Volume

1

MABANK ISD

Department of Curriculum and Instruction

Response to Intervention Procedure Manual

"The child is the starting point, the center and the end…

self-realization is the goal."- John Dewey

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Chapter

1

Response to Intervention (RtI)

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

❐ High-quality instruction and scientific research-based tiered interventions aligned with individual student need

❐ Frequent monitoring of student progress to make results-based academic and/or behavioral decisions

❐ Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

Benefits of RtI
RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in Texas schools can result in

❐ More effective instruction;
❐ Increased student achievement;
❐ More appropriate LD identification;
❐ Increased professional collaboration; and
❐ Overall school improvement.

Fidelity of Implementation
Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; gaps in fidelity should be identified and corrected.

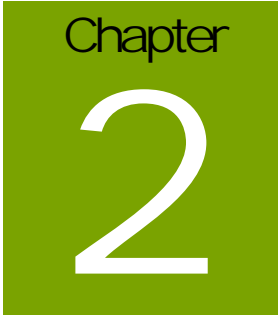## Assessment leading to data-based decisions
To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:

1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.

2. Diagnostics determine what students can and cannot do in academic and behavioral domains.

3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.

Progress monitoring helps teachers choose effective, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

Benefits of Progress Monitoring
- ❒ Accelerated learning due to appropriate instruction
- ❒ Informed instructional decisions
- ❒ Effective communication with families and other professionals about students' progress
- ❒ High expectations for students by teachers
- ❒ Appropriate special education referrals
- ❒ Documentation of student progress for accountability purposes

Chapter

2

Multi-tiered model

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

Tier 1

Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS). The provision of group interventions within the general education classroom is part of the core instructional program. If adequately differentiated to meet the needs of a varied population, 80-90% of the students will achieve established benchmarks. This tier is the crucial foundation of the RtI instructional model.

Students are referred to the Problem Solving Team (PST) if academic concerns persist and the student does not demonstrate progress in the classroom.

Tier 2

Tier II is for students who are falling behind on basic academic skills and need additional support to meet grade level expectations. Students are identified for individual or small group intervention in addition to core class instruction.   The PST meets to

- ➢ Determine **area(s) of difficulty** (target skills) based on results of formative and summative assessments. (collect baseline data)
- ➢ Generate hypothesis and possible intervention strategies
- ➢ Design an intervention plan to meet student's specific needs to include frequency of sessions, progress monitoring (bi-weekly), group size, and duration (6-10 weeks)
- ➢ Implement the intervention plan
- ➢ Analyze/evaluate the data and review/revise plan as needed

This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Tier 2 addresses the needs of approximately 10–15% of the students.

Tier 3

Tier 3 should be initiated if the teacher continues to believe that a student has not responded adequately to Tiers 1 and 2. This level of intervention is aimed at approximately 5–10% of the students. Tier 3 instruction includes scientific research-based programs, strategies, and procedures designed to remediate identified deficits.

The PST meets and records the following on the DMAC student Portfolio.

- ➤ Analysis and evaluation of intervention results provided in Tiers 1 and 2.
- ➤ Confirmation of the area(s) of difficulty (target skills); additional testing may be warranted (ex. Dyslexia assessment)
- ➤ New targeted intervention plan that either increases frequency of intervention, decreases group size, moves student to a different group, or changes intervention.
- ➤ Intervention instruction provided at a **minimum** of 90 minutes per week in addition to the core academic instruction. (example 30 min x 3 days)
- ➤ Assignment of progress monitoring on a weekly basis.
- ➤ Teacher responsible
- ➤ Establish follow up meeting date after 10-12 weeks of intervention.
- ➤ Document evidence that progress monitoring data was provided to the child's parents at a minimum of once every 4.5 weeks during Tier II; also maintain copy in student portfolio. Parent communication continues during Tier 3.

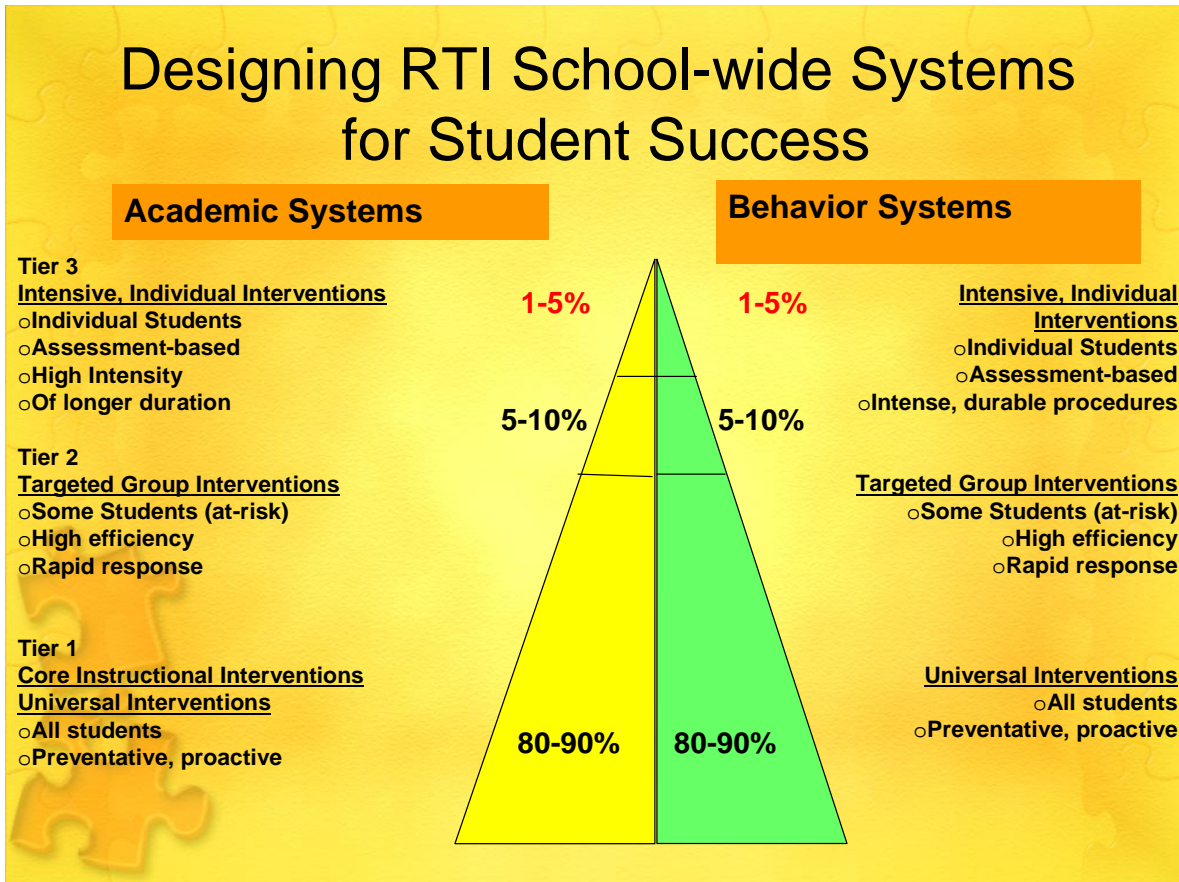## *If an intervention doesn't work…*

There are 4 choices when data show that student's scores are not on or above the aimline:

- ☑ *Add time to intervention*
- ☑ *Lower group size*
- ☑ *Move student to a different group*
- ☑ *Change intervention*

	TIER 1: Core Class Curriculum	TIER 2: Small Group Intervention	TIER 3: Intensive Intervention
Focus	All Students	Identified students with marked difficulties who have not responded to TIER I	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized
Grouping	As needed	Homogeneous small group instruction (1:5-10)	Homogeneous small group instruction (1:3-6)
Time	45-90 minutes per day	20-30 minutes per day in small group in addition to core instruction	20-50 minutes per day for a minimum of 90 minutes weekly in addition to core instruction
Assessment	Universal Screening at beginning, middle, and end of academic year	Bi-weekly progress monitoring on target skill(s) to ensure adequate progress	Weekly or Bi-weekly progress monitoring on target skill(s) to ensure adequate progress
Interventionist	General Ed teacher	Determined by Problem Solving Team	Determined by Problem Solving Team
Setting	General Ed classroom	Appropriate setting in the classroom or outside the classroom as determined by PST	Appropriate setting outside the classroom as determined by PST

Designing RTI School-wide Systems for Student Success

Academic Systems

Behavior Systems

Tier 3
Intensive, Individual Interventions
o**Individual Students**
o**Assessment-based**
o**High Intensity**
o**Of longer duration**

Intensive, Individual Interventions
o**Individual Students**
o**Assessment-based**
o**Intense, durable procedures**

1-5%   1-5%

5-10%   5-10%

Tier 2
Targeted Group Interventions
o**Some Students (at-risk)**
o**High efficiency**
o**Rapid response**

Targeted Group Interventions
o**Some Students (at-risk)**
o**High efficiency**
o**Rapid response**

Tier 1
Core Instructional Interventions
Universal Interventions
o**All students**
o**Preventative, proactive**

Universal Interventions
o**All students**
o**Preventative, proactive**

80-90%   80-90%

Who serves on the Problem Solving Team?

The PST can be as small as the referring classroom teacher, instructional specialist, and campus administrator. Other team members may include counselor, additional classroom teachers, and parent.

How often should the PST meet?

The PST may meet as little as weekly, once a month, or once a grading period. Remember the PST is far more informal than the LAT. The interventionist should call a PST as needed to adjust instruction to meet the specific needs of student.

Where are PST meeting decisions documented and maintained?

All PST meeting decisions for students in TIER III should be documented in the **DMAC Student Portfolio.** *PST meeting notes for students in TIER II should be maintained in student portfolio in DMAC.*

Chapter

3

The Nuts and Bolts of Interventions

Interventions involve modification and/or accommodations to the core curriculum and interventions which are in addition to regular instructional practices already in place. Interventions must be systematic, research-based, matched to student needs and responds to progress monitoring.

Interventions must be categorized by skill deficit or targeted skill

Reading Skills	Math Skills		K- 8 TEKS
Phonemic Awareness	**Basic Concepts**		**Reporting Category**
	❒ Numeration		➢ RC 1
	❒ Algebra		➢ RC 2
	❒ Geometry		➢ RC 3
	❒ Measurement		➢ RC 4
	❒ Data Analysis		➢ RC 5
	❒ Probability		➢ RC 5
Phonics	**Operations**		**Reporting Category**
	❒ Mental Comp and Estimation		➢ RC 1
	❒ Addition and Subtraction		➢ RC 1
	❒ Multiplication and Division		➢ RC 1
Fluency	**Applications**		
Vocabulary	❒ Foundations for Problem Solving		Processing Standards
Comprehension	❒ Applied Problem Solving		Processing Standards

Instructional Practice:

❒ **Student-Centered Activities:** lead to a high level of engagement whereby students are more motivated and involved in the instructional activities; they are active participants and take more responsibility for their learning.

❒ **Flexible Grouping:** facilitates more explicit teaching; ensures that acceleration as well as remediation are achieved, enabling teachers to provide targeted lessons; can be homogeneous, heterogeneous, whole group, small group/individual

❒ **Learning Centers/Stations:** promote optimal use of materials and resources in support of sound instruction, including, but not limited to technology which is a valuable and critical element of best practice.

See www.mabankisd.net for approved MISD Interventions for Math and Reading

Chapter

4

Special Ed Referral

At the time determined by the IAT, the team will evaluate the effectiveness of the intervention and the results of strategies implemented. If the student is making progress given the identified interventions, a referral for special education would be unnecessary. In this case, needs are being met by general education with special education assistance.

The IAT should discuss any potential exclusionary factors and there must be evidence that none of these factors are the primary cause of the academic deficits before considering special education referral. These factors include visual impairment, hearing impairment, orthopedic impairment, emotional disturbance, attendance issues, lack of transiency, limited English proficiency, environmental or cultural, or situational trauma. This evidence is documented on the student's DMAC RtI electronic portfolio.

 In addition the team must provide evidence the student has been provided appropriate instruction. The team will provide documented evidence and include the **Fidelity Checklist** included in the Appendix of this manual signed by campus administrator.

If a formal referral is needed, the IAT will request the appropriate committee meeting from the list below to begin the referral process.

- ❒ **Intervention Assistance Team**: appropriate for general education student not identified with a disability that substantially limits learning. An IAT meeting is not convened for a student identified under Section 504 or IDEA Special Education.
- ❒ **Admission, Review, and Dismissal:** appropriate for student identified under IDEA Special Education.
- ❒ **504 Committee**: appropriate for student identified under Section 504 with a disability; including a student diagnosed with dyslexia protected under Section 504

MABANK INDEPENDENT SCHOOL DISTRICT
## OFFICE OF SPECIAL PROGRAMS

REFERRAL PROCESS

I.   The teacher identifies a student with an academic and/or behavioral need. (Note: The student must pass a hearing and vision screening ***prior to*** initiating the referral process.)

II. The teacher presents concerns to the campus administrator and/or Problem Solving Team to assess the student's needs and develop an intervention plan.

III. After interventions have been implemented as outlined through the RtI process, the Problem Solving Team will determine the need to precede with an IAT/504 Committee meeting.

IV. The RtI Gatekeeper will schedule the IAT/504 Committee meeting and complete the necessary paperwork (including all required documentation). If the committee determines the need for a special education evaluation, all paperwork will be given to the campus administrator who will complete and sign the "Request for Special Education Evaluation" form.

V.   The RtI Gatekeeper will forward the referral packet to the RtI Instructional Facilitator for review.

VI. The completed referral packet will be forwarded to the Special Programs Office for consideration.

Pre-Referral Required Documentation

Universal Screeners	Identified Skill Deficits *Bolded areas must be noted in PST and IAT notes; also PM by identified deficit area*	Comparison to Peers Data and Charts	Progress Monitoring (TIER II and III) Weekly or biweekly	Other
Reading **K-2** Education Galaxy and DRA II **3-8** Education Galaxy, Study Island, DRA II or comprehension checkpoints **9th-12th** APEX or comprehension checkpoints	Word Study **phonological awareness and phonemic awareness** **Fluency** **Vocabulary Development** **Comprehension**	Report Card Skyward Compare student to class average Education Galaxy - BOY, MOY, and EOY DRA II Chart of class/grade results (Bottom 5%) Checkpoints/Summative Compare to class average and graph highlighting students in comparison to others DMAC Charts	Must align with intervention **K-2** Running records **3-8** Comprehension probes, running records, reading fluency benchmark assessor **7th-11th** Common checkpoints, reading fluency benchmark assessor, Compass **K-8th TAKE FLIGHT** progress monitoring **K-6th & HS** LLI or DRA II	Documentation of parent contact regarding progress

Math
 	
K-3rd Grade level pre-assessments
 	
4th-HS Previous year's STAAR
	Basic Concepts
	  ➢ Numeration
	  ➢ Algebra
	  ➢ Geometry
	  ➢ Measurement
	  ➢ Data Analysis
	  ➢ Probability
	Operations
	  ➢ Mental Comp & Estimation
	  ➢ Addition or Subtraction
	  ➢ Multiplication or Division
	Applications
	  ➢ Foundations of Problem Solving
	  ➢ Applied Problem Solving
		Report Card Skyward Compare student to class average
		
		Checkpoints/Summative Compare to class average and graph highlighting students in comparison to others
		
		DMAC Charts
			Must align with intervention
			
			K-2 Teacher made probes
			
			3rd-6th Education Galaxy progress monitoring
			
			6th-8th Math180 progress monitoring
			
			3rd-HS Common checkpoints, teacher made probes
				Documentation of parent contact regarding progress

Campus principals*: Complete and attach the Fidelity Checklist found in the Appendix for TIER I-III.*

Chapter

5
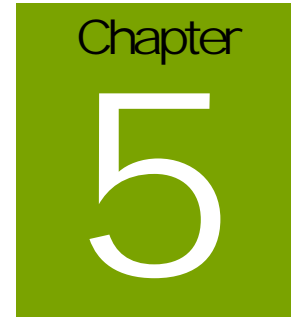
Texas Education Agency RtI Question and Answer Document

What is Response to Intervention (RtI)?

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:
• High-quality instruction and scientific research-based tiered interventions aligned with individual student need
• Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
• Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

What are the benefits of RtI?

RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in Texas schools can result in:
• More effective instruction;
• Increased student achievement;
• More appropriate LD identification;
• Increased professional collaboration; and
• Overall school improvement.

What should a multi-tiered RtI model include?
To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.
Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RtI instructional model.
Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student

needs. Tier 2 addresses the needs of approximately 10–15% of the students. *Texas Education Agency* 2

Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses
the needs of approximately 5–10% of the students.

What is meant by "fidelity of implementation"?

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; gaps in fidelity should be identified and corrected.

How are decisions made about effective instruction in an RtI model?

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:
1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.

Progress monitoring helps teachers choose efficient, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

Why is progress monitoring so important?

Benefits of Progress Monitoring:
• Accelerated learning due to appropriate instruction
• Informed instructional decisions
• Effective communication with families and other professionals about students' progress
• High expectations for students by teachers
• Appropriate special education referrals
• Documentation of student progress for accountability purposes

Who is responsible for RtI?

Since RtI is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI.

The Principal is the instructional leader of the school and so must be the leader in developing and implementing an RtI model.

Counselors and diagnosticians play an important role in designing the RtI model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions. *Texas Education Agency*

Teachers, of course, are the most important component of an RtI team and need to understand all aspects RtI. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI is crucial to success. Teachers should be included in every stage of developing an RtI model. The activities that comprise RtI typically occur in the general education setting as schools use a variety of strategies to assist struggling students. General and special education staff coordinate and collaborate to develop a process for RtI implementation, and such collaboration may lead to a shift in roles played by teachers from both areas. General education teachers may need training in many practices currently used primarily by special education teachers. The expertise of special education teachers can strengthen general education instruction as they provide that training, help to customize Tier 3 services, provide Tier 2 and 3 services, and, in general, team more closely with general education faculty.

Paraprofessionals may implement small-group interventions, assess progress, and maintain is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI.

What role does RtI play in determining learning disability (LD) eligibility?

As established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004, LEA may choose to use RtI as one of a variety of ways to determine appropriate LD eligibility. This use of RtI addresses concerns with models of LD identification that primarily rely on the use of IQ tests and performance discrepancy. Additional information regarding the use of RtI in determining LD eligibility is available in a question and answer format at:
http://www.tea.state.tx.us/special.ed/guidance/rules/index.html/

Appendices   Pages

MISD teachers are required to input and update all intervention plans and progress of individual TIER III students on the DMAC student portfolio. Forms included in this MISD RtI Procedure Manual are located in DMAC under Student portfolio or on the Mabank ISD OneDrive.

Background Information:

Daryl Mellard of the National Research Center on Learning Disabilities and the University of Kansas describes the RtI Modal as having:

➢ Two goals: prevent academic problems and identify students with LD
➢ Two or more tiers of increasingly intense interventions
➢ Use a problem solving model or standardized treatment protocol for intervention tiers
➢ Implementation of a differentiated curriculum with different instructional methods
➢ Varied duration, frequency, and time of interventions, and
➢ Explicit decision rules for judging learners' progress

Implementation of an RtI Model (again from the NRCLD)

➢ Students receive high quality, research-based instruction by qualified staff in their general education setting
➢ GE instructors assume an active role in students' assessment in that curriculum
➢ School staffs conduct universal screening of academics and behavior
➢ School staffs implement specific, research-based interventions to address the student's difficulties
➢ Continuous progress monitoring of student performance occurs (weekly or biweekly)
➢ School staffs use progress-monitoring data and decision rules to determine interventions' effectiveness and needed modifications.
➢ Systematic assessment of the fidelity or integrity with which instruction and interventions are implemented

Pre-Referral Criteria

The following must be met prior to eligibility for special education to be considered. These standards are as follows:

(1) Evidence that underachievement in a child was not due to a lack of appropriate (the child's State approved grade level standards) scientifically validated instruction (instruction that has been researched using rigorous, well designed, objective, systematic, and peer reviewed studies) in reading and math;
(2) Evidence that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general education settings;
(3) Evidence that instruction was delivered by appropriately trained personnel;
(4) Data based documentation of repeated formal assessment of student progress during instruction (progress monitoring data) that has been collected and recorded frequently (**a minimum of one data point per week in each area of academic concern**)
(5) Evidence that progress monitoring data was provided to the child's parents at a minimum of once every four and one half (4.5) weeks;
(6) Evidence that, when provided scientifically validated instruction and appropriate interventions and learning experiences, the child did not achieve at a proficiency level or rate consistent with State approved grade level standards or with the child's age, in one or more of the following areas;
(a) Oral expression,
(b) Listening comprehension,
(c) Written expression,

(d) Basic reading skills,
(e) Reading fluency skills,
(f) Reading comprehension,
(g) Mathematics calculation, and
(h) Mathematics problem solving;
(7) Evidence that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to State approved grade level standards, the child's age, or intellectual development that is determined to be relevant to the identification of a Specific Learning Disability (as defined in the definition of Specific
Learning Disabilities) and
(8) Evidence that the child's learning problems are not primarily due to Visual Impairment, Hearing Impairment,
Orthopedic Impairment; Mental Retardation; Emotional Disturbance; limited English proficiency; environmental or cultural factors; motivational factors; or situational trauma (i.e., temporary, sudden, or recent change in the child's life);
b. A child whose characteristics meet the definition of a child having a Specific Learning Disability may be identified as a child eligible for Special Education services if:

(1) All the requirements of standards 2.a. (1) – 2.a. (8) have been met;
(2) The evidence and documentation is evaluated and results verify that the characteristics exhibited by the child meet the definition of a Specific Learning Disability; And
(3) Documentation, including observation and/or assessment, of how Specific Learning Disabilities adversely impacts the child's educational performance in his/her learning environment.

ROLES AND RESPONSIBILITIES FOR RtI
MABANK ISD
MAY 25, 2010

Director of Curriculum and Instruction
- ☞ Facilitates creation of the standardized record-keeping system for the district
- ☞ Provides training opportunities to maintain current knowledge base
- ☞ Responsible for curriculum development
- ☞ Analyzes data

Principals
- ☞ review folders for completeness prior to IAT and referral to special programs
- ☞ works collaboratively with Gatekeeper on fidelity issues
- ☞ directly responsible for addressing fidelity issues (PDAS if necessary)
- ☞ provides appropriate staff development for RtI

Gatekeeper (could be the Assistant Principal, Counselor, Instructional Facilitator, or Campus Specialist)
Qualifications:
- Strong knowledge base of RtI and maintains current knowledge base
- Instructional expertise
- Professional discernment
- Interpersonal skills
- Understands fundamental special program issues at Tier III

Role:
- ☞ Provides forms (if hard copies used)
- ☞ Collaborates with principal in maintaining fidelity
- ☞ Reviews data for completeness and specificity at each Tier and prior to moving to a referral to special

Mabank ISD
Committee Meeting Summary

Committees	Eligible Students	Purpose of Meeting	Required Team Members	Frequency of Meetings	Forms/Data Collection
PST Problem Solving Team	Students with academic or behavioral concerns	Moving from Tier I to Tier II, Tier II to III and back to I	No set requirements Arrangements may include RS/MS and CR Teacher Counselor, AP, CRT Dept. Head and CRT Others Principal, Diagnostician, LSSP, and Speech Therapist	As needed based on progress monitoring or benchmark data	RTI forms Progress monitoring Meeting deliberations Parent communication records
IAT Intervention Assistance Team	Students with academic or behavioral concerns not making adequate progress in TIER III Or students previously identified at -risk	Consideration of SE referral or Dyslexia recommendation To establish TAKS or classroom accommodations	**Team of knowledgeable members** Counselor or Administrator Classroom Teacher Instructional Specialist Others might include Parent, Principal, Diagnostician, LSSP, and Speech Therapist	As needed based on progress monitoring or benchmark data	IAT Forms Pull forward RTI/PST Forms
Dyslexia Committee	Students with a school diagnosis of dyslexia	Program placement or EXIT State Assessment or Classroom Accommodation decisions	**Team of knowledgeable members** Counselor or Administrator Classroom Teacher Instructional Specialist Others might include Parent, Principal, Diagnostician, and Speech Therapist	As needed Annual Review (Recommend last semester)	Dyslexia Forms
504 Team	Students with a disability that substantially limits a major life activity	Evaluate Placement Review (Annually) State Assessment Classroom Accommodation decisions	**Team of knowledgeable members** Counselor or Administrator Classroom Teacher Instructional Specialist Others might include Parent, Principal, Diagnostician, and Speech Therapist	As needed Annual Review (Recommend first semester	504 Forms

Assessment Descriptions

Adapted from chart on p. 45- *RtI: A Practitioner's Guide to Implementing Response to Intervention* by Mellard and Johnson, 2008; Corwin Press

	Screening/ Benchmark	Progress Monitoring	Diagnostic Tests
Population	School-wide	Class/small group/student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic domains of knowledge, skills, and abilities
Frequency	Yearly/3x year/Monthly	Weekly or Bi-weekly (MISD)	Yearly
Purpose	Identify students at risk	Determining effectiveness of instruction/regroup students	Identify specific student deficits
Focus	School focus	Student/class focus	Student focus
Instruction	Class/school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting curriculum and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

Core Principals

- *Monitor students progress to inform instruction*
  - *(1) Student response to intervention*
  - *(2) Monitor the implementation process itself*

- *Use data to make decisions*

- *Use assessments for three different purposes:*
  - *(1) Screening*
  - *(2) Diagnostics*
  - *(3) Progress Monitoring*

Aimline

CBM Monitoring Graph

Tommy Jones
Grade 4
Smith School

Ms. Franklin
Room 249
Level 4-1 Reading

$y = 0.1253x - 4671.7$

Monitoring: CRW — Baseline: CRW — CBM Trendline
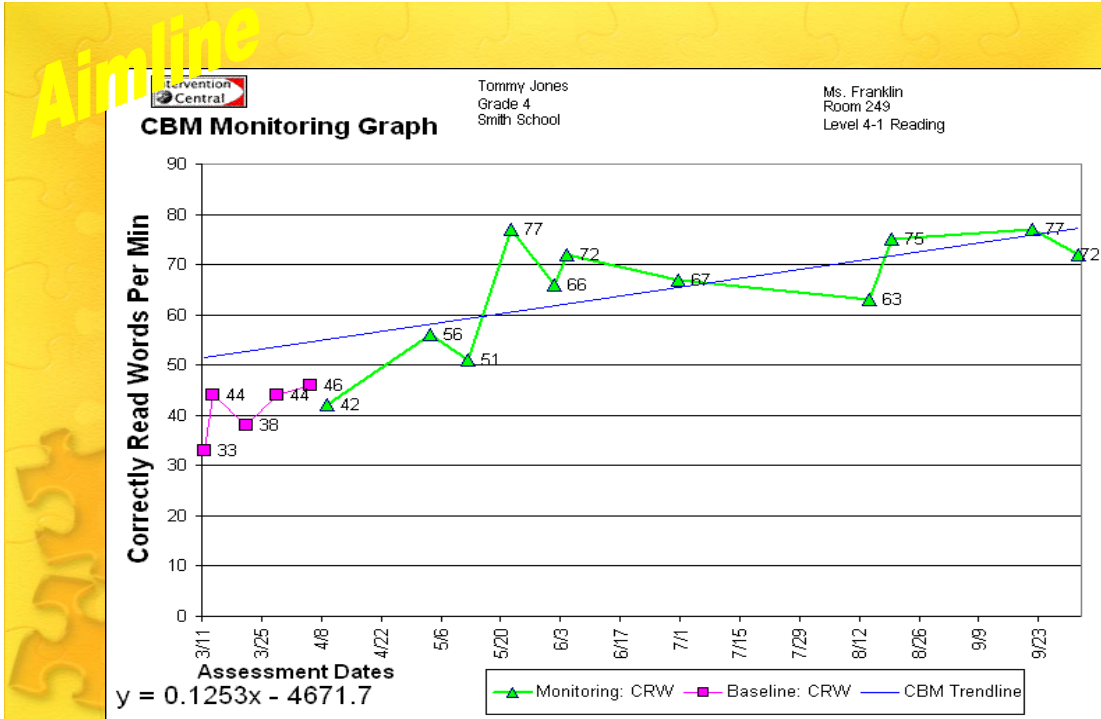
Use monitoring measures that are:

- *Easily and commonly collected*

- *Easy to use in the classroom setting and that limit disruptions*

- *Easy for teachers and PST members to interpret*

- *Easy to compare*

- *Easy for students*

- *Easy to chart and graph – make results visual*

- *Sensitive to small change*

- *Technically adequate and reliable*

- *Efficient and economical*
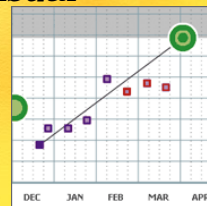
Web-based Resources

Intervention Central   www.interventioncentral.org

RtI Wire   www.jimwrightonline.com

National Center on Progress Monitoring   www.studentprogress.org

National Center on Response to Intervention www.rti4success.org/

National High School Center   www.betterhighschools.org

Research Institute on Progress Monitoring   www.progressmonitoring.net/

Scientific Research-Based Instruction   http://www.ctserc.org/

The Access Center-Improving Outcomes   www.k8accesscenter.org
For All Students

What Works Clearing House   www.ies.ed.gov/ncee/wwc/

Center on Instruction   www.centeroninstruction.org

STRATEGIES FOR TIERED INTERVENTION

Cognitive Strategies for All Subject Areas:
Source: http://www.edvantia.org/pdta/pdf/Effective_Instructional_Strategies.pdf - Marzano meta-analysis of most effective teaching strategies

Strategy	Example
Identifying Similarities and Differences	Venn diagrams or charts to compare and classify. Engage students in comparing, classifying, creating metaphors and analogies.
Summarizing and Note Taking	Students expose what is essential through creating a summary in own words; teacher provides set of rules for creating a summary; teacher uses a consistent format for notes allowing students to refine it.
Reinforcing Effort and Providing Recognition	Teacher personalizes recognition; students keep log of goals; teacher uses "pause, prompt, and praise" for struggling students.
Homework and Practice	Teacher focuses practice on difficult concepts and sets aside time to accommodate practice periods. Teacher maximizes the effectiveness of feedback by varying its delivery.
Nonlinguistic Representations	Thinking Maps
Cooperative Learning	Kagan Model: groups should be small with positive interdependence, group processing, individual and group accountability, etc.
Set Objectives and Provide Feedback	Teacher sets objectives for units with students encouraged to personalize their goals. Feedback should be corrective in nature relating to specific levels of knowledge. Use rubrics. Students led feedback sessions.
Generating and Testing Hypotheses	Students predict what would happen if an aspect of a familiar system, (government or transportation) were changed.
Cues, Questions, and Advance Organizers	These tools should be highly analytical focusing on what is important, and presented prior to the learning experience.

Reading Strategies:
Source: Essential Reading Strategies for the Struggling Reader, University of Texas Center for
Reading and Language Arts and the Texas Education Agency. Find at:
http://www.meadowscenter.org/vgc/downloads/primary/booklets/Essential_Strategies.pdf

For Best Practices for Adolescent Literacy in the Practitioners' Guide. Find at:
http://www.meadowscenter.org/vgc/downloads/primary/booklets/Essential_Strategies.pdf

Strategy	Example of Activities					
Phonological Awareness, (sentence segmentation; syllables; onsets and rimes; phonemes)	Rhyming Tic-Tac-Toe, p. 28	Clapping syllables	Riddle Rap- changing the onset but not the rime. Create new rhyme, p.29	Jumping syllables, p.33	Phoneme Shuffle, p. 38	"What's the Difference?", p. 43
Fluency, rate	Modeling, p.11	Partner Reading p.12	Read & Reread, p.15	Fast Phrases Game, p. 16	Word Pattern Road Race, p. 19	"Cloze it Fast", p. 18
Fluency, accuracy	Modeling p.11	Partner Reading p.12	Fluency Word Cards, p.13	Page Race, p.14	"Cloze it Fast", p. 18	"Word Pattern Road Race", p. 19
Fluency, prosody	Modeling p.11	Partner Reading, p.12	Listening to Fluency: Rate and Expression, p. 17			
Decoding	Vocabulary Preview: decoding consonant blends and digraphs, p.50	Decoding : Word Patterns, p. 51	Decoding: Chunking, p. 52	Decoding: Analogy, p. 53	Decoding : Short Vowels, p.58	Decoding: r-controlled vowels, p.57
Word Analysis	Basic Steps, p.61	Building Blends, p. 62	Word Study Boggle, p. 64	Pair That Sound!, p. 65	Sticky Books, p. 67	Word Slide, p. 69
Comprehension- the six "W's". Who, When, Where, What was the problem, Why, What was the resolution.	Story Mapping, p. 49	Thinking Maps	Visual Organizers			

Since TEA leaves it up to the local school district to determine which strategies they will endorse
as research-based, it is prudent to select from those endorsed by TEA, a credible national
organization such as NCTM or NSF, or a reputable research firm, coalition, or university.

Math Strategies:
Source: Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools, U.S. Dept. of Education, Institute of Education Sciences (IES) Find at:
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf
and ResearchBasedStrategies.pdf by Dr. Ruby Payne.

Strategy	Example of Activities		
Cumulative review of each session. For students in Tier II and Tier III, this should be teacher directed with the emphasis on cumulative.	Use "warm-ups" or "cool downs" to do cumulative review before or at the end of each session. Combine with Plan and Label.	Give students a skill or strategy previously taught to develop a question on. Students challenge the group with their problems. (Teacher edits where necessary.)	Have student take problems they've previously solved and change them to meet a teacher given criteria. Example: "Make this measurement word problem into a fraction problem."
Problem solve in groups with communication of strategies	Cooperative Learning strategies - Kagan Model		
Verbalize the steps in problem-solving	Teach student to use procedural self-talk. Use a "step sheet" if necessary and walk student through, "First I will do _____" "Then I will do _____"	Students names step and explains "why".	
Teach the underlying structure of word problems and how to determine appropriate solutions for each problem type	Teach students explicit strategies for problem-solving. i.e.: work backwards, act it out, draw a picture, use objects, make a table, etc. These can be put into a rap or song for quick retrieval.	"Cube" approach. Circle the questions, underline important words, "box the not", and eliminate the excess information.	
Provide explicit instruction in transferring familiar problems to unfamiliar problems	Provide explicit instruction on synthesis. How is this like the problem we did yesterday? What makes it different? What can we do the same? Why won't all of the steps we used yesterday work for this one?		
Use visual representations.	Thinking Maps	Teach student to "Plan and Label". He/she writes down their plan and invents or is taught an icon that labels the steps.	Number lines, arrays, and strip diagrams.
Use of concrete manipulatives	Unifix cubes, beans, Styrofoam balls, etc.		
Establish quicker retrieval of arithmetic facts	Teach the knowledge of properties in grades 2-8 to derive facts in their heads.	Any game that teaches fact retrieval in a systemic and positive manner. Students at-risk typically hate these, so the emphasis should be on self-improvement.	Ten minutes of basic arithmetic fact retrieval at the beginning of each session
Use of engaged contingent, performed contingent, and achieved contingent rewards.	Use of commercially prepared charts to mark on-task, task completion, and learning goals.	Use specific verbal praise and random intervals.	Use of visual cues, such as tallies, at given intervals to mark on-task behavior.
Strengthen spatial orientation/transferring objects in representational space	Use of labels on graph paper to arrange objects in quadrants.	Use of graph paper when writing problems to line up columns and rows.	
Strengthen math vocabulary	Have students sketch or draw a representation of the vocabulary word. If they cannot do this, they probably do not know the word.	Have students describe definitions in the formal register to their casual register.	

Since TEA leaves it up to the local school district to determine which strategies they will endorse as research-based, it is prudent to select from those endorsed by TEA, a credible national organization such as NCTM or NSF, or a reputable research firm, coalition, or university.

Behavioral Strategies:
Source: Individual Cited from the works of - Research Based Strategies (RBS) by Dr. Ruby Payne. Find at: http://www.ahaprocess.com/store/more/excerpts/book_ResearchBasedStrategies.pdf . This is combined with the research-based checklist developed in Chicago for quantifying and qualifying behavioral issues.

Behavior	Strategy	Source
Activity		
Makes disruptive noises (taps, hums, etc.)	Teach student how to make a plan to manage his/her impulse control. Include in plan times of day, steps to do, tally system, and a "How did I do?" segment. It's important to note it is the student who plans, not the teacher. Plan must be written. For younger students, the plan can involve drawing picture. Help students to chunk time in reasonable amounts. (p. 154-156 of RBS)	Peterson, L.D., Young, K.R., Salzberg, C.L., West, R.P., and Hill, M. (2006) See p. 154 of RBS for more citations.
Out of seat without permission		
Speaks out/interrupts lesson activity		
Fidgets with hands, clothing, materials		
Disturbs others by talking, touching, taking materials		
Attention		
Does not attend to classroom instruction	Teach input strategies using games (p.136-139 of RBS) Use "step sheets" (p.84 of RBS). Plan academic tasks using numbering, lettering, assigning symbols, or color-coding. (p.96-97 of RBS). Develop a specific plan and rewards system for that plan (p154-156 RBS). Self-talk to teach executive planning (p.75 of RBS). Use of visual cues, such as tallies, at given intervals to mark on-task behavior.	Kishiyama, M.M., Boyce, W.T., Jimenez, A.M., Perry L.M., and Knight, R.T. 2008, Beatham, M.D. 2009; Gambill, J.M., Moss, L.A., and Vescogni, C.D. (2008)
Does not complete classroom work		
Does not follow instructions		
Conduct		
Loses temper easily	See strategy for "Activity" above. Use service learning (p.158 of RBS); peer mediation, "story book" or social stories (p.160 of RBS), metaphor story (p.161 of RBS); teach student the use of the "adult voice". Without this, a student has a very difficult time resolving conflicts or maintaining healthy relationships (p.163 of RBS); "reframe" using the adult voice (p. 173 of RBS); form a relationship of mutual respect (p. 174 of RBS); Plan to control impulsivity (p. 175 of RBS)	Billig, S.H. (2002); Tzuriel, D., and Shamir, A. (2007), Hsu, J. (2008) Berne,E.(1996), Ferguson, R. (2008), Schraw, G., Brooks, D., and Crippen, K.J.(2005)
Provokes quarrels/fights by name-calling, touching, etc.		
Openly defies authority		
Influences others to misbehave		
Strikes adults with hands, feet or other objects		
Strikes other students with hands, feet or other objects		
Is passively uncooperative		
Social/Emotional		
Appears sad or sullen	Use peer-mediation to teach conflict resolution and the adult voice. (p.159) Social Stories (p.160 RBS); metaphor stories (p.161 RBS); Adult Voice (p. 163 RBS) Mentor in Relational Learning (p. 110 of RBS) be sure to include the seven characteristics.	Tzuriel, D., and Shamir, A. (2007) Mahalingam, M. Schaefer, F., and Morlino, E. (2008)
Is fearful/avoidant		
Is self-isolated from other students		
Is unaccepted by the group when attempts are made to join		
Is easily led		
Appears frustrated		
Is singled out as a scapegoat by peers when there was no involvement		
Does not have any associations or memberships in school groups, athletics, etc.		
Other Behaviors not listed		

SECONDARY CHECKLIST FOR CARRYING SUCCESSFUL INTERVENTIONS

NOTES

Recommendation 1.
Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out

☐ Use longitudinal, student-level data to get an accurate read of graduation and dropout rates.

☐ Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions.

☐ Monitor the academic and social performance of all students continually.

☐ Review student-level data to identify students at risk of dropping out before key academic transitions.

☐ Monitor students' sense of engagement and belonging in school.

☐ Collect and document accurate information on student withdrawals.

Recommendation 2.
Assign adult advocates to students at risk of dropping out

☐ Choose adults who are committed to investing in the student's personal and academic success, keep caseloads low, and purposefully match students with adult advocates.

☐ Establish a regular time in the school day or week for students to meet with the adult.

☐ Communicate with adult advocates about the various obstacles students may encounter—and provide adult advocates with guidance and training about how to work with students, parents, or school staff to address the problems.

Recommendation 3.
Provide academic support and enrichment to improve academic performance

☐Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math.

☐Provide extra study time and opportunities for credit recovery and accumulation through after school, Saturday school, or summer enrichment programs.

Recommendation 4.
Implement programs to improve students' classroom behavior and social skills

☐ Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks.

☐ Recognize student accomplishments. Teach strategies to strengthen problem solving and decision-making skills.

☐ Establish partnerships with community based program providers and other agencies such as social services, welfare, mental health, and law enforcement.

Recommendation 5.
Personalize the learning environment and instructional process

☐Establish small learning communities.

☐Establish team teaching.

☐Create smaller classes.

☐Create extended time in classroom through changes to the school schedule.

☐Encourage student participation in extracurricular activities.

NOTES

Recommendation 6. **NOTES**

Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school

☐ Provide teachers with ongoing ways to expand their knowledge and improve their skills.

☐ Integrate academic content with career and skill-based themes through career academies or multiple pathways models.

☐ Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses.

☐ Provide students with extra assistance and information about the demands of college.

☐ Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment.

Matching Intervention Program to Math Skill Deficit

Highlighted TIER III Only interventions

Foundational Skills	Kindergarten-4th Grade	5th-6th Grade	7th-8th Grade	High School
Whole Numbers Magnitude Comparisons (K-2nd) Number ID (K) Number Sequence (K-2nd) Quantity Recognition (K) Place Value (1st-2nd) Addition/Subtraction (1st-2nd) Geometry Measurement Probability and Statistics Underlying Process Problem Solving	5 E Model Lessons Math Specialist Designed Instruction Nimble with Numbers Numeracy Power0Up Roads to Reasoning Strategic Intervention	5 E Model Lessons Kagan Math Specialist Designed Instruction Nimble with Numbers Roads to Reasoning Strategic Intervention Education Galaxy Math180 Region VII Closing the Gap	5 E Model Lessons Math Specialist Designed Instruction Math180 Region VII Closing the Gap	5 E Model Lessons Math Specialist Designed Instruction Region VII Closing the Gap Odyssey Strategic math course Academy

If an intervention doesn't work, there are 4 choices to make:
- Add time to intervention
- Lower group size
- Move student to a different group
- Change intervention

Universal Screeners for Math:
- K-3rd Grade level pre-assessments
- 4th-HS Previous year's STAAR

Progress Monitoring for TIER II and III:
- K-2 Teacher made probes
- 3rd-6th Education Galaxy progress monitoring
- 6th-8th Math180 progress monitoring
- 3rd-HS Common checkpoints, teacher made probes

Matching Intervention Program to Reading Skill Deficit

TIER III Only interventions

Foundational Skills	Kindergarten-4th Grade	5th-6th Grade	7th-8th Grade	High School
Word Study phonological awareness and phonemic awareness Fluency Vocabulary Development Comprehension	Accelerated Reader Daily Reading Reinforcers Developing Readers Guided Reading Marzano Building Academic Vocabulary TAKE FLIGHT RAZ Read Naturally Reading Specialist Designed Instruction Saxon Teaching &Assessing Comprehension Strategies Leveled Literacy Intervention (LLI) Education Galaxy	Guided Reading Literacy Circles Marzano Building Academic Vocabulary TAKE FLIGHT Read Naturally Reading Recovery Strategies Reading Specialist Designed Instruction TALA Strategies Teaching &Assessing Comprehension Strategies Leveled Literacy Intervention (LLI) Education Galaxy 5th Compass 6th	CLOZE Reading Literacy Circles Marzano Building Academic Vocabulary TAKE FLIGHT Read180 Read Naturally Reading Specialist Designed Instruction TALA Strategies Teaching &Assessing Comprehension Strategies Compass	CLOZE Reading Literacy Circles Marzano Building Academic Vocabulary TAKE FLIGHT Read180 Read Naturally Reading Specialist Designed Instruction TALA Strategies Leveled Literacy Intervention (LLI) My Access

If an intervention doesn't work, there are 4 choices to make:
- Add time to intervention
- Lower group size
- Move student to a different group
- Change intervention

Universal Screeners for Reading:
- K-2 Education Galaxy and DRA II
- 3-8 Education Galaxy or Compass, DRA II or comprehension checkpoints
- 9th-12th comprehension checkpoints

Progress Monitoring for TIER II and III:
- K-2 Running records
- 3-8 Comprehension probes, running records, reading fluency benchmark assessor
- 7th-11th Common checkpoints, reading fluency benchmark assessor, Compass
- K-11th TAKE FLIGHT progress monitoring
- K-6th & High School LLI or DRA II

RTI REFERRAL DOCUMENTATION

DOCUMENTATION/FORM	Staff Member Responsible	Timeline	Location	FORMAT
Request for Special Education Evaluation	Administrator	Referral Meeting	Team Google Drive	Paper
Fidelity Checklist	Administrator	Referral Meeting	Team Google Drive	Paper
Skyward Information Report	Interventionist	Referral Meeting	Skyward	Paper
Home Language Survey	Administrator	Referral Meeting	Cumulative Folder	Paper
Vision & Hearing	Nurse	Initial Meeting	Skyward	Paper
Problem Solving Team Form	Committee	Initial Meeting	Team Google Drive	Online
Student Portfolio	Committee	Referral Meeting	DMAC report	Online
Intervention Assistance Team Form	Committee	Referral Meeting	Team Google Drive	Online
Teacher Input Form	Committee	Referral Meeting	Team Google Drive	Online
Student Instructional Progress Monitoring (for Reading and/or Math)	Interventionist	Initial Meeting	Team Google Drive or campus created form	Paper
Documentation of Intervention & Progress	Person providing intervention	Throughout the process	Various forms (teacher records and/or program reports)	Paper
Dyslexia testing (if applicable)	Counselor	Referral Meeting	Counselor's Records	Paper
Previous IAT(s) (if applicable)	Administrator	Initial Meeting	Cumulative folder OR DMAC OR 504 folder	Paper
CSR(s), Education Galaxy, and/or DRA data	Administrator	Referral Meeting	Cumulative folder OR program reports OR classroom records	Paper
Parent Contact	Teacher	Initial and throughout	Teacher Records	Paper
Parent Input Form	Administrator	Referral Meeting	Team Google Drive	Paper
Work Samples (Reading, Writing, & Math)	Teacher	Initial and throughout	Teacher Records	Paper

<u>Mabank ISD Special Programs</u>
Request for Special Education Evaluation

Student: _____ DOB: _____ Age: _____

Campus: _____ Grade: _____

Statements are to be initialed by the campus administrator:

__ The IAT committee has met and reviewed all relevant data pertaining to this student. The committee assures that this student has received appropriate educational and/or behavioral interventions and has had adequate opportunity to demonstrate positive response and is still not responding to the interventions recommended by the
committee.

__ Therefore, the IAT committee recommends further evaluation to be considered and is requesting a referral for special education (*all referral information should be included with this form*).

DOCUMENTATION OF INTERVENTIONS

Yes	No		
		1.	Has the student completed and passed a vision/hearing screening? *If the answer is no, the health screening must be completed and passed before proceeding with a referral.*
		2.	Does the data show the student continues to struggle with grade level curriculum in one or more areas? *If the answer is no, continue with interventions.*
		3.	Has the student been given the opportunity to succeed through instructional modifications and/or accommodations provided by the regular education classroom teacher(s)? *If the answer is no, continue with the interventions.*
		4.	If the student is LEP, has he/she participated in ESL and/or bilingual classes a sufficient length of time to determine if the suspected problem is evident in the native language? *If the answer is no, a LPAC committee should convene and referral not made at this time.*
		5.	Does the student attend tutorials as assigned and continue to struggle in class?
		6.	Does the student attend school regularly (cannot have missed more than 10% of the mandatory pupil attendance days)? *If the answer is no, a referral should not be made at this time; continue with interventions.*
		7.	When the student is absent and all the work missed is made up, does the student continue to struggle?
		8.	Has the student failed state mandated assessment (EOC, STAAR, DRA II etc.) if eligible to take it?

_____   _____
              Signature of Campus Administrator   **Date**

For Special Education Use Only

Accepted by Special Education
_____   _____   **Signature of Special Education Director**   **Date**   **Evaluation Packet Given to:** _____   _____   **Name**   **Date**

Request for evaluation returned for the following reason(s). _____
_____
_____
_____

Intervention Plan Fidelity Checklist
Tier 1   Tier 2   Tier 3

Baseline Data Exists	Yes	No
Area of Concern Measurable	Yes	No
Written Intervention Plan	Yes	No
Progress Monitoring Data Current	Yes	No
Intervention Plan Delivered as Written	Yes	No
Intervention Time Delivered	Yes	No
Intervention Resources Available	Yes	No
Parent Notified of Student Progress	Yes	No

_____   _____

Signature of Observer   Date

Cc: Principal
       Teacher
       Problem Solving Team Chair

MABANK ISD PST STUDENT CUMULATIVE DATA FORM MOVING FROM TIER II TO TIER III

Student Name:		Current Grade Level:
School History:	Has student been retained?	If yes, in what grade?
Special Education Testing:	Is this student currently in Special Education?	
Has this student been exited from Special Education?		
Has this student previously been referred to Special Education but did not qualify?		Date of DNQ:
Comments or Concerns:		
Person(s) Completing This Report:		Position(s)
Attach the Following Documents:	- Current report card from Skyward - Current behavior report from Skyward - Grades for the previous 3 school years from Skyward - Current Attendance from Skyward - Home Language Survey - Any/ all LPAC reports - Intervention work samples demonstrating current strengths and weaknesses - Health Information Sheet - Supporting documentation of parental notification of student progress in the interventions - Data demonstrating student's progress compared to class and grade level - Request for Special Education Evaluation form (to be completed by campus administrator)	

MABANK ISD
IAT Meeting Summary for Special Education Referral

Student Name:		**Current Grade Level:**
Campus:	**Current Services /Programs:**	• Section 504 • Dyslexia • ESL
Tier level for Targeted Area(s) of Intervention: (HIGHLIGHT)	• Tier 2 Reading • Tier 2 Math	• Tier 3 Reading • Tier 3 Math • Tier 3 Both
Specific Area(s) of Concern:	• Oral Expression • Basic Reading • Reading Fluency • Reading Comprehension	• Written Expression • Listening Comprehension • Math Calculation • Math Problem Solving
Other Concerns: (HIGHLIGHT)	• Speech • Vision	• Health (OHI) • Emotional/Social
Review of Medical Information /Records:		
Meeting Summary:		
IAT Committee Recommendation(s) (Please have parent/guardian complete "Parent Input" form if FIE is requested.) (HIGHLIGHT)	• Dyslexia testing • 504 Evaluation	• Full Individual Evaluation • Other: _____
Intervention Assistance Team Members:		

MISD TEACHER INPUT FORM

Student Name: Teacher:

Date: Grade:

Main Concerns: (Highlight or check)
□ Math   □ Reading

□ Writing   □ Behavior

Check Academic concerns:

	Math Calculation		Math: Basic Math Skills
	Math Problem Solving		Reading: Fluency
	Math Reasoning		Reading: Phonics
	Reading: Oral Reading		Reading: Vocabulary
	Reading: Phonemic Awareness		Spelling
	Written Language		

Check Behavior concerns:

	Anxiety/Nervousness		Refusal to Follow School Rules
	Depressed Mood		Refusal to Work
	Disruptive to Instruction/Learning		Tantrums
	Organizational Skills		Test Taking Skills
	Physical Aggression		Transition Difficulty
	Work Completion		

Check Designated supports tried:

	ISR (individualized structured reminders)		Highlight materials
	Math manipulatives		Supplemental aids
	Large print		Extra time
	Oral administration		Content and language supports
	Calculator		Spelling assistance

Check Other accommodations tried:

	Reduced assignments		Copy of notes/ Study Sheets/Preview Summaries
	Short Instructions		Small Group Instruction
	One to One Instruction		Opportunity to Respond Orally
	Differentiated Instruction		Reads aloud to self
	Use of Quiet Area		Study Carrel
	Preferential Seating		Reinforcement of Skills Previously Taught
	Break Down Skills into Smaller Steps		Direct Instruction of New Concepts and Vocabulary
	Check for Understanding		Simplify Vocabulary
	Emphasis on Major Points		Provide Opportunities for Guided Practice
	Highlighter		Magnifying device
	Scratch paper		Colored overlay/Blank place marker
	Classroom Rules Consistently Enforced		Personal Goal Setting
	Clearly Defined/Consistent Limits		Posted Classroom Rules
	Frequent Positive Reinforcement		Promote Time on Task
	Frequent Reminder of Rules		Proximity Control
	Frequent and Immediate Feedback		Peer assistance

Student Instructional Progress Monitoring

Response to Intervention

Student: _____   Campus: _____   Teacher: _____   Grade: _____

Subject: _____   Tier: 2   3 (circle)   School Year: 2017-2018

Date(s) of PST/IAT meetings: _____   _____   _____   _____

| Universal Screening Scores: |
| BOY: _____ |
| MOY: _____ |
| EOY: _____ |

Specific Instructional Focus		Instructional setting/frequency
Area of Concern	Strategies/Materials	

Date	Results of Intervention (Progress Monitoring Results)*

- Include actually progress monitoring data in the student's RtI folder.

MABANK INDEPENDENT SCHOOL DISTRICT

Date

Dear Parents,

Your child has been selected through a school-wide screening process to participate in a program to enhance his/her education performance. A member of the Response to Intervention Team (RtI) will supervise the intervention process and provide individual help as needed. Progress monitoring will occur on a frequent basis to ensure your child's classroom success. If you have any questions about the program or your child's participation, please feel free to contact _____**?**

Sincerely,

????

Date: _____

Mabank ISD
310 E. Market St.
Mabank, TX 75147 - 903-880-1331

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

NAME OF STUDENT	DATE OF BIRTH	ID#	Grade	MEDICAID#

_____
CAMPUS

Information From Parent/Adult Student

☐ Yes   ☐ No   Student's parents have been contacted. Method of contact: ☐ LETTER   ☐ TELEPHONE   ☐ CONFERENCE

Contacted by: _____   Position: _____   Date: _____

GENERAL INFORMATION (If additional space is needed, please use the comment page.)

_____   _____
Parent / Guardian1   OCCUPATION

Parent / Guardian1 Home Phone: _____

_____   _____
Parent / Guardian 2   OCCUPATION

Parent / Guardian2 Home Phone: _____

Who has legal authority to make educational decisions for this child? _____

With whom does the child live? _____

OTHER CHILDREN IN THE HOME				OTHER ADULTS IN THE HOME		
Name	Age	Relationship		Name	Age	Relationship

What are some of your child's strengths?

Please describe your child's behavior at home. (For example, is he/she generally well-behaved? Have there been any recent changes in behavior? How does he/she get along with other family members, neighbors, playmates?

What does your child do when not in school? (For example, watch TV, read, part-time job, play with other children.)

What activities does the family do together? (For example, watch TV, go camping, participate in hobbies or sports.)

Have any family members had learning problems? Please explain:

Primary language spoken at home?

What time does your child go to bed at night? _____

Does your child eat breakfast?   ☐ Yes   ☐ No

Date: _____

Mabank ISD
310 E. Market St.
Mabank, TX 75147 - 903-880-1331

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

_____   _____   _____   _____   _____
NAME OF STUDENT   DATE OF BIRTH   ID#   Grade   MEDICAID#

_____
CAMPUS

Information From Parent/Adult Student

Have there been any important changes within the family during the last three years? (For example, job changes, moves, births, deaths, illnesses, separations, divorce.)

What methods of discipline are used with your child at home? (For example, spanking, extra chores, early bedtime, rewards for good behavior.)

What is your child's reaction to discipline?

Do you feel that your child is experiencing problems in school? What kinds of problems?

When were you first aware of a problem?

What do you think is causing the problem?

Has your child mentioned problems with school? How does he/she feel about the problem?

Briefly discuss any other important information about your child:

HEALTH HISTORY

☐ Yes   ☐ No   Were there any problems before, during, or immediately after birth? If YES, please explain:

Compared to other children in the family, this child's development has been:
☐ SLOWER   ☐ ABOUT THE SAME   ☐ FASTER

Briefly describe any serious illnesses, accidents, or hospitalizations. Please give your child's age at the time of the illness, accident, or hospitalization.

☐ Yes   ☐ No   Is your child under the care of a physician for a medical problem? If YES, please explain:

☐ Yes   ☐ No   Is your child now taking any medicines? If YES, please explain:

☐ Yes   ☐ No   Does your child appear to have any other physical health problems, including allergies? If YES, please explain:

☐ Yes   ☐ No   Has your child ever taken medicine for a long period of time? If YES, please explain:

☐ Yes   ☐ No   Do you know of any side effects the medicine might have? If YES, please explain:

☐ Yes   ☐ No   Does your child use any special equipment or technology to improve functioning? If YES, please explain:

☐ Yes   ☐ No   Are there any family health concerns you would like us to be aware of?

Date: _____

Mabank ISD
310 E. Market St.
Mabank, TX 75147 - 903-880-1331

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

NAME OF STUDENT	DATE OF BIRTH	ID#	Grade	MEDICAID#

CAMPUS

Information From Parent/Adult Student

☐ Yes ☐ No   Would you like to talk to the person coordinating your child's assessment before the assessment begins? If YES, phone number where you can be reached:

☐ Yes ☐ No   Is your child receiving services from another agency? If YES, please explain:

☐ Yes ☐ No   Is your child receiving Medicaid services? If Yes, Medicaid #

Comments:

_____   _____
SIGNATURE OF PARENT   DATE

_____   _____   _____
SIGNATURE OF PERSON COMPLETING THIS SECTION   POSITION   DATE
(if information was obtained by parent interview)

MABANK INDEPENDENT SCHOOL DISTRICT
310 East Market Street Mabank, Texas 75147

Parent/ Guardian Consent for Dyslexia Assessment

The Intervention Assistance Team has recommended that your child, _____, be assessed for dyslexia. A professional who understands the characteristics of dyslexia and has received training in this area will complete the assessment. Your permission is needed for a member of our staff to proceed with the screening.

_____ I give permission for _____ to be assessed for dyslexia. (student)

_____ I would like to speak with a staff person to obtain more information before I consent to this evaluation.

_____I decline to give my consent at this time.

Please contact _____ at _____ for additional
information.   (staff member)   (telephone number)

Accompanying this request for consent is a copy of the student/ parent rights under Section 504 of the Rehabilitation Act of 1973. We appreciate your cooperation in our efforts to address your child's educational needs.

Your signature also acknowledges the receipt of the attached rights.

_____   _____

Signature of Parent or Guardian   Date

Dyslexia Referral Check List
Mabank School District Mabank Texas

To assist in following correct procedure when referring a student to the dyslexia program use this form as a cover sheet for your referral papers.

DATE COMPLETED   FORM TITLE

_____   IAT /504 Information from Classroom Teacher

_____   Information from Parent/Guardian

_____   Notice of Parent and Student Rights Under
                               Section 504, the Rehabilitation Act of 1973

_____   Parental Notification Letter

_____   Parental Consent for Dyslexia Testing

Following completion of the forms listed above, the dyslexia Designee conducts any necessary evaluation to determine is the student is a student at risk for dyslexia. When the evaluation is completed, a 504 committee meeting will be scheduled to review the results.

_____   Parental Notification Letter

_____   Notice of Parent and Student Rights Under
                               Section 504, the Rehabilitation Act of 1973

_____   Intervention Assistance Team Individual
                               Adaptation Plan

Teacher Observation Questionnaire for Dyslexia
Mabank ISD

Student Name_____ Grade_____

Teacher_____ School_____

Date_____

Please circle the term that indicates the degree of your concern regarding each skill area.

Phonological Awareness Skills

This student has:

Difficulty recognizing or reproducing rhyming words	Rarely	Often
Difficulty isolating sounds in beginning, final, and/or medial position	Rarely	Often
Difficulty segmenting individual sounds in words	Rarely	Often

Alphabet

This student has:

Difficulty learning or recalling names of letters	Rarely	Often
Difficulty learning or recalling sounds of letters	Rarely	Often

Decoding and Word Recognition

This student has:

Difficulty sounding out unfamiliar words	Rarely	Often
Difficulty reading words in isolation	Rarely	Often

Fluency

This student has:

Difficulty reading accurately in context	Rarely	Often
Difficulty reading grade level material at expected rate	Rarely	Often

Spelling

This student has:

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling in context	Rarely	Often

Comprehension

This student has difficulty with reading comprehension	Rarely	Often

Written Expression

This student has:

Difficulty constructing sentences	Rarely	Often
Difficulty organizing grade appropriate written compositions	Rarely	Often
Difficulty producing sufficient written output	Rarely	Often

Cognitive/Academic Ability

This student appears to have intellectual ability equal to or above grade level peers.	No	Yes
This student has grade level math calculation skills.	No	Yes
This student has grade level math reasoning skills	No	Yes
This student has reading difficulties that are unexpected compared to other abilities.	No	Yes

Oral Language

*When **listening**, this student has:*

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

*When s**peaking**, this student has:*

Difficulty acquiring new oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often
Difficulty speaking in grammatically correct sentences	Rarely	Often
Difficulty explaining ideas or elaborating on thoughts	Rarely	Often

Attention

This student:

Displays difficulty organizing time and materials	Rarely	Often
Is easily distracted by sights or sounds	Rarely	Often
Does many things too quickly	Rarely	Often
Is often overactive or fidgety	Rarely	Often
Is inconsistent with production of classwork and homework assignments	Rarely	Often

Handwriting

This student:

Is slow with handwriting and copying tasks	Rarely	Often
Displays overall poor quality/illegible handwriting on written assignments	Rarely	Often

Student's Academic Development

English is a second language for this student.	No	Yes
This student was retained in _____ grade.		
This student has been in special programs. *(Special Education, Reading Recovery, etc.)*	No	Yes

Please identify these: _____

_____

Suggested work samples to include:

1. The student's most recent spelling test

2. A sample of the student's unedited writing (journal entry, creative story, etc.)

3. The student's most recent progress report or report card

4. A copy of the most recent TPRI/early reading assessment results

This *Teacher Observation Questionnaire for Dyslexia* may be duplicated and utilized in educational settings as a tool for documenting parent concerns and observations. If it is edited or adapted, please credit the source by including the statement: "Adapted from the Teacher Observation Questionnaire for Dyslexia, Texas Scottish Rite Hospital for Children."

DYSLEXIA PARENT INTERVIEW
Mabank ISD

Name of student:_____   Date:_____

School:_____   Grade:_____   Birth date:_____

Parent(s) names:_____

Address: _____   Phone:_____

To aid in assessing the problems a child is experiencing in school and to detect the possibility of dyslexia, please have the parent answer each of the following questions.

YES	NO	
		FAMILY HISTORY
____	____	Have any other members of the family had learning problems?
____	____	Father
____	____	Mother
____	____	Sibling

Explain_____

_____

PHYSICAL HISTORY

____	____	1.	Has your child ever been critically or chronically ill?

Explain_____

____	____	2,	Has your child ever had an extremely high fever?
____	____	3.	Does your child have any physical problems which you feel may cause difficulty in learning? Please explain: _____

_____

____	____	4.	Is your child currently taking medication?

Please
list_____

_____

____	____	5.	Does your child seem to have trouble hearing?
____	____	6.	Does your child seem to have trouble seeing?

Please circle the term that indicates the degree of parents' concern regarding each skill area.

Phonological Awareness Skills

My child has / had:

Difficulty recognizing or reproducing rhyming words	Rarely	Often
Difficulty naming the first or last sound in a word	Rarely	Often
Difficulty blending sounds together to make a work	Rarely	Often

Alphabet

My child has / had:

Difficulty learning or recalling names of letters	Rarely	Often
Difficulty learning or recalling sounds of letters	Rarely	Often

Decoding and Word Recognition

My child has / had:

Difficulty sounding out unfamiliar words	Rarely	Often
Difficulty reading words accurately	Rarely	Often

Fluency

My child:

Makes frequent reading errors	Rarely	Often
Reads with hesitations	Rarely	Often
Reads slowly	Rarely	Often

Spelling

My child has:

Difficulty memorizing words for spelling tests	Rarely	Often
Difficulty spelling words correctly	Rarely	Often

Comprehension

My child has:

Difficulty understanding what he/she reads	Rarely	Often
Difficulty answering textbook questions	Rarely	Often

Written Expression

My child has:

Difficulty writing sentences correctly	Rarely	Often
Difficulty writing stories and reports	Rarely	Often

Cognitive/Academic Ability

My child needs many repetitions to learn something new	No	Yes
My child has difficulty learning math facts	No	Yes
My child has trouble with math word problems even when they are read aloud	No	Yes
My child has reading difficulties that seem unexpected compared to his/her other abilities.	No	Yes

Oral Language

*When **listening**, my child has:*

Difficulty understanding verbal directions	Rarely	Often
Difficulty understanding stories read to him/her	Rarely	Often

*When **speaking**, my child has:*

Weak or limited oral vocabulary	Rarely	Often
Difficulty finding the right word	Rarely	Often
Difficulty speaking with correct grammar	Rarely	Often
Difficulty explaining ideas or elaborating on thoughts	Rarely	Often

Attention

My child:

Has trouble organizing time and materials	Rarely	Often
Is easily distracted by sights and sounds	Rarely	Often
Does many things too quickly	Rarely	Often
Is often overactive or fidgety	Rarely	Often
Is inconsistent in classwork and homework assignments	Rarely	Often
Needs direct supervision to complete homework	Rarely	Often

Handwriting

My child:

Is slow with handwriting and copying tasks	Rarely	Often
Displays overall poor quality/ illegible handwriting on written assignments	Rarely	Often

My Child's Academic Development

English is a second language for my child	No	Yes
My child was retained in _____ grade	No	Yes
My child has been in special programs. (*Special Education*	No	Yes

This Parent Interview may be duplicated and utilized in educational settings as a tool for documenting parent concerns and observations. If it is edited or adapted, please credit the source by including the statement: "Adapted from the Parent Interview for Dyslexia, Texas Scottish Rite Hospital for Children."

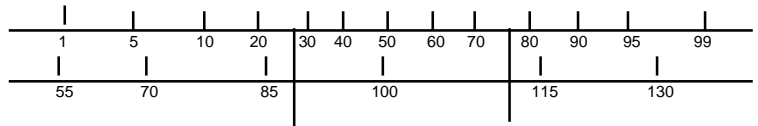# Characteristic Profile of Dyslexia – Revised 2009   Mabank ISD

NAME: DATE OF BIRTH: AGE:
SCHOOL: DATE OF TEST: GRADE:

Percentile

| 1 | 5 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 95 | 99 |

Standard Score

| 55 | 70 | 85 | 100 | 115 | 130 |

UNDERLYING CAUSE:
PHONOLOGICAL PROCESSING

	BELOW AVERAGE Below 90	AVERAGE 90 - 109	ABOVE AVERAGE 110+
PHONOLOGICAL AWARENESS *CTOPP*			
Phonological Memory *CTOPP*			
RAPID NAMING *CTOPP*			
Letter Knowledge *Recite and write alphabet*			

CHARACTERISTICS

DECODING *K-4 WRM 5th up WIAT III*			
WORD RECOGNITION *K-4 WRM 5th up WIAT III*			
ORAL READING FLUENCY RATE *GORT*			
ACCURACY			
SPELLING *WIAT III*			

OUTCOMES: Variable Impact

READING COMPREHENSION Select 2 or the 3 WIAT III, GORT, WRM			
Written Expression *Consider writing samples look for orthographic patterns*			

COGNITIVE/ACADEMIC ABILITY *Listening comp WIAT III*

COEXISTING COMPLICATIONS OR ASSETS

	COMPLICATION	ASSET
Oral Language		
Attention		
Mathematics		
Handwriting		
Behavior / Emotions		

"Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." Adopted by the Board of Directors, International Dyslexia Association, November 2002.

Texas Scottish Rite Hospital for Children 1995-2009, Gladys Kolenovsky, M. A.
Please see back for Application Guidelines

Application of a Definition-Based Process
to the Identification of Dyslexia – Revised 2007

For the identification of dyslexia in Texas public schools, all procedures and guidelines outlined in *The Dyslexia Handbook – Revised 2007* should be followed, including data gathering, parent notification, examiner qualifications, test selection and administration, and procedures for English language learners. *The Dyslexia Handbook – Revised 2007* is available in electronic format at www.region10.org/dyslexia/Documents/DyslexiaHandbook2007English.pdf

The following procedures provide support for the use of the Characteristic Profile of Dyslexia – Revised 2007 as a tool in the identification of dyslexia.

A. Test all dyslexia UNDERLYING CAUSE, CHARACTERISTIC and OUTCOME skills listed in all CAPs on the profile and test additional skills as needed for individual students.

B. Utilize norm-referenced tests and report standard scores whenever possible. Criterion-referenced, screening, and achievement group test scores are informative as historical, secondary, or response to intervention progress measures, but are weaker dyslexia identification tools if they are the only measure of a skill.

C. Plot test scores on profile. Utilize **X** for norm-referenced standardized tests results and √ for criterion, group or screening measures. Include test standard scores along left margin for reference. Test names may also be noted. Plot parent, teacher, and dyslexia designee or diagnostician observations with **P**, **T** and **D**.

D. Use individual subtest scores rather than composite or cluster scores.
   *Examples: Consider both the Elision and Blending Words scores on the **CTOPP** rather than the Phonological Awareness composite. Plot both the Rate and Accuracy subtest from the **GORT** rather than the Fluency Composite or Oral Reading Quotient. Always consider the subscales of an intelligence or ability test.*

E. Apply the following differential identification questions in sequence.
   1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
   2. Are the reading and spelling difficulties the result of a phonological processing deficit?
   3. Are the reading, spelling and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age level academic learning?
   4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
   5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

Detailed guidance for the interpretation of these differential questions is available in TEA's *The Dyslexia Handbook – Revised 2007* and in the companion to this profile, *The Thinking Person's Step-by-Step Identification Process for Dyslexia – Revised 2007.* For training information on the use of this profile, contact Texas Scottish Rite Hospital for Children, Dyslexia Identification Seminar, 214-559-7800 or www.tsrhc.org. The Characteristic Profile of Dyslexia – Revised 2007 may be duplicated and utilized in educational settings as a tool for presenting test scores and observations. If it is edited or adapted, please credit the source by including the statement: "Adapted from the Characteristic Profile of Dyslexia – Revised 2007, Texas Scottish Rite Hospital for Children."

Dyslexia Assessment Student Profile
(For committee use in the Identification of Dyslexia)

Please attach the following documents to be considered by the committee.
- ❒ RtI Folder including all PST forms
- ❒ DMAC report on previous TAKS and current year checkpoints and benchmarks
- ❒ Grade reports for current and previous year
- ❒ Writing samples- look for orthographic patterns
- ❒ Parent Interview
- ❒ Teacher Observation and questionnaire

Review the profile sheet considering the questions below.

1. Is there a deficit in one or more of the primary characteristics of dyslexia? (Is there an indicator documented in the below average range?
   - ❒ Accurate word recognition?
   - ❒ Fluent word recognition?
   - ❒ Poor decoding?
   - ❒ Poor written spelling?

No: You may still consider phonological processing.

2. Is there a deficit in phonological processing?
   - ❒ Phonological awareness?
   - ❒ Phonological memory?
   - ❒ Rapid naming?

Still No: The student likely does not meet TEA guidelines for identification

Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness.

3. Is there evidence of unexpectedness?
   - ❒ Are the deficits unexpected in relation to the student's listening comprehension, intellectual functioning, or strong math skills in comparison to reading skills?

No: The student likely does not meet TEA guidelines for identification.

Committee Decision- Based on ALL data reviewed and gathered during the assessment process

- ❒ **The student qualifies for dyslexia identification**
- ❒ **The student does not qualify for dyslexia identification**
- ❒ **The data is inconclusive with regard to dyslexia**

Additional comments including programming decisions:

Committee Members:

Signature	Position

MISD Dec 2009 DM

Sources

- Reading Aim lines: Shapiro, E.S. (1996)
- www.interventioncentral.org – Curriculum-Based Warehouse (Manual for Teachers)
- USDOE Regulations for IDEA 04
- Preventing Reading Difficulties: A Three-Tiered Intervention Model (UT-Austin)
- Legal Framework – ESC 18
- National Joint Committee on Learning Disabilities June 2005
- National Research Center on Learning Disabilities
- Learning Disabilities Assessment Model (Flanagan, Ortiz, Alfonso & Mascolo, 2002)
- RtI Implementation Strategies and Solutions: Virtual Seminar: McCook, J.E. (2005) Knox County Schools, Tennessee
- Florida Center for Reading Research
- What Works Clearinghouse!
- National Center on Student Progress Monitoring
- Drs. Doug and Lynn Fuchs, May 2005
- The RtI Guide: Developing and Implementing a Model in Your Schools. John E. McCook, Ed.D.
- National Association of State Directors of Special Education: NASDE: May 2006.
- RtI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. B. Hardcastle and K. Justice. 2006 by LRP Publications
- Franklin County Schools RtI: Response to Intervention Procedural Manual
- National Professional Resources, Inc.: RtI & DI Flyer
- Response to Intervention for Secondary School Administrators, by Andrea Ogonosky
- Region10 ESC Special Ed Department, Rose Manges Power Point October 2007