

# RICH TOWNSHIP HIGH SCHOOL DISTRICT 227



# Multi-Tiered Systems of Support DISTRICT HANDBOOK

Revised 10-4-17

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## **Acknowledgements**

The District-Level MTSS Team would like to give a special thanks to Dr. Patricia Graczyk for her ongoing support and many contributions to this manual.

## **Rich Township School District 227 MTSS Handbook**

### **Purpose of the Document**

The purpose of this document is to provide an overview for Multi-Tiered Systems of Supports (MTSS) practices in Rich Township, School District 227, Illinois, and explain the essential components of MTSS (formerly known as Response to Intervention or RTI). This guidance document is designed to assist all stakeholders in understanding MTSS, its origins in educational practice and research, its usefulness and value, and how it can be implemented. It is not intended to be a substitute for training but rather is intended to increase understanding of the various aspects of MTSS.

### **We Believe**

All children can learn, given the appropriate support.

All children should be adequately prepared for collegiate and career success.

All children deserve an instructional program which equips them, as diverse learners, to achieve their full potential.

All programming should efficiently and effectively support the educational success of students.

All constituents must partner together to promote positive academic and behavioral outcomes for our students.

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### **What is MTSS?**

MTSS is a systematic plan and framework to address the needs of all students. MTSS allows for the early identification of students who are struggling in the classroom. Relevant data are used to identify student needs and to implement evidence-based interventions designed to address those needs. When targeted strategies are implemented early enough and executed correctly, a student's needs should be lessened or corrected before they are failing in the classroom.

### **What happened before MTSS? The "Wait to Fail" model**

Prior to MTSS, students were found to be eligible for additional support through the use of a "discrepancy model." According to this model, students were administered a battery of tests that included an intelligence test that yielded IQ scores and academic tests. If a significant discrepancy were found between the student's intellectual ability (i.e., IQ scores) and their achievement (i.e., scores on the achievement test), then they could be found eligible for special education as a student with a learning disability.

There were several major problems with this approach. First, this model resulted in academic support being postponed until the student's needs were severe, resulting in its label as the "Wait to Fail" model. Second, research showed that the IQ-achievement discrepancy model was limited in helping with instructional decision-making. Third, the formulas used weren't research-based. Fourth, students who had lower IQ scores, known under the discrepancy model approach as "slow learners," typically didn't receive support even though they faced significant learning challenges. Fifth, this model focused on deficits in the student rather than looking at factors related to curriculum, instruction, and environment that could be changed to improve student outcomes. Finally, with the discrepancy

model, student progress was not monitored as often as necessary to make timely adjustments to a student's instructional program.

### **Why MTSS?**

MTSS is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality instruction to all students and intervention support for some students. According to the National Center on Response to Intervention (NCRTI), comprehensive MTSS implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

### **MTSS and Other Educational Initiatives**

How does MTSS relate to other major educational initiatives like the New Illinois State Standards and the Danielson framework? The best way to summarize these relationships is to think of them as “the what, the how, and the framework.”

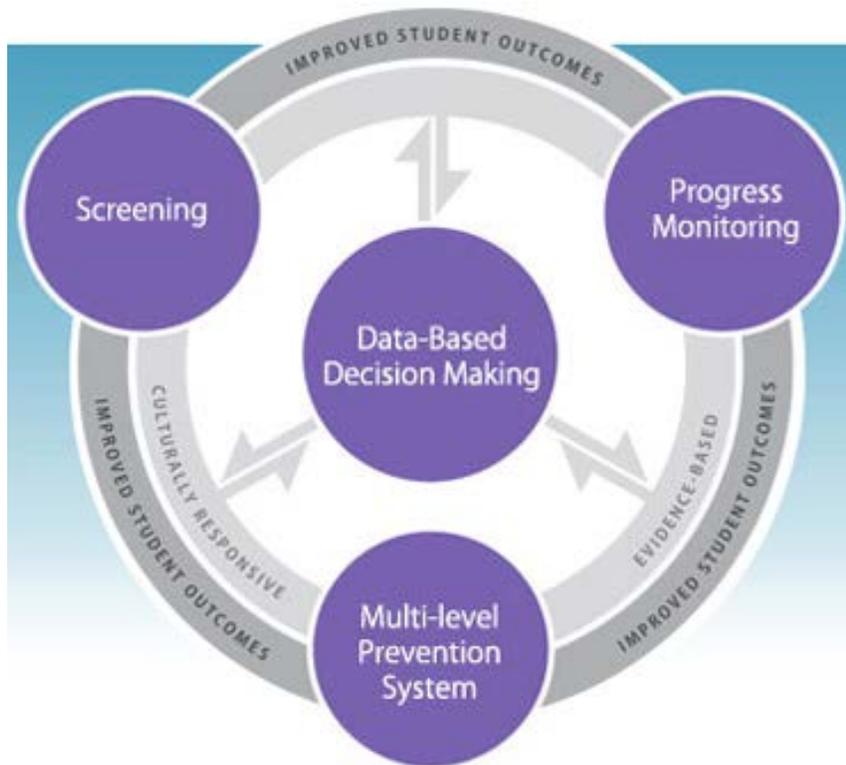
“The What”  Well-balanced, evidence-based curriculum that addresses the New Illinois State Standards

“The How”  The instructional principles underlying the Danielson framework and the utilization of evidence-based instructional strategies

“The Framework”  MTSS: A multi-tiered instructional delivery model in which data are used to monitor students' responses to instruction and interventions to ensure student success

## Essential Components of MTSS

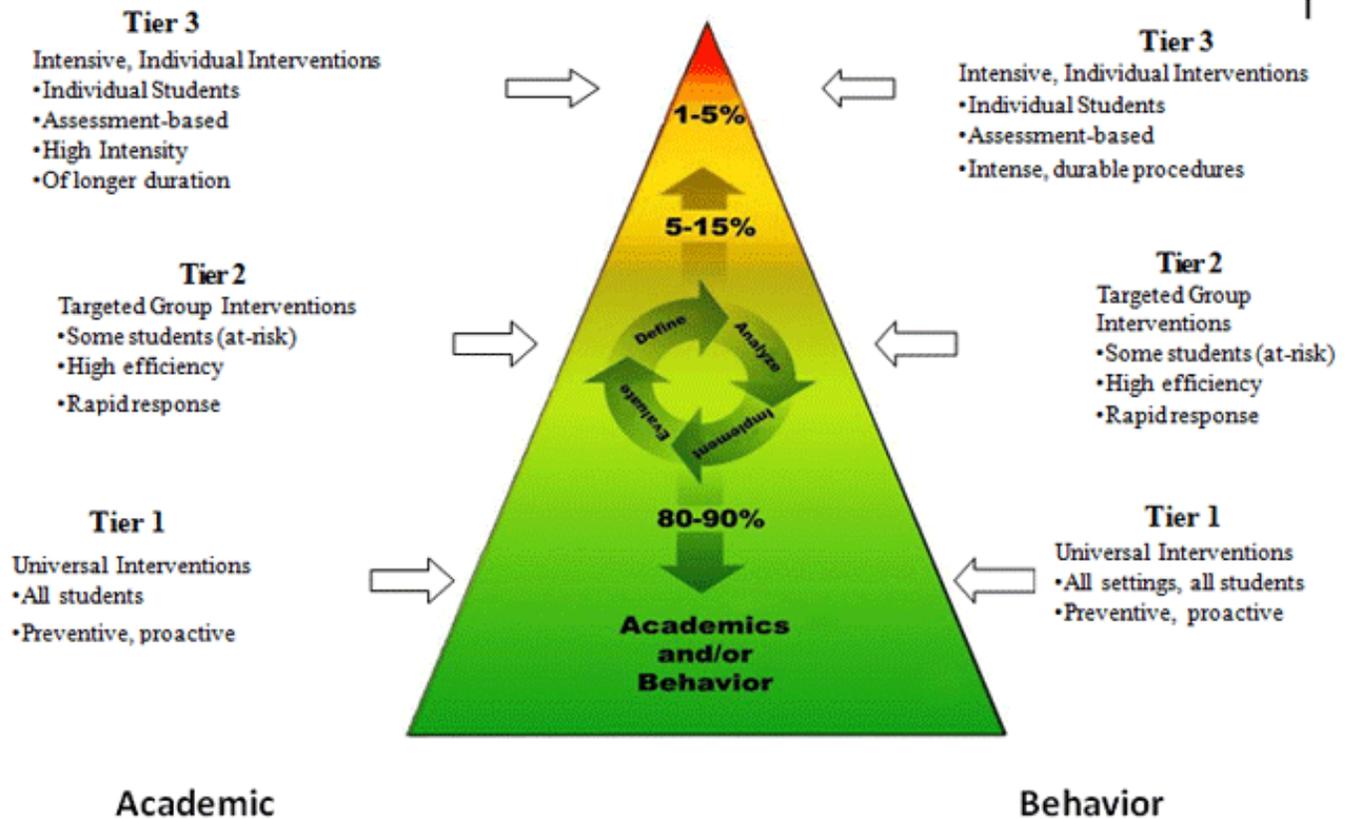
There are four essential components of MTSS: a multi-level prevention system, universal screening, progress monitoring, and data-based decision making. A brief description of each follows.



1. A school-wide, multi-level instructional and behavioral system for preventing school failure involves the use of high-quality, evidence-based instructional practices that are provided to all students at Tier 1, to at-risk students at Tier 2, and to students with the most significant academic and/or behavioral needs at Tier 3.
2. Universal screening (i.e., benchmarking) is a brief assessment for all students conducted at the beginning, middle, and end of the school year.
3. Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized programs.
4. Data-based decision making occurs at all three tiers and is used to inform instructional decisions, movement within the multi-level system, and educational disability identification in accordance with Illinois state law.

### Multi-Level Instructional System

A rigorous prevention system provides for the early identification of learning or behavioral challenges and timely interventions for students who are at risk for long-term learning problems. This system includes three levels of intensity and prevention, which represent a continuum of supports. The reader is referred to Appendix A in which the *School-Wide Systems for Student Success* at each tier are specified. A brief description of support at each tier follows.



### Tier 1: Core Instruction

At **Tier 1** high quality core-instruction is provided to all students. It is typically represented by the “green portion” of the MTSS Triangle. Core instruction includes the following components: a core curriculum that is research-based, instructional practices that are research-based and culturally and linguistically responsive, differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs, and accommodations to ensure all students have access to the instructional program. It is expected that at least 80% of students should make adequate progress with Tier 1 core instruction and supports.

### ***Tier 1 Components***

#### Core Curriculum

- A well-balanced evidence-based curriculum aligned with the New Illinois Learning Standards
- An agreed upon evidence-based common approach to discipline, i.e., School-wide PBIS

#### Appropriate Instruction

- Differentiated instruction of academic content (e.g., flexible grouping, learning centers, peer tutoring)
- Accommodations to ensure all students have access to core instruction
- Culturally and linguistically inclusive
- Teaching expectations and rules in identified settings
- Effective classroom management practices

### Universal Screening (Benchmarking)

- Determines whether students are performing at grade-appropriate levels
- Allows school personnel to intervene early
- Informs school personnel of the effectiveness of the core curriculum

### Feedback and encouragement

- Frequent positive feedback on academic and behavioral performance
- Reinforcement of appropriate performance

The Curriculum Department and District MTSS Team may assist teachers in bolstering their core curriculum by providing support with any of the above four components. This may involve assisting with the implementation of classroom management techniques, conducting observations, providing feedback and encouragement, interpreting data to inform instructional decisions, assisting teachers in creating student groups according to need. These staff also may provide technical support for universal screening (benchmarking) and progress monitoring.

### **Tier 2 Support**

At Tier 2, evidence-based intervention(s) of moderate intensity serve to address the learning or behavioral challenges of at-risk students. It is typically represented by the “yellow portion” of the MTSS Triangle. Tier 2 interventions are provided *in addition to Tier 1* core academic and behavioral instruction and supports. At Tier 2 the interventions are matched to the student’s deficit area(s). Tier 2 Interventions are designed to be quick and efficient, and can be used with small groups of students as soon as their needs are identified. Tier 2 supports are an important part of the continuum of MTSS support needed in schools and can often be implemented by classroom teachers or other general education personnel. Student progress at Tier 2 is typically reviewed after a minimum of 6-8 weeks. Academic and behavioral interventions are varied and can include coaching, small group instruction, peer tutoring, and mentoring. It is expected that approximately 15% of students would need Tier 2 instruction and supports.

### ***Tier 2 Components***

#### Academic Interventions

- Research-based interventions matched to student’s targeted deficit area(s)
- Documented attendance and progress monitoring data
- Groups that meet daily, five times a week, or as recommended by the intervention developer

#### Behavior Interventions

- Research-based interventions
- Documented attendance and progress monitoring data
- Consistent with school-wide expectations
- Behavioral interventions include, but are not limited to, the following:
  - Check-In/Check-Out
  - SAIG- Social Academic Instructional Groups

- Mentoring
- Brief Functional Behavioral Assessments (FBAs)

#### Academic and Behavioral Interventions

- Continuous availability
- Student progress documented and monitored throughout the course of the intervention
- Progress reports sent home to parents during intervention period

Student responsiveness to Tier 2 interventions is also a way of identifying students in need of more intensive, individualized intervention. When students are not responding adequately to Tier 2 support, Tier 3 support may be considered by the team.

### **Tier 3: Intensive Interventions**

Instruction at Tier 3 is the most intensive and is individualized to target each student's area(s) of need. It is often shown as the "red portion" of the MTSS Triangle. At the Tier 3 level, the student could be involved in a more intensive version of the intervention program used in Tier II (e.g., longer sessions, smaller group size, more frequent sessions, more frequent progress monitoring) or other more intensive supports *in addition to Tier 1* core academic and behavioral instruction and supports. Students receive Tier 3 support if, as mentioned above, they do not respond adequately to Tier 2 support or have such intensive needs that Tier 3 support is warranted without a trial of Tier 2 support. It is expected that no more than 5-10% of students would need Tier 3 instruction and supports.

The goal of intensive/individual support is to diminish problem behavior, to increase the student's adaptive skills and/or to increase academic functioning. As is true with Tier 2 support, the purpose of Tier 3 support is to "close the gap" between the targeted student and his/her grade level peers. Tier 3 supports should meet the needs of students with the most intensive and/or persistent problems in the most effective and efficient manner and in the least restrictive setting possible. Tier 3 student progress should be monitored frequently (i.e., at least weekly) using the appropriate progress monitoring tool.

### ***Tier 3 Components***

#### Academic Interventions

- Research-based interventions matched to student's targeted skill deficit area(s)
- Groups that meet daily, five times a week, or as recommended by the intervention developer
- Attendance and progress monitoring data documented on the Intervention Log
- Student performance charted regularly by staff providing interventions
- Progress reviewed regularly by the school's leadership team
- Progress reports sent to parents every grading period (quarterly)
- Interventions and their duration documented on the Intervention Log

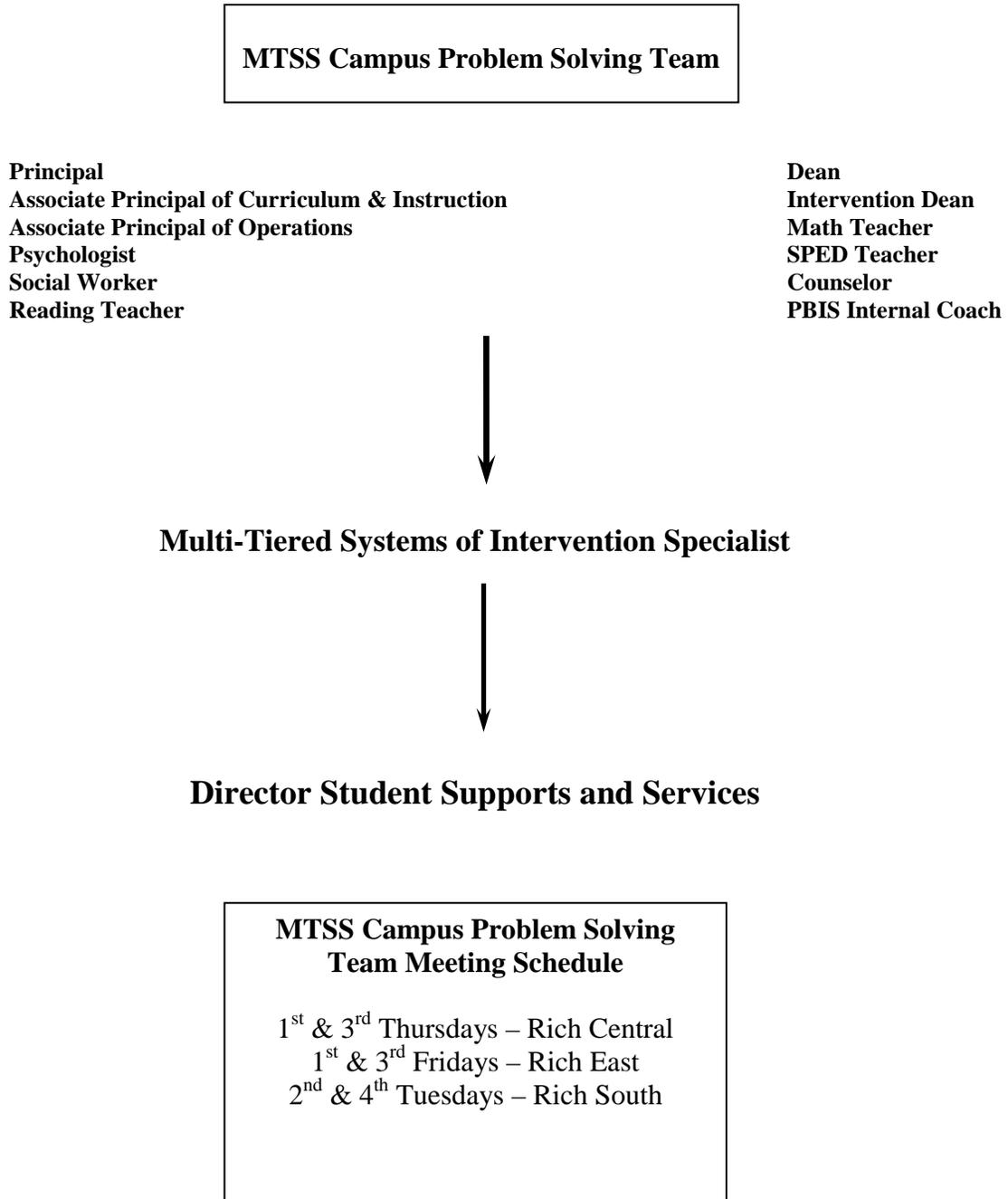
## Behavioral Interventions

- Intensive/Individual Supports involve a process of functional behavioral assessment (FBA) that investigates in greater detail why a behavior is occurring. The FBA is utilized in the development of a positive behavior intervention plan (BIP) that includes more intensive research-based interventions, closer and more detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students.
- The Behavior Intervention Plan (BIP) should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:
  - Guidance or instruction for the student to use new skills as a replacement for problem behaviors
  - Some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors encouraged
  - A focus on the consequences or events that immediately follow the behavior
  - Procedures for monitoring, evaluating, and reassessing the plan as necessary
  - In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes

Who is involved in MTSS: Roles and Responsibilities

District and Building MTSS Team Structure

Multi-Tiered System of Supports (MTSS) Organizational Chart



**District Level MTSS Team:** A district’s leadership team is essential for ensuring consistency and effective implementation of MTSS across all of its schools. The team meets regularly and is responsible for developing district level MTSS guidance, providing appropriate professional learning opportunities, and completing and implementing the district MTSS plan. This team consists of the Director of Student Supports and Services, the Assistant Superintendent of Curriculum and Instruction, and the MTSS Specialist.

**Campus MTSS Team (also known as Campus Problem Solving Team):** The permanent members of the Building MTSS team are specified in the previous chart. The building principal is ultimately responsible for the successful implementation of MTSS at his/her building. The principal and the other members of the Building MTSS Teams are invested in ensuring a smooth, systemic flow of services at the building level.

Teams meet a minimum of once per month for Tier 1 students, twice per month for Tier 2 students and weekly for Tier 3 students. Meetings should include the team members found on the Organizational Chart. These teams’ responsibilities include, but are not limited to:

- ✓ Implementing District MTSS policy at their respective buildings
- ✓ Monitoring the effectiveness of instruction at *all three tiers* and recommending adjustments and modifications using appropriate academic and behavioral data
- ✓ Processing referrals
- ✓ Responding to referrals
- ✓ Determining student progress and movement between tier levels
- ✓ Collaborating to develop student plans
- ✓ Convening Data Monitoring and Review meetings
- ✓ Monitoring fidelity of instruction at all three tiers

Permanent team members also have responsibilities to ensure that meetings are run smoothly and effectively. Those roles are delineated in the chart below.

**Roles of Building Level MTSS Team Members**

MTSS TEAM ROLE	RESPONSIBILITIES
<p><b>Facilitator</b>  (Associate Principal of Curriculum and Instruction or Associate Principal of Operations)</p>	<p><b>Prior to Meeting</b></p> <ul style="list-style-type: none"> <li>• Handles the logistics of MTSS Team meetings, reserving meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings.</li> </ul> <p><b>At Meeting</b></p> <ul style="list-style-type: none"> <li>• Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.</li> <li>• Guides the Team through the stages of the problem-solving process.</li> <li>• Checks for agreement between Team members at important discussion points during the meeting.</li> </ul>

	<p><b>After Meeting</b></p> <ul style="list-style-type: none"> <li>• Touches base briefly with the referring teacher(s) after the MTSS Team meeting to check that the intervention plan is running smoothly</li> </ul>
<p><b>Recorder</b></p>	<p><b>At Meeting</b></p> <ul style="list-style-type: none"> <li>• Asks the Team for clarification as needed about key discussion points, including phrasing of teacher ‘problem identification’ statements and intervention descriptions.</li> </ul> <p><b>After Meeting</b></p> <ul style="list-style-type: none"> <li>• Compiles notes from meetings</li> <li>• Distributes electronic minutes to team members and to MTSS Specialist</li> <li>• Monitors the time allocated to each stage of the meeting and informs members when that time has expired.</li> <li>• Completes MTSS Tier forms</li> </ul>
<p><b>Case Liaison</b></p>	<p><b>Before Meeting</b></p> <ul style="list-style-type: none"> <li>• Meets with the referring teacher(s) prior to the initial MTSS Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.</li> </ul> <p><b>During Meeting</b></p> <ul style="list-style-type: none"> <li>• Disseminate data regarding students to the team</li> </ul> <p><b>After Meeting</b></p> <ul style="list-style-type: none"> <li>• Forward student plan to parent</li> <li>• Maintains a record of the intervention meeting and appropriate forms, including a detailed plan for intervention and progress-monitoring</li> </ul>
<p><b>Meeting Coordinator</b> <b>(MTSS Specialist)</b></p>	<p><b>Before Meeting</b></p> <ul style="list-style-type: none"> <li>• Help coordinate data collection for meetings</li> <li>• Work with Associate Principal to create agenda and sign-ins for meetings</li> </ul>

	<p><b>During Meeting</b></p> <ul style="list-style-type: none"> <li>• Provide agendas and sign-in sheets</li> <li>• Facilitate meeting in conjunction with Facilitator</li> <li>• Ensure copies of minutes and notes are saved in building MTSS files</li> </ul> <p><b>After Meeting</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Associate Principal for MTSS team next steps</li> <li>• Assist in selecting next group of students for review</li> <li>• Ensure meeting documentation is forwarded to District MTSS Team</li> <li>• Attend additional building MTSS Conferences (parents, teachers, students)</li> </ul>
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Other individuals may be included on the MTSS Team on a case-by-case basis. Members may be included but are not limited to students, parents, teachers and referring partners. Brief descriptions of those roles are listed below.

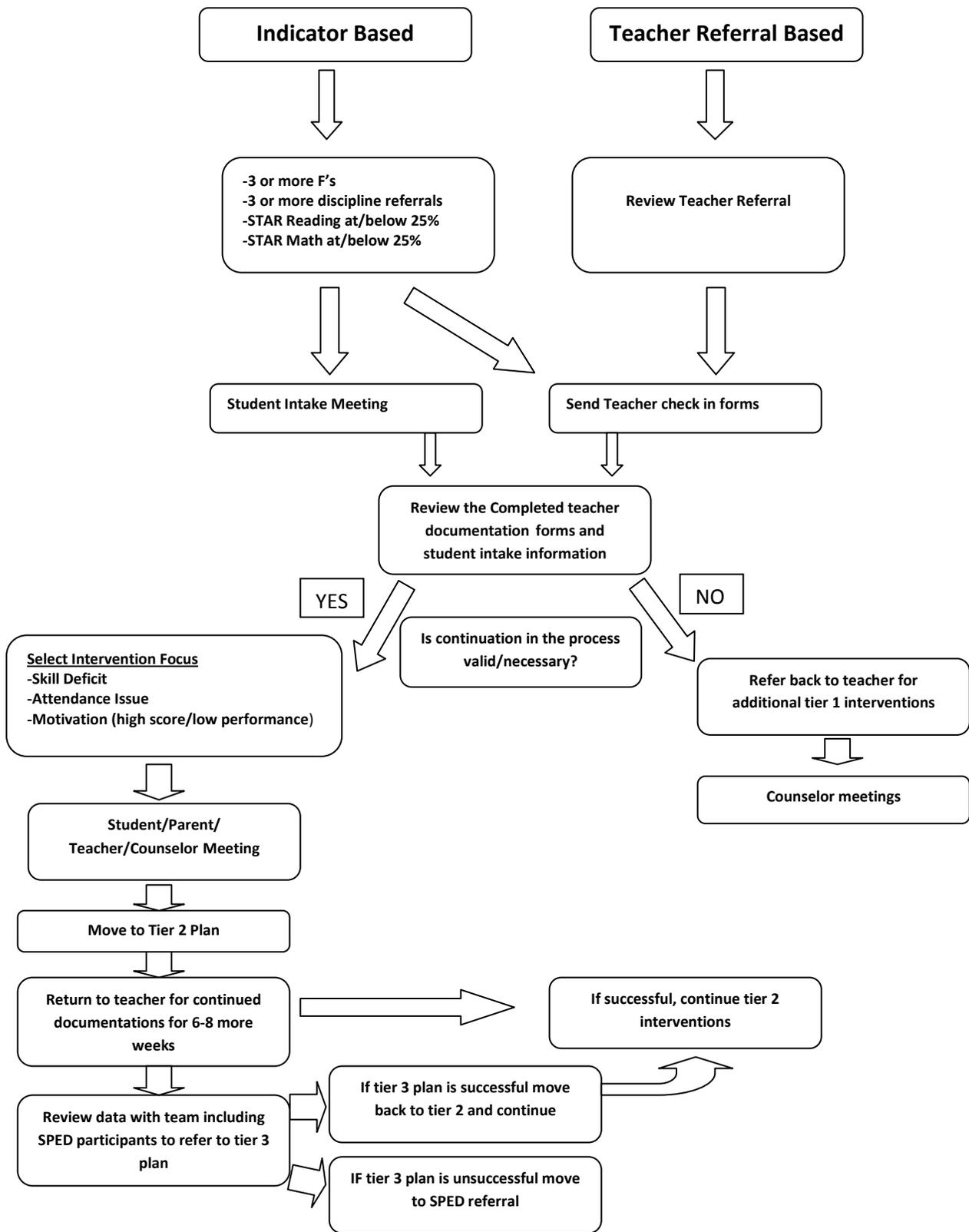
**Students:** Students’ engagement is key to the successful implementation of the MTSS process. Students, therefore, are expected to provide input to ensure a better fit between their needs and the instruction and support provided.

**Parents:** The parent is a critical member of the MTSS process in that parental support is crucial in creating, enacting, and assessing a student’s MTSS plan. Parents provide critical information about their students to help us best create support parameters within the school setting.

**Teachers:** The teacher is the frontline expert and provides Tier 1 core instruction. Through careful assessing and monitoring in the classroom they are the first identifiers of struggling students. Teachers implement best practices in the classroom and are responsible for logging notifications and interventions for students in *Power Teacher*. Teachers collect relevant data as it pertains to all students. Through this data collection, they should maintain contact with parents of students about whom they are concerned throughout the MTSS process. For struggling students, teachers provide differentiated instruction and accommodations, as appropriate. *They also complete initial student referral forms for students who would benefit from more intensive Tier 2 or Tier 3 MTSS support.*

**Referring Partners:** All building partners, including but not limited to counselors and deans, are eligible to submit names of students about which they have concerns. These names must be submitted to the building principal in writing and copied to both the Director of Student Supports and Services and to the MTSS Specialist for follow-up with the MTSS Building Team.

**MTSS Campus Problem Solving Team Protocols**



## **Assessments**

Various types of assessments are necessary to ensure student success. It is essential that these assessments be reliable and valid for the purposes for which they are used. A brief description of each type of assessment used within the district's MTSS framework follows along with its role in the four-step Problem-Solving Process.

Our district currently uses Renaissance STAR assessments as an all-school screening and progress monitoring tool in order to measure student skill development and growth.

### **Benchmarking/Screening (Step 1: Problem Identification)**

As mentioned earlier, benchmarking (screening) assessments are brief measures that occur 3 times per year for the purpose of identifying students who may be at risk for not meeting expectations. Office Discipline Referrals (ODRs) are used to benchmark behavioral data. Performance on benchmark assessments is compared to cut scores (criterion) or grade-level norms. Benchmarking / screening assessments are used in the first step of the problem-solving process, i.e., Problem Identification. Benchmark assessments also can help evaluate the effectiveness of instruction at each tier. For example, if less than 80% of students are scoring in Tier 1, core instruction needs to be strengthened. Benchmarking data can be used to identify problems at the district, school, grade, group, and individual student levels.

### **Diagnostic Assessments (Step 2: Problem Analysis)**

Diagnostic assessments help identify or pinpoint a student's particular academic or behavioral needs so that instruction can be provided to address those needs. Diagnostic assessments include, but are not limited to, diagnostic tests. Other types of diagnostic assessments include: informal reading inventories, record reviews, interviews, observations, behavior rating scales, and functional assessments. Diagnostic assessments are typically conducted as part of the Problem Analysis step in the Problem-Solving Process to help determine the reasons for a student's needs.

### **Progress Monitoring (Step 3: Plan Development and Implementation)**

Progress monitoring is a brief and systematic collection of data at regular intervals for decision making related to student performance. Student progress is evaluated in relation to a goal. Student's progress monitoring is part of the Plan Development and Implementation step of the problem-solving process. Frequent progress monitoring needs to occur as interventions are being implemented to determine the effectiveness of the interventions for all students receiving Tier 2 and Tier 3 supports.

### **Summative Evaluations (Step 4: Plan Evaluation)**

Summative evaluations are typically done at the end of the school year to determine how well students mastered the critical skills for their grade level. The "critical skills" are those skills aligned with the New Illinois Learning Standards and the Illinois Social Emotional Learning Standards. Current summative evaluations used in the district include the Partnership for the Academic Readiness for College and Career (PARCC) tests, Dynamic Learning Maps (DLM), and ACT. Summative evaluations are typically considered as part of the Program Evaluation step in the Problem-Solving Process.

## Decision Making Guidelines

### **A. Determination of Required Tiered Support**

**For academics:** Tier 1 core instruction is provided to all students. All students receive Tier 1 academic instruction throughout their day. Students who score between the 26<sup>th</sup> and 50<sup>th</sup> percentile on the STAR assessment will receive Tier 2 academic support in addition to core instruction. Students who score below the 25<sup>th</sup> percentile on the STAR receive Tier 3 intensive support in addition to core instruction. Additionally, other assessments and student failure rates can be considered for movement in MTSS process.

**For behavior:** Tier 1 PBIS is provided to all students. Students with 0-2 Office Discipline Referrals (ODRs) should receive Tier 1 behavioral supports throughout their day. Students with 3-5 ODRs should receive Tier 2 behavioral support in addition to core. Students with 6 or more ODRs should receive Tier 3 behavioral supports in addition to core based on district service and support availability.

### **B. Frequency of Progress Monitoring**

- All students receiving Tier 2 interventions should be progress monitored at least twice a month.
- All students receiving Tier 3 interventions should be progress monitored at least weekly.
- For some students with significant behavioral needs progress monitoring should occur daily.

### **C. Goal-setting**

Students who score in Tier 2 on the Fall Benchmarks should be expected to score at grade level (Tier 1) by May of the same school year. This requires that their weekly expected growth rate be set higher than that of the typical student at that grade level so Tier 2 students are able to close the gap between their achievement and grade-level peers.

Tier 3 goal-setting also requires that students' expected growth rates be set higher than the typical student at their normative level of achievement in order to close the gap between their achievement and grade level peers. An ambitious expected growth rate is typically 1.5 – 2 times the average expected growth rate for a particular grade level.

### **D. Instructional Decision-Making Using Data**

For STAR, four data points are needed to establish a trend line. In other cases, seven to ten data points may be needed to establish reliable data (The more data points presented, the more stable the trend line).

- If teams are concerned about certain students, they can progress monitor those students more frequently to get more stable data on which to make instructional decisions.
- However, progress monitoring for academics should not occur more often than once a week. (Note: Behavioral data may be collected daily.)

If students have 3 consecutive data points considerably **below** their aim or goal, teams should discuss what is happening and decide what to do. The overarching guiding question to ask is: Why are students not performing the way they should to reach their goals? Teams are encouraged to bring in additional data from other sources to help inform their decisions.

Examples of guiding questions are:

- Is supplemental instruction aligned with student needs and being implemented with fidelity?
- Is the student attending school on a regular basis? Is vision or hearing impacting academic performance?
- Is the student's low achievement due to a "Can't do" (i.e., skill deficit) versus "Won't do" (i.e., performance deficit)? If *won't do*, what type of reinforcer(s) might be helpful? What motivates the student, i.e. what is the function of the behavior?
- Does the student need a different intervention or a more intensive dose of the current intervention?
- Is the student bilingual or an English Learner (EL)?
- Do behavioral needs impact academic performance or vice versa? Are both behavioral and academic interventions necessary?

If a student has 3 consecutive data points considerably **above** their goal, teams should consider different options. Examples of guiding questions are:

- Does the student continue to need the level of support we are currently providing?
- Should we begin to phase out interventions?
- Should we set a more ambitious goal for the student?
- If the student is in Tier 3, the teams might consider moving the student to a Tier 2 level of support. If a student is in Tier 2, the team might consider moving the student out of Tier 2 support and monitoring his/her progress in the core instruction (Tier I) more frequently to ensure the student's success without the additional support that has been provided.
- Does the student moving out of Tier 2 support continue to have needs within the classroom (Tier I)? Do classroom data/observations/work samples show continued needs? Are accommodations or differentiated instruction sufficient to ensure student success?
- Does classroom teacher need support to ensure continued success for the student?

## D. Individual Problem-Solving (IPS)\*

Students who score in *Tier 3* and are not making adequate progress should be referred for Individual Problem-Solving (IPS). Problem-Solving Teams (PST) should include parents and relevant school-based professionals such as an administrator, dean, counselor, classroom teachers, social worker, and school psychologist. Problem-solving teams will review the students' progress, following the four-step problem-solving model.

- **Step 1 is Problem Identification.** For this step the team will identify the discrepancy between the student's present level of performance and his/her expected level of performance.
- **Step 2 is Problem Analysis.** For this step the PST will generate hypotheses regarding reasons for the student's lack of adequate achievement and decide whether further information is necessary to test their hypotheses. Additional data could include: reviewing relevant records, interviewing key informants, observations, or additional assessments.
- Based on results of Step 2, **Step 3 involves designing and implementing an intervention.** At this step, the team should specify a realistic but ambitious goal for the student, the date by which the goal should be achieved, how the student's progress toward the goal will be monitored, and when the student's progress will be reviewed again. The team should also specify how intervention fidelity will be monitored.
- **Step 4** involves evaluating the **effectiveness of the intervention.** The student's progress toward his/her goal is reviewed and decisions are made based on the student's progress. If the student is making adequate progress the decision could be to continue the intervention. If the student is not making adequate progress, decisions could be made to intensify the intervention, change the intervention, ensure the intervention is being implemented with fidelity, or set up a domain meeting.

\*It is critical to note that while the Individual Problem Solving step is an integral part of the MTSS process, it is not to be taken lightly; students must have progressed through Tiers 1-3 with integrity in order to be considered for this level of intervention.

### Timeframes for Interventions

Intervention plans are written with ambitious yet realistic goals and are to be implemented for a reasonable and realistic period of time. The term "reasonable and realistic period of time" has no specific definition and is left to the team to determine. Certain factors should be taken into consideration when attempting to determine a reasonable period of time for a particular student or group of students:

1. How far below expectations the student(s) is/are performing (the further below expectations, the longer it will take them to catch up to peers)
2. The particular skill to be learned (some skills naturally take longer to learn than others)
3. The intensity of the instruction provided

4. The point in the school year at which the interventions are first implemented (sometimes “reasonable and realistic” means that the interventions will need to continue into the next school year before benchmarks can be expected to be achieved)

5. Other possible stressors in the students’ lives

## **Instructional Integrity**

Instructional integrity has been defined as the degree to which educational instruction or intervention is implemented as planned, intended, or originally designed. One of the primary tenets of the MTSS framework is that evidence-based interventions are implemented with integrity. In essence, the validity of MTSS depends on the thorough and effective implementation of the intervention. If instructional integrity is not ensured, educators are unable to determine if the student's progress is traceable to the intervention used. More important, if a student fails to make progress in response to a scientifically validated intervention, it is critical to ascertain whether the intervention, which has been established as effective for other students with similar needs, was implemented with sufficient integrity. Failure to check the fidelity of the treatment can lead to a potentially erroneous conclusion that the student's academic deficiencies are the result of a disabling condition, such as a specific learning disability.

## **Parent Involvement and Communication**

Effective MTSS implementation cannot occur without parental involvement. Parents are considered essential members of the MTSS process and the Campus Problem Solving Team at the district, school, and individual student levels. Parent involvement is actively encouraged within the district in a variety of ways that are briefly described below.

**Staying informed, asking questions** - Parents are encouraged to keep in close communication with their student's teachers. It is important that parents not only feel comfortable and confident in responding to teacher requests but also in asking teachers and other school personnel questions. The following are questions that parents might ask regarding MTSS supports:

- What can I do to help my student?
- Are you using a Multi-Tiered System of Support to provide instruction based on student needs?
  - a. What does it look like for academics?
  - b. What does it look like for behavior?
- Are you providing instruction and interventions that are evidence-based? How do you identify evidence-based instruction and interventions?
- How do you ensure fidelity of instruction?
- How do you ensure that teachers receive adequate training in a particular curriculum or approach that they are using in their classrooms?
- What type of benchmarking (screening) assessments are you using? How will I be informed of my student's benchmarking results?
- What are the criteria for Tier 2 support?
  - a. How is Tier 2 support provided? What does it look like?
  - b. How often do you progress monitor students receiving Tier 2 support?

- c. How will I be informed of my student's progress monitoring results?
- What are the criteria for Tier 3 support?
  - a. How is Tier 3 support provided? What does it look like?
  - b. How often do you progress monitor students who need Tier 3 supports?
  - c. How will I be informed of my student's progress monitoring results?
- How can I get help for my student if he/she is having trouble in school? What steps will you take if my student isn't doing well?
- If my student isn't doing well with Tier 3 supports, what will happen next? What are the options?
- What should I do if I think my student might have a disability that is causing him/her to have trouble in school?

**Participating in meetings at their student's school** - The more informed parents are, the more confident they become in their ability to help their students be successful in school. One of the best ways to become informed is for parents to actively participate in meetings at their student's school. These meetings can take a variety of forms. During parent-teacher conferences parents are able to learn how their student is progressing in school, to share important information about their students, and to ask the teacher specific questions about their student. Additional opportunities include family events that focus on academics and social emotional development.

**Supporting their student's learning at home** - There are many ways that a parent can support their student's learning at home. Here are a few suggestions:

- *Provide* a quiet, well-lit space to do homework
- *Teach* your student to value their education
- *Encourage* your student to read, read, read!
- *Visit* the public library regularly

Finally, there may be times when a student's needs extend beyond what the school and the parents can do to help. In those cases, parents can help their student by seeking appropriate community resources for assistance. If parents are unsure what resources are available to address their student's needs, often school personnel such as the school principal, school social worker, school nurse, or school psychologist may be of some assistance.

## **FAQ's about MTSS**

### **What Impact Does MTSS Have on Students Who Are Not Struggling?**

An important component of an effective MTSS framework is the quality of the core curriculum, where **all** students receive high-quality instruction that is culturally and linguistically responsive and aligned to the new Illinois State Standards. This allows teachers and parents to be confident that a student's

need for more intensive intervention or referral for special education evaluation is not due to ineffective classrooms instruction. In a well-designed MTSS, Tier I core instruction should be effective and sufficient for at least 80% of the student population.

### **What Are Culturally and Linguistically Responsive Practices?**

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, building on existing student knowledge and experience, and be language appropriate. In addition, decisions about Tier 2 and Tier 3 interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

### **What Are Differentiated Learning Activities?**

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve such activities as mixed instructional groupings, co-teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

### **Is MTSS a Special Education Program?**

No. MTSS is a general education initiative. Special education is an important component of a comprehensive MTSS framework, however. All school staff (i.e., principal, certified staff, paraprofessionals, social workers, counselors, psychologists, etc.) should work together to implement their MTSS framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the framework should be a high priority, as appropriate.

### **What does MTSS / RTI have to do with Identifying students for special education?**

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD) and Illinois has endorsed this approach. In an RTI framework, a student's response to or success with instruction and interventions received across the levels of an MTSS framework would be considered as part of the comprehensive evaluation for SLD eligibility. An RTI approach is not mandatory in determining eligibility for other handicapping conditions, but it is recommended.

### **Can Students Move among the Tiers of an MTSS Framework?**

Tier 1 refers to core instruction provided to all students. However, students also can move across other levels of MTSS based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, (e.g., according to their documented progress based on data). Also, students can receive intervention in one or more academic areas at Tier 2 or Tier 3 while still receiving core instruction at Tier 1.

**What If I Don't Want My Student to Receive the Identified Assistance?**

While our goal is to help remediate academic and behavioral deficiencies for your student, you are fully within your rights as a parent to refuse services. Contact your campus Associate Principal of Curriculum and Instruction for guidance through your concerns.

## Glossary

The MTSS Glossary of Terms presents definitions for commonly used terms related to response to intervention and a Multi-Tiered System of Support.

**Aim line:** The aim line is also referred to as the goal line. It is the line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

**Assessment:** Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

**At Risk for Poor Learning Outcomes:** At risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

**Baseline:** A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

**Behavior Intervention Plan (BIP):** A behavior intervention plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

**Benchmark:** Benchmarks are important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring).

**Core Curriculum:** The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula reflect the new Illinois Learning Standards.

**Criterion-Referenced Assessments:** Criterion-referenced assessments measure what a student understands, knows, or can accomplish in relation to age or grade level standard. They do not compare students to other students.

**Curriculum-Based Measurement (CBM):** CBMs are general outcome measures used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBMs, teachers and schools can assess individual students' responsiveness to instruction. When a student doesn't respond well to the instructional program, CBMs signal the teacher/school to revise that program. CBMs have two important properties: (1) Each CBM at a grade level is an alternate form of equivalent difficulty, and (2) CBMs are standardized, with their reliability and validity well documented.

**Cut Scores:** Cut scores specify the score at or below which students would be considered for intervention.

**Data Points:** A data point is one score on a graph or chart, which represents a student's performance at one point in time.

**Data-Based/Data-Driven Decision Making:** A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important student outcomes.

**Differentiated Instruction:** Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness, to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated; content, process, products, and learning environment.

**Duration:** For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration and may even limit the number of sessions in which a student can participate, believing that a student who does not make adequate gains after the specified amount of time would likely benefit from an alternative or modified intervention.

**Early Intervening Services:** Early intervening services are the preventative components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

**Eligibility:** Eligibility refers to the process involved in determining whether a student has a disability and requires special education and related services to receive an appropriate education.

**Evidence-Based Practices:** Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

**Explicit Instruction:** Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

**Fidelity in Implementation:** Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

**Flexible Grouping:** Flexible groups allows for students to move among different groups based upon their performance and instructional needs.

**Formative Assessment:** Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress,

and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

**Gap Analysis:** Gap Analysis is a procedure to measure the difference between the student's current level of performance and benchmark expectations.

**Goal-line:** The straight line connecting a student's baseline level of performance with his or her long-range goal; the slope of the aimline shows the expected rate of improvement if the student is going to meet the long-range goal. See **Aimline**.

**Growth Chart:** Graphical display of individual student's or groups of students' growth and performance in a particular skill or set of skills.

**Instructional Integrity:** See Fidelity.

**Intensive Interventions:** Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with Tier 3 of an MTSS model.

**Intervention:** The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions can be provided by a variety of staff, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal including ongoing student progress monitoring.

**Norm-Referenced Assessment:** An assessment designed to compare how an individual student's performance or test results to that of an appropriate peer group. (Compare to criterion-referenced assessment.)

**Parental Engagement:** The meaningful and active involvement of parents and family members in the educational process.

**Problem-Solving Approach:** Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan development, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

**Present Level of Performance (PLOP):** Present Level of Performance statements are required to be specified in a student's Individual Education Plan (IEP), documentation that is mandated for students receiving special education support, and serves as the basis for IEP goals for that student. Well-written PLOP statements should have a direct connection to the targeted Illinois learning standard(s) and the related IEP goals that includes a peer comparison, multiple measures, and documentation of specific skill deficits. One of the measures within the PLOP provides the quantitative baseline for the goal criterion for success.

**Problem Solving Teams (PSTs):** Teams of educators who are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams). They brainstorm possible strategies/interventions and develop a plan of action to address a student-specific need, regardless of Tier. PSTs can include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

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

**Scaffolding:** An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

**Social and Emotional Learning (SEL):** Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Illinois State Board of Education indicates that the goals of SEL education in the State of Illinois are listed below:

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## Resources

- **Illinois RTI Network ([www.illinoisrti.org](http://www.illinoisrti.org))**  
*Description:* The Illinois RTI Network is an initiative of the Illinois State Board of Education. Its website contains a wealth of information regarding a multi-tiered system of support for administrators, teachers, coaches, parents, and families.
- **National Center on Response to Intervention ([www.rti4success.org](http://www.rti4success.org))**  
*Description:* Evidence-based tools and assessments on tiered instruction, progress monitoring, and screening available under “Tools/Interventions” tab; considerations and ideas for teachers available for MTSS stakeholders in Center’s library.
- **Midwest PBIS Network ([www.midwestpbis.org](http://www.midwestpbis.org))**  
*Description:* The Midwest PBIS Network is an educational organization that supports implementation of Positive Behavioral Interventions and Supports in state, local, and community agencies throughout the Midwest. A partner with the OSEP funded [National PBIS Technical Assistance Center](#), the Network develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact on both social and academic success of all youth, including those with the highest level of need.
- **Illinois State Board of Education ([http://www.isbe.net/Rtl\\_plan/default.htm](http://www.isbe.net/Rtl_plan/default.htm))**  
*Description:* ([www.isbe.net/spec-ed/html/rti\\_speced.htm](http://www.isbe.net/spec-ed/html/rti_speced.htm)) *Special Education Eligibility and Entitlement within an Rtl Framework* white paper gives clarification regarding Special Education and the rights of Special Education students within MTSS.  
  
*Description:* ([www.isbe.net/Rtl\\_plan/pdf/rti\\_faq.pdf](http://www.isbe.net/Rtl_plan/pdf/rti_faq.pdf)) This link provides responses to frequently asked questions (FAQ’s) regarding Response to Intervention (Rtl).
- **What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)**  
*Description:* Practice guides on reading and mathematics interventions available under “Publications and Products” and reviews of the evidence base for published intervention are among the many resources available on this website. WWC is a part of the US Department of Education’s Institute of Education Sciences.
- **Positive Behavioral and Interventions & Supports ([www.pbis.org](http://www.pbis.org))**  
*Description:* This website provides a wealth of information related to MTSS for behavior.
- **Collaborative for Academic, Social and Emotional Learning ([www.casel.org](http://www.casel.org))**  
*Description:* Affiliated with the University of Illinois at Chicago, CASEL is the leading organization in the field of social and emotional learning. Reviews of social and emotional learning programs are among the numerous materials available as free downloads from the CASEL website.
- **Best Evidence Encyclopedia ([www.bestevidence.org](http://www.bestevidence.org))**  
*Description:* Provides summaries about the evidence supporting educational programs for children in grades K – 12.

- **National Center on Intensive Intervention ([www.intensiveintervention.org](http://www.intensiveintervention.org))**  
*Description:* Provides publications on a variety of topics and tool charts on academic interventions and academic and behavioral progress monitoring tools
- **RTI Action Network ([www.rtinetwork.org/essential/assessment](http://www.rtinetwork.org/essential/assessment))**  
*Description:* Articles on progress monitoring and data-based decision making are available.
- **Evidence-Based Intervention Network ([www.ebi.missouri.edu](http://www.ebi.missouri.edu))**  
*Description:* Housed in the School Psychology Program at the University of Missouri this website has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting related to reading, math, and behavior.
- **Hattie, J. (2012). *Visual learning for teachers: Maximizing impact on learning*. New York: Rutledge.** This book presents information on a massive meta-analysis of studies involving millions of students that has culminated in the identification of evidence-based educational practices and the determination of their impact (effect sizes) on student achievement.

**RICH TOWNSHIP SD 227**  
**MTSS HANDBOOK APPENDIX**

## MTSS STUDENT CHECK-IN

The student shown below was referred to the MTSS Team last year for additional support. As a team, we are reviewing the student's current classroom academic and behavioral disposition in order help determine next steps regarding their placement in the MTSS process.

Please use the space below to provide any observations that you have made up to this point. This is NOT an Initial Student Referral Form; this information is solely an anecdotal information gathering tool for the MTSS Team.

Date:

Student:

Identification Number:

Teacher:

Course Name:

Class Period:

	ACADEMIC	BEHAVIORAL
<b>Perceived Student Strengths</b>		
<b>Perceived Student Challenges</b>		
<b>Student support you have offered</b>		

\*\*\*\*\*FOR OFFICE USE\*\*\*\*\*

STAR Reading \_\_\_\_\_ (Color), \_\_\_\_\_ (Scale score)/ \_\_\_\_\_ (date)

STAR Math \_\_\_\_\_ (Color), \_\_\_\_\_ (Scale score)/ \_\_\_\_\_ (date)

ACT \_\_\_\_\_ (composite) / \_\_\_\_\_ (date)

SRI/SPI \_\_\_\_\_ (score) / \_\_\_\_\_ (date) SMI \_\_\_\_\_ (score) / \_\_\_\_\_ (date)

BEHAVIOR PLAN \_\_\_\_\_ (date) OTHER \_\_\_\_\_

**Rich Township H.S. District 227  
Multi-Tiered System of Supports  
(MTSS)**



Student #	
Date of Referral	Date of MTSS Meeting

## MTSS Initial Student Referral Form

*Directions: The classroom teacher will complete the Initial Referral Form when they would like to discuss student with MTSS Team.*

Student Name (first, mi, last)	Date of Birth	Year of Graduation
School	Referring Person	

*In completing this section of the referral form, please be as detailed, thoughtful and accurate as possible; this information will help the building MTSS team to determine the student's entry point into the MTSS process.*

**I. Problem Identification: Reason for student referral (include all relevant data):**

**II. Problem Analysis: Why do you think the student is experiencing these difficulties?**

**III. Date, method and outcome of Parent Contact\* (required for referral submission)**

<b>III. INTERVENTION / DURATION</b> (minimum of three)	<b>IV. EFFECTIVENESS</b> (Did it work? How do you know?)
-----------------------------------------------------------	----------------------------------------------------------



Further action recommended by MTSS Team (By whom? By when?):

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Student #	
Date of Referral	Date of MTSS Meeting

## MTSS Tier 2A Plan

### Academic and Behavior Documentation and Intervention Plan

*Directions: The MTSS team will complete this form following discussion of referred student on initial referral form.*

Student Name (first, mi, last)	Date of Birth	Year of Graduation
School	Referring Person	

#### I. Problem Identification (check all that apply):

- Academic    Behavior    Language    Attendance    Other \_\_\_\_\_

#### Description of academic skill deficit and/or target behavior in observable, measurable terms:

#### Baseline Data:

#### II. Problem Analysis: Why is student experiencing problem?:

**III. Intervention(s) Planned:**

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**Goal(s) of the intervention(s) (in measurable terms):**

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**Person(s) providing intervention(s):**

Name	Role	Actions Required	# of days/week	Length of session

Beginning Date of Plan: \_\_\_\_\_  
\_\_\_\_\_

Ending Date of Plan:

Frequency of progress monitoring: \_\_\_\_\_

Method of progress monitoring:

STAR Math Score: \_\_\_\_\_/Date: \_\_\_\_\_  STAR Reading Score: \_\_\_\_\_/Date: \_\_\_\_\_  
\_\_\_\_\_ (9-12 – 2X/Yr) \_\_\_\_\_ (9-12 – 2X/Yr)

SRI  SPI  ACT Score: \_\_\_\_\_/Date: \_\_\_\_\_  Behavior Plan  
(11 – 3X/Yr)

Other \_\_\_\_\_

#### IV. Program Evaluation

Date scheduled for next progress monitoring and data review:

\_\_\_\_\_

MTSS members present (signature and title):

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

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

Method of sharing information with parent/guardian:

Conference  Email  
 Phone  Written Letter  
 Parent in attendance Initials \_\_\_\_\_

Date of Contact \_\_\_\_\_

Parent not in attendance



Student #	
Date of Referral	Date of MTSS Meeting

## MTSS Tier 2B Monitoring and Data Review

### Progress Monitoring Data Review Meeting

*Directions: The MTSS Team will use this form to review student placement in Tier 2 Supports after progress has been monitored for the previously agreed upon period.*

Student Name (first, mi, last)	Date of Birth	Year of Graduation
School	Referring Person	

Areas of concern (check all that apply):

- Academic  
  Behavior  
  Language  
  Attendance  
  Other \_\_\_\_\_

Intervention Progress Monitoring Results (Choose one):

1. Is the student progressing toward the goal?    Yes    No
2. Did the student reach the goal?    Yes    No

If "Yes" in question 1 or 2, determine the following:    Continue Intervention    Exit from Tier 2 Supports

If "No" in question 1 or 2, determine the following and explain below:

- Re-evaluate intervention and create a new plan
- Refer to Alternative Education where appropriate
- Move to Tier 3

Notes from MTSS Meeting:

MTSS members present (signature and title):

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Method of sharing information with parent/guardian:

- Conference       Email
- Phone             Written Letter
- Parent in attendance    Initials \_\_\_\_\_

Date of Contact \_\_\_\_\_

- Parent not in attendance



Student #	
Date of Referral	Date of MTSS Meeting

## MTSS Tier 3A Plan

### Academic and Behavior Documentation and Intervention Plan

*Directions: The MTSS team will complete this form following discussion of referred student on initial referral form.*

Student Name (first, mi, last)	Date of Birth	Year of Graduation
School		

**I. Problem Identification (check all that apply):**

- Academic   
  Behavior   
  Language   
  Attendance   
  Other \_\_\_\_\_

Description of academic skill deficit and/or target behavior in observable, measurable terms:

Baseline Data:

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**II. Problem Analysis: Why is student experiencing problem?:**

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**III. Intervention(s) Planned:**

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Goal(s) of the intervention(s) (in measurable terms):

GOAL: By \_\_\_\_\_, student will \_\_\_\_\_ as measured by \_\_\_\_\_.

The intervention will be implemented for \_\_\_\_\_ minutes \_\_\_\_\_ times per week for \_\_\_\_\_ weeks.

The teacher to student ratio will be \_\_\_\_\_.

Intervention will be implemented by: \_\_\_\_\_.

Progress monitoring measured by: \_\_\_\_\_.

Progress monitoring will be administered by: \_\_\_\_\_.

GOAL: By \_\_\_\_\_, student will \_\_\_\_\_ as measured by \_\_\_\_\_.

The intervention will be implemented for \_\_\_\_\_ minutes \_\_\_\_\_ times per week for \_\_\_\_\_ weeks.

The teacher to student ratio will be \_\_\_\_\_.

Intervention will be implemented by: \_\_\_\_\_.

Progress monitoring measured by: \_\_\_\_\_.

Progress monitoring will be administered by: \_\_\_\_\_.

#### IV. Program Evaluation

Date scheduled for next progress monitoring and data review: \_\_\_\_\_.

MTSS members present (signature and title):

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Parents informed of Tier 3 intervention:

How? \_\_\_\_\_

When? \_\_\_\_\_

By Whom? \_\_\_\_\_



Student #	
Date of Referral	Date of MTSS Meeting

## MTSS Tier 3B Monitoring and Review

### Progress Monitoring Data Review Meeting

*Directions: The MTSS Team will use this form to review student placement in Tier 3 Supports after progress has been monitored for the previously agreed upon period.*

Student Name (first, mi, last)	Date of Birth	Year of Graduation
School		

Areas of concern (check all that apply):

- Academic  
  Behavior  
  Language  
  Attendance  
  Other \_\_\_\_\_

Intervention Progress Monitoring Results (Choose one):

1. Is the student progressing toward the goal?    Yes    No
2. Did the student reach the goal?    Yes    No

If "Yes" in question 1 or 2, determine the following:    Return to Tier 1    Return to Tier 2    Continue Intervention

If "No" in question 1 or 2, determine the following and explain below:

- Re-evaluate intervention and create a new plan
- Modify intervention by increasing intensity/duration/environment
- Refer to Child Study Team

Notes from MTSS Meeting:

MTSS members present (signature and title):

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Method of sharing information with parent/guardian:

- Conference       Email
- Phone             Written Letter
- Parent in attendance    Initials \_\_\_\_\_

Date of Contact\_\_\_\_\_

- Parent not in attendance

## **Academic Intervention Toolkit**

Filled with interventions to address 16 of the most common student deficiencies

Adapted from <http://www.hanson.cps.k12.il.us/Academic%20Intervention%20Handbook.pdf>

### ***Organization is Lacking***

1. Have the student store their materials in the classroom if they're not needed at home.
2. Present the student with multiple storage/organization formats. (e.g. assignment notebooks) Help teach them how to prioritize and organize assignments. (Do not "order them around," however)
3. Offer a calendar with due dates, tests/quizzes, important dates, etc. (for both the student and parent) Be sure to remind the student of important dates, anyway.
4. Don't allow disorganization as an excuse for not completing assignments.
5. If previous assignments/handouts are not needed, make sure they are discarded.
6. Give the student a written list of needed materials for the next day, especially if the
7. materials are not commonly used.
8. Be sure to watch and see how (or if) the student improves. Be sure to point out if something is working, and, if not, try another organizational method.
9. Give time at the beginning and/or end of the class period for the student to get their materials together.
10. Do not hand out more materials than are necessary (e.g. one assignment at a time).
11. Keep in contact with parents and other teachers to make sure they help keep this student organized as well. Do not apply too much pressure to the situation, however.

### ***Cannot Comprehend Abstract Concepts***

1. Relate abstract concepts to real, tangible objects.
2. Be sure to thoroughly teach only one abstract concept at a time. Only start a new concept after the previous is mastered.
3. Review already learned abstract concepts frequently.
4. Make sure that the students are paying full, complete attention.
5. Make sure all concepts/skills that relate to the abstract concept being taught are already mastered.
6. Move slowly and frequently stop to make sure the students are keeping up with what you're teaching.
7. Give plenty of work time for the students to practice and ask questions.
8. Start off using almost purely "real situations"/metaphors, and slowly shift over into dealing purely with the abstract concept (e.g. start off using magnets for electrons and protons, then eventually just shift over to representing the two with their symbols).
9. Work through the first few problems with the students, explaining each step.
10. Be sure to explain the significance of the concept and how it actually works in the real world. All of a sudden it will seem a lot less "bizarre."
11. Encourage question-asking. Allow students to come in during study hall, before/after school/class, and/or in the beginning/end of class.
12. Provide a list of other teachers who might be able to help as well.
13. Move slowly. Do not provide more information than necessary at one time. Teach the abstract concept only, and then deal with a much less "brain-twisting" concept after the abstract one is mastered.

### ***Doesn't Listen to What is Said the First Time (Directions/Questions)***

1. Have the student write down/take notes of everything that is said.
2. Present directions with only a few steps. Introduce each new step after the previous is completed.
3. Say the student's name, then ask them a question/give them a direction.
4. Ask, don't order, the student to repeat what was just said.
5. Don't allow the student to get away with, "Well, I just didn't realize that I had to listen." (or similar excuses)
6. Present the direction/question in multiple forms (ex: hand out a sheet with what is being said as well).
7. Be sure to speak slowly and clearly, stopping if the student looks confused.
8. Make sure to make eye contact with the student and that they are paying attention.
9. Remove objects around the room that might prove distracting.
10. Do not get angry if a student keeps asking questions or dismiss the question right away. If all else, have the student write down the question for later.

### ***Cannot Remember Information over Time***

1. Mark/have the student mark important information that should be more closely studied. Give them time every so often in class to allow them to do so.
2. Give the information significance/make it seem important.
3. Use examples/stories/discussions that could further help the student remember the information.
4. Do not present too much information at one time.
5. Reteach/review the information in a variety of teaching formats.
6. Make sure homework presented reviews past information and doesn't present too much new information.
7. Do not present new information until the old information is mastered. Build new information off of old information as well (if possible).
8. Have the student use the newfound information in practice (ex: have a lab dealing with the information).
9. Don't rearrange the seating mid-unit.
10. Review already learned information with decent frequency.

### ***Needs Information Presented at Snail's Pace***

1. Ask the student to rephrase what was just presented in their own words.
2. Present the information piece-by- piece. Don't teach too much at one time.
3. Be consistent in how much you teach in a day.
4. Enforce and review the really important information more strongly than normal.
5. Be sure to be clear and not too quick in your presentation of the information. Stop every so often to make sure the students are keeping up with you.
6. Remove objects that might distract the student.
7. Make sure to use plenty of examples.
8. Associate new material with material already learned.
9. Teach the material multiple times and in multiple ways. Each student learns best in a different way.
10. If a large amount of students work slower/faster than normal, separate the groups into different hours, one that intentionally goes faster and one that intentionally goes slower.

### ***Doesn't Understand what is Read***

1. Have the student mark/highlight important information and key words.
2. Give time in class for students to start reading and ask for help if necessary.
3. Don't test the reading material the next day.
4. Have students pair up while reading. That way, if one doesn't understand something, the other can help.
5. Make sure to have dictionaries available in your room.
6. Make sure to discuss the material the next day.
7. Talk about/give a preview to the reading before actually giving it out, so the student has at least some idea what it's about.
8. Allow for time to read the material more than one time and/or come in for questions.
9. Hand out the reading material in bite-sizes. There is no use to read 10 pages of information if you don't understand the first page.
10. Provide other sources that help explain (though don't summarize) the material.

### ***Can't Do Homework because the Reading is Too Hard***

1. Use simple, step-by-step directions. Have the student do only one step at a time, and then have them do the next after the previous has been checked.
2. Give plenty of time to finish the homework and/or come in and ask for help.
3. Have the student read the directions for an assignment one day, discuss them, and actually have the student do the assignment the next day.
4. Make the homework challenge a student's ability to understand what is being taught, not their ability to read or write (i.e. keep the reading as simple as possible).
5. The more reading an assignment requires, the shorter the actual assignment should be.
6. Explain the directions in-class, going through the first problem or two with the class as an example.
7. Make sure the homework deals with what has already been learned.
8. Provide diagrams/pictures with the reading as a reference point.
9. Allow for time in the beginning of the class period for students to come up and ask questions about the previous day's homework. Students are much more likely to respond to this than an offer to come in for help during a study hall.
10. Make sure that readings/assignments given out at the same time all deal with the same subject matter.
11. Be sure to look at all the readings you give out to students and evaluate how easy they are to read. Make/find a simpler version if necessary.

### ***Cannot do Word Problems***

1. Make sure the word problems are short, very well worded, and only one or two steps long.
2. Have the student paraphrase the problem using their own terminology.
3. Be wary of textbook word problems. They can often be convoluted and confusing to the student.
4. Solve a word problem or two with the class every time the word problems deal with a new form of math problem.
5. Ask the students for any problems from the previous night's homework that they didn't understand. Allow for some work time at the end of class so they can ask questions, also.
6. Make sure the student understands the type of math problem the word problem deals with before they actually try the word problem.
7. Enforce that word problems are no more different or difficult than the math problems being worked on in class.
8. Make sure the students understand which words correlate with which math functions.

9. Have the student read the word problem until they understand it. Then have them write out the math equivalent of the word problem as they read it. Finally, have them look at the word problem one last time and modify the math equation as needed.
10. Every word problem has an equation in it that deals with the current type of math problem you're working on. Have students identify that equation, and have them worry about the actual question in the word problem after they solve the equation.

### ***Fails Frequently***

1. Make tests/quizzes shorter, but give them out more often.
2. Present many ways for the student to review for a test, including a sample test, an extra study session, and (most importantly) a run-down of what will be tested and how it will be tested.
3. Do not act surprised, angry, upset, etc. if the student does not seem to care about their constant failure. If you lose your calm, the student will just care even less, and you will look like a fool in their eyes.
4. Do not mock the student, point out their constant mistakes, preach, or do anything else to make an "enemy" with the student or to make them feel bad about themselves.
5. Have the tests be graded on how much the student knows, not how well they can write or perform unrelated tasks.
6. Do not give tests to students who have no/little hope of passing. Make sure they know the material before you test them on it.
7. Always allow for time at the beginning of class and/or outside of class for students to ask questions.
8. Be very picky on homework, but allow for the student to make corrections. That way, they learn what they should do without having to sacrifice important points in the process.
9. Be sure to review previous units, tests, quizzes, etc. frequently. It makes chance of success on any sort of comprehensive test much easier to achieve.
10. Make sure the student sees success. Only if there seems to be hope at the end will they continue to try. And never lose hope yourself!

### ***Doesn't Pay Attention to The Quality of their Work***

1. Make sure all homework assigned is important, and be sure to assign homework in smaller quantities.
2. Be picky. Point out any quality issues the student is suffering and provide ways to better them.
3. Be consistent in how good of a quality students must have for their assignments.
4. Be sure to provide for time (in the beginning of and/or outside of class) for students to come in for help.
5. Also give out the names of staff that could be of assistance (NOTE: Students are much more likely to ask questions if you provide time in- class for them to do so).
6. Give examples for the proper way to complete homework assignments given out.
7. Allow the student to make corrections to their assignments or have them checked over before they are due.
8. Give time at the end of class for students to start working on their assignments. Walk around to make sure that the current quality is acceptable.
9. Allow plenty of time before the assignment is due in case students have questions or are stressed for time.
10. Make sure to have the student fix the quality mistakes one-at-a-time. Do not expect them to shift from "sloppy" to "pristine" in one leap.
11. Make students with unacceptable quality on their assignments redo said assignments.

### ***Doesn't Complete Homework/Prepare for Class***

1. Make sure the homework is intended as review for concepts already learned, instead of as a way to present new information. Do NOT use homework as a form of punishment.
2. Give out relatively small amounts of homework (e.g. only one or two worksheets). Remind the students of all needed homework/materials for the next day, both in speech and text.
3. Require roughly the same quantity of homework every day.
4. Describe precisely what has to be done for homework and how it should be done, working out an example for each type of problem with the class.
5. Make sure there is a time (such as study hall) for students to work on homework in school (and receive assistance) if necessary.
6. If a student keeps on forgetting to bring a material home or to school, provide a second copy so that they can have one at both locations.
7. If a student does not complete a homework assignment, be sure to make the student finish the assignment anyway (at school if necessary).
8. Do not get angry at, irritated with, or give up on a student who constantly seems to forget.
9. Break up long assignments/projects into smaller assignments/"checkpoints."
10. Do not refuse to lend materials to a student unless they keep on forgetting to return them. Establish a system that requires the student to give you something of theirs while they borrow the material(s).

### ***Doesn't Care about Grades or Performance***

1. Give the student more say in which kind of assignments are to be done (e.g. have them choose one of four assignments to do).
2. Do not throw away the possibility of drug use, especially if the student frequently seems "out of it."
3. Do not belittle, argue with, or criticize the student, and do not start to show distaste towards the student or take their actions of indifference personally.
4. Make sure that the student also realizes their indifference, and try to make them realize what a problem that is. Do not talk to them about this when they are currently being punished for something, however.
5. Talk to friends, family, previous teachers, etc. about the student's behavior. They might have the best advice.
6. Figure out what the student likes to do, and work it into the assignments (but don't make it extremely blunt or childish, like "tell us about your favorite activity" speeches).
7. Take action as soon as you start to see problems develop. Watch carefully for any sort of progress.
8. Check to verify that the student is not getting overwhelmed in extra- curriculars or anything of the sort outside of school.
9. Make sure you demonstrate that you care and are interested in the student. Do not, at all costs, give up on this step or the student.
10. Make the assignments shorter and more doable. Explain why each assignment/lesson is actually significant.

### ***Cannot Remember Assorted Facts***

1. Utilize fill-in-the-blank, "word box," multiple choice, true/false, etc. worksheets for review purposes.
2. Teach and reteach the material in a variety of mediums.
3. Do not punish a student if they do not remember a fact or name - instead, reward them if they do remember the fact.
4. Be sure to stop every so often while presenting the information to make sure that the students are still caught up to you.

5. Discuss the material in class and make it important to the student - the more important/interesting something seems, the more likely it will be remembered
6. Have the student mark and/or write down important facts that need to be remembered.
7. Build each new fact upon an old one. Suddenly the insignificant seems important enough to memorize (it also provides review of old facts).
8. Allow plenty of time for study and review, both in and out of class.
9. Divide longer facts/numbers into smaller units, and, in the case of words, define the parts of the words (e.g. from bronchitis to branch-, which means lung, and -itis, which means the inflammation of).
10. Divide the students up into teams for friendly, slightly competitive activities in which the winner gets Extra Credit points (or some similar reward - one that matters, though, not "candy")
11. Emphasize the successful identification/discussion of facts as inverse to the memorization of them.

### ***Cannot Identify Supporting Details***

1. Make sure the student can figure out what the main idea is. Then have them find anything that "proves/verifies" the main idea.
2. Play Devil's Advocate. As the student tries to explain the main idea, ask them "why?" (e.g. "why is pollution bad?") Be sure to be supporting and not demanding when doing this, however.
3. Double-check that the student understands other language concepts that are present in the reading material.
4. Do not give the student too much to read and too little time to read it.
5. Lessen the "clutter" on the page (e.g. unnecessary pictures, large blocks of text) to make the text seem less frightening and more straightforward.
6. Be sure to provide plenty of practice with supporting details (and other English concepts) even after they have been "mastered."
7. Create an environment where the student isn't afraid to ask a question, no matter how "simple" it is.
8. Make sure to pause every so often in the text and while teaching to make sure the students understand what is being presented to them.
9. Be sure to review what supporting details are, using concise (not broad) explanations and relevant examples.
10. Do not teach other English concepts while working with supporting details.

### ***Will Not Wait for Help from the Teacher***

1. Tell the student you'll help them soon. If you can't however, find another student to help them out instead.
2. Make sure the students all understand the directions after you've given them. You can't waste time repeating directions.
3. Tell the student to move on to the next problem until you have time to help them.
4. Make sure to respond appropriately if a student will not patiently wait for help (i.e. don't blow up at them).
5. Do not put students under a time crunch or have "the best assignment win." Both will cause students to want more of your help more often.
6. Make sure students understand that their work does not have to be perfect, and do not mark off for tiny errors.
7. Provide extra information (e.g. a packet of definitions) someplace in the room in case there are a few common/simple questions. If one question is constantly asked, just explain it to the whole class.
8. Make yourself available for help outside of the classroom as well.

9. Prioritize - even if a student has interrupted you, if their question is very simple/short to answer, answer it.
10. Have a pre-set path around the classroom, going to each student/group and asking if they have any questions. Thus, if a student needs a question answered, they have no choice but to wait.

### ***Won't Take Notes***

1. Make sure to teach/review good note taking,
2. Point out the information that should, without a doubt, be written down. Tell students when they should/shouldn't take notes.
3. Provide a "note sheet" for students to fill out if they have trouble figuring out what to write down for notes.
4. Give the students a reason to use notes (e.g. allow them to use notes on the smaller tests/assignments).
5. Do not allow a student to perform an assignment if their notes are not thorough enough for it and/or only answer a student's questions if their notes are properly filled out..
6. Make sure that not only is the student in a position (e.g. close enough to hear/see) where they can actually take notes, but be sure to be loud, clear, simple, and slow enough to be understood.
7. Present the information in a variety of mediums (e.g. vocal, PowerPoint, Prezi).
8. Give out the information in "chunks," stopping to make sure that they comprehend what you have taught them every so often.
9. Check to make sure that the students have the materials out to take notes and are actually taking notes.
10. Keep the information interesting. Discuss it, don't just tell it (otherwise students might drift off).

## **Behavior Intervention Toolkit**

Filled with interventions to address 16 of the most common student deficiencies

Adapted from <http://www.hanson.cps.k12.il.us/Academic%20Intervention%20Handbook.pdf>

### ***Cheats on Assignments, Tests, etc.***

1. Be sure to review in class for the test.
2. Put more emphasis on completion/participation grades in homework assignments. The less points that are at stake, the less likely a student is to cheat.
3. Put more emphasis on short answer questions/"essays" in assignments and tests. It's much easier to cheat on fill-in-the-blank and multiple choice.
4. Keep cheaters away from students that might be easy and/or "beneficial" to cheat off of. Be careful said students aren't allowing others to cheat, too.
5. Do not create a "competitive feeling" in the classroom (e.g. curving to the best score). Fear of failure is a large reason many students cheat.
6. Force the student to move anything that is not needed for the test (such as backpacks) to the back of the room for the duration of the test. Search for other common ways to cheat (e.g. cell phone).
7. Do not be overly accusative. If you just preach and punish, the student will not want to change their ways.
8. Do not allow students who are finished with the test to read, talk, etc. That makes it much more difficult to watch for cheaters. Do not do work during tests.
9. Investigate students who appear to be cheating, but don't ever accuse/interrogate.

### ***Doesn't Pay Attention in Class***

1. Keep periods in which students have to listen short. Hold back on the lectures/speeches.
2. Make sure to keep the same requirements for listening every time. Rarely, if ever, judge when to act on a "situation-by-situation" basis.
3. Make sure to call the student's attention to the facts that are extremely important to remember (and don't just say, "You need to know this." Students who are already not paying attention won't notice).
4. Divide directions up into small steps. Present each step after the last is finished.
5. Check for signs that the students are paying attention.
6. Every so often, ask that a student paraphrase what you just said, so as to keep them "on their feet."
7. Give the information out in various formats (spoken, written, video, etc.).
8. Get rid of objects around the room that prove to be consistently distracting.
9. Make it so the student cannot start the assignment until directions are completed (e.g. hold onto necessary materials until you're done speaking).
10. If a student has a question dealing with what was already stated, only help them if they can repeat what was already said. If they cannot, suggest that they ask another student and come back later.
11. Group students together, so that if one misses the directions, the others won't.

### ***Uses Profanity***

1. Do not use profanity yourself.
2. Keep the student away from other students, situations, competitions, etc. that might make them angry enough to use profanity.
3. When responding to profanity, act very calm and nonthreatening. Do NOT act angry, surprised, amused, etc.
4. If a student who doesn't normally use profanity starts to, correct this quickly. Otherwise it'll become a habit.
5. Never ignore profanity, no matter how small. It'll seem like you don't mind.
6. Treat the students with respect, "equality," and interest. They'll be much more likely to listen to you (don't preach).
7. Respond the same to every cursing situation (unless one student has cursed many times, of course). Act appropriately, and don't be too harsh.
8. Try to figure out the reasoning behind the profanity use. (e.g. popularity, anger)
9. Never yell at the student, much less in public. Do not make it a battle of "good/evil," either.
10. Be sure to remind students over the course of the year of your "anti- profanity" policy. Be sure to provide a **valid** reason as to why you have a distaste for profanity (and "it's the rule" doesn't count). If there's a decent reason not to use profanity, students will be less likely to.
11. Provide "substitute words" for the student to use instead of profanity.

### ***Lies***

1. Give the student every reason to succeed. Not only is it harder to make excuses then, but if they do succeed, then why lie?
2. Ask the student to repeat what they said (but don't call it a lie). If it's a lie, they'll be less likely to want to repeat it.
3. Lessen the punishment for forgetting assignments and materials. The student has less reason to lie then.
4. Be sure to be open and respectful with the student. If you understand and care (and they realize that), they will be much more open.
5. Even if the student claims to have had the assignment "stolen," still force them to redo it. Then there's no benefit of lying.
6. Do not accuse the student of something you are sure they have done. If you know they did it, then there's no reason to have them confess the act themselves.
7. Don't take everything at face value or be overly suspicious. Do a "check for verification" (with the parents, for example) every so often.
8. Don't assume everything the student says is a lie or that they're a "liar."
9. Do not punish severely. Support, and help change. Do not be an aggressor, at all costs.
10. Do not get angry at the liar or start to show actual distaste for them. Do not make favorites, either.
11. Do not argue, bicker, or debate over the validity of what the student is saying. It wastes time, puts them on the defensive, and gives them attention they might be looking for.

### ***Puts the Blame on Others***

1. Do not allow the student to "get away completely," even if they had a good excuse. They still didn't finish the assignment.
2. Make sure that the materials you give the student are in great condition, so they cannot be blamed.
3. Give the student all the help, information, etc. they ask for. Explain precisely what you want completed, along with necessary materials/activities for the next day.

4. Do not create a "competitive feeling," in which a student who makes a mistake gets left behind or is the center of frustration by other students.
5. Do not create such large punishments for mistakes that the student "needs" to pawn off the blame.
6. Give the student a full list of materials and activities for the next day.
7. Do not accuse, argue, or bicker with the student, especially not in front of the class. It wastes time and just makes things worse. Instead, discuss it privately and don't say "it's your fault."
8. Be respectful/open with the student. The more "equal" you are, the more willing they'll be to open up.
9. Make it so the student can't blame others for their mistakes (e.g. keep them out of groups).
10. Do not let excuses slide one time and not the next. Do not waver.
11. Share both some blame and some credit for what your students do.

### ***Is Frequently Late/Absent***

1. Keep in contact with parents, guardians, etc. Share information on both ends.
2. Have a sign-in/sign-out sheet for students going on doctor visits, dentist visits, etc. Make sure to have parent/doctor recognition if the student misses some of school.
3. Make sure to keep the class fun/interesting without seeming "child-like" and "unimportant." Make every day important.
4. Assess whether your class is good for the student, or if it's too difficult or too easy.
5. Have the student make up any time they missed in class (e.g. they skip 15 minutes, they stay after school/class 15 minutes).
6. Start class as soon as the bell rings. Make it vital to arrive on-time.
7. Be sure that the "transition period" between hours is long enough.
8. Do not get angry or preachy with the student.
9. Make sure to ask the student as to why they were late or absent. Just be prepared for lies and excuses. (do not assume everything said is true). (Don't do this as an accusation or in front of the class, either)
10. Do not make a scene out of a student's late arrival/absence or make it a bad experience for them. Instead, give them a seat near the door and have materials ready for them, just in case they decide to show up.
11. Make sure to have make-up work be shorter than the original work. Doing 2+ times the homework upon re- arrival to school is not very encouraging.

### ***Cannot Switch From One Project to the Next***

1. If neither project is due the next day, allow the student to choose which assignment they work on.
2. Be sure to clearly explain and repeat the time limits for each project, giving a reminder every so often and warning students when the time limit for a project is up.
3. Be sure to remind the student that they can finish an unfinished project at a different time (e.g. study hall). If they are nearly completed, however, let them finish before moving on to the next project.
4. Give plenty of time for the student to work on their projects.
5. Provide for a five minute or so "bumper period" where the students can wrap up one project and move onto the next.
6. Gather the materials for one project and hand out the materials for the next when switching from one project to the next.
7. Make sure to tell the student (preferably using a handout as well) what the schedule will be for working on projects beforehand. Alert them of any changes as soon as possible.
8. Make sure the student realizes that perfection is not necessary, and that sacrificing a whole project to make the other "flawless" is not a good idea.
9. If the student still cannot switch from one project to the next without finishing the first, make sure that you have the student work on the most important project first.

10. Have the students work in groups, so that if one cannot make the change from one project to the next, the others can help them.

### ***Doesn't Work in Class or Finish Classroom Assignments***

1. Clearly explain the directions in the beginning of the class, asking if students have any questions afterward. Use examples, as well (i.e. work out a few problems in class).
2. Give out smaller assignments one- at-a-time (or divide a big assignment into chunks). Give each new assignment after the last is completed and checked off.
3. Be sure to answer any questions as quickly as possible and to provide as many other materials as possible (e.g. written copy of the directions, necessary work materials).
4. Be sure not to be irritated, impatient, etc. when students ask questions.
5. Have students work on in-class assignments in pairs/groups. Pair non-workers with hard workers if necessary.
6. Assign roughly the same amount of work each day, and provide more than enough time to finish an assignment.
7. Give out multiple assignments/formats for the student to work with, and allow them to choose one.
8. Have the student finish what they didn't in class at some other time (e.g. study hall).
9. Be sure to tell the students the "time limit" they have for the assignment, warning them where they should be at various "check points."
10. Make sure the student has their physical needs fulfilled. Commonly, students lack the necessary sleep/food to function efficiently.

### ***Interrupts/Says Irrelevant/Inappropriate Things***

1. Make it so it'll be hard to just start talking (e.g. busy the student with assignments, ask questions with regular frequency).
2. Ask the student before they tell the story: is this relevant in any way to the lesson?
3. Do not act overly angry, surprised, amused, etc. when the student says something quite irrelevant. Remain calm, but still correct the student.
4. Do not favor/focus on a few students or tend to ignore a few others.
5. Make sure to explain why the student shouldn't be saying what they're saying (e.g. extremely busy day).
6. Do not waver in how you respond. Have a set pattern every time (e.g. ignore first two occurrences, mention third)
7. Consistently check to make sure students are keeping up with you, as so they don't have to interrupt and ask a question explained 30 minutes ago.
8. Keep any break/work time at the end of class. Only allow it if the students have paid proper attention.
9. Be sure to respect the student and always keep their emotions in mind.
10. Promote the "hand raising" rule. If a student does interrupt, ignore it and keep on teaching (unless they do it a few more times - then just correct them and move on).
11. Respond to the situation in private, and do not be strict. This issue is more a problem of habit than "bad behavior."

### ***Has a Short Temper***

1. Be sure to always remain calm, quiet, and controlled. Do not criticize or get angry yourself.
2. Be sure to watch the student constantly. If it seems like they are close to "blowing up," intervene immediately and move the student someplace else (do not make a scene, however).

3. Keep the student busy.
4. Be sure to keep an open phone line with the student's parents and other teachers. Be sure to have someone the student can talk to if they get really mad.
5. Never get angry/bossy with the student, but don't act like they're a little kid, either. Be respectful, and give the student space.
6. Make sure that other students aren't intentionally aggravating the one student, and properly deal with any who are.
7. Avoid any topics that would make the student unhappy.
8. Promote mild, relaxing activities for the student to do (e.g. going on a walk) instead of intense, competitive ones.
9. Do not give in to the student's demands if they get angry.
10. Talk to the student about their anger only while they are calm. Ask the student when/how they normally get angry. And don't give them a long talk right away, either. Just start with a comment or two.

### ***Doesn't Get Along Well with Others***

1. If the student does not want to talk to/work with certain students, do not make them.
2. Keep competition at a minimum.
3. Help the student find extracurriculars and hobbies that would keep them busy and possibly promote social interaction, as well.
4. Make sure to watch out for other students to make sure they treat the student properly. Do not act like a "mother," however.
5. Make sure to pay proper attention to the student and look for what may be a problem-causer.
6. Do not express anger at a "bully," especially in public. They expect (and probably want) that response.
7. Keep the student busy.
8. Check the student's history to see if there are any home or other problems that might cause them to act a certain way.
9. Promote that the student to spend time with others, but don't go off too strongly. They might wish to be alone.
10. Have the student work in groups with other students they would most likely get along with. Do not force the student to do so, however.

### ***Talks/Texts***

1. Be sure to keep the student busy.
2. Be sure to keep a constant watch on the student. Remove the phone if you see them texting.
3. Keep students who talk with each other constantly away from each other, in separate classes if necessary.
4. Give students time to talk before/after/during class.
5. Reward students for remaining quiet during work time (e.g. having the last few minutes free).
6. Give the student a valid reason for why they need to remain quiet.
7. Do not waver in how you respond to talking/texting. Have the same response near every time.
8. Do not be too "soft" or too "hard" on the student. Too "soft," and they won't take you seriously. Too "hard," and they'll just consider you a "rule-follower" and won't trust any logic you have.
9. Be sure to remove the phone from the student's possession as soon as it becomes an issue.
10. Be respectful of the students, and try to make sure they are respectful of you, too.

### ***Does Not Take Part in Class Activities***

1. Have the student have a specific role in the group, so they feel like they actually have worth to them.
2. Do not require a student to take part in class activities. Make sure they are at least present, however, and provide an alternative for them to do.
3. Figure out/ask why the student does not do certain activities. Do not take the student's ideas and opinions for granted. Be respectful, and listen for any good ideas.
4. Make sure to keep activities interesting and related to the students' interests.
5. Have the student do the activities with the students that they get along with best and/or students that they would get along with well.
6. Be sure to show care for those who don't take part, and try to establish a relationship with them. The more "equal" you are, the more commonly they'll follow and respect your directions.
7. Don't argue with the student or give them major, embarrassing punishment for not taking part.
8. Be careful-sometimes activities that are "fun" can commonly be mistaken for "childlike."
9. Give the student some leeway if they still have to make up activities not finished in class. Otherwise they'll fall further behind.
10. Encourage participation by all, even those who do not volunteer. Many are just nervous about looking "foolish."

### ***Destroys/Steals Materials***

1. Store any materials that are not being used in a secure, hard-to-reach spot.
2. Keep materials used in-class at a minimum.
3. Do not publicly accuse/demean the student. Aggression like this will just heighten resentment.
4. If a student steals a material, make sure to figure out how, so it won't happen again.
5. You break it, you buy it.
6. Investigate the student's history/talk to parents, teachers, and others close to them. Figure out why they do what they do.
7. Do not ignore the student's actions.
8. Do not get angry or "make an enemy" of the student. This is most likely the reason for destruction/theft in the first place.
9. Be sure to tell the administration and parents about the incident. Do not openly accuse a student. Instead, privately mention your "concerns."
10. Do not make a big deal to the class about this "injustice" or punish the class for not revealing the culprit.
11. Do not apply a massive punishment to the student, as "just" as it may seem. The student needs to make "friends" with the school, and a massive punishment will just increase the resentment they already probably have

### ***Will not Read***

1. Remember: however acclaimed/brilliant a book might be, it might be completely uninteresting to the average high school student.
2. Ask questions that rely on interpretation of the book, not memorization.
3. Read the spark notes (and other assorted summaries) on reading materials used in class. That way you'll know if a student just used those or not.
4. Allow for some time for students to read in-class.
5. Ask the advice of students of the past year, and see what books were liked and disliked.
6. Ask the students of what sorts of authors/writing styles/books they are interested in, and try to work your readings around that.

7. Do not force the student to read aloud or do anything that might make the reading "embarrassing" for them.
8. Keep most readings short. Do not require reading of an entire book overnight (a chapter is more likely).
9. Discuss the book in-class. It provides a good review/explanation, and it also makes things more interesting.
10. Try readings in various formats (e.g. magazine articles, poetry, modern prose, graphic novels).
11. Read the reading/book yourself, and make sure that it's not too difficult to read.

## RICH TOWNSHIP 227 MATH INTERVENTION TOOL MATRIX

<b>Tool</b>	<b>Tool Type</b>	<b>Web Address</b>	<b>Skills Addressed</b>	<b>Location (Central, East, South, on-line)</b>	<b>Printable (Y,N)</b>
Discovery Education	A range of resources, from math concept videos, interactive games, virtual labs, web math, homework help and activities	<a href="http://www.discoveryeducation.com/students/">www.discoveryeducation.com/students/</a>	Skills from K through 12 <sup>th</sup> grade	On-line	N
IXL.com	Math practice	<a href="http://www.ixl.com">www.ixl.com</a>	Skills from pre-K through 12 <sup>th</sup> grade	On-line	N
Khan Academy	Tutorial videos about math topics	Khanacademy.com	Topics ranging from basic to college-level math	On-line	Y
Kuta Software	Free worksheets , mostly procedural, skill-based problems; can also create custom worksheets at each level	<a href="http://www.kutasoftware.com">www.kutasoftware.com</a>	Topics in Pre-Algebra, Algebra I, Geometry, Algebra 2, and Calculus	On-line	Y
Manga High	Math games	<a href="http://www.mangahigh.com">www.mangahigh.com</a>	Basic math, Algebra, Geometry, Measures, Data, Probability	On-line	N
Math Bits	Lessons and activities in high school and college level mathematics and computer programming for students and teachers	<a href="http://www.mathbits.com">www.mathbits.com</a>	Basic Math, Algebra, Geometry, Algebra 2, PreCalculus, Calculus	On-line	N

## RICH TOWNSHIP 227 MATH INTERVENTION TOOL MATRIX

Continued

<b>Tool</b>	<b>Tool Type</b>	<b>Web Address</b>	<b>Skills Addressed</b>	<b>Location (Central, East, South, on-line)</b>	<b>Printable (Y,N)</b>
Math.com	Homework help and skill practice; tutoring; tables and formulas; games	<a href="http://www.math.com">www.math.com</a>	Topics in Basic Math, Everyday Math, Pre-Algebra, Algebra, Geometry, Trigonometry, Statistics, Calculus and Advanced Topics	On-line	N
Math Portal	Lessons, formulas, on-line calculators and homework help	<a href="http://www.mathportal.org">www.mathportal.org</a>	Algebra, Calculus, Analytic Geometry, Linear Algebra	On-line	N
Pizzazz	Riddle-based worksheets	n/a	Pre-Algebra, Algebra, Geometry	Campus Math Offices	Y
Punchline	Riddle-based worksheets	n/a	Pre-Algebra, Algebra, Geometry	Campus Math Offices	Y
S.O.S Mathematics	Study site with Math review material; homework help; memory refresher	<a href="http://www.sosmath.com">www.sosmath.com</a>	Algebra, Trigonometry, Calculus, Differential Equations, Complex Variables, Matrix Algebra	On-line	N
On-line graphing Calculator	Graphing calculator	<a href="http://www.desmos.com">www.desmos.com</a>	Useful tool for calculations and graphing	On-line	N
Virtual Math Manipulatives	Manipulatives site for computer- based, "hands-on" math concepts	<a href="http://www.nlvm.usu.edu/en/nav/category_g_4_t_2.html">www.nlvm.usu.edu/en/nav/ category_g_4_t_2.html</a>	Applicable manipulative tools for Algebra skills (e.g., Algebra Tiles, Base Blocks, Equation Balancers, etc.	On-line	N

## RICH TOWNSHIP 227 READING INTERVENTION TOOL MATRIX

<b>Tool</b>	<b>Tool Type</b>	<b>Web Address</b>	<b>Skills Addressed</b>	<b>Location (Central, East, South, on-line)</b>	<b>Printable (Y,N)</b>
Edutopia	Teacher articles about the most up to date resource of what is going on in education, lesson ideas, classroom management help and more.	<a href="http://www.edutopia.org/">http://www.edutopia.org/</a>	Various	Online	Y
English-Word Information	Resources for teaching word roots.	<a href="http://wordinfo.info/">http://wordinfo.info/</a>	Vocabulary	online	Y
Handouts	Teachers can upload work for students to work on from home, or at school.	<a href="http://handouts.in/">http://handouts.in/</a>	Any reading skills the teacher is assessing.	Online	N
Izzit	Leveled current events articles for various school subjects with comprehension questions.	<a href="http://izzit.org">izzit.org</a>	Main idea/ details, Inference, Vocabulary	Online	Y
Newsela	Leveled current events articles with writing prompts and tests.	<a href="https://newsela.com/">https://newsela.com/</a>	Main idea/ details, Inference, Vocabulary, Writing	online	Y
No Red Ink	Online interactive learning tool that tracks students progress for teachers.	<a href="https://www.noredink.com/">https://www.noredink.com/</a>	Grammar and writing practice	Online	N
Power Show	Various power points that can be used for lesson introduction, re-teaching, or the flipped classroom.	<a href="http://www.powershow.com">www.powershow.com</a>	Various reading skills	online	Y
Puzzle Maker	Create crossword or word search puzzles for practice or review.	<a href="http://www.puzzle-maker.com/">http://www.puzzle-maker.com/</a>	Details and vocabulary	Online	Y

## RICH TOWNSHIP 227 READING INTERVENTION TOOL MATRIX

Continued

<b>Tool</b>	<b>Tool Type</b>	<b>Web Address</b>	<b>Skills Addressed</b>	<b>Location (Central, East, South, on-line)</b>	<b>Printable (Y,N)</b>
Science Daily	Current events articles for various school subjects.	<a href="http://www.sciencedaily.com/">http://www.sciencedaily.com/</a>	Main idea/ details, Inference, Vocabulary	Online	Y
Teacher Tube	Teacher created videos for teaching; good for the flipped classroom.	<a href="http://www.teachertube.com/">http://www.teachertube.com/</a>	Various reading skills	online	N
Teachers Pay teachers	Free and inexpensive educational classroom materials and lessons.	<a href="https://www.teacherspayteachers.com/">https://www.teacherspayteachers.com/</a>	Main idea/ details, Inference, Vocabulary, Writing	Online	Y

## RICH TOWNSHIP SCHOOL DISTRICT 227

### Assessment Matrix

Essential Components	Benchmarking/Screening <i>(Problem Identification)</i>	Diagnostic <i>(Problem Analysis)</i>	Progress Monitoring <i>(Plan Development and Implementation)</i>	Program Evaluation/Summative Evaluations
<b>Subject</b>				
<b>Reading</b>	STAR Reading  Scholastic Placement Test	WIDA,DLM  SRI,SPI,CELF,CASL, ROWPVT,EOWPVT,WORD, LPT	STAR Reading Progress Monitoring Tool	SAT  Common summative assessments
<b>Mathematics</b>	STAR Math	WIDA, DLM  WIAT-III, KTEA-II, WJ-III	STAR Math Progress Monitoring Tool	SAT  Common summative assessments
<b>Behavior</b>	Office Discipline Referrals (ODRs)	FBA, BASC-II, ABAS II, Conners, Vineland Adaptive Behavior Scale, BRIEF, Autism Checklist	Daily & weekly BIPs, ODRs	ODRs

# School-Wide Systems for Student Success: **DATA**

## Academic Systems

## Behavioral Systems

### Tier 3/Tertiary Interventions

1-5%

- Star Math Progress Monitoring
- Star Reading Progress Monitoring
- SRI (reading screener)
- Early Warning Systems (EWS)
- Dynamic Learning Maps (DLM)
- Wechsler Fundamentals: Academic Skills (WFAS)

### Tier 2/Secondary Interventions

5-15%

- Star Math Progress Monitoring
- Star Reading Progress Monitoring
- Scholastic Reading Inventory (SRI)
- Early Warning Systems (EWS)
- ACCESS Test (English Learners)

### Tier 1/Universal Interventions 80-90%

- |                                                       |                               |
|-------------------------------------------------------|-------------------------------|
| •Pre/Post Tests                                       | •Graduation Rates             |
| •ACT                                                  | •Promotion Rates              |
| •PARCC                                                | •Explore Data                 |
| •Grades                                               | •Early Warning Systems (EWS)  |
| •Star Math                                            | •School Net                   |
| •Star Reading                                         | •WIDA Test (English Learners) |
| •Focus Walk Data                                      |                               |
| •Naviance                                             |                               |
| •Advanced Placement Data                              |                               |
| •Common Formative and Summative Assessments           |                               |
| •Mathematics Assessment Resource Service (MARS) Tasks |                               |

1-5%

### Tier 3/Tertiary Interventions

- School-wide Information Systems (SWIS)
- Behavior Intervention Plan (BIP)
- Early Warning Systems (EWS)

5-15%

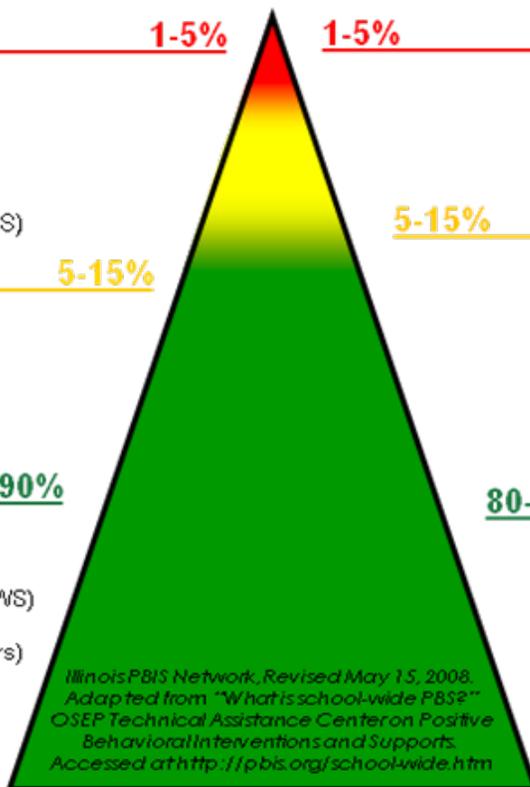
### Tier 2/Secondary Interventions

- SWIS
- Check-In, Check-Out
- Brief Behavior Intervention Plan
- Social Academic Instructional Group (SAIG) Tracking Form
- Early Warning Systems (EWS)

80-90%

### Tier 1/Universal Interventions

- Attendance
- Dropout Rates
- Early Warning Systems (EWS)
- Five Essentials Data
- School-wide Information System (SWIS): Office Discipline Referrals
  - Students, frequency of behavior, location, time of day, function, resolution



Illinois PBIS Network, Revised May 15, 2008.  
 Adapted from "What is school-wide PBS?"  
 OSEP Technical Assistance Center on Positive  
 Behavioral Interventions and Supports.  
 Accessed at <http://pbis.org/schoolwide.htm>

# School-Wide Systems for Student Success: **SUPPORTS**

## Academic Systems

### Tier 3/Tertiary Interventions

1-5%

- Intervention Period
  - STAR Reading and/or Math
  - Accelerated Reading and/or Math
- Tutoring after school
- School Within a School (SWS)
- School Within a School with Support (SWSS)
- Resource Teacher Student Support

### Tier 2/Secondary Interventions

5-15%

- Intervention Period
  - STAR Reading and/or Math
  - Accelerated Reading and/or Math
- Tutoring after school and Saturdays
- Reading I and Reading IB
- Math Foundations
- School Within a School (SWS)
- School Within a School with Support (SWSS)
- Peer Tutoring
- Academic Academy
- Resource Teacher Student Support

### Tier 1/Universal Interventions 80-90%

- Study Tables
- ACT Prep (Saturday or After-school)
- College 101

## Behavioral Systems

### Tier 3/Tertiary Interventions

1-5%

- PBIS
  - Complex Function Based-Interventions
- School Within a School with Support (SWSS)
- Mentoring
- Pupil Support Team

### Tier 2/Secondary Interventions

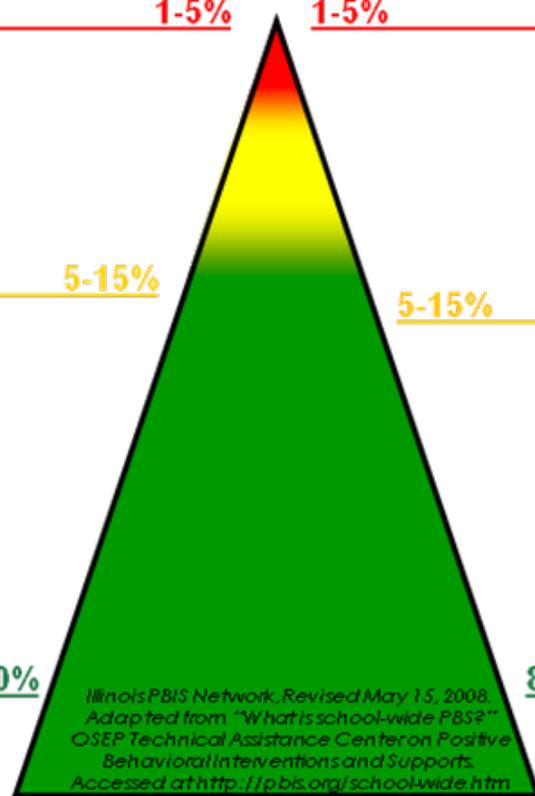
5-15%

- Restorative Justice
- PBIS
  - Social Academic Instructional Groups (SAIG)
  - Brief Function-based Interventions
  - Check-in, Check-out (CICO)
- School Within a School with Support (SWSS)
- Mentoring
- Pupil Support Team

80-90%

### Tier 1/Universal Interventions

- Restorative Justice/Peer Jury
- PBIS
- Peer Mediation
- Pupil Support Team



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