RESPONSE TO INTERVENTION FLUID FLOW CHART

**TIER 1**
- Screening 3X yearly
- Research-based core curriculum
- Includes all students
- Progress monitor weekly

If > 80% meet benchmark, review & evaluate effectiveness of core curriculum and fidelity of instructional practices. If 80% meet benchmark, proceed to review of individual at-risk students.

If student is at or near benchmarks, continue with Tier 1 Instruction.

If student is not meeting grade level benchmarks, teacher provides Tier 1 instruction and documents student progress.

Teacher, with team support, considers the need for Strategic Tier 2 Interventions if the student continues to have difficulty.

Notify parent in writing.

**TIER 2**
- Strategic Interventions
- Research based supplemental curriculum in addition to core
- Additional small group instruction targeted to skill deficits
- Progress monitoring 2 times a week
- Ongoing parent communication regarding progress
- Teacher works with peer group to develop plan and monitor student progress.

Teacher with support reviews progress data. If rate of learning is slow or inadequate to reach benchmarks, they may decide to add Tier 3 Interventions.

Teacher support may include other teachers, Specialists and/or ESOL Staff.

Teacher completes Communication Screening Checklist.

**TIER 3**
- Intensive Interventions
- Increased time and/or intensity
- Adjusted group sizes
- Individually designed program based on test results of Tier 2 monitoring
- Daily monitoring
- Ongoing parent communication regarding progress.
- School-based RtI Support Team and teacher develop plan and monitor student progress.

School based RtI Support Team reviews progress data. If all available interventions are unsuccessful (i.e., student will not meet the benchmark at the present rate of learning) OR the intensity of instruction cannot be sustained indefinitely, consider referral to the District RtI Team for review.

The District RtI Team will review all student data and possibly consider ESE referral.
RESPONSE TO INTERVENTION DELIVERY SYSTEM
ELEMENTARY SCHOOL GUIDELINES FOR READING

Classroom Assignments/ Curricular Options

Undifferentiated Classroom Assignment

Classroom Assigned By Educational Need

Tier 1
Core Program
(90 Minute Minimum)

Tier 2
Core Program plus Supplementals
(90 + 30 Minutes Minimum)

Tier 3
Core Program plus Intensive Intervention Strategies
(120 Minutes Plus)

Instructional Intervention
Support Continuum

SBRR
Best Practices
(Tier 1)

Differentiated Small Group Instruction
(Tiers 1 and 2)

Targeted Small Group Instruction
(Tier 2)

Individual Accommodations/ Modifications
(Tiers 2 and 3)

Intensive Intervention Strategies
(Tier 3)
RESPONSE TO INTERVENTION-READING PROGRAM
ELEMENTARY TIER COMPONENT GUIDELINES

<table>
<thead>
<tr>
<th>TIER COMPONENTS</th>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Instruction</strong></td>
<td>Comprehensive Core Reading Program (CCRP) &amp; Florida Continuous Improvement Model (FCIM)</td>
<td>CCRP with Supplemental Programs/Interventions Targeted to Student Needs</td>
<td>Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs</td>
</tr>
<tr>
<td><strong>Grouping/Student Assignment Numbers</strong></td>
<td>Large Group with Differentiated Small Groups</td>
<td>Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction</td>
<td>Differentiated Very Small Group (3 or less students) and Individual specifically targeted instruction</td>
</tr>
<tr>
<td><strong>Academic Engaged Time (AET)</strong></td>
<td>Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)</td>
<td>Ninety (90) Minute Block, with an additional thirty (30) minutes of Intervention (iii), increased Systematic Explicit Instruction, and Practice</td>
<td>120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student’s Needs Highly Increased Systematic Explicit Instruction and Practice.</td>
</tr>
<tr>
<td><strong>Frequency of Assessment</strong></td>
<td>Three to Four Screenings per Year to Monitor Student Progress (Florida Assessments in Reading)</td>
<td>Progress Monitoring Every Two Weeks Minimum (Group/Individual) [Cold Reads, Curriculum Based Measurement (CBM)]</td>
<td>Individual Assessment Schedule based on the Number and Severity of the Student’s Needs (CBMs)</td>
</tr>
</tbody>
</table>

* Students may experience multiple components across tiers.
** Students may move from lower to higher tiers and from higher to lower tiers.
RESPONSE TO INTERVENTION DELIVERY SYSTEM
MIDDLE SCHOOL READING

Classroom Assignments/ Curricular Options

Undifferentiated Classroom Assignment

Tier 1
Content Area Program (s)
Implement Reading Strategies
(90 minutes a day)

Tier 2
Developmental Reading Program
plus Targeted Supplementals
(90 minutes a day)

Tier 3
Intensive Intervention Reading Program
plus Individualized Interventions
(minimum of 90 minutes a day)

Instructional Intervention Support Continuum

SBRR Best Practices (Tier 1)
Differentiated Small Group Instruction (Tiers 1 & 2)
Targeted Small Group Instruction (Tier 2)
Individual Accommodations & Modifications (Tiers 2 and 3)
Intensive Intervention Strategies (Tier 3)
### RESPONSE TO INTERVENTION-MIDDLE SCHOOL READING PROGRAM TIER COMPONENT GUIDELINES

<table>
<thead>
<tr>
<th>TIER COMPONENTS</th>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Instruction</strong></td>
<td>Content Area Programs implementing reading strategies and Florida Continuous Improvement Model (FCIM)</td>
<td>Developmental Reading Program for Level 3 and above students during the whole school Reading Period. FCIM Programs/Interventions targeted to Student Needs</td>
<td>Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs FCIM</td>
</tr>
<tr>
<td><strong>Grouping/Student Assignment Numbers</strong></td>
<td>Large Group with Differentiated Small Groups</td>
<td>Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction</td>
<td>Further reduced numbers of Students in both Large and Differentiated Small Groups and Individual Instruction</td>
</tr>
<tr>
<td><strong>Academic Engaged Time (AET)</strong></td>
<td>Content Area classes and whole school Reading Period One period each</td>
<td>One Period Developmental Reading (to include FCIM) through the whole school Reading Period. Increased Systematic Explicit Instruction and Practice</td>
<td>Intensive Reading Block within the whole school Reading Period. Highly Increased Systematic, Explicit Instruction and Practice</td>
</tr>
<tr>
<td><strong>Frequency of Assessment</strong></td>
<td>Three Screenings per Year to Monitor Student Progress (Florida Assessments in Reading )</td>
<td>Progress Monitoring Every twenty days at the minimum (Group/Individual) [Cold Reads, Curriculum Based Measurements (CBM)]</td>
<td>Individual Assessment Schedule based on the Number and Severity of the Student’s Needs (CBMs)</td>
</tr>
</tbody>
</table>

- Students may experience multiple components across tiers.
- Students may move from both lower to higher tiers and higher to lower tiers.
RESPONSE TO INTERVENTION DELIVERY SYSTEM  
HIGH SCHOOL READING

Classroom Assignments/ Curricular Options

Undifferentiated Classroom Assignment

Classroom Assignment by Educational Need

Tier 1
Content Area Program (s)
Implement Reading Strategies

Tier 2
Intensive Reading Program as needed

Tier 3
Intensive Reading Program including targeted intervention as needed

Instructional Intervention
Support Continuum

SBRR
Best Practices (Tier 1)

Differentiated Small Group Instruction (Tiers 1 and 2)

Targeted Small Group Instruction (Tier 2)

Individual Accommodations/ Modifications (Tiers 2 and 3)

Intensive Intervention Strategies (Tier 3)
**RESPONSE TO INTERVENTION—HIGH SCHOOL READING PROGRAM**

**TIER COMPONENT GUIDELINES**

<table>
<thead>
<tr>
<th>TIER COMPONENTS</th>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Instruction</strong></td>
<td>Content Area Programs implementing reading strategies and Florida Continuous Improvement Model (FCIM)</td>
<td>Supplemental Intensive Reading Program FCIM Programs/Interventions targeted to Student Needs</td>
<td>Intensive Reading Program. Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs FCIM</td>
</tr>
<tr>
<td><strong>Grouping/Student Assignment Numbers</strong></td>
<td>Large Group with Differentiated Small Groups</td>
<td>Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction</td>
<td>Reduced numbers of Students in both Large and Differentiated Small Groups and Individual Instruction</td>
</tr>
<tr>
<td><strong>Academic Engaged Time (AET)</strong></td>
<td>Content Area classes One period each</td>
<td>Intensive Reading Class as needed Increased Systematic Explicit Instruction and Practice</td>
<td>Intensive Reading Class as needed Highly Increased Systematic, Explicit Instruction and Practice</td>
</tr>
<tr>
<td><strong>Frequency of Assessment</strong></td>
<td>Three Screenings per Year to Monitor Student Progress (Florida Assessments in Reading, ThinkLink)</td>
<td>Progress Monitoring Every Two Weeks Minimum (Group/Individual) [Cold Reads, Curriculum Based Measurement (CBM)]</td>
<td>Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBMs)</td>
</tr>
</tbody>
</table>

*Students may experience multiple components across tiers.*

**Students may move from both lower to higher tiers and higher to lower tiers.**
# RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

## TIER COMPONENT GUIDELINES FOR ELEMENTARY, GRADES K-5

<table>
<thead>
<tr>
<th>TIER COMPONENTS</th>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of Instruction</strong></td>
<td>CORE Math Program (CMP) with differentiated instruction</td>
<td>CMP with embedded Supplemental Program Interventions targeted to student needs</td>
<td>CMP with embedded Supplemental Programs and Intensive Interventions targeted to student needs</td>
</tr>
<tr>
<td><strong>Grouping/Student Assignment Numbers</strong></td>
<td>Large Group with Differentiated Small Groups</td>
<td>Large group with differentiated small group (5 or less) Supplemental Intervention</td>
<td>Differentiated small group (3 or less) and Individual Intensive Intervention</td>
</tr>
<tr>
<td><strong>Academic Engaged Time (AET)</strong></td>
<td>Sixty minute class to include Florida Continuous Improvement Model (FCIM)</td>
<td>Sixty minute class, to include FCIM, with 30 minutes of intervention scheduled twice weekly</td>
<td>Sixty minute class, to include FCIM, with 30 minutes of intervention scheduled four times weekly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased systematic explicit instruction and practice during intervention sessions</td>
<td>Highly Increased Systematic, Explicit Instruction and Practice</td>
</tr>
<tr>
<td><strong>Frequency of Assessment</strong></td>
<td>Three Screenings per Year to Monitor Student Progress [Curriculum Based Measurement (CBM), ThinkLink, or other assessment]</td>
<td>Once a month minimum progress monitoring of identified students with CBM, ThinkLink, or other.</td>
<td>Twice a month minimum progress monitoring of all participating students (CBM)</td>
</tr>
</tbody>
</table>

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

---

Dr. Lawrence Tihen
Deborah Burton Tihen, M.A.T.
Sharon Vandeventer, M.A.T., 3/31/08
Modified by M.Shattuck-Kecken
## RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS
### TIER COMPONENT GUIDELINES FOR MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>TIER COMPONENTS</th>
<th>TIER ONE</th>
<th>TIER TWO</th>
<th>TIER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Instruction</td>
<td>Core Math Program (CMP) to include differentiated instruction within the regular math course</td>
<td>CMP with embedded Supplemental Program Interventions are targeted to student needs  ** Regular Math courses Some students will be enrolled in Intensive Math Class as an Exploratory class.</td>
<td>CMP with both embedded Supplemental Programs and Intensive Interventions targeted to student needs through regular Math Courses. Some students will be enrolled in Intensive Math Class as an Exploratory Class.</td>
</tr>
<tr>
<td>Grouping/Student Assignment Numbers</td>
<td>Large Group with Differentiated Small Groups</td>
<td>Large group with differentiated small group to include Supplemental Intervention</td>
<td>Differentiated small group and Individual Intensive Intervention</td>
</tr>
<tr>
<td>Academic Engaged Time (AET)</td>
<td>One class period</td>
<td>One class period. Some students will be enrolled in Intensive Math. Increased Systematic Explicit Instruction and Practice</td>
<td>One class period. Some students will be enrolled in Intensive Math. Highly Increased Systematic, Explicit Instruction and Practice</td>
</tr>
<tr>
<td>Frequency of Assessment</td>
<td>Three Screenings per Year to Monitor Student Progress [Curriculum Based Measurement (CBM), ThinkLink, District Assessments, and/or others]</td>
<td>Three screenings per year to monitor student progress as well as CBM as needed. (CBM, District Assessments)</td>
<td>Three screenings per year to monitor student progress as well as CBM as needed. (CBM, District Assessments)</td>
</tr>
</tbody>
</table>

*Students may experience multiple components across tiers.

** Students may move from both lower to higher tiers and higher to lower tiers.

---

Dr. Lawrence Tihen  
Deborah Burton Tihen, M.A.T.  
Sharon Vandeventer, M.A.T., 3/31/08  
Modified by M. Shattuck-Kecken
# Response to Intervention—Mathematics Programs

## Tier Component Guidelines for High School

<table>
<thead>
<tr>
<th>Tier Components</th>
<th>Tier One</th>
<th>Tier Two</th>
<th>Tier Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Instruction</td>
<td>Core Math Program (CMP) includes Florida Continuous Improvement Model (FCIM). Differentiated Instruction is provided through the regular program.</td>
<td>CMP includes FCIM with embedded Supplemental Program. Interventions are targeted to student needs.</td>
<td>CMP includes FCIM with embedded Supplemental programs and Intensive Interventions that are targeted to student needs.</td>
</tr>
<tr>
<td>Grouping/Student Assignment Numbers</td>
<td>Large Group with Differentiated Small Groups</td>
<td>Large group with differentiated small group instruction. This includes Supplemental Intervention</td>
<td>Large group with differentiated small group or individual Intensive Intervention as indicated by individual student need.</td>
</tr>
<tr>
<td>Academic Engaged Time (AET)</td>
<td>Core Math Program class for most students</td>
<td>Core Math Program class for most students with increased Systematic Explicit Instruction and Practice</td>
<td>Core Math Program class for most students to include highly increased Systematic, Explicit Instruction and Practice</td>
</tr>
<tr>
<td>Frequency of Assessment</td>
<td>Three Screenings per Year to Monitor Student Progress [ThinkLink and Curriculum Based Measurement (CBM)]</td>
<td>Progress Monitoring monthly minimum (Group/Individual) (District Assessments, CBM)</td>
<td>Progress Monitoring twice a month minimum (Group/Individual) using District Assessments or CBM based on individual student need.</td>
</tr>
</tbody>
</table>

*Students may experience multiple components across tiers.*

** Students may move from both lower to higher tiers and higher to lower tiers.

---

Dr. Lawrence Tihen  
Deborah Burton Tihen, M.A.T.  
Sharon Vandeventer, M.A.T., 3/31/08  
Modified by M.Shattuck-Kecken
### ROLES OF SCHOOL-BASED RtI SUPPORT MEMBERS

<table>
<thead>
<tr>
<th>Classroom Teacher</th>
<th>Reading or Math Coach/Specialist</th>
<th>Speech-Language Pathologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Keep ongoing progress monitoring notes in an RtI folder (FAIR, ThinkLink, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing</td>
<td>* Attend RtI Team meetings</td>
<td>* Attend RtI Team meetings for some Tier 2 &amp; 3 students</td>
</tr>
<tr>
<td>* Attend RtI Team meetings to collaborate on &amp; monitor students who are struggling</td>
<td>* Train teachers in interventions, progress monitoring, differentiated instruction</td>
<td>* Complete Communication Skills screening for students unsuccessful with Tier 2 Interventions.</td>
</tr>
<tr>
<td>* Implement interventions designed by RtI Team for students in Tier 2 &amp; 3</td>
<td>* Model interventions and differentiated instruction for teachers</td>
<td>* Assist with Tier 2 &amp; 3 interventions through collaboration, training, and/or direct student contact</td>
</tr>
<tr>
<td>* Deliver instructional interventions with fidelity</td>
<td>* Guide teachers in the collection and interpretation of data</td>
<td>* Incorporate RtI data when guiding a possible Speech/Language referral &amp; when making eligibility decisions.</td>
</tr>
<tr>
<td>Principal/Assistant Principal</td>
<td>Guidance counselor/Curriculum Specialist</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>* Facilitate and support the implementation of RtI in your building</td>
<td>* Often RtI Team facilitators</td>
<td>* Attend RtI Team meetings on some students in Tier 2 &amp; on all students in Tier 3</td>
</tr>
<tr>
<td>* Provide, coordinate, and support valuable and continuous professional development</td>
<td>* Schedule and attend RtI Team meetings</td>
<td>* Monitor data collection process for fidelity</td>
</tr>
<tr>
<td>* Assign paraprofessionals to support RtI implementation when possible</td>
<td>* Maintain log of all students involved in the RtI process</td>
<td>* Review &amp; interpret progress monitoring data</td>
</tr>
<tr>
<td>* Attend RtI Team meetings to be active in the RtI change process</td>
<td>* Send parent invitations</td>
<td>* Collaborate with RtI Team on effective instruction &amp; specific interventions</td>
</tr>
<tr>
<td>* Conduct classroom Walk-Throughs to monitor fidelity</td>
<td>* complete necessary RtI forms</td>
<td>* Incorporate RtI data when guiding a possible ESE referral &amp; when making eligibility decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESE Teacher/Staffing Specialist</th>
<th>Specialist (Behavior, OT, PT, ASD)</th>
<th>ESOL/ELL Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Consult with RtI Team regarding Tier 3 interventions</td>
<td>* Consult with RtI Team</td>
<td>* Attend all RtI Team meetings for identified ELL students, advising and completing LEP paperwork</td>
</tr>
<tr>
<td>* Incorporate RtI data when making eligibility decisions</td>
<td>* Provide staff trainings</td>
<td>* conduct language screenings and assessments</td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>Social Worker</td>
<td>* Provide ELL interventions at all tiers</td>
</tr>
<tr>
<td>* Provide unique input about the student</td>
<td>* Attend RtI Team meetings when requested</td>
<td>* Attend RtI Team meetings when requested</td>
</tr>
<tr>
<td>* Be an active partner in the team decision making process</td>
<td>* Conduct social-development history interviews and share with RtI Team</td>
<td>* Conduct social-development history interviews and share with RtI Team</td>
</tr>
<tr>
<td>* Provide support/reinforcement at home if appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please note: **Socially maladjusted** students are not eligible for an E/BD classification on an IEP. Therefore, students who are oppositional, aggressive or have poorly developed social skills should only be referred to ESE for a potential behavioral diagnosis if there are also symptoms of mood, anxiety, phobia(s), and/or thought disorder.

<table>
<thead>
<tr>
<th>Tier 3: Individual Student Plan / intensive interventions</th>
<th>Identification</th>
<th>Assessment</th>
<th>Intervention/Action Plan</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ODR’s</strong></td>
<td>Teacher rankings/ratings</td>
<td>Behavior rating scales</td>
<td>Parent conference(s)</td>
<td><strong>ODR’s</strong></td>
</tr>
<tr>
<td><em>(Teacher requests for support)</em></td>
<td><em>Behavior observations w/ forms</em></td>
<td><em>Rule out physical, socio-cultural, developmental and/or sensory issues as causal</em></td>
<td><em>Behavioral observations and docs.</em></td>
<td>Teacher rankings and ratings</td>
</tr>
<tr>
<td><em>(Number of teacher referrals to ESE)</em></td>
<td><em>FBA</em></td>
<td><em>Create BIP for (at least) two periods of intervention: must be of reasonable lengths of time for data collection and progress monitoring; use FBA results to generate BIP</em></td>
<td><em>Findings from social history.</em></td>
<td>Behavioral observations and docs.</td>
</tr>
<tr>
<td><em>(Data showing lack of responsiveness to targeted interventions over time)</em></td>
<td><em>Social history</em></td>
<td><em>Progress Monitor biweekly or more.</em></td>
<td><em>Results from behavior rating scales</em></td>
<td>Behavior progress monitoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2: Targeted group / strategic interventions</th>
<th><strong>ODR’s</strong></th>
<th><strong>ODR’s</strong></th>
<th>Parent Conference(s)</th>
<th><strong>ODR’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher requests for consult</td>
<td>Teacher ratings and rankings of behavior and academic areas</td>
<td>Teacher ratings and rankings</td>
<td><em>Small-group mentoring or coaching</em></td>
<td>Teacher ratings and rankings</td>
</tr>
<tr>
<td>Teacher rankings and ratings of targeted students</td>
<td>Parent Conference(s)</td>
<td><em>Token economy and/or other types of scheduled reward techniques</em></td>
<td><em>Behavior progress report</em></td>
<td>Behavior progress monitoring</td>
</tr>
<tr>
<td><em>Walkthroughs/classroom observations</em></td>
<td><em>Academic support plan if necessary</em></td>
<td>- Classroom report assessment tool</td>
<td>- Peer mentoring</td>
<td>- Regular (preferably weekly) progress monitoring</td>
</tr>
<tr>
<td>-Teacher referrals to ESE</td>
<td><em>Peer mentoring</em></td>
<td>- School-wide management of classroom</td>
<td>- Formal classroom observations</td>
<td>- Formal classroom observations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tiers 1 and 2: Whole Classroom Strategies / Program</th>
<th><strong>ODR’s (major and minor)</strong></th>
<th><strong>ODR’s</strong></th>
<th>Classroom-based core behavioral curriculum</th>
<th><strong>ODR’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher requests for support</td>
<td>Classroom ratings and rankings over time</td>
<td><em>Peer mentoring in cooperative learning groups</em></td>
<td>Peer mentoring and classroom observations</td>
<td>Informal classroom</td>
</tr>
<tr>
<td>Teacher rankings and ratings over time</td>
<td><em>Formal observations of classroom</em></td>
<td><em>Re-teaching and reviewing of school-wide and/or classroom rules</em></td>
<td>Walkthroughs</td>
<td>School-wide program managed in core</td>
</tr>
<tr>
<td><em>Walkthroughs/classroom observations</em></td>
<td>- <em>School-wide action plan based on school profile.</em></td>
<td>- <em>School-wide behavior expectations across all settings and grade levels from within the school.</em></td>
<td>Formal classroom observations</td>
<td>- School-wide behavior expectations based on school profile.</td>
</tr>
<tr>
<td>-Teacher referrals to ESE</td>
<td>- <em>Administer surveys to teachers if necessary</em></td>
<td>- <em>PBS or a similar alternative that provides consistency of cause-effect and behavioral expectations across all settings and grade levels from within the school.</em></td>
<td>- Faculty surveys reviewed</td>
<td>- Referral rates for ESE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1: Universal School-wide Program / core interventions</th>
<th>School profile</th>
<th>School-wide action plan based on school profile.</th>
<th><em>Outcome Summary school-wide</em></th>
<th><strong>ODR’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ODR’s (office discipline referral)</strong></td>
<td><em>Administer surveys to teachers if necessary</em></td>
<td><em>PBS or a similar alternative that provides consistency of cause-effect and behavioral expectations across all settings and grade levels from within the school.</em></td>
<td><strong>ODR’s</strong>, OSS, ISS, etc</td>
<td>School-wide program managed in core</td>
</tr>
<tr>
<td><em>OSS (out of school suspensions)</em></td>
<td>- Faculty surveys reviewed</td>
<td>- School-wide behavior expectations based on school profile.</td>
<td>- Socially maladjusted students are not eligible for an E/BD classification on an IEP. Therefore, students who are oppositional, aggressive or have poorly developed social skills should only be referred to ESE for a potential behavioral diagnosis if there are also symptoms of mood, anxiety, phobia(s), and/or thought disorder.</td>
<td>- Referral rates for ESE</td>
</tr>
</tbody>
</table>
Three Tiered Model of School Supports

Tier 1: Comprehensive and Intensive Interventions
- Individual Students or Small Group (2-3)
- Reading: Scholastic Program
- Reading Mastery, ALL, Sore to Success, Leap Track, Fundations

Tier 2: Strategic Interventions
- Students that don’t respond to the core curriculum
- Reading: Sore to Success, Leap Frog, CRISS strategies, CCC Lab Math: Extended Day
- Writing: Small Group, CRISS strategies, and “Just Write Narrative” by K. Robinson

Tier 3: Intensive Interventions
- Individual Counseling
- FBA-BIP
- Teach, Reinforce, and Prevent (TRP)
- Assessment-based
- Intense, durable procedures

Tier 1: Core Curriculum
- All students
- Reading: Houghton Mifflin
- Math: Harcourt
- Writing: Six Traits of Writing
- Learning Focus Strategies

Tier 2: Targeted Group Interventions
- Some students (at-risk)
- Small Group Counseling
- Parent Training (Behavior & Academic)
- Bullying Prevention Program
- FBA-BIP Classroom Management Techniques, Professional Development
- Small Group Parent Training, Data

Tier 1: Universal Interventions
- All settings, all students
- Committee, Preventive, proactive strategies
- School Wide Rules/Expectations
- Positive Reinforcement System (Tickets & 200 Club)
- School Wide Consequence System
- School Wide Social Skills Program, Data (Discipline, Surveys, etc.) Professional Development (Behavior)
- Classroom Management
- Techniques, Parent Training
Problem Solving Model

Step 1 - Problem Identification
What's the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 1 - What’s the Problem?

Decision Making Rubric
for use with School-Wide Screening

Is this an individual student problem or a larger systemic problem?

- Are over 20% of students struggling?
- Are between 5% and 20% of students struggling?
- Are 5% or fewer students struggling?

Examine instruction, curriculum, and environment for needed adaptations and develop group intervention

Develop small group intervention

Go to intervention evaluation

Go to problem definition

adapted from: Heartland AEA 11, Improving Children’s Educational Results
Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time

Positive

Questionable

Poor
EXAMPLE BEHAVIORS AND INTERVENTIONS FOR EACH TIER

3 SCHOOL-WIDE EXPECTATIONS:
SHOW RESPECT
ACCEPT RESPONSIBILITY
ACT SAFELY

Tier 1:
School-wide
Excessive food on floor in cafeteria

Intervention:
Re-teach expectation:
ACCEPT RESPONSIBILITY
Make Cafeteria rules:
Clean up area before leaving

Tier 1 and 2:
Whole Classroom or Program
Bullying between several classmates

Intervention:
Teach Class Lesson Plan on Tolerance

Tier 2:
Targeted Group
Physical Aggression

Intervention:
Teach Class Lesson Plan on Communicating wants and needs

Tier 3:
Out of assigned area

Intervention:
Individual contract/Reward for staying in area
# Intervention Documentation Worksheet by Week

**Week of _______________________________**        **Teacher __________________________**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>T</td>
<td>P</td>
<td>F</td>
<td>A</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Focus:**
- **L** = Language  
- **PA** = Phonemic Awareness  
- **P** = Phonics  
- **F** = Fluency  
- **V** = Vocabulary  
- **C** = Comprehension  
- **MC** = Math Computations  
- **MA** = Math Application  
- **B** = Behavior

**Program:**  
(Create your own key; for example, Tr= Triumphs)

---

18
# Intervention Documentation Worksheet by Student

**Student _____________________________**

**Teacher ____________________________**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>F</td>
<td>A</td>
<td>T</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Focus:**
- L = Language
- PA = Phonemic Awareness
- P = Phonics
- F = Fluency
- V = Vocabulary
- C = Comprehension
- MC = Math Computations
- MA = Math Application
- B = Behavior

**Program:**
(Create your own key; for example, Tr= Triumphs)

_____ = ____________________________
_____ = ____________________________
_____ = ____________________________
_____ = ____________________________
_____ = ____________________________
_____ = ____________________________

---

T = Time (# of minutes)
P = Program (see right)
F = Focus (see right)
A = Assessment score (will not be done daily)
**Communication Checklist**
**Communication Skills - Teacher Tool**

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>ID#</th>
<th>Date of Birth:</th>
<th>Age:</th>
<th>Date Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Teacher:</td>
<td>Grade:</td>
<td>ESOL: Yes / No</td>
<td>Primary Language:</td>
</tr>
</tbody>
</table>

Please indicate if skills appear to be adequate/inadequate for age.

<table>
<thead>
<tr>
<th>Oral Expression</th>
<th>Adequate *</th>
<th>Inadequate (Provide example below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be understood when speaking</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Makes sense in conversation</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Uses age-appropriate vocabulary</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Grammar and sentence structure are as mature as peers</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Speaks in complete sentences most of the time</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Relates events in proper sequence</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Verbally interacts with peers in social situations</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Responses to questions are appropriate</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Shows no difficulty remembering words while speaking</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
<tr>
<td>Describes and provides information orally</td>
<td>□ □ □</td>
<td>□ □ □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to language-based activities</td>
</tr>
<tr>
<td>Follows oral directions</td>
</tr>
<tr>
<td>Understands what is said</td>
</tr>
<tr>
<td>Remembers spoken information</td>
</tr>
<tr>
<td>Discriminates between words and sounds that are similar</td>
</tr>
<tr>
<td>Usually does not need repetition to understand</td>
</tr>
<tr>
<td>Is able to tune out noise distractions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulation/Voice/Fluency of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is easily understood</td>
</tr>
<tr>
<td>Speech sound production is similar to that of peers</td>
</tr>
<tr>
<td>Speech sound errors do not affect reading and spelling</td>
</tr>
<tr>
<td>Speaks fluently without excessive repetition or pause</td>
</tr>
<tr>
<td>Speaks at appropriate rate</td>
</tr>
<tr>
<td>Voice quality/pitch appropriate for age and sex</td>
</tr>
<tr>
<td>Speaking volume is appropriate</td>
</tr>
</tbody>
</table>

* Describe and provide examples for items checked as inadequate: (Use back if more space is required.)

How do areas noted as inadequate affect the student in the classroom?
Intervention Strategies Documentation Form

Initial Meeting (Version 3)

Student Name: ___________________________ Birth date: ___________ Student #: ___________

Referring Teacher: ___________________ Areas of Certification/Endorsement: _______________

School: ________________________ Tier _______ Meeting Date _________________________

Team Members Present:

**********************************************************************************************

Review of Student History

1. Date of parent notification ________________ If No, why not? _____________________________
2. Has the student received ESE testing in the past? Yes        No   If so, when? _______________
3. Has the student received ESOL services? Yes        No   If so, when? _______________
4. Has the student been retained in the past? Yes        No   If so, when? _______________
5. Has the student been absent/tardy 10 days or more? Yes No   If yes, attach report.
6. Does the student have any health/medical concerns? Yes No   Explain ___________________

**********************************************************************************************

Problem Solving

***Attach data that may assist with the problem solving process.***

1. What is the Problem? (learning or behavioral concern) _____________________________

2. Analyze the problem. Why is the student not attaining benchmarks?
   
   A. Review, Interview, Observe, and/or Test to obtain information (RIOT).
   
   B. Consider the Instruction, Curriculum, Environment and the Learner (ICEL)
   
   C. Write a Hypothesis Statement:
   
   The problem is occurring because _____________________________
   
   ____________________________   ____________________________
   
   If ____________________________ would occur, then the problem would be reduced.

***********************************************************************************************
# Design, Monitor and Evaluate Intervention Plan

Learning or Behavioral Goals and Concerns

<table>
<thead>
<tr>
<th>Interventions Implemented</th>
<th>Intervention Frequency/Duration</th>
<th>Intervention Date</th>
<th>S/U*</th>
<th>Decision</th>
</tr>
</thead>
</table>

* Satisfactory/Unsatisfactory

Who is responsible for implementation? ________________________________

What data will be collected? ________________________________

How often will data be collected? ________________________________

What is the evidence that adequate progress is being made? ________________________________

Intervention Fidelity observed by ________________________________ Frequency ________________________________

Next Meeting Scheduled ________________________________
Intervention Strategies Documentation Form

Follow-Up Meeting (Version 3)

Student Name ____________________ Birth date_______ Student#________________
Referring Teacher_________________ Areas of certification/endorsement_________________
School_______________________ Tier _________ Meeting Date _______________________

***********************************************
***********************************************

Team Members Present:

________________________________   ________________
________________________________   ________________
________________________________   ________________
________________________________   ________________

***********************************************
***********************************************

***Attach pertinent data that may assist with the problem solving process.***

Review the data. Did the intervention produce a:

1. Positive Response? (gap is closing) _______
   Continue with the current goal or continue and increase goal.

2. Questionable Response? (Gap widening slows, but still widens, or the gap stops with no closure.) _______
   Review implementation integrity. Increase intensity of intervention and reassess.
   **Return to problem solving if necessary.**

3. Poor Response? (gap continues to widen with no change in rate) _____________
   Review implementation integrity. Identify error in intervention design or problem analysis.
   **Return to problem solving model.**

Problem Solving Model (if a problem still exists)

3. What is the Problem? (learning or behavioral concern) _______________________

4. Analyze the problem. Why is the student not attaining benchmarks?
   A. **Review, Interview, Observe, and/or Test** to obtain information (RIOT).
   B. Consider the **Instruction, Curriculum, Environment** and the **Learner** (ICEL)
   C. Write a Hypothesis Statement:
      The problem is occurring because______________________________
      _______________________________. If ________________________________
      ________________________________ would occur, then the problem would be reduced.
Next Steps: ________________________________________________

* Satisfactory/Unsatisfactory

<table>
<thead>
<tr>
<th>Interventions Implemented</th>
<th>Intervention Frequency/Duration</th>
<th>Intervention Date</th>
<th>S/U*</th>
<th>Decision</th>
</tr>
</thead>
</table>

Who is responsible for implementation? ____________________________________________

What data will be collected? ______________________________________________________

How often will data be collected? ________________________________________________

What is the evidence that adequate progress is being made? _________________________

Intervention Fidelity Observed by ___________________________ Frequency ____________

Recommendations/Other Information: _____________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Next Meeting Scheduled _________________
REQUEST FOR EVALUATION WORKSHEET
TO BE COMPLETED BY THE DISTRICT RtI TEAM

A. The following factors have been ruled out as possible causes of the student’s failure to respond to interventions:

- Poor or inconsistent attendance
- Recent changes in the family system
- Lack of appropriate instruction (no preschool experience; minimal instruction in math; has not had certain reading components taught, etc.)
- Socio-cultural differences
- Recent illness or medical issues
- Hearing/vision concerns
- Limited English Proficiency (LEP)

B. The problem is chronic and historically evident for at least 6 months (with the exception of preschool students) OR the problem is “acute onset” (i.e. crisis) and requires immediate action.

- Yes
- No

C. The student has undergone (at least) two rounds each of Tier 2 level and Tier 3 interventions with major concerns remaining.

- Yes
- No

D. Parents have been conferring with the team (at least 2 conferences) and are aware of their child's current standing.

- Yes
- No

E. Does RtI data support the conclusion that the student has failed to progress adequately with all available Tier 3 interventions (insufficient rate of learning OR progress that can only be sustained through ESE services)?

- Yes
- No

ALL OF THE ABOVE MUST BE ANSWERED IN THE AFFIRMATIVE AND SUPPORTED BY ATTACHED DATA (INCLUDING GRAPHS DISPLAYING STUDENT PROGRESS, PEER PROGRESS, AND BENCHMARK) BEFORE BEING SUBMITTED TO PSYCHOLOGICAL SERVICES.
Florida Department of Education and the University of South Florida. (2009).

   PS/RtI Training of Trainers Implementation Handbook.


   Phase 1.