RESPONSE TO INTERVENTION (RTI)
RESOURCE
GUIDE

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Introduction and Overview

Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced either in the general classroom setting or in a classroom with specially trained teachers for specially designed instruction in conjunction with the regular classroom curriculum.

RTI is the core of school improvement. Reaching all students, RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

RTI is a complex and multi-leveled approach. This Handbook is primarily designed to provide educators a roadmap to help manage the classroom demands of successful RTI implementation and briefly cover the pedagogical researched-based underpinnings. Additionally, it can help parents and guardians in understanding how their student is being supported in the educational environment. With that in mind, the reader will find that information may appear in more than one section. It is our purpose to make a very *useable* Handbook, not the shortest one possible!

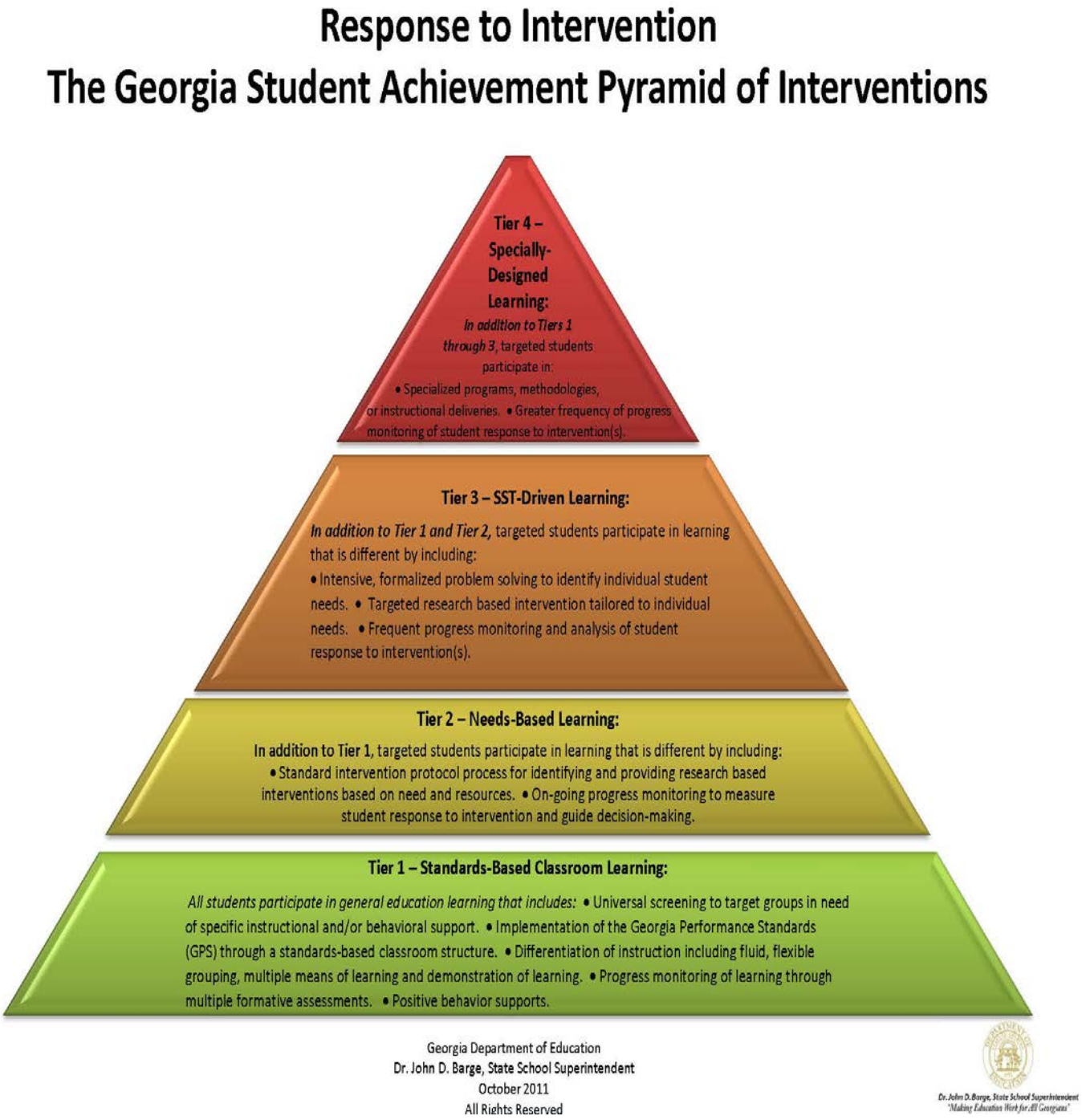
We would suggest starting by consulting the Georgia Student Achievement Pyramid of Interventions for a graphic overview. *Please note: in the all discussions that follow "Tier" refers to a tier on this graphic.* Next, someone not familiar with RTI might wish to note the common terms that will be used in any RTI discussion and some of the data analysis resources available in Georgia. Remember, RTI is a researched-based intervention. The following sections detail the nuts and bolts RTI approaches for the four Tiers: Standards Based, Needs Based, Student Support Team, and Specially Designed Learning. We urge any parent or guardian who has follow-up questions to please contact your student's teacher.

The Georgia Student Achievement Pyramid of Interventions (see below) graphically illustrates the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, RTI is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Common Core Georgia Performance Standards (CCGPS), timely assessment practices, and appropriate instructional pedagogy.

Georgia's RTI process includes several key components:

- 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions of increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data teams in each school serve as the driving force for instructional decision-making in the building
- Purposeful allocation of instructional resources based on student assessment data

At the bottom of the pyramid all students participate in general education learning. Moving up the pyramid, students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases. A detailed discussion of the Tiers may be found in Section 2.3.



Source: *Response to intervention: Georgia's student achievement pyramid of interventions: responses to meet the needs of all Georgia students.* 2011 ed. Atlanta, Georgia: Georgia Department of Education, [Office of Standards, Instruction and Assessment, Division of Standards Based Learning], 2008. Print.

Chapter 1 Background Information

Section 1.1 History

The RTI movement, now common practice in all states, came about in an unusual way: from the bottom up. That is, it is not a top-down federal or state program authored by elected representatives, government officials, or education mavens, and it is not new. It is a grass-roots effort based on a set of hard-won, proven practices for successfully addressing the hardest to reach students It is a practice which has been gradually crafted by trial and error for at least 25 years. Its core identity is to build an atmosphere -- a culture -- and level of expectation that every student's needs are the work and responsibility of every teacher and staff member, and that the RTI process is the framework to address those needs.

The federal or state government did not provide us with a RTI process that was a fully formed program and mandate its use. After many local systems across the nation began achieving markedly improved success with an RTI approach, the U.S. Department of Education eventually recognized the inevitable and started making room for these practices in federal programs. Suffice it to say that now it would be hard to find a system where at least a minimum of RTI processes is not being used. Georgia has already had the essence of RTI present in our Student Support Teams (SST) functioning in each public school since 1984. So the maturing science of RTI has conveniently subsumed and fitted to our SST and applied the principles at every level of education.

Section 1.2 Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line – The line that connects the median baseline data point and the long range goal (LRG) data point. If one uses a data base system to enter the data, the program may plot this line. If hand graphing, then one would use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points, and then the aim line is constructed (McCook, 2006).

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Anchor Paper(s) – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work were being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale. Also known as benchmark papers.

Assessment – A broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative and formal or informal.

At Risk Student –A student with specific needs that may hinder academic achievement, graduation, or the ability to successfully transition to college or career opportunities. The Georgia Department of Education is committed to provide Local Education Agencies (LEAs), parents, and students with a comprehensive set of resources and interventions to support the needs of students at-risk of not being successful in school. Students may need support in any of the following areas:

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Behavior Intervention Plan- A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcements and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Benchmark Papers – Another term used for anchor papers.

CBM - Curriculum-based measurement. See below.

Commentary – Oral or written feedback from the educator that identifies the features of a work sample that illustrate the relevant part(s) of a standard. Commentary draws attention to the qualities of student work with direct reference to the performance descriptions for the relevant standards.

Common Assessment – The result of teachers collaborating and coming to consensus about what students should know, understand, and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Comprehensive Evaluation – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Concept Map – A document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

Content Descriptions – Describe how the standards set forth in the state's curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content-specific document provides information about the content assessed and is based on the work of Georgia teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance. Each state-mandated assessment (e.g., Criterion-Referenced Competency Test (CRCT), End of Course Test (EOCT)) is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course.

The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more descriptive information about how content will be assessed. Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

Content Standards – Broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements which support the content standard to identify specific learning goals associated with the standard.

CRCT: Criterion-Referenced Competency Test. See Section 1.2 Data Analysis Resources

Culminating Performance Task – A task designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

Curriculum-Based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-Based Measurement (CBM) – A scientifically-based method of monitoring students' educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – Provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Data Point – A single point of data on a graph or chart that illustrates a student's performance/progress.

Data teams – Teams of educators responsible for data analysis and decision making and that function at the level of the district, the school, and the grade or content area. as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Decision Rule - A local system's pre-determined statement that defines the required score or level of progress on a specified assessment within a stated time period for deciding whether additional (or reduced) intervention is necessary. For example, "First grade students in General County who do not move to low risk on the DIBELS after 12 weeks of Tier 2 intervention (small group for 20 minutes 5x per week) will begin Tier 3."

Depth of Knowledge (DOK)– A term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

Differentiation – A broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest and readiness levels and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

DOK- Depth of Knowledge. See above.

EL- English Learner. See below

Elements – Support the content standard to identify specific learning goals associated with the standard.

Eligibility Team – A group of qualified professionals and the parent/guardians of the child; members determine whether the child is a child with a disability, and they determine the educational needs of the child.

Enduring Understanding – A big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

English Learner (EL) – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) – ESOL is a state-funded instructional program for eligible English Learners (ELs) in grades K-12.

ESOL- English to Speakers of Other Languages. See above.

Essential Question – Gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit. There are two types of essential questions that are used in the Standards frameworks: broad/overarching and unit/content specific.

Evaluation – The process of making judgments about the level of student understanding or performance.

Exemplars – A model example of student work.

Evidence-based interventions – Specific interventions supported by well-designed, independent research studies. There is evidence that the interventions improve student outcomes. (Rathvon, 1999).

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups. Students may change groups based on performance and needs.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – An evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post-tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Frameworks – Models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the state-adopted standards and curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Common Core Georgia Performance Standards (CCGPS) – Common Core Standards define the knowledge and skills students should have within their K-12 education careers so they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Are informed by other top-performing countries, so that all student are prepared to succeed in our global economy and society; and
- Are evidence-based

Gifted Student – Is one who demonstrates a high degree of intellectual and/or one or more creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.
It is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act 2004 (IDEA 2004).

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well-researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) A standard score that matches a student's reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade-level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Organizing Framework – The guide for teachers as they plan for instruction in order to ensure that all standards are addressed and achieved by the end of the year.

Positive Behavior Support (PBS)- Is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.

Performance Level Descriptors – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment for each content area and grade level where applicable.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Performance Level Descriptors - A performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) that is determined by a specific range of scale scores on state mandated assessments which helps to provide more meaning to the scale score.

Performance Standards – Define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” They provide clear expectations for assessment, instruction, and student work. Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Performance Task – A formative assessment that checks for student understanding/misunderstanding and/or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning-making, encourage self-evaluation and revision, require judgment to score, and are evaluated using predetermined criteria (rubrics). Culminating performance tasks differ from other performance tasks because they are created over time during the unit. Culminating performance tasks measure conceptual understanding of the standards/learning goals specified for a specific unit and usually involve multiple modalities.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," of academic material taken directly from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes, depending on the skill being measured. The student's performance on a CBM probe is scored for speed, or fluency, and for accuracy of performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week). The results are then charted to offer the instructor a visual record of a targeted child's rate of academic progress (Jim Wright, Intervention Central website: http://www.interventioncentral.com/).

Problem-Solving Process - A four-step process that includes: What is the problem? Why is it happening? What is our plan? And then Implementation of the plan. It uses the skills of professionals from different

disciplines to study student achievement, implement scientifically based interventions, and evaluate impact on performance.

Problem-Solving Team – A team of people, which may include school staff and parents, who use a problem-solving approach to address a problem or area of need for a student.

Process Standards – Define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – A scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – (also, Georgia Student Achievement Pyramid of Interventions). It is a conceptual framework whose purpose is to enable all students in Georgia to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

Rate of Improvement - Related to progress monitoring a student's rate of improvement is the number of units of measure (i.e. words read correctly (wrc), correct responses, correct digits) a student has made per week once an intervention is implemented. To determine this rate, divide the total number of units gained by the number of weeks that have elapsed. (ex.: 16wrc/9 weeks = 1.5 wrc/week) Comparing rate of improvement to a typical peer is one factor that is considered to determine whether a student has made adequate progress. An at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and finally perform at grade level.

Response to Intervention (RTI) – A practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Research-based Intervention – One where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Predetermined criteria for evaluation. These are based on a continuum of performance quality and a scale of different possible score points, A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – The instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

Scientifically based research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of Elementary and Secondary Education Act (ESEA); 34 Code of Federal Regulations (C.F.R.) § 300.35]

School-wide Positive Behavior Support – "A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students." (Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met. Also see Teaching Rubric.

Standard – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

Standard Protocol Intervention – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2 of the Georgia Student Achievement Pyramid of Interventions.

Standards-Based Classroom – A classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day's learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

Standards-Based Instructional Bulletin Board – One that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

Strand – An organizing tool used to group standards by content.

Strategy – A loosely defined collective term that is often used interchangeably with the word "intervention"; however strategies are generally considered effective, solitary instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Commentary – A student's oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

Student Support Team (SST) – A multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized support and intervention and to assess the team's own effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Work which may or may not demonstrate that the student is meeting a standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – An evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Common Core Georgia Performance Standards (CCGPS) and the state-adopted curriculum where applicable.

Tasks – Specific work which provides the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Teacher Commentary – Oral or written comments made by the teacher that provide feedback to students regarding their progress toward the specified standard(s); comments may include praise in addition to constructive criticism and will often include guidance for revising work or for future work. Teacher commentary shows students why they did or did not meet a standard and enables students to take ownership of their own learning.

Note: Public commentary is posted commentary that specifies the evidence in student work that effectively illustrates relevant parts of the standard(s); these are general statements provided to guide parents and students in understanding the standards. Private commentary is commentary that identifies the features of a specific student's work sample that illustrate the relevant parts of a standard(s) as well as feedback and guidance for next steps. Private commentary is meant for the student, teacher, and parent, not the public.

Teaching Rubric – Explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning. (Also see Scoring Rubric) Teaching rubrics:

- are written in language that students can understand;

- are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
- define and describe quality work;
- refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
- can be used by students to assess their work-in-progress and guide revision and improvement.

Tiered Instruction – Varying levels of instructional intensity within a tiered delivery model.

Trend Line – Line of a graph that connects data points. This is used to compare progress towards the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

Universal Screening – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

Section 1.3 Data Analysis Resources – Georgia's Assessments

GKIDS
The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English language arts, math, science, social studies, personal/social development, and approaches to learning. GKIDS will also provide a summary of student performance in English language arts and mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students and may be used as part of the screening process for rising first graders. As part of the data analysis process, the GKIDS assessment may be used to identify kindergartners needing additional instructional or behavioral support.

CRCT
The CRCT is designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the CCGPS, and to gauge the quality of education throughout Georgia. CRCT data may be used as part of the universal screening process. School-wide data teams should review progress in relation to district expectations and identify areas in need of additional support. The data team should consider whether the identified area is a curriculum issue, instructional issue, or a student who needs addition support. Teacher data teams should review student performance to identify areas for instructional support and individuals needing additional assessments in order to target instruction. As part of the data analysis process, the CRCT may be used to identify individuals and groups of students requiring additional assessments to determine the specific need for intervention support.

WIDA – WAPT
The W-APT is used as an initial measure of a student's English language proficiency in order to determine if the student is in need of English language instructional services and if so, at what level. The W-APT is aligned

to the WIDA English language proficiency (ELP) Standards and ACCESS for ELLs. As part of the data analysis process, this tool can be used in evaluating the performance levels (PL) for each domain to determine the areas where students are struggling and the composite performance level (CPL) for the overall assessment to determine the student's proficiency level.

ACCESS for ELLs

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. ACCESS for ELLs is the state-approved assessment for measurement of annual growth and proficiency in English. As part of the data analysis process, this tool can be used in evaluating the performance levels (PL) for each domain to determine the areas where students are struggling and the composite performance level (CPL) for the overall assessment to determine the student's proficiency level.

Lexiles

An educational tool that links text and readers under a common metric, Lexiles allows educators to forecast the level of comprehension a reader is expected to experience with a particular text. A Lexile is a standard score developed by MetaMetrics that matches a student's reading ability with difficulty of text material. The Lexile range for a student may be used to select instructional support materials on the student's level in order to make the content more accessible. As part of the data analysis process, schools may use Lexiles to set goals, measure the effectiveness of instruction, and measure individual and group growth over time.

Grades 5 and 8, and GHSGT Writing Assessments

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. This information is useful for instruction and preparation for future writing assessments. As part of the data analysis process, the writing assessments may be used to identify areas of instructional focus for students needing additional support.

EOCT

The End of Course Tests (EOCT) align with the Georgia curriculum standards and include assessment of specific content knowledge and skills. These assessments provide diagnostic information to help students and teachers identify strengths and areas of need in learning, therefore improving performance in all high school courses and on other assessments, such as the GHSGT. As part of the data analysis process, the EOCT may be used to help identify students needing additional assessments to determine the need for intervention support. Additionally, the EOCT provide data to evaluate the effectiveness of classroom instruction at the school and system levels.

Georgia High School Graduation Test (GHSGT)

Georgia's graduation tests provide valuable information for students, educators, and parents about student strengths and areas for improvement. The tests identify students who may need additional instruction with the concepts and skills required for a diploma. As part of the data analysis process, the GHSGT may be used to identify students needing additional assessments to determine the need for intervention support.

PSAT

The PSAT/NMSQT Score Report Plus that is returned to high schools following the annual October administration of the PSAT to all sophomores contains easy to interpret percentiles in Critical Reading, Math, and Writing Skills that counselors, administrators, and classroom teachers may use to identify sophomores scoring below the 50th percentile in any of the three areas of the PSAT. As part of the data analysis process, the PSAT may be used to identify students needing additional assessments to determine the need for intervention support.

NRT

The norm-referenced test or NRT is used to compare a student's achievement score against the scores of a group who have already taken the same test, assessment, or evaluation. The assessments yield information on academic achievement at the student, class, school, system, and state levels. As part of the data analysis process, the NRT may be used in the automatic referral process to identify students needing additional assessments or further modifications to determine the need for gifted education services.

Chapter 2 –Solving Learning Concerns

Section 2.1 Are we doing well enough?

Universal screenings are used for reading, math, and/or behavior for all students at all levels. (Please see Section 2.6 for Universal Screening and Behavior) Classroom teachers use frequent common formative assessments to measure progress. Given the critical requirement of reliability and validity in this vital assessment, it is rare that local educators create their own common formative assessments. Without the time and local expertise to develop and field test such an instrument, most rely on commercially available products that meet rigorous statistical standards. Teachers do help to determine benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program. It helps answer the question, “Are we doing well enough?”

WHAT is universal screening?

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening measure will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.

According to Jenkins (2007), the key feature in a screening measure is the accuracy in classifying a student as “at risk” or “not at risk”. Additionally, a strong screener will address the issue of False Negatives, (students not identified as at risk who truly are at risk) and False Positives (students identified as at risk who are not). A system can risk wasting intervention resources if attention is not given to false positives and false negatives.

At the secondary level, schools should ensure screening tools are chosen that meet the criteria below. Understanding an adolescent’s approach to this type of screening process will be important. While this assessment is not a grade, it is important to support students’ understanding that their performance on this screener will identify classes that will be a part of their course of study during their high school years.

For a screening measure to be useful, it should satisfy three criteria (Jenkins, 2003):

- It needs to identify students who require further assessment.
- It needs to be practical.
- It needs to generate positive outcomes (accurately identifies students without consuming resources that could be put to better use).

Purpose of a universal screener (from National Association of State Directors of Special Education (NASDSE), 2005):

- Identify individuals in need of further assessment and possible movement to Tier 2 interventions
- Provide feedback about class performance to help school leadership identify when a teacher might require support

- If implemented on a regular basis across grade levels, it will identify false negatives-- students who slip through the screening at one level but are then identified at later points in the year.

Georgia DOE Criteria for evaluating possible universal screeners:

- Easily Administered
- Research-based
- Highly correlated to skills being assessed
- Benchmark/predictor of future performance
- Reliable and Valid
- Sensitive to small increments of change
- Identifies expected rates of increase
- Includes data analysis and reporting component

School administrators routinely review assessment data. The use of Georgia's summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners is needed to ensure appropriate identification of individuals needing support. For example, the 8th grade CRCT should be reviewed by high schools and their feeder middle schools collaboratively. This process will help create an initial list of students potentially needing additional screening assessments immediately upon entering 9th grade. The 9th grade teachers and administrators should use a reading and/or mathematics screening tool designed to identify missing essential learning skills needed for success at the high school level.

WHEN are universal screening administered?

Universal screenings should be administered three times a year (fall, winter, spring) in reading and math. Data from universal screenings needs to be maintained in a system database that is used for decision making in instruction. Fuchs and Fuchs'(2007) recommendation is that schools use school-wide screening in combination with at least five weeks of weekly progress monitoring in response to general education to identify underperforming students who require preventive intervention. The Georgia Department of Education recommends the use of a universal screening process three times per year. The rationale is that a one-time-only universal screening at the beginning of the year can over-identify students as requiring preventive interventions.

The structure for administering a universal screener can vary by school and system. Approaches to implementing the universal screening process could include:

Elementary Level

- Teachers administer reading and math assessments, analyze results, and make collaborative decisions based on their schools' problem-solving model.
- Computer-assisted assessment tools could allow for a classroom to complete an assessment at the same time
- SWAT – school-wide assessment team could be used. Non-classroom teachers and administrators are trained in the assessment, visit a classroom, and quickly assess all individuals in a timely fashion. SWAT could also be in the media center and classrooms on a rotational schedule.

Secondary Level

- Computer-assisted assessment tools.
- SWAT – school-wide assessment team could be used. Non-classroom teachers and administrators are trained in the assessment, visit a classroom, and quickly assess all individuals in a timely fashion. SWAT could be in the media center and classrooms on a rotational schedule (ex. All 9th grade English classes are scheduled in the SWAT rotation).
- Mini assessments for students enrolling new to the school. While paperwork is completed by parents, students could complete a quick paper and pencil assessment.

At the secondary level, data from universal screenings should be shared with all content area teachers. For example, math, science, and social studies teachers should know immediately which students in their classes struggle with reading and comprehension. Since these classes have an increasing amount of reading embedded in the work, teachers need to be able to support student mastery and application of content. The conversations across content areas will allow ELA/reading teachers to identify reading instructional strategies for use in other content areas.

HOW are the results of a universal screening interpreted?

Schools and systems should set universal screening performance criteria to determine which students should be targeted for additional diagnostic performance criteria. This performance criteria should be connected to the Common Core Georgia Performance Standards for reading and math at a given grade level. All teachers should be involved in developing performance criteria to ensure a common understanding of expectations.

Systems and schools should have a data team/problem solving team that is responsible for analyzing the data from universal screenings to ascertain whether the data indicates curriculum, instruction or student issues. The team will use data during the year to monitor growth in terms of the rate of increase shown at the district, school, classroom, or student level. The data team is responsible for targeting the areas of needed improvement and working to address the specific issues related to those areas. Additionally, the data team will identify additional diagnostic assessments needed to determine the root cause of the identified underperformance. The results from these additional diagnostic assessments will be used to identify specific instructional and/or behavioral interventions needed for individual or groups of students.

Local school norms are derived from how a specific school performs on the universal screening data. Initially the school may need to develop local norms by looking at the school norms on the state assessments. Schools should look at their local norms in relation to the district and state norms and then determine a desired rate of increase.

The assessments are not universal screeners, but the summative reports provided may be useful to data teams during their review of student achievement. It should also be noted that these summative assessments may not be used for progress monitoring purposes since they are not sensitive to short-term gains. If a summative assessment is used to identify students in need of further assessment or students in need of interventions, then an appropriate progress monitoring instrument needs to be used to track progress and determine whether or not the intervention is working.

The information below should be used as a guide for districts' data analysis efforts.

Section 2.2 Do we have a problem? If so, how is it solved?

Data Teams

Data teams are formed at each school. These teams are responsible for analyzing achievement and discipline data from both formative and summative measures in use. The teams lead the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School-level participants may include the principal or designee, grade level/content area representatives, counselors, and school psychologist.

Problem-solving occurs at all Tiers. Teachers are continually using data to drive instructional decision-making in determining appropriate research-based interventions with students.

What is the problem?

A review of student data at the district and school level reveals patterns in learning and behavior. These patterns are used to develop system norms for expected student progress. Schools use these norms to identify students not meeting their individual expected potential. The use of a universal screener, based on the Common Core Georgia Performance Standards, is critical to identifying students who may need additional assessments to determine learning gaps. If less than 80% of the school's students meet standards, the data team should use local school norms to identify targeted students and work to raise the school to district standards.

Why is this happening?

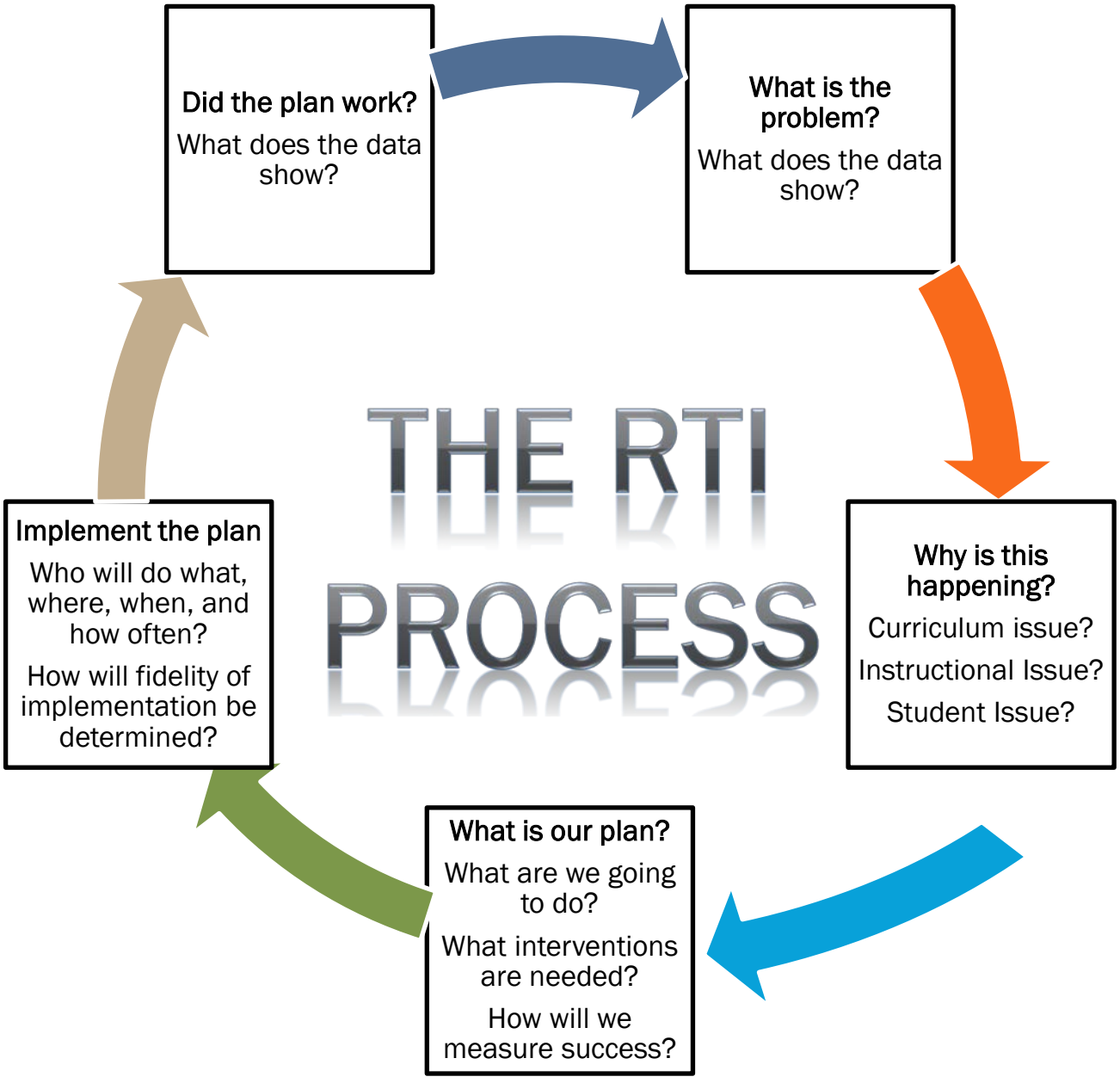
The Data Team must take a deep look at the reasons why learning is occurring at the rate identified for individual students.

- Are the Common Core Georgia Performance Standards being implemented in classrooms? The universal screener and benchmark assessments should be based on the CCGPS, so it is reasonable to require schools to ensure that the curriculum is being learned to the level of rigor expected at each grade level. If the curriculum lacks clarity, has limited rigor, and/or shows inappropriate depth of learning, this is a curriculum issue. A review of the curriculum and professional learning is needed.
- Explicit and systematic instruction should be in all classrooms. Research-based instructional strategies, teacher modeling, student feedback, and teacher commentary are the foundation of standards-based classrooms. The uses of formative assessment to guide instruction, along with appropriate student engagement and management skills, are requirements in all classrooms throughout the District. An instructional issue would be flagged by what the teacher is or is not doing in the classroom. Professional learning is required to ensure standards-based instruction is occurring in all classrooms and to support the content knowledge of teachers.
- Finally, after removing the possibility of curriculum or instructional issues, the school can begin the process of determining if the progress gaps are due to how the student learns.

Problem-Solving Checklist

Standard	Completion date	Person responsible
Presenting Issue – What is the Problem?		
A data-based goal is established that describes the learner, conditions (time and materials for responding), expected performance, and an expected goal attainment date.		
Documented data from at least two sources converge to support the performance concern statement (noted in Academic Data Sheet, interview + observation, student work samples, formative and summative data.)		
Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.		
Problem Analysis – Why is this happening?		
Data from a variety of sources and domains are collected to consider multiple hypotheses for the cause of the identified discrepancy. These data are documented on the Academic Data Sheet.		
A single hypothesis for the cause of the discrepancy in expected performance is selected. At least two pieces of data converge to support this hypothesis. At least one of these is quantitative.		
Plan Development – What is our Plan?		
A data-based goal is established that describes the learner, conditions (time and materials for responding), expected performance, and an expected goal attainment date.		
The intervention(s) selected meet federal definitions of scientifically research-based interventions. The selected interventions directly address the specific identified problem and the hypothesis for the cause of the performance concern.		
A written intervention plan is clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources.		
A plan evaluation meeting is set for no more than 6-8 weeks after the plan is established.		
Collect baseline data on the performance concern. Use a measurement system that is technically accurate and allows ongoing, frequent measurement. There must be at least three data points with standard procedures for assessment.		
Implement the Plan		
Data is collected and graphed as stated in the plan. The required number of data points are collected under the same intervention conditions after integrity is established.		
Plan Evaluation – Did the Plan work?		
The team documents that the plan was carried out as intended.		
The team determines and documents whether the pre-intervention discrepancy in expected performance decreased, increased, or stayed the same during the plan implementation phase.		
The team decides to continue the plan unmodified, modify, fade, or terminate the plan. The team documents this decision.		

*****Observations by administrators in the process of completion of the Teacher Assessment of Performance Standards for the Teacher Keys to Effectiveness System will count, provided it focuses on specific interventions with specific students.


THE RTI PROCESS
What is the problem?
What does the data show?
Why is this happening?
Curriculum issue?
Instructional Issue?
Student Issue?
What is our plan?
What are we going to do?
What interventions are needed?
How will we measure success?
Implement the plan
Who will do what, where, when, and how often?
How will fidelity of implementation be determined?
Did the plan work?
What does the data show?

What is our plan?

At this stage, the team has the responsibility of deciding whether pre-identified or individualized intervention(s) would be most appropriate. A thorough review of student and teacher historical data will guide this decision. The team will create a specific plan to include progress monitoring, growth expectations, and timelines to evaluate progress. Professional Learning support will be in place to ensure and monitor that the interventions are implemented with fidelity.

Considering the research on RTI, two models have been widely implemented around the nation: Problem-Solving and Standard Protocol.

Problem-Solving is a process that uses the skills of professionals from different disciplines to study student issues (especially at the individual level), implement scientifically based interventions, and evaluate impact on performance. This is more common at Tiers 3 and 4

Standard Protocol is a process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually in groups, primarily at Tiers 1 and 2.

Both models offer strong structures for teams to support student achievement. Pickens County Schools accepts the recommendation of the Georgia Department of Education in using a blended approach to solving student learning or behavior issues. Combining both approaches allows schools the flexibility to identify research-based and research-proven reading, mathematics, and behavioral interventions. Schools are then able to insert these interventions where they are most appropriate

Implement the Plan

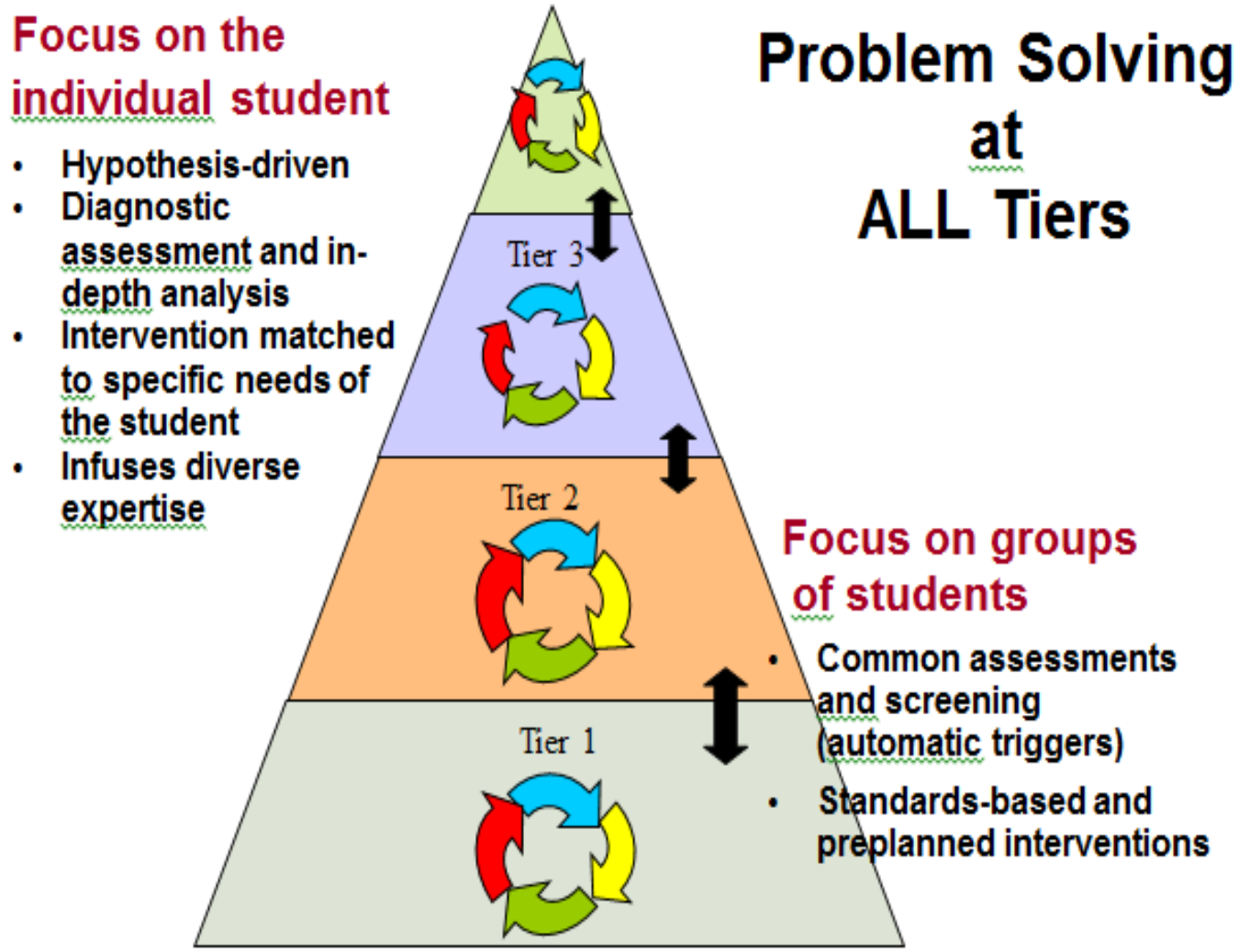
As the plan is implemented, the GaDOE strongly suggests a constant flow of communication between the teacher providing the intervention and the core teachers. This will support the transfer of learning from the intervention to the core area being targeted. Additionally, checks for fidelity of implementation should occur by the data team and/or SST team to ensure accurate implementation of the intervention as designed.

What is Fidelity of Implementation? (National Research Center on Learning Disabilities (NRCLD) 2006)

Fidelity of implementation is the delivery of instruction in the exact way it was designed to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and that an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring).

How can schools ensure fidelity of implementation? (NRCLD 2006)

- Link interventions to improved outcomes (credibility)
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific persons
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance



Source Lynne Pennington Student Support Team, Association of Georgia Educators (SSTAGE)
Georgia RTI manual Page 21

Did the plan work?

At the designated points for data collection, the team will measure plan success. The team will document growth and create the next level of support for the student.

A problem-solving process checklist is used as a guide for implementation of the problem-solving process. This document will supports the accountability of school based personnel working to address identified areas of concern for individual student achievement.

Persons involved in the plan for addressing student achievement concerns should be knowledgeable about teacher development and instructional pedagogy. This document will provide a common framework of understanding for school and system level professional learning initiatives designed to ensure that instructional and behavioral interventions are implemented with fidelity.

Section 2.3 Progress Monitoring

What is progress monitoring and how does it fit with Response to Intervention?

Progress monitoring is a scientifically based practice that is used to assess students' academic and/or behavior performance and evaluate the effectiveness of instruction. In this way, it, in fact, informs classroom instruction. Progress monitoring can be implemented with individuals or groups of students, a class, an entire grade or a school system.

Within a classroom, teachers should know their students through assessments. Understanding that learning occurs at a different pace for all students, teachers should incorporate frequent opportunities for students to "show what they know." The assessment strategy used for these frequent formative assessments should be deeply aligned with grade level CCGPS for any content area.

Several organizational structures need to be in place to support progress monitoring. First, schools should create schedules that allow for collaborative planning. The importance of a common understanding of CCGPS expectations by teacher teams cannot be overstated. Second, schools should initiate both vertical content area and horizontal grade level discussions. These discussions will support a strong understanding of rigorous assessment and the instruction needed for student mastery. Third, schools should establish a clear professional learning plan to support the use of a variety of assessment strategies as students work to "show what they know."

In many cases, the intensity of the progress monitoring increases as students move through the tiers of the Georgia Student Achievement Pyramid of Interventions.

Tier 1 – Universal screenings are used for reading, math, and/or behavior for all students at all levels. Classroom teachers use frequent common formative assessments to measure progress. Given the critical requirement of reliability and validity in this vital assessment, it is rare that local educators create their own common formative assessments. Without the time and local expertise to develop and field test such an instrument, most rely on commercially available products that meet rigorous statistical standards. Teachers do help to determine benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program. It helps answer the question, "Are we doing well enough?"

Tier 2 – Students identified for Tier 2 interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified by the school data team based on the intervention components and should include curriculum-based measures and/or other standardized assessments. Benchmarks for expected progress are set, and student progress toward these benchmarks is closely monitored through assessments. Graphs of these purposeful data points are needed to illustrate the progress toward benchmark goal(s). These data graphs support the data team in monitoring individual student growth as well as the fidelity of implementation of the intervention.

Tier 3 – Students identified for Tier 3 interventions will be closely monitored based on the interventions designed by the Student Support Team during the problem-solving process. At this level, clear documentation of progress monitoring data is needed to support the deep focus on the individual. Graphs of assessment

trends are required to show progress and identify whether transfer of learning to the core classrooms is occurring.

Tier 4 – Students in Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data. Documentation of progress is comprehensive and robust.

Graphs should be used with Tier 2-4 students in order to address individual responses to an intervention and identify additional interventions to utilize, if necessary. It is important to remember that a student not responding to a Tier 2 intervention does not automatically need a Tier 3 intervention. The data team should consider other factors' influence on the effectiveness of the intervention, such as inconsistent implementation, student and/or teacher absenteeism, interruptions, etc. In most cases, the data team should consider a variety of Tier 2 interventions within the standard protocol established at the local school.

Section 2.4 Differentiated Instruction

What is Differentiated Instruction and how does it fit with RTI?

Differentiated Instruction is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students, as needed. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

(From the Sacramento City Unified School District)
Content: Multiple options for taking in information
Process: Multiple options for making sense of the ideas
Product: Multiple options for expressing what they know
Environment: Multiple arrangements and settings to foster engagement and relevance.

During Phases I-IV of CCGPS training, one day was devoted to differentiation. This information, from How to Differentiate Instruction in Mixed-Ability Classrooms (2001) was shared by Carol Ann Tomlinson:

Differentiated instruction is:

- proactive
- more qualitative than quantitative.
- rooted in assessment.
- student centered.
- *multiple* approaches to content, process, and product.
- a blend of whole-class, group, and individual instruction.
- organic.

Section 2.5 Flexible Grouping

What is Flexible Grouping and how does it fit with RTI?

Flexible Grouping is a type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static, and teachers use data to establish and modify the composition of the student groups.

Within a standards-based classroom, flexible grouping may resemble other grouping strategies because students are sitting together. To implement flexible grouping with fidelity, teachers would use assessment data, based on the CCGPS, to organize for instruction during a period on any given day.

All students need access to grade level and/or content area CCGPS. During an instructional period, teachers may provide information to the entire class for a short period of time. Realizing that students need to interact with material in order to make it meaningful, the teacher would provide time for individual and/or group interaction. The teacher should group students together in a purposeful way to further support understanding. Flexible grouping, with fidelity, is the "how are they grouped?" part of grouping. The use of assessment data is the basis for these short-term grouping formations. A clear instructional plan is needed to ensure the teaching and learning that occur in the group are targeted to student needs.

Section 2.6 RTI and Behavior

It is important to begin this section on RTI and behavior by noting the relationship between academic performance and behavior. While most of the discussion here focuses on behavior in isolation, rarely does behavior occur without a relationship to the academic environment. The problematic behavior of many students is directly related to academic deficits and their desire to escape difficult tasks. Therefore it is essential that academic performance be reviewed and any deficits be addressed in conjunction with providing behavioral interventions. The following information is provided with the assumption that academic performance has been assessed and any identified deficits are being addressed through the RTI process.

- The basis for RTI and behavior is the development and implementation of universal school-wide expectations, rules, and procedures which serve as the standards for behavior (Tier 1).
- In this preventative approach, the expectations (standards) are then systematically taught to all students through lessons and demonstration similar to the way reading or mathematics skills are taught.
- Students achieving the behavior standards are recognized in the same way that grades and honor roll acknowledge students for academic success.
- The degree to which behavior reflects the school-wide standards is measured through data collection and analysis.
- If the school-wide discipline plan is consistently and effectively being implemented, 80-90% of the students should respond positively.
- If that is not the case, a problem-solving approach would be utilized to identify possible barriers such as poor instruction, inconsistent implementation of the school-wide plan, or lack of fidelity of implementation.

- If none of those barriers are identified, a universal intervention such as modifying the plan would be appropriate.
- When 80-90% of students are responding positively to the school-wide plan, schools can begin to identify those remaining students who may need more support.
- By collecting and analyzing behavior data, school teams can identify the students needing intervention and the specific behavior skills to be targeted.
- The most common data used for decision making at this level is office discipline referrals (ODRs).
- The data may also indicate specific classrooms or locations where discipline referrals are most frequent, indicating a need for more support in those areas.
- This data enables schools to identify students with unacceptable externalizing behavior but does not always identify students with internalizing behavior or less severe behavior.
- Schools may want to develop a screening measure to identify at-risk students in these categories, since the most common screener used is merely teacher identification.
- Once students have been identified through data analysis or screening, Tier 2 evidence-based interventions are provided.
- Targeting skills, providing interventions, and monitoring progress for small groups of students may include re-teaching and practice of specific behaviors (e.g., waiting for a turn, walking quietly in the halls, riding the bus without incident), development of appropriate social skills (e.g., asking for help, coping with negative comments from others, making friends), or following school procedures (e.g., getting to class on time, following cafeteria rules, properly using the media center).
- Examples of more interventions may be found at the Positive Behavior and Intervention Supports (PBIS) website at www.pbis.org.
- The progress of students involved in these Tier 2 interventions should be closely monitored and may involve teacher checklists, ODRs, or rating scales.
- Tier 3 interventions should include a more in-depth analysis of a student's behavioral problems which would include a thorough review of all previous interventions and may include a functional behavioral assessment.
- The SST team may also conclude that additional information is necessary and further assessment may be required (behavior checklists, behavior rating scales, etc.).
- Academic assessments may also be completed since the potential link between academic deficits and behavior problems cannot be ignored.
- The approach to behavioral interventions at Tier 3 mirrors academics and should provide individualized interventions and progress monitoring.
- While a student may continue with Tier 2 interventions, a Behavior Intervention Plan may be developed based on the information gathered through a functional behavior assessment.
- More frequent progress monitoring would occur to enable the SST team to evaluate the effectiveness of interventions.

How is a universal screening process connected to behavior?

Universal screenings are an important part of any school-wide discipline plan. Analysis of disciplinary infraction/compliance data will yield broad-based areas of focus for any school. While a paper and pencil assessment is not appropriate in this type of screening, the use of existing documentation, including student and teacher interviews, will support the development of behavioral expectations and identify targeted areas of improvement.

Chapter 3 – Standards-Based Learning

Tier 1 *How are we doing?*

STANDARDS-BASED CLASSROOM LEARNING:

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support.
- Implementation of the Common Core Georgia Performance Standards (CCGPS) through a standards-based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- The Common Core Georgia Performance Standards (CCGPS) are recognized as the foundation of curriculum standards for the learning that occurs in each classroom for all students.
- Standards-based learning environments, implemented with fidelity, are necessary to ensure that all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning focus on the CCGPS and include evidence-based instruction that is differentiated according to students' various needs.
- Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Formative assessments will be used in all classrooms for all students. To answer DuFours' questions, "How will we know when each student has learned it," the use of common formative assessments will be necessary for teacher groups to discuss student learning.
- All teachers in all classrooms should use a variety of formative assessment strategies to continuously know individual student achievement. The assessment process needs to be consistent among the teachers in a grade level/department.
- Common formative assessments will be the glue that binds groups of teachers together to discuss teaching and learning.
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Differentiation of Instruction refers to the need for educators to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on frequent assessments.

- Flexible Groups are used to organize students for instruction based on need. Groups are not static, and teachers use frequent formative assessments to establish and subsequently modify the composition of groups.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Bloom's Taxonomy should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations will support and challenge all teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate rigorous instructional program.

Student Movement to Tier 2

- System and/or school benchmark assessments are used to determine student progress toward grade-level mastery of the CCGPS.
- The universal screening process is used to identify students requiring additional diagnostic assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.

During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student-assessment data indicate a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support. The questions should be addressed in the order listed.

-
    - Is the learning concern a curriculum issue?
    - Is the learning concern an instructional issue?
    - Is the learning concern a student issue?

- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining that Tier 2 support is needed. However, common sense is essential in assessing student performance and individual responses to Tier 1 instruction (e.g., a student with a documented visual impairment would be provided interventions immediately.

Examples of Tier 1	Non-examples of Tier 1
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.	Kindergarten teachers give colleagues copies of weekly activities and center projects.
Ninth grade Mathematics I teachers use short-term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments are shared to identify students needing support. Data from common assessments are used as a springboard for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

Chapter 4 – Needs Based Learning

Tier 2 Needs-Based Learning: What are we prepared to do when they do not learn?

In addition to Tier 1, targeted students participate in learning that is different by including:

- A standard intervention protocol process for identifying and providing research-based interventions derived from need and resources.
- On-going progress monitoring to measure student response to intervention and guide decision-making.

    - Tier 2 becomes the answer to the question "what are we prepared to do when they do not learn?"
    - Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
    - Interventions should be developed and made available when specific students show weaknesses in those areas.
    - All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and formative assessment protocol.
    - A school-wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.
    - Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
    - Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming "standard intervention protocols" that are proactively in place for students who need them.
    - Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.
    - Schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide acceleration.
    - Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being "Tier 2 students" and thereby create lower expectations or "tracking" for those students.
    - Progress monitoring should be used for students involved in Tier 2 to measure the effectiveness of the intervention. Transfer of learning to the Tier 1 core classroom is the goal.

- The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data.

    - Collaborative discussion and planning will support transfer of learning.
    - Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
    - Collaborative discussion and planning will create the language of a common instructional focus.
    - Specific academic interventions should be established for students who are missing core academic skills (e.g. strong reading skills) so as to increase the probability that these high-risk students will develop the necessary skills to be successful.

The Georgia Department of Education recommends districts and schools monitor the transfer of learning from all interventions to the Tier 1 general classroom.

Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

Examples of Tier 2	**Non-examples of Tier 2**
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate.	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I; Algebra/Geometry/ Statistics general classroom instruction.
Sixth grade student needing support in application of reading skills to content material attends a Reading Connection class. Pre-identified strategies are reinforced by connections teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.	Third grade students are placed in a reading group outside the classroom. This reading group is the student's only access to reading instruction during the school day.
EIP second graders receive additional support on targeted skills during independent learning center work time.	Data from eighth grade math students' computer-based connections class remain in the connections room.
Fourth grade small group math students take frequent assessment. Data are used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.	Primary student's additional interventions are determined by the teacher's observations only.

Chapter 5 - Student Support Team (SST) Driven Learning

Tier 3 SST-DRIVEN LEARNING *What if the problem is greater than we thought?*

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research-based interventions tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s).

Tier 3 in Georgia is a unique individual, diagnostic, data driven instructional problem solving process where the question about a student expands to include the "why" as well as the "what". This is the point where specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) often participate in the problem solving process if they have not already been involved at Tiers 1 and 2. Problem solving at this stage is more in-depth and intensive and usually requires gathering and analyzing additional information about the student, performance strengths and weaknesses, background information, etc.

Appraisal of various types is usually initiated by the SST team, including vision and hearing testing. Whereas Tier 2's supplemental activities will have been programs designed to strengthen targeted skills for a range of students, the Tier 3/SST process employs scientific analysis to discover the reason(s) for an individual student's difficulties. This knowledge guides the design of individualized interventions that attempt to best fit the student. Many students will be satisfactorily helped by the careful analysis and interventions of the Tier 3/SST process. Their cases will revert to Tier 2 or Tier 1 with the benefit of key discoveries that enabled the student to experience success. These may be in academics or in behavior, and often are both. In some cases, students may present problems for which even the most effective known interventions appear to be inadequate. It is a combination of supporting data and use of professional judgment as to when or if their cases are referred for a comprehensive evaluation to investigate for a suspected disability. One alternative might be to pursue Section 504 eligibility and its individual accommodation plan.

5.1 Student Support Teams

Each local agency shall develop a Student Support Team. The Student Support Team is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral. Each building level team is comprised of such persons as administrator, classroom teacher, requesting teacher, special education teacher, counselor, school psychologist, special education resource person, school social worker or central office personnel. Parental involvement is also a critical part of the Student Support Team process.

This interdisciplinary group which plans for modification in a student's education program shall engage in a six step process to include: (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation. The Student Support Team functions under the auspices of regular education curriculum services and is based upon the child study team concept.

Requests for service for the student from the Student Support Team may include curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made. Prior to consideration for special education referral non-special education options should be considered, interventions used, documented, described, and discussed at the special education placement meeting. In limited instances,

initial referral to the Student Support Team prior to special education referral will not be necessary. These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where initial referral is not to the Student Support Team, the reasons therefor will be documented.

5.2 Issues and Procedures in Tier 3/SST

The appraisal nature of SST lent itself not only to preventing inappropriate referrals (by solving problems) but also to helping meet a requirement for those that were indeed appropriate. That is, Special Education law required that schools must prove that regular education is unable, with commonly accepted and well-documented interventions, to solve the student's problem; therefore, Special Education was indicated.

This federal requirement still exists today, and SST's role in Georgia's Student Achievement Pyramid of Interventions still addresses it. But SST is no longer the sole generator of evaluative and performance data. Some of its functions are being embraced by Tiers 1 and 2, so that by the time SST actively addresses a student case, there is substantial data already available.

The most recent reauthorization of IDEA states that a student's response to intervention must not only be allowable as a component of eligibility, but also that the chosen interventions themselves must have been proven effective. Thus, if a student had not had a fair chance to learn by receiving solid teaching, then it would be premature to fault the student or suspect a disability. This is a critical consideration in our on-going attempts to remedy the problem of disproportionate placement of minorities in Special Education.

In any given school or school system, there must be accountability for the soundness of the data gathered on a student in Tiers 1 and 2 before the case can proceed to the SST. Interventions must have been implemented with fidelity, which is consistently implemented following the delivery method and program originator's design (time, frequency, etc.). Tier 3/SST must verify the integrity of existing data. Some cases will require extensive evaluation at Tier 3/SST; others will already have substantial, verified data that can help guide the team's intervention design. Once an intervention is initiated, at least four data points, and preferably many more, will need to be generated to measure progress. Best practice supports progress monitoring of the student's response to the intervention one to three times per week.

At Tier 3, the length of the intervention will vary by case, but most will occur over a six to twelve week period. For students who may eventually be considered for Specific Learning Disabilities (SLD) eligibility, note that the minimum required time period for data collection is twelve weeks unless the intervention employed specifically calls for fewer than twelve weeks. These twelve weeks do not necessarily all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for special education eligibility. In some cases, interventions from Tier 2 may also count toward the required 12 weeks for students being considered for SLD eligibility if they are congruent with the interventions in Tier 3/SST, i.e., if they constitute an aggregate 12 weeks of functionally linked data results.

For students being considered for eligibility in areas other than SLD, the key consideration is that interventions have been given a reasonable amount of time to work as per their developer's instructions and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.

Prior to the widespread use of the RTI process, it was not uncommon for certain students to be on the active SST caseload in some systems for more than a year. With differentiated instruction, RTI and the expanded options for skill strengthening in Tiers 1 and 2, the typical time of active SST status should now be substantially less.

5.3 Referral from Tier 3/SST to Special Education evaluation

Tier 2, and to an extent Tier 3, try to address systemic, institutional factors related to a student's situation in order to fill gaps, strengthen skills, engender confidence, and find a new way of successful functioning by the student. The Tier 3/SST team must go beyond that and consider that there may be one or more factors internal to the student (e.g., needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success.

If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to on-going progress. The Tier 3/SST team closes the case and terminates it from their active caseload. But if after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point that a referral for a Special Education comprehensive evaluation is appropriate. Subsequently, due process determines the path of the case, but the student still needs instructional support during the evaluation-eligibility determination period. It is important to note that this is not to say that the SST team has, by referring, diagnosed a disability. However, it is also not their prerogative to decline to refer a student because they doubt that the student would qualify for a disability category.

In some cases, the student may return to Tier 3/SST team because eligibility was denied for Special Education. These cases where severity or type of condition does not qualify for Special Education must still be addressed as best as possible. This is where the team would want to consider possible eligibility for Section 504. In such a case, it may be that a Section 504 Individual Accommodation Plan (IAP) can be crafted that will effectively diminish the effects of the student's condition. Here, the legal issue is not reaching individual goals in the classroom, but having an equal opportunity to do so that is comparable to that of the student's nondisabled peers. It would be up to a Section 504 evaluation team to decide whether to pursue this course of action. In some systems, the SST team is assigned to be that Section 504 Team.

5.4 Tier 3/SST Records

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), any records that a system officially maintains on a student that could be shared with others for the purpose of educating the student are, collectively, the student's cumulative folder, permanent record, etc. This includes SST records. It does not matter how widely the records may be scattered throughout the school or school system—they all are part of the student's record, and therefore are: 1) accessible to parents and 2) confidential.

Chapter 6 –Specially-Designed Learning

Tier 4 SPECIALLY DESIGNED LEARNING *What program is needed to help students become successful?*

In addition to Tiers 1 through 3, targeted students participate in:

- Specialized programs, methodologies, or instructional deliveries
- Greater frequency of progress monitoring of student response to intervention

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs.

If a student has already been determined to have a disability, then the school system should not require additional documentation of prior interventions when and if the student demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility for additional disability areas.

Guiding Questions in Implementing Tier 4 Interventions:

- Are only those students who need specially designed instruction by specially trained teachers placed in specialized programs?
- Are data collection and progress monitoring clearly defined?
- Are goals for students clearly defined and measurable?
- Are services and methodology distinctly different from those routinely provided in the general education environment?
- Is consideration given to ensuring placement in the least restrictive environment?
- Who is responsible for the delivery, monitoring, and recording of the intervention results?

6.1 English Learners (formerly called English Language Learners)

Although the nature of the RTI Pyramid indicates all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, neither the Office of Civil Rights nor Title III under NCLB permits delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers.

Eligibility for ESOL services automatically should be considered a Tier 4 Intervention. For the purposes of serving the student effectively and efficiently, the language minority student enters the Pyramid at the Tier 4and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly.

6.2 Gifted Learners (Please consult the Pickens County Handbook for Gifted Learners for additional information)

Advanced learning needs can be addressed in the general education classroom by providing instructional interventions prior to identifying students for specialized educational services. By documenting instructional interventions, the RTI process allows high-achieving students access to differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions available to all students in the regular classroom. Data teams should determine additional interventions needed to meet individual accelerated learning needs during analysis of progress monitoring of student response to the intervention. Additional interventions should be considered to meet the individuals' accelerated learning needs. These additional interventions could include gifted program services. An important consideration for the team is determining that interventions have been given a reasonable amount of time to work. Also, data points over time need to provide a sound basis for making decisions about how the student is responding to the intervention.

6.3 Special Education

Special education eligibility and the required pre-referral process are intended to support the practice of providing high quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction, and applying student response data to important educational decisions. This framework should guide eligibility teams in applying decisions to general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data. To obtain student outcome data, a multi-tier system of intervention options is necessary as a means to integrate educational problem-solving across educational levels. Multi-tiered systems of interventions are consistent with federal legislation (Individuals with Disabilities Education Actions IDEA 2004) and No Child Left Behind (NCLB 2001)) and evidence-based research. The purpose of these laws is to produce better outcomes for all children and to apply procedures with strong scientific bases to a wide range of decisions, including determination of eligibility for all disability areas (e.g., speech-language impairment, autism spectrum disorder, specific learning disability, emotional and behavioral disorder, intellectual disability, speech/language impairment, significantly developmental disorder, other health impairment, etc.). As stated in Tier 3, the length of an intervention will vary by case, but most cases will occur over a six to twelve week period.

For students being considered for eligibility in areas other than SLD, the key consideration is that interventions have been given a reasonable amount of time to work and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.

Parents maintain their due process right to request an evaluation. However, referral and eligibility for special education should not be considered without documentation of prior instructional interventions. A Student Support Team bypass procedure does exist (see Georgia Rule 160-4-2-.32) for rare cases when indicated by the severity of the disability or extreme circumstances.

For students who may eventually be considered for Specific Learning Disabilities eligibility:
Note that the required implementation time period is twelve weeks unless the intervention being used is designed for a shorter period.

Interventions do not all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for special education eligibility. Interventions from Tier 2 may also count toward the time requirement for students being considered for SLD eligibility if they are functionally related. This should not be a common occurrence.

Chapter 7 – Roles and Responsibilities

Pickens County Schools has recognized the following roles of various stakeholders in fully implementing Response to Intervention.

State Leadership:

- Provide up-to-date guidance to support system implementation
- Support a statewide common understanding of the elements of RTI
- Identify exemplary school-based models and best practices
- Encourage statewide organizations to support and strengthen RTI

System Leadership:

- Create a district-wide plan for RTI implementation including the plan for monitoring implementation of the interventions and addressing issues of fidelity
- Determine reading, mathematics, and behavior expectations
- Establish and support a common set of characteristics of Tier 1 and Tier 2 instruction in all classrooms
- Support the implementation of the non-negotiable at each Tier of the RTI pyramid

Building Leadership:

- Implement the RTI plan including monitoring interventions and addressing issues of fidelity
- Create a school-wide focus on having assessment-driven instruction
- Develop staff understanding of the RTI process
- Establish schedules to provide various times for interventions
- Ensure that Tier 1 standards-based instruction occurs in all classrooms
- Establish standard protocols of support for students needing Tier 2 support

Classroom Teachers:

- Implement the CCGPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistently use formative and summative assessments to guide classroom instruction
- Differentiate Instruction--it is the heart of teaching and learning
- Consistently communicate with the intervention and instructional specialists

Intervention and Instructional Specialists (SST chair, REP/EIP, Special Education, etc.):

- Implement the CCGPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistently communicate with general classroom teachers
- Coach and model differentiated instruction, progress monitoring, and research-based interventions
- Adhere to fidelity of implementation of the intervention

School Psychologists:

- Participate in informal and formal consultations with teaching teams (rather than an assessment role) at all Tiers with a focus on standards-based instruction
- Provide training, direction, and support for progress monitoring and selection of interventions
- Support foundational understanding of school-wide RTI

Parents and Families:

- Participate in the parent and school partnership process
- Be familiar with the Common Core Georgia Performance Standards for a given grade and/or content area
- Expect consistent school communication regarding student achievement
- Communicate with school administrators concerning questions about school programs and student support

Chapter 8 - Resources

BY TOPIC

RTI Assessment: Universal Screening & Progress Monitoring

National Center on Student Progress Monitoring
http://www.studentprogress.org/

Research Institute on Progress Monitoring
www.progressmonitoring.org

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

Intervention Central
www.interventioncentral.org

School Wide Information System
www.swis.org

Intervention Science
Scientists and researchers have produced programs and practices that can help students, communities, and education systems

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

Best Evidence Encyclopedia (Johns Hopkins U.)
www.bestevidence.org

Promising Practices Network
www.promisingpractices.net

National Registry of Evidence-based Programs and Practices
http://www.nrepp.samhsa.gov/

Colorado Blueprints for Violence Prevention
http://www.colorado.edu/cspv/index.html
http://www.colorado.edu/cspv/blueprints/

Evidence-Based Positive Behavioral Intervention and Supports

OSEP Center on PBIS
http://www.pbis.org

GA DOE PBIS
http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS

IES What Works Clearinghouse-Doing What Works--Each topic has 4 types of resources:

1. Practice Summary: Overview of a practice and see the issues it addresses
2. Learn What Works: Research base behind the practice
3. See How It Works: Examples of schools engaged in these practices
4. Do What Works: Tools to improve your own practice
    - These include publications, videos, and interviews with experts, teaching tools and template

    http://dww.ed.gov

Regional Education Laboratory
This network consists of 10 laboratories that serve the needs of their regions by providing access to high-quality research, development projects, and technical assistance. REL-SE at SERVE is the REL for the state of Georgia.

http://www.ies.ed.gov/ncee/edlabs/
http://www.serve.org/

The Comprehensive Centers Network
Fifteen Comprehensive Centers (CC) located throughout the nation that provides technical assistance services focused on the implementation of reform programs.

http://www.sedl.org/
http://www.ccnetwork.org/home.html

National Center on RTI
At AIR, Vanderbilt University and the University of Kansas. Recent Resources include Information Brief: Developing an RTI Guidance Document (2010), and Screening Tools Chart (continually updated)

http://www.rti4success.org

Center on Instruction
Provides professional development opportunities and products ranging from workshops to research summaries to guidebooks for educators.

www.centeroninstruction.org

RTI Action Network
Every week there is a new editorial from an experienced implementer or researcher who posts information about common, emerging, or controversial issues. Recent postings:

- Establishing an intervention protocol
- Early childhood RTI
- Combining RTI/PBS

www.rtinetwork.org
Blog at: http://www.rtinetwork.org/rti-blog

Equity Alliance
(Previously the National Center for Culturally Responsive Educational Systems (NCCRESt).
Provides technical assistance and professional development to close achievement gaps and reduce inappropriate referrals to special education. Recent resources:

Practitioner brief: *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*
http://www.nccrest.org/index.html
http://www.equityallianceatasu.org/

Florida Center for Reading Research

The center conducts basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.

http://www.fcrr.org/index.shtml

CASEL-Collaborative for Academic, Social and Emotional Learning
Mission is to establish social and emotional learning as an essential part of education.

www.casel.org/

IRIS Center at Vanderbilt University
The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of disabilities into practice.

www.peabody.vanderbilt.edu/

OTHER RESOURCES

Common Core Georgia Performance Standards

http://www.georgiastandards.org/

Georgia Virtual School

http://www.gavirtualschool.org/

Georgia SST Resource Manual

http://www.gadoe.org/ci.aspx?PageReq=CILearningSupport

Student Support Team Association for Georgia Educators (SSTAGE)

http://www.sstage.org

Georgia Special Education Implementation Manual

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCImpMan

Georgia ESOL/Title III Resource Guide

http://www.gadoe.org/ci_iap_esol.aspx

U.S. Department of Education

http://www.ed.gov/index.jhtml

American Institutes of Research

http://www.air.org/

RTI Action Network

http://www.rtinetwork.org/

National Research Center on Learning Disabilities

http://www.nrcld.org/topics/rti.htm

Parent Information

http://www.parentmentors.org

Appendix 1

SEMS Quick Guide

- Disable pop-up blocker or add https://www.semstracker.com to the pop-up blocker settings

- Users:

1. Logging in to www.semstracker.com
    a. Type in your login and password as assigned by your SEMS building administrator. If you can't remember what that is, ask your building administrator for SEMS. They can reassign a new one for you.
    b. You will be asked for the district key the first time you use a particular computer. Request the key through your email (there is a button on the screen to do this). Leave the window up and open your email to get the key. Go back to the window and type the key in the box. The district key does not change unless you are notified through your building administrator to do so. You may want to write it down and keep it somewhere in the event you use a different computer to access SEMS.
2. Program Flow
    a. SEMS follows a simple, consistent flow to access or input information.
    PROGRAM ⟹ STUDENT ⟹ FORM

    If you remember this, you will have fewer problems in figuring out how to access or input information.

    PROGRAM – refers to the program (**504, Tier 1, Tier 2,** and **SS**T). Different programs may be selected by going to the drop-down in the upper left of the **Student List** and selecting the program you want.

    STUDENTS – every program is made up of students who are in those programs. (Some students will be in more than one program.) Students are listed on the **Student List**. By default, you will always be viewing **Active** students in a particular program. To change the type of student you are viewing (i.e., **Active, Referred, Not Eligible**, and **Withdrawn**) use the **STATUS** drop down arrow.

    FORMS – each student has his/her own set of forms for the program(s) that they are in. Access to these forms is through the **FORMS Manager**. All information regarding a student is entered in a form.

ICON	What does it do?
ADD	Enables you to add items to the system. These items could be students, staff, form entries, etc.
EDIT/VIEW	Brings you into a form or log entry.
DELETE/ERASE	Clicking on this icon will either **Delete** an entry such a student's record, message or log entry or it enables you to erase the contents of a form.
FORMS MANAGER	Brings you to the **Forms Manager** for the student.
CHANGE STATUS	Brings you to the **Change Status** screen. From there you can change the status of a student and/or refer them to another program.
STUDENT MESSAGE	Enables you to view **Tracker Messages** for a specific student.
FILTER	Enables you to **filter** information. This could be what is being displayed on the student list or what data is being pulled for a **Management Report.**
PRINT	Enables you to **print** the displayed page.
HELP	Brings up a **help** screen.
RETURN TO STUDENT LIST	Returns you back to the **Student (School, Staff or Security)** list
FORMS MANAGER	Returns you to the **Forms Manager** for the student whose record you are currently in.
SPELL CHECK	**Spell checks** the page you are currently on.

3. Forms Overview
    a. All information regarding a student is input into FORMS. There are three basic category types that forms can fall into.
        i. Demographic forms
        ii. Program forms
        iii. Tracker forms
    b. Demographic forms
        i. Demographic forms hold the demographic information on the student as input from PowerSchool. Understand that PowerSchool and SEMS only communicate to a certain extent and all information may not be there.
            1. Administrative Data Form
                a. Fill in fields that contain a drop-down box. Select the value from the list.
                b. Date fields can be entered either through typing the date or using the calendar icon and select the date from the calendar. Dates must be entered in a MM/DD/YYYY format.
                c. Demographic information found on the Administrative Data Form generally is pulled to the other forms. If something is missing from the 504 or Tier forms, then it needs to be filled in on the Administrative Data Form.

d. If a field is grey, it cannot be edited except in most cases on the Administrative Data Form.

c. Program Forms
    i. Specialized programs use specific forms as found in that program.

- **SEMS and RTI Meetings**

- **Pre-Meeting:**

1. **Academic Data Sheet** completed prior to meeting
2. Pre-meeting to discuss data and determine possible goals and outcomes
    a. Academic and/or
    b. Behavioral
3. Review **Administrative Data Form** – PowerSchool will not completely populate this form. If there is something missing, you may need to complete it here. This will populate other forms without having to fill in blanks later.
4. Review the **Classroom Intervention Plan** –
    a. **Presenting Issue** – a specific statement of the problem. This should be clear and concise. This is not a place for meeting discussion.
    b. **Other Information** – additional information that supports the presenting problem, i.e., reported past history from parent, previous contacts with parent or other teachers. This is not a place for meeting discussion.
    c. **Relevant Scores and Grades** –
        i. Click on the green + at the end of the line to add a score or grade. Use the completed **Academic Data Form** to fill in the data. List type separately, however, like things can be grouped together. For instance,
            1. Tool – grades, CRCT, etc.
            2. Subtest – reading, ELA, math, science, social studies
            3. School – your school from the dropdown menu
            4. Assessment Date – approximate date of the tool
            5. Grade – actual grade student was in at the time of the tool
            6. Summary of Scores and Achievement – may be grouped, i.e., CRCT – R = 830 LA = 790 M = 800 SC = 795 SS = 830
               Grades – R = 92 LA = 76 M = 80 SC = 72 SS = 92
                a. Be sure to give the date for the grades, or note which nine-week grading period they belong to
            7. **Save and Return**
        ii. **Target Skills and Current Interventions**
            1. Number – 1, 2, 3 (recommend no more than 2-3 interventions)
            2. Area – no response
            3. School – choose your school
            4. Target Skills – may choose from the menu or type your own. Must be specific, measurable skill
            5. Type of Intervention – choose from dropdown menu

6. Staff Responsible – choose from dropdown menu, but you can only choose one; may be left blank but is not recommended
7. Session Duration – how often this intervention is to happen (make sure it is reasonable)
8. Number of Sessions per Week – again reasonable number of sessions
9. Student Grouping – how many students will be in the group (approximate number)
10. Session Location – no response needed
11. Intervention Starts – this is a specific date
12. Intervention Ends – this is a specific date; once you have gone past the intervention ends date, then this will not show up as a current intervention and cannot have progress monitoring information added unless you add it again as a new intervention.
13. Next review date – this should be a specific date that you expect to meet again with the parent to talk about progress and modifications to the current interventions.
14. Universal Screening or Baseline for the Student – enter this from the Baseline Data
15. Enter projected progress for the student – 2% increase, for example
16. Unit of Measurement – choose from the dropdown menu
17. Intervention Completed – Do not enter this date until the intervention is actually completed. Consider the next review date each time instead of the completed date.
18. Save and Return

iii. At the bottom of the page enter the next date to meet with the parent. You do not have to put a time or telephone number.

Form Date: 10/19/2011 Form Status:

Student Information

Student Name: Student AAATest
Date of Birth:
State ID:
School:
Grade:
Classroom Teacher:

Date of Meeting:
Type of Meeting: No records found!
Plan Starts:
Plan Ends:
Case Manager:

Justification for Services

1. Is the student disabled under Section 504? ● Yes ● No ● N/A

2. Does the student have a physical or mental impairment which substantially limits one or more of his/her major life activities? ● Yes ● No ● N/A

If yes, indicate areas of limitation:

Caring for self
Performing manual tasks
Walking
Seeing
Breathing
Hearing
Speaking
Working
Learning
Other:

If yes, indicate primary disability:

3. Briefly document the basis for determining the disability:

4. Describe how the disability affects a major life activity:

Appendix 2

RESPONSE TO INTERVENTION ACADEMIC DATA SHEET

Name:	**Grade:**	**Year Collected:**

CRCT Test Scores

CRCT Scores	Reading	L. Arts	Math	Science	Social Studies
Historical Yr. 1					
Historical Yr. 2					
Historical Yr. 3					

Quarterly Benchmark Tests

	Reading	ELA	Math	Science	Social Studies
Baseline					
Mid-Year					
Pre-CRCT					

aimsweb Reading/Math Benchmarks

	LNF	LSF	PSF	NWF	RCBM	MAZE	LNF	LSF	PSF	NWF	RCBM	MAZE	LNF	LSF	PSF	RCBM	MAZE
Reading																	

*Probe data recorded from aimsweb reports.

	MCAP	MComp	MCAP	MComp	MCAP	MComp
Math						

*Probe data recorded from aimsweb reports.

Study Island Benchmark Tests

	Reading/ELA	Math	Science	Social Studies
Baseline				
Mid-Year				
End of Year				

Current Grades

	Reading	L. Arts	Math	Science	S. Studies
Quarter 1					
Quarter 2					
Semester					
Quarter 3					
Quarter 4					
Final					

GKIDS - # Not Yet Demonstrated/Emerging

	ELA	Mathematics	Approaches to Learning	Personal/ Social Development
Benchmark				
Mid-Year				
End of Year				

Behavior/Attendance

Attendance	Total # Absences:	AST Contract: yes / no
Behavior	Total # Parent Contact:	Beh. Contract: yes / no Date:
	Total # Classroom Infractions:	FBA: yes/no
	Total # Office Referrals:	

Appendix 3

RTI Meeting Quick Guide

Below are the steps for holding an RTI meeting:

Before the meeting:

1. Although there is not a "Meeting Invitation" form in SEMS, notify the parents that you will be holding an RTI meeting for their child. Parents do not have to be present but must be notified in order to conduct the RTI meeting.
2. Collect all data on the student that will be useful at the meeting and record this on the "Academic Data Sheet". This includes grades, behavior reports, and all other relevant information. Attempt to enter all relevant grades and scores into the intervention plan ahead of time, if possible.
3. Determine measurable goals and potential interventions as a team. Document this in the "Classroom Intervention Plan" or the "Intensified Intervention Plan" depending on the Tier as noted in SEMS ahead of time, if possible.
4. Students who have not previously needed RTI interventions or students who have not previously been added into SEMS will need to open a "Classroom Intervention Plan" at Tier I.
5. Print "Meeting Attendance" form from the Forms Manager in SEMS. All parties present at the meeting must sign in.

At the meeting:

1. Have all parties present sign in.
2. If the student does not already have an RTI or has never been entered into SEMS, then set up a "Classroom Intervention Plan". "Intensified Intervention Plans" intensify the original "Classroom Intervention Plan".
3. If the student already has an RTI plan, review the plan and make sure current interventions are still needed. Be sure interventions are measurable.
4. In SEMS, update the "Classroom Intervention Plan" or "Intensified Intervention Plan" to match what the committee decides at the meeting.
5. In SEMS, complete the "Meeting Summaries" form with a brief but precise summary of the meeting.
6. Decide on when you will meet back to check the progress of the student.

After the meeting:

1. Meet **weekly** with the teachers on your team to fill in the "Intervention Monitoring" form in SEMS. For each intervention, include the date that you provided the intervention.
2. Meet back with parents in about 6-8 weeks to see if the interventions are helping.

**Interventions MUST be research based and fit the appropriate Tier.

- All students receive Tier I interventions which include: pre-teaching and re-teaching, study guides, technology integration, and graphic organizers based on assessment, differentiation strategies, and monitoring.
- Tier II interventions include small group instruction, supplemental instructional materials, adapting or modifying classwork/homework, breaking instruction into smaller units, and using alternative strategies.
- Tier III interventions are the most intensive and include more frequent small groups, individualized support by specialists (speech therapists, guidance counselor, ESOL, etc.), specialized tutoring, additional specialized testing to better tailor interventions to needs, greater use of hands-on activities, modifying assignments, specialized reading materials, use of specific assistive technology, use of Functional Behavior Assessments, and Behavior Intervention Contracts.

Appendix 4

Pickens County School District
RTI Document Review

To: **Date:** **From:** **, Director of Teaching and Learning**

☐ HES ☐ HCES ☐ JES ☐ TES ☐ JMS ☐ PCMS ☐ PHS

Student Name: **Area of Concern:**

Student Information

☐ Form Status ☐ Entry into Program ☐ Case Manager

Comments:

Presenting Issue

☐ Brief description of the problem ☐ Basis for determining the problem

Comments:

Other Information

☐ Description of information regarding medical services, prior history as provided by parent ☐ Notation of relevant information related to the ***Presenting Issue***

Comments:

Relevant Scores and Grades

☐ Historical Data relevant to current grade level ☐ Current scores and grades ☐ Attendance Information ☐ Behavioral Information

Comments:

Target Skills and Current Interventions

☐ **Target Skill** ☐ **Type of Intervention** ☐ **Staff Responsible**
☐ **Session Duration** ☐ **# of sessions per week** ☐ **Student Grouping**
☐ **Intervention Start Date** ☐ **Intervention End Date** ☐ **Next Review Date**
☐ **Universal/Baseline for Student** ☐ **Projected Progress for Student** ☐ **Unit of Measurement**

Comments:

Intervention Progress / Progress Monitoring Data

☐ **Comment (dates, description)** ☐ **Student Scores** ☐ **Intervention Completed Date (after all progress monitoring data entered)**

Comments:

Meeting Attendance

☐ Meeting Attendance Form ☐ Meeting Summary ☐ Student File Attachments
Corrective Action Due Date: Received: ☐ Yes ☐ No

Appendix 5
PICKENS COUNTY SCHOOLS
BACKGROUND INFORMATION
(To be completed by parents or guardian)

Dear Parent: We would appreciate your help in completing this information regarding _____ and returning it to the school. This information will help us in working more effectively with your child. Information on this form will be treated in a confidential manner.

Child's Name _____ Date _____
First *Middle* *Last*
Address _____ Birthdate _____

Name of parent or guardian with whom child lives _____ Home Phone Number _____

Agencies or specialist that have worked with this child or his family:
Mental Health Clinic _____ Family Physician _____ Social Worker _____ Other _____

If checked, please give the following information:

NAME	*TITLE*	*ADDRESS*	*DATE SEEN*

FAMILY DATA

Mother's Name _____ Age _____ Education _____
Place of Work _____ Work Phone Number _____ Father's
Name _____ Age _____ Education _____
Place of Work _____ Work Phone Number _____
Stepparent's Name _____ Age _____ Education _____
Place of Work _____ Work Phone Number _____
Marital Status of Parents _____
If parents are separated or divorced, how old was child when the separation occurred? _____
Recent Traumatic Events _____
_____

List all people living in household:

Name	*Relationship to Child*	*Age*

If any brothers or sisters are living outside the home, list their names and ages:

Name	*Age*

Does custodial parent work outside the home? _____ If yes, who is the primary caregiver when the parent(s) is away? _____

In the case of older students, does the student work outside the home? _____

If yes, how many hours does he work during the week? _____ On the weekend? _____

SCHOOL HISTORY

Years attended this school (circle one): 1 2 3 4 5 6 7 8

Grades Repeated _____

Other Schools Attended _____

List any subjects that are especially difficult _____

Describe any serious problems your child has experienced at school _____

Describe any serious problems your child has experienced at home _____

Describe your child's study habits at home _____

Who is the primary person who helps with homework? _____

How much time is spent on homework each night? _____

BIRTH HISTORY

List any illnesses or accidents occurring during pregnancy _____

Full Term: Yes ☐ No ☐ Birth Weight _____ Duration of Labor _____

Delivery: Normal ☐ Breech ☐ Cesarean ☐

Was there any evidence of injury at birth? Yes ☐ No ☐

Were any of the following experienced before the child's second birthday?

_____ Feeding problems _____ Convulsions _____ High fever

_____ Fainting _____ Serious accidents _____ Head injuries

Please give additional information on any item checked above: _____

DEVELOPMENTAL DATA

Does your child have a history of ear infections? Yes ☐ No ☐

At what age did each of the following behaviors first occur?

_____ Crawled

_____ Sat alone

_____ Walked alone

_____ Said first words besides "Ma-Ma" and "Da-Da"

_____ Speech was clearly understood by others outside the family

_____ Toilet trained during day

_____ Toilet trained during night

_____ Tied shoes

_____ Dressed self

Describe early childhood care (baby-sitter, nursery school, mother, etc.) Include child's age.

_____

_____

_____

_____

_____

PHYSICAL CONDITION

My child's general condition is:

- ☐ Seems to be in good health
- ☐ Overweight
- ☐ Underweight
- ☐ Overly active, always on the move
- ☐ Tires easily, listless, lacks energy
- ☐ Sleeps too much
- ☐ Sleeps too little
- ☐ Awkward in running, walking, or playing

List any physical handicaps, serious illnesses, hospital stays, accidents or head injuries (vision, hearing, speech, seizures, operations, diseases, etc.). _

_____

_____

_____

_____

Please list any medications your child has taken in the past six months:

_____

_____

Please indicate any problems your child is having now. If yes, please describe how often and whether or not they are being treated and how they are being treated. Please list any medications your child is taking now. _____

Problem	Yes	No	Treatment	Problem	Yes	No	Treatment
Heart condition				Frequent diarrhea			
Heart murmur				Stomach pain			
Shortness of breath				Pain while urinating			
Asthma				Excessive urination			
Hay fever				Urination in pants/bed			
Sinus condition				Seizure/convulsions			
Chronic cough				Has tics/twitches			
Frequent colds				Speech defects			
Frequent rashes				Accident prone			
Bruises easily				Bites nails			
Sores				Sucks thumb			
Itchy skin (eczema)				Grinds teeth			
Excessive vomiting				Bangs head			
Constipation				Other:			

BEHAVIORAL CHECKLIST

(Please check the behaviors most characteristic of your child)

- ☐ Feels happy with him/herself
- ☐ Demands excessive attention
- ☐ Plays well with other students
- ☐ Exhibits uncooperative attitude
- ☐ Has few close friends
- ☐ Lacks motivation, lazy
- ☐ Does not adjust readily to change
- ☐ Acts younger than other children his/her age members
- ☐ Can be trusted
- ☐ Jealous of brothers & sisters
- ☐ Sucks his/her thumb
- ☐ Overly dependent on others
- ☐ Overly anxious to please
- ☐ Tries to control others
- ☐ Relates well to adults
- ☐ Aggressive
- ☐ Fearful
- ☐ Opening affectionate to family
- ☐ Restless
- ☐ Loud
- ☐ Wets the bed
- ☐ Cries often
- ☐ Poor self-control
- ☐ Friendly
- ☐ Sad or depressed often
- ☐ Shy, withdrawn
- ☐ Daydreams often
- ☐ Easily frustrated

DISCIPLINE USED AT HOME

1. Child is disciplined ☐ frequently ☐ occasionally ☐ rarely
2. Punishment is administered by ☐ mother ☐ father ☐ others
3. What type of discipline is used? ☐ spanked ☐ deprived of privileges ☐ restricted ☐ isolated ☐ talking ☐ rewards
4. Reactions to discipline: ☐ becomes angry ☐ cries ☐ withdraws ☐ sulks and pouts ☐ fights back
5. Effectiveness of discipline: ☐ behavior improves ☐ remains same ☐ behavior changes ☐ behavior worsens

1. What do you do together as a family? _____

_____

2. Describe any chores your child does around the house. _____

_____

3. Bedtime hour _____ Time of getting up in the morning _____

4. What concerns you most about your child? _____

_____

5. List your child's major interests (sports, hobbies, activities) _____

_____

6. What do you enjoy most about your child? _____

_____

7. Has your child ever been involved with the Department of Juvenile Justice, Department of Corrections, or other law enforcement agencies? (if yes, please explain) _____

_____

8. If you wish to add additional information, please add it below or attach to this form.

FAMILY HEALTH HISTORY

Please check any of the problems that have been experienced by a member of your family and specify the relationship to this child.

Yes	Problem	Relation	Yes	Problem	Relation
	Cancer			Cystic fibrosis	
	Diabetes			Heart disease	
	High blood pressure			Kidney disease	
	Migraine headaches			Multiple Sclerosis	
	Physical handicap			Stroke	
	Tuberculosis			Alzheimer's disease	
	Hemophilia			Huntington's Chorea	
	Muscular dystrophy			Parkinson's disease	
	Sickle-cell anemia			Tay-Sachs disease	
	Tourette's Syndrome			Birth defect	
	Cerebral palsy			Alcohol abuse	
	Drug abuse			Behavior disorder	
	Manic-depression			Bi-Polar disorder	
	Mood disorder			Specific Learning Disability*	
	Emotional disturbance			Mental illness	
	Mental retardation			Nervousness	
	Seizures or epilepsy			Reading problem*	
	Math problem*			Writing problem*	
	Speech problem			Language problem	
	Food allergies			Other allergies	
	Severe head injury			Other: Describe	
	ADHD			ADD	
	Autism/Asperger's/Pervasive Developmental Disorder				

*For those items stared please indicate specific difficulties with that subject and any coping strategies the individual who had the problem found helpful. _____

_____

_____

_____ _____

Parent/Guardian's Signature