

# **LOCKPORT CITY SCHOOL DISTRICT**

## **RESPONSE TO INTERVENTION (RTI)**

**AND**

## **ACADEMIC INTERVENTION SERVICES (AIS)**

## **PLAN**

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# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>3</b>
<b>Overview of Response to Intervention .....</b>	<b>4</b>
<b>Response to Intervention Teams.....</b>	<b>6</b>
<b>Overview of Academic Intervention Services.....</b>	<b>7</b>
<b>Student Based Support Team (SBST).....</b>	<b>25</b>
<b>Related Documents.....</b>	<b>31</b>

## INTRODUCTION

**Response to Intervention (RTI)** is a model used to address student's individual needs by providing individualized interventions and measuring the student's level of performance over time to make important educational decisions.

**Academic Intervention Services (AIS)** is supplemental instruction beyond the general curriculum to help students at risk of not achieving New York State Learning Standards. These services are designed to improve academic performance and may include guidance and counseling services, response to poor attendance, and study skills instruction.

Districts are required by NYS Department of Education to have a plan describing the criteria for identification as well as strategies for implementation of AIS services. By July 1, 2012, school districts must also provide students with researched-based interventions before a student can be classified as learning disabled.

The Lockport City School District is addressing this future requirement by expanding its AIS plan to include the RTI model.

Also described herein is the manner in which the **Student Based Support Team (SBST)** will deliver academic intervention services as part of the RTI model.

# **OVERVIEW OF RESPONSE TO INTERVENTION (RTI)**

## **What is Response to Intervention?**

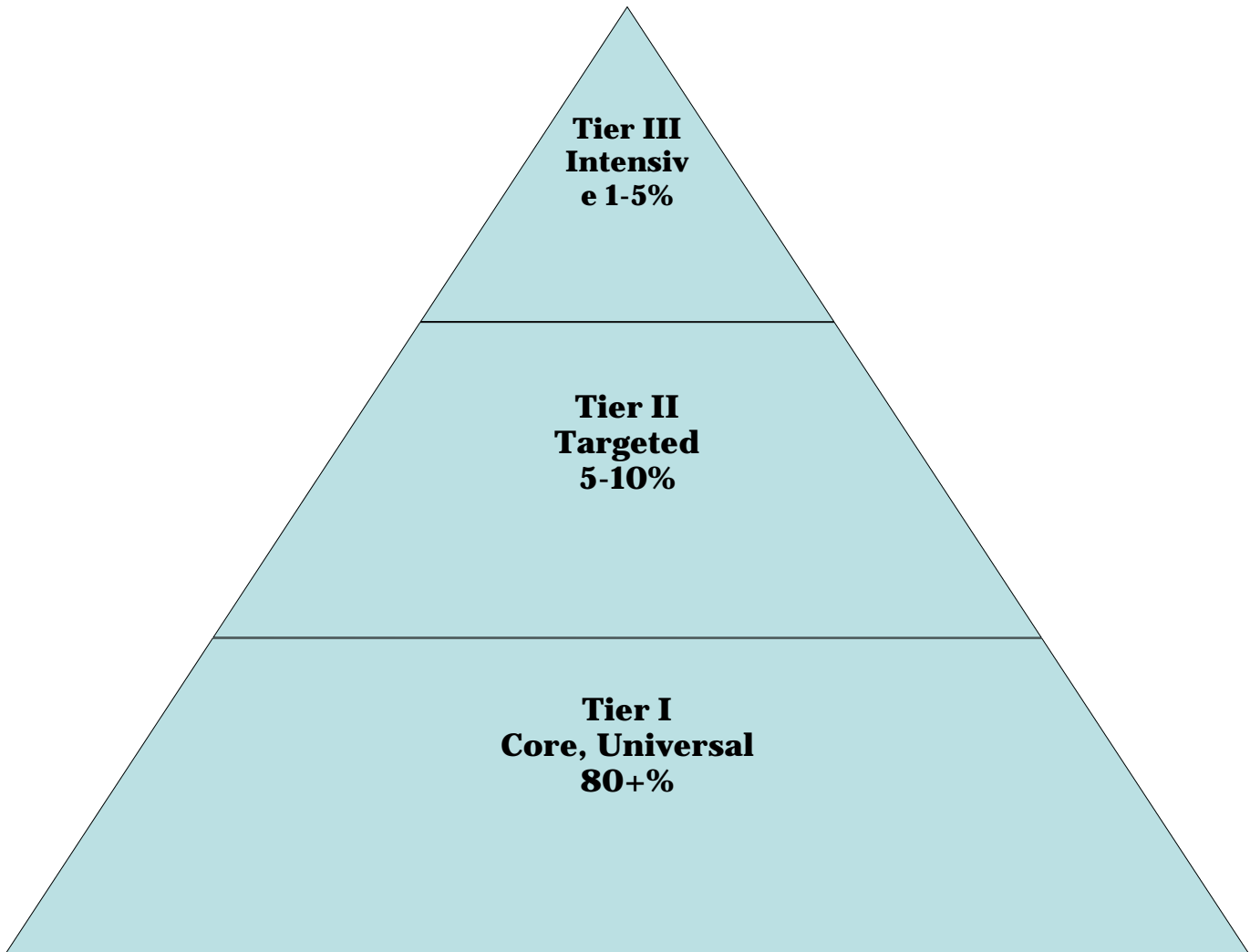
According to the State Education Department (SED), RTI is a “multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction at varying levels of intervention”.

## **Key Features of Response to Intervention**

- RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- RTI is based on a problem-solving model that uses data to inform decision-making.
- RTI interventions are systemically applied and derived from research-based practices.
- RTI is highly dependent on progress monitoring and data collection.
- RTI intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals.
- RTI can replace the I.Q. discrepancy model for determining the presence of a learning disability.

## **The 3 Tier Model**

- **Tier 1** – the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.
- **Tier 2** – if students do not make adequate progress in Tier 1, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks.
- **Tier 3** – for students who do not adequately respond to the targeted interventions in Tier 2. Eligibility for special education services under the Individuals with Disabilities Education Act IDEA 2004 may be considered if progress monitoring indicates unresponsiveness to applied intervention. Intensive, targeted interventions to the skill deficits should be provided for not more than three students per group at the elementary level.



**As a guide, Tier I instruction should be successful with 80-90% of the student population, Tier II represents 5-10%, and Tier III should only represent 1-5%.**

**LOCKPORT CITY SCHOOL DISTRICT**  
**RESPONSE TO INTERVENTION TEAMS**

ELEMENTARY\*

Elementary Level Co-Coordinator: Lisa Epolito and Jennifer Gilson

Miriam Carey	Lynn Hewitt	Lindsay Saraf
Rhana Chapman	Lindsey Hutchison	Tammy Whissel
Dondra Decker	Diane Rankie	Lynn Witt
Roberta Donovan	Tanya Reese	
Shauna Hartrich	Nancy Roberts	

\*This is the district level elementary team. Each elementary building has its own SBST.

MIDDLE SCHOOL\*

Facilitator: Lynn Hewitt

Kelly Brandel	Danielle Nemi	Chris Wolansky
Rita Dembrow	Amanda Schaus	Laurie Zack
Mark Millace	Lynn Simonian	

\*This is the district level middle school team. Each middle school building has its own SBST.

HIGH SCHOOL

Co-Facilitators: Dave Lowrey/Dawn Wylke

Sam Antonio	Melissa Hoock	Cheryl Rimmer
Krista Beiter	Carolyn Houserman	Pat Seidel
Shelly Bochicchio	Kathy Johnson	Joann Streit
Karen Catalano	Michelle Miszewski	Ann Strong
Laurie Dauphinee	Arlene Rawluszki	Kim Sullivan
Jill DiTullio	Ross Richards	Elena Wozniak
Cosey Groff	Cheryl Richardson	Catherine Wray

# **OVERVIEW OF ACADEMIC INTERVENTION SERVICES**

## **What are Academic Intervention Services**

In July of 1999, the New York State Board of Regents adopted regulations to require school districts to provide academic intervention services to assist students in grades K-12 in meeting the state's learning standards.

School districts can use time available for academic intervention services during the regular school day or with extended academic time beyond the regular school day and these services must commence no later than the semester following a determination that a student needs such services.

Students may also receive support services if personal issues interfere with academic success. Risk factors may include:

- >Attendance issues
- >Health issues
- >Behavior issues
- >Family-related issues

## **ELIGIBILITY FOR AIS**

<b>K-3</b>	Eligible for AIS if they score below the district’s assessments in Math or ELA. In grades where no state assessment tests are given, students will be eligible for AIS if they are determined to be at risk of not meeting state standards according to criteria established by the district. If a student transfers into the district from out of state or is absent for any part of a state assessment, district procedures shall be in effect.
<b>Grades 3-8</b>	Eligible for AIS if they score below designated performance level on the state assessments in Math, Science, Social Studies or ELA.
<b>Grades 9-12</b>	Eligible for AIS if they score below a passing grade on any Regents exam required for graduation in Science, English, Math, or Social Studies.
<b>Students with a Disability</b>	AIS must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, i.e. by scoring below the designated performance level on state assessments or through the district-adopted or district-approved procedure.
<b>English Language Learners (ELL)</b>	AIS is available and must be supplementary and “in addition to” and won’t replace the bilingual and freestanding ESL instructional program requirement under CR Part 154 services. AIS will be planned and implemented in coordination with the ELL student’s general education program.

## **ACADEMIC INTERVENTION SERVICES PROGRAM STRATEGIES**

**Academic Intervention Services will be designed and implemented for students who meet the entrance criteria. Programs will focus on first instruction and extended learning opportunities utilizing such strategies as multiple learning styles, hands-on activities, small group instruction, and varied instructional tools. Program modification will be made based on the analysis of data as the student progresses through the program. Programs to be offered along with the entrance/exit criteria are provided on the following pages. The services have been grouped for grades K-5, 6-8, and 9-12. A brief description follows each grouping.**

## **PROGRAM COMPONENT DESCRIPTION for K-12 STUDENTS**

The following additional services/programs listed under available services will be provided for eligible students grades K-12. These services are provided beyond the delivery of first instruction by the classroom teacher. Strategies will be provided to classroom teachers for primary and additional instruction.

- ✓ Learning Center – This learning opportunity provides students with additional instruction in key areas of math and reading during the regular school day.
- ✓ Push-in Programs – The learning center teachers, consultant teachers, and other highly qualified service providers will provide instruction to identified students while working within their classroom. When possible, common planning time will enable the classroom teacher and the learning center teacher to coordinate schedules and maximize instructional time.
- ✓ Individualized/Small Group Instruction – This learning opportunity is teacher directed on an as needed basis based on the entrance criteria. The duration and time commitment is to be determined.
- ✓ Technology as an Instructional Tool – Teachers will continue to modify how instruction is delivered utilizing technology and through utilization of technology support. The use of technology as an instructional tool will enable teachers to deliver instruction/curricula to a diverse student population.
- ✓ English Learning Language Program (ELL) – Support is provided to all ESL students who need additional academic support to meet the standards. Services are provided during the regular school day and after the school day is completed.
- ✓ ELL Parent Training – The Lockport City School District provides ongoing parent training for English Language Learners. This provides the parents with a level of comfort regarding their child's education and supports their child during transition.
- ✓ Family Support Center Services – (PreK-12) A federally and interagency-funded program provides a social worker to families in need of support and to homeless families and students.
- ✓ Summer School – Summer school is provided beyond the school year to students in need of support of AIS at the elementary and middle school levels and to all high school students who have failed a core academic or regents course.
- ✓ Parent, Teacher, Counselor, Psychologist Involvement – This opportunity provides access and communications for all parties for the student. All pertinent information will be shared and strategies will be agreed upon. Monitoring of the student is taken to a higher level.

## GRADES K-5

### UNIVERSAL SCREENING

**K-screening tool  
Literacy Portfolio  
Report Card  
Dynamic Indicators  
of Basic Early Literacy  
Skills (DIBELS)  
Student Based Support  
Team (SBST) Referral  
Breakthrough to Literacy  
State Assessments (Gr. 3-5)**

### ENTRANCE CRITERIA

**Below developmental level  
Below district standards  
Below district standards  
Strategic/Intensive  
Intervention Indicator  
  
Problematic concerns  
  
Below developmental level  
Level 1 or 2**

### EXIT CRITERIA

**At appropriate level  
Meets district standards  
Meets district standards  
At benchmark  
  
Concerns solved  
  
At appropriate level  
Level 3 or 4**

### SERVICES AVAILABLE

#### Elementary Specific Academic Intervention Series/Programs

- ✓ Class Size Reduction – Grades K-3 class sizes are being reduced through the use of federal and state funding. This will provide students with instructional programs that are focused on individualized/small group instruction.
- ✓ Pre-Kindergarten Programs – Lockport Early Childhood programs provide learning opportunities for preschoolers, both disabled and non-disabled in a developmentally appropriate environment.
- ✓ Breakthrough to Literacy – Through this scientifically-based research program, students have been able to hear hundreds of stories, listening on an average of 40+ hours since the beginning of the year. Most of the students recognize most of the alphabet (upper and lower case). Students average one hour per week with selecting stories, making recordings, exploring words, developing phonemic awareness skills, and recognizing letter-sound associations. Teachers have access to ongoing data and assessment of each of their students.

The classroom is provided with an abundance of big books and student books, appropriate to the emergent reader. All children are provided personal “take me home” story books that they can read to their parents. Regular communication between home and school provides information to parents regarding student progress. All students are provided a wide range of literacy strategies, such as read alouds, shared reading, individual reading, phonemic awareness activities, concepts of print, and daily speaking and writing experiences. Students are

demonstrating an increased interest in books and readily want to share their newly acquired skills. The students see themselves as readers and writers!

- ✓ **Kindergarten Registration** – The Lockport City School District conducts kindergarten registration in coordination with the health department. Inoculations and other screenings are coordinated with kindergarten registration. This program reduces fragmentation of services and helps to ensure students are prepared for school.
- ✓ **Early Literacy Programs** – Balanced early literacy programs for all students will continue to be implemented at the elementary level to ensure students have a solid foundation to be successful in their secondary educational experience. Major program components will include, but will not be limited to, phonemic awareness, rich literature, listening, writing and speaking skills, curriculum alignment, standards, assessment and assessment reporting and staff development. (For example, Lexia, Breakthrough to Literacy, and My Sidewalks)
- ✓ **Parents as Teachers (PAT)** – The Parents as Teachers program will provide children ages birth – five with developmentally appropriate activities to prepare them for school. Home visits and site-based activities are integrated to provide comprehensive child development programs for the Lockport community.
- ✓ **Tutorial Before/After School Programs** – Before/After school programs will be offered at each elementary school and will focus on ensuring that all students can read by the end of second grade, as well as, assisting students who will be taking the English Language Arts and math performance assessments. The assessment instruction will be designed to meet the standards, thus supporting those students who require additional or modified instruction in order to achieve success.
- ✓ **Summer School** – At-risk students will be targeted for an age-appropriate summer school program. This will focus on preparing students for success in ELA and/or Math.

# RTI Elementary School Criteria

## **Universal Screening:**

- Kindergarten screening ~ Phelps Kindergarten Readiness Scale\*
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) ~ Grades K-3\*
- Literacy Profile ~ specific to grade level
- Math Placement Test ~ Grade K-5 (Math Textbook Series)\*
- Reading Placement Test ~ Grade 3-5 (Reading Textbook Series)\*
- Writing Prompts
- Running Records
- Breakthrough To Literacy Profile

*\*Recommended for District-wide universal screening ~ Grades K-5*

## **Tier I Interventions: (Green Form)\***

### **CRITERIA:**

- Bottom 30% performing low on universal screenings should begin Tier I Interventions
- Students who score a “2” on state assessment

### ***Interventions to be put into Practice:***

**-Classroom interventions implemented by the classroom teacher (Guided Reading Groups)**

-Continuous progress monitoring

-Research based strategy interventions (*The Learning Center is happy to assist you with this.*)

-High quality instruction with ONGOING ASSESSMENT

- Review Attendance Records
- Parent Contact/ Agendas / Daily Logs
- Success Plan
- Medical Information Review (*Including current vision and hearing screens*)
- Referral to Family Support Services and/or other outside agencies
- Behavioral Modification Plans (for individual student ~ classroom or whole school)
- Behavior Intervention Plan (BIP)
- Informal Consultations with service providers- *Examples:* Psychologist, Learning Center, OT, Principal, Speech, SBST, etc.
- Review Discipline Records

## **Tier II Interventions: (Pink Form)\***

### **CRITERIA:**

- Not responding to Tier I interventions which have been delivered for 30 instructional days
- Students who score a “1” on state assessment

### ***Interventions to be put into Practice:***

**-Learning Center Reading Specialist** “join in” classroom environment working directly with Tier II students in small group/s, Writer’s Workshop, etc., or as “pull out”

(in groups of 4-5)

-Continuous progress monitoring

-Research based strategy interventions

-Educational Related Support Services (ERSS) Speech, Counseling, English Language Learner (ELL)

- Academic Intervention Services (AIS) (provided outside of the regular classroom before or after the school day)
- School Based Support Team (SBST) meeting and consultation with a written plan developed to be put into place
- Outside agency services (Ex: counseling)
- Focused assessment in determined targeted areas (May need parent/guardian consent) to determine more precise interventions (By psychologist, ST, PT, OT, reading specialist, etc.)

**Tier III Interventions: (Pink Form)\***

**CRITERIA:**

- Not responding to Tier II interventions implemented / assessed for 30 instructional days  
***Interventions to be put into Practice:***  
**-3:1, 2:1 and/or 1:1 Reading/Language Arts (or Math-Expository Text Reading)**  
 instruction within the Learning Center environment using Research Based Strategy  
 Instruction towards meeting specific diagnostic needs  
 -More **complete evaluations** may be **requested** if student is not responding to the interventions after an additional 30 days of instruction (*These assessments are those done by a psychologist, OT, PT, SP, etc. and will require parental/guardian consent*)

*\* Lockport City School District is in the process of converting to RTIm Direct for documentation purposes*

## GRADES 6-8

<u>UNIVERSAL SCREENING</u>	<u>ENTRANCE CRITERIA</u>	<u>EXIT CRITERIA</u>
State Assessments (Gr. 5-7)	Level 1 or 2	Level 3 or 4
GRADE	Below grade level	At grade level
Aimsweb		
Classroom Assessments	0-64	65 or above
(Academic and/or Behavioral)		
Attendance	Below 90%	Above 90%

### SERVICES AVAILABLE

#### Middle School Specific Academic Intervention Services/Programs

- ✓ Activity Period Remediation Assignment – This learning opportunity provides assigned remediation until the exit criteria is met. Content skills and study skills are stressed. This class will meet during ninth period every other day starting in September until success is achieved.
- ✓ Middle School After School Tutorials – These extended learning opportunities will be utilized to ensure success for 8<sup>th</sup> grade students taking the English Language Arts and math assessments. Instruction will be provided four (4) days per week.
- ✓ YWCA Advantage After School Program – Learning opportunities focus on the improvement of academic competencies of middle school youth, such as helping with homework.
- ✓ (Monday through Thursday) – from 2:45 p.m. to 4:00 p.m. Instruction will be delivered in small groups and will focus on content and study skills needed as a result of current data analysis. Each subject will be offered weekly to allow students to participate in multiple subjects and provide consistency to the program.
- ✓ Homework Help – Homework Help will also be supported through this program as part of the after school or Saturday program. This will allow students to improve grades and classroom performance in a particular subject.
- ✓ Summer School - At-risk students will be targeted for an age-appropriate summer school program. This will focus on preparing students for success in ELA and/or math.
- ✓ Study Hall Intervention – Study hall intervention provides learning opportunities which target specific areas of concern during normal study hall time.
- ✓ Lunch Time Tutorials – This opportunity is provided with the arrangement of the teacher with a particular student for twenty minutes at a time after or before lunch time for short periods of duration.

- ✓ Summer Reading Program – All middle school students will be expected to read suggested books over the summer in order to provide continuous reading opportunities.
- ✓ Assessment Prep Classes – This opportunity allows a student extra preparation for all subjects. Instructional review will be provided one month before the final exam on an after school basis three times a week for a month. Reviewing for the assessment is the primary focus.
- ✓ Saturday Sessions - A teacher supervised week by week referral program for struggling students.

# RTI Middle School Criteria

## Universal Screening:

- **State Assessments**
- **GRADE ~ Grade 6**
- **Aimsweb**
- **Classroom Assessments**

## Tier I Interventions:

### **CRITERIA:**

- Bottom 30% performing low on universal screenings
- Students failing 2 or more subjects or 1 subject for 2 consecutive grading periods
- Students with significant behavioral concerns or 3 or more days of suspension (in school and out of school combined)

### ***Interventions to be put into Practice***

-**Classroom interventions** implemented **by the classroom teacher**

-Research based strategy interventions

-High quality instruction with ONGOING ASSESSMENT

- Review of Records (academic, discipline, attendance, medical)
- Parent Contact/ Agendas / Daily Logs
- Success Plan
- Behavioral Modification Strategies (for individual student ~ classroom or whole school)
- Informal Consultations with service providers- *Examples:* Psychologist, Consultant Teacher, OT, Principal, Speech, SBST, etc.

## Tier II Interventions:

### **CRITERIA:**

- Bottom 20% performing low on universal screenings
- Not responding to Tier I interventions which have been delivered for a minimum of 30 instructional days
- Students who score a “2” or lower on state assessment
- Students with significant behavioral concerns or 6 or more days of suspension (in school and out of school combined)

### ***Interventions to be put into Practice:***

- *Fundamental ELA, Fundamental Math, Math Lab, Reading Lab, AIS* (provided outside of the regular classroom before or after the school day)

-Continuous progress monitoring

-Research based strategy interventions

-Behavioral Intervention Plan

## Tier III Interventions:

### **CRITERIA:**

- Not responding to Tier II interventions implemented / assessed for 30 instructional days
- Students with significant behavioral concerns or 9 or more days of suspension (in school and out of school combined)

***Interventions to be put into practice:***

- Student Based Support Team meeting and consultation with a written plan developed to be put into place
- Educationally Related Support Services Speech, Counseling, ELL
- Functional Behavioral Assessment/Behavior Intervention Plan
- Outside agency services (Ex: counseling)
- Focused assessment in determined targeted areas (May need parent/guardian consent) to determine more precise interventions (By psychologist, ST, PT, OT, reading specialist, etc.)
- ✓ Eligibility for special education services under the Individuals with Disabilities Education Act (IDEA 2004) may be considered if progress monitoring indicates unresponsiveness to applied intervention.

## **GRADES 9-12**

### **NYS REGENTS EXAM**

### **ENTRANCE CRITERIA**

### **EXIT CRITERIA**

<b>Science</b>	<b>0-64</b>	<b>65 or above</b>
<b>Social Studies</b>	<b>0-64</b>	<b>65 or above</b>
<b>Math</b>	<b>0-64</b>	<b>65 or above</b>
<b>ELA</b>	<b>0-64</b>	<b>65 or above</b>
<b>Foreign Language</b>	<b>0-64</b>	<b>65 or above</b>
<b>State Assessments (Gr. 8)</b>	<b>Level 1 or 2</b>	<b>Level 3 or 4</b>

### **SERVICES AVAILABLE**

#### **High School Specific Academic Intervention Services/Programs**

- ✓ **Core Math and ELA Lab Assignment** – This learning opportunity provides remedial instruction to those students scoring under 70 during first semester and continuing until the student achieves above 70 in their report card grade in the courses outlined above. Instructional remediation shall be conducted in small groups on a daily basis until the exit criteria are met.
- ✓ **Remediation Class Assignment for AIS Alternative Days/Year Long (1100 courses)** – This learning opportunity will provide additional instruction every other day all year long to those students failing the assessments as defined by the entrance criteria the previous year. Instruction shall be delivered in small groups and focus on content and study skills needed as a result of current data analysis.
- ✓ **Summer School** – An intensive summer school program will be implemented and will provide an immersion into skills needed for the assessments by providing instruction in a modified and varied manner. This will provide expanded opportunities in both time and methodology.
- ✓ **After School and Evening Tutorial** – These classes will be held after school from 2:25 p.m. to 3:10 p.m. (Monday and Thursday) and during the evenings from 6:00 p.m. to 8:00 p.m. (Tuesday and Thursday). Class size will be limited. Classes will be offered in math, science, social studies, foreign language and English. A teacher provides small group instruction. The purpose of this class will be to improve the student's class grade and to prepare them for success on the Regents exam.
- ✓ **Exam Prep Classes** – This opportunity allows a student extra preparation for all subjects. Instructional review will be provided one month before the final exam

on an after school basis three times a week for a month. Reviewing for the exam is the primary focus.

- ✓ Cram Classes – These sessions will be scheduled for 4:00 p.m. to 7:00 p.m. on days immediately prior to a Regents exam. They will be intense final review for the Regents exam.
- ✓ Regents Review Classes – Preparation for the Regents exam will be the purpose of these classes. Instructional classes will be held during evenings and class size will be limited.
- ✓ Study Hall Intervention – Learning opportunities which target specific areas of concern during normal study hall time will be provided to eligible students.
- ✓ Lunch Time Tutorials – This opportunity is provided with the arrangement of the teacher with a particular student for twenty minutes at a time after or before lunch time for short periods of duration.
- ✓ Alternative GED Program – This program will provide support for students who have failed more than 50% of their classes and are eligible to drop out of school. It is designed to provide educational and career training to the participants.
- ✓ Advanced Placement Review Classes – Review classes will be provided for advanced placement classes. Instruction will be provided in all content areas.
- ✓ Summer Reading Program – All high school students will be expected to read suggested books over the summer in order to provide continuous reading opportunities.

# RTI HIGH SCHOOL CRITERIA

## Universal Screening:

- **Five Week Reports**
- **Report Cards (quarterly)**
- **Regents Examinations**
- **Attendance Rates**
- **Suspension Rates**
- **8<sup>th</sup> grade RTI “Watch List”** (Watch List is made up of students who had intervention plans in 8<sup>th</sup> grade)
- **8<sup>th</sup> grade Report Cards**

## Tier I Interventions:

### **CRITERIA:**

- Students not meeting expectations in universal screening
- Students failing 3 (three) or more subjects
- Students with significant behavioral concerns or 5 (five) or more days of suspension (in school and out of school combined)
- Poor attendance

### ***Interventions to be put into Practice***

- Classroom interventions** implemented
- Research based strategy interventions
- High quality instruction with ongoing assessment
  - Review of Records (academic, discipline, attendance, medical)
  - Parent Contact/ Agendas / Daily Logs
  - Behavior/Success Plan
  - Informal Consultations with service providers- *Examples:* Psychologist, Consultant Teacher, OT, Principal, Speech, SBST, Caseworker, etc.
  - Peer mediation, peer assistance

## Tier II Interventions:

### **CRITERIA:**

- Not responding to Tier I interventions which have been delivered for a minimum of 30 instructional days
- Students who fail 3 (three) or more classes
- Students with significant behavioral concerns or 8 or more days of suspension (in school and out of school combined)

### ***Interventions to be put into Practice:***

- *Math Lab*, AIS (provided outside of the regular classroom before or after the school day)
- Continuous progress monitoring
- Research based strategy interventions
- Outside resources/community services
- Behavioral Intervention Plan

**Tier III Interventions:**

**CRITERIA:**

- Not responding to Tier II interventions implemented
- Students with significant behavioral concerns or 10 or more days of suspension (in school and out of school combined)

***Interventions to be put into Practice:***

- Functional Behavioral Assessment/Behavior Intervention Plan
- Outside agency services (Ex: counseling)
- 504 Review
- Lockport Opportunities Project
- Psychologist/Sustained counseling





# **STUDENT BASED SUPPORT TEAM (SBST)**

## **Definition of SBST**

**A multidisciplinary collaborative, problem-solving team of educators that assist teachers with students at risk of not meeting the NYS Learning Standards. Implementation of the SBST approach is a systemic way to ensure that at-risk students (academically and/or behaviorally) receive timely and effective support to improve student achievement.**

## **Members of SBST**

### **Core:**

- **Building Administrator**
- **Referring Teacher/Team**
- **School Psychologist**
- **Parent**

### **As Needed:**

- **Special Education Teacher**
- **Nurse**
- **Student**
- **Related Services Personnel**
- **Others as Identified**

## **Function of the Team**

**Student Based Support Teams will meet periodically to monitor student progress. Parent communication is a critical component of Response to Intervention. The SBST will consider the effectiveness of:**

- **Scientific Based Research practices**
- **Team prevention/intervention and Response to Intervention (RTI)**
- **Monitoring student performance in reach the standards**
- **School culture changes to provide a needs satisfying environment for learning**
- **Whole school responsibility**

**Roles and functions of the Student Based Support Teams will be to support academic gains for success on the New York State Learning Standards and Regents exams. Specific responsibilities include:**

- 1. Coordinate and monitor school-wide programs which promote a quality school culture (i.e. PBIS)**
- 2. Coordinate and monitor early intervention programs**

- 3. Coordinate and monitor success plans**
- 4. Coordinate and monitor programs for transitioning new students**
- 5. Monitor progress and parent notification for AIS and 504 students**
- 6. Assist teachers with classroom modifications, adaptations and strategies that support student needs**
- 7. Assist teachers with assessment and data collection**
- 8. Recommend and follow-up on CSE/agency referrals**

**This holistic and collaborative approach will provide a comprehensive plan that is aligned with the specific academic intervention needs. It is the belief of the Lockport City School District that this approach will reduce fragmentation of service delivery and increase academic success for all students.**

### **Notification to Parents**

**Each classroom teacher or instructional team under the supervision of the building administrator will be responsible for parental notification indicating the need for AIS. This notification shall be made in writing periodically to parents and will include the nature and the intensity of the service provided, by whom, and the reasons for discontinuation or continuation of Academic Intervention Services. Parents will also be informed of their child's progress through a quarterly progress report, and consultations with teachers and counselors. When AIS is discontinued the parent shall also be notified in writing stating the reasons for ending services and the current level of performance.**

# **STEPS TO SBST REFERRAL PROCESS**

## **Step 1**

- a) Identify problem/concern**
- b) Collect data to support problem/concern**
- c) Select an intervention to address problem**
- d) Implement intervention for 6-8 weeks**
- e) Collect data on intervention**
- f) Repeat Step 1-c,d,e, if necessary**

## **Step 2**

- a) Complete referral form if step 1 is unsuccessful**
- b) Submit referral form to principal (elementary)/school psychologist (secondary)**

## **Step 3**

- a) Schedule initial SBST meeting**
- b) Invite all necessary participants, including parents**
- c) Disseminate necessary information**

## **Step 4**

- a) Conduct SBST meeting using the following agenda**
  - 1. introduction of members and purpose of meeting**
  - 2. state strengths and concerns relating to student**
  - 3. review assessment information**
  - 4. select target concerns**
  - 5. identify goals for change**
  - 6. design an action plan for student success**
  - 7. establish data collection procedures**
  - 8. review the details of the intervention and monitoring plan**
  - 9. summarize meeting**
- b) Implement intervention for 4-8 weeks**
- c) Collect data on intervention**

## **Step 5**

- a) Schedule follow-up meeting**







# **RELATED DOCUMENTS**

▪ Reading and Writing Progress Report.....	32
▪ Parent Notification Letter.....	33
▪ Initial Meeting Template.....	34
▪ Follow-Up Meeting Template.....	36
▪ Tier I Documentation Template.....	38
▪ Suggested Strategies.....	40 to 49
▪ Tier II and III Documentation Template.....	50
▪ Guidance for Maintaining AIS/RTI Folders.....	52
▪ RTI School Readiness Survey.....	55
▪ RTI Resources.....	59

*George M. Southard Elementary School~Lockport City School District*  
**Reading and Writing Progress Report**  
**Response To Intervention ~ Learning Center Services**

Dear Parent/Guardian:

Your child has been receiving services in the Learning Center this year through small group instruction, individual instruction, and/or classroom assistance. The Learning Center works closely with your child's regular classroom teacher. We share common goals and lessons in "Teaching Partner" relationship. Together we have been working to assist your child in improving the literacy skills below.

Student: 2009-2010 ~ Quarter 1   2   3   4  
 L.C. Instructor: Grade/Teacher:

**The Intervention Program Used in Instruction:**

*My Sidewalks (Kindergarten)   My Sidewalks A (First)   My Sidewalks B (Second)   My Sidewalks C (Third)*  
*Collection for Readers- Grade 3   Collection for Readers- Grade 4   Collection for Readers- Grade 5*  
*Sound Solutions (K-3)   Other \_\_\_\_\_*

Below is a reflection of your child's response to small group direct instruction \_\_\_ times a week at \_\_\_ minutes each visit. The achievement grades which the student has earned in working towards the development of reading and writing elements is shown using the key below.

O= Outstanding      S= Satisfactory      N= Needs Improvement      NA= Not Applicable

**The Five Essential Components of Reading** **Quarter:   1   2   3   4**

1. **Phonemic Awareness:** (The knowledge and handling of sounds in spoken words.)
2. **Phonics:** (The relationship between written and spoken letters and sounds.)
3. **Oral Reading Fluency:** (Reading with accuracy, appropriate rate, expression, and phrasing.)
4. **Vocabulary Development:** (The knowledge of words, their definitions, and context.)
5. **Reading Comprehension:** (Understanding the meaning of text read independently by the student.)


**Elements of Writing** **Quarter:   1   2   3   4**

1. **Word Building:** (Uses phonics and spelling patterns to "encode"/write unfamiliar words.)
2. **Simple Sentence Structure:** (Writes sentences with subjects and verbs correctly.)
3. **Punctuation:** (Completes sentences with the correct punctuation.)
4. **Clear message:** (Writing provides the reader with an understandable message.)


**Behaviors**

Attention to Task: / / /   Cooperation: / / /   Effort: / / /

Comments:

**Lockport City School District**

**Your School Name**  
**Address**  
Lockport, NY 14094

**Phone Numbers**  
(716) \_\_\_\_\_  
(716) \_\_\_\_\_

**NOTICE OF School Based Support Team MEETING**

**Initial**       **Review**       **Declass**       **504**

**Date:** \_\_\_\_\_  
**RE:** \_\_\_\_\_  
**DOB:** \_\_\_\_\_

Dear

You have been invited to the School Based Support Team meeting (SBST) to discuss concerns regarding your child's progress in school. The SBST is comprised of your child's teacher(s), school counselor, building administrator, school psychologist, and other specialists who have an educational interest in your child's success. The goal of the SBST is to provide support to students who are struggling academically and/or behaviorally. We hope you will be able to attend the meeting as a member of the committee. We believe that parents are a critically important source of information and support. We look forward to seeing you.

<b>Meeting Date:</b>
<b>Meeting Time:</b>
<b>Location:</b>

If checked, the following SBST/Response to Intervention committee members will be requested to attend:

- \_\_\_\_\_ ~ **Administrator**
- \_\_\_\_\_ ~ **School Psychologist**
- \_\_\_\_\_ ~ **Reading Specialist**
- \_\_\_\_\_ ~ **Classroom Teacher/s**
- \_\_\_\_\_ ~ **Related Service Providers**

*Please call to inform if you will be present at the meeting at (716) \_\_\_\_\_ or (716) \_\_\_\_\_*

If you have any questions regarding this process feel free to contact any of the SBST members at the number(s) listed above.

Sincerely,

\_\_\_\_\_  
Title

# School Based Support Team

## **Initial Meeting**

**Your School Name**

**Address**

Lockport, NY 14094

Teacher \_\_\_\_\_

Student \_\_\_\_\_

**Phone Numbers**

(716) \_\_\_\_\_

(716) \_\_\_\_\_

Date \_\_\_\_\_

### **1. REVIEWING THE CLASSROOM TEACHER'S CONCERNS**

The case liaison/ and/or recorder reviews the information from the Data Gathering Meeting with the team. The observations of the child are shared with the team.

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### **2. PARENT COMMENTS AND/OR CONCERNS**

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### **3. SELECT TARGET CONCERNS**

Identify the top 2 concerns that most interfere with the student's functioning in the classroom, in observable terms. Establish observable, measurable and realistic goals for change.

Ex.: On the baseline testing, the student read 63% of the 100 words on the 2nd grade list. By the end of 5 weeks, the student will correctly read 100% of the 100 words of the second grade word list.

Ex.: At the baseline observation, the student displayed yelling out 16 times during a ten minute period. By the next meeting, the student will decrease the behavior to no more than 5 times in a 10 minute observation.

#### **ACADEMIC**

**Goal #1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goal #2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **BEHAVIORAL**

**Goal #1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goal #2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. DESIGN AN INTERVENTION PLAN**

<b>Intervention</b>	<b>Where Done</b>	<b>By Whom</b>
<b>#1:</b> _____ _____	_____	_____
<b>#2:</b> _____ _____	_____	_____
<b>#3:</b> _____ _____	_____	_____
<b>#4:</b> _____ _____	_____	_____
<b>#5:</b> _____ _____	_____	_____
<b>#6:</b> _____ _____	_____	_____

**5. SELECT FOLLOW UP OBSERVATION TIMES IF APPLICABLE**

Decide if, when and who will be doing any classroom observations.  
What will they be looking for?

**Observation #1:** \_\_\_\_\_  
**Observation #2:** \_\_\_\_\_

**6. WHEN WILL THE CLASSROOM TEACHER SHARE THE PLAN WITH THE STUDENT'S PARENTS?** \_\_\_\_\_

**7. REVIEW THE INTERVENTION AND MONITORING PLAN**

The recorder reviews the interventions and monitoring plan with the team, clarifying the responsibilities of each team member.

**8. THE FOLLOW UP MEETING, IF APPLICABLE**

Based on the intervention plan, set the date and time for the follow up meeting.

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

Signed by all present:

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

Information Sent To:

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

# School Based Support Team

## Follow Up Meeting

**Your School Name**  
**Address**  
Lockport, NY 14094

**Phone Numbers**  
(716) \_\_\_\_\_  
(716) \_\_\_\_\_

Meeting Date \_\_\_\_\_ Student \_\_\_\_\_

### 1. PARENT/TEACHER COMMENTS AND CONCERNS

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### 2. DETERMINE IF INTERVENTION GOALS WERE MET

Using the information from the initial team meeting, and all collected data, check the appropriate boxes. How close did the student come in meeting the goals?

#### Academic Goal #1

- Met the goal
- Nearly met the goal
- Showed some improvement
- Showed no improvement

#### Goal #2

- Met the goal
- Nearly met the goal
- Showed some improvement
- Showed no improvement

#### Behavioral Goal #1

- Met the goal
- Nearly met the goal
- Showed some improvement
- Showed no improvement

#### Goal #2

- Met the goal
- Nearly met the goal
- Showed some improvement
- Showed no improvement

### 3. EVALUATE PLANS EFFECTIVENESS AND DETERMINE THE NEXT STEP IN THE PROCESS

Based on the information above, choose a next step for each goal.

#### Academic Goal #1

- Discontinue this goal
- Continue with the present goal unchanged and set a new time frame
- Continue goal with new interventions

#### Goal #2

- Discontinue this goal
- Continue with the present goal unchanged and set a new time frame
- Continue goal with new interventions

#### Behavioral Goal #1

- Discontinue this goal
- Continue with the present goal unchanged and set a new time frame
- Continue goal with new interventions

#### Goal #2

- Discontinue this goal
- Continue with the present goal unchanged and set a new time frame
- Continue goal with new interventions

### 4. DETERMINE THE NEXT STEP

- Goals have been met and the student will be phased out of the SBST process.
- Goals have been met. New goals and interventions will be developed.
- One goal has been met. Continue and/or modify the plan.

\_\_\_ Neither goal was met. Continue and/or modify the plan.

\_\_\_ \*Despite several well implemented and monitored goals and interventions, the student has failed to make progress. Refer the student to the 504 Team or CSE.

**5. SET NEW GOALS**

Establish observable, measurable and realistic goals. Include a time frame.

**Goal #1:** \_\_\_\_\_  
\_\_\_\_\_

**Goal #2:** \_\_\_\_\_  
\_\_\_\_\_

**6. REDESIGN AND/OR SELECT NEW INTERVENTIONS**

Intervention	Where Done	By Whom
1. _____ _____	_____	_____
2. _____ _____	_____	_____
3. _____ _____	_____	_____
4. _____ _____	_____	_____
5. _____ _____	_____	_____

**7. SELECT OBSERVATION TIMES**

Decide if, when and who will be doing any classroom observations. What will they be looking for?

**Observation:** \_\_\_\_\_

**8. WHEN WILL THE CLASSROOM TEACHER UPDATE THE PARENTS ON THE PLAN?**

\_\_\_\_\_

**9. REVIEW THE PLAN**

The recorder reviews the decisions of the meeting, including any new goals and interventions and clarifies the responsibilities of each team member.

**10. THE FOLLOW UP MEETING**

Based on the intervention plan set a next meeting date, if necessary.

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

Signed by all present:

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

Information Sent To:

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

Print on green paper

# Lockport City School District

## Response to Intervention ~ Strategies Documentation

### Tier 1

Student Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Strengths: \_\_\_\_\_  
Classified Student? - Yes / No

Person(s) Responsible for Implementation: \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Area(s) of Need: \_\_\_\_\_ ELL: Yes / No  
Area of Classification: \_\_\_\_\_

ELA ~ NY Test Score \_\_\_\_\_ Math ~ NY Test Score \_\_\_\_\_ Science ~ NY Test Score \_\_\_\_\_ Soc. Studies ~ NY Test Score \_\_\_\_\_

Intervention Strategies And Assessments	How long? # times/days	Effectiveness VE=Very Effective E=Effective NE=Not Effective	Start Date	End Date	Comments

**Participant Signature**

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

**Role**

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

### Phone Log/Professional Consultation Log

Date	Contact	Comment

## **SUGGESTED READING STRATEGIES AT TIER 1**

### **Elementary ~ Intermediate Collection**

#### **READING:**

Alphabet Strip  
Books on Tape  
Context Clues  
Decoding Clues (Patterns)  
Readers' Theater  
Finger Pointing/Tracking  
Individual Reading 1:1  
Line Marker/Book Mark  
Peer Reading/Partners  
Phonetic/Phonemic Approach  
Reading Window (Book Mark)  
Repetition~ Games and Rhymes  
Retelling of Story~ Oral/Dramatic/Pictorial  
Sequencing Activities (First, Next, Then, Last)  
Sight Word Approach (Activities/Games/Walls)  
Small Group Reading (Guided Reading)  
Sound/Cluster Approach  
Teacher Modeling (Think Aloud-Do IT)  
Webbing (Graphic Organizers)  
Specific Programs (*A-Z, Lexia, EarRobics*)

#### *Other :*

Story Line- <http://www.storylineonline.net/>  
US Dept. of Educ.- <http://edpubs.ed.gov/Default.aspx>  
International Reading Assoc.-

<http://www.reading.org/publications/bbv/videos/v9302/>  
Vowel Sounds-  
[http://rbeaudoin333.homestead.com/longvowel\\_1.html](http://rbeaudoin333.homestead.com/longvowel_1.html)

#### **WRITTEN LANGUAGE:**

Alphabet Strip  
Cursive Practice  
Finger Tracing of Letters  
Hand-On Kinesthetic Activities  
Inventive/Temporary Spelling (Encoding)  
Journal Writing  
Keyboarding  
Pencil Grip  
Prewriting Activities (Brainstorming)  
Printing Practice  
Proofreading/Editing Activities  
Shortened Spelling List (use of patterns)  
Slant Board  
Spacing/Margin Guides (Spaceman-Finger Space)  
Tape Recorder (Say it, then write it)  
Teacher/Student Writing Conferences  
Teacher Modeling (Think Aloud-Show IT)  
Webbing (Graphic Organizers)  
Word Lists/Dictionary  
Writing Workshop  
Specific Programs ( )

#### *Other:*

Educational Helps- <http://edhelper.com/>  
Printing Press-

[http://interactives.mped.org/view\\_interactive.aspx?id=110&title](http://interactives.mped.org/view_interactive.aspx?id=110&title)  
Graphic Org.- <http://eduplace.com/graphicorganizer/>  
Writing and Rd.-  
<http://www.carlscorner.us.com/>

Decoding- <http://candohelperpage.com/index.html>

**CONTENT AREAS:**

Demonstrations

Hands-on Examples

Illustrations/Posters

Manipulatives

Time Lines

DVD's to supplement

Music/Song

Mnemonics

*Other Programs / Resources-*

Discovery Educ.- <http://school.discoveryeducation.com/>

Buffalo Historical Soc.- <http://www.bechs.org/>

Buffalo Science Museum-

<http://www.sciencebuff.org/>

Niagara Historical Soc.-

<http://www.niagarahistory.org/page/education/>

Amherst Museum- <http://www.amherstmuseum.org/>

**GENERAL BEHAVIOR:**

Adjusted Assignments

Behavior Modification Plan

Conferencing with family etc.

Counseling

Encouragement (Real, Specific and Positive)

Home-School Regular Communication Set-up

Jobs (Consistent)

Motivation/Interest Inventories

Rewards (Specific and Intrinsic Suggested)

Writing Prompts-

[http://www.abcteach.com/directory/basics/writing/writing\\_prompts/](http://www.abcteach.com/directory/basics/writing/writing_prompts/)

**MATH:**

Calculator

Flash Cards (Repetition and Drill)

Graph Paper/Activities

Manipulatives

Math Games (Cards)

Math Tables

Number Line

Vertical Lined Paper

*Other Programs / Resources-*

Brain Pop-

<http://www.brainpopjr.com/math/>

Family Educ.-

<http://printables.familyeducation.com/>

Family Math-

<http://www2.tlct.ttu.edu/cooper/Cool%20Links/familymath.htm>

Math and Rd.-

[http://math-and-reading-help-for-kids.org/math\\_activities\\_for\\_children.html](http://math-and-reading-help-for-kids.org/math_activities_for_children.html)

**LISTENING AND ATTENTION:**

Changes in Routine ~ Preparation

Consistent Routines

Movement Breaks

Nonverbal Signals

Picture Schedule

Preferential Seating (to meet student need)

Proximal Cueing

“Quiet” Area

Redirection/Refocusing Cue/Strategy

**Reinforcements (Immediate and Delayed)**  
**Seating Change (With a specific purpose)**  
**Student Self-Monitoring (Chart, Journal, Stickers-GOALS)**  
**Visual Cue of Expected Behaviors (Sounds Like/Looks Like)**

**AUDITORY PROCESSING PROMPTS:**

**Audio-text/Books of tape/cd**  
**Check for understanding (Question/Restate)**  
**Language Simplified**  
**Memorization Techniques (Song, Rhyme, Mnemonics, etc.)**  
**Model Responses (Dramatizations)**  
**Music**  
**Oral Rehearsal**  
**Pre-Teach Concepts of Vocabulary (Connect to Self)**  
**Questioning (Who, What, When, Where, Why, How)**  
**Repetition (Practice, Practice, Practice)**  
**Rephrase**  
**Tape Record (To listen to at an other time and review)**

**WORK MODIFICATIONS- for Class:**

**Additional Time to Respond**  
**Break Down Assignments (Steps)**  
**Chunk Information**  
**Coop. Learning/Peer Tutoring**

**Differentiated Instruction (Multiple Intell./Cultural etc.)**

**Homework Agenda**  
**Repetition and Review of Concepts**  
**Study Guides**

**ANGER:**

**Choice / Options vs. Demands**  
**Consistent Limits/Consequences**  
**Coping Strategies Taught**  
**Private / Public Correction**  
**Recognition of Signs of Stress (Teacher and Student)**

**Reduced Stimuli in Work Area**  
**Separate Work Area**  
**Study Carrel**  
**Teacher Prompts (noting “good” behaviors of other students as cue)**

**VISUAL PROCESSING PROMPTS:**

**Bold / Large Print**  
**Color Coding**  
**Color Cues**  
**Concrete Examples**  
**Graphic Organizers (Keep Models Visible to Review and Use)**  
**Highlighting**  
**Illustrations / Picture Cues**  
**Manipulatives of Real Items**  
**Maps**  
**Reduce number of problems/words on pg.**  
**Underline**  
**Visual Aids / Models**

**TEST ACCOMODATIONS- for Class:**

**Additional Examples**  
**Administer in Smaller Chunks**  
**Read/Reread Directions**  
**Read/Reread Questions (When appropriate-Take care with reading)**

**SOCIAL SKILLS:**

**Pair up younger and older students**  
**Problem Solving (If... Then...)**  
**Role Playing**  
**Social Stories**  
**Minimize or Adequate Supervision in Less Structured Settings**

**ADDITIONAL RESOURCES:**

**NYS Dept. of Educ.- [http://www.emsc.nysed.gov/nysatl/index\\_old.html](http://www.emsc.nysed.gov/nysatl/index_old.html)**

**LD Online- <http://ldonline.org/>**

**Worksheets and Lesson Ideas- <http://www.learningpage.com/>**

**Response To Intervention- <http://www.rtinetwork.org/>**

**SUGGESTED READING STRATEGIES**  
**Secondary Level Collection**

**READING:**

Anticipation Guides  
Books on Tape  
Context Clues  
Decoding Clues (Patterns)  
Graphic Organizers  
Grade Level Readers' Theater  
Mentor/Tutorial Reading 1:1  
Pacing Book Mark (Cues listed)  
Peer Reading/Partners  
Playing w/Words (Crosswords/Mad Libs)  
Sequencing Activities (First, Next, Then, Last)  
Sight Word Approach (Activities/Games)  
Small Group Reading (Guided Reading)  
Sound/Cluster Approach  
Teacher Modeling (Think Aloud-How To Do IT)

**Other:**

Reading Comprehension Strategies  
<http://www.emints.org/ethemes/resources/S00000737.shtml>  
Teacher's Corner-Secondary Content Reading  
[http://interactives.mped.org/view\\_interactive.aspx?id=110&title](http://interactives.mped.org/view_interactive.aspx?id=110&title)  
<http://www.ops.org/reading/secondarystrat1.htm>  
US Dept. of Educ.- <http://edpubs.ed.gov/Default.aspx>  
International Reading Assoc.-

<http://www.reading.org/General/Default.aspx>

**CONTENT AREAS:**

Demonstrations  
Hands-on Examples

**WRITTEN LANGUAGE:**

Guided Imagery  
Graphic Organizers  
Hand-On Kinesthetic Activities  
Journal Writing/Reading Response Journals  
Keyboarding  
Prewriting Activities (Brainstorming)  
Proofreading/Editing Activities  
Prefix and Suffix Word Work  
Slant Board/Clip Board  
Tape Recorder (Say it, listen, and then write it)  
Teacher/Student Writing Conferences  
Teacher Modeling (Think Aloud-Show IT)  
Word Lists/Dictionary  
Writing Workshop  
Whole Wide World Writing and Reading-  
(News Papers and use of the **F.I.V.E.S. Strategy:**  
\*Fact \*Inference \*Vocabulary \*Experience \*Summarize)

**Other:**

Educational Helps- <http://edhelper.com/>  
Printing Press ~ Newspapers

Graphic Org.- <http://eduplace.com/graphicorganizer/>  
Writing Prompts-

<http://www.thewritingsite.org/resources/prompts/secondary.asp>  
<http://www.teachersfirst.com/lessons/prompts.cfm>

**MATH:**

Calculator  
Graph Paper/Activities

Illustrations/Posters

Manipulatives

Time Lines

DVD's to supplement

Music/Lyrics

**Other Programs / Resources-**

Discovery Educ.- <http://school.discoveryeducation.com/>

Buffalo Historical Soc.- <http://www.bechs.org/>

Buffalo Science Museum-

<http://www.sciencebuff.org/>

Niagara Historical Soc.-

<http://www.niagarahistory.org/page/education/>

Amherst Museum- <http://www.amherstmuseum.org/>

#### **GENERAL BEHAVIOR:**

Adjusted Assignments

Behavior Modification Plan (Student Involved)

Conferencing with family etc.

Counseling

Encouragement (Real, Specific and Positive)

Home-School Regular Communication Set-up

Jobs (Consistent)

Motivation/Interest Inventories

Rewards (Specific and Intrinsic Suggested)

Reinforcements (Immediate and Delayed)

Seating Change (With a specific purpose)

Student Self-Monitoring (Chart, Journal)

Visual Cue of Expected Behaviors (Sounds Like/Looks Like)

#### **AUDITORY PROCESSING PROMPTS:**

Audio-text/Books on tape/cd

Check for understanding (Question/Restate)

Language Simplified

Memorization Techniques (Rap, Rhyme, Mnemonics, etc.)

Model Responses (Dramatizations)

Music-Lyrics

Life Lessons in Math (Real world examples)

Manipulatives

Math Games (Cards)

Math Tables

Mnemonics

**Other Programs / Resources-**

Family Educ.- <http://printables.familyeducation.com/>

Teaching LD in Math-

[http://www.dldcec.org/teaching\\_how-tos/math/default.htm](http://www.dldcec.org/teaching_how-tos/math/default.htm)

Word Problem Strategies-

<http://library.thinkquest.org/4471/learn.htm>

#### **LISTENING AND ATTENTION:**

Changes in Routine ~ Preparation

Consistent Routines

Nonverbal Signals

Preferential Seating (to meet student's need)

Proximal Cueing

"Quiet" Area

Redirection/Refocusing Cue/Strategy (With student input)

Reduced Stimuli in Work Area

Teacher Prompts (positive reinforcements)

#### **VISUAL PROCESSING PROMPTS:**

Bold / Large Print

Color Coding

Color Cues

Concrete Examples

Graphic Organizers (Keep Models Visible to Review and Use)

Highlighting

Oral Rehearsal  
Pre-Teach Concepts of Vocabulary (Connect to Self)  
Questioning (Who, What, When, Where, Why, How)  
Repetition (Practice, Practice, Practice)  
Rephrase  
Tape Record (To listen to at an other time and review)

#### **WORK MODIFICATIONS-**

Additional Time to Respond  
Break Down Assignments (Steps)  
Chunk Information  
Coop. Learning/Peer Tutoring

Differentiated Instruction (Multiple Intell./Cultural etc.)  
Homework Agenda  
Repetition and Review of Concepts  
Study Guides

#### **ANGER:**

Choice / Options vs. Demands  
Consistent Limits/Consequences  
Coping Strategies Taught  
Private / Public Correction  
Recognition of Signs of Stress (Teacher and Student)

Illustrations / Picture Cues / Text Structures Strategy  
Maps  
Models  
Reduce number of problems/words on pg.  
Underline/Sticky Notes  
Models

#### **TEST ACCOMODATIONS-**

Additional Examples  
Administer in Smaller Chunks  
Read/Reread Directions  
Read/Reread Questions (When appropriate-Take care with reading)

#### **SOCIAL SKILLS:**

Pair up ~ Peer prompt students  
Problem Solving (If... Then...)  
Role Playing  
Social Stories  
Adequate Supervision in Less Structured Settings

#### **ADDITIONAL RESOURCES:**

NYS Dept. of Educ.- [http://www.emsc.nysed.gov/nysatl/index\\_old.html](http://www.emsc.nysed.gov/nysatl/index_old.html)

LD Online- <http://ldonline.org/>

Worksheets and Lesson Ideas- <http://www.learningpage.com/>

Response To Intervention- <http://www.rtnetwork.org/>

Teachers' Café ~ A variety of resources to assist all areas of learning

1. [http://www.theteacherscafe.com/Teacher-Directory/High\\_School\\_Web\\_Sites.php](http://www.theteacherscafe.com/Teacher-Directory/High_School_Web_Sites.php)

## SUGGESTED READING STRATEGIES AT TIER 1

### READING:

Alphabet Strip  
Books on Tape  
Context Clues  
Decoding Clues (Patterns)  
Readers' Theater  
Finger Pointing/Tracking  
Individual Reading 1:1  
Line Marker/Book Mark  
Peer Reading/Partners  
Phonetic/Phonemic Approach  
Reading Window (Book Mark)  
Repetition~ Games and Rhymes  
Retelling of Story~ Oral/Dramatic/Pictori  
Sequencing Activities (First, Next, Then, Last)  
Sight Word Approach (Activities/Games/Walls)  
Small Group Reading (Guided Reading)  
Sound/Cluster Approach  
Teacher Modeling (Think Aloud-Do IT)  
Webbing (Graphic Organizers)  
Specific Programs (A-Z, *Lexia*, *EarRobics*)  
Specific Programs ( )

### Other :

Story Line- <http://www.storylineonline.net/>

US Dept. of Educ.- <http://edpubs.ed.gov/Default.aspx>

International Reading Assoc.- [http://interactives.mped.org/view\\_interactive.aspx?id=110&title](http://interactives.mped.org/view_interactive.aspx?id=110&title)  
<http://www.reading.org/publications/bbv/videos/v9302/>

Graphic Org.- <http://eduplace.com/graphicorganizer/>

Vowel Sounds-

[http://rbeaudoin333.homestead.com/longvowel\\_1.html](http://rbeaudoin333.homestead.com/longvowel_1.html)

Decoding- <http://candohelperpage.com/index.html>

Writing Prompts- [http://www.abcteach.com/directory/basics/writing/writing\\_prompts/](http://www.abcteach.com/directory/basics/writing/writing_prompts/)

### WRITTEN LANGUAGE:

Alphabet Strip  
Cursive Practice  
Finger Tracing of Letters  
Hand-On Kinesthetic Activities  
Inventive/Temporary Spelling (Encoding)  
Journal Writing  
Keyboarding  
Pencil Grip  
Prewriting Activities (Brainstorming)  
Printing Practice  
Proofreading/Editing Activities  
Shortened Spelling List (use of patterns)  
Slant Board  
Spacing/Margin Guides (Spaceman-Finger Space)  
Tape Recorder (Say it, then write it)  
Teacher/Student Writing Conferences  
Teacher Modeling (Think Aloud-Show IT)  
Webbing (Graphic Organizers)  
Word Lists/Dictionary  
Writing Workshop

### Other:

Educational Helps- <http://edhelper.com/>

Printing Press-

Writing and Rd.-

<http://www.carlscorner.us.com/>

**CONTENT AREAS:****Demonstrations****Hands-on Examples****Illustrations/Posters****Manipulatives****Time Lines****DVD's to supplement****Music/Song****Mnemonics***Other Programs / Resources-*Discovery Educ.- <http://school.discoveryeeducation.com/>Buffalo Historical Soc.- <http://www.bechs.org/>

Buffalo Science Museum-

<http://www.sciencebuff.org/>

Niagara Historical Soc.-

<http://www.niagarahistory.org/page/education/>Amherst Museum- <http://www.amherstmuseum.org/>**MATH:****Calculator****Flash Cards (Repetition and Drill)****Graph Paper/Activities****Manipulatives****Math Games (Cards)****Math Tables****Number Line****Vertical Lined Paper***Other Programs / Resources-*

Brain Pop-

<http://www.brainpopjr.com/math/>

Family Educ.-

<http://printables.familyeducation.com/>

Family Math-

<http://www2.tlct.ttu.edu/cooper/Cool%20Links/familymath.htm>

Math and Rd.-

[http://math-and-reading-help-for-kids.org/math\\_activities\\_for\\_children.html](http://math-and-reading-help-for-kids.org/math_activities_for_children.html)**GENERAL BEHAVIOR:****Adjusted Assignments****Behavior Modification Plan****Conferencing with family etc.****Counseling****Encouragement (Real, Specific and Positive)****Home-School Regular Communication Set-up****Jobs (Consistent)****Motivation/Interest Inventories****Rewards (Specific and Intrinsic Suggested)****Reinforcements (Immediate and Delayed)****Seating Change (With a specific purpose)****Student Self-Monitoring (Chart, Journal, Stickers-GOALS)****Visual Cue of Expected Behaviors (Sounds Like/Looks Like)****LISTENING AND ATTENTION:****Changes in Routine ~ Preparation****Consistent Routines****Movement Breaks****Nonverbal Signals****Picture Schedule****Preferential Seating (to meet student need)****Proximal Cueing****“Quiet” Area****Redirection/Refocusing Cue/Strategy****Reduced Stimuli in Work Area****Separate Work Area****Study Carrel****Teacher Prompts (noting “good” behaviors of other students as cue)**

**AUDITORY PROCESSING PROMPTS:**

**Audio-text/Books of tape/cd**  
**Check for understanding (Question/Restate)**  
**Language Simplified**  
**Memorization Techniques (Song, Rhyme, Mnemonics, etc.)**  
**Model Responses (Dramatizations)**  
**Music**  
**Oral Rehearsal**  
**Pre-Teach Concepts of Vocabulary (Connect to Self)**  
**Questioning (Who, What, When, Where, Why, How)**  
**Repetition (Practice, Practice, Practice)**  
**Rephrase**  
**Tape Record (To listen to at an other time and review)**

**WORK MODIFICATIONS- for Class:**

**Additional Time to Respond**  
**Break Down Assignments (Steps)**  
**Chunk Information**  
**Coop. Learning/Peer Tutoring**

**Differentiated Instruction (Multiple Intell./Cultural etc.)**

**Homework Agenda**  
**Repetition and Review of Concepts**  
**Study Guides**

**ANGER:**

**Choice / Options vs. Demands**  
**Consistent Limits/Consequences**  
**Coping Strategies Taught**  
**Private / Public Correction**  
**Recognition of Signs of Stress (Teacher and Student)**

**VISUAL PROCESSING PROMPTS:**

**Bold / Large Print**  
**Color Coding**  
**Color Cues**  
**Concrete Examples**  
**Graphic Organizers (Keep Models Visible to Review and Use)**  
**Highlighting**  
**Illustrations / Picture Cues**  
**Manipulatives of Real Items**  
**Maps**  
**Reduce number of problems/words on pg.**  
**Underline**  
**Visual Aids / Models**

**TEST ACCOMODATIONS- for Class:**

**Additional Examples**  
**Administer in Smaller Chunks**  
**Read/Reread Directions**  
**Read/Reread Questions (When appropriate-Take care with reading)**

**SOCIAL SKILLS:**

**Pair up younger and older students**  
**Problem Solving (If... Then...)**  
**Role Playing**  
**Social Stories**  
**Minimize or Adequate Supervision in Less Structured Settings**

**ADDITIONAL RESOURCES:**

NYS Dept. of Educ.- [http://www.emsc.nysed.gov/nysatl/index\\_old.html](http://www.emsc.nysed.gov/nysatl/index_old.html)

LD Online- <http://ldonline.org/>

Worksheets and Lesson Ideas- <http://www.learningpage.com/>

Response To Intervention- <http://www.rtinetwork.org/>

Print on pink paper

# Lockport City School District

## Response To Intervention ~ Strategies Documentation

### Tier II and Tier III

Student Name: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Strengths: \_\_\_\_\_  
 Classified Student? - Yes / No

Person(s) Responsible for Implementation: \_\_\_\_\_  
 Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Area(s) of Need: \_\_\_\_\_ ELL: Yes / No  
 Area of Classification: \_\_\_\_\_

ELA ~ NY Test Score \_\_\_\_\_ Math ~ NY Test Score \_\_\_\_\_ Science ~ NY Test Score \_\_\_\_\_ Soc. Studies ~ NY Test Score \_\_\_\_\_

Intervention Strategies And Assessments	How long? # times/days	Effectiveness VE=Very Effective E=Effective NE=Not Effective	Date Begun  Date Ended	Tier	Comments

**Participant Signature**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Role**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Phone Log/Professional Consultation Log

Date	Contact	Comment

11/08

## Guidance for Maintaining AIS/RTI Folders

NCLB requires that detailed and accurate records be kept on all children who are at risk of not meeting state learning standards. It is our shared responsibility to: notify parents and keep records of interventions provided to each specific child under the 3 tiers of RTI.

The Lockport City School District follows the routine of keeping the appropriate records in a yellow RTI/AIS folder. This RTI/AIS folder is kept in the child's permanent folder housed in the office or the Learning Center, as determined by the building principal. The folder will follow the student by placing it in the student's permanent file.

1. Yellow Folders are available in the Main Office of each building
2. RTI Tier Service Record Forms are available in the Learning Center (elementary)/guidance office (secondary)
3. The items listed below are to be kept in the RTI yellow folder:
  - a. Parent Notification (AIS) Letter sent home by Oct. 1<sup>st</sup> of each year (or when a need to enter the RTI services occurs)
  - b. RTI Tier Service Record Forms  
(Forms as needed- Tier 1=Green, Tier 2/3=Pink)
  - c. All individual testing and assessment scores ~ Examples: DIBELS, Woodcock Johnson, DRA, Slosson Revised, BRI, Marie Clay etc.
  - d. All communications with parents referring to the RTI process, such as refusal of services, requests, etc.
  - e. SOAR – Summer School Reports
  - f. Any other items or artifacts you feel are relevant

*\*These artifacts are used for the purposes of delivering best services to our students and are used between all educators involved*

### **Tier Requirements:**

**Tier I:** All **artifacts, observations** and/or **records** which track the additional services the classroom teacher is providing for the student. *Examples:*

- meeting in **small groups** (*Guided Reading – elementary*)
- **individual instruction** or **reinstruction**
- **tutoring** services or *Differentiated Instruction, Seating, Cueing System, Behavior Management Programs, Behavior Management Plans (BIP), and success plans* with recorded “research based” strategies used and “outcomes” of this work

***\*Types of artifacts to be collected include report cards and NYS testing results which apply, behavior intervention plans, and success plans.***

**Note:** To be identified as needing Tier II services, students must first be given a minimum of 30 instructional days of differentiated instruction with “research based” strategy instruction at the student’s instructional level. This is all done in compliance with the RTI process as best practices in providing meaningful interventions and in making identification of students who may have an actual learning disability.

**Tier II: Small Group** Services provided **in the classroom or in the Learning Center** by the Learning Center teachers or associate, or study hall.

- **Additional Services of:** Occupational Therapy (OT), Speech Therapy, Counseling, Consultant Teacher (CT) and/or program aide or teaching assistant.
- **Before or After School AIS Programs** - all with recorded “research based” strategies used and “outcomes” of this work monitored with appropriate data collected.

**Tier III: Intensive Services Provided** given in small groups within the Learning Center Environment and/or classroom - all with recorded “research based” strategies used and “outcomes” of this work monitored with appropriate data collected.

**Start Point:** Once a student has been identified, in grades K-3, as being an “At-Risk” student through the DIBELS assessments an RTI folder will be generated in their name. Students in grades 4 and 5 are offered services in the L.C. after discussion with the teacher if the student scored below a 3 on the ELA exam and/or scored a failing grade on the Sept. placement test.

Teachers will be given the **Tier I** paperwork for each student whom has been identified as “At-Risk”. It is the teacher’s responsibility to fill this out and maintain any additional documentation that will assist in a complete “view” of how the student is progressing. At the end of the year L.C. will collect these to add to the students’ RTI folder.

The Learning Center teachers or other Resource teachers (*Speech, Counseling, OT/PT, Hearing, Vision, and/or ELL will be emailed to complete their paperwork and return to the RTI Folder for their students*) will complete the **Tier II** or **Tier III** paperwork as determined for each student.

**Continuing Services:** Students who already have an RTI folder from previous years of services will be updated by the L.C. in regards to the services they are to

receive at present. **New Tier I** paperwork will be sent to teachers to complete for the present year.

**As students “move”** within the Tiers **I, II, III** system (up or back) of RTI, teachers will be asked for their input and made aware of what the L.C. is observing with their students. An easy way to keep aware of student progress is to access your class in DIBELS assessments on-line at <https://dibels.uoregon.edu>.

**End of Services:** \* When a student moves out of RTI services (*this means they are doing well enough to no longer receive additional intervention services*) their file will be kept in the L.C. in a section marked “**RTI End of Service**” with the date they were released. \* When students go on to Middle School the file will be transferred with the permanent file. \* If a child moves out of our school the office will make the L.C. aware and the RTI folder will follow the child to their new school. \* If a student has gone through all three RTI Tiers and has then gone to CSE and it is determined that the student will be receiving CT services the folder will be passed on to the CT teacher and will still be housed in the Learning Center.



## Response-to-Intervention School Readiness Survey

**Introduction.** To implement RTI effectively, schools must become familiar with a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas.

The *RTI School Readiness Survey* is an informal measure designed to help schools to identify those elements of RTI that they are already skilled in and those elements that need additional attention.

**Directions.** This survey is divided into the following sections:

- 1 *RTI: Understand the Model*
- 2 *RTI: Use Teams to Problem-Solve*
- 3 *RTI: Select the Right Intervention*
- 4 *RTI: Monitor Student Progress*
- 5 *RTI: Graph Data for Visual Analysis*

Complete the items in each section. After you have finished the entire survey, identify any sections in which your school needs to improve its performance.

Next, go to *RTI\_Wire*, the online directory of free Response-to-Intervention resources, at:

***[http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)***

*RTI\_Wire* is organized into categories matched to those on this survey, so that you can conveniently look up any additional information that your school needs to successfully put the RTI model into place.

<b>1. RTI: Understand the Model</b>	<b>0</b> Lack skills or basic knowledge of this model	<b>1</b> Just starting to learn this model (Beginning Phase)	<b>2</b> Developing an awareness of this model (Intermediate Phase)	<b>3</b> Fully knowledgeable in this model (Advanced Phase)
Staff members of successful RTI schools understand the RTI model and believe that this approach will benefit teachers as well as struggling learners.				
At my school:				
<ul style="list-style-type: none"> <li>the principal strongly supports Response-to-Intervention as a model for identifying educational disabilities.</li> </ul>				
<ul style="list-style-type: none"> <li>the staff has received an overview of the RTI model, understands its general features, and knows how RTI differs from the traditional 'test discrepancy' approach</li> </ul>				
<ul style="list-style-type: none"> <li>the majority of the staff (80 percent or more) appears ready to give the RTI model a try, believing that it may benefit teachers as well as students.</li> </ul>				
<ul style="list-style-type: none"> <li>all programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into three levels, or Tiers. (Tier I contains programs available to all students, such as classwide tutoring. Tier II addresses the needs of students who show emerging deficits and includes individualized intervention plans designed by the school's Intervention Team. Tier III is the most intensive level of assistance available in a school and includes special education services as well as such supports as Wrap-Around Teams for psychiatrically involved students.)</li> </ul>				
<b>2. RTI: Use Teams to Problem-Solve</b>	<b>0</b> Lack skills or basic knowledge of this practice	<b>1</b> Just starting to learn this practice (Beginning Phase)	<b>2</b> Developing skill with this practice (Intermediate Phase)	<b>3</b> Fully competent in this practice (Advanced Phase)
Successful RTI schools support teachers in the RTI process by encouraging them to refer struggling students to an Intervention Team. This Team is multi-disciplinary and follows a structured problem-solving model.				
My school's Intervention Team...				
<ul style="list-style-type: none"> <li>is multi-disciplinary, and has members who carry a high degree of credibility with other staff in the building.</li> </ul>				
<ul style="list-style-type: none"> <li>follows a formal problem-solving model during meetings.</li> </ul>				

This survey can be downloaded from: [http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)

<ul style="list-style-type: none"> <li>creates an atmosphere in which the referring teacher feels welcomed and supported.</li> </ul>				
<ul style="list-style-type: none"> <li>collects background information / baseline data on the student to be used at the initial Intervention Team meeting.</li> </ul>				
<ul style="list-style-type: none"> <li>has inventoried school-wide resources that it can use in Team interventions.</li> </ul>				
<ul style="list-style-type: none"> <li>selects academic &amp; behavioral interventions that are 'scientifically based'</li> </ul>				
<ul style="list-style-type: none"> <li>sets clear, objective, measurable goals for student progress</li> </ul>				
<ul style="list-style-type: none"> <li>selects methods of assessment (e.g., Curriculum-Based Measurement, DIBELS) to track student progress at least weekly during the intervention.</li> </ul>				
<ul style="list-style-type: none"> <li>documents the quality of the referring teacher's efforts in implementing the intervention ('intervention integrity').</li> </ul>				
<ul style="list-style-type: none"> <li>holds 'follow-up' meetings with the referring teacher to review student progress and judge whether the intervention was effective.</li> </ul>				
<h3><b>3. RTI: Select the Right Intervention</b></h3>	<b>0</b> Lack skills or basic knowledge of this practice	<b>1</b> Just starting to learn this practice (Beginning Phase)	<b>2</b> Developing skill with this practice (Intermediate Phase)	<b>3</b> Fully competent in this practice (Advanced Phase)
<b>Successful RTI schools select interventions that match the student's underlying deficits or concerns, are scientifically based, and are feasible given the resources available.</b>				
My school...				
<ul style="list-style-type: none"> <li>has put together a library of effective, research-based intervention ideas for common student referral concerns--such as poor reading fluency and defiant behavior.</li> </ul>				
<ul style="list-style-type: none"> <li>considers the likely 'root causes' of the student's academic or behavioral difficulties (e.g., skill deficit, lack of motivation) and chooses intervention strategies that logically address those root causes.</li> </ul>				
<ul style="list-style-type: none"> <li>tailors intervention ideas as needed to be usable in real-world classrooms while being careful to preserve the 'treatment' qualities that make each intervention effective.</li> </ul>				
<ul style="list-style-type: none"> <li>formats intervention strategies as step-by-step teacher-friendly 'scripts' containing enough detail so that educators can easily understand how to put them into practice.</li> </ul>				
<ul style="list-style-type: none"> <li>follows up with teachers soon after a classroom intervention has been put into place to ensure that the instructor has been able to start the intervention and is implementing it correctly..</li> </ul>				

This survey can be downloaded from: [http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)

<b>4. RTI: Monitor Student Progress</b>	<b>0</b> Lack skills or basic knowledge of this practice	<b>1</b> Just starting to learn this practice (Beginning Phase)	<b>2</b> Developing skill with this practice (Intermediate Phase)	<b>3</b> Fully competent in this practice (Advanced Phase)
Successful RTI schools have the capacity to collect baseline data, as well as to conduct frequent progress monitoring of students in academic and behavioral areas.				
My school can...				
<ul style="list-style-type: none"> <li>conduct structured classroom observations of students to determine rates of on-task behavior, academic engagement, work completion, and rates of positive or negative interactions with adults.</li> </ul>				
<ul style="list-style-type: none"> <li>collect and assess student work products to assess the completeness and accuracy of the work--and to estimate the student time required to produce the work.</li> </ul>				
<ul style="list-style-type: none"> <li>administer and score curriculum-based measurement (CBM) probes in basic skill areas: phonemic awareness, reading fluency, math computation, and writing.</li> </ul>				
<ul style="list-style-type: none"> <li>use local or research norms (e.g., CBM), or criterion-based benchmarks (e.g., DIBELS) to judge the magnitude of a student's delays in basic academic skills.</li> </ul>				
<ul style="list-style-type: none"> <li>create Daily Behavior Report Cards (DBRCs) or other customized rating forms to allow the instructor to evaluate key student academic and general behaviors on a daily basis.</li> </ul>				
<b>5. RTI: Graph Data for Visual Analysis</b>	<b>0</b> Lack skills or basic knowledge of this practice	<b>1</b> Just starting to learn this practice (Beginning Phase)	<b>2</b> Developing skill with this practice (Intermediate Phase)	<b>3</b> Fully competent in this practice (Advanced Phase)
Successful RTI schools routinely transform progress-monitoring data into visual displays such as time-series graphs to share with teachers, Intervention Team members, parents, and others. These displays demonstrate whether the student is benefiting from the intervention.				
My school can...				
<ul style="list-style-type: none"> <li>convert progress-monitoring data into visual displays such as time-series graphs to aid in instructional and behavioral decision-making.</li> </ul>				
<ul style="list-style-type: none"> <li>regularly share charted or graphed information with students, teachers, parents, and administrators as feedback about the effectiveness of the intervention.</li> </ul>				

## RESPONSE TO INTERVENTION RESOURCES

[www.rti4success.org](http://www.rti4success.org)

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.w-w-c.org](http://www.w-w-c.org)

[www.rtinetwork.org](http://www.rtinetwork.org)

RTI Action network provides research, interventions, and resources relating to the implementation of RTI

[www.nasdse.org](http://www.nasdse.org)

Project FORUM – National Association of State Directors of Special Education – Specific Learning Disability: Current Approaches to Identification and Proposals for Change – August 2003

[www.nrclid.org/symposium2003/fuchs](http://www.nrclid.org/symposium2003/fuchs)

National Research Center on Learning Disabilities LD Symposium - overview of RTI

[www.ldonline.org/ld\\_indepth/assessment/response\\_to\\_intervention.html](http://www.ldonline.org/ld_indepth/assessment/response_to_intervention.html)

LD Group Perspective

[www.nrclid.org/research/rti/RTIinfo.pdf](http://www.nrclid.org/research/rti/RTIinfo.pdf)

National Research Center on Learning Disabilities – Questions and Answer info format

[www.smarttogether.org/nrclid/](http://www.smarttogether.org/nrclid/)

National Research Center on Learning Disabilities – Proper identification of students with learning disabilities

[www.studentprogress@air.org](http://www.studentprogress@air.org)

National Center for Student Progress Monitoring

<http://progressmonitoring.org>

Research institute on progress monitoring

[www.oswego.edu/~mcdougal/](http://www.oswego.edu/~mcdougal/)

Graphing and templates already constructed for DIBELS, CBA, BEA, and Peer Tutoring  
*All you have to do is input the data and then click on the graph tab. You do not need to know how to construct your own graph—however, if this is something you want to learn, directions are included here.*

<http://www.edformation.com/>

AIMSweb—assessment and progress monitoring

[www.joewitt.org/steep.htm](http://www.joewitt.org/steep.htm)

Screening to Enhance Educational Performance (STEEP)

[www.icteams.umd.edu](http://www.icteams.umd.edu)

Instructional Consultation Teams (Sylvia Rosenfield, Ph.D.)

<http://www.interventioncentral.org>

Intervention Central

[www.reading.org/downloads/resources/IDEA\\_RTI\\_report.pdf](http://www.reading.org/downloads/resources/IDEA_RTI_report.pdf)  
Reading Association

<http://dibels.uoregon.edu/>  
Dynamic indicators of Early Literacy Skills

<http://www.toread.com/>  
Learning to Read: Resources for literacy and reading research

[www.sedl.org/reading/topics/whatisreading.html](http://www.sedl.org/reading/topics/whatisreading.html)  
SEDL Regional Educational Laboratory

[www.balancedreading.com](http://www.balancedreading.com)  
Balanced Reading

<http://www.justreadnow.com/strategies/>  
Strategic Reading strategies

<http://curry.edschool.virginia.edu/go/readquest/strat/>  
Reading Quest – strategies for reading

[www.reading.uoregon.edu](http://www.reading.uoregon.edu)  
Big Ideas in Beginning Reading (University of Oregon)

[www.pbskids.org](http://www.pbskids.org)  
Early Reading Interventions – Between the Lions; PBS Teacher Source

[www.digitallearning.com](http://www.digitallearning.com)  
Web Math System

[www.w-w-c.org](http://www.w-w-c.org)  
What Works Clearinghouse (US Dept of Education)

[www.jimwrightonline.com](http://www.jimwrightonline.com)  
The Behavior Reporter/Report Card Generator

[www.vesid.nysed.gov](http://www.vesid.nysed.gov)  
NYS Department of Education – Special Education resources

[www.teachertube.com](http://www.teachertube.com)

[www.fcrr.org](http://www.fcrr.org)