruction or support using the labels of Tier I for universal practices that address and support common goals and outcomes, Tier II for more focused practices that address targeted goals and outcomes, and Tier III for highly specialized practices that address individualized goals and outcomes. Throughout the entire tiered process decisions are made and instruction is guided by data (Gillis, 2017, Sharp et al., 2016, as cited by Cox, 2021).

Progress Monitoring

Progress monitoring describes the systematic and continuous process of gathering data to inform decisions about whether children are making adequate progress (Buzhardt et al., 2012; Copple & Bredekamp, 2009; Hojnoski & Missall 2007; Raver 2003). If universal screening data are collected three times throughout a year, the data gathered from each of the three administrations may be compared with one another to determine the extent to which a child made progress on universal goals and outcomes. However, for children receiving Tier II or Tier III support, more frequent progress monitoring data should be collected to ensure children are making adequate progress in a timely manner (Grisham-Brown & Pretti-Frontczak, 2011). For example, progress monitoring may occur every 12 weeks at Tier I, every four weeks at Tier II, and weekly or daily at Tier III. Decision rules are commonly used to help determine when children are responding at a level and rate that justifies changing the level of support or intensity of instruction they are receiving. For instance, a child making adequate progress with intensive instruction at Tier III on an individualized goal and outcome may no longer need to receive this level of individualized support, and, therefore, the child might just need Tier II instructional practices to continue making progress. Conversely, a child receiving Tier II instructional practices might show minimal progress, indicating the need for more intensive Tier III instructional practices.

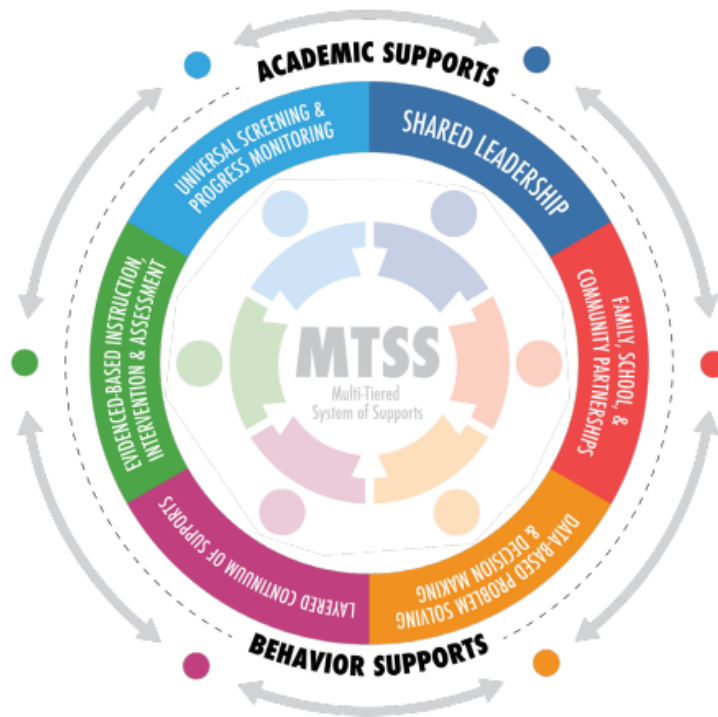
A given child may require more intensive instruction in one area of development or learning and less intensive instruction in another area. MTSS is designed for children to move fluidly through tiers across goals or outcomes. Deciding how much progress or lack of progress is necessary before providing children with a higher or lower tier of support is a critical aspect guiding the dynamic process of progress monitoring within MTSS. Progress monitoring requires measures that are technically adequate and have specifically been found to be sensitive to small increments of change for goals or outcomes. Progress monitoring assessment procedures need to be easy and engaging for frequent administration. One approach is to regularly administer a curriculum-based measure that focuses on a specific skill area (e.g., phonological awareness) on which a child is receiving Tier II or Tier III instruction. A second approach is to use direct behavioral observations of a specific skill on which a child is receiving intensive instruction (i.e., beyond Tier I).

MTSS Ideals:

MTSS is...	MTSS is not...
About instruction	Only about interventions
An initiative that supports general education school improvement goals	A pre-referral system for special education
A method to unify general and special education in order to benefit students through	An individual teacher, classroom, or class period

greater continuity of services	
Focused primarily on effective instruction to enhance student growth	Focused primarily on disability determination and documented through a checklist
A system to provide instructional intervention immediately upon student need.	A method for just increasing or decreasing special education numbers

To help understand the MTSS framework a visual tool has been developed. This tool is presented below.



Six Essential Components:

1. Shared Leadership
2. Family, School & Community Partnerships
3. Data-Based Problem Solving and Decision Making
4. Layered Continuum of Supports (Tier I, Tier II, and Tier III)
5. Evidence-Based Instruction, Intervention, and Assessment
6. Universal Screening & Progress Monitoring

Misconceptions: (adapted and obtained from the Division for Early Childhood, 2021)

MTSS is not just a model for special education referrals.

MTSS includes tiers of support that consist of additional, adjusted, or more intensive teaching to meet the needs of the children being served, but it is not defined by a connection to special education services. Of course, through MTSS, data is collected to make a variety of decisions, and the data may be useful as an aid in special education eligibility determinations. While MTSS may support teams in making appropriate referrals for eligibility for special education services, the primary goal of an MTSS framework is to support quality and differentiated teaching rather than identification of a delay or disability.

An MTSS Framework Focuses Only on Academic Skills

An MTSS framework does not exclusively apply to academics (Greenwood et al., 2011) but rather to match instructional support to all curriculum areas and/or developmental domains (language, social-emotional, and motor). A fundamental element of the MTSS framework is to utilize appropriate teaching practices which are matched to a child's needs to enhance development and learning of the “whole child.”

English Language Learners Automatically Require Higher Levels of Support

When children are English Language Learners (ELLs), they do not automatically need Tier II or Tier III instruction to help them learn English. When assessing ELLs in an MTSS framework, school teams should develop systematic plans to accurately identify their instructional needs; the first step is finding assessments that can be used with confidence. Given that most universal screening and progress monitoring measures are only available in English, educational teams run the risk of underestimating the ability levels of children who have lower English proficiency if we assess them only in English. To date there are valid and reliable universal screening and progress monitoring measures available in Spanish, but not for other languages. In that case, school teams should engage in a data-gathering process that includes families and caregivers to determine instructional needs. When English is not the child’s predominant language, approaches to communicating with the child that offer intentional support for learning English that are based on children’s level of English language proficiency should be implemented. Instruction for ELLs should include targeted instruction in English as well as instruction support in their home language whenever possible.

Additional Collaborative Considerations:

Families, educators, and community members possess varied levels of education, cultures, languages, needs, and interests. District and school staff should consider the diverse needs of families and the community as they create opportunities to establish trusting relationships. The collaboration between families, schools, and communities as equal partners will increase student, classroom, school, and district outcomes through the promotion of equality for all. These partnerships are critical for the successful implementation of MTSS.

Teachers, or other school personnel as designated, should consistently communicate with parents of all students at all academic and behavioral tiers. It is essential to provide parents with methods to help their child at home and follow-up with them to see what additional support might be needed. According to Abou-Rjaily & Stoddard (2017) behaviors that may seem out of place, or judged inappropriate may actually be highly valued in a student's respective culture. Behaviors could also be from difficulty adjusting, or culture shock (Kennedy et al., 2012 as cited by Abou-Rjaily & Stoddard, 2017). Parents can serve as integral participants in IAT meetings as they can provide the team with important data regarding their child. Therefore, parents should be kept informed of scheduled meetings and when unable to attend, provided with a meeting summary.

Best practices suggest notifying parents when students are placed in interventions, but parents **MUST** be notified when students are placed in Tier III. Progress monitoring of intervention results should be sent home regularly and also shared with parents at or after IAT meetings.

The Problem Solving Process

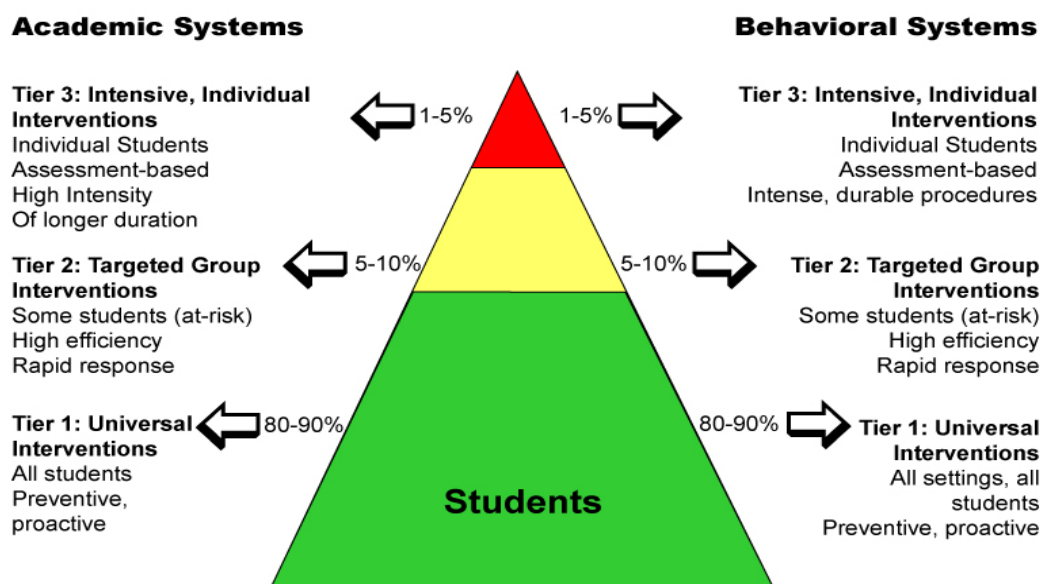
The problem solving process is a 4 step process, meant to identify, develop, implement, and evaluate strategies to accelerate the performance of all students. This process is applicable to all three tiers of MTSS and can be used at the community, district, school, classroom, and/or individual student level.



What is RTI?

Response to Intervention (RTI) is a type of MTSS framework involving an evidence-based multi-tiered instructional model which is utilized to help educators address the needs of all learners. RTI provides for the delivery of high-quality, flexible, and differentiated instruction based on students' academic readiness, needs, interests, and learning styles (Whitten et al., 2019). It utilizes research on the proven efficacy of productive goal setting and on-going progress monitoring within a multi-faceted assessment system. It calls for the use of high-quality, evidence-based instructional techniques proven to increase learning and decrease learning difficulties. When implemented effectively, RTI can be a powerful support for the improvement of achievement and engagement for all students (Whitten et al., 2019).

The RTI model began with the revision of the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) which recognized RTI as an alternative means to identifying students with learning disabilities (Whitten et al., 2019). However, RTI is now recognized as a framework to improve the achievement for all students (Whitten et al., 2019). It is a multi-tiered intervention system that helps educators determine when students are struggling due to lack of support, or an actual disability (Fuchs & Fuchs, 2006, Werts et al., 2014 as cited by Cox, 2021), it emphasizes the importance of quality teaching, early intervention, and progress monitoring through effective instruction. The intention of RTI is to be able to address students' unique learning needs in the general education classroom whenever possible before academic problems requiring special education services can develop. RTI helps to ensure students do not become too far behind before they receive support or interventions (Cox, 2021). The RTI model provides tiered support for both academic and behavioral concerns.



Five Principles of RTI: (provided by Whitten et al., 2019)

1. All children can learn
2. Quality assessment informs instructional practices
3. Quality teaching makes a difference
4. Positive relationships within the classroom maximize learning
5. Educators must work as a team

Benefits of RTI (provided by Whitten et al., 2019)

- Increased focus on early intervention
- Targeted instruction based on student needs
- Instruction driven by assessment
- Improved quality of instruction
- Focus on positive relationships in the classroom
- Increased school-wide collaboration

Research shows: (as cited by Whitten et al., 2019)

- A multi-tiered approach to early intervention can improve academic achievement for all students who are At-Risk.
- RTI is more effective when its implementation involves professional development, administration support, and time for collaboration.
- Some studies show that RTI may lead to a decrease in referral and placement rates for special education.

RTI core assumptions:

1. **All students** can learn effectively through the current educational system.
2. **Early intervention** can prevent a child from progressing to a crisis state
3. **Collaboration and communication** are necessary to determine which students are falling behind and need interventions
4. **Problem-solving method** should be used to determine a child's progress through tiers
5. **Research-based interventions** should be implemented whenever possible and to the fullest extent
6. **Progress monitoring** should be used to inform instruction
7. **Data** should drive the decision-making process.

Purpose:

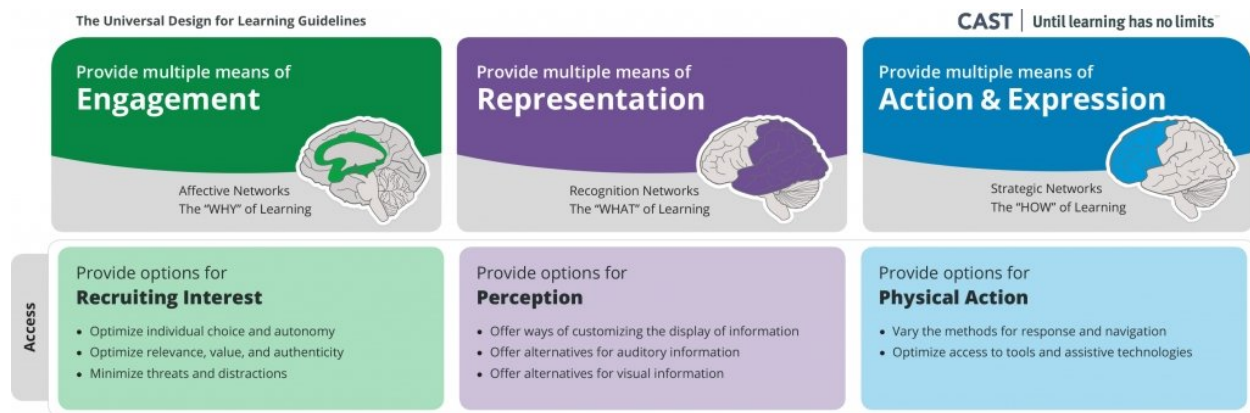
- *Support* teachers in identifying students who may be at-risk for delays
- *Provide intensive interventions* (in addition to the general curriculum) in order to help students make progress
- *Prevent* students from being labeled as students with disabilities

RTI Process

1. Identify students who are at-risk through assessments, observation, and/or interviews.
2. For at-risk students, clearly identify areas of concerns.
3. Select a research-based intervention (see IAT team members and/or the resources provided within this guidebook for ideas).
4. Implement the intervention with fidelity on a consistent and regular basis in a small group or individualized setting (*See Appendix C*).
5. Collect progress monitoring data to determine whether the student is making progress.
6. For students who do not make progress, modify the intervention.
7. For more support after this point, complete the Referral Form (See Appendix A) and contact the IAT chair to initiate the IAT process.
8. The IAT team will convene to document concerns and provide suggestions for additional interventions and progress monitoring.
9. If the student continues to demonstrate a lack of growth despite interventions, the team will consider the appropriateness of moving towards a special education evaluation referral.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a practice of learning which is at the foundation of RTI. UDL is defined as “ a framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction; provides appropriate accommodations, supports, and challenges; and maintains instructional accommodations (Whitten et al., 2019).” UDL allows for accommodations in material or procedures without altering state standards to help all students achieve. It allows students to learn within a standards framework, giving all learners equal opportunity to meet the required goals (Whitten et al., 2019). This style of learning is similar to differentiated instruction. See more information about UDL in the Resources section of this Guidebook. The two instructional methods compliment one another and RTI allows these practices to be implemented at a school-wide level.



Sample District Timeline for RTI (may change depending on school year start date)

Time Period	Activity	Tier/Audience	Responsibility
August	Review student data at the school, classroom, and individual level - 1st administration of I-Ready	Tier 1; all students	School administration, Guidance, Classroom Teachers
September	<p>Note students on "Watch List"</p> <ul style="list-style-type: none"> • Retained students • Students previously receiving Tier 2 and/or Tier 3 support • Students reading below grade level • Students below the 25th percentile • Students with current or previous attendance problems • Students with a significant discipline history • New students who may have no records <p><u>Grades K-3: Reading Improvement Plans: Testing for Kindergarten needs to be completed within 20 days of the start of the school year and then from there a plan needs to be developed within 60 days.</u> <u>Grades 1-3: Testing needs to be</u></p>	All Students	Classroom Teachers, School Administration, Reading Specialists/Aides

	<i>completed by September 30th or if they move in late within 30 days of the start of the school year and then from there a RIMP needs to be developed within 60 days. All K-3 parents of students with evidence of reading difficulties should receive a letter.</i>		
End of 1st 9 weeks	Grades of all Tier 1 and Tier 2 students are reviewed. Data review and data chats as needed with these students.	Tier 1 and Tier 2 students	Classroom Teacher and School Administrators
October-December	Progress Monitor students	Tier 2 and Tier 3	Classroom Teachers
December-January	iReady - 2nd Administration Review “Watch List”. If a student is not making adequate progress toward benchmark, <u>Tier 2</u> Intervention Plan <u>must</u> be implemented unless already begun. Be sure to consider students in danger of retention.	Tier 2 All Students	Classroom Teachers
January - March	Progress monitor students Students in danger of retention must be referred to the Intervention Assistance Team (IAT). <u>Grades K-3:</u> Possible retention letters go home at the beginning of the second semester. This means that IAT should have already occurred for these students.	All Tiers	Classroom Teachers
End of March (90 days prior to school end)	Deadline for convening Intervention Assistance Team on a student. Deadline for folder submission for K-4 (90 days prior to end of school year).	Tier 3	Classroom Teachers
April	Intervention Assistance Team	Tier 2 and Tier	Classroom Teachers

	Follow-ups and Wrap-ups. Initial Intervention Assistance Team meetings should only occur if a new student moves into the school district. Progress monitor students	3	
May	iReady - 3rd Administration	All students	Classroom Teachers

Section 2: Tiered Level of Support

Tier I: Universal Instruction (All Students)

Overview:

All children are entitled to quality, evidenced-based Tier I instruction and support provided within the general education classroom and administered by general education teachers. Tier I instruction is based on the Ohio Learning/Social Emotional Standards. High-quality Tier I practices and supports should be developmentally, linguistically, and culturally appropriate; guided by team and family decisions; and grounded in research (Division for Early Childhood, 2021). Intervention Assistance Teams are responsible for planning quality, evidence based instruction (*Refer to Section 8*).

Data obtained through universal screeners as well as formative and summative assessments, should be used to inform instruction and lesson plan development (Whitten et al., 2019). Instruction should be differentiated and scaffolded based on the specific needs of the student (Whitten et al., 2019). During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high quality instruction, approximately 80% of students' needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Intervention Assistance Teams (IAT) must analyze student data and work to provide strategies and instructional techniques that intervene for students based on quantitative data. *For additional information on IAT see Section 8 of this Guidebook.*

Tier I instruction includes:

- *Evidence-Based instruction*
 - Teachers use a wide range of instructional methods that have been found through evidence to work within the classroom
- *Assessment of student learning strengths, interests, and academic performance.*
 - RTI acknowledges the individuality of every student. Teachers collect comprehensive data on learners so that a folder of strengths, weaknesses, and interests can be compiled.
- *Teaching strategies targeted toward individual academic needs, interests, and learning strengths that is also culturally responsive*
 - Strategies for raising achievement are not “one size fits all.”

- Methods utilized are selected based upon students' individual learning needs, strengths, and interests.
- *Differentiated instruction within the classroom*
 - Teachers instruct diverse learners within the general education classroom by providing teaching based on individual student needs.
- *Purposeful and flexible grouping*
 - Groups based on academic skills, learning characteristics, and interest (rather than only on ability level).
- *Collaboration*
 - Teachers work as a team to analyze data and make decisions about interventions.
 - Teachers may adjust their traditional instructional roles to implement effective strategies
- *Screening of student achievement*
 - Students are screened in content areas a minimum of three times per year to monitor progress.
 - Universal screeners are used to establish a baseline from which students are beginning and to align with the instructional starting point for student need(s). These are usually quick and reliable.

(Whitten et al., 2019)

Components of Tier I instruction:

Target Audience	All students
Instructional Focus	Evidence-based programs, strategies, and instructional methods
Grouping	Purposeful and flexible grouping formats within the general education classroom
Instructional Time (Recommended)	90 minutes per day or more for literacy, 60 minutes per day or more for math
Assessment	Universal screening at beginning, middle, and end of academic year, assessment of students' learning strengths and interests, summative assessment after units of instruction
Person Responsible	General Education Teacher
Setting	General Education Classroom

Chart adapted and modified from Whitten et al., 2019.

Tier I Intervention Practices:

Practice	Description
Provide a balanced schedule of child-led and teacher-led activities	Planned activities are structured throughout the day to promote child engagement and instruction while minimizing time spent in transitions
Intentionally teach behavioral expectations	Examples of appropriate and inappropriate behaviors are provided for each activity in a child's day, and child engagement in appropriate behaviors is reinforced
Use planned routines as teaching opportunities	Instruction on relevant skills is provided when those skills are needed (e.g., zipping up jacket before going outside)
Use opportunities during activities to promote social emotional learning and development	Use real-life situations to help children identify their feelings and to problem-solve with peers (e.g., when they have conflicts or experience frustration)
Use classroom routines as opportunities for language promotion	Follow the child's lead and interest in objects and events to label and describe them
Design developmentally appropriate centers with consideration of children's interests	When children engage in desired behaviors throughout the day, they receive behavior-specific praise (e.g., "You threw away all your trash from lunch by yourself. Well done!")
Use explicit feedback and consequences to increase children's engagement, play, and skill development	When children engage in desired behaviors throughout the day, they receive behavior-specific praise (e.g., "You threw away all your trash from lunch by yourself. Well done!")
Ask questions that promote developmental growth	Ask questions that challenge children to think critically. For some children, recall questions such as labeling the actions of characters depicted in a storybook may be appropriate. For other children, high level questions about why and how things happen in the classroom environment are appropriate.
Use responsive interaction strategies	Throughout interactions with children across the day, children's social, communication, and play behaviors are responded to, imitated, and expanded on to foster meaningful relationships that facilitate autonomy, choice, and engagement when interacting with teachers.

Adapted from Blended Practices for Teaching Young Children in Inclusive Settings (2nd ed.), by J. Grisham-Brown and M. L. Hemmeter, 2017, Paul H. Brookes as cited by Division for Early Childhood, 2021

Culturally Responsive Teaching

Teaching with cultural responsiveness, in a student-centered environment benefits all students. To be culturally responsive the schools' expectations match the values of stakeholders, staff,

families, and students (Price & Steed, 2016). To check for possible personal cultural biases, considering asking these questions (Price & Steed, 2016):

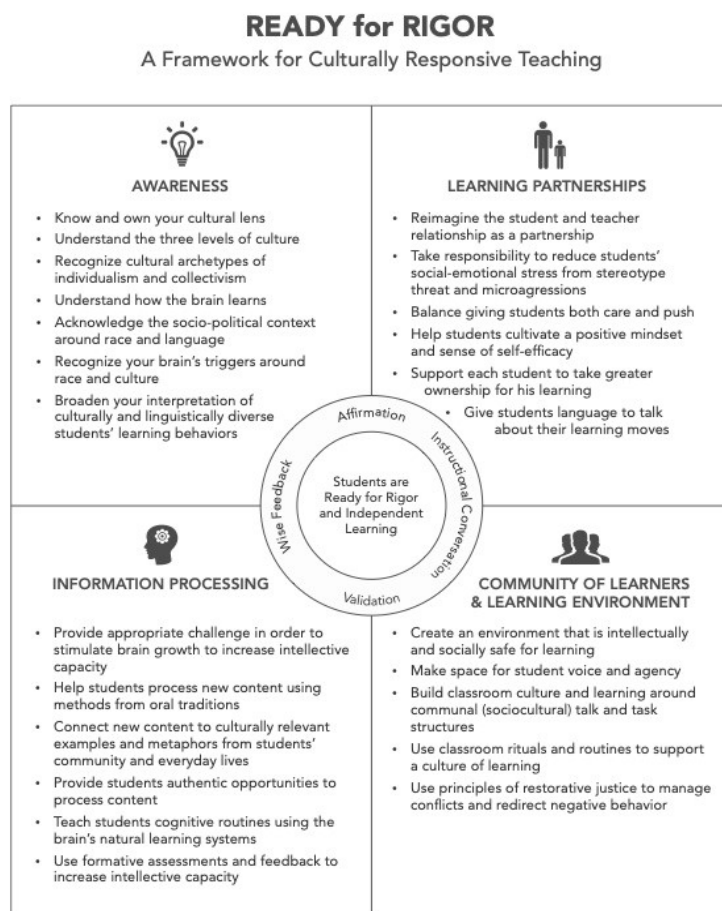
What are my initial reactions to this child and their family?

What do my reactions tell me about my personal beliefs and assumptions?

Suggestions for the classroom:

- Choose high-quality books that reflect the cultures of students (Whitten et al., 2019)
- Invite families to engage during the school day to share about their cultural backgrounds (Whitten et al., 2019)
- Engage in private conversations with families to learn how to best serve their child (Whitten et al., 2019)
- Sing songs that reflect the children's cultures (Price & Steed, 2016)
- Use student-group activities to foster relationships (Taneever, 2008)

For more information on culturally responsive practices, see the Resources section (*Section 12*) of this Guidebook.



Within the classroom:

Core Instruction Process

- Identify At-Risk students with universal screeners (i.e. related services (speech, fine motor, gross motor) and academic).
- Classroom teachers utilize research and standards based core curriculum
- Classroom teachers will employ strategies and interventions throughout the classroom and differentiated instruction within groups (Assess, Plan, Teach, Assess Model).
- Document interventions with At-Risk students
- Teachers collect and monitor student progress
- Teachers will determine if employed differentiation worked and continue instruction or if a transition to Tier II is warranted (submit the Referral form which can be found in Appendix A).

Features of Tier I high quality, research-based instruction include (Chard et.al, 2008):

Standards-Based Curriculum: a curriculum based upon Ohio Academic Content Standards

Systematic Explicit Instruction: Skills are taught from less to more complex using direct, clear, and concise instructional language.

Differentiated Instruction: Students have different levels of background knowledge and school readiness; differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.

Flexible Grouping: A combination of whole-group, small-group, and individual instruction which allows teachers to create fluid groups that meet the needs of all students.

Active Student Engagement: Ensuring all students are actively involved during instruction and are not passive recipients; this can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.

Classroom Behavior Strategies: Proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

Questions to ask when evaluating Tier I instruction:

- What percentage of students are achieving academic and behavioral expectations?
- What percentage of students in subgroups are achieving academic and behavioral expectations?

- Are the classroom and school environments conducive to learning?
- Are systems in place to ensure quality classroom instruction?
- Is implementation of culturally responsive practices in place?

Tier II: Targeted Instruction (5-10% of students)

Overview:

Tier II provides increased intervention for students who require more support (than the universal core curriculum alone), enabling them to reach their goal and meet academic benchmarks. This tier is characterized by small-group instruction targeting students' specific areas of need(s). Progress is monitored through the intervention period.

Tier II instruction is designed to address learning challenges that emerge during screening and diagnostic assessment (Whitten et al., 2019). Students identified At-Risk are those who score below benchmarks or struggle to grasp key concepts.

Approximately 5-10% of students will need supplemental instruction at a Tier II level of support to become proficient. Tier II interventions are implemented with groups of students demonstrating a common skill deficient or social/emotional/behavioral risk characteristic (Whitten et al., 2019). These students should be observed on a platform or a system where a collaborative intervention plan is developed, monitored, and documented (*See Section 5 on Interventions and Appendix B, C, D, and E for examples*).

Tier II instruction is typically administered over a 60 minute period in a small-group setting by a teacher, intervention specialist, or special education teacher. The person implementing the intervention should have a level of expertise matched with the intervention itself (i.e. if the intervention is reading comprehension based, the interventionist should be qualified to teach reading).

Components of Tier II instruction:

Target Audience	Students who have been identified as needing additional differentiation and support to reach learning goals.
Instructional Focus	Evidence-based interventions consisting of programs and/or strategies designed and employed to supplement, enhance, and support core instruction
Grouping	Small-group instruction based on academic readiness and/or similar learning goals Recommended: Elementary - 3 to 5 kids for small

	group and Middle/High School - 6-8 kids per small group.
Instructional Time (Recommended)	Minimum of 60 minutes per day, 3-4 times per week in a small-group setting. <i>This is in addition to Tier I instruction.</i>
Assessment	Progress monitoring weekly or bi-weekly on target skills to ensure adequate progress and learning
Person Responsible	Personnel determined by the educational team (general education teacher, literacy specialist, intervention specialist, Title I teacher, related service providers, etc.)
Setting	General Education Classroom or pull-out classroom

Chart adapted and modified from Whitten et al., 2019.

Tier II interventions should include (Whitten et al., 2019.) :

- *Diagnostic assessment of student' academic strengths and needs*
 - Learning strengths, deficits, preferences, and interests are identified.
 - Fully understanding the specific learning is key to selecting an effective intervention.
- *Collaborative problem-solving by RTI teams*
 - IAT teams meet to review and discuss the learning attributes of those students who are struggling.
 - Utilize the Problem Solving Model (*Refer to Section 2 for additional information*)
- *Supplemental evidence-based interventions that target the identified areas of need*
 - Chose strategies that are based on need as well as interests and strengths
- *Small-group instruction*
 - Targeted instruction delivered to a small within the classroom
 - Support staff may assist teachers with small-group instruction
- *Monitoring of Interventions*
 - Staff members collaborate to ensure interventions are implemented in the way they were designed (i.e. with fidelity, *refer to Section 3 and Appendix C*).
- *Progress monitoring*
 - Should be conducted at least twice per month.

Tier II Examples:

Practice	Description
Embedded instruction	Intentional presentation of a task during ongoing home routines or classroom activities, for which error correction and reinforcement are provided to ensure a child engages in the target skill (Sandall et al., 2019)

Small group direct instruction	The provision of direct instruction using response prompting and individualized reinforcers to a group of 2–5 children with individualized learning targets (Ledford et al., 2012)
Small group intervention	Evidence-based packaged interventions for promoting phonological awareness, vocabulary, narrative comprehension (Paths to Literacy, Goldstein, 2016; Story Friends, Goldstein & Kelley, 2016; Story Champs, Spencer & Petersen, 2018)
BEST in CLASS	Packaged intervention that promotes teacher engagement in practices designed to prevent challenging behavior by reinforcing socially appropriate behavior (Sutherland et al., 2018)
Pyramid Model for Promoting SocialEmotional Competence	Framework of evidence-based practices for promoting social emotional skills in all children that offers Tier 2 and Tier 3 practices for children with social, emotional, and behavior intervention needs (Hemmeter et al., 2021)

Adopted from Division for Early Childhood, 2021.

Within the classroom:

Targeted Intervention Process

- In order to determine if further intervention and support (beyond Tier I) are needed, the referring entity (IAT Team, PBIS Team, or Staff Member) must complete the following three steps:
 - Collect baseline data to be reported on referral form
 - Fill out the Referral Form
 - Submit the form to the IAT chair or PBIS coordinator.
- Referrals with incomplete data will **not** be reviewed by the Tier II team.
- The IAT Team or PBIS team will review the referrals monthly and make a determination to advance the student to receive Tier II support.
 - Reference the Appendix A and B for additional information and required paperwork. In addition, digital versions of the required paperwork are available. See you IAT chair for additional information.
 - Reference this Guidebook for resources on academic and behavioral supports
- If the student advances to Tier II support, the parent/guardian must be notified.
- After 4-6 weeks of implementation of the evidence-based intervention, the IAT or PBIS team reconvenes to decide on one of the following steps:
 - Recommended for continued Tier II (repeat intervention or decide on a different intervention) and schedule at date to reconvene after 4-6 more weeks.

- Dismissal from Tier II (there is evidence that Tier II intervention utilized was successful in building the necessary skill). No further intervention is required and the student exits the IAT/PBIS process.
- Recommendation for Tier III support (there is sufficient evidence of Tier II intervention, implemented with fidelity, and the team recommends additional targeted intervention, based on the post Tier II- intervention data).

Classroom Practices

- Reteach concept/skill/strategy in a small group
 - Further differentiated instruction
 - Scaffolded support
- Assess, Plan, Teach, Assess Model
- Collect data and monitor student progress
- Analyze data and determine further steps.

Data analysis of Tier II:

After the intervention has been implemented, school teams must collect a minimum of 8-12 data points for a time period and use that data to determine whether to continue, fade, revise, or replace interventions, strategies, or instructional approaches. *See Appendix D for examples of Data Analysis Tools.*

Note:

If a significant number of students appear to need Tier II instruction, the effectiveness of the Tier I (core, universal) instruction must be evaluated.

Tier III: Intensive, Individualized Instruction (<5% of students)

Overview:

Tier III provides an increased level of support compared to Tier II. This increased level of support can be met by increasing the amount of time spent working on targeted goals and/or to decrease the student-interventionist ratio (Whitten et al., 2019). A change in intervention type may also be warranted. The instruction is given in a small group or individualized format consisting of few students with similar difficulties. ***Time and grouping may differ depending on the scheduled and available personnel.** Progress like the other tiers is closely monitored. The intervention and progress monitoring tool **must** match the area of concern and be monitored for the students' growth and for fidelity. Typically, Tier III interventionists consist of a general education teacher, related service provider, and/or intervention specialist.

Tier III interventions should involve the following as reported by Whitten et al., 2019 :

- *More intensive interventions*
 - More rigorous support

- Builds upon what the child has learned from Tier II
- *Increased 1:1 or small-group instruction*
 - When Tier II interventions are not effective, it is important to provide more individualized attention through increased group or individual work. A combination of both may be necessary.
- *Evidence-based strategies targeted to learner attributes*
 - Interventions are based on the students academic needs, interests, learning strategies, and preferences
- *Monitoring of Interventions*
 - Collaboration to ensure interventions are being implemented correctly.
- *Progress Monitoring*
 - More frequent progress monitoring than in Tier I and Tier II.
 - Recommended: Progress monitoring should occur at least once a week.

Components of Tier III Instruction:

Target Audience	Students who have been identified with difficulties who have not fully responded to Tier II efforts
Instructional Focus	Evidence-based interventions consisting of programs and/or strategies designed and employed to supplement, enhance, and support Tier I and Tier II
Grouping	Small-group or individualized instruction
Instructional Time (Recommended)	Minimum of 60 minutes per day, 3-4 times per week in a small-group or individualized setting. <i>This is in Addition to Tier I and Tier II instruction.</i>
Assessment	Progress monitoring weekly on target skills to ensure adequate progress and learning
Person Responsible	Personnel determined by the educational team (general education teacher, literacy specialist, intervention specialist, Title I teacher, related service providers, etc.)
Setting	Appropriate setting designated by the educational team

Chart adapted and modified from Whitten et al., 2019.

Tier III Examples:

Practice	Description
Response prompting procedures	Using response-prompting procedures and individualized reinforcement in a variety of settings with or without other children (Ledford et al., 2019)

Chaining	Systematically dividing a skill into smaller behaviors and providing instruction on those behaviors until the entire skill can be completed (Wong et al., 2015).
Reading Ready Early Literacy Intervention	Using explicit, systematic individualized intervention to teach prioritized content (Kaminski & PowellSmith, 2017)
Function Based reinforcement systems	Teaching an appropriate behavior to replace an undesired behavior and using the identified function of the undesired behavior to reinforce the appropriate behavior (Wood et al., 2015)
PreventTeachReinforce for Young Children	A manualized process for developing and implementing a function-based behavior intervention plan for children with challenging behaviors (Dunlap et al., 2018)

Adopted from Division for Early Childhood, 2021.

Within the classroom:

Intensive, Individualized Instruction Process

- If the student is advanced to Tier III support, the parent or guardian must be notified.
- Reference the MTSS Guidebook (*Appendix A and B*) for additional information and required paperwork for academic and behavioral concerns. Digital Forms are also available. See your IAT chair for additional information.
 - The IAT Team will fill out the required paperwork.
- After 4-6 weeks of intervention implementation, the IAT or PBIS team reconvenes to decide one of the following next steps:
 - Recommendation for continued Tier III (repeat current intervention or decide on a different intervention and schedule a date to reconvene.
 - Dismissal from Tier III (there is evidence that the Tier III intervention employed was effective in building the necessary skill. No further Tier III intervention is required and the student exits the IAT or PBIS process).
 - Recommendation for special education evaluation (there is evidence of Tier III intervention, implemented with fidelity, and the team recommends an evaluation based on the post-Tier III intervention data.
 - The IAT or PBIS team needs to complete a PR04 - Evaluation Referral and submit it to the School Psychologist and Special Education Director.
 - The next steps will be completed by the School Psychologist
 - ETR chair will schedule a meeting to discuss referral and possible plan for evaluation (team members required: parent, teacher, intervention specialist, district representative, and school psychologist). If applicable, related service provided may need to be invited.

- PR-01 indicating the intent to move forward with an evaluation
 - PR-05: Evaluation Consent
 - Evaluation Planning Form
 - PR-01 indicating suspected disability
- PR-01 indicating the intent NOT to move forward with an evaluation

Classroom Procedures:

- Individualized instruction
- Analyze data to identify specific learning gaps and needs
- Targeted, explicit instruction on concept/skill/strategy
- Assess, Plan, Teach, Assess Model
- Collect data and monitor student progress
- Analyze data and determine further steps.

Data analysis of Tier III:

After the intervention has been implemented the school team must collect a minimum of 8-12 data points for a time period. Teams then must use that data to determine whether to continue, fade, revise, or replace interventions, strategies, or instructional approaches. *See Appendix D for examples of Data Analysis Tools.*

Record Keeping

All movement, meetings, and decisions through the MTSS processes, beginning with the referral to Tier II should be tracked by the IAT or PBIS team coordinators “in Data Map” (*see Data Map Section 10 for additional information*). IAT data will be given to school psychologists for input into Data Map while PBIS data will be given to school counselors for input into Data Map. The hard copy records of all data forms must be kept using folders designated as well as scanned to the school psychologists for record keeping.

Section 3:

Fidelity

What is it?

Fidelity is when interventions are implemented in the way they were designed. Throughout the RTI process, fidelity is extremely important as it allows the team to know that the intervention implemented was delivered correctly and that a child's lack of response is not due to a lack of proper intervention. Any changes to the established implementation procedures could negatively affect the effectiveness of a school's RTI efforts. By conducting *fidelity checks* regularly administrators or RTI coordinators can identify whether staff have altered or strayed from the established procedures. As is outlined in the table below, fidelity checks consist of three variables:

- The data collection method
- The frequency of data collection
- The support system to maintain and improve the implementation of the intervention

Fidelity checks can be collected through checklists, logs, and data sheets. *Examples are provided in Appendix C of this Guidebook.*

Variables

Fidelity Variables	
Method	<ul style="list-style-type: none">● Direct assessment occurs when a qualified individual observes a staff member and records his or her behavior (instructional, assessment-related, or decision-making) on a standard checklist.● Indirect assessment can take place through a variety of means, including self-reports, interviews, student work samples, and an interpretation of existing data (e.g., universal screening results).
Frequency	<ul style="list-style-type: none">● The fidelity of implementation needs to be checked regularly● The frequency of data collection will depend on factors such as:<ul style="list-style-type: none">○ Teachers' experience levels○ Teachers' requests for help or instruction○ Outcomes of previous fidelity checks

Support Systems	<ul style="list-style-type: none"> • Support systems in schools need to serve two purposes: <ul style="list-style-type: none"> ○ Providing ongoing professional development and support ○ Allocating resources that enable teachers to implement RTI • Supports can result from both proactive and reactive responses: <ul style="list-style-type: none"> ○ Proactive – Assess teachers’ needs at the start of the RTI implementation, and provide training and resources accordingly. ○ Reactive – Provide additional professional development, in the form of coaching or mentoring, if the fidelity data indicate that a teacher is not implementing the RTI procedures correctly.
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Citation: IRIS Center. 2022. Page 8: Fidelity of Implementation. Retrieved from: <https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p08/#content>

Implementing the Tiered Process with Fidelity

Although the data collected at each tier may be different, data should drive the teams’ decisions throughout the entire MTSS process. IAT and PBIS teams should have access to the MTSS data sources that, at a minimum, provide the following:

- School-wide, group, and individual data for progress monitoring
- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier II and Tier III interventions
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that the school-based problem-solving teams have a systematic process that is consistently followed in order to determine the actions needed to be taken on a case by case basis. Decision rules should consider the following:

- Positive response from student(s)
 - Continue the intervention for specified time period
 - Systematically fade the intervention
- Questionable response from student(s)
 - Increase intensity of intervention (frequency, time, focus)
 - Monitor more frequently (at least weekly)
 - Consider modifying/changing the intervention
- Poor student(s) response
 - Reconvene the school-based problem-solving team
 - Significantly modify current or develop new intervention

Section 4:

Referral to RTI

Referral Process

A student should be referred to the Intervention Assistance Team (IAT) if the progress monitoring data shows a lack of adequate student progress and further support is needed. Additionally, students who are identified through the MTSS screening for one of the following indicators must be referred to the IAT team within the first month of school.

1. Students repeated a grade or are currently repeating a grade.
2. Student was “Placed” into the next grade.
3. A student failed either of the preceding two grades and has been suspended or expelled for more than 10 days prior to the school year.
4. A student who did not score at the required achievement level on any part of the third grade reading guarantee.

See Appendix A for the Referral Form and/or contact your IAT chair for the digital form.

English Language Learners

When considering a referral to intervention for English Language Learners the IAT team should consider the following information:

- Amount of time the student has been in this country: In addition to learning a new language, newly arrived EL students need time to adjust to the new culture and expectations in our school systems.
- Similarly or dissimilarity of ethnicity or national origin to that of the U.S., and type of schooling they attended in their native country
- Degree of English language acquisition-students with lower levels of English proficiency will require more support and scaffolds to support content area learning.

Before Implementing interventions for ELLs remember to:

- Consult with parents, general education teacher, EL teacher and all other staff who work with the student
- Examine all data (state tests, Ohio English Language Proficiency Assessment (OELPA), universal screeners, diagnostic assessments, classroom performance, etc.)
- Determine the specific deficit and select an intervention that will best address the area of need.

Section 5:

Intervention

What is an intervention?

An intervention is a strategy that is used to teach a new skill, to build fluency for a previously introduced skill, or to encourage the translation of an existing skill to a new situation or a new setting. An intervention is **NOT** core instruction or an accommodation; it is an evidence-based strategy that is directly related to the student's academic or behavioral problem.

Reading Intervention Example

George Jones has just given his fourth-grade class a beginning of the year reading screener and is very concerned with the results for one of his students, Michael, a transfer-in from Smith Elementary School. Michael is only able to read materials that are at the beginning of the year first-grade level. Mr. Jones went to Intervention Central and found Reading Racetracks, which allows struggling readers to acquire sight-word vocabulary through a game-like activity. Following the steps of the intervention, Mr. Jones compiled four lists of seven sight words, with each word appearing on only one list. He then transfers the words from each list onto a separate reading racetrack sheet. Each word is randomly ordered on the reading racetrack sheet until it is on the sheet four times. Mr. Jones also creates a master reading racetrack sheet that will be used for cumulative review. The 'review' reading racetrack sheet has each of the 28 words listed on it one time. Mr. Jones gives Michael one minute to read as many words off the reading racetrack as he can. As Michael is reading, Mr. Jones is recording the errors, or 3-second hesitations that are made. Mr. Jones has Michael practice the words on which he made errors, first by pointing at the word and saying it, having Michael saying the word in unison with him, having Michael say the word independently, and then having Michael repeat the word 3 times in succession. Mr. Jones and Michael will continue with the first reading racetrack until Michael is able to say 90 words correctly in one minute, or until he has attempted that reading racetrack five times. Following the criterion being met for the first reading racetrack, Mr. Jones will repeat the same steps for the next three reading racetracks and will end with the cumulative review reading racetrack. Although Michael made progress with the reading racetrack, he did not significantly close the gap between himself and his peers so he was referred to the RtI process.

Math Intervention Example

Penny Smith has been working with her class on math computation. She notices that her student, Kim, lacks fluency in her basic math facts. Kim has been struggling on her assignments and her exams. Penny checked on Intervention Central for an intervention for math computation and found Incremental Rehearsal. Mrs. Smith writes down each math fact that Kim is supposed to master, but does not include the answer. She then sits down with Kim and has Kim tell her the answers to any of the math facts that she can within two minutes. The math facts that Kim answered correctly are discarded into a separate pile, and nine cards are selected from this pile and are labeled as the 'known facts' deck. The remainder of the known fact cards will be discarded and not used further in the intervention. Mrs. Smith takes an unknown math facts card, reads it aloud, provides the answers, and prompts Kim to say the answer. She then takes a card from the known facts deck and has Kim answer it in sequence with the unknown fact card. When Kim is able to answer both cards correctly, Mrs. Smith adds another card from the known facts deck. Once Kim has answered the one unknown fact followed by nine known fact cards, Mrs. Smith discards the last known fact card added to the sequence. She then presents a new unknown fact card and repeats the steps until Kim has mastered all of the unknown math fact cards.

Behavior Intervention Example

Velma White's first-grade student, Bob, has been displaying some concerning behaviors in the classroom. Bob likes to race around the classroom on all fours, while howling. He has told Mrs. White and his classmates several times that he believes he is a werewolf. His behaviors are quite disruptive to the other students and they make it difficult for Mrs. White to teach. Mrs. White calls home and speaks with Bob's mother, who also expresses frustration with Bob's behavior. Mrs. White looks on Intervention Central while talking to Bob's mother on the phone and together they decide to use a Behavior Contract intervention for Bob. Mrs. White lists the positive behaviors that she expects from Bob in the classroom and how he will earn points for modifying his behavior to meet her expectations. She keeps Bob in at recess and they discuss what prizes he would like to earn as part of the behavior contract. They both sign the contract, and send a copy home for Bob's mother.

Academic Interventions

Choosing the Right Academic Intervention:

To choose the correct academic intervention, the student's academic problem must first be clearly defined in measurable terms (rate, accuracy, or other quantitative data) - *See the examples provided later in this Section for additional information.* The academic intervention should then be selected by the team based on the identified target and should fall within one of the following stages of learning: skill acquisition, skill fluency, skill generalization, or skill adaptation.

Before implementing the intervention, the teacher should collect baseline data. This will become the visual proof that the intervention is working, or not working. Additionally, a specific goal should be set before starting the intervention that determines the minimum success a student should reach with the intervention before the intervention check-up date. The intervention should be administered for a minimum of four weeks. Progress monitoring data should be collected at a sufficient frequency to ensure that data exists to adequately show student growth.

The intervention must be delivered with fidelity, meaning that the elements of the intervention that are non-negotiable are completed exactly as the intervention indicates. If the intervention cannot be implemented as designed, an alternate intervention will need to be chosen. This ensures that the student is receiving a data-validated intervention. *Refer to Appendix C for examples of Fidelity Checks.*

Resources and Interventions:

Intervention/Resource	Link:
Reading Rockets	https://www.readingrockets.org/strategies
Math Computation Intervention	https://www.mccsc.edu/cms/lib/IN01906545/Centrality/Domain/1199/Interventions_for_Math_Computation.pdf .
If/Then Intervention Menu	https://www.mccsc.edu/cms/lib/IN01906545/Centrality/Domain/252/if%20then%20intervention%20menu.pdf
Intervention Central	https://www.interventioncentral.org/ .
What Works Clearing House	https://ies.ed.gov/ncee/wwc/FWW .

Intervention Hero	https://www.interventionhero.com/academic .
Vocabulary Spelling City	https://www.spellingcity.com/
Florida Center for Reading Research	https://fcrr.org/resource-database
IXL Math	https://www.ixl.com/math/ .
Reading A-Z	https://www.readinga-z.com/
Reading Theory	https://readtheory.org/

Behavioral Interventions

Choosing the Right Behavioral Intervention:

Behavioral concerns in the large classroom setting can be especially problematic, especially when the behaviors disrupt the ongoing classroom routine. **Strong, clear behavioral expectations at the Tier 1 level can help prevent disruptive classroom behaviors.** However, some students will need more individualized support. Disruptive behaviors can be conceptualized as the students' attempts to communicate a want/need. **Individualized interventions that are based on the function of the behavior have been shown to be the most effective.** *See Section 7 for additional information on Behavioral Interventions and PBIS.*

Intervention Plans

Developing an Intervention Plan

Once you have your baseline data, you should be ready to develop an Intervention Plan geared toward the students' unique strengths and weaknesses. It is important to fully document the implementation of the intervention. An intervention plan must include the following:

- The name of the type of intervention
- The frequency with which the intervention will be implemented
 - Days and times per week
- The period of time over which the intervention will be tried.
 - 4-6 weeks
- The person responsible for implementing the intervention
- The person responsible for ensuring the intervention is correctly carried out (fidelity)

All team members should be clear about the details of these interventions and understand their roles in which they have in carrying out the intervention. *See Appendix B for the Data Collection Form and/or contact your IAT chair for the digitized version of this form.*

Example:

Johnny is showing weakness in the area of reading fluency according to screeners and diagnostic assessment data. Ms. Smith (teacher) went to intervention central and found that Reading

Racetrack is an evidence-based reading fluency intervention. The team determined that this intervention meets Johnny's strengths and weaknesses. The intervention will be delivered over a 6 week period from September 12 - October 24. The Title 1 Teacher, Ms. Tyler will be responsible for delivering the intervention. She will track her fidelity through a running record and submit it weekly to the IAT coordinator. The team will reconvene at the end of October to discuss results and determine next steps.

Goals

Interventions should include goals in which the student is reaching to achieve within the implementation of the intervention. Multiple different options are available when considering how to write goals; however, the following is a recommended tool used by school teams.

SMART Goals:

- Statements of the important results you are working to accomplish
- Designed in a way to foster clear and mutual understanding of what constitutes expected levels of performance.

Criteria:

S	Specific	What will be accomplished? What actions will you take? (The who, when, when, and where)
M	Measurable	What data will measure the goal? (How much? How well)
A	Achievable	Is the goal doable? Do you have the necessary skills and resources?
R	Relevant	How does the goal align with where peers are? Why is the result important?
T	Time Bound	What is the time frame for accomplishing the goal?

Example:

If your student needs to develop reading comprehension skills, a reading comprehension goal for your student might look something like this:

By the end of October, and given a grade-level nonfiction text, the student will be able to answer multiple choice reading comprehension questions with 90% accuracy when presented with 10 questions.

Section 6: Accommodations and Modifications

What is an Accommodation?

An accommodation - changes **how** a student learns the material (IRIS Center, 2022). It is **not** an intervention or modification. It is an additional support in the classroom that a student benefits from in order to be successful. With careful planning and consideration, teachers can provide accommodations to their students effectively and efficiently. With individualized accommodations in place, students are more likely to successfully access and demonstrate learning (IRIS Center, 2022).

Accommodations provide support for students that allows them to achieve their academic potential (IRIS Center, 2022). It's important to note that accommodations:

- **Do not** change the expectations for learning
- **Do not** reduce the requirements of the task
- **Do not** change what the student is required to learn

Teachers should provide accommodations that meet the unique needs of each individual student. Not all students with the same weakness or even those who experience the same barrier will benefit from the same accommodation. For example, not all students with visual impairments benefit from Braille materials; some might be better served by audio books (IRIS Center, 2022).

Accommodations are typically grouped into four categories: *presentation*, *response*, *setting*, and *timing and scheduling* (IRIS Center, 2022). The table below can be used to determine the type of accommodation that would best support the student given the student's barrier.

Barriers

Barrier	Accommodation Category	Examples
The way information is presented (e.g., text, lecture)	Presentation accommodations <ul style="list-style-type: none">• Allow a student to access information in ways other than standard visual or auditory means• Change the way that instruction, directions, and information are presented	Books and materials with large print Visual cues (e.g., color-coded text) Audio books

The way in which the student is required to respond (e.g., writing, speech)	Response accommodations <ul style="list-style-type: none"> Allow students to complete assignments or assessments through ways other than typical verbal or written responses 	Speech-to-text software Orally dictate responses (using a scribe or digital recorder)
The characteristics of the setting (e.g., noise level, lighting)	Setting accommodations <ul style="list-style-type: none"> Allow for a change in the environment or in how the environment is structured 	Preferential seating (e.g., near the teacher) Testing in a separate location
The timing and scheduling of the instruction (e.g., time of day, length of assignment)	Timing and scheduling accommodations <ul style="list-style-type: none"> Allow for changes to when and how long students have to complete assignments or assessments Allow assignments to be broken down into smaller sections 	Extended time to complete task Frequent breaks Shorter testing sessions Chunking tasks, assignments, and/or assessments into smaller parts

Table adopted from IRIS Center, 2022

Implementing an Accommodation

When instructional or testing accommodations are documented on a student's individualized education program (IEP) or 504 plan, teachers **are required** to provide them. For some students, accommodations are recommended for just one or two classes; for others, they are needed in all classes. By reviewing the student's IEP or 504 plan, teachers can identify the accommodations and the context in which they should be implemented (IRIS Center, 2022).

How to help a student with accommodations as presented by the IRIS Center (2022):

Be familiar with each student's needs

- Review the student's IEP or 504 plan.
- Know the student's strengths and weaknesses.
- Recognize that, though some accommodations will be simple to implement in the classroom, others will be more difficult or might require more time to learn how to use effectively.

- Allow the student time to practice using accommodations with content that comes more readily to them so they are not struggling with new content and new accommodations at the same time.
- Be aware that students using accommodations might require more or less time to complete instructional tasks.
- Recognize that changing demands throughout the school day might mean that a student's accommodations differ from one class setting to another.
- Understand how the classroom environment can affect the student's successful use of his or her accommodations.
- Be aware of how the student perceives the recommended accommodations (e.g., does your student think his accommodation is useful, embarrassing?).
- Monitor the student's progress regularly because needs can change over time.

Be knowledgeable about specialized equipment

- Learn about each student's equipment needs (e.g., software, devices).
- Create seating arrangements that support the use of devices without excluding the student from the class. The proper use of many devices requires proximity to an electrical outlet or additional space. However, students should not be isolated—for example, in the back of the classroom—solely for the purpose of accessing an outlet.
- Set aside space for equipment when it is not in use. Placing the equipment in a safe location protects it from damage.
- Be sure the audio option is enabled on computers for students who use the synthesized voice feature. Often, computers in classrooms, libraries, or labs have the audio option disabled to reduce noise and distractions. To prevent disrupting other students, provide headphones.
- Be sure the settings on the computer or text reader (e.g., font size, boldface, speed of braille refreshable text) match the needs of the student. Failing to pre-set these can waste valuable classroom time.
- Obtain appropriate devices or services (e.g., USB drives, cloud storage) for saving and transporting data files. Students may need to access the files away from the classroom or on different equipment (e.g., a personal laptop).

Stay up to date

- Attend trainings about accommodations to understand specific policies and guidelines for your state.
- Collaborate and communicate with knowledgeable individuals (e.g., special education teachers, parents, students).
- Read professional journals.
- View reputable Websites:
 - Professional organizations (e.g., [National Center for Education Outcomes](#))
 - Advocacy groups (e.g., [National Center for Learning Disabilities](#))

Prepare for Testing

- Provide only the testing accommodations listed on the student's IEP or 504 plan.
- Understand that an accommodation might be permissible in one condition but not in another (e.g., a text reader can be used during a comprehension test, but not during a test that measures decoding skills).
- Allow opportunities for students to become familiar with an accommodation before having to use it in a testing situation. In fact, some states require that testing accommodations be made available to the student for a specified amount of time prior to the day of testing.
- Be aware that an accommodation might be allowed for a classroom assessment but not for a standardized assessment.
- Be familiar with the assessment accommodations allowed in your state for standardized tests. Each state has policies and regulations that determine allowable accommodations according to the standardized test being administered.

Note:

Implementing accommodations can require thoughtfulness and planning to meet the needs of individual students. Therefore, according to the IRIS Center (2022) teachers should **avoid**:

- Providing the same accommodation to all students with disabilities out of convenience
- Disregarding an accommodation because only one or a few students need it or because it is difficult to implement
- Believing that only the special education teacher provides accommodations

See Ohio's Accessibility Manual (link in Resources section of this Guidebook) for additional information and proper accommodations.

Accommodation Effectiveness

Accommodations can be combined depending on a student's individual needs. However, teachers may want to start by implementing only one accommodation. This will allow the teacher to collect data on a single accommodation, evaluate its effectiveness, and determine whether it is practical for use in the classroom (IRIS Center, 2022). After effectively implementing one accommodation, the teacher can implement another that might benefit the student.

To determine whether an accommodation is effective, teachers should evaluate whether it is having the desired impact on the student's performance (IRIS Center, 2022). To do this, teachers need **objective**, as opposed to subjective, data on which to base their instructional decisions (IRIS Center, 2022). According to the IRIS Center (2022), teachers can evaluate students' performance by following the steps outlined below.

Step 1. Determine how to measure the expected outcome. The type of data the teacher needs to collect will vary, depending on what aspect of the student's performance they want to

measure. To provide the most accurate picture of the changes in student performance they expect to see, the teacher can measure one of the following:

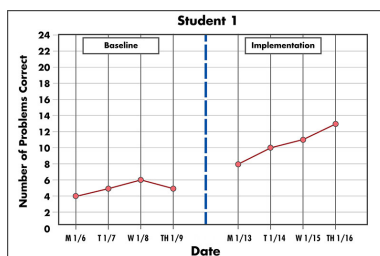
- **Speed or rate:** The *amount of time* a student takes to complete a task (e.g., the number of problems completed correctly in ten minutes)
- **Accuracy:** The *number of problems* or *percent of the work* that a student completes correctly (e.g., the percent of questions answered correctly on a test)
- **Duration:** *How long* a student engages in a specific behavior (e.g., time on-task during independent classwork)
- **Frequency:** The *number of times* a behavior occurs within a given period (e.g., the number of completed homework assignments per week; the number of times the student initiates a conversation)
- **Latency:** The *time* between when a direction is given and when the student complies (e.g., how much time passes between when an instruction is provided and the behavior begins).

**Examples of Data Collection Tools for these areas can be found in Appendix D of this Guidebook.*

Step 2. Collect data on the student's current performance (i.e., baseline data). The teacher should first collect baseline data on the aspect of the student's performance they wish to change. It is important to collect this data before implementing the accommodation so the teacher can compare the student's performance before and after the accommodation is implemented. To collect this data, the teacher must use a data-collection form. These forms will vary depending on what aspect of the student's performance is being measured. (*See Data Collection Tools located in Appendix D*).

Step 3. Collect data during implementation of the accommodation. While implementing the accommodation, the teacher should collect data on the student's performance using the same data collection method used to collect the baseline data. A good rule of thumb is to collect four to six data points before evaluating effectiveness.

Step 4. Evaluate the effect of the accommodation. The teacher can compare the implementation data to the baseline data to evaluate whether an accommodation has had the desired effect on a student's performance. Often, the best way to do this comparison is to graph the data to create a visual representation of how the student has responded to the accommodation.



Example (Provided by the IRIS Center):

Liam, a middle school student, has low vision and struggles with reading standard print materials in a timely fashion. Although he reads at grade level, he has difficulty finishing science reading assignments in class in the allotted time. At first, his teacher was a bit perplexed: she assumed that Liam's glasses provided full vision correction. However, after observing Liam while he was reading, she noticed that he still needed to hold reading material close to his face, and even then he squinted. As a result, it takes him longer to read a passage. She wonders what type of accommodation will help Liam read text faster or more efficiently.

Each day, Liam's science teacher devotes the first portion of the period to independently reading a section of the textbook before discussing it with the class as a group. Recall that Liam has difficulty finishing science reading assignments in class in the allotted time due to his difficulty reading standard print materials. Follow along as the teacher evaluates the effectiveness of the selected accommodation, a digital textbook that allows him to enlarge the text.

Step 1 – Determine how to measure the expected outcome. Liam will record the number of pages he reads in the allotted time each day and the number of pages assigned.

Step 2 – Collect baseline data. Before providing a digital textbook of the science text, Liam records the number of pages of the assignment he reads each day over the course of five days. (See the data collection form and graph below.)

Step 3 – Collect implementation data. After introducing the accommodation, Liam records the number of pages of the assignment he completes for five days. (See the data collection form and graph below.)

Step 4 – Compare implementation data to the baseline data. To determine whether the accommodation was effective, the teacher and Liam graph the data. When they compare Liam's baseline and implementation data, she determines that the accommodation has had a positive effect on Liam's performance. (See the data collection form and graph below.)

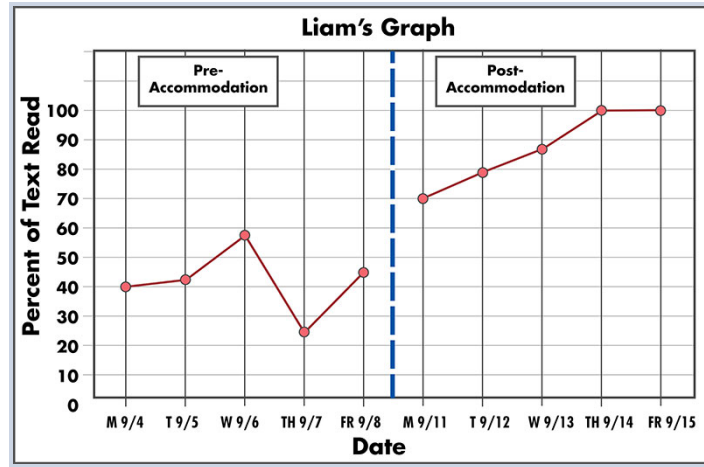
Pre-Accommodation

Date	Number of Pages Read	Percent of Text Read
M 9/4	4/10	40%
T 9/5	3/7	43%

W 9/6	4/7	57%
TH 9/7	2/8	25%
FR 9/8	4/9	45%

Post-Accommodation

Date	Number of Pages Read	Percent of Text Read
M 9/11	7/10	70%
T 9/12	7/9	78%
W 9/13	6/7	86%
TH 9/14	8/8	100%
FR 9/15	10/10	100%



Note:

In addition to collecting data, when evaluating the effectiveness of accommodations teachers should also consider the following:

1. Did the student use the accommodation consistently?
2. Did the accommodation allow the student to fully access the learning opportunity?
3. Did the accommodation allow the student to learn and respond to the lesson as well as his or her peers?
4. Did the accommodation allow the student to feel like a member of the class?

If the answer to any of these questions is “no,” the student might refuse to use the accommodation, regardless of how effective it may be. It is also possible that the accommodation might be isolating the student from his/her classmates. To address such issues, the teacher may wish to consider changes to the accommodation or to the manner in which it is implemented.

Examples of accommodations:

- Audio Books/Recordings Instead of Text
- Calculators
- Preferential Seating
- Frequent Breaks
- Extra Time (1.5x or 2x) on Tests or Assignments
- Word Processor
- Scribe or Dictation Device
- Large Print Text
- Graphic Organizers
- Alarms for Time Management
- Testing in Small Group Settings
- Manipulatives
- Special Lighting or Acoustics
- Sensory Materials (i.e.: fidget spinners, exercise bands)

What is a Modification?

A modification changes ***what*** a student is taught or expected to learn. Modifications are for students who have been identified as having a disability within the educational setting. They **should not** be used throughout the MTSS process. They are adaptations that change ***what*** students learn and are used with students who require more support or adjustments than accommodations can provide (IRIS Center, 2022). Whereas accommodations ***level*** the playing field, modifications ***change*** the playing field (IRIS Center, 2022). Unlike accommodations, **modifications**:

- **Do** change the expectations for learning
- **Do** reduce the requirements of the task

The table below provided by IRIS Center (2022) lists some modifications that could address the barriers presented by students' disabilities. Note that the modifications **actually change or modify** the expectations or requirements of the task.

Barriers:

Disability Category	Barrier	Modification
Visual Disability	Reading Printed Text	Alternative Assignment
Specific Learning Disability	Decoding Text	Read a lower-level text
Other Health Impairment	Remaining Focused	Fewer homework questions
Orthopedic Impairment	Writing out responses	Shorter report

Note:

Accommodations and Modifications are ***not*** interchangeable!

Section 7: Behavior, PBIS and Intervention

Behavior

Internalizing - anxious, depressed, and withdrawal behaviors. Examples include: shy, fearful, easily gives up, does not ask for help, somatic complaints, easily startled, and negative self-talk.

Externalizing - disruptive, rule breaking, aggressive, and hyperactive behaviors. Examples include: running, hiding, climbing, hitting, throwing things, talking out, restlessness, and destroying items.

Crisis Response: (*Crisis Prevention Institute, 2020*)

Integrated Experience - **Behavior influences behavior:** By being aware of your own attitudes and perceptions and remaining in control of your own behavior, you can increase the likelihood of a successful intervention.

Precipitating Factors - **Factors influencing a person's behavior:** These are internal and/or external causes of behavior over which you have little to no control. Just as a student in distress has factors that influence their behaviors, you as a staff member have precipitating factors.

Rational Detachment- **Recognizing the need to remain professional by managing your own behavior and attitudes.** Not taking the behaviors and attitudes of others personally.

- Tips:
 - Take a deep breath
 - Choose your words carefully
 - Ask for help

Observe the Behavior:

When someone is in a crisis moment, observe their behavior. Then look at your own behavior. Try to be objective and ask yourself the following questions:

- What is the other person communicating?
- How am I responding?
- What am I expressing?
- How are they responding to me?

Communication:

- Verbal
 - The words you use send messages
 - Consider the significant of your words
 - Keep your message:
 - Short, simple, and clear.
 - Respectful.
 - Positively phrased.
- Paraverbal

- How you say what you say
 - Tone
 - Use caring, supportive tones
 - Volume
 - Keep the volume appropriate to the situation
 - Rhythm of speech
 - Deliver your message at a rate the person can process.
- Nonverbal
 - Personal Space
 - The distance people prefer to maintain between themselves and others. It includes the social zone, personal zone, and intimate zone.
 - Body Language
 - The postures, gestures, facial expressions, and movement used to communicate.
 - Communication through touch
 - A form of physical contact that expresses feelings or emotion.
 - Listening with empathy
 - Remain non-judgemental
 - Give your undivided attention
 - Listen to facts/feelings
 - Allow time for silence and reflection
 - Paraphrase what you understand.

Example of a Positive Message

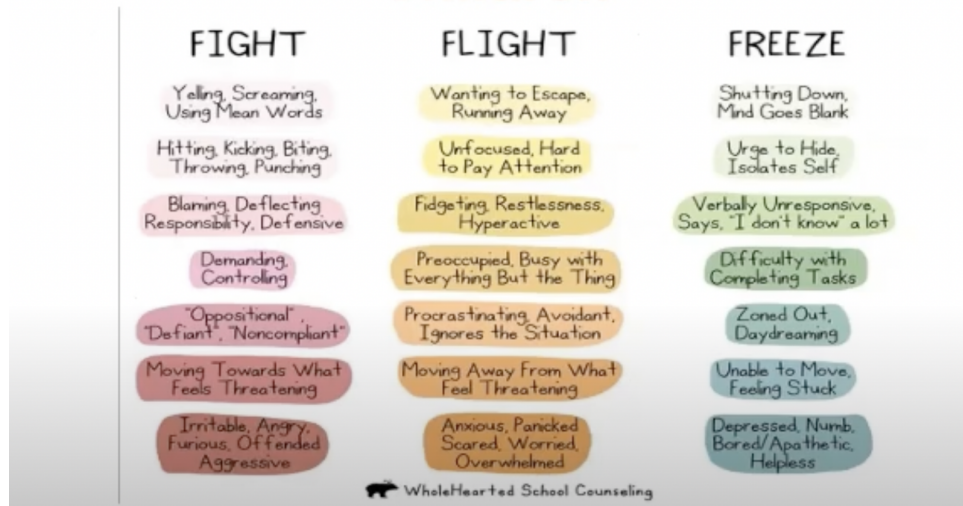
Instead of... “You are not supposed to be in this area.”

Say... “ You seem lost. How may I help you?”

Stress Response

The stress response in children provided by Golden, L., Grove, W., & Gibbs, A. (2022) at the *Stronger Together: Children’s Mental Health and Resiliency Conference* presented by the Ohio Department of Education .

The Stress Response in Children



What is PBIS?

Positive Behavioral Interventions Support (PBIS) is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports academic, social, emotional, and behavioral competence of all students (Center on PBIS, 2022).

PBIS is proactive and preventative.

Implementation of PBIS involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. "When students are taught to effectively use relevant social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful (Northwest PBIS)". In addition, research shows that the successful implementation of a PBIS framework leads to greater academic success and reduced suspensions/expulsions (Center on PBIS, 2022).

Each Tier includes regular meetings with a PBIS team in which practices are reviewed for their efficacy as well as to review current practices (Center on PBIS, 2022). Teams can:

- Understand and reviewing data
- Encourage, teach, prompt, provide practice, and model for school personnel
- Communicate with stakeholders
- Distribute information and gathering input
- Organize and promote professional learning

Tiered Framework

The following information was gathered from the Center on PBIS (2022) and neighboring districts:

Tier I: Universal Interventions

Overview:

In Tier I of the PBIS model, universal and primary approaches that are preventative in nature are put into place. These approaches are used at high levels within the classroom for maximum prevention effect and include the development of school-wide expectations, a behavioral matrix, and reinforcement systems to reward desired behaviors. Progress and outcomes are continually monitored and recorded.

Tier I is made for all students. It included basic behavior expectations like being respectful, walking in a line, throwing out trash in the cafeteria, etc. Classroom behavioral expectations are set to align with the school-wide expectations. Procedures are created to promote positive behavior as well as discourage negative behavior. In addition, family/school collaborative practices are implemented. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

Tier 1 systems serve as the foundation upon which all other tiers are built.

Key Practices

Before schools start implementing Tier II and Tier III practices, Tier I practices must be in place. These include:

School-Wide Positive Expectations and Behaviors are Defined and Taught

Rather than establishing specifically what not to do, schools define and teach the behaviors and expectations they want to see. Schools should identify 3-5 positively stated, easy to remember expectations. These should align with creating the kind of positive school climate the school wants to create. Anyone should be able to walk into the school at any time and ask 10 random students to name the school-wide expectations. At least 80% of the time those students should be able to say what they are and give examples of what they look like in action.

For students to know the expectations, they must be taught. A school district should decide how students will learn expected academic and social behaviors across various school settings.

Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations

Students spend the majority of their day within classroom settings. It's critical the expectations in the classroom align with the broader school-wide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the school-wide expectations look like in their classrooms during specific classroom-level routines.

Continuum of Procedures for Encouraging Expected Behavior

Acknowledge students positively for doing appropriate behaviors. Schools adopt a token system in addition to offering specific praise when students do what's expected. No matter the system, it should be:

- Linked to school-wide expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school

Continuum of Procedures for Discouraging Problem Behavior

All discipline policies should include definitions for behaviors interfering with academic and social success.

Procedures for Encouraging School-Family Partnerships

Teams should solicit stakeholders, including families, for input on Tier 1 foundations. Opportunities to provide ongoing feedback and direction should happen at least once a year, if not more regularly. This input ensures Tier 1 is culturally responsive and reflects the values of the local community.

Behavior Matrix

MTSS for Behavior Tier I Matrix		
<i>Instruction/Intervention</i>	<i>Monitoring</i>	<i>Documentation</i>
Positive Behavior Interventions and Support	Student Case Management and Office Discipline Referrals	Student Case Management and Office Discipline Referrals
School-Wide behavioral expectations and procedures	Attendance	Attendance
Student Code of Conduct	Academic Standing	Counseling Logs
Restorative Justice	Referrals for in school detention, suspension, etc.	Academic Standing
Social Emotional Learning Programs	Mental Health	Response to evidence-based Tier I practices

Here are some common Tier I behavioral strategies that can be implemented within the general classroom setting:

Routines

Set clear routines for everything you would like students to do in your classroom. Although it can be tedious, be explicit about everything. Do not assume that students know the expectations for your classroom and be sure to show them how you would like things to be done. Give students multiple opportunities to practice classroom routines; provide ongoing support for routines and behaviors; reinforce expected behaviors and explain the consequences if the expectations are not met.

Teach your routines and expectations in a way that allows you to differentiate ignorance versus defiance. Students often get in trouble because they genuinely did not know what they were expected to do. Steed & Pomerleau (2012, as cited by Price & Steed, 2016) advise to state expectations positively, apply to both children and adults, and be developmentally appropriate as they relate to values and cultures of students, families, and teachers.

Silent signals

Create silent signals to remind your students to pay attention and remain on task. These signals can be for your whole class or you can establish special signals for a particular student who needs extra behavioral support. Silent signals are an effective intervention because they quickly reinforce behavioral expectations with minimal disruption. You can come up with signals for your class or your class can help you create signals that work best for your community. You can create signals to express your expectations for your students; and you can also create signals to allow your students to express their needs to you.

For example, my class had silent signals asking for the bathroom and getting water. I have also used silent signals to let my students know when I was with a student and should not be interrupted. Remember to keep silent signals simple and quick.

Proximity

Proximity is another great silent intervention; by simply getting physically closer to a student you can get them on task without having to give verbal instructions. Make it a habit to circulate around your classroom while students are completing tasks to keep them focused. You can even rest your hand on their shoulder to get the student's attention. Use proximity when teaching a lesson, during independent work, or in transitions to a new task.

Quiet Corrections

When a student is off task they are often seeking attention, so it is important for teachers to remove the stage when addressing them. Avoid using shame and intimidation to correct a student; instead quietly and quickly bend down and whisper to the student what you would like them to do and the consequences they will receive if the expectation is not met, then move away.

If the student still does not comply, administer an appropriate consequence. Quiet corrections allow you to remain in control of the situation and keep the public stage out of the student interaction.

Give students a task

Negative student behavior affects your classroom and the other students. If you notice a student has a behavioral challenge at a certain time of the day consider giving them a task or errand to complete for you, for example sending a message to another teacher. This will give the student a chance to reset and come back and join the class. Also consider ways to encourage leadership and peer interaction by pairing the student up with a classmate as a helper on an academic task to encourage positive interactions and build community.

Take a break

Students benefit from a 3-5 minute break to reset and get focused. Consider allowing students rest and reset during an activity or before transitioning to a new task. Brain breaks are helpful and fun.

Positive phrasing

This refers to focusing on the positive results of a behavior rather than the negative. As teachers we can easily get into the habit of threatening students with statements that say, “If you don’t...then I will...” This type of phrase is negatively stated and creates tension. Instead, describe the positive impact of a behavior. This also works when establishing class rules. Class rules should be positively phrased, instead of, “Don’t run in the halls” the rule can be, “We walk in the halls.”

In another example, if a student is not completing their homework the teacher could say, “If you don’t complete your homework tonight, you will stay inside and complete it at recess tomorrow.” To make the phrase positive the teacher could say, “If you finish your homework tonight, you will get to go outside and play with your friends during recess.” Both express the need to complete homework but the tone of each phrase is different.

State the behavior you want to see

Positively narrate the behavior you want to see or acknowledge students who meet expectations right away. This rewards positive behavior and repeats the expectation for students who may not have heard the first time. For example, when students were lining up and all of them were not ready you would quickly state the specific behavior 1-2 students were doing correctly. In no time other students were mimicking that behavior.

Tangible reinforcers

Rewards are an effective way to encourage positive behavior. Rewards can be edible treats, toys, or a desired activity. Be sure that you set clear guidelines for how to earn rewards. Set realistic goals so students can earn the reward consistently, to maintain motivation. Get student input so

the rewards are items or activities that the student desires. Consider a student interest inventory at the beginning of the school year.

Tier II: Targeted Group Interventions

Overview:

In Tier II, targeted, group-based interventions are designed to serve students who have not responded to Tier I interventions. The 5-10% of students in Tier II are considered “At-Risk” for more severe behavioral problems and/or academic deficits.

Tier II is designed to provide more targeted interventions for students who are experiencing significant behaviors that cause disruptive behavior. Students in this tier may be suffering from social and emotional issues as well as family problems. Tier II looks to determine why a behavior may be occurring to fully support the emotional, social, physical, and academic well-being of the student. The goal of Tier II is to prevent behavior problems from worsening. It involves an increase in adult supervision and increased access to academic and social skills support.

Tier II support typically includes group interventions with 5-10 or more students participating. This may include social skills groups, self-management, and academic support. Targeted interventions are typically implemented by school personnel and are likely to demonstrate positive effects for up to 67% of referred students if implemented correctly (Center on PBIS, 2022).

Tier II intervention are:

- Continuously available
- Accessible within 72 hours after a referral
- Aligned with school-wide expectations
- Function-based
- Implemented by all staff in a school
- Continuously monitored
- Chosen for participation by the student and their parents/guardians

Top Rated Research Based Interventions for Common Behavioral Problems:

Concern	Intervention (See Appendix E)
Inattention	Behavior Report Card
Impulsivity	Time Out
Poor whole-class work motivation	Points for Grumpy Red Light Green Light Motivation Strategies

Oppositional/Defiance	Red and Green Plan Motivation Strategies
Social Skills	Social Skills Training
Attendance	Attendance Parent Interview
Missing Assignments	Assignment Slip
Anger	Anger Management and Relaxation Training

Resources and additional Interventions:

Intervention/Resource	Link:
Intervention Central	https://www.interventioncentral.org/ .
What Works Clearing House	https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior.
Intervention Hero	https://www.interventionhero.com/behavior

Fidelity:

Regardless of the intervention implemented, it is important to collect and monitor data about student performance. Teams use the data collected to determine whether to continue, modify, fade, or move on from a student's intervention. Assessing how closely Tier II supports are implemented as intended (fidelity of implementation) ensures student's get the maximum benefit from the intervention as possible. *See Appendix C for tools on Fidelity.*

Screening for Tier II:

Multiple strategies can be used to identify students for Tier II support. Examples include:

- Office discipline referrals
- Screening instrument scores
- Teacher nominations
- Parent and support service recommendations
- Formative assessments

No single method is likely to identify all students who need Tier II supports. Therefore, utilizing multiple techniques have been found to be more successful (Center on PBIS, 2022).

An effective identification process should generate information for students experiencing externalizing (able to be observed) and/or internalizing (directed inward) behaviors.

Key Practices provided by the Center on PBIS (2022):

Tier II practices start with a strong Tier I foundation. In addition to these Tier I practices, key Tier II practices include one or more of the following:

Increased Instruction and Practice with Self-Regulation and Social Skills

Regardless of the intervention, Tier II supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier II interventions is when students can regulate on their own, when, where and under what conditions particular skills are needed and can successfully engage in those skills. Once data indicate a positive response to the intervention, students learn how to monitor and manage their own behavior.

Increased Adult Supervision

Tier II supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs.

Increased Opportunity for Positive Reinforcement

Tier II supports target expected behavior by providing positive reinforcement often. For example, students who participate in a Tier II Check-in Check-out intervention engage in feedback sessions with their classroom teacher and other adults in the school as many as 5-7 times per day. Many students view this positive adult attention as reinforcing and as a result may be more likely to continue engaging in expected behaviors.

Increased Pre-Corrections

At this level, another key practice to prevent problem behaviors is to anticipate when a student is likely to act out and do something to get ahead of it. For example, specifically reminding students of classroom expectations. These pre-corrections might be gestures or verbal statements delivered to an entire class, a small group of students, or with an individual student. Pre-corrections set students up for success by reminding them, prior to any problem, what to do.

Increased Focus on Possible Function of Problem Behavior

It is important to consider why students engage in certain behaviors in order to align Tier II interventions best suited to their needs. When they know what motivates students to behave a certain way, teachers can help them find alternatives to their unwanted behavior. Utilize the Motivation Assessment Scale Worksheet provided in *Appendix E* to determine the possible function for the students behavior.

Increased access to academic supports

Some students receiving Tier II behavior support may need additional academic support, too. Often challenging behavior serves the purpose of allowing students to avoid or even escape academic tasks that are beyond their skill level. **Academic intervention along with behavioral support may be needed to improve student success.**

Behavior Matrix

MTSS for Behavior Tier II Matrix

<i>Instruction/Intervention</i>	<i>Monitoring</i>	<i>Documentation</i>
<p><i>Continue Tier I interventions and begin Tier II.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ● Counseling (group or individual) ● Behavior Contracts ● Behavior Report Cards ● Weekly Progress Notes ● Check-in/Check-out system ● Mentoring (peer/adult) ● Restorative justice ● Stop & Think strategies ● Bully prevention ● Social skills instruction (Group/Individualized specific to student needs) <ul style="list-style-type: none"> ○ Time Management ○ Social Skills ○ Problem Solving ○ Conflict Resolution ○ Anger Management ○ Violence Prevention 	<p>Continue monitoring/review of Tier I and II interventions.</p> <p>Student Case Management and Office Discipline Referrals.</p> <p>Attendance</p> <p>Grades</p> <p>Referrals for suspension, detention, and counseling</p>	<p>Student Case Management and Office Discipline Referrals</p> <p>Attendance</p> <p>Counseling Logs</p> <p>Academic Standing</p> <p>Response to evidence-based Tier II practices through progress monitoring</p> <p>If progress monitoring does not reveal student response to intervention, determine if changes need to be made and possibly refer to Tier III if significant attempts have been made.</p>

Tier III: Individualized, Intensive Interventions

Overview:

In Tier III, interventions are used with students unresponsive to Tier I and Tier II interventions. Typically, about less than 5% of the school population needs these individualized intensive services which often include a Functional Behavior Assessment and subsequent Behavior Intervention Plan.

Tier III strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all. Tier III practices stem from strong foundations in Tier I and Tier II supports. These supports include:

Multi-disciplinary Teams

Tier III team members may include an administrator, teacher, parent, school psychologist, counselor, intervention specialist, and behavior specialist. Team members should also include personnel who actively provide Tier III support within the school.

Formal Fidelity and Outcome Data Collection

Documenting student outcomes allows for teams to monitor how the resources allocated and the practices adopted affect student's outcomes. The data gathered is essential to:

- Supporting data-based decision making and problem solving
- Identifying needed adjustments to Tier III practices
- Maximizing resources
- Ensuring all students are supported fully and equitably
- Evaluating the system's overall effectiveness
- Determining student eligibility for additional resources
- Evaluating individual education programs

Assessing how closely Tier III supports are implemented as intended (fidelity of implementation) ensures student outcomes can be attributed to the interventions provided.

Key Practices (Center on PBIS, 2022)

Tier III practices start with strong Tier I and Tier II foundations. In addition to these practices, the key practices involved in Tier III supports may include:

Function-based Assessments

Functional behavior assessment (FBA) is the formal process for ensuring a student's plan centers on why a student behaves the way they do. An FBA allows teams to identify which interventions are most likely to be useful for an individual student. Plans resulting from a formal FBA process will include strategies for:

- Preventing unwanted behavior
- Teaching appropriate behavior
- Positively reinforcing appropriate behavior
- Reducing rewards for unwanted behavior
- Ensuring student safety

Cultural and Contextual Fit

With every practice, a student and their school's culture and context must be considered. Each of these element influences and adds value to a school's Tier III practices:

- Local environments such as neighborhoods and cities
- Personal characteristics such as race, ethnicity, and nationality
- Learning histories such as family, social routines, customs, and experiences
- Language such as dialect and vocabulary

Behavior Matrix

MTSS for Behavior Tier III Matrix		
<i>Instruction/Intervention</i>	<i>Monitoring</i>	<i>Documentation</i>
<p><i>Continue and increase the intensity of Tier I and Tier II interventions. Begin Tier III interventions.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ● Counseling (group or individual) ● Behavior Contracts ● Behavior Report Cards ● Collaboration with the counselor ● Check-in/Check-out system ● Mentoring (peer/adult) ● Restorative justice ● Stop & Think strategies ● Bully prevention ● Functional Behavior Assessment ● Social skills instruction (Group/Individualized specific to student needs) <ul style="list-style-type: none"> ○ Time Management ○ Social Skills ○ Problem Solving ○ Conflict Resolution ○ Anger Management ○ Violence Prevention 	<p>Continue monitoring/review of Tier I and II interventions.</p> <p>Development of a Behavior Intervention Plan and subsequent monitoring.</p> <ul style="list-style-type: none"> ● If progress monitoring does not reveal a decrease in undesired behavior a Special Education referral may be warranted. 	<p>Review all prior documentation to include new data collected. Utilize Graphs to represent data.</p> <p>If progress monitoring does not reveal a decrease in undesired behavior a Special Education referral may be warranted.</p>

What do students and educators gain?

- All students develop and learn social, emotional, and behavioral competence which supports their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

- Educators and students gain a trusting relationship, which will foster further learning (Hammond, 2014)

Fidelity within PBIS:

- Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
- Reductions in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate
- Reductions in teacher turnover.

Trauma Informed Care within a PBIS Framework:

The information to follow was presented at the *Stronger Together: Children's Mental Health and Resiliency Conference* presented by the Ohio Department of Education in June 2022.

According to Lucas, E., Jones, A., Cole, M., & Gibbs, A. (2022), Trauma informed care encompasses the 6 core principles which are presented in the diagram below.



		Safety	Trustworthiness and Transparency	Peer Support	Collaboration and Mutuality	Empowerment, Voice and Choice	Cultural, Historical & Gender Issues
Tier 1	Student	1. Predictable Routines 2. Clarity of Roles 3. Physical & Environmental Safety	1. Relationship Building 2. Jobs in the Daily Routine	1. Built into the schedule 2. Vary Groupings throughout the day	1. Jobs & Various ways to contribute to class 2. Ways to earn class rewards without exclusion	1. Move from options for some to options for all “UDL.”	1. Understand role of implicit bias in the classroom. 2. Promote anti-racism
	Staff	1. Staff & administration relationship 2. Predictable Schedule 3. Clarity of Roles & Expectations 4. Physical and Emotional Environment		1. Collaborative Projects 2. Encouragement Cards 3. Teacher based teams, Building leadership teams, and district leadership teams		1. Equity of voice and choice 2. Various ways for staff to give feedback 3. Awareness of implicit bias and tips to fight bias and prejudice	
Tier 2	Student	1. Identify need that behavior is communicating 2. Respond to need <ul style="list-style-type: none">When student is calm, get student feedback about what needs they might have, how an adult can know what they need and what might work in that space.Gather caregiver feedback on needs, what it looks like and what worksCreate a plan to respond to needs as they arise					
	Staff	1. Gather a list of all prevention programming, supports, and district strategies 2. Align it to MTSS 3. Hold a facilitated meeting between district and community partners to align support for the next school year.					

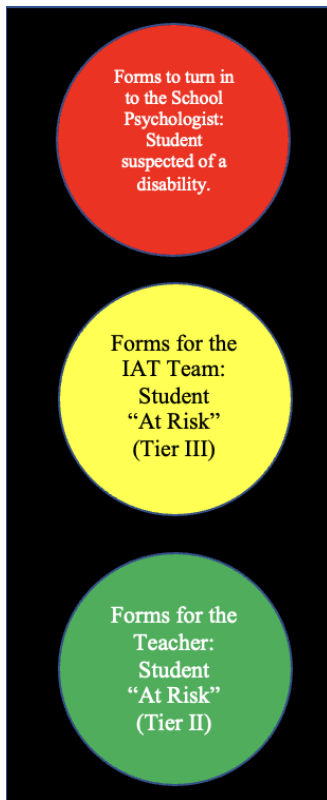
Tier 3	Student (Example)	Behavior <ul style="list-style-type: none"> Talking or yelling during instruction or quiet work time. Shutting down and not doing work Physical Aggression toward others or self Using disrespectful language Hurting other students' property, classroom materials, furniture, or the building. 	Need <ul style="list-style-type: none"> Frustration Lack of Regulation Skills Anger, sadness, fear, jealousy, loneliness Intrusive or distorted beliefs
		Plan to address need: <ol style="list-style-type: none"> Identify specificity of need, source of pain, and fear Determine level of readiness Teach executive functioning, communication, academic, social emotional, and social skills. Model and support development of skills 	
	Staff	<p>"What most people are doing is not self-care, it's after-care, and that is not sustainable."</p> <ol style="list-style-type: none"> Staff voice and choice: gather feedback about how staff what to be appreciated and involved in decision making around staff wellness Build into daily routines rather than "creating a new committee" ProQOL, DARS, Wellness Wheel (SAMHSA) 	

Section 8: Intervention Assistance Team

What is an Intervention Assistance Team?

The Intervention Assistance Team (IAT) is intended to serve as a vehicle to intervene for students who are struggling in school. The team may consist of the referred student's teachers, parents, specialists, school psychologist, and principal. An IAT meeting can be called by any member of the team to discuss concerns about a student's behavior, academic performance, medical needs, or social relationships.

The below model utilizes a three step ("stoplight system") model for IATs which has been adopted from Intervention Hero (2015).



IAT Process Step	Description	Who is Involved?
1. Green Step (Tier II)	At the green step level, the regular education teacher and parent have discussed concern about the student in a given area. Classroom-based research interventions are attempted and monitored.	Parent Teacher IAT Coordinator (Related Service Providers)
2. Yellow Step (Tier III)	At the yellow step level, the team principal / special education coordinator, teacher, parent and possibly school psychologist convene to discuss the student's presentation and to create a documented plan of research-based interventions with subsequent progress monitoring. An IAT meeting is scheduled every 4-6 weeks to review student progress. At the conclusion of no less than two meetings, the school psychologist may be involved.	Parent Teachers Principal (Speech Pathologist) (School Psychologist) (Special Education Coordinator)
3. Red Step	At the red step level, the team has determined through progress monitoring and the employment of several different research based interventions that the student requires more significant intervention than can be provided in the regular education classroom. As a result, a referral is made to the school psychologist for special education evaluation.	Parent Teachers Principal (Speech Pathologist) School Psychologist (Special Education Coordinator)

Sample Log for Student Data Tracking

Student	Grade Level	Description of Presentation	Interventions Attempted	RTI dates	Present Goals	Progress Monitoring
Sample	4th	5th school attended, mom resistant to intervention support, ADHD inattentive type diagnosis. (Dr. Smith). Resumed medication in October, discontinued Melatonin due to side effects. Math is a relative strength. 100 Mid-Year math assessment. Significant deficits in written expression, difficulty with progressing written work, new information, and auditory directions. Difficulty getting started with writing, requires continuous scaffolding. OST performance 2019 Reading 356. Frequent tearfulness and poor locus of control, history of possible removal from the home in 2 nd grade.	Triway: 30 minutes daily small group reading instruction. 20 minutes daily differentiated reading. Title 1 Reading. Dolch sight word support. Pyramid intervention, progress monitored with Dibels 3-5 times per week. Build a Word First Start Poetry 3x week literacy intervention	2/1/2022 3/27/2022	Title 1 reading intervention: Comprehension Plus. Repeated Reading HELPS, RAZ kids. Afterschool reading support candidate Orally read speed tests Boardmaker bookmark Reading comprehension strategies Accommodations Working Student goal is to be able to write a one paragraph response with minimal errors with 80% accuracy 4/5 trials.	2/1/2022: F & P level O (mid-3 rd grade level). Summative assessments 2, struggles in testing situations, performs well with peer tutors, Literacy by design tests Nonfiction assessment summary 4/5, literal comprehension 2/5 interpretation ¼, reflection 2/5, (mid-low performance compared with same aged peers). Theme Test 3 context cues 2, Decoding 3, comprehension strategy 1. Strong homework completion. Struggling with word problems in math. 3/27/2022: Improved comprehension to level 2. Recent reading test 20/25. Still showing weaknesses with writing. Student progress toward goal is 3/5 (60%). Making progress with intervention. 2x extra time to write. More work happening at home. Student writing about stories/day at home. Stronger performance in school. Progressing with measures.

Meetings

Before the meetings:

- The IAT chair should gather data from team members to share at the meeting via the referral form completed by the student's teacher.
- The IAT chair will invite required team members after securing calendar dates with the teacher, parent, and district representative.
 - Keep a record of the invite in the students file.
- The IAT chair is responsible for taking notes and updating the child's folder when the team arrives at the meeting.

During the meetings:

- The team should:
 - Share strengths
 - Review intake data (*See Referral Form and Data Collection Form in Appendix A and B of this Guidebook*)
 - State current interventions and results
 - Complete IAT form 2 which has been digitalized for the IAT chair.
 - Develop and plan and select goals to record for data collection over a 4-6 week period

- Select a time for a future meeting
- Ensure that each team members knows what to do and record before the next meeting
- Document correspondence with the family and all required team members for the follow-up meeting
- Finish with a reminder of the child's strengths the team is building on
- Start a new date on the calendar to review individual student performance with 4-6 weeks worth of data points.

After the meetings:

- Team members will decide who is responsible for the intervention implementation. Teacher and/or team member(s) responsible will conduct interventions as scheduled.
- Progress will be monitored and data collected throughout the intervention process. This data should be recorded and available for presentation at the follow-up meeting.
- Collect the student work samples, data records, and print a chart/graph to track progress of the lack thereof.
- At the follow-up meeting, if progress is not satisfactory, then parents are notified and the team initiates either another 4-6 weeks of intervention in the students current Tier or may transition them into the next Tier. In addition, the team may invite the school psychologist after the first 4-6 week session of Tier III.

Section 9: Related Service Providers

Speech and Language Pathologists

Overview

Response to Intervention (RTI) for speech and language services is to provide an opportunity for students with speech or language concerns to receive informal intervention before being evaluated to determine eligibility for an IEP. These steps and guidelines for placing a student on speech and/or language RTI are as follows:

Tiered Support

General Education	What is the SLP's role	Materials/Resources Needed
<p>Tier I: All Students</p> <p>Teachers may notice indicators of a language problem, monitor progress more closely and keep records with specific examples of areas of concern, provide models, and use instructional strategies/differentiated instruction to assist the student.</p> <p>Teacher informs IAT chair and parent with concerns</p>	<p>SLP shares information with the school staff on the identification of and interventions for students with language and/or articulation concerns.</p> <p>SLP shares information with school staff on the relationship between language/communication skills and the development of literacy skills and articulation. When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of language, communication and literacy.</p>	<p>Information on speech-language disorders; including information on language, communication skills, and literacy; explain the role of a SLP within the educational setting</p> <p>Information on basic prompting for each sound</p> <p>Information on basic strategies for developing phonological awareness/phonemic awareness.</p>
<p>Tier II: IAT Team</p> <p>Same initial procedure is followed for language/speech as for other concerns (i.e. academic and behavioral)</p> <p>Background information on student history, academic, social/emotional functioning provided by classroom teacher</p> <p>Conduct a hearing and vision screening if warranted</p>	<p>SLP is invited to Tier II meetings when speech is a concern.</p> <p>SLP can suggest strategies</p> <p>SLP can observe in the classroom</p> <p>SLP can consult with teacher during the process</p> <p>SLP can conduct formal screenings with parent consent</p>	<p>Forms to provide background information on student</p> <p>Speech/Language Checklist based upon Learning Standards to help teachers identify weaknesses</p> <p>List of strategies for language in the areas of:</p> <ul style="list-style-type: none"> ● Vocabulary ● Comprehension ● Oral expression -

<p>Teacher and/or IAT team complete a Speech Language checklist (<i>see Appendix F</i>) and identify 1-3 strategies that the teacher should use within the classroom (i.e. modeling and over emphasizing problem sounds); interventions are matched to individual needs</p> <p>Complete an informal screening activity to determine possible problem sounds.</p> <p>Team compares problem sounds to the Sound Development Chart (<i>See Appendix F</i>).</p> <p>SLP takes data/monitors interventions; 5-10 minutes minimum at least 2x per month.</p> <p>Recommend increasing intervention time (Tier III) or moving forward with special education testing if a slow rate of progress is occurring and the gap is widening.</p>	<p>SLP documents results, completes periodic probes, brings results to future meetings, adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks.</p> <p>Recommend increasing intervention time (Tier III) or moving forward with special education testing if a slow rate of progress is occurring and the gap is widening.</p>	<ul style="list-style-type: none"> context and meaning Oral expression - syntax and morphology Pragmatics <p>Sound Development Chart</p> <p>List of strategies for general speech improvement in the classroom</p> <p>Form to document the impact in the classroom (i.e. participation, discussion, spelling, writing, withdrawal etc.)</p> <p>Form/method to document progress (i.e form to use with word list to note correct/incorrect production of target sounds).</p>
<p>Tier III: IAT Team</p> <p>Analyze Tier II results and data</p> <p>Provide more individualized strategies/interventions, more individualized assessments</p> <p>Documentation of interventions and periodic assessment, increased time.</p> <p>SLP takes data/monitors interventions 10-20 minutes at least 2x per month.</p> <p>Student stimiliable: SLP increases intervention time with student, provides practice strategies for parent/teachers</p>	<p>SLP participates in Tier III meetings. SLP observes students in the classroom. SLP consults as needed; pulls students aside to assess sound stimulability for sound development, sets up intervention plans; identifies roles of all team members.</p> <p>SLP visits classroom and models strategies</p> <p>SLP may assist in facilitating differentiated instruction, flexible groups, and more opportunities for interventions</p> <p>SLP documents results, completes periodic probes, brings results to future meetings,</p>	<p>List of specific strategies for language in the areas of:</p> <ul style="list-style-type: none"> Vocabulary Comprehension Expressive language Grammar and syntax Pragmatics Examples of assessment probes for each strategy/area of language <p>Practice Program for sounds that are not developing according to accepted norms and as recommended by SLP, examples of assessment probes for monitoring progress of correct sound production.</p>

Recommended referral to special education testing if slow rate of progress and gap widening.	adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks. Recommended referral to special education testing if slow rate of progress and gap widening.	
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Key Terms:

Receptive Language - The ability to understand language

Expressive Language- The ability to express oneself verbally and with gestures

Speech - The ability to produce sounds appropriately (fluency, articulation, tone, pitch)

Pragmatic Language - The ability to use language appropriately in social situations and contexts.

Occupational Therapists

Overview

Response to Intervention (RTI) for occupational therapy services is to provide an opportunity for students with fine motor and/or sensory concerns to receive informal intervention before being evaluated to determine eligibility for an IEP. These steps and guidelines for placing a student on occupational therapy RTI are as follows:

Tiered Support

General Education	What is the OT's role	Materials/Resources Needed
<p>Tier I: All Students</p> <p>Teachers may notice indicators of fine motor and/or sensory concerns, monitor progress more closely and keep records with specific examples of areas of concern, provide models, and use instructional strategies/differentiated instruction to assist the student.</p> <p>Teacher informs IAT chair and parent with concerns</p>	<p>OT shares information with the school staff on the identification of and interventions for students with fine motor and/or sensory concerns.</p> <p>OT shares information with school staff on the relationship between fine motor skills and the development of handwriting as well as sensory needs and the development of behavioral concerns.</p>	<p>Information on fine motor and sensory needs; including information on developmentally appropriate skills; explain the role of an OT within the educational setting</p> <p>Information on basic skill development</p> <p>Universal strategies to utilize in the classroom to increase fine motor development for all students.</p>

	When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of fine motor and/or sensory. .	
<p>Tier II: IAT Team</p> <p>Same initial procedure is followed for occupational therapy as for other concerns (i.e. academic and behavioral)</p> <p>Background information on student history, academic, social/emotional functioning provided by classroom teacher</p> <p>Conduct a hearing and vision screening if warranted</p> <p>Teacher and IAT team complete a Fine Motor checklist (<i>See Appendix G</i>) and identify 1-3 strategies that the teacher should use within the classroom (i.e. tracking, pencil grippers, spacer sticks, thicker paper, Zones of Regulation); interventions are matched to individual needs</p> <p>Complete an informal screening activity to determine possible fine motor and/or sensory concerns.</p> <p>OT takes data/monitors interventions; 5-10 minutes minimum at least 2x per month.</p> <p>Recommend increasing intervention time (Tier III) if a slow rate of progress is occurring and the gap is widening.</p>	<p>OT is invited to Tier II meetings when fine motor and/or sensory concerns are presented.</p> <p>OT can suggest strategies</p> <p>OT can observe in the classroom</p> <p>OT can consult with teacher during the process</p> <p>OT can conduct formal screenings with parent consent</p> <p>OT documents results, completes periodic check-in's, brings results to future meetings, adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks.</p> <p>Recommend increasing intervention time (Tier III) if a slow rate of progress is occurring and the gap is widening.</p>	<p>Forms to provide background information on student</p> <p>Fine Motor/Sensory Checklist based upon Standards to help teachers identify weaknesses</p> <p>List of strategies for fine motor development in the areas of:</p> <ul style="list-style-type: none"> ● Grasping ● Tracking ● Sensory ● Figure Ground ● Object Manipulation <p>List of strategies for fine motor improvement in the classroom</p> <p>Form to document the impact in the classroom (i.e. participation, grammar, spelling, writing, spacing withdrawal etc.)</p> <p>Form/method to document progress</p>
<p>Tier III: IAT Team</p> <p>Analyze Tier II results and data</p>	<p>OT participates in Tier III meetings. OT observes students in the classroom. OT consults as</p>	<p>List of specific strategies for fine motor skills in the areas of:</p>

<p>Provide more individualized strategies/interventions, more individualized assessments</p> <p>Documentation of interventions and periodic assessment, increased time.</p> <p>OT takes data/monitors interventions 10-20 minutes at least 2x per month.</p> <p>Student making progress: OT increases intervention time with student, provides school and home based strategies for parents/teachers</p> <p>Recommended referral to special education if slow rate of progress and gap widening and other concerns are expressed.</p>	<p>needed; pulls students aside to assess fine motor skills, sets up intervention plans; identifies roles of all team members.</p> <p>OT visits classroom and models strategies</p> <p>OT may assist in facilitating differentiated instruction, flexible groups, and more opportunities for interventions</p> <p>OT documents results, completes periodic check-in's, brings results to future meetings, adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks.</p> <p>Recommended referral to special education testing if slow rate of progress and gap widening and additional concerns are addressed.</p>	<ul style="list-style-type: none"> ● Fine Motor Integration ● Tracking ● Spacing ● Fine Motor Precision ● Manual Dexterity ● Sensory <p>Practice Program for fine motor skills that are not developing according to accepted norms and as recommended by OT, examples of assessment probes for monitoring progress of correct skill development.</p>
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Physical Therapists

Overview

Response to Intervention (RTI) for physical therapy services is to provide an opportunity for students with gross motor concerns to receive informal intervention before being evaluated to determine eligibility for an IEP. These steps and guidelines for placing a student on physical therapy RTI are as follows:

Tiered Support

General Education	What is the PT's role	Materials/Resources Needed
<p>Tier I: All Students</p> <p>Teachers may notice indicators of gross motor concerns, monitor progress more closely and keep records with specific examples of areas of concern, provide models, and use</p>	<p>PT shares information with the school staff on the identification of and interventions for students with gross motor concerns.</p> <p>PT shares information with school staff on the relationship between gross motor skills and</p>	<p>Information on gross motor skills; including information on developmentally appropriate skills; explain the role of an PT within the educational setting</p> <p>Information on basic skill development</p>

<p>instructional strategies/differentiated instruction to assist the student.</p> <p>Teacher informs IAT chair and parent with concerns</p>	<p>the development of balance and hand-eye coordination.</p> <p>When in an inclusion setting, assist with differentiated instruction and flexible grouping to meet the needs of struggling students in the areas of gross motor.</p>	<p>Universal strategies to utilize in the classroom to increase gross motor development for all students.</p>
<p>Tier II: IAT Team</p> <p>Same initial procedure is followed for physical therapy as for other concerns (i.e. academic and behavioral)</p> <p>Background information on student history, academic, social/emotional functioning provided by classroom teacher</p> <p>Conduct a hearing and vision screening if warranted</p> <p>Teacher and IAT team identify 1-3 strategies that the teacher should use within the classroom (i.e. alternative seating, alternative shoes); interventions are matched to individual needs</p> <p>PT should complete an informal screening activity to determine possible gross motor concerns.</p> <p>PT takes data/monitors interventions; 5-10 minutes minimum at least 2x per month.</p> <p>Recommend increasing intervention time (Tier III) if a slow rate of progress is occurring and the gap is widening.</p>	<p>PT is invited to Tier II meetings when gross motor concerns are presented.</p> <p>PT can suggest strategies</p> <p>PT can observe in the classroom</p> <p>PT can consult with teacher during the process</p> <p>PT can conduct formal screenings with parent consent</p> <p>PT documents results, completes periodic check-in's, brings results to future meetings, adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks.</p> <p>Recommend increasing intervention time (Tier III) if a slow rate of progress is occurring and the gap is widening.</p>	<p>Forms to provide background information on student</p> <p>Gross Motor Checklist based upon Standards to help teachers identify weaknesses</p> <p>List of strategies for gross motor development in the areas of:</p> <ul style="list-style-type: none"> ● Mobility ● Strength ● Balance ● Jumping ● Coordination ● Ball Skills ● Physical Education <p>List of strategies for gross motor improvement in the classroom</p> <p>Form to document the impact in the classroom (i.e. balance, navigating the hallways, gym class etc.)</p> <p>Form/method to document progress</p>
<p>Tier III: IAT Team</p> <p>Analyze Tier II results and data</p>	<p>PT participates in Tier III meetings. PT observes students in the classroom. PT consults as needed; pulls students aside to</p>	<p>List of specific strategies for gross motor skills in the areas of:</p>

<p>Provide more individualized strategies/interventions, more individualized assessments</p> <p>Documentation of interventions and periodic assessment, increased time.</p> <p>PT takes data/monitors interventions 10-20 minutes at least 2x per month.</p> <p>Student making progress: PT increases intervention time with student, provides school and home based strategies for parents/teachers</p> <p>Recommended referral to special education if slow rate of progress and gap widening and other concerns are expressed.</p>	<p>assess gross motor skills, sets up intervention plans; identifies roles of all team members.</p> <p>PT visits classroom and models strategies</p> <p>PT may assist in facilitating differentiated instruction, flexible groups, and more opportunities for interventions</p> <p>PT documents results, completes periodic check-in's, brings results to future meetings, adjusts plans as needed with the support of the IAT team with progress reported every 4-6 weeks.</p> <p>Recommended referral to special education testing if slow rate of progress and gap widening and additional concerns are addressed.</p>	<ul style="list-style-type: none"> ● Mobility ● Strength ● Balance ● Jumping ● Coordination ● Ball Skills ● Physical Education <p>Practice Program for gross motor skills that are not developing according to accepted norms and as recommended by PT, examples of assessment probes for monitoring progress of correct skill development.</p>
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Section 10: Data Map

What is it?

Data Map is a program through ProgressBook that allows educators to make sense of student assessment data in order to improve instruction and enhance student learning. It also provides tools for storing data, supporting student achievement, and includes tools for managing Student Learning Objectives (SLOs) and Interventions.

Data Map is a one-stop-shop that provides information on the following:

- Demographics
- Interventions and Progress Monitoring
- RIMPs
- Attendance
- Discipline Incidents
- Assessments for current school year
- Assessment History
- Graduation Points

Section 11:

Glossary

Assessment - Tools to measure how the student is performing on a given task or skill.

At-Risk - A student who did not meet the criteria for the given assessment.

Baseline Data - The level at which a student is performing prior to beginning interventions.

Curriculum-Based Measurement (CBM) - A method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

Duration - The length of time over which a child receives intervention

Fidelity - The extent to which an assessment or intervention is implemented as it was designed

Frequency - The number of times a child receives an intervention in a given timeframe. (e.g. daily, twice weekly, weekly)

Intensity - The length of time a child receives an intervention (ex: 30 minutes).

Intervention Assistance Team - A building team designed to support students, teachers, and parents to identify possible ways to help the student experience greater success.

MTSS - Multi-tiered system of academic and behavioral supports for struggling students.

Outcome data - Where the student is performing after the initial intervention has occurred.

PBIS - Positive Behavior Intervention of Supports

Professional - Educators who collaborate to improve student learning outcomes.

Progress Monitoring - the standardized process of evaluating progress toward a performance target, based on rates of improvement from frequent (usually weekly or biweekly) assessment of a specific skill.

Researched Based Interventions - scientific, research-based instruction and intervention matched to student needs, with important educational decisions based on students' levels of performance and learning rates over time.

SMART Goals - Scientific, Measurable, Achievable, Relevant, and Time-Bound goals are established using a specific set of criteria that ensures your objectives are attainable within a certain time frame.

Universal Screeners - Assessments are given to students to establish baseline achievement data and progress for all students.

Section 12: Resources

Additional resources can be found in the links below.

[Culturally Responsive Practices in the Classroom](#)

Description: Five ways to create a culturally responsive classroom in order to create a sense of belonging for all students.

[Center for Applied Special Technology \(CAST\)](#)

Description: This is a non-profit education research organization which founded the Universal Design for Learning (UDL) framework. The site included various trainings and resources for educators.

[Universal Design for Learning \(UDL\)](#)

Description: This resource encompasses the Universal Design for Learning Center through OCALI. According to their website, The Universal Design for Learning Center at OCALI increases access and equity through purposeful planning that leads to meaningful, effective instruction for all students. They do this by providing coaching, leadership and guidance on removing barriers through improving and optimizing learning based on scientific evidence about how people learn.

[Culturally Responsive Teaching and the Brain - Webinar with Zaretta Hammond](#)

Description: Discover from Zaretta Hammond how to use culturally responsive teaching to re-ignite authentic student engagement and accelerate learning.

[Ohio's Accessibility Manual](#)

Description: Ohio's Accessibility Manual is a comprehensive policy document providing information about the accessibility features of Ohio's State Tests (OST) for grades 3-8 and high school in English language arts, mathematics, science and social studies and Ohio Graduation Tests (OGT).

[IRIS Center](#)

Description: The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities, birth through age twenty-one, through the use of effective evidence-based practices and interventions. This resource provides articles, PD, interventions, and data on tiered levels of support.

[Intervention Hub](#)

Description: Intervention Hub allows school staff to search the area of need for a student and apply it to the different tier levels to determine appropriate evidence-based interventions.

[School Wellness Toolkit](#)

Description: The Ohio Department of Education provides a School Wellness Toolkit that allows teachers, school administrators, district administrators, students/families, and communities access to a variety of resources for Tier II and Tier III support and interventions.

[Trauma - Informed, Resilience-Oriented School Toolkit](#)

Description: The National Center for School Safety has created a toolkit for school teams which provided resources for Tiered level support and intervention for social and emotional well being for students. It utilizes tools, videos, professional development, and concise instruction to explain the concepts of trauma and toxic stress, offers individual and school-wide strategies for addressing trauma and fostering resilience for students, staff, and families, and offers strategies to assess the impact of these adaptations throughout the school community.

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Section 14: Appendices

Appendix A

Lexington Local School District
Referral Form

Student Information:

Student Name: _____	Date of Birth: _____
Grade: _____	Teacher (s): _____ Date Completed: _____

Student Strengths:

Specific Area of Concern (Reason for Referral):

Academic	Behavior	Related Services
<u>Reading:</u> <input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Reading Fluency <input type="checkbox"/> Reading Comprehension	<u>Attention:</u> <input type="checkbox"/> Difficulty Staying Seated <input type="checkbox"/> Talking Out <input type="checkbox"/> Difficulty Focusing/Concentrating <input type="checkbox"/> Disrupting Others/Class	<u>Speech Language:</u> <input type="checkbox"/> Articulation <input type="checkbox"/> Communication (Expressive, Receptive, or Both) Please Specify: _____
<u>Math:</u> <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Problem Solving	<u>Physical/Verbal Aggression:</u> <input type="checkbox"/> Bullying <input type="checkbox"/> Hitting, Kicking, Biting, Spitting, etc. <input type="checkbox"/> Screaming, Inappropriate Language, etc. <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting	<u>Occupational Therapy:</u> <input type="checkbox"/> Fine Motor Skills <ul style="list-style-type: none"> <input type="checkbox"/> Grasping <input type="checkbox"/> Buttons/Zipppers <input type="checkbox"/> Writing <input type="checkbox"/> Tracking <input type="checkbox"/> Sensory
<u>Writing:</u> <input type="checkbox"/> Written Expression <input type="checkbox"/> Spelling	<u>Defiance:</u> <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Lying/Cheating/Stealing	<u>Physical Therapist:</u> <input type="checkbox"/> Gross Motor Skills <ul style="list-style-type: none"> <input type="checkbox"/> Balancing <input type="checkbox"/> Jumping <input type="checkbox"/> Kicking <input type="checkbox"/> Climbing <input type="checkbox"/> Running <input type="checkbox"/> Walking <input type="checkbox"/> Catching/Throwing

Other: <input type="checkbox"/>	Other: <input type="checkbox"/>	Other: <input type="checkbox"/>
------------------------------------	------------------------------------	------------------------------------

Please explain all areas of concern which were marked above in detail:

Academic Performance:

I-Ready Scores (Date Administered, Target Score, Student Score):
 Fall _____
 Winter _____
 Spring _____

State Testing Scores (previous and current):

Grades:

Does the student have incomplete work/assignments?
☐ Yes
☐ No

Attendance (Absences and Late Arrivals):

Accommodations:

Does the student currently benefit from accommodations?
☐ Yes
☐ No

If yes, which accommodations?

<input type="checkbox"/> Preferential Seating (away from distractions)	<input type="checkbox"/> Graphic Organizers	<input type="checkbox"/> Extra Time (How much: _____)
<input type="checkbox"/> Proximity Seating (near teacher/instruction)	<input type="checkbox"/> Timers	<input type="checkbox"/> Frequent Breaks
<input type="checkbox"/> Scribe	<input type="checkbox"/> Visual Schedules	<input type="checkbox"/> Check-In's
<input type="checkbox"/> Large Print Text	<input type="checkbox"/> Sensory Materials	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Calculator	
	<input type="checkbox"/> Small group Testing	

Interventions:

What interventions has the student received?

Is the student making progress?

- ☐ Yes
- ☐ No

Please Specify:

Additional Concerns:

Form completed by: _____ Date: _____

To be completed by the IAT coordinator:

Date Received by IAT coordinator: _____

Date Reviewed: _____

Team members present:

Data Collection Form

Tier Level _____ Data collected by: _____

Specific Area of Concern:	Date Initiated:
---------------------------	-----------------

Student's current performance (academic and/or behavioral):

Data Collection Outline					
	What area are you measuring?	What skill are you measuring?	How are you measuring?	At what frequency are you measuring?	Who is measuring?
	<input type="checkbox"/> Behavior	<input type="checkbox"/> Hyperactivity <input type="checkbox"/> Inattention <input type="checkbox"/> Impulsivity <input type="checkbox"/> Work refusal <input type="checkbox"/> Defiance <input type="checkbox"/> Aggression <input type="checkbox"/> Executive Functioning <input type="checkbox"/> Anxiety <input type="checkbox"/> Other: _____	<input type="checkbox"/> Observation <input type="checkbox"/> Likert rating <input type="checkbox"/> Discipline report <input type="checkbox"/> Behavior Report Card <input type="checkbox"/> Other: _____	<input type="checkbox"/> Weekly (How many times: _____) <input type="checkbox"/> Daily (How many times: _____) <input type="checkbox"/> Periods a day (What Periods: _____) <input type="checkbox"/> Other: _____	
	<input type="checkbox"/> Reading	<input type="checkbox"/> Decoding <input type="checkbox"/> Word families <input type="checkbox"/> Comprehension <input type="checkbox"/> Inferencing <input type="checkbox"/> Letter identification <input type="checkbox"/> Phoneme segmentation <input type="checkbox"/> Vocabulary <input type="checkbox"/> Other: _____	<input type="checkbox"/> Fluency <input type="checkbox"/> Retell <input type="checkbox"/> Comprehension <input type="checkbox"/> Other: _____	<input type="checkbox"/> Weekly (How many times: _____) <input type="checkbox"/> Daily (How many times: _____) <input type="checkbox"/> Periods a day (What Periods: _____) <input type="checkbox"/> Other: _____	
	<input type="checkbox"/> Math	<input type="checkbox"/> Computation <input type="checkbox"/> Story problems <input type="checkbox"/> Number identification <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Division <input type="checkbox"/> Other: _____	<input type="checkbox"/> Questions Correct <input type="checkbox"/> Speed <input type="checkbox"/> Accuracy <input type="checkbox"/> Other: _____	<input type="checkbox"/> Weekly (How many times: _____) <input type="checkbox"/> Daily (How many times: _____) <input type="checkbox"/> Periods a day (What Periods: _____) <input type="checkbox"/> Other: _____	

	<input type="checkbox"/> Writing	<input type="checkbox"/> Spelling <input type="checkbox"/> Story formation <input type="checkbox"/> Sentence Structure <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Observation <input type="checkbox"/> Error Rate <input type="checkbox"/> Other: _____	<input type="checkbox"/> Weekly (How many times: _____) <input type="checkbox"/> Daily (How many times: _____) <input type="checkbox"/> Periods a day (What Periods: _____) <input type="checkbox"/> Other: _____	
	<input type="checkbox"/> Related Service Providers	<input type="checkbox"/> Fine motor Skills <input type="checkbox"/> Gross Motor Skills <input type="checkbox"/> Articulation <input type="checkbox"/> Receptive Language <input type="checkbox"/> Expressive Language <input type="checkbox"/> Pragmatics	<input type="checkbox"/> Observation <input type="checkbox"/> Fluency	<input type="checkbox"/> Weekly (How many times: _____) <input type="checkbox"/> Daily (How many times: _____) <input type="checkbox"/> Periods a day (What Periods: _____) <input type="checkbox"/> Other: _____	

**Attach raw data collected to this form.*

Intervention:

Intervention	Evidence- Based Intervention #1 (Specific Curriculum Program or Instructional Strategy supported by scientific research (see MTSS Guidebook for ideas))				
	Date (must be a minimum of 4 weeks)	What skill is measured?	How is it measured?	How often is it measured?	Who is responsible for measuring the data ?
	From:				
	To:				
SMART Goal (s) (see MTSS Guidebook):					

Intervention	Evidence- Based Intervention #2 (If applicable): (Specific Curriculum Program or Instructional Strategy supported by scientific research (see MTSS Guidebook for ideas))				
	Date (must be a minimum of 4 weeks)	What skill is measured?	How is it measured?	How often is it measured?	Who is responsible for measuring the data ?
	From:				
	To:				
SMART Goal (s) (see MTSS Guidebook):					

Intervention	Evidence- Based Intervention #3 (If applicable) (Specific Curriculum Program or Instructional Strategy supported by scientific research (see MTSS Guidebook for ideas))				
	Date (must be a minimum of 4 weeks)	What skill is measured?	How is it measured?	How often is it measured?	Who is responsible for measuring the data ?
	From:				
	To:				
SMART Goal (s) (see MTSS Guidebook):					

Intervention Data:

Attach Intervention Data to this document. Include a graph of the baseline data and the intervention data. See MTSS Guidebook for examples.

Steps:

- ☐ Intervention Data Graph Completed
- ☐ Data Collection Document Attached

Fidelity:

Fidelity	<p>Was the intervention carried out as planned?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If “yes”: <i>Attach Fidelity Logs/Checks</i></p> <p>If “no”: <i>Why / Why not?</i></p>
----------	--	---

Steps:

- ☐ Attach Fidelity Log/Check

Response to Intervention:

Progress (Response to Intervention)	<p>Has the student benefited from the intervention?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
	<p>Did the student maintain positive growth with the intervention?</p>
	<p>Describe what measurable goal was obtained or why the student did not meet their goal(s).</p>

Next Steps	Recommended Action:	<input type="checkbox"/> Continue Current Intervention
		<input type="checkbox"/> Return to Universal Instruction (Tier I)
		<input type="checkbox"/> Alternative Intervention (fill out new intervention steps)
		<input type="checkbox"/> Proceed to next Tiered Level of Support
		<input type="checkbox"/> Other:

To be completed by the IAT Coordinator:

<p>Date Reviewed by the team:</p> <p>Team Members Present:</p> <p>Follow-Up Meeting Date (If applicable):</p>
--

Appendix C

SAMPLES

Lexington Local School District Fidelity Check Samples

Sample 1: Likert Scale /

Teacher Observation Checklist					
Instructions: For each item, circle the number to indicate how often you observed the teacher engaging in the behavior or practice	Never	Seldom	Sometimes	Often	Almost Always
Teaches mathematics instruction for 50 minutes	1	2	3	4	5
Uses high-quality mathematics program	1	2	3	4	5
Prepares daily lesson plans	1	2	3	4	5
Uses differentiated instruction	1	2	3	4	5
Uses small-group instruction	1	2	3	4	5
Uses peer tutoring	1	2	3	4	5
Conducts progress monitoring within given time frame	1	2	3	4	5
Follows administration instructions correctly when administering progress monitoring reports	1	2	3	4	5
Enters and graphs data within the week	1	2	3	4	5
Uses data to make instruction-related decisions	1	2	3	4	5
Uses a classroom behavior management plan	1	2	3	4	5

IRIS Center. 2022. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p08/#content>

*Sample 2: Log***Assigned Staff Members - Fidelity Sheet**

Please track your visits here (initials) and if student earned their reward (Y = yes, N= no)

<u>Date</u>	<u>AM Check In</u>	<u>AM Check Out</u>	<u>PM Check In</u>	<u>PM Check Out</u>
4/15/22	JP	JP, N	JP	JP, Y

*This example is designed for the Check-In/Check-Out Intervention. It can be modified to fit your specific needs.

Sample 3: Checklist

End-of-Week Fidelity Check			
Teacher: _____			
Student: _____			
Week of: _____			
Reflecting on your daily ratings, please rate overall implementation this week.			
	No	Partially	Yes
Did you implement the intervention plan as intended this week?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Did you implement the data collection plan as intended this week?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<p>If you selected a 1 or 2 for either of the above items, then please note what occurred, including any intervention adaptations that were not in the plan. Also, please note any additional relevant information.</p> <p>_____</p> <p>_____</p>			
<i>Continued onto next page....</i>			

Sample 4: Log/Checklist

Student Intervention Implementation Log

Purpose: This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

Teacher: _____

Student: _____

Week of: _____

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark "N" under the column "Intervention Offered?" and leave the rest of the row blank. On days when the student receives intervention (Student Present? = Y), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

Day/Date	Intervention Offered	Student Present?	Intervention Duration or Frequency	Was the Student Engaged?	Was the Intervention Implemented as Planned?
				No Partially Yes	No Partially Yes
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Please note any relevant information to explain the above ratings.

National Center on Intensive Intervention. Retrieved from:

https://intensiveintervention.org/sites/default/files/DBI_Weekly_Log_508.pdf

Appendix D Data Collection Tools

SAMPLES

Accuracy Recording Form

Student: _____
Class/Teacher: _____ Observer: _____

Instructions: Record the number of problems correct and the total number of problems. Next, calculate the accuracy by dividing the number of problems correct by the total number of problems.

Date	Number of Problems Correct	Total Number of Problems	Accuracy
4/15	15	35	43%
			Total/Average:

Provided by the IRIS Center

Duration Recording Form

Student: _____ Date: _____
Class/Teacher: _____ Observer: _____
Behavior: _____

Instructions: Record start and end times and calculate the duration for each occurrence of the behavior.

Date	Time Start	Time End	Duration
12/1	Stopwatch: 00:00	04:27	4 minutes 27 seconds
12/11	Wall Clock: 8:30	08:57	7 minutes
			Total/Average:

Provided by the IRIS Center

Additional Comments:

Frequency Recording Form

Student: _____ Date: _____
 Class/Teacher: _____ Observer: _____
 Behavior: _____

Instructions: Make a mark each time the behavior occurs. To calculate rate, divide the total number of occurrences by the length of the observation.

Date	Time Started	Time Ended	Total Time	Tally	Total Occurrences	Rate
11/14	8:30 am	8:45 am	15 min.	III III III III	18	$18/15 = 1.2$ min.

Provided by the IRIS Center

Additional Comments:

Latency Recording Form

Student: _____ Date: _____
 Class/Teacher: _____ Observer: _____
 Behavior: _____

Instructions: Record time of request and the time the behavior was initiated and calculate the latency for each occurrence of the behavior. To calculate average latency, divide the total latency by the number of occurrences.

Date	Time Started	Time Ended	Latency
10/15	11:30 am	11:35 am	5 minutes.
			Total/Average:

Provided by the IRIS Center

Additional Comments:

Speed or Rate Recording Form

Student: _____
 Class/Teacher: _____ Observer: _____

Instructions: Record the total time it took the student to complete the task and the number of items correct (e.g., number of problems correct, number of words read correctly). To calculate the speed or rate, divide the number of items correct by the total time to complete the task.

Date	Number of Items Correct	Total Time	Speed or Rate
<i>4/03</i>	<i>15</i>	<i>30 min</i>	<i>0.5 correct per minute.</i>
			Total/Average:

Provided by the IRIS Center

Note: These are sample guides for data collection. The number of trials and method used can be changed to meet the specific (individualized) needs of each student.

Appendix E

Behavior Intervention Templates/Guides

SAMPLES

Behavior Intervention Templates/Guides

Check-In, Check-Out Intervention Template and Guide

Morning Check In (Arrival)

Assigned Staff Member: _____

- 5 minute "body work" (heavy work/movement break)
- Remind student about designated safe space and how to request when a break is needed
- Review behavior expectations/goals
 - Safe hands
 - Safe feet
 - Try your best
 - Other: _____
- Make choice of what reward student is working to earn at morning Check Out
 - Student can make choice on their own each morning/afternoon when they enter the classroom. A Velcro choice board of what the student may choose to work for will be provided

Morning Check Out

Assigned Staff Member: _____

- If student met their morning goal - Reward time (set a timer)
- If student did not meet their goal - Walk with adult (*remind student that they get to try again in the afternoon)

Lunch/Recess

Afternoon check in

Assigned Staff Member: _____

- 5 minute calming "body work"
- Remind student about designated safe space and how to request when they need a break
- Review behavior expectations/goals
 - Safe hands
 - Safe feet
 - Try your best
 - Other: _____
- Make choice of what reward the student is working to earn at afternoon Check Out
 - Student can make choice herself/himself each afternoon when they enter the classroom from recess – Student will use designated Velcro choice board.

Afternoon Check Out (End of Day)

Assigned Staff Member: _____

- If student met their afternoon goal - Reward time (set a timer)
- If student did not meet their goal - Walk with adult (*remind student they get to try again tomorrow)

Crisis Plan

Call to office for assistance from a CPI certified available staff member

Other Details

Designated Safe Space

- Office - if supervision is available, space in the classroom
- Use reminders during Check-Ins to teach/practice

Behavior Goals with Star Token Board (posted on wall in classroom)

- Safe hands
- Safe feet
- Try your best
- Other: _____

Body Work (Heavy Work) Options

- Jumping Jacks to a set timer
- Wall Push Ups
- Weighted vest
- Body sock
- Kicking a soccer ball
- Running as fast as they can for 30 seconds
- Steam roller with therapy ball rolled over back, arms, and legs
- Bear hugs
- Animal walks/wheel barrow
- Wheelbarrow walk over therapy ball
- Pushing laundry basket of weight items back and forth
- Covered by weighted blanket or using it as a cape

Body Work (Calming) Ideas

- Calming music
- Breathing exercises
 - <https://www.youtube.com/watch?v=DSgOW879jjA>
 - <https://www.youtube.com/watch?v=YFdZXwE6fRE>
 - <https://www.youtube.com/watch?v=2PcCmxEW5WA>
 -
- Water beads
- Bubbles
- Weighted blanket or weighted lap pad in tent

Reward Menu Ideas (determined by team)

- 2 min with principal
- YouTube video/ time on Chromebook
- Game with adult (uno, go fish)
- Treasure box

See the Fidelity Check Sample Section in the MTSS Guidebook for a sample fidelity check for this type of intervention.

Behavior Report CardCurriculum-Based Measurement: *Behavior Rating Scales Report Card Maker****Behavior Report Card***

Student Name: _____ Date: _____

Rater: Teacher _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

The student took all work materials home that were required for his or her homework assignments.

How well the student did in meeting the behavior goal?

1.....2.....3
Poor Fair Good

The student focused his or her attention on teacher instructions, classroom lessons and assigned work.

How well the student did in meeting the behavior goal?

1.....2.....3
Poor Fair Good

The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations.

How well the student did in meeting the behavior goal?

1.....2.....3
Poor Fair Good

I have reviewed this completed Behavior Report with my student.

Teacher Signature: _____ Date: _____

Comments:

www.interventioncentral.org • Copyright © 2009-2022 Jim Wright

Note: This is a sample. A Behavior Report Card (BRC) is fully customizable on Interventioncentral.org. Intervention Central provides a BRC maker which creates this template for you with your exact needs for the student.

Function of Behavior: Motivational Assessment Scale**MOTIVATION ASSESSMENT SCALE**

Name: _____ Rater: _____ Date: _____

Description of Behavior (be specific): _____

Instructors: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example "is aggressive" is not as good a description as "hits other people." Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this person was left alone for long periods of time?							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to other persons in the room/area?							
4. Does the behavior ever occur to get a toy, food, or an activity that this person has been told he/she can't have?							
5. Would the behavior occur repeatedly, in the same way, for long periods of time if the person was alone? (e.g. rocking back and forth for over an hour.)							
6. Does the behavior occur when any request is made of this person?							
7. Does the behavior occur whenever you stop attending to this person?							
8. Does the behavior occur when you take away a favorite food, toy or activity?							
9. Does it appear to you that the person enjoys doing the behavior? (It feels, tastes, looks, smells, sounds pleasing).							
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?							
<i>Go to next page</i>							

11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (e.g. you are in another room or interacting with another person)							
12. Does the behavior stop occurring shortly after you give the person food, toy, or requested activity?							
13. When the behavior is occurring does this person seem calm and unaware of anything else going on around her/him?							
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?							
15. Does this person seem to do the behavior to get you to spend some time with her/him?							
16. Does the behavior seem to occur when this person has been told that he/she can't do something he/she had wanted to do?							

	Sensory	Escape	Attention	Tangible
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
Total Score =				
Mean Score =				
Relative Ranking =				

Motivation Assessment Scale: Functions for usage

- To direct our understanding of the behavior challenge to the intent of the challenge versus the way it appears or makes us feel.
- To understand the correlation between the frequency of the challenging behavior and its potential for multiple intents.
- To identify those situations in which an individual is likely to behave in certain ways (e.g., requests for change in routine or environment lead to biting).

Outcomes:

- To assist in the identification of the motivation(s) of a specified behavior.
- To make more informed decisions concerning the selection of appropriate reinforcers and supports for a specified behavior.

Note: Like any assessment tool, the MAS should be used in an on-going continually developing mode.

Retrieved from: <https://thebubblybehaviorist.files.wordpress.com/2018/01/motivationassessmentscale.pdf>

School Rewards/Motivators

The following rewards can be utilized within the school setting both individually and within the whole class setting. It may sometimes be necessary to provide school-based rewards when the child is not responding appropriately to other supports. Remember that these items are usually reinforcing to most children. However, what is reinforcing to one child may not be reinforcing to another. Teachers need to make sure that a child wants one of these potential reinforcers and will work for it before the reinforcer is used. Children should be given a menu of rewards from which to choose.

- | | |
|---|--|
| 1. Free time for X minutes | 23. Have a treat |
| 2. Talk to best friend | 24. Earn a class part |
| 3. Listen to music with headphones | 25. Class field trip |
| 4. Read a book | 26. Student of the Day/Month |
| 5. Help clean up classroom | 27. Make Popcorn |
| 6. Wipe the board | 28. Be a line leader |
| 7. Teacher Helper for a period/day | 29. Visit favorite teacher/staff member |
| 8. Each lunch with teacher inside/outside | 30. Use the computer |
| 9. Extra time at recess | 31. Ice Cream Party |
| 10. Write on dry erase board | 32. Teacher a peer |
| 11. Draw | 33. Stickers |
| 12. Use scented markers | 34. Take a good note home |
| 13. Choose a book to read to the class | 35. Give lots of praise |
| 14. Read to a friend | 36. Hide a special note in student desk |
| 15. Read with a friend | 37. Chose a alterative seat for a period of time |
| 16. Care for class animals | 38. Play a game |
| 17. Play "teacher" | 39. Earn a reward certificate |
| 18. Watch a video | 40. Draw from the "grab bag" or item from treasure chest |
| 19. Decorate Bulletin Board | 41. Eat at a special table |
| 20. Be a messenger for office | 42. Visit the principal |
| 21. Grade Papers | |
| 22. Give morning announcements | |

See this resource for additional information and ideas:

<https://reithschoolpsychology.webs.com/medication%20effectiveness%20report%20card%20and%20tips.pdf>

RESET

Model presented at the *Stronger Together: Children's Mental Health and Resiliency Conference* presented by the Ohio Department of Education in June 2022 by Golden, G., Grove, W. & Gibbs, A to assist with Early Childhood Mental Health with the classroom setting.





RESET: CONSIDERATIONS FOR PLANNING

- **Relationships**
Adult-child relationships play a critical role in children's behavior. Positive relationships, grounded in nurturing & consistency, lead to secure attachments, trust, and a sense of safety and security.
- **Environment**
Safety in the environment can look different based on experience. Consider the lighting, sounds, smells & proximity to peers, adults, exits, walls, etc. & how these might influence student behavior.
- **Systems**
Remembering you are not alone is critical. Often other systems are involved/could be engaged providing additional layers of support when challenges arise. Multi-system teams provide diverse solutions to complex situations.
- **Emotions**
Attention to type of emotion and *need it might reflect*, as well as levels of emotion is critical to responding effectively. Responses that work when a student is calm usually aren't as effective when emotions are bigger, excited or fearful.
- **Time**
Understanding how to use time through schedules, routines, brain breaks, etc. can be a powerful tool to promoting regulation & supporting positive behavior. Taking time to communicate & give developmentally appropriate choices also enhance regulation.

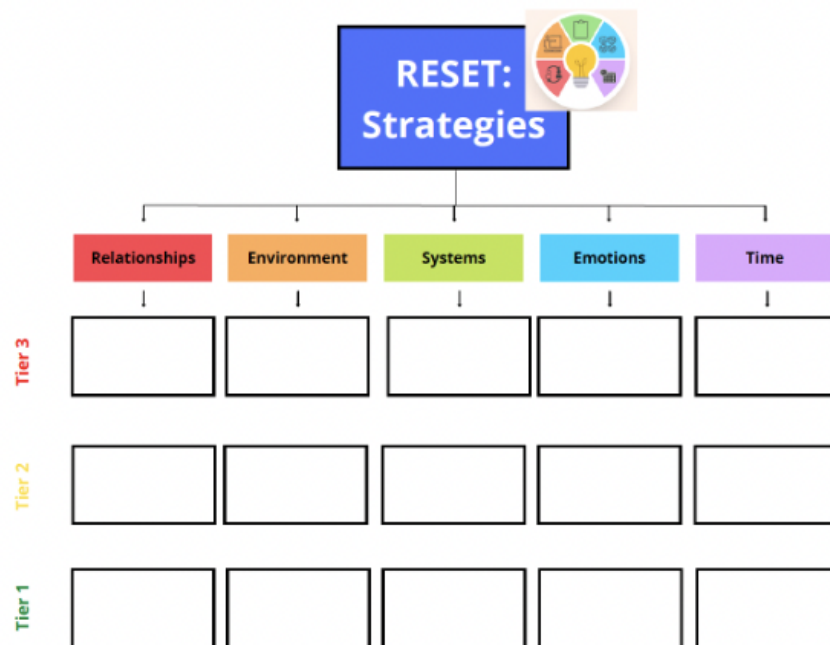
Plan:

- **Relationships** _____
- **Environment** _____
- **Systems** _____
- **Emotions** _____
- **Time** _____

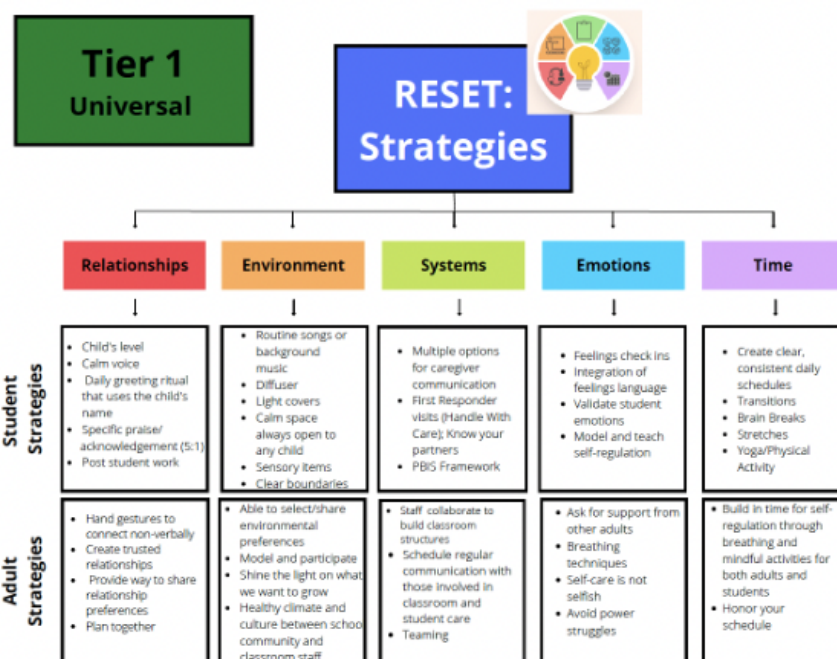
RESET: Reflection

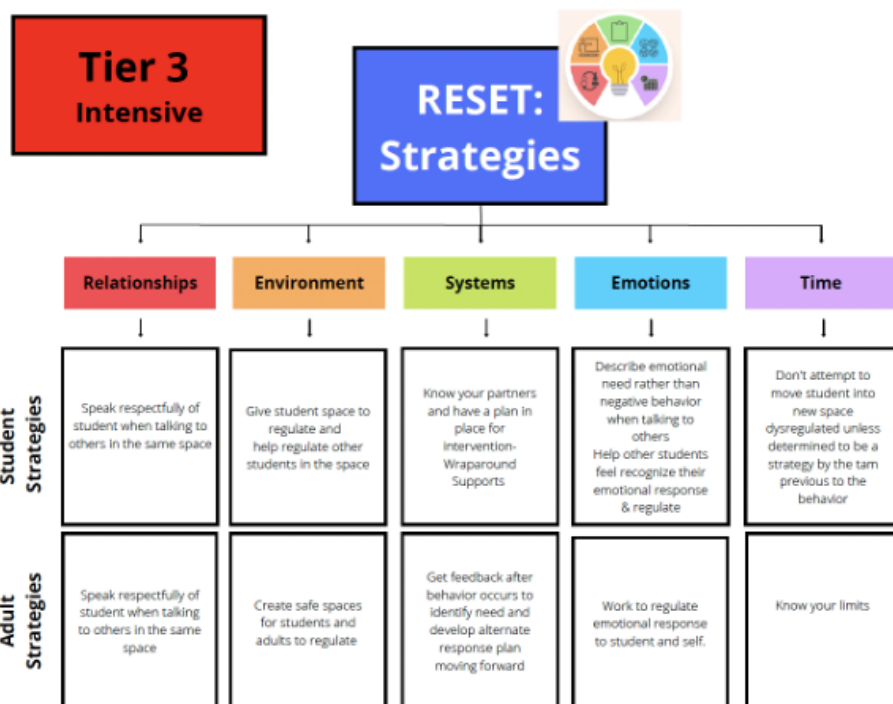
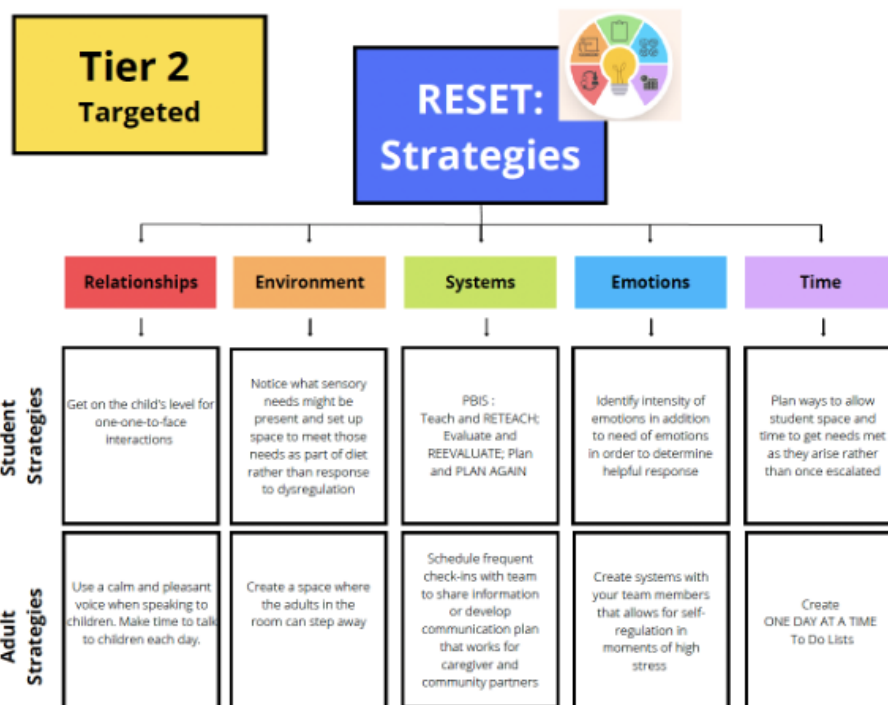


Relationships	<ul style="list-style-type: none"> How do we ensure children develop strong attachments and a sense of belonging in our classroom? What did we learn about students this week? How can we use this knowledge to foster relationships and a sense of safety?
Environment	<ul style="list-style-type: none"> How do we ensure routines and choices are child-centered and developmentally appropriate? How do we communicate clear, consistent, and positively stated expectations? What is working well? What can we do differently?
Systems	<ul style="list-style-type: none"> How did the teaching team ensure collaboration and clear communication in the classroom? How do we work in partnership with families and other systems to promote positive outcomes for children?
Emotions	<ul style="list-style-type: none"> How do we support emotional regulation in the classroom? What are additional opportunities? Do children have the opportunity to make decisions and influence outcomes regarding their own behavior? How? What could this look like in the classroom?
Time	<ul style="list-style-type: none"> How do we use conversations and interactions with children to make routine times predictable and promote meaningful learning opportunities? What works in our schedule? What opportunities exist? When do we see challenging behavior?



Examples within the Tiers of the RESET model:

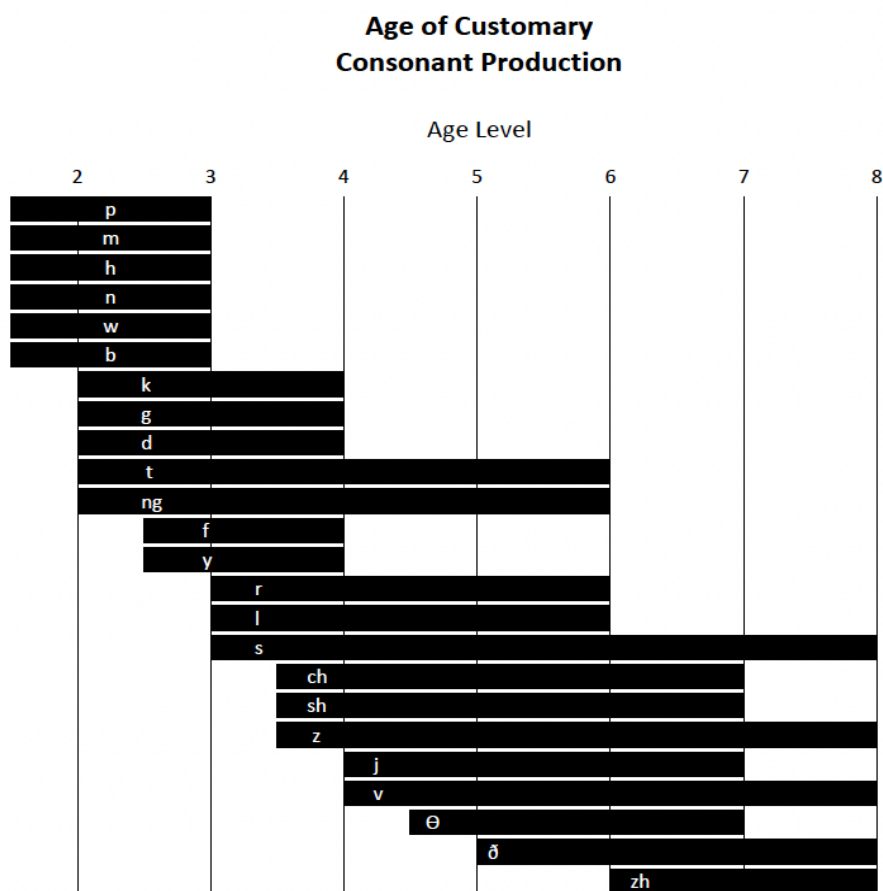




Appendix F

Speech Language References

Developmental Sound Production Chart



Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary articulation; it stops at an age level at which 90% of all children are customarily producing the sound (from Templin, 1957; Wellman et al., 1931). Source: Sander © 1972 American Speech-Language-Hearing Association.

Sander, E. K. (1972). When are speech sounds learned? *Journal of Speech and Hearing Disorders*, 37(1), 55–63.

Templin, M. (1957). *Certain language skills in children: Their development and interrelationships*. Minneapolis, MN: University of Minnesota Press.

Wellman, B., Case, I., Mengert, I., & Bradbury, D. (1931). Speech sounds of young children. *University of Iowa Study, Child Welfare*, 5(2), 1–82.

Teacher Speech and Language Checklist

Articulation Concerns:

- ☐ Mispronounces sounds that are typically pronounced correctly by peers
- ☐ Produces single words clearly but is difficult to understand in conversation
- ☐ Easier to understand when topic is known
- ☐ Deletes the first sound in words
- ☐ Deletes the last sound in words
- ☐ Mixes up sounds in words

____ % Percent intelligible (ability to be understood) in the school setting

Does their articulation impact reading/writing/spelling? Yes No

If so please state what area _____

What sound(s) have you noticed are in error? _____

Are they able to correct the sound errors after being given a model from you?

Receptive Language Concerns:

- ☐ Difficulty following familiar classroom routines
- ☐ Difficulty following single-step directions
- ☐ Difficulty following multi-step directions
- ☐ Difficulty understanding prepositions
- ☐ Does not understand grade level vocabulary
- ☐ Difficulty understanding sequential terms
- ☐ Difficulty understanding wh- questions
- ☐ Student can't sort items into categories
- ☐ Doesn't remember details
- ☐ Difficulty making predictions
- ☐ Doesn't identify how things are the same/different
- ☐ Doesn't understand or use multiple meaning words appropriate for their age

Expressive Language Concerns:

- ☐ Has difficulty expressing wants and needs
- ☐ Poor sentence structure
- ☐ Difficulty expressing thoughts/feelings/ideas

- ☐ Can't describe familiar people/places/things/events
- ☐ Uses limited vocabulary
- ☐ Can't tell a story that includes beginning/middle/end or adequate details
- ☐ Can't produce simple or compound sentence

Pragmatic Language (social skills) Concerns:

- ☐ Doesn't use effective problem solving
- ☐ Difficulty maintaining topic of conversation
- ☐ Has difficulty using greetings or farewells
- ☐ Has difficulty initiating or ending conversations

Fluency Concerns

- ☐ Stutters in most sentences
- ☐ Stutters in most settings
- ☐ Stutters at the beginning of sentences
- ☐ Stutters on individual sounds (t-t-turtle)
- ☐ Stutters on individual syllables (do-do-dog)
- ☐ Stutters on whole words (cat-cat-cat)
- ☐ Prolongs the first sound in words (sssssnake)
- ☐ Has 'blocks' (no sound is coming out even though effort is being made to speak)
- ☐ Uses uncommon behaviors while talking (excessive eye blinking, tapping fingers)
- ☐ Uses inappropriate rate and rhythm of speech

How are any of the above concerns negatively impacting academics (reading, writing, social skills)? Please be specific.

What supports are used in the classroom for this student?

Please specify any other concerns:

Appendix G

Occupational Therapy Checklists

Occupational Therapy Preschool/Kindergarten Checklist

Student Name: _____

Date of Completion: _____ Grade: _____

School: _____ Teacher _____

Check to indicate whether the skill has been observed (+) or not observed (-).

FINE MOTOR COMPONENTS	+	-	COMMENTS
Demonstrates a dominant hand			
Crosses midline			
Stabilizes paper with nondominant hand			
Demonstrates a functional/mature grasp			
Maintains grasp with adequate strength for duration of activity			
Maintains functional grasp with increased activity demands			
Demonstrates adequate control of writing utensils (coloring, writing, etc.)			
Independently manages clothing fasteners (buttons, zippers) (shoe tying 3rd grade and up)			
Uses scissors to cut on lines (preschool) and simple shapes (kindergarten) without difficulty			

Fine Motor Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

VISUAL- PERCEPTUAL COMPONENTS	+	-	COMMENTS
Recognizes strokes and forms			
Recognizes numbers and letters			
Writes name			
Stays within the boundaries of the paper for activity			
Stays within the boundaries of the coloring/drawing area or writing line for activity			
Completes simple inset puzzles			

Visual Perceptual Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

SENSORY PROCESSING COMPONENTS	+	-	COMMENTS
Focuses on task			
Completes task (independently or with minimal cueing)			
Completes tasks within the allotted time			

Utilizes appropriate pressure with writing utensils			
---	--	--	--

Sensory Processing Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

VISUAL MOTOR COMPONENTS	+	-	COMMENTS
Tracks/scans smoothly horizontally and vertically			
Imitates basic strokes/forms			
Draws recognizable pictures			
Copies basic strokes/form, numbers, letters or words			
Writes numbers or letters with proper top to bottom formation			
Imitates/copies block structures			

Visual Motor Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Summarize how the student's Occupational Therapy skills (fine motor, visual perception, visual motor, sensory) are interfering with his/her ability to access the learning environment. List any current strategies being utilized and if they have or have not been effective.

Occupational Therapy Grades 1 and up Checklist

Student Name: _____

Date of Completion: _____ Grade: _____

School: _____ Teacher _____

Check to indicate whether the skill has been observed (+) or not observed (-).

FINE MOTOR COMPONENTS	+	-	COMMENTS
Demonstrates a dominant hand			
Stabilizes paper with nondominant hand			
Demonstrates a functional/mature grasp			
Maintains grasp with adequate strength for duration of activity			
Maintains functional grasp with increased activity demands			
Demonstrates adequate control of writing utensil (dot to dot activities, mazes)			
Turns pencil around to erase without assistance from the other hand or another surface			
Independently manages clothing fasteners (buttons, zippers) (shoe tying 3rd grade and up)			
Uses scissors fluidly to cut out simple and complex shapes.			

Fine Motor Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

VISUAL- PERCEPTUAL COMPONENTS	+	-	COMMENTS
Recognizes strokes and forms			
Recognizes numbers			
Recognizes letters			
Stays within the boundaries of the paper for activity			
Stays within the boundaries of the coloring/drawing area or writing line for activity			
Uses uniform sizing of shapes, numbers, letters, or words			
Uses uniform spacing between shapes, numbers, letters, or words			
Orients and places written information per teacher requirements			
Maintains place when copying			
Copies entire word or multiple words without frequent glancing at model			
Positions tall, short, and fall letters properly			
Uses capital and lower case letters appropriately (not secondary to academic level)			

Aligns math work adequately			
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Visual Perceptual Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

VISUAL MOTOR COMPONENTS	+	-	COMMENTS
Tracks/scans smoothly horizontally and vertically			
Imitates basic strokes/forms			
Draws recognizable pictures			
Copies basic strokes/form, numbers, letters or words from near point			
Copies basic strokes/form, numbers, letters or words from far point			
Writes numbers or letters sequentially from memory			
Writes numbers or letters upon request (sequentially or randomly)			
Draws/writes without reversing direction or order			
Draws or writes smoothly (without frequent stops and starts within a form, number, letter, or word)			
Demonstrates legibility representative of speed of performance			

Types with emerging form and rate similar to same aged peers (Grade 4+)			
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Visual Motor Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Check to indicate whether the skill has been observed (+) or not observed (-).

SENSORY PROCESSING COMPONENTS	+	-	COMMENTS
Focuses on task			
Completes task (independently or with minimal cueing)			
Completes tasks within the allotted time			
Utilizes appropriate pressure with writing utensils			

Sensory Processing Component Summary: ☐ Does significantly impact education

☐ Does not significantly impact education

Summarize how the student's Occupational Therapy skills (fine motor, visual perception, visual motor, sensory) are interfering with his/her ability to access the learning environment. List any current strategies being utilized and if they have or have not been effective.
