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**2016-2017 School Year**

**RTI2 Procedures**



**Dr. David Stephens**

**Superintendent of Bartlett City Schools**

**Reading and Mathematics**

Elementary K-5

Middle 6-8

High 9-12

3/2016

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Bartlett City Schools

Overview of Intervention

2016-2017

**Intervention Programs Synopsis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Program** | **Description** | **Student** |
| **Elementary Reading** | | | |
| K-5 Reading | [Aimsweb](http://www.aimsweb.com/) | Universal Screener Progress Monitoring | Tier I, Tier II, and Tier III – Screener & Monitoring |
| K-5 Reading Intervention Menu | [Road to the Code](http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Reading/RoadtotheCode.aspx)  [Road to Reading](http://roadtoreadingtips.blogspot.com/p/welcome.html)  [Florida Center for Research](http://www.fcrr.org/)/[Live Binders](http://www.livebinders.com/play/play?id=496570)  [Great Leaps](http://www.greatleaps.com/index.php?main_page=index&cPath=1)  [Fountas & Pinnell](http://www.heinemann.com/fountasandpinnell/reading-intervention-resources.aspxhttp://www.heinemann.com/fountasandpinnell/reading-intervention-resources.aspx) | K-1 Phonics and Decoding  K-2 Blending, Sight Words  K-5 The Five Pillars | TA According to skill deficit |
| Sped K-5 Reading | Aimsweb  System 44 (Grade 3-5) | Universal Screener, Progress Monitoring, & Intervention | Tier IV - Sped |
| **Elementary Math** | | | |
| K-5 Math | [Aimsweb](http://www.aimsweb.com/) | Universal Screener Progress Monitoring | Tier I, Tier II, and Tier III – Screener & Monitoring |
| K-5 Math Intervention Menu | [Intervention Central](http://www.interventioncentral.com): [www.interventioncentral.com](http://www.interventioncentral.com)  [HSP Math Intervention](http://www.greatleaps.com/index.php?main_page=index&cPath=1)<http://www.gosbr.net>  Math specific skills: [http://www.thatquiz.org](http://www.thatquiz.org/)  [Moby Max](http://www.mobymax.com)  [IXL](https://www.ixl.com/math/) | Math Computation and Math Reasoning | According to skill deficit |
| Sped K-5 Math | Aimsweb  Number Worlds (K-8)  Reflex Math (K-12) | Universal Screener, Progress Monitoring,  Intervention | Tier IV - Sped |
| **Middle School Reading** | | | |
| 6-8 Reading | [Aimsweb](http://www.aimsweb.com) | Universal Screener  Progress Monitor | Tier I, Tier II, and Tier III Screener & Monitor |
| 6-8 Reading Menu | [Great Leaps](http://www.greatleaps.com/index.php?main_page=index&cPath=1)  Intervention Central: [www.interventioncentral.com](http://www.interventioncentral.com)  Florida Center for Reading Research: <http://www.fcrr.org/interventions/Interventions.shtm>  The IRIS Center: [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)  Scientifically Based Research: <http://www.gosbr.net>  Read, Write, Think: <http://www.readwritethink.org> | Sight & Text Fluency  Phonics & Decoding  The Five Pillars | According to skill deficit |
| Sped 6-8 Reading | Aimsweb  System 44 (Grade 6-8) | Universal Screener, Progress Monitoring,  Intervention | Tier IV - Sped |
| **Middle School Math** | | | |
| 6-8 Math | [Aimsweb](http://www.aimsweb.com) | Universal Screener Progress Monitoring | Tier I, Tier II, and Tier III – Screener & Monitoring |
| 6-8 Math Menu | [Intervention Central](http://www.interventioncentral.com): [www.interventioncentral.com](http://www.interventioncentral.com)  [HSP Math Intervention](http://www.greatleaps.com/index.php?main_page=index&cPath=1)<http://www.gosbr.net>  Math specific skills: [http://www.thatquiz.org](http://www.thatquiz.org/)  [IXL](https://www.ixl.com/math/) or [Moby Max](http://www.mobymax.com) | Math Computation and Math Reasoning | According to skill deficit |
| Sped 6-8 Math | Aimsweb  Number Worlds (K-8)  Reflex Math (K-12) | Universal Screener, Progress Monitoring,  Intervention | Tier IV – Sped |
| **1** | | | |
| **High School Reading and Math** | | | |
| 9-12 Reading | Aimsweb Data, TCAP & Grades | Universal Screener Progress Monitoring | Tier I, Tier II, and Tier III – Screener & Monitoring |
| 9 -12 Math | Aimsweb Data, TCAP & Grades | Universal Screener Progress Monitoring | Tier I, Tier II, and Tier III – Screener & Monitoring |
| Sped 9-12 Reading | Aimsweb  System 44 (Grade 9-12) | Universal Screener, Progress Monitoring,  Intervention | Tier IV – Sped |
| Sped 9-12 Math | Aimsweb  Reflex Math (9-12) | Universal Screener, Progress Monitoring,  Intervention | Tier IV – Sped |

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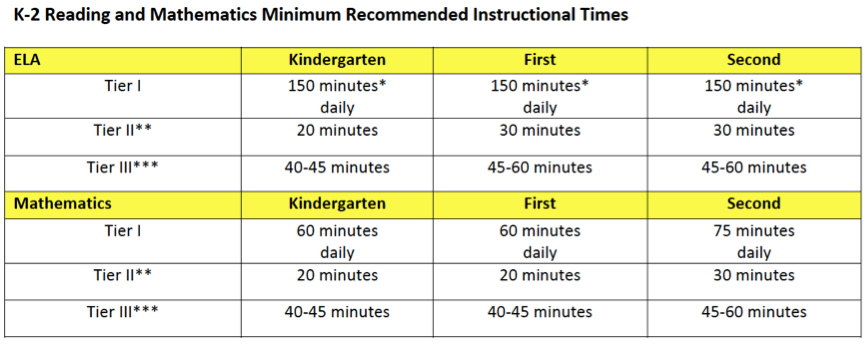


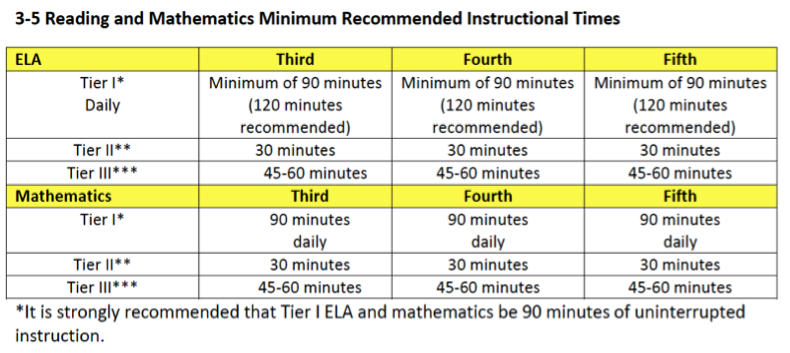
**2016 Response to Instruction and Intervention Local Operational Process**

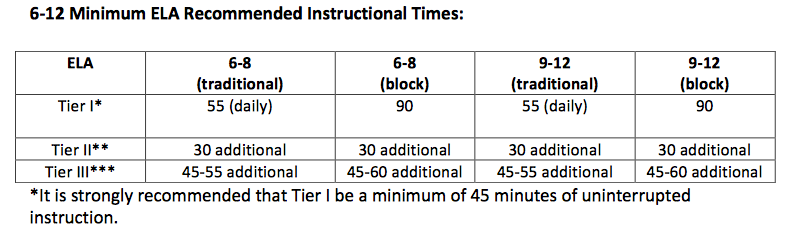
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| --- |
| 1. RTI2 Implementation Manual On File at Each Local School |
| 2. RTI2 District Team Members On File at Each Local School |
| 3. RTI2 Local Team On File at Each Local School |
| 4. RTI2 Fidelity Monitoring Documentation on File at Each Local School |
| 5. After benchmarking, ALL students must have **RTI2 Folder Worksheet** completed and on file and in an individual RTI2 Folder. |
| 6. If students are scoring at or below the 25% and 10%, the teacher needs to complete the **Student Referral to RTI2 Team form** and **general classroom accommodations form.** |
| 7. The **Permission for Vision/Hearing Screening form** should be completed if applicable. |
| 8. When the initial RTI2 Team Meeting is held with the local school RTI2 team, all bold printed items **above** must be brought to the team meeting. |
| 9. At the beginning of the team meeting, the school support team agenda(s) or minutes are reviewed inside the school team binder. |
| 10. Each student scoring at or below the 25% or 10% should be listed on the **List of Students At Risk Form**. Each student should be discussed and the form completed. |
| 11. The **Intervention Assignments Form** is then completed on each student name that is listed on the **List of Students At Risk Form**. Individual **Student Intervention Plans** are completed and then added to the folder. |
| 12. The teacher is then given the **Intervention Documentation Form** (or folder) to take back for use in the classroom. |
| 13. At the end of the meeting, each Tier II and Tier III placement student will receive a folder. The **RTI2 Folder Worksheet**, **Student Referral to RTI2 Team form**, **Student Intervention Plan** and the **Intervention Documentation Form** will all be placed in this folder. |
| 14. For students scoring at or below the 25% and 10%, data points need to be tracked weekly. |
| 15. The RTI2 team will meet monthly to discuss **on-going student data**. |
| 16. The RTI2  team process will be repeated after each universal screener. |
| 17. Throughout student data discussions, the RTI2 team will make appropriate Special Education referral recommendations. The psychologists will review each recommendation before a referral process is completed. |

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K-12 MINIMUM RECOMMENDED INSTRUCTIONAL TIMES







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**2016-2017**

**Response to Instruction & Intervention (RTI2)**

**Teacher Implementation**

**Elementary (Grades K-5)**

|  |  |  |
| --- | --- | --- |
| **Grade Levels** | **RTI2 Reading** | **RTI2 Math** |
| Kindergarten – Fifth Grade | Benchmark Testing Aimsweb-3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)  Continuous Progress Monitoring weekly for Tier II, III and Tier IV Sped students | Benchmark Testing Aimsweb-3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)  Continuous Progress Monitoring weekly for Tier II, III and Tier IV Sped students |
| Time Requirements for Intervention  Kindergarten-Second Grade and Third-Fifth Grades  (see page 3 of the district manual for specific time requirements)  See State RTI2 Manual page 39 | All students for Tier I-90 minutes in Reading block  It is recommended that students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day.  3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use menu of researched based lessons)  Math and reading deficits must be addressed.  RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. | All students for Tier I-60 to 90 minutes in Math block  Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receives an additional 45-60 minutes of intervention time per day.  3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use Envision Intervention or menu of researched based lessons)  Math and reading deficits must be addressed.  RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. |
| Sped K-12 | Daily in Area of Deficit | Daily in Area of Deficit |

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**2016-2017**

**Response to Instruction & Intervention (RTI2)**

**Teacher Implementation**

**Middle & High (Grades 6-12)**

|  |  |  |
| --- | --- | --- |
| **Grade Levels** | **RTI2 Reading** | **RTI2 Math** |
| Sixth Grade & SPED 6-8 | Benchmark Testing Aimsweb-3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)  Continuous Progress Monitoring weekly for Tier II, III and Tier IV Sped students. | Benchmark Testing Aimsweb 3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)  Continuous Progress Monitoring weekly for Tier II, III and Tier IV Sped students |
| Seventh and Eighth Grade | Base Tier II and Tier III placement decisions on previous year’s May data.  Continuous Progress Monitoring weekly for Tier II and III students.  Benchmark Testing Aimsweb -1 time per school year (May 1-26) | Base Tier II and Tier III placement decisions on previous year’s May data.  Continuous Progress Monitoring weekly for Tier II and III students.  Benchmark Testing Aimsweb -1 time per school year (May 1-26) |
| Ninth – Twelfth Grade | Benchmark Testing TCAP or EOC  Continuous Progress Monitoring automatically for Tier II & III students working in Moby Max (9) or Compass (10-12) | Benchmark Testing TCAP or EOC  Continuous Progress Monitoring automatically for Tier II & III students working in Moby Max (9) or Compass (10-12) |
| Time Requirements for Intervention  Sixth – Eighth Grades  See RTI2 Manual page 39 | All students for Tier I- 45-55 minutes in Reading block  Students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day Math and reading deficits must be addressed.  RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. | All students for Tier I- 45-55 minutes in Math block  Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention time per day Math and reading deficits must be addressed.  RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary. |
| Sped K-12 | Benchmark Testing Aimsweb-3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)/ PM weekly – Intervention -Daily in Area of Deficit | Benchmark Testing Aimsweb-3 times per school year (Sept. 1-23, Jan. 3-20, & May 1-26)/ PM weekly – Intervention -Daily in Area of Deficit |

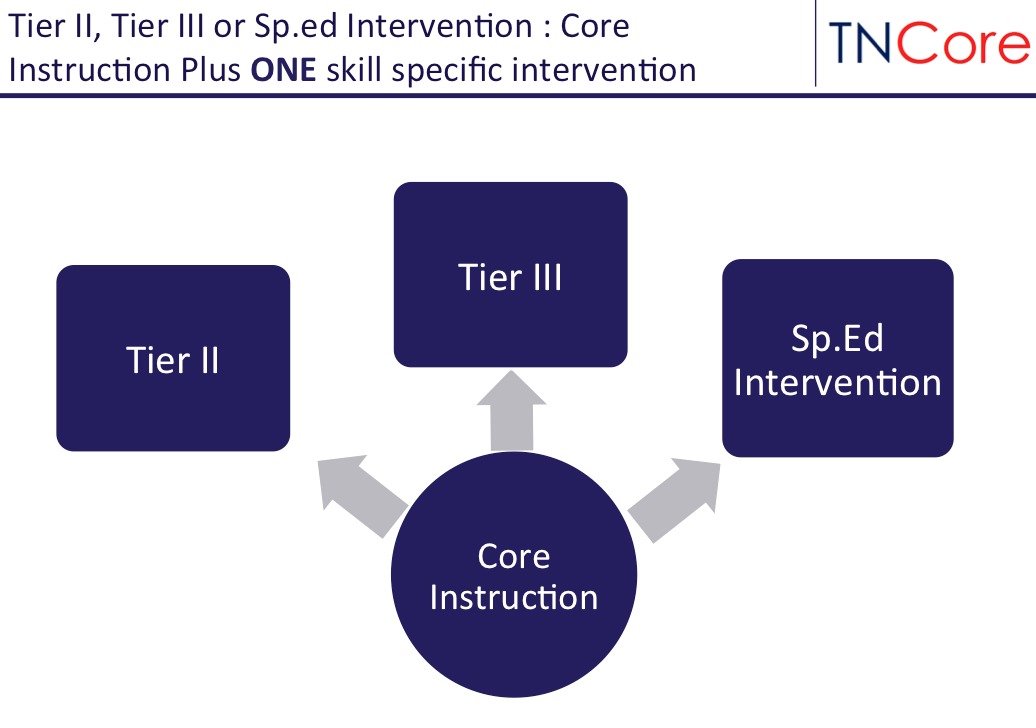
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**2016 -2017 RTI2**

**Implementation for School Level Teams**

**Grades K-12**

|  |  |  |
| --- | --- | --- |
| Procedures | Location of Forms | Accountability |
| Step 1: Form RTI Team at School Level. Meet & Monitor every 4.5 weeks.  pg. 7 & 8 | <http://www.tncore.org/rtitemplates.aspx>   [1.2 School Team Assignments](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20School%20Team%20Assignments.docx)   [1.2 School Team Meeting Agenda](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20School%20Team%20Meeting%20Agenda.docx) | Send electronic copy of School Team Assignments to Central Office.  [kford@bartlettschools.org](mailto:kford@bartlettschools.org) |
| Step 2: Create folders for all students.  pg. 9 & 10 | [1.2 RTI Folder](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20RTI%20Folder.docx) | Keep at school  Yellow for Tier II students  Red for Tier III students |
| Step 3: Place scores from Aimsweb & Compass in folder. Complete RTI Referral  pg. 11 & 12 | [1.2 Referral to RTI Team](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20Referral%20to%20RTI%20Team.docx) | Classroom teacher keeps this form in folder for every student identified. |
| Step 4: Hearing & Vision Forms | Pg. 13 & 14 |  |
| Step 5: Initial School Team Data Form tracks students with initial universal screener. pg 15 | [1.2 Initial School Team Data Management](http://tncore.org/sites/www/Uploads/RTI_templates/1%202%20Initial%20School%20Team%20Data%20Management.docx) | Classroom teacher keeps this form to document universal screener, and identify Tier II and Tier III students. |
| Step 6: Intervention Assignments Form goes to School Site Based Team  pg. 16 | [1.2 Intervention Assignments](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20Intervention%20Assignments.docx) | Recommendations are made from the RTI team for students below the 25th or 10th percentile. |
| Step 7: The Student Intervention Documentation Form will document  Tier II and Tier III Interventions  pg. 17 & 18 | [1.2 Student Intervention Plan](http://tncore.org/rtitemplates.aspx)[1.2 Intervention Documentation Form](http://tncore.org/sites/www/Uploads/RTI_templates/1.2%20Intervention%20Documentation%20Form.docx) | The psychologist must have this form documenting all the RTI steps. |
| Step 8: On-going/School Team Data Management pg. 19 | [1.2 On-going School Team Data Management](http://tncore.org/rtitemplates.aspx) |  |
| Step 9: The school psychologist begins gap analysis. pg. 29 | [**3.4 Gap Analysis Worksheet**](http://www.tncore.org/sites/www/Uploads/RTI_templates/3.4%20Gap%20Analysis%20Worksheet.docx) | The school psychologist completes these forms. |
| Step 10: Referral Decision Tree | [**4.4 Referral Decision Tree**](http://www.tncore.org/sites/www/Uploads/RTI_templates/4.4%20Referral%20Decision%20Tree.docx) | The RTI Team Completes |



The goal for Special Education is to assist students with skill deficits not to teach or deliver Tier I Core Instruction. There are worksheets available to assist the General Education and Special Education Teacher to identify the skill that a child needs most. The General Education teacher delivers core instruction on grade level standards with differentiation.

How to use the Tier I Worksheets

The link is located at <http://tncore.org/about_tn_standards/specialpopulations/tier1_worksheets.aspx>

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**STEP 1: 1.2 SCHOOL TEAM ASSIGNMENTS**

|  |  |  |
| --- | --- | --- |
| **At a Glance: School Level RTI2 Support Team Assignment of Roles and Responsibilities** | | |
| **Name(s)** | **Roles** | **Responsibilities** |
|  | Principal/Designee | Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI2 chair/facilitator and a team of representatives from the school level. |
|  | Chair/Facilitator | Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. |
|  | Instructional Coach | Critiques established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students. |
|  | Classroom Teachers   * Elementary * English/language arts * Mathematics * Other | Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students. |
|  | Specialists   * School Psychologist * Special Education * Speech/Language * Others | The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation. |
|  | School Counselor | Instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students. |
|  | Teacher of English Learners (ELL) | Serves students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students. |
|  | Parents | Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI2 process. To establish effective reporting of progress to parents. |

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**STEP 1: 1.2 SCHOOL TEAM MEETING AGENDA**

**School Level RTI2 Support Team Meeting Agenda**

Purpose: School Level RTI2 Support Teams meet to identify students scoring below 25th percentile on universal screening assessments. Progress monitoring data and goals are discussed to determine next steps. Additional diagnostic assessments may be needed. Interventions are assigned to target instructional needs/deficits.

|  |  |  |
| --- | --- | --- |
|  | **Action** | **Notes** |
| 1. | Initial meeting to identify students at risk. Use Initial School Level RTI2 Support Team – List of Students “At Risk”(Example 4)form. |  |
| 2. | On-going data team to identify student progress. Use On-Going School Level RTI2 Support Team– List of Students “At Risk” (Example 5) form. |  |
| 3. | Students at risk are assigned to appropriate interventions and assessments. Use Next Steps – Assignment of Interventions for Students “At Risk” (Example 6) form. |  |
| 4. | Student intervention and progress monitoring documentation is initiated or continues. Use Student Intervention Documentation Form (Example 7). |  |
| 5. | Parent progress reports indicate type of progress. Have parents expressed appreciation or concerns about progress? Interventionist uses a parent progress monitoring letter (See Component 1.6) to send home results every 4.5 weeks. |  |
| 6. | Additional Actions: |  |
| 7. | Additional Actions: |  |

**Signatures of team members attending:**

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**STEP 2: 1.2 RTI FOLDER**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Each student will have a copy of this form in his/her folder to ensure the RTI process is followed.**

**Bartlett City Schools RTI2** **Folder**

**Relevant documentation (listed below) is to be maintained in this folder**

|  |  |  |
| --- | --- | --- |
| **Tier I Documentation** | |  |
|  | Student benchmark assessment data (**Percentile)** | % |
|  | Student referral to RTI2 team (Form) | Y or N |
|  | Vision and hearing (Form) | P or F |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  |  |
| **Tier II Documentation** | |  | Date of RTI2 Meeting |
|  | Student Intervention Plan (Completed at RTI Meeting) | Y or N |  |
|  | Intervention Documentation (Form) | Y or N |  |
|  | Fidelity checklist(s) | Y or N |  |
|  | Parent notification letter(s) | Y or N |  |
|  | Progress monitoring data points | Y or N |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier II Review documentation** | | |  |  |
|  | Plan successful, continue until benchmark is reached | |  | Date of RTI2 Meeting |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | Modify plan and then review | |  |  |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | | Modified Student Intervention Plan | Y or N |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier II Review documentation** | | |  |  |
|  | Plan successful, continue until benchmark is reached | |  | Date of RTI2 Meeting |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | Modify plan and then review | |  |  |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | | Modified Student Intervention Plan | Y or N |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bartlett City Schools RTI2** **Folder**

**Relevant documentation (listed below) is to be maintained in this folder**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier III Documentation** | |  |  |
|  |  |  | Date of RTI2 Meeting |
|  | Tier II gap analysis | Y or N |  |
|  | Student Intervention Plan (Completed at RTI Meeting) | Y or N |  |
|  | Intervention Documentation (Form) | Y or N |  |
|  | Fidelity checklist(s) | Y or N |  |
|  | Parent notification letter(s) | Y or N |  |
|  | Progress monitoring data points | Y or N |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier III Review documentation** | | |  |  |
|  | Plan successful, continue until benchmark is reached | |  | Date of RTI2 Meeting |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | Modify plan and then review | |  |  |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | | Modified Student Intervention Plan | Y or N |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier III Review documentation** | | |  |  |
|  | Plan successful, continue until benchmark is reached | |  | Date of RTI2 Meeting |
|  | | Progress monitoring data | Y or N |  |
|  | | Intervention plan evaluation | Y or N |  |
|  | Evaluation Requested | |  |  |
|  | | Referral Decision Tree | Y or N |  |
|  | | Tier III gap analysis | Y or N |  |
|  | | Student Referral for evaluation form | Y or N |  |
|  | | Parent Input | Y or N |  |
|  | | Teacher input | Y or N |  |
|  | |  |  |  |

**11**

**STEP 3: 1.2 REFERRAL TO RTI TEAM**

**See individualized forms specific to grade level K-12.**

**Student Referral to RTI2** **Team**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

Parents/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact info: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s Current Performance**

|  |  |  |
| --- | --- | --- |
| **Target area** | **Benchmark score** | **√ if below 25th percentile** |
| **Reading** | | |
| Phonological Awareness |  |  |
| Phonics |  |  |
| Reading Fluency |  |  |
| Reading Comprehension |  |  |
| Vocabulary |  |  |
| **Math** | | |
| Math Computation |  |  |
| Math Problem Solving |  |  |
| **Written Expression** | | |
| Writing |  |  |

**\*\*For the earliest skill area checked, please attach the corresponding page of differentiation strategies**

|  |  |
| --- | --- |
| **Informal/Additional Assessments** | **Score** |
| Student’s **Instructional** reading level (i.e. DRA, lexile) |  |
| Student’s **Independent** reading level (i.e. DRA, lexile) |  |
| Other (please specify) |  |
| Other (please specify) |  |

**Special Education/Program Interventions:**

□ ESL □ Counseling □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Speech/Language □ Tutoring/ Reading Club □ Medical: \_\_\_\_\_\_\_\_\_\_\_\_\_

□ SPED

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**STEP 3 1.2 REFERRAL TO RTI TEAM**

**There are additional Differentiated Strategies that accompany this form. Please download the complete set.**

**Classroom Accommodations (If appropriate)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Check those that apply (max 3 at a time)*** | ***General classroom* Accommodations** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (optional)** |
|  | Small group reading instruction at ability level |  |  |  |
|  | Small group math instruction at ability level |  |  |  |
|  | Preferential seating |  |  |  |
|  | Directions given in short, clear, steps |  |  |  |
|  | Directions repeated frequently |  |  |  |
|  | Verbal/non-verbal prompts, cues |  |  |  |
|  | Directions repeated by student |  |  |  |
|  | Pair up with another student for assistance |  |  |  |
|  | Allow ample response time |  |  |  |
|  | Frequent review |  |  |  |
|  | Visual aids |  |  |  |
|  | Use of manipulatives |  |  |  |
|  | Assignments and/or tests read aloud |  |  |  |
|  | Oral assessments |  |  |  |
|  | Modified/shortened assignments |  |  |  |
|  | Daily/weekly behavior plan |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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**Step 4**

**Permission for Vision/Hearing Screening**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

With your permission, vision/hearing screenings will be completed by school personnel. These screenings must be conducted to rule out any difficulties your child may have as a result of vision or hearing issues.

\_\_\_\_\_\_ I give permission for vision/hearing screening.

\_\_\_\_\_\_ I do not give permission for the vision/hearing screening.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian Date

If you have questions, you may contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at

(901)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**Hearing/Vision Screening**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last First

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School System\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pure Tone Screening**

**1000 Hz 2000Hz 4000Hz**

**(Screening Level) (25 db HL) (25 db HL) (25 db HL)**

**RIGHT EAR: \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**

**LEFT EAR: \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**

**√= Pass X=Fail**

\_\_\_\_\_\_\_\_\_\_ Pass \_\_\_\_\_\_\_\_\_\_\_Could Not Screen

\_\_\_\_\_\_\_\_\_\_ Rescreen \_\_\_\_\_\_\_\_\_\_\_ Absent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Screener’s Signature)

\_\_\_\_\_\_\_\_\_\_\_\_ Further Testing Indicated

\_\_\_\_\_\_ Student has a history of hearing impairment that does not adversely affect skills in the areas of communication, academic, social or vocational competence.

\_\_\_\_\_ Student is certified as hearing-impaired. Refer to Special Education file for documentation.

**Vision**

**Distant Vision: \_\_\_\_ Pass \_\_\_\_\_ Fail Near Vision: \_\_\_\_\_\_ Pass \_\_\_\_\_\_ Fail**

**Right: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Right: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Left \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Left: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\* Documentation of school-wide vision and hearing screenings of K, 2nd, 4th & 6th grade students can be attached if completed within the current school year.

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**STEP 5: 1.2 INITIAL SCHOOL TEAM DATA MANAGEMENT**

**Use this form when students are first identified as Tier 2 or 3 by Aimsweb.**

**Initial School Level RTI2 Support Team – List of Students “At Risk”**

Initial universal screening is administered and data collected by the teacher as soon as possible to identify students “at risk.” All students who fall below the 25th percentile will receive appropriate interventions and will be monitored using progress monitoring. Teams work to determine and schedule appropriate interventions for each student.

School: Date:

Grade/Subject:

Universal Screening: Year:

Cut Score:

Select One (X): Fall Winter Spring

Percent below: 25th percentile 10th percentile:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Teacher** | **Previous Intervention** | **Universal Screening**  **Score** | **Other**  **Data** | **Retained Yes/No** | **Tier II**  **Tier III** |
|  |  |  |  |  |  |  |
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**Signatures of team members attending:**

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**STEP 6: 1.2 INTERVENTION ASSIGNMENTS**

**Next Steps– Assignment of Interventions for Students “At Risk”**

**Use this form when students are first identified as Tier 2 or 3 by Aimsweb.**

Students “at risk” are assigned to a specific intervention to address the area of deficient. Corresponding progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention.

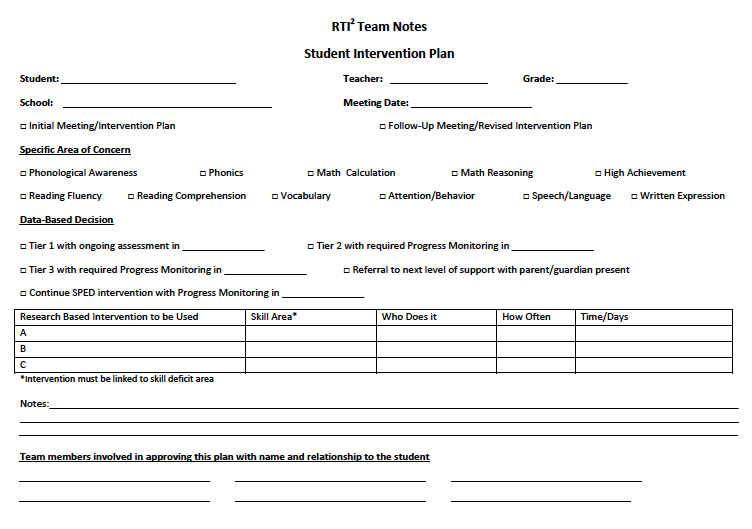
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Tier II**  **Tier III** | **Intervention Program**  **Target** | **Delivered by Name of Interventionist** | **Name of**  **Progress Monitoring Assessment** | **Notes** |
|  |  |  |  |  |  |
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**Signatures of team members attending:**

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**This form is necessary for referrals**

**Step 7: 1.2 Student Intervention Plan and Documentation Log**



The 1.2 Student Intervention Plan template is available at the following link <http://tncore.org/rtitemplates.aspx>

**1.2 Student Intervention Plan**

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Teachers use this form to record intervention lessons.

**STEP 7: 1.2 INTERVENTION DOCUMENTATION**

|  |  |  |
| --- | --- | --- |
| **STUDENT INTERVENTION DOCUMENTATION FORM** | **School Year** |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | |  | | | | **School** | |  | | | **Grade** | |  | |
| **Vision Test Date** |  | | **Results Pass (P) Fail (F)** |  | **Hearing Test Date** | |  | | **Results Pass (P) Fail (F)** |  | | **EOY Test Scale Score** | |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Attendance Codes**  P=Student Present  SA=Student Absent  TA=Teacher Absent  SC=School Closed  ED=Early Dismissal | | | | | **PM Score – Name PM** | **Current Rate of Improvement (ROI)** | **Data Team Decision**  **C=Continue**  **I=Intensify**  **D=Dismiss** | **Parent Report of Progress**  **G=Good**  **S=Some**  **L=Limited**  **I=Insufficient** |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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**Use this form to document student’s progress that have already been identified as Tier 2 or 3.**

**Step 8: Sample On-Going School Level RTI2 Support Team– List of Students “At Risk”**

**There is an electronic form in the resources folder**

On-going progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention. Grade level and/or subject specific teams meet every 4.5-5 weeks to make appropriate adjustments in the delivery of interventions for each student.

School: Date:

Grade/Subject:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PM Goal |  | PM Assessment |  | | PM Assessment | |  | |
| Percent below | | 25th percentile |  | | 10th percentile | |  | |
| Year |  | Select one: X | Fall |  | Winter |  | Spring |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Teacher** | **Intervention** | **Progress Monitoring Assessment** | **Progress Monitoring Assessment** | **Intervention Change Yes/No** | **Tier II**  **Tier III** | **Request Parent Meeting** |
|  |  |  |  |  |  |  |  |
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**Signatures of team members attending:**

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**Department of Exceptional Children**

**Progress Monitoring for Students in Special Education**

\*All students benchmark on grade level.

Results of benchmark determine whether the student will be monitored on grade level or off.

\*If the student scores **Tier 1 or 2**, the student will be monitored **on grade level in their area of identified exceptionality**.

***- Gathering data for students scoring in Tier one can be used to determine if the student continues to be eligible for special education***

\*If the student scores **Tier 3**, the student will be monitored **on their instructional level in their area of identified exceptionality** - **(this will be completed and noted in aims web)** When a student is up for reevaluation, the teacher will complete one probe on grade level in their area of exceptionality **(this will be completed on paper – as the student’s instructional level is noted within the computer)**. The school psychologist will use the student’s benchmark and grade level probe to determine the student’s gap.

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**Bartlett City Schools will follow the RTI2 manual as a** process for monitoring **fidelity**. This process includes a description of who is responsible for **fidelity monitoring** and how often **fidelity** in Tier III intervention will be monitored. Student attendance and documented reasons for absence should be taken during interventions in Tier III.

The **fidelity** of implementation per intervention will be assessed throughout the process; however, the minimum requirement is a combined total of 8 checks:

1. 3 checks in Tier II where 2 must be a direct observation and one indirect.
2. 5 checks in Tier III where 3 must be direct observations and two must indirect.
3. Indirect can be a  review of implementation data (i.e., student attendance, lesson plans, **progress monitoring** results).  Direct should be ongoing **fidelity** documentation of intervention and include:

* Interventions used;
* Evidence of implementation at 80% or greater;
* Student attendance;
* **Progress monitoring** results; and
* Any other anecdotal information that might account for the student’s progress  or a lack thereof.  The direct observations should be unannounced. Tier III **fidelity monitoring** must be focused on individual students to ensure that each student is receiving interventions as prescribed. Interventions must be implemented with **integrity**. If the intervention is not implemented with **integrity** of at least 80% or greater, the **interventionist** should be supported with training until **integrity** reaches 80%.  Examples of personnel who can do **fidelity monitoring**:
* Principals, administrators or other appointed designees;
* Instructional coaches, literacy/numeracy coaches;
* RTI Coordinators, fidelity monitors, or fidelity teams; and
* School psychologists, special education teachers or guidance counselors.

\*The referral process requires a minimum of 5 direct observations in the referred student’s skill deficit area.

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* **RESPONSE TO INTERVENTION SUPPORT PLAN & FIDELITY**

**SUPPORT ROLES: LEAD TEACHER or DESIGNATED ADMINISTRATOR**

**RESPONSE TO INTERVENTION COACH**

**RESPONSE TO INTERVENTION SPECIALISTS**

**Response To Intervention Coach:** To support the full implementation of the Response to Instruction and Intervention process; coach and support teachers to meet students’ needs in regard to instruction and intervention.

Reports to the Base School Principal and follows professional duties and attends professional development as assigned by the school.

**PERFORMANCE RESPONSIBILITIES:**

1. Support classroom teachers’ use of appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention.
2. Monitor and provide feedback for a caseload of students who are identified as needing intervention as directed by the Response to Intervention team.
3. Completes intervention screening and progress monitoring of students as needed.
4. Completes all required records and reports.
5. Assists with ongoing professional development.
6. Observes and evaluates teachers as needed.
7. Uses oral and written communication skills effectively.
8. Performs such other duties as assigned by the principal or the Director of Teaching and Learning or designee.

**Response to Intervention Teacher:** To ensure that students identified with a need for intervention receive proper instruction and progress monitoring leading to academic achievement.

Reports to the Base School Principal and follows professional duties and attends professional development as assigned by the school.

**PERFORMANCE RESPONSIBILITIES:**

1. Assists classroom teachers with appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention.
2. Assumes caseload of students who are identified as needing intervention as directed by the Response to Intervention team.
3. Completes intervention screening and progress monitoring of students as needed.
4. Completes all required records and reports.
5. Assists with in-service presentations as needed.
6. Uses oral and written communication skills effectively.
7. Performs such other duties as assigned by the principal or the Director of Teaching and Learning or designee.

**FIDELITY MONITORING**

**Fidelity** is the accuracy or extent to which Tier III materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the **systematic** monitoring by a responsible instructional leader (e.g. principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. In Tier III, **fidelity monitoring** will focus on the intervention specific to each student and will use reliable and valid measures. 23

**Bartlett RTI2 Support Team Tier I and ll Fidelity Checklist**

School:Year:

Principal:

Person(s) Responsible for Tier I & II Fidelity Monitoring:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Second Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Third Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fourth Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |

\*Attach School Team meeting agendas

Alternate Forms for Intervention Checks are below that can be used to support School Based Decisions:

**TIER II**: Form [3.6 Tier II Direct Observation Rubric](http://www.tncore.org/rtitemplates.aspx)

**TIER III**: Form 4.6 [Tier III Fidelity Checklist](http://www.tncore.org/rtitemplates.aspx)

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**Fidelity Checklist**

**3 checks in Tier II where 2 must be a direct observation and one indirect per nine weeks.**

**5 Checks in Tier III where 3 must be a direct observation Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Observer:Interventionist:

School:Grade:

Start Time:End Time:

Program:Skill(s):

The Intervention is:

|  |  |  |
| --- | --- | --- |
| **Description** | **Yes** | **No** |
| Provided by or supervised by a highly qualified teacher with training in area of intervention |  |  |
| Targeting one specific area of need/deficit/skill |  |  |
| Targeting as a skill that was identified as an area of need by an assessment |  |  |
| Occurring in addition to Tier I instruction |  |  |
| Delivered in a small-group format |  |  |
| Delivered with fidelity |  |  |
| Delivered with evidence based materials |  |  |
| Provided the appropriate amount of time daily |  |  |
| Provided the appropriate amount of time weekly |  |  |
| Progress monitored at least every other week |  |  |

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

25

**Fidelity Monitoring Five-Minute Direct Observation**

**Tier II or Tier III**

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unannounced

Instructor: Date/Time

Observed by:Area of Intervention:

Program/Skill:Number of students in group:

|  |  |
| --- | --- |
| **WHAT TO LOOK FOR** | **NOTES** |
| Active engagement of all students |  |
| Modeling of instructional tasks |  |
| Multiple chance to practice tasks |  |
| Explicit instruction |  |
| Corrective feedback |  |
| Materials organized and readily available |  |
| Engagement of students in independent activities |  |
| Encouragement/direct praise |  |
| Needed intervention provided |  |
| Intervention began and ended on time |  |

|  |  |
| --- | --- |
| Positive #1 |  |
| Positive #2 |  |
| Suggested Changes |  |
| Next Steps |  |

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

26

**Fidelity Checklist**

**5 Checks in Tier III where 3 must be direct observations and two must be a review of implementation per nine weeks.**

Instructor: Date/Time:

Observed by:Area of Intervention:

Lesson Number:Number of students in group:

Start and Stop Time: Total Time of Observation:

High level of implementation=2 Inconsistent level of implementation=1 Low level of implementation=0

|  |  |  |
| --- | --- | --- |
| **AREA** | **Level of Implementation** | **Comments** |
| Materials and Time |  |  |
| Teacher and student materials ready | **2 1 0** |  |
| Teacher organized and familiar with lesson | **2 1 0** |  |
| Instruction/Presentation |  |  |
| Follows steps and wording in lessons | **2 1 0** |  |
| Uses clear signals | **2 1 0** |  |
| Provides students many opportunities to respond | **2 1 0** |  |
| Models skills/strategies appropriately and with ease | **2 1 0** |  |
| Corrects all errors using correct technique | **2 1 0** |  |
| Provides students with adequate think time | **2 1 0** |  |
| Presents individual turns | **2 1 0** |  |
| Moves quickly from one exercise to the next | **2 1 0** |  |
| Maintains good pacing | **2 1 0** |  |
| Ensures students are firm on content prior to moving forward | **2 1 0** |  |

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**School RTI2 Support Team Tier III Fidelity Checklist for indirect observations**

School:Year:**\_\_\_\_\_\_\_\_\_** Principal:

Person(s) Responsible for Tier I Fidelity Monitoring:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |
| 2nd Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Second Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |
| 2nd Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Third Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |
| 2nd Check |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fourth Nine Weeks** | Person checking fidelity | \*School Team Meeting  Date | \*School Team Meeting  Date | Description of Other Fidelity Checks  (Attach documentation) |
| 1st Check |  |  |  |  |
| 2nd Check |  |  |  |  |

\*Attach School Team meeting agendas 28

Parent Contact Log

**Parents should be contacted for any student that regresses or advances in Tiers. A Parent Brochure is posted on the Bartlett City Schools website at** [**http://bartlettschools.weebly.com/**](http://bartlettschools.weebly.com/)

|  |  |  |  |
| --- | --- | --- | --- |
| Type | Date/Time | Parent/Student | Phone/Email |
|  |  |  |  |
|  |  |
| Notes: | | | |
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| Type | Date/Time | Parent/Student | Phone/Email |
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| Notes: | | | |
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| Type | Date/Time | Parent/Student | Phone/Email |
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| Notes: | | | |
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| Type | Date/Time | Parent/Student | Phone/Email |
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| Notes: | | | |
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Additional Parent Forms under section 1.6 for each content area are located on the TN Core RTI website at <http://www.tncore.org/rtitemplates.aspx> 29

**Assigned School Psychologist completes:**

**STEP 9:**

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

Grade: \_\_\_\_\_\_\_\_\_\_ Current Tier: \_\_\_\_\_\_\_\_\_\_

**Gap Analysis Worksheet**

|  |  |
| --- | --- |
| Assessment Used: |  |
| Student’s current performance: |  |
| Student’s current rate of improvement (ROI): |  |
| Current benchmark expectation: |  |
| End of year benchmark expectation: |  |
| Number of weeks left in the school year: |  |

**Step 1: Determine Gap**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Is Gap Significant? |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ / | \_\_\_\_\_\_\_\_\_\_\_\_\_ = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | □ Yes □ No |
| Current benchmark Expectation | Current performance | Current Gap |

If Gap is significant complete Step 2

**Step 2: Gap Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_ | - | \_\_\_\_\_\_\_\_\_\_\_\_\_ | = | \_\_\_\_\_\_\_\_\_\_\_\_ |
| End of year benchmark |  | Current performance |  | Difference |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_ | / | \_\_\_\_\_\_\_\_\_\_\_\_ | = | \_\_\_\_\_\_\_\_\_\_\_\_\_ | Is this reasonable\*? |
| Difference |  | Weeks left in the year |  | Rate of Improvement Needed | □ Yes □ No |
| **OR** | | | | |
| \_\_\_\_\_\_\_\_\_\_\_ | / | \_\_\_\_\_\_\_\_\_\_\_\_\_ | = | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Difference |  | Student’s Current ROI |  | Number of weeks to meet goal |

\*A reasonable ROI is one in which is no more than twice (2x) the ROI of typical peers

**Step 3: Conclusion** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Psychologist Signature** 30

**STEP 10:**

**Referral Decision Tree**

*(To be completed at follow-up RTI2* *Team meeting prior to making a Special Education Referral)*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Review: \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Tier III Intervention(s) have occurred daily for 45 minutes in addition to core instruction  □ Intervention logs attached  □ (5) Fidelity checks completed and attached | □ Yes □ No |
| Implementation integrity has occurred with at least 80% fidelity | □ Yes □ No |
| Student has been present for majority of intervention sessions | □ Yes □ No |
| Tier III intervention(s) adequately addressed the student’s area of need | □ Yes □ No |
| Tier III intervention was appropriate and research-based  Research based interventions are:  □ Explicit  □ Systematic  □ Standardized  □ Peer reviewed  □ Reliable/valid  □ Able to be replicated | □ Yes □ No |
| Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III  □ Progress monitoring graphs attached  □ Parent notification letters attached | □ Yes □ No |
| Gap analysis indicates that student’s progress is not sufficient for making adequate growth with current interventions | □ Yes □ No |
| The following have *preliminarily* been ruled out as the *primary* cause of the student’s lack of response to intervention  □ Visual, motor, or hearing disability  □ Emotional disturbance  □ Cultural factors  □ Environmental or economic factors  □ Limited English proficiency  □ Excessive absenteeism | □ Yes □ No |

\*\* If the Intervention team answered, “Yes” to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered “No” to any of the questions, that area should be addressed prior to referral.

**Team members involved in approving this plan with name and relationship to the student:**

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**Macintosh HD:Users:KristyFord:Desktop:flowchart.pdf**

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**\* All SPED students working toward a HS diploma will participate in benchmark assessments, will be progress monitored thru aims web, and interventions will be altered when needed. Data should be used to create an Instructionally Appropriate Individualized Education Plan.**

**RTI2 Procedures for Students with Specific Learning Disabilities**

**Specific Learning Disability**

When Adding/ Changing an Area of Eligibility for SLD

Re-evaluation

Tier 1

Documentation

\*Rigorous Core Instruction

\*Fidelity Checks (lesson-plans, etc.)

\* Rigorous Core Instruction

\*Intervention Logs

\*Progress Monitoring -data points.10-15

\*Fidelity checks - 5 (3 direct/ 2 indirect)

Additional Assessment Needed?

Tier2 or Tier 3 Documentation (depends on where student benchmarks

\*Progress Monitoring

\*Intervention Logs

\*Fidelity Checks

\*Parent Notification Letters

Yes

No

Comprehensive Evaluation

Continue services for SLD in current area identified

Comprehensive Reevaluation for Continued Eligibility

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**Student Support and Interventions Team Referral For Comprehensive Evaluation**

This referral form is completed by the school-based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral.

**□ Parent Referral □ School/Teacher Referral Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birth Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Age \_\_\_\_\_**

**Race/Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School System \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone (home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Primary Language spoken \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Problem Identification (check all that apply)\***:

□ Phonological Awareness □ Phonics □ Reading Fluency □ Reading Comprehension

□ Vocabulary □ Math Calculation□ Math Problem Solving □ Written Expression

□ Attention/Behavior □ Speech/Language □ High Achievement □ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*For Reading, Math, and Writing Concerns, the following RTI² documentation MUST be included:**

\_\_\_\_\_ Student benchmark data

\_\_\_\_\_ Student Progress monitoring data

\_\_\_\_\_ Student Intervention Plan(s)

\_\_\_\_\_ Fidelity Monitoring form(s)

\_\_\_\_\_ Intervention Log(s)

\_\_\_\_\_ Parent notification letter(s)

\_\_\_\_\_ Gap Analysis

**Cumulative Record Review**:

**Attendance**: Current Year \_\_\_\_\_\_Days present \_\_\_\_\_\_Days absent \_\_\_\_\_\_ Days tardy \_\_\_\_\_\_\_\_

Last year \_\_\_\_\_\_\_\_\_ Days present \_\_\_\_\_\_ Days absent \_\_\_\_\_\_ Days tardy \_\_\_\_\_\_\_\_

Retentions \_\_\_\_\_\_\_\_ List previous schools attended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discipline Record:** Number of discipline reports \_\_\_\_\_\_\_\_\_\_ List Violations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Out of School Suspensions \_\_\_\_\_\_\_ In-School suspensions \_\_\_\_\_\_\_Detentions \_\_\_\_\_\_\_\_\_\_\_\_\_

**Testing Information: TCAP or other** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year: Year: Year:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Results/Percentiles** | **Results/Percentiles** | **Results/Percentiles** |
| Reading/ ELA |  |  |  |
| Math |  |  |  |
| Science |  |  |  |
| Social Studies |  |  |  |

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**Academic Grades:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject Area** | **Year/Semester** | **Year/Semester** | **Year/Semester** | **Year/Semester** |
| Reading |  |  |  |  |
| Math |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Language Arts |  |  |  |  |
| Spelling |  |  |  |  |
| English |  |  |  |  |
| Other: |  |  |  |  |

**Exclusionary Factors**

Please include relevant information as it applies to the following:

**Limited English Proficiency**:

Is there another language other than English spoken by the student? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there another language other than English spoken in the student’s home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have English Learner services been provided? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Visual Impairment**:

Does the student have a history of significant vision problems? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hearing Impairment**:

Does the student have a history of significant hearing problems? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Orthopedic Impairment**:

Does the student have any physical or motor impairments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Behavior Problems:**

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does the student have a current behavior plan or Functional Behavior Assessment (FBA)?\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Environmental/Cultural/Economic Factors:**

Are you aware of any environmental factors that may be impacting this student’s ability to learn?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Motivational Factors:**

Does the student want to succeed in school? □ Yes □ No

Does the student seek assistance from teachers, peers, or others? □ Yes □ No

Does the parent report efforts made at home to complete homework or study

assignments? □ Yes □ No

Is the student making an effort to learn? □ Yes □ No

Are the student’s achievement scores consistent with the student’s grades? □ Yes □ No 35

**Situational Trauma**:

Has the student experienced recent trauma? (i.e. parent divorce, death or illness of family member, etc)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are there other situations that could create stress or emotional upsets? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has there been a significant change in the student’s classroom performance within a short period of time

(6-12 months)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Medical**:

Does the student have any known medical issues that interfere with learning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Describe classroom interaction with peers and teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Additional Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Person completing form**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name/Job Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

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|  |
| --- |
| **For Office Use only**  Date Received:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Received From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date Parents notified \_\_\_\_\_\_\_\_\_\_\_\_\_ Scheduled Meeting date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Parent Input**

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_ Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Father’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child resides primarily with (check one): \_\_\_\_ Mother \_\_\_\_\_Father \_\_\_\_\_Both parents \_\_\_\_\_\_Joint Custody

Please list names of others living in the home.

Name Age Relationship to Child

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Developmental/Medical History**

1. Were any problems reported during pregnancy? (health, illnesses, injuries, medication)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was pregnancy full-term? Yes/No How many weeks? \_\_\_\_\_\_\_ Child’s Birth weight \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any other problems with labor or delivery? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

2. Were developmental milestones met (check one): early \_\_\_\_\_\_\_late \_\_\_\_\_\_\_\_ on time \_\_\_\_\_\_\_\_

Please list ages at which your child first: sat unaided \_\_\_\_\_\_; walked independently \_\_\_\_\_\_; spoke single words \_\_\_\_\_\_; spoke using 2-3 words \_\_\_\_\_\_\_\_; was toilet trained \_\_\_\_\_\_\_\_\_(days) \_\_\_\_\_\_\_\_\_\_\_(nights)

3. List important medical information including serious illnesses, injuries, and hospitalizations such as frequent ear infections, tubes in ears (hearing problems), seizures, allergies, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Please list current medications your child is taking.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Has your child ever had visual problems or worn glasses? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Has your child ever received services for developmental and/or communication delays? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Has your child ever received a psychological or psycho-educational evaluation? If so, when and where? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Have special education services been provided in the past? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Describe any behavior problems noticed at home or reported by teachers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Home/Community**

1. What are your child’s successes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What things are hard for your child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Please list any sports, hobbies, etc \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How does your child get along with adults? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Have there been any recent changes at home that may be impacting your child’s performance at school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please report any other concerns or relevant information on the back of this page.**  37

**General Education Teacher’s Input**

(Indirect Observation)

School System: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_ Age\_\_\_\_\_

Carefully consider the following questions and provide as much information as possible regarding this student’s typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student’s reading skills (e.g., decoding, comprehension, and fluency).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe this student’s math skills (e.g., calculation, numerical concepts, and word problems).

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Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills).

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Describe this student’s behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

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❑Yes ❑No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Person Completing Form Job Title

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Signature of Person Completing Form Date 38

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**Bartlett City Schools**

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

**Permission to Conduct a Functional Behavior Assessment**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

As discussed in our conference/phone contact on \_\_\_\_\_\_\_\_\_, we would like to implement

(date)

behavior interventions in the classroom to help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(name of child)

experience success.

With your permission, school personnel will conduct a functional behavior assessment and develop a behavior intervention plan for your child.

\_\_\_\_\_\_ I **give** permission for the school to conduct a functional behavior assessment and develop behavior intervention plan.

\_\_\_\_\_\_I **do not give** permission for the school to conduct a functional behavior assessment and develop a behavior intervention plan.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian Date

If you have questions, you may contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at

(901)\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 39

Direct Observation

Completed by: (circle one) Teacher Speech Pathologist DEC Representative

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Subject Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Day: \_\_\_\_\_\_\_\_\_

1. Where was the student seated during this lesson? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Small group
* Whole group
* Individual
* Working with peer

2. Describe the lesson/activities of the class during this observation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Describe the student’s performance during the observation session. Include strengths and area of need. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Describe this student’s behavior during this lesson. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Was the student attentive during this lesson? \_\_\_\_\_yes \_\_\_\_no

Describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. Comments/Concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature of Person completing form Title

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Printed name of person completing form 40

**Indirect Observation:**

Completed by: (circle one) Teacher Speech Pathologist DEC Representative

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please check the items that are problematic for the student and give explanation.

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** **Behavior/Socio- Emotional** | | | |
|  | Activity Level:\_\_\_\_Overactive \_\_\_\_Lethargic |  | Ability to stay on task |
|  | Response to correction from teachers/others |  | Attendance |
|  | Attention span |  | Peer Relationships |
|  | Disruptive (Physical-motor/Verbal) |  | Motivation |

|  |  |  |  |
| --- | --- | --- | --- |
| **2. Work Habits** | | | |
|  | Turns in assignments |  | Organizational skills |
|  | Follows directions |  | Neatness |
|  | Completes assignments independently |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Communication** | | | |
|  | Vocabulary Development |  | Listening comprehension |
|  | Oral Expression |  | Speech/Articulation |
|  | Verbal fluency (stuttering) |  | Grammar Usage |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Reading** | | | |
|  | Phonemic Awareness |  | Ability to recall sequence of a passage |
|  | Phonics/Word attack/Decoding |  | Adequacy of sight words; high frequency words |
|  | Fluency |  | Confuses letters with similar appearance  (ex. “b” for “d”, “n” for “h”) |
|  | Vocabulary |  | Ability to read and follow directions |
|  | Comprehension |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Math** | | | |
|  | Understanding of basic number concepts and facts |  | Differentiates between essential and nonessential information in problem solving |
|  | Computation |  | Confuses operational signs |
|  | Uses fingers for computation |  | Difficulty with word problems |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **6. Written Language** | | | |
|  | Handwriting |  | Spelling |
|  | Ability to express thoughts in writing |  | Capitalization/Punctuation/subject-verb agreement |
|  | Copies written text correctly |  | Reverses letters/transposes words |

Explain any additional problem areas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 41

**Behavior Observation**

Completed by: (circle one) Classroom Teacher Speech Pathologist DEC Representative

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

The following are patterns of behavior typically observed with students when there is something interfering with learning. Please check the behaviors observed.

**Academic Performance Observations**

\_\_\_\_\_ Decline in grades \_\_\_\_\_ Uncooperative with teachers/staff

\_\_\_\_\_ Lack of motivation \_\_\_\_\_ Uncooperative with other students

\_\_\_\_\_ Work below abilities \_\_\_\_\_ Aggressive

\_\_\_\_\_ Currently failing \_\_\_\_\_ Depressed affect

\_\_\_\_\_ Adequate performance \_\_\_\_\_ Crying spells

\_\_\_\_\_ Easily frightened

**Attendance** \_\_\_\_\_ Resistant to authority\_\_\_\_\_ Openly defiant

\_\_\_\_\_ Absenteeism \_\_\_\_\_ No or few friends

\_\_\_\_\_ Tardiness \_\_\_\_\_ Isolated from others

\_\_\_\_\_ Pattern of absences (Fridays, Mondays) \_\_\_\_\_ Negative self talk

\_\_\_\_\_ Adequate Attendance \_\_\_\_\_ Upset with less than perfect

performance

**Behavior Observed** \_\_\_\_\_ “wets or soils” clothes

\_\_\_\_\_ Active or restless \_\_\_\_\_ Physical complaints

\_\_\_\_\_ Makes inappropriate noises

\_\_\_\_\_ Unpredictable behavior

\_\_\_\_\_ Overly sensitive to criticism

\_\_\_\_\_ Easily distracted

\_\_\_\_\_ Disturbs other students Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Excessive daydreaming ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Pouts and sulks ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Impulsive and excitable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Excessive demands on teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Satisfactory Conduct

Strengths: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Social Skills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_ Appears unaccepted by peers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ No sense of fair play \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Immature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Denies mistakes or blames others

\_\_\_\_\_ Appropriate social skills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 42

Signature of person completing form Title

**TIER I Worksheets Collaboration between Gen Ed and Sped Teacher**

**How to Use the Tier 1 Worksheets**

The Tier I worksheets are based on the TN Academic Standards and are meant to facilitate the collaboration between the special education and general education teacher to increase access to the general education curriculum. These worksheets may be used as a tool to differentiate instruction and assist in the identification of necessary scaffolds and supports. To view standards in their entirety, please visit: [www.tncore.org](http://www.tncore.org)

For more detailed information on the process of creating Instructionally Appropriate IEPs, please refer to Instructionally Appropriate Individualized Education Plan guidance document.

**Directions**

**Step 1**

Print the Skills Worksheet that matches the projected or current (if mid-year) grade level for the student*.* Complete relevant identifying information; “position” indicates the title of the person completing the skills worksheet.

GRADE and SUBJECT

Tier 1 Common Core Skills Worksheet

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

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Step 2**

Gather and analyze data on the student’s prior performance in each strand of the curriculum.

Review Common Core strand for:

Analyze data on student performance and note all data reviewed to assess performance in this strand:

* TCAP student performance data
* Benchmark assessments
* Student work samples
* Attendance and discipline data
* Curriculum Based Measure (CBM)
* Parent/teacher observations
* Classroom assessments
* Diagnostic reports
* Running Records
* Progress Monitoring Data

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**Step 3**

Taking into account the student’s previous performance, predict the level of instruction that the student will need to successfully master the curriculum in each strand. Use a check mark to indicate which areas are critical to meeting the standard *and* will require specialized instruction and/or supports.

Check the areas that will require specially designed instruction *that* *are critical to meeting the standard.*

**Step 4**

After completing Step 3, consider the data and the student’s present level of performance to decide if goals are needed to address specific skills.

Does the student have a specific skill deficit which will impact their access to the content?

YES: Address areas of need in PLEP NO: Check one or more justifications

* Accommodations available (specify):
* Area of strength in PLOP
* New content
* Other (specify):

**Step 5**

Use the space provided for any additional relevant notes.

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Additional comments regarding the need for specialized/scaffold instruction

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**WEB RESOURCES**

Intervention Centraloffers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning.

<http://www.interventioncentral.org>: Good Source for BEHAVIOR MANAGEMENT, BEHAVIOR CHARTS AND GRAPHING

The IRIS Center offers interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated information about work­ing with students with disabilities in inclusive settings.

<http://iris.peabody.vanderbilt.edu>

In any classroom supporting student achievement, two components would be visible: good teaching and good behavior. The SPDG website focuses on both of those elements through information about good instructional practices in the classroom. In addition, SPDG helps to support teachers to work with families, encouraging teachers to help families support the learning that takes place in the schools.

<http://www.tnspdg.com>

The role of the public education system is to prepare *all* students for success after high school. Response to Instruction and Intervention is designed to empower educators to give every student the opportunity to meet high expectations and the support to reach them.

<http://www.tn.gov/education/instruction/rti2.shtml>

<http://www.tncore.org/rti.aspx>

Behavior Interventions in a Response to Instruction and Intervention (RTI2) Model

<http://schools.nyc.gov/documents/d75/related/counseling/Strategies%20and%20Replacement%20Behaviors.pdf>

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