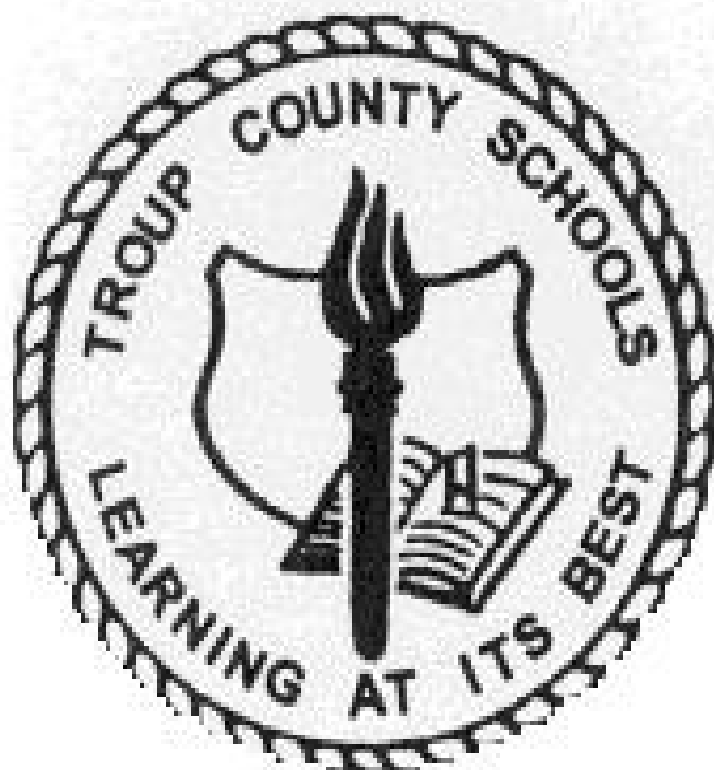


# Pyramid of Interventions: Implementation Manual



*“It’s About Learning”*

# TROUP COUNTY SCHOOLS

## RTI Advisory Committee

### 2008-2010

The purpose of this guidance document is to provide a common understanding and common framework for implementing the Pyramid of Interventions within the Troup County School System.

#### Acknowledgements

A special thanks to the following Troup County educators who served on the 2008-2010 RTI Advisory Committee:

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Brenda Bishop	Callaway Elementary
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Lori Lee Bennett	Ethel W. Kight Magnet
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# Introduction

The Troup County School System is utilizing a framework developed by the *Georgia Department of Education* entitled the *Student Achievement Pyramid of Interventions (PoI)*. The PoI was created in Georgia to address the federal mandate to implement students' Response to Interventions, to provide high-quality instruction, to implement research/evidenced based interventions to meet students' needs, to monitor progress to make informed decisions about the efficacy of the interventions, and to use their response data to guide instruction.

The PoI is a four-tiered problem-solving approach that addresses student needs by providing services and interventions based on Georgia Performance Standards (GPS), sound assessment practices, and research/evidence-based instructional pedagogy. The PoI has the following components:

**Tier 1-**Standards-based and differentiated instruction, universal screening, and progress monitoring through curriculum-based measurement tools such as GRASP.

**Tier 2-** Standard intervention protocol process for identifying and providing research/evidence-based interventions and on-going progress monitoring using GRASP to guide decision making

**Tier 3-**Intense formalized problem-solving model to identify student needs, use of targeted research/evidence-based interventions, and frequent progress monitoring using AIMSweb.

**Tier 4-**Specially designed instruction, programs, and methodologies and greater frequency of progress monitoring using AIMSweb.

The intervention tiers are on a continuum that is fluid allowing students to move up or down the tiers throughout their educational careers. **The student's level of need dictates the tier of support. The actual length of time that an intervention is implemented depends on the student's response to the intervention and the minimum requirements specified by the program.**

The PoI is built on the foundation of programmatic collaboration, which requires coordinated decision making and resource-sharing among general education, exceptional education, and other related services.

Successful implementation of the PoI/RtI requires the following:

- high quality instructional and behavioral supports
- research/evidence-based interventions using qualified personnel with expertise in implementing the intervention used and in the area(s) of student difficulty
- personnel and resources
- progress monitoring
- verification that interventions are implemented with fidelity, integrity, and the intended intensity
- collaboration and communication with parent/guardian

The PoI/RtI process is a vital component within the overall school improvement plan. Therefore, Troup County School System's district and school-level teams are designed to specifically address the implementation of the PoI/RtI process by providing support to teachers and by assisting them to make appropriate curriculum and instructional decisions. The team should consist of stakeholders- people with vested interest in public education such as, but not limited to: school administrators, community partners,

counselors, graduation coaches, social workers, parents/guardians, support staff, teachers, psychologists, and paraprofessionals.

# **ACHIEVEMENT PYRAMID**

# Chapter 1

## Tier 1: Standards-Based Classroom Learning

### Guiding questions:

- Have all students been universally screened?
- Are students receiving high-quality instruction using the GPS in a standards-based classroom?
- Is the instruction differentiated?
- Are students progress monitored through formative assessments?

### Components of a Model Tier 1 program includes:

- Identifying students and target groups in need of specific instructional support through universal screening.
- Implementing learning in a Standards-Based classroom to ensure all students receive high quality instruction on the GPS. Quality instruction assures that 80-100% of the students are successful in the general education classroom.
- Differentiating instruction to tailor curriculum, teaching environments, and practices based on interests, readiness level, and or learning style.
- Administering a variety of consistent, relevant, and common formative assessments
- Using data from formative assessments to guide instruction.

### Factors to Consider:

- Tier 1 is not limited to instruction in the academic content areas, but also includes all domains such as behavioral and social development.



- Provide adequate time for the Tier 1 instructional program to be implemented before determining if Tier 2 support is needed. However, professional judgment is critical in assessing student performance and individual responses to Tier 1 instruction (i.e.; a student with a documented visual impairment would be provided specialized interventions immediately).

Table 1 describes the examples and non-examples of Tier 1. (Adopted from GADOE, RtI Manual, 2009)

**Table 1**

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

**Example of Tier 1 Material:**

- **Georgia Performance Standards**

## Chapter 2

### Tier 2: Needs Based Instruction/ Learning

In addition to Tier 1 instruction, targeted students participate in pre-planned interventions. The standard intervention protocol process is used to identify and provide research/evidence-based interventions. On-going progress monitoring is used to determine response to interventions and guide decision making.

#### **Guiding questions:**

- Is the learning concern a curriculum issue?
  - If it is a curriculum issue, action must be taken to remediate the situation
- Is the learning concern an instructional issue?
  - If it is an instructional issue, action must be taken to remediate the situation
- Is the learning concern a student issue?
  - If it is a student issue, Tier 2 interventions must be provided.

#### **Components of a Model Tier 2 program include:**

- Identifying an academic or behavioral weakness resulting in an academic/behavioral goal as determined by the Tier 2 team.
- Identifying personnel needed for interventions as well as scheduled time for interventions.
- Implementing appropriate research-based Tier 2 interventions (academic, behavioral, social) for each area of need, which includes acceleration. Examples of appropriate interventions include, but **are not limited to:** Research-based computer assisted instruction, SRA programs, Early Interventions Program (EIP), Scaffolding, Life Skills and Character Education, Cross-Grade level and Cross-Discipline curriculum.
- Monitoring progress. Examples include, but are not limited to: Curriculum/Standards-based measures, GRASP

- Adjusting flexible grouping and instruction to meet Tier 2 objectives based on the data.
- Involving parents.
- Completing the Student Review form before initiating formal Tier 3 Interventions. (A sample copy is included on pp. 14-17)

**Factors to Consider**

- Move students between Tier 1 and Tier 2 to ensure fluidity and flexibility in the program. Provide adequate time for the Tier 1 instruction program before determining need for Tier 2 support.
- Implement interventions minimally consisting of two to three days, 60 to 90 minutes per week in a small group of 4-7 students. Use Tier 2 Interventions form to document goals and interventions data (See p. 12 and 13 for a copy of the form).
- Before a student is considered for Tier 3, interventions should be implemented for a minimum of a 9 week period, with monitoring progress and intervention(s) every 2 weeks. A minimum of four data points is required.
- In some cases, more frequent progress monitoring may be needed.
- Psychologists should be included in the meeting when a student is moved from Tier 2 to Tier 3.

Table 2 describes the examples and non-examples of Tier 2 interventions.

**Table 2.**

<b>Examples of Tier 2</b>	<b>Non-examples of Tier 2</b>
EIP 3 <sup>rd</sup> grade students receive additional support in reading through the SRA reading program	Third grade students are placed in a small group reading. Students receive no other reading instruction
Sixth grade students in math scaffolding class receive support by previewing and reviewing math	Math scaffolding classes in isolation with no connection with what is being taught in the general curriculum
Ninth grade students participate in the math support class	No progress monitoring data is used to guide instruction
Small group of students participate in the social skills group with the school counselor	Teacher uses the material without following the specific guidelines

## Examples of Tier 2 Materials:

### Elementary

- Lexia Prescriptive Software
- SuccessMaker Math and Reading
- A-Z readers
- Reading Mastery
- SRA
- Great Leaps
- The Reading Center  
<http://www.joewitt.org/reading/>
- Full Circle Reading
- Mega Math

### Middle:

- Lexia Prescriptive Software
- SuccessMaker Math and Reading
- SRA

### High School:

- SRA
- GHSGT test prep

### Additional resources are available through:

- What works clearing house  
<http://ies.ed.gov/ncee/wwc/>
- Best evidence encyclopedia  
<http://www.bestevidence.org/>

**TROUP COUNTY SCHOOL SYSTEM  
INTERVENTION STRATEGIES FORM  
TIER 2 INTERVENTIONS**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ ID# \_\_\_\_\_

School \_\_\_\_\_ Meeting Date \_\_\_\_\_

Intervention Team Members \_\_\_\_\_  
\_\_\_\_\_

---

**PRIMARY INTERVENTIONS: (Review after a minimum of 9 weeks of interventions)**

**Target Behavior:** \_\_\_\_\_ **Baseline Level of Performance:** \_\_\_\_\_

**Intervention Goal:** \_\_\_\_\_

Intervention(s) Utilized: \_\_\_\_\_

Beginning Date of Intervention \_\_\_\_\_ Ending Date of Intervention \_\_\_\_\_

Frequency of Intervention \_\_\_\_\_ Expected Growth Rate: \_\_\_\_\_

Progress Monitoring Dates: \_\_\_\_\_  
(Attach Graphs/Data)

Current Growth Rate: \_\_\_\_\_ Current Level of Performance: \_\_\_\_\_

---

**SECONDARY INTERVENTIONS: (Review after a minimum of 9 weeks of interventions)**

**Target Behavior:** \_\_\_\_\_ **Baseline Level of Performance:** \_\_\_\_\_

**Intervention Goal:** \_\_\_\_\_

Intervention Utilized: \_\_\_\_\_

Beginning Date of Intervention \_\_\_\_\_ Ending Date of Intervention \_\_\_\_\_

Frequency of Intervention \_\_\_\_\_ Expected Growth Rate: \_\_\_\_\_

Progress Monitoring Dates: \_\_\_\_\_  
(Attach Graphs/Data)

Current Growth Rate: \_\_\_\_\_ Current Level of Performance: \_\_\_\_\_

---

**Validity Statement:**

**I certify above that the above noted intervention(s) was (were) conducted as described.**

\_\_\_\_\_  
**Signature of Administrator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Classroom Teacher**

\_\_\_\_\_  
**Date**

---

**Intervention Status: (Check One)**

- Problem resolved; exit TIER 2.
- Problem not resolved; **complete Student Review** & redesign or modify intervention at TIER 2.
- Student remains below 10<sup>th</sup> percentile **AND** growth level remains below that of average peers; initiate TIER 3 Interventions.  
*Replaces "Request for Assistance" document.*

**General Education  
Troup County Schools**

**TIER 2 Student Review**

***Demographic Information***

Student \_\_\_\_\_ DoB \_\_\_\_\_ Age \_\_\_\_\_  
Gender/Ethnicity \_\_\_\_/\_\_\_\_  
Last First MI  
ID# \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
\_\_\_\_\_

Lives with: \_\_\_\_\_ Parent(s) \_\_\_\_\_ Guardian(s) \_\_\_\_\_ Foster Parent(s)  
\_\_\_\_\_ Other  
Name(s) of Contacts  
\_\_\_\_\_

Vision/Hearing Screening Results/Dates:  
Vision \_\_\_\_\_/Hearing \_\_\_\_\_

Family Assistant/Social Worker Referral:  
\_\_\_\_\_  
Date Reason for Referral

***Reason for Referral to Tier 2***

1. A review of available information suggests that this student's problem is (check all that apply):  
\_\_\_\_\_ Academic \_\_\_\_\_ Behavioral \_\_\_\_\_ Other  
(specify) \_\_\_\_\_

Other Significant Information (Medical, Health, Social/Family):  
\_\_\_\_\_  
\_\_\_\_\_

2. Identify any areas in which the student displays significant strengths.  
\_\_\_\_\_

Teacher Observations – For each area rate the student in comparison to classmates using a 1-5 scale:  
1 = lowest 10<sup>th</sup> %ile      2 = Below Average      3 = Average      4 Above Average  
5 = highest 10<sup>th</sup> %ile

_____ Completes assignments school regularly	_____ Functions independently	_____ Generally appears healthy	_____ Attends
_____ Motivation/Effort focus/Pay attention	_____ Speech	_____ Normal energy level	_____ Can
_____ Gross motor skills appropriate self-help skills	_____ Spoken language skills	_____ Is reality oriented	_____ Age
_____ Fine motor coordination	_____ Sensitive to social cues	_____ Follows rules & structure	_____ Basic
_____ Follows directions math skills	_____ Relates well with adults	_____ Relates well with peers	_____ Basic

\_\_\_\_ Written language skills    \_\_\_\_ Displays appropriate feelings    \_\_\_\_ Arrives on time for class  
 \_\_\_\_ Reading comprehension skills

Additional

Comments: \_\_\_\_\_  
 \_\_\_\_\_

3. Testing Information

A. Norm Referenced Test Results: Name of Test/Date

Administered \_\_\_\_\_ / \_\_\_\_\_

Total Battery Score \_\_\_\_%ile    Total Reading Score \_\_\_\_%ile    Total Math Score \_\_\_\_%ile  
 Total Language Score \_\_\_\_%ile    Science \_\_\_\_%ile    Social Studies \_\_\_\_%ile

B. Criterion Referenced Test Results

CRCT Results: Grade \_\_\_\_ Reading \_\_\_\_ ELA \_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies \_\_\_\_ Writing \_\_\_\_

GHSCT Results: ELA \_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies \_\_\_\_ Ga Writing Assessment \_\_\_\_

C. Other Available Test Results:

4. Most Recent Academic Grades

Area/Course	Grade	Instructional Level	Area/Course	Grade	Instructional Level
Reading			Science		
English/Language Arts			Social Studies		
Spelling			Health/PE		
Math			Other Areas/Courses		

**School History**

5. Attendance Record

\_\_\_\_ Current School Year \_\_\_\_ Days Absent \_\_\_\_ Days Present \_\_\_\_ Days Tardy \_\_\_\_ Early dismissals

Grades in which absences exceeded 15 days:

School Year	Grade	Days Absent	Days Present
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. Previous Schools Attended





Are the above checked items compelling enough to indicate that this student's educational performance is primarily due to environmental, cultural, or economic disadvantage?  
Explain. \_\_\_\_\_  
\_\_\_\_\_

11. Document attempts to meet student needs within Tier 1 (Indicate below the strategies/interventions used over a reasonable period of time in response to this student's problem(s) RtI requires 6-8 weeks.

- |   |   |
|---|---|
| <input type="checkbox"/> Alternative reading materials                  | <input type="checkbox"/> Help from parent/volunteer tutor   |
| <input type="checkbox"/> Frequent checks by teacher                     |   |
| <input type="checkbox"/> Provide study sheets for review & drill        | <input type="checkbox"/> Alternative math materials         |
| <input type="checkbox"/> Provide rewards for task completion            |   |
| <input type="checkbox"/> Flexible small groups                          | <input type="checkbox"/> Increase repetition & drill        |
| <input type="checkbox"/> Enlist parent support to review skills at home |   |
| <input type="checkbox"/> Read with student                              | <input type="checkbox"/> Skill-based learning groups        |
| <input type="checkbox"/> Instructional software                         |   |
| <input type="checkbox"/> 1 – 1 with teacher/assistant                   | <input type="checkbox"/> Increase positive reinforcement    |
| <input type="checkbox"/> Other  |   |
| <input type="checkbox"/> Increase use of manipulatives                  | <input type="checkbox"/> Break assignments into small steps |

## **Chapter 3**

### **Tier 3: Student Support Team Driven Learning**

In addition to Tiers 1 and 2, **targeted students** who remain below grade level and not making progress as measured on the AIMSweb may need intense and tailored instruction. These students will be considered for Tier 3 interventions.

#### **Guiding questions**

- Is the instruction intensive and formalized to address the individual student needs?
- Are the targeted, research-based interventions tailored to individual needs of the students?
- Is there frequent progress monitoring and analysis of student response to intervention(s)?

#### **Components of a Model Tier 3 program:**

- The problem-solving process at the Tier 3 level includes the following:
    - identify no more than two diagnostic interventions .
    - gather and analyze additional information about the student, his/her performance strengths and weaknesses, background information, etc.
    - include a timeline detailing how long the intervention will be implemented and dates for progress monitoring.
    - administer weekly probes using AIMSweb progress monitoring tool.
- The Tier 3 chairperson is responsible for overseeing the administration of the probes.
- graph data points in order to show progress or regression.

**Factors to Consider:**

- If the child is making progress using the Tier 3 interventions, continue with the interventions.
- If progress toward the goal is minimal, Tier 3 members will revise or change the intervention(s).
- The intervention plan should be implemented for at least 4 weeks before changes are made.
- The intervention group size should not exceed 3 students per instructor.
- Interventions should be implemented 3 – 4 days per week, 45 -60 minutes in addition to Tier 1 for a minimum of 12 weeks prior to consideration for referral for Tier 4 services.
- If a student is receiving support at the end of a school year, the support should be continued at the beginning of the next school year.
- Data from both school years should be used in determining if a referral to special education is required.
- The 12 weeks could occur over the course of two consecutive school years; however, the team must have data from the current school year to determine if lack of progress is still evident.
- Active parental involvement in the student's plan is encouraged. Movement from tier to tier is fluid, based only on data-driven decisions.
- School psychologists should be an integral part in the Tier 3 decision-making process.

- *Folders of students who are already receiving Tier 3 interventions will be reviewed by the Tier 3 chairpersons at the beginning of each new school year. Information of the existing strategies and requirements are shared with teachers for implementation.*

Table 3 describes the examples and non-examples of Tier 3 interventions (Adopted from GADOE, RtI Manual, 2009).

**Table 3**

<b>Examples of Tier 3/SST</b>	<b>Non-examples of Tier 3/SST</b>
Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis.	Student is given extra work in specific area(s) of math weakness.
Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.	Student is given additional reading assignments in lower level readers.
Data shared by teacher on the student’s classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on data time sampling and to check fidelity of implementation.	Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data.
Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at end of day. Mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol shared with parent. Together, student and mentor track (progress monitor) the effectiveness of the intervention.	Parent is instructed to make sure student completes homework assignments.

## **Chapter 4**

### **Tier 4: Specially Designed Instruction**

**Tier 4** is developed for students who need additional supports and meet eligibility criteria for special program placement including special education, gifted education, ESOL, and 504 plans. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting. Tier 4 provides instruction that is targeted and specialized to meet students' individual needs. Tier 4 case managers are responsible for overseeing the administration, collection and the analysis of the progress monitoring data. Struggling learners who receive special education services must be probed weekly using AIMSweb when appropriate.

#### **Guiding Questions in Implementing Tier 4 Intervention:**

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

# Components of Tier 4

## 1. Special Education

Special education eligibility supports the practice of providing high quality instruction where interventions match the students' individual needs. Monitoring progress frequently, making needed changes in instruction, and applying child response data are important when making educational decisions within special education. Additional information may be obtained by contacting:

<http://exeduc.troup.k12.ga.us/>

## 2. Gifted Education

Gifted eligibility supports students who demonstrate a high degree of intellectual, creative, and/or artistic ability(ies), possess exceptional leadership skills, or excel in specific academic fields, and who need special instruction and/or special ancillary services to achieve at levels commensurate with their abilities.

Additional information may be obtained by contacting:

[http://www.gadoe.org/ci\\_iap\\_gifted.aspx](http://www.gadoe.org/ci_iap_gifted.aspx)

## 3. English Speakers of Other Languages

ESOL eligibility supports students who use English as a second language. The ESOL program is a standards-based curriculum emphasizing social and academic language proficiency. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of Georgia's English as Second Language Learners. Additional information may be obtained by

contacting: [http://gadoe.org/ci\\_iap\\_esol.aspx](http://gadoe.org/ci_iap_esol.aspx)

## 4. Section 504 Plans

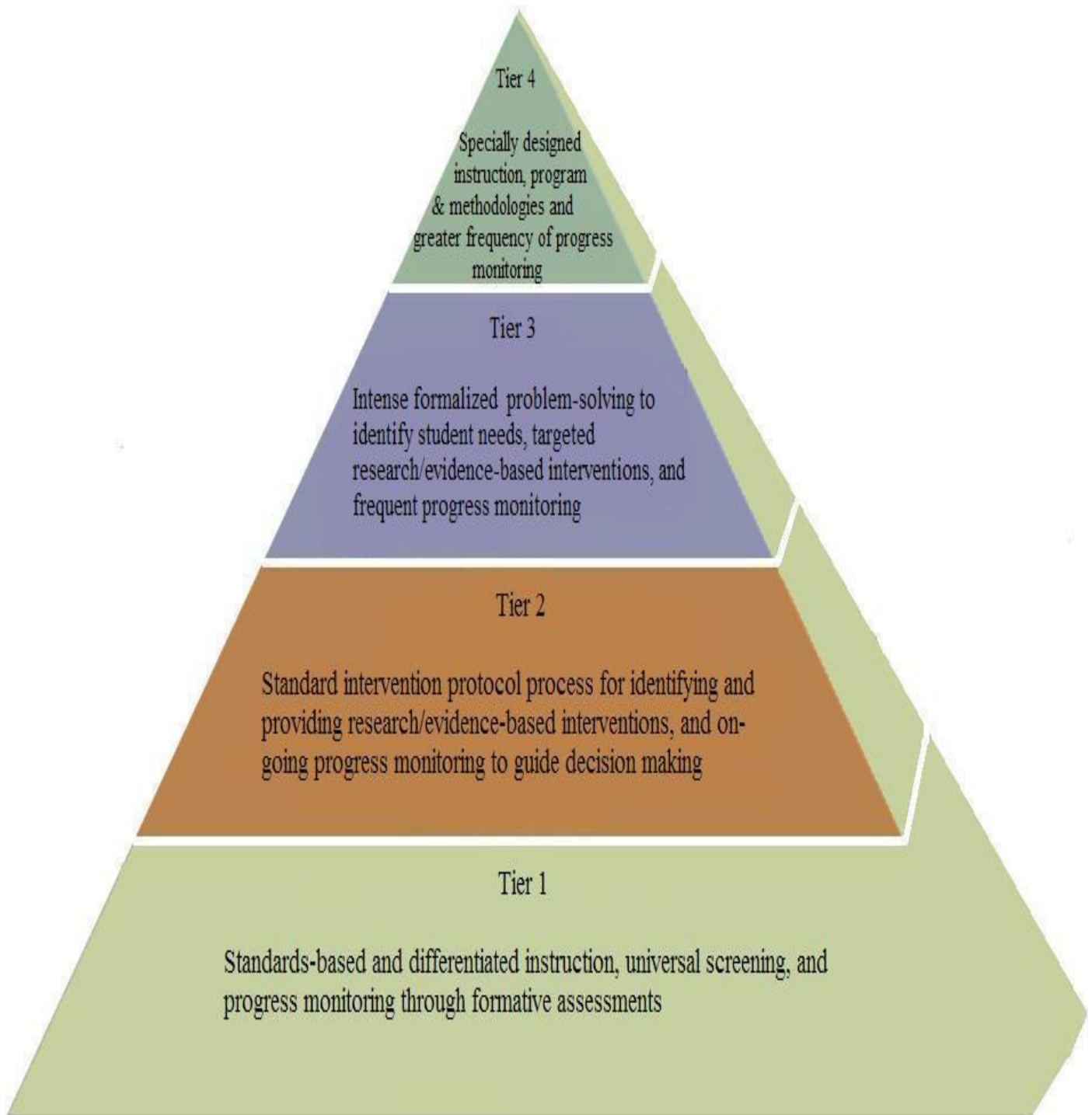
Section 504, as part of the *Rehabilitation Act of 1973*, prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more life activities. Through the Pyramid of Intervention Team process, Troup County School System will identify and evaluate a student's need for and

eligibility for educational accommodations under Section 504. If the student is determined to be eligible for such accommodations under Section 504, he or she will be afforded access to all appropriate educational services. The student and his/her parent(s) or guardian(s) will be notified in writing of all decisions made by the TIER 3 Team regarding identification of specific needs, evaluation procedures, eligibility criteria, and reasonable appropriate accommodations.

Please consult the following DOE website for more information:

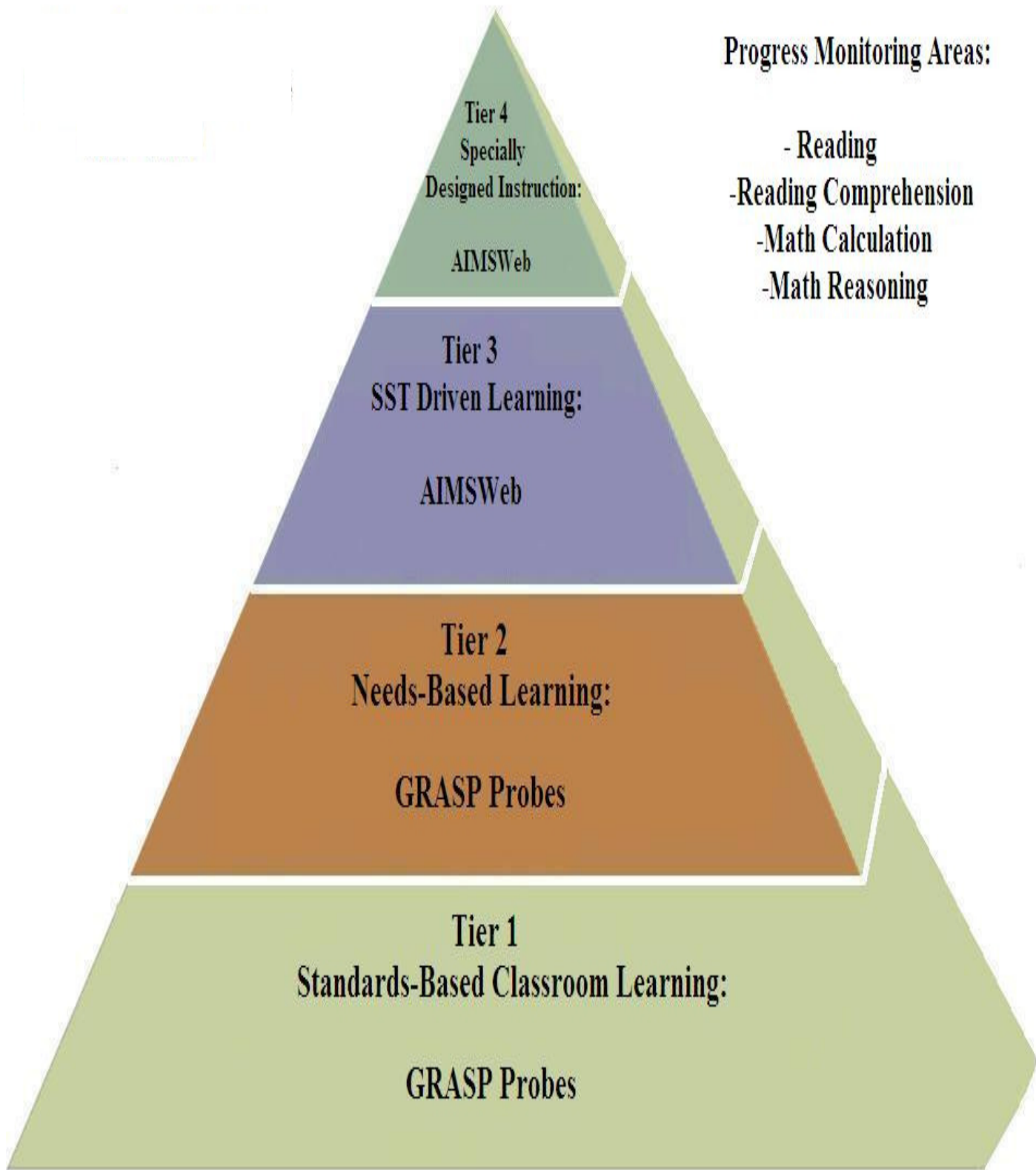
[http://public.doe.k12.ga.us/\\_documents/doe/legalservices/504part2.pdf](http://public.doe.k12.ga.us/_documents/doe/legalservices/504part2.pdf)

# Troup County Schools Student Achievement Pyramid of Interventions





# Troup County Schools Progress Monitoring Guide



# **Behavior Pyramid**

## Chapter 5

This section focuses on student response to behavioral interventions. Since behavior can affect student's academic achievement, it is imperative that school systems have a systemic way to address the behavioral concerns and their impact on academic performance.

### **Tier 1: Standards-based Classroom Learning**

#### **Guiding Questions:**

- Have schools universally screened all students by reviewing discipline referrals across all grade levels?
- Are schools implementing a school-wide discipline plan that includes interventions that target one or more of the following areas: (1) character development, (2) social skills training, and/or (3) problems-solving skills?
- Are students' progress monitored through formative assessments For example, Conduct grades?

#### **Components of a Model Tier 1 program includes:**

- Identifying students and target groups in need of specific instructional support through universal screening.
- Implementing a curriculum that develops a sense of community within each classroom and builds a sense of community school-wide. Quality instruction assures that 80-100% of the students are successful in the general education classroom.

- Differentiating discipline techniques based on students' needs.
- Frequently reviewing behavioral data (i.e., School-wide discipline data).
- Using data from formative assessments to guide behavioral interventions and strategies.

## **Factors to Consider:**

- Tier 1 is not limited to instruction in the academic content areas, but also includes all domains such as behavioral and social development. *Some students may meet academic expectations, but their behavior may require additional interventions and supports.*
- Provide adequate time for the Tier 1 instructional program to be implemented before determining if Tier 2 support is needed. However, professional judgment is critical in assessing student performance and individual responses to Tier 1 instruction.

## **Tier 2: Needs Based Instruction/Learning**

### **Guiding Questions:**

- Is the behavior concern due to a lack of consistent implementation of a school-wide behavior management plan?
  - If it is due to the lack of enforcement of the school-wide behavior management plan e.g., discipline plan, consider revising the plan to meet students needs
- Is the behavior concern an instructional issue?
  - If it is an instructional issue, consider providing a training to review the instructional materials and check for interventions fidelity.
- Is the learning concern a student issue?

- If it is a student issue, consider provide Tier 2 interventions that address the behavior of concern.

## **Factors to Consider:**

- Schools should have a standard intervention protocol process for identifying and providing research/evidence-based small group or individualized behavior interventions.
- *A student may meet academic expectations, but may exhibit behavioral deficits that require additional interventions and supports.*
- Provide adequate time for the Tier 2 instruction program before determining need for Tier 3 support.
- Implement the intervention with fidelity by following the curriculum and providing the interventions for the specified frequency (i.e., number of days per week) and duration (i.e., number of minutes/hours per day). Use Tier 2 Interventions form to document goals and interventions data (See pp. 12-13).
- Before a student is considered for Tier 3, interventions should be implemented for a minimum of 9 weeks and progress should be monitored every 2 weeks. A minimum of four data points is required.
- Involve parents when reviewing data and determining interventions.
- Complete the Student Review form before initiating formal Tier 3 Interventions. Tier 2 forms are available electronically. Hard copies may be obtained from the school office. (A sample copy is included on pp. 14-17)
- Psychologists should be included in the meeting when a student is moved from Tier 2 to Tier 3.

## **Tier 3: Student Support Team Driven Learning**

### **Guiding questions**

- Is the intervention intensive and formalized to address the individual student needs?
- Did the team identify the cause for the underlying behavioral concerns?
- Is there frequent progress monitoring and analysis of student response to intervention(s)?

### **Components of a Model Tier 3 program:**

- The problem-solving process at the Tier 3 level includes the following:
  - identify no more than two specific interventions.
  - utilize interventions that are individualized and diagnostic
  - gather and analyze additional information about the student, his/her performance strengths and weaknesses, background information, etc.
  - include a timeline detailing how long the intervention will be implemented and dates for progress monitoring.
  - Behavioral data that measures the student's response to behavioral intervention(s) should be collected daily. The Tier 3 chairperson is responsible for collecting and reviewing the data.
  - Graph data points in order to show progress or regression.

**Factors to Consider:**

- If the child is making progress using the Tier 3 interventions, continue with the interventions.
- If progress toward the goal is minimal, Tier 3 members will revise or change the intervention(s).
- The intervention plan should be implemented for at least 4 weeks before changes are made (*for the amount of time specified by a particular intervention*).
- The intervention group size should not exceed 3 students per instructor.
- Implement the intervention with fidelity by following the curriculum and providing the interventions for the specified frequency (i.e., number of days per week) and duration (i.e., number of minutes/hours per day). A minimum of 12 weeks of interventions should be provided prior to consideration for referral for Tier 4 services.
- If a student is receiving support at the end of a school year, the support should be continued at the beginning of the next school year.
- Data from both school years should be used in determining if a referral to special education is required.
- The 12 weeks could occur over the course of two consecutive school years; however, the team must have data from the current school year to determine if lack of progress is still evident.
- Active parental involvement in the student's plan is encouraged. Movement from tier to tier is fluid, based only on data-driven decisions.

- Any referral for Tier 4 consideration should include documentation on the behavioral data as well as its educational impact on the student. (For example, this includes discipline referrals and/or academic data).
- School psychologists should be an integral part in the Tier 3 decision-making process.
- A Functional Behavioral Analysis and a Behavior Intervention Plan must be completed prior to consideration for a Tier 4 referral.

## **Tier 4: Specially Designed Instruction**

### **Guiding Questions in Implementing Tier 4 Intervention:**

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

### **Components of a Model Tier 4 Program**

- **Special Education** eligibility supports the practice of providing high quality instruction where interventions match the students' individual needs. Monitoring progress frequently, making needed changes in instruction, and applying child response data are important when making educational decisions within special education. Additional information may be obtained by contacting:

<http://exeduc.troup.k12.ga.us/>



- Specially designed individualized interventions such as counseling and greater frequency of progress monitoring will occur at this level.

# Troup County School System Behavior Pyramid

Elementary and Secondary  
Behavior Interventions

The Following are NOT interventions  
because they do not TEACH  
students appropriate behaviors:  
ISS  
OSS  
Tribunal

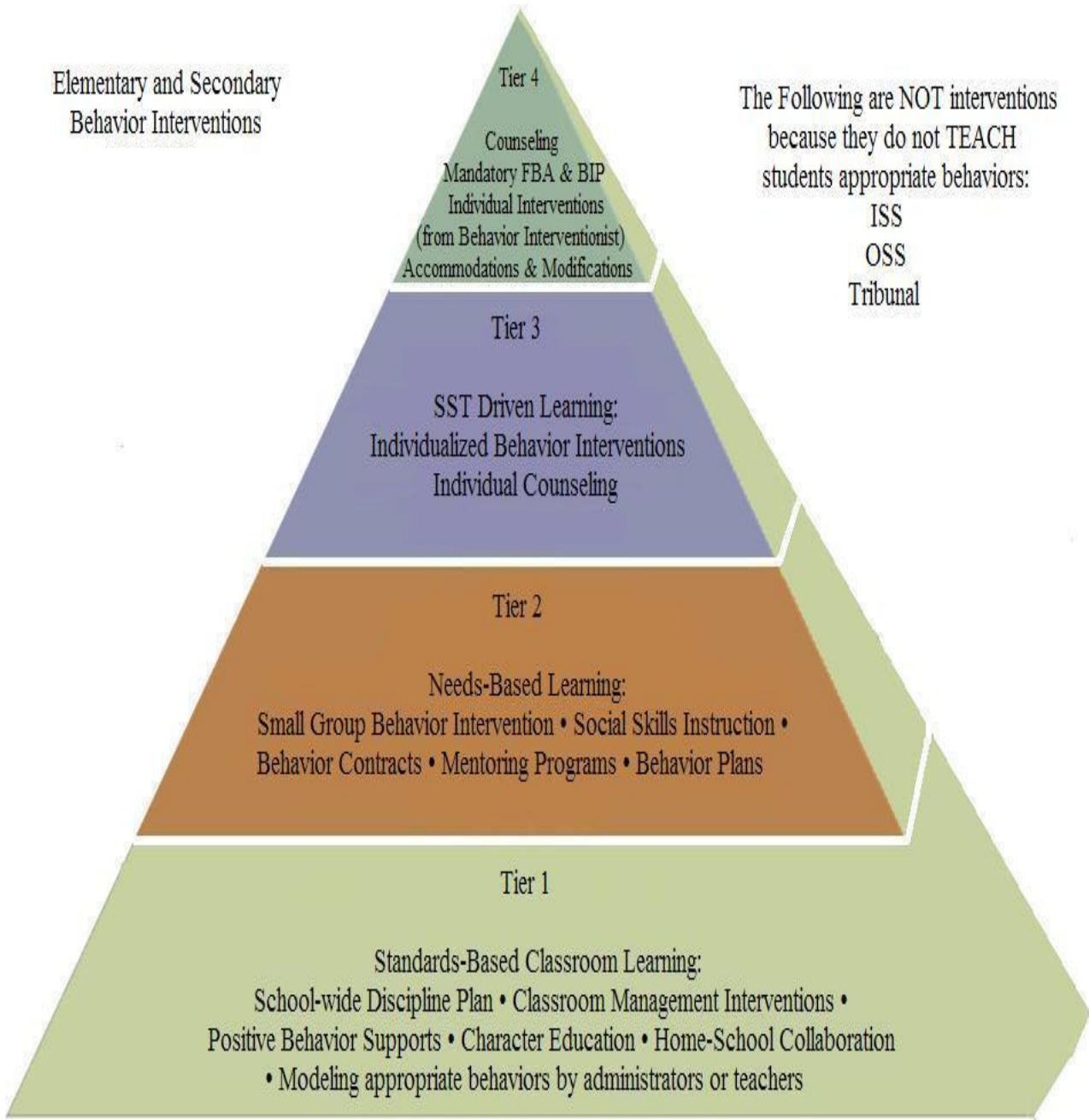


Table 4 provides examples of evidence-based behavior intervention programs.

**Table 4.**

<b>Troup County School System                      Behavior Interventions Resource Chart                      2010-2011</b>		
<b>Resource</b>	<b>Description</b>	<b>Additional Information:</b>
<p><b>Positive Action</b></p> <p><a href="http://www.positiveaction.net/programs/index.asp?ID1=1&amp;ID2=1&amp;ID3=1">http://www.positiveaction.net/programs/index.asp?ID1=1&amp;ID2=1&amp;ID3=1</a></p> <p><b>**This intervention is rated by What Works Clearinghouse.</b></p>	<p><i>Positive Action</i>, a K–12 program, aims to promote character development, academic achievement, and social-emotional skills and to reduce disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. The curriculum includes six units; some grades have a review for a seventh unit. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. Optional components that may or may not be implemented as part of the program are: site-wide climate development; drug education for grade 5 and middle school; conflict resolution; counselor, parent, and family classes; and community/coalition components.</p>	<p><b>Positive Effects:</b> strong evidence of a positive effect with no overriding contrary evidence.</p> <p><b>Target Students:</b>                      Elementary School Level                      Middle School Level                      High School Level</p> <p><b>Recommended Tier(s):</b>                      Tier 1</p>

<p><b>Caring School Community (formerly, The Child Development Project)</b></p> <p><a href="http://www.devstu.org/caring-school-community">http://www.devstu.org/caring-school-community</a></p> <p><b>**This intervention is rated by What Works Clearinghouse.</b></p>	<p><i>Caring School Community</i><sup>™</sup> (CSC) is a modified version of a program formerly known as the <i>Child Development Project</i>. The <i>Caring School Community</i><sup>™</sup> program has been recently revised to eliminate some elements of the <i>Child Development Project</i> that were shown in evaluation studies to be inconsistently or poorly implemented. <i>CSC</i> is a multiyear school improvement program that involves all students in grades K–6. The program aims to promote core values, prosocial behavior, and a school wide feeling of community. The program consists of four elements originally developed for the <i>Child Development Project</i>: class meeting lessons, cross-age "buddies" programs, "homeside" activities, and school wide community. Class lessons provide teachers and students with a forum to get to know one another, discuss issues, identify and solve problems collaboratively, and make a range of decisions that affect classroom life. Cross-age buddies activities pair whole classes of older and younger students for academic and recreational activities that build caring cross-age relationships and create a school wide climate of trust. Homeside activities, short conversational activities that are sent home with students for them to do with their parent or caregiver and then to discuss back in their classroom, incorporate the families' perspectives, cultures, and traditions, thereby promoting interpersonal understanding. School wide community-building activities bring students, parents, and school staff together to create new school traditions.</p>	<p><b>Potentially Positive Effects:</b> evidence of a positive effect with no overriding contrary evidence.</p> <p><b>Target Students:</b> Elementary School Level Middle School Level</p> <p><b>Recommended Tier(s):</b> Tier 1</p>
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<p><b>Conscious Discipline</b></p> <p><a href="http://www.beckybailey.com/conscious_discipline.cfm">http://www.beckybailey.com/conscious_discipline.cfm</a></p>	<p><i>Conscious Discipline</i><sup>®</sup> is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline<sup>®</sup> has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children.</p> <p>Conscious Discipline<sup>®</sup> is a way of organizing schools and classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.</p>	<p><b>Target Students:</b> Elementary School Level Middle School Level High School Level</p> <p><b>Recommended Tier(s):</b> Tier 1</p>
<p><b>CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd ed</b></p> <p><a href="http://www.safeandcivilschools.com/products/scs_overview.php">http://www.safeandcivilschools.com/products/scs_overview.php</a></p>	<p><i>CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd ed.</i> is a comprehensive and practical book for classroom teachers who want to improve their current classroom management plan. The nine chapters lead teachers through a process of identifying and maintaining the effective aspects of their current management plan while adding and/or strengthening any missing or less-effective aspects. This resource, which is designed to be used by individual teachers or study groups, can help any teacher manage student behavior more positively and effectively.</p>	<p><b>Target Students:</b> Elementary School Level Middle School Level High School Level</p> <p><b>Recommended Tier(s):</b> Tier 2</p>

<p><b>Why Try</b></p> <p><a href="http://www.whytry.org/">http://www.whytry.org/</a></p>	<p><i>The WhyTry Program</i> is a simple, hands-on curriculum which helps youth overcome their challenges and improve <a href="#">outcomes</a> in the areas of truancy, behavior, and academics.</p> <p>WhyTry teaches critical social and emotional principles to youth (K-12) using a series of ten <a href="#">pictures</a> (visual analogies) which each teach a principal, such as resisting peer-pressure, or that decisions have consequences. The visual components are then reinforced by <a href="#">music</a> and <a href="#">physical activities</a>. The major learning styles—visual, auditory, and body-kinesthetic—are all addressed.</p> <p>The WhyTry Program is now in use in over 5,000 <a href="#">schools</a>, <a href="#">mental health</a> facilities, and <a href="#">correctional</a> facilities in the US, Canada, Australia and the UK. It has now been demonstrated in a variety of research settings to reduce truancy, improve academic success, and increase graduation rates.</p>	<p><b>Target Students:</b>  Elementary School Level  Middle School Level  High School Level</p> <p><b>Recommended Tier(s):</b>  Tier 1  Tier 2</p>
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<p><b>Second-Step</b></p> <p><a href="http://www.cfchildren.org/programs/ssp/overview/">http://www.cfchildren.org/programs/ssp/overview/</a></p> <p><b>Awards and Endorsements:</b></p> <ul style="list-style-type: none"> <li>- U.S. Department of Education</li> <li>- SAMHSA</li> <li>- Office of Juvenile Justice and Delinquency</li> <li>- CASEL</li> <li>- The White House</li> </ul>	<p><i>The SECOND STEP program for Grades 1–5</i> can help your students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy kids who succeed. Backed by research, the SECOND STEP program is loved by teachers and kids worldwide because it's fun and it works. Scripted lesson cards (PDF) and DVDs lead to thought-provoking role plays, engrossing discussions, and positive results in your classroom.</p> <p><b>The research-based SECOND STEP program for Grades 6-8</b> helps your students learn the protective skills to make good choices and stay engaged in school despite the pitfalls of substance abuse, bullying, cyber bullying, and peer pressure. Middle school lessons (PDF) require little prep time and are used in tandem with an interactive DVD. Interviews with real kids who talk about real issues draw your students in; games, exercises, and skill practice make it fun.</p>	<p><b>Target Students:</b>  Preschool Level  Elementary Level  Middle School Level</p> <p><b>Recommended Tier(s):</b>  Tier 1  Tier 2  Tier 3</p>
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<p><b>Behavior Education Program (check-in/Check-out)</b></p> <p>This resource can be ordered online.</p> <p><b>This interventions is currently being endorsed by Student Support Team Association for Georgia Education (SSTAGE)</b></p>	<p><i>The Behavior Education Program (BEP)</i> is a targeted group intervention and is designed as a Next Step for schools who are implementing school-wide positive behavior support with fidelity. The BEP is intended to address the needs of the students in Tier 2, those who are “at-risk”. These are the students who are consistently getting a high number of referrals and are what we sometimes call the “frequent flyers”.</p> <p>The BEP focuses on at-risk students who are accruing multiple referrals in multiple settings across the school campus and are referred by more than one staff member. It is designed for students who are referred for disruption, tardiness, defiance, inappropriate language, and refusal to comply, to name a few. It is not intended for students who are aggressive or violent. The students who meet these qualifications should also be highly motivated by teacher/adult attention.</p> <p>The main component of the BEP is a “check-in/check-out” system with a staff member (who is on the BEP Team) which occurs at the beginning and end of each school day. Students have clearly defined expectations/goals, daily prompts from a positive adult, daily prompts at each class/activity, daily feedback from teachers and parents, daily progress reports, increased opportunities for learning and reinforcement, and additional support available on a daily and as-needed basis. The BEP is also intended to establish parent involvement and participation through BEP meetings, progress reports, and behavior contracts that require comments, and signatures from the parents on a daily basis.</p>	<p><b>Target Students:</b> Elementary School Level Middle School Level</p> <p><b>Recommended Tier(s):</b> Tier 2</p>
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<p><b>The Walker Social Skills Curriculum — The ACCEPTS Program</b></p> <p><a href="http://www.proedinc.com/custom er/productView.aspx?ID=625">http://www.proedinc.com/custom er/productView.aspx?ID=625</a></p>	<p><i>ACCEPTS</i> is a complete curriculum for teaching classroom and peer-to-peer social skills to children with or without disabilities in Grades K through 6. The curriculum, designed for use by regular and special education teachers, cognitively teaches social skills as subject matter content. The program can be taught in one-to-one, small-group, or large-group instructional formats. <i>ACCEPTS</i> includes a nine-step instructional procedure based on the principles of direct instruction; scripts that teach critically important teacher-child behavioral competencies and peer-to-peer social skills; and behavioral management procedures.</p>	<p><b>Target Students:</b> Elementary School Level Middle School Level</p> <p><b>Recommended Tier(s):</b> Tier 1 Tier 2 Tier 3 Tier 4</p>
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<p><b>The Walker Social Skills Curriculum — The ACCESS Program</b></p> <p><a href="http://www.proedinc.com/custom/productView.aspx?ID=615">http://www.proedinc.com/custom/productView.aspx?ID=615</a></p>	<p><b>Adolescent Curriculum for Communication and Effective Social Skills ACCESS</b> is a complete curriculum for teaching effective social skills to students at middle and high school levels. The program teaches peer-to-peer skills, skills for relating to adults, and self-management skills. The <i>ACCESS</i> curriculum, which is designed for use by both regular and special education teachers, may be taught in one-to-one, small-group, or large-group instruction formats. <i>ACCESS</i> contains teaching scripts for 30 social skills identified by secondary teachers and students as critical for social competence; an eight-step instructional procedure; student study guide containing role-play scripts, discrimination exercises, and student report forms for contracted practice; and suggestions for grouping of students as well as motivational, behavior management, and generalization strategies.</p>	<p><b>Target Students:</b> Middle School Level High School Level</p> <p><b>Recommended Tier(s):</b> Tier 1 Tier 2 Tier 3 Tier 4</p>
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<p><b>PATHS: Promoting Alternative Thinking Strategies</b></p> <p><a href="http://www.promoteprevent.org/publications/ebi-factsheets/promoting-alternative-thinking-strategies-paths">http://www.promoteprevent.org/publications/ebi-factsheets/promoting-alternative-thinking-strategies-paths</a></p> <p><b>Agency/Institution Recognition:</b></p> <ul style="list-style-type: none"> <li>- Center for Mental Health Services- Greenberg et al: Effective Program</li> <li>- Center for Substance Abuse Prevention (CSAP) Model Program</li> <li>- Department of Education- Safe Schools: Promising Program</li> <li>- Communities That Care- Developmental Research and Programs: Effective Program</li> <li>- Mihalic &amp; Aultman-Bettridge (2004): Exemplary Program</li> <li>- Sherman et al. (1997): Effective Program</li> <li>- Surgeon General's Report (2001): Promising 2</li> </ul>	<p><i>The PATHS (Promoting Alternative Thinking Strategies) program</i> is a research-based violence prevention program that gives children in grades K–6 the skills they need to find positive, nonviolent solutions to social problems. PATHS is designed to facilitate the development of selfcontrol, emotional awareness, and interpersonal problem-solving skills in elementary school children. The purpose of the PATHS curriculum is to enhance the social competence and social understanding of children, as well as to facilitate educational processes in the classroom. The PATHS program teaches children how to change behaviors and attitudes that contribute to violence and bullying, how to express and control their emotions, and how to develop effective conflict-resolution strategies.</p> <p>PATHS is taught by a classroom teacher three times a week for at least 20 minutes. The program content becomes more complex as the students grow older. The Kindergarten program begins by emphasizing respect for self and others, motor control over behaviors, and giving compliments. Later stages of the program work toward solving social problems in groups and using self-control though cognition.</p> <p>The curriculum consists of an instructional manual, six volumes of lessons, pictures and photographs, and additional materials. A research book is available, as well as materials to involve parents. PATHS covers five conceptual domains, including self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills.</p>	<p><b>Target Students:</b> Elementary School Level Middle School Level</p> <p><b>Recommended Tier(s):</b> Tier 1 Tier 2</p>
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<p><b>Think First: Addressing Aggressive Behavior in Secondary Schools (Grades 7-12)</b></p> <p><a href="http://www.lookiris.com/store/K-12/Professional_Development/Think_First/">http://www.lookiris.com/store/K-12/Professional_Development/Think_First/</a></p>	<p>This highly practical book presents a complete anger and aggression management training program for middle and high school students. The volume incorporates a newly revised version of the author's proven <i>Think First</i> manual, which includes step-by-step skills training guidelines and 20 reproducible handouts and forms. Also provided are a clear rationale for the program and thorough instructions for screening and assessing those students who could benefit most from participation. Showing how to integrate small-group cognitive-behavioral skills training into an effective school-wide disciplinary framework, the book offers vital tools for promoting prosocial behavior and decreasing violence risks among all students. It is an essential resource for professionals who seek both a better understanding of adolescent aggression and nuts-and-bolts strategies for dealing with it.</p>	<p><b>Target Students:</b> Middle School Level High School Level</p> <p><b>Recommended Tier(s):</b> Tier 1 Tier 2 Tier 3</p>
<p><b>Responding to Individual Differences in Education (RIDE)</b></p> <p><a href="http://ride.sopriswest.com/rol/login.asp">http://ride.sopriswest.com/rol/login.asp</a></p>	<p>This resource provides individualized interventions for students with specific, and targeted behavior problems.</p> <p>***All schools currently have access to this resource. All <i>SST chairs</i>, <i>Speech-Language Pathologists</i> &amp; <i>Special Education teachers</i> have an assigned username and password.</p>	<p><b>Target Students:</b> Preschool Level Elementary School Level Middle School Level</p> <p><b>Recommended Tier(s):</b> Tier 3 Tier 4</p>

<p><b>Intervention Central</b></p> <p><a href="http://www.interventioncentral.org/index.php/behavioral-resources">http://www.interventioncentral.org/index.php/behavioral-resources</a></p>	<p>This website provides individualized interventions for student with specific and targeted behavior problems.</p>	<p><b>Target Students:</b>  Preschool Level  Elementary Level  Middle School Level  High School Level</p> <p><b>Recommended Tier(s):</b>  Tier 3  Tier 4</p>
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# **Speech and Language Pyramid**

## Chapter 6

In this section the speech and language Pyramid of Interventions is described. Some students exhibit speech and/or language impairments that affect their educational performance. The Speech and Language Pyramid of Intervention (PoI) follows the same four- tiered problem solving approach.

If a student exhibits difficulty with speech or language skills, and this difficulty impacts that student's educational performance, the student must be provided support. The student's level of need dictates the level of support. The actual length of time that an intervention is implemented depends on the age of the student and the nature of the speech/language impairment, as well as the student's response to the intervention. Consistent with the general Pyramid of Intervention plan, the Speech/Language PoI is built on the foundation of programmatic collaboration, which requires coordinated decision making and resource-sharing among general education, exceptional education, and other related services.

### **Tier 1: Standards-Based Classroom Learning**

#### **Guiding questions:**

- Have the students been universally screened by the SLP or classroom teacher?
- Are students receiving high-quality speech and language instruction using the GPS in a standards-based classroom?
- Are students receiving high-quality classroom models for speech and language production?
- Is the instruction differentiated when needed?

- Are there indicators of students' progress monitored through formative assessments?

## **Components of a Model Tier 1 program for speech and language**

### **include:**

- Identifying students and target groups in need of specific instructional support through universal screening.
- Implementing learning in a standards-based classroom to ensure all students receive high quality instruction on the GPS and high quality speech and language models.
- Differentiating instruction to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on student need.

### **Factors to Consider**

- Provide adequate time for the Tier 1 instructional program to be implemented before determining if Tier 2 support is needed.
- Consider developmental sequences for normal speech and language acquisition when determining a need for more intense instruction.
- Use professional judgment to assess student performance and individual responses to Tier 1 instruction. The speech/language pathologist will provide inservice training to assist teachers in these decisions.
- Consult with the speech/language pathologist if a student is expected to have a speech/language impairment.
- Check hearing to rule out hearing loss is contributing to the possible speech and language delay.



## **The processes for Tier 1 of the Speech/Language PoI:**

- Pre-Kindergarten and kindergarten students are universally screened by the school SLP to identify students with articulation delays and or disorders.
- Grades 1-12 students are informally screened by the classroom teachers.
- Primary grades teachers and/or parents will receive information about developmental norms for speech and language development. This information will be presented in the form of a presentation or packet of information.
- If the classroom teacher notices indicators of speech or language problem, he/she will monitor progress more closely and will provide models and use instructional strategies/differentiated instruction to assist the student. The classroom teacher may discuss concerns with the parents.
- Students may be moved to Tier 2 if **1 or more non-developmental errors are present.**

## **Tier 2: Needs Based Interventions**

In addition to Tier 1, targeted students participate in pre-planned interventions. The standard intervention protocol process is used to identify and provide research/evidence-based interventions. On-going progress monitoring is used to determine response to interventions and guide decision making.

### **Guiding Questions:**

- Is there a speech or language learning concern?
- Is the speech or language concern a developmental issue?
- Is the speech or language concern a possible impairment for the student?

If the concern is a developmental issue, the teacher continues to provide appropriate speech and language models and instruction through the curriculum. If the concern is not developmental and may appear to be impairment, provide Tier 2 interventions.

**Components of a Model Tier 2 program** include:

- Assessing the educational impact of the speech or language impairment
- Identifying the specific speech and/or language impairment that will be addressed in the goal as determined by the Tier 2 team.
- Identifying personnel needed for interventions as well as scheduled time for interventions.
- Implementing appropriate research-based Tier 2 interventions for the speech or language need.
- Monitoring progress. Examples include, but are not limited to classroom performance assessments and specific speech and language measurements.
- Adjusting flexible grouping and instruction to meet Tier 2 objectives based on the data.
- Involving parents.
- Completing the Student Review Form before initiating Tier 3.

**Factors to consider:**

- Move students between Tier 1 and Tier 2 to ensure fluidity and flexibility in the program.
- Provide adequate time for the Tier 1 instruction program before determining need for Tier 2 support.

- The Tier 2 team has the discretion to vary the guidelines for duration of interventions, depending upon the age of the student and the nature of the speech impairment, (see speech/language RTI frameworks for specifics).
- If the impairment is in the area of language, the team should remain consistent with frequency and duration guidelines presented for academic/learning problems.
- Implement targeted Tier 2 interventions a minimum of two to three days per week, 5 minutes per session in a small group for a period of 3 – 9 weeks depending on the age of the student and the type of speech/language impairment.
- Progress monitoring should be conducted during each intervention.

### **Tier 3: Student Support Team Driven Learning**

In addition to Tiers 1 and 2, targeted students who continue to exhibit impairments in speech and language skills that have an impact on educational performance participate in intense and tailored learning based on the needs of the students. These students will be considered for Tier 3 interventions. If the speech or language impairment has an effect on the student’s social, emotional, or behavioral development, the student will also be considered for Tier 3 interventions.

#### **Guiding Questions:**

- Is the instruction intensive and formalized to address the individual student needs?
- Are the targeted, research-based interventions tailored to individual needs of the students?
- Is there frequent progress monitoring and analysis of student response to intervention(s)?

**The Components of a Model Tier 3 Speech/Language program** consist of the following:

- Members of Tier 3 team collaborate to identify no more than two specific interventions to utilize with the student. The Tier 3 team should do the following:
  - Ascertaining that interventions are individualized and diagnostic
  - Gathering and analyzing additional information about the student, his/her performance strengths and weaknesses, background information, etc.
  - Including a timeline detailing how long the intervention will be implemented and dates for progress monitoring.
  - Graphing data points in order to show progress or regression.
- For students who are already receiving Tier 3 interventions, beginning of the school year, Tier 3 Chairperson reviews the files and informs teachers of the existing strategies and requirements for implementation.

**Factors to Consider:**

- The Speech/Language Pathologist will be part of the Tier 3 team when learning is impacted by speech or language impairment.
- If the child is making progress using the Tier 3 interventions, the interventions are continued for 6 - 12 weeks.
- If progress toward the goal is minimal, Tier 3 members will revise or change the intervention(s). The Tier 3 team has the discretion to vary the general guidelines for duration of interventions, depending upon the age of the student and the nature of the speech impairment.

- If the impairment is in the area of language, the team should remain consistent with frequency and duration guidelines presented for academic/learning problems.
- If a student is receiving support at the end of a school year, the support should be continued at the beginning of the next school year. Data from both school years should be used in determining if a referral to special education is required. The 12 weeks could occur over the course of two consecutive school years; however, the team must have data from the current school year to determine if delays are still evident.
- Active parental involvement in the student's plan is encouraged.
- Movement from tier to tier is fluid, based only on data-driven decisions.

The **processes** for Tier 3 of the Speech/Language PoI are the following:

- The Tier 3 team, including the Speech Pathologist, will analyze Tier 2 results.
- If a student observation by the SLP is needed to plan intervention, the Tier 3 team will get permission for observation and will refer the student to the SLP for the observation.
- After permission from the parent is obtained, the SLP will observe the student in the classroom. In some cases, the observation may include a brief assessment in order to identify the nature of the student's articulation disorder.
- The Tier 3 team will utilize a problem solving process in order to identify 1 to 2 individualized and intensive strategies/interventions and individualized assessments for progress monitoring.

- The classroom teacher and/or the speech pathologist will complete these interventions with the student. The interventions will take place in the classroom or just outside of the classroom.
- For articulation, voice, or fluency problems, the interventions will take place for a minimum of 10 minutes, 3 – 4 times per week for 6 – 9 weeks, depending on the age of the student and the nature of the speech impairment.
- If the impairment is in the area of language, the intervention will be conducted a minimum of 10 minutes, 3 – 4 times per week , for a minimum of 12 weeks.

If the student exhibits a slow rate of progress, continued worsening of the problem, and the academic/language gap widens, the team may consider referral to special education.

**Refer to Appendix A for speech and language procedures.**

## **Tier 4: Individualized Education Plan**

Students who are eligible for the speech and language program receive individualized instruction from a speech language pathologist. Additional information on the speech and language program can be obtained from the Troup County School System Speech and Language Manual or from the Troup County website

<http://exeduc.troup.k12.ga.us/staff1/speech%20outline.htm>

# **PRESCHOOL PYRAMID**

## Chapter 7

This section refers to supports and services Troup County School System's Preschool Exceptional Education department provides to 3-5 year olds. There are regulations that also support applying "RTI practices" for preschool-aged students.

The Preschool team utilizes the Recognition & Response model when addressing the needs of 3-5 year olds in Troup County. Recognition & Response (R&R) is a tiered model for providing high quality instruction and targeted interventions that are matched to the learning needs of students ages three through five. The idea behind R&R is that early childhood teachers recognize students who show signs of early learning difficulty and provide core, strategic, and sometimes intensive supports to help them learn based on students's rate and level of progress. The R&R model is based on the principles of RTI, but adapted for younger students in preschool/pre-k settings. Unlike the PoI for K-12, the preschool pyramid has only three tiers.

The *recognition* component involves screening all students and periodically monitoring the progress of those who require targeted interventions. The response component organizes various content-specific interventions, embedded learning activities, and scaffolding strategies from least to most intensive across three levels or tiers.

### Recognition: Screening & Progress Monitoring

- Universal screening within first 2 months (NAEYC, 2005) and on a set schedule after that (fall, winter, spring)
- Tier 1: Do most students (70-80%) meet screening criteria?



- Tier 2: Some students (15-25%) may need targeted interventions, along with progress monitoring
- Tier 3: A few students (5%) will need more individualized interventions & get more frequent progress monitoring
- Students with identified disabilities are not required to go through RTI

Response: Research-Based Curricula, Intentional Teaching, & Interventions

### **Tier 1: Core curriculum and intentional teaching for all students**

- Core curriculum is research-based & comprehensive across all domain
- May also include content-specific curricula (e.g., early literacy & math)
- Intentional teaching of key content areas, including planning and evaluating instruction

### **Tier 2: Explicit small group interventions augmented with embedded interventions**

- Explicit: structured, teacher-directed, content specific interventions
- Embedded: occur within daily activities, build on students' strengths & interests, complement explicit interventions

### **Tier 3: Intensive & individualized interventions**

- Research-based methods for scaffolding—prompting, modeling, giving a directive & waiting for a response
- Within the context of explicit approaches under Tier 2
- Continue use of embedded interventions

## Guiding questions:

If a student is displaying delays in development or does not engage in activities that are typical for his/her age, please consider the following:

- Has the student had ample time to adjust to the classroom setting?
- Has the student had adequate exposure to the expected skills and behaviors?
- Consider the age and gender of the student. Could the delays be due to a late birthday?
- Could the delays be due to poor vision and/or hearing abilities?

(Prior to requesting TCSS involvement/assistance, please check the child's *Ear, Eye and Dental* form to make sure the student passed both the vision and hearing screenings. If not, please follow up in the area of concern. It is very important that you work with the family to address any potential problems or rule out any problems before requesting assistance from TCSS). Provide the family with names and phone numbers for assistance with vision and hearing.

- Is the parent/daycare/preschool/pre-K staff aware of current developmental milestones? (At times, information regarding normal development will confirm the need for referral to preschool support program. At other times, such information may help the provider be certain that it is appropriate to allow the child time to develop the skills in question). For more information regarding developmental milestones in young students please refer to the Bright from the Start – Early Learning Standards: <http://www.decal.state.ga.us>. **For further**

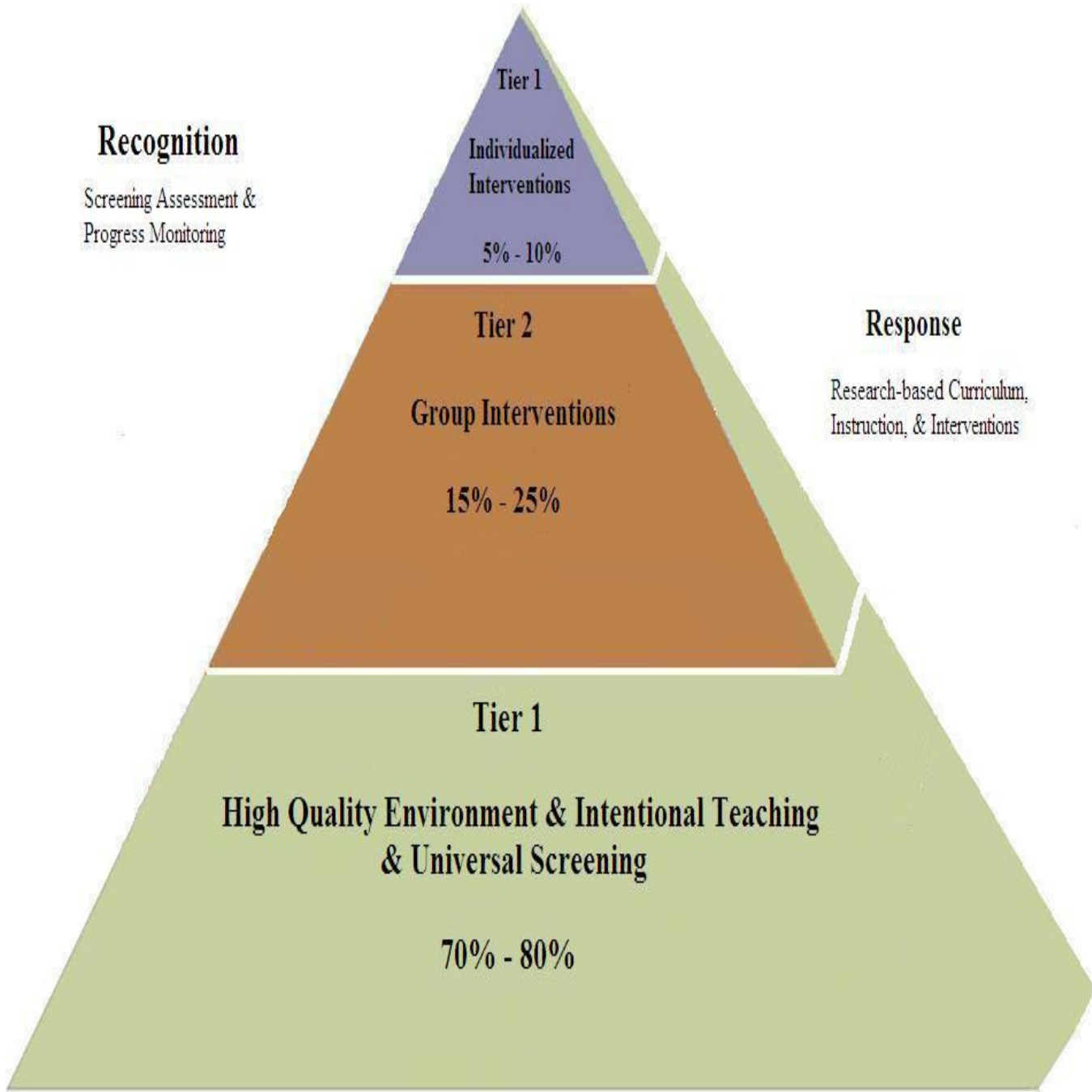
**information, you may also refer to the Exceptional Education Preschool Support Manual.**

- Are the parents/daycare/preschool providers/pre k teachers aware of strategies to use to increase students' skills in the major areas of development (adaptive behavior, cognition, communication, motor, or emotional)?

**Refer to Appendix B for preschool intervention strategies.**

In rare circumstances, the child has an “obvious disability” and needs to move immediately to a Special Education evaluation. This may be disabilities such as blindness, deafness, severe motor impairment or physical anomaly that impacts functioning on a daily basis. This may also include a communication, cognitive, or behavioral impairment so severe that it interferes with the child’s ability to engage in age appropriate activities.

# Troup County School System's Preschool Pyramid



# **GIFTED PYRAMID**

## Chapter 8

This section focuses on the providing enrichment opportunities for those students who perform at high levels when compared to other students of their age, experience, or environment. The Pyramid of Enrichment Opportunities outlines a systematic way of identifying student strengths so each student can be appropriately challenged to reach his or her maximum potential.

### **Tier 1: Standards-Based Classroom Learning**

#### **Guiding Questions:**

- Are students receiving high-quality instruction using the GPS in a standards based classroom?
- Are students being challenged to maximize their potential?
- Is instruction being differentiated based on identified strengths?

#### **Components of a Model Tier 1 program include:**

- All students are taught using grade level GPS.
- Activities are differentiated based on individual student strengths and needs.
- Tier 1 opportunities should be in place for at least 9 weeks.
- Data is collected to document superior performance in the form of classroom work samples, benchmark testing, teacher made tests, art projects, progress reports, and report card grades.

#### **Factors to Consider:**

- Provide adequate time for the Tier 1 enrichment opportunities to be implemented before determining if Tier 2 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 1 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.

**Table 5**

<b>Examples of Tier 1</b>	<b>Non-examples of Tier 1</b>
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches and offer a menu of opportunities focusing on different strength areas so that students may select an appropriately challenging performance task.	Fifth grade students work on the Revolutionary War. Teacher requires selected students to research two prominent figures from that time instead of one.
Elementary classroom is reading a story from a specific genre. While some students are identifying story elements, select students are comparing other stories with similar theme to identify similarities.	Elementary classroom divides students into three reading groups based on reading ability but works on the same lessons with all three groups.

**Examples of Tier 1 Materials:**

- Georgia Performance Standards
- Standard Classroom Curriculum

## **Tier 2: Strength Based Instruction/Learning**

### **Guiding Questions:**

- Does the student continue to achieve at a rate higher than peers with instruction differentiated based on strengths?
- Does the student need more intense enrichment opportunities to reach his/her academic potential?

### **Components of a Model Tier 2 program include:**

- Classroom teacher implements tier 2 interventions for any student who is performing at an accelerated level in the regular classroom setting.
- Tier 2 interventions could include:
  - Alternate performance based activities that extend curriculum
  - Alternate testing activities that include higher level thinking or problem solving opportunities.
  - Daily classroom work activities that require high level thinking or problem solving opportunities beyond what is required of the typical student.
  - Small group opportunities where the student is given leadership responsibilities.
  - Parallel grouping opportunities with higher achieving students in area of strength.
- Tier 2 enrichment opportunities are recommended for 30 minutes at least 2 to 3 times per week for 9 weeks. Tier 2 activities are provided in addition to Tier 1.
- Data collection continues to document superior performance in the form of work samples, benchmark testing, teacher made tests, art projects, progress reports, and report card grades. In addition, the teacher must document time spent on Tier 2 enrichment activities and document performance on those activities. Work samples collected must be labeled Tier 2.



- If the classroom teacher determines that the student continues to excel with Tier 2 enrichment strategies and is in need of additional enrichment opportunities, the folder is sent to the School Enrichment team.

**Factors to Consider:**

- Provide adequate time for the Tier 2 enrichment opportunities to be implemented before determining if Tier 3 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 2 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.
- Data is needed to document continued superior performance at tier 2 before moving to tier 3. Tiers are fluid. If a student demonstrates adequate performance at tier 2 but does not excel, continue tier 2 enrichment opportunities. If a student struggles with tier 2 enrichment opportunities, move him back to tier 1.

**Table 6.**

<b>Examples of Tier 2</b>	<b>Non-examples of Tier 2</b>
Third grade teacher utilizes additional 30 minutes 3 days per week during small group time for students to read above grade level books from the media center and complete AR tests to meet a 10 point requirement over a 9 weeks grading period.	Third grade teacher utilizes fifteen minutes daily for students to read grade level books and complete AR tests to meet a 15 point requirement over a 9 weeks grading period.
Small group of second grade students who demonstrate academic strengths in mathematics work on alternate activities that extend the curriculum and require them to utilize high level thinking skills to solve real life problems during small group math.	Select second grade students who demonstrate academic strengths in mathematics are given additional problems to solve when they finish an assignment before their peers.

**Examples of Tier 2 Materials:**

- Lexia Prescriptive Software if assignments are significantly higher than peers.
- SuccessMaker math and reading if student is working at a level significantly higher than peers.
- AR if student is reading at a significantly high level or rate.
- Enrichment materials that are provided with classroom texts.
- Reading Circles if the literature explored is more challenging than what is being read by typical peers.
- Alternate tests that require higher level thinking or problem solving skills and/or include an additional essay component.
- Alternate performance based activities that require higher level thinking skills, problem solving skills, extended research skills, and/or advance communication skills.

### **Tier 3: Enrichment Team Driven Instruction/Learning**

#### **Guiding Questions:**

- Does data document that student continues to excel when provided with tier 2 enrichment opportunities?
- Does the student demonstrate academic skills in area of strength at least one grade level beyond current placement?
- Is student emotionally capable of dealing with peers at a higher grade level?

#### **Components of a Model Tier 3 program include:**

- Folder is sent to the School Enrichment team. School Enrichment Team should be made up of the gifted service provider, the student's classroom teacher, and a classroom teacher from the next grade level.
- Team reviews data. If team determines that student has maximized opportunities at tier 2, team develops tier 3 enrichment strategies.
- Tier 3 enrichment strategies could include but are not limited to the following:
  1. Individual contracting to work on a project that extends the grade level curriculum.

2. Individual work packets that include activities from the next grade level in the area of strength.
  3. Before or after school enrichment opportunities.
  4. Subject acceleration during small group time with a class at the next grade level.
  5. Participation in a cluster class in area of strength where student has the opportunity to work on the same assignments as students currently labeled gifted.
- Tier 3 enrichment opportunities are recommended for 45 to 60 minutes in addition to tier 1 opportunities at least 4-5 days per week for 12 weeks.
  - If student continues to excel with Tier 3 enrichment strategies in place and is determined by the team to need additional enrichment opportunities, a referral should be made to tier 4. All data from tiers 1, 2, and 3 must be included.

Documentation from each tier should be labeled indication tiered level.

Collaborate with gifted services provider to determine what data is needed to complete a referral.

### **Factors to Consider:**

- Data should document that student is performing at least 1 grade level above current placement in area of strength.
- Student's performance in the areas of mental ability, achievement, creativity, and motivation should document superior abilities.

**Table 7.**

<b>Examples of Tier 3</b>	<b>Non-examples of Tier 3</b>
Second grade student is participates with third grade reading class during small group reading.	Second grade student spends additional time utilizing reading software program.
Sixth grade student participates in a seventh grade mathematics class.	Sixth grade student is given additional assignments to complete while class is working on current assignment.
Tenth grade student participates in a cluster class in area of strengths and completes same tasks as contracted students.	Tenth grade student is placed in a cluster class but completes the assignments assigned to general ed students.

**Examples of Tier 3 Materials:**

- Individualized enrichment opportunities designed by the School Enrichment team.

## **Tier 4: Instruction through Gifted Programming**

**Guiding Questions:**

- Does the student demonstrate a high degree of intellectual, academic, and /or creative abilities with motivation to excel?
- Does the student meet eligibility criteria as outlined by Georgia Department of Education criteria?
- Does the student need special instruction and/or special ancillary service to achieve at levels commensurate with his or her abilities?

**Components of Tier 4**

- Student is referred to Review Team that consists of a minimum of 3 teachers of the gifted, teachers, as assigned by the Gifted Coordinator, who meet at least 1 or 2 times monthly at EEC.
- Data submitted should include all data collected in Tiers 1, 2, and 3 label according to tier level, SuccessMaker reports, Accelerated Reader Reports, Lexia Report, Report Cards and/or Progress Reports, examples of creativity, CRCT

scores, ITBS scores, etc. The classroom teacher should work with the gifted service provider to compile folder.

- Team reviews all data to determine if the student meets all the testing requirements.
- If a student is determined to have met all the requirements, the folder is returned to the home school and the gifted service provider initiates testing procedures. Parent permission must be obtained and vision/hearing must be cleared.

Or...

If the team determines that additional information is needed, the gifted service provider will be informed and specific instruction will be provided.

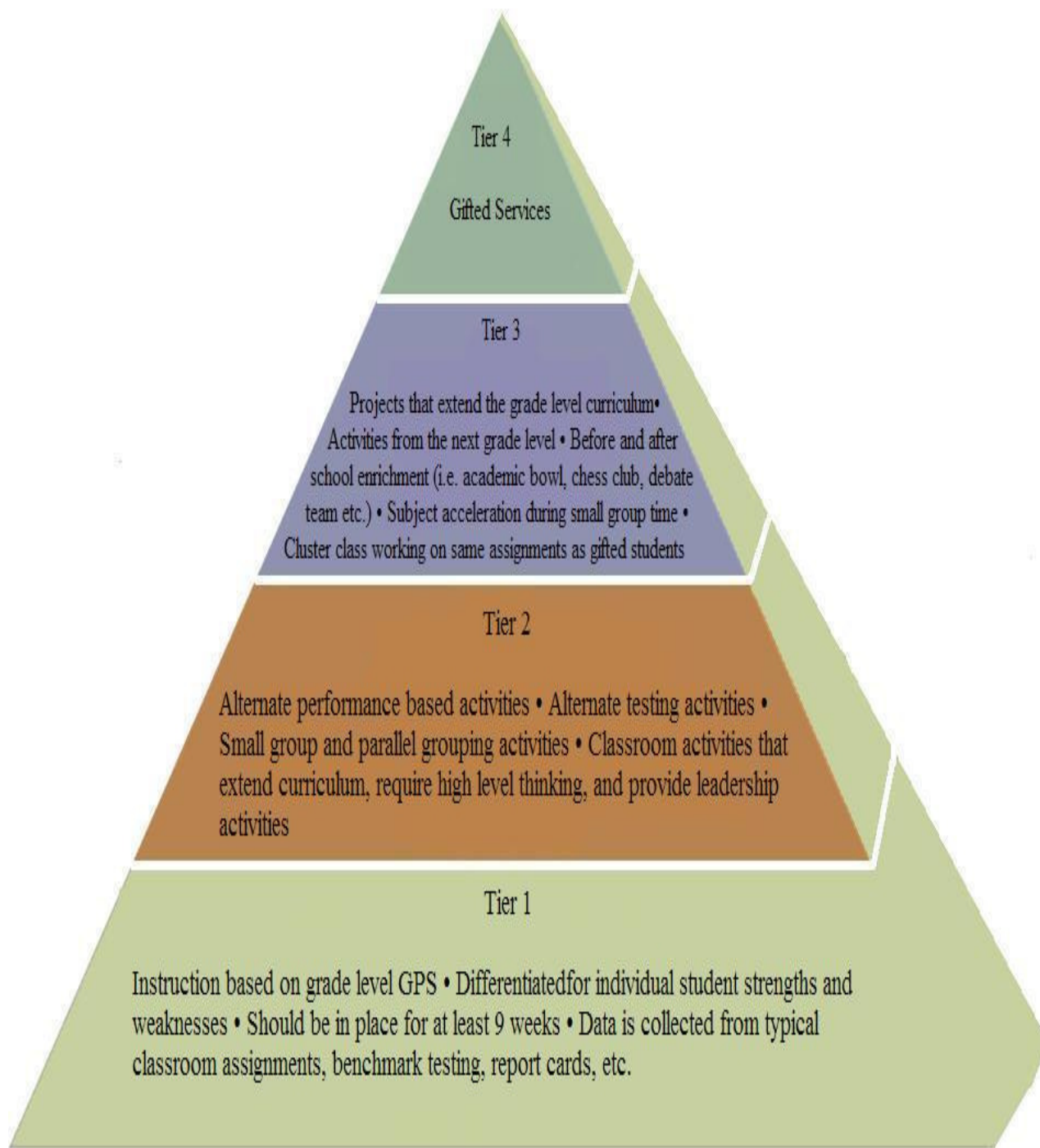
- Once testing is completed, the folder is again sent to the review committee to determine if the student meets the eligibility criteria.
- If the student is found eligible, the parents are notified and services are provided. If a student is found to be ineligible, the parents are notified. Tier 3 enrichment opportunities may continue if the school team agrees that the enrichment is appropriate and the student continues to be academically successful.

### **Factors to Consider:**

- Students who post a qualifying score on an accepted norm referenced test as documented in the TCSS Gifted Procedures Manual or students who have been served as gifted in another state may be accelerated through the tiers and recommended for testing consideration at tier 4. Students who were previously served as gifted and return to TCSS after attending private school or being home schooled may also be accelerated through the tiers and recommended for testing consideration at tier 4.
- Students must meet continuation criteria as outlined in Troup County School System policy to continue to receive gifted services each year.
- Additional information regarding the gifted education program is available in the Troup County School System Gifted Education Manual.

# Troup County School System

## Gifted Pyramid



# **Parental and Community Awareness and Involvement**

## Chapter 9

The hallmarks of effective home-school collaboration include open communication and involvement of parents in all stages of the learning process. An ideal partnership exists when leaders, students, parents and the community collaborate to foster and promote student success.

To enhance parents' participation in their child's educational process, it is essential that they have knowledge of the Georgia Pyramid of Interventions (PoI), as well as the Response to Interventions (RtI) process. Parents must be involved in all phases of the PoI, in order to build a successful RtI process. As members of the problem solving team, parents provide information that is valuable when developing appropriate interventions.

To be involved necessitates being informed of the policies and procedures that guide the implementation of the PoI . As a relatively new federal mandate, the PoI/RtI process carries with it the distinct possibility of misrepresentation in its intent, unless there are support mechanisms in place to appropriately educate the public, specifically the parents. This may come in several forms such as:

A Parent Information Brochure

Information booths or tables at Orientations/Registrations

Newsletters

Websites (both system and school based)

Focused Sessions at meetings such as PTO's and School Councils

Public Service Announcements

Effective community and faith-based partnerships should be formed and nurtured to offer support to students. Implementation of the PoI/RtI process has the potential to bring about meaningful change in school-student-family relationships. Strengthening these bonds allows for the creation of positive interaction between educators and families through a structured problem-solving model that focuses on student success.



# **Glossary of Terms**

## Chapter 10

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

**Aimline** – The line that connects the median baseline data point and the long range goal (LRG) data point. When using a data base system to enter the data, the program may plot this line. When hand graphing, then use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points to construct the aimline (McCook, 2006).

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

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

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

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

**Benchmark** – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

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

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

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

**Curriculum-based Measure** – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

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

**Data Point** – An isolated piece of data on a graph or chart that illustrates a student’s performance/progress.

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

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

**English Language Learner (ELL)** – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

**English for Speakers of Other Languages (ESOL)** – ESOL is an acronym that stands for English to Speakers of Other Languages. ESOL is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12.

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

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

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

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

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

**Functional Behavior Assessment** – A problem-solving process for addressing student behavior that uses techniques to identify what triggers a given behavior(s) and to identify interventions that directly address such behaviors.

**Gifted Student** – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

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

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

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

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

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

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

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

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

**Pyramid of Interventions** – The Pyramid of Intervention is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by GaDOE that will enable all students in Georgia to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs.

**Response to Intervention** – Response to Intervention (RTI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, more intense interventions are introduced.

**Research Based Intervention** - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

**Rubrics** – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

**Scaffolding** – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. The opportunity to practice the skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

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

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

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

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

**Tiered Instruction** – Levels of instructional intensity within a tiered delivery model.

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

**Universal Screening** – A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards.

# APPENDIX A

## Speech and Language Procedures

**For students who are exhibiting problems with articulation classroom teachers should do the following:**

- Complete a sentence repetition task to identify the problem sounds.
- Compare problem sounds to the *Sound Development Chart* which is provided by the speech/language pathologist.
- Complete an informal assessment measuring the educational impact of the possible articulation impairment.
- Implement articulation intervention strategies such as modeling the correct sounds production, over emphasizing problem sounds, sound bombardment, and sound repetition within the context of class activities.
- Provide direct interventions within the classroom for 5 minutes per day, 2 – 3 days per week for a period of 3 – 6 weeks.
- Monitor progress.
- If the student is showing improvement by progressing in his ability to produce the target sound(s) in isolation, in words, in sentences and in conversation, the student either remain at Tier II for this intervention until non-developmental error sounds are resolved.
- If the child is **not** making adequate progress, either change the program/intervention or proceed to Tier III.

**For students who are exhibiting problems with voice or fluency classroom teachers should do the following:**

- Complete a speech production survey
- Complete an informal assessment measuring the educational impact of the possible voice or fluency problem.
- Ask parents if they have discussed this with the child's medical doctor.
- For a period of 3 – 6 weeks remind the student to use the appropriate speech production strategies and will keep data to monitor the severity and frequency of the voice or stuttering problem.
- If the voice or stuttering problem is pervasive across many settings, or appear to be increasing, recommend Tier III.

**For students who are exhibiting problems in the area of language classroom teacher should do the following:**

- Complete the classroom language skills checklist.
- Implement 1 to 3 language intervention strategies the school Tier II intervention team has identified.
- The interventions are matched to individual needs. Provide interventions directly to the student for 5 minutes per day, 2 – 3 days per week, for a minimum of 9 weeks.
- Document results of interventions and complete relevant periodic probes to monitor progress.
- If the student exhibits a slow rate of progress and the academic achievement gap widens after 9 weeks of intervention, consider referral to Tier 3.



# **Appendix B**

## **Preschool Intervention Strategies**

### **Early Math Skills Strategies:**

- Counting (by rote and then one to one): counting objects in environment such as stairs, toys, pennies, socks, shoes, cookies, etc.
- Patterns-auditory and visual: Clap your hands and have a child repeat rhythm, beating a drum, lining colored blocks, cars, other toys (AB pattern - red, blue, red, blue, red, blue, etc. /ABC pattern- red, yellow, blue, red, yellow, blue, etc.)
- Sort and classify objects (ex: matching, sorting, and naming). Ex: match shapes, colors, animals, etc. / sort colors, shapes, crayons, etc. / finally, name simple vocabulary including colors, household items, etc.
- Basic geometric shapes – child can look for simple shapes in environment (Ex: clock is a circle, box is a square, door is a rectangle, etc.) Also may use shape puzzles and other geometric manipulatives.

### **Early Literacy Skill Strategies:**

- Read books to child – talk about pictures and words, as well as what happens in book.
- Letter identification – alphabet flash cards and puzzles, etc., finding letters in words in simple children’s books. Cut out two sets of letters in child’s first name and have child match them, and then name them.
- Provide opportunities for child to draw and then write (crayons and markers, and easel if possible). Child could help with tasks such as completing a simple grocery list, writing a letter, etc.
- Make picture books with your child using strong cardboard, magazines, markers, crayons. Adult can write about the picture.

### **Receptive and Expressive Language Skill Strategies:**

- Teach positional words (up, down, over, under, on, behind, between, etc.) This can be done using household/classroom objects such as chair, table, bed, plate, toys, etc.
- Teach simple vocabulary using household items, toys, pets, farm animals, puzzles, books, etc.
- Teach child to follow directives. Begin with a one step directive, such as “Go get your shoes.” Praise when child follows through. Move to 2 and then 3-step directives.
- Listen to your environment and talk about what you hear. (“I hear a train, I hear the wind, I hear the rain, etc.).
- Encourage child to speak in full sentences by asking who, what, when, where, and how questions about activities, television programs, feelings, etc.

- Discuss the day's activities at the end of the day. This helps a child to learn sequence – what happened first, next, and last. Punch three holes and use string/ribbon to tie together.

### **Social Skills Strategies:**

- Teach child to relate name and age.
- Encourage peer interaction. Teach child to initiate interaction (“Will you play with me?” “I like your new toy.”)
- Respond to social recognition (Ex: “Thank you” or “You’re welcome.”)
- Cooperate with others.
- Engage in turn-taking and sharing (“your turn/my turn”).
- Role play and play simple games with the child.
- Encourage the child to try new activities.

### **Fine Motor Skills and Visual Motor Skills:**

- Stringing beads (or cheerios, paper clips etc.)
- Weaving activities (e.g.- friendship bracelets, lacing cards etc.)
- Using tweezers to pick up objects (e.g.- macaroni, cotton balls, gummy worms...anything really!) or use a turkey baster to play at a water table or in the bath tub
- Penny pick up ( Have the child pick up one penny at a time using one hand only and hold them in the palm while trying to pick up as many as possible before any drop)
- Puzzles
- Block stacking, Lego building
- Cutting (This activity doesn't always have to consist of paper and scissors... try cutting play dough, putty or rubber tubing)
- Coloring (shortened/broken crayons promote a functional tripod grasp)
- Handwriting (Doesn't have to be paper/pencil...sidewalk chalk, finger-paint, shaping play dough into letters etc.)
- Nut/bolt assembly
- Opening/closing containers with “screw-top” lids
- Hanging various objects with clothespins
- Turning pages of a book (encourage turning one page at a time)

### **Strength/Stability:**

- Hiding items (such as pennies, beads, beans, buttons etc.) in putty or play-dough to be found on a “treasure hunt” by the child \*Hint-refrigerated dough is tougher to manipulate for those who need a little more resistance (silly putty works well, too)
- Activities that involve mixing or stirring ingredients

- Wheelbarrow walking
- Crawling
- Walking on all fours (animal imitations –dogs, crabs etc.)
- Erasing the board
- Completing activities such as puzzles and games from hands and knees on floor (vs. sitting up or lying on belly)

### **Visual Perception Skills:**

- Encourage outdoor play on playground equipment such as a ladder, jungle gym, teeter-totter, or balance beam to become more aware of body position in space
- Play “I Spy” game and pick out specific objects around the room, outdoors on the playground, or in a book and ask the child to locate (Hidden picture games are fun, too)
- Simple dot to dots (use numbers and ABC’s) and tracing outlines of pictures following dotted lines
- Simple maze puzzles
- Encourage the child to sequence activities such as put numbers in order, place pictures in correct order or even follow a sequencing pattern when stringing beads
- Play the “Memory Game” (not all of the cards need to be used, e.g. you may only start with 8 cards to match 4 objects)
- Play “Simon Says” to identify body parts and right/left discrimination
- Sort objects according to size, shape, color, etc.

### **Attention Skills:**

- Allow the child to take breaks and help the teacher to take something to the office, pass out papers to other students, sharpen pencils, etc. (basically, allow the child to get up and move)
- Encourage the child to do chair push-ups or wall push-ups when fidgeting increases
- Have the whole class get up and do animal walks around the classroom (all young students have a hard time sitting still and could benefit from this)
- Allow the child to do class work standing at an easel versus sitting
- Allow the child to sit on a “sit n move” cushion or a “physio ball” while seated at a table or desk (close supervision should be provided if using a ball)
- Trial a weighted vest or trial laying weights on the child’s lap while sitting at table or desk

## **Eligibility & Services**

The Troup County School System offers an early intervention program serving three- five year old preschool students with disabilities. Disabilities may include but are not limited to physically impaired, sensory impaired, speech/language impaired, and significantly

developmentally delayed. It is our goal of this early intervention program to prepare our students to participate successfully in the school setting.

Evaluations of a child's language, cognitive, motor, emotional/behavioral and self-help skills are provided by a team. A screening and eligibility committee reviews the referral, screens, performs assessments, and gathers information to determine if a child is eligible for services. Students should be referred to Pre-school Special Education when they appear to show delays in any one of the five areas listed above. According to the revised Georgia rules/regulations the term Significant Developmental Delay does not apply to students who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities.

Preschool special education teachers and paraprofessionals along with speech, occupational, and physical therapists serve eligible students as recommended in their Individualized Education Plan (IEP). Services can be provided in a variety of setting including school-based, community-based, home-based, or private setting-based. Services are provided from the least restrictive to the most restrictive setting. A continuum of services is available and is determined by the IEP team.

## **Parent Involvement**

Parent involvement is a major component of the preschool programs. Parents are encouraged to be involved in the education of their children. Parents are their child's first teacher. Home visits, parent meetings/conferences, resources/activities and workshops are scheduled and provided to offer support to the families of children eligible for services.