Collingswood Public Schools

Success for Every Student through Excellence in Teaching and Learning

Roadmap to Success for Struggling Learners

A Guide to Intervention and Referral Services (I&RS) through Response to Intervention (RTI)
Introduction

The mission statement of the Collingswood Public School District is *Success for Every Student Through Excellence in Teaching and Learning*. We believe that we can help every student achieve success through a combination of a real and viable curriculum, excellence in teaching, and a structured intervention plan to help students meet the requirements of today's public school classrooms.

This guide will serve as a resource manual for teachers, supervisors, and principals as they attempt to work with parents, learning specialists, and other school personnel to develop a program to meet the needs of the struggling learner.

Intervention and Referral Services (I&RS) through the Response to Intervention (RTI) Model

The Intervention and Referral Services (I&RS) process is designed to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and to assist staff who have difficulties in addressing the student’s learning, behavior, health, or social-emotional needs.

The I&RS process for general education students is intended as a primary way in which general education teachers or specialists can assist a student who is at risk for school problems within the general education environment. I&RS programs exist primarily to focus on particular student problems using available resources within the general education environment. The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff who play a role in the student’s school day.

Each school in the Collingswood Public School District shall adopt an appropriate multidisciplinary team approach for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional needs. This team will be designated the I&RS Team. In many instances, the action plan developed by the I&RS Team will include the use of the Response to Intervention, or RTI, model.

The RTI model for school-age children who are at-risk emphasizes pre-referral prevention and intervention. RTI can be distinguished from traditional methods of identifying learning disabilities in that it allows early and intensive interventions based on learning characteristics and does not wait for children to fail before providing necessary services and supports. The major premise of RTI is that early intervening services can both prevent academic problems for many students who experience learning difficulties and determine which students actually have learning disabilities, as distinct from those whose underachievement can be attributed to other factors such as gaps in learning due to mobility. Note that learning disabilities can be rooted in academic, behavioral, health, or social-emotional challenges.

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

> “…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensified services using progress monitoring data.”

Although several variations of the model have been proposed, in general RTI is based upon three components:
- The use of multiple tiers of increasingly intense interventions;
- A problem-solving approach to identify and evaluate instructional strategies; and
- A targeted data collection and assessment system to monitor student progress and guide decisions at every level.
RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high quality instruction and intervention matched to the students’ needs and (b) using learning rate over time and level of performance to make important educational decisions to guide instruction.

The Core Components of RTI include:

1. High-quality classroom instruction. Students receive high-quality instruction in their general education classroom setting from highly qualified teachers. Instruction is given in the core curriculum, with the goal of achieving the state’s grade-level standards.

2. Classroom assessment. General education teachers assume an active role in students’ assessment in the general education curriculum. This feature emphasizes the importance of implementing formative and summative assessments that are aligned to the New Jersey Core Curriculum Content Standards.

3. Universal screening. School staff conducts universal screening to determine which students need closer monitoring, differentiated instruction, or a specific intervention. MAP testing is one form of universal screening.

4. Continuously monitoring student progress in the classroom. The classroom performance of all students is monitored continually within the general education classroom. In this way, teachers can readily identify those learners who are not meeting the benchmarks (or other expected standards) and can adjust instruction accordingly.

5. Research-based interventions. When monitoring data indicates a lack of progress, an appropriate, research-based intervention is implemented. The interventions are designed to increase the intensity of instruction for the students (these are tiered interventions).

6. Progress monitoring during interventions. School staff members use progress monitoring data to determine the effectiveness of the intervention and to make modifications, as needed. Carefully defined data are collected frequently to provide a cumulative record of the students’ response to the intervention.

7. Fidelity measures. “Fidelity of implementation” refers to the delivery of content and instructional strategies in the way in which they have been proven to be effective: accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on how the intervention is provided.

8. Staff development and collaboration. All school staff are trained in effective instructional practices and use a collaborative approach to the development, implementation, and monitoring of the intervention process. Collaboration may include blending resources from both general education and categorical resources. Accountability for positive outcomes for all students is a shared responsibility of all school staff members, who are all seen as valued members in the effort to educate all students. Each staff member is recognized for the value of his/her own expertise and contribution.

9. Parent involvement. The involvement and active participation of parents at all stages of the instructional and intervention process is essential to improving the educational outcomes of students. Parents are kept informed of the progress of their children, and their input is valued by school staff in making appropriate decisions.
The Principles of RTI include:

1. Teachers who believe—and know—that all students can be effectively taught. All RTI practices are founded on the assumption and belief that all students can learn. It is then the responsibility of school staff to identify the most effective curricular, instructional, and environmental conditions that enable learning to take place and to provide the necessary resources to enable all students to learn.

2. Intervene early. It is best to intervene early when problems are relatively small and before students lag further behind their peers.

3. Use a multi-tiered model of intervention. To achieve high rates of success for all students, instruction must be differentiated in both its nature and intensity. A tiered model of intervention is one effective way to differentiate instruction.

4. Use research-based, scientifically validated interventions/instruction. NCLB requires schools to use scientifically based curricula and interventions. This approach ensures that students are exposed to curriculum and teaching that has the greatest degree of effectiveness. READ 180, System 44, and Reading Recovery are some examples.

5. Monitor student progress to inform instruction. The use of assessments that can be collected frequently and that are sensitive to small changes in a student’s performance is important in determining the effectiveness of instruction and intervention.

6. Use data to make decisions. A data-based decision regarding the students’ response to intervention is central to RTI practices. Decisions in RTI practice are based on the collective judgment of staff and parents and informed directly by student performance data. This principle requires two things: that ongoing data collection systems are in place and that resulting data are used to make informed instructional decisions.

7. Use assessment for three different purposes:
   a. Universal screening to determine which students need closer monitoring, differentiated instruction, or a specific intervention;
   b. Progress monitoring to determine if interventions are producing the desired results; and
   c. Diagnostics to determine what students can and cannot do in important academic areas.

Response to Intervention is better described as a “response to instruction.” It provides a triage process that allows for progressive increases in the intensity and duration of instruction for students who continue to struggle with the general education curriculum. Through this preventive process, schools can meet the needs of all students and reduce the numbers of students inappropriately identified with specific learning disabilities.
THE PROCESS

The mission of the I&RS Team

The primary purposes of the I&RS team are to identify students in need and then plan and provide appropriate intervention for those students within the general education community; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to the I&RS or who assist in providing the intervention and referral services; and, finally, to coordinate the services of community-based social and health agencies.

Our Focus

The I&RS Team is dedicated to helping students, teachers, parents, counselors, administrators, and any other member of the Collingswood family. We firmly believe that every child has the capacity to learn, and it is our firm responsibility to bring success to all of our students. By focusing on one area of difficulty at a time, we help teach our students that they can learn. These students leave our committee feeling self-confident and successful.

Our referring staff shall have the support and guidance that they need to ensure the success of all students. It takes a village to raise a child, and the I&RS Team in your school will prove to be the heart of that village. We are firmly dedicated to helping all who come for assistance.

The I&RS Team Process

The Intervention and Referral Services Team process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic, behavioral, and/or emotional progress in the regular education setting. The team or committee collects and evaluates relevant data in order to determine or identify specific barriers to student performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to alleviate the concerns. Again, by focusing on one area of difficulty at a time, we help teach our students that they can learn. Student monitoring continues throughout this process by the individuals identified in the action plan. This process is ongoing, in that, it continues to identify and evaluate problems, solutions and progress within the student’s academic setting.

The I&RS Team likes to treat every referral as unique just as every student is unique. In most instances, a teacher, parent, administrator, or guidance counselor will refer a student to the team because he or she feels the student is struggling academically, behaviorally, or socially. Upon receiving a referral, the committee meets to discuss the case. The committee chair will assign a case manager, who is responsible for collecting all required information about the student. The committee looks at the whole student, and uses information collected from teachers, parents, discipline records, health reports, attendance records, and most important, the student. The committee will work with the referring party to focus on one area where the student is struggling and develop a plan to help the student reach success.

Success builds on success, and the I&RS Team is dedicated to the success of everyone involved. The committee makes frequent check-ups to make sure our students and staff are continuing to meet with success.
I&RS Team Composition

The Person Requesting Assistance - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents. As ad hoc members of the team, persons requesting assistance are bound by all of the same applicable rules of privacy, ethical standards and I&RS procedures as are regular members of the I&RS team.

Building Principal or General Education Designee – If the principal does not serve as a member of the I&RS Team, his or her designee should be on staff of the regular education program for the building and have the authority of the principal to make decisions to fully develop and implement I&RS action plans.

General Education Teacher – The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

Student Support Staff - One or more representatives from among the following student support titles should be included on the team: substance awareness coordinator, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or correctionist or school nurse.

I&RS Team Member Roles

Team Leader
The team leader is sometimes, but not necessarily, the building principal. Since the demands on building principals can cause frequent interruptions of team, having the principal as team leader can unduly disrupt the process, which could result in poor use of I&RS staff resources. Whichever position is assigned the responsibilities of the team leader, the leader should have the authority of the principal to formalize I&RS action plans. In other words, when the team agrees on a plan of action for an individual case, it becomes the school’s formal operating strategy for that case, until it is revised or discontinued.

The team leader coordinates the general activities of the program, initiates, facilitates, shares responsibility and leads, rather than “rules” or dictates to the team. The team leader, as is the case with other roles on the team, performs specific tasks and functions, which are described below:

- Conducting informal discussion with teachers about data collection
- Determining the appropriateness of cases for review by the team and prioritizing cases
- Assigning case coordinators and scheduling each case for the first problem-solving meeting and the first follow-up meeting
- Preparing meeting agendas
- Serving either as the facilitator for the steps of the problem-solving model and the development of I&RS action plans or assigning the role of facilitator for either the problem-solving process and/or action planning to another team member
- Clarifying and enforcing building-level operating procedures and rules
- Maintaining an educational focus for resolving I&RS cases
- Serving as the liaison to school administrators and case coordinators
- Logging in requests for assistance
- Mediating conflicts.

Record Keeper
The record keeper is responsible for the following tasks and functions:

- Registering and maintaining accurate, written accounts of all meetings
- Maintaining all program files in a locking file cabinet
Retaining a supply of forms
- Keeping a current calendar for the I&RS team.

**Time Keeper**
This role is particularly important when teams are engaged in the steps of the problem-solving model, since each step of the model is time-limited. The timekeeper helps maintain efficiency in team proceedings by being responsible for the following tasks and functions:

- Making sure that the team adheres to all time limits
- Assisting the facilitator in keeping members on task during meetings to complete tasks in their allotted time periods

**Case Coordinator**
Since all team members serve turns as case coordinators or case monitors, the team should establish a predetermined procedure for having the team leader evenly assign case coordinator responsibilities on a rotating basis.

Case coordinators are perhaps in the most pivotal position for ensuring the success of the I&RS process on a case-by-case basis. When team members serve as case coordinators, they are the primary contact with the staff member requesting assistance. Their job is to lead the requesting staff member through the process, provide support, help them feel at ease and furnish technical assistance to all individuals responsible for implementing the I&RS action plan for the identified educational problem.

Case coordinators perform the following tasks and functions:

- Distributing all information collection forms and overseeing completion of said forms.
- Collecting all completed information collection forms.
- Compiling and summarizing all of the behaviorally-specific information on the problem.
- Conducting observations of the problem, where possible, for information collection, remediation and follow-up purposes.
- Analyzing trends and patterns of documented behavior.
- Presenting the compiled information and perceived trends at the pre-scheduled meeting.
- Overseeing implementation of each component of the I&RS action plan for the identified problem(s).
- Providing technical support to those responsible for carrying out the I&RS action plan.
- Coordinating communications and plans for actively involving parents in the development and implementation of I&RS action plans.
- Providing insight (due to their close involvement with assigned cases) into decisions for either maintaining the current I&RS action plan, increasing services (RTI tier), terminating the existing plan or referring the case to the Child Study Team for further evaluation.

**I&RS Phases**
The I&RS process includes the following phases, represented both in text and graphically.

1. Request for Assistance (teacher, counselor, administrator, parent, nurse, etc.)
2. Data Collection about the student
3. Parent/Guardian Notification and Participation
4. Problem Identification (Identify “gap” by comparing typical achievement or behavior to observed achievement or behavior)
5. Develop I&RS Action Plan
6. Support, Monitor and Continue the Process
7. Problem resolved or continue to next RTI Tier
Submit Request for Assistance
(Teacher, Counselor, Administrator, Parent, Nurse, etc.)

I&RS Team Leader Schedules Initial & Follow-up I&RS Team Meetings

Problem Solving Process

- Problem Identification (Identify “gap” by comparing typical achievement or behavior to observed achievement or behavior)
- Goal Statement
- Intervention Recommendation (on which one behavior or academic skill should we focus?)
- I&RS Action Plan Implementation & Monitoring
- Follow-up & Evaluation in designated time

Intervention Successful?

No
- Additional I&RS team member conducts observation of student
- Collect Additional Information/Data, as needed
- Assign Additional Expertise to I&RS, as needed
- Increase interventions in RTI Process, if appropriate (see RTI Three-Tier Model, next page)

OR
- Referral to School and/or Community Resources

Yes
- Continue, Expand, or Conclude Intervention
- Identify any other targeted academic or behavioral gaps and repeat process for one additional target gap.
- Monitor Periodically

OR
- Close I&RS case
- Identify additional gap and repeat
RTI Three-Tier Model of School-Based Supports

**Academic Systems**

**Intensive Interventions**
- Individual students
- Targeted assessment-based
- Progress monitoring increases to once per week

**Strategic Interventions**
- Some at-risk students
- High efficiency
- Progress monitoring increases to twice per month

**Core Interventions**
- All subjects, all students
- Preventative, proactive
- All students 'Benchmarked' at least 2 times per year on core academic skills

**Behavioral Systems**

**Intensive Interventions**
- Individual students
- Targeted assessment-based
- Progress monitoring increases to once per week

**Strategic Interventions**
- Some at-risk students
- High efficiency
- Progress monitoring increases to twice per month

**Core Interventions**
- All settings, all students
- Preventative, proactive
- All students 'Benchmarked' at least 2 times per year on social/behavior skills

**Decision Making Along the RTI Continuum**

**Tier I**
1. Universal screening or benchmarking conducted at school level.
2. Evidence based curricula and strategies in place for all students and differentiation is documented by general education teachers through the general education environment.
3. At risk students identified in an area of instructional delay (language, academics, behavior).
4. Any student identified as at risk is monitored for at least a grading period with progress monitoring tool or Curriculum Based Measurement in order to determine instructional effectiveness.
5. Data included and analyzed by classroom general education teacher for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions.

**Tier II**
1. Hearing and vision screenings completed for each student requiring Tier 2 interventions.
2. Parents notified that additional small group instruction may be needed for student.
3. Contact parent through a conference or call and send home written documentation of the strategies that will be attempted.
4. Members of I&RS Team, Basic Skills Team, or Child Study collaborate to identify no more than 1-2 specific interventions to utilize with student.
5. Small group instruction in addition to core curriculum provided to student for at least one grading period.
6. Progress Monitoring administered at least every 2-3 weeks to determine if a change in delivery or strategy is required.
7. If data after 3 progress monitoring checks indicates regression or no progress, the problem solving team of general education should meet to determine if more intensity in delivery time or instruction is required.
Tier III
1. Student remains at lowest 25% of performance in area of deficit; additional interventions deemed necessary by teachers, parents, or others; the I&RS process is continued with a referral back to I&RS Team, Basic Skills Department, or Child Study Team.
2. Baseline and progress monitoring data from Tier 2 are analyzed to create specific goal(s) for student improvement.
3. I&RS Team may determine the need for additional information on student. This may include the use or administration of informal or formal measures to gather individual data on the area of concern.
4. Members of I&RS Team, Basic Skills Team, or Child Study collaborate to identify no more than 1-2 specific interventions to utilize with student.

Best Practices Model for I&RS Meetings

One best practices model for structuring I&RS Team meetings follows this format:

- Review of collected information and summary: 5 min
- Determine the “gap” that exists between current and desirable/peer typical behavior or academic performance as a measurable behavioral objective: 5 min
- Brainstorm possible interventions: 5 min
- Select one interventions that addresses desired outcome/objective: 5 min
- Develop the action plan and review roles: 10 min

Also, the best practice model is for the case coordinator to meet with/interview the parent/guardian and the person requesting assistance/teacher prior to the team meeting. While parents must be actively involved in the I&RS process, they do not need to be present at the action planning meeting. Also, the case coordinator’s job is to coordinate all relevant information prior to the meeting, and present the case to the team at the meeting.

Professional Development and Growth of I&RS Team and Process

Successful intervention services and practices depend on the commitment, dedication, and training of the members of the I&RS Team. As a result, each year the I&RS team will be encouraged to attend training focused on the I&RS process, team development and effectiveness, and intervention strategies. Trainings may take place through building-based professional development plans, school- or district-wide book studies, Panther College classes, online activities, or regularly scheduled statewide trainings. A copy of this manual will be provided to all I&RS Team members. Outstanding professional development resources can be located at http://www.rtinetwork.org/Professional/Podcasts.

Annual Reflection and Team Improvement Plan

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and problems identified through committee discussions and documented in intervention and referral services action plans. The report shall include:

A. A description of the needs activities and interventions that were most successful during the school year,
B. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year, and
C. A description of suggestions or recommendations for improving the process, including suggested interventions and activities, including suggested professional development.

The Principal’s report shall be given to the Board of Education and kept on file as a public record.
Resources for Further Information

RTI Action Network
www.rtinetwork.org
The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Our goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning disabilities – are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the National Center for Learning Disabilities, funded by the Cisco Foundation and in partnership with the nation’s leading education associations and top RTI experts.

Intervention Central
http://www.interventioncentral.org/
Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York. Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

IDEA Partnership
http://ideapartnership.org/
The IDEA Partnership is dedicated to improving outcomes for students and youth with disabilities by joining state agencies and stakeholders through shared work and learning. The IDEA Partnership reflects the collaborative work of more than 55 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way we work.

Resources contained in the Appendix include:

I. RTI Team Tools and Resources
II. RTI Process Tools and Forms
III. RTI and Intervention Resources
IV. I&RS Q&A

Acknowledgement

I&RS TEAM

Tools and Resources
Initial I&RS (RTI) Meeting Sample Agenda

I. Introductions
   a. Appoint a Record Keeper
   b. Appoint a meeting Chairperson

II. Establish an End Time for Meeting

III. Purpose of the Meeting Discussed
   a. Describe academic/behavior problem
   b. Present Baseline Data for each area

IV. Compare the appropriate academic/behavior grade level expectations
   a. Examine baseline data in comparison to peer typical data
   b. Establish “gap”

V. Discuss any other factors contributing to difficulties (home, social)

VI. Develop Strategies
   a. Identify one reasonable short term goal to reach identified standard
   b. Review Research Based Interventions available
   c. Select Intervention
   d. Determine schedule of intervention
   e. Determine who will be responsible for conducting the intervention
   f. Determine the assessment used to progress monitor

VII. Schedule a Follow Up meeting Date and Time as prescribed by goal above

VIII. Dismiss
Follow Up I&RS (RTI) Meeting Agenda

I. Introductions
   a. Appoint a Record Keeper
   b. Appoint a meeting Chairperson

II. Establish an End Time for Meeting

III. Purpose of the Meeting Discussed
   a. Review Target Academic/Behavior/Speech Problem
   b. Review Baseline Data Recorded in Previous Meeting
   c. Provide Data Collected Since the Last Meeting

IV. Determine if Previous Short Term Goal was Met
   a. If Goal WAS Met: Continue and Increase the Goal
   b. If Goal WAS NOT Met: Change Intervention or Goal
      i. Identify a Reasonable Short Term Goal
      ii. Review Interventions Available
      iii. Identify Intervention to be Used
      iv. Identify Who Will Deliver Intervention
      v. Identify the Schedule of the Intervention
      vi. Identify Assessment Measure and Schedule

V. Schedule Follow Up Meeting Date and Time

VI. Dismiss
Collingswood Public Schools
Team Member Collaboration Checklist

☐ Help establish team goals

☐ Have an agenda

☐ Be tactful

☐ Treat each other with respect

☐ Do not talk behind the backs of others

☐ Offer opinions

☐ Disagree respectfully

☐ Encourage others on the team to voice their opinions

☐ Put your total attention on the speaker

☐ Ask questions to clarify understanding

☐ Compromise after discussion

☐ Look for consensus

☐ Share the blame if decisions turn out to be ineffective

☐ Strive to do your best

☐ Be trustworthy

☐ Complete assignments

☐ Help summarize points that are made

☐ Be respectful of ideas that conflict with your own

☐ Be enthusiastic about working together

☐ Support others who have larger tasks or busier schedules

☐ See the other person’s perspective
“It Is Effective—It Works”
Please share your ideas for Tier I or Tier II classroom interventions that have proven to work in your classroom with your students. Please return this sheet to your Building I&RS Chairperson. This resource will be used to share your “Ideas that Work” with colleagues.

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<tr>
<th>Academic or Behavioral Problem</th>
<th>Research-Based Intervention</th>
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The I&RS Team Reflection and Improvement Plan should be completed during the final I&RS meeting of the academic school year. The chart below designates Plus (+), those strategies employed by the I&RS committee that worked well this year and Delta (▲), those items that the Team may consider changing for the following school year. With each Plus should be a designation of “why” it worked while each Delta should include a suggestion for improving the process.
Internet Resources

GENERAL

RTI Action Network
http://www.rtinetwork.org/Essential/TieredInstruction
The RTI Action Network outlines sample Tier I, Tier II, and Tier III Interventions. Several research articles explore teacher implementation of sample interventions at each tier.

Intervention Central
http://www.interventioncentral.org/
Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. Math, Literacy, and Behavior interventions are included.

LITERACY

TicketToRead
http://www.tickettoread.com
Ticket to Read, a fun and motivating online reading program, helps students become active readers. The program is designed for grades K–6, and students work independently on leveled fluency and reading skills. Ticket to Read facilitates independent practice school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in phonics, fluency, vocabulary, and comprehension. There is a cost of $29.95/yr to be paid by the student’s parent.

USDOE What Works Clearinghouse RTI in Reading
A summary of recommendations can be found in this document. The entire document can be downloaded online at the address listed.

AdLit Library
http://www.adlit.org/strategy_library
Literacy comprehension strategies for educators and parents of students in grades 4-12. Site provides a host of strategies. One or more is sure to work to help your students improve their reading or writing abilities.

Adolescent Literacy Intervention Program
General literacy strategies can be applied across content areas to enhance content learning.

MATHEMATICS

USDOE What Works Clearinghouse RTI in Mathematics K-8
A summary of recommendations can be found in this document. The entire document can be downloaded online at the address listed.

RTI and Improved Math Achievement
http://www.youtube.com/watch?v=cGJ2gggTptA
David Allsopp discusses how RTI can impact math achievement. What are the challenges in the area of math instruction?
I&RS and RTI

Research
Response to Intervention: Helping All Students Learn

by Lydia Gerzel-Short and Elizabeth A. Wilkins

Find out how this new approach to monitoring student progress allows every student to learn the core curriculum.
The room is buzzing with the sounds of children quietly reading aloud. Eight student desks, each flanked by two chairs, are positioned around the room. The children are lined up, holding their benchmarking booklets, waiting for their one-minute turn to read aloud to a member of the reading intervention team. I overhear a student whisper, “I’m waiting for Ms. G.” Looking up, I see a smile plastered on a boy’s thin face. I finish marking a booklet, signal for the student to come to my desk, and greet him. Clipboard and stopwatch in hand, I begin the assessment by reading the standard directions, “When I say begin, start reading at the top of this page. Read across the page. Try to read every word. If you come to a word you don’t know, I will tell you. Be sure to do your very best reading. Do you have any questions?” (Shinn and Shinn 2002, 12). The student responds to my question with a side-to-side head movement “no.” I start the stopwatch, and he begins reading aloud with a sense of confidence in his voice.

This is a typical scene, three times a year, for all students at one elementary school when they are universally screened using Curriculum-Based Measurements (CBM). This process allows our school-based reading intervention and data teams to determine how students are responding to core reading instruction and which students would benefit from additional instructional support. This type of data collection coupled with team problem solving is known as Response to Intervention (RTI), a new initiative to support the learning of all students, not just those with special needs. The purpose of this article is to describe RTI and to provide suggestions to educators for successfully implementing this new practice.

What Is RTI?
RTI is designed to provide all students with academic and behavioral interventions. As a student’s educational needs increase, the frequency and method of the educational intervention changes to help the student gain success in the classroom (Fuchs and Fuchs 2006; Fuchs et al. 2007). Two important components of RTI include universal screening and progress monitoring. These data collection tools, coupled with team problem solving, are used regularly to determine an appropriate intervention for a student and whether that intervention is having a positive impact on the student’s learning (Busch and Reschly 2007). The RTI process can be used to distinguish between an ineffective instructional approach and a student’s learning disability (Fuchs, Fuchs, and Compton 2004), thereby removing blame from students for their educational failures and placing responsibility for learning on the learning environment. (See Table 1 for key terminology commonly associated with RTI).

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Elizabeth A. Wilkins is an Associate Professor in the Department of Teaching and Learning at Northern Illinois University. She is the Chair of the KDP Graduate Student National Committee and past Counselor of the Epsilon Alpha Chapter.
Three Tiers of Intervention

The RTI model contains three tiers: Universal Intervention (Tier I), Targeted Intervention (Tier II), and Intensive or Individual Intervention (Tier III). The majority of interventions occur within the general education setting, allowing classroom teachers, special educators, and other educational specialists to work collaboratively (McNamara 2007). Tier I is designed around the core (general) curriculum to successfully meet the needs of 80 percent (or greater) of a given student body. Tier I serves as the first intervention all students receive (Fuchs et al. 2008). In reading, for example, all students would be required to receive a minimum of 90 minutes of daily instruction within the general education setting (Vaughn et al. 2007). Only students who fail to respond to the core curriculum of Tier I would receive additional services under Tier II.

Table 1. Key Terminology Commonly Associated with RTI

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<td>Three-Tier Model</td>
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</tr>
<tr>
<td><strong>Tier I—Universal</strong></td>
<td>Serves as the first intervention all students receive. Designed around the core general education program to successfully meet the needs of 80 percent (or greater) of a given student body.</td>
</tr>
<tr>
<td><strong>Tier II—Targeted</strong></td>
<td>Comprised of a more targeted intervention reaching roughly 15 percent of students who are considered at risk.</td>
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<tr>
<td><strong>Tier III—Intensive/Individual</strong></td>
<td>More individualized instruction designed to target about 5 percent of students in a given student body. Individualized goals based on consistent progress monitoring.</td>
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<tr>
<td>Problem-Solving Model</td>
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<tr>
<td>Step 1</td>
<td>Identify effective general education programs.</td>
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<tr>
<td>Step 2</td>
<td>Determine why there is a discrepancy.</td>
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<tr>
<td>Step 3</td>
<td>Establish an individualized program based on current data.</td>
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<tr>
<td>Step 4</td>
<td>Use progress monitoring to determine effectiveness of the intervention.</td>
</tr>
<tr>
<td>Universal Screening</td>
<td>Occurs three times a year with all students and serves to assess critical academic skills based on curriculum-based measurements (CBM), such as early literacy and reading fluency.</td>
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<tr>
<td>Progress Monitoring</td>
<td>Frequent formative data collection to determine the effectiveness of a chosen intervention, particularly important for Tier II and III interventions.</td>
</tr>
<tr>
<td>Intervention Team</td>
<td>A team of educational specialists including instructional assistants, Reading Improvement teacher, Special Education teacher, bilingual support staff. This team works together to provide quality interventions for all students through a targeted in-class approach.</td>
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<tr>
<td>Data Team</td>
<td>A team of grade-level classroom teachers and educational specialists who look at data collected from Universal Screening (benchmarking) and other sources to inform instruction and intervention services.</td>
</tr>
<tr>
<td>Core Instruction</td>
<td>The general core curriculum that is delivered to all students, including students with special needs and students receiving English Language support.</td>
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</tbody>
</table>
Tier II is comprised of a more targeted intervention reaching roughly 15 percent of students who are considered at-risk and require more intensive services than received during the Universal Intervention. For example, students in Tier II would receive daily reading instruction for a minimum of 20 minutes in addition to Tier I instruction for a total of 110 minutes of support (Vaughn et al. 2007).

Students who require a more intensive approach because of unsatisfactory progress in Tier II receive additional intensive or individual interventions. Tier III can occur in the general or special education classroom but without a special education referral. Roughly 5 percent of students in a given student body will require Tier III intervention. As such, Tier III reading instruction would include an additional 45–60 minutes daily, extending beyond the daily requirements for Tier I and Tier II with emphasis on more individualized goals based on consistent progress monitoring (Busch and Reschly 2007; Vaughn et al. 2007).

Data Collection and Team Problem Solving

When using the three-tier model, the intervention team, data team, and staff are continuously checking to determine whether interventions and strategies are meeting students’ needs. If students are not responding in a positive manner, then a problem-solving process is used. For example, when the intervention or data team meets at the request of a teacher to discuss a student who is struggling with reading, the student’s anecdotal information, universal screening, and progress monitoring data are collected from the teacher. The team then evaluates the data before prescribing an Individualized Education Plan (IEP) with a follow-up date to evaluate the success of the interventions. Schools that use this process of continual monitoring and communication are holding all teaching staff accountable for student achievement.

Communication is key in the RTI process because teachers and staff use information to alter instruction based on individual student needs as determined by universal screening and progress monitoring data. Universal screening, based on CBM, occurs with all students three times a year and serves to assess critical academic skills such as early literacy and reading fluency (Busch and Reschly 2007). As illustrated in the opening scenario, screenings are quick to administer, easily scored, and generally inexpensive. In the area of early literacy and reading, the individual assessments take one to five minutes to administer depending on the grade level evaluation. Universal screening allows the team to determine who has educational problems, why the problems are occurring, what can be done to improve instruction for the individual student, and how well the plan worked. School-level data teams typically meet every four to eight weeks to determine student educational needs.

Collaboration between general education, special education, and other educational specialists is an important element of the RTI process. As shown in Figure 1, collective team problem solving follows four important steps (Fuchs et al. 2003). First, identify and validate effective instructional programs within the general education setting (i.e., determine how effectively the curriculum is being delivered to the entire school population). Second, determine why there is a discrepancy in learning. Third, establish an individual student performance goal. Finally, decide how frequently the student’s progress will be monitored as well as what tools will be used. The problem-solving process occurs at all three levels of the RTI model (Shinn 2005; Fuchs and Fuchs 2006; Busch and Reschly 2007; McNamara 2007).

Figure 1. Problem-Solving Model

1. Identify effective general education programs.
2. Determine why there is a discrepancy.
3. Establish an individualized program based on current data.
4. Use progress monitoring to determine effectiveness of the intervention.

Students considered most at risk (Tiers II and III) are progress monitored frequently to determine the effectiveness of the chosen intervention. Even though this monitoring is frequent, it is designed so that it is not time intensive for the classroom teacher. The process allows educators to assess quickly and make appropriate academic decisions for students (Fuchs 2003; Griffiths et al. 2006). Because progress monitoring occurs on a regular basis, there is no waiting until the next major assessment to determine whether an intervention worked. If it is determined during progress monitoring that the current intervention is not effective, then the intervention can be altered or completely revised.
Understanding RTI and successfully implementing the process takes time. This initiative requires administrators, general classroom teachers, special educators, and other educational specialists to adjust to a new way of thinking about how to help all students learn.

Suggestions for Effective Implementation

Effective implementation should follow a definite cycle. Early in September, shortly after school starts, all students in the school should be universally screened. This process takes time. This initiative requires administrators, educational support, and classroom teachers working collaboratively.

As the first year of the RTI initiative unfolds, concentration should be on collecting baseline data and learning how to interpret the data. Additionally, training for staff should be a major feature. Topics for professional development workshops during the first year might include conducting CBM benchmarking, establishing intervention and data teams, implementing progress monitoring, and participating in collaborative problem solving. School staff members also should consider the core curriculum to determine whether it is being delivered as it was intended by asking questions such as:

- Are the materials used in reading instruction being delivered as the authors intended?
- Is reading instruction being provided for at least 90 minutes daily?
- Is the current reading curriculum meeting the instructional needs of at least 80 percent of the student population?

Closing Thoughts

By implementing RTI, both schools and teachers benefit. Schools can determine whether the curriculum they are using is effective with the population of students they serve. Teachers get continual “snapshots” of student progress by using data to determine whether instructional needs are being met. Educators need to keep in mind, however, that this is not a quick fix. Rather, RTI is designed to generate consistent communication between all school staff members and to keep core instruction and learning in the most important hands—those of the students, all students.

References


RTI
Response to Intervention
Tier I Services
Differentiated Instruction
Differentiated Instruction

Differentiated instruction is a process in which teachers learn to change their pace, style, and level of instruction in response to student differences. These include different interests and different readiness levels. They also include the different learning styles of student. There are three specific areas in which to differentiate: the content of the lesson, the process used to teach, and the final product.

Differentiated instruction is used to reach the diverse needs of students. Students come to school with cultural differences, different learning styles, a variety of interests, disabilities, and varying backgrounds in learning. Meeting the needs of all of these diverse learners in a large class is not easy. Differentiated instruction is a slow process. It is not something that a teacher or school can decide to implement the next day or even the next month. It requires different methods of teaching, and constant assessment of the students and yourself to check for progress. However, when implemented properly, differentiated instruction works! The most effort required is typically in the initial years of implementation, and involves making and finding different lessons and materials to meet the curriculum and the needs of students. After the first few years, it is much easier.

Differentiating instruction, like implementing RTI, is a process. It requires professional development and time to implement. There are parts that can be implemented quickly, and others that involve setting up and creating materials that require more time. The following is designed to give you the basics to get started on the road to differentiation.

FLEXIBLE GROUPING

Flexible grouping is the process of using different groupings for instruction. There are parts of the day when students work independently and parts of the day when they work in small groups. The groups should be based on the needs and interests of students. Students can be in one group for one subject or activity and in another group for another subject or activity.

The groups need to have clear rules. They need to have direct instruction on how to work together as a group. Students need to understand their task, their assigned roles within the group, where they can meet as a group, time lines for completion of tasks, and rules about how loudly they can speak in their groups.

Groupings

Student-Led Common Interest Groups

These are a group of students that all share a common interest. Sometimes these groups are formed on their own within learning centers as students work together on a common interest. There are typically five or fewer students. The group size is limited by the amount of workspace. The students work together and ask for help from each other. Your job as their teacher is to monitor the group to make sure the interactions are positive in nature, and that leadership of the group is passed from student to student.
Student-Led Shared Task Groups

These are small groups of four or five students who you purposely set up to be heterogeneous in ability, gender, and age. All of the students work together on the same task. The tasks are designed to maximize the heterogeneity of the group.

Dyads—Buddies

These are groups that are formed on their own with or without your help. They come together to mentor or tutor each other, and to support each other in learning. They also come together to share a task. It makes it more interesting for students to work together with a buddy.

Some Appropriate Activities for Heterogeneous Grouping

There are many appropriate, interesting, and fun activities for students in heterogeneous groups. They can have open-ended discussions about any topic. For example, they can talk about current events. They can engage in activities that require analysis, critical thinking, and forming concepts. They can take a solution and generalize other solutions. You can see where this could be fun for the group.

Appropriate Activities for Homogeneous Grouping

Homogeneous groups can also engage in many interesting and fun activities. They can use drills to practice with each other and/or study together for a recall-type test. You can give them questions they have to answer to demonstrate comprehension about what they have been learning.

The Research on Grouping

Prior to flexible grouping, grouping was done according to ability. Students always knew who were in a low- or high-ability group. The research shows that this method of grouping was actually detrimental to low-ability students. Conversely, students who are high-ability have no decrease in achievement as the result of flexible groups. Everyone wins.

TIERED ASSIGNMENTS

Tiered assignments are tiered lessons students do in heterogeneous groups. It is a way to match students by their learning styles and interests. All students in the class would have the same objectives, and the content needs to take the same amount of time for each group.

There are different ways to tier the assignments. They can be tiered by complexity with one group being the least complex, one group more complex, and one group the most complex. Mrs. Kendricks taught social studies in an inner-city school. There had been a shooting in a nearby school, and all the students were talking about it. She decided to tier lessons for groups by complexity. She assigned one group to discuss and make a list of the causes of violence in schools. This was the least complex assignment. She had another group write slogans for their school to prevent violence. This was more complex. The third group had the most complex assignment. They had to discuss and then write a list of ways to combat violence in their school and in society. They were all working on the same project, but all worked on different tiers.

Another way to tier assignments is by product. Here’s an example of how to do this. Kinesthetic learners do a project that involves building something. Visual learners design posters as their project. Auditory learners listen to songs to find the best one to describe what they are learning.

It is important that tiering is invisible. All students need to be excited about their activities. The work cannot seem like it is more or less than the other groups, just that it is different. All groups are equally active.
A SPECIAL NOTE ABOUT DIFFERENTIATED INSTRUCTION

This information was intended to whet your appetite for differentiated instruction. It has a few of the basics you need to get started differentiating. Remember, differentiation is a process. Begin it slowly. It takes effort, but the results are rewarding. If you are the type of teacher who is used to having total control of your classroom, know that you are still going to be in charge, only in a different way. You are still the one to set the rules, to determine what will be studied and learned, to present the materials in an engaging way, and to assess the work. The difference now is that you will find you are more successful teaching all students. Differentiated instruction and Response to Intervention go hand-in-hand. Differentiated instruction will benefit all students. Your entire class will be learning in a way that excites them and has them excited about coming to school each day.

Be patient. Take it one step at a time, and slowly you will see your classroom transformed.
RTI
Response to Intervention

Sample Interventions
Elementary and Secondary Literacy
Checklist for carrying out the recommendations

Recommendation 1.
Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

☐ Create a building-level team to facilitate the implementation of universal screening and progress monitoring.

☐ Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable degrees of accuracy.

☐ Use benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.15

Recommendation 2.
Provide differentiated reading instruction for all students based on assessments of students’ current reading levels (tier 1).

☐ Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.

☐ Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.

☐ Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students’ assessed skills.

Recommendation 3.
Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2).

☐ Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students’ needs and developmental levels.

☐ Implement this program three to five times a week, for approximately 20 to 40 minutes.

☐ Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

Recommendation 4.
Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

☐ Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Progress monitoring should occur at least eight times during the school year.

☐ While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.

☐ Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.

Recommendation 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

☐ Implement concentrated instruction that is focused on a small but targeted set of reading skills.

☐ Adjust the overall lesson pace.

☐ Schedule multiple and extended instructional sessions daily.

☐ Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.

☐ Plan and individualize tier 3 instruction using input from a school-based RtI team.

☐ Ensure that tier 3 students master a reading skill or strategy before moving on.

Reading is an essential skill for not only succeeding in school, but for succeeding in life. When students cannot read in elementary school, the problem is magnified as they go into secondary schools and cannot read their textbooks. It is far better to ease this problem during the elementary school years with effective interventions. Most struggling readers can be helped. They can succeed in learning to read. There are key ingredients for students to learn how to read.

**Practice**

Do you remember when you learned to drive a car? It felt like there was so much to learn. You had to think through everything you did, such as starting the car, shifting into drive, stepping on the gas, using turn signals, and braking. The more you did it, the less you had to think about it. It became a natural process. Practice helps students read better too.

*Guided Practice*

Guided practice is practicing what is learned. Teachers present the lesson and students practice doing the work, and then they receive feedback from their teachers.

*Independent Practice*

Independent practice is practice that students do independently. Teachers monitor the practice and provide support as needed.

**Explicit Instruction**

Students need explicit instruction in reading, especially in phonemic awareness and phonics. They learn best when teachers model and teach the skills they need. These skills need to be clearly taught. If students are left on their own to learn, they often make the same mistakes over and over again, and because they practice and repeat the mistakes, they learn them. This must be prevented. They need teacher support. The explicit instruction needs to be frequent. For students with severe reading difficulties, the intervention needs to be daily. A study of struggling readers was done using explicit instruction, and the students made dramatic gains that persisted for several years after the intervention was finished.

I have a friend who teaches first grade and is a master at using explicit instruction. Here are the steps she uses:

- Excite the students about what will be learned.
- Demonstrate the information to be learned.
- Have students practice.
- Provide support.
- Demonstrate again if needed.
- Have students practice some more.
- Provide support.

She starts the lesson with an introduction that is filled with enthusiasm and encouragement about what the students will be learning. When she teaches reading, she sounds the words out slowly and clearly. Then she has the students practice. If a student makes a mistake, she never tells them they are wrong. Instead, she says, “I will have a turn now.” She then teaches them the sounds in a more dramatic, explicit way. She repeats this process until the students have learned the material.
Hands-On Materials

This same friend uses hands-on materials that students can manipulate as they learn to read. This is effective for the early grades as students practice in phonics and word identification. She uses sandpaper letters that students trace as they sound out the letters, a small movable alphabet for students to sound out and put words together, and cards students use to match objects to sounds. It becomes a game for the students to manipulate all the materials.

Systematic Sequential Instruction

The rule of thumb is to teach students reading beginning with the easier skills and then progress to more difficult skills. This is done in a systematic sequential manner. When students master one skill, they progress to the next skill so there are no gaps.

Differentiated Instruction

The only way to truly reach all learners and teach them to read or teach them any other skill is to do it in a differentiated manner that accommodates the needs of each individual learner. In the differentiated classroom, there are some students working individually, some in small groups, some in larger groups, and some working with the teacher. This is an important cornerstone for RTI.

Application Using Meaningful Text

Have you ever read words and had no idea what they meant? Students can learn to read, but if they do not understand the meaning of the words, they get nothing from what they are reading. They need to have word study vocabulary so they can learn and not guess the meaning of words.

LITERACY FOR ELEMENTARY SCHOOLS

Five Essential Components

There are five essential components for effective literacy in elementary schools: (1) phonemic awareness, (2) phonological processing, (3) fluency, (4) vocabulary, and (5) text comprehension.

Phonemic Awareness

Spoken language is comprised of phonemes (individual sounds) put together to form words. Words each have meaning. Without the ability of phonemic awareness, the meaning of words can be lost. Phonemic awareness is the conscious awareness of the sounds in spoken words. Students need to learn phonemic awareness at an early age.

Make sure that lessons are fun and engaging. Students learn with activities that include the following:

- Identifying objects in the environment by their beginning or ending sounds
- Rhyming words
- Clapping to the number of syllables
- Reading books aloud with emphasis on sounds
- Matching games with letters and objects
- Identifying the location of phonemes in words, as in beginning, middle, or end of the words, and connecting phonemes to make words
Phonological Awareness

Phonological awareness is the awareness of the spoken language in all its forms: words, sentences, phrases, and phonemes. Phonemes are one component of phonological awareness, but separate because without the ability to understand the individual words, there can be no comprehension of phrases and sentences. This is something that is taught with activities similar to the ones for phonemic awareness, but on a more advanced level. Teach students how to chunk and read the different syllables in words. Help them understand root words so they can more easily recognize unfamiliar words. Activities include the following:

- Listening activities
- More advanced rhyming activities
- Word awareness
- Syllable awareness
- Phonemic awareness activities

Fluency

Fluency is the ability to read with speed, expression, and accuracy. The fluent reader recognizes words easily, reads aloud effortlessly, and can then focus on comprehension. Fluent readers make the correct intonations and pauses as they read with expression. Students who are not fluent usually read slowly, haltingly, make frequent mistakes, and the feeling of the meaning behind the words is lost.

More Is Better

It takes practice to become a fluent reader. Teach fluency by having multiple activities involving meaningful reading. The more students are exposed to words, the more they will easily recognize the words and be able to read them rapidly, with the appropriate expression. Some strategies to increase fluency include the following:

- Books on tape
- Peers reading to struggling readers
- Adults reading to struggling readers (you can use volunteers)
- Choral reading in which students as a group read aloud together
- Echo reading in which the teacher reads a sentence with expression, and then the class as a group reads it with same expression
- Tape-assisted reading in which students read along with a story tape
- Students reading fun poems
- Reader’s Theatre in which students perform a script based on meaningful literature

Vocabulary

Vocabulary is a key concept in literacy as well. Students who have limited vocabulary are handicapped in their ability to understand and to read. I was one of those students. English is my second language. When I started kindergarten, I did not understand a word the teacher or my classmates said. There are other students like me who have English as their second language. I am fortunate in that when I went to school they were not looking for learning disabilities. If they had been, I may have been diagnosed because my lack of English vocabulary seriously impacted my ability to understand, to follow directions, and to read. Fortunately, I caught up with the other students. Not all students are that fortunate.

There are other students who start school with limited vocabularies not because English isn’t spoken in the home, but because no one is doing much talking in their homes. Building vocabulary is easier when it is part of an environment where it is frequently used. That is how children learn to talk. That is where they grasp the rich meanings of the words they hear and say.
Begin with making sure that students know the most basic words like school, mother, father, and home. Take nothing for granted. When I started school, I did not know those basic words. Student may be puzzled with even the most basic instructions. Next, ensure that students know words that are used frequently in your classroom. These can be words such as instructions, directions, and even the word vocabulary.

Text Comprehension

Students may be able to read something fluently, but it is another thing to be able to understand what they have read.

Story Grammar

When students read, they generally are most familiar with the regular narrative type of reading. This is where there is a sequence of events leading to an end with characters and actions. Students may need help in understanding the story. Have several questions that students see prior to reading the story and can think about as they read. The questions are about the characters and the story. Students identify the main character, the way the character felt, what the main character did, where the story takes place, and how the story ends.

Expository Text

Students are generally familiar with the types of stories that are narrative, but expository text is different. It is not a story; instead, it is information. Students have to learn how to decipher the information.

Making Up Questions

One of the ways students can think more about what they read is to involve them in coming up with their own questions while they are reading. This helps them be more involved and focused on the important concepts they are reading.

Graphic Organizers

This is a method for students to take the information they are reading and put it into a graphic. The graphic helps them better understand what they are reading. The Key Point to Remember chart shown on the following page is an example of a graphic organizer. When giving directions to students for the Key Point chart, have them do the first paragraph of the story, a middle paragraph, and the last paragraph. Another option is to have them do three paragraphs in the body of the story.

Story Map

The Story Map is a graphic organizer designed to improve reading comprehension. It helps students stay focused on the different aspects of the story to improve their comprehension by identifying key parts of the story.
# Key Points to Remember

**Reading Intervention / Strategy**

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**Text**

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Students with poor literacy skills enter secondary schools at a real disadvantage. They need to be proficient in literacy for content mastery in the different subjects. There is hope. Many years ago I met a man, John Corcoran, who had not been able to read in school. He said his problems began when he started elementary school. Other students all started reading, but he could not. He said he had to keep it a secret, and that he was profoundly embarrassed and ashamed because he knew that he was different from everyone else. He passed through the primary and secondary grades and received an athletic scholarship for college. He somehow completed college and graduated with a teaching certificate. He still could not read. He got a job as a teacher. He was always on guard that someone would find out his secret. Finally, he quit. He married a wonderful woman and shared his secret with her. He started a company as a building contractor, and she did all of his reading for him. He was extremely successful, and it gave him the confidence he needed to one day go into a literacy center, walk up to the woman there, and say, “I can’t read. Will you help me?” And that is when his life changed dramatically. That was the beginning of a new life for him. He was interviewed on television shows, and he went to the White House. Former First Lady Barbara Bush asked him to help fight against illiteracy. He served on the national literacy board and today has a national foundation called the John Corcoran Foundation to help others who cannot read. John Corcoran learned how to read as an adult. He learned, and so too can secondary students.

Literacy is very important in secondary schools. Teachers are under pressure to have students meet state standards in content areas. If students cannot read, they cannot pass standardized tests. Teachers have more students to teach daily, and this amplifies the pressure. Instead of one class of twenty to thirty-five students, the secondary teacher may teach one hundred fifty students in a day. In addition to Tier I interventions, some secondary schools implement reading labs to help students, as well as before- and after-school reading programs. Some schools have tutorials offered by teachers within the classrooms to supplement instruction.

Tier I instruction can still be in the general education classroom. In an ideal world, every class would have a co-teacher, and the teachers would divide their roles and responsibilities so that struggling readers can be taught. However, this is costly, and will not occur in the majority of schools. Instead, secondary teachers need to differentiate instruction in order to help students with varying abilities. Some students can then work in small groups, others can work independently, and still others can work in larger groups.

There are strategies that have been found to be effective for teaching struggling readers. These are all strategies that can be used for either Tier I or Tier 2.

**Collaborative Strategic Reading**

This is a method of motivating, engaging, and helping struggling readers learn. It consists of four strategic reading comprehension strategies.

*Preview*

The preview is designed to motivate students about what they are going to read. It often reminds them of background knowledge, and they learn to make predictions about the text. Students take several minutes to preview the text and search for information to help them make predictions. As they do this, they become familiar with vocabulary related to the text. They then take several minutes to have a group discussion about the preview. They also discuss what they want to learn from reading the text.
Click and Clunk

Students identify parts of the text that are difficult. It can be described to students that sometimes when they meet someone, they “click.” They instantly feel a connection. Students are asked to identify parts of the text that “clicks” for them. A “clunk” is explained as something that feels like you are running into a brick wall. Students are asked to identify the “clunks” or the things that are difficult for them. Students fix their clunks by reading the sentences with clunks and looking for clues; reading sentences with clunks, but leaving out the word that is the clunk and then trying to figure out what the clunk was; looking for prefixes or suffixes in the words that are clunks; and asking for help.

Get the Gist

Students look for the “gist,” or the main idea of different passages within the text. They find the main idea and rephrase it in their own words in a sentence.

Wrap-Up

The students review what they read. They ask and answer questions about the reading that helps them remember what they read.

Strategic Instruction Model

This is a method to help students think critically about what they have read. It gives them specific strategies and skills to help them learn. Some of those strategies include the following:

- Paraphrasing
- Learning to express the ideas in their own words
- Self-questioning
- Developing their own questions about reading passages and then finding the answers to those questions
- Visualizing scenes in the text in detail

Computer-Assisted Instruction (CAI)

Computers are the way of the future, and in many schools, the future is here. There are many students showing significant gains in learning using computers. The gains are magnified when teachers are involved as tutors for students, cheering them on to success. The key is to find appropriate software and to supervise the students.

SUPPLEMENTAL INTERVENTIONS FOR EITHER ELEMENTARY OR SECONDARY OR BOTH

The following interventions are not research-based, but they have been used successfully with students by me and many others.

Letter Reversals

Attach a visual strip to the student’s desk or notebook so there is a model of the symbols that are typically reversed. Remind student to look at the letters as they write.
Loses Place, Omits Words, Skips Lines

**Word Windows**

Word windows are rectangular, small sheets with a transparent opening in the center. Students put the work window over the page they are reading, and it helps them read one line at a time so they can keep their place while reading.

**Bookmarks**

Students follow their place using a bookmark. The bookmarks need to be plain so they are not distracting to students. Make them yourself out of card stock that is then laminated.

**Adapt Worksheets**

Teach students how to adapt their worksheets. For example, have students cover their worksheets with a blank sheet of paper so they do only one question at a time.

**Copies**

Take important materials that students need to read and make copies of the most important pages. Students can underline important items as they read.

**E-Books**

There are some students who have a difficult time reading regular books, but they do well with e-books.

**Recorded Books**

For students who have difficulty reading, get pre-recorded books. Many students have their own iPods, or you can get books on tape. These may be students who are auditory learners rather than visual learners, and they may thrive with the recorded books.

**Tracing With Highlighter**

You can find erasable highlighters at office supply stores. Students highlight important information in their texts and then later erase the highlighter.

**Tracing With Fingers**

Students trace each line as they read with their fingers. It helps them keep their place on the page.

**Check Beginning Three Letters**

Students frequently guess at words as they read. Teach them to look at the first three letters of words that are difficult before they say the word.
Colored Overlays

This is a remarkable and simple strategy that can help students with reading fluency. I have heard over and over again from teachers as I travel across the country speaking about how effective it has been for their students. The overlays come in different colors. They are large, transparent, colored sheets of paper. Students choose a color that is most effective for them, put it over the reading material, and then they read. That’s it! It’s so simple and yet so effective. I have found that different students do better with different colors of transparent sheets. I went to a scrapbooking store and bought inexpensive sheets in a variety of colors. One teacher told me she had used the sheets, and one of her students was so dependent on them she asked the student’s family to buy him a pair of glasses with that color lenses. It worked!

Difficulty Copying Correctly

Correct Vision

When students have problems copying they may have vision problems. Be alert to see if students have problems visually. They may squint and avoid close or far work depending on the vision problem.

Note Taker

Assign a student who takes excellent notes to be an anonymous note taker. At the end of the class, note takers hand you their notes and you make a copy and give them to the students with learning disabilities.

Easily Distracted

Sit students who are easily distracted away from noise and sights that are distracting.

Air Vents

Air vents can be so distracting that students do not hear you or anything else in the classroom. They only hear the “whirring” of the heater or air conditioner. Sit students who are easily distracted away from vents.

Open Doors and Windows

Have you ever been in a room with the television set turned on? It’s hard to resist watching it. It’s the same for students who sit near open doorways looking into the hall or windows looking outside. Make sure students who are easily distracted are sitting in seats positioned to minimize distractions.

Study Carrels

One way to stop distractions is to have students use study carrels. I make my own out of file folders and call them private offices. Take two folders and slide them together so that the left flap of the first one is on the outside, and the right side becomes the back of the private office. The second folder has its right flap open on the right, and its left side is also the back of the office. Glue them together, and then laminate them. Give all students their own private offices.
Highlight Key Points

Highlight key words on worksheets or instructions. Highlight words in the directions so that students better understand what to do, and highlight key words throughout the assignment.

Memory Deficits

Have you ever taught a student something, and it took a long, long time? The student finally mastered it, and you were both so pleased. Then the next day, the student comes to class and has forgotten it. You and the student are frustrated, but the student has a feeling you do not have—it's total embarrassment. The student may cover it up with a joke, but inside the student feels ashamed. Now imagine that this happens over and over again to the same student. There are some tricks you can use to help students remember better.

Use Mnemonic Devices

Mnemonics are aids to help memory. They are little tricks that remind students of something they need to remember. They are associations that jog the mind. For example, “Thirty days hath September” is a mnemonic to help remember how many days there are in a particular month. You and the students make up your own mnemonics when students need to learn something new. Just like you have to practice “Thirty days hath September,” so too will students need to practice the mnemonic when learning something new.

Seat Student Carefully

Because it is so easy to get distracted, it is important to seat students carefully.

Seat near Teacher

Students sometimes like to “hide out” at the back of the room. Make sure to seat the students in the front of the room near you. This prevents distractions, and it gives you opportunities to monitor and reinforce appropriate behavior.

Seat near Student Role Model

Students who need extra help should be seated near students who are role models. They can work cooperatively together, and students who need that extra help can learn from their peers.

Discover Keys to Student Success

You will be using progress monitoring and learning a lot about your students. Add to the information that you acquire. Design a questionnaire that tells you about students and their reading habits.
RTI
Response to Intervention

Sample Interventions
Mathematics
in-depth coverage of rational numbers as well as advanced topics in whole number arithmetic (such as long division).

☐ Districts should appoint committees, including experts in mathematics instruction and mathematicians with knowledge of elementary and middle school mathematics curricula, to ensure that specific criteria are covered in-depth in the curriculum they adopt.

Recommendation 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

☐ Ensure that instructional materials are systematic and explicit. In particular, they should include numerous clear models of easy and difficult problems, with accompanying teacher think-alouds.

☐ Provide students with opportunities to solve problems in a group and communicate problem-solving strategies.

☐ Ensure that instructional materials include cumulative review in each session.

Recommendation 4. Interventions should include instruction on solving word problems that is based on common underlying structures.

☐ Teach students about the structure of various problem types, how to categorize problems based on structure, and how to determine appropriate solutions for each problem type.

☐ Teach students to recognize the common underlying structure between familiar and unfamiliar problems and to transfer known solution methods from familiar to unfamiliar problems.
**Recommendation 5.** Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.

- Use visual representations such as number lines, arrays, and strip diagrams.
- If visuals are not sufficient for developing accurate abstract thought and answers, use concrete manipulatives first. Although this can also be done with students in upper elementary and middle school grades, use of manipulatives with older students should be expeditious because the goal is to move toward understanding of—and facility with—visual representations, and finally, to the abstract.

**Recommendation 6.** Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.

- Provide about 10 minutes per session of instruction to build quick retrieval of basic arithmetic facts. Consider using technology, flash cards, and other materials for extensive practice to facilitate automatic retrieval.
- For students in kindergarten through grade 2, explicitly teach strategies for efficient counting to improve the retrieval of mathematics facts.
- Teach students in grades 2 through 8 how to use their knowledge of properties, such as commutative, associative, and distributive law, to derive facts in their heads.

**Recommendation 7.** Monitor the progress of students receiving supplemental instruction and other students who are at risk.

- Monitor the progress of tier 2, tier 3, and borderline tier 1 students at least once a month using grade-appropriate general outcome measures.
- Use curriculum-embedded assessments in interventions to determine whether students are learning from the intervention. These measures can be used as often as every day or as infrequently as once every other week.
- Use progress monitoring data to re-group students when necessary.

**Recommendation 8.** Include motivational strategies in tier 2 and tier 3 interventions.

- Reinforce or praise students for their effort and for attending to and being engaged in the lesson.
- Consider rewarding student accomplishments.
- Allow students to chart their progress and to set goals for improvement.
MATH AND RTI

While literacy is important, math is too. Some people think math is simply about counting, but it is so much more. It is a language of its own—a language of symbols that describes the relationship between objects, events, and times. As technology becomes more and more important, it will increase the need for more mathematical thinking. Thus, research-based interventions for math will become more and more important.

I have listed some of the currently available research-based interventions below. The same three-tier model applies for mathematics as in the other subject areas. The interventions described can be used primarily for Tier 1 and Tier 2, depending on student needs.

Increased Drill and Practice

Just like practice is so important in literacy, it is also important in math. It is an effective method to improve learning. Students need many opportunities to practice math.

*Drill Sandwich*

This involves having students practice math using half known items and half unknown items. It makes it easier for students than having them practice with all unknown items.

*Incremental Rehearsal*

Drills and practice begin with easier items so that students are more comfortable, and then they gradually move more and more to new items.

**Manipulatives**

Manipulatives help improve the learning of math. One interesting study demonstrated that students who had previously scored low on state tests in mathematics learned multiplication better when they used a manipulative Montessori Checkerboard for Multiplication and other multiplication manipulatives. Not only did they learn better, but they also enjoyed the work and had more confidence in their mathematical abilities.

**SUMMING IT UP**

There are many research-based interventions for literacy, but there is very little research for math research-based interventions. As RTI becomes more established, there will be more and more research available because of the requirement for research-based interventions. Many of the interventions used in this chapter for literacy can also help with math. These include the following:

- Systemic sequential instruction
- Differentiated instruction
- Explicit instruction
- Guided practice
- Independent practice
- Making up questions
RTI
Response to Intervention

Sample Interventions
Behavioral
Behavior management is an important key to success with Response to Intervention. If the students are not listening, they are not learning. There is no “one size fits all” type of strategy for behavior management. There is no single strategy that will fit every student in a school and help each of those students succeed. Moreover, there is no single strategy that will feel comfortable for every teacher. RTI calls for continuous progress monitoring and adjusting. Teachers get to see exactly what will work with individual students. They get to modify and adjust. Even though the intent of the law behind RTI was originally to find and help students with learning disabilities, now all students can be helped. In the past it was possible for students to do poorly for a variety of reasons other than a learning disability. Some students are gifted, yet they do poorly because they are so bored. Other students for whom English is a second language do poorly. There are students who have sensory issues, students with attention-deficit/hyperactivity disorder (ADHD), and student going through a tough time at home. There are many reasons student could be misbehaving or not learning. Now, these students will also be helped.

THE INTERVENTION PROCESS

An intervention entails coming up with a detailed, research-based, written plan of action to take care of a problem. This written plan needs to include the problem behavior. That may sound silly because most teachers think they already know the problem. However, teachers generally say something like, “Jason is negative,” “Thomas has a bad attitude,” or “Kaitlin hates school.” Those statements do not define the problem. They are “feelings.” Instead, the inappropriate behavior needs to be concretely. Here’s an example: “Samuel gets up from his seat during seatwork and leaves the classroom without permission.”

Step 1: Define the Problem Behavior

Destructive Behavior

There are generally three different types of problem behaviors. The first is destructive behavior. This is behavior that is harmful to the student or to others. This takes top priority over other problem behaviors because it can be life threatening.

Disruptive Behavior

Disruptive behaviors are those that interfere with learning and/or social relationships. They can include behaviors such as crying or refusing to do seatwork. Crying can interfere with other children wanting to socialize with the child. Refusing to do seatwork disrupts the learning process. Disruptive behaviors can escalate into destructive behaviors.

Distracting Behavior

George was a student who flapped his hands repeatedly. It made it difficult for other children to concentrate. It also made it difficult for George to do his own class work. Alex also had a distracting behavior. He tapped his pen or pencil on his desk. The noise distracted not only the other children, but his teacher as well. These are both examples of distracting behaviors.

Step 2: The Functional Assessment

This is a very important step in the positive behavioral support process. Before you can design an intervention, you need to know why the behavior is occurring. You need to know if there is something going on in the classroom or at home that is creating the problem behavior. It means being a detective trying to figure out all you can about the student.
A recent consultation in a school to help teachers with students with behavior problems resulted in the following recommendations. Casey was a problem student in class. When I spoke to the teacher before the observation, she told me that he was disruptive, and it was totally wrecking her classroom. The teacher was asked to define his behavior more clearly. She said that she liked to involve students in lively discussions, and he continually blurted out answers so that no one else got a chance to talk. The observation revealed that Mrs. Sachs asked the students lots of questions to stimulate interest. Every time she asked a question, students would raise their hands. Casey did not raise his hand. He simply blurted out responses to each of her questions. Each time he would blurt out, she responded to him.

A key model for functional assessment called the “ABC Strategy” was used while observing Casey. The letter A stands for antecedent. The antecedent is the event that occurs before the behavior. Some people call it the setting event because it sets the tone for the behavior to occur. The antecedent in this case was the teacher asking a question.

The letter B stands for behavior. In this case, the behavior was Casey blurt out. The teacher would ask a question, and Casey would blurt out an answer every time.

The letter C stands for the consequence. The consequence is what occurs immediately following the behavior. Often, the consequence causes the behavior to occur again. The consequence for Casey was that the teacher responded to his blurt out. That was good news for Casey, so he kept doing it again and again. It was bad news for the teacher, as her class was continuously disrupted.

The teacher was advised to stop calling on Casey when he blurted out. Casey needed to understand that the only way he would be called upon would be if he raised his hand. He was also given a signal when he blurted out that served as a reminder if he forgot to raise his hand. The teacher reported back that this was very effective with Casey.

Not all problem behaviors are this easily solved. The antecedent may be something that is occurring at home. There are many accounts in which students were behaving appropriately, but suddenly their behavior changed, even though nothing in the classroom has changed. Jay was one of those students. He was a dark-haired, tall, slim boy. He had many friends and did his class work appropriately. Then suddenly, it seemed like overnight, this all changed. Jay had difficulty paying attention and got up from his seat frequently. He started pushing and shoving his friends and using inappropriate language. Everything in the classroom was the same. When the teacher spoke to his mother, she was advised that Jay’s dad had left, and they had no idea where he was. She was very angry and spoke harshly about her husband. The antecedent behavior in this case was the dad leaving and the total disruption of Jay’s home life.

You can see how important it is to collect data like this prior to having an intervention. If a person comes to a doctor with horrible abdominal cramps, and the doctor merely treats the symptoms with an over-the-counter stomach medication, this may or may not cure the problem. The patient may have cancer, appendicitis, an abdominal virus, or another illness. To accurately treat the patient, the doctor has to play the part of a “detective” looking at all the symptoms to determine accurately what is causing the cramping. Then the doctor will know what to do to treat the patient. That is what you have to do with students too. You have to look at what was occurring prior to the behavior, look at the behavior, and then look at what occurs as a result of the behavior.

<table>
<thead>
<tr>
<th>Time</th>
<th>A—Antecedent</th>
<th>B—Behavior</th>
<th>C—Consequence</th>
<th>Observer Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:03</td>
<td>Teacher asks</td>
<td>Student blurt out</td>
<td>Teacher answers</td>
<td>MA</td>
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<td>question</td>
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<td>9:05</td>
<td>Teacher asks</td>
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<td>Teacher answers</td>
<td>MA</td>
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<td></td>
<td>question</td>
<td>answer</td>
<td></td>
<td></td>
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<tr>
<td>9:08</td>
<td>Teacher asks</td>
<td>Student blurt out</td>
<td>Teacher answers</td>
<td>MA</td>
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<td>question</td>
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<td></td>
<td>Teacher asks</td>
<td>Student blurt out</td>
<td>Teacher answers</td>
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There has been functional behavior analysis research on changing antecedent conditions and how this can affect behavior. This is good news for education. This means there is evidence that changing the antecedent can change the behavior in positive ways. These studies showed antecedent conditions set up circumstances for problem behaviors to occur. These antecedent conditions included academic tasks that were too difficult in which there was lack of student interest. They also included classroom environmental factors such as being too far from the teacher, a change in the schedule without any warning, and wait times when students become bored. Interestingly, it also showed physiological conditions such as hunger and fatigue can have an impact. When these antecedent conditions were modified, the problem behaviors stopped.
Collingswood Public Schools

ABC Observation Form

Student ___________________________ Student ID ___________________________

Date __________________________ Setting __________________________

Reason for Observation __________________________

<table>
<thead>
<tr>
<th>Time</th>
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<th>B—Behavior</th>
<th>C—Consequence</th>
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</tbody>
</table>

Examples:
- Unstructured time in …
- When given a verbal to …
- When in proximity to…
- When able to …
- Fidgeting, moving, rocking

Examples:
- Not following directions
- Accepting feedback
- Accepting “no”
- Getting teacher attention
- Making request
- Disagree appropriately
- Giving criticism

Examples:
- Teacher attention
- Verbal warning
- Loss of privilege
- Peer attention
- Time out (when, where?)
- Removal from class
- ISS (how long?)
- Detention

Observer’s Name ___________________________
The term intervention is used when teachers and other school personnel study and creatively problem solve educational issues that place a student at risk for school failure. Using a team approach that also significantly involves parents, each school carefully considers the needs of students who are identified “at risk” for learning, behavior, and health problems. After careful consideration, strategies are put in place to work with the student and effectively address the issues at hand.

By its nature, intervention is a process. It is often the case that plans are revisited and modified. In most cases, however, a successful intervention plan which is created and shaped over a period of time proves to be a powerful tool for the at-risk student. If successful, it is preferable to special education referral which requires a student to have an identified disability and undergo an evaluation.

In some cases, intervention is not successful and a referral for special education is deemed necessary. Even in these cases, the prior period of intervention is valuable. Prior intervention will illustrate that a referral is appropriate (as required by law) and it will help inform the IEP team about strategies that have or have not produced success when it comes time to develop the written IEP. It is important that parents not see intervention as merely a waiting process or a “red tape” step for special education, but as a meaningful attempt to meet the student’s needs in the least restrictive environment.

Sample Action Plan Items from the Intervention and Referral Services Team

These are examples of real situations faced by teachers and students in our district. The suggested modifications/accommodations/interventions accompany each scenario. These are representative of recommendations made by I&RS Teams throughout the district. Specific modifications are agreed upon by the team, which includes the child’s teacher. Progress is monitored and further recommendations may be offered at subsequent meetings.

Student does not stay on-task/engaged in seatwork

- Modify written assignments (e.g., fold paper to mask portion of work).
- Assign a “work buddy” (either from within your classroom or from another class).
- Give student an egg timer or small hourglass to help him/her manage time wisely.
- Give student a “cool” pencil/writing utensil.
- Provide a model of what completed work product should look like.
- Obtain eye contact. State expectations in clear, simple phrases. Ask student to “echo” stated expectations.
- Provide auditory cues to help pace student’s work (e.g., bell, “Countdown” the minutes).

Student does not stay seated during classroom activities

- If student’s feet don’t reach the floor, consider a smaller chair or a footrest (i.e., from a shoe box or telephone book).
- Incorporate movement opportunities into student’s day (e.g., errands, bathroom breaks, transitions with movement).
• Discuss adaptive seating options with an Occupational Therapist (e.g., bumpy cushion).
• Identify a peer model for the student to imitate.
• Reward system for appropriate behavior.
• Assign the student responsibilities that allow for some freedom of movement (e.g., sharpen pencils, pass out materials, put away materials).

Student does not transition smoothly from unstructured time (e.g., play time, projects) to more structured academic activities.

• Provide the student with a visual schedule which identifies the day’s activities, the location of those activities (if they involve another place in the school), and the times at which they occur.
• Provide advance warning for transitions with a traffic light poster. Green means “We’re playing.” Yellow means “We’re cleaning up”. Red means “Freeze. We’re stopping and listening”. Obtain eye contact, then give direction for transition.
• Use a predetermined signal to prepare students for transition times (e.g. Visual learner: turn lights on and off, use hand signal; Auditory learner: use alarm/bell).
• Let the student have the privilege of giving the signal for transition time.
• Reinforce the student for having a smooth transition.

Students do not work cooperatively in a group

• Positively reinforce students who are cooperating and helping one another.
• Modify the size of the group. Assign an uncooperative student to a smaller group.
• Allow an uncooperative student to choose which members will be part of his/her group.
• Anticipate potential personality conflicts. Keep them in separate groups when possible.
• Make sure that all group members have ample materials.

Student does not follow verbal directions

• Make sure student is attentive. Obtain eye contact. Have whole class put their hands up in the air so they can’t be writing/working while directions are being given.
• Supplement verbal directions with visual cues.
• Give directions in simple language and deliver them one step at a time.
• Check for understanding-- have student repeat directions back to you.
• Assign a peer buddy whom student can observe/check with when he/she is unsure of what to do.
I&RS PROCESS

Questions and Answers
I&RS Questions and Answers

How are students identified for I&RS?

- Any staff member may refer students to I&RS by using a referral form obtained in the Counseling Office, Principal’s Office or on the Web Site.
- Parents may request that their son or daughter be reviewed by I&RS. They can initiate a referral by contacting a member of the team, the child’s guidance counselor or assistant principal.
- Self-referral forms are also available for students who feel the need for help.

What does I&RS do for a student?

- Once a student is identified, the I&RS team will review the referral, meet with or observe the student and contact other appropriate people involved with the student.
- Strategies will be developed to help teachers assist this student.
- The I&RS team will review the student's progress regularly and change helping strategies as necessary.
- If after several strategies have been in place and the student's academic performance and/or behavior merit a formal evaluation, the I&RS team may refer the student to the Child Study Team.

How is I&RS similar to the Child Study Team?

- Both teams support teachers and students.
- Both are comprised of professionally trained staff.
- Both are regulated by statutes.

How is I&RS different from the Child Study Team?

- I&RS teams write Action Plans, based on teacher referrals and specific observable information. These plans are reviewed annually, at a minimum.
- CST use test results to place students into different programs, such as resource centers, in-class support, self-contained, or alternative educational placements. Child Study Teams write Individualized Education Plans, or IEP’s which are reviewed annually, at a minimum.
- Typically, an I&RS Team is comprised of the principal, counselor, teachers, and the coordinator. Other specialized members, such as a reading specialist, occupational/physical/speech therapists, or the nurse may also participate.
- Typically a Child Study Team is comprised of a school psychologist, a learning disabilities teacher consultant, and a social worker. Therapists, teachers, the nurse and counselors may also participate.
What if I receive a letter indicating that the I&RS team will meet to discuss one of my students or my child?

- Your participation as the child’s teacher or parent is important to allow for the most effective and informed process to help the child.
- You are invited to attend, and should contact the Building Coordinator or Principal to make them aware of your ability to attend the meeting.
- If you disagree with the process, you may contact the principal or the District I&RS Director, but there are no due process rights with regard to Intervention and Referral Services; the school is permitted to conduct the meeting with or without parental support.

What typically happens at an I&RS meeting?

- Meetings are held regularly in each building in the district.
- Teams meet with teachers and other staff who have made referrals and requested assistance from the team.
- New Action Plans are created for new referrals; incorporating suggestions from parents, teachers, other staff.
- Students previously referred are discussed; progress or lack of progress noted; recommendations made for changes, if any, to existing Action Plans.
- Child Study Team recommendations are discussed, if necessary.
- Section 504 Plans are written and reviewed, if applicable.
- Monthly monitoring report compiled, sent to appropriate district staff members.

What types of issues are typically discussed?

- Academic failure/lack of progress
- Health issues
- Behavior Issues
- Social & Emotional issues

What types of recommendations are made by the I&RS Team?

Recommendations may range from in-class accommodations, such as seat changes, extra time on assignments, bathroom or snack breaks, focusing cues, positive reinforcement strategies, study guides, etc. to more intensive recommendations, such as a Section 504 Plan or referral to the Child Study Team for full evaluation.

What is a Section 504 Plan?

A Section 504 Plan is a legal document falling under the provisions of the Rehabilitation Act. The 504 Plan is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. A 504 Plan is not an IEP, as is required for special education students. However, a student moving from a special education to a regular education placement may be placed under a 504 Plan for a period of transition.
Who is eligible for a Section 504 Plan?

A student with a physical or emotional disability, or who is recovering from a chemical dependency, or who has an impairment (e.g. Attention Deficit Disorder) that restricts one or more major life activities may be eligible for a 504 Plan. Medical documentation will be needed to determine a student’s eligibility for a Section 504 Plan.

What are “major life activities”?

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Working
- Learning

What accommodations may be included in a Section 504 Plan?

- A student with diabetes may be given opportunities to eat in class, and visit the nurse daily for testing and/or medication.
- Assignments may be adjusted.
- Additional materials may be made available for use at home.
- Therapeutic assistance may be needed during the school day.

What if I need more information?

Any of these district employees will be able to give you more information:

- Your child’s teacher
- Building Intervention and Referral Coordinator
- Building Principal or District 504 Officer and Director of Special Programs
I&RS PROCESS

FORMS
# Intervention and Referral Services Forms

*All information is to be considered confidential.*

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- School Nurse/School Health Form: Form F
- Attendance Form: Form G
- Discipline Form: Form H
- Student Self-Assessment Sheet: Form I

### During Meeting Forms
- Release of Information Consent Form: Form J
- Information Summary: Form K
- Parent Interview: Form L

### After Meeting Form
- Action Plan: Form M
TO: Intervention and Referral Services Team

FROM: 

DATE: 

STUDENT: 

Reasons for Request for Assistance (Must be for school-based issues, i.e., academics, behavior, school health):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Specific and Descriptive Observed Behaviors (Hearsay or subjective comments will not be accepted):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Please list all teachers and/or specialists who have contact with this student.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The “Prior Interventions” checklist, on the reverse side of this form should also be completed as it assists the I&RS Team in developing strategies that have a greater likelihood of helping the student. Place the completed forms in a sealed envelope and deliver to the I&RS team mailbox.
INTERVENTION AND REFERRAL SERVICES
INITIAL REQUEST FOR ASSISTANCE

Confidential

PRIOR INTERVENTIONS CHECKLIST

Staff Requesting Assistance: ____________________________ Date: __________
Student: ___________________________________________ Grade: __________

Please indicate the types of prior interventions you have tried:

☐ Spoke to student privately after class.
  a) Explained class rules and expectations.
  b) Explained my concerns.
☐ Gave student help after class/school.
☐ Changed student’s seat.
☐ Spoke with parent on the telephone. Phone number: (____) ______ - ______
☐ Gave student special work at his/her level.
☐ Checked cumulative folder.
☐ Held conference with parent in school.
☐ Sent home notices regarding behavior/school work.
☐ Arranged an independent study program for student.
☐ Gave student extra attention.
☐ Collected data on attempted interventions.
☐ Set up contingency management program with student.
☐ Assigned student detention.
☐ Referred student to guidance; substance awareness coordinator; administration;
  ○ other (specify) _______________________________________________

Other, please explain: _________________________________________________

By submitting this form, I understand that I will be a full partner with the I&RS team for
the resolution of the identified concerns.

Staff Member’s Signature: ____________________________ Date: __________

December 2008
# INTERVENTION AND REFERRAL SERVICES

## CASE COORDINATOR CHECKLIST

**Confidential**

<table>
<thead>
<tr>
<th>Data Sent</th>
<th>Date Received</th>
<th>DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Initial Request for Assistance, and</td>
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<tr>
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<td></td>
<td>Prior Interventions Checklist</td>
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<td></td>
<td>Request for Assistance Feedback</td>
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<td>Staff Information Collection</td>
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<td></td>
<td>(list subject areas)</td>
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<td>Information Summary Form</td>
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<td>Guidance Counselor Form</td>
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<td>Discipline Form</td>
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<td>School Nurse/Health Form</td>
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<td>Parent Letter</td>
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<td>Parent Questionnaire</td>
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<td>Parent Interview Form</td>
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<td>Student Self-Assessment Sheet</td>
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<td>Release of Information Form</td>
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<td></td>
<td></td>
<td>Cumulative Folder Information:</td>
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<td></td>
<td></td>
<td>Current Report Card</td>
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<td></td>
<td></td>
<td>2 Years Prior Report Cards</td>
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<td></td>
<td></td>
<td>Standardized Test Data</td>
</tr>
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<td></td>
<td></td>
<td>Attendance Information</td>
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<td></td>
<td></td>
<td>Aftercare Parent Letter</td>
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<td></td>
<td></td>
<td>Treatment Facility Letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other __________________________</td>
</tr>
</tbody>
</table>

Date: __________________________  Grade: __________________________
Student Name: __________________________  Date of Birth: __________________________
Parent Name: __________________________  Parents’ Home Phone: __________________________
Address: __________________________  Parents’ Work Phone: __________________________
City: __________________________  Case Coordinator: __________________________
State/Zip: __________________________
### DATE ACTION TAKEN

- Followed-up with staff making the request (e.g., interview, observation)
- Summarized and quantified teacher information responses
- Reviewed referral with counselor
- Reviewed referral with substance awareness coordinator
- Reviewed referral with I&RS Team
- Reviewed alternatives and options
- Contacted/met with student
- Contacted/met with parent
- Obtained consent to release information
- I&RS Action Plan Initial Meeting
- I&RS Action Plan Follow-up Meeting
- Completed I&RS Action Plan Form
- Filed I&RS Action Plan Form
- Contacted/met with community agency/resource

- Other

### Summary of Action
(Use the reverse side of the form, as necessary.):

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December 2008
INTERVENTION AND REFERRAL SERVICES
PARENT OR GUARDIAN LETTER

Confidential

NOTE: A personal interview with the student's parent or guardian is always the preferred method of contact. A personal conversation provides the opportunity for the I&RS team to achieve the following objectives: 1) Provide support to the parent, 2) Obtain important data, and 3) Develop a personal relationship. The Sample Parent Questionnaire and Sample Parent Interview provides suggested questions to be explored during the interaction. If personal notification is not possible, the district might consider corresponding on school letterhead, accompanied by the Parent Questionnaire.

Date

Mr. and Mrs. Parent
Home Lane
Nuclear-Extended Family, NJ 00000

Dear Mr. and Mrs. Parent:

We have a new opportunity to provide assistance to your (daughter/son), (student’s full name), through the school’s Intervention and Referral Services Team. Working in cooperation with families such as yours enables the team to better understand how to provide appropriate help to all of our students. Your knowledge and information regarding (student’s first name) is most valuable to us in determining the best way to proceed to support you and your child.

We invite you to either call (school representative for this case,) at (school representative’s phone number) to discuss the matter, contact us to schedule a school visit, or notify us of the best way to reach you. You can reach us between the hours of ________ a.m. and ________ p.m.

You can also help us by completing the attached Parent Questionnaire and returning it in the enclosed envelope as soon as possible. The information you provide will help us to determine a positive course of action, and will be held in strict confidence. Together, we can be more effective in helping your child achieve (his/her) potential.

Thank you for joining with us in this effort. We look forward to hearing from you.

Sincerely,

Edith Educator, School Representative
Enclosure

C:
INTERVENTION AND REFERRAL SERVICES
PARENT QUESTIONNAIRE
(To be mailed with parent letter.)

Confidential

Student’s Name: ________________________________
Parent’s Name: ________________________________
Date: _______________________________________

1) What do you see as your child’s strengths?

2) What makes you proud of your child?

3) What does your child do that causes you the most concern?

4) What has been the most successful way to deal with your child’s behavior?

5) How can the school assist you with the concerns you have for your child or the concerns that have been identified by the school?

6) In the past school year, has your child been seen by a doctor for anything other than a common illness? If so, what caused you to take your child to the doctor?

7) Has your child been seen by a health professional for any physical or emotional problem that interfered with your child’s success in school?

8) What other information about your child or your family situation would be helpful for the school to know?
<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always (4)</td>
<td>1) Finishes what she/he begins.</td>
</tr>
<tr>
<td>Most of the Time (3)</td>
<td>2) Does the things I ask her/him to do.</td>
</tr>
<tr>
<td>Hardly Ever (2)</td>
<td>3) Appears content.</td>
</tr>
<tr>
<td>Never (1)</td>
<td>4) Gets along with her/his friends.</td>
</tr>
<tr>
<td></td>
<td>5) Takes good care of her/his things.</td>
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<tr>
<td></td>
<td>6) Helps at home.</td>
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<td></td>
<td>7) Makes me proud.</td>
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<tr>
<td></td>
<td>8) Obeys.</td>
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<tr>
<td></td>
<td>9) Shares.</td>
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<td></td>
<td>10) Cries easily.</td>
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<td></td>
<td>11) Talks back.</td>
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<tr>
<td></td>
<td>12) Hits.</td>
</tr>
<tr>
<td></td>
<td>13) Lies</td>
</tr>
<tr>
<td></td>
<td>14) Appears afraid.</td>
</tr>
<tr>
<td></td>
<td>15) Must be reminded to do things.</td>
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<tr>
<td></td>
<td>16) Gets hurt often.</td>
</tr>
<tr>
<td></td>
<td>17) Feels sick often.</td>
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<tr>
<td></td>
<td>18) Fights.</td>
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<td></td>
<td>19) Ruins things.</td>
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<tr>
<td></td>
<td>20) Teases others frequently.</td>
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<tr>
<td></td>
<td>21) Threatens others.</td>
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<tr>
<td></td>
<td>22) Has trouble remembering things.</td>
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<tr>
<td></td>
<td>23) Accepts criticism.</td>
</tr>
<tr>
<td></td>
<td>24) I trust my child</td>
</tr>
<tr>
<td></td>
<td>25) I know what to expect from my child.</td>
</tr>
</tbody>
</table>

December 2008
Form D

INTERVENTION AND REFERRAL SERVICES

ELEMENTARY TEACHER INFORMATION COLLECTION FORM

Confidential

Student Name: ____________________________ Date: __________________
Date of Birth: ____________________________ Grade Level: ______________
Teacher Name: ____________________________ Days Absent to Date: ________
Reason for Request for Assistance: ________________________________

Directions: Please provide the information requested in the appropriate spaces below. Please also attach a copy of the student’s current report card.

<table>
<thead>
<tr>
<th>Current Academic Performance Levels/Grades</th>
<th>Student Strengths</th>
<th>Student Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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<tr>
<td>Language Arts</td>
<td></td>
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<tr>
<td>Social Studies</td>
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<td>Science</td>
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<td>Arts</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

Directions: Please place a check before each behavior or action listed below that you have observed. Remember, only behaviors or actions you have observed should be noted.

Classroom Performance

- ☐ Failure in one or more subject areas (identify) ____________________
- ☐ Drop in grades, lower achievement
- ☐ Needs directions given individually
- ☐ Does not ask for help when needed
- ☐ Prefers to work alone
- ☐ Does not complete homework
- ☐ Does not complete in-class assignments
- ☐ Homework is disorganized or incomplete
- ☐ Other ____________________________

- ☐ Short attention span, easily distracted
- ☐ Poor short-term memory; e.g., can’t remember one day to the next
- ☐ Finds it hard to study
- ☐ Gives up easily
- ☐ Lacks desire to do well in school
- ☐ Has demonstrated ability, but does not apply self
Social Skills

☐ Tends to stay to self, withdrawn
☐ Lack of peer relationships
☐ Appears lonely
☐ Slow in making friends
☐ Disturbs other students
☐ Negative leader
☐ Unyielding or stubborn on positions
☐ Argues with teacher
☐ Hits and/or pushes other students
☐ Threatens other students
☐ Teases other students
☐ Angered by constructive criticism
☐ Demonstrates lack of self-confidence

☐ Disrespects or defies authority
☐ Regularly seeks to be center of attention
☐ Frequent ridicule from classmates
☐ Appears unhappy/sad
☐ Lacks control in unstructured situations
☐ Change in friends
☐ Sexual behavior in public
☐ Difficulty in relating to others
☐ Talks freely about drugs/alcohol
☐ Other social behavior of concern:

If you have checked any item under the Social Skills or Disruptive Behavior sections, please attach another piece of paper and provide a detailed explanation.

Disruptive Behavior

☐ Defiance, violation of rules
☐ Blaming, denying, not accepting responsibility
☐ Fighting
☐ Cheating
☐ Sudden outbursts of anger, verbally abusive to others
☐ Lack of impulse control

☐ Obscene language, gestures
☐ Noisy, boisterous at inappropriate times
☐ Crying for no apparent reason
☐ Highly active, agitated
☐ Erratic behavior
☐ Mood swings
☐ General changes in behavior patterns

Physical Symptoms

☐ Underweight
☐ Overweight
☐ Smells of tobacco, alcohol, marijuana
☐ Wears clothes that challenge the dress code or are inappropriate
☐ Appears tense, on edge
☐ Slurred or impaired speech
☐ Appears sleepy, lethargic
☐ Impaired vision
☐ Impaired hearing

☐ Frequent physical injuries
☐ Deteriorating hygiene
☐ Dramatic change in style of clothes
☐ Sleeping in class
☐ Glassy, bloodshot eyes
☐ Frequent requests to see nurse
☐ Unsteady on feet
☐ Problems with muscle or hand-eye coordination
**Background Information** (If known, please do not ask child or family.)

- Attendance problems
- Latchkey child
- Involvement with community agencies
- Death in the immediate family
- Chronic illness in immediate family
- Divorce or separation
- Unemployment
- Single parent household
- Previously identified for drug/alcohol use
- Adjudicated for a juvenile offense
- Lives with someone other than parent
- Known medical problem
- Takes medication
- Previously involved with counseling
- Currently involved with counseling
- Previously identified for assistance
- Discusses concerns regarding drug/alcohol use in the home
- Family member incarcerated or adjudicated

**Related Services or Programs**

**a) School-based:**

- Title I
- Reading Specialist
- Speech and Language Correctionist
- Gifted and Talented Program
- Substance Awareness Coordinator
- Guidance Counselor
- School Social Worker
- Child Study Team
- Other Specialists or Services

**b) Community-based:**

- List, if known

**Positive Qualities**

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply for this student:

Skills

Positive Characteristics and Strengths

Environmental Supports
The I&RS Team is gathering information on the above-named student. Your input is essential in developing a complete and accurate profile of this student. If there is information you prefer not to commit to writing or if you have any questions, please immediately contact me or another member of the team.

Confidential Information:

- Yes  ☐ No  
  Has a psychological evaluation been conducted on this student? If yes, please describe: ________________________________

- Yes  ☐ No  
  In addition to your role, are you aware of any kind of counseling or therapy (current or past) that has been provided to the student? If yes, please describe: ________________________________

- Yes  ☐ No  
  Has any type of educational testing been conducted on this student? If yes, please describe: ________________________________

Parent Contacts:
Please provide information on the number, purposes and outcomes of parent contacts regarding this student.

Guidance Information:
Please give any additional information that you think would be helpful in the team’s assessment of the student, including skills, positive characteristics and environmental supports. (Use the back of the form if necessary.)

July 2009
Confidential

TO: ______________________________ DATE: __________________

FROM: I&RS Team

REFERENCE: ____________________________________________

Please complete and return this form to the I&RS Team.

Health History
Is the student currently taking any medication? If yes, please identify. ____________________________

________________________________________

Are you aware of any prior use of medication by the student? If yes, identify each medication and
condition treated. ______________________________________

________________________________________

Are you aware of any medical or other condition that could interfere with the student’s ability to
perform in school? If yes, please describe the condition and its implications. _______________________

________________________________________

Health Assessment
Date of Birth: ___________ Height: ___________ Weight: ___________
Vision: ___________ Hearing: ___________ Skin: ___________
Posture: ___________ Comments: ________________________________

Socialization
Observable behaviors: ________________________________________
Behavioral changes: _________________________________________
Comments: _________________________________________________

Physical Appearance (e.g., personal hygiene, fatigue, odor of smoke, attire): ______________________
_____________________________________________________________________________________
_____________________________________________________________________________________
### Visits to Nurse
*Frequency/Number:* 

*Reasons:*

---

### Physical Education Excuses
*Number:*

*Reasons:*

*Comments:*

---

### Student Strengths
*Skills:*

---

*Positive Characteristics:*

---

*Environmental Supports:*

---

*Other:*

---

### Other Pertinent Information:
---

December 2008
TO: ____________________________________________________________________________ DATE: ______________________________

FROM: Intervention and Referral Services Team

REFERENCE: ________________________________________________________________

Please provide attendance data on the student named above for the time period of
________________________________________________________________________

The attendance information may be supplied on this form or in the standard format used by your office. Whichever format is used, please be sure to provide actual dates of absences; indicate whether the absences were excused or unexcused; and where possible, please cite explanations given for absences.

<table>
<thead>
<tr>
<th>DATE OF ABSENCE</th>
<th>EXCUSED</th>
<th>UNEXCUSED</th>
<th>EXPLANATION FOR ABSENCE</th>
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<tbody>
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</table>

July 2009
TO: ____________________________ DATE: ____________________________

FROM: Intervention and Referral Services Team

REFERENCE: __________________________________________________________

Please provide the information requested below for the above-named student and return the form to the I&RS Team by ____________________________________________

The number of referrals to date: ____________________________
The number of times parents have been contacted regarding the student’s behavior: ____________________________
The number of days for each detention that has been assigned to the student and the reason(s) for each:

__________ ____________ ____________ ____________

__________ ____________ ____________ ____________

__________ ____________ ____________ ____________

The number of days for each suspension that has been assigned to the student and the reason(s) for each:

__________ ____________ ____________ ____________

__________ ____________ ____________ ____________

Has the student ever been detained in the office, assigned a restricted lunch, kept in for recess/open periods, etc.? Please comment.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Please provide any other comments or important information regarding disciplinary issues and consequences, as well as skills, positive characteristics and environmental supports:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

December 2008
Confidential

Student Name: _____________________________ Date: ____________

Check the column that most NEARLY applies to how you view yourself. There is no right or wrong choices, so check what you REALLY do.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Hardly Ever</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer in class</td>
<td></td>
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<tr>
<td>Demonstrate appropriate</td>
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<td>hall behavior</td>
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<tr>
<td>Arrive to class on time</td>
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<tr>
<td>Do what I’m told</td>
<td></td>
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<tr>
<td>Behave for substitute teachers</td>
<td></td>
<td></td>
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<tr>
<td>Talk in class</td>
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<tr>
<td>Write on desks</td>
<td></td>
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<tr>
<td>Lean back in chairs</td>
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<td>Chew gum in class</td>
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<td>Throw objects in class</td>
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<tr>
<td>Hit or fight with other students</td>
<td></td>
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<tr>
<td>Have all materials for class</td>
<td></td>
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<tr>
<td>Help teacher when asked</td>
<td></td>
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<tr>
<td>Respectful toward others</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Pay attention in class</td>
<td></td>
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<tr>
<td>Clean up desk area</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accept extra duties in class</td>
<td></td>
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<tr>
<td>Use lavatory time properly</td>
<td></td>
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<tr>
<td>Turn in found objects to teacher</td>
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<tr>
<td>or office</td>
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<tr>
<td>Obey the bus driver/crossing</td>
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<tr>
<td>guard</td>
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<tr>
<td>Copy work from others</td>
<td></td>
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<tr>
<td>Use abusive language</td>
<td></td>
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<td></td>
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<tr>
<td>Destroy property</td>
<td></td>
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<tr>
<td>Take responsibility for my</td>
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<td>actions</td>
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<tr>
<td>Seek help when needed</td>
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<tr>
<td>Break school rules</td>
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</table>
I, ___________________________________.
(student or parent/guardian name)

authorize ___________________________________
(name of individual/school disclosing information)

to disclose to ___________________________________
(name or title of individual/organization to whom the information is to be disclosed)

the following specific information from my record: ________________________________
____________________________________
____________________________________
____________________________________
____________________________________

This consent to disclose information may be revoked by me at any time, except to the extent that action has already been taken in reliance thereupon. This consent, unless expressly revoked earlier, expires upon (specify the date, event and/or condition upon which consent expires):

Date: ________________________________________

Event: ________________________________________

Condition: ______________________________________

Student Signature: ___________________________ Date: ____________

Witness Signature: ___________________________ Date: ____________

Parent or Legal Guardian Signature: ________________ Date: ____________

December 2008
INTERVENTION AND REFERRAL SERVICES
INFORMATION SUMMARY FORM

Confidential

Student: ___________________________ Date: ______________

Case Coordinator: __________________________

<table>
<thead>
<tr>
<th>STUDENT’S ROSTER:</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Soc St</th>
<th>Other</th>
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<tbody>
<tr>
<td>CLASSROOM PERFORMANCE</td>
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<tr>
<td>Failure in one or more subject areas</td>
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<tr>
<td>Drop in grades, lower achievement</td>
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<tr>
<td>Needs directions given individually</td>
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<td>Does not ask for help when needed</td>
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<td>Prefers to work alone</td>
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<tr>
<td>Does not complete homework</td>
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<tr>
<td>Does not complete in-class assignments</td>
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<tr>
<td>Homework is incomplete</td>
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<td>Short attention span</td>
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<td>Poor short-term memory</td>
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<td>Finds it hard to study</td>
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<tr>
<td>Gives up easily</td>
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<tr>
<td>Lacks desire to do well in school</td>
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<tr>
<td>Does not apply demonstrated ability</td>
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<td>SOCIAL SKILLS</td>
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<tr>
<td>Tends to stay to self, withdrawn</td>
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<tr>
<td>Lack of peer relationships</td>
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<td>Appears lonely</td>
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<td>Slow in making friends</td>
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<td>Disturbs other students</td>
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<tr>
<td>Negative leader</td>
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<td>Unyielding or stubborn on positions</td>
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<td>Argues with teacher</td>
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<tr>
<td>Hits and/or pushes other students</td>
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<tr>
<td>Threatens other students</td>
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<td>Teases other students</td>
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<td>Angered by constructive criticism</td>
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<td>Demonstrates lack of self-confidence</td>
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<td>Disrespects or defies authority</td>
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<td>Regularly seeks to be center of attention</td>
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<td>STUDENT'S ROSTER:</td>
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<td>Math</td>
<td>Science</td>
<td>Soc.St.</td>
<td>Other</td>
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<td>Frequent ridicule from classmates</td>
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<td>Appears unhappy/sad</td>
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<td>Lacks control in unstructured situations</td>
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<tr>
<td>Change in friends</td>
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<td>Sexual behavior in public</td>
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<tr>
<td>Difficulty in relating to others</td>
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<tr>
<td>Talks freely about drugs/alcohol</td>
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<tr>
<td>Other social behavior of concern</td>
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</table>

**DISRUPTIVE BEHAVIOR**

| Defiance, violation of rules                              |         |         |      |         |         |                        |
| Blaming, not accepting responsibility                     |         |         |      |         |         |                        |
| Fighting                                                  |         |         |      |         |         |                        |
| Cheating                                                  |         |         |      |         |         |                        |
| Sudden outbursts of anger                                |         |         |      |         |         |                        |
| Verbally abusive to others                               |         |         |      |         |         |                        |
| Lack of impulse control                                   |         |         |      |         |         |                        |
| Obscene language, gestures                               |         |         |      |         |         |                        |
| Noisy, at inappropriate times                            |         |         |      |         |         |                        |
| Crying for no apparent reason                            |         |         |      |         |         |                        |
| Highly active, agitated                                  |         |         |      |         |         |                        |
| Erratic behavior                                          |         |         |      |         |         |                        |
| General changes in behavior                              |         |         |      |         |         |                        |

**PHYSICAL SYMPTOMS**

| Underweight                                              |         |         |      |         |         |                        |
| Overweight                                               |         |         |      |         |         |                        |
| Smells of tobacco, alcohol marijuana                      |         |         |      |         |         |                        |
| Wears clothes that are inappropriate                      |         |         |      |         |         |                        |
| Appears tense, on edge                                   |         |         |      |         |         |                        |
| Slurred or impaired speech                               |         |         |      |         |         |                        |
| Appears sleepy, lethargic                                |         |         |      |         |         |                        |
| Impaired vision                                           |         |         |      |         |         |                        |
| Impaired hearing                                          |         |         |      |         |         |                        |
| Frequent physical injuries                               |         |         |      |         |         |                        |
| Deteriorating hygiene                                    |         |         |      |         |         |                        |
| Dramatic change in style of clothes                      |         |         |      |         |         |                        |
| Sleeping in class                                         |         |         |      |         |         |                        |
| Glassy, bloodshot eyes                                    |         |         |      |         |         |                        |
| Unsteady on feet                                          |         |         |      |         |         |                        |
| Problems with muscle coordination                        |         |         |      |         |         |                        |
**STUDENT'S ROSTER:**

<table>
<thead>
<tr>
<th>Reading</th>
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<th>Soc.St.</th>
<th>Other</th>
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</thead>
</table>

**BACKGROUND INFORMATION**

- Attendance problems
- Latchkey child
- Involvement with community agencies
- Death in the immediate family
- Chronic illness in immediate family
- Divorce or separation
- Unemployment
- Divorce or separation
- Previously identified for drug/alcohol use
- Adjudicated for a juvenile offense
- Lives with someone other than parent
- Known medical problem
- Takes medication
- Previously involved with counseling
- Currently involved with counseling
- Previously identified for assistance
- Discusses concerns with drug/alcohol use in the home
- Family member incarcerated or adjudicated

**RELATED SCHOOL-BASED SERVICES OR PROGRAMS**

- Title I
- Reading Specialist
- Speech and Language Specialist
- Substance Awareness Coordinator
- Guidance Counselor
- School Social Worker
- Child Study Team
- Other specialists or services:

**Related Community-based Services and Programs:**

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Positive Characteristics, both personal (e.g., skills, talents, traits, interests, hobbies) and environmental (e.g., friends, family members, faith community):

**PERSONAL**

Skills: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Talents: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Traits: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Interests: _________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Hobbies/Activities: __________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Other: __________________________________________________________________________
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________________________________________________________________________________

**ENVIRONMENTAL**

Friends: _________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Family: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Faith: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Community: _____________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Other: __________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Use the spaces below to make comments and observations based upon the summary review of data. Comments must be school-based, school-focused and be specific, descriptive, objective/factual and observable.

________________________________________________________________________________
________________________________________________________________________________
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December 2008
STUDENT’S NAME: ________________________________
PARENT’S NAME: ________________________________
DATE: __________________________________________

1) Who are the people living in the home with the child? (NOTE: If the family is not a “traditional” nuclear family, follow-up on details.) ________________________________

2) What, if any, important changes have occurred in the family structure? ________________________________

3) How did your child react to the changes in family structure? ________________________________

4) What, if any, serious illness or injury has your child had? Please identify and explain. ______

5) Is your child on medication? If so, please identify and explain the reason. ________________

6) Have you noticed any significant changes in your child’s behavior? ________________________________

7) Have you noticed any changes in your child’s eating habits? ________________________________

8) Have there been any changes in your child’s sleeping habits? ________________________________

9) Has your child experienced a bed-wetting problem? ________________________________

10) Has there been any change in your child’s physical appearance? ________________________________
11) How does your son/daughter spend his/her time?

12) Does your child share his/her thoughts regularly and openly share his/her thoughts with you?

13) Does your child share his/her thoughts and feelings with anyone else? If yes, who?

14) Who initiates conversation between you and your child?

15) Does your child seem sad, moody or angry?

16) Have you ever had reason to suspect that your child has ever experimented with alcohol or other drugs? Please explain.

17) Has your child ever talked about suicide? Please explain.

18) Have any of your son’s/daughter’s friends or any family members attempted or committed suicide?

19) Has your child intentionally inflicted injury upon himself or others? Please clarify.

20) Has your child given away any of his/her important possessions lately?

21) Have you noticed any changes in your child’s room?
22) In the past few months, have you noticed any money, alcohol, prescription or over-the-counter medications missing?  

23) Has any member of your family (including grandparents, uncles, aunts, etc.) ever had a problem with alcohol or other drugs?  

24) Who assumes primary responsibility for discipline in your family?  

25) How do you discipline your child?  
   What works best?  
   What do you find doesn’t work?  

26) What do you see as your child’s strengths?  

27) What makes you proud of him/her?  

28) What does your child do that causes you the most concern?  

29) Has your child been seen by a health professional for any physical or emotional problems that interfered with his/her success in school?  

30) Is there anything you can think of that is going on that might be affecting your child?  

31) Is there anything else you would like to share?
Collingswood Public Schools
FORM M
Action/Intervention Plan

| Student’s Name ____________________________ | Date: __________ |
|__________________________________________|__________________|

| Case Manager: ____________________________ |
|__________________________________________|

| Intervention will start on: ____________________________ |
|____________________________________________________|

| Intervention will be revisited on: ____________________________ |
|____________________________________________________|

**Target Behavior(s):** Please describe the student’s current academic level or behavior as compared to peer-typical academic levels and behaviors. The difference is the “gap” that should be targeted via the intervention.

**Measurable Goal/Objective:**

**Intervention:** Outline one specific intervention to target the “gap” described above. How will we close or correct this gap?

**Person(s) Implementing Intervention:**

**Location for Implementing Intervention:**

**Regularly Scheduled Times of Intervention:**

**Form(s) of Progress Monitoring:** How will progress be monitored? What method will be used?

**Frequency of Progress Monitoring:** How often will progressed be monitored?

**Person(s) Progress Monitoring:** Who will conduct progress monitoring?