# TABLE OF CONTENTS

- **Mission Statement** ........................................................................................................... 3
- **Response to Intervention Definition** ................................................................................. 3
- **What are the Major Components of RtI** ............................................................................. 4
- **Implementation of Response to Intervention Plans Overview** .......................................... 5
- **District Non-Negotiables** .................................................................................................... 5
- **Definitions** ......................................................................................................................... 5
- **Campus Support Team (CST)** ............................................................................................ 7
- **How the Three Tier Model Works** ..................................................................................... 8
- **Determining Placement Criteria** ....................................................................................... 11
- **RTI Assessments** ................................................................................................................ 12
- **Gilmer ISD Response to Interventions Process** ................................................................. 14
- **CST Meeting Guide (Tier 2 & 3)** ....................................................................................... 16
MISSION STATEMENT

It is the mission of Gilmer Independent School District to assist all students to achieve at grade level. Gilmer ISD will provide scientifically based instruction and curricula for all students in order for them to compete academically and achieve at grade level.

Tier 1
All students in Tier 1 receive high quality, scientific, research-based instruction in the general education setting. Teachers use high-quality core class instruction aligned with Texas Essential Knowledge and Skills (TEKS) in which 80% or more of the students are successful. This tier is the crucial foundation of the RTI instructional model. Schools will provide intervention to students exhibiting need, and teachers will differentiate instruction in grade level classes for 3-6 weeks. Students will be screened with valid and reliable assessments to determine areas of intervention.

Tier 2
Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Minimum 30 minutes 2-3 times weekly for 8-12 weeks or based on the program being provided. If growth rate is not sufficient, refer to Tier III interventions.

Tier 3
Students who have not responded adequately to Tiers 1 and 2 receive specific custom-designed individual or small group instruction beyond the instruction in Tier 1. Students who are performing significantly below grade level at Tier 3 will receive intense, comprehensive intervention in addition to their grade level curriculum as follows:
Minimum 45 minutes 4-5 times per week or based on program being provided.

RESPONSE TO INTERVENTION

DEFINITION

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and scientific research-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and are provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.
Response to Intervention (RtI) is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the student's response data to important educational decisions. The primary focus of the RtI is designed as an early intervention to prevent long term academic failure.

RtI meets the goals of the No Child Left Behind (NCLB) legislation by helping with early identification of struggling learners and by providing immediate intervention using scientifically research-based instruction and teaching methods in order to improve educational outcomes. RtI is a prevention approach used to intervene early when students show signs of failing to meet grade level standards. RtI generates high-quality instruction/interventions matched to student needs. RtI uses the student’s learning rate over time and level of performance to make educational decisions. RtI can be used to make referral decisions for those students who do not respond to intensive intervention in the general education setting. RtI provides data that can be used in the identification of students with specific learning disabilities as opposed to the pattern of strengths and weaknesses used to determine eligibility for special education services. RtI meets the educational needs of all students by providing direct, focused instruction to address the academic and/or behavioral needs.

WHAT ARE THE MAJOR COMPONENTS OF RTI

Data-Based Decision Making – Critical educational decisions are based on assessment results. Data will be carefully analyzed to determine why academic or behavioral problems exist.

Universal Screening – Universal screenings are assessments administered to all students to determine as early as possible which students are at risk or are not meeting academic benchmarks.

Tiered Model of Delivery – The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing levels of intense interventions to meet the individual needs of students.

Progress Monitoring – Progress monitoring is a scientifically research-based practice that shows data about student growth over time. Progress monitoring will be used to determine the effectiveness of instruction and/or interventions. More information can be found at www.studentprogress.org

Fidelity of Implementation – Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress monitoring procedures are completed.
IMPLEMENTATION OF RESPONSE TO INTERVENTION PLANS

OVERVIEW

The primary focus of the Response to Intervention Process is the identification and consideration of educational opportunities in the general classroom setting which may resolve student’s academic, social, emotional, communication or behavioral problem(s).

Through the implementation of general education classroom intervention strategies and/or specific targeted instruction from campus support services, the student’s Response to Intervention should be considered before a referral for special education assessment is made. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. (TAC 89.1011)

The Response to Intervention Process is a multi-phased three-tiered model based on the dual criteria of significantly low achievement and insufficient Response to Intervention. The model ensures that students with specific needs will receive support in general education in a timely manner.

Support services require collaboration with campus personnel such as Counselors, tutors, Language Therapists, Dyslexia Teachers, and other available campus support.

DISTRICT NON-NEGOTIABLES

The responsibility of the Campus Support Team within each school will be the school’s administrator or his/her designee.

Implement a consistent district wide RtI model during the 2010-2011 school year

Regularly Scheduled Campus Support Team (CST) Committee Meetings

Administer Universal Screenings according to district schedule three times a year.

Provide services to students who have not met STAAR standards 3rd – 11th. The students who did not meet standard on the state assessment will be provided interventions.

Service Tier 2/3 interventions for students assigned to ISS/AEP

Identify needs through data

Student privacy is a highest priority with the CST

Implement interventions with fidelity.

DEFINITIONS

1. Universal screening: the process by which students are assessed in order to measure current levels of achievement and progress and to identify individual student needs in a variety of areas. All students in grades K-6 will be screened with the EZCBM universal screener. Screenings will be scheduled during the following windows:
   - Fall: September
   - Winter: January
   - Spring: May

Assessment data for K-2 will also be collected from previous year TerraNova testing.

Teachers should inform parents of the results of each screening.

Students in grades 7-11 will be assessed with STAAR/STAAR.
2. Progress Monitoring: Frequent measurement of student progress in a brief, repeatable, reliable, and scientific valid way; usually performed at predetermined intervals to allow for timely modification of instructional design to suit the student’s needs.

3. Interventions: Any process that has the effect of increasing learning or modifying student’s behavior. The strategies that have been documented to produce positive results when used with fidelity by highly qualified teachers will be implemented. A plan for intervention identifies strategies/programs to be used, probes to be administered, and a time line to ascertain if a student is making academic progress.

TIER 1
Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in where approximately 80% or more of the students are successful. Students will be serviced in Tier 1 if they score below average on the state assessment the previous year. Teachers will deliver instruction in the classroom and monitor the progress of all students using the results of the benchmark assessments, individual student results on state assessments, curriculum-based assessments and STAAR practice tests, daily assignments and teacher-made assessments. The classroom teacher will monitor the progress of identified Tier 1 students in the general education setting every two weeks to assess if the intervention is working.

TIER 2
Students are identified for small group intervention in addition to the core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Tier 2 addresses the needs of approximately 10-15 % of the students.

The Campus Support Team may move students to Tier 2 if they are not making progress at Tier 1. Teachers will use researched-based interventions, including hands-on manipulates, small group instruction, and computer assisted learning to instruct students.

If students are not showing adequate progress on Tier 2 after 6-8 weeks or the time defined by the program being provided, the Campus Support Team will determine if the student should move to TIER 3 for more intensive instruction.

Reading researched interventions available are: Study Island, Destinations Reading, Leveled Literacy Intervention, Florida Center for Reading Research, New Century Reading, and others.

Mathematics researched based interventions are: Study Island, Destinations Math, New Century Math, and others as an alternative way of presenting instruction and monitoring progress in problem solving.

TIER 3
Tier 3 addresses the needs of approximately 5-10% of the students.

In addition to the regular program, the student is provided intensive targeted instruction with a teacher working in small groups, one-on-one or utilizes computer assisted instruction to provide additional interventions The Campus Support Team will monitor the progress of the performance utilizing weekly probes to determine if the intervention is working for up to 8-12 weeks or the time defined by the program being provided. If the student continues to experience difficulty in the
general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. (TAC 89.1011)

CAMPUS SUPPORT TEAM (CST)

What is the CST and purpose?
Often a multi-disciplinary team of school professionals meet on a regular basis to address teachers’ concerns about struggling students and to help design intervention plans. Such a team may, for example, be called a Campus Support Team (CST), a Student Assistance Team (SAT), an Instructional Support Team (IST), a Child Study Team (CST), or a Literacy Team. Regardless of the title, the purpose of the team is to be an effective problem-solving group that:

- Assesses teachers’ concerns about student academic and/or behavioral difficulties,
- Identifies student strengths, interest and talents,
- Reviews baseline data that has been collected,
- Sets projected outcomes and methods for measuring progress,
- Designs specific intervention plans,
- Reviews and monitors intervention plans,
- Develops a plan to communicate plan/results with students’ parents.

What is the purpose of the CST?
Each campus will have a CST team who implements an RtI approach following the process outlined in the model adopted by the district. The purpose of the team is to make data-driven decisions for students who are experiencing difficulties in academic and/or behavioral domains. The CST will develop interventions to promote improvements in a student’s academic performance and/or classroom behavior and provide the teacher support to implement the interventions. Teachers at Tier-1, Tier 2, and Tier-3 will be provided the support and resources needed to implement the interventions.

Who is on the CST?
Each campus will have a core CST who will meet regularly at a specified date and time. The core team is accountable for most of the process. The Core Team is multi-disciplinary, with representation from administration, counselor, diagnostician, classroom teacher(s), interventionist etc.

What must be in place for the CST to work successfully? (These indicate a solid Tier 1 foundation):
- The district curriculum is followed.
- The district materials are utilized
- The student is assessed frequently
- Instruction occurs according to district/campus expectations
- A classroom management system is in place for adequate learning to occur.

Campus Administrator/RtI Team Leader
Participation by an administrator is key to the CST being effective. The administrator should serve as the CST Coordinator. The coordinator responsibilities are as follows:
Scheduling the meeting time and location
Maintaining communication between team members and principal
Recruiting new members
Maintaining documentation of the referral process and assigning case managers
Scheduling and attending parent meetings when deemed necessary
Ensuring that the CST is tracked and evaluated
Participating in district-wide CST planning committee

**Case Manager**
Each referred student must have a *case manager* assigned. Therefore, most team members will function in this role at some time. The *case manager* is responsible for the following:
- Requesting and retrieving observations sheets from teachers/staff
- Examining existing data, such as grades, attendance, cumulative folder, and discipline folder
- Consulting with nurse and other staff for feedback
- Presenting screening findings to rest of the team
- Participating in parent meeting, if scheduled
- Monitoring process of intervention as indicated in the CST plan
- Documenting grades, attendance, discipline violations, etc., on specific students for a determined period of time
- Scripting and documenting the meetings.

**Counselor**
Complete a functional behavior assessment

**HOW THE THREE-TIER MODEL WORKS**

**TIER-1**

**What is universal screening?**
Universal screening is the process by which students are assessed in order to measure current levels of achievement and progress and to identify individual student needs in a variety of areas. All students, including new students and transfer students, are screened for current levels of performance in academics.

**Who conducts the school-wide screening process?**
It is recommended that a universal screening committee administer the screenings and report the findings to the campus administrator and/or CST Leader. The committee may be composed of an administrator, teachers, school counselor, diagnostician and/or other staff as needed. Otherwise, the classroom teacher is responsible for conducting the universal screenings and reporting the findings to the CST Leader. Careful documentation of universal screening results is important for accurate identification of students’ needs.

If the results of universal screening suggest that an individual student is performing below standards, then universal interventions need to be developed and implemented at Tier-1. Universal interventions are used to prevent students from becoming at risk of failing to meet academic and/or behavioral expectations, thus requiring more targeted and intensive interventions. The principle of universal interventions is proactively teaching and supporting desired academic and social behavior for all students. Confidentiality must be safeguarded, although universal screening records should be accessible to teachers and staff who work with a student.
What does Tier-1 mean?
The majority (80+%) of school-aged students respond successfully to quality core instruction in the general education classroom. A teacher may recognize that a student is either struggling to learn the core curriculum or having difficulty maintaining appropriate behavior in the general education classroom. In addition, universal screenings may identify students in need of intervention.

What is the focus of Tier-1?
All students are provided high-quality core instructional and behavioral supports in the general education setting.
Universal screening of academics: Mathematics and Reading are administered to all students by a team of school personnel and/or the classroom teacher to determine each student’s level of proficiency. EZCBM will be used.
A team approach is used to analyze and screen data to identify any problem areas in curriculum, instruction, environment, or learners.
Using the problem-solving model, the problem is defined in concrete, measurable terms.
Differentiated instruction is used. Student response to the instruction is monitored.
Adjustments in instructional strategies for all students in the classroom are reflected through whole and small group differentiated instruction.
Identified students are provided interventions based on data from ongoing assessments.
Identified students receive interventions usually in small, teacher-led flexible groups. The intervention occurs during the regular school day in the general education classroom with a review of student progress every 3-6 weeks.
The intervention schedule is based on how frequently the teacher needs to meet with and provide direct instruction to each group per week (e.g., group meets daily, group meets 3 times per week) and the number of minutes per meeting time (e.g., 10 minutes, 20 minutes).
Curriculum-Based Measurement is used to closely monitor students’ progress following instruction within 6 weeks.
Campus administrators monitor fidelity and integrity of classroom instruction/interventions. Interventions and progress are documented in the student’s RtI folder.

When is the Tier-1 Initial Meeting initiated?
Universal screening procedures may indicate student need, or a teacher may recognize that a student is either struggling to learn the core curriculum in the general education classroom. There are times that a behavioral or academic concern is recognized that is not identified during the universal screening process; before making a referral to the CST, the teacher should contact the parent to obtain input.

Is there a step-by-step guide for the Tier-1 intervention process?
The classroom teacher collects, organizes, and analyzes data from the universal screenings, then compiles a list of students in need of intervention(s). For students who score below the cut score, the teacher will turn in names to the appropriate administrator.

What critical areas need to be addressed in classroom interventions?
Individuals with Disabilities Improvement Act of 2004 (IDEA) and No Child Left Behind (NCLB) advocate the use of interventions and instruction based on scientifically-based research. Both require effective reading and mathematics that result in improved student performance and fewer students needing special education services. NCLB, influenced by the 2000 National Reading Panel Report, states that scientifically-based reading instruction includes the essential components of reading that have been identified through research:

**Area of Interventions: Reading**
- phonemic awareness
- vocabulary development
- reading comprehension
- phonics instruction
- fluency

**Area of Interventions: Math**
- mathematics calculation
- Mathematics Problem Solving

**TIER-2**

**What does Tier-2 mean?**
Tier-2 is designed to provide secondary interventions through early identification and assistance for a small percentage (5-10%) of students who are performing below standards in academic and/or behavioral domains. Interventions for these students are provided either as targeted individual interventions in one or more areas (such as through an intervention plan designed by the CST or through a specialized school program that includes small group instruction and/or additional time.) Tier-2 interventions are provided in addition to the quality instruction provided in Tier-1. The interventions are designed to prevent or to alleviate challenges a student may be facing.

**What is the focus of Tier-2?**
Tier-2 instruction/interventions are delivered inside the classroom or outside the classroom in a pull-out setting to students who are not achieving state and grade-level standards through core instruction and universal interventions.
Identified students are provided scientifically research-based interventions based on data from ongoing assessments.
Small, flexible, teacher-led instructional groups are formed based on student data and observations.
Students with similar instructional needs are grouped together, limiting the size of the group based on the intensity of instruction needed.
Academic instructional time is increased. How often and how long the teacher meets with each small group varies depending upon student needs.
Campus administrators monitor fidelity and integrity of classroom instruction/interventions.
Students’ progress is monitored more frequently using Curriculum-Based Measurement to determine intervention effectiveness and the students’ responsiveness to the intervention(s).
Instruction is adjusted based on each student’s response to the provided intervention.
Interventions and student progress are documented in the Tier-2 Intervention Plan.
Curriculum-Based Measurement identifies which students continue to need assistance and determines the specific kinds of skills that must be addressed. The collaborative CST analyzes assessment data, determines the progress that has or has not been made, develops individualized interventions, monitors interventions, and identifies students who need further support provided at Tier-3.

TIER-3

What does Tier-3 mean?
Students who are not successful in Tier-2 and show little or no progress are provided more individualized, intensive interventions at Tier-3, targeting the skill deficits for a longer time period than previously provided.

What is the focus of Tier-3?
Individualized instruction is provided in addition to core instruction in the general education classroom.
Multiple interventions and services are delivered by specially trained staff.
Student-teacher ratio is reduced.
The intensity and/or support services are adjusted as students achieve targeted skills. Students continue to move fluidly between and among the tiers.
The instructional time is increased.
Students’ progress is closely monitored weekly using curriculum-based measurements to determine intervention effectiveness and the students’ responsiveness to the intervention(s).
Campus administrators monitor fidelity and integrity of classroom instruction and interventions.

How is it determined if a student should continue with interventions in the tiered-model or be referred to special education?
The ultimate goal is to assist the student in succeeding within the general education setting with the standard curriculum. In spite of a school’s best effort at delivering quality Tier-1 instruction and Tier-2 and Tier-3 interventions, a few students may not demonstrate a significant and positive response to intervention. In this case, those students may remain in Tier-3 for continued support. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. (TAC 89.1011)

RtI ASSESSMENTS

1. Why are assessments critical to RtI?
Assessments are critical to the success of RtI. The assessment process is used to gather information about students. Fidelity and integrity of scientifically research-based instruction and interventions must be monitored regularly. Three purposes are identified for assessments:
(1) universal screening, (2) diagnostics, and (3) progress monitoring. The results of assessments are used to plan classroom instruction/interventions.

Universal Screening – Screenings are assessments administered to all students to determine which students are not progressing in the core curriculum at the expected rate. Universal screenings are
given to all students. Students whose scores fall below designed criteria receive more intensive interventions. Teachers are in search of the answers to these questions: “Is the core instruction working for most students? Can students perform or do they choose not to perform on the assessments? Which students need intervention?”

**Progress Monitoring** – Progress monitoring is a scientifically research-based practice that shows data about student growth over time in the core curriculum. After interventions are provided to identified students, frequent progress monitoring occurs. Data is collected and analyzed to determine the effectiveness of interventions, to make changes as needed, and to support decisions regarding moving students from tier to tier. The implementation of progress monitoring helps to determine whether or not academic and/or behavioral interventions are producing the desired effect. Student data is a critical RtI element in determining the type and amount of instruction/intervention a student needs. The data from progress monitoring provides a picture of the student’s performance and state of growth that is used to make informal instructional and curricular changes so that every student reaches proficiency of targeted skills. Progress monitoring can be implemented with an entire classroom or with individual students.

**Curriculum-Based Measurement (CBM)** is a method of progress monitoring through direct assessment of academic skills and/or behavior. CBM repeatedly assesses specific skills and/or behavior(s) over time and allows for comparison of a student’s ability with class norms. CBM identifies students who show non-mastery of basic skills through the administration of probes in reading and/or math. The data is charted and compared to baseline data to measure the success toward identified goals. CBM is used as a method of progress monitoring because it is brief, easy to administer and score, and a good predictor of student ability.

2. **Why is student progress monitoring important to the RtI process?**

Student progress monitoring offers teachers and RtI team members a manner to make informed instructional decisions based on data and to identify a student’s rate of progress. Progress monitoring involves the administration of short assessments (typically one to five minutes) to monitor student performance on a frequent basis. Immediately, educators can clearly see the progress of a student toward the instructional goal. The data shows how the student responded to instruction and if instructional changes are needed. The use of student progress monitoring helps educators determine whether or not the interventions are producing the desired effect.

Curriculum-based measurement (CBM), one method of progress monitoring, provides an accurate assessment of the success of an intervention. CBM provides the data for guidance in making decisions about interventions, student performance, and instructional needs. The data also indicates if a positive/negative response occurred in RTI and whether a more intensive form of intervention is required.

Progress monitoring is needed at all tiers of intervention. For Tier-1, use CBM data to assess student response to core instruction and identify students who require more intensive intervention. At Tier-2, CBM determines whether sufficient response occurred during supplemental instruction. CBM data help develop individualized, more intensive interventions at Tier-3. Progress monitoring data are also used to determine when a student’s response in an upper tier is sufficient to permit successful re-entry to a lower tier. CBM data is graphed so educators can identify how a student’s performance compares to expectations. Use of progress monitoring data helps teachers become more effective in making timely instructional decisions and in communicating the results of student progress more
clearly. Instructional changes that can occur are an increase in instructional time, a change in the presentation strategy, a change in a teaching technique or program, and/or a change in the grouping format. After implementing one or more changes, teachers follow the CBM data regularly to determine the effect on the student and to decide if another instructional change is needed.

RESPONSE TO INTERVENTION PROCESS

TIER 1 STEPS:

1. **Problem Solving Documentation and Problem Solving**: Principal chairs CST general meeting for teachers with students not meeting standards on state assessment and/or TerraNova prior to the start of school. This same meeting is held after each universal screening is given for teachers with students not meeting cut scores.

2. **Complete Student Support Documentation**: Provide high-quality core instruction and behavioral supports by highly-qualified teachers. Provide whole or small group differentiated instruction. Implement the scientifically research-based interventions and monitor progress regularly using curriculum based measurement. 101+ Interventions need to be documented prior to referral to Tier II. If the interventions are successful, return student to core instruction and continue to monitor progress.

3. **Teacher Screening Information**: After the first six weeks of school, if the 101+ interventions are not proving successful teacher will order the General Health Inventory, complete the teacher screening information form and submit to CST leader, along with copies of the 101+ interventions, so that a case manager can be assigned and the Tier II process started.

TIER 2 STEPS:

1. **Case manager assigned**: The case manager assigned will order the send out the Parent Letter, and collect Parent Report. Once this information in collected, case manager will schedule CST meeting.

2. **CST Meeting**: During the meeting, the custom designed Intervention Plan is developed for use in Tier II.

3. **Instruction**: Provide small group targeted skill instruction that supplements and reinforces high-quality core instruction and behavioral expectations.

4. **Monitoring**: For six weeks, student will be monitored by teacher, case manager, and administrator. Administrator will do at least one observation during the six week period. If intervention plan is working, continue with student. Document interventions and monitor progress in the Intervention Plan.

5. **Documentation of Behavior Issues**: If the issue is behavior, the Functional Behavior Assessment needs to be completed by counselor. A Behavior Plan will be initiated if needed.

TIER 3 STEPS:

1. **Documentation for unsuccessful intervention**: If the interventions are not successful in Tier II, case manager needs to complete the Exclusionary Factors, ESL Target Goals Intense Instruction (for non native speakers), and LEP Checklist (for LEP students).
2. **Prep for Tier III Meeting:** Case manager collects **Student Observation Form** from administrator, schedules CST Tier III meeting, and sends **Parent Letter**.

3. **CST Meeting:** During the meeting, the custom designed **Tier III Intervention Plan** is put in place. Review and revise **Behavior Plan** and or **Functional Behavior Assessment** if necessary.

4. **Instruction:** Provide intense, individualized interventions in addition to core instruction delivered by highly-trained staff. The interventions target skill deficits. Use curriculum based measurement to closely monitor the effectiveness of interventions and the student’s responsiveness to the interventions.

5. **Monitoring:** For eight to twelve weeks, student will be monitored by teacher, case manager, and administrator. Administrator will do at least one observation during the eight to twelve week period. If intervention plan is working, continue with student. Document interventions and monitor progress in the **Intervention Plan**. If the interventions are successful, move the student to Tier 2, or Tier 1 and continue to monitor progress.

6. **Documentation for unsuccessful intervention:** If the interventions are not successful, the CST must refer the student for special education evaluation.
CST MEETING GUIDE (TIERS 2 & 3)

Step 1: Assess Teacher Concerns (5 minutes)
Goals:
1. The case manager and/or administrator reviews information from the teacher screening information.
2. Allow the teacher to discuss major concerns

The team is ready to move on to the next step when members have a good understanding of teacher concerns.

Step 2: Inventory Student Strengths & Talents (5 minutes)
Goals:
1. Discuss and record the student’s strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify known strategies that motivate the student.

The team is ready to move on to the next step when the team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention.

Step 3: Review Tier 1 Data (5 minutes)
Goals:
1. To get a holistic view of student
2. To determine starting point/levels within the academic and/or behavioral areas of target concern.

The team is ready to move on to the next step when the team has reviewed and discussed all the pertinent background and baseline data.

Step 4: Select Targeted Concerns: (5-10 minutes)
Goals:
1. Define the top 1-2 teacher concerns in easily observable, measurable terms.
2. For behavioral concerns, understand the dimensions of the problem (e.g., the frequency, duration, and/or intensity of the challenging behavior)
3. For academic concerns, identify the presence of underlying academic skill deficits, mismatch between student skills and classroom instruction, fluency and accuracy in the area of concern, and work completion.

Step 5: Review Baseline Data and set Goals: (5 minutes)
Goals: For each of the academic or behavioral referral concern:

1. Discuss baseline and set ambitious but realistic goals for improvement that are attainable in 8-12 weeks
2. For each teacher concern, decide on what functions may help to explain why the student displays the target concerns.
3. For each of the academic or behavioral referral concerns:
   Set ambitious but realistic goals for improvement that are attainable in 8-12 weeks

The team is ready to move on to the next step when ambitious but realistic student goals for improvement have been set and the referring teacher agrees that the outcome goals are appropriate.
**Step 6: Design an Intervention Plan (15-20 minutes)**

Goals:
1. Select at least one intervention that addresses each of the selected referral concerns.
2. Spell out the particulars of the intervention as a series of specific steps so that the teacher or other person(s) designated to carry it out can do so efficiently and correctly.

Note any important additional information about the intervention, including:
- When and where the intervention will take place;
- Whether any specialized materials or training are required to implement the intervention;
- The people who are actually going to carry out the intervention.
- Determine methods to monitor accurate implementation of the intervention.
- Review the intervention(s) with the teacher to ensure that the plan is acceptable to them.

The team is ready to move on to the next step when the referring teacher and team members agree that the intervention directly addresses the identified concern(s); is judged by the teacher to acceptable, sensible, and achievable; is realistic, given the resources committed; and a method for tracking the accurate implementation of the intervention has been established.

**Step 7: Method of monitoring progress (5 minutes)**

Goals: 1. Each goal must have a method of monitoring progress

The Team is ready to move on to the next step when each goal has a method of monitoring progress that is quantifiable.

**Step 8: Plan how to share information with the student’s parent(s) (2 minutes)**

Goals: 1. Choose who will contact the parent(s) to share the student’s intervention plan and invite the parent(s) to a future meeting.

The team is ready to move on to the next step when one team member is given responsibility to contact the parent to share information about the student’s intervention plan and future meeting times and dates.

**Step 9: Review the intervention & monitoring plans (5 minutes)**

Goals: 1. Review the main points of the intervention and monitoring plans with the referring teacher and other team members.
2. (Case Manager and/or administrator) Schedule a time within a week of the initial meeting to meet with the referring teacher to review the intervention plan; offer any needed assistance; and ensure that the intervention is being put into place as planned.
3. Schedule a follow-up meeting (usually within 8-12 weeks of the initial meeting.)