

**UNION PARISH SCHOOL
DISTRICT
RESPONSE TO
INTERVENTION (RTI)
MANUAL
Academic & Behavioral
2011-2012**



UNITED FOR ACADEMIC EXCELLENCE!

Contents

• Response To Intervention (RTI)	3
• The RTI Process in UPSD School	3
• The Leadership Team	7
Team Functions: RTI, PBIS, SAT, Referral, etc	
Team Meetings	
Team Roles	
• General RTI Processes (GradesK-9)	11
Universal Screening	
Goal Setting	
Assessment	
Effective Intervention Plans	
Progress Monitoring	
Data Analysis and Decision Making	
• Academic RTI Implementation (Elementary)	17
Intervention Delivery	
Progress Monitoring	
Data Driven Decisions	
• Academic RTI Implementation (High Schools)	19
Tier Processes	
• Behavioral RTI Tier Processes and Interventions	21
• Referrals	22
Special Education	
Speech Only	
Behavioral	
• References and Resources	27
• Appendix	28
SAT/RTI Forms	
Flow Charts	
ELA/Reading/Math	
Behavior Framework	
Tier II Behavior Documents	
Tier III Behavior Documents	

Introduction

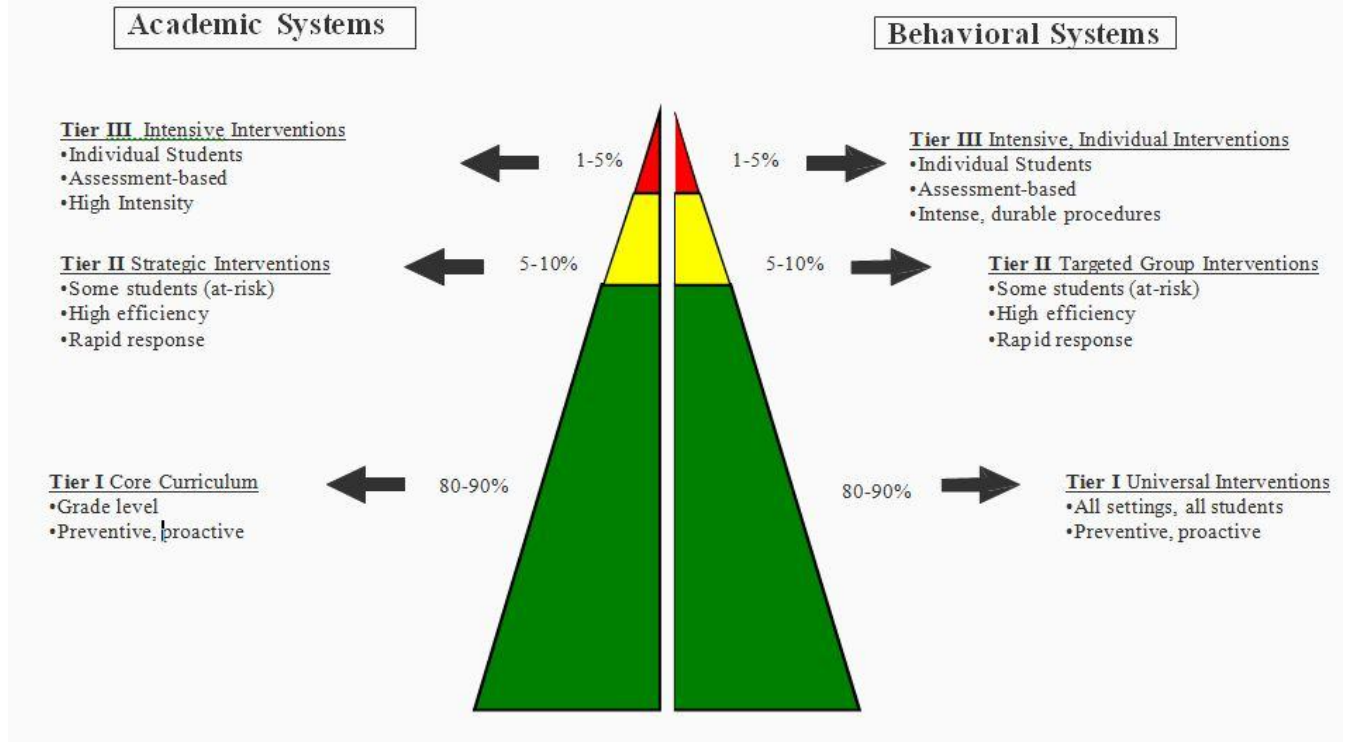
Union Parish School District's RTI Manual adheres to the Louisiana Department of Education TITLE 28: EDUCATION-Part C1. Bulletin 1508—Pupil Appraisal Handbook (see addendum).

Recommendations from the Technical Assistance Center on Positive Behavior Interventions and Supports, US Department of Education, Office of Special Education Programs, May 2010 were utilized to produce the manual.

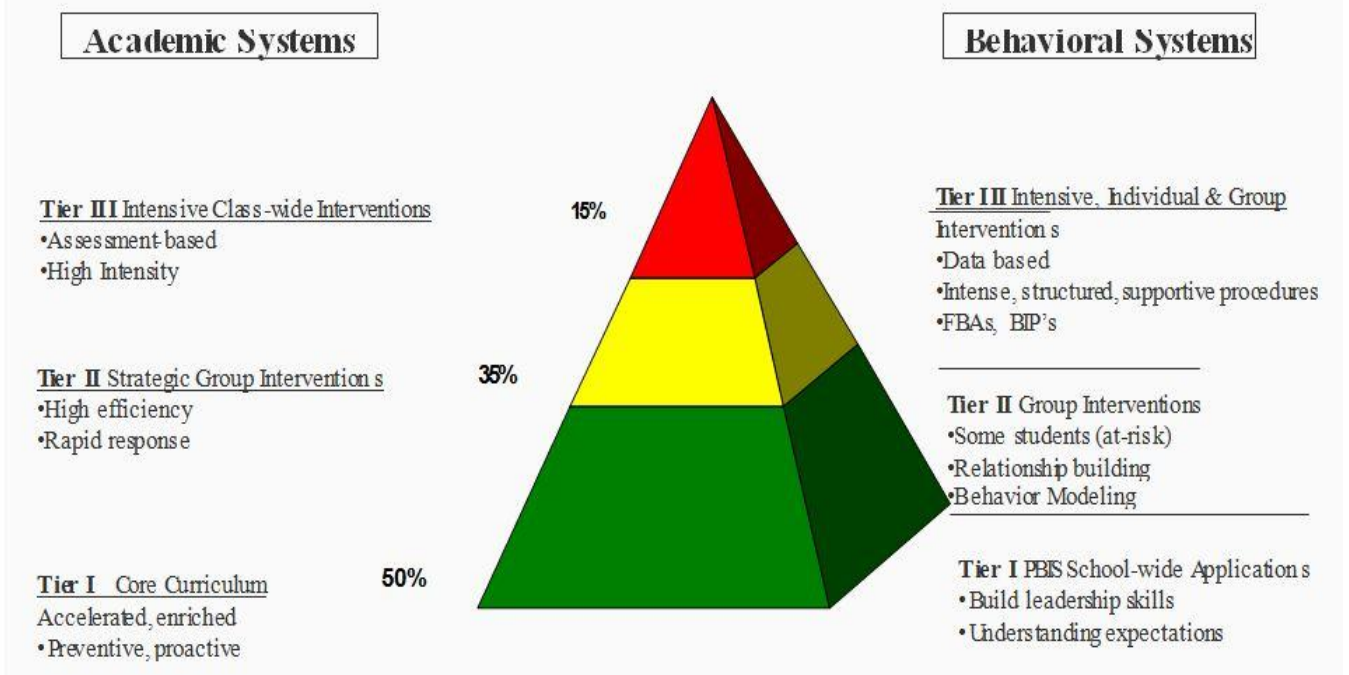
Union Parish consists of seven schools (Farmerville Elementary, Farmerville Junior High, Farmerville High School, Bernice, Downs ville, Marion and Spearsville). The RTI process is in place at all schools. The RTI model has the following goals:

- i. Implement academic interventions to close gaps in learning, allow students to maximize their potential and determine students with learning disabilities
- ii. A school level RTI team, with an administrator as the leader, committed to the implementation of the RTI process
- iii. Universal screening to be conducted three times a year
- iv. Progress monitoring to be conducted a minimum of every three weeks to determine the need to change interventions
- v. Three tiers of increasingly intense interventions
- vi. Use of both a standard protocol and problem solving model for devising interventions
- vii. Implementation of differentiated instruction
- viii. Implementation of specific, research-based interventions designed to address the student's difficulties
- ix. Varied duration, frequency, and time of interventions
- x. Analysis of progress monitoring data to determine all learners' progress.

RTI Ideal System Configuration



UPSD RTI Systems (approximately)



Overview

Focus Area	Grade Level
Reading	K-9
Math	K-9
Behavior	PK-12

What is Response to Intervention (RTI)

Response to Intervention (RTI) is a tiered process that provides high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. Additional essential components include monitoring academic and/or behavioral student progress and making data-driven decisions about student curriculum based on a review of that progress. Interventions will allow students the instructional focus to achieve their benchmark grade level, increase acceleration and enrichment activities to reinforce their success, and assist them in achieving their potential. The Union Parish School District is implementing the RTI Process as a district wide initiative to improve academic and behavioral outcomes for all students and to foster student success. The goal is to provide systematic quality instruction to all students according to their need. The National Research Council determined that the RTI process is the most effective way to meet the academic and behavioral needs of all students.

State assessment data for the Union Parish School District (UPSD) indicates that many of the district's students have intensive academic needs. Research indicates that students who are not successful academically often receive instruction that does not address their individual needs. The RTI process has been endorsed by many agencies including the National Research Council and the US Department of Education as the most effective system to provide appropriate instruction to students with academic challenges. It is particularly effective as an elementary school program to provide Early Intervening Services. The UPSD has adopted this process as a **district-wide** initiative to improve student achievement and foster academic and behavioral success.

How Response to Intervention Works

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement. RTI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners are identified, supported, and served early and effectively. With RTI, students are identified as being at risk for poor performance on learning outcomes through the use of universal screening and progress monitoring. Evidenced based interventions are then provided, and the nature and intensity of those interventions

are adjusted based on the student's responsiveness. The RTI Process Data will be based on universal screeners, DIBELS Next (Dynamic Indicator of Early Literacy Skills), Ed Performance and DIBELS Math, as well as, district assessments, number of retentions, LEAP, iLEAP, GEE, End of Course exams, behavioral data, attendance data, and suspension and expulsion data. The data will be used to identify students' ability/functioning levels and monitor their progress.

The purpose of district supported interventions is to bring students to grade level, and to provide students with acceleration and enrichment opportunities that will reinforce their successes and assist them in achieving their potential. To organize a system of supportive placement and intervention determination, instruction in the UPSD is based on a three- tiered process as follows:

- Tier I is the level at which students are achieving grade-level success. (Tier determination is based upon DIBELS Next and Ed Performance. All students will benefit from instruction that is differentiated using "Best Practices.")
- Tier II is implemented when students need strategic support to achieve grade-level success. (Consistent with Approaching Basic Scores on State Assessments).
- Tier III is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).

The RTI process is designed to help principals, teachers, parents, specialists, and para-professionals utilize data-based decisions to improve the educational outcomes for all students, especially those students whose success is at risk due to academic or behavioral challenges. Successful outcomes of the RTI process reduce the need for special education referrals and services. Unless a student has an obvious disability requiring Special Education services (e.g., severe autism, severe physical disabilities, etc.), state and federal regulations require that a referral for a Special Education evaluation be accompanied by data. Screening and progress monitoring assessments should document that the student was provided with appropriate scientific research-based instruction (including interventions) in the regular education setting, delivered by highly qualified personnel. Over time, if collected data indicates the student has not shown adequate progress despite implemented research-based interventions, consideration for Special Education may be warranted.

RTI addresses student academic and behavioral challenges. See the appendix (p.A7) for the UPSD single page summary of the RTI tier framework for Reading and Math, and the summary of the Behavior Framework (p.A8). Academic interventions shall be provided for reading and mathematics and Positive Behavior Interventions and Supports (PBIS) shall be implemented to address behavioral issues.

THE LEADERSHIP TEAM

A school's leadership team is selected by the principal and provides support to teachers and other school personnel as the school strives to accommodate the needs of all students in the general education setting. The core leadership team is responsible for individual student and whole school progress in the areas of behavior and academics. Throughout the school year, the Leadership Team is responsible for monitoring data, ensuring fidelity of the intervention process, and making decisions about student instruction based on the data analysis. The principal may designate the responsibility of addressing specific organizational needs of the school community to team subsets. Ideally, a member of the core leadership team may assist sub-set teams in carrying out the RTI process. RTI sub-set teams include: PBIS, SBLC/SAT Referral, and School Improvement. Teams may be combined as long as the functions of the teams adhere to the following:

Team Functions

Various sub-set teams and their functions are as follows:

AIT/Academic Intervention Team Functions:

- Through Universal (school-wide) Screening, assist school personnel to identify at-risk students who face academic challenges.
- Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the regular education setting.
- Facilitate the implementation of the intervention process.
- Assist teachers in monitoring the progress of students receiving interventions.
- Assist with analyzing data from the intervention process.
- Participate in data-driven decisions about the student's progress.

PBIS/Behavior Team Functions:

- Maintain a positive learning culture in the school through PBIS processes.
- Regularly analyze school data about absenteeism, in and out of school suspensions, etc.
- Collaborate with staff to develop plans that provide teachers and support staff with appropriate interventions for students who face behavioral challenges.
- Provide positive reinforcements for students who are successfully supporting the positive school climate.

SBLC & SAT Referral Team Functions:

- Review progress monitoring data from AIT and PBIS teams that indicate which students may be eligible for special education considerations.
- Coordinate the referral process according to Bulletin 1508 guidelines to determine if a referral for evaluation is appropriate and make referrals when required.

- Review information and begin process for referral when student information indicates that a low-incident disability is suspected.

School Improvement Team Functions:

- Monitor data in all school improvement areas.
- Review Annual Yearly Progress scores and school progress indicated by district walk- through assessments.
- Develop action-plans to promote improvement in target areas.

Team Meetings

Core leadership meetings occur a minimum of once every two weeks initially and may be adjusted according to need as the school year progresses. Sub-set team meetings take place once every one or two weeks according to need. All meetings adhere to the following procedures.

- A printed agenda is provided which defines the meeting purpose.
- All participants sign a sign-in page.
- Pertinent data is reviewed.
- Data drives meeting decisions.
- When evaluation reveals progress that is below expectations support systems are notified and adjustments are made.
- Goals and expectations are clearly defined and outlined for the next meeting.
- Meetings may be held less frequently when there is less need.
- Meetings are **not** held on days that are devoted to cluster meetings.
- Notify the parents of students not responding to interventions.

Team Roles

Suggested team members include the principal, assistant principal, master teachers, reading interventionists, RTI/appraisal staff, counselor, social worker, nurse, speech pathologist, special education chairperson, and any other support person the principal may designate. The roles are designed as follows:

Principal:

- Supports the RTI process.
- Designates the RTI Team Administrator (self or other general education school administrator).
- Provides master scheduling to accommodate intervention process.
- Provides resources (i.e. space) to support personnel (appraisal staff, counselors.
- Interventionists, coaches, nurses, social workers) who facilitate the intervention process.

RTI Team Administrator:

- Schedules RTI meetings and informs team members of meeting dates. The administrator initiates the meeting with a broad overview of the meeting's agenda, records minutes of the meeting, and keeps a log of the reviewed data.

- Facilitates the process for Tier I review and Tier II intervention plans.
- At Tier III consideration, provides appropriate Tier III forms to teachers, invites parents to the RTI meetings and informs the RTI team of the meeting agenda.
- Maintains files for RTI team paperwork (e.g. student data file).
- Processes referrals for Special Education evaluation through the RTI team.

General Education Teacher:

- Seeks the expertise of the RTI team due to academic or behavioral at-risk performance by a student in his or her class.
- Participates in grade-level or subject area meetings.
- Implements Tier I interventions as appropriate.
- Implements core-curriculum interventions and assists with Tier II and Tier III interventions when appropriate.
- When Tier III or evaluation referral decisions are considered, the teacher completes the appropriate forms and provides documentation of screenings and the progress monitoring data to the RTI team or the SAT as appropriate.

RTI/Appraisal Staff Member:

- School-based Educational Diagnostician, School Psychologist, Appraisal Social Worker or Speech Evaluator who assists the school with the RTI and the Appraisal process.
- Participates in SAT team meetings.
- Collaborates with teachers and support staff in facilitating Universal Screening and collection and interpretation of student progress data.
- Assists the teacher, paraprofessionals, interventionists and coaches in implementing appropriate interventions, progress monitoring and data analysis.
- Reviews collected data as needed and assists with data- based decisions about the interventions. When review of student data by the SAT indicates a suspected exceptionality as defined by State Bulletin 1508, this professional becomes the coordinator of the evaluation process.

SAT Chair/Instructional Coaches:

- School-based educators who provide intervention assistance to teachers and students.
- Facilitates the RTI process through mentoring teachers and introducing core curriculum strategies to promote success.
- Participates in data-driven decisions about the intervention plans.
- Assists in documenting all intervention data.
- Coaches teachers in content area classroom strategies that impact teaching and learning.
- Provides support in behavior areas ([assists with the Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) as needed).
- Works collaboratively with the student, teacher, parent and support staff to maximize positive behavioral outcomes for the student.
- Promotes School-Wide Positive Behavior Support and a positive school climate.
- Participates in classroom observations to collect data on challenging behaviors.
- Facilitates the decision-making process as it impacts the student's behavior.

- Promotes PBIS and facilitates positive school climate.
- Maintains appropriate data about student's academic and behavioral progress.
- Participates in data-driven decisions regarding student progress.

Parent

- Provides relevant information about his/her child to the RTI/SAT Team and assists in the decision-making process.
- Participates in the development of intervention plans.
- Provides support at home for the intervention process.
- Receives reports about instructional strategies and his/her child's progress.

General RTI Processes

Universal Screening

Student skill level is determined through Universal Screening. The UPSD employs several objective assessments across all grades to determine whether a student is at grade level—Ed Performance for Reading and Math, DIBELS, Benchmark Assessments, Math Curriculum Based Assessments (Math CBM) and State Assessments are all used as objective measures to assess the students' skills and monitor their progress. Universal screening identifies those students who may be at risk for academic failure or have a history of academic failure. Students are assigned to tiers according to assessment indices that indicate the level of intervention intensity required to move a student to grade-level success. Appropriate interventions are administered accordingly. As interventions are applied, student progress is monitored through intervention assessments, DIBELS Next assessment, Ed Performance, and finally through the LEAP, iLEAP and GEE assessments administered in the spring.

Universal Screening

Grades K-3 Reading	Grades K-9 Reading/Math
<p><u>DIBELS</u></p> <ul style="list-style-type: none"> • Letter Naming Fluency (LNF) – ability to recognize and name a random mixture of uppercase and lowercase letters. • Initial Sound Fluency (ISF) – ability to recognize and produce initial sounds in words. • Phoneme Segmentation Fluency (PSF) – ability to segment a spoken word of two to five phonemes into the individual sounds. • Nonsense Word Fluency (NWF) – ability to read two-letter and three-letter nonsense words, primarily consonant-vowel-consonant patterns. • Oral Reading Fluency (ORF) – fluency and accuracy in reading grade level passages aloud, as measured by words read correctly per minute. • Retell Fluency (RTF) – ability to retell information from a passage, as a means of comprehension. • Word Use Fluency (WUF) – measures vocabulary by a tally of the number of words spoken in accurate utterances or definitions in response to target words. 	<p><u>Performance Series (Ed Performance)</u></p> <ul style="list-style-type: none"> • Nationally normed test that includes measurement probes for expected grade level computational skills. • Uses Scaled Score to track progress over time as an educational yardstick (Fall, Winter, Spring testing). • Uses the Gain Score to compare groups or classes within the school or district. • Uses testing session score from the Gains Reports to determine if gains for the individual student or class are appropriate for the grade level. • Provides National Percentile Ranking (NPR) where students can be compare to grade-level peers in the national norm group. • Standard Item Pool Score (SIP) scores are grade-specific translations of the Scaled Score, in relation to state and national standards. They can be used to determine growth from the beginning of the year to the end. • The Reading Rate is one indicator of reading fluency. • The Lexile Measure can be use to select proper reading materials for students. • The GLE level can be used to provide students with the level of work that will help them be successful. • The Suggested Learning Objective (SLO) should direct individual interventions in the classroom based upon skills within the aligned state standards. • Class or grade level scores at the 25th percentile or higher are considered at benchmark. • Strategic intervention is recommended for scores between the 10th and 25th percentile. • Intensive interventions are for scores below the 10th percentile according to grade or class profile.

Goal Setting

Intervention planning begins by determining a goal directly related to the identified deficiency. Interventions are then selected based on students' academic goals. Research-based tools and/or strategies prescribed by the district are implemented to target specific skills. Resources to explore additional strategies are listed on pages 20 - 22. Data from intervention assessments are carefully reviewed to monitor progress toward the indicated goals.

The UPSD sets goals according to state generated standards and benchmarks that are also research-based. These standards help define the levels at which students need to perform in order to be successful in their current grade and to be prepared for the next grade. The interventions selected by the district at Tier II and Tier III set goals automatically according to skill needs and provide the process to monitor student progress toward goal achievement.

Process of Implementation of RTI for Union Parish

Tier I Regular Education

Regular Education teachers will use scientifically research-based reading and math programs in their classrooms. All students at Union Parish will also be instructed in Tier I Social Skills.

Screening

DIBELS Next universal screening assessment will be administered in reading to all students in kindergarten through 3rd grade in August/September, January, and April/May. At-risk students will be those students who score *Some Risk or At Risk* on the DIBELS Next screening.

DIBELS Math universal screening assessment will be administered in math to all students K-2 in September/October, January, and May.

EdPerformance universal screening assessment will be administered in math and reading to all students in 3rd through 9th grade in August/September, January, and April/May. At-risk students will be those students with data showing them with scores below the 25th percentile.

Behavior referrals given to school administrators and to SAT will be used to screen for students who are at-risk for failure because of their behaviors.

Assessment

The purpose of academic assessment is to determine what the student knows and what needs to be taught. Student assessment information is collected for the following purposes:

- Determine the specific deficit skill area so an intervention plan can be implemented
- Collect initial baseline data
- Determine if the intervention is effective

Appropriate assessment tools and techniques are sensitive to changes over short periods of time, produce unbiased results, demonstrate proven technical adequacy (i.e. valid and reliable), are quantifiable, relevant to the curriculum, and practical to administer.

Effective Intervention Plans

The proactive SAT/RTI Team will focus considerable attention, time, and effort identifying appropriate intervention strategies. It is crucial that all interventions be directly related to the identified skill deficit(s), and that teachers have buy-in to the planned intervention(s). The role of the team is to help teachers find effective intervention strategies and provide the support necessary to implement the interventions. **When developing achievable intervention plans, the team should:**

- Identify the resources needed for implementation
- Identify who will conduct the intervention
- Identify where will it occur
- Determine how long the sessions will be
- Identify who will monitor the progress
- Designate who will see that the intervention is carried out as planned
- Schedule when the team will meet again to discuss the progress

SAT/RTI teams throughout the district will use the ELA/Reading and Math Framework (p.37) and/or the Behavior Framework (p.38) to provide the structure for Intervention Plans. Once the intervention program has been determined, it is important that teachers and team members follow the intervention design with fidelity. Interventions that are implemented specifically in the manner in which they were designed have high integrity. However, most interventions deviate from their original form due to many factors, such as lack of time or resources. When students do not progress as expected, measuring intervention integrity is important to determine if the intervention itself was unsuccessful or may still be viable if practiced as designed.

Other ways to facilitate interventions are to evaluate the treatment component (what makes it work) and the delivery method. This is accomplished by determining if the type of intervention selected matches the severity of the problem, if the length of time is sufficient to achieve the desired goal, if the frequency is sufficient, and if the delivery method is appropriate.

Progress Monitoring

Progress monitoring refers to making instructional decisions and analyzing the progress of the student's academic performance from data collected on a regular basis. It is a scientifically-based practice used to evaluate the effectiveness of instruction and has proven reliable and valid for assessing academic skills. Research has shown that when teachers use progress monitoring, students

achieve more as teachers' instructional decisions improve. Progress monitoring data are used to inform instruction at each Tier. This monitoring allows the student's response to research-based interventions to be used as the data on which decisions are made. To implement progress monitoring, the student's current level of performance is determined, goals are identified, instructional strategies are implemented and progress towards meeting the established goals is monitored.

Progress monitoring is a critical component of the UPSD's intervention process. It provides the information necessary to judge whether any given intervention is effective so that it can be modified quickly if necessary. Prolonged use of ineffective interventions will delay and could hamper student success.

Data Analysis and Decision Making

After several weeks of data collection, the SAT/RTI Team examines the student's progress graph to determine if the intervention is effective or if instructional changes need to be made. The team compares the student's rate of progress (i.e. trend line) with the projected rate of progress (i.e. goal line). In other words, how is the student doing compared to how the student should be doing? If the trend line is lower than the projected rate of progress, the team should make an instructional change or modification to boost the student's performance. If the trend line is the same or higher than the goal line, the team should raise the goal to be reached. Most of the interventions provided by the district have goal variations built into the program design.

Data based decision-making should occur at each Tier of service. The data is the basis for every decision that is made. Some students may display significant progress and others may need continued support.

ACADEMIC SAT/RTI IMPLEMENTATION (Elementary/Middle)

The typical school day for schools will go from 7:40 to 4:00. Interventions are offered district-wide from Kindergarten through the 9th grade. Note that the intervention process follows both standard protocol and problem solving formats. District interventions are applied according to the tier assignment of the student:

Intervention Delivery

Daily instruction is delivered in five 90 minute blocks to maximize instruction and intervention benefits. (See the ELA/Reading/Mathematics Framework, Appendix p.37)

- **Tier I:** Students in Tier I receive core, enrichment, and accelerated instruction. Basically, all students receive Tier I differentiated instruction designed to maximize their potential and give them self-actualization opportunities.
- **Tier II:** Students receive Tier II interventions according to their need in ELA, Reading and Math. Interventions are an additional 30 minutes of instruction added to their core instruction.
- **Tier III:** K-8 students receive core instruction supplemented by 45-60 minutes of Interventions

Universal screening (Math Curriculum Based Assessment, DIBELS Next and ED Performance) is used to categorize elementary students by results to place them in appropriate instructional tiers. The student's academic progress is monitored frequently to determine if the interventions are sufficient to help the student reach the instructional level of his or her grade. In this fluid, high-expectation process, movement is encouraged when strong student progress warrants movement to a different tier of instruction. For example, if a student in **Tier II** is making strong progress and appears to be performing at a **Tier I** level, the Leadership Team may move that student into **Tier I**. If several weeks of consistent intervention show a lack of progress, the Leadership Team may determine that a student needs more intensive interventions and place the student appropriately. This process is designed to move students to Grade Level and higher.

Progress Monitoring:

- Student progress may be monitored by the individual students, teachers, master teachers, and the Leadership Team at each school.
- District administrators also review school and student data.
- Decisions about changing intervention instruction for individual students are reviewed at nine-week intervals or as needed, and progress is reported to students and parents.

Data-Driven Decisions:

- When data indicate that a change should be made in a student's intervention plan, especially at the **Tier III** level, a data review is held at the scheduled SAT/RTI meeting.
- A SAT/RTI Consideration form is available on page 29.
- Documentation of student progress within the interventions is provided with that form.
- The parent and appropriate school participants are invited to the meeting to formulate the intervention plan.

ACADEMIC SAT/RTI IMPLEMENTATION (High School)

The intervention process for High School differs somewhat from the process described in the elementary/middle schools. High School experience and requirements for Carnegie Units requires creative scheduling to include necessary interventions. These interventions will be provided following a problem solving model that is structured within the standard protocol for interventions in the various tiers.

Tier Processes: Assessment, Intervention Application and Monitoring

- Review the most recent state assessment, Ed Performance data.
- If a student has a history of performance achievement at Grade Level or is on the high end of Approaching Basic, the student may follow Tier I processes. If the student achieves low Approaching Basic or high Unsatisfactory scores, the student may receive instruction following a Tier II process. If achievement is documented in the low Unsatisfactory range, Tier III instruction may be most appropriate. To determine tier placement for High School scheduling, it is recommended that a SAT/RTI team review the data for each student and determine the student's schedule and appropriate interventions. Student data is available on JPAMS Data managers and appraisal personnel can assist in accessing these sites.
- Work with support personnel to implement instructional strategies and provide interventions through the core curriculum to obtain appropriate Carnegie units whenever possible.
- Monitor, chart, and review the progress of students.
- Find opportunities to provide incentives to students to increase motivation when skill deficits become apparent.
- Organize and analyze progress.
- Make data-based decisions.
- Change the Intervention and/or increase or decrease the intensity of the intervention as needed. Use the Reading/Math framework and the rate of progress to determine if a different intervention strategy is warranted.
- Monthly, review progress monitoring data for all students involved in SAT/RTI at the school to determine overall growth and identify areas needing systemic improvement for the process.

TIER I: Grade Level Success and Accelerated and Enriched Programs

In High School, students in Tier I have an opportunity to build success on their grade-level through accelerated and enriched programs. Instruction in all areas follows the Louisiana Comprehensive Curriculum, with added opportunities for expansive learning and leadership training.

TIER II: Strategic Intervention

Tier II provides opportunities for students who have academic deficits that cannot be improved at the Tier I level without strong intervention supports. At Tier II, the students receive scientific research-based interventions that are designed to strengthen areas that challenge the student. Tier II procedures for reading are as follows:

- Refer to the Short Reading and Math Framework for interventions at the Tier II level (See Page 37).
- Students in grades 9 through 12 will use READ 180.
- Supplemental instruction in content area classes will be provided through READ 180 and Math Interventions. Inform parents when a review of the data indicates that the student should receive support at home for interventions specified at the Tier II level.
- Interventions may be delivered during elective periods, or if the class need is great, to a whole class of students. It should be noted that when the intervention schedule is disrupted, and the intervention protocol is not followed, the fidelity of the intervention process is compromised and maximum results may not be achieved.

TIER III: Intensive Intervention

Tier III provides additional strategies and support beyond those provided in Tier II. (See the Frameworks for Tier III interventions). Tier III interventions:

- Incorporate increasing intensities of interventions or change the interventions based on individual needs. Intensity relates to changes for a relative set of variables, such as time, task or duration.
- Tier III interventions are generally provided for a minimum of 60 minutes a day in addition to the time for core instruction and are usually applied over a longer period of time (application of total intervention time should be several weeks or even months when there is evidence that the student has missed substantial instruction). Because of the block configuration, interventions in the UPSD can be scheduled for 90 minutes at a time.
- After-school and end-of-school year programs have been instituted to provide students with more time to develop needed academic skills. These programs provide instruction within the tiered framework according to the instructional needs of the student. Over-age and students not on grade level receive instruction at Tier II and III levels.

BEHAVIORAL SAT/RTI PROCESSES AND INTERVENTIONS

Student academic success is dependant upon appropriate school and classroom behavior. The primary behavioral support initiative of the UPSD is district-wide Positive Behavior Supports. It is recommended that all faculty and students familiarize themselves with the District PBIS manual and with the district Discipline Code.

See the Behavior Framework for an overview of the RTI 3-Tiered Behavior Process for the UPSD (See Page 38) Progress monitoring for behavioral changes could include a collection of office visit referrals, documentation of classroom disruptions, records of tardiness, absences, and/or suspensions. A reduction in the targeted behaviors and a review of the data help to drive the decisions about the efficacy of the applied interventions.

Tier I functions within the PBIS expectations and reinforcements.

Tier II is for students who need strategic interventions and support to assist them in maintaining appropriate behavior. One resource for students who are displaying some challenging behaviors in attendance, tardiness or acting out behaviors is the Check-In/Check-Out intervention (See Appendix, Tier II Behavior Documents)

Tier III: If data indicate behavior is becoming more severe as defined within the Behavioral framework, support through Tier III may be warranted. Support in Tier III may include group or individual assistance from counselors, school psychologists or social workers. Support can also be provided through a Functional Behavior Assessment (FBA), which defines the student's needs that the problem behaviors satisfy such as attention, avoidance of a task, etc. Research indicates that students change behavior when it is clear that a different response will more effectively and efficiently result in a desired outcome. Behavior Intervention Plans (BIP) define the parameters of the intervention. An FBA and BIP are recommended or required: (See Code of Conduct)

- Before implementing a suspension from educational services.
- After the first suspension for **all** students whose behavior is suspected of significantly interfering with that student's learning.
- For **all** students classified with Emotional Disturbance and other students with disabilities who have behavior issues.
- For all students in Tier 3 for behavior concerns.

Conducting an FBA is generally considered to be a problem-solving process that looks beyond the behavior itself. For more details about the process, see the Tier III Behavior Documents pages 50 – 64.

REFERRALS

Special Education Referrals

For students with gaps in their academic skill level, successful outcomes through appropriate interventions reduce the need for special education services. Once validated that interventions have been implemented with integrity for the prescribed period of time (especially in Tier III) without effective results, the team may examine the appropriateness of referring the student for an evaluation for special education services. When the curriculum, environment or instructional needs of the student require more resources than can be provided within the general education classroom or when intensive interventions are administered over time and continue to reveal skill deficits coupled with a low rate of learning, the student may have a disability as defined in Bulletin 1508. Specially designed instruction may be needed for the student to acquire and retain new information or maintain acceptable rates of learning.

When a referral for a special education evaluation is necessary, the data must demonstrate the student was provided with appropriate high-quality, research-based instruction in the general education setting, delivered by qualified personnel, as required by federal and state regulations. When a disability is suspected:

- Documentation is provided with the SAT/RTI Consideration form
- A Referral for Special Education meeting may be held
- The Leadership/SAT may schedule these meetings monthly or bi-monthly with appropriate personnel including the parent in attendance
- When students enter the school with a suspected low-incidence disability such as Moderate to Severe Autism, Downs Syndrome, Vision or Hearing Impairment, the referral may be initiated immediately without completing an intervention process.

SPEECH ONLY REFERRALS

Articulation Referrals

Tier I:

- Referral to SAT is made.
- Teacher concerns and interventions utilized are discussed.
- SLP observes/screens student.
- Student remains in this Tier with SLP/teacher collaboration for a period of 6-9 weeks.
- SLP/teacher collaborate closely on monitoring of progress (twice monthly).
- Provides sound development charts, information on placement of sounds(s).

Tier II:

- SAT team reconvenes to discuss progress and possible need for move to next level of interventions.
- Analyze data.
- Continue parent/teacher collaboration (ONCE PER WEEK).
- Provide additional strategies/information as needed.
- Determine amount/frequency of Tier II interventions based on student need, stiumlability of sound, etc.
- Progress monitor.
- Collect data at each session.
- Adjust intervention after period of six weeks if progress is slow or minimal. If no change noted, increase time/frequency of intervention. No change, then move to next level.

Tier III

- SLP attends SAT meeting to discuss progress or lack of progress.
- Discuss interventions used.
- Increase frequency/amount of interventions if progress is slow or minimal.
- Continue to collaborate with teacher/parent.
- Review intervention after 6 weeks to determine its effectiveness.
- Recommendation of evaluation if progress is slow or non-existent.

***A child with numerous errors and limited intelligibility will receive more frequent progress monitoring and interventions.

Voice Referrals

Tier I/II

- Teacher brings referral to SAT or SLP.
- Discussion of data, progress monitoring, impact on child's educational performance.
- SLP does observation.
- Parent is made aware of concerns. Per Bulletin 1508, page 43, "There must be an assessment conducted by the appropriate medical specialist prior to conducting interventions."
- Medical report is received.
- Interventions/Strategies planned based on physician's findings. Because of the nature of voice disorders, child is in Tier I and II.
- Demonstrate appropriate vocal hygiene, strategies taught to reduce vocal abuse.
- Charting done by teacher.
- Child will self-monitor as well, guided by SLP.
- Frequent monitoring by SLP.
- Child will self-monitor as well, guided by SLP.
- Frequent monitoring by SLP.
- Child is served with combo of pull out push in (based on individual need).
- Time frame 6-9 weeks of intervention (based on severity).

Tier III

- Frequent monitoring/classroom observation (and other areas, such as cafeteria, playground, etc.).
- Increase amount/frequency of interventions.
- Intervention period should be less than 12 weeks if disorder is severe or if condition appears to deteriorate.

Fluency (Stuttering) Referrals

Tier I

- Teacher notes concern at SAT meeting.
- Discuss notes, techniques teacher has employed to help student.
- SLP gives information to teacher regarding fluency disorders.
- SLP will assist teacher as needed with differentiated instruction strategies.
- Progress monitor.
- Document collaboration with teacher(s).

Tier II

- Discuss Progress or lack at SAT meeting.
- Involve parent with questionnaire regarding child's disfluent behaviors at home.
- Provide pull out and push in intervention time.
- Progress monitor.
- Continue to collaborate with teacher.
- Review at 6 weeks to determine if provided interventions are effective.
- Change intervention or increase time/frequency if needed based on data analysis.

Tier III

- Review/discuss progress and interventions.
- Continue to collaborate with teacher and parent.
- Document progress and evidence of collaboration.
- Review data/intervention.
- Increase time/frequency.
- Frequent progress monitoring.
- Recommend evaluation if progress is slow or non-existent.

Language Referrals***Tier I***

- Teacher notes concerns to SAT or SLP.
- Teacher discusses what has been utilized in classroom to assist student.
- Impact on academics discussed.
- DIBELS scores or EdPerformance scores are discussed.
- Expanded Screening/Probe done by SLP to further determine specific area of need.
- SLP conducts observation..
- Teacher given specifics on language area of need: Vocabulary, comprehension, syntax, semantics, pragmatic(functional).
- Collaborate with teacher.

Tier II

- Collaboration discussed.
- Progress monitoring continues.
- Strategies given to teacher.
- Direct interventions to student with frequent progress monitoring.
- Strategy/Intervention reviewed after 6 weeks to determine effectiveness.
- Change if slow or minimal progress noted. Also consider increasing frequency/amount of time provided to student..

Tier III

- Discuss data and progress monitoring.
- Increase frequency/amount of time for interventions if no significant (measurable change is noted).
- Continue collaboration with teacher/parent.
- Continue to assist with differentiated instructional strategies as needed..
- Recommend for evaluation if progress is slow or student shows evidence of falling further behind.

Universal Screener for Language –CELF-4

Universal Screener for Articulation –to be determined by therapists as long as it is not a part of student’s future test battery.

Behavior Referrals

Students who have gone through the PBIS/RTI three-tiered behavior intervention process and have received appropriate interventions delivered with fidelity and diligence over time (10 to 20 weeks) may be considered for Special Education Services if a disability is suspected. Early in the process a Functional Behavioral Assessment and a Behavior Intervention Plan should be developed by the appropriate school personnel in collaboration with the student's teacher. The parent is invited to a meeting of the SAT in which the collected body of data is reviewed. There should be substantial documentation of the interventions and a chart showing the student's progress, as well as any additional supports that have been implemented. If the SAT determines that the preliminary data provided are consistent with information required by State Bulletin 1508 before beginning the evaluation process, the SAT may refer the student for an evaluation.

Frequently Used Terms

Universal screening means that all students are involved in an initial assessment of skills, rather than simply assessing students who appear to be struggling.

Progress monitoring can be understood as the ongoing, formative assessment of a student's academic development. Progress monitoring allows an instructional team to identify a student's needs and tailor instruction based upon the knowledge of the particular student's skills. When used as part of a tiered instructional process, progress monitoring provides information by which informed decisions can be made about the student's development, and need for movement from tier to tier.

Evidence-based intervention refers to the use of interventions that have been proven successful through scientifically based research. The goal is to eliminate unsound or risky practices in favor of those that have better outcomes. The intensity of the interventions used is determined by a 3-tier system which is based upon a student's level of need. Each tier provides more intense intervention aimed at preventing academic difficulties.

APPENDIX

SAT/RTI Forms	29
Data	32
ELA/Reading Instructional Components	33
Math Instructional Components	34
Flow Charts	35
ELA/Reading/Math Framework	37
Behavior Framework	38
Tier II Behavior Documents	39
Tier III Behavior Documents	50

SAT/RTI Team Decision

Teacher: _____ School: _____ Date: _____
 Student: _____ DOB: ____/____/____ Sex: _____ Age: _____ Grade: _____
 Student's Primary Language: _____ Race: _____ Student ID: _____
 Student's Address: _____ Phone (Home): _____ (Cell): _____
 _____ Alt. Phone: _____
 City _____ State _____ Zip _____
 Parent/Guardian: _____ Date of Parent Contact: ____/____/____
 Parent/Teacher Contact Date(s): _____
 Teacher Concerns: _____

Reason for Request

Please check the specific reason/situations which indicate that this student may be in need of special services:

- 01 Reading/Language Arts Difficulties
- 02 Mathematics Difficulties
- 03 Other Academic Difficulties
- 04 Social Behavior Problems
- 05 Motor Difficulties
- 06 Health Problems
- 07 Visual Difficulties
- 08 Hearing Difficulties
- 09 Communication Difficulties
- 10 Gifted
- 11 Talented in _____
- 12 Parent/Guardian Request

OR

Reason for Immediate Referral:

- 01 Violent Behavior
- 02 Severe or Low Incidence Impairment
- 03 Out of State Transfer

Most Recent Statewide Achievement Test Scores:

Name of Test: _____ Date: _____
 Reading Results: ____ Percentile ____ Stanine ____ Grade Level
 Language Results: ____ Percentile ____ Stanine ____ Grade Level
 Math Results: ____ Percentile ____ Stanine ____ Grade Level

Universal Screening Results (i.e., DIBELS, SRI, CBA)

Date: ____ Benchmark/Score(s): _____
 Date: ____ Benchmark/Score(s): _____
 Progress Monitoring Data: (i.e. graphs, charts) Please attach data.
 Progress Summary: _____

Interventions

Please check and date the appropriate blank if the student has received any of the following services:

- Reading/Lang. Arts Support Class Change
- Math Support Counseling
- Behavior Intervention Plan 504 Plan
- Curriculum Change Other

Please describe interventions/modifications attempted and the results. Attach any additional progress monitoring data. If Tier III, attach **SAT/RTI Decision**.

Tier I _____

Beginning Date: _____ Ending Date: _____

Tier II _____

Beginning Date: _____ Ending Date: _____

Tier III (Summary) Attach Referral to SAT/RTI Team Form

Beginning Date: _____ Ending Date: _____

CHECK ONE:

- Request for Academic/Behavioral Intervention (circle one)
- Request for Special Education Consideration

Screening: (Vision/hearing screening must be within 24 months to be considered current.)

Hearing Results: Normal ____ At Risk ____ Screening Date ____/____/____ Vision Results: Normal ____ At Risk ____ Screening Date ____/____/____

Speech Results: Normal ____ At Risk ____ Screening Date ____/____/____ Motor Results: Normal ____ At Risk ____ Screening Date ____/____/____

Date of Prior Evaluation (if any): ____/____/____ Classification: _____

Does the student receive speech therapy? Yes No Date: ____/____/____

Does the regular P.E. program provide for the needs of the student? Yes No Date: ____/____/____

Does the student receive assistive technology? Yes No Date: ____/____/____

General Health: Explain any yes answers to the following questions. Does the student:

- a. Have recurring health problems? Yes No If yes, explain _____
- b. Regularly take medication? Yes No If yes, explain _____
- c. Have a physical impairment? Yes No If yes, explain _____
- d. Receive professional services? Yes No If yes, explain _____

Has the student repeated any grades? Yes No If yes, which grade(s)? _____

Has the student experienced attendance problems? Yes No If yes, which grade(s)? _____

SAT/RTI Team Decision

Student's Name _____ Date _____ Grade _____
School _____ DOB _____

The SAT Team met and reviewed additional information on this referral and recommends:

- | | |
|--|--|
| <input type="checkbox"/> Adjust Classroom Setting | <input type="checkbox"/> Reevaluation |
| <input type="checkbox"/> 504 Screening | <input type="checkbox"/> Related Service Screening |
| <input type="checkbox"/> Support Services/Intervention | <input type="checkbox"/> Other |
| <input type="checkbox"/> Adjust Intervention | <input type="checkbox"/> Other |
| <input type="checkbox"/> Classroom Change | <input type="checkbox"/> Other |
| <input type="checkbox"/> Initial Evaluation | |

Intervention(s)	Start Date(s)	Review Date(s)	Person(s) Providing Intervention(s)	Progress Monitoring Method Used	Result(s)

Plan of Action: _____

Summary Results: _____

Participants:

School Administrator _____	Parent _____
Social Worker _____	Teacher _____
Speech Pathologist _____	Counselor _____
Special Educator _____	Nurse _____
Literacy Coach _____	Math Coach _____
Reading Interventionist _____	SLC Leader _____
Appraisal Representative _____	Other _____

SAT/RTI Consideration Checklist

1. The parent should be notified of academic and/or behavioral concerns prior to the SAT/RTI meeting.
2. Students designated to be discussed at the SAT/RTI meeting must be screened by the school nurse if concerns are raised about vision and/or hearing problems.
3. The speech and language pathologist should be contacted when speech or language concerns are suspected.
4. Cumulative folders, work portfolios, quarterly tests, progress reports, report cards, DIBELS, Benchmark Assessments, LEAP, iLEAP, and GEE scores should be made available for the SAT/RTI meeting.
5. Copies of evaluation reports from another state, parish or agency should be submitted to the appraisal representative for review.
6. Disciplinary referrals, suspensions, anecdotal records are necessary when behavior is a concern.
7. Attendance records should be provided when excessive absences are reported.
8. Progress monitoring of Benchmark assessment data is needed to make sound instructional decisions.
9. The current teacher should have knowledge of the student's academic functioning levels, as well as strengths and weaknesses in core subject areas.
10. The SAT/RTI Consideration form must be completed in its entirety.

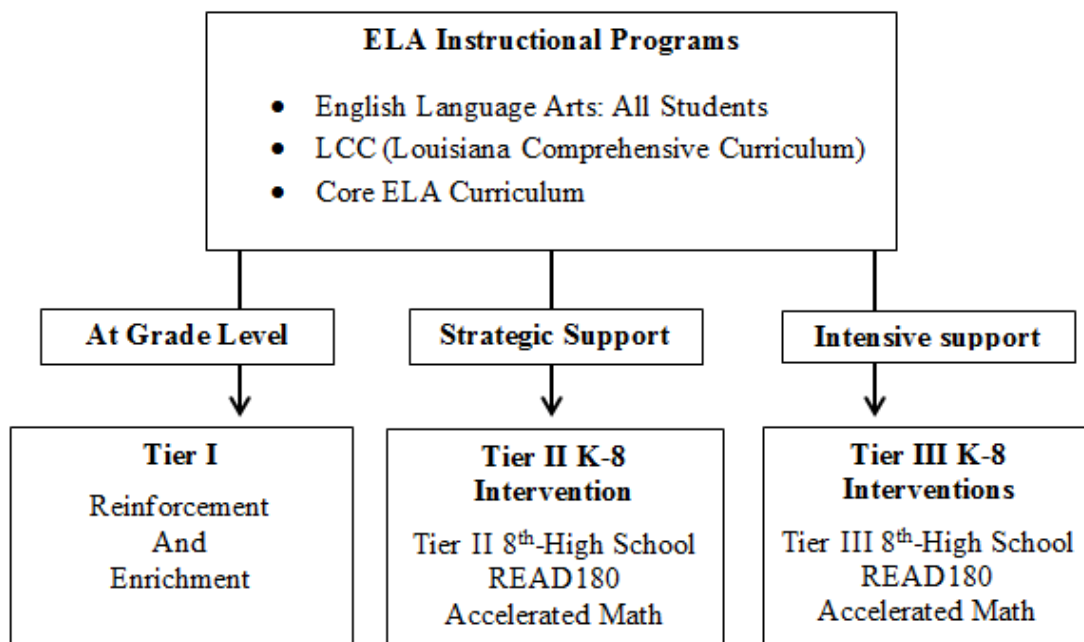
Data Available By Grade Level

<p><u>PreK</u></p> <ul style="list-style-type: none"> Developmental Skills Checklist (DSC) Discipline 	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> Developmental Skills Checklist (DSC) DIBELS Next & Math Interventions Discipline 	<p><u>1st</u></p> <ul style="list-style-type: none"> DIBELS Next & Math Interventions Discipline 	<p><u>2nd</u></p> <ul style="list-style-type: none"> DIBELS Next & Math Interventions Discipline 	<p><u>3rd</u></p> <ul style="list-style-type: none"> DIBELS Next Interventions Benchmark Ed Performance Discipline iLEAP Discipline Social Skills Training
<p><u>4th</u></p> <ul style="list-style-type: none"> Ed Performance LEAP Benchmark Discipline Social Skills Training Interventions 	<p><u>5th</u></p> <ul style="list-style-type: none"> Read180/SRI Ed Performance i LEAP Interventions Benchmark Discipline Social Skills Training 	<p><u>6th</u></p> <ul style="list-style-type: none"> Read180/SRI Ed Performance i LEAP Interventions Benchmark Discipline Social Skills Training 	<p><u>7th</u></p> <ul style="list-style-type: none"> Read180/SRI Ed Performance i LEAP Interventions Benchmark Discipline Social Skills Training 	<p><u>8th</u></p> <ul style="list-style-type: none"> Read180/SRI Ed Performance i LEAP Interventions Benchmark Discipline Social Skills Training
<p><u>9th</u></p> <ul style="list-style-type: none"> Read180/SRI Interventions Benchmark Discipline Social Skills Training 	<p><u>10th</u></p> <ul style="list-style-type: none"> Discipline Social Skills Training 	<p><u>11th</u></p> <ul style="list-style-type: none"> Discipline Social Skills Training 	<p><u>12th</u></p> <ul style="list-style-type: none"> Discipline Social Skills Training 	

ENGLISH LANGUAGE ARTS INSTRUCTION

Response to Intervention (RTI) Instructional Programs

English Language Arts is a required course of study in grades PK through high school. The core program is articulated in the district- developed Managed Curriculum. It is designed to address and articulate the grade level expectations required by the State Department of Education (SDE) regarding content and time for instruction. The core curriculum must be assessable for all students. Programs are selected to teach the core content. These programs must be researched-based, rigorous, aligned to the GLEs, and provide for the diverse needs of students including students with special needs.



RTI Program Details

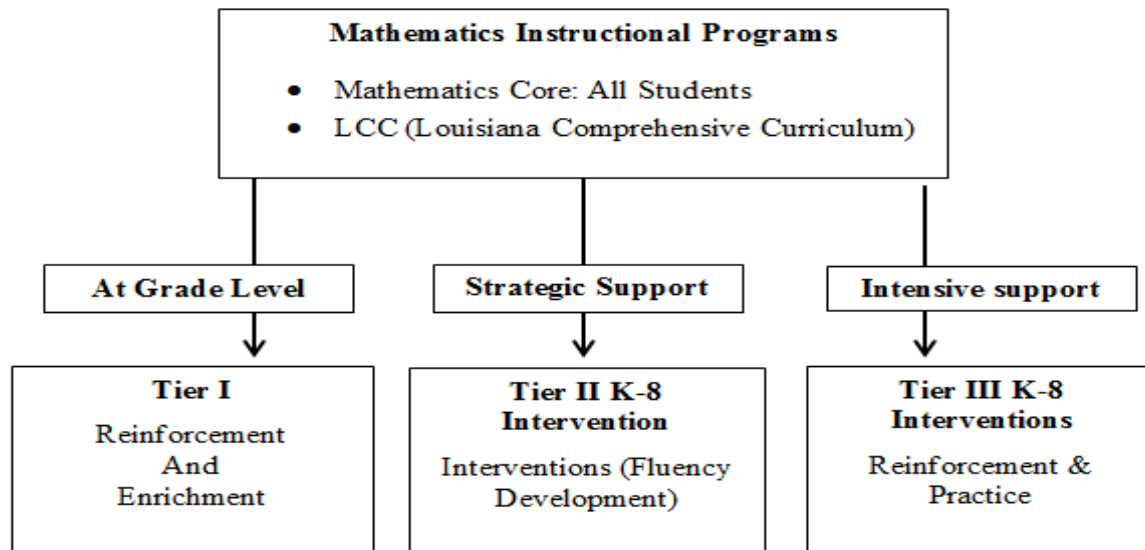
RTI is a tiered process that provides universal screening, high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. The following programs serve to provide this intervention through English Language Arts instruction.

READ180 INTERVENTIONS is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 INTERVENTIONS are proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

MATHEMATICS INSTRUCTION
Response to Intervention (RTI) Instructional Programs

Mathematics is a required course of study in grades PK through high school. The core program is articulated in the district- developed Managed Curriculum. It is designed to address and articulate the grade level expectations required by the State Department of Education (SDE) regarding content and time for instruction. The core curriculum must be assessable for all students.

Programs are selected to teach the core content. These programs must be researched-based, rigorous, aligned to the GLEs, and provide for the diverse needs of students including students with special needs.



RTI Program Details

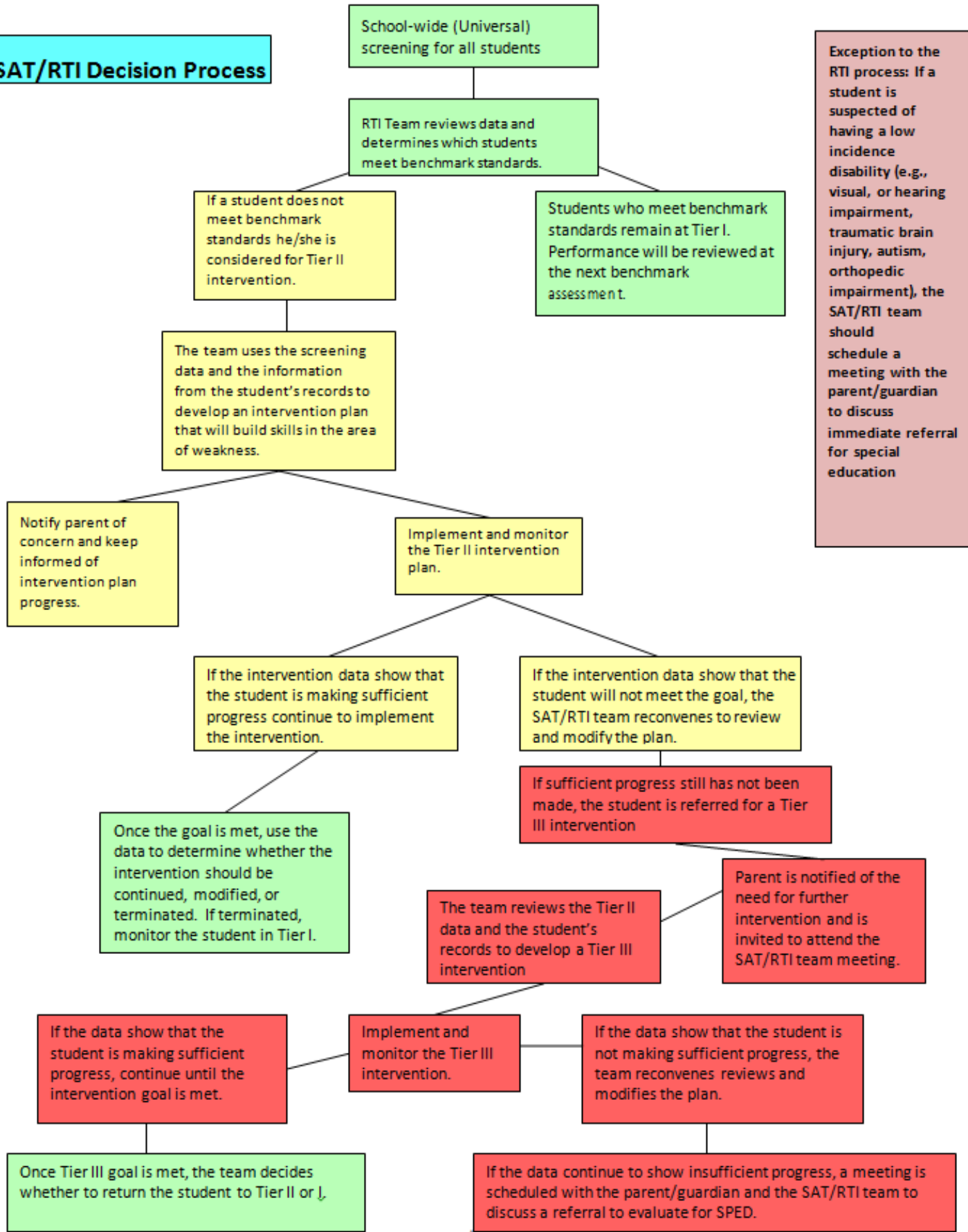
RTI is a tiered process that provides universal screening, high-quality, research-based instruction and interventions that are matched to a student's academic and behavioral needs. The following programs serve to provide this intervention through mathematics instruction.

Interventions: Computer software program to help students develop fluency with basic facts in addition to subtraction, multiplication and division. After the fluency assessment, students will receive one lesson per day (approximately 10 minutes daily). It is accessible SAM.

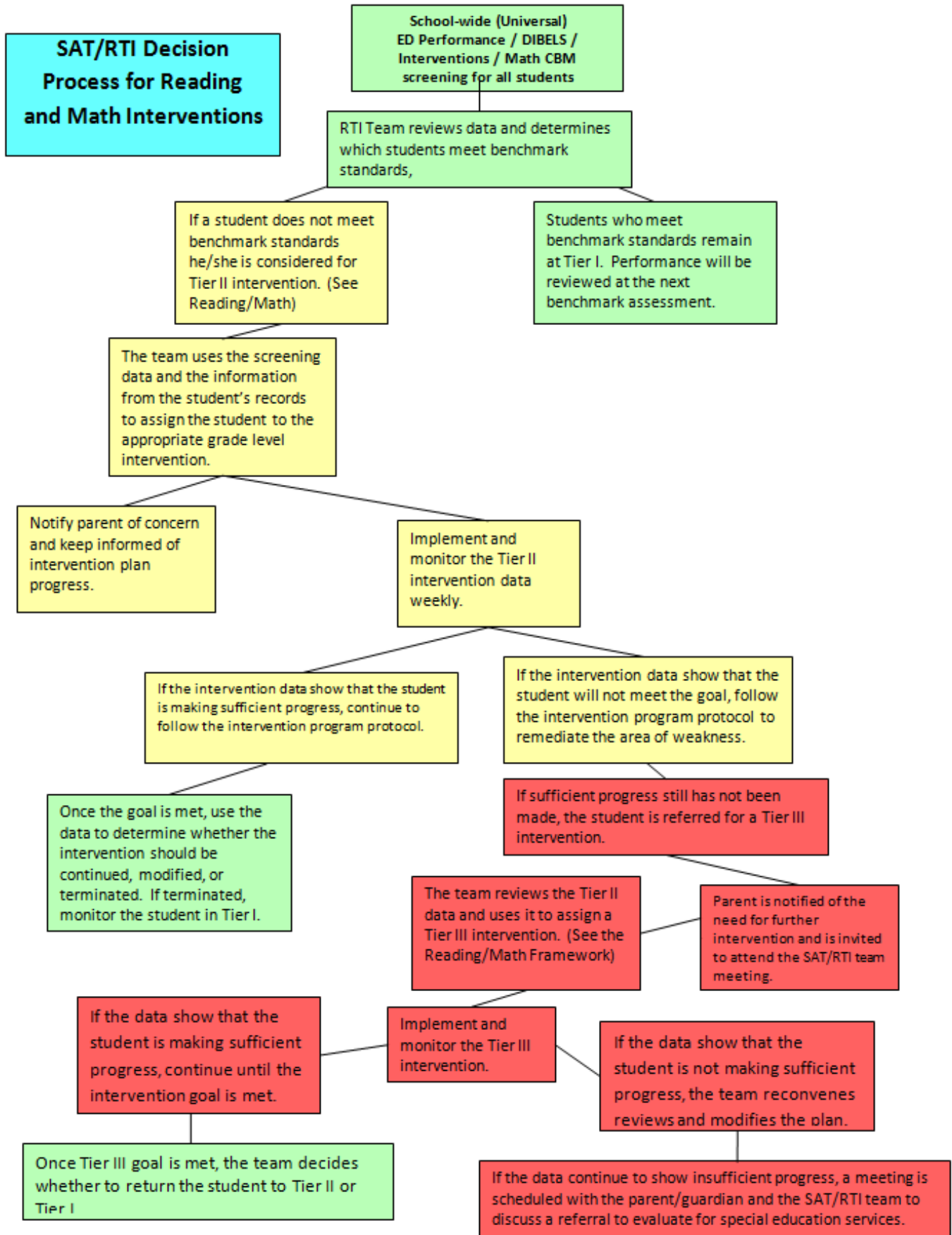
Interventions: A web-based instructional program that complements the mathematics curriculum. It is open-ended, self-pacing and easily monitored to determine progress over time. Content is differentiated based upon student's ability to self-pace. With a login and password, students may access the program anywhere they have computer access.

Computerized supplementary program identifies weaknesses in a student's mastery of mathematical concepts and individualizes instruction to focus on the areas where each student is struggling. This continual assessment of student knowledge is available immediately to teachers and students, resulting in ongoing formative assessment completely integrated with instruction.

SAT/RTI Decision Process



Exception to the RTI process: If a student is suspected of having a low incidence disability (e.g., visual, or hearing impairment, traumatic brain injury, autism, orthopedic impairment), the SAT/RTI team should schedule a meeting with the parent/guardian to discuss immediate referral for special education



ELA/Reading & Math Intervention Framework--Three Tiered Model

		Tier III Intensive	Tier II Strategic	Tier I Benchmark
P R I M A R Y K-2	Universal Screening			
	Focus Areas			
	Intervention Program			
	Instructional Time (ELA) ***			
M I D D L E 3-8	Universal Screening			
	Focus Areas			
	Intervention Program			
	Instructional Time (ELA) ***			
H I G H 9-	Universal Screening			
	Focus Areas			
	Intervention Program			
	Instructional Time (ELA) ***			
Certify Progress		Evidence of Benchmark Performance		
***See Curriculum Support and Specific Grade Frameworks for details of Reading & Math minutes and Tier qualifying criteria scores				

UPSD Behavior Framework—Three Tiered Model

	Tier III Intensive	Tier II Strategic	Tier I Benchmark
P R I M A R Y K-3	<p>Universal Screening Focus Area Intervention Program Delivery Time</p> <p>SOCIAL SKILLS TRAINING</p> <p>Patterns of Problem Behaviors requiring intensive interventions FBA and BIP; may include time in ISI, counseling, agency referrals</p> <p>BIP will indicate the frequency of interventions</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Repeated Inappropriate Behaviors requiring strategic interventions Check-In/Check-Out Small Group Counseling if needed</p> <p>Aggression Replacement Therapy-ART</p> <p>CI/CO is done all day; small group 2-3 times a week for 30 minutes</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Supportive PBIS to prevent problem behaviors School-wide PBIS Action Plan</p> <p>Daily maintenance of SWPBIS</p>
	<p>Universal Screening Focus Area Intervention Program Delivery Time</p> <p>SOCIAL SKILLS TRAINING</p> <p>Patterns of Problem Behaviors</p> <p>FBA and BIP; may include time in ISI, counseling, agency referrals</p> <p>BIP will indicate the frequency of interventions</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Repeated Inappropriate Behaviors requiring strategic interventions Check-In/Check-Out Small Group Counseling if needed</p> <p>Aggression Replacement Therapy-ART</p> <p>CI/CO is done all day; small group 2-3 times a week for 30 minutes</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Supportive PBIS to prevent problem behaviors School-wide PBIS Action Plan</p> <p>Daily maintenance of SWPBIS</p>
	<p>Universal Screening Focus Area Intervention Program Delivery Time</p> <p>Intensive SOCIAL SKILLS TRAINING</p> <p>Patterns of Problem Behaviors</p> <p>FBA and BIP; may include time in ISI, counseling, agency referrals</p> <p>BIP will indicate the frequency of interventions</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Repeated Inappropriate Behaviors requiring strategic interventions Check-In/Check-Out Small Group Counseling if needed</p> <p>Aggression Replacement Therapy-ART</p> <p>CI/CO is done all day; small group 2-3 times a week for 30 minutes</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Supportive PBIS to prevent problem behaviors School-wide PBIS Action Plan</p> <p>Daily maintenance of SWPBIS</p>
M I D D L E 4-8	<p>Universal Screening Focus Area Intervention Program Delivery Time</p> <p>SOCIAL SKILLS TRAINING</p> <p>Patterns of Problem Behaviors</p> <p>FBA and BIP; may include time in ISI, counseling, agency referrals</p> <p>BIP will indicate the frequency of interventions</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Repeated Inappropriate Behaviors requiring strategic interventions Check-In/Check-Out Small Group Counseling if needed</p> <p>Aggression Replacement Therapy-ART</p> <p>CI/CO is done all day; small group 2-3 times a week for 30 minutes</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Supportive PBIS to prevent problem behaviors School-wide PBIS Action Plan</p> <p>Daily maintenance of SWPBIS</p>
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H I G H 9-	<p>Universal Screening Focus Area Intervention Program Delivery Time</p> <p>SOCIAL SKILLS TRAINING</p> <p>Patterns of Problem Behaviors</p> <p>FBA and BIP; may include time in ISI, counseling, agency referrals</p> <p>BIP will indicate the frequency of interventions</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Repeated Inappropriate Behaviors requiring strategic interventions Check-In/Check-Out Small Group Counseling if needed</p> <p>Aggression Replacement Therapy-ART</p> <p>CI/CO is done all day; small group 2-3 times a week for 30 minutes</p>	<p>SOCIAL SKILLS TRAINING</p> <p>Supportive PBIS to prevent problem behaviors School-wide PBIS Action Plan</p> <p>Daily maintenance of SWPBIS</p>
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SWPBIS Process:

- School-wide implementation of PBIS within school culture to promote positive school climate.
- Data-driven decisions applied to address at risk areas.
- Establish expectations and rules.
- Create reinforcement/incentive program.

Three Tiered Model:

- **Tier-I** designed to develop and maintain SWPBIS to prevent problem behaviors and support positive climate.
- **Tier II** represents students with behavior needs needing strategic support.
- **Tier III** represents students with patterns of problem behaviors who need intensive support.
- **Data derived from this process measures outcomes**

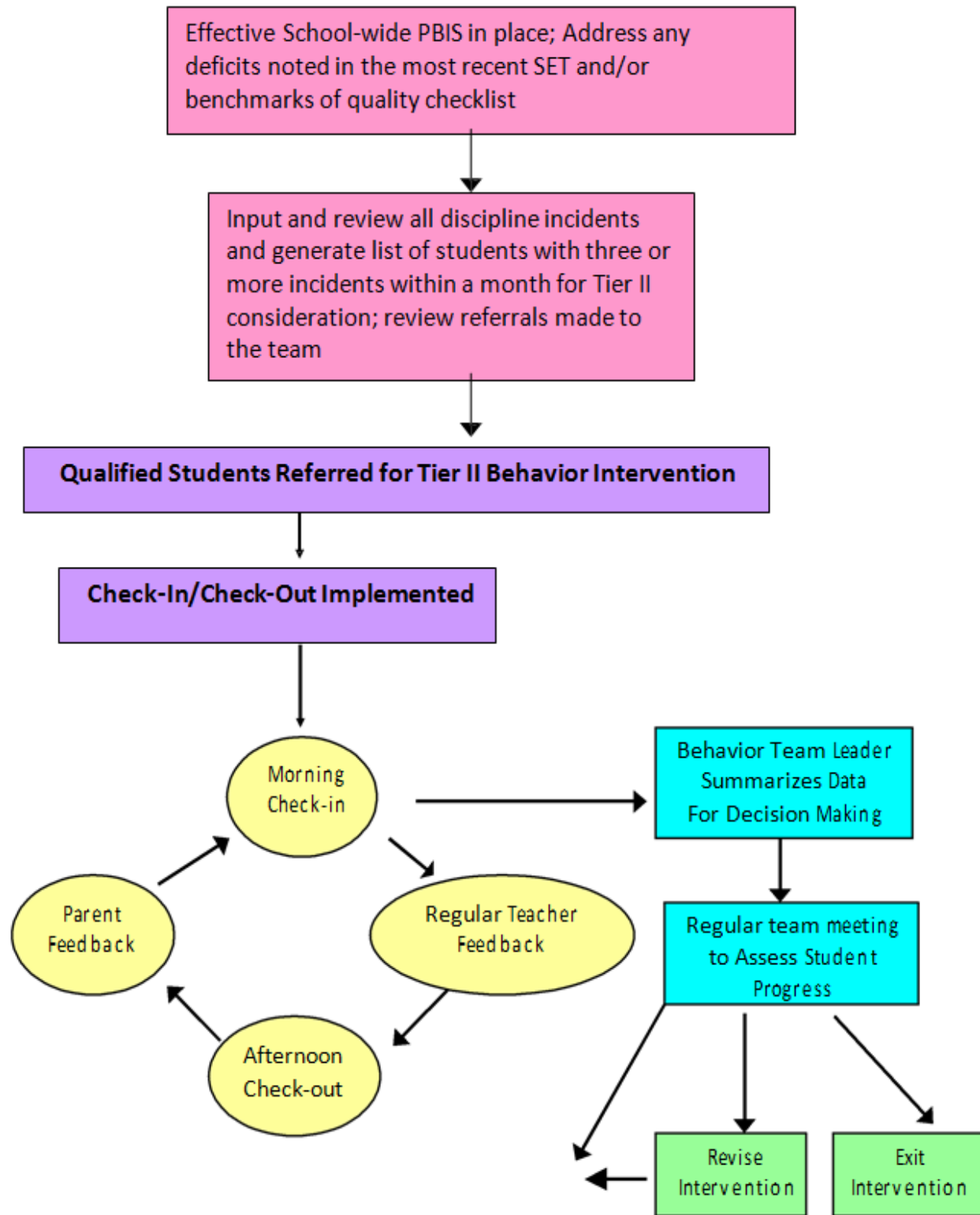
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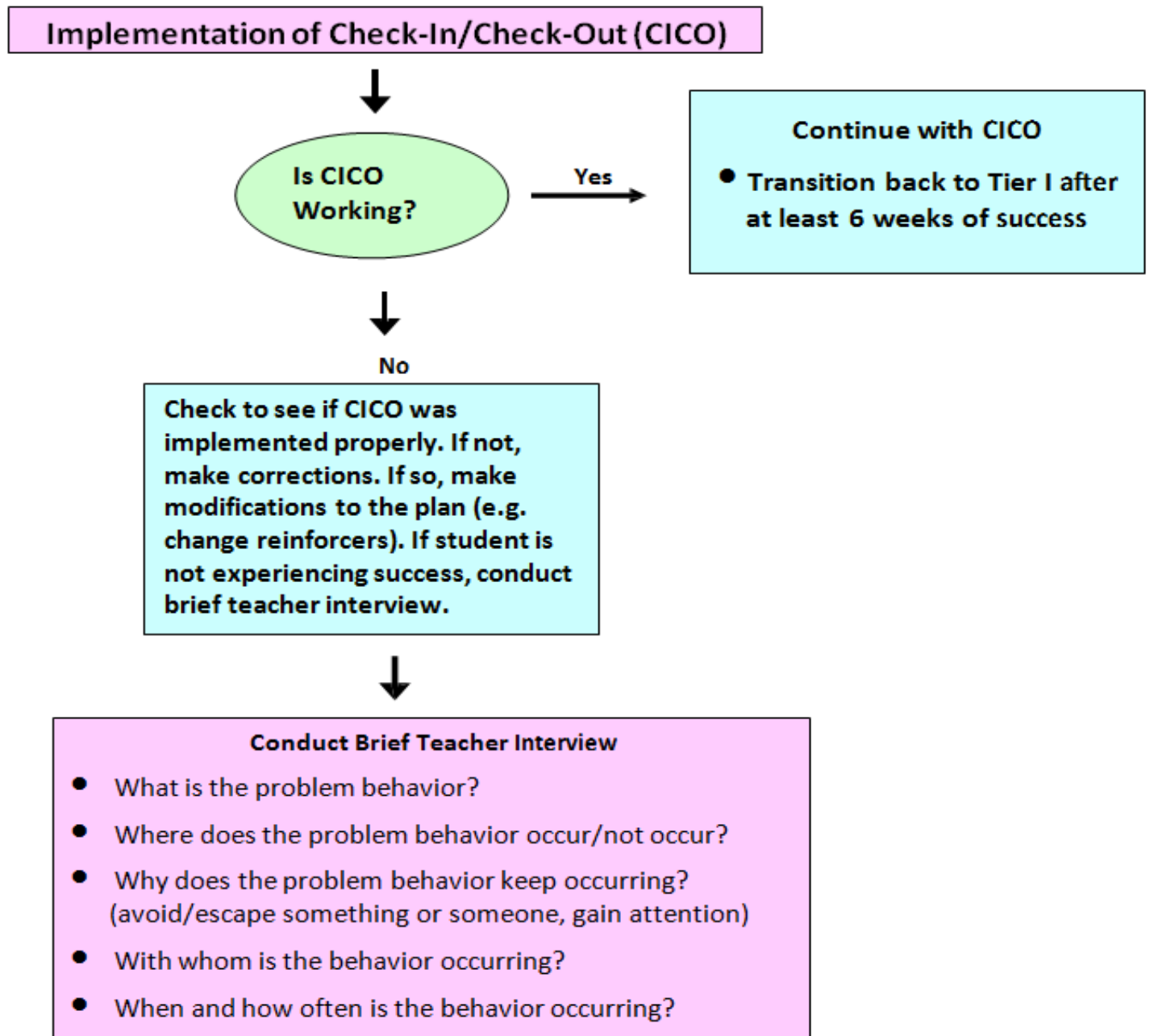
- **FBA** (Functional Behavior Assessment) Observational record of behavior assessing cause and effect of problem behavior.
- **BIP** (Behavior Intervention Plan) Developed with FBA data to reduce problem behaviors.
- **ISI** (In-School Suspension) Classroom in school where student receives curriculum instruction in small setting concurrent with opportunities for self-responsibility.

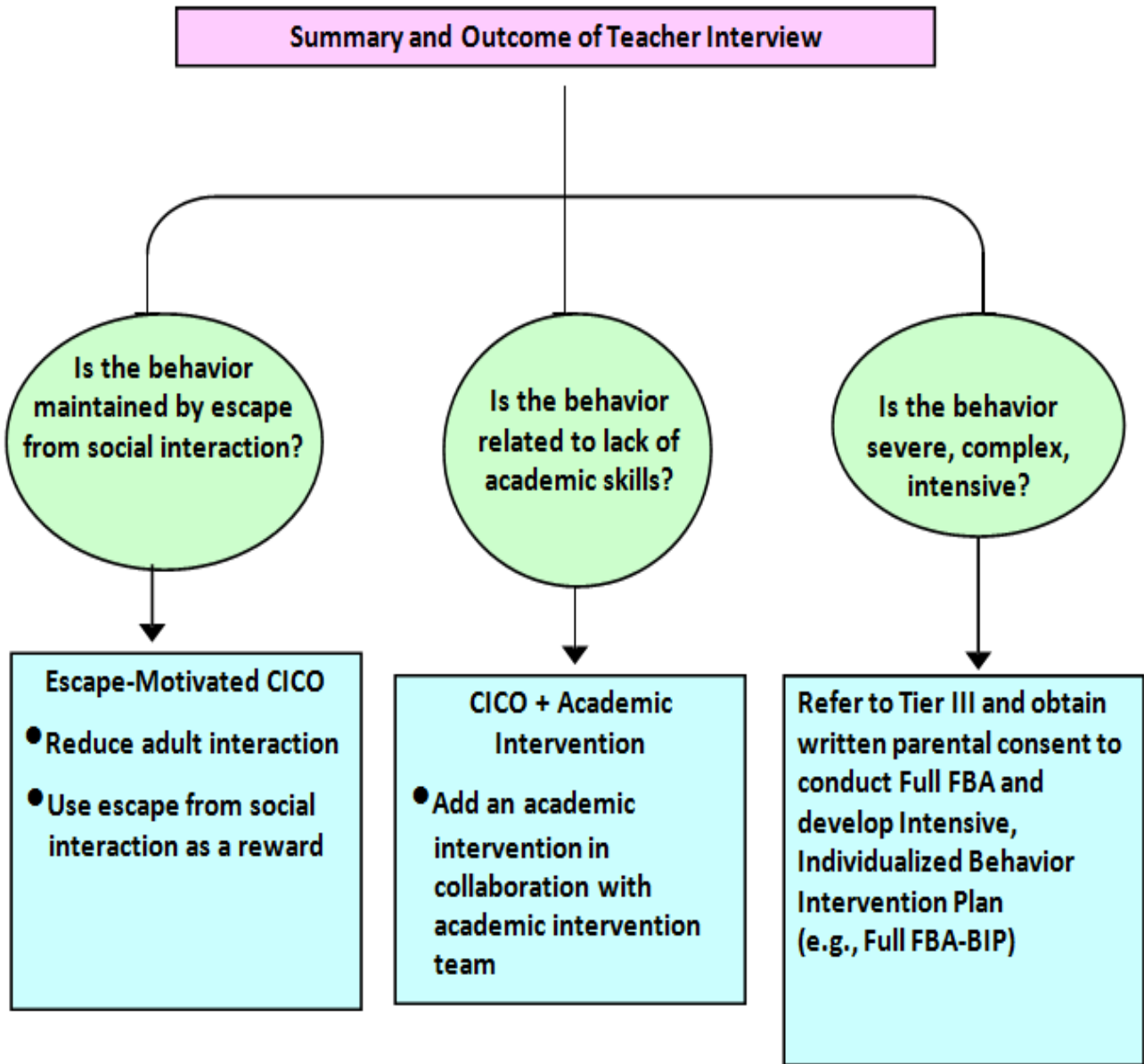
Tier II Behavior Documents

- **Tier II and Check-in/Check-out Flow Charts**
- **Check-in/Check-out processes**
- **Teacher Check-in/Check-out Criterion Form**
- **Parent Notification Letter**
- **Check-in/Check-out Report Form (1 – 3)**
- **Check-in/Check-out Report Form (4 - 9)**
- **Brief Teacher Interview Form**

TIER II BEHAVIOR FLOW CHART







Union Parish School District

Check-In/Check-Out (CICO)

The CICO process is a positive behavioral support for students who demonstrate moderate behavioral difficulties. It is intended to provide frequent reinforcement for compliance with behavioral goals. This procedure is more labor intensive but may be highly effective at helping to provide students with behavior supports before implementing the even more labor intensive Tier III process of conducting a Functional Behavior Assessment (FBA) and developing an individualized Behavior Intervention Plan (BIP).

CICO is a popular secondary behavior intervention due to its flexibility, ease of use, and its ability to allow teachers and school staff an additional means to communicate behavior problems and successes to students and parents. Teachers have reported that it is more effective when used to provide positive reinforcement for positive behaviors rather than as a means of providing punishment for negative behavior. CICO is most appropriate for use with behaviors that are not immediately dangerous, but instead occur frequently (more than once per day) and are mostly disruptive.

Listed below are the procedures for initiating Check-In/Check-Out:

- Send the notification letter to the parent/guardian.
- Address any concerns the parent/guardian may have about the process.
- Create 5 or fewer goals for the student based on the behavior(s) of concern.
- Goals on the CICO form should align with the school's PBIS expectations
- Set a daily point goal based on reasonable student expectations for the first two weeks.
 - Thus, the initial goal should be 80% or less of the total daily possible points
- A reward should be designated based on the student's preferences
 - This may be something tangible, a privilege, or verbal praise
 - Once the student achieves the point goal it should be increased. If the student is able to earn at least 80% of the points and the intervention has been in place for nine weeks, he or she should return to Tier I and receive school-wide PBIS
 - The behavior team determines who will be the student's mentor
 - Equitably assign students to mentors
 - The mentors can be any available and suitable adult at the school.
- The CICO mentor is to meet twice daily with the student to individually provide support and feedback related to each of the designated behavioral goals. The student will review the goals each morning with the CICO mentor in order to completely understand the behavioral expectations.
- The behavior team will meet bi-weekly to review the data of all students currently receiving the intervention to determine if any modifications need to be made for particular students.

Daily Procedure:**Step I. Check-In**

Students at Tier II and III check in with the CICO mentor at the beginning of each school day.

- The CICO mentor reiterates the school expectations and the specific behavioral goals.
- The CICO mentor issues the student a new CICO form every morning and collects the one sent home the previous day.
- The CICO mentor verbally praises the student for bringing back the form with the parent signature. (If the parent is not cooperating and signing the form, this requirement can be eliminated for that particular student)
- The CICO prompts the student to have a good day

Step II. Teacher Feedback

- Student gives the form to each of his/her teachers
- Each teacher rates the student's behavior at the end of each class period. If the student is self-contained, the form can be filled out at the end of each instructional period or during transitions
- The teacher is to refrain from engaging in an extended discussion with the student about the rating
- The teacher prompts the student to do well for the next period

Step III. Check-Out

Students at Tier II and III will check out with the CICO mentor at the end of each school day.

- The CICO mentor collects the CICO form from the student and calculates their point total and percentage
- The CICO mentor reviews the point percentage with the student
- The CICO mentor rewards/praises the student if he/she reached their daily point goal or at least showed improvement.
- The CICO mentor gives a copy of the form to the behavior team so that the points can be put into the CICO Excel spreadsheet.
- The CICO mentor sends home a copy of the form with the student to be signed by the parent/guardian

Union Parish School District

Notification of Check-In and Check-Out Behavior Intervention

Student _____ Date _____

Dear Parent/Guardian _____

We would like to include your child in our Check-In and Check-Out (CICO) behavior intervention program for a minimum of nine weeks. A form with behavior goals will be filled out daily by the teachers and checked at the end of the day by a CICO Coach.

Students pick up their report every morning between _____ a.m. and _____ a.m. and return it between _____ p.m. and _____ p.m. Students receive assistance with behavioral difficulties and have an opportunity to earn points and rewards for appropriate behavior. As parents/caregivers, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily CICO form and return the white copy to the school. Together, we can make this a positive experience for your child.

If you have any questions or concerns please contact _____

at _____.

(Parent/Guardian Signature)

(Date)

Check In and Check Out Report (K-3) Name: _____

Points Possible: _____

Points Received: _____

% of Points: _____

Goal Achieved? Y N

Date: _____

Rating Scale: 😊 = Good day: 3 points 😊 = Mixed day: 2 points

😞 = Will try harder tomorrow: 1 point

GOALS:	Calendar	Reading	Spelling & Writing	Math	Lunch	Centers
<i>Hands to self (Be Respectful)</i>	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊
<i>Finish all work (Be Responsible)</i>	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊
<i>Keep chair legs on floor (Be Safe)</i>	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊	😊 😊 😊

Teacher comments: _____

Parent Signature: _____

Points Possible:	_____
Points Received:	_____
% of Points:	_____
Goal Achieved?	Y N

Check In and Out Form (4th – 12th grades)

Name: _____ Date: _____

Rating Scale: 3 = Good day 2 = Mixed day 1= Will try harder tomorrow

GOALS:	HR	1 st	2 nd	3 rd	4 th	L	5 th	6 th
BE RESPECTFUL								
BE RESPONSIBLE								
BE ON TIME								

Comments:

Parent Signature: _____

**Union Parish School District
CICO Criterion Form**

Date: _____ Teacher/Team: _____

Student Name: _____ IEP: Yes No (Circle) Grade _____

Situation/Setting	Problem Behaviors	Most Common Result
What have you tried/used? How has it worked? Why do you think the behavior keeps happening?		

What is your behavioral goal/expectation for this student?

What have you tried to date to change the situations in which the problem behavior (s) occur?

<input type="checkbox"/> Modified assignments to match the student's skills	<input type="checkbox"/> Changed seating assignments	<input type="checkbox"/> Changed schedule of activities	Other
<input type="checkbox"/> Arranged tutoring to improve the student's Academic skills	<input type="checkbox"/> Changed curriculum	<input type="checkbox"/> Provided extra assistance	

What have you tried to date to teach expected behaviors?

<input type="checkbox"/> Reminders about expected behavior when problem is likely	<input type="checkbox"/> Clarified rules and expected behavior for the whole class	<input type="checkbox"/> Practiced the expected behaviors in class	Other
<input type="checkbox"/> Reward program for expected behaviors	<input type="checkbox"/> Oral agreement with the student	<input type="checkbox"/> Self-management assistance	
<input type="checkbox"/> Systematic feedback about behavior	<input type="checkbox"/> Individual written contract with the student	<input type="checkbox"/> Contract with student/parents	

What consequences have you tried to date for the problem behavior?

<input type="checkbox"/> Loss of privileges	<input type="checkbox"/> Note or phone call to the student's parents	<input type="checkbox"/> Office referral <input type="checkbox"/> How many?	Other
<input type="checkbox"/> Time-out	<input type="checkbox"/> Detention	<input type="checkbox"/> Reprimand/Redirection	
<input type="checkbox"/> Referral to school counselor/social worker	<input type="checkbox"/> Meeting with the student's parents	<input type="checkbox"/> Individual meeting with the student	

Team decision:

- Teacher is given consultation on classroom management b/c class-wide problems exist
- Recommendations are given to teacher to try with this particular student
- Referral to behavior team for Check In/Check Out implementation
- Referral to behavior team for Tier III intervention consideration
- Referral to academic team for Tier II or Tier III intervention consideration

Date for follow up: ____/____/____

Brief Teacher Interview Form

- What is the problem behavior (specific terms)?

- Where does the problem behavior occur/not occur (e.g., classroom, hallways, bathroom, etc.)?

- Why do you think the problem behavior keeps occurring? (e.g., avoid/escape someone or something, gain attention)

- With whom is the behavior occurring (teacher(s), other staff members, students)?

- When and how often is the behavior occurring (e.g., during a particular subject area or time of the day; every five minutes, once a day)?

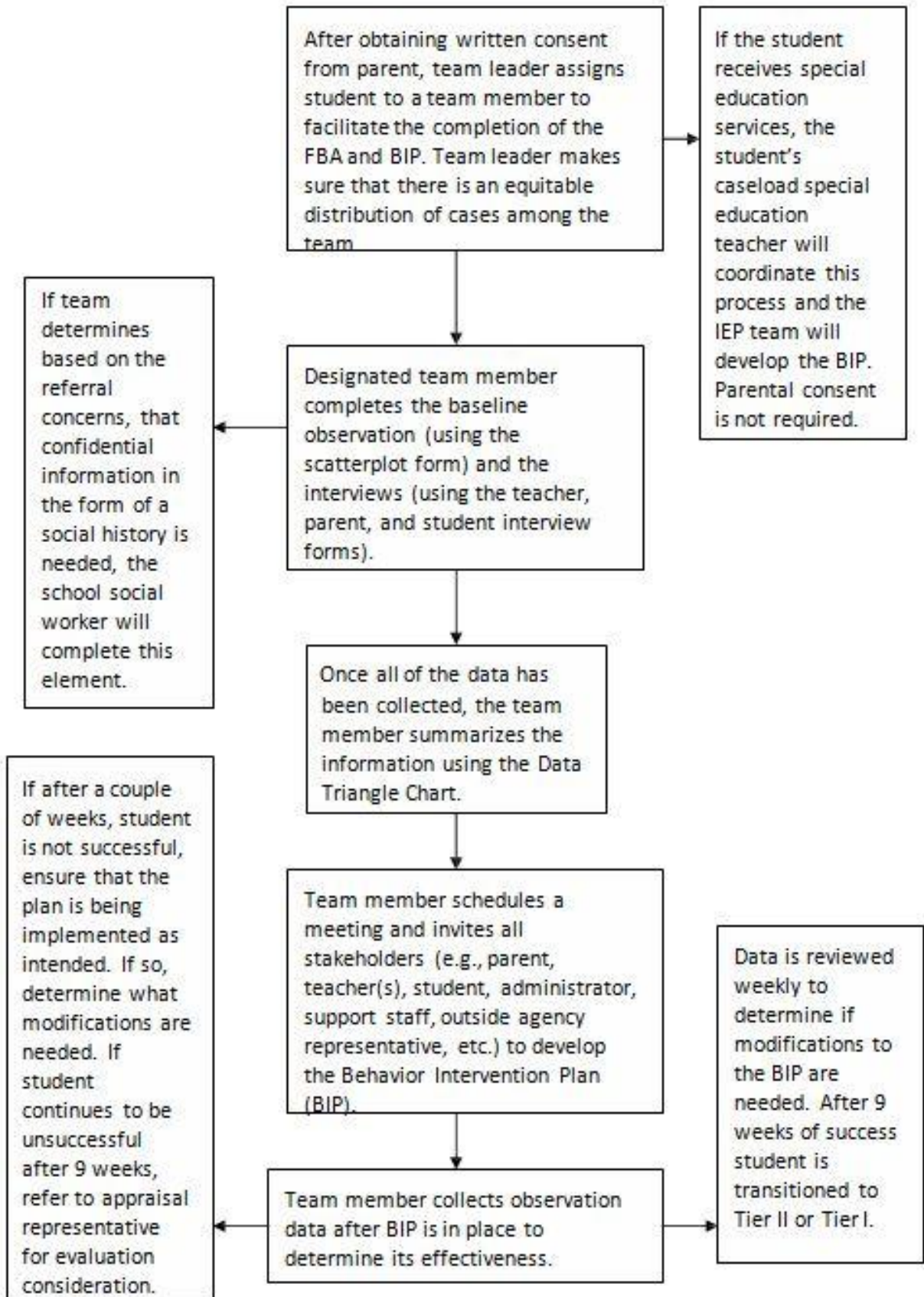
Conclusion and Next Action: _____

Tier III Behavior Documents

- Tier III Flow Chart
- Functional Behavioral Assessment—Student Interview/Reinforcer Survey
- List of Rewards
- Teacher and Parent Interviews
- Instructions for Conducting Observations
- Scatter-plot Observation Form
- Data Triangle Chart and Behavior Analysis Form
- Directions for Completing Behavior Intervention Plan Form
- Behavior Intervention Plan Form

Please note: The procedures and forms in this section are included to assist the Leadership/Behavioral team develop and document the interventions that are provided for students who require intensive Tier III support in behavior areas. Trained school support professionals administer these processes; however, they are included to provide information about the process to all school personnel.

Tier III Flow Chart



Rationale and Procedure for Functional Behavior Assessment Process

“The logic behind an FBA is that practically all behavior occurs within a particular context and serves a particular purpose. Students learn to behave (or misbehave) in ways that satisfy a need or that result in a desired outcome...

Functional assessment helps educators understand what function the problem behavior serves for the student. This will allow a students’ team to determine interventions that reduce or eliminate a specific problem behavior by replacing it with an acceptable behavior that serves the same purpose or function for the student...

Students will change their behavior only when it is clear that a different response will more effectively and efficiently result in a desired outcome. Conducting an FBA is generally considered to be a problem-solving process that looks beyond the behavior itself.”¹

The following is an outline of the stages involved in creating an FBA:

- Describe and define the target behavior(s) in concrete, measurable terms.
- Collect baseline data and information on the frequency/duration of the behavior (s) as well as the possible function (s).
- Analyze information to create a hypothesis about the function of the behavior (s).
- Use the information gathered from the FBA to develop a behavior intervention plan (BIP):
 - If the student has an identified disability, include the BIP and behavior goals in the IEP.
- Collect data during the intervention stage to monitor effectiveness and progress.
- Revisit the FBA/BIP with the team to determine necessary changes and student progress or lack of progress.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) STUDENT INTERVIEW & REINFORCER SURVEY

Student _____ Date _____

Person completing the form _____

Do you have friends at school?	Yes	No	Not Sure
Do you like coming to school?	Yes	No	Not Sure
Do you think your classmates like you?	Yes	No	Not Sure
Do you like your classmates?	Yes	No	Not Sure
Do you complete your schoolwork?	Yes	No	Not Sure
Do you get into trouble at school?	Yes	No	Not Sure
Do you think your teacher(s) like you?	Yes	No	Not Sure
Do you get into trouble at home?	Yes	No	Not Sure
Do you do what adults tell you to do?	Yes	No	Not Sure
Do your classmates tease or pick on you?	Yes	No	Not Sure
In general, is your school work too hard?	Yes	No	Not Sure
In general, is your school work too easy?	Yes	No	Not Sure
When you ask for help appropriately, do you get it?	Yes	No	Not Sure
When you do seatwork, do you do better when someone works with you?	Yes	No	Not Sure
Do you think your teacher(s) notices and rewards you when you do a good job?	Yes	No	Not Sure
Are there things/people in the classroom that distract you?	Yes	No	Not Sure
In general, do you find your schoolwork interesting?	Yes	No	Not Sure

What do you do that gets you in trouble at school? _____

What would help you to behave better in school? _____

Name 3 things you most like to do at school:

1. _____
2. _____
3. _____

Name 3 things you most like to do at home:

1. _____
2. _____
3. _____

Name 3 classmates with whom you would like to work:

1. _____
2. _____
3. _____

Name 3 adults at school with whom you would like to spend time:

1. _____
2. _____
3. _____

If you had 15 minutes of free-time at school to do what you wanted, what would you do?

*****If student fails to name possible rewards or requests rewards that are not feasible, please see attached list of suggested rewards. Only present to the student rewards from the list that can be implemented*****

List of Suggested Rewards

(Adapted from InterventionCentral.Com)

Academic Activities

- Go to the library to select a book
- Help a classmate with an academic assignment
- Help the teacher to present a lesson (e.g., by completing sample math problem on blackboard, reading a section of text aloud, assisting cooperative learning groups on an activity)
- Invite an adult "reading buddy" of student's choice to classroom to read with student
- Listen to books-on-tape
- Play academic computer games
- Read a book of his/her choice
- Read a story aloud to younger children
- Read aloud to the class
- Select a class learning activity from a list of choices
- Select a friend as a "study buddy" on an in-class work assignment
- Select friends to sit with to complete a cooperative learning activity
- Spend time (with appropriate supervision) on the Internet at academic sites

Helping Roles

- 'Adopt' a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor
- Be appointed timekeeper for an activity: announce a 5-minute warning near end of activity and announce when activity is over
- Be given responsibility for assigning other students in the class to helping roles, chores, or tasks
- Complete chores or helpful activities around the classroom
- Deliver school-wide announcements
- Help the custodian
- Help the librarian
- Help an elective teacher (e.g., art, music, gym)
- Be the errand person for the class period/day/week
- Work at the school store

Praise/Recognition

- Be awarded a trophy, medal, or other honor for good behavior/caring attitude
- Be praised on school-wide announcements for good behavior or caring attitude
- Be praised privately by the teacher or other adult
- Design — or post work on — a class or hall bulletin board
- Get a silent "thumbs up" or other sign from teacher indicating praise and approval
- Have the teacher call the student's parent/guardian to give positive feedback about the student in the student's presence
- Have the teacher write a positive note to the student's parent/guardian
- Post schoolwork or artwork in a public place
- Receive a "good job" note from the teacher

Prizes/Privileges

- Allow student to call parent(s) or person of choice
- Be allowed to sit, stand, or lie down anywhere in the classroom (short of distracting other children) during story time or independent seat work
- Be dismissed from school 5 minutes (or choose a different time) early
- Be given a 'raffle ticket' that the student writes name on and throws into a fishbowl for prize drawings
- Be permitted to sit in a reserved "VIP" section of the lunchroom
- Be sent to recess 5 (or choose a different time) minutes earlier than the rest of the class
- Draw a prize from the class 'prize box'
- Earn behavior-points or -tokens (PBIS) to be redeemed for prizes or privileges
- Have first choice in selecting work materials (e.g., scissors, crayons, paper) and/or seating assignments
- Have lunch in the classroom with the teacher or person of choice
- IOU redeemable for credit on one wrong item on a future in-class quiz or homework assignment
- Receive a coupon to be redeemed at a later time for a preferred activity
- Receive a sticker
- Receive candy, gum, or other edible treats
- Receive pass to "Get out of one homework assignment of your choice"
- Receive pass to "Get out of one classwork assignment of your choice"
- Drop lowest test grade or skip a test
- Have a detention removed or shortened
- Skip a class or leave during a particular subject for one hour to go to a different setting of their choice
- Select a class fun activity from a list of choices
- Have lunch ordered and delivered to the school
- Say the morning announcements
- Select the pizza toppings for a class pizza party
- Sit near the teacher or classmate of choice
- Take the lead position in line
- Tell a joke, riddle, or funny story to the class
- Bring snack of choice to school

Recreation

- Be selected by the teacher to accompany another student to a fun activity
- Get extra gym time with another class
- Get extra recess time with another class
- Listen to music (e.g. bring iPod to school)
- Play a game with a friend
- Play non-academic computer games
- Select fun activity from "Activity Shelf" (stocked with play materials, games)
- Spend time (with appropriate supervision) on the Internet at recreational sites
- Watch part or all of a video (pre-selected by the teacher and cleared with the student's parent)
- Work on a jigsaw or other puzzle
- Write or draw on blackboard/whiteboard/easel paper
- Bring personal pet to school and be allowed time to play with pet

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) TEACHER INTERVIEW

Teacher _____ Date _____

What specific behaviors (maximum of 3) occur in school that interferes most with this student's learning and/or social relationships? (List in order of greatest concern).

**Describe exactly what the student is doing in very specific, observable terms. For instance, instead of "aggressive," you would state "hits other students"*

- _____
- _____
- _____

How frequent and intense is the most serious of the behaviors above and how long does it usually last?

The following questions should focus only on the most serious of the behaviors listed above. The remaining behaviors, if any, can be addressed after the most serious behavior has been resolved.

When is the problem behavior most likely to occur?

___ Morning ___ Afternoon ___ Before School ___ After School ___ Lunch ___ Recess

Other: _____

Where is the problem behavior most likely to occur?

___ Classroom ___ Library ___ Hallways ___ Bus ___ Cafeteria ___ Gym ___ Recess

___ Bathroom Other: _____

During which **Subject/Activity** is the problem behavior most likely to occur?

Subject Area(s): _____

___ Independent Seatwork ___ Small Group Activities ___ Whole Class Lessons ___ Transitions

___ One-to-One Interaction ___ Unstructured Activities Other: _____

Who is usually present when the problem behavior occurs?

___ Teacher ___ Classmates ___ Other Peers ___ Other Staff

Specific Person(s): _____

Are there **other events** or **conditions** that take place right before the problem behavior occurs?

___ A demand or request ___ Unexpected changes in schedule or routine

___ Consequences imposed for behaviors

___ Comments/teased from other students

When **doesn't** the problem behavior occur? When is the student most successful?

What does the student **get** when he/she does the problem behavior?

___Teacher/adult attention ___Peer Attention
___Desired item/activity ___Self-stimulation
___Control over others or situation Other: _____

What does the student **avoid or escape** when he/she does the problem behavior?

___Teacher/adult attention ___Peer attention
___Non-preferred activity, task, or setting
___A difficult task or frustration situation Other: _____

What have you tried already to change the problem behavior (e.g., interventions, consequences, positive reinforcers, communication with the parent)? Which showed some degree of success?

Do you believe the student does not know how to achieve his/her needs using appropriate behavior (can't do) or does the student know how to behave appropriately but just chooses not to (won't do)?

In your opinion, what would be an acceptable substitution for the problem behavior but still enable the student to meet his/her need(s)?

What are the student's favorite things to do (possible reinforcers)?

Student's strengths: (social and academic)

Student's weaknesses: (social and academic)

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

PARENT INTERVIEW

Student's Name _____ Age _____ Today's Date _____

Address _____ Phone _____

Person completing form _____ Relationship to student _____

Relations with sibling(s): **Good Fair Poor** Accepts responsibility for behavior? **Yes No Some**

Describe your child. (check all that apply)			
easily distracted	cooperative	talkative	angry
stubborn	impulsive	shy/quiet	friendly
self-abusive	physically aggressive	often fidgety	shy
overactive	verbally aggressive	bossy	mean
moody	easy to please	cries easily	pouts
polite/kind	funny/clever	prefers to be	sad
eager to please others	withdrawn	sociable	passive

Self-esteem: Good Fair Poor Relations with parents: Good Fair Poor

Relations with peers: Good Fair Poor Relations with teachers: Good Fair Poor

Relations with sibling(s): Good Fair Poor Accepts responsibility for behavior: Yes No Some

What are his/her favorite things to do/places to go?

What motivates your child to behave well?

What usually causes your child to misbehave?

How often does your child misbehave?

What are the specific problem behaviors your child displays at home?

What are the specific problem behaviors your child displays at school?

What efforts have you already taken to assist the school in dealing with your child's behavior?

When were you first aware of behavioral problems at school? _____

Please describe any additional information you would like to provide to assist with planning a behavior intervention for your child:

Instructions for Conducting Observations

1. Collect baseline data as part of the FBA process. This will let you know the current status of the behavior so when you implement the intervention you will know whether the behavior has been affected. You need to observe when the behavior is reported to occur. This information can be found on the Teacher Interview form.
2. Ideally, you should observe the student at least three different times for the same length of time (no less than 15 minutes) at the same time each day. For instance, if you choose to observe the student from 10:00 a.m. to 10:45 a.m. on Monday, you should also observe from 10:00 a.m. to 10:45 a.m. on Tuesday and Wednesday. (See Scatter-plot observation form for charting)
3. Before starting the observation, take time to fill in a description of the one behavior you are observing as well as the setting or class that is occurring at the time of the observation, the start time, and the date.
4. Write in a tally mark for each time you observe the behavior. Make sure you are putting it in the correct column and row. Once you are done write in the stop time.
5. Write notes about what occurred immediately before the behavior and any other information you believe will be pertinent. If you notice any patterns, please write a note about them also.
6. Make sure to count up the tally marks and write the total at the end of each day.
7. To make the data easier to interpret, you are strongly encouraged to graph the data either on a sheet of graph paper or use the Chart Wizard function on Microsoft Excel. If using graph paper, the X-axis would represent the individual observation dates and the Y-axis represents the number of times the behavior occurred. Draw a vertical line after the third baseline data point to indicate the end of the baseline data and the beginning of the intervention data.
8. After the Behavior Intervention Plan (BIP) has been completed, start collecting data on the first day the BIP is implemented. You want to continue to track the frequency of the problem behavior and start collecting data on the frequency of the replacement behavior the student is learning. Thus, you will have two separate observation forms. Take data everyday for at least one or two weeks depending on how frequent the problematic behavior occurs. If the behavior does not occur everyday, you probably want to collect two weeks of data before meeting again. At the end of the one or two weeks, reconvene the team to review the data and determine what, if any, changes need to be made to the intervention.

Note: It is important to realize that the problematic behavior may increase after intervention implementation because the student is going to try harder to get the reinforcement he/she is accustomed to receiving. However, once he/she realizes that they are no longer going to be reinforced for the problem behavior, but will be reinforced for doing the appropriate behavior, the frequency of the problem behavior should decrease. Therefore, it is important not to assume too quickly that the intervention is not working. The intervention needs to be implemented **as outlined in the Behavior Intervention Plan** for at least two weeks before deciding it is ineffective.

9. The team will need to decide whether to continue the intervention as it is, modify it, completely change it, or discontinue the intervention if the student is able to demonstrate that he/she can behave appropriately without it.
10. Once an intervention is in place that is working well for at least two weeks, the student can be observed less frequently. However, at least one observation should occur each week while the intervention is in place. In addition, the team should meet at least once a month to review the data and determine if any changes need to be made.
11. If the student continues to be successful for at least two months, the team can decide to start withdrawing the intervention slowly until the student is able to behave appropriately without it. It may be the case that the intervention needs to remain in place for the remainder of the school year.

Scatter-plot Observation Form

Student: _____ Grade: _____ School: _____

Date(s): _____ Observer: _____

Target Behavior: _____

Circle One: Baseline Data or Intervention Data

Class/Setting	Time Interval	Day/Date _____	Day/Date _____	Day/Date _____	Day/Date _____	Day/Date _____
Daily Total of Incidents:						

Observation Notes

(e.g. specific circumstances under which the behavior occurred, particular antecedents that triggered the behavior, times/conditions during which the behavior does not occur, patterns observed, etc.)

Instructions for Completing a Behavioral Intervention Plan

1. Only one behavior at a time should be considered and it should be the one that was the focus of the FBA process.
2. Write the one problematic behavior on the form (e.g., “Refuse to follow directions”). In addition, a replacement behavior needs to be identified that will be taught to the student to do in place of the negative behavior (e.g., Say “okay” and begin when given a direction”).
3. In the first column under “Specific Behavioral Objective”, write the student’s name and write the replacement behavior that the student will do (e.g., Say “okay” and begin assignment within 2 minutes). Next, describe the conditions under which the student will be expected to do the appropriate behavior (e.g., When given a verbal direction).
4. Create a measurable and short-term achievable goal to improve the student’s behavior. For instance, the team should not expect the student to demonstrate the replacement behavior 100% of the time right away. The student needs time to learn and practice doing the new behavior. Based on the observation data, determine how often the student is currently doing the appropriate behavior and how much improvement can be reasonably expected within 30 days (e.g., Improve from 10% to 30%, once per hour to twice per hour, 5 minutes to 8 minutes, once a day to three times a day, etc.).
5. In the second column under “Interventions”, identify supports to help the student acquire the replacement behavior and decrease the problematic behavior (e.g., Check-In/Check-Out, counseling sessions, social skill lessons, outside referral for mental health services, etc.).
6. Identify instructional strategies that can be used to support the student (e.g., repeat directions, provide materials at the student’s instructional level, etc.). Most students who exhibit problematic behaviors also have academic needs that should be addressed.
7. Identify from the Student Interview form positive reinforcers that will be used when the student exhibits the appropriate, replacement behavior. In addition, verbal and/or non-verbal (i.e., thumbs up, smile, head nod) praise should also be listed.
8. Identify corrective strategies that can be implemented when the student engages in the problematic behavior that will help reduce its future occurrence (e.g., detention, time-out from preferred activity, loss of privileges, etc.).
9. In the third column, identify the responsibilities of others, other than the student, in implementing the plan (e.g., teacher(s), administration, parent, support staff, etc.). For

example, all teachers will give the student a PBIS buck every time he/she says “okay” when given a directive and begins his/her assignment within 2 minutes.

10. The team should agree on a date to meet again to review the data that has been collected during the intervention period to determine if any changes need to be made to the plan.
11. Everyone present-- should include at a minimum the student, parent/guardian, and a school staff member-- should sign off on the plan expressing their agreement and commitment to the plan.
12. A copy of the plan should be distributed to all persons who have daily contact with the student in the school. The plan should be explained to those persons if they were not present for the meeting.

Behavioral Intervention Plan

Student's Name _____ Grade _____

School _____ Date _____

Problem Behavior: _____

Replacement Behavior: _____

Specific Behavioral Objective	Interventions	Person(s) Responsible
(student's name)	Supports: _____ _____	Name: _____ Will: _____
Will: _____ _____ _____	Instructional Strategies: _____ _____ _____	_____ _____ _____
Under these conditions: _____ _____ _____	Positive Reinforcers: _____ _____ _____	Name: _____ Will: _____ _____ _____
To meet these criteria: _____ _____ _____	Corrective Strategies: _____ _____ _____	Name: _____ Will: _____ _____ _____

Team will meet again to review intervention data and plan on: _____

Signatures:
